



# MEETING AND GREETING



Scan to review worksheet

Expemo code:

1375-UC9F-23R



## 1

### Warm up

Match the questions and answers that people use when they meet.

#### Part A

- |                        |                              |
|------------------------|------------------------------|
| 1. What's your name?   | a. I'm fine, thanks.         |
| 2. How old are you?    | b. I'm from France.          |
| 3. Where are you from? | c. I'm twenty-two.           |
| 4. How are you?        | d. My name is Marie Bernard. |

#### Part B

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. Are you here on holiday?           | a. For ten days.                  |
| 2. Are you studying here?             | b. No thanks, I have some water.  |
| 3. How long are you staying here?     | c. Yes, I'm here with my family.  |
| 4. Would you like something to drink? | d. Yes, I'm on an English course. |

Now read the sentences out loud in pairs.





## 2

## Listening



Marie is in her English class. She meets another student. Listen to the conversation and number the questions in the order you hear them.

## Part 1

How are you?   1  

How long are you staying here?       

What's your name?       

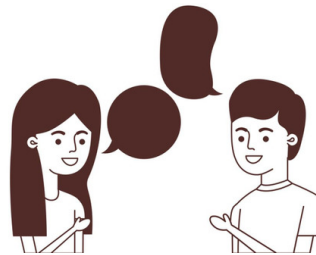
Where are you from?       

Would you like something to drink?       

## Part 2

Listen again and choose the correct information.

1. Luis is from *France* / *Spain*.
2. Marie lives in *Paris* / *London*.
3. Luis is staying for six *weeks* / *months*.
4. Marie is staying for one *week* / *month*.
5. The teacher says that class starts in *ten* / *five minutes*.
6. Marie and Luis decide to get something to *eat* / *drink*.



## 3

## Language point

Study these sentences.

Marie: Hi, how **are you**? / Luis: I'm fine.

Luis: **Is he** the teacher? / Marie: Yes, **he is**.

We use **to be** verbs in sentences with nouns and **adjectives**. This verb is **irregular**.



Study the table below. Then choose the best answers to the questions.

	singular		plural	
	long form	contraction (short form)	long form	contraction (short form)
1st person	I am	I'm	we are	we're
2nd person	you are	you're	you are	you're
3rd person	he / she / it is	he's / she's / it's	they are	they're

yes-no questions	Am I late? / Are you late? / Is she late?	Are we late? / Are they late?
short answers - positive	Yes, I am. / Yes, you are./ Yes, she is.	Yes, we are. / Yes, they are.
short answers - negative	No, I'm not. / No, you're not. / No, he's not.	No, we're not. / No, they're not.
	No, you aren't. / No, he isn't.	No, we aren't. / No, they aren't.

Choose the best answer.

1. When we write the first person singular, we use **a capital letter I / lower-case letter i**.
2. We use **different / the same** forms of **to be** with **we, you** and **they**.
3. We **use / don't use** an apostrophe (') to make the short forms (contractions).
4. We **use / don't use** contractions in short positive answers.
5. We use **the same / a different** word order in questions and sentences.
6. There **is one way/ are two ways** to make negative short answers with contractions.

We use **contractions** (short forms) when we speak in **informal situations**.

Practise saying these sentences.

- I'm fine. You're fine. He's fine.
- We're fine. They're fine.
- I'm a student. You're a student. She's a student.
- We're students. They're students.



## 4

## Practice

Write a form of *to be* in the gaps to complete these sentences.

1. He \_\_\_\_\_ the teacher.
2. I \_\_\_\_\_ not from London.
3. They \_\_\_\_\_ students.
4. \_\_\_\_\_ you from Poland?
5. They \_\_\_\_\_ not late.
6. I \_\_\_\_\_ from Japan.
7. \_\_\_\_\_ we late?
8. She \_\_\_\_\_ here on holiday.

1. Which sentences can have contractions?
2. Write those sentences again, with contractions. For one sentence, you can write two forms.
3. Write positive and negative answers to questions 4 and 7. Write two forms if you can.

.....

.....

.....

## 5

## Speaking

Lisa and Ricardo are in London. They start talking in the street. Work in A/B pairs. Complete your part of the conversation and then speak together. Use contractions where you can.

Then complete the other part of the conversation and check with your partner.

Read the conversation again as a different person.





A - Ricardo	B - Lisa
Hi. My _____ <sup>1</sup> is Ricardo. What's your name?	Hi, I'm Lisa. Nice to _____ <sup>2</sup> you.
Nice to meet you too. _____ <sup>3</sup> you here on holiday?	Yes, I'm here with my family. They _____ <sup>4</sup> at the hotel now.
How _____ <sup>5</sup> are you staying?	Two weeks. And _____ <sup>6</sup> ?
I'm on an English course with my brother. We _____ <sup>7</sup> here for six weeks.	Are you _____ <sup>8</sup> Italy?
No, we _____ <sup>9</sup> . We're from Brazil. Where are you from?	I _____ <sup>10</sup> from Germany. How old are you?
I'm eighteen. My brother _____ <sup>11</sup> twenty. How old are you?	I _____ <sup>12</sup> nineteen. My sister is twenty-two.
Would you _____ <sup>13</sup> something to drink?	_____ <sup>14</sup> , please. I need a coffee.

## 6 Extra practice/homework

Find mistakes in these sentences and correct them.

1. He be from England.
2. Theyre at the hotel.
3. You are from China?
4. Yes, we're.
5. No, we're aren't.
6. i'm twenty-three. How old are you?
7. How are you? I fine, thanks.
8. Is the teacher.



## 7

**Optional extension**

Here are some more useful expressions for meeting people. Match the pairs.

Match the pairs.

- |                           |   |
|---------------------------|---|
| 1. Have a nice weekend!   | a. Don't worry. It's all right.               |
| 2. How was your weekend?  | b. Great, thanks. And you?                    |
| 3. I have to go now.      | c. I'm a teacher / a student / a businessman. |
| 4. Sorry, I'm a bit late. | d. Same to you!                               |
| 5. What do you do?        | e. See you later.                             |

- Which two of these expressions do you use when you start to talk to someone?
- Which two of these expressions do you use at the end of your conversation?



# Transcripts

## 2. Listening

**Marie:** Hi, how are you?

**Luis:** I'm fine. And you?

**Marie:** I'm fine, thanks. ... My name is Marie. What's your name?

**Luis:** I'm Luis. Nice to meet you.

**Marie:** Nice to meet you too. Where are you from?

**Luis:** I'm from Spain. And you?

**Marie:** I'm from France. I live in Paris. How long are you staying here?

**Luis:** For six weeks. What about you?

**Marie:** For one month.

**Teacher:** Hi everyone! The class starts in ten minutes.

**Luis:** Is he the teacher?

**Marie:** Yes, he is. Would you like something to drink before class?

**Luis:** Yes, I'd like a coffee.



# Key

## 1. Warm up

5 mins.

Call attention to the header image which shows people meeting and set the context. Work with the whole class to match the questions and answers in both parts of the exercise. Drill the pronunciation and then ask students to practise reading the sentences in pairs. If they are able to, they can use their own personal information to answer the questions.

Answers A:

1. d                                      2. c                                      3. b                                      4. a

Answers B:

1. c                                      2. d                                      3. a                                      4. b

## 2. Listening

10 mins.

Call attention to the introduction to set the context and then go over the instructions for the first listening task. Play the dialogue and check answers with the class. For the second listening task, students can work in pairs to read through the sentences and try to remember the missing information. Play the recording a second time for them to check.

Answers Part 1:

1. How are you?
2. What's your name?
3. Where are you from?
4. How long are you staying here?
5. Would you like something to drink?

Answers Part 2:

1. Spain 2. Paris 3. weeks 4. month 5. ten 6. drink

## 3. Language point

10 mins.

Have students focus on the sentences, explanation and table. It may be helpful to use students' L1, if your class is monolingual, to explain *irregular* and the grammar terms used in the table. Go through the questions one by one, nominating a different student to answer each question, to clarify the rules of this extremely important grammar point. Students at this level often omit the *to be* verb from sentences or omit the subject.

Note: the two forms for negative short answers are used interchangeably in British English. American English speakers prefer the forms with not (you're not, etc). However, both forms will be understood in both varieties of English.

Then explain the use of contractions, which are used in virtually all informal speech, and drill the sentences with the class.

Answers:

1. When we write the first person singular, we use a **capital letter I**.





2. We use **the same** forms of to be with we, you and they.
3. We **use** an apostrophe (') to make the short forms (contractions).
4. We **don't use** contractions in short positive answers.
5. We use a **different** word order in questions and sentences.
6. There **are two ways** to make negative short answers with contractions.

#### 4. Practice

10 mins.

Do the first sentence as an example with the whole class - use long forms (not contractions) for the gap fill. Students work alone and then check answers in pairs, before going over the answers with the whole class. NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. is      2. am      3. are      4. Are      5. are      6. am      7. Are      8. is

Answers to questions:

- 1) 1, 2, 3, 5, 6, 8,;
- 2) He's the teacher. I'm not from London. They're students. They're not late. / They aren't late. I'm from Japan. She's here on holiday.
- 3) Yes, I am. No, I'm not. Yes, we are. No, we're not. / No, we aren't.

#### 5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity with two stages. Go over the instructions for the first stage of the activity. Set up A/B pairs and give students a few minutes to work alone to complete the missing information in their side of the table. Monitor and support students as necessary; encourage students to look back at the worksheet for support if they need to.

After a few minutes, ask students to stop and try the roleplay in pairs. In the second stage, students work alone to write the missing words from the other role before repeating the roleplay. Finally, go over the roleplay with the whole class to check answers. Correct and drill any mistakes you hear. If there is any extra time, students could try the role play using their own personal information or their imagination.

Answers:

1. name
2. meet
3. Are
4. 're
5. long
6. you
7. 're
8. from
9. aren't
10. 'm
11. is
12. 'm
13. like
14. Yes



## 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

- |                                    |                           |
|------------------------------------|---------------------------|
| 1. He is from England.             | 2. They're at the hotel.  |
| 3. Are you from China?             | 4. Yes, we are.           |
| 5. No, we aren't. / No, we're not. | 6. I'm twenty-three.      |
| 7. I'm fine, thanks.               | 8. She/he is the teacher. |

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students can add five more social expressions and responses to their vocabulary. They can work in pairs to match the two expressions and then check answers with the class, drilling pronunciation. Pose the follow-up questions as a check on understanding. Then students could test each other on the expressions. Answers: starting to talk to someone - How was your weekend? /Sorry, I'm a bit late; ending a conversation - Have a nice weekend./ I have to go now.

Answers A:

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. d | 2. b | 3. e | 4. a | 5. c |
|------|------|------|------|------|