

## Unit 15

**Level:** Beginners

**Age:** Adults

**Time needed:** 90–120 minutes

**Language objectives:** Active: consolidation; usually. Passive: shoe shop.

**Materials:** Unit 15: one copy of the worksheet per student; one set of the Pelmanism cards. Materials from Unit 14: one set of the room flashcards (*BEDROOM, BATHROOM, KITCHEN, LIVING ROOM*). Materials from Unit 13: one set of the original room flashcards (*BEDROOM, BATHROOM, KITCHEN, LIVING ROOM*). Materials from Unit 12: one set of flashcards (*TROUSERS, SHIRT, T-SHIRT, COAT, JUMPER, SKIRT, PYJAMAS, SOCKS, SHOES*). Materials from Unit 11: one set of flashcards (*SALT, SUGAR, EGGS, SOFT DRINK, SHOPPING LIST, SUPERMARKET, RECEIPT*). Materials from Unit 10: one set of flashcards (*TRAIN STATION, TICKET*). Materials from Unit 9: one copy of the *TRAIN, BUS, CAR, PLANE, TAXI* flashcards. Materials from Unit 6: one set of flashcards (*CHICKEN, FISH, BREAD, MEAT, PASTA, RICE, WINE, SALAD, JUICE, BEER, CARROT, ORANGE, POTATO*). Materials from Unit 4: one set of flashcards (*APPLE, BANANA, SANDWICH, BISCUIT*). Materials from Unit 3: one set of flashcards (*COFFEE, TEA, MILK, WATER*).

### Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 14.
- Ask them to explain to the students that this lesson is a consolidation of past units, especially Units 11 to 14.
- 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 Pelmanism cards and copies of the worksheet.
- Bring in blank sheets of A4 paper.
- Bring in the two sets of room flashcards (*BEDROOM, BATHROOM, KITCHEN, LIVING ROOM*) from Unit 13 and 14.
- Bring in the clothes flashcards (*TROUSERS, SHIRT, T-SHIRT, COAT, JUMPER, SKIRT, PYJAMAS, SOCKS, SHOES*).
- Bring in the food and drink flashcards (*COFFEE, TEA, MILK, WATER, APPLE, BANANA, SANDWICH, BISCUIT, CHICKEN, FISH, BREAD, MEAT, PASTA, RICE, WINE, SALAD, JUICE, BEER, CARROT, ORANGE, POTATO, SALT, SUGAR, EGGS, SOFT DRINK, SHOPPING LIST, SUPERMARKET, RECEIPT*).

- Bring in the transport flashcards (*TRAIN, BUS, CAR, PLANE, TAXI, TRAIN STATION, TICKET*).

### 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. Ask *What time is it?* and write that on the board too.
2. Quickly revise the vocabulary of rooms in a house.
3. Tell the students that you are going to describe your own house. Draw a basic plan of your own house or flat (either truthfully or a fictitious one!) on the board. Describe it, saying, for example, *There are two bedrooms, a living room, a kitchen and a bathroom in my house. This is my kitchen. This is my living room.* Label the rooms and introduce any new vocabulary as it arises.
4. Hand out sheets of blank A4 paper. Students should now draw a plan of their own house or flat. Working in pairs, they should now describe their own house or flat to their partner, following your example. Circulate and provide any new vocabulary as required.
5. At the end of the activity, review the new vocabulary with the whole class.
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. Ask the students to write sentences describing their house or flat. Circulate and help as necessary.
8. Hold up the flashcards of rooms from Units 13 and 14. Revise describe rooms and what the people are doing. If the students find this easy, stop after a couple of rooms.
9. Refer to Exercise 3. Ask the students to complete the sentences describing the pictures. They should then compare their answers with a partner before the group correction.

**Key:**

*This is Helen's bedroom. It is ten o'clock. She's sleeping.  
This is their kitchen. It's three thirty. They are drinking tea.  
This is their bathroom. It's seven forty five. Charlie's having a shower.  
This is their living room. It's nine fifteen. Sarah's watching television.*

10. Arrange the Pelmanism cards face down on the table, with the picture ones placed randomly on one side and the ones with the written word on the other. Demonstrate turning over a card from each side, and make a show of naming the picture one and reading out the written word on the other. If they don't match, carefully put them back, face down, in their original place. Keep trying (you can also invite confident students to try) until a match is found. Then make a show of being pleased with the success and placing the pair on the table in front of you. Continue until all students have understood the game.
11. Set up a new game and let students take turns to play. When there are no cards left, count the number of pairs each student has. The winner is the one with the most pairs.
12. In turns, ask the students to describe what another student is wearing. Continue until all students have been described. (Start the activity by describing what a confident student is wearing. The last student will describe what you are wearing. It may help to have students in a circle for this activity, so it is obvious whose turn is next.)
13. Following the model *I usually wear a shirt and trousers, and today I'm wearing a shirt and trousers*, tell the students something true about the way you usually dress and the way you are dressed today.

If possible, say a similar sentence about one or two of the students. For example: *Thomas usually wears black trousers, and today he is wearing black trousers* or *Shazia usually wears a sari, and today she is wearing a sari*. Ask the students to repeat the sentences and write them on the board. Isolate the word *usually* and give a basic idea of its meaning by saying something like *I wear trousers on Monday, Tuesday, Wednesday, Thursday, Saturday, Sunday but NOT Friday, so I USUALLY wear trousers*.

### Usually

The adverbs of frequency will be formally introduced in Unit 17, and so a basic understanding of usually as a concept is sufficient at this stage.

14. Refer to Exercise 4. Ask the students to complete the sentences. They should then compare their answers with a partner before the group correction.

**Key:**

*Sarah usually wears a white shirt and a black skirt, but today she's wearing a white t-shirt and a green skirt.  
Joe usually wears a blue jumper and brown trousers, but today he's wearing a red jumper and blue trousers/jeans.  
Charlie usually wears a blue coat and brown shoes, but today he's wearing a green coat and red shoes.  
Helen usually wears a yellow shirt and a blue skirt, but today she's wearing a blue dress.*

15. Place all the flashcards you've brought in (rooms, clothes, food and drink, and transport) in a pile in the middle of the table, picture side up. Make sure the cards are mixed so that the students cannot anticipate what card will be next. Students take it in turns to name the item on the top card. Make sure it is pronounced correctly. If they are wrong, the card goes to the bottom of the pack; if they are right they keep the card. The winner is the one with the most cards at the end of the game.
16. Refer to Exercise 5. Play the audio file, Track 1, and allow students time to compare their answers before playing the file again. Check the answers as a group.

**Key:**

*Every Saturday Mary buys meat, vegetables, soft drinks and biscuits.  
Sarah usually shops on Monday.  
Today Sarah is buying chocolate and orange juice.*

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### Transcript

Sarah: Hello, Mary. How are you?  
Mary: Hi, Sarah. I'm fine thanks. How are you?  
And the family?  
Sarah: We're all very well, thanks. Are you doing  
the weekly shop, Mary?  
Mary: Yes, every Saturday I buy all the meat,  
vegetables, soft drinks and biscuits for the  
week. And you, Sarah?  
Sarah: I usually shop on Monday, but today I'm  
buying chocolate and orange juice for  
Helen. She's going to the park to play  
football this afternoon.  
Mary: Good for her! I'll let you get on, then. Nice  
seeing you, Sarah. Goodbye.  
Sarah: Goodbye. See you soon.

17. Refer to Exercise 6. Give the vocabulary shoe shop for the first picture, and quickly check the names of the other places. Play the first dialogue of Track 2 and ask Where? Elicit the reply Station and ask the students to write the number 1 under the picture of a station. Play the other dialogues without pausing. Students should then compare their answers with a partner before the group correction.

### Key:

*shoe shop* – 4                      *museum* – 2  
*market* – 5                         *cinema* – 6  
*supermarket* – 3                 *train station* – 1

### Transcript:

1. A: How can I help you?  
B: A return ticket to London, please.  
A: Are you coming back today?  
B: Yes.  
A: That's £11.60, please.  
B: Can I pay by card?  
A: Certainly.  
2. A: Can I help you?  
B: Does it cost anything to visit the museum?  
A: No, it's free.  
B: What time does it close?  
A: At five o'clock. You've plenty of time.  
B: Thanks.

3. A: Hello.  
B: Hello, how are you today?  
A: Fine, thanks.  
B: Do you need any bags?  
A: Yes. Two, please.  
B: Do you have a clubcard?  
A: No, I don't.  
B: OK, that's £23.46, please.  
4. A: Can I help you?  
B: Can I try these shoes in a size 36, please?  
A: Certainly.  
5. A: Can I have two kilos of potatoes, one kilo  
of carrots and one kilo of onions, please?  
B: Certainly. So that's one kilo of carrots  
and onions and ... How many potatoes  
did you say?  
A: Two kilos.  
B: Here you are.  
A: Thanks.  
6. A: Can I help you?  
B: I'd like two tickets to the film Rebecca, please.  
A: Certainly. It starts in fifteen minutes.  
B: Great. Thanks.

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

### Notes for an interpreter – Part 2

- Did the students understand the word usually?
- 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

by Frances Marnie

## Unit 15

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

2



My house

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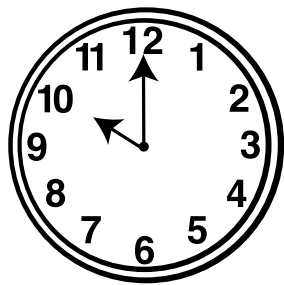
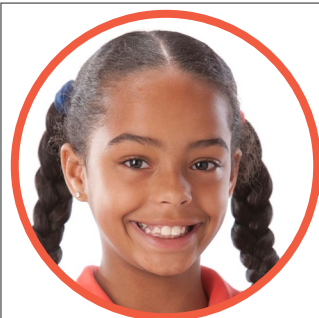
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# Absolute Beginners

by Frances Marnie

## Unit 15

3

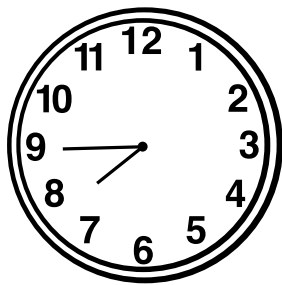


This is Helen's b \_\_\_\_\_. It is \_\_\_\_ o' \_\_\_\_\_.  
S \_\_\_\_ ' s \_\_\_\_\_.

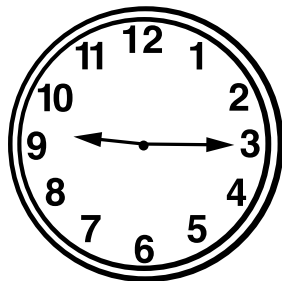


This is their k \_\_\_\_\_. It's three t \_\_\_\_\_.  
They are d \_\_\_\_\_ t \_\_\_\_\_.

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This is their b \_\_\_\_\_. It's s \_\_\_\_\_ f \_\_\_\_\_.  
f \_\_\_\_\_. Charlie' \_\_\_\_ h \_\_\_\_\_ a s \_\_\_\_\_.



This is their l \_\_\_\_\_ r \_\_\_\_\_. It's n \_\_\_\_\_ f \_\_\_\_\_.  
Sarah' \_\_\_\_ w \_\_\_\_\_ t \_\_\_\_\_.

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## Unit 15

4







usually wears  and  but today  
she's wearing  and .






u\_\_\_\_\_ w\_\_\_\_\_  and   
but t\_\_\_\_\_ he's w\_\_\_\_\_  and .



\_\_\_\_\_  and  but  
\_\_\_\_\_  and .



\_\_\_\_\_  and   
but \_\_\_\_\_ .

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## Unit 15

5



Every Saturday Mary buys

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

Sarah usually shops on \_\_\_\_\_

Today Sarah is buying \_\_\_\_\_  
and \_\_\_\_\_.

6



\_\_\_\_\_



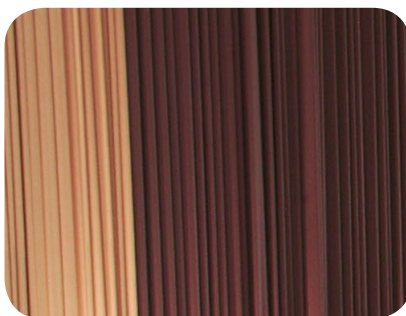
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Goodbye.














# Absolute Beginners

by Frances Marnie

## Unit 15

			
			
	SHIRT	TROUSERS	COAT
T-SHIRT	SKIRT	JUMPER	SOCKS
PYJAMAS	SHOES		