

Unit 12

Giving information about yourself

Overview

Learners practise:

- giving information about education and work history
- giving information about skills and future hopes
- asking others about their lives

Suggested context

An education/careers setting with two people talking to an advisor.

Dialogue 1: A conversation about qualifications and work experience.

Dialogue 2: A conversation about skills and future hopes.

Skills

Speaking and listening

- Listen to dialogues about qualifications, work and skills.
- Understand and respond to questions about qualifications, work and skills
- Use appropriate stress, rhythm and intonation in making statements
- Pronounce key words and phrases clearly

Literacy and phonics

- Read and write key words on the topic of qualifications, work and skills
- Use a writing frame to write about their own experiences.

Language points

(Core points – **bold**, extension points – *not bold*)

- Simple phrases for:
 - describing own experience (present and past): **I'm a ... I was a ...** I work in a ...
 - describing others' experience (present and past): **He's/she's a ... He/she was a...**
 - talking about skills: **I can ... he/she can ...**
 - expressing hopes: **I want to ... I'd like to ...**
- Key words: job roles, workplaces, country names, personal skills

Before you start

Depending on the level of your group, record the *Example dialogues* using local voices, accents and references. (See *Guidance* for further details.)

Select relevant images from the [New to ESOL picture pack](#), or source/create your own, e.g. job roles that represent your learners' experience

Materials needed

Speaking and listening

Activity 1 **Resource 1: Images (jobs)** – one large set (A4) and one set of cards per pair.

Activity 2 **Dialogue 1**

Activity 3 **Dialogue 2;**
Resource 2: Skills flower or
Resource 3: Skills pizza (one copy per learner) from [New To ESOL](#) Teaching and Learning Materials
<https://esol.excellencegateway.org.uk/content/etf3084>

Coloured pens

Activity 4 **Resource 4: Game board** (enlarged to A3) and sets of game cards, enough for each pair/group of learners; dice and counters.

Literacy and phonics

- Copies of transcripts to make gap-fill/cut up words and flashcards of key words to suit the group
- Reading: *Word and image matching* – print and cut up sets of cards
- Writing: *Language experience writing frame*

Note that each unit can be covered across two or three sessions. You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

Speaking and listening

Activity 1

Introduction to the topic

- Pre-teach/check vocabulary. Spread out **Resource 1: Images** and discuss job roles. Encourage learners to discuss in own language(s) and share any English words they already know.
- Show a job role image from the large images (nurse) and ask: What's her job? Elicit then drill: She's a nurse.
- Ask: Where does she/he work? Elicit then drill: She works in a hospital.
- Repeat for the other job images.
- Once learners are confident with the target vocabulary, give each pair a set of job image cards. Learners practise making statements in pairs: He/she's a... He/ she works in a...

TIP Be sensitive to learners' experiences when talking about the past. Use images to discuss job roles and skills to begin with and then move on to discussing learners' own experiences if they are comfortable with this. Learners may want to find out about qualification equivalence. See NARIC (link below) for more information about the recognition and comparison of international qualifications and skills.

- Set the second question: *What qualifications does she have?* Play the dialogue, learners listen, re-play if needed, then check answers: A university degree. Check understanding of degree and qualifications.

TIP Allow learners to use their other languages/translation apps if helpful.

- Set the third question: *What work experience does she have?* Play the dialogue, learners listen, then check answers: *Teaching*.
- Focus on: *I was a teacher in Iraq*. Say "Iraq" again, clapping to mark the syllables. Hold up 2 fingers to show it has 2 syllables. Write it on the board, marking a dot above each syllable. Use concept check questions to clarify 'was' refers to the past.
- Ask each learner: *Where are you from?* Ask them to clap the syllables of their country as you write the name on the board.
- Ask learners: *Do you have any work experience?* (Check understanding of work experience). Point to the countries written on the board and prompt learners to personalise their statements, e.g. *Yes, I was a chef in Syria*. Model short answers, too, about qualifications/experience: *Yes, I do. / No, I don't*.
- Play the audio again, line by line, drilling each sentence.
- Learners mingle and ask and answer questions about each other's work experience. Write a few prompts on the board. Encourage learners to talk about unpaid experience as well and give some examples: *I was a student. I helped my father in his shop. I looked after my children*. Learners can record their dialogues on their phones, if they wish, and review later.
- Display and give out copies of the transcript for reading practice. Read aloud, pointing at each word as you say it.

Activity 2

Speaking and listening (Dialogue 1)

- Set the context: show the image of a woman – Saira. Tell learners they are going to listen to Saira talk about herself and that Saira isn't working now.
- Set the first comprehension question: *What was Saira's job? Where?* Play **Dialogue 1** and ask learners to listen. Re-play if needed and check answers: She was a teacher in Iraq.

Activity 3

Speaking and listening (Dialogue 2)

- Sit with learners in a circle. Say: *My name's ... I can drive a car. What can you do?* Mime as you demonstrate the skill. Prompt the next learner to say their name and add a skill of their own. Continue around the circle until everyone has contributed. Encourage learners to mime if they don't know a word and provide vocabulary, as necessary. Alternatively, use the images to elicit what skills are needed for some of the jobs, e.g. plumber – can fix a new tap, mechanic – can carry out car repairs, etc.
- Set the context for **Dialogue 2**. Show the picture of a chef and introduce Fadil from Iraq. Set the first comprehension question: *What are his skills?*
- Play the audio, more than once if necessary, and check the answer: *He can speak Arabic and Kurdish. He can cook. He can drive.*
- Re-play: *I can speak Arabic and Kurdish*, choral drill and then individually drill, with learners replacing with their own languages.
- Set the second question: *What job does he want?*
- Play the audio again, learners listen and check answers: *He wants to work in a restaurant. He wants to start a business.* Check understanding of 'start a business', i.e. have his own business, be self-employed.
- Now focus on the learners and their hopes/wants. Draw a flower and/or a pizza on the board (see **Resource 2** and **Resource 3**). Write your name in the middle of it. Make statements about your skills and, for each one, draw a symbol in a flower petal/pizza slice, e.g. I can grow vegetables (drawing of plant pot).
- Each learner chooses a copy of **Resource 2: Skills flower** or **Resource 3: Skills pizza** and fills it in to reflect their own skills. Learners can draw pictures instead of writing words if they wish. Encourage learners to help one another by discussing skills and experiences in their own languages. Monitor and support, e.g. make word cards, as required, with translations on the back, if needed.

- Ask learners to display their flowers/pizzas and make statements about their own and each other's skills. Focus on pronunciation, as needed.
- If possible, have a general discussion about jobs people would like to do. Use the word flowers/pizzas to make links to existing skills. Drill: *I want to ...* and introduce alternative structures *I'd like to... I hope to...*

Intercultural understanding



This is a good opportunity to flag up:

- how to find a job in the UK and the role of job centres
- the importance of qualifications, skills and experience when applying for a job
- what to expect in an interview
- voluntary work – what it is and how it is a valuable means of gaining experience.

Activity 4

Speaking and listening (Dialogue 3)

- The board game is designed to provide lots of free practice using the key language points in this and previous units. It can be played as a whole group or by smaller groups and pairs.
- Pre-teach language of games by demonstrating how to play the game. Give out **Resource 4: Game board** and **Game board cards**, counters and dice. The cards should be in a pile, face down. Explain the rules: *Take turns to throw the dice and move forward the number of points shown. If you land on red, miss a go. If you land on green, move forward 2 places. If you land on a ? pick up a card and make a statement.*
- The game can be extended by asking learners to ask a question, rather than make a sentence. The learner who answers first gets the next go.

Literacy and phonics

Reading

- Using the transcript, learners listen and follow the text.
- Create gap-fill activities from transcripts for learners to fill in (or copy/stick in). Remove key words such as school, college, university, qualifications.
- Learners use **Resource 5: Word and image cards** for a matching activity and/or to play Pelmanism.
- Learners work together to sequence the word cards in alphabetical order, standing in line. Each learner says and spells their word in sequence.

Phonics

- Use words with simple phonics patterns to develop awareness of phoneme/grapheme relationship e.g. *from, skills, job, chef, cook*.
- Use **Resource 5: Word and image cards** to:
 1. practise sounding out the initial grapheme in each word;
 2. focus on the final unstressed 'er' (schwa) in *hairdresser, barber, teacher, driver, plumber*;
 3. focus on breaking words into syllables, e.g. *hair – dress – er; teach – er, driv – er, e – lec – tri – cian*
- See [New to Esol Phonics Pack](#) for further suggestions.

Writing

- Use Resource 6: Language experience writing frame for learners to write one or more personal statements.
- Choose key words for handwriting practice (including letter formation, etc.)
- Help to identify a few relevant words for each learner to practise spelling and write on cards or mini whiteboards.

Digital opportunities



- Learners video/audio record their dialogues. Play back and assess their performance.
- Learners use word processing skills to create, save and print a short text based on their Language experience writing frame.
- Learners do an online search for a job they might be interested in.
- Look for job opportunities on Seek (job platform for refugees)
<https://www.seekuk.org/>
- Some learners complete an online application form.
- Use NARIC to find out about the recognition and comparison of international qualifications and skills:
<https://www.naric.org.uk/naric/>

Learning to learn

- Write or stick images and new words in vocabulary books and/or learners make flashcards for their personal word banks.
- Learners work in pairs with a set of key word cards and a mini whiteboard. They take turns to pick up a card and spell it out, while the other learner writes it on the whiteboard. Learners compare what they have written to the original word and correct any errors.

Differentiation and extension ideas

- Extend **Dialogue 1** and/or **Dialogue 2** with learners' own ideas and other language they know.
- Use Resource 6: Language experience writing frame as the basis for eliciting language and supporting individual learners to create one or two simple personal statements. Write each sentence on a new line. Make copies of the completed text. This can be used in a variety of ways to help learners develop awareness of text structure, syntax, word recognition, phonics and punctuation. For example:
 - read each sentence out loud with the learner, pointing to each word. Read it several times together, then point to each word and support the learner to read independently. Prompt if they get stuck (go back to the beginning of the sentence; look at first letter, supply the word for them, etc.)
 - cut a copy of the text into sentences for learners to match to the original complete text
 - cut each sentence strip into words for the learners to reorder into sentences.
- Use **Resource 4: Game board** to bring an element of chance and fun in practising reading key words. Replace the image cards with other word cards for learners to use to make a sentence, e.g. vocabulary sets such as months, days, types of food, etc.

- The game board and cards are easily adapted for use in other contexts. For example, change the instruction or create question cards which focus on target language/vocabulary, e.g. pictures of the weather: It's raining/snowing; health-related questions; general knowledge questions; reviewing time or dates.
- Watch relevant simple videos, e.g. Learning Circles, **Session 13 Jobs:** <http://www.bbc.co.uk/learningenglish/english/course/emw/unit-1/session-13>

Home learning

- Ask learners to find an item or photograph that shows their skills and bring it to the next session.
- Suggest learners find out about local volunteering or skills swap opportunities.
- Provide copies of the board game for learners to take home to play with family or friends for additional practice.
- Learners take new words home to learn and use 'Look, say, cover, write, check' method to practise spelling.
- Handwriting practice.

Out and about

- Invite someone from a local volunteer centre or a business development advisor to come and talk about work and volunteering opportunities. If possible, provide interpreters.
- Learners visit a job centre or volunteer agency.

Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Review key vocabulary and phrases.
- Ask learners to recap one of the dialogues from memory.

Useful links for further practice



- Seek (job platform for refugees)
<https://www.seekuk.org/>
- NARIC
<https://www.naric.org.uk/naric/>
- BBC Learning Circles, Session 13 – Jobs
<http://www.bbc.co.uk/learningenglish/english/course/emw/unit-1/session-13>
- British Council ESOL Nexus, Reading job adverts
<https://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/beginners/reading-job-adverts>
- English My Way, Employability (you need to register)
<https://www.englishmyway.co.uk/topics/762>
- Spelling practice using *New to ESOL Look, Say, Cover, Write, Check template* (Template 3)
<https://esol.excellencegateway.org.uk/content/etf3085>
- *New to ESOL Phonics Pack*
<https://esol.excellencegateway.org.uk/learners-new-esol-phonics-pack>

Dialogue 1

A	Do you have any qualifications?
Saira	Sorry?
A	Qualifications? Certificates? From school or college?
Saira	Yes ... from university. I have a degree. I'm a teacher.
A	Do you have any work experience?
Saira	I was a teacher in Iraq.

Dialogue 2

A	What are your skills?
Fadil	I can speak Arabic and Kurdish. I can cook. I can drive.
A	What kind of job do you want?
Fadil	I want to work in a restaurant. I want to start a small business.

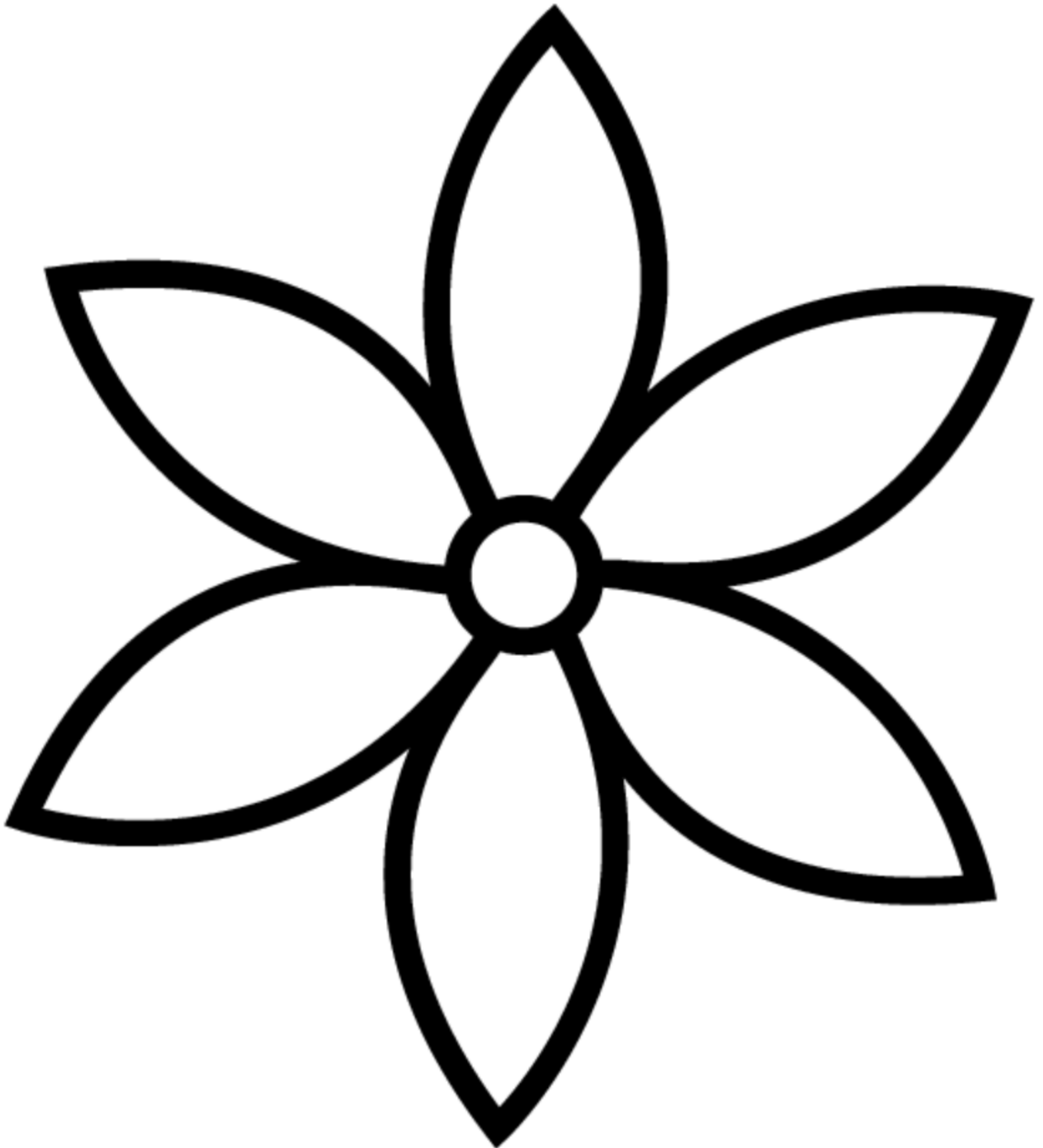




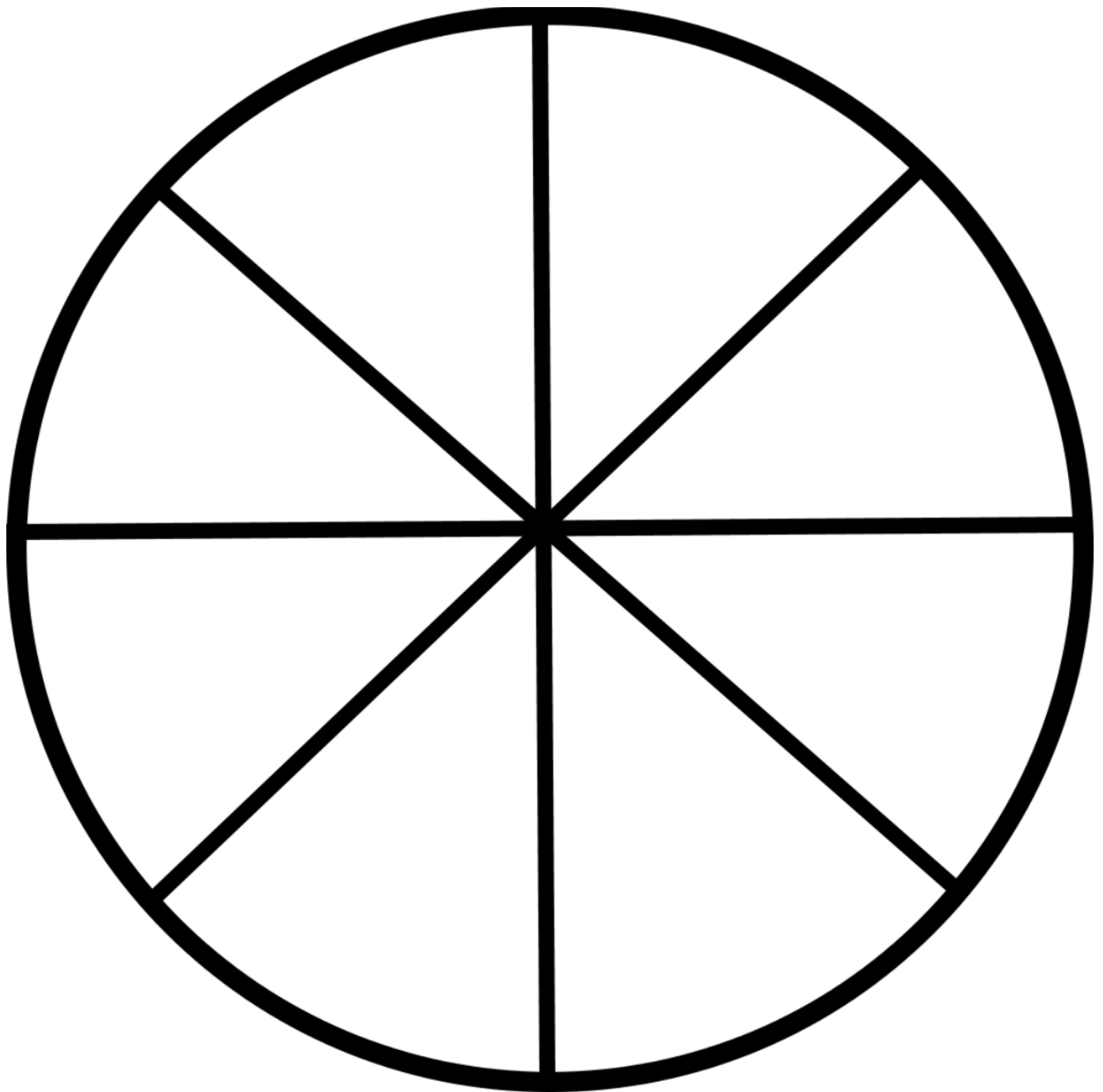







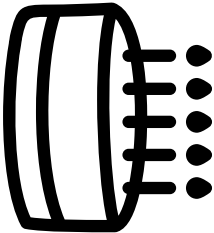
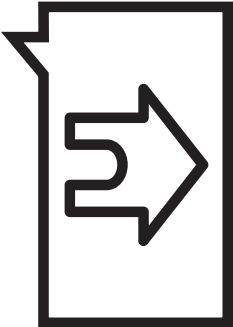
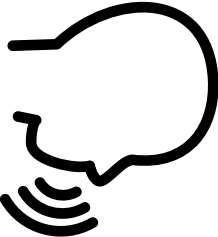
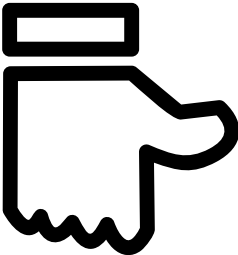
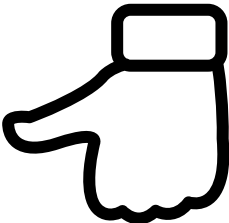
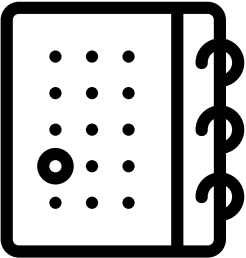
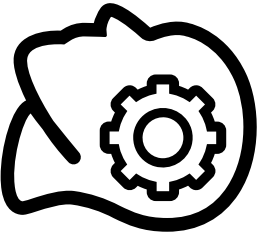
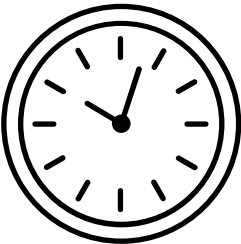


Resource 1.4.1A (blank flower petals with centre) from *New to ESOL Teaching and Learning Materials*
<https://esol.excellencegateway.org.uk/content/etf3084>



Resource 1.4.1B (pizza slices) from *New to ESOL Teaching and Learning Materials*
<https://esol.excellencegateway.org.uk/content/etf3084>

1	START →	2	?	3		4		5		6	?	7		8	?	9	
26	END ↑	<div><div>Red</div><div>?</div><div>Green</div></div> <div>Miss a go</div> <div>Pick up a card. Make a sentence.</div> <div>Go forward 2 spaces</div>														10	
25																11	?
24	?															12	
23																13	
22																14	?
21	?															15	
20		16		17	?	18		19		20		21	?	22		23	

<p>I come from ...</p>  <p>World by Path Lord from the Noun Project</p>	<p>My birthday is ...</p>  <p>Birthday Cake by Valerie Lamm from the Noun Project</p>	<p>I live in ...</p>  <p>Retall by Hat-Treth from the Noun Project</p>
<p>I speak ...</p>  <p>Speak by fae frey from the Noun Project</p>	<p>I like ...</p>  <p>Like by alifrio from the Noun Project</p>	<p>I don't like ...</p>  <p>Dislike by Gregor Crennar from the Noun Project</p>
<p>Today's date is ...</p>  <p>Calendar by Gajin Mada Studio from the Noun Project</p>	<p>I can ...</p>  <p>Skill by Prashanth Rapoli from the Noun Project</p>	<p>It's ...</p>  <p>Clock by Laymik from the Noun Project</p>

Images: The Noun Project

hairstresser



teacher



nurse



barber



mechanic



bus driver



plumber



chef



electrician



My name is
I am from
I live in
I was a
I can
I speak
I want to