



National literacy programme in Namibia

STAGE

BASIC ENGLISH 3



Promoter's Handbook

BASIC ENGLISH PROMOTER'S HANDBOOK

Written by:

Lydia (Shaketange) Taukondjo

Lena Biwa

Aune Odunlami

Paul Collair

Resource Person

Pat Bryden

**This book has been produced and printed with the
kind assistance of SIDA and UNICEF**

ISBN -0-86976-279-6

Introduction

Basic English is level three of the National Literacy Programme study course.

It is meant for adults whose mother tongue is not English, but who are literate in their own language.

Basic English uses the communicative approach to language teaching.

Basic English includes:

- Participant's book - learner's book.
- Promoter's handbook - for suggestions on how certain items can be presented.
- Codes/pictures - big posters for discussion before the actual lesson starts.

Participant's book

The participant's book is for the participants. You should also have one.

The participants' book provides:

- Small pictures at the beginning of each lesson. These pictures can be used for discussion if the big pictures/codes are missing.
- There are exercises in each lesson, to check understanding of each lesson and to give participants a chance to revise.
- There are activities contained in the workbook.

Promoter's Handbook

The promoter's handbook is for you, the promoter.

It provides:

- Aims for the course and objectives for each lesson.
- General advice about adult learning and the learning of English.
- Guidance about how to use the lesson plans.
- Lesson plans for each lesson.

Make sure you read this book carefully. It will help you to teach well. Be creative and use your own ideas and add them to those provided. Use this handbook together with participant's book and the codes.

The Codes/Pictures

The pictures are most important. They are used in the same way as the codes of Level 1 of the National Literacy Programme.

They are used:

- to motivate participants by involving them in discussion of the situation in each picture.
- to start discussion in which the participants express their feelings about the situation.
- to enable them to put forward their ideas, knowledge and experience as the starting point from which the lesson will develop.

Aims

Basic English is designed to help participants to

- Understand English when it is spoken to them.
- Respond orally to what they hear.
- Develop reading skills in English.
- Communicate in and use simple written English.
- Develop their knowledge and ideas through English.

Principles of Adult Learning

- Respect – Participants in classes are mature, experienced adults. Their experience, opinions and knowledge must be respected and made use of in lessons so that all- including the promoter-go may learn from each other.
- Understanding – Adults may make great efforts, even sacrifices, to attend class. Their own lives may be full of problems. Try to understand their feelings, needs and aspirations - and build their confidence and skill in the second language.
- Encouragement is most important.
Adults are highly motivated but this can be spoiled if promoters are critical and bad-tempered, or favour some and ignore others.
Adults may lack confidence - and will not dare to speak unless they are supported and encouraged. Be patient and appreciate their efforts even if they appear to progress slowly.

- Gender balance – Make sure women and men have equal opportunities. Often the men dominate and appear to be more confident. Encourage women to take the lead sometimes.
- Consultation - Involve students in planning and decision making, for example in preparing the timetable for their own class. If changes are needed, let them decide how, when, and where as far as possible.

The Promoter

The Promoter is a responsible person in the community.

- As a Promoter you should cooperate with the community and work with other departments of government and NGOs.
- encourage people to come to classes
- keep a daily attendance register and check drop-outs
- know participants' names
- keep a timetable of classes
- let participants take responsibility for themselves through class committees and a class monitor
- dress properly so that you are respected
- never come to class drunk or you will lose respect

The Promoter should:

- Let participants know the programme and share in making decisions about it.
- Be friendly with participants.
- Enjoy the lesson together.
- Pay attention to participants' needs, and allow time for their questions.
- Start with what they know before introducing new things, to build up their understanding.
- Don't rush, give them time to absorb what they are learning.
- Create extra time for individual attention, if it is needed.
- Don't quarrel with undisciplined participants.
- Refer problems to the class committee.
- Respect traditions, so as not to confuse people, but also help them to understand and accept modern ideas.
- Face the students, not the chalkboard, while talking to them.

Learning English

- Communication is the most important goal - especially listening, understanding and responding orally.
- Using the language is the way we learn it. We won't be able to speak the language if we just know ABOUT it (as through formal grammar).
- Fluency and confidence are more important at the beginning than accuracy. Later on it is important to help learners to be accurate.
- Learners need to hear the language and make sense of what they hear.
- Listening is needed before anything is learned, so give the learners lots of opportunity to listen.
- The first language should be a support only when mime, gesture etc fail. Encourage as much use of English as possible.

Simplify the English you use, so as not to confuse learners.

Create a relaxed, friendly atmosphere and communicate naturally with learners about what concerns them and you.

Basic Lesson Plans

There are two kinds of lessons in this book, lessons based on conversation and dialogue. Dialogue help participants to communicate with others in spoken English, and lessons that are more informative, and arise from discussion about common events or topics. A few lessons concern writing skills such as form filling and simple letter writing.

All lessons include activities or role-play in which participants use the newly learned language to do something or to act out a situation. These activities are very important to help participants use English with confidence in real life. The Promoter should be free to use any activities that encourage participants to use English.

All lessons start with discussion. It is most important to allow the participants to share ideas freely. The vernacular may be used, particularly by those participants who lack self-confidence, but they should be encouraged to express their ideas in English.

The following are steps that you need to consider when planning your lesson.

- Revision:** Use important elements from the previous lessons. For example: participants should talk about the topic of the previous lesson, or role-play the situation. Other activities are: discussion of the previous picture, gap-filling, questions and answers, describing the situation, story, picture or dictation.
- Discussion:** Sometimes promoter and participants can discuss an item of news related to the topic of the new lesson, or their experience of the situation they will meet in the lesson. Some key words might come from this, which can be noted on the chalkboard, or noted by the promoter for later use. The same words can be used when discussing the picture. More words will come from this discussion. The important words are those words needed by the participants to say what they want to say. Use the same words many times in discussion and point to, or demonstrate, the action or objects. Put the key words on the chalkboard and point to them as support for discussion or dialogue.
- Word Study:** Participants need to hear, say, read the new words and sentences, identify the words and sentences they hear and match spoken with written words.
- Practice:** Participants need to use the new words and sentences to say what they want about themselves and their community.
- Workbook:** This should consolidate what promoter and participants have done so far without the book. More practice is provided in the workbook.
- Exercises:** When they fill in gaps, or role-play, participants' own ideas and words must be allowed, provided they fit the situation and express the intended meaning. Variety is much better than everyone memorising the same word or phrase.

The following steps are useful in lessons which are based on dialogue or conversations.

Dialogue/Conversations:

A dialogue or conversation can be built from the discussion by letting participants think about what people might say in the situation shown in the picture. Participants can:

- Then they can listen to the dialogue from the book to find differences.
- Discuss the different suggestions and practise in pairs with any agreed words and phrases. (These must be true for the picture.)
- Read the dialogue in the book.
- Write own dialogues as alternatives.

Real Communication:

The main aim of Basic English is to help participants to communicate in English.

There should always be a reason for communication e.g. social, educational, economic, political or work-related reasons.

Participants must be encouraged to use the new words and expressions in as much role-play as possible.

In any language, there are several ways of communicating the same meaning and sometimes one phrase or sentence has several possible interpretations. This is also true for the English language. People learning a language need to know the functions of different words and sentences in that language. They need to know the different ways of expressing those functions. They also need to know the different ways of saying the words and sentences to change the meaning or function.

LESSON 1

Greetings

OBJECTIVES:

To use simple greetings using **morning, afternoon and evening.**

TEACHING AIDS:

Wall chart
Chalk-board, chalk
flash cards (**morning, afternoon, evening**)

Stage 1

Greetings:

The promoter greets the class in English,

Good

as will be the daily routine.

Help participants to respond,

Good

Presentation:

Promoter goes round shaking hands, greeting individuals at random and helping participants to respond. Repeat the whole greeting/adding

How are you?

Help participants to answer, **Fine thank you.**

Put up the chart of Jacob and Maria. Introduce the characters

Elicit what they are doing, and what they are saying.

Practice:

(a) Help participants to say Jacob's and Maria's words.

Practice:

(a) Call participants in turn to say one of the dialogue parts. The promoter takes the other dialogue part.

(b) Participants in pairs try the dialogue orally (not reading)

Stage 2

Exercise 1

Presentation:

Promoter draws/shows position of the sun in the morning Says **morning**

- Practice: Repeat with position for **afternoon** and **evening**.
(at home) Promoter draws flash cards showing different positions of the sun. In class Promoter points or shows one card. Participants say time of day according to picture, Promoter writes **morning** or **afternoon** as participants say the word. Promoter shows or reads the flash cards again **morning**, **afternoon** or **evening**. Participants find the same word on the board and read it.
- Reading (Exercise 1): Promoter reads dialogue.
Participants compare with their oral dialogue.
Participant says what time of day it is.
Promoter reads each line.
Participants follow silently.
All participants repeat together and then individually.
Promoter reads one line, participants read next.
Participants read in pairs - promoter goes round.
Participants do the exercise.
- (Exercise 2)
Promoter mimes and instructs **Write**. Points or shows flash card. Participants work in pairs.
- Consolidation/Application (Exercise 3) Participants in pairs complete dialogue
Promoter helps, encouraging participants to read the complete dialogue.
- Further Practice: (Exercise 4) in pairs, using all 3 time expressions.
Promoter shows cards to prompt where necessary.
- Consolidation/Application: (Exercise 5) Promoter goes round, greeting some participants. Participants go round greeting each other.
- Additional reading:
Phrases for the whole dialogue should be put on cards. Participants can try to build dialogues from the phrases. They can check by reading aloud in pairs and comparing with the text in the book.

Additional Activity:

If you think your learners are comfortable enough to dramatize the dialogue, ask two learners in turn to do so.

Help them to say what they feel like saying in addition to the prepared dialogue.

LESSON 2 Days and Dates

OBJECTIVES:

to use

- a) days of the weeks
- b) months
- c) cardinal and ordinal numbers
- d) year (e.g. of birth)

and to distinguish between day and date in recognising, saying and writing the date in different contexts.

TEACHING AIDS:

Real calendar (ask participants to bring a pile from any business or organisation beforehand).

Wall chart

Flash cards of days of the week and months

Chalk-board, chalk

Revision:

Revise simple greetings done in lesson 1

Stage 1

Days and Months

Presentation:

Promoter asks what day it is.

Participants say what the day is.

Others repeat. Promoter repeats clearly.

Promoter elicits **yesterday** and **tomorrow**.

Let participants say the days again.

Promoter elicits other days of the week.

Promoter puts up the chart to introduce the days of the week only.

Practice:

a) Participants say in turn **Sunday**, **Monday**.....etc.

b) Promoter elicits **day before** and **day after** each day.

Asks one participant to say the name of the **day today**, others say the names of the **day before** and **day after**.

Reading:

c) Promoter shows cards of the days of the week to the participants.

Participants read the names of the days on the cards. Use cards for **today**, **yesterday**, **tomorrow**.

Listening.

Practice: d) Use cards as clues to say the day before and after.

Presentation: (months) Use calendar or wall chart to elicit which month it is. Promoter writes, e.g. **September**. Allow participants to use calendar to search for the month. Elicit the order of the months. Write numbers 1-12 on board. Participants write the month on cards and match with numbers 1-12 e.g. 1-January.

Practice: As b,c,d above but with months, last month, this month, next month.

Consolidation/application Promoter elicits what special days are in each month. Participants can practise showing or saying months, before and after, among themselves in groups. (e.g. 21 March – Independence Day).

Stage 2

Cardinal/Ordinal Number to 31

Date: e.g. 01.07.92 15.12.91 30.2.67

Presentation: Elicit the day's date, which day? Which month? Which year? Promoter writes the dates on the board in numbers. Elicits these numbers. Discuss what the numbers mean. Participants use calendar to find yesterday's date in numbers, tomorrow's date in numbers. Participants find numbers for dates which Promoter says in full. Participants should also say dates in full while others find the numbers in turn.

Practice: Participants read dates in number form while the Promoter says it in full e.g. The 10th of September. (Several times) Help participants to say dates in full. Then others say the dates in number form.

LESSON 2

Practise – th, eg. ninth

– st, eg. thirty first

– rd, eg. third

day - e.g. What day is it – today?

Tomorrow is?

Yesterday was?

OBJECTIVES

Revision

Additional

Practise

Promoter asks what date it is – points to any date (in numbers)

why 10? why 9? why 93?

Promoter says 10th September 1993.

Promoter elicits yesterday's date in full or number form. Elicits alternatives. Participants practise as promoter cues **Today, yesterday, tomorrow** (using calendar).

Further practice

Talk about dates of birth in groups. Participants find out and write down the birth dates of all their group members (Exercise 2).

(Exercise 3) Participants do the exercise and both sets of information should be shared with the whole class.

Exercises 4 and 5 to be done orally and in writing, and the information shared and discussed. The birthdays of participants and their children can be marked on any of the calendars.

Exercise 6 can be discussed in groups and fed back – or done all together.

Exercise 7 can be done individually.

Participants can add to this by writing dates in one way and letting a partner write them in another.

The dates should be asked for and written up on the chalkboard every day. Participants can take turns in writing up the dates. There could be a rota for different duties including 'date', each week.

Listening:

Promoter dictates the days of the week or dates while participants write them down.

Or

Promoter reads a date from this year's Calendar and asks participants to show the date.

STAGE 1

Revision: Promoter elicits today's date and how to write it. Writes date up and checks tomorrow's and yesterday's dates. Promoter can ask the group whether it's anyone's birthday or anyone's child's birthday today.

Presentation: Using real clock watch, e.g. 10 o'clock Promoter shows clock which indicates 10 o'clock. Ask: What time is it? Participants answer. Promoter helps it's 10 o'clock. Promoter moves hands to different times and asks participants what time is shown. Discuss the morning/afternoon/evening times.

Practice: Promoter helps participants to ask each other: What time is it? Participants ask and answer. Promoter writes it's - o'clock and helps with pronunciation of o'clock and the different hours.

Consolidation: Exercise 1. Do example together. Participants fill in times under clock. Read aloud to check answer together. Participants can be helped to make some more clocks to use for practice.

Stage 2

Presentation: Promoter shows 1/2 hours. Helps participants to say it's half past 10/half past 11. Participants reply in turn. Promoter asks and participants answer using model clock. Promoter changes times. Participants ask and answer.

Practice: Promoter changes times. Participants ask and answer.

LESSON 3 Telling the time

OBJECTIVE: To ask and tell the time.

TEACHING AIDS: Self-made clock with movable hands, Chalkboard, Chalk, pictures of place with opening and closing hours eg. clinic (collected by promoter). Card or thick paper to make clocks.

STAGE 1

Revision: Promoter elicits today's date and how to write it. Writes date up and checks tomorrow's and yesterday's dates. Promoter can ask the group whether it's anyone's birthday or anyone's child's birthday today.

Presentation: Using real clock/watch. e.g. 10 o'clock Promoter shows clock which indicates 10 o'clock. Ask: What time is it? Participants answer. Promoter helps: It's 10 o'clock. Promoter moves hands to different times and asks participants what time is shown. Discuss the morning/ afternoon/evening times.

Practice: Promoter helps participants to ask each other: What time is it? Participants ask and answer. Promoter writes: It's – o'clock and helps with pronunciation of o'clock and the different hours.

Consolidation: Exercise 1. Do example together. Participants fill in times under clocks. Read aloud to check answer together. Participants can be helped to make some more clocks to use for practice.

Stage 2

Presentation: Promoter shows 1/2 hours. Helps participants to say It's half past 10/half past 11 etc. Promoter asks and participants reply in turn. Participants ask each other using model clock.

Practise: Promoter changes times. Participants ask and answer.

What is the time? It's half past.....
Promoter writes Half past
Elicit alternative e.g. 10.30. 11.30
(ten-thirty eleven-thirty)
Participants give examples.
Promoter writes, 10.30 etc.

Participants ask and answer in groups and pairs
using their model clocks
Do Exercise 2 individually or in pairs.

Further presentation:

Promoter shows a quarter to a quarter past.
Asks the time and helps participants to say
different times on the clock. (Hours, half-past,
quarter to and quarter past).

Practice: (Reading)

Using their clocks promoter shows eg.
quarter to six and says 5.45, then shows a
quarter past and says 6.15.
Promoter shows and asks participants for times,
using -45 and -15.
Promoter writes eg. a quarter to six - 5.45.
Promoter writes eg. a quarter past six - 6.15.
Shows various times (whole hours, half past,
quarters).
Participants ask and answer in pairs.

Consolidation:

Work in pairs with Exercise 3
to write times using a quarter to or past,
- 45 - 15

Work on Exercise 4 individually or in pairs.
Promoter sees if participants can tell real times.
Exercise 5 orally and then in writing.

Participants can make paper clocks and show
each other different times for practice.

Stage 3

Revision of time so far:

Promoter uses Exercise 6 to lead revision using
the times of different events and opening/closing
times.

Presentation: Use above procedure to introduce and practise five to, ten to, twenty to, (five past, ten past etc.)

Consolidation: Promoter gives exercises for as much practice as needed.

NB: Work on time can be done every day as part of the classroom communication between promoter and participants and among participants.

LESSON 4

Introductions

OBJECTIVE: To introduce other people by name and relationship.

TEACHING AIDS: Wall chart
people in class
Visitors (whenever possible)
(Chalk-board, chalk)

Stage 1

Revision: Greetings, date (s) and time check, as usual for every lesson.

Discussion: Wall chart
Promoter asks what's happening?
Why?
Who are they?
What are they saying?
Encourage participants to ask questions too.
Get concept of introduction
Discuss how people do this in first languages and what the rules are socially.

Presentation: Promoter introduces one participant to the class.
Repeats with other participants.

e.g. Promoter: This is
She/He is a class member.

my friend
my neighbour

Participants should understand
meaning of words: friend
neighbour
class member etc.

Practice: Participants try to introduce each other in class.
This is
She/he is

Promoter helps participants to say words they need

e.g. cousin
colleague
sister

Reading:

Promoter asks participants to introduce anyone in class. Choose variety of relationships. Promoter helps write relationship words as participants use them.

e.g. cousin sister son
colleague friend daughter etc.
classmate teacher

Practice:

Promoter points at words (or uses word cards) as clues to enable participants to choose a relevant person to introduce e.g. Promoter points to **cousin**, a participant introduces a cousin in role play with another class member.

Dialogue:

All look at dialogue on p. 8 and compare with their introduction. Participants find who the people in the picture are, and what their relationship is.

Practice

Exercise 1. Get participants to practise in threes.

Stage 2

Revision:

(Exercise 2). A participant introduces someone in class and promoter responds, "Nice to meet you," or "Pleased to meet you". Promoter introduces someone - gets participants to respond Nice/pleased/glad to see/meet you. Promoter introduces again, responds further, "pleased to meet you, too". Go over again with different students. Let participants practise on their own - not reading.

Further Practice:

Let participants draw (or show photos) to introduce family members. Let them practise again with other people in or around class (waiting outside/in the office) who are brought in.

Stage 3

Discussion: After revising an introduction and responses, elicit what to say if you want to end a conversation (or leave). Elicit, "**Excuse me!**" and other types of excuses, e.g. "**Please excuse me,**" I must be going now.

My friend/husband/wife is waiting

My child is crying

Then add Goodbye!

Promoter models how to add excuses to the conversation learnt so far. As promoter writes excuse me! let participants add some other excuses. Promoter writes them on the chalkboard.

Practice: Participants try to make their own conversation including excuses. Help them to add Goodbye. They can work in groups. Promoter prompts with flash cards or words on board as clues for different excuses.

Consolidation: Promoter asks some groups to introduce their members.

Stage 4

Discussion: Let participants talk about their families, and introduce them, eg This is my husband , Simon. Participants look at family picture (Diina, Simon) on p.9 Elicit who the people are and what their relationships are. Allow different opinions about how Martha and Paulus, Martha and Sara, Elizabeth and Simon are related. Discuss specific English words, e.g.

cousin

niece

uncle

and differences between words used in the mother tongue.

Discuss why the cultures have different ways of naming relatives.

Write the differences on the chalkboard.

Discuss which family members are missing, eg grand fathers/grandmothers.

- Presentation:** Let participants listen to introductions e.g. This is Simon. He is Diina's husband.
Point out change from my to his/her
Ask them to identify Paulus, Thomas's father
Simon's brother, Richard, Diina etc. using 's.
- Practice:** Participants should introduce people in picture orally
This is
He/she is s
- Reading vocabulary:** Exercise 3 Let participants find words from to match people in pictures.
Promoter can also ask eg. Who is Elizabeth's daughter? Let participants ask each other in groups or pairs.
- Writing :** Exercise 3 Do together
Let participants discuss it in pairs, each fill in gaps to complete sentence.
- Creative follow-up:** Exercise 4 Use to discuss participants' and promoter's families in English.
Discuss how to show the family tree.
Ask them to tell about their families.
- Note:** Encourage participants to practise introducing people in English outside class at every opportunity - and in class when there are visitors.
Their family charts can be displayed and discussed further. They should include other children who live with them, who may not be related, and try to explain who they are:
eg. This is Johny and this is his sister, Linda.
They are my friend's children.
My friend is from England and is visiting us.

LESSON 5 Form Filling

- OBJECTIVE:** To be able to fill in forms with basic personal information.
- TEACHING AIDS:** Wall chart
Chalk-board, chalk
Simple forms, (if available)
Hand-made blank forms
Cards with fictitious names, addresses (participants can make them)
- Revision:** Participants introduce each other.
- Presentation:** What's your name?
Promoter elicits full name. eg Betty Jacob
Prompt: My name is
(Full name)
Where do you live? (give hint).
I live in
Promoter repeats with several participants.
- Discussion:** All look at any real forms which the promoter or participants have brought. Find out what is on them.
Compare with information on wall chart
Examples
Elicit and note key words on board
e.g. Surname
First name(s)
Address
Married
Single
***NB:** the forms have to be filled in.
- Practice:** (a) Promoter: Where does Betty/Petrus live?
Participants answer She/he lives in
What's her/his surname?
(b) Participants ask and answer.
(c) Participants fill in the form.

- Application:** Promoter asks how to ask directly (What's your.....?)
 Participants practise with promoter and each other. Ask- answer
 Promoter helps with the change from Where does she to where do you
- Practice:**
She lives
I live
- Exercise 1.** - all the class
- Further practice:** Exercise 2 Include introductions. Use fictitious name and address cards for extended practice. Participants can make some and then role-play introductions using the new names.
- Writing:** Promoter checks that participants understand **surname**. Participants work on Ex. 3 individually. Participants must use block capitals for Names. Discuss how signatures should be written - participants can demonstrate. Participants work on Ex 4. Some read aloud to compare with others.
- Further oral and written practice:** Ex. 5 Work in pairs. Participants use full questions (except Married or single? -rising tone)
- Creative activity:** Participants should make some forms and go out to interview people in the community. The forms they bring back can also be used to train students in organising and filing (according to alphabetical order of surnames).
- Note:** Lesson 6 will deal with letters and invitations. Ask participants to bring any letter to the next lesson .

LESSON 6

The Invitation

OBJECTIVE: To give a simple invitation orally and in writing and to address an envelope correctly.

TEACHING AIDS: Real letter and envelopes or invitation cards, Wall chart
Chalk-board, chalk, paper, old stamps

Stage 1

Discussion:

- (a) If promoter or participants have brought letters, cards or envelopes discuss what they are, why people write them, what is in them.
Participants look at wall chart
Promoter elicits concept of invitation and what we invite people to.
- (b) Participants look at the wall chart.
 - (i) What is the letter about?
Participants find out or guess.
Participants read out any information they identify .
 - (ii) What is in the letter?
Participants check the:
 - address
 - date of the letter
 - date of the party,
 - time
 - place
 - greetings
 - (iii) Why is Mary writing so early?
Would participants invite people so early? How long before an event do you invite people?

Reading/Listening: Promoter reads letter aloud. Participants listen and follow silently.
Participants ask any unknown words.
Promoter notes difficult words on board

- birthday
- Hall
- Yours
- Dear

All discuss the words. Compare birthday and date of birth Check the content and style of a formal letter. Let participants notice the difference between the two. Discuss other endings for letters.

Reading Practice

- a) Let participants read the letter in pairs.
- b) Use Ex 1 to revise orally.

Consolidation:

Promoter poses questions to all
 e.g. What is the purpose of the invitation?
 What information is in it?
 (date/time/place/event) How do you think Betty will reply?

Stage 2

Discussion with revision:

Elicit content of an invitation letter or card to any event known to participants. Ask participants to think about how to invite some one orally - face to face. Participants demonstrate asking Can you come? and (Promoter can help where necessary) Yes, thank you very much and asking for more information When is it? Where is it? Elicit other occasions for which invitations are given. Let participants practise orally different ways of inviting using different occasions. Promoter notes occasions on board
 e.g. wedding baptism
 graduation
 confirmation
 braai
 engagement

Discuss the places and activities during such occasions.

- Practice:** Participants practise different oral invitations.
- Writing:** Participants write occasions on cards while Promoter checks reading and understanding.
- Further Practice:** Participants use cards as cues to get others to invite them and get more information. They can work in pairs. Promoter can prompt with question cards
- When is it?
Where is it?
At what time?
- Creative follow-up:** All discuss and practise how to accept or refuse e.g. **I am sorry I can't come.** If there is any real occasion to invite people to, let participants make the invitation orally and give a the reply.
- ### Stage 3
- Revision:** Participants practise again inviting someone to different occasions orally - real or role play. Key word - reading revision from cards (see stage 2 above)
- Reading/Writing:** Participants read Exercise 2 in pairs, and discuss the missing words. Help one another to fill in gaps. All read the completed letters-comparing similarities and differences.
- Consolidation:** Continue after feedback from Exercise 2 to complete Exercise 3 - same pairs Promoter makes sure they see the difference from the first letter.

letter.

Participant read aloud to compare with others in groups. Discuss any differences. Groups read aloud a revised version. Individuals work on Exercise 4.

Participants are free to use any address they wish to.

Creative activity:

Make envelopes and use them to send invitations to real occasions, or invented ones. Write letters of invitation. Groups should also try to reply.

e.g. Dear Mary

Thank you for the invitation to your son's birthday on October 10th.

I will be happy to come.

OR

I am sorry I can't come.

I am going to Tsumeb that day.

I am going to a seminar.

It is my sister's wedding. etc.

I have another engagement/appointment.

LESSON 7

Revision

Revision

OBJECTIVE:

(as with all Revision Lessons)
To ensure that participants can apply what they have learned when they are involved in communicative activity on their own (oral and written).

TEACHING AIDS:

The workbook exercises, paper or old envelopes. The family tree charts.

Introduction:

Greetings and date (as normal, every lesson)

Promoter explains that this is a revision lesson and the learner can use their books. They can help each other but must use English.

Revision Practice:

Participants practise Introductions
Greet again - one participant introduces another in role play
A group of 3 role plays introductions in front of the class.
Groups should practise role play to introduce different people (friend, relative, colleague)
Continue with Exercise 1 in groups
Promoter listens, prompts if necessary but tries not to intervene.

Revision Practice:

To practise form filling
Promoter lets participants ask for personal information e.g. When were you born? What is your address? (if that's applicable) Promoter or one of the participants writes information on the chalkboard.
Work on Exercise 2 individually. Participants go round collecting one another's details. Promoter reminds about capital letters. How old is Peter Lukas?

- To practise invitations: In pairs, participants discuss occasions to which they would invite friends.
They can recall information needed when giving invitations
occasion
date
time
place
people invited
Participants do this in pairs and report back.
Promoter can list occasions and examples of information to help participants with Exercise 3.
- Writing: Participants do Exercise 3 (individually)
They are free to choose any occasion.
They can read their letters aloud and make envelopes to address.
They can reply to each others' letters also.
- Further activities: Promoter prepares a paragraph at home about a certain person; his/her full name, where the person lives, date of birth, address, married or not, with or without children.
- Listening Activity: Promoter reads the paragraph to participants.
Participants write down information as promoter reads.
Ask participants to exchange in pairs the notes they have written about a person.
Promoter writes the whole paragraph clearly on the chalk-board.
In pairs participants compare what they have written to what is written on the chalk board.

LESSON 8

Shopping

OBJECTIVE: To be able to ask for goods, and enquire about prices in English e.g. in a shop.

TEACHING AIDS: Wall chart, coins or notes
Word cards or picture cards of items in shop.
Empty containers of common goods
Chalk-board, chalk
N.B. remind participants to bring items, before the lesson.

Stage 1

Discussion: Find out what participants have brought.

Name the objects and write the names on chalk board.

Put up the wall chart and ask questions e.g.

Look at the picture.

What can you see?

Who is in the shop?

What do you think Aili asks for in the shop?

What does the shopkeeper say?

What are the prices?

How do these compare with real prices?

More or less expensive?

Participants discuss what they find expensive or cheap and what they would like to buy but can't afford.

Presentation: Refer to what they said Aili was asking for, and how she said it.

Ask how they would ask for things.

Introduce the request May I have a.....?

How much is the?

That'saltogether.

Practice:

Participants practise the requests in pairs, choosing items from the list on the chalk board. Promoter reads the dialogue in two voices while learners listen.

Ask questions to check understanding e.g. with reference to the picture.

Promoter reads one part and one participant reads another.

Two participants then read the dialogue, one as Aili and the other as the shopkeeper.

Participants continue reading in pairs, changing items and prices.

Stage 2

Revision:

Ask two participants to act out the dialogue between a shopkeeper and a customer.

Presentation:

Discuss the cost of items again.

Discuss what to do and what to say if wrong change is given.

If a customer doesn't have enough money.

e.g. I'm sorry there's a mistake.

It should be.....

or I'm sorry I haven't got enough.

Refer to countable and uncountable nouns

a bag of mealie-meal

a packet of salt, tea, milk

a bottle of milk, cooking oil. etc.

a box of matches,

a tube of toothpaste.

Together look at the picture on page 17 and put the items in their groups. Ask learners to do Exercise 1 individually.

In pairs participants do Exercise 2

Exercise 3 to be done in groups.

It is not compulsory to use items in the picture only. A variety of items and prices should be used.

LESSON 9

Finding the Way

OBJECTIVES:

To ask for and give directions.

TEACHING AIDS:

Wall-chart

Chalk - board

Simple plan (from your class to your house, church, post office etc)

Stage 1

Revision:

Promoter asks, What will you say if you want something from the shop?

Participants practise asking for different items.

Discussion:

Use wall-chart to elicit situation through questions.

Who are these people?

What are they pointing at?

What will they do next?

Ask the class to listen to the narrative you are going to read for them. Ask them to listen carefully as you need answers from them.

The girl is Elizabeth.

She is visiting her aunt in another town.

She wants to visit her cousin in hospital.

(Write visitvisiting visitor' as key words)

Questions.

What do you think the man is telling her?

What do you think she asked the man?

Help participants to give responses in simple and clear English, and then agree from different responses what is most likely to be the story

e.g. The girl is a visitor

She wants to go to the hospital

Her sister is in hospital

The man is showing her the way.

Reading: Promoter writes the narrative that has been formed from the responses. Ask participants to read individually and silently.

Oral presentation: Promoter asks: What do you think the man is telling Elizabeth?
Elicit e.g. Go straight or Turn right Give simple directions e.g. from your class to principal's office football field etc.

Ask:
How would you ask someone to show you the way?
Can you show me the way to..... please?
Ask participants to show you the way to places where you think they are able to direct you.

Practice: Participants practise in groups:
Can you show me the way to the post office, Hospital, clinic, church etc.?
Turn right
Turn left
It's in front of/behind/next to
It's on the left
Exercise 1 read in groups

Stage 2

The Dialogue: Promoter reads the dialogue while participants listen and follow silently. Check understanding by asking questions, e.g.
Who is the girl?
Where is she going?
Why?
Where do you think the hospital is from where the two people stand?
What time of the day is it?
Where is the hospital in your town/village from where you are?

Promoter reads two parts of the dialogue.
Participants listen and read silently.
Promoter reads one part and participants another.

Consolidation: Participants practise the dialogue in Exercise 2. Choose various places and reasons for going there.

Creative follow up: Participants do Exercise 3 in groups, with the help of the promoter. The plan should be a simple one. Practise using plans to give different directions. Feedback to whole class after discussion is essential. Participants do Exercise 4.

LESSON 10

The Stolen Bag

OBJECTIVES

To be able to attract attention in a crisis
To describe people's appearance

TEACHING AIDS:

Wall picture

Picture of different people (tall, short, thin, fat, young, old, wearing different clothes) made by Promoter or found in magazines, newspapers old calendars etc.

Stage 1

Promoter asks and gets participants to ask and give directions to relevant places nearby.

Revision

Discussion:

- (a) General – about crime locally. Elicit information and opinions about recent crimes. Use news of crimes from newspaper or radio
- (b) Wall chart – Elicit what's happening – to whom – by whom

Use questions eg.

Where are the people?

What happened? Why?

What's the woman saying?

How does she feel?

Where is the boy going?

What do you think will happen?

Help with English words and expressions.

Build up a Story together.

Read:

Promoter writes up narrative from the discussion eg, The woman is shopping.
A boy has stolen her bag.
He is running away.
She feels angry.

But make sure participants' ideas are written up; do not copy this example.

Promoter reads the dialogue while participants listen and follow. See to it that it's their story.

Participants read the story one by one or in pairs.

Vocabulary:

By looking at the wall chart, elicit from participants what the boy looks like. How what the mother looks like. Participants practise saying the words they want. Promoter writes them as participants say them eg:

tall
thin
barefoot
long-haired
well-dressed
young
old
short
fat etc.

Use other pictures to elicit more descriptive words.

Practice:

Participants select words to use to describe themselves

Stage 2

Dialogue:

Participants listen carefully while Promoter reads the dialogue in two parts. Promoter reads with participant, changing parts. Participants volunteer to read and act.

Presentation:

(Exercise 1) Get lively acting, gesture and voices
Discuss what happened and why.

Promoter elicits what Helena will tell her family when she goes home.

(Exercise 2) In groups, participants make suggestions orally on what Helena might say at home.

Oral practice:

Report back of suggestions from each group.
Agree on best.

Promoter can write it up with help of participants.

Reading practice: Promoter reads the suggestions on what Helena might say. Participants read in groups and copy the narrative to read at home.

Give participants enough chance to practise reading.

Encourage amusing variations eg The thief is the woman with grey hair.

It's up to the participants to agree on what is acceptable or not.

Application: Exercise 4 In pairs look at the picture and complete the dialogue in writing. Participants reads aloud their versions to compare with others.

Follow up: Participants practise saying the dialogue without the book as in Exercise 5.

Discuss different types of thefts and crimes, and how we should act to prevent these malpractices.

LESSON 11

At the Police Station

- OBJECTIVE:** To be able to report stolen goods.
- TEACHING AIDS:** *Wall chart*
Chalkboard
real/picture of objects in the picture 23.
- Discussion:** Elicit as many suggestions as possible about the place, what the woman is saying and why, who the man is and what he might say.
- Vocabulary:** Review words such as suitcase, watch, umbrella, shop, etc.
- Further discussion:** In groups participants discuss the cause of stealing by children, and what they can do to prevent this.
- Presentation:** Can I help you?
What happened?
What did he look like?
What was in the bag?
- Listening:** Promoter elicits suggestions about what the woman is saying.
Participants listen to the dialogue and find out what the woman says in answer to these questions. After reading the dialogue once, promoter asks what happened to Helena.
- Dialogue:** Do the dialogue in the usual way.
- Dialogue Practice:** Let the participants try to role-play Helena and Policeman in pairs (Produce real identity cards). Do this several times, changing the items in Helena's bag.
to do Exercise 2. Participants should note what was in Helena's bag.

Listening and Writing Practice:

(Exercise 2.) The Promoter asks the participants to look at the picture and (mark) with an **X** the things in Helena's bag. The Promoter reads the list and ask participants to listen and tick.

Written

Consolidation:

Exercise 3. Participants discuss in pairs the words they need to fill in Helena's form. Write individually using own I.D cards.

Participants should put any date they can think of and any I.D. no, address etc. Statements should refer to the dialogue.

Oral Practice:

In pairs do Exercise 4.

Where, do you think, the lady coming from? Why did she go there?

Ask each pair to write a narrative about the picture.

Exercise 5 Why do you think this happened? This exercise can be done in pairs as a continuation of Exercise 4. or in groups with report back to whole class.

LESSON 12

Asking for a lift

OBJECTIVES:

To be able to ask for and offer a lift.

TEACHING AIDS:

Picture cards/wall chart
Card with information on distance between towns.

Stage 1

Revision:

(Lesson 9) Where is?
Can you show me

Discussion:

Using the wallchart, elicit suggestions and ideas from participants about the picture, e.g. Who are those people? What do they want? Where are they? Where are they going? Do they know each other? etc. Promoter writes key words on the chalkboard. e.g. driver lift luggage.

Oral Presentation:

Discuss transport problems and means of transport in your area. Explain words arising from wall-chart discussion e.g. luggage, driver.

Oral Practise:

Language of asking, offering and refusing a lift. e.g. Can you give.....? Sorry, I can't help you. Fine, get in. Certainly. Get in.

Give enough time for participants to practise.

Listening:

Promoter asks participants to read the dialogue and find out where Eva and Jonas are going.

Participants practise the dialogue in pairs. Take various destinations of different kilometres. Driver should try to refuse or accept a hike.

Exercise 1 What do you think Eva and Jonas are saying to the driver? Who do you think will be taken? Do the dialogue in pairs and find out where the driver is going.

Do Exercise 2. as indicated.

Stage 2

Exercise 3. Provide ready- made picture cards where different parts of the car are drawn. Show the card and elicit from participants if they know the parts in English. If they know some, write the names on the chalkboard as participants say them.

Explain the front seat, back seat, luggage, bonnet and boot.

Do Exercise 4. as indicated.

Do Exercise 5, 6 and 7 as indicated.

LESSON 13

At the Service Station

OBJECTIVES:

To understand and use the vocabulary of a petrol station.
To ask for services.
To understand car number plates.

TEACHING AIDS:

Picture codes
Cards written with number plates of different towns.

Revision:

Revise different parts of the car, and how to ask for a lift.

Discussion: (Wall-chart)

What can you see?
Which place is this?
What type of service do you get here?
What do you think the man at the station is saying?
When is the station open?
In which town is this service?
Where have you seen a service station?
How does it work?

Presentation:

May I have some petrol?
May I have a receipt?
May I have the key to the toilet?
Here you are.
Wait for me.
I won't be long.

Let participants practise asking for various items.
May I have?

Explain

Here you are: that it is said when you are giving something to some one who has asked you. And the receiver should say: **Thank you.** Give items to participants (saying **Here you are**).

Participants should first ask for the item.

Wait for me: If two or more people are on their way to the shop, and one forgets to take money, she/he will tell the partner to wait. Explain this by demonstration.

Explain **I won't be long.**

Conversation:

As usual – promoter reads it first.

Promoter and two participants read.

Three participants read

Why is the toilet locked? Practise the conversation and emphasise Eva's part. Let Eva ask for a cold drink, for food, to get something from her luggage or to telephone her sister at home.

Think of other requests.

Change the driver's part in the conversation to fit other things he wants e.g. engine oil, a cloth to clean his windows. etc.

Do Exercise 2 as indicated.

Writing:

Participants write the names of objects under the picture. Exercise 3

Exercise 4: What are those things?

Why are they important to drivers?

Can we go without them?

Exercise 5: To be done individually.

Read to your group what you have written.

Exercise 6: Before this exercise, ask about car number plates of your town. Talk of car number plates of towns nearby. Talk of Windhoek car number plates.

Do Exercise 6 in groups.

Guess the number of the car going to the Airport.

Practise saying other numbers of cars you know.

Go through the number plates together and see if you can get them right W–Windhoek, Km – Katima Mulilo, Go – Gobabis, Sh – Oshakati, – Ru – Rundu. Guess what K means.

Do not dictate the number plates to participants.
Let them try first before revealing the answers.
Do Exercise 7 as indicated.

LESSON 14 Revision

TEACHING AIDS:

Wall-charts

Discussion:

Promoter elicits answers from participants about the people in the picture.

Write on chalkboard as participants name the people e.g. shopkeeper, customer, old lady etc.

Presentation:

Use this opportunity to teach occupations e.g. a person who works in a shop is called a shopkeeper/assistant.

See if they can name others when you give a definition, e.g.

A person who operates in hospitals - doctor surgeon.

A person who makes furniture from wood – carpenter

Participants do Exercise 1

Discussion: (group)

Exercise 2 needs group discussion first. Write the conversation as participants report back.

Exercise 3. Use the conversation as a reading passage to be read one by one and in pairs.

Groups do Exercise 4. Exercise 5. In pairs form a dialogue between yourself and a policeman/ woman .

Exercise 6 and 7 As indicated. Participants should try to use their own ideas and words. There is no one right answer. They should work in groups.

Exercise 8 Participants draw a map as indicated. Report back to members of each group.

Lesson 15

The tired child

OBJECTIVES:

To understand the importance of food
To recognise and describe emotions.

TEACHING AIDS:

Revision:

Discussion (wall chart): Who do you think these people are? What do you think the man with the briefcase wants?
What does the other man feel? Why? Who is the boy?

Oral presentation:

Promoter uses acts words such as tired, sick, sad, lazy, sleepy, breakfast, lunch, dinner, food.

The following questions will help you to reach some of these words with participants.

When somebody in your family dies, how do you feel?

If you have eaten bad food, what happens to you?

How do you feel after a hard day work?
etc.

Reading Dialogue:

Promoter reads first in two voices.
Promoter and participants read.
Exercise 1 participants in groups.

Discussion (group work). Participants look at the picture to find suggestions for the boy's problem. Check by reading the dialogue under Exercise 2. Answer questions in Exercise 2.

Reading:

Practise dialogue in pairs Exercise 3.

Free discussion:

Promoter initiates discussion: What food do you usually eat?

What do you take for breakfast?

- lunch?
- dinner?

Promoter writes words on the board as participants respond to questions.
Promoter displays word-cards (names of different food common in the area). Ask participants to read the cards. Discuss these foods.

Application:

Do exercise 4 in pairs
Exercise 5. In groups ask participants to make their list of different food they can give to their children.

Free discussion:

Promoter invites answers to questions about food that can be given to children or eaten at home. All discuss the list from Exercise 5.

Reading:

Promoter writes a chart Exercise 5 from the chalkboard for participants to read.

Discussion

Discuss the pictures on page 38 , allow free expression of ideas.

Writing:

Participants complete Exercise 6.

Oral Discussion:

Exercise 7. In groups, let participants discuss why they think the children are like this.
Report back to whole class.
Exercise 8 promoter reads each line, and explain
Divide the class into groups to tick and to give reasons for their answers.

Application:

More discussion should follow the feedback. e.g.
What do you do in case of drought in case of parents who are too lazy to cook for their children?
Parents who spend most of their time at Cuca-shops and leave their children alone at home?

LESSON 16

Going to the Doctor

OBJECTIVES:

To identify parts of the body.
To explain pain and sickness.
To get more information through questions.

TEACHING AIDS:

Sample of first aid kit with real objects.
Word-cards
Picture of human body.

Revision:

The picture of lesson 15. What's the matter with the boy? What should parents do?

Discussion:

Elicit names of body parts from participants (which they may already know).

Demonstration:

Presentation:

Promoter introduces names by saying or pointing parts of own body.
Let participants do the same.
Promoter shows word-cards and participants show the parts of the body.

Writing:

Exercise 2, Promoter asks participants to write down parts of the body.

Discussion:

wall-chart

Ask questions such as:
Where are these people?
Who is the woman? Why do you say so?
When do you go to the hospital?
Elicit as many ideas as possible from participants.

Oral Presentation:

What's the matter?
I've got a pain in my back.
Promoter demonstrates or mimes pain in different parts of the body and says:
I've got back-ache.
I've got a pain in my leg, etc.
Promoter writes the pains and aches on board as the participants say them, word cards can be used.

Use the First Aid Kit or a clear picture.

Patient-doctor dialogue

Reading Dialogue:

Promoter reads in two voices (patient-doctor)
Promoter reads with one participant
Participant reads with other participant

Discussion :

Exercise 3. Matching.

Role play:

Divide class in pairs
Let them act out the roles of doctor and patient.
Exercise 4.

Application:

Exercise 5. Role-play in groups.

Follow up:

Ask students to identify other parts of the body not mentioned in the picture e.g. eye, nose, etc.

Note

* I've got a headache
but I've backache,
stomach-ache,
earache,
toothache – (No a)
Otherwise = I've got a sore head,
a sore tooth,
a sore back etc or
I've got a pain in my back,
in my stomach, in my foot etc.

Lesson 17

First Aid - a Wound

OBJECTIVES:

To follow and give instructions
To describe a situation .

TEACHING AID:

First Aid Kit (including sling and bandage, if possible)

Revision:

Back-ache, head-ache etc. (Revise by miming and eliciting)

Discussion:

Participants comment/report on the events in the picture.

Oral Presentation:

Help participants with vocabulary to tell the story introducing new words such as **help, bandage** or **clean cloth**.

* Explain First Aid

How to give First Aid

If someone hurts his arm or leg, you must:

- * First stop the bleeding
- * Clean the wound
- * Put a bandage or clean cloth on the wound
- * Put a sling on the arm
- * Take him or her to the hospital.

Reading Practice:

Show word-cards and let participants practise words on cards.
Participants read in pairs.

Writing:

Do Exercise 1 in groups.

Role play:

In pairs do Exercise 2 and give feed back to class.

Application:

Exercise 3 Role-play. The whole class discusses the outcome of the Role-play; what did the doctor decide? Why did he decide that?
Practise without the book.

Try Exercise 4 and 5 in groups.

Follow-up:

Participants give/write a short report on what happened e.g. when they took their friend or friend's child to the doctor.

LESSON 18: Warning – a burn.

- OBJECTIVES:** To report what happened in an accident.
To warn against dangers in and around the house.
- TEACHING AIDS:** Flip chart, other 'Safety' posters (road, home, electricity).
- Discussion:** Promoter elicits ideas from participants asking appropriate questions about pictures A and B.
Let groups talk about the danger of these situations and other dangers. Discuss what people can do to avoid situations like these.
- Oral presentation:** Introduce new words such as **pot, fire, matches, paraffin**. Write the words on chalkboard as class proceeds with picture discussion.
Practise those words.
- Dialogue reading:** Follow usual procedure.
- Consolidation:** Revise orally events in picture B.
- Reading:** Participants do Exercise 3 in groups.
Then Exercise it in pairs.
- Role-play:** Divide into groups of three (according to your class) to act out the situation shown in the two pictures.
- Application:** Exercise 5. to be done in groups of three. Give feedback to whole class.
- Follow up:** Exercise 6. To be read carefully.
Participants compile own posters. Others can be discussed, but must not be copied.
e.g. **Do** and **Don'ts** to warn parents against dangers in and around the house.

LESSON 19

A car Accident

OBJECTIVES

To report an accident
To explain causes of accidents.

TEACHING AIDS

Wall chart, posters on road safety.

Revision:

Discuss care of children. Talk about the type of food mothers should give to their children to take to school.
Participants mention seven ways to prevent accidents.

Discussion: (Wall-Chart)

Elicit answers through questioning. e.g. What you think happened? Why?

Allow participants to give different reasons for the accident. They might say, "because the driver was drunk, sleepy, negligent "etc.

Get participants to work in groups. Report back to whole class. Refer to local accidents.

Oral Presentation:

Promoter explains new words.
pass, signal, traffic light, speed etc.

Explain the cause of what happened.

I wanted to pass the car in front of me.

I wanted to overtake the car in front.

I wanted to phone my brother.

I wanted to post a letter, etc.

Dialogue:

Promoter reads the dialogue as usual.
Remind participants to compare the reasons they gave earlier for the accident with those they read about.

Practice:

Exercise 1 In pairs as indicated.
Do Exercises 2 and 3 in same pairs.
Exercise 4 should be done individually. Study the licence first carefully then fill in the form and write a report.

Follow up:

Groups discuss accidents. Role-play, making a report about it.

LESSON 20

Visiting the Hospital

- OBJECTIVES:** To identify a patient by stating injury and treatment.
To ask for help in finding a hospital ward.
To follow directions.
- Revision:** Lessons 18 - 19
- Discussion:** General discussion in groups. Let participants tell what they already know about visiting a hospital.
- About the picture: let participants suggest the story.
Record words on board elicited from participants. Help explain new words.
Explain phrases such as: **I've come to**
What was the problem?
- Directions:** Go straight, turn left.....
- Reading/ Dialogue:** Promoter reads dialogue in two voices.
Promoter and participants.
Participant and participant.
- Role-play:** Exercise 1. Act out the scene as in dialogue.
- Presentation of vocabulary:** From discussion, promoter uses flashcards to work with new words: **surgical medical, operation, disease.**
- Discussion:** Elicit ideas from the chart on page 49
Talk about hospitals you know that have complicated/easy ways to find wards, pharmacies etc.
- Reading:** Exercise 2. Promoter reads through the table of words.
Let participants read, guided by promoter so as to understand the meanings.

Oral Practice/consolidation:

Promoter goes through questions in Exercise 2 with whole class.
(Read and discuss)
Divide the class into groups to work on the sentences.
Each group reports back. Discuss.

Role Play:

Exercise 3. Pair work

Application/Creative:

In pairs, participants write out their own dialogue. A visit to the hospital/clinic/any place they know. Practise without reading.

LESSON 21

Revision

REVISION:

OBJECTIVES:

To check ability to explain problems of health or accidents to a doctor.

TEACHING AIDS:

Cards like those shown in Lesson 21 in the participants' Book, page 51.

Discussion:

Wall-chart.

What do you think happened to the people?

Where are they?

Why are they there?

Do you know their names?

Have you met them before? In which lesson?

Oral Presentation:

Revise words such as **stomach, wound, head, broken leg, tired.**

Give cards to participants in groups.

Ask each group to suggest another problem e.g. broken leg, (not shown on their own card).

The group that has a 'broken leg' card should show it and demonstrate the meaning.

Go through the aches e.g. stomach-ache, a head-ache, back-ache, tooth-ache.

Transfer of Information:

Participants read individually from the book and complete Exercise 1, referring to cards shown in Exercise 4. Group can then read and act out the conversation.

Application of Information:
(memory)

What might be the cause of different pains? In pairs participants choose appropriate answers, and complete Exercise 2. Fill in individually. Match the reasons e.g. Anthony drank dirty water.

Further Oral Practice: Exercise 3: in pairs.

Transfer Information: Exercise 4
 Take patients to appropriate wards
 Write the wards.
Discuss in groups:

Application: (a) Why do you need to give children food to take to school? Use local foods which are available as examples.
 (b) The participants are adult. They should discuss what they found interesting.

Creative Follow Up: Groups work on different topics:
 on home safety
 on health
 on road safety
 Exercise 5. Let them prepare posters.

Stage 2

Listening

Participants listen to find out what Lina wants. They look at their books. Promoter reads dialogue (p. 54). Participants say what Lina wants. Promoter reads again. Elicit answers from students.

Dialogue

Participants look at the picture of clothes on pages 53 and try to name them. (Some work can be done to cut out clothes from old catalogues and name them, in groups.)

Dialogue Practice

Exercise 1. Let participants try to identify clothes in groups. Participants discuss the styles they prefer from pictures. Groups report back with reasons for their preferences.

Written Comprehension

Exercise 2. Participants fill in gaps in Exercise 2. Complete individually.

Further Practice

Participants discuss previous discussion eg. long-sleeves - I like shirts with long sleeves. Promoter helps where necessary. Fill gaps, practise

- reading
- speaking without books
- with changes, Exercise 4

Creative follow up

Use a pattern, real dress, or picture to get a free role play going.

LESSON 22

The Tailor's Shop

OBJECTIVES: To ask for various types of clothing to be made and express preferred style.

TEACHING AIDS: Real patterns, clothes, catalogues for postal sales, magazines, Wall chart.

Discussion: Elicit participants' ideas about the picture

- the people, their jobs
- what the woman wants, and why?
- what is in the shop?
- what they are saying?

Use real clothes, patterns, cloth or magazines to illustrate different styles.

Vocabulary: Review names of different clothes. Promoter writes on the chalk board, after participants says names.

dress
trousers
shirt
skirt
shorts

Participants look at the picture of clothes on pages 53 and try to name them.

(Some work can be done to cut out clothes from old catalogues and name them, in groups.)

Further discussion: In groups, participants discuss the styles they prefer from pictures. Groups report back with reasons (orally).

Presentation: Styles using examples given in previous discussion eg: long-sleeves - I like shirts with long sleeves.

short sleeves
long
short
pleated skirt
flared skirt
full skirt
collar
neck (square/round/v)

Participants practise with real clothes or clothes in pictures. Promoter asks participants to identify eg a long-sleeved shirt with no collar.

Further practice. Participant in pairs ask each other to find/show/draw different clothes.

eg. a long dress with short sleeves

long trousers with a belt.

Feedback. Volunteers say what kind of clothes are most common worn (among class members or found in catalogues).

Stage 2

Discussion:

Refer to Wall Chart and ask for suggestions about what the woman - Lina - wants

Promoter makes notes on the chalkboard

e.g. a short dress/ablouse with puffed sleeves

Elicit suggestions

Listening:

Participants listen to find out what Lina wants.

They must not look at their books.

Promoter reads dialogue once. (p. 54)

Participants say what Lina wants.

Promoter reads again.

Elicit answers from participants.

Dialogue Presentation:

Promoter says Tailor's part. Promoter helps

participants say Lina's part through (gesture and pointing to key words).

Repeat with individuals.

Dialogue Practice:

Exercise 1. Let participants try role play of Tailor and Lina in pairs. Support where necessary

Written Consolidation:

Exercise 2. Let participants discuss in pairs the words they need to fill gaps in Exercise 2.

Complete individually.

Further Practice:

In pairs try Exercise 3 orally first.

Promoter helps where necessary. Fill gaps, practise

– reading

– speaking without books.

– with changes, Exercise 4.

Creative follow up:

Use a pattern, real dress, or

picture to get a free role play going.

LESSON 23 Applying for a Job

OBJECTIVES: To be able to write a Curriculum vitae and a letter of application.

TEACHING AIDS: Newspaper, advertisements.

Stage 1

Revision: Dramatize the scene of a tailor and a participant asking: **I'd like to have**
I'd like
different dresses/trousers/shorts/suits etc.

Discussion: Show the newspapers that you have brought. Talk about newspapers in general. Are newspapers important to us? Why?
What type of newspapers do we have in Namibia? - Do you know of any?
Do churches have newspapers?
What are they?

Which newspaper do you like most?
Why?
In which languages are they written?
Are they expensive?
Where do you buy daily newspapers?

Wallchart: Who are these people?
Which newspaper is this?
What are they reading about?
Allow different opinions and guesses.

To do Exercise 1: Promoter asks participants to follow silently while promoter reads the advertisement twice. Ask questions such as: What is wanted? Where? Requirements? etc. Write on the chalkboard any difficult words and explain them to participants.

Note: Explanation of HGV is given in the participants book but you can give an added explanation, if necessary.

Stage 2

Dialogue:

Before reading the dialogue let participants guess what John and Leena are saying to each other. Read the dialogue in the usual manner. The completing of the dialogue can be done orally in groups, referring to the advertisement. Practise the dialogue in pairs.

Listening:

Exercise 2. Promoter asks participants to close their books.

Promoter reads the curriculum vitae twice and asks the participants to take note of important things in John's curriculum vitae e.g. address, nationality, date of birth, single or married status and his educational back ground.

In groups discuss:

Why is the curriculum vitae important when applying for a job?

What information does the curriculum vitae need to contain?

Note: Date of Birth
Address
Nationality
Marital Status
Education and work experience.

Information Search:

Participants write John's particulars on the piece of paper.

Practice:

Participants do a mock curriculum vitae with information about themselves.

Stage 3

Discussion:

John's application letter:

Promoter elicits differences between this letter of application and the curriculum vitae.

Reading for Information: In pairs read John's letter of application. Say whether the two are the same or not. (Is the curriculum vitae a letter? Let participants discuss this.)

Practice: Exercise 3 to be done individually. The advertisement has been provided. Participants fill in the curriculum vitae and letter of application. Let them use their real particulars and write their own addresses. Group members check each other's writing.

Promoter collects the curriculum vitae's and applications, checks them and corrects where necessary. Do not read the applications aloud.

LESSON 24

Opening a Bank Account

- OBJECTIVES:** To make a request at a Bank.
To complete a form to open an account.
- TEACHING AIDS:** Blank forms from various Banks. Promoter's own example form.
- Revision:** Revising the letter of application and a curriculum vitae on the chalkboard, drawn from participants' suggestions.
- Discussion:**
(Wall-chart)
Talk about the picture, e.g.
What can you see?
What are these people?
What do they want?
Where are they?
Why is it important to keep money in a bank?
Who is the man? etc.
- Presentation:** Elicit what John might be saying to the Bank clerk. Can you help me please?
I'd like to/open/see/have, etc
Certainly
What kind of account?
You need to
You have to
- Participants practise the phrase: Can you help me e.g.
- Can you help me put these books there please?
Can you help me look for the duster please?
Can you help me do/lift/carry? etc.
- I'd like to open a bank account.
I'd like to see my child's report.
I'd like to have a dress made.
I'd like to go with you etc.
Can you help me fill in this forms, please?
Yes, certainly.

There are several kinds of accounts at the bank. Elicit some, e.g. Savings Account.

You need to fill in the form in order to open an account. Let participants discuss in groups, what is required to have money.

You need to go to the bank to draw money from a bank account.

You need to work if you want to earn money.

You have to earn money because you have to eat.

You have to go to the bank to open an account.

Dialogue: Promoter reads the dialogue as usual.
Puts emphasis on new phrases.
Explain new words e.g. **account, deposit current and saving accounts.**

Practice: Role-play: going to the bank. Exercise 1

Feedback: What does John have to do to open a bank account? Discuss in groups.
What information will he put on the form?
complete Exercise 2.

Stage 2.

Presentation: Look at real forms. Find out what information is needed. Compare with earlier idea during feedback.

Writing: Participants discuss the form to be completed, with reference to John's C.V.

Reading: Participants read the completed form, (Exercise 3) in groups.
Compare different forms.
Participants can write out the forms again on paper and display them on the wall.

LESSON 25 Taking out Money

- OBJECTIVES:** To ask for money at a bank
To complete a withdrawal form.
- TEACHING AIDS:** Real forms.
- Discussion:** Talk about reasons for using a bank. Use words such as deposit (put in) withdraw (take out).
- Picture:** What's John doing in the Bank?
- Presentation:** (a) Find out from the dialogue how much money John wants. Groups read and find out.
Help participants to see R100-00 as one hundred rands.
- Practice:** Use money to practise saying and writing the amounts.
- Presentation:** (b) Form: to find out information and new words
– withdrawal
– balance
– advice
Practice filling in forms in pairs. Promoter explain "signature" and "office use only".
- Feedback:** Read out information from the completed forms and compare them.
Discuss what John and the bank clerk will say when he gives in the form.
- Dialogue:** Listen to what they say.
Exercise 1. Practise the dialogue orally.
Practise Exercise 2.
Practise Exercise 3.
- Consolidation:** Participants each fill in a real form.
- Follow up:** Exercise 4. Role-play using information on forms.

LESSON 26 The School Meeting

OBJECTIVES: To obtain and use information from a letter of invitation.

TEACHING AIDS: Wall picture

Discussion: Ask participants about real situations experienced by parents concerning school meetings.
What are the parents doing?
Why is the man not reading the letter?
What is in the letter?
Note some of the ideas through key words
e.g. Principal
Building
Meeting

Presentation: Participants read the text of the letter to find out
From whom is it?
To whom is it?
Why was it written?
When was it written?
Exercise 1.

Feedback: Participants discuss and compare their findings.

Practice: Exercise 2.

Rereading and writing: Participants read again and complete Exercise 3.

Feedback of information.

Discussion: Groups do Exercise 4.

Groups discuss Exercise 5.

Follow up: Feedback ideas, giving reasons.

LESSON 27 A Self-Help Water Project

OBJECTIVE: To identify members of a committee and the roles they play in a meeting.

TEACHING AIDS: Wall Chart

Stage 1

Revision: What happens at parents' meetings?

Discussion: Using picture complete the questions:

Who?

Why?

What are they doing?

Transfer of Information: Ask about participants' experiences of meetings.

Listening Practice: Practise writing suggestions about why people have meetings.

e.g. There's a meeting for those who want to start a Kindergarten.

Presentation: Participants read the narrative below the picture to check the purpose of the meeting.

Key words:

self-help

water project

Group discussion as Exercise 1.

Groups make their lists.

Compare with other groups.

Practise: Feedback and identify problems.

Vocabulary practice with main words, e.g. dirty, salty, poaching etc.

Further discussion:

Exercise 2. Groups review problems

Try to suggest solutions

Share solutions in feedback -whole class

Look at picture: Promoter prompts discussion: Who is who?
What are their jobs?
e.g. Secretary, Treasurer
keeps money.
Participants identify role of people
in picture and reasons. Promoter makes notes on
chalkboard.

Discussion: Practise matching the job and duties of committee
members. Exercise 4 (in groups).
Try to do this without looking back at p 66. Then
use the text on p. 66 to check.
Complete the dialogue on p. 68.

Stage 2

Discussion: Exercise 6. Suggest
questions for the gaps.

Feedback: Participants read the dialogue on page 69 in
groups. Compare questions – decide on the best
questions and discuss reasons for choice.

Listening: Dialogue on page 69: participants look at
questions and listen to find out names of the
committee.
Promoter must create an announcement about
the members of the committee, e.g. Mr Jones
- 20 votes
Participants write down and compare answers.

Creative Follow Up: Participants discuss the purpose of a class
committee. Select their own class committee
Promoter helps with procedure. Promoter helps
with procedure.

LESSON 28

Revision

Oral Discussion:

(a) Promoter asks what people need to do when opening an account.

Why is it necessary to open an account?

(b) Promoter asks learners to read lesson 24 again then ask them individually to complete the dialogue.

(c) In pairs. Participants read to each other what they have written.

Transfer of Information:

Participants fill in the form individually using their own identity numbers.

Listening Practice:

Do this in groups. Each group appoints one member to read the advertisement while the rest write important information without looking at the text.

Free Oral Practice:

Participants read the two curriculum vitae and individually judge who should get the job and why.

Transfer of Information:

Participants complete the dialogue. Do Exercise 3 as indicated. Do Exercises 4 and 5. Promoter should help, where necessary.

LESSON 29

At the Post Office

OBJECTIVES: To be able to ask for stamps and fetch registered items at a Post Office.

TEACHING AIDS: Stamps, envelopes, used registered envelopes, wall chart, chalkboard.
Post Office slips (for receiving parcels or registered items).

Stage 1

Discussion: What can we do at a Post Office?
What can we buy? What else can we do there?
Why do we use different stamps?
(Look at examples).

Presentation: Use wall chart to elicit ideas.
What are the two people buying/doing?
Promoter tells participants to listen and find out what the two people want and why.

Listening for Information: Promoter reads the dialogue. Participants to listen to find out what Frans is buying.
Participants say what Frans is buying. Read the dialogue once more for reinforcement.

Feedback: Participants say what they think Frans bought.
Participants read p. 74 what Frans was buying and compare with their answers. Check
Which stamps Frans needs.
How much they cost.
Which countries the letters are going to.
Promoter asks how much Frans pays altogether.

Oral Presentation:
(Dialogue)
Promoter acts the role of/Post Clerk, one participant actsthe role of Frans (without book if possible).
Change roles.

- Practice:** Pairs read and practise Exercise 1.
Practise without book.
Use Exercise 2 to make up their own dialogues.
- Discussion:** Practise with real slips for receiving items at the Post Office (if possible). Discuss what to do when they get such slips.
- Listening:** Promoter asks participants to listen to find out what Leena does - where she goes and what she has.
Promoter reads dialogue in Exercise 3 while participants listen for general information.
- Oral Presentation:** Promoter elicits what Martha and the clerk say.
Promoter and any participant repeat the dialogue.
Exercise 3: Suggest what is on the slip.

Practise dialogue in pairs.
Use Exercise 4 for further practice with other items.
- Follow up:** Groups discuss the questions in Exercise 5 (with picture or real envelope/parcels/letters).
- Role-play:** Participants role play any scene in a Post Office.
Discuss again all the possible services of the Post Office, the cost of stamps, stamps from other countries.

LESSON 30

On Shift at a Mine

- OBJECTIVES:** To be able to read timetable/duty rosters.
- TEACHING AIDS:** Real timetable, duty rosters, duty lists. Wall chart (or any real pictures of mines)
A 24hour clock (real, or prepared as a chart)
- Discussion:** Promoter elicits participants' ideas/ experience about mines, mining jobs and duties, and what work people do there.
- Use wall chart to elicit situation, man's feelings and reasons.
- Participants read short text under picture to find out who the man is, where he is, how he feels and why.
- Promoter elicits concept of shifts, roster, duties. Participants give examples of notes on board, shift work, possible shift times.
- Presentation:** Use the 24 hour clock to practise different times - oral and written. Participants suggest answers to questions in Exercise 1.
Discuss in group Feedback. Discuss when the shifts might start and when they might finish.
- Practice:** Participants read the shift timetable/roster. Promoter asks questions to elicit oral answer: eg.
When is Levi David on night shift?
Who is on early shift on Sunday?
Why are they different?
How many night shifts does Robert Onesmus have? etc.
- In pairs, participants ask and answer Exercise 2 and add their own questions.
- Follow up:** Continue to work on Exercise 3 and Exercise 4. (In groups).

Role play:

Use Exercise 5 to get participants to introduce a new mine worker in role play. They can try in groups. Groups can act in front of others.

NB. If there is no duty rota in the class, participants should set up a class committee and make a rota of necessary duties.

LESSON 31

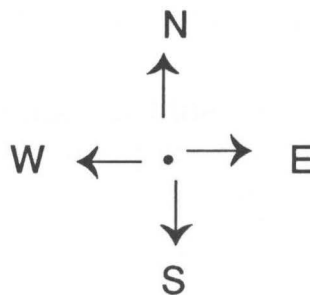
Using a Public Telephone

- OBJECTIVES:** To use public telephones.
To ask to speak to someone on the phone.
To express a problem or apologise over the phone.
- TEACHING AIDS:** code, flashcards, chalkboard, a Telephone Directory (if possible)
- Revision:** Look at a Timetable of Shiftwork. Discuss number of shifts.
- Discussion:** What do we do when we want to talk to someone in another place?
Is there any other way of communication apart from writing letters to each other?
Where do we find public telephones?
What is the cost of using a public and a private telephone? etc.
Display wallchart.
- Oral Presentation:** Discuss the picture in groups. Ask what participants can recognise.
Explain **receiver, coin, dial number** and **speak**.
Let groups work out the steps from the small pictures.
- Oral Practice:** Practise how to use a public telephone step by step. Exercise 1. In groups.
Exercise 2: Revise words such as receiver, coins, dial, number, and speak.
- Writing:** Exercise 3: (Refer back to the previous lesson) and write in the information.
- Reading (Dialogue):** As done in previous lessons.
- Further Practice:** Exercise 4, Exercise 5 and Exercise 6.
- Creative Follow up:** Participants practise telephone conversation using:
- own names
 - different supervisors
 - different reasons or excuses.
- Participants find out about the codes for different towns. Elicit from them if they know any codes that are not mentioned in the book. Find numbers in the Directory.

LESSON 32

Namibia

- OBJECTIVE:** To be able to identify towns from a map.
- TEACHING AIDS:** Map of Namibia with 1992 electoral areas. (13 Regions)
- Revision:** Ask for volunteers to phone one another to ask about English classes or apologise for not coming.
- Discussion:** General questions about Namibia.
- towns
 - electoral areas
 - fishing areas
 - mines
 - different languages spoken in Namibia.
 - directions - north, south, east, west.
- Oral Presentation:** Promoter first draws directions.
Explains that these are used for maps
Demonstarates acual N,S,W,E directions.



Use these directions and refer to the map.

- Application:** Ask participants to look at the wall map and point to the places e.g.

Windhoek
Karasburg
Katima Mulilo
Rundu
Ondangwa etc.

Help participants to describe their locations. E.g. East of Windhoek on the coast/Near the border with Angola.

Further Practice: Exercise 2 – Work in pairs.

Exercise 3 – Find the towns on the map.

Creative follow up: Ask participants to draw the map of Namibia and fill in the following towns:

Windhoek

Khorixas

Tsumeb

Lüderitz

Oshakati

Your village or town

Any other places you know/want to show

Ask them to show the electoral areas.

LESSON 33

Our Neighbours

- OBJECTIVE:** To find out more about neighbouring countries.
- TEACHING AIDS:** Wall chart, and any Southern Africa map.
- Revision:** Map of Namibia and directions diagram.
- Discussion:** General discussion about neighbours
e.g. Who is your neighbour?
Tell participants that just as we have neighbours at our homes, countries close to each other are also neighbours.
Who are our neighbours?
Elicit the neighbouring countries from participants.
- Oral Presentation:** Participants do Exercise 1.

Exercise 2 pair work.
- Further Practice:** Exercise 3. Oral discussion in groups
Writing (individually).
- Feedback:** Groups read their reasons.
- Oral Practice:** Ask participants if they know what a capital city is.
Start with the capital city of Namibia.
Ask participants to refer to the map to identify the capital cities printed there.
- Oral Practice:** Groups look at the map and find the capitals of Zambia, Lesotho, Malawi, Swaziland Exercise 4.
- Further writing practice:** (a) Do Exercise 5 first, orally, with the whole class.
(b) Let participants do Exercises 5,6, and 7 individually.
- Application:** Discuss and correct what participants have written in order to make an accurate description of Namibia to use as a wallchart or a booklet.t.

LESSON 34

Africa Our Continent

OBJECTIVES:

To become more aware of places in Africa.
To be able to use a map and an atlas.
To read directions.

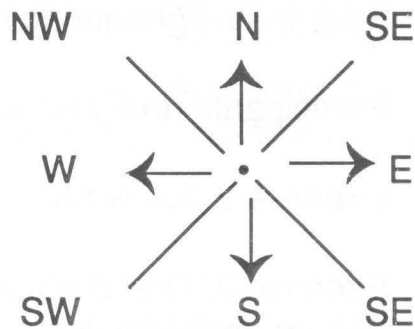
TEACHING AIDS:

A map, atlases, globe, written directions.

Discussion:

General discussion about Africa. Information and opinion about countries. Use the directions to describe locations.

e.g.



Presentation:

Exercise 1 can be done as a class

Oral Practice:

In groups, participants do Exercise 2, then each group gives feeds back. Try to elicit reasons for answers.

Writing:

Individually, participants fill in the capital cities.

Application:

Participants draw the continent of Africa.
Fill in Tanzania, Malawi, Nigeria, Mauritius,
Namibia, Angola, Botswana, Kenya.
Any other country.

LESSON 35

Use this as a test but let participants take as long as they need. Promoter should listen to each pair doing dialogues after they have practised, to check that all can do the activity.

N.B. There are no marks, and there is no 'pass' or 'fail'!
Just encourage everybody to do their best.
Give them a second chance if they have problems.