

Unit Overview

Topic: Meeting people

In this unit students focus on introducing others. In the Conversation, students listen as Laura introduces Luis to a new co-worker. They learn the rules for using “be” and “have” and wh- questions in How English Works. Students introduce a variety of people in different Situations. In the Communication activity, students ask questions and introduce each other. In English Out There, students write descriptive profiles.

Audio CD-1:


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

Warm Up (books closed)

This activity activates vocabulary students can use to introduce people.

1. Greet students and introduce the warm up. T: *In the last class, we introduced ourselves. Now let's introduce other people.*
2. Say a few sentences about 1 of the students (try to use something that they said about themselves in the last class). T: *This is (name) and he's....* Walk over and stand beside the student. T: *He (she) wants to... and he (she) likes....*
3. Ask the students to introduce a few classmates to each other. T: *Now you try. Introduce the person on your left to the person on your right.*
4. Walk around the class to help students, allowing for every student to introduce at least one person.

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 we use to introduce other people.*
- 3  Read the words or play the audio. T: *Let's look at some life events first.*
- 4 Explain any of the life events that students don't know. T: *Are there any of these words you don't know?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: graduate, travel, etc.*
- 6 Elicit additional life events. T: *Can anyone think of other important events in your life?*
- 7 Have students think of additional life events in pairs for 1 minute. Then have them share their new items with the class.
- 8 Repeat Steps 3 through 7 for Relationships and Describing people's personalities.

Vocabulary Preview: word stress and other examples


<p>Life events</p> <p>move</p> <p>graduate</p> <p>get a job</p> <p>change jobs</p> <p>go to college or university</p> <p>travel</p> <p>work abroad</p> <p>study abroad</p> <p>buy a home</p> <p>Other examples</p> <p><i>buy a car</i> <i>get your first job</i></p> <p><i>have a baby</i> <i>get married</i></p>	<p>Relationships</p> <p>classmate</p> <p>roommate</p> <p>friend</p> <p>best friend</p> <p>boss</p> <p>co-worker</p> <p>Other examples</p> <p><i>teacher</i></p> <p><i>student</i></p> <p><i>boyfriend</i></p> <p><i>girlfriend</i></p>	<p>Describing people's personalities</p> <p>friendly</p> <p>serious</p> <p>funny</p> <p>cute</p> <p>smart</p> <p>enthusiastic</p> <p>Other examples</p> <p><i>nice</i></p> <p><i>shy</i></p> <p><i>outgoing</i></p> <p><i>loud</i></p> <p><i>quiet</i></p>
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Conversation page 16

This section provides models for introducing people.

❶ Introduce the activity. Ask students questions about individual frames in the story. It's okay if students give 1-word answers. T: *Now turn to page 16. Look at the illustrations. In Frame 1, where are these people? [in an office/at work] What do you think the man is doing? [working/using his computer] Look at Frame 3. What is happening here?[an introduction] Look at Frame 5. Do you think this is a happy situation? [yes]*

❷ Set up the situation before playing the audio. T: *Laura and Sam work together. Laura is going to introduce Susan 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 listen to the questions. Circle the best answer.*

Question 1: Where is Susan from?

Question 2: What is Susan's job?

Question 3: What does Laura say about Luis?

❺ Go over the answers with the class. T: *(Name), what did you circle for number one?*

Answers

1. (b) Singapore (In Frame 2, Laura says, "She's from Singapore.")
2. (a) project director (In Frame 2, Laura says, "She's our new project director for the Star One program.")
3. (a) She says he's talented. (In Frame 4, Laura says, "Luis is very talented.")

Optional

Ask students a few open-ended questions about the conversation. T: *Will Susan like her new job? What is Laura's job? What kind of office do you think this is?*

❻ Put the students into groups of 3 to say the conversation. T: *Say the conversation with your group. After you read it once, switch characters and read it again.*

Practice Point

As students practice, use real information.

- Use gestures: knock on the door, use open hand gestures to point to each other, shake hands.
- Make eye contact when you talk. It is okay to look at the book to get your line, but always look up at your partner when you speak.
- Practice again. Use real information. Say a compliment about each person you introduce. For example, "She's a very good student."/"He's an interesting guy."

❼ After the students have practiced the conversation a few times, have them replace the words in red. T: *Now say the conversation again. (Show the students the replacement words.) Replace the words in red with the words at the bottom of the page.*

❽ Walk around the classroom, helping students as necessary.

❾ Have a few volunteers repeat the conversation from memory. It's okay if they don't use the exact words, as long as the meaning is the same.


Culture Notes

- Laura introduces Luis to Susan. In formal situations, we often say the name of the "important" person first. For example, "Susan, this is Luis." Or we often say something about the important person first, "She's the project director."
- Laura says, "Luis is very talented" (Frame 4) and "Susan has a lot of experience..." (Frame 5). She gives a compliment about each person after she introduces them. It's common to say something positive about each person after we introduce them.
- Susan says, "Same here" (Frame 6) after Luis says, "I'm looking forward to working with you." We often say, "Same here" as a way to repeat a comment.

How English Works page 17

This section focuses on the simple present, “be” and “have”, and wh- questions.

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: Simple present

4 Say the example. T: *Susan comes from Singapore.* T: *Can you find a sentence like this in the Conversation? (Frame 2: She’s from Singapore.)*

5 Write on the board: *Susan works for Globe Tech.* T: *We use simple present in introductions to give more information.*

Underline works. T: *We use simple present for facts.*

6 Give more examples if necessary. Read through the rest of the Rule and More about it: simple present. Ask students if they have questions. T: *Any questions about the simple present?*

Grammar Point 2: Using “be” and “have”

7 Say the example. T: *Luis is very talented.* T: *Can you find this sentence in the Conversation? (Frame 4)*

8 Write on the board: *Paul has a nice smile. Laura is friendly.* T: *When do we use “have” and when do we use “is”?* Underline has and is. T: *We use “has” with physical features.*

Point to “a nice smile” in the first example or circle it. Give more examples as needed.

9 Go over the rest of the Rule and More about it: really and very. Make sure students understand the grammar. T: *Do you have any questions about using “be” and “have”?*

Grammar Point 3: Wh- questions

10 Say the example. T: *Where’s she from?* T: *We use wh- questions to ask for information.* Write on the board: *Where does she work?* T: *We use “where” for places.* Underline Where. Give some more examples of questions with “where” as necessary.

11 Read through the rest of the Rule and More about it: using how. Check for questions

Using the Grammar

- 12 Finish the lesson by asking students some questions about themselves.
- Questions with simple present: T: *Do you take the train to work/school? Do you like English?*
- Questions with “be” and “have”: T: *Are you serious? Do you have brothers and sisters?*
- wh- questions: T: *Where are you from? When do you study?*

Grammar Guide

Grammar Point 1: Use simple present tense to talk about

- facts (things that are true and don’t change much). Example: *They come from Taiwan.*
- things that happen regularly (often, every day). Example: *Yoshi comes to class every day.*

Grammar Point 2: Generally, we use “have” to talk about appearance, the way someone looks. Example: *He has black hair.*

We use “be” to talk about someone’s personality. Example: *He is funny.*

Grammar Point 3: To form a wh- question, begin with a wh- word and follow with question word order (verb + subject). Example: *Why are you late? Why do you arrive late everyday?*

Answers

1. Chris takes the 8:15 train.
2. Dave doesn’t like coffee.
3. Paul has a nice smile.
4. Susan and Luis are serious.
5. They’re very cute kids.
6. What’s that?
7. When does the party start?
8. Why are you so late today?
9. How much time do you have?
10. What color is this?

Situations page 18

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 the people? [at a party/in a house] In Frame 2, what are the two boys doing? [shaking hands] What is happening in Frame 3? [an introduction] Look at Frame 4. What are the women at the table doing? [having lunch/drinking something] In Frame 5, what instrument does the woman play? [the piano]*

② Put students into pairs and have them fill in the missing parts of the conversations.

③ Allow time for students to fill in the blanks and then check for questions.

④ Have the students read the conversations aloud. Put them into groups of 3. T: *Now, practice Conversations 1 to 5 with your group.*

⑤ Have students switch roles and read the conversations again. T: *Now switch roles and say the conversations again.*

Everyday Expressions

Write the following expressions on the board. If students finish early, they can practice with these substitutions.

Frame 1: That one. = The guy over there.

He has red hair. = The guy with red hair.


Frame 2: He lives in our dorm. = He lives in the same dorm.

Frame 3: Nice to meet you. = Good to meet you.

She's from our office in Korea. = She's from our Korea office.

Frame 4: This is Lisa Jenkins. = I'd like you to meet Lisa Jenkins.

Frame 5: a really good musician = a very talented musician

⑥  Play the audio and have students check their answers. T: *Now listen to the conversations. Check your answers.*

⑦ Have the students cover the words and try to have the same conversations again.

T: *Now, cover the words. Say the conversations again.*

⑧ After students have practiced all 5 conversations, have them make their own conversation. T: *Now look at number 6. Work in groups of 3. Introduce your partners. Take turns.*

⑨ Ask a few students to introduce their partners for the class. T: *(Names), would you repeat your introductions for the class?* Students can present their conversations in front of the class, or stay at their seats.

Extension for Frame 6

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

Situation 1: *You introduce your best friend to a girl/boy that he/she likes.*

Situation 2: *You introduce your parents to your teacher.*

It's okay for students to write out their dialogues. Ask a few volunteers to say their dialogues for the class.

Answers

1. A: Who is that good-looking guy?

B: Which one?

A: That one. He has red hair.

B: Oh! That's John. Hey John! I'd like you to meet Susan.

2. A: Ahmed, this is Julian. He lives in our dorm.

B: Hi, Julian! What floor do you live on?

C: I live on the 8th floor.

3. A: Simon, this is Yung-Jin Lee. She's our new project director.

B: Nice to meet you. (good)

C: Nice to meet you, too.

A: Yung-Jin is from our office in Korea.

4. A : Hi, everybody. This is Lisa Jenkins. She's our new history teacher.

B: Hi, everybody. Nice to meet you.

5. A: Emily is a really good musician. (very)

B: Really! What instrument do you play?

C: I play piano.

A: Can you play something for us?

Communication page 19

In this activity, students learn more about each other and introduce each other to the class.

① Warm up: Bring in a picture of a person (a personal photo, or a photo from a magazine). Tell the class about him or her while holding up the picture. T: *I'd like to tell you about (my friend, Steve). His favorite food is... His favorite activity is...*

② Ask students questions about your presentation. T: *Who wants to meet Steve? Why?*

③ Introduce the main activity. T: *Look at the top of page 19. Read the questions. Write your answers in the blanks. You can go over the questions to make sure students understand them.*

④ After students have written their answers, put them into pairs. T: *Now, ask your partner the questions.*

⑤ Choose 2 students to model the example. T: *(Names), would you read the example together? Great.*

⑥ Remind students to ask for more information and record their partner's answers. T: *Write down your partner's answers. (Show the students where to write them.) Remember: ask "Why?" and write down the extra information.*

⑦ Walk around the room as students ask questions, helping when necessary.

⑧ After students have finished, have them introduce their partners to the class. T: *Now we're going to introduce our partners. Model the example. T: Hello everyone. I'd like you to meet (name). Let me tell you about him. His favorite movie is..., he likes..., and he likes to..." Now you try.*

⑨ You can follow up with a few questions. T: *(Name), do you remember who likes to (eat pizza)? Who(has lived abroad)?*

Bonus

⑩ Introduce the activity. T: *Now, find a new partner. Ask the questions again. Ask a new question, too. Check to see that students understand the instructions.*

⑪ Walk around the room as the students ask their new partners questions. Offer suggestions for new questions. T: *Did you ask*

him about his family? You could ask her if she likes to travel.

⑫ After a few minutes, allow students to return to their seats. Wrap up the activity with a few questions. T: *(Name), Who was your new partner? What did you learn about her? What new questions did you ask?*

Communication Expansion

1. Take a class poll. Ask the class the questions in Step 1 (What is your favorite place in this city? etc.). Record their answers on the board. If the class is large, put students into groups and have one person in each group ask the questions and record the answers.
2. Circle all of the duplicate answers for each question and count them. What are the "class favorites" for each question?

Extension Writing Activity

1. Write 3 or 4 short sentences about someone you like.
2. Write 3 or 4 sentences about a famous person.

English Out There page 20

This activity encourages students to learn more about people they admire.

❶ Warm up: Ask the students to name a few famous people and ask some questions about the people they name. T: *Can you name some famous people? What can you tell me about him/her?* Encourage students to tell you where the famous people are from and what they are famous for. T: *Where is (name) from? Why is he/she famous?*

❷ Introduce the activity. T: *Now let's learn more about some other people. Let's read the profiles on page 20.*

❸ Read the profiles or ask for volunteers. T: *Would someone like to read the first one?* Choose a volunteer. (This is Miguel Reyes. He's a programmer. He's from... etc.)

❹ Ask the questions in Step 1. T: *Which person would you like to meet? Why?*

❺ Have students write their own profile. T: *Now, use the space in your book to write your own profile. You may ask the students to add a new piece of information about themselves.*

❻ Walk around and offer students help when needed.

❼ After students have written their profiles, ask for volunteers to read them to the class. T: *Would anyone like to read your profile 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.*

❾ Give students ideas of how to find profiles online. T: *Page 111 has a list of websites with profiles to help you. Have students turn to page 111 to look at the URLs. You can use the sites listed or find your own.*

❿ Explain how the homework will be presented in a later class. T: *Bring the profile you find 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 them

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.*

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 their 3 facts to class. Put the students in pairs and have them introduce the people to each other using their 3 facts.

❷ After students have introduced the people to each other, have them trade fact sheets and introduce the people on their new sheets to someone else in the class.

If you haven't assigned the homework:

Find and print some profiles of famous people. In the next class, tell the class 3 things about the person and see if the students can guess who you are talking about.

English in the Real World

Here are some ways of using the ideas in this unit outside of class:

With another student or a native speaker

Research a famous person. Then, meet and exchange information with each other.

Take it further

Find a fan site on the Internet about your favorite celebrity.