4.

TEACHING ENGLISH FOR DEAF STUDENTS

EXAMPLES OF PRACTICE
LISTENING COMPREHENSION

Doc. 1 Listening to new vocabulary pupils drill with computer program ensure visual contact for lip reading
READING COMPREHENSION
Doc. 2 Text with clear picture support

1. Listen and read.

A. The sea
Whales live in the sea. They are very big. They like cold water.

B. Deserts
These snakes come from America. They like hot deserts.

C. Mountains
Pandas come from China. They live in mountains.

D. Forests
Parrots live in hot forests. They are beautiful.

E. Rivers
Crocodiles live in rivers. They have sharp teeth.

F. The snow
Penguins like the snow. They cannot fly but they can swim.

2. Where do they live? Write the letter.

- Eagles
- Sharks
- Bears
- Hippos
- Camels

3. Ask and answer.

Where do eagles live?
They live in...

4. Write.

Unit 11 Lesson 3  Animals and locations
READING COMPREHENSION

Doc. 3: Chart to fill with information from the text

Fill in the chart about the characters:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Relationship with Billy</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: S’entraîner en anglais CM2, Hatier (2008)
Two friends are on the phone, on a Sunday afternoon.

John: “Next Saturday evening Arsenal will play against Manchester United. I bought two tickets yesterday. Will you come with me?
Mike: I won’t come, I will work because I’ll take an exam on next Friday.
John: OK... I’ll go with my brother Tom. We will take photos and I’ll show them to you on Sunday morning.”

Questions:

1) Which football clubs will play next week?
2) When did John buy tickets?
3) Will Mike come? Why?
4) Who will go to the match with John?
5) What will John do on next Sunday?
Doc. 5: Few words are extracted from the text and kids are supposed to put them on the right place.
READING COMPREHENSION

Doc. 6 Few words are extracted from the text and kids are supposed to put them on the right place

Put the word in the right place

tree   hot   monkeys   happy   feet   hat   shakes   under

Look at this man! The man is ______. He sits down ______ a tree.

There are monkeys in the ______. Monkeys take the hats. The man ______

his fist. The ______ shake their fists. The man stamps his foot. The monkeys

stamps their ______. The man throws his ______. The monkeys throw their

hats on the ground. The man has his hats and he is ______.

Answer the question

What is the weather? It is__________________

Where are the monkeys? ____________________
PRE-READING:
1. Ask the students what they know about the British Royal Family (the queen, her husband, her children, Princess Diana, Prince William, Kate Middleton, Prince George, Prince Harry). Write key vocabulary on the board.
2. Show the students some pictures of the British Royal Family, elicit information.
3. Introduce and revise some vocabulary.
READING COMPREHENSION

Doc. 8 Work on English cultural topics

MAJ 2005 (1)

ZAD. 1. Dopasuj słowa: MATCH THE WORDS

prince
born
popular
look like
modern
charity work
killed

novocesna
praca społeczna (=pomaganie ludziom)
książę
zabita
wypadek
stary, popularny
wygląda jak

ZAD. 2. Rozwiąż krzyżówkę: DO THE CROSSWORD

W – – była/byl
  l – – król
  – – – – zabita
  – – – – stary
  – – – – książę
  – – A wypadek
  M – – – – novocesna

ZAD. 3. Wstaw słowa: INSERT MISSING WORDS

1. I was – – in Poland.
2. She – – her sister.
3. David Beckham is very – –
4. They were – – in a plane crash.
5. – – George was born in July 2013.
READING COMPREHENSION

Doc. 9 Work on English cultural topics

MAY 2005 (2)

Zad. 1: Dopasuj siowa: MATCH THE WORDS
Royal
very much
handsome
smile
active
rowing
Art History
to join
maybe

Zad. 2: Rozwiąż knijówek: DO THE CROSSWORD

F
A ___ sztuka
M ___ uśmiech
___ ___ aktywny
___ L ___ wygląda jak
Y___ królewska

Zad. 3: Wstaw brakujące siowa: INSERT MISSING WORDS
1. Do you like _____?
2. I like swimming _____.
3. She has a pretty _____.
4. David studies _____.
5. Would you like to _____ our football team?
6. Eve is a very _____ person.
7. The _____ Family is quite popular in the UK.
8. Prince Harry is quite _____.
READING COMPREHENSION

Doc.10 Work on English cultural topics

PRINCE WILLIAM
Prince William Arthur Philip Louis was born on the 21st June 1982. He is a very popular member of the Royal Family in England. He is the son of Lady Diana and Prince Charles. He has got one younger brother – Prince Harry. William looks a lot like his mother – Princess Diana who was a very beautiful and modern woman. She liked pop music, romantic novels and charity work. English people loved her. Diana was tragically killed in a car crash in Paris. William was very unhappy. He loved her very much. Prince William is a very handsome young man. He is a tall, well built man with a beautiful, charming smile. He is very sensitive and romantic. He likes to be active and loves sport, especially swimming, tennis, skiing, rowing, cycling and horse-riding. At the moment he is studying Art History at St. Andrew’s University in Scotland. After university Prince William is going to join the army or navy. This is a family tradition. The Prince doesn’t want to become King but maybe one day in the future people will call him William III King of England.

Adapted from “Easy English”, 2003.
READING COMPREHENSION
Doc. 11 Work on English cultural topics

Zadanie 1. (5 pkt)
Zakreśl prawidłową odpowiedź.

1. William is
   a) a prince.
   b) a king.
   c) a pop star.

2. His brother’s name is
   a) Philip.
   b) Harry.
   c) Charles.
3. His mother
   a) was a singer.
   b) lives in Paris.
   c) is dead.

4. William likes
   a) romantic novels.
   b) tennis.
   c) boxing.

5. Now he is studying in
   a) Ireland.
   b) England.
   c) Scotland.

Zadanie 2. (5 pkt)
Podkreśl TRUE, jeśli zdanie jest prawdziwe. Podkreśl FALSE, jeśli zdanie jest fałszywe.

1. Prince William was born in winter. TRUE / FALSE
2. William likes many sports. TRUE / FALSE
3. Skiing is one of his favourite sports. TRUE / FALSE
4. William is studying medicine. TRUE / FALSE
5. His dream is to become King. TRUE / FALSE
READING COMPREHENSION

Doc. 13 Work on English cultural topics

Zadanie 3. (10 pkt) **ANSWER THE QUESTIONS**

Napisz po angielsku odpowiedzi na pytania (całymi zdaniami).

1. When was Prince William born?

2. Has he got a sister or a brother?

3. What does he look like?

4. What sports does he like?

5. What is he going to do after university?

Zadanie 4. (5 pkt) **GAP - FILLING**

Uzupełnij zdania wyrazami z ramki. Jeden wyraz nie jest potrzebny.

<table>
<thead>
<tr>
<th>Royal</th>
<th>people</th>
<th>son</th>
<th>died</th>
<th>younger</th>
<th>close</th>
</tr>
</thead>
</table>

1. Prince William and Prince Harry are members of the ________________ Family.

2. Harry is William’s ________________ brother.

3. Diana ________________ in a car accident.

4. Prince William was very ________________ to his mother.

5. Lady Diana liked helping ________________.
READING COMPREHENSION

Doc. 14 Reading new word helping daktyl
Exercise. Give examples to the questions. Write down your ideas next to each picture.
Doc. 16 Make them pay attention to the keypoints (underline or colour them)

Postcard – a frame

Dear .......... (imię odbiorcy)

Greetings from ..........! (Gdzie jesteś? - miasto, państwo - help is written in maternal language of the student – means: Where are you? – the place, country)


Best wishes,

.......... (twój podpis – your signature)

Gdzie jesteś?
Cracow - Kraków
London - Londyn
Poland - Polska
England - Anglia
Italy - Włochy
America - Ameryka

Opis miejsca
big - duży
small - mały
modern - nowoczesny
old - stary
comfortable – wygodny
uncomfortable - niewygodny

Miejsce pobytu
in the city – w mieście
at the countryside – na wsi
in the mountains – w górach
at the seaside – nad morzem
near a lake/river – nad jeziorem/rzeką

Jak się czujesz?
OK
great – świetnie, super
wonderful - wspaniale
fantastic – fantastically (=super)
boring - nudno

Jaka jest pogoda?
sunny - słoneczna
rainy - deszczowa
cold - zimno
hot - gorąco
warm - ciepło
snowy - śnieżnie
windy - wietrznie
cloudy - pochmurnie
foggy - mgliście

Co robisz?
go swimming – pływać
Dear b).……………………,

Greetings from c).……………!

I’m spending my holidays d)……………………..

I’m here with e)…………………….

It’s f)……………………. here!

The weather is g)…………………….

We’re staying h)…………………….

Every day we i)…………….. and i)……………..

Tomorrow we’re going to j)…………………….

We’re coming back k)…………………….

Best wishes,
l)……………………

Przydatne zwroty:
c) Poland - Polska
g) beautiful - piękna
Poland - Polska
bad - zła
England - Anglia
sunny - słonecznie
Italy - Włochy
warm - ciepło
Spain - Hiszpania
cold - zimno
USA - USA
rainy - deszczowo
in the mountains - w górach snow - śnieżne
at the seaside - nad morzem
at the countryside - na wsi
in London - w Londynie in a hotel - w hotelu
with my family - z rodziną
at the campsite - na poł. namiotowym
with my cousin - z kuzynem
tag - u babci
with a friend - z kolegą
at my friend’s place - u kolegi
go swimming - pływać
with a group of friends - z grupą przyjaciół
go to a disco - iść na dyskotekę
Exercise: You are on holiday in France at the seaside. Write a letter to a friend, Anna. Write her: where you are, with whom, what the weather is like, what you do there and when you are going to come back.

Ex.1. Read the postcard. (Zad.1. Przeczytaj pocztówkę.)

Dear Jimmy,

Greetings from Chałupy!
I’m spending my holidays at the seaside, on the Baltic coast. It’s great here! I’m staying at a campsite not far from the beach. It’s a very nice place.

The weather is beautiful - it’s warm and sunny. Every day I go to the beach, swim and sunbathe.

I’m going to stay at the seaside till the end of July. I wish you could be here, too.

Best wishes,

Ex.2. Answer the questions.
1. Where is Patricia?  
2. What does she do every day?  
3. What is the weather like?  
4. Does she like her holiday?  

[Exercised text with answer]

- great - wspaniale
- nice - miło
- boring - nudno
- go skiing - jeżdzimy na nartach
- go shopping - chodzimy na zakupy
- go to a disco - chodzimy na dyskotekę
- sunbathe - opalamy się
- visit museums - zwiedzamy muzea
- tomorrow - jutro
- on Sunday - w niedzielę
- next week - w przyszłym tygodniu
Ex.3. Fill in the blanks with the given words.

comfortable / day / mountains / in / Greetings / Hi / Zakopane / Best / weather / holiday / skiing / sunny

……… Ann,
………. from …………..
I’m spending my winter ………….. in the Tatra ………….. I’m staying ………….. a hotel.
It is small, but ………….. and very nice. The ………….. is beautiful, it is a bit cold and ………….. Every ………….. I go ………….. or skating. I love snow!
It is fantastic!
I wish you could be here, too.
……… wishes,
Magda

Ex.4. You are on holiday in Poland. Write a letter to a friend, who lives in England. Write:
- Where are you? (city, country)
- What is the weather like?
- What are you doing there?
- Where are you staying? (hotel/camping/at the seaside/in the mountains…)
- How long are you going to stay there?

Don’t forget to sign the postcard.

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……… ...

WRITING

Doc. 17 Guided writing – e.g. filling gaps (first with prompts, then without), scrambled text

Exercise. Put the parts of a letter in the correct order.

Yours faithfully,
| SpeakUp Language School  
| 2 Trafalgar Square,  
| London,  
| England  
|  
| I look forward to hearing from you.  
|  
| Dear Sir/Madam,  
|  
| 24 Lipska Street,  
| Kraków,  
| Poland  
|  
| I would be grateful if you would send me any details of the courses in your school.  
|  
| Tomasz Lotos  
| 16th September, 2009 |
**WRITING**

**Doc. 18 Write similar texts with different data**

**Ex.1. Read the letter.**

8th April 2011

Dear Max,

How are you? Do you have any plans for the weekend? I’ve got two tickets for a football match. Would you like to go with me? Wisła Kraków will be playing with Cracovia on Saturday – I’m sure it will be a great show! The match starts at 6 p.m. and it will be held at the Cracovia stadium at Focha Street. Let’s meet in front of the stadium at 5 p.m. Take your scarf!

See you!

Bob

**Ex.2. Complete the text with the given words.**

Like, see, show, how, held, plans, do, playing, let’s, match, take, tickets

8th April 2011

Dear Max,

…………… are you? …………… you have any …………… for the weekend? I’ve got two …………… for a football ……………. Would you …………… to go with me? Wisła Kraków will be …………… with Cracovia on Saturday – I’m sure it will be a great ……………! The match starts at 6 p.m. and it will be …………… at the Cracovia stadium at Focha Street.

…………… meet in front of the stadium at 5 p.m. …………… your scarf!

…………… you!

Bob

Slower students can look at the text above. The brighter ones should cover the
Ex.3. Write a letter to a friend. Invite her/him to the cinema. Write:
- When is the film?
- What time does it start?
- In which cinema?
- What kind of film is it?
- Where are you going to stay?

Zadanie 13. (20 pkt)
Napisz list do koleżanki/kolegi. Zaproś koleżankę/kolegę do kina. Napisz, kiedy będzie film, o której godzinie, w którym kinie, jaki to rodzaj filmu i gdzie się spotkacie.

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
WRITING

Doc. 19 Write similar texts with different data

Personal data – exercises.

Exercise 1. Read the text and complete the table.

My name is Melanie Harvey. I’m British and thirteen years old. I’m 1m 37cm tall. I’ve got brown hair and green eyes. I’m a student.

<table>
<thead>
<tr>
<th>First name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td></td>
</tr>
<tr>
<td>Hair colour</td>
<td></td>
</tr>
<tr>
<td>Eyes colour</td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2. Complete the table with your own data. Next write a short text about yourself.

My name is ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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WRITING
Doc.20 See more examples

writing : fill in the gaps exercise

INTRODUCE YOURSELF

What’s your name ?
My name is ............

How old are you ?
I am ...... years old.

Where do you live ?
I live in .................

writing : answers to short usual questions

“My identity card”

- What’s your name?
- How old are you?
- Where do you live?
- What’s your nationality?

Name :
Age :
Town :
Nationality :
“An identity card”

1) Choose a person (a friend, someone from your family, a famous person)
2) Read the questions. Which questions do you use if it’s a girl? If it’s a boy?

<table>
<thead>
<tr>
<th>What’s his name?</th>
<th>What’s her name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old is he?</td>
<td>How old is she?</td>
</tr>
<tr>
<td>Where does he live?</td>
<td>Where does she live?</td>
</tr>
<tr>
<td>What’s his nationality?</td>
<td>What’s her nationality?</td>
</tr>
</tbody>
</table>

3) Answer the questions.
4) Fill in his / her identity card.

Name:
Age:
Town:
Nationality:

Photo or drawing
writing a paragraph with given information

Here are some facts about a famous person:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Steve Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE OF BIRTH</td>
<td>February 24th, 1955</td>
</tr>
<tr>
<td>JOB</td>
<td>Manager (= director) of Apple</td>
</tr>
<tr>
<td>PLACE OF LIVING</td>
<td>California</td>
</tr>
<tr>
<td>DATE OF MARRIAGE</td>
<td>March 18th, 1991</td>
</tr>
<tr>
<td>NAME OF HIS WIFE</td>
<td>Laurene Powell</td>
</tr>
<tr>
<td>NUMBER OF CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>DEATH</td>
<td>October 5, 2011</td>
</tr>
</tbody>
</table>

Write an article to introduce this famous person.
writing task with information research

Choose and describe a character

1) Fill in the chart with maximum information

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes</td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
</tr>
<tr>
<td>Face</td>
<td></td>
</tr>
<tr>
<td>Ears</td>
<td></td>
</tr>
<tr>
<td>Height (taille)</td>
<td></td>
</tr>
</tbody>
</table>

2) Write sentences to describe your character

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
less guided writing task

Writing task

Introduce yourself (name, age, town, situation, activities, likes and dislikes).

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________ ________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Correction – remarques
WRITING

Doc. 21 Practice writing in PC program PowerPoint

Writing

• I sometimes practice with PC program

Write

They can
VOCABULARY

Doc. 22 Words with pictures that can be in the pupil’s copybook and on a poster

pictures with words

source: CD-Rom Enjoy English in 6ème, Didier
VOCABULARY

Doc. 23 Use of words with pictures in sentences

vocabulary and short sentences

Vocabulary: JOBS

<table>
<thead>
<tr>
<th>Job</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrigé:

<table>
<thead>
<tr>
<th>Job</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A hairdresser</td>
<td>He cuts hair.</td>
</tr>
<tr>
<td>A cook</td>
<td>He cooks and prepare meals.</td>
</tr>
<tr>
<td>A waiter / a waitress (fem)</td>
<td>He serves meals.</td>
</tr>
<tr>
<td>A teacher</td>
<td>He teaches.</td>
</tr>
<tr>
<td>A nurse</td>
<td>She looks after ill people, takes care of ill people.</td>
</tr>
<tr>
<td>An architect</td>
<td>He draws buildings plans.</td>
</tr>
<tr>
<td>A secretary</td>
<td>She writes reports, letters, takes charge of mails, answers the phone.</td>
</tr>
<tr>
<td>A mechanic</td>
<td>He repairs cars and other vehicles.</td>
</tr>
<tr>
<td>A fireman (pl: firemen)</td>
<td>He fights fire, rescues people.</td>
</tr>
<tr>
<td>A farmer</td>
<td>He grows cereals, takes care of animals, milks cows.</td>
</tr>
</tbody>
</table>
VOCABULARY

Doc. 24 Picture cross words

vocabulary : crosswords

Vocabulary
How many words do you know about food ? Let’s check…

Source : TIPTOP English, Publisher : Foucher
**VOCABULARY**

Doc. 25 Word games to repeat in a more motivating way - dominos

word games

**Dominos to print and cut**

<table>
<thead>
<tr>
<th></th>
<th>One</th>
<th></th>
<th>Eight</th>
<th></th>
<th>Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Three</td>
<td>2</td>
<td>Seven</td>
<td>2</td>
<td>Four</td>
</tr>
<tr>
<td>3</td>
<td>Five</td>
<td>3</td>
<td>Six</td>
<td>3</td>
<td>Three</td>
</tr>
<tr>
<td>4</td>
<td>Nine</td>
<td>4</td>
<td>One</td>
<td>4</td>
<td>Six</td>
</tr>
<tr>
<td>5</td>
<td>Ten</td>
<td>5</td>
<td>Three</td>
<td>5</td>
<td>Five</td>
</tr>
<tr>
<td>6</td>
<td>Seven</td>
<td>6</td>
<td>Five</td>
<td>6</td>
<td>Seven</td>
</tr>
<tr>
<td>7</td>
<td>Eight</td>
<td>7</td>
<td>Four</td>
<td>7</td>
<td>Ten</td>
</tr>
<tr>
<td>8</td>
<td>Two</td>
<td>8</td>
<td>Nine</td>
<td>8</td>
<td>Eight</td>
</tr>
<tr>
<td>9</td>
<td>Four</td>
<td>9</td>
<td>Two</td>
<td>9</td>
<td>Nine</td>
</tr>
</tbody>
</table>
**VOCABULARY**

Doc. 26 Example of vocabulary lesson plan

**Topic:** Daily routines

**Type of activity:** vocabulary presentation and practice

**Focus:** vocabulary

**Level:** elementary/pre-intermediate

**Time:** 45 minutes

**Aids:** interactive whiteboard, handout of daily routines, set of cards (activities and their names), an exercise and two word searches prepared by the teacher.

**Procedure:**

1. The teacher presents Ss the handout on interactive whiteboard. The same handouts are given to all Ss. The handout shows people doing everyday activities. There are English phrases below the pictures. The teacher asks Ss in Polish what people in the pictures are doing. She writes Polish equivalents next to English phrases and Ss do the same. (lockstep) (10 minutes)

2. The teacher chooses 10 verbs from the handout. She writes them on the board. She tells students how to pronounce these words. She writes how to read them (if needed). She asks Ss to say these words. (lockstep) (5 minutes)

3. Ss play matching game. They work in pairs. They are given set of cards-pictures of activities and English names of activities. Their task is to match activities and their names correctly. Ss can use their handouts to help them. Their work is monitored and checked by the teacher. Fast finishers can shuffle the cards and do activity once again this time without help of their handouts. (pair work) (10 minutes)

4. Ss do the exercise prepared by the teacher. They look at the handout once again and fill in blanks with correct verbs e.g. .....get.....dressed. Then they have to find the verbs they have written in a word search. (10 minutes)

5. Ss are given homework. They have to translate 14 Polish nouns into English. (all the nouns appeared in the handout). Next they have to find English nouns in a word search. (lockstep) (5 minutes)
VOCABULARY

Doc.27 Matching pictures and world cards

fly  play  sleep
A football match

Two friends are on the phone, on a Sunday afternoon.

*John:* “Next Saturday evening Arsenal will play against Manchester United. I bought two tickets yesterday. Will you come with me?”

*Mike:* I won’t come, I will work because I’ll take an exam on next Friday.

*John:* OK… I’ll go with my brother Tom. We will take photos and I’ll show them to you on Sunday morning.”

Questions:

[...]

Tenses (*part in French*)

1) Which day does each action happen?

Answers:

1) .............................

2) .............................

3) .............................

4) .............................

2) Which actions are finished?

3) Which actions have not happened yet?

Grammar rule: (in French)

To talk about future actions, I can use the word “will” + verb (infinitive without “to”).
<table>
<thead>
<tr>
<th>Affirmative sentence (+)</th>
<th>Negative sentence (-)</th>
<th>Interrogative sentence / question (?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will come</td>
<td>I will not come</td>
<td>Will you come?</td>
</tr>
<tr>
<td></td>
<td>I won’t come</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1:
Rewrite these sentences using future:
1) I phone my mother.
2) She comes with me.
3) He doesn’t work in this shop.
4) They are 20.
5) Is it raining?

Exercise 2:
Translate these sentences in English (1 to 4) then in French (4 to 6):
1) Mon frère aura un enfant en avril.
2) Je commencerai mon stage le 19 mai. (stage: work placement)
3) L’année prochaine je ne serai plus à l’internat. (internat: boarding house)
4) I will be 20 in November.
5) I will pass my BTEC (bac pro) next year. (attention: to pass = réussir)
6) Angèle will come back from her work placement on April 14th.

Exercise 3:
Explain what you will or won’t do next summer. (3 sentences)
**GRAMMAR**

Doc. 30 If possible present grammar through graphs, diagrams, drawings

<table>
<thead>
<tr>
<th>PAST</th>
<th>NOW</th>
<th>FUTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was at school.</td>
<td>I ride a bike in the park.</td>
<td>I am going to swim.</td>
</tr>
<tr>
<td>They were ill.</td>
<td>He drives to work.</td>
<td>She is going to jump.</td>
</tr>
</tbody>
</table>

---

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VOCABULARY/GRAMMAR

Doc. 31 Create your own game

Objective: Revise or learn basic English words. Read and write short imperative sentences and sentences with modals (can / must).

Steps:

1. The pupils read short texts about games and answer reading comprehension questions.
2. The pupils read a game rules in English and play this game, notice the usual structure of a rule and pick up the main words related to games (examples: “game” / “player” / “card”).
3. They write the vocabulary related to games on pictures.
4. They think about what should be done with younger learners (discussion in French or sign language). If needed the teacher guide them to find the most suitable type of game, it must be a game with basic words.
5. They watch and play different types of game and choose their own type (cards and / or board).
6. They invent and write the rules using imperative sentences or modals, no specific work on grammar is done (examples: . “take a card” / “show it” / “find the picture” / “you can take a card”).
7. They make a list of words they will use. They thus revise their own vocabulary.
8. They make their games: they draw or look for pictures on a computer, print and cut their cards or stick their pictures on a board.
9. They have an appointment with learners from a lower grade and they show their games, explain the rules and let the younger play while they are the referees.

Reading texts about games
What's your favourite game?

I love playing computer games but we also like playing board games in our family. Our favourite is Cluedo.

An early version of Monopoly was invented in 1904 in England. It is a game for people who like money! The players buy, rent and exchange properties. If you want to win, you must become richer than the other players. It is the most popular board game in the world – millions of people play it!

Scrabble is a word game. You can play with two, three or four players. It’s like a crossword: you have seven letters and you must make words, horizontally or vertically, on a board that is 15 squares by 15. When you make a word, you score points. The game is sold in 121 countries and in 29 languages.

Bingo is a game of chance. In 1530, in Italy, they played a game called Lotto, and this became Bingo in the USA in the 20th century. In England, a lot of people play bingo for money and the people who call the numbers have special names for them. Can you guess these numbers? "Two little ducks", "Clickety-click", "All the fours".
Questions:

1) What are the names of the different games? Do you know all of them? Have you played all of them?
2) Which one do you prefer?
3) When and where were they invented?
4) What’s the goal or objective of each game? How do you win?
reading a game’s rule
Vocabulary

Games
Writing your own game rule

**My game rules**

*Translate these sentences used in game rules*

1) Prenez une carte. => take a card.
2) Tournez une carte. => turn a card.
3) Vous pouvez lancer le dé. => you can throw the dice.
4) Vous n’avez pas le droit de lancer le dé. => you can’t throw the dice.
5) Vous devez trouver la bonne image. => you must find the right picture.
6) Il y a trois joueurs. => there are 3 players.
7) Vous devez être très rapide. => you must be very fast.

**Write rules for your game:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Name of the game</td>
</tr>
<tr>
<td>2)</td>
<td>Number of players</td>
</tr>
<tr>
<td>3)</td>
<td>Goal / objective</td>
</tr>
<tr>
<td>4)</td>
<td>How to play</td>
</tr>
<tr>
<td>5)</td>
<td>What the players can’t do</td>
</tr>
<tr>
<td>6)</td>
<td>Winner</td>
</tr>
</tbody>
</table>
Examples of words and pictures chosen by one pupil to make her cards

<table>
<thead>
<tr>
<th>pig</th>
<th>red</th>
</tr>
</thead>
<tbody>
<tr>
<td>bananas</td>
<td>book</td>
</tr>
<tr>
<td>glue</td>
<td>sheep</td>
</tr>
</tbody>
</table>
What is the Cued Speech :
- It’s a manual code
- Every sounds of the speech is represented by a manual code next to the face
- It avoids similar lip patterns and gives a reliable and clear message
- (bath, path, math) or (choose, shoes)
- It enables to see even short words in sentences like : as, the ; which are difficult to catch on lipreading only
- It is a receptional tool, it doesn’t help to produce the sounds (needs speech therapy is necessary)
- It helps to « see » the speech and avoids lipshape similarities

The target :
- Dr Orin Cornett created this tool at first for profoundly deaf people (without hearing aids)
- It doesn’t matter if the deaf person can or cannot hear sounds
- For deafs who have an oral project
- Not for all deaf children
- If his 1st language is a sign language : no cued speech except if he has an access to oral language
- If his 1st language is oral (with or without a visual code) : it’s ok if :
  - He has difficulties in english to receive the language
  - He already uses a visual code : he needs to have a very good reading in it before starting another code in a foreign language
  - He has no additional disabilities, no learning difficulties, no psychological troubles
  - An observation is realised to check (before) how the deaf student takes his english message, if he uses mostly his audition or if he mostly lip reads.
These info enable the transliterator to better know how to cue in class with each deaf students : does the deaf student need to have all the speech cued or does he need to have some words, short sentences cued ?...

- Better if the student is motivated and if he understands why learning a new code can be usefull for him to have access to the english spoken language

**Cued Speech reading class :**

- Every week
- 1 to 1 lesson or in group (if they have the same level and same interests)
- 30 min if 1 to 1 lesson, 45 min in groups
- If the deaf person can already read CS in his fisrt language : can start CS reading class at the same time CS is used in class
- If CS is the first code used with the deaf person : can start CS reading class several weeks before using it in class

**The goal of using Cued Speech :**

- They can have access to whole speech and see every sounds of it without confusions
- They can develop their english phonological knowledges
- They have access to a reliable oral message
- They can enhance their knowledge in the english culture at the same time of their friends in the mainstream class
- They can have access to auditory supports in class when they are cued
- They can ease/relieve their concentration on only lip reading
- For their studies after their A level, they can have access to different types of studies that requires a level in english language : they can carry on following english classes even during their university studies
- They can develop their access to written language and to spoken language
- They can see differences between written language and oral language and make connections between the spelling and the pronunciation
- They can travel and study in a foreign country. it is easier particulary if the new countrty uses the cued speech too : same way of cueing, because it is based on sounds/phonology. And it is easier because their lipreading would be better and they can correct similar lipshape with the right word according to the topic of the conversation

**What is the job of a transliterator in Cued Speech :**
• In the mainstream class with the deaf student to cue the mainstream teacher’s and the pupil’s speech, and the auditory documents
• Here to give a clear oral message
• Match the language level according to the deaf student’s language level
• Step by step: enhance his level and gives various voc to develop his language
• If needed: rephrase and modify the length of sentences
• But never change the content; really important to underline that!
• Help the student to take his auditory message
• To develop the student autonomy in taking his oral infos
• Adjust the speed according to the student’s level in reading cued speech