

TOPIC 3: LANGUAGES AND OTHER SKILLS

Unit 2: My skills

Overview of topic

Learners reflect on, discuss and write about their skills and share with the rest of the class.

I can swim. I can make clothes.

Skills

Speaking and listening

- Ask questions and share information on skills (Sc/E1.3b, Sc/E1.4a, Lr/E1.4b).
- Pronunciation of /ə/ and /a:/ in *can* and *can't* (Sc/E1.1b).
- Word stress in *can* and *can't* sentences:
I can swim. I can make clothes. (Sc/E1.1a,).

Reading, writing and phonics

- Read and write a simple sentence using correct punctuation (Rt/E1.1a, Rs/E1.1a, Ws/E1.1a, Ws/E1.3a).
- Spell correctly personal keywords (Ww/E1.1a).

Language points

- Structures: *I can... I can't ... + verb* (infinitive).
Can you ...? Yes, I can/No, I can't.
- Skills vocabulary (infinitive verbs): e.g. *cook, write, drive*.

Materials

Activity 1

Resource 3.2.1 (Images) – print one copy per pair cut up, plus images displayed on screen.

Activity 2

Resource 3.2.2 (Key words) - print and cut up one set per pair of learners, extra cards to write learner's suggestions.

Activity 3

Resource 3.2.3 (Class survey) - adapt as necessary (see Activity 3 notes) and print one for each learner.

Activity 4

Resource 3.2.4 (Phonics activity) - print, laminate and cut up one set per pair of learners and yourself – divide into initial letter/letter combinations, medial letters/letter combinations and final letters/letter combinations. Put in three bowls/bags/envelopes.

Activity 5

Resource 3.2.5 (Sun middle) – one for each learner.
Resource 3.2.6 (Sun rays) – 4 for each learner.
Resource 3.2.7 (Sentence stems) – 4 stems for each learner OR use yellow card and create your own sun middles, sun rays and sentence stems.
Selection of pens, glue, stickytack and sticky notes for differentiation activity.

Additional differentiation and extension activities

Print or project TEXT 7 or 8.

Activity 1

My skills *I can ...* . *I can't ...* . (speaking and listening)

- Put a picture pack (Resource 3.2.1) representing a wide range of skills in the centre of a table (or two tables for large groups), hold up a few images and mime to demonstrate the meaning of each one as you elicit/say aloud, e.g. *drive*, *swim*, *knit*.
- Learners take turns to choose and hold up an image and say the word, then the group repeats the word together.
- Encourage discussion of skills not in the picture pack, with learners supporting each other using shared languages and translation Apps. Use blank cards for learners to draw any others they need. Alternatively, learners can mime actions.
- Using yourself as an example, select a few images and make a true statement, e.g. *I can swim*. *I can knit*. Elicit and drill *I can ...* statements with a few other examples.
- Divide learners into small groups or as a whole class, invite learners to find a picture card which represents one of their skills/abilities to mime to the group for the other learners to guess. Monitor and support as necessary and note any additional key words for Activity 2 onto blank cards.
- Write *I can ...* on the board and stick up one of the key word cards, e.g. *drive*. Put a tick over the word *can* and demonstrate the action. Choral read the sentence together.
- Ask a few volunteers to hold up an image or mime the action to make an '*I can ...*' statement. Choral drill each statement. Then ask learners to work in pairs to tell each other about what they can do.
- Again, using yourself as an example, select a few images representing things you cannot do and make a statement, e.g. *I can't drive*. Use mime to show the negative then learners select picture cards which represent some things they are unable to do and make *I can't ...* statements.
- Write *I can't ...* on the board, stick up the images provided by learners. Put a cross over the word *can't* and choral read each sentence together. Highlight the difference in pronunciation between *can* and *can't* and the word stress in the statement (stressing the skills verb with less emphasis on *can*).
- Ask a few volunteers to hold up their cards/ mime an action and make '*I can't ...*' statements. In pairs, learners can select a few images and practise making *I can't ...* statements.
- Hold up a random card and elicit/model a *Can you ...?* question. Have further controlled practice together making questions and then elicit/ model the answers: *Yes, I can*. *No, I can't*.
- Ask learners to work in pairs and practise asking each other questions using random images from the picture pack or miming: *Can you ...?* and replying *Yes, I can* or *No, I can't*.
- Monitor, support and note further key words for skills that are not included on the word cards for the matching activity (Resource 3.2.2).
- As a whole group, ask learners to report back about their partner/other learners, e.g. *Aysha can swim*. *She can't knit*.

Differentiation

- Use fewer or more skills verbs according to the learners' levels/interests.
- Some learners, particularly women, may need support and encouragement to identify and recognise their skills as having value, e.g. cooking for large groups of people, sewing, knowing several languages, etc.

Activity 2

Skills – Matching activity (reading)

- Hand out the cut-up word cards for the matching activity (Resource 3.2.2) plus any additional word cards generated by learners. Ask learners to work in pairs/groups to match the images/drawings (Resource 3.2.1) to the correct word(s).
- Monitor and support. Then check and choral read the matched words together.

Differentiation

- Adjust the numbers of words given out according to the size of the group and the reading levels of learners.

Activity 3

Class survey – (speaking and listening)

- Before the class adapt the survey (Resource 3.2.3) to make it as relevant as possible to the group in order to generate more ticks (*cans*) than crosses (*can'ts*).
- Display and hand out the survey and explain to the learners they will move around room and find out from up to three other learners if they can or can't do the three listed skills. Elicit a few examples using *Can you ...?* and possible answers (*Yes, I can. No, I can't.*) to check understanding.
- On the large displayed survey, write a learner's name in the first column for something they can do to demonstrate the activity.
- Learners then report back to class on who they spoke to and what they can and can't do, e.g. *Muna can drive.*

Differentiation and extension activities

- Depending on literacy levels in class, learners can either write names, initials or draw pictures of who they speak to in the left-hand column of the survey (or simply leave blank).
- For higher level learners, expand the class survey to include more than three skills and/or speaking to more than three others. They could also write sentences.
- Learners can add their names in a column on an enlarged grid version of the survey, or learners' place name cards can be stuck onto the table. Learners can transfer information onto this table to generate further oral and literacy practice.

Activity 4

Skills - Phonics and spelling activity (reading and writing)

- Display Resource 3.2.4, elicit/model the words and focus on the sound/letter correspondences.
- Using one set of cut-up letters/combinations, choose a word and hold up the letter(s) cards for that word, modelling the sounds and how to blend them. Repeat with different words, encouraging learners to say the sounds with you. (Note that *use* begins with the consonant sound /j/, not a vowel sound.) Focus on the final silent e in *drive*, *make* and *use*.
- Ask learners to work in pairs with a set of cut-up letters –(initial, medial and final letter/ combinations). They need to work together to build the words in Resource 3.2.4 and then match them to the skills images in Resource 3.2.1. Monitor, support and check.
- Handout Template 3 and ask learners to practise writing complete words.

Differentiation

- Adjust the number of letters/words selected according to the level of the learners.
- Demonstrate on board how /ɪ/ becomes /ai/ and /a/ becomes /ei/ when e is added to the end of the word

<i>sit</i>	<i>mat</i>
<i>site</i>	<i>mate</i>
- Ask learners to find the words on the word cards (Resource 3.2.2) where this rule is exhibited (*drive*, *make*). Elicit/present other examples.
- Some learners can copy the words for handwriting practice.

Activity 5

My Skills – Building a sun activity (all skills)

- Before the class, assemble a sun, either with cut up yellow card or with Resources 3.2.5/3.2.6/3.2.7. Write skills that were included in Activities 1-3 as a whole sentence, e.g. *I can swim*. Draw or stick pictures on other rays that were not included, e.g. *a henna tattoo*. Show the learners your completed sun and ask them to read the written skills and to guess what each drawing represents.
- Give each learner a sun template (Resource 3.2.5) with some blank sunrays (Resource 3.2.6) and/or sunray sentence stems (Resource 3.2.7) according to level. Ask learners to write their skills and/or make their own drawings on each ray.
- Monitor, encourage and support learners to recognise skills they have, such as cooking for large groups of people, speaking several languages or looking after children.
- Display the suns around the room. Ask learners to go around, read the sentences, look at the drawings, guess who each sun belongs to and what the drawings depict. Encourage peer support in shared languages and use of translation apps to support understanding. Monitor and make notes of the skills that the learners have drawn or written that were not included in initial activities.
- Encourage discussion based on what learners have found out about each other and any surprises. Learners with smartphones can take photos of their suns to support revision of new words and target structures.

Extension activity

- While learners are looking at each other's suns, make notes of the skills that learners have drawn or written that were not included in initial activities.
- Write additional skills on the board, e.g. *I can play the guitar*. *I can look after children*.
- Read aloud – finger following each word. Allow learners to use translation apps if they don't understand. Ask learners to link the statements to the learners.
- If time, learners can write these sentences on sun rays to add to their suns.

Differentiation activity

- Divide learners into pairs and ask learners to look at their suns and think together what they could do with the skills – within their home, voluntarily within the community or as a way of making money outside the home.
- Draw/write on sticky notes and stick on their flowers. Some learners may already use their skills as a paid job e.g. *driving - taxi driver*. Go around room prompting/ supporting if necessary.
- Feedback to whole class.

Additional differentiation and extension activities

- Use Text 7 and/or Text 8 for choral reading, comprehension and to provide a writing frame for learners to do more writing. Some learners may like to read and listen to sound file(s) of the text(s) at the same time.
- Include discussion throughout session – encourage questioning and demonstrating of skills.
- Include how to respond, e.g. *Really? You can swim? I can't.*
- Introduce 3rd person and use throughout session.
- Ask learners about how to develop skills they would like locally, such as *If you can't swim where can you learn.* Have information ready to share with them.

Follow up ideas

- Ask learners to bring some form of representation of a skill they have to the next session. This could be an object they have made, a photo of the learner doing the skill, or even a demonstration of the skill in the classroom. Explain that in the next session they will be sharing and showing their skills to each other, and maybe other centre users.
- Encourage learners to share their skills outside the classroom, e.g. helping someone to download and use an app, helping to take up a dress.



cook	sew
fix things	speak another language
drive	swim
make things	sing
knit	use a computer

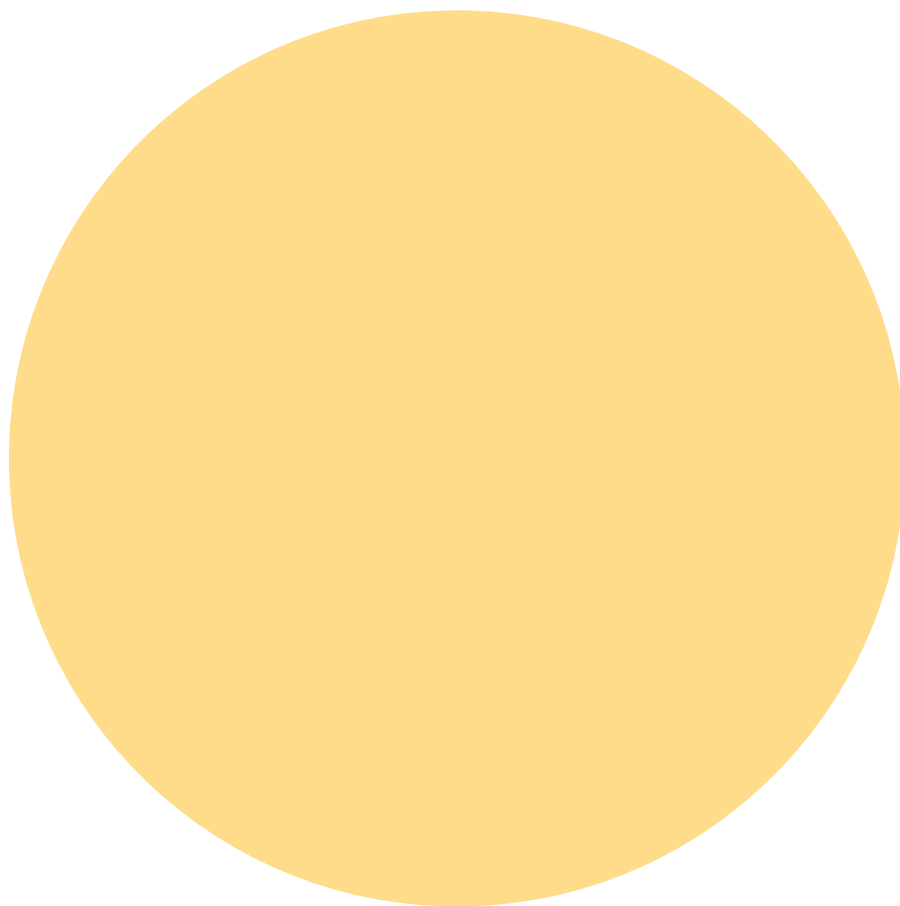
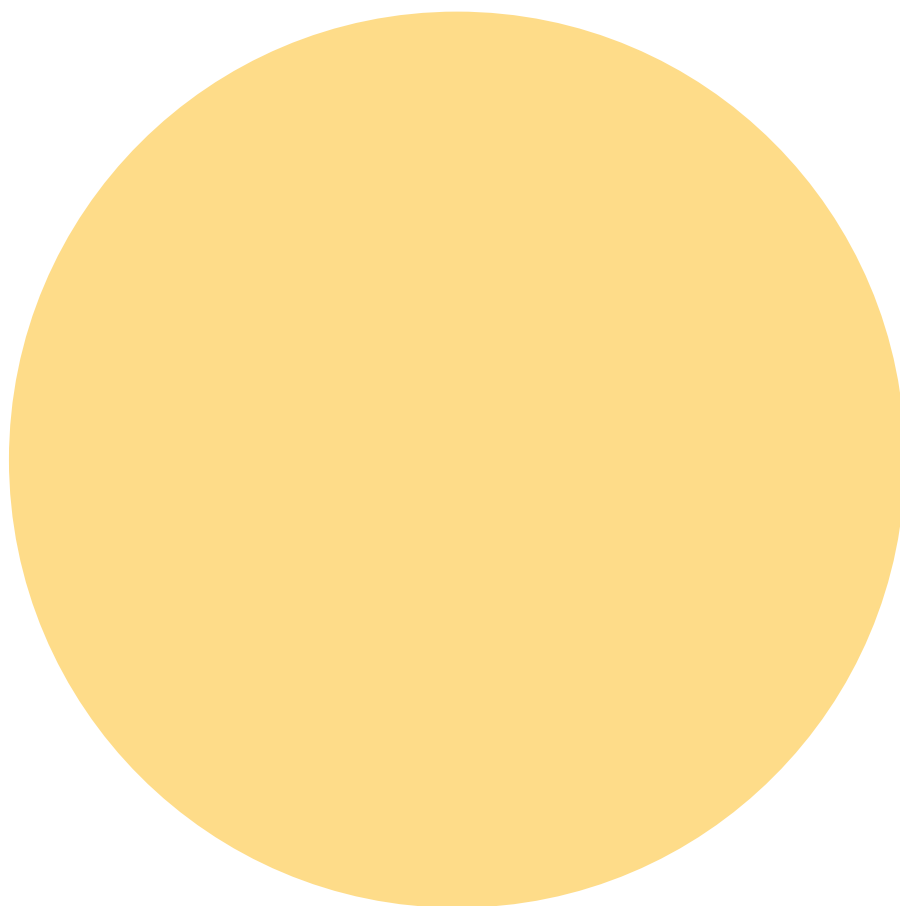
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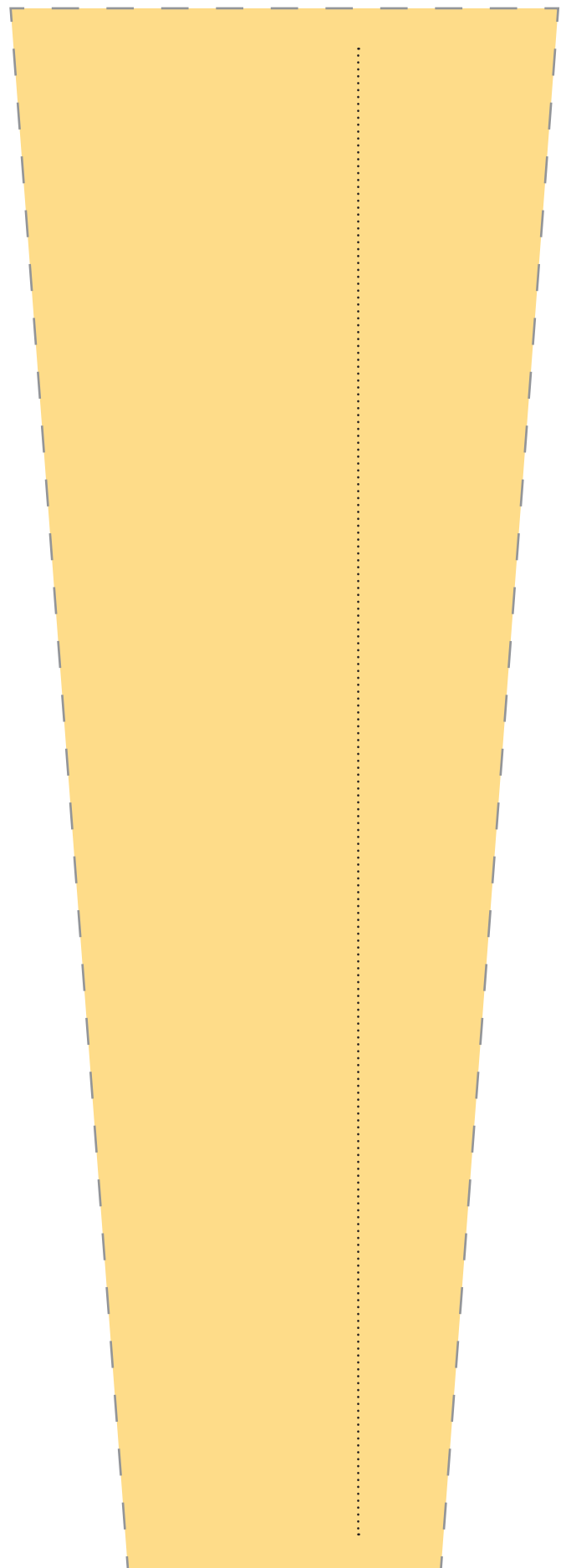
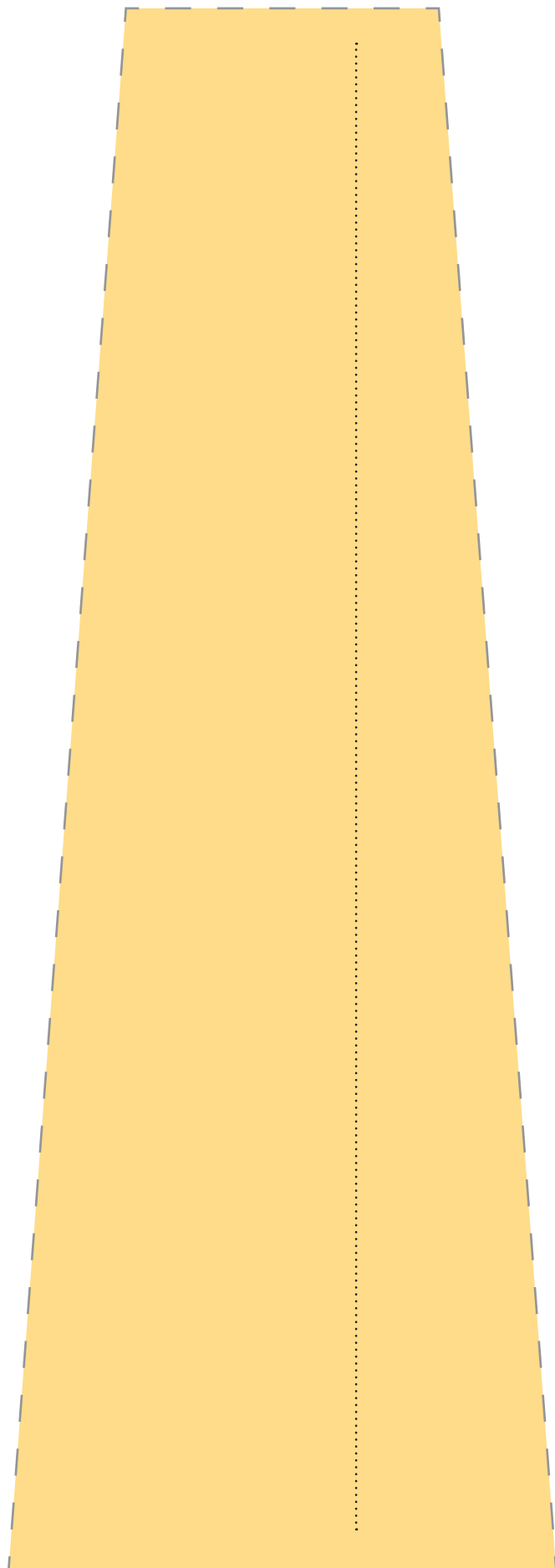
Can you ... ?  Yes I can or  No, I can't

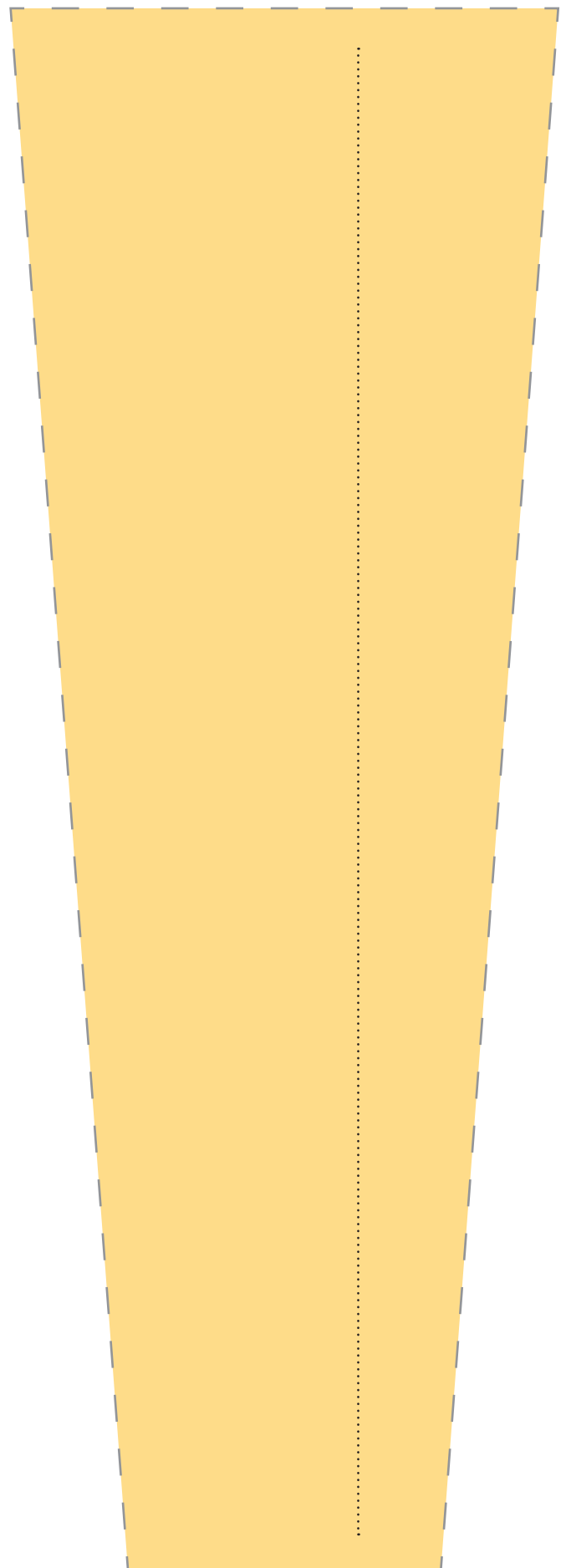
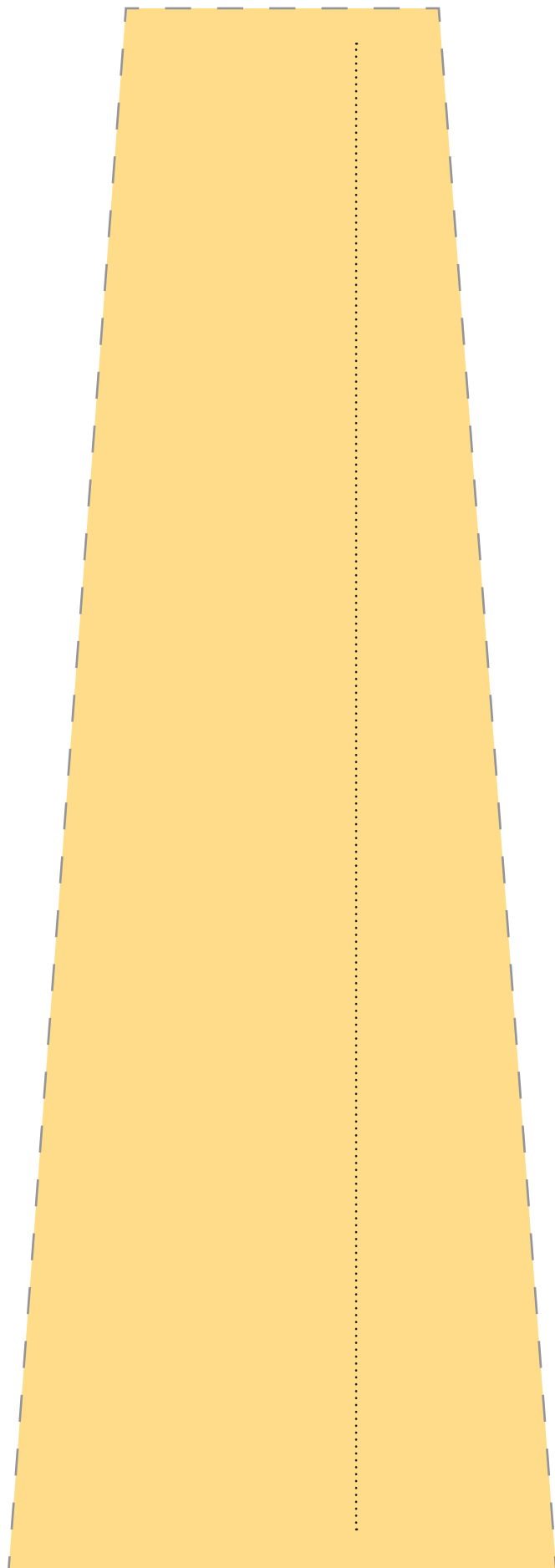
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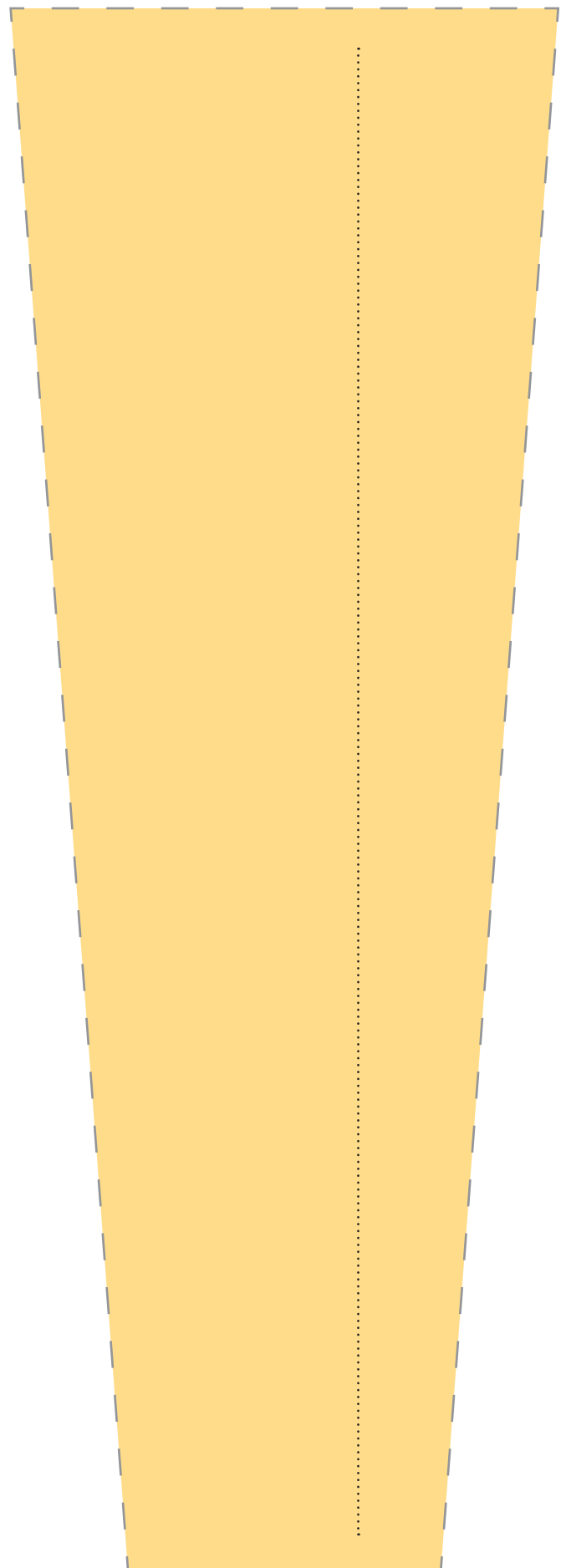
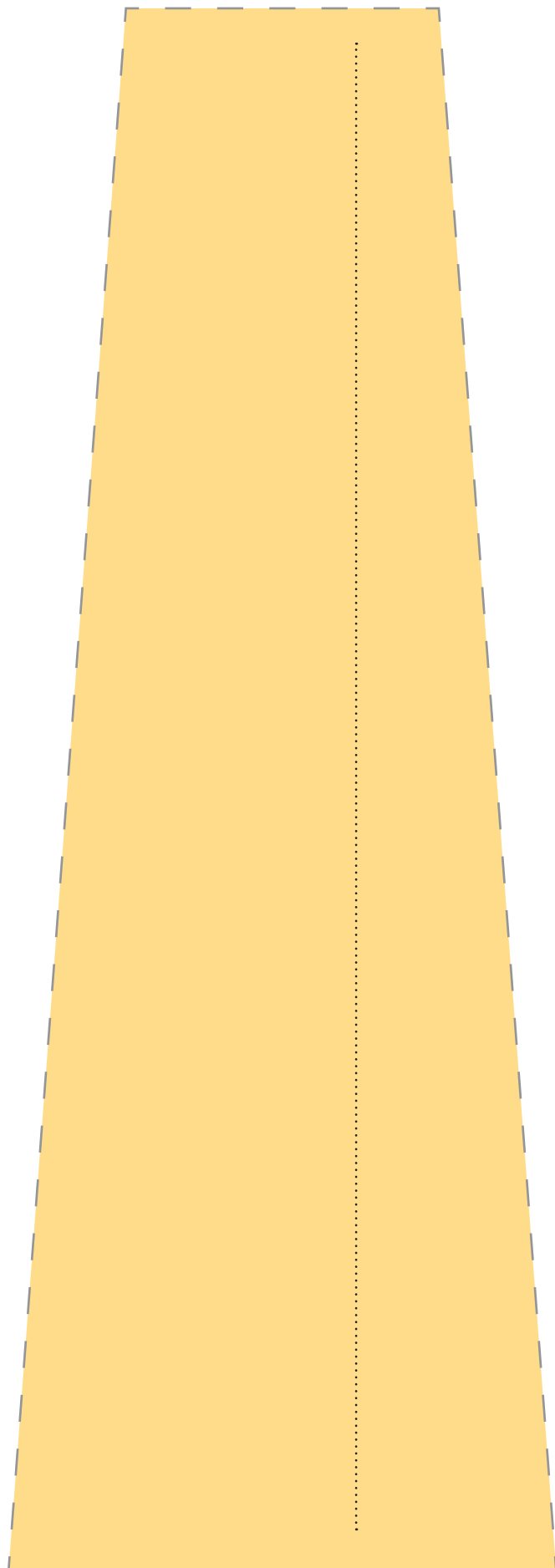
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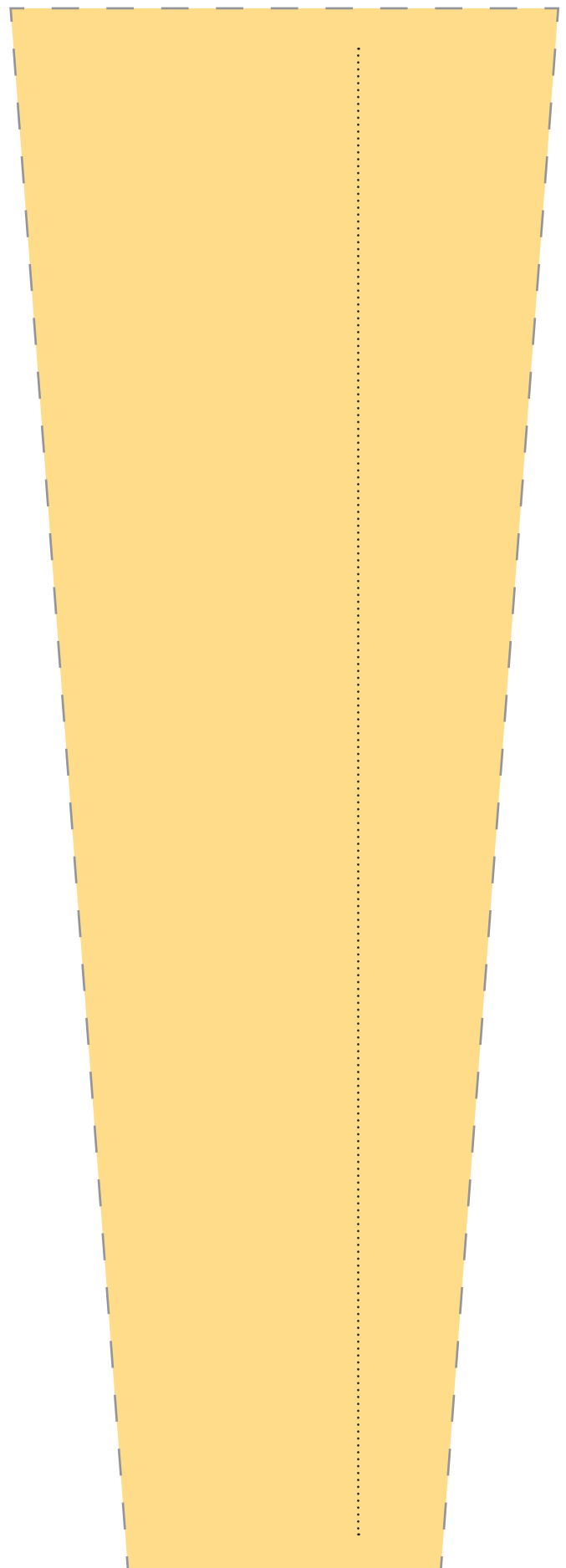
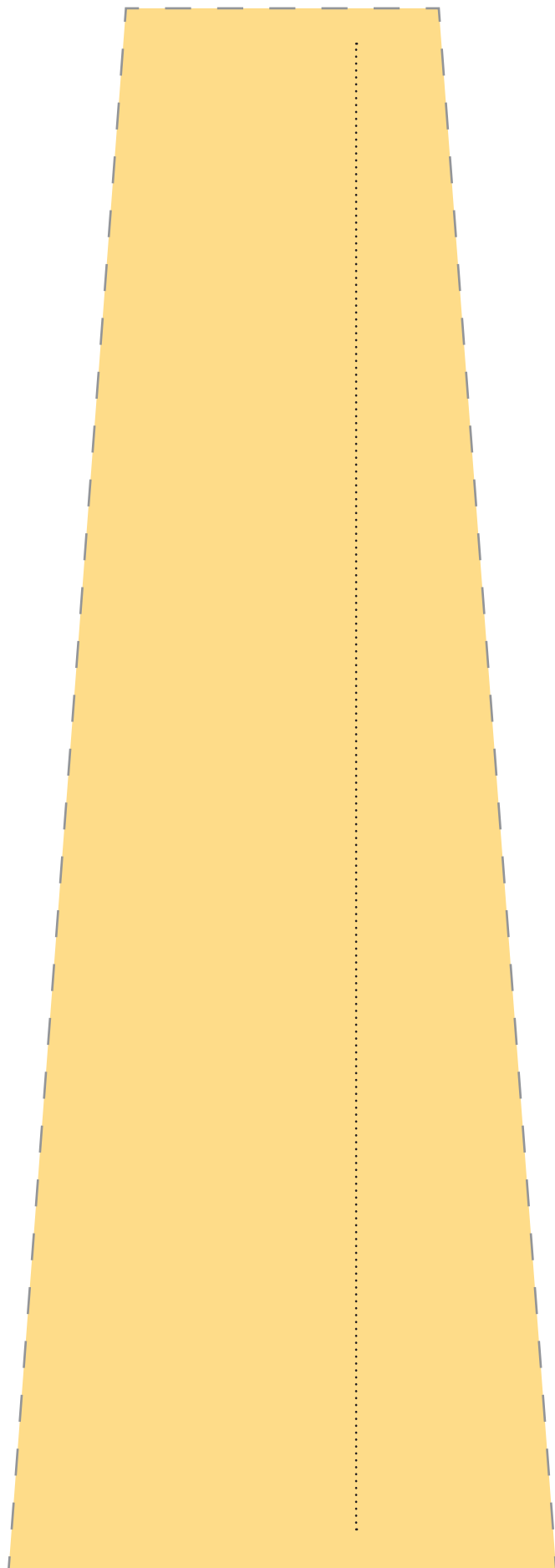
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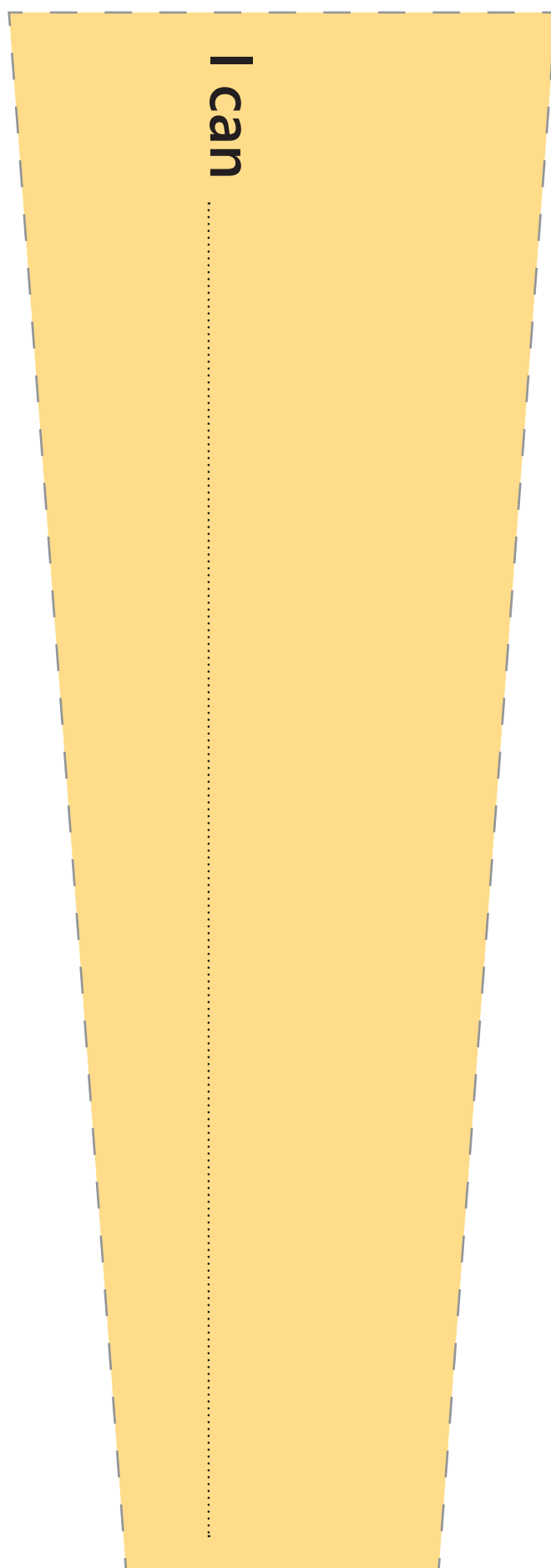
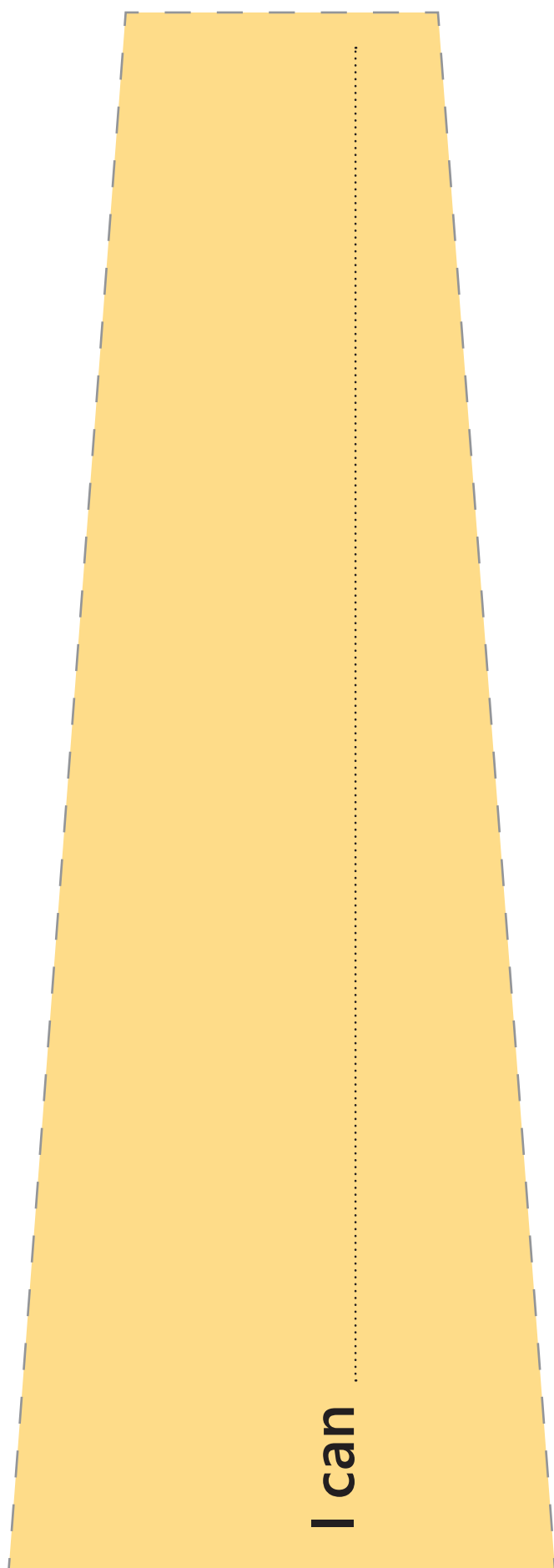


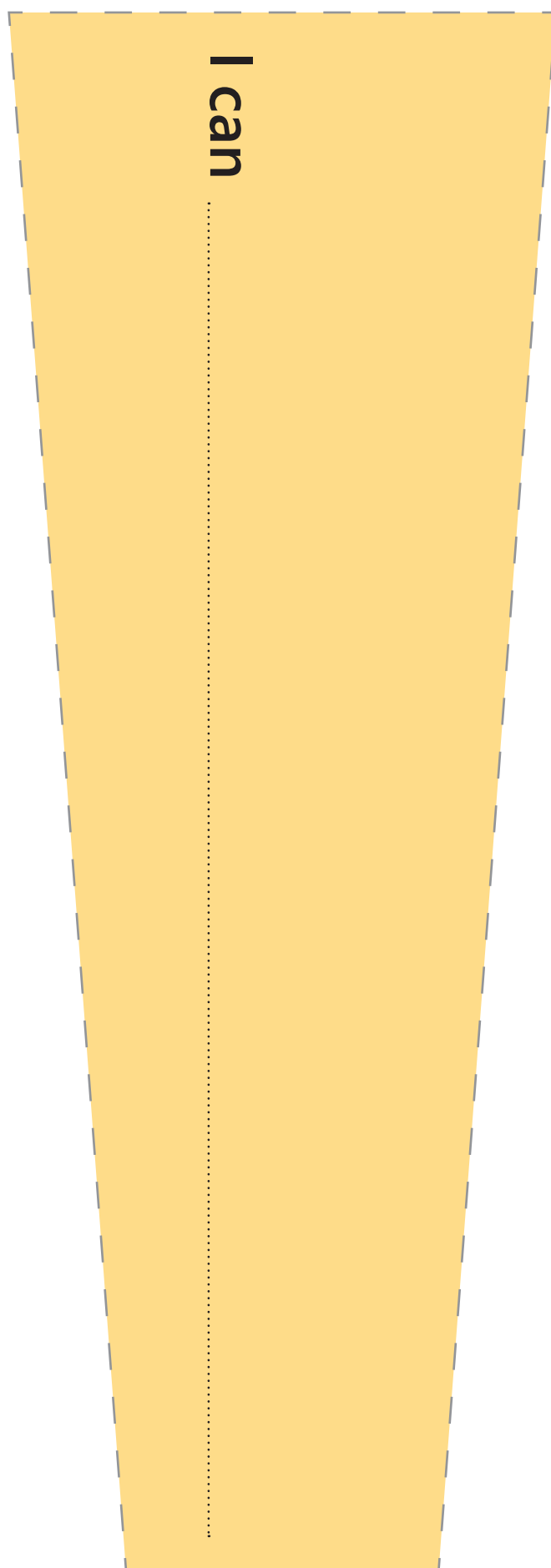
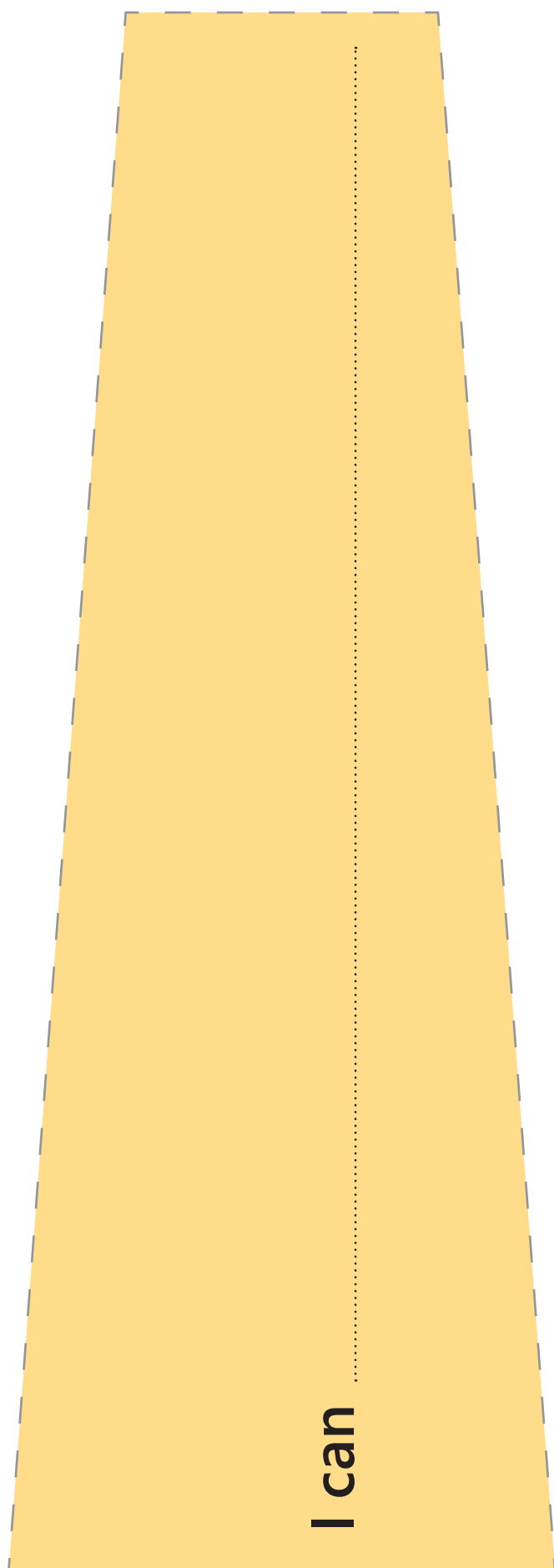


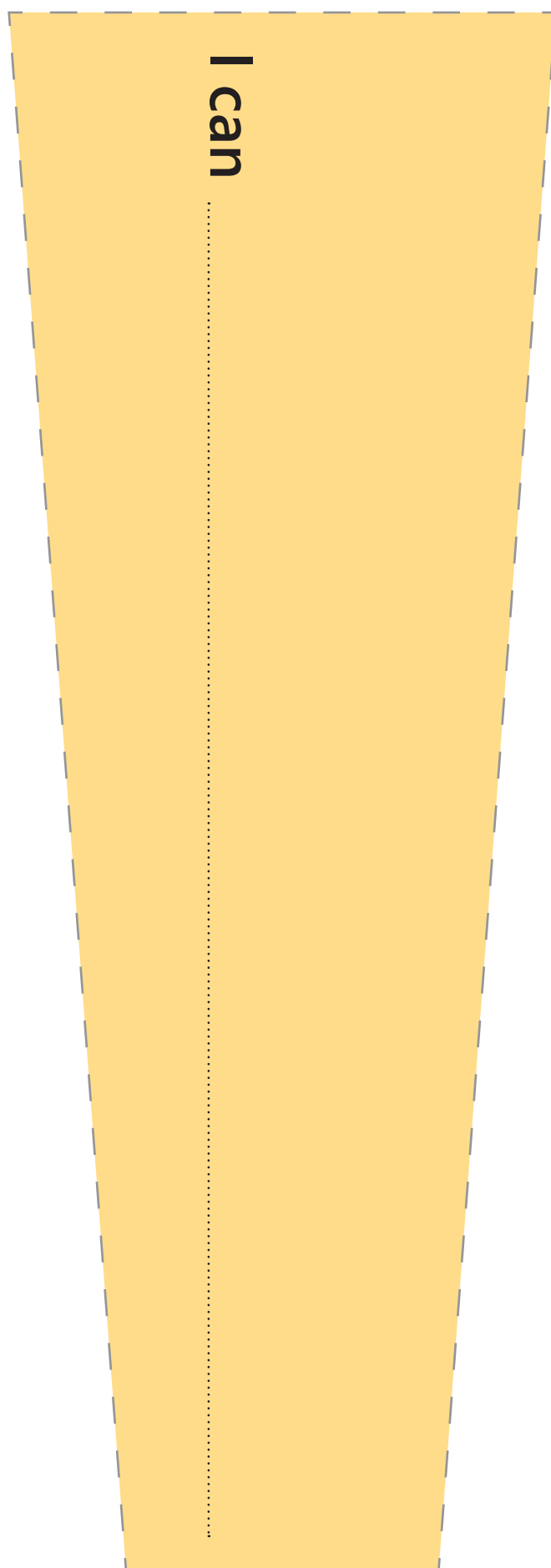
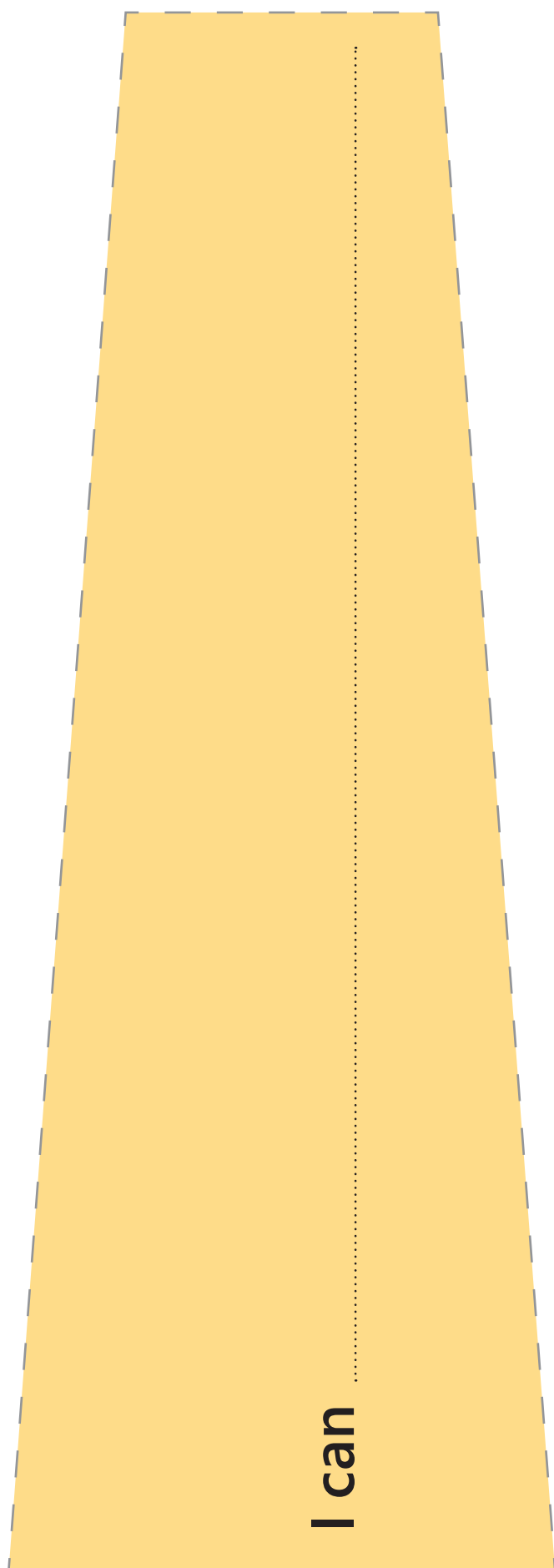


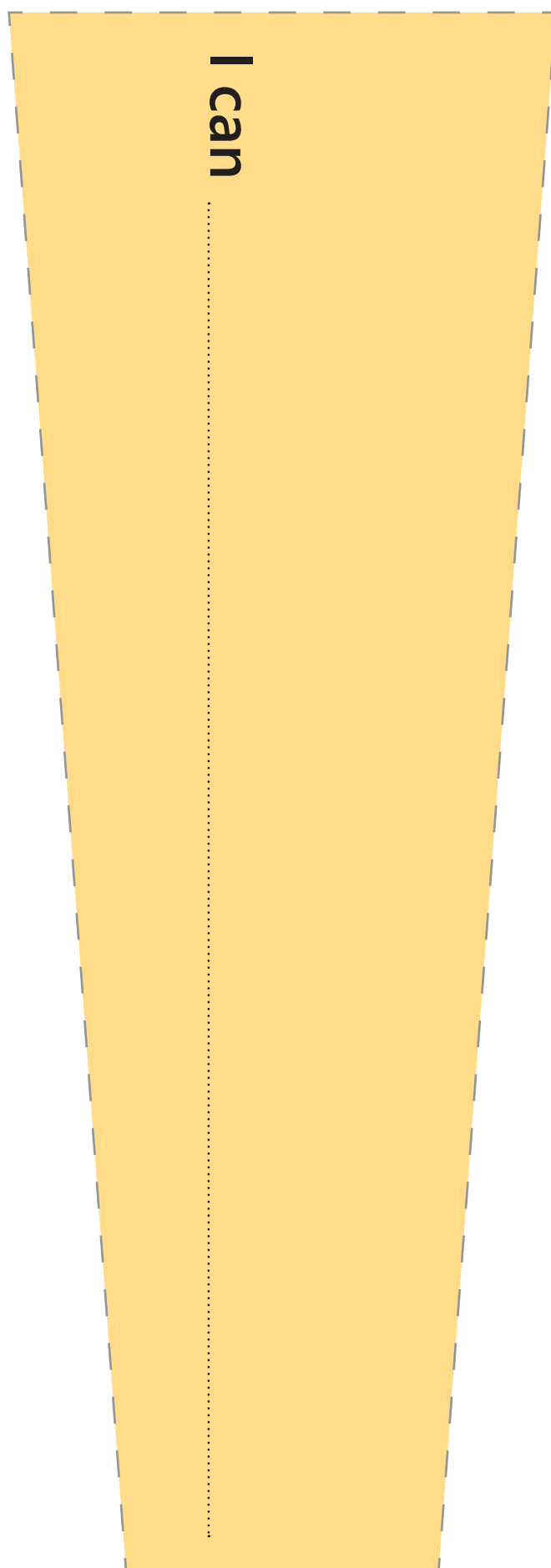
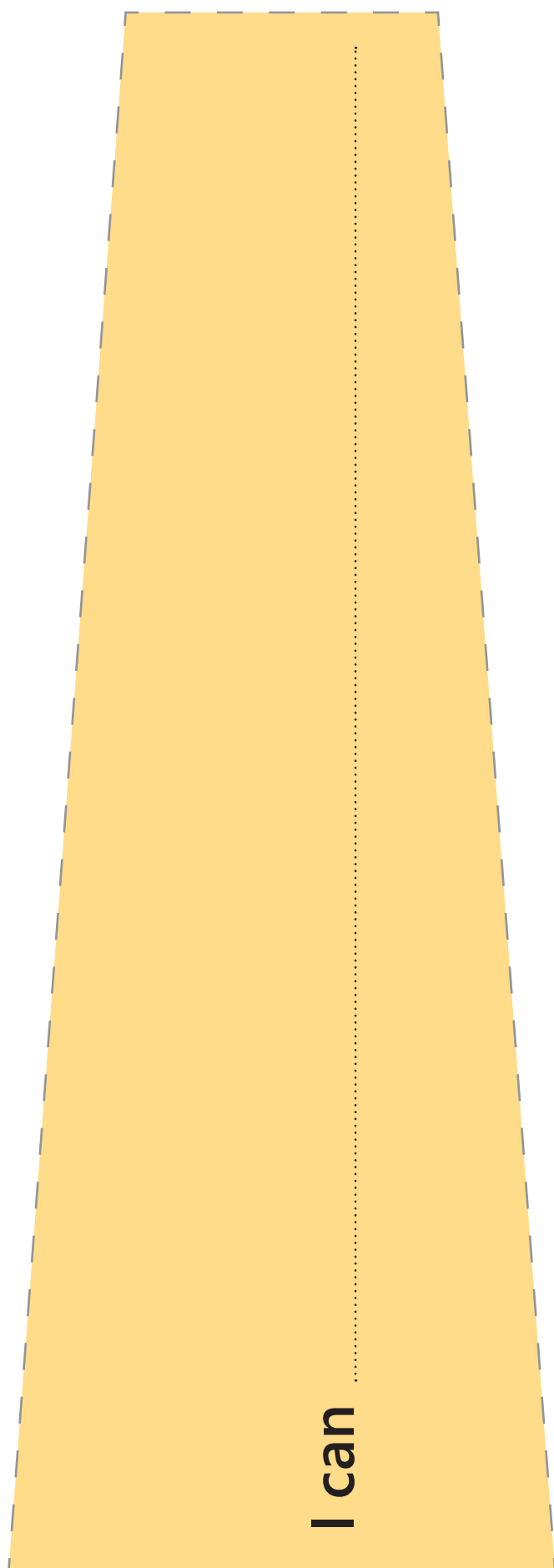


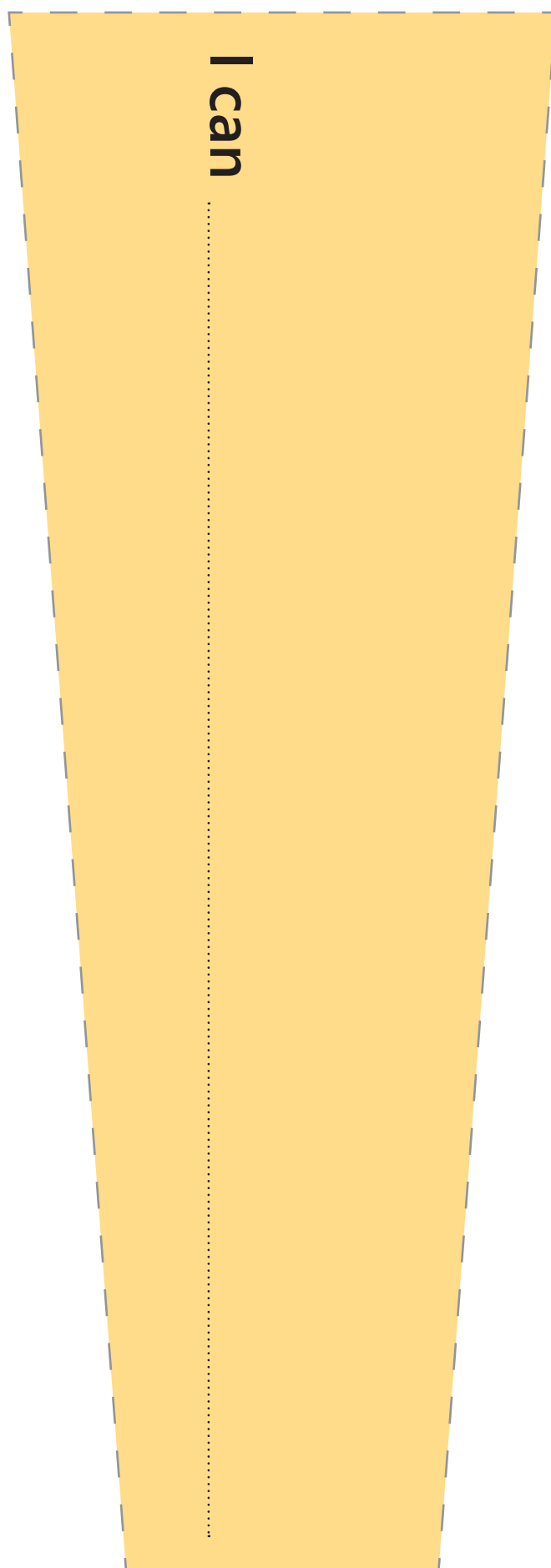
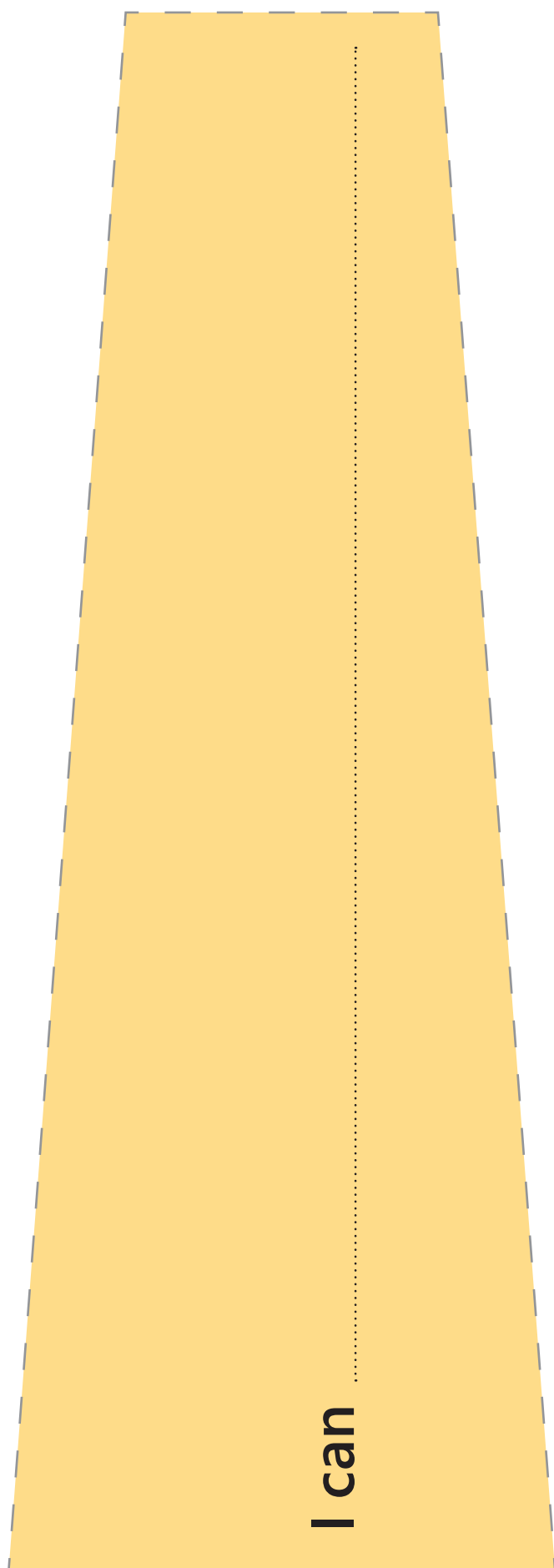












Mariam



I am Mariam.

I can make clothes.

I made this dress.



Ali



I am Ali.

I can fix bikes.

I fixed this green bike.

I can fix your bike.

