

Is this your first day, too?

LEARNING OUTCOME

learn how to make introductions and start conversations

WARMER

Ask students in what kinds of situations they meet new people. Ask if it's easy for them to start a conversation with people they don't know. Compare answers around the class. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to introduce themselves and others and start a conversation.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are at a school social event, maybe a lunch.
Students' own answers.

Everyday vocabulary

- 2 Draw students' attention to the questions a–i. Ask them to work in pairs and to put a tick next to those questions which they think would be a good way of starting a conversation cross next to those which are not so good. Think about why these are inappropriate. Encourage students to look up any unknown words in a dictionary or ask other students.

Answers

Questions **b**, **c**, **f**, **h**, and **i** would all be good ways of starting a conversation (because they are positive and general). Questions **a**, **d**, **e** and **g** might not be so good. Questions **a**, **d** and **g** are all specific, not general, and are odd ways to start a conversation. They might make the other person feel uncomfortable. Question **e** is negative, which gives a bad impression of the person asking it.

- 3 Ask students to work in pairs and brainstorm any other questions that would be a good way of starting a conversation. Ask pairs to share their ideas with the class. Ask the class for agreement on whether they are good questions, and write the questions on the board.

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going listen to a dialogue between two students, Ahmed and Maria, who are meeting each other for the first time. Tell them not to worry about understanding every word. They should listen and find out where the two students are from. Ask students to check their answer in pairs, before checking as a class.

Answer

Ahmed is from Morocco. Maria is from Spain (Javea).

- 5 Ask students to look at the sentences from the dialogue. They listen again and complete the gaps with the missing phrases. They check answers in pairs, then listen to the dialogue again and check.

Answers

- 1 Have you ever been to the UK before?
- 2 What was that like?
- 3 I'm Ahmed, by the way.
- 4 Do you know it?
- 5 So, what did you think of the class?
- 6 there's my friend.

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the three phrases a–c and to write them in the correct place 1–3 in the Everyday English Toolkit. Ask students to read the other phrases and to practise saying them. Have them think about the meaning of each expression.

Answers

- 1 c 2 a 3 b

- 6 Read the instruction and check that students understand what each thing is. (Open questions are ones that require more than a Yes/No answer.) Explain to students that these are all useful ways of keeping a conversation going, rather than just answering a question with Yes/No or giving the information asked for. Ask students to listen to the dialogue again and write two examples of each thing.

- open questions: *What did you think of the class?*
What was that like?
- phrases giving more information: any two of: *I'm feeling a bit overwhelmed actually; my head's spinning; And I've taken pages of notes; I came here when I was six; I've been to Australia; I'm from a little town on the coast.*
- questions asking for more information: any two of: *What was that like? Do you know it? Have you been there?*

- 7 Ask students to work in pairs and think of other questions and phrases to add to the three categories in 6.

Answers

Students' own answers.

Over to you!

- 8 Students work in pairs. Ask them to read the instructions and follow the steps. Tell students they can either be themselves, or invent a fictional identity for themselves for the role-play. Remind students to use expressions from the Toolkit and the list in 6. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students do the role-play again, with each student secretly assuming the identity of a famous person. Each student must guess who their partner is, based on the information he/she gives and the questions he/she asks.