

## Unit 10

**Level:** Beginners

**Age:** Adults

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

**Language objectives:** Active: *station, ticket, single, return*. Passive: *What does ...?, What don't ...?, And you?*

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

**Materials:** Unit 10: one copy of the worksheet and pairwork sheet per student; one set of flashcards (TRAIN, STATION, TICKET). **Materials from Unit 9:** one copy of the RED, YELLOW, GREEN, BLUE, TRAIN, BUS, CAR, PLANE flashcards. **Materials from Unit 8:** one copy of the calendar. **Materials from Unit 6:** one copy of the MEAT, CHICKEN, FISH, POTATO and CARROT flashcards. **Materials from Unit 4:** one copy of the BANANA, APPLE and BISCUIT 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 9.
- 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

- Prepare a true sentence for each of the students (see step 15).
- Stick the flashcards on or around the board, picture side up.
- 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 board.
3. Hand out the worksheets and refer to Exercise 1. Ask the students to write their names in the space provided.
4. Refer to Exercise 2. Gesture to the students to write the answers to the questions *What day is it?* and *What date is it?*

5. Revise the colours orally using the flashcards. Ask a confident student *Do you like the colour blue?* Ask another student *Do you like the colour red?* A yes / no reply is all that is required at this stage. Continue asking students similar questions until a negative response is given. You can now sum up the answers as in this example: *Yasmin likes the colour blue. Atul doesn't like the colour green.*

6. Hand out the pairwork sheets. Model completing the *me* column by pointing to the BLUE flashcard, saying *I like blue* and writing *yes* in the appropriate box. Continue by pointing to the RED flashcard, saying *I don't like red* and writing *no* in the appropriate box. Give several more examples then gesture to the student to fill in the forms themselves. Circulate to ensure that they have understood the task and are noting down their own likes and dislikes.

7. Using the same pairwork sheet, model completing column *A* by selecting a confident student and writing their name in the space next to *A*. Ask the student *Do you like blue?* and write *yes* or *no* in the appropriate box. Continue to ask Student *A* the questions until the students have understood the activity. Put the students in pairs and allow each person around five minutes to ask their partner the questions before they exchange roles. After ten minutes, gesture to the students to get up and find a different partner to fill in column *B*.

8. Hold up the pairwork sheet you used to model the activity. Point to one of the boxes with *yes* in the *me* column and say, for example, *I like trains*. Now point to one of the boxes with *no* and say, for example, *I don't like biscuits*. Hold up one of the students' pairwork sheets and, pointing to similar boxes, say, for example *Yasmin likes yellow* and *Yasmin doesn't like planes*. Having given these examples, ask a confident student *What do you like?* Be sure to stop them after

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they have named one item, then ask the questions *What don't you like? What does (A) \_\_\_\_\_ like? What doesn't (A) \_\_\_\_\_ like?* Move on to another confident student and prompt the answers by simply asking *And you? And (A) \_\_\_\_\_?* Hopefully the students will now realize that they are expected to report back with four sentences beginning *I like ... I don't like ... (A) \_\_\_\_\_ likes ... and (A) \_\_\_\_\_ doesn't like ...* Encourage all the students to contribute and make sure the sentences are grammatically correct and that the pronunciation is clear.

9. Hold up the *TRAIN* flashcard and ask *What's this?* Now hold up the *TRAIN STATION* flashcard and say *train station – repeat please – train station*. Next, hold up the *TICKET* flashcard and say *ticket – repeat please – ticket*.

10. Write the name of the local train station on the board and draw an arrow to your nearest city, e.g. *London*. Pointing to the arrow, going one-way only, hold the ticket up and say *single ticket*. Elsewhere on the board, write the name of the local train station again and a two-way arrow to *London* and say *return ticket*. Write the words *single ticket* and *return ticket* next to the relevant illustration. As you do so, ask the students to repeat the phrases.

11. Refer to Exercise 3. Hold up a copy of the worksheet and point to the first price, £43.60, and ask a confident student *How much is it?* Allow time for the student to prepare the answer and encourage the other students to help. When the correct answer has been given, repeat the process for the remaining prices.

### Articulating numbers

Check your students' pronunciation, especially that the difference between numbers such as *15* and *50* or *16* and *60* is clear.

12. Refer to Exercise 4. Point to the *TRAIN STATION* flashcard and ask *What's this?* Hold up the *TICKET* flashcard again and revise that word too. Gesture for the students to listen and play the first conversation of Track 1. Pause at the end and ask *How much is the ticket?* When the correct answer has been given, gesture to the students to write it in the appropriate place. Now ask *Single ticket or return ticket?* If necessary, play the first conversation again. Play the second conversation and ask the students the same questions. Play the remaining two conversations twice each, without asking questions, and gesture to the students to complete the exercise. Check the answers as a class.

### Transcript:

- Assistant:** Hello. Can I help you?  
**Customer:** A return ticket to London, please.  
**Assistant:** Certainly. That will be £56.70.  
**Customer:** Here you are.  
**Assistant:** Thanks.
- Assistant:** Hello. How can I help?  
**Customer:** Can I have a ticket to London, please?  
**Assistant:** Single or return?  
**Customer:** Single.  
**Assistant:** Certainly. That will be £33.40, please.  
**Customer:** Thanks.
- Assistant:** Yes?  
**Customer:** Return to London, please.  
**Assistant:** When are you coming back?  
**Customer:** Tuesday morning  
**Assistant:** £63.60, please.  
**Customer:** Thanks.
- Customer:** Single to London, please.  
**Assistant:** Certainly.  
**Customer:** How much is it?  
**Assistant:** £16.20, please.  
**Customer:** Thanks.

13. Refer to Exercise 5. Ask the students, using gesture, to complete the paragraph about Sarah using the words in the box. If necessary, model looking for, and finding, the next answer. Check the answers as a class.

### Key:

*Sarah comes from England. She lives in London with her husband and two children. Her husband's name is Joe. Her daughter's name is Helen. She is sixteen. Her son's name is Charlie. He is thirteen. Her phone number is 0111 234 567. Her date of birth is 26/02/70.*

14. Refer to Exercise 6. Write the first sentence on the board and model putting in capital letters and punctuation as appropriate. Encourage any attempts by the students to help. Write the second sentence on the board and offer the board pen to any student who would like to try correcting it. If no student volunteers, correct it on the board, step by step. If necessary, continue in this way until the students seem comfortable with the exercise. Then, allow time for them to correct the remaining sentences on their own. Use the board to check their answers.

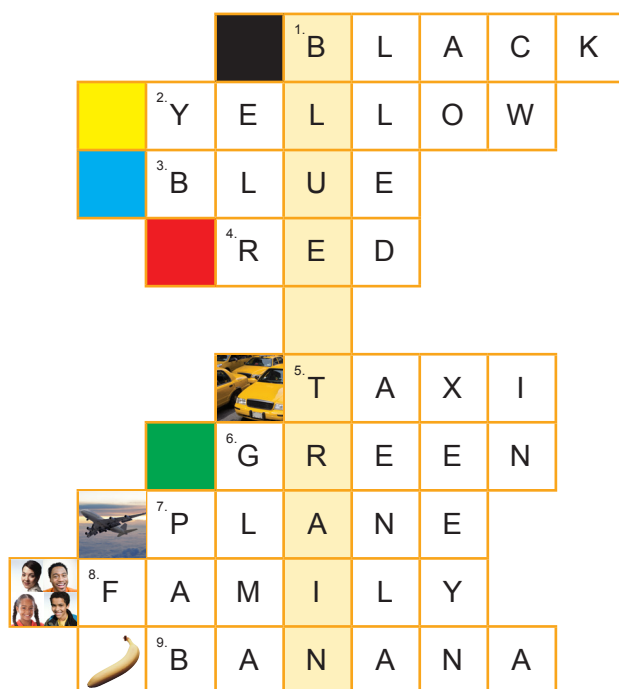
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15. By now you will know some details about your students. Write an example sentence for each of them on the board. For example: *I have four children. I come from Pakistan. My husband's name is Kareem. My wife's name is Khaalid. I have two children.* Point to one of the sentences and say the name of the person it refers to. Write that name next to the sentence.

16. Refer to Exercise 7. Using gesture, ask a student to copy their sentence from the board. Repeat the process with each sentence on the board. Encourage the students to write other true sentences about themselves and circulate to ensure they are doing this correctly.

17. Refer to Exercise 8. Help the students to complete the picture crossword. The students should initially work on their own to complete the crossword. Those who finish first can then help any students who are struggling. When they have finished check the answers as a class.

**Key:**



### Notes for an interpreter – Part 2

- 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.

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

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by Frances Marnie

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

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

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

3



£43.60      • £62.30      £50.80      £15.20

4 How much is it?      single / return?

1. £ \_\_\_\_\_      \_\_\_\_\_

2. £ \_\_\_\_\_      \_\_\_\_\_

3. £ \_\_\_\_\_      \_\_\_\_\_

4. £ \_\_\_\_\_      \_\_\_\_\_



5

husband's	<del>England</del>	date	name
thirteen	children	number	

Sarah comes from England. She lives in London with her husband and two \_\_\_\_\_. Her \_\_\_\_\_ name is Joe. Her daughter's \_\_\_\_\_ is Helen. She is sixteen. Her son's name is Charlie. He is \_\_\_\_\_. Her phone \_\_\_\_\_ is 0111 234 567. Her \_\_\_\_\_ of birth is 26/02/70.



# Absolute Beginners

by Frances Marnie

## Unit 10

6 my names Joe i come from england my wifes name is sarah i have two children their names are helen and charlie my date of birth is 02/04/72 my telephone number is 0987 654 333



My name's Joe. \_\_\_\_\_

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7

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# Absolute Beginners

by Frances Marnie

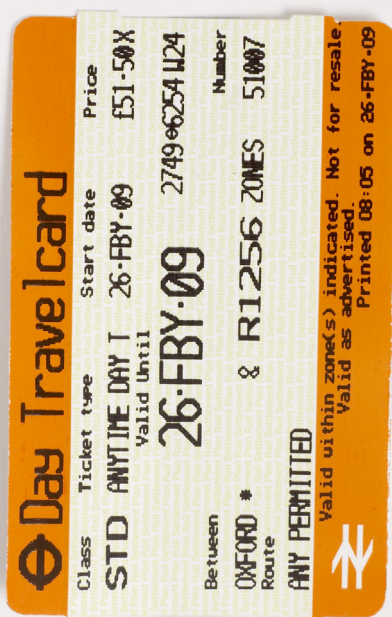
Do you like ... ?	Me	A: _____	B: _____
blue			
red			
green			
yellow			
Saturdays			
Sundays			
Mondays			
cars			
trains			
buses			
planes			
coffee			
tea			
meat			
chicken			
fish			
potatoes			
carrots			
bananas			
apples			
biscuits			

PAIRWORK





## TRAIN STATION



## TICKET