

I **am** Tom.
My name **is** Janet Leigh.
You **are** in room 5.

- b**
- Tell SS to go to **Grammar Bank 1A** on page 122. Explain that all the grammar rules and exercises are in this section of the book.
 - Go through the rules with the class. Model and drill the example sentences. Model and drill the pronunciation of the contractions, especially *You're*, *We're*, and *They're*.

Grammar notes

- Point out that fluent speakers of English almost always use contractions in conversation.
- In English there is only one form of *you*, which is used for singular and plural and for formal or informal situations. In your SS' language(s) there may be different pronouns for second person singular and plural and also formal and informal forms.

- Focus on the exercises for **1A** on page 123. SS do the exercises individually or in pairs.
- Check answers.

a 1 is 2 are 3 am 4 are 5 is 6 are 7 is

b 1 It's... 5 They're...

2 We're... 6 She's...

3 You're... 7 I'm...

4 He's...

- Tell SS to go back to the main lesson on page 4.
- c**
- Point to a male student whose name you remember and say *He's* (*Marco*). Then point to a female student and elicit *She's* (*Maria*). Continue with several other SS to give more practice with *He's/She's*.

3 PRONUNCIATION vowel sounds, word stress

- Focus on the cartoon. Tell SS that American English has several vowel sounds, and they are going to learn an example word to help them remember each sound. In File 1 they are going to learn the vowel sounds and in File 2 the consonant sounds. Learning the sounds will help them pronounce words more clearly and confidently.

a 1.3

- Focus on the six sound pictures (*fish*, *tree*, etc.). Explain that the phonetic symbol in the picture represents the sound. The phonetic alphabet is used worldwide to help you know how words are pronounced. Learning to recognize these symbols will help SS check the pronunciation of a word in a dictionary.
- Play the recording once for SS just to listen.
- Play the recording again, pausing after each word and sound for SS to repeat.

1.3

CD1 Track 4

fish /ɪ/	boot /u/
tree /i/	train /eɪ/
cat /æ/	bike /aɪ/

Pronunciation notes

- It is important to point out to SS that with the vowels, i.e., *a*, *e*, *i*, *o*, *u*, there is no one-to-one relation between a letter and a sound, e.g., the letter *a* can be pronounced in several different ways. However, there are common combinations of letters that are usually pronounced the same way, and these will be pointed out to SS as the course progresses.
- You could also tell SS that /eɪ/ and /aɪ/ are diphthongs, i.e., two sounds together (/e/ and /ɪ/, /a/ and /ɪ/), if you think this will help them.

- Focus on sounds that are difficult for your SS and model them yourself so that SS can see your mouth position. Have SS repeat these sounds a few more times.

b 1.4

- Now focus on the example words in the column under each sound picture, e.g., *it* and *this*. Explain that the pink letters are the same sound as the picture word they're under. Demonstrate for SS, e.g., say *fish*, *it*, *this*, *tree*, *he*, *she*, etc.
- Now focus on the words in the list. Tell SS in pairs to decide what the sound of the pink letter is and to write the word under the corresponding sound picture. Encourage them to say the words aloud.
- Play the recording for SS to check their answers.
- Play the recording again, pausing after each group of words for SS to repeat them.

1.4

CD1 Track 5

fish	it, this, is	boot	you
tree	he, she, we	train	they, name
cat	am, thanks	bike	I, Hi, my

Study Link

SS can find more practice of these words on the MultiROM and on the *American English File 1* Website.

Extra idea

If SS have dictionaries with them, get them to look up a few words with these vowel sounds and see how the phonetics are always given after the words and how this helps them pronounce words better. If SS don't have dictionaries, you could write some words and the phonetics on the board.

Possible words: *key* /ki/, *sky* /skaɪ/, *eight* /eɪt/, *food* /fud/

- Write COFFEE on the board. Elicit/teach that it has two syllables. Then explain that all words of two or more syllables have one that is stressed (pronounced more strongly than the other(s)). Then say "coffee" two ways (Coffee and coFFEE) and ask SS which way is right (COffee). Underline CO on the board, and tell SS to underline the stressed syllable when they learn new words, especially if it's not where they would expect it.
- Now focus on the words in the pictures. These are words that most SS will probably already know, and some are "international," e.g., *hotel*, *Internet*.
- Tell SS in pairs to say the words aloud and underline the stressed syllable.