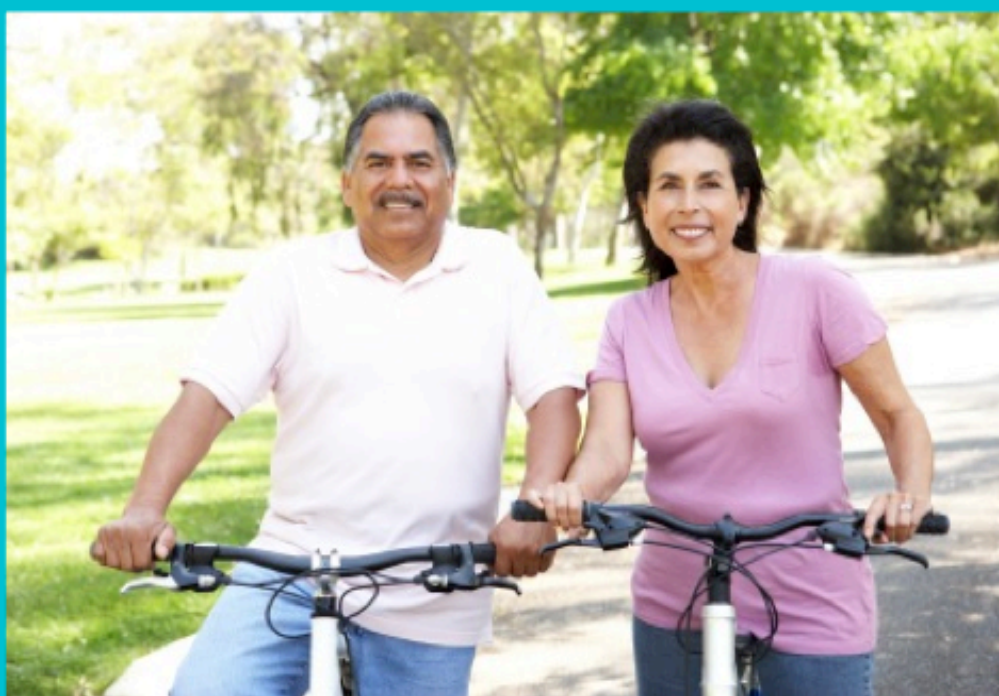


Going out



Teacher's Pack



Out and about: going out

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Introduction

Out and about focuses on speaking skills and functional language that your learner might need to use in the local communities. This is supplemented with vocabulary work and a small amount of reading. There are three units in this pack: **Market and supermarket**, **Going out**, and **A busy week**. These nine lessons complement each other but can be used separately. Timings are approximate and depending on your learner may take less or more time than shown.

This unit will give your learner the language needed to get around the local area. Bearing in mind that your learner may be more confident in oral skills compared to literacy skills, the materials do not require strong reading and writing skills. However, there are activities which specifically aim to improve basic literacy.

Overview

Unit 1: market & Supermarket

- 1a. At the market
- 1b. At the supermarket
- 1c. At the checkout

Unit 2: going out

- 2a. Places to visit
- 2b. Getting there
- 2c. I'm going out

Unit 3: a busy week

- 3a. An ill child
- 3b. Helping a neighbour move house
- 3c. Visitors

Unit 2: Going out**Lesson 2a: places to visit****Time:** 90 minutes**Aims:**

Be able to obtain information needed for a visit using functional phrases.

Objectives:

Your learner will be able to:

- recognise six basic words for places to go – *car boot sale, mums and tots group, sports centre, computer course, swimming pool, library*
- ask for opening times and prices – ‘*What time is... open?*’ ‘*How much is....?*’
- recognise days, times and prices
- buy admission tickets for adults and children (extension).

Preparation**You will need:**

- **Worksheet 1** - introduction pictures (cut up)
- a highlighter pen
- **Worksheet 2** - adverts sheet (cut up)
- **Worksheets 3, 4, 5** - extra activities, days, time & prices or realia (clock, money)
- **Worksheet 6** images (cut up).

Consider:

- Your learner will be able to access this lesson more easily if he or she already knows how to say numbers 1-100, times (o'clock and half past) and prices. If not, it is important to cover this before starting this lesson. There are some appropriate resources available as part of the ‘Daily Life’ topic of the English My Way

programme: see www.englishmyway.co.uk/topics/123 for lesson ideas (registration required).

- This lesson encourages your learner to recognise place names by sight, which learners with literacy needs can often do. If your learner can read quite well already, he or she should be able to recognise new words from the letter/sound correspondence and pick things up quicker.
- If the places in this unit are not suited to your learner, you should use your own pictures or leaflets. You could also swap places mentioned for specific places in your locality. Rewrite the adverts with different names or with stronger readers, use real adverts or leaflets.
- There are more resources on this topic in the 'Things I want to do' unit of the English My Way programme. Look at session E www.englishmyway.co.uk/topics/137/312 for more ideas linked to the theme of this lesson (registration required).

Introduction (10 mins)

- Look at **Worksheet 1** and talk about places your learner has been to, when, how often and why? Discuss which places he or she likes, does not like and might want to go to.
- Introduce any vocabulary items which are new and drill pronunciation.

Activity 1: reading - recognising places (25 mins)

Look at **Worksheet 2**. Say '*Which one of these adverts is for a car boot sale?*' and ask your learner to point to the one he or she thinks it is. Ask the learner to highlight (in pen) the words which say 'car boot sale'. Support your learner with reading as required. Do the same with all adverts until the key words are highlighted. It might also be a good time to practise initial letter sounds to help learners remember words e.g. car boot sale – practise 'c' 'b' and 's'.

Differentiation:

- If your learner finds it too challenging to read all six adverts, just highlight one or two key places to focus on, e.g.: car boot sale and sports centre.
- Using the cut up adverts, say the highlighted word and ask your learner to place the advert on top of the appropriate picture (introduction picture sheet).
- Take the adverts away and mix them up. This time let your learner try and put the adverts back in the right place, saying the appropriate place name.
- Provide listening and reading practice by saying one of the six places and asking your learner to point to the corresponding advert.
- Game 'Where am I? Give the adverts to the learner. Ask him or her to look at one but not to show you. Guess where he or she is. 'Are you at the swimming pool?' Continue until you guess correctly. Your learner should then choose another advert to be guessed. Swap over roles at some point and let the learner guess.

Learning check: Pairs game (10 mins)

- Place all the adverts and pictures face down on the table.
- Play the game of pairs with your learner.
- Pick up two cards. If it is an advert with the corresponding picture, the pair is kept.
- Continue until all pairs have been found. Whoever has the most pairs is the winner.
- Monitor the activity to assess how confident your learner is with the target

Activity 2: reading - recognising days, times and prices (10 mins)

- Look at the adverts on **Worksheet 2** one at a time. Ask the following comprehension questions to check knowledge of days, times and prices.
Note: not all information is given on each advert. This is in preparation for other activities in the lesson.
 - a. 'What day is it on?', 'What days is it open?'
 - b. 'What time is it open?', 'What time is it on?'
 - c. 'How much is it?'
- If your learner can answer the questions confidently, try swapping roles so that he or she can ask the questions. This will check your learner's ability to ask for information before moving on to activities 3 and 4.

Differentiation:

If your learner requires a recap of reading days, times and prices, use the extra activities on **Worksheets 3, 4 and 5** to practise recognition first and then repeat activity 2 again. Alternatively, a clock and real coins and notes can replace **Worksheets 4 and 5**.

Activity 3: asking for times (15 mins)

- Look at the adverts again. Identify the adverts with no times (library, sports centre). Tell the learner to phone to ask the opening times. Ask the learner what question could be asked. If not known or only partially known, practise the question form 'When isopen?' Model the question and drill until your learner is confident.
- Role play a conversation with a library or sports centre. You will answer the phone in the library / sports centre. Your learner will ring you and ask the opening times. He or she will listen and write the information down on the appropriate advert.
- Phone call simulations can be done effectively by sitting back to back or having a real phone conversation in different rooms. You may also want to help your learner to call real local services.

Differentiation:

- Demonstrate questions using your fingers to help a less-confident learner with word order. Each finger should represent a different word in the question.
- Use your fingers to show where your learner has missed out a word, or said them in the wrong order.

Activity 4: asking for prices (15 mins)

- Look at the adverts again. Identify the adverts with no prices (*Long Lane Community Centre* and *Handley College*). Tell your learner that he or she is going to call to ask for the prices. Ask what question will be needed. If not known or only partially known, practise the question form '*How much is?*' Model and ask your learner to repeat until confident.
- Role play a conversation with the community centre and a college. You will answer the phone at the community centre and the college. The learner will ring you, ask the prices and note them down as before.

Differentiation:

- If your learner struggles with the role plays, practise each stage, listening and repeating, before trying it again.
- If your learner is quite confident he or she could be encouraged to make real phone calls to local places to obtain information.

Learning check: (5 mins)

- There are two adverts left – the swimming pool and car boot sale. Do not let your learner see the adverts.
- Ask him or her to ring up and ask for the price of the car boot sale and the times of the swimming pool and write them on a piece of paper.
- He or she can then match their answers with the advert.
- Monitor the activity to assess whether your learner is able to ask for opening times and to read key information from adverts.

Extension: asking for admission tickets

- Look at the swimming pool advert and tell your learner that you and a friend are going swimming or taking your family swimming.
- Look at the images on **Worksheet 6**. Describe one of the pictures and ask the learner to point to the appropriate one, for example: two adults and three children. Go through all the pictures.
- Drill the details of each flashcard with your learner until he or she is confident. Elicit from the learner how to ask for a ticket. If not known, practise the structure *'Can I have tickets for (two adults and three children) please?'* Show different flashcards and ask the learner to make the appropriate request.
- Carry out a role play. You are behind the desk in the swimming pool, greet your learner. He or she should choose one of the pictures and ask for the appropriate number of tickets. Finish the role play by saying the price, pretending to take the money and hand over the tickets. Real money could be used here if the learner would benefit from the practice.
- Together with your learner, decide on a different place to go, such as a cinema or museum and continue the role plays using a different flashcard as a prompt. Continue until all the flashcards have been used.

Lesson 2b: getting there**Time:** 60 minutes**Aims:**

Use functional language to ask for and understand simple directions.

Objectives:

Your learner will be able to:

- ask for directions – *'Excuse me, where's.....?'*
- understand simple directions – *'turn right, left , carry/go straight on, go past the traffic lights, cross roads, roundabout, on the right/left'*
- check directions by repeating for confirmation.

Preparation**You will need:**

- **Worksheet 7** - introduction pictures
- **Worksheet 8** - asking for directions images
- a dice
- **Worksheet 9** a map
- **Worksheet 10** - directions images (cut up)
- **Worksheet 11** - pictures
- local maps/plan of your town/area and local tourist destinations.

Consider:

- The main aim is for your learner to ask for directions and understand what is said to them rather than being able to give directions themselves at this stage. If your

learner is particularly strong or has some prior knowledge of directions, then he or she can be encouraged to use the phrases to give directions as well.

- Learners from some cultures may be very unfamiliar with maps and diagrams that show locations. This lesson will be a good chance to introduce them to using them but may take more time, depending on the learner.
- For other ideas on this topic you may want to look at the 'Out and about' (www.englishmyway.co.uk/topics/130) and 'Where I live' (www.englishmyway.co.uk/topics/132) units from the English My Way programme (registration required).

Introduction (5 mins)

- Look at **Worksheet 7** and together with your learner identify the six places shown.
- Ask your learner how he or she gets to the different places shown, if he or she goes there. Ask if your learner has ever got lost or what can be done if he or she does not know the way to somewhere. Look at the map picture and ask if your learner ever uses one or if he or she understands how to read one.

Activity 1: asking for directions (15 mins)

- Look at **Worksheet 8** and the picture of someone asking for directions. Find out how your learner normally asks for directions to a place he or she does not know.
- Look at the six pictures of places and check vocabulary is known.
- Model and practise saying '*Excuse me, where's the...?*' using each of the pictures. Explain that '*Where's*' means '*where is*'. Model questions using the short form.
- Play a simple dice game with your learner. Ask your learner to roll the dice; if a 4 is rolled, he or she should ask for directions to picture 4 '*Excuse me, where's the park?*' and tick the box. Do the same and again, tick the appropriate box on the worksheet. Keep rolling the dice and asking for directions until someone has asked for all the directions 1-6 and put a tick in all the boxes. If a player rolls the same number again, after having already asked the question, the turn is missed.

Activity 2: understanding simple directions (15 mins)

- Look at the map diagram (**Worksheet 9**) and ask your learner 'Where's the ...?' for each of the six pictures on the map. Your learner should locate the pictures and point to them.
- Vocabulary – look at the map and highlight the following images - traffic lights, cross roads, roundabout. Establish what your learner already knows. Drill the pronunciation of each new word.
- Ask your learner to ask you where the six places are using 'Where's....?' Give simple directions to provide a contextualised model for your learner. Trace with a finger on the map from the dark square on the bottom left. Use the following phrases: *turn right, turn left, carry/go straight on, go past the traffic lights, go past the cross roads, go past the roundabout, it's on the right/left.*
- Look at the images on **Worksheet 10**. Say one of the direction phrases and ask your learner to point to the correct one. Continue until all directions have been practised several times and your learner is confident.

Learning check: (5 mins)

- Your learner should ask for directions to the four different places shown in the **Worksheet 11** pictures.
- Locate where the places are on the map and give appropriate directions.
- Your learner should trace the route on the map and mark where the places are.
- Use this to assess whether your learner can follow spoken directions

Activity 3: local maps/checking back. (20 mins)

- Choose a local map or plan that will be easy to use and of an area that is familiar to your learner. Spend some time looking at the map and talking about where places are and what roads your learner recognises. Some learners may not normally use maps or be familiar with using one, so you may need to take more time to help and explain. Mark any traffic lights or roundabouts not shown on the map so they can be used in directions.
- Think of some places of interest, shops or places to eat locally that your learner probably has not visited. Talk about them and then from a starting point on the map tell your learner where he or she is. Give all the instructions first and

encourage your learner to check the instructions orally by repeating them after you. Then see if he or she can find the place on the map.

Extension

Try the same activity with an unfamiliar map of a popular tourist town nearby. Your learner can ask where places of interest are and find the location using your directions, as above.

Differentiation:

If your learner is particularly strong or has some prior knowledge of directions, then he or she can be encouraged to give directions using phrases from the lesson. Ask your learner for directions to one of the places on a map and trace the route as he or she gives directions.

Lesson 2c: I'm going out**Time:** 60 minutes**Aims:**

Talk about future arrangements using the verb go.

Objectives:

Your learner will be able to:

- use '*I'm going (to)...*' with various locations to talk about future arrangements
- recognise and use '*tomorrow / next week*'
- use the verb '*go*' with -ing (for example: '*go shopping*') and '*to the*' (for example: e.g. '*to the supermarket*')
- Extension: Use '*I went (to) ...*' with various locations to talk about past activities (E1+/E2).

Preparation**You will need:**

- **Worksheet 12** - calendar sheet
- **Worksheet 13** - picture cards (two sets cut up) and cue cards (cut up)
- **Worksheet 14** - diary sheets
- **Worksheet 15** - A/B grid

Consider:

If your learner can use '*I'm going ..*' quite confidently already, move through the future activities quickly and do the extension activities which focus on using '*I went. ..*'

Introduction (10 mins)

- Look at **Worksheet 12**, the calendar sheet. Find today's date. Talk about what your learner is doing that week and the following week. Demonstrate the concept of *'this week, next week and tomorrow'* using the calendar.
- Let your learner speak and do not correct any sentences that are wrong or incomplete at this stage. This can help you assess whether the learner has any knowledge of how to talk about future plans and will also develop his or her fluency and confidence.
- Develop and extend the conversation by asking your learner further questions, for example: *'Who are you going with?'* *'What time are you going?'*
- Now talk about your own plans. This way your learner can hear the correct language modelled.

Differentiation:

The next activity will help your learner talk about the past.

- For stronger learners, look at the diary sheet again and look at last week. Ask your learner to talk about what he or she did last week or yesterday. Again this can help you assess if your learner has any knowledge of using past forms.
- Develop and extend the conversation by asking your learner further questions, for example: *'Was it good?'* *'How was the weather?'*
- Talk about what you *did* in the previous week to model past tense forms.
- If your learner is already familiar with tomorrow, this week and next week, he or she could also learn 'the week after next'.

Activity 1: using 'I'm going' (20 mins)

- Give the **Worksheet 13** picture cards to your learner. Check that he or she recognises what the pictures are. Say each of the sentences below and ask your learner to put pictures on the corresponding day on **Worksheet 14** (diary sheet).

Going out: I'm going out – teacher's notes

The sentences are:

1. *I'm going to the library on Monday*
2. *I'm going to my friend's house on Tuesday*
3. *I'm going shopping on Wednesday*
4. *I'm going to the doctor on Thursday*
5. *I'm going to the jobcentre on Friday*
6. *I'm going swimming on Saturday*

- Show your learner the **Worksheet 13** cue cards. As you say each sentence, show the three cue cards that make up the three parts of the sentence. This is to encourage your learner to put the time at the end of the sentence and not the middle.
'I'm going / shopping / on Thursday'.
- Using the pictures on your diary sheet, say the sentences and drill them if necessary.
- Use the two diary sheet pages. One diary is yours and the other is for your learner. Each of you has a set of six picture cards from **Worksheet 13**. Place them anywhere on the diary sheet. Start by saying (for example) *'I'm going to the jobcentre on Monday'*. Your learner should look at the diary sheet and say when he or she is going to the jobcentre.

Activity 2: *go + ing / go to the...* (15 mins)

- Lay the **Worksheet 13** picture cards on the table. Say one of the phrases *'I'm going swimming'* and ask your learner to point to the corresponding picture. Use **Worksheet 15** (the A/B grid). Put that card into group A on the grid (phrases with *'go + -ing'*).
- Say the phrase *'I'm going to the library'*, ask your learner to find the correct picture card and put it into group B on the grid (phrases with *'go to the ...'*) Repeat this procedure with the rest of the cards.
- Now look at the cards in groups A and B together. Ask your learner *'What is different?'* Say the phrases again and see if your learner can hear a difference

Going out: I'm going out – teacher's notes

before explaining that column A represents activities, while column B represents places.

- Drill the sentences with your learner.
- Ask your learner to turn away. Mix up the pictures on **Worksheet 15**. Your learner should put them back on the correct side.

Activity 3: asking questions about future arrangements (10 mins)

- Look at the diary sheet (**Worksheet 14**). Ask your learner '*What are you doing on...?*' and choose a day. Let your learner respond and then encourage him or her to ask you the same question. Correct any mistakes with grammar or pronunciation. If your learner has difficulty remembering the question, demonstrate using your fingers to represent each word in the question and drill until he or she is confident.
- Using the diary sheet and picture cards, take it in turns to ask each other '*What are you doing on...?*' Answer by putting a picture card on a day and making the corresponding sentence.

Learning check: (5 mins)

- Look at the calendar sheet again (**Worksheet 12**). Find today's date.
- Ask again about what your learner is doing that week and the following week.
- Assess whether your learner is able to use the '*I'm going*' form and the correct phrases with *to/ing*.

Extension: using 'I went...' (E1+/E2)

- Highlight the previous week on the calendar to establish the context of talking about the past and the expressions '*last week*' and '*yesterday*'.
- Place four of the pictures from **Worksheet 13** on days on the calendar sheet for the previous week. Say '*I went to the library last week*' and ask your learner to say whether this is true according to the pictures placed on the sheet.

Going out: I'm going out – teacher's notes

- Now look at the diary sheets again. Place pictures on six days and ask your learner to repeat the phrases as you say each one, for example: *'I went swimming'*, *'I went to my friend's house'*.
- True/false game: both you and your learner should place the six picture cards upside-down on different days on your own diary sheet. Make a statement about what you did on one of the days. Your learner should decide if this is true or false. Turn over the card to show the right answer. If the learner is correct, he or she keeps the card, if not, you retain it. The winner is the player with the most cards at the end.

Learning check: (5 mins)

- Look at the calendar sheet again. Find today's date. Talk again about where your learner went in the previous week. This time encourage him or her to use the *'went'* form if not used before and to use any vocabulary desired for the task, not just items from this lesson.
- Assess whether your learner is able to use past forms accurately.

Lesson 2a. Worksheet 1. Introduction



Lesson 2a. Worksheet 2. Adverts

<p>Car boot sale</p> <p>Every Saturday</p> <p>8am – 2pm</p> <p>Admission: 50p</p> <p>Flatlands Park</p> <p>Tel: 0845 6734927</p>	<p><i>Long Lane Community Centre</i></p> <p>Mums and tots</p> <p>Monday, Wednesday and</p> <p>Friday</p> <p>10.30am – 12.00pm</p> <p>Tel: 079334672651</p> <p>All welcome</p>
<p>Sports Centre</p> <p>Open Monday – Sunday</p> <p>Gym. Sports Hall. Cafe.</p> <p>All fitness classes £5.00</p>	<p>Swimming pool</p> <p>Opening times:</p> <p>Monday - Friday: 7am – 10pm</p> <p>Saturday, Sunday: 8am – 7pm</p> <p>Adult £4.20 Child £2.30</p>
<p>Library</p> <p>Opening times:</p> <p>Monday – Friday</p> <p>Saturday</p> <p>Sunday closed</p>	<p>Handley College</p> <p>Computer course</p> <p>5 weeks</p> <p>Monday 6.30 – 8.30pm</p>

Lesson 2a. Worksheet 3. Recognising days**Monday****Tuesday****Wednesday****Thursday****Friday****Saturday****Sunday**

Lesson 2a. Worksheet 4. Recognising times

8.00am	2pm	9.30am	12.00pm
7pm	6.00pm	6.30	10pm
7am	5.00pm	1.00	2.30pm
3.30	4.00	5.30	8pm
9.00	10.30am	1.30pm	12.30
11am	3pm	4.30	5.30pm

Lesson 2a. Worksheet 5. Recognising prices.

50p	£1	£1.50	£2
£2.50	£7	£4.20	£6.25
£2.30	£5.00	75p	£9.80
99p	£8	£5.10	£4.99
£4.00	£3.70	20p	£6.42
£7.12	£3	£10	£9

Lesson 2a. Worksheet 6



Lesson 2b. Worksheet 7. Introduction



Lesson 2b. Worksheet 8. Asking for directions pictures.



1



2



3



4



5

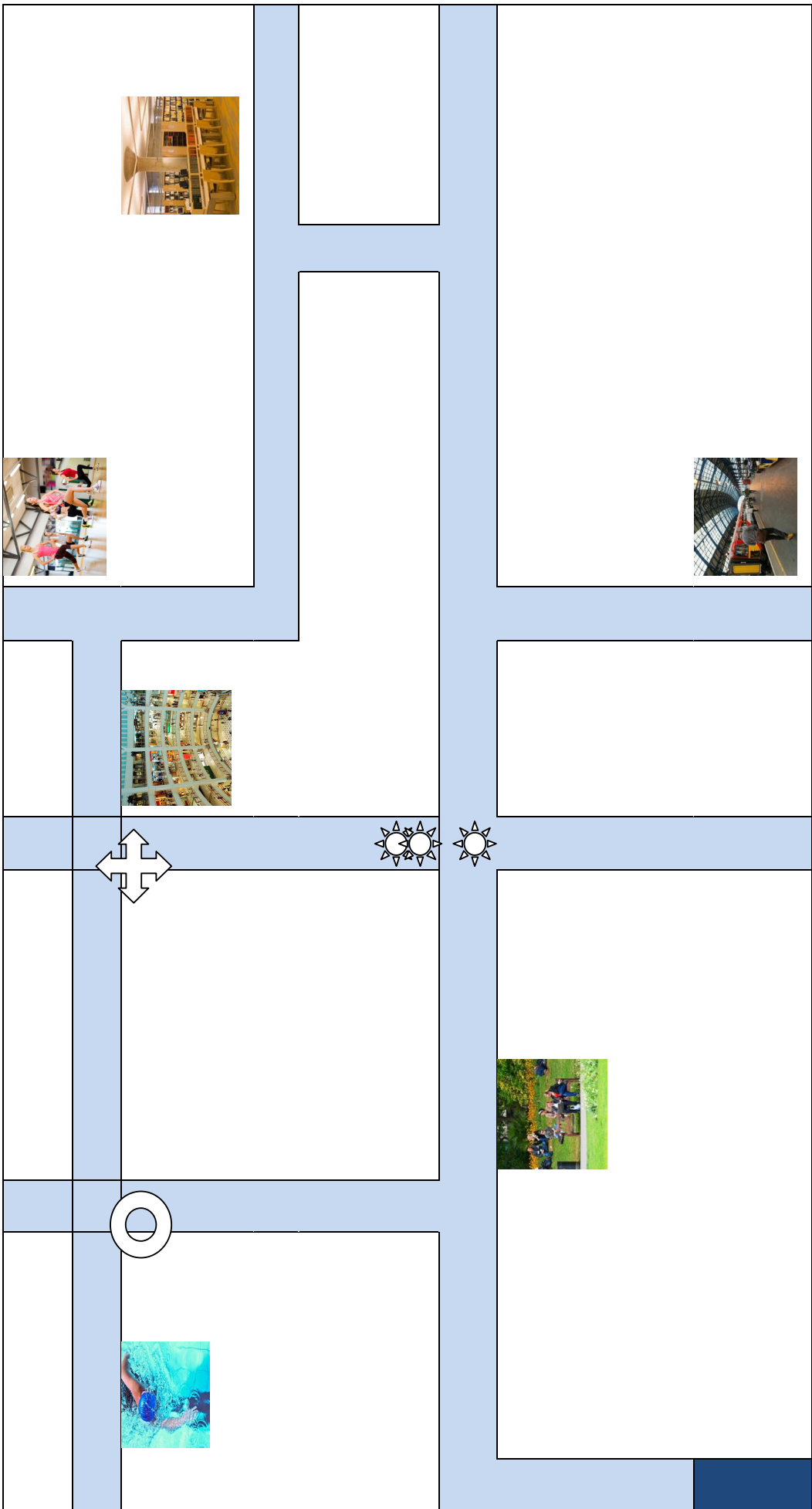


6

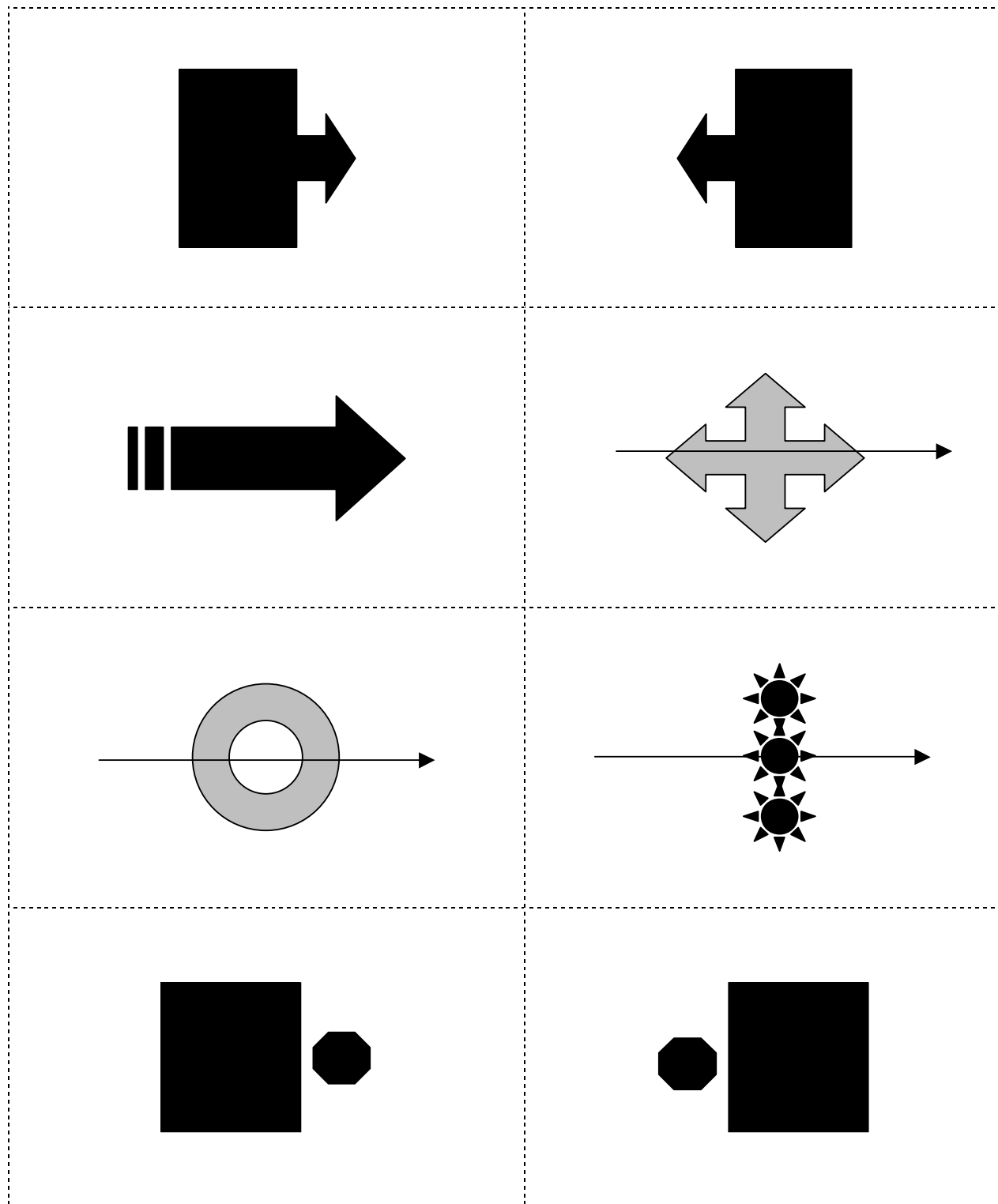
Lesson 2c. Worksheet 15. A/B grid.

A - 'go + -ing'	B - 'go to the ...'

Lesson 2b. Worksheet 9. Map



Lesson 2b. Worksheet 10



Lesson 2b. Worksheet 11. Pictures

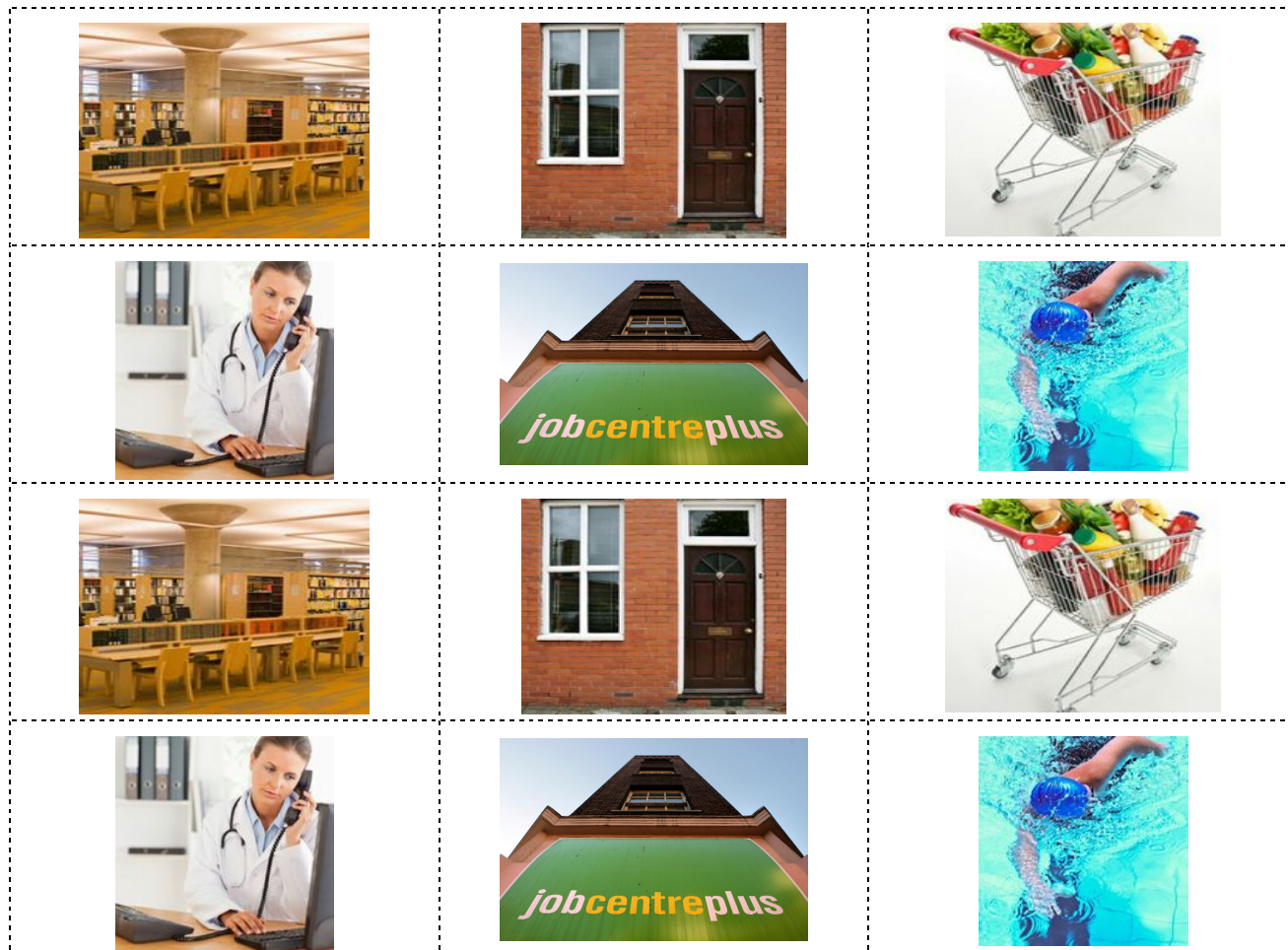


Going out: I'm going out – classroom materials

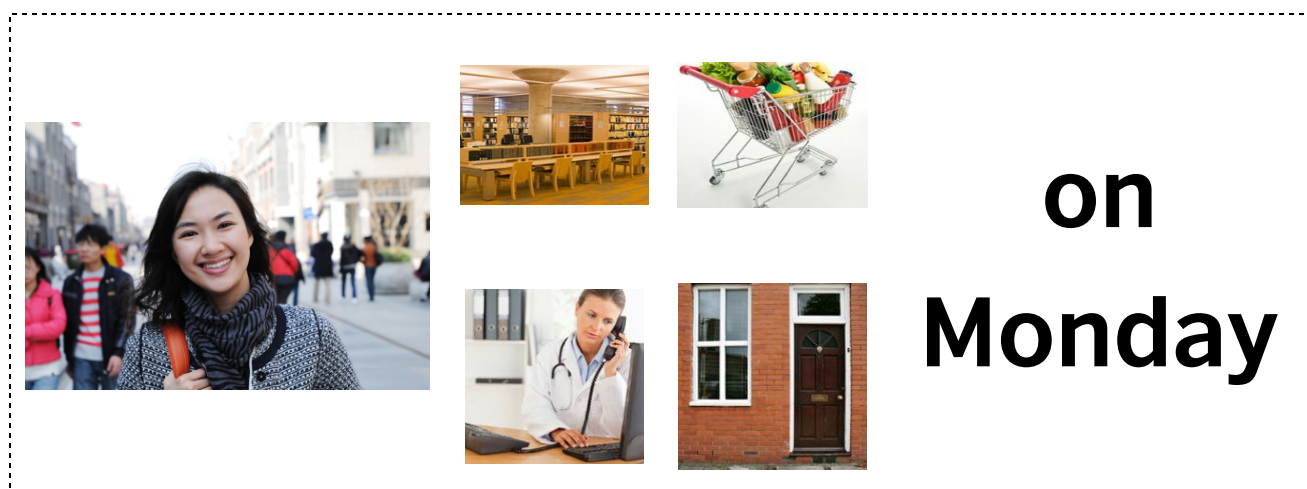
Lesson 2c. Worksheet 12. Calendar.

25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Lesson 2c. Worksheet 13. Picture cards for diary sheet



Cue cards for sentence building



Worksheet 14 Diary sheet

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday