

GRAMMAR

Circle the correct sentence, a or b.

- (a) Hi. I'm Susanna.
b Hi. I Susanna.
- 1 (a) Hello. What's your name?
b Hello. What your name?
- 2 a She is Polish?
(b) Is she Polish?
- 3 a Where he's from?
(b) Where's he from?
- 4 a They isn't English.
(b) They aren't English.
- 5 a 'Are you from Paris?' 'Yes, I'm.'
(b) 'Are you from Paris?' 'Yes, I am.'
- 6 (a) She's Spanish. Her name's Ana.
b She's Spanish. His name's Ana.
- 7 a We're Italian. Your surname is Tozzi.
(b) We're Italian. Our surname is Tozzi.
- 8 (a) What are these?
b What are this?
- 9 (a) It's an umbrella.
b It's a umbrella.
- 10 a They're watches.
(b) They're watches.

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VOCABULARY

a prepositions

Complete with *at, from, in, off, to*.

Go to page 74.

- 1 I'm from Japan.
2 Nice to meet you.
3 What's your English?
4 Look at the board.
5 Please turn off your mobile phone.

b verb phrases

Match the verbs and phrases.

Close your books.

Answer	Listen to	Open	Read	Work
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- 1 read the text.
2 work in pairs.
3 listen to the CD.
4 open the door.
5 answer the questions.

c word groups

Circle the word that is different.

- | | | | | |
|----|-----------|-----------|----------|------------|
| | one | three | (book) | five |
| 1 | eight | two | seven | (file) |
| 2 | Ireland | (Chinese) | Thailand | Spain |
| 3 | Polish | Italian | Japanese | (France) |
| 4 | (sixteen) | forty | ninety | eighty |
| 5 | we | you | (her) | he |
| 6 | (they) | his | our | my |
| 7 | where | how | what | (watch) |
| 8 | lighter | pencil | purse | (address) |
| 9 | newspaper | book | magazine | (lipstick) |
| 10 | listen | read | (pen) | look |

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PRONUNCIATION

a **p.156 Sound Bank.** In pairs, test each other on the vowel sounds, 1–20.



b Underline the word with a different sound.

1	she	<u>her</u>	see
2	stamps	<u>what</u>	bag
3	key	meet	(they)
4	glasses	France	(table)
5	mobile	go	(one)
6	his	(China)	sit

c Underline the stressed syllable.

information
address surname Argentina
Portuguese umbrella

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CAN YOU UNDERSTAND THIS TEXT?

Where are English words from?

From Old English

Many basic English words come from Old English, e.g. **England, house, woman, man, child, bird, water**. They sometimes have irregular pronunciation.

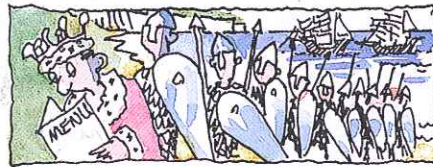


From Latin

Other English words come from Latin, e.g. **family, wine, number, school, educate**.

From French

Some English words come from French, e.g. **royal, hotel, menu, beef**.

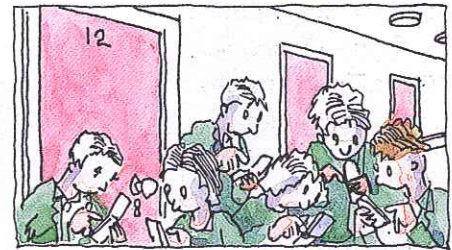


From other languages

Today English is an international language. Thousands of English words come from other languages, e.g. **siesta** (Spanish), **judo** (Japanese).

New words

Every year hundreds of words come into English from new technology, e.g. **Internet, text message, e-mail, modem**.



- Read the text once. Do you know the **highlighted** words?
- Read the text again. Now cover the text. Can you remember where these words come from? Write them in the chart.

Internet wine menu house hotel family
siesta woman judo e-mail

Old English	Latin	French	Other languages	New words
woman	Latin	menu	siesta	Internet
house	family	hotel	judo	e-mail

- Where are words in *your* language from? *Latin, Greek,*

CD 1-t-39

CAN YOU HEAR THE DIFFERENCE?

1.38 Listen. Circle a or b.

- What's your name? (a) Carlos. b 21.
- (a) Where's he from? b Where's she from?
 - a He's from Italy. (b) She's from Italy.
 - a She's French. (b) She isn't French.
 - (a) What's his name? b What's her name?
 - a the credit card (b) the credit cards
 - (a) page 13 b page 30
 - a Gate number 14 (b) Gate number 40
 - (a) Mike@info.de b Mike@info.da
 - (a) Mr. G. Smith b Mr. J. Smith
 - (a) Tuesday b Thursday

CAN YOU SAY THIS IN ENGLISH?

- Can you...? Yes (✓)
 - count from 1–20
 - count from 20–100 (20, 30, etc.)
 - count from 100–1,000 (100, 200, etc.)
 - say the days of the week (Monday, Tuesday, etc.)
 - spell your address
 - say five things in your bag or pocket (some keys, etc.)
- Complete with *How*, *What*, or *Where*. In pairs, ask and answer.

What's your surname?
How do you spell it?
Where are you from?
What's your phone number?
What's your address?

1

PRACTICAL ENGLISH ON A PLANE

Vocabulary drinks: *coffee, tea, etc.*

Function Offering and accepting drinks

Language *Would you like...? Yes please./No thanks.*

Lesson plan

This is the first in a series of eight Practical English lessons (one per File) which teach SS language to help them 'survive' in English in travel and social situations. There is a story line based on two characters, Mark Ryder, an American who works for MTC, a music company, and Allie, his British counterpart. SS meet them for the first time in this lesson, where Mark arrives in the UK and is met by Allie at the airport. SS learn vocabulary for drinks and how to offer and accept them.

StudyLink These lessons are also on the *New English File Elementary* Video, which can be used **instead of** the Class Cassette/CD (see introduction p.9).

The first section of the Video is also on the MultiROM, with additional activities.

Optional lead-in (books closed)

- Introduce this lesson (in SS' L1 if you prefer) by giving the information above.

VOCABULARY drinks

- Focus on the pictures. Give SS in pairs a few moments to match the words and pictures.
- Check answers. Drill pronunciation. You could also elicit other kinds of juice, e.g. *tomato, apple, etc.*

1 (diet) Coke	4 mineral water	7 lemon
2 coffee	5 (orange) juice	8 milk
3 tea	6 ice	9 sugar

- Tell SS to cover the words and test each other in pairs.
 - A *What's this?* (pointing at a picture).
 - B *Milk. What's this?*
- Ask SS *What's your favourite drink when you're on a plane?* and elicit/teach any other drinks, e.g. *beer, wine.*

ASKING FOR A DRINK

a 1.35

- Tell SS to cover the dialogue with their hand or a piece of paper. Focus on the picture and the caption, and check comprehension. Ask *What's his name?* (Mark) *Where's he from?* (He's American) *Is he a student?* (No, he works for a music company) *Where is he?* (On a plane to the UK).

⚠ If you think that SS won't cover it, you could always get them to close their books at this stage and write the first, usually very simple task on the board.

- Play the tape/CD once. Check answers.

Mark has a diet Coke, and a coffee with milk but no sugar.

- Now tell SS to uncover the dialogue (or open their books). Explain that the **YOU HEAR** part is what they need to understand, and the **YOU SAY** part is the phrases they need to be able to say.
- Give SS a minute to read through the dialogue and remember or guess the missing words. Then play the tape/CD again, for them to complete the dialogue.
- Check answers.

1.35

CD1 Track 36

F = flight attendant, M = Mark

F Would you like a **drink**, sir?

M Yes, a Diet Coke, please.

F **Ice** and lemon?

M Just lemon.

F Here you **are**.

M Thank you.

F Coffee? **Tea**?

M Coffee, please.

F **Milk**?

M Yes, please.

F **Sugar**?

M No, thanks.

F Here you are.

M Thanks.

- Go through the dialogue line by line with SS. Highlight that *Would you like (...)* is a common way of offering things. SS will study this in more detail in 8C.

c 1.36

- Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the dialogue again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm.
- Play the tape/CD, pausing if necessary for SS to repeat the phrases.

1.36

CD1 Track 37

F Would you like a drink, sir?

M Yes, a Diet Coke, please.

repeat

F Ice and lemon?

M Just lemon.

repeat

F Here you are.

M Thank you.

repeat

F Coffee? **Tea**?

M Coffee, please.

repeat

F **Milk**?

M Yes, please.

repeat

F **Sugar**?

M No, thanks.

repeat

F Here you are.

M Thanks.

repeat

- Put SS in pairs, A and B. A is the flight attendant. Tell B to close his/her book and try to remember the phrases. Then A and B swap roles.

⚠ Teach SS *madam* (instead of *sir*) for the first line of the dialogue if they're talking to a woman.

SOCIAL ENGLISH

a 1.37

- Now focus on the next picture. Ask SS *Where is it?* (an airport) *Who is she?* (You may want to teach/revise *maybe* and *I think* to encourage speculation.)
- Focus on the instructions and get SS to read through the alternatives. Play the tape/CD at least twice.
- Check answers.

1 Ryder
2 in the city centre
3 no
4 by car

1.37

CD1 Track 38

(tapescript in Student's Book on p.114.)

A = Allie, M = Mark

A Hello. Are you Mark Ryder?

M Yes. Are you Allie?

A Yes, I am.

M Nice to meet you.

A And you. **Welcome to the UK.** Your hotel's in the city centre.

M **How far is it?**

A It's about 30 minutes if the traffic's OK.

M **Great!**

A Would you like a coffee first?

M No, I'm fine, thanks.

A **All right. Let's go.** My car's in the car park. **Can I help you with your bags?**

M **No, it's OK, thanks.**

Extra support

Let SS listen again with the tapescript on p. 114. Deal with any problematic vocabulary.

- b • Focus on the questions. Tell SS to listen again and see if they can hear a difference in their accents, and if they sound like friends or not. Play the tape/CD again.
- Feedback SS' ideas. Allie is not American, she's English. They are meeting here for the first time so they are not friends (yet).
- c • Focus on the **USEFUL PHRASES**. For each phrase, drill the pronunciation. Ask SS *Who says it, Mark or Allie?* Highlight that *all right* and *OK* have the same meaning.
- Play the tape/CD again for SS to check. Pause after each phrase for SS to repeat (see tapescript above).

Welcome to the UK. – Allie
How far is it? – Mark
Great! = very good – Mark
All right. Let's go. – Allie
Can I help you with your bags? – Allie
No, it's OK, thanks. – Mark

Extra challenge

Get SS in pairs to roleplay the second conversation using the tapescript on p. 114. Let SS read their parts first and then try to act it from memory.

HOMEWORK

Study Link Workbook p. 12.

1

WRITING COMPLETING A FORM

Lesson plan

This is the first of eight Writing lessons, one at the end of each File. In today's world of e-mail communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class, but set the actual writing (the last activity) for homework.

- a • Focus on the registration form. Go through the different sections with SS. Highlight:
 - *Mr* is for a man, *Mrs* for a married woman, and *Ms* for a woman, without saying if she is married or not.
 - the meaning and pronunciation of *married*, *single*, *separated*, *divorced*.
- Give SS a few minutes to complete the form.
- Go round checking SS are completing it correctly. Then elicit answers from individual SS for each section.

Extra idea

If you want to give extra practice with personal information questions, get SS to use the forms to interview each other.

- b • Focus on the rules and go through them with SS. Tell them to highlight any rules which are different from their L1, e.g. days of the week and languages, which are not written with a capital letter in several languages.
- c • Get SS to copy the whole text out again, using capital letters where necessary.
- Check answers by eliciting from SS the words which need capital letters and writing the text on the board.

Extra support

Quickly revise how to say the alphabet in English before SS try to correct the text.

My name's Marta. I'm from Rio in Brazil, and I speak Portuguese. My teacher is American. His name's Gerry. My English classes are on Tuesdays and Thursdays.

Write a similar text about you

As this writing task is very short, you may like to get SS to do it in class. Get them to write their own texts on a piece of paper, check for capital letters, and then swap the text with another S to read and check for mistakes.