

# 2

## Community news

### Curriculum coverage

#### *Listening and speaking*

- Talk about people's lives and things they did in the past
- Meet and greet people
- Apologise and give reasons
- Describe people

Lr/E2.2a, 2b, 2c, 2d; Sc/E2.2c, 2d, 3a, 3b  
Lr/E2.1d, 6b; Sc/E2.1a; Sd/E2.1a  
Sc/E2.3d  
Sc/E2.2f, 3f

#### *Skills*

#### *Reading and writing*

- Write about things that happened in the past
- Write about people and their lives
- Read texts about people and their lives

Ww/E2.1b; Rw/E2.3a, 4a  
Wt/E2.1a; Ws/E2.1a  
Rw/E2.2a; Rt/E2.1a, 1b, 4a; Rs/E2.1b

#### *Skills*

#### *Key functions*

- Talking about routines
- Greeting and introducing people
- Talking about the past
- Apologising and giving reasons
- Asking for and giving descriptions of people

#### *Key grammar*

- Past simple – irregular and regular verbs, questions and negatives
- Time markers for the past – *ago*, *last week* etc.
- Adjectives for describing people

#### *Resources to support the unit*

- Audio player and recording
- Blank audio cassettes (teacher's own)
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Local newspapers and/or community newsletters (teacher's own)
- Leaflets about sponsored events if available (teacher's own)
- Information on the London Marathon from the Internet (teacher's own) Pictures of people for descriptions (teacher's own)
- Magazines (teacher's own)

## Page 1

### Community news

#### Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

#### Task

- Ask learners if they know of any community newspapers or newsletters. If possible, show examples. Discuss what types of information they contain.
- Ask what jobs people would do, e.g. interview people and write about local issues and stories; design the newsletter using standard software; general office help; deal with small ads etc. Point out that community papers are often set up in areas where there is strong sense of neighbourhood and initiatives going on to improve the area, and that much of the work is often done by volunteers or part-time staff.
- Explain that the unit's main focus is talking about the past.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2

### A typical day

#### Rationale

To revise daily activity verbs and the present simple for talking about routines; to raise awareness of collocations as a way of organising and learning vocabulary; to listen for grammatical detail to practise asking and giving information about other people's routines and review the third person -s

#### Activity A Talking about routines

##### Pre-task activity

- Elicit what learners do as part of their daily routine using the present simple. Encourage learners to answer using this tense.

##### Task

- Learners work in pairs to look at the pictures of Cristina and describe what she does most mornings (i.e. routines rather than eliciting the present continuous for what she is doing in the

photos). They should use two or three verbs for each picture and write these verbs under the photos. Feedback to whole group.

- Make sure that learners are aware of the possessive pronouns needed with some verbs – *she brushes her teeth, she washes her face*. Check with gap-fill sentences on the board, e.g. *I brush ... teeth*. Monitor use of the third person -s.

##### Differentiation

- Learners can use picture dictionaries to help them choose verbs for the photos.
- Write some of the verbs on the board/OHT before starting the task in order to give more support.

#### Activity B Listening: everyday verbs

##### Pre-task activity

- Give a simple explanation of collocation and give an example on the board, e.g. *do – do your homework, do the ironing, do an exercise*, but not *do a cup of tea*. Learners work in pairs to decide which words go with particular verbs.

##### Task

- Play the audio for task 1 to check, pausing so learners can hear the words that Cristina uses. Feed back to the group and add other collocates for *have* and *make* that learners suggest.
- Suggest ways of noting this new vocabulary. Learners can make short sentences in the present simple using these daily activity verbs or build up a word bank for the unit.
- If appropriate, point out that *taking a shower* is an American expression, whereas *having a shower* tends to be used in the UK.

##### Differentiation

- Write the verbs on the board or cards as support.
- Make a set of cards – three each of *have, make, and get* and one each of words the verbs occur with in the audio – *up, a shower, dressed, breakfast, the beds, a coffee, sandwiches, ready for work*. The cards are placed upside down on the table. Learners work in pairs or small groups turning over two cards at a time to see if they match. Continue until all the cards have been matched. This can be extended by learners making a sentence each time they turn over a matching pair.

### Extension

- Learners write short sentences in the present simple using the daily activity verbs which are new to them.
- Use the audio script as a basis for a gap-fill activity.

## Activity C *Speaking: asking about routines*

### Pre-task activity

- Elicit from the learners how questions are formed in the present simple and put examples on the board/OHT.
- Elicit some questions that can be used for the picture story in Activity A, e.g. *What time does she get up? When does she brush her teeth?*

### Task

- Ask learners to work in pairs. Learners take turns to ask the questions.

### Differentiation

- Elicit all the questions for the picture story as a group and ask learners to think of example answers.

### Extension

- Learners work in pairs asking and answering questions about their own daily routines.

## Page 3

## Talking about the past

### Materials

- Photocopiable resource – verb table

### Rationale

To read for detail; to recognise and understand the past simple tense in texts; to understand the formation of questions and statements in the past simple; to practise pronunciation of the *-ed* ending; to listen for responses in a conversation; to practise asking and answering questions about the past

## Activity A *Reading: a really bad day*

### Pre-task activity

- Explain that we use the past simple when we talk about the past and for events that

happened a short time ago and a long time ago. Elicit examples: talking about what they did at the weekend, last year, what they watched on TV yesterday, what they had for breakfast etc. Use examples on the board to demonstrate the form.

- Reinforce that *-ed* is used for regular verb endings for all subjects – *I, you, we* etc. – and demonstrate using a substitution table on the board.
- Explain that verbs like *brush* and *listen* are regular. We add *-ed* to the infinitive. Add the other regular verbs from Activity A to the list.
- Set the context – Cristina's bad day. Explain that Cristina was late for work. Look at photo and discuss what they think happened and how she felt. Ask what they think she did next. Tell them some other things went wrong, and encourage them to predict what they could be.

### Task

- Learners read silently through the text. Elicit answers to the questions as a whole group. Read again as appropriate, checking unfamiliar vocabulary, e.g. computer crashed.
- Learners look through the text again and this time highlight all verbs in the past tense. Work together with the class to elicit some of the verbs in the past. Learners can then do the rest of the task in pairs. Check with the whole group and clarify the infinitives of each verb.

### Differentiation

- Before asking learners to look for past tense verbs, write the infinitives on the board/OHP so that they have a clearer idea of what they are looking for. Learners with less developed reading and writing skills can match common verbs to pictures before then matching the past simple to each verb.

## Activity B *Language: talking about the past*

### Task

- Learners work through the check questions in task 1 in pairs.
- Clarify the positive and negative forms. Group feedback.
- Hand out the table for task 2 to record past tense verbs in task 2. Learners can add to this

table during the lesson so that it provides a record of past tense verbs from the unit.

- Reinforce how the tense is formed with learners' own examples and a substitution table and/or transformation table, changing positive to negative. Drill as appropriate.
- Put up some regular past tense verbs and explain that there are three different sounds. Put the phonetic symbols on the board/OHT and demonstrate example, e.g. lived [d], walked [t], wanted [ɪd].
- Play the audio for task 3, pausing so learners can identify the sound for each. Then practise by repeating.
- For task 4 learners work in pairs and practise retelling Cristina's story by asking and answering questions.

### Differentiation

- Partially complete the table for task 2 with the infinitive forms of the verbs and ask learners to write the corresponding past tense verbs. The past tense verbs could be put on cards.

### Extension

- Learners work in groups to describe a strange/eventful day or a day with a lot of coincidences.

## Page 4

### Asking about the past

#### Activity A *Listening: asking what happened*

##### Pre-task activity

- Set the context for the listening. Elicit how Cristina felt after her terrible morning.

##### Task

- Play the audio for task 1 and ask some questions to check general understanding. Feedback on order of questions in task 1.
- Learners then complete the matching exercise in task 2. Repeat the audio as appropriate.

##### Differentiation

- Give learners a list of some of the verbs they will hear (infinitive or past simple). Learners tick off the verbs as they hear them.

### Extension

- Ask learners questions about the text that can be answered with a short negative statement. For example: *Did she get to work on time? No, she didn't. Did she finish her report before lunch?* etc.
- More confident learners can review simple past by copying the audioscript and asking learners to highlight all uses of the past simple – negatives, questions, regular and irregular verbs.

#### Activity B *Language: asking about the past*

##### Pre-task activity

- Ask learners to tell you about a frustrating day they had. Ask questions to find out what happened. Write up some of your questions on the board or on an OHT and use them to explore question formation.
- Point out the use of *did* in questions and *was* and *were* with the verb *be*. Elicit other questions from the learners. Drill as appropriate.

##### Task

- Learners work in pairs to answer the questions.
- Prepare a 'correct-the-mistakes' exercise, e.g. *Look at these sentences. Can you correct them?*  
*a What time did you got up?*  
*b Did the journey be slow?*  
*c Did you finished the report?*  
*d Why you were late?*
- Learners can complete these individually or in small teams. Get group feedback.

#### Activity C *Speaking: asking about the past*

##### Task

- Rehearse the two-line dialogue in speech bubbles, paying attention to intonation.
- Learners then work in pairs and practise asking and answering other questions about Cristina in task 2. Encourage them to provide more extended answers.
- Task 3 is an opportunity to personalise. Learners work in pairs and quickly make a list of a few things, e.g. things they did last year, or at the weekend. They exchange lists and take turns to find out more about the things on each other's lists by asking questions. For example: *I saw a*

good film on TV./What was it about? I went to visit to my cousin in Durham./How did you get there? Again, encourage extended answers.

### Differentiation

- Before the pair work practise for task 3, put up some things you did last year on an OHT or on the board and elicit different possible questions.
- Build up a model conversation together with the learners and get them to rehearse it.

## Page 5 An Interview

### Activity A *Listening to a youth worker*

#### Rationale

To listen for detailed information; to practise composing and writing simple and compound sentences using the past tense, to focus on time markers and prepositions for indicating past time

#### Pre-task activity

- Check with learners to see if they can remember what Cristina does. Then set the context for the listening.
- Pre-teach key vocabulary: *youth worker, trainee, raise money*. Check if learners know anyone who works in this area and elicit what a youth worker does.

#### Task

- Pre-set the questions in task 1. Play the audio. Learners can check answers in pairs and then as a whole group.
- Before you play the audio again for task 2, encourage learners to focus on the gap-fill task and the kind of information they will be listening for.
- Play the audio. Learners complete the information.

#### Differentiation

- Provide cards with all the dates and events. Learners listen and match them. They then place the cards in the order in which they hear them. Replay the audio as required to complete the exercise.

#### Extension

- Use the audio for a note-taking task: learners take the part of Cristina and make notes for her article.
- Learners read through the audio script and identify past tense verbs, question forms etc.

### Activity B *Writing about your life*

#### Task

- Using the notes from the listening task, learners write sentences about Kashka by completing the gaps. Check accuracy. Focus on prepositions *in + year* and *for + period of time*, and the use of the sequencing marker- *then*.
- In pairs, learners discuss two or three important events in their lives. Working individually, they make notes on these and then complete their sentences.

#### Differentiation

- Put the sentences on an OHT and elicit suggestions to complete the first one. Discuss the content of the remaining sentences and then ask learners to complete them.

#### Extension

- This task can be used as an opportunity to focus on punctuation and linking of ideas using sequencing words, e.g. *Then ... , Next ... , After that ...*, and the conjunctions *and* and *so*. Put some sentences on strips, e.g. *He wanted to work with young people. He left his job at the garage. He started a course in youth work*. Learners think of different ways to link the ideas.

## Pages 6 and 7 A story about a local hero

### Activity A *Reading a newspaper article*

#### Materials

- Leaflets about sponsored events if available
- Information on the London Marathon from the Internet (simplify as necessary)

## Rationale

To practise reading for information; to interpret photos and match with relevant paragraphs in a text; to introduce and practise the concept of *ago* with the past tense

## Pre-task activity

- Elicit different ways in which organisations/charities can raise money, e.g. collect money in the streets, organise events, sell things. Elicit activities learners may know about or have been involved in.
- Discuss the concept of raising money. Ask learners whether this type of fund-raising takes place in their country of origin or other countries they have lived in.
- Bring in information about any current local or national sponsored events.

## Task

- Set the context. Draw attention to the style of the text, where it would appear.
- Pre-set the questions in task 1 and ask learners to read through the text quickly to find the answers. Emphasise that they should read without trying to understand every word, and just look for key information. Feedback as a whole group.
- Discuss how easy or difficult it was to run the eye across the page and locate the amounts of money and other types of information.
- Discuss the content of the photos as a group. Learners re-read the text quickly to decide which events the photos illustrate. They then complete the matching exercise in task 2.

## Differentiation

- Get less confident learners to focus on scanning for amounts of money only.
- Learners with less developed reading skills will need a shorter, simplified text with a few items of the new vocabulary.

## Activity B Language: ... years ago

### Pre-task activity

- Introduce and check concept of *ago*. Draw a simple time line on an OHT or on the board with a couple key events and years from your

life. Ask when each event happened and demonstrate how you can answer it with *in + year or ... ago*. Get the learners to practise similar sentences for the other events you put on your time line.

## Task

- Look at the time line for task 1. Learners write in the current year and then work in pairs to complete the years and expressions with *ago*. Check as a group.
- Learners then complete task 2 in pairs, referring to the article to help them work out the answers.
- Task 3 is an opportunity for personalisation, but deal with sensitively as some learners may not wish to be reminded of things that happened to them in the past. Some learners may prefer to do the task for a fictitious person.

## Differentiation

- Using a copy of the time line on the board, add notes about the events in task 2 under the appropriate years and use it to as input for the learners. Work with them to make sentences about the past and use time prepositions and other time markers for the past, including *ago*.
- Make two copies of the time line with different dates and events filled in. The learners can work in pairs to ask and answer questions to complete the time line.

## Activity C

### *Speaking: discussing what to do*

### Pre-task activity

- Draw attention to the purpose of the article and the competition to find a new challenge for Kashka.

## Task

- In pairs or small groups, learners discuss possible sponsored activities for Kashka to complete. Put suggestions on the board. Learners vote for the best suggestion and complete the statement with the two possible ideas.

## Page 8

### Spelling

#### Activity A

### Spelling rules: -ed endings for past tense

#### Rationale

To introduce spelling patterns for regular verbs

#### Pre-task activity

- Explain that learners have already looked at irregular verbs and regular verbs ending in *-ed*. Explain that there are other regular verbs which do not just add *-ed*.

#### Task

- Demonstrate some examples of regular *-ed* endings (rule 1) using verbs which are different to the ones used in the task, e.g. *wait*, *clean*.
- Ask learners to look at *arrive* (rule 2) and ask why the *-ed* ending can't be used. Illustrate this on the board/OHP.
- Ask learners to look at the verb *hurry* (rule 3). Ask learners how they think it might be formed in the past simple. Illustrate the correct ending on the board/OHP.
- Ask learners to look at verb *stop* (rule 4). Ask learners how they think it might be formed in the past simple. Illustrate the correct formation on the board/OHP. Add a few other verbs to the list. Contrast with a verb such as *look* and elicit/establish that the double consonant rule applies for short vowel patterns (i.e. consonant + vowel + consonant at end of the word), not for long vowel sounds like *oo* or *oa*.
- Learners then work in pairs to sort the verbs in the box and then apply the rules and complete task 2.

#### Differentiation

- Prepare two sets of cards, one with all the verbs in the box for task 1 and the other with all the past tenses of those verbs. Give out strips of card with the rules and a couple of examples. Learners work in groups and group them according to the five rules.

## Page 9

### Greeting and introducing people

#### Activity A

### Listening: introducing a new colleague

#### Rationale

To introduce theme of social interaction and to listen for gist, to practise appropriate greetings and responses for meeting people for the first time or someone you're meeting again; to work on correct pronunciation and intonation for sounding friendly and welcoming

#### Pre-task activity

- Set the context. Explain that Amit is a new volunteer starting work in the community newspaper office today.
- Check that learners understand the word *volunteer*. Discuss what voluntary activities learners may be involved in. Discuss the idea of getting involved as a volunteer and what other kinds of organisation volunteers work in, e.g. hospitals, schools, arts projects, youth work, charities.
- Elicit phrases the learners know and use for greeting people they already know well and people they meet for the first time. Elicit phrases they use to introduce themselves and to introduce other people. Put some of them on the board. Discuss how these might be different in a work context.
- Discuss any differences in greeting and introducing people in their own cultures.

#### Task

- Learners look at the pictures of people working on the newspaper. Ask them to predict what kinds of things they might do for the newspaper.
- Explain that learners will listen to Cristina introducing Amit to Terry and Liz. Play the audio of the three short conversations. Ask learners if the people sound friendly and welcoming. Learners complete task 1 and then take feedback.
- Learners look at the phrases from the conversation in task 2. Play the audio again so they can decide who says what. Focus on the greetings and elicit when it is appropriate to use

them, e.g. *Nice to meet you.* – when you meet someone in a more formal situation, for the first time. *Nice to see to you again* – in more formal situation when you meet someone again. Check in pairs and then as a whole group.

- In pairs, learners match the phrases with the responses in task 3. Play audio to confirm answers.
- In task 5 learners practise their intonation in order to sound friendly and welcoming. Play parts of audio again as necessary.
- Play conversation 3 again for task 6. Focus on how Cristina gives a little information about each of the people she is introducing. This can make it easier for the two people meeting to start up a conversation with each other. In the final practice, encourage learners to extend the conversation.

### Differentiation

- Learners can work with the script to identify the greetings and replies and then listen to confirm.
- Put the greetings and responses on cards. Learners can listen for the greetings and then match each one to a response.

## Activity B *Speaking: introducing people*

### Pre-task activity

- Discuss how people introduce themselves in learners' own cultures and how people introduce themselves in formal and informal situations.

### Task

- Set up as group work. Learners take turns to introduce two people who don't know each other. Encourage them to keep the conversation going for a minute or so, offering refreshment and introducing neutral conversation topics which the other person will be able to answer easily.

### Differentiation

- Build up a conversation together with the class.

### Extension

- Divide the class into two groups: people who know each other and newcomers. Learners will need some way of indicating which group they are in.

- Learners mingle and practise greeting the people they know, introducing themselves to people they don't know, and introducing people they've just met to other people they know.
- Discuss whether learners have any experience of/are interested in volunteering, what work they might be interested in doing and how they could find out about volunteering opportunities.

## Pages 10 and 11 Understanding notes and messages

### Rationale

To raise awareness of purpose in the writing of short messages and notes; to write an informal note apologising; to write complex sentences giving simple explanations with *because*

## Activity A *Understanding the purpose of a short text*

### Pre-task activity

- Bring in one or two samples of short notes, messages and e-mails to set the context.
- Discuss learners' experience of using the three types of text, e.g. discuss whether they leave notes, who they are for and why they leave them (e.g. to give information, ask someone to do something) and in what language. Discuss similar points for messages and e-mails.

### Task

- Pre-set the questions for task 1 and 2. Learners read the three texts and answer the questions in pairs. Check as a whole group.
- Discuss the different use of e-mail, written notes and telephone messages, e.g. when is it more appropriate to send an e-mail or leave a note?
- Learners underline message openings and closings. Discuss differences, reasons for this, what is appropriate for different types of message, level of informality.
- Elicit other general features of notes and messages: length, type of language used, style etc. and discuss any differences in the three texts.

## Activity B *Speaking: deciding what to do next*

### Task

- Learners work in pairs to discuss appropriate action for the three texts, e.g. for text A Cristina needs to read the text for the advertisement, make any notes about changes she wants, and ring Liz in the evening.

### Differentiation

- Learners with less developed reading skills could put a short jumbled note or message in the correct order.

### Extension

- More advanced learners could make phone calls or write Cristina's responses to the messages received.

## Activity C *Reading an apology*

### Pre-task activity

- Set the context. Learners read the text. Check learners' understanding of the purpose of the message – to apologise.
- Elicit how you would give the same apology face to face. Transcribe on the board and compare spoken and written versions. Discuss the similarity between the two and emphasise the fact that in messages between friends and close colleagues we use an informal register.

### Task

- Learners answer the question. Check in pairs and as a whole group.

## Activity D *Writing an apology*

### Task

- Point out that both sentences in task 1 are apologies. Learners complete the gap-fill using the note in Activity C task 1 as a model. Check answers. Draw attention to the use of *I'm sorry* to signal an apology and the use of *could* to express the past of *can*. Refer learners to the Remember box.
- Put up sample sentences on an OHT or the board to demonstrate how they can be linked using the conjunction *because*, e.g. *I couldn't meet you for lunch. I was busy in the office.*

- Elicit learners' own examples.
- Learners work individually on task 2, writing sentences in the first person.
- For task 3 learners prepare their own note of apology for one of the situations. They can work with a partner for feedback on their finished drafts.
- Finished drafts could be put on OHT for class discussion.

### Extension

- Provide an example of how a similar apology would be written in a more formal letter and get learners to compare style.
- Spend part of the lesson in silence, with no speaking permitted. Learners communicate with each other via short notes.

## Pages 12 and 13 Describing people

### Materials

- Pictures for describing people, e.g. from magazines
- Pictures of famous people (extension task)

### Rationale

To listen for detail in conversations about people; to ask for descriptions of people; to describe people; to use adjectives to describe physical appearance and personality

## Activity A *Listening: describing people*

### Pre-task activity

- Introduce the theme of describing people. Elicit different aspects you might include when describing someone, e.g. things that make them memorable – physical appearance, age, size, personality.
- Ask learners to list the words they know which describe what people look like. Build up a word bank.
- Elicit from the learners words which describe what people are like (their personalities). Give prompts such as *friendly* and *helpful*. Encourage learners to think of positive words to describe people.

- Use pictures from a magazine and the learners themselves to elicit and practise relevant vocabulary.

### Task

- Learners look at the photo of Keith for task 1. Learners work in pairs and discuss and note how they would describe Keith.
- For task 2 play the audio for the first time. Learners compare their description with Amit's.
- Learners predict the missing words to complete the description in task 3.
- Then play audio again and this time ask learners to check their description. Replay the audio as appropriate. Feedback as a whole group.

## Activity B *Words for describing people*

- Learners work in pairs or small groups to categorise the words.
- When taking feedback, check and drill pronunciation of any new/tricky words e.g. *moustache, lively*.
- Practise ages by drilling target phrases, and then elicit other examples. Hold up pictures of people and elicit approximate ages using target phrases, e.g. *in his late 40s, in her 50s, in her teens, about 30*.

### Differentiation

- Prepare cards with all the words/phrases and categories. Learners can sort the words into the categories and then add other words on blank cards.
- They can then compare with other groups. Learners can then practise by describing each other.

## Activity C *Speaking: describing someone you know*

### Task

- Use the photos to set the context.
- Working in pairs, learners choose a person and make notes.
- They share their descriptions with their partner for task 2.
- In task 3 learners listen and compare their own and Amit's description.

- Task 4 is a personalisation task. Learners think of someone they know and make brief notes about how they would describe him/her to someone who has never met him/her. Before the pairwork activity in task 5, elicit questions for asking about someone's personality (*What's he/she like?*), asking about their appearance (*What does he/she look like?*), asking about someone's age (*How old he/she?*). Drill pronunciation.
- Set up the pair work.

### Extension

- Learners can record themselves and listen to their own descriptions.
- Each learner chooses a famous person from pictures available and writes a description. Collect the pictures at the front of the class and attach them to the board. All written descriptions are pooled and read out one by one. Other learners match the description with the picture.
- Give learners a blank word search grid and ask them to 'hide' ten new describing words. This can then be copied and distributed to other learners.

## Page 14 Project

### Materials

- Photocopiable resource – information for community competition
- Photocopiable resource – nominee evaluation table

### Rationale

To bring together the skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress record and ILP review.

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

## Activity A *Read about the people*

### Task

- Use the visual to set the context. The newspaper is holding a competition to identify someone who has done a lot for the local community.

- Explain that they will work in teams and each learner will have information about one of three people nominated, but will need to find out about all three nominees as they will be choosing who deserves to win the award.
- Learners work in groups of three. Give out the information from the photocopiable resources. Each learner has a different text which they do not show to others. After reading, ensure that they fully understand the vocabulary and information about their character.

### **Activity B** *Ask for and give information about the people*

#### **Task**

- Distribute the table from the photocopiable resources. Each learner in the group makes notes on the table about the person he/she has read about.
- Learners exchange information about the three people. Elicit the questions that they will need to ask each other to complete the table, e.g. *What is his/her job? Does he/she give up his free time?*
- Learners then take it in turns to answer questions. The learners asking the questions complete the table so that by the end of the activity all the learners have information about the three nominees.

### **Activity C** *Explain your choice*

#### **Task**

- Explain that the learners must now decide who should win the competition. Point out that they should think about all three nominees, not only the nominee they read about in Activity A. It might be useful to work with the learners to draw up a list of criteria to help them compare the three nominees, e.g.
  - the kind of work they are doing
  - the amount of time they spend working for the community
  - the length of time they have been doing this work
  - the amount of free time they give up
  - value to the community.
- After the discussion, the learners write a statement for the newspaper saying who they

have chosen. Encourage them to give, at least, two reasons why they have chosen this person. They can use information from the text and give their own personal reasons.

## Page 15 Check it

### **Rationale**

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

## Page 16 Mini-projects

### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. Learners can select one or all of the tasks. For more information see the Introduction to the Teacher's Notes.

### **Activity A** *Do a survey*

#### **Task**

- Ask learners to conduct the survey. This can be done in the group or by directing the learners to talk to other people in the centre.
- The survey can be done verbally with the learner filling in responses on the question sheet.

### **Activity B** *Find out about a famous person*

#### **Task**

- Learners work in the library finding information about their chosen person.
- Learners then work in pairs and exchange information by answering and asking questions.

## **Activity C**      *Write about your week*

### **Task**

- Ask learners to keep a diary for a week.
- At the end of the week, learners select information (the most interesting or important to them) and write a short summary using the past tense.

### **How am I doing?**

To encourage learners to evaluate their own learning; provide a record of learning for the learner's progress record.

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

# Photocopiable resources

Page 3

Talking about the past

Activity B

<b>Verb</b>	<i>be</i>
<i>am/is</i> <i>are</i>	<i>was</i>

<b>Regular verbs ending in -ed</b>	<b>Irregular verbs</b>
<i>start started</i>	<i>get up got up</i> <i>have (breakfast ) had</i>

## Project: information for community competition

### **Sharjeel Sanghera works as a carer**

Sharjeel Sanghera came to Coventry 15 years ago. For the first four years he worked in an office with computers but he didn't find the job satisfying. He wanted to help people so he retrained at a local college. He started working as a carer two years ago.

### **How he helps the community**

In his job he helps old people in his local community. He does their shopping, cleaning and gardening. He also prepares meals for them. When they are ill, he makes sure the doctor comes to see them. He doesn't earn much money but he really loves his job.

He lives with his family. He has a wife and one daughter who is at school.

### **Caroline Ford works with homeless people**

Caroline started working with the homeless a year ago when she moved to Coventry from Scotland with her family. She has a part-time job in a supermarket and is also very busy looking after her family. She gives up a lot of her free time to work with homeless people.

### **How she helps the community**

She visits the local homeless hostel. She helps by preparing food and cleaning and washing. On Friday evenings she works in their mobile van. She serves soup to homeless people in the city. She enjoys her work at the hostel and wants to spend more time working there.

She lives in a village about ten miles from the city. It sometimes takes a long time to get to the hostel. She has to come by bus and often gets home very late.

### **Pablo Gonzalez runs a café for young people**

Pablo Gonzalez came to Coventry from Spain ten years ago. At first he worked as a teacher in a city centre school. Seven years ago he opened a special café called *The Learning Café* near the city centre. The café is right in the centre of Coventry.

### **How he helps the community**

*The Learning Café* is a place where young people can meet, work on computers and the Internet and get help and advice. Pablo runs the café with his wife Elaine. She is a teacher and she also works part time in a local college. They live in a flat above the café.

The café is very successful and lots of young people get help there. He wants to open another café in the city centre but doesn't have the time at the moment.

## Project: nominee and evaluation table

	<b>Sharjeel Sanghera</b>	<b>Caroline Ford</b>	<b>Pablo Gonzalez</b>
Type of work	Carer		
Length of time doing this work			
Helps in free time? Yes/No			
Length of time in Coventry		1 year	
Extra information			Wants to set up another café