



The Town

Overview

The Town reflects life in the UK and aims to help learners interact with the world around them as well as to develop their English language skills.

Level: Entry 1 (Access 2 in Scotland) ESOL learners with basic literacy needs./A1 CEFR Framework.

Learning hours and delivery context:

Across four units, the Town provides a minimum of six hours of learning in a classroom context, delivered via linked units. These units may be used independently or as one linked topic over several sessions. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required. The resource is suitable for community ESOL and ESOL delivered in adult learning or FE. Additionally, the teacher notes provide suggestions on how practitioners can develop further linked learning (such developing and working with learner-produced texts).

Unit 2: Where's the Supermarket?

Time: 1.5 hours

Aims:

Learners should gain the skills and knowledge to:

To use prepositions of place to talk about locations of places around town
To listen and follow a range of instructions / directions around town.

Objectives:

All learners will:

Say words such as 'next to', 'to the left of', 'behind' (prepositions) clearly and my friend/teacher understands me.
Follow simple instructions/directions and put pictures or names of places into the correct place.
Give simple instructions/directions using simple prepositions and my friend/teacher understands me.
Listen to a short description about where someone lives and point to this on the map.

Some learners will:

Listen and identify words such as 'next to', 'to the left of', 'behind' and say them clearly so your friend/teacher understands you.

Read and put simple sentences using prepositions into the correct order.

Write simple sentences to say where places are in the Town using prepositions.

Copy simple sentences about the Town after you have put them in the correct order

Preparation:

You will need:

- Picture cards with word labels – from Unit 1 cut up
- Map from Unit 1 (printed out or projected on IWB or projector)
- Preposition sentences for teacher to read out to class
- Pictures of characters for Activity 3
- Sentences to describe where the characters live
- Handwriting paper for copying
- Cut ups for sentence construction

Materials suggested:

- IWB or projector
- Cuisenaire Rods or items in the classroom (board rubber, pens)

Suggested Procedure**1. Introducing prepositions:**

next to, to the left, to the right, opposite, behind, in front of, in between

You will need:

- Map from Unit 1
- Cuisenaire Rods or items in the classroom (board rubber, pens)

Introduce the class to the prepositions you will use to identify where places are around town.

Here are some suggestions:

- **Picture speculation**

Show on the IWB/projector/as paper copy, the **map** (included in Unit 1) and ask learners to identify different places. This can be revision from Unit 1. Elicit prepositions of place by pointing at two places on the map and eliciting target

language from the learners. Invite learners to come and write the target words on the board – if appropriate to the confidence/level of learners.

- **Construction of Cuisenaire rods**

Take two Cuisenaire rods and place next to each other, elicit the preposition from the class. Continue until all target prepositions have been taught. When finished, nominate learners to come and demonstrate their knowledge of prepositions.

If Cuisenaire rods are not available, other classroom items (board rubber, pens, books) will work well too.

Alternatively, you may wish to demonstrate prepositions by getting learners to move next to, behind, to the left of, to the right of, each other.

2. Give, listen and follow instructions using prepositions.

You will need:

- IWB / Projector / whiteboard
- Map from Unit 1
- Activity 2 Teacher read audio
- Flashcards of places and corresponding words from Unit 1

- Explain to the class that they are going to listen to sentences containing prepositions. Ask learners to predict what they are going to hear. Use the **map** from previous activity (IWB/projector/paper copy) to get learners to state where some places are. Invite learners to come and write short predictive sentences on the IWB / white board. Alternatively, you may wish to scribe some of the sentences.

- Read out **Activity 2 teacher read audio** to learners. When finished ask the group to check if their predictions were correct. Read the text again and ask learners to listen and manipulate the flashcards on the table into the correct formation.

- To differentiate:

Emergent readers or low level learners can use the pictures of places to move into the correct location on the table.

More confident readers can use word cards taken from the Unit 1 to move into the correct location on the table.

An extra activity has been provided in **Activity 2 Teacher read audio** for learners to listen and identify which sentence has been read.

- To check understanding, nominate learners to say where places are whilst another learner comes and sticks the word cards or pictures on the board. Encourage class to peer correct if necessary.

Alternative to the previous activity, learners could carry out a Picasso activity where learners can work in pairs, small groups or whole classes. Ask one learner to say where places are on a map while their partner, group or rest of the class listens and draws the actual place on a map. When the activity has finished learners will be able to compare their drawn maps with their partner to see how similar or different they are. Learners will be able to keep these drawings with them for future descriptive work.

Describing where places are.

You will need:

- a set of either word cards or pictures of places (one per learner).
- a barrier to place in between pairs of learners
- Set up learners in pairs and number them individually #1 and #2. For less confident learners hand out **place picture cards from Unit 1**, for more confident readers hand out **place word cards from Unit 1**. If available, learners can use a barrier (books / folders stood up) between them so they cannot see each other's flashcard formation. #1 will place pictures / word cards on the desk in an order chosen by the learner, then describe where the places are. #2 must listen and place their flashcards in the same formation. Once the activity is finished, learners can compare their picture / word formations.

3. Listen and identify where people live on the map.

You will need:

- Pictures of the four characters
- Activity 3 'Where people live'.
- Map from Unit 1 (paper copy / IWB / projector)

Introduce four characters to the class by distributing pictures amongst learners or sticking pictures on walls. Encourage learners to speculate who they are. Do they have a job? Where do they live? Who do they live with?

Show the **map** and get learners to predict where they think the characters live. Review any spoken language errors by encouraging peer correction.

Read **Activity 3 'Where people live'** to the group and get learners to identify on copies of their maps where this place is by marking A, B, C or D. State all sentences then encourage learners to compare their maps with others in the group.

To check learners work, carry out the activity on the IWB or projector and nominate or request learners to come and stick the correct picture of the character on the map.

4. Write descriptive sentences using prepositions of places in town.

You will need:

- Writing paper (two types of guide lined paper provided)
- Activity 4 Sentence Cut ups
- Activity 4 Read and copy sentences
- True and false questions
- Picture and word cards from Unit 1
- Map of the Town from Unit 1

Activity 4 has been designed to be work on student's individual skills and abilities. You will find a range of activities to use with a range of literacy levels.

Here are some suggested activities:

- For emergent readers use **Activity 4 Read and copy sentences (2 pages)**

Hand out a copy of worksheet to students. Students can work on reading sentences using place names and prepositions to establish a connection between the words and sentence structure. Students can then copy the sentences into the space provided on the worksheet. Extra writing space has been provided at the end of the worksheets for extra practise or a chance to write some sentences independently.

- For students who can read and understand basic prepositional sentences use **True and False Questions**

Hand out a copy of the worksheet to each student. Get the students to fold over the worksheet along the dotted line. Model the task and get students to demonstrate their understanding. When students have finished they can unfold the worksheet to reveal the answers which they can mark themselves. Students can then copy these sentences to practise writing skills. Alternately for higher students, ask them to make the false sentences true.

- For students who need to develop sentences structure use **Activity 4 Sentence Cut Ups (two different levels)**

This activity can be completed individually or in groups. Print out and cut up the worksheet prior to the session. Model the task and ask your students to construct a sentence accurately.

When students have completed the task you can get them to check by matching their sentences with the map. If multiple groups of students are carrying out this task, get them to check their sentences with each other.

Students can then write their sentences up to practise writing skills.

- For students who can write independently

Ask learners to recall the sentences which were used in the previous activity. Show either on IWB/projector/paper copy, the **map** from Unit 1 and generate discussion about places on the map. Model some sentences for example, 'the flats are opposite the school'.

Write an example, or ask a student to come and write a sentence on the board as a model. Explain to the class they are going to write some sentences about where the characters live using prepositions.

Students who are able to write independently can use the lined paper to write some sentences using prepositions. When finished, students can be encouraged to swap over their sentences with a partner to peer assess and mark for mistakes.

Students can work on a number of areas, including:

- Letter formation,
- Spacing,
- Spelling,
- Upper and lower case letters
- Sentence construction
- Legibility of writing
- Punctuation.