

PERSONAL INFORMATION

Lesson Length: 1 hour

Vocabulary & 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

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

Materials: Sample items with personal information, computer, projector, chart paper, dry erase boards/blank paper, Scenario Cards: Personal Information

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Sample items with personal information - Computer and Projector 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

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

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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 the dry erase board or a piece of paper and show you.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: 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. Possible scenarios include:
 - 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/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.
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/her phone number. Ask students for ideas of other times when people might ask for their name, phone number, or address.

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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.”
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. Clarify vocabulary, if necessary.
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?”

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: 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.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Scenario Cards: Personal Information	- Scenario Cards - Role Play - Question Asking and Answering

TEACHING ACTIVITY

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.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Scenario Cards: 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. Give examples of when you might use the different phrases, asking students for their personal information.
3. 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.



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4. Practice a few times until students are comfortable with the new phrases.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 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?” and “How do you spell that?”