

# 01

## Sara, this is Ed

### Learning objectives

This unit is about introducing yourself, asking other people what their name is, spelling names, introducing people to each other and talking about colleagues.

Students begin by listening to short conversations in which people introduce themselves. They then put this language into practice. Next, students listen to and practise saying the letters of the alphabet. After that, they practise asking people to spell their names and practise spelling their own names. In the next section, students read a handout about a networking company and listen to people introducing each other. Then they practise introducing themselves and other people. In the final section, students read and listen to some information about a company and describe connections between people who work together.

The grammatical focus is on using the verb *be* to ask and answer questions, personal pronouns and possessives, and contractions. The lexical focus is on the letters of the alphabet and spelling, greetings, and *please* and *thank you*. The pronunciation focus is on the letters of the alphabet and contractions. The writing focus is on using capital letters in names.

### Digital resources: Unit 1

Online Workbook; Placement test; A1 worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script

## A networking event

In this section, students listen to people introducing themselves at a networking event. They identify and practise the phrases we use to introduce ourselves.

### Warm-up

Check that students understand what a networking event is. Ask them what words they think of when they hear the term **networking event** and write their ideas on the board. Possible words are: *people, talk(ing), business, jobs, (business) cards, contacts, conference, meeting, connections*. Establish that it is an activity for people to meet and talk, and exchange information or advice about their jobs.

Focus attention on the quotation at the top of the page and the question underneath. Ask students to circle the correct number of letters in the English alphabet (Answer: 26). Keep in mind that the students' first language may not have 26 letters in it.


1:1

Personalize this section by asking your student if they have ever been to a networking event and, if so, what happened and what they thought of it. If they haven't been to one, you could ask: **Would you like to go to a networking event?** and **What do you think is good about a networking event?** In exercise 6, you could either take the role of your student's partner or say your name using one of the phrases and ask your student to respond using a different phrase.

1 Check that students understand the phrase *register at the desk* (at the reception desk, put your name on the list at the start of an event). Ask them to read the notice individually and tick the correct place.

### ANSWER

b networking event

2  1.01 Tell students that they are going to hear two short conversations. Play the recording and ask students to tick the names they hear. You might need to play the recording a second time so that students can correct or check their answers.

### ANSWERS

Ed ✓ Eva ✓ Juan ✓ Sara ✓



1.01

### Conversation 1

A: Hello, what's your name?

B: Eva.

A: Nice to meet you. I'm Sara.

B: Nice to meet you.


### Conversation 2

A: Hi, what's your name?

B: Juan. And you?

A: I'm Ed.

B: Good to meet you, Ed.


3  1.02 Before listening, ask students to predict the correct order of the conversation. Then play the recording for students to check their answers. Check the answers with the class. Elicit or check that students know that we only say *Nice to meet you* the first time we meet someone. As a follow-up, ask students to work with a partner and practise the same exchange using their real names.

### ANSWERS

Nice to meet you.	3
Hello, what's your name?	1
Eva.	2

 **1.02**

A: Hello, what's your name?  
 B: Eva.  
 A: Nice to meet you.

**4**  **1.03** Encourage students to focus on the people's names while they listen to the recording. Ask students to compare their answers with a partner before you check the answers with the class.

**ANSWERS**

1 b 2 c 3 a

 **1.03**

**Conversation 1**


A: Hello, I'm Ed.  
 B: Nice to meet you, Ed.  
 A: You, too. And what's your name?  
 B: I'm Eva.  
 A: Great to meet you, Eve.  
 B: No, Eva.  
 A: Oh, sorry. Great to meet you, Eva.

**Conversation 2**

A: Hi, I'm Sara.  
 B: Nice to meet you, Sara. I'm Fatma.  
 A: Nice to meet you, Fatma.

**Conversation 3**

A: What's your name?  
 B: Juan.  
 A: Good to meet you. And what's your name?  
 C: I'm Stefan.  
 A: Great to meet you, Stefan.

**5**  **1.03** Before you play the recording again, tell students that the numbers 1, 2 and 3 in the table refer to the three conversations. Play the recording for students to tick the phrases they hear in each conversation. Then check the answers with the class.

**ANSWERS**

Hello / Hi, I'm ... 1, 2  
 What's your name? 1, 3  
 Nice to meet you. 1, 2

**6** Go through the instructions making sure that students understand that in the gaps, they have to say their own or their partner's name. Ask students to practise this conversation using their first names. Remind or tell students that in English it is normal to use people's first names when you meet them for the first time. This may seem rude to students from some cultures, so reassure them that it is fine. To give students more practice, you could ask them to repeat this conversation several times. Encourage them to vary the phrases they use and to have the conversation with their books closed.

As a follow-up, ask students to stand up, move around and introduce themselves to at least three other people in the class using the phrases in exercise 6. As a precursor to the next section (The alphabet, page 9), you could finish this mingling activity by asking students to arrange themselves in a line in alphabetical order of first names.

**Language links**

Direct students to Vocabulary exercises 1–3 in the *Language Links* section on page 12 for more practice on introductions.

**Letters and names**

In this section, students listen to and practise saying the letters of the alphabet. They also listen to names and practise recognizing them. At the end of this section, students take turns to spell out some names and write them down.


**Warm-up**

Find out if students can say the alphabet by putting them in groups or pairs to recite it, taking turns to say one letter at a time.

**1:1**


Personalize this section by asking your student if they know any other abbreviations that are not included in exercise 5, and asking them to say them using the correct pronunciation.


After exercise 7, you could ask your student to list the names of five of their colleagues and spell them out for you to write down. Then spell out the names of some of your colleagues for your student to write down.

**1**  **1.04** Before students read and listen to the alphabet, remind them that it is often easier to understand something if we read it and listen to it at the same time. You could play the recording a second time and ask students to cover their books and write down as many of the letters as they can.

 **1.04**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**2**  **1.04** This time, students listen and repeat the alphabet. If students have difficulty saying any of the letters, model their pronunciation again and ask students to repeat. Play the recording again, if required. You might want to tell or remind students that *z* is pronounced /zed/ in British English and /zi:/ in American English.


**3/4**  **1.05** Model the sounds in the table. Before students do this exercise, you could ask them to match the sounds with the following colours: *grey* (/ei/), *green* (/i:/), *red* (/e/), *white* (/ai/), *yellow* (/əʊ/) and *blue* (/u:/). There is no common colour containing the sound /ɑ:/, but you could substitute another word, such as *star*. Then ask students to do the exercise. Encourage them to say the letters of the alphabet out loud, as this will help them to choose the correct column for each letter. Finally play the recording so that students can check their answers.

**ANSWERS**

/ei/	/i:/	/e/	/ai/	/əu/	/u:/	/ɑ:/
A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

 **1.05**

A H J K  
 B C D E G P T V  
 F L M N S X Z  
 I Y  
 O  
 Q U W  
 R


**5**  **1.06** Tell students they are going to listen to some common abbreviations (short forms of words or phrases) and write them down. After students have listened to the recording, ask them if they know or can guess what any of the long forms of these abbreviations are. Encourage them to use their dictionaries, if appropriate.

**ANSWERS**

- USA (United States of America)
- UK (United Kingdom)
- EU (European Union)
- UN (United Nations)
- WHO (World Health Organization)
- CC (Carbon Copy)
- CEO (Chief Executive Officer)
- FAQ (Frequently Asked Questions)
- PDF (Portable Document Format)
- HSBC (Hong Kong and Shanghai Banking Corporation)
- CFO (Chief Financial Officer)
- BBC (British Broadcasting Corporation)

 **1.06**

1 USA	5 WHO	9 PDF
2 UK	6 CC	10 HSBC
3 EU	7 CEO	11 CFO
4 UN	8 FAQ	12 BBC

**6**  **1.07** Tell students they are going to hear three short conversations and they have to identify the correct names. With a weaker group, you might want to model the pronunciation of the names before students listen. After students have listened to the conversations, you could ask them to try and pronounce the names of the people that weren't mentioned in the recording.

**ANSWERS**

Conversation 1 Juan Simons  
 Conversation 2 Sara Henley  
 Conversation 3 Ed Marcel

 **1.07**

**Conversation 1**

A: Hello, I'm Juan. Juan Simons.  
 B: Hello, Juan. Welcome to our networking event. Can you spell your name, please?  
 A: Yes, of course, J-U-A-N, Juan. And my surname is Simons, S-I-M-O-N-S.  
 B: Thank you. Now let me see, Simons, Simons ...

**Conversation 2**

A: Good afternoon. What's your name?  
 B: I'm Sara. Sara Henley.  
 A: Thank you. Sara Hat ... Ham ... Ah, yes, H-E-N-L-E-Y. Is that correct?  
 B: Yes, that's right. Thank you.

**Conversation 3**

A: Hi, I'm Ed.  
 B: Hello Ed. What's your surname?  
 A: It's Marcel. Ed Marcel.  
 B: Can you spell your surname, please?  
 A: Yes, it's M-A-R-C-E-L.  
 B: Thank you. Oh, sorry, 'C' or 'S'?  
 A: 'C'.  
 B: Thank you.

**Writing tips**

Direct students to the *Writing tips* box and ask them to read the information. Check that they know the meaning of *first name* and *surname*. Ask students to write their own names using capital letters for the first letters. Then ask them to write a list of names, e.g. the names of their colleagues or well-known people, without capital letters and give it to their partner to rewrite correctly.

**7** First, ask students to listen and repeat the phrases in the speech bubbles as you read them out. Then put students in pairs and ask them to read their assigned texts. Check that they can pronounce the names. In pairs, students take turns to spell and write down the names. If students need further practice, ask them to write their own list of names and spell them for their partner.

**Language links**

Direct students to Vocabulary exercises 4–5 in the *Language Links* section on page 12, as well as the Pronunciation and Writing exercises on page 13 for more practice on the letters of the alphabet, introductions and writing names with capital letters.

**Event handouts**

In this section, students read a text about a company that organizes networking events and answer questions about it. Students then focus on questions with *is* and short answers. They listen to people introducing others and practise introducing each other in groups.

**Warm-up**

Focus students' attention on the photos in the handout and check the meaning of *chairman* and *secretary*. Elicit what a chairman and a secretary do in a company, and which words they connect with those jobs.

**1:1**

As an alternative to the three-person roleplay in exercise 6, ask your student to show you photos of some of their work colleagues – you might be able to find these on the company's website, for example. Ask your student to introduce them to you, saying what their names and jobs are. If you teach near to where your student's colleagues work, your student might even be able to introduce some of their colleagues to you.

**1** Focus students' attention on the text on the left of the handout. Ask them to read it quickly and write the name of the company.

**ANSWER**

A–Z Networking

**2** In the questions in exercise 2, focus students' attention on the use of the apostrophe + s. Elicit that these are not plural forms, but that they indicate possession – *the secretary's name* means *the name of the secretary*. Give students time to read and answer the questions, then check the answers with the class. For extra spelling practice, ask students to work in pairs and take turns to spell out their answers. Finally, check any vocabulary queries with the class, e.g. *committee*, *welcome*.

**ANSWERS**

a Jane Gomez b Bob Wiley c bob@aznetworking.com

**3** Students can read the text again, if they need to, before they circle the correct answers. As a follow-up, ask students to practise asking and answering these questions with a partner.

**ANSWERS**

a Yes, it is. b No, he isn't. c No, it isn't.

**Question time**

Direct students to the *Question time* box and ask them to complete the questions with one word. Elicit that *is* is the third person singular of the verb *be*. You might need to write out the verb *be* in full on the board. Point out that 'the secretary's name', 'the secretary's email' and 'the name of the company' can all be substituted by the pronoun *it*, so that the answers begin *It is ...* or *It's ...*

**ANSWER**

is

**4** **1.08** Tell students that they will hear three short conversations. Ask them to listen and write the people's names. Focus students' attention on the pronunciation of the word *introduces* and point out the addition of -s in third person singular verb forms.

**ANSWERS**

- 1 Juan introduces Sara to Carolina.
- 2 George introduces Sara to Ed.
- 3 Ed introduces George to Chris.

**1.08**

**Conversation 1**

- A: Hi, Sara.
- B: Hello, Juan.
- A: Sara, this is Carolina.
- B: Good to meet you, Carolina.
- C: You too. Nice to meet you, Sara.

**Conversation 2**

- A: Hello, I'm George.
- B: I'm Sara. Great to meet you, George.
- A: You too. Oh Sara, this is my colleague Ed.
- B: Great to meet you, Ed.
- C: And you, Sara.

**Conversation 3**

- A: Hi, George. George, meet Chris. Chris, this is George.
- B: Hello, Chris. Nice to meet you.
- C: You too, George.
- A: Great. Chris is the executive ...

**5** **1.08** After students have listened again and completed the conversations, focus their attention on the use of the contraction *I'm*. Model and drill it, ensuring that they say it as one word. Check the answers by having different pairs of students read out each conversation.

**ANSWERS**

- 1 this is 2 You too 3 meet

**Natural language**

Direct students to the *Natural language* box and ask them to read the information. To give students some practice with short forms, say a long form and ask them to say the short form back to you, and vice versa. This is an activity that students could also do with a partner.

**6** It would be best to do this as a mingling activity in which students move around the room in pairs introducing themselves and their partners. To add an element of fun, you could set a time limit of, say, three minutes during which time each pair tries to introduce themselves to as many other groups as possible. Remind students to use all the different phrases they have learned, e.g. *Nice/Good/Great to meet you*. If your class is not large enough to do a mingling activity, ask students to work in groups of three and take turns to introduce one another.

**Language links**

Direct students to the *Phrase bank* in the *Language links* section on page 13 for more practice on introductions.

Grammar exercises 1–5 on page 12 offer more practice on questions and answers with the verb *be*.

# Colleagues

In this section, students read some company information and answer questions about it. They listen to a description of the company and focus on personal pronouns and possessives. Students then complete some sentences using personal pronouns and possessives. They finish by doing a personalized speaking activity.

## Warm-up

Ask students if their companies have a website and, if so, what information is on it. If you have Internet access, look at the English version of the websites together and focus on the different tabs or categories, such as **About us**, **Products**, **Contact us**, etc. Looking at the content of those tabs should make the meaning of these words clear. If your students' companies don't have their own websites, ask students what information you can find on other company websites, such as Apple: <http://www.apple.com/>, Total: <http://total.com/en>, Volkswagen: <http://en.volkswagen.com/en.html>, etc.


1:1

In exercise 6, ask and answer the questions with your student. Then ask your student to give you the first names of three colleagues and ask questions using *his* or *her*, e.g. *What's his/her surname? Can you spell his/her surname? What's his/her manager's name?* If appropriate, write the first names of three of your colleagues and have the student ask you the same questions.

**1** Before students read the website, check that they understand the words and phrases *type of company*, *head of in a job title*, *teambuilding*, *web developer*, *profits* and *experience*. Ask them to look at the website and answer the questions. Then check answers and any vocabulary queries with the class.

## ANSWERS

- a a teambuilding company
- b Web developer
- c George Myland


**2**  **1.09** Ask students to complete as much of the text as they can before listening to the recording. Students can then check their answers while they listen.

## ANSWERS

- a you b We c you d Our e you

 **1.09**

About us  
The Teambuilding Company offers you a great team-building experience. We can help you with all your teambuilding needs – from meeting people to building new teams for your company. Our team is ready to help you. Contact us now!

**3**  **1.10** Tell students they are going to hear three short exchanges and they have to identify the correct word in italics. After they have listened to the recording and you have checked their answers, focus students' attention on the difference in meaning and pronunciation between *you* and *your*.

## ANSWERS

- a your b she is c her

 **1.10**

- 1**  
A: Is George your manager?  
B: George? No, he isn't.
- 2**  
A: Is your manager here?  
B: Yes, she is.
- 3**  
A: What's her name?  
B: Her name is Jane. Jane Goodwin.

**4** Students work individually to complete the table. Go around monitoring and assisting as necessary. Check the answers by saying a subject pronoun or a possessive adjective and asking students to quickly say the corresponding possessive or subject pronoun. Students could then test each other in the same way.

## ANSWERS

- a your b her c we d you

**5** Remind students of the word *surname*, if necessary. Students read the sentences and complete them with the correct words from the table in exercise 4. If you think your students may be able to do this orally, ask individual students to read out the completed sentences. Otherwise, students do this exercise individually and then compare their answers in pairs.

## ANSWERS

- a My b My c She d your e We

**6** Start by drilling the questions in the speech bubbles. Ask students to read the instructions and check that they know what to do. Encourage them to move around the class and talk to different people. They can add extra people to the table if they wish.

## Language links

Direct students to the Using language box in the **Language links** section on page 13 for more practice on the questions in this unit.

Grammar exercise 6 on page 12 also offers more practice on pronouns.

Language links

ANSWERS

Vocabulary

Introductions

- 1 please; Thank you.
- 2 a 4 b 1 c 2 d 3
- 3 a Hello, I'm; Good to meet you  
b this is  
c What's; It's
- 4 a Name: Jane Radcliffe; Company: British Gas  
b Name: Adira Nadim; Company: Saudi Aramco  
c Name: Chen Chi; Company: Festival Flowers
- 5 Verity Sambell ✓ Gary Swales ✓ Jasmine Soutern ✓



1.11

- A: Good evening. Can I take your name, please?
- B: Verity Sambell.
- A: Verity Sambell. Welcome to our event. And can I take your name, please?
- C: Sure. I'm Gary Swales.
- A: Thank you, Mr Swales. Good evening. Can I take your name, please?
- D: I'm Jasmine. Jasmine Soutern.
- A: Thank you very much. Hello ...

Grammar

Questions and answers using *be*

- 1 a 2 b 3 c 1
- 2 a She's b I'm c your d I'm e I am
- 3 a, I am b I'm c she is d It's
- 4 a you are b she's; he's c it is d we are e you're f they're
- 5 a I'm b I am c we are d he is
- 6 a I b you c I d She e her

Pronunciation

Spelling names

- 3 a I'm b He's c G-A-L-E d your e Are f this is



1.12

- a Hi, I'm David. Good to meet you.
- b My manager is Juan. He's great.
- c Can you spell your surname, please?  
Certainly. It's G-A-L-E.
- d Hello, Sarah. Is Jeremy your manager?
- e Are you Ahmed?  
No, I'm Mohammed.
- f Kate, this is Gunter. Gunter, meet Kate.

- 4 a Kieran b Cruze c Rosebush d Springleigh



1.13

- a Can you spell that please?  
Sure, it's K-I-E-R-A-N.
- b Hello. I'm David Cruze. That's C-R-U-Z-E.
- c And your surname, please.  
It's Rosebush. R-O-S-E-B-U-S-H.
- d My company is Springleigh. It's a design company.  
That's S-P-R-I-N-G-L-E-I-G-H. All one word.

Phrase bank: Introducing people

- a It's Beth.
- b Nice to meet you.
- c Hello! Great to meet you.

Using language

- a 2 b 3 c 1

Writing

Students' own answers

Reviewing objectives

If students are not able to tick the objectives in this box, direct them back to the relevant exercises in this unit for revision.

I can say the alphabet in English.

*Letters and names*, exercises 1-7

I can introduce myself and other people.

*A networking event*, exercises 1-6; *Event handouts*, exercises 4-6

I can ask other people their name.

*Colleagues*, exercises 3-6