

# 1 C

**G** possessive adjectives: *my, your, etc.*  
**V** personal information: *address, phone number, etc.*  
**P** the alphabet, /əɪ/ and /aʊ/

## His name, her name

### Lesson plan

The topic of where SS go to study English abroad and an interview in a US language school provide the context for SS to review countries, learn how to give personal information, and practice the alphabet. The grammar focus here is possessive adjectives and the different elements of the lesson are brought together in the final activity, where SS identify famous actors.

### Optional lead-in (books closed)

- Put SS in pairs. Give them two minutes to write down five countries where the first language is English.
- Record student responses on the board. Ask them what the nationality is for each country, and where the stress is on both words.

(Possible answers)

Britain	British
Scotland	Scottish
Ireland	Irish
the US	American
Canada	Canadian
Australia	Australian

### 1 LISTENING

- Write these numbers on the board: 40,000, 80,000, 120,000, 500,000, 600,000 and elicit/teach the pronunciation.
- Books open. Focus on the five countries, and tell SS that they are all countries where people go to study English. Go through the introductory sentences (*Every year...*) with them, and then get them in pairs to guess the missing numbers.
- Check answers, getting SS to say the whole sentence to practice the large numbers, e.g., *Six hundred thousand people study English in ...*. You could teach them *We think...* to preface their answers.

600,000	Britain
500,000	Ireland
120,000	the US
80,000	Australia
40,000	Canada

- Ask some individual SS where *they* would like to go to study English.

#### b 1.19

- Focus on the picture of the language student and on the map and elicit the country where he is going (the US).
- Now focus on the language school registration form. Explain (in SS' L1 if necessary) that Mario is a new student at a language school in the US. Tell SS that they are going to listen to him being interviewed by the school receptionist and must complete the form with his information.

- Go through the different headings on the form and make sure SS understand them. (They may not know *age* and *zip code*.)
- Play the recording once the whole way through. Then play it again, pausing from time to time to give SS time to write.

### Extra support

This is the first long listening that SS have had. Reassure them by telling them just to relax and listen the first time, without trying to complete the form, but just trying to follow the conversation. Ask *Where are they? Who's speaking? Two men, a woman and a man, or two women? (A woman and a man.)* Then tell them to try to complete some of the form, and play the recording as many times as you think they need, pausing where necessary, e.g., after the phone numbers. They could also listen again at the end with the audioscript on page 114.

- Give SS time to compare their answers in pairs, and then check answers.

First name	Mario
Last name	Benedetti
Country/city	Italy/Rome
Student	Yes
Age	20
Address	Via Foro 25
Zip code	00132
E-mail address	mario.benedetti@hitmail.com
Phone number	06 555-8401
Cell phone	06 555-2267

#### 1.19

#### CD1 Track 20

(audioscript in Student Book on page 114)

**R = receptionist, M = Mario**

**R** Hello. Are you a new student?

**M** Yes, I am.

**R** Sit down, then. I'm just going to ask you a few questions.

**M** OK.

**R** What's your first name?

**M** Mario.

**R** What's your last name?

**M** Benedetti.

**R** Benedetti. How do you spell it?

**M** B-E-N-E-D-E-T-T-I.

**R** B-E-N-E-D-E-T-T-I. OK. Where are you from?

**M** I'm from Italy. From Rome.

**R** Are you a student?

**M** Yes, I am.

**R** And how old are you?

**M** I'm 20.

**R** What's your address?

**M** In Rome?

**R** Yes.

**M** It's Via Foro 25.

**R** What's your zip code?

**M** Sorry?



R Is there a zip code? You know, a number?  
 M Ah yes. It's 00132.  
 R 00132. Great. **What's your e-mail address?**  
 M It's mario.benedetti@hitmail.com.  
 R And **what's your phone number?**  
 M My cell phone number or my home number in Rome?  
 R Both – home and cell.  
 M My phone number in Rome is 06 555-8401.  
 R 06 555-8401.  
 M Yes. And my cell number is 555-2267.  
 R 555-2267. That's great, Mario. Thank you. Now come and meet the director of studies, we need to give you a test...

## c 1.20

- Now focus on the receptionist's questions. Give SS a couple of minutes to read through them before they listen.

## Extra challenge

Get SS to guess the missing words first, and then listen and check.

- Play the recording once all the way through. SS try to complete the missing words. Play it again, pausing if necessary. Check answers, and elicit the meaning of *How do you spell it?* and *How old are you?*

⚠ The question *How old are you?* and the answer *I'm 20* are with the verb *be*. In your SS' L1 a different verb may be used, e.g., *have*.

## 1.20

CD1 Track 21

- What's your first name?
- What's** your last name?
- How** do you spell it?
- Where are you **from**?
- Are** you a student?
- How old **are** you?
- What's** your address?
- What's **your** zip code?
- What's** your e-mail address?
- What's your **phone number**?

## 2 PRONUNCIATION the alphabet

## a 1.21

- Ask SS what question the receptionist asks after *What's your last name?* (How do you spell it?) and why? (Because for her it's a difficult name.) Explain that it's important to know the English alphabet because you often need to spell names, last names, town names, etc. (especially when you're talking on the phone).
- Focus on the alphabet and ask SS *Can you say the alphabet?* Unless your SS are true beginners, they should be able to say some of the letters.
- Now get SS to repeat the alphabet letter by letter after the recording. Play it at least twice.

## 1.21

CD1 Track 22

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 1.22

- Focus on the chart. Explain that the letters are in columns according to the pronunciation of each letter. Elicit the picture words and sounds (SS have seen

them before). Play the recording for them to listen and repeat them.

## 1.22

CD1 Track 23

train	/eɪ/	phone	/oʊ/
tree	/i/	boot	/u/
egg	/ɛ/	car	/ɑr/
bike	/aɪ/		

- Then show SS how the letters in each column have the same sound, e.g., *train*, A, J, *tree*, B, C, etc.

## c 1.23

- Put SS in pairs. Get them to go through the alphabet, stopping at the letters that are missing from the chart and writing them in the right column. Do the first one with them (D). Write it on the board and ask SS how to say it and which column it goes in (*tree*). Give SS a time limit, e.g., three minutes, to complete the chart.
- Play the recording once for them to listen and check answers (you may want to copy the complete chart on the board). Then play the recording again, pausing after each sound for SS to repeat the group of letters.

## 1.23

CD1 Track 24

train	AHJK	phone	O
tree	BCDEGPTVZ	boot	QUW
egg	FLMNSX	car	R
bike	IY		

- Focus on the abbreviations. Explain that in English we usually say abbreviations by saying the individual letters. Give SS a few moments in pairs to practice saying them. Then elicit answers around the class and ask SS if they know what any of them mean.

PC = personal computer

OK = yes, fine

CD = compact disc

VIP = very important person

DVD = digital versatile disc or digital video disc

MTV = Music Television

USA = the United States of America

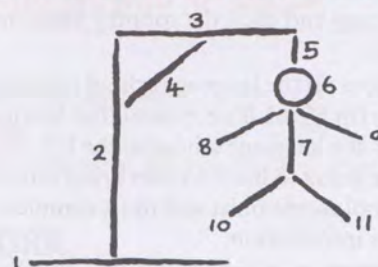
UK = the United Kingdom

BMW = Bavarian Motor Works

FBI = Federal Bureau of Investigation

## Extra idea

- Play "Hangman." Think of a word SS know, preferably of at least eight letters, e.g., NATIONALITY. Write a dash on the board for each letter of the word:  
 \_ \_ \_ \_ \_ \_ \_ \_
- SS call out letters one at a time. If the letter's in the word (e.g., A) fill it in each time it occurs, e.g.,  
 \_ A \_ \_ \_ \_ A \_ \_ \_ . Only accept correctly pronounced letters. If the letter is **not** in the word, draw the first line of this picture on the board:





- Write any incorrectly guessed letters under the picture so that SS don't repeat them. The object of the game is to guess the word before the man is "hanged." SS can make guesses at any time, but each wrong guess is "punished" by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- SS can also play in pairs/groups drawing on a piece of paper.

### 3 SPEAKING

#### a 1.24

- Focus on the illustration, and remind SS that getting the rhythm right when they speak will help them to understand and be understood.

#### Pronunciation notes

- SS have already seen how within a word one syllable is stressed more strongly than the others. They also need to be aware that within a sentence, some words are stressed more strongly than others. Stressed words are usually "information" words, i.e., nouns, adjectives, verbs. Unstressed words are usually pronouns, articles, prepositions, and auxiliary verbs in *Wh*- questions.
- This mixture of stressed and unstressed words is what gives English its rhythm. It is this rhythm SS need to try to copy.
- Focus on the questions in 1c. Play the recording and get SS to listen and repeat. Pause after each question if SS need the extra time.

#### Extra idea

Get SS to underline the stressed words (see audioscript below).

#### 1.24

CD1 Track 25

- 1 What's your first name?
- 2 What's your last name?
- 3 How do you spell it?
- 4 Where are you from?
- 5 Are you a student?
- 6 How old are you?
- 7 What's your address?
- 8 What's your zip code?
- 9 What's your e-mail address?
- 10 What's your phone number?

- b • Put SS in pairs, A and B, and get them to sit so that they are facing each other. Explain that they're going to role-play the interview. A is the receptionist, and B is a new student. A is going to interview B.
- Tell SS to go to **Communication Interview** on page 111. Focus on the registration form, and elicit the questions. Then tell A to start the interview: *Hello. What's your first name?*...
- ▲ Tell SS they can invent their ages and phone numbers if they prefer not to give their own information.

#### Extra challenge

Get B to listen and answer the questions with *his/her* book closed.

- SS change roles.
- Quickly ask a few SS about their partners (e.g., *What's his address? What's her e-mail address?*).
- Tell SS to go back to the main lesson on page 9.

### 4 GRAMMAR possessive adjectives

- a • Focus on the questions.  
• Check answers.

you = a pronoun  
your = an adjective

#### b 1.25

- Focus on the chart and give SS in pairs two minutes to try to fill the blanks. Then play the recording once or twice for SS to check their answers.

#### Extra support

If your SS are true beginners and have never seen these adjectives before, you could do this as a listening presentation. Drill the pronunciation of the words. Then play the recording once or twice for them to fill the blanks.

#### 1.25

CD1 Track 26

I'm Italian. **My** family is from Rome.  
You're in level 1. This is **your** classroom.  
He's the director of studies. **His** name is Michael.  
She's your teacher. **Her** name is Lucy.  
We're an international school. **Our** students are from different countries.  
They're new students. **Their** names are Tina and Daniel.

- c • Tell SS to go to page 122 and focus on **Grammar Bank 1C**.  
• Go through the rules with the class. Model and drill the example sentences.

#### Grammar notes

- In some languages, the possessive adjective agrees with the following noun, i.e., it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after it. In English, nouns don't have gender, so adjectives don't change, and the use of *his/her* simply depends on whether we are talking about something belonging to a man or to a woman.
- Remind SS that *your* is used for singular and plural.
- If SS don't know the difference between an adjective and a pronoun, explain (in their L1 if you prefer) that we use a pronoun **in place of** a name or noun, e.g., *John = he*, but an adjective goes **with** a noun, e.g., *his name, French food*, etc.
- Focus on the exercises for 1C on page 123. SS do the exercises individually or in pairs.
- Check answers.

- a 1 your 2 Their 3 its 4 her 5 Our 6 His 7 My  
b 1 What's his name?  
2 Is her mother German?  
3 Where are your parents from?  
4 Is your last name Zabłowski?  
5 How do you spell your name?

- Tell SS to go back to the main lesson on page 9.



## 5 PRONUNCIATION /əɪ/ and /aʊ/

- Quickly review the previous 12 vowel sounds and pictures from page 5 and page 7.

### a 1.26

- Focus on the two new sound pictures, *bird* and *owl*. Play the recording once for SS just to listen to the words and sounds.
- Then play the recording again, pausing after each word and sound for SS to repeat.

1.26

CD1 Track 27

bird /əɪ/ owl /aʊ/

### Pronunciation notes

- You could also point out that /aʊ/ is a diphthong i.e., two sounds, /a/ and /ʊ/, if you think this will help them.
- If either of these sounds are difficult for your SS, model them yourself so that SS can see your mouth position, and get SS to repeat them a few more times.

### b 1.27

- Now focus on the words in the list. Explain that the letters in pink are pronounced either /əɪ/ or /aʊ/. Give SS a few minutes, in pairs, to write the words in the chart.
- Check answers. Then play the recording once or twice for SS to listen and repeat.

1.27

CD1 Track 28

bird **her, first, international**  
owl **how, our, now**

**Study Link** SS can find more practice of English sounds on the MultiROM and on the *American English File 1* Website.

## 6 SPEAKING

- Focus on the photos. Ask SS *Do you know the movies?* and elicit some/all of the titles in English if SS know them.

- Bridget Jones's Diary
- Monster's Ball
- Shakespeare In Love
- Star Wars
- Amélie
- Babel
- All About My Mother
- The Tuxedo

**A** The titles may be different in SS' L1.

- Now focus on the flow chart. Go through the questions, making sure SS are clear that those on the right are for a woman and on the left for a man. Focus also on the expressions *I don't remember*, *I don't know*, *I think...* and *about* (= more or less, approximately). Teach/elicite their meaning and drill the pronunciation.
- Now ask SS the questions for photo 1. Get SS to spell the man's name and write it on the board. When SS have guessed his age/nationality, tell them the answers (see key below).

- In pairs (or small groups), SS continue asking and answering about the other people.
- Elicit their ideas and check answers.

- Hugh Grant - England - Born 1960  
Renée Zellweger - the US - Born 1969
- Halle Berry - the US - Born 1966
- Gwyneth Paltrow - the US - Born 1972
- Ewan McGregor - Scotland - Born 1971
- Audrey Tautou - France - Born 1976
- Gael García Bernal - Mexico - Born 1978
- Penélope Cruz - Spain - Born 1974
- Jackie Chan - China (Hong Kong) - Born 1954

## Extra photocopiable activities

### Grammar

possessive adjectives page 142.

### Communicative

Personal information page 187 (instructions page 175).

## HOMEWORK

**Study Link** Workbook pages 8–9.