

## introducing yourself

**Age:** Adult / Young adult 

**Level:** Elementary

**Length:** 60 minutes (approx.)

**Language Focus:** Key vocabulary and expressions for introducing yourself and discussing typical 'first meeting' topics

**Materials:** One copy of the worksheet per student; one copy of the Notes worksheet for each student for Exercise 4 (Communication)

**Aims:** To allow students to effectively understand and use common language for engaging in typical 'first meeting' conversations

### What are red words?

Ninety per cent of the time, speakers of English use just 7,500 words in speech and writing. These words appear in the Macmillan Dictionary in red and are graded with stars. One-star words are frequent, two-star words are more frequent and three-star words are the most frequent. 'Language for' lessons are based on red words and encourage students to improve their English through communicative tasks using collocation and commonly used phrases.

[www.macmillandictionary.com/learn/red-words.html](http://www.macmillandictionary.com/learn/red-words.html)

- 1 Begin the lesson by writing your name on the board. Perhaps this is your first lesson with new students, or perhaps it is a chance for existing students to get to know you – and each other – a little better. Give some basic information about yourself (name, where you're from, etc). Note that later in the lesson you will have an opportunity to give the class more information about yourself (if you wish). Tell the class that today they are going to get to know each other a little. Hand out the student worksheets.
- 2 Bring students' attention to Exercise 1a and read this aloud. Make it clear that each student should turn to the other students around them and simply say their name (*My name is ...*)
- 3 Refer students to the photos in Exercise 1b, pointing out that Wei and Laura are classmates having a conversation. Ask the class to help you select the correct word for the first gap. Then ask students to complete the rest of the exercise in pairs. Monitor as they do so, helping weaker groups. Finally, elicit the correct answers.
- 4 Now refer students to Exercise 1c. Tell them that they have a short time (2–3 minutes) to introduce themselves to as many other students as possible. At this stage in the lesson, they only need to focus on names, as in the example with Wei and Laura; they can use their conversation as a guide. Point out that, if asking a classmate to spell their name, not all students will be familiar with how to pronounce the letters of the alphabet. If this is the case, the student could just write their name on a piece of paper. Then allow students to start mingling and talking. Monitor as they do so, taking notes. Once the time is up, students return to their seats. Provide brief feedback. It could be a good idea to now write the first names of all students on the board, for easy reference during the lesson. To do this – and to give the students further practice – point to an individual student and get other students to tell you his/her name. Do this for each student in the class.
- 5 Refer students to Exercise 2a. Before students begin reading, point to the task at the end of the conversation and read this aloud. Then allow students to read the conversation individually and to answer the task. After a few minutes, ask them to compare their answers with a classmate. Then elicit the correct order of the topics, writing them on the board. Leave this information on the board, as it is relevant to Exercise 2b.

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6 To conclude Exercise 2a, read aloud the final instructions for the task, regarding true/false sentences. Then read aloud the five sentences below. After each, allow students a moment to decide whether to raise their hand or not. In each case, ask a student who has answered correctly to explain their reasoning.

1. Laura is from the south of Brazil. (False)
2. Wei works as a designer. (False)
3. Laura works as a doctor. (True)
4. Wei studies in English. (True)
5. Laura likes Wei's shirt. (False)

7 Pointing to the four topics written on the board, tell students that they will soon discuss these with their classmates. To prepare, they will first see some useful vocabulary. Read aloud the instructions for Exercise 2b. Begin with an example. If appropriate, you could give information about yourself for Topics 1–3 and write this on the board (e.g. *I'm from the capital city of Scotland, called Edinburgh; it's very beautiful; the weather there is often rainy;* etc). If it is not appropriate to talk about yourself, you could ask a student to come to the board. Ask this student the relevant questions to complete their profile for Topics 1–3, trying to get them to elaborate a little on the answers. E.g.:

Name = *Victor*

I'm from *a city (Marseille, in France)*

It's very *beautiful*

The weather there is *hot in summer, rainy in winter*

I studied *Technology*

I work in *a multinational (Samsung)*

My work is *stressful!*

I need English for *my job and my friends*

8 Once the class have a clear idea of how to complete the exercise, ask them to work in pairs

to complete Topics 1–4 (obviously, for Topics 1–3, the answers depend on the individual, but students should work in pairs to ensure they have understood each activity correctly). Encourage them to use a dictionary to help them to understand vocabulary from the worksheet, and also to look up language in case they wish to write information into the 'other' box for a certain category. Monitor the class as they complete the task. Once they have finished, provide feedback on any words or ideas which seemed to cause confusion. Also, elicit the answers to the wordsearch for Topic 4.

9 Refer students to Exercise 3a. Highlight that all the language from the exercise has already been seen earlier in the worksheet. Allow students a minute or so to complete the exercise in pairs. Elicit the answers. Then follow the same procedure for Exercise 3b.

10 Again, refer students to the four 'conversation topics' written on the board during Exercise 2a. Tell students that they are now going to discuss these topics with their classmates. Read aloud the instructions for Exercise 4. Then hand out a Notes worksheet to each student. Highlight that this is a mingle task, in which each student needs to gather information from three classmates (obviously, this means that each student will also be asked to share their own information). To clarify, go through the example from the Notes worksheet. Point out that the main focus of this task is speaking (rather than writing), so the students' own notes do not need to be as detailed as in the example. They may wish to write just one or two words for each prompt. Once the task is clear, ask students to stand up and start mingling. Allow 5–10 minutes for this, monitoring as students talk. Finally, provide feedback,

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focusing on good language and common errors. Try to elicit any particularly interesting information about students in the class.

- 11** Read aloud the instructions for Exercise 5. Explain that the students will need to pool their information. In a small class, students can simply sit together and do this. In larger classes, designate certain students as being in charge of certain categories (e.g. Marta is in charge of the 'Job' category, so she needs to go around the class gathering information on this topic). On the board, draw a table similar to the one in the worksheet. As students feed you the results, write them on the board. Once completed, ask the students to discuss the findings. Are there any surprises?

- 12** To finish the lesson, ask students to decide the most popular and the least popular 'nice comment' from today's lesson. Again, they will need to discuss this as a group. This could be a chance for quieter students to shine (e.g. *Maria says that Ali is wearing really nice shoes. Ali, can you show us your shoes?*)

**KEY:**

**1a** students' own answers

**1b**

1. Hi
2. I'm
3. meet
4. are
5. is
6. spell
7. too

**1c** students' own answers

- 2a** Job or studies (2)  
Nice comments (4)  
Country or city (1)  
Reason for studying English (3)

**2b**

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

**3a**

1. name
2. too
3. capital
4. do
5. own
6. do

**3b**

1. city
2. capital
3. crowded
4. rainy
5. hot
6. organisation
7. stressful
8. accent

**4** students' own answers

**5** students' own answers

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Complete the table with information from other students in your class. Remember to also say some nice comments (compliments)!

<b>Example:</b> <b>Student's name</b> = <i>Nadia</i>	... is from <i>Istanbul, the capital city of Turkey</i> (extra:) <i>It's crowded but beautiful; very hot in summer</i>
	... works in the <i>Finance Department of a multinational</i> (extra:) <i>It's stressful but interesting</i>
	... needs English for <i>her job and travelling</i> (extra:) <i>She travels to London a lot for work</i>
<b>1. Student's name =</b>	... is from ... (extra:)
	... works / studies ... (extra:)
	... needs English for ... (extra:)
<b>2. Student's name =</b>	... is from ... (extra:)
	... works / studies ... (extra:)
	... needs English for ... (extra:)
<b>3. Student's name =</b>	... is from ... (extra:)
	... works / studies ... (extra:)
	... needs English for ... (extra:)

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### 1 Warmer

- a Ask your classmate: What's your name?
- b Work in pairs. Complete the conversation with the missing words.



**Wei:** Hello

**Wei:** \_\_\_\_\_ (2) Wei.

**Wei:** And you \_\_\_\_\_ (4)?

**Wei:** Sorry?

**Wei:** Could you \_\_\_\_\_ (6) that?

**Wei:** 'Laura.'

**Wei:** Oh, good! Nice to meet you \_\_\_\_\_ (7), Laura.



**Laura:** \_\_\_\_\_ (1)!

**Laura:** Oh, nice to \_\_\_\_\_ (3) you.

**Laura:** My name \_\_\_\_\_ (5) Laura.

**Laura:** Laura.

**Laura:** Yes, of course. L-A-U-R-A.

**Laura:** Exactly!

meet

is

too

I'm

Hi

spell

are

- c Now talk to other students in the class. Introduce yourself!

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### 2 Text

**a** Look at the next part of the conversation between Wei and Laura. Then complete the task at the end.



**Wei:** Where are you from, Laura?

**Wei:** Oh, what part?

**Wei:** I'm from Shenzhen. It's a city in the south of China.

**Wei:** I'm a **student**. I **study** Graphic Design. What about you?

**Wei:** Oh, interesting! And why do you need English?

**Wei:** I need English for my **studies**. Some of my classes are in English.

**Wei:** Oh, really?

**Wei:** Thank you! I like your shirt. It's a nice colour.



**Laura:** I'm from Brazil.

**Laura:** Fortaleza. It's in the north. And you?

**Laura:** And what do you do?

**Laura:** I'm a doctor. I **work** in a hospital.

**Laura:** For my work. I need to talk to doctors from other countries. And you?

**Laura:** Oh, I see. Wei, I have to say, I like your glasses!

**Laura:** Yes, they're **unusual**.

**Laura:** Thanks very much!

**Task:** The conversation contains some different topics. Put them in the order in which they appear, writing the numbers 1-4 in the spaces.

- **Job** or studies \_\_\_\_\_
- Nice comments \_\_\_\_\_
- Country or city \_\_\_\_\_
- Reason for studying English \_\_\_\_\_

Now, listen to your teacher say some sentences about the conversation. If you think the sentence is **true**, put up your hand. If you think the sentence is **false**, don't put up your hand.

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**b** In this exercise, you will study some vocabulary from the four topics *job or studies*, *nice comments*, *country or city* and *reason for studying English*. For each topic, complete the activity. Use a dictionary if you like.

### Topic 1: Country or city

Select (or complete) the information which is correct for you.

I'm from ...	a <b>village</b>	a <b>town</b>	a <b>city</b>	the <b>capital</b> city of ...	
It's very ...	<b>beautiful</b>	<b>green</b>	<b>crowded</b>	<b>expensive</b>	
The weather there is ...	<b>hot</b>	<b>cold</b>	<b>windy</b>	rainy	

### Topic 2: Job or studies

Select (or complete) the information which is correct for you.

I study / I studied ...	Science	Business	Arts	Law	
I work in ...	a multinational	a <b>company</b>	my own <b>business</b>	an <b>organisation</b>	
I work as ...	an engineer	a nurse	a waiter	a teacher	
My work is ... / My studies are ...	<b>difficult</b>	<b>interesting</b>	<b>creative</b>	stressful	

### Topic 3: Reasons for studying English

Select (or complete) the information which is correct for you (you may select more than one!).

I need English for ...	my job	my studies	my family	my friends	travelling	watching TV /movies	
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### Topic 4: Nice comments

When you meet a person, it is common to say a nice comment. In the wordsearch below, find ten things which you can comment about (e.g. *I like your shirt*).

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

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### 3 Language in Use

a Write one word in each gap to complete the conversation.



**Anna:** Hello. I'm Anna.

**Mateo:** Oh, hi Anna. My \_\_\_\_\_ (1) is Mateo.

**Anna:** Nice to meet you.

**Mateo:** Nice to meet you \_\_\_\_\_ (2).

**Anna:** Where are you from?

**Mateo:** I'm from Santiago, which is the \_\_\_\_\_ (3) city of Chile. And you?

**Anna:** I'm from a small town in the south of Germany.

**Mateo:** Ok. And what do you \_\_\_\_\_ (4)?

**Anna:** I'm a chef. I have my \_\_\_\_\_ (5) business – a little restaurant.

**Mateo:** Oh, interesting! Is that stressful?

**Anna:** A little! But I like it.

**Mateo:** And why \_\_\_\_\_ (6) you need English?

**Anna:** Well, my sister lives in Canada, so I travel there a lot.

b Choose the best word to complete each sentence.

1. I think my favourite *village/city/country* is New York – it has so many incredible buildings!
2. Moscow is the *capital/beautiful/town* city of Russia.
3. I don't like the centre of my city because it is always *town/expensive/crowded* with tourists.
4. In my country, it is very *beautiful/hot/rainy*, so people don't go to the beach a lot.
5. In my city, you can't walk on the street in summer because it is too *expensive/hot/interesting*.
6. UNICEF is a famous *capital/science/organisation* which helps children around the world.
7. I don't like my job because it is too *stressful/creative/interesting*. I work a lot and I need to make very difficult decisions.
8. I have to say, I like your *country/accent/studies*. Are you from France?

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### 4 Communication

You are going to talk to three other students in the class. In each conversation, try to include the four topics from this lesson. Remember, they are:

- Topic 1: Country or city
- Topic 2: Job or studies
- Topic 3: Reasons for studying English
- Topic 4: Nice comments

Your teacher will give you a sheet to write some notes. Before you start, look at the example.

Now, you are ready to have the conversations!

### 5 Discuss

Work as a class. Put the information together to find the most popular and the least popular facts about the class.

	Most popular	Least popular
Country, city, town, or village		
Opinion of own country or city (e.g. 'beautiful')		
Job		
Area of study (e.g. 'Science')		
Reason for studying English		

Finally, what was the most popular 'nice comment' today?

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And what was the least popular 'nice comment'?

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#### Red Words

meet\*\*\* spell\*\* student\*\*\* study (verb)\*\*\* work (verb)\*\*\* studies (noun)\*\*\* unusual\*\*\*  
 job\*\*\* village\*\*\* town\*\*\* city\*\*\* capital (noun)\*\*\* beautiful\*\*\* green (adjective)\*\*\*  
 crowded\* expensive\*\*\* hot (adjective)\*\*\* cold (adjective)\*\*\* windy\* company\*\*\*  
 business\*\*\* organisation/organization\*\*\* difficult\*\*\* interesting\*\*\* creative (adjective)\*\*