

Unit 4: Out and about

Overview of topic

Learners identify important places in their area, give information about them and create some local maps.

The market is opposite the library. I like the market. The food is cheap and fresh.

Skills

Speaking and listening

- Learners identify important places in their area and say where they are (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read and recognise familiar place names (Rw/E1.1a).
- Decode simple, familiar words and recognise letters of alphabet (Rw/E1.2a, Rw/E1.3a).
- Focus on initial letter sounds for places, things and adjectives /k/ in *council*, /m/ in *market* and digraph 'ch' in *children* (Rw/E1.2a).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a, Ws/E1.2a).
- Spell correctly some familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary (nouns and adjectives) relating to places and things, e.g. *market, fruit, fresh*.
- Prepositions of place, e.g. *near, opposite, next to*.
- Sentence structures: *I like ... It/... is ... There is*

Materials

Activity 1

Photos/images of popular and important places in your area, e.g. street market, supermarkets, library, park etc. Use brand names from packaging/local supermarkets; print their logos and/or use Resource 2.4.1. Flipchart sheet and sticky tack.

Activity 2

Resource 2.4.2 (Key words) – one set enlarged (print a full set but only use the words needed by the group and scribe new words onto blank cards). Marker pens and blank cards to scribe words suggested by learners.

Activity 3

Resource 2.4.3 (Sentence making) and 2.4.4 (Key words writing practice) – one set enlarged and one set for each group/table.

Activity 4

Resource 2.4.4 (Copying practice)

Activity 5

Resource 2.4.5 (Image). A local information leaflet, e.g. library, community centre. Resource 2.4.6 (Sentence strips) or Template 2 (Blank sentence strips), lined paper and/or access to computers.

Activity 1

Important places (speaking and listening)

- Show the group a few photos/images of important and popular places in the area or images from Resource 2.4.1, including a photo of your centre. As you hold images up, elicit the name of the place.
- Encourage learners to suggest other places they know, use and like, not necessarily in the immediate area.
- Learners draw images for places they suggest on blank sheets of paper. As necessary, create word cards for places suggested by learners not included in Resource 2.4.2 but do not use these with learners until the next activity. This is a good opportunity for learners to share important local knowledge about places they know, use and like. Stick all the images on the walls.
- Check understanding by pointing at images and eliciting the correct word, e.g. *market, park, school*, etc. Drill each word focusing on stress and syllables.
- Stick up a very large blank piece of paper (which will form the basis of a local map) and stick the image of your centre on it. Learners select images from the walls and place them on the map roughly in relation to their location in relation to your centre, e.g. near, next to, opposite.
- When the map has images of the most important and popular places suggested by learners, check understanding and encourage learners to point at places and say or repeat the word/name of the place.

Extension

- Learners discuss and/or write about things they do at the places and what they think about them

Activity 2

Important places (reading and phonics)

- Select word cards for places suggested by the group from Resource 2.4.2 and with any other place words you have scribed. Hold up each word next to the correct image on the map, say the word and ask learners to repeat it. Focus on word shape and initial consonants. Select learners at random to say each word and practise as many times as necessary.
- Jumble the word cards on a table and invite learners in pairs or small groups to take a word and stick it next to the correct image on the map. Repeat until all the most important places for learners on the map are labelled.
- Ask learners to gather in front of the map and read/say the name of each labelled place as they point them out to each other.

Differentiation

- Adjust the number of words you present according to the level within the group.
- Use the words for phonics practice activities, e.g. delete the initial, medial or final consonants and ask learners to replace them, ask learners to identify syllables, or focus on the 'ch' in *children* and *church*
- Point out that the initial letter 'c' is pronounced with a /k/ sound in *community* and *council* and with a /s/ sound in *centre*.

Activity 3

Where places are (speaking and reading)

- Now elicit short simple statements about where places are in relation to each other or the centre, e.g. *The mosque is near the park. Green Street market is next to the library.* Teach, use mime and concept check a few simple prepositions of place, as needed.
- Drill the statements chorally, with half the class, in pairs and then nominated individuals.
- Stick the sentence making word cards (Resource 2.4.3) randomly around the board. Repeat one of the learner's sentences and stick the key words in the centre of the board in the correct order, e.g. ... **is next to the**
- Learners select further images and/or place words and stick them in the correct place to make a sentence on the board. Encourage them to add a full stop with the board pen.
- Pointing at the words, read the sentence aloud together. Draw attention to initial letter sounds for places and prepositions such as 'n' in *near* and *next*.
- Invite a few more volunteers to select some words and images to create other sentences on the board using the cards, encourage peer correction and support and further choral/ paired reading.

Differentiation

- As 'the' is a high frequency word which cannot be sounded out phonically (parents of school-aged children may be familiar with the terms 'tricky' or 'exception' words), encourage new readers to recognise the whole word and focus on its shape.

Activity 4

Where places are (writing)

- Depending on level, learners do one or more of the following activities:
 - single word copying and handwriting practice using Resource 2.4.4 or other place names which are important to the learners.
 - sentence construction using word cards and copying onto lined paper
- ... **is near the** ...
- ... **is next to the** ...
- ... **is opposite the** ...
- use lined paper to write similar sentences with additional information and/or using different prepositions.

Activity 5

Places people like and recommend (speaking and shared writing)

- Based on the examples that learners have produced and, where possible, selecting images and/or word cards of similar types of place, e.g. two different markets or supermarkets, encourage learners to express their opinions, giving reasons if possible, e.g. *x market good, x supermarket not good*. The focus here is on real communication and knowledge sharing, not accuracy. Encourage learners to support each other's understanding using shared languages, translation Apps, etc. Make a note of key words that come up and use them to create word cards, e.g. *fruit, cheap, fresh, expensive*.
- Use or project the image of a family with a suitcase (Resource 2.4.5) or draw a picture on the board. Elicit who they are, where they are from and build up a simple story around them moving to your area yesterday. They don't have any family or friends here. The class is going to help them with some useful information.
- Elicit some questions and answers relating to your area for each one, as well as suggestions based on what the family needs and wants e.g.
 - *Where's the market? It's near the library.*
 - *Where's the mosque? It's opposite the station.*
 - *I want some vegetables. XX market is cheap.*

Recapping and revision

- For this activity you can recap 'wh' question words (Topic 1, Unit 1) and expressing wants (Topic 1, Unit 4)
- Hold up or display an example information sheet from/ about your area. Explain to the class they are going to write some information for this family, and other migrants new to the area, together. Learners can volunteer words or sentences which the learner, teacher or other learners can stick up using word cards, scribe on board, or word-process and project on the screen. See Key Knowledge and Skills 7 for more information on approaches to co-producing a text with a whole group.

Extension activity:

- Learners copy, rewrite or write additional sentences for homework.
- According to level, give out Resource 2.4.6 (Sentence strips), blank sentence strips (Template 2), lined paper or encourage learners with digital skills/access to a computer to word process some sentences.
- Encourage learners who have more language to add more information about where places are and why they like them, e.g. *Green Street market is opposite the library. I like the market. The food is cheap and fresh.*

Additional Differentiation/Extension activities:

- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) to record and practise spelling words that are important for them.

Follow up ideas

- Learners can work together/support each other to create a leaflet which could be displayed or given out at their centre to new arrivals. If possible, encourage learners to use a computer and word process their text.
- Make some BINGO cards with commonly needed names of places (Template 4) and teach learners how to play BINGO.
- Learners create their own simple map and add words, images and/or short sentences according to level.
- Phonics work: select a few of the key words from the lesson and make some puzzle pieces with one grapheme per piece, on sticky notes or scrap paper. For example, the graphemes in *station* are s - t - a - tio - n (5 puzzle pieces). Mix up the graphemes and ask learners to work together, sounding out, to put the pieces into the correct order to form the words.













market

supermarket

library

bus station

council

park

mosque

church

school

children's centre

community centre

is

is

is

the

the

the

the

the

the

near

near

next to

next to

opposite

opposite

market
market

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supermarket
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mosque
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church
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school
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children's centre
children's centre

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<div>I like</div>	<div></div> <div></div> <div></div> <div></div> <div></div>
<div>It is</div>	<div></div> <div></div> <div></div> <div></div> <div></div>