

Unit 3

Family and friends

Overview

Learners practise:

- **Talking about family and friends**
- **Asking about others' family and friends**

Suggested context

A small group of 2 or more people at a centre (informal)

Dialogue 1: Talk about family and friends.

Dialogue 2: Ask about and discuss family and friends

Skills

Speaking and listening

- Listen to and practise a simple dialogue
- Listen for specific words
- Talk about family and friends
- Use stress, rhythm and intonation in asking questions
- Practise pronunciation of family words
- Understand and use numbers (for ages)

Literacy and phonics

- Read key words and/or transcript
- Read and write important words about families (or have these transcribed)
- Match some graphemes with phonemes

Language points

(Core points – bold, extension points – not bold)

- Simple phrases for:
 - **talking about family and friends:**
This is my S/he's
 - **asking about others' family and friends:**
Have you got a ...? How old is ...?
 - **pronouns:** *he ... his, she ... her*
 - **singular and plural nouns:**
with 's' + child/children
- Key words: **husband, wife, children, boy, girl, son, daughter, sister, brother**, friend, mother/mum, father/dad
- **Numbers:** to talk about ages

Before you start

Depending on the level of your group, record exemplar **Dialogue 1** only, or both parts. (see *Guidance* for further details)

Source/select relevant images from the [New to ESOL picture pack](#), e.g. family, boy and girl. Learners are often interested in learning about their teacher so use your family and photos as models. If possible/appropriate, ask learners to bring in photos of their family/friends, too.

Materials needed

Speaking and listening

Activity 1 Resource 1: Images (families); photos of your family/friends and/or photos showing relationships your learners might want to talk about; learners' photos of their family and friends

Activity 2 Resource 2: Image (friends); Resource 3: Images (boys, girls and numbers); Dialogue 1

Activity 3 Resource 4: Images (Amina and Ali); Resource 5: Number cards; photos of your family and learners' families; learners' personal items and a bag; **Dialogue 2**

Activity 4 Photos of family; Whiteboard/IWB

Literacy and phonics

- Graphemes of relevant words from the session e.g. *ch - i - l - d - r - e - n, s - i - s - t - e - r*
- Letter tiles and alphabet [New to ESOL templates](#) Template 8
- Flashcards of relevant words and images.
- Personal vocabulary books.
- Multiple copies of audio transcript.

TIPS:

- Only use references to children in this unit if all learners are parents with their children living here with them. If unsure, adapt audio and unit content to friends or other important people in learners' lives.
- Be sensitive to how much learners wish to say about their family and private lives. Make it easy for learners to opt out of any activities, and just listen, if they are more comfortable with this.
- Use [New to ESOL Topic 1](#), *Unit 2: People in my life* pictures and word cards for support.
- You may need to **teach/revise numbers**, especially to talk about ages.



Note that each unit can be covered across two or three sessions. You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

Speaking and listening

Activity 1

Introduction to the topic

- Show learners **Resource 1: Images (families)** and/or a photo of your family and elicit the relationships, e.g. *mother/mum* and *child/son/daughter*. Show photos relevant to your learners, if possible.
- Elicit and drill new vocabulary such as *mother/mum, father/dad, child, children, boy, girl, son, daughter, brother, sister, partner, friend*.
- Show your photos again on a screen (or pass round copies) in a different order. Ask: Who's this? Prompt learners to answer: *(It's) your daughter/son/sister/husband/partner*.
- Hold up each of your photos in turn and model the phrase: *This is my*
- If appropriate, and if they have photos, e.g. on their phones, ask learners to show a family member/friend photo to their partner and say, e.g. *This is my (daughter)*. Check learners' pronunciation of *This is my ...*
- As they show their photos, encourage learners to make suitable comments and noises such as: *Aww, she's lovely*. Introduce and practise some short simple comments.
- If appropriate, introduce the question and possible responses: *Have you got any children? Yes, I have/No, I haven't*. Drill (including rising intonation in question) and practise. Elicit and practise the follow-up question *How old is s/he?*
- Encourage learners to mingle and talk about their family/friends using phrases such as: *This is myHow old is? S/he's 5.*

TIP Accept one-word answers from some learners, e.g. *son ... six*



Activity 2

Speaking and listening (Dialogue 1)

- To set the context, show **Resource 2: Image (friends)** and elicit what they might be saying.
- Set the first comprehension question: *What are they talking about?* Play the audio (more than once if necessary) and elicit the answer (*children*).
- Ask the second question: *How many children?* Play the audio (more than once if necessary) and elicit the answer (*three*). Alternatively, ask learners to write the number rather than responding orally.
- Give pairs of learners a set of **Resource 3: Images** – the boys and girls. Play the audio again. Ask learners to listen and hold up the correct number of boys (two) and girls (one). Check and drill the pronunciation of *boys* and *girls*.
- Focus on singular and plural: *boy(s), photo(s)* and *child-children*. Clarify that we add 's' to form many plurals and that *child/children* is an exception. Drill and write up on board. Elicit other examples of singular/plural nouns.
- Revise numbers if necessary and give each pair a set of **Resource 5: Number cards**. Ask: *How many boys/girls has she got?* Learners hold up the correct number. If learners do not recognise numbers as digits, use your fingers/objects to revise numbers then ask learners to say the number they hear.
- Drill dialogue line by line then ask learners to practise in pairs.
- Learners personalise the dialogue by using their own information (change questions, as appropriate), and add two more lines to the dialogue if they wish, e.g. *She's beautiful. / Thanks*.
- Hand out transcript for reading practice and identify the plurals.

Activity 3

Speaking and listening (Dialogue 2)

- Ask learners to put a personal item in a bag, e.g. keys, pen, phone etc. Drill each item as it goes in. When everyone has put an item in, learners take turns to do a lucky dip and guess the owner. Model/drill, e.g. *Amina – it's her pen. Sami – it's his phone*. Check understanding and/or teach the male/female pronouns.
- Extend to showing photos of your family and saying *This is my sister/brother/friend, he's 35*.
- Hand out **Resource 5: Number cards** (and other numbers as relevant for your learners). Check understanding of numbers and pronunciation.

TIP This is a good time to drill and practise other numbers, plus the distinction between 13-30, 14-40, etc.



- Show **Resource 4: Images (Amina and Ali)** and ask learners to guess their names. Write up a few of their suggestions on the board and then ask learners to listen for their names and ages.
- Play **Dialogue 2** (more than once, if necessary). Check answers (Amina – 16, Ali – 25). Did they guess either of the names?
- Now ask learners to write down the names and ages (or choose the number card). Use phonics to help with spelling the names:
A – m – i – n – a, A – l – i
- Play the audio again, feedback and check.
- Focus on he/him/brother and she/her/sister for male and female. Choose one of the dialogues to drill, line by line, and then ask learners to practise in pairs with one of their own photos. Support learners with any new family words they need.
- Learners mingle, asking and answering questions about other learners' photos. Feedback afterwards on what they found out.

Activity 4

Speaking and listening (Dialogue 3)

- Elicit one sentence from each learner about their family/friend and scribe it onto the board, e.g. *Fatma has two brothers and one sister. Hasan has three children. Rama has two good friends*.
- Use this as an opportunity to focus again on singular and plural.
- Use choral reading, paired reading and independent reading techniques. Use the text for further practice, e.g. highlighting the plural 's', ordering words in a sentence or create a gap-fill activity.

Intercultural understanding



This is a good opportunity to flag up:

- cultural norms re. talking about family, showing photos of children and babies, the kind of questions that are acceptable/not acceptable and appropriate responses.
- body language – looking interested, nodding, smiling, etc.
- cultural norms in the way men and women relate to one another, physical contact and social distance.

Literacy and phonics

Reading

- Using the transcript, learners listen and follow the text.
- Use choral, paired and independent reading techniques.
- Create gap fill activities from transcripts for learners to fill in (or copy/stick in). Remove key words such as family members.
- Use **Resource 5: Number cards** – learners match numbers to objects/people's ages in photos.
- Learners match family names flashcards to photos/images.

Phonics

- Use words with simple phonics patterns to develop awareness of phoneme/grapheme relationship e.g. *got, that, is, his, Amina, family*. Learners can say the sounds and blend to form words.
- Focus on digraphs: point out first sound in children, that and photos; break word into graphemes for learners to put in the correct order: *ch - i - l - d - r - e - n*.
- See the [New to ESOL Phonics Pack](#) for more ideas and suggestions.

Writing

- Use one of the dialogues as a model for learners to write their own short dialogue.
- Choose key words for handwriting practice (including letter formation, etc.)
- Select words to learn to spell and write them on mini whiteboards.

Digital opportunities



- Using their phones, learners record (or video) themselves saying the dialogue and listen/watch it afterwards to identify strengths and areas to develop.
- Learners use the audio function on their phones to practise pronouncing new words, record new vocabulary and/or use translation apps.
- Learners upload a photo of a family member or friend and use word processing skills to create, save and print a short text to accompany the photo, e.g. This is my brother. His name is Sami. He is 18.
- Learners use the calculator function on their phones to practise selecting numbers.
- If everyone agrees, and if all have a smart phone, the group can set up a WhatsApp group.

Learning to learn

- Write or stick images and words in vocabulary books.

Differentiation and extension ideas

- After Activity 1, introduce other phrases for learners to react to photos of family and friends, e.g. *He's really cute! Beautiful!* Emphasise the intonation (rising/falling) to show surprise and pleasure.
- Practise: *How many boys/girls?* Drill, then learners ask and answer: How many ... have you got?
- Introduce other phrases, as appropriate, e.g. *I've got (three children), I'm single, I haven't got any children.*
- Learners present their friend's photo to another learner using third person: This is ... He's ...
- Learners give other information they wish to share about their families/important people in their lives, e.g. profession, hobbies, etc.
- If appropriate, learners could create a family tree – this could be using a template shaped like a tree and sticking photos of family members on the branches. In class, they then explain their family tree to other learners.
- Create a game with a pack of male and female picture cards, and a pack of number cards. Learners take turns in choosing an image and a suitable number card, saying, e.g. *she's 30, he's 15.* Encourage learners to extend the sentence, e.g. *This is and she's 30,* etc.
- Select items in the room (or images) to practise singular and plural, e.g. number of tables, chairs, students, bags, etc. Elicit and drill. Write up and focus on sound/spelling of final 's'.
- If focusing on the family is not appropriate, use the concentric circle activity of important people in their lives from [New to ESOL, Topic 1](#): Me, Unit 2 – People in my life.

Home learning

- Record family members (or other people they live with) speaking in English, if possible, to play to other learners and talk about them.
- Learners take new words home to learn and use 'Look, say, cover, write, check' method to practise spellings.
- Handwriting practice.

Out and about

- Learners take photos or short video clips of their family (or people they live with) and things they do (e.g. *watch television, use a computer, wash the dishes, make things*). With permission from the people they have filmed, they can bring them to class to talk about.

Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Review numbers, key vocabulary and phrases.
- Ask one or two learners to show a photo and talk about a member of their family (or friend).
- Ask learners to recap one of the dialogues from memory.

Useful links for further practice



- ESOL Nexus beginners Writing about myself and my family
- English My Way: All about me (includes videos) N.B. You need to register for site.
- <https://www.onlinecentresnetwork.org/resources/teaching-english>
- [New to ESOL templates](#), e.g. Template 11, numbers; Template 2, sentence strips
- [New to ESOL picture pack](#)
- [New to ESOL Phonics pack](#)
- [New to ESOL Topic 1](#), Me, Unit 2 – People in my life
- *Safir* English and working life for Beginners Module 5, family
<http://www.kursnavet.se/kurser/safireng/safireng/index.htm>

Dialogue 1

A	Have you got any children?
B	Yes.
A	Oh really? How many?
B	Three – two boys and a girl.
A	Have you got any photos?
B	Yes – here they are.

Dialogue 2

A	Who's that?
B	My sister.
A	What's her name?
B	Amina.
A	How old is she?
B	16.

B	Who's that?
A	My brother.
B	What's his name?
A	Ali
B	How old is he?
A	25









1	2	3
4	5	6



13**30****14****40****15****50****16****60****25****35**