

# The First Day

## Part A At a Glance

### I Learning Objectives

- ◆ Topic: Introducing Yourself
- ◆ Words & expressions: nervous, nice, instructor, professor, embarrassed, when it comes to something/doing something, to try out, lines
- ◆ Function:
  - Introducing: *I'm a student too. My name's Jin.*
  - Registering: *Hi. I want to register for a class.*
- ◆ Language learning strategy: Practice speaking English with classmates often
- ◆ Pronunciation:
  - Sentence stress: *I'm late. I'm the teacher.*
  - Contractions with *be*: *It's ten o'clock. That's OK.*
- ◆ Communication tip: Greeting by shaking hands

### II Transcript: Video

| Scene Description   | Listening Script (Video)  |
|---|---|
| Emi looks up at room number, looks at her watch, then enters classroom.               | Emi: Oh, no...it's ten o'clock! I'm late.                                       |
| Professor Brown is seated at a student desk near door. Emi sits at a desk beside his. | Emi: Is this English with Professor Brown?<br>Professor Brown: Yes. This is it. |
| Two other students are seated nearby.   | Emi: I'm nervous.   |

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| Scene Description   | Listening Script (Video)  |
|---|---|
| Professor Brown is joking with her.   | Professor Brown: Don't be nervous. This class is easy.                          |
| Emi laughs, surprised.  | Emi: Really? It's easy?   |
| Emi looks at him again, suspicious.   | Professor Brown: Yes. And the instructor is really nice.                        |
|   | Emi: He is? Wait...Are you a student?   |
|   | Professor Brown: No, I'm not. I'm the instructor.                               |
|   | Emi: You're Professor Brown?! I'm so embarrassed.                               |
|   | Professor Brown: Don't be. Welcome to the class.                                |
| Professor Brown stands up and goes to the front of the room.  | Jin: Hi.  |
| Jin, a student in the class, sitting behind Emi, gets her attention and starts to talk with her. Emi realizes Jin has seen the previous embarrassing scene with teacher and laughs. | Emi: Hi.  |
|   | Jin: I'm a student too. My name's Jin.  |
|   | Emi: Hi. I'm Emi...Emi Okada.   |
|   | Jin: Oh, you're Japanese!   |
|   | Emi: That's right. And you're...?   |
|   | Jin: I'm Korean. This is my first class here. I'm a little nervous, too.        |
|   | Emi: Well, it's nice to meet you. Your name's Jean?                             |
| Jin repeats his name with correct pronunciation.  | Jin: Jin. Jin Koh.  |
| They break off their conversation as they realize the teacher is about to begin class.  | Professor Brown: OK, everyone. Good morning. I'm Eric Brown. Let's get started. |

#### Culture Notes

1. Emi asks, "Is this English with Professor Brown?" She means, "Is this the English class, with Professor Brown as the teacher?" On the first day of class, many students ask this question.
2. The instructor says, "This class is easy" and, "The instructor is really nice". He is joking; many American teachers speak very informally and humorously to their pupils.
3. Classmates in the U. S. usually call each other by their first names. Emi calls Jin Koh "Jin".



#### Transcript: Apply Video

Hi, my name is Emily. And the reason I took this class is because I sort of thought it might help me with my public speaking. I'm kind of nervous when it comes to speaking in front of crowds. And I thought maybe a drama class would help me get more comfortable in front of a lot of people. I'm pretty uncomfortable right now because this is really my very first time speaking in front of a lot of people. But I

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thought I'm going to take the class, and then maybe, if I really get brave I might even try out for maybe a play, or, or a musical...I'm not a very good singer, but, but I maybe would be a good actor. And, I think if I take the class, and maybe play some theater games and learn some lines and practice some scenes that maybe, maybe I would become good.

## Part B More Listening

(Refer to the Appendix in the *Companion Book* for keys and transcripts)

## Part C Your Turn

### I Language in Use

(Refer to the *Companion Book*)

### II Oral Activities

#### 1. Pair Work: Hi! Is This English?

Summary: Students make small talk on the first day of class.

Language points:

- Contractions with the verb *be*
- Sentence stress/intonation

Groups: Pairs

Procedure:

- 1) Create pairs. Designate one student as A and the other as B.
- 2) Tell students to look at the dialog. Do a choral reading. Have students repeat each line of the dialog after you. Model appropriate stress and intonation.
- 3) When students do the activity, they should first review the whole dialog by themselves, and then perform it out loud with their partner. Remind them to make eye contact with their partner.
- 4) Have one or more pairs model the dialog for the class.
- 5) Tell students to reconstruct the dialog by using their own personal information. Remind Student A to begin.
- 6) Have students change roles. A becomes B and B becomes A.

#### 2. Pair Work: Registering for a Class

Summary: One student calls Student Registration to register for a course.

Language points:

- Time
- Sentence stress/intonation

Groups: Pairs

Procedure:

- 1) Create pairs. Designate one student as A and the other as B.
- 2) Give students time to look through the information given in the *Companion Book*. Circulate and assist with vocabulary as necessary.
- 3) Model the dialog for the class. You take the role of A and have a student take the role of B. Model appropriate stress and intonation.
- 4) Have students simulate the conversation about registering for a class. Remind them to use the information given in the *Companion Book*.
- 5) Tell Student B to make a note of the class they register for. Tell Student A to write down Student B's name and student ID number, and the class he or she registers for during their conversation.
- 6) When they have completed the dialog, have them change roles and do it again.
- 7) Have one or two pairs act out the dialog in front of the class, if appropriate.

### 3. Class Work: Getting to Know Each Other

Summary: Students exchange with each other personal information and report afterwards.

Language points:

- Asking for information
- Sentence stress/intonation

Groups: Whole class

Procedure:

- 1) Ask students to read through the table first.
- 2) Read through the expressions with students together.
- 3) Pick two students to demonstrate on how to collect information using the expressions provided. Make sure that students know how to ask for the information in English.
- 4) Have students leave their seats and collect information from four classmates.
- 5) After students complete their table with information from four other students, pick several students to report to their classmates about the information they collected.

### 4. Extra Classroom Practice

Summary: Students play a game to think of appropriate adjectives for different nouns. The first student to say 10 appropriate adjectives wins.

Language point:

- Adjectives and nouns

Groups: Whole class

Procedure:

- 1) Students create lists in three categories on the board (jobs, performers, movies).
- 2) One student calls out a noun from the board.
- 3) The first person who calls out an appropriate adjective gets one point. The first student to get 10 points wins.

Example:

Designer: great job, busy job, difficult job

Tom Cruise: good actor, rich actor, famous actor

Casablanca: great film, sad film, old film

## **Part D Learning by Doing**

### **I Web Research**

(Refer to the *Companion Book*)

### **II Web Talk**

Summary: Students write sentences about the schools they found on the Web.

Language point:

- Statements with the verb *be*

Groups: Groups of 4

Procedure:

- 1) Ask students to look at the completed “Web Research: Cool Schools”.
- 2) Write the names of four schools on the board.
- 3) Create groups of 4. Try to arrange the groups, so the students in each group have visited different websites.
- 4) Tell the students that they are going to tell their group about the school they found on the Web and that they have to take notes on the information their fellow group members found.
- 5) Students read out loud their information about the school they have found on the Web. (If more than one student has found information about the same school, have them take turns reading their sentences.)
- 6) Have the students take notes on the following information they learn from their group members:
  - The name of the school
  - The type of school (what you study there)
  - Location (city, country)
- 7) As a class feedback, go through the schools one at a time and ask the groups to supply the information to fill in the table.
- 8) Ask students if they learned other information about the schools they found on the Web. Add this information to the chart under the heading *Other information*.



# A Great Place

## Part A At a Glance

### I Learning Objectives

- ◆ Topic: Hotel Reservation
- ◆ Words & expressions: reservation, convenient, sounds good, available, reserve, single/double room, confirmation, to have a great time, spacious, facility, price range, suite, expensive
- ◆ Function:
  - Reservations: *I need a hotel reservation.*
  - Describing places: *How about the Wellington? Excellent location, it has large rooms, nice views. It's a little expensive, but very nice.*
- ◆ Language learning strategy: Practice telephone conversations
- ◆ Pronunciation:
  - The sound [θ]: *seventh, thank you*
  - Word stress: *hotel, New York*
- ◆ Communication tip: Showing politeness while entering doors

### II Transcript: Video

| Scene Description   | Listening Script (Video)   |
|---|--|
| Chris has entered I-Travel, a travel agency, and is standing by Kate's desk. Kate finishes a phone call and motions for Chris to have a seat. | Kate: Yes...OK. Mm-hmmm. OK. Goodbye. Bye-bye.<br>Chris: Good morning.<br>Kate: Good morning. Can I help you?<br>Chris: Yes, I need a hotel reservation. |

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| Scene Description  | Listening Script (Video)   |
|--|--|
| Kate turns to computer screen to punch in information and click on available hotels. | Kate: OK. What city?<br>Chris: New York. Manhattan.<br>Kate: OK. When?<br>Chris: Next week. Three nights. The 7th, 8th, and 9th.<br>Kate: OK. Let's see. How about the Wellington? Excellent location, it has large rooms, nice views. It's a little expensive, but very nice. |
| The price shows on the computer screen. Chris recoils in shock.                      | Chris: Um...I don't think so...  |
| Kate goes back to computer, clicks on other hotels.                                  | Kate: Here's one. The Northgate. It's very convenient, and it's not expensive. It's a great place.   |
| The price shows on the computer screen. Chris shrugs.                                | Chris: OK. Sounds good.  |
| Kate punches in some more information.   | Kate: And it's available for the nights of the 7th through the 9th.  |
| Kate keys in the information.  | Chris: Good. Can you reserve it for me?<br>Kate: Sure. Single room, for the 7th, three nights. Can I have your credit card, please?  |
| Chris fishes credit card out of his wallet, hands it to her.                         | Chris: Here.   |
| Kate punches in credit card numbers. She hands Chris a printout.                     | Kate: OK. That takes care of that...You're all set. Here's your confirmation.<br>Chris: Great, thanks.<br>Kate: Is there anything else I can do for you?   |
| Friendly exchange here. Chris and Kate will become friends.                          | Chris: Nope, that's it.<br>Kate: All right. Well, have a great time in New York.<br>Chris: Thanks, I will.   |

#### Culture Notes

1. Kate says, "Can I help you?" This is the usual way for a store clerk or hotel or office receptionist to talk to a new customer.
2. A single room is a room for one person.



**III Transcript: Apply Video**

A: Mid-town hotel, can I help you?

B: Oh yes, I'm looking for a hotel to stay at next week. Can you tell me a little bit about your hotel, please?

A: Well, first of all we've got plenty of rooms available next week. And, what would you like to know specifically?

B: Well, I...I guess the first thing is, is how big is your hotel?

A: We got a hundred and fifty-five rooms. And six floors...and it's a great place to stay.

B: I see. Are the rooms large?

A: Yes, they're nice and spacious. You feel like you're at home in your living room.

B: Oh, that's nice to hear. How about food? Do you have a restaurant in the hotel?

A: There's a restaurant attached. We serve breakfast, lunch and dinner.

B: And how late is the restaurant open for dinner?

A: Eleven o'clock.

B: Ahh...what about other facilities? Do you have a gym, a pool, maybe a game room?

A: Got an exercise room, got a game room, and we have a pool. The pool is open till ten o'clock.

B: Oh, that sounds good. And what is the price range for your rooms?

A: Well, the cheapest room that we have or the least expensive room I should say is 55 dollars and it goes on up from there to about two hundred and you get a really nice suite for that.

B: That sounds very good. Thank you very much!

A: My pleasure. And I look forward to seeing you next week!

B: OK. Bye.

A: Goodbye.

**Part B More Listening**

(Refer to the Appendix in the *Companion Book* for keys and transcripts)

**Part C Your Turn****I Language in Use**

(Refer to the *Companion Book*)

## II Oral Activities

### 1. Pair Work: Hotel Reservation

Summary: Students make a hotel reservation.

Language points:

- Day
- Date
- Wh-questions
- Word stress

Groups: Pairs

Procedure:

- 1) Create pairs. Designate one student as A and the other as B.
- 2) Tell students to look at the dialog. Do a choral reading. Have students repeat each line of the dialog after you. Model appropriate word stress for the students. For example: conVENient, hoTEL.
- 3) When students do the activity, they should first review the whole dialog by themselves, and then perform it out loud with their partner. Remind them to make eye contact with their partner.
- 4) Have one or more pairs model the dialog for the class.
- 5) Tell students to practice the dialog. Remind Student A to begin.
- 6) Have students change roles. A becomes B and B becomes A.

### 2. Pair Work: Making a Hotel Reservation

Summary: One student phones to book a room at the Grand Hotel in New York.

Language points:

- Day
- Date
- Wh-questions
- Word stress

Groups: Pairs

Procedure:

- 1) Create pairs. Designate one student as A and the other as B.
- 2) Give students time to look through the information given in the *Companion Book*. Circulate and assist with vocabulary as necessary.
- 3) Model the dialog for the class. You take the role of A and have a student take the role of B. Model appropriate stress and intonation.
- 4) Have students simulate the feeling of a phone call. Remind them that Student A starts.