

English Second Language Overview

Recommended Prior Knowledge

It is assumed that students will have achieved a certain proficiency in English which equates to Intermediate Level or above.

Students may have followed a general curriculum framework for English at Key Stage 3, or they may have followed a tiered ESL programme, for example.

General Resources

Recommended textbooks are listed in the Resource lists provided by CIE On-line at:

<http://www.cie.org.uk/CIE/WebSite/qualificationsandawardshub/qualificationhubs/generalqualsubject/resourcelist.jsp?oid=3025&typeoid=2098>

[General criteria for assessing oral tests](#)

[Oral assessment criteria](#)

General Internet Resources

http://www.cie.org.uk/learning/resource_lists/index.html

<http://www.gcse.com/recep.htm>

Used by many UK students for general GCSE purposes, this is an extensive site which helps students prepare for examinations, complete coursework, practise key skills, and it offers useful links to other sites:

CUP's on-line International dictionaries, including a useful dictionary of idioms: <http://dictionary.cambridge.org/>

The BBC's 'Bitesize' GCSE site is a good resource for literary notes and also includes a very useful search engine which can be used to look for more GCSE English sites: <http://www.bbc.co.uk/education/gcsebitesize/english/index.shtml>

The Guardian newspaper's educational pages. Useful for teachers, parents and students:

<http://www.educationunlimited.co.uk/netclass/0,5477,67364,00.html>

A very useful resource for teachers in particular, which has a large number of links to specific language and literature pages:

<http://www.english1.org.uk/language.htm>

A specialist grammar and writing site - particularly good for ESL professionals and advanced level students:

<http://webster.commnet.edu/grammar/index.htm>

Learn English through the British Council web pages. There is a useful summary of the various ESL ability levels, and links to good interactive learning sites also: http://www.learnenglish.org.uk/welcome_english.html

The Learning English homepage of the BBC's World Service department. This site is updated with new activities regularly and is particularly useful for extending vocabulary: <http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

NATE's homepage - The National Association of Teaching English - will keep you up-to-date with UK curricular developments. It contains some useful resources too:

<http://www.nate.org.uk/>

Need a list of synonyms or antonyms? Thesaurus.com may be able to help you and your students out:

<http://www.thesaurus.com/>

The ESL web-ring is a good place to start a search for specific ESL sites. There's a regularly updated ring of over 100 ESL sites which are generally useful and reliable: <http://nav.webring.org/cgi-bin/navcgi?ring=esloop;list>

An ESL site for students and teachers containing useful resources and relevant links - The On-line Writing Lab at:

<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>

Overview

ESL is divided into ten topic-based units, each providing roughly half a term's work of practice in the syllabus's interrelated skills of speaking, listening, reading and writing.

Each unit contains a series of activities linked to a common topic area. Each activity incorporates a single lesson plan, designed to engage with a particular syllabus assessment objective or objectives.

Each activity can act as a stand-alone lesson (but may take more than one lesson to complete); a unit can also be taught as a progressive scheme of work. The activities may be followed in order, or you may prefer to select your own activity-based path through the unit.

Some activities feature examination practice exercises to print out for (or email to) your students. These follow the format of the examination papers, and may help teachers who are using the units for revision purposes.

At the end of each unit, formative test materials are provided for Reading and Writing, Listening, and Speaking, based on the general content areas in the unit.

There is no prescribed order to the units; teachers may prefer to start with a topic area that they feel is the most accessible for their particular students. Some teachers may prefer to navigate across the units with a view to focusing on a particular skill (e.g. working through all the activities relating to Listening).