My name’s Hannah, not Anna

Lesson plan
The context of this first lesson is a young man who meets a girl at a club and brings her home to meet his mother. The mother clearly disapproves of her son’s choice. This lesson starts with four dialogues where Sts practise basic greetings, asking names, etc. They then focus on the grammar of the verb be in positive sentences and subject pronouns. In Pronunciation Sts are introduced to word stress and the English File system of teaching the 44 sounds of English. Here they begin by focussing on six vowel sounds. Finally, there is a vocabulary focus on the days of the week and numbers 0–20, and the lesson finishes with a listening and speaking activity, which pulls together the various strands of the lesson.

There is an Entry Test on the Test and Assessment CD-ROM, which you can give the Sts before starting the course.

STUDY LINK
- Workbook 1A
- iTutor
- www.oup.com/elt/englishfile

Extra photocopiable material
- Grammar verb be subject pronouns p.162
- Vocabulary Days of the week / Numbers 0–20 p.247 (instructions p.244)
- Communicative The memory game p.208 (instructions p.198)
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)
- Pre-teach the first conversation in a by introducing yourself. Say Hi / Hello, I’m (…), and ask three or four Sts What’s your name? When they answer, pretend sometimes not to have heard them properly and say Sorry?, and put your hand to your ear.

1 LISTENING & SPEAKING
a (1,2) Books open. Focus on the four pictures. Then tell Sts to listen to the four dialogues and to number each picture accordingly.

Play the audio once or twice if necessary. Check answers.

1 C 2 A 3 D 4 B

1 A Hi, I’m Mike. What’s your name?  
B Hannah.
1 A Sorry?  
B Hannah!
2 A What’s your phone number?  
B It’s 7894 123 456.  
A OK. See you on Saturday. Bye.  
B Goodbye.

Extra support
- Write the phrases on the board first.

e (1,4) Put Sts in groups of three, and tell them to take roles (Mike, Hannah, and Mike’s mother). Tell them to focus on the pictures. Explain that they are going to act out the dialogues with the sound effects.

Play all the sound effects for dialogues 1–4 for Sts to understand what they have to do. Then play the audio for dialogue 1 and demonstrate the activity with a good student.
Now play the sound effects for dialogue 1 again, getting the two Sts who have the roles of Mike and Hannah to practise it. Repeat with the other three dialogues. If there’s time, get Sts to change roles.

**Extra challenge**
- Get Sts to practise the dialogues first by reading their roles with the sound effects. Then they try to act them out from memory.

**f** Focus on the example sentences in the speech bubbles. Tell Sts to imagine that they’re at a party where they don’t know anyone. Get them to stand up.

Now tell Sts to introduce themselves to at least five other Sts. Encourage Sts to shake hands, or use a locally appropriate gesture, say Nice to meet you, and Sorry? if they don’t hear the other student’s name.

**2 GRAMMAR** verb be [1], subject pronouns

**a** Focus on the instructions and on the first sentence, I’m Mike. Explain that I’m is the contraction of two words, and elicit that the missing word in the first line is am.

Give Sts a minute to complete the other three gaps and check answers.

My name is Hannah.
You are early.
It is 7894 132 456.

**b** Tell Sts to go to Grammar Bank 1 A on p.124. Explain that all the grammar rules and exercises are in this section of the book.

Focus on the example sentences and play the audio for Sts to listen and repeat. Focus particularly on the pronunciation of the contractions, especially You’re /juː/’, We’re /′weɪ/’, and They’re /ˈðeə/’. Then go through the rules with the class.

**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.

**Additional grammar notes**
- Highlight that fluent speakers of English often use contractions in conversation, especially when the subject is a pronoun.
- Highlight also that in English there is only one form of you, which is used for singular and plural, and for formal or informal situations. In your Sts’ language(s) there may be different pronouns for second person singular and plural, and also formal and informal forms.

Focus on the exercises for 1 A on p.125. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

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

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

**c** Play the audio and get Sts to repeat the pronouns and contractions.

**Extra challenge**
- Write the words on the board, so that Sts know what they are saying.

**d** Focus on the instructions and the example, and tell Sts they’re going to hear a full form of the verb and that they must say the contracted form. Play the audio, pausing after each phrase, and elicit a response from the whole class. Then repeat the activity with individual Sts.

**e** Point to a male student whose name you remember and say He’s (Antonio). Then point to a female student and elicit She’s (María). Put Sts in pairs and ask them to continue naming other Sts using He’s / She’s.

**f** Focus on the example sentences in the speech bubbles. Tell Sts to stand up and speak to the other Sts.

**3 PRONUNCIATION** vowel sounds, word stress

**Pronunciation notes**
- It is important to point out to Sts that with the vowels (a, e, i, o, u) there is no one-to-one relation between a letter and a sound, e.g. the letter e can be pronounced in more than one way, e.g. he, very, they. However, reassure your Sts that there are common combinations of letters which are usually pronounced the same way and these will be pointed out to Sts as the course progresses.
- Tell Sts that the two dots in the symbol /ɪː/ mean that it’s a long sound.
- You could also tell Sts that /æt/ and /æθ/ are diphthongs, i.e. two sounds together (/æ/ and /ə/, /æθ/ and /θ/), if you think this will help them.
Tell Sts that English has 20 vowel sounds, and that the English File pronunciation system has an example word to help them remember each sound. Learning the sounds will help them to pronounce words more clearly and confidently.

a (18) Focus on the six sound pictures (fish, tree, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to show how sounds are pronounced. Learning to recognize these symbols will help Sts to check the pronunciation of a word in a dictionary.

Now focus on the example words in the column under each sound picture, e.g. it and this. Explain that the pink letters are the same sound as the picture word they’re under. Demonstrate for Sts, e.g. say fish, it, this; tree, he, we, etc.

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each sound picture word and its corresponding sound and words for Sts to repeat them.

Focus especially on sounds which are difficult for your Sts and model them yourself so that Sts can see your mouth position. Get Sts to repeat these sounds a few more times.

b Tell Sts to go to the Sound Bank on p.166. Explain that this is a reference section of the book, where they can check the symbols and see common sound-spelling patterns.

Look at the spelling rules for the six sounds. Model and drill the example words for the vowels and elicit / explain their meaning.

STUDY LINK Sts can practise these sounds on the iTutor and on the English File Elementary website.

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

Extra idea
- You could write some one-syllable words with their transcription on the board or use an online dictionary if you have an interactive board. Some possible words: speak /spik/, nice /nais/, eight /eit/.

c (19) Focus on the Word stress box and go through it with the class. Elicit / explain the meaning of syllable (= units into which a word is divided).

Write airport on the board. Elicit / teach that it has two syllables. Then explain that all words of two or more syllables have one which is stressed (pronounced more strongly than the other(s)). Then say airport both ways (AIRport and airPORT) and ask Sts which way they think is right (AIRport). Underline AIR on the board, and tell Sts to underline the stressed syllable when they learn new words, especially if it’s not where they would expect it.

Now focus on the words. These are words that many Sts will probably already know, and some are ‘international’, e.g. hotel, internet.

! Warn Sts that even if the same or similar word exists in their language, the stress may be on a different syllable.

Play the audio once the whole way through for Sts just to listen. Then play it again, pausing after each word for Sts to underline the stressed syllable.

Check answers. The four words not stressed on the first syllable are computer, karate, hotel, and museum.

Extra idea
- If Sts have dictionaries with them, get them to look up, e.g. airport, and show them that stress is marked in dictionaries with an apostrophe before the stressed syllable, e.g. /ˈeəpɔːt/. If not, copy a dictionary entry onto the board or use an online dictionary entry if you have an interactive board.

d Get Sts to write the words from c in the chart under the correct heading. Check answers.

4 VOCABULARY days of the week, numbers 0–20

a Focus on the picture. Ask Sts if they can remember what Mike and Hannah say. Elicit that Mike says What’s your phone number?, Hannah says It’s 7894, etc. and then Mike says OK. See you on Saturday. Bye.

b Tell Sts to go to Vocabulary Bank Days and numbers on p.148 and get them to do parts 1 and 2. Explain that these pages (Vocabulary Banks) are their vocabulary section where they will first do the exercises as required by the Student’s Book, and will then have the pages for reference to help them remember the words. Focus on part 1 Days of the week and get Sts to do exercise a individually or in pairs.

c (10) Now do b. Play the audio for Sts to check answers.

Play the audio again and get Sts to repeat the days. Ask them where the stress is (always on the first syllable). Give more pronunciation practice as necessary.
Sts may have problems with *Tuesday* /ˈtjuːzdeɪ/, *Wednesday* /ˈwenzdeɪ/, and *Thursday* /ˈθɜːzdeɪ/. You could write these on the board and cross out the silent *d* in *Wednesday*, and highlight the vowels sounds in *Tuesday* and *Thursday*.

Now focus on the instructions for *c*. Get Sts to cover the words with a piece of paper and to say the days of the week in order.

Finally, focus on the *Useful phrases* box, and model and drill the expressions for Sts to repeat. Highlight the stressed syllables (*weekend*, *weekday*). Elicit / explain the meaning of any words Sts don’t know.

Then focus on the information about *Capital letters*.

Now focus on part 2 *Numbers 0–20* and get Sts to do exercise a individually or in pairs.

Su 11) Now do b. Play the audio for Sts to check answers. Highlight the spelling changes between *three* and *thirteen*, and *five* and *fifteen*. You could also point out to Sts that numbers in English have only one form and never change.

<table>
<thead>
<tr>
<th>3</th>
<th>three</th>
<th>7</th>
<th>seven</th>
<th>12</th>
<th>twelve</th>
<th>18</th>
<th>eighteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>five</td>
<td>11</td>
<td>eleven</td>
<td>15</td>
<td>fifteen</td>
<td>20</td>
<td>twenty</td>
</tr>
</tbody>
</table>

Play the audio again and get Sts to repeat each number. Explain / elicit that numbers 13–19 are stressed on the second syllable. Give extra practice with any numbers that are difficult for your Sts.

! When we count in a list, 1, 2, 3, 4, etc. we usually stress numbers 13–19 on the first syllable. However, at all other times, when we say them in isolation, e.g. Room 13, they are stressed on the second syllable. We recommend that you teach this pronunciation as it is important for Sts to later distinguish between, e.g. 13 (*thirteen*) and 30 (*thirty*).

**Extra support**

- Most Sts will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0–20. Then do the same counting backwards, starting from 20.

Now focus on the instructions for *c*. Get Sts to cover the words with a piece of paper leaving the numbers visible.

Finally, go through the *Phone numbers* box with the class. Explain / elicit the meaning of *digit* (= a number from zero to nine). Highlight that 0 is usually pronounced /əʊ/ in telephone numbers, although zero can also be used.

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 Vocabulary photocopiable activity at this point.

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**Extra idea**

- Give Sts more practice by saying simple sums to them, e.g. *What’s 4 and 4?* They could also practise this way in pairs.

**c 12** Focus on the instructions and the example, and tell Sts they will hear two words (a day of the week or a number), and they have to say the next word in the sequence.

Play the audio, pausing after the two words, and elicit a response from the whole class. Then repeat the activity eliciting responses from individual Sts.

<table>
<thead>
<tr>
<th>12</th>
<th>Monday, Tuesday (pause) Wednesday</th>
<th>18, 19 (pause) 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Tuesday, Wednesday (pause) Thursday</td>
<td>8, 9 (pause) 10</td>
</tr>
<tr>
<td>12</td>
<td>Thursday, Friday, Saturday (pause) Sunday</td>
<td>13, 14 (pause) 15</td>
</tr>
<tr>
<td>12</td>
<td>Sunday, Monday (pause) Tuesday</td>
<td>10, 11 (pause) 12</td>
</tr>
<tr>
<td>12</td>
<td>11, 12 (pause) 16, 17 (pause) 18</td>
<td></td>
</tr>
</tbody>
</table>

**d** Model and drill the questions. Get Sts to ask three Sts sitting near them the questions. They should write down the phone numbers so that they can check them.

! Tell Sts they can invent their phone numbers if they prefer.

Get feedback from the class.

**5 LISTENING & SPEAKING**

**a 13** Focus on the six places (airport, sandwich bar, etc.) and make sure Sts understand them. Tell Sts they’re going to listen to six short conversations. The first time they listen they should just try to understand where the conversation is taking place and write a number 1–6 in the boxes.

! Make sure Sts write 1–6 in the boxes, and not in the spaces, e.g. after *Gate number*.

Play the audio once for Sts to identify the place. Play again if necessary, and then check answers.

<table>
<thead>
<tr>
<th>1</th>
<th>sandwich bar</th>
<th>4</th>
<th>taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>school</td>
<td>5</td>
<td>hotel</td>
</tr>
<tr>
<td>3</td>
<td>airport</td>
<td>6</td>
<td>museum</td>
</tr>
</tbody>
</table>

**13**

(script in Student’s Book on p.116)

1 A A cheese and tomato sandwich, please.  
B That’s 3 euros and 20 cents.

2 A So Anna, your classes are on Tuesday and Thursday mornings.  
B Que? Sorry?

3 British Airways flight to Madrid is now boarding at gate number 9.  
A Where to, madam?  
B Manchester Road, please. Number 16.

5 A Here’s your key sir. Room 12.  
B Thank you.

6 A Here we are.  
B Oh no. It’s closed.  
A Look, it says ‘Closed on Mondays’!
Focus on the instructions and the words. Elicit / explain the meaning of Gate, etc. Now tell Sts to listen again, but this time to focus on the numbers and days they hear in each conversation. Play the audio once or twice as necessary, pausing between each conversation to give Sts time to write the numbers or days in the gaps.

Get Sts to compare with a partner, and then check answers by playing the audio a final time and eliciting the numbers and days for each one.

| 1 | sandwich bar | 3 | euros | 20 | cents |
| 2 | school | Classes on Tuesday and Thursday |
| 3 | airport | Gate number 9 |
| 4 | taxi | 16 Manchester Road |
| 5 | hotel | Room 12 |
| 6 | museum | Closed on Mondays |

**Extra support**
- If there’s time, you could get Sts to listen again with the script on p.116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

Focus on the instructions and example, and tell Sts they’re going to hear a sentence and they must respond to it. Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity eliciting responses from individual Sts.

| 1 | Nice to meet you. |
| 2 | It’s (…). |
| 3 | My name’s (…). / I’m (…). |
| 4 | It’s (…). |
| 5 | Bye. / Goodbye. / See you. |
| 6 | You too. |
| 7 | Nice to meet you, Anna. |
| 8 | Fine, thanks. / Fine, thank you. |

| 1 | Hello. Nice to meet you. (pause) |
| 2 | What day is it today? (pause) |
| 3 | Hi. What’s your name? (pause) |
| 4 | What’s your phone number? (pause) |
| 5 | Bye. See you on Monday. (pause) |
| 6 | Have a nice weekend. (pause) |
| 7 | Hi. This is Anna. (pause) |
| 8 | Hello. How are you? (pause) |
Lesson plan

In this lesson Sts complete their study of the verb be and learn how to say where they and other people are from. They learn vocabulary for countries and nationalities, and this language is then practised in a world quiz. Pronunciation covers the schwa /ə/, a sound which occurs in many English words, and three consonant sounds which are difficult for many nationalities. The grammar section, be in questions and negative sentences, is then presented through three street interviews. Sts then focus on sentence stress before practising asking where people are from. There is then a second vocabulary section where Sts learn vocabulary for countries and nationalities, learn how to say where they and other people are from.

There are difficult for many nationalities. The grammar section, in many English words, and three consonant sounds which are in questions and negative sentences, is then presented through three street interviews. Sts then focus on sentence stress before practising asking where people are from. There is then a second vocabulary section where Sts learn numbers 21−100, and these are then practised through listening and playing Bingo.

STUDY LINK
• Workbook 1B
• iTutor
• www.oup.com/elt/englishfile

Extra photocopiable material
• Grammar verb be and p.163
• Vocabulary The world p.247 (instructions p.244)
• Communicative Nationalities bingo p.209 (instructions p.198)
• Song All Over the World p.269 (instructions p.265)
• www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

• Write the word CONTINENT on the board and elicit /ə/ and /ʧ/ and /ʃ/; sentence stress.

1 VOCABULARY the world

a Books open. In pairs, Sts tell each other three countries in English if possible.

Get some feedback and write their answers on the board.

b Tell Sts to go to Vocabulary Bank The world on p.149.

Focus on 1 Continents and get Sts to do exercise a individually or in pairs.

1.15) Now do b. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give further practice of any words your Sts find difficult to pronounce.

Focus on the instructions for c. Get Sts to cover the words with a piece of paper leaving the map visible. Sts look at the map and try to remember both the continents and adjectives.

Finally, focus on 2 Countries and nationalities and get Sts to do a individually or in pairs.

1.16) Play audio for Sts to check answers. Play the audio again, pausing for Sts to repeat the countries and nationalities.

If your Sts’ country is not in the list, get them to add it, with the nationality adjective, and elicit which group the adjective belongs to.

Tell Sts that the nationality word is normally the same as the word for the language of the country, e.g. in Spain the language is Spanish, in Hungary the language is Hungarian, etc.

Now focus on the instructions for b. Get Sts to cover the words with a piece of paper leaving the maps visible. Sts look at the maps and try to remember both the countries and nationalities.

Finally, focus on the Capital letters box and go through it with the class.

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.
c 1B) Here Sts recycle the country and nationality words that they have just learned in the Vocabulary Bank.

Focus on the instructions and the example. Tell Sts they will hear the name of a country and they must say the nationality.

Play the audio, pausing after each country, and elicit the nationality from the class. Then repeat the activity eliciting responses from individual Sts. Give further practice of any words your Sts find difficult to pronounce.

Before Sts start, draw their attention to the Useful phrases box. Focus on the expressions I think... and I'm not sure. Teach / elicit their meaning and drill the pronunciation.

Then go through the Languages box with the class. Put Sts in pairs or groups and set them a time limit to do questions 1–4 in the quiz.

Monitor and check that most Sts have finished before playing the audio for 5 and 6.

Focus on question 5 and play the audio. Sts write the nationalities of the countries that they think is the national anthem from.

Focus on question 6 and remind Sts that the word for the language is the same as the nationality. Play the audio. Sts letter the languages a–d in the order in which they think they hear them.

Check answers as a class. The pair / group with the most correct answers are the winners.

2 PRONUNCIATION /ə/, /ɪʃ/, /ʃ/, /dʒ/

Pronunciation notes
- The /ə/ sound occurs before or after stressed syllables and is the most common sound in English. Final unstressed -er is always pronounced /ə/.
- /ɪʃ/ the letters ch and tch are usually pronounced /ɪʃ/, e.g. children, watch.
- /ʃ/ the letters sh are always pronounced /ʃ/, e.g. she, shop. The letters s and double ss are very rarely pronounced /ʃ/, e.g. only in sure, sugar, Russian, passion, and a few other words.
- /dʒ/ j is usually pronounced /dʒ/ before e or i (e.g. German, giraffe), but is pronounced /ʒ/ before all other consonants, e.g. gate, goodbye, and sometimes before e and i, e.g. get, give, etc.

Focus on the box about The /ə/ sound, and go through it with the class. Model and drill the sound. Before you play the audio, you may want to point out that some words, e.g. computer, can have more than one /ə/ sound in them (it has two).

Play the audio once for Sts just to listen.

Play it again and get Sts to repeat the sound word (computer, the sound /ə/ and the other words in the list.

Focus on the three sound pictures (chess, shower, jazz). Remind Sts that the phonetic symbol in the picture represents the sound.

Play the audio once for Sts just to listen.

Then play the audio again, pausing after each sound and sentence for Sts to repeat. Play again if necessary.

c Tell Sts to go to the Sound Bank on p.166. Focus on /ə/, /ɪʃ/, /ʃ/, and /dʒ/, and highlight the different spellings.

STUDY LINK Sts can practise these sounds on the iTutor and on the English File Elementary website.

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

3 GRAMMAR verb be and

Focus on the instructions and make sure Sts cover the dialogues. Play the audio, pausing after each dialogue for Sts to write the country.

Check answers.

Scotland, Australia, and the USA.
Check answers, getting Sts to read the full sentences. Focus on the exercises for 1B on p.125. Sts do the exercises individually or in pairs. Check answers, getting Sts to read the full sentences.

**Additional grammar notes**

- Remind Sts that in conversation it is more common to use contractions in negatives than the full form.
- In the negative the verb be can be contracted in two ways, e.g. You aren’t Italian (contracting not) or You’re not Italian (contracting are).
- With short answers, explain to Sts that although native speakers often use Yes, I am instead of just Yes, both ways of answering are perfectly correct. However, answering just Yes or No can sound abrupt.

Focus on the instructions, and tell Sts to write similar questions. Then go through the rules with the class.

**Extra challenge**

- Play the audio again and ask Sts for the right answers where appropriate, e.g. ‘Is Sydney the capital of Australia?’ ‘No, it isn’t.’ ‘What’s the capital of Australia?’ ‘Canberra.’
- Focus on the instructions, and tell Sts to write similar questions to those they heard in e, beginning with Is…? or Are…?. Give them some more examples, and then set a time limit for Sts, in pairs, to write three questions.

Monitor and check what they are writing. Then put two pairs together and get them to answer each other’s questions.

Get feedback from a few pairs.

**4 PRONUNCIATION & SPEAKING sentence stress**

**Pronunciation notes**

- Sts have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually ‘information’ words, i.e. nouns, adjectives, verbs. Unstressed words are usually shorter words such as pronouns, articles, prepositions, and auxiliary verbs.
- This mixture of stressed and unstressed words is what gives English its rhythm.

Focus on the Sentence stress box and tell Sts that the words in big print and bold are important words and are stressed. Highlight that from is an important word in the question and is stressed (as are all prepositions at the end of questions), but in the answer China is the only important word and from is unstressed here.

### Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point.
- Focus on the instructions and the example. Tell Sts they will hear ten questions and each time they must respond with a short answer.

### Extra challenge

- Play the audio, pausing after each question, and elicit a response from the whole class. Then repeat the activity eliciting responses from individual Sts.
c Put Sts in pairs, A and B, and tell them to go to Communication Where are they from? A on p.100, B on p.106.
Go through the instructions with them carefully, and focus on the two example questions (Where’s X from? and Where in X?). Tell Sts they have to ask these questions for each of their three people and write the answers in the chart.
Sit A and B face-to-face. A asks his/her first question about person 1 to B and writes the information in the chart.
B now asks A about person 4, and they then take turns to ask and answer.
When they have finished, get them to compare charts and then get feedback from some pairs.
Tell Sts to go back to the main lesson 1B.

d Focus on the question and model and drill the question. Get Sts to ask you the question.
1 The answer to Where are you from? is usually I’m from (town) when you’re in your own country, and I’m from (country) or I’m (nationality) followed by the town when you’re abroad.
Get Sts to stand up and to ask five other Sts the question. In a monolingual class where Sts are all from the same town, encourage Sts to say their nationality and then the area of the town or the village that they’re from, to make this more communicative.
Finally, ask a few Sts where they are from.

5 VOCABULARY numbers 21−100
a Focus on the signs and elicit that they are all English towns. Then elicit the numbers from Sts.
b Tell Sts to go to Vocabulary Bank Days and numbers on p.148.
Focus on part 3 Numbers 21−100 and get Sts to do exercise a individually or in pairs.
Check answers by writing the numbers on the board.

<table>
<thead>
<tr>
<th>21</th>
<th>35</th>
<th>43</th>
<th>59</th>
<th>67</th>
<th>72</th>
<th>88</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

1 26 Now do b. Play the audio, pausing after each number for Sts to repeat. Play again if necessary.

| twenty-one | forty-three | sixty-seven | eighty-eight |
| thirty | fifty | seventy | ninety |
| thirty-five | fifty-nine | seventy-two | ninety-four |
| forty | sixty | eighty | a hundred |

Focus on the Pronunciation box and go through it with Sts. Point out that 30, 40, etc. are stressed on the first syllable and 13, 14, etc. are stressed on the second syllable.
Tell Sts to go back to the main lesson 1B.

Extra idea
• A numbers game which Sts always enjoy is Buzz.
You may want to play it now or at any other moment when you want to revise numbers.
  - Get Sts to sit or stand in a circle and count out loud. When they come to a number which contains 3 (e.g. 13) or a multiple of 3 (e.g. 3, 6, 9, etc.) they have to say ‘Buzz’ instead of the number.
  - If a student makes a mistake, either saying the number instead of ‘Buzz’, or simply saying the wrong number, he/she is ‘out’, and the next player begins again from 1.
  - Carry on until there is only one student left, who is the winner, or until the group have got to 30 without making a mistake.
  - You can also play Buzz with 7 as the ‘wild’ number and go up to 50.

1 27 Play the audio and get Sts to write the numbers.
Check answers.

| 25 | 33 | 49 | 50 | 66 | 78 | 81 | 99 |

1 26 Sfts choose ten numbers, which they write on a piece of paper.
Put Sts in pairs and get them to dictate their numbers to their partner, who writes them down.
When they have swapped roles, they can compare pieces of paper to check for mistakes.

6 LISTENING
a Play the audio and get Sts to repeat the numbers. Ask What’s the difference between a and b?
Remind Sts that 13, 14, etc. are stressed on the second syllable and 30, 40, etc. are stressed on the first syllable. This means that the pairs of numbers can be easily confused and this can be a problem, even for native speakers, particularly for example in a noisy environment like a pub or café.

| 13, 30 | 14, 40 | 15, 50 | 16, 60 | 17, 70 | 18, 80 | 19, 90 |

b Focus on the instructions. This time Sts will hear seven dialogues. In each dialogue they will hear just one number from each pair.
Play the audio twice and Sts circle a or b. Check answers.

1 a 2 b 3 a 4 b 5 a 6 b 7 b
Chorus
All over the world
London, Hamburg, Paris, Rome; Rio, Hong Kong, Tokyo;
L.A., New York, Amsterdam; Monte Carlo, Shard End and...

Chorus
Everybody all around the world
Gotta tell you what I just heard;
Everybody walkin’ down the street
I know a place where we all can meet.

Chorus
All over the world,
Everybody got the word (x3)

Extra support
• If there’s time, you could get Sts to listen again with the script on p.116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

c Draw this bingo card on the board for Sts to copy.

In pairs, Sts complete their bingo card with six numbers from a. They must only choose one from each pair, e.g. either 13 or 30, but not both.

Call out random numbers choosing from the pairs of numbers in a. Keep a note of the numbers you call out.

If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one pair has crossed off all the numbers, at which point they should call out ‘Bingo’!

Check the winning pair’s card. If it’s correct, they have won. If it isn’t, continue the game. Once there is a winner, you can play Bingo again if there is time.

7 SONG All Over the World

This song was originally made famous by the English rock group Electric Light Orchestra (ELO) in 1980. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.269.

All Over the World
Everybody all around the world;
Gotta tell you what I just heard:
There’s gonna be a party all over the world.
I got a message on the radio
But where it came from I don’t really know,
And I heard these voices calling all over the world.

Chorus
All over the world,
Everybody got the word;
Everybody everywhere is gonna feel it tonight.
Everybody walkin’ down the street,
Everybody movin’ to the beat,
They’re gonna get hot down in the U.S.A. (New York, Detroit, L.A.)
We’re gonna take a trip across the sea,
Everybody come along with me;
We’re gonna hit the night down in gay Paree.
Lesson plan

The lesson starts with a focus on classroom language, which helps Ss to understand and respond to common classroom instructions, and to ask the teacher in English for information and clarification. Ss then learn the pronunciation of the alphabet and practice it with common abbreviations. After this Ss listen to an interview with a student in a London language school and learn how to give personal information, and practice spelling. This leads into the grammar focus of possessive adjectives. The different elements of the lesson are brought together in the final activities, where Ss do a communication activity discovering what some actors’ and singers’ real names are, and a writing focus where they complete an application form for a student visa.

Optional lead-in (books closed)

Point to a few things in the classroom (from Vocabulary a) and ask Ss what they are. Write the words on the board, and model and drill pronunciation.

1 VOCABULARY classroom language

a Books open. Focus on the illustration and get Ss to match the words and pictures.

b Now do b. Play the audio for Ss to listen and check their answers. Then play it again to drill the pronunciation of the words. Give further practice of any words your Ss find difficult to pronounce.

c Tell Ss to go to Vocabulary Bank Classroom language on p.150. The teacher says section helps Ss recognize and respond to common instructions used in the classroom. Get Ss to do a individually or in pairs.

Now focus on the instructions for c. Get Ss to cover the sentences with a piece of paper leaving the pictures visible.

Finally, focus on the information box about the and go through it with the class.

Articles are very easy for some nationalities and more difficult for others, depending on their L1. If articles are a problem for your Ss, give more examples to highlight the meaning of the.

Tell Ss to go back to the main lesson 1C.

Extra support

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

d Now do d. Play the audio and get Ss to follow the classroom instructions.
2 PRONUNCIATION /əʊ/, /uː/, /ɑː/; the alphabet

Pronunciation notes
- Remind Ss that the two dots in the symbols /uː/ and /ɑː/ mean that it’s a long sound.
- Remind Ss that /əʊ/ is a diphthong, i.e. two sounds together, /ə/ and /ʊ/, if you think this will help them.

a  (1.35) Focus on the three sound pictures (phone, boot, car).

Now focus on the example words in the row next to each sound picture, e.g. close (verb) and mobile. Elicit / explain that the pink letters are the same sound as the picture word they’re next to. Demonstrate for Ss, e.g. say phone, close, mobile, etc.

Play the audio once for Ss to just listen.

Then play the audio again, pausing after each sound picture word and its corresponding sound, and the other words for Ss to repeat them.

b  (1.36) Focus on the abbreviations. Explain that in English we usually say abbreviations by saying the individual letters. Give Ss a few moments in pairs to practise saying them.

Play the audio for Ss to listen and check. Play it again, pausing for Ss to repeat. Then ask Ss if they know what any of them mean.

OK = yes, fine
BBC = British Broadcasting Corporation
MTV = Music Television
CNN = Cable News Network
USB = Universal Serial Bus
DVD = Digital Versatile Disc or Digital DVD Disc
BMW = Bayerische Motoren Werke (Bavarian Motor Works)
ATM = Automated Teller Machine

c  (1.37) Explain that it’s important to know the English alphabet because you often need to spell names, surnames, town names, etc. (especially when you’re talking on the phone).

Focus on the chart. Explain that the letters are in columns according to the pronunciation of each letter. Elicit the seven picture words and sounds (Ss have seen them all before).

Then show Ss how the letters in each column have the same vowel sound, e.g. train, A, H, J, tree, E, G, etc.

Put Ss in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart, and writing them in the right column. Do the first one with them (B). Write it on the board and ask Ss how to say it and which column it goes in (tree). Give Ss a time limit, e.g. three minutes, to complete the chart.

Play the audio once for Ss to listen and check answers (you may want to copy the complete chart onto the board). Then play the audio again, pausing after each sound for Ss to repeat the group of letters.

1 37
A H J
B C D E G P
T V
F L M N S X Z
I Y O Q U W R

d  (1.38) Focus on the group of letters. Play the audio twice and tell Ss to circle the letter they hear. Tell Ss they will hear the letter twice.

Check answers.

1 38
1 E, E 3 Q, Q 5 B, B 7 V, V 9 J, J 4 C, C 6 M, M 8 Y, Y 10

3 Extra idea

Play Hangman. Think of a word Ss know, preferably of at least eight letters, e.g. nationality. Write a dash on the board for each letter of the word: __ __ __ __ __ __ __ __ __ __ __

Ss call out letters one at a time. If the letter is in the word (e.g. A), fill it in each time it occurs, e.g. __ A __ __ __ __ 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 that Ss don’t repeat them. The object of the game is to guess the word before the man is ‘hanged’. Ss 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.

Ss can also play in pairs / groups drawing on a piece of paper.
Focus on the picture of the language student and the receptionist.

Now focus on the language school enrolment form. Explain (in Sts’ L1 if necessary) that the woman is a new student at a language school in London. Tell Sts that they are going to listen to her being interviewed by the school receptionist, and must complete the form with her information.

Go through the different headings on the form and make sure Sts understand them. Explain the difference between first name and surname using the names of famous people who you think Sts will know, e.g. Tom Cruise, showing that Tom is his first name and Cruise his surname (or family name). They may also not know age and postcode.

Play the audio once the whole way through for Sts just to listen. Then play it again, pausing to give Sts time to complete the gaps. Play again if necessary.

Extra support

• This is the first quite long listening that Sts have had. Reassure them by telling them just to relax and listen the first time, without trying to complete the form, but just trying to follow the conversation. Then tell them to try to complete some of the form, and play the audio as many times as you think they need, pausing where necessary, e.g. after the phone numbers.

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

| First name | Darly |
| Surname    | Bezerra |
| Country    | Brazil |
| City       | Rio |
| Age        | 20 |
| Address    | 350 Avenida Princesa Isabel |
| Postcode   | 22011 - 010 |
| Email      | dbbezerra@mail.com |
| Phone number | 55 219 560733 |
| Mobile phone | 07621 3784511 |

Extra support

• If there’s time, you could get Sts to listen again with the script on p.116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

Now focus on the receptionist’s questions and give Sts a couple of minutes to complete them.

Play the audio for Sts to listen and check.

Play it again, pausing if necessary. Check answers and elicit the meaning of How old are you?

! The question How old are you? and the answer I’m 20 are with the verb be. In your Sts’ L1 a different verb may be used, e.g. have.

See words in bold in script 1.40

(c) Remind Sts that getting the rhythm right when they speak will help them to understand and be understood. Play the audio, pausing after each question for Sts to underline the stressed words (see underlined words in script 1.40).

Then play the audio again for Sts to repeat, encouraging them to copy the rhythm of the questions.

d) Focus on the Spelling box and go through the information with the class.

Put Sts in pairs, A and B, and get them to sit so that they are facing each other. Explain that they’re going to roleplay the interview. A is the receptionist, and B is a new student. A is going to interview B.

Then tell A to start the interview: Hello. What’s your first name?, etc. Remind Sts to write down the answers.

! Tell Sts they can invent their ages, addresses, and phone numbers if they prefer.
Extra challenge
• Get B to listen and answer the questions with his / her book closed.

S-ts swap roles.

Get some quick feedback by asking a few s-ts about their partners, e.g. What’s his address? What’s her email address?

4 GRAMMAR possessive adjectives: my, your, etc.

a Focus on the two questions and answers and get s-ts to complete the gaps.

Check answers.

b Tell s-ts to go to Grammar Bank 1C on p.124. Focus on the example sentences and play the audio for s-ts to listen and repeat. Then go through the rules with the class.

Additional grammar notes
• In some languages the possessive adjective agrees with the following noun, i.e. it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after. In English nouns don’t have gender, so possessive adjectives don’t change, and the use of, e.g. his / her, simply depends on whether we are talking about something belonging or related to a man or to a woman.
• Remind s-ts that your is used for singular and plural.

Focus on the exercises for 1C on p.125. S-ts do the exercises individually or in pairs.

Check answers, getting s-ts to read the full sentences.

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Tell s-ts to go back to the main lesson 1C.

Extra support
• If you think s-ts need more practice, you may want to give them the Grammar photocopiable activity at this point.

Focus on the instructions and the example, and tell s-ts they are going to hear a sentence, e.g. I’m Richard, and they must change it using a possessive adjective and the word name (My name’s Richard).

Play the audio, pausing after each sentence, and elicit a response from the whole class. Then repeat the activity eliciting responses from individual s-ts.

5 SPEAKING completing a form

Put s-ts in pairs, A and B, and tell them to go to Communication What’s his / her real name?, A on p.100, B on p.106.

Go through the instructions with them carefully. Explain / elicit the meaning of real (= true, not false), actor (= a man in a film), actress (= a woman in a film), and singer (= a person whose job is singing). You might want to tell s-ts that nowadays the word actor is often used for both men and women. Then drill the question What’s his real name? or What’s her real name?

Sit A and B face-to-face. A asks his / her questions to B and writes the information in the chart.

B now asks A his / her questions.

At the end of the activity get s-ts to compare charts to check they have spelt the real names correctly.

Tell s-ts to go back to the main lesson 1C.

6 WRITING completing a form

This is the first time s-ts are sent to the Writing at the back of the Student’s Book. In this section s-ts will find model texts, with exercises, and language notes, and then a writing task. We suggest that you go through the model and do the exercise(s) in class, but set the actual writing (the last activity) for homework.

Tell s-ts to go to Writing Completing a form on p.111.

a Focus on the Capital letters box and go through it with s-ts. Tell them to highlight any rules which are different from their L1 (e.g. nationalities and languages are not written with a capital letter in several languages.).

b Focus on the application form for a student visa. Go through the different sections with s-ts. Highlight and check the meaning and pronunciation of:

– Mr is for a man, Mrs for a married woman, and Ms /miz/ for a woman (giving no indication about marital status).

– gender refers to the sex of the person (male or female).

– married, single, divorced, separated.

– signature is your name as you usually write it on letters and formal documents.

Give s-ts a few minutes to complete the form. Remind them to check that they use capital letters correctly.

Go round checking s-ts are completing it correctly. Then elicit answers from individual s-ts for each section.
**Extra idea**

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

**c** Focus on the text and get Sts to copy it out again, using capital letters where necessary.

Check answers by eliciting from Sts the words which need capital letters and writing the text on the board.

My name's Leo. I'm from Brno in the Czech Republic, and I speak Czech, German, and a little English. My teacher is American. Her name's Kate. My English classes are on Mondays and Wednesdays.

**Extra support**

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

**d** As this writing task is very short, you may like to get Sts 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 student.
Lesson plan

This is the first in a series of six Practical English lessons (one every other File) which teach Sts functional language to help them ‘survive’ in English in travel and social situations. There is a storyline based on two characters, Rob Walker, a British journalist who works for a magazine called London 24seven, and Jenny Zielinski, who works in the NY office of the same magazine and who is on a work trip to London. Sts meet them for the first time in this lesson, where Jenny arrives in the UK and checks into a hotel. The main focus of this lesson is on hotel vocabulary and checking into a hotel. You might want to point out to Sts that in the You Say section of the lessons, they will be listening and then repeating what the people say. If the speaker is Jenny, they will be listening to an American accent, but they do not need to copy the accent when they repeat her phrases. These lessons can be used with Class DVD, iT ools, or Class Audio (audio only). Sts can find all the video content and activities on the iTutor.

STUDY LINK
• iTutor
• Workbook Arriving in London
• www.oup.com/elt/englishfile

Test and Assessment CD-ROM
• Quick Test 1
• File 1 Test
• www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)
• Introduce this lesson (in Sts’ L1 if you prefer) by giving the information above.

1 VOCABULARY in a hotel

a Books open. Focus on the symbols. Give Sts, in pairs, a few minutes to match the words and symbols.

b (1.43) Play the audio for Sts to listen and check.

Check that Sts understand ground floor, and drill the pronunciation of first, second, and third. You may also want to teach that for other ordinals you normally add th, e.g. fourth.

Focus Sts’ attention on the phonetics next to each word. Now play the audio again, pausing after each word for Sts to repeat.

1.43
3 reception 5 a double room
6 the lift 4 the bar
1 a single room 2 the ground floor

Extra support
• Tell Sts to cover the words and test each other in pairs.

2 INTRODUCTION

a (1.44) Focus on the first two photos at the top of the page and elicit what Sts can see. Tell them that the man is Rob and the woman is Jenny, and that they are the main characters in these lessons.

Focus on sentences 1–6 and go through them with Sts, eliciting / explaining new words, e.g. lives, works, assistant editor, etc. Then play the audio once the whole way through for Sts just to listen. Then play it again for them to mark the sentences T (true) or F (false). Make it clear that they don’t need to correct the false sentences yet.

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

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Extra support
• If there’s time, you could get Sts to listen again with the script on p.116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.
CHECKING IN

Focus on the third photo and ask Sts Where is Jenny? (in a hotel) Who is the other person? (the receptionist).

Now either tell Sts to close their books and write questions 1 and 2 on the board, or get Sts to focus on the two questions.

Play the audio once the whole way through and then check answers.

Sts will be surprised to hear Jenny say zee, not zed. Explain that this is American English, and is the only letter of the alphabet that is different from British English.

Jenny pronounces /z/ as /ziː/ Sts should pronounce it as /zed/.

Play the audio, pausing if necessary for Sts to repeat the phrases.

Put Sts in pairs, A and B. A is the receptionist. Get Sts to read the dialogue aloud, and then swap roles.

Put Sts in pairs, A and B. Tell Sts to read their instructions and help them to understand exactly what they have to do.

A is the receptionist and has his / her book open. He / she reads the You Hear part with the new information. Elicit that he / she may need to change Good evening to Good morning depending on the time of day, Madam to Sir if B is a man, and It’s room 306 on the third floor to It’s room 207 on the second floor.

B has his / her book closed. He / she should quickly read the You Say phrases again before starting. Remind Bs that they should use their own name and surname.

Sts now roleplay the dialogue. A starts. Monitor and help.

When they have finished, they should swap roles.

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

Focus on the Can you…? Can I have…? box and go through it with the class. Highlight that Can I have…? is one of the most common ways to ask for something in English (much more common than Can you give me…?).

Now play the audio for Sts to listen and repeat the Can phrases.

Tell Sts to imagine they are in a hotel and they want certain things from the receptionist. Focus on the four things and make sure Sts know what they mean.

Elicit the phrases from the class or individual Sts.

Go through the dialogue line by line with Sts, helping them with any words or expressions they don’t understand. You might want to highlight that we use ‘over there’ to indicate something which is some distance away from the speakers.

Now focus on the information box about British and American English and Greetings and go through it with the class.

Ask Sts which greeting they would use now if they met someone.

Focus on the You Say phrases and tell Sts they’re going to hear the dialogue again. They should repeat the You Say phrases when they hear the beep. Encourage them to copy the rhythm and intonation, but not to try to copy Jenny’s American accent. Where Jenny pronounces z as /ziː/ Sts should pronounce it as /zed/.

Focus on how Jenny says Here you are as a response to Can I have your passport, please? Get Sts to practise in pairs asking each other for the four things with Can I have…, please?

Focus on the photos and elicit that Jenny is in the hotel bar, and then she talks on the phone to Rob.

Focus the instructions and on sentences 1–6. Go through them with Sts and make sure they understand them.

Now play the audio once the whole way through, and get Sts to mark the sentences T (true) or F (false). Make it clear that they don’t need to correct the false sentences yet.
Get Sts to compare with a partner, and then check answers.

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Play the audio for Sts to check their answers.

1. I’m here on business. Jenny
2. I’m from New York. What about you? Jenny
3. No problem. The waitress
4. Is that Jennifer? Rob
5. This is Rob, Rob Walker. Rob
6. That’s perfect. Jenny

It’s time for bed. Jenny

If you know your Sts’ L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.116.

Highlight that Is that Jennifer? and This is Rob Walker is what we use on the phone to ask who someone is and to say who you are.

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

Finally, focus on the Can you…? questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their iTutor.

Extra support

- If there’s time, you could get Sts to listen again with the script on p.116, so they can see exactly what they understood / didn’t understand. Translate / explain any new words or phrases.

Focus on the Would you like…? box and go through it with the class. Highlight that in English it is not polite to respond to an offer with simply Yes or No. We always use Yes, please or No, thanks.

Now tell Sts they must listen and repeat the Would you like…? phrases and responses.

Play the audio, pausing to give Sts time to repeat.

Elicit words for drinks and write them on the board (or draw them), e.g. a tea, a coffee, a Coke, a mineral water. Get Sts to practise offering and responding to each other.

Focus on the Social English phrases and go through them with the class.

In pairs, get Sts to decide who says them.