



## The Town

### Teacher 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 (such as developing and working with learner-produced texts).

### Unit 1: Places in the town

This can be used as a standalone unit, or can lead into Unit 2 or Unit 3.

Time: approximately 1.5 hours

#### Aims:

- To establish the context for learning.
- To stimulate discussion about the local area and places learners are familiar with.
- To develop reading, speaking/discussion and writing skills.

## - Objectives

All learners:

- Say the names of local places clearly and my friend/teacher understands me.
- Talk to my friend/teacher about places I visit or use in my town/area.
- Read the names of local places and match to the picture.
- .Make a simple key or write the names of pictures.
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Some learners:

- Use a simple key for a map.

## Preparation

You will need:

- a computer and whiteboard/screen/OHP or screen
- powerpoint of places in town, OHTs or hard copies of the pictures
- flashcards of landmarks and words
- photocopied 'Town' picture (line drawing), A3 size copies will work much better
- scissors (if learners to cut their own labels) and glue
- labels, differentiated copies of the key
- already prepared (cut up and ideally laminated) Where's this? reading cards if required

## Suggested Procedure

### Where's this?

- Use **Town Powerpoint** on IWB, OHP or visuals to establish the language for local landmarks with the learners. Check and drill pronunciation as well as alternative names. Be alert to any learner language that is forthcoming e.g. 'sign' for Jobcentre so that you can exploit and build on it. Encourage learners to share their own experiences of visiting similar places and draw out as much language as possible.

You may choose to scribe some simple sentences that describe learners activities e.g. *Halima goes to the supermarket on Saturday*. Keep this material to hand as you can use it later on to create personalised literacy materials for your group.

- Review the names of the places with learners.
- Use the **print flashcards** to introduce the landmark words. Use a variety of strategies:
  - you say and point to the word, learners repeat
  - cover the card with your hand and slowly reveal the word so that learners predict what is coming (can use the reveal tool on some interactive whiteboard software to do this as well)
  - ask learners to show/point to the word from a selection
  - if using an OHP, project the words then switch off the projector, cover a word, switch back on and ask learners to identify the missing word
- Play pelmanism or matching with the matching/pelmanism cards, in pairs or groups. The what's this? reading cards can also be used in pairs to reinforce word recognition. *Both of these activities can be used at later points in the topic to revise and consolidate.*
- Show the picture of the town on your IWB, screen or in hard copy. Ask learners what it is. They may come up with the word 'map' or 'picture'. Give out copies of the picture so that learners have time to work in pairs together and identify the landmarks.

Check and drill, using a mix of thrown and targeted questions. E.g. *What's at number 6? Where's the building site?*

- Group your learners according to the task they will do, using the town picture and either the **cut-up labels** or the **key worksheets**. The tasks are as follows:
  - Emergent readers can match labels to the picture of the town, using recognition/matching of the letters or digits.  
*NOTE: guide learners who are labelling away from sticking their labels over the key numbers or letters on the picture.*
  - More confident readers may create a map key, finding the words and entering them against the appropriate number or digit on the key.
  - Confident readers can work on a spelling cloze – completing the gapped words then entering them on the key.  
*Some of these activities can be stepped – e.g. learners may start on the second task then progress to creating a key.*

- Possible extension tasks  
Learners work in pairs with **'Where's this?' reading cards**. Take turns to read question or answer.

Learners discuss local landmarks in their own area and create a list of places they visit/use.

Learners test each other with questions and answers about the location of places on the picture. E.g. what's at number 8? Or 'Where is the jobcentre?'

### **Review of learning**

Check the location of places, pronunciation and reading skills by question and answer/true or false etc.

If not done so previously, scribe some sentences about places learners visit or use for learners to copy or the names of streets/locations for local landmarks.

- **Link to next session**

Link into the next session (Unit 2) by introducing some simple prepositions of place e.g. opposite, next to, behind, in front of, between. Try TPR (moving around the classroom in response to instructions) to develop understanding of the words rather than expecting them to produce the language at this stage 4.