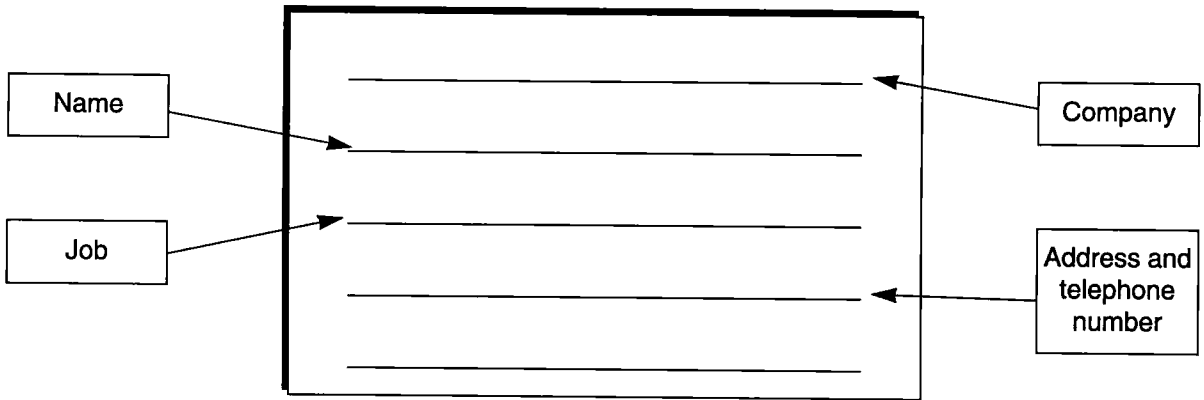


3a *Meeting people*



CONTACTS

| Name | Job | Company | Telephone number | Address |
|------|-----|---------|------------------|---------|
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Meeting people Worksheet 3a

Note: This worksheet is not linked to the activity on Worksheet 3b

ACTIVITY

Groupwork (mill drill): speaking

AIM

To exchange personal information: name, job, company, address and phone number.

GRAMMAR AND FUNCTIONS

Basic questions with *to be* and possessive adjectives
Telephone numbers

VOCABULARY

business card, telephone number, company, job, students' job titles

PREPARATION

Make one copy of the worksheet for each student. If possible, get hold of a few authentic business cards. Try to make sure there are bilingual dictionaries available.

TIME

15 to 20 minutes

PROCEDURE

- 1 Tell the students they are going to practise some questions to use when meeting people for the first time.
- 2 Write *phone numbers* in the centre of the board and write a few numbers around it.
- 3 Ask students to pronounce the numbers. For most groups this will be revision.
- 4 Dictate five phone numbers and then put them on the board for students to check.
- 5 Ask each student to invent five phone numbers and write them down.
- 6 Put the class into pairs.
- 7 Ask them to dictate their phone numbers to each other.
- 8 Clean the board and write *business cards* at the top. Check that the students know what a business card is. Show them some examples if you need to.
- 9 Draw two large rectangles on the board. There is a board plan at the end of these notes.
- 10 Tell the students that the rectangles represent business cards. Ask them to decide if the first card belongs to a man or a woman; it doesn't matter which they choose.
- 11 Ask questions to elicit details to fill out the card: *What's his/her name? What's his/her job? What's his/her company? What's his/her telephone number? What's his/her address?* Enter the details on the card as they give them to you. Check the use of the article with jobs: *He's an engineer.*
- 12 Elicit details for the second business card. If the first card was for a man, make the second for a woman, and vice versa.
- 13 Elicit the questions you asked in step 11 and write them on the board in a table (see board plan).
- 14 Ask the students to practise in pairs, asking and answering the questions about the two business cards. Allow two or three minutes.
- 15 Add *your* to the second column of the table: *What's your name?*
- 16 Give out the worksheets.
- 17 Ask the students to complete the blank business cards. With an in-company group who may already know each other, you may prefer them to use imaginary information. In either case, they may need dictionaries to look up job titles.
- 18 Set up the situation. Tell the students they are at a party. They must talk to as many people as possible.
- 19 Encourage them to stand up. Ask them to introduce themselves to each other, writing down the information about each person they meet in the form at the bottom of the worksheet.
- 20 When most of them have finished, ask a few of the students to tell you who they met.

FOLLOW-UP

Ask the students to write out a conversation using the five questions they have practised.

COMMENT

This is the board plan for steps eight to fifteen of the procedure:

