

Unit 12

Level: Beginners

Age: Adults

Time: Approx. 90 – 120 minutes

Language objectives: Active: *clothes (trousers; shirt; t-shirt; coat; jumper; skirt; pyjamas; socks; shoes); bank card; counting syllables*. Passive: *is wearing; how many syllables?*

Materials: Unit 12: one copy of the worksheet per student; one set of flashcards (*TROUSERS, SHIRT, T-SHIRT, COAT, JUMPER, SKIRT, PYJAMAS, SOCKS, SHOES*). Materials from Unit 3: One copy of the *COFFEE* flashcard.

Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 11.
- 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 *shopping: clothes* is to be covered in Unit 12, as it will be easier for the students if they know what to expect. Ask them to find out if the students have been clothes shopping in the UK yet. If so, did they pay by cash or by card?
- 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

- Copy the shopping list of jumbled words from Exercise 2 of the student worksheet on to the board.
- Print out the new flashcards of *trousers, shirt, t-shirt, coat, jumper, skirt, pyjamas, socks* and *shoes* and copies of the worksheet.
- Draw the outline of a figure (see Exercise 3 on the student worksheet) on the board.
- If you feel comfortable doing so, bring in as many bankcards as you can.
- If possible, bring in some supermarket loyalty cards.

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

3. Point to the first word of the scrambled shopping list on the board. Ask *What is this?* and wait for an answer. If necessary, give clues by a) writing the first letter, b) miming drinking a cup of coffee, or even c) holding up the *coffee* flashcard.

4. Refer to Exercise 2. Ask the students to unscramble the other shopping items. Point out that the pictures can help. Monitor, and invite early finishers to help another student.

Key:

coffee, milk, sugar, bananas, chicken, bread, potatoes, orange juice

5. Ask *Do you need coffee?* and, pointing to the word on the list, nod and say *Yes, I need coffee*. Ask the students to repeat *I need coffee*. Next ask *Do you need milk?* and, pointing to the next scrambled letters on the list, elicit the response, *Yes, I need milk*. Ask the students to repeat *I need milk*. Repeat until you have gone through all the items on the list. Now ask *Do you need tea?*, look at the list and say, whilst shaking your head, *No, I don't need tea*. Ask the students to repeat *I don't need tea*. Repeat with other revision items if necessary (e.g., salt, soft drinks, fish, meat, pasta, carrots, salad), and write the following on the board for reference:

Do you need coffee? Yes, I need coffee.
Do you need tea? No, I don't need tea.

6. Point to your shoes and say *Shoes – repeat, please – shoes*. Clarify that one is *shoe* and two are *shoes*. Next, write your shoe size on the board and say (for example) *I take size 39. What size do you take?* You may have to repeat with gestures, but the students should finally realize you are talking about the size of your shoes and respond by saying the size of their feet.

Shoe sizes

The example given is in a European size, but as long as there is consistency British sizes can be used. In this case, the word *half* will need to be introduced and explained. If some students don't know their shoe size, they can guess by comparing with their classmates.

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7. Using gesture, ask the students to line up according to the size of their shoes, with the smallest feet at one end and the largest at the other. Check they are in the right order by asking each of them *What size do you take?* After asking the first two or three students the question, invite a confident student to ask the next student the same question. When every student has given an answer, write the question on the board.

8. Now introduce the articles of clothing you are wearing by pointing to them and naming them one by one, asking the students to repeat each time. (Remember to only use the nine new vocabulary words on the flashcards.) Allow time between pointing and naming to allow students to give the answer if they already know it. Use the flashcards to introduce the remaining clothes.

9. Point to the outline figure on the board. Using gesture, invite a confident student to come to the board and draw on some clothes. Read the following, pausing to allow time for the student to draw the appropriate item of clothing:

He is wearing a t-shirt, trousers and shoes.

10. Refer to Exercise 3 and, using gesture, tell the students that they will now do the same as was just demonstrated on the board. Read the following, allowing time for the students to draw.

Person 1 is wearing a jumper, a skirt, socks and shoes.

Person 2 is wearing pyjamas and socks.

Person 3 is wearing a shirt, trousers, a coat, socks and shoes.

11. Refer to Exercise 4. Ask the students to name the pictures. After the first response, write the word (*trousers*) on the board and ask *Spell, please?* Invite a confident student to spell it out, and ask the students to label the picture on the worksheet appropriately. After the second item is named (*shirt*), elicit the request *Spell, please?*, writing it on the board if necessary. Spell the word *S – H – I – R – T* and gesture for the students to label the picture. Monitor the students to check that they are spelling it correctly. Continue in the same way for the rest of the pictures.

Key:

1. *trousers*, 2. *shirt*, 3. *t-shirt*, 4. *jumper*, 5. *coat*, 6. *socks*, 7. *shoes*, 8. *skirt*, 9. *pyjamas*

12. Refer to Exercise 5. Elicit the names of each item, and then play Track 1, the chant. Now repeat the chant yourself, and clap out each syllable as you chant. Invite the students to join in.

Acknowledgement: Jazz chants

I learnt how to create simple vocabulary jazz chants from watching a Youtube clip of Carolyn Graham, author of *Jazz Chants*.

Transcript: Track 1

Trousers, pyjamas, shoes!

Trousers, pyjamas, shoes!

Trousers! Pyjamas.

Trousers! Pyjamas.

Trousers, pyjamas, shoes!

13. Write the chant up on the board. Point to each word individually and clap out the syllables. Ask *How many ...?* to elicit *two*, *three* and *one* respectively.

14. Draw figures on the board to represent small, medium, large and extra large. Point to the first one and say *Small – repeat, please – small*. Repeat the process with the other three figures. Now point at the figures randomly and ask *What size?*

15. Write on the board:

S = small

M = medium

L = large

XL = extra large

Refer to Exercise 6. For each label, ask *What is it?*, *How much is it?* and *What size is it?* Write the answers to the first example on the board, then ask the students to copy the answers in the appropriate place on the worksheet. Allow the students time to complete the activity before checking as a group. Now wipe the board.

Key:

1. *t-shirt, medium, £8*
2. *pyjamas, large, £12*
3. *jumper, extra large, £15.99*
4. *skirt, small, £24.49*

16. Refer to Exercise 7. Quickly revise the first vocabulary items. After listening to the first mini-dialogue in Track 2, ask *Trousers or skirt?* and *What size?* If necessary, repeat the procedure until you are sure that all students have understood the exercise. Play the rest of the mini-dialogues, without stopping. Ask the students to compare their answers with a partner, before checking as a group. The final dialogue is tricky as both *small* and *medium* are mentioned. This is to challenge stronger students and can be omitted if you feel your students would simply be confused.

Key:

- | | |
|----------------------|----------------------|
| 1. <i>trousers M</i> | 5. <i>t-shirt L</i> |
| 2. <i>coat S</i> | 6. <i>trousers S</i> |
| 3. <i>jumper XL</i> | |
| 4. <i>skirt M</i> | |

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Transcript: Track 2

1. **Customer:** Excuse me?
Shop Assistant: Yes?
Customer: Do you have these trousers in medium, please?
Shop Assistant: Certainly. Here they are.
2. **Customer:** Excuse me?
Shop Assistant: Yes?
Customer: Can I have this coat in a small size, please?
Shop Assistant: I'll have a look for you.
3. **Customer:** Excuse me?
Shop Assistant: Yes?
Customer: Do you have this jumper in extra large?
Shop Assistant: I don't think so, but I'll just check.
4. **Customer:** Excuse me?
Shop Assistant: Yes?
Customer: Do you have this skirt in medium, please?
Shop Assistant: No, sorry, there are none left.
5. **Customer:** Excuse me?
Shop Assistant: Yes?
Customer: Can I have this t-shirt in size large, please?
Shop Assistant: Certainly. Here it is.
6. **Customer:** Excuse me?
Shop Assistant: Yes?
Customer: Do you have these trousers in small, please?
Shop Assistant: No, sorry, we only have medium left.

17. Refer to Exercise 8. Ask the students to listen to the questions the customer asks in the first mini-dialogue again. Can they complete the missing letters? Check their pronunciation. (Although other forms can be used, this question serves as a suitable model for the students to produce when shopping.)

Singular or plural?

The difference between *these* and *this* can be easily explained by *one / more than one*, but *trousers* may confuse students. Point out the two legs, and be sure to ask the interpreter to explain, if you have one available.

Key:

Do you have these trousers in medium, please?

Do you have this shirt in large, please?

Do you have these pyjamas in small, please?

Do you have this coat in extra large, please?

18. Show the students a loyalty card and ask *What's this?* to elicit the response *Card*. If you feel comfortable doing so, show the students a bankcard, saying *This is a bank card – repeat, please – bank card*. Show other bank cards, one by one, saying *Bank card* each time. Then say *I pay with these cards*. Show the loyalty cards again, saying *I don't pay with these cards*. If you don't feel comfortable doing this, use the images in Exercise 9 of the student worksheet to get the point across.

19. Refer to Exercise 9. Point to each image and ask *Can you pay with this?* Students should write *yes* or *no* next to the image as appropriate.

Key:

loyalty card – no; debit card – yes, credit card – yes; cash – yes

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

Notes for an interpreter – Part 1

- Did the students understand the concept of syllables, when the teacher clapped them out and asked them *How many ...?* Do they hear the different syllables when a word is pronounced?
- Did the students understand the difference between *these* and *this* (especially that, in English, *trousers* are considered plural)?
- Did the student understand the difference between a bank card and a loyalty card?
- 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.

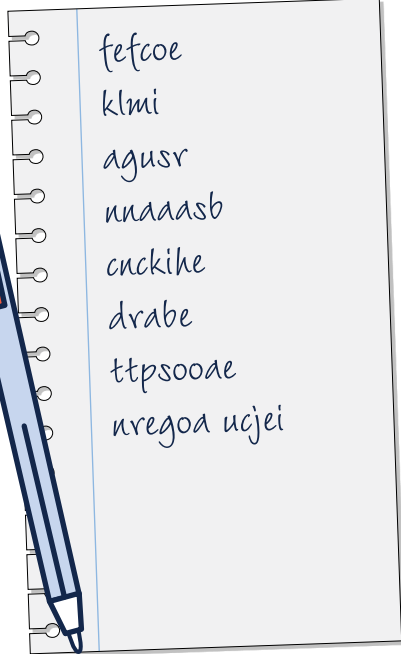
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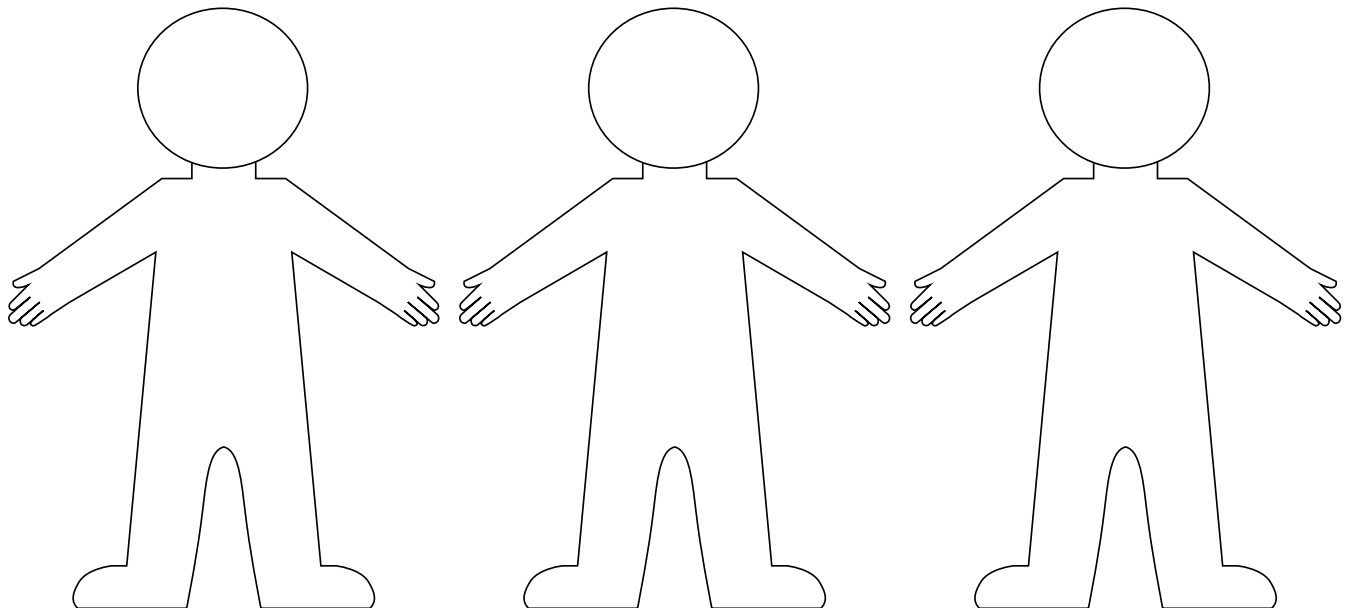
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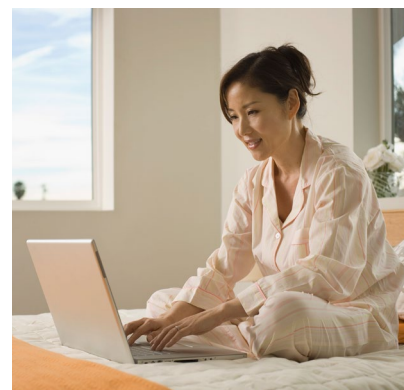
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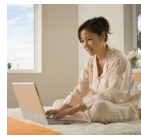
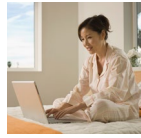
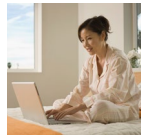
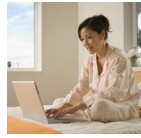
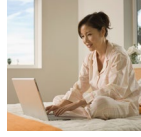
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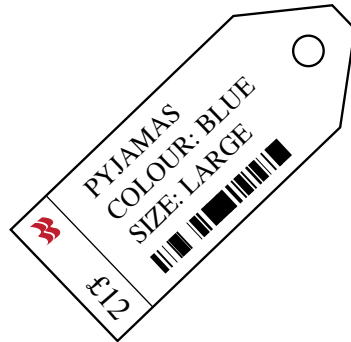
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6



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2. _____
3. _____
4. _____

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Unit 12

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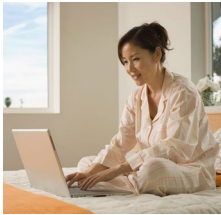
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TEACHER'S NOTES

Unit 12

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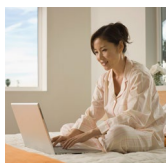
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9

Pay? Yes or No?



Goodbye.



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one stop english



FLASHCARDS

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SHIRT

TROUSERS

COAT

T-SHIRT



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FLASHCARDS

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SKIRT

JUMPER

SOCKS

PYJAMAS



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SHOES