

- G** verb *be* (singular): *I* and *you*
V numbers 0–10, days of the week, saying goodbye
P /h/, /aɪ/, and /i:/'

Lesson plan

In this first lesson, Sts learn to introduce themselves and give basic greetings, and to use the *I* and *you* forms of the verb *be* in positive and negative sentences, questions, and short answers. The context is a coffee shop where people are asked their names, which are then written on their cups, and where two people meet for the first time. The lesson starts with a dialogue, which leads into the grammar presentation. Sts then learn numbers 0–10, and in Pronunciation, they are introduced to the *English File* system of teaching the sounds of English with three sounds: /h/, /aɪ/, and /i:/. The language is brought together in a Speaking activity which also gives Sts the opportunity to introduce themselves to other sts and to learn their names. The lesson finishes with a focus on the days of the week and ways of saying goodbye.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar verb *be* (singular): *I* and *you*

Communicative Are you...?

Vocabulary Numbers 0–10 and days

For students

Workbook 1A

Online Practice 1A

Plus extra Vocabulary, Pronunciation, and Listening for speakers of Spanish: classroom language; the alphabet;

The first day of class

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Introduce yourself to the class. Say *Hello. I'm (...)* twice. Repeat your name and write it on the board.

Then look at one student and say *Hello. I'm (...)*. Encourage him / her to respond *Hello. I'm (...)*. At this stage, do not correct anything they say. If the student fails to respond, move on to another student until you get the correct response.

Repeat this process with other Sts round the class. With a good class, you may also want to teach the phrase *Nice to meet you* at this point.

This activity will break the ice with your class on the first day.

1 LISTENING & SPEAKING

- a** **1.2** Books open. Demonstrate this by opening your own book and saying *Open your books*. Say the page number and write it on the board. Focus on the photos and the conversations by pointing at your book and saying *Look at the photo*. Then tell Sts to read and listen. Demonstrate this by putting your hand to your ear, pointing to the audio player, and saying *Listen*. Play the audio once the whole way through for Sts to read and listen at the same time.

1.2

See conversations in Student's Book on p.8

Go through the conversations, making sure the meaning is clear to Sts. Some teachers may want to do this in L1. (See **Introduction** on p.8 for comments on use of mother tongue.) You might also want to tell Sts that the word *barista* is originally Italian and is a person who works in a coffee bar. Point out that the response to *Nice to meet you* is *Nice to meet you* (*Nice to meet you, too* is also taught later).

- b** **1.3** Play conversation 1 on the audio and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly. Get individual Sts to say the phrases after you.

Play the audio again for Sts to repeat in chorus, allowing time for them to repeat.

1.3

Same as script 1.2 with repeat pauses

- i** If you find the repeat pauses aren't long enough, pause the audio yourself. Encourage Sts to try to copy the rhythm. Getting the rhythm correct is one of the most important aspects of good pronunciation.

Depending on the size of your class, get all or some Sts to repeat individually.

If you know your Sts' L1, you may want to point out that *hello* and *hi* mean the same, although *hi* is more informal. Repeat with the other three conversations.

- c** Put Sts in pairs, **A** and **B**. Demonstrate the activity with a good pair. **A** takes the roles of Helen and Barista 1 in the last conversation, and **B** takes all the other roles.

Now ask Sts to practise the conversations. When they have finished, tell them to swap roles. Listen out for general pronunciation mistakes and write them on the board, then model and drill them with choral and individual repetition.

EXTRA SUPPORT With a weaker class, you could work on each conversation one by one, modelling and drilling the pronunciation and then practising in pairs, before moving on to the next conversation.

EXTRA IDEA Put Sts in groups of four and give each student a role (Helen, Barista 1, Barista 2, and Tom). They can then swap roles.

2 GRAMMAR verb *be* (singular): *I* and *you*

- a** Focus on the instructions and get Sts to complete the two sentences in the speech bubbles. Check answers.

- b** Tell Sts to go to **Grammar Bank 1A** on p.154. You could write the page number on the board to help Sts. Show Sts that all the grammar rules and exercises are in this section of the book.

Grammar notes

The **Grammar notes** in this Teacher's Book aim to add more, or expanded, information to the notes and rules on the **Grammar Bank** pages in the Student's Book.

verb *be* (singular): *I* and *you*

In English we always use a name or pronoun with the verb. *I* is always written with a capital letter.

There is only one form of *you* – i.e. there is no formal and informal form, unlike in many other languages.

Native and fluent speakers of English nearly always use contractions in conversation.

When you make questions with *be*, the subject and verb change position.

You can answer a question with a short answer in English instead of answering just *yes* or *no*. Emphasize that *you are* in the positive short answer is not contracted.

The *you* form of the verb *be* has two possible negative contractions: *you aren't* and *you're not*. Both forms are common, but we recommend you teach only *you aren't* so as not to confuse Sts.

EXTRA SUPPORT If you have a monolingual class, don't be afraid of using your Sts' L1 to talk about the grammar rules. At this level it is unrealistic to expect Sts to fully understand grammar rules in English.

Focus on the example sentences and teach Sts the words \oplus = *positive*, \ominus = *negative*, and ? = *question*.

Play both audio **1.4** and **1.5** for Sts to listen and repeat. Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1A** on p.155 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read the full sentences.

a

- 1 Hi. **I'm** Tony.
- 2 Hello. **I'm** your teacher. **You're** in my class.
- 3 **I'm** in class 4.
- 4 **You're** in room 3.

b

- 1 **You aren't** in class 5. You're in class 4.
- 2 **You aren't** in room 6. You're in room 7.
- 3 **I'm not** Marina. I'm Marisa.

c

- 1 Am I in room 4? 2 Are you Silvia? 3 Am I in class 3?

d

- 1 **A Am** I in room 8?
B No, you **aren't**. You're in room 6.
- 2 **A Are** you in class 4?
B No, **I'm not**. I'm in class 5.
- 3 **A Are** you Henry?
B Yes, I **am**. Nice to meet you!
- 4 **A Am** I in your class?
B Yes, you **are**. **I'm** your teacher.

Tell Sts to go back to the main lesson **1A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopyable activity at this point.

- c** **1.6** Tell Sts that they are going to practise saying contractions. Focus on the example. Remind Sts that *I'm* is the contraction of two words. Establish a gesture to remind Sts to contract verb forms, e.g. a scissor or concertina gesture. Highlight and drill the pronunciation of *I'm* /aɪm/.

Play the audio and get Sts to listen and say the contractions.

1.6

- 1 I am (*pause*) I'm
- 2 You are (*pause*) You're
- 3 I am not (*pause*) I'm not
- 4 You are not (*pause*) You aren't

Then repeat the activity, getting individual Sts to repeat the contractions.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: verb *be* (singular): *I* and *you*

3 VOCABULARY numbers 0–10

- a** **1.7** Some Sts may already know some numbers in English, but real beginners probably won't know the correct pronunciation or spelling of all the numbers 0–10. Focus on the photos and elicit, if possible, what Sts can see, i.e. two cappuccinos, one cappuccino and two teas, etc.

Tell Sts to listen to the conversation and tick the correct photo.

Get Sts to compare and then play the audio again if necessary.

Check the answer.

2

1.7

- A** A cappuccino, please.
B A tea for me.
C And a tea for me, too.

Assistant What's your name?

- A** Maria.
B I'm Andrew.
C I'm Sally.

Assistant Two teas and one cappuccino.

Write the numbers 1, 2, 3 on the board and elicit the numbers from Sts.

Try to elicit the numbers four to ten and zero onto the board. For 0, teach *zero* /'zi:əʊ/. If Sts don't know any numbers, don't worry, as they will be looking at numbers in the next exercise in the **Vocabulary Bank**.

- b** Tell Sts to go to **Vocabulary Bank Numbers** on p.178. Write the page number on the board. Highlight that these pages (**Vocabulary Banks**) are the vocabulary section, where Sts will first do all the exercises, and will then have the pages for reference to help them remember the words.

Vocabulary notes

In the **Vocabulary Bank**, the phonetic transcription is given for all new words. Explain this to Sts and tell them that they will be learning the phonetic symbols gradually throughout the course, but not to worry about them for the time being.

I 0 can be said in different ways in English, e.g. *zero* (the most general), *oh* (in phone numbers), *nought* (in mathematics), etc. We teach just *zero* here, but point out the use of *oh* in phone numbers, as Sts may want to use it as an alternative in **2B**, where they learn to say phone numbers.

1.8 Look at **1 0–10** and focus on **a**. Play the audio for Sts to listen and repeat the numbers in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.8

See 0–10 in Student's Book on p.178

Focus on the **Word stress** box and go through it with the class, demonstrating (or explaining in L1) that in English, one syllable is always pronounced more strongly than the other(s) in multi-syllable words. Throughout *English File*, word stress is marked by underlining the stressed syllable.

Focus on **b**. Get Sts to cover the words and say the numbers. Sts can do this individually or with a partner. Monitor and help. Make a note of any pronunciation problems they are having.

Point to the numbers you wrote on the board earlier and model and drill the ones that Sts find difficult.

Finally, focus on **Activation**. Individually or in pairs, Sts count from zero to ten, and then down from ten to zero.

EXTRA IDEA Count round the class from zero to ten. Point to Sts at random, and encourage them to count a little bit faster each time you start from zero. Then count backwards from ten to zero.

EXTRA CHALLENGE Get Sts to count up and down in twos, i.e. *two, four, six*, etc.

Tell Sts to go back to the main lesson **1A**.

1.9 Focus on the squares and the example (7 in the first square). Demonstrate / Explain the activity by playing the first number on the audio.

Then play the rest of the audio and get Sts to write down the numbers in digits in each square. Pause the audio if Sts need more time to think and write.

Check answers by drawing the ten squares on the board and completing them with the numbers as digits.

3 0 8 9 1 4 5 6 2 10

1.9

seven, three, zero, eight, nine, one, four, five, six, two, ten

EXTRA CHALLENGE Get Sts to write the numbers as words. Then check answers and add them to the board yourself.

1.10 Focus on the instructions and example.

Demonstrate by saying two numbers yourself and eliciting the next one from the class.

Play the audio and pause after the first pair of numbers.

Ask Sts what the next number is (*nine*). Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the next number. Get a whole class response.

1.10

one, two (*pause*) three
seven, eight (*pause*) nine
three, four (*pause*) five
five, six (*pause*) seven
four, five (*pause*) six
two, three (*pause*) four
six, seven (*pause*) eight
zero, one (*pause*) two
eight, nine (*pause*) ten

Then repeat the activity, eliciting responses from individual Sts.

EXTRA IDEA Give Sts more practice by doing simple sums with them on the board, e.g. *What's four and two?*

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: numbers 0–10

4 PRONUNCIATION /h/, /aɪ/, and /iː/

Pronunciation notes

You may want to highlight to Sts the following sound-spelling patterns. Use Sts' L1 to do this if you know it.

- /h/ *H* at the beginning of a word is pronounced /h/, e.g. *hello*. (There are a few exceptions, but apart from *hour*, the others are not relevant for Sts at this level.)
- /aɪ/ This is actually a diphthong (literally 'two sounds'). It is often spelled *i* before a single consonant followed by silent *e*, as in the example word *bike*.
- /iː/ Two of the most common spellings of this sound are double *e*, as in *meet*, and *ea*, as in *repeat*.

See also **Pronunciation** in the **Introduction**, p.8.

1.11 Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them to remember English sounds.

Explain that the phonetic symbol in the picture represents the sound. Phonetic symbols are used in dictionaries to help learners pronounce words correctly.

Focus on the chart and play the audio once the whole way through for Sts just to listen.

1.11

See words and sounds in Student's Book on p.9

Focus on the sound picture *house*. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *house*. Explain that the pink letters are the /h/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Now repeat the same process for *bike* /aɪ/ and *tree* /iː/. Try to exaggerate the /iː/ so that Sts realize that it is a long sound.

Play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat. Give further practice if these sounds are a problem for your Sts. Then repeat the activity, eliciting responses from individual Sts. Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b  **1.12** Focus on the sentences and play the audio once the whole way through for Sts just to listen.

 **1.12**
See sentences in Student's Book on p.9

Now play the audio again, pausing after each sentence for Sts to listen and repeat. Then repeat the activity, eliciting responses from individual Sts. Get Sts to practise saying the sentences in pairs. Monitor and help with any pronunciation problems.

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: the alphabet

5 SPEAKING

Focus on the flow chart. Demonstrate the conversation on the left side with a student whose name you remember. Do the same with two other Sts.

Demonstrate the right side of the conversation with a student whose name you pretend to have forgotten. Do the same with two other Sts.

Model and drill both conversations, getting Sts to repeat them after you. Then see if Sts can remember the conversations without looking at their books.

Tell Sts to move around the class and practise the conversations from memory with other Sts.

This activity, as well as consolidating the new language, will help Sts remember each other's names.

Monitor and help, dealing with any general pronunciation problems at the end.

EXTRA SUPPORT Tell Sts to close their books. Elicit the two conversations onto the board. They can refer to this during the activity if they can't remember the phrases.

EXTRA IDEA Before Sts start, you could put music on. Tell Sts to move around the room. When the music stops, Sts should do their role-play with the person nearest them.

6 VOCABULARY

 days of the week, saying goodbye

Vocabulary notes

Highlight the use of capital letters for days of the week, as in many languages this is not the case. You may need to point out that in the UK (and many parts of the world), the weekend is Saturday and Sunday – there are some parts of the world, e.g. the Middle East, where it is Friday and Saturday.

a  **1.13** Focus on the task and tell Sts those are the seven days of the week. Play the audio for Sts to listen and repeat the days in chorus. Pause the audio as necessary. Make sure Sts know what

the words are in their L1. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses. Highlight the silent *d* in *Wednesday* /'wenzdeɪ/, the pronunciation of *Tuesday* /'tju:zdeɪ/ and *Thursday* /'θɜ:zdeɪ/, which Sts usually find tricky.

 **1.13**
See days of the week in Student's Book on p.9

Focus on the **Capital letters** box and go through it with the class, explaining that in English, unlike some other languages, days of the week begin with capital letters.

b Explain the words *today* and *tomorrow* by writing the actual date (not the day of the week) on the board. Point to it and say *today*. Then write the next day's date and say *tomorrow*. Ask Sts *What day is today?* Elicit the day of the week. Then ask *What day is tomorrow?* and elicit the response. See if any Sts know what *the weekend* is, and elicit the days.

Drill the pronunciation of *today*, *tomorrow*, and *the weekend*. Make sure Sts don't pronounce the double *r* in *tomorrow* too strongly.

Get Sts to complete the exercise with the correct days. Make sure they start with a capital letter.

c Get Sts to cover **a**, or to close their books, and say the days of the week first together, and then individually round the class. Finally, elicit which days Sts have English classes.

EXTRA IDEA For further practice, you could say one day and then get the class or individual Sts to say the next day, e.g. **T** *Tuesday* **Sts** *Wednesday*

d  **1.14** Focus on the photo and elicit who the two people are (*Helen and Tom*). Now focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk towards the door and say, for example, *Goodbye! See you tomorrow / on Wednesday*, etc. Play the audio once the whole way through for Sts just to listen.

 **1.14**
See sentences in Student's Book on p.9

Now play it again for Sts to listen and repeat. Highlight that *goodbye* has the stress on the second syllable. Show / Explain that *bye* is a shorter form of *goodbye* and it is more informal.

e Get Sts to practise by saying *Goodbye* to the person next to them. Demonstrate / Explain that we often combine *bye* or *goodbye* with another phrase such as *See you + day*.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: classroom language

FOR SPEAKERS OF SPANISH **Online Practice** Listening: The first day of class

WORDS AND PHRASES TO LEARN

 **1.15** Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **1A**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

G verb *be* (singular): *he, she, it*

V countries

P /ɪ/, /əʊ/, /s/, and /ʃ/

Lesson plan

The topic of this lesson is world music, which provides the context for learning the names of countries, and the grammar: the *he, she, and it* form of the verb *be*.

The vocabulary is first introduced through music, and Sts then learn more country words in the **Vocabulary Bank**, and practise asking where people are from and where places are. *He is, she is, and it is* are then presented in Grammar through a conversation about where different musicians are from. This is followed by Pronunciation, where Sts are introduced to four new sounds: /ɪ/, /əʊ/, /s/, and /ʃ/. Finally, in the last activity, Sts first practise distinguishing between the pronunciation of *he* and *she*, and then they identify the nationality of different people and things connected to music.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Grammar verb *be* (singular): *he, she, it*

Communicative Where are they from?

Vocabulary Countries

For students

Workbook 1B

Online Practice 1B

Plus extra Vocabulary and Pronunciation for speakers of Spanish: more countries; country names

Grammar and Vocabulary Pocket Book

OPTIONAL LEAD-IN (BOOKS CLOSED)

Pin a world map to the wall, or project one onto the board. Point to Sts' country / countries and elicit the name(s). Write it / them on the board. Model and drill the pronunciation.

Point to England and elicit the name. Write it on the board. Model and drill the pronunciation.

Finally, if you are from a different country, point to it on the map and elicit the name. Write it on the board. Model and drill the pronunciation.

1 VOCABULARY countries

a **1.16** Books open. Focus on the five countries and use a map or Sts' L1 to elicit what the countries are. Tell Sts that they are going to hear a short piece of music from each of the countries in the list. They have to guess where each one is from. Tell them to write the number of their guess in the box.

Play the first piece of music on the audio and pause. Point out the answer (1) in the box next to *Spain*.

When you are sure that Sts understand the task, play the rest of the audio. Pause as needed for Sts to write their answers.

1.16

(Extracts of the following:)

- 1 *Spanish flamenco music*
- 2 *US country music*
- 3 *Chinese music*
- 4 *Turkish music*
- 5 *English folk*

b **1.17** Play the audio for Sts to listen and check.

Check answers. Ask how many Sts were able to guess all of the countries.

1.17

- 1 *Spain*
- 2 *the United States*
- 3 *China*
- 4 *Turkey*
- 5 *England*

c Tell Sts to go to **Vocabulary Bank Countries and nationalities** on p.179. Write the page number on the board.

Vocabulary notes

As Sts are beginners, we have restricted the number of countries taught in the **Vocabulary Bank** to 15, and these same countries are then recycled and revised in subsequent lessons. Teachers will probably also want to teach Sts their own and neighbouring countries if these do not appear in the **Vocabulary Bank**.

Countries

The UK (the United Kingdom) = England, Scotland, Wales, and Northern Ireland. *Great Britain* is also often used, and technically refers to the island including England, Scotland, and Wales, but not Northern Ireland.

Explain that *the United States* is the shortened form of *the United States of America*. You could also point out that Americans usually say *the USA*, but both are possible.

1.18 Look at **1 Countries** and focus on **a**. Play the audio for Sts to listen and repeat the countries in chorus. Pause the audio as necessary. Highlight the word stress and the pronunciation of the more difficult words. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

1.18

See **Countries** in Student's Book on p.179

Focus on the **Capital letters** box and go through it with the class, explaining that in English countries always begin with capital letters.

Focus on **b**. Teach Sts the name of their country if it is not in the list and you didn't do the **Optional lead-in**. Write it on the board and model and drill the word. Tell Sts to write it in the gap.

Now do **Activation**. Get Sts to cover the words in **a**, look at the photos, and say the countries. Sts can do this individually or with a partner. Monitor and help.

Listen for any general pronunciation mistakes. Write the words on the board, and model and drill them with choral and individual repetition.

Tell Sts to go back to the main lesson **1B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

d **1.19** Sts have already seen that one syllable in a multi-syllabic word is pronounced more strongly than others (= word stress). Here they see that certain words (the ones which carry the important information in a sentence) are pronounced more strongly than others (= sentence rhythm), e.g. in *Where are you from?*, **where** and **from** are pronounced more strongly than *are* and *you*. *Where* and *from* are important to understand the question.

In the answer *I'm from Toledo*, **Toledo** is stressed, as it is important to understand the answer.

Focus on the instructions and the conversation.

Demonstrate / Explain to Sts, in their L1 if you know it, that the **bold** words in the conversation are stressed more strongly than the others.

Then play the audio once the whole way through for Sts just to listen.

1.19

See conversation in Student's Book on p.10

Elicit / Explain / Demonstrate the meaning of each phrase. Make sure Sts know that Toledo is a city in Spain.

Now play the audio again, pausing after each line for Sts to listen and repeat. Encourage them to get the rhythm correct.

EXTRA SUPPORT Get Sts on one side of the classroom to repeat the questions in chorus. Then have Sts on the other side repeat the answers. Finally, repeat, swapping roles.

e Put Sts in pairs, **A** and **B**. Focus on the instructions and demonstrate that they are going to practise the conversation using their own countries and cities. Get a good pair to demonstrate the activity.

Get Sts to practise with their partner, inserting their own town / city and country.

Now ask Sts to get up and practise the conversation with other Sts.

EXTRA IDEA If your Sts all come from the same place, you could ask them to choose a different country from the **Vocabulary Bank** and choose a city, e.g. the capital.

f **MEDIATION ACTIVITY** Tell Sts that they are going to ask each other where certain places are.

Now put Sts in pairs, **A** and **B**, and tell them to go to

Communication Where is it?, **A** on p.140 and **B** on p.144.

Go over the instructions and make sure Sts understand what they have to do. Focus on the question in the speech bubble and the three possible answers. Stress that they must answer each question using one of the three options in the speech bubbles, depending on whether they know the answer. Demonstrate by asking Sts about different cities that are not in the exercise, but are in countries they know how to say, e.g. *Where's Geneva?*

Now get Sts to sit face to face if possible, and get Sts **A** to start by asking their questions. Tell Sts not to worry about

the pronunciation of the city names. Either get Sts **A** to ask all their questions and then swap, or you could get Sts to ask alternate questions. When Sts have finished, find out who got most of the answers correct.

EXTRA SUPPORT If Sts are having trouble understanding the name of the places their partner is saying, tell them to write the name on a piece of paper.

Tell Sts to go back to the main lesson **1B**.

FOR SPEAKERS OF SPANISH **Online Practice** Vocabulary: more countries

FOR SPEAKERS OF SPANISH **Online Practice** Pronunciation: country names

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: countries and nationalities (countries)

2 GRAMMAR verb *be* (singular): *he, she, it*

a **1.20** Focus on the poster and the conversation. You could ask Sts if they know any of the people on the poster. Then tell Sts to read and listen to the conversation and complete each gap with a country.

Play the audio once for Sts to listen and complete the conversation.

Play the audio again, as necessary.

Check answers. You could tell Sts that Caetano Veloso is a Brazilian singer-songwriter, musician, and writer, and Lila Downs is a Mexican-American singer-songwriter and actress.

1 Brazil 2 Brazil 3 Mexico

1.20

A Wow! Caetano Veloso!

B Where's he from?

A He's from Brazil.

B Is Lila Downs from Brazil, too?

A No, she isn't. She's from Mexico.

B Is she good?

A Yes, she is. Very good.

b **1.21** Play the audio again, pausing for Sts to listen and repeat. Try to get Sts to pronounce the *s* in *Where's* and *he's* as /z/ and the letters *sh* in *she* as /ʃ/.

1.21

Same as script 1.20 with repeat pauses

c Put Sts in pairs. Focus on the instructions and get a good pair to demonstrate the activity.

Now ask Sts to practise the conversation.

Make sure they swap roles. Monitor and help.

Write any pronunciation mistakes on the board and correct them afterwards.

d Focus on the photos. Ask *He, she, or it?* for each photo. Tell Sts to match each word to a photo.

Check answers. Make sure Sts understand that *he* is used for a male person, *she* for a female person, and *it* for places, things, etc.

1 he 2 she 3 it

e Here Sts see where the new forms of the verb *be*, which they have just learned, fit into the chart along with the forms they already know (*I* and *you*). Focus on the chart and make sure Sts understand *singular*. Point out the positive and negative columns, and give Sts time to complete the gaps.

Get Sts to compare with a partner, and then check answers.

+	he's	-	he isn't
	she's		she isn't
	it's		it isn't

f Tell Sts to go to **Grammar Bank 1B** on p.154.

Grammar notes

verb *be* (singular): *he, she, it*

In English, *he* is used for a male person and *she* for a female person. Things in English don't have a gender as they do in many languages. *It* is used for everything which is not a man or a woman, e.g. things, countries, places, buildings, etc. Animals are often *it*, but can also be *he* or *she* if they are yours and you know the sex.

Remind Sts that in conversations, it is more common to use contractions than full forms.

Point out that *is* is contracted in conversation after question words, e.g. *What's your name?* *Where's he from?*, but *are* isn't contracted in *Where are you from?*

The *he / she / it* form of the verb *be* has two possible negative contractions: *he / she / it isn't* and *he's / she's / it's not*. Both forms are common, but we recommend you teach only *he / she / it isn't* so as not to confuse Sts. Only point out the alternative form if Sts ask about it.

Focus on the example sentences and play audio 1.22, 1.23, and 1.24 for Sts to listen and repeat.

Encourage them to copy the rhythm.

Then go through the rules with the class.

Focus on the two information boxes and go through them with the class.

Now focus on the exercises for **1B** on p.155 and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers, getting Sts to read out the full sentences.

a

- 1 **She's** from Germany.
- 2 **It's** in Turkey.
- 3 **He's** from Brazil.
- 4 **It's** in Russia.
- 5 **He's** from England.
- 6 **She's** from Switzerland.
- 7 **It's** in Spain.
- 8 **He's** from Mexico.

b

- 1 **A** Where's Osaka? **Is** it in Japan?
B Yes, it **is**.
- 2 **A** **Is** Mark from the USA?
B No, he's from England.
- 3 **A** Where's she from?
B She's from Rio.

- 4 **A** **Is** Ivan from Poland?
B No, he **isn't**. He's from Russia.
- 5 **A** **Is** Strasbourg in Germany?
B No, it **isn't**. It's in France.

c

- 1 **A** Where's Bergamo? **Is** it in Italy?
B Yes, it **is**.
- 2 **A** Where's Alex from? **Is** he from Mexico?
B No, he **isn't**. He's from the USA.
- 3 **A** Where **are** you from?
B I'm from Cambridge.
- 4 **A** What's your name?
B My name's Ana. I'm from Chicago.
A You're from Chicago! I'm from Chicago, too! It's a great city.

Tell Sts to go back to the main lesson **1B**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

FOR SPEAKERS OF SPANISH **Pocket Book** Grammar: verb *be* (singular): *he, she, it*

3 PRONUNCIATION /ɪ/, /əʊ/, /s/, and /ʃ/

Pronunciation notes

You may want to highlight some or all of the following sound-spelling rules.

- /ɪ/ The letter *i* between consonants is usually pronounced /ɪ/, e.g. *fish*. NB *England* (the *e* = /ɪ/) is irregular.
- /əʊ/ In English, the sound of the letter *o* in *phone* is a diphthong (literally 'two sounds'), i.e. a combination of the two sounds /ə/ + /ʊ/. It is usually spelled by the letter *o* or *o* + consonant + *e*.
- /s/ The letter *s* at the beginning of a word is nearly always pronounced /s/, e.g. *sit*, *stand*.
- The letter *c* is pronounced /s/ before *i* and *e*, e.g. *cinema*, *city*, *centre*, but /k/ before *a*, *o*, *u*, and before consonants, e.g. *cat*, *cot*, *cut*, *close*, etc.
- /ʃ/ The consonants *sh* are always pronounced /ʃ/, e.g. *she*. The letters *ti* also produce this sound in words that include the syllable *-tion*, e.g. *nationality*. NB *Russia* (the letters *ss* = /ʃ/) is an exception.

! Make sure Sts make a /ʃ/ sound and not an /s/ sound for /ʃ/. It might help to tell Sts that /ʃ/ is the sound of silence by putting your finger to your mouth and saying *shh*.

a 1.25 Focus on the four sound pictures *fish*, *phone*, *snake*, and *shower*. Remind Sts that they are example words to help them to remember English sounds, and that the phonetic symbol in the picture represents the sound.

Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.25

See words and sounds in Student's Book on p.11

Focus on the sound picture *fish*. Play the audio to model and drill the word and the sound (pause after the sound). Now focus on the words after *fish*. Remind Sts that the pink letters are the /ɪ/ sound. Play the audio, pausing after each word for Sts to listen and repeat.

Repeat the same process for *phone* /əʊ/, *snake* /s/, and *shower* /ʃ/.

Now play the audio again from the beginning, pausing after each group of words for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts. Give further practice as necessary.

Finally, get Sts, in pairs, to practise saying the words.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on Online Practice.

b **1.26** Focus on the exercise and play the audio once the whole way through for Sts just to listen.

1.26

See sentences in Student's Book on p.11

Now play the audio again, pausing after each sentence for Sts to listen and repeat.

Then repeat the activity, eliciting responses from individual Sts.

Finally, tell Sts to practise saying the sentences in pairs. Monitor and help with any pronunciation problems.

4 LISTENING & SPEAKING

a **1.27** This section gives Sts practice in distinguishing aurally between *he* and *she* and then trying to make the distinction themselves. Depending on your Sts' nationality, many Sts will find this quite tricky.

Focus on the sentences. Play the audio once the whole way through for Sts to try to hear the difference between the sentences.

1.27

See sentences in Student's Book on p.11

EXTRA SUPPORT Say the sentences to the class, exaggerating slightly the differences in pronunciation.

b Focus on the sentences in **a** and put Sts in pairs.

Get Sts to practise saying them.

c **1.28** Focus on the sentences in **a** again. Explain that Sts are going to hear only one of the sentences for each number and they have to tick the one they hear.

Play the audio, pausing for Sts to tick the sentences.

Play the audio again for Sts to listen and check.

Check answers.

1 b 2 a 3 a 4 b 5 a

1.28

- 1 Is she from Egypt?
- 2 He's from Turkey.
- 3 Where's he from?
- 4 She's nice.
- 5 Where is he?

d **1.29** Tell Sts they are going to hear six sentences or questions and they must write them down. Point out that the first one (*He's from Egypt.*) has been done for them. Play the audio once the whole way through for Sts just to listen.

1.29

- 1 He's from Egypt.
- 2 She's from Germany.
- 3 She isn't from Japan.
- 4 Is he from Turkey?
- 5 He isn't from England.
- 6 Is she from Brazil?

Now play the audio again, pausing after each item for Sts to listen and write. Play again as necessary.

Get Sts to compare with a partner, and then elicit the answers onto the board.

See script 1.29

e Focus on the instructions and make sure Sts know what *artist* and *instrument* mean.

Now focus on the photos and the example speech bubbles. Remind Sts of the difference between *he*, *she*, and *it* (you could do stick drawings on the board).

Remind Sts of the three possible ways of answering the questions (see **Communication** in **1f**):

He / She / It's from...

I think he / she / it's from...

I don't know.

EXTRA SUPPORT Write the options on the board for reference.

Put Sts in pairs and get them to ask and answer questions. Get a strong pair to demonstrate the activity first.

f **1.30** When Sts have finished, play the audio for them to listen and check. Don't write the answers on the board, as Sts will be testing each other in the next exercise.

1.30

- 1 He's from the USA.
- 2 It's from China.
- 3 He's from Germany.
- 4 She's from Egypt.
- 5 He's from France.
- 6 It's from Spain.
- 7 She's from Japan.
- 8 He's from Mexico.
- 9 It's from Russia.
- 10 He's from Italy.
- 11 It's from Switzerland.
- 12 She's from the UK.

g This exercise practises *yes / no* questions and short answers. Focus on the instructions and the example speech bubbles.

In the same pairs (or in new pairs), Sts now test their partner.

WORDS AND PHRASES TO LEARN

1.31 Tell Sts to go to p.193 and focus on the **Words and phrases to learn** for **1B**. Make sure Sts understand the meaning of each word or phrase. If necessary, remind them of the context in which the words and phrases came up in the lesson. If you speak your Sts' L1, you might like to elicit a translation for the words / phrases for Sts to write down. Play the audio, pausing after each phrase for Sts to repeat. You may also like to ask Sts to test each other on the phrases.

Practical English How do you spell it?

Function checking into a hotel, booking a table

V the classroom

P the alphabet

Lesson plan

This is the first in a series of six **Practical English** lessons (one every other File) which teach Sts basic functional language to help them 'survive' in an English-speaking environment. All the content for these lessons is on video. There is also an audio version if you are unable to show the video in class.

Here Sts learn the alphabet and how to spell their names. In Vocabulary, they learn the words for things in the classroom, and useful classroom language that will help them communicate with the teacher and their classmates in English right from the start. Sts then learn how to check into a hotel and how to book a table in a restaurant, two contexts which put into practice spelling their name. The lesson ends with a focus on all the useful phrases Sts saw in the lesson.

The functional conversations feature two recurring characters: Rob Walker, a British journalist based in London, and Jenny Zielinski, an American living in New York, who works for the same company as Rob. These two characters reappear in subsequent levels of *English File*.

You can find the video on the *Teacher's Resources on Oxford Premium, Classroom Presentation Tool, and Class DVD*, and an audio-only version on the *Class Audio CDs*. Sts can find the video and extra activities in *Online Practice*.

More materials for speakers of Spanish

For teachers on Oxford Premium

Photocopiables

Communicative Who are you?

Vocabulary Classroom language

Resources

Video Practical English Episode 1

Quick Test 1

File 1 Test

For students

Workbook Practical English 1

Can you remember? 1

Online Practice Practical English 1

Check your progress

OPTIONAL LEAD-IN (BOOKS CLOSED)

Write OK and USA on the board. Ask Sts how to say them. Then elicit the pronunciation of each letter one by one, and model and drill. If you know your Sts' L1, point out that these are examples of how we use letters of the alphabet to communicate.

1 THE ALPHABET

a **1.32** Books open. Choose a student with a short name and ask *What's your name?* Show that you want to write their name on the board, and pretend that you don't know how to spell it. Ask *How do you spell it?* Let Sts try and tell you the letters in English (they may know one or two).

Explain that it's important to learn the English alphabet because you may need to spell your name (especially when you're talking on the phone). Letters of the alphabet are also important for flight numbers, car number plates, email addresses, etc.

Focus on the English alphabet and give Sts a little time to look at it. Ask Sts if it is the same as, or different from, the alphabet in their first language, e.g. the number of letters, etc.

Focus on the task and play the audio once the whole way through for Sts just to listen.

1.32

See the alphabet in Student's Book on p.12

Then play the audio again, pausing after every letter for Sts to repeat in chorus. When you finish each group of letters, you may want to pause and give extra practice before moving on to the next group. Concentrate on the letters which your Sts find particularly difficult to pronounce.

b **1.33** This exercise helps Sts to learn the alphabet by dividing letters which share the same vowel sound into three groups. Focus on the task. Point out the three words and sounds: *tree* /i:/, *egg* /e/, and *train* /eɪ/ . Model and drill pronunciation.

Play the audio once the whole way through for Sts to just listen to the words, sounds, and letters.

1.33

See chart in Student's Book on p.12

Now play the audio again, pausing for Sts to listen and repeat. Model the sounds yourself if necessary, showing Sts what position their mouths should be in.

Now try to elicit the whole alphabet round the class, writing the letters on the board to help Sts remember. Give further practice around the class as necessary.

c **1.34** This activity is to help Sts distinguish between letters that are sometimes confused. Depending on your Sts' L1, some of these pairs will be more difficult than others.

Play the audio once the whole way through for Sts to just listen to the difference between the letters. Ask *Can you hear the difference?* If Sts answer 'no', model the letters yourself to help them hear the difference between the sounds. Play the audio again if necessary.

1.34

See pairs of letters in Student's Book on p.12

d **1.35** Now tell Sts they're only going to hear one of the letters from each pair in **c**. Explain that they have to circle the letter they think they hear.

Play the audio once for Sts to circle the letter.

Get Sts to compare with a partner. Play the audio again if necessary.

Check answers by playing the audio again, pausing after each letter and eliciting the answer onto the board.

1.35

1 A 2 E 3 W 4 I 5 B 6 V 7 J 8 K 9 N 10 C
11 T 12 W

e **1.36** Focus on the photos and the task. Demonstrate / Explain that the letters are abbreviations (you could use *TV = television* as an example).

Play the audio once the whole way through for Sts just to listen.

1.36

1 VIP 2 CNN 3 FBI 4 BBC 5 ATM 6 USB 7 BMW 8 EU

Put Sts in pairs and give them time to work out how to say the abbreviations.

Elicit how you say them one by one, using the audio to confirm the correct pronunciation.

See script 1.36

To give some extra practice, you could call out numbers between 1 and 8 for Sts to say the abbreviation, e.g.

T *Two* Sts *CNN*

EXTRA IDEA If your Sts are interested or ask, you could tell them the full form of each abbreviation:

- 1 Very Important Person
- 2 Cable News Network
- 3 Federal Bureau of Investigation
- 4 British Broadcasting Corporation
- 5 Automated Teller Machine
- 6 Universal Serial Bus
- 7 *Bayerische Motoren Werke* (in German) or *Bavarian Motor Works* (in English)
- 8 European Union

EXTRA SUPPORT You could play the audio again, pausing after each abbreviation for Sts to listen and repeat.

f Put Sts in pairs, **A** and **B**. Tell them to go to **Communication Hit the ships**, **A** on p.140 and **B** on p.144.

This game is an adapted version of *Battleships*. If the game exists in your Sts' country, they will not have any problems seeing how this activity works. However, if they are not familiar with the original, you may need to use L1 to make it clear.

By playing the game, Sts will practise letters and numbers. The object of the game is to guess where the other person's ships are and to 'hit' them by correctly identifying a square where part of the ship is located.

When all parts of the ship have been hit, then it is 'sunk'. The winner is the first person to 'sink' all the other person's ships.

Go through the instructions and make sure Sts understand what they have to do. Quickly elicit the pronunciation of numbers 1–10 and letters A–J.

Demonstrate the activity on the board by drawing two small grids and taking the part of **A** or **B**. Show how Sts will use letters and numbers to identify the squares in the grid, e.g. the square in the top left corner is A1 and the bottom right J10. Make sure Sts know what *ship*, *hit*, and *nothing* mean.

Use a gesture to show a ship sinking after being completely hit. Say *It's sunk!* and get Sts to repeat. Write it on the board and model and drill pronunciation.

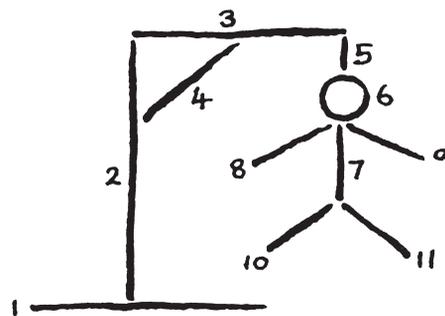
When Sts have finished, find out who won in each pair.

Tell Sts to go back to the main lesson **Practical English 1**.

In later classes, try to recycle the alphabet whenever possible, e.g. play *Hangman* (see **Extra idea** below) as a warmer, get Sts to spell words in vocabulary exercises, have spelling quizzes, etc.

EXTRA IDEA Play *Hangman* to practise the alphabet. Think of a word Sts know, preferably of at least eight letters, e.g. *DICTIONARY*. Write a dash on the board for each letter of the word: _____

Sts call out letters one at a time. Encourage them to start with the five vowels and then move onto consonants. If the letter is in the word (e.g. *A*), fill it in each time it occurs, e.g. _____A___. Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:



Write any wrongly guessed letters under the picture, so Sts don't repeat them. The object of the game is to guess the word before the man is 'hanged'. Sts can make guesses at any time, but each wrong guess is 'punished' by another line being drawn.

The student who correctly guesses the word comes to the board and chooses a new word.

Sts can also play on paper in pairs / groups.

FOR SPEAKERS OF SPANISH **Pocket Book** Vocabulary: the classroom

2 VOCABULARY the classroom

a **1.37** Focus on the conversation and the words in the list.

Play the audio once the whole way through for Sts to read and listen. Tell them not to write at this time.

1.37

S = student, T = teacher

S What's *libro* in English?

T Book.

S How do you spell it?

T B-O-O-K.

Then play the audio again, pausing after each sentence, for Sts to listen and write.

Get Sts to compare with a partner, and then check answers.

1 What 2 English 3 Book 4 spell

Make sure Sts understand the conversation. Model and drill the pronunciation. You could use the audio to do this. Then get Sts to practise it in pairs, swapping roles.

EXTRA IDEA You could get Sts to practise the conversation using words from their language which they have already learned in English, e.g. numbers, days of the week, etc.

b Tell Sts to go to **Vocabulary Bank The classroom** on p.180. Write the page number on the board.

Vocabulary notes

You may want to add to the vocabulary here, with any important things that are in your classroom but don't appear on this list (e.g. *screen, projector*) and / or any phrases which you yourself frequently use in classroom instructions, or think your Sts often need to say themselves.

The phrases *Excuse me, Sorry, and Sorry?* are easily confused. Write the three phrases on the board. Demonstrate / Elicit the meaning and use of *Excuse me* (for politely attracting someone's attention) by giving an example with one student. Say *Excuse me. Are you (name)?* Then elicit the meaning and use of *Sorry* (to apologize) by knocking a student's pen on the floor. Finally, elicit the meaning and use of *Sorry?* (to ask for repetition). Say *What's your name?* to a student and pretend not to hear by putting your hand to your ear.

NB You can also say *Pardon?* when you want someone to repeat something. If you personally, as a teacher, tend to say *Pardon?*, it might be worth teaching it here as well. If so, model and drill the pronunciation /'pɑ:dŋ/.

🔊 **1.38** Look at **1 Things in the classroom** and focus on **a**. Play the audio for Sts to listen and repeat the words in chorus. Pause the audio as necessary. Remind Sts that the stressed syllable is underlined. Highlight the word stress and the pronunciation of the more difficult words, e.g. *board, window, coat, and dictionary*. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 1.38

See **Things in the classroom** in Student's Book on p.180

Focus on **b**. Ask Sts to cover the words in **a** and look at the picture. Tell them to say the words. They could do this individually or with a partner.

Monitor and help as necessary, correcting any pronunciation errors.

If your Sts ask why some words are preceded by *the* (*the door*) and others *a* (*a window*), explain that we say **a window** because it is one of many, but we say **the door** because there is usually one door in a room. The same is true of **the board**. This difference is focused on in more detail in **3A**.

Look at **Activation** and focus attention on the speech bubbles. Model the activity by pointing to something in the classroom and asking *What is it?* Elicit the response *It's a / the* (word).

Put Sts in pairs to continue asking and answering about things in the classroom.

🔊 **1.39** Now focus on **2 Classroom language**. Point out the two sections: phrases Sts will hear you say and phrases they will need to either understand or use in the classroom. Focus on the pictures and the phrases. Elicit / Explain the meaning of any words or phrases that Sts don't understand.

Play the audio once the whole way through for Sts to listen and repeat the phrases in chorus. Pause the audio as necessary. Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the audio, and getting choral and individual responses.

🔊 1.39

See **Classroom language in Student's Book** on p.180

Focus on **Activation**. Ask Sts to cover the phrases and look at the pictures. Tell them to say the phrases. They could do this individually or with a partner.

Tell Sts to go back to the main lesson **Practical English 1**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

c Focus on conversations 1–3. Put Sts in pairs and give them time to read the conversations and complete the gaps.

EXTRA SUPPORT You could play the audio, pausing to give Sts time to write. Get Sts to compare with a partner.

d 🔊 **1.40** Play the audio for Sts to listen and check.

Check answers and write them on the board.

- 1 Open, Go, Sorry, repeat
- 2 Excuse, How
- 3 Sorry, down

🔊 1.40

T = teacher, S = student

- 1
T Open your books, please. Go to page seven.
S Sorry, can you repeat that, please?
T Go to page seven.
- 2
S Excuse me. How do you spell *birthday*?
T B-I-R-T-H-D-A-Y.
- 3
S Sorry I'm late.
T That's OK. Sit down, please.

e Put Sts in pairs and get them to practise the conversations in **c**.

Make sure they swap roles. Monitor and help.

You could get a few pairs to perform in front of the class.

f 🔊 **1.41** Tell Sts they are going to hear the instructions they have just learned and they have to do the actions.

Play the audio and pause after each instruction and wait for all the Sts to do each action. If necessary, repeat the phrase yourself.

1.41

- 1 Stand up.
 - 2 Close your books.
 - 3 Sit down, please.
 - 4 Open your books.
 - 5 Go to page nine.
-

From now on, make sure you always give these instructions in English.

3 CHECKING INTO A HOTEL

- a** **1.42** In this exercise, Sts meet, for the first time, a character who will appear in all the **Practical English** lessons.

Focus on the photo of Rob and the task, and make sure Sts understand they will have to circle options a or b for each question.

Now focus on sentences 1–3. Focus on *the UK* in 1. If necessary, remind Sts (using a map if you have one) that the UK (the United Kingdom) = England, Scotland, Wales, and Northern Ireland. Also make sure Sts know the meaning of the nouns *an artist* and *a journalist*, as well as the expressions *on holiday* and *for work*.

Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and give Sts time to circle a or b. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

1 a 2 b 3 b

1.42

(script in Student's Book on p.150)

Hello. I'm Rob. I'm from London. I'm a journalist. Today I'm in Poland. I'm not on holiday. I'm here for work.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- b** **1.43** Focus on the **Names** box and go through it with the class.

EXTRA SUPPORT To make the distinction clear between name and surname, write your first name and your surname on the board (or the first name and surname of a well-known celebrity). Elicit which is your first name and which is your surname.

Highlight that you can say *name* (or *first name*), and *surname* (or *last name*). When asked *What's your name?*, you usually reply with your first name in an informal situation, or your surname or full name in a formal situation, e.g. checking into a hotel.

You may want to point out that when we give our full name, we always say first name, then surname.

Ask a few Sts *What's your first name?* and *What's your surname?* to practise the difference between the two. Then get Sts to ask each other.

EXTRA IDEA You could bring in photos of famous people and show them to the class and ask *What's his / her first name? What's his / her surname?*

Focus on the photo and ask *Where's Rob?* and elicit that he's in a hotel.

Tell Sts to cover the sentences and just listen to Rob checking in. Play the video / audio once the whole way through for Sts just to watch or listen.

Now tell Sts to look at the sentences in **b**, and demonstrate / explain that they will hear the conversation again and this time they need to put the sentences in the correct order. Point out that the first one (*1 Hello*) and another (*7 W-A-L-K-E-R*) have been done for them.

Play the video / audio again and give Sts time to order the sentences. Play again as necessary.

Check answers by playing the video / audio again, pausing after each line. Elicit / Explain the meaning of any new words, e.g. *afternoon* and *reservation*, and model and drill pronunciation.

- 2 Good afternoon.
- 3 My name's Rob Walker. I have a reservation.
- 4 Sorry, what's your surname?
- 5 Walker.
- 6 How do you spell it?
- 8 Sorry?
- 9 W-A-L-K-E-R.
- 10 Thank you. OK, Mr Walker. You're in room 321.
- 11 Thanks.

1.43

Ro = Rob, R = receptionist

Ro Hello.

R Good afternoon.

Ro My name's Rob Walker. I have a reservation.

R Sorry, what's your surname?

Ro Walker.

R How do you spell it?

Ro W-A-L-K-E-R.

R Sorry?

Ro W-A-L-K-E-R.

R Thank you. OK, Mr Walker. You're in room three two one.

Ro Thanks.

EXTRA CHALLENGE After playing the video / audio the first time, have Sts uncover the sentences and try to put them in order. Then play the video / audio again for Sts to check their answers and make any corrections necessary.

- c** **1.44** Play the conversation again, pausing for Sts to listen and repeat each sentence. Give further practice as necessary.

1.44

Same as script 1.43 with repeat pauses

- d** **MEDIATION ACTIVITY** Ask Sts to cover their Student Book page, and elicit the conversation in **b** and write it on the board. If necessary, prompt Sts' memory by giving the first letter of a word or phrase.

Underline GOOD AFTERNOON on the board and tell Sts to uncover the page. Focus on the **Greetings** box and go through it with the class. Explain the rules to Sts and highlight that these times are very approximate. Write the greetings on the board and elicit the stress. Model and drill the words *morning*, *afternoon*, and *evening* as well as the greetings.

I *Good afternoon* and *Good evening* are rather formal in English. People often just say *Hello* when they greet each other. You may also want to teach *Goodnight*, which is used only when saying goodbye at night, e.g. before going to bed.

Now put Sts in pairs, **A** and **B**. Give each student a role (Rob and the receptionist) and ask them to focus on the instructions for the role-play. Make sure Sts understand that they have to use their own names and should use different greetings depending on the time of day.

Clean the board and get Sts to do the role-play.

Make sure Sts swap roles. Monitor and help as needed.

Have one or two pairs present their role-play to the class.

EXTRA SUPPORT Leave some words from the conversation on the board to prompt weaker Sts in the role-play.

4 BOOKING A TABLE

a  **1.45** Tell Sts they are now going to meet the other main character who will appear in all the **Practical English** lessons. Focus on the photo and tell Sts they are going to listen to a woman called Jenny. Focus on sentences 1–3 and make sure Sts know the meaning of *birthday*.

Tell Sts to cover the sentences and just listen to Jenny.

Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and give Sts time to circle a or b. Play again as necessary.

Get Sts to compare with a partner, and then check answers.

1 a 2 b 3 a

 **1.45**
(script in Student's Book on p.150)

Hi. I'm Jenny Zielinski. I'm from New York. Tomorrow's my birthday, and my favourite restaurant in New York is Locanda Verde. It's Italian.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

b  **1.46** First, focus on the **Z** box and go through it with the class. Explain that this is the only letter of the alphabet that is different in American English compared with British English.

Now focus on the task and the information. You might want to quickly revise the days of the week. If there is a table in the classroom, point to it. If not, draw one on the board. Explain / Elicit the meaning of the phrase *Table for ___ people*. Point to your watch or a clock in your class for *time*.

Tell Sts Jenny is on the phone to the restaurant. Play the video / audio once the whole way through for Sts just to watch or listen.

Now play it again and give Sts time to complete the form. Play again as necessary.

Get Sts to compare with a partner, and then check answers. Elicit Jenny's surname onto the board.

Day **Tuesday**
Table for **three** people
Time **7** (o'clock)
Name Jenny Zielinski

 **1.46**
(script in Student's Book on p.150)

W = waiter, **J** = Jenny

W Locanda Verde. Good morning. How can I help you?

J Hello. A table for tomorrow, please.

W Tomorrow...er, Tuesday?

J Yes, that's right.

W How many people?

J Three.

W What time?

J Seven o'clock.

W What's your name, please?

J Jenny Zielinski. That's Z-I-E-L-I-N-S-K-I.

W Thank you, Ms, er, Zielinski. OK. So, a table for three on Tuesday at seven.

J Great. Thanks. Bye.

W Goodbye. See you tomorrow.

EXTRA CHALLENGE Ask *What is Ms Zielinski's first name?* to elicit *Jenny*. Ask Sts *How do you spell it?* Then explain that when a word has a double letter, like the *N-N* in *Jenny*, they can say either *N-N* or *double N*. Demonstrate with another name, e.g. *Anna*.

EXTRA SUPPORT If there's time and you are using the video, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

5 USEFUL PHRASES

 **1.47** Focus on the phrases and go through them with the class to make sure they are clear about the meaning. Play the video / audio once the whole way through for Sts just to watch or listen.

 **1.47**
See Useful phrases in Student's Book on p.13

Now play the video / audio again, pausing after each phrase for Sts to listen and repeat.

Give further practice as necessary, modelling and drilling the pronunciation yourself, or using the video / audio, and getting choral and individual responses.

EXTRA CHALLENGE Finally, you could test your Sts' memory of the phrases by writing just the first letters of the words on the board, e.g. I H___ A R_____ (= *I have a reservation*), and seeing if Sts can remember the phrase. Alternatively, you could use L1 translations to prompt the phrases.