

Unit 3

Level: Beginners with no previous knowledge of Roman script

Age: Adults

Time: 90-120 minutes

Language objectives: Active: *How are you?, house, postcode*, numbers 10-20, plurals (1), *same*, *Where do you come from?, tea, coffee, water, milk*, alphabet (lower case). Passive: *circle*

Key skills: speaking, reading, listening, writing

Materials: Unit 3: one copy of the worksheet and lower-case alphabet formation sheet per student; one numbers 1-9 sheet; one set of flashcards (*TEA, COFFEE, WATER, MILK, HOUSE*); five pens; five books; one set of coins per pair of students (1p, 2x 2p, 5p, 10p); one map of the world or globe; an envelope

Materials from Unit 2: 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 the previous lesson.
- 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

- Find out which country each student is from.
- Cut out the dialogue.
- Put the numbers 1-9 sheet and *REPEAT PLEASE, SPELL PLEASE, HELLO* and *GOODBYE* signs on the classroom wall.
- Write the following address on the envelope:
Rebecca Lewis
5 Beech Street
Balham
LONDON
SW11 7GP

Procedure

1. When the students enter, smile and say *hello*. If the student replies *hello*, smile encouragingly and nod to show that is the correct 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 each student *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. If a student gives a correct response, ask the other students to *repeat please*.
3. Give each pair of students a set of the cut-out dialogue and keep one for yourself. Arrange your cut-out dialogue on the table in the correct order. Read the sentences on the cut-outs in the correct order and place them on a table. Mix the cards and, using gesture, ask the students to rearrange them in the correct order. Play Track 1 so the students can check their answers. Model the dialogue with a confident student in front of the class, then gesture for the students to practise the dialogue in pairs.
4. Hand out the student worksheets and refer to Exercise 1. Ask the students to write their name in the space provided.
5. Refer to Exercise 2. Read the dialogue (or play Track 1 again) underlining the words with your finger. Encourage the students' to join in. Ask the students to complete the blanks in the gapped dialogue text. The students can refer back to the cut-out strips if necessary as simply copying the dialogue may be a challenge at this stage.

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6. Point to a pen and ask *What's this?* The students should have no difficulty in naming it by now. Ask *spell please* and write *PEN* on the board. Now add a pen and say *two pens – repeat please*. After the students have all repeated this, write an *S* on the board next to the *N* to form *PENS*. Elicit *three pens, four pens and five pens* by introducing more pens holding them up as appropriate. Repeat using, as far as possible, books, chairs, tables and telephones.

7. Hold up one pen in each hand and say *same*. Then repeat using, e.g. two books and two chairs. Hold up a book and a pen and ask *same?* At this point, the students should understand the meaning of the word and respond in a negative manner. Shake your head and say *no*. Point to or pick up two other similar objects and ask *same?* to affirm that the students understand.

The same

The word *same* is a useful one to introduce at this stage as it will help when introducing the lower-case letters at the end of the lesson. Using rising intonation to make it a question can be used to check that the students have understood a meaning or concept at other stages throughout the series.

8. Using the flashcards, revise both the singular and plural form of the items in the previous two steps. Refer to Exercise 3, and get the students to label the pictures (that match the flashcards) correctly.

9. Refer to Exercise 4 on the student worksheet. Point to the numbers in order and say them, encouraging the students to join in. Then point to the numbers at random and ask the students to say the number.

10. Give each pair of students a set of coins (1p, 2 x 2p, 5p, 10p). Hold up a 1p coin and say *one pence*. Introduce the other coins in the same way. Put the 1p and 2p coins on the table and ask *How much is that?* If necessary, model the answer *three pence*. Add the five pence coin and repeat the question *How much is that?* to elicit the answer *eight pence*. Continue to add / subtract coins until all the numbers from 11 to 20 have been introduced and practised. Encourage the students to arrange the correct formations with their set of coins.

11. Refer to Exercise 5. Point to the photos of different combinations of coins and ask *How much is that?* After all the sums have been practised orally, ask the students to match the written sums with the correct photo.

Using coins

Coins have been used in order to introduce the numbers in a meaningful context. Even if they do not go shopping alone, there is a good chance that the students will have already seen these coins. Holding up the two 2p coins also provides an ideal opportunity to check that the meaning of the word *same* has been understood.

12. Hold up the flashcard of the house and say *house*, turning the flashcard around to display the word *HOUSE*. Then, refer the students to Exercise 6. Hold up the envelope which is replicated on the student worksheet, point to the postcode on the envelope and say *postcode*.

Introducing lower-case letters

Lower-case letters are used here as this is the form written on the majority of envelopes. In this instance, it also serves as a forerunner to the introduction of lower case at the end of the lesson. It is highly probable that the students will have seen examples of lower case on some signs already. Lower case letters are not the focus at this point but if students draw attention to them, write the upper-case form on the board and use the word *same* as a simple explanation of its use.

13. Refer to Exercise 7 on the student worksheet. Write two local postcodes on the board, as an example, and read one. Hold out the board pen and invite students to point to the correct one. When it has been correctly identified, circle it. Repeat this process, using *EH3 9PQ* and *EH3 5PQ* (the first postcode options on the worksheet). By now the students should understand what the exercise entails. Play the Track 2 and repeat several times if necessary, checking that the students have understood the exercise. Encourage the students to compare their answers with their neighbour. Write the correct answers on the board.

Transcript:

EH3 9PQ
M14 6BA
YO6 5JE
BN3 2PN
SW17 9HU
RG8 7AE

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14. Refer to Exercise 8. Read one of the postcodes, chosen at random, and wait for a student to point to it. Model if necessary. Put the students in pairs and ask them to read a postcode. The other student should point to it. You may need to ask one pair to show the others what to do.

15. Stick a map of the world to the board or introduce a globe. Point to the country you are from and say, for example, *England – repeat please*. When each student has repeated the word *England* correctly, point to the country of origin of the most confident student and gesture to them to say the name of their country. It's possible that they will already know it. Encourage them to volunteer this information. If necessary, give the name of the country and ask the students to *repeat please*.

Repeat until all the students' countries have been named.

16. Point again to your own country of origin. Elicit the name of the country and then say, for example, *I come from England*. Point to the country of origin of a confident student and say to him / her, *I come from _____*, completing the sentence with the name of their country. For example, *I come from Pakistan*. Ask the student to *repeat please*.

Repeat until all students have said where they come from and write all the students' countries on the board in upper-case letters.

17. Refer to Exercise 9. Read the sentence aloud, underlining the words with your finger. Complete the sentence with your own country of origin. Help each student to complete the sentence with their own country of origin, copied from the board. The students should then copy the complete sentence.

18. Give each pair of students a set of alphabet cards. Hold up the tea flashcard and say *tea – repeat please*, ensuring all students say the word. Point to the sign *SPELL PLEASE* on the wall, encouraging the students to ask you to spell the word. Say *T-E-A* and arrange the alphabet cards on the table, gesturing to the student to do the same with their letters. Put the tea flashcard on the table with the letters *T-E-A* underneath. Repeat the process to introduce *coffee*, *water* and *milk*.

19. Refer to Exercise 10. Ask the students, using gesture, to copy the words *TEA*, *COFFEE*, *WATER* and *MILK* under the appropriate photo.

20. Hand out the upper and lower case alphabet sheets. Write an *A* and an *a* next to each other on the board and say *same*. Repeat with *B* and *b*.

Demonstrate writing the letters *AaAaAa*, etc. on the board and encourage the students to do the same on their new alphabet formation sheets. Point to the other letters, indicating that these should be completed for homework.

21. 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 adding to their vocabulary notebook.
- Did the student understand the *How are you?* dialogue?
- Does the student know what a postcode is?
- 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 the upper and lower case were both representations of the same letter? The students should practise forming both cases at home.

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1 NAME: _____

2 - HELLO, HOW ARE YOU?

- FINE THANKS, AND YOU?

- VERY WELL, THANKS.

- HELLO, ___ ARE ___?

- _____ THANKS, AND _____?

- VERY _____, THANKS.

3















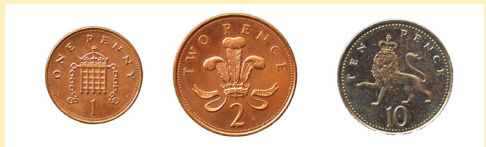

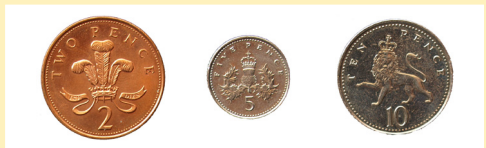





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- 4
- | | |
|----|-----------|
| 11 | ELEVEN |
| 12 | TWELVE |
| 13 | THIRTEEN |
| 14 | FOURTEEN |
| 15 | FIFTEEN |
| 16 | SIXTEEN |
| 17 | SEVENTEEN |
| 18 | EIGHTEEN |
| 19 | NINETEEN |
| 20 | TWENTY |

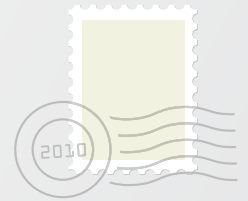
5

	THIRTEEN PENCE
	TWELVE PENCE
	ELEVEN PENCE
	SIXTEEN PENCE
	FIFTEEN PENCE
	SEVENTEEN PENCE

Unit 3

6

Rebecca Lewis
5 Beech Street
Balham
LONDON
SW11 7GP



7

EH3 9PQ

EH3 5PQ

M14 6BR

M18 6BR

YO6 5JE

YU6 5JE

BN3 2TN

BN3 2PN

SW13 9HU

SW17 9HU

RG8 7AE

RG8 7AB

Absolute Beginners

by Frances Marnie

onestopenglish

Unit 3

8 **EH3 9PQ** **CB1 9HU** **YO6 5JE** **SW17 9HU**
BN3 2PN **RG8 7AE** **M14 6BR** **CF5 2DY**

9 I COME FROM _____.

10



TEA



COFFEE



WATER



MILK

GOODBYE



HELLO, HOW ARE YOU?



FINE THANKS, AND YOU?

VERY WELL, THANKS



HOUSE

CUT-OUT DIALOGUE AND FLASHCARD

Absolute Beginners

by Frances Marnie

onestopenglish

1	ONE
2	TWO
3	THREE
4	FOUR
5	FIVE
6	SIX
7	SEVEN
8	EIGHT
9	NINE

NUMBERS 1-9

Absolute Beginners

by Frances Marnie

one stop english



FLASHCARDS

Absolute Beginners

by Frances Marnie



COFFEE

TEA

MILK

WATER

FLASHCARDS

Absolute Beginners

by Frances Marnie

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A a A a

B b B b

C c C c

D d D d

E e E e

F f F f

G g G g

H h H h

I i I i

J j J j

K k K k

L l L l

M m M m

ALPHABET FORMATION 2

Absolute Beginners

by Frances Marnie

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N n N n

O o O o

P p P p

Q q Q q

R r R r

S s S s

T t T t

U u U u

V v V v

W w W w

X x X x

Y y Y y

Z z Z z

ALPHABET FORMATION 2