

L1 NICE TO MEET YOU

By the end of the lesson, students will be able to:

- Introduce themselves
- Recognize and utilize the alphabet and basic numbers
- Give information needed for registration (phone number, address)

What to expect?

This is the first day and it's the first level so don't be discouraged if student(s) can't answer questions or don't say much. Praise whatever they are able to provide. Model everything. Use gestures. Use the board and have them use the board with you. Be careful in a group setting to not gauge your teaching level on one talkative student - especially for the first lesson.

What to bring to class:

- Table tents/paper to write student name or name tags.
- Alphabet and numbers cards
- Envelope with Name and Address

Teacher notes:

You will see that the same grammar focus in this level appears in 1R lesson 1 to give students plenty of opportunity for practice.

Warm-up:

Greet student(s). Have them write their first name on a name tag or table tent. These are useful even in 1-1 environments as it can be hard to remember new names. Try Conversation Rotation or Cocktail Party to learn names.

Listening *Track 01*

Sara: Hi! What's your name?

Jose: Hello. I'm Jose Lopez.

Sara: Nice to meet you, Jose. How do you spell Lopez?

Jose: L-O-P-E-Z.

Sara: Thanks. What's your phone number?

Jose: It's (970) 555-6751

Sara: And what's your address?

Jose: It's 812 Main Street.

Sara: Great. Your teacher is Dan Palmer.

Jose: Thank you.

Sara: You're welcome. Welcome to your English class!

NICE TO MEET YOU

Do your best to pronounce student(s)' names the way they say it. It's okay to ask them to clarify a few times. In 1-1, learn the names student, children, even pets.



Pre.

How many people do you hear? Point to picture; ask, *How many?* Point out warm-up question. Write it on board. Play track completely. Point to question. Ask, *How many people are talking?* Point to the people in the image.

Pre Listening warm-up. *Track 01*: How many people do you hear?

A Listen again. Circle the words you hear.

A.

Read instructions aloud. Point out the word circle. Demonstrate circle on board. Play track completely. Do the example together. Play track multiple times so student(s) can complete the activity. Check answers as a group. Play again to confirm. If needed, stop track at places for students to answer.

Hey Nice to meet you last name teacher goodbye

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Answer Key:

A. Circle: teacher

VOCABULARY WORDS & PHRASES

B Repeat after your teacher.



name



address



phone number



spell



nice to meet you



teacher



goodbye

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen
20 twenty	30 thirty	40 forty	50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

B. Say each word aloud; have student(s) repeat several times. Point to pictures, use gestures.

Numbers
Hold up book, point to numbers and have students repeat after you. (For classes, write on board.) Repeat several times – in order (to start) and out of order (so students practice without just memorizing order).

Letters
Have student repeat letters after you. Show how to spell your name (use capital then lower case). Spell a student's name. Have class repeat.



PRONUNCIATION

Listen and repeat after your teacher. Circle GREEN TEA sounds. Underline RED PEPPER sounds.



z f s b
g p l x

Pronunciation
Read instructions. Demonstrate circle and underline on board
- Point to GREEN TEA vs. RED PEPPER. Stress the vowel sound of each one. Have them watch your mouth and repeat.
- Say first letter "z." Ask GREEN TEA Z or RED DRESS Z? Repeat with f, s and b. Then read the rest, pausing long enough for students to try them with both options. EXPANSION: Do c, d, m, n, t.

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Numbers & Alphabet

For more practice have students listen and point to the number or letter they hear you say. If they struggle with 13 vs 30, 14 vs 40, etc., demonstrate that the stress is usually on the 2nd syllable with 13, and we emphasize the "n" at the end. For 30, 40, etc., the stress is usually on the first syllable. For alphabet, practice the tougher ones if they're ready (a,e,i, g, h, j).

Answer Key:

Circle: z, g, p, b

Underline: f, s, l, x

These activities become increasingly difficult. Read directions aloud. Write example on board and complete with student(s) (model using grammar chart to get answers). If they struggle, do more until student(s) can work independently. Have students compare answers in pairs (model with a student first). Then write answer on board (for groups).

D. Write the sentences on board with both answers. Have student(s) come to the board to complete the sentence. Once all sentences are complete, read aloud together.

E. Reference is/are/I/you in the chart. If they struggle, do another one together. Writing on the board can also be useful.

F. Demonstrate. Read the answer and write the question on board. Reference the grammar chart.

LANGUAGE TOOLS

C Listen to your teacher and repeat.

QUESTIONS						ANSWERS	
What	is	your	name? address? phone number?			It's	Jose Lopez. 812 Main Street. (970) 555-6751.
Who	is	your	teacher?			My teacher is	Dan Palmer.
Where	are	you	from?			I'm	from Peru.
How	do	you	spell	your	name?	It's	J-o-s-e.

TIP: I'm = I am
What's = What is
It's = it is

D Look at the sentences. Circle the correct word.

1. My name is/are Sarita.
2. I **am/are** from Nepal.
3. His name **is/are** Jose.
4. Her name **is/am** Maria.
5. Where are **you/your** from?

E Match the question and answer. Practice with a partner.

1. What's your name? a. It's 19 Solo Drive.
2. How do you spell your name? b. I'm from China.
3. Where are you from? c. I'm Han.
4. What's your address? d. My teacher is Gracie Smith.
5. Who's your teacher? e. It's H-a-n.

F Read the answers. Write the questions. Practice with a partner.

1. What's your name? My name is Leo Aya.
2. _____ It's L-e-o.
3. _____ I'm from Mali.
4. _____ It's (303) 555-0023.
5. _____ It's 16 Canyon Road, Apartment B.
6. _____ My teacher is Ross Baker.

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Answer Key:

D. 2. am 3. is 4. is 5. you

E. 2. e 3. b 4. a 5. d

F. 2. How do you spell your name? 3. Where are you from? 4. What's your phone number? (What is)

5. What's your address? (What is) 6. Who's your teacher? (Who is)

REAL LIFE / YOUR LIFE

G Listen to *Track 01* and complete the conversation. Use the words in the box.

Sara: Hi! What's your name?

Jose: Hello. (1) *I'm* Jose Lopez.

Sara: Nice to meet you, Jose. How do you (2) _____ Lopez?

Jose: L-o-p-e-z.

Sara: Thanks. What's your (3) _____?

Jose: (970) 555-6751.

Sara: And what's your (4) _____?

Jose: (5) _____ 812 Main Street.

Sara: Great. Your (6) _____ is Dan Palmer.

Jose: Thank you.

Sara: You're welcome. Welcome to your English class!

phone number

I'm

teacher

It's

spell

address

G.

Read instructions aloud. Show word box. Write words on board. Play track completely. Cross out example word on board and show student(s) on their page where word is written. Do 1 or 2 more together. Have them finish the rest independently. Have students compare with a partner (model first). Then select pairs to write the answer on the board. Check as a class.

H Ask for your teacher's name, phone number, and email.

Can't come to class? Contact your teacher



Text



Phone



Email

My teacher's name: _____

My teacher's phone number: _____

My teacher's email: _____ @ _____



CULTURE TIP

It's common in the U.S. to look people in the eye when you say your name.

Hi! My name is Anna.



H

Provide examples through gestures or images why they might not come to class – broken car, work, sick. Come up with the appropriate question for each line together. Have students take turns asking you the questions. Have students open inside front cover and write their name, your name and contact info. Explain that @ is “at” in email addresses. Depending on student(s) ability, express your preference and/or ask their preference, text, phone calls, emails?

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Culture Tip

Practice with your student(s) saying hello and looking at them. (Some cultures will struggle – don't force it.) Ask, *How do people greet each other in your native country? Do they shake hands? Strong hand shake or not strong? Hug? Kiss?* As much of this is new vocabulary, you will need to ask through gestures.

Answer Key:

G. 2. spell 3. phone number 4. address 5. It's 6. teacher

H. Answers will vary

I Read the registration form. Complete the sentences.

I.
Copy the registration form from the image on the board. Point out where to find the information for the questions on that form. Ask, *How do you spell it?*

- Her name is
_____ *Marta Acosta* _____
- She is from

- Her phone number is

- Her address is

- Her email is



J.
Same as activity I but with student's information. Write questions on board. Demo with a student: ask, *What is your name?*, etc. If student(s) are not comfortable sharing their personal information, they can use "pretend" information. Explain by demonstrating on the board: *My name is Madonna is pretend.* Then *My name is (use your real name) is real.*

J Complete the registration form with your information.

School Registration Form	
Name:	_____
Country of origin:	_____
Phone number:	_____
Address:	_____
Email:	_____



CONNECT WITH CONVERSATION

Get to know a partner.
Talk about where you live.

WORD BANK

What? How? Where?
phone number address
goodbye from spell
Nice to meet you.
name

Conversation

Brainstorm questions students will ask each other. Show them the word bank. Demonstrate with a student. NOTE: We use the word "live" in the activity but it's not in the lesson so explain this by saying *We live in....* Or, leave this out if your student(s) may not be ready for new information. For 1-1: make sure you learn the names of family members including pets.

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Answer Key:

I. 2. Cuba 3. 555 - 338 - 2176 4. 32 F. Street, Davis, California, 00018 5. mascosta@email.com

J. Answers will vary

K Complete the conversation. Use the words in the box.

Marie: Hi! I'm Marie. What's your (1) name ?

Ron: I'm Ron. Nice to (2) _____ you.

Marie: Nice to meet you, too. Where are you (3) _____, Ron?

Ron: (4) _____ from Indiana. (5) _____ are you from?

Marie: I'm from France.

Ron: Welcome to (6) _____ class, Marie.

- English
- I'm
- Where
- from
- name**
- meet

Students will be more likely to do homework if they understand how. The goal of homework is to practice outside of class, so we want them to have success with this. Make sure to review completed homework at the beginning of next class.

L Read the answers. Write the questions.

- | | |
|--|----------------------------|
| 1. _____ <i>What's your name</i> _____ ? | I'm Shani. |
| 2. _____ ? | I'm from Kenya. |
| 3. _____ ? | My teacher is Alice Frank. |
| 4. _____ ? | It's 53 Alamo Drive. |
| 5. _____ ? | It's (297) 555-7761. |

Walk through homework. Do examples.

M Review your English.

1. What's your name? _____
2. Where are you from? _____
3. What's your address? _____
4. What's your phone number? _____
5. What's your email? _____
6. Who's your teacher? _____

Answer Key:

K. 2. meet 3. from 4. I'm 5. Where 6. English

L. 2. Where are you from? 3. Who is your teacher? 4. What's your address? 5. What's your phone number?

M. Answers will vary