

Giving and requesting personal information 'Famous faces' and other role play activities

Background

First used with a small group (6) of E1 literacy students in 2003. It was adapted and used again with a larger (20) E1 ESOL group in 2007. In 2009 it was updated to reflect the new US president.

Skills required before using this resource

Entry 1 Literacy students

- Students should be able to write their names and addresses. Start the session with a quick postcode / phone number check (many students find these difficult to remember).

Entry 1 ESOL students

- Students should have had practice using the English alphabet to spell out their names.

To introduce the topic (pages 3-4)

Be careful about exchanging confidential information. Names and country of birth should be OK to share but always make it clear that learners do not have to share any personal information with other students. Make-up addresses, phone numbers, dates of birth and other details if needed.

Instigate group discussion about situations where we must give personal information in a face to face situation. For example when opening a bank account at a local branch, applying for a library ticket, or registering with a doctor.

Then ask individual students for personal information. E.g. Where do you live? What's your name? (Emphasise the importance of repeating and checking information as needed and of asking people to spell out names and other details when you are unsure of a spelling).

Students can continue with paired role play, asking each other for information such as names, country of birth, etc.

Move on to the idea of writing down personal information (two versions of simple fill-in forms are available on pages 3-4). Stress that students should not worry if they cannot spell other people's names / street names and that it is perfectly all right to ask others to spell words out.

Situations could include: enrolling at the college library, giving information to a doctor's receptionist, and giving name and address at the chemists when collecting a prescription. Students can again role-play these roles, e.g. the receptionist and the patient, the pharmacist and the customer, etc.

Housing questionnaire activity (pages 5-6)

These pages are adapted from Entry1 ESOL Skills for Life Materials <http://www.dfes.gov.uk/readwriteplus/LearningMaterialsESOL> (Unit 7, Homes, pages 6-7).

Introduce by role playing with a volunteer. You ask if he/she would like to take part in a survey and answer some questions. Ensure that you model how to check back and clarify during the role play. E.g. *Sorry, can you repeat that please? Can you spell your name please?* Then swap roles.

Students then work in pairs asking each other the questions and filling in questionnaires. (The student handout on page 6 gives sample answers for students to refer to for spelling, etc.).

Again, please be careful about exchanging confidential information, students can 'make up' addresses and other details if needed. Alternatively, use the questionnaire with the picture cards on pages 7-10, as explained on the next page.

'Famous faces' or 'My job is...' cards (pages 7-8, 9-10)

Preparation - print pages back to back, laminate and cut into individual cards.

Warning - allow a lot of time for this activity, and be prepared for a great deal of laughter!

Introduce by showing the class one of the cards (picture side only) and explaining that you are this person. You can use the famous faces or jobs cards (or both sets) as appropriate for the group. Proceed to encourage the group to ask you where you live, your date of birth, etc. If you can role play this with a US, Scottish or 'Queen's English' accent – even better!

Alternatively show the pictures to the group (or display pages 7 and/or 9 of this PDF on a large screen) and ask which person they would like to know more about. This will result in much discussion about who these people are and where they live.

Encourage students to ask you questions and write down answers. Then reveal correct answers by handing round cards or displaying pages 8 and/or 10 of this PDF on a large screen.

Pass round at least two cards per pair of students and one questionnaire (page 5) per student. Student A assumes the identity of the person shown on his/her card and shows only the picture to student B. Student B then asks A questions (as on pages 1-2) in order to complete questionnaire. Students then swap roles (and use a different picture card).

(You may want to provide further background information about the 'famous faces'. For example, Gordon Brown is Scottish and married with two young sons, the Queen has four children.)

For a simpler version use the picture cards with the forms on pages 3 or 4 (rather than the questionnaire on page 5). For example, in my Entry 1 Literacy class in 2003 we pretended that I was George Bush (now Barack Obama) applying for a library ticket. A student role-played the librarian asking for my name and address and I clearly remember that the students were delighted when they wrote down Pennsylvania Avenue correctly (after much checking and repeatedly asking for the word to be spelt out). Other ideas we used included: the Queen applying for a bus pass and Tony Blair (now Gordon Brown) ordering a pizza to be delivered to Downing Street.

Note the cards can, of course, be used purely for speaking and listening work – simply omit the questionnaire / fill-in forms.

Tips cards (page 11)

These cards are adapted from information in the Entry1 Literacy Skills for Life Materials http://www.dfes.gov.uk/readwriteplus/Learning_Materials_Literacy (Unit 3, Where I Live, page 6).

Cards can be laminated and handed out at the end of a session after students have discussed what they think is important when giving out personal information.

Extension tasks and ideas

Ask students to (independently) visit the college learning centre and apply for library tickets.

Extend to giving personal information over the telephone. For example, role play ordering a pizza for home delivery.

The Skills for Life Learning Materials (Entry 1, ESOL and Literacy) mentioned on this page and page 1 include many related resources.

FIRST NAME

FAMILY NAME

ADDRESS

.....

POSTCODE

FIRST NAME

FAMILY NAME

ADDRESS

.....

POSTCODE

FIRST NAME

FAMILY NAME

ADDRESS

.....

POSTCODE

Simplified forms – first used with an E1 Literacy group. See pages 1-2 for teaching ideas.

Name
Address
Postcode
Phone or Fax

Name
Address
Postcode
Phone or Fax

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Asking questions



PERSONAL DETAILS

Name:

Address:

Country of birth:

Telephone or fax:

Age:

Date of birth:

Job:

HOME tick correct box(es)

House

Flat

Other

Number of people:

Number of bathrooms:

Number of bedrooms:

P1-2 adapted from Entry1 ESOL Skills for Life Materials <http://www.dfes.gov.uk/readwriteplus/LearningMaterialsESOL> (Unit 7, Homes).

What's your name?

My name's
Sue Smith.

What's your address?

47 High St.
Abingdon. OX14 2LM

Where were you born?

I was born in England.

How old are you?

I'm 51.

What's your date of
birth?

23/04/56

What's your phone
number?

01235
34567

What's your job?

I'm a
plumber.

Do you live in a house
or a flat?

I live in a flat.

How many people live
in your home?

I live alone.

How many bedrooms
have you got?

I have two bedrooms.

How many bathrooms
have you got?

I have one
bathroom.





Instructions

Print back to back with page 8, laminate and cut into 3 double-sided cards.
Teaching ideas on pages 1-2.



240 bedrooms
78 bathrooms

HRH Queen Elizabeth II
Buckingham Palace
London
SW1A 1AA

Tel: 20 7766 7300

Date of birth: 21/04/1926



4 bedrooms
3 bathrooms

Mr Gordon Brown
10 Downing Street
Whitehall
London
SW1A 2AA

Fax: 020 7925 0918

Date of birth: 20/02/1951



35 bathrooms
40 bedrooms

President Barack Obama
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Phone: 202-456-1111

Date of birth: 04/08/1961

To obtain a free editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to maggie@skillsworkshop.org



Instructions

Print back to back with page 10, laminate and cut into 4 double-sided cards.

Teaching ideas on pages 1-2.

<p>Sue Smith 47 High Street. Abingdon. OX14 2LM Phone: 01235 34567</p> <p>Place of birth : England Date of birth: 23/04/57 Job: plumber Lives in a 2 bedroom, 1 bathroom flat.</p>	<p>Glyn Jones 21 Abingdon Rd. Oxford OX1 3BW Phone: 01865 30065</p> <p>Place of birth : Wales Date of birth: 03/11/81 Job: postman Lives in a 3 bedroom, 1 bathroom house.</p>
<p>Fiona McDonald 16 Market Ave. Witney OX28 6HT Phone: 01993 87668</p> <p>Place of birth : Scotland Date of birth: 23/02/75 Job: nurse Lives in a 4 bedroom, 2 bathroom house.</p>	<p>Patrick O'Shea Pebble Hill Park Radley OX11 3DF Mobile: 07734 560007</p> <p>Place of birth : Ireland Date of birth: 24/12/64 Job: electrician Lives in a 1 bedroom, 1 bathroom caravan.</p>

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TIPS

Giving personal information

- Speak slowly and clearly.
- Be polite at all times.
Please... Thank you.
Excuse me...
- Repeat details if necessary.
- Learn the alphabet so you can spell difficult words to others.
- Learn your postcode.

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