

## b 1.31

- Focus on the word *saw*. Have SS say the three words aloud and elicit which one is different. Now focus on the groups of three words to the right of the sound pictures. Play the recording. SS circle the word in each group that has a different sound from the sound picture. Pause after each group to give SS time to circle the word. Play the recording again if necessary.
- Check answers.

## 1.31

CD1 Track 32

saw	wall, off, <b>table</b>
bull	book, <b>photo</b> , look
up	<b>tissues</b> , sunglasses, umbrella
boy	coins, <b>board</b> , enjoy
horse	your, door, <b>picture</b>
ear	here, we're, <b>there</b>
tourist	euro, Europe, <b>purse</b>

- c • Play the recording again for SS to repeat the words.

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

### 3 GRAMMAR a / an, plurals, this / that / these / those

- Tell SS to try to do a and b without looking back at exercise 1 VOCABULARY.
- Focus on the exercise. SS complete it in pairs. Check answers.

1 a 2 an 3 a 4 an 5 a

- b • Focus on the exercise. SS complete it in pairs. Check answers.

1 stamps 2 matches 3 keys

- c • Demonstrate the difference between *this* and *that* by putting one object near you and one in the distance. Focus on the illustrations and the four questions. SS complete the captions with *this*, *that*, *these*, or *those*. Check answers.

1 this 2 that 3 those 4 these

- A** SS should be able to work out that *those* is the plural of *that* by a process of elimination.
- d • Tell SS to go to **Grammar Bank 1D** on page 122.
- Go through the rules with the class. Model and drill the example sentences. Emphasize the pronunciation of *es* (/ɪz/) in *watches* and *boxes*.

### Grammar notes

**a/an** (indefinite article), **the** (definite article)

- Articles are very easy for some students and more difficult for others, depending on their L1. If articles are a problem for your SS, give more examples to highlight the difference between *a* and *the*, e.g., *It's a door* (explaining what it is), and *Open the door* (talking about a specific door), and give them extra practice with the Extra Photocopiable Activity. They will also see more examples of the use of *the* in exercise 4 CLASSROOM LANGUAGE.

### Plural nouns

- The system in English of making regular nouns plural is very straightforward, simply adding an *s*. The *s* can sometimes be pronounced /s/, e.g., *books*, and sometimes /z/, e.g., *keys*, depending on the previous sound. The difference is small and you may not want to focus on it too much, but if you do, see **Extra challenge** below. *es* (/ɪz/) is added to some nouns when it would be impossible to pronounce the word by adding just an *s*, e.g., *watches*. Irregular plurals are dealt with in lesson 2A.

### this/that/these/those

- The meaning of *this* / *these* (for things within reach) and *that* / *those* (for things out of our reach or far away) is easier to demonstrate than it is to explain. They can be adjectives (*this book*) or pronouns (*What's this?*).

### Extra challenge

If SS want to know when the final *s* in plurals is pronounced /s/ and when it is pronounced /z/ or /ɪz/, you could give them further rules by explaining that it is pronounced /s/ after words ending with these unvoiced sounds: /k/, /p/, /f/, /t/, e.g., *books*, *lips*, *cats*. After all other endings the *s* is pronounced /z/ or /ɪz/.

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

a 1 a	bags	5 an	e-mails
2 a	countries	6 a	sandwiches
3 an	ID cards	7 a	keys
4 a	watches	8 an	umbrellas
b this	these	that	those

**Study Link** SS can find an end-of-File grammar quiz on the MultiROM and more grammar activities on the *American English File 1* Website.

- Tell SS to go back to the main lesson on page 11.
- Put SS in pairs, A and B. Tell them to ask each other the questions in c. They can point to the objects in 1c on page 10 for *this/that* and to objects in the classroom for *that/those*.

### 4 CLASSROOM LANGUAGE

- a • Here SS learn to recognize and respond to common instructions used by the teacher in the classroom.
- Focus on the twelve pictures and phrases. Get SS in pairs to match the phrases and pictures. Check answers and make sure the meaning of each phrase is clear by miming or getting SS to mime.

- Close the door.
- Go to page (84).
- Read the text.
- Don't speak (Spanish).
- Listen and repeat.
- Look at the board.
- Open your books.
- Sit down.
- Stand up.
- Turn off your cell phone.
- Don't write.
- Work in pairs.