

# 6

## The neighbourhood

### Curriculum coverage

#### *Listening and speaking*

- Talk about your neighbourhood
- Ask where places are
- Give simple directions
- Understand a recorded message
- Ask for opening times

#### *Skill*

Sc/E1.4d; Lr/E1.1c, 2b, 2c  
Sc/E1.3c, 3d, 4a; Lr/E1.2e  
Sc/E1.3c, 4c; Lr/E1.2b, 3b  
Lr/E1.2e  
Sc/E1.1b, 3b; Sd/E1.1b; Lr/E1.2b, 2d, 2e

#### *Reading and writing*

- Read about a neighbourhood
- Write about your neighbourhood
- Read simple maps and leaflets

#### *Skill*

Rt/E1.1a; Rw/E1.1a, 2a, 3a; Rs/E1.1a, 1b  
Wt/E1.1a; Ws/E1.1a, 2a; Ww/E1.1a, 1b  
Rt/E1.1b, 2a

#### *Key functions*

- Giving a description
- Asking for and giving directions and location
- Asking for and giving information
- Dealing with misunderstandings and asking for clarification

#### *Key grammar*

- Present simple
- *There is/are*
- *Have got*
- Adjectives
- Prepositions of place
- Imperatives

#### *Resources to support the unit*

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flashcards of key words (teacher's own)
- Photos of neighbourhoods from magazines (teacher's own)
- Pictures/photos of different places in a neighbourhood (e.g. bank, post office, library etc.) from local area and/or Internet (teacher's own)
- Counters or coins (teacher's own)
- Video clips of neighbourhood scenes if possible (teacher's own)
- Map of the local area (teacher's own)
- Examples of leaflets (teacher's own)

## Page 1

# The neighbourhood

### Rationale

To introduce the theme and content of the unit and look at the learning objectives

### Task

- Learners look at the picture. Introduce the theme of neighbourhood.
- Elicit that it is a picture of a street in a town. Elicit, offer and discuss other lexis, e.g. *city, village, countryside, neighbourhood, road, houses, flats, shops, city centre*.
- Learners discuss where they live in the UK and whether the towns/cities are big or small. Elicit and drill (where necessary): *I live in a (big/small) city/town/village/in the countryside*.
- Discuss other places in the UK and, if appropriate, in other countries, and say whether they are villages, towns or cities. While some learners may wish to talk about where they lived before they came to the UK, and may introduce the subject, others may feel uncomfortable with this discussion, preferring to listen and not be drawn in. If it appears that the discussion is proving difficult for some learners, it can be drawn to a close.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Pages 2 and 3

# Describing your neighbourhood

### Materials

- Audio – describing a neighbourhood
- Flashcards of key words
- If possible, OHT of pictures on page 2
- Counters (or coins)
- Pictures/photos of different places in a neighbourhood, e.g. library, post office (extension task)
- Pictures of neighbourhoods from magazines (extension task)
- If possible, video clips of neighbourhood scenes (extension task)

### Rationale

To practise listening for gist and for specific information; to present lexis for places; to use adjectives for describing a place; to revise *have got* and present *there is/are* and *a/some* for talking about a neighbourhood; to listen for grammatical and phonological detail

## Activity A *Listening to a description of a place*

### Pre-task activity

- Direct learners to the pictures. (Use an OHT of the page if practical.) Elicit the vocabulary and drill, checking for appropriate word stress, clapping or tapping out more difficult words.
- If much of the vocabulary is new, play word bingo. For example, call out three words; learners put counters (or coins) on the pictures. Check by showing an OHT of the page with counters on the correct pictures. Repeat until all the words have been called out several times.

### Task

- Learners look at the picture of Anita and Mohamed in task 1. Set the context by explaining that they are new students in a college and have both recently moved to new neighbourhoods.
- Learners listen to the audio and identify the places where Anita and Mohamed live.
- Elicit from the learners if they heard what course Anita and Mohamed are on (a computing course). Play the audio again if necessary.
- Using the words on the page, learners label the pictures in task 2. Encourage them to check together and to use bilingual/picture dictionaries.
- Use flashcards for word recognition of places. Focus on initial, medial and final consonant sounds as appropriate.
- Play the audio again for task 3. Learners look at the pictures and tick the places they hear.

### Extension

- Show pictures/photos of different places, e.g. library, college, chemist's, cinema, bank, garage, car park, sports centre. Elicit what the places are. Practise pronunciation, use flashcards for word recognition, look at spelling and play word bingo. Then give out word cards; learners match them to the pictures.

## Activity B

### What's it like?

#### Pre-task activity

- Ask learners questions about the local neighbourhood (e.g. *Is it busy?*) and elicit, offer and discuss adjectives for describing neighbourhoods (*noisy, quiet, busy, friendly, interesting, boring, crowded*). Explain that these words are called adjectives.
- Drill *It's* + adjective and practise pronunciation. Use flashcards for word recognition.

#### Task

- Play the audio again. Learners listen to how Anita and Mohamed describe their neighbourhoods. Ask *What's it like?* Elicit *It's* + adjective.
- Ask learners who live in different neighbourhoods (or different parts of the neighbourhood) *What's it like?* Distinguish from *Do you like it?*

#### Extension

- Learners write three sentences – about Anita's, Mohamed's and their own neighbourhoods (*It's ...*).
- Talk about other neighbourhoods in the area.
- Set up pair work:  
A: *Where do you live?*  
B: *In X.*  
A: *What's it like?*  
B: *It's + adjective.*

Drill the questions and model the exchange with learners as necessary.

## Activity C

### Talking about your neighbourhood

#### Task

- Learners read the sentences about Anita's and Mohamed's neighbourhoods in task 1.
- Revise the structures: *It's got a/some ... . It hasn't got a ... . Has it got a ...? Yes, it has./No, it hasn't* using pictures.
- Ask questions: *Is there a ...?* to elicit *Yes, there is./No there isn't*. Drill and practise the question and the short answers using pictures.
- Confirm with learners that Anita talks about a supermarket. Play the audio again. Elicit her actual words: *There's a supermarket* (only one). Drill and practise placing the stress on the key word in the phrase, i.e. *supermarket*.

- Write *There's a supermarket* on the board. Explain the short form. Practise the structure *There's a ...* using the places in the pictures on page 2.
- Elicit *There isn't a library*. Drill and practise pronunciation. Write this sentence on the board, explaining the short form. Practise the structure *There isn't a ...* using the places in the pictures on page 2.
- Confirm with learners that Mohamed talks about shops – more than one. Play the audio and elicit his actual words: *There are some shops*. Drill and practise the pronunciation, write it on the board and practise the structure *There are some ...* using places in the local neighbourhood.
- Use flashcards to check that learners can read and distinguish between *There is/There isn't/There are* and also between these and *It's got/It hasn't got*.
- Write a short gap-fill text about Mohamed and/or Anita's neighbourhood on the board (or worksheet) for learners to complete. This should include the *there is/are* and *have got* structures.
- Recall the structure *It's* + adjective.
- For more practice learners can combine all these structures to tell each other about their own neighbourhoods. Refer learners to the speech bubbles and read through them before they start the task.
- Set up task 2 as a role play. Pair learners from different neighbourhoods if possible. Explain to learners that they are on a course and B is new. A introduces him/herself to B (review greetings and introductions). They then talk about where they live and describe their neighbourhoods.
- Model the role play with a more confident learner and then with two learners together.

#### Differentiation

- For less confident learners, write the following on a slip of paper:

<i>There is There are It's got</i> ✓ <i>There isn't It hasn't got</i> ✗
----------------------------------------------------------------------------

Learners can use this to assist them with the task.

- Use flashcards to identify the negative and affirmative *there is/are* and *have got* structures, focusing on *n't*. Learners circle the *n't* in the sentences about Anita's and Mohamed's neighbourhoods.

## Extension

- Learners describe other neighbourhoods using pictures from magazines and/or video clip (put it on pause).
- Write the categories *a*, *some* and *lots of* on the board. Elicit places for each category with reference to the local neighbourhood. Drill sentences *There is/are + a/some/lots of ...*. Learners tell each other about their neighbourhoods using these structures.

## Page 4 Reading and writing about a neighbourhood

### Materials

- Flashcards of key words
- Photocopiable resource – OHT of the e-mail and the gapped e-mail
- Photocopiable resource – scaffolded text for writing

### Rationale

To consolidate the oral/aural work with literacy work (reading); to practise extracting information from a text; to look at the appropriate use of full stops and capital letters; to understand the use of short forms; to practise using full stops, capital letters and short forms accurately and appropriately

## Activity A *Reading an e-mail*

### Pre-task activity

- Say *I live in ... . I like it/don't like it/It's OK. It's + adjective*. Elicit similar statements from the learners.

### Task

- Set the context: learners look at the picture and the text. Ask what Anita is doing, what type of text it is, how they know, and who is writing to who. (Elicit/explain that Anita is working on the computer, writing an e-mail to a friend where she used to live.)
- Group the learners. Learners with more developed literacy skills read the e-mail and do tasks 1 and 2.

- For learners with less developed literacy skills, copy the enlarged text from the photocopiable resources onto an OHT and read the text while learners listen and follow. (Cover the gapped e-mail while you do this.) Read as a group. Use flashcards to check word recognition. Focus on initial, medial and final consonant sounds as appropriate for learners. Read the text again as a group, with learners reading from the page. Ask learners to find words within the text. Ask simple questions to check comprehension. Then show the gap-fill e-mail and complete this. Learners then attempt tasks 1 and 2.
- Learners complete tasks 3 and 4. As a group, discuss/explain/review the use of full stops, capital letters and short forms. Explain that the e-mail is written using short forms (*It's got/There's*) because it's to a friend.
- Write selected sentences from the e-mail which have short forms on the board. Learners rewrite them using the uncontracted forms.

## Activity B *Writing an e-mail*

### Task

- Work through the e-mail with the learners and elicit what she is doing at each stage: openings (*Thanks, How are you* etc.); information about course and room; feelings about and description of Santon; conventional endings (*Must go and Come and visit*).
- Set the context for writing: learners are new to their area and are writing an e-mail to a friend where they used to live (same context as Anita's e-mail).
- Learners write an e-mail. They can use Anita's e-mail as a model and use the scaffolded text from the photocopiable resources if appropriate.
- Elicit what learners will check for (grammar, short forms, capital letters, full stops etc.). Encourage checking in pairs.

### Differentiation

- Learners with less developed literacy skills can use the spelling and writing activities on page 16 instead of, or prior to, writing the e-mail.

## Asking where places are

### Materials

- Audio – Mohamed asking where places are
- Flashcards of key words
- Photocopiable resource – role cards

### Rationale

To listen for specific information about where places are; to present/revise and practise the structures needed to ask for and give location; to listen for grammatical and phonological detail; to speak clearly using appropriate stress and intonation; to introduce a request using *Excuse me*; to thank someone

### Activity A *Listening to where places are*

#### Task

- Set the context: Mohamed, who is new to Santon, is in the street. He is asking where some places are.
- Learners identify the places in the pictures. Drill the words and practise pronunciation. Use flashcards for word recognition. Write the words on the board, eliciting spellings; learners then write them under the pictures.
- Learners read the street names. Drill and discuss the different names for streets (*Road, Close, Avenue, Gardens* etc.) with reference to the local area, and discuss the capitalisation of the first letters. Make comparisons with other countries. Explain that the *High Street* is usually the main street.
- Play the audio. Learners match the places to their locations.

### Activity B *Asking about places*

#### Pre-task activity

- Ask *Where's the ...?* about each of the four places in Activity A to elicit *It's in ... Street/Road*. Point out the use of *in* and drill the answers.
- Learners listen to the audio again and elicit Mohamed's actual words for the questions: *Where's the ...? Where's the nearest ...? and Is there a ... near here?* Write the questions on the board and discuss their use (*Where's the nearest ...?* rather than *Where's the ...?*, if you think there is more than one, and *Is there a ... near*

*here?* if you don't know if there is one). Illustrate with reference to the local area. Drill with appropriate intonation.

- Discuss the use of *Excuse me* to attract attention and for politeness, and the use of *Thanks* and *Thank you*.
- Elicit, discuss and drill the answers: *It's in ... . /Yes, in ... .*
- Play the fourth extract again and discuss what is happening. Elicit, discuss and drill *Sorry, I don't know the area* and *Thank you anyway*, and the shorter versions *Sorry, I don't know* and *Thanks anyway*.

#### Task

- In task 1 learners practise the structures in short exchanges using the places and street names from Activity A. Refer learners to the speech bubbles and read through them before they start the task.
- Remind learners to select the most appropriate question: *Where's the (nearest) ...? Is there ...?*
- Task 2 is a role play. Explain that they are in the street. A doesn't know the neighbourhood and wants to know where some places are.
- Put some simple sketch maps on the board to illustrate the following directions: *go straight on; turn right at the ...; turn left at the ...; it's on the left; it's on the right*.
- Elicit directions and write them under each map.
- Elicit the names of the places on the photocopiable resource page (*post office, supermarket, station, market*) and drill them. Write the names of the roads on B's card on the board and drill them.
- Give out the role cards from the photocopiable resources (A is to ask for the location of the places on the card and B has the names of the roads they are in). Point out to Bs that the picture of the person with a ? means that they don't know.
- Model the role play with a strong learner, and then with two learners together. Remind learners to select the most appropriate question: *Where's the (nearest) ...? Is there ...?*

## Pages 6 and 7

### Introducing directions

#### Materials

- Audio – asking where places are
- Audio – asking where the library is
- Flashcards of key words
- OHT with enlarged map from page 6 (if possible)
- Map of the local area
- Photocopiable resource – directions

#### Rationale

To read a simple street map; to review asking for location; to extend giving location with prepositions of place (*next to, opposite, between*); to listen for specific information for location and directions; to give and follow simple directions

#### Activity A *Reading a map*

##### Pre-task activity

- Learners read the names of the places and the streets on the map. Use flashcards as necessary. Check pronunciation.
- Work on map reading as appropriate:
  - Draw a map of the local area on the board with learners' help to make the link between knowledge of the area and its representation in map form.
  - Look at a printed map (enlarged) of the local area and mark local shops/places.
  - Go outside with a map and follow it for a few streets. Focus on the spatial aspects of the relationship between the area and its representation on the map. If learners have difficulty reading the names of the roads on the map, use the initial letters as prompts.

##### Task

- Using positions of learners in the class, elicit the prepositions of place *next to, opposite* and *between* and drill one sentence for each.
- Focus on the prepositions and their pictorial representations on the page. Drill and use flashcards for word recognition.
- Learners make sentences about places on the map: *The ... is next to/opposite/between the ... (and the ...)*.
- Ask *Where's the ...?* and elicit *It's in ... Street/Road. It's + preposition of place ...*. Model with more confident learners.

- Pair work using the map.
- Learners complete task 2, filling the gaps in the text with reference to the map.
- Write these words on the board: *cinema, chemist's, café*. Drill and use flashcards for word recognition as necessary. Draw learners' attention to the short vowel sounds in these words (*i, e, a*). (There is a spelling activity on page 16 which looks at short vowels.)
- Learners listen to the audio of people asking for the location of these places, find them on the map and write the corresponding letters in the boxes. If possible, use an OHT of the enlarged map for the checking stage.
- Set up pair work: using the map, learners extend the conversations from page 5 by adding *It's + preposition of place*. If necessary, write prompts on the board. Model the pair work with a strong learner and then with two learners together. Remind learners to select the most appropriate question: *Where's the (nearest) ...? Is there ...?*

#### Activity B *Understanding directions*

##### Pre-task activity

- Elicit *left* and *right*. Drill and use flashcards for word recognition.

##### Task

- Learners look at the picture of Sahra and Maria. Elicit what is happening and set the context: Maria is talking to Sahra, her neighbour, in Sahra's flat. She is new to the neighbourhood and asks Sahra about a place. Sahra is drawing a map.
- Play the audio and elicit the answer to task 1. Ask other questions to check understanding, e.g. *What street is the library in? (Upper Street.) Why does Maria want to go to the library? (To join.) When does she want to go? (Today.) What help does Sahra give? (She gives directions and draws a map.)*
- Play the audio again for learners to identify the correct sketch map (A) for task 2. Draw learners' attention to the common abbreviation for post office, PO.

## Activity C

## Giving directions

### Task

- Using map A in Activity B, follow and say the route again, drilling each direction: *Go straight on. Turn left at the post office. It's on the left.*
- Learners match the cards of directions and sketch maps from the photocopiable resources. Use flashcards for further word recognition work as necessary.
- Set up task 2 as pair work. Write prompts on the board:  
A: *Where ...?*  
B: *In ... Street/Road + directions.*  
A: *Thank B.*

### Example:

- A: *Where's the post office?*  
B: *It's in New Road. Go straight on, turn right at the job centre and it's on the right.*  
A: *Thanks.*
- Refer learners to the phrases in speech bubbles on page 7. They can read them through before they start the task.
- Model the pair work with a more confident learner, and then with two learners together. Remind learners to select the most appropriate question: *Where's the ...? Where's the nearest ...?*

## Page 8

## Checking directions

### Materials

- Audio – Maria asking for directions
- Photocopiable resource – checking back

### Rationale

To listen for gist in a conversation; to say *Excuse me* with an appropriate intonation to get attention; to check back; to reinforce map skills; to extend work on asking for and giving directions

## Activity A

## Getting attention

### Task

- Learners listen to the audio and elicit the situation in pairs. Get group feedback. (Maria has to ask for directions. It is difficult to get the man's attention.)

- Learners listen to the audio for task 1 again for the stress in *Excuse me* when it is difficult to catch attention (e.g. lots of traffic noise). They underline the stressed syllable and practise saying it.
- For task 2 learners listen again, follow the directions from X and mark the library on the map.
- Learners complete the directions in task 3. Learners with less developed literacy skills can use a scribe. Listen again to check answers. Discuss the use of *then*.
- For task 4 play the audio again and pause it immediately after Maria checks back. Elicit that she is repeating key words to check. Discuss the importance of checking back and teach *Sorry, can you say that again?* Drill as necessary and write on the board.
- In task 5 learners practise checking back in pairs using the sketch maps from photocopiable resource for page 6. One learner gives directions for the route, then the other checks back. Model the pair work.
- Set up a role play for task 6. Explain that A and B are in the street at X (marked on the map). A asks for directions to the cinema, the citizens' advice bureau and the job centre.
- Discuss what a citizens' advice bureau is and if the learners have ever used one. Drill the name.
- Write prompts on the board:  
A: *Excuse me. Where ...?*  
B: *Street + directions.*  
A: *Check back.*  
B: *That's right.*  
A: *Thank B.*
- Go through the prompts eliciting possible responses. Model the role play with a confident learner, and then with two learners together.

### Differentiation

- Learners with less developed literacy skills can complete the reading and writing tasks on page 13 (Activity A: *Reading directions* and Activity B: *Writing directions*) when appropriate.

### Extension

- See mini-project A on page 12 for linked practice.

## Page 9

# Opening times

### Materials

- Audio – opening times
- Audio – phoning the sports centre
- Photocopiable resource – role cards

### Rationale

To listen for specific information about opening times on the phone; to deal with an automated message; to practise checking back and dealing with misunderstandings; to practise phoning to ask for opening times, checking back and dealing with misunderstandings

## Activity A *Listening for opening times*

### Task

- Set the context: Maria rings the library and two other places about opening times.
- Learners listen to the audio for the first part of task 1 and identify the other two places.
- Discuss what a museum is, whether there are any local museums and if they have visited any in the UK. Write *museum* and *CAB* on the board; learners write them on the lines provided.
- Learners listen again and write the times in digits. Elicit that Maria checks back, and review checking back.
- Discuss automated answering services: the importance of listening for key words; the names of the keys (*hash, star, zero*); the meaning of *main menu* and *if you have a touch tone phone*. (If you can't understand the message, you can usually stay on the line and will eventually be answered by an operator.)

### Extension

- If appropriate, learners can practise phoning some automated answering services.

## Activity B *Checking back and correcting misunderstandings*

### Task

- Learners listen to Anita phoning the sports centre and fill in the gaps in the speech bubbles.
- Draw learners' attention to the questions Anita asks. Elicit that in the second question she is checking back, but makes a mistake with a time and the receptionist corrects it.

- Play the audio again, this time pausing so that the learners can hear how the receptionist stresses the number which Anita originally got wrong. (9.30). Learners circle 30. Also focus on the fact that when Anita checks back again on the audio, she also stresses the corrected number.
- Discuss and drill with a range of times.
- Set up the pair work. Learners practise checking back with misunderstandings using the times given. Write prompts on the board:  
A: *from ... to ...*  
B: *Check back ✗*  
A: *No ...*  
B: *Check back ✓*

Go through the prompts, explaining that ✗ signals that B should check back with part of the information incorrect and ✓ signals that B should check back correctly. Model the pair work.

## Activity C *Asking for opening times*

### Task

- Drill the questions: *What are the opening times (on) ...?* with prompts (*today, tomorrow, Monday* etc.) and drill *We're open from ... to ...* with a range of times.
- Set up the role play. Explain that B is phoning the library for opening times.
- Give out the role cards from the photocopiable resources. A has opening times, but B doesn't. Go through the role play prompts, eliciting possible responses. Explain that learners should check back incorrectly on purpose on some occasions to practise dealing with misunderstandings. Model the role play with a more confident learner, and then with two learners together. Learners could sit back to back in order to avoid picking up non-verbal cues.

### Extension

- See mini-project B on page 12 for further practice using phones.

## Page 10

### Finding out about a place

#### Materials

- If possible, OHT of the leaflet, enlarged

#### Rationale

To use the way a text looks to help to predict its purpose and type; to use key words to help obtain information from texts; to read a leaflet

#### Activity A *Getting information about a place*

##### Task

- In pairs, learners look at the leaflet and discuss what it is and what information it contains. Group feedback.
- As necessary teach/check understanding of vocabulary: *borrow, reference, every day, closed*.
- Learners write the answers to the questions in task 2. When they have done as much as they can, go through the questions using an OHT of the leaflet if possible.
- Discuss what is meant by *community information*.
- Ask questions about other information on the leaflet, e.g. the address.

##### Differentiation

- For learners with less developed literacy skills, who can read and write in another language: go through the questions orally and then encourage learners to write the questions in the other language before they attempt the answers. These learners answer as many questions as they can and then answer the rest of the questions with support (see below).
- For learners who need a lot of literacy support, read through the questions with/for the learners and support them in answering the questions. Discuss in detail what they are looking for, emphasising that they don't need to understand every word in the questions or in the leaflet. For example, for the first question, identify the key word (*Wednesday*) etc.

##### Extension

- Discuss what learners would like to know about this library, and examine the leaflet to see if it gives this information. Discuss services that local libraries provide.
- See mini-project C on page 12 for linked work.

## Page 11

### Check it

#### Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have; to consolidate prepositions of place and structures for describing a neighbourhood; to distinguish between *It is* and *There is*

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

#### Activity A *Writing about a neighbourhood*

##### Task

- After each group of sentences in task 1, learners write their own similar sentences if they can.
- In task 2, learners complete the text, using the words in the box.
- Learners write more sentences about Santon. They can refer back to earlier pages of the unit as necessary. Alternatively, they can write about their own neighbourhood (see Activity B on page 16).

## Page 12

### Mini-projects

#### Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

If appropriate these projects could be combined.

#### Activity A *Ask for directions*

- Explain the task – learners ask for directions to a place of their choice from outside the place where the class is held.
- Practise the questions and remind learners to check back.

- Learners carry out the task and report back. Group feedback. Discuss what was easy and what was more difficult, and what strategies they used to deal with difficulties.

### **Activity B**     *Phone for opening times*

- In advance, prepare a list of places to ring where the phone will be answered with and without automated answering services.
- Explain the task and help learners choose two places to phone: one with and one without an automated answering service.
- Practise the question for asking about opening times and remind learners to check back.
- Learners carry out the task and report back. Share useful information about opening times. Encourage discussion on what learners found easy and more difficult, and any useful strategies.

### **Activity C**     *Find out about services in the neighbourhood*

- Explain the task and check that each pair has chosen an appropriate place. Where possible this should be a place that they haven't visited before and want to visit.
- Practise the questions for asking about opening times and for a leaflet (Could I have a leaflet about the ... , please?).
- Learners carry out the task and report back. Group feedback. Share useful information about opening times and the services offered by the places they have visited. Read the leaflets that learners have collected, creating comprehension tasks etc. as appropriate.
- Take feedback on any difficulties learners experienced and strategies they found useful.
- Help the class to make a file about services in the area for reference (leaflets in plastic pockets in a file in alphabetical order, with a contents list).
- Help learners to use the file if they ask about services in the area on future occasions.

## **How am I doing?**

### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of their learning

Learners use the checklist to evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

## More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

### Page 13 Directions and instructions

#### Materials

- Flashcards of key words

#### Rationale

To read directions; to read and write sentences with the imperative form of the verb; to write directions; to recognise some common imperatives used as instructions

#### Activity A      Reading directions

##### Task

- Elicit that the text is an e-mail.
- Learners with more developed literacy skills can complete the e-mail and then mark the route on the map on page 6. (They should mark Anita's house on the right of the map, opposite the park.)
- Learners with less developed literacy skills can match the cards of directions and pictures (photocopiable resources for page 7) and then attempt to fill in the gaps. Provide further support by using flashcards for word recognition of *go*, *turn*, *at* then reading the text with learners following. Prompt use of capital letters as necessary.

#### Activity B      Writing directions

##### Task

- Explain the task.
- Learners think through the directions that they are going to write.
- Learners with more developed literacy skills can write the directions with minimal support, using Anita's e-mail as a model.
- Learners with less developed literacy skills can use the matched cards of directions and pictures from the photocopiable resources for page 7 and Anita's e-mail as a model. Provide further

support by eliciting from the learners what they want to say and then guiding them to use available resources, e.g. if a learner says *Turn right at the ...*, guide learners to select the card that will help with the spelling.

#### Activity C      Instructions

##### Task

- Explain that instructions are often written with a verb only – the imperative.
- Explain the task: learners draw lines to match the instructions in lower case to the same instructions in upper case and to the pictures.

### Pages 14 and 15 Finding information

#### Materials

- Examples of leaflets from the library and other places in the local area (extension task)

#### Rationale

To use the way a text looks to help to predict its purpose and text type; to use key words to help obtain information from text; to understand that it is not always necessary to read every word in order to obtain specific information from texts

#### Activity A      Reading and matching

##### Task

- Learners match each text on page 15 to one of the photos on page 14.
- As a group, discuss text type (leaflet, sign with opening times, menu, appointment card) and purpose. Discuss the clues/key words in the texts.

#### Activity B      Reading for information

##### Task

- Set the comprehension task.
- When learners have done as much as they can, go through the questions, using an OHT of the enlarged texts if possible. Proceed as for 'Learners who need a lot of literacy support' (see below).
- Discuss whether appointment cards, leaflets and menus look similar in other languages.

## Differentiation

- For learners who can read and write in another language, go through the questions orally, and then encourage learners to write the questions in the other language before they try to answer them. These learners answer as many questions as they can and then answer the rest of the questions with support (see below).
- For learners who need a lot of literacy support, read through the questions with/for the learners and support them in answering the questions. Discuss in detail what they are looking for and which text will have the information, emphasising that they don't need to understand every word in the questions or in the texts.

## Extension

- Examine each of the texts on page 15 in more detail and ask questions about them and discuss the information that they contain, explaining words/phrases as appropriate.
- Teacher/learners bring in and examine other leaflets from the local area about local services and examine texts in the learning centre (leaflets, canteen information, information board giving room numbers etc.). Devise further comprehension tasks on these items as appropriate.
- See mini-project C on page 12 for linked work.

- In task 3 learners first attempt to identify the words, which are also from this unit. You can read them for learners to check and complete the task.

## Activity B

## Writing about your neighbourhood

### Task

- Ask questions about the neighbourhood to set the scene: *Is there a ...? Has it got a ...?*
- Find out what places learners want to write about and help them to identify and circle the words from Activity A. Write the other words they need on the board (eliciting as much of the spelling as possible from the learners, drawing their attention to short vowels). Learners write these words on the line provided.
- Learners write a few sentences about their neighbourhood, using the annotated phrases to help them.
- Provide further support if necessary by eliciting from the learners what they want to say and then helping them to select what they need from the suggested structures.

## Page 16 Spelling and writing

### Rationale

To use letter–sound correspondence of short vowels to aid reading and spelling; to practise writing a simple text about the neighbourhood

### Activity A

### Spelling

#### Task

- Explain that the words in the table are all words used in the unit.
- Learners fill the gaps in the words with the letter at the top. They then listen to the words (you read them) and say them. Encourage learners to listen to the sounds.
- Say the words. Learners point to them.
- Ask if they have these short vowel sounds in their first languages (say the sounds clearly so that learners can decide).

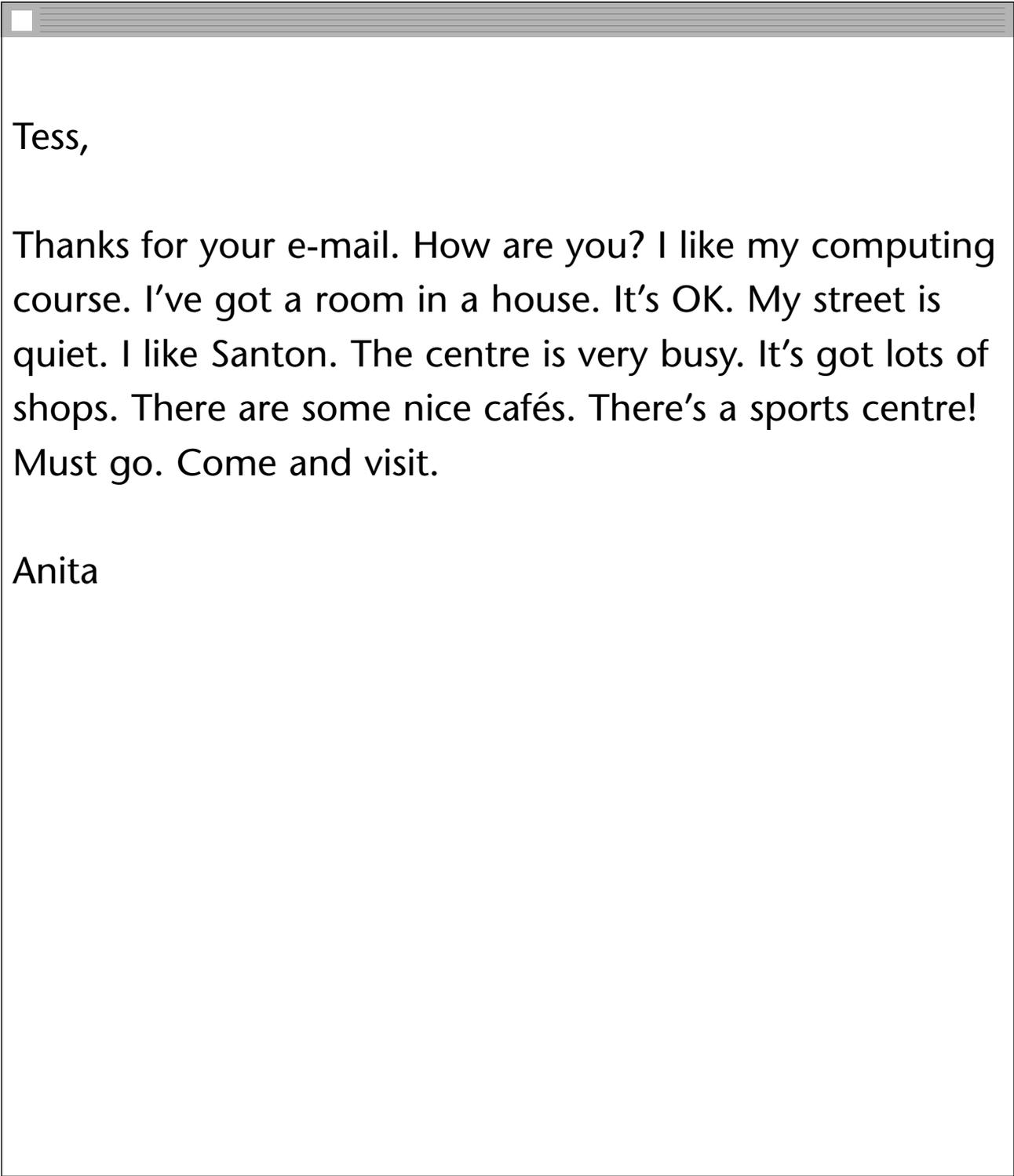
# Photocopiable resources

Page 4

Reading an e-mail

Activity A

A

An illustration of an e-mail window with a title bar at the top containing a small square icon and several horizontal lines. The main body of the window contains the text of an e-mail.

Tess,

Thanks for your e-mail. How are you? I like my computing course. I've got a room in a house. It's OK. My street is quiet. I like Santon. The centre is very busy. It's got lots of shops. There are some nice cafés. There's a sports centre! Must go. Come and visit.

Anita

**B**

Tess,

Thanks for your e-mail. How are you? I like my computing course. I've ..... a room in a house.

It's ..... . My street is quiet. I like Santon. The centre is very ..... . It's got lots of shops. .... are some nice cafés. .... a sports centre!

Must go. Come and visit.

Anita

Writing an e-mail

Activity B

C

□

How are you? ..... like .....

It's ..... ,

It's got ..... ,

There are .....

.....

.....

.....

.....

There

.....

.....

Come and visit.

# Asking where places are

## Activity B

---

### ROLE CARD A

A. Ask B about the place.



(B. Answer.)



A. Thank B.

- |   |             |
|---|-------------|
| a | post office |
| b | supermarket |
| c | bus station |
| d | market      |

---

### ROLE CARD B

(A. Ask B about the place.)



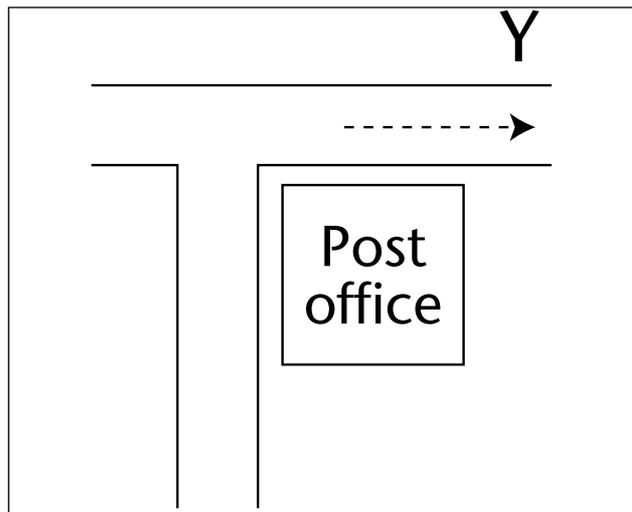
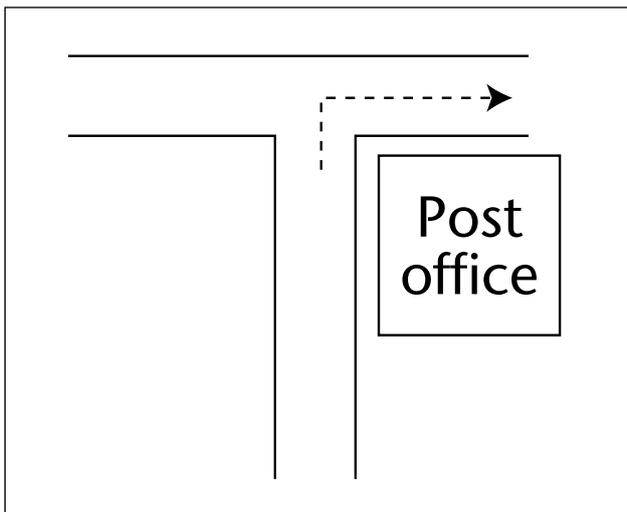
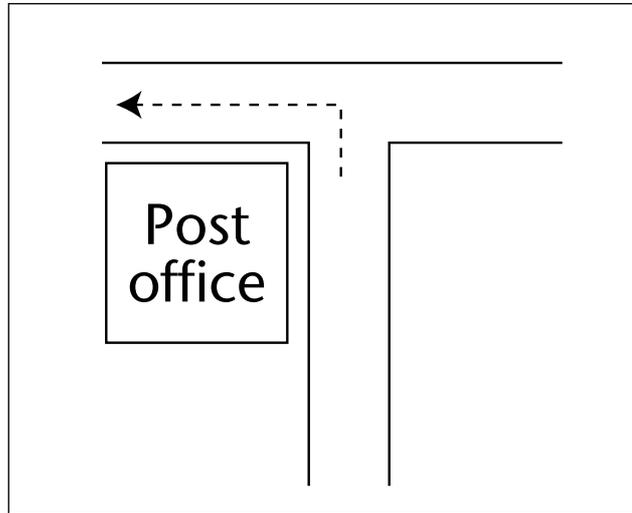
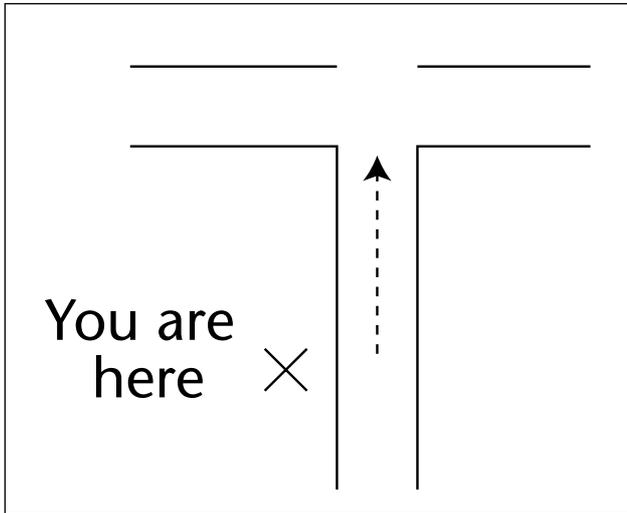
B. Answer A. Say where it is.



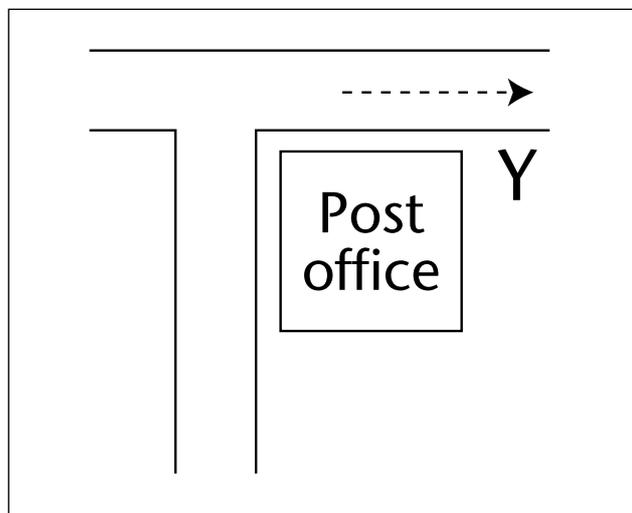
(A. Thank B.)

- |   |             |       |                      |
|---|-------------|-------|----------------------|
| a | post office | ..... | New Road             |
| b | supermarket | ..... | Bedford Street       |
| c | bus station | ..... | London Road          |
| d | market      | ..... | Say you're not sure. |

Page 7  
**Giving directions**  
*Activity C*



- Go straight on.
- Turn right at the post office.
- Turn left at the post office.
- It's on the right.
- It's on the left.



# Asking for opening times

## Activity C

### ROLE CARD A

**A:** Santon Library. Good morning.

**B:** What ...?

**A:** We're open from ... to ... .

**B:** ... to ...?

**A:** No, ... to ... .

**B:** ... to ... .

**A:** That's right.

**B:** Thanks. Bye.

**A:** Bye.

#### Santon Library

Mon	9–5.30
Tues	9–7.00
Wed	9–5.30
Thurs	9–5.30
Fri	9–5.30
Sat	9–3.30

### ROLE CARD B

**A:** Santon Library. Good morning.

**B:** What ... on ... ?

**A:** We're open from ... to ... .

**B:** ... to ...?

**A:** No, ... to ... .

**B:** ... to ... .

**A:** That's right.

**B:** Thanks. Bye.

**A:** Bye.