

Unit 13

Level: Beginners

Age: Adults

Time: Approx. 90 – 120 minutes

Language objectives: Active: *revision (family, his, her, their); present continuous; time; home (bedroom, bathroom, kitchen, living room, bed, shower, kettle, sofa, watch, drink); stressed syllables.*

Materials: Unit 13: one copy of the worksheet per student; one set of flashcards (*BEDROOM, BATHROOM, KITCHEN, LIVING ROOM*). Materials from Unit 7: one set of the family flashcards (*SARAH, JOE, HELEN, CHARLIE*).

Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 12.
- Ask them to explain to the students that each lesson will now focus on an aspect of everyday life. This is to help prepare them for living in the UK.
- Ask them to explain that the topic of *home* is to be covered in Unit 13, as it will be easier for the students if they know what to expect.
- 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

- Write the following words on individual cards, and put them in three sets, as follows: 1. *t-shirt, skirt, socks, shoes*. 2. *shirt, trousers, socks, shoes*. 3. *jumper, trousers, socks, shoes*. (This is enough for three groups of four students; if you are working with a larger class, duplicate a set or two.)
- Print out the new flashcards of *bedroom, bathroom, kitchen* and *living room* and copies of the worksheet.
- Bring in, if possible, a toy clock.
- Bring in the flashcards of the family from Unit 7 (*Joe, Sarah, Charlie and Helen*).

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.
2. Divide the students into groups of four. Hand out the sets of cards to the groups, so that each student in every group gets one card with an item of clothing written on it. Using gesture, ask the students in each group to arrange

themselves in a line so that the four cards go from head to toe. As the first time will act as a demonstration, take in the cards, redistribute the sets and repeat the activity two or three times.

3. Next, pointing to each article of clothing as you speak, say (for example) *Today I'm wearing a white shirt, black trousers, black socks and black shoes*. Ask a confident student *What are you wearing today?* and provide the names of any clothes that have not yet been covered in the course.
4. Put the students in pairs, standing and facing each other. Mime looking at one of them carefully top to toe before saying (for example) *You're wearing a red t-shirt, a white skirt and white shoes*. Invite the students to look at their partner in the same way, but put them back to back before asking them to tell each other what they are wearing. Monitor and provide vocabulary as necessary. Change pairs and repeat the activity. At the end, go over any new vocabulary arising from the activity.

5. Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.
6. Refer to Exercise 2. Ask the students to name the articles of clothing and then complete the sentences.

Key:

*She is wearing a white coat, blue trousers and red shoes.
He is wearing a black and white shirt, black trousers and black shoes.*

They are wearing red t-shirts.

She is wearing blue pyjamas.

He is wearing a green shirt, blue trousers and brown shoes.

7. On the toy clock, put the hands to two o'clock. (Draw it on the board if you don't have a toy clock.) Say *What time is it?* and wait in case one of the students knows the answer. If nobody answers, say *It's two o'clock*. Repeat the process until the students are

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comfortable with the form. Encourage them to also ask the question. Write both the question and a sample answer on the board.

8. Refer to Exercise 3. Give the students time to complete the answers. (You should clean the board beforehand!)

Key: *What time is it? Six o'clock; four o'clock; seven o'clock; ten o'clock; one o'clock*

9. Show the flashcards of the four family members. Revise family vocabulary, along with *his*, *her* and *their*, by asking questions like *What's her name?*, *What's his son's name?* and so on. *He is wearing a t-shirt, trousers and shoes.*

10. Show the flashcard of the bedroom and ask *What time is it?* When that question has been answered, gesture to show that you are referring to the whole picture and say *It's a bedroom – repeat, please – bedroom.* Follow the same procedure for the other new flashcards.

11. Show the flashcard of the bedroom again. Revise the words *bedroom*, *table* and *chair*. Next, pointing to the bed, say *Bed – repeat, please – bed.* Say *This is Helen's bedroom* and point to the flashcard of Helen to remind them who she is. Next ask *Who is Helen?* (the answer could be *She's Charlie's sister* or *She's Joe and Sarah's daughter*) then follow up by asking, *What is Helen doing?* Point from Helen to the bed on the bedroom flashcard, and repeat the question. Wait to see if any student makes an attempt before modelling the answer *She's sleeping.*

12. Show the flashcard of the bathroom again. Revise the word *bathroom* and, pointing to the shower, say *Shower – repeat, please – shower.* Point to the flashcard of Joe to remind them who he is. Next ask *“What is Joe doing?”* Point from Joe to the shower on the bathroom flashcard, and repeat the question. Wait to see if any student makes an attempt before modelling the answer *He's having a shower.*

13. Show the flashcard of the kitchen again. Revise the word *kitchen*. Point to the kettle on the stove, say *Kettle – repeat, please – kettle.* Ask *What is Sarah doing?* Point from Sarah to the kettle, and then to the coffee image on the kitchen flashcard, and repeat the question. Wait to see if any student makes an attempt before modelling the answer *She's making a cup of coffee.*

14. Show the flashcard of the living room again. Revise the word *living room* and, pointing to the sofa, say *Sofa – repeat, please – sofa.* Repeat this procedure with the word *television*. Next ask *What are the family doing?* Wait to see if any student makes an attempt, before modelling the possible answers (*They're watching television, They're drinking tea, They're eating biscuits.*)

15. Display the four flashcards of rooms where all the students can see them, for example on the board or on a table. Invite students to volunteer statements about the pictures. If no statements are forthcoming, then prompt with the same questions as above. When a true statement is made, in correct English, invite a student to write it on the board. At the end of the activity, the sentences should appear in random order.

16. Refer to Exercise 4. Ask students to copy the sentences from the board, placing them next to the appropriate picture. So, for example, under the picture of the bedroom, the following sentences could be written: *This is Helen's bedroom. Helen is Charlie's sister. It's six o'clock. She's sleeping in her bed.*

17. Write the following words on the board – *kitchen, bathroom, shower, drinking, biscuits, breakfast, Charlie* – and then play Track 1, or read out the transcript. Ask how many sounds are in each word. When the correct answer (*two*) is given, demonstrate by clapping and writing *Oo* that the first sound is stressed.

Track 1 Transcript:

kitchen
bathroom
shower
drinking
biscuits
breakfast
Charlie

18. Now write the word *repeat* and play Track 2, or read out the transcript. Ask how many sounds there are. Demonstrate by clapping that the stress pattern is different and write *oO* on the board to illustrate this.

Track 2 Transcript:

repeat
repeat

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19. Refer to Exercise 5. Ask the students to write the words under the correct symbol.

Key:

Oo – kitchen, bathroom, shower, drinking, biscuits, breakfast, Charlie.

oO – repeat

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

Notes for an interpreter – Part 1

- Did the students understand that not all syllables have the same stress when spoken in English?
- 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 before the next lesson.

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by Frances Marnie

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1 Name: _____ Date: _____

2



She is wearing a white c_____, b_____
trousers, and r_____ s_____.

He is wearing a _____ and _____ shirt,
b_____ and _____.



They are wearing _____.

She is wearing _____.



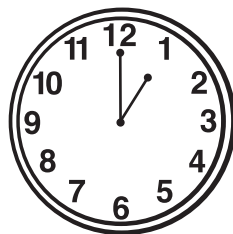
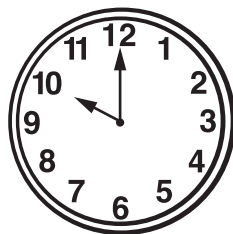
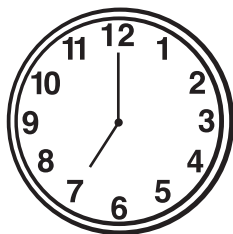
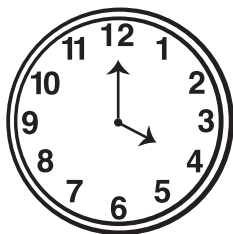
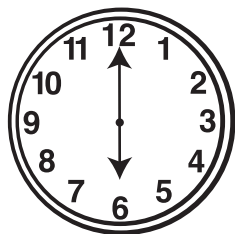
I am wearing _____

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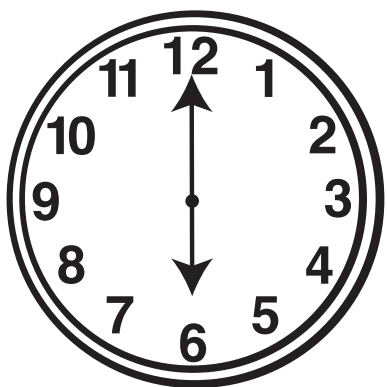
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3 W _ _ _ t _ _ _ i _ i _ ?



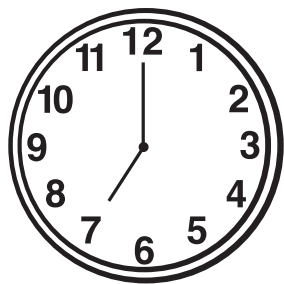
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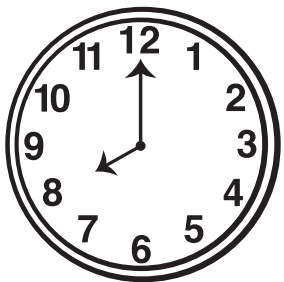


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Oo	oo
_____	_____

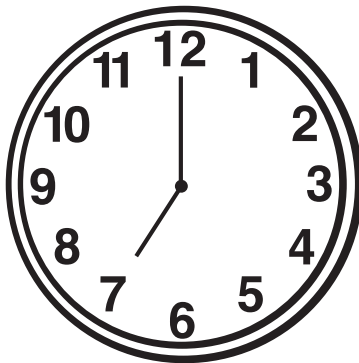
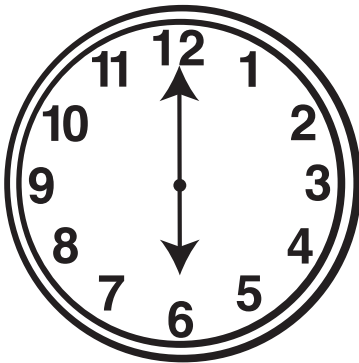
Goodbye.



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onestopenglish



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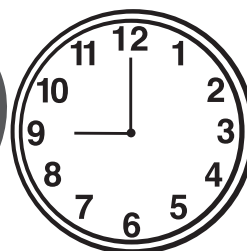
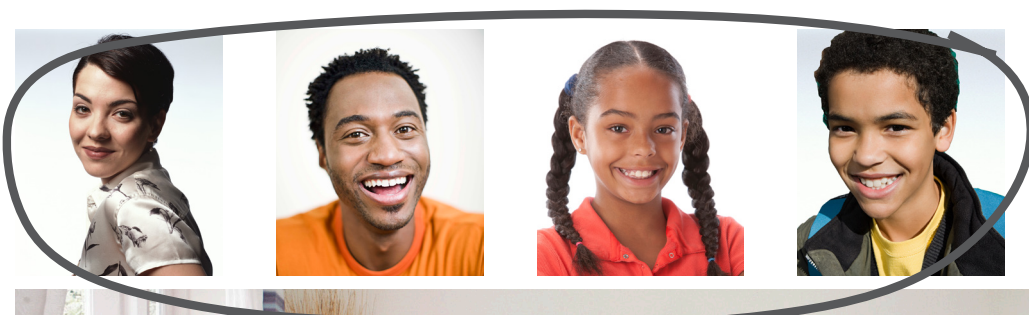
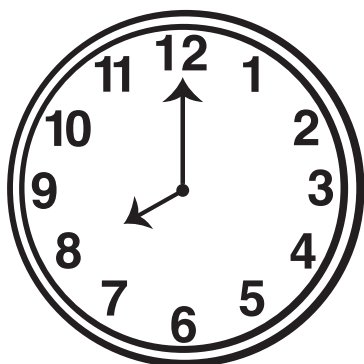
BEDROOM

BATHROOM

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FLASHCARDS

KITCHEN

LIVING ROOM