

1.2

ACTIVITY

I'd like you to meet ...

Who's it for?

Intermediate students, but it can be adapted for use at any level.

How long?

The example provided will take forty minutes from preparation to the end of the feedback.

How many?

Suitable for large classes but the feedback should be given within small groups if there are 20+ students in the class, with teacher monitoring. In smaller classes the feedback could be channelled through the teacher.

What's it for?

Asking for and giving information about yourself and somebody else.

Language needed?

Wh- questions and inverted questions; names; ages; transfer from written to spoken language; transfer from first person to third person.

Preparation

Make a copy of the *I'd like you to meet ...* questionnaire for each student.

In class

- 1 Give out the questionnaires and revise the question forms needed to complete them; do this on the board if necessary. When everybody feels confident with the questions, divide the class into pairs.
- 2 Give students a realistic amount of time to ask questions, answer and record the answers.
- 3 When the time is up, ask each student to introduce their partner to the class, to another student or to their group using the notes in their completed questionnaire.

Advice

Before feedback begins, tell the class that there will be a quiz about the information they hear; this will discourage students' attention from wandering. This means that you should take notes while monitoring the feedback.

It is not advisable to use this activity with classes of over thirty students, as the feedback can take too long.

Do not use this activity to present for the first time question forms, the third person or any other grammar needed to carry out the activity; the personal information will get lost in the explanation of the grammar. Use only the language which students have met before; this will give you the opportunity to diagnose how well they use it and whether or not remedial work is needed.

I'd like you to meet ... questionnaires

Name: _____

Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____

Name: _____

Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____

Name: _____

Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____

Name: _____

Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____



EXTRA IDEA 1

GETTING TO KNOW YOU

Aim

To get to know each other; to practise exchanging personal information

Language

Personal details (family / job / interests); question forms

Skills

Speaking, reading, writing

Materials

One information slip per student

User note

Use at the beginning of the first lesson or whenever a new student joins the class

Procedure (15 minutes)

- 1 Appoint one student as the class scribe. Ask each student, in turn, to introduce themselves to the class by first names only. The scribe writes the names on the board, asking the students to spell their names if necessary.
- 2 Give each student an information slip and ask them to fill in the personal details.
- 3 The students put their information slips on the table face down. Mix up the slips.
- 4 The students take turns to select one and read it aloud. The class then tries to guess who the person is.
- 5 In pairs, the students ask questions based on the headings in the information slips, e.g. *Age: How old are you?* *Interests: What do you like to do in your free time?*, etc. Monitor the pairs as they ask and answer, and elicit or provide phrases that allow the students not to answer if they don't wish to. e.g. *I'd prefer not to say, I'd rather not answer that if you don't mind.*

GETTING TO KNOW YOU

Age	_____	Age	_____
Family	_____	Family	_____
Job	_____	Job	_____
Interests	_____	Interests	_____
	_____		_____
	_____		_____
Favourite food	_____	Favourite food	_____
	_____		_____
Ambitions	_____	Ambitions	_____
	_____		_____
	_____		_____
Last holiday destination	_____	Last holiday destination	_____
	_____		_____
One more piece of information about yourself	_____	One more piece of information about yourself	_____
	_____		_____
	_____		_____
Age	_____	Age	_____
Family	_____	Family	_____
Job	_____	Job	_____
Interests	_____	Interests	_____
	_____		_____
	_____		_____
Favourite food	_____	Favourite food	_____
	_____		_____
Ambitions	_____	Ambitions	_____
	_____		_____
	_____		_____
Last holiday destination	_____	Last holiday destination	_____
	_____		_____
One more piece of information about yourself	_____	One more piece of information about yourself	_____
	_____		_____
	_____		_____

1 Similar or very different? ●

Time: 20 minutes

Preparation: Copy the handout on page 46 – one copy for each pair of students.

Main function

Asking for and giving personal information in order to find out in which ways you are similar to or different from another person.

Main grammar point

Various question forms: *Where did you grow up?/What sort of things do you find it easy to do?/Who's your favourite author?/What are your plans for the future?* etc.

Key vocabulary/Topic

Various adjectives, nouns, verbs. These are the most difficult ones: *background, grow up, heroes, heroines, negative, pet hate, positive, similar*

Method

1 To introduce the activity you could write two or three sentences on the board similar to those on the handout. e.g.

We have the same/a different favourite book.

We would both like to meet _____.

(someone famous)

We have lots of/very few interests in common.

Ask the students to work in pairs for about 2–3 minutes to find answers to the above.

(Make sure they know that for sentences 1 and 3 they have to underline the correct alternative after discussing and finding out information about each other.) Check orally with random pairs. Explain that they are now going to do a similar activity to see how much they have in common with each other.

2 Divide the class into pairs and give each pair a copy of the handout. Tell them that one person in each pair will be responsible for recording their answers.

3 Explain that for each sentence they either underline the correct alternative or fill in the gap. If they can't find anything in common, they can leave the sentence blank. Remind them of the sorts of questions they will have to ask each other in order to find out if they have certain things in common. (e.g. *Where were you*

born?/How far is that from ...?/Who's your favourite author? etc.)

- 4 The students all work at the same time. Stop them after approximately 15 minutes.
- 5 Have a general class feedback at the end. Ask random students to tell you one way in which they were like their partner and one way in which they were very different.

Follow-up

For homework you could get the students to compose 5–6 of their own types of sentences similar to the above which can be used in another lesson, e.g. *We have the same/a different favourite animal/ country/TV programme/pop band,* etc.

Work with a partner. Find out how similar or different you are by reading through the statements below and either underlining the correct alternative or filling in the gaps.

- 1 We grew up about _____ kilometres from one another.
- 2 We both find it easy to _____.
- 3 We come from *similar/very different* backgrounds.
- 4 We have the *same/a different* favourite author.
- 5 We both dislike people who _____.
- 6 We are (or were) good at the *same/different* subjects at school.
- 7 We have *similar/very different* tastes in food.
- 8 We *agree/disagree* about the best film ever made.
- 9 We both think a friend is someone _____.
- 10 We *agree/disagree* about what is the most difficult thing about learning English.
- 11 Neither of us has ever _____, but we would both like to do this one day.
- 12 We had *similar/very different* heroes/heroines when we were younger.
- 13 We like to do *similar/very different* things in our free time.
- 14 We have *similar/very different* tastes in music.
- 15 We both like _____ when on holiday and we both hate _____.
- 16 We have *the same/quite a different* opinion of what is the most important thing about a job.
- 17 We have *similar/very different* pet hates.
- 18 We have *similar/very different* plans for the future.
- 19 We are both _____ (*a positive adjective to describe your character*), but can sometimes be _____ (*a negative adjective to describe your character*)
- 20 At present our lives are *quite similar/very different*.

1.2

Nice to meet you

LEVEL

Intermediate

TOPIC

Exchanging personal information

ACTIVITY TYPE

Completing student identity cards

LISTENING**FOCUS**

Listening for specific information

TIME

35 minutes

(main activity 20 mins)

KEY LANGUAGE

to be born, boyfriend,
clever, company,
computer science,
curry, delicious,
engineering, guy, pass,
plate, salt, university;

Present tenses

PREPARATION

One photocopy (cut up) for each group of four students

CD 1 track 3

Warm up

- Ask students to raise their hand if they have ever stayed in a youth hostel. Encourage them to explain what a youth hostel is in case any students don't know. If possible, put students into groups to talk about their experiences in youth hostels. Tell them to talk about where they stayed, the people they met, and what they did there. You may wish to tell them about your own experience of youth hostels too, if appropriate.
- Check the Key language. On the board, write any words you think your students may not know. Put students into pairs and tell them to use their dictionaries to identify the part of speech of each word (noun, verb, adjective, etc.). When they finish, review their answers and ask volunteers to explain the meaning of each word. Give examples where necessary.

Main activity

- 1 Explain to students that they will hear a conversation between several people who meet in the kitchen of a youth hostel. Explain that they must listen to the conversation and note each person's first name. When students are ready, play the recording.
- 2 Have students call out the first names of each of the people in the recording, and write them on the board: *James, Peem, Simone, Takeyuki*. Then put students into pairs and tell them to exchange any additional information they can remember about each person.
- 3 Divide students into groups of four. Give each student a different International Identity Card. Give each group a set of cards with the missing words and phrases. Tell them to spread the cards out on the table, face upwards so they can read them. Explain that they are going to listen to the recording again. When they hear a word or phrase that is missing from their own International Identity Card, they should take the word or phrase card and put it in the correct place. Give students a few moments to study the words and phrases on the cards, so they can anticipate which ones to listen for.

When students are ready, play the recording. Finally, check students' answers.

Answer key

James Kent, American, New York University, History

Peem Thalong, Thai, Ascension University, Engineering





Simone Clement, French, the Sorbonne, History

Takeyuki Saito, Japanese, Tokyo University, Computer science

- 4 In the same groups of four, tell students to role play the conversation. Explain they should use the information on their International Identity Card to help them. Encourage them to recreate the conversation as exactly as possible. When they finish, encourage them to repeat the role play but this time to substitute the information on the International Identity Cards with their own ideas. Give students time to practise, then ask groups to volunteer to role play their situation in front of the class.

Follow up

Divide the board into two columns. Write *Advantages of youth hostels* at the top of one column and *Disadvantages of youth hostels* at the top of the other. Put students into pairs and tell them to choose one category. They should list all the arguments they can think of either in favour of or against youth hostels. When they finish, have them write their ideas on the board in the appropriate column. Encourage students to justify their reasons in an open whole-class debate.

<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>James</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>	<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>Peem</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>
<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>Simone</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>	<p>INTERNATIONAL IDENTITY CARD</p>  <p>STUDENT</p> <p>Name <i>Takeyuki</i></p> <p>Nationality</p> <p>Place of study</p> <p>Subject</p>

<i>Thalong</i>	<i>Clement</i>
<i>Thai</i>	<i>French</i>
<i>Ascension University</i>	<i>the Sorbonne</i>
<i>Engineering</i>	<i>History</i>
<i>Kent</i>	<i>Saito</i>
<i>American</i>	<i>Japanese</i>
<i>New York University</i>	<i>Tokyo University</i>
<i>History</i>	<i>Computer science</i>