

TOPIC 5: WHAT'S IMPORTANT TO ME

Unit 3: Relationships/keeping in touch

Overview of topic

Learners discuss, read and write about how they keep in touch with important people in their lives.

I Skype my sister in Sydney.

Skills

Speaking and listening

- Take part in simple exchanges about how technology is used in communicating with friends and family. Ask and answer simple questions about methods of personal communication (Sc/E1.3a, Sc/E1.4a, Sc/E1.4b, Lr/E1.2b, Lr/E1.4b).
- Say name clearly and spell it aloud (Sc/E1.1b).

Reading, writing and phonics

- Recognise key logos/symbols and read keywords associated with methods of communication (Rw/E1.1a).
- Read simple questions (Rs/E1.1a).
- Read and understand a short simple text (Rt/E1.1a, Rs/E1.1a).
- Write a simple sentence using correct word order and basic punctuation (Ws/E1.1a, Ws/E1.2a).
- Spell correctly personal keywords. Focus on initial, medial and final sounds and spellings of words (Ws/E1.1a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary relating to keeping in touch, e.g. *message, text, email*; family members and other important people, e.g. *sister, mother, friend*.
- Question forms (present simple), e.g. *Do you text/email/use Skype?*

- Structures: pronoun + verb (present simple) + possessive + (important person) + preposition + place: *I Skype my sister in Sydney*.
- Use of third person: *Muna phones her mother in Bangladesh*.

Materials

Activity 1

Photo of a friend or family member you use technology to communicate with.

Resource 5.3.1 (Large images) - displayed on screen.

Resource 5.3.2 (Images and word cards) - print one set for each group and cut up.

Resource 5.3.3 (Communications table) - print one copy for each group.

Examples of written forms of communication, e.g. *a letter, an email, a text, a postcard*.

Activity 2

Resource 5.3.4 (Questions and survey) - print and cut up, either in doubles or singles depending on how being used.

Activity 3

Resource 5.3.2 – Images only to support board work.

Activity 4

Resource 5.3.2 – Word cards only, one set for each group.

Template 3 (Look, Say, Cover, Write, Check) – as needed.

Activity 5

Resource 5.3.5 (Sentence strips) - print and cut up at least one sentence strip for each learner, sticky tack.

Extension

Resource 5.3.6 (Past and present) - print one copy for each pair of learners.

Texts 11 and/or 12 (to project for choral reading and/or one for each learner according to level)

Activity 1

Methods of communication (speaking, listening and reading)

- Show learners the images (Resource 5.3.1) and elicit what the people are doing. If learners do not know these, display images, explain what they do and ask questions to check e.g. *Which is good if you like writing? (Email)*. Use first language/translation apps as necessary.
- Say the words then drill, say again and ask learners to point to the technology.
- Show learners your photo and give your example of who you keep in touch with and how you do this, e.g. *I Skype my sister in Sydney*. Ask learners if they use any of these methods to keep in touch with friends and/or family – which ones and who with.
- Encourage learners to share information on the forms of communication they use and show each other the apps on their phones, if they have them.
- Show images from Resource 5.3.2 and elicit what they are (or teach new words, drill and ask questions to check).
- Divide learners into groups and hand out sets of cut up images (Resource 5.3.2). Elicit the words associated with the images/symbols they use - and write these words only on the board, eliciting the letters to spell each one (sound and name of letter) and choral reading together.
- Hand out some or all of the word cards (Resource 5.3.2) and ask each group to match the word to the symbol/image. Make learners aware that some words are linked to more than one picture. Check answers and discuss.
- Now ask learners to look at words and find the ones that start with capital letters. Elicit the reason for some words starting with capital letters (names of companies).
- Hand out Resource 5.3.3 (Communications table) to each group. Ask learners to sort the image cards into spoken or written forms of communication only, and those that are both.
- Feedback, discuss and share personal preferences together.
- Hand out examples of different forms of written communication such as letters, bills, forms, notices, emails, etc. (or project on screen) and ask learners to work in groups or pairs to identify what form of written communication they are and how they can tell. Discuss as a group.

Differentiation

- Adjust the number of images and words given out based on learners' levels and the different forms of communication they use. It is important learners are not overwhelmed by too many symbols/words for communication methods they are unaware of/may never use.
- Use only images rather than written form of words at this stage.

Activity 2

Class survey (speaking, listening, reading and writing)

- Hold up the symbol for Skype and elicit/ model the question: *Do you use Skype?* Elicit/ drill: *Yes, I do. No, I don't.* Model and choral drill the question and answers, using appropriate intonation and stress patterns. Learners practise in open pairs. Repeat the activity, using *Facebook*.
- Display cut-up questions (Resource 5.3.4) and invite learners to volunteer to take one or two questions individually or in pairs.
- Give out Resource 5.3.4 and explain the task: learners should mingle, ask each other their question(s) and record the answer. Demonstrate with one learner and show how to fill in the answers.
- Come back together as a class and take any feedback from the learners.
- Draw a simple blank chart or table on the board or flipchart sheet. Stick the symbol for each question asked into the table. Ask learners to report their finding and stick their answer sheet onto the table, e.g. *3 people use Facebook* or *Ali, Sara and Miriam use Facebook*.
- Discuss which methods are the most popular and why.

Differentiation/extension

- Adjust the number of questions used based on the number of learners, their levels and the different forms of communication they have said they use.
- Some learners could use images from Resource 5.3.3 to ask their questions rather than Resource 5.3.4.
- Some learners may prefer to work together in pairs.
- According to level, for each '*Yes, I do*' answer, learners can either put a tick in the box or ask and write the responding learner's name.
- If asking learners to write names, check and practise key questions such as: *What's your name? How do you spell it?*
- Some learners may need to practise spelling their name aloud.
- Use the feedback from the class survey as an opportunity to practise the third person singular and plural, e.g. *Ali emails his friends, Amina and Fatma speak to their mothers every week*.
- Some learners may be able to write some sentences about the results of the survey.
- Learners share other apps they use or different methods of communication, either demonstrating on their phones or showing online how to access them.

Activity 3

Important people in our lives (speaking and listening)

- Hold up your photo and the Skype symbol again and use prompt questions to elicit the correct answers, e.g. *Who? - sister; How? – Skype; Where? - Sydney*. Elicit the full sentence and write on the board, asking learners to spell aloud some of the key words, e.g. *I Skype my sister in Sydney*.
- Use a different coloured pen (or underline) the key words and focus on a few important letters/sounds, e.g. 's' in *Skype, sister* and *Sydney*.
- Elicit an example from a learner and change the key words. Say aloud and ask learners to repeat. Elicit more examples from the learners.
- Now ask learners to talk in pairs and say who, where and how they keep in touch using the target language. Ask learners to report back to the group, e.g. *Muna phones her mother in Bangladesh*.

Differentiation/extension

- Focus on/revise and reinforce use of third person present simple singular.

Activity 4

Spelling and handwriting practice (phonics)

- Using Resource 5.3.2 (words only) ask learners to find the word as you say it aloud. Then ask them to turn it over and spell it out to you, sounding out the word as you spell it on the board. Focus on initial, medial and final sounds/spellings.
- Dictate one or more words for learners to write. Check and correct.
- Options:
 - some learners can select words to learn to spell using Template 3 (Look, Say, Cover, Write, Check);
 - others can practise their handwriting and copy some of the words using Template 1 (lined paper).

Differentiation

- Some learners could write the initial letter rather than the whole word when it is dictated.
- Ask how many syllables in each word.
- Tell each other how other friends or members of their family communicate with important people in their lives.

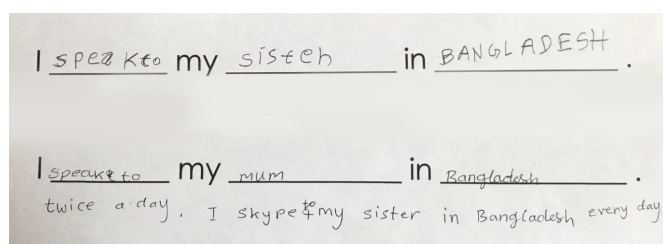
Activity 5

Writing about how we communicate (reading, writing and handwriting)

- Hand out the sentence strips (Resource 5.3.5) and ask learners to fill in the gaps to make sentences with information about themselves. If needed, add extra key words to support handwriting and spelling:
 - *message* (if they use Instagram or WhatsApp, for example)
 - *mother, father, sister, brother, friend* (for person)
 - and country and city names relevant to the group.
- Monitor and support with spelling as necessary.
- Stick all the sentences up on the board, ask learners to come and read them and guess who each one belongs to. Note punctuation: use of 'I' and full stop.
- Ask learners to copy the full sentence into their exercise books or on handwriting sheets, e.g.

Differentiation:

- Provide handwriting and letter formation practice for those who need it.
- Some learners can write their sentences on lined paper (Template 1), rather than using the sentence strips, and focus on their handwriting – the size and shape of letters, position on line, use of upper and lower case, etc.
- Learners can complete one or more sentences.
- Encourage higher level learners to extend their writing, adding more information and another sentence. See example below.



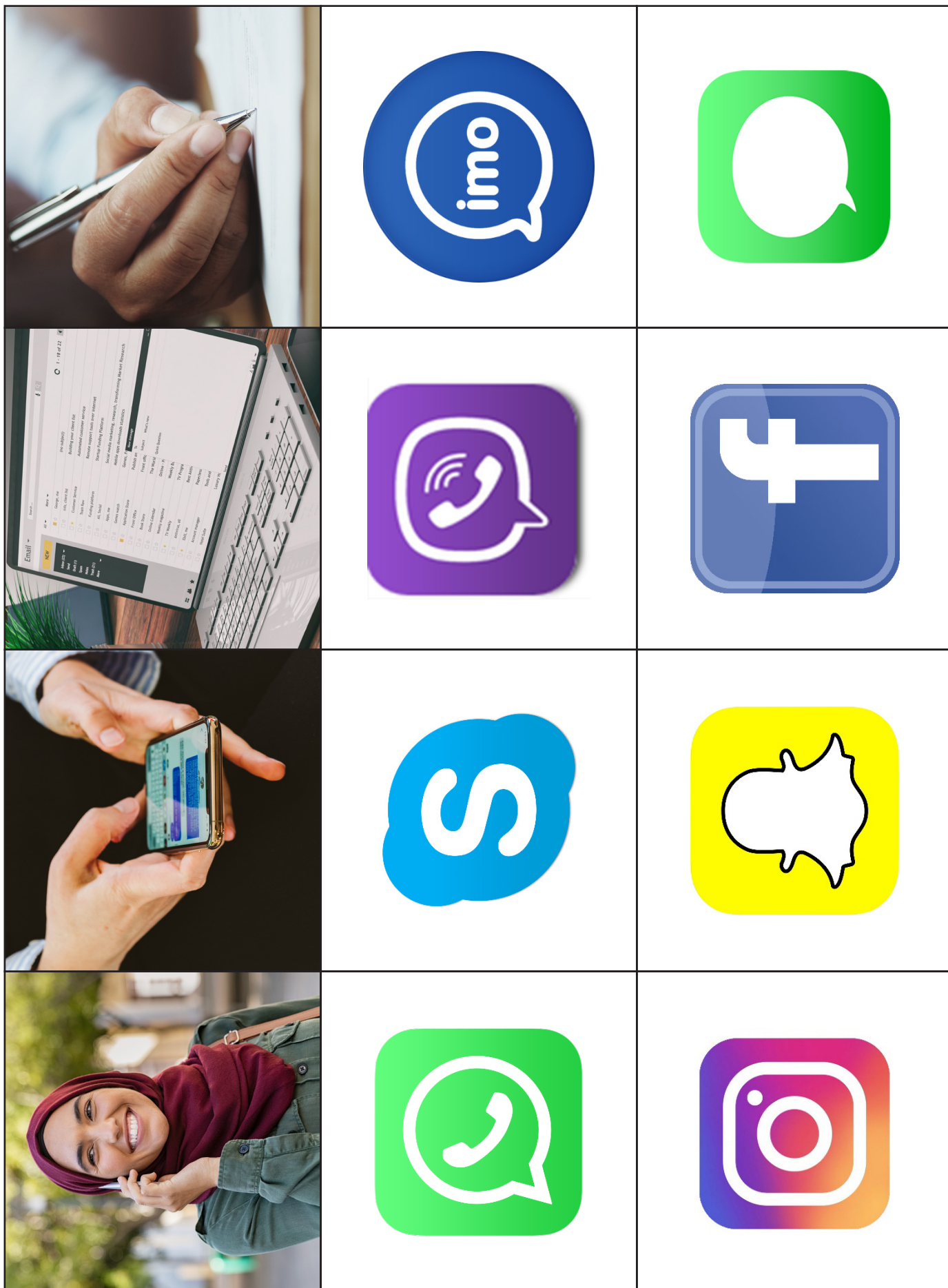
Additional differentiation and extension activities

- Some learners can use frequency words/phrases to add more detail, e.g. *once a week, every day, once/twice a week/month/year*.
- Use Resource 5.3.6 to compare how keeping in touch has changed, using past and present tenses and comparatives.
- Learners tell each other more about who they keep in touch with and how.
- Record a few short simple interviews with other learners or your friends and family to create a simple listening activity for learners to answer: *Who? How? Where?*
- Use Texts 9 and/or 10 for further practise. You can project one or both on to a screen or use individual handouts according to level for choral reading and for learners to use as a model for further writing practise.
- Learners practise writing a short text, email or postcard to a friend or family member.




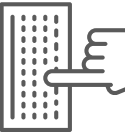




Follow up ideas

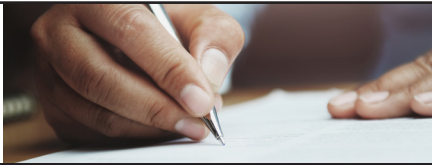
- Encourage learners communicate with each other outside the class using one of the methods discussed.
- Encourage learners to try out new forms of communication discussed in the lesson. Ask learners who have shared apps in the lesson to help others to install them and/or find out more about using them.
- Ask learners to send you a text/message and/or set up a class WhatsApp group (taking into account learners rights and organisational policy).





email	write	text	speak to
Imo	Viber	Skype	WhatsApp
message	Facebook	Snapchat	Instagram

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Do you **write letters**?



Do you **use Skype**?



Do you **email**?



Do you **text**?



Do you **use WhatsApp**?



Do you **use Facebook**?



Do you **use** a **phone card**?



Do you **use** **Instagram**?



Do you **use** **Viber**?



Do you **use** **Snapchat**?



Do you **use** **Imo**?

Do you ?

I my in •

I my in •

I my in •



1989



2019

My brother



This is my brother.

He lives in Denmark.

I Skype him every week.

Habiba



Habiba is my close friend.
She lives in Canada.
She is a doctor.
I phone Habiba every week.
We talk about home.

by Helen