



Language Support for Migrants *A Council of Europe Toolkit*

Tool 55 - Scenario: Starting to socialise

Aim: To help migrants to learn some key expressions for introducing themselves and saying something about themselves when meeting others.

Communicative situations

- Introducing yourself, spelling and pronouncing your name.
- Talking about yourself, answering simple questions about yourself.

Materials

- A) Sample text: someone introducing her/himself
- B) Key expressions and phrases (see Tool 48 - *Getting recently arrived migrants to talk about themselves*).

Language activities

Activity 1 – introduction and link to what learners know

Find out how migrants introduce themselves in their own language and culture by asking (for example): *What do people want to know when we introduce ourselves?*

Activity 2 – listening and understanding

Even if learners know who you are, introduce yourself, giving your name, saying where you are from, where you live etc.

Then read aloud text (A) on the next page. Check learners' understanding by asking questions such as: *How old is she? Where does she come from? When was she born? Where does she live?* etc.

Activity 3 – reading and learning new expressions; using the expressions in simple exchanges

Use table (B) (see next page) to check learners' understanding. It may be helpful to print it out and cut it up, then shuffle the pieces on a table and ask learners to match the expressions with the related headings (in bold).

Then ask: *What's your name? When were you born? Where do you come from?* Continue with other examples. Invite them to write down their answers.

Activity 4 – listening comprehension and oral interaction

In a sample dialogue, take one role yourself and ask a more confident learner to take the other role:

A. Hello, I am I am a teacher.

B. Hi, I'm (Mir Samir).

A. Sorry, could you repeat that?

B. Mir Samir: M, I, R – then S, A, M, I, R.

A. Nice to meet you!

- a. Check learners' comprehension.
- b. Then organize more role plays using the information in table B.
- c. invite learners to imagine they are meeting new people in a place they like (allow time for preparation).
- d. In the first role play, again take the role of A, using information about yourself
- e. Then learners work in pairs, following the same model. Focus their attention on spelling their names, and on key expressions used to ask someone to repeat something.

Sample materials

A) Introducing oneself

My name is Adeba Desta. I'm twenty-four years old. I was born in Ethiopia, in Addis Ababa on March 5, 1993. I have been married for four years and I have two children: one is three years old and the other is four. We have lived here for six months, and we rent a house. My husband works in a machine shop. I don't have a job yet.

B) Some key expressions

What is your name?	My name is Karen.
What nationality are you?	I'm Irish.
Where were you born?	I was born in Dublin.
How old are you?	I'm 31 years old.
When is your birthday?	April 13th
What is your e-mail address?	My e-mail address is karen@gmail.com.
What is your occupation?	I'm unemployed/I'm a student