

## Unit Overview

### Topic: Introductions

In this unit students focus on introducing others. In the Conversation, students listen as Jiao is introduced to his co-worker, Luis. They learn how to introduce others, reply to introductions, and give extra information in How English Works. Students introduce people in different Situations. The Communication section allows students to introduce others. In English Out There, students write descriptive bios.

### Audio CD-1:

Vocabulary Preview	CD1 track 6	Conversation questions (1-3)	CD1 track 8
Conversation	CD1 track 7	How English Works (1-10)	CD1 track 9
		Situations (1-5)	CD1 track 10

### Warm Up (books closed)


This activity will help the students become familiar with introductions.

1. Greet students and introduce the warm up. T: *Hello, it's nice to see you again. In the last class, we practiced greeting each other. Today, we're going to introduce each other.*
2. Choose two students who are sitting near each other but seem not to already know each other. If you know their names, introduce one to the other. If not, quietly ask each student his/her name and then perform the introduction. T: *(Name), this is (name). (Name), I'd like you to meet (name).*
3. Have the students shake hands.. Then mime to the students to introduce the other person to the student next to them.

Repeat this process several times.. If the class is small enough, have everyone introduce someone. If the class is large, just do the process 3-5 times.

### Unit Goals & Vocabulary Preview page 15

- 1 Read over the Unit Goals with the students.

- 2 Introduce the vocabulary. T: *Let's look at some words and expressions for introducing people.*
- 3  Read the words or play the audio. T: *When we introduce someone, we give the name and say something about the person we are introducing. We can give information about the person's occupation. Let's listen to these occupations.*
- 4 Provide simple definitions or draw sketches on the board if students are not familiar with any of the words. T: *Are there any words you do not know?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: doctor; writer; etc.*
- 6 Elicit additional occupations. T: *Can anyone think of additional occupations?*
- 7 Have the students work with a partner or in groups of 3 to think of additional words.
- 8 Allow 1 or 2 minutes. Then have the pairs share their new items with the class.
- 9 Repeat Steps 3 through 7 for **Relationships and Introductions.**

### Vocabulary Preview: word stress and other examples


<p>Occupations</p> <p><b>doctor</b></p> <p><b>writer</b></p> <p><b>secretary</b></p> <p><b>computer programmer</b></p> <p><b>graphic designer</b></p> <p>Other examples</p> <p>lawyer      soldier</p> <p>engineer      cook</p> <p>nurse      clerk</p> <p>driver</p>	<p>Relationships</p> <p><b>brother</b>      <b>boss</b></p> <p><b>sister</b>      <b>classmate</b></p> <p><b>mother</b>      <b>teacher</b></p> <p><b>father</b></p> <p><b>friend</b></p> <p><b>co-worker</b></p> <p>Other examples</p> <p>student      uncle</p> <p>boyfriend      aunt</p> <p>girlfriend      grandmother</p> <p>neighbor      grandfather</p> <p>cousin</p>	<p>Introductions</p> <p>I'd like you to meet...</p> <p>This is...</p> <p>Nice to meet you.</p> <p>Glad to meet you.</p> <p>Good to meet you.</p> <p>How do you do?</p> <p>Other examples</p> <p>I want you to meet...      Have you met...?</p> <p>I'd like to introduce...      May I present...</p> <p>It's great to finally meet you.      It's a pleasure.</p> <p>I've heard so much about you.</p>
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## Conversation page 16

This conversation provides models for introducing people and responding to introductions.

❶ Introduce the activity. Ask students questions about individual frames in the story. T: *Now turn to page 16. Look at the illustrations. In Frame 1, what is the man doing? [working/using a computer/looking at the computer screen] Look at Frame 4. Where are the people? [at work/in an office] What is happening? [The woman is introducing someone/an introduction/Two people are meeting each other] Look at Frame 5. Are the people happy? [yes/maybe]*

❷ Set up the situation before playing the audio. T: *Laura and Luis are co-workers. Laura is going to introduce Jiao to Luis. Let's listen.*

❸  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice. Ask the students to close their books as they listen a second time.*

❹  Play the Conversation questions in step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen to the questions and circle the correct answers.*

Question 1: *Where is Jiao from?*

Question 2: *What is Jiao's job?*

Question 3: *What is Luis's job?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1? You can also have students compare answers in pairs, vote on the correct answer as a class, or compare with a partner and then vote.*

### Answers

1. (b) Taipei. (In Frame 2, Laura says, "He's from our office in Taipei.")
2. (a) He's a designer. (In Frame 2, Laura says, "He's a designer.")
3. (c) He's a programmer. (In Frame 4, Laura says, "Luis is a programmer.")

### Optional

Ask students a few additional, open-ended questions about the conversation. T: *Do Laura and Luis like working together? Does Jiao travel a lot? What will they say next?*

❻ Put the students into groups of 3. T: *Work*

*with your partners and practice the conversation. After you read it once, switch characters and read it again.*

### Practice Point

As students practice, have them use gestures and make eye contact.

- Use gestures: knock on the door, use open hand gestures to point to each other, shake hands.
- Make eye contact when you talk with your partner.

❼ After the students have practiced the conversation at least 3 times (1 time for each part of the conversation), have them replace the words in red. T: *Now practice the conversation again, but this time, replace the words in red. Look at the replacement words at the bottom of the page.*

❽ Walk around the classroom, helping students as necessary.

❾ Have the students close their books. Ask some groups of students to say the conversation from memory.


### Culture Notes

- Laura knocks and says, "Excuse me." We often say, "Excuse me" when we interrupt someone. We don't say, "I'm sorry."
- After introducing Jiao, Laura says, "He's from our office in Taipei. He's a programmer." We often give extra information in introductions.
- After Luis says, "Good to meet you, Mr. Chow," Jiao says, "Call me Jiao." In many modern offices, people tend to use first names soon after they are introduced.

## How English Works page 17

This section focuses on introductions.

### Checking students knowledge

- ① Have students work individually or in pairs to read the examples and the rules and to fill in the blanks.
- ②  Play the audio so students can check their answers.
- ③ Have students record their score. Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Introducing people

④ Say the example: *This is Jiao-Long Chow.*  
Ask: *Can you find this sentence in the Conversation?* (Frame 2)

*Can you find other statements like this?*  
(Frame 4: And this is Luis Mendez.)

⑤ Write on the board: *This is Jiao-Long Chow.*  
Ask: *What do we say to introduce someone?*  
Underline: This is.

⑥ Introduce a few people in the class. T: *This is (name). And this is (name)...*

⑦ Read the rest of the Rule and More about it: Formal introductions, checking to see if the students have questions.

#### Grammar Point 2: Answering

⑧ Say the example: *Glad to meet you, Mr. Chow.*  
Ask: *Can you find this sentence in the Conversation?* (Frame 2)

*Can you find other statements like this?*  
(Frame 5: Good to meet you.)

⑨ Write on the board: *Glad to meet you, Mr. Chow.*

Ask: *When someone introduces you, what do you say? (If I say, "This is Mariko", what do you say?)* Underline: Glad to meet you.

Introduce a few people in the class to each other. T: *This is (name). And this is (name)...*  
Encourage them to answer, "Glad to meet you."

⑩ Read the rest of the Rule and More about it: Formal and informal answers.

#### Grammar Point 3: More information

⑪ Say the example: *Luis is a programmer.*  
Ask: *Can you find this sentence in the Conversation?* (Frame 4)

*Can you find other statements like this?*  
(Frame 2: He's a designer.)

⑫ Write on the board: *Luis is a programmer.*  
Underline: a programmer. Ask: *What kind of*

*information is this? (a job)*

T: *When we introduce someone, we give information about them. For example, we say their job, "He's a programmer." Or we say a relationship, "He's my friend." Or we say where they're from, "He's from my English class."*

- ⑬ Introduce a few people in the class to each other, giving more information. T: *This is (name). She's a (student).* Encourage the whole class to answer, "Glad to meet you, (name)."
- ⑭ Read the More about it: kinds of information.

### Using the grammar

- ⑮ End the activity by practicing real introductions.
  - introducing people: T: *(Name), I'd like you to meet (name).* Say something about each person. For example, "She's from ..."
  - asking for an introduction: T: *I don't know this person.* (Indicate a student in the class.) *Can you introduce me?*

### Grammar Guide

#### Grammar Points 1 & 2:

The formality level for introductions depends on context. If there is a difference in ages or status, more formal structures are used ("I'd like you to meet..." instead of "This is..."). People of equal status will use more informal introductions with each other.

#### Grammar Point 3:

We can use *from* for nationality or place of origin: *Jiao's from Taipei. She's from Argentina.* We can also use *from* to give more information about the origin of a relationship: *He's a friend from school. She's from my office. They're from my neighborhood.*

### Answers

1. This is Martin.
2. This is my friend, Mariko.
3. I'd like you to meet Luis.
4. I'm glad to meet you, Mr. Chow.
5. It's nice to meet you.
6. Pleased to meet you.
7. Glad to meet you, Jiao.
8. Good to meet you.
9. Sam, this is Ana. She's a graphic designer.
10. Luis, this is Kate. She's from I-Travel.

## Situations page 18

This activity focuses on introductions.

❶ Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, what are these boys playing? [basketball] Where are they? [at a basketball court] Look at Frame 2. Where are the women? [in someone's home] Where are the people in Frame 3? [in an office] Is this a formal or informal situation? [formal] Do the people know each other in Frame 4? [no] What is happening in Frame 5? [he's introducing his father to someone]*

❷ Put students into pairs and have them fill in the missing parts of the conversations.

❸ Allow some time for students to fill in all the blanks. Check to see if students have questions.

❹ Have the students practice the conversations together orally. Have B shake hands with the person they're being introduced to. T: *Now, practice Conversations 1 through 5 with your partner.*

❺ Have students switch A-B roles and read the conversations again. T: *Now switch roles. A, you're B. B, you're A.*

### Everyday Expressions

Write these expressions on the board.

Students who finish practicing early can practice again with these substitutions:

Frame 1: Tom, this is Eddie. = Tom, Eddie.


Frame 2: This is my friend. = This is a friend of mine.

Frame 3: Mia is my friend from Brazil. = Mia is a Brazilian friend of mine.

Frame 4: I'd like you to meet Mary Taylor. She's from Media View. = I'd like you to meet Mary Taylor from Media View.

Frame 5: She's a student at BU. = She goes to BU.

Note: Universities often use abbreviations. For example, Boston University is often called BU.

❻  Play the audio to provide a spoken model of the conversations. T: *Now we'll listen to the conversations. Listen and check your answers.*

❼ Have students cover the words and try to have the same conversations again. T: *Now,*

*cover all the words. Try to have the conversations without looking at the words.*

❽ After students have practiced all 5 conversations, have them introduce each other. T: *Now look at number 6. Work in groups of 3. Everyone should introduce both of your partners to each other.*

❾ Elicit a few introductions from the class. T: *(Names), would you three please stand up and repeat your introductions for the class?* Students can present their conversations in front of the class, or remain at their seats.

### Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue. To promote accuracy, have the students write out their dialogues.

Situation 1: *You introduce your parents to your teacher.*

Situation 2: *You introduce a close friend to your boss.*

After students have created their own dialogues, have volunteers stand up and present their dialogues to the class. Ask them to explain who they're introducing before presenting them.

### Answers

1. A: Tom, this is Eddie.

B: Hi, Eddie. Nice to meet you. (Hello.)

2. A: Jun-Su, this is my friend Eriko.

B: Glad to meet you, Jun-Su.

3. A: Mia is my friend from Brazil.

B: Hi, Mia. It's nice to meet you. (good)

4. A: Mr. Anderson, I'd like you to meet Mary Taylor. She's from Media View.

B: Good to meet you.

5. A: Dad, I'd like you to meet Ann. She's a student at BU.

B: Pleased to meet you, Ann.

## Communication page 19

Students get a chance to meet each other in this activity.

❶ Warm up: Bring in several magazine pictures of people representing various occupations. Ask students about each picture as you hold it up. T: *This is Sam. What is Sam's profession? How about this woman: what is her occupation? What country do you think she is from?*

❷ Introduce the main activity. T: *Now let's look at page 19. Make two cards.*

Demonstrate with a small sheet of paper. (You can also prepare cards ahead of time and distribute them in class.) *On the first card, write your name. On the second card, write your profession or student group.*

❸ After students have made their cards, put them into groups of 3. T: *Now, we're going to introduce each other. Give one of your partners your cards. This partner will introduce you to the other partner.*

❹ Choose 3 students to model the example. T: *(Names), would you 3 read the example together?* (Be sure the students look at each other, exchange cards, shake hands.) *Great, now go ahead and introduce your partners to each other.*

❺ Check to make sure all of the students understand the activity. T: *Does anyone have any questions about what to do?*

❻ Walk around the room as students make their introductions, helping when necessary.

❼ After students have finished, have each student find two new partners and repeat. T: *After you have met both of your partners, find 2 new ones and repeat the activity.*

After students have finished, ask them to introduce their partners to the class. T: *(Name), would you please introduce 1 of your partners to the class? (Name), how about you, can you tell us about one of your partners?*

### Bonus

❽ Introduce the activity. T: *Now we're going to get a "new self." Look at the list on the bottom of page 19. Choose a name, a country, and an occupation from the list. This is "the new you."*

❾ Choose 2 students to model the example. T: *(Names), would you read the example together?*

❿ Now elicit another model dialogue from the class. T: *Okay. Let's say I want to be a movie star. What will I say? Hi, I'm... What does the other student ask? Are you from...? Okay, does everybody get the idea?*

⓫ Give the students a minute or two to choose their identity and then have them stand up, leaving their books closed at their desks, and walk around. T: *Walk around the room and introduce your "new self" to 5 other people.*

⓬ Walk around the room as the students make their introductions, helping as needed.

⓭ After a few minutes, allow students to return to their seats. Wrap up the activity with a few introductions. T: *Did anybody meet (name)? Please introduce her to the rest of the class. Did anybody meet (name)?* You can continue until students have introduced all of the characters. (Optional) Repeat the activity, this time having students making up their new identity instead of choosing it from the list.

### Communication Expansion

1. Have students fill out an additional card with their "dream job" written on it and repeat the main activity. As students are introduced, have them write the name and dream job of each person they meet. Encourage students to talk to everyone in the room.
2. Allow 5-10 minutes for the activity, or long enough for students to meet about 10 other students, then ask them to return to their seats.
3. Ask students questions about the people they met. T: *Did anyone meet a person who has the same dream job? (Name), who did you meet? What is his/her job?*

### Extension Writing Activity

Write 3 or 4 sentences introducing yourself. (I am studying...)

Write 3 or 4 short sentences introducing your best friend. (This is my best friend... He/she is...)

Optional

Have the students include a picture of the person they're introducing.

## English Out There page 20

In this section, students learn more about new people.

❶ Warm up: Ask the students to name some people they know and tell a little about them. T: *Can anyone name an important person? What does he/she do? What else do you know about him/her?*

❷ Introduce the activity. T: *Bios are short descriptions of people. Let's read the bios on page 20.*

❸ Read the bios (short biographies) or ask for volunteers. T: *Would anyone like to read the first one? Who would like to read the second one?*

❹ Check to make sure students understand the headings (favorite movie, etc.). Define any unfamiliar words or phrases.

❺ Have students write their own bios. T: *Now, use the space in your book to write your own bio.*

❻ Walk around and offer students help when needed.

❼ Put students into pairs and have them introduce their partners. T: *(Name), would you please introduce your partner to the class?*

### Out There homework

❽ Read instructions for the homework assignment. T: *Look at the bottom of page 20. Read the homework instructions. Find out about an interesting person. Look in a magazine or use the Internet. Find out about some of these things; name, country/city, favorite place, favorite activities, etc. Write a bio for this person.*

❾ Give students ideas of how to find profiles online. T: *Page 111 has a list of websites with profiles to help you. You can use the sites listed or find your own. Or you can use magazines or newspapers.*

❿ Explain how the homework will be presented in a later class. T: *Bring the profile you write to the next class and we'll share them with each other.*

### In the Computer Lab

Page 111 lists resources for finding profiles of people in different professions.

1. Students will go to a page with links to profiles of different people. Tell stu-

dents to click on an interesting face or name. They'll find that person's profile.

2. Encourage your students to use a search engine to find other profiles, too. They can look for the profile of a person who works in an interesting profession, or a specific person they admire.

T: *Who do you think is interesting? What other kinds of people are interesting to you? Try to find some more profiles.*

*Choose a profession you like or a person you admire.*

3. Remind your students that they might encounter difficult vocabulary and grammar, but they should try to read just for the main ideas.

T: *Don't worry if there are words or sentences you don't understand. Just try to understand the main idea. Have fun finding a profile.*

### Out There follow up (next class)

If you have assigned the homework:

❶ Have students bring the bios they wrote to class. Put the students in pairs and have them introduce the people to each other using the bios.

❷ Next, have them trade bios and introduce the people on their new sheets to someone else in the class.

If you haven't assigned the homework:

1. Find and print some bios of famous people. In the next class, put the students in small groups and hand a few bios to each group.
2. Have one person read a bio while the other students try to guess who the person is.

### English in the Real World

Encourage students to use the ideas in this unit outside of class. Here are some ideas:

- Tell about a person in your country who is important.
- Try to find information on the internet about an important person in your country.