

# Elementary English Conversation Class

Literacy NJ, Mercer County Programs

## Week 4 – Families

**Objectives for Week 4** – Students will:

- study words about families and relatives
- use plural pronouns
- use *to be* and *to have*
- hear about the use of the articles *the*, *a*, and *an*
- talk about family trees and their own families

### Lesson 4.1 – Families

#### Recommended Materials for Lesson 4.1

- extra copies of the review sheet from Lesson 3.2
- a calendar for the current year (for review)
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the telephone dialog in Activity #2 and the Lesson 4.1 review sheet
- two copies of a picture of a three-generation family tree



*To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance. The lists of relatives in this lesson are good examples.*

*A dialog and sample picture appear at the end of the lessons for this week.*

#### **Activity #1** – Review

1. Greet the students. Begin to do weather reports at the beginning of each lesson – Say and write “**The weather today is [weather word].**” If the students don’t know the right word, provide it for them and write it on the board. The words will begin to repeat over the coming weeks. To reinforce the use of numbers, include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 3.2. As you ask the following questions, have one student answer and another student write the answer on the board. If a student can’t answer the question or write the answer after a prompt, move on to another student.

- “What is today?” (Prompts: “What is the day today? Monday? Tuesday? Wednesday?)
- “What is the month?” (Prompts: “January? February? March?)
- “What is the year?” (Prompts: “twenty...? two oh...?”)
- “What is today’s date?” (Prompts: “Please say the month, day, and year.”)

Point to today’s date on the board and say “Today is [date].” Ask “Can you write the date another way?” If no one responds, direct the students to the *Write the date* section of the review sheet, and ask the question again.

**Activity #2** – Review dialog



*The dialog for this activity is long, so give a copy to each student. A printable version appears at the end of the lessons for this week.*

1. Read the following telephone dialog to the class, enacting both parts A and B. You may have to explain a few new words in the dialog, such as *usually, lunch*.

**Telephone dialog**

**Gesture for a telephone.**

- A. Hello?
- B. Hi, \_\_\_\_\_. It’s \_\_\_\_\_. What are you doing this evening?
- A. Hi, \_\_\_\_\_. I’m cooking now. I eat and watch TV in the evening. I go to bed at \_\_\_\_\_.
- B. What time is it now?
- A. It’s \_\_\_\_\_ now.
- B. OK. What do you usually do on Tuesday mornings?
- A. I get up, get dressed, eat breakfast, and go to my English class.
- B. What time is your English class?
- A. The class is at \_\_\_\_\_ .
- B. What time do you eat lunch?
- A. I eat lunch at noon. Do you eat at noon?
- B. Yes! See you at noon?
- A. Yes! See you on Tuesday at noon.
- B. Good! Bye.
- A. Bye, \_\_\_\_\_.

- Ask the students if they understand all the words in the dialog. (Before explaining any words, ask if the other students can help.) Then move to the activity below.



Divide the class into pairs and give each student a copy of the dialog. Tell them to practice the dialog, with each student having a chance to be A and B. Encourage them to vary the times in the dialog.

### **Activity #3** – A family tree, changes in pronouns and the verb *to be*



Use a picture of a three-generation family tree like the one printed below. A full-page copy is at the end of the lessons for this week. Leave the picture on display throughout the lesson.

Instead of using **there are** (as in **there are eleven people in the family**), this lesson uses the easier construction (**eleven people are in the family**). The activities in this lesson follow this pattern.



Erase the board, and write these words. Leave room for more information in this activity.

<b>my</b>	<b>our</b>	<b>a family</b>	<b>a child</b>
<b>your</b>	<b>your</b>	<b>a man</b>	<b>a boy</b>
<b>his, her, its</b>	<b>their</b>	<b>a woman</b>	<b>a girl</b>

- Gesture to say “**They are a family. This picture is called a family tree,**” and point to the words at the top of the picture. Explaining or drawing, also tell the students the more typical meaning of the word **tree**.



2. Ask “**How many people are in their family?**” Write the question on the board, and gesture for the students to count with you. Then say and write “**Eleven people are in their family.**”
3. Ask “**What are their names?**” Of course, the students won’t know! Gesture that you don’t know either. Point to the man on the upper left and say “**He is a man. What is his name?**” If the students don’t offer a name, suggest one. Write the name on your second copy of the family tree.
4. Then gesture for students to name all the other people in the family. As names are given, keep a record by writing them on your second copy of the family tree. Point to the woman in the top row and say “**She is a woman. What is her name?**”
5. Move across the second row by saying “**He is a man. What is his name?**” and “**She is a woman. What is her name?**” Record the names on your spare copy as you repeat across the row.
6. Go to the bottom row and repeat the process. Say “**He is a child. He is a boy. What is his name?**” Record the name on your spare copy. Next “**She is a child. She is a girl. What is her name?**” Repeat with the next three children.
7. Slowly review the grammatical changes that you made in this exercise (verb changes *are* to *is*, and the adjective pronouns *their*, *his*, and *her*.) Write on the board as you explain:

What are their names? What is his name? What is her name?

What are their names? What is his name? What is her name?

#### Activity #4 – Plurals



*Add the plurals to words already on the board: **men, women, children***

1. Point to a man and say “**He is a man.**” Ask “**How many men are in their family?**” Write the question and gesture again to count. Then say and write “**Three men are in their family.**” Explain that the plural of *man* is *men*.
2. Repeat for the women. Point and say “**She is a woman.**” Say and write “**How many women are in their family?**” Count together, and say and write “**Three women are in their family.**” Again, explain the plural.

- Repeat for the children. Point to a child, and say “**He (or she) is a child.**” Say and write “**How many children are in their family?**” Count together, and then say and write “**Five children are in their family.**” Explain the change from *child* to *children*.
- In this step, you can use your own family or a hypothetical family that is different from the family in the picture. Change the sentences on the board (*their family* to *my family*, and the numbers, verbs, and plural nouns), as appropriate, and then point to yourself, write, and say,

**“How many people are in my family?      [number] people are in my family.**  
**How many men are in my family?          [number] men are in my family.**  
**How many women are in my family?      [number] women are in my family.**  
**How many children are in my family?    [number] of children are in my family.”**



Divide the class into pairs or small groups. Ask “**How many people are in your family?**” Change the numbers in the sentences on the board to blanks, point to the sentences, and gesture for students to talk about their families. Circulate among the pairs/groups to listen and help.

#### **Activity #4** – Father, mother, son, daughter



Erase the “How many...” questions and answers. Add these words to the list of relatives. Leave room for more information in this activity.  
*a father, a mother                      fathers, mothers*  
*a son, a daughter                      sons, daughters*

- Identify the *fathers* and *mothers* in the picture. Three fathers and three mothers (one of each in the top row and two of each in the middle row) are in the picture. You can use their names, saying “[name] is a father” and “[name] is a mother,” as you point to each one and their respective children.
- Similarly, identify the *sons* and *daughters*. Point to one son and one daughter are in the middle row. (If it’s not too confusing, you can say that the others are called *son-in-law* and *daughter-in-law*.) Point to the first two children in the bottom row, use their assigned names, and prompt the class to say “[name] is a son” and “[name] is a daughter.” Finish the bottom row. Point to the third child (use her name) and prompt “[name] is a ...” for the students to complete the sentence. Do the same with the remaining two children.

**Activity #5** – Grandfather, grandmother, grandchild, grandson, granddaughter



*Add these words to the list of relatives. Leave room for more information in this activity.*

*a grandfather, a grandmother*

*grandfathers, grandmothers*

*a grandchild*

*grandchildren*

*a grandson, a granddaughter*

*grandsons, granddaughters*

1. Point to the man in the top row (you can use his name) and the children in the bottom row. Explain that he is their **grandfather**, and they are his **grandchildren**. Identify the **grandsons** and **granddaughters**. Reinforce by saying and writing “[name] is their grandfather.” And for the first two children in the bottom row, say and write “[name] is his grandson,” “[name] is his granddaughter.” As before, prompt students to finish the bottom row.
2. With students taking the lead as much as possible, repeat for the **grandmother**. Point to the grandmother (say her name) and the children in the bottom row. Prompt “[name] is their grandmother.” Point to the first child in the bottom row and say “[name] is her ....” If this is hard, just point to the sentence on the board about the grandfather. Finish the row.

**Activity #5** – Writing about families



*Leave the list of family members on the board. Erase the rest.*

1. Write “**My Family**” and write sentences about your real or hypothetical family. For example:

**My Family**

**[name] is the grandfather in my family. I am the grandmother. [name] is my son. He is a father.**

**[name] is a mother. [name] is their daughter. [name] is their daughter, too. They are my granddaughters.**

Read the sentences and slowly review grammatical usages:

singulars and plurals (granddaughter, granddaughters)

**am** the grandmother, **is** the grandfather (and other examples), and **are** my granddaughters

the articles **the** and **a**

If students are not already familiar with articles in their native languages, a brief explanation will probably be insufficient! But you can say “[name] is the grandfather in the family. Only one grandfather is in the family. My son is a father, not the father. The grandfather is a father, too.”



*Ask the students “Who is in your family?” Tell them to write “My Family,” and write their own sentences. When they are finished, divide the class into pairs or groups, and ask the students to read to the other student(s). Circulate, listen, and help. When they are finished, congratulate the students for their work!*

2. If you have time, ask for volunteers to read the stories of their families to the whole class. Tell students to keep the stories to read at the next class.



#### **Activity #6** – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Call the students’ attention to the instructions at the bottom of the review sheet. Even if they wrote sentences about their families during the lesson, they should add a few more sentences for homework, using full sentences. Remind the students to keep the stories about their families for the next class.
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”



## Week 4, Lesson 4.1 Review of Families

Important vocabulary about families

boy	child	children	daughter	family	father	girl	grandfather
grandmother	man	men	mother	son	woman	women	

a boy	2 boys	a grandfather	8 grandfathers
a child	3 children	a grandmother	9 grandmothers
a daughter	4 daughters	a man	10 men
a family	5 families	a mother	11 mothers
a father	6 fathers	a son	12 sons
a girl	7 girls	a woman	13 women

*to be*

I am	I <b>am</b> the grandmother.	we are	We <b>are</b> her children.
you are	You <b>are</b> the grandfather.	you are	You <b>are</b> my mother.
he, she, it is	He <b>is</b> my son.	they are	They <b>are</b> my daughters.



Eleven people are in their family.  
How many people are in your family? Write a few more sentences about your family.

## Lesson 4.2 – Families, Continued

### Recommended Materials for Lesson 4.2

- extra copies of the review sheet from Lesson 4.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- two copies of the three-generation family tree from the previous lesson
- two copies of the “Who Am I” strips for Activity #3
- copies of the Lesson 4.2 review sheet



*To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.*

*“Who Am I?” strips appear at the end of the lessons for this week.*

### Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. The student can use any of the formats for the date. (This request will be repeated at every lesson, so try to choose different students over time.)
2. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. To reinforce the use of numbers, include a reference to the approximate temperature (in Fahrenheit).
3. Make sure that everyone has a copy of the review sheet from Lesson 4.1. Referring to the family tree and caption on the review sheet, say **“Eleven people are in the family. How many people are in your family?”** Ask several students to answer **“[number] people are in my family.”** Then ask a student **“How many men?”** Asking different students, change the question to women, children, boys, and girls.
4. Read **“My Family”** (about your own or hypothetical family) from the previous lesson. Ask a student (preferably one who didn’t read the story at the end of the previous lesson) to read the story about his/her family. If no one remembered to bring the story to today’s lesson, skip to the next activity.

**Activity #2** – Husband, wife, brother, and sister



*Display the picture of the family tree.*



*Write:*

*a husband, a wife  
a brother, a sister*

*husbands, wives  
brothers, sisters*

1. Referring to the picture and the names previously assigned, discuss additional relationships. Using the names of the grandparents, say and write “[name] and [name] are husband and wife.” Point and say “**The man is the husband, and the woman is the wife.**” Repeat for the two husbands and wives in the middle row. Explain the plurals.
2. Referring to the picture and the assigned names, do the same with *brother* and *sister*. Say and write “[name] and [name] are brother and sister.” Point and say “**The man is the brother, and the woman is the sister.**” After you explain one additional brother-sister relationship, ask the class to find at least two others. (Four brother-sister relationships are in the picture.)
3. Write on the board:

\_\_\_\_\_ and \_\_\_\_\_ are husband and wife.  
\_\_\_\_\_ and \_\_\_\_\_ are mother and son.  
\_\_\_\_\_ and \_\_\_\_\_ are mother and daughter.  
\_\_\_\_\_ and \_\_\_\_\_ are father and son.  
\_\_\_\_\_ and \_\_\_\_\_ are father and daughter.  
\_\_\_\_\_ and \_\_\_\_\_ are brother and sister.



*Make sure that students have paper and pens. In pairs or small groups, ask the students to write and fill in the blanks in the sentences on the board. Several different answers are possible for each one!*

4. Ask each pair/group to report their examples. See how many examples the whole class has found, and point to individuals in the picture to provide additional examples, if needed.



For reference, the multiple relationships in the family picture are as follows:

husbands and wives 3    fathers and sons            3    fathers and daughters 4  
 mothers and sons    3    mothers and daughters 4    brothers and sisters    4

**Activity #3** – Using *to have* to talk about families



Display your picture of the family tree with the names and refer to family members by name.



Write on the board:

***I have***                      ***we have***  
***you have***                ***you have***  
***he, she, it has***        ***they have***

1. Point to a wife in the picture and say “**I am a wife.**” Then say “**I have a husband.**” Start to make a table, pointing to a picture for each relationship. Explain that each one can be reversed (e.g., ***I am a husband. I have a wife.***) Write the first two or three rows in the table, as displayed below.

I am	I have
a wife	a husband
a mother	a son
a mother	a daughter
a father	
a father	
a sister	
a grandfather	
a grandfather	
a grandmother	
a grandmother	

Ask the students to fill in the second column. You don’t have to complete the whole table

2. Write “**Who am I?**” on the board. Say “**I have a husband. Who am I?**” Help the class find three possible answers.
3. Ask the class “**I have a sister, a wife, and two children. Who am I?**” Only one answer is possible.



Give each student a “**Who am I?**” strip. (The strips appear in the section at the end of the lessons for this week.) In pairs, students discuss the information to identify the person on each strip. They can consult the picture on display for their names. When the pairs have completed both strips, ask students to read the strips and their answers. If other pairs had the same strips, ask them if they agree.

#### **Activity #4** – Aunts, uncles, and cousins



Erase the sentences, but add these relatives to the list on the board:

<i><b>an aunt</b></i>	<i><b>aunts</b></i>
<i><b>an uncle</b></i>	<i><b>uncles</b></i>
<i><b>a niece</b></i>	<i><b>nieces</b></i>
<i><b>a nephew</b></i>	<i><b>nephews</b></i>
<i><b>a cousin</b></i>	<i><b>cousins</b></i>

1. Explain the use of **an** (as in **an aunt** and **an uncle**) when the following word begins with a vowel. Explain what letters are vowels.
2. Point to the first child in the bottom row. Say and write:  
**“My name is [name]. [name] is my aunt. I am her nephew. [name] is my uncle. I am his nephew. [name] and [name] are my cousins.”**
3. Point to the second child in the bottom row. Say and write:  
**“My name is [name]. [name] is my aunt. I am her niece. [name] is my uncle. I am his niece. [name] and [name] are my cousins.”**  
 The sequence is the same for the third child in the bottom row.
4. Point to each of the last two children in the bottom row. Ask students to help you adjust the sentences on the board for each of the two children. These two children would have an aunt, an uncle, and three cousins.



*Each student should select a person from the top or middle row of the family tree and write three (or more) sentences about that person. They can use the sentences on the board and the “Who Am I” strips for models. When they are finished, they read their sentences to their partners. Circulate to listen.*



### **Activity #5** – Review and conclusion

1. Distribute and discuss the review handout for this lesson. For homework, students should write three sentences about their families, such as “I am a mother,” “I have two nephews,” etc. Also ask students to think about their own family trees. Drawing family trees will be part of the review in the next class.
2. Review any other important words or expressions introduced in this lesson.
3. Say “**Goodbye**” and “**See you on [day of next class].**”



## Week 4, Lesson 4.2 Review of Families

Important vocabulary about families

aunt	cousin	husband	nephew	niece	uncle	wife	wives
------	--------	---------	--------	-------	-------	------	-------

1 aunt	2 aunts
1 cousin	3 cousins
1 husband	4 husbands
1 nephew	5 nephews
1 niece	6 nieces
1 uncle	7 uncles
1 wife	8 <b>wives</b>

*to have*

I **have**  
you **have**  
he, she, it **has**

I **have** a husband.  
You **have** a wife.  
He **has** an aunt.

we **have**  
you **have**  
they **are**

We **have** two nieces and one nephew.  
You **have** five cousins in your family.  
They **have** an uncle.

Write three sentences about your family.



This family has eleven people. How many people do you have in your family?  
What is your family tree?



## Telephone dialog

A. **Hello?**

B. **Hi, \_\_\_\_\_ . It's \_\_\_\_\_ . What are you doing this evening?**

A. **Hi, \_\_\_\_\_ . I'm cooking now. I eat and watch TV in the evening. I go to bed at \_\_\_\_\_ .**

B. **What time is it now?**

A. **It's \_\_\_\_\_ now.**

B. **OK. What do you usually do on Tuesday mornings?**

A. **I get up, get dressed, eat breakfast, and go to my English class.**

B. **What time is your English class?**

A. **The class is at \_\_\_\_\_ .**

B. **What time do you eat lunch?**

A. **I eat lunch at noon. Do you eat at noon?**

B. **Yes! See you at noon?**

A. **Yes! See you on Tuesday at noon.**

B. **Good! Bye.**

A. **Bye, \_\_\_\_\_ .**

# FAMILY TREE



Download from  
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**Who Am I?**  
Print and cut into strips.

1.



*Who am I?*

*I have a wife, a son, and two daughters.*

*My name is \_\_\_\_\_*

2.



*Who am I?*

*I have two sisters.*

*My name is \_\_\_\_\_*

3.



*Who am I?*

*I have a husband and five grandchildren.*

*My name is \_\_\_\_\_*

4.



*Who am I?*

*I have a husband and three children.*

*My name is \_\_\_\_\_*

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5.



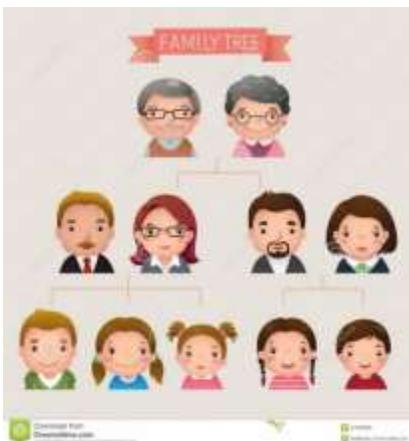
*Who am I?*

*I have a sister, a wife, and two children.*

*My name is \_\_\_\_\_*

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6.



*Who am I?*

*I have one sister. My father has one sister, too.*

*My name is \_\_\_\_\_*