

## Unit 20

**Level:** Beginners

**Age:** Adults

**Time needed:** 90–120 minutes

**Language objectives:** Active: *revision and consolidation (including forming sentences); full / part-time; local.*

**Materials:** Unit 20: one copy of the worksheet per student; materials from Unit 7: one set of family flashcards (SARAH, JOE, CHARLIE, HELEN); materials from Unit 11: one copy of the RECEIPT and SOFT DRINK flashcards; materials from Unit 12: one copy of the SKIRT, TROUSERS, PYJAMAS flashcards; materials from Unit 14: one copy of the BEDROOM, BATHROOM, KITCHEN, LIVING ROOM, CHURCH, MUSEUM, MOSQUE, PARK flashcards; materials from Unit 16: one copy of the DOCTOR, RECEPTIONIST, NURSE flashcards; materials from Unit 17: one copy of the DENTIST flashcard; materials from Unit 18: one copy of the DENTAL ASSISTANT, TEACHER, WAITER flashcards; one copy of the board game for each group of three or four students; one die for each group, and a coin or counter for each student; one copy of the role-play prompts for each pair of students.

### Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 19.
- Ask them to explain that Unit 20 is a revision and consolidation unit.
- Ask if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication with the teacher.

### Before the lesson

- Print out copies of the worksheet.
- Print out one board game per group of 3 or 4 students
- Print out sets of role play prompts – one for each pair of students.
- Bring in the following flashcards: unit 7 (Sarah, Joe, Charlie, Helen), unit 11 (receipt, soft drink), unit 12 (skirt, trousers, pyjamas), unit 14 (bedroom, bathroom, kitchen, living room, church, museum, mosque, park), unit 16 (doctor, receptionist, nurse), unit 17 (dentist), unit 18 (dental assistant, teacher, waiter).
- Bring in some dice – one for each group – and a counter for each students (you could use a coin).

### Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response. Ask the students *What's the date today?* and write it on the board. Ask *What time is it?* and write that on the board too.
2. Attach the flashcards *skirt, soft drink, trousers, pyjamas* on the board and elicit the vocabulary. Then ask *What is different?* Hopefully the students will identify *soft drink*. Circle the word on the board and ask why it is different. Elicit, for example, *You don't wear a soft drink*. Invite a confident student to write the sentence on the board. Repeat the process with *kitchen, bathroom, bedroom, park* to elicit, for example, *A park is not in a house*.
3. Continue in the same way for the remaining sets of word in Exercise 2 of the student worksheet. Possible sentences to elicit are: *A living room is not in a town, A receipt is not a job, A doctor does not work at a dental practice*.

### Eliciting sentences

Eliciting the sentences is optional. You may feel that this is beyond the students at this stage.

4. Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.

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5. Refer to Exercise 2. Ask the students to circle the word that is different. This should act as revision. There is also space for them to write the explanatory sentence if desired.

**Key:** 1. *soft drink*; 2. *park*; 3. *living room*; 4. *receipt*; 5. *doctor*

6. Write the words *ALWAYS* / *SOMETIMES* / *NEVER* / *USUALLY* on the board and *0%* / *40%* / *90%* / *100%* underneath. Point to *ALWAYS* and ask How often? When the answer *100%* is elicited, draw a line between the two. Continue in this way for the remaining three words.

7. Refer to Exercise 3. Elicit the first sentence (*Paul usually goes to the park on Saturday at 11.15*) as a group. Allow the students time to find the other sentences individually before asking them to compare with a partner. Finally check the answers as a group, paying particular attention to the pronunciation.

**Key:**

1. *Paul usually goes to the park on Saturday at eleven fifteen.*
2. *Charlie sometimes goes to church on Sunday at ten forty-five.*
3. *Sarah never goes to the museum on Monday because it's closed.*
4. *Today, Helen is going to the mosque with her school.*
5. *Joe is making coffee in the kitchen.*
6. *Mary always watches television at seven thirty.*

8. Refer to Exercise 4. Ask students to write some sentences about themselves. Circle, monitor and make corrections as necessary.

9. Divide the students into groups of 3 or 4. Hold up the board game, a counter and dice. Demonstrate throwing the dice, moving the counter the requisite number of squares. For example, if you throw a 4, move to the square with *I \_\_\_\_\_ go to the park* and say *I SOMETIMES go to the park*. Throw the dice again for a second demonstration. So if, for example, you throw a three, move to square 7 and say *I ALWAYS eat in the kitchen*. Point to square 5 and give an example of finishing the sentence (for example *I never buy coffee at the supermarket*.) Give each group a board game, counters and dice and monitor that they are showing they have understood the game. When one group has finished, ask all the groups to stop playing.

10. Hold up the flashcard of Sarah. Say *Sarah is a doctor*. On the board, write *Sarah \_\_\_\_\_*. Invite a confident student to fill the gaps. Now say *She works part-time in the health centre*. *She works Monday, Tuesday and Thursday*. Invite a volunteer to write any words they can remember on the board. Encourage the students to recreate the sentences as a group. It is unlikely that they will know the expression *part-time* so you will probably have to complete these words yourself. Check the students comprehension by asking *Does she work every day?* and *Does she only work some days every week?*

11. Hold up the flashcard of Joe. Say *Joe is a dentist*. On the board, write *\_\_\_\_\_*. Invite a confident student to fill the gaps. Now say *He works full-time in the local dental practice*. *He works there every day from Monday to Friday*. As before, invite a volunteer to write any words they can remember on the board and encourage the students to recreate the sentences as a group. It is unlikely that they will know the expressions *full-time* and *local* so you will probably have to complete these words yourself. Check the students' comprehension by asking, for *full-time*, *Does he work every day (Monday to Friday)?* and *Does he work 8 hours every day?* And, for *local*, *Is the dental practice near his home? Is the dental practice in another town?*

12. Hold up the flashcard of the dental assistant from unit 18. Say *Kath is a dental assistant*. On the board, write *\_\_\_\_\_*. Invite a confident student to fill the gaps. Now say *She works part-time in the local dental practice*. *She works there every day from Monday to Friday, from 9 o'clock in the morning to 1 o'clock in the afternoon*. As before, invite a volunteer to write any words they can remember on the board and encourage the students to recreate the sentences as a group. Check the students' comprehension of this meaning of *part-time*, by asking *Does she work every day (Monday to Friday)?* and *Does she work 8 hours every day?*

13. Play the first audio track and ask *What's his job?* *Does he work full-time or part-time?* *What days does he work?* *What time does he work?* Play the audio again so that the students can check the answers given.

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14. Refer to Exercise 5. Point to the completed answers for the first one. Play the next one and ask the same questions. Check that the students have completed the table for that one. Play the rest of the audio tracks. Ask students to compare their answers in pairs before the group correction.

### Transcript – Track 1

- Kath's husband is Tom. He is a student, but he works part-time as a waiter in a café. He works from 2 to 11 p.m. on Friday, Saturday and Sunday.
- My name's Tony. I'm a friend of Tom's. I am a part-time teacher. I teach English at a school near my house. I work on Tuesday and Thursday evenings from 6 to 9 p.m.
- My name's Sharon. I'm Kath's friend. I'm a taxi-driver. I work full-time, from 6 a.m. to 4 p.m. I don't work on Monday and Tuesday.
- Sharon's brother is George. He is a librarian. He works part-time at the local library. He works Tuesday to Saturday between 10 a.m. and 1 p.m.
- My name's Paul. I'm unemployed, and I look for work every day – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday AND Sunday!

### Key:

JOB	FULL-TIME/PART-TIME/NO JOB	WORKING DAYS/HOURS
<i>waiter</i>	<i>P</i>	<i>Fri, Sat, Sun 2–11pm</i>
<i>teacher</i>	<i>P</i>	<i>Tues, Thurs 6–9pm</i>
<i>taxi driver</i>	<i>F</i>	<i>Wed–Sun 6am–4pm</i>
<i>librarian</i>	<i>P</i>	<i>Tues–Sat 10am–1pm</i>
<i>Paul</i>	<i>No job</i>	<i>Mon–Sun</i>

15. Hold up the first of the role play prompts. Prepare the dialogue with the students by eliciting possible utterances for each step. Write any problematic expressions on the board. Repeat this procedure for all the role play prompts. When the students feel comfortable with all role plays, divide them into

pairs and give each pair one of the role plays to act out. Circle and make a note of any difficulties. When students have finished their first role play, re-group and tactfully revise any expressions/pronunciation that caused difficulty. Re-distribute the role plays. Continue in this way until each pair has done every role play.

### Key (suggested dialogues):

#### At the chemist's – 1

- A: *Hello*  
 B: *Hello*  
 A: *Can I help you?*  
 B: *I've got a sore head.*  
 A: *Here are some aspirin. Take 2 every 4 hours.*  
 B: *How much is it?*  
 A: *65 pence*  
 B: *Thank you. Goodbye.*  
 A: *Goodbye.*

#### At the chemist's – 2

- A: *Hello*  
 B: *Hello*  
 A: *Can I help you?*  
 B: *I've got a sore throat.*  
 A: *Here is some throat syrup. Take it every 2 hours.*  
 B: *How much is it?*  
 A: *£3.64*  
 B: *Thank you. Goodbye.*  
 A: *Goodbye.*

#### At the chemist's – 3

- A: *Hello*  
 B: *Hello*  
 A: *Can I help you?*  
 B: *I've got a sore knee.*  
 A: *Here is some cream.*  
 B: *How much is that?*  
 A: *£2.10*  
 B: *Thank you. Goodbye.*  
 A: *Goodbye.*

#### At the health centre – 1

- A: *Hello*  
 B: *Hello*  
 A: *Can I help you?*  
 B: *I'd like to make an appointment with Dr Brown please.*  
 A: *Is Thursday at 3.45 ok?*  
 B: *Yes, that's fine.*  
 A: *Good. What's your name?*  
 B: *Student's name*  
 A: *Thank you. Goodbye.*  
 B: *Goodbye.*

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### At the health centre – 2

A: Hello

B: Hello

A: Can I help you?

B: I'd like to make an appointment with Dr Brown please.

A: Is Wednesday at 9.30 ok?

B: No, sorry. Wednesday afternoon?

A: 1.15?

B: That's fine.

A: Good. What's your name?

B: Student's name

A: Thank you. Goodbye.

B: Goodbye.

16. Refer to Exercise 6. Tell the students that this is an email to Paul from Carol. Point to the line *Hi Paul* which has the number 1 next to it. Write *Hi Paul* on the board. Ask which one will be at the end of the email. Hopefully the students will correctly identify *Best wishes, Carol*. If they don't, guide them to it. Write *Best wishes, Carol* on the board, leave a space for the body of the email. Now point to the space just underneath *Hi Paul* and point to each of the options on the worksheet. Ask *What next?* Allow ample time for students to read through the options. Guide them to the answer again if necessary and write it on the board. Continue in this way until the entire email is written on the board. Ask the students to number the lines in the correct order on the worksheet.

### Email to Paul

You can vary this activity, depending on the level of your students. You can, of course, allow the students time to complete the exercise, alone or in pairs, before checking it. You can invite a confident student to write on the board. It can also be prepared in class and given as a homework exercise.

### Key (suggested order):

*Hi Paul,*

*I'm writing to ask if you would like to volunteer to work with me at our local school.*

*You can teach English to children from Turkey. They are having problems speaking to their teacher.*

*You need to be free on Tuesday and Thursday morning every week.*

*Please phone me on 07845762033 in the evening to speak about this.*

*Best wishes,  
Carol*

17. Say Goodbye and wait for the students to say goodbye to you.

### Notes for an interpreter – Part 2

- Have the students understood the meaning of *full-time, part-time* and *local*?
- Is there anything needing clarification?
- The students should continue adding new words to their vocabulary notebook.
- The students should practise all the language covered as much as possible after the lesson.

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1 Name: \_\_\_\_\_ Date: \_\_\_\_\_

2 1. skirt soft drink trousers pyjamas

2. kitchen bathroom bedroom park

3. living room church museum mosque

4. nurse receipt teacher waiter

5. receptionist doctor dental assistant dentist

3 1.  Paul \_\_\_\_\_ **90%** goes to the \_\_\_\_\_  on Sat \_\_\_\_\_ at \_\_\_\_\_ .

2.  Charlie \_\_\_\_\_ **40%** goes to \_\_\_\_\_  on Sun \_\_\_\_\_ at \_\_\_\_\_ .

3.  Sarah \_\_\_\_\_ **0%** goes to the \_\_\_\_\_  on Mon \_\_\_\_\_ because it's \_\_\_\_\_ .

4. Today Helen  is going to the \_\_\_\_\_  with her \_\_\_\_\_ .

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5.  Joe is making \_\_\_\_\_  in the \_\_\_\_\_ .

6.  Mary \_\_\_\_\_ **100%** watches \_\_\_\_\_  at \_\_\_\_\_  


- 4 I always \_\_\_\_\_  
I usually \_\_\_\_\_  
I sometimes \_\_\_\_\_  
I never \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5

JOB	FULL-TIME/PART-TIME/ NO JOB	WORKING DAYS/ HOURS
<i>waiter</i>	<i>P</i>	<i>Fri, Sat, Sun 2–11pm</i>

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6

**To: Paul**

**From: Carol**

**Subject: Would you like to volunteer?**

\_\_\_\_\_ You can teach English to children from Turkey. They are having problems speaking to their teacher.

\_\_\_\_\_ Please phone me on 07845762033 in the evening to speak about this.

\_\_\_\_\_ Best wishes,  
Carol

  1   Hi Paul,

\_\_\_\_\_ You need to be free on Tuesday and Thursday morning every week.

\_\_\_\_\_ I'm writing to ask if you would like to volunteer to work with me at our local school.

Goodbye.



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# Absolute Beginners

by Frances Marnie

## Unit 20

START

1 I _____ drink coffee.	2 I _____ work on Saturday.	3 I _____ eat meat.	4 I _____ go to the park.
8 I _____ eat breakfast.	7 I _____ eat in the kitchen.	6 I _____ have lunch at home.	5 I never _____.
9 I _____ drink beer.	10 I always _____.	11 I _____ go to the cinema.	12 I _____ take a bus to class.
16 I _____ go to bed before 11 o'clock.	15 I sometimes _____.	14 I _____ drink tea.	13 I _____ watch television in the afternoon.
17 I _____ eat pasta.	18 I _____ go to the supermarket on Saturday.	19 I _____ buy shoes at the supermarket.	20 I don't usually _____.

FINISH

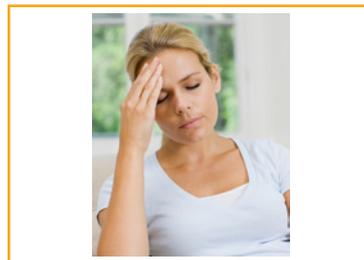
## Unit 20

### At the chemist's – 1

Student A



Student B

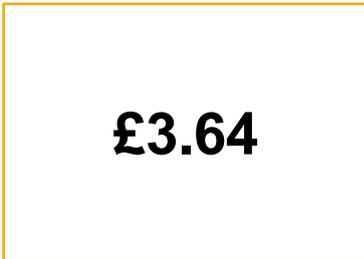


ROLE-PLAY DIALOGUES

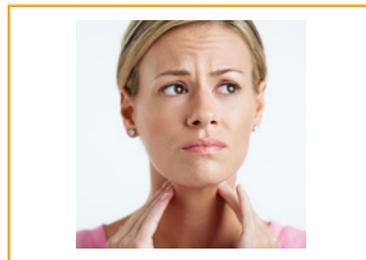
## Unit 20

### At the chemist's – 2

Student A



Student B

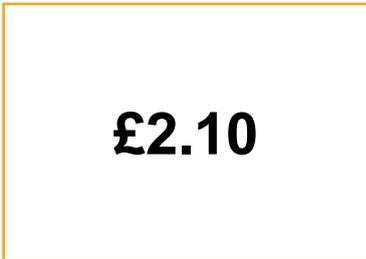


ROLE-PLAY DIALOGUES

## Unit 20

### At the chemist's – 3

Student A



Student B



ROLE-PLAY DIALOGUES

## Unit 20

### At the health centre – 1

Student A



?

**Thurs  
3.45?**

✓  
**Name?**



Student B



**Your name  
+ spelling**



## Unit 20

### At the health centre – 2

Student A



?

Wed  
9.30?

1.15?

✓  
Name?



Student B



  
+ Dr Brown

x  
Wed PM?

✓

*Your name  
+ spelling*

