

Unit Overview

Topic: Introductions

In this unit students focus on introducing themselves. In the Conversation, students listen as Sam re-introduces himself to Chris. They learn the rules for using simple present statements and questions in How English Works and apply these rules in Situations dealing with introductions. In the Communication activity, students tell each other about themselves. In English Out There, students write to e-pals or pen pals.

Audio CD-1:


Vocabulary Preview	CD track 1	Conversation questions (1-3)	CD track 3
Conversation	CD track 2	How English Works (1-10)	CD track 4
		Situations (1-5)	CD track 5

Warm Up (books closed)

This activity will help students activate vocabulary about introductions.

1. Welcome the students and write your name on the board. T: *Hello, my name is (name). Welcome to English class. Let's start by introducing ourselves.*
2. Model an introduction as an example. Approach a student and shake his or her hand. T: *Hi, my name is (name) and I'm an English teacher. I work at (school name) and I like to read books.* Prompt the student to reply with his or her name and some more information.
3. Have students introduce themselves to each other. *Now introduce yourself to the classmates around you.*
4. Choose a student to introduce himself/herself to the class. T: *Can you introduce yourself to the class?* Encourage the student to give extra information. T: *Tell us your name and something about yourself.* Allow time for every student to introduce himself/herself to the class.

Unit Goals & Vocabulary Preview page 9

- 1 Read through the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *Let's look at some words and expressions we use when we introduce ourselves.*
- 3  Read the words or play the audio. T: *First, let's read some areas of study.*
- 4 Provide simple definitions or draw sketches on the board if students are not familiar with any of the areas of study. T: *Are there any areas of study you don't know?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: business, art, etc.*
- 6 Elicit additional areas of study. T: *Can anyone think of other areas of study? What do you study?*
- 7 Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Common jobs, School subjects, and Types of work.**

Vocabulary Preview: word stress and other examples


Areas of Study	Common jobs	Other examples	School subjects	Types of work
business	graphic designer	lawyer	History	part-time
art	programmer	doctor	Literature	full-time
acting/theater	engineer	taxi driver	Chemistry	summer job
music	manager	cook	Biology	Other examples
computers	business person	nurse	Math	internship
journalism	sales agent			job-share
law	travel agent			temporary work
Other examples	teacher		Other examples	consulting
science	administrative		Business	
engineering	assistant		Geography	
dance			Psychology	
			Physics	


Conversation page 10

This activity provides model language for introductions.

① As a warm up, ask students questions about individual frames in the story. Encourage students to guess, even if they aren't sure. T: *Now turn to page 10. Look at the illustrations. In Frame 1, what is Chris doing? [hailing a taxi] Look at Frame 2. Where are Chris and Sam? [in a taxi] Look at Frame 4. Is Chris angry? [no] In Frame 5, which man is driving? [Sam/the man on the right/the blond man] How can you tell? [he's in front/he's near the steering wheel]*

② Set up the situation before playing the audio. T: *Chris is hailing a taxi. When he gets in the taxi, the driver remembers him. Now, let's listen.*

③  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.*

④  Play the Conversation questions in Step 2 or read them yourself. Have students listen and circle the answers. T: *Listen to the questions and circle the correct answers.*

Question 1: Where does this conversation take place?

Question 2: How does Sam know Chris?

Question 3: What are Sam's 2 jobs?

⑤ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (b) in a taxi (In Frame 1, you can see Chris hailing a taxi.)
2. (c) They met at a travel agency. (In Frame 4, Sam says, "You came in our office last week... to I-Travel.")
3. (a) office assistant and taxi driver (In Frame 5, Chris asks, "So you work at I-Travel and drive a taxi?" Sam answers, "Yeah" in Frame 6.)

Optional

Ask students a few additional open-ended questions about the conversation. T: *Sam recognizes Chris. Do you think Chris likes that? Do you think Chris likes his job? Why does he have two jobs?*

⑥ Put the students into pairs. T: *Work with your partner and practice the conversation.*

Then switch characters and read it again.

Practice Point

Have students practice the conversation as if they're in a taxi.

Set up 2 chairs like a taxi, 1 for the driver and 1 for the passenger.

After practicing with the conversation in the book, practice again. Make up a new dialogue. Use real information about yourself and your partner or make up information. For example, "Wait. You're the man/woman from..." or "Aren't you (name)?"

⑦ After the students have practiced the conversation at least 2 times, 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.*

⑧ Walk around the classroom, helping students as necessary.

Optional

Have the students close their books. Ask some pairs to say the conversation from memory. Don't worry if students don't use the exact words as long as the general meaning is the same.


Culture Notes

- In North America a customer generally stands near a corner or curb and "hails a taxi" by raising an arm and calling "taxi."
- It is common to greet people you know when you meet them in public. Common greetings are "Hi. Aren't you...?" and "Don't I know you from...?" This shows a friendly attitude.
- Sam talks about having more than one part-time job. It is not unusual in many countries for young people to have two part-time jobs in addition to being part-time students at college. This allows them to be independent and live alone, and not have to rely on their parents for support.

How English Works page 11

In this section students review the present tense and learn functional grammar for 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. Have students record their score.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Introducing ourselves

4 Say the example. T: *You're the guy from the travel office.* T: *Can you find this statement in the Conversation?* (Frame 3)

5 Write on the board: I'm Sam. My name is Sam. T: *These are introductions. How do we introduce ourselves?* Underline I'm and My name is. T: *We can introduce ourselves with "I'm" or "My name is".*

6 Have students use these expressions to introduce themselves to each other.

7 Read through the rest of the Rule and More about it: giving extra information. Ask students if they have any questions about introducing themselves. T: *Do you have any questions about introducing yourselves?*

Grammar Point 2: Simple present statements

8 Say the example. T: *I work there part-time.* T: *Can you find this statement in the Conversation?* (Frame 5)

T: *Can you find other statements like this?* (Frame 4: You look familiar, too. Frame 5: Now I remember you. Frame 6: Yeah, I have two part-time jobs.)

9 Write on the board: I live in New York. Sam lives in San Francisco. T: *These statements are in the simple present. How do we form the simple present?* Underline live and lives and I and Sam. *What's the difference here?*

10 Give extra examples of the simple present if necessary.

11 Go over the rest of the Rule and More about it: simple present for facts.

Grammar Point 3: Simple present questions

12 Say the example. T: *Are you the guy from*

the travel office?

T: *How do we make questions with the simple present?*

13 Write on the board: Is he a taxi driver? Underline Is he. T: *Do we use "is" or "are"?* Elicit responses.

14 Give some more examples of simple present questions with "be" if necessary.

15 Read over the rest of the Rule and More about it: questions using intonation. Check to see if there are any questions.

Using the Grammar

16 Ask students to introduce themselves to you and give more information.

- Introductions: T: *What's your name?*
- More information. T: *Tell us something about yourself.* T: *Do you live...? Do you work...? Do you study...?*

Grammar Guide

Grammar Point 1: Styles of introductions vary, but it is common to give some information about a person being introduced.

Grammar Point 2: We generally use the simple present for facts about people.

Grammar Point 3: We may use the negative question ("Aren't you in my English class?" "Doesn't Sam work here?") if we are nearly sure we're right.

Refer the students to Grammar Tables 1 and 2 on page 113 in the Student Book for the full grammar paradigms for the simple present.

Answers

1. My name is Sam.
2. Excuse me. Are you Chris Redmond? I'm Sam Weiss.
3. Hey! Aren't you Chris Redmond? I'm Sam Weiss.
4. I'm Sam. I'm from San Francisco.
5. Kate likes her job.
6. I don't live here.
7. Ana and Chris work at Silica.
8. Is he a taxi driver?
9. Do you work here?
10. You work at I-Travel?

Situations page 12

These situations focus on introductions.

① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, where are they? [a classroom] In Frame 2, Where are they? [a store/a mall] What are the people in Frame 3 doing? [leaving the airport/walking with suitcases] Where are the people in Frame 4? [at a conference] In Frame 5, what are the two people doing? [talking on the phone]*

② Put students into pairs to fill in the missing parts of the conversations. T: *Fill in the blanks with your partner.*

③ After the students have filled in the blanks, ask if there are any questions.

④ Have the students practice the conversations together orally. T: *Now, practice Conversations 1 to 5 with your partner.*

Everyday Expressions

If students are comfortable with the dialogues, they can substitute these expressions:

Frame 1: We were in the same history class. = We took the same history class.

Yes, I remember. = Oh, yeah. Now I remember.

Frame 2: Hey. = Hi.

Are you Amy? = Amy?

Are you Steve? = Steve?

Yep. = Yes.

Frame 3: I'm sorry. I don't remember you. = I'm sorry. I'm afraid I don't remember you. What's your name again?


Frame 4: Pardon me. = Excuse me.

You look familiar. = I think I know you.

Aren't you Simon Wong? = Isn't your name Simon Wong?

Frame 5: What can I do for you? = How can I help you?

⑤ Have students switch roles and read the conversations again. T: *Now switch roles and say the conversations again. A, you're B. B, you're A.*

⑥  Play the audio to provide a spoken model of the conversations. T: *Now listen and check your answers.*

⑦ After students have corrected their conversations, have them cover the words and say the conversations again. T: *Now, cover all*

the words. (Hold up your book and demonstrate.) Say the conversations 1 more time.

⑧ After students have practiced all 5 conversations, have them make their own conversation. T: *Now look at number 6. Greet a classmate. Introduce yourself.*

⑨ Elicit a few introductions from the class. T: *(Names), would you please stand up and do your introductions for the class? Students can present their conversations in front of the class or stay in their seats.*

Extension for Frame 6

Ask students to choose 1 of the following situations and create a dialogue.

Situation 1: *Introduce yourself to a foreign exchange student.*

Situation 2: *Introduce yourself to your favorite movie star.*

Students can write out their dialogues if they wish. After they've finished, have volunteers present their dialogues to the class.

Answers

1. A: Hi! My name is Luke. We were in the same history class last year.
B: Yes, I remember. I'm Sophia.

2. A: Hey, are you Amy?
B: Yes. Are you Steve?
A: Yep. What are you doing?
B: Just shopping.

3. A: Excuse me, are you Mr. Danforth?
B: Yes, I am.
A: Do you remember me? I'm Dave Lubin. I work at Vista Travel.
B: I'm sorry. I don't remember you.

4. A: Pardon me. You look familiar. My name is Young Soo Kim. Aren't you Simon Wong? (are)
B: Yes, I am. Do you come to this conference often?
A: Oh, I come every year.

5. A: Hi, Mike. This is Ruth Jones.
B: Pardon me?
A: Ruth Jones, from InfoSoft.
B: Oh, hi, Ruth. What can I do for you?

Communication page 13

In this activity students learn more about each other.

❶ Warm up: Bring in some large photos (your own or from a magazine) that show things you like to do. If you can, bring in some family photos, as well. Tell the class about yourself while holding up the pictures. T: *I have 2 brothers and 1 sister. (Hold up a picture of your family.) I like to ride my bike on weekends and read books at night. Hold up photos of these activities.*

❷ Ask students questions about your presentation. T: *Okay, do you remember? How many sisters do I have? What do I like to do?*

❸ Introduce the main activity. T: *Look at the top of page 13. Think of 3 words that tell something about you. Write them in the circles. Point out the circles to the class. T: You can use ideas from the “idea box,” or you can use your own ideas. Make sure students understand the directions. T: Does everyone understand what to do?*

❹ After students have written a word in each circle, put them into pairs and have them ask questions about their partner's words. T: *Now read your partner's words. Ask questions about them.*

❺ Model the questions. T: *Let's read the sample questions first. Do you like...? Do you have...? etc.*

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

❼ Walk around the room as students ask questions, helping when necessary.

❽ Ask pairs to volunteer to repeat their conversation in front of the class. T: *Would anyone like to say your conversation in front of the class?*

them to another pair, they should say their sentence.

3. As students find people who like to do the same things they do, they should stay together (they should leave their partner at that point) and try to find others who like what they like.
4. After a few minutes, when the class is moving around in large groups, stop the activity and ask the groups what they like to do on the weekends. T: *This group has 8 people in it. What does this group like to do on the weekend?*

Bonus

❾ Introduce the activity. T: *Now introduce your partner to your classmates.*

❿ Ask students to stand up and walk around the room. T: *Everyone stand up. Walk around the room. Give students a moment to stand up and get ready. T: Introduce your partner to other students. Tell your partner's name and at least 1 interesting thing about him or her.*

⓫ Walk around the room with the students and introduce yourself to a few of the pairs.

⓬ After a few minutes, allow students to return to their seats. Wrap up the activity with a few questions. T: *(Name), who did you meet? What did you learn about him?*

Extension Writing Activity

1. Write 3 or 4 short sentences about yourself.
2. Write 3 or 4 sentences introducing a member of your family.

Communication Expansion

1. Have each student write down and complete the phrase “I like to on the weekend.” Tell them that they are going to try to find other people who like to do the same thing.
2. Ask students to carry the piece of paper around with them. Put the students into pairs. When their partner introduces

English Out There page 14

In this activity students will introduce themselves to pen pals or e-pals.

❶ Warm up: Ask the students a few questions about the Internet and email. T: *Who uses the Internet? Who uses email? Do you write email in English? Who do you write to?*

❷ Introduce the activity. T: *Do any of you have an email pen pal? An email pen pal is also called an e-pal. Let's look at page 14 and read the e-pal exchange.*

❸ Read the emails or ask for volunteers. T: *Would anyone like to read the first email? Who would like to read Sarah's response?*

❹ Have students write their own email. T: *Now, use the space in your book to write an e-mail to either André or Sarah. Hold up your book and show students where to write their message.* T: *Introduce yourself to them and ask them a few questions.*

❺ Walk around and offer students help getting started.

❻ After students have written their emails, ask for volunteers to read them to the class. T: *Would anyone like to read your e-mail to the class?*

Out There Homework

❷ Read instructions for the homework assignment. T: *Look at the bottom of page 14. Read the homework instructions.*

❸ Give students ideas of how to find pen pals. T: *Look at page 111. It has a list of web-sites for you to visit where you can find an e-pal.*

❹ Explain how the homework will be presented in a later class. T: *After you get an email or letter back from your pen pal, bring it to class if you want to share it.*

In the Computer Lab

Page 111 lists Internet resources for finding e-pals.

1. Some of the URL addresses lead directly to the e-pal page. In this case, students can begin browsing for e-pals right away. If the e-pal section does not appear, tell students to look for the words "e-pal", "key-pal", or "chat", and click. When the new web page loads, students can begin browsing for e-pals.

2. Encourage students to post their own messages and to respond to other users. Remind the students not to post personal contact information.

T: *After you choose 3 people, you can post your own e-pal message. Write your name, your email, and some extra information. Remember, don't write your phone number or address.*

Out There Follow Up (a Future Class)

Note that with this unit, you may have to wait several class periods before you can check the homework since students will be waiting for letters or e-mails. Also, some students may not want to share their letters with the class.

If you have assigned the homework:

❶ Have students bring the letter or a printed version of their e-mail to class. Ask them if they would like to read it to the class.

❷ After several students have shared their letters; ask some questions about the letters to check comprehension. T: *Where is (name's) pen pal from? What is her name? Does (name's) pen pal have brothers or sisters?*

If you haven't assigned the homework

1. In the next class, hand out some letters (that you have either written yourself or taken from a writing textbook) to the students.

2. Have students read the letters to the class and then ask comprehension questions about them. T: *What is the name of the boy who wrote the first letter? Where does he live? Does he travel very much?*

English in the Real World

Here are some ways to use the ideas in this unit outside of class.

With another student or a native speaker

Set up a letter or email exchange.

Take it further

Practice your English in a chat room.