



PERSONAL INFORMATION

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Date of birth, phone number, contact, address; Can you repeat that?; I'm sorry, I didn't understand; I didn't catch that, sorry. Language/culture point: asking for clarification

Language/Culture Point: special holidays and anniversaries

Objective: Students will be able to ask for and respond to commonly requested personal information.

Materials: 1) Sample items with personal information (driver's License, utility bill, mail, etc.) 2) Chart paper, 3) Dry erase boards/blank paper, 4) Scenario Cards: Personal Information

Preparation: Lesson seven requires the instructor to create role play scenario cards that depict situations in which a person might be asked to give personal information. Several examples are included in step four.

Note: This class is focused on students doing speed interviews, so it doesn't follow the English Forward Lesson Flow. Try to find staff from the host organization where you're teaching to participate in speed interviews.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Sample items with personal information	- Authentic Materials

TEACHING ACTIVITY

1. When students come in, have various sample items with personal information on them. You can find images of all these items online: a driver's license, a utility bill, a piece of mail, a business card, a passport, a pay stub.
2. Place the items on the student tables and see what personal information students can identify, such as name, address, phone number, date of birth, etc.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Chart paper, personal information form on chart paper	- Think Aloud

TEACHING ACTIVITY

1. Before class, prepare a piece of chart paper to look like a form asking for the following personal information:
2. Orient students to the form using Think Aloud. Connect information that is new to the students (e.g. DOB) to prior knowledge (e.g. DOB means birthday).
2. Complete the form using your own information.

Name: _____
DOB: _____
Phone: _____
Address: _____
City: _____ State: _____ Zip Code: _____

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal information form on chart paper, dry erase boards or paper	

TEACHING ACTIVITY

1. Continue to display the personal information form with your answers. Have students use pieces of paper to write their responses.



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2. Rapidly ask questions about the personal information listed. Vary how you ask the questions, such as switching between ‘what is’ and ‘what’s’: What’s my last name? What is my birthday? What’s my zip code? Where do I live? What is my address? What is my date of birth? What’s my phone number? What’s a good number to contact me?

Students should write their response on a piece of paper and show you.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal information	- Scenario Cards, brainstorming, role play

TEACHING ACTIVITY

1. Create role play scenario cards that depict situations in which a person might be asked to give personal information. Read the following scenarios out loud to the class and ask students to give some possible responses. (ie “I’m a store clerk, and I want to know your zip code. What do I say?”) Possible scenarios are:
 - You’re a store clerk. You want to get customer zip codes so you know where to build a new store.
 - You make a new friend at a party. You want to know your new friend’s name and phone number.
 - You want to send a birthday card to your friend. You need to know his or her birthday and address.
 - You’re a store clerk. You want to know the customer’s address so you can mail advertisements.
 - You work at a hotel. You need to know the customer’s name and phone number so that you can reserve a room.
 - You are a receptionist at a doctor’s office. You want to know a new patient’s name, date of birth, and phone number to reserve an appointment.
 - Include any school holidays for which class will be canceled.
2. Tell students that sometimes people will ask for personal information. For example, if you meet a new friend, you may want to get his or her phone number. Ask students for ideas of other times when people might ask for their name, phone number, or address.
3. Ask students, “Do you give your phone number to everyone who asks for it?”
4. Tell students that if you don’t want to share your phone number, you can always say, “I’d rather not give you my phone number, thanks.”



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5. Tell students you are going to practice asking for and giving information in different scenarios. Read one of the Personal Information Scenario Cards aloud. Have students write any new vocabulary words in their student pages.
6. Ask a student to volunteer to role play with you. Act out the card, asking the student for personal information.
7. Be sure to introduce phrases related to clarifying, such as, “How do you spell that?” or “What was that?”
8. In the student pages, have students record common questions asked to request personal information.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal information	- Scenario Cards, role play, question asking and answering

TEACHING ACTIVITY

1. Ask for another student to volunteer to read a card aloud. Again, clarify key vocabulary.
2. Have two students volunteer to role play the situation on the card for the class.
3. If the student in the role play agrees to share personal information, have them do it a second time but this time politely decline to share their name/address/phone number, or vice-versa.
4. Have two more students role play another scenario card and continue as needed for clarification of the task.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Personal information	- Scenario Cards, role play, question asking and answering

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1. Have the students practice the role play in pairs. Partner A draws a Scenario Card, reads the card aloud, and then asks partner B for the required personal information. Partner B should decide whether to share the information or not, and then respond appropriately.
2. Give students time to practice and take turns with multiple scenarios.
3. Ask for volunteers to demonstrate a scenario for the class.
4. Then, direct the students to the two blank forms in their books.
5. Remind students of the form you filled out at the beginning of class and have them fill out the first blank form in the same way.
6. Then, have students talk with a partner and ask the questions they have been practicing, to fill out the second form with their partner's information.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal information	- Scenario Cards, role play

TEACHING ACTIVITY

1. Highlight survival English phrases that can help when clarification is needed. For example: I'm sorry, I didn't understand. Could you repeat that please? How do you spell that? What was that again? I didn't catch that, sorry.
2. Write these on the board for the students to take notes in their books.
3. Give examples of when you might use the different phrases, asking students for their personal information.
4. Practice a scenario with a student, but this time mumble your answers or speak very quickly so that the student has to ask for clarification.
5. Practice a few times until students are comfortable with the new phrases.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Exit Check

TEACHING ACTIVITY

1. As each student leaves the room, ask him/her a personal information question. Occasionally, quiz a student with “Could you repeat that please?” or “How do you spell that?”
2. Be sure to quiz your students based on their prior knowledge. For example, if your students do not yet know spelling, do not ask, “How do you spell that?”