

<i>900 exercises in vocational communication</i>	NOTES FOR TEACHERS	A / 12
<i>General aim</i>	A: ORAL TECHNIQUE	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	1: BE HEARD BY THE OTHER PERSON	
<i>Operational aim</i>	2: Make social contact: 10: initiate a social contact 20: initiate an official contact 30: know how to introduce yourself	
<i>Pre-requirements</i>	None	
<i>Number of exercises</i>	A1-11	
<i>Comments</i>		

INITIATE A SOCIAL CONTACT

Exercise 1

A colleague introduces a friend of his.

- The teacher plays the role of the colleague
- One learner takes the role, silent at first, of the friend
- Another learner takes the role of the person being introduced

The teacher : Ah, Bernard! Let me introduce Chris, an old friend of the family.
Bernard : _____
Chris : _____

Exercise 2

A friend introduces his brother-in-law.

- The teacher takes the role of the friend
- One learner takes the role, silent at first, of the brother-in-law
- Another learner takes the role of the person being introduced

The teacher : John, let me introduce Paul, my sister Catherine's husband.
John : _____
Paul : _____

Exercise 3

As for exercise 1, one of your colleagues introduces you to one a close friend of his. He has often talked about him to you. The three of you are going to a restaurant to spend the evening together.

The teacher : Bernard, this is my friend Chris.

Bernard : _____

Chris : _____

Exercise 4

As in exercise 2, one of your friends introduces his brother-in-law who has just arrived at a party this friend is giving. He has told you a lot about his brother-in-law, to whom he is very close.

The teacher : John, this is Paul, my sister Catherine's husband.

John : _____

Paul : _____

INITIATE AN OFFICIAL CONTACT

Exercise 1

You are at the post office. You want to post a parcel to Italy. The employee, who was busy writing, looks up at you.

What do you say to him?

- One learner takes the role of the person who wants to send the parcel.
- Another learner takes the role, silent at first, of the employee.

Exercise 2

You are at your local County Hall to register your son in primary school. You were asked to bring several documents, including:

- your son's birth certificate
- a certificate proving place of residence

The employee at the County Hall is busy filling in forms and you have been waiting at his desk for 5 minutes. In a friendly manner, let the employee know that you are there, and tell him what you are there for.

- One learner takes the role of the person registering their son for school.
- Another learner, silent at first, takes the role of the County Hall employee.

Exercise 3

You are at the phone company in your town. In a bag you have your old telephone, which does not work any more. You would like to change it for a new one.

The employee looks up at you; he doesn't seem very friendly.

Start up the conversation, and say what you want from him.

- One learner takes the role of the person who wants to change his telephone.
- Another learner takes the role, silent at first, of the employee of the phone company.

Exercise 4

You are in a queue waiting to renew your passport. It's now your turn, but someone who was behind you pushes in and speaks to the employee.

You speak first to the person who pushed in, to tell him that it was your turn. This person tells you he's in a hurry.

You then speak to the employee to make your request.

- One learner takes the role of the person who wants to renew his passport.
- Another learner takes the role, silent at first, of the employee at the passport office.
- A third learner takes the role of the person who wants to push in ahead of the first.

INTRODUCE YOURSELF TO SOMEONE

Here is a sketch with a man who calls himself a “professor” and says he is specialised in the treatment of shyness, and a new patient who has just arrived.

2 characters : - the “professor”
- the shy patient

4 scenes

First, the teacher will read the 4 scenes in a row, as theatrically as possible.

The learners will then try to sum up the sketch together.

Finally, in pairs, the learners will read a scene (or all the scenes) from the sketch and try to make it sound real.

If the learners wish, they can try to ‘act out’ the sketch, without the text, improvising from the framework of the story.

SCENE 1

The secretary of the great professor knocks at the door of the consulting room and lets in a young man of about 25 or 30, blond with a freckled face. The professor is sitting in an armchair behind a huge desk.

The professor : Good morning sir, do sit down.

The young man : Yes, th...thank you.

The professor : Sit down better than that, comfortably, squarely. Now, young man, what is your name?

The young man : Jays..bru..b.

The professor : Again please?

The young man : Jamesbrumble.

The professor : Repeat again. The first thing to do is to know how to say your name. I didn't quite understand. You said James...?

The young man : Brum...ble.

The professor : Your name is James Brumble?

The young man : Yes sir...doc...doctor. Er... James Brumble!

The professor : Good. And what do you do?

(The young man looks down as if for inspiration.)

The young man : Bank...cl....clerk.

The professor : -Right. And you want a course of treatment for your shyness?

(The young man fiddles with his hat.)

The young man : Well, er...yes, exactly.

The professor : Fine. The course is a series of ten practical lessons. My secretary will tell you all about it. If you are agreeable, we can start immediately.

The young man : Yes sir.

SCENE 2

The professor : Mr Brumble, in your first lesson, we are going to work on introductions: the greeting, shaking hands and starting a conversation. You are going to leave the room. Pick up your hat. You knock, and I answer. You come in and introduce yourself.

(The young man knocks very lightly; you can hardly hear him)

The young man : ...knock...knock...

The professor : Yes? Come in!

(The young man opens the door a little, puts his head round it, but does not dare go in.)

The young man : Er...I...it's...

The professor : Come in! Hurry up. And smile, Mr Brumble, smile! Say "Good morning".

The young man : Good morning er...doc...sir.

The professor : Mr Brumble... When I say "smile" it does not mean "open your mouth"! Look friendly. Come on, smile. Good, that's better. Be natural. Now, give me your hand.

(The young man puts his hand out very timidly.)

The young man : Like...like this?

The professor : Now shake my hand. Firmly, but not hard. That's it. And look at me as you do it. Good. Now, introduce yourself. Say nice and loud "My name is James Brumble."

(The young man says very quietly:)

The young man : My...My name is James...James Brumble.

SCENE 3

- The professor : Good, that's not bad at all. But speak up. And before you speak, do "ahem"!
- The young man : Hem....Hem...
- The professor : No, not like that! Do "ahem" as if you were wanting to clear your throat. Go on.
- The young man : Hum, hum, hum.
- The professor : Not too bad. Now raise your voice and offer me, for example, your services.
- The young man : Sir, I would like...it's for a job...
- The professor : Ah, no! That's no good at all! Your gestures are all right, I suppose, but as for the elocution! You'll have to start again. First of all, no spluttering. Cough gently into your handkerchief before you start to speak..
- The young man : Yes sir.
- The professor : To make things easier, I'm going to put you on to the fourth lesson: practising dispute. You are going to reproach me, say some very unpleasant things to me.
- (The young man blushes and begins to stammer.)*
- The young man : But...I...
- The professor : My dear friend, imagine that I have just refused you a job. There: I am sitting in my chair, waiting for you to attack.

SCENE 4

The young man : You promised me a job...It's not right... I had hoped... er...
er... that you would give me one... No, this is just not on.

The professor : That's no good at all! Allow me to show you how it should be done.
Sit down. I shall begin:
"Sir, I did you the honour of offering my services. Well,
I am extremely glad not to have you as a boss. I shall not say goodbye,
you have no manners, Sir. And I could say worse."
Now, your turn! Come on, take courage!

(The young man jumps up, spits into his handkerchief and throws his hat on the floor.)

The young man : You promised me a job. You did not give me one. You are
a job, a thief, a crook. I don't...I don't know...I don't know
what is holding me back!!!

The professor : Stop! Stop! That is much better. Can you come back tomorrow?

The young man : Oh yes, Professor.

The professor : Good. Admit that you already feel much better.

(The young man starts laughing.)

The young man : You're right. You're absolutely right. I do feel better!

(The professor rests his hand on the young man's shoulder.)

The professor : Congratulations! That's very encouraging! Well, see you tomorrow,
Mr Brumble.

The young man : See you tomorrow, Professor.

(Sketch adapted from a novel by Georges Duhamel)

Once the sketch has been read (or acted out), the learners will comment on it, trying to find out what you must or must not do when you introduce yourself to someone.

The learners will then practise introducing themselves, as if they had to do it in real life. Either the teacher or another learner plays the role of the person greeting the other.

At the end of the introduction, the other learners will comment on the way the volunteer has introduced himself, and he will introduce himself again if needed.

When all the learners have introduced themselves in the same manner, they will introduce themselves again, but in front of a group of people, not just one single person. The group will represent the group of people. The learner apart will enter the room and introduce himself/herself to the group.

At the end of the introduction, the other learners will comment on the way the volunteer has introduced himself, and he will introduce himself again if needed.