

Learning Support Materials



English for Speakers of Other Languages: ESOL in Context Work and Study (National 4)

Student Notes



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Lesson

01

Talking about organisational skills and stationery

	Task: Talking about organisational skills and stationery
Skill: Listening, Speaking, Reading	vocabulary relating to stationery grammar and spelling

Activity 1

Work with a partner and make a list of the things you keep in your bag to help you with writing and school/college work.

Activity 2

Track 2

You are going to listen twice to a conversation between students.

(A) First listening: Listen and answer these four questions:

- 1 How many students are talking?
- 2 What are their names?
- 3 What are they talking about?
- 4 One of the students asks for the meaning of a word. What is the word?

(B) Second listening: Listen again and answer the following questions:

- 5 The student who starts the conversation is:
 - a Margaret
 - b Susan
 - c Mona
- 6 Susan does not like to go to Asda for her stationery because:
 - a Things are expensive there.
 - b They don't have all the things she wants.
 - c It is not near her house.
- 7 Margaret thinks that the _____ and bound writing pads are cheap.

Are these statements True (T) or False (F)? Circle your answer.

- 8 Mona thinks that you can get 10 pencils for 25 pence from Asda. T F
- 9 Pound Stretchers has cheap plastic folders. T F
- 10 Susan will start shopping for her stationery next week. T F

Activity 3

Here are typical items of stationery which students need for writing and their school/college work. Work in small groups to match them to their names.

Write your answers in the table below.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10
 11	 12	 13	 14	 15

a a diary	b text correction fluid	c a pencil case
d a notepad	e a pen	f ring binder
g dividers	h a stapler	i a highlighter pen
j a hole punch	k a rubber	l plastic pockets
m a sharpener	n a bookmark	o a ruler

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1 Eric Delmar	7 Jeff Gynane	13 Libby Chapman
2 DSGPro	8 Rainforestaustralia	14 Amanda Rohde
3 James Ferrie	9 Christine Balderas	15 Ales Veluscek
4 Studioaraminta	10 Emily2k	
5 Gerald Jones	11 Lai Leng Yiap	
6 Emrah Turudu	12 © SQA	

Activity 4

Now work in pairs to ask and answer the following questions. Write your answers in the table below.

- 1 Which of the stationery items does your partner always keep in her/his bag? Why?
- 2 Which ones does he/she keep at home? Why?
- 3 Which ones doesn't she/he have at all? Why?

always has	keeps at home	doesn't have

Activity 5

Your teacher will divide the class into teams to play a game to help you remember the names and spellings of the words in Activity 3.

Each team has six questions to ask the other team. The team will score one point if they get the answer right and another point if they spell the word correctly.

Activity 6

Work in small groups to give suggestions for the following:

- 1 The importance of having highlighter pens and what you can use them for.

- 2 The best way to organise your worksheets into your ring binder.

Homework task

Study this example.

Text correction fluid such as Tippex is used for painting over a mistake you have made with pens.

Write similar sentences about the following objects.

- 1 a ruler
- 2 a compass
- 3 Sellotape
- 4 a glue stick
- 5 Post-it notes
- 6 a bilingual dictionary

Lesson
02

Talking about long-term aims and short-term objectives

	Task:
Skill: Speaking, Listening, Writing	vocabulary, grammar

Activity 1

Work with a partner to discuss these questions:

- 1 How long have you been learning English?
- 2 What is your main purpose (reason) for studying English?

Activity 2

Work with your partner to check if you both understand the meaning of these two phrases:

- 1 Long-term aim
- 2 Short-term objectives
 - a Which one is general and takes a long time to achieve?
 - b Which one is specific and takes a short time to achieve?
 - c Which one should you consider (think about) first? Why?

Activity 3

Track 3

(A) First listening: Listen to a teacher giving her students advice about studying English.

Listen then complete the following sentences:

- 1 The teacher is talking about:
- a short-term objectives
 - b long-term aims
 - c long-term aims and short-term objectives

(B) Second listening: Listen again to answer the following sentences.








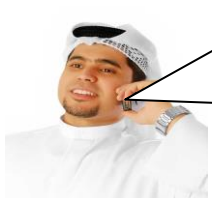
- 2 Before you start an English course you must consider:
- a your learning objectives
 - b your main reason for learning English
 - c checking your mistakes
- 3 An example which the teacher gives for long-term aims is:
- a studying chemistry at university
 - b practising using capital letters
 - c correcting mistakes

Are these statements True (T) or False (F)? Circle T or F.

- 4 The student had made 7 spelling mistakes. T F
- 5 Practising capital letters is an example of a short-term objective. T F
- 6 The teacher can now plan the topics and the skills the student needs. T F

Activity 4

Work in pairs to decide whether these students are talking about long-term aims or short-term objectives.

 <p>1</p> <p>I want to improve my writing to get a better job.</p>	 <p>2</p> <p>I need to describe symptoms to the doctor.</p>
 <p>3</p> <p>I want to improve my listening so that I can understand TV news better.</p>	 <p>4</p> <p>I need to improve my formal writing skills in order to write letters to my daughter's teachers.</p>
 <p>5</p> <p>I need to improve my reading in order to read recipes.</p>	 <p>6</p> <p>I want to study childcare at college.</p>
 <p>7</p> <p>I want to improve my English to be able to study at university here.</p>	 <p>8</p> <p>I need to improve my speaking in order to ask questions in the supermarket.</p>

Write your answers here (use numbers):

Long-term aims	
Short-term objectives	

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- 1 Soubrette
- 2 Soubrette
- 3 Jacques Crozier
- 4 Ian McDonnell
- 5 Phil Date
- 6 Anneke Schram
- 7 Jaymaal
- 8 Karim Hesham

Activity 5

In activity 3 (listening) the teacher talks about:

- 1 Purpose of learning English
- 2 Situations where people need to use English
- 3 Language skills people need to use for each situation





Here are some examples of purposes, situations and language skills. Work in small groups to put each example under the suitable heading. Use a highlighter pen to mark the phrases of each group first (a different colour for each group), before you include them in the table.

1 filling in a job application form	2 speaking
3 to get a job as a hairdresser	4 reading motorway signs
5 listening	6 to pass the taxi driver exam
7 to study business and administration	8 reading
9 numeracy	10 vocabulary building
11 writing	12 chatting to a neighbour
13 to pass a citizenship test	14 writing a CV
15 to get a job as a nursery nurse	16 attending a job interview

Purposes of learning English	Situations you need to use English	Language skills you need to use

Activity 6

Here are more purposes for studying English. Fill in the blanks with two more suitable situations and language skills for the **chef**, **studying Biology** and **postman**.

Purpose	Situations	Skills
<p>To get a job as a receptionist</p>  <p>1</p>	<p>talking on the phone arranging appointments taking telephone messages giving directions</p>	<p>speaking, listening, reading and writing</p>
<p>To be a chef</p>  <p>2</p>	<p>ordering vegetables and meat</p> <hr/> <hr/>	<p>vocabulary building, listening, numeracy</p> <hr/> <hr/>
<p>To study biology</p>  <p>3</p>	<p>taking notes</p> <hr/> <hr/>	<p>listening, speaking</p> <hr/> <hr/>
<p>To be a postman</p>  <p>4</p>	<hr/> <hr/>	<hr/> <hr/>

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1 Norman Pogson

2 Kelly Cline

3 Nancy Louie

4 Steve Snyder

Activity 7

Study these examples and then write **two** similar sentences about your own short-term objectives for each one. Use **in order to** and **so that**.

Writing

1 I need to improve my writing **in order to** write letters to my daughter's teachers.

a I need to improve my writing **in order to** _____

b I need to improve my writing **so that I can** _____

Listening

2 I want to improve my listening **so that I can** understand TV news better.

a I want to improve my listening **so that I can** _____

b I want to improve my listening **in order to** _____

Reading

3 I need to improve my reading **in order to** read maps and street names better.

a I need to improve my reading **in order to** _____

b I need to improve my reading **so that I can** _____

Vocabulary

4 I want to improve my vocabulary **so that I can** describe symptoms to my doctor.

a I want to improve my vocabulary **so that I can** _____

b I want to improve my vocabulary **in order to** _____

Homework task

Think about a job or a course other than English which you want to do. Make a list of the situations where you think you would need to use English for the job/course you have chosen and the language skills you would need to use.

Lesson
03

Talking about learning how to learn

Learning strategies

	Task:
Skill: Speaking, Reading	vocabulary, spelling and grammar

Activity 1

(A) Work with a partner to discuss these two statements. Which one do you agree with? Why?

- a I would like my friend to give me a fish every day.
- b I would like my friend to teach me how to fish.

(B) Match these two statements below with the two sentences above.

- 1 I would like my teacher to teach me how to learn English.
- 2 I would like my teacher to just teach me English.



courtesy BTL

Activity 2

(A) Read the text on the next page to answer these two questions.

- 1 What is the text about?
- 2 Match each paragraph with one picture.



A

B

C

D

paragraph 1

paragraph 2

paragraph 3

paragraph 4

- 3 What does each picture refer to?

All photos: © iStockphoto.com

A Olympus

B Christine Balderas

C James Pauls

D Sergey Kogun

Listen every day to English. Listen to the radio from time to time. Do not worry about the words which you do not understand. Listen carefully to the words which you already know and that will help you to understand what the speaker is talking about. You should also watch TV, go to the cinema or borrow videos or DVDs from video rental shops. While watching, look carefully at the mouth of the speaker. Observe how they talk focusing on stress and intonation. Try to repeat what they are saying copying the stress and intonation.

Speaking is very important. It takes time to speak English well. Speak to as many students as you can. You should always use what you have learnt. Do not worry about making errors. We even make mistakes when we speak in our own language. If you do not have someone to speak to in English at home, try to speak as much as possible in the college or school during breaks and in the classroom, especially when your teacher asks the class to work in pairs or groups. Borrow some cassettes and try to repeat words and phrases after the speaker to improve your pronunciation.

Read as many English books, newspapers and magazines as you can find. Read what you are interested in. Do not interrupt your reading at each unfamiliar word to use the dictionary. You do not need every word to understand the meaning of what you read. Try to practise increasing your reading speed by using different reading skills such as guessing meanings of new words, predicting and reading groups of words together rather than focusing on single words. When you finish reading, use a highlighter to highlight some useful words and phrases and record them in your vocabulary notebook. Divide your notebook into sections (eg shopping, health or education).

You can only improve your writing by using the words and phrases you have learned. If you use the same words and sentences, which you know already, your writing will not improve. Try to use some of the new words and phrases in your writing. When you use them once or twice, you will remember them easily. Do not forget to learn from your mistakes. If you do not know how to correct your mistakes, ask one of the other students or your teacher.

(B) Read the text again to answer the following questions.

4 When you watch TV observe how the speaker uses their:

- a mouth
- b eyes
- c vocabulary

5 You can only improve your writing by:

- a watching TV
- b listening to the radio
- c using the words and phrases you have learned

(C) Are these statements True (T), False (F) or Doesn't say (DS)? Circle your answer.

- | | | | | |
|----|--|---|---|----|
| 6 | It takes a little time to speak English well. | T | F | DS |
| 7 | Watching a video can help you improve your pronunciation. | T | F | DS |
| 8 | Your vocabulary notebook should be divided into sections. | T | F | DS |
| 9 | If you do not understand what kind of mistake you have made, you should always ask your teacher. | T | F | DS |
| 10 | Reading groups of words together increases your reading speed. | T | F | DS |

(D)

11 Find a word in Paragraph 1 which means the opposite of **carelessly**.

12 Find a word in paragraph 2 which means **mistakes**.

13 Find a word in Paragraph 3 which means **guess what will happen next**.

14 Find a word in Paragraph 4 which means **get better**.

Activity 3

Work with a partner and study these two examples taken from the text.

- 1 Speak to as many students as you can.
- 2 Try to speak as much as you can.

Make some sentences using **as many as** and **as much as**.

- 1 Listen / pop songs _____
- 2 Use / new words _____
- 3 Use / reading skills _____
- 4 Write / different topics _____
- 5 Increase / your reading speed _____
- 6 Speak / English _____
- 7 Watch / TV _____

Activity 4

- 1 Work in small groups to complete the following table with the learning strategies suggested in the text for improving listening and speaking.

Listening	Speaking

- 2 Work in small groups to complete the following table with the learning strategies suggested in the text for improving reading and writing.

Reading	Writing

Activity 5

Write sentences explaining some of the above learning strategies. For example:

I am going to listen to the radio as much as possible so that I can improve my listening skills.

Activity 6

Work on your own and choose one learning strategy for each language skill, which you would like to try using from now on. Then discuss your strategies with a partner.

Listening: _____






Speaking: _____

Reading: _____

Writing: _____

Activity 7

Here is a learning strategy, which you can use to practise learning how to spell words. Your teacher will explain to you how to use the spelling worksheet below.

Look  A	Say  B	Cover  C	Write  D	Check  E
1				
2				
3				
4				
5				
6				
7				
8				

All photos: © iStockphoto.com

A Cristian Ardelean B James Pauls C James Paws D studioaraminta E Tatiana Popova

Homework task

Learn how to spell these words:

- 1 predict
- 2 unfamiliar
- 3 section
- 4 observe
- 5 focus
- 6 borrow
- 7 carefully
- 8 guessing
- 9 rental
- 10 divide

Use the spelling practice sheet on page 21.

Lesson
04

Talking about computing skills
Learning strategies

	Task:
Skill: Speaking, Writing, Listening, Reading	vocabulary and grammar
















Activity 1

Work with a partner to discuss the following questions.

Have you ever used a computer?
Do you have a computer at home?
What do you use it for?

Activity 2

Work in small groups to match the objects with their names.

 A	 B	 C	 D	 E
 F	 G	 H	 I	 J
 K	 L	 M	 N	 O

Write your answers in the table below. The first answer has been done for you.

1 printer	B	2 webcam		3 scanner		4 mouse		5 keyboard	
6 headset		7speakers		8 monitor		9 floppy disk		10 laptop	
11digital camera		12 CD		13 memory stick		14 CPU		15 telephone line	

All photos: © iStockphoto.com (Except B, D, H, and I – Courtesy of BTL) A Krzysiek_z_poczty C Michal Rozanski E Stas Perov F Matjaz Boncina G Aleksandar Kolundzija J Norma Zaro K Costin T L Michael Civ M Tatiana Popova N Ed Hidden O Olivier Blondeau

Activity 3

Work with a partner and ask her/him the following questions. Write your partner's answers in the table below.

- 1 Which of the hardware parts do you have at home?
- 2 Which of the hardware parts do you know, but you have never used?
- 3 Which of the hardware parts do you not know what you can do with?

1 Which of the hardware parts do you have at home?	2 Which of the hardware parts do you know, but you have never used?	3 Which of the hardware parts do you not know what you can do with?

Activity 4

- 1 Your teacher will divide the class into 4 groups to play a game about the hardware parts from Activity 2. Your teacher will explain to you how to play the game.
- 2 Draw a line to match the word to its meaning.

1 capture
2 transmit
3 store
4 designed
5 convert
6 data
7 image

a keep
b change
c information
d send
e made
f take
g picture

Activity 5

Work with a partner to talk about the internet. Ask each other the following questions:

- 1 Do you use the internet?
- 2 What do you use it for?

Activity 6

Track 4

(A) First listening.

- 1 The conversation is about:
 - a how to use the computer
 - b how to use the internet
 - c Sanchez's computer

(B) Listen again to answer the following questions.

- 2 Lang is not happy because:
 - a he is mad
 - b he has a problem with his computer
 - c he has a problem with Internet Explorer
- 3 Sanchez is interested in learning:
 - a how to use the internet
 - b how to use the college / school computer room
 - c how to use the Bank of Scotland website

(C) Are these statements True (T) or False (F)? Circle your answer.

- 4 To use the internet your computer needs to be connected to a telephone line. T F
- 5 A browser is a program, which helps you to store information on the computer. T F
- 6 Lang wants to teach Sanchez how to use the internet:
 - a at his home
 - b at the college
 - c at Sanchez's home

Activity 7

Here is some information about Brazil taken from the BBC News website. Use the notes to write a short paragraph about Brazil. The website address is:

http://news.bbc.co.uk/1/hi/country_profiles/default.stm

FACTS

Full name:	Federative Republic of Brazil
Population:	182.8 million (UN, 2005)
Capital:	Brasilia
Largest city:	Sao Paulo
Area:	8.55 million sq km (3.3 million sq miles)
Major language:	Portuguese
Major religion:	Christianity
Life expectancy:	66 years (men), 74 years (women) (UN)
Main exports:	Manufactured goods, iron ore, coffee, oranges, other agricultural produce
International dialling code:	+55

Homework task

Visit the following website, which includes words and phrases translated from English into other languages. Find your language and learn some new words about computing skills.

http://www.becta.org.uk/teachers/teachers.cfm?section=1_3_2_1&id=2625

Lesson
05
Review of lessons 1–4

	Task:
Skill: Speaking, Writing, Reading	vocabulary, grammar and pronunciation

Activity 1

Work with a partner to ask each other if you remember the topics of the first four lessons.

Activity 2

(A) Work in small groups to match the words we use when we talk about the internet.

1 visit
2 search
3 shut down
4 type in
5 check
6 Internet

a the computer
b the website address
c my e-mail
d Explorer
e the internet
f their website

(B) Complete the following sentences with the phrases from the table above.

- 1 Remember to _____ when you finish.
- 2 You must _____ first to get to their website.
- 3 Can I _____ to see if they have sent me a message?
- 4 Why don't you _____? You might find what you are looking for.
- 5 They have a lot of information about their company on the internet. You should _____.
- 6 _____ is a popular web browser.

Activity 3

Find the following words in the grid. Use a highlighter to mark the letters of the words. The words run from:

- left to right
- right to left
- top to bottom
- bottom to top
- diagonally from top to bottom
- diagonally from bottom to top

BOOKMARK

COMPASSES

DIVIDERS

FOLDER

GLUE

HIGHLIGHTER

NOTEPAD

PAPER

RUBBER

RULER

SELLOTAPE

SHARPENER

STAPLER

STATIONERY

TIPPEX

STATIONERY

S	N	D	Q	Q	R	U	B	B	E	R	E	R	W	Y
R	H	G	A	D	W	A	F	S	G	E	U	E	Y	Q
T	Z	A	X	P	R	M	N	J	F	L	I	T	N	U
C	I	P	R	U	E	S	G	D	E	P	P	H	Q	M
J	G	P	X	P	H	T	I	R	Y	A	A	G	N	N
K	D	B	P	S	E	V	O	R	K	T	P	I	I	Z
E	U	L	G	E	I	N	E	N	R	S	E	L	O	I
V	I	N	S	D	X	N	E	E	B	T	R	H	I	J
X	J	C	E	H	O	M	D	R	O	B	J	G	V	C
Q	J	R	T	I	W	L	A	G	O	F	O	I	A	M
H	S	G	T	H	O	Q	I	X	K	S	L	H	N	R
S	R	A	H	F	Q	U	R	O	M	A	C	B	W	L
P	T	T	A	U	C	O	M	P	A	S	S	E	S	J
S	E	L	L	O	T	A	P	E	R	E	I	U	N	G
Q	I	V	U	Y	E	E	G	J	K	P	F	P	C	N

Activity 4

(A) Study the following example:

Student A: I need to improve my speaking.

Student B: Speak **as much as** you can

Now complete the sentences with a suitable phrase from the following.

as much as as long as as often as
as fast as as many as as soon as

1 How long should I take to finish the exercise?

You should _____ want.

2 How many words should I use?

Use _____ want.

3 Oh! We are going to miss the bus.

We should _____ we can.

4 How soon can you give me back the book you borrowed?

I'll _____ can.

5 Can we use the computer room?

Use _____ need.

6 I haven't got time to finish reading the story.

Read _____ can.

(B) Your teacher will show you the words and phrases you should stress. Listen and repeat. Then work in pairs to do the activity orally.

Activity 5

Work with a partner to check the difference between these two phrases:

- long-term aims
- short-term objectives

Which is general and takes a long time to achieve, and which is specific and takes a short time to achieve?

Work with a partner to complete the table below with these sentences.

- 1 I need to practise how to spell the days of week, months and seasons.
- 2 I want to improve my English.
- 3 I want to speak English fluently.
- 4 I want to learn how to pronounce correctly **sh** and **ch**.
- 5 I'm interested in improving my overall reading.
- 6 I need to learn how to write a formal letter to ask for a job application form.
- 7 I want to improve my pronunciation of plurals.
- 8 I want to improve my spelling of irregular past verbs.
- 9 I'm interested in learning how to ask questions for all situations at work.

Long-term aims (general)	Short-term objectives (specific)

Activity 6

- 1 Work with a partner to discuss these questions:
 - a Have you ever made an **action plan** to do or improve something?
 - b Did you succeed or fail?
 - c How did you feel when you succeeded/failed?
- 2 Here is an action plan of a student who is interested in improving his English. Read the action plan to fill in the gaps with the missing phrases.

do not worry/a sales assistant/new words/This week/should speak/for me

My purpose for learning English

I am studying English because I want to work as _____ at some point in the future. Listening, speaking, reading and writing are all important _____.
My action plan is as follows:

Things I am good at

I am very good at reading and I _____ about new words when I read.

I always practise how to spell new words.

I always write _____ in my vocabulary notebook.

Things I need to improve

I need to improve my speaking. I _____ more in class and outside class.

I also need to organise my vocabulary notebook.

_____ I want to practise writing formal letters asking for information.

Things I need to buy

I need to buy a bilingual dictionary and plastic pockets to keep my worksheets tidy.

- 3 Write your action plan on a piece of paper using the framework below. Show your action plan to another student and invite them to ask you questions about it.

**1 My purpose for learning English****2 Things I am good at:**1
_____2
_____3
_____**3 Things I need to improve:**1
_____2
_____3
_____**4 Things I need to buy:**1
_____2
_____3
_____**Homework task**

Make a list of the subjects which you studied at school and the subjects which you are studying now.