

**ESOL Teaching
and Learning Activities**

Entry 1, 2 and 3

Friends and Family

Friends and Family

Setting the context

How tutors set the context for this unit will depend on the learners' starting point. Tutors should be sensitive to learners' family situations and adapt activities as appropriate.

For Entry 1 and 2, learners will need to be introduced to the vocabulary of introductions, family, friends, simple adjectives to describe people including eye and hair colour, familiar adjectives to describe somebody's character and the expressions and phrases relating to meeting people and informal interactions. They will also need to learn how to give simple information relating to spending time with family and friends, including traditions and celebrations.

At Entry 3, learners may be more familiar with the vocabulary and could 'brainstorm' what they already know in relation to the context e.g. make a class list of family member vocabulary, adjectives to describe people, expressions relating to informal interactions and introductions. They will also need to learn about the concepts and language relating to spending time with family and friends, including traditions and celebrations in the UK and in their home country.

Some of the activities could be adapted to the vocational context of working with colleagues. This could include simple introductions, informal conversations and greetings, arranging to meet.

Obtaining information from spoken sources (listening):

Entry 1 and 2

Introductions and descriptions

- Learners listen to simple introductions in the first person and identify basic information such as name, age, nationality etc. Information can be filled in on a blank form or identity card.
- Learners identify different family members from a variety of short statements or 'introductions' read out loud by the tutor e.g. My mother is called Maria. I have a son and a daughter. I have two uncles. This is my brother. He is called Ishak. Learners could identify the correct response from pictures, completing a family tree or play games such as picture card bingo. Give out cards with images and learners play their card(s) when they hear the word.
- The tutor reads out short descriptions of people e.g. He is tall. He has black hair and brown eyes. Learners identify the correct picture or draw their own.
- Learners identify the odd one out from three statements e.g. two statements about hair colour and one about eye colour or two statements with the same colour and one with a different colour. Learners say why it is the odd one out. E.g. It is about eyes and not hair, it is black not brown.

Spending time with family and friends

- Tutors read out statements about celebrations with family and friends in the UK and learners identify key vocabulary/information from pictures e.g. presents, Easter eggs, wedding, birthday, party, bank holiday, New Year, May Day, Valentine's day.

Entry 3

Introductions and descriptions

- Learners listen to introductions using different structures and note key information.
- Learners watch extracts from TV programmes, e.g. a soap, the Simpsons and plot a family tree of the characters.
- Learners listen to descriptions read by the tutor of different family members and learners identify who they are from photos e.g. This is my mother. She is tall with brown hair.
- Learners listen to short extracts from podcasts of people talking about family and friends and complete identity cards for each.

Spending time with family and friends

- Learners listen to extracts or short descriptions of what friends and families do to celebrate different events, e.g. birthdays, festivals, weddings, bank holiday, New Year, May Day, Valentine's day.
- Learners watch video clips from the news, TV dramas, films related to family celebrations such as weddings, parties or other celebrations and note key points and details.

Speaking to communicate:

Entry 1 and 2

Introductions and descriptions

- Learners make simple statements about themselves e.g. name, age, where they come from, likes, dislikes etc. to introduce themselves to the class.
- Following the listening and reading activities, learners make simple statements relating to family or friends around the group, each learner adding to the previous sentence e.g. I have one sister, I have one sister and two brothers, I have one sister and two brothers, and a friend called Robert. This can be a competition.
- In small groups or pairs, learners are given different pictures of people to describe, introducing or practising the third person of the verbs they have used when describing themselves. Once the description has been practised, they give the pictures in. Each group or pair gives their description and the other groups/pairs identify the correct picture. This can also be done as an individual activity.
- Learners bring a photo of their own to describe to others with two or three sentences e.g. 'This is... He is my brother. He is tall. He has blue eyes. He lives in Poland. He is a builder' etc.
- Learners build on the photo activity and add in adjectives for character, e.g. nice, funny, lazy, interesting, friendly, kind, shy etc. to extend their descriptions.
- They prepare and give a short presentation of a few short, simple sentences, in groups or independently, on family or friends. E.g. My family; My friend; My mum; My wife/husband etc. Learners should be encouraged to give simple opinions e.g. 'I like my brother. He is funny'. Presentations can be swapped around in different lessons and used as a starter activity.
- Tutors practise question words and asking questions so that learners can prepare a question to ask after each presentation e.g. What is her name? Where does he live? Is she nice?