

# UNIT 1

## Overview

### TOPICS

- Meeting people
- Greetings
- Introductions
- Leave-takings

### GRAMMAR

- Subject pronouns
- Present tense of *be*
- Information (*wh-*) questions
- Affirmative statements
- Contractions (*I'm, He's, She's, It's, We're, They're*)
- Prepositions (*from, in*)

### COMMUNICATION GOALS

#### Listening and Speaking

- Greeting people
- Introducing yourself and others
- Exchanging personal information
- Saying good-bye
- Asking how to spell something
- Thanking someone

#### Reading and Writing

- Reading a world map
- Reading a bulletin board
- Using capital letters and punctuation marks
- Writing a conversation based on a picture

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Knowing how to learn

##### **Personal Qualities**

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

#### ***Competencies***

##### **Information**

Acquires and evaluates information  
Interprets and communicates information  
Uses computers to process information

##### **Interpersonal**

Participates as a member of a team  
Contributes to group efforts

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.1.2 Identify or use appropriate language for informational purposes

0.1.4 Identify or use appropriate language in general social situations

0.2.3 Interpret or write a personal note, invitation, or letter

#### **2 Community Resources**

2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

#### **4 Employment**

4.5.2 Demonstrate simple keyboarding skills

4.5.5 Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts

4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

#### **5 Government and Law**

5.2.5 Interpret information about world geography

#### **7 Learning to Learn**

7.4.1 Identify or utilize effective study strategies

7.4.2 Take notes or write a summary or an outline

7.4.3 Identify, utilize, or create devices or processes for remembering information

7.4.9 Identify personal learning style

7.5.6 Identify or use strategies for communicating more successfully

\* See Introduction, page viii, for additional information on SCANS and CASAS.

# Lesson 1

## WARM UP

- Give each student a name tag. Have students write their names and countries/cities/towns of origin on the tags and attach them to their clothing, or have them hold the tags in front of them. Make a name tag for yourself. (Keep the tags for use in the following exercises.)

**Note:** If the students are from the same country, have them write the names of their hometowns, streets, or neighborhoods.

- Hold your tag up and say:  
I'm (*your name*).  
I'm from (*country, hometown, or street*).
- Have the students turn to their classmates and say their names and places of origin. Ask them to circulate throughout the room, exchanging personal information.

## PRESENTATION

**Hello. My name's Lynn.**

- **Set the stage.** Explain to the students that two people are meeting for the first time in line at the Immigration Office. Ask the students to look at the picture. Ask them to predict what the conversation might be about. Play the cassette or read the conversation and have the students read along silently.
- **Personalize the situation.** Model the conversation with a student, using personal information.

**Teacher:** Hello. My name's (*your name*).

**Student:** Hi. I'm (*student's name*).

**Teacher:** Where are you from?

**Student:** (*Place of origin*). And you?

**Teacher:** I'm from (*place of origin*).

- **Focus on selected items.** Elicit as much vocabulary as possible regarding appropriate ways to introduce yourself to another person. For example, your students may say: *Hello, Good morning, Hi*, etc. Write the vocabulary on the board. Make sure that *Good morning / afternoon / evening* are on the board as well. If the students do not give these greetings, ask pertinent or leading questions. (E.g., *Tell me a greeting for the morning.*)
- **Set the listening task.** Put the following grid on the board or use an overhead projector (OHP). Have the students copy it. Ask them to listen and check (✓) the city Lynn and Yumiko are from. Play the cassette or read the conversation.

	Tokyo	Beijing
Lynn		
Yumiko		

- **Check the listening task.** Call on a student to fill in the chart on the board. See if others agree or disagree, and verify the answers.
- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students practice the conversation in pairs, alternating which person begins the conversation.
- **Circulate and monitor progress.** As the students practice the conversation, help them with pronunciation and intonation. Have the students read each line or phrase silently and then look up as they say the line. Demonstrate this "read and look up" technique, which helps students to group words into phrases and ensures natural intonation rather than word-by-word reading.

### Teaching Tip

Students should not memorize the conversation. The purpose of reading the conversation aloud is to help develop confidence and fluency. Students learning a foreign language are sometimes inhibited by having to make strange sounds. To overcome this problem, offer students the opportunity to experiment vocally in a secure environment.

# 1 Where is she from?

► **Listening** ► **Speaking** ► **Writing**

- Have the female students stand on one side of the room, the male students on the opposite side. Make sure the students have the name tags they made at the beginning of the unit. Ask them to hold the tags in such a way that everybody can see their name and place of origin.
- Indicate a female student and say: *This is* (name of student). *She is from* (place of origin). Introduce *he* in the same way. Repeat, using several students' information. Every time you gesture to a student, he/she should step forward to be identified and then step back into the gender group. If you have only male or only female students, use pictures from the Student Book to indicate the opposite sex.
- To introduce *they* and contrast it with *he* and *she*, call on all the students in the front of the class to sit down at the same time while those in the back remain standing. Indicate the group sitting and say: *They are sitting*. Indicate the other group and say: *They are standing*. To make clear that the plural *they* is without gender, ensure that each group has both male and female students. Then repeat the sentences.
- To indicate that the plural *they* refers to any number above one, group small numbers of students around the class and refer to them by an identifying characteristic: *They are tall*. *They are short*. *They are from Japan*.
- To introduce the pronoun *you* as both singular and plural, have two students stand a few feet apart. Approach one of them and introduce yourself, using the conversation practiced at the beginning of Lesson 1.
 

**Teacher:** Hello. My name's (*your name*).

**Student:** Hi. I'm (*student's name*).

**Teacher:** Nice to meet *you*, (*name of the student*).
- Turn to the other student and repeat the conversation. Then gesture to each and repeat: *Nice to meet you*, (*name of student*). Then bring both students together and act out an introductory handshake with each one. Say: *Nice to meet you*, (*both names*).
- You can gesture to each student for emphasis when you say *you*. If you want to reteach the concept, continue the conversation, using other questions. For example:
 

**Teacher:** Where are *you* from?

**Student:** (*Place of origin*). And *you*?

- To introduce the pronoun *we*, include yourself in one of the groups. For example, join the group of students sitting down and turn to the rest of the class and say: *I am sitting down, and they are sitting down. We (add emphasis) are sitting down.* Then join the group of students standing and say: *I am standing, and they are standing. We (emphasis) are standing.* Then call on individual students in each group and ask them to repeat the sentences.
- Open books. Ask the students to look at the pictures on pages 2 and 3. Play the cassette or read the conversations aloud, pointing first to the picture of Ann Brennan (on Student Book page 2), then Gina Poggi (Student Book page 3). Then point to a student and ask, *What's your name?* Elicit the student's name. Ask, *Where are you from?* Elicit the response, *I'm from* (place).

Point to the student again, and ask the rest of the class, *What's her name?* Elicit the response, *Her name's* (name). Ask, *Where's she from?* Elicit the response, *She's from* (place). Finally, have the students work in pairs, look at the remaining pictures, and take turns asking and answering questions about the people.

**Pronunciation Note:** Have the students practice the reduced or concentrated pronunciation of *where is* /hweyɹz/ and *where are* /hweyɹr/. Have them repeat after you:

Where is /hweyɹz/ she from?

Where is /hweyɹz/ he from?

Where are /hweyɹr/ they from?

*Where're* is not a common written form, but it is a common spoken form.

## 2 Could you spell your last name?

► **Listening** ► **Speaking** ► **Reading**

- Play the cassette or read the letters aloud. Ask students to listen to the letters, point to each one, and repeat.
- Read the conversation aloud or play the cassette. Play it a second time and have students listen and repeat each line. Then play the six other conversations on the cassette.
- Then divide the students into pairs. Have them practice the conversation, using information about themselves. Encourage students to use the “read and look up” technique.
- Finally, call on pairs of students to act out the conversation for the class, without consulting their books.

## 3 That's L-o-l-a F-l-o-r-e-s.

► **Speaking** ► **Writing**

- To demonstrate this activity, have six students stand in a circle in the front of the room.
- Draw the seating chart on the board or use an OHP. In the box that says “Start Here” write:  
I'm (*your name*).  
I'm from (*your country*).
- Next ask a student her name and where she is from. Have her write her name and native country in the next box. To make sure that students understand the activity, continue the exercise with one or two more students, filling in their information in the boxes of the chart on the board.
- Put students into small groups of no more than six and have them do the activity. Circulate to monitor progress and offer help as needed. Make sure that students are writing the names and native countries of their classmates in their seating charts.
- To complete the second half of the exercise, have each group appoint a leader. Then have each group member fill out the report on the top of page 5 of the Student Book. All group members should fill in the appropriate numbers in the report.
- Finally, call on group leaders to share their results with the class. Discuss the results and draw conclusions.

### Expansion

- You may wish to play a chain game with the entire class, using students' personal information. The first student gives his name and native country. The next student repeats the first student's information and then gives her own information. The third student repeats the information of the previous two classmates and then gives his own information, and so on around the circle. This is a good exercise to practice *I'm, He's, She's* and to help classmates learn each other's names.

## 4 Hear it. Say it.

► **Listening** ► **Speaking**

### Falling Intonation

**Note:** These descriptions are for the teacher's information only. At this level, students learn best by imitating your pronunciation.

- **Pronunciation Practice:** This exercise focuses on rising-falling intonation. This pattern is used at the end of a simple greeting or leave-taking. Native English speakers usually raise their voice and then let it drop.
- Where we place emphasis in a sentence will determine the intonation pattern. In a short sentence, such as "Good morning" (see student book page), what comes immediately before the stressed syllable is spoken on a normal tone. What comes after is spoken on a low tone.
- This downward movement of the voice is called a **shift** and can be represented by a vertical line between the emphasized syllable **MORN** and the unstressed syllable *-ing* that follows.
- When the last sentence stress and its high note come on the very last syllable, as in "Goodbye" (see student book page), the voice makes a **slide**, which can be represented by a curved line. As the last syllable is pronounced, the voice descends.
- Play the cassette or read the phrases one at a time. Have the students repeat chorally. Correct their pronunciation and have them repeat the lines as needed.

## 5 See you on Monday.

► **Listening** ► **Speaking** ► **Writing**

- Write the following two headings on the board: **Greetings / Leave-takings.**
- With books closed, play the cassette or read the sentences aloud one at a time. Have the students repeat chorally.
- After the students repeat each line, ask a volunteer to tell you whether the word or phrase belongs under **Greetings** or **Leave-takings**. Write each word and phrase under the appropriate heading.
- For the second part of the exercise, have the students work in pairs. Ask them to complete the sentences with an appropriate word or phrase from the list on the board. Then call on individual students to read their answers.

Finally, read the sentences or play the cassette for students to verify their answers.

### Answers

Good morning.

Any greeting—answers will vary.

later *or* Monday *or* tomorrow

Good evening.

Leave-taking—answers will vary.

- At the end of the class, the students should say good-bye to you and to their classmates, using some of the leave-taking expressions they have been practicing.

**WORKBOOK** In class or for homework, assign Workbook Lesson 1.

# Lesson 2

## WARM UP

- Move around the room, pointing to individual students. Ask the class or an individual to identify each student by name. As a prompt, say: *Who's this? Is this \_\_\_\_\_?*
- Give a wrong name to prompt the class to correct your error or admit that they don't know a student's name. This will allow students to practice identifying themselves and others, as learned in Lesson 1. Whenever the class cannot identify a student, take the opportunity to introduce that student. On the board, write: *This is (name). He/She's from (country).*
- After the students have heard this conversation several times, briefly teach the concept of *introducing*. With two advanced students, role-play an introductory conversation. Call on volunteers to demonstrate proper responses to an introduction. (Use *It's nice to meet you.*)
- For practice, group students in threes and have them introduce one classmate to the other. Each group member should take a turn while you circulate and help with pronunciation.

## PRESENTATION

### *Tony, this is Lynn.*

- **Set the stage.** Tell the students to look at the picture and guess what is happening. (*Tony and Yumiko meet in front of the school. Yumiko is introducing a new student to Tony.*) Play the cassette or read the conversation as the class reads along silently.
- **Personalize the situation.** Ask the students if they say special words when they introduce one person to another in their culture. Do they say the same thing when they introduce a younger person to an older one? Is there a special way that one honors an older person and shows respect? Have students describe any differences.
- **Culture Note**  
In U.S. culture, we all use the same greetings and introductory phrases. We say *Nice to meet you* or *Pleased to meet you* to any new acquaintance, regardless of his/her age or social status.
- **Focus on selected items.** Tell the students that *Thanks* is an informal way of saying *Thank you*.
- **Set the listening task.** On the board, write *Where's Lynn from?* Tell the students to listen for the answer. Play the cassette or read the conversation.
- **Check the listening task.** Call on a student to answer the question (*China*). See if others agree.
- **Play or read the conversation aloud with pauses.** Have the students listen and repeat the conversation after you one line at a time. Make sure that they use natural speed and intonation.
- **Engage students in group work.** Have the students work in groups of three. Have each member introduce a newcomer to the third member of the group.
- Now have the students remain in their groups of three and look at the three pictures. Have the students volunteer any additional phrases they have heard to respond to the question *How are you?*  
Fine! Not well.  
I'm doing well. Not bad. Not too good.
- Have the students work with partners and practice the conversation, alternating roles. Tell them to use their own information and the phrases they just practiced.
- **Circulate and monitor progress.** As students practice introductions and the conversation, help them with pronunciation and intonation.

# 1 He's Prince Naruhito, and she's Princess Masako.

► *Listening* ► *Speaking* ► *Reading* ► *Writing*

**Note:** Several days prior to doing this exercise, have the students bring in a small snapshot of themselves to paste in their student book in the appropriate space.

- On the board, write:

I am = I'm

you are = you're      we are = we're

he is = he's          they are = they're

she is = she's

- Play the cassette or say the phrases and their contractions and have the class repeat them chorally.

- For the second part of the exercise, have the students work in pairs. Tell them to complete the sentences, writing down their answers. Then read the conversations aloud for students to correct any mistakes. Finally, have them show their own pictures to the class and read their personal descriptions aloud.

## Answers

1. He's, She's, They're
2. She, She's
3. is, He's
4. I am (*name*). / I'm from (*country*).

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## 2 Find someone who . . .

► **Speaking** ► **Writing**

- Put the chart from the student page on the board.
- In the first column, fill in the blanks with four geographic locations that represent your students' places of origin. You may wish to select four different cities, countries, or even continents. Be sure that your choices do correspond with your students' native homes.
- Ask the students to copy these locations in their book, in the chart.
- Now have the students circulate among their classmates to find answers. Tell them to write down their classmates' names in the second column in the chart. (It's possible that several students come from the same place.)

### Teaching Tip

If you have a big class, arrange students in groups. Make these groups as diverse as possible. Tell the students to circulate among their group members and fill in the chart with names.

- For the second part of the exercise, have the students complete the sentences in their books, using the information from their chart. Call on several students to report the results. If students worked in groups, call on a representative from each group to report the results of the search.

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## 3 Information Gap Activity, pages 121 & 122.

► **Listening** ► **Speaking** ► **Writing**

- Put students into pairs. Have one student look only at *A* on page 121, the other only at *B* on page 122. Remind them not to look at each other's pages.
- Explain to the students that each member of the pair has different information about the people in the four picture frames. Some of the names, countries, and courses are missing. The students must ask questions of their partner to find the missing information for their books. Demonstrate with one of your more proficient students.
- Refer the students to the *Useful Language* box at the bottom of the page. Have them ask each other the questions about the four people and write the missing information in their books.
- The students should check their answers by showing each other the page after they have completed the activity.
- Circulate to monitor progress and offer help as needed.

**WORKBOOK** In class or for homework, assign Workbook Lesson 2.

# Lesson 3

## WARM UP

- On the board, write the following sample note from Lynn to one of her friends back in Beijing.

Dear Shu Ling,

Hello. How are you? I am well. Today I'm learning about my new ESL class. We have students from Spain, Russia, and Japan. We are all studying English together. It's very exciting for me. I miss you! Write soon.

Your friend,  
Lynn

- Tell the students that they will write a similar note to a friend in another country or another city. They may follow the model or create an original text.
- Have the students read the note and then write their own.
- When the students have completed the assignment, have them estimate how long it will take for the note to arrive if they mail it to their

friends' addresses. Ask them: *Will it take a week? Will it take a month? Will it take longer than a month?* Have volunteers raise their hands and discuss the speed of mail delivery in their native countries.

- Ask the students: *If you could send your mail instantly, anywhere in the world, how would you do it?* Elicit from the students whether they know of the fastest way to send mail. Have them call out the name of this technology (*e-mail*).
- Explain to the students who are unfamiliar with e-mail that the notes they have just completed could be sent out to any place in the world where the computer technology is available. Tell the students that in this class they are going to learn how to send, receive, and answer e-mail.
- Have those who have already used e-mail raise their hands, then share their experiences with the other students.

## PRESENTATION

### *This is our class.*

**Note:** Ask the students to bring photographs of themselves to class. Tell them they are going to put together a bulletin board with the pictures of everyone in their class. You will need a poster board, glue or staples, and markers to write information about your students.

- **Set the stage.** Ask the students if they ever saw a classroom bulletin board. Tell them that they are going to read the bulletin board in Mrs. Brennan's English 101 classroom. Ask the class,

with books closed, to recall the names of all the students in Mrs. Brennan's class and as much information as they can about them.

- **Engage students in pair work.** Have the students work in pairs. Ask them to read the information on Mrs. Brennan's bulletin board and do the exercise. To check the answers, call on individual students.

**Additional Activity** See *Unit 1 Appendix*.

## 1 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

## 2 Wrap Up

► **Listening** ► **Speaking** ► **Reading**

- This activity is a review of the previous lessons, and a chance for students to practice the conversational sentences they have learned. Have the students work in pairs and write each answer next to its question. Circulate to monitor progress and offer help as needed.
- Cut out the exchanges, fill them in and shuffle them, and give half of an exchange to each student in the class. Call on individual students to give possible answers.
- Give each student a chance to familiarize himself/herself with his or her question or statement. Have a volunteer read one line, and a second student read an answer in turn. Instruct the students to pay attention to which sentences require which type of answers.

### Expansion

- Shuffle the exchanges and redistribute. Each student gets a question or an answer.
- Tell the students to circulate, approaching as many classmates as possible and saying their part of the exchange (a question, response, greeting, or response to a greeting). Their goal is to match a question and answer pair. Remind the students to listen to the answers to their questions. If the exchange matches, the two students move to one side of the classroom while the rest of the class continues the activity.
- After ten or fifteen minutes, ask students who have found matches to present their exchanges. Allow the remaining students to call out their halves of the exchange in order to discover who has the matching question or response.

## STRATEGIES FOR SUCCESS

- Have students look at the **Strategies for Success** box. Explain (for EFL or monolingual classes, use the students' native language to clarify your instructions) that
  - a. these strategies are designed to help the individual become a more successful learner.
  - b. the strategies allow and help students to practice certain techniques *outside the classroom*.
  - c. for this unit, the techniques are (1) writing new material on notecards and reviewing, (2) practicing the conversations and associated vocabulary with a learning partner, and (3) learning by trying to teach someone else.
- Show students how to write new vocabulary and short conversations on an index card. Explain that they will make cards for each unit, so they should buy an ample supply of index cards.
- Help each student find a learning partner. A learning partner should be someone with whom she/he can meet outside of class at a mutually convenient time.
- Demonstrate how learning partners can practice the conversations together and check each other's pronunciation, and can politely correct any errors or memory lapses.
- Demonstrate how a student might go about teaching simple English conversation (*Hi. How are you? I'm fine*) to a friend or acquaintance who doesn't know any English.
- Finally, encourage the students to report back to class verbally on their success. Make sure you set aside time for selected reports and questions or comments during the next class period.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.

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## CHECKPOINT

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*The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.*

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

## GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

### Lesson 3, Presentation (p. 9)

#### *Geography Challenge*

- Students may use a bilingual dictionary for help in translating the names of specific places from their own languages into English. This game requires some knowledge of place names from around the globe.
- The teacher referees the game. Use a world atlas or encyclopedia to verify any disputed place names.
- A member of Team A initiates a round by naming a country, city, state, continent, or other place name (for example, *Alaska*). Team A then challenges Team B to name another place whose *initial* letter is the same as the *final* letter of the first-named place, in this case *a*. In other words, the final letter of the first place becomes the first letter of the second-named place.
- Team B repeats *Alaska*, then adds (for example) *Albany*.
- Back to Team A, who now supplies a place beginning with the final letter of the previous-named place, in this case *y*.
- The game continues until either team fails to come up with an appropriate place name and is eliminated. In order to win a round, the challenging team must be able to name a second place name where its opponents failed. If neither team is able to do so, the round is designated a draw, and a rematch takes place.
- Your class can play this game in teams or in challenge-pairs. If students play in pairs, you may wish to hold a tournament. Winners of round one compete against one another in round two. Continue playing rounds until only two winners are left, and hold a final elimination round. The student who wins becomes the Geography Champion.

**Student/Team A:** *Alaska*.

**Student/Team B:** *Albany*.

**Student/Team A:** *Yemen*.

**Student/Team B:** *North Carolina*, etc.

# WORKBOOK ANSWER KEY Lesson 1, pp. 1-3

## Exercise 1

Answers will vary.

## Exercise 2

### Part I

- A: Where is he from?  
B: *He's* from Haiti.
- A: Where is she from?  
B: *She's* from *Egypt*.
- A: Where are they from?  
B: *They're* from *Portugal*.

- A: Where are you from?  
B: *I'm* from \_\_\_\_\_.

### Part II

- A: Where *is she* from?  
B: *She's* from Cambodia.
- A: Where *are they* from?  
B: *They're* from Greece.

- A: Where *is he* from?  
B: *He's* from Colombia.
- A: Where *are you* from?  
B: *I'm* from Alaska.

## Exercise 3

### Across

- China
- United States
- Italy
- Spain

### Down

- Austria
- Japan

## Exercise 4

- name
- are
- from
- spell
- H-E-L-E-N

## Exercise 5

- Good-bye. See you tomorrow.
- It's nice to meet you.
- Could you spell your last name?
- Where are you from?
- What's her name?
- Sign here, please.

# WORKBOOK ANSWER KEY Lesson 2, pp. 4–6

## Exercise 1

1. b. It's the afternoon.
2. a. Liem is a new student.
3. b. Liem is from Vietnam.
4. a. Liem's last name is Nguyễn.
5. a. Ted is fine.

## Exercise 2

1. A: How are you?  
B: I'm fine, thank you.
2. A: What is your name?  
B: My name is Susan.  
A: Where are you from?  
B: I'm from Vietnam.
3. A: Phil, this is Nancy.  
She's a new student.  
B: Nice to meet you, Nancy.  
C: Nice to meet you, too.

## Exercise 3

Answers will vary. Sample answers:

- Doug Brown: Hello. How are you?  
David Bliss: I'm fine, thank you. How are you?
- Doug Brown: Fine, thanks. My name is Doug Brown. What's your name?  
David Bliss: My name is David Bliss.
- Doug Brown: David, this is Mary. She's my wife.  
David Bliss: Nice to meet you, Mary.
- Mary Brown: Nice to meet you, too.  
David Bliss: I'm your new neighbor.

## Exercise 4

1. This is Oscar. *He's* from Madrid.
2. This is Yumiko. *She's* from Japan. This is Lynn. *She's* from China. *They're* from Asia.
3. This is Ann Brennan. *She's* our English teacher. *She's* from Houston.
4. This is Nelson. *He's* from Mali. This is Yon Mi. *She's* from Korea. *They're* new students.
5. This is Tony. *He's* from Brazil.
6. (Answers will vary.)

# WORKBOOK ANSWER KEY Lesson 3, pp. 7-8

## Exercise 1

- |                 |                                 |                    |
|-----------------|---------------------------------|--------------------|
| 1. Ken Mara     | 3. Michael Johnson, Margo Grant | 5. Michael Johnson |
| 2. James Miller | 4. Henna Singh                  | 6. Susan           |

## Exercise 2

Answers will vary.

## Exercise 3

- |  |  |  |
|--|--|--|
| 1. A: <i>What's your name?</i><br>B: My name's Jennifer.           | 4. A: <i>How is your wife?</i><br>B: She's not too good.                 | 7. A: <i>How are you?</i><br>B: Fine, thanks.                    |
| 2. A: <i>Where are you from?</i><br>B: I'm from the United States. | 5. A: <i>How do you spell your last name?</i><br>B: (Answers will vary.) | 8. A: <i>Where are they from?</i><br>B: They're from California. |
| 3. A: <i>Who are they?</i><br>B: They're the Jacksons.             | 6. A: <i>What's his last name?</i><br>B: Trump.                          | 9. A: <i>Who is she?</i><br>B: She's the new student.            |
|  |  | 10. A: <i>Where is Rome?</i><br>B: It's in Italy.                |