

Contacts

by Adrian Doff

Level: Intermediate and above

Time: 20 minutes

Aim: To use common expressions for talking about contacting people and keeping in touch.

There are three ways to use this worksheet:

- Give the worksheet to students to work through independently, and then in the next lesson go through the exercises and deal with any points that arise.
- Use the worksheet for an active classroom lesson. The notes below give ideas for doing this.
- Do not give the worksheet out in class, but use it as the basis for your own lesson, getting ideas and phrases from the students and presenting language on the board (use the notes below to help you). Then give out the worksheet at the end, and ask them to do the exercises for homework.

Warm up

Warm-up: Establishing the concept

Write the word *contact* on the board. Brainstorm different ways of contacting people, and build them up on the board, e.g. *send an email, write a letter, phone them, have a meeting, have coffee together*. Ask: *Which ways do you use most often in your work? Which do you like? Which don't you like? Why?*

Now hand out the worksheet.

Worksheet

Language focus

1. **contact:** Look at the dialogue A at the top of the worksheet and establish what's happening: it's probably a meeting; they've just agreed to do something, but they need to tell head office about it (the chairman is speaking).

Read the examples, and establish that we can use *contact* as a verb, or as a noun in various phrases. Give your own examples: talk, for example, about colleagues from an earlier job, friends or your family (e.g. *"I've lost contact with most people, but I still stay in contact with my old boss. We meet for a drink sometimes."*)

Ask students to talk about their own colleagues, friends or family. Ask them who they are in contact with, and who they have lost contact with.

Focus on the expressions *contact address, contact number and contact details*. Ask a few students: *Could you give me your contact details?* (this is a good way to check that students can say email addresses and phone numbers).

Option: Role-play practice: In pairs, students ask for each other's contact details, and write them down. Then they show what they have written to check.

2. **a contact, contacts:** Look at dialogue B at the top of the worksheet. Establish what it is about: Two people are discussing candidates for a job; the person they are discussing knows people in the car industry – this may be useful for doing business.

Ask students: *How important are personal contacts in your job? What are the best ways to make useful contacts?*

3. **in touch (with):** Look at dialogue at the top of the Worksheet. Establish what's happening: two people have just met (e.g. at a conference), and they are exchanging contact details so that they can keep in touch.

Read the examples, and point out that *in touch (with)* has the same meaning as *in contact with*. It is more commonly used in everyday conversation. Point out that:

- we mostly use the same verbs (*keep in touch, be in touch, be out of touch...*) as with *contact*;
- we say *get in touch with someone*, not *make touch*.

If you like, give the same examples about yourself as in Part 1, but this time use *in touch with*, e.g. *"I've lost touch with most people, but I still keep in touch with my old boss. We meet for a drink sometimes."*

Ask students to talk about their own colleagues, friends or family. Ask them who they are in touch with, and who they have lost touch with.

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Focus on the use of *be in touch*, *be out of touch* in the sense of 'keeping up with events'. Ask students: *How can you keep in touch with ideas in your job? Is it difficult? Do you think your company is touch with new ideas?*

Practice

Practice

Talk or write: Students write sentences. Then ask them to read out what they have written.

Alternative: Give students a few moments to think about their job, and possibly make a few notes. Then ask them in turn to make sentences..

Larger classes: Do this as pairwork, then ask a few students what they said.

Exercise

Let students do the exercise in pairs, thinking of as many possible answers as they can. Then go through it together. Possible answers:

- a) *lose contact, lose touch, lose touch/contact with each other*
- b) *keeps/stays/is in touch with, doesn't lose touch with*
- c) *contact, make contact with, get in touch with*
- d) *your contact details, a contact number, a contact address*

Other language areas you could explore:

1. Adjectives and adverbs that go with *contact*

- *in close/constant/regular contact with* (Note: we can't use these words with 'touch')
- *almost/completely/totally out of contact/touch with*

2. Types of contacts

- *personal contacts, business contacts; contacts in the (film, car, building) industry*

3. Ways of getting in touch with people

- *phone/call, write a letter, send an email, send a fax, text, send a text, leave a note/message*
- *contact someone by phone, by email, by text, by fax, by letter*

4. Keeping up to date

- *keep up to date with (events), keep abreast of (developments)*

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A

OK then, I'll *contact* head office tomorrow and tell them what we've agreed. Are we all happy with that?

B

Well, I think she's a strong candidate for the job. She's got a lot of useful *contacts* in the car industry.

C

Nice to meet you, and let's *keep in touch*. I'll give you my card... Here it is.

contact

contact can be used as a verb: *I'll contact you tomorrow and tell you how the meeting went.*

Or it can be used as a noun:

have contact with

be in contact (with)
stay (or keep) in contact (with)
be out of contact (with)

make contact (with)
lose contact (with)

- We *have* quite a lot of *contact with* other telecom companies.
- We don't do much business with Telco, but we're still *in contact with* them.
- I don't know if she still works for Xpress Publishing. I *lost contact with* her years ago.

To contact someone, you need their *contact address*, a *contact number* or *contact details* (= name, address, phone number...) but NOT contact email address.

- We keep the *contact details* of all the journalists on file.

Contact details might include: your work/office/business email address your work/office/business phone number
your personal/home email address your home phone number
your mobile number

a contact, contacts

a *contact* is a person (= someone who you can contact): John Silvani is our main *contact* at the BBC.
I made a lot of new *contacts* at the conference.

in touch (with)

in touch (with) means the same as *in contact (with)*, but it is more informal.

be in touch (with)
keep in touch (with)
be out of touch (with)

get in touch (with)
lose touch (with)

Let's *keep in touch*. I'll give you my email address.

I'll *get in touch with* our marketing manager and ask him what he thinks.

I don't think they'll remember me. We *lost touch* some time ago.

You can also be *in touch* (or *out of touch*) with events or ideas:

They're a very traditional company. They're rather *out of touch with* modern marketing methods.

I always go to conferences. It's a good way to *keep in touch with* the latest ideas.

Exercise

Complete the sentences.

Talk or write 
Think about your own job. Write three sentences, using phrases from this worksheet.

- I'll give you my telephone number so that we don't _____.
- She reads all the journals, so she _____ all the latest developments.
- We've got a problem. We need to _____ the manufacturers immediately.
- Could you give me _____? Yes – here's my card.