



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 as developing and working with learner-produced texts).

Teacher notes

Unit 3: What's happening in the town?

This unit follows Unit 2, though Unit 2 and Unit 3 could be interchanged if you wish.

Time: approximately 1.5 hours. Please note that this is *a guide only*. You will respond to the needs of your own learners, and the material could be used over two or three sessions if that is what fits their needs.

Aims:

- To introduce some verb vocabulary, promote discussion and provide scenarios for speaking and listening practice (role play).

Objectives:

All learners:

- Talk to my friend or teacher about things happening in the town.
- Make a chart to show what happens and where.
- Take part in an everyday conversation in a given situation e.g. buying a bus ticket, buying a drink in a café, paying at the supermarket checkout.

Some learners:

- Read and match verb-noun collocations and construct sentences using the sentence starters on the worksheet.

Plenary: Question and answer to recap vocabulary.

Preparation

You will need

- A computer with audio speakers or a CD player/other to enable you to play the soundtrack.
- Downloaded or online audio track
- Scissors
- Cut-up pictures and charts (basic literacy materials)
- Collocation cut-ups and charts (differentiated materials, non-basic literacy)
- Power Point to show role play scenarios
- Dialogue strips (optional)
- Soft putty-type adhesive or stick glue (optional)

Suggested Procedure

1. What's happening? (50 minutes plus)

Materials: audio and means of playing it

Introduce the idea of places in the town to the group, eliciting the names of places in their local area or recap using the power point from Unit 1.

Play the audio tracks to the class.

Elicit from learners where the sounds take place e.g. the supermarket, train station etc.

Develop language with the learners to describe the sounds they hear and what they imagine is happening. Try to include language for the sounds in the following activity

(e.g. listening [to announcements], talking, paying).. You will hopefully elicit more language than you bargained for, as well as having to teach and model some of the verbs.

NB some of the town landmarks from Unit 1, e.g. the jobcentre, are not featured in the soundtrack, but you can still elicit and teach vocabulary to describe what happens there – e.g. people sign, look for work etc.

Perhaps write up some of the verbs for learners to copy, eliciting spelling, particularly first letter sounds. Point out the *-ing* pattern as you go along.

2. Differentiated follow up activity:

Materials: cut up pictures and charts, glue stick or putty adhesive if required, differentiated worksheets for literacy tasks

This task has a simplify and stretch version.

1. Group matching:

Simplify: Learners who are emergent readers work to sort the **pictures** into the boxes on a **chart**.

Stretch: More confident readers may pair the **collocations** and then place the vocabulary on to a **chart**, again working in pairs or groups.

Either enlarge the chart to A3, so that learners can work in groups at the table, or place the print flashcards from Unit 1 around the room and let learners walk around to locate the landmark word against which to stick their picture.

At an appropriate time, during or at the close of the task, circulate and check the collocations or captions with learners.

2. Individual work follow-up:

Simplify: Show basic literacy learners how to complete the follow-up **matching task**: find and circle the word which is the same as the word in the left hand column. This is very challenging for learners with emergent reading and you will need to demonstrate. Holding a blank sheet of paper under the line being worked on may help learners – they can move it down as the progress through the task.

Stretch: More able readers and writers should go on to complete the sentence writing task. A proforma is included for this. Learners complete the sentences. To make this more challenging, give just one sentence as a model and let learners create others independently, following the pattern and referring to their labelled map (from Unit 1) for help with the spelling of landmarks.

3. Developing Role play (40 minutes plus)

Materials: powerpoint pictures and cut-up dialogue strips

The **power point** pictures are designed to help you develop role play with your learners.

Materials for the café role play are included for you.

The other optional role plays are follow-up activities.

Procedure (café dialogue):

Cut up the **dialogue strips** before the session.

Show the power point of the café to your group and elicit what is happening. Who is he/she? What is she/he saying?

Give out the strips and encourage learners to sequence them, thinking of language that fits each strip. Circulate, monitor and prompt as they work.

At the appropriate point, bring the group together and elicit language for the strips. Drill and repeat the language. After eliciting two or three exchanges, recap from the beginning before building new language.

Pick up on learning points and work on them as is appropriate. For instance rising intonation to indicate a short 'making sure' question: Milk and sugar?

Vary the drilling and practise – whole group, class in two halves (customer and café worker), individual eliciting, in pairs.

Work up to an appropriate 'performance', either pairs of learners, learners taking a part with you, or learners working in a group – taking one line each. You could set some criteria for peer assessment:

- Can you hear?
- Can you understand?
 - Is the English good?
- Who [which learner] is the bus driver and who is the passenger?

Possible follow-up:

This might be best in a follow-up session.

Use the pictures of the supermarket checkout or the person buying a bus ticket to build a further role play along the lines of the above.

Writing extension/alternative

Unsuitable for very low literacy learners but possible in a class where you have several learners who are reading and writing at sentence/text level.

Show one of the power point scenarios to the group. Elicit who the people in the picture are. Build up the conversation that takes place between them by a mixture of techniques – eliciting, modelling, drilling as appropriate.

Ask one of the learners to try writing the first line of dialogue on the board, while others observe and (when the learner has finished writing) make suggestions for changes.

Once one line has been finished, another learner/s can come and write up the following sentence until the whole conversation has been completed. Any errors can be worked on by the whole group.

Once the conversation has been completed, learners can practise the conversation as a role play. You may wish to delete parts of the conversation as learners become more confident in their spoken skills.

When learners have rehearsed their role plays, they could present them to the rest of the class.