

## GETTING TO KNOW YOU: WHAT'S YOUR NAME?

**Age:** Teenager/Adult

**Level:** Pre-intermediate (A2) – Intermediate (B1)

**Time:** 30 minutes

**Activity:** In this lesson, students will:

- » answer some questions about themselves
- » ask personal information questions

**Language focus:** asking questions using various tenses, answering questions with personal information

**Materials:** one copy of the blank grid and the worksheet for each student, scissors for cutting out the cards



### PROCEDURE

1. Elicit questions that you ask another person when you want to get to know them, such as 'What's your name?' and 'Where are you from?' Write the questions on the board, eliciting any difficult spelling. Drill the questions with the class, and use this opportunity to model and drill the correct sentence stress (*What's your name? Where are you from?*).
2. Hand out the question card worksheet and ask students to read through the questions on their own. Encourage students to ask about any vocabulary they don't understand. With higher level students, you could take the opportunity to teach some related vocabulary/language points here:



**LANGUAGE TIP:** What are you scared of? What are you afraid of/frightened of? –

*dependent prepositions/synonyms*

What do you like/enjoy/dislike/hate doing? – *gerunds vs infinitives*

3. Tell students to ask and answer the questions on the grid in pairs. Monitor while they do this and make a note of any errors. They should try to talk for as long as possible about each question. Make sure that students are giving full answers to each question so that they are practising the correct grammatical structures and word orders. If necessary, model an example for the students:

Q: What do you usually have for breakfast?

A: Toast.



Q: What do you usually have for breakfast?

A: I usually have toast for breakfast.



4. Hand out the blank cards and ask students to write any other questions they want to ask. Monitor while they write their questions and give corrections where necessary. When students have finished, ask them to cut out their new question cards.
5. Put students into new pairs. Collect all the new questions and shuffle them together, placing an equal number of the mixed cards face down in front of each pair of students. They then take it in turns to choose a card and answer the question.
6. Monitor while students are doing the group work activity and make a note of any mistakes that they make. If you have time, you could ask each pair to swap cards with another group, so they have a fresh set of questions to answer. Five minutes before the end of class, write some of their mistakes on the board and encourage peer/self-correction. Make sure that they note down the correct forms.

# IMPRESSIONS SIMP

## WORKSHEET

### GETTING TO KNOW YOU: WHAT'S YOUR NAME?

one stop english

IS THERE ANYTHING THAT YOU REALLY HATE?  
(LIST SOME OF THE THINGS YOU HATE)

WHAT ARE YOU SCARED OF?  
(SPIDERS, NUCLEAR WAR, THE DARK ...)

WHAT TYPE OF MUSIC DO YOU LIKE LISTENING TO?



WHAT DO YOU LIKE DOING IN YOUR FREE TIME?  
(LIST SOME OF THE THINGS YOU LIKE DOING)

HAVE YOU EVER MET ANYONE FAMOUS?

CAN YOU SPEAK ANY OTHER LANGUAGES?  
(APART FROM ENGLISH)

WHERE DO YOU LIVE?

WHAT KIND OF THINGS DO YOU COLLECT?  
(DVDS, BOOKS, STAMPS ...)

WHAT DO YOU USUALLY HAVE FOR BREAKFAST?

HOW OLD ARE YOU?

WHO'S YOUR BEST FRIEND?

WHICH SPORTS DO YOU ENJOY PLAYING?

DO YOU HAVE ANY BROTHERS OR SISTERS?

WHAT'S YOUR FAVOURITE ENGLISH WORD?

WHAT'S THE BEST COUNTRY YOU HAVE VISITED?

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