



Local communities

Curriculum coverage

Listening and speaking

Skills

- Listen for detail in social situations and on the phone Lr/E3.1c, 2a, 2b, 3b, 4a
- Follow, ask for and give directions Lr/E3.2b, 2c, 4a; Sc/E3.2a, 4a, 4b; Sd/E3.1a, 1b
- Follow and take part in discussions Lr/E3.6b, 7a; Sc/E3.1a; Sd/E3.1b, 1d, 1g, 2a, 2b
- Take part in social conversations and phone calls with appropriate degrees of formality Sc/E3.2a, 4a, 4b; Sd/E3.1a, 1b

Reading and writing

Skills

- Use contents pages and indexes to locate information in texts Rt/E3.5a, 5b; Rw/E3.3a, 4a
- Recognise purposes of different kinds of documents Rt/E3.2a
- Use skimming and scanning to find relevant information Rt/E3.6a, 7a
- Extract main points from newspaper articles Rt/E3.4a, 6a
- Plan, draft and proof-read informal letters Wt/E3.1a, 2a, 4a

Key functions

- Asking for and giving information
- Giving and following directions
- Making small talk
- Expressing opinions and degrees of agreement
- Checking and clarifying

Key grammar

- Present perfect with *yet*
- Complex prepositions and prepositional phrases for location and directions
- Complex instructions

Resources to support the unit

- Audio player and recording
- Blank tapes
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- UK map to show Clitheroe in Lancashire (teacher's own)
- Photos/information on Clitheroe (teacher's own)
- Local maps (teacher's own)
- Leaflets about local services (teacher's own)
- Local Yellow Pages (teacher's own)
- Articles from local newspapers or newsletters (teacher's own)
- Letters or articles with well-constructed paragraphs (teacher's own)

Page 1

Local communities

Rationale

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

Task

- Check with learners how long they have lived in their community and elicit their experiences of coming to live there.
- Ask learners to name and describe the services illustrated in the photos, and say whether they use any of them. Elicit other relevant services and check pronunciation.
- Learners then discuss the questions in pairs. Whole class feedback; then discuss issues connected with moving to new communities. Keep the discussion short as the main purpose is to introduce and create interest in the topic and to proceed smoothly to the first skills page.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Moving to Clitheroe

Materials

- Audio – moving house
- Photocopiable resource – information exchange role cards

Rationale

To listen for new information in a conversation; to practise asking for and giving information about progress; to review and give more practice with the present perfect tense and introduce questions and negatives with *yet*

Activity A

Language: talking about progress

Pre-task activity

- Review the present perfect form. Ask questions to elicit what learners have done today. Put some examples on the board, drawing attention to the form.
- Show a map of the UK/England with Manchester and Clitheroe clearly shown.

- Encourage learners to discuss and describe the photo and the family. Set the context – Wassim's new job in Clitheroe and the family's move from Manchester to a new house they are renting in Clitheroe.

Task

- Learners work in pairs for task 1 and suggest things people have to do on the day that they move. Compare suggestions as a whole class.
- Before learners do the listening task 2, ask about Azra's list to check learners understand the things the family have to do. Point out that we often omit the article in lists. Get learners to compare answers after playing the audio. If there are significant differences, play the audio again.
- Before learners do the pair work in task 3, review formation of questions and short answers and check irregular participles for the verbs used in the list.
- Point out that the present perfect is used here because Wassim and Azra are not sure if the things on the list have been done, and are not interested in the specific time when they were done – only whether they have been done or not.
- Give additional practice to drill the form and meaning.

Differentiation

- For learners with less developed listening skills, pause the audio for task 2 at relevant points and elicit the answers.

Activity B

Speaking: checking progress

Task

- Set the context for the information exchange activity.
- Give out the information exchange role cards from the photocopiable resources; check participles for the verbs the learners will have to use.
- Learners should take turns to ask and answer questions.

Differentiation

- Work with learners to elicit and drill the questions they will need to ask before the information exchange activity.

- Rehearse the questions and answers on role card A with the class. They can then work on role play B in pairs taking turns to ask and answer questions.
- To consolidate, ask learners to write out two or three of the questions.

Extension

- Learners work in pairs and suggest things people have to do when they first arrive in a new place, e.g. find out about rubbish collection, find where local shops are, council tax etc. Pool suggestions and build up on the board as vocabulary extension.
- Learners who are currently involved in any kind of project (e.g. moving to a new flat, furnishing/decorating a flat, finding a job, choosing a course) could prepare an OHT of an activity plan, listing all the things they have to do with a tick or cross to indicate which activities are complete or incomplete. They can then prepare a short spoken report on progress to date.

Page 3

Meeting the neighbours

Materials

- Audio – Azra meets her neighbour
- Photocopiable resource – meeting the neighbours role cards

Rationale

To listen for new information about people you've just met; to develop an awareness of informal language for social interaction; to raise awareness of appropriate topics of conversation when meeting people for the first time; to practise appropriate small talk; to ask and give personal information

📌 Activity A *Listening: meeting a new neighbour*

Pre-task activity

- Use the photo to elicit the context – meeting neighbours. Ask learners about their experiences of meeting new people in the place where they now live: how they feel about it, how they have made contacts, what they would say to introduce themselves.

- Ask learners about customs in their own cultures when meeting new people and elicit differences when meeting new people in the UK.

Task

- Before listening to the conversation establish the context – Azra has decided to call on her next-door neighbour Fiona Grey to introduce herself. Ask learners to predict what Azra will say based on her neighbour's responses in the speech bubbles. Write suggestions on the board or on an OHT.
- Play the audio for task 2 to compare learners' predictions with what was actually said and then ask them to discuss the tone of the conversation in task 3.
- As necessary, play sections of the audio again, pausing so that they can focus on the polite phrases she uses and her friendly tone. Also focus on how Azra pronounces her name slowly and carefully to help her neighbour with an unfamiliar name, and the polite expressions she uses in the conversation.
- Ask learners to practise saying Azra's words with polite intonation.

📌 Activity B *Listening: small talk*

Pre-task activity

- Elicit the meaning of small talk and why it's important – to put people at their ease, to develop positive and friendly relationships. Elicit the importance of non-controversial subjects.
- Discuss how important small talk is in the learners' own culture, what topics would be considered appropriate and what topics need to be avoided in order to be sensitive to cultural differences, e.g. religion, politics, alcohol etc.

Task

- Learners first predict likely topics of conversation from the list. They then listen to the audio in task 2 to identify the topics and compare these with their predictions.

Activity C

Speaking: role play

Pre-task activity

- Learners work in small groups to decide on some questions and comments which they can use to start conversations with people they've just met, e.g. weather – Comment: *Wonderful day, isn't it?* Question: *Do you get a lot of sunny days like this in the winter?* They can work with the topics they thought were appropriate in Activity B, or come up with their own list of topics and questions.

Task

- Set up the situation for the role play.
- Give out the role cards and allow time for learners to think about and plan what they want to say.
- If necessary, build up a model conversation on the board, or put up a conversation flow chart. Make sure learners take turns with both roles.

Page 4

Phoning about services

Materials

- Audio – phoning about nursery education
- Brochures and leaflets about the local area
- Photocopiable resource – role cards (extension task)

Rationale

To listen for and identify purpose, speakers and details in a phone conversation; to heighten awareness of features of formal and informal language; to practise telephoning for information

Activity A

Listening: phoning for information

Pre-task activity

- Elicit how often learners phone in English, who they phone and what the calls are typically about. Elicit any problems they have when phoning.

Task

- Learners work in pairs to list the services they think are most useful for people who are new to a community. Elicit how and where people can get this information.

- Play the audio at least twice. First to establish the reason for the call, then to answer the more detailed questions in task 3.

Differentiation

- Less confident learners can have a copy of the audio script to read as they listen to the phone call.

Activity B

Language: being polite

Pre-task activity

- Discuss what is important when getting information on the phone – knowing what you want to say (highlight the importance of planning your call, e.g. having a checklist of points), a good introduction so the purpose of the call is clear to the other person, asking clear questions, making sure you really understand, sounding polite and businesslike.

Task

- Play the audio of the phone call and ask learners to think about the tone of the call. Put the following descriptions on the board and invite learners to choose the best one to describe the call: *very friendly and informal, formal and unfriendly, polite and helpful*. Ask them to give reasons to explain their choice.
- Play the audio again for task 1 and get learners to listen for the order of the phrases. As necessary, pause the audio and replay.
- Focus on the polite forms both speakers use, e.g.
 - Use of indirect questions to ask for information: *I'd like to know what options are available for him. Could you tell me – is nursery education free?*
 - Polite offers and replies: *Would you like our information pack, which gives details of the various options?/Yes, that would be very helpful. Thank you. Do come back to me if you have any queries.*
 - Polite ways of thanking and replying: *Thank you very much. You've been very helpful./You're welcome.*
- Get learners to practise the polite forms, paying attention to the stress and intonation.

Activity C

Speaking: telephone role play

Task

- Before learners role play the telephone call, read through the conversation flow chart and elicit suggestions for each stage of the conversation.
- Learners take turns with both roles.

Differentiation

- Work with the learners to build the phone call on the board. They can then rehearse, first with the written prompts and then without.

Extension

- Group learners in threes. Two learners act out the telephone call for Activity C whilst a third gives feedback to comment on the effectiveness of the call.
- Points for feedback:
 - Clear introduction, name and purpose of call
 - Use of polite forms for asking for information, offering help and replying, thanking and replying
 - Use of polite intonation
 - Correct spelling for names and addresses
- Give out the extra role cards from the photocopiable resources for more practice.

Page 5

Finding a nursery

Materials

- A selection of texts with local information – information leaflets, booklets, maps with contents pages/indexes – and search tasks to go with these
- Yellow Pages and search tasks
- Dictionaries

Rationale

To understand and use indexes, contents pages and alphabetical listings etc. to locate information

Activity A Reading a contents page

Pre-task activity

- Learners work with sets of different types of texts – leaflets, booklets, alphabetical listings, e.g. Yellow Pages/telephone book, local maps, local newspapers/magazines. Elicit examples of how they are organised to make it easy to locate information easily – e.g. contents pages, alphabetical listings, keys for maps, headings etc.

Task

- Learners look through the contents page to familiarise themselves with the type of information it contains.
- Learners work in pairs to match the information Azra needs with the correct page number. Check with the whole class.

Extension

- Devise some search tasks for your selection of information leaflets and booklets (some with a contents page), e.g. a leaflet on your local doctor's surgery – *Which page tells you what to do if you have an emergency? Which page has the surgery hours?*

Activity B

Reading: using Yellow Pages

Pre-task activity

- Give out copies of Yellow Pages.
- Ask learners how it is organised (e.g. there is an index at the end to help readers find the appropriate section in the book; it is arranged by categories; categories and lists of advertisers in each category are organised in alphabetical order; some advertisers place larger illustrated adverts to attract the reader's attention).

Task

- Learners look through the extract from the index in Yellow Pages and answer the question (Azra will probably find nurseries under both *Day nurseries* and *Play groups and pre-school*). Learners can use a dictionary to check the meaning of any words they don't know.

Extension

- Devise some search tasks to use with Yellow Pages (or similar directories), e.g.
 - 1 *You need to find a removal company. Find the names and phone numbers of a local and a national company.*
 - 2 *Your shower is leaking badly. Find the name and phone number for a local plumber who can deal with emergencies like this.*
 - 3 *You want to convert your loft into an extra bedroom. Find a builder in your town who specialises in this type of work.*
- Alternatively, learners work in groups with Yellow Pages and devise three tasks for another group. The different groups can then exchange tasks. Learners share information they have found and explain the process of finding the information.
- Set up a short discussion about what Azra should do next to find the right nursery for Hassan, e.g. note down some numbers of nurseries from Yellow Pages, both state and private, phone to check them out, make an appointment to visit the ones that sound best, go to visit them, ask her neighbours and other people what they know about them, and finally make her decision.

Pages 6 and 7

A community noticeboard

Materials

- A selection of local advertisements and leaflets (public libraries are usually a good source)
- Articles from local newspapers or newsletters (extension task)

Rationale

To skim texts to identify if material is of interest and relevance; to scan texts to locate specific information; to recognise the different purpose and audience for different texts

Activity A

Reading: identifying types of texts

Pre-task activity

- To establish the context for the activities on this page, ask learners what kind of documents they would expect to find at the local citizens' advice centre, library or community noticeboard. Elicit different types of texts, e.g. advertisements and promotional leaflets for local services and products, leaflets and notices to give information about events, public services etc.
- Display two or three different types of text, e.g. leaflets, advertising, notices. Elicit layout features, e.g. large print size, use of bold and underlining, use of bullet points for lists of key information, use of short sentences etc.
- Review skills of skimming (getting an idea what a text is about) and scanning (finding specific information).

Task

- Ensure that learners are clear about why Azra is interested in the notices – i.e. she wants to volunteer to help people in her free time.
- Ask learners to skim the texts and identify what type of text they are.
- Elicit features that make them advertisements – they try to persuade people to make use of a service, or to participate in something.

Activity B

Reading: finding information

Task

- Learners read through the texts, scanning to find specific information to answer the questions. They can compare answers in pairs before whole class feedback.

Activity C

Reading: identifying the purpose and audience of texts

Task

- Read through the questions with the class to make sure they understand them.
- After learners complete the tasks in pairs, discuss the reasons for their choices with the whole class.

Extension

- Before class prepare a set of tasks for use with local leaflets, notices and advertisements (the kind of things you would find on a community noticeboard). On each card write questions which involve scanning the leaflets to find specific information, e.g. *Which organisation promises to help you lose weight? When are their meetings near you? Which advertisement is looking for someone to volunteer to help at an old people's home?*
- Hand out articles from local newspapers or newsletters. Set learners a time limit to skim the article using features like headlines, headings, illustrations, captions to understand the main points. They then tell another learner the main ideas in the article. The other learner then reads the article to judge how well they have understood it.

Page 8 Finding places

Materials

- Audio – directions to a shop
- Maps of local town centre/shopping centre or local A–Z
- Tape recorder and blank tapes (extension task)
- Access to computers if possible (extension task)

Rationale

To listen for detailed directions; to focus on prepositional phrases and prepositions used in more complex directions; to ask for, give and clarify directions

📌 Activity A *Listening to directions*

Pre-task activity

- Review simple directions and prepositional phrases to describe location using the map. Give learners simple instructions to search for places on the map, e.g. *Where's the supermarket? (It's in Moor Lane.)*
- Name two places on the map and elicit simple directions to get there.

Task

- Set the context (Azra asks her neighbour for help). Play the first part of the audio for task 1 and ask learners to answer the comprehension questions.
- Allow time for learners to look at the map before you play the second part of the audio for task 2.
- For task 3 play the second part of the conversation again for learners to focus on Fiona's directions in greater detail. Pause the audio to give learners time to follow the directions step by step on the map.

Differentiation

- Stop the audio at various points. Learners suggest the next part of the conversation and then listen to it to confirm their guesses.

Activity B *Language: directions*

Task

- Learners work in pairs to fill in the missing words in the directions in task 1 using the map to help them.
- Encourage them to compare their answers with other pairs before playing the audio again.
- After listening to the audio, learners can work with the audio script and highlight useful examples of prepositional phrases and instructions in the conversation.

Differentiation

- Write the missing words on the board randomly for learners less confident with literacy. They can then match the phrases as they listen to the audio.

Extension: vocabulary development

- Learners think of places that people may ask directions for locally, e.g. how to get to the library.
- First they draw a simple map to show how to get to the place.
- They then think about any useful landmarks which would help people follow the directions, e.g. *crossroads, traffic lights, pedestrian crossing, church on the corner, big Shell garage on your left* etc. They record these on a word web or as key words on the map.
- They add a list and useful prepositions and prepositional phrases, e.g. *at the end of ... right opposite ... just after the ...* etc.

- Next, they write examples of more complex instructions, e.g. *Don't go as far as the ... After you see ... turn left* etc.
- Finally, they work with another learner to practise giving the directions or record them on tape.

Activity C *Speaking: asking for and giving directions*

Task

- For task 1 play the audio of Azra repeating directions to check she has understood them. Learners repeat, copying the intonation Azra uses.
- Introduce and practise different techniques for checking directions, e.g. repeating what the speaker said – *Turn right and go straight down the hill. OK. Asking checking questions – So I turn right at the shop? Asking the speaker to repeat – Sorry, could you say that again?*
- Ask learners to work in pairs for task 2, using either the map in Activity A or sets of local maps to practise asking for, giving and checking directions. Pairs can work with a conversation flow chart if necessary.

Differentiation

- Learners who are less confident with speaking and listening can write their directions and practise reading them. After the first rehearsal, they can repeat the directions without the written prompts.
- Alternatively, provide a gapped conversation based on a local map and ask them to expand the conversation, e.g.

A: *What's the best way to get to ...?*

B: *When you come out of ... turn Then go ... as far as the*

A: *OK. So I ...?*

B: *That's right.*

Extension

- Bring in local maps or photocopies of an A–Z and use these for pair work practice for asking for directions and giving and checking them, e.g. from the learner's house to the local shops, medical centre etc.
- Learners with well developed literacy skills can write directions, e.g. an e-mail or letter to help another person find the place where they work, or their home. They should include a map.

Page 9

A phone call from a friend

Materials

- Audio – phone call from a friend
- Audio – expressing feelings

Rationale

To listen to a phone call for gist; to listen for the present perfect tense in the context of a social conversation; to recognise and reproduce a variety of feelings conveyed in a conversation; to practise the present perfect

Activity A *Listening to a phone call*

Task

- Give learners time to read the incomplete sentences in the speech bubbles for task 1, and to try to complete the sentences in pairs.
- Elicit suggestions and write them on the board. Point out that the verbs are all in the present perfect tense. As necessary, review regular and irregular forms of the participle.
- For task 2, learners listen to the audio and confirm or correct their suggestions.
- Play the audio again so that learners can pick out more detail in the conversation and answer the questions in task 3.

Differentiation

- Put up the sentences from the conversation randomly on the board or an OHT; learners listen for the order in which the sentences come up in the conversation.

Activity B *Listening and speaking: showing feelings*

Pre-task activity

- Demonstrate how you can create different feelings with the same phrases by using different intonation and tone. Say phrases in different ways and ask learners to identify the feeling, e.g.
Oh, no. (angry, disbelieving)
I didn't know you were going to be here. (delighted, disappointed)
I think I'd like to do that. (enthusiastic, doubtful)

Task

- For task 1 play the audio of Jade's responses. Learners match each phrase with the feeling she showed during the conversation.
- Learners listen to and practise the intonation patterns to show the different feelings. Exaggerate so that learners become used to expressing a variety of feelings and emotions through their voices.

Extension

- Write some comments and reactions on cards. Working in pairs, learners practise the two-line exchanges and other learners guess the feeling being expressed in the reaction. Pair less confident learners with more confident learners.

A: I heard Tom's got a job at Tesco's.

B: Really! (surprised) I thought he was going to college.

A: I've decided to do voluntary work at the weekend.

B: Have you? Sounds really good. (interested)

A: I've had the results of my exams. I got a distinction.

B: I'm really pleased for you. (delighted)

A: I've started a badminton course. I'm really enjoying it.

B: Really? I thought you hated all kinds of sports. (teasing)

A: My wife's ill so I'm going to have to do the cooking.

B: Well, it's not difficult. I'm sure you can do it. (impatient)

- Prepare a set of cards with instructions, e.g. *show impatience, show you're delighted, show you're bored, show you're pleased, show disbelief, show enthusiasm*. In pairs, learners choose a card and improvise a short conversation to exemplify the feeling on the card. Other pairs guess the feeling being acted out.

Page 10

A letter to a friend

Materials

- Photocopiable resource – jumbled letter
- Photocopiable resource – proof-reading checklist
- Letters or articles with well-constructed paragraphs (extension task)
- Access to computers if possible
- Dictionaries or spell-checker

Rationale

To discuss organisation of an informal letter; to revise the use of comparatives and superlatives; to plan, draft and proof-read a letter

Activity A

Planning a letter

Pre-task activity

- Set the context – Wassim is writing a letter to a friend of the family who they knew very well in Manchester to tell him how they are getting on. What kind of information do you think he will include?
- Introduce the concept of paragraphs – their purpose and structure. Ask questions like *What is a paragraph? Why are they useful? What makes a good paragraph?* Elicit suggestions and give input if necessary to develop learners' awareness of the importance of well-constructed paragraphs.

Task

- Task 1 could be done in pairs or small groups. Whole class feedback/discussion of answers.
- For task 2 give out sets of the paragraph strips which form Wassim's letter from the photocopiable resources – one per pair or small group. Allow time for learners to put the parts of the letter in order. They can then check with other pairs/groups.
- Ask questions to focus on the organisation and style of the reordered letter, e.g. *How does he open and end his letter to his friend? Is the style formal or informal? What gives you that impression?*
- Ask questions about the organisation of the main paragraphs, e.g. *How many paragraphs are there? What is the main idea in each paragraph?*
- Ask learners to read the letter again and highlight the comparatives.

Extension

- Supply a series of well-constructed photocopied paragraphs from different letters or articles for learners to read and discuss/identify the main topic.

Activity B

Writing a letter

- Learners plan and draft their letter following the procedure outlined. If possible they should choose a real person as the recipient of the letter so their second draft can actually be posted.
- Give out copies of the proof-reading checklist from the photocopiable resources. Discuss the purposes of proof-reading and check understanding of the proof-reading checklist before learners check the first drafts.
- Learners should proof-read for content and language, e.g. correct use of tenses, punctuation, spelling. They will also need to check that the style is appropriate for the context and maintained throughout the letter.
- Learners swap drafts with another person and proof-read each other's work.
- As learners rewrite their letters, support and advise as necessary. Encourage the use of dictionaries and/or a spell-checker, and a grammar reference book.

Page 11

A local issue

Rationale

To extract main ideas from a text and use headings and photos to develop skills for skim reading

Activity A

Reading: an article about an accident

Pre-task activity

- Set the context – an accident report in a local newspaper. Ask learners to predict the kind of information they would expect to find in such a report, e.g. where and when the accident took place, who was involved (names, ages), why it happened, how badly injured people were etc. Write suggestions on the board.

- Elicit vocabulary connected with traffic accidents and pre-teach vocabulary as necessary before reading the article.

Task

- In task 1 learners work in small groups or pairs and use the headline and photo to predict what the article will be about. Write suggestions on the board.
- After learners have read the article, ask them to gauge how well they predicted the content by comparing the suggestions with the information in the article.
- Learners read the article in more detail to match the titles to the paragraphs in task 3. Check in pairs before whole class feedback.
- To consolidate and check understanding, get learners to recount the story, prompting with questions.

Page 12

A public meeting

Materials

- Audio – public meeting

Rationale

To listen for gist and for detail; to develop the ability to take part in discussions and relate to other speakers, including simple turn-taking; to develop the ability to express opinions and degrees of agreement, make suggestions and interrupt politely

Activity A *Speaking and listening: giving opinions and agreeing*

Pre-task activity

- Set the context: *Over the past 12 months there have been three road accidents involving children near the busy junction of Castle Street and York Avenue. The latest involved Jason Finch. Castle Street is a residential street in Clitheroe with a small arcade of shops near the junction with York Avenue. Castle Street is always busy. It's on a hill, and very narrow. Cars are often parked on both sides of the street. A public meeting with residents has been arranged to discuss what to do about the problem.*

- Ask learners to suggest measures for preventing accidents in Castle Street. Write the suggestions on the board. Use this as an opportunity to review the language of suggestions. Elicit e.g. *What about ...? They could ... Why doesn't the council ...?*
- If necessary explain the concept of public meetings where local people have a chance to voice their concerns, e.g. improving local amenities, opposition to traffic schemes or building supermarkets. Public meetings are normally controlled by a *chair* (also often called *chairperson*, *chairman*, *chairwoman*).

Task

- Play the audio for task 1 and get learners to listen for gist – who the people are, whether the meeting reaches a decision.
- Play the audio again for task 2 and focus on the suggestions which the speakers make. As necessary play sections again to focus on the language they use to make the suggestions.
- After the second listening learners classify the discussion phrases in task 3 and practise saying them with correct intonation. If necessary play extracts from the meeting to give them a good model.
- To practise the discussion phrases learners work in groups of three. Go back to their list of suggestions on the board and add any new ones from the discussion. Learners take turns to introduce one of the suggestions and ask for opinions. The other learners give their opinions and agree or disagree.
- If necessary put a discussion flow chart on the board to help them structure their discussion.

Differentiation

- Put the suggestions from the meeting on the board and tell learners to raise their hand when they hear them.
- Give confident listeners an expanded list of suggestions containing items which are not present in the discussion, e.g. introducing a one-way system, restricting access to buses and taxis only, banning parking on one side of the street, introducing other traffic calming measures such as bollards or gates. Listeners tick only the suggestions they hear.

Activity B

Discussion: role play

Pre-task activity

- Before the discussion, elicit, discuss and demonstrate appropriate procedures for turn-taking in a more formal meeting, e.g. remarks should be addressed to the whole class rather than the individual, learners should respect other learners' opinions and allow them time to make their point, learners should allow the chair of the meeting to nominate the next speaker.
- Present and practise some phrases for inviting contributions:
 - *Who would like to start?*
 - *Any reactions to that?*
 - *Does anyone want to say anything else?*
- Also practise phrases for interrupting politely to make a point:
 - *Can I say something?*
 - *Sorry, can I interrupt?*
 - *I have another point.*

Task

- Follow the procedure for the meeting in the learner materials. Monitor and help groups with language as learners prepare their points for the discussion.
- The chair opens the meeting, explains its purpose and makes sure everyone has a chance to express their ideas. Residents make suggestions about how to deal with the traffic. Other residents agree or disagree and give reasons to support or reject ideas.
- During the discussion make notes about examples of poor interaction where people didn't get a chance to say what they wanted, came over as too direct and abrupt, talked over each other, or made errors expressing opinions and ideas.
- Ask learners how they feel the meeting went, and whether they felt they had the chance to express their views. Give feedback on examples of successful communication in the meeting and instances of less successful communication and common errors with discussion language.

Differentiation

- If learners are shy and reluctant to put themselves forward to speak on their own initiative, they can prepare notes in advance on the points they wish to make and can be invited to speak at appropriate moments.

Extension

- If learners respond well to the discussion role play, discuss other issues of local significance using the procedure for the role play.

Page 13

Sounds and intonation

Materials

- Audio – pronunciation of *has* and *have*

Rationale

To listen to the sound and stress of *has* and *have* in sentences in the present perfect; to develop the ability to articulate English with correct stress and intonation

Activity A

Listening: hearing differences in grammar

Task

- The aim of these tasks is to sensitise learners to the pronunciation of differences between verbs in the present perfect and the simple past. These differences can be small when the auxiliary verb *have/has* is used with regular participles or irregular verbs that share the same past tense ending and participle.
- Learners first read the pairs of sentences aloud in order to illustrate the potential difficulty. They then listen to the audio and tick the sentence they hear. Learners can compare in pairs before class feedback.
- Learners listen and repeat the sentences after doing the task.

Activity B

Pronouncing have or has with the present perfect

Task

- This activity highlights the use of stressed forms of *have/has* and *haven't/hasn't* in short answers and negative sentences, and contrasts them with the frequent use of the unstressed forms of *have/has* and *haven't/hasn't* in affirmative sentences and questions.

- In task 1 learners identify and predict the use of stressed and unstressed forms of *have/has* and *haven't/hasn't* in the conversation. They can write *S* above the stressed examples and *U* above the unstressed, or circle them in different colours.
- They confirm their predictions by listening to the conversation in task 2.
- They should listen to the audio again for the use of rising and falling intonation before practising the conversation in pairs.

Extension

- Learners can improvise other short conversations using the present perfect to check progress.
- Ask learners to write a 'to do' list for the coming week. Then tell them that it's the middle of the week and they are going to discuss progress with their list. They need to decide which of the items on the list they have done and which they haven't done. They work in groups of three and exchange their lists. They then take turns to ask and answer questions about progress with the list. For each conversation one person should listen and comment on the pronunciation of stressed and unstressed forms of *have/has* and *haven't/hasn't*, and intonation.
- If necessary put a model conversation on the board, e.g.
A: *So how are you getting on with ...?*
B: *Well I've ... and I've ...*
A: *Have you ... yet?*
B: *Yes, I have./No, I haven't.*
A: *What about ...? Has he/she ...?*
B: *Yes, she has./No, she hasn't.*

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Project

Materials

- Access to computers and the Internet if possible

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; 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

Discuss how to help them settle in

- In this activity learners work in groups to discuss the difficulties the Kosovan family will have when they start life in their new community. They focus on the family's practical needs in terms of shopping, health, education, local travel, community and social life. They will need to focus on the needs of the different members of the family.
- Learners will need the following background information. The husband is a builder. The wife hasn't worked outside the home before, but wants to find some part-time work. They have a young son (7 years) the two daughters (15 and 19). The eldest daughter wants to study tourism at college and is looking for weekend work. The children speak good English and Italian, but the parents have very little English at all. The family arrived in the UK three years ago.
- In task 2 learners make a list of things the family will need to do or find out.

Activity B

Collect and select information

- In groups, learners gather useful information under the various headings from the Internet and other local sources of information. They then read the information and select what is most useful and relevant to the needs of the family.
- Groups discuss how best to present the information to the family and design their pack.
- If learners have access to computers they can prepare their final brochure on the computer and add clipart or photos.

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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.

Activity A

Present perfect and past simple

- Recycles the present perfect tense and contrasts it with the use of the past simple. Learners put the verbs in brackets into the correct tense in the correct form.

Activity B

Appropriate phrases

- Recycles polite phrases offering help, responding politely to offers, asking for information, responding to thanks. Learners complete the conversations.

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Mini-projects

Materials

- Access to computers and the Internet if possible

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A

Plan an interview and write a short article

- Learners plan questions to ask a new arrival. They interview a class member, neighbour or family member about arriving in the community, then write a short article about the person they interviewed.

Activity B

Find out about the experience of others

- Learners use the Internet to find information about any individual who has experience of moving to a new community. They compare the information they discover with their own experience or the experiences of a class member, neighbour or family member.

How am I doing?

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. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

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Speaking: checking progress

Activity B

ROLE CARD A

- | | |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Register with a doctor? | × |
| Register with a dentist? | ✓ Name of dentist: Mr Oswald. |
| Find out where nearest post office is? | × |
| Find out where bus stop is? | ✓ Say where it is: in Pembroke Road. |
| Join local library? | × |
| Enrol for any evening classes? | ✓ Say where you can enrol (at the Community College). Say you need to fill out a form. Say the classes are not too expensive. |

ROLE CARD B

- | | |
|----------------------------------------|------------------------------------------------------------|
| Register with a doctor? | ✓ Name of doctor: Dr Heath at Chantry Road Medical Centre. |
| Register with a dentist? | × |
| Find out where nearest post office is? | ✓ Say where it is: in Oakfield Road. |
| Find out where bus stop is? | × |
| Join local library? | ✓ Say it's easy to join and librarians are very helpful. |
| Enrol for any evening classes? | × |

ROLE CARD A

You are new to the neighbourhood.

- Introduce yourself to your next-door neighbour.
- Accept your neighbour's invitation into his/her home.
- Make small talk.
- Politely decline your neighbour's offer of tea.
- Say goodbye.

ROLE CARD B

Your new next-door neighbour knocks on your door.

- Greet him or her and introduce yourself.
- Invite him/her in.
- Make small talk.
- Offer tea.
- Say goodbye.

Speaking: telephone role play

Activity C – extension

ROLE CARD A1 Phone your local medical centre to ask about registering.	ROLE CARD B1 You work as a receptionist at the local medical centre. Offer to send a registration form and a leaflet about the practice.
ROLE CARD A2 Phone your local college for information about evening courses starting in October.	ROLE CARD B2 You work as an administrative assistant at the local college. Offer to send a brochure and an application form.
ROLE CARD A3 You have just moved into the area. Phone your local council offices about rubbish collection and recycling in the area.	ROLE CARD B3 You work for the local council. Take the call and offer to send a list of dates for refuse collection after public holidays and a booklet about the recycling of household rubbish.

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Planning a letter

Activity A

Dear Amjad
I hope all is well with you and your family. How are plans progressing for Tahera's wedding? I imagine you're all very busy.
So our news is that we're all enjoying life in our new home. Samina is busy doing up the house, and as I write she is furiously sewing curtains for Farida's room. I have to say she's already done a lot to make the house very nice, but we still want to do quite a lot of decorating and I'm sure she'll involve me in that!
The house is much nicer and we have a garden which is wonderful, especially for Hassan. I'm actually getting into gardening, something I never expected to do! There's a lot more space in the house and it's much lighter inside than our old house in Manchester.
Farida and Hassan are both getting on very well at school. The schools here seem better than the ones they attended in Manchester, and Farida has become an enthusiastic tennis player. Wonders will never cease. Is this the girl who didn't like exercise?
Clitheroe itself is a very pleasant town. It's quiet and peaceful with a number of historical buildings including a castle. There's much less pollution and dirt and the surrounding countryside is really very beautiful. All in all we are very pleased with the move.
So I do hope you'll come and visit us in the not too distant future and see for yourself. You know you are always welcome. Do let me know your news when you have a moment.
All good wishes Wassim

Proof-reading checklist

Layout

Yes/No

Is the draft correctly laid out as a letter?

.....

Is the draft addressed to the correct person in the correct way?

.....

Does the draft start and end correctly?

.....

Organisation

Does the draft cover the planned topic?

.....

Does the draft contain the planned paragraphs?

.....

Is there a clear main point to each paragraph?

.....

Are the paragraphs in a clear and sensible order?

.....

Language

Have you checked the grammar?

.....

Have you checked verbs and verb tenses?

.....

Have you underlined grammar mistakes?

.....

Have you suggested corrections?

.....

Handwriting, punctuation and spelling

Is the handwriting reasonably legible?

.....

Have you checked the spelling in the draft?

.....

Have you underlined spelling mistakes?

.....

Have you checked punctuation?

.....

Have you suggested changes in punctuation?

.....