

## Unit 7

**Level:** Beginners

**Age:** Adults

**Time:** Approx. 90 - 120 minutes

**Language objectives:** Active: *today, tomorrow, yesterday*, family members, *I like / don't like*. Passive: *What day is it?, What day was it?, that's right*

**Key skills:** speaking, reading, listening, writing

**Materials:** Unit 7: one copy of the worksheet per student; one set of days of the week word cut-outs per pair of students; one copy of the family flashcards and one copy of the *I like / don't like* symbols. **Materials from Unit 6:** one set of flashcards (*FISH, CHICKEN, MEAT, BREAD, RICE, PASTA, SALAD, WINE, BEER, JUICE, ORANGE, CARROT, POTATO*) per group of students; **Materials from Unit 4:** one set of flashcards (*APPLE, BANANA, SANDWICH, BISCUIT*) per group of students. **Materials from Unit 3:** one set of flashcards (*TEA, COFFEE, WATER, MILK*) per groups of students. **Materials from Unit 2:** one *HELLO* sign; one *GOODBYE* sign. **Materials from Unit 1:** one *REPEAT PLEASE* sign; one *SPELL PLEASE* sign

### Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 6.
- Ask if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication.

### Before the lesson

- Put signs with *REPEAT PLEASE / SPELL PLEASE / HELLO / GOODBYE* on the walls of the classroom.

### Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response.
2. Put the students in pairs and give each a set of days of the week cut-outs. Say *Monday* and hold up the Monday cut-out. Gesture to the students and say *Monday* again. Hopefully the students will realize that they need to find the Monday cut-out and hold it up. If not, demonstrate again. Say *Tuesday* and wait for the students to hold up the Tuesday cut-out. When they do, demonstrate that they should place it underneath the Monday cut-out. Repeat for the remaining days of the week until the students have placed them in chronological order. Check that all students are able to pronounce them.
3. Point to the relevant cut-out and ask *What day is it today?* Wait for a moment before repeating. Although the students have not been taught the word *today*, it

is possible that they will have an idea of the meaning of the question. Let's assume that the day is Tuesday. Encourage any attempt at an answer before saying *Today is Tuesday – repeat please – today is Tuesday*. Point to the next day and ask *What day is it tomorrow?* Repeat the question and encourage any attempt at an answer before saying *Tomorrow is Wednesday – repeat please – tomorrow is Wednesday*. Point to the previous day and ask *What day was it yesterday?* In order to avoid explanations of *is / was* at this stage, accept *Monday* only.

4. Refer to Exercise 1. Ask the students to write their names, in the space provided.
5. Refer to Exercise 2. Point to and read out the word *today*. Repeat the question *What day is it today?* When the correct answer has been given, ask the students to write the day in the space provided. Check that they have all written the first letter with a capital. Point to and read out the word *tomorrow*. Ask *What day is it tomorrow?* Ask the students to write the day in the space provided. Finally, point to and read out the word *yesterday*. If no student gives the day immediately, repeat the word with a rising intonation to show that you are asking a question. Ask the students to write the day in the space provided.
6. Hold up the family flashcards of Joe (man) and Sarah (woman). Point to the man and say *His name's Joe*. Point to the woman and say *Her name's Sarah*. *Sarah is Joe's wife*. Point to your own wedding ring finger and say *She is his wife – repeat please – she is his wife*. Then write the following on the board:

*Sarah is Joe's wife.*



*She is his wife.*

## Unit 7

7. When all the students are comfortable with this sentence, point to Joe again and say *Joe is Sarah's husband*. Point again to your own wedding ring finger and say *He is her husband – repeat please – he is her husband*, then write the following on the board:

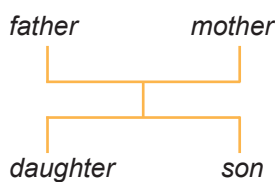
*Joe is Sarah's husband.*



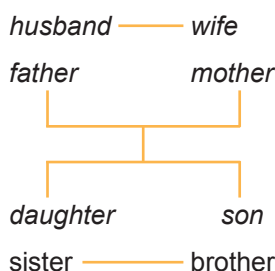
*He is her husband.*

8. Hold up the flashcard of Helen (girl) and the flashcard of Sarah. *Her name's Helen. Helen is Sarah's daughter*. Put down the flashcard of Sarah and pick up the one of Joe and say *Helen is Joe's daughter*. Write *daughter* in the centre of the board. Hold up the flashcards of Sarah and Helen again and [waving the appropriate flashcard] say *She is her ...* and wait to see if the students complete the sentence. If they don't, say *daughter*. Swap the flashcard of Sarah with the flashcard of Joe and say *She ...* [waving the flashcard of Helen] and wait for the students to respond before saying *... is his daughter*. Then [waving the appropriate flashcard] say *He is her father – repeat please – he is her father*. Write *father* a little way above *daughter* on the board. Swap the flashcard of Joe with the flashcard of Sarah and [waving the appropriate flashcard] say *She is her mother – repeat please – she is her mother*. Write *mother* next to *father* on the board.

9. Repeat the process above by introducing Charlie (boy). When you have completed all the steps, write *son* next to *daughter* and connect the family as below:



10. Finally, hold up the flashcards of Helen and Charlie. Waving the appropriate flashcard, say *She is his sister – repeat please – she is his sister and He is her brother – repeat please – he is her brother*. Add the words husband, wife, sister and brother to the diagram on the board, as follows:



### Introducing family members

Many students may want to talk about their own families or will need to write down this information in formal documents, so introducing the names of family members is important at this stage. However, as not all students will be comfortable sharing their personal information, only the number and names of their brothers and sisters is practised. This should give them a base for talking about their parents and general family set-up should they wish to.

Although, it is common for parents to be unmarried, the words *wife* and *husband* are presented here, rather than *girlfriend / boyfriend / life partner*, to introduce this topic in the simplest sense.

11. Refer to Exercise 3 and remove everything from the board apart from the diagram. Read the names underneath the photos and encourage the students to join in. Read the beginning of sentence one and pause when you come to the gap. Allow time for students to offer the answer. If necessary, give the answer and demonstrate crossing the word *wife* from the list. Using gesture, ask the students to write *wife* in the gap. Allow time for the students to complete the other sentences before playing Track 1 to correct the answers as a group.

### Transcript:

1. Sarah is Joe's wife.
2. Joe is Sarah's husband.
3. Charlie is Helen's brother.
4. Helen is Joe and Sarah's daughter.
5. Sarah is Charlie's mother.
6. Helen is Charlie's sister.
7. Joe is Helen's father.
8. Charlie is Joe and Sarah's son.

12. Refer to Exercise 4. Read the first sentence aloud: *Joe is Charlie's brother*. Look enquiringly at the students, allowing time for them to realize that this is not true. Shake your head and say *No, Joe is Charlie's father*, placing emphasis on the word *father*. Read the next sentence: *Joe is Helen's father*. Allowing time for the students to realize that this is true. Nod and say *Yes, that's right. Joe is Helen's father*. Write the first two sentences on the board, placing a cross next to the first sentence and a tick next to the second. Put the students in pairs and gesture to them to complete the exercise in the same way. Allow time for the students to complete the exercise before playing Track 2 to reveal the answers. You could also use Track 2 for pronunciation practice, with the students repeating the corrected forms.

## Unit 7

### Transcript:

- Joe is Charlie's brother.  
– No, Joe is Charlie's father.
- Joe is Helen's father.  
– Yes, that's right.
- Sarah is Helen's mother.  
– Yes, that's right.
- Sarah is Charlie's sister.  
– No, Sarah is Charlie's mother.
- Charlie is Helen's husband.  
– No, Charlie is Helen's brother.
- Charlie is Joe's son.  
– Yes, that's right.
- Helen is Joe's wife.  
– No, Helen is Joe's daughter.
- Helen is Sarah's daughter.  
– Yes, that's right.

### Ticks

In some cultures the ✓ symbol is not used. It is important that all students recognize what a tick represents as it is vital for completion of many official forms.

13. Ask the class slowly *How many brothers and sisters does Charlie have?* While holding up the flashcard of Charlie. This is challenging for the students so it is likely that you will need to answer the question with *Charlie has one sister. Her name is Helen.* Ask a confident student *How many brothers and sisters do you have?* If there is no immediate response, ask *Do you have one sister? Two sisters? No sisters?* At this point, they should be able to respond. Encourage them to ask you the question so you can share some information about yourself with the class, e.g. *I have one brother. His name is Daniel.* Ask more students in the class until you have an example with multiple siblings. You can then highlight the plural answer *Their names are ...* Write the following on the board:

- *How many brothers and sisters do you have?*

- *I have ...*

(1) *His / Her name is ....* (2+) *Their names are ...*

14. Put the students in pairs and encourage them to ask and answer the questions. Listen carefully to their responses, then ask a few students the question as a whole class. Refer to Exercise 5 and gesture to the students to write their answers. Allow a few minutes for

this and circulate to check that they are putting capital letters at the beginning of the names and full stops at the end of the sentences.

15. Put the students in groups of three or four. Give each group a set of the complete food and drink flashcards and spread them across the table picture-side up. Demonstrate with one group that the students should take it in turns to point to a card and name it. Ask the other students if the answer is correct. If they agree, then the card should be turned over to check the answer. If correctly named, the student can keep it. If they don't know the answer, the student to their left can answer and keep the card if correct. The student with the most cards at the end of the pack is the winner.

16. Stick the *LIKE* and *DON'T LIKE* symbols (a smiley face and unhappy face) on the board. Take the tea flashcard and stick it under the *LIKE* symbol, saying *Mmm, I like tea – repeat please – I like tea.* Take the coffee flashcard and stick it under the *DON'T LIKE* symbol, shake your head and / or pull a disgusted face while saying *I don't like coffee – repeat please – I don't like coffee.* Gesture to a confident student to come to the front of the class and do the same with one of the food cards. Encourage other students to do the same. Praise all effort and continue until all students have participated fully.

17. Refer to Exercise 6. Ask the students to complete the first sentence and to write four more sentences under each heading. Give them at least five minutes to do this. When a couple of the students look to have finished the exercise, ask each student to read a couple of sentences to the class.

18. Say *Goodbye* and wait for the students to say goodbye to you.

### Notes for an interpreter – Part 2

- Did the student understand the meaning of *today, tomorrow* and *yesterday*?
- Did the student understand the difference between *his, her* and *their*?
- Did the student understand the possessive 's'?
- Did the student understand the meaning of *I like ...* and *I don't like ...*?
- Is there anything that needs clarification?
- The student should continue adding new words to their vocabulary notebook.
- The student should practise all the language covered as much as possible before next lesson.

# Absolute Beginners

by Frances Marnie

## Unit 7

1 Name: \_\_\_\_\_

2 Today: \_\_\_\_\_

Tomorrow: \_\_\_\_\_

Yesterday: \_\_\_\_\_

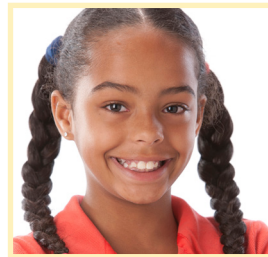
3



Joe



Sarah



Helen



Charlie

husband  
son

wife  
daughter

mother  
sister

father  
brother

1. Sarah is Joe's \_\_\_\_\_.
2. Joe is Sarah's \_\_\_\_\_.
3. Charlie is Helen's \_\_\_\_\_.
4. Helen is Joe and Sarah's \_\_\_\_\_.
5. Sarah is Charlie's \_\_\_\_\_.
6. Helen is Charlie's \_\_\_\_\_.
7. Joe is Helen's \_\_\_\_\_.
8. Charlie is Joe's and Sarah's \_\_\_\_\_.


# Absolute Beginners

by Frances Marnie

## Unit 7

- 4
1. Joe is Charlie's brother.
  2. Joe is Helen's father.
  3. Sarah is Helen's mother.
  4. Sarah is Charlie's sister.
  5. Charlie is Helen's husband.
  6. Charlie is Joe's son.
  7. Helen is Joe's wife.
  8. Helen is Sarah's daughter

5 I have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6  1. I like \_\_\_\_\_  
2. \_\_\_\_\_  
2. \_\_\_\_\_  
4. \_\_\_\_\_

 1. I don't like \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

Goodbye

Monday



Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

# Absolute Beginners

by Frances Marnie

onestopenglish



FLASHCARDS

# Absolute Beginners

by Frances Marnie



SARAH

JOE

CHARLIE

HELEN





LIKE



DON'T LIKE