

## TOPIC 5: WHAT'S IMPORTANT TO ME

# Unit 1: My culture and heritage

### Overview of topic

Learners identify and share information about their culture and heritage.

*This is a Nigerian pot. These are some coins from Afghanistan.*

**N.B. This unit needs to be covered over at least two classes with the set up activities in one class and the follow up activities in subsequent class(es).**

### Skills

#### Speaking and listening

- Make simple statements of fact about objects relating to culture and heritage (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

#### Reading, writing and phonics

- Read and recognise names of countries, adjectives of countries and languages (Rw/E1.1a).
- Decode simple, familiar words and distinguish between p, f and ph - /p/ /f/ sounds (Rw/E1.2a, Rw/E1.3a).
- Focus on similarities and differences between country names, adjectives and languages (Rw/E1.2a).
- Read, understand and write a simple sentence with correct punctuation linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Spell correctly some familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).

### Language points

- Some common adjectives, e.g. *traditional, important*.
- Use of capital letters for countries, adjectives from country names and languages, e.g. *Nigeria/Nigerian/Fula*.
- Structures: *This is a/an ... These are some ... noun is/are + adjective*.

### Materials

#### Activity 1 (set up stage)

Prepare a 'Culture box' example with 5 or 6 items which represent your culture and heritage, e.g. actual objects, photos, CDs, food etc. inside a box OR a PowerPoint presentation with images and links to music, video etc. Include items from the flashcards/key words in Resource 5.1.1 and 5.1.2 and prepare a word card for each different object you include.

If possible, collect some shoe boxes from a shoe shop, or bring in other empty boxes of that size or smaller.

#### Activity 2 (set up stage)

Resource 5.1.1 (Flashcards) – print one set, enlarge if necessary.

Resource 5.1.2 (Key words) - print one set, enlarge if necessary.

Resource 5.1.3 (Key words and images) - print and cut up one set for each group, laminate if possible.

#### Activity 3 (set up stage)

Resources from Activity 2.

Resource 5.1.4 (Phonics practice).

#### Activity 4 (set up stage)

Lined paper (Template 1), blank key words sheets (Template 5), choice of pens and pencils.

**Activity 5** (follow up stage)

Your 'Culture box' from Activity 1

Learners' Culture boxes.

**Activity 6** (follow up stage)

Photos/PowerPoint of learners' Culture boxes.

Resource 5.1.5 (Copying and writing practice) and/or Resource 5.1.6 (Sentence stems).

Template 1 (Lined paper), Template 2 (Blank sentence strips) and Template 5 (Blank key words) and tracing paper as needed.

**SET UP ACTIVITIES****Activity 1****Culture boxes (speaking and listening)**

- Start by asking learners a few questions on what they know about you – *What's my name? Where do I come from? What language(s) do I speak?* Draw/project an outline map of your country of origin on the board and check that learners understand what this is. If you have brought in a culture box, start to take items out and show them to the learners. For each item, if possible, elicit ideas about what it is, e.g. a Christmas tree bauble, a photo or toy of double decker bus, an Easter egg, a photo of people standing in a queue, a postcard of Big Ben or the London Eye etc. Create a display on the table and make a connection with the items and the map, e.g. *England – English culture for me.*
- Write the word *culture* on the board. Encourage learners to support each other using shared/common languages and/or translation apps to understand the word culture. Model, drill, check pronunciation. Focus on the two syllables and spelling. NB. 'ture' is pronounced /tʃ/ /ə/.
- Invite learners to suggest other things that they think represent English culture (depending on learners' oral levels, this could generate a lot of laughter!).
- Explain that the box is your '*Culture box*'. Hold each item up as you put it back in the box and check if learners can remember what each item is. Close the box.
- Elicit the total number of items from the learners then ask them to work in pairs or small groups to remember all the items. Encourage them to do this orally or quickly draw (N.B. not write) the items on a list.

**Extension activity**

- Learners orally build up a cumulative list in turn, e.g. Learner 1: *There is a (x).* Learner 2: *There is a (x) and an (x).* Learner 3: *There is a (x), an (x) and some (x).* and so on. This is a good opportunity to review/practise use of articles.
- Limit the quantity of new language items dependent on learners' level and/or focus on key, useful words.

## Activity 2

### Ideas for culture boxes (speaking, listening and reading)

- Explain to learners you would like them to make and bring in their own culture boxes from home next lesson/week. Elicit ideas about what sort of things could go in their boxes and use flash cards (Resource 5.1.1) to help with ideas, e.g. *fabric, coin, postcard*, etc. As far as possible, encourage learners to try and say a little about their suggestion, although it is not necessary to focus on accuracy at this stage, e.g. *Somali women bright colours*.
- Create a word card for any new items learners suggest not included in Resource 5.1.2. Then hold up some or all of the key words (Resource 5.1.2), read and drill. Stick each word card on the board. Choral drill each word as you point to it.
- Briefly highlight any useful phonic features such as words beginning with the same sound and same letter, or the same sound and different letters, number of syllables, etc.
- Highlight the 's' in *coins* and check if learners can remember why it is used.
- Divide learners into groups and give each a set of cards (Resource 5.1.3) to match the images and key words together.
- When all the groups have finished, invite some learners to use the larger cards from Resource 5.1.1. and 5.1.2 and stick these onto the board – again matching words and images.
- Ask the whole group to confirm if these are correct and then choral read the words together.

#### Differentiation and extension activities

- Adjust the number of images and words in each set according to the level of the group – focus on key words essential to your learners.
- Divide the whole class into groups to use the cards to play pelmanism, or use this as an activity for groups who finish the writing activity (Activity 4) quickly.

## Activity 3

### /p/ and /f/ practice (phonics)

- Write the letter 'p' on the board. Ask learners what letter this is and what sound it makes. Drill /p/ together.
- Ask learners in their groups to find all the words that begin with 'p' and hold the word cards up then call out words to stick into a column on the board.
- Write up the letter 'f' on the board. Ask learners what letter this is and what sound it makes. Drill /f/ together.
- Ask learners in their groups to find all the words that begin with 'f' and hold the word cards up (Resource 5.1.2 or 5.1.3). Learners call out words to stick into a second column on the board.
- Ask learners to name the initial letter for each column – 'p' and 'f'. Remove the word *photo* then ask learners to make the initial sound for each column - /p/ and /f/. Hold up the word *photo* and ask learners which column this should go in. Draw learners' attention to the fact that 'ph' makes a /f/ sound.

#### Differentiation and extension activities

- Ask learners in pairs/groups to add three or more words to each column – either saying them or writing them on cards.
- Learners turn over a word card and write it down from memory.
- In pairs, learners can test each other on spelling the /p/ and /f/ words – take a word card at random, say it, and ask their partner to write it.
- Use Resource 5.1.4 for further phonics practice. Learners either write in the missing letter or use the letter cards.

## Activity 4

### Making a list (writing)

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- Ask learners to share ideas about what they might put in their culture boxes to bring for the next session. Make a note of any other key words that come up to use next time.
- Ask learners to make a list of what they might put in their culture boxes. Depending on level, learners do one or more of the following writing activities:
  - single word copying and handwriting practice using key word cards, tracing paper or Template 5 with important words which you scribe for them
  - single word copying and handwriting practice (Resource 5.1.5)
  - independent list making on lined paper
- Finish by reminding learners to bring their culture boxes to the next session and ask learners to take a box home, use one from home or pick one up from a shop.

#### Differentiation

- Have plenty of blank cards and marker pens available to scribe any new words that learners need.
- Encourage learners to use their shared/ common languages and translation apps to find words and support understanding.
- Higher level learners can also write one or more sentences about their culture.
- Encourage learners to get input from their family or friends in making their culture boxes.
- Some learners may wish to audio record their lists (using their phones).



**N.B.** Before the follow up session(s), send everyone a text reminder to bring in their culture box to the next class.

## FOLLOW UP ACTIVITIES

### Activity 5

#### 'Show and tell' (speaking and listening)

- Bring out your culture box but keep the lid on. Ask learners to work in pairs or small groups to try and remember what you had in it.
- When learners are ready, ask them to call out the items one by one. As each item is named, take it out of the box, elicit and choral drill a sentence for the item: *This is a/an ... These are some ...*.
- Ask how many learners have brought in a culture box. In turn, each learner does their 'Show and tell' - they take items out of their box one by one and say what it is: *This is a/an ... These are some ....* Learners can arrange items around their culture box. After each presentation, encourage a few questions and discussion so that each presenting learner feels a genuine interest in their culture and what they have brought in.
- With each learner's permission, take a photo of their culture box and their display of items.

#### Differentiation and extension activities

- If the group is large, 'show and tell' could be in 2 groups.
- Help all or some learners in different ways according to the level of support needed, e.g. telling them how many items there were in your culture box, taking the lid off briefly so everyone can have a quick look inside, putting the initial letters for each word on the board.
- Depending on the number of learners who have brought in culture boxes, spread 'Show and tell' over several lessons so that everyone has a turn but without learners losing interest if there are too many in one session. Finish by agreeing which learners are going to have a turn in the following sessions.
- In mixed level class, learners with higher level speaking skills can add a little more information, e.g. *This is a Nigerian pot. It is very old. These are some coins from Afghanistan.*

### Activity 6

#### Making a culture record (writing)

N.B. If possible, before this activity, make a photocopy or PowerPoint presentation to include a photo of every culture box shared, or upload and project images of each photo.

This activity needs to take place in the follow up or a subsequent session, when all 'Show and tell' presentations have been made.

- Project or display images of all the culture boxes with their contents. Explain to learners they are going to make a class record of the boxes and what was in them. Using examples, learners decide what form their record will take, e.g. a booklet (so each learner can have a copy), a display in the classroom or centre, a PowerPoint presentation, etc.
- Ask learners to write about their culture boxes. Depending on level, learners do one or more of the following writing activities:
  - Single word copying and handwriting practice using language cards, tracing paper or Template 5 with important words you scribe which they can use to create labels, e.g. *pot*.
  - Sentence completion using Resource 5.1.6 (Sentence stems), e.g. *This is a pot. It is from Afghanistan.*
  - Independent sentence writing onto lined paper using word cards, as needed, and adding more information, e.g. *This is a traditional water pot from Afghanistan.*

#### Differentiation/extension activities

- Learners who finish their writing before others, support other learners, especially if they share a common language or start to collate the texts and images into the format chosen by the group.
- Learners who are confident with using computers can word-process their words/sentences, possibly insert images, and print out their texts.

### Additional Differentiation/Extension activities:

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- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) for words that are important for them.

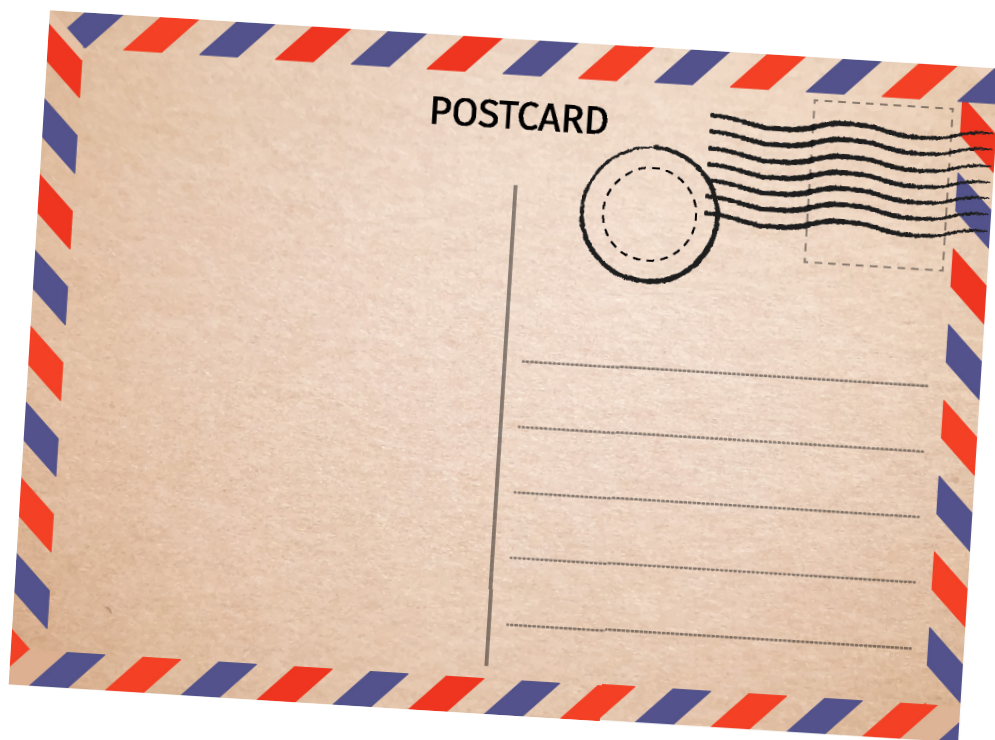
### Follow up ideas

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- Learners can invite other learners/centre users to see their display of culture boxes with supporting texts and/or give a talk about their display.
- Depending on format chosen, make sure each learner gets copy.























packet

pan

postcard

photo

fabric

flower

flag

rug

recipe

coins

bowl

scarf



packet



pan



postcard



photo



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**bowl**















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