



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



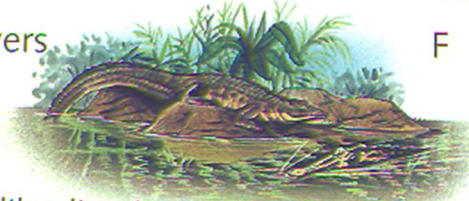
Pandas come from China. They live in mountains.

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...



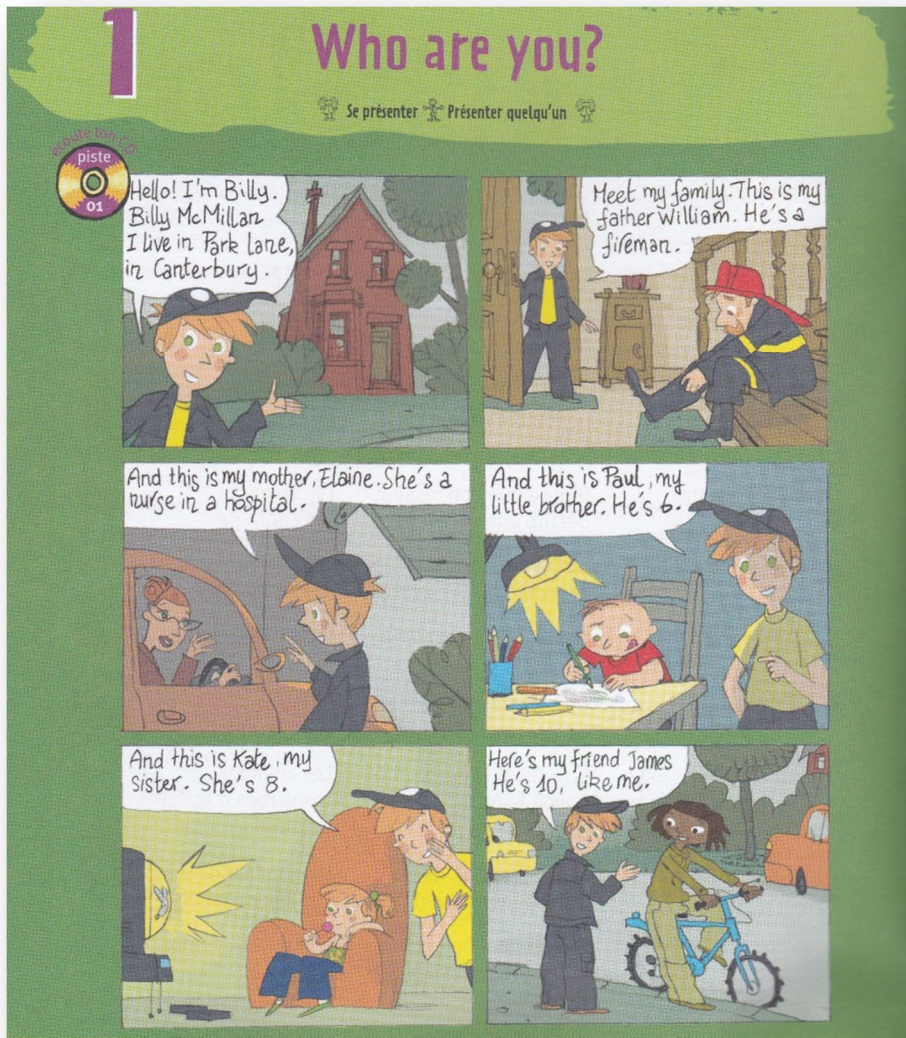
#### 4 Write.





**READING COMPREHENSION**

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



Source: *S'entraîner en anglais CM2*, Hatier (2008)

Fill in the chart about the characters:

Name	Age	Relationship with Billy	Job
Billy			



## READING COMPREHENSION

### Doc. 4: Detailed question in English



#### *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:**

- 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?*


## READING COMPREHENSION

Doc. 5: Few words are extracted from the text and kids are supposed to put them on the right place


# Hats and monkeys




Look at this man!  
He has lots of hats.




The man is hot. He sits  
down under a tree.




There are monkeys in the tree.




The monkeys take the hats.




The man shakes his fist.




The monkeys shake their fists.




The man stamps his foot.




The monkeys stamp their feet.



The man throws his hat on  
the ground.



The monkeys throw their  
hats on the ground.



The man has his hats and he is happy.



## 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? \_\_\_\_\_



## READING COMPREHENSION

### Doc.7 Work on English cultural topics

#### 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

crash

nowoczesna

praca społeczna (=pomaganie  
ludziom)

książę

zabita

wypadek

urodzony

stawny, popularny

wygląda jak

ZAD. 2. Rozwiąż krzyżówkę: **DO THE CROSSWORD**

W \_ \_ \_ byt / była

\_ l \_ \_ \_ król

\_ \_ \_ \_ \_ zabita

\_ \_ \_ \_ \_ l \_ \_ \_ stawny

\_ \_ \_ \_ \_ l \_ \_ \_ książę

\_ \_ \_ A \_ \_ \_ wypadek

M \_ \_ \_ \_ \_ nowoczesna

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 słowa: MATCH THE WORDS

Royal	uśmiech
very much	historia sztuki
handsome	królewska
smile	przystojny
active	przytężyć, dotężyć do
rowing	bardzo
Art History	aktywny (=dużo robi)
to join	może
maybe	wioślarstwo

ZAD. 2 Rozwiąż krzyżówkę: DO THE CROSSWORD

F  
A \_ \_ sztuka  
\_ M \_ \_ \_ uśmiech  
\_ \_ \_ \_ I \_ \_ \_ aktywny  
\_ \_ \_ \_ L \_ \_ \_ \_ wygląda jak  
\_ \_ Y \_ \_ \_ królewska

Zad. 3 Wstaw brakujące słowa: 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

2

*Egzamin maturalny z języka angielskiego  
Arkusz egzaminacyjny dla osób niesłyszących*

#### ROZUMIENIE TEKSTU CZYTANEGO

**Przeczytaj tekst uważnie, a potem wykonaj zadania nr 1, 2, 3, 4.**

**READ THE TEXT**

#### PRINCE WILLIAM

Prince William Arthur Philip Louis was born on the 21<sup>st</sup> 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)** CHOOSE THE CORRECT ANSWER  
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.



## READING COMPREHENSION

### Doc. 12 Work on English cultural topics

Egzamin maturalny z języka angielskiego  
Arkusz egzaminacyjny dla osób niesłyszących

3

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)

TRUE OR FALSE?

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 |

Taken from:



## READING COMPREHENSION

### Doc. 13 Work on English cultural topics

4

*Egzamin maturalny z języka angielskiego  
Arkusz egzaminacyjny dla osób niesłyszących*

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

Napisz po angielsku odpowiedzi na pytania (całymi zdaniami).

1. When was Prince William born?

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2. Has he got a sister or a brother?

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3. What does he look like?

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4. What sports does he like?

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5. What is he going to do after university?

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

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

Royal	people	son	died	younger	close
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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

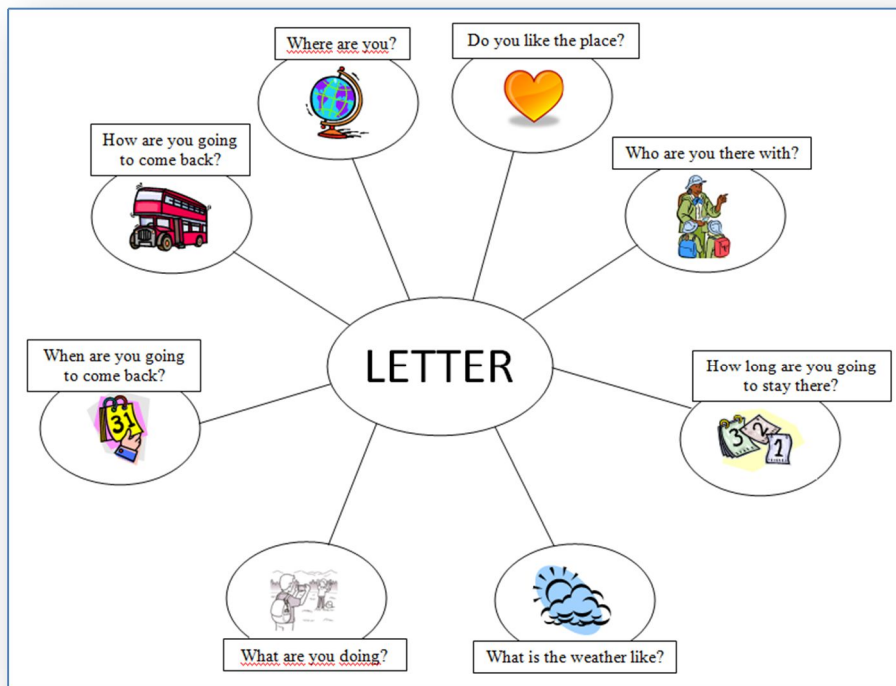




## WRITING

### Doc. 15 Pictures mindmaps

Exercise. Give examples to the questions. Write down your ideas next to each picture.







## WRITING

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*)

I'm spending my holidays ..... (*Miejsce pobytu – means: specific place*). It's ..... here! (*Jak się czujesz? – means: How are you?, How do you feel?*) I'm staying ..... (*Miejsce zamieszkania – place of living*). It is ..... but ..... (*Opis miejsca – description of the place*). The weather is beautiful/awful - it is ..... and ..... (*Jaka jest pogoda? – What is the weather like?*). Every day I ..... or ..... (*Co robisz? – What are you doing?*). I wish you could be here, too.

Best wishes,

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

#### Gdzie jesteś?

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

#### 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 – fantastycznie (=super)  
boring - nudno

#### Opis miejsca

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

#### 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



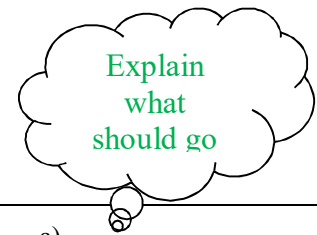
### Miejsce zamieszkania

- in a hotel – w hotelu
- in a youth hostel – w schronisku młodzieżowym
- in a cottage – w domku
- at a campsite – na polu namiotowym

- go sunbathing – opalać się
- go skiing – jeździć na nartach
- go skating – jeździć na łyżwach
- go cycling – jeździć na rowerze
- go for a walk - spacerować
- go to a disco – iść na dyskotekę



### Postcard – a frame (Pocztówka – wzór ogólny)



Dear b).....,	a)..... a)(miejsce, data)
Greetings from c).....! <i>państwo</i>	b)(Imię osoby, do której piszesz)
I'm spending my holidays d)..... <i>wieś...</i>	c)(Miejsce w którym jesteś na wakacjach – np. miasto,
I'm here with e).....	d)(Gdzie dokładnie spędzasz wakacje? – np. góry, morze,
It's f)..... here!	e)(Z kim tam jesteś? Z rodziną, z przyjaciółmi...?)
The weather is g).....	f)(Jak tam jest? Fajnie, super, nudno...?)
We're staying h)..... <i>u kolegi...</i>	g)(Jaka jest pogoda?)
Every day we i)..... and i).....	h)(Gdzie mieszkacie? Np. hotel, pole namiotowe, u babci,
Tomorrow we're going to j).....	i) (Co robicie codziennie?)
We're coming back k).....	j) (Co zamierzacie robić jutro?)
Best wishes,	k) (Kiedy wracacie?)
l).....	l)(Twój podpis – samo imię)

### Przydatne zwroty:

c)	-	g)	-
Poland	-	beautiful	-
England	-	bad	-
Italy	-	sunny	-
Spain	-	warm	-
USA	-	cold	-
d)	-	rainy	-
in the mountains	-	snowy	-
at the seaside	-	h)	-
at the countryside	-	in a hotel	-
in London	-	at the campsite	-
e)	-	at my grandmother's	-
with my family	-	at my friend's place	-
with my cousin	-	i), j)	-
with a friend	-	go swimming	-
with a group of friends	-		-



# TEACHING ENGLISH TO DEAF STUDENTS

## EXAMPLES OF PRACTICE



f)		go skiing	-	jeździmy na nartach
great	-	go shopping	-	chodzimy na zakupy
nice	-	go to a disco	-	chodzimy na
boring	-		-	dyskoteki
		sunbathe	-	opalamy się
		visit museums	-	zwiedzamy muzea
		k)	-	
		tomorrow	-	jutro
		on Sunday	-	w niedzielę
		next week	-	w przyszłym tygodniu

**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 Chaupy!

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? .....





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

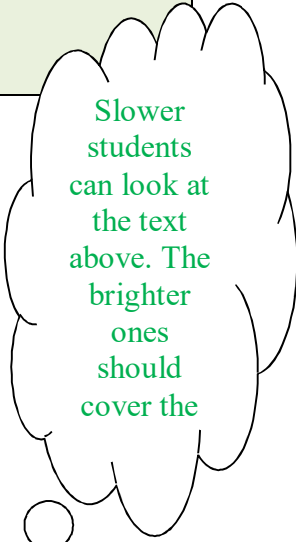
Dear Max,

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



*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 37cm tall. I've got brown hair and green eyes. I'm a student.

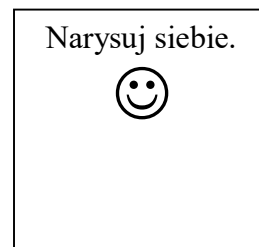
I'm



First name	
Surname	
Nationality	
Age	
Height	
Hair colour	
Eyes colour	
Job	

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

First name	
Surname	
Nationality	
Age	
Height	
Hair colour	
Eyes colour	
Job	



My name is.....  
.....  
.....

#### Exercise 3. Write a text about Peter. Use all the data from the table below.

First name	Peter
Surname	Jackson
Nationality	American
Age	25
Height	1m 82 cm
Hair colour	Black
Eyes colour	Brown
Job	Businessman



This is Peter Jackson. **He is**.....  
.....  
.....





## WRITING

### Doc.20 See more examples

writing : fill in the gaps exercise

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#### 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

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#### "My identity card"

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

Name :

Age :

Town :

Nationality :

Photo  
or  
drawing



### "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?

➤ What's his name?	➤ What's her name?
➤ How old is he?	➤ How old is she?
➤ Where does he live?	➤ Where does she live?
➤ What's his nationality?	➤ What's her nationality?

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

Name :	Photo or drawing
Age :	
Town :	
Nationality :	



writing a paragraph with given information

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Here are some facts about a famous person:



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

Write an article to introduce this famous person.

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writing task with information research

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**Choose and describe a character**

1) **Fill in the chart with maximum information**

Name	
Eyes	
Hair	
Nose	
Face	
Ears	
Height (taille)	
.....	

2) **Write sentences to describe your character**

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less guided writing task

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**Writing task**

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

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Correction – remarques



## WRITING

### Doc. 21 Practice writing in PC program PowerPoint

Writing

- I sometimes practice with PC program

They can

Write

Klikněte sem a zadajte poznámky.



## 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

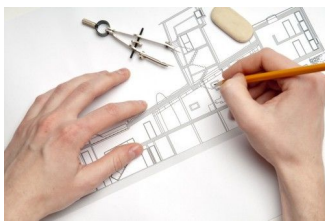


## VOCABULARY

### Doc. 23 Use of words with pictures in sentences

vocabulary and short sentences

Vocabulary : JOBS



Job	Activities





Corrigé:

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










## VOCABULARY








### Doc. 24 Picture cross words

vocabulary : crosswords

#### Vocabulary

How many words do you know about food ? Let's check...

ACROSS: 1  4  6  8  10  12  14 

DOWN: 2  3  5  7  9  11  13 

**Vocabulary**

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

1	One	1	Eight	1	Two
2	Three	2	Seven	2	Four
3	Five	3	Six	3	Three
4	Nine	4	One	4	Six
5	Ten	5	Three	5	Five
6	Seven	6	Five	6	Seven
7	Eight	7	Four	7	Ten
8	Two	8	Nine	8	Eight
9	Four	9	Two	9	Nine



## 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

		
<p><u>fly</u></p>	<p><u>play</u></p>	<p><u>sleep</u></p>





## GRAMMAR

### Doc. 28 Chart without using complex grammatical terms

grammar following a text



#### 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.

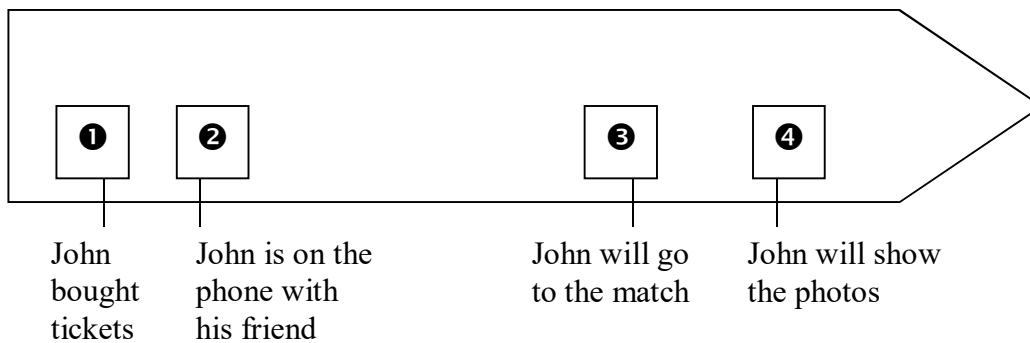
*John:* OK... I'll go with my brother Tom. We will take photos and I'll show them to you on Sunday morning."

#### 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").



Affirmative sentence (+)	Negative sentence (-)	Interrogative sentence / question (?)
I will come	I will not come I won't come	Will you come?



## GRAMMAR

**Doc. 29 Apply the rule in simple exercises very similar to the examples, adapted to their lives**

application exercises

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### 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 14<sup>th</sup>.

### Exercise 3:

Explain what you will or won't do next summer. (3 sentences)

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## GRAMMAR

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

### FUTURE TENSE

#### PAST

She was at school.  
They were ill.

#### NOW

I ride a bike in the park.  
He drives to work.

#### FUTURE

I am going to swim.  
She is going to jump.

- 
-



## 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 :

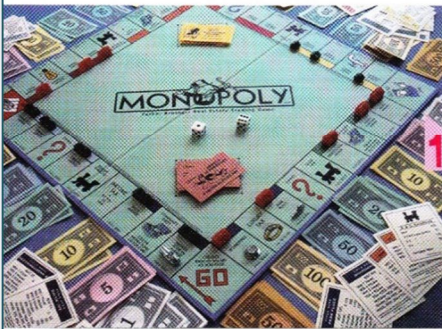
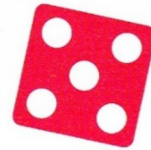
1. The pupils read short texts about games and answer reading comprehension questions.
2. The pupils read a game rules in English and play this game, notice the usual structure of a rule and pick up the main words related to games (examples: "game" / "player" / "card").
3. They write the vocabulary related 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?

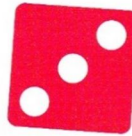


I love playing computer games but we also like playing board games in our family. Our favourite is Cluedo!



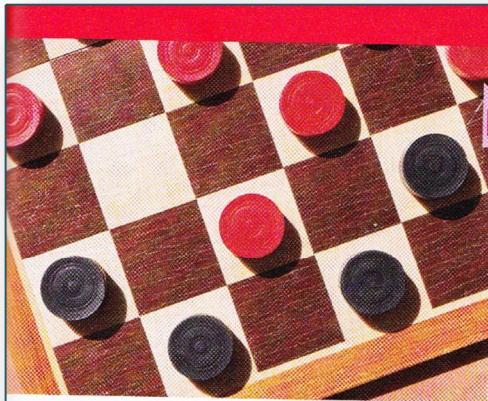
1 An early version of **Monopoly** was invented in 1904 in England. It is a game for people who like money! The players buy, rent and exchange properties. If you want to win, you must become richer than the other players. It is the most popular board game in the world – millions of people play it!

2 **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!

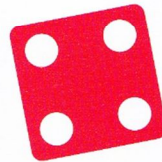


3 **Bingo** is a game of chance. In 1530, in Italy, they played a game called Lotto, and this became Bingo in the USA in the 20th century. In England, a lot of people play bingo for money and the people who call the numbers have special names for them. Can you guess these numbers? "Two little ducks",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



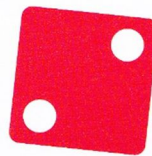
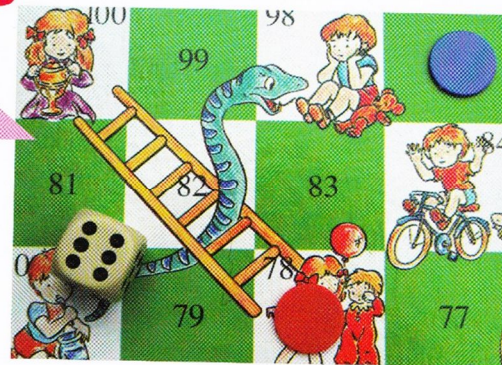


**4 Draughts** (UK) or **checkers** (US) is played on a board that is 8 squares by 8. The game is very old. It probably started in Ancient Egypt in about 600 BC when it was called *Quirkat*.



**Snakes and Ladders** is a very old game from India. It is a game of chance played on a board with drawings of snakes and ladders that connect different squares. The ladders take you "up" and the snakes take you "down"!

**5**



**6**

**Cluedo** was invented in Birmingham, England, in 1948. It is a game about a murder and it's very scary! Someone has killed Dr Black in a big house with nine rooms. There are six suspects and six weapons. To win the game, you must answer three questions: "Who killed Dr. Black?" "Where was he murdered?" "Which weapon did the killer use?"

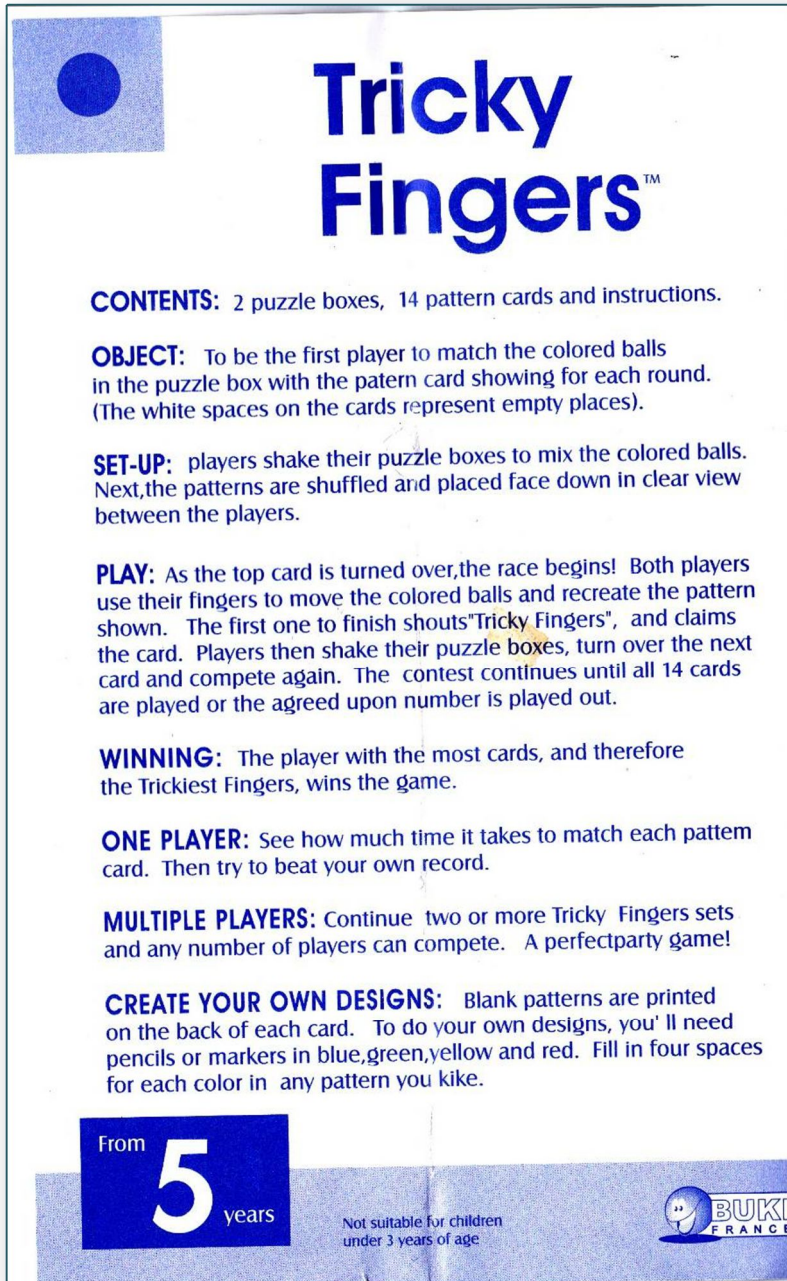
source : *Good News 5<sup>ème</sup>, Editions Belin*

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



**Tricky Fingers™**

**CONTENTS:** 2 puzzle boxes, 14 pattern cards and instructions.

**OBJECT:** To be the first player to match the colored balls in the puzzle box with the pattern card showing for each round. (The white spaces on the cards represent empty places).

**SET-UP:** players shake their puzzle boxes to mix the colored balls. Next, the patterns are shuffled and placed face down in clear view between the players.

**PLAY:** As the top card is turned over, the race begins! Both players use their fingers to move the colored balls and recreate the pattern shown. The first one to finish shouts "Tricky Fingers", and claims the card. Players then shake their puzzle boxes, turn over the next card and compete again. The contest continues until all 14 cards are played or the agreed upon number is played out.

**WINNING:** The player with the most cards, and therefore the Trickiest Fingers, wins the game.


**ONE PLAYER:** See how much time it takes to match each pattern card. Then try to beat your own record.

**MULTIPLE PLAYERS:** Continue two or more Tricky Fingers sets and any number of players can compete. A perfect party game!

**CREATE YOUR OWN DESIGNS:** Blank patterns are printed on the back of each card. To do your own designs, you'll need pencils or markers in blue, green, yellow and red. Fill in four spaces for each color in any pattern you like.

From **5** years

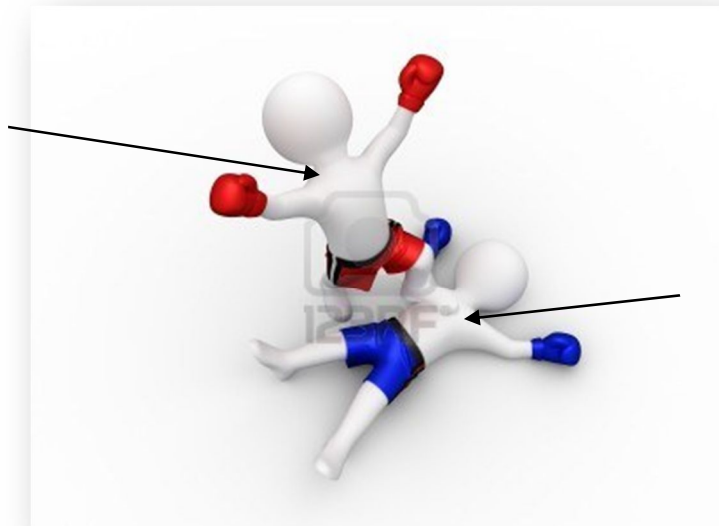
Not suitable for children under 3 years of age

 **BUKI**  
FRANCE



Vocabulary

Games





Writing your own game rule

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**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:

1) Name of the game	
2) Number of players	
3) Goal / objective	
4) How to play	
5) What the players can't do	
6) Winner	



Examples of words and pictures chosen by one pupil to make her cards

pig

red

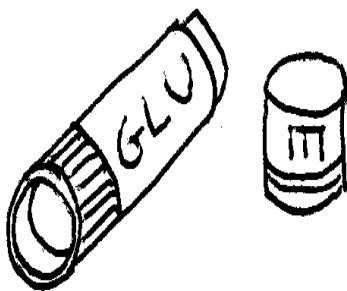
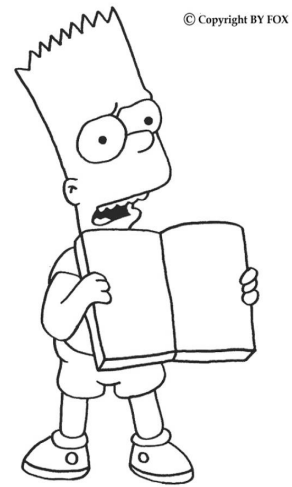
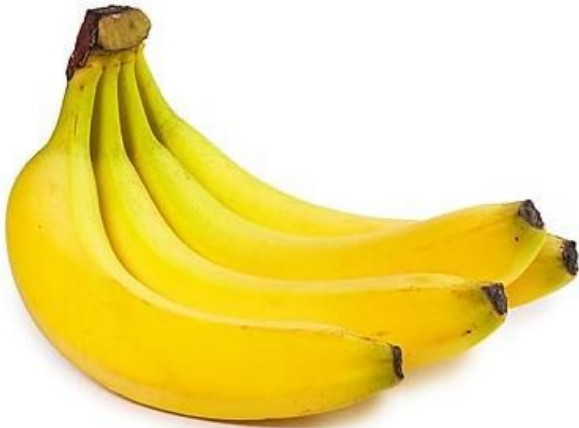
bananas

book

glue

sheep







## CUED SPEECH

**Doc. 32 Supportive method - visual tool that complete lip patterns, enables to see the language and to receive every part of the speech**

### 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 recieve 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 diffciculties, 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.



# TEACHING ENGLISH TO DEAF STUDENTS

## EXAMPLES OF PRACTICE



*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 useful 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 first 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 particularly if the new country 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