











NAMES	JOBS	
		<p>Billy Clementine</p>
		<p>Lucy Pascoe</p>
		<p>Eddie Stoner</p>
		<p>Antonia Baker</p>
		<p>Darren Phillips</p>
		<p>Megan Jones</p>
		<p>Sam Arnold</p>
		<p>Saffron Rice</p>
		<p>Sandy Beech</p>
		<p>Joey Striker</p>

Class list

Worksheet

4

ACTIVITY

Groupwork: speaking, writing

AIM

To complete a chart by asking about jobs and names.

GRAMMAR AND FUNCTIONS

Asking about jobs

Asking about names

Spelling

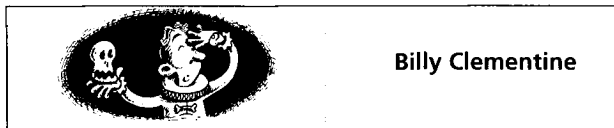
VOCABULARY

Jobs

Alphabet

PREPARATION

Make one copy of the worksheet for each student in the class and cut off the third column with the names written in and throw it away. Make one copy of the worksheet for each group of up to ten students, cut off the blank NAMES column and throw it away and cut the rest of the worksheet into cards so that each card has a job and a name on it. For example:



Keep one of these cards for yourself to demonstrate the activity.

TIME

30 minutes

PROCEDURE

1 Give one copy of the worksheet (without the names) to each student and tell them that there are some new students in the class. Tell the students that you do not know their names but you know what jobs they do. Point out the jobs on the worksheet and make sure the students know how to say them. The jobs are: actor, secretary, singer, nurse, engineer, teacher, journalist, photographer, taxi driver and footballer.

2 Tell the students that you are one of the new students and elicit the questions they need to ask to find out who you are.

For example:

Student A: *Are you an actor?*

Teacher: *No, I'm not.*

Student B: *Are you a secretary?*

Teacher: *Yes, I am.*

Elicit the question the students need to ask to find out your name so that they can write it in the NAME column on their worksheet.

For example:

Student B: *What's your name?*

Teacher: *I'm Lucy Pascoe.*

Student B: *How do you spell that?*

Teacher: (Ask the students to write it down.) *L-U-C-Y P-A-S-C-O-E.*

- 3 If there are more than ten students in the class, divide them into groups. Give each student in the class a card with a name and a job on it and tell them they are now the person on their card. They must not show their card to the other students in the class.
- 4 Now ask the students to go round the class or group and complete the NAMES column of their class list by asking questions as in the example above.
- 5 When the first student has completed their NAMES column (or, if you have divided the class into groups, as many names as there are students in the group) stop the activity and ask the students to compare: they should have identical information.