

## Unit 9

**Level:** Beginners

**Age:** Adults

**Time:** Approx. 90 - 120 minutes

**Language objectives:** Active: ordinal numbers, date of birth, *like / don't like, train, bus, car, plane, taxi*, colours. Passive: *age, touch something ... , what colour is ...*

**Key skills:** speaking, reading, listening, writing

**Materials:** Unit 9: one copy of the worksheet per student, one picture of a medal presentation; one set of flashcards (*RED, YELLOW, GREEN, BLUE, BLACK, WHITE, TRAIN, BUS, CAR, PLANE, TAXI*), one set of coloured pens (red, yellow, green, blue, black) per pair of students, a selection of objects coloured red, yellow, green, blue and black. **Materials from Unit 8:** one copy of the calendar. **Materials from Unit 7:** one copy of the family flashcards. **Materials from Unit 6:** one copy of the *CHICKEN, ORANGE* and *SALAD* flashcards. **Materials from Unit 2:** one *HELLO* sign; one *GOODBYE* sign. **Materials from Unit 1:** one *REPEAT PLEASE* sign; one *SPELL PLEASE* sign

### Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 8.
- Ask them to check with the student if they feel that the lessons are going at the right pace.
- 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 months on the board in list form.
- Put signs with *REPEAT PLEASE / SPELL PLEASE / HELLO / GOODBYE* on the walls of the classroom.

### Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response.
2. Ask the students *What day is it today?* When the correct answer has been given, ask *What month is it?* Show the relevant month on the calendar to elicit the response and point to it on the list on the board.
3. Starting by pointing at January, elicit the months in the style of the chant from Unit 8 (Track 1). Encourage the class to join in. Erase a couple of months at random and repeat the chant. Continue erasing months until the chant is being recited without any written prompts. As a further test, the students could try reciting the months backwards.

4. Show the flashcard of the medal presentation. Point to the winner and say *first – repeat please – first*. Continue pointing to the other participants and introduce *second* and *third*. Write the ordinal numbers on the board:

1st  
2nd  
3rd

Point to and read out each ordinal, encouraging the students to join in. When these ordinals have been mastered, add *4th, 5th, 6th, 7th, 8th* and *9th* to show that, apart from the first three, *th* is added to the number. Continue with the numbers up to 30. Check the pronunciation of /θ/ (tongue between teeth, blow out air between tongue and top teeth, no voice) at *20th / 30th*.

5. Repeat the questions *What day is it today?* and *What month is it?* before asking *What date is it?* Point to the date on the calendar and write it on the board (e.g. *26th September, 2014*), drawing attention to the ordinal number and reminding students of the capital letter at the beginning of the names of months. Say the date and gesture for the students to repeat, e.g. *the twenty-sixth of September, twenty fourteen*.

6. Ask *What day is it tomorrow?* When the correct answer has been given, write the following day's date on the board (in this example, *27th September, 2014*) and ask *What date is it tomorrow?* Allow time for the students to attempt an answer before giving the answer yourself. Finally, ask *What day was it yesterday?* then *What date was it yesterday?*

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

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8. Refer to Exercise 2. Gesture to the students to write the answers to the questions *What day is it?* and *What date is it?*

9. Refer to Exercise 3. Read aloud the ordinals in the box and encourage the students to join in. Set up the listening task by modeling the first answer. Play Track 1 and mime looking for and finding *2nd* in the box. Write it on the first line. Play the rest of Track 1, pausing between each ordinal number if necessary and circulating to help weaker students. Encourage the students to compare their answers before playing Track 1 again. Ask a stronger student to come to the board and write the answers.

### Transcript:

2nd; 5th; 9th; 1st; 4th; 6th; 7th; 3rd; 8th

10. Refer to Exercise 4. Read the dates aloud, one by one, encouraging the students to join in. Play the first date of Track 2 and mime looking confused. Say *the second of July, not June*. Model correcting the answer on the worksheet. Play the rest of the dates and repeat if necessary so that all students can complete the exercise. Encourage the students to compare their answers before correcting as a group.

### Transcript:

1. 2nd June, 2013
2. 5th February, 2015
3. 14th September, 2014
4. 3rd August, 2012
5. 10th April, 2013
6. 17th December, 2016

11. Write *2nd June, 2013* on the board, then write *02/06/13* alongside it. Point to both dates and say *same*. Point to the *2nd* and *02* and say *same*. Point to *June* and *06* and say *same*, then count the months aloud on your fingers to demonstrate that June is the sixth month of the year. Finally, point to *2013* and *13* and say *same*.

### Teaching dates

It isn't necessary to explain the role of *the* and *of* when reading out the date. Students are most likely to accept this as the correct method. However, if your students look confused and question this, you could write, e.g. *(the) 2nd (of) June 2013* and gesture to your ear to show that this should be spoken but not written.

Introducing the date in numerical form is very important at this stage as students will be required to fill in forms and, in the vast majority of cases, this is the format that they will have to use.

12. Attach the family flashcards to the board. Point to Sarah and ask *What's her name?* If no student remembers her name, then quickly name her. Point to Joe and say *This is Joe. Joe is Sarah's ...* Wait for a student to supply the word *husband* but if no student remembers this word, say *husband – repeat please husband*. Next, point to Helen and say *This is Helen. Helen is Sarah's ...* As before, wait for a student to supply the word (*daughter*) or ask them to repeat it. Continue to revise the vocabulary of family members in this way.

13. Write the name *Sarah* on the board. Now write *26/02/70* and link it, with an arrow, to *Sarah*. Ask *What's Sarah's date of birth?* You could point again to *Sarah* and *26/02/70* and gesture cradling a baby to aid comprehension. If necessary, you can write the present year and subtract *1970* (i.e.  $2013 - 1970 = 43$ ) and say *She is 43. What is her date of birth?* pointing again to *26/02/70*. Repeat the process for Joe (*2/04/72*), Helen (*3/11/99*) and Charlie (*27/10/01*).

14. Refer to Exercise 5. Read the first question, underlining the words as you read them. Then, read the example answer, pointing to it and the numerical date under Sarah's photo on the worksheet. Read the remaining example questions, encouraging the students to read the questions with you, and allowing time for them to write their answers.

It should be clear that the students write down their date of birth in the *My date of birth is ...* section. However, as some students may be sensitive about this information it is best not to ask them about this directly.

15. Hold up the flashcard of an orange and ask *What's this?* When the item has been named, repeat this process with the chicken and salad.

16. Ask a confident student *Do you like oranges?* The student should respond with *yes* or *no*. If the student doesn't respond, say *Yes, I like oranges*. Then, ask another student *Do you like salad?* The student should be able to respond. Put the students in pairs and gesture to them to ask and answer questions beginning with *Do you like...?* If they are struggling, point to the photos of food items in Exercise 6 to get them started.

17. Refer to Exercise 6. Draw the *like* and *don't like* symbols on the board, then check that the students know the names of the food and drink items next to

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Sarah's photo by asking *What's this?* Ask *What does Sarah like?* pointing to the *like* symbol and to the food images next to Sarah on the worksheet before and playing the first part of Track 3. Gesture to the students to circle the *like* symbol under the appropriate picture. Then, point to the *don't like* symbol on the board and ask *What doesn't Sarah like?* Play the first part of Track 3 again so the students can circle the *don't like* symbol under the appropriate picture. Follow the same procedure for Joe's likes and dislikes. Then, for Helen and Charlie's likes and dislikes, play each extract twice. Encourage the students to compare their answers in pairs before checking as a class.

### Key:

1. Like: chicken, tea, coffee. Don't like: fish, beer.
2. Like: fish, rice, white wine. Don't like: red wine.
3. Like: chicken, potatoes, water. Don't like: carrots, salad.
4. Like: bananas, oranges, sandwiches, water. Don't like: apples, milk.

### Transcript:

1. Sarah: What do I like to eat and drink? Lots of things! I really like chicken but don't like fish, I never eat fish. As for drink, I like tea and coffee but don't drink beer. I don't like it.
2. Joe: I really like eating fish with rice. I like drinking white wine with my food. I don't like red wine at all.
3. Helen: I like eating chicken with potatoes. I don't like carrots or salad but I do like drinking water.
4. Charlie: I like bananas and oranges. But I don't like apples. I really like eating sandwiches. They're my favourite. And to drink, I like water but I don't like milk. I really don't like milk – urrrgh.

18. Hold up the colour flashcards. Point to each colour, name it and ask for it to be repeated. Revise the vocabulary until the students seem reasonably comfortable with it. Say *touch something blue* and demonstrate by touching something blue. Repeat the instruction until all students are touching something blue. Give the same instruction but substitute another colour for *blue*. Continue until all colours have been used.

19. Refer to Exercise 7. Put the coloured pens on the table and gesture to the students to colour in each box as appropriate.

20. Hold up the flashcard of a black car. Say *car – repeat please – car*. Repeat this process for *bus, train,*

*plane* and *taxi*. Hold up the car flashcard again and ask *What's this?* and then *What colour is the car?* Repeat this process for *bus, train, taxi* and introduce the colour *grey* after presenting the word *plane*.

21. Refer to Exercise 8. Read the words under the pictures, encouraging the students to join in. Ask *What colour is the car?* again and gesture to them to fill in the gaps with the appropriate colour. Circulate to ensure that the students are doing this correctly.

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

### Notes for an interpreter – Part 2

- Did the student understand that the date can be expressed in number form?
- Did the student realize that it was not necessary to understand every word of the listening exercise in order to complete it?
- Is there anything that needs clarification?
- The student should continue adding new words to their vocabulary notebook.
- The student should practise all the language covered as much as possible before next lesson.

# Absolute Beginners

by Frances Marnie

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

2 What day is it? \_\_\_\_\_

What date is it? \_\_\_\_\_

3

1st	2nd	3rd	4th	5th	6th	7th	8th	9th
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4 1. 2nd July, 2013 \_\_\_\_\_

2. 15th February, 2015 \_\_\_\_\_

3. 14th December, 2014 \_\_\_\_\_

4. 23rd August, 2012 \_\_\_\_\_

5. 12th April, 2013 \_\_\_\_\_

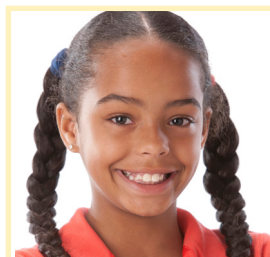
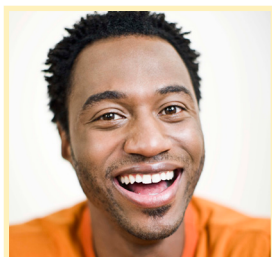
6. 7th December, 2016 \_\_\_\_\_

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Sarah  
26/02/70

Joe  
02/04/72

Helen  
03/11/99

Charlie  
27/10/01

What is Sarah's date of birth?

26th February, 1970

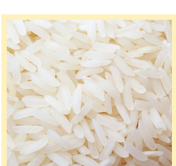
What is Joe's date of birth?

What is Helen's date of birth?

What is Charlie's date of birth?

My date of birth is \_\_\_\_\_.

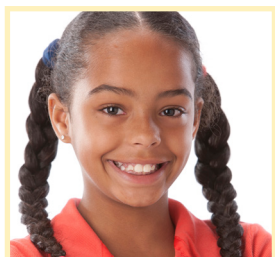
6



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## Unit 9



7



red

blue

black

white

green

yellow



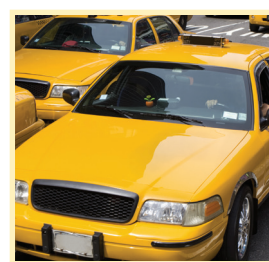
\_\_\_\_\_ car



\_\_\_\_\_ bus



\_\_\_\_\_ train



\_\_\_\_\_ taxi



\_\_\_\_\_ plane

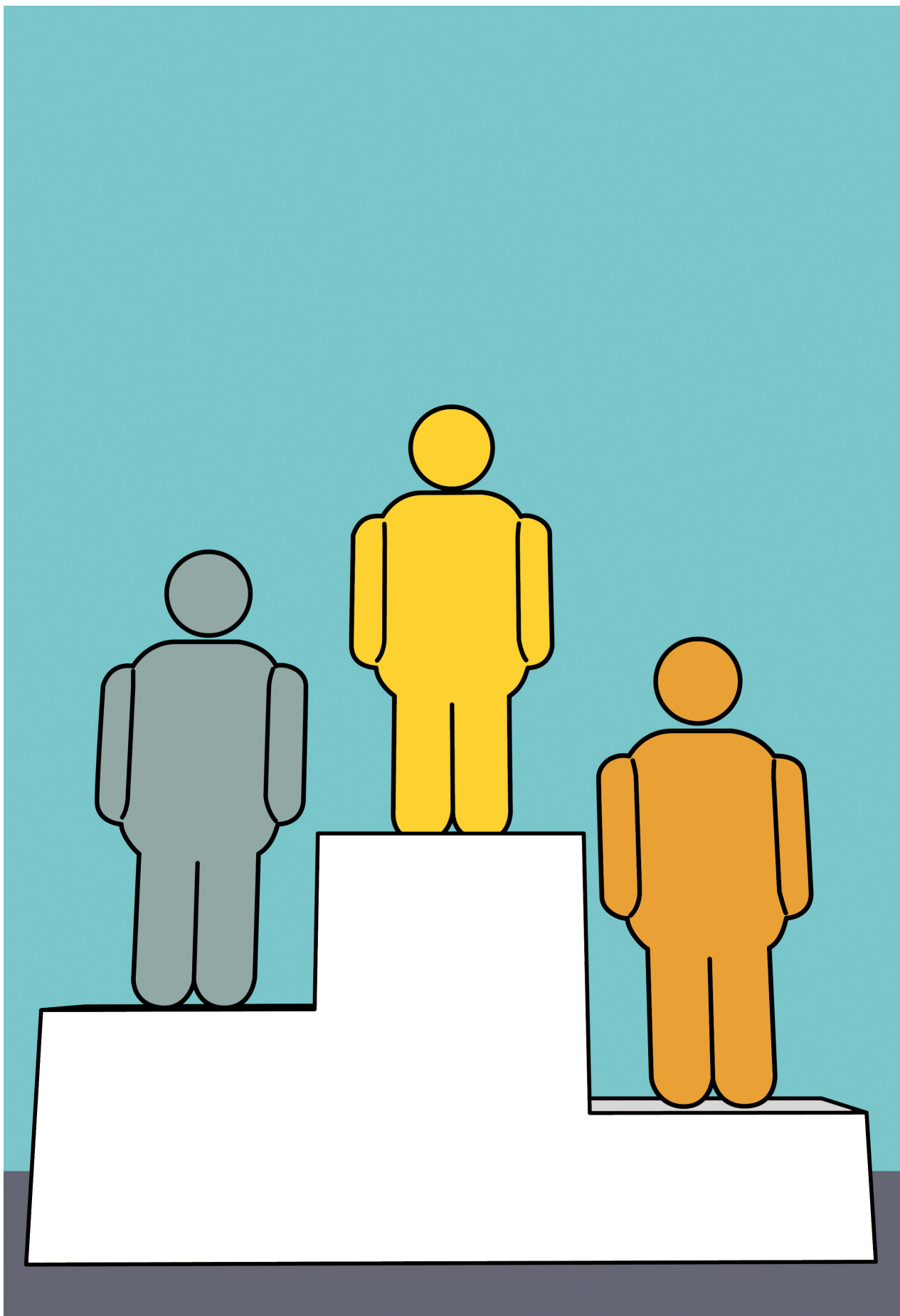


Goodbye

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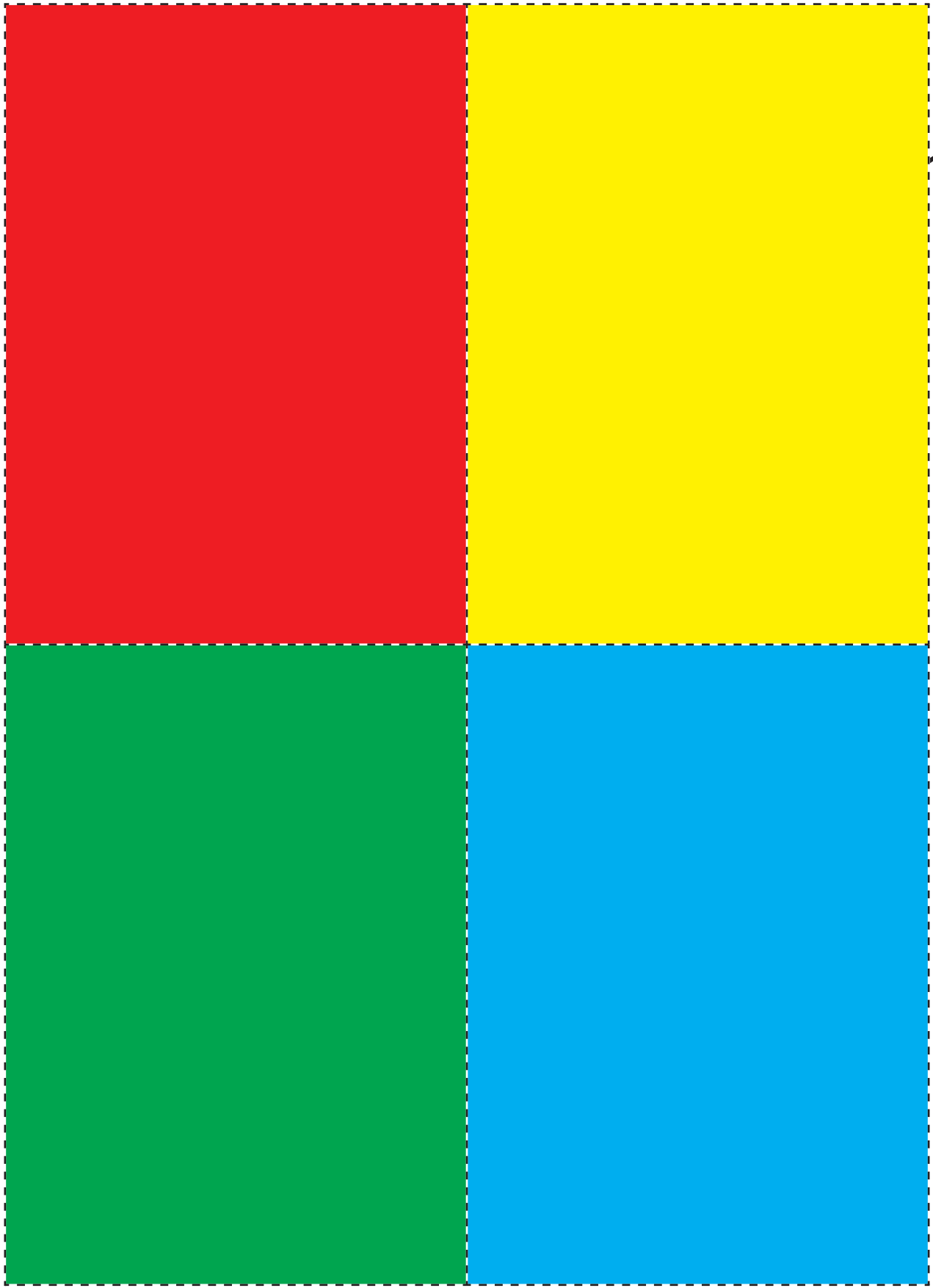
onestopenglish



IMAGE

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FLASHCARDS



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YELLOW

RED

BLUE

GREEN

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WHITE

BLACK

BUS

TRAIN

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PLANE

CAR



TAXI