

**Name of activity:** Meet Fadi –Self-Introductions

**Short description:** Students listen to Fadi’s introduction and answer question. Students do a speaking activity of introduction themselves and telling the class some more about themselves.

**Link to curriculum:** Grade 8; Unit 3.3

**Difficulty level:** Medium

**Time:** 35 mins

**Learning outcomes:** By the end of this activity, students will be able to identify certain vocabulary and make self - introductions and talk about oneself.

Competency 3; listening: 8; speaking

**Option 1**

Lesson plan with:

- ✓ Worksheet
- ✓ Cut ups
- ✓ Tapescript

**Option 2**

Lesson plan with:

- ✓ Link to audio or video recording

**Option 3**

Lesson plan with:

- ✓ Activities for a Computer Room

URL: <http://learnenglish.britishcouncil.org/en/big-city-small-world/meet-fadi>

## Option 1: Worksheet

### Preparation:

- Arrange the students in pairs
- Arrange and prepare cut ups for relevant activity
- Make a photo copy of the transcript of the listening script (copied below)
- Make photocopies of the worksheets

Stage	Procedure
<p data-bbox="186 678 386 747"><b>Introduction/ warmer</b></p> <p data-bbox="235 789 337 821"><b>7 mins</b></p>	<ol data-bbox="446 678 1380 934" style="list-style-type: none"><li>1. Tell the students that they are going to listen to a self - introduction by a foreigner in London.</li><li>2. Before the listening activity, they will do the pre listening task (worksheet 1). This is an introduction to difficult vocabulary in their listening activity. They have to match the words with their correct description. Teacher can do this in two ways.</li></ol> <p data-bbox="527 972 657 1003"><u>Method 1</u></p> <ol data-bbox="479 1010 1364 1333" style="list-style-type: none"><li>1. Teacher has cutups (several sets) of words and their descriptions. You can do this as a game/ competition</li><li>2. Put students in groups (according the number in class) and they identify the matching description to the words.</li><li>3. The group who first identifies them all wins.</li><li>4. Have a class discussion to deal with any problem words</li></ol> <p data-bbox="527 1371 657 1402"><u>Method 2</u></p> <ol data-bbox="479 1409 1388 1879" style="list-style-type: none"><li>1. Teacher does <b>slap the board</b> with the students. (instructions for the game are given at the end)</li><li>2. First, teacher has to have cut ups for (one set of each) words and descriptions prepared</li><li>3. You can identify more words from the tapescript, depending on the number of students per class. e.g. loads, ideal</li><li>4. Teacher checks answers and puts the answers (cut ups) on the board so that students can take a record.</li><li>5. Peer check answers.</li></ol>

<p><b>Listening task 1</b></p> <p><b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Distribute worksheet 2 among the students.</li> <li>2. Tell them that they are going to listen to a self-introduction given by a foreigner named Fadi.</li> <li>3. Ask them to read the task sheet <u>before</u> they start listening.</li> <li>4. Now they can listen and answer the questions on the task sheet.</li> <li>5. Teacher reads the listening script.</li> <li>6. Teacher can read the tape script 2 – 3 times, depending on their level and read it slowly with pauses and stresses when necessary.</li> </ol>
<p><b>Listening Task 2</b></p> <p><b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Distribute worksheet 3 to the students.</li> <li>2. Tell them that they have to listen to the same description and answer questions.</li> <li>3. Ask them to read the task sheet <u>before</u> they start listening.</li> <li>4. Then they listen to Fadi's description</li> <li>5. Once they finish listening, they can answer the questions</li> <li>6. However, if they find it difficult to answer, teacher can read the description again.</li> </ol>
<p><b>Speaking Task 1</b></p> <p><b>8 mins</b></p>	<ol style="list-style-type: none"> <li>1. Have a teacher moderated discussion on what students feel about Fadi.</li> </ol> <p><b><u>Variation</u></b></p> <ol style="list-style-type: none"> <li>1. You can change this activity in to a pair or group work where they discuss and share their ideas about Fadi.</li> <li>2. Teacher can monitor and give ideas.</li> </ol>
<p><b>Speaking Task 2</b></p> <p><b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Students talk about themselves. (Individual speeches)</li> <li>2. Give them enough time to prepare their speech.</li> <li>3. They can make notes in point form of what they are going to say.</li> <li>4. Make sure that they <u>don't read</u> from the text. (Reading and speaking are not the same)</li> <li>5. In order to make this more interesting, make other students ask questions from the ones giving the self-introduction.</li> </ol>

**Variation**

If photocopying is a problem, do it as a whole class activity.

1. Listening task 1 & 2 can be done by asking students to write the questions in their books and make them answer the questions individually.

## Tapescript

Welcome everybody. I'm Fadi, good to meet you. Yeah, you're right. Fadi isn't a typical English name. That's because my family is from Lebanon. I was born there too, but I've lived in London ever since I was a kid. Now I think of myself as being both, Lebanese and English. Mostly, I'm a Londoner. London is full of people from all over the world so I fit in perfectly here.

What do I do? Well, ideally, I mean, if the world was perfect, I wouldn't do very much at all. Play football... watch TV... play video games... hang out with my friends. But unfortunately the world isn't perfect so I have to work. I work for our family business. We're suppliers to restaurants, so we import foods from different parts of the world, the Mediterranean and Middle East mostly, and then sell them on to restaurants. It's ok, not my ideal job but, well it's the family business so I have to be part of it really.

I get to travel quite a bit for my job too, which is ok. I wouldn't like to be sitting in an office all day.

I love London like I said, there's loads going on, people from everywhere, even if the weather here is lousy. I'm 24 now. My mother keeps on asking me when I'm going to get married. But it's not going to happen for a few years yet. I think 24 is way too young to marry and besides, there are too many beautiful girls in this city, even if I'm not going out with any of them at the moment.

What else, er... not much really. I like nice clothes, night clubs, Arsenal football club, oh and hanging out with the people at Tony's Café.

### Instructions for **Slap the board**

- Have two sets of cut ups of words and their descriptions
- Arrange the class in two rows in front of the board
- Teacher pastes( using blu tac) the words on the board
- When the teacher reads out the description, the 1<sup>st</sup> student in the line slaps the word that matches the meaning
- The he/she stands at the back of his/her respective line
- All students gets a chance depending
- The first group to finish wins

## Worksheet 1

1. typical	2. perfectly	3. suppliers	4. import
5. mostly	6. lousy	7. marry	8. going out with someone

### Definitions:

- a. In most situations
- b. Normal or as you would expect
- c. To become someone's husband or wife
- d. To buy goods in a foreign country and bring them to your country
- e. People who sell and deliver goods to businesses
- f. Being someone's boyfriend or girlfriend
- g. Exactly right for the situation
- h. Really bad

## Worksheet 2

### Comprehension Task

Read the sentences and decide if they are true or false

1. Fadi was born in London.
2. Fadi feels like he doesn't fit in in London.
3. Fadi would like a better job.
4. Fadi wouldn't like an office job.
5. Fadi's mum wants Fadi to get married.
6. Fadi has lots of girlfriends.

## Worksheet 3

Read the questions about Fadi's life throughout season 1. Try to answer the questions. You might have to go back and listen to some of the earlier episodes again if you can't remember.

1. In episode 2, what sort of business is Fadi in?
  - a. Food supplies
  - b. Office supplies
  - c. Sports equipment
  
2. In episode 3, what did Fadi think about Harry?
  - a. He's cheap.
  - b. He is good value for money.
  - c. He's expensive
  
3. In episode 4, what does Fadi say about Harry's quote?
  - a. He's going to refuse it.
  - b. He's going to accept it.
  - c. He's going to think about it.
  
4. In episode 6, what was Fadi trying to persuade Harry to do?
  - a. He was trying to persuade Harry to do the job quickly.
  - b. He was trying to persuade Harry to do the job for free.
  - c. He was trying to persuade Harry to do the job for less money.
  
5. In episode 7, whose flat did Fadi try to show to Sarah?
  - a. His cousin's flat.
  - b. His nephew's flat.
  - c. His uncle's flat.
  
6. In episode 12, what does Fadi think about his cousin?
  - a. He's a very helpful person.
  - b. He's horrible.
  - c. He's a friendly person.

## Answers

***Before you listen: 1 - b, 2 - g, 3 - e, 4 - d, 5 - a, 6 - h, 7 - c, 8 - f***  
***Comprehension Task: 1 - false, 2 - false, 3 - false, 4 - true, 5 - true, 6 - false***  
***Fadi's Season: 1 - a, 2 - c, 3 - b, 4 - c, 5 - a, 6 - b***



## Option 2: Record player

### Preparation:

- Arrange the students in pairs
- Arrange and prepare / photo copy worksheets for relevant activities
- Download and record the listening activity/transcript from the site <http://learnenglish.britishcouncil.org/en/big-city-small-world/meet-fadi>

Stage	Procedure
<p><b>Introduction/ warmer 5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell the students that they are going to listen to an introduction of a foreigner.</li> <li>2. Before the listening activity, they will do the pre listening task. This is an introduction to difficult vocabulary in their listening activity. They have to match the words with their correct description. Teacher can do this in two ways. <ul style="list-style-type: none"> <li><u>Method 1</u> <ol style="list-style-type: none"> <li>1. Teacher has cutups (several sets) of words and their descriptions. You can do this as a game/ competition</li> <li>2. Put students in groups (according the number in class) and they identify the matching description to the words.</li> <li>3. The group who first identifies them all wins.</li> </ol> </li> <li><u>Method 2</u> <ol style="list-style-type: none"> <li>1. Teacher does <b>slap the board</b> with the students. (instructions for the game is given at the end)</li> <li>2. First, teacher has to have cut ups for (One set of each) words and descriptions prepared/ if difficult, write the words on the board.</li> <li>3. You can identify more words from the transcript, depending on the number of students per class. . e.g .loads, ideal</li> <li>4. Teacher checks answers and puts the answers (cut ups) on the board so that students can get records.</li> </ol> </li> </ul> </li> </ol>

<p><b>Listening Task 1</b> <b>5 mins</b></p>	<ol style="list-style-type: none"> <li>1. Distribute the task sheet 2 to the students.</li> <li>2. Tell them that they are going to listen to a self-introduction given by a foreigner named Fadi.</li> <li>3. Ask them to read the task sheet <u>before</u> they start listening.</li> <li>4. Now they can listen and answer the questions on the task sheet.</li> <li>5. Teacher plays the recorder/ listening script. (Make sure that the tape/ CD is working)</li> <li>6. Teacher can play the recording 2 – 3 times, depending on the level of the students.</li> <li>7. Teacher monitors and assists students when and where necessary.</li> <li>8. Discuss the answers as a whole class</li> </ol>
<p><b>Listening Task 2</b> <b>10 mins</b></p>	<ol style="list-style-type: none"> <li>1. Distribute task sheet 3 to the students.</li> <li>2. Tell them that they have to listen to the same description and answer questions.</li> <li>3. Ask them to read the task sheet <u>before</u> they start listening.</li> <li>4. Then they listen to Fadi's description</li> <li>5. Once they finish listening, they can answer the questions</li> <li>6. However, if they find it difficult to answer, teacher can play the description again.</li> <li>7. Teacher monitors and assists students when and where necessary.</li> </ol>
<p><b>Speaking Task 1</b> <b>10 mins</b></p>	<p>Have a teacher moderated discussion on what students feel about Fadi.</p> <p><b><u>Variation</u></b></p> <ol style="list-style-type: none"> <li>1. You can change this activity in to a pair or group work where they discuss and share their ideas about Fadi.</li> <li>2. Teacher can monitor and give ideas.</li> </ol>

<b>Speaking Task 2</b> <b>10 mins</b>	<ol style="list-style-type: none"><li>1. Students talk about themselves.</li><li>2. Give them enough time to prepare their speech.</li><li>3. They can write in point form what they are going to say.</li><li>4. Make sure that they <u>don't read</u> from the text. (Reading and speaking are not the same)</li><li>5. In order to make this more interesting, make other students ask questions from the ones giving the self-introduction</li></ol>
<b>Variation</b>	<p>If photocopying is a problem, do it as a whole class activity.</p> <ol style="list-style-type: none"><li>1. Teacher can project the questions/tasks for the students to copy.</li><li>2. Listening tasks 1 &amp; 2 can be done by asking students to write the questions in their books and make them answer them individually.</li><li>3. If time permits, make students write a short essay about themselves and a friend's introduction. (Make sure that this activity is done <u>after</u> the speaking activity)</li></ol>

### Option 3: Computer lab

#### Preparation:

- Arrange the students in pairs and ask them to open the link.  
<http://learnenglish.britishcouncil.org/en/big-city-small-world/meet-fadi>
- Make students sit in front of their computers. If not enough computers, make a pair share a computer

Stage	Procedure
<b>Introduction/ warmer 5 mins</b>	<ol style="list-style-type: none"><li>1. Tell the students that they are going to listen to an introduction of a foreigner. They will do this activity individually/ in pairs.</li><li>2. Before the listening activity, they will do the pre listening vocabulary task.</li><li>3. Open the link: <a href="http://learnenglish.britishcouncil.org/en/big-city-small-world/meet-fadi">http://learnenglish.britishcouncil.org/en/big-city-small-world/meet-fadi</a></li><li>4. They have to match the words with their correct description.</li><li>5. Drag the word to its description.</li><li>6. If they think it is wrong, they have to press the <i>reset</i> button.</li><li>7. They can also press the help button if they need assistance.</li><li>8. Once they have finished, ask them to press the <i>check</i> button to check answers.</li></ol>
<b>Listening Task 1 5 mins</b>	<ol style="list-style-type: none"><li>1. Ask students to open task sheet 1.</li><li>2. Tell them that they are going to listen to a self-introduction given by a foreigner named Fadi.</li><li>3. Ask them to read the task sheet <u>before</u> they start listening.</li><li>4. Now they can listen and answer the questions on the task sheet. (Students can listen to it 2 -3 times depending their cognitive levels)</li><li>5. Teacher monitors and assists students when and where necessary.</li></ol>

<p><b>Listening Task 2</b> 10 mins</p>	<ol style="list-style-type: none"> <li>1. Students open task 2.</li> <li>2. Tell them that they have to listen to the same description and answer questions.</li> <li>3. Ask them to go through the task before they start listening.</li> <li>4. Now they can listen and answer the questions on the task sheet. (Students can listen to it 2 -3 times depending their cognitive levels)</li> <li>5. Teacher monitors and assists students when and where necessary.</li> </ol>
<p><b>Speaking Task 1</b> 10 mins</p>	<ol style="list-style-type: none"> <li>1. Have a teacher moderated discussion on what students feel about Fadi.</li> </ol> <p><u>Variation</u></p> <ol style="list-style-type: none"> <li>1. You can change this activity in to a pair or group work where they discuss and share their ideas about Fadi.</li> <li>2. Teacher can monitor and give ideas.</li> </ol>
<p><b>Speaking Task 2</b> 10 mins</p>	<ol style="list-style-type: none"> <li>1. Students talk about themselves.</li> <li>2. Give them enough time to prepare their speech.</li> <li>3. They can write in point form what they are going to say.</li> <li>4. Make sure that they <u>don't read</u> from the text. (Reading and speaking are not the same)</li> <li>5. In order to make this more interesting, make other students ask questions from the ones giving the self-introduction.</li> </ol> <p><u>Variation</u></p> <p>Give the above task as home work and ask students to create a multimedia presentation on 'Myself'</p>
<p><b>Variation</b></p>	<ol style="list-style-type: none"> <li>1. If computers are a problem, it can be done as a listening activity using a record player or teacher voice.</li> <li>2. If photocopying is a problem, Task two can be done by asking students to write the questions in their books and make them answer them individually.</li> <li>3. If time permits, make students write a short essay about themselves and a friend who gave an introduction. (Make sure that this activity is done <u>after</u> the speaking activity)</li> </ol>