**Keeping in touch**

**Phonics focus**

* One sound to one or two letters, e.g. *text,* ***ph****one,* ***ch****at, ever****y,*** *progra****mm****er*
* One grapheme represents different phonemes, e.g. ‘a’, ‘al’, ‘ar’ in *f****a****mily,* *t****al****k,* ***a****bout, s****a****me, H****a****bib****a****, C****a****n****a****d****a,*** *Denm****ar****k*; ‘o’ in *br****o****ther, d****o****ctor, h****o****me*
* Schwa sound/letter correspondence, e.g. *doct****or, a****bout, Can****a****d****a***
* Syllables, e.g. *com put er pro gramm er*

**Additional materials needed**

* *New to ESOL*[**Topic 5, Unit 3**](https://esol.excellencegateway.org.uk/content/etf3081) Keeping in Touch
* Images and word cards: Resource 5.3.1, 5.3.2.
* Text 11 ‘My brother’ from *New to ESOL* Topic 5, Unit 3
* Text 12 ‘Habiba’ from *New to ESOL* Topic 5, Unit 3
* Letter cards: cards with alphabet letters and individual graphemes; extra vowel letter cards
* [Template 12](https://esol.excellencegateway.org.uk/content/etf3085) - phoneme chart (for support)
* Sticky notes and mini whiteboards

**Warmer**

Show pictures (or realia) of a mobile phone, Facebook page, Skype home page, WhatsApp, Instagram, etc. You could use the images in Resource 5.3. Elicit/check vocabulary and the expression ‘to keep in touch with …’ Talk about who you keep in touch with and which methods you use. Discuss how learners keep in touch with their friends and family. Encourage them to show each other their phones and the apps they use.

**Suggested procedure**

1. Display/show the large picture of ‘Rama’, a young woman from Syria’. Explain that she lives in England now but her family and friends live in other countries. Say the word ‘England’ and elicit each letter and sound in the word as you write it up. Then say it naturally to illustrate how we pronounce the first sound as / ɪ / not / e / and use the schwa in the second syllable. Demonstrate to learners that it is two syllables and the stress is on the first syllable, which is why the second is a schwa. It might also be helpful to point out that *land* is a ‘word within a word’.
2. Show photos from *New to ESOL* Topic 5, Unit 3, Text 11 *My brother* and Text 12 *Habiba*. Ask questions to elicit who they are and where they live. Show the picture of Rama’s brother and say, ‘*Rama’s brother lives in Denmark. He’s a computer programmer*.’ Show the picture of Habiba and say, ‘*Rama’s friend Habiba lives in Canada. She’s a doctor.*’
3. If appropriate, show these countries on a map and ask if any of the learners have been there or have friends/family there.
4. Check the key vocabulary: Rama’s brother, a computer programmer, Habiba and a doctor. Show the word cards (p. 6 & 7 below), drill some or all of them and check understanding. Ask learners to match pictures (including those from Resource 5.3.1) to the word cards, as required,
5. Ask learners how they think Rama keeps in touch with her brother and her friend – ask them to select the relevant picture cards. Tell them they are going to read about them and find out.
6. Project/show the text ‘Rama’ p.8
7. Read the text aloud, pointing to each word as you say it. Demonstrate how to break longer words into syllables and sound them out. Check understanding by asking questions, e.g. *Where does Rama’s brother live? How often does she speak to him?* Ask learners if they have guessed correctly – did they choose the picture cards for Skype and phone?
8. Practice: use choral and paired reading techniques and ask for volunteers to read the text aloud, pointing to the words as they say them and sounding out as necessary. Focus on the schwa at the end of words ending in ‘er’ such as *broth****er****, programm****er****, comput****er****.* Say that this is the most common sound in the English language and that it can be at the beginning, middle or end of many words such as ***a****bout, Engl****a****nd, c****o****mputer, doct****or,*** *th****e****.* It is often spelled with an ‘a’, ‘o’, ‘e’, ‘er’, ‘or’ and ‘ar’.
9. Read the text aloud again and ask learners to underline/highlight all the schwa letter/sound correspondences they hear. They may find 9 or 10, depending on how the words are pronounced.
10. When learners can read the text confidently, introduce the idea that one grapheme can represent different sounds (phonemes). This may be a new concept for many learners and it is what makes English orthography complex.
11. Focus on the grapheme ‘o’ in the text and model the 4 different sounds: / **ɒ** / in *d****o****ctor*, / **ʌ** / in *br****o****ther* and *m****o****nth*, / **əʊ** / in *pr****o****grammer*, *ph****o****ne* and *h****o****me*,

/ **ə** / schwa in *c****o****mputer* and *doct****o****r. (*Note that the schwa will vary depending on accent and some do not use it in *computer*.)

1. Draw a table on the board and write up an example word containing each sound/letter correspondence at the top so that learners can clearly see that although it is the same letter – ‘o’ – the sound is different in different words. Focus on each word and sound it out. Recap the ‘silent E’ in split digraphs (*home, phone).* Elicit other known words that have the same sound/symbol correspondences and write them in the correct column, e.g.

|  |  |  |  |
| --- | --- | --- | --- |
| **doctor** | **brother** | **phone** | **doctor** *(schwa)* |
| *got* | *mother* | *home* | *solicitor* |
| *clock* | *some* | *alone* | *actor* |
| *shop* | *done* | *go* | *visitor* |

**Differentiation**: provide the words for learners to say and sort into the correct column. **Note:** *touch* is unusual as most words with ‘ou’ are pronounced / **aʊ /** as in *house, mouth, count,* etc. It is best taught as a sight word.

1. Ask learners to read the text again in pairs, underlining or highlighting words with ‘o’ in different colours based on the sound.
2. Now focus on the graphemes ‘a’, ‘ar’ and ‘al’ in the text and model the 5 different sounds: / **æ** / in ***a****nd, f****a****mily, progr****a****mmer, H****a****biba*, *C****a****nada*, / **eɪ** / in *s****a****me,*  / **ɑː** / in *Denm****ar****k*, / **ɔː** / in *t****al****k,* / **ə** / schwa in *Habib****a****,* ***a****bout,* *Can****a****d****a****,* **Note:** the word ‘a’ is pronounced / **eɪ** / when spoken slowly and carefully but is reduced to a schwa / **ə /** in normal, rapid speech.
3. Draw a table on the board with examples of each sound/letter pattern, e.g.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **and** | **same** | **Denmark** | **talk** | **about** *(schwa)* |
| *fat* | *baby* | *park* | *walk* | *around* |
| *ran* | *face* | *car* | *water* | *again* |
| *bank* | *gave* | *bar* | *fall* | *away* |

**Differentiation**: provide words for learners to say and sort into the correct column.

16. Ask learners to practise reading the text again in pairs, underlining or highlighting the words with ‘a’ ‘ar’ and ‘al’ in different colours based on the sound.

17. Give learners practice in saying, reading and writing the words and the text in a variety of ways. **Differentiation:** dictate words for learners to write; learners can record themselves saying reading the text (or some words) and then use the recording for writing/spelling practice.

* **Activity 1**: learners insert the missing letters to make words, sound out and say the words as they do so. **Differentiation**: a) learners copy the words to practise spelling and handwriting. b) learners choose a word(s) and say/write a sentence containing the word(s). c) create similar activities for your learners depending on their needs/level.
* **Activity 2**: learners read the texts aloud and insert the missing letters as they do so. **Differentiation:** create similar texts for your learners, removing other letter/sound combinations, depending on their needs/level.
* **Activity 3**: ask learners to sort the words into the correct column, based on the sound, saying each word as they do so. You may need to work on vowel sound discrimination activities first as learners may find it difficult to hear/pronounce the different vowel sounds. **Differentiation**: learners add more known words to each column. (Answers on p.14)

**Further phonics practice activities**

* Choose words from the text (suitable for your learners) and model putting each grapheme on a sticky note – say the sounds as you build the word, e.g. c – o – m – p – u – t – e – r, h – o – m – e. **Note:** use a visual method to highlight specific aspects such as vowels or consonants, stress and syllables.
* Make puzzles on sticky notes, e.g. *ph – o - ne, m – o – n – th, t – al – k,* and ask learners to assemble them into words**.** Make sure you/the learners say the sounds as they put the words together.
* Hand out copies of the ‘Keeping in touch’ text. Choose a specific sound and ask learners to listen and highlight/underline the grapheme as you say it, e.g. the final / i: / sound represented by the letter ‘y’ in *famil****y***and *ever****y.***
* Learners listen and write the word as you sound it out, e.g. *k – ee – p.* Alternatively, learners select the correct grapheme cards as you say it.
* Use letter/phoneme cards for handwriting practice, saying the sounds as they write the letter(s).

**Further practice activities**

* for learners who can discriminate sounds well, create more sorting activities using different sound/letter correspondences
* use the additional word cards (p.8) for learners to create their own sentences about how they keep in touch with their family and friends.

*For more suggestions, see the ‘Introduction to Phonics’ section.*

**Keeping in touch**

*Images from New to ESOL topic 5, Unit 3.1*

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  | **Skype** |
|  | **phone** |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **computer** | **programmer** |
| **phone** | **England** |
| **Skype** | **family** |
| **Denmark** | **Canada** |
| **keep** | **in touch** |
| **I** | **month** |
| **brother** | **week** |
| **her** | **a** |
| **him** | **doctor** |
| **talk** | **home** |
| **about** | **lives** |
| **friends** | **every** |
| **Additional word cards** | |
| **mother** | **father** |
| **sister** | **my** |
| **in** | **we** |
|  |  |
|  |  |

**Rama**



I keep in touch with my friends and family.

My brother lives in Denmark.

He is a computer programmer.

I Skype him the same time every month.

My friend Habiba lives in Canada.

She is a doctor.

I phone her every week.

We talk about home.

**Activity 1**

a

f … mily

… nd

C … anada

ba … nk

a

a

a

s … me

n … me

g … me

c … me

a

a

a

a

**Activity 2 – insert ‘a’**

I keep in touch with my friends …nd f…mily.

My brother lives in Denm……k.

He is … computer progr…mmer.

I Skype him the s…me time every month.

My friend H…bib… lives in C…n…d….

She is … doctor.

I phone her every week.

We t……k …bout home.

**Activity 2 – insert ‘o’**

I keep in touch with my friends and family.

My br…ther lives in Denmark.

He is a c…mputer pr…grammer.

I Skype him the same time every m…nth.

My friend Habiba lives in Canada.

She is a d…ct…r.

I ph…ne her every week.

We talk about h…me.

**Activity 3**

Sort the words based on the same sound/spelling pattern.

~~land~~ came tall all

park talk name around

ran arrive make back

start agree father late

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| and | same | walk | car | about |
| land |  |  |  |  |

**Activity 3 answers**

~~land~~ came tall all

park talk name around

ran arrive make back start agree father late

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| and | same | walk | car | about |
| *land*  *ran*  *back* | *came*  *name*  *late* | *tall*  *talk*  *all* | *park*  *start*  *father* | *around*  *arrive*  *agree* |