

PRACTICAL ENGLISH

Episode 1 Arriving in London

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*, *iTools*, 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.

1 T	3 F	5 T
2 T	4 F	6 F

(1 44))

(script in Student's Book on p.116)

- Rob** Hi. My name's Rob Walker.
I live here in London, I work in London, and I write about London!
I work for a magazine called *London 24seven*.
I write about life in London. The people, the theatre, the restaurants... It's fun!
I love London. It's a great city.
- Jenny** Hi. My name's Jenny Zielinski.
I'm from New York. The number one city in the world.
I'm the assistant editor of a magazine, *New York 24seven*. I'm the new assistant editor.
But this week, I'm on a business trip to London.
This is my first time in the UK.
It's very exciting!

- b Play the audio again, so Sts can listen again and correct the false sentences.

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

- | |
|---|
| 3 The name of his magazine is <i>London 24seven</i> . |
| 4 She is American . |
| 6 It's her first time in the UK. |

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.

PE1

3 ■ CHECKING IN

- a (1.45)) 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.

1 Z-I-E-L-I-N-S-K-I

2 306

(1.45 (1.46))

R = receptionist, J = Jenny

R Good evening, madam.

J Hello. I have a reservation. My name's Jennifer Zielinski. (repeat)

R Can you spell that, please?

J Z-I-E-L-I-N-S-K-I. (repeat)

R For five nights?

J Yes, that's right. (repeat)

R Can I have your passport, please?

J Just a second... Here you are. (repeat)

R Thank you. Can you sign here, please? Thank you. Here's your key. It's room 306, on the third floor. The lift is over there.

J The lift? Oh, the elevator. (repeat)

R Yes. Enjoy your stay, Ms Zielinski.

J Thank you. (repeat)

- b Now focus on the dialogue in the chart. Ask Sts *Who says the You Hear sentences?* and elicit that it is the receptionist. Then ask *Who says the You Say sentences?* and elicit that here it is Jenny. These phrases will be useful for Sts if they need to check into a hotel.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to complete the gaps. Play again if necessary.

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

See words in bold in script 1.45

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.

- c (1.46)) Now 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 /zi:/ Sts should pronounce it as /zed/.

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

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

- f 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.

- g (1.47)) 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.

(1.47))

See phrases in Student's Book on p.11

- h 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.

- 1 Can I have my key, please? / Can I have the key to room X, please?
- 2 Can I have my passport, please?
- 3 Can I have a map of London, please?
- 4 Can I have a pen, please?

Extra idea

- 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?*

4 ■ JENNY TALKS TO ROB

- a (1.48)) 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.

1 F	3 F	5 T
2 T	4 F	6 F

1 48))

(script in Student's Book on p.116)

J = Jenny, W = waitress, R = Rob

W Is your tea OK?

J Yes, thank you... It's very quiet this evening.

W Yes, very relaxing! Are you on holiday?

J No, I'm here on business.

W Where are you from?

J I'm from New York. What about you?

W I'm from Budapest, in Hungary.

J Really? Oh, sorry.

W No problem.

J Hello?

R Is that Jennifer?

J Yes...

R This is Rob. Rob Walker... From *London 24seven*?

J Oh Rob, yes, of course. Hi.

R Hi. How are you?

J Oh, I'm fine, thanks. A little tired, that's all.

R I can meet you at the hotel tomorrow morning. Is nine OK for you?

J That's perfect.

R Great. OK, see you tomorrow at nine.

J Thanks. See you then. Bye.

W Would you like another tea?

J No, thanks. It's time for bed.

W Good night, and enjoy your stay.

J Good night.

- b** Play the audio again, so Sts can listen a second time and correct the false sentences.

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

- 1 Jenny has **tea**.
- 3 The waitress is **Hungarian**.
- 4 **Rob** phones **Jenny**.
- 6 Their meeting is at **9.00**.

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** **1 49))** 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.

1 49))

See script in Student's Book on p.11

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.

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

In pairs, get Sts to decide who says them.

- e** **1 50))** Play the audio for Sts to check their answers.

1 50))

I'm here on business. **Jenny**

I'm from New York. What about you? **Jenny**

No problem. **The waitress**

Is that Jennifer? **Rob**

This is Rob, Rob Walker. **Rob**

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.

- f** 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*.