

1 A

G verb *be* [+], personal pronouns: *I, you*, etc.
V numbers 1–20, days of the week
P vowel sounds: /ɪ/, /i/, /æ/, /u/, /eɪ/, /aɪ/, word stress

Nice to meet you

Lesson plan

This first lesson covers basic greetings, and the verb *be* in affirmative sentences, as well as numbers and days of the week. Depending on your SS's level, you may want to spend more or less time on each section. The lesson also introduces SS to the *American English File* system of teaching the 45 sounds of American English. Here they begin by learning six vowel sounds. Students work systematically to improve their pronunciation.

Optional lead-in (books closed)

- Pre-teach the first conversation by introducing yourself. Say *Hi/Hello, I'm (...)*, and ask three or four SS *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 SAYING HELLO

a 1.1

- Books open. Focus on the four pictures. Then tell SS to listen to and read the four conversations and match each one to a picture.
- Play the recording once or twice. Check answers.

A 2 B 1 C 4 D 3

1.1

CD1 Track 2

- A Hi, I'm Tom. What's your name?
B Anna.
A Sorry?
B Anna!
- A Hi, Dad. This is Dave.
B Hello. Nice to meet you.
C Nice to meet you.
- A Good evening. What's your name?
B My name's Janet Leigh.
A You're in room 5.
- A Hello, John. How are you?
B I'm fine, thanks. And you?
A I'm OK, thank you.

- Focus on the chart. Explain that *Hello* and *Hi* mean the same, but *Hi* is more informal.
- Put SS in pairs to complete the chart with words from the list. Check answers and point out that in the second row the words and phrases are more informal than in the first.

Hello	My name's	Fine	thank you
Hi	I'm	OK	thanks

- Explain that in English some words are said more strongly than others, e.g., in *Nice to meet you*, *nice* and *meet* are pronounced more strongly than *to* and *you*. Encourage SS to try to copy the rhythm on the

recording. Getting the rhythm right is one of the most important aspects of good pronunciation.

- Go through each line of the conversations, getting SS to repeat after the recording. Take this opportunity to elicit or explain the meaning of any words or phrases that SS don't understand.
- When you go through conversation 3, focus also on the box with *Good afternoon* and *Good evening*. Model and drill the pronunciation. Explain the times when these expressions are used. There is no fixed time for when *afternoon* becomes *evening*, but *Good afternoon* is generally used between lunchtime and about 6:00 p.m. and *Good evening* after that. Tell SS that these expressions are more formal than *Hello*, especially *Good afternoon* and *Good evening*. Use body language to demonstrate formal and informal greetings, e.g., shaking hands for more formal greetings.

d 1.2

- Put SS in pairs. Tell them to focus on the pictures. Explain that they are going to act out the conversations with the recording.
- Play all the sound effects for conversations 1–4 for SS to understand what they have to do. Then play the recording for conversation 1 and demonstrate the activity with a good student.

1.2

CD1 Track 3

- dance music
- doorbell
- spooky music
- birdsong

- Now play the recording for conversation 1 again, getting SS to role-play it in pairs. Repeat with the other three conversations. If there's enough time, get SS to change roles.

Extra idea

Get SS to practice the conversations first by reading their roles with the recording. Then they could try to act them out from memory.

- Focus on the example sentences in the speech bubbles. Tell SS to imagine that they're at a party or a conference where they don't know anyone. Have them stand up.
- Now tell SS to introduce themselves to at least five other students. Encourage SS to shake hands, or use a locally appropriate gesture, say *Nice to meet you*, and say *Sorry?* if they don't hear the other student's name.

2 GRAMMAR verb *be* [+], pronouns

- Focus on the first sentence, *I'm Tom*. Explain that *I'm* is the contraction of two words, and elicit that the missing word is *am*.
- Give SS a minute to complete the other two blanks and check answers.

I **am** Tom.
My name **is** Janet Leigh.
You **are** in room 5.

- b**
- Tell SS to go to **Grammar Bank 1A** on page 122. Explain that all the grammar rules and exercises are in this section of the book.
 - Go through the rules with the class. Model and drill the example sentences. Model and drill the pronunciation of the contractions, especially *You're*, *We're*, and *They're*.

Grammar notes

- Point out that fluent speakers of English almost always use contractions in conversation.
- In English there is only one form of *you*, which is used for singular and plural and for formal or informal situations. In your SS' language(s) there may be different pronouns for second person singular and plural and also formal and informal forms.

- Focus on the exercises for **1A** on page 123. SS do the exercises individually or in pairs.
- Check answers.

a 1 is 2 are 3 am 4 are 5 is 6 are 7 is

b 1 It's... 5 They're...

2 We're... 6 She's...

3 You're... 7 I'm...

4 He's...

- Tell SS to go back to the main lesson on page 4.
- c**
- Point to a male student whose name you remember and say *He's* (*Marco*). Then point to a female student and elicit *She's* (*Maria*). Continue with several other SS to give more practice with *He's/She's*.

3 PRONUNCIATION vowel sounds, word stress

- Focus on the cartoon. Tell SS that American English has several vowel sounds, and they are going to learn an example word to help them remember each sound. In File 1 they are going to learn the vowel sounds and in File 2 the consonant sounds. Learning the sounds will help them pronounce words more clearly and confidently.

a 1.3

- 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 help you know how words are pronounced. Learning to recognize these symbols will help SS check the pronunciation of a word in a dictionary.
- Play the recording once for SS just to listen.
- Play the recording again, pausing after each word and sound for SS to repeat.

1.3

CD1 Track 4

fish /ɪ/	boot /u/
tree /i/	train /eɪ/
cat /æ/	bike /aɪ/

Pronunciation notes

- It is important to point out to SS that with the vowels, i.e., *a*, *e*, *i*, *o*, *u*, there is no one-to-one relation between a letter and a sound, e.g., the letter *a* can be pronounced in several different ways. However, there are common combinations of letters that are usually pronounced the same way, and these will be pointed out to SS as the course progresses.
- You could also tell SS that /eɪ/ and /aɪ/ are diphthongs, i.e., two sounds together (/e/ and /ɪ/ and /a/ and /ɪ/), if you think this will help them.

- Focus on sounds that are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

b 1.4

- 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 SS, e.g., say *fish*, *it*, *this*, *tree*, *he*, *she*, etc.
- Now focus on the words in the list. Tell SS in pairs to decide what the sound of the pink letter is and to write the word under the corresponding sound picture. Encourage them to say the words aloud.
- Play the recording for SS to check their answers.
- Play the recording again, pausing after each group of words for SS to repeat them.

1.4

CD1 Track 5

fish	it, this, is
tree	he, she, we
cat	am, thanks

boot	you
train	they, name
bike	I, Hi, my

Study Link

SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

Extra idea

If SS have dictionaries with them, get them to look up a few words with these vowel sounds and see how the phonetics are always given after the words and how this helps them pronounce words better. If SS don't have dictionaries, you could write some words and the phonetics on the board.

Possible words: *key* /ki/, *sky* /skaɪ/, *eight* /eɪt/, *food* /fud/

- Write COFFEE on the board. Elicit/teach that it has two syllables. Then explain that all words of two or more syllables have one that is stressed (pronounced more strongly than the other(s)). Then say "coffee" two ways (Coffee and coFFEE) and ask SS which way is right (COffee). Underline CO on the board, and tell SS 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 in the pictures. These are words that most SS will probably already know, and some are "international," e.g., *hotel*, *Internet*.
- Tell SS in pairs to say the words aloud and underline the stressed syllable.

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

d 1.5

- Play the recording and check answers. The two words not stressed on the first syllable are hotel and computer. Point out to SS that the majority of English words are stressed on the first syllable.

1.5			CD1 Track 6
<u>coffee</u>	<u>Internet</u>	<u>airport</u>	
<u>sandwich</u>	<u>hotel</u>	<u>computer</u>	
<u>e-mail</u>	<u>pizza</u>		

Extra idea

If SS have dictionaries with them, get them to look up, e.g., *coffee*, and show them that stress is marked in dictionaries with a kind of apostrophe (a stress mark) before the stressed syllable, e.g., /'kɒfi/. If not, copy a dictionary entry on the board.

- Get SS to write the words from c in the chart under the correct heading. Check answers.

food/drinks	travel	communication
coffee	hotel	e-mail
sandwich	airport	Internet
pizza		computer

- Write the three categories on the board. Then give SS in pairs one minute to try to add two more English words to each column.
- Elicit SS' answers, writing the words on the board. Underline the stressed syllable and model and drill the correct pronunciation.

(Suggested answers)		
food/drinks	travel	communication
<u>burger</u>	bus	<u>modem</u> /'moudəm/
<u>soda</u>	car	cell phone
<u>apple</u>	plane	<u>television</u>
<u>fries</u>	<u>station</u>	<u>website</u>

4 VOCABULARY numbers 1–20

a 1.6

- Most SS will probably know how to count to ten, but may be less confident with 11–20. Get the class to try to count from 1 to 20. You start with the number 1 and get a student to say the next number. Try to elicit all numbers from 1 to 20. Then do the same counting backwards, starting from 20.
- Play the recording and have SS repeat each number. Explain/elicite that numbers 13–19 are stressed on the second syllable. Give extra practice with any numbers that are difficult for your SS.

1.6																				CD1 Track 7
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

! When we count in a sequence, 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 SS to later distinguish between some numbers, e.g., 13 and 30.

- Tell SS to go to **Vocabulary Bank Numbers 1–20** on page 140. Explain that SS will first do the vocabulary exercises on these pages and then have the pages for reference to help them remember the words.
- Here they check the spelling of numbers 1–20. Give SS a couple of minutes to do 1 in pairs.
- Check answers. Point out the spelling changes between *three* and *thirteen* and *five* and *fifteen*. You could also point out to SS that numbers in English don't change (i.e., they never become masculine or feminine).

3 three
5 five
7 seven
11 eleven
12 twelve
15 fifteen
18 eighteen
20 twenty

Study Link SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

Extra idea

Give SS more practice by saying simple addition problems to them, e.g., *What's 4 plus 4?* They could also practice this way in pairs.

- Tell SS to go back to the main lesson on page 5.

c 1.7

- Focus on the four places (airport, cafe, etc.). Tell SS they're going to listen to four short conversations. The first time they listen, they should just try to understand *where* the conversation is taking place and write a number 1–4 in the boxes.

! Make sure SS write 1–4 in the boxes and not in the spaces, e.g., after *Gate number*.

- Play the recording once and check answers.

1 cafe 2 airport 3 taxi 4 hotel

- Now tell SS to listen again but this time to focus on the numbers they hear in each conversation. Play the recording, pausing between each conversation to give SS time to write the numbers in the blanks.
- Have SS compare their answers in pairs and then check answers.

Gate number 9 \$5.20 Room 12 16 Townsend Road

Extra support

If SS want to know exactly what was said in each conversation, get them to turn to the audioscript on page 114. Play the recording again and explain/translate any unknown vocabulary.

1.7

CD1 Track 8

(audioscript in Student Book on page 114)

- 1 A A grilled cheese sandwich, please.
B That's 5 dollars and 20 cents.
- 2 Canadian Airlines flight to Madrid is now boarding at gate number 9.
- 3 A Where to, Miss?
B 16 Townsend Road, please.
- 4 A Here's your key, sir. Room 12.
B Thank you.

Extra idea

Another number game that SS always enjoy is "Buzz." You may want to play it now or at any other time when you want to review numbers.

- Get SS to sit or stand in a circle and count aloud. When they come to a number that 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.
- Play until there is only one student left, who is the winner, or until the group has gotten to 30 without making a mistake.
- When SS have done numbers 20–1,000 (in the next lesson), you can also play "Buzz" with 7 as the "buzz" number and go up to 50.

5 SAYING GOOD-BYE

a 1.8

- Focus on the cartoon and ask SS *Who are they?* (Tom and Anna from 1a).
- Focus on the six different ways of saying good-bye. Model and drill the expressions for SS to repeat, and highlight the stressed syllables (Good-bye, Good night) and words (See you, See you on Saturday, See you tomorrow). Elicit/explain the meaning of any words SS don't know.

A We only say *Good night* as another way of saying good-bye at the end of an evening or before going to bed. We never use it as a greeting. For a greeting at night, use *Hello* or *Good evening* (more formal).

- Tell SS they're going to hear the two people in the picture saying good-bye to each other. They must number the expressions in the order they hear them. Play the recording once or twice.
- Check answers.

- 1 Bye.
- 2 Good-bye.
- 3 See you tomorrow.
- 4 See you on Saturday.
- 5 See you.
- 6 Good night.

Extra idea

Get SS to role-play the conversation. (Phrases 1, 3, 4, and 6 are said by Tom, 2 and 5 by Anna.)

1.8

CD1 Track 9

(audioscript in Student Book on page 114)

- TOM OK, bye.
ANNA Yes, good-bye.
TOM See you tomorrow.
ANNA Not tomorrow, Saturday.
TOM Oh yeah. See you on Saturday.
ANNA See you.
TOM Good night.

b 1.9

- Ask SS if they know/remember which day Saturday is and which syllable is stressed (the first).
- Focus on the capital letters. Tell SS that in English, days of the week always start with a capital letter.
- Give SS in pairs a few minutes to complete the days, and then play the recording and get SS to repeat them. Ask them where the stress is (always on the first syllable). Give more pronunciation practice as necessary. SS may have problems with *Tuesday* /tuzdei/, *Wednesday* /wenzdei/, and *Thursday* /θərzdei/.

1.9

CD1 Track 10

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

- Ask SS *What day is it today?* and *When's your next class?* At the end of the class, remember to say *Good-bye. See you on (...)* and encourage SS to do the same.

Extra photocopiable activities

Grammar

pronouns + verb *be* page 140.

Communicative

Costume party page 185 (instructions page 175).

Homework

Study Link **Workbook** pages 4–5.