

Hello! I'm Kim.

Small starts. Useful English. | Adult beginners | Two short lessons



KIM

JO

TODAY I CAN...

say hello
give my name
ask a name
ask to hear it again

1. Look and listen.

Point to Kim. Point to Jo. Listen again. Say the conversation.

Kim: Hi. I'm Kim. What's your name?

Jo: Hi. I'm Jo.

Kim: Nice to meet you.

Jo: Nice to meet you, too.

2. Match.

Draw lines. The first one is done.

1 Hi. I'm Kim.

a Nice to meet you, too.

2 What's your name?

b Hi, Kim.

3 Nice to meet you.

c I'm Jo.

Your turn: use your name or a name card.

Say hello. Ask a name. Change roles.

Again, please.

It is OK to ask. Listen again, then check the name.



Jo: I'm Jo.

Kim: Again, please.

Jo: I'm Jo.

Kim: Hi, Jo.

1. Listen. Circle the name.

Your teacher says each name. Ask: Again, please.

1 KIM / MINA

2 JO / RAFI

3 MINA / JO

4 RAFI / KIM

2. Complete. Then speak.

Use: name / Mina / Again

A: Hi. I'm Kim. What's your _____?

B: I'm _____.

A: _____, please.

B: I'm Mina.

Try a new name. Listen, check, then change roles.

Tea, please.

Choose a drink. Listen to your partner. Check the order.



WATER

TEA

COFFEE

1. Point. Listen. Say.

Point to each drink. Your teacher says the words. Say them together.

2. Choose a drink.

A asks. B chooses. Change roles. Try different drinks.

A: Tea or coffee?

B: Tea, please.

3. Listen. Circle the drink.

Your teacher reads four orders. Ask: Again, please.

1 WATER / TEA / COFFEE

2 WATER / TEA / COFFEE

3 WATER / TEA / COFFEE

4 WATER / TEA / COFFEE

Is that right?

Use the name cards and drink cards on page 5. Keep your drink secret.



Server: Tea?

Customer: Yes, thank you.

Server: Coffee?

Customer: No. Tea, please.

1. Try it together.

Customer: say hello and give your name. Ask for your drink.

Server: listen, circle the drink below, then say it to check.

Customer: say yes, or correct the drink. Change roles.

Help is here

Hi. I'm... / What's your name? / ..., please. / Again, please.

2. Now try it on your own.

Each round: order, check, then swap jobs. Use a new drink card.

1 WATER / TEA / COFFEE

Checked together: ____

2 WATER / TEA / COFFEE

Checked together: ____

3 WATER / TEA / COFFEE

Checked together: ____

4 WATER / TEA / COFFEE

Checked together: ____

5 WATER / TEA / COFFEE

Checked together: ____

6 WATER / TEA / COFFEE

Checked together: ____

One more try: cover the help box if you feel ready.

New name. New order.

Choose a name. Choose a drink. Show your drink only after your partner checks.

HELLO. I'M...

KIM

HELLO. I'M...

JO

HELLO. I'M...

MINA

HELLO. I'M...

RAFI

My name: _____

MY ORDER

TEA

MY ORDER

WATER

MY ORDER

COFFEE

MY ORDER

WATER

MY ORDER

COFFEE

MY ORDER

TEA

No scissors? Write a drink on a small piece of paper and fold it.
Online? Choose silently. Keep a private note of your drink.



Small steps. Real success.

Pre-A1 / early A1 support | Adults | Pairs, groups or one-to-one | No audio file needed

Teach it over two short lessons

Lesson A: pages 1-2, about 30-40 minutes. Lesson B: pages 3-4, about 30-40 minutes. Use the cards on page 5. Move faster when secure; split a lesson when needed. Start Lesson B by meeting again with new names.

Before you start

Print learner pages 1-4 and prepare the cards. Use real drinks or clear pictures. Find out why each learner needs English and whether they are comfortable reading. Demonstrate before explaining. Use a shared language where helpful. Adults can be experienced, skilled people and new to English.

Lesson A: meet someone

1. Welcome and model with two name cards (5 min). Point to each name as you speak. The pictured woman is Kim; the pictured man is Jo.
2. Read page 1's conversation twice. Learners point, then rehearse (7 min). Match the replies.
3. Show how to ask for repetition. Use page 2's listening task and gap-fill (8 min).
4. Change name cards and partners. Greet, ask, answer and close (8 min).
5. Give one helpful correction. Try a new name with less help, if ready (3 min).

Lesson B: choose, order and check

1. Revisit greetings with different names (4 min).
2. Point to water, tea and coffee. Model the sounds; learners choose between two drinks (6 min).
3. Read the orders on page 7 for page 3's listening task (5 min).
4. Model both checks on page 4. Show one correct check, then one wrong check. The customer corrects the drink (6 min).
5. Run the six rounds. Partners order and check, then swap roles. Change drink cards each round (10 min).
6. Finish with a fresh order and a short progress check (3 min).



Listen. Notice. Try again.

Read scripts naturally and clearly. Learners may ask for repetition at any point.

Answers and listening scripts

Page 1, task 2: 1-b (example), 2-c, 3-a.

Page 2, task 1: say "I'm Mina." / "I'm Jo." / "I'm Mina." / "I'm Rafi." Answers: 1 Mina; 2 Jo; 3 Mina; 4 Rafi. Pause between items. Repeat when asked.

Page 2, task 2: name / Mina / Again.

Page 3, task 3: say "Coffee, please." / "Water, please." / "Tea, please." / "Coffee, please." Answers: 1 coffee; 2 water; 3 tea; 4 coffee.

Page 4: answers depend on the private cards. A correct order and an accurate check matter more than speed.

Make the role-play work

For each round on page 4, both learners use the same numbered line for their server turn. Each circles their partner's drink on their own sheet. Check by revealing the private card. In rounds 3 and 5, invite the server to check a wrong drink after circling the correct order. Explain this first. Finish round 6 with an accurate check. Use fresh cards if choices become predictable.

Help without taking over

Keep the model visible. Point to a useful phrase before supplying it. Teach "I'm" as a chunk; explain "I am" briefly if helpful. Accept "My name is..." and "Can you say that again?" if already known. Work on clear meaning, not a particular accent. If print is difficult, use pictures, oral choices and name cards before writing.

Check what the learner can do

Ask for a fresh greeting and order. Note each skill separately: gives a name / asks a name / asks for repetition / orders / checks / corrects. Record support: reading the model / a prompt / independently. Recheck next time. Example: "Ordered water independently; corrected coffee to water after a prompt."

One-to-one, online and an optional extra

One-to-one: the teacher becomes the new partner. Change roles and cards.

Online: display one task at a time; learners choose drinks privately.

Ready for more? Add "And you?" after giving a name, or "I'd like tea, please." Keep these optional.

At home: practise a greeting and two different orders for two minutes. Use objects or the checked model; no purchase or recording needed.