

8

Friends and family

Curriculum coverage

Listening and speaking

Skills

- Greet and invite people, chat and say goodbye Sc/E1.1a; Sd/E1.1a; Lr/E1.1a, 1c, 2b, 2c, 2d, 2e, 5b
- Talk about other people, family and friends Sc/E1.1b, 3b, 4a
- Order food Sc/E1.1a, 2a

Reading and writing

Skills

- Read and write about people Rt/E1.1a; Rs/E1.1a; Wt/E1.1a; Ws/E1.1a, 2a; Ww/E1.1a, 1b
- Read a letter from a child's school Rt/E1.1a; Rs/E1.1a
- Fill in a tear-off slip Rt/E1.1b, 2a; Wt/E1.1a
- Read and write addresses Rw/e1.3a; Wt/E1.1a; Ww/E1.2a, 2b

Key functions

- Greeting people and responding to greetings
- Introducing people and responding to introductions
- Making small talk about the weather
- Taking leave
- Making suggestions and replying to suggestions
- Making, accepting and declining invitations
- Making requests for food
- Asking for information

Key grammar

- Present simple
- Present continuous
- Modals: *can* for requests and ability; *would* for invitations (*Would you like ...?*)
- *Who* questions with *to be*
- *What* questions with the present continuous
- Possessives
- Adjectives for describing weather

Resources to support the unit

- Audio player and recording
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flashcards of key words (teacher's own)
- OHP/OHTs if possible
- Highlighting pens – pink and light blue (teacher's own)
- Menu for role play (teacher's own)
- Photocopies of the enlarged weather map for a continent/the world from an international newspaper for the day of the lesson or from a website (teacher's own)
- Envelopes (teacher's own)

Page 1

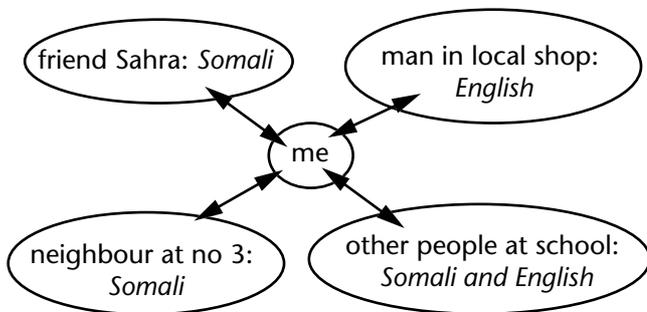
Friends and family

Rationale

To introduce the theme and content of the unit and look at the learning objectives

Task

- Use the pictures to introduce the theme of social talk. Ask learners if they know/talk to their neighbours. Are they friendly? Learners compare their experiences of neighbours in the UK.
- Ask which languages learners use for social talk. If appropriate, they could draw up a languages chart and discuss how opportunities for speaking English outside the classroom can be increased. Example:



- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Talking to people on your course

Materials

- Audio – greetings
- Highlighting pens
- Individual speech bubbles from page 2 cut from photocopies (differentiation task)

Rationale

To practise listening for gist; to practise greetings and responses to greetings; to practise suggesting, agreeing and declining

Activity A

Social talk in the classroom

Task

- Using the two pictures, set the scene. Elicit a few details about each situation.
- Learners listen to the two conversations and match them to the pictures, writing the letter in the relevant box.
- Explore language for each picture in turn. Discuss the situation and teach related vocabulary, e.g. *greet, suggest* – elicit the phrases spoken in the audio, replaying if necessary. Elicit other possible phrases. Link phrases which go together and drill them, focusing on appropriate intonation, e.g. *Good weekend? Not bad.*
- Write the phrases from the speech bubbles on the board. Elicit the other phrases spoken in the audio and write them up. Link phrases on the board that go together.
- Make comparisons with how people greet each other in other languages and cultures.
- Learners practise the conversations in task 4.

Differentiation

- Learners with less developed literacy skills: read through the speech bubbles with the learners. Alternatively, photocopy the page and cut out the speech bubbles so that they can physically select the phrases.
- Model the greetings exchanges with a confident learner, then tell learners to greet the people on either side of them.
- If necessary, play the audio again. In groups of three, learners role play each of the situations in the pictures.
- Elicit and discuss phrases for taking leave. Drill and practise selected phrases. If appropriate, distinguish between *Have a good weekend* and *Good weekend?* (Practise the different intonations.)
- Discuss register – for example, some older people may not want to use *Hi*.

Page 3

Talking about friends

Materials

- Audio – talking about friends

Rationale

To practise listening for specific information; to present and practise the present continuous; to ask and say what people are doing

Activity A What are they doing?

Task

- Learners look at the picture. Set the context. The three friends are going to the student café, and they are talking about their other friends: Sam, Nurah, Rosa and Terry. Read out their names.
- Play the audio. Learners write the names under the pictures. Ask questions about Sam, Nurah, Rosa and Terry: *Is ... -ing? Are ... -ing?* to elicit short answers. Drill and practise the questions and answers using the pictures.
- Ask *What's ... doing? What are ... doing?* about the friends and elicit long answers, e.g. *She's talking to the teacher*. Drill the questions and the answers and then write them on the board. Explain the short form and the uses of the two forms in speaking and writing. Explain that the present continuous tense is used to talk about what is happening now. Refer learners to the substitution table and focus on the form.
- Ask learners what they are doing at the moment – *What are you doing?* – to elicit *I'm -ing* and *We're -ing*. Ask *Are you -ing?* to elicit *Yes, I am./No I'm not*. Include the following verbs (using mime where necessary): *come into, go out of, talk, sit, read, write*. Drill the structures. Write them on the board. Explain the short forms and refer learners to the table.

Page 4

In the student café

Materials

- Audio – ordering in the student café
- Flashcards of key words
- Menu for role play

Rationale

To practise listening to conversations for specific information; to practise the present continuous; to practise ordering food

Activity A What are they having to eat and drink?

Task

- Use the picture to set the context.
- Learners match the pictures of the food and drink to the words at the top of the table.
- Look at the table. Explain that the order of the names in the table matches the order on the audio. Elicit that *Shahla's having coffee*.
- Learners listen to the audio and tick what Shahla, Said and Tim are having.
- Practise questions and short answers using the table: *Is ... having ...? Yes, he/she is./No, he/she isn't*. Elicit what they are having: *... 's having ...*
- Learners listen to the audio for the question that Said asks about the quiche (*Is there any pork in it?*). Discuss questions that learners need to ask about food and drill them. Discuss how their questions may be answered – for example, if they are told *I don't know*, they may need to ask *Could you find out, please?/I can't eat ...*. Practise the appropriate intonation.

Differentiation

- If some learners find it difficult to complete the table in Activity A, they can use a scribe. Alternatively, stop the audio after each person and discuss the answers.
- To check answers, and to support those who find tables difficult, draw the table on the board. Learners can watch you fill it in while listening to the audio.
- Write some true/false sentences on the board, e.g.

Shahla's having a slice of quiche and a tea.

Said isn't having a coffee.

Tim's having an egg sandwich.

Said isn't having a slice of quiche.

- Learners with more developed literacy skills can complete the true/false activity and write some sentences of their own using the table.
- For learners with less developed literacy skills, use flashcards for word recognition of food and drink. Focus on short vowels and initial consonant sounds as appropriate. Help learners

to read the true/false sentences and use the table to check and correct them. Use rulers to assist with reading the table.

Activity B **Ordering from a menu**

- Ask learners to choose some food and a drink from the table in Activity A. Elicit and drill *I'm having What about you?* Announce that you are working in the student café and you want to take the orders. Elicit and drill learners' orders using *Can I have ... , please?*
- Set up the role play. Either bring in a simple pre-prepared menu or (with learners' help) write a typical café menu on a 'menu board'. (If there is no café in the centre where the class is held, write a typical local café menu.) Take the role of the assistant initially; learners role play queuing and ordering food and drink from you. While they are queuing they should talk to as many other people in the queue as possible, tell them what they are having and find out what others are having. Remind them to ask questions about the food if necessary (e.g. *Is there any meat in it?*).
- Tell learners to decide who will be the café assistant in their group. Model the role play with a strong group of learners.

Page 5 The weather

Materials

- Audio – talking about the weather
- Photocopies of the enlarged weather map for a continent/the world from an international newspaper for the day of the lesson or from a website
- Flashcards of key words

Rationale

To practise listening for specific information; to practise giving information about the weather using *It's* + adjective and the present continuous tense; to practise small talk about the weather

Activity A **Giving information about the weather**

Task

- Set the scene by saying that people in the UK talk a lot about the weather and discuss why (its changeable nature?). Make comparisons with learners' countries of origin.
- Elicit what the weather is like today and what it is like in the pictures. Drill.
- Use flashcards for word recognition of key weather words: *rain/raining, wet, cloudy, windy, sunny, hot, cold, cloudy*.
- Learners match the pictures and the sentences in task 1, writing the letter of the picture in the box next to the sentence.
- Elicit/explain that the present continuous is used in *It's raining* because we are talking about *now*, and that adjectives are used in the other sentences.
- Give out photocopies of the enlarged weather map.
- Discuss the symbols used on the map. Elicit sentences for the weather using present continuous/adjectives.

Extension

- Elicit the seasons and link them to months (there may be different views of when seasons start and finish). Use flashcards for word recognition.
- Discuss what the weather is like in the UK in the different seasons (if learners don't know because they are new arrivals, ask them to guess: *I think ...*). Point out that the present simple is used because we are talking *generally* (e.g. *It rains in winter*) but we can use sentences with adjectives for talking about now and talking generally (e.g. *It's cold now. It's cold in winter.*).
- In groups of three, learners talk about the weather in spring, summer, autumn and winter in different countries.

Activity B Making small talk about the weather

Task

- Remind learners of the audio of Said, Shahla and Tim greeting each other (page 2). They now listen to the 'extended' audio. Elicit that people often talk about the weather after greeting each other. Explain that we call this 'small talk' about the weather. Distinguish *making small talk about the weather* and *giving information about the weather*.
- Read through the speech bubbles, noting key words. Teach the word *awful*.
- Learners listen to the audio twice. On the first listening they tick two weather pictures (a, f). On the second listening they tick the phrases (in the speech bubbles) that they hear. Learners with less developed literacy skills can remember what was said (*Awful day, isn't it?/Isn't it wet?/It's so cold.*).
- Discuss the phrases in the speech bubbles in relation to the pictures. Drill, with appropriate intonation. Point out that *Isn't it hot?* can be said negatively or positively, with different intonations.
- Use the pictures to elicit small talk about the weather.
- Review greetings and set up a mini role play in pairs: greetings + small talk about the weather. Explain that paired learners have just arrived in class and they should greet each other and chat about the weather. Play the audio again as an example before they start.

Page 6 Meeting people

Materials

- Audio – introductions
- Photocopiable resource – conversation (extension task)

Rationale

To practise listening to a conversation for gist and for specific information; to practise introducing people and responding; to practise taking leave

Activity A

Introductions

Task

- Set the scene: Nadia, Selina and Carol meet and stop for a chat. Learners look at the picture, listen to the audio and discuss what is happening.
- Direct learners to Nadia's speech bubble: *This is Selina, my This is my ... , Carol*. Ask who Selina and Carol are. Replay the audio; learners fill in the gaps.
- Point out that the name and the relationship can appear in either order, as in the audio: *Selina, my sister/my neighbour, Carol*.
- Elicit words that might be used in introductions – *sister, brother, neighbour, friend* etc. – and write them on the board. Drill the introduction *This is ...* using these prompts and the names of learners.
- Refer learners to the stressed words and intonation arrows in Nadia's speech bubble. Play the audio so that learners can follow. Drill with appropriate stress and intonation.
- Elicit Carol and Selina's responses: *Nice to meet you./And you*. Drill with appropriate intonation, as above.
- Group learners in threes. Designate A, B and C. Learners practise introducing each other using the prompt words on the board (*sister, brother, neighbour, friend* etc.). Learners swap roles and repeat.

Activity B

Chatting and saying goodbye

Task

- Tell learners that they are going to listen to the audio of Nadia, Carol and Selina again to see how they say goodbye. Elicit possible language and practise.
- Elicit/explain that before they say goodbye, Nadia says, *Well, nice to see you* when she wants to go. Elicit appropriate responses. Replay the audio. Present alternative phrases such as *Oh, is that the time? Well, must go* etc.
- Drill phrases with appropriate intonation, e.g. *Well, nice to see you. OK. See you. Goodbye.*
- Group learners in threes to practise saying goodbye.

- Play the audio again if appropriate and explain that this is a typical chat between neighbours and people who bump into each other in the street (i.e. an unplanned meeting). Explain the word *chat*. Ask about learners' experiences of bumping into people in the street (neighbours and others) and chatting in English – what is easy, what difficulties they encounter, what strategies they use etc. Make comparisons with conversations in similar situations in the learners' countries of origin.
- Set up the role play. Designate A, B and C. Explain that A, B and C meet in the street. They chat about the weather, A introduces B and C, A signals that he or she wants to go and they say goodbye. Model the role play (first with two strong learners and then with three learners on their own).
- Learners swap roles (A, B and C) and repeat.

Extension

- Learners listen to the audio. Elicit where Nadia, Selina and Carol are going now, rephrasing as necessary (using *are/is going ...*).
- Give out the sets of speech bubbles from the photocopiable resources. Learners put them in order to make the conversation that they have just listened to on the audio (slightly simplified). Make sure learners understand that N = Nadia etc.
- Learners with more developed literacy skills complete as much as they can manage, then check and complete the task by listening to the audio.
- Learners with less developed literacy skills can listen to the audio, pausing after each speaker to find the sentence they have just heard (elicit key words that learners can search for).
- Review how to say where you are going. Elicit possible phrases: *I'm going shopping; I'm going to the doctor's* etc. and write prompts on the board. Drill the question and the answers: *Where are you going? I'm going ...*
- Set up a role play. Pair or group learners in threes (if introductions are to be included) and designate A/B (and, if in threes, C). Explain that they meet in the street and stop for a chat. Possible prompts: A and B: Greet; A and B: Talk about the weather; A: Introduce B and C; B and C: Respond; A: Say where you and C are going and ask where B is going; B: Say where you are

going; A: Signal you want to go; A, B and C: Say goodbye. Prompts can be written on the board or a role card can be made up.

- Model the conversation several times before learners attempt it.

Page 7 Invitations

Materials

- Audio – invitations

Rationale

To practise giving, accepting and declining invitations

Activity A

Inviting people and saying yes or no

Pre-task activity

- Elicit/explain *invitation*. Discuss typical invitations using the pictures.

Task

- Set the scene. Recall Carol and Nadia (page 6) and Tim and Said (pages 2, 5). Explain that Carol invites Nadia, and Tim invites Said.
- Learners listen and complete the matching task. Elicit which invitation is face to face (Carol) and which is over the phone (Tim).
- Learners listen for the actual words. Elicit possible invitations for the remaining pictures and write them on the board. Drill the invitations using the photos and board as prompts.
- Replay the audio. Learners write **N** or **S** in two of the speech bubbles in task 2.
- As a whole group, drill and practise the phrases for inviting and accepting (*Would you like to ...? Yes, thanks./Yes, great./Yes, I'd love to*) using the invitation prompts on the board. Learners practise the exchanges in pairs.
- Recall Nadia's response to Carol's invitation (*Thanks, but I can't*) and the other response (*I'm sorry, I can't*). Drill, practising the pronunciation of *can't*.
- Explain that learners are going to listen for the reason that Nadia declines the invitation.

- Play the audio and elicit that she is going to the dentist's. Point out that *OK, another time* is an appropriate response if someone says *no* to an invitation. Drill.
- Elicit reasons for saying *no* to an invitation and write key words on the board as prompts (e.g. *dentist, busy, appointment*). Drill and practise declining invitations and a possible response *OK, another time*.
- Learners practise inviting each other in pairs, choosing whether to accept or decline the invitation. If they decline, they give a reason and the other person responds *OK, another time*.

Activity B *Chatting and giving an invitation*

Task

- In this task, learners include the invitation they practised in Activity A in a longer conversation (similar to the conversation in Activity B on page 6, but with an invitation rather than an introduction).
- Set up the role play. Explain that A and B meet in the street. They stop for a chat. A invites B. B can accept or decline the invitation.
- Learners swap roles and repeat.

Extension

- The time phrases *on Saturday, tomorrow, later, this afternoon* etc. can be taught and a role card made up for a phone conversation following the model in the audio (Tim phoning Said).

Page 8 A family party

Materials

- Audio – Eid party
- Flashcards of key words
- Pink and light blue highlighting pens
- Red and blue pens for flashcards
- Bilingual and/or picture dictionaries

Rationale

To practise listening to a conversation for specific information; to present/revise lexis for family members; to practise describing family relationships

Activity A

An invitation

Task

- Learners listen to the audio and look at the picture. Set the context by establishing that Shahla has invited her friend Rosa from college to a party for an Eid el Fitr celebration. In the second part of the audio she has arrived and is being introduced to Shahla's family. Ask learners who are Muslims to explain Eid el Fitr, and help them to explain that Eid el Fitr is the festival at the end of Ramadan, the month of fasting.

Activity B

The family

Task

- Read the names of the people in Shahla's family aloud, using pronunciation advice from learners who are familiar with the names. Point out that the female names are in red and the male ones in blue.
- Learners listen to the audio and tick the names of the people that Rosa meets (Maryam and Yousef).
- Find them on the family tree.
- Explain/elicite what a family tree is and how it works using Shahla's relationships to her sister, Maryam, and her son, Yousef.
- Elicit statements about Shahla, Maryam and Yousef, explaining words as necessary: *Maryam is Shahla's sister, Yousef is Shahla's son, Shahla is Yousef's mother, Maryam is Yousef's aunt and Yousef is Maryam's nephew*. Drill the words and the sentences. Write the family relationship words and a couple of the sentences on the board. Check learners understand the use of the apostrophe 's for possession.
- Elicit the corresponding female/male words (*brother, daughter, father, uncle, niece*). Drill them and write them on the board. Tell learners that the same words are used for both sides of the family (mother's and father's). Make comparisons with other languages and cultures.
- Read the first paragraph of the text together and ask questions to check comprehension. Elicit where Farah and Reza's names should be written on the family tree. (Point out the red dotted lines for the female names, and the blue ones for the male names.)

- Learners with more developed literacy skills do as much of the task as they can. They check their answers/complete the task by consulting others, and by using bilingual or picture dictionaries.
- Learners with less developed literacy skills: elicit words for family relationships and use flashcards for word recognition, writing the male and female words in blue and red respectively. Learners find the words in the text and highlight them (blue for male words and pink for female). Read each sentence with the learners, pointing out that they can use the initial letters of the names and family words as memory joggers.
- Learners report back about Shahla's family using the family tree to make statements about the family relationships, e.g. ... *is X's ...* , and to give other information (e.g. *Shahla has got two children. Maryam is married.*). Drill example sentences as necessary.
- Make some incorrect statements about Shahla's family for learners to correct (... *is X's ...*).
- Write the following sentences on the board. If possible use red for the female names (underlined) and blue for the male names (not underlined):
Farah is Yousef's grandfather.
Yousef is Hamid's daughter.
Shahla is Hamid's husband.
Laleh is Kamal's nephew.
Maryam is Afsoon's uncle.
Afsoon is Reza's grandson.
- Explain that learners are going to correct the sentences. Each sentence has an error. They should change the family relationship words, not the names. If learners need assistance, write the family relationship words that they will need on the board: *grandmother, son, wife, niece, aunt, granddaughter.*
- Ask questions about the family, e.g. *Who is Maryam?* to elicit *She's Shahla's sister.* Drill as necessary. Practise as a whole class, then in pairs.

Extension

- Learners write statements about other relationships in Shahla's family using the sentences that they have corrected as models.

- Use sensitivity to decide if it is appropriate to ask learners to draw their own family tree and talk about it, and/or ask them to bring in photos of their family and explain who the people are (some learners would find such a discussion painful).

Page 9 An international evening

Materials

- OHT of enlarged letter

Rationale

To practise identifying text type and purpose, and reading for specific information; to practise filling in a tear-off slip

Activity A *Reading a letter from school*

Task

- Set the context: Yousef has given his mother, Shahla, something to read. Refer learners to the text and elicit that it is a letter from school. Discuss which text features they used to decide (the address, *Dear ...* etc.), the possible purpose of the letter and when it was written.
- Learners read the text to establish why the school has written to the parents. Learners with less developed literacy skills look for key words.
- Elicit what learners think an international evening is, and discuss the types of activities that are likely to be involved: telling stories, singing, dancing, playing music, food etc. Find out if learners have been to any school events in the UK and what took place. Make comparisons with school events in other countries.
- Learners answer the questions. Check using an OHT of the letter if possible. Proceed as below (*Differentiation* section).
- Ask questions about other information in the letter, e.g. the address.

Differentiation

- Learners with less developed literacy skills, who would find it difficult to read the questions but can read and write in another language: go through the questions so they can write them in another language. These learners answer as many questions as they can and then answer the other questions with support (see below).
- Learners who need a lot of literacy support: read through the questions with/for the learners and help them find the answers. Discuss in detail what they are looking for and select key words, emphasising that they don't need to understand every word.

Activity B *Filling in the slip*

Task

- Learners read the slip at the bottom of the letter. Elicit what it is and its purpose.
- They fill it in for Shahla (establish that the family name is Sefidari). Some learners may prefer to practise using their children's names.
- Elicit what happens next, i.e. the slip should be cut off and sent back with the child or handed in to the school office, but the actual letter retained.

Page 10 Planning an event

Materials

- Audio – planning an international evening
- Flashcards of key words

Rationale

To practise following and completing brief notes; to listen to a conversation for specific information; to present and practise *can* for ability

Activity A *What can the children do?*

Task

- Use the picture to set the scene, eliciting/explaining that the teachers are planning the international evening at the school. Recall types of activities that are likely to be involved.

- Learners match the pictures and the words in task 1.
- Drill the words. Use flashcards for word recognition.
- Learners listen to the audio of the teachers' planning meeting and complete the woman teacher's notes, either by writing the words/phrases *sing, dance, play music* by the names or by writing the letter of the relevant picture. (If necessary, before the listening task, write the children's names on the board, say if they are male or female, and read them with the learners; suggest that learners use the first letters of the names for easy recognition.)
- Ask questions to elicit positive short answers: *Can ...?* to elicit *Yes, he/she can*. Also ask if they remember who can't play the guitar (Oona). Ask *Can she play the guitar?* to elicit *No, she can't*. Distinguish the vowel sounds in *can* and *can't*.
- Elicit positive and negative statements about the children: *... can sing, ... can't play the guitar*. Drill. Write one affirmative sentence, and the negative sentence about Oona on the board. Explain the short form.
- Explain that *can* refers to *ability* in this context.

Activity B *What can you do?*

Task

- Set the scene by explaining that the class is going to plan an international evening. Elicit relevant abilities in the class (e.g. singing).
- Use flashcards for word recognition of abilities (sing etc.).
- Drill *Can you ...? Yes, I can./No, I can't* using the flashcards as prompts. Point out that *can* does not change for *I/he/she* etc. Distinguish the vowel sounds in *can* and *can't*.
- Explain that they are going to do a survey in order to plan the international evening. As a whole group, learners select abilities and write these along the top of the table.
- In groups of four, learners write in their names down the side. They fill in the table for themselves, then ask the other members of the group questions and complete the table.
- Learners report back to the class: *I can/ ... can't ...*

- Learners write statements about their own and other learners' abilities using the table. Elicit from learners with less developed literacy skills which sentences they want to write, and show them how they can use the resources on the page to help them: the words in the table (names and abilities) and the 'Remember' box.

Extension

- More advanced learners can use the model *X can ... and ... but he/she can't ...* to make oral and/or written statements about themselves and other learners.

Page 11 Check it

Materials

- Photocopies of the conversation cut into groups of sentences, if required

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help

Activity A *Friends and neighbours*

Task

- Learners put the conversation in order. It can be cut up (into groups of sentences, as on the page) to make ordering easier if necessary. Check.
- Learners read the conversation and choose the picture which matches the situation.

Activity B *The weather*

Task

- Learners complete the sentences about the weather in the two pictures choosing the appropriate words (they do not need all the words).

Page 12 Mini-projects

Materials

- Access to computers with spreadsheet/chart application if possible

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes

Activity A

Invitations

Task

- Learners bring in cards and invitations in other languages. They show them to the class and talk about them. Assist learners with their explanations.

Activity B

Language survey

Task

- Discuss with the learners the idea of doing a language survey in the class to find out how many different languages are spoken and understood.
- Design a table for collecting the information, e.g. columns labelled 'name', 'languages spoken' and 'languages understood'. Decide who will act as scribe.
- Each person in the class gives information about the languages they can speak and understand: *I can speak/understand ...*
- Show learners a range of ways of presenting the information. If a computer is available the information could be presented in graphic form, e.g. a bar chart.
- As a follow-up learners could show examples of different scripts if appropriate.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of their learning

Learners use the checklist to evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes

More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

Page 13 Sending a letter

Materials

- Envelopes

Rationale

To address an envelope according to usual UK conventions

Activity A *Addressing an envelope*

Task

- Set the scene. Shahla is writing to a friend in Devon.
- Learners put the lines of the address in order. They can refer to the address on the letter from the school on page 9 if necessary.
- Learners practise writing the address in the box in task 2. They should start each line next to the purple line.
- Write the address on the board and discuss what the lines are (name, road, the town/city, county, postcode). Point out that some lines may not appear in all addresses, e.g. county is often omitted with larger cities; the area of the city is often given after the street. Discuss learners' own addresses and make comparisons with conventions in other countries.
- Draw an envelope on the board. Elicit where the address should be positioned, and write the address on the envelope.
- Learners write the address on the envelope on the page.
- Give learners envelopes to address. They can write other addresses they wish to practise if they prefer.

Page 14 Friends and family

Rationale

To identify appropriate titles for women (*Mrs, Miss, Ms*); to write a short text about people in a family; to practise using full stops; to practise using short forms

Activity A *Writing about people*

Task

- Elicit the titles for men and women. Establish that there is only one title for men (*Mr*), but there are three for women (*Ms, Miss and Mrs*).
- Go through the status words in the table before learners complete the task.
- Explain and discuss the status words and how/when the titles are used, and make comparisons with other cultures.
- Learners examine the family tree on page 8 and make statements about the married/single status of the people.
- Set the context for task 2. Explain that Maryam's new friend Sue is writing a letter to a friend about Maryam. Learners look at the family tree on page 8 and the information in the 'ages' box to check that the information is correct. It is.
- Practise talking about ages.
- Learners write about Reza using the scaffolded text, and about Shahla using the other texts as models and the information on page 8.
- Elicit what learners will check for (grammar, short forms, capital letters at the beginning of sentences and for names of people, full stops). Encourage checking in pairs.

Page 15 The alphabet

Materials

- Audio – vowel sounds

Rationale

To develop letter–sound recognition for short vowels at the beginnings of words; to aid reading and spelling

Activity A

Vowels

Task

- Elicit the vowels and explain the two groups of letters (vowels and consonants). Learners circle the vowels in the upper and lower case alphabets.
 - Learners highlight the initial short vowels in the marker words in task 2. Say the words and have learners repeat them. Ask them to listen for the short vowel sound. Exaggerate the sound if appropriate. Elicit the initial short vowel sound in each word.
 - For task 3 learners listen to the audio of each exchange in turn. After the first listening (with the page covered) elicit the situation and what the people are talking about. Play the audio again so that learners can read and listen at the same time, and then fill in the vowels. Tell learners that you will repeat any words that they need. Play the audio a third time so that learners can check their choices of vowels.
 - Learners underline the words that begin with a vowel. Say the words so that learners can identify the short vowel sound.
 - Learners look at the family tree on page 8 then read the text about Farah in task 5, which is written in the same style as the text about Maryam on page 14.
 - Learners write about a friend using the text about Farah as a model.
- Learners look at the diagram on the page to see how short forms are made. Point out that the apostrophe replaces missing letters (one or more) and that words are brought together, e.g. *has + not = hasn't*. Demonstrate on the board by rubbing out letters.
 - Learners read the information about Omid in task 2 and check it with reference to page 8. Ask comprehension questions.
 - Learners underline the short forms in the text. They match the uncontracted forms in the three small boxes with the short forms in the text.
 - For task 3 learners first write the short forms from task 2 in the spaces. They then complete the other short forms.
 - Learners listen to the audio of the exchange in task 4. After the first listening (with the page covered), elicit the situation and what they are talking about. Play the audio again so that learners can read and listen at the same time, and then fill in the short forms. Tell learners that you will repeat any words that they need. Play the audio a third time so that learners can check their choices.

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Short forms

Materials

- Audio – short forms
- Highlighting pens

Rationale

To consolidate short forms

Activity A

Using short forms

Task

- Ask learners to look at the family tree on page 8. Ask if Omid has got a son, and elicit that he hasn't. Write *He has not* and *He hasn't* on the board, and elicit that the only difference between the two sentences is the short form. Review when both forms are used.

Photocopiable resource

Page 6

Chatting and saying goodbye

Activity B

A Oh, hi, Carol.

A Fine, thanks. What about you?

A Um. Awful day, isn't it? Isn't it cold? Carol, this is Debbie, my sister. This is my neighbour, Carol.

A We're going shopping in town. Where are you going?

A Well, nice to see you.

A Bye.

D And you.

D Goodbye.

C Hello, Anna. How are you?

C Not bad. Isn't it wet?

C Nice to meet you.

C I'm going to see a friend.

C OK. See you.