

TOPIC 1

Me

TOPIC 1: ME

Unit 1: My life now

Overview of topic

Learners discuss, read and write about where they live and who they live with:

I live in Finsbury Park. I live in a flat. I live with my friend.

Skills

Speaking and listening

- Learners talk about the place they live and who they live with (Sc/E1.3a, Sc/E1.4b.).

Reading, writing and phonics

- Read a short text explaining where someone lives (Rt/E1.1a, Rs/E1.1a).
- Write a short text about themselves, forming letters in upper and lower case (Wt/E1.1a, Ws/E1.1a, Ww/E1.2a).
- Spell correctly some personal key words (Ww/E1.1a, Ws/E1.1b, Ww/E1.1c).
- 'Wh' spelling, /w/ sound (Rw/E1.2a).
- 'r' spelling, /r/ sound (Rw/E1.2a).

Language points

- Vocabulary for types of housing, e.g. (*shared*) house, flat, hostel, bungalow, hotel, caravan.
- Verb live + prepositions in and with: *I live with my mother/I live in a flat.*
- *Wh* questions + *do*.

Materials

Activity 1

Resource 1.1.1 (Images) and Resource 1.1.2 (Words). 1 set for each group (printed, laminated and cut up) plus one enlarged for whole group work.

Your own pictures relevant to your chosen text.

Word cards: with in

Activity 2

Resource 1.1.3 (Images and question words) – a set for each group + some images from Resource 1.1.1.

Activity 3

Resource 1.1.4 (Question cards). Scissors.

Activity 4

Reading text 1 or 2.

Resource 1.1.5 (Reading text activity A or B). Scissors.

Activity 5

Resource 1.1.6 (Sentence strips). Lined paper (Template 1). Selection of pens and pencils.

Extension activity

A compass, if you have one, or/and Resource 1.1.7 (Compass).

Activity 1

My home (speaking and listening)

- Using yourself or someone you know as a model, say a few things about where you (or your friend) live(s), mentioning the area, type of building, and who else lives in it. Use pictures to illustrate (the building, your friend or a map).
- Put the pictures from Resource 1.1.1 around the classroom. Ask learners to stand by the picture of where they live and name the type of building (flat, house, bungalow, hostel, hotel). Drill vocabulary.
- Say aloud each word from the word cards (Resource 1.1.2) as you stick under the appropriate image. Remove the cards then either hold each one up and ask learners to indicate which picture it belongs with, or divide learners into pairs and give each pair a word card to place under the correct picture.
- Leaving room for the questions you will add later next to each, write the three 'facts' on the board with a space for *in/with*:

I live Dover.

I live a flat.

I live my partner.

- Hold up the **with** and **in** word cards. Ask learners to choose the correct preposition for each sentence. Stick the word cards in the correct place. Read/drill the three sentences as a class and ask a few learners to read aloud individually.

Differentiation

As relevant to learners lives/abilities, add to or reduce the number of images.

Activity 2

Homes: forming questions (language focus and phonics)

- Now focus on the *wh* question words learners will need in Activity 3: *Where ...? What ...? Who ...?* Hold up/display the three images from Resource 1.1.3 and elicit/model the question words. Hold up/display the question words and choral read together.
- Check understanding of the three question words e.g. by saying '*Where*'? Point to a picture and indicate that it refers to a place or '*Who*'? then point to a relevant picture'.
- Drill the questions with the answers.
- Divide learners into groups and give each group a set of images from Resource 1.1.3 plus 3 images from 1.1.1 plus a set of *Wh* question words. Ask learners to work together to match each image with the correct question word.
- Now focus on putting the question words into full questions and elicit/model and drill the full questions: **Where** *do you live?* **What** *do you live in?* **Who** *do you live with?* Check understanding by holding up random images.

Differentiation

This activity will have different objectives for different learners.

For some learners it will enough to practise producing the questions orally, and/or recognise the correspondence of the written forms.

For others, it may be an opportunity to recognise and begin to learn some patterns of grammar.

- Use the words and images to create some questions on the board. Choral read together and drill the questions, drawing attention to the *wh* spelling /w/ sound, and the exception *Who* /hu/. Drill *live in* and *with* and draw attention to the sound/letter correspondence in these words. Elicit other words with the same sound and spelling, e.g. *his, is, it, big*, etc.
- Draw attention to the auxiliary *do* - but unless it is a strong group, avoid explaining grammar here.

Activity 3

Homes - Pairwork (speaking and listening)

- Give each pair of learners a set of the question cards (Resource 1.1.4) and a pair of scissors.

Differentiation

Learners can work at different levels here. Some may be focused on reproducing the questions accurately, while others may just be able to decode key words to communicate meaning, e.g. *Where (you) live?*, or working from memory to repeat. This is fine - the focus for these learners will be on speaking, and successfully communicating meaning.

- Ask learners to work in pairs and ask each other the questions on the board and cards.
- Feed in vocabulary for social relationships/ buildings, as necessary, e.g. *cousin, shared house, alone*.
- Swap the pairs so learners get a few chances to practise. Ask the new pairs to cut up the question cards and rearrange before they begin.
- As a whole group, ask one or two learners to give their answers. Then see if anyone can report back about their partner, e.g. *Ali lives in a shared house*.

Activity 4

Reading a text (reading, writing and phonics)

- Project Reading text 1 or 2 and read the text aloud. Ask questions to check understanding then choral read the text together. Ask for volunteers to read aloud.
- Hand out Resource 1.1.5 A or B (Reading text activity). Divide learners into pairs to read the text together. Ask learners to find the letter 'i' in words in the text. Recap sound/letter correspondence, e.g. *with in live* is. Note: *'family'* is the schwa.
- Now ask learners to cut the text into pieces (as indicated by the boxes) and then work together to reassemble the text.

Differentiation

- Choose Text 1 or Text 2 as appropriate for your learners. Adapt the text to suit different learners - some may only manage one sentence.
- Stronger learners may want to try cutting the text into single words to reassemble or jumbling and sequencing both texts.

Activity 5

Building a sentence or short text (reading, writing and spelling)

- Give out the sentence strips for learners to write a similar short true text for themselves (1.1.6).

Differentiation

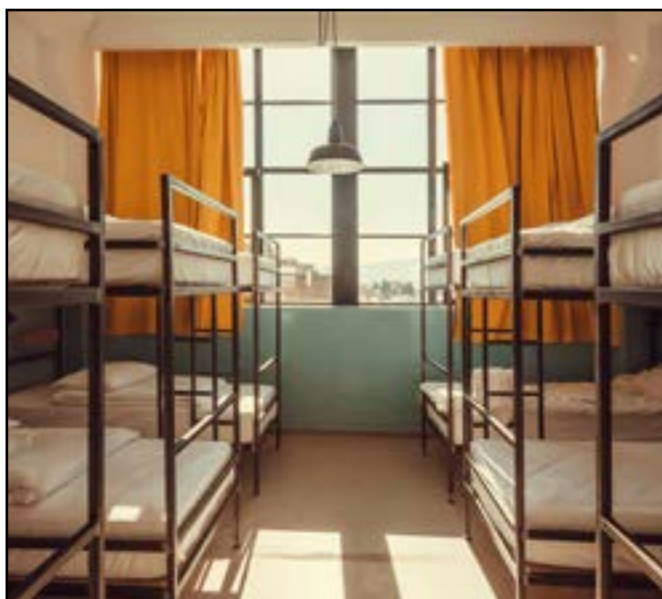
- Some learners will only need one sentence strip whereas others may want to use all three.
- Offer lined paper to help new writers and encourage learners to try using different types of pen/pencil for writing.
- For stronger learners, you can introduce some common adjectives so some learners can say/write more about where they live, e.g. *tiny, big, small, dark, bright, overcrowded*.
- Some learners may write more, or combine sentences, e.g. *I live in a flat in Finsbury Park with my friend*.

Additional differentiation/extension activities

- Some learners can talk and write about what they like and don't like about where they live and which types of housing have they lived in before.

Follow up ideas

- Use local area maps or digital maps and ask learners to try and locate their homes.
- Use a blank outline of your town or city and see how many districts or areas learners can locate and name.
- Use rail, tube or bus maps, ask learners to find their nearest stop/station.
- Show learners a picture of a compass (Resource 1.1.7) or the real thing. Teach/illustrate North/East/South/West and label each wall of the room you are in with the appropriate direction (Resource 1.1.7). Ask learners to stick their texts in the appropriate place, i.e. where they live in relation to the room you are in. (You will need to demonstrate using yourself/your own home as an example). You can then ask them to read out their texts.



caravan

maisonette

house

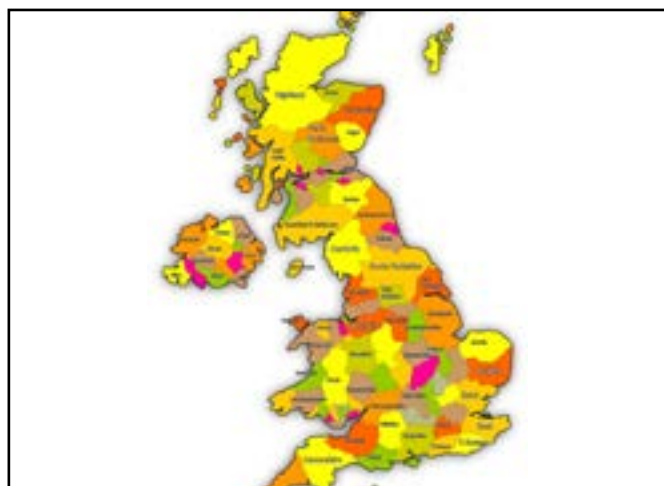
shared house

flat

hotel

bungalow

hostel



Where...?

What...?

Who...?

Where **do you** live?

What **do you** live **in**?

Who **do you** live **with**?

Imran



I am from Syria.

I am 28.

I live in Bolton.

Sara



My name is Sara.

I live in London.

I live in a flat.

I live with my family.

Activity A

I am

from Syria.

I am

28.

Activity B

My name is

Sara.

I live in

London.

I live in

a flat.

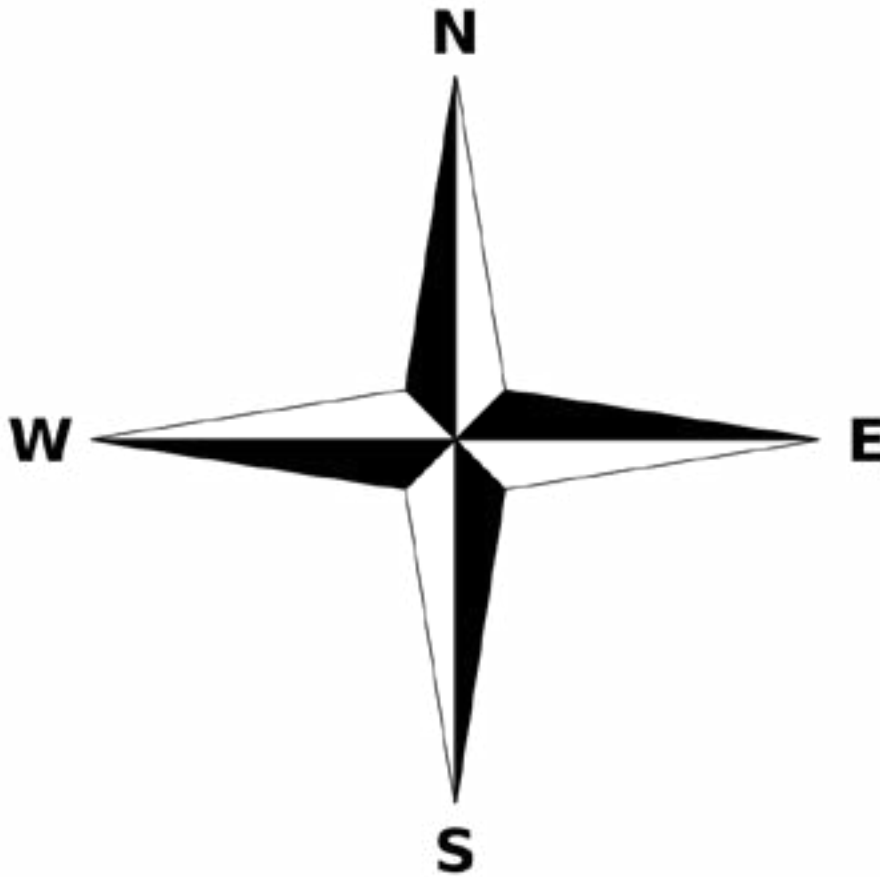
I live with

my family.

I live in

I live in a

I live with



North

East

South

West