

# Unit 2: People in my life

## Overview of topic

Learners identify important people in their lives and write one or more short simple sentences about them:

*This is (name). He is my son. This is (name). She is my sister.*

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## Skills

### Speaking and listening

- Learners identify important people in their lives and say who they are (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

### Reading, writing and phonics

- Read and recognise familiar names (Rw/E1.1a).
- Decode simple, familiar words and recognise letters of alphabet (Rw/E1.2a, Rw/E1.3a).
- Focus on initial letter sounds for family members such as /b/ in 'brother' /s/ in 'sister' and final letters 'er' /ə/ sound (Rw/E1.2a).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Spell correctly some personal key and familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).

## Language points

- Vocabulary (nouns and adjectives) relating to family and relationships, e.g. *sister, neighbour, family support worker*.
- Structures: *Who's that? This is (name). She/He is my .....*

## Materials

### Activity 1

Photos of important people in your life or one copy of Resource 1.2.1 (People circles) enlarged or projected.

Resource 1.2.2 – one per learner or A3 sheets of blank paper.

Coloured pens. Cut up blank cards for names of family and friends.

### Activity 2

Resource 1.2.3 (Key words) – print a full set but only use the words needed by the group. Resource 1.2.4 (Flash cards) – print off one set.

### Activity 3

Resource 1.2.5 (Word matching) – print, laminate and cut up one set for each group. You may also need Resource 1.2.3 (Key words) and Resource 1.2.4 (Flash cards).

### Activity 4

Resource 1.2.6 (Gap fill) – Version A or B for each learner (teacher can also edit document reduce rows and just include key words used by individuals/the whole group). For weaker learners, use alphabet letters (not provided) to form one or two words.


Differentiation/extension: Resource 1.2.7 (Copying worksheet)

### Activity 5

Resource 1.2.8 (Sentence strips) or Template 2 (Blank sentence strips) or lined paper. Completed circles (Resource 1.1.2). Word and name cards. Glue.

## Activity 1:

### Important people (speaking and listening)

- Start by showing the group a few photos of important people in your life. As you hold them up, explain who they are: This is (name). He's my son. This is (name). She's my sister. Try to cover the range of relationships your learners might want to describe, i.e. not just family.
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- Draw/display a series of concentric circles on the board (see Resource 1.2.1 as an example). Draw or stick a photo of yourself in the centre then use photos (or drawings) and stick or draw other people within the circles.
  - Make it clear through gestures that all the people you include are important people in your life and where you place them reflects how close they are. Repeat the sentences about each one as you draw/stick image within the most appropriate circle: *This is me. This is (name). He's my neighbour. This is (name). She's my friend.*
  - Check understanding by pointing at examples and eliciting the correct word, e.g. *son, friend, neighbour*, etc. Ask learners to repeat each word.
  - Hand out plain paper (A3) or preprinted sheets (Resource 1.2.2) and coloured pens. Draw everyone's attention back to your example and ask learners to draw some important people in their lives.

#### Differentiation

As you monitor, ask learners who are new reader writers to tell you the names of some of the people in their circles. Use coloured card to write names on, to give to learners to use in Activity 3, e.g. *Yasmin, Carlos*.

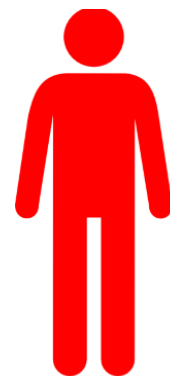
## Activity 2:

### Important people (reading and speaking)

- Draw everyone's attention back to your example. Elicit/model and drill the question: *Who's that?* Model the target structures in your answers and elicit the missing pronouns/nouns, e.g. *This is (name). He/She's my .... son/friend/neighbour*, etc.
- For each answer, ask learners to provide the noun, hold up the word on a card (Resource 1.2.3) and ask learners to repeat the word after you. Use flash cards (Resource 1.2.4) to support understanding. Then stick each word next to the right person in your circle.
- Draw a male and a female stick figure on the board or use the male/female images from Resource 1.2.4 and stick them on the board at the top of two separate columns.
- Invite a few learners to show the group their circles and use the target structures to share their own examples. Elicit key words as needed and encourage learners to use shared languages to help each other understand what they mean, e.g. *sister, uncle*, etc. If necessary, use a translation App with audio. As learners give their own examples, use the relevant word cards for choral reading and then stick the word in the correct column on the board.



sister/niece



son/father

## Activity 3

### Matching activity (reading)

- Divide learners into small groups to cluster word cards under the correct male, female (or gender-neutral depending on which words learners need) images (Resource 1.2.5). Encourage learners to use shared languages or use translation apps to help with understanding. If helpful learners can match corresponding male/female words, e.g. *sister* – *brother*.
- Learners show their circles to their partners and describe their families using target structures. Monitor and feedback at the end.

#### Differentiation/extension activities:

- For Activity 3, adjust the number of words you provide to groups according to level.

## Activity 4

### Phonics (reading and writing)

- Select some words from Activity 3. Elicit/ask learners to look at the initial consonant letter and say the sound, e.g. /m/ for mother, /b/ for brother, etc.
- Divide learners into pairs and ask them to work together to fill in the missing letters (Resource 1.2.6).
- Check answers together.
- Now focus on final letters 'er', /ə/ sound, in *mother*, *father*, etc. and ask learners to circle these letters. Note there are two letters for one sound (except some accents). Elicit other words learners know that follow this pattern.

#### Differentiation/extension activities:

- Choose Resource 1.2.6 version A or B depending on each learner's level.
- For learners who need handwriting and/or copying practice, use Resource 1.2.7.

## Activity 5:

### Building a sentence (reading and writing)

- Draw everyone's attention back to your example and elicit the question and sentence: *Who's that? This is Leon.*
- Write the sentence indicating gaps on the board, i.e. *This is \_\_\_\_\_ .*
- Elicit 2nd sentence: *He is my \_\_\_\_\_ .*
- Stick the correct word in the gap, e.g. *He is my friend.*
- Learners take any words cards they need to help create their sentences (Name cards or from Resource 1.2.3)
- Ask learners to copy/write sentences about a few people in their circles and stick these onto their circles next to the relevant person, e.g. *This is Zulfia. She is my sister.*

#### Differentiation/extension activities:

- Choose version: Resource 1.2.8 (sentence strips) or Template 2 (Blank sentence strips) for learners who need less scaffolding.
- Some learners may be able to extend their skills work to add a sentence about why people are important, e.g. *This is (name). She is my neighbour. She helps me.*
- Learners who have time can write additional sentences for homework.

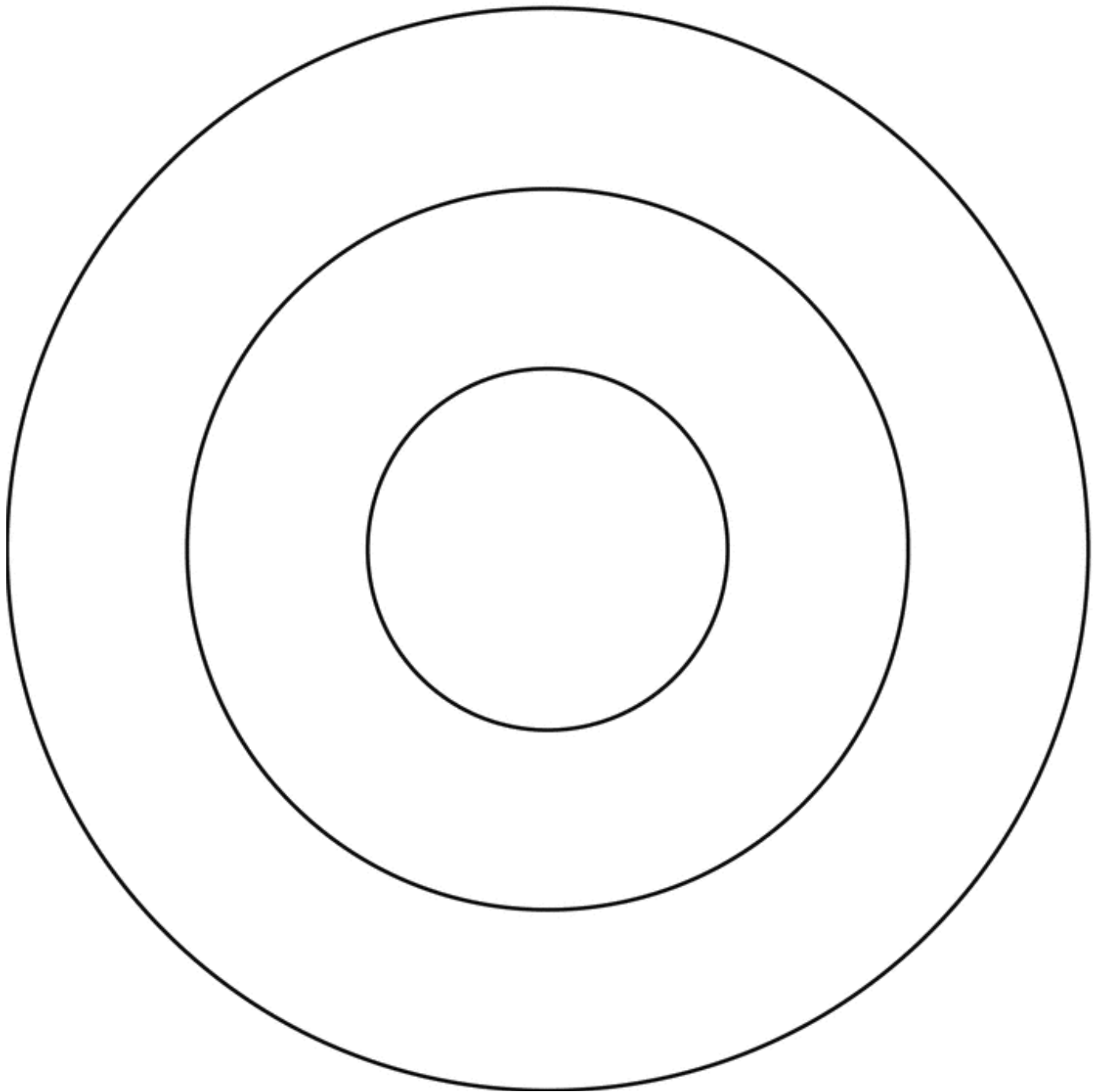
### Additional differentiation/extension activities

- For learners who need spelling practice, introduce the 'Look, Say, Cover, Write, Check' approach (Template 3). Encourage learners to identify words that are important for them and use this approach in all classes and at home.

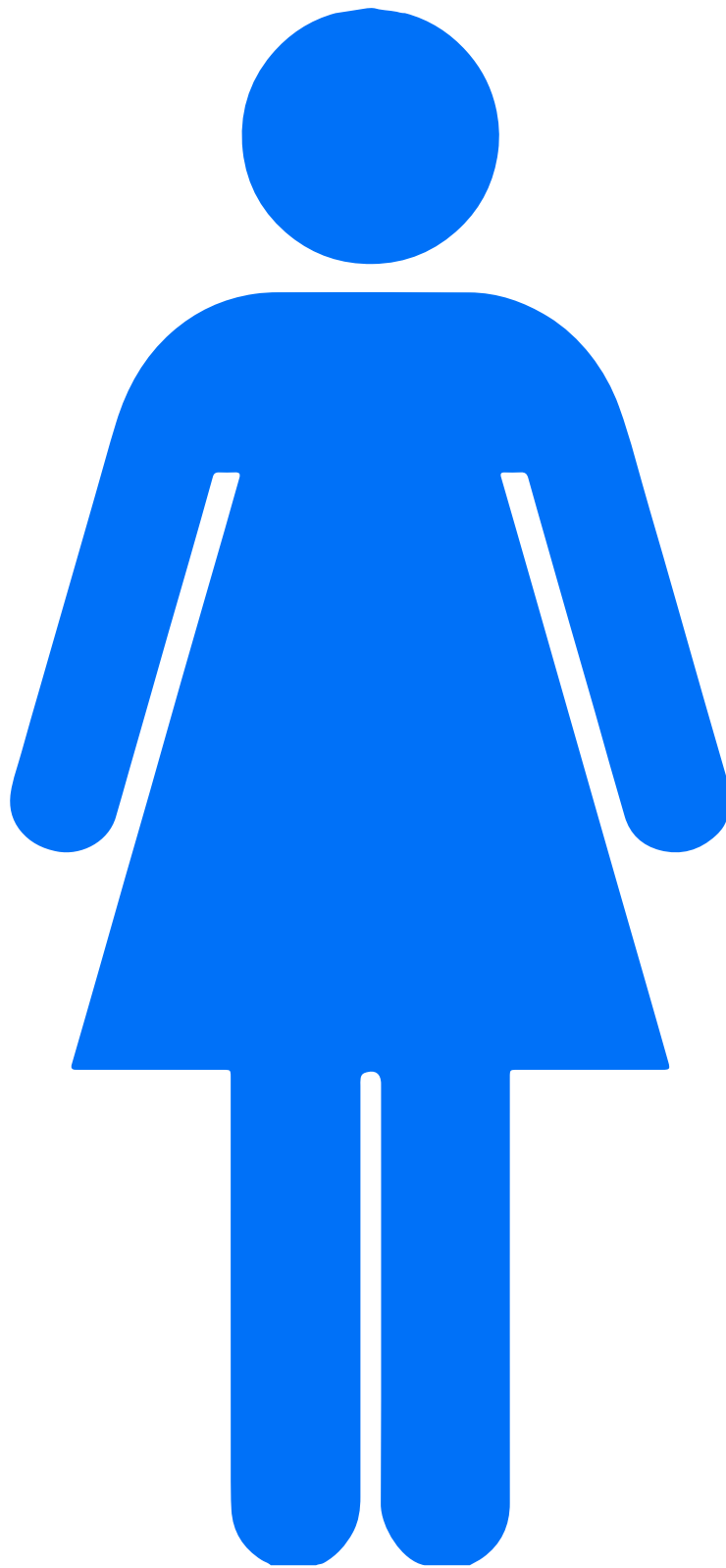
### Follow up ideas

- Learners can use the structures they have learned to introduce each other to any new learners or visitors to the class, e.g. *This is (name). He/She comes from .....*
- Ask learners to bring in a few favourite photos to show to the group next lesson. If you have access to a scanner, colour printer and laminator, you can support learners to enlarge, print and laminate their images. These can be used in subsequent sessions to revise the target language from this session as well as to introduce other simple language points such as comparatives.
- To revise words in subsequent lessons:
  - teach learners how to play Pelmanism, and practice matching the corresponding male/female words
  - make some BINGO cards with commonly needed key words (Template 4) and teach learners how to play BINGO
  - learners create a simple family tree with images and then add words or short sentences according to level.

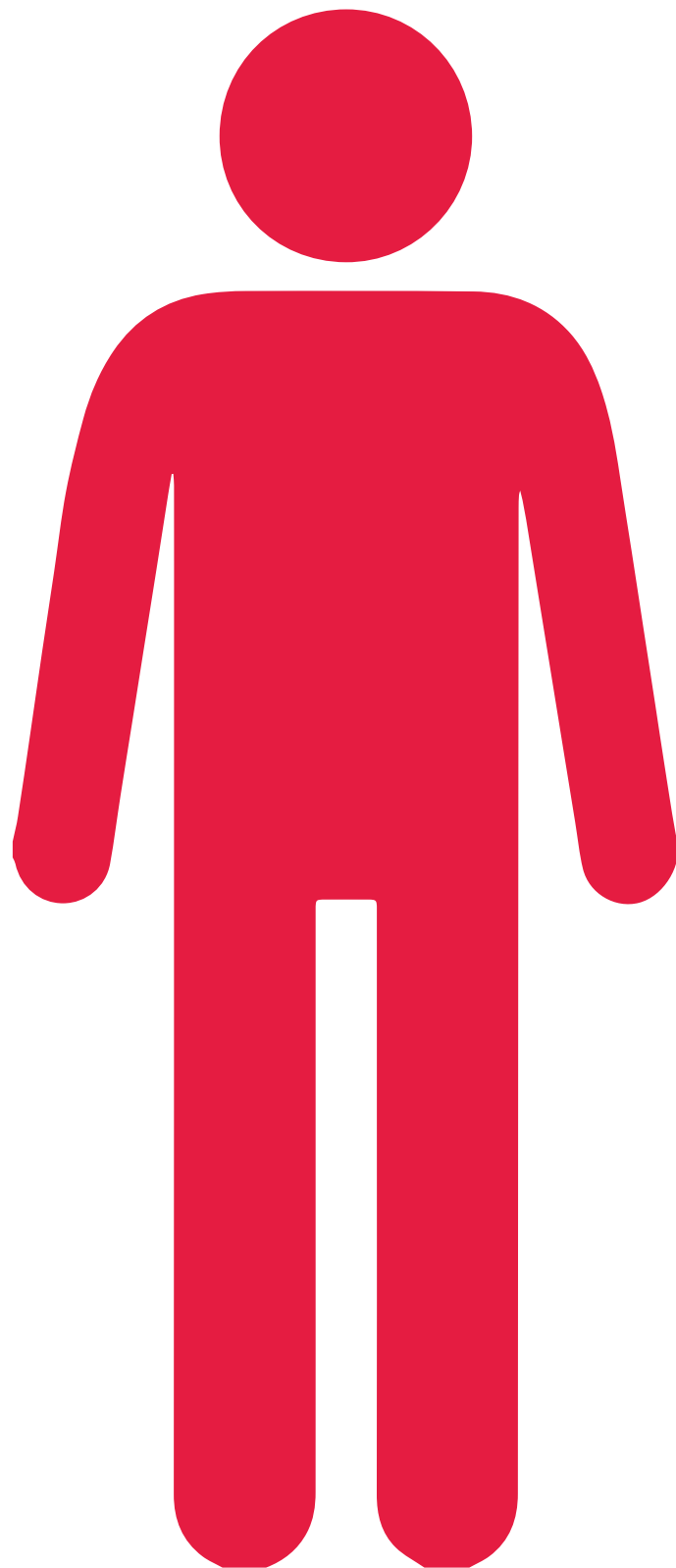


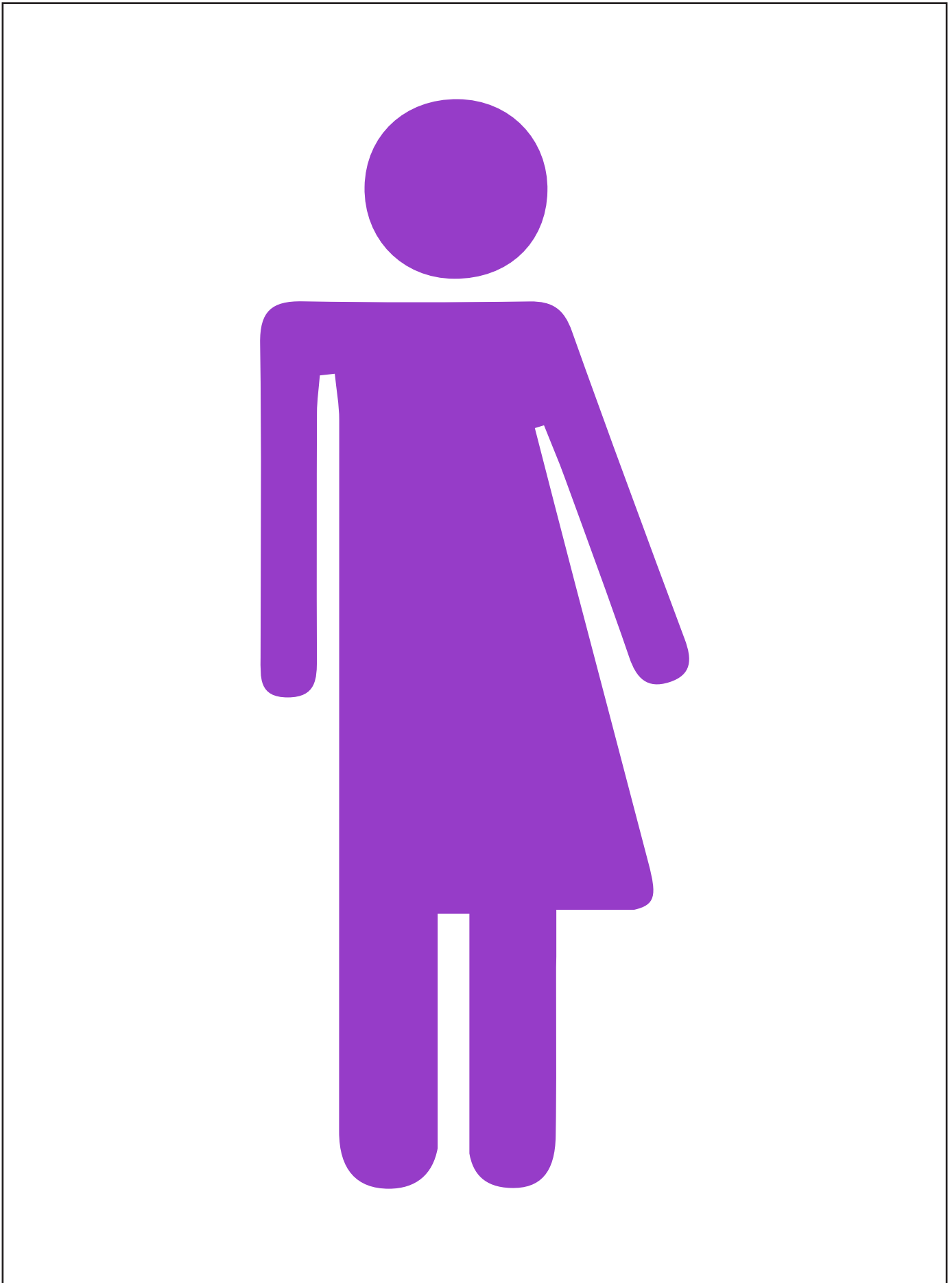


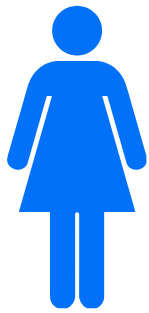
<b>mother</b>	<b>son</b>
<b>father</b>	<b>sister</b>
<b>wife</b>	<b>brother</b>
<b>husband</b>	<b>niece</b>
<b>daughter</b>	<b>nephew</b>











**mother**

**wife**

**daughter**

**sister**

**niece**



**father**

**husband**

**son**

**brother**

**nephew**



teacher

cousin

friend

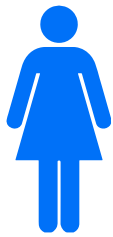
neighbour

advisor

Name ..... Date .....

Fill in the missing letters:

**f      n      s      s      w**



**mother**

.....ife

**daughter**

.....ister

**niece**



.....ather

**husband**

.....on

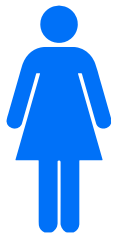
**brother**

.....pnew

Name ..... Date .....

Fill in the missing letters:

**b d f h m n n s s w**



..... **other**

..... **ife**

..... **aughter**

..... **ister**

..... **iece**



..... **ather**

..... **usband**

..... **on**

..... **rother**

..... **ephew**

Name ..... Date .....

**mother**  
mother

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**father**  
father

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**wife**  
wife

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**husband**  
husband

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**daughter**  
daughter

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**son**  
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**sister**  
sister

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**brother**  
brother

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**aunt**  
aunt

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**uncle**  
uncle

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**niece**  
niece

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**nephew**  
nephew

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**This is**

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**She is my**

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**This is**

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**He is my**

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<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Look 👁️ Say 💬 Cover 📖 Write ✍️ Check ✅

<p>Spellings</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Write and check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Write and check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Write and check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>