

## PREVIEW



### Relationships

**Unit Focus** In this unit, students interview and introduce partners and ask follow-up questions.

Functions: Introducing yourself and others, greeting people

Grammar: Reviewing verb tenses: simple present, present continuous, simple past, and future

Vocabulary: Personal information

Clarification language: *How do you spell (it)? What does (that) mean?*

When they finish this unit, students can ask and answer questions about personal information, can ask follow-up questions, and can introduce people.

#### In Brief

- ① & ② Students warm up by matching relationship vocabulary with pictures.
  - ③ Then they work with a partner and talk about relationships.
- Option:** Start with the Optional Warm-up Activity.

#### Lesson Plan

- ① 1. T: *Look at page 12. Step 1: Match the people to the pictures. Students can work alone or with a partner.*
  - ② 2. T: *Step 2: Listen. Check your answers.* Play AUDIO 1–1 or read the audio script. Check by drawing eleven squares on the board to represent the pictures. Point to the correct boxes.
- Option:** Read the words in a different order and have students listen and point to the pictures. Or have students work in groups of three or four. One calls out words and the others try to find the pictures quickly.

#### Audio Script / Answer Key

The underlined words correspond with the pictures on the PREVIEW page, clockwise from the woman identified as “boss.”

boss: My boss is really tough. Everybody respects her.

husband: My husband is from Korea.

coworkers: I have some great coworkers. I love my job.

customer: He’s a regular customer at the Bean Coffee Shop.

stranger: I usually don’t talk to strangers on the train.

relatives (uncle, aunt, cousin): I always visit my relatives during the holidays.

roommate: My roommate never cleans the apartment. I’m the one who does it.

friend: I’ve known my best friend since high school.

wife: My brother and his wife work at home.

classmates: I always study with my classmates.

clerk: The clerk at the coffee house is always friendly.

- ③ 3. T: *Step 3: Work with a partner. Tell about some of your relationships.* Divide the class into pairs. Gesture to show how you want students paired.
- 4. Demonstrate with one pair. Direct them through a few items as others watch.
- 5. Give students time to do the activity.



#### Optional Warm-up Activity

##### Circle game

**Procedure:** On the board, write the following:

*I’m \_\_\_\_\_ . I like \_\_\_\_\_ .*

*You’re \_\_\_\_\_ . You like \_\_\_\_\_ .*

Students work in groups of eight to ten. Students stand in a circle. One begins by introducing herself and saying one thing she likes. (*I’m Mai. I like swimming.*) The next student continues by repeating that information and adding his own. (*You’re Mai. You like swimming. I’m Ken. I like to travel.*) The third student repeats the information about the first two and adds on. The game continues until all students have added information.

##### Variations:

- Instead of having students go in order, use a ball, crumpled up newspaper, or similar object. Students throw the ball to whomever they want. That person takes the next turn.
- Make a rule that the thing students say they like has to start with the same letter as their name: Mai – *music*, Ken – *kendo* (or *Kentucky Fried Chicken*).
- If your students have a variety of occupations, you may want to use *I’m a (job title)* for the second sentence. This can also be used as an expansion activity anytime during or after this unit.

#### 1 Tips for Better Teaching

##### Getting started

Good teachers embrace the opportunity to change and grow. The Tips for Better Teaching feature of this Teacher’s Manual is just such an opportunity. Several times in each unit we present a quick tip designed to help students become better students and teachers become better teachers. Some tips are activity ideas for your students. Others are teaching ideas for you. We aim to accommodate even the busiest teacher by presenting the ideas in tip form. We hope you find them useful. **Note:** You may want to skim all of the tips now so that you don’t get to Unit 10 or 11 and think, “Hey, that’s an idea I could’ve used earlier!”



*It's nice to meet you.*

### In Brief

Students hear four conversations with introductions and reintroductions.

1 They infer situations.

2 They identify the topics discussed.

In ABOUT YOU, students answer questions about themselves, then discuss answers with a partner.

### Lesson Plan

1 T: **Look at page 13. You are going to hear people saying hello. The target is listening for inference: situations.**

2 T: **Step 1: Listen. Are they meeting for the first time? Circle YES or NO.** Play AUDIO 1–2. Stop after the first one to make sure students know the answer and understand what to do. T: **Are they meeting for the first time? How do you know?** (For the first introduction: NO. Scott knows Will and Kelly—they recognize each other. For the second introduction: YES. Scott does a formal introduction: *Julie, I'd like you to meet Will and Kelly . . .*)

3. Play the rest of the audio. Students do the task. If necessary, pause the audio to give students time to think and respond.

4. After you have played all the segments, have students compare answers in pairs or small groups. Check by having students say the answers while you write them on the board. (See the Answer Key.) (If your students find listening very challenging, try the option on page T16.)

### Audio Script

#### Number 1

A: That was really good.

B: Yes, it was. Dinner was good, but that dessert!

A: Wasn't that great?

B: Yeah.

A: Scott!

C: Hey! How are you two doing? How's married life?

A: Uh, it's great. You should try it.

C: I just might. There you are!

D: Sorry I'm late.

C: You're not. Julie, I'd like you to meet Will and Kelly. Will and Kelly, this is my girlfriend, Julie.

D: Nice to meet you both.

A: Good to meet you.

B: Nice to meet you too. . . .

#### Number 2

A: Dude!

B: Dude! You're taking this class too?

A: I have to. It's for my major. You know I wouldn't take it otherwise.

B: Nah, don't worry. I took a class from her last year. She's OK.

A: I hope so. That's what I hear, anyway. So, what's up?

B: Nothing much. Been working

A: Yeah. Me too. I'm looking for a new job, though. My boss, you know . . .

B: Uh-huh. I know.

### Number 3

A: I'm sorry. I don't understand how this works. Could you help me?

B: Sure. It's an old one. It's hard to work. So, you're new here?

A: Yes, I've only been here a week. My name's Tracy.

B: Well, nice to meet you, Tracy. I'm Nina.

A: Thanks for your help, Nina.

B: No problem. Would you like to join us for lunch? Some of us go out on Fridays, nothing fancy, someplace like Chili's or something.

A: Sure, that'd be nice.

### Number 4

A: Angela? Angela Todd? Is that you?

B: Yes? Kim! It's so great to see you again. How long has it been, five years?

A: Yes. I've been living out on the West Coast, but I just moved back. I started a new job here with Bank of America and everything's great. How about you? How are you doing?

B: Good, really good. I'm still working at Citibank.

A: That's great. So what are you doing now?

B: Well, I got a promotion recently. I'm now the V.P. of Financial Services.

A: Congratulations! But I mean what are you doing right now? I was hoping we could catch up a bit.

B: Oh. I was going to do some shopping, but it won't take long. Do you want to come along and . . .

### Answer Key

1. No, Yes 2. No 3. Yes 4. No

2 5. T: The target is listening for general understanding: topics.

6. T: **Step 2: Listen again. There are two topics discussed in each conversation. Which is discussed first? Second? Number them "1" or "2." There is one extra.** Play AUDIO 1–2 again. Continue as in lesson plan steps 2–4. **Option:** Play the audio again to allow students to check.

### Answer Key

1. dinner, marriage and dating 2. a class, work  
3. a problem, lunch 4. work, shopping

### ABOUT YOU

7. T: **Listen to ABOUT YOU. How would you respond? Write your answers.** Play AUDIO 1–3. **Option:** Stop after the first one and elicit a few sample answers. (1. *Nice to meet you. Hi, I'm (name).*)

8. Check understanding by asking a few students what they wrote for each number. T: **What did you write for number one?**

9. T: **Can you remember the questions? Ask a partner.**

### Audio Script

1. Hi. I'm Nicole Thomas. 2. It's nice to meet you.

3. What do you do? 4. Interesting class, isn't it?

5. How's everything going so far?

Continued on page T16.



*Great to see you again.*

## In Brief

- ① & ② Students practice a conversation about two characters reintroducing themselves.
-  In DRAMA COACH, students get tips on how to role-play the conversation.
- ③ Then they change the conversation to be about their lives and interests.

## Lesson Plan

- ① 1. T: *Look at page 14. People are at a party. A man sees a woman that he met last year. Step 1: Listen.*  Play AUDIO 1–4.
- 2. If any vocabulary is new, explain it or ask students to guess the meaning.
- 3.  Play the conversation again. Stop after each line and have students repeat it. You may want to have them repeat the line silently, thinking about pronunciation before saying it out loud. T: *Listen again. Repeat silently. Listen to the pronunciation in your mind. Now repeat out loud.*

## Audio Script

- A: Hi. Uh. Do you remember me? I'm Michael. We met at a party last year.
- B: Michael. What a surprise! Let's see. You're into tennis, right?
- A: That's me. And you're into swimming. Yeah?
- B: Yeah. Great to see you again.
- A: You like dancing too, right?
- B: Yes, but it depends on the music.
- A: Well?
- B: Maybe later. Let's have a drink first.

- ②  4. T: *Step 2: Stand up. Practice the conversation with a partner.* Gesture to show how you want students paired.
- 5. As students practice, circulate and help. Encourage students to use the substitution words. T: *Use the "changes" under the pictures. You can use other words too.*



## DRAMA COACH

- 6. Encourage students to experiment with the conversation: T: *DRAMA COACH. Stand up. Walk around. Talk to many people at the party.* You also may want to use the video example, available for viewing or download at [www.efcafe.com](http://www.efcafe.com). **Note:** The DRAMA COACH video features actors enacting the scene from the CONVERSATION page. Often the actors improvise, paraphrasing the characters' lines. Therefore, it's important that you encourage students to focus on the actors' gestures, vocalization, and interaction, rather than on any discrepancies in wording.

## Audio Script

Hi, everyone. This is Adam, your Drama Coach. Welcome to *English Firsthand 2*.  
 In this scene, you're at a party. You're listening to music.  
 When you practice, add actions. Stand up. Walk around. Talk to other people at the party.  
 How do you feel when you're at the party? Shy? Nervous? Friendly? And remember: Let your voice show your emotion.  
 OK. Have fun with this one.



## 3-minute Conversation Task

- ③ 7. T: *Step 3: 3-minute Conversation Task. Close your book. Have a conversation. English only. Talk about your life and interests.* **Option:** Have students continue in the context of a party. They have short conversations with several people. You may want to write on the board a few "conversation ending gambits" such as these:

*Would you excuse me? There's someone over there I need to talk to.*  
*Nice talking to you.*

*I'm sorry. I see someone I think I know.*



## Options and Variations

- \* Point out that we all have an *inner voice*. That means, as we talk to other people, we are also talking to ourselves. This can be a useful tool in the classroom. To work with the inner voice in this conversation, have students imagine (and, perhaps, write in the margins) the things each character is thinking. For example, maybe the man is really interested in the woman. What is he thinking? What is the woman thinking? After students think of the inner voice conversation, they can perform it for another pair. For more inner voice practice ideas, see the Teacher's Resources link at [www.efcafe.com](http://www.efcafe.com).



## General Notes

- DRAMA COACH helps add vocal and physical variety to the conversation practice. Students are encouraged to "play" with their character. This makes the practice more interesting and more memorable. Also, language is more than just words. DRAMA COACH lets students explore their tone of voice and body language. A video presentation of this section is available for viewing or download at [www.efcafe.com](http://www.efcafe.com).

*Interview me.***In Brief**

- ① Students practice pronunciation, rhythm, and stress.
- ② & ③ They think of questions an interviewer would ask them. Then they exchange books and interview their partner.
- ☑ In CHALLENGE! students report what they learned to another pair.

**Lesson Plan**

**Option:** Introduce this page with option \*.

- ① 1. Divide the class into pairs. One student in each pair is A. The other is B. T: *Work with a partner. A, look at page 15. B, look at page 16. Today's goal is to write interview questions. Then interview your partner.*

**Pronunciation**

2. T: *Step 1: Pronunciation. Look at the Pronunciation box at the top of the page. Listen.* Play AUDIO 1–5.
3. T: *Now listen again. Repeat the words silently. In your mind, match the stress and the rhythm.* Play the audio again.
4. T: *Now listen again. Repeat the words out loud. Make your pronunciation the same as what you hear.* Play the audio again. **Note:** The boldfacing of the words in the *Pronunciation* box indicates the syllables and words that students should try to stress. The boldfacing does not correspond to all stressed syllables, only the most important ones. This allows students to focus on the main stress points in each sentence.

**Audio Script**

- A: **What's** the most **interesting place** you've **ever visited**?  
 B: **China**.  
 A: **What** did you **do** there?  
 B: I saw the **Great Wall**.  
 A: **Why** did you **go** there?  
 B: For **fun**. It was a **vacation**.  
 A: **Who** did you **go** with?  
 B: Some **friends**.

**Think Time**

- ② 5. T: *Step 2: Think Time. Your partner will interview you. Help your partner. Think of interesting questions about yourself. Write them in the speech bubble.* Allow time for students to write questions.
6. Circulate and help. If students are having difficulty, point out the ideas on the board if you did option \*. If you didn't do it, just ask students some questions from the \* list. (See option \*.) You may want to play soft background music during this time. (Try option ❖.)
- ③ 7. T: *Step 3.* As the class watches, direct one pair through the beginning of the task. (To Student A) T: *Exchange books with B. Now A has B's book. B has A's book. A, ask B the questions B wrote. Then ask at least two more questions. Then switch.*
8. Have students do the task. As they do, circulate, answer questions, and note areas that need more work.

**Outcome**

9. As students finish, ask individual pairs about their outcome. T: *Which of your partner's answers surprised you the most?*

**CHALLENGE!**

10. T: *Look at CHALLENGE! at the bottom of the page. Join another pair. Introduce your partner. Learn about your new partners too.* (Try option ♦.)

**Options and Variations**

\* To help everyone get started, you might tell students that they are going to be interviewed. Ask what kinds of questions they think will be interesting. Write ideas on the board. Here are some examples:

- *What's the most interesting . . . place you've visited? / food you've eaten? / book you've read lately?*
- *Have you ever . . . been bitten by an animal / visited another country? climbed a mountain? / ridden an elephant? a horse? a camel?*
- *Who . . . is your favorite actor? musician? politician? / is someone famous you've seen or met?*

- ❖ The last two tracks on the classroom CDs contain background music. You may want to play music during *Think Time*.
- ♦ Normally, as students are working on Step 3, we encourage teachers to simply write on the board *Finished? Do CHALLENGE!* at the bottom of the page. After students have finished Step 3, you can just point to this message to encourage students to start CHALLENGE! But since this is the first unit of the book, we suggest you introduce CHALLENGE! as a step in the lesson plan.

**General Notes**

- This unit's PAIRWORK activity is a get-to-know-you, ice-breaker task. Of course, in a usual interview, the interviewer thinks of and writes the questions. But, since the participants don't know each other, they don't know what interesting facts and stories their partner has to tell. By writing their own questions, students are able to "steer the interview" to interesting information.
- Students might be surprised that the pronunciation task asks them to repeat silently before repeating out loud. It is important to understand that pronunciation problems are often actually listening problems. Unless students can really hear the target, it is hard to pronounce outside of a highly controlled drill situation. Also see Pronunciation Map & Senses on page T16. In each unit of *English Firsthand 2*, a multi-sensory pronunciation activity is introduced. Research shows that multi-sensory learning leads to far higher retention than single-sensory learning.

**Continued on page T16.**



## Interview me.

### Author Notes

You'll notice that the lesson plans in *English Firsthand 2* include a teacher's script. We include a script for two reasons. 1) Notice that the script is written in very short sentences. Many beginning teachers confuse students by talking too much. Students can't figure out what's important and what isn't. So the scripts explain the tasks as simply as possible. 2) Also, although we certainly don't recommend it, we do know that, at times, nearly everyone has to teach a lesson that they haven't had time to really prepare for. This is called "three-step planning." (Three steps before the classroom door, you think, "What am I going to do?") The scripted plans make it easier for you to do the lesson.

### Pronunciation Map & Senses

This section offers tips for pronunciation. Different learning styles and senses—including visual (*sight*), auditory (*listening*), and kinesthetic (also called "haptic" or *touch / movement*)—are addressed. At a minimum, these activities will help students notice the Pronunciation box.

#### The silent approach

Read the sentences in the *Pronunciation* box. Pause after each. Have students follow along and repeat each one silently.

That is, they move their mouths as though they are saying the sentences, but they make no sound. This may seem odd to students at first. However, it allows them to focus on how they form the words—how their lips, teeth, and tongue are moving. (When students are actually speaking, they often are worried about getting the words out.) You may want to try a traditional "Listen and repeat" approach first, to provide contrast to this method. Most students will find that the "silent approach" makes them much more aware of pronunciation.

**Note:** This technique is from Judy Gilbert, author of *Clear Speech* (Cambridge). Some of the other techniques in this section are based on ideas by Adrian Underhill, author of *Sound Foundations* (Macmillan), and Jane Revell and Susan Norman, authors of *In Your Hands* (Saffire).

### Expansion Activity

#### Ten questions

**Procedure:** Students start in groups of about ten. They write their names at the top of a piece of paper. They number the paper from one to ten. They then pass their paper to the person on their right. That person writes a question directed to the person whose name is at the top. They then pass it to the next person who writes another question, etc. Continue until ten questions have been written. The papers are then returned to the person whose name is at the top. Next, students work in pairs. They trade papers and ask each other the questions. When pairs have finished, have all or some of the students report one or two things they learned about their partner.

#### Variations:

- In small classes, have students write two questions on each paper.

- While the papers are being passed around, you might want to circulate and indicate any major errors and then correct them. This is loosely based on an activity called "Grammar Round" in *Alternatives* by Richard and Marjorie Baudains, Longman, 1990.

- This activity can be used anytime during or after the unit.
- For more activities, use the Teacher's CD-ROM in the back of this manual or click on the Teacher's Resources link at [www.efcafe.com](http://www.efcafe.com).

### Tips for Better Teaching: Speaking

#### Focusing on the language model

Teachers in communicative classes are sometimes tempted to skip over the language models and get students into the speaking task immediately. This is a mistake. Take a few minutes to focus on the PAIRWORK *Pronunciation* box. This will increase your students' understanding of the task and therefore their ability to do it successfully.

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**LISTENING: Continued from page T13.**

### Options and Variations

\* Extra preparation listening warm-up: The following questions are preview questions that give students a chance to listen first, or listen an additional time, with a different task. Students work in pairs. They close their books. Read the questions below. (Write them on the board for extra support.) Play the audio, one section at a time. Students try to answer these questions:

- How many speakers are there?
- Are they male or female?
- Do they sound young, middle-aged, or older?
- Are there any background sounds? What kind?
- Do they hear words that give hints about the situations?

### Language Notes

*dude* = an informal greeting or term of address among young people, meaning friend

### Tips for Better Teaching: Listening

#### Previewing

Before playing the audio, give students time to look over the task. In "real life" we usually know why we are listening to something. By looking over the task, students become aware of what they are trying to catch.

**In Brief**

- ❶ In *Grammar Target*, students review verb tenses: simple, present continuous, simple past, and future.
- ❷ In *Grammar Check*, they complete and match questions and responses.
- ❸ In *Vocabulary Check*, they complete sentences using words from the word box.
- ☀ In EXTRA, partners practice reviewing tenses. You may want students to do this page as homework, either in their books or online at [www.efcafe.com](http://www.efcafe.com).

**Lesson Plan****✓ Grammar Target**

- ❶ 1. T: *Step 1: Grammar Target. Read the questions. Notice the verb tenses in boldface. Write the tenses beside the sentences. Can you say these verb tenses in your language?* Give students time to work.

**Answer Key**

1. simple present
2. present continuous
3. simple past
4. future
5. future

If students need extra support, go over page 138 of GRAMMAR EXPLANATIONS in the Student Book.

**✓ Grammar Check**

- ❷ 2. T: *Step 2: Grammar Check. First, read the questions. Then read the responses in the box. Next, complete each response. Then match it to a question.*
3. *Look at the responses "a" through "j." Look at response "f." "Meet" becomes "met." Then "f" matches with question number one.* You may want students to do this in pairs so they can help each other.
4. As students work, circulate and help.
5. Check by having various students write the answers on the board or by having them call out their answers as you write them. (See the Answer Key.)

**Answer Key**

1. f. met
2. j. was fond of
3. e. studied
4. i. am looking for / am going to look for
5. b. to start
6. g. play
7. a. play
8. h. began
9. c. practice
10. d. are holding / are going to hold

**✓ Vocabulary Check**

- ❸ 6. T: *Step 3: Vocabulary Check. Complete the sentences. Use the words from the box. There is one extra. Look at number one. The correct answer is "roommate," so this is written on the line.*
7. Allow time for students to do the activity. Circulate and help.
8. Check as you did with the *Grammar Check*.

**Answer Key**

1. roommate
2. boss
3. coworker
4. stranger
5. favorite
6. free time
7. introduce
8. graduate

**☀ EXTRA**

9. 🗣 T: *EXTRA: Work with a partner. Practice using the tenses. Ask the questions in Step 2. Give original answers.*

**📌 Tips for Better Teaching: Grammar****Personalizing**

Grammar can be very abstract for students. One good way to make it more concrete and memorable is to personalize it—to have students talk about their own lives using the target grammar. That is the approach behind many of the activities on the PAIRWORK and INTERACTION pages. You might even want to take it a step further, having students look at the LANGUAGE CHECK grammar models (Step 1) and write sentences about their own lives using the target forms.



## Your life in your hands

### In Brief

- 1 Students study language models for talking about their life.
- 2 Then they think of interesting questions for a partner.
- 3 Then they trace their partner's hand, interview the partner, and take notes. They introduce their partner to the group.
- 4 In FINISHED? students recycle the task or review vocabulary.

### Lesson Plan

1. T: *Look at page 18. Today's goal: You're going to talk about your life. And you'll find out about your partner.* (Try option ✱.)

### ↔ Language Models

- 1 2. T: *Step 1: Language Models. Try to write the missing words.* Have students do this alone or in pairs.
3. T: *Now listen to check.* Play AUDIO 1–6. Pause to give students time to correct their answers. If they are unsure of meaning or spelling, encourage them to say the clarification phrase *How do you spell that?* or *What does (that) mean?*
4. You may wish to have students repeat the sentences. See the Pronunciation Map & Senses on the PAIRWORK pages for more ideas.

### Audio Script / Answer Key

A: Tell me about your family.

B: There are three people in my family. My mother, my father, and me.

A: Do you like sports?

B: Yes, I'm on the basketball team at school.

A: What do you like to do in your free time?

B: I like listening to music, especially hip-hop.

A: Do you have a job?

B: I work at a convenience store.



### Think Time

- 2 5. T: *Step 2: Think Time. You will interview a partner. What will you ask? Think of five or six interesting questions. Look at the ideas in your book.* Call students' attention to the ideas in the handprint. Read the words out loud. Explain any that are unknown.
6. Allow time for students to think of questions. Circulate and help. You may want to play soft background music during this time.

### 🌟 Action!

- 3 7. T: *Step 3: Action! Work in groups of six. Divide into three pairs.* Indicate how you want students paired. **Note:** If your class doesn't divide evenly into groups of six, have some groups of four. Do not make groups of five. (Try option ❖.)  
T: *First, trace your partner's hand on a piece of paper. Trace means "draw a line around." Then interview your partner. Write your notes in the hand-shape.* Demonstrate this with one pair as the others watch.
8. Allow time for students to work. Circulate and help.

9. When students have had enough time: T: *Now join the other two pairs. Introduce your partner. Tell what you learned. Partners, ask more questions.* Demonstrate with one group.

10. Allow time for students to make introductions and ask questions. Circulate and help. (Try option ✦.)

### ☑ FINISHED?

11. As students finish, write on the board *Finished? Choose one.* When groups finish, just point to what you wrote. You want students to get into the habit of going to the next task on their own.

### 😊 How Did I Do?

12. T: *How did you do on this activity? Rate yourself. Then fill in the progress chart on page 116.*



### Options and Variations

✱ Before students start the activity, brainstorm the kinds of information that are interesting to find out about people. Possibilities include the kinds of items in the Step 2 handprint.

❖ If you have a large class, dividing into groups of six might be challenging. Two easy ways:

- Count off: Take the total number of students divided by six.
- Have everyone stand up. They can sit down when they have formed a group of six. It quickly becomes clear who doesn't have a group.

✦ If students are still interested in the activity, have pairs switch groups and continue.



### General Notes

- Students may be surprised that they are asked to do the cloze (fill-in-the-blanks) activity before they listen. There are two important reasons why the activity is designed this way. 1) In order to fill in the blanks, students must think about the meanings of the sentences. 2) Because they've made a guess, many will listen more closely to see if they were right.
- The Pronunciation Map & Senses note on the PAIRWORK pages of this unit points out the importance of working with the various senses. Notice that this activity is balanced. The page and what students draw are both visual. They are talking and listening to each other for auditory input. Finally, moving from groups to pairs then back to groups, plus tracing the partner's hand, is kinesthetic / haptic.



My profile

**In Brief**

- 1 Students read the profile of KyungSoon from Korea. They fill in missing vocabulary.
  - 2 Then they answer questions about the profile.
  - 3 Then they write their own profile.
- ★ In ON YOUR OWN, students get tips for practicing English outside of class. You may want students to do this page as homework, either in their books or online at [www.efcafe.com](http://www.efcafe.com).

**Lesson Plan**

- 1. T: *Look at page 19. Step 1: This is KyungSoon from Korea. She joined an online social network. Read her profile. Guess the missing words.* Give students two to three minutes to read and guess.
- 2. T: *Now fill in the spaces. Use the words from the box. There are two extra.*
- 3. T: *Listen and check your answers.* Play AUDIO 1–7. Check by writing the words on the board or reading them.

**Audio Script / Answer Key**

Hi, I'm KyungSoon. I'm Korean. I was born in Daegu nineteen years ago. Have you ever been to Daegu? It is the fourth largest city in South Korea. But I don't remember a lot about Daegu because when I was five, my family moved to Seoul, the capital. That's where I grew up. I grew up with my mom, dad, and two brothers. I went to school with my brothers until I finished junior high school.

I entered high school when I was fifteen years old and graduated last year. In high school, I was very active in the tennis club, and I also sang in the chorus. My best subject was English, and my worst was history.

I'm in college now. Last summer, I went on a study-tour to Australia. I especially enjoyed the relaxed style of the people and the great weather. Everyone was really kind, and the group I went with had a great time.

- 4. T: *Step 2: Now answer the questions about KyungSoon's profile.*

**Answer Key**

- 1. five: KyungSoon, mom, dad, two brothers
- 2. They're relaxed and really kind.
- 3. Any supported answer is acceptable.

**Your Story**

- 5. T: *Step 3: Your Story. Write your own profile. What will you include in your profile? Use KyungSoon's story as a model.*
- 6. As students work, circulate, help, and offer encouragement. If some students are having difficulty getting started, ask questions to help them think of content. T: *Where are you from? What do you like to do in your free time? What is something interesting about you—something not true about most people?*

**Follow up.**

- 7. T: *Follow up. Work with a partner. Read what your partner wrote. Ask or write at least three questions.*

★ **ON YOUR OWN**

8. When you finish this unit, as students are preparing to leave class, write ON YOUR OWN on the board. Remind students of the skills they've worked on in the unit, pointing out the "Now you can . . ." statement in the ON YOUR OWN bubble. T: *Now you can interview others and introduce yourself in English. Keep practicing on your own!* Go over the English practice options. Ask students individually which they'll try before the next class. You want your students to get into the habit of working on their English outside of class.

**General Notes**

- This profile is based on what a Korean university student wrote on her social networking page.
- As an in-class introduction or follow-up, or as a way for students to practice on their own, search other social networking pages and have students choose someone they would like to meet.

**Fluency Frame Topics**

*Let me introduce myself.*

- See Unit 0 in this manual for activity instructions.

**1 Tips for Better Teaching: Reading and writing**  
**Guessing from context**

When doing a cloze (fill-in-the-blank) activity, it is a good idea if students try to fill in the blanks before they listen to the audio. When they do so, they have to think about overall meaning. They are guessing from context. They will not always correctly guess the words that go in the blanks, but there is more thinking involved. When they simply "listen and write the word," they are "word-spotting," which doesn't require paying attention to or understanding context.