

Unit 8

Level: Beginners

Age: Adults

Time: Approx. 90 - 120 minutes

Language objectives: Active: months, *family, parents, children, they / their*, numbers 31-99.

Passive: *Who's ...? Who are ...?*

Key skills: speaking, reading, listening, writing

Materials: Unit 8: one copy of the worksheet per student; one copy of the calendar; one demo bingo card; one set of cut-out bingo cards – enough for each student; [Materials from Unit 7](#): one copy of the family 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 7.
- Ask them to check with the student if they feel that the lessons are going at the right pace.
- 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.

January

May

June

July

August

etc.

Continue to introduce the other months until the list is complete. Point out that there are capital letters at the beginning of each word.

5. Play Track 1, pointing to each month on the board in time with the chant. Encourage the students to join in.

Before the lesson

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 day is it tomorrow?* and *What day was it yesterday?* When the correct answers have been given, hold up the calendar sheet with the relevant month. Let's assume that the month is May. Write *May* in the middle of the board (to allow space for the preceding months). Say *May – repeat please – May*.
3. Point to the following month on the calendar (in this example, June) and say *June – repeat please – June*. Write *June* on the board, underneath *May*. Continue in this way until December has been taught.
4. Still using the illustrated calendar, go back to the month of January and introduce it. Write it at the top of the board leaving space for the missing months, as follows:

Transcript:

Jan-u-ary, Feb-ru-ary, March, Ap-ril, May, June, Ju-ly, Au-gust, Sep-tem-ber, Oc-to-ber, No-vem-ber, De-cem-ber

Chants

The idea of the chant is to help the students to remember the order of the months. The students are learning twelve new words in quick succession so music or chanting is an effective way to solidify new vocabulary.

Because this is a chant, the pronunciation does differ slightly to how it would naturally occur in conversation. However, the students should understand this and take cues from you as to how to announce the words properly.

6. Refer to Exercise 1 on the student worksheet. Ask the students to write their names in the space provided.

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7. Refer to Exercise 2. Hold up the worksheet and point randomly to a month of the year, e.g. August, and say *August*. Do the same with a different month and encourage the students to join in. Continue pointing to different months until the students are saying the names before you do.

8. Refer to Exercise 3. Say *Listen. What month is it?* and play the first month (September) of Track 2. Point to the example answer on the worksheet. Play the second month and check that the students are writing down the answer in the appropriate space. Play the rest of the file and circulate to help weaker students if needed. Encourage the students to compare their answers before playing Track 2 again. Go through the answers as a class.

Transcript:

1. September
2. May
3. January
4. November
5. June
6. March
7. August
8. February
9. December
10. April
11. July
12. October

9. Stick the four family flashcards on the board and say *This is Sarah's family – repeat please – family*. Draw a circle around the four flashcards and write the word *family* to demonstrate that you are referring to the people as a whole and not to individuals. Point to the parents and say *Sarah and Joe are parents – repeat please – parents*. Draw another circle around Sarah and Joe and write the word *parents*. You can clarify by saying *Sarah and Joe are Helen and Charlie's parents*. Next, point to the children and say *Helen and Charlie are children – repeat please – children*, then draw a circle around Helen and Charlie and write the word *children*. Revise the new words by pointing to the different groups of individuals.

10. Ask a confident student *Are you a parent?* (a yes or no is all that is required by way of response at this point). If they answer yes, ask *How many children do you have?* and wait for a reply. If there is hesitation, prompt by asking *One child? Two children?* Next, ask *What are their names?* and listen to the answer.

Repeat this process with other students until they all seem comfortable answering the questions. Encourage any attempts by students to ask the questions. If a student has one child, use this as another opportunity to stress the word *child* and explain *one child – two children – three children – twenty children but one child!* Write the word *child* on the board. By asking *What is his / her name?*, this is also the occasion to revise his / her.

11. Refer to Exercise 4. Read the opening sentence *This is Sarah's family*. Read the next sentence *This is her family*. If you feel it is useful, you can emphasize the substitution by saying *Sarah's – her*. Repeat this process with the next sentence, emphasizing *Sarah – she / Charlie's – his*, before asking the students to complete the rest of the exercise. As this is potentially a confusing aspect of the language for the students, circulate and help as necessary. Encourage the students to compare answers before playing Track 3 to check the answers as a class.

Transcript:

1. A: This is Sarah's family.
B: This is her family.
2. A: Sarah is Charlie's mother.
B: She is his mother.
3. A: Joe is Charlie's father.
B: He is his father.
4. A: Helen is Sarah's daughter.
B: She is her daughter.
5. A: Helen is Charlie's sister.
B: She is his sister.
6. A: Joe and Sarah are Helen's parents.
B: They are her parents.
7. A: Charlie and Helen are Joe and Sarah's children.
B: They are their children.

12. Refer to Exercise 5. Point to the flashcard of Sarah and ask *Who's this?* When the students have answered, point to Joe and ask *Who's Sarah's husband?* Repeat the process until the students are comfortable with both the questions and answers orally. Now allow time for the students to complete the written exercise. Circulate and check that they are writing the answers in lower-case only. Check the answers as a class.

Key:

1. father; 2. wife; 3. children; 4. brother; 5. daughter;
6. parents; 7. husband; 8. sister; 9. mother; 10. son

Unit 8

Who's ...? Who are ...?

It may be best to avoid drawing attention to the difference between *Who's ...?* and *Who are ...?* at this stage. However, if a student asks simply explain *Who's – one person; Who are – two, three, four people.*

13. Refer to Exercise 6. Read out the first line of items, using rising intonation and pulling a confused face when you come to the last one. Demonstrate crossing it out, saying *a book is not food*. The students may already have got the idea that the game is to find the odd one out but, to check, repeat the process for the second line of items. This time the rising intonation and confused expression is for *pen*. Cross it out, saying *a pen is not a drink*. Allow time for the students to complete the exercise and compare the answers with a partner before checking as a class.

Key: 1. *book (it isn't a food)*; 2. *pen (it isn't a drink)*; 3. *table (it isn't a month)*; 4. *June (it isn't personal information)*; 5. *pence (it isn't a number)*; 6. *banana (it isn't a person)*; 7. *apple (it isn't a plural word)*; 8. *father (it isn't a female family member)*

14. Write some numbers between 1 and 30 at random on the board. Ask the students to name them. They can refer to the printout on the wall if needed. Add the number 31 and allow time for the students to try to name it. Write 32, 35 and 38 on the board and check that the students can all name these numbers. Now write the number 40 and say *40 – repeat please – 40*. Then write the word *forty* next to it. Write the numbers 46 and 47 on the board to check that the students have understood the basic concept of how to say numbers 20-99. Introduce 50, 60, 70, 80 and 90 in the same way.

15. Remove the numbers from the board and refer to Exercise 7. Point to the number 20 on the worksheet and ask *What's this?* When the answer has been given, model looking for the written word twenty in the box, crossing it out and copying it into the space beside the number 20. Repeat with the number 30 if necessary. Allow the students time to complete the exercise. Circulate to check that they are writing down the correct answers.

16. Hold up the demonstration bingo card and model the game by calling a number on the card and crossing it out. Call another number which is not on the card and mime looking at the card and shaking your head to show that it is not there. Continue to model the game until all numbers have been crossed out, then – holding the card up above your head – shout *Bingo!* Distribute

the bingo cards among the students. If you have more than eight students in the class, then you will need to duplicate the cards. Each card can win the game (from number 36 onwards) – which card wins depends on how alert the students are! Read the following list of numbers in order, left to right:

12 99 63 23 59 6 32 46 48 81 21

36 84 65 58 45 74 82 90 2 95 72

98 61 17 56

Pause after calling each number to allow time for the students to check their cards. Keep an eye on the students' cards and encourage the students to shout *Bingo!* when they have crossed out all the numbers. Take the card and show the other students that all the numbers have been crossed out. You could award a prize to the winner.

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

Notes for an interpreter – Part 2

- Did the student understand the game of bingo?
- 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.

Absolute Beginners

by Frances Marnie

Unit 8

1 Name: _____

2



January



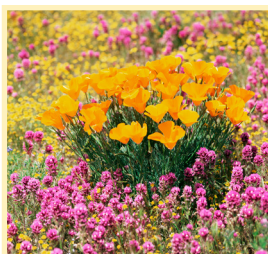
February



March



April



May



June



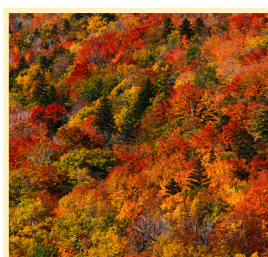
July



August



September



October



November



December

3

1. S E P T E M B E R

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Unit 8

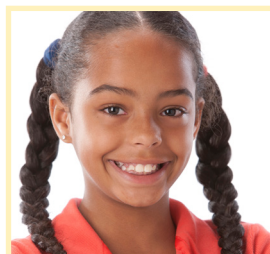
4



Joe



Sarah



Helen



Charlie

she

they

her

his

her

their

his

his

she

they

her

1. This is Sarah's family.

This is _____ family.

2. Sarah is Charlie's mother.

She is _____ mother.

3. Joe is Charlie's father.

He is _____ father.

4. Helen is Sarah's daughter.

_____ is _____
daughter.

5. Helen is Charlie's sister.

_____ is _____ sister.

6. Joe and Sarah are
Helen's parents.

_____ are _____
parents.

7. Charlie and Helen are Joe
and Sarah's children.

_____ are _____
children.

Unit 8

- 5
1. Who's Charlie's _____? Joe
 2. Who's Joe's _____? Sarah
 3. Who are Sarah's _____? Helen and Charlie
 4. Who's Helen's _____? Charlie
 5. Who's Sarah and Joe's _____? Helen
 6. Who are Helen and Charlie's _____? Joe and Sarah
 7. Who's Sarah's _____? Joe
 8. Who's Charlie's _____? Helen
 9. Who's Charlie's _____? Sarah
 10. Who's Joe's _____? Charlie

- 6
- | | | | |
|--------------|------------|----------|------------------|
| 1. rice | pasta | potato | book |
| 2. coffee | water | pen | tea |
| 3. September | January | table | August |
| 4. June | name | address | telephone number |
| 5. twenty | pence | sixteen | twenty two |
| 6. man | woman | boy | banana |
| 7. apple | sandwiches | bananas | biscuits |
| 8. mother | father | daughter | sister |

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Unit 8

7

sixty
seventy

thirty
fifty

ninety
twenty

forty
eighty

20 _____

30 _____

40 _____

50 _____

60 _____

70 _____

80 _____

90 _____

Goodbye



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by Frances Marnie

one stop english



JANUARY



FEBRUARY



MARCH



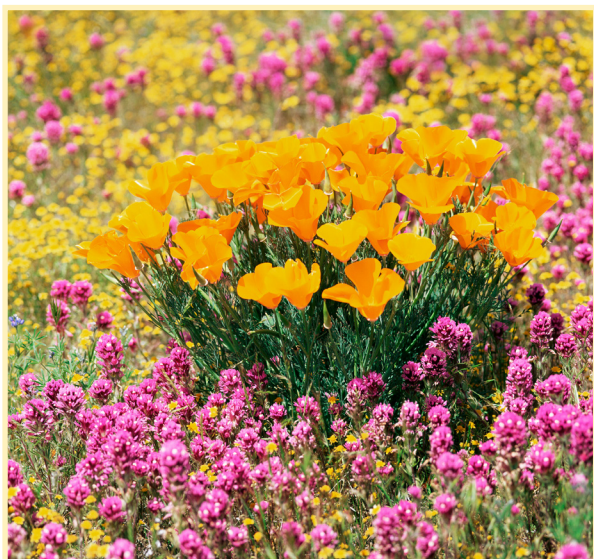
APRIL

CALENDAR

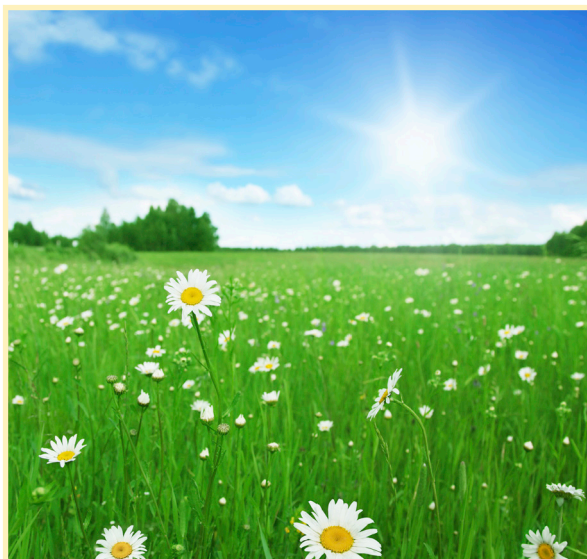
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MAY



JUNE



JULY



AUGUST

CALENDAR

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SEPTEMBER



OCTOBER



NOVEMBER



DECEMBER

CALENDAR

BINGO!



6

12

21

23

36

48

59

65

99

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BINGO!

6	12	21
23	36	48
59	65	99

BINGO!

2	6	21
32	45	46
58	82	99



BINGO!

6	12	23
32	46	48
59	84	95

BINGO!

2	12	21
23	46	58
63	72	90

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BINGO!

12	21	32
36	48	58
82	84	98

BINGO!

2	6	23
36	45	58
61	84	99



BINGO!

2	12	17
21	48	58
63	74	84

BINGO!

2	12	36
45	56	63
72	82	90