

What's your phone number?

Aims

Practice asking for and giving names, phone numbers, and email addresses.

Language focus

Function

Asking for phone numbers and email addresses

Set-up

Class activity or group work

Lesson link

For use after Unit 2, Lesson B

Time

20 minutes

Preparation

Duplicate the first page and cut the ID cards apart. (Suggestion: Mount the sheet on a piece of construction paper before cutting. This will give you a set of cards you can use several times.) Make enough for each student to have one ID card. It's OK if two or more students have the same ID card. Duplicate the write-in charts on page 2 and cut into separate charts. Make enough for each student to have one chart.

Group work: If the class is too large for a whole class activity, divide the class into groups of six to eight students. If possible, assign each group an area of the classroom. Have them move around, asking and answering questions about the information on their cards.

- As students are working, walk around to monitor the activity and help as needed. Make sure students are actually asking questions, such as *What's your email address?* and not just copying the information from the cards. Remind students to ask *How do you spell . . . ?* if they have problems writing a name. Make note of any errors or problems to review later.
- End the activity promptly after 20 minutes, even if some students haven't completed their charts. Ask a few students to report some of their information to the class. Ask, for example: *What's Dan Cho's phone number?*

Procedure

- Tell students they are going to practice asking for and giving names, phone numbers, and email addresses.
- Give each student an identity card and a chart to complete. Tell students that the card is their new "identity."
- Class activity:** Have students get up and walk around the room. They talk to their classmate asking for and giving names, phone numbers, and email addresses. Each student should try to get information from five different people and write the information in the chart. If students run into the same "person" more than once, they can use the opportunity to check their information. Or they can say *Excuse me, I have your information* and move on to another person.

What's your phone number?

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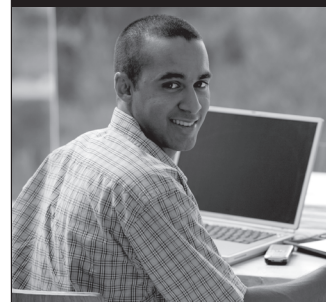
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What's your phone number?

What's your name / phone number / email?

Name	Phone number	Email
1.		
2.		
3.		
4.		
5.		



What's your name / phone number / email?

Name	Phone number	Email
1.		
2.		
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