

# English Language Skills



**Level 1**  
**Teacher's Book**

Susan Boyer

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## Introduction to the Teacher

This *Teacher's Book* has been designed to be used in conjunction with *English Language Skills – Level 1* and the accompanying audio recording, *English Language Skills - Level 1 audio CD*.

However, the communicative activities contained in this book are classified into topic areas (see Contents pages) and **most can be used independently of the Student's Workbook**. Each unit contains teaching notes for the corresponding unit in the Student's Book, as well as photocopiable activities to enliven language classes, enhance learning and promote classroom interaction.

The material has been designed for adolescent and adult students who are at a 'beginner' level of English. However, you will find that some of the activities can be used or adapted for higher or lower levels. For ease of use by teachers, the top of each page has been labelled either as:

- **Teaching Notes to unit** - these notes and teaching suggestions accompany the Student's Workbook.
- **Teaching Notes to Activities and Communicative activity** - these notes give step by step suggestions for using the communicative activity that will usually be found on the adjacent page or designated pages.
- **Activity page** - these pages contain activities or work-sheets to be copied for students.

The classroom activities and work-sheets presented in this book provide students with practice in using language, social skills and grammatical items that are relevant to their needs in the 'real world'. For example, the communicative activities include practice in such things as addressing an envelope, completing a simple form, buying lunch and explaining symptoms to a doctor.

*English Language Skills - Level 1* is based on the approach to language teaching that suggests that language exists *in context* and that the function for which the language is used will determine the form in which it is expressed. Throughout *English Language Skills - Level 1*, wherever possible, the target language and grammatical items are presented in context, within a communicative framework, so that students are led to see the link between form and meaning. The activities also provide a balance between individual, pair work and group work as they aim to develop confidence and learner autonomy.

The teaching notes to activities contained in this book are presented in a step by step format to produce optimal results in classroom situations. However, teachers should adapt or supplement the material to fit the circumstances, and their approach and experience. A map of units and language features covered in *English Language Skills - Level 1 Student's Workbook* has been provided immediately after the Contents page of this book, to give teachers an overview of topics and language features that will be covered.

I would be pleased to hear from teachers who have suggestions, feedback or other comments on their experiences with *English Language Skills - Level 1 Teacher's Book*.

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# ENGLISH LANGUAGE SKILLS - LEVEL ONE TEACHER'S BOOK

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Map of units and language features of *'English Language Skills - Level 1 Student's Workbook'*

Student book Unit Title and page numbers	Theme and vocabulary area	Literacy: reading, writing, spelling numeracy, punctuation,	Grammar and language use	Listening, speaking and pronunciation	Social skills and assessment tasks
1 <b>English class</b>  4 - 17	Introductions Form filling Days and time Classroom items Signs Greetings  Simple directions	Write names. Use capital letters Write modelled sentences Read and write on a form Read and write days and time. Read and list classroom items. Read signs and label pictures. Say how many things. Read simple dialogue. Write specific information.	My name is... I come from... nouns = names of things There is/are... What does this mean? Simple greetings Where is...? Turn right/left.	Listen & repeat modelled words. Listen for information. Listen for spelling (and write). Notice syllables in words. Aurally identify single/plural nouns. Listen and repeat greetings. Listen for specific information. Distinguish between vowel sounds in <u>ten</u> and <u>see</u>	Introduce self Give personal details Complete a form.  Match pictures to words. Greet and say goodbye. Ask and give simple directions (right/left) Assess own progress.
2 <b>Talking about people</b>  18 - 33	People Family relationships Physical description Clothes items	Read and spell 'people' words. Read and spell 'family' words. Read, and extract simple information to write on a form. Write address on an envelope. Write sentences about self and others	I am... He is... She is... Contractions: I'm, he's, she's Pronouns: he, she, it I have... He/she has... Who...What...Where Verbs to talk about self: is, am, have, like, come	Listen & repeat modelled words. Listen and read a simple story Listen and write 'he' or 'she' Listen & practise short dialogue about other people. Listen & write 'he', 'she' or 'they'. Notice syllables and syllable stress. Distinguish between vowel sounds in <u>dog</u> and <u>boot</u> .	Write about self. Address an envelope. Talk about other people. Give a simple description. He is.../She is... Ask Who.. When.. Where? Ask about photos. Talk about photos.
3 <b>Everyday Activities</b>  34 - 43	Everyday 'actions'  Ability (can/can't) Likes/dislikes  Jobs	Read and spell 'action' words. Write verbs in sentences. Find and correct written mistakes. Write modelled sentences with I can... I can't... Write modelled sentences with I like... I don't like... Label pictures of jobs. Read and write a simple story.	present simple verbs can + verb; can't + verb  I can + verb I cant + verb I like verb + ing 3 <sup>rd</sup> person verbs Verbs that tell what people 'do'.	Listen & repeat modelled words. Listen and read a simple story. Listen & repeat simple dialogue. Ask: Can you...? Notice syllables in words. Listen and repeat greetings Listen for specific information. Distinguish between vowel sounds in <u>shop</u> and <u>do</u>	Say: I <b>can</b> ... Yes, I can. I <b>can't</b> ... No, I can't  Say: I like ... I don't like...  Write about a person. Assess own progress.



Student book Unit Title and page numbers	Theme and vocabulary area	Literacy: reading, writing, spelling, numeracy and punctuation,	Grammar and language use	Listening, speaking and pronunciation	Social skills, and assessment tasks
4 <b>Time and Events</b>  44 - 59	Time words - Days Part of the day Months & Seasons Routine Past time Special days Simple recounts.	Spell the names of months Write date with words/numbers. Make a simple graph. Write time with words/numbers. Read to extract simple information. Write past verbs in sentences. Write simple sentences about past.	Time phrases: every day, etc. Words to show time ( now, did yesterday, tomorrow, will) Questions with 'did' Short answers with did/didn't verb + ed to make past tense irregular verbs: was, did, came went, bought, saw	Listen & repeat modelled words. Syllables in day and month names. Listen and write the times. Listen to 'ed' endings. Ask and answer questions Distinguish between vowel sounds in did & drive hot & walk month & moon cards & had	Give time and date. Write about daily routine Talk about weekly routine Talk about recent past. Write about a special day. Ask and say 'how often' they do something.
5 <b>Health and Safety</b>  60 - 69	Parts of the body Symptoms Medical checkups Medicine labels At the pharmacy Food Emergency calls	Label pictures of parts of body. Read to extract simple information. Label pictures of symptoms. Read to extract simple information. Write words in alphabetical order Read medicine labels Label pictures of food. Label emergency services .	I have + symptom I feel (hot). I don't feel well. I don't want... I think I should + verb I'll + verb I need ...	Listen & repeat modelled words. Listen for specific information Listen to doctor/patient dialogues. Ask and answer questions Listen to emergency calls. Listen for specific information Distinguish between vowel sounds in pain and bed lunch and food	Talk about symptoms. Say 'I don't understand.' Ask: 'Can you say it again?' Talk about healthy food. Read medicine labels. Ask for pharmacy items. Practise emergency calls. Assess own progress.
6 <b>Shopping and services</b>  70 - 79	Shops Bakery items Supermarket words Groceries and containers Lunch items Buying and selling	Read & label pictures of shops. Label pictures of shopping items. Label supermarket words. Label grocery words. Read to extract simple information Complete written sentences.	Can I have...please. I'd like...please Where is/are...? Prepositions: between, above, below, next to How much is/are...?	Listen & repeat modelled words. Ask for things in a shop Ask where items are in a store, Buy lunch items Distinguish between vowel sounds in like and list box and coat	Buy food items. Offer food and drinks. Ask for directions in a supermarket. Say where. Ask: How much...? Ask for/buy lunch items. Assess own progress.
7 <b>Going places</b>  80 - 87	Transport words Places in towns Train travel Time tables Simple maps Learning review Next year - Goals	Read & label pictures of transport. Label pictures of places. Read to extract simple information. Sequence sentences about a process Read/write about a suburb. Read a train timetable. Read a simple map. Write about things learnt and goals	I go <u>by</u> (car/bus/train/taxi) I go <u>on</u> foot. He goes <u>by</u> ... I learnt about + noun I learnt to + verb I want to + verb I will + verb	Listen & repeat modelled words. Listen for specific information. Listen to instructions for train travel. Listen to and practise giving directions.	Talk about own travel. Ask and give directions. Review things learnt. Present things learnt. Express goals. Ask for/buy a ticket. Assess own progress.