# **L** DOWNLOAD

New English File Intermediate Quick Test Key Download.zip

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### Additional grammar notes

### a | an (indefinite article)

 Articles are easy for some nationalities and more. difficult for others, depending on their L1. Here the focus is just on the indefinite article. Some nationalities may not have an indefinite article, and others may confuse the number one with the indefinite article as it may be the same word in

### Plural nouns

- The system in English of making regular nouns plural is very straightforward, simply adding an s.
- es (/tz/) is added to some nouns when it would be impossible to pronounce the word by adding just an s, e.g. watches. A very small number of English words have an irregular plural form, e.g. child-

Focus on the exercises for 2A on p.127. Sts do exercises a and b individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a 1 a city, cities
- 4 a box, boxes
- 2 an email, emails
- 5 a woman, women
- 3 a person, people b I They're children.
- 4 It's an umbrella.
- 2 It's a purse.
- 5 They're sunglasses.
- 3. They're men.

Tell Stato go back to the main lesson 2A.

### 3 PRONUNCIATION final-s and-es

### Pronunciation notes

- When plural nouns end in s, the s is pronounced either as /s/ or as /z/ depending on the previous sound. The difference is small and difficult for Sts at this level to hear or produce (they will tend to pronounce all endings as isi), and you simply want to point it out. Sometimes this difference can produce misunderstanding, e.g. eyes/atz/ and ice ais/. The full rules are:
  - L-s is pronounced /s/ after these unvoiced\* sounds:/k/,/p/,/f/,/t/, e.g. books, maps, cats. 2 -s is pronounced /z/ after all other (voiced\*) endings, e.g. mobiles, keys, photos. This is by far the biggest group.

### \*Voiced and unvoiced consonants

- · Voiced consonant sounds are made in the throat by vibrating the vocal chords, e.g. /b/, /I/, /m/, /v/ etc. Unvoiced consonant sounds are made in the mouth without vibration in the mouth, e.g. /p/, /k/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting. them to hold their hands against their throats. For voiced sounds they should feel a vibration in their throat, but not for unvoiced sounds.

- However, a contanon error, which is easier to help Sts with, is the tendency to add the /tz/ pronunciation to nouns which don't need it, e.g. files as /farliz/, etc. This rule, i.e. when to pronounce es as /tz/, is the main focus of the exercises here.
- (1)53() Focus on the chart. Elicit the two sound picture words (snake and zebra) and the sounds /s/ and /z/. If your Sts have problems hearing the difference. between these two sounds, tell them and demonstrate that the /s/ is like the sound a snake makes, and the /z/ is like the sound made by a bee or a fly.

Play the audio once for Sts just to listen. Then play it again for Stato listen and repeat the words.

See words in Student's Book on p.12

Play the audio again, pausing after each sound for Sts. to repeat all the words, correcting pronunciation where necessary.

(1)54)) Go through the rule in the Final -es box with the class. Then ask Sts to circle the words where -cs is pronounced /iz/. Get them to compare their answers

Play the audio for Sts to check their answers.

1 classes 4 boxes 5 pieces 7 pages

See words in Student's Book on p.12

Play the audio again and get Sts to repeat the words.

## **LISTENING & SPEAKING**

Teil Sisto go to Communication What's on the table? on p.100.

Go through the instructions with them carefully. Set a time limit for Sts to try to remember the ten things. Then get them to close their hooks and write down the ten things. Finally check answers, getting Sis to spell the words to you and writing them on the board.

a laptop, a dictionary, glasses, tissues, a mobile (phone), two pencils, (three) keys, a photo, a newspaper, scissors

Get feedback from some pairs to find out which of them remembered the most things.

Tell 5 is to go back to the main lesson 2A.

b (155) Focus on the task. Play the audio for Sts to hear what things people have on their table or desk. Tell Sts that the first time they listen they should just answer. the question Are their tables tidy? and not tick the things in the chart.

Check answers.

Speakers 1 and 2 are not fidy. Speaker 3 is tidy.

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