

ESOL support for Vocabulary

In order to work successfully with the material in the Catering file, ESOL learners are likely to need additional support to develop their knowledge of vocabulary in a number of ways:

- expanding their knowledge of specialist as well as non-specialist vocabulary that may be common knowledge to most native speakers
- identifying and using effective ways of recording vocabulary
- incorporating new vocabulary into active use
- understanding the use of word beginnings and endings (prefixes and suffixes)
- pronouncing words accurately enough to avoid misunderstandings
- being able to verbalise numerical information
- knowing which vocabulary to use in formal and informal situations
- understanding common colloquial vocabulary.

Support strategies in three stages

Stage 1 Preparation

- Check what vocabulary learners already know and introduce new vocabulary.
- Use visual material and demonstration where possible to make the meaning clear.
- Use the topic of study as a springboard for expanding learners' knowledge of vocabulary beyond the immediate lesson material.
- Encourage use of bilingual dictionaries, but with awareness of what is likely to translate well, e.g. If learners don't understand the phrase 'in case', it doesn't help to look up 'case' in a dictionary.

Stage 2 Task

- Check understanding by asking learners to match vocabulary with given definitions, pictures or diagrams.
- Devise activities that encourage learners to use vocabulary in context, e.g. gap-fill exercises, or creating sentences.
- Assist learners in the use of dictionaries and glossaries.

- Give learners opportunities to practise pronouncing new vocabulary. With long words it may help to beat out the rhythm of the word, emphasising the stressed syllables.
- Link new words to other words of the same family, e.g. 'shine', 'shiny'; 'characteristic', 'characteristically'.
- Link words which have the same beginnings and endings (prefixes and suffixes), e.g. 'overcooked', 'over-ripe'; 'strawberries', 'gooseberries'.
- Link words to learners' first language if appropriate.

Stage 3 Follow-up

- Introduce word games as a means of putting new vocabulary into active use.
- Use dialogues and role-play to practise new vocabulary in meaningful contexts.
- Assist learners to record vocabulary, e.g. by topic or 'word family', in personal glossaries.

The pages that follow contain three examples from the Catering material which show how the suggested strategies can be applied in practice to enhance language development for ESOL learners.

Vocabulary support overview

Support objectives	Support strategies	ESOL examples	Other Catering pages where the strategies apply
To expand knowledge of specialist vocabulary, as well as words known to most native speakers	<ul style="list-style-type: none"> – Introduce new vocabulary before beginning the main task – Use visual material and demonstration 	Example 1 Ca 2:4	1:5, 1:12, 1:14, 1:16, 2:1, 2:8, 2:10, 2:16, 3:10, 3:12, 3:18, 4:10, 4:12, 4:18
To use effective ways of recording vocabulary	<ul style="list-style-type: none"> – Group new vocabulary by topic or word family – Link vocabulary to learners' first language 	Example 1 Ca 2:4	1:1, 1:5, 1:14, 1:20, 2:8, 2:10, 3:8, 3:9, 4:2, 4:4, 4:6, 4:8, 4:10, 4:17
To incorporate new vocabulary into active use	<ul style="list-style-type: none"> – Devise exercises like gap-fill and sentence completion to put new words into meaningful contexts – Use dialogues, role-play, word games and fun activities 	Example 1 Ca 2:4	1:14, 1:16, 1:18, 2:1, 2:10, 3:2, 3:6, 3:8, 3:18, 4:4, 4:12
To recognise and understand specialist technical vocabulary	<ul style="list-style-type: none"> – Match new vocabulary with definitions, pictures or diagrams 	Example 2 Ca 4:6	1:2, 1:8, 1:12, 1:15, 1:22, 2:8, 2:10, 3:10, 3:12, 4:2, 4:4, 4:8, 4:9, 4:12, 4:15, 4:17
To understand the use of word beginnings (prefixes) and endings (suffixes)	<ul style="list-style-type: none"> – Group words with similar patterns together 	Example 2 Ca 4:6	1:7, 1:12, 2:13
To pronounce new words accurately	<ul style="list-style-type: none"> – Make audio-recordings for learners to listen and repeat – Beat out the rhythm of a word to show where it is stressed 	Example 2 Ca 4:6 Example 3 Ca 3:14	1:2, 1:8, 1:12, 1:15, 1:22, 2:8, 2:10, 3:10, 3:12, 4:2, 4:4, 4:8, 4:9, 4:12, 4:15
To verbalise numerical information	<ul style="list-style-type: none"> – Engage learners in spoken activities about number concepts 	Example 3 Ca 3:14	1:20, 2:6, 2:12, 2:14, 2:16, 2:18, 2:20, 3:16, 4:10, 4:14
To understand common colloquial vocabulary	<ul style="list-style-type: none"> – Use listening material, dialogues and role-play – Get ESOL learners and native speakers to work together 	Example 3 Ca 3:14	1:14, 1:18, 2:4, 3:2, 3:5, 3:7, 3:18, 4:4

Example 1

Preparation for Ca 2:4 Checking deliveries for quality

Challenges for the ESOL learner

In order to work with the tasks on Ca 2:4, ESOL learners will need to be familiar with a range of vocabulary for different kinds of foodstuffs and ways of describing them. They may therefore need support with the following:

- **Everyday vocabulary.** Learners may be unfamiliar with the names of the range of fruit, vegetables, other foodstuffs and packaging used in the theme.
- **Adjectives.** Learners are unlikely to know many of the adjectives used in the audio clips to describe food, e.g. bruised apples.
- **Recording vocabulary.** Learners need strategies for categorising and recording new vocabulary effectively.
- **Active use of new vocabulary.** Learners need to practise using new vocabulary in appropriate contexts in order to assimilate it.

ESOL materials

Range of fruit, vegetables, meat, dairy products and food packaging – real items or pictures

ESOL learner page for Ca 2:4

Bilingual dictionaries

ESOL learning outcomes

- 1 To acquire a range of vocabulary connected with food
- 2 To be able to describe and discuss food quality with colleagues
- 3 To be able to record new vocabulary according to category

ESOL teacher notes

It is suggested that learners work through the following activities together with the *ESOL learner page for Ca 2:4* before attempting the tasks on Ca 2:4 in the Catering file.

- Set the context by talking about how kitchen

staff often need to discuss the quality of food when it is delivered, and explain to learners that they are going to practise describing different types of food.

- First check that learners know the names of a variety of foods.
- If their knowledge is limited, put the names of food items on small cards and ask learners to work in pairs to match them to the pictures. Check learners are able to pronounce any new words.
- Prepare cards using the *ESOL learner page for Ca 2:4*. Add other local or colloquial adjectives that might be used in the workplace. Cut out the word squares and stick them onto cards.
- Organise learners in pairs or small groups and give out the adjective cards.
- Ask learners to explain to each other the adjectives they know and then look up the meanings of the ones they don't know, using a good bilingual dictionary.
- If they are unable to find the words, demonstrate the meanings by giving examples or giving them written definitions to match to the adjectives.
- In order for learners to understand the use of adjectives in context, discuss which of the adjectives go with fruit and vegetables and which ones are negative and positive. Model a few sentences of what might be said when checking deliveries, or ask learners to suggest ideas, for example:
 - 'I'm afraid we can't accept these apples. They're bruised.'
 - 'Some of these oranges are going mouldy. We'll have to throw them out.'
 - 'These pears look very glossy. Let's have four kilos.'
 - 'The lettuces should be crisp. We don't want limp ones.'
- Ask learners to work in pairs or small groups to make further sentences like these.
- Introduce other categories, e.g. meat and dairy, and practise in a similar way.

- Prepare some sentences about food in which the adjectives are missing and ask learners to insert an appropriate adjective, for example:

rancid limp mouldy

Look, this cheese has gone _____. How long's it been in the fridge?

That cabbage doesn't look very good. It's gone _____.

This butter smells a bit _____. I think we should throw it out.

- This activity can be developed into a game.
 - Spread pictures of food on a table, face up.
 - Spread out the adjective cards face down.
 - Ask learners each in turn to pick an adjective card and turn it over.
 - They then pick a food item card to which the adjective could apply and make an acceptable sentence using the two.
 - If they succeed, they keep the cards. If not, they must replace them on the table as they found them.
- In order for learners to record new vocabulary in a way that can be applied appropriately, assist them to devise a chart with columns headed as in this example:

Fruit and vegetables	Meat, fish and dairy	Bread and cakes	Cans and packages

- Discuss which adjectives can be used for each category, then organise learners to work in pairs to write relevant adjectives in each box. Note that some words could go in more than one box.
- Encourage learners to add other words they know.

ESOL learner page for Ca 2:4

Checking deliveries for quality



mouldy	flabby	limp	rancid	rotten
tough	stale	bruised	split	soggy
wrinkled	tasteless	torn	off	sour
smelly	bland	dented	cracked	burst
shiny	crisp	glossy	fresh	juicy
tender	tasty	smooth	creamy	hard
firm	moist	ripe	over-ripe	under-ripe

Example 2

Alternative task for Ca 4:6 What does it mean?

Challenges for the ESOL learner

The texts in the theme 'What does it mean?' contain a high proportion of words that may be unfamiliar to learners and they may require additional support to work out their meaning. Specifically, they may need support with the following:

- **Using context to work out meaning.** Where texts contain a lot of unfamiliar words and phrases, learners may need help to guess the meaning of an unknown word from its context.
- **Working out meanings using suffixes or prefixes.** Learners may not know the root words, or how to identify them in complex words.
- **Pronunciation.** Learners may need additional practice in pronouncing new technical words.
- **Dictionary work.** The words used to define the meaning of a word in an English dictionary may be equally unknown to learners. In addition, when using bilingual dictionaries, it may be difficult to assess whether learners have identified the correct definition of a technical word for a given context, especially when the word has more than one meaning.
- **Personal glossaries.** Learners may need support in ways of organising glossaries.

ESOL materials

ESOL learner page for Ca 4:6

ESOL audio 1

Bilingual and standard dictionaries

Catering glossary from the main Catering file

ESOL learning outcomes

- 1 To explore different methods of finding the meaning of specialist vocabulary
- 2 To check for meaning using reference sources
- 3 To pronounce long words with correct stress
- 4 To organise a personal glossary

ESOL teacher notes

The ESOL tasks which follow can be used in addition to the tasks on Ca 4:6. The *ESOL learner page for Ca 4:6* provides an alternative to Task 3 on Ca 4:6 in the main file.

ESOL Task 1

- To help learners identify the root word, put these words on cards: 'bacteria', 'fungus', 'germ', 'pest'. Assist learners to find out the meanings of any of these words that they don't already know.
- Learners should then be able to complete Task 1 on page Ca 4:6, as suggested in the notes for the task.

ESOL Task 2 1

- For extra support with pronunciation of technical terms, encourage learners to listen to ESOL audio 1, playing each word twice, or as many times as they choose, until they feel confident that they can hear the pronunciation.
- Ask them to highlight or mark with a line the syllables on which they hear stress, e.g. 'compliance', 'temperature'.
- Most good dictionaries indicate where word stress falls. Check that learners are able to interpret the stress indicators.

ESOL Task 3

- Using the *ESOL learner page for Ca 4:6*, ask learners to match the words with the appropriate definitions. It may be useful to put them on cards so that learners can move them around.
- When devising matching activities like this, it's important to make sure that the definitions are as simple as possible and do not contain a lot of other words that the learners may be unfamiliar with.

- Encourage learners to look up words they don't know in a bilingual dictionary. As some words may have a number of different meanings, ask them to find the meaning that comes closest to the definition or which makes best sense in the context.
- Discuss with learners if they have preferred ways of recording vocabulary or organising vocabulary pages, for example a line drawn across the page a third of the way down may help to separate word and definition.
- Discuss different ways of recording vocabulary, for example:
 - by topic, e.g.
Food hygiene Food law Pests
 - by grouping as 'word families', e.g.
cide – bactericide, pesticide, etc.
contaminate – contamination, contaminant, cross-contamination

You may like to use the two example extracts from a personal glossary to start the discussion.

- Encourage learners to try the ways out and discuss what they found useful or less useful about them.
- Then work with learners to set up personal glossaries with headings for different sections and an index.

ESOL learner page for Ca 4:6

What does it mean?

ESOL Task 3

1 Match the words and expressions below with a suitable definition.

The first one has been done for you:

- a storage *keeping something in a secure place for a period of time*
- b hazard _____
- c incubation time _____
- d salmonella _____
- e spore _____
- f toxin _____
- g vehicle of contamination _____

a germ which can cause food-poisoning

keeping something in a secure place for a period of time

a type of poison

something dangerous

something which carries germs from one place to another

the time it takes for a disease to develop

a small cell from fungi or plants which can multiply quickly

2 Write new words or expressions with their definitions in your personal glossary.

Food hygiene (word family)

contaminate make something impure or harmful

- contamination
- cross-contamination
- contaminant

Food hygiene (by topic)

infection an illness caused by germs

pest insects that can damage food supplies

Example 3

Follow-up for Ca 3:14 Giving change

Challenges for the ESOL learner

Some ESOL learners may have no difficulty with numeracy skills, but they may need support in verbalising numerical ideas. In this theme, learners may need support with the following:

- **Verbalising numerical information.**
 - Learners may need thorough practice counting out money verbally in order to be confident about doing this with customers.
 - Some learners may find it difficult to pick up small differences in pronunciation of numbers, either when hearing or saying them. A typical confusion of ‘-teen’ and ‘-ty’ endings is common, e.g. sixteen and sixty.
- **Colloquial expressions.**
 - Learners may be unfamiliar with everyday language, including colloquialisms, associated with talking about money.

ESOL materials

ESOL learner page for Ca 3:14

ESOL audios 2–5

ESOL learning outcomes

- 1 To be able to understand and pronounce sums of money clearly and correctly
- 2 To be aware of colloquial terms for money
- 3 To be able to handle money transactions with customers confidently

ESOL teacher notes

The following suggestions, together with *ESOL learner page for Ca 3:14*, are offered as ideas for follow-up after completing the tasks on Ca 3:14 in the main file.

Once the ESOL tasks have been completed, discuss with learners what and how they have learned from this theme, what they feel they can do well and what they need to practise more.

ESOL Task 1 2

- Before playing the audio clip, check that learners can count up to 120 and that they can

differentiate between the commonly confused endings ‘-teen’ and ‘-ty’, e.g. ‘thirteen’ and ‘thirty’. Be aware that the difference is largely because we stress ‘-teen’ but not ‘-ty’ (thirteen / thirty).

- The purpose of ESOL Task 1 is to enable learners to distinguish amounts of money. Play the audio clip once for learners to complete the task and again for them to check it.
- Check and correct their answers if necessary and then play the audio clip again so they can listen carefully to any they got wrong.
- Ask learners to practise repeating aloud the amounts.

ESOL Task 2 3–5

- The purpose of this task is to help learners understand some of the colloquial language associated with giving change. Play the audio clips and ask the learners to listen to the three dialogues and work out what they are about, prompting them by asking the questions on the page.
 - Encourage learners to work out the meaning of the colloquial terms ‘tenner’ and ‘fiver’ from the context and to recognise that paper money is often referred to as ‘fives’, ‘tens’ and ‘twenties’.
 - Ask learners to suggest other terms they know for money, including any local terms they’ve heard, e.g. ‘dosh’, ‘dough’, ‘lucre’, ‘monkey’.
 - Give learners the transcript for the three dialogues and encourage them to practise each of them in pairs, first with and then without the transcript.
 - Encourage learners to make up their own dialogues along similar lines, but with different amounts of money.
 - To build learners’ confidence in dealing with money and communication, develop role-play situations to include customers having some difficulty with the change, for example:
 - ‘Is it £2.83? I’m afraid that doesn’t look right.’
 - ‘OK, I’ll count that again for you: two pounds, fifty, seventy, eighty, eighty-two, eighty-three.’
- Make situation cards as prompts for learners.

ESOL learner page for Ca 3:14

Giving change

Have you got change for a tenner?



I can give you two fives.
Is that any good?



ESOL Task 1

2

1 Listen carefully and tick the amounts of money you hear.

- | | | | |
|-----------|--------------------------|---------|--------------------------|
| a £2.40 | <input type="checkbox"/> | £2.14 | <input type="checkbox"/> |
| b £13.60 | <input type="checkbox"/> | £30.60 | <input type="checkbox"/> |
| c £6.70 | <input type="checkbox"/> | £6.07 | <input type="checkbox"/> |
| d £15.90 | <input type="checkbox"/> | £50.90 | <input type="checkbox"/> |
| e £119.99 | <input type="checkbox"/> | £190.99 | <input type="checkbox"/> |
| f £6.30 | <input type="checkbox"/> | £16.30 | <input type="checkbox"/> |

2 Listen again and repeat the amounts after you hear each one.



ESOL Task 2

3

Listen to three short dialogues and discuss the following questions.

4

5

- In dialogue 1, why do you think the cashier asks the customer for 'anything smaller'?
- What does the customer need in dialogue 2?
- What change does the cashier offer first and what change does she give?
- In dialogue 3, how does the customer want the cash?

Audio

EXAMPLE 2

Catering 4:6 What does it mean? 1

storage
 compliance
 critical
 hazards
 statutory
 requirement
 ambient
 temperature
 statutory requirement
 ambient temperature

EXAMPLE 3

Catering 3:14 Giving change 2

- a That'll be £2.14, please.
- b The shopping bill comes to £13.60.
- c Er... that's six... er... pounds and 7p, please.
- d So altogether that's £50.90, please.
- e The total bill comes to £119.99.
- f OK. That's £6.30 change.

EXAMPLE 3

Catering 3:14 Giving change 3

Dialogue 1

Cashier: That'll be £1.30, please.

Customer: Is... er... £20 OK?

Cashier: Have you got anything smaller?

Customer: Oh... no, I'm sorry. I am right out of change.

EXAMPLE 3

Catering 3:14 Giving change 4

Dialogue 2

Customer: Have you got change for a tenner?

Cashier: I can give you two fives. Is that any good?

Customer: Oh... er... actually some pound coins would be good.

Cashier: OK then – a fiver and five ones.

Customer: Thanks.

EXAMPLE 3

Catering 3:14 Giving change 5

Dialogue 3

Customer: Could I have some cash-back, please?

Cashier: Certainly. How much would you like?

Customer: £40.

Cashier: OK. And how would you like the cash?

Customer: Could you make it a twenty and two tens, please.

Answers

EXAMPLE 2

ESOL learner page for Ca 4:6

- 1
- b something dangerous
- c the time it takes for a disease to develop
- d a germ which can cause food-poisoning
- e a small cell from fungi or plants which can multiply quickly
- f a type of poison
- g something which carries germs from one place to another

EXAMPLE 3

ESOL learner page for Ca 3:14

ESOL Task 1

- | | | | | |
|---|---------|-------------------------------------|---------|-------------------------------------|
| a | £2.40 | <input type="checkbox"/> | £2.14 | <input checked="" type="checkbox"/> |
| b | £13.60 | <input checked="" type="checkbox"/> | £30.60 | <input type="checkbox"/> |
| c | £6.70 | <input type="checkbox"/> | £6.07 | <input checked="" type="checkbox"/> |
| d | £15.90 | <input type="checkbox"/> | £50.90 | <input checked="" type="checkbox"/> |
| e | £119.99 | <input checked="" type="checkbox"/> | £190.99 | <input type="checkbox"/> |
| f | £ 6.30 | <input checked="" type="checkbox"/> | £16.30 | <input type="checkbox"/> |

ESOL Task 2

- 1 The cashier doesn't want to use up all the change in the till. She needs to keep change for other customers.
- 2 The customer needs change for a £10 note. The cashier offers two £5 notes at first and later one £5 note and five £1 coins.
- 3 The customer wants a £20 note and two £10 notes.