

English without Frontiers

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

Unit 6: How are you?

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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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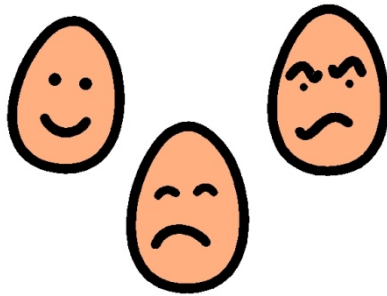
Part II: Materials

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English without Frontiers

6. How are you?

6. How are you?



Activities

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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

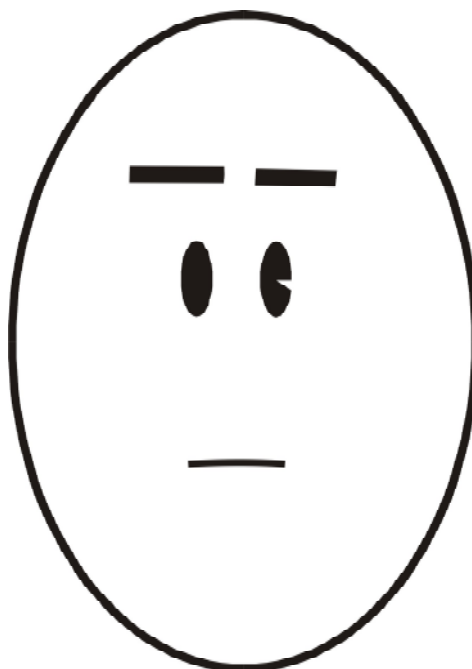
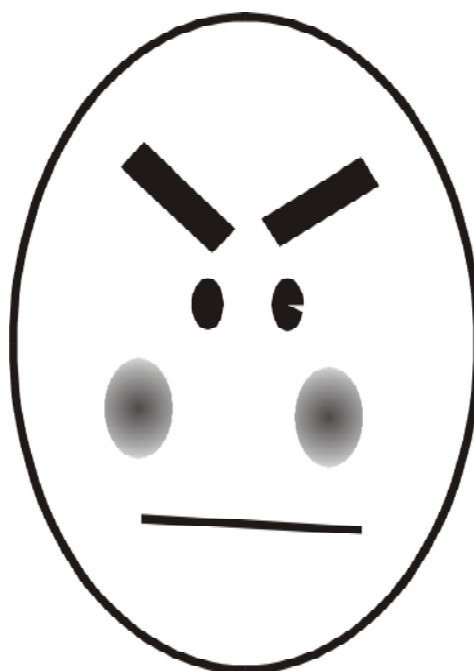
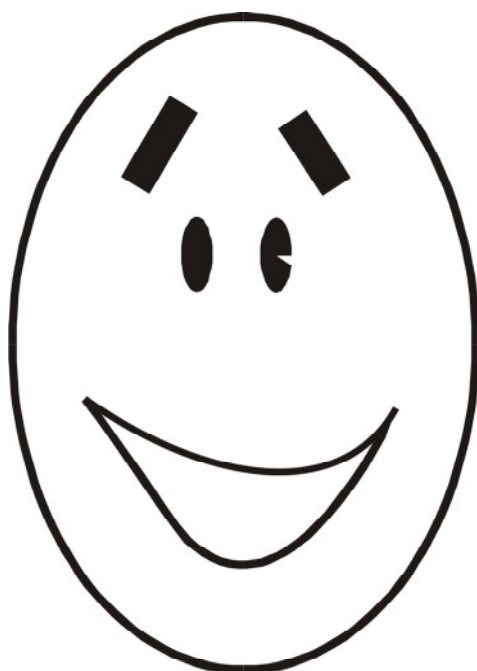
Procedure

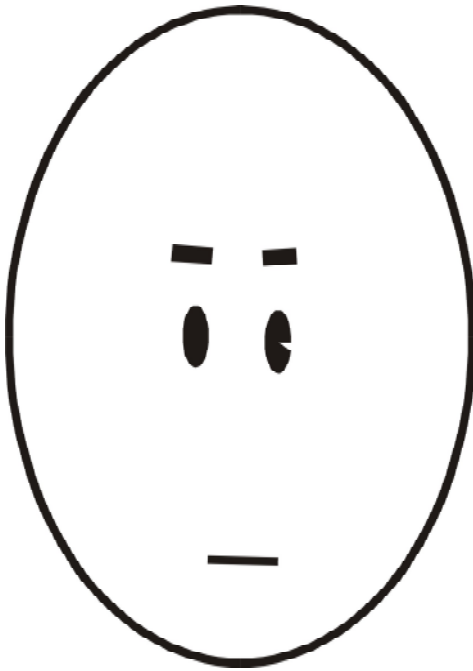
Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

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.

Mike:

Wow, we had my party yesterday!
It was great fun,
all my friends came.

We had music and beer,
pizza, hotdogs, and many other things.
It was great, and everyone was happy.

But today, I don't feel so good.
My head hurts,
my stomach hurts,
my arms and legs hurt.
and I am so tired!

I think I should go back to bed.
Or maybe I should go to the doctor.
Maybe I have flu?

Jill:

Mike, you're a baby!

You're not sick at all!

And you don't need a doctor.

What you have, is a hangover!

You drank too much beer, last night,

and you went to bed, too late!

Too much partying, that's all.

Anyway, you can't go to bed now,

we have to clean up your room.

I can see a hotdog under the chair,

and pizza on top of the lamp,

and there are bottles and glasses,

everywhere!

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>.

Worksheet 6.4

If you're happy and you know it clap your hands.

(clap clap)

If you're happy and you know it clap your hands.

(clap clap)

If you're happy and you know it then your face will surely show it.

If you're happy and you know it clap your hands.

(clap clap)

If you're happy and you know it stomp your feet.

(stomp stomp)

If you're happy and you know it stomp your feet.

(stomp stomp)

If you're happy and you know it then your face will surely show it.

If you're happy and you know it stomp your feet.

(stomp stomp)

If you're happy and you know it nod your head.

(nod nod)

If you're happy and you know it nod your head.

(nod nod)

If you're happy and you know it then your face will surely show it.

If you're happy and you know it nod your head.

(nod nod)

If you're happy and you know it shout "Hooray!"

(Hoo-Ray!)

If you're happy and you know it shout "Hooray!"

(Hoo-Ray!)

If you're happy and you know it then your face will surely show it.

If you're happy and you know it shout "Hooray!"

(Hoo-Ray!)

If you're happy and you know it do all four.

(clap stomp nod Hoo-Ray!)

If you're happy and you know it do all four.

(clap stomp nod Hoo-Ray!))

If you're happy and you know it then your face will surely show it.

If you're happy and you know it do all four.

(clap stomp nod Hoo-Ray!)

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.

head	arm
leg	stomach
foot	hand
nose	ear

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.

1. Hi, how are you, today?
I feel great!
How about you?

2. Hi, how are you, today?
I feel OK.
How about you?

3. Hi, how are you, today?
I feel really sick!
How about you?

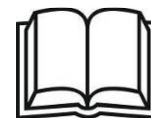
4. Hi, how are you, today?
I am really happy!
How about you?

5. Hi, how are you today?
I'm so angry!
How about you?

6. Hi, what's the matter with you?
You don't look so good.
Have you got a headache?
7. Hi, how are you?
You look really happy!
Are you in love?
8. Hi, what's the matter with you?
You don't look so good.
Do you have a stomach ache?
9. Hi, what's the matter with you?
You look really bad!
Do you have a hangover?
10. Hi, how are you today?
You look really sick!
Did you eat too much pizza?

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>.

Hokey Cokey

You put your right foot in,
You put your right foot out,
You put your right foot in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

You put your right hand in,
You put your right hand out,
You put your right hand in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

You put your left hand in,
You put your left hand out,
You put your left hand in,
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

You put your whole self in,
You put your whole self out,
You put your whole self in
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about.

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.



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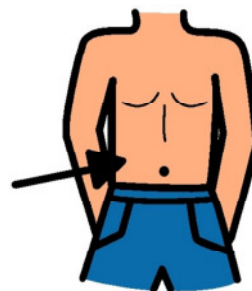
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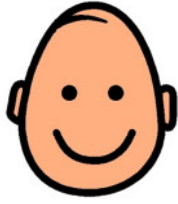


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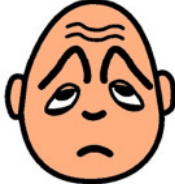


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Worksheet 6.11b Write your own sentences



I am happy



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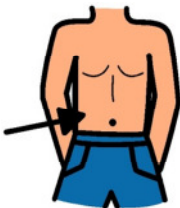
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 Good things	 Bad things

Worksheet 6.11d Yes or no?

I `m happy

My leg hurts.

I `m tired.

I `ve a headache.

I `m angry.

I `m the doctor.

I `m sick.

I `ve a stomachache.

.....

I`m not angry.

I don't have a stomachache.

My leg doesn't hurt.

I`m not the doctor.

I`m not sick.

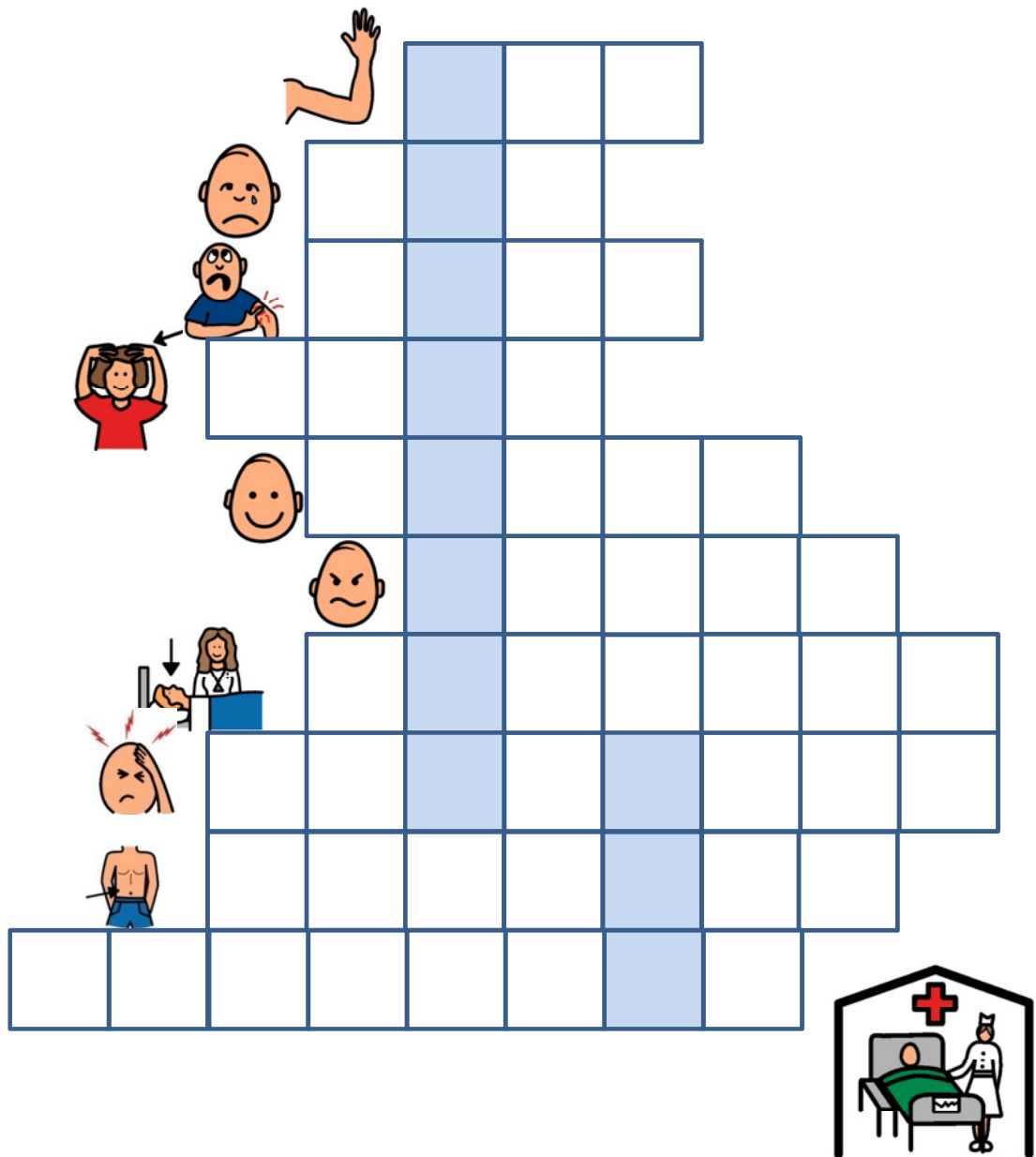
I`m not happy

I`m not tired.

I don't have a headache.

.....

Crossword puzzle



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.

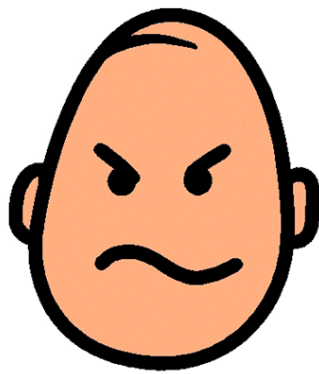
Ask the participants if they remember their words / phrases from the previous lessons. Ask them to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

Variations

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

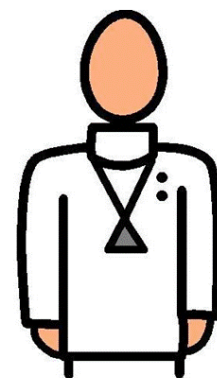
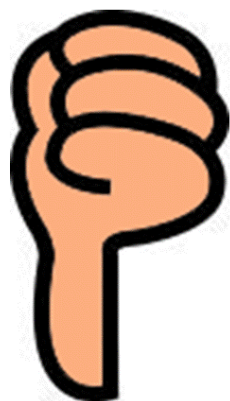
angry

arm

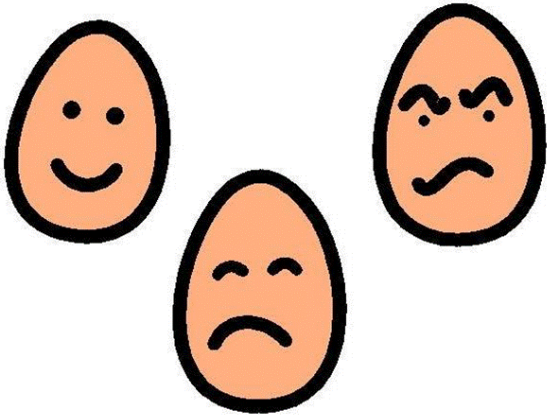


bad

doctor



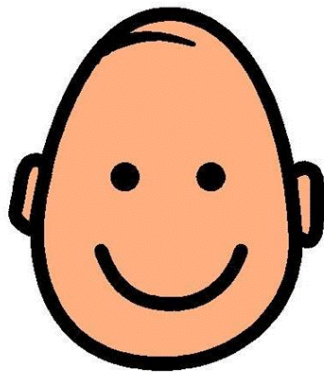
feel



good



happy



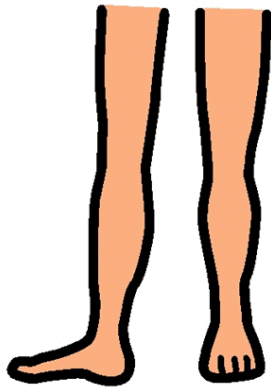
head



headache



leg



hospital

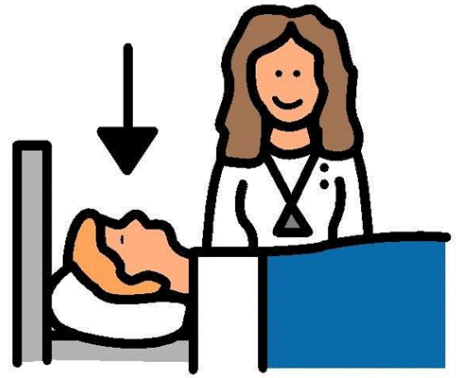


not



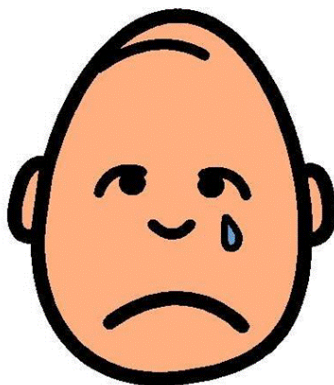
pain

patient

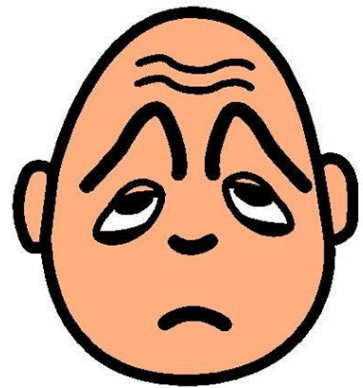


sad

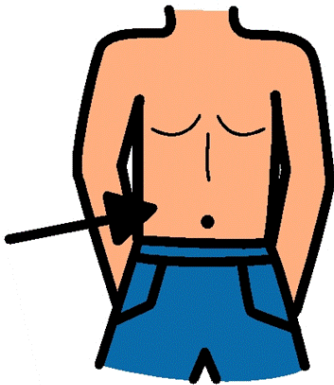
sick



tired



stomach



well



very

