



ESOL Literacies: National 2

Personal identity



Publishing information

First edition
Published date: March 2008
Publication code: BB4354

First Published 2008

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ
Ironmills Road, Dalkeith, Midlothian EH22 1LE

www.sqa.org.uk

The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Assessment Materials and Publishing Team at SQA. It must not be reproduced for trade or commercial purposes.

© Scottish Qualifications Authority 2008

Please note these materials have been repurposed for the new National Qualifications - August 2015

Contents and notes

Where appropriate, answer keys are included for learners to check their work. You should photocopy certain worksheets.

Page	Activity
1	Form-filling – teacher's notes
2	The name game – teacher's notes
4	Key words for personal identity and form-filling – cards for recognition, ordering and matching; good for social sight assessment
5	Role-play cards: name, country and nationality. These can be used to practise structures (What's your name? My name's ... What's his/her name? etc) in mingling or group activities. Learners can then cover the information and look at the pictures to check memory. Please note that Kujtim is described as British as he has been naturalised. This might be an interesting talking point for learners and a useful introduction to the concepts of citizenship and naturalisation.
*11	Follow-on activities with simple writing
17	Dates and date-of-birth materials, including:
18	<ul style="list-style-type: none"> information and substitution tables to teach cardinal and ordinal numbers month cards for cutting up and ordering (the cards themselves can be cut into syllables for reconstructing)
19	<ul style="list-style-type: none"> writing, speaking and listening exercises for d.o.b.
24	<ul style="list-style-type: none"> d.o.b. 'bingo', with a teacher's master card and student cards to be cut up <p>Remind learners that when we say these dates we say 'the 1st of January' but when we write, we miss out 'the' and 'of'.</p>

<p>29</p>	<p>Form-filling, including:</p> <ul style="list-style-type: none"> • a simple form with a matching exercise • a more complex form with deleting, circling and underlining <p>Teachers' notes on additional ideas/activities with forms are provided on page 1. Any work with names and addresses is good assessment practice for Literacies 2.</p>
<p>33</p>	<p>Countries, continents and languages. Suggested use:</p> <ul style="list-style-type: none"> • Pre-teach/elicit the continents and ask students to identify these on the map (page 33). • Students match the countries to the continents using cards (page 34) — the cards can be adapted according to learners' nationalities. • Use page 35 for a mingling speaking activity. Practise the necessary questions. For students with very low literacy, names etc can be copied from cards. Use this as the basis for simple speaking/writing activities with the structures: I am from _____ in _____. X is from _____ in _____. • There are also simple speaking and writing activities about learners' languages. Adapt these according to needs.
<p>39</p>	<p>Writing, punctuation and capitalisation exercises to follow from above.</p>
<p>42</p>	<p>Word-shapes exercise: cities. Students match the city names to the shapes and fill in the boxes. Can be adapted to teach the shapes of any key lexis.</p>

*44	Reading and writing a simple personal letter, including: <ul style="list-style-type: none">• genre identification and comprehension• literacy work – phonics, sentencing and layout• gap-fill• personalisation
------------	---

*assessment practice

Teacher's notes

Form-filling activities

(NB A sample form for learners to complete is provided on page 30.)

Different types of forms should be used throughout the course to build confidence in writing personal information as well as to assist real-life and assessment tasks. Some activities which may be of use are as follows:

- cut up addresses for learners to re-order, to build awareness of sequencing (flat/house, street, area, city, postcode)
- write out learners' personal information with spelling mistakes for correction
- as above, missing out vowels, digraphs or blends for learners to insert
- cut out different parts of address etc to be inserted or pasted onto a blank form before being copied
- dictate names, addresses and telephone numbers
- teach questions for learners to interview each other and fill out each other's personal information
- play bingo with telephone numbers, postcodes and dates of birth

Teacher's notes

The name game

This can be used with a new group of beginner students, particularly for those who have some knowledge of the alphabet and some ability to form it (for those with no such knowledge, it may be very daunting). It is useful as an ice-breaker as well as to diagnose particular issues with reading, spelling and letter formation.

- 1 Find out your students' names before the class begins and prepare A4 cards with the names spelled out in large letters. For each student, write or print out three large cards – one with the correct spelling in English, and two others with mistakes, eg for a student named Foursat:

Fousat	Foursat	Frst
--------	---------	------

- 2 Tack the cards onto the whiteboard or around the room, in random order.
- 3 After introducing yourself to the students and requesting their names, ask them to find their names on the wall. Assist as necessary, but allow the students to make their own choices. Take note of any errors, and gently point out to those students that this spelling differs from the one they registered with. Encourage them to notice the difference for themselves.

Teacher's notes

- 4 When students are happy that they have their correct name, ask if they know the names of the letters which make up their names. Demonstrate with your own name. Even for students with very limited knowledge of the English alphabet, the sequence of letters which makes up their names can be taught in this first lesson.
- 5 While teaching this, introduce the questions 'What's your name?' and 'What's the spelling?' Demonstrate with your own name and write it on the board.
- 6 When students can ask and respond to these questions, line them up behind you, facing the whiteboard. Ask the student behind you the two questions, and write their name on the board. Check with the student that this is correct, then pass them the board pen. They then turn around and ask the student behind them the same questions, and in turn attempt to write the name on the board.
- 7 The activity continues in sequence. Fall in line behind the final student so she/he can ask you the questions.
- 8 Throughout the activity, and during feedback, take note of particular problems that occur. These can then form the basis of future lessons on letter formation, spelling, phonics and alphabet awareness.

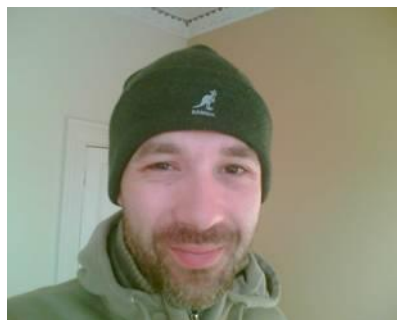
address	ADDRESS
name	NAME
surname	SURNAME
first name	FIRST NAME
postcode	POSTCODE
nationality	NATIONALITY
telephone number	TELEPHONE NUMBER
date of birth	DATE OF BIRTH
marital status	MARITAL STATUS
occupation	OCCUPATION
black capitals	BLOCK CAPITALS
circle	CIRCLE
underline	UNDERLINE
delete	DELETE
tick	TICK



Name: **Amin**
Country: **Iran**
Nationality: **Iranian**



Name: **Foursat**
Country: **Afghanistan**
Nationality: **Afghani**



Name: **Neil**
Country: **Scotland**
Nationality: **British**



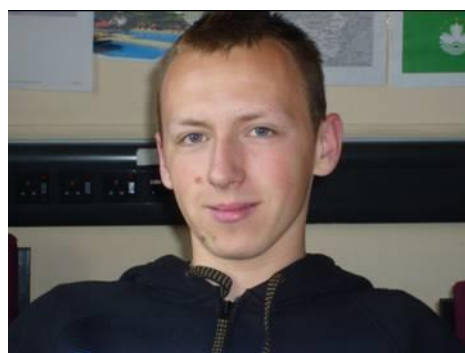
Name: **Mercan**
Country: **Turkey**
Nationality: **Turkish**



Name: **Maheri**
Country: **Eritrea**
Nationality: **Eritrean**



Name: **Ana Tazi**
Country: **Congo**
Nationality: **Congolese**



Name: **Bartosz**
Country: **Poland**
Nationality: **Polish**



Name: **Justine**
Country: **Ivory Coast**
Nationality: **Ivorian**



Name: **Kujtim**
Country: **Albania**
Nationality: **British**



Name: **Isabel**
Country: **Angola**
Nationality: **Angolan**



Name: **Iralya**
Country: **Kazakhstan**
Nationality: **Kazakh**



Name: **Raiyana**
Country: **Somalia**
Nationality: **Somali**

Name:

Date:

Now write some answers. The first one is finished.

1



What's her name? **Her name's Justine.**

Where's she from? **She's from the Ivory Coast.**

What's her nationality? **She's Ivorian.**

2



What's his name? **His name's** _____

Where's he from? **He's from** _____

What's his nationality? **He's** _____

Name:

Date:

3



What's his name? _____

Where's he from? _____

What's his nationality? _____

4



What's her name? _____

Where's she from? _____

What's her nationality? _____

Name:

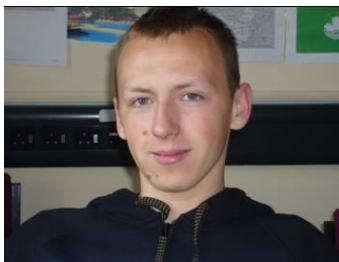
Date:

Ask and answer questions about these people with a partner.
Write the questions and answers in your notebooks.

5



6



7



Now use the role cards to check your answers!

Name:

Date:

Write and copy answers about yourself.

What's your name?

My name's _____ . My name _____ .

My _____ . _____ .

Where are you from?

I'm from _____ . I'm _____ .

I _____ . _____ .

What's your nationality?

I'm _____ . I _____ .

_____ .

Name:

Date:

Vowels

There are five vowels:

a, e, i, o, u



This is Sami Mahmoud.

There are five vowels in Sami's name: Sami Mahmoud.

What is your name?

My name is _____.

There are _____ vowels in my name.

My name is Sami Mahmoud.

I live in Wishaw.

I am 35.

I am from Iraq.

I am Iraqi.

I have a son.

Name:	Date:
--------------	--------------

Sami Wishaw 35 Iraq
Iraqi Mahmoud son

My name is _____.

I live in _____.

I am _____.

I am from _____.

I am _____.

I have a _____.

Copy in the correct letter.

a I i e o u I

My name is Sami Mahmo_d.

I live in W_shaw.

_ am 35.

I _m from Iraq.

I am _raqi.

I have a s_n.

Name:	Date:
--------------	--------------

Fill in the gaps.

My _____.

I _____.

I _____.

I _____.

I _____.

Now copy out the sentences.

Name:	Date:
--------------	--------------

Match the words.

NAME	Wishaw	<i>Iraqi</i>	<i>Wishaw</i>
LIVE	son	SON	Iraq son
IRAQI	WISHAW	IRAQ	Iraqi
<i>Name</i>	Wishaw	Iraqi	Name
Name	<i>live</i>	live	Iraq <i>son</i>

Name:

Date:

Join up the words.

Na

me

Li

ve

Ir

aq

Ir

aqi

Wi

shaw

Mah

moud

Name:	Date:
--------------	--------------

Learn the numbers for dates!

Numbers		Numbers for dates/order	
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
23	twenty-three	23rd	twenty-third
24	twenty-four	24th	twenty-fourth
25	twenty-five	25th	twenty-fifth
26	twenty-six	26th	twenty-sixth
27	twenty-seven	27th	twenty-seventh
28	twenty-eight	28th	twenty-eighth
29	twenty-nine	29th	twenty-ninth
30	thirty	30th	thirtieth
31	thirty-one	31st	thirty-first

January	1
February	2
March	3
April	4
May	5
June	6
July	7
August	8
September	9
October	10
November	11
December	12

Speaking

What's the date today?

It's ...

Monday	the	1st	2nd	3rd	4th	5th	of	January		February	
Tuesday		6th	7th	8th	9th	10th		March		April	
Wednesday		11th	12th	13th	14th	15th		May		June	
Thursday		16th	17th	18th	19th	20th		July		August	
Friday		21st	22nd	23rd	24th	25th		September		October	
Saturday		26th	27th	28th	29th	30th		November		December	
Sunday		31st									
							2007	2008	2009	2010	

Name:	Date:
--------------	--------------

What's the date of birth? Write the numbers or words.

1/1/1973	1st January 1973
24/6/1985	24th
15/ /	15th February 1968
12/11/1990	
	30th October 2001
2/1/1975	
	12th March 1982
9/9/1956	
	31st August 1960
28/5/1995	

Answer key

What's the date of birth? Write the numbers or words.

1/1/1973	1st January 1973
24/6/1985	24th June 1985
15/2/1968	15th February 1968
12/11/1990	12th November 1990
30/10/2001	30th October 2001
2/1/1975	2nd January 1975
12/3/1982	12th March 1982
9/9/1956	9th September 1956
31/8/1960	31st August 1960
28/5/1995	28th May 1995

Name:	Date:
--------------	--------------

Complete in numbers and words.

My date of birth is ____/____/____.

My date of birth is ____ ____ ____.

My friend's date of birth is ____/____/____.

My friend's date of birth is ____ ____ ____.

My son's date of birth is ____/____/____.

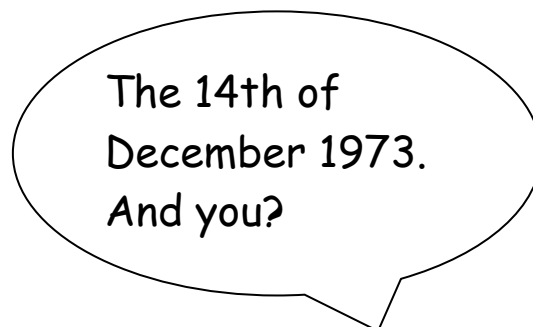
My son's date of birth is ____ ____ ____.

My daughter's date of birth is ____/____/____.

My daughter's date of birth is ____ ____ ____.

Name:	Date:
--------------	--------------

Ask some other students. Write the answer in numbers.



Sara

Name	Date of birth
Sara	14/12/73

Teacher's bingo master card

Date of birth bingo

To vary the difficulty, the dates can be read out as numbers or as words. Cross out as you read them so learners' answers can be checked.

12/6/1965	3/5/1990	20/1/1982	19/9/1955
1/3/2000	4/8/1988	28/7/1973	5/1/1977
6/4/1975	30/11/1991	4/4/1950	16/12/1980
14/2/1998	18/9/1968	25/1/1949	6/12/2001
8/1/1982	30/3/1987	12/10/1973	5/5/1955
21/7/2001	13/11/1969	16/6/1974	12/12/1986

Name:	Date:
--------------	--------------

Dates bingo cards

Card 1

1/3/2000			
	4/4/1950	5/5/1955	21/7/2001
3/5/1990		25/1/1949	

Card 2

16/6/1974		13/11/1969	
16/12/1980		3/5/1990	
	8/1/1982		1/3/2000

Card 3

	14/2/1998		
30/11/1991		21/7/2001	28/7/1973
	12/12/1986		19/9/1955

Name:	Date:
--------------	--------------

Card 4

	12/10/1973	5/1/1977	
	8/1/1982		4/8/1988
12/6/1965		4/4/1950	

Card 5

3/5/1990			16/12/1980
20/1/1982		6/4/1975	
	30/3/1987	18/9/1968	

Card 6

13/11/1969			4/8/1988
		30/3/1987	
25/1/1949	8/1/1982		20/1/1982

Name:	Date:
--------------	--------------

Card 7

4/4/1950			21/7/2001
	30/11/1991		12/10/1973
		5/1/1977	6/4/1975

Card 8

19/9/1955		12/6/1965	
3/5/1990	14/2/1998		
6/12/2001			12/12/1986

Card 9

30/3/1987	28/7/1973		
			18/9/1968
	18/9/1968	8/1/1982	4/8/1988

Name:	Date:
--------------	--------------

Card 10

1/3/2000	30/11/1991		
		25/1/1949	12/12/1986
16/12/1980			6/4/1975

Card 11

8/1/1982			5/1/1977
21/7/2001		14/2/1998	
	4/4/1950	18/9/1968	

Card 12

1/3/2000			20/1/1982
		30/3/1987	
25/1/1949	12/6/1965		28/7/1973

Name:	Date:
--------------	--------------

Match the information. The first one is done for you.

Name	British
Address	0141 636 0449
Telephone	Teacher
Occupation	Neil McDade
Marital status	Flat 5/1 115 London Road Glasgow G45 8DX
Nationality	Single

Now copy the above in BLOCK CAPITALS.

NAME: _____

ADDRESS: _____

TELEPHONE: _____

OCCUPATION: _____

MARITAL STATUS: _____

NATIONALITY: _____

Name:	Date:
--------------	--------------

Now write your details in BLOCK CAPITALS.

NAME: _____

ADDRESS: _____

TELEPHONE: _____

OCCUPATION: _____

MARITAL STATUS: _____

NATIONALITY: _____

Answer key

Match the information.

Name	British
Address	0141 636 0449
Telephone	Teacher
Occupation	Neil McDade
Marital status	Flat 5/1 115 London Road Glasgow G45 8DX
Nationality	Single

Please copy the above in BLOCK CAPITALS.

NAME: NEIL MCDADE

ADDRESS: FLAT 2/1

115 LONDON ROAD

GLASGOW

G45 8DX

TELEPHONE: 0141 636 0449

OCCUPATION: TEACHER

MARITAL STATUS: SINGLE

NATIONALITY: BRITISH

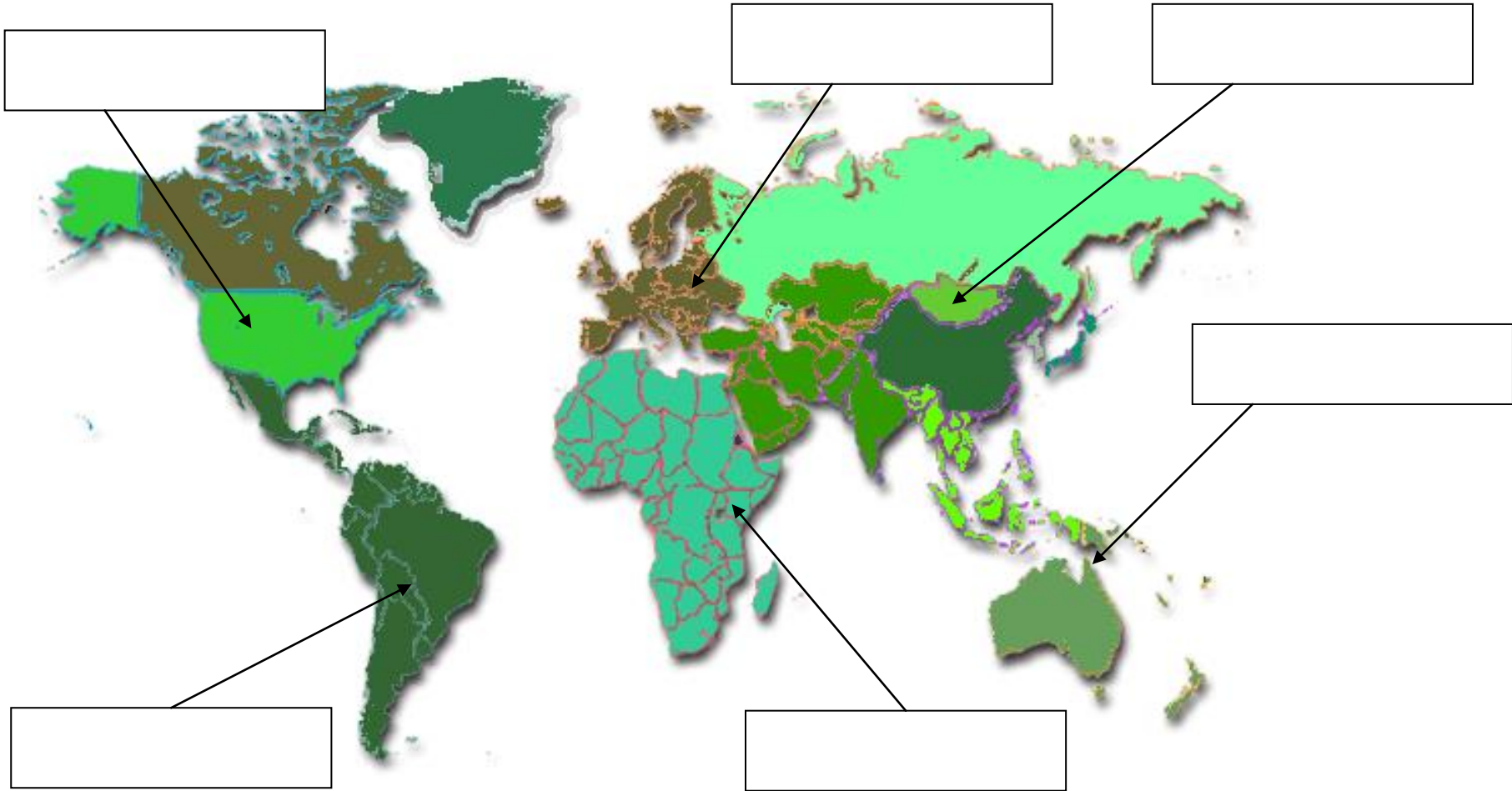
Name:	Date:
--------------	--------------

Please fill in the form and sign it.

Use BLOCK CAPITALS.

Title (please circle):	Mr Mrs Miss Ms Dr
Surname:	
First name:	
Address:	
Postcode:	
Age (please circle)	0-9 10-19 20-29 30-39 40-49 50-59 60+
Please delete as appropriate:	I like learning English. I don't like learning English.
Signature:	

Name:	Date:
-------	-------



Asia South America	Europe Africa	North America Australasia
-----------------------	------------------	------------------------------

Iran

Afghanistan

Poland

Sudan

Kosovo

Iraq

Scotland

Brazil

Australia

United States (USA)

China

South Africa

Europe

Asia

Australasia

Africa

North America

South America

Name:	Date:
--------------	--------------



Speak to other learners in the class and fill in the table.

Where are you from?
I'm from _____ in _____.

Name	Country	Continent

Name:

Date:



Match the countries and the languages.

- 1 In Scotland
- 2 In Iran
- 3 In Poland
- 4 In China
- 5 In Kosovo
- 6 In Afghanistan
- 7 In Brazil
- 8 In Sudan
- 9 In Spain
- 10 In Iraq
- 11 In the United States

they speak

- Chinese _____
- Portugese _____
- English _____
- Polish _____
- Arabic _____
- Spanish _____
- Farsi _____
- Albanian _____
- Pushtu _____

Name:	Date:
--------------	--------------

Copy some sentences about languages.

They speak English in Scotland and the United States.

Answer key

Copy some sentences about languages.

They speak English in Scotland and the United States.

They speak Farsi in Iran.

They speak Polish in Poland.

They speak Chinese in China.

They speak Albanian in Kosovo.

They speak Pushtu in Afghanistan.

They speak Portuguese in Brazil.

They speak Arabic in Sudan.

Name:	Date:
--------------	--------------

Copy the following text, putting in the capital letters and full stops.

in our class we have students from many countries
there are three students from iran there is one
student from iraq there is one student from sudan
there is one student from afghanistan some students
speak farsi foursat speaks pushtu jamal and habiba
speak Arabic some students live in torry some
students live in stonehaven our teacher lives in aboyne

Name:

Date:



Write CAPITAL LETTERS in the correct place.

1 i live in glasgow in scotland.

2 your new teacher's name is norma.

3 we come to class monday to friday.

4 tomorrow is tuesday 5th december 2008.

5 habiba can speak english, arabic, kurdish and many other languages.

6 amin is masoumeh and mohsen's son.

7 iraq is next to iran.

8 i am happy when i go to edinburgh for the weekend.

Answer key

Copy the following text, putting in the capital letters and full stops.

In our class we have students from many countries. There are three students from Iran. There is one student from Iraq. There is one student from Sudan. There is one student from Afghanistan. Some students speak Farsi. Foursat speaks Pushtu. Jamal and Habiba speak Arabic. Some students live in Torry. Some students live in Stonehaven. Our teacher lives in Aboyne.

Write CAPITAL LETTERS in the correct place.

- 1 I live in Glasgow in Scotland.
- 2 Your new teacher's name is Norma.
- 3 We come to class Monday to Friday.
- 4 Tomorrow is Tuesday 5th December 2008.
- 5 Habiba can speak English, Arabic, Kurdish and many other languages.
- 6 Amin is Masoumeh and Mohsen's son.
- 7 Iraq is next to Iran.
- 8 I am happy when I go to Edinburgh for the weekend.

Name:

Date:

Fit these words for cities in the gaps below.

**Manchester Aberdeen Birmingham Leeds
Inverness Dundee Edinburgh Glasgow London**

□ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

Answer key

Fit these words for cities in the gaps below.

Manchester Aberdeen Birmingham Leeds
Inverness Dundee Edinburgh Glasgow London

D u n d e e

E d i n b u r g h

G l a s g o w

L o n d o n

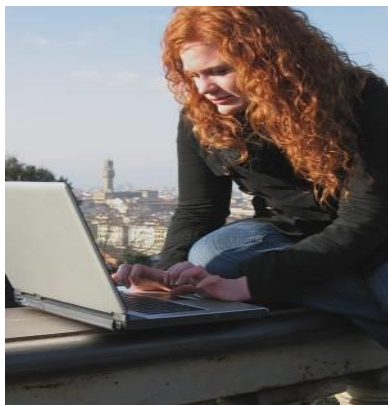
A b e r d e e n

B i r m i n g h a m

M a n c h e s t e r

L e e d s

I n v e r n e s s



Flat 2/2
30 London Road
Edinburgh
EH2 9PB
25/10/08

Dear Class,

Nice to meet you. My name is Jane Grey and I am 23 years old. I am from Edinburgh, Scotland. I live on London Road. I am a student.

Please write and tell me about yourselves.

Jane

Name:	Date:
--------------	--------------

A: Read the text on the previous page and talk with your teacher about these questions.

1 What kind of text is this?

- an e-mail?
- a letter?
- a form?

2 How do you know the answer?

3 Who wrote it and how do you know?

4 Where is she from?

5 How old is she?

6 What is her postcode?

7 What is her job?

Name:	Date:
--------------	--------------

B: Correct the information.

- 1 Her name is John Grey.
- 2 She is 32 years old.
- 3 She is Somali.
- 4 Her address is 30 London Street.
- 5 She is a teacher.

C: Answer the questions.

- 1 How many capital letters are there in the letter?
- 2 When do we need capital letters?
- 3 How many full stops are there in the letter?
- 4 How many sentences are there in the letter?
- 5 What does Jane want?

Answer key

A

- 1 A letter.
- 2 Because it begins with 'Dear' and ends with the writer's name; because it has the address in the top right corner.
- 3 Jane; her name comes last.
- 4 Edinburgh
- 5 23
- 6 EH2 9PB
- 7 Student

B

- 1 Her name is **John Grey**. x Jane
- 2 She is **32** years old. x 23
- 3 She is **Somali**. x Scottish
- 4 Her address is 30 London **Street**. x Road
- 5 She is a **teacher**. x student

C

- 1 How many capital letters are there? **24**
- 2 When do we need capital letters? **For the beginning of sentences, for names, for places and addresses, including postcodes, and for 'I'.**
- 3 How many full stops are there? **5**
- 4 How many sentences are there? **7**
- 5 What does Jane want? **She wants us to write back.**

Name:	Date:
-------	-------

Fill in the gaps.

Flat 2/2
__ London Road

EH2 _PB
25/ __/08

Dear _____,

Nice to _____ you. My _____ is Jane Grey and I _____ 23 years
old. I am from Edinburgh, _____. I live on _____
Road. I am a _____.

Please _____ and tell me about yourself.

Jane

Now check Jane's letter for the answers.

Name:	Date:
--------------	--------------

Write a reply to Jane.

Write your
address
here

Dear _____,

Nice to meet you too. My name is _____ and I
am ___ years old. I am from _____. I live
_____. I am a _____.

Please write back and tell me more!

Name:	Date:
--------------	--------------

Copy your letter in full.

Dear _____,

ESOL Literacies National 2: Personal identity

All photos © istockphoto.com (unless noted otherwise)

Cover — Chris Schmidt

Photographs on pages 5–10 reproduced with kind permission of the ESOL students of North Glasgow College

p.12

Daniel Rodriguez

p.23

Man — Ann Marie Kurtz

Woman ('Sara') — emily2k

p.35

Andrew Johnson

p.36

Viorika Prikhodko

p.40

Andrea Gingerich

p.44

Kelly Borsheim