UNIT GOALS
• introducing yourself
• talking about yourself
• introducing other people

PART A Introducing yourself
• language:  
  My name’s …, I’m …, I’m from …

PART B Introducing other people
• language:  
  I’d like to introduce you to …
  Nice to meet you, too

TALKING POINT (page 6)

If this is your first lesson with the class, you could begin by getting students to introduce themselves before opening the book. This could be in pairs, small groups, or with the whole class.

Read the questions with the whole class. You may have to give examples of your own to help students understand the questions. Give students a short time to think about their answers to the questions.

Next, put them into pairs. Choose one student to be your partner and demonstrate the activity. Ask the first question to your partner so that the whole class can hear. Then get students to ask each other the questions.

Set a time limit for the activity – two minutes or so. Monitor the activity by listening to check that the students are having genuine two-way conversations rather than simply interviewing each other.

Ask students to repeat the activity with new partners. Now that they know what to do, set a shorter time limit for the activity this time.

Don’t worry about ‘right’ or ‘wrong’ answers at this stage; language for introducing yourself in English is focused on during this lesson. Conduct brief feedback with the whole class by asking a few students what their partners told them.

Give examples or translations of any words they are not sure about. Students work in pairs to guess the answers to the questions. Encourage students to come up with their own ideas based on the photo and their own experience.

b Check that students understand Human Resources – the department which finds new employees and helps employees with problems (also sometimes called Personnel). Play the recording. Students listen for the answers to the questions. Tell them to circle the topics that are talked about on the recording.

Get students to compare their answers. Play the recording again, if necessary, until they are confident that they have circled all the relevant topics. While students are comparing answers, monitor and check for areas of difficulty. If necessary, check all the answers with the whole class at the end.

Answer key
1 Andrew Walsh
2 names, hometowns, departments

Transcript

FLORENCE: Hello. Are you new here?
ANDREW: Yes, it’s my first day today. My name’s Andrew Walsh. I’m in the Sales Department.
FLORENCE: I’m Florence Garnier. Please call me Florence. I’m in the Human Resources Department.
ANDREW: Nice to meet you.
FLORENCE: Good to meet you, too. Where are you from, Andrew?
ANDREW: I’m from Dublin in Ireland. And you? Where are you from?
FLORENCE: I’m from Lille in France. Well, if you need anything, let me know.
ANDREW: OK, thanks.

Language focus (page 6)

a, b Students look at the sentences in small groups and try to fill in the missing words. Then get the groups to re-form with different members and compare what they wrote.

c Finally, play the recording from 1 Listening again to check. Write the answers on the board, or get a student from each group to write an answer on the board.

Get students to practise the exchanges, taking turns to play the roles of Andrew and Florence. They could work from the sentences on SB (Student’s Book) page 6, or the transcript on SB page 113. They could then practise again without reading.
3 Communication activity (page 7)

Explain that all students can use the expressions in the centre. Students who are not working should use the expressions on the right, and students who have a job could use the expressions on the left and right if they want to. Give them a short time to think about what they are going to say.

Put students into pairs to practise introducing themselves. Allow them to use their books for this stage, but encourage them to look up and speak. Then join the pairs together to form groups of four. Students close their books and take turns to introduce themselves.

4 Culture focus (page 7)

Look at the business card with students. Make sure they understand first name and last name. We also use surname and family name for last name. Point out that in some countries it is normal to give your last name first when introducing yourself. For example:

Smith, John

Write your own name on the board. Ask students what you could be called in English. For example:

John Smith can be called ‘John’ or ‘Mr Smith’ but not ‘Mr John’.

a Set the scene for the listening. Ask students to look at the four photos and say what they know, or can guess, about the use of names in the four countries. For example, they might guess that first names are more commonly used in the USA, and last names in Japan. Check that they understand the instructions, including title, i.e. Mr, Mrs, Dr (Doctor), etc., and that they know what kind of information to put in the table.

Play the recording. You may want to pause it after each speaker, and play it more than once. Students compare answers in pairs before class feedback.

TRANSCRIPT

A: Everyone calls me Pamela. My boss, my colleagues, my friends. My last name is Bryson, but usually only visiting sales people call me Ms Bryson.

B: Everyone at work calls me Popov, my last name. Visitors to the office call me Gospodin Popov; that's like 'Mister Popov.' Only close friends and family use my first name, Vladimir.

C: My name is Elisabeth Reiser. My friends and colleagues call me Eli but I really prefer my whole first name, Elisabeth. Visitors usually call me Ms Reiser.

D: My name is Koji Hirano. My friends call me Koji, but my colleagues call me by my last name, Hirano. Usually we add '-san' to names in Japan. For example, my boss, Toru Nakamura, is always Nakamura-san and he calls me Hirano-san.

b In pairs, students talk about what people call them, in the same way as the people in the recording. You could talk about yourself first, as an example to get them started.

PART B Introducing other people

1 Culture focus (page 8)

a First, let students discuss the questions in pairs. There are no right or wrong answers at this stage; they should say what they think. Students then read the text and answer the questions. Pairs compare answers before class feedback.

b Students discuss the question in pairs or small groups.

COMMUNICATION For further practice, you could do the Optional extra activity either at this point or later (see page 10).
First, elicit what is happening in the photo next to the text – the woman in the middle is introducing the two men to each other. They are Jacob Travis (on the left) and Mr Haneda. Elicit what they might be saying.

a Tell students they only have to listen for the two missing pieces of information, and they shouldn’t worry if they don’t understand everything. Check answers.

b Get students to try and reorder the words in the sentences. If they are not sure, tell them they can listen again shortly.

c Play the recording again, pausing after each phrase to check their answers.

For practice of syllables you could do the Optional extra activity either at this point or later (see page 11).

Tell students to read the advice about introducing people. Point out how sentence 1 matches example c in the table and then get them to match the other three sentences to the examples from the conversation.

b Put students into small groups of three or four and ask them to write a conversation based on the given pattern. They should use their own names, jobs, departments, etc., for example, Mario, I'd like to introduce you to Sandra Picardi. Ask them to write more than one question, so that the conversation develops. Monitor and check for accuracy in the writing.

Put students into small groups of three or four and ask them to write a conversation based on the given pattern. They should use their own names, jobs, departments, etc., for example, Mario, I'd like to introduce you to Sandra Picardi. Ask them to write more than one question, so that the conversation develops. Monitor and check for accuracy in the writing.

Communication

Non-verbal communication

You could do this activity after B 1 Culture focus on SB page 8. The purpose of the activity is to raise awareness of and practise non-verbal communication signals. Of course, these signals have different meanings in different cultures, and it is important for people who have international contacts to become adept at reading these meanings, and at using the signals correctly themselves.

Write the following words on the board and elicit or demonstrate how the signals are done and what they mean.
shake hands *\textit{(when you meet someone for the first time)}*
wave your hand *\textit{(to say hello or goodbye)}*
nod your head *\textit{(to show agreement)}*
shake your head *\textit{(to show disagreement)}*
smile *\textit{(to show amusement)}*
raise your eyebrows *\textit{(to show surprise)}*
make eye contact *\textit{(to show you are interested)}*
shrug your shoulders *\textit{(to show that you don’t know something or that you don’t care)}*

Explain that when these signals are used in the right places during a conversation, they show the listener is paying attention to the speaker and following what is being said.

Point out that people expect listeners to give them non-verbal feedback, even if they are speaking to a group. Tell them they should practise this in every class, so that if you ask a question such as *Do you understand?* there should be plenty of nodding or shaking of heads — not silence and stillness!

Now, sit or stand with the students in a big circle. Make one of the signals above to the person on your right, who should then repeat it to the person on his or her right, and so on. At any point, a student can change the signal, but in that case the direction changes. Stop the activity after everyone has had at least one or two turns.

**Pronunciation**

**How many syllables?**

You could do this activity after B2 Listening on SB page 8. Explain that every word in English has one or more syllables, or ‘sound groups’. Give the word *English* as an example — write it on the board and underline the two syllables separately: *Eng*lish. Learning to identify syllables will help students with their own pronunciation, and with their understanding of other people. On the board, write the words from the list below and ask students to say how many syllables each has. It may help them if they clap or tap the desk on each syllable. Do not worry about how the syllables are divided, just focus on how many there are.

- years (1)
- surname (2)
- department (3)
- introducing (4)
- age (1)
- different (2)
- marketing (3)
- activity (4)

Next, divide the class into two teams. Write one of the words from the list below on the board and ask the first team to tell you how many syllables it contains. Award one point for a correct answer. If a team makes a mistake, pass it over to the other team for a bonus. For a more energetic game, let both teams confer at the same time and then send one student racing to the board. The first one to write the answer and slap the board wins a point for the team.

**Homework** (see worksheet on page 87)

This text offers a series of tips on business introductions. Remind students that the goal is not to look up every word and ‘translate’ the article, but to try to answer the questions by understanding the main ideas and making educated guesses about the meaning of new words. For this reason, they should try to do the task without using a dictionary. Of course, if they are still puzzled by words or phrases after doing this, they can look them up or bring their questions to class to discuss.

**Answer key**

1. 1 F — send a colleague if you are delayed.
   2. F — apologize if you are delayed.
   3. T
   4. F — invite him/her to sit down first.
   5. T
   6. F — wear it at all times.
   7. F — give a brief answer.
   8. T

2. 1 The host will not be ready.
   2 Your host may think the meeting is not important to you if you answer your mobile phone.