

# My family

Tutor Resources for the AMEP

Learning English

Beginner

## **Tutor Resources for the AMEP**

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Theme: Learning English

Topic: My family

Task	Language focus	Learning activities	Resources
1. Can identify and talk simply about family members	<p><b>Vocabulary</b>                      husband, wife, children, child, son, daughter, brother, sister, mother, father, grandmother, grandfather</p> <p><b>Structure</b>                      Who is this? <i>This is my ___ (mother, father, son etc).</i>                      Do you have any ___ (brothers, sisters etc)?                      Is this your ___ (brother, father, son etc).                      How many ___ (sisters, sons, etc) do you have? <i>I have ___ (one sister, three sons etc).</i>                      What's your ___ (son's, mother's etc) name? <i>His/her name is ___.</i>                      How old is he/she?                      Is he/she your ___ (son, mother etc)? <i>No, he/she is my (son, mother etc).</i>                      Is he/she married? <i>Yes, he/she is married.</i>                      What country does he/she come from?</p>	<p>Discuss family photos</p> <p>Match words to pictures</p> <p>Read and write about families</p>	<p>Tutor's family photo</p> <p>Learner's family photo</p> <p>Flash cards 1: Family members</p> <p>Worksheet 1: My family</p> <p>Worksheet 2: Family stories</p>

Theme: Learning English

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Task	Language focus	Learning activities	Resources
2. Can describe self and family	<p><b>Vocabulary</b> old, young, tall, short, dark/fair hair, straight, curly, long/short hair, and, but, has, hasn't got</p> <p><b>Structure</b> I have long hair. I haven't got short hair. My husband has/hasn't got ____. Do you have ____? Does your husband have ____? Are you tall? <i>No I am not tall, I am short.</i> I am short <u>but</u> my husband is tall. I am young <u>and</u> I have long hair.</p>	<p>Discuss features of self and family members</p> <p>Answer questions about a simple story describing people</p> <p>Write or copy simple sentences about family members using structures</p>	<p>Worksheet 3: Describing people Worksheet 4: Sara and Tom</p>
3. Can talk about things self and family can or can't do	<p><b>Vocabulary</b> swim, drive a car, cook, sing, use a computer, sew, ride a bicycle, play football, and, but</p> <p><b>Structure</b> Can you ____? <i>Yes I can. No I can't.</i> Can your son ____? <i>Yes he can. No he can't.</i> Can she/they ____? I can ride a bicycle <u>and</u> I can sew. He can cook <u>and</u> play football <u>but</u> he can't swim.</p>	<p>Identify actions</p> <p>Talk about what their family members can or can't do</p> <p>Complete the survey</p> <p>Write or copy simple sentences about family members using 'and' or 'but'</p>	<p>Flashcards 2: Actions Worksheet 5: Can you ____? survey</p>

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**Task 1:** Can identify and talk simply about family members

**Vocabulary:** husband, wife, children, child, son, daughter, brother, sister, mother, father, grandmother, grandfather

**Language structure:** Who is this? *This is my \_\_\_ (mother, father, son etc).*  
 Do you have any \_\_\_ (brothers, sisters etc)?  
 Is this your \_\_\_ (brother, father, son etc).  
 How many \_\_\_ (sisters, sons etc) do you have? *I have \_\_\_ (one sister, three sons etc).*  
 What's your \_\_\_ (son's, mother's etc) name? *His/her name is \_\_\_.*  
 How old is he/she?  
 Is he/she your \_\_\_ (son, mother etc)? *No, he/she is my (son, mother etc).*  
 Is he/she married? *Yes, he/she is married.*  
 What country does he/she come from?

**Preparation**

Bring your own family photos. Ask your student to have some family photos available if they have any. Have other family photos on hand if need be.

Prepare flash cards 1.

**Activity instructions**

*Discuss family photos*

📄 Tutor's family photo

📄 Learner's family photo

Ask questions: Who is this? How old is he/she?

Do you have any \_\_\_ (brothers, sisters etc)?

Is this your \_\_\_ (brother, father, son etc).

Model answers: This is my \_\_\_ (mother, father, son etc). No, this is my grandfather.

Encourage learner to ask tutor questions.

Use numbers to talk about the family. Ask questions: How many \_\_\_ (sisters, sons etc) do you have? Model answers: I have \_\_\_ (one sister, three sons etc). Learner repeats.

*Match words to pictures*

📄 Flash cards 1: Family members

📄 Tutor's family photo

📄 Learner's family photo

Use word cards to talk about family members in photos.

Learner points to son then finds the correct word card. Learner reads word.

Repeat for other family members.

Hold up a family word card. Learner reads word and finds matching family member in photo.

Encourage learner to say the words and not just point.

### *Read and write about families*

#### 📄 Worksheet 1: My family

Read questions and sentences on worksheet. Learner repeats.

Help learner to fill in information. When complete read questions and answers. Learner repeats.

#### 📄 Worksheet 2: Family stories

Read Ling's and Joe's stories. Learner repeats.

Ask questions about the stories: Is she married?

How many children does she have?

Is he married or single?

What country does he come from?

How old is he? etc.

Model answers: She has two children. He is single etc. Learner repeats.

Learner writes similar story about self or tutor writes sentences for learner to copy.

Learner reads their story.

Cut sentences into separate words.

Learner rebuilds sentences, putting words in correct order.

Learner reads completed sentences.

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<b>Task 2:</b>	Can describe self and family
<b>Vocabulary:</b>	old, young, tall, short, dark hair, fair hair, straight, curly, long hair, short hair, and, but, has, hasn't got
<b>Language structure:</b>	<p>I have long hair. I haven't got short hair.</p> <p>My husband has/hasn't got ____.</p> <p>Do you have ____?</p> <p>Does your husband have ____?</p> <p>Are you tall? <i>No I am not tall, I am short.</i></p> <p>I am short <u>but</u> my husband is tall. I am young <u>and</u> I have long hair.</p>

**Activity instructions**

*Discuss features of self and family members*

📄 Worksheet 3: Describing people

Show pictures on the worksheet and read the words. Learner repeats.

Model language by describing self: I am short. I have short hair. My hair is straight etc.

Say: Tell me about yourself or ask: Are you tall or short?

Is your hair fair or dark? Learner responds: *I am short. I have long hair. My hair is dark.*

Ask about learner's family members: Does your daughter have dark hair or fair hair?

Is your mother old or young? Learner responds: *My mother is old.*

Use 'and' and 'but' to combine sentences. Say: I am short but my husband is tall. My hair is dark and long. Learner repeats.

Use 'has' and 'hasn't got' to talk about family members. My husband has short hair. He hasn't got long hair.

Learner asks questions about tutor's family.

*Answer questions about a simple story describing people*

📄 Worksheet 4: Sara and Tom

A. Read the story. Learner repeats.

B. Learner reads the statements and marks true (tick) or false (cross). Then learner writes the statements making them true.

C. Learner joins the sentences with 'and' or 'but'.

D. Learner completes the sentences with 'has' or 'hasn't got'.

*Write or copy simple sentences about family members using structures*

Write sentences about the learner's family members. Read sentences. Learner repeats.

Cut sentences into separate words. Learner rebuilds sentences, putting words in correct order. Learner reads completed sentences.

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<b>Task 3:</b>	Can talk about things self and family can or can't do.
<b>Vocabulary:</b>	swim, drive a car, cook, sing, use a computer, sew, ride a bicycle, play football, and, but
<b>Language structure:</b>	Can you ___? <i>Yes I can. No I can't.</i> Can your son ___? <i>Yes he can. No he can't.</i> Can she/they ___? I can ride a bicycle <u>and</u> I can sew. He can cook <u>and</u> play football <u>but</u> he can't swim.

**Activity instructions***Identify actions*

- Flash cards 2: Actions

Show picture cards. Discuss what the people in the pictures are doing.

Read the word cards. Learner finds the corresponding picture card.

Play game of concentration with words and pictures.

*Talk about what their family members can or can't do*

- Flash cards 2: Actions

Hold up a picture card and ask questions: Can you \_\_\_ (swim, cook etc)? Learner responds: *Yes I can. No I can't.*

Ask questions: Can your \_\_\_ (husband, son daughter etc) \_\_\_ (swim, cook etc)? Learner responds: *Yes he/she can. No he/she can't.*

Reverse role. Learner asks tutor about what his/her family members can do.

*Complete the survey*

- Worksheet 5: Can you \_\_\_? survey

Complete the survey.

Model sentences using information from survey results: e.g. My husband can swim but he can't cook. My daughter can cook but she can't sing. Learner repeats.

*Write or copy simple sentences about family members using 'and' or 'but'*

Write sentences about learner and their family using 'and' or 'but'.

Learner reads and copies sentences, then reads again.

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## Flash cards 1: Family members



grandmother	grandfather
wife	husband
mother	father
children	child
daughter	son
sister	brother

## Worksheet 1: My family

*Write about you and your family.*

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

How many brothers do you have? \_\_\_\_\_

My brothers' names are

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How many sisters do you have? \_\_\_\_\_

My sisters' names are

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My father's name is \_\_\_\_\_

My mother's name is \_\_\_\_\_

Are you married? \_\_\_\_\_

My wife's/husband's name is \_\_\_\_\_

How many children do you have? \_\_\_\_\_

My children's names are

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## Worksheet 2: Family stories

*Read the stories.*



Hello. My name is Ling Li. I'm married. My husband's name is Dong. We have two children, one daughter and one son. Our daughter's name is Kelly. She is 8 years old. Our son's name is Steven. He is 5 years old. We live with my mother and father.

Hello. My name is Joe. I'm single. I live with my brother. I am 30 years old and he is 28. My mother and father live in Egypt. My sister lives there too. She is 18 years old. She is a beautiful girl.



*Write a story about yourself.*

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## Worksheet 3: Describing people

Read the words.

fair hair



dark hair

tall



short

curly hair



straight hair



long hair



short hair



young

old

## Worksheet 4: Sara and Tom

A. Read about Sara and Tom.

Sara is a girl. She is short. Tom is a boy. He is tall. Sara has long hair. Tom has short hair. Sara's hair is fair. Tom's hair is dark.



B. Tick (✓) if the sentence is true or cross (✗) if it is false.  
Write all sentences and make them true.

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Sara is short. | <u>Sara is short.</u> |
| <input checked="" type="checkbox"/> Tom is short.  | <u>Tom is tall.</u>   |
| <input type="checkbox"/> Sara is a boy.            | _____                 |
| <input type="checkbox"/> Tom is a boy.             | _____                 |
| <input type="checkbox"/> Sara has long hair.       | _____                 |
| <input type="checkbox"/> Tom has long hair.        | _____                 |
| <input type="checkbox"/> Sara's hair is dark.      | _____                 |
| <input type="checkbox"/> Tom's hair is fair.       | _____                 |

**C. Combine the sentences using 'and' or 'but'.**

Sara is a girl. Sara is short.

Sara is a girl and she is short.

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Sara has long hair. Tom has short hair.

Sara has long hair but Tom has short hair.

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Tom is a boy. Tom is tall.

---

Sara has fair hair. Tom has dark hair.

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**Complete the sentences using 'has' or 'hasn't got'.**

Sara has long hair. Tom hasn't got long hair.

Tom \_\_\_\_\_ short hair. Sara \_\_\_\_\_ short hair.

Sara \_\_\_\_\_ fair hair. Tom \_\_\_\_\_ fair hair.

I \_\_\_\_\_ dark hair. I \_\_\_\_\_ fair hair.

I \_\_\_\_\_ long hair. I \_\_\_\_\_ short hair.

## Flash cards 2: Actions



swim



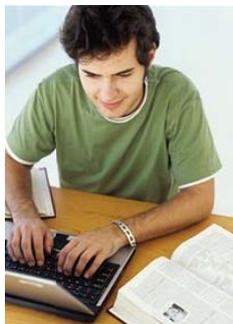
cook



play football



sing



use a computer



drive a car



sew

## Worksheet 5: Can you \_\_\_\_? survey

Put a tick (✓) or a cross (✗).

Can you ____	You	Husband/wife	Son/daughter
swim? 			
cook? 			
play football? 			
sing? 			
use a computer? 			
drive a car? 			
sew? 			