

## It's nice to meet you.

## PREVIEW



## Personal information

**Unit Focus** In this unit, students introduce themselves and exchange personal information.

Functions: Meeting people, sharing personal information

Grammar: Using simple present questions and answers.

Vocabulary: Occupations, hobbies, and interests

Clarification language: *How do you spell (that)?*

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

**In Brief**

❶ & ❷ Students study and label pictures showing occupations, hobbies, and interests.

❸ Then they ask partners about their interests.

**Option:** Start with the Optional Warm-up Activity.

**Lesson Plan**

❶ 1. T: *Look at page 1. Step 1: Look at the pictures. Write the occupation, hobby, or interest. How many more can you think of? Look at the first picture. What is the man?* (a student) Students can work alone or with a partner.

❷ 2. T: *Step 2: Listen. Check your answers.*

🔊 Play AUDIO 1–1 or read the audio script. **Option:** Read the words in a different order. T: *Listen. 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, from left to right, on the PREVIEW page.

**Occupations**

student: I'm a student.

engineer: My father is an engineer.

office worker: My sister wants to be an office worker.

teacher: Do you want to be a teacher?

stay-at-home mom (dad): My mother is a stay-at-home mom.

**Hobbies and Interests**

go dancing: We like to go dancing on Saturday nights.

surf the internet: Do you surf the internet a lot?

listen to music: I like to listen to music.

do magic tricks: Can you do magic tricks?

go to the theater: My sister likes to go to the theater.

do fingernail art: My best friend does fingernail art.

dine out: How many times a month do you dine out?

exercise: I like to exercise.

❸ 3. 🗣️ T: *Step 3: Work with a partner. Ask these questions: "What do you do? What do you like to do?" Ask more questions.*

Divide the class into pairs. Gesture to show how you want

students paired. Or write the target sentences on the board plus *What's your name?* Have everyone stand and circulate. They ask the questions to various partners. **Note:** If everyone has the same job (i.e., they are all students), change "What do you do?" to "What do you want to do someday?"

4. Give students time to do the activity.

**Optional Warm-up Activity****What's that mean?**

**Procedure:** On the board, write seven to eight pieces of information about yourself (date of birth, hometown, names of parents or other people important to you, where you live, etc.). A few of the items should be a bit unusual (a place you have never been but want to go, a food you hate, etc.). You may want to write a few question patterns on the board:

*Is that your ... ?*

*Were you ... ?*

*Do you have ... ?*

*Are you ... ?*

Students ask questions to find out what the information means. Then they write similar pieces of information about themselves. In pairs, they try to guess what their partner's information means. If possible, have students change partners a few times. This can also be used as an expansion activity anytime during or after this unit.

**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 learners 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!"

*Where are you from?***In Brief**

Students hear three conversations about people meeting each other.

- They identify the nationalities of the people.
- Then they identify the volunteer jobs the people are going to do.

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

**Lesson Plan**

- 1. T:** Look at page 13. *These people are going to be volunteers. They are at a meeting for volunteers. The target is listening for specific information: countries.*
- T:** *Step 1: Listen. Where are they from? Write the names on the lines.* Play AUDIO 1–2. Stop after the first one to make sure students know the answer and understand what to do. T: *Where are Lauren and Kai from?* (England and Japan)
- Play the rest of the audio. Students do the task. If necessary, pause the audio to give students time to think and respond.
- 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 option \* on page T16.)

**Audio Script****Number 1**

- A: I'm Lauren.  
 B: I'm Kai. Where are you from, Lauren?  
 A: I'm from England. How about you?  
 B: I'm from Japan. I live in Tokyo.  
 A: I hear Tokyo's great. I've never been there.  
 B: You'll have to visit some time. So, what are you going to do?  
 A: I'm not really sure. But I'd like to work with children.  
 B: Oh, that'd be great. I really like kids too.

**Number 2**

- A: I'm tired.  
 B: Me too. I came a long way. From the Philippines. I'm Marisa, by the way.  
 A: Hi Marisa. Nice to meet you. I'm HeeSoon.  
 B: So, you're Korean?  
 A: That's right. I grew up in Seoul.  
 B: I'm really excited about this summer. How about you?  
 A: Oh, me too. Have you decided which program you're going to do?  
 B: I'm going to build houses.  
 A: That sounds like hard work.  
 B: I guess it will be, but I really like that kind of thing.  
 A: I haven't really figured out what I want to do.  
 B: Come build houses with us. It'll be fun.  
 A: That does sound like fun.

**Number 3**

- A: That lunch was good.  
 B: It was.  
 A: Oh, by the way, I'm Olga.  
 B: Oh, hi, Olga. I'm Scott. So, you're Russian?  
 A: That's right. I'm from Kursk. And you're Australian?  
 B: Good ear. Yes. I'm Australian.  
 A: Do you know what you'll be doing yet?  
 B: Oh, I'm definitely going to teach English. That's what I'm studying.  
 A: You want to be an English teacher? Actually, I'm going to teach English too.  
 B: Great. What level are you interested in? Kids? Or high school?  
 A: I'm thinking high school.  
 B: Yeah. Me too.

**Answer Key**

- Kai – Japan; Lauren – England
- Marisa – the Philippines; HeeSoon – Korea
- Scott – Australia; Olga – Russia

**2 5. T:** *The target is listening for specific information: volunteer jobs.*

**6. T:** *Step 2: Listen again. What jobs are they going to do? Write them. 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**

- Lauren – work with children; Kai – doesn't say
- Marisa – build houses; HeeSoon – hasn't decided
- Scott and Olga – teach English

**ABOUT YOU**

- 7. T:** *Listen to ABOUT YOU. Answer the questions about yourself.* Play AUDIO 1–3.  
**8.** Check understanding by asking a few students what they wrote for each number. T: *What did you write for number one? What was the question?*  
**9.** T: *Work with a partner. Can you remember the questions? Ask your partner.*

**Audio Script**


- What's your name?
- Where are you from?
- What do you do?
- Do you like that? Why or why not?
- What do you do in your free time?

**Continued on page T16.**





## How do you know Chris?

### In Brief


- 1 & 2 Students listen to and practice a conversation about introductions and interests.
-  In DRAMA COACH, students get tips on how to role-play the conversation.
- 3 Then they personalize the conversation.

### Lesson Plan

- 1 T: Look at page 14. *Chris is having a party. Two people are meeting for the first time. 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: Great music, isn't it?  
 B: Yes, it is. By the way, I'm Emma.  
 A: Nice to meet you. I'm Hiroshi.  
 B: How do you know Chris?  
 A: We play tennis together. Do you play?  
 B: Yes, I love tennis.  
 A: How do you know Chris?  
 B: We're dating.  
 A: Oh, I see.

- 2 4.  T: *Step 2: Work in pairs.* Gesture to show how you want students paired. T: *Stand up. Practice the conversation.*
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. How do you feel meeting new people? Nervous? Excited? Relaxed? Let your voice show your feelings.* Since this is the students' first time with DRAMA COACH, you may want to model speaking with emotion yourself. Exaggerate a bit. You want to show students that it really is OK to "let go" and act. 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. I'm Adam, your Drama Coach. Welcome to *English Firsthand 1*. In this scene, you're at a party. You're listening to music. One person talks to the other person. So, first move your body with the music. Like this. OK? And stand close together. Hold a drink. Make eye contact.

And show your feelings. How do you feel when you meet new people? Nervous? Shy? Relaxed? Let your voice show your feelings. OK? Ready? Let's try it.



### 3-minute Conversation Task

- 3 7. T: *Step 3: 3-minute Conversation Task. Close your book. Have a conversation. English only. Talk about things you like to do.*



### 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. He is wondering if she already has a date. Is the woman interested or put off? When he finds out she is dating, what does he think? After they think of the inner voice conversation, they can perform it for another pair. For more inner voice practice ideas, click on the Teacher's Resources link at [www.efcafe.com](http://www.efcafe.com).



### General Notes

- These people are making small talk. They are trying to find common interests, both to be polite and to keep the conversation going.
- Note that they find something in common (their feelings about the party, the music, or the food) before introducing themselves. This is typical of informal introductions in English.
- Make sure students listen to what their partners are saying so that their responses match.
- The suggestion of silent repetition in lesson plan step 3 is to let students get a mental target of what they want to say. It is explained more fully in the PAIRWORK pronunciation activity on page T15.
- *3-minute Conversation Task:* The goal of any conversation practice is to enable students to have their own conversation, expressing their own ideas. However, to just say, *Free conversation. Speak English!* is often too open-ended for many students. There is no real task. But combining the three-minute task with the challenge of speaking only English gives the activity structure. Consider giving students a minute or so of silent "think time" before they start. They can think about what they will say and how they will say it.
- 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 online.



### Language Notes

The name *Chris* can be for a man or a woman.



## What does she do?

**In Brief**

- Students practice pronunciation, rhythm, and stress.
  - & 3 They exchange information about other people. Then they personalize the task by asking about their partner and telling about themselves.
- In CHALLENGE! students learn more about their partner, then introduce the partner to another pair.

**Lesson Plan**

1. Divide the class into pairs. Explain that one student 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 find out personal information about several people.*

**Pronunciation**

- T: **Step 1: Pronunciation. Look at the Pronunciation box at the top of the page. Listen.** Play AUDIO 1–5.
- T: **Now listen again. Repeat the words silently. In your mind, match the stress and the rhythm.** Play the audio again.
- 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: Where is Pat from?  
 B: She's from Atlanta.  
 A: What does she do?  
 B: She's an office worker.  
 A: How old is she?  
 B: She's in her early twenties.  
 A: What does she do in her free time?  
 B: She likes watching movies.

**Think Time**

5. T: **Step 2: Think Time. Look at the chart. Do you know the words "hometown," "occupation," "age," and "interest"? Fill in the information for yourself.** Allow time for students to read.
6. Circulate and help. You may want to play soft background music during this time. Background music is provided at the end of each audio CD.
7. T: **Step 3: Ask your partner for the information you need. Fill in the chart. Then answer your partner's questions.** As the class watches, direct one pair through the beginning of the task. (To Student A) T: *You are A. Ask B, "What does Kali do?"*
8. Have students do the task. As they do, circulate, answer questions, and note areas that need more work.

**Answer Key**

It isn't necessary to check all the answers. If the students have completed the main task, they've understood and succeeded with the activity. You may want students to compare books to see if they've correctly filled in the blanks.

Kali: Chicago, student, 19, dancing

Max: London, engineer, mid-20s, surfing the internet

MinJung: Seoul, office worker, 20-something, listening to pop music

Kenta: Osaka, teacher, about 40, doing magic tricks

Noi: Bangkok, stay-at-home mom, early 30s, doing fingernail art

**Outcome**

9. As students finish, ask individual pairs about their outcome. T: *Which person would you like to meet? Why?* Then encourage them to go on to CHALLENGE!

**CHALLENGE!**

10. On the board, write *Finished? Do CHALLENGE! at the bottom of the page.*

11. As pairs finish, point to the message on the board. In CHALLENGE!, students find out at least three more things about their partner. Then they join another pair and introduce their partner. To help with that, write the following on the board:

*This is (name) .*

*He's / She's from \_\_\_\_\_.*

*He / She likes \_\_\_\_\_.*

**General Notes**

- Pronunciation problems are often listening problems—until you can hear your pronunciation target, it is hard to say it outside of a highly controlled drill situation. The silent step (*Repeat the words silently.*) helps with this and is explained in Pronunciation Map & Senses.
- Actually asking someone's age would usually be limited to specific situations such as filling out an application. When guessing ages, the terms *early, mid, late, and x-something* are used. These are explained in the "Ages" box, above the chart.
- If students would rather not say their ages, they can say, *I'd rather not say.* Some people prefer to give an obviously fake answer.
- Depending on the situation, the question *Where are you from?* may refer to hometown or to nationality. If asked in a person's native country, the question usually concerns a hometown. If asked in a non-native country, it usually means nationality.
- **Classroom Hint:** We recommend having students change partners regularly. It helps build a sense of class unity. Here are some ways to mix and match:
  - Students work with the person next to them.
  - Students stand up, invite someone to be their partner, then sit down together.

**Continued on page T16.**



## What does she do?

- Students find someone with something in common: same number of letters in their names, same color of clothes, etc.
- Students number off, then find someone with the same number.
- Students take a card and find the person who has the same card in another suit. (Before class, you arrange the deck in pairs: ace of hearts and ace of spades, etc.)
- Students find a partner they haven't talked to that day.

### Language Notes

*stay-at-home mom / dad* = housewife. Typically, the person who stays in the home, taking care of children and house duties, while the other person works outside of the home.

### 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 the 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 by Jane Revell and Susan Norman, authors of *In Your Hands* (Saffire).

### Expansion Activity

#### You and I

**Procedure:** Write the following on the board:

<i>same:</i>	<i>different:</i>
<i>We both ...</i>	<i>I ... , but (name) ...</i>
<i>Both of us ...</i>	
<i>Neither of us ...</i>	

Students work in pairs. They must find three things that are the same and three things that are different. Give examples of questions they might ask: *What kind of music do you like? How many brothers and sisters do you have? What's your favorite TV program?* After they find three of each, they change partners and continue.

- Expansion activities 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

#### Giving students “think time”

Allow two to three minutes of “think time” before students start a speaking task. Research shows that students who have this time to think about 1) what they want to say and 2) how they will say it gain fluency, language complexity, and, if combined with some language awareness work, accuracy. Some students may want to make notes during *Think Time*. Note that talking is fine, but students probably should not write what they want to say. If they do, they are locking themselves into whatever they can produce immediately. That is the opposite intent of *Think Time*. *Think Time* is one aspect of “task planning”—a methodology that is built into the *English Firsthand* series curriculum.

### LISTENING: Continued from page T13.

### Options and Variations

\* Extra preparation listening warm-up: On the board, write the following

*How many men? women?*  
*Is the meeting formal or friendly?*  
*What countries do you hear?*  
*What else do you understand?*

Students close their books. Play the audio. Have students count the number of men's and women's voices. Ask them to note any countries they hear and anything else they understand. After students listen, invite them to say what they understood.

### General Notes

- These conversations take place at an orientation meeting for a volunteer agency. The speakers are going to volunteer during their vacations.
- Students may be able to guess the nationalities of Kai, Marisa, and HeeSoon before they listen. They may recognize the ethnic names. Point out that making use of known information is a good thing.

### 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 notice simple present questions and answers with *where, what, do, and are*.
  - ❷ In *Grammar Check*, they unscramble questions and find another way to say them.
  - ❸ In *Vocabulary Check*, they add words to personal information sentences.
- ☀️ In EXTRA, pairs make a conversation using the target grammar.
- 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. Study the grammar chart on page 17. Compare the questions and answers. The verb tenses in the chart are different. Does that change the meaning? How?* Give students time to work. If they need extra support, go over the grammar explanation on page 138.

**Answer Key**

See page 138 of GRAMMAR EXPLANATIONS in the Student Book for more information.

**✓ Grammar Check**

- ❷ 2. T: *Step 2: Grammar Check. First, unscramble the words to make questions. Look at the example. The words “teacher, a, you, are” becomes “Are you a teacher?”*
3. T: *Next, what is another way to ask that question? Look at the box of questions. “Are you a teacher?” matches “f. Do you help students learn?”* 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 correct answers on the board or by having them call out their answers as you write them. (See the Answer Key.)

**Answer Key**

1. Are you a teacher? (f)
2. How do you know him? (a)
3. What’s your hometown? (d)
4. What do you do? (c)
5. What do you do in your free time? (i)
6. What does your dad do? (h)
7. Do you come from this area? (g)
8. Does she work in the city? (e)
9. Are you going out together? (b)

**✓ Vocabulary Check**

- ❸ 6. T: *Step 3: Vocabulary Check. Read the sentences. Fill in the blanks.*
7. Allow time for students to do the activity. Circulate and help.
8. Check answers as you did in *Grammar Check*.

**Answer Key**

1. nice, meet
2. come
3. work
4. do

**☀️ EXTRA**

9. 🗣️ T: EXTRA: *Make a conversation with a partner. Use Grammar Check questions.*

**📌 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.



## Images of my life

### In Brief

- 1 Students study language models for talking about their lives.
  - 2 Then they draw simple pictures representing things in their lives and personal histories.
  - 3 Then they share their pictures with partners and ask and answer questions.
- In FINISHED? students recycle the task or review vocabulary.

### Lesson Plan

1. T: *Look at page 18. This is called “cave art.” Long, long ago, people drew pictures on cave walls. The pictures told about important things in the people’s lives.* (Try option **\***.) *Today’s goal: You’re going to draw pictures, find out about your partners’ pictures, and talk about your life.*

### ↔ Language Models

- 1 2. T: **Step 1: Language Models.** *Try to write the missing words.* Since this is students’ first time to do this guessing activity, lead them through the first one or two as a full group. T: *Look at the first one. “What’s that? Is it your h—?” What is a five-letter word that starts with “h”?* (house). Have them do the rest alone or in pairs.
3. T: **Now listen to check.** Play AUDIO 1–6. Pause to give students time to correct their answers. If students are unsure of meaning or spelling, encourage them to say the clarification phrase *How do you spell that?* or *What does (that) mean?* These phrases can be found on the inside back cover of their book.

### Audio Script / Answer Key

What’s that? Is it your house?  
Is this a picture of your iPod™?  
Are these your hobbies?  
When did you do that?



### Think Time

- 2 4. T: **Step 2: Think Time.** *First, think of three or four important things in your life. Then draw simple “cave art” pictures.* (Try option **❖**.) *Use the Idea Box to help you.* Read the words in the box out loud. Explain any that are unknown. T: *Your family, interests, where you live, things you’ve done, your plans and dreams.*
5. Allow time for students to write their ideas. Circulate and help. You may want to play soft background music during this time. Background music is provided at the end of each audio CD.

### 🌟 Action!

- 3 6. T: **Step 3: Action!** *Work in groups of three. Look at your partners’ pictures. Say what you think they mean. Ask each partner at least three questions: “Who...?” “When...?” “Where...?” “Why...?” “What...?” and “How...?”* (Try option **◆**.) Demonstrate with one group. Hold up one person’s picture. T: *Look at this. What do you think it means?*
7. Give students time to interact. As they do, circulate, encourage, and ask questions.

### FINISHED?

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

### 😊 How Did I Do?

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



### Options and Variations

- \*** To introduce this activity, show your own cave art (simple pictures of events in your life). Draw pictures on the board. Also write question words: *Who? What? When? Where? Why? How?* T: *These are about me. What would you like to know?* The students ask questions.
- ❖** To give more space for drawing, provide large (A3 or B4) sheets of paper to draw on. Colored pencils are good too.
- ◆** Have everyone stand and circulate. They hold their pictures in front of themselves. Partners look at the picture. They think of questions and comments they would like to make. They don’t actually ask them yet. Instead they think about delivering them in English with the same nuances as in their native language.



### General Notes

- If students spend too much time drawing—something that often happens with students who are good artists and want the picture to be perfect—point out that the pictures should be simple, like cave art! You might need to ban erasers. And if some students are bad artists, excellent. It gives the partners more need to ask questions.
- The time spent drawing pictures serves two important purposes. 1) It personalizes the activity, which increases interest. 2) It also gets students thinking about the content that they will speak about later. This *Think Time* is important in building language fluency and complexity. You may want to give students an extra minute or two after they have drawn, but before they speak, to think about how to explain each item in English. **Note:** This is a variation of an activity by Dan Donlan.




*Let me introduce myself.*

### In Brief

- 1 Students read an introduction from an internet dating site and fill in missing vocabulary.
  - 2 They answer questions about the story.
  - 3 Then they write their own self-introduction.
- ★ 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 JinKyong on the right. She found Tony's introduction on a dating web site. Read the text. Try to guess the missing words.* Give students two to three minutes to read.
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 repeating them.

### Audio Script / Answer Key

Hi, let me introduce myself. I'm half Italian and half American. I'm twenty-two years old and single. I graduated from a top U.S. university last year, and I am now a professional in the IT world.

My hobbies are listening to live music, especially jazz, going to the theater and dining in the country's best restaurants. Of course I don't smoke and I exercise each day to stay in shape.

I enjoy being with children and strongly believe men should play a bigger role in helping bring up children.

Unfortunately, my salary is a little too much for me to spend alone. If you are willing to help me spend it and have some free time, let's start enjoying time together. I'm waiting for your reply.

- 2 4. T: *Step 2: Now answer the questions about the story.*

### Answer Key

1. false: He graduated last year.
2. His message is probably not completely true. It is unusual for people to say they make too much money to spend alone and to talk about dining in the country's top restaurants.
3. *Any supported answer is acceptable.* The actual writer is *English Firsthand* author John Wiltshier, pictured on the far right.

### Your Story

- 3 5. T: *Step 3: Your Story. Write about yourself. For fun, use a little imagination.*
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: *What do you like to do in your free time? What is something unusual or special about you?*

### Follow up.

7. T: *Follow up. Cover or cut off your name. Give your writing to me.*
  8. Shuffle the papers and give out to different students.
- T: *Read someone else's introduction. Ask classmates questions to find out who wrote it.* After students find the writer, they return the paper to that person.

### ★ ON YOUR OWN

9. 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 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.

### Options and Variations

- \* After students find the writer, they return the paper to that person. Once students have both found the writer and received their own paper back, they sit down. In this way, all students end up sitting down with their original writing.
- ❖ After finding the writer, students return that paper to you. You give them another writing to read and find the writer. For this variation, you need to include your own writing to make the cycle work.

### General Notes

- This story is based on a very common complaint about internet dating. A good rule to remember on the internet—and in life—is that if someone sounds too good to be true, he or she probably is.
- If you assigned REAL STORIES as homework, start at lesson plan step 3 if you want students to listen to the audio in class.

### Language Notes

- *IT* = information technology; using computers and the internet to deal with information
- Messages put on the internet are referred to as *posts*. The verb is *to post*.

### Fluency Frame Topics

#### *Introducing myself or Something you didn't know about me*

- See Unit 0 in this manual for activity instructions.

### 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.