

## Unit 14

**Level:** Beginners

**Age:** Adults

**Time:** Approx. 90 – 120 minutes

**Language objectives:** Active: revision (*rooms; present continuous; days of the week; present simple; time (2); stressed syllables (2); places to visit (park; museum; cinema; beach; church; mosque; market)*). Passive: none.

**Materials:** Unit 14: one copy of the worksheet per student; one set of the new place flashcards (*PARK, MUSEUM, CINEMA, BEACH, CHURCH, MOSQUE, MARKET*); one set of the new room flashcards per pair of students (*BEDROOM, BATHROOM, KITCHEN, LIVING ROOM*). **Materials from Unit 13:** one set of the original room flashcards (*BEDROOM, BATHROOM, KITCHEN, LIVING ROOM*). **Materials from Unit 11:** one copy of the *SUPERMARKET* flashcard. **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 13.
- 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 *out and about* is to be covered in Unit 14, 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

- Print out the new, updated flashcards of *bedroom, bathroom, kitchen* and *living room* (one set per pair of students) along with one set of the new flashcards of place (*park, museum, cinema, beach, church, mosque, market*) and copies of the worksheet.
- Bring in the *supermarket* flashcard from Unit 11.
- Bring in the flashcards of the family from Unit 7 (*Joe, Sarah, Charlie and Helen*).
- Bring in, if possible, a toy clock.
- Bring in blank sheets of A4 paper.

### 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. Hold the new flashcard of the living room, with the picture facing you and not the students. Say the first sentence, *It's a living room*, and draw a picture of a room with a sofa and a television in it on the board. Then say, *It's seven o'clock*, and add a clock with the hands showing seven o'clock to the board drawing. Next say *Charlie's in the living room. He's watching television* and draw a boy watching television. Hopefully the students now have the idea of what a picture dictation is.

3. Put the students into pairs, and give one person in each pair the picture of the kitchen. Demonstrate that it must be hidden from their partner. Give the other students a sheet of A4 paper and monitor the activity, helping with vocabulary if necessary.

4. Students should now change roles and repeat the activity with the picture of the bedroom.

5. On the toy clock, put the hands to two o'clock. (Draw it on the board if you don't have a clock.) Say *What time is it?* and wait for the answer *It's two o'clock*. Repeat the process, introducing minutes. For example, *2.05, 2.10, 2.15* and so on until the students are comfortable with the form. Encourage them to also ask the question. Write both the question and sample answers on the board.

### Telling the time

At this level, the form *two-o-five, two ten, two fifteen*, etc is sufficient and is the least complicated way of telling the time.

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

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7. Refer to Exercise 2. Give the students time to complete the answers. (You should clean the board beforehand!)

**Key:** *What time is it? six o'clock, eleven thirty, seven thirty-five, one fifty, four ten*

8. Hold up the new flashcard of Charlie in the living room. Ask *What's Charlie doing?* to elicit the response *He's watching television.* Next ask *What time is it?* again to establish that it is seven o'clock. Emphasising the first word, *now*, say *Now, it's seven o'clock and Charlie is watching television.* Then, emphasising the first words, *every day*, say *Every day, at seven o'clock, Charlie watches television.* Write the headings NOW and EVERY DAY on the board and write the two sentences under the appropriate heading. Ask the students to read the sentences aloud and monitor their pronunciation.

9. Repeat the above process with the other room flashcards.

**Key (suggested answers):**

*Living room – Now, it's seven o'clock and Charlie is watching television. Every day, at seven o'clock, Charlie watches television.*

*Bedroom – Now, it's eleven o'clock and Sarah is sleeping in her bed. Every day, at eleven o'clock Sarah sleeps in her bed.*

*Bathroom – Now, it's eight o'clock and Helen is having a shower. Every day, at eight o'clock, Helen has a shower.*

*Kitchen – Now, it's three o'clock and Joe is drinking tea. Every day, at three o'clock, Joe drinks tea.*

10. Refer to Exercise 3. Ask the students to copy the sentences from the board in the appropriate place.

11. Write the words EVERY SATURDAY on the board and attach the flashcard of the supermarket next to it. Say *Every Saturday I go to the supermarket – repeat, please – every Saturday I go to the supermarket.* Invite some confident students to repeat the sentence individually to check the pronunciation.

12. Remove the supermarket flashcard and replace it with the one of the park. Say *Every Saturday I go to the park – repeat, please – every Saturday I go to the park.* Continue introducing the new vocabulary of places in this way. Vary the sentences slightly by changing SATURDAY to other days of the week.

13. Refer to Exercise 4. Ask the students to label the pictures, encouraging the students to ask *Spell, please?* Monitor the students. Write, or invite a student to write, the new words on the board.

14. Hold up the new flashcards of place, one by one, to revise the vocabulary. Clap out the number of syllables and ask students *How many?* for each word. For words of more than one syllable, elicit the stress pattern. Ask the students to write the stress pattern next to the word on their worksheet.

**Key:**

*park*

*museum (oOo)*

*cinema (Ooo)*

*beach*

*church*

*mosque*

*market (Oo)*

15. Refer to Exercise 5. Allow students time to complete the sentences. The last sentence is there to emphasize the difference between every day and, for example, every Saturday.

**Key:**

*Every Saturday I go to the park.*

*Every Sunday I go to church.*

*Every Monday I go to the market.*

*Every Tuesday I go to the museum.*

*Every Wednesday I go to the cinema.*

*Every Thursday I go to the beach.*

*Every Friday I go to the mosque.*

*Every day I go to bed.*

16. Refer to Exercise 6. Show the flashcard of the cinema and ask them *What is this?* Mime that they are going to listen to a cinema recording which gives the times of three films. Say the names of the films two or three times so that the students are familiar with the pronunciation. Play the recording, Track 1, and ask *What time is Casablanca on?* If necessary, play the recording again. Repeat the process for the other two films.

**Transcript:**

Regal Cinema, Thursday the third of November.

Today's performances are:

Rebecca – 2.15

The Third Man – 4.30

Casablanca – 6.45

## Unit 14

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17. Refer to Exercise 7. Ask the students to answer the questions alone before comparing with a partner. Finally, go over the answers as a group.

**Key:**

*The park – open 5am, closed 10pm*

*The museum – open 10am, closed 6pm, open Wednesday, closed Monday*

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

### Notes for an interpreter – Part 2

- Did the students understand the effect that the difference between *now* and *every day* has on the form of the verb?
- Did the students understand the difference between *every day* and *every Saturday*?
- 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.

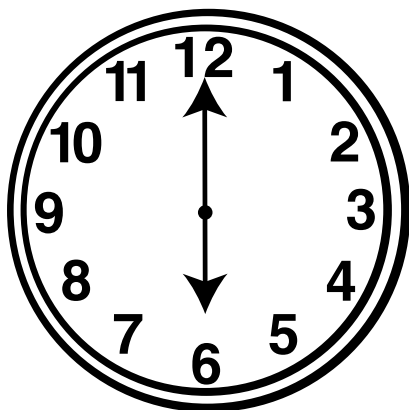
# Absolute Beginners

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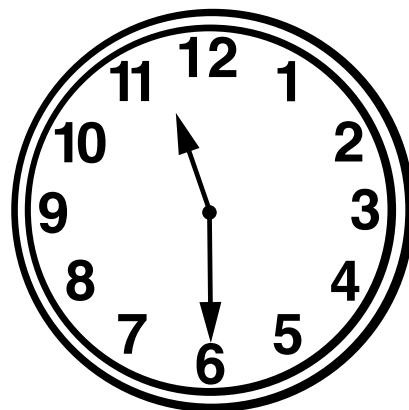
## Unit 14

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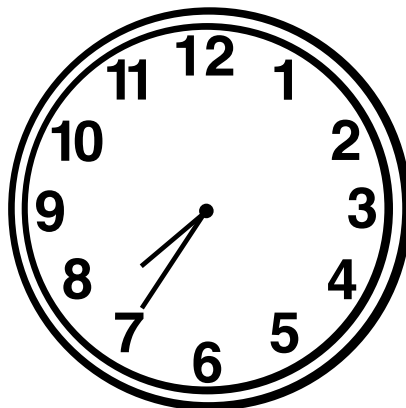
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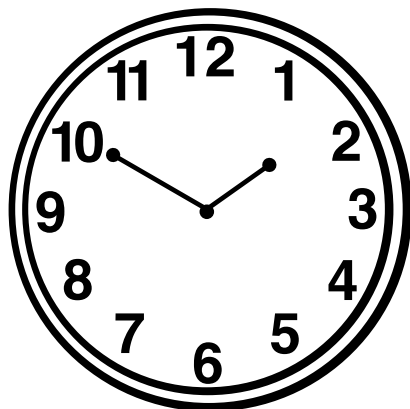
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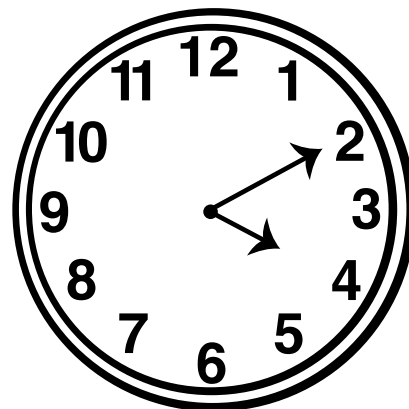
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onestopenglish

## Unit 14

3



NOW

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EVERY DAY



NOW

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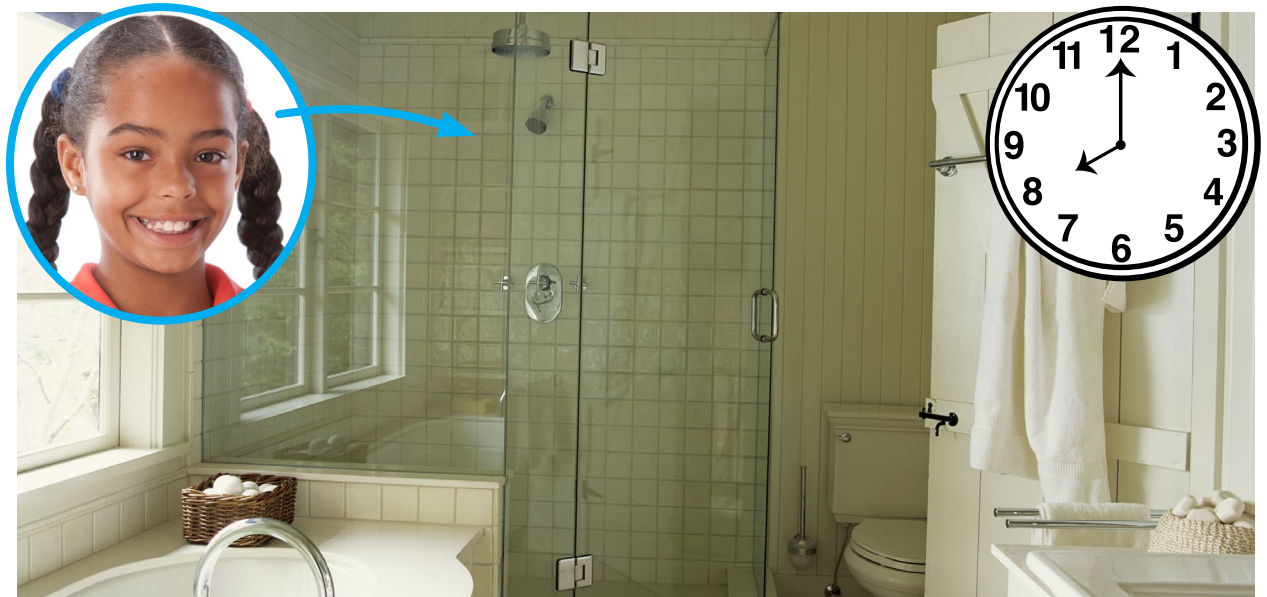
EVERY DAY

WORKSHEET

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## Unit 14



NOW

EVERY DAY



NOW

EVERY DAY

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## Unit 14

4



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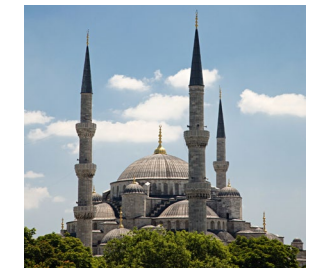
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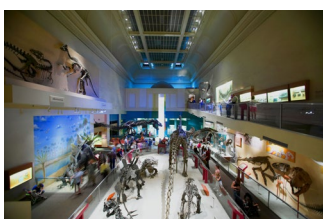
5

Every Saturday I go to the \_\_\_\_\_.



E \_\_\_\_\_ S \_\_\_\_\_ I go to \_\_\_\_\_.

E \_\_\_\_\_ M \_\_\_\_\_ I go to \_\_\_\_\_.



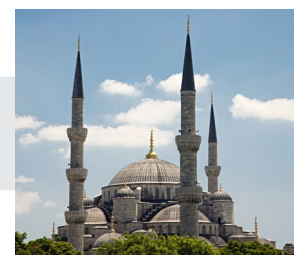
E \_\_\_\_\_ T \_\_\_\_\_ I go to \_\_\_\_\_.

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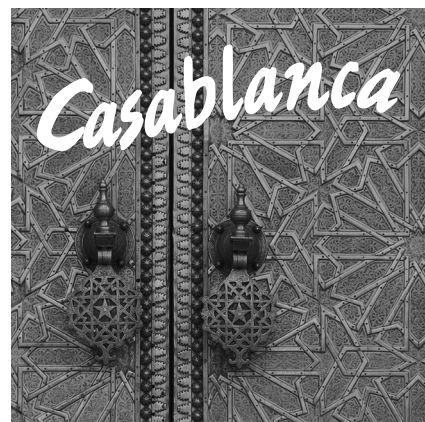
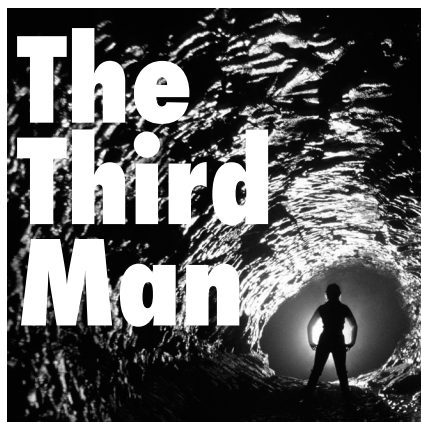
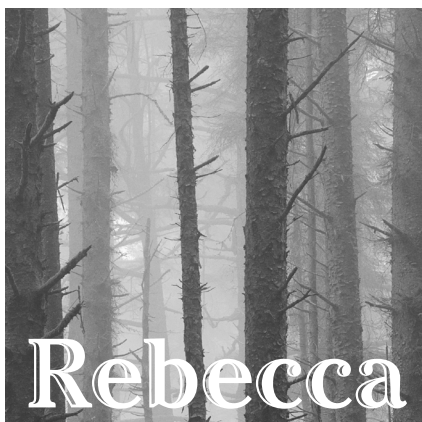


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6



TIME? \_\_\_\_\_

TIME? \_\_\_\_\_

TIME? \_\_\_\_\_

7



When does the park open?

\_\_\_\_\_

When does the museum open?

\_\_\_\_\_

When does the park close?

\_\_\_\_\_

When does the museum close?

\_\_\_\_\_

Is the museum open on Wednesday? \_\_\_\_\_

Is the museum open on Monday? \_\_\_\_\_

Goodbye.



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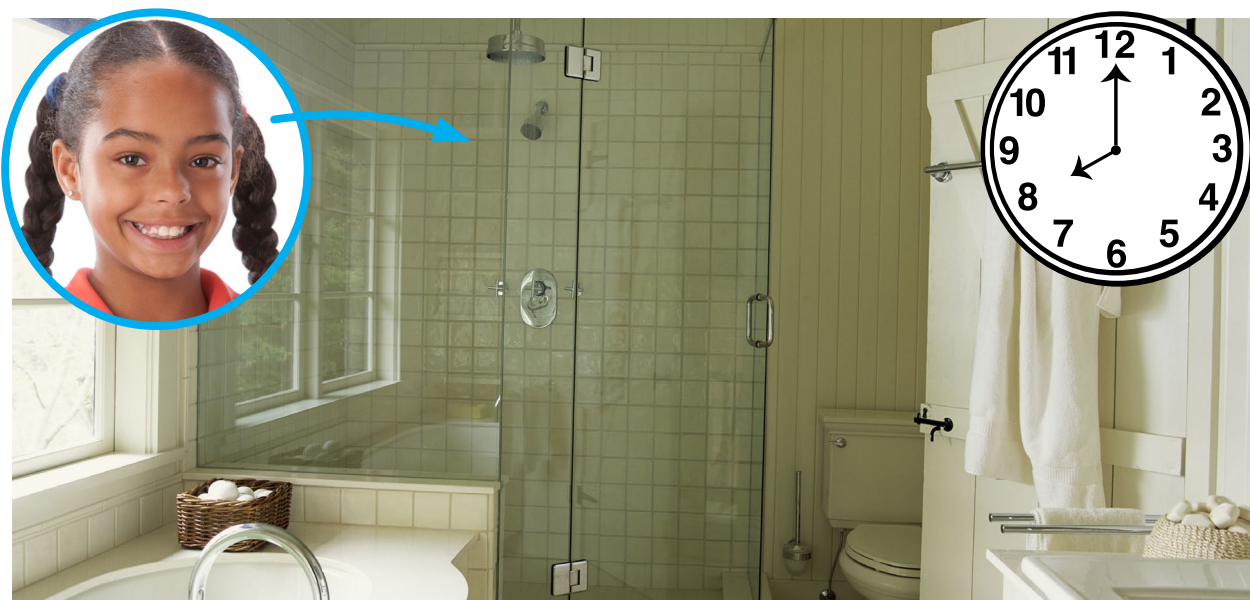


NOW

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EVERY DAY

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NOW

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EVERY DAY

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FLASHCARDS

BEDROOM

BATHROOM

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NOW

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EVERY DAY

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NOW

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EVERY DAY

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FLASHCARDS

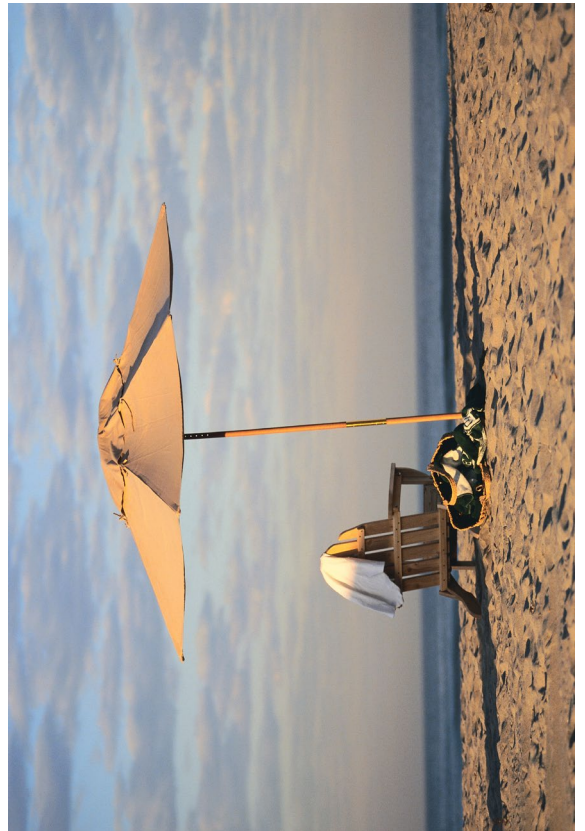
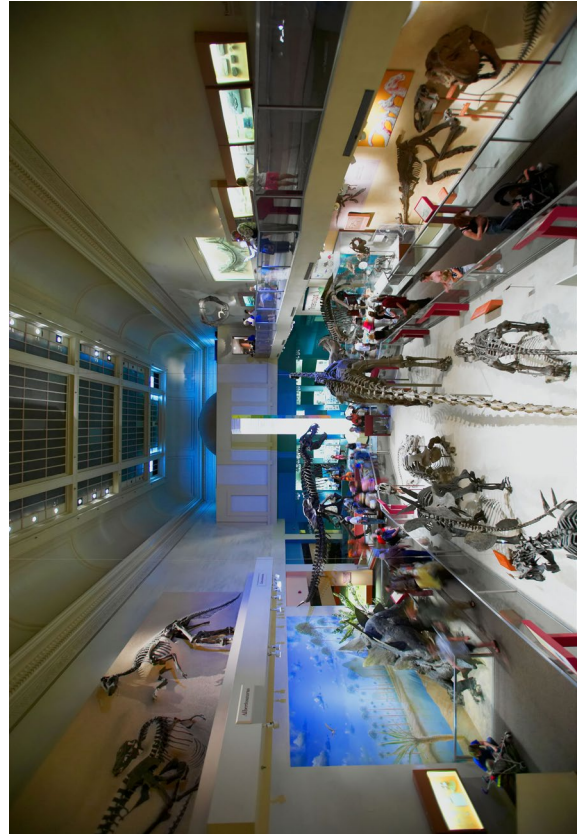
LIVING ROOM

KITCHEN

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FLASHCARDS

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one stop english

PARK

CINEMA

MUSEUM

BEACH

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FLASHCARDS



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one **stop** english

CHURCH

MOSQUE

MARKET

FLASHCARDS