



## Lesson 3: KNOW YOURSELF

**This lesson is about self awareness. It encourages students to think about their own strengths and weaknesses.**

**Level:** Pre-intermediate and above (equivalent to CEF level A2 and above)

**Lifeskills:** Organisation, analysing and assessing information, planning

**How to use this lesson:**

This lesson can be done in class but if you are short of time, parts of the lesson can be done at home (see notes below). Try to allow time in class for students to discuss the different exercises. This will give them useful practice with asking and answering questions, as well as an opportunity to use the lesson vocabulary.

### Worksheet A

#### 1. Match the adjectives

Since this first exercise introduces some key vocabulary for the lesson, you might find it better to do it in class so that any difficult words can be explained. Students should be able to do the matching exercise in 3-4 minutes. Those who finish quickly can compare their answers with a partner. When they have all finished, ask students to say whether they think any of the adjectives apply to them (focus on the more positive aspects of a student's character so no one is left feeling bad).

**Answers:** 1 c; 2 a; 3 i; 4 j; 5 b; 6 h; 7 e; 8 f; 9 d; 10 g

#### 2. Complete the crossword

The first exercise will have helped prepare students for the crossword so if you prefer, you could ask them to do it at home. If done in class, allow up to 5 minutes for students to find the answers. Those who finish early can compare notes with a partner.

For the second part of the exercise (answer the questions about you), start a class discussion by asking the questions one by one. Discuss the different implications of the questions. Prompt, if necessary, with additional questions, e.g. *What do you think that says about you? Can you give us an example? Why do you think that is?*

**Answers**

1	M	A	K	E					
	2	A	N	G	R	Y			
	3	B	O	R	E	D			
4	S	L	O	W	L	Y			
	5	T	I	D	Y				
	6	A	L	O	N	E			
7	F	A	V	O	U	R	I	T	E
	8	W	O	R	R	Y			
	9	B	U	S	Y				
	10	C	L	E	V	E	R		
	11	W	E	L	L				
	12	A	F	R	A	I	D		



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### Worksheet B

#### 3. Tick the things you are good at

Go through the items and make sure students understand all the words. Students then have 3-4 minutes to tick the appropriate boxes. Point out that they can leave items blank if they consider them neither *a strength* or *a weakness* / *a like* or *a dislike*, but encourage them to fill in as many as they can (as this information will be used in exercise 5). Remind students to add their own items to the tables. These can be on anything students choose but encourage them to write things that are related to the 'personality test' idea of the exercise. When they have finished, put students in pairs to compare their answers with a partner.

#### 4. Read the passage and answer the questions

This task can be given for homework. If you do it in class, students will need 10-15 minutes in order to read the text and choose the correct answers. You may wish to tell early finishers to compare their answers with a partner. Check the answers and ask students to point out which part of the text helped them find their answers. Deal with any problems students have.

#### Answers

1 B; 2 B; 3 C; 4 A; 5 A; 6 A

#### 5. Be your partner's life coach

This is a role-play activity in which students practise being a 'life coach' for their partners. Remind the class that in the text they learned how a life coach asks important questions to help the other person realise what they are like as a character.

Put the class in pairs and tell them to decide who is going to be the life coach first. Ask them to swap Worksheet B. Using their partner's answers to exercise 3, the 'life coach' asks their partner questions. These can be taken from exercise 2, but the 'life coach' can add more questions. After a suitable time has elapsed (5-10 minutes might be needed for students to ask questions and take notes), invite the 'life coaches' to report back to the class. Remind them that they can use some of the phrases given, and that they should be broadly positive (they should avoid being too critical of their partners). Students then swap roles. The activity can be repeated by giving each student a different partner.

To round off the lesson, you might wish to conduct a class discussion on the value (or otherwise) of life coaches. You could ask students if they would like to be a life coach in real life. Ask them if they think it is important to 'improve themselves', and what they think is the best way to do it. Some critics of life coaches might say that they are a waste of time and money. Ask the class what they think about this viewpoint. Finally, you may want to ask the class if they know themselves any better as a result of doing the activities in this lesson.



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### Worksheet A

1 Match the adjectives to their explanations. Tick any of the words that describe you.

- |  |   |
|--|---|
| <input type="checkbox"/> 1 boring        | <b>Someone who ...</b>  |
| <input type="checkbox"/> 2 brave         | <b>a</b> isn't afraid of things.                                  |
| <input type="checkbox"/> 3 intelligent   | <b>b</b> is not like most people.                                 |
| <input type="checkbox"/> 4 interesting   | <b>c</b> doesn't want to go anywhere or do anything.              |
| <input type="checkbox"/> 5 different     | <b>d</b> is the same as most people.                              |
| <input type="checkbox"/> 6 worried       | <b>e</b> is not happy and probably shouts a lot.                  |
| <input type="checkbox"/> 7 angry         | <b>f</b> doesn't like hard work.                                  |
| <input type="checkbox"/> 8 lazy          | <b>g</b> gets very excited about things and wants to do them.     |
| <input type="checkbox"/> 9 normal        | <b>h</b> is afraid something bad is going to happen.              |
| <input type="checkbox"/> 10 enthusiastic | <b>i</b> is clever and knows a lot of things.                     |
|  | <b>j</b> has a lot of character and maybe a lot of things to say. |

2 Complete the crossword. Then answer the questions about you.

1. Can you \_\_\_\_\_ friends easily or does it take you a long time to get to know people?

2. Are you the kind of person who is always \_\_\_\_\_ and shouts all the time?

3. Do you quickly get \_\_\_\_\_ with things and never finish them?

4. Do you do things quickly or \_\_\_\_\_?

5. What's your room like? Is it \_\_\_\_\_ or is it messy?

6. Do you prefer to be \_\_\_\_\_ or with other people?

7. What is your \_\_\_\_\_ free-time activity?

8. Do you \_\_\_\_\_ about things a lot? Does it stop you sleeping?

9. Are you happiest when you are \_\_\_\_\_ or do you like having nothing to do?

10. Are you a \_\_\_\_\_ person? What subjects are you best at?

11. Do you get on \_\_\_\_\_ with most people or do you often disagree with people?

12. What things are you \_\_\_\_\_ of? What scares you the most?

1	M		K				
	2	A	N				
	3	B	O				
4	S			W			
	5	T			Y		
	6	A		O			
7	F				U		
	8	W			R		
	9	B		S			
	10	C		E			
	11	W		L			
	12	A	F				



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### Worksheet B

- 3 Tick the things you are good at (strengths), the things you are bad at (weaknesses), the things you like and the things you dislike (you can add your own ideas). Then compare your answers with a partner.

	Strength	Weakness
doing practical things		
doing creative things		
listening to people		
being on time		
making conversation		
explaining your thoughts		

	Like	Dislike
meeting new people		
starting new projects		
working hard		
having arguments		
doing tests		
working alone		

- 4 Read the passage about life coaches and answer the questions.

#### What is a life coach?

Just as a football or basketball coach helps you to play your sport well, a life coach helps you to live your life well. The difference is usually that a sports coach tells you what to do, but a life coach doesn't. One good way to know yourself is to ask others what they think about you. However, some people don't like doing this, so they pay a life coach. The main job of a life coach is to ask specific questions which you need to answer. It works like this: by answering the questions as honestly as possible, you begin to understand some things about yourself. The life coach usually doesn't tell you to make changes in your life. But their job is to help you realise for yourself that you need to make changes. For example, the life coach might ask you if you enjoyed seeing an old friend last week. If your answer is yes, you might choose to go out more and see more friends and, as a result, you are happier. Nobody tells you what to do, but the life coach asks the right questions and your answers to those questions help you to know yourself a little better. When you start to understand yourself, you choose things that make you a happier and better person.

- What does the writer say about life coaches in the first sentence?
    - They can help you play sports well.
    - They can improve your life.
    - They need to understand sports.
  - The main difference between a life coach and a sports coach is that a life coach
    - tells you what you must do.
    - doesn't give instructions.
    - asks easier questions.
  - According to the passage, some people are not keen on the idea of
    - playing sports.
    - giving their opinions.
    - asking people to describe them.
  - What happens if you answer a life coach's questions honestly?
    - You start to know yourself better.
    - Your life coach is happy with you.
    - Your life coach can tell you what changes to make.
  - The writer says that if you enjoyed seeing an old friend,
    - you might do it more often.
    - you don't have any problems.
    - it doesn't mean you are happy.
  - What does the writer think of life coaches?
    - Their questions help you make good choices.
    - They ask too many questions.
    - They tell you what to do and this makes you happier.
- 5 Now take turns being your partner's life coach. Look at your partner's answers to exercise 3. Ask him or her questions (you can use the questions in exercise 1) and make a note of the answers. Then tell the class what you think your partner is like and what they could do to be happier and to make their lives better. You can use some of these phrases...

Describing a person	Making changes
He/She prefers ...	He/She should ...
He/She is a ... person, who is ....	He/She could try ...
He/She seems to ...	It would be a good idea if he/she ...
He/She is (not very) good at ...	One change which would help ...