

- c • Ask SS *How do you make plurals?* (Adding -s or -es). Then tell them that a very small number of English words have an irregular plural form. Have SS find the four irregular plurals in the first paragraph.
- Check answers and model and drill pronunciation, emphasizing the different vowel sounds in *woman/women* and *child/children*.

man – men
woman – women
child – children
person – people

- ⚠ Emphasize that because these words are plural you must use a plural verb with them, e.g., American people *are*... NOT ~~American people is~~...
- d • Focus on the instructions. Have SS do the activity individually.
- Tell SS to compare with a partner, and then elicit answers from the class.

3 GRAMMAR simple present ⊕ and ⊖

- a • Focus on the instructions, and get SS to answer the questions in pairs.
- Check answers.

1 The verbs in paragraph 4 end in -s because they are all third person singular (he, she).
2 cooks, makes, goes, watches, has
3 men and women **don't smoke**, cars **don't stop**, the woman **doesn't cook**. The last one is different because it is third person singular.

Extra support

If you have a monolingual class, don't be afraid of using your SS's L1 to talk about the grammar here. At this level it is unrealistic to expect SS to talk about grammar in English.

- b • Tell SS to go to **Grammar Bank 2A** on page 124.
- Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- There is only one different verb ending in the simple present (third person singular verbs add an -s or -es). All other forms are the same as the base form. For this reason the use of the pronoun (*I, you*, etc.) is not optional as it is in many languages. It is essential as it identifies which person is being used.
- In the negative, *don't* and *doesn't* go before the base form. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.
- Point out that *goes* /gouz/ and *does* /dʌz/ are pronounced differently.
- Focus on the exercises for **2A** on page 125. SS do the exercises individually or in pairs.
- Check answers. Have SS read the sentences out loud and help them with the rhythm of ⊕ and ⊖ sentences, e.g., We live in an apartment. They don't drink coffee.

- a 1 She listens to the radio.
2 We live in a house.
3 He has two children.
4 They don't drink coffee.
5 My father doesn't smoke.
6 The stores close at 5:00.
7 He goes to work.
8 She does housework.
- b 1 reads 5 drives
2 doesn't have 6 don't play
3 speak 7 doesn't do
4 don't eat 8 studies

- Tell SS to go back to the main lesson on page 17.

4 PRONUNCIATION consonant sounds, third person -s

- a 2.2
- Before starting on the consonant sounds, test SS on the vowel sounds by using the **Sound Bank** on page 156.
- Tell SS that in this File they are going to learn the consonant sounds (there are 24). Here they learn the first six sounds.
- Focus on the six sound pictures (*vase, dog*, etc.) and play the recording once for SS just to listen to the words and sounds.
- Play the recording again, pausing after each word and sound for SS to listen and repeat.
- Focus attention on sounds which 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.

2.2

CD1 Track 41

vase	/v/	zebra	/z/
dog	/d/	leg	/l/
snake	/s/	witch	/w/

Pronunciation notes

- Point out that the phonetic symbols for these sounds are the same as the letters of the alphabet that represent them. There are also some clear sound-spelling patterns:
/d/ the letter *d* is always pronounced /d/, e.g., *do*.
/v/ the letter *v* is always pronounced /v/, e.g., *live*.
/l/ the letter *l* is always pronounced /l/, e.g., *like*.
/w/ the letter *w* at the beginning of a word is pronounced /w/, e.g., *women*.
/z/ the letter *z* is always pronounced /z/, e.g., *zero*; the letter *s* can be pronounced /z/, e.g., *plays, watches, music*, but not at the beginning of a word.
/s/ the letter *s* at the beginning of a word is almost always pronounced /s/, e.g., *smoke*; *s* at the end of a word is sometimes /s/, e.g., *cooks*.
- As with the plurals, if SS want to know when the final *s* is pronounced /s/ and when it is pronounced /z/, you could give them further rules by explaining that it is pronounced /s/ after verbs ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g., *smokes, hopes, laughs, eats*. After all other endings the *s* is pronounced /z/.