

Section	Aims	What the students are doing
<p>▶ <b>Listening &amp; Speaking</b> SB page 8</p>	Listening for specific information.	Listening to people introducing themselves. Identifying names and places from dialogues.
<p>▶ <b>Vocabulary</b> SB page 8</p>	Country, nationality, and language words	Listening and repeating words for countries, nationalities, and languages. Listening and identifying languages. Practicing country, nationality, and language words.
<p>▶ <b>Grammar</b> SB page 9</p>	<i>be</i> simple present	Completing questions and answers.
<p>▶ <b>Pronunciation</b> SB page 9</p>	The alphabet	Listening and repeating the letters of the alphabet. Differentiating between the vowels.
<p>▶ <b>Vocabulary</b> SB page 9</p>	Numbers 0-10	Listening and repeating numbers. Practicing saying and identifying telephone numbers.
<p>▶ <b>Vocabulary &amp; Listening</b> SB page 10</p>	Everyday objects Listening for specific information.	Listening and repeating the names of common objects. Listening to conversations at an airport and identifying people's bags.
<p>▶ <b>Grammar</b> SB page 10</p>	Nouns: singular and plural forms articles <i>a</i> and <i>an</i> <i>this</i> and <i>these</i>	Completing a table with <i>a</i> or <i>an</i> and the singular form of nouns. Writing questions and answers with <i>this/it</i> and <i>these/they</i> .
<p>▶ <b>Vocabulary &amp; Reading</b> SB page 11</p>	Hotels Reading for specific information.	Listening and repeating words for hotels. Reading a homepage about a hotel.
<p>▶ <b>Grammar</b> SB page 11</p>	<i>there is/there are</i> <i>Is there ...? / Are there ...?</i>	Completing questions and answers about a hotel. Asking and answering questions about hotels.
<p>▶ <b>Language for Life</b> SB page 12</p>	Asking for repetition and spelling.	Listening to and completing conversations. Listening to and repeating expressions. Practicing conversations.
<p><b>Life Skills</b> SB page 12</p>	Social skills: Giving & receiving feedback.	Completing feedback conversations. Categorizing positive and negative feedback.
<p><b>Vocabulary Extra</b> SB page 13</p>	Common nouns Focus on instructions	Matching pictures with words. Completing instructions.
<p><b>Writing</b> WB page 7</p>	Using capital letters and periods. Completing a form with personal information.	



# Travel *Teacher's notes*

## Warm-up

Introduce yourself around the class with a simple friendly greeting such as *Hello, I'm (name)*. *What's your name?* Encourage individual students to respond with *Hello, I'm (Marta)* and then follow up with *Nice to meet you* before moving on to the next student.

## Listening & Speaking (SB page 8)

1

- Focus the students' attention on the picture. Tell the students that the two people are sitting next to each other in an airport and that they've never met before. Then focus their attention on the questions. Hold up the book and point to the man as you ask *What's his name?* (emphasizing the pronoun *his*). Point to the woman and ask *What's her name?* (emphasizing the pronoun *her*). Ask the students to listen to the recording and read the conversation below the picture as they listen. Then ask them to answer the questions.
- Finally, play the recording again and ask the students to repeat the lines of the conversation after the speakers. Focus their attention on the contractions *I'm* and *What's*, and the useful phrase *Nice to meet you*, which completes the introduction.
- You could then ask several pairs of students to role-play the conversation. If your classroom set-up allows, you could add a degree of reality to this by putting two chairs side by side at the front of the class and asking students to come out and sit in them as they do the role-play.

### ANSWERS:

- a Mike
- b Julia
- c Rio de Janeiro

## Language note

### Vocabulary: name

The response to the question *What's your name?* could be the full name, last name, or first name, depending on the context. Here, because Mike only gives his first name before asking the question, the most appropriate reply is also just the first name. In more formal situations, you'd give both your first name and your last name.

## Grammar: contractions

Remind the students that it's more common to use contracted forms than full forms in conversation.

2

- Read the conversation in the speech bubbles to the class. Then choose a student and demonstrate the conversation using your own names.
- Put the students into pairs and ask them to practice the conversation using their own names. When they've finished, they can mingle around the class introducing themselves to other students. Monitor and help where necessary.

## Vocabulary (SB page 8)

1 1.03

- Remind the students that Mike asked *Julia Are you American?* and she replied *No, I'm Brazilian* in the conversation on page 8. Point out that the words for countries and nationalities are different. Explain that someone who is *American* comes from *America*, and someone who is *Brazilian* comes from *Brazil*.
- Focus attention on the first two columns of the table and point out the formulae *I'm from + name of country*, and *I'm + nationality*. Explain that the underlining in the first few words of the table shows which syllables of the words are stressed. Play the recording for students to listen to and repeat the country and nationality words. Play it a second time and ask them to underline the stressed syllables in the other words in columns 1 and 2. Allow them to compare results in pairs before checking with the whole class.
- Finally, ask for individual repetition of the words and check that the students are putting the stress on the right syllables.

### ANSWERS:

Brazil, Brazilian  
Germany, German  
Italy, Italian  
Mexico, Mexican  
Australia, Australian  
Spain, Spanish  
China, Chinese  
Japan, Japanese

## Language note

### Pronunciation: word stress

You can check the stress of any word by looking in your dictionary. Dictionaries usually mark the stress of a word as well as giving the phonetic script, e.g. Brazil /brəˈzɪl/. In this book, the stressed syllable is always underlined.

## 2 ▶ 1.04

Focus attention on the third column of the table again. Ask the students to complete it with the language words from Exercise 2 and to underline the stressed syllables. They shouldn't find this too difficult as the stressed syllables in these words are the same as they are for the nationality words. Play the recording for them to listen, check their answers, and repeat the words.

### ANSWERS:

- 1 Portuguese
- 2 German
- 3 Italian
- 4 Spanish
- 5 English
- 6 Spanish
- 7 Chinese
- 8 Japanese

## 3 Pairwork

- Focus attention on the speech bubbles. Explain the activity and demonstrate it with a student by saying *Brazil*, and encouraging the student to respond with *Brazilian*, *Portuguese*. Choose another country word, and get another student to respond with the correct nationality and language words.
- Then put the students into pairs and ask them to take turns being the person who gives the country name, and the one who responds with the nationality and language. As they do this, go around, monitoring and checking that everyone is stressing the correct syllables.

## Grammar (SB page 9)

### be

## 1 ▶ 1.05

- Point out the table in the box which shows the simple present affirmative of *be*, and the contracted forms that are commonly used in speaking. Remind the students that Mike and Julia on page 8 used *I'm* when they introduced themselves. Go through the question and answer forms in the box as well. Explain that you don't use contractions in affirmative short answers to questions, so the correct answer to *Is he Chinese?* is *Yes, he is*, not *Yes, he's*.

- Ask the students to complete the exercise. Go around, monitoring and giving help if required. Allow them to compare answers in pairs.

### ANSWERS:

- a Is he Chinese?  
Yes, he is. No, he isn't.
- b Are they Spanish?  
Yes, they are. No, they aren't.
- c Is it Japanese?  
Yes, it is. No, it isn't.
- d Is she Mexican?  
Yes, she is. No, she isn't.
- e Is it German?  
Yes, it is. No, it isn't.
- f Are they British?  
Yes, they are. No, they aren't.

## 2

- Read the speech bubbles with the class, and demonstrate the activity by asking questions about the pictures with one or two students.
- Then ask the students to mingle and ask each other questions. Monitor and help.

## Pronunciation (SB page 9)

### The alphabet

## 1 ▶ 1.06

- Focus the students' attention on the information in the box about the pronunciation of the letters of the alphabet. Explain that the symbols in the Sounds column are in phonemic script, which shows how words are pronounced. Point out that the letters of the alphabet are grouped according to their vowel sound, so *A, H, J, and K*, for example, all have the vowel sound /eɪ/. If students are worried about phonemic script, reassure them that it may look complicated, but they'll soon get used to it, and it's extremely useful for finding out how unknown words are pronounced. At this point, you might like to show them a dictionary with phonemic script to demonstrate how useful it can be.
- Explain that the alphabet is divided into vowels and consonants. Play the recording for the students to listen and repeat the vowels. Ask them to find the vowels in the chart in the margin, and to see which consonants have the same sound.

## 2 ▶ 1.07

Play the recording for the students to repeat the letters of the alphabet. Encourage them to read the letters in the chart in the margin as they listen and repeat.

## 3 ▶ 1.08

Ask the students, in pairs, to practice saying the groups of vowels before you play the recording. Point out that the number 1 next to group c) indicates that

this is the first group they'll hear. Ask them to number the others from 2 to 5.

**ANSWERS:**

1 c, 2 e, 3 b, 4 a, 5 d

### Extra activity

Do an alphabet dictation, spelling out words that the students have already seen in the unit. For example, *Japanese, language, nationality, Rio de Janeiro*.

As you dictate, get the students to write the letters. They should then call out the word. Finally, ask them to find examples of this word in the book.

## Vocabulary (SB page 9)

### 1 ▶ 1.09

Focus the students' attention on the numbers zero to ten in the box. Play the recording for them to listen and repeat. When they've finished, ask for individual repetition.

### 2 ▶ 1.10

- Focus the students' attention on the box notes again and go through the pronunciation of the telephone number with them. Ask the students to repeat the telephone number in the margin before moving on to the exercise.
- Explain that these are all the names of airlines, and that the students have to listen to the recording and complete the telephone numbers for them. Point out that the first one has been done for them.
- Play the recording for the students to complete the numbers. You may need to play it more than once. Allow the students to compare notes in pairs before checking answers with the class. Point out that the first one has been done for them.

**ANSWERS:**

- a 1-866-435-9526
- b 800-433-7300
- c 0344-493-0787
- d 1-514-393-3333
- e 1800 221 73 70
- f 1-800-864-8331

### 3 Pairwork

- Put the students into pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go around monitoring and giving help. Take note of any errors which may need focusing on later, and also any examples of good language use which you can praise. Check answers with the class.

**ANSWERS:**

**Student A:**

- 1 BA561
- 2 AZ200
- 3 IB4144

**Student B:**

- 1 AA132
- 2 SU243
- 3 AF1370

## Vocabulary & Listening (SB page 10)

### 1 ▶ 1.11

This exercise introduces the students to some more vocabulary: common objects. Focus the students' attention on the two bags and the labeled objects. Give them a minute or two to identify the different objects before you play the recording and ask them to repeat the words. Encourage them to point to the items as they hear them.

### 2 ▶ 1.12

Tell the students that one bag belongs to Mike and one to Julia, and explain that they've been opened by a customs officer at the airport. Ask them if they can predict which bag is which, but don't spend too much time on this. Play the recording and ask the students to listen and read the two conversations. Then ask them to identify which is Mike's bag and which is Julia's.

**ANSWERS:**

Bag A = Julia's  
Bag B = Mike's

### 3

- Go through anything in the conversations that the students don't understand. Point out that the customs officer addresses Mike as *sir* and Julia as *ma'am*, and explain that these are formal and polite ways to address men and women whose names you don't know.
- **Pairwork.** Put the students into pairs and ask them to practice the conversations, taking turns to be the customs officer, Mike, and Julia. Go around, offering help and encouragement. Take a note of any pronunciation problems which can be addressed with the whole class when the pairs have finished.

## Grammar (SB page 10)

### Nouns: *a/an; this/these*

#### 1 1.13

- Focus the students' attention on the conversations in the previous section, and point out the customs officer's two questions *What's this?* and *What are these?* Explain that you use *What's this?* for one object (*an apple, a magazine, etc.*), and *What are these?* when there's more than one object (*magazines, tickets, etc.*). Tell the students that single objects can usually be made plural by adding an *s* at the end. Ask them to practice saying *this* and *these*, making sure they differentiate between the short /ɪ/ sound of *this* and the longer /i/ sound of *these*. Also check that they can pronounce *they're* /ðeɪr/ correctly, and that they understand that *are* is the plural form of *is*.
- Now focus the students' attention on the information in the box. Go through the first question (*What's this?*) with the class and point out that you use *a* with words that start with a consonant (*a book, a camera, etc.*), but you use *an* with words that start with the vowels *a, e, i, o,* and *u* (*an apple, an umbrella, etc.*).
- Then go through the second question (*What are these?*). Remind the students that you use *this* question to ask about plural objects. Point out that you don't use *a* or *an* with plurals.
- Ask the students to look at the chart in Exercise 1 and complete it. Allow them to compare notes in pairs or small groups before you play the recording for them to check their answers.
- Explain that some words that end with a *y* lose the *y* and take *ies* to form the plural (e.g. *party-parties*). Also point out that words ending in *sh* (like *toothbrush*) take *es* in the plural (*toothbrushes*). Play the recording again for the students to repeat.

#### ANSWERS:

- 1 magazines
- 2 an iPad
- 3 an umbrella
- 4 a pen

#### 2 1.14

- Focus the students' attention on the pictures. Then go through the example question and answer with them. Point out that picture a) shows only one book, so the question is *What's this?* and the answer is *It's a book*. Do b) with the whole class as a further example if they are still having difficulties.
- Ask the students to complete the exercise in pairs. Then play the recording for them to listen and check their answers. Play it a second time for them to repeat the questions and answers. Point out the plural of *watch* (*watches*).

#### ANSWERS:

- a What's this? It's a book.
- b What are these? They're pens.
- c What are these? They're keys.
- d What are these? They're coins.
- e What's this? It's a bag.
- f What are these? They're watches.

### Language note

#### Grammar: coins

The word *money* is uncountable, but coins are countable. So it's possible to say both *What's this?* (when referring to the money)–*It's money* or *It's cash*, and *What are these?* (when referring to the coins)–*They're cents* or *They're coins*.

Although most elementary learners will have already met the concept of countable and uncountable nouns, *money* is always difficult for them as it seems to be countable when in fact it's dollars, euros, or pounds which are countable.

## Vocabulary & Reading (SB page 11)

#### 1 1.15

- Focus the students' attention on the pictures. Give them a moment or two to think about what they show. Ask the students to look at the words and use them to label the pictures.
- Go around, monitoring and giving help. Allow the students to compare in pairs before playing the recording for them to check their answers.

#### ANSWERS:

- a hotel
- b beach
- c restaurant
- d bar
- e room
- f pool

#### 2 1.16

- Ask students to read the hotel description. Go through any difficult vocabulary with the class.
- Go through the instructions with the class, then ask the students to read the sentences one by one and decide if the statements are true or false.
- Play the recording for them to listen and check.

**ANSWERS:**

- a F
- b F
- c T
- d T
- e T

**3**

Ask the students to work in pairs and take turns to ask and answer the question.

**Grammar (SB page 11)***there is/there are, some/any***1**  1.17

- Focus the students' attention on the sentences in the box. Explain that you use *there is a/an* to talk about single things that are present in a hotel resort, and *there isn't a/an* to talk about things that aren't present. You use *there are + some* to talk about plural things in affirmative statements, and *there aren't + any* to talk about plural things in negative statements.
- Point out the use of *any* with plural questions.
- Ask the students to work on their own to complete the questions and answers.
- Allow them to compare results in pairs or small groups before playing the recording for them to check. Play it a second time for them to repeat the sentences. Point out that, in the questions, it's most often the noun that is stressed.

**ANSWERS:**

- a Is there a beach?  
Yes, there is. No, there isn't.
- b Are there any rooms?  
Yes, there are. No, there aren't.
- c Is there a pool?  
Yes, there is. No, there isn't.
- d Are there any restaurants?  
Yes, there are. No, there aren't.
- e Is there a bar?  
Yes, there is. No, there isn't.

**Language note****Grammar: question with *Are there some ...?***

Note that in some circumstances it's possible to ask questions using *some* (generally when the speaker is confident of an affirmative response), but these aren't presented at this level.

**2 Pairwork**

Demonstrate the activity with a student. Ask the first question and encourage the student to reply truthfully. Then put the students into pairs to take turns asking and answering the questions.

**3 Grammar Extra 1**

Ask students to turn to Grammar Extra 1. Here they'll find an explanation of the grammar they've been studying and further exercises to practice it.

**ANSWERS:**

- 1
- a some
- b a
- c some
- d an
- e a
- f some
- 2
- a There aren't any stores.
- b There isn't a hotel.
- c There aren't any bars.
- d There isn't an Italian restaurant.
- e There isn't a park.
- f There aren't any trees.

**Language for Life (SB page 12)****1**  1.18

- Focus the students' attention on the picture, which shows a student and a teacher in a language school. The student is asking the teacher a question. Give students time to look at the picture. Make sure the students understand *say*, *spell*, and *repeat*.
- Play the recording for the students to listen and complete the conversation. You may need to play it more than once.
- Check answers with the class.

**ANSWERS:**

- 1 say
- 2 spell
- 3 say
- 4 spell
- 5 say
- 6 spell
- 7 repeat

▶ 1.18

**(S = Student; T = Teacher)**  
**S:** How do you say "Francia" in English?  
**T:** "France".  
**S:** How do you spell it?  
**T:** F-R-A-N-C-E.  
**S:** Ah, yes. "France." How do you say "Italia" in English?  
**T:** "Italy."  
**S:** How do you spell it?  
**T:** I-T-A-L-Y.  
**S:** Oh, yes. "Italy." English is easy. How do you say "Alemania"?  
**T:** "Germany."  
**S:** Excuse me?  
**T:** "Germany."  
**S:** How do you spell it?  
**T:** G-E-R-M-A-N-Y.  
**S:** Can you repeat that, please?  
**T:** G-E-R-M-A-N-Y.  
**S:** OK, thanks.

**Language note**

**Grammar: Excuse me? Can you ...?**

*Excuse me?* in this context is an informal request for someone to repeat what they've just said. Note that the more formal *Can you repeat that, please?* also occurs in this conversation. In this context, *Can you ...?* is a polite request.

**Grammar: spell, say, repeat**

The verbs *spell*, *repeat*, and *say* are all followed by an object. You say *Can you spell that?*, or *Can you spell your name?*, not *Can you spell?* or *Can you spell me?*.

2 ▶ 1.19

Play the recording. The students repeat the phrases after the speaker. Make sure that they match the speaker's intonation. Ask several students to repeat the phrases individually.

3

Have students work in pairs to practice the conversation.

**Life Skills: Social Skills (SB page 12)**

**Giving & receiving feedback**

1 ▶ 1.20

- Focus the students' attention on the picture of a teacher in a classroom. Explain that part of the teacher's job is to tell students if they are doing well or not, and that this is called *giving feedback*. Give examples (*Well done; Try; Please look at the question again.*)

- Play the recording, and have students attempt to complete the conversations with the words from the box.

**ANSWERS:**  
 1 right  
 2 done  
 3 not  
 4 again  
 5 try

▶ 1.20

**a**  
**Student:** Is the answer "Italy"?  
**Teacher:** Yes, that's right. Well done.  
**Student:** Thank you.

**b**  
**Student:** Is the answer "Spain"?  
**Teacher:** No, it's not. Please look at the question again.  
**Student:** Ah, is the answer "Spanish"?

**c**  
**Student:** I don't know how to write it.  
**Teacher:** Please try.  
**Student:** OK.

2

Point out that the emojis represent positive and negative feedback. Read through the pieces of feedback, and have students repeat. They should then match the feedback to the positive or negative emoji.

**ANSWERS:**  
**Positive feedback:**  
 Great job.  
 Fantastic.  
 Good work.  
**Negative feedback:**  
 That's wrong.  
 No, sorry.  
 Not good enough.

3 Pairwork

Have students practice giving feedback. Circulate and help any students who are struggling.

**1 Vocabulary Extra (SB page 13)**

**Common nouns**

1

- Focus the students' attention on the list of words and point out that they're all common nouns. Check that the students can pronounce the words correctly.

- Ask the students to look at the pictures and match each one with one of the words. Point out that the first one has been done for them.

## 2

Ask the students to work individually and complete the list with the missing singular or plural forms.

### ANSWERS:

- 1 a bag/bags
- 5 a book/books
- 6 a smartphone/smartphones
- 8 a coin/coins
- 2 a key/keys
- 7 a magazine/magazines
- 3 an iPad/iPads
- 9 a ticket/tickets
- 10 a tissue/tissues
- 13 a toothbrush/toothbrushes
- 4 an umbrella/umbrellas
- 12 a watch/watches
- 11 a pen/pens

## 3 Pairwork

Demonstrate the activity with a student. Cover the words, point to one of the pictures, and ask *What's this?* Elicit the answer. Then put the students into pairs to continue the activity. Go around, checking that everyone is pronouncing the words correctly and using *It's* and *They're* appropriately.

## Focus on instructions

### 1

- Focus the students' attention on the list of phrases and point out that they're all common phrases that are used in the classroom. Check that the students can pronounce the phrases correctly.
- Ask the students to look at the pictures and match each one with one of the phrases. Point out that the first one has been done for them.

### ANSWERS:

- 3 Listen to the conversation.
- 2 Look at the board.
- 5 Read the text.
- 1 Work with a partner.
- 4 Write your name on a piece of paper.
- 6 Use a dictionary.

### 2

Ask the students to work individually and complete the instructions with the verbs from Exercise 1. Point out that the first one has been done for them.

### ANSWERS:

- a Read
- b Look
- c Write
- d Listen
- e Work
- f Write

## Writing

### Workbook page 7

Using capital letters and periods

Completing a form with personal information

## Further Practice Material

### Need more classroom practice activities?

Photocopiable resource materials in the Teacher's Presentation Kit / Extra Resources

### Need more tests?

Test Generator

Teacher's Presentation Kit / Extra Resources / Tests

### Need more on important teaching concepts?

Key concepts in American Inside Out Evolution pages xxi-xxxvii

### Need student self-study practice?

Workbook pages 4-7

### Need more information and ideas?

American Inside Out Evolution website  
[www.macmillan.com.br/americaninsideout/evolution](http://www.macmillan.com.br/americaninsideout/evolution)

### Need to check what your students can do by the end of this unit?

Self-evaluation checklists on pages xxxix-xliv

## Before the next lesson

Find some family pictures to bring to class for the Warm-up activity in Unit 2, and encourage your students to do the same.