

English without Frontiers

Teaching English as a Foreign Language
to Adult Learners with Intellectual Disabilities or
Learning Difficulties

Methods, Activities, Materials

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English without Frontiers

Table of contents

Part I: Methods

1. Introduction

- 1.1. Overview
- 1.2. Target group
- 1.3. Objectives
- 1.4. Flexible & adaptable
- 1.5. First language
- 1.6. Educational setting
- 1.7. Accessibility

2. Methods and Materials

- 2.1. Basic pedagogical principles
- 2.2. EFL methods
- 2.3. EFL techniques
- 2.4. Activities
- 2.5. Assessment
- 2.6. Media & equipment
- 2.7. Websites with additional materials

3. Barrier-Free Language Learning

- 3.1. The project
- 3.2. The consortium
- 3.3. The pilot tests
- 3.4. The video
- 3.5. Transfer of the methodology to other languages
- 3.6. Additional units

4. DIY: Adapting & Making Materials

- 4.1. Worksheets
- 4.2. Flashcards
- 4.3. Dictionary
- 4.4. Interactive activities
- 4.5. Video

5. References

Part II: Materials

- Unit 1. My Friends
- Unit 2. My Family
- Unit 3. My House
- Unit 4. My Hobbies
- Unit 5. Happy Birthday!
- Unit 6. How are you?
- Unit 7. Going Shopping
- Unit 8. Going to a Restaurant
- Unit 9. Going on Holiday
- Unit 10. Goodbye & Good Luck!

English without Frontiers

1. Introduction

1.1 Overview

English without Frontiers is a curriculum (method, syllabus and materials) to teach English as a Foreign Language to adult learners with intellectual disabilities or learning difficulties. The curriculum was developed by an international consortium as part of the *Barrier-Free Language Learning* project (see chapter 2).

In part I of this binder, you will find information about the theory, methods and materials of the curriculum, as well as a description of the project and the pilot tests.

In part II, you will find the actual curriculum: descriptions of activities for 10 units and the worksheets for these units.

On the accompanying DVD and CD-ROM you will find additional materials:

- The worksheets for 10 units, in PowerPoint format
- Flashcards for 9 units, in PowerPoint format
- A bilingual dictionary in Word-format
- Video clips of English speakers, for 10 units
- Interactive computer activities for 9 units.



1.2 Target group

All materials were specifically developed for, and tested with adult learners with intellectual disabilities or learning difficulties in a number of pilot courses, as part of the *Barrier-Free Language Learning* project. The pilot courses were organised in Sweden, Estonia, Germany and Austria (see paragraph 4.3). The participants in these courses varied in many respects, both between the countries that participated in the project and within each of our countries. We tried to accommodate the sometimes very divergent needs and preferences of teachers and learners in the materials, as much as possible.

Age: 17-56

All participants in the pilot courses were adult learners. Their ages varied between 17 - 56 years of age. To make the course interesting for this considerable age range, we made sure that none of the materials could be considered childish, too young or too old, for any specific age-group. We included adult topics such as moving to a new house, working, going to a party, drinking beer. In the videos (see below) we used speakers of different ages; the main characters:

English without Frontiers

1. Introduction

Mike, Jill and Peter are in the middle range of our target group.

Prior knowledge

Many activities require the learners to use their prior knowledge of the world, to help them understand English words and phrases. The world referred to in the stories and activities resembles as much as possible the (often limited) world that our target group has personal experience with.

Beginners and 'false' beginners

Some of the participants in our pilot courses had some or even many years of mainstream education, others had been enrolled in special education classes, and some had had little or no formal education.

Some learners already knew some English or some other foreign language, for others this was their first encounter with a foreign language.

The curriculum was therefore developed to be appropriate for true beginners, but also for learners who already know some English because they have had some formal instruction, or because they have picked up some English informally, from television, songs, movies, etc. (so called 'false' beginners).



Motivation

The participants in our pilot courses differed in their motivation to enrol in the course. Some wanted to learn (some) English for a job; others wanted to be able to communicate with people in other countries during holidays or exchange programmes. Some just wanted to learn some English, for fun.

We have included useful language for all of these groups, and have added many fun activities to keep all learners motivated.

Intellectual disabilities, learning difficulties

Our primary target group were adult learners with intellectual disabilities. In some pilot tests, however, learners with learning difficulties participated successfully as well. Although adults with acquired brain damage did not participate in any of the pilot tests, teachers of this group expect that the materials will be useful for

English without Frontiers

1. Introduction

this group, too. So, although the curriculum was developed for adult learners with intellectual disabilities, the materials can probably be used effectively with learners of a wide range of (dis-)abilities.

The main characteristic of our target group is that they learn more slowly and with more difficulty than the average adult learner. Most of them do not learn 'by exposure' only. In comparison to mainstream curricula, the *English without Frontiers* curriculum therefore uses very explicit instruction, very small steps, and frequent repetition.

A second characteristic of our target group is that they don't easily generalise what they've learned in one situation to a new situation. Therefore, we made the materials resemble real life, as much as possible. In particular: the personal lives of our target group.



Language problems

Some of our learners are not fluent or proficient users of their native language: they have articulation problems, a limited vocabulary, problems understanding abstract or complicated language. Some may not be able to speak, at all. Many of them cannot read or write easily, or at all.

In all activities, we therefore use concrete, everyday language. All activities are demonstrated by the teacher. Most activities use multimedia stimuli: video, props, pictures, role play. Most activities include tips on how they can be adapted to meet the needs of non-speaking or non-reading participants.

With respect to the English vocabulary that is introduced, we have avoided ambiguous words and words with multiple meanings. In the context of the units, there is a 1-1 correspondence between the English word and its meaning. Teachers are advised to use a 1-1 correspondence between the English words and the translation in the national language, as much as possible.

English without Frontiers

1. Introduction

Teachers

During the pilot courses, the units were tested with a wide range of learners. The success of the course always depended on the teacher(s). With a target group as diverse and as varied as ours, a good, flexible and motivated teacher is indispensable and much more important than materials and worksheets. Even with a curriculum specifically developed for the target group, a good teacher is needed

to bridge the gap between the materials and activities, and the needs and preferences of the learners.

For some learners in our target group, this gap is wider than for others. In the next chapters teachers will find information and tools to help them bridge this gap, and to meet the needs of a wide range of learners.



1.3 Objectives

The objective of the *English without Frontiers* curriculum is, of course, to teach learners with intellectual disabilities English as a foreign language. However, the needs of our target group differ in some respects from those of mainstream learners. As a consequence, our curriculum has a number of additional objectives.

Many of our target group are reluctant learners: they have had negative experiences with school, they have low self esteem with respect to learning, and they are afraid of failing (and therefore: of trying). Many of our target group have never learned a foreign language before, some are convinced that learning a foreign language is "for other people".

With the *English without Frontiers* curriculum we want to teach English, but we also want to change the low expectations and low self esteem of our participants into a feeling of pride in their own accomplishments. We want to change the participants' fear of failing, into the excitement of learning new things. We want our participants to experience first-hand the pleasure and the benefits, of learning a foreign language.

Success is the best motivator. In our case: success in learning English. In the *English without Frontiers* curriculum we use a

English without Frontiers

1. Introduction

modified communicative approach to teach English as a foreign language to our participants (see chapter 2). We focus on realistic English, as it is used for direct personal contacts: 1-1 conversations about everyday topics.

Participants learn:

- to guess and predict the meaning of highly redundant spoken English texts about everyday topics;
- to understand and respond (verbally or non-verbally) to a number of spoken everyday questions;
- to use a number of frequent, everyday phrases in a 1-1 conversation;
- to recognize a number of written English words in context;
- to copy English words;
- to find words and their translations in a special 'easy' bilingual dictionary.

In terms of the Common European Framework for Languages, the curriculum aims at level A1:

The learner

- can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- can interact in a simple way provided the other person talks slowly and clearly and is prepared to help." (Common European Framework for Languages, page 24, http://www.coe.int/t/dq4/linguistic/CADRE_EN.asp).



1.4 Flexible & adaptable

To meet the specific learning needs of our target groups, our methods are flexible and our materials adaptable. It is the task of the teacher to adapt the curriculum to meet the learning needs of a specific participant, a specific group of participants or a specific learning situation.

Choices that the teacher will have to make:

English without Frontiers

1. Introduction

1. What units to teach

The curriculum is divided into 10 units. Although there is a continuing story line from unit 1-9, the teacher can choose which units to use. Unit 10 is an open unit that can be used to evaluate the progress that participants have made in the units that were taught.

In addition to these 10 units, we have included an indicative framework for another 10 units. These have not been developed, but they follow the same structure as the first 10 units and can be made easily by the teacher, using the templates of the first 10 units (see paragraph 4.5).

2. What activities to include

In each unit the teacher will find descriptions and materials for 10-12 different activities. Again, although there is a certain progression of activities within a unit, the teacher can decide to use only those activities that will meet the needs and preferences of a specific group of learners.

3. What vocabulary and sentences to teach

All worksheets, the dictionary, the Flashcards and even the interactive computer activities can be adapted by the teacher. The teacher can delete words, can add words, and/or can replace words with words that have the specific interest of the participants.

The teacher can adapt worksheets, can add or delete Flashcards, can make changes in the dictionary, and can add, delete, or modify the interactive computer activities.

To enable teachers to do this easily, all worksheets, Flashcards, the dictionary and the interactive activities are included as PowerPoint and Word-files on the accompanying CD-ROM. Instructions on how to modify the materials can be found in chapter 3.

4. How much time to spend on each activity and on each unit

In the description of the activities, we have not included an indication of the time needed for each activity. This will very much depend on the needs and interests of the learners, the size of the group, the time that is available, etc.

It is also difficult to say, how much time is needed for each unit. This will depend on the time that is spent on each activity, but also on the duration of each lesson (the time that the teacher and the participants are together) and the size and the interests of the group. In the pilot tests, teachers spent an average of 2 lessons of 100 minutes on each unit. But again, this is a decision the teacher will have to make, on the basis of the needs, abilities and wishes of the learners, and the educational setting.

English without Frontiers

1. Introduction

The teacher can make these choices beforehand, when preparing the course or a specific lesson. The better the teacher knows the learners, the easier it will be to make these decisions, beforehand. In the actual interaction with the participants, at each moment and with each participant, the teacher will have to find a balance between following the interests and associations of the learners, and following the prepared activities and worksheets.

1.5 First language

Most of the materials and activities in this course are language independent. During the international project (see chapter 4), the materials were tested with adult learners who have German,

Swedish, Finnish or Estonian as their first language.

Because of the special needs of our target group, we recommend that all participants in a group share the same first language (or: a language), and that the teacher is fluent in this language.

The teachers can then use this language (L1) for instruction and to communicate with the participants.

In some worksheets and in the dictionary, L1 translations are used. For the 4 languages of the project (Swedish, German, Estonian, Dutch) these translations can be downloaded from the website: www.englishwithoutfrontiers.eu. Teachers from other languages will have to make their own translations.



1.6 Educational setting

During the international project (see chapter 4), the materials were tested in formal and non-formal educational settings: a school setting in a rehabilitation centre (Astangu, EE), in adult education settings in Haparanda (SE), Ulm (DE) and Vienna (AT), and in a special workshop of one day (6 hours), for people with intellectual disabilities (Ulm).

The teachers who taught the *English without Frontiers* courses all had experience teaching the target group; all were experienced teachers of English.

English without Frontiers

1. Introduction

Groups varied in size from 4 to 10 persons, varying in age from 17 – 56. Most groups were taught by one teacher and an assistant teacher or volunteer. Some groups were taught by two teachers.

Courses varied from 1 half day, to 10 lessons of 100 minutes. None of the teachers was able to (or even tried) to cover all 10 units in that time. The time needed per unit varied; on average, 2 sessions of 100 minutes were needed for each unit. For more information about the educational settings and the pilot tests, see chapter 3.

1.7 Accessibility

Communication disabilities

Non-speaking persons will be able to participate success-fully, in most activities; we have included suggestions on how activities can be adapted to meet their needs. For learners who use alternative communication aids, we recommend that the teacher (temporarily) adds English words or phrases to the device of the participant.

Reading disabilities

Although many of the activities use written text (on the flipchart, the worksheets, the dictionary), reading and writing are not required for successful participation in most activities. In some instances, another participant or an assistant may be needed to help a learner who cannot read or write, to complete a worksheet. For many activities, we have included suggestions on how the activity can be adapted for non-readers, or non-writers.

Motor disabilities

Learners with motor problems can participate successfully in most activities. Activities that ask for specific motor responses (e.g. charades, Simon Says) may be less appropriate and will have to be adapted to meet the physical abilities of a specific learner or group of learners.

Hearing disabilities

Learners with a hearing loss can participate successfully in most activities – if attention is paid to room acoustics, visibility of the teacher and the speakers, and to the sound level of the video. We do not think that the curriculum is appropriate for Deaf learners.

Visual disabilities

Learners with visual problems can participate successfully in most activities – if attention is paid to lighting in the classroom and to the readability of worksheets and computer screens. Blind users may be able to participate, but we have not tested the materials with them and we have made no special accommodations to meet their needs.

Intellectual or learning disabilities

Last but not least: the curriculum does not have a minimum entrance level with respect to learning or intellectual abilities.

During the pilot courses, the materials were tested with learners of a wide range of intellectual disabilities. As we said in paragraph 1.4: the success of the course will depend on the skills, the flexibility and the motivation of the teacher. In the next chapters, teachers will find the background information, as well as practical tips and tools that will help them to use and adapt the curriculum successfully, for a wide range of learners.

2.1. Basic pedagogical principles

Our target group, adult learners with intellectual disabilities or learning difficulties, share a number of characteristics that we have taken into account in the development of the activities and the production of the materials.

Not one size, and not easy to measure

The first and foremost characteristic of our target group is that the group is very diverse: one size will never fit all. As was mentioned in chapter 1, the participants in our pilot studies varied in age, in their first language, in educational background, in intellectual abilities, in language abilities, in their previous knowledge of English, and in their motivation to learn English.

In addition, the intellectual disabilities of the target group do not have a single cause and their learning profiles vary considerably. The learning potential of our target group is not easy to predict or easy to measure. As a consequence, there is no easy way to group prospective participants on the basis of abilities, learning needs, or learning potential. Past results (school records, IQ scores) may not be good predictors of the learning outcome of the course, for a particular participant.

Our solution to this problem was to make the curriculum as flexible and as adaptable as possible. Teachers can select the units and activities that they want to use and can adapt worksheets, Flashcards and other materials to meet the specific needs and/or interests of the participants.

Groups should be small. They will be easier to teach if the group is – as far as possible - homogeneous with respect to the severity of the intellectual disabilities. In groups of mixed abilities, assistant teachers or volunteers will be needed to give all participants the personal attention that they need.



Language skills

A second characteristic of our target group is that they may be limited in their first language skills. Frequent language problems in our target group are:

- a limited vocabulary;
- problems with understanding complex and/or long sentences;
- problems with understanding abstract language;
- problems with speaking;
- problems with reading;
- problems with writing.

The texts and topics that are used in the units were selected to be within the language abilities of most participants; they refer to situations and actions that most of them should be able to recognize and identify with.

But again, it is up to the teacher to take the (potential) language problems of the participants into account, in the direct communication with the participants and when adapting worksheets or materials.

The language of communication and the language of instruction should be the mother tongue of the participants. All spoken language, whether in the mother tongue or in English, should be supported whenever possible by body language, demonstrations, objects and props, pictures and photographs, and written language (e.g. words written on a flipchart or whiteboard).

Our target group may not be aware of what language is, or how people use language. They may have no or limited grammatical awareness (word order, sentence structure, etc.), even in their native language. They may not be familiar with grammatical concepts (noun, verb, sentence, past tense, article, etc.).

Therefore, the English included in the curriculum, is 'ready to use English'. Our focus is on the pragmatics of English: how to introduce yourself, how to use 'thank you' and 'please', how to order in a restaurant. We did *not* include grammar lessons or grammar explanations. The curriculum introduces the participants to 'ready made' everyday English, and encourages them to practice and use these words and phrases in realistic, everyday contexts.

It is very frustrating for our target group to learn the meaning of an English word, only to find out that the word can have a different meaning, in another context. To avoid this, we have not included ambiguous words or words with multiple meanings in the curriculum (within the context of the units).

2. Methods and Materials

Teachers are advised to use 1-1 L1 translations for all English words and phrases, as much as possible.

Prior knowledge of the world

Our target group may be limited in general prior knowledge of the world. The world they do know about is individual, and usually limited to their own life, environment, and interests. The materials we developed take this into account. The topics of the units are adult topics that are concrete, recognizable and easy to identify with.

Attention and motivation

Our target group may not have very good memories of 'school learning', and may be convinced they cannot learn new things. They may have short, or even very short attention spans. They may not be able to keep long-term goals in mind, or be motivated by long-term goals.

It has therefore been our goal to make the materials highly motivating in and of themselves, with easy successes and (almost) no risk of failing. The units are divided into small chunks, with a lot of variation. In a lesson, the teacher can alternate group activities with individual or teamwork, learning activities with games, written work with songs.

To keep the participants motivated and interested across lessons, the curriculum is built around videos of Mike, Jill and Peter. Mike, Jill and Peter are speakers of English. Each unit starts with a video of Mike, Jill or Peter talking to the participants about the unit's theme. These video stories have a very simple and predictable set-up: 'talking heads', only one head at a time, and nothing to distract the viewers from the speaker. The 'actors' or 'speakers' are filmed close-up and they speak directly into the camera. The stories are monologues in easy English, about the families, friends and hobbies of Mike, Jill and Peter.

The speakers on the video are members of the Inc.Theatre ensemble – part of Spare Tyre Theatre Company, in London (www.sparetyretheatrecompany.co.uk). Inc.Theatre is an innovative ensemble of artist with learning disabilities. Inc.Theatre are role models speaking to their own community and challenging social prejudice. By choosing speakers from the target group, we tried to make the materials more realistic and motivating for the learners, and to make it easier for them to identify with the speakers.

These video stories have two objectives: firstly, the videos introduce the learners to 'easy' English, spoken by native speakers. Secondly the video stories provide the participants with a continuing story line – almost a 'soap' – about three

English without Frontiers

2. Methods and Materials

persons that they can identify with. The teacher can use the participants' curiosity about Mike, Jill and Peter as an effective motivator for many activities: what do you think Mike wants for his birthday? Why is Jill laughing?

The keyword for the videos is predictability: the set-up is predictable, the speakers are predictable, the content of the stories is predictable. This predictability will help the learners focus on the content: what are the speakers saying? What do these English words, sentences mean? The predictability will also provide the learners with experiences of success: they *can* understand English! Maybe not the first time, maybe not the second time, but if the video is played again and again, they *will* be able to recognize words and sentences, they *will* understand what Mike, Jill and Peter are saying!

In the pilot courses, most participants identified readily with Mike, Jill and Peter. They were looking forward to the next episode, to find out what happened. They were curious about each new 'story' and often wanted to know much more, than is provided in the stories. When Peter and Jill talk about their band 'The Fantastics', participants wanted to hear their music. When Mike talked about his new apartment, they wanted to know how things worked out for him (also see paragraph 3.3).



Learning and memory

Because of their intellectual disabilities, our target group learns more slowly and needs more repetition. The participants may find it hard to link new knowledge and skills to what they already know and can do. They may find it hard to generalize: they may be able to remember and use what they have learned in the exact situation and context where the learning took place, but they may find it difficult to use what they have learned, in a different setting or context. Finally, our participants may have limitations in working

2. Methods and Materials

memory: they may be able to repeat and memorize one or two words or a short phrase, but longer sentences may be too demanding.

To deal with these learning and memory problems, words and phrases are presented in small steps, with repeated demonstrations and frequent repetition. All activities are highly motivating and personal, all have direct links to the lives and interests of the participants.

In addition, we have developed tools that teachers can use for explicit rehearsal of vocabulary and phrases: the Flashcards, the dictionary, and the interactive computer activities (see chapter 3).

Nevertheless, some of our learners may find it very hard to remember words and phrases from one lesson to the next. For successful and enjoyable participation in the lessons, it will of course help if the participants remember words and phrases from previous lessons. It is, however, not a requirement. Learners *can* participate successfully and with pleasure, even if they don't remember all or any of the words and phrases from earlier lessons. In the *English without Frontiers* curriculum, participants cannot 'fail' a unit, or a course. At the end of the course, some participants may be able to say or understand only a few words or phrases, others may be confident enough to start a conversation in English. Both will have completed the course, successfully (also see 2.4: Assessment).

2.2. EFL methods

For our target group, a communicative approach to teaching English as a foreign language seemed most appropriate.

Communicative approach

The communicative approach can be described as *"a set of principles about teaching, including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.). In essence, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy. As well, authentic and meaningful language input becomes more important. The class becomes more student-centered as students accomplish their tasks with other students, while the teacher plays more of an observer role."*

<http://bogglesworldesl.com/glossary/communicativeapproach.htm>

English without Frontiers

2. Methods and Materials

Although the communicative approach often uses 'immersion' strategies, for our target group teachers should use the first language of the learners for communication and instruction. We do advise teachers, however, to use English for social routines e.g. to welcome the participants (How are you, today), to praise them (well done, good, brilliant!), to thank them, etc.

English can also be used for communication during breaks (the teacher can, for instance, organize 'an English tea-party' during a break) and in all role play activities. During role play, participants can practise their English skills in 'life-like' situations, without the stress and demands of real life communication in a foreign language (also see 2.4).

More specific principles and methods that we selected – and adapted – for our target group are the Lexical approach and Total Physical Response.



Lexical Approach

The Lexical Approach can be described as:

"An approach to teaching languages that has a lot in common with the communicative approach, but that also examines how lexical phrases, prefabricated chunks of language, play an important role in producing fluent speech. The lexical approach was first coined by Michael Lewis. The fundamental principle of the lexical approach is "language consists of grammaticalized lexis, not lexicalized grammar." What this means is that lexical phrases offer far more language generative power than grammatical structures. Accordingly, advocates of this kind of approach argue that lexis should move to the center of language syllabuses. Justification for this theory comes from statistical analysis of language which shows that we do indeed speak in chunks and collocations."

<http://bogglesworldesl.com/glossary/lexicalapproach.htm>

In our curriculum, we do not teach – or even discuss – English grammar. Instead, we teach the participants to understand, repeat, and produce ready-made English ‘chunks’. The focus is on the one hand on useful social routines (thank you, my name’s .. , how are you? etc.), and on the other hand on ‘slot phrases’: standard phrases that participants can use to communicate different intentions, by replacing only 1 word. E.g.: I like , I love ..., I am VERY (happy, tired, etc.).

Because we want to teach ‘ready-made’ English, we teach the participants colloquial English: “I’m” instead of “I am”, “I’ve got” instead of “I have got”, “My name’s ...”, instead of “My name is ...” etc.

For more information about the lexical approach, see http://www.teachingenglish.org.uk/think/methodology/lexical_approach1.shtml

Total Physical Response (TPR)

Our target group learns best ‘by doing’. Therefore, we have included many activities that were copied from, inspired by the TPR (Total Physical Response) method.

TPR is "a teaching technique whereby a learner (usually young learner) responds to language input with body motions. This could be, for example, acting out a chant. This technique was devised by James Asher who noted that children listen and respond with gestures before they speak. One benefit is that TPR allows for low anxiety learning since students don't have the stress of producing language."

<http://bogglesworldesl.com/glossary/totalphysicalresponsetpr.htm>

TPR activities and games that we have included are:

- Point to the ...
- Show me a
- Simon Says
- Pantomime
- Charades.

For more information about TPR, see <http://www.tpr-world.com/>

2.3. EFL techniques

We have found the following EFL techniques to be especially useful for our target group:

Total communication

Total communication means that the speaker will use all communication codes that the communication partner may need: speech, body language, gestures, signs, written text, pictures, objects, etc. Usually, the speaker will use a combination of codes: speech and gestures, speech and written text, pictures and objects. The teacher can use total communication techniques in his/her communication with the

participants; participants can learn to use total communication techniques to express themselves in English. Gestures and body language may help them find and say English words; it will help the communication partner understand (or enable him/her to guess more successfully) what the participant wants to communicate.

Affective feedback

Affective feedback is when the teacher (or anybody) displays signs about how interested he/she is in trying to understand the participant. These signs come in the form of gestures, facial expressions, and intonations. Positive affective feedback will encourage the learner to continue even if it is clear that the listener cannot fully understand. Negative affective feedback on the other hand will usually stop the learner from speaking.

Listening for the gist

Listening for the gist is a technique that in many ways is the receptive equivalent of Total communication. When you 'listen for the gist', you do not try to understand what someone is saying (or: what someone has written) by focusing on details: pronunciation, words, or phrases. Instead, you use a top-down strategy: you use the situation, language context, intonation, body language, gestures and any other clues, to help you guess what the other person is trying to communicate. It is a technique that the teacher can use when trying to understand a participant, but it is also a very useful technique for the participants to learn.

When a teacher 'listens for the gist', she/he will not focus on mistakes that the participant makes, for instance, in the pronunciation or in grammar. Instead, the teacher focuses on the content of the communication: what is the participant trying to communicate?

Scaffolding

Scaffolding is when the teacher modifies his/her language to match the language level of the learners. The objective for the teacher is to speak slightly above the learners' level, so that they can learn and grow. Scaffolding is an example of Lev Vygotsky's theory of the zone of proximal development: the gap between a learner's current or actual development level determined by independent problem-solving, and the learner's emerging or potential level of development. By 'scaffolding', the teacher provides the learner with the language ('scaffolds') that the learner needs to bridge this gap.

Scaffolding can be used with respect to articulation (speaks more slowly than usual, enunciate very clearly), vocabulary (use words that the learners know, or that they can guess from the context), sentence structures (short sentences,

predictable sentence structures), and content (when introducing new information: use more basic, more predictable language; when introducing new language: use well-known or highly predictable content).

Modeling

In modeling, the teacher shows the participants the correct way of doing or saying something. The teacher is the 'model', that the participants then try to copy. Modeling can be done explicitly, or implicitly.

Explicit modeling is when the teacher clearly says a word or phrase (or acts out a certain behavior) and asks the participants to repeat the word or phrase after him/her.

Explicit modeling can be used, for instance, when learning the vocabulary on the flash cards. The teacher can show a flash card to the participants, say the word, and ask the participants to repeat – one by one or as a group. Repetition with the whole group (all together now!) is also called choral chanting. Or: the teacher can point at items (or pictures) in the classroom, say the word, and ask the participants to repeat. The teacher can start by modeling words or phrases slowly. The activity can be made more challenging by picking up the speed, by varying the speed (slow, slow, quick, slow, etc.) and/or by including 'mistakes' that the participants should try to spot.

Implicit modeling is when the teacher 'listens for the gist' of what a participant is trying to communicate and then models the correct English way of saying this. "Yes, this is a house!".

Repeated exposure

Generally speaking, our target group does not learn by means of incidental learning. They will have to be confronted with words and phrases many times over, and in different communicative contexts (also see: communicative drilling). In each unit, a small number of words and phrases is introduced. These same words and phrases are then used in the video clips, in games, activities and worksheets. Because teachers are free to select the units that they want to teach, it was not possible to systematically repeat words and phrases from earlier units in later units. The teacher can do this him/herself, using the flash-cards. All games and worksheets can be modified by the teacher, to add vocabulary from earlier units that needs to be repeated.

Communicative drilling

Drilling means: repeating a word or structure over and over again, until a response becomes automatic. Because of the memory problems many of our participants have, they may need more and more intensive drilling than 'mainstream'

learners. Drilling, however, can be boring and frustrating. The objective of communicative drilling is that participants enjoy the drilling activities because they are functional and exciting. In communicative drilling, learners are so busy communicating or playing a game, that they do not even notice that they are drilling (J. Pearson, 1998; http://www.matefl.org/mqxroot/page_10672.html).

In each unit, the teacher will find many different activities and games that can be used to drill the same (limited) vocabulary and structures. The Flashcards, the video, and the interactive computer activities can also be used for drilling. In all instances, teachers should make sure that drilling activities are communicative and fun.

Social routines

Social routines are very predictable standard social dialogues: when one person says: "thank you", the other says: "You're welcome". When one person says "Good morning", the other will say: "Good morning to you, too."

Social routines are the lubricants in social interaction: they reduce friction and support interaction. Many learners in our target group may not be familiar with social routines, even in their mother tongue. By modeling, discussing, and explicitly drilling English social routines, the teacher can help the participants interact more successfully, both in English and in their mother tongue. Because social routines are highly frequent, predictable and standard, they can provide the participants with quick *and* real success experiences, both in the classroom and in real life.

Whenever possible, the teacher should model and reinforce social phrases such as "Thank you" and "You're welcome", "Well done", "I'm sorry", and "How are you today?". Teachers can model social routines explicitly in their interactions with the participants and in role play they can model them implicitly throughout the day.

We have included several social routines in the video clips and in the worksheets, but what routines teachers should model, and what language and phrases they should use, will also depend on the age and abilities of the learners.

Personalization

In this context, personalization means: making the learning materials personal or individual. In our target group, learners may have very specific interests. One learner may be very interested in football and may know many football players by name, others may be interested in flags, in cars, in animals or numbers. Although the teacher should try to cover the topics and language in the curriculum, s/he can use these special

interests to motivate the learners. A participant interested in football should be enabled to learn English football words, a participant interested in numbers should be encouraged to learn the English words for numbers.

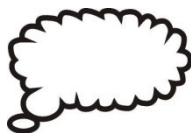
The teacher can personalize the lessons beforehand, by selecting units, activities and language that will interest the group, and/or specific learners. All worksheets, Flashcards, the dictionary and even the interactive computer activities can be adapted by the teacher, to include the topics and language that (specific) learners are interested in. Participants can also personalize their own materials: the dictionary and most worksheets have open slots for participants to enter their personal words or phrases.

2.4. Activities

In part II of this guide, the teacher will find descriptions of activities that use the principles, methods and techniques described in previous paragraphs. Detailed descriptions of the activities can be found on the activity sheets. This paragraph gives some background information and general tips.

Some activities use video, others music. Some are games, others involve reading and writing. The logo in the right hand corner of the page and the name of each activity will give you an indication of what an activity is about.

For many activities, under the heading 'Variations', teachers will find suggestions how they can adapt the activity to meet the needs of specific participants. In some instances, we have added stars (*) to the activities. One star activities (*) are for beginners, three star activities (***) are for more advanced learners.



What do you remember?

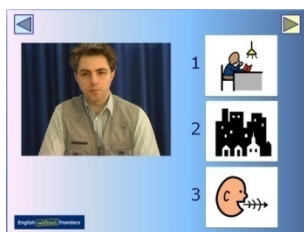
Each unit begins and ends with a 'What do you remember?' activity: a group discussion of the previous lesson (at the start), or the current lesson (at the end of the unit). The objective is to help the participants (re-)activate prior knowledge as well as recently acquired knowledge. The teacher can ask questions about the content of the stories, to help the participants link the topic of the unit to their personal lives. To recycle the vocabulary of the current and/or previous units, we have included Flashcards. The Flashcards show the picture on one side, the English word on the other side. The Flashcards can be used to rehearse the vocabulary, or in game format (Kim's game, memory, mix and match, etc.). At the end of each lesson, participants can select a 'personal' word that they want to remember, from the Flashcards.

Teachers (and learners!) can adapt and make their own Flashcards. If you have a digital photo camera, you can ask participants to make photos of people and objects that are important to them. You can use these photos to make personal Flashcards. For more information about the Flashcards and how to adapt these, see paragraph 4.2.

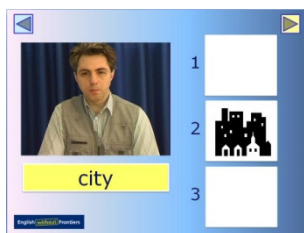
We have also included interactive computer activities to help the learners learn and remember vocabulary. There are two kinds of activities: the 'Talking Dictionary', and Multiple Choice test.



In the "Talking Dictionary" you will see a picture of an object or action and a photo of a face. The participants can try to name the picture. When you click on the photo, you will see and hear a native English speaker say the word. You can play the video as often as is necessary.



In the Multiple Choice tests, you will see a photo of a face and 3 pictures. If you click on the face, you will see and hear a native English speaker name one of the pictures. The participants decide what the correct picture is. If you click on the correct picture, the other pictures disappear, and the written word appears under the video window. To reinforce the connection between spoken word, written word and meaning (picture), you can play the video again by clicking on the video-window.



You can use the Multiple Choice activities individually or as a group activity. Participants can respond verbally: "city" is the correct answer, or they can say or write down the number of the correct picture. When you click on the arrow, you will go to the next screen, with the next item.

All interactive computer activities can be modified by the teacher, because they were made in PowerPoint. The teacher can remove items, change the order, and/or add his/her own items. If teachers have a video camera, they can record the participants and use these video clips in the exercises. For more information about the interactive computer activities and how to adapt these, see paragraph 4.4. Without PowerPoint, a teacher can still use the Talking Dictionary and the Multiple Choice activities, but s/he will not be able to make any changes in the activities.



Watch the video

The participants watch short video clips of native English speakers. For the pilot courses, we used video clips of volunteers associated with Leeds Metropolitan University. For the final materials, we co-operated with the inc.Theatre ensemble in London, a theatre group of artists with learning

2. Methods and Materials

disabilities. Some of the speakers have learning disabilities or intellectual disabilities, others are trainers of the ensemble (also see page 16).

Before a video-clip is played, the teacher prepares the participants for the specific topic of the unit. Together with the participants s/he makes a provisional list of vocabulary in the first language of the participants and/or in English. The teacher explains to the participants that they should watch the video, but that they will of course not be able to understand all the words, or any of the words. The teacher may ask the participants to listen for a specific word, or may give each participant a word to listen for. The video can be played a number of times. Then the teacher helps the participants to reconstruct the meaning of the story by asking leading questions, by asking the participants to guess what a word or sentence means, by stimulating the participants to use their expectations and prior knowledge. The main objective of the video clips is to provide the participants with appropriate models of English, in multimedia format. At the same time, the stories provide the context for the lessons and coherence between lessons, while the characters (Mike, Jill and Peter) add emotion and purpose.

Three kinds of video clips are included:

1. Video clips of Mike, Jill and Peter telling the learners about their personal lives. Each clip is 2-3 minutes long.
2. Video clips 1-5: short clips of different speakers (male and female), addressing the learners with short, very predictable English phrases or questions. The participants can respond to these clips non-verbally or verbally. Verbal responses can be in the first language of the participant, it can be a simple yes or no, or the participant can repeat (part of) the question. Each unit has 5 easy video clips (1-5); each clip is 30 – 90 seconds long.
3. Video clips 6-10: slightly longer clips that are slightly less predictable. These clips require a verbal response from the participants; participants can respond in L1 or in English.

The specific objectives of watching the video clips will depend on the participants:

Listening:

- Listening and getting used to English pronunciation;
- Recognizing a few words and/or phrases;
- Understanding a few words and/or phrases;
- Understanding the gist of a story.

Speaking

- Repeating a few words and/or phrases;
- Using a few words and/or phrases to respond to a question;

- Role play and spontaneous communication, modeled after the stories on the video.

Reading

- Matching heard words to written words;
- Matching heard sentences to written sentences;
- Putting written sentences in the order of the spoken text.

Writing

- Writing down heard words and/or sentences.



Now it's your turn

Under this heading the teacher will find a number of different activities that are intended to get the participants to use English in an active and productive way.

Included are activities that are inspired by the TPR-methodology: Total Physical Response (see paragraph 2.2). Participants can demonstrate their understanding of English words or phrases by means of a physical response (pointing, showing, acting out), instead of by means of a verbal reaction.



Role play

Role play activities are included to enable the participants to practise their newly learned skills and language, in (almost) real-life situations. Role play activities vary from simple dialogues ("Introduce yourself to your neighbour, in English"), to more elaborate dramatizations ("Let's pretend that we are in a restaurant; you are the waiter, you are the bartender, the others are customers who want to order").

To make the role play more convincing, you can use props: hats, menus, tea-sets, etc.

If possible: have someone record the role play on video, so that you can watch and discuss it afterwards, with the participants.



Listen to the music

In each unit, the teacher will find one or two song-based activities. The songs can be used in a number of different ways, depending on the possibilities and interests of the participants, the size of the group, etc.:

- Relaxation: the teacher can use the songs as a moment of relaxation; the participants can just sit back and listen to the music, and discuss whether they like, or don't like the song.
- Recognition of words and/or phrases: the teacher can ask the participants to listen for specific words or phrases in the song.
- Repetition: the participants may be able to repeat or sing along with (part of) the song.

- Production: the participants may be able to sing (part of) the song, karaoke-style.

There are many more ways to use music and songs, to teach English. In section 2.7 we have included a number of websites where more information can be found.

For instance, see

<http://www.songsforteaching.com/chantsraps.htm>



Play a game

In each unit, the teacher will find a number of games. Each of the games can be adapted (for instance: fewer words, more words, words that are specific requests of the participants). Each of the games can be played again and again, with the same content, or with different content.

Games included are:

- Bingo
- Simon Says ..
- Kim's game
- Charades
- Memory
- Quartets
- Dominoes
- Mix & Match



My dictionary

In each unit, the teacher will find a Dictionary activity. In the materials, we have included an easy bilingual dictionary with pictures, the words of the units, a phonetic transcription of the pronunciation, and the translation in the first language of the participants.

The dictionary was produced in two different formats: a small-sized, ready-made printed dictionary for Germany, Austria, Sweden and Estonia, and an A4-sized 'print your own' dictionary for all other countries. The printed dictionary can be bought from the participating organizations.

The 'print your own' dictionary is included on the CD-ROM, in Word-format. The teacher can add the translations and phonetic transcriptions in the first language of the learners, and/or can add and replace words and pictures. For more information about the dictionary and how to adapt it, see paragraph 4.3.

The teacher can give each participant the entire dictionary at the start of the course or can hand out the pages for the unit s/he is teaching.

The goal of the dictionary activities is to teach the participants how they can use their dictionary to find the meaning and/or pronunciation of English words, and the translation of words into their first language.



Read & write

In each unit we have included a number of 'Read & write' activities. The worksheets are included on the CD-ROM as PowerPoint files, so the teacher can adapt them to meet the needs and interests of the participants. Read & write activities can be done in class: individually, in teams, or as a group activity. Or they can be made as homework by the participants and discussed and corrected afterwards. For more information about the worksheets and how to adapt them, see paragraph 4.1.

2.5. Assessment

Assessment can have different goals:

- to measure the learners' starting point;
- to measure the learners' ending point: the learning outcome;
- to measure the effectiveness of (a specific aspect of) the curriculum and/or of the teacher.

For our target group, formal quantitative assessment procedures often cannot be used. Even if they *can* be used, the results may have limited validity. If written tests are used, it is difficult to know what is being measured: the reading/writing abilities of the learner? Experience with formal written tests? Luck? Or the English skills of the learner? In oral tests, nerves, articulation problems, hearing problems, a dislike for the teacher, and a host of other factors may affect the results.

Nevertheless: assessment is important. Teachers want it, and – if it is done well – participants want it too, because it will give them 'hard proof' of their achievements.

However, because of the flexible nature of the *English without Frontiers* curriculum and the heterogeneity of our target group, we have not been able to include formal tests in the curriculum.

Instead, in unit 10 we have summarized informal assessment and evaluation procedures that teachers can use to monitor the progress of participants, and/or to measure learning outcomes. These evaluation procedures can be used at the conclusion of a lesson, a unit, or a course.

For a qualitative evaluation of the course, we have included two evaluation forms that participants can complete individually or as a group. The first form is for 'non-readers': participants can indicate what they did or did not like in the course by selecting the appropriate smiley face. The second form is for participants who can read or write, or who have someone to assist them when completing the form.

2.6. Media & equipment

PC Symbols

The symbols that are used in the worksheets, Flashcards and

2. Methods and Materials

interactive computer activities are part of the Picture Communication Symbols system (PCS). PCS are published by Mayer-Johnson LLC (©1981–2006 All Rights Reserved Worldwide). The publisher, Mayer-Johnson LLC has granted us permission to use the symbols in this publication.

More information about PCS can be found on Mayer-Johnson's website: <http://www.mayer-johnson.com/>

From this website, teachers can download a free trial version of Boardmaker. Boardmaker includes a database of 4500 PC Symbols that teachers can use to personalize the worksheets, Flashcards and/or interactive computer activities (<http://www.mayer-johnson.com/ProductImages/125/content/index.html>)

Photos

In addition to the PC symbols, photos are included in the materials. Some of these photos were made by Pragma for the *English without Frontiers* curriculum. Other photos are copyright-free photos that were downloaded from the internet. All photos were downloaded from: <http://commons.wikimedia.org/>

Teachers and participants can add personal photos (made or downloaded by the teacher or the participants themselves) to many activities and worksheets.

(NB: When photos are downloaded from the internet, please respect the copyright of the owner(s)!.

Flashcards

Small pictures of all Flashcards are included in part II of the Teacher's Guide, at the end of each unit. These are for reference only; the quality and size are not good enough for classroom use. On the CD-ROM, teachers will find PowerPoint files with all Flashcards. These files can be printed on a colour printer, using A4 paper (80 grams, or 120 grams paper). Each card can then be folded in the middle so that the word will be on one side of the card, and the picture on the other side. Cards can be laminated for regular use.

Teachers can print all Flashcards of a Unit, or only the cards with the vocabulary that s/he wants to teach. New Flashcards can be made easily, by 'copy' and 'paste' of the slides in PowerPoint (also see paragraph 4.2).

Worksheets

On the CD-ROM, teachers will find PowerPoint files with all worksheets. These worksheets can be printed on a colour printer, using A4 paper (80 grams, or 120 grams paper).

Dictionary

The bilingual dictionary (English – German, English – Finnish, etc., also see paragraph 2.4) was produced in two formats: a printed format (for German, Finnish and Estonian), and a 'print your own' format for all other languages.

In the dictionary, words are organized per unit. For each unit, the main words were included. Within a unit, words are organized alphabetically. For some words, useful phrases have been added.

All words are illustrated with a PCS picture. Each word has a phonetic transcription of the pronunciation, and the translation of the word or phrase (as it is used in the curriculum), in the mother tongue of the participants. For all units, blank pages have been included for participants to add their personal words.

For quick reference, an alphabetical index is included at the back of the dictionary.

The 'print your own' dictionary is included on the CD-ROM, in Word format. Teachers can delete words, modify words, or add words. The 'print your own' dictionary is available in German, Finnish, Dutch and Estonian. Teachers can use the Word file to translate the dictionary into any other language. The dictionary-pages can be stapled, included in a ring-binder, or stored in a presentation book with transparent pockets.

Video

Included in the curriculum is a DVD with video clips of English speakers. The video was recorded and edited using 'off the shelf' consumer products (also see paragraph 4.5). The DVD was edited with Adobe Encore DVD 2.0.

The DVD can be played on a (laptop) computer with a software DVD player, or on a regular (portable) DVD player. Videos can be viewed on a large size monitor or television, or they can be projected by means of a projector (beamer).

NB: When the DVD is played on a computer, please check that video and sound are in sync. Also: please check that the audio is loud enough for all participants to hear, and the video large and bright enough for all participants to see.

The DVD will open with a navigation screen that gives access to the navigation screens of the units. The various clips are indicated by thumb-prints of the speakers, as well as by numbers. In the first line, the video clips of the main speakers (Mike, Jill and Peter) are shown. These are the stories that are the central core of the units. In the second line are the easy clips of different speakers, in the bottom line are the more difficult clips (also see paragraph 2.3).

Clicking on a thumbprint will start the video; at the end of the video, you will be returned to the navigation screen. You can play the videos in any order, and as often as you like.

Teachers can make their personal video clips for many activities; for more information about this, see paragraph 4.5.

PowerPoint

All worksheets and Flashcards are provided as PowerPoint files. The PowerPoint files can be printed or displayed as they are, or they can be modified by the teachers or the participants themselves.

PowerPoint files were made with Microsoft Office PowerPoint 2007 (Microsoft Office, <http://office.microsoft.com/en-gb/PowerPoint/FX100487761033.aspx>) and saved in the 97-2003 compatibility format. PowerPoint was also used for the interactive activities: the Talking Dictionary and the Multiple Choice activities. Although PowerPoint has only limited facilities for test construction, the advantage is that teachers can easily modify these activities themselves. For more information about this, see paragraph 4.4. The PowerPoint files can be used on Windows computers, but also on Macintosh computers.

Songs & audio-files

In some units, songs or audio-files are used. Songs can be played on an mp3-player (with speakers) or on a computer. On the computer, you can use the Windows Media Player, iTunes, or another compatible media player.

For a free copy of the Windows Media Player, go to:
<http://www.microsoft.com/windows/windowsmedia/default.mspx>

For a free copy of iTunes (for Mac or Windows) go to:
<http://www.apple.com/itunes/>

Because of copyright regulations, the songs that are used in the units were not included on the CD-ROM.

Songs can be downloaded legally from sites like:

<http://www.emusic.com/> and
<http://www.iTunes.com>.

NB: when you download songs from the internet, please respect the copyrights of the owners.

The other audio files (e.g. sounds of musical instruments) can be found on the CD-ROM.

Computer and printer; photocopier

To adapt the worksheets and Flashcards, teachers will need a Windows or Macintosh computer. To print the worksheets and Flashcards, a (colour) printer is needed. In part II of this guide, pictures of the worksheets and Flashcards are included. If no computer or printer is available, these can be multiplied

on a photocopier. The quality of the copies, however, will be less than when the PowerPoint files are printed directly.

Flipchart or blackboard

For most activities, the teacher will need a flipchart or blackboard.

English without Frontiers

2. Methods and Materials

2.7. Websites with additional information and materials

PCS & Boardmaker:

- <http://www.mayer-johnson.com/ProductImages/125/content/index.html>

Line drawings for EFL teaching:

- <http://tell.fl.purdue.edu/JapanProj/FLClipart/>

Copyright free photographs:

- <http://commons.wikimedia.org/>

Windows Media Player:

- <http://www.microsoft.com/windows/windowsmedia/default.mspx>

iTunes:

<http://www.apple.com/itunes/>

Sounds, songs and raps:

- <http://www.songsforteaching.com/chantsraps.htm>
- <http://www.geocities.com/EnchantedForest/Cottage/3192/>
- <http://www.findsounds.com/>

Audio for ESL:

- Randall's ESL Cyber Listening Lab, <http://www.esl-lab.com/>
- <http://www.teachingenglish.org.uk/download/audio/text/text.shtml>

Materials, lesson plans, worksheets:

- <http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>
- <http://bogglesworldesl.com/>

Suggestions for using Flashcards:

- <http://www.teachingenglish.org.uk/think/resources/Flashcard.shtml>

Suggestions for using video:

- http://www.teachingenglish.org.uk/think/resources/video_young1.shtml
- http://www.teachingenglish.org.uk/think/resources/video_young2.shtml

On-line activities:

- <http://www.pdictionary.com/>

Make your own crossword-puzzles:

- <http://www.puzzle-maker.com/CW/>
- <http://www.crosswordpuzzlegames.com/create.html>
- http://www.teach-nology.com/web_tools/crossword/

Print your own award or certificate:

- <http://www.123certificates.com/>

3. Barrier-Free Language Learning

3.1 The project

Barrier-Free Language Learning was the name of a European project that was partially funded under the Socrates Programme, Lingua Action 2 (225713-CP-1-2005-1-SE-LINGUA-L2). It was a 2-year project that started in October 2005. The project had 3 distinct objectives:

- to demonstrate that adult learners with intellectual disabilities *can* and *want to* learn foreign languages;
- to develop and evaluate an experimental pilot course to teach English as a Foreign Language to adult learners with intellectual disabilities. The name of the pilot course is *English without Frontiers*;
- To use the results of the pilot course to outline a common framework and methodology for teaching foreign languages to adult learners with learning disabilities.

This Teacher's Guide is the result of this project. Part I explains our views and experiences with respect to the teaching of foreign languages in general, and English in particular to learners with intellectual disabilities. Part II of this guide contains the *English without Frontiers* curriculum: 10 units, activities and materials.

3.2 The consortium

Partners in the Barrier-Free Language Learning project were:

Svefi Academy (SE),

Svefi Academy is a Swedish, independent adult education centre, organized as a non-profit association. Svefi Academy contributes to raising the level of education, bridging knowledge gaps, broadening the interest in culture and increasing people's social commitment. Svefi Academy is located in Haparanda, in the North of Sweden.

The tasks of Svefi Academy included the co-ordination of the project; and pilot tests of various units of the English without Frontiers curriculum with adult learners at Svefi Academy (see 3.3). The transferability of the methods and materials into other languages was tested at Svefi Academy in Haparanda by using them for teaching of Finnish as a foreign language (see 3.4).

Pragma - Equal Access (NL) www.equalaccess.nl

Pragma is a small research and consultancy company in the Netherlands, that is specialized in access to information for people with disabilities. Pragma has many years of experience in the development of guidelines for accessible texts, websites and learning materials for learners with disabilities, including learners with intellectual disabilities.

In the Barrier-Free Language Learning project, Liesbeth Pyfers of Pragma was the first author of the Teacher's Guide and responsible for the methodology, the materials, the video and the interactive computer activities.

3. Barrier-Free Language Learning

School of Languages Leeds Metropolitan University (UK) **www.leedsmet.ac.uk**

Leeds Metropolitan University is a higher education corporation. It is one of the largest universities in the UK, with over 41.000 students. The academic programmes delivered range from University Certificate to PhD.

The Postgraduate Unit in the School of Languages specialises in materials development for English language teaching. The unit delivers an MA in Materials Development for Language Teachers and various short courses in materials development for teachers.

In the Barrier-Free Language Learning project, Dr. Ivor Timmis of the School of Languages contributed to the Teacher's Guide, the methodology and the materials. The first teacher training course for the English without Frontiers curriculum was organized at Leeds Metropolitan University, in September 2007.

Ulm School of Adult Education (DE) www.vh-ulm.de

The Ulmer Volkshochschule is an institution for further education and training for adults, with a special women's academy, a night school and a "culture studio" for children and adolescents. The Ulmer Volkshochschule has about 18.000 participants annually. A wide choice is offered in political, general and cultural education, language school, vocational training, health courses and special programmes for specific target groups, such as for learners with intellectual or physical disabilities, summer school for persons with disabilities, especially for adults with intellectual and/or learning disabilities.

The Ulmer Volkshochschule organized a number of pilot courses to evaluate the methodology and materials developed in the project (see 3.3).

biv integrativ - Akademie für integrative Bildung (AT) **www.biv-integrativ.at**

Biv Integrativ is an association that is specialized in the development, organization and accomplishment of training programmes for persons with intellectual disabilities and their assistants, in the whole of Austria.

Biv Integrativ organized a number of pilot courses to evaluate the methodology and materials at the Volkshochschule Meidling in Vienna (see 3.3).

Astangu Vocational Rehabilitation Centre (EE) **www.astangu.ee**

Astangu Centre operates under the administration of the Ministry of Social Affairs in Estonia. The main function of the Centre is to provide social, pedagogical, vocational

3. Barrier-Free Language Learning

rehabilitation and physiotherapeutic services to persons with special needs.

The main goal of the Centre is to contribute to the social coping of people with special needs and to support their transfer to the labour market. Astangu Centre is the only organisation providing multidisciplinary vocational rehabilitation in Estonia. Astangu Centre tested the methodology of materials with students at the centre (see 3.3).

3.3 The pilot tests

The pilot courses were organized at different stages during the development of the methodology and materials, in order to test their usability and effectiveness. Standardized questionnaires were used to evaluate the courses. In some instances independent observers collected quantitative and qualitative data. In this paragraph you will find short descriptions of these pilot courses. In the boxes you will find quotes from participants.

Svefi Academy, Haparanda (SE)

The pilot group at Svefi Academy had initially five participants, later four. The participants were between 43 to 56 years old. Two of them had both intellectual and learning disabilities, but two of them had only learning difficulties. Two participants had studied English before in school, but only one knew and was able to use quite a lot of words and sentences. Two participants studied English for the first time, but were able to recognise many words that they had heard and seen on TV-shows and films. There were six lessons of 2,5 hours with a half an hour break. Only one teacher was involved.

"This is fun!"

According to the evaluation questionnaire two learners didn't like the videos that much, two were happy with them but everybody enjoyed the worksheets and playing Bingo a lot. The topics were interesting too.

"Dear me, I understand what they are saying!"

50% thought the course was ok, 50% thought it was a little bit boring. In spite of this 'boring', all the learners enjoyed the lessons. In the beginning two participants didn't like working in the group but it got better. One learner wanted to take the DVD home. The Flashcards were very helpful when repeating the new words and completing the worksheets. Sometimes the symbols were not so easy to interpret on the Flashcards and worksheets. The teacher at Svefi is not acquainted with the TPR and found it difficult to see where and how it should be implemented in the activities.

3. Barrier-Free Language Learning

"It is nice to follow Jill's and Mike's life! I wonder what is going to happen next!"

In general the feedback seems very encouraging, in spite of some negative thoughts.

*"It was about time for him to move to his own flat!"
(In a discussion about Mike's age)*

Ulmer Volkshochschule Ulm (DE)

Our first course was in May 2006 called »Easy English«. All together, we had three meetings of two hours each (120 minutes). We had six participants from 17 to 45 years, mainly women. The two teachers were Barbara Sautter and Nicole Dennis, both teachers of the Gustav-Werner-Schule, the school of intellectually disabled pupils in Ulm. In this first course, we used pilot video clips of Mike and Jill to see whether video clips are helpful and usable.

"It's not so difficult to speak English".

Our second course ran from October to December 2006. Now, we had ten meetings of 2 hours each (120 minutes). We had seven participants from 17 to 50 years. The teacher was Nicole Dennis, helped by an assistant (a trainee). Nicole tested a very early draft version of the Units 1 to 5.

"How does the video story continue?"

Our last course was in May 2007 (Friday evening and Saturday). All together, this course took seven hours. The two teachers were Barbara Sautter and Nicole Dennis (see above). Once more we had six participants (from 17 to 50 years) and we tested Unit 7.

"I understand more English words than I ever expected."

All our participants were persons with intellectual disabilities. Only a few of them were able to speak some English words (after the course they were almost native speakers! ;-), only few of them were able to read German words.

"When does the next course start?"

Part of every lesson was a teatime-break. Tea and English biscuits were served and the teachers asked questions about the current situation, in English. So the breaks were used as good opportunities to speak and listen to English in a casual way.

"Bingo!"

3. Barrier-Free Language Learning

biv integrativ, Vienna (AT)

Biv Academy tested the units from 1 to 5 and divided the participants into a beginner's course and an advanced course. Both groups had seven participants, two trainers and one assistant. Both groups had ten lessons of 100 minutes. The participants' abilities in reading and writing and also their prior knowledge of English varied fairly much. A couple of learners in the beginner's course found the course too difficult; there were a few "false beginners".

"I want to learn an English birthday song."

All participants completed questionnaires at the end of the course. According to the questionnaires everybody in both groups enjoyed the lessons very much. They liked the topics and enjoyed the videos. The evaluations also showed that the participants highly appreciated the *Read & write* activities, even though many of them could not fill in the worksheets themselves, because of their disability. Playing memory can be a good activity for those who are not able to do the worksheets.

"We want to hear a song of the "Fantastics"

There was very strong identification with the video characters in both groups. The learners were so interested in Mike and Jill that the teachers had to make up more stories about them.

"I want to know how the stories go on!"

Astangu Vocational Rehabilitation Centre, Tallinn (EE)

The pilot group at Astangu Centre had 12 participants in two six-member groups. All of them had intellectual disabilities and four of them learning disabilities but all of them were able to read and write. One participant had a partial hearing loss. The participants were between 17-44 of age. Four participants had quite good knowledge of English because they had studied it in school before. For seven participants it was the first time to study English but they knew some basic words. There were eight sessions of 40 minutes. One teacher was teaching in both groups.

The material was tested with the same groups in two different periods, one in the beginning of the studies and the other at the end of their one year course.

At the beginning everything was new for them and the result was that they became highly motivated to proceed with the studying of English.

"When is the next pilot course?"

3. Barrier-Free Language Learning

When the second period of testing started they still remembered Mike and Jill and during the breaks they were imitating their way of speaking. Most of them liked the worksheets and they enjoyed finishing or repeating these at home. The most popular games were Bingo and Simon says.

"Are we going to play Bingo today?"

The topics were interesting, the only one drawing less attraction was Unit 4, My Hobbies. Six participants didn't like working in the group and one participant was bored with the course. The part of each lesson everybody enjoyed was listening to the songs and the favourite one was "Grandma's Feather Bed", especially the video-version with the Muppets.

All the teacher's instructions were clear and easy to follow. According to the questionnaires the teacher and the participants in both groups enjoyed the course.

Meeting again this year with some of the participants, their first question they asked was "How far is the program now? Are we going to use it this year again?"

3.4 Transfer of the methodology to other languages

Parts of the "English without Frontiers" material were tested during a summer course in Finnish for beginners, which lasted for five days (June 25–28, 2007).

The test group consisted of five participants, ages 21 – 53. None of them had intellectual disabilities or learning difficulties. Their motive for participating in the course was their interest in the Finnish language; they were all beginners and had Swedish as their native language.

"English without Frontiers" was not the main material of this course and only the two first units were translated and tested. Videos were made in Finnish according to the talking heads model of EWF. The idea with the story of these two persons and every-day-life themes is very natural and can easily be adapted into different cultures and languages.

No major problems were found in translating the material into Finnish, even though the structure of Finnish differs from the Germanic languages; the Finnish language uses case forms instead of prepositions, for example. These forms need, of course, to be explained and compared with prepositions.

Photos in the worksheets were, for obvious reasons, replaced by signs in Finnish and buildings that can be found in Finland. Pictures of for example a bank, a post office, a policeman, a

3. Barrier-Free Language Learning

wine bottle, a sofa, a hotel etc. were used since the objects are easy to recognize but also because the Finnish word is not very different from its English or Swedish equivalent. The choice of using words and pictures which are international helps the learners and reduces the impression of Finnish being a difficult language. One teacher was involved and tested the adapted material during two lessons (of 90 minutes each) during two days; not all the material in unit 2 was tested. The evaluation was carried out through discussion and the participants were able to give their comments directly after the lessons.

The video clips with the talking heads were very much appreciated by the participants; they listened very carefully and intensively when Henry and Johanna (as the Finnish main characters are called) presented themselves, even though they could not understand everything. And when listening to the short presentations of other players/persons they could understand quite well. At the end of the course, when listening to the longer presentations again, they were happy to be able to understand the contents. And furthermore, they could introduce themselves by the phrases that were used by Henry/Johanna. The participants appreciated the variety of exercises, it activated and challenged them to actually speak Finnish and use the few phrases they had learnt, even outside the classroom.

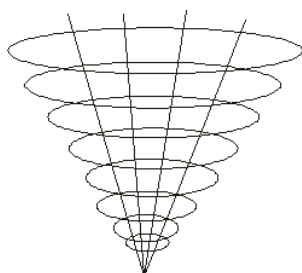
With the help of the method and the techniques which are used in "English without Frontiers" the teacher/trainer has a possibility to create his/her own material. This means mainly PowerPoint and Flashcards with pictures which refer to the culture and language to be taught.

3.5 Additional units

In the 24 months of the Barrier-Free Language Learning project, 10 Units were developed to teach English as a Foreign Language to adult learners with intellectual disabilities or learning difficulties: 9 units with different topics, and unit 10 with suggestions for assessment activities.

Teachers who want to continue teaching English to the target group can easily use the *English without Frontiers* framework and templates to develop additional units.

Depending on the interests and abilities of the participants and the teacher, this can be done in two different ways.



Spiral curriculum

Teachers' can apply Jerome Bruner's idea of the spiral curriculum (see: <http://www.infed.org/thinkers/bruner.htm>)

to the *English without Frontiers* curriculum. In a spiral curriculum, teachers use the same topic or content at different levels of complexity. At each higher level, earlier learned information and

3. Barrier-Free Language Learning

language is recycled, and new information and language added. New elements are carefully integrated into the whole of what has gone before.

To develop additional units for *English without Frontiers*, teachers can recycle units 1-9, with new words, phrases and challenges added to each unit. Participants can watch the same videos of Mike and Jill, but with less help from the teacher. For instance, instead of responding to the video clips, they can use the clips as models to be used in role play. Teachers can ask more challenging questions, additional vocabulary can be introduced, in a greater variety of sentences.

New units, new topics

Alternatively, teachers can 'recycle' the format of unit 1-9, with new content. That is: activities and worksheets from units 1-9 are used, but the topics, language and pictures are new.

Suggestions for new topics:

11. Going to the zoo

Animal names, animal sounds, animal characteristics (big, dangerous, etc.), animal movement (fly, walk, run, jump, crawl) and: my favorite animal is ... , I like ... , I don't like ... , etc.

See: <http://www.niehs.nih.gov/kids/lyrics/mcdonald.htm> for "Old MacDonald's had a farm", lyrics and mp3.

See: <http://www.kidsplanet.org/games/js/whoami.html> for animal sounds.

12. What's the weather?

It is raining / snowing today, tomorrow the sun will shine, it is warm, cold, wet, etc. Reading the weather forecast in the newspaper or on the internet. Listening to the weather report on television or on the radio. Starting a conversation about the weather.

See: <http://www.niehs.nih.gov/kids/lyrics/weather.htm> for a 'weather song', and sites about the weather.

13. My favorite foods

Food words & tastes (good, bad, salty, sweet, etc.). I like, I don't like. My favourite food is

A tasting contest: blindfolded participants guess what they are eating. An English tea party or dinner.

Reading recipes in English.

14. "The Fantastics"

More information about Mike and Jill's band "The Fantastics"; texts of English pop songs, language that is used in songs and in interviews of famous musicians. Vocabulary: soft – loud, fast – slow, words for musical instruments.

Participants can search the internet for information and pictures of

3. Barrier-Free Language Learning

Their favorite band.

15. My job

Job-related vocabulary: work, job, boss, money. Professions and their attributes. Daily routines: I start at 9 o'clock. We have coffee at 11 o'clock, etc.

16. My favorite soap

Watch and discuss favorite English or American soap operas: The Bold and the Beautiful, Days of our Lives, Friends, etc. On the internet, most of these shows have their own website with photos, video, and background information. Recognize the actors and their relationships (friend, lover, husband, wife, daughter, etc.). Understand 'typical' phrases. Practise sentences like "I love you", "Will you marry me", "I want a divorce", etc. Write your own soap, act it out, and record it on video.

17. Visit our website!

Typical English internet words that you need for surfing the internet. How to find pictures, people, information that the participants are interested in. On the project's website www.englishwithoutfrontiers.eu, you will find pages with updates from Mike and Jill, that the participants can visit.

18. Let's mail!

Common English words and phrases that are used in email and Instant Messaging (MSN). Emoticons. How to read and write email. How to chat in English.

19. The Special Olympics

Sports, countries, flags. Winning and losing. Verbs: jumping, swimming, throw the ball, kick the ball, catch the ball. On the website of the Special Olympics <http://www.specialolympics.org> you will find stories and pictures of sports, athletes, etc.

20. The English way

English proverbs and idioms: 'it's raining cats and dogs', 'fit as a fiddle', etc. (for many examples, see http://en.wikiquote.org/wiki/English_proverbs). Discuss the meaning of the English proverb or idiom, translate literally into L1, compare with L1 proverbs or idioms that have the same meaning. Practise using the proverb/idiom, in the right context. Discuss and explain other examples (and/or stereotypes) of English culture: driving on the left hand side of the road, bowler hats, umbrellas, the 'full English breakfast'.

4. DIY: Adapting & Making Materials

4.1 Worksheets

All worksheets can be found on the CD-ROM.

You will find the worksheets in the folder for each unit. All worksheets are made in PowerPoint. Open the PowerPoint file and click on the worksheet that you want to adapt.

Pictures and words can be modified or added with the regular PowerPoint tools. If you want to replace PC symbols, see paragraph 2.6 for more information about PCS and where you can find more symbols.

If you want to make new worksheets: find a worksheet that is similar to the one that you want to make, select the slide in PowerPoint, and copy and paste it. You can then make any changes that you want.

Take care to always save the modified PowerPoint file under a new name.

4.2 Flashcards

Open the PowerPoint file with the Flashcards that you want to modify. Use copy and paste to make new cards (you can copy and paste one card, or several cards at a time).

If you want to replace PC symbols, see paragraph 2.6 for more information about PCS and where you can find more symbols. Because the cards are printed on A4 pages and will be folded, the words on the cards are printed upside-down. When folded, the words will be right-side up.

To help you keep track of cards, always add the number of the unit that the card belongs to.

Cards are best printed on a colour printer, folded, and laminated.

4.3 Dictionary

A Word-file with the dictionary can be found on the CD-ROM. You can make your own pages, or have participants do this themselves. You can use your own (or the participants') digital photos, you can download pictures from the internet, or you can use PC symbols or pictures from another symbol set that the participants are familiar with. For information where to find PC symbols, see paragraph 2.6.

When you translate the words into your own language, make sure that for each word or phrase, you use the translation that is appropriate in the context of that unit.

When you write the phonetic transcription of the pronunciation, try and find a balance between writing the exact pronunciation, and writing a word that the participants can read and pronounce.

4.4 Interactive activities

The interactive computer activities are made in PowerPoint.

In the Multiple Choice format, each item consists of two slides: the slide with the question, and the slide with the answer. You can re-order slides, remove slides or add slides, but you will always have to keep the sets of two slides, question and answer, together.

Audio and/or video can be added, using the regular PowerPoint tools. Video files can be .avi, mpeg or .wmv files.

4. DIY: Adapting & Making Materials

4.5 Video

New video can be made with a digital camera or with an analogue camera. If an analogue camera is used, you will have to digitize it before you can edit it on the computer.

Digital video can be captured using standard consumer software. Easy to use and free is Windows MovieMaker. Video can be cut into clips and saved in the required format.

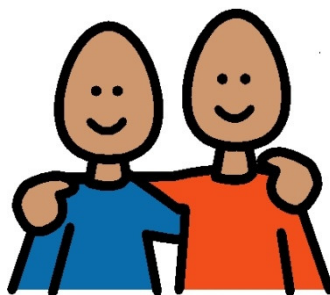
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English without Frontiers

1. My Friends

1. My Friends



Activities

- 1.1 Introductions
- 1.2 Watch the video, 1
- 1.3 Now it's your turn, 1
- 1.4 Listen to the music
- 1.5 My dictionary
- 1.6 Now it's your turn, 2
- 1.7 Watch the video, 2
- 1.8 Play a game
- 1.9 Read & write
- 1.10 What do you remember?

English without Frontiers

1. My Friends

1.1

Introductions

Objectives

Breaking the ice;
Participants know what to expect, and what will be expected of them.

Materials

Flip chart
Name cards
Course schedule with times, places, and contact details

Procedure

Write your name on the flip chart and introduce yourself. Explain the set-up of the course and the general procedures. Make sure that all participants understand what is expected of them, and what they can expect of the course. Give all participants a copy of the paper with the course and contact information.

If you want: ask the participants to introduce themselves and to tell the group why they want to learn English (in L1).
Give each participant a name-card, or ask them to make their own.

Variations

When all participants have their name-cards, some games can be played to break the ice. For instance:

The teacher says the name of a participant and throws the ball to him/her. Then this participant says the name of another participant, and throws the ball. At first, participants can use the name-cards as memory-aids. Then they try to do the game without the name-cards.

Tips

Depending on the group, you can start the first lesson with the introduction or you can postpone the introduction until after the first break. The advantage of starting with the introduction is a slow, recognizable and easy start. The advantage of starting with the first activity (1.1) is that participants will be challenged – and motivated – from the first minute.

English without Frontiers

1. My Friends



1.2

Watch the video, 1

Objectives

The participants

- get to know Mike and Jill;
- listen to English speakers;
- learn to recognize their first English words.

Materials

Video clips Unit 1, Mike & Jill
Equipment to play and project the DVD
Flip chart
Worksheet 1.2

Procedure

Explain to the participants that you will play a video of two people speaking English. Tell them that it is OK if they can't understand everything, or even if they can't understand a single word. This is what they will learn, in this course!

Ask the participants to try to answer just two questions while they watch the video. If necessary: write the questions on the flip chart:

- What are the names of these two people?
- Where do they live?

Play the first clip, then the second one. Ask the participants if they can answer the two questions. Play the two clips as often as the participants need.

* If necessary: write a number of names and of countries on the flip chart and ask the participants for each of these, if they heard this word in the video.

Ask the participants which other words they recognized, in the video. Ask them to say these words, ask them if they know what these words mean. Write the words on the flip chart.

Ask the participants to tell you (in L1) what they think that Mike said, on the video. Then, ask them what Jill said. Write this down on the flip chart.

Write the translation of the stories (in L1) on the flip chart. Play the video clip again, paragraph by paragraph, pointing to the translation on the flip chart (or: ask one of the participants to do this for you).

English without Frontiers

1. My Friends



1.3

Now it's your turn! 1

Objectives

The participants

- re-activate their knowledge of English words and phrases;
- learn to use contextual and situational clues to guess the meaning of English words;
- get used to speaking English words in class.

Materials

Photos (worksheet 1.3)

Procedure

Ask the participants what English words they already know. Make a list on the flip chart. For each word, ask the participants if they know what the word means.

Show the photos on worksheet 1.3 using a beamer or an overhead projector. For each photo, ask the participants if they know this word. Can they guess what it means? Add these words to the list on the flip chart.

NB: The participants don't have to memorize these words, the objective of this activity is that they become aware of the English words that they already know and that they learn to use the context to guess the meaning of words.

Variations

Bring magazines to the class and ask the participants to find and cut out all the English words that they can find. Then, make a collage of all these English words.

English without Frontiers

1. My Friends



1.4

Listen to the music

Objectives

The participants

- listen to an English song;
- try to recognize some of the words.

Materials

Song: "Hello Goodbye" by the Beatles
Equipment to play the music
Flip chart
Cards to write on
Worksheet 1.4

Procedure

On the flip chart, write "hello" and "goodbye". Divide the class into two teams: the Hello-team, and the Goodbye-team. When a team hears 'their' word, they have to raise their arm, and/or sing along with the song.

Variations

*** Ask the participants if they know what this song is about. Show them the lyrics (worksheet 1.4). Play the song again, so that the participants can read the words while they listen to the song.

*** Teach the song to the participants, so that they can sing along.

You can find this song, sung by the Inc. Theatre Ensemble, in Unit 10 of the English without Frontiers DVD.

Tips

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

English without Frontiers

1. My Friends



1.5

My dictionary

Objectives

The participants

- learn to use their dictionary;
- become aware that English words are spelled and pronounced differently from L1 words.

Materials

For each participant: a copy of the dictionary
Picture cards (worksheet 1.5)
A real bilingual dictionary (English – L1 and L1 – English), or a comparable on-line dictionary
Flip chart

Procedure

Hand out the dictionaries to the participants. Explain and discuss the info that is in the dictionary. How are words organized? How can you find an English word? How can you find out, how the word is pronounced? Why are English words pronounced differently, from words in the participants' first language?

Show the participants one of the pictures from worksheet 1.5. Ask them to find the English word, for this picture. Ask one of the participants to pronounce the word.

*** Compare the participants' dictionary with a real bilingual dictionary, and/or an on-line dictionary. Ask the participants to find words, using these dictionaries.

NB: the participants don't have to learn the pronunciation rules of English, they don't have to practise the pronunciation of all English phonemes, but they should become aware of the differences between the way words are spelled and pronounced in their first language, and in English.

English without Frontiers

1. My Friends



1.6

Now it's your turn, 2

Objectives

The participants

- learn to say their name, in English;
- learn each others' names.

Materials

Cards with the names of the participants
A box or other container

Procedure

Put the cards with the names of the participants in the box. Take a card, and call out the name on the card:

"My name is"

All participants point to the participant whose name you've called.

When all the participants' names have been called, reverse the process: pick a card from the box, and point to the participant whose name is on the card. This participant now has to say "My name is".

Then, do this with "I live in" (name of your country): pick a card, point at a participant, and ask him/her to say "I live in ..." (either your country, or the name of your city); then alternate the two phrases, or even combine them. "My name is I live in ..."

Variations

Let the participant whose name's been called, pick the next card from the box.

Spin a bottle; whoever the bottle 'points at' has to introduce him/herself and has to spin the bottle again.

English without Frontiers

1. My Friends



1.7

Watch the video, 2

Objectives

The participants

- learn to understand basic introductions;
- learn to respond with their name.

Materials

Video clips Unit 1: 1-5 (*), and/or 6-10 (***)

Equipment to play and project the DVD

Optional: Video camera

Optional: a (make believe or real) microphone

Optional: flip chart

Procedure

In the video clips, different speakers introduce themselves and ask the participant a question (see the script on worksheet 1.7).

Play the video and ask the participants to respond to the questions on the video.

The participants ask each other for their names, in English (Hi, my name is ..., what is your name?).

The participants present themselves in the same way as they have seen in the video clips 6-10: Hi, my name is ... I live in... I speak ..., etc.

Variations

If you have a video-camera: record the participants while they present themselves, using the scripts on worksheet 1.7 or scripts that they have made up, themselves. Watch the clips together, and discuss how "English" each participant sounds. What can you do, to sound even more English?

*** Play the video without sound and ask a participant to say the text, Karaoke-style. Write the texts on the flip chart, if necessary.

English without Frontiers

1. My Friends



1.8

Play a game

Objectives

The participants

- learn to recognize names of countries;
- relax and have fun.

Materials

Red and green cards

Procedure

Explain that you are going to say the names of countries and cities, in English. Tell the participants to listen carefully: if they hear the name of a country, they have to raise a red card. If they hear the name of a city, they have to raise the green card.

Call out names of countries and cities, in random order.

Call the names in a slow pace at first, then pick up the speed, to challenge the participants.

Variations

*** Ask participants to find the countries and cities on the map.

English without Frontiers

1. My Friends



1.9

Read & write

Objectives

The participants

- practise reading and writing English words.

Materials

Worksheets 1.9 a-e

Procedure

Select the worksheet(s) that are appropriate for your participants and make copies for all participants.

Explain what the participants have to do and ask the participants to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

Tips

If you want to use other flags in worksheet 1.9b, you can find copyright free pictures of flags on <http://commons.wikimedia.org>). Just type in the name of the country (in English) and 'flag'.

English without Frontiers

1. My Friends



1.10

What do you remember?

Objectives

The participants

- realize that already they understand English, a little bit better already;
- repeat some of the words and phrases from this unit.

Materials

Video clip 1, Mike and Jill
Flashcards Unit 1
Talking dictionary, unit 1 (PowerPoint)
Multiple Choice, unit 1 (PowerPoint)
Equipment to play and project the PowerPoint files

Procedure

Play the video clips of Mike and Jill again (unit 1). Ask the participants what words they recognize. Ask them if they can now understand a little bit better, what Mike and Jill say.

Use the Flashcards to model and drill the words of this unit: show the English word and ask the participants to visualize the meaning in their mind. Show the picture and ask who had visualized the correct picture.

Then, show the pictures, and ask the participants to say the English words (individually or as a group). When using the Flashcards, participants can use L1 but don't make this a translation activity; the objective is that the participants learn to make the link from the meaning (picture) to the English word, and vice versa, directly without the assistance of their first language.

Use the Talking Dictionary and/or the Multiple Choice activities for unit 1, to rehearse this unit's vocabulary. Ask participants to respond individually or as a group, by speaking or writing.

Ask each participant, what English word or sentence s/he wants to remember from this unit. Write this 'special word' or 'special phrase' in the participant's dictionary. Ask each participant to learn his/her special word or phrase, as homework.

NB: The special word or phrase can be one of the words from the unit, or any other word or sentence that the participant wants to learn to say in English.

English without Frontiers

2. My Family

2. My Family



Activities

- 2.1 What do you remember, 1
- 2.2 Watch the video, 1
- 2.3 Play a game, 1
- 2.4 My dictionary
- 2.5 Watch the video, 2
- 2.6 Now it's your turn, 1
- 2.7 Play a game, 2
- 2.8 Play a game, 3
- 2.9 Listen to the music
- 2.10 Now it's your turn, 2
- 2.11 Read & write
- 2.12 What do you remember, 2

English without Frontiers

2. My Family



2.1 What do you remember, 1

Objectives

The participants

- activate what they remember of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 1
Talking Dictionary Unit 1
Multiple Choice Unit 1
Equipment to play and project the Talking Dictionary and the Multiple Choice activities
Flip chart

Procedure

Ask the participants to tell you what they remember of the previous unit. Do they remember the names of the two speakers? Can they still say their own names, in English? Ask each participant if s/he remembers his/her special word or special phrase. Use the Flashcards, or the Talking Dictionary and Multiple Choice activities of unit 1 to help the participants remember the words.

Ask the participants about their families. Who has brothers and sisters? Who is married? Ask the participants to think about Mike and Jill's families. Do you think Mike has brothers? Is Jill married? Ask the participants if they know any English words that have to do with families and relationships.

Write the English words and their translations on the flip chart.

English without Frontiers

2. My Family



2.2

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- learn new vocabulary.

Materials

Video clips Unit 2, Mike and Jill
Equipment to play and project the DVD
Worksheet 2.2
Flip chart

Procedure

Tell the participants that you are going to show another video clip of Mike and Jill. Ask the participants to listen for numbers. Ask them to write down the numbers they hear.
Play the video.

Ask the participants, what numbers they've heard. Ask them if they recognized any other words. Write all words on the flip chart.
Ask the participants, what they think Mike and Jill say.

Write the translation of the stories (in L1) on the flip chart.
Play the video clip again, paragraph by paragraph, pointing to the translation on the flip chart (or: ask one of the participants to do this for you).

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English without Frontiers

2. My Family



2.3

Play a game, 1

Objectives

The participants

- learn to recognize names for family relations.

Materials

Red and green cards

Worksheet 2.3

Flip chart

Procedure

Ask the participants for words for family relations (father, cousin, grandmother, etc.), in L1. Write these on the flip chart. Ask the participants if they know the English translations. Write these on the flip chart, as well.

Explain that you are going to say family words, in English. Tell the participants to listen carefully: if they hear the word for a female relation (daughter, sister, mother, etc.), they have to raise a green card. If they hear a male word, they have to raise the red card. Or: if they hear a female word, the female participants raise their hand, if they hear a male word, the male participants raise their hand.

Call out the names of family relations (see worksheet 2.3), mixing male and female words. Call the words first slowly, then in a rapid pace to challenge the participants.

Variations

Instead of using coloured cards, you can put a picture of a woman on the left side of the room, and a picture of a man on the right side of the room. Then, ask the participants to point to the correct picture, when you call out a word.

English without Frontiers

2. My Family



2.4

My dictionary

Objectives

The participants

- practise using their dictionary;
- practise reading and writing English words.

Materials

Worksheet 2.4, one copy for each participant
Equipment to project worksheet 2.4
The participants' dictionaries
Flip chart

Procedure

Show worksheet 2.4 to all participants.

Ask who knows the English word for the first picture. Ask them who knows how to write the word. Ask the participants to look up the word in their dictionary, and to write the word on their individual worksheets.

Then, do the same for the next word, etc.

Variations

Ask the participants to complete the worksheets individually or in pairs, and then discuss the results in the group.

English without Frontiers

2. My Family



2.5

Watch the video, 2

Objectives

The participants

- Learn to understand a personal introduction;
- Learn to respond with their name and age.

Materials

Video clips Unit 1: 1-5 (*), and/or 6-10 (***)
Equipment to play and project the DVD
Optional: Video camera

Procedure

Ask each participant, for his/her age (in L1). Write their age in English, in each participant's dictionary.

Play the video clips of Unit 2, 1-5, one at a time. In the video clips, different speakers introduce themselves and ask the participant for their age (see the script on worksheet 2.5a).

Play the video again and ask the participants to respond to the questions on the video. They can use their dictionary if they can't remember how to say their age, in English.

*** Play the video clips 6-10, one at a time. Participants can answer with 'yes' or 'no', or with a longer sentence.

Variations

Give the participants a copy of worksheet 2.5a or b. Play the video clips in random order. After each clip, ask the participants to say the number of the matching text.

Record the participants on video, while they say these texts themselves.

*** Play the video without sound and ask a participant to say the text, Karaoke-style. Write the texts on the flip chart, if necessary.

English without Frontiers

2. My Family



2.6

Now it's your turn, 1

Objectives

The participants

- learn to understand and say the numbers 1-10.

Materials

Flashcards with the numbers 1-10

Talking Dictionary and Multiple Choice, numbers (PowerPoint)

Equipment to play and project the PowerPoint files

Procedure

Ask the participants if they can count to 10, in their own language. Write the numbers on the flip chart. Ask if they know the English words for any of the numbers. Write the English words on the flip chart.

Put the Flashcards in a pile, with the number-side up. Ask each participant to draw a card and to say the number in English.

Say: 'one', and point to a participant, who says 'two'. Then point to the next participant, who says 'three', etc. Or: ask each participant who has said a number, to point to the participant who is next. Try to go faster and faster. Non-speaking participants can use the flash-cards to hold up their number.

Use the Talking Dictionary and the Multiple Choice test to drill the numbers.

Variations

Give a participant a Flashcard, number-side up. If the participant can say the number in English, s/he can keep the card. If s/he doesn't know the word, the next participant can try, etc.

Use two dice to practise the numbers: each participant can throw the dice, then has to say the number in English. If s/he can say the number, s/he can throw again. Otherwise, the dice go to the next participant.

Make additional Flashcards with numbers that the participants request (e.g. age, house number, lucky numbers, etc.), or help the participants make these, themselves.

Make additional Flashcards for numbers up to 20, or more.

English without Frontiers

2. My Family



2.7

Play a game, 2

Objectives

The participants

- practise understanding the numbers 1-10.

Materials

A bingo-card for each participant (worksheets 2.7)

The bingo-words (2.7b)

A box for the bingo-words

A pen, pencil or non-permanent marker for each participant

Procedure

Explain the bingo-procedure to the participants. You have a box with numbered cards. You will pick a card and call out the number on the card (in English!). If a participant has this number on his/her bingo-card, s/he can cross it out. The first person to cross out all numbers on the cards, is the winner.

Variations

Ask one of the participants, to be the games-master.

*** Make bingo-cards with higher numbers, or use the materials of a real bingo-game.

Tips

If you want to re-use the Bingo cards, you can laminate them. If participants use non-permanent markers to cross out the numbers you can wipe the cards clean, afterwards.

Go to <http://print-bingo.com> for free web based tools to print various styles of bingo cards (numbers and words, not pictures).

English without Frontiers

2. My Family



2.8

Play a game, 3

Objectives

The participants

- practise speaking and understanding the words of this unit.

Materials

Worksheets 2.8, made into playing-cards
For each pair of participants: 2 copies.

Procedure

Participants will play in pairs, for this activity. You can assign who will play with whom, or participants can choose their own partner.

This is an easy way of playing quartets:

Each participant receives 3 cards (blind), the other cards go in the middle.

Participant 1 asks participant 2 a picture that s/he wants. If participant 2 has the picture, s/he has to give it to participant 1 and participant 1 can ask again. If participant 2 does not have the picture, then participant 1 has to take a card from the middle, and participant 2 gets to ask.

As soon as a participant has a pair of pictures, s/he puts these on the side. The participant who can put all his cards to the side first, is the winner.

English without Frontiers

2. My Family



2.9

Listen to the music

Objectives

The participants

- listen to the song and relax;
- try and recognize some of the words .

Materials

John Denver: Grandma's Feather Bed
Worksheet 2.9a, cut into cards
Worksheet 2.9b
Equipment to play the song

Procedure

Give each of the participants a card from worksheet 2.9. Ask them to listen for 'their' word, and to raise their card if they hear the word.

Play the song. Then, look at the lyrics with the participants, and find the words that they know.

Tips

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

English without Frontiers

2. My Family



2.10

Role play

Objectives

The participants

- practise introducing themselves.

Materials

Flip chart
Optional: video camera

Procedure

On the flip chart, write:
"My name's
I'm (age)
I have " (some family relationship)

Ask each participant, how they want to complete this sentence. Help them say the missing words in English, help the participants write these words down.

Then, practise these sentences in role play: ask participants to stand up, and to introduce themselves in English.

Or: ask the participants to walk around the classroom, introducing themselves to each other.

Variations

Record the participants on video, while they introduce themselves.

Sing these 3 sentences as a slow rap (go faster as the participants start to respond quicker), and point to participants to supply the missing words:

"My name's ... (point to participant), pom pom,
I'm ... (point to another participant), pom pom pom,
I have ... (point to yet another participant), pom pom,
I have ... (point to yet another participant), pom pom,
My name's ... (point to participant), pom pom,
I'm ... (point to another participant), pom pom pom,"
Etc.

English without Frontiers

2. My Family



2.11

Read & write

Objectives

The participants

- practise reading and writing English words.

Materials

Worksheets 2.11 a-f

Procedure

Select the worksheet(s) that are appropriate for your participants and make copies for all participants.

Explain what the participants have to do and ask the participants to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

For worksheet 2.11c, participants can use a picture of their own family.

The participants complete the worksheets at home, as homework. You discuss them during the next session.

*In a mixed abilities group, participants who cannot read and write can play a game of Memory or Mix & Match, while others work on the worksheets. Print the Flashcards for this unit (and maybe also for the previous unit). Don't fold the A4-sheets, but cut them through the middle, so that you have A5-sized cards with either the word, or the picture. Laminate the cards and use them for Memory or Mix & Match. Memory can be played with pictures only (in that case you will have to print the Flash-cards twice, so that you have 2 cards for each picture), or with pictures and words (participants have to find the words and pictures that belong together).

Mix & Match: mix up all cards and ask the participant(s) to match the words to the pictures. They can use the Flash-cards to help them and to check their results.

English without Frontiers

2. My Family



2.12

What do you remember, 2

Objectives

The participants

- realize that they understand the video better, than before;
- repeat some of the words and phrases that they have learned.

Materials

Video clips Unit 2
The participants' dictionaries
Flashcards for Unit 2
Optional: Flashcards for Unit 1

Talking Dictionary Unit 2 (PowerPoint)
Multiple Choice Unit 2 (PowerPoint)
Equipment to play and project the PowerPoint files

Procedure

Play this unit's video clips of Mike and Jill again. Ask the participants what words they recognize. Ask them if they can now understand a little bit better, what Mike and Jill say.

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Ask each participant, what English word or sentence s/he wants to remember from this unit. Write this 'special word' or 'special phrase' in the participant's dictionary. Ask each participant to learn his/her special word or phrase, as homework.

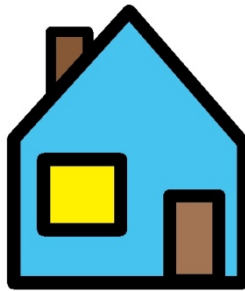
Variations

*** Use the Flashcards of unit 1, and/or the Talking Dictionary and Multiple Choice activities of unit 1, to repeat the words of unit 1, as well.

English without Frontiers

3. My House

3. My House



Activities

- 3.1 What do you remember, 1
- 3.2 Watch the video, 1
- 3.3 My dictionary
- 3.4 Play a game, 1
- 3.5 Now it's your turn, 1
- 3.6 Listen to the music
- 3.7 Watch the video, 2
- 3.8 Role play
- 3.9 Play a game, 2
- 3.10 Read & write
- 3.11 What do you remember, 2
- 3.12 Play a game, 2

English without Frontiers

3. My House



3.1 What do you remember, 1

Objectives

The participants

- activate their memories of the previous unit;
- activate their knowledge of this unit's theme ;
- make the link from the English words and phrases that they already know to the English words and phrases that they will learn in this unit.

Materials

Worksheets 3.1
Flashcards Unit 2
Flip chart
Optional: Flashcards Unit 3

Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

Ask the participants where they live. Do they live in a house? In an apartment? In a group home? Do they live alone, or with their family?

Ask the participants where they think that Mike and Jill live. Do they live together? Do they live in a house?

Ask the participants what English words they know, that have to do with living in a house. Write these words on the flip chart. Use the photographs (worksheets 3.1) to jog their memory. If the participants don't know any English words, ask them for words in their first language, and write these, with their English translation, on the flip chart.

Write the English words and their translations on the flip chart.

English without Frontiers

3. My House



3.2 Watch the video, 1

Objectives

The participants

- watch the video and try to recognize the words that they know;
- learn to 'listen for the gist';
- learn the meaning of some new English words.

Materials

Video clips Unit 3, Jill and Mike
Equipment to play and project the DVD
Flip chart
Worksheet 3.2

Procedure

Play the video and ask the participants to listen for the words on the flip chart (see activity 3.1).

After they've seen the video, ask the participants what 'house-words' they have heard. Check the words that they've heard on the flip chart and add new words to the list.

Ask the participants, what they think Mike and Jill say in the video.

Write the translation of the stories (in L1) on the flip chart.

Play the video clip again, and ask the participants if they can now understand some of the words or sentences.

Play the video clip once more, paragraph by paragraph, pointing to the translation on the flip chart (or: ask one of the participants to do this for you).

Variations

*** Show the English text of the video and ask the participants to help you write the translation on the flip chart. Write down the words that participants know, leaving blank spaces for words and sentences they don't know. Encourage the participants to guess what Jill and Mike say.

Emphasize that understanding the gist of the story is more important, than knowing the exact meaning of each and every word.

English without Frontiers

3. My House



3.3

My dictionary

Objectives

The participants

- learn to use their dictionary, to find the words that they need.

Materials

Worksheet 3.3a, one copy for each participant
PowerPoint file 3.3a or a transparency of worksheet 3.3a
Equipment to project worksheet 3.3a

The participants' dictionaries
Sticky labels with the words of worksheet 3.3b

Procedure

Show worksheet 3.3a to all participants.

The participants now use their dictionaries, to find words for things in the picture. They write the words on the worksheet.

Ask the participants to put the stickers on the corresponding objects in the classroom. If they don't know the meaning of a word on a sticker, they can look it up in their dictionary.

Variations

Ask the participants to complete the worksheets individually or in pairs, and then discuss the results in the group.

Give the participants empty sticky labels, and ask them to write down words for things in the room. They can use their dictionary (or the teacher) to help them with the spelling of words. Then, ask them to put the labels on the objects in the room. Invite the participants to walk around the room, to read all the labels.

*** Ask the participants to make a shopping list of all the things that Mike will need, for his new apartment. Use an Ikea catalogue (or a similar catalogue, paper or on-line) to help them make this list. Help them to write this list in English, so that Mike and Jill can read it.

English without Frontiers

3. My House



3.4

Play a game, 1

Objectives

The participants

- begin to understand the meaning of everyday words that have to do with the house.

Materials

Worksheet 3.4a and b
Worksheet 3.3a
Equipment to project worksheet 3.3a

Red and green cards, one for each participant

Procedure

Use the beamer or an overhead projector to show worksheet 3.3a to the participants.

Then, play the game "Simon Says".

* Explain to the participants, that you are going to say some English words. Some of these words are things that are in the house, some are not. If something is in the house, they have to stand up (or hold up the green card), if it is NOT in the house, they have to sit (or hold up the green card).

*** Explain to the participants, that you are going to say sentences. Some of these sentences are true, others are not true. If a sentence is true, they have to stand up (or hold up the green card), if the sentence is not true, they have to remain seated (or hold up the red card).

Then, call out the words or sentences on worksheet 3.4a or b, in random order.

Variations

Ask participants to suggest more true and untrue words or sentences (in English or in L1), and call these out, as well.

English without Frontiers

3. My House



3.5

Now it's your turn, 1

Objectives

The participants

- practise understanding and using the words 'big' and 'small', and 'very big' and 'very small'.

Materials

Worksheet 3.5

Procedure

Show the pictures of worksheets 3.5 to the participants. For each picture, say a sentence with *small*, *very small*, *big*, or *very big*. Use body language or sign language to demonstrate the meaning of "*small*, *very small*, *big*, and *very big*". Ask the participants to copy your actions, while they repeat the English words: "a very small lamp", "a big clock", etc.

Then you say a sentence and the participants point to the correct picture.

All sentences should have the same format:

"This man is big", "this man is VERY big", "This house is small", "this house is VERY small", etc. For every sentence, demonstrate the size by using body language.

Then, point to a picture and start a sentence that the participants (individually or as a group) complete: "This chair is ", "this house is ", etc. Use body language to support the meaning of big, small, etc., and encourage the participants to do the same.

Finally, point to a picture and ask the participants (individually or as a group) to say the appropriate sentence.

Variations

Ask the participants to make up sentences of their own: My shoes are big. Your shoes are VERY big. My hair is long. Your hair is short. Your hair is VERY short, etc.

Ask the participants to draw pictures that they can use for this activity (a tree, a very large tree, a very small tree, etc.)

*** Ask the participants to think of other words that they can use with 'very': my grandfather is VERY old. I am VERY happy, This car is VERY fast, etc. If participants can't do this in English yet, they can do it in L1 and you translate for them.

English without Frontiers

3. My House

3.6

Listen to the music

Objectives

The participants

- listen to the song and relax;
- try to recognize some words;
- try to sign along with the chorus.

Materials

The song: "Our house", by Crosby Stills Nash
Equipment to play the song
Flip chart
Worksheet 3.6

Procedure

Ask the participants to listen to the song, and to try and find words that they know. Write the words that the participants know on the flip chart. Then, play the song again and try to find more words.

Variations

Give the participants the text of the song (worksheet 3.6) and ask them to mark the words that they recognize, on the sheet while they listen.

Tips

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

English without Frontiers

3. My House



3.7

Watch the video, 2

Objectives

The participants

- learn to recognize and respond to some common social routines.

Materials

Video clips 3: 1-5 (*), and/or 6-10 (***)

Equipment to play and project the DVD

Optional: Video camera

Optional: worksheet 3.7a or b

Procedure

Play video clips 3: 1-5 and/or 6-10. The participants can answer with 'yes' or 'no', or with a longer sentence.

Variations

Give the participants a copy of worksheet 3.7a or b. Play the video clips in random order. After each clip, ask the participants to say the number of the text they just heard.

English without Frontiers

3. My House



3.8

Role play

Objectives

The participants

- practise social routines.

Materials

Worksheets 3.7a and/or b, cut into strips
A box

Optional: Video camera

Procedure

Put the strips in a box. Use only the easy texts (3.7a) or both easy and difficult texts (3.7a and b). Invite a participant to take a strip from the box. Ask him/her to ask the question on the strip, to another participant. If the other participant answers correctly, s/he can take a strip from the box, etc.

Variations

Allow the participants to practise in teams of two, before they present their 'acts' in front of the class.

Record the participants on video; then watch and discuss the video recording with the participant.

English without Frontiers

3. My House



3.9

Play a game, 2

Objectives

The participants

- practise speaking the words of this unit (*) and of previous units (***)).

Materials

Flashcards for this unit

*** Flashcards from all units

Procedure

Kim's game: stick 3 Flashcards on the flip chart (or 4, 5 pictures; picture side, or word side). Tell the participants to close their eyes, and remove 1 Flashcard from the flip chart. Ask the participants to open their eyes and to tell you which card is missing. They have to tell you this, in English!

You can make this into a competition, with two teams competing against each other.

Use Flashcards from all units, for *** participants.

Variations

Ask one of the participants (or: each participant, in turn) to be the 'games master'.

English without Frontiers

3. My House



3.10

Read & write

Objectives

The participants

- practise reading and writing English words.

Materials

Worksheets 3.10 a-d

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain what the participants have to do and ask the participants to complete the worksheet(s) either in class, or as homework. They can use their dictionaries to help them find the words for some worksheets.

When all participants have completed the worksheets, discuss the answers with them.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

Tips

Participants who can't write, can look up the word in the dictionary, and you, or another participant, can write the word on the worksheet.

*In a mixed ability group, participants who cannot read and write can play a game of Memory or Mix & Match, while others work on the worksheets. Print the Flashcards for this unit (and maybe also for the previous unit). Don't fold the A4-sheets, but cut them through the middle, so that you have A5-sized cards with either the word, or the picture. Laminate the cards and use them for Memory or Mix & Match. Memory can be played with pictures only (in that case you will have to print the Flash-cards twice, so that you have 2 cards for each picture), or with pictures and words (participants have to find the words and pictures that belong together).

Mix & Match: mix up all cards and ask the participant(s) to match the words to the pictures. They can use the Flash-cards to help them and to check their results.

English without Frontiers

3. My House



3.11

What do you remember, 2

Objectives

The participants

- realize that they understand the video better, than before;
- repeat some of the words and phrases that they have learned.

Materials

Video clips of Unit 3: Jill and Mike
The participants' dictionaries
This unit's Flashcards

The Talking Dictionary, and/or the Multiple Choice questions for this unit (PowerPoint files)

Equipment to play and project the PowerPoint files

Procedure

Play video clip 3.2 again.

Ask the participants what words they recognize. Ask them if they can now understand a little bit better, what Mike and Jill say.

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Ask the participants if they remember their words / phrases from the previous lessons. Ask them, to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

NB: It can be one of the words from this unit, or any other word or sentence that the participant wants to learn say in English.

Variations

*** Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

English without Frontiers

3. My House



3.12

Play a game, 2

Objectives

The participants

- rehearse the words that they have learned in this unit;
- relax and enjoy themselves.

Materials

A bingo-card for each participant (worksheets 3.12a)
The bingo-words, cut loose (worksheet 3.12b)
A box for the bingo-words

A pen, pencil or non-permanent marker for each participant

Procedure

Explain the bingo-procedure to the participants. You have a box with numbered cards. You will pick a card, and call out the word on the card (in English!). If they have this word/picture on their bingo-card, they can cross it out. The first person to cross out all words/pictures on the cards is the winner.

Play bingo. Participants who can read, can use the bingo-cards with the written words; participants who can't read, can use the bingo-cards with the pictures.

Tips

If you want to re-use the bingo cards: laminate them, and give the participants non-permanent markers to cross out words or pictures.

Go to <http://print-bingo.com> for free web based tools to print various styles of bingo cards (numbers and words, not pictures).

English without Frontiers

4. My Hobbies

4. My Hobbies

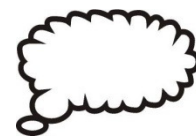


Activities

- 4.1 What do you remember, 1
- 4.2 Watch the video
- 4.3 Play a game, 1
- 4.4 Now it's your turn, 1
- 4.5 My dictionary
- 4.6 Now it's your turn, 2
- 4.7 Now it's your turn, 3
- 4.8 Role play
- 4.9 Listen to the music
- 4.10 Read & write
- 4.11 What do you remember, 2
- 4.12 Play a game, 2

English without Frontiers

4. My Hobbies



4.1 What do you remember, 1

Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 3
Flashcards Unit 4

Worksheets 4.1

Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

Ask the participants about their hobbies and about the sports, that they like. Ask the participants to think about Mike and Jill. Can they predict what Mike's favourite sport is? Can they predict Jill's favourite hobby? Can they predict what kind of music Mike and Jill like?

Ask the participants if they know any English words that have to do with sports, hobbies or music.

Use the photographs on worksheets 4.1 to jog the participants' memory.

Write the English words and their translations on the flip chart.

English without Frontiers

4. My Hobbies



4.2

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- listen for the gist of the story;
- learn some new words.

Materials

Video clips Unit 4, Peter & Jill
Equipment to play and project the DVD

Worksheets 4.2
Flip chart

Procedure

Play the video clips of Peter and Jill, and ask the participants to listen for the words on the flip chart (activity 4.1).

After they've watched the video, ask the participants what words they recognized. Check the words that they heard on the flip chart, and add new words to the list.

Ask the participants, what they think Peter and Jill say in the video.

Together with the participants, write the translations of the stories on the flip chart.

Play the two video clips again and ask the participants if they can now understand some of the words or sentences.

Discuss the content of the stories with the participants. Where is Mike? Who is Peter? What are Peter's favourite sports? What's Jill's favourite hobby? What's the name of their band?

Variations

Together with the participants, reconstruct the English texts on the flip chart.

English without Frontiers

4. My Hobbies



4.3 Play a game, 1

Objectives

The participants

- practise new words for sports, hobbies;
- actively think about and use English words they already know, for sports and hobbies.

Materials

Procedure

Demonstrate a sport by using body language and pantomime (e.g. kicking a ball, swimming, skiing). Ask the participants to guess, what you are doing. If they can say the word in English, they get 2 points, if they say it in L1, they get 1 point.

When someone guesses the correct action, call out the sentence: "Yes! I'm skiing!", "Yes, I'm swimming!" Or: "No, I'm not sleeping!"

Participants can play against each other, or you can make two teams that compete against each other.

Variations

You can ask a participant to demonstrate a sport or hobby, while the other participants guess.

You can give the two teams some time to make a list of 5 (or 8, or 10) words/actions that the other team will have to guess. The team that scores the most points, wins.

English without Frontiers

4. My Hobbies



4.4

Now it's your turn, 1

Objectives

The participants

- learn to say what they like, and don't like to do;
- They learn to use 'very much' and 'not at all'.

Materials

Worksheet 4.4a
Worksheets 4.4b, cut into cards, or other pictures of sports
A box

Procedure

Project worksheet 4.4a so that all participants can see it.

Pick a card from the box and show the picture to the participants.
Then, point to a participant and ask:

"Do you like ?" (whatever is on the picture)

The participant can respond with: yes or no, with longer sentence, or by pointing to the correct symbol and sentence.

Later, ask each participant in turn to pick a card from the box, and to make a sentence about this.

Demonstrate the use of various sentences, and write these on the flip chart:

I like swimming - I don't like swimming

I like football - I don't like football

I like swimming - I like swimming very much - I don't like swimming - I don't like swimming at all.

Use the symbols on worksheet 4.4a to support the meaning of these sentences (you point to the symbol that corresponds to what the participant says, or: the participants point to the symbols, themselves).

Variations

Do the same activity, with the words 'I love ...' and 'I hate'.

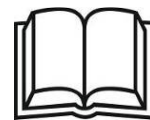
Instead of sports, use pictures of famous musicians or movie stars

Tips

You can find many copyright-free pictures of sports on:
<http://commons.wikimedia.org>

English without Frontiers

4. My Hobbies



4.5

My dictionary

Objectives

The participants

- use their dictionaries to find words for things that they like or don't like.

Materials

The participants' dictionaries

Worksheet 4.5

Flip chart

*** PowerPoint: Talking dictionary unit 4, + the equipment to play and project the PowerPoint file.

Procedure

Ask the participants to look in their dictionaries, to find things, activities and foods that they like, or don't like.

If you do this as a group activity, ask each participant in turn to say a word (or a sentence: I like ... , I don't like ...). Write the words on the flip chart, in 2 columns (like / don't like).

Then point to a participant, while you say 'I like ' – or "I don't like ...'. The participant quickly has to respond with something that s/he likes or doesn't like, from the list on the flip chart, or some new word.

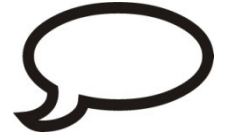
Variations

You can make this activity more fun, and more challenging by pretending to be a rapper: rap the sentence, then point to a participant, e.g. "I am Hans, I am Hans, and I like , I like ', etc.

*** Play the PowerPoint 'Talking Dictionary', for Unit 4. Ask the participants to find the correct word, in their dictionary. Ask them to say the word (individually, or all together). Then, play the video so they can hear the correct word. If necessary, play the video a number of times and ask the participants to repeat after the video (individually, or all together).

English without Frontiers

4. My Hobbies



4.6

Now it's your turn, 2

Objectives

The participants

- learn to recognize and say words that have to do with music;
- practise answering in sentences, instead of in single words.

Materials

Pictures of musical instruments (worksheet 4.6)
Sound clips of musical instruments (on the CD-ROM)

Procedure

Ask the participants what musical instruments they know (in L1 or in English). Write these on the flip chart, with the English translation.

Then, demonstrate (using pantomime) a musical instrument and ask the participants to guess what you are playing:
"What am I playing?" – "you're playing the piano / guitar / drums, etc. "

You can divide the participants in 2 groups that compete against each other. If they say the word in L1: 1 point, if they can say in English: 2 points.

Then, play the music clips on the CD and ask the participants if they recognize the instrument: "What do you hear?" "I hear a .. piano / guitar / etc. "

Variations

Play a game of charades: one participant demonstrates an instrument, the others try to guess the instrument.

Play a game of "Simon Says.. ": "Simon says ... play the piano!", "Simon says ... play the drums!" To make the game more challenging, you can mix in some non-music actions ("Simon says ... stand up!, Simon says raise your arms!) If participants do these non-music actions, they are 'out'.

To make this game easier: when you call out the action, demonstrate what the participants have to do: "Simon says: play the trumpet!", while you mime playing the trumpet.

English without Frontiers

4. My Hobbies



4.7

Watch the video, 2

Objectives

The participants

- learn to understand and respond to questions about their hobbies and what they do in their free time.

Materials

Video clips Unit 4: 1-5 (*) and/or 6-10 (***)
Worksheet 4.7a and b
Equipment to play and project the DVD

Procedure

In the video clips, different speakers introduce themselves and ask the participants a question (see the scripts on worksheet 4.7a and b).
Play the video clips one by one, and ask the participants to respond to the questions on the video.

Variations

Give the participants a copy of the text (worksheet 4.7a or b). Play the video clips in random order; after each clip, ask the participants what text (number) they just heard.

English without Frontiers

4. My Hobbies



4.8

Role play

Objectives

The participants

- practise speaking about hobbies, sports, and what they like to do in their free time.

Materials

Worksheet 4.7a and/or b, cut into strips

Optional: a video camera

Procedure

The participants interview each other, in English: "Hi, what's your name? What do you do in your free time? Do you like swimming? Do you like listening to music?" etc. They can do this in teams, in front of the class.

If a participant doesn't know what to ask, let him/her pull a strip from the box, with a question s/he can ask.

Variations

Allow the teams to practise their acts for 5 or 10 minutes, before they perform 'on stage'.

Record the participants on video, and afterwards watch and discuss the videos with the participants.

English without Frontiers

4. My Hobbies



4.9

Listen to the music

Objectives

The participants

- try to understand the words from their favourite English songs.

Materials

The favourite English songs of the participants – ask them to bring the CD or mp3 file, to the class.

The lyrics of the song

Equipment to play the mp3 or CD

Flip chart

Procedure

Play the song. Ask if the participants know the name of the song. Write this on the flip chart. What does it mean? What does the artist say? Together with the participants, try to write out the text of the song. Use the printed lyrics to help you, if necessary.

Discuss the meaning of the words and the song, with the participants.

Variations

Do Karaoke with well-known English songs

Tips

You can find the lyrics of almost any song on the internet: use Google and type in the name of the song + lyrics.

English without Frontiers

4. My Hobbies



4.10

Read & write

Objectives

The participants

- practise reading and writing English

Materials

Worksheets 4.10 a-e

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Worksheets 4.10d: Dominoes. Laminate the worksheets, then cut out the 'stones'.

Worksheets 4.10e: Make a 'word-web', by writing down words that have something to do with music, or sports. Add as many textboxes and lines as you need.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

*

In a mixed ability group, participants who cannot read and write can play a game of Memory or Mix & Match, while others work on the worksheets. Print the Flashcards for this unit (and maybe also for the previous unit). Don't fold the A4-sheets, but cut them through the middle, so that you have A5-sized cards with either the word, or the picture. Laminate the cards and use them for Memory or Mix & Match. Memory can be played with pictures only (in that case you will have to print the Flash-cards twice, so that you have 2 cards for each picture), or with pictures and words (participants have to find the words and pictures that belong together).

Mix & Match: mix up all cards and ask the participant(s) to match the words to the pictures. They can use the Flash-cards to help them and to check their results.

English without Frontiers

4. My Hobbies



4.11

What do you remember, 2

Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions, in English.

Materials

Worksheet 4.11 – cut into strips
A box
Video clips Unit 4
Flashcards Unit 4

Talking Dictionary, Unit 4 (PowerPoint)
Multiple Choice, Unit 4 (PowerPoint)
Equipment to play and project the PowerPoint files

Procedure

Divide the group into two teams who compete against each other.

Put all the questions (worksheet 4.11) in the box. Take out one question, and read it out loud. Ask team 1 if they can answer the question. If they can answer the question in English, they get 2 points. If they can answer the question in L1, they get 1 point. If they don't know the answer, the other team can try, and gets the next question, etc.

After the game (or if you prefer: before you start the game) play the video-clips of Unit 4 again.

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Ask the participants if they remember their words / phrases from the previous lessons. Ask them, to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

Variations

*** Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

English without Frontiers

4. My Hobbies



4.12

Play a game, 2

Objectives

The participants

- rehearse the words that they've learned in this unit;
- relax and enjoy themselves.

Materials

A bingo-card for each participant (worksheets 4.12a)

The bingo-words (4.12b)

A box for the bingo-words

A pen, pencil or non-permanent marker for each participant

Procedure

If you haven't played bingo with the participants before: explain the bingo-procedure. You have a box with numbered cards. You will pick a card and call out the word on the card (in English!). If they have this word/picture on their bingo-card, they can cross it out. The first person to cross out all words/pictures on the cards, is the winner.

Play bingo. Participants who can read, can use the bingo-cards with the written words; participants who can't read, can use the bingo-cards with the pictures.

Variations

Ask one of the participants to be the games-master

Tips

If you want to re-use the Bingo cards: laminate them, and give the participants non-permanent markers to cross out words or pictures.

Go to <http://print-bingo.com> for free web based tools to print various styles of bingo cards (numbers and words, not pictures).

English without Frontiers

5. Happy Birthday!

5. Happy Birthday!



Activities

- 5.1 What do you remember, 1
- 5.2 Watch the video, 1
- 5.3 Now it's your turn, 1
- 5.4 Listen to the music
- 5.5 Now it's your turn, 2
- 5.6 My dictionary
- 5.7 Now it's your turn, 3
- 5.8 Now it's your turn, 4
- 5.9 Watch the video, 2
- 5.10 Role play
- 5.11 Read & write
- 5.12 Play a game
- 5.13 What do you remember, 2

English without Frontiers

5. Happy Birthday!



5.1

What do you remember, 1

Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 4
Flashcards Unit 5

Worksheets 5.1

Procedure

Ask the participants to tell you what they remember from the previous unit. What words and phrases do they remember? Ask each participant if s/he remembers his/her 'special word'. Use the Flashcards to help the participants remember.

Ask the participants when their birthday is. Ask them how they celebrate their birthday. Do they get presents? Do they have a party? Tell them that Mike is going to have his birthday. Ask the participants to predict, what Mike will do on his birthday. Ask them to predict, what present Jill will give to Mike.

Ask the participants if they know any English words (or songs!) that have to do with birthdays.

Use the photos on the worksheets 5.1 to jog their memory.

Write the English words and their translations on the flip chart.

English without Frontiers

5. Happy Birthday!



5.2

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- learn some new words.

Materials

Video clips of Unit 5, Mike and Jill
Equipment to play and project the DVD
Flip chart

Worksheets 5.2

Procedure

Play the video, and ask the participants to listen for the words on the flip chart.

After they've seen the video, ask the participants what words they recognized. Check the words that they heard on the flip chart, and add new words to the list.

Ask the participants, what they think Mike and Jill say in the video.

Play the video clip again.

Variations

Show the English text of the video and ask the participants to help you write the translation on the flip chart.

English without Frontiers

5. Happy Birthday!



5.3

Now it's your turn, 1

Objectives	Participants practise saying the social routines: 'yes please', and 'no, thank you'.
Materials	Worksheet 5.3a Worksheet 5.3b – cut into separate pictures A box Flip chart
Procedure	<p>Ask participants what food they like to eat at a party. They can use their dictionaries, or they can say the words in L1, and you translate.</p> <p>Write all the words on the flip chart.</p> <p>Cut out the pictures on worksheet 5.3b or use other pictures of food and drink.</p> <p>Pick a card from the box, and call out "I like" (the food or drink that is on the picture". Take the next picture, and call out 'I DON'T like".</p> <p>Divide the class into two groups: group a will call: "I like," group b will call : "I don't like .."</p> <p>Pick out cards from the box, show them to the participants, and point to group a (I like ..), or group b (I don't like ...).</p> <p>Then, take a card from the box, and point to an individual participant. Ask the participant whether s/he wants what's on the picture: "Do you want beer?" Help the participant to answer "YES please!" or "Yes please, I LIKE beer", or "NO thank you, I DON'T like beer". If a participant says yes please, give him/her the picture. If a participant says 'no thank you', ask the next participant.</p> <p>Continue until there are no more cards in the box.</p>
Variations	*** Help the participants to add 'very' and 'not at all' to their sentences: "No I don't like beer, at all" , "Yes, I like pizza, very much!"
Tips	More copyright-free pictures can be found on: http://commons.wikimedia.org

English without Frontiers

5. Happy Birthday!



5.4

Listen to the music

Objectives

The participants

- listen to and sing along with the “Happy Birthday” song.

Materials

The “Happy Birthday” song
Equipment to play the song

Procedure

Play the song and ask the participants to sing along.

Variations

Use other sing-a-long songs:

- “For he’s a jolly good fellow”
- “Jingle Bells”

Tips

Different ‘Happy Birthday’ songs can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

An ‘easy to sing’ version can be found on the CD-ROM.

English without Frontiers

5. Happy Birthday!



5.5

Now it's your turn, 2

Objectives

The participants

- practise the months of the year;
- practise saying when their birthday is.

Materials

The participants' dictionaries
Worksheet 5.5
Equipment to project 5.5
Flip chart
Flash cards Months,

Procedure

Ask each participant in turn, when his/her birthday is. Ask them if they know the name of the month, in English. Write the names and dates on the flip chart, in English.

Together with the participants, put the names of the months that are on the flip chart, in the correct order. Fill in the missing months: January, February, etc .

Use the flash cards with the names of the months, to help the participants find the correct names ("Is it this one?"). Or: project worksheet 5.5 and fill in the names and dates.

Point to a participant, asking: "When is your birthday?". Help the participants to say the correct month. Those who can't say the month, can point to the correct month on the flip chart.

Variations

*** Help the participants to say the correct day, as well: "February 12". Or: "July 25".

English without Frontiers

5. Happy Birthday!



5.6

My dictionary

Objectives

The participants

- practise using their dictionary, and/or a real dictionary to find new words.

Materials

Worksheet 5.6

The participants' dictionaries

A real bilingual or picture dictionary

Catalogues, magazines, or an internet connection to on-line stores

Procedure

Ask the participants to make a list of presents, that Mike can ask for his birthday. Participants can make the list individually, in pairs, or with the whole group. They can use the catalogues and magazines for inspiration, and the dictionaries to help them find the right words.

Variations

Use role play and ask each participant to give Mike a very special, imaginary, gift. One of the participants can be Mike. Each participant will have to say: Happy birthday, Mike. I have a present for you, it is Or: my present is

Mike will then say: "thank you, I like the very much!" or you can ask the participants to improvise.

English without Frontiers

5. Happy Birthday!



5.7

Now it's your turn, 3

Objectives

Participants practise using 'I get', and 'I give'.

Materials

Flashcards of this unit, pictures of the gifts that the participants selected for Mike

A box

Flip chart

Procedure

On the flip chart, write: 'I get' 'I give'. Ask the participants if they know what these words mean.

Put the pictures or Flashcards in the box, in random order. Pick a card from the box and give it to a participant, saying: "I give you ... a postcard". Help the participant to respond with 'I get .. a postcard, thank you!'. Then, the participant can pull a card from the box and give it to another participant, saying: "I give you ... a present". The participant responds with: "I get a present, thank you!", picks a card from the box, gives it to another participant, etc.

Continue until there are no more cards in the box.

Variations

*** Teach the participants to combine the two sentences: I get .. a postcard, and now I give you ... a present!"

English without Frontiers

5. Happy Birthday!



5.8

Now it's your turn, 4

Objectives

The participants

- practise the days of the week;
- practise the words 'today', 'tomorrow', and 'yesterday'.

Materials

The participants' dictionaries
Worksheet 5.8
Equipment to project worksheet 5.8
Flip chart
Flash cards Days

Procedure

Ask the participants if they know what day it is. Can they point to the correct day, on the calendar (worksheet 5.7)? Practice the pronunciation of the words.

Say a day of the week and ask the participants to point to the correct word on the calendar.

Write the words: 'today', 'tomorrow', and 'yesterday' on the flip chart, or use the flash cards to show these words to the participants. Ask them if they know what these words mean. Practice the pronunciation of the words.

Say: "Today is Wednesday", pointing to a participant. The participant has to tell you whether this is correct, or not ('yes', or 'no', or: thumb up / thumb down). Then, pointing to another participant, you say: "Tomorrow is Sunday"... again, the participant has to tell you whether this is correct, or not. Do this, using 'today', 'tomorrow', and 'yesterday'.

Variations

Ask each participant to pull a card from the Days Flashcards, and to say the word. Then, you call out the days of the week in random order. The participants listen for 'their' word; when they hear 'their' word, they raise their flash card. Increase the speed to make the game more challenging.

English without Frontiers

5. Happy Birthday!



5.9

Watch the video, 2

Objectives

The participants

- Learn to understand and say social routines such as 'goodbye', 'hello', and 'thank you';
- try to understand personal introductions and questions that use words from unit 1-5.

Materials

Video clips unit 5: 1-5 (*), and/or 6-10 (***)
Equipment to play and project the DVD
Worksheet 5.9a, b

Optional: video camera

Procedure

In the video clips 1-5, the speakers ask the participant what the national expression is for, e.g. 'Happy Birthday'. The participant can answer in L1. In the video clips 6-10, speakers introduce themselves, using words and phrases from previous units. Participants can respond in English, or in L1 (see the scripts on worksheet 5.9a and b).

Play the video, and ask the participants to respond to the questions on the video.

Variations

Give the participants a copy of worksheet 5.9a or b. Play the video clips in random order. After each clip, ask the participants to say the number of the text that they heard.

English without Frontiers

5. Happy Birthday!



5.10

Role play

Objectives

The participants

- practise speaking English for communicative purposes;
- practise social routines they can use at birthdays and holidays.

Materials

Worksheet 5.10

Optional: video camera

Procedure

The participants work in pairs. One participant is the reporter, the other participant is a VIP (Very Important Person): a movie star, a famous sports figure, musician.

The reporter interviews the VIP, for television. First, participants can practise, then they perform in front of the group.

Variations

Record the participants on video and watch and discuss the interviews with the participants.

English without Frontiers

5. Happy Birthday!



5.11

Read & write

Objectives

The participants

- practise reading and writing English.

Materials

Worksheets 5.11 a-g

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain what the participants have to do and ask the participants to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Worksheet 5.11b: the participants can cut the words, and use the words they like, to make their own sentences. (NB: They don't have to use all the words, there is no set of 'correct' sentences).

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

*In a mixed abilities group, participants who cannot read and write can play a game of Memory or Mix & Match, while others work on the worksheets (for detailed instructions, see Read & write previous unit).

English without Frontiers

5. Happy Birthday!



5.12

Play a game

Objectives

The participants

- rehearse the words that they've learned in this unit;
- relax and enjoy themselves.

Materials

Flashcards for this unit

*** Flashcards from all units

Procedure

Kim's game: stick 3 Flashcards on the flip chart (or 4, 5 pictures; picture side up, or word side up). Tell the participants to close their eyes, and remove 1 Flashcard from the flip chart. Ask the participants to open their eyes and to tell you which card is missing. They have to tell you this, in English!

You can make this into a competition, with two teams competing against each other.

Variations

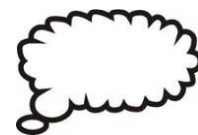
You can make this into a competition, with two teams competing against each other.

*** Use Flashcards from all units.

Ask one of the participants to be the games-master

English without Frontiers

5. Happy Birthday!



5.13

What do you remember, 2

Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions.

Materials

Worksheet 5.13 – cut into strips
A box
Video clips Unit 5, Jill and Mike
Flashcards of this unit

Procedure

Divide the group into two teams who compete against each other.

Put all the questions in the box. Take out one question, and read it out loud. Ask team 1 if they can answer the question. If they can answer the question in English, they get 2 points. If they can answer the question in L1, they get 1 point. If they don't know the answer, the other team can try, and gets the next question.

Etc.

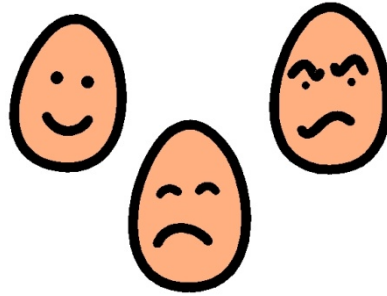
After the game (or if you prefer: before you start the game, play the video clips of Unit 5 again.

Ask the participants if they remember their special words / phrases from the previous lessons. Ask them, to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

English without Frontiers

6. How are you?

6. How are you?



Activities

- 6.1 What do you remember, 1
- 6.2 Watch the video, 1
- 6.3. Now it's your turn, 1
- 6.4 Listen to the music, 1
- 6.5 Now it's your turn, 2
- 6.6 Watch the video, 2
- 6.7 My dictionary
- 6.8 Now it's your turn, 3
- 6.9 Role play
- 6.10 Listen to the music, 2
- 6.11 Read & write
- 6.12 What do you remember, 2

English without Frontiers

6. How are you?



6.1

What do you remember, 1

Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 5
Flashcards Unit 6
Flip chart
Worksheets 6.1

Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

Ask the participants to think about Mike's birthday party. Was it fun? Was Mike happy? How would Mike feel, the day after? And Jill?

Ask the participants if they know any words that have to do with feeling good, or with feeling bad, or sick (in L1 or in English). Write the words and their translations on the flip chart.

Use the pictures on Worksheet 6.1, to jog the participants' memory.

English without Frontiers

6. How are you?



6.2

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- listen for the gist of the story;
- learn some new words.

Materials

Video clips Unit 6, Mike & Jill
Equipment to play and project the DVD

Worksheets 6.2

Procedure

Play the video clips of Mike and Jill, and ask the participants to listen for the words on the flip chart (activity 6.1).

Divide the group into two teams. One group will listen for food words, the other group listens for parts of the body. If they hear one of 'their' words, participants raise their hand. Or: they write the words down.

Play the video again. Then, check with the participants if they heard all 'their' words.

Variations

Together with the participants, reconstruct the English texts (and/or the translations) on the flip chart.

English without Frontiers

6. How are you?



6.3

Now it's your turn, 1

Objectives

The participants

- practise understanding and saying words for feelings: happy, angry, sad and sick.

Materials

Flashcards 'happy', 'angry', 'sad' and 'sick'
Flip chart

Procedure

Show the participants the pictures on worksheet 6.3: happy, angry, sad and sick. Ask them if they know the words for 'happy', 'angry', 'sad' and 'sick' in English. If they don't, write the words on the flip chart and practise the pronunciation.

Make happy, angry, sad or sick faces (in random order) and ask the participants to point to the correct picture.

Say the words 'happy', 'angry', 'sad' and 'sick' (in random order), and ask the participants to point to the correct picture. If necessary, support the words with the correct facial expression.

Point to each participant in turn, saying, "Hey, you look happy!", or "Hey, you look sad!", etc. – the participant responds by showing the correct facial expression.

*** Or: participants respond with a sentence: "Yes, I am happy".
Or: "No, I am not sad", etc.

Point to each participant in turn, asking them how they feel: "How are you, today?". The participant can respond with a facial expression, a single word, or a sentence: "I am happy, today", etc.

Variations

You can ask one of the participants to demonstrate a feeling, and have the others guess ('Charades').

English without Frontiers

6. How are you?



6.4

Listen to the music, 1

Objectives

The participants

- have some fun and relax;
- practise some of this unit's vocabulary.

Materials

"If you're happy, clap your hands" (song)
Worksheet 6.4 (lyrics)

Equipment to play the mp3 or CD

Procedure

Give worksheet 6.4 to the participants, or project the lyrics on the wall or a screen, so that everyone can see it.

Play (and/or sing) the song. While you sing, point to a participant, who should clap his hands, then ask everyone to clap their hands.

Ask the participants to sing along, when they are ready.

Variations

If appropriate, you can teach the class the song: "What shall we do with the drunken sailor ..", and replace 'sailor' with 'Michael'.

Tips

You could use the 'If you're happy' song at the beginning or end of the class.

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

English without Frontiers

6. How are you?



6.5

Now it's your turn, 2

Objectives

The participants

- learn the words for parts of the body: arm, leg, head and stomach.

Materials

Flashcards of 'arm', 'leg', 'head', and 'stomach'
Flashcards with 'left' and 'right'
Worksheet 6.5, printed on sticky labels

Procedure

Show the picture on one of the Flashcards. Say the word, then point to the picture. Ask the participants to repeat after you, first all together, then individually.

Say a word (arm, leg, head or stomach), and ask the participants to point to their own body parts.

Then, point to your own arm, leg, head or stomach and ask the participants to say the word, first in choral mode, then individually.

Add the words 'left' and 'right' to the activity: touch your right arm, touch your left leg.

Give the participants the sticky labels (worksheet 6.5) and ask them to stick these on the correct body parts. Depending on the group: on their own body parts, or on body parts of other participants.

Variations

*** You can make the first part of the activity more challenging by increasing the speed, and/or by adding words for more body parts.

*** Play 'Simon Says': Simon says touch your head. Simon says: touch your left arm."

Or: "Simon says shake your head", "Simon says ... raise your arm", "Simon says ... rub your stomach" ,etc. If you introduce new words (shake, raise, rub), demonstrate the correct movement the first few times.

English without Frontiers

6. How are you?



6.6

Watch the video, 2

Objectives

The participants

- learn to understand and respond to questions about how they feel.

Materials

Video clips Unit 6: 1-5 (*), and/or 6-10 (***)
Worksheet 6.6a and b
Equipment to play and project the DVD
Flip chart

Procedure

Play the video clips one by one and ask the participants to respond to the questions on the video. The video clips can be answered by a single word, or even a sign (thumb up, thumb down). Video clips b can be answered by 'yes' or 'no', or with a longer sentence. Then, practise the polite way of answering the questions: "I'm fine, thank you."; "I feel great, thank you." or even: "I'm fine, thanks, and how are you?"

Variations

Write the keyword of each clip (a or b) on the flip chart, in random order. Then, play the video clips again, and ask the participants to say, or point to the word that the speaker uses (great, tired, OK, sick, etc.).

After watching the video clips, ask the participants in turn how they feel, or you ask about their health. Improvise to make the questions personal, but try to use phrases and words that the participants know or can guess from your body language or the context, as much as possible.

*** Play the video clips one by one. After each clip, repeat ask one of the participants to repeat the question, and ask one of the other participants how s/he feels.

English without Frontiers

6. How are you?



6.7

My dictionary

Objectives

The participants

- use their dictionaries to find words that have to do with their health, their bodies, and how they feel.

Materials

The participants' dictionaries
Flip chart

Procedure

Ask the participants to find all the words in the dictionary for parts of the body. Ask them to copy the words. Or: write the words on the flip chart, with missing letters (l-g, stomach-, a-m, etc.) and ask them to fill in the missing letters.

Ask the participants to find all the words in the dictionary for emotions or feelings.

Ask each participant what other words they want to know, for health, body parts, or feelings and help them write these, in their dictionaries.

Tips

Participants can write the words in their printed dictionary and add personal drawings.

If you are using the 'Print your own' dictionary, the participants (or the teacher) can enter the personal words in the Word file, add pictures, and print the new pages.

English without Frontiers

6. How are you?



6.8

Now it's your turn, 3

Objectives

The participants

- practise the phrases "My ... hurts", and "I have a headache / stomach ache."

Materials

Procedure

Say and demonstrate the following phrases to the participants:

- Ouch, my arm hurts!
- Ouch, my leg hurts!

Next, say the phrases but don't demonstrate them. Ask the participants to hold their arm or leg and say 'ouch', according to which phrase you say. Finally, touch your own arm or leg and say 'ouch', and see if the participants can complete the phrase, either individually or as a group.

Variations

Use the same procedure for the phrases:

- Ouch, I've got a headache!
- Ouch, I've got a stomachache!

*** Add more body parts, and/or add left and right: "Ouch, my right arm hurts!" "Ouch, my left ear hurts!"

English without Frontiers

6. How are you?



6.9

Role play

Objectives

The participants

- practise talking about their feelings and their health.

Materials

Props to create a doctor's surgery, e.g. a toy stethoscope, a notepad to write prescriptions, a white shirt or coat for the doctor.

Optional: a video camera

Procedure

Set up the surgery in the classroom, with one chair on either side of the desk. Act out the dialogue below, yourself, changing seats to show whether you are acting the patient, or the doctor.

Doctor: Good morning, how can I help you?

Patient: I've got a very bad headache (mimes)

Doctor: Oh dear (writes prescription). Take these, and you will feel better.

Patient: Thank you, goodbye!

Doctor: Goodbye. (speaks into intercom): next please!

Now act the dialogue silently, using pantomime. Ask the participants to say the words they can remember, from the dialogue. Get one of the participants to play the role of the patient, with you as the doctor. If the 'patient' can't remember the words, the other participants can help, or the 'patient' can use pantomime or L1.

Variations

Make the dialogue simpler or more difficult, to suit the abilities of the participants.

English without Frontiers

6. How are you?



6.10

Listen to the music, 1

Objectives

The participants

- have some fun and relax;
- practise some of this unit's vocabulary.

Materials

"Hokey Cokey" (song)
Worksheet 6.10 (lyrics)

Equipment to play the mp3 or CD

Procedure

Teach the participants the 'Hokey Cokey'. The participants stand in a circle, and perform the actions in the song. Add as many parts of the body, as you think the participants can manage.

Tips

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

English without Frontiers

6. How are you?



6.11

Read & write

Objectives

The participants

- practise reading and writing English.

Materials

Worksheets 6.11 a-e

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

English without Frontiers

6. How are you?



6.12

What do you remember, 2

Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions, in English.

Materials

Video clips Unit 6, a or b
Flashcards Unit 6

Talking Dictionary, Unit 6 (PowerPoint)
Multiple Choice, Unit 6 (PowerPoint)
Equipment to play and project the PowerPoint files

Procedure

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Ask the participants if they remember their words / phrases from the previous lessons. Ask them to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

Variations

*** Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

English without Frontiers

7. Going Shopping

7. Going Shopping



Activities

- 7.1 What do you remember, 1
- 7.2 Now it's your turn, 1
- 7.3. Watch the video, 1
- 7.4 Now it's your turn, 2
- 7.5 Listen to the music
- 7.6 Now it's your turn, 3
- 7.7 Play a game
- 7.8 Now it's your turn, 4
- 7.9 Watch the video, 2
- 7.10 Role play
- 7.11 My dictionary
- 7.12 Read & write
- 7.13 What do you remember, 2

English without Frontiers

7. Going Shopping



7.1

What do you remember, 1

Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 7
Flashcards Unit 6
Flip chart
Worksheets 7.1

Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

Ask the participants what they think Jill's favourite hobby is? Shopping! Talk with the participants about shopping. Ask them what English words they know, that have to do with shopping (in L1 or in English). Write the words and their translations on the flip chart.

Use the pictures on Worksheet 7.1, to jog the participants memory.

English without Frontiers

7. Going Shopping



7.2

Now it's your turn, 1

Objectives

The participants

- are introduced to the key vocabulary of this unit.

Materials

Flashcards unit 7: bag, CD, sweater, shoes, money, cash-point
Worksheet 7.2

Flip chart

Equipment to project the pictures of worksheet 7.2

Procedure

Ask the participants if they know the words for the pictures on the Flashcards. Write the words on the flip chart. Demonstrate and practise the pronunciation of the words.

Say the words in random order and ask the participants to point to the correct picture.

Then, point to a picture and ask the participants to say the word, individually or in choral mode.

Variations

Give the participants copies of worksheet 7.2 and ask them to copy the correct word next to each picture.

English without Frontiers

7. Going Shopping



7.3

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- listen for the gist of the story;
- learn some new words.

Materials

Video clips Unit 7, Mike & Jill
Equipment to play and project the DVD

Objects: a pair of shoes, a sweater, a bag, a CD, a coat, a book.

Worksheets 7.3

Procedure

Play the video clips of Mike and Jill, and ask the participants to listen for the words that they have learned in activity 7.2.

Ask them to answer these questions:

- Does Jill like shopping?
- Does Jill use Euros, dollars or pounds?
- Which of the real objects on the table, does she talk about?
- Does Mike like shopping?

Variations

Together with the participants, reconstruct the English texts (and/or the translations) on the flip chart.

English without Frontiers

7. Going Shopping



7.4

Now it's your turn, 2

Objectives

The participants

- practise using numbers;
- learn the words 'cheap', 'expensive', and 'price';
- familiarize themselves with British currency.

Materials

Worksheet 7.4a, b
Equipment to project worksheets 7.4a, b
Flashcards "Numbers" (Unit 2)

Procedure

Use the flashcards to rehearse the English words for numbers.

Show the pictures on worksheet 7.4a. Check that the participants remember the words for all the pictures. Ask them what the numbers are next to the pictures (the price). Point to one of the pictures, and ask in L1 if this is cheap or expensive. When they say the word in L1, give them the English equivalent: cheap, or expensive. Repeat the procedure for the other word. Point to each of the pictures, and ask the participants to say 'cheap' or 'expensive'.

Point to the picture of the CD and ask 'How much is this CD?' The participants answer by saying the price (in English or L1). Repeat this for the other pictures.

Then, change roles: one of the participants asks the question, you answer. Or: participants ask each other a question, in turn.

Variations

*** You can model more elaborate answers, e.g. "I don't know", "It's very expensive", "It's very cheap", etc.

Use real money (UK currency if possible) or the pictures on worksheet 7.4b and discuss English currency: names, values, conversion rates.

Tips

An on-line currency converter can be found on: <http://www.x-rates.com/calculator.html>

English without Frontiers

7. Going Shopping



7.5

Listen to the music

Objectives

The participants

- have some fun and relax;
- practise some more money vocabulary.

Materials

"Money, money, money" by Abba
Worksheet 7.5 (lyrics)

Equipment to play the mp3 or CD

Procedure

Play the song and ask the participants to guess the title. Play the song again and ask them to raise their hand when they hear the line 'It's a rich man's world'. What does this mean?

Ask the participants these questions:

- Do you think it is a happy or a sad song?
- Do you like the song?

Alternatives

Give the participants a copy of the lyrics or project the lyrics so that everyone can read them. Play the song again, so that the participants can see the text while they listen to the song. Point to the line that is being sung, or ask one of the participants to point to do this for you.

Afterwards, mark the words that the participants recognize, or want to learn.

Tips

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com> , and <http://www.iTunes.com>.

English without Frontiers

7. Going Shopping



7.6

Now it's your turn, 3

Objectives

The participants

- learn words for different shops;
- learn words for items they can buy.

Materials

Worksheet 7.6a and b

Equipment to project the pictures on worksheet 7.6

Procedure

Show the pictures on worksheet 7.6a. What shops are these? What can you buy there? Do they know the English names of these shops?

Demonstrate and practise the names of the 3 shops: post office, super market, chemist.

Show the pictures on worksheet 7.6b. Point to a picture and ask the participants: 'where can I buy this?'. They answer 'in the supermarket', 'in the post office' etc.

Then reverse the procedure: "At the chemist, I can buy ..." and ask the participants to point to a picture or to say the name of an object that you can buy at the chemist's.

Variations

*** Play "I am going on holiday and I am taking with me .. ", but make it fit the shopping context: "I am going shopping, and I am going to buy ...". Each participant repeats the list and adds an item.

To make it easier for the participants, you can say the sentence, so that they only have to say the words for the items on the shopping list: 'a CD', 'a CD and a sweater', 'a CD, a sweater, and a book', etc.

English without Frontiers

7. Going Shopping



7.7

Play a game

Objectives

The participants

- relax while they rehearse this unit's vocabulary.

Materials

Flashcards Unit 7 or objects

A cloth

Flip chart

Procedure

Play "Kim's game" with objects or the flashcards of this unit: put 3 (or 4, 5) objects or flashcards (picture side up, or word side up) so that all participants can see them.

Cover the objects or cards with a cloth, count to 10 (or 5) and ask the participants if they remember what is under the cloth. They should try to say the words in English; if they say them in L1, ask other participants if they know the English word.

Write the words on the flip chart, remove the cloth and check for any mistakes.

Variations

To make this activity more challenging, you can divide the group into two teams who compete against each other. Correct words in L1: 1 point. Correct words in English: 2 points.

English without Frontiers

7. Going Shopping



7.8

Now it's your turn, 4

Objectives

The participants

- practise phrases they can use while shopping.

Materials

Flashcards Unit 7, objects

Flashcards of other units, with objects

*** Flashcards 'colours'

Procedure

Give each participant an object or a picture of an object (worksheet 7.6b, or flashcards).

Then, say each of the words in a sentence (e.g. : "I am looking for a stamp", "I want to buy a CD"). When a participant hears 'his/her' words, s/he raises the card and/or says the word.

Put the flashcards in a pile (picture side up, or word side up). Pick a card, and model the sentence:

"I want to buy a" (CD, or book, or ..).

Ask each participant in turn to take a card and to say the sentence.

Do the same with: "I am looking for ...", and "How much is this?".

Variations

*** allow participants to improvise: "I don't want to buy a ...", "I am looking for a blue sweater", etc. ..

*** teach the English words for colours to the participants (Flashcards 'colours'. Then, model and practise the use of the colour-words in sentences: "I want a blue sweater". "I want a yellow book".

*** practise the colour words in a game of "I spy with my little eye"; e.g.: "I spy with my little eye ... something blue", etc.

English without Frontiers

7. Going Shopping



7.9

Watch the video, 2

Objectives

The participants

- learn to understand and respond to questions about shopping.

Materials

Video clips Unit 7: 1-5 (*), and/or 6-10 (***)
Worksheets 7.9a-b
Equipment to play and project the DVD
Flip chart

Procedure

Write the following words on the flip chart in random order: supermarket, chemist, cash point, shoes, sweater, jeans. Play the video clips 7a one by one and stop after each clip to ask the participants which of the words on the chart they heard. Play the clips again one by one and stop after each clip to answer the speakers question yourself. Play the clips one more time and ask the participants to answer the speaker's questions.

*** Video clips 6-10. Tape the pictures of the various shops (worksheets 7.6a) on the board, and/or write the following words on the flip chart, in random order: chemist, bakery, bookshop, supermarket, post office. Play the video clips one by one, and ask the participants to solve the 'riddles'. You can make this activity more challenging, by making it a competition between 2 teams: which team knows most answers?

Variations

Give the participants worksheet 7.9a or b, and play the video clips in random order. After each clip, ask the participants the number of the corresponding clip.

*** Give the participants worksheet 7.9a or b. Ask a participant to read the script, then play the video. Do they sound the same? Help the participants improve their pronunciation and/or intonation.

English without Frontiers

7. Going Shopping



7.10

Role play

Objectives

The participants

- practise using this unit's vocabulary and phrases in a realistic context.

Materials

A selection of common objects you would find in a supermarket
e.g. coffee, tea, washing powder etc

Optional: a video camera

Procedure

Put the objects in various places in the classroom. Use body language to show that you are looking for something and ask: "Excuse me, I'm looking for coffee". The participants point to where it is.

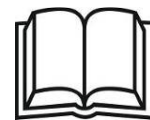
Repeat this a number of times. Then, let each of the participants ask a question.

Variations

*** Use props to create a 'shop'. Ask a volunteer to be the shopkeeper. The other participants can be customers, looking for an object, asking for the price, paying, etc. If you don't have props for objects that the customers can ask for, use the flashcards of this unit and of previous units, instead.

English without Frontiers

7. Going Shopping



7.11

My dictionary

Objectives

The participants

- use their dictionaries to find words that have to do with shopping.

Materials

The participants' dictionaries

Flip chart

*** PowerPoint: Talking dictionary unit 7, + the equipment to play and project the PowerPoint file.

Procedure

Ask the participants to find in the dictionary things they could buy in particular shops, e.g. the post office.

Ask the participants to make a list of all the things in the dictionary they could buy if they had 100 Euros to spend.

Write the responses of the participants on the flip chart and discuss them.

Variations

Ask the participants what personal words they want to add, to their dictionary. Participants can write the words in their printed dictionary and add personal drawings.

*** Play the PowerPoint 'Talking Dictionary', for Unit 7. Ask the participants to find the correct word, in their dictionary. Ask them to say the word (individually, or all together). Then, play the video so they can hear the correct word. If necessary, play the video a number of times and ask the participants to repeat after the video (individually, or all together).

Tips

If you are using the 'Print your own' dictionary, the participants (or the teacher) can enter the personal words in the Word file, add pictures, and print the new pages.

English without Frontiers

7. Going Shopping



7.12

Read & write

Objectives

The participants

- practise reading and writing English.

Materials

Worksheets 7.12 a-e

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

English without Frontiers

7. Going Shopping



7.13

What do you remember, 2

Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions, in English.

Materials

Flashcards Unit 7

Talking Dictionary, Unit 7 (PowerPoint)

Multiple Choice, Unit 7 (PowerPoint)

Equipment to play and project the PowerPoint files

Procedure

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Ask the participants if they remember their words / phrases from the previous lessons. Ask them, to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

Variations

*** Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

English without Frontiers

8. Going to a Restaurant

8. Going to a Restaurant



Activities

- 8.1 What do you remember, 1
- 8.2 Role play, 1
- 8.3 Watch the video, 1
- 8.4. Now it's your turn, 1
- 8.5 Play a game, 1
- 8.6 Now it's your turn, 2
- 8.7 My dictionary, 1
- 8.8 Watch the video, 2
- 8.9 My dictionary, 2
- 8.10 Play a game, 2
- 8.11 Role play, 2
- 8.12 Read & write
- 8.13 What do you remember, 2

English without Frontiers

8. Going to a Restaurant



8.1 What do you remember, 1

Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 7

Talking Dictionary Unit 7, Multiple Choice Unit 7 (PowerPoint files)

Equipment to play and project the PowerPoint files

Worksheets 8.1

Flip chart

Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'. Use the Flashcards of Unit 7, and/or the PowerPoint files to jog their memory.

Then, ask the participants what they know about eating in a restaurant. Ask them if they know English words that have to do with eating or drinking. Use the photos on the worksheets to jog the participants' memory. Write the words on the flip chart, in English and in L1.

English without Frontiers

8. Going to a Restaurant



8.2

Role play, 1

Objectives

The participants

- are introduced to this unit's topic and some of its vocabulary.

Materials

Realia: plastic cutlery and plates, cups; a menu (see for example worksheet 8.2), a pen and notepad.

Procedure

Set a table with the plastic cutlery (and any other things you have!). Ask one of the participants to sit at the table.

Mime the part of the waiter: give the participant the menu; take it away a few seconds later; bring the plate; write out a bill and give it to the participant.

Ask the participants in L1 and L2, 'What is my job?' Help them to pronounce the word 'waiter' and write it on the flip chart. Ask them in L1 where a waiter works. Help them to pronounce the word 'restaurant' and write it on the flip chart. Do the same with 'menu', and 'bill'.

Ask them what other words they know that have to do with restaurants (in English, or L1). Write the words on the flip chart, with the English translations.

English without Frontiers

8. Going to a Restaurant



8.3

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- listen for the gist of the story;
- learn some new words.

Materials

Video clip Unit 8, Peter
Equipment to play and project the DVD

Worksheets 8.3
Flip chart

Procedure

Ask the participants if they remember Peter and explain that they are going to meet him again. Tell the participants to watch the video and answer this question:

What is Peter's job?

Play the video again and ask the participants to raise their hands when they hear the words 'waiter', 'restaurant', 'menu' and 'bill'. Write the words on the flip chart, to help them remember.

Variations

Together with the participants, reconstruct the English texts (and/or the translations) on the flip chart.

English without Frontiers

8. Going to a Restaurant



8.4

Now it's your turn, 1

Objectives

The participants

- learn and practise vocabulary for food and drink.

Materials

From the Flashcards of Unit 8: cards with food and drink items
More pictures of food and drink items

Procedure

Mime, or teach the participants the signs for 'eating' and 'drinking'. Pull a card from the stack of Flashcards and show it to the participants. Say 'I want to eat ... a hamburger', while you make the sign for eating. Take another Flashcard, and say 'I want to drink ... milk', while you make the sign for drinking. Repeat this with a number of words.

Then, show the Flashcard and ask the participants to make the correct sign (eating for foods, drinking for drinks), while they say 'I want to eat', or 'I want to drink' (without the names of the foods, drinks).

Ask participants to pull a card, and to say the name of the food or drink. Say: I want to drink/eat ... and ask the participant to complete the sentence.

*** Ask the participants to say the entire sentence: "I want to eat pizza", "I want to drink beer".

Variations

Instead of 'I want to drink' and 'I want to eat', you can use 'I like' and 'I don't like', to recycle phrases learnt in Unit 3 and 4.

*** Teach the participants to say what their favourite foods and drinks are: "My favourite food is ...", "My favourite drink is ..."

Tips

Copyright free photos of foods and drinks can be found on the internet: <http://commons.wikimedia.org>

English without Frontiers

8. Going to a Restaurant



8.5

Play a game, 1

Objectives

The participants

- have some fun and relax;
- practise food vocabulary.

Materials

Worksheet 8.5

Procedure

Play "Simon says ..." with food and drink words. Explain to the participants that they should only make the sign, if what you are saying is correct. If they make a sign when what you are saying is not correct (e.g.: I want to eat .. milk), or if they make the wrong sign, they are 'out' and can't play anymore.

Alternatives

Ask one of the participants to be the games master.

*** Add more food and drink words that you think the participants might know, or might be able to guess ('hotdog', 'French fries', 'ice cream', etc.

English without Frontiers

8. Going to a Restaurant



8.6

Now it's your turn, 2

Objectives

The participants

- practise: 'yes, please', and 'no, thank you'.

Materials

Flashcards and other pictures with food and drink items

Procedure

Ask each participant individually, if s/he wants ... pizza, or a Coke, or a hamburger, etc:

- "Do you want a hamburger?"

If necessary, show the corresponding Flashcard or picture, while you ask the question. At first, the participants can respond with 'yes' or 'no'. Then, teach them the polite way of saying this: "yes, please", and "no, thank you".

You can make this activity more fun, by asking improbable or impossible questions: "Do you want 5 pizzas?", "Do you want a hamburger, a pizza, and a large ice cream?", etc.

Variations

*** Play "I am going on holiday and I am taking with me .. ", but make it fit the restaurant context: "I am hungry and I want to eat". Each participant repeats the list and adds an item.

To make it easier for the participants, you can say the sentence, so that they only have to say the things they want to eat: 'a pizza', 'a pizza and a hotdog', 'a pizza, a hotdog, and a salad', etc.

English without Frontiers

8. Going to a Restaurant



8.7

My dictionary, 1

Objectives

The participants

- use their dictionaries to find words for food and drink items.

Materials

The participants' dictionaries
Worksheet 8.7

Flip chart

Procedure

Give each participant a copy of worksheet 8.7 and ask them to copy all the food and drink words, that they can find in their dictionaries.

Then, compare the lists that the participants have made.

Ask each participant for his/her favourite food and drink items, and help them to add these to their dictionaries.

Variations

Project worksheet 8.7 so that all participants can see it and do this as a group activity.

Tips

If you are using the 'Print your own' dictionary, the participants (or the teacher) can enter the personal words in the Word file, add pictures, and print the new pages.

English without Frontiers

8. Going to a Restaurant



8.8

Watch the video, 2

Objectives

The participants

- learn to understand and respond to questions about eating and drinking.

Materials

Video clips Unit 8: 1-5 (*), and/or 6-10 (***)
Worksheet 8.8a and b
Equipment to play and project the DVD
Flip chart

Procedure

Play the video clips 1-5 a, and help the participants understand and respond to the questions.

Ask each participant in turn, to select a clip. Watch the clip, and help the participant repeat this question to one of other the participants: "What do you want to drink? Do you want coffee, or tea?". Then this participant selects a clip, asks the question to someone else, etc.

*** Do the same with video clips 6-10. Help the participants to repeat the last sentence of each clip.

Variations

Give the participants worksheet 8.8a or b and play the video clips in random order. After each clip, ask the participants the number of the corresponding clip.

*** Give the participants worksheet 8.8a or b. Ask a participant to read a text out loud, then play the video. Do they sound the same? Help the participants improve their pronunciation and/or intonation.

English without Frontiers

8. Going to a Restaurant



8.9

My dictionary, 2

Objectives

The participants

- learn to find what they want, on a menu.

Materials

The participants' dictionaries

Worksheet 8.9a or b (menus) or: samples of real English language menus

Equipment to project worksheets 8.9

Procedure

Show the menu (worksheet 8.9a or b) to the participants. Help the participants guess the meaning of the various headings (starters, main course, dessert, drinks). They can use their dictionaries to search for the meaning of words they don't know.

Help the participants guess what the various items on the menu are.

Ask each participant to choose a starter, a main course, dessert and a drink. They can point to the items (or: you point, and they say 'yes' or 'no'), or they can try to say the name.

Discuss what you can do, if you can't read the menu. Discuss what you can do, if you are served something that you don't like.

Variations

*** Use worksheet 8.9c to make a menu with the participants. You can do this as a group activity, or participants can do this individually or in small groups.

English without Frontiers

8. Going to a Restaurant



8.10

Play a game, 2

Objectives

The participants

- have fun while they practise this unit's vocabulary.

Materials

A tray or box with various bite-sized food items: a chocolate, a cookie, some candy, maybe some fruit. Or: various drinks: tea, milk, water, coffee, etc., with drinking straws. Cover the food or drink-items with a cloth, so that the participants can't see them.

A blindfold

Procedure

Blindfold a participant (or: ask him/her to close his eyes) and give him/her one of the food or drink items, to taste. Can s/he guess what it is? Does it taste good, or bad? Is it hot, or cold? If the participant can't say the word, suggest possible items: is it a chocolate, is it an apple?

If the participants answer in L1, repeat their answers in L1, then give the English translation ('het is koud, ja! It's cold!')

Variations

Put the items so that the participants can see them. Then, play 'I spy with my little eye', with these food items: "I spy ... something I can drink..... I spy ... something cold something white" The participant who guesses the correct item, can eat / drink it.

English without Frontiers

8. Going to a Restaurant



8.11

Role play, 2

Objectives

The participants

- practise using this unit's vocabulary and phrases in a realistic context.

Materials

Realia: plastic cutlery and plates, cups, glasses
Paper plates
Several menus (see for example worksheets 8.9a, b or c),
A pen and notepad.

Optional: a video camera

Procedure

Arrange the tables so that the classroom looks a little bit like a restaurant or café. Ask the students to line up in pairs [or in groups of 4 depending on the size of the group] at the classroom door.

Ask one of the first pair, 'What's your name please?' Then say, 'Oh, Mr Heusohn, that's right, you reserved a table for 2'. Show them to their table and then repeat for the other pairs or groups.

When they are all seated, give them a menu. After a few moments go up with your notebook and take their orders for drinks, starters and main course.

Write what they have ordered on paper plates if you can and serve the paper plates as their meals. You might like to ask something like, 'Did you order the fish, sir?' and/or say, 'Enjoy your meal!'

After a few moments go round and ask each table, 'Is everything OK with your meal?' [in L1 and L2 if necessary]. You could take this further by taking their dessert orders and bringing the bill etc.

Ask one pair come to the restaurant again. Mime the waiter's actions, but ask the students for the words. Write the phrases on the flip chart.

Variations

Record the participants on video and watch and discuss the recordings with the participants.

English without Frontiers

8. Going to a Restaurant



8.12

Read & write

Objectives

The participants

- practise reading and writing English.

Materials

Worksheets 8.12 a-d

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

English without Frontiers

8. Going to a Restaurant



8.13

What do you remember, 2

Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions, in English.

Materials

Video Unit 8, Peter
Flashcards Unit 8

Talking Dictionary, Unit 8 (PowerPoint)
Multiple Choice, Unit 8 (PowerPoint)
Equipment to play and project the PowerPoint files

Procedure

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Play the video of Unit 8 (Peter) again, and ask the participants what words they recognize.

Ask the participants if they remember their words / phrases from the previous lessons. Ask them, to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

Variations

*** Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

English without Frontiers

9. Going on Holiday

9. Going on Holiday



Activities

- 9.1 What do you remember, 1
- 9.2. Now it's your turn, 1
- 9.3 Watch the video, 1
- 9.4 Now it's your turn, 2
- 9.5 Role play, 1
- 9.6 Listen to the music
- 9.7 Watch the video, 2
- 9.8 Play a game
- 9.9 Now it's your turn, 3
- 9.10 My dictionary
- 9.11 Now it's your turn, 4
- 9.12 Role play, 2
- 9.13 Read & write
- 9.14 What do you remember, 2

English without Frontiers

9. Going on Holiday



9.1

What do you remember, 1

Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

Materials

Flashcards Unit 8

Holiday pictures, postcards, brochures or posters

A map of Europe (or worksheet 9.1)

Flip chart

Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

Explain that this unit will be about going on holiday. Ask the participants what their favorite holiday destination is. Use holiday pictures, postcards for inspiration.

On the flip chart, make a list of holiday destinations: beach, mountains, lake, city. You can write the words in L1, with the English translation next to each word.

Tips

You can use this opportunity to recycle some of the vocabulary of Unit 1: country, city, and the English names of countries.

English without Frontiers

9. Going on Holiday



9.2

Now it's your turn, 1

Objectives

The participants

- learn and practise vocabulary for holiday destinations.

Materials

From the Flashcards of Unit 9: pictures of holiday destinations
More pictures of holiday destinations

Procedure

Explain to the participants that you are going to say a sentence, and if they agree they should raise their hand (or stand up), if they don't agree, they should do nothing.

Say the sentences slowly. If necessary, point to the word on the flip chart, or show the word or the picture on the Flashcard:

"For my holidays, I like to go tothe beach"

"For my holidays, I like to go tothe mountains"

"For my holidays, I like to go toEngland"

etc.

Then, say the sentence, but point to a participant to complete the sentence: "For my holidays, I like to go to ". If participants can't answer in English, they can point to a picture or word, or answer in L1. In that case, you repeat the participant's choice in English: "OK, for your holidays, you want to go to a city". etc.

Then, ask the participants where they want to go for their holidays: "Where do you want to go for your holidays?" They can respond with a sentence, a single word or by pointing to a picture or word.

Variations

*** Do the same with: "I *don't* like to go to ... the beach.", "I *don't* like to go to ... the mountains." etc. Then, alternate positive and negative sentences: "I like to go to ... a city", "I don't like to go to .. the museum", etc.

*** Teach each participant how to say his/her favourite holiday destination, in English and help them write this in his/her dictionaries.

English without Frontiers

9. Going on Holiday



9.3

Watch the video, 1

Objectives

The participants

- watch the video and try to recognize words that they know;
- listen for the gist of the story;
- learn some new words.

Materials

Video clips Unit 9, Jill and Mike
Equipment to play and project the DVD
Worksheets 9.3a-d
A map of England (worksheet 9.3c or a real map)
Flip chart

Procedure

Show the participants where London is on the map of England and explain that this is where Mike and Jill live.

Show them the photos of London on worksheets 9.3d. Ask who would like to go to England. Would they like to visit Mike, Jill and Peter? How would they go there? What would they need?

Play the video of Jill and Mike.

Ask the participants to tell you in their own words (in L1 or in English), what Jill and Mike are saying. Play the video again, if necessary.

Variations

Together with the participants, reconstruct the English texts (and/or the translations) on the flip chart.

English without Frontiers

9. Going on Holiday



9.4

Now it's your turn, 2

Objectives

The participants

- learn and practise asking and responding to questions;
- practise holiday vocabulary.

Materials

Worksheet 9.4

Procedure

Give each participant a copy of worksheet 9.4. Ask each participant to find someone to interview. This can be someone from the group, or someone outside of the group (e.g. during a coffee break).

Participants can use their dictionaries to help them ask, or respond to questions.

When all questionnaires have been completed, ask the participants to present the results: "Tom likes the beach". "Tom doesn't like museums.", etc.

Variations

Participants can take the questionnaire home, and interview someone in their family, or at work.

English without Frontiers

9. Going on Holiday



9.5

Role play, 1

Objectives

The participants

- practise using this unit's vocabulary and phrases in a realistic context.

Materials

Props to create a living room; maybe also something to drink or eat

Optional: a video camera

Procedure

Create a living room in front of the class, with a door, somewhere to sit, maybe a table with things to eat and drink.

Ask volunteers to play Mike and Jill. Ask a volunteer to play the 'visitor'. Help them, to play out a visit to Mike and Jill: ring the bell, everyone introduces themselves, they talk about the trip, where the visitor is from, what s/he wants to eat or drink, etc.

The other participants give feedback, and get to play next.

The objective of this activity is for the players to communicate and to get their meaning across; they should try to use as many English words and phrases as they know, but a mixture of English and L1, or English and body language is OK too.

Variations

You can record the participants on video and watch and discuss the recordings, later.

English without Frontiers

9. Going on Holiday



9.6

Listen to the music

Objectives

The participants

- have some fun and relax;
- practise some of this unit's vocabulary.

Materials

The Boney M song 'Hooray, it's a holi, holi – day'
Worksheet 9.6 (lyrics)
Equipment to play the mp3 or CD

Flipchart

Procedure

Ask the participants in L1 how they feel before they go on holiday. Remind them of the word 'happy'. Ask them to listen to the song and say whether it is a happy or a sad song. Ask them to listen again and say which 2 words they hear most (Hooray and Holiday). Tell them what 'hooray' means and ask them if they can think of other times when you say 'hooray!'

Variations

Project the lyrics so that all participants can see them. Ask them what other words they know, from the song. Write the words on the flip chart and check if everyone knows the meaning of these words.

Tips

An mp3 file of the song can be purchased legally from sites like: <http://www.emusic.com>, and <http://www.iTunes.com>.

English without Frontiers

9. Going on Holiday



9.7

Watch the video, 2

Objectives

The participants

- learn to understand and respond to questions about their holidays.

Materials

Video clips Unit 9: 1-5 a and/or 6-10
Worksheet 9.7a and/or b
Equipment to play and project the DVD
Flip chart

Procedure

Play the video clips one by one and ask the participants to respond to the questions.

On the flip chart, write the new words from the video clips, and ask the participants if they know what these words mean.

Variations

Give the participants worksheet 9.7a or b, and play the video clips in random order. After each clip, ask the participants the number of the corresponding clip.

*** Give the participants worksheet 9.7a or b. Ask a participant to read the script, then play the video. Do they sound the same? Help the participants improve their pronunciation and/or intonation.

English without Frontiers

9. Going on Holiday



9.8

Play a game

Objectives

The participants

- have some fun and relax;
- learn to understand 'left' and 'right'.

Materials

Procedure

Pretend you are a drill sergeant and teach the participants to turn and march, as if they are in the army. Line them up, and give commands such as "Turn LEFT!". "Turn RIGHT", and while marching : "Left left, left right left".

Alternatives

If (some) participants can stand or walk, use hand or arm movements, instead: "Look LEFT" "Raise your RIGHT arm (hand), now your LEFT arm, RIGHT, LEFT, RIGHT LEFT LEFT", etc.

Ask one of the participants to be the drill sergeant.

Tips

For participants who have trouble remembering which side is left, which side is right: write the words on the back of their hands, or write the words on stickers and stick these to their hands or sleeves.

English without Frontiers

9. Going on Holiday



9.9

Now it's your turn, 3

Objectives

The participants

- practise following directions and reading a map.

Materials

Masking tape or chalk that you can use to draw a map on the floor of the classroom

Worksheet 9.9

Optional: equipment to play music

Procedure

Put all chairs and tables to the side and draw a map on the floor of the classroom (use masking tape or erasable chalk). For an example, see worksheet 9.9. Use chairs, tables and other props for buildings and landmarks, and use Flashcards or other cards to label them.

Place the participants at various spots on the map. Then, ask each participant in turn, where s/he wants to go. Give directions while the participant walks the map: "go forward, stop! turn left, stop!" etc., and end with: "Hooray, you have reached your destination!"

Variations

Play the game "Stick the tail on the donkey": draw a donkey – without a tail – on the flip chart. Improvise a tail (paper, wool, a tie) with a pin or sticky tape on one end. Blindfold one of the participants, turn him/her around a few times, and then give directions (or ask one of the other participants to give directions) to get the tail pinned in the right location on the donkey: "step forward, left, up, down, down", etc.

Play 'musical chairs' with the map: while the music is playing, the participants walk around the map. When the music stops, they have to find a location that is not yet taken. Then, you ask where everyone is: "Who is at the museum?", "Who is at the railway station?", etc. After each turn, you can remove a location until only 2 players and 1 location is left.

English without Frontiers

9. Going on Holiday



9.10

My dictionary

Objectives

The participants

- use their dictionaries to find holiday words.

Materials

The participants' dictionaries
Worksheet 9.10

Flip chart

Procedure

Give each participant a copy of worksheet 9.10.

Pretend that you are a tourist, and ask where things are: "Excuse me, where is the museum?", "Excuse me, can you tell me where the lake is?" etc.

Ask the questions in English; the participants mark the locations on their map. They can use their dictionaries, to help them understand your questions.

Variations

Project worksheet 9.10 so that all participants can see it, and do this as a group activity.

*** Together with the participants, make a tourist map of your hometown or your country, for English tourists. Add the major tourist sights: (English) words and/or pictures.

English without Frontiers

9. Going on Holiday



9.11

Now it's your turn, 4

Objectives

The participants

- learn words for transportation.

Materials

Flashcards Unit 9 with airplane, bus, boat, car, train.

Procedure

Give each participant a card with a picture.

Say: "I am going to London, bytrain!" The participant, who has the picture of a train, should put it up in the air.

Do the same with the other words (car, boat, bus, etc.).

Use signs or pantomime to indicate the various means of transportation (don't say the word), e.g. mime 'flying' for airplane. The participant, who has the picture of an airplane, should raise the card. If it is correct, you say; "Yes, airplane". Later, the participants should try to say the word, themselves.

Point to a participant and ask where s/he is going: "Where are you going?" (to London, to the mountains, home, etc.). Then, ask how s/he is going: "Are you going by bus?" Participants can answer with yes or no, or by saying: "no, I am not going by bus, I am going by train.", etc.

Variations

*** Add more pictures, more words.

English without Frontiers

9. Going on Holiday



9.12

Role play, 2

Objectives

The participants

- practise using this unit's vocabulary and phrases in a realistic context.

Materials

Worksheet 9.12

Realia, e.g. a passport, a bag, suitcase, photocamera, map

Optional: a video camera

Procedure

Cut the scenarios on worksheet 9.12 into strips. Organize the participants in teams of 2 or 3 persons. Give each team a scenario and ask them to act this out for an English audience. The teams can practise privately for a short time, then perform in front of the group.

The group tries to guess what they are acting out, and give feedback.

Variations

You can record the participants on video and watch and discuss the recordings, later.

*** Use the scenarios for a game of 'Charades': one participant acts out a scenario, the group tries to guess what is being acted out.

*** Ask the participants to make up their own scenarios.

English without Frontiers

9. Going on Holiday



9.13

Read & write

Objectives

The participants

- practise reading and writing English

Materials

Worksheets 9.13 a-c

Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

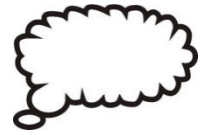
Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

English without Frontiers

9. Going on Holiday



9.14

What do you remember, 2

Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions, in English

Materials

Video Unit 9, Jill and Mike
Flashcards Unit 9

Talking Dictionary, Unit 9 (PowerPoint)
Multiple Choice, Unit 9 (PowerPoint)
Equipment to play and project the PowerPoint files

Procedure

Use the Flashcards, the Talking Dictionary and the Multiple Choice activities to test and rehearse this unit's vocabulary.

Ask the participants to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

Variations

*** Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

English without Frontiers

10. Goodbye and Good Luck!

10. Goodbye and Good Luck!

Objectives

Assessment

Diploma or certificate
Evaluation of the course
Framework for assessment
Video Unit 10

Activities

- 10.1 Spoken language, reproduction
- 10.2 Spoken language, recognition
- 10.3 Spoken language, understanding
- 10.4 Spoken language, elicited production
- 10.5 Spoken language, spontaneous production
- 10.6 Written language, reproduction
- 10.7 Written language, recognition
- 10.8 Written language, understanding
- 10.9 Written language, elicited production
- 10.10 Written language, spontaneous production

English without Frontiers

10. Goodbye and Good Luck!

Assessment

If possible, the last lesson of a course should be dedicated to assessment. For longer courses (e.g. 5 lessons or more) it is good practice to include an assessment point, halfway through the course.

With some groups, it may be good practice to dedicate the last 15-20 minutes of each lesson, to assessment.

Assessment activities can have 4 objectives:

1. To give the learners a sense of achievement.
2. To reinforce the language that the learners have met during the course or lesson.
3. To help teachers diagnose strengths and weaknesses, in the participants
4. To help teachers diagnose strengths and weaknesses in the course.

For our participants, the first objective is the most important one: they should experience a sense of achievement. It is therefore very important that the teacher selects the assessment activities and the content for these activities, carefully. Because of the flexible nature of the *English without Frontiers* curriculum (teachers can select what units to use, what activities to include, and what language to teach) we cannot include any ready-made assessment activities. Instead, we will present an assessment framework from which the teacher can select assessment activities that are appropriate for a group, or for an individual participant. The content for these activities can be selected from the units that will be assessed, e.g. flashcards, the talking dictionary, the multiple choice activities.

Because we want the learners to have a sense of achievement, assessment activities should be selected slightly below, or at the level of accomplishment of the participant(s).

Feedback to the participants should always be positive and should focus on what the participants *can* do.

Diploma or certificate

Completion of the English without Frontiers course will not result in a nationally or internationally recognized diploma or degree. It is good practice, however, to give the participants a diploma or certificate, when they complete a course. On the certificate, you can describe what the participant has accomplished in the course. At the end of this unit, you will find a sample of a diploma. On the internet are several

websites where you can download samples of diplomas or make your own, on-line (e.g. www.123certificates.com).

Make the diploma ceremony a special occasion to which friends and relatives can be invited.

Evaluation of the course

For the teacher's sense of achievement and for continuing improvement of the course, it is important to ask the participants to evaluate the course. You can do this in an informal conversation, you can use the evaluation sheets at the end of this unit, or you can use a combination of the two.

Framework for Assessment

The *English without Frontiers* framework for assessment consists of 5 levels, and two modalities.

The 5 levels are:

1. Reproduction
2. Recognition
3. Comprehension
4. Elicited production
5. Spontaneous production.

The two modalities are spoken language (listening, speaking), and written language (reading, writing).

	Spoken language	Written language
Reproduction	10.1	10.6
Recognition	10.2	10.7
Comprehension	10.3	10.8
Elicited production	10.4	10.9
Spontaneous production	10.5	10.10

English without Frontiers

10. Goodbye and Good Luck!



10.1

Spoken language, reproduction

Objectives

The participants

- repeat spoken words, phrases or sentences from the video, or presented by the teacher.

Materials

Talking dictionary
Video clips 1-5, or 6-10
Flashcards

Procedure

Present a spoken word, phrase or sentence to a participant, and ask him/her to repeat the word, phrase or sentence.

Variations

You can make the activity easier by showing the picture, and/or the written word while the word/phrase/sentence is presented.

You can make the activity more difficult, by increasing the delay between the presentation, and the repetition by the participant.

You can make the activity more difficult, by increasing the number of words that the participant has to repeat.

Tips

In the English without Frontiers curriculum, the objective is that participants learn to use English for communication; perfect English pronunciation is not an objective; participants pass, if they repeat the word, phrase or sentence.

English without Frontiers

10. Goodbye and Good Luck!



10.2

Spoken language, recognition

Objectives

The participants

- recognize the meaning of spoken words or phrases in a limited context.

Materials

Multiple choice activities
Flashcards

Procedure

Show a picture, and say a word or phrase (a word / phrase that matches the picture or an incorrect one).

The participant says 'yes' (correct) or 'no' incorrect, uses a sign to indicate yes or no (e.g. thumb up and thumb down), or points to written signs for 'yes' and 'no'.

Show 2 (3, 4 5) pictures and say a word or phrase. Ask the participant to point to the correct picture. You can use the Multiple choice activities for this purpose.

Show 1 picture, say 2 (or 3, 4, 5) words or phrases. Ask the participant to indicate which word matches the picture.

Variations

You can make this activity easier by choosing words / pictures that are very different, phonologically and in meaning. You can make the activity more difficult, by using 'distracters' (incorrect alternatives) that are very similar to the target word, either phonologically or in meaning.

English without Frontiers

10. Goodbye and Good Luck!



10.3

Spoken language, understanding

Objectives

The participants

- demonstrate their understanding of words, phrases, sentences.

Materials

Flashcards

Procedure

Say a word or sentence and ask the participant to demonstrate the meaning of the word or sentence, by body language, pointing, signing or acting.

Say a word or sentence and ask the participant to draw the meaning of the word or sentence.

Say a word or sentence and ask the participant to explain the meaning of the word or sentence, in English or in L1.

Ask the participant a question. The participant responds by speaking or acting.

English without Frontiers

10. Goodbye and Good Luck!



10.4 Spoken language, elicited production

Objectives	The participants <ul style="list-style-type: none">say English words or phrases in a limited context.
Materials	Talking Dictionary Flashcards
Procedure	<p>Show the participant a picture, and ask him/her to say the English word or phrase.</p> <p>You can use the Talking Dictionary for this purpose: show the picture, ask the participant to say the word, then play the video to check whether the participant said the word correctly.</p> <p>Use body language or signs to demonstrate an action or an object, and ask the participant to say the word or the phrase.</p> <p>Start an English phrase or sentence, and ask the participant to complete it. You can use pictures to make this task easier (e.g.: "this house is very", "My sweater is").</p>
Variations	You can make this activity more difficult by asking for sentences instead of single words (e.g. "I like ice cream", instead of "ice cream".)
Tips	In the English without Frontiers curriculum, the objective is that participants learn to use English for communication; perfect English pronunciation is not an objective; participants pass, if they say a word or phrase that resembles the target word or phrase.

English without Frontiers

10. Goodbye and Good Luck!



10.5

Spoken language, spontaneous production

Objectives

The participants

- use spoken English for communication.

Materials

Video clips 1-5, or 6-10

Procedure

Play a video clip and ask the participant to respond in English.

Ask the participants more questions, that they have to answer in English.

Use role-play to stimulate the participants to demonstrate their English skills, e.g. act out meeting a friend, going to a shop, going to a restaurant. You can participate in the role-play, or you can be the observer.

Invite a (preferably native) speaker of English to visit the group and ask the participants to interact with him/her.

English without Frontiers

10. Goodbye and Good Luck!



10.6

Written language, reproduction

Objectives

The participants

- copy written words or phrases.

Materials

Flashcards

Scrabble letters or plastic letters

Worksheets with incomplete words (. ame, . ity, etc.)

Worksheets with many words

Procedure

Show a word and give the participant the letters that s/he needs to make this word. Ask him/her to copy the word with these letters

Give the participants the worksheet with incomplete words. Show each complete word, and ask them to write in the missing letter.

Give the participants the worksheet with many words. Show a word, and ask them to circle it on their worksheet.

Show a word and ask the participants to copy the word.

Variations

You can make the activity easier by showing the pictures as well as the words.

You can make the activity more difficult, by showing the written word only briefly so that the participants have to write the letter or copy the word, from memory.

Tips

In the *English without Frontiers* curriculum, the objective is that participants learn to use English for communication; perfect English spelling is not an objective; participants pass, if they can write some letters of the word, phrase or sentence.

English without Frontiers

10. Goodbye and Good Luck!



10.7

Written language, recognition

Objectives

The participants

- recognize the meaning of written words or phrases in a limited context.

Materials

Flashcards

Worksheets with multiple choice questions:

- One word, 3 pictures, and/or
- One picture, 3 words.

Odd-one out worksheets (lists of words, with one or several words that do not belong in the list, e.g. the word 'hamburger' in a list of drinks, the word 'dog' in a list of relatives, etc.).

Procedure

Mix and match: give the participant 1 (2, 3, 4) pictures and the English words / phrases for these pictures. Ask the participant to put the correct word under each picture.

Give the participant the multiple choice worksheets and ask them to cross out the incorrect pictures or words.

Give the participants the odd-one out worksheets, and ask them to cross out the 'odd' words that do not belong.

Variations

You can make this activity easier by choosing words / pictures that are very different, phonologically and in meaning. You can make the activity more difficult, by using 'distracters' (incorrect alternatives) that are very similar to the target word, either phonologically or in meaning.

You can make this task easier, by allowing the participants to use their dictionaries.

English without Frontiers

10. Goodbye and Good Luck!



10.8

Written language, understanding

Objectives

The participants

- demonstrate their understanding of words, phrases, sentences.

Materials

Flashcards

Worksheet with correct and incorrect sentences (e.g. 'London is a country', 'I like hamburgers').

Procedure

Show a written word or phrase and ask the participant to demonstrate the meaning of the word or phrase, by body language, pointing, signing or acting.

Show a written word or sentence and ask the participant to draw the meaning of the word or sentence.

Show a written word or sentence and ask the participant to explain the meaning of the word or sentence, in English or in L1.

Give the participants the written questionnaire; ask them to cross out the sentences that are not true.

Variations

You can make this task easier, by allowing the participants to use their dictionaries.

English without Frontiers

10. Goodbye and Good Luck!



10.9

Written language, elicited production

Objectives

The participants

- write English words or phrases in a limited context.

Materials

Flashcards

Words, cut up into letters

Sentences, cut up into words or phrases

A story, cut up into sentences

A worksheet with incomplete sentences

Procedure

Give a participant the cut up word (sentence, story) and ask him/her to put the pieces of paper in the correct order.

Show a flashcard (picture side) and ask the participants to write the English word.

Give the participant the worksheet with the incomplete sentences and ask them to fill in the missing words.

Variations

You can make the 'cut and paste' tasks easier, by cutting the words / sentences / stories in only 2 or 3 parts.

You can make the writing activities easier by giving the participants a list of words from which they can choose.

You can make this task easier, by allowing the participants to use their dictionaries.

Tips

In the English without Frontiers curriculum, the objective is that participants learn to use English for communication; perfect English spelling or grammar is not an objective; participants pass, if they can write a word or phrase that resembles the target word or phrase.

English without Frontiers

10. Goodbye and Good Luck!



10.10

Written language, spontaneous production

Objectives

The participants

- use written English for communication.

Materials

A worksheet with written questions.

An e-mail or postcard, with a short English text.

Procedure

Ask the participants to write down the answers to the questions.

Ask the participants to write a response to the e-mail or postcard.

Ask the participants to write a short story or a poem, in English.