Nice to meet you

Teacher’s Pack
Me and my culture: nice to meet you

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Introduction

Me and my culture will give your learner the language needed to talk about who he or she is and aspects of his or her culture. There are three units in this pack: Nice to meet you (this pack), Festivals and Celebrations and Food from around the world. These nine lessons complement each other but can be used separately. Timings are approximate and depending on your learner may take more or less time than that shown.

This introductory unit covers simple, everyday introductory language. It is designed to allow you to build supportive and encouraging relationship with your learner, while analysing his or her needs and abilities. The unit introduces to be and have / have got. It covers vocabulary related to countries, nationalities and numbers.

Overview

Unit 1: nice to meet you
1a. Asking about people
1b. Asking about things
1c. Asking about numbers

Unit 2: festivals and celebrations
2a. Let’s celebrate
2b. Chinese New Year
2c. Party time

Unit 3: food from around the world
3a. What food do you like?
3b. Making a shopping list
3c. Typical food
Lesson 1a: asking about people

Time: 60 minutes

Aims:
This lesson will develop your learner’s ability to introduce him or herself, build his or her confidence and establish a positive relationship between yourself and the learner. To give you an opportunity to analyse your learner’s language needs and abilities.

Objectives:
Your learner will be able to:

- say his or her name, job and where he or she is from using I’m
- find out this information from someone else using three questions
- use the phrase Nice to meet you
- name several new country nouns and their adjectives in English
- give information about other people, using He or she’s (from), his or her name is, he or she’s a....

Preparation

You will need:

- a few large pieces of A3 paper for writing words and phrases on (which the learner can take home at the end of the lesson)
- Worksheet 1 (map of world). Alternatively, bring in a large map of the world
- Worksheet 2 (map of UK). Alternatively, bring in a large map of the UK
- Worksheet 3 (country nouns and adjectives) cut up and shuffled
- a highlighter or coloured pencil
- Worksheet 4.
Introduction (5 mins)

- Focus your learner’s attention on the title of the unit. Tell your learner your name and encourage him or her to do the same; if needed, you could ask your learner his or her name directly. Then say ‘Nice to meet you’, shaking hands, if you feel it is appropriate. Encourage your learner to say ‘Nice to meet you’ back.

Activity 1: where are you from? (5 mins)

- Focus your learner’s attention on the map of the world (this could be the map on Worksheet 1 or a larger map which you have brought in). Elicit the words world and map.
- Begin by showing where you are on the map (or ask your learner to do this).
- Point to yourself and tell your learner where you are from, saying: ‘I’m from…’
- Point to the map and ask your learner: ‘Where are you from?’ and elicit an answer. Encourage the learner to use a full sentence. ‘I’m from…’

Activity 2: country vocabulary (10 mins)

- Continue to focus on the map of the world. Elicit names of countries your learner knows.
- Focus on the map of the UK (Worksheet 2) and elicit England, Scotland and Wales.
- Point to countries (in random order) and ask your learner to name them. Be careful not to overload the learner with new words: aim to teach a maximum of five new countries and choose countries which you think will be relevant to your learner’s experience. Correct any pronunciation, where required.
Activity 3: countries and nationality (10 mins)

- Write down the question: ‘Where are you from?’
- Elicit an answer from your learner and write this down using ‘I’m...’ Practise reading the sentence.
- Explain that ‘I’m’ is a shortened form of ‘I am’.
- Ask your learner to match the country nouns and adjectives (Worksheet 3). Offer as much support as your learner needs throughout this activity. A less confident learner could work with one page of the worksheet only.
- When matched, read the country names and the nationalities aloud, drilling the correct pronunciation. Focus on the parts of the word which are stressed, for example in the word ‘Pakistani’ the third syllable is stressed. Write the words down on the piece of paper and highlight the stressed syllable with a marker or coloured pencil.
- Now put the words into a sentence. Say each of the country names in a sentence, for example: ‘I’m from Pakistan’ and ask your learner to repeat after you. Make clear how the word ‘from’ is used with the country name.
- Then say each of the adjectives in a sentence, for example: ‘I’m Pakistani’ and ask your learner to repeat.
- If your learner has coped well with this exercise, you can check learner by saying a country noun and asking the learner to tell you the adjective (or vice versa).

Note: be aware of the difference between country of origin and nationality when working on activity 3. Your learner may have a UK passport (and therefore British nationality).

Activity 4: talking about others 1 (10 mins)

- Focus your learner’s attention on the photographs on Worksheet 4.
- Ask your learner to read the texts aloud. Give your learner any necessary support, for example: ask your learner to read the texts after you or alternatively, read the texts aloud together.
- Point to the photographs and ask questions, such as: ‘What’s his name?’ ‘Where is he from?’ ‘Where does she live?’
- Underline the ‘I’m’ sentences from the text (‘I’m Polish’ etc.).
- Say ‘He is Polish’ and ‘She is from India’ pointing to the photos. Highlight that ‘he’ is for males and ‘she’ is for females, if unknown.
Differentiation:

Be aware that your learner may have literacy needs. If this is the case even short and simple texts can be very challenging. In these cases, be careful not to overload the learner and adapt exercises accordingly.

For example, in Worksheet 4 ask the learner to choose one person he or she would like to learn about. Then ask the learner to read the text after you, sentence by sentence if necessary.

Activity 5: talking about others 2 (5 mins)

• Cover the text on Worksheet 4 so that only the photos are visible.
• Ask your learner to tell you everything that he or she can remember about Amrita, Rafal and Jamiila.
• If necessary, prompt your learner by asking questions, for example: ‘What’s his name?’ ‘What does she do?’ ‘Where is he from?’ ‘Is he a builder?’
• Give your learner as much help as required to build full sentences with ‘he is...’ ‘she is...’ and ‘his name is...’ ‘her name is...’

Activity 6: asking basic questions (10 mins)

• Write down the following questions:

  1. What’s your name?
  2. Where are you from?
  3. What job do you do?

• Ask your learner the questions. Encourage him or her to ask you the questions in return. You may need to spend some time helping your learner practise these.
• Pretend you are meeting each other for the first time. Introduce yourself by saying ‘Hello, nice to meet you’ and using the first question. Encourage your learner to respond. Ask your learner the other two questions and elicit questions from them in return.
• For added variety, hold up the photo of Amrita, Rafal or Jamiila and role play a similar conversation between these characters and your learner.

Learning check:

Monitor this activity to assess whether your learner is able to talk about him or herself and others using the target language correctly and whether he or she is able to ask questions accurately.
Cooler (5 mins)

• Return to **Worksheet 1** or the large map of the world. Point to the countries covered in the lesson and ask your learner to tell you their names in English. Elicit the country adjective.
• If your learner is quite confident, set a timer to one minute. Challenge your learner to see how many countries he or she can name within the time limit.
Lesson 1b: asking about things

Aims:
This session revises language learned from the previous lesson. It will give your learner practice in talking about what he or she has and hasn’t got.

Time: 60 minutes

Objectives:
Your learner will be able to:
- talk about what he or she has got and hasn’t got, using ‘I’ve got’ and ‘I haven’t got’
- to talk about what other people have got, using ‘he’s got’ and ‘she’s got’
- to ask people questions about what they have got, using ‘Have you got?’
- to name a range of everyday items.

Preparation

You will need:
- a large piece of paper for writing notes on (which your learner can take away at the end of the lesson)
- Worksheet 4 from Lesson 1a
- Worksheet 5
- Worksheet 6 - pictures and texts cut up and shuffled
- a range of realia - everyday objects (try to pick items which feel it would be useful for your learner to learn) for example: mobile phone, dictionary, book, magazine, letter, pen, pencil, rubber, glasses, watch, keys, backpack, a notebook, a photo (of pet), hairbrush etc.

Consider:
- Your learner may not want to ask for things in a supermarket for fear of not understanding the response. If this is the case, to build confidence, go to a shop or supermarket with the learner and practise some of the aspects of the lesson.
Nice to meet you: asking about things – teachers’ notes

- For further lesson ideas on this topic look at the English My Way programme. Session D of the shopping topic is about shopping in a supermarket (accessible here: www.englishmyway.co.uk/topics/131/243 [registration required]) and session 10 from the Learning Circles is also based on this topic (accessible here: http://www.englishmyway.co.uk/learning-circles/session-10 [registration required])

### Introduction (5 mins)
- Begin the lesson by recapping language from Lesson 1a. Show your learner the pictures (country images and flags) on Worksheet 5.
- Ask your learner to choose images, describe them and try to name the country. Support your learner as much as possible by prompting him or her. Challenge a more confident learner, by asking him or her to name as many countries as possible in one minute.

### Activity 1: recap of basic questions (5 mins)
- Ask your learner questions from Lesson 1a, for example: ‘What’s your name?’ ‘Where are you from?’ ‘What job do you do?’
- Encourage your learner to ask you the questions in return. Focus on natural sounding pronunciation and intonation.

### Activity 2: talking about others recap (10 mins)
- Focus the learner’s attention on the photographs of Amrita, Rafal and Jamiila (Worksheet 4).
- Ask your learner to tell you what he or she remembers about the three people. Prompt the learner by asking questions such as: ‘What’s his name?’ ‘Where does she live?’ ‘Where does he come from?’ ‘Is he married?’ ‘Is she a doctor?’
- Ask your learner to write down everything he or she remembers. Encourage your learner to write in sentences if possible. If not, allow him or her to write as much as possible. Support your learner in building the words up into sentences, scribing his or her words if necessary.

### Activity 3: vocabulary (10 mins)
- Focus your learner’s attention on the realia you have brought with you. Lay the items out and ask your learner which ones he or she can name in English.
- Teach your learner the names of the unknown items. If there are many items he or she cannot name, limit yourself to teaching five new items.
• Play Kim’s Game. Count the items which your learner can name (including the new items) and cover them with a cloth. Ask your learner to remember the names of all the items which have been covered.
• Elicit the names of the covered items and write these down (or ask your learner to write them down if possible).

Activity 4: using ‘I’ve got’ (15 mins)

• Select three or four of the items and ask your learner to do the same. Pull the items toward you and circle your arms around them to indicate possession.
• Tell your learner what you have got, for example: ‘I’ve got a mobile phone, a pen, a notebook and some keys’. Write down ‘I’ve got’ and repeat what you have just said.
• Elicit that you say ‘some’ when there is more than one of a given item, for example: ‘some keys’, otherwise, you use ‘a’ or ‘an’.
• Write down the question ‘What have you got?’ Read the question aloud and elicit an answer from your learner, using the three or four items he or she has chosen.
• Think of an item your learner does not have on the desk. Ask if he or she has got it, for example: ‘Have you got a pen?’ If your learner says ‘no’, teach the phrase ‘I haven’t got.’
• Practise the phrases ‘I’ve got’ and ‘I haven’t got’. Name an item from your realia collection, such as a mobile phone. Your learner should reply, saying either ‘I’ve got a mobile phone’ or ‘I haven’t got a mobile phone’. Repeat a few times using different items until your learner is confident.

Activity 5: asking ‘What have you got?’ (5 mins)

• Point to the realia. Ask your learner: ‘What have you got?’ Encourage him or her to make sentences, for example: ‘I’ve got a phone’. Ask your learner follow up questions, if appropriate, such as: ‘Is it new?’
• Elicit the question: ‘What have you got?’
• Encourage your learner to ask you the question: ‘What have you got?’ using some of the realia items. Answer your learner, giving as much extra information as you think he or she will be able to process.

Learning check:

Monitor activity 5 to assess whether your learner is able to talk about his or her own possessions and to ask questions using appropriate vocabulary for everyday items and the verb ‘have’.
Activity 6: describing what others have got (10 mins)

- Focus your learner’s attention on the three cut-up photographs in Worksheet 6. Ask for a description of what he or she sees.
- Then ask your learner to read the texts aloud. Give the learner any necessary support, for example, you could ask the learner to read the text after you, sentence by sentence. Alternatively, read the text aloud together.
- Ask your learner to match the photographs with the correct text.
- Point to Efie. Ask your learner ‘What has she got?’ Point to items in the photographs to help elicit responses.
- Point to Efie’s husband and ask ‘What has he got?’ Point to items in the photographs to help elicit responses.
- Ask your learner questions about Efie, for example: ‘Where’s Efie from?’ ‘Where does she live?’ ‘Has she got children?’ ‘Has she got family in Ghana?’ Where possible, encourage the use of full sentences in responses.

Learning check:
Monitor activity 6 to assess whether your learner is able to talk about other people’s possessions using third person forms accurately.

Cooler

- Tell your learner what you have got in your bag or in your pockets, for example: ‘I’ve got a pen, an apple and some money’.
- Ask your learner what he or she has got in his or her bag or pockets.
Lesson 1c: asking about numbers

Aims:
This session will revise language learned from the previous two lessons and help you support your learner to write a short autobiographical text. To introduce and practise numbers.

Time: 60 minutes

Objectives:
Your learner will be able to:

• write a short autobiographical text (with support)
• recognise and use numbers from 1 – 100
• recognise the questions ‘How many..?’ and ‘How much..?’
• talk about what he or she has got in terms of quantity.

Preparation:
You will need:

• a mini white board or a large piece of paper (A2 size)
• writing frame (Worksheet 7)
• ten pencils or felt tip pens
• money - ten pounds worth of change, including coins of all denominations
• Worksheet 8
• Worksheet 9 Board game plus dice and two counters
• audio file (Rafal).
Introduction (5 mins)

• Look at photographs of people from the previous lesson (for example: Worksheets 3 and 5). Tell your learner one or two things you remember about the people, for example: ‘Rafal is a builder, Efie has a computer’.
• Ask your learner what he or she can remember about the people. Encourage the learner to use full sentences where appropriate.
• Tell your learner what you remember about him or her. Use these structures ‘Your name is…’ ‘You are from...’ ‘In your bag you have got...’
• Point to yourself. Ask your learner to tell you what he or she remembers about you.

Activity 1: ‘I’m...’ and ‘I’ve got...’ recap (10 mins)

• Focus your learner’s attention on the picture of Rafal (Worksheet 3). Ask the learner to tell you what he or she remembers about Rafal.
• Copy the following text onto the mini white board or on to a large (A2) piece of paper:

  Hi! Nice to meet you.
  My name’s Rafal. _ from Poland and _ a builder.
  I live and work in Glasgow. _ married and I’ve _ two children.
  I speak _ and Polish.

• Play the audio recording for your learner. Pause the recording after each sentence. Elicit the correct word to fill in each gap.
• Fill in the gaps on the mini whiteboard or large piece of paper. Ask your learner to read it aloud (or read it after you, if necessary).
• If your learner manages to read the text try rubbing away or covering over a few more random words. Ask your learner to read the text again, providing missing words from memory.
• If your learner manages to do this, rub out or cover over a few more words.
• Continue gradually removing words until your learner can remember the whole text.

Activity 2: writing a personal text (15 mins)

• Tell your learner that he or she is going to write a short piece about him or herself, similar to the text about Rafal.
• How you approach this activity depends on your learner’s writing ability. If the learner seems fairly confident with writing, then allow him or her to work on this for as long as it takes. Alternatively provide your learner with the writing frame for more support (Worksheet 7).

Differentiation:
If your learner has writing difficulties (for example problems with understanding and writing Roman script) you may need to use the following language experience approach (see CPD module for more information).

• Ask your learner to tell you about him or herself and write down what he or she says.
• Then use the sentences your learner has dictated to support reading. Cut the sentences into strips and lay them out in random order. Read the sentences together (or ask your learner to read the sentences after you). Then ask him or her to order the sentences. Read the text aloud together (or ask your learner to read it).
• One by one, cut the sentences up into individual words and shuffle the words. Elicit the words from your learner, and ask him or her to order them to make sentences. Then ask your learner to read the sentences aloud.

Activity 3: numbers introduction (10 mins)

• Hold five pens in your hand. Tell your learner ‘I've got five pens’.
• Then ask your learner ‘How many pens have I got?’
• Repeat with a few different numbers. If your learner seems confident with numbers one to ten, try to establish how far your learner can count up to. Do this by placing different amounts of money (in pence only) on the table and asking your learner ‘How much have I got?’
• Write down an amount of money in pence (in numerals rather than words). Ask your learner to say the number and count the correct money using the coins. Repeat a few times.

Activity 4: practising numbers (10 mins)

• Lay the number cards from Worksheet 8 (cut out and shuffled) on the table.
• Ask your learner to match the numbers to the words. If your learner cannot do this, read the words for him or her. Then choose three or four numbers and give your learner practise in recognising the shapes of the different words.
Nice to meet you: asking about numbers – teachers’ notes

- Practise pronunciation. In particular watch out for sentence stress, for example: 
  *thirteen* and *thirty, fourteen* and *forty*. Write the numbers down and show your
  learner that with teen numbers the stress lies on the second syllable. With the
  numbers which are multiples of ten, the stress lies on the second syllable.

**Learning check:**
Monitor activity 2 to assess whether your learner is able to write about his or herself.

**Activity 5: talking about quantity (10 mins)**
- Revisit some of the language of this unit, while continuing to practise numbers. Ask
  your learner questions, for example: ‘*How many languages do you speak?*’ ‘*How
  many pens have you got?*’ ‘*How many children have you got?*’ ‘*How many books
  have you got in your bag?*’
- Encourage your learner to ask you similar questions.

**Learning check:**
Monitor activity 5 to assess whether your learner is able to use numbers correctly and
whether he or she is able to ask about quantities.

**Extension:**
- If there is time, play the board game with your learner. You will need two counters
  and a dice. Take it in turns to move around the board. Whoever lands on a square
  needs to read the question to the other person who should answer using a
  complete sentence.
Lesson 1a, Worksheet 1: Map of the world
Lesson 1, Worksheet 2: Map of the UK
Lesson 1a: Worksheet 3 country nouns and adjectives

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<thead>
<tr>
<th>The UK</th>
<th>British</th>
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<td>The USA</td>
<td>American</td>
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<td>Russia</td>
<td>Russian</td>
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<tr>
<td>South Africa</td>
<td>South African</td>
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<td>Country</td>
<td>Nationality</td>
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<td>Poland</td>
<td>Polish</td>
</tr>
<tr>
<td>India</td>
<td>Indian</td>
</tr>
</tbody>
</table>
Lesson 1a. Worksheet 4.

Hi! Nice to meet you. My name’s Amrita and I’m from India. I live in Birmingham.

Hi! Nice to meet you. My name’s Rafal and I’m Polish. I’m a builder.

Nice to meet you. My name’s Jamiila and I’m from Somalia. I’m a nurse.
Lesson 1a. Worksheet 5.
Lesson 1b. Worksheet 6

I miss my family in Ghana but I’ve got a computer at home – so we speak or write every day.

I’m married and I’ve got two children.

My name is Efie. I’m from Ghana, but I live in York, in the North of England.
Lesson 1c: Worksheet 7

Hi. Nice to meet you!
My name’s __________.
I am from __________ and I’m __________.
I live in __________ and I work in __________.
I’ve got __________.
I speak __________.
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Lesson 1c: Worksheet 9

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<th>2</th>
<th>GO FORWARD</th>
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<tbody>
<tr>
<td></td>
<td>What’s your name?</td>
<td>Where do you live?</td>
<td>3 SPACES</td>
</tr>
<tr>
<td>7</td>
<td>Have you got a car?</td>
<td>MISS</td>
<td>Are you married?</td>
</tr>
<tr>
<td></td>
<td>6 Are you Chinese?</td>
<td>A TURN</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>GO BACK</td>
<td>10 Where are you from?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 SPACES</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>HAVE ANOTHER TURN</td>
<td>14 Are you a nurse?</td>
<td>11 Are you a builder?</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Are you British?</td>
<td>17 Do you speak Hindi?</td>
<td>13 Do you speak English?</td>
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<td></td>
<td></td>
<td>MISS</td>
<td>12 Have you got Skype at home?</td>
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<td></td>
<td></td>
<td>A TURN</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Are you from the UK?</td>
<td>22 Have you got a book?</td>
<td>21 Have you got a dog?</td>
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<tr>
<td></td>
<td></td>
<td>MISS</td>
<td>20 Count to 10 – backwards!</td>
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<tr>
<td></td>
<td></td>
<td>A TURN</td>
<td></td>
</tr>
<tr>
<td>GO BACK 3 SPACES</td>
<td>25 Do you speak Polish?</td>
<td>26 Have you got a cat?</td>
<td>FINISH</td>
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