

Let's party!

Target language: start and finish a basic conversation

Activity type: class mingle

When to use: Use this activity after Unit 1 Communication.

Time: 15 minutes

Preparation: Photocopy and cut up one role card and one table for each student.

Procedure

Tell students to work alone and to imagine they are famous people. Give each student a role card and ask them to complete it with the relevant information. Tell students not to show their role cards to each other. Demonstrate on the board by using yourself and choosing a famous person to become.

Elicit the questions students need to ask each other to find out each piece of information, i.e. *What's your name? How old are you? Where are you from? What's your job? Are you married?*

Give each student a table. Then tell students to work as a whole group and try to meet someone for each of the eight categories. Create a party atmosphere if possible, playing music to make it lively. Students move around the room talking to each other, starting a conversation and asking each other questions until they have found a person who matches each of the categories in the table, or until they have spoken to everyone.

If you have a classroom with limited space or a small class, students could work with just two or three partners in small groups.

As follow-up, ask two or three students to tell the class about someone they met.

Let's party!



<p>You're a famous person. Who are you?</p> <p>Name: _____</p> <p>Age: _____</p> <p>Nationality: _____</p> <p>Job: _____</p> <p>Are you married? _____</p>	<p>You're a famous person. Who are you?</p> <p>Name: _____</p> <p>Age: _____</p> <p>Nationality: _____</p> <p>Job: _____</p> <p>Are you married? _____</p>
<p>You're a famous person. Who are you?</p> <p>Name: _____</p> <p>Age: _____</p> <p>Nationality: _____</p> <p>Job: _____</p> <p>Are you married? _____</p>	<p>You're a famous person. Who are you?</p> <p>Name: _____</p> <p>Age: _____</p> <p>Nationality: _____</p> <p>Job: _____</p> <p>Are you married? _____</p>
<p>You're a famous person. Who are you?</p> <p>Name: _____</p> <p>Age: _____</p> <p>Nationality: _____</p> <p>Job: _____</p> <p>Are you married? _____</p>	<p>You're a famous person. Who are you?</p> <p>Name: _____</p> <p>Age: _____</p> <p>Nationality: _____</p> <p>Job: _____</p> <p>Are you married? _____</p>



Can you meet ...	Name
1 ... an actor?	
2 ... a sports person?	
3 ... a singer?	
4 ... a person from another country?	
5 ... a single person?	
6 ... a married person?	
7 ... a person who is twenty years old?	
8 ... a person who is fifty years old?	

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.

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: _____



5 At a party

This is a very simple yet effective role-play where students imagine they are extremely successful and famous people who meet other equally successful and famous people at a top London hotel.

Method

- 1 Copy the handout on page 24, one copy for each student.
- 2 Divide the class into groups of up to ten people. Go through the instructions on the handout with the whole class, so that the students fully understand what they have to do. Also draw their attention to the list of useful phrases that they can use when talking to people. Allow approximately 5–8 minutes for them to prepare their roles.
- 3 Allocate classroom space for each group and let the role-play begin. (The teacher can go from

group to group, pretending to be a waiter and offering drinks, small snacks, etc. – mimed of course!)
- 4 Set a time-limit (e.g. 15–20 minutes), then ask one or two students to introduce some people they met and to tell the rest of the class one or two things about them.

Imagine you could choose any identity for yourself. What name would you choose? What nationality? What job? What background? (married, single), etc.

Everyone in the class is at a party at the Ritz Hotel in London. Go around talking to and meeting as many people as possible as your 'new' identity. Remember, you can be as glamorous or as important as you like.

Before you start, make up a background for yourself. Think about the following:

- 1 Your name, age, nationality.
- 2 Your job (pop star, Prime minister, head of a multinational company, actor, nuclear physicist, hairdresser for the stars, TV personality, supermodel, photographer, film director, plastic surgeon, world famous violinist, famous detective story writer, etc.) Remember, you can choose any job!
- 3 Where you live (place, what sort of house, etc.).
- 4 Your family (married, single, divorced, etc.).
- 5 Why you are in London. How long you are staying.
- 6 Anything else you can think of.



Here are some useful phrases you can use:

When introducing yourself:	Hello. I'm ... Hi there! My name's ... I don't believe we've met. My name's ...
Introducing another person:	(X) may I introduce (Y). (X), I'd like you to meet (Y). (X), this is (Y).
When leaving to talk to someone else:	It was nice meeting you. See you later.

Talk to each person for about two minutes. Try to find out his/her job and one or two other things about him/her.

7 Luxury cruise

This simulation/role-play is for four students and is based on people meeting for the first time at dinner on a luxury cruise ship.

Method

- 1 Copy and cut up the handouts on pages 27 and 28 – one for each student in the group (A, B, C and D).
- 2 Allow 5–10 minutes for the students to read through their handouts and to work out their roles. The students work alone at this stage.
- 3 When everyone is ready, the role-play can begin. Before they start, arrange the chairs to resemble a dining table, with pairs of students facing each other. Student B begins.
- 4 Set a time-limit (e.g. 15–20 minutes), then stop everyone, *whether they have finished or not*.



7 Luxury cruise

Student A

You are on a 2-week luxury cruise. It is your first night on board and you are sitting at dinner with three others. (You have not met them before!)

Before you start, read through the following role-card. Try to remember as much as possible, so you don't have to look at it when the role-play actually starts.

You are a famous detective story writer in your own country, but are not very well-known anywhere else in the world. You are on this cruise to get some background details for the new book you are working on – MURDER IN THE CARIBBEAN. You are a very private person and don't like to tell people too much about yourself. You prefer to find out as much as you can about them instead! You have a favourite phrase: *I'll tell you about that some other time*. You also have a slight cold and can't help sneezing from time to time.

Also think about:

- where you live (house, country?)
- if you're married, single, divorced
- anything else (hobbies, interests, etc.)

Another student will start.



7 Luxury cruise

Student B

You are on a 2-week luxury cruise. It is your first night on board and you are sitting at dinner with three others. (You have not met them before!)

Before you start, read through the following role-card. Try to remember as much as possible, so you don't have to look at it when the role-play actually starts.

You are a very rich widow/widower. Your husband/wife died just over a year ago. You are on the cruise to try to find a new 'partner', so you are very interested in anyone at the table of the opposite sex! You want to know all about them – especially if they are rich. You have been all over the world and love to tell people about the places you have visited. You tend to interrupt people with: *Did I tell you about the time I was in (Egypt)? Fantastic country! Fantastic people!*

You start. You can say:

I don't think we've been introduced yet. My name is ...

Also think about:

- where you live (house, country?)
- the sort of man/woman you like (tall, dark, good dancer, etc.)
- anything else (hobbies, interests, etc.)



7 Luxury cruise

Student C

You are on a 2-week luxury cruise. It is your first night on board and you are sitting at dinner with three others. (You have not met them before!)

Before you start, read through the following role-card. Try to remember as much as possible, so you don't have to look at it when the role-play actually starts.

You are head of DRUGS R US, a health shop business with over 1,000 branches throughout the USA and Europe. You had a mild heart attack six weeks ago, so are on the cruise to relax and take it easy. But you love talking about health and especially the pills and medicines your company sells. (You have a cure for everything – from colds to being overweight.) You are also a vegetarian and love to try to persuade people to give up meat. Your favourite phrase is: *How old do you think I am? Go on – guess!* (You think you look ten years younger than you really are!)

Also think about:

- where you live (house, country?)
- if you're married, single, divorced
- anything else (hobbies, interests, etc.)

Another student will start.



7 Luxury cruise

Student D

You are on a 2-week luxury cruise. It is your first night on board and you are sitting at dinner with three others. (You have not met them before!)

Before you start, read through the following role-card. Try to remember as much as possible, so you don't have to look at it when the role-play actually starts.

You are a famous artist in your country and hope to sell your paintings abroad. That is one reason you are on the cruise. You have brought some paintings with you and would like to get people to look at them. But you are rather rude and hate stupid people. So if someone says something you think is stupid, you tend to say: *Do you really mean that? You must be stupid!* You also have a nasty habit of clearing your throat loudly before you speak.

Also think about:

- where you live (house, country?)
- if you're married, single, divorced
- anything else (hobbies, interests, etc.)

Another student will start.

1.2

Nice to meet you!

Aim

To practise keeping a conversation going

Language

Questions

Tense review

Skills

Speaking

Lesson link

Use after Unit 1, SB p8 & 9

Materials

One copy of the worksheet cut up per group of four to six students

Pre-activity (10 minutes)

- Write the following jumbled conversation the board:

a Steffi: Just over five years. How about you?

Frank: We met on holiday in Africa.

b Steffi: Hi, are you Frank? I'm Steffi.

Frank: Nice to meet you. How do you know Annie?

c Steffi: Anyway, nice to meet you, Frank.

Frank: Nice to meet you, too.

d Steffi: How interesting!

Frank: Yes, and we've stayed in touch ever since.

e Steffi: We're colleagues. Actually, she's my boss.

Frank: Oh, really? How long have you known her?

- Explain that Steffi and Frank are at Annie's party. Ask students, in pairs, to put the conversation in the correct order. Then check the order with the class (b, e, a, d, c).
- Ask students to look at the conversation and find phrases that Steffi and Frank use to keep the conversation going, e.g. *How about you? How interesting! Oh, really?*
- Work through the dialogue with the class drilling stress and intonation. Then ask students, in pairs, to practise the dialogue.

Procedure (20 minutes)

- Explain that students are at a party with people they have never met before. The host is their friend, Mikhail Pellman, who is a famous film director. He has invited all his friends from around the world to help him celebrate winning an Oscar for his latest film, *Streets*. Students are going to talk to each other at the party and try to keep each conversation going for as long as possible.
- Divide students into groups of four to six and give each student a different role card. Give students time to check any items of vocabulary and to memorize the information on the card.
- In their groups, students mingle and have conversations with everybody at the party. Go around listening, helping as necessary and noting any common errors to go over at the end.
- Have a class feedback session. Ask students to tell you what they found about each other and how successful they were at keeping their conversations going.

Extension (15 minutes)

- Ask students, on their own, to write down (and if necessary develop) a conversation they had at the party, using phrases to keep the conversation going. Go around helping as necessary.

Lionel/Lynn

Age: 52
Birthplace: Philadelphia
Nationality: American
Lives: New York
Status: Single (but you have a girlfriend/boyfriend)
Profession: Film editor

You've known Mikhail for nearly thirty years! You went to film school together and you've worked together on several film productions.

Clive/Claire

Age: 25
Birthplace: Sydney
Nationality: Australian
Lives: Los Angeles
Status: Single
Profession: Actor

You were the leading actor in Mikhail's film, *Streets*. This was the first time you've worked together. In fact, this is the first film you've ever done!

Mario/Maria

Age: 42
Birthplace: Milan
Nationality: Italy
Lives: Paris
Status: Married
Profession: Journalist

You became friends with Mikhail eight years ago after you interviewed him for your newspaper. You both love good food and wine so there's always a lot to talk about!

George/Georgia

Age: 32
Birthplace: Montreal
Nationality: Irish
Lives: Dublin
Status: Married with one son
Profession: Doctor

You're Mikhail's personal doctor. You travel with him everywhere because he needs close medical attention. Next week you're both going to Moscow to start a new film. It's your first time there!

Péter/Petra

Age: 75
Birthplace: Budapest
Nationality: Hungarian
Lives: London
Status: Widowed with two daughters
Profession: Retired film director

Mikhail came to work with you when he left film school. That was thirty years ago! You didn't work with each other for long but you've always stayed in touch.

Julian/Julia

Age: 21
Birthplace: Taipei
Nationality: Taiwanese
Lives: Hong Kong
Status: Single
Profession: Student

You're best friends with Mikhail's daughter. You've never met him before this party, but he still paid for your flight. He's so generous!