

My family, friends and others



Teacher's Pack



Project co-financed by the European
fund for the integration of third
country nationals.

My family, friends and others: introduction

Introduction

Me and my family gives learners the language needed to be able to talk about themselves, their feelings and people around them. The main foci of the lessons in this pack are speaking, listening and vocabulary; there are also some opportunities to develop reading and writing skills. There are three units in this pack **All about me**, **Describing my feelings and health** and **My family, friends and others** (this unit). These nine lessons complement each other, but can be used separately. Timings are approximate and may take more or less time than shown, depending on your learner.

Bearing in mind that some learners' oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

Overview**Unit 1: all about me**

1a: myself

1b: my hobbies and interests

1c: my skills

Unit 2: my feelings and health

2a: how are you?

2b: it's great

2c: I feel ill.

Unit 3: my family, friends and others

3a: family members

3b: family and friends

3c: family life

Level: QCF Entry 1/2, CEFR A1/A2 , SQA Access 2/3

My family, friends and others: family members – teachers' notes

Lesson 3a: family members.**Time:** 60 mins**Aims:**

- This session will support learners to be able to use family member vocabulary.

Objectives:**Your learner will be able to:**

- use words for family members – *uncle, aunt, nephew, niece, cousin, grandmother, grandfather* (**extension: father-in-law, mother-in-law, grandchildren**)
- recognise and use the pronouns - *his, her, and their*
- state the names of his or her family members.

Preparation**You will need:**

- **Worksheet 1** family tree
- **Worksheet 2** family member word cards
- **Worksheet 3** gender picture cards
- blank piece of paper (A4)
- a photo(s) of your extended family (or a family that isn't yours, if preferred)
- sticky notes
- sticky tack

Consider:

- Any lesson that focuses on family has to be handled with sensitivity as your learner may have left family behind in his or her home country or lost members as a result of war or illness. Look out for how the learner reacts and change the topic if necessary.
- This lesson introduces *his, her* and *their*. These pronouns will be consolidated further in Lesson 3b.
- A common mistake some beginners make is to say *he's name, she's name* and *they name* so this lesson aims to introduce possessive pronouns.

Introduction: (5 mins)

- Focus your learner's attention on the photo(s) of your extended family (or any extended family group). Explain who each person is and see which words the learner knows.

My family, friends and others: family members – teachers' notes

Activity 1: names of family members (10 mins)

- Look at the **Worksheet 1** family tree and the word cards on **Worksheet 2**. If your learner can read, ask him or her to read the words aloud.
- The basic relationships are shown by lines on the diagram. Elicit *husband*, *wife*, *mother*, *father*, *brother* and *sister* first.
- Elicit words and draw lines on **Worksheet 1** to show the other relationships between people as shown on the cards - *uncle*, *aunt*, *cousin*, *nephew*, *niece*, *grandmother*, *grandfather*.
- Write the vocabulary onto the family tree for reference.
- To teach unfamiliar words, point to a line on the picture, say the word and ask your learner to repeat it until he or she is confident. Continue until all the words have been established.
- To practise, point randomly to different lines and elicit the words from the learner.

Differentiation

If your learner is confident using the presented vocabulary, you could consider also teaching additional family words, for example: *father-in-law*, *mother-in-law*, *grandchildren*, *etc.*

Activity 2: family members practice (5 mins)

- Focus your learner's attention on the **Worksheet 2**: male and female picture cards. Say one of the family member words for example: *nephew* and elicit whether it indicates a man or woman using the two picture cards: *nephew – man or woman?*
- Do this with all of the vocabulary items. Highlight that *cousin* is the same for female and male relatives.

Learning check

Revisit the photos you showed your learner at the beginning. Prompt your learner to remember the family vocabulary by saying, for example: Anna is my... and asking your learner to provide the missing family word. Monitor to see how well the learner is able to remember

My family, friends and others: family members – teachers' notes

Activity 3: his/her name is... (10 mins)

- Bring your learner's attention back to **Worksheet 1**. Elicit the name of one of the female family members. If the learner doesn't use *Her name is...*, model and drill the sentence a few times.
- Indicate the other females on the family tree and ask the learner to say their names using sentences. You may want to use your fingers to model the words needed for each sentence.
- Do the same with the male family members.

Activity 4: talking and writing about family (20 mins)

- On a blank piece of paper invite the learner to create his or her own family tree using sticky notes. Support your learner to arrange family members in the appropriate places on the tree. If your learner has access to photographs of these family members, he or she may want to attach them to the tree with sticky tack.
- Encourage your learner to add sentences about each family member on each sticky note for example: *This is my uncle. His name is, he lives in...*
- Ask your learner to tell you about his or her family using the family tree as a prompt. If possible, use a phone, tablet or computer to record your learner's description and listen back to the recording. Ask your learner to listen for the family vocabulary that he or she used. Record a second version and listen back to note any improvements.

Differentiation:

If it would suit your learner better, write the sentences in pencil on the sheet and he or she can trace over the top of them or write the unknown spellings on small cards to copy from.

Learning check

Monitor activity 4 to assess how well your learner can talk about his or her family. Pay attention to:

- family vocabulary
- use of appropriate pronouns.

Activity 5: their names are.... (10 mins)

- Look at the gender picture cards again (**Worksheet 3**). Point to the male and female picture cards and recap *his* and *her*.
- Show the card with the couple and elicit (or teach) the pronoun *their*. Practise the new pronoun a few times by pointing to a gender card and eliciting the correct pronoun.
- Look at your photos or the family tree on **Worksheet 1**. Point out two people who are related, for example: *brother, aunt/uncle*. Model sentences using *Their names are...*
- Look at the learner's family tree. Help the learner make similar sentences about his or her family.
- Help your learner write sentences onto his or her family tree using *their*.

My family, friends and others: my friend/family – teachers' notes

Lesson 3b. My friend/family**Time:** 60 minutes**Aims:**

- This session will support learners to talk about a family member, friend or neighbour and recognise key words in a basic written text about another person.

Objectives:**Your learner will be able to:**

- use *he, she* with a verb and *his, her* with a noun, in full sentences
- give information about family members
- read key words in a text - *his, her, he, she, works, lives, likes, name, is, hobby*

Preparation**You will need:**

- **Worksheet 4** people and picture cues (2 copies, 1 cut up)
- a picture of your family or some friends (Preferably the same picture as used for **Lesson 3a** to provide continuity).
- learner's family tree from **Lesson 3a**
- **Worksheet 5** people and sentence cues (cut up)
- **Worksheet 6** two short texts and image cards (cut up)
- highlighter pen

Consider:

- This lesson makes use of the family tree your learner drew in **Lesson 3a**.
- Any lesson that focuses on family has to be handled with sensitivity as your learner may have left family behind in his or her home country or lost members as a result of war or illness. Look out for how the learner reacts and change the subject if necessary.
- This lesson will cover the use of '-s' in the third person, for example: *lives, has, speaks*. This aspect of grammar is one that can take learners a long time before they use it naturally in speech.

My family, friends and others: my friend/family – teachers' notes

Introduction: (5 mins)

- Look at **Worksheet 4**. Ask your learner what he or she can say about the four people pictured. There are prompts for sentences relating to where he or she lives, language and hobbies. Listen for full sentences and how much of the lesson's target language is used spontaneously, as this will help you to decide what areas to focus on.
- If your learner has difficulty reading or sounding out the names, help him or her to do so. Ask the learner to listen and repeat after you.
- Ask your learner to look carefully at the pictures of the people. Challenge him or her to remember the details of each person. Cover up the picture prompts to increase the level of difficulty.

Activity 1: making full sentences (10 mins)

- Use the cut-up version of **Worksheet 4**. Ask your learner to match the pictures to the correct person from memory. As your learner does this he or she should try to make a corresponding full sentence, for example: *He likes football. Her name is Anna.* Support your learner as required.
- Elicit the use of 's' for *he* or *she*. Compare with the I form: *I like..., he likes...*
- Correct your learner where necessary and repeat the correct sentences until he or she is more confident.

Activity 2: reading key words in a text (15 mins)

- Place the pictures of the man and woman from **Worksheet 5** on the table.
- Ask your learner to look at the sentence cues and try and read them. Encourage him or her to look at key letter sounds to help, where necessary. Read any words for the learner when he or she is unable to read or guess.
- Ask your learner to match the sentence cue with the correct picture – male or female.
- When all the cues have been matched, ask your learner to read them again and complete the sentence with what he or she remembers about the person from the previous activities. Provide spellings where necessary.

Differentiation:

- Use the cut-up pictures from Worksheet 4 with the sentence cues if your learner would benefit from more visual support.

My family, friends and others: my friend/family – teachers' notes

Activity 3: s/he + verb, his/her + noun (10 mins)

- Cut up the eight sentence cues from **Worksheet 5**. Leave the words *he, she, his, her* separate.
- Mix up the single words and the rest of the sentences and ask the learner to match them together. The key is to make sure that *he* or *she* is matched with a verb and *his* or *her* with a noun.
- Repeat several times until the learner seems confident.

Learning Check

Focus your learner's attention on your own family picture. Ask your learner to remember what you told him or her about this family member, using the target language. If your learner has photos of friends or family (on a mobile phone, for example) he or she can make sentences about them.

Assess how well the learner is able to use the presented language to do this.

Differentiation:

- For learners who would find mixed up words a challenge, put the sentence ends into a column and place the two possible pronouns in front of each one.
- Ask your learner to choose the correct one each time, for example: *He hobby/His hobby*

Activity 4: reading short texts (10 mins)

- Focus your learner's attention on the cut up pictures and texts of **Worksheet 6**. Explain that he or she lives at number 22 Bond St and has to read the short texts to find out who his or her neighbours are at numbers 20 and 24. The pictures on the two houses match details from two of the texts and your learner should be able to match the right text with the right house.
- Some words may not be known to the learner and he or she may not be able to sound them out. Highlight key sounds with a highlighter pen and help your learner to say the words.

Differentiation:

If the learner has difficulty reading:

- read the texts aloud a couple of times first and ask the learner to follow each word
- read a sentence at a time and ask the learner to repeat.
- your learner should try and match the text with the house.

Activity 5: giving information about family/friends (15 mins)

- Ask your learner to look at the picture of your family or friends. Make similar sentences using *he/she likes, lives, works, is, His/Her hobbies are...* about the people pictured.
- Now invite the learner to talk about family members using his or her family tree. If the learner has pictures of his or her family to hand, he or she can use them.

Tip: If a learner leaves a word out of a sentence, show each word of the sentence or part of it on your fingers, pointing to a finger with each word and saying no word for one finger to show that something is missing. See if the learner can supply the missing word.

Learning check:

- Look at the pictures of people from the introduction. See what the learner can remember about them, using full sentences to express his or her ideas.
- Alternatively, see if your learner can remember any details about your family from the photos you have brought in.

Monitor to assess how well your learner can give details of a third person using appropriate grammar.

Lesson 3c: family life**Time:** 60 minutes**Aims:**

- This session will support learners to talk about typical family activities using adverbs of frequency appropriately.

Objectives:**Your learner will be able to:**

- talk about typical family activities
- write a short text about family activities
- use adverbs of frequency and frequency expressions appropriately.

Preparation**You will need:**

- **Worksheet 7** family activity image and word cards (cut up)
- **Worksheet 8** frequency expression worksheet
- **Worksheet 9** listening activities
- **Worksheet 10** weekly planner
- **Worksheet 11** text message writing frame
- audio recording

Consider:

- Any lesson that focuses on family has to be handled with sensitivity as your learner may have left family behind in his or her home country or lost members as a result of war or illness. Look out for how the learner reacts and change the topic if necessary.

Introduction: (10 mins)

- Lay the **Worksheet 7** picture and word cards on the table. Ask your learner to match the vocabulary and word cards. Drill any new vocabulary as appropriate. Support learners to read the word cards by sounding out the words as necessary.
- If much of this vocabulary is unknown, it may be appropriate to play a pelmanism-style game with the words and picture cards. Turn the cards face down and ask your learner to try and find matching pairs of word and image cards.
- Ask your learner whether he or she does any of these activities and encourage any conversation that develops.

Activity 1: listening (10 mins)

- Show the **Worksheet 8** word cards to your learner. Explain that he or she should listen to the recording and then match the frequency cards to image cards from **Worksheet 7**.
- Play the recording as many times as needed for your learner to complete the activity. Note that some of the images can be used with more than one frequency card.

Differentiation:

If you feel the combination of *every....* together with adverbs of frequency may be too confusing for your learner, you may want to omit the adverbs of frequency from this activity. If you choose to do this, use **Activity 2** to thoroughly practice using these expressions.

Activity 2: adverbs of frequency (10 mins)

- Give your learner the **Worksheet 9** monthly planner and adverbs of frequency chart. Draw his or her attention to the planner. Check that your learner understands that it shows the activities on different days of a month.
- Ask your learner questions “*What does Maria always do?*” “*What does Maria sometimes do?*” “*What does Maria often do?*” “*What does Maria’s daughter never do?*”
- Show the *Always, often, sometimes and never* cards and ask your learner to write the frequency expressions in order on the **Worksheet 9** frequency chart.
- Ask your learner to complete the ‘*Every..., once a ..., twice a...*’ expressions on the **Worksheet 9** frequency chart

Differentiation:

Some learners may be unfamiliar with monthly planners as a text type. If this applies to your learner then read the planner to your learner and explain what it shows.

Activity 3: talking about your week (10 mins)

- Give out the **Worksheet 10** weekly planner and ask your learner to complete the planner with the activities from **Worksheet 7** for his or her typical week.
- Once your learner has completed the planner, ask him or her to talk about his or her week in a similar way to the audio recording. Encourage your learner to use the adverbs of frequency covered in the previous activities.
- If possible, use a phone, tablet or computer to record your learner's description and listen back to the recording. Ask your learner to listen for the frequency expressions that he or she used. Record a second version and listen back to note any improvements.

Differentiation:

If your learner is not a confident writer, then you may want to write the planner yourself, or ask the learner to use the image cards from **Worksheet 7** (you may need extra copies).

Learning check:

Monitor **activity 3** to assess whether your learner is able to talk about their weekly activities with family members. Consider:

- how well they are able to communicate
- if adverbs of frequency and family activity vocabulary has been used appropriately.

Activity 4: writing (15 mins)

- Give out **Worksheet 11** and ask your learner to read the text message. Ask him or her to identify what questions are being asked in the text.
- Ask your learner what should be included in the reply, refer back to the weekly planner made from **Activity 3**.
- Ask your learner to complete the writing frame in order to make a reply, suitable for a text message.
- Once your learner has completed the sentences in the writing frame, encourage him or her to continue to write about the rest of the days of the week.
- Correct your learner's writing, choosing a particular focus for correction and encourage him or her to copy the corrected text on to the blank text message bubble on the second sheet of **Worksheet 11**.

Differentiation:

Learners with lower-level literacy skills may need more support to produce texts. Consider using a language experience approach here:

- Use the planner from **Activity 3** to elicit sentences from your learner. Scribe your learner's statements on to strips of paper.
- Use the strips of paper to drill each statement. You may want to use the images from **Worksheet 7** to support this.
- Working one sentence at a time, cut the strip into individual words and drill and elicit the sentences word by word.
- Mix the sentence up and ask your learner to re-arrange the words into the right order, reading each word as he or she does it. Note, this should be done one sentence at a time.
- Ask your learner to copy the words from the cut out cards on to the second page of **Worksheet 11**.

Learning check:

Monitor **activity 4** to assess whether your learner is able to write a basic text describing their weekly activities with family members. Consider:

- Whether the text is coherent
- if adverbs of frequency have been used appropriately.

Activity 5: conversation (5 mins)

- Finish the session by asking your learner for more information about his or her family activities. Ask your learner about when, where, why and how he or she does these activities. Try to extend the conversation as much as possible.

Answers**Lesson 3b. Activity 1**

1. Her name is Anna. She works in a restaurant. She lives in a flat. Her hobby is swimming.
2. Her name is Mira. She works in a library. She lives in Scotland. Her hobby is drawing.
3. His name is Jon. He works in a school. He lives in London. His hobby is music.
4. His name is Mark. He works as a bus driver. He lives in a house. His hobby is cycling.

Transcripts

Lesson 3c

I'm Maria and I do a lot of things with my family. It is very important to me.

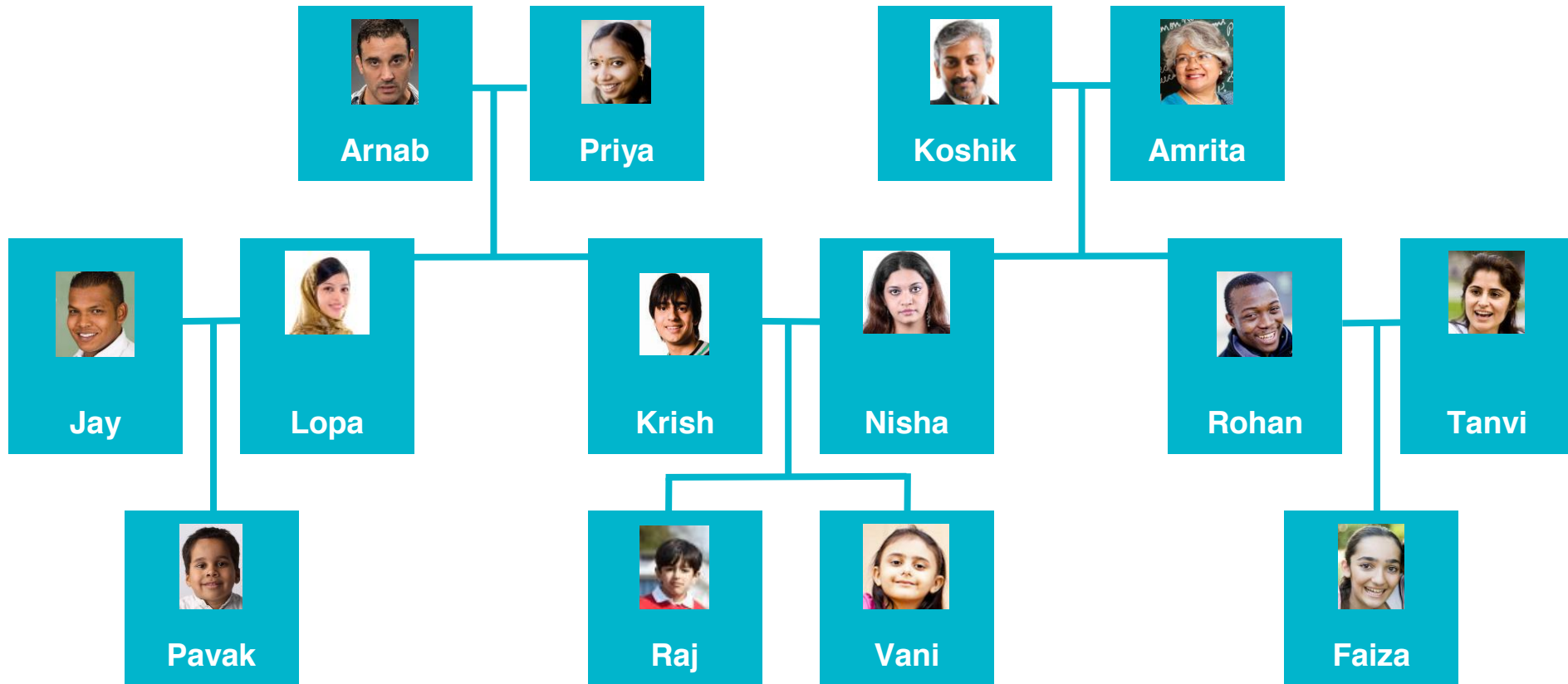
I have a daughter, who is 7 years old. I take her to school every day and once a week I take her to football practice. She never misses a game.

My brother lives nearby, unfortunately he has health problems so I sometimes have to go to a chemist for him to get his prescription. I take him to his appointment every two weeks.

My aunt and uncle also live close. We always get together and have dinner every weekend. The rest of our family lives in Colombia so we often talk to them online.



Lesson 3a. Worksheet 1



Lesson 3a. Worksheet 2

husband	wife
father	mother
brother	sister
uncle	aunt
nephew	niece
grandfather	grandmother
father-in-law	mother-in-law
cousin	

Lesson 3a. Worksheet 3



Lesson 3b. Worksheet 4



Anna



Mira





Jon



Mark



Lesson 3b. Worksheet 5

	
His name is	Her name is
He works in	She works in
He lives in	She lives in
His hobby is	Her hobby is

Lesson 3b. Worksheet 6



24 Bond Street



20 Bond Street



Neighbour A

His name is Rob. He works in a school. He likes cats and his hobby is reading

Neighbour B

Her name is Shan. She works in a shop. Her hobby is baking and she likes computers.

Lesson 3c. Worksheet 7



**take children to
school**



talk to family online



go to chemist for...



have dinner together



**take ... to football
practice**



**take.... to his/her
appointment**

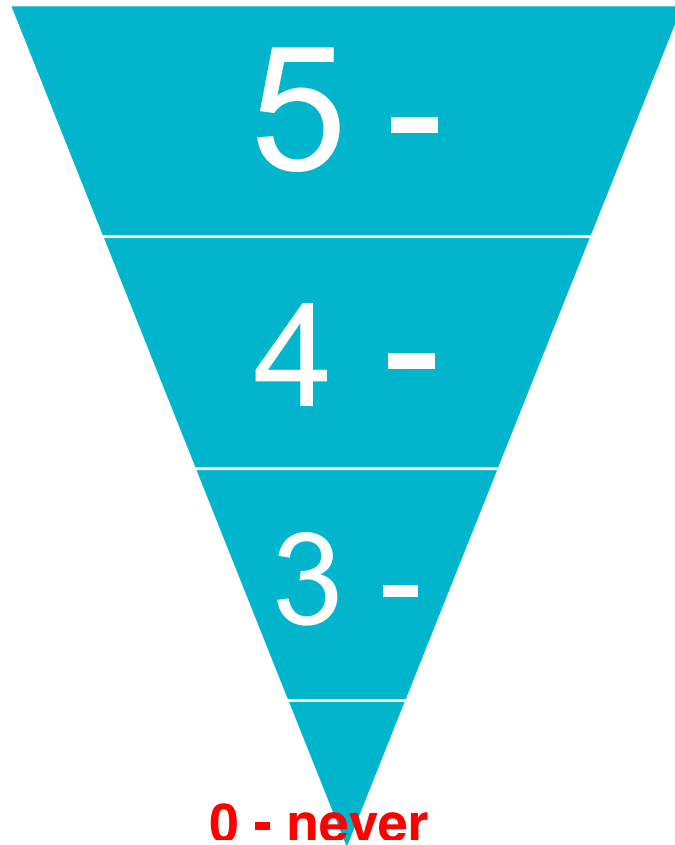
Lesson 3c Worksheet 8

never	sometimes
often	always
every day	every week
once a week	every two weeks
every weekend	once a month

Lesson 3c Worksheet 9

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1 	2  	3  	4  	5 	6 	7 
8 	9 	10  	11 	12 	13 	14
15 	16  	17  	18 	19 	20 	21 
22 	23 	24  	25 	26 	27 	28 

Lesson 3c Worksheet 9 continued



Every _____ Once a _____ Twice a _____

Every _____ Once a _____ Twice a _____

Every _____ Once a _____ Twice a _____



Lesson 3c Worksheet 10

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Lesson 3c. Worksheet 11

Claire

Hi, I want to find a good time for your English lessons. What do you do during the week. When are you busy?

Thanks, on some days I am busy.

On Mondays I always/ often/ sometimes _____.

On Tuesdays I _____.

On Wednesdays I _____.

Lesson 3c. Worksheet 11 cont.

