

# 1

# Name Overview

Section	Aims	What the students are doing
▶ <b>Listening</b> SB page 8	Listening for specific information	Listening to people talking about names. Underlining the names and nicknames they hear. Completing sentences with words for family and friends.
▶ <b>Vocabulary</b> SB page 8	Family	Listening and repeating words for family members. Identifying male and female family words and completing a table. Talking about names.
▶ <b>Reading</b> SB page 9	Reading for specific information	Reading an article and finding out the reasons for choosing a name. Talking about choosing names.
▶ <b>Grammar</b> SB page 9	Tenses and auxiliary verbs	Matching verb phrases with tense names. Writing negative forms of sentences and naming tenses. Turning sentences into questions with short answers.
▶ <b>Pronunciation</b> SB page 10	<i>Vowel sounds</i> <i>/ʊ/, /i/, /ɑ/, /ɜ:/, /ɔ/</i>	Listening and repeating names which contain vowel sounds <i>/ʊ/, /i/, /ɑ/, /ɜ:/, /ɔ/</i> . Labeling groups of names with the correct vowel sound.
▶ <b>Listening</b> SB page 10	Listening and remembering	Listening to the names of people in pictures and remembering them. Discussing techniques for remembering names.
▶ <b>Vocabulary</b> SB page 10	Words and phrases for describing people	Completing descriptions of people. Completing a table with words and phrases for describing people.
▶ <b>Speaking</b> SB page 10	Fluency practice	Describing people in the class, then guessing their identities. Writing short descriptions of people they know and telling their partners about them.
▶ <b>Reading</b> SB page 11	Reading for gist	Matching headings to sections of a text. Discussing advice in a text on improving your memory.
▶ <b>Grammar</b> SB page 11	<i>look(s) / look(s) like</i>	Identifying parts of speech and using <i>look(s)</i> and <i>look(s) like</i> with adjectives and nouns. Writing sentences describing people using <i>look(s)</i> and <i>look(s) like</i> .
<b>Reading</b> SB page 12	Reading for specific information	Discussing language learning tips. Reading about language learning tips from an English expert. Writing a list of their own language learning tips.
<b>Speaking</b> SB page 12	Fluency practice	Making changes to questions and asking a partner the questions.
<b>Grammar</b> SB page 13	Question forms	Matching questions and answers. Rewriting questions and discussing the acceptability of them.
▶ <b>Speaking: Anecdote</b> SB page 13	Fluency practice	Listening to somebody talking about a person who is important to him. Talking about a person who is important to them.
▶ <b>Language for Life</b> SB page 14	Useful conversational phrases: showing you're interested	Matching conversations with pictures. Listening and repeating useful phrases for showing interest. Completing a conversation and practicing it. Writing a new conversation about last weekend.
▶ <b>Life Skills</b> SB page 14	Cultural awareness: What's in a name?	Explaining what their names mean. Matching names, meanings, and nationalities. Completing a table and discussing which names suit which people.
<b>Vocabulary Extra</b> SB page 15	Review of words from the unit: family and relationship words; names	Completing a table with family words. Answering questions about family and relationships. Underlining the correct words in sentences. Completing a form about names.
<b>Writing</b> WB page 7		Filling out a form with personal information.

## Warm-up

- Write on the board a list of the first names of some of the members of your family. Draw an empty family tree with spaces for each of the names. Tell the students that all these people are related to you. Ask them to ask questions to find out how they are related. For example, *Is Mark your brother? Is Jeff Mary's husband?* Students who get a yes answer to their questions can come up to the board and write the name in the correct place in the family tree.
- Ask the students to write down the names of three friends and take turns with a partner asking and answering about them: *"Who's Maria?" "She's my best friend. She lives near my house. We do a lot of things together."*

## Listening (SB page 8)

## 1 ▶ 1.02

- Focus the students' attention on the picture. Tell the students that they're going to hear a conversation between these two people, who have never met before. Then focus attention on the names. Explain that people are sometimes given nicknames by their family and friends. These names are generally given in childhood, but sometimes continue to be used when the people have grown up. They can be names received by classmates at school, for instance Einstein due to an interest in physics. Explain also the concept of a middle name (a second name between the first name and the last name which can act as an alternative first name; it may also have religious or family significance), and the way some names are shortened (e.g. Mike is a short form of Michael, Sue is a short form of Susan).
- Play the recording and ask the students to check the four names they hear for each person. Check answers with the class. Point out, or get the students to identify, that Tree, Big Ben, Mimi and Baby are nicknames. Ben is a short form of Benjamin and Maria a short form of Anna-Maria.

## ANSWERS:

The man: Benjamin, Ben, Tree, Big Ben

The woman: Maria, Anna-Maria, Mimi, Baby

## ▶ 1.02

(M = Maria; B = Benjamin)

M: Hi, I'm Maria.

B: Hi, Maria. My name's Benjamin, but nobody calls me Benjamin. Well, my parents do, but my friends call me Ben.

M: Ben—that's nice.

B: Thanks. Actually, my old friends call me Tree.

M: Tree? Why?

B: Well, as you can see, I'm very tall.

M: Oh, ha-ha. ... My friends call me lots of different names.

B: Really?

M: Yes. My mom's Mexican and my dad's English, so I've got English and Mexican friends, and they call me different things.

B: What do your Mexican friends call you?

M: They use my full name—Anna-Maria.

B: And your English friends?

M: They just call me Maria. Some of them call me Mimi.

B: Mimi! That's cute!

M: Well, it could be worse. My brother calls me Baby, because I'm the youngest in the family.

B: That's not so bad—my sisters call me Big Ben.

M: Ha-ha. Oh, no!

## Language notes

## Vocabulary: names

- Benjamin and Maria just give their first names when they introduce themselves as the situation is somewhat informal. In more formal situations, people usually give both their first name and their last name.
- Benjamin got the nicknames Tree and Big Ben because he's tall. Big Ben is the bell in the clock tower of the Houses of Parliament in London, so again this is a jokey reference to his height.

## 2

Ask the students to try to complete the sentences from memory. Allow them to compare and discuss their results in pairs before playing the recording again for them to check. Go through the answers with the class.

**ANSWERS:**

- a parents
- b old friends
- c sisters
- d Mexican friends
- e English friends
- f brother

## Vocabulary (SB page 8)

### 1 1.03

- Focus the students' attention on the box. Point out that the underlining indicates the syllable of the word that has the strongest stress. Play the recording for the students to listen and repeat the words.
- Ask several students to repeat the words individually and check that they're putting the stress on the correct syllables.

### 2

- Focus the students' attention on the table. Point out that most relationship words describe either male or female family members. Ask the students to complete the table with the words in the box in Exercise 1, adding the names of their own family members where appropriate. (If you wish, you could turn this into a competition, with the winner being the person in the class who can match a name from their family to as many different words as possible.)
- When the students have completed the table, ask them if any of the words could go in both columns (*cousin*). Check answers with the class. Then read out the example and put the students into pairs to tell each other about some of the members of their families.
- Go around, monitoring and giving help. Make sure the students are pronouncing all the words for family members correctly.

**ANSWERS:**

**Male:** boyfriend, brother, brother-in-law, cousin, father, grandfather, half-brother, nephew, son, stepfather, uncle

**Female:** aunt, cousin, daughter, girlfriend, grandmother, half-sister, mother, niece, sister, sister-in-law, stepmother

(Note that cousin can be both male and female.)

## Language notes

**Vocabulary: sister-in-law**

Your sister-in-law could be any of the following: the wife of your brother; the sister of your husband; the sister of your wife.

**Vocabulary: stepsister**

If one of your parents marries again, the children of the person they marry become your stepbrothers and/or stepsisters.

**Vocabulary: half-sister**

Your half-sister shares either the same mother or the same father as you, but not both.

### 3 Pairwork

Focus the students' attention on the table again. Go through the questions with the class and elicit a couple of answers to the first question. You could give some examples from your own country, if appropriate. Ask the students to discuss the questions in pairs. Go around, monitoring and giving help, and encourage some pairs to report back to the class on their discussions.

## Reading (SB page 9)

### 1 Pairwork

Explain to the class how your own parents chose your own name (or give an example of someone you know). Then go through the reasons with the class. Put the students into pairs to discuss how their parents chose their names. Go around, monitoring and giving help if necessary. Take note of any interesting discussions and ask the students to report these back to the class.

### 2

- Focus the students' attention on the post. Give them enough time to read it, and answer any questions they may have about vocabulary. Ask them which of the reasons listed in Exercise 1 is not mentioned.

**ANSWER:**

Reason g is not mentioned.

## Cultural notes

### Leonardo DiCaprio (born 1974)

Leonardo DiCaprio was named after Leonardo da Vinci. He started acting when he was fourteen, appearing in TV commercials and educational movies. He's starred in a number of successful movies, such as *Romeo and Juliet* (1995), *Titanic* (1996), *Gangs of New York* (2002), and *The Aviator* (2005). He's also heavily involved in environmental work in the US.

### Taylor Swift (born 1989)

An American singer and songwriter, Taylor Swift has sold 40 million records and won multiple Grammy awards. Like Justin Bieber, she was discovered as a fourteen-year-old, when she moved to Nashville to pursue a career as a country singer. She later moved into pop music with records like *Red* (2012) and *1989* (2014).

### Caia Caecilia

In Roman mythology, Caia Caecilia (also called Gaia Caecilia) was the goddess of fire and women. She was often associated with wedding rituals and domestic life.

## 3

Ask the students to think about the question for a moment or two and then discuss in pairs which names they would choose. Ask them to report back to the class.

## Grammar (SB page 9)

### Tenses and auxiliary verbs

## 1

- This exercise offers a quick review of some of the tenses the students should already have encountered. Focus the students' attention on the information in the margin which gives them the names of the tenses they'll need and the auxiliary verbs that these tenses use. Explain that the simple present and simple past only use auxiliary verbs in negatives and questions. (You can use *do* in affirmative sentences for emphasis, but this is not taught at this level.)
- Ask the students to look at the highlighted verb phrases in the article in the previous section and ask them to match them to the tense names. Allow them to work in pairs or small groups. Then check answers with the class.

## ANSWERS:

We brought - simple past  
we haven't chosen - present perfect  
we're having - present progressive  
it is going to be - future (*be*) *going to*  
Noah likes Japan - simple present

## Extra activity

To give further practice of the link between auxiliary verbs and tenses, put this matching activity on the board:

### Match each tense with its auxiliary verb.

- |                       |                       |
|-----------------------|-----------------------|
| a Simple present      | am/am not are/aren't  |
| b Present progressive | is/isn't              |
| c Present perfect     | has/hasn't            |
| d Simple past         | have/haven't          |
| e Future              | do/don't does/doesn't |
|                       | am/am not are/aren't  |
|                       | is/isn't              |
|                       | did/didn't            |
|                       | (be) going to         |

## Language notes

### Grammar: tense review

- The simple present is used to talk about facts, habits, or routines: *I live in a small house in Mexico City.*
- The present progressive is used to talk about activities in progress now or around now: *He's wearing an old pair of jeans.*
- The present perfect is used to talk about completed past actions in "time up to now." There is no past time marker: *They've visited fourteen different countries.*
- The simple past is used to talk about completed past actions, where a past time marker is mentioned or implied: *She met him a long time ago.*
- The future (*be*) *going to* is used to talk about future plans and intentions—things you've decided to do: *I'm going to see him on Thursday.*

### Grammar: auxiliary verbs

- *Do/does/did* are used with the simple present and simple past to help form questions, negatives and short answers: *Do you come here every day? / Yes, I do. I didn't see you yesterday.*

- *Am/are/is* are used to form the present progressive: *I'm studying art and design. / She's staying with her friend.* They're usually used in contracted form ('m, 're, 's) except in formal writing. *Am/are/is* are also used to form going to sentences for the future and are usually used in contracted form: *I'm going to see two old friends this weekend.* When *am/are/is* are used in questions and short answers, they aren't contracted. *Are you listening to me? Yes, I am* (not ~~Yes, I'm~~).
- *Have/has* are used to form the present perfect: *I've been to New York. / My brother's been to most US cities.* They're usually used in contracted form ('ve, 's) except in formal writing. When *have/has* are used in questions and short answers, they aren't contracted. *Have you been to Miami? Yes, I have* (not ~~Yes, I've~~).

## 2

- Go through the example with the class and then ask the students to write the negative forms of the remaining sentences. Allow them to compare in pairs before checking answers with the class.
- Ask them to go through the negative sentences and tick the ones that are true for them.

### ANSWERS:

- a I don't like rock music. (Simple present)
- b I'm not reading a good book right now. (Present progressive)
- c I'm not going to have some coffee after the class. (Future (*be*) *going to*)
- d I didn't go out last night. (Simple past)
- e I haven't been to Peru. (Present perfect)
- f I can't play the piano. (Simple present)

## 3

Students write the question forms. As they do this, go around checking that they're forming the questions correctly. With weaker classes, check the questions with the class before putting the students into pairs to practice asking and answering them.

### ANSWERS:

- a Do you like rock music? Yes, I do. / No, I don't.
- b Are you reading a good book right now? Yes, I am. / No, I'm not.
- c Are you going to have some coffee after the class? Yes, I am. / No, I'm not.
- d Did you go out last night? Yes, I did. / No, I didn't
- e Have you been to Peru? Yes, I have. / No, I haven't.
- f Can you play the piano? Yes, I can. / No, I can't.

## Pronunciation (SB page 10)

### 1 ▶ 1.04

- Focus the students' attention on the vowel sounds /u/, /i/, /ɑ/, /ɜr/, and /ɔ/. Play the recording and ask them to repeat the vowel sounds. After they've done this chorally, ask several students to repeat the words individually, and check that everyone is producing the sounds correctly.
- If the students are unfamiliar with phonetic symbols, you may want to do a bit more work on this. Write the symbols on the board and point to them at random, asking the students (at first chorally and then individually) to say the sounds. Choose the names of some of the students in the class whose names exemplify the different sounds and write them on the board next to the appropriate phonemes.

### 2 ▶ 1.05

- Focus the students' attention on the table. Read the names in the first column aloud, exaggerating the vowel sound. Then play the recording and ask the students to listen and repeat.
- Give the students a minute or two to write in the correct phonetic symbols. Remind them that they are all listed in Exercise 1. Encourage them to say the sounds as they write them to reinforce the link between the sounds and the symbols. Check answers with the class. Then ask different students to read out the different columns of names.

### ANSWERS:

- a /u/
- b /ɜr/
- c /ɑ/
- d /i/
- e /ɔ/

## Listening (SB page 10)

### 1 ▶ 1.06

- Ask the students whether or not they find it easy to remember people's names when they are first introduced. Then focus their attention on the pictures and ask them to look at the people for a couple of minutes. Explain that they're going to hear the names of all these people on the recording and that they should try to remember them, without writing anything down. Play the recording once.
- Ask the students to work individually to write down as many of the names as they can remember, either next to the pictures in the book, or with the numbers 1 to 9 in their notebooks. When they've finished, allow them to compare with a partner.

**ANSWERS:**

Frank  
Tina  
Bobby  
Margaret  
Toby  
Anita  
Todd  
Georgina  
Karen

**2**

Play the recording for the students to check their answers. Find out who remembered the most names correctly. Ask this person if they have any special techniques for remembering names.

**Vocabulary (SB page 10)****1**  **1.07**

- Focus the students' attention on the pictures of the nine people on page 10. Write on the board: *What does he look like?* Underneath write some descriptions for one of the people (but don't tell students which one). For example, *He has short hair. He has a beard. His hair is gray.* Ask students to say which of the people you described (the man in picture 1).
- Ask students to complete the descriptions with the names and the numbers of the pictures. Point out that the first one has been done for them. Play the recording for students to check their answers, then play it a second time for them to repeat.

**ANSWERS:**

- a Toby (5) has a shaved head. He's very good-looking.
- b Georgina (8) has short, straight hair with blond highlights.
- c Todd (7) has dark hair and green eyes.
- d Bobby (3) has short, gray hair.
- e Anita (6) has dark brown eyes and long hair.
- f Margaret (4) has long, blonde hair. She's very cute.
- g Tina (2) has long, red hair. She has a beautiful smile.
- h Karen (9) has dark, curly hair.
- i Frank (1) has gray hair and a gray beard.

**2**

- Focus the students' attention on the table. Go through the headings and the examples with them, and make sure they understand what they should put under "Opinion" (descriptions that aren't facts, but rather the speaker's own) and "Other". Then

give them some time to complete the table with the words and phrases from the previous exercise. While they work, go around and help them with any vocabulary they have trouble with. Allow them to check their answers in pairs before checking as a class.

**ANSWERS:**

Hair length: a shaved head, short, long hair, medium-length  
Hair color: dark, blond highlights, gray, blonde  
Hair style: straight, curly, wavy  
Eyes: green, dark brown  
Opinion: very good-looking, very cute, beautiful smile  
Other: a beard, a mustache

**3**  **1.08**

- Focus the students' attention on the box. Point out that the underlining indicates the syllable of the word that has the strongest stress. Play the recording for the students to listen and repeat the words.
- Ask several students to repeat the words individually and check that they're putting the stress on the correct syllables.

**Language notes****Vocabulary: mustache**

A *mustache* is the facial hair between the nose and the upper lip, sometimes grown with a beard.

**4 Pairwork**

- The pairwork exercise for this unit is on pages 120 and 125 of the Student's Book. 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 particular attention later, and also any examples of good language use which you can praise.

**Speaking (SB page 10)****1 Pairwork**

Describe one of the students in the class (but don't tell the students who it is.) Ask them to guess the identity of the student you're describing. Then go through the speech bubbles with the class, before putting them into pairs to play the game.

## 2

- Students choose three people they know—they can be family members, friends, neighbors, etc. Ask them to write short descriptions, like the ones in the previous sections, about each of the three people.
- Pairwork. Students share their descriptions with a partner. Encourage them to make eye contact with each other, and to not simply read the sentences they wrote.

## Reading (SB page 11)

### 1

- Tell the students they're going to read about some ways of improving their memory for names. Go through the headings with them first, since this will give them a general idea of what the text is about. Then ask them to read the text and match the headings to the appropriate sections. Allow them to compare results in pairs or small groups before checking with the class. Give the students a chance to read the text again, and answer any questions they may have about vocabulary.
- Ask them if they know of any other techniques for trying to remember other people's names. One method is to connect a person's name with a common word. For example, for the name Cathy, imagine her holding a cat. For Robert, imagine him as a robber.

#### ANSWERS:

- 5 - a Looks like ...
- 4 - d On repeat!
- 3 - b How do you spell it?
- 2 - c Draw a picture!
- 1 - e Ask!

### 2

- Go through the questions with the whole class and make sure the students understand them before putting them into pairs to discuss them. Go around, monitoring and giving help.
- Ask the pairs to report back to the whole class on their discussions. Write any suggestions they make for remembering and learning new English words on the board. Encourage the students to make a note of these and try them out.

## Grammar (SB page 11)

### look(s) / look(s) like

#### 1

- Focus the students' attention on the box of words. Point out the two examples: the adjective *friendly* and the noun phrase *a banker*. Ask the class for two or three more examples of adjectives and nouns

- or noun phrases. Then ask them to go through the box and write *N* or *A* for the remaining words and phrases. You may need to explain that a noun phrase or an adjective phrase is just a noun or adjective in combination with two or more words. As they do this go around, monitoring and giving help. Check answers with the class before moving on to the second part of the exercise.
- Ask the students to look at the information about the use of *look(s)* and *look(s) like* in the margin. Ask them what type of word you use after *look(s)* (adjective / adjective phrase) and what type of word you use after *look(s) like* (noun / noun phrase). Ask the students to give some examples using both structures.

#### ANSWERS:

- A friendly
- N a banker
- A intelligent
- A shy
- N a doctor
- A very young
- A middle-aged
- A stressed
- A about sixty
- A Mexican
- N a waiter
- N a student
- N a retired police officer
- A rich

After *look(s)* you use adjectives or adjective phrases.

After *look(s) like* you use nouns or noun phrases.

### 2

- Choose one of the pictures on page 10 and ask the whole class to suggest sentences using *looks* and *looks like* to describe him or her.
- Then ask the students to work individually to write sentences about the other people on page 10. Go through the example with the class and point out that they should leave spaces for the people's names.
- Put the students into pairs and ask them to exchange their descriptions and try to complete their partner's sentences with the correct names.

#### Extra activity

If appropriate, repeat the activity using people in the class. Ask the students to choose three classmates and write sentences using *looks* and *looks like* to describe them. As they do this, go around, helping and making sure that no one writes anything hurtful or offensive. Put them into pairs to complete the sentences.

## Reading (SB page 12)

1

- Go through the language learning tips with the class, and ask them to tick the ones that they follow. Then put them into pairs to compare answers.

2

- Tell students that they are going to read an interview with an English expert, Dr. Sally Haines. Make sure they understand what Q&A stands for (Questions and Answers).
- Give students a chance to read the text, and to make a note of which of the language tips from the previous section Dr. Haines mentions.
- Ask the students to suggest other tips for learning English. Give them some time to write their own list before comparing their tips with a partner. Get some students to share their tips with the class, and write their suggestions on the board. Encourage the class to try them out.

**ANSWER:**

She mentions b, c, f, and g

## Speaking (SB page 12)

1

- Demonstrate the activity by using some of the alternatives to form new questions and ask various students around the class to answer them. If you don't want to pre-empt the questions the students will ask and answer in the exercise, write the following on the board and use it to demonstrate:

*How many languages can you speak? (musical instruments - play / people in the class - name / phone numbers - remember)*

- Ask the students to work individually to make five new questions. As they do this, go around, monitoring and making sure they're forming the questions correctly. The alternatives are all correctly formed to slot into the questions, so the students shouldn't make any changes to the verb forms.

2

- Put the students into pairs and ask them to take turns asking and answering their questions. Tell them that they should try to remember any interesting answers which they can report back to the class.
- In a feedback session, ask the students to tell the class what they found out about their partners.

## Grammar (SB page 13)

### Question forms

1

- Focus the students' attention on the table. Read out each statement, followed by the corresponding question. Ask the students what they notice about statements and questions (the word order changes).
- Go through the questions one by one with the class, asking them to match them with the correct answers. Make sure they can identify the auxiliary verbs correctly and point out that auxiliary verbs are not used in questions with *be*. Explain also that you use *do/does/did* to form questions when there's no auxiliary verb in the corresponding statement.
- Put the students into pairs and tell them to take turns asking and answering the questions in the table.

**ANSWERS:**

- a 2
- b 3
- c 4
- d 1

### Language notes

#### Grammar: word order

When making questions ...

... the auxiliary comes before the subject, not after it (as in statements).

... if there is no other auxiliary verb, use *do*.

... if there is another auxiliary verb, don't use *do* (*Do you can swim?*).

... *What, Who, Where, How*, etc. (question words) come at the beginning.

2

- Ask the students to look carefully at the six questions and decide which ones are incorrect and need *do*, *does*, or *did* to make them correct. Remind them that *do*, *does*, and *did* are used when there's no auxiliary verb in the corresponding statement which can be used to form the question.
- Ask the students to work individually to write correct questions. Go around, monitoring and giving help.
- Put the students into pairs and ask them to take turns asking and answering their questions.



**ANSWERS:**

- a Do you play the guitar?
- b Did you sleep well last night?
- c Can you drive?
- d Where does your mother come from?
- e Have you been to California?
- f What's your favorite color?

**3**

- Go through the example with the class and then ask the students to work individually to rewrite the questions in the correct order, but tell them not to ask their partners the questions. Allow them to compare their results in pairs before checking with the class.
- Ask the students to work in small groups and discuss in which situations it is OK to ask these questions. Ask them to make notes of their answers. In multinational groups, the answers may differ according to the nationalities of the students, so ask groups to note any differences and report these back to the class.
- Finally, find out what conclusions the groups came to. Ask if they think age, nationality, or cultural background are factors in whether or not questions are acceptable.

**ANSWERS:**

- a How old are you?
- b Do you believe in life after death?
- c How much do you earn?
- d Have you ever broken the law?
- e Which political party do you vote for?
- f How many boyfriends or girlfriends have you had?

**Cultural notes**

It's difficult to give hard and fast rules about which questions are or are not acceptable. Generally, in the USA, question a) would probably only be used with children. Adults might feel uncomfortable to be asked their age. Question b) might be acceptable amongst friends if the conversation had turned to such a topic. It would be unacceptable to ask this of a stranger. Questions c), d), e), and f) could make most people very embarrassed and wouldn't normally be asked, even by close friends.

**4 Grammar Extra 1**

Ask the students to turn to Grammar Extra 1 on page 130 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practice it.

**ANSWERS:**

- 1**
- a Do you like jazz?
  - b Can you swim?
  - c Did you go skiing last winter?
  - d Are you wearing jeans today?
  - e Have you been to Argentina?
  - f Are you going to drive home after the class?
- 2**
- a Yes, I do. / No, I don't.
  - b Yes, I can. / No, I can't.
  - c Yes, I did. / No, I didn't.
  - d Yes, I am. / No, I'm not.
  - e Yes, I have. / No, I haven't.
  - f Yes, I am. / No, I'm not.
- 3**
- a Does he like jazz? Yes, he does. / No, he doesn't.
  - b Can he swim? Yes, he can. / No, he can't.
  - c Did he go skiing last winter? Yes, he did. / No, he didn't.
  - d Is he wearing jeans today? Yes, he is. / No, he isn't.
  - e Has he been to Argentina? Yes, he has. / No, he hasn't.
  - f Is he going to drive home after the class? Yes, he is. / No, he isn't.
- 4**
- a How far do you live from the school?
  - b When did you last go to the theater?
  - c What are you going to do this evening?
  - d How many cups of coffee have you had today?
  - e What kind of pen are you using right now?
  - f Where did you buy your shoes?
- 5**
- a What do you do? - 3
  - b Who do you work for? - 7
  - c Which department do you work in? - 5
  - d How do you get to work? - 2
  - e When did you start working there? - 1
  - f Why do you like working there? - 4
  - g How much do you earn? - 6
- 6**
- a Present progressive.
  - b Simple past.
  - c Present perfect.
  - d Future (be) going to.
  - e Simple present.
  - a We aren't studying Shakespeare in our English class.
  - b My parents didn't name me after my uncle.
  - c I haven't recently learned to drive.
  - d My friends aren't going to organize a party for me tomorrow.
  - e I don't like getting up early in the morning.

## Speaking: anecdote (SB page 13)

Anecdotes are features that occur regularly in this series. They're extended speaking tasks, where the students tackle a longer piece of discourse on a personal topic. There are questions to guide them and a model to listen to. For more information about how to set up, monitor and repeat Anecdotes, see page xviii-xx in the Introduction.

### 1 ▶ 1.09

- Focus the students' attention on the picture of John. Explain that they're going to hear his friend Brad talking about somebody who is important to him.
- Go through the sentences and the choices with the class. Explain any unknown vocabulary. Then play the recording and ask the students to listen and decide which is the correct information. They should underline it in their books.

#### ANSWERS:

- a John Carter.
- b When we were five years old.
- c In Los Angeles.
- d He's a teacher.
- e In the summer.
- f He knows me so well.
- g He's a really good listener.
- h He's always late.
- i On my birthday.

### ▶ 1.09

John Carter is my best friend. We met when we were five years old, because our parents were friends and we went to the same school. He lives in Los Angeles now - he's a teacher at a high school there. So I only see him in the summer when he comes home to visit his family. Of course, we stay in touch by email and phone. He's important to me because he knows me so well. When I'm feeling down or when I need to talk to somebody, I can always call him. Recently, I had girlfriend problems and he was great. I'd say his best quality is that he's a really good listener. He just lets you talk and he listens. But he isn't perfect! He's always late for everything and he never says sorry. Never! One day last summer, we arranged to meet at seven o'clock to play baseball, and he arrived at nine thirty! It was almost dark! Oh well, nobody's perfect, are they? Last time I saw him was on my birthday, and we had a great time. We always have a great time.

## 2

- Give the students a minute or two to decide who they're going to talk about. Then ask them to look at the questions in Exercise 1 again. Allow them to make notes of what they're going to say about the person and how they're going to say it, but discourage them from writing a paragraph that they can simply read out. Go around, monitoring and giving help.
- **Pairwork.** Put the students into pairs and ask them to take turns to tell their partner about their important person. Encourage them to ask each other follow-up questions to get further information. Then ask some pairs to report back to the class about what they found out.

## Language for Life (SB page 14)

### 1 ▶ 1.10

Focus the students' attention on the illustrations which show two friends discussing the weekend. Ask them what the difference is between the two pictures (in the first Beth looks bored; in the second she looks interested). Play the recording and ask the students to say which picture best illustrates the conversation.

#### ANSWER:

The conversation matches picture 1.

### ▶ 1.10

#### (A = Adam; B = Beth)

- A:** Did you have a good weekend?  
**B:** Not bad. How about you?  
**A:** I had a really good dinner on Saturday night.  
**B:** Oh.  
**A:** Yes, we went to a new place in town—Edamame.  
**B:** Ah.  
**A:** They have a Japanese chef from Tokyo.  
**B:** Uh-huh.  
**A:** And the food is fantastic—they make their own sushi.  
**B:** Oh.  
**A:** Yes. It's the best sushi I've ever tasted.  
**B:** Mm.  
**A:** And it wasn't expensive. We had appetizers, an entrée, dessert, and wine, and it only cost \$25 each.  
**B:** Ah.  
**A:** I know. Unfortunately, when we got back to the car, we had a parking ticket.  
**B:** Oh.

## 2 ▶ 1.11

Tell the students they're going to listen to another version of the same conversation. Play the recording and ask them to say if Beth sounds more interested this time. Ask them to give reasons. (She doesn't just say *Oh*, she uses other expressions to convey interest, she asks questions and reacts to what Adam says.)

### ANSWER:

Yes, she does.

## ▶ 1.11

(A = Adam; B = Beth)

A: Did you have a good weekend?

B: Not bad. How about you?

A: I had a really good dinner on Saturday night.

B: Really?

A: Yes, we went to a new place in town - Edamame.

B: I've never heard of it.

A: They have a Japanese chef from Tokyo.

B: That sounds interesting.

A: And the food is fantastic - they make their own sushi.

B: Do they?

A: Yes. It's the best sushi I've ever tasted.

B: That sounds great.

A: And it wasn't expensive. We had appetizers, an entrée, dessert, and wine, and it only cost \$25 each.

B: Wow! That's great.

A: I know. Unfortunately, when we got back to the car, we had a parking ticket.

B: Oh, no! That's terrible.

## 3 ▶ 1.12

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

### 4

- Ask the students to complete the conversation with the phrases from Exercise 3. Allow them to work in pairs if they wish.
- After checking answers with the class, put the students into pairs and ask them to practice the conversation, taking turns to be Adam and Beth. Go around, monitoring and giving help. Tell the student playing Beth to use slightly exaggerated intonation in order to convey real interest. Ask any particularly good pairs to perform their conversations for the class.

### ANSWERS:

- 1 Really?
- 2 I've never heard of it. (*also possible* That sounds interesting. That sounds great.)
- 3 That sounds interesting. (*also possible* Do they? That sounds great.)
- 4 Do they? (*also possible* That sounds interesting. That sounds great. Wow! That's great.)
- 5 That sounds great. (*also possible* Wow! That's great.)
- 6 Wow! That's great. (*also possible* That sounds great.)
- 7 Oh, no! That's terrible.

## 5 Pairwork

Give the students a few minutes to write their conversations. Go around, monitoring and giving help. Encourage them to use as many of the useful phrases as possible. Then ask several pairs to perform their conversations for the class.

## Life Skills: Cultural awareness (SB page 14)

### What's in a name?

#### 1 Pairwork

- Explain that in certain cultures people's names have a meaning. In this lesson, we are looking at the meaning of some of these names. Ask the students to work in pairs and explain the meaning of their names to each other. Go around, monitoring and giving help.
- In a whole class feedback session, ask several pairs to report back to the rest of the class on what their partners have told them about their names.

#### 2 ▶ 1.13

Ask students to guess the meanings and nationalities of the names before playing the recording—they aren't expected to know the meanings, so this can be turned into a fun game with points for the right answers. Play the recording and go through the answers as a whole class, and see which name guesses were right.

### ANSWERS:

- a Rei = 6 "beautiful" = vii Japanese
- b Virat = 3 "brilliant" = iv Indian
- c Abeda = 8 "flower" = i Ethiopian
- d Ana = 5 "grace" = vi Mexican
- e Bjorn = 4 "bear" = ii Swedish
- f Fabrice = 1 "craftsman" = v French
- g Hai = 7 "ocean" = iii Chinese
- h Dieter = 2 "warrior" = viii German

▶ 1.13

- a I'm Rei. I'm Japanese. My name means "beautiful".
- b I'm Virat. My name means "brilliant". I'm from India.
- c I'm Abeda from Ethiopia. My name means "flower".
- d I'm from Mexico and my name is Ana, which means "grace".
- e I'm Bjorn from Sweden. My name means "bear".
- f I'm French. I'm Fabrice. My name means "craftsman".
- g I'm Hai from China. My name means "ocean".
- h I'm Dieter. My name means "warrior". I'm from Germany.

3

Focus the students' attention on the table and demonstrate the task by referring to the speech bubble. For example, "I think Brad is a good name for an actor because it's short and easy to remember." Allow students some time to complete the table individually. Go around, monitoring and helping with vocabulary.

4 Pairwork

Put students into pairs and have them explain their choices to each other. Time allowing, ask pairs to compare their answers with other pairs and/or lead a whole class discussion on the most suitable names.

## Vocabulary Extra (SB page 15)

### Family and other relationships

1

Focus the students' attention on the table and point out that they're all family words. Then ask them to complete the table with the correct family words. Point out that the first one has been done for them. Check that the students can pronounce the words correctly.

- ANSWERS:**
- a granddaughter
  - b sister
  - c grandfather
  - d parents
  - e brother
  - f cousin
  - g sister
  - h father-in-law
  - i stepmother
  - j half-brother
  - k ex-husband
  - l twin

## 2 Pairwork

Demonstrate first with a confident student by getting them to ask you the first two questions. Then ask the students to work in pairs and take turns asking and answering the questions.

### Focus on names

1

- Ask the students to work individually and underline the correct words. Then allow them to compare answers in pairs before checking with the class.
- Ask the students to check the sentences that are true for them and compare with a partner.

- ANSWERS:**
- a call
  - b meaning
  - c named
  - d maiden
  - e initials
  - f signature

2

Ask the students to complete the form for themselves. Go around, monitoring and giving help.

**Writing**

**Workbook page 7**

Filling out 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/americaninsideoutevolution](http://www.macmillan.com.br/americaninsideoutevolution)

**Need to check what your students can do by the end of this unit?**  
Self-evaluation checklists on pages xxix-xliii