

## TOPIC 2: MY LOCAL AREA

# Unit 1: My neighbourhood

### Overview of topic

Learners listen, talk, read and write about where they live.

*I live in ... It's ... There is ... There isn't ... There are ....*

### Skills

#### Speaking and listening

- Listen for detail in a short talk and respond to requests for personal information (*Lr/E1.1b, Lr/E1.4b*).
- Talk about your neighbourhood and give a description (*Sc/E1.4a, Sc/E1.4b, Sc/E1.4d*).
- Pronounce sounds clearly and use the correct stress patterns in familiar words (*Sc/E1.1a, Sc/E1.1b*).

#### Reading, writing and phonics

- Read a simple text and recognise sentence patterns (*Rt/E1.1a, Rs/E1.1a*).
- Recognise and decode key words (*Rw/E1.1a, Rw/E1.1b*).
- Write a simple sentence using capital letters and full stops (*Ws/E1.1a, Ws/E1.2a, Ws/E1.3a*).
- Use and spell correctly keywords and form letters accurately (*Ww/E1.1a, Ww/E1.2a*).
- Read and write single syllable words with *a, e, i, o* and *u* (short vowel sounds /æ, e, i, ɒ, ʌ) (*Rw/E1.2a, Ww/E1.1b*).

### Language points

- Vocabulary: nouns and adjectives relating to local neighbourhood.
- Sentence structures: *There is ... There are ... It's a + noun It's + adjective.*

### Materials

#### Activity 1

Resource 2.1.1 (Images) – images to be projected if possible.

Resource 2.1.2 (Key words) printed and cut up, one set for each pair/group. Resource 2.1.3 (Key structures) – print and cut up as many as needed for each pair.

#### Activity 2

Prepare a short talk or video about your neighbourhood. Bring in images to illustrate it.

Alternatively, use Texts 5 and/or 6 and sound files.

#### Activity 3

You may wish to use Resource 2.1.1 (Images and word cards).

#### Activity 4

According to level, either: Resource 2.1.4 (Writing and copying) - one per learner or Resource 2.1.5 (Sentence strips) or Resource 2.1.6 (Email writing frame) or lined paper .

#### Activity 5

According to level, either: Resource 2.1.7A or 2.1.7B – writing and spelling activities.

**N.B.** There are two versions of Activity 1, depending on whether it is feasible to walk around the immediate local area for the first part of your class.

**Recapping and revision:** to recap, use some of the images and flash cards from 'My life now' (Topic 1, Unit 1)

## Activity 1

### Language Experience Approach (speaking and reading)

- Explain to the group that you are all going to go outside and walk around the local area together.
- As you walk around, point out different places and road signs, and elicit/practise key vocabulary, e.g. cars, street, shops, library, houses, school, etc.
- Ask learners to take photos of these places with their phones, including signs and road/shop names. Take some photos yourself.
- Return to the classroom, look at the photos and recap where you have been. Elicit key vocabulary and write it up on the board. Ask each learner to say something about what they have seen and create a joint class text orally (three or four short sentences).
- Ask learners to repeat the text as you scribe it onto the board.
- Use the text for choral reading practice, paired reading practice and individual reading practice. The text can be used in subsequent lessons for reading and writing practice, e.g. sentence and word re-ordering. (See the Key knowledge and skills 7 in the Guidance document for more information on the Language Experience Approach)

## Alternative Activity 1

### Describing a scene (speaking, reading and phonics)

- Show learners the images of one or both scenes in Resource 2.1.1 (depending on your group). Elicit that they are pictures of a busy road in a town and/or of a quiet village. Encourage learners to say what they can see. Recap/elicit/present key vocabulary and structures, e.g. *It's a town/village. There's a road/street/school. There isn't a shop. There are (some) houses/flats/shops. It's busy/quiet.*
- Drill a few words and structures, checking for appropriate word stress.
- Select some (or all) of the word cards, depending on your group (Resource 2.1.2 Key words). Hold them up one at a time for word recognition. Focus on initial, medial and final consonant sounds as appropriate.
- Give each pair of learners some of the words to practise reading aloud to each other.
- Call out words at random and ask learners to hold up the correct word card. Ask each pair to join with another pair and practise in the same way. Monitor and support as required.

#### Differentiation:

- For lower level learners, provide pictures to match to the word cards.
- Use more or fewer word cards, depending on level.
- Some learners can copy the sentences they make using the cards.
- Stronger learners may be aware of the difference between contractions and full forms. You may need to be explicit about the differences between spoken and written English and levels of formality in writing.
- Stronger learners may also use *It's got...* and *It hasn't got ...* and can write their own sentences to describe the pictures.

## Activity 2

### Language focus

- Focus on the final 's' in *cars, shops, flats, houses*, and clarify that it indicates the plural. Elicit the plural form of the other nouns and write them up on the board (not *cities*).
- Refer back to the pictures and recap *There is ...* and *There are...*
- Hand out Resource 2.1.3 sentence structures to each pair of learners. Ask learners to make sentences using them, selecting appropriate word cards from Resource 2.1.2.
- Check and correct. (Add additional words on blank cards as required.)

## Activity 3

### Listening to a description of a neighbourhood (listening)

- prepare a short talk or video about where you live and your immediate neighbourhood. Bring/project some images of where you live, your street, plus other images which may help to illustrate your talk.
- learners listen as you give talk of where you live, pointing to the relevant images as you mention them (or use video). For example: *I live in a flat in Newtown. My street is very quiet. There is a café and there are some shops. I like my street. My neighbour is from India. He is very friendly.*
- ask questions orally to check comprehension and clarify any new words.
- then project and/or give learners a handout of your talk and read it aloud together. Ask for volunteers to read aloud afterwards. Use it for paired reading practice too.

#### Differentiation

- Before the session, record/video your talk so that you can replay it as necessary.
- Learners can record you speaking on their phones to listen again afterwards.
- Provide a handout with pictures or words of the people/places you mention for learners to tick as you say them.
- Provide a transcript of your talk for learners to follow as you speak.
- For stronger learners, provide a gap-fill with key words taken out. Ask them to insert the missing words as they listen to your talk.
- Alternatively, you can use the texts and sound files for Texts 5 and/or 6.

## Activity 4

### What's it like? (Speaking)

- Ask learners questions about their local neighbourhood, e.g. *What's it like? Is it busy? Is there a ....?* Drill the full answers.
- Write up adjectives for describing neighbourhoods and/or use word cards from Resource 2.1.2, e.g. *busy, noisy, quiet, friendly* (These can be recycled/revised from Topic 1, Unit 3).
- Elicit/drill the questions and possible answers: *Where do you live? What's it like? Is there a ....?* Yes, *there is. No, there isn't* as a whole group, half group, in pairs and individually.
- Encourage free discussion using whatever language they know.

## Activity 5

### Writing an email (writing)

- Using your talk/text as a model, learners write an email to a friend telling them about their neighbourhood. Depending on level, learners do one or more of the following activities:
  - Single word copying and handwriting practice using Resource 2.1.4 or other key words which are important to the learners
  - Sentence completion: Resource 2.1.5
  - Email writing frame and gap-fill: Resource 2.1.6 - use a computer, tablet or phone (if possible) and send an actual email
  - Underline capital letters and circle the full stops
  - Compose their own email using the text/talk in Activity 1 as a model.

#### Differentiation

Ask learners with digital skills and access to the internet to compose their text directly onto a computer, tablet or phone and send it to you.

## Activity 6

### Reading and spelling (phonics)

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- Use Resource 2.1.7A (more challenging) or 2.1.7B depending on your learner(s). Check learners know and can read the words.
- In Resource 2.1.7A, focus on the vowel letters and the way that there is no consistency in the sound/spelling relationship. Often, two vowel letter combinations (graphemes) make just one sound, e.g. 'ie' in *friend* makes the sound /e/ and 'ee' in *street* makes the sound /i:/. Focus on the final silent e in *house*, *like* and *some*.
- In Resource 2.1.7.B, encourage learners to sound out the short vowel sounds /æ, e, ɪ, ɒ, ʌ / and blend the sounds to say the words. Learners can write another example of each pattern in the last row.

### Additional differentiation/extension activities:

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- Learners copy, rewrite or write additional sentences for homework, (using Template 2). Encourage learners with digital skills/access to a computer to word process some sentences.
- Use the transcript of your talk in Activity 2 for follow up reading activities, e.g. gap fill, re-ordering words or sentences, punctuation practice, spelling, etc.
- If you did not use the texts and sound files for Texts 5 and/or 6 as part of Activity 2, they can be used for further reading and listening practise.
- Learners who have more language can include more adjectives and structures to describe their neighbourhood, including *It's got... It hasn't got....*
- Learners can include what they like/don't like about their neighbourhood.
- Learners choose words for spelling practice (using LSCWC Template 3).

### Follow up ideas

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- Use the language experience text for further practice, e.g. copying or reproducing the text on a computer, identifying words for spelling practice.





<b>town</b>	<b>city</b>
<b>cars</b>	<b>shops</b>
<b>street</b>	<b>road</b>
<b>houses</b>	<b>school</b>
<b>flats</b>	<b>neighbour</b>
<b>quiet</b>	<b>busy</b>
<b>friendly</b>	<b>noisy</b>

There is

There are

a

some

It's



# Bradford



I live in Bradford.

I live in a house.

I like Bradford.

# Manchester



**I live in Manchester.**

**I like Manchester.**

**People are friendly.**

**There are some big markets.**

**I don't like the rain.**



Name ..... Date .....



town

town

.....

.....

.....



shops

shops

.....

.....

.....



school

school

.....

.....

.....

Name ..... Date .....



**cars**

cars

.....

.....

.....



**street**

street

.....

.....

.....



**houses**

houses

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.....

.....

**I live in**

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**There is a**

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**There are some**

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**I like my**

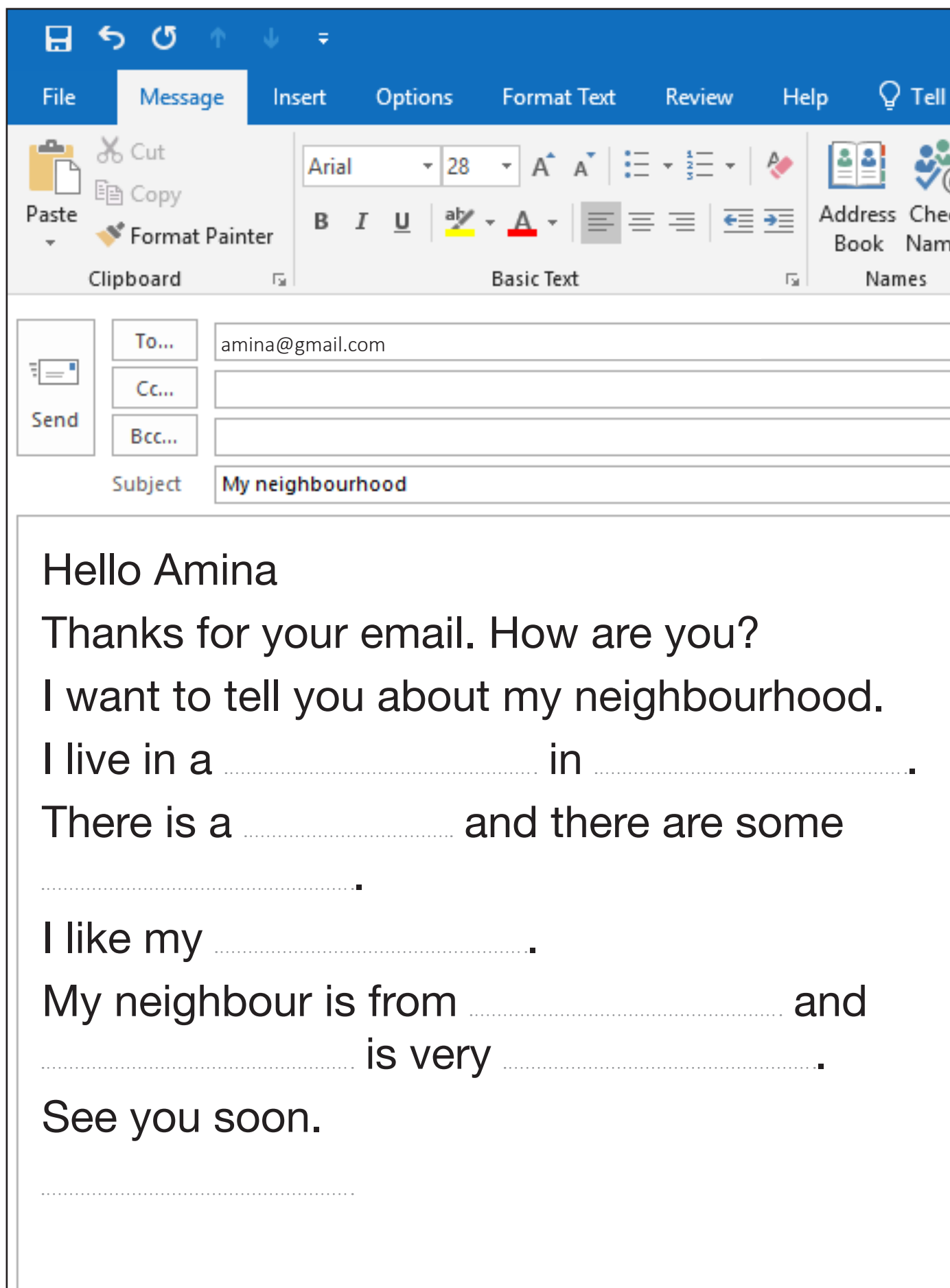
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**File** **Message** **Insert** **Options** **Format Text** **Review** **Help** **Tell**

**Clipboard** **Basic Text** **Names**

**To...** amina@gmail.com

**Cc...**

**Bcc...**

**Send**

**Subject** My neighbourhood

Hello Amina

Thanks for your email. How are you?

I want to tell you about my neighbourhood.

I live in a ..... in .....

There is a ..... and there are some .....

I like my .....

My neighbour is from ..... and ..... is very .....

See you soon.

.....

neighbour	n _ _ g h b _ _ _ r
friend	f r _ _ _ n d
quiet	q _ _ _ _ t
street	s t r _ _ _ t
house	h _ _ _ s _ _
flat	f l _ _ t
like	l _ _ k _ _
car	c _ _ r
some	s _ _ m _ _

a	e	i	o	u
__ t	b __ d	__ n	__ n	b __ s
fl __ t	g __ t	__ t	sh __ p	__ p
at	bed	in	on	bus
flat	get	it	shop	up

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Look 👁️ Say 🗨️ Cover 📖 Write ✍️ Check ✅

Spellings	Write and check	Write and check	Write and check
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