

English without Frontiers

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

Unit 3: My House

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The speakers on the *English without Frontiers* CD-ROM and DVD are the inc.Theatre ensemble – part of Spare Tyre Theatre Company in London: (www.sparetyretheatrecompany.co.uk)

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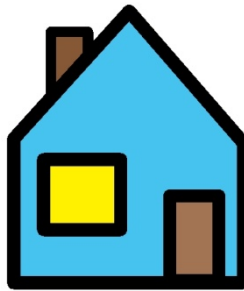
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3.1

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.

Worksheet 3.1



Worksheet 3.1



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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.

Jill:

Hi, I'm so happy!

Mike's going to get his own apartment.

And I'm going to help him.

His new apartment is in a big house,
with 9 other people.

Mike's going to have his own bedroom,
his own bathroom
and his own sitting-room.

He's going to share the kitchen
with the others.

They even have a garden,
with flowers and trees.

Mike:

Hi, I've got some good news!

I'm going to get my own apartment.

It's a big house, with nine other people.

In the morning,

we all have breakfast together.

And at night, we have dinner together.

But I'm going to sleep in my own bedroom.

Jill's going to help me buy a a new lamp,

and a chair, and a table,

and many other things.

I'm even going to get my own telephone,

and my own telephone number!

I don't know my new address,

but look, here's a photo of the house.

Isn't it great?

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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.

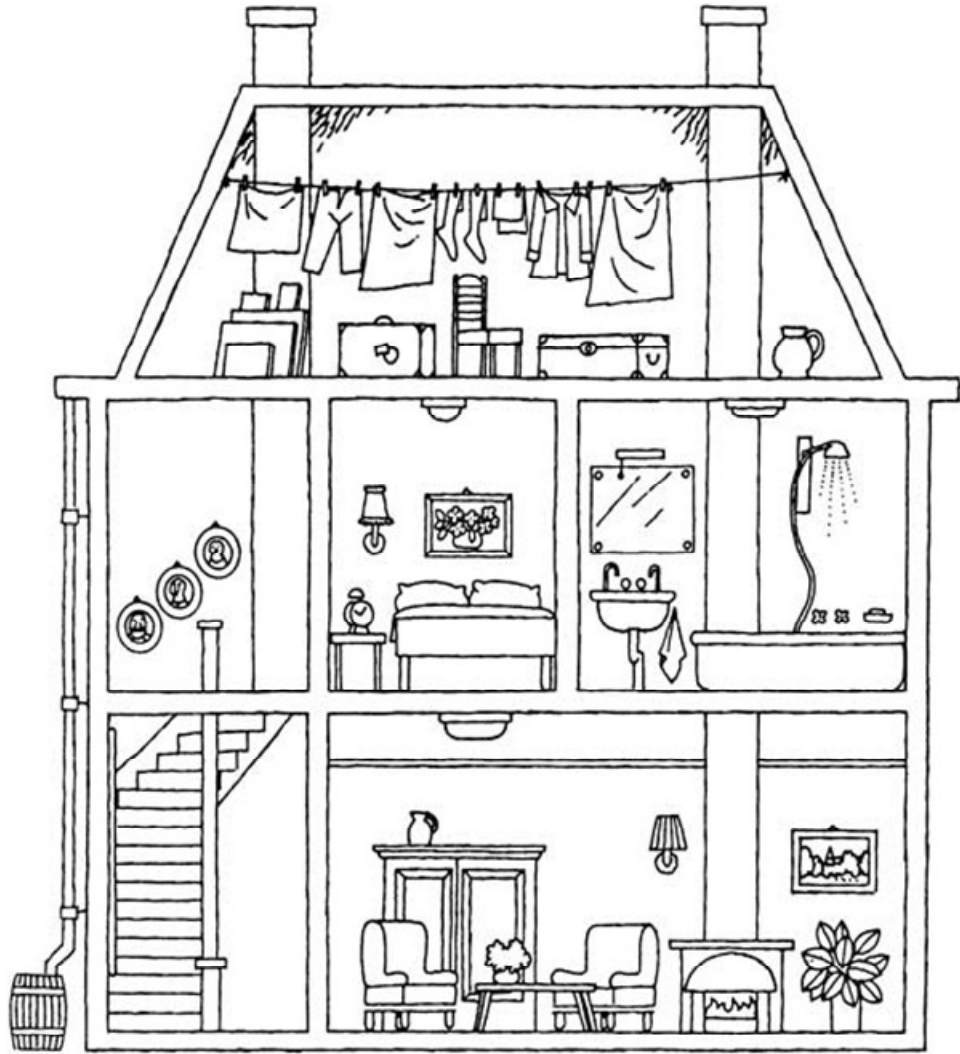


table	chair
door	window
lamp	book
bathroom	telephone
boy	girl
.....

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3.4 Play a game, 1

Objectives	<p>The participants</p> <ul style="list-style-type: none">• begin to understand the meaning of everyday words that have to do with the house.
Materials	<p>Worksheet 3.4a and b Worksheet 3.3a Equipment to project worksheet 3.3a</p> <p>Red and green cards, one for each participant</p>
Procedure	<p>Use the beamer or an overhead projector to show worksheet 3.3a to the participants.</p> <p>Then, play the game "Simon Says".</p> <p>* 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).</p> <p>*** 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).</p> <p>Then, call out the words or sentences on worksheet 3.4a or b, in random order.</p>
Variations	<p>Ask participants to suggest more true and untrue words or sentences (in English or in L1), and call these out, as well.</p>

In the house	Not in the house <i>(try to use words that the students know)</i>
lamp	tree
bed	car
table	sun
bedroom	country
kitchen	England
television
chair
telephone
.....
.....
.....

True	Not true
I see a bed in the bedroom	I see a bed in the kitchen
I see a chair in the sitting room	I see a chair in the bathroom
We have breakfast in the morning	We have breakfast in the afternoon
We watch television, in the living room	We watch television, in the kitchen
We sleep in the bedroom	We sleep in the bathroom
.....
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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.

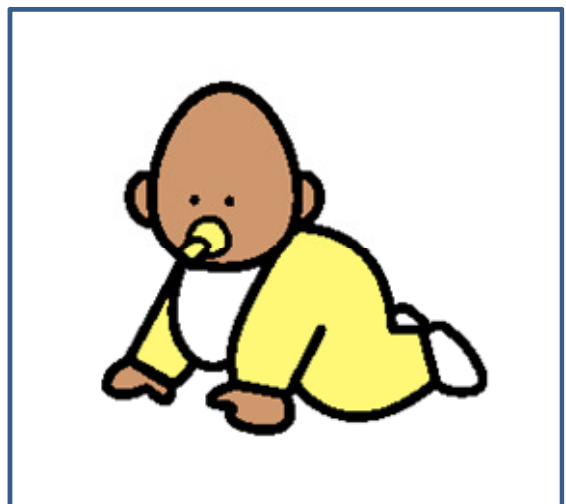
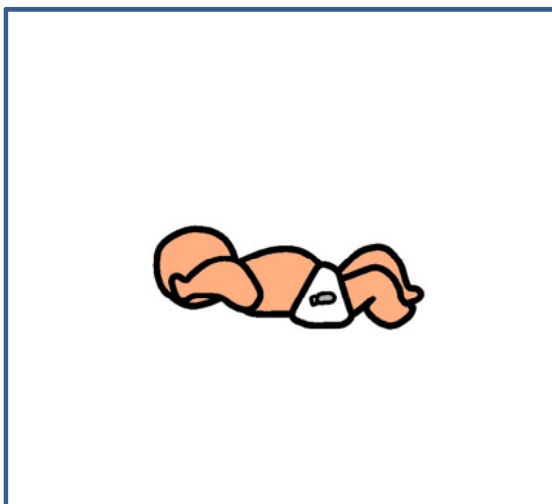
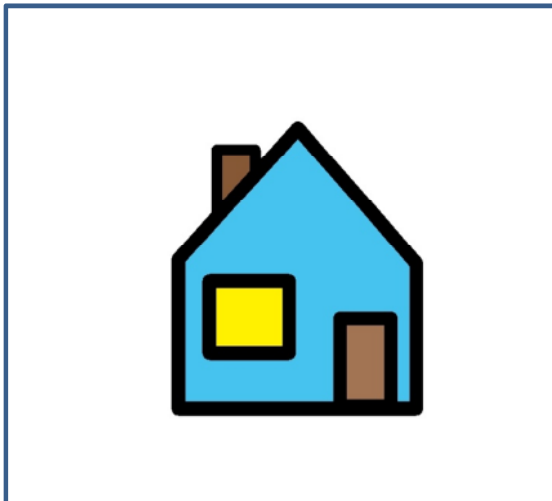
Finally, point to a picture and ask the participants (individually or as a group) to say the appropriate sentence.

Variations

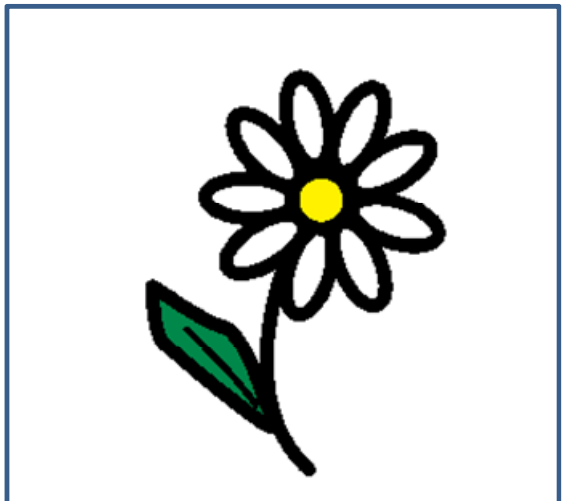
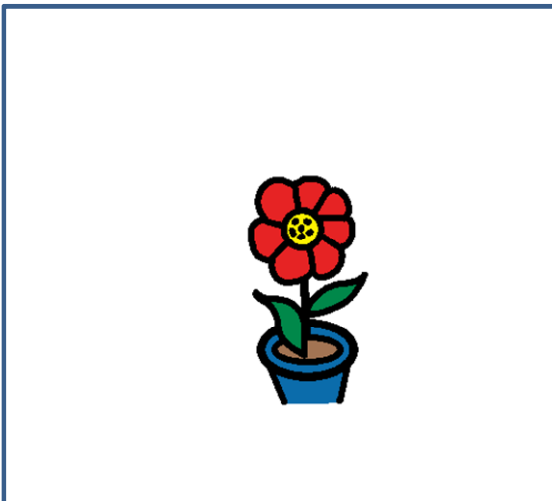
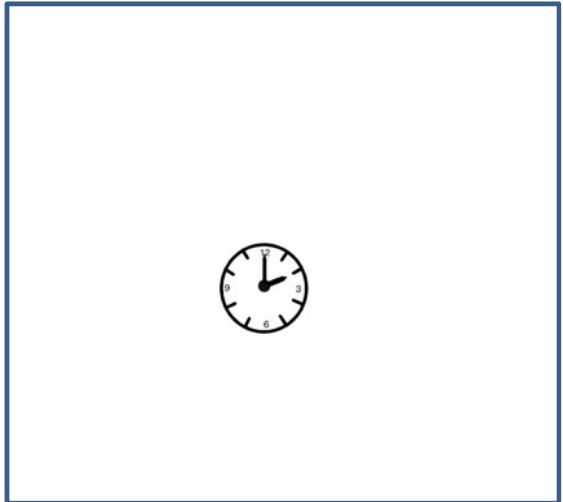
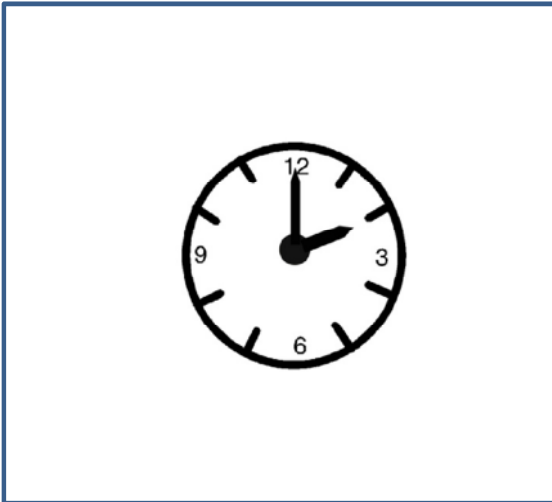
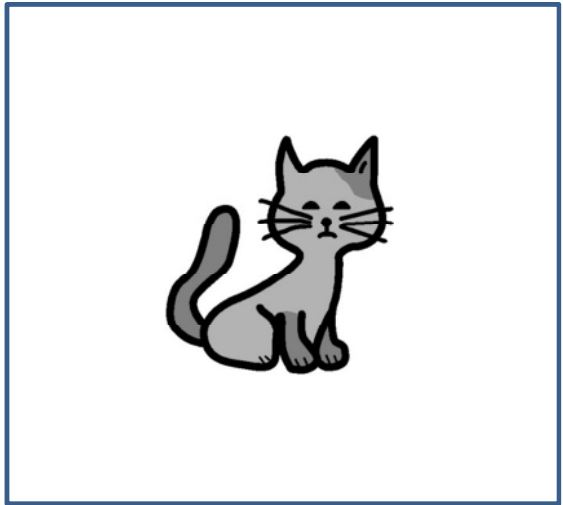
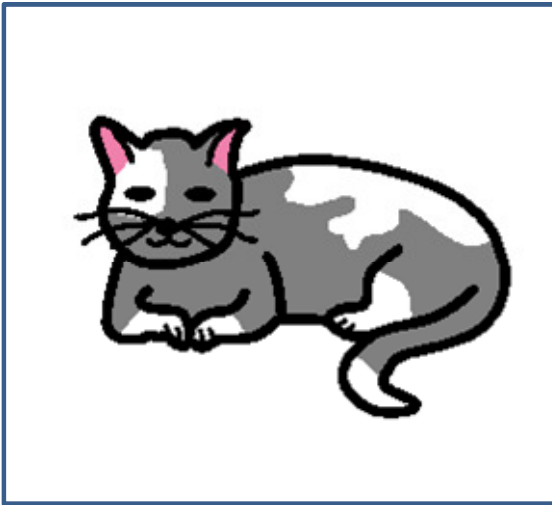
Ask the participants to make up sentences of their own: My shoes are big. Your shoes are VERY big. My hair is long. Your hair is short. Your hair is VERY short, etc.

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.



Worksheet 3.4



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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>.

Our house (Crosby, Stills & Nash)

I'll light the fire,
while you place the flowers
In the vase that you bought today.
Staring at the fire for hours and hours,
While I listen to you play your love songs
All night long for me, only for me.

Our house, is a very, very, very fine house.
With two cats in the yard,
Life used to be so hard,
Now everything is easy 'cause of you.

Come to me now, and rest your head for
just five minutes,
Everything is done.
Such a cozy room, the windows are
illuminated
By the evening sunshine through them,
Fiery gems for you, only for you.

Our house, is a very, very, very fine house.
With two cats in the yard,
Life used to be so hard,
Now everything is easy 'cause of you.

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3.7 **Watch the video, 2**

Objectives	The participants <ul style="list-style-type: none">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.

1. Good morning!
I slept like a baby!
Did you sleep well, too?

2. Good afternoon!
I'm hungry!
Are you hungry, too?

3. Good evening!
I'm going to watch television.
Are you going to watch television,
too?

4. Good night!
I'm going to bed.
Are you going to bed, too?

5. Goodbye!
I'm going home, now.
Are you going home, too?

6. Good morning!
I'm going to have breakfast.
Every morning at 8 o'clock,
I have breakfast.
When do you have breakfast?

7. Hello, how are you?
I'm going to have lunch.
Every day at 12 o'clock,
I have lunch.
When do you have lunch?

8. Good evening!
It's 6 o'clock,
and I'm hungry.
We always have dinner at 6 o'clock.
When do you have dinner?

9. Good night!
It's eleven o'clock,
and I'm going to bed.
I always go to bed at eleven o'clock.
When do you go to bed?

10. Good afternoon!
We're going to church.
Every Sunday, we go to church.
Do you go to church on Sundays, too?

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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.

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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'.

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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

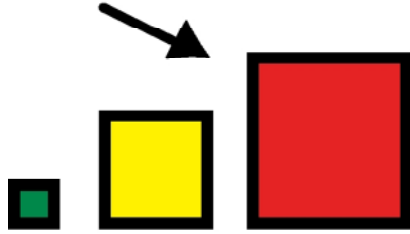
The participants complete the worksheets at home, as homework. You discuss them during the next session.

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).

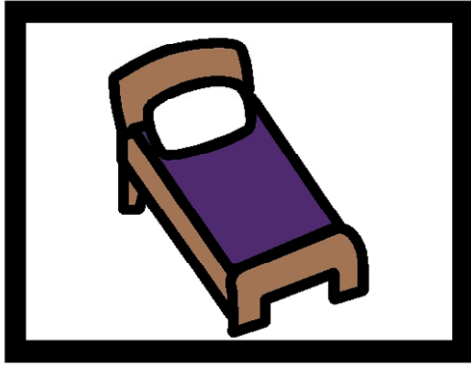
Mix & Match: mix up all cards and ask the participant(s) to match the words to the pictures. They can use the Flash-cards to help them and to check their results.



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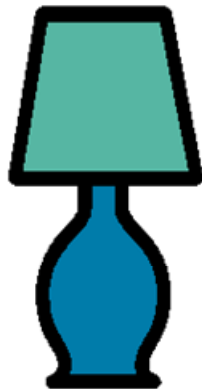
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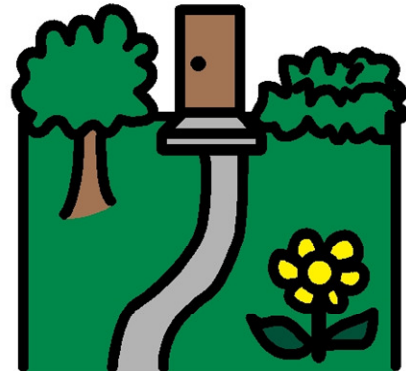
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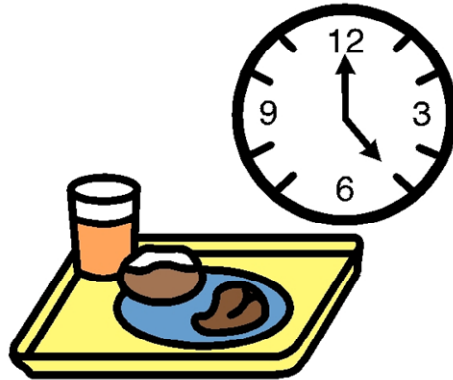
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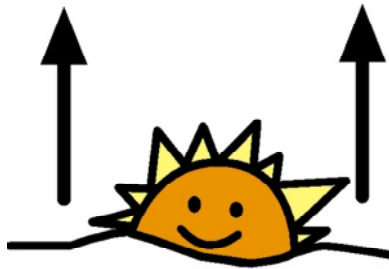
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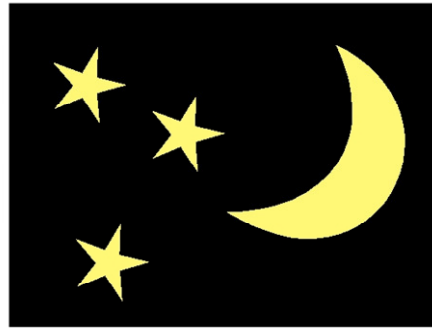
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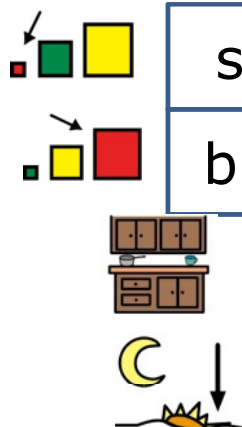
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Crossword puzzle

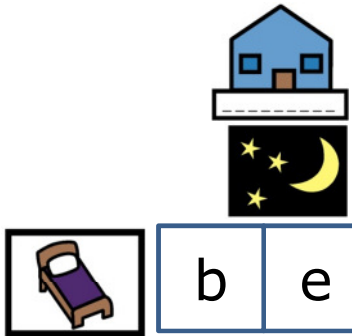
The crossword puzzle grid consists of several sections:

- Top-left:** A 2x3 grid. Clues: a small red square, a green square, and a yellow square; a small green square, a yellow square, and a red square.
- Top-middle:** A 2x4 grid. Clues: a kitchen cabinet icon and a sun rising over a horizon icon.
- Middle:** A 2x7 grid. Clues: a house icon and a night sky icon with stars and a moon.
- Bottom-left:** A 1x6 grid. Clue: a bed icon.
- Bottom:** A 3x6 grid. Clue: a sun with two upward arrows. The letter 'J' is placed in the top cell of the vertical column.
- Bottom-right:** A 2x4 grid. Clues: a clock and a plate with a glass of juice; a flower icon.



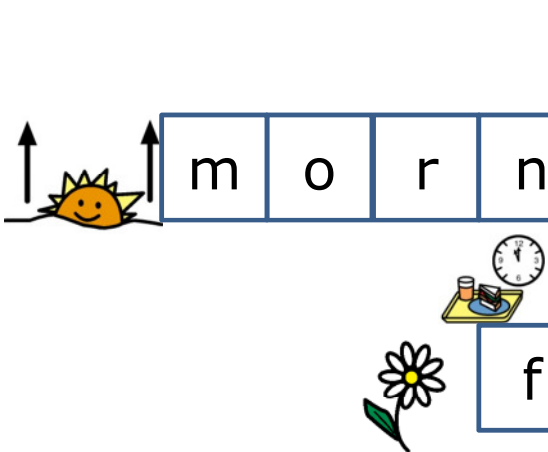
Illustrations include three colored blocks (red, green, yellow) with arrows, three more colored blocks (yellow, red, red) with arrows, a kitchen cabinet, and a moon with a sun rising below it.

s	m	a	l	l		
b	i	g				
k	i	t	c	h	e	n
e	v	e	n	i	n	g



Illustrations include a house, a night sky with stars and a moon, and a bed.

a	d	d	r	e	s	s
n	i	g	h	t		
b	e	d	r	o	o	m




Illustrations include a sun with arrows, a clock, and a flower.

				J					
m	o	r	n	i	n	g			
				l	u	n	c	h	
				f	l	o	w	e	r

Write a postcard to Mike or Jill



	 <hr/> <hr/> <hr/> <hr/>
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Write your name and address on a hotel registration form



Hotel Registration Form

NAME _____

PHONE _____

ADDRESS _____

CITY _____

COUNTRY _____

NUMBER OF PEOPLE _____

NUMBER OF BEDS _____

ARRIVAL DATE _____/_____/_____

DEPARTURE DATE _____/_____/_____

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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.

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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.

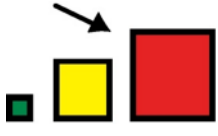

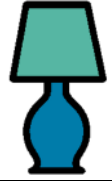


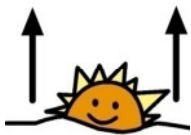


Play bingo. Participants who can read, can use the bingo-cards with the written words; participants who can't read, can use the bingo-cards with the pictures.

Tips

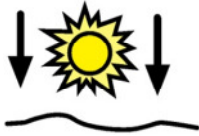




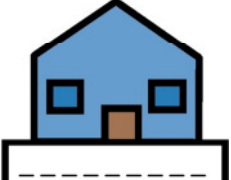
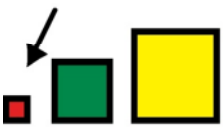

If you want to re-use the bingo cards: laminate them, and give the participants non-permanent markers to cross out words or pictures.

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









Bingo!

		
	free	
		




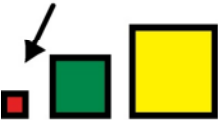

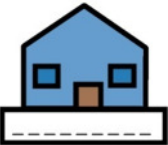

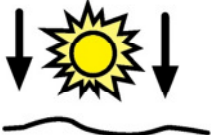
Bingo!

		
	free	
		

Bingo!

		
	<p>free</p>	
		

Bingo!

		
	<p>free</p>	
		

Bingo!

big	clock	lamp
dinner	free	house
morning	garden	night

Bingo!

evening	lunch	garden
lamp	free	bathroom
address	small	bedroom

Bingo!

house	big	evening
clock	free	lamp
night	apartment	kitchen

Bingo!

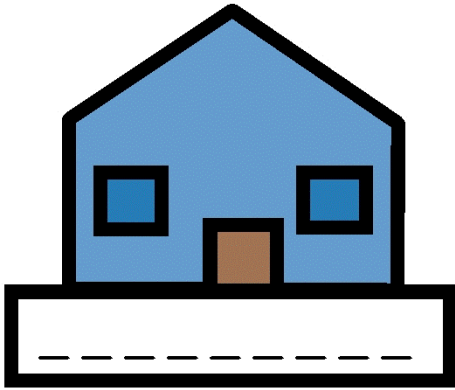
lamp	apartment	breakfast
small	free	bathroom
address	dinner	evening

Bingo unit 3

address	dinner	morning
apartment	evening	night
bathroom	garden	small
bedroom	house	
breakfast	kitchen	
big	lamp	
clock	lunch	

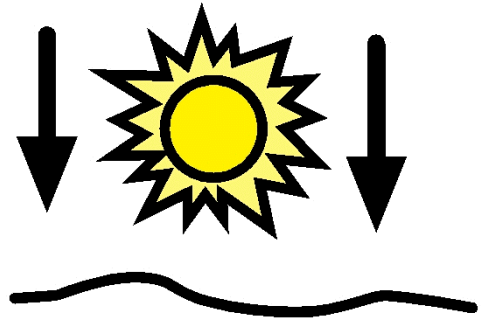
English without frontiers, Unit 3

address



English without frontiers, Unit 3

afternoon



English without frontiers, Unit 3

apartment

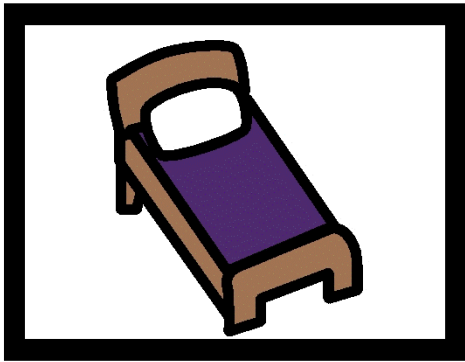


English without frontiers, Unit 3

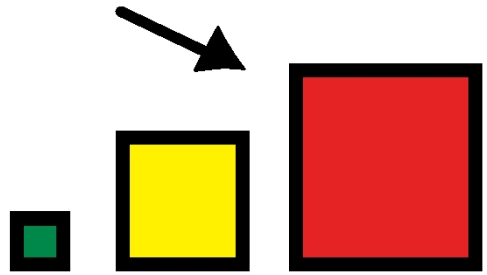
bathroom



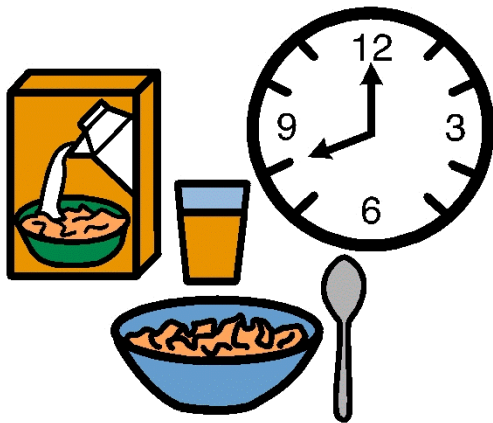
bedroom



big



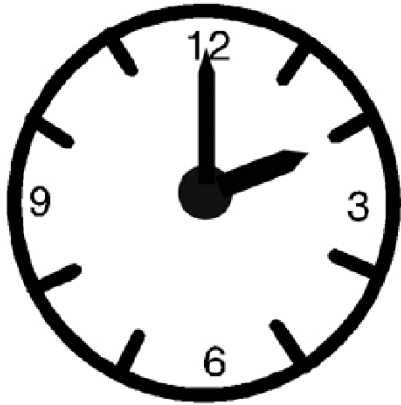
breakfast



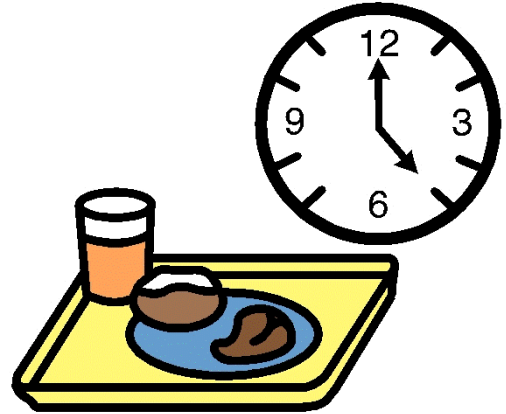
chair



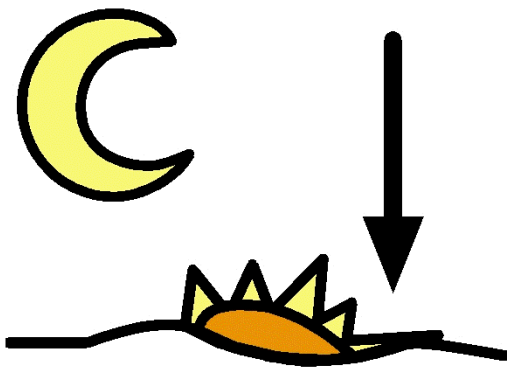
clock



dinner



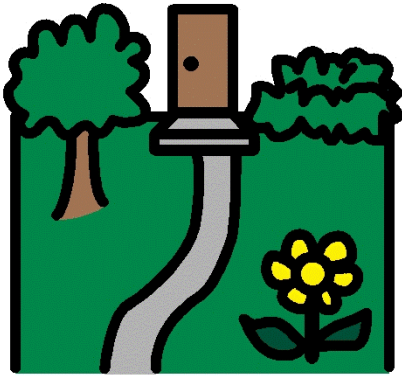
evening



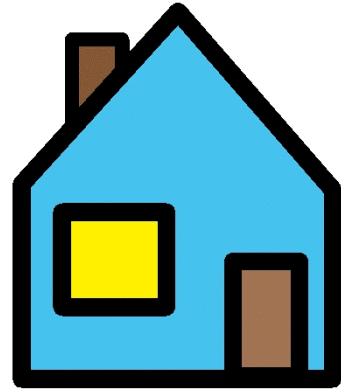
flower



garden



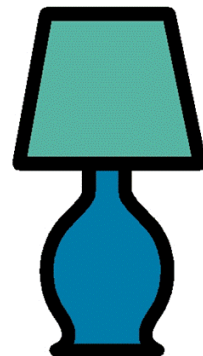
house



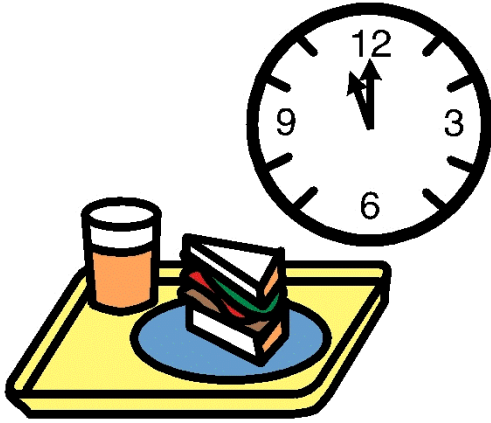
kitchen



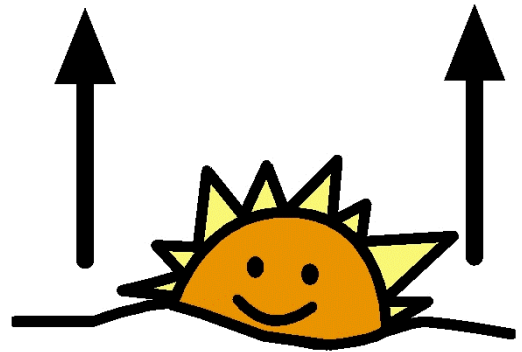
lamp



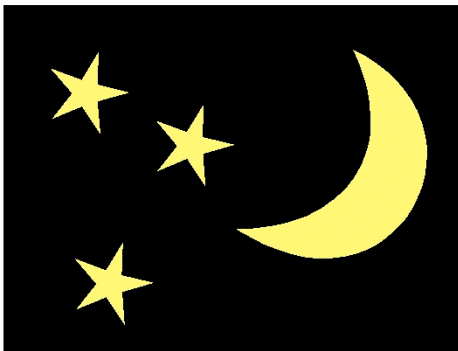
lunch



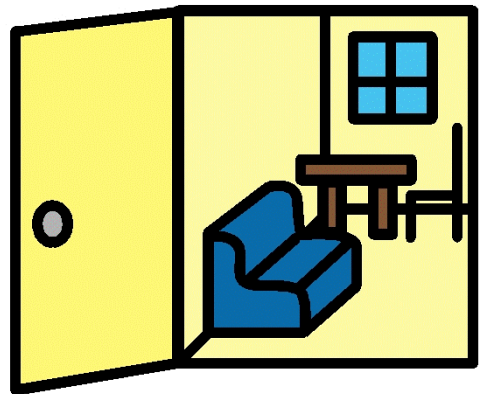
morning



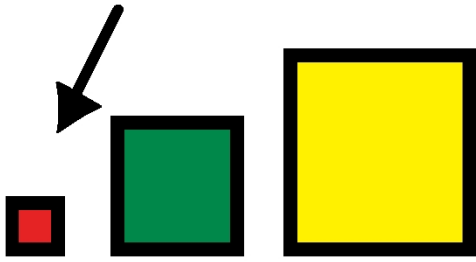
night



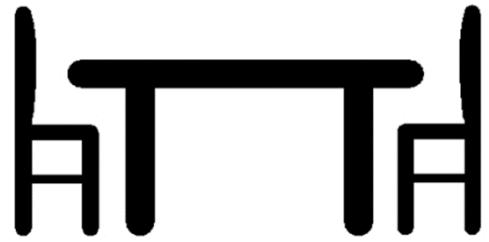
room



small



table



telephone number

