

## TOPIC 2: MY LOCAL AREA

# Unit 2: Local services

### Overview of topic

Learners listen, talk, read and write about local services.

**Local council, recycling, garden waste, housing, library.**

### Skills

#### Speaking and listening

- Talk about your local council (Sc/E1.1a, Sc/E1.1b, Sc/E1.4b).
- Ask for information and answer questions clearly (Sc/E1.3a, Sc/E1.3b).
- 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 (Rt/E1.1a, Rs/E1.1a).
- Recognise and decode key words and numbers (Rw/E1.1a, Rw/E1.1b).
- Say the letters of the alphabet in name and address (Rw/E1.3a).
- Write name and address (Ww/E1.1a).
- Use phonics and other strategies to aid spelling (Ww/E1.1b, Ww/1.1c).
- Form letters and digits accurately (Ww/E1.2a, Ww/E1.2b).

### Language points

- Vocabulary: nouns relating to local council facilities.
- Asking questions *What's your address? What time is the library open on ...?*
- Giving personal information such as name and address, and spelling them out.

### Materials

#### Activity 1

Realia to support understanding, e.g. council tax bill, blue badge (or accessible car parking scheme used in your area).

Resource 2.2.1 (Website page with images) – print as a handout and use it to make sets of cards, with words and pictures separated.

#### Activity 2

Resource 2.2.2 (Picture – word matching) – cut up into words and pictures, one set per pair/group.

Resource 2.2.3 (Handout) – one each.

Resource 2.2.4 (Gap fill) – one each.

Resource 2.2.5 (Key words).

Resource 2.2.6 (Spelling/phonics).

#### Activity 3

Mini whiteboards. Alphabet resource (Template 8).

Alphabet letters with enough for learners' names (differentiation).

#### Activity 4

Roleplay recorded in advance (see Activity below for example).

Resource 2.2.7 (Role play prompts).

#### Activity 5

Resource 2.2.8 (Name and address) – handwriting practice.

**N.B.** The vocabulary (level and quantity) in this session could be challenging for some learners. Items from Activity 1 could be taught in a previous session then recapped before introducing more items in the next session.

## Activity 1

### My local council part 1 (speaking and reading)

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- Show/project a picture of the local council offices and find out if any of the learners have visited it and, if so, why.
- Elicit from learners which council area they live in. Find out what they know about their local council, e.g. what they do, how they help, what services they offer, if they have any experience of contacting them. Ask learners where they can find information about council services. Allow use of first language or translation devices.
- Write up a few key words/phrases learners produce.
- Show/project the information in Resource 2.2.1 and give it as a handout to each learner. Elicit what they can see in the images.
- Point to each of the 6 headings and say them clearly, with learners repeating after you. Then elicit or give a simple explanation or translate.
- Concept check to make sure they understand e.g. My bin is not empty. Which department/number should I phone? (Rubbish and recycling) I like swimming? Which should I phone? (Libraries and leisure).

## Activity 2

### My local council part 2 (speaking, reading and phonics)

- Hand out picture cards (Resource 2.2.2), elicit words, and drill. Use mime or draw pictures to check understanding of vocabulary.
- Hand out word cards and read aloud together. As you say words, ask learners to hold up the picture.
- Read again, focusing on stress patterns, syllables, initial consonants and plural 's'.
- Ask learners to work in pairs/groups to match the words and pictures, and practise reading the words.
- Ask learners to look again at their handout (Resource 2.2.1). Recap the six headings and ask learners (in pairs/groups) to choose two word cards to go with each heading. Learners say the words as they place them under the correct heading. Learners can check with Resource 2.2.3. Monitor, support and check.
- Ask each learner to say a simple sentence about one of the services, e.g. *I pay my council tax every month. My children go to (name) school. Monday is rubbish day.* Write sentences on the board and chorally read (or scribe onto pieces of card and use them for reading practice).
- Phonics: focus on words beginning with the sound /k/ (car, council) /l/ (libraries, leisure) /h/ (housing), /tʃ/ (children) and the 'ing' endings.
- Point out that sometimes two letters make one sound such as 'ch' in *children*. Elicit other words they know with this sound/spelling pattern.
- Focus on the final 's' in the plural nouns.

#### Differentiation/extension:

- Group learners without much knowledge of how councils work with learners who have more local knowledge and/or the same language.
- Use more or fewer word/picture cards, depending on level.
- If learners are unable to select the words for the matching activity, use the pictures instead
- Adapt Resource 2.2.1 by creating your own website page based on your local council website or show the actual website.
- With learners in pairs, give each pair a set of word cards and a whole handout (Resource 2.2.2). Ask them to mix up the cards and turn them over. They can take turns in choosing a word card, saying it aloud and placing it over the same word or picture on the handout.
- Call out words at random and ask learners to hold up the word or picture card.
- Use Resources 2.2.4, 2.2.5 and/or 2.2.6 to create further word matching or spelling/phonics activities.
- Ask learners who are IT literate to find their local council website.
- Stronger learners can copy the words or use them to create a sentence.

## Activity 3

### Saying and spelling out names and addresses (speaking and the alphabet)

- Tell learners they are going to work in pairs and role play phoning their local council: elicit what information they will need to give. Point out they will need to say their name, address and phone number very clearly, spelling out the words.
- To prepare for the activity, use yourself as a model: say your first name clearly and spell it out. Ask learners to listen carefully and write it on an individual white board. As you spell out your name, say it naturally with rising and falling intonation, pausing as appropriate. Point out that you need to say the name of the alphabet letter, not the sound, when spelling aloud.
- Ask learners to practise in pairs, saying and spelling out their first names to each other. Focus on pronunciation and saying the letters clearly.
- Repeat the activity with surnames and addresses and ask learners to practise in pairs. There may be an issue with privacy for some learners who may not wish to tell others their address, in which case, use alternative local addresses for practice. Explain they need to spell out road names and postcodes but not the words 'street' and 'road' and the name of the city or town.
- Now practise saying phone numbers. Model, using appropriate intonation and pausing, and ask learners to practice in pairs, writing down their partner's number.

#### Differentiation

- Provide a handout of the alphabet (or alphabet letters) or use Template 8. See the Top Tip 3 and Key Knowledge and Skills 8 for more information and ideas on using the alphabet.
- Say the alphabet in a 'fun' way, e.g. sing the 'alphabet song' or similar rhyme.
- Some learners may need to be given a card with their names and addresses written down, to help them spell out the letters if they can't say them from memory.
- Give each learner the alphabet letters for their name and ask them to arrange the letters in the right order to spell their name.
- Ask learners to write their names and/or addresses and then 'sound out' the sounds of the letters in each word, blending them as appropriate.

## Activity 4

### Phoning the Council role play (speaking and the alphabet)

- Once learners are fairly confident at saying and spelling out their name, address and phone number, elicit/model a short, simple conversation to the council. Stick a prompt card on the board (Resource 2.2.7) to represent each stage/line in the dialogue and then use the prompt cards to demonstrate a simple conversation. Play the recording or demonstrate the role play with a stronger learner. Example text.
  - Good morning, can I help you?*
  - Yes, I'd like some information about (my local school.)
  - OK, I'll send you an information pack. What's your name?*
  - .....
  - How do you spell that?*
  - .....
  - What's your address?*
  - .....
  - Can you spell that, please?*
  - .....
  - And your phone number?*
  - .....
  - Email?*
  - ..... (or I haven't got one)
  - Thank you. Goodbye.*
- Ask learners to work in pairs to practise the same roleplay.
- Learners now decide which Council department they are going to call e.g. refuse collection, schools, housing, etc and practise the role play using the prompt cards to help. Ask a strong pair to model the conversation to the group first.
- When all the learners have practised both parts of the role play, project the local council website on the board. Alternatively, use lap tops or smart phones. Ask learners to identify the links for some of the departments they used in their role plays and copy down the council's phone number.

#### Differentiation

- Simplify or add to the roleplay according to your learners.
- Stronger learners can write down their role play and/or extend the conversation.

## Activity 5

### Handwriting practice (writing and spelling)

- Give out name and address handout (Resource 2.2.8).
- Ask learners to practise writing their names and addresses in upper case and also in lower case with a capital letter for the first letter of each word.
- Depending on level, some learners will need to copy and others may be able to write from memory. Use customised handwriting worksheets for some learners.
- Support with letter formation, upper and lower case, and form numbers accurately.

#### Extension

Learners can write an email to the council about an issue they have.



# Your council



Parking



Council Tax



Rubbish & recycling



Children



Housing



Libraries & leisure



blue  
badge



dustbin  
collection



rented  
housing



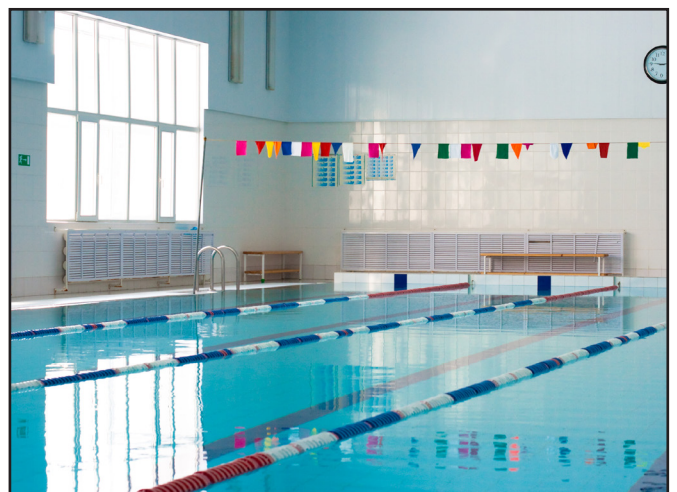
discounts



childcare



swimming  
pools





car parks



garden  
waste



housing  
advice



Council  
tax bills



schools



find a  
library



# Newtown City Council

## Parking

car parks

blue  
badge

## Council Tax

Council  
tax bills

discounts

## Rubbish & recycling

garden  
waste

dustbin  
collection

## Children

childcare

schools

## Housing

housing  
advice

rented  
housing

## Libraries & leisure

find a  
library

swimming  
pools

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

Fill in the missing letters:

**ch l s h c t d c p s**

..... <b>ildren</b>	..... <b>chools</b>
..... <b>ibrary</b>	..... <b>ousing</b>
..... <b>wimming</b>	..... <b>ar</b>
..... <b>ouncil</b>	..... <b>ark</b>
..... <b>ustbin</b>	..... <b>ax</b>



school	SCHOOL
library	LIBRARY
swimming pool	SWIMMING POOL
Council tax	COUNCIL TAX
car park	CAR PARK
housing	HOUSING
advice	ADVICE
dustbin	DUSTBIN
children	CHILDREN

ch	i	l	d	r	e	n
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s	ch	oo	l	s
---	----	----	---	---

c	ar	s
---	----	---

p	ar	k	s
---	----	---	---

h	ou	s	e	s
---	----	---	---	---



spell?

# address?

# spell?







repeat?

<b>Name</b>	<input type="text"/>
<b>Address</b>	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
<b>Phone number</b>	<input type="text"/>