

Unit 2

Level: Beginners

Age: Adults

Time: Approx. 90 minutes

Language objectives: Active: alphabet, numbers 0 and 6-9, *What's your telephone number?*, *man*, *woman*, *boy*, *girl*. Passive: *How are you?*, *What's this?*, *thank you*

Key skills: speaking, reading, listening, writing

Materials: Unit 2: one copy of the worksheet and alphabet by sound sheet per student; one numbers 1-5 sheet; one dice per pair of students; one set of flashcards (*man*, *woman*, *boy*, *girl*, *telephone*); one Hello sign; one Goodbye sign; pictures of men, women and children cut out from magazines and newspapers; mobile phone. **Materials from Unit 1:** one set of alphabet cards per pair of students (laminated, if possible); one set of flashcards (*pen*, *book*, *table*, *chair*) per group of four students; 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 1.
- Enlist their help with Exercises 1 and 2 of the unit and ask them to translate *How are you?* and *fine* for the student. They should not be encouraged to stay for the whole lesson as this may inhibit the student and / or reinforce the student's dependence on an interpreter.
- 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, e.g. by phone or by attaching notes to the student's worksheet.

Before the lesson

- Ensure that you know all the names of your students and how to spell them.
- Stick the *Repeat please*, *Spell please*, *Hello* and *Goodbye* signs to the walls of the classroom so they are visible to the students.
- Write the alphabet (in either upper or lower case) on the board.

Procedure

1. When the students enter, smile and say *hello*. If the student replies with *hello*, smile encouragingly and nod to show that is the right response. If the student says nothing, continue smiling to show that this is an understandable response at this stage. Repeat *hello* and point to the *Hello* sign on the wall. If necessary, model the exchange with a confident student.
2. Ask *How are you?* If the student says nothing, nod and say *fine?* If a student attempts an answer which shows an understanding of the question, nod encouragingly.
3. Introduce yourself, e.g. *My name is Susan Smith*. Ask a confident student *What's your name?* and wait for a reply. Using gesture, indicate that the student should now ask their neighbour *What's your name?* Continue around the class until everyone has asked and answered the question.
4. Hand out one set of alphabet cards per pair of students and gesture to them to spread the letters across the table. Ask several students *What's your name?* and, helping them to respond if necessary, gesture to all the students that you wish them to construct their names with the cards. Once the students have assembled their names (check that they have done this correctly), requesting the most confident student to *Spell please* and pointing to the *Spell please* sign. Praise all effort and all letters correctly named. Help as much as necessary and encourage other students to help if they can. Repeat this process with several students.
Note: If the students are struggling with this activity, play the alphabet chant (Track 1) from Unit 1.
5. Point to random letters on the board and ask the students *What's this?* The students should respond with the correct letter. Continue until the students seem comfortable naming the letters.

Unit 2

6. Say the name of a letter then look for the corresponding alphabet card before holding it up to show the class. Say another letter and gesture to the students that you wish them to find and hold up the correct letter. Continue in this way with other letters. Little by little, the students should all hold up the correct letters.

Observing the students

Asking the students to hold the correct letters up is an effective 'game'. As well as adding an element of competition, the students get the opportunity to demonstrate their understanding. This also provides the teacher with the opportunity to observe who is struggling. You could then contact the interpreter / relative for the struggling student(s), either by phone or in note form on the students' work, asking them to ensure the student(s) practise at home.

7. Now arrange the cut-out letters, one by one, as shown in the alphabet by sound sheet. Give each student a copy of the alphabet (by sound) sheet and play Track 1 (the alphabet by sound), pausing after each row of letters is complete to highlight the fact that they have the same sound. Play Track 1 again in full. Then, encourage the students to read the letter columns as a class. As this is a lot to remember, praise all efforts. The alphabet will be revised in future lessons so this should be seen simply as an introduction to all letter names.

Alphabet by sound

Arranging the alphabet by sound has proved to be a helpful tool for many learners to remember the pronunciation of individual letters. They can initially refer to the columns as an aid when spelling out names, addresses, etc. In time, and with practice, they will no longer rely on the table.

Additional activity: Circle the letter

1. Give each student a copy of the Circle the letter sheet and hold a copy up at the front of the class so the students can see it. Demonstrate saying a letter from row one, e.g. *F*, and circling it. Say 2 - *I* and allow time for students to find the letter *I* in row two.

2. Circulate and help if necessary. When all students have understood the exercise, say 3 - *R*, 4 - *M*, 5 - *E*, 6 - *G*, 7 - *B*, 8 - *T*, 9 - *I*, 10 - *L*.

3. Encourage the students to compare their answers with a partner before checking the answers as a class.

Note: This exercise can be repeated with different letters, as often as necessary. It can be customised to the group, by saying the letters the students find most challenging.

Extension: Read all the letters in row one, underlining them with your finger. Then, ask a confident student to read the letters in row two. Continue until all students have read a list of letters.

8. Write the number 2 on the board and ask *What's this?* Hopefully students will respond correctly, if not prompt them and continue with the numbers 4, 1, 5 and 3. Repeat the process but adding the request *spell please* for each number. Point to the numbers sign on the wall for help and praise all efforts.

9. Ensure the numbers 1-5 are written on the board in order and write the number 6 next in sequence. Hold up six fingers and say *six*. Ask the students to *repeat please*.

10. Divide the students into pairs and give them a dice. Model throwing the dice and say the number that comes up. Allow a couple of minutes for the students to do this in pairs.

11. Write the number 7 on the board. Hold up seven fingers and say *seven*. Ask the students to *repeat please*. Introduce the numbers 8 and 9 in the same way, before pointing to the numbers in a random order to test the students. Finally, write 0 on the board before number 1, hold two closed fists in the air and say *oh*.

Pronouncing the number 0

The pronunciation of 0 is taught as *oh* at this stage as this is the most common way of saying the number in Britain when reading a telephone number. *Zero* will be taught in a later unit once other nationalities are introduced and the students are familiar with the word *same*.

Unit 2

Additional activity: Number dictation

1. Model the activity by saying a number (e.g. six) and writing the number 6 on the board.
2. Repeat the process with another number and hold out the board pen, inviting a volunteer to come and write the number on the board.
3. Say another number and gesture that the students should write it on a piece of paper. Circulate and help if necessary. Continue in this way until you have said all the numbers 0-9.

This activity can be done at regular intervals in class until all students are confident in recognizing the numbers.

Variation: Follow the steps above but get the students to practise writing the numbers 0-9 as words.

12. Hold up the mobile phone. Say *telephone – repeat please*. Ask each student to repeat. Hold up the flashcard of a landline telephone and ask *What's this?* Elicit the word *telephone*. Note: The word *phone* will feature in a later lesson.

13. Hold up one of the strips with a phone number written on it and write the number on the board so the students can see it clearly. Hold the phone next to the number strip and, using gesture, connect the phone with the number. Say *My telephone number is 0734 152 236*.

14. Hand out a phone number strip to each student. Ask the most confident student *What's your telephone number?* Write the number on the board as they say it and check the number they are holding on the strip. Don't correct at this stage and praise all efforts. Repeat three or four times with other students and numbers. Then, put the students in pairs so they can practise the exchange for a couple of minutes.

15. Hand out the student worksheets and refer to Exercise 1. Ask the students to write their name in the space provided.

16. Refer to Exercise 2. Ask the students, either using gesture or modelling the first one, to write the numbers in the box on the correct lines.

17. Refer to Exercise 3. Get the students to read the written form of the numbers 6-9. First, ask them to turn their worksheets over and test them by writing a number from six to nine on the board and getting them to repeat it. Do this several times with different numbers before writing figures on the board (one at a time) and asking students to come to the board and

spell the written form of the number. Repeat several times and encourage all students to participate. Praise all efforts.

18. Refer to Exercise 4. Read the dialogue aloud, following the words with your finger, and complete the dialogue with your own name. Encourage the students to read with you by gesturing to join in or say *repeat please*. Hopefully they will complete the dialogue with their own name. Get the students to read the dialogue as a group first and then invite confident students to read individually. Finally, ask the students to write their own name in the blank space at the end of the dialogue.

19. Refer to Exercise 5. Ask the students to put the text in the correct order by writing the numbers 1-6 in the correct box. The students will find this challenging, e.g. the phrase *Can you spell that, please?* Is introduced. If students are confused by that you can either say *spell please* or point to the *Spell please* sign on the wall to help them. Check the answers as a class.

Key: 3; 1; 6; 2; 4; 5

20. Refer to Exercise 6 and play Track 2. Using gesture (cupping hand to ear), ask the student to fill in the blanks (name and telephone number). Repeat at least three times so the students complete as much as they can. Praise all effort as this will be challenging for them.

Transcript:

- A:** What's your name?
B: Susan Smith
A: Can you spell that, please?
B: S-U-S-A-N S-M-I-T-H
A: Thank you. What's your telephone number?
B: 0754 238 159
A: 0754 238 159?
B: Yes
A: Thank you.

21. Put the students in groups of four and give each group flashcards of a *pen, book, table, chair* and *telephone*, putting the photo face down. Demonstrate with a group by turning over a card and naming it. Using gesture, ask the students to do the same in turns, encouraging peer correction. After a couple of minutes ask the students to *spell please*, demonstrating with a confident student before encouraging other students to do the same in groups. Monitor closely and help where necessary.

Unit 2

22. Refer to Exercise 7. Get the students to turn over their flashcards to display the picture side. Gesture to them to write the words *pen*, *book*, *table* and *chair* under the appropriate photo.

23. Put students in groups of four and divide the cut-out pictures from magazines and newspapers between the groups, spreading them out on the tables face-up. Hold up the flashcard of a man. Say *man* – *repeat please*. Ask each student to repeat. Turn the flashcard around so the students can see the spelling of the word. Ask *man?* and gesture towards the cut-out pictures on one of the tables. Hopefully, students should hold up or point to a picture of a man. If they don't, pick one up say the word. Elicit the *man* again from the students and encourage them to point to a picture of a man and say the word. Pointing to the sign *Spell please* on the wall, encourage the students to spell *man* ensuring that the written side of the flashcard is still visible. Repeat the process to introduce *woman*, *boy* and *girl*.

24. Refer to Exercise 8. Ask the students, using gesture, to copy the words *man*, *woman*, *boy* and *girl* in the space provided.

25. Say *Goodbye* and wait for the students to say goodbye to you. If necessary, prompt the response by pointing to the *Goodbye* sign on the wall.

Notes for an interpreter – Part 2

- The student should continue their vocabulary notebook.
- Did the student understand the meaning of *What's this?* and *thank you?*
- Did the student understand that the alphabet was presented in groups of letters containing the same sound?
- Is there anything that was not clear?
- The student should practise all the language covered as much as possible before next lesson.

Absolute Beginners

by Frances Marnie

Unit 2

1 Name: _____

2

four	two	one	five	three
------	-----	-----	------	-------

1 _____

2 _____

3 _____

4 _____

5 _____

3 6 _____ six _____

7 _____ seven _____

8 _____ eight _____

9 _____ nine _____

Unit 2

4 What's your name?

My name is _____

What's your telephone number?

0762 152 423

5 Can you spell that, please?

What's your name?

0765 432 962

David Donaldson

D-A-V-I-D D-O-N-A-L-D-S-O-N

What's your telephone number?

Absolute Beginners

by Frances Marnie

Unit 2

6 Name:

Telephone number:

7









8











Goodbye

Absolute Beginners

by Frances Marnie

onestopenglish

eɪ	i:	e	aɪ	əʊ	ju:	ɑ:
A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

ALPHABET BY SOUNDS

Absolute Beginners

by Frances Marnie

0734 152 236

0795 915 682

0747 368 912

0736 492 151

0783 478 126

0728 951 236

0754 393 248

0714 183 469



TELEPHONE

TELEPHONE NUMBERS AND FLASHCARD

1 one

2 two

3 three

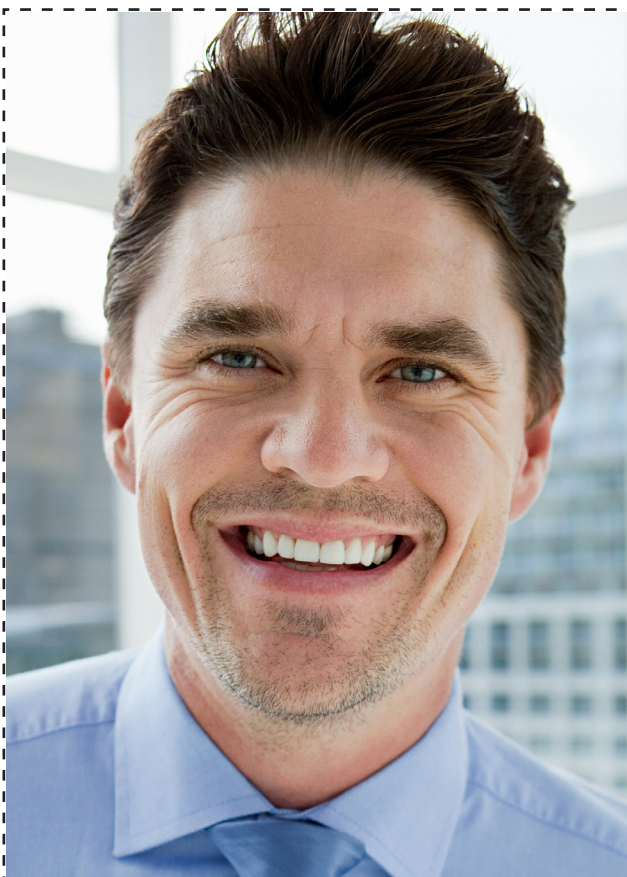
4 four

5 five

Absolute Beginners

by Frances Marnie

one stop english



FLASHCARDS

Absolute Beginners

by Frances Marnie



WOMAN

MAN

GIRL

BOY

Absolute Beginners

by Frances Marnie

onestopenglish



HELLO

SIGN

Goodbye



Absolute Beginners

by Frances Marnie

onestopenglish

1. C O F M
2. R P I A
3. R F A E
4. J M W P
5. T B E V
6. F G K X
7. B E S U
8. K P E T
9. J I D L
10. L O D I

CIRCLE THE LETTER