

# English without Frontiers

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

## Unit 1: My Friends

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# English without Frontiers

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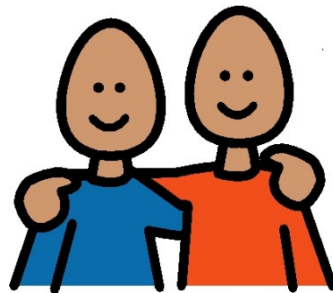
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# English without Frontiers

## 1. My Friends

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## 1. My Friends



### Activities

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# English without Frontiers

## 1. My Friends

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### 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

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### 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).



Mike

Mike:

Hi, my name's Mike!

I live in England.

In England, people speak English.

Where do you live?

Do you speak English?

Do you want to learn English?

That would be fun!

I'll help you learn English,

so we can be friends!

But first,

please meet my friend Jill!





**Jill**

Jill:

Hi, my name's Jill!

I live in England, too.

Mike's my friend.

Mike and I live in London.

London is in England.

England is the country,

London is the city.

And we all speak English.

If you learn English too,

we can speak English, together.

And we can all be friends!

# English without Frontiers

## 1. My Friends

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### 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.

Worksheet 1.3



Worksheet 1.3



Worksheet 1.3



Worksheet 1.3



# English without Frontiers

## 1. My Friends

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### 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>.



## The Beatles: Hello Goodbye

You say yes, I say no  
You say stop and I say go, go, go  
Oh, no  
You say goodbye and I say hello  
Hello, hello  
I don't know why you say goodbye  
I say hello  
Hello, hello  
I don't know why you say goodbye  
I say hello

I say high, you say low  
You say why, and I say I don't know  
Oh, no  
You say goodbye and I say hello  
Hello, hello  
I don't know why you say goodbye  
I say hello  
Hello, hello  
I don't know why you say goodbye  
I say hello

Why, why, why, why, why, why  
Do you say good bye  
Goodbye, bye, bye, bye, bye

Oh, no  
You say goodbye and I say hello  
Hello, hello  
I don't know why you say goodbye  
I say hello  
Hello, hello  
I don't know why you say goodbye  
I say hello  
hello, hello  
I don't know why you say goodbye I say hello  
Hello

Hela, heba helloa  
Hela, heba helloa

# English without Frontiers

## 1. My Friends

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### 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.

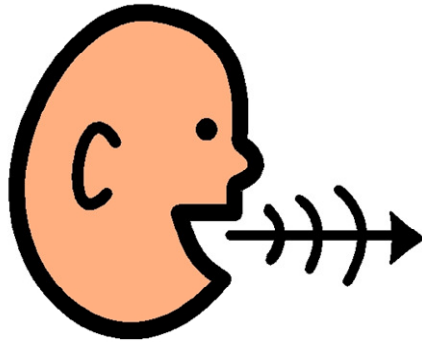
NB: the participants don't have to learn the pronunciation rules of English, they don't have to practise the pronunciation of all English phonemes, but they should become aware of the differences between the way words are spelled and pronounced in their first language, and in English.



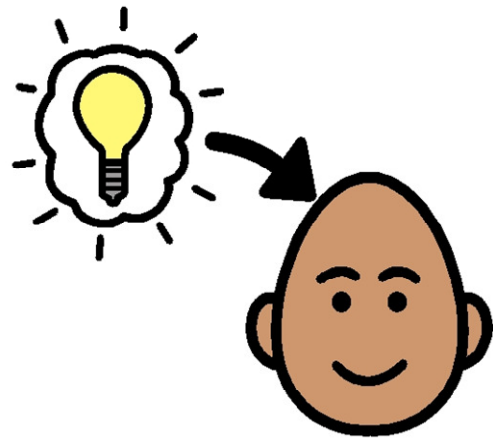
friend



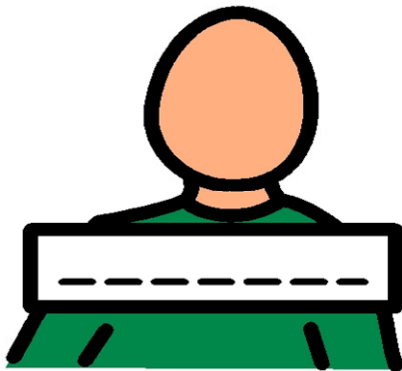
England



speak



learn



name



city

# English without Frontiers

## 1. My Friends

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### 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

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### 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.

1. Hi, my name's Jill.  
What's your name?
  
2. Hi, my name is Peter.  
What's your name?
  
3. Hi, my name's Claire.  
What's your name?
  
4. Hi, my name's Maurice.  
What's your name?
  
5. Hello, my name's Arti.  
What's your name?

6. Hi, my name's Mike.  
I speak English.  
Do you want to learn English?
  
7. Hi, my name's Claire.  
I live in London.  
Where do you live?
  
8. Hi, my name's Peter.  
I live in London.  
Where do you live?
  
9. Hi, my name's Jill.  
I live in England.  
Where do you live?
  
10. Hi, my name's Maurice.  
I live in London.  
Where do you live?

# English without Frontiers

## 1. My Friends

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### 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

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### 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'.





[Dashed rectangular box for labeling Austria]



[Dashed rectangular box for labeling Estonia]



[Dashed rectangular box for labeling the United Kingdom]

**Holland Sweden Estonia Austria England Germany**



[Dashed rectangular box for labeling Germany]



[Dashed rectangular box for labeling the Netherlands]



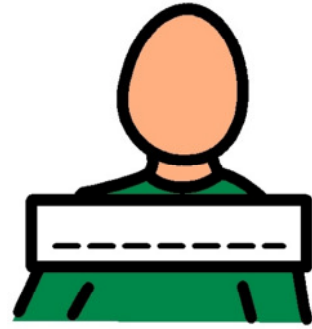
[Dashed rectangular box for labeling Sweden]

[Dotted rectangular box for labeling]

[Dashed rectangular box for labeling]



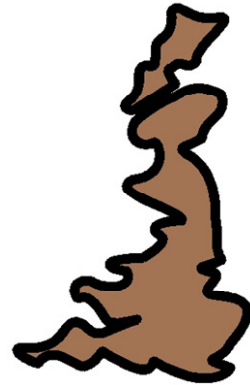
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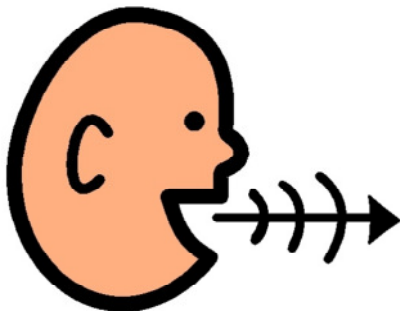
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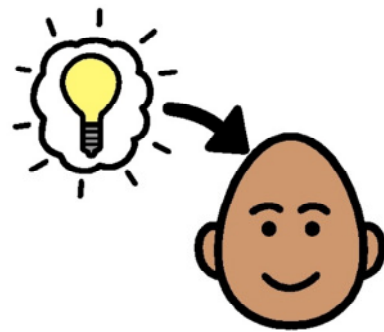
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.....



.....



.....

Cross out the words that are **not** names of countries:

**Estonia**

**Germany**

**Apartment**

**England**

**Holland**

**Germany**

**Friend**

**Austria**

**France**

**Italy**

**Austria**

**Finland**

**Sweden**

**Spain**

**Family**

**Holland**

**Norway**

**House**

**Belgium**

**Austria**

**Sweden**

**Greece**

**Country**

**Holland**

**Germany**

**England**

**England**

**France**

**Germany**

**Leeds**

**Spain**

**Denmark**

Hi, my  's Mike!

I  in England.

In England, people  English.

do you live?

Do  speak English?

Do you want to  English?

That would be  !

I'll help you learn  ,

so we can be  !

name	where	English
you	live	speak
fun	learn	friends

# English without Frontiers

## 1. My Friends

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### 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.

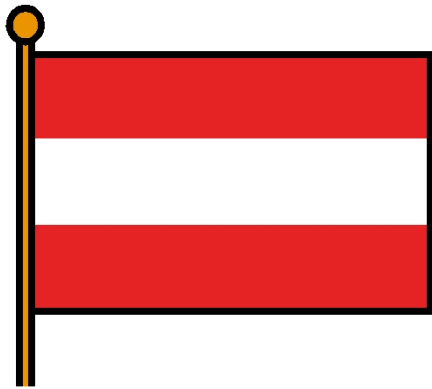
Use the Talking Dictionary and/or the Multiple Choice activities for unit 1, to rehearse this unit's vocabulary. Ask participants to respond individually or as a group, by speaking or writing.

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, Unit 1

Austria



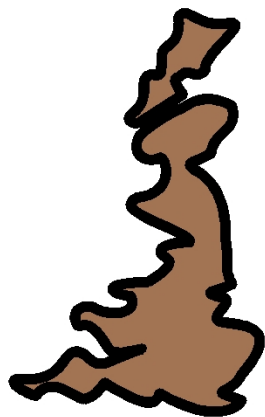
English without frontiers, Unit 1

city



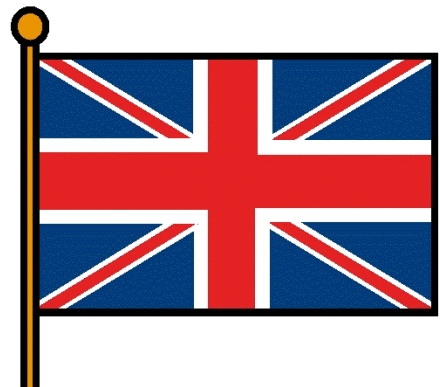
English without frontiers, Unit 1

country



English without frontiers, Unit 1

England

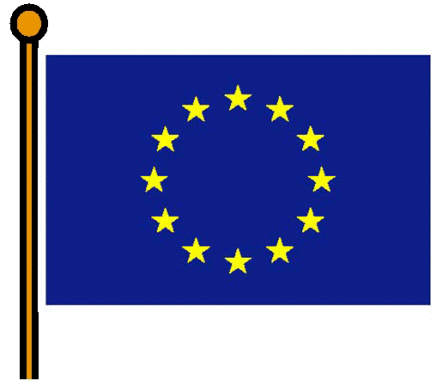




Estonia



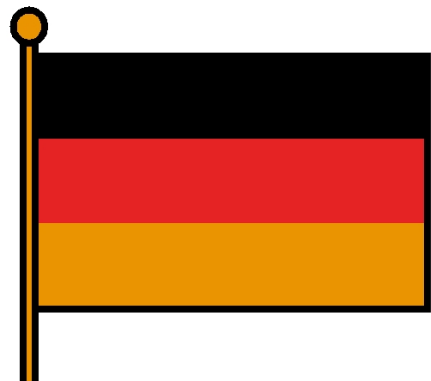
Europe



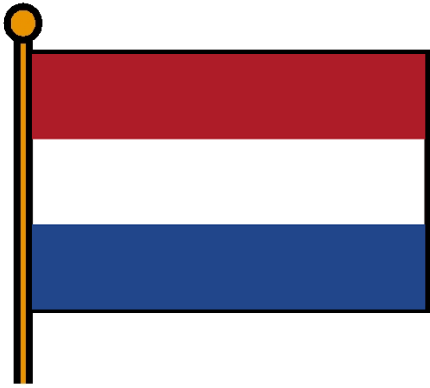
friend



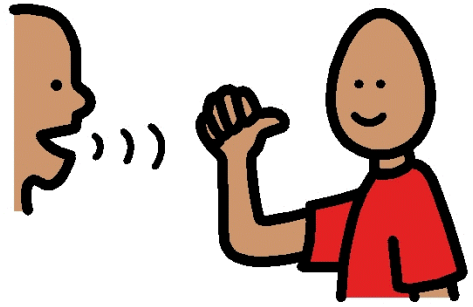
Germany



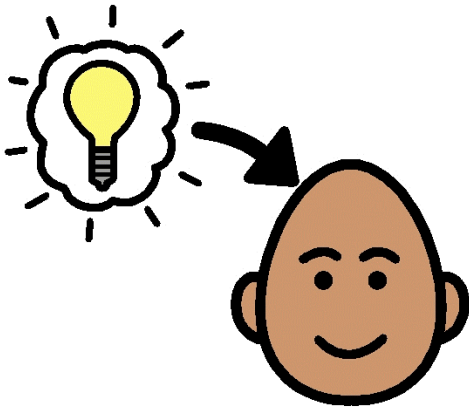
Holland



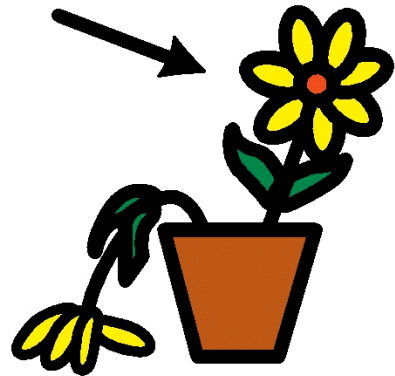
language



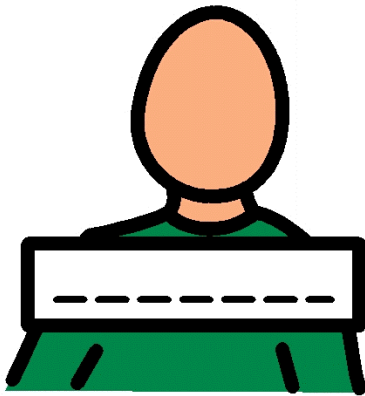
learn



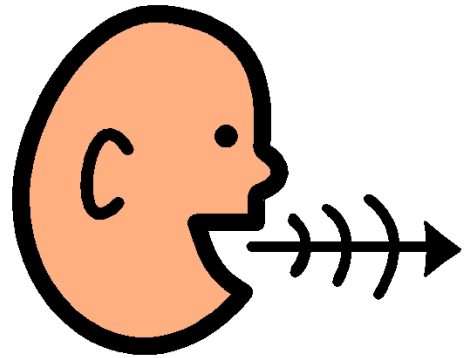
live



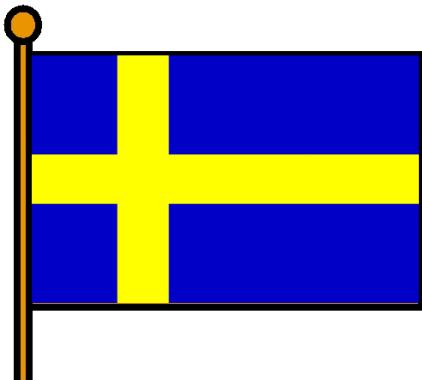
name



speak



Sweden



want

