

English without Frontiers

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

Unit 9: Going on Holiday

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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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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

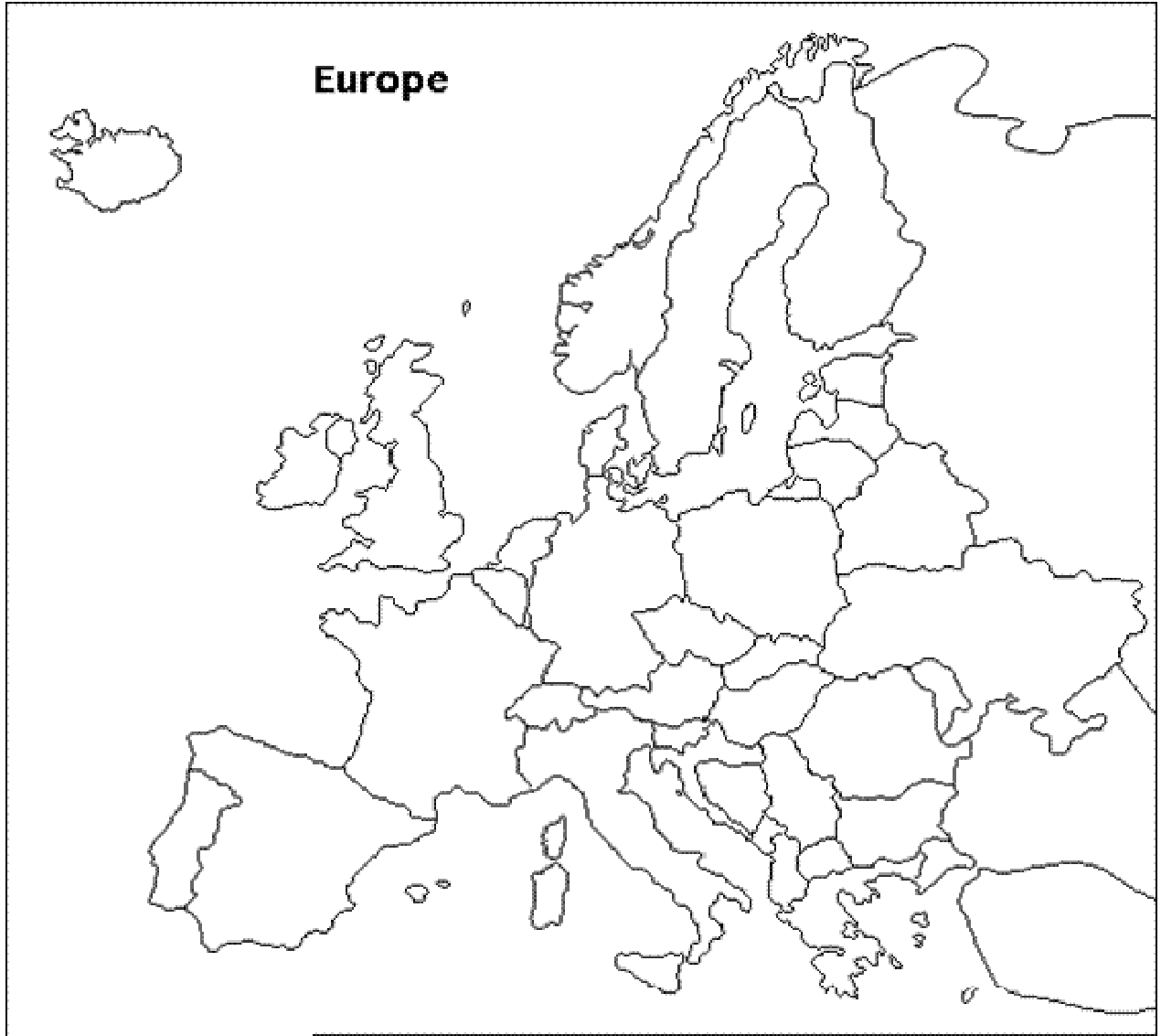
Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

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.



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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.

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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.

Jill:

So when are you going to visit us?

When are you going to come to London,
to visit Mike and me?

It would be so much fun
to meet you,
and to speak English together!

You can come to England by
plane, by boat, and even by train.
You can stay in a hotel,
or you can stay at my house.

Mike and I will show you everything:
the city, the shops, the pubs.

The sea and the beach are too far away,
and there are no mountains in London
but we have a river and many parks.
There are lots of things to do, here,
and I'm sure we'll have a good time!

Mike

Yes, please come visit us!

It would be so much fun!

You can meet all our friends,
and our families.

We can have a party in my apartment,
and you can listen to our band, The Fantastics!

To come to England,
you must have a passport.

Do you have a passport?

And you will need some money,
for a hotel, and for buses and taxis.

You'll also need money,
to go shopping with Jill.

Do you remember the name of English money?

Yes: pounds and pence!

So are you all set for a visit to England?

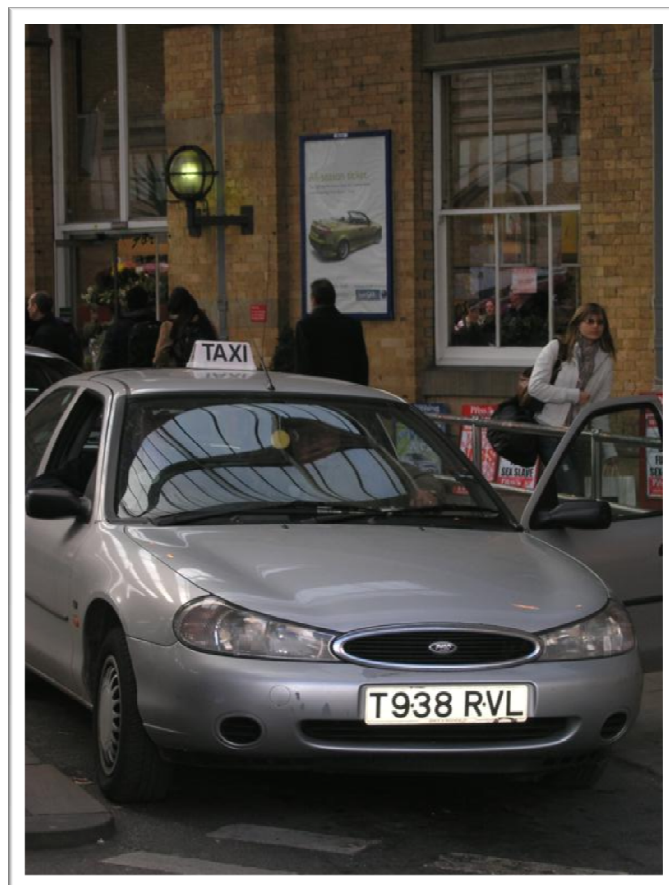
We hope to see you, soon!



Worksheet 9.3d



Worksheet 9.3d



Worksheet 9.3d



Worksheet 9.3d



Worksheet 9.3d



Worksheet 9.3d



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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.

Worksheet 9.4: My interview

Question:	Answer:
 What is your name?	
 Where do you go, for your holidays?	
 Do you have a passport?	
 Have you ever been in an airplane?	
 Have you ever been to England?	
..... ?	

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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.

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9.6 Listen to the music

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

Hooray, Hooray, It's A Holi-holiday

digge ding ding ding digge digge ding ding
hey - di - hey - di - hoh
digge ding ding ding digge digge ding ding
hey - di - hey - di - hoh
there's a place I know where we should go - heydiheydihoh
won' t you take me there your lady fair - heydiheydihoh
there's a brook near-by the grass grows high - heydiheydihoh
where we both can hide side by side - heydiheydihoh

Hooray! Hooray! It's A Holi-Holiday
what a world of fun for everyone, holi-holiday
Hooray! Hooray! It's A Holi-Holiday
sing a summer song, skip along, holi-holiday, it's a holi-holiday
there's a country fair not far from there - heydiheydihoh
on a carousel the dingdong bell - heydiheydihoh
on the loop di loop we swing and swoop - heydiheydihoh
and what else we'll do is up to you - heydiheydihoh

Hooray! Hooray! It's A Holi-Holiday
what a world of fun for everyone, holi-holiday
Hooray! Hooray! It's A Holi-Holiday
sing a summer song, skip along, holi-holiday
it's a holi-holiday
Well, I'm game
fun is the thing I'm after
now let's a'live it up today
get set for love and laughter
Well, let's go
time isn't here for wasting
life is so full of sweet sweet things
I'd like to do some tasting

Hooray! Hooray! It's A Holi-Holiday
what a world of fun for everyone, holi-holiday
Hooray! Hooray! It's A Holi-Holiday
sing a summer song, skip along, holi-holiday
it's a holi-holiday
in the country side we take a ride - heydiheydihoh
where the stars will shine lots of time - heydiheydihoh
back of your old car we might get far - heydiheydihoh
in the summerbreeze we feel at ease - heydiheydihoh

Hooray! Hooray! It's A Holi-Holiday
what a world of fun for everyone, holi-holiday
Hooray! Hooray! It's A Holi-Holiday
sing a summer song, skip along, holi-holiday
it's a holi-holiday, it's a holi-holiday

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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.

1. For my holiday,
I like to go to the mountains.
Do you like mountains?

2. For my holidays,
I like to go to other countries.
Do you like going to other countries?

5. For my holidays,
I like to go to a big city.
Do you like big cities?

4. For my holidays,
I like to travel by plane.
Do you like to travel by plane?

5. For my holidays,
I like travelling by train.
Do you like travelling by train?

1. Good morning!
Welcome to England.
Can I see your passport, please?

2. Good afternoon,
Welcome to our hotel.
How long will you be staying?

3. Are you lost?
Where do you want to go?

4. Hello, where are you from?
I'm from England.
Do you like my country?

5. Hi, let's go sightseeing.
Or we can go shopping
or to a museum.
What do you want to do?

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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.

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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.

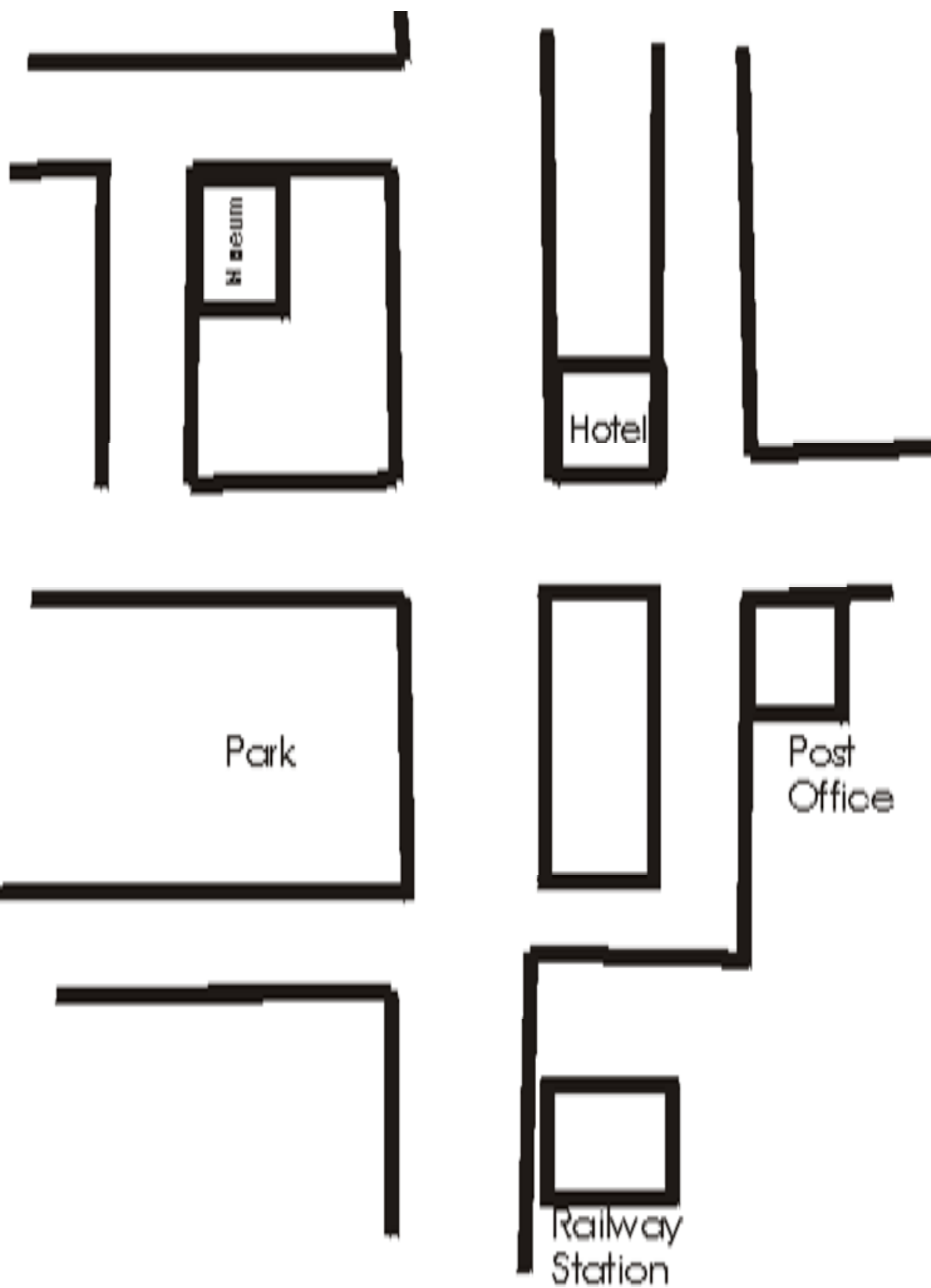
Place the participants at various spots on the map. Then, ask each participant in turn, where s/he wants to go. Give directions while the participant walks the map: "go forward, stop! turn left, stop!" etc., and end with: "Hooray, you have reached your destination!"

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.

Worksheet 9.9 Basic map



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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.

Worksheet 9.10 Tourist map of London



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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.

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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, photcamera, 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.

You are in London. You are looking for the railway station. You see a woman at a busstop. You ask her, where the railway station is.

You are at the railway station. You want to go to your hotel. You go to a taxi. You ask the driver, to take you to your hotel.

You are in London. You are hungry. You want to find a restaurant. You see a man walking his dog. You ask him, where a restaurant is.

You have been shopping, in London. Now you want to go back to your hotel, but you can't find it. You are lost! You ask a policeman to help you.

You are in your hotel. You want to go to your room. But you have forgotten your room number! You ask the girl at the desk, to help you.

You are at the airport. You are checking in for your flight. You want to show your passport, but you can't find it!

.....
.....

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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.

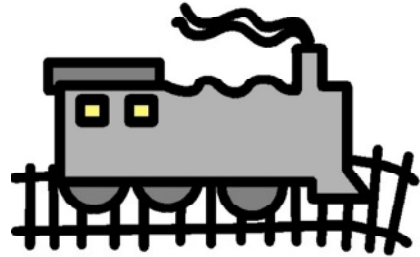
Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Variations

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



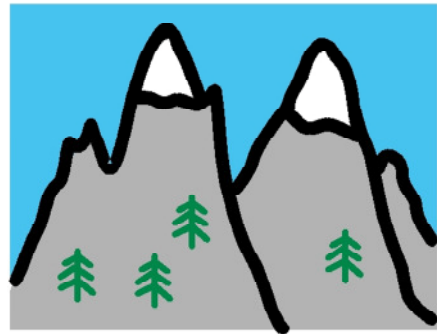
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Worksheet 9.13b: Write a postcard



Dear	
I am on holiday in	
The weather is	<hr/>
The food is	<hr/>
Love,	<hr/>
	<hr/>

Worksheet 9.13b: Write a postcard



A rectangular box representing a postcard template. It features a vertical line on the left side, a blue square in the top right corner, and four horizontal lines in the bottom right corner for writing an address.

Worksheet 9.13c: yes or no?

	YES	NO
1. You can go to England, by boat.		
2. You can go to America, by train.		
3. You can go to Austria, by car.		
4. You can go to Leeds, by bike.		
5. You can go home, by airplane.		
6. You can go to London, by car.		
7. You can go to New York, by train.		
8. You can go to, by		

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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

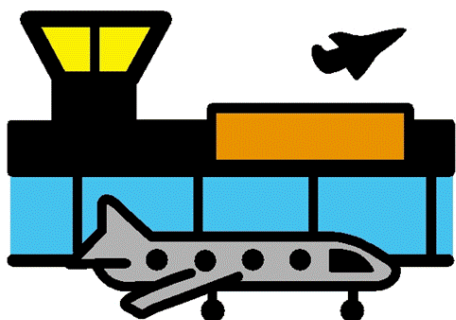
Use the Flashcards, the Talking Dictionary and the Multiple Choice activities to test and rehearse this unit's vocabulary.

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.

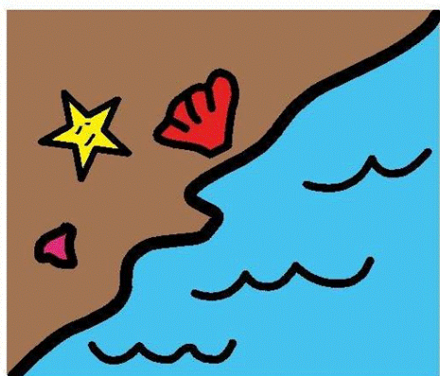
airport



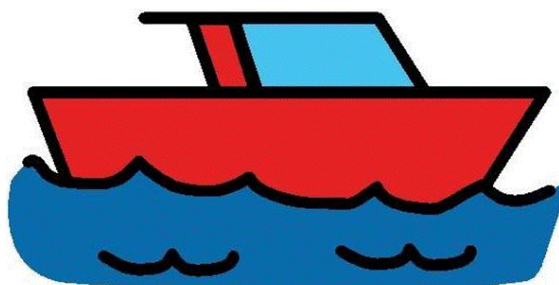
airplane



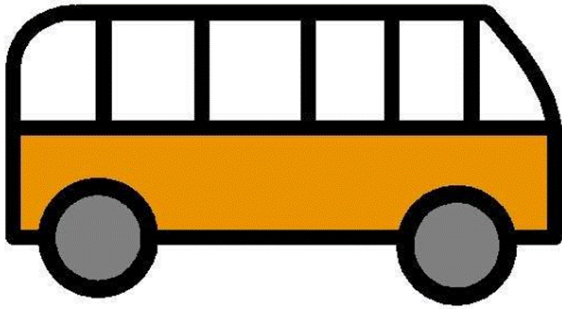
beach



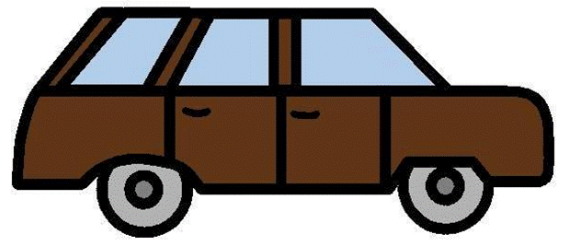
boat



bus



car



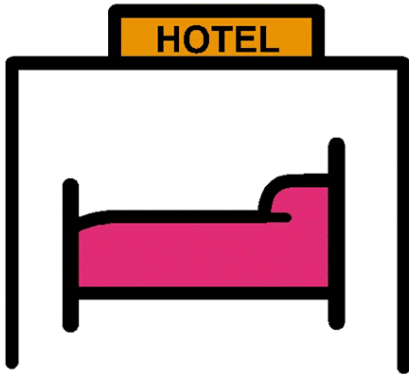
help



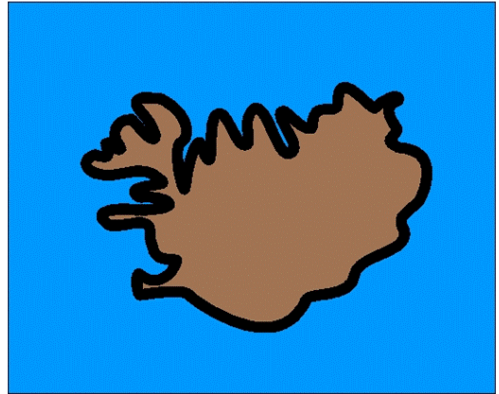
holiday



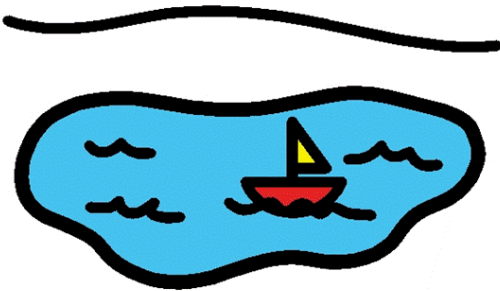
hotel



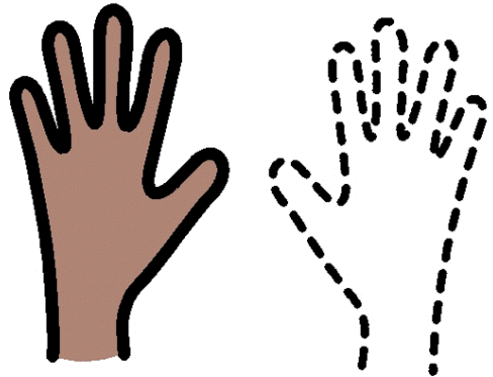
island



lake



left



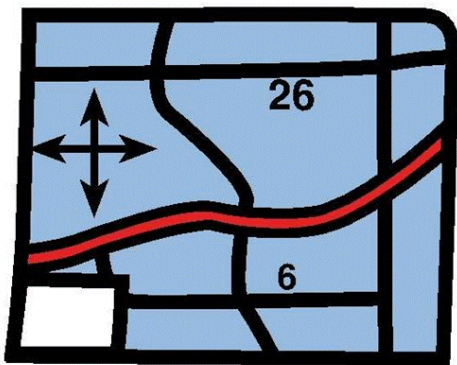
lost



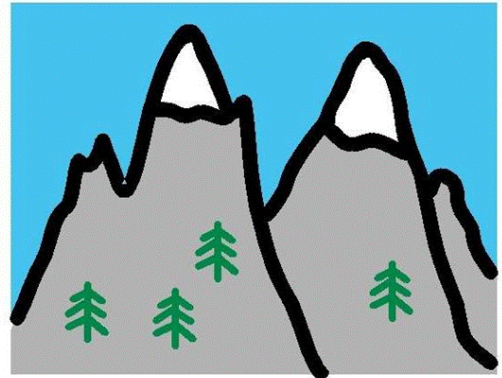
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map

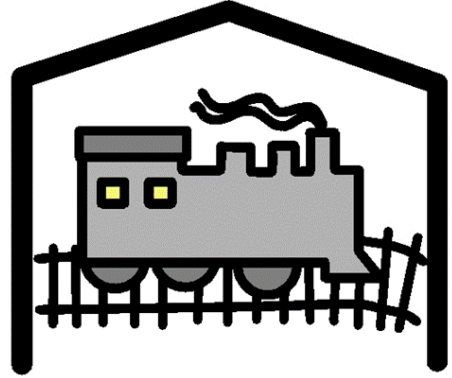
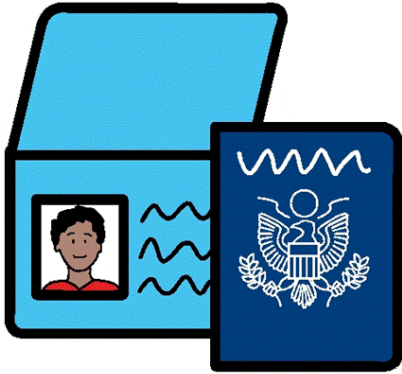


mountain



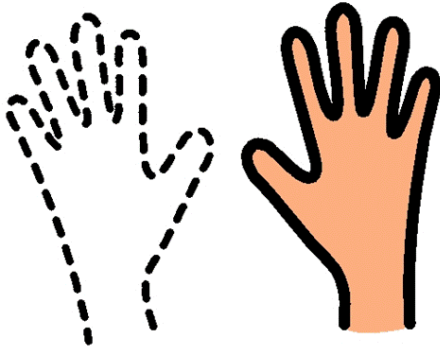
passport

railway station



right

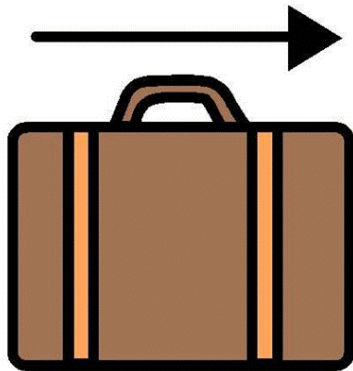
suitcase



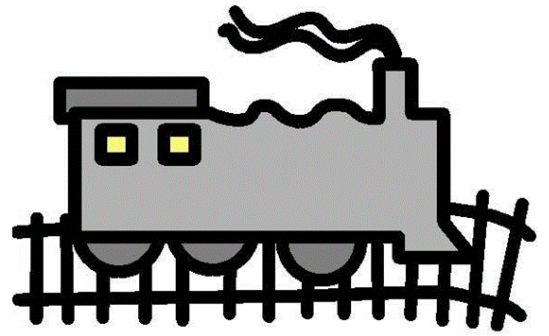
Information
tourist



travel



train



visit

