

# WORK

## Vocabulary cards

Cut pages 2-6 into individual cards (best printed in colour and laminated).

### Teaching ideas

- Use as a straightforward matching activity (work in pairs or small groups).
- Use small sub-set of cards and play as a paired memory game. E.g. place 8 picture cards and the 8 matching word cards face down on desk. Students take it in turns to turn over 2 cards. If the cards match the player keeps them and turns over another 2 cards. If the cards don't match they are replaced to the same positions (the other player watching carefully to see where the cards are positioned). Winner is the player who finishes with the most cards.

### For a whole class game

*Makes a good warm-up activity, encouraging learners to chat to each other at the start of a lesson. Also good half way through a lesson when students can stretch their legs and become re-energised.*

- Spread the picture cards around the room on desk or table tops. Encourage all the students to stand up – give each a word card. Students walk around the room until they find the matching pictures. They then place their word cards next to the correct picture and get another word card from tutor. Continue until all the words and pictures are correctly matched. Students should then be encouraged to walk round again, writing any new vocabulary / spellings in notebooks to learn before the next session.

### Main Literacy Curriculum References (corresponding ESOL links in brackets)

#### Spelling

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|-------------------------------------|---|
| <b>Ww/E1.1</b><br><b>(Ww/E1.1a)</b> | Spell correctly some personal key words.<br>Use and spell correctly some personal key words and familiar words (develop knowledge of a context based vocabulary and structural words).                  |
| <b>(Ww/E1.1b)</b>                   | Use knowledge of basic sound-letter correspondence and letter patterns to aid spelling.   |
| <b>Ww/E2.2 (Ww/E2.1b)</b>           | Use knowledge of sound-symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out the correct spellings, as appropriate for the needs of the learner. |
| <b>WW/e2.1 (Ww/E2.1a)</b>           | Spell correctly the majority of personal details and familiar common words.   |

#### Reading and vocabulary

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|--|--|
| <b>Rw/E1.1</b><br><b>(Rw/E1.1a)</b>                    | Possess a limited, meaningful sight vocabulary.<br>Recognise a limited number of words, signs and symbols.                 |
| <b>Rw/E1.2</b><br><b>(Rw/E1.2a)</b>                    | Decode simple, regular words.<br>Use knowledge of basic sound-letter correspondence to help sound out unfamiliar words.    |
| <b>Rw/E2.2 (Rw/E2.2a)</b><br><b>Rw/E2.3 (Rw/E2.3a)</b> | Recognise high-frequency words and words with common spelling patterns<br>Use phonic and graphic knowledge to decode words |

#### Speaking

- |                   |   |
|-------------------|---|
| <b>(Sc/E1.1b)</b> | Articulate the sounds of English to be comprehensible to a sympathetic native speaker |
| <b>(Sc/E2.1b)</b> | Articulate the sounds of English to make meaning understood                           |

police officer	shop assistant
refuse collector	lorry driver
judge	vet
butcher	pilot
fireman	builder
postman	gardener
florist	

teacher	barber
waiter	taxi driver
cleaner	baker
plumber	nurse
doctor	waitress
mechanic	hairdresser
electrician	chef





