

All About Me

Topic

Personal Characteristics and Interests

Aims

- To develop students' vocabulary related to characteristics
- To help students pronounce words with the right stress and intonation
- To help students focus on fluency when speaking
- To raise awareness on the different preferences related to personal characteristics: individualism vs. collectivism

Age / level

Young adults, Pre-Intermediate +

Time

90-100 minutes

Materials

- Worksheet 1: one per student or project it on the board.
- Worksheet 2: one per student or project it on the board.
- Worksheet 3: one per student or project it on the board.

Introduction

This lesson provides students with a live listening on the topic of the teacher’s personal characteristics and depth descriptions on each characteristic.

Then students will find out information about themselves and their class mates. They will also share their findings to their teacher and the rest of the class.

The students will use the model provided by their teacher to chat about similar topics with their classmates using new vocabulary and a variety of sentence structures.

Since this is the first meeting, the teacher should explain to the student all about English class including classroom rules and grading components.

To encourage shy and reluctant students, the teacher can ask the students to answer the questions or complete the worksheet.

Procedure

<p>1. Lead in (5–10 minutes)</p>	<p>Write up three sentences on the board about yourself. Use or adapt the following: <i>My name is Ima. I am imaginative, mature, and amazing. I like creating stories. I can handle and solve problems. I find all my friends adore me for my kindness.</i></p> <p>Tell students that these sentences are about you. Elicit questions they need to ask to find out more about these facts, e.g., <i>What is your name? What are you like? Are you reliable? Are you shy? Are you patient?</i> Write up the questions on the board. Invite students to ask you these, and other, questions.</p> <p>Answer their questions and explain that if a question is very personal you can respond with <i>I’d rather not answer that question.</i> You could drill this response as students may need to use it later in the lesson.</p>
<p>2. Main Activity: Matching Personalities (5-10 minutes)</p>	<p>Hand out Worksheet 1 (or project it on the board) and give students about 5-10 minutes (or longer if necessary) to complete the sheet and to group with students who have similar personalities.</p> <p>Ask the students to go around the class and find several (you may limit the number) friends who have the same answers as theirs. Then form a group of 4-5 (depending on the limit number that you decide).</p>
<p>3. Main Activity: CCU Exploration (10–15 minutes)</p>	<p>Hand out Worksheet 2 (or project it on the board) and give students about 10 minutes (or longer if necessary) to choose statements based on their facts.</p> <p>Ask the students to have group discussion. Explore the differences and effects of being collectivists or individualists.</p> <p>Relate it with students’ personal opinions. You can randomly ask the students different kinds of questions and try to encourage shy and reluctant students to be involved in the activity.</p>

4. Main Activity: Vocabulary Exploration (10-15 minutes)	Hand out Worksheet 3 (or project it on the board) and give students about 5-10 minutes (or longer if necessary) to do the exercises. If you have more time, ask the students to find the meaning or the opposite words for each word. You can randomly ask the students different kinds of questions and try to encourage shy and reluctant students to be involved in the activity.
5. Writing (5-10 minutes)	Ask students to summarize their personal characteristics in a short writing. Remind them to include some of the vocabulary, and to use verbs correctly. This could be set for homework.

Contributed by

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