

## **G** articles: a/an/the, regular plurals, this/that/these/those

V the classroom, common objects, classroom language

P vowel sounds: /ɔ/, /ʊ/, /ʌ/, /ɔɪ/, /ɔr/, /ɪr/, /ʊr/

# Turn off your cell phones!

# **Lesson plan**

In this lesson, SS learn or review the vocabulary of the classroom environment and personal possessions. This lexis is then used to practice articles, plurals, and *this/that/these/those*. The lesson ends with a focus on classroom language, which helps SS to understand and respond to common classroom instructions and to ask the teacher in English for information and clarification.

# Optional lead-in (books closed)

• Play "Hangman" with the word CLASSROOM (see page 20).

# 1 VOCABULARY the classroom, common objects

- **a** Focus on the instructions. Demonstrate the activity with the first two items on the list. Check answers saying *Can you see* (*a table*)? *Where*? Get SS to point and teach *There* as the answer.
- b 1.28
  - Play the recording for SS to repeat the words. Drill any words that SS find difficult, using yourself as a model.

1.28		CD1 Track 29
a table	a light	
a board	a picture	
a TV	a DVD player	
a CD player	walls	
a window	chairs	
a door		

- c 1.29
  - Focus on the photos and get SS to match the words and pictures.

1 tissues	5 an address book	
2 an ID card	6 a cell phone	
3 a lipstick	7 a change purse	
4 keys	8 coins	

• Play the recording for SS to check their answers. Then play it again to drill the pronunciation of the words.

1.29	CD1 Track 30
1 tissues	5 an address book
2 an ID card	6 a cell phone
3 a lipstick	7 a change purse
4 keys	8 coins

**d** • Tell SS to go to **Vocabulary Bank** *Common objects* on page 142. In pairs they do **a**. Check answers and model and drill pronunciation.

1	a magazine	15	a calendar	
2	a book	16	a photo	
3	a hairbrush	17	a file	
4	a cell phone	18	a wallet	
5	coins	19	stamps	
6	a newspaper	20	matches	
	a change purse	21	glasses	
8	a comb	22	sunglasses	
9	a pen	23	a lipstick	
	an ID card	24	a watch	
11	tissues	25	keys	
12	an address book		an umbrella	
13	a credit card	27	a notebook	
14	a pencil	28	a dictionary	

- Focus on **b**. Model and drill the two questions *What's this?* (for singular objects) and *What are these?* (for plural objects). Demonstrate the meaning by holding up classroom objects, e.g., one pencil, two pens.
- Have SS cover the words and test each other's memory.

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

- Tell SS to go back to the main lesson on page 10.
- e Put SS in pairs and focus on the instructions.

  Demonstrate the activity first with a student, taking turns to be A and B.

## 2 PRONUNCIATION vowel sounds

- Quickly review the previous vowel words and sounds on pages 5, 7, and 9.
- a 1.30
  - Here SS learn seven more vowel sounds. Focus on the seven sound pictures (saw, bull, etc.) and play the recording once for SS just to listen to the words and sounds.
  - Now play the recording again, pausing after each word and sound for SS to repeat.

1.30				CD1 Track 31
saw bull up boy	/o/ /o/ /a/ /or/	horse ear tourist	/IT/	

## **Pronunciation notes**

 Focus especially 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 1.31

- 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, table	
bull	book, photo, look	
up	tissues, sunglasses, umbrella	
boy	coins, board, enjoy	
horse	your, door, picture	
ear	here, we're, there	
tourist	euro, Europe, purse	

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* (/IZ/) 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 (/IZ/) 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 /tz/, 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 /tz/.

- 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**

- 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.
    - 1 Close the door.
    - 2 Go to page (84).
    - 3 Read the text.
    - 4 Don't speak (Spanish).
    - 5 Listen and repeat.
    - 6 Look at the board.
    - 7 Open your books.
    - 8 Sit down.
    - 9 Stand up.
  - 10 Turn off your cell phone.
  - 11 Don't write.
  - 12 Work in pairs.



- Focus on the box GIVING INSTRUCTIONS and highlight:
- to give + instructions we use the base form of the verb, e.g., Look!

For - instructions we use Don't + the base form, e.g., Don't look!

- Don't is the contracted form of Do not and is used to make the verb negative.
- These forms are the same for singular and plural.
- To make instructions more polite add please or use Can you + base form?

## b 1.32

 Play the recording at least twice. SS listen and check the instructions they hear. Check answers.

1.32

CD1 Track 33

(audioscript in Student Book on page 114)

T = teacher, S = student

- 1 T Hello. Hello. Can you close the door please, Susana?
  - S Sorry?

T Close the door, please.

- 2 T Can you sit down, please? Can you sit down? SIT
- 3 T OK, open your books. It's lesson 1C. Lesson 1C.

4 T OK, now read the text. You can use your dictionary for any new words.

5 T Maria and Antonio, don't speak Spanish, this is an English class! Please speak in English.

6 T All right, now stand up. STAND UP. OK, now ask What's your name? to five other students.

7 T OK, now go to page 84.

SS What page?

T 84, page 84.

- 8 T OK, can you look at the board, please? Look at
- 9 T All right, now listen and repeat the letters. A (A), B (B), C...
- 10 T D (D)... Maria, please turn off your cell phone! TURN OFF YOUR CELL PHONE, MARIA!

#### c 1.33

- Here SS learn phrases they themselves may need to use
- Focus on the seven phrases. In pairs, SS try to fill each blank with one word.
- Play the recording and check answers. Make sure SS know what all the phrases mean. Model the phrases for SS to repeat, encouraging them to use the right rhythm.

1.33

CD1 Track 34

What's (bonjour) in English?

How do you spell it?

Where's the stress?

Can you repeat it?

I don't know.

I don't remember.

I don't understand.

## Extra idea

- Divide the class into two teams. The teams take turns asking each other the first three questions in **c**: \_ in English? (SS supply a word in their own language.), How do you spell it?, Where's the stress?

#### **GAME RULES**

- The words SS choose to ask the other team must be words that have already come up in the course. Give the teams a few moments to choose six or more words that they're going to ask the other team.
- Make sure different SS ask a question each time.
- Give teams one point for each correct answer.
- In a multilingual class SS can point to or show objects for the first question.

# 5 SONG A Eternal Flame

1.34

- This song was originally recorded by the Bangles and later by Atomic Kitten. For SS of this level all song lyrics will include language that they don't know. Nevertheless, SS are usually motivated to try to understand song lyrics. The activity for this song focuses on words and phrases SS know and uses pictures to teach new vocabulary.
- If you want to do this song in class, use the photocopiable activity on page 222.

1.34

CD1 Track 35

Close your eyes, give me your hand, darling Do you feel my heart beating, do you understand? Do you feel the same, am I only dreaming? Is this burning an eternal flame?

I believe it's meant to be, darling I watch you when you are sleeping, You belong with me Do you feel the same, am I only dreaming? Is this burning an eternal flame?

Say my name, sun shines through the rain A whole life so lonely and then you come and ease the pain I don't want to lose this feeling, oh...

# Extra photocopiable activities

Grammar

a/an, the, this, that, these, those page 143.

Communicative

Mystery objects page 188 (instructions page 175).

Eternal Flame page 222 (instructions page 220).

# **HOMEWORK**

Study Link Workbook pages 10–11.