All about me

Teacher’s Pack

https://esolbritishcouncilorgcontent/teachers/teaching-uk-life/one-to-one-tutoring
Introduction

Me and my family gives learners the language needed to be able to talk about themselves, their feelings and people around them. The main foci of the lessons in this pack are speaking, listening and vocabulary; there are also some opportunities to develop reading and writing skills. There are three units in this pack All about me (this unit), Describing my feelings and health and My family, friends and others. These nine lessons complement each other, but can be used separately. Timings are approximate and may take more or less time that shown, depending on your learner.

Bearing in mind that some learners’ oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

Overview

Unit 1: all about me
1a: myself
1b: my hobbies and interests
1c: my skills

Unit 2: my feelings and health
2a: how are you?
2b: it’s great
2c: I feel ill.

Unit 3: my family, friends and others
3a: family members
3b: family and friends
3c: family life

Level: QCF Entry 1/2, CEFR A1/A2, SQA Access 2/3
Lesson 1a: myself

Time: 60 minutes

Aim:

- To recap and develop language from Teacher’s Pack 1 Unit 1 - *Nice to meet you*, enabling the learner to recognise and use language to express personal information with a particular emphasis on negative forms.

Objectives:

Your learner will be able to:

- be able to give personal information using the verbs *to be, have got, live* and *work* in speech.
- be able to write a short paragraph giving personal information.
- respond to questions about personal information using short answers for example: *Yes, I am, No, I don’t.*

Preparation

You will need:

- pictures of yourself and family (or friends), your place of work, a place where you don’t work, your house, the area where you live and an area where you don’t live, things you have or haven’t got, for example: car, dog, grandchildren etc. These need not be real photos
- coloured pencils/felt pens and paper for learner to draw his or her national flag or a small picture of the learner’s flag
- **Worksheet 1**: images to use with *I am/I have got* (cut up)
- **Worksheet 2**: sentence multiple choice sheet
- **Worksheet 3**: images to to use with *to live, to work* (cut up)
- **Worksheet 4**: personal sentence writing frame
- a highlighter pen
- **Worksheet 5**: short answer cue cards extension (cut up).

Consider:

- Find alternative sources of pictures if you do not wish to show the learner personal photos.
- It is common for beginners to make mistakes when using negatives such as not using the verb *do* or using the word *no* instead of *not*, for example: *I no work in London.*
Introduction: (5 mins)

- Focus your learner’s attention on the photos/pictures you have brought in. Using the phrases *I’m, I’ve got, I haven’t got*, tell the learner about yourself. Use the language the lesson will focus on.
- Use the pictures to prompt your learner to talk about his or her situation. Do not correct him or her at this stage.
- Listening to the learner’s language will help you recognise strengths and weaknesses and know what to focus on during the lesson.

Activity 1: *to be and have got* (10 mins)

- Look at Worksheet 1. Elicit/teach the word *flag* and ask if your learner can identify the two flags pictured. Ask the learner to draw his or her national flag on the blank card using the coloured pencils. Have a picture of your learner’s flag to hand, in case he or she needs support.
- Look at the three flags. Using *I’m* and *I’m not* and all three flags, tell the learner your nationality, for example: *I’m not Polish, I’m not American, I’m British*.
- Make the negative meaning clear by shaking your head or drawing a cross in pencil beside the picture, if required.
- Prompt your learner to make sentences about him or herself using the three flags. Make sure learners can say the phrases clearly. Check that your learner remembers that *I’m* means *I am*.
- Look at the remaining images. Use these to practise *I’ve got* and *I haven’t got*. Elicit the names of the items on the image cards first of all. Start by saying which items you have and haven’t got, then elicit similar sentences from the learner. Make sure learners can say the phrases clearly. Check that your learner remembers that *I’ve got* means *I have got*. Point out that *I haven’t got* means *I have not got*.
- Take all the image cards, mix them up, turn them over and put in a pile. Take it in turns to turn over a card and say the relevant personal sentence using the language practised in the activity. Mix the cards up and repeat the activity until your learner is confident.
- Give your learner Worksheet 2. Ask him or her to look at the first 5 sentences and to choose the correct option to make negative sentences. Highlight that *don’t* is not used with *to be* and *have got* constructions.

Differentiation:

If your learner struggles to read the sentences on the worksheet, read them to your learner and complete the activity orally.
Activity 2: using negatives (10 mins)

- Look at **Worksheet 3**. Elicit what each of the pictures represents and ask your learner to practise saying the vocabulary item where necessary. If you work, use the blank space on this worksheet to draw where you work (or provide a picture).
- Taking each picture in turn, make a positive or negative sentence appropriate to your own situation, for example: *I don’t live in London, I live in a house, I don’t work in a school, I work at home*. Emphasise the word *don’t* to the learner as you model the sentences.
- Elicit similar sentences from the learner. Correct and drill where required until your learner is confident.
- Practise by laying down five of the six image cards. Ask the learner to guess which one is missing and make a suitable personal sentence. Repeat this with different cards.
- Ask your learner to look again at **Worksheet 2** and to try questions 6-10. The learner should identify which is the correct word to complete the negative sentences. Highlight that most verbs use *don’t* to make negative sentences.

**Differentiation:**
If your learner struggles to read the sentences on the worksheet, read them aloud and complete the activity orally.

**Learning check:** (5 mins) Place all the image cards on the table. Repeat your own positive and negative personal sentences for each of the pictures and then ask the learner to do the same for themselves.

Monitor to assess whether the learner is able to use the presented verbs to describe him or herself.

Activity 3: basic personal sentences (10 mins)

- Look at **Worksheet 4**. See if your learner can recognise the phrases on the worksheet. If so, help the learner to write a suitable personal word or phrase to complete the sentence. If not, read them aloud for the learner before eliciting and scribing his or her response.
- Cut **Worksheet 4** into strips along the dotted lines. Show each sentence to your learner and elicit what it says. If the learner is unable to read sentences drill each sentence with the learner, before using the sentences to elicit answers.
Activity 4: writing (15 mins)

- It is important to assess your learner’s literacy skills for the next activity. Learners who are not confident at reading and writing should follow the language experience approach detailed below.
- If your learner is more confident then you should support him or her to write a short draft text giving some personal details. Depending on the learner’s confidence, you may want to use the sentences from Worksheet 4 for support, or you may want him or her to write independently.
- Support learners to improve the draft by re-writing the text without the supporting sentences.

Differentiation

If your learner is unable to read the sentences from Activity 3, then you should use a language experience approach (see one-to-one tutoring CPD module):

- Use the strips from Activity 3 to drill your learner’s sentences.
- Working one sentence at a time, cut the strip into individual words and drill and elicit the sentences word by word.
- Mix the sentence up and ask your learner to re-arrange the words into the right order, reading each word as he or she does it. Note, this should be done one sentence at a time.
- Ask your learner to copy the words from the cut out cards on to a piece of paper.

Activity 5: short answers (10 mins)

- Place all the image cards (Worksheets 1 and 3) on the table in three groups – those related to I’m/not, those related to have/haven’t and those related to don’t work / live. Your learner can help you with this, where appropriate.
- Starting with the I’m/not, point to an image card and ask an appropriate closed question, for example: Are you British? Let the learner answer. If he or she does not use a short answer, lay down the cue card Yes, I am or No, I’m not (Worksheet 5) and encourage the learner to answer the question again using a short answer. Ask questions with each of the cards in that group, with the learner using the short answer to respond.
- Follow this same pattern for each group of image cards and practise until confident.

Learning check:

To assess your learner’s ability to use short answers take away the short answer cue cards and repeat the exercise asking questions from any of the three groups randomly.
Lesson 1b: my hobbies and interests

Time: 60 minutes

Aim:
- To support learners to talk about hobbies and interests and recognise and use appropriate vocabulary.

Objectives:
Your learner will be able to:
- talk about his or her own hobbies, likes and dislikes
- copy or write a short text about his or her hobbies.

Preparation
You will need:
- A4 plain piece of paper and pen
- plain paper cut up into small blank cards
- Worksheet 6 hobbies (cut up)
- Worksheet 7 faces (cut up)
- Worksheet 8 word cards (cut up)
- Worksheet 9 forum post worksheet

Consider:
- This lesson recaps Teacher's Pack 1’s use of the third person s, as in he likes. This is a grammar point that can take learners some time to use confidently. You may want to focus more on communication than accuracy at this stage.

Introduction: (10 mins)
- Use the piece of plain A4 paper and draw a smiley face at the top on the left hand side and a frowning face on the right hand side.
- On one of the blank cards draw a picture to represent something you like, for example: cooking or dogs. Place it below the smiley face and say the appropriate sentence. Do the same on the other side of the paper with something you do not like.
- Encourage your learner to draw pictures and talk about his or her likes and dislikes. The learner should add image cards to both sides of the paper. Listen to your learner to gauge what language he or she already knows.
Activity 1: hobby vocabulary (10 mins)

- Show your learner the Worksheet 6 image cards. Elicit the words from the learner. If your learner is unable to say what the images are, practise saying each activity and then drill pronunciation until confident (see differentiation).
- Using the images, model the language yourself by placing them on the appropriate side of the A4 sheet, (from the Introduction activity) making the corresponding sentence for example: *I don’t like baking.* Then give the cards to the learner to do the same.

Differentiation:
If your learner struggles to remember the new vocabulary, try the following activity:

- Lay the cards on the table, say one of the words and ask your learner to point to the corresponding card.
- Repeat this several times with all the cards; then point to cards and ask your learner to say the word.
- Focus mainly on the images that your learner has most difficulty with; then move onto the A4 sheet activity as above.

Activity 2: talking about hobbies (10 mins)

- Show the people from the Worksheet 7 cards to your learner and place the first person card on the A4 sheet.
- On the A4 sheet place some of the six image cards from Worksheet 6 along with some of the image cards your learner drew on the *like* side and some on the *does not like* side. Model the activity yourself by saying for example: *He likes...he doesn’t like...She likes... she doesn’t like....*
- Change the person and hobby cards and ask your learner to talk about the next person’s hobbies. Continue by changing the person card and the configuration of the hobby image cards each time.

Learning check:
Monitor this activity to assess how well your learner can use vocabulary to talk about hobbies and pastimes.
Activity 3: reading hobby vocabulary (10 mins)

- Look at the word cards *I like* and *I don’t like* (**Worksheet 8**). See if the learner can recognise what they say. If so, place them on the A4 sheet next to the smiley / frowning face. If not, read aloud to the learner who can then put them next to the appropriate faces.

- Now look at the other word cards (**also Worksheet 8**) and the hobby image cards (**Worksheet 6**) together. Firstly, see if the learner can read any of the words and match them with a picture.

- If not, say one of the words and see if the learner can guess which card it is from the initial sounds or shape of the word. Once your learner has guessed he or she can match it with the picture.

- When all the words and pictures have been matched, highlight the initial letter sounds with a highlighter pen. Elicit the sounds at the beginning of the words from your learner. Also try highlighting the *-ing* at the end of each word and draw the learner’s attention to the sound it makes.

- Play peormanism with your learner. Turn over all the image and word cards but keep them in two separate groups. Ask your learner to turn over one from each group; if they match he or she should keep the pair and try to find another pair. If he or she does not find a pair, then you should take the next turn. The winner is the one with the most pairs.

Differentiation:

- If learners are confident with using *I don’t like* then model the words *I enjoy…, I don’t enjoy…* first using the A4 sheet together with the activity drawings and image cards, for example: *I like baking. I enjoy baking. I don’t like running. I don’t enjoy running*. Show that the meaning is the same by using the smiley face as you say the sentences with both *like* and *enjoy*.

- Now ask the learner *What do you enjoy?* and encourage him or her to use *I enjoy… / don’t enjoy…* using the picture stimuli.
Activity 4: writing about hobbies (15 mins)

- Give your learner a copy of Worksheet 9 and explain the scenario, the learner has just signed up for an online course and he or she should write a short text to introduce his or herself to the other course participants.
- Ask your learner to read the previous post and to rearrange the Worksheet 6 cards on the A4 sheet to match what Alia said. Ask questions to check your learner’s understanding.
- Ask your learner to use the writing frame underneath Alia’s post on Worksheet 9 to help them to write a forum post by completing the sentences.
- Once your learner has completed the writing frame, ask him or her to write out the text again, in full. Consider whether it is appropriate to ask your learner to copy from the writing frame or rewrite the text from memory.

Differentiation

If your learner is unable to read the writing frame, then you should use a language experience approach (see Volunteer CPD module):

- Read the writing frame prompts to your learner and elicit how he or she would like to complete the sentences.
- Scribe the learner’s responses on to strips of paper.
- Drill each sentence with your learner before asking him or her to try to read them back to you.
- Working one sentence at a time, cut the strip into individual words and drill and elicit the sentences word by word.
- Mix the sentence up and ask your learner to re-arrange the words into the right order, reading each word as he or she does it. Note, this should be done one sentence at a time.
- Ask your learner to copy the words from the cut out cards on to a piece of paper.

Learning check:

Monitor this activity to assess whether your learner can write a simple text about his or her likes and dislikes.

Activity 5: conversation (5 minutes)

- Finish the session by asking your learner for more information about his or her hobbies. Ask your learner about when, where, why and how he or she does these activities. Try to extend the conversation as much as possible.
Lesson 1c: my skills
Time: 60 minutes
Aim:
• To support learners to recognise and use vocabulary related to skills and abilities.

Objectives:
Your learner will be able to:
• recognise and use I can / I can’t / Can you?
• recognise and use skill-related vocabulary – cook, sew, use a computer, swim, drive, ride a bike
• copy or write a short text about his or her skills
• recognise and use I am good/bad at to talk about his or her abilities (extension)

Preparation
You will need:
• Worksheet 10a cropped image cards (cut up)
• Worksheet 10b uncropped image sheet
• Worksheet 11 skills questionnaire (2 copies)
• a dice
• Worksheet 12 application form, example and blank copy
• highlighter pen and pencil.

Consider:
• A common mistake learners make is to use the –ing form after modal verbs, such as can, for example I can cooking. Highlight this when presenting examples in this lesson.

Introduction: (10 mins)
• Show your learner the pictures from Worksheet 10a. Ask him or her to try and guess what the cropped images show.
• After your learner has guessed what the pictures show, show Worksheet 10b. Use the pictures to elicit and drill the skill-related vocabulary (cook, sew, use a computer, swim, drive, ride a bike etc.) until your learner is confident.
Activity 1: skills questionnaire (10 mins)

- Give your learner Worksheet 11 and ask if he or she can read the questions. If so, ask the learner to read the questions and tick the correct answers. If not, start by highlighting the skill words, practised in the previous step. Use the pictures to help you support your learner to recognise these words. Then ask the learner to read the questions, one word at a time; you may need to support by sounding out the words. Once your learner understands the question, ask them to tick yes or no to give an answer.
- Ask the learner to ask you the questions on Worksheet 11. Give short answers and fill in a copy of the questionnaire.

Differentiation:
If the learner is familiar with short answers, (Lesson 1a extension) then ask the learner the six questions orally and encourage them to answer with Yes, I can / No I can’t.

Activity 2: talking about skills (10 mins)

- Show the learner your questionnaire and use the answers to make sentences to model the phrases I can / can’t.
- Look at the learner’s completed questionnaire. Elicit similar sentences from the learner according to the answers ticked.
- Help the learner say the sentences clearly if required, paying particular attention to the difference in pronunciation of can / can’t and highlighting that –ing forms are not used with can/can’t.
- Tell the learner any other skills you have using vocabulary the learner would recognise, for example: I can speak Spanish, I can bake. Encourage the learner to talk about his or her skills or lack of skills using other language she or he already has. Ask questions to prompt, if necessary.
- Take a dice and look at Worksheet 10b. Ask your learner to roll the dice and look at the picture which corresponds to the number on the dice. Ask him or her to say whether she or he can do the activity pictured. The learner should continue rolling the dice and talking about his or her skills until all pictures have been used.

Learning check:
Monitor this activity to assess whether your learner is able to talk about his or her skills.
Activity 3: reading about skills (15 mins)

- Look at the text section on Worksheet 12. Explain that the writer wants to work as a teaching assistant at a local school and has filled in a form about his or her skills.
- Ask the learner what skills she or he thinks are needed for this job.
- Ask your learner questions about the text; start by asking about Amanda’s personal details, then use ‘Can she…’ questions to ask about her skills.
- Ask your learner whether he or she thinks that Amanda would be a good teaching assistant given the information on her application form.

Differentiation:
Help learners who have difficulty reading by getting them to use the consonant sounds in the words to identify which word is which. Shade the consonant sounds with a highlighter pen to help the learner focus on them.

Activity 4: writing about skills (15 mins)

- Look at the second section of Worksheet 12. Explain that your learner is going to apply by filling in the simple form and writing about his or her skills. The form will give your learner a chance to recap writing basic information.
- Your learner can either copy words from the questionnaire or the example given on Worksheet 12 to help write his or her own text. A stronger learner could try writing from memory.
- If the learner has other skills not covered in the lesson he or she wishes to write about, supply the necessary vocabulary.

Differentiation:
If your learner has difficulty forming letters, write out what he or she wishes to say in pencil. Your learner can then trace over the top as initial practice before writing a final copy on Worksheet 3.

Learning check:
Monitor Activity 4 to assess whether your learner is able to write a short text about his or her skills.
Activity 5: I’m good / bad at (extension)

- Look at the skills questionnaire on Worksheet 11. Point to the things you have ticked and give each skill a grade out of 10 on the questionnaire, for example: Can you drive? Yes 2/10, Can you cook? Yes 9/10. Point to the scores and say: I can drive. I’m bad at driving. I can cook. I’m good at cooking. Use body language and gestures to also reinforce meaning.

- Look at the learner’s questionnaire and the things she or he can do. Ask them to score themselves out of 10. When he or she has done this, help your learner to say whether he or she is good or bad at the skill in question. Repeat until your learner is confident.

- Tell the learner other things you are good/bad at. Limit language to what the learner will recognise. Then elicit other sentences from the learner. Ask questions to prompt where necessary.
Answers

Lesson 1a – activity 1

1. I’m not American, I’m English.
2. I haven’t got a computer.
3. I’m not a cleaner, I’m a teacher.
4. I haven’t got any children.
5. I’m not married.

Lesson 1a – activity 3

6. I don’t/not live in a flat, I live in a house.
7. I work in a supermarket I not/don’t work in a school.
9. I not/don’t live in a house.
10. I work at home, I not/don’t work in a school.
Worksheet 1 cards – Lesson 1a

learner's own flag

[Flag images]

[Household items images]

[Other objects images]
Worksheet 2

Choose the correct words to make the sentences:

1. I’m not/don’t American, I’m English.
2. I haven’t/don’t got a computer.
3. I’m don’t/not a cleaner, I’m a teacher.
4. I don’t/haven’t got any children.
5. I’m don’t/not married.
6. I don’t/not live in a flat, I live in a house.
7. I work in a supermarket I not/don’t work in a school.
9. I not/don’t live in a house.
10. I work at home, I not/don’t work in a school.
Worksheet 3 – Lesson 1a

your workplace

your workplace
Worksheet 4

I’m .................................................................

I’m not ............................................................

I’ve got .............................................................

I haven’t got .....................................................

I live ...............................................................  

I don’t live ........................................................

I work .............................................................

I don’t work .....................................................
Lesson 1a. Worksheet 5

<table>
<thead>
<tr>
<th>Yes, I am</th>
<th>No, I’m not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I have</td>
<td>No, I haven’t</td>
</tr>
<tr>
<td>Yes, I do</td>
<td>No, I don’t</td>
</tr>
</tbody>
</table>
Lesson 1b. Worksheet 6
Lesson 1b. Worksheet 7

Ali

Gurjit

Anna

Jim
<table>
<thead>
<tr>
<th>I like</th>
<th>I don’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td>running</td>
<td>shopping</td>
</tr>
<tr>
<td>baking</td>
<td>keeping fit</td>
</tr>
<tr>
<td>sewing</td>
<td>watching TV</td>
</tr>
</tbody>
</table>
Hi everyone,  

Welcome to the course. Please post here to tell us about yourself.

Thanks 😊

01/06/2015 12:01

Re: Introduction

Hi everyone

My name is Alia, I'm from Bangladesh. I work in a supermarket. I like watching TV and baking. I don't like running and keeping fit.

01/06/2015 12:10

Re: Introduction

Hi everyone,

My name is _____________,

I'm from ________________.

I work in a _____________________.

I like _________________________________________________.

I don't like ____________________________________________.

01/06/2015 12:20
Hi everyone,
Lesson 1c. Worksheet 10b

1. Computer
2. Swimming
3. Sewing
4. Cooking
5. Driving
6. Cycling
### Lesson 1c. Worksheet 11

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Can you use a computer?</td>
<td></td>
<td></td>
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<td>Can you swim?</td>
<td></td>
<td></td>
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<tr>
<td>Can you sew?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you cook?</td>
<td></td>
<td></td>
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<tr>
<td>Can you drive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you ride a bike?</td>
<td></td>
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</table>
Lesson 1c. Worksheet 12

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Ridgeway</td>
<td>079364527129</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Date of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 Pruley Place</td>
<td>04 / 05 / 78</td>
</tr>
</tbody>
</table>

**Manchester, M32 6TH**

**Skills:** I can use a computer and I can drive. I've got a car. I can swim and ride a bike. I can also sew.

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone number</th>
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|                           |                  |

**Skills**

- I can use a computer and I can drive. I've got a car. I can swim and ride a bike. I can also sew.