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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) that 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.

Study Link These lessons are also on the *American English File 1* Video, which can be used instead of the Class Audio CD (see Introduction page 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 background information about Mark and Allie above.

VOCABULARY drinks

- Focus on the pictures. Give SS in pairs a few minutes 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 favorite drink when you're on a plane?* and elicit/teach any other drinks, e.g., *soda, wine*.

ASKING FOR A DRINK

- 1.35
 - Tell SS to cover the conversation 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 the conversation, have them close their books at this stage and write the first, usually very simple, task on the board.

- Play the recording once. Check answers.

Mark has a Diet Coke™ and a coffee with milk but no sugar.

- Now tell SS to uncover the conversation (or open their books). Explain that the **YOU HEAR** part is what they need to understand and the **YOU SAY** part has the phrases they need to be able to say.
- Give SS a minute to read through the conversation and remember or guess the missing words. Then play the recording again for them to complete the conversation.
- 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 conversation line by line with SS. Point out that *Would you like (...)* is a common way of offering things. SS will study this in more detail in 8C.
- 1.36
 - Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the conversation again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm.
 - Play the recording, 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 change roles.
 - ⚠ Teach SS *ma'am* (instead of *sir*) for the first line of the conversation 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/review *maybe* and *I think* to encourage speculation.)
- Focus on the instructions and have SS read through the alternatives. Play the recording at least twice.
- Check answers.

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

1.37

CD1 Track 38

(audioscript in Student Book on page 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 center.

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.

- Focus on the box with the American and the British flags. Explain to students that Allie uses some British words that are different in American English. These boxes usually show some of them.

Extra support

Let SS listen again with the audioscript on page 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 the speakers' accents, and if they sound like friends or not. Play the recording again.
- Elicit 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?* Point out that *all right* and *OK* have the same meaning.
- Play the recording again for SS to check. Pause after each phrase for SS to repeat (see audioscript 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

Put SS in pairs to role-play the second conversation using the audioscript on page 114. Let SS read their parts first and then try to act out the conversation from memory.

HOMEWORK

Study Link Workbook page 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. Point out:
 - *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 around the room, checking that 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, have SS use the forms to interview each other.

- b • Focus on the rules and go through them with SS. Tell them to highlight any rules that 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 • Have SS copy the entire text, using capital letters where necessary.
- Check answers by eliciting from SS the words that need capital letters and writing the text on the board.

Extra support

Quickly review 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 want SS to do it in class. Have them write their own texts on a piece of paper, check for capital letters, and then exchange the text with another student to read and check for mistakes.