

Unit 6

Level: Beginners

Age: Adults

Time: Approx. 90 - 120 minutes

Language objectives: Active: *fish, chicken, meat, bread, rice, pasta, salad, wine, beer, juice, orange, carrot, potato*, days of the week. Passive: *today, Where's ...?*

Key skills: speaking, reading, listening, writing

Materials: Unit 6: one copy of the worksheet per student; one set of cut-out food and drink words per pair of students; one copy of the diary page per group of students; one set of flashcards (*FISH, CHICKEN, MEAT, BREAD, RICE, PASTA, SALAD, WINE, BEER, JUICE, ORANGE, CARROT, POTATO*); Blu Tack. **Materials from Unit 4:** one set of flashcards (*BANANA, APPLE, BISCUIT, SANDWICH*). **Materials from Unit 3:** one set of flashcards (*TEA, COFFEE, WATER, MILK*). **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 5.
- Explain that Unit 6 covers the topics of food, drink and days of the week. Ask if they can tell the students this as it will be easier for them if they know what to expect.
- Ask if they can return at the end of the lesson to clarify any language items, if necessary.
- If they are not available at the end of the lesson, agree on the best means of communication.

Before the lesson

- Place all the flashcards depicting food and drink on a table. The new flashcards should be at the bottom of the pile.
- 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. Write the headings *FOOD* and *DRINK* on the board. Lift up the first flashcard from your pile and display the picture side to the class and elicit the name of the item, e.g. *apple*. Using Blu Tak stick the flashcard under the appropriate heading (in this case, *FOOD*). As you do this, say *apples – food*. Turn over the next card, e.g. *coffee*, and elicit the name. Place the card under the appropriate

heading (in this case, *DRINK*) saying *coffee – drink*. Repeat this process until the students have understood that the cards are being divided into the categories of food and drink. When you reach the new items of food and drink in the pile, say the name of the item, e.g. *pasta*, and then say *repeat please – pasta*. By observing the picture, the students should be able to identify whether the item should be placed under the food or drink heading. Show the back of the flashcard so the students can see the word as it is written and then write it on the board underneath the appropriate flashcard. Continue until you have all the flashcards on the board.

3. Hand out the student worksheets and refer to Exercise 1. Ask the students to write their names in the space provided. While they are doing this, remove the flashcards and the names of the food and drink items from the board but keep the *FOOD* and *DRINK* headings.

4. Refer to Exercise 2. Put the students in pairs and give each a set of cut-out food and drink words placed face down. Gesture to them to take it in turns to turn over a cut-out word and place it on the correct picture. The number of letter spaces under each picture should give them a clue. You may need to demonstrate picking up a cut-out word, showing the students and placing it on the appropriate picture. This is a challenging activity with a lot of new vocabulary so, when the students look like they are struggling, hold the new flashcards up one at a time and say, e.g. *potato*, then *repeat please – potato*. The students should then be able to match the remaining words to the pictures. Circulate to check that each pair has correctly named the items and then gesture to the students to write the name of each item under the picture. Placing the name beside the picture helps students, especially those who are visual learners, to remember the vocabulary.

Unit 6

What's this?

When teaching a lot of new vocabulary in one go, it is essential to revise the new words at regular intervals. For example, during the lesson, hold up different flashcards, e.g. *bread* and ask *What's this?* This amount of vocabulary will be a challenge for the students so be exceptionally patient and rest assured that there will be lots of further practice in future units.

5. Refer to Exercise 3. Point to the headings on the board to show that it is the same exercise as they did at the beginning of the lesson. Get the students to complete the exercise by writing each food item from Exercise 2 under the correct heading. Check the answers as a class by asking each pair of students to name an item under each heading and writing them on the board.

6. Refer to Exercise 4. Point to the photos in question 1 and ask *What's this?* to check that the students can name the items. Ask *How much is it?* to check that they are clear about the prices. Play dialogue 1. Allow time for the students to look at the different options again before playing the dialogue a second time. Encourage the students to compare their answers. Play dialogue 1 for a third time, ask a confident student for the answer, then say *coffee – £1.25*. The students should now understand that they have to choose which picture represents the dialogue. Repeat the process for the next three dialogues.

Key:

1.b; 2.d; 3.a; 4.b

Transcript:

- Assistant:** Hello. What can I get you?
Customer: Just a coffee, please.
Assistant: Certainly. That'll be £1.25.
Customer: Here you are.
Assistant: Thanks.
- Assistant:** Hello. How can I help?
Customer: Can I have the fish and rice, please?
Assistant: That'll be £5.20.
Customer: Thanks.
- Assistant:** Yes?
Customer: The chicken with salad and a cup of tea, please.
Assistant: Here you are.
Customer: How much is it?

Assistant: £7.30, please.

Customer: Thanks.

4. **Assistant:** Hello, what would you like?

Customer: A tea and two bottles of water, please.

Assistant: OK.

Customer: How much is it?

Assistant: £4.12, please.

Customer: Thanks.

Listening

The fact that the audio file contains words and phrases that are unfamiliar to the students reflects real life. This exercise is designed to show students that they do not have to understand every word in order to understand the vital points of a conversation. Encourage the students to focus on what they do understand.

7. Put the students in groups of three or four and hand each group a copy of the diary page. Hold up a copy of the diary page at the front of the class. For illustration purposes, let's assume that today is Monday and the students have class on Mondays and Thursdays. Point to Monday on the diary page and say *Today is Monday – repeat please – Monday*. When the students have repeated this, write *Monday* on the board. Say *English class – Monday*. Today is Monday. Circle the capital *M* to draw attention to the fact that days of the week start with a capital. Point to Thursday on the diary page and say *English class on Thursday – repeat please – Thursday*. Point to Monday and Thursday and say *English classes on Monday and Thursday*. Read and point to the other days in turn and ask the students to repeat.

8. Write all the days of the week on the board in the correct order. For the benefit of students who are less familiar with Roman script, circle the first letter of each to emphasize that it is a capital letter. Read through the list of days whilst pointing to them. Encourage the students to join in.

9. Say *Where's Thursday?* and invite a confident student to point to the answer on the board. Model pointing to the answer on the board yourself, if necessary. Name the other days of the week at random and encourage other students to walk up to the board and point to them. Also encourage any student who wants to name a day for the others to identify.

Unit 6

10. Remove the days of the week from the board and collect all the diary page sheets. Refer the students to Exercise 5. Gesture to the students to put the days of the week in the correct order. If necessary, they can refer back to the calendar.

11. Refer to Exercise 6. Write the first jumbled word *YNASDU* on the board and demonstrate crossing the letters out, one at a time, and placing them to form *SUNDAY*. Allow time for the students to find the correct form of the other jumbled words. Encourage them to help each other and to compare answers before checking as a group. All the words are new in Unit 6.

Key:

1. *SUNDAY*; 2. *POTATO*; 3. *COFFEE*; 4. *CHICKEN*;
5. *FRIDAY*; 6. *SALAD*; 7. *ORANGE*

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

Notes for an interpreter – Part 2

- Did the student understand what *food* and *drink* are?
- Did the student understand that *Monday*, *Tuesday*, etc. are days of the week and that they are always written with a capital letter?
- Is there anything needing 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.

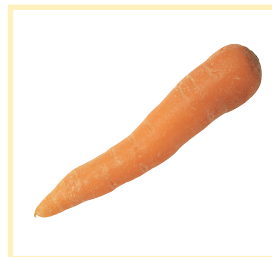
Absolute Beginners

by Frances Marnie

Unit 6

1 Name: _____

2



Absolute Beginners

by Frances Marnie

Unit 6

3 FOOD

apples

b _ _ _ _ _

DRINK

beer

c _ _ _ _ _

4 1 a.



£1.25

b.



£1.25

c.



£1.20

d.



£1.20

Absolute Beginners

by Frances Marnie

Unit 6

2 a.



£7.20

b.



£7.20

c.



£5.20

d.



£5.20

3 a.



£7.30

b.



£7.30

c.



£11.30

d.



£11.30

Absolute Beginners

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one stop english

Unit 6

4 a.



£4.12

b.



£4.12

c.



£4.12

d.



£5.12

Absolute Beginners

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Unit 6

5

Friday

Tuesday

Wednesday

Sunday

Monday

Saturday

Thursday

Monday

T-----

W-----

6

YNASDU = -----

TOAPOT = -----

FEFEOC = -----

HKINCCE = -----

AYFDIR = -----

LADAS = -----

NAGROE = -----

Goodbye



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one stop english



FLASHCARDS

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CHICKEN

FISH

BREAD

MEAT

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one stop english



FLASHCARDS

Absolute Beginners

by Frances Marnie



PASTA

RICE

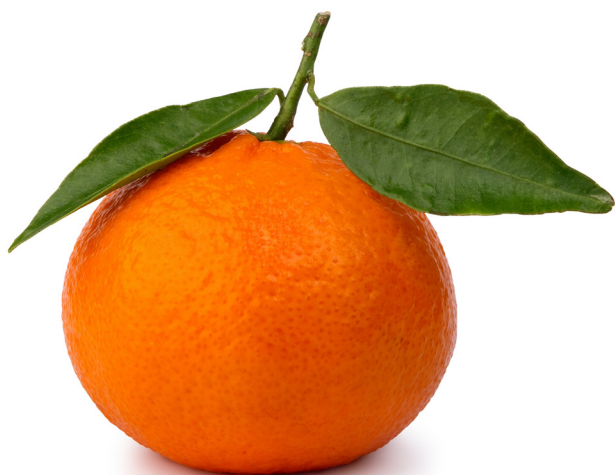
WINE

SALAD

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FLASHCARDS

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JUICE

BEER

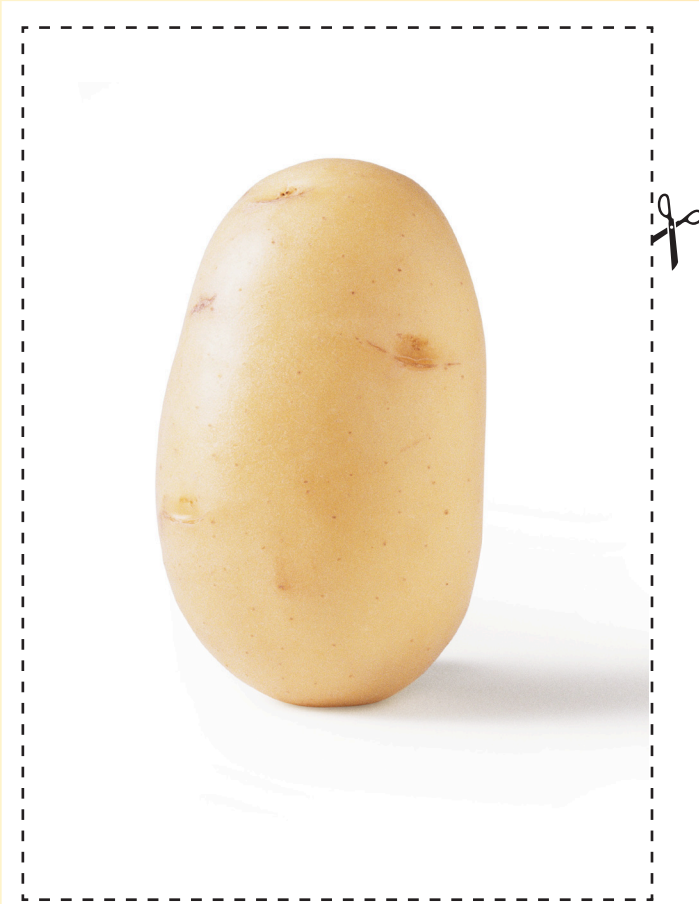
CARROT

ORANGE

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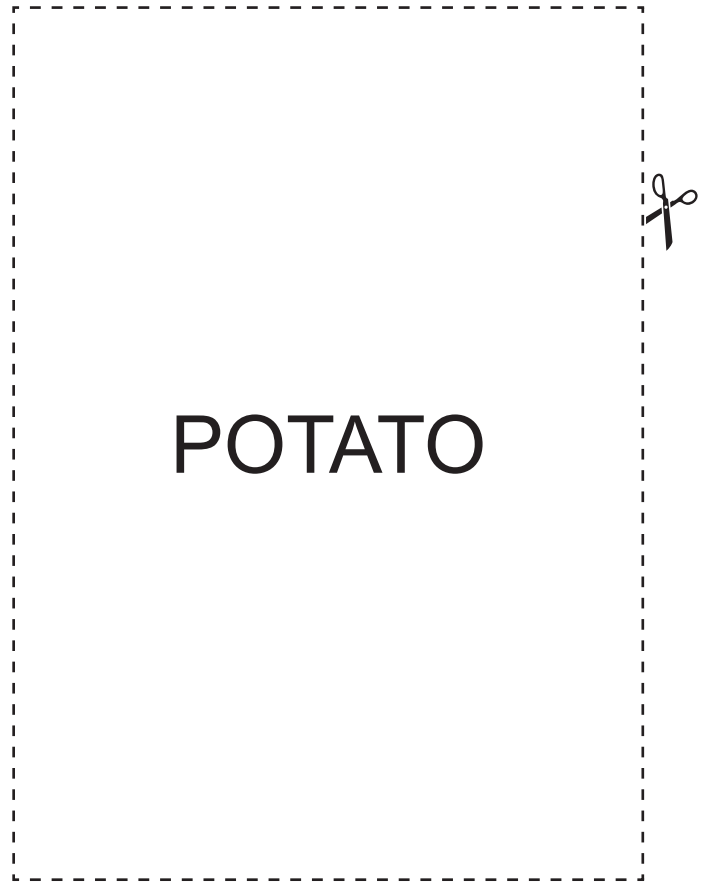


FLASHCARDS

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FLASHCARDS

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apple

banana

biscuit

sandwich 

tea

coffee

milk

water

fish

chicken

meat

bread

rice

pasta

salad

wine

beer

juice

orange

carrot

potato

FOOD AND DRINK WORDS

Absolute Beginners

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Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		