

Unit 5

Level: Beginners

Age: Adults

Time: Approx. 90 - 120 minutes

Language objectives: Active: *How much is it?*, What's his / her name, Numbers 20-30, *pound*

Key skills: speaking, reading, listening, writing

Materials: Unit 5: one copy of the worksheet per student; one set of Picture cards and Question cut-outs per group of students one set of Personal details sheets per pair of students; one map of the world or globe; Blu Tack.

Materials from Unit 4: one set of flashcards (*APPLE, BANANA, SANDWICH, BISCUIT*). **Materials from Unit 3:** one set of flashcards (*TEA, COFFEE, WATER, MILK, HOUSE*). **Materials from Unit 2:** one set of flashcards (*TELEPHONE, MAN, WOMAN, BOY, GIRL*); one *HELLO* sign; one *GOODBYE* sign. **Materials from Unit 1:** one set of flashcards (*PEN, BOOK, TABLE, CHAIR*); one *REPEAT PLEASE* sign; one *SPELL PLEASE* sign

Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 4.
- Explain that this lesson is mainly focused on revision and consolidation, in order to check that all students are comfortable with the content covered so far. It will be useful for them to inform the student of this.
- 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.

Before the lesson

- Attach the flashcards (with the pictures showing) to a wall that is clearly visible to all the students. Note: For classes of four students or lower, the flashcards can be placed on a table.
- Put the alphabet (upper & lower case) sheet on the wall for reference.
- Write the following on the left-hand side of the board:
 - *Hello, how are you?*
 - *Fine, thanks, and you?*
 - *Very well, thanks.*
- Write the following on the right-hand side of the board:

Name: _____
Telephone: _____
Country: _____
- Put the number sheet on the wall for reference.
- Put signs with *REPEAT PLEASE* / *SPELL PLEASE* / *HELLO* / *GOODBYE* on the walls of the classroom.

- Bring the printed map of the world from lesson 3 (or bring in a globe or a wall map of the world).
- Bring the flashcards from the previous lessons.
- Bring one highlighter pen per student.
- Print out and cut up price tags on sheet.
- Print out and cut up questions on sheet.
- Bring a selection of coins – 2 x £1 coins, 1 x 20p coin, 1 x 10p coin, 1 x 5p coin, 1 x 2p coin and 3 x 1p coins

Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response. If the student says nothing, continue smiling to show that this is an understandable response at this stage. Repeat *Hello, how are you?* and point to the dialogue on the board. If necessary, model the exchange with a confident student.
2. Say the letter *c* and point to the flashcard of a *chair*. Repeat, saying *c – chair*. Now point to the coffee flashcard, saying *c – coffee*. Demonstrate the game of I Spy by saying the letter *b*. Allow time for the students to look for a picture of something beginning with *b*. If the students have not understood the game, demonstrate by saying *b – book* and pointing to the book flashcard. Continue until all the words beginning with *b* (*banana, biscuit, boy*) have been identified. Repeat the process until all the flashcards have been identified, returning to any that prove difficult. You can encourage the students to lead the game but it is acceptable at this stage if you are the only one to do so.
3. Remove the following flashcards from wall / table: *boy, girl, man, woman, table, chair, telephone, house*. Attach a price tag to each of the remaining flashcards as follows:

Unit 5

apple	12p
banana	16p
water	£1
tea	£1.15
coffee	£2
milk	£1.05
sandwich	£2.20
biscuit	£1.18

Put the students into groups of four and give each group a set of coins and a set of the eight cut-up picture cards with price tags. Pointing to the apple on the wall, ask *How much is it?* Allow time for students to say *twelve pence* and gesture to them to place the 10p and 2p coins beside their picture card. Next, point to the banana on the wall and ask *How much is it?* The students should now be able to respond by saying *sixteen pence* and placing the appropriate amount beside the appropriate picture card. Point to the £1 price tag and hold up a £1 coin, walking around the classroom if necessary so all the students can see it. Say *Repeat please – one pound*. When the students have repeated this, ask *How much is it?* and wait for the students to respond. Continue to ask *How much is it?* For all eight items until all the price tags have been used.

4. Say *Repeat please – how much is it?* When all the students are comfortable asking this, point to the apple flashcard and say *Repeat please – how much is it?* When the students respond, say *twelve pence*. Gesture to a confident student to model this exchange with you with a different flashcard. Then put the students in pairs and gesture to them to practise asking and answering the same question.

5. Hold up the 20p coin, walking around the classroom if necessary, so all the students can see it and ask *How much is it?* Once the students have correctly identified it as 20 pence, hold up a 20p coin and a 1p coin and repeat the question. Encourage any attempt at an answer – it's possible that a student will answer correctly. If not, say *Repeat please – twenty one pence*. Continue to introduce the numbers 21-30 by either holding up the appropriate coins or arranging an appropriate amount of coins on each table. The students should soon understand how the numbers 20-29 are formed, so – after introducing a few numbers – allow time for them to arrange the coins by themselves. Finally, hold up a 20p coin and a 10p coin and say *Repeat please – thirty*.

6. Refer to Exercise 1 on the student worksheet. Gesture to the students to write their names in the space provided.

7. Refer to Exercise 2. Read out the numbers 20-30. Encourage the students to join in. Using gesture, ask the students to fill in the missing letters.

8. Refer to Exercise 3. Check that the students understand and can read the words. Hold up a worksheet and point to one of the words in the wordsearch, circulating so all the students can see, highlight it on the wordsearch grid and cross out the word in the list. Give each student a highlighter pen and ask them to highlight that word. Repeat the demonstration if necessary. Put the students in pairs and encourage them to find the remaining words. Circulate and give help when needed.

Key:



Wordsearches

Wordsearches are a fun way of fossilizing new vocabulary. Although the students will have learned all these words in previous lessons, it is helpful to include them all here to consolidate key vocabulary from the first four units.

The wordsearch is also reassuring for students who previously did not know any Roman script before starting the course. Capital letters are used, which should be more familiar to the students and enable them to again compare and contrast with the lower-case letter used in the previous exercise.

9. Using the map of the world, point to the students' countries of origin and ask them to name them. If the following countries are not included, then point to them and name them: *China, Turkey, Australia, Ireland, Scotland, Wales*.

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10. Hold up the man flashcard and elicit the questions *What's his name? What's his telephone number? and Where does he come from?* by pointing to the relevant spaces on the board.

Name: _____
Telephone: _____
Country: _____

When all the students are comfortable with these questions, hold up the woman flashcard and elicit the questions *What's her name? What's her telephone number? and Where does she come from?*

11. Write the name *Jane Dow* in the relevant space on the board. Ask a confident student *What's her name?* and *Spell please*. Write the telephone number *0748 596 315* in the relevant space and ask *What's her telephone number?* Finally, write *Ireland* in the relevant space and ask *Where does she come from?* Erase the answers from the board and repeat the demonstration using the name *Tom Williams*, telephone number *0798 321 265* and country *Wales*.

12. Put the students in pairs. Give one student a copy of the Student A Personal details sheet and the other group a copy of the Student B Personal details sheet and gesture to them not to show each other their respective sheets. The students should ask their partner for the missing information on their sheets. Demonstrate the first part of the exercise with a confident student. Then encourage the pairs to continue to fill in the remaining gaps on their sheets. Circulate and check that each pair has understood the activity.

13. Put the students in groups of two or three. Give each group a set of the Questions cut-outs. Say *What's* and gesture to the students to separate the word from the pile. Wait for all the groups to do this and help if necessary. Now say *your* and wait for the students to place it next to *What's*. If they don't do this, gesture to them to find the word in the pile, then place it next to *What's*. Repeat the process until the question reads *What's your name?* Repeat this process with *What's your telephone number?* and *Where do you come from?* Encourage the students to help each other and be ready offer assistance.

14. Refer to Exercise 4. Using gesture, ask the students to write down the unscrambled version of the questions.

15. Refer to Exercise 5. Look at the profiles in detail with the students and ask questions to familiarize them with the information, e.g. *What's his name? Where does Sharon come from? What's Li's telephone number?* etc. Play Track 1 and listen to the part 1 only (Sharon) and ask *Who is it?* If the students don't respond, play part 1 again. Repeat the process with the other parts.

Then, put the students in pairs and encourage them to ask each other questions about the profiles. Choose a confident student to model this if necessary.

Transcript:

1. My name is Sharon and I come from USA. My telephone number is 0758 469 217.
2. His name's Mark. He comes from England and his telephone number is 0758 469 589.
3. My name's Charlie. I'm from Australia and my phone number's 0758 469 213.
4. Her name is Karen and she comes from England. Her telephone number is 0758 496 286.
5. My name's Mehmed. I come from Turkey and my phone number is 0758 469 586.
6. His name is Li. He comes from China. His phone number is 0758 496 267.
7. My name's Lee and I'm from Wales. My telephone number is 0758 469 575.

16. Write the name, telephone number and country fields on the board with made up information about yourself. Refer to Exercise 6. The students should fill the gaps with their own information and with the information about yourself. Assist them if needed and encourage the stronger students to help the weaker ones if they finish early.

17. Check that students are familiar with *yes* and *no*, asking the students various *yes / no* questions such as *Is your name Susan? Do you come from Scotland? Is his name Tom?* (referring to another student) or *Is this a biscuit?* (holding up a flashcard).

18. Say *goodbye* and wait for the students to say *goodbye* to you. If necessary, prompt the response by pointing to the *GOODBYE* sign on the wall.

Notes for an interpreter – Part 2

- Is there anything that the student didn't understand?
- If the student is not confident with the Roman script, he / she should continue to practise forming lower-case letters before the next lesson.
- The student should continue noting down new words in their vocabulary notebook.
- The student should practise all the language covered as much as possible before next lesson.

Absolute Beginners

by Frances Marnie

Unit 5

1 Name: _____

- 2 21 twenty one
22 t _ e _ ty two
23 twenty three
24 tw _ _ _ y f _ _ r
25 twen _ _ fi _ e
26 _ _ _ _ ty s _ _
27 twe _ ty _ _ _ en
28 t _ _ _ _ _ ei _ _ _
29 _ _ _ _ _ _ _ _ _ e
30 thirty

3

F	G	E	M	S	U	H	P	Q	K	C	L	G	M	T
A	C	M	A	N	H	V	S	B	U	D	B	V	N	I
Q	S	P	I	S	T	E	A	A	S	Q	D	M	A	P
D	W	G	S	L	E	O	I	N	N	P	C	A	M	I
M	O	P	Q	F	K	X	Q	A	W	D	E	E	E	D
W	E	O	F	B	X	T	U	N	P	F	W	L	H	T
V	T	O	A	I	B	C	Z	A	M	S	N	I	L	Y
M	C	V	O	S	Z	C	Z	W	D	M	P	J	C	X
A	Q	X	O	C	E	G	I	R	L	P	R	A	H	H
G	L	W	L	U	C	S	R	X	U	A	P	P	L	E
W	Z	A	W	I	T	E	L	E	P	H	O	N	E	W
A	R	V	O	T	G	L	R	E	P	L	L	H	O	U
T	I	A	M	X	T	B	A	E	A	E	K	V	Y	S
E	A	H	A	B	Q	T	J	Z	B	I	A	O	C	H
R	R	J	N	H	A	Q	G	Q	E	U	B	T	A	B

- | | |
|---------|-----------|
| BISCUIT | TEA |
| BANANA | COFFEE |
| BOY | MILK |
| GIRL | SANDWICH |
| WOMAN | NAME |
| MAN | TELEPHONE |
| APPLE | REPEAT |
| WATER | SPELL |

Absolute Beginners

by Frances Marnie

Unit 5

4 name your What's ?

number What's telephone your ?

do from Where you come ?

5



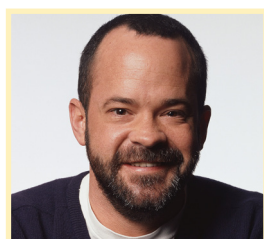
NAME: Li
TELEPHONE: 0758 496 267
COUNTRY: China



NAME: Sharon
TELEPHONE: 0758 469 217
COUNTRY: USA



NAME: Mehmed
TELEPHONE: 0758 469 586
COUNTRY: Turkey



NAME: Lee
TELEPHONE: 0758 469 575
COUNTRY: Wales

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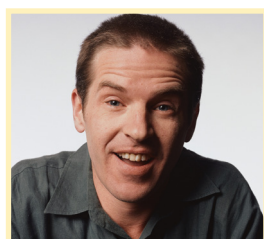
Unit 5



NAME: Karen
TELEPHONE: 0758 496 286
COUNTRY: England



NAME: Mark
TELEPHONE: 0758 469 589
COUNTRY: England



NAME: Charlie
TELEPHONE: 0758 469 213
COUNTRY: Australia

6 My name's _____ I _____
from _____ My _____ number is

My teacher's name is _____
comes from _____ telephone
_____ is _____

Goodbye



Absolute Beginners

by Frances Marnie

onestopenglish



apple
12p



banana
16p



water
£1



tea
£1.15



coffee
£2



milk
£1.05



sandwich
£2.20



biscuit
£1.18

PICTURE CARDS

Absolute Beginners

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12p

16p



£1

£1.15

£2

£1.05

£2.20

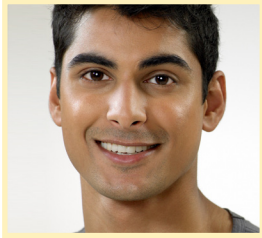
£1.18

PRICE TAGS

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STUDENT A

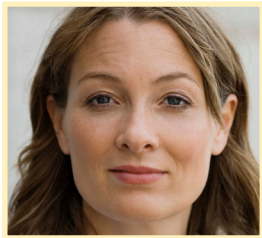


1.

NAME:

TELEPHONE:

COUNTRY:



2.

NAME:

Anna King

TELEPHONE:

0784 162 538

COUNTRY:

Scotland



3.

NAME:

TELEPHONE:

COUNTRY:



4.

NAME:

Mei Chan

TELEPHONE:

0726 547 958

COUNTRY:

China

Absolute Beginners

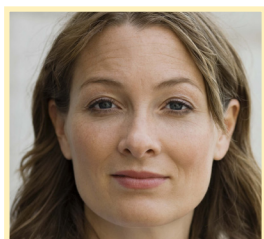
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STUDENT B



1.

NAME: Ali Safar
TELEPHONE: 0748 629 823
COUNTRY: India



2.

NAME: _____
TELEPHONE: _____
COUNTRY: _____



3.

NAME: Max Wilson
TELEPHONE: 0733 253 481
COUNTRY: England



4.

NAME: _____
TELEPHONE: _____
COUNTRY: _____

Absolute Beginners

by Frances Marnie

What's

your



name?

What's

your

telephone

number?

Where

do

you

come

from?