

# My Grandfriend

## Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

## Topic

Students describe an older friend, sometimes called a Grandfriend, or an older relative, such as a Grandparent.

## Aims

Students will:

- explore the topic of intergenerational friendships
- listen to a model and be given speaking practice to describe people
- use the third person present simple to describe where people live, their pets, what they like and what they do

## Age/level

Primary students between 6-8 year olds / CEFR level A1

## Time

50 – 60 minutes

## Materials

- The *My Grandfriends* handout
- The *My Grandfriend* template
- The LearnEnglish Kids website (for extension activities)

## Introduction

In this lesson students listen as the teacher describes the lives of three Grandfriends, choosing the pictures which correspond to each person. They use the information to invent a Grandfriend, or to describe an older person they know.

## Checklist for online teaching

### Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

### General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.
- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

**Procedure**

Stage	Instructions
<b>At the start of the lesson</b>	<ul style="list-style-type: none"> <li>• Welcome the learners as they arrive:               <ul style="list-style-type: none"> <li>- Check that you can all hear and see each other.</li> <li>- Check that they can see the first slide.</li> <li>- If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.</li> </ul> </li> <li>• Tips:               <ul style="list-style-type: none"> <li>- Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week.</li> <li>- Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.</li> </ul> </li> </ul>
<b>Warmer (5 – 10 minutes)</b>	<ul style="list-style-type: none"> <li>• Show a picture of an older person on the screen and say <i>This is my friend</i>. Briefly describe your friend, miming or drawing pictures if you need to, e.g. <i>This is Sue. She lives in a house, she's got a dog, she likes cheese. She likes walking in the mountains.</i></li> <li>• Briefly ask a few students to tell you about their friends (probably of the same age), e.g. <i>What's your friend's name? What does he/she like? Has she/he got a pet?</i></li> </ul>
<b>Part 1 (5 – 10 minutes)</b>	<ul style="list-style-type: none"> <li>• Display the <i>My Grandfriends</i> handout on the screen, or ask them to look at their copies if you have emailed them to the students.</li> <li>• Explain that a Grandfriend is a friend who is older, as in the pictures of Jan, Bob and Pam. Ask children for a show of hands: have they got a Grandfriend? It could be a grandparent, a grand aunt or uncle, a neighbour or family friend (students may talk about anyone from another generation, e.g., an aunt or uncle or family friend who may not be that old – the point is we're talking about friends who aren't the same age as we are).</li> <li>• Ask students <i>Does (s)he live in a house or a flat? Has (s)he got a pet? What does (s)he like?</i></li> </ul>
<b>Part 2: listening (10 – 15 minutes)</b>	<ul style="list-style-type: none"> <li>• With the <i>My Grandfriends</i> handout, ask <i>What's her / his name?</i> as you point to each person at the top of the worksheet.</li> <li>• Say <i>Listen carefully and decide: Where does Jan live – A, B, C or D?</i> Read the first two sentences below and pause for students to say the answer (Jan lives in a big house). Depending on the level of your students and what you've covered in previous lessons, you may need to revise the options in each category as a class before reading the descriptions of the Grandfriends to the class.</li> </ul>

	<ul style="list-style-type: none"> <li>Read the descriptions while students write their answers on the handout (if you have been able to email it to them) or in their notebooks. The answers are provided below).             <p>a) This is my Grandfriend, Jan. She lives in a big house in the mountains. She's got a pet horse. Jan's favourite food is fish and chips. She likes cooking. (1. C; 2. D; 3. B; 4. A).</p> <p>b) Here's my friend Bob. He lives in a flat in a big city. He's got a pet cat. His favourite food is salad. He likes fishing. (1. A; 2. B; 3. D; 4. B).</p> <p>c) This is Pam. She lives in a house in a town. She's got a pet dog. She likes eating fruit and vegetables. She likes painting. (1. B; 2. C; 3. C; 4. D).</p> </li> <li>There are three Grandfriends and four options in each section (the extra options make the activity more challenging and give students more choices when describing a Grandfriend later).</li> </ul>
<b>Part 3: speaking (15 – 20 minutes)</b>	<ul style="list-style-type: none"> <li>Play a quick guessing game. After checking the answers, tell students to turn their handouts over or to close their books. Ask them to repeat the Grandfriends' lives from memory, using the pictures on the screen to help them (or with stronger students, take away the pictures and just show the pictures of Jan, Bob and Pam).</li> <li>Display the <i>My Grandfriend</i> template on the screen. Make an example Grandfriend with the class: it could be someone's grandmother, great uncle or a neighbour, or use your first example, attempting to draw a likeness in the portrait square. Continue until you have completed the boxes with pictures.</li> <li>Now it's the students' turn to invent a grandfriend, or to describe a grandparent or an older person they know.</li> <li>Get students to copy the template onto paper (if you haven't been able to send it to them).</li> <li>Display the <i>My Grandfriends</i> worksheet again to help students choose answers to complete their templates. These are only examples and if students are describing a real person, they will want to draw their own pictures and may need some help with new vocabulary. Early finishers could colour their pictures.</li> <li>Students present their Grandfriends to the class or in their breakout groups.</li> </ul>
<b>Wrap up (5 – 10 minutes)</b>	<ul style="list-style-type: none"> <li>Ask students if they can remember information about another student's Grandfriend.</li> </ul>
<b>Further ideas and resources</b>	<ul style="list-style-type: none"> <li>You could ask students to write about their Grandfriends after they have spoken about them. This could be set for homework.</li> <li>Why not get students to write about their Grandfriends or Grandparents on</li> </ul>

LearnEnglish Kids? Old people: tell us about an older person you know – leave a comment!

<https://learnenglishkids.britishcouncil.org/your-turn/old-people>

More on the topic can be found at LearnEnglish Kids:

- Elderly people: vocabulary and an activity about older people  
<https://learnenglishkids.britishcouncil.org/worksheets/elderly-people>
- Although they don't cover the same grammar areas, your students may enjoy these videos from the *Grammar with Gran* series:

Kitty's science test (comparatives)

<https://learnenglishkids.britishcouncil.org/grammar-videos/kittys-science-test>

Gran's fishing trip (past simple)

<https://learnenglishkids.britishcouncil.org/grammar-videos/grans-fishing-trip>

Gran's adventures (present perfect for experiences)

<https://learnenglishkids.britishcouncil.org/grammar-videos/grans-adventures>

### Lesson plan developed for remote teaching by:

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