

The Town

Teacher's notes

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.

Unit 4 provides illustrations for four distinct narratives featuring characters who live in the town, and teacher notes which provide ideas and suggest frameworks for developing language skills. Each narrative takes a different skills focus.

Tom's story focuses on speaking and listening in a social context. Li's story focuses on reading skills. Amir's story focus takes a whole language approach but focuses on producing a text with low literacy learners and Leon's story provides an opportunity for learners to discuss and share opinions and points of view.

Unit 7: Tom's Story

This unit is most suitable for learners with basic literacy needs but who are consolidating beginners in spoken English.

This resource focuses on Tom, a man who lives in the town who goes shopping one day and loses his wallet. In the teacher's notes, you are provided with a photograph of Tom and illustrations to construct his story. The flexibility of this resource means that you can either follow the teacher's notes or take a language experience approach to input the learner's ideas / language, to give the activities a more personalised feel.

The timings for this work are flexible. The idea is for learners to work collaboratively to improve their use and knowledge of familiar / common vocabulary and to focus on meaning of spoken discourse as well as raise awareness and use of grammar including 3rd person, present simple and past simple if suitable for your group.

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Aims: To pose a scenario and problem or discussion by learners and to give space for development of learner-generated language and ideas.

Objectives:

- All learners:
- Name people, places and things in pictures of everyday activities.
- Listen to a story and show that I understand it by putting the story pictures in order.
- Some learners:
- Ask for information and respond politely in a supermarket e.g. to a cashier about payment
- Ask for and/or give information about a lost wallet

Preparation

You will need:

- A photograph of Tom
- Map of the town
- Tom's sequencing pictures (cut up)
- Power point of Tom's story
- True / False questions
- Tom's items
- Narrative included in these notes for use in Activity 3
- Whiteboard / IWB / pens

Suggested procedure

1. Predicting a story.

Show on OHP, as hard paper copies or on IWB a picture of Tom (supplied) and elicit information from the learners about Tom and his life. You could ask some questions to facilitate a discussion such as:

- How old is he?
- Is he married? If so, what is his wife's name?
- Is he retired? What job did he have?
- What are his hobbies?
- What does he look like?



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If you have used the other three units of 'The Town' with your learners, you may wish to show them the map of the town (provided) and point out where Tom lives (in the houses behind the school and next to the park).

While learners are involved in the discussion, if appropriate, write down any mistakes in learner's speech on either separate pieces of paper to hand to learners to correct, or write up on the board for the whole class to correct. Alternately, you could type up the errors and hand out to learners to complete it for homework.

2. Sequence / predict Tom's story

Set up learners into groups and hand out printed out copies of sequencing pictures of Tom's scenario. Give a set time for learners to look at the pictures and place them in an appropriate order. When finished, you could ask each group to either compare their pictures with other groups or get each group to give a short description of Tom's scenario.

You could ask some questions at this point to generate suitable vocabulary. You can invite learners to come and scribe words on the whiteboard / IWB to refer to at a later stage if necessary.

Suitable vocabulary you may wish to pre-teach may include: wave / trolley / aisle / wallet / cashier / pocket / groceries / shake hands

Teachers who have access to interactive white board, you may wish to sequence pictures interactively with the whole groups, or small groups of learners who may need the sequencing activity consolidating.

3. Listening to Tom's story and sequence pictures

Explain to the class they are going to listen to the teacher (or a strong reader) read out a narrative. Learners are to listen then recall information they heard. Read out the narrative several times.

Following this, set up learners to work in pairs or small groups. Learners will have the chance to sequence the story in the same order as the narrative, using the pictures from the previous activity. Learners can then compare their sequenced pictures with other learners.

Show on the IWB/ projector the power point slides as you read the narrative again as learners follow.

There is a choice of narrative tense in the audio script. Choose the one most appropriate to your group. It is not a grammar activity but a communicative one, where understanding is paramount.

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Here are two narrative ideas.

Present Simple.

Tom walks to the supermarket to buy some groceries. He usually goes on a Tuesday. He leaves the house and says goodbye to his wife. He collects a trolley and walks around the supermarket. He buys some eggs, vegetables, cereal and bread. He pays at the cashier. His shopping costs £23.45. He pays with cash. He decides to get the bus home because his shopping is heavy. He waits at the bus stop. He puts his hands in his pockets to get his wallet. His wallet is not there. Where has it gone? Suddenly, Tom hears someone running behind him. It is someone from the supermarket, they have found his wallet with his bus pass inside. Tom thanks him and they shake hands.

Past simple.

Tom walked to the supermarket to buy some groceries. He usually goes on a Tuesday. He left the house and said goodbye to his wife. He collected a trolley and walked around the supermarket. He bought some eggs, vegetables, cereal and bread. He paid at the cashier. His shopping cost £23.45. He paid with cash. He decided to get the bus home because his shopping is heavy. He waited at the bus stop. He put his hands in his pockets to get his wallet. His wallet was not there. Where had it gone? Suddenly, Tom heard someone running behind him. It was someone from the supermarket, they had found his wallet with his bus pass inside. Tom thanked him and they shook hands.

To consolidate, you could carry out the following activities:

True / False questions

You can either display the worksheet on the IWB / projector and read out each question together or print out individual copies for learners to work with individually or in pairs. Read out the narrative then ask learners to identify the answer. Learners can state their answer to their partner in order to compare.

To consolidate, you could show the True / False worksheet on an IWB and ask learners to come and circle the correct answers to the rest of the group.

Put items in Tom's story in order

Print and cut out a copy of 'Tom's items'. Split up learners into pairs or small groups. Read out the narrative and ask learners to sequence the picture / word cards in the correct order. When complete, ask learners to compare their sequence with other learners.

4. Predicting what's being said (dialogue production)

This part of the lesson plan is designed to give examples of some of the language which your class could generate. You could model some examples of suitable language to initiate



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discussion of relevant language. It may be a good idea to print out some speech bubble shapes pieces of paper to write sentences upon and stick next to the relevant person.

Here are some language suggestions

Picture 1 (Tom saying goodbye to his partner)

Bye / see you later / have a nice day

Picture 2 (Tom taking a trolley / walking past someone in the supermarket)

Maybe you could focus on polite language to be used in a supermarket

Excuse me / can I get past? / Can I just get to the tomatoes? /

Picture 3 (Tom paying for his shopping at the till)

Focus on language used when paying for the shopping.

Cashier interaction: Have you got a (store) card? / would you like some help with your packing? / do you need any bags? / That's £34.65 please /

Customer interaction: Can I use my debit / credit card? / Can I have a carrier bag please? / Can I use my points? /

Alternatively, you may wish to build up the language with the learners. You could get learners to offer their suggestions which may not be accurate or coherent but you could then build up or mould the utterance into a complete phrase. Scribe this upon the whiteboard. Following this, to consolidate, you could get learners to listen and repeat the phrase back to you, whilst counting out each word in the sentence.

Picture 4 (Tom realising he has lost his wallet)

Maybe you could focus on language to use to enquire whether someone has seen or picked your wallet.

I've lost my wallet / Have you seen a brown wallet? / I last had it in the supermarket

Picture 5 (Someone running towards the bus stop with Tom's wallet)

Person who found wallet: *Excuse me, you forgot this in the supermarket / you left it on the till*

Picture 6 (Tom shaking the man's hand, thanking him)



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Tom: *You've found it! / Thank you so much / Brilliant, thanks!*

The following steps could be used to promote the uptake and usage of the above / class generated language:

For higher level literacy learners, captions could be written up and stuck on the white board with sequence pictures. Alternately, if an IWB is available, captions could be drawn upon the sequenced pictures.

Drill the dialogues by choosing on picture to focus on. You could pair up learners to practise the short part of the story. To identify progress, nominate learners to demonstrate the dialogue to the whole group. The rest of the class should listen out for any errors and offer feedback if possible.

Once one picture has been covered, you should move onto next picture where you can repeat the process. To consolidate the series of pictures keep repeating to previous pictures until the whole story has been covered.

At the end of the process, learners can perform the story in front of the class. Information involved in the story (how much the shopping costs, what is lost, where the item is found, who finds it) can be changed.

Ways to manage error correction

- Listen and monitor learner's language. Write it down on a strip of paper to give to individual learners at the end of the activity. Learners can then work on their personal areas.
- Write up some errors on the board and get learners to correct as a whole group
- Use a voice recorder to record pairs of learners for them to listen back and identify any errors
- Ask learners to work in pairs or small groups. One learner in the group then states a sentence which the others have to listen to and identify if it is correct or not.
- If a mobile phone with voice recorder is available, this may prove useful to listen back to their speech in order to self correct.

NOTE

We'd like to hear about the language your learners produced in Tom's story. How easy or difficult was it to produce language in this social context? What language did your learners produce? Please let us know by uploading your comments to the NEXUS website

