

1 Introductions

TEACHING POINTS

Functions

Introducing yourself and others; names, countries and nationalities

Structures

Present tense 'to be' questions, answers, negatives
 Possessive adjectives: *his, her, your, our, their*
 Word stress

Part A

Hello, I'm Zita, I'm a receptionist.

1.1 PRESENTATION

If students already know one another, go straight into the **Presentation**. If not, elicit first names and 'hello' only from your class. Write your name on the board in both forms: 'I'm ...', 'My name's ...'

Refer to the first five photos of the Shelbourne Hotel employees and the job titles below. Matching will be quite easy because of uniforms and location.


Go through the second set of five photos, matching names and jobs, and then ask students to name their own jobs. Practise first person pronunciation and intonation. Insist on students sounding polite. Explain that 'What do you do?' and 'What's your job?' are the same.

Point out that another way of saying 'I'm a waiter' is 'I work as a waiter.'

Answers

1 B 2 E 3 A 4 D 5 C
 6 G 7 F 8 H 9 J 10 I

1.2 LISTENING AND PRONUNCIATION

1  As this is the first listening, take a little time to explain to students what they are listening to and for. Explain in L1 if necessary. Here they are listening to a group of people introducing themselves, and for each specific name and job title. Focusing listening exercises in this way helps to overcome the

loss of control students often feel at a barrage of sounds coming at them, and their being expected somehow to understand them.

Before you play the recording, write a name and job title on the board, e.g. 'I'm a receptionist.' Point out the short form 'a' / ə / and the stress on re'ceptionist.

As we go through *Be My Guest*, we frequently practise stress and intonation, especially in the **Listening and pronunciation** and **Being clear and polite** sections.


Keep students aware of rising or falling intonation patterns. Play the recording, repeating as necessary. Check answers (see 1.1).

Take a few minutes to practise the 'word stress' system of English as it may be new. English, like the Scandinavian languages, Dutch and German has a system of 'stress-timed' rhythm. Stressed syllables follow each other at regular intervals and unstressed syllables come in between. Speakers of 'syllable-timed' languages, who give an equal stress to each syllable, have trouble hearing these unstressed sounds in English. This may help to explain why 'the English eat their words' according to some non-native speakers.

Tapescript

- 1 : Hello, I'm Zita, I'm a receptionist.
 - 2 : Hi, I'm Akoun, I'm a kitchen assistant.
 - 3 : My name's Jimmy, I'm a commissionaire.
 - 4 : Hello, I'm Shaun, I'm a sous-chef.
 - 5 : My name's Niamh, I'm a waitress.
 - 6 : Hello, my name's Taki, I'm a porter.
 - 7 : I'm Teresa, I'm a bar person.
 - 8 : Hello, my name's Anita, I'm a chambermaid.
 - 9 : I'm Yoshida, I'm a waiter.
 - 10 : Hi, my name's Kelly, I'm a management trainee.
- 2**  Students listen to the alphabet and practise saying it after the recording.

Introductions 1

- 3  Students repeat the spelling of each name after the recording.

Tapescript

- Zita, that's Z-I-T-A.
- Akoun, that's A-K-O-U-N.
- Jimmy, that's J-I-M-M-Y.
- Shaun, that's S-H-A-U-N.
- Niamh, that's N-I-A-M-H.
- Taki, that's T-A-K-I.
- Teresa, that's T-E-R-E-S-A.
- Anita, that's A-N-I-T-A.
- Yoshida, that's Y-O-S-H-I-D-A.
- Kelly, that's K-E-L-L-Y.

You may want to give the students further practice on pronunciation of the alphabet like this. Model the pronunciation of the letters yourself (it is not on the recording).

Long 'e' = B C D E G P T V

Short 'e' = F L M N S X Z

Long 'a' = A H J K

Long 'u' = Q U W

'I' = I Y

'O' = O

'R' = R

1.3 LANGUAGE FOCUS AND PRACTICE

Questions and answers

Teach 'What's your name?' and 'What's your job?' Write these on the board. Show the simple substitution of *your*, *his*, *her* in a column.

Teach 'What's his/her name/job?' in the same way. Point out that *his* and *her* indicate the gender of the possessor, not the thing possessed. This is particularly important for students whose mother tongue is a Latin language.

Students write the questions individually, then compare in pairs before you check their answers.

Answers

- 1 What's her name?
- 2 What's her job?
- 3 What's your name?
- 4 What's his name?
- 5 What's your job?
- 6 What's his job?

1.4 PERSONAL JOB FILE

Direct students to the **Job file** at the back of the book. As this is the first **Job file** explain, in L1 if necessary, that the **Job file** constitutes a mini-workbook, with prompts and short exercises *where students record what is most relevant to them in their jobs*. Each **Job file** has space for 'new words and phrases' which students should then translate into their mother tongue. There are also one or more exercises to complete as a follow-up to work covered in the lesson.

We have not included answers in the Teacher's Book as each student's **Job file** will be individual. You will need to look at their **Job files** on a regular basis, and correct them as necessary.

1.5 SPEAKING PRACTICE

Each **Speaking practice** is linked to the **Presentation** or **Language focus** or both. Here we draw the lesson to a close by getting students to introduce themselves and others.

As students work in small groups, check and encourage, but don't expect complete accuracy even at these basic levels of language. Point out the simple positive and negative replies, *yes/no*. *Yes/no* questions will be met again more fully in Part B. Check that the three tasks have been done.

You may wish to make a note of student errors to be worked on later, but for now create an interruption free atmosphere. Play some relaxing music, if appropriate. Music helps to 'mask' the shyness of some students who may be hesitant about practising their English in class.

Part B

Where are you from?


1.6 PRESENTATION

Draw attention to the map. Write on the board 'Where are you from?' perhaps using a sweeping arrow to show rising intonation. Ask 'Where are you from?' and focus on the rising, polite intonation. Students mark a place on the map. Write an appropriate answer, e.g. 'I'm from Greece' with a sweeping downward arrow to show falling intonation. Accept the three possible replies, e.g. 'Greece', 'from Greece', 'I'm from Greece.'

Practise two or three times around the class. Students then work in pairs to ask and answer this question. After a few moments choose a pair, and ask each where the other is from, e.g. 'Elodie, where's Pablo from?' Practise around the class.

Draw attention to the Shelbourne Hotel employees. Write on the board 'Where's Niamh from?' (pronounced 'neev' to rhyme with 'Steve'). Ask students to guess, prompting the use of negatives, 'No, she's not from ...' (The answers are not obvious – Niamh is a Gaelic name; she's Irish.) Continue with the other four employees from the Shelbourne. Draw attention to the second list of five employees from around the world. Again ask students to guess, working in pairs. Since this is primarily guesswork, don't spend too long on it. The objective is to teach the question and answer forms and to heighten awareness of some of the different countries and nationalities we shall be 'visiting' throughout the remaining 14 units of *Be My Guest*.

1.7 LISTENING AND PRONUNCIATION

 Point out that students are listening *to* brief conversations between the ten people in the *Presentation* and are listening *for* these speakers' nationalities. Play the recording, and repeat as necessary. Check answers.

Answers

Niamh – Ireland	Taki – Greece
Shaun – Australia	Teresa – England
Zita – Ireland	Anita – Italy
Akoun – France	Yoshida – Japan
Jimmy – Ireland	Kelly – USA

Tapescript

- NIAMH : Hello, my name's Niamh, I'm from Ireland.
 AKOUN : Nice to meet you, Niamh. I'm Akoun.
 NIAMH : Where are you from, Akoun?
 AKOUN : I'm from France.
 NIAMH : Oh really, which part?
 AKOUN : The south, near Nice.
 JIMMY : Hi, my name's Jimmy, I'm from Ireland, and you?
 TAKI : Oh, hi Jimmy, my name's Taki.
 JIMMY : And where are you from Taki? Greece?
 TAKI : Yes, that's right.
- ANITA : Good morning everyone, my name's Anita, I'm from Italy.
 TERESA : Hello Anita, I'm Teresa, I'm from England, and this is Yoshida, he's from Japan.
 YOSHIDA : Hello, pleased to meet you.
 TERESA : And this is Kelly, she's from America.
 KELLY : Hi everyone.
- ZITA : Hi, I'm Zita.
 SHAUN : Nice to meet you, I'm Shaun. Where are you from Zita?
 ZITA : I'm Irish, and you?
 SHAUN : I'm from Australia.

1.8 LANGUAGE FOCUS AND PRACTICE

To be

1 Begin here by asking students to work out the rules as they complete the table. Get them to say the forms aloud. Check spelling and pronunciation. Explain this 'working out the rules' approach if necessary in L1 as it may be new to many students.

The contracted forms are used in the exercise here. Point out the long forms and tell them the apostrophe means either the letter 'i' or 'a' like this:

He's / She's / It's = He is / She is / It is (i.e. the third person)

Introductions 1

We add an 'a' to everything else like this:

I'm = I am
 You're = You are
 We're = We are
 They're = They are

Answers

Affirmative	Negative	Question
I'm	I'm not	Am I?
You're	You're not	Are you?
He's / She's / It's	He isn't / She isn't / It isn't	Is he? Is she? Is it?
We're	We're not	Are we?
You're	You're not	Are you?
They're	They're not	Are they?

2 Write up the question 'Are you American?' and point out the replies – long form affirmative 'Yes, I am' and short form negative 'No, I'm not.' Students complete the sentences about themselves.

Write on the board the question 'Where are they from?' Substitute with 'Where are Niamh and Jimmy from?' Give the answers 'They're from Ireland', 'They're Irish.' Again, students complete the sentences.

3 Students study the short dialogue which comes from *Listening 1.7*.

4 Explain the exercise, used in several places through *Be My Guest*. Students do it individually. Check answers.

Answers

- 1** A : Hello, I'm Anita, I'm from Italy.
 B : Hey, me too, which part?
 A : The south, Naples.
 B : Oh, I'm from Rome.
- 2** A : Hello Zita, this is Kelly, she's American.
 B : Hi Kelly, what part of America are you from?
 A : The west, California.
- 3** A : Hello, Akoun, nice to meet you.
 B : You too.

1.9 PERSONAL JOB FILE

Direct students to the *Job file*. They add any new words and phrases to their list and then complete the 'introductions' dialogue. Teach the stress of any new words here.

1.10 SPEAKING PRACTICE

1 The type of exercise used here, 'Go to page XX and study the tapescript', is used frequently throughout *Be My Guest*. As a rule, language items from each *Listening and pronunciation* section are studied in the *Language focus and practice* section, and finally repeated and developed in the *Speaking practice* section.

Students practise the conversations in pairs or small groups. They then change roles. Assign the roles and get students up and moving about and talking, as you check around the class. Then change roles.

2 Students introduce themselves, then introduce a partner to the group, and then the group to the class. Insist on correct intonation and pronunciation.