Key and teacher’s notes

Using your dictionary (p1)

Teacher’s note: Role play Divide the class in half. One half is looking for a flatmate and writes an advertisement, the other half is looking for accommodation and writes a list of questions to ask. Then put them together in pairs to ask and answer each other’s questions.

Teacher’s note: When students have completed 1A, give them sets of 10 words beginning with the same letter to alphabetize. This could be a race with students working in pairs. These worksheets are all designed to demonstrate to students how much information and help their dictionary provides. Exercise 2 gives examples of some of the information that can be found at the entries, but there is much more. The teacher could concentrate on any of these aspects, for example, past tenses or comparatives, both of which are written out in full at the entries. Look at the Guide to the Dictionary pp iv and v to discover more about what information this dictionary gives, and how it is given.

Life in the UK (p4-5)

Teacher’s note: Students do the quiz in pairs. When they have finished, ask them to write 3 more questions to ask another pair, using information from their dictionaries.

Education (p6-7)

Teacher’s note: Use this as an opportunity to revise question formation. Write an example statement on the board in a speech bubble: I have been learning English for 2 years. In another speech bubble write How long…? and try to elicit the rest of the sentence.

Work (p8-9)

Teacher’s note: Students can look up different words to fill the gaps in the conversation, then doing an interview.
Leisure (p10-11)

1A I love... I really like... I like... I quite like... I don't mind... I don't like...

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)

1A b butter c cream d eggs e rice f milk 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.

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 OK, I'll take it.
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 I don't mind.
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 up a favourite recipe for homework.

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.

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 • I keep coughing and sneezing. I've got a bad cold.
• I've cut my hand. It's very painful.
• I've got stomach ache. I've been sick.

Health (p16-17)

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

2A • My neck aches. I can't turn my head.
• I've got a bad cold.
• I've sprained my ankle. It hurts when I 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.

### Core Curriculum Mapping

#### ESOL Curriculum Reference

**Transport** (p18-19)

**Teacher's note:** Simple statements to do this, e.g. It is first – new sentences, commas, etc. Use two language. What the matter is, using the correct to mime a symptom. The others have to guess ideas, etc.

**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 position in sentence, punctuation, order of ideas, etc.

**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!

**Transport (p18-19)**

1A bicycle, bicycle, taxi

1B Bicycle: pedal, cyclist, handlebars

Car: passenger, steering wheel, driver, parking meter, pedal

Bus: passenger, steering wheel, station, fare, driver, ticket

Train: passenger, carriage, fare, driver, platform, ticket

Plane: passenger, fare, pilot, flight, ticket, boarding card

1C fare, parking meter, platform, flight, passengers, handlebars, peddels, pilot, ticket

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

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

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

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

Ww/E3.1b Use context and a range of phonic and graphic knowledge to decode words

Rs/E2.3b Obtain information from a simplified dictionary to find the meaning of unfamiliar words

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

Ww/E3.2a Use a dictionary to find the meaning of unfamiliar words

Ws/E2.4a Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

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

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

Rs/E2.1b Obtain information from texts

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

Sc/E3.2d Ask questions to obtain personal or factual information

Sc/E2.2d Ask questions to obtain personal or factual information

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

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

Rs/E2.3b Ask questions to obtain personal or factual information

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

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

Rs/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

Rs/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

Ww/E3.1b 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.

### 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

Rs/E2.2a Use a dictionary to find the meaning of unfamiliar words

Rs/E3.1a Compose simple text, selecting appropriate format for the purpose

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

Sc/E3.2c Ask questions to obtain personal or factual information

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

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

Ww/E3.1b Use context and a range of phonic and graphic knowledge to decode words

Sc/E3.2b Ask questions to obtain personal or factual information

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

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

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

Rs/E3.3a Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Ws/E3.1a Write using complex sentences

### Home

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

Sc/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

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

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

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

Ws/E2.4b Use context and a range of phonic and graphic knowledge to decode words

Rs/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

Ws/E3.1a Write using complex sentences

### 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

Ww/E3.1a Compose simple text, selecting appropriate format for the purpose

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

Ww/E3.2a 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.
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

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

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

Rs/E2.1a
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

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

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

Rs/E3.3a
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

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

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

Rw/E3.1a
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

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

Ws/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

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

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/E3.1b
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

Ww/E2.1b
Record information on forms

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

Ww/E2.1a
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
Apply knowledge of spelling to a wide range of common words and specialist vocabulary

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

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

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