



Changes

Curriculum coverage

Listening and speaking

- Ask and give information about people's jobs now and before
- Talk about hopes for the future
- Compare places, people's lives and jobs
- Ask questions and show you're listening
- Check and clarify information

Skills

Sc/E2.2c, 3b, 3c
Sd/E2.1c
Lr/E2.1c, 2a; Sc/E2.3a, 3f; Sd/E2.1d
Lr/E2.1a, 1c; Sc/E2.2c, 2d
Lr/E2.1d; Sc/E2.4a

Reading and writing

- Read about changes in a community and people's lives
- Write about important events in your life

Skills

Rt/E2.1a, 1b; Ws/E2.1a
Wt/E2.1a; Ws/E2.1a, 1b, Ww/E2.1b

Key functions

- Asking for and giving personal information
- Describing daily routines and regular activities
- Asking about and expressing your wishes
- Comparing people, places and things
- Asking for clarification and explanation

Key grammar

- Adjectives
- Comparatives (-er and more)
- Present simple
- Past simple: tense of regular and common irregular verbs
- I'd like to + verb for future plans
- Wh- questions

Resources to support the unit

- Audio player and recorder
- Blank audio cassettes (teacher's own)
- Access to computers and Internet if possible
- Dictionaries
- ESOL Core Curriculum – check each curriculum reference for ideas for presentation
- Blank cue cards
- Cue cards with question words (teacher's own)
- Cue cards with words – *no, before, in this country, in my country* (teacher's own)
- Cue cards with everyday verbs (teacher's own)
- Pictures from magazines depicting people doing different jobs (teacher's own)
- Map of the UK showing Yorkshire and Dorset (teacher's own)
- Cue cards with adjectives of comparison, e.g. *big, bigger, good, better* (teacher's own)
- Jumbled comparative sentences on pieces of card/paper (teacher's own)
- Blank cards (teacher's own)
- Sentence strips for practising linking ideas with the conjunctions *because* and *so* (teacher's own)
- Pictures of restaurant interiors (teacher's own)
- Examples of time lines with different events marked along them (teacher's own)
- Blown-up photocopies of simple newspaper articles with time phrases blanked out (teacher's own)

Page 1 Changes

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use pictures of jobs and places for warm up discussion.
- Get the learners to work in pairs or small groups. Ask learners what differences they see in the two pictures. Elicit and check use of comparatives, e.g. *The buildings in B are more modern. It's noisier.*
- Use small group work as diagnostic assessment. Circulate and listen. Encourage feedback to whole group.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Pages 2 and 3 Amina's story

Materials

- Dictionaries (optional)
- Cue cards with question words
- Cue cards with words – *now, before, in this country, in my country*

Rationale

To review and consolidate past and present tense, statements, negatives and questions; to practise asking and giving personal information; to review *wh*- questions

Activity A *Reading about the past and the present*

Pre-task activity

- Review past simple verbs in situations relevant to learners, e.g. *live, work, find, get up, leave, come.*
- Elicit examples of the use of these verbs from learners' lives, now and before.
- Focus as necessary on past and present forms – positive, negative and question forms. Drill as appropriate.

Task

- Refer to picture of the reception at the clinic. Learners predict what Amina will say about her job as a receptionist. Pre-teach vocabulary, e.g. *appointments, customers, order, patient, balance, computer record.*
- When learners have read the text, discuss the differences between Amina's life now and her life in the past. Complete the True/False task as a check.

Differentiation

- Put E1 readers in small group/groups. Read text aloud, possibly twice, stopping to check understanding.
- Alternatively, cut the story into strips and put the learners in groups to read a part of the story which they then paraphrase for the rest of the group.
- More confident learners can devise 2–3 statements to add to the True/False task.

📌 Activity B *Language: talking about the past and the present*

Task

- Put up facts about Amina, e.g. *I took some computer courses at college and I have a part-time job at Aston Rd clinic.* Demonstrate how you can join the two ideas with *and*. Elicit past and present tenses.
- Make up a few sentences about your own life using simple past and present tense and write up on board or OHT.
- For task 2, put the learners in pairs to talk about their own lives, using the model you have written up.
- Ask them to write sentences about other people for task 3. Draw attention to the third person. They can check with a partner before whole group feedback.

Activity C *Language: asking about the past and present*

Pre-task activity

- Ask a mix of questions about the past and the present, e.g. *When did you start your ESOL course? What job did you do in your country? Where do you live?* NB Be sensitive in choosing questions where the past may have painful memories.
- Put up a couple of the questions on the board or an OHT. Explain that when we ask a question, we use *do* for present tense and *did* for past tense.

Task

- Go through task 1 as a group, circling *do* and *did* in each example. Draw attention to the past tense of *be* and the formation of questions. Elicit other questions with *was* and *were*.
- Demonstrate the falling intonation in *wh*-questions and the rising intonation in *yes/no* questions. Practise and drill intonation.
- Get learners to practise questions. Prepare two sets of cue cards. Set 1 has question words – *Where, Who What When*. Set 2 has prompts – *now, before, in this country, in your country*. A learner chooses a card from each set, and then asks another learner a question based on the prompt, e.g. *Where did you work? What time do you have lunch?*
- Set up task 2. Allow time for learners to prepare and rehearse their questions before the pair-work practice in task 3.

Differentiation

- For task 1 write up questions on cards and ask learners to sort them into two groups – past and present.
- With learners who have problems forming questions, prepare some cue cards with everyday verbs. Use different colour cards for present and past. Learners choose a card and must quickly formulate a question with the verb on the card Try this as a team activity.

Extension

- Ask learners to design a questionnaire which they could use to interview a famous person about his/her past and present life.

Page 4 My hopes and plans

Materials

- Pictures from magazines depicting people doing different jobs
- Audio – Amina's hopes and plans

Rationale

To practise talking about personal wishes and hopes for the future using *I'd like to ...*

Activity A *Reading and speaking: hopes and plans*

Pre-task activity

- Find some pictures of people doing different kinds of jobs in challenging situations, e.g. taxi driver in heavy traffic, check-out staff with queues of people, telephone engineer in freezing winter.
- Ask learners to say what jobs the people in the pictures do, and if they think they like/dislike the type of work. Ask them to imagine that they want to change jobs and ask for suggestions about other jobs they'd like to do.
- Choose a picture and demonstrate: *I think she or he would like to be a ... /work as ... because ...* Model a few more examples.
- Elicit sentences from learners using same model.

Task

- Go through tasks 1 and 2 as a group exercise.
- Draw attention to the short form of – *I would* = *I'd*. Demonstrate on the board and drill pronunciation. Learners then complete the first part of the chart.
- Learners complete the rest of the table in pairs.
- Set up the pair work for task 4.
- Ask learners to write sample sentences to consolidate.

Extension

- For task 4, divide learners into groups according to what they want to discuss, e.g. home life, jobs, travel. They discuss their own wishes for the future within a timescale, e.g. the next 12 months/five years. Remind them to give reasons and examples to explain their choices.

Page 5

Bill's story

Materials

- Audio – Bill's story
- Map of the UK showing Yorkshire and Dorset
- Cue cards with adjectives of comparison, e.g. *big, bigger, good, better*
- Jumbled comparative sentences on pieces of card/paper
- Blank cards

Rationale

To practise using visual clues to predict the context of a listening exercise; to practise detailed listening; to review comparatives; to practise the past simple and present simple tenses in comparative sentences

🕒 Activity A *Language: talking about differences*

Pre-task activity

- Set the context. Show the two regions – Dorset and Yorkshire – on a UK map. Use the pictures to elicit and pre-teach vocabulary, e.g. *miner, mine, pit*.
- Also elicit useful adjectives for talking about the jobs. Put them up on the board or display on cards.
- Use the pictures for task 1 to elicit differences between Bill's work in the coal mine and his work in the pub. Pool ideas and write some up on the board.

Task

- Play the first section of the audio once or twice for task 2 as necessary. Ask questions to check comprehension. Take feedback.
- Ask learners to complete the table in task 3 in pairs. Pair so there is one learner with more developed literacy skills in each pair. If necessary play the audio again, pausing to elicit answers and give learners time to make notes. Feedback with whole group.
- Write these ideas on the board: *Bill worked in a coal mine. Now he works in a pub.* Demonstrate how you can join the two ideas with the conjunction *but*.
- Learners write more sentences using the model in task 4, e.g. *His wife didn't have a job in Yorkshire, but now she works in a supermarket.*

Differentiation

- Learners with less developed listening skills can work with the audioscript to complete the notes for the table.

Extension

- More confident learners can make up a table like the one in task 3 and use it to talk about their own life, and then write sentences using the model in task 4.

Page 6

More of Bill's story

Rationale

To talk about the past, to practise describing places using the comparative form of adjectives

Activity A *Listening and speaking: comparing places*

Pre-task activity

- Look at the pictures of Bill's life on page 5 to elicit adjectives, e.g. *dangerous, dirty, busy* etc. Make sure you have a selection of short and longer adjectives for work on comparatives.
- Revise comparatives. Use the pictures about Bill's life to elicit examples, using *better, easy, dangerous* etc., for example – *His work in the mine was more dangerous. I think his job is easier in the pub.*
- Elicit comparative forms of the other adjectives.

Task

- Before you play the audio for task 3, ask the learners to try to predict what Bill will say about his present life as a barman in a pub.
- Play the audio for task 2 and ask if any of their points were the same. As necessary play the audio again.
- Before the learners do the gap fill in task 3, ask them to work in pairs to predict the missing comparatives. They then check their ideas by listening to the audio. Feedback with the whole group.
- Elicit adjectives for task 5. Encourage the use of monolingual dictionaries to look up adjectives they want to use. Encourage them draw a table like the one on page 5 and make notes.

- As preparation for pairwork in task 6, elicit comparative questions. Put examples up on the board/OHT e.g. *Is the weather **better** here than your country? Are flats **more expensive** here? Which place is **bigger**?*
- To practise questions, put some comparative adjectives on cue cards and ask the learners to form questions with them.
- Set up the pair work. Learners take turns to ask and answer questions.

Differentiation

- Write some comparative questions on card and cut them up into strips. Ask learners to reorder the strips to make them questions with comparatives.
- Use cue cards with adjectives for describing places. The learners make simple comparisons using the adjectives on the cards. Give out pairs of photos of very different places. Learners then work together in pairs to write sentences describing the two places.

Extension

- Learners do some research on the Internet on two places. They then prepare a short talk about the two places and give their talk in groups of three or four.

Page 7 Spelling

Materials

- Dictionaries (optional)

Rationale

To use knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings for *-er* endings in comparatives

Activity A *Spelling rules: -er endings for comparatives*

Pre-task activity

- Put some comparatives which take the *-er* ending on the board. Make sure you include some which change their spelling. Ask learners if they notice anything about the spelling.

- Explain that when you form a comparative you usually add *-er* to shorter adjectives. Draw the attention to the examples which have different spellings. Explain they're going to learn some rules to help them with spelling.

Task

- Refer learners to comparatives box. Then work together with the group to work out rules 1 and 2. Learners complete the examples.
- Learners work in pairs to complete rules 3 and 4 and the complete the examples. Where possible pairs learners so there is one learner with stronger literacy skills.
- When learners have finished, go through the examples to check. Task 2 can be done in pairs or individually.

Differentiation

- Get the learners with less developed literacy to work in pairs or small groups. Prepare packs of four or five adjectives and comparatives for each rule. Give out each pack in turn, and get the learners to work out what the rule is.

Page 8 Closing a mine

Materials

- Sentence strips for practising connecting ideas with conjunctions *because* and *so*

Rationale

To develop reading skills for skimming and scanning; to use the conjunction *because* for reasons and *so* for results

Pre-task activity

- Use the photos in the article, and the headline, to set the context and elicit and pre-teach vocabulary, e.g. *unemployment*, *crime*, etc.
- Get learners to think about similar situations in their own countries where an industry closed. Elicit what happens to the place and the people – e.g. *people lose jobs*, *unemployment goes up*, *shops and businesses close*, *people leave the town*. Put any new words on the board.
- Remind learners that when they are reading texts for information, they don't need to read every word but can scan for the details they want to get the general meaning.

⬆ Activity A *Reading: skimming and reading in detail*

Task

- Ask the learners to look quickly at the newspaper article. Ask them to identify the paragraphs and match the headings.
- Encourage learners to try task 3 in pairs. Remind them that they will need to read the paragraphs carefully to find the answer. Pool ideas.

Differentiation

- Read the text aloud sentence by sentence, asking questions to check understanding. Alternatively, cut the article up into paragraphs and get the learners to work with paragraphs and then share ideas with the rest of the group.

Activity B *Writing: explaining reasons and results*

Task

- Put these ideas on the board. *Many shops close. People don't have money to spend.* Demonstrate how you can join them with the conjunction *because*.
- Get the learners to do the matching activity in task 2 in pairs, and then write sentences following the model in task 1.
- For task 4, put these ideas on the board – *Many jobs are in other towns. They must leave the mining village.* Demonstrate how you can join the ideas with *so* to show a result.
- Learners do the matching task in 5 in pairs, and then write sentences again, following the model on the board.
- For task 7, learners then write their own sentences about changes in the area where they live, or about another aspect of how their lives have changed.

Differentiation

- Write the sentences for task 2 on strips of card and cut them in half. Give out the strips and a card with the word *because* and get learners (in groups of 3) to match the strips, and add the conjunction *because*. Do the same for the sentences in task 5, but with the conjunction *so*.

Extension

- Give out first halves of the sentences on cards with the conjunction *because* and get learners to complete their own endings.
- More able learners can work in pairs to skim/scan read simple magazine or newspaper articles and tell their partner what the story is about. They swap texts when they've finished to see if they agree.

Page 10 A success story

Materials

- Audio – A success story
- Newspaper headlines (optional)
- Pictures of restaurant interiors (optional)
- Photocopiable resource – feedback form
- Examples of time lines with different events marked along them (optional)
- Blown-up photocopies of simple newspaper articles with time phrases blanked out.

Rationale

To develop skills for following a conversation; to ask questions that relate to answers the other speakers have given; to trace events on a time line, and to recognise time markers and write simple sentences using them.

⬆ Activity A *Listening: asking questions and listening well*

Pre-task activity

- Use the photo and headline to introduce the context of the interview. Remind learners they will be conducting an interview as part of their project.

Task

- For task 1, ask learners to anticipate the information the reporter wants to find out. Elicit ideas from the group to get them started e.g. *when he came to England, career in the restaurant business, what he does, his plans*. Learners each make a list of five points and then, in pairs, compare their lists.
- Play the audio for task 2. Remind learners they don't need to understand every word. Learners compare with their own list of points.

- Before you play the audio again, get the learners to read through the questions for task 3. Explain that they are not in the correct order. Play the audio, pausing after each of Ali's answers. Encourage learners to predict the direction of the conversation. Ask: *What do you think he will ask about now?* They then choose one of the questions in the list.

Activity B

Speaking: asking and answering questions

- Play the audio again, this time asking learners to pick out the phrases the reporter uses to show an interest in what Ali is saying.
- Set up the group work task and hand out the photocopiable resource for role C.

Differentiation

- With less confident learners, limit the task to listening for the questions and putting them in the right order.

Extension

- Learners work in pairs and take turns to talk on a topic for a minute, e.g. *my flat, my children*. The other learners' task is to show interest in what he/she is saying through body language, short phrases like *That's interesting, Really! Great, and noises* to show interest *Umm, Ah!*

Activity C

Writing: using time markers

Pre-task activity

- Put this information on the board. *Ali came to England in 1993. In 1995 he got a job in a friend's restaurant.*
- Elicit from group another way of saying the sentences using time markers, e.g. *Ali came to England in 1993. Then two years later, he got a job in a friend's restaurant.*

Task

- For task 1, ask questions to check the learners' understanding of the time line. Ask about dates, events and sequences.
- Ask the learners to highlight time markers in task 2.
- Get the learners to use the time line to write other sentences about Ali's life in task 3.
- As consolidation the learners add time markers to complete Ali's story individually or in pairs.

Page 12

Personal writing

Rationale

To compare a simple text, giving personal information; to write simple and compound sentences using time markers.

Activity A

Telling your own story

Task

- Learners prepare their own time line with dates and notes about events. They then write their own story, using the writing frame to help organise their ideas. If possible put the writing frame on computer.

Differentiation

- Set up an information exchange task. Give out two copies of Ali's time line with different information blanked out. Ask the students to work in pairs to exchange the information and complete the time line.
- Work with the learners to build up a description of the time line for Ali on the board or on OHT. They can then try the personal writing task.

Extension

- Learners give their draft stories to other learners for review. They look at each other's stories and highlight mistakes in different colours, e.g. for grammar, spelling and punctuation, and then suggest improvements.

Page 13

Communication problems

Activity A

Speaking: checking and clarifying

Material

Audio – Checking and clarifying

Pre-task activity

- Ask learners about their use of the phone – *how often, for what reasons, what they find difficult?* Put the questions on the board or an OHT. Then get learners to interview each other. Pool ideas.
- Explain that they are going to learn some useful phrases for checking and clarifying.

Task

- Get learners to look at the picture stories in task 1 and discuss the problems and predict what the person can say.
- Learners then match the pictures and the sentences in task 2.
- Demonstrate polite intonation and get learners to practise in pairs.

Activity B *Listening: dealing with a misunderstanding*

- Play the audio for general gist and ask some comprehension questions.
- Play the audio for task 1 again, pausing the tape so that learners can identify Nareem's phrases. Elicit other phrases for asking for repetition, saying you don't understand.
- Set up the context for the role play in task 2 and allow time for preparation.
- Build up the opening part of the call on the board, eliciting phrases for giving your name and saying why you're calling.
- Learners then role play the call. If possible use real phones. If not get learners to sit back-to-back.

Differentiation

- Prepare some cue cards with situations, e.g. *You can't hear the other person. You didn't hear the date* etc. One learner picks up a card, reads it out and asks another student what he or she would say. Can be played in two teams.

Extension

- Get learners to make real calls to get information and report on how the calls went, and if they were successful in using some of the phrases.

Page 14 Project work

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the learning environment; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Activity A *Prepare your interview*

- In this activity learners prepare for the interview.
- Learners discuss who they might interview. If learners don't have anyone they can approach, suggest people who they can contact. It would be useful to clear this before the learners contact them to minimise awkwardness or being tuned down.
- Elicit what to say when you approach someone and rehearse possible conversation.
- Get the learners to plan their interviews including the question, what to say to introduce themselves and how to end the interview.

Activity B *Interview the person*

- Learners do the interview individually or in pairs.
- Allow time for reporting back on the interview.

Activity C *Write about the person*

- Learners write about the person they interviewed. Encourage them to allow time for planning and deciding what they want to say and how to improve their first draft. They could use other learners to act as reviewers.
- Give individual comment on work.

Page 15 Check it

Rationale

To check understanding of the learning points in the unit and identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check the answers in the key. Allow time to check progress and give feedback and help.

Activity A *Language: present and past*

- Learners complete an article by putting verbs in the correct tense.

Activity B *Language: talking about differences*

Task 1

- Checks comparatives. Learners complete the table with the comparative form of the adjectives.

Task 2

- Checks comparatives and use of conjunctions *but* and *and*. Learners write sentences using information in a table.

memorable. If they work on computers they could use clipart.

- As follow up get the learners to give short talks using the words on the cards in group of three.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the progress record.

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Page 16 **Mini-projects**

Rationale

To encourage learners to write independently and apply skills and language from the unit outside the learning environment

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Book.

Activity A *Find out about changes in your community*

Tasks

- Learners research the local community through visits to library, the Internet, or interviews with local people.
- Set project 1 up for small groups. If possible bring in material to get them started – old photos, books etc.
- Encourage groups to assign tasks to individuals, e.g. two people to do Internet research.
- If possible set up interviews with identify people who are willing to be involved.

Activity B *Prepare vocabulary for talking about places*

- Learners prepare a word web to help them talk about the place they live/lived.
- Check the completed word webs and check that learners know how to pronounce the words.
- Encourage them to make the webs as interesting and visual as possible to make the words

Pairwork pages

Page 10

A success story

Activity B

Feedback form

1 Did B ask A about:

● his or her studies

yes ☐ no ☐

● a typical day

yes ☐ no ☐

● future plans

yes ☐ no ☐

2 Were the questions easy to understand?

yes ☐ no ☐

3 Did A use phrases to show she or he is interested?

yes ☐ no ☐

4 What phrases did she or he use?