

## Unit 1: Meeting people

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can use different phrases for meeting a friend and asking 'how are you?'
- I can use different phrases for meeting someone I don't know.
- I can use different phrases for introducing someone.
- I can ask suitable follow-up questions.

#### Vocabulary

Work: *job, meeting, internship, office, busy, company*

School: *college, teaching, essay, class*

Life: *journey, married, news*

#### Appropriateness

Formal and informal register

#### Grammar

Question tags

#### Function

Greeting people: *Great to see you. How are you (doing)? Lovely/Nice/Pleased to meet you.*

Introducing people: *Karen, Ben. Ben, Karen. Let me introduce ...*

Keeping the conversation going: *How are things? How are you finding it here? What's your news.*

3. Give each student one photograph, and tell them to keep it secret. (Ensure that you have given out both pairs of identical photographs.)
4. Students should get up and mingle around the room describing their photograph (*These are young people, they are in the park, ...*) until they think they have found their partner. At this point they can compare photos to see if they are right.

### Using Conversations

After *Exercise 2*, to test their full understanding, ask students to work in pairs and find the phrases which gave them the answers to *questions 1–8*.

1. I'm getting married.
2. I've got a new job.
3. I have a meeting with Mr Williams.
4. Yes, everything was fine, thanks.
5. No, not yet. It's really difficult.
6. She's in my sister's class.
7. She's doing an internship.
8. He runs our new office.

The variety of short scripted conversations in these units gives students ample opportunity for tightly controlled practice. After completing the *Conversations* section always ask the students to rehearse and perform one or other of the dialogues for the class. It is a good idea to get them to come to the front to perform rather than letting them do it from their chairs. There are ten roles across the four conversations here; you can repeat one scene more than once if you have more students, but there are plenty of other opportunities in other units.

### Using Useful tip: introducing friends

You can practice the intonation for this type of introduction with a bean-bag throwing game. You can use a ball or whatever you have that won't hurt anyone!

1. Model the intonation with the names of two students. Explain to students that the intonation often becomes more pronounced because the grammar is omitted.  
*Mario, Beatriz. Beatriz, Mario.*
2. Get students to stand in a circle.
3. Throw the bean-bag to a student – Bo – and say:  
*Bo, Louise. Louise, Bo.*
4. Bo then throws the bean-bag to Louise and says:  
*Louise, Mina. Mina, Louise.*
5. Louise then throws the bean-bag to Mina, introduces Mina to someone else, and so on.

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1* of *Speaking A2* in class.

#### Using Getting started

You can use the *Getting started* questions to prompt a find-a-match exercise.

1. Make two photocopies of the find-a-match photographs below and cut them into individual pictures. You may want to find more, other, better or more suitable photographs for your students.
2. Ask students to look at the main photo and ask them the *Getting started* questions prompting responses like: *they are friends, maybe they are at school, perhaps university because they are casually dressed, they are laughing and joking.*

6. Stop the game if the students are not getting the intonation right. Model it again before restarting.

### Using Language note

The question tags in these conversations are confirmations (with falling intonation) rather than genuine questions. You can use the introduction of this grammar for a game of question tag tennis.

1. Explain the grammar as it is shown in the *Language note* box.
2. Explain to the students that the speaker is using falling intonation because they already know the answer, they are just looking for agreement from the other person.
3. Ask students to think of short statements like the ones that precede the question tags in the *Language note* box (i.e. *It's very busy, ...* and *You didn't like your old job, ...*). You will have to allow some time for this.
4. Put students in pairs and get them to say a short statement to their partner. Their partner can then add the question tag. If they get it right, they can then reply with a short statement of their own; if they can't think of a reply, then the other speaker wins.
5. Students can also play the game across the open class to any other student (like the bean-bag game above). You will probably need to rehearse the game with the students beforehand.

### Using Saying it appropriately

*Saying it appropriately* focuses on intonation for expressing interest. After *Exercise 2* and the *Useful tip: meeting someone new*, students can use this mingle activity to see

how interested they can sound in someone else's life.

1. Photocopy one *Sounding interested* question sheet, below, for each student.
2. Brainstorm expressions for expressing interest (e.g. *oh really?*, *fascinating*, *that's great*, *me too*, *that's really interesting*).
3. Model them with an interested intonation and get the students to practise.
4. Hand out the sheets and allow students time to fill in as many answers as they want – they don't need to do them all.
5. Students can then get up and mingle with the other students. Tell them to introduce themselves and talk about the things they have written on their sheets.
6. Other students should respond, expressing interest through their voice.

### Using My review

Activate *My review* by getting pairs, small groups, or even the whole class to challenge each other on the various can-do statements.

*Beatriz, can you use different phrases for meeting a friend?*

*Yes, I can. I can say How are you? and How are you doing?*

*What about someone you don't know?*

*Well, ...*

Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.

### PHOTOCOPIABLES

#### Find-a-match photographs



### Sounding interested question sheet

I really like \_\_\_\_\_

I don't like \_\_\_\_\_ at all.

I have a \_\_\_\_\_ at home.

My mother is a \_\_\_\_\_

My first job was \_\_\_\_\_

I can't \_\_\_\_\_

Last night I \_\_\_\_\_

I'm afraid of \_\_\_\_\_

I went to \_\_\_\_\_ last year.

Next year, I'm going to \_\_\_\_\_

I really like \_\_\_\_\_

My hero is \_\_\_\_\_

I've always wanted to \_\_\_\_\_