

Unit 4

Level: Beginners with no previous knowledge of Roman script

Age: Adults

Time: 90-120 minutes

Language objectives: Active: *What's his / her name?, Where does he / she come from?, countries, banana, apple, biscuit, sandwich.* Passive: *What's missing?, Do you ...?, Does he / she ...?*

Key skills: speaking, reading, listening, writing

Materials: Unit 4: one copy of the worksheet per student; one set of flashcards (*APPLE, BANANA, SANDWICH, BISCUIT*); one map of the world or globe; **Materials from Unit 3:** one copy of the lower-case alphabet formation sheet, one copy of one set of flashcards (*TEA, COFFEE, WATER, MILK, HOUSE*).

Materials from Unit 2: one set of flashcards (*TELEPHONE, MAN, WOMAN, BOY, GIRL*); one *HELLO* sign; one *GOODBYE* sign. **Materials from Unit 1:** one set of alphabet cards per pair of students (laminated, if possible); one set of flashcards (*PEN, BOOK, TABLE, CHAIR*); one *REPEAT PLEASE* sign; one *SPELL PLEASE* sign

Notes for an interpreter – Part 1

If an interpreter is available (e.g. a family member or friend of the student who speaks good English), try to follow the steps below before or at the start of the lesson.

- Ask if there were any misunderstandings from Unit 3.
- 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

- Put the alphabet (upper & lower case) sheet on the wall for reference.
- Print out number sheet (1 – 20 with written form in upper case & lower case) and *REPEAT PLEASE, SPELL PLEASE, HELLO* and *GOODBYE* signs on the classroom wall.
- Write the following on the board:
HELLO, HOW ARE YOU?
FINE THANKS, AND YOU?
VERY WELL, THANKS.

Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response. If the students say nothing, continue smiling to show that this is an understandable response at this stage. Repeat *Hello, how are you?* and point to the dialogue on the board. If necessary, model the exchange with a confident student.

2. Erase the words *HOW ARE, FINE THANKS* and *VERY WELL* from the greetings dialogue on the board. Using gesture, ask the students to practise the dialogue in pairs. Encourage the students to help each other and be ready to supply missing words if necessary.

3. Using gesture, ask the students to stand up and come to join you in front of the board. Ask a confident student (Student A) *What's your name?* and then ask them to *spell please*. Write their name on the board in upper-case letters as they spell it out. Now, give Student A the pen and gesture to them to ask another student (Student B) *What's your name?* and *spell please*. Student A writes Student B's name on the board. Continue until every student has had a turn. The final student should ask you the questions.

4. Underneath your name, re-write it in lower case, e.g:

SUSAN SMITH

Susan Smith

Using your finger to underline the words, read your name as it appears in both forms and say *same*. Repeat until the students appear to have understood that both forms represent the same sounds.

Unit 4

Lower-case letters

In this unit, the students will learn to read lower-case letters in context, through a matching activity, copying text and reading previously learned vocabulary. Although, it is important to introduce sentence case, it is not necessary to explain why names and countries start with a capital letter at this stage. The students will build up an understanding of when and where this is used over time.

5. Hand out the student worksheets and refer to Exercise 1. Ask the students to write their name in the space provided, firstly in upper-case letters, and then using both upper- and lower-case letters as appropriate. If the students are struggling, show them the alphabet formation sheet from Unit 3, and gesture to them to refer to their own copy.
6. Refer to Exercise 2. Model the matching exercise on the board. Erase it and ask the students to match the two forms on the worksheet.
7. Ask another confident student (Student A) *What's your name?* Ask them to *spell please*, then ask *Where do you come from?* Using gesture, indicate that Student A should now ask another student (Student B) the same questions. Continue around the group until all students have asked and answered the questions.
8. Using the map of the world (or globe), point to the students' countries of origin and ask them to name them. If the following countries are not included, then point to them and name them: *India, Colombia, USA*
9. Write the numbers from 0-9, in random order, on the board and check that all students are able to name them. Now write 0795 426 318 on the board and ask *What's this telephone number?* Encourage all students to read the number in unison.

Mini-revision

Simple and quick revisions, such as asking the students to recite the telephone number written on the board, are a great way of checking whether the students have successfully learned what you have taught them, and also whether they are operating at the same level. It is a good idea to note those members of the class who are struggling and speak to (or write to) their interpreter, encouraging them to practise aspects of the course that are challenging for them.

10. Write the following on the board:

Mary Janes

0767 283 159

Refer to Exercise 3. Here, the students will listen to four conversations in which four different people will give their names and telephone numbers. The students need to correct the information in the profiles on their worksheets to reflect the audio. As this concept will be difficult for students to understand, conversation 1 will be used as an example. Play Track 1, conversation 1 on the audio file and, using your finger, underline the information on the board. When you reach the first spelling error (*James*, not *Janes*), stop and shake your head. Change the *n* to an *m*. In the same way, correct the error in the telephone number. Pause the audio before conversation 2. The students should now understand that they must spot and correct the errors in the remaining three profiles. Play conversation 2 and check both students' understanding of the activity and their answers. Play the second conversation and encourage the students to correct the second form on their worksheet. If they have not understood the task, then model it by playing the conversation again and writing the answers, as they are heard, on the board. Ask the students to complete the rest of the listening exercise.

Unit 4

Transcript:

- A: What's your name?
B: Mary James
A: Could you spell that, please?
B: M-A-R-Y J-A-M-E-S
A: M-A-R-Y J-A-M-E-S?
B: Yes, that's right.
A: Thank you. What's your telephone number?
B: 0767 283 149
A: 0767 283 149?
B: Yes.
A: Thank you.
- A: Can you give me your name, please?
B: Atul Amra
A: Could you spell that, please?
B: A-T-U-L A-M-R-A
A: A-T-U-L A-M-R-A?
B: Yes.
A: Thanks. And what's your telephone number?
B: 0733 845 719
A: 0733 845 719?
B: Yes, that's right.
A: Thank you.
- A: Can you tell me your name, please?
B: Luis Alferéz
A: Could you spell that, please?
B: L-U-I-S A-L-F-E-R-E-Z
A: L-U-I-S A-L-F-E-R-E-Z?
B: Yes.
A: Thanks. And what's your telephone number?
B: 0774 636 982
A: 0774 637 982?
B: Yes.
A: Thank you.
- A: What's your name, please?
B: Sara Brown
A: Could you spell that, please?
B: Yes, it's S-A-R-A B-R-O-W-N
A: S-A-R-A B-R-O-W-N?
B: Yes.
A: Thanks. What's your telephone number, please?
B: 0732 152 625
A: 0732 152 625?
B: Yes, that's right.
A: Thank you.

Exercise 3

As well as enabling the students to practise letter names and the numbers 1-9, this exercise also incorporates several new elements:

- *zero* – As the majority of the speakers in this exercise are from outside of the UK, *zero* is used instead of *oh* to pronounce 0. You may wish to teach this prior to the exercise or note it after playing the audio file.
- *error correction* – This will really test the students' knowledge of the alphabet and is an important exercise as they will need to spell their names in their daily lives and the person dictating may get this wrong.
- *accents* – It is helpful for the students to get used to hearing different accents, especially if they live in a large city with a large migrant population.

11. Point to the photo of Atul and ask the students *What's his name?* Accept the simple answer of *Atul* at this stage. If a student attempts *His name is Atul*, praise the effort and help them to phrase it correctly. If not, point again to the picture of Atul and say *His name is Atul*. Then ask *What's his telephone number?* and write the number on the board, correcting if necessary and listening to the audio again. Then ask *Where does he come from?* Although this information was not given in Track 1, it is present on the worksheet. Point to the relevant country name (India) and await a response. If no students offer an answer, point to India on the world map, which should prompt an answer. Repeat with Luis and Sara, using the forms *What's her name?*, *What's her telephone number?* and *Where does she come from?* for Sara.

12. Pointing to the photo of Atul again, ask *What's his name? Repeat please*. When the students have all repeated *What's his name?*, write the question on the board. Repeat the question, underlining the words with your finger as you say it. Model the answer *His name is Atul*. Ask the students to repeat this before writing the sentence on the board. Repeat for Mary, Luis and Sara.

13. Ask students *What's his / her telephone number?* and *Where does he / she come from?* relating to Mary, Atul, Luis and Sara. Check that the difference between *his / her* and *he / she* is understood by writing the following on the board:

HE	he	SHE	she
HIM	him	HER	her

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Then, point to photos on the worksheet and flashcards of *man*, *woman*, *boy* and *girl*. Ask the students *He or she?*, pointing to the appropriate column on the board as you say the words. The students should then respond.

14. Put the students in pairs and point them to Exercise 3 again. Choose a confident student to exchange the questions *What's his / her name?*, *What's his / her telephone number?* and *Where does he / she come from?* and appropriate answers before gesturing to the students to practise this in pairs. Circulate and provide help if necessary. You may need to write the questions on the board if students are struggling.

15. Refer to Exercise 4. Ask the students to read the dialogue and then to copy it on the lines provided. Check that capital letters have been used when appropriate and that the punctuation has also been copied.

16. Gather the students around a table (or in a circle if you have a large class). Spread all the flashcards from the previous lessons on the table. Check that the students can name them by holding them up one by one, prompting if necessary. Using gesture, ask the students to close their eyes. Remove a card and hold it behind your back. Ask the students to open their eyes and ask *What's missing?* Hopefully, at least one student will be able to answer. Put the flashcard back on the table, with the picture facing upwards. Model the activity again with a different flashcard, then gesture to the student to your left to take the next flashcard, telling the students to close their eyes first. Continue around the table for a few minutes, until the students are all confidently naming the flashcards.

17. Hold up the flashcard of an apple and say *apple* – *repeat please*. Continue, in the same way, to introduce *banana*, *sandwich* and *biscuit*.

18. Say *one apple* and point to the apple flashcard. Write *two apples* on the board and read this aloud. Say *one banana* and point to the banana flashcard. Write *three* on the board and say *three?*, prompting the students to answer with *bananas*. If the students don't respond, say *bananas* and write this on the board. Do the same with the two remaining flashcards, then remove this vocabulary from the board.

19. Put the students in pairs and give each pair a set of alphabet cards. Hold up one of the four new flashcards (e.g. *banana*), say the word and then spell it very slowly. Gesture to the students to identify the correct letters and place the cards in the correct order on the table. Check each pair has done this correctly, then turn the flashcard around to display the correct spelling. Repeat this process with the remaining three flashcards.

20. Refer to Exercise 5. Read the new words and their plurals whilst pointing at the pictures, encouraging the students to join in.

21. Refer to Exercise 6. Using gesture, ask the students to match the words in the text box to the correct image.

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

Notes for an interpreter – Part 2

- The student should continue using his / her vocabulary notebook to record new words.
- Did the student understand the difference between *he* and *she* and between *his* and *her*?
- Did the student understand that plurals are usually formed by adding *s*?
- Is there anything that was not clear?
- The student should practise all the language covered as much as possible before next lesson.
- Did the student understand that names and countries always begin with a capital letter?

Absolute Beginners

by Frances Marnie

Unit 4

1 NAME: _____

Name: _____

2 JOHN Susan Anna ANNA
 Tom John TOM SUSAN



1.
NAME: Mary Janes
TELEPHONE: 0767 283 159
COUNTRY: England



2.
NAME: Atul Amre
TELEPHONE: 0733 945 719
COUNTRY: India



3.
NAME: Luiz Alberez
TELEPHONE: 0774 636 882
COUNTRY: Colombia



4.
NAME: Tara Broun
TELEPHONE: 0732 152 615
COUNTRY: USA

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Unit 4

4 What's his name?

His name's Atul.

What's his telephone number?

0733 845 719

Where does he come from?

He comes from India.

What's her name?

Her name's Sara.

What's her telephone number?

0732 152 625

Where does she come from?

She comes from the USA.

5



banana



apple



biscuit



sandwich



bananas



apples



biscuits



sandwiches

Absolute Beginners

by Frances Marnie

Unit 4

6

woman

man

coffee

pen

books

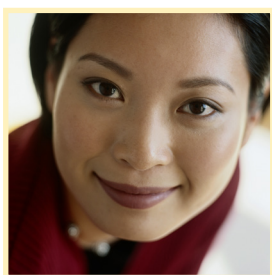
tea

sandwich

biscuit

banana

apple



Goodbye!



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one stop english



FLASHCARDS

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APPLE

BANANA

SANDWICH

BISCUIT