

2

People *Teacher's notes***Quick review**

Review greetings from the previous unit by saying to your students *Hello, I'm* (name). Encourage several of them to respond as before with their names. Follow up by saying *Nice to meet you* before moving on to the next student.

Vocabulary (SB page 10)

1 🎧 1.21

- Focus the students' attention on the picture of Brad Pitt. Ask the students if they know who he is (a famous Hollywood actor). Find out if they've seen any movies that he has been in. This can all be done in the students' L1 if necessary.
- Explain the meaning of *favorite things*. Give some examples of your own favorite things: your favorite actor, your favorite movie, etc., but don't go on for too long as students will have the opportunity later to discuss their own favorites.
- Focus the students' attention on the list of Brad Pitt's favorite things, and the categories in the box. Explain that they have to complete the table with the headings from the box. Go through the headings and make sure that the students understand them. Point out that the first one has been done for them as an example: Dianne Wiest is Brad Pitt's favorite actor. If students ask, you may like to point out that *actress* is the feminine form of *actor*, but recently it has become customary to use the term *actor* for both men and women.
- Ask the students to complete the table. Then play the recording for them to listen and check their answers. Go through the vocabulary at the end to make sure there are no unknown items. Then play the recording again for the students to repeat.

a) Actor b) Singer c) Movie d) Writer
e) Food f) Drink g) Sports h) Animal

Cultural notes**Brad Pitt** (born 1963)

US actor who shot to fame in 1991 in the movie *Thelma and Louise*. Other movies he's starred in include *Seven*, *Fight Club*, and *Ocean's Eleven*. He was married to the actress Jennifer Aniston (2000–2005). His current partner is Angelina Jolie.

Dianne Wiest (born 1948)

US actor who has been in several movies directed by Woody Allen, including *Hannah and Her Sisters* (1988) and *Bullets Over Broadway* (1994), for which she won Academy Awards. She also acted in the movie *Edward Scissorhands* (1990).

Jimi Hendrix (1942–1970)

Jimi Hendrix was a US rock guitarist and an icon of the 1960s. Among his hit records were *Purple Haze* and *All Along the Watchtower*. He died in 1970 at the age of 27, and is considered to be the greatest rock guitarist ever.

Bob Marley (1945–1981)

Jamaican singer, songwriter, and guitarist who made reggae music famous around the world. In the 1960s, he formed the band The Wailers with Bunny Livingstone and Peter Tosh. Although The Wailers broke up in 1975, he continued to record as Bob Marley and the Wailers. His songs included *Get Up, Stand Up*; *Jamming*; *I Shot the Sheriff*; and *No Woman, No Cry*. He died of cancer at the age of 36.

Planet of the Apes

Originally a 1968 science fiction movie, it was remade in 2001 and directed by Tim Burton. The movie is set in the year 2029. In the movie, an astronaut finds himself on a strange planet, where talking apes rule the human race.

Saturday Night Fever

This 1977 movie about an uneducated teenager from Brooklyn who likes dancing made John Travolta a household name, and disco music and the Bee Gees very popular.

Cormac McCarthy (born 1933)

US novelist who became famous when he won the US National Book Award in 1992 with *All the Pretty Horses*, which was made into a movie in 2000.

2

- You could put the headings on the board and ask individual students to come to the front and write the various things under the correct headings.
- Finally, ask students to decide what their own favorite things are, and to add them to the lists.

Actor: Gwyneth Paltrow, Johnny Depp
Singer: Christina Aguilera, Louis Armstrong
Movie: *Mission Impossible*, *Star Wars*
Writer: Dan Brown, J.K. Rowling
Food: pasta, steak
Drink: cola, tea
Sports: soccer, swimming
Animal: cats, horses

Cultural notes

Gwyneth Paltrow (born 1972)

Gwyneth Paltrow was brought up in Santa Monica, California. Her mother was an actress and her father was a movie director. Her acting breakthrough came in 1998 when she won the "Best Actress" Academy Award for her role in *Shakespeare in Love*.

Johnny Depp (born 1963)

Johnny Depp's movie debut was in *Nightmare on Elm Street* (1984). He then acted in the popular TV series *21 Jump Street*, before starring in the movie *Edward Scissorhands* (1990), directed by Tim Burton. His most popular movie to date is probably acting as Jack Sparrow in the *Pirates of the Caribbean* trilogy.

Christina Aguilera (born 1980)

Christina Aguilera was born in New York. Her father is from Ecuador and her mother's family came from Ireland. Her parents separated when she was seven, and she then lived with her mother in Pittsburg where she developed her singing talent. She released her first album in 1999 and has since won a number of Grammy Awards.

Louis Armstrong (1901–1971)

Louis Armstrong was born in New Orleans. He was one of the most famous jazz musicians of the 20th century and had a great influence on the history of jazz music. He played the trumpet, but is also well known as a jazz singer.

Mission Impossible

Series of three action movies starring Tom Cruise based on a 1960s TV series about American secret agents employed by the US government.

Star Wars

Star Wars is a series of six science fantasy movies. The original *Star Wars* movie, directed by George Lucas, was released in 1977 and starred Mark Hamill, Harrison Ford, and Carrie Fisher. It became a huge pop culture phenomenon with TV shows, books, comics, and video games.

Dan Brown (born 1964)

US author famous for his controversial book *The Da Vinci Code* (2003), which quickly became an international best seller. Dan Brown is especially interested in cryptography (the study of hidden messages and codes), which is a recurring theme in his books.

J.K. Rowling (born 1965)

British fiction writer who became famous as the author of the *Harry Potter* series.

Speaking (SB page 10)

- Pairwork. With the whole class, focus the students' attention on the speech bubbles and read out the questions and answers. Point out that you use *Who ...?* to ask about people, and *What ...?* to ask about things. Demonstrate the activity with a couple of confident students, asking the two questions and eliciting their own replies.
- Ask the students to work in pairs, and to take turns asking and answering about their favorite things. Go around, monitoring and giving help with vocabulary where necessary. Make a note of any problems which you can deal with later with the whole class.

Grammar (SB page 11)

Possessive determiners

1 1.22

- Focus the students' attention on the table in the margin, which shows the subject pronouns and corresponding possessive determiners. Make sure everyone understands the function of these before you move on. Remind them of the three they've already seen on page 10, in the question *Who's your favorite singer?* and the instruction *Ask your partner about his or her favorite things.*
- Go through the example with the class and explain that the first sentence, *I'm an actor*, tells you who is speaking, so that you know the correct possessive determiner is *my*.
- Ask the students to complete the sentences. Allow them to work in pairs if they wish, and to compare their results before you play the recording for them to check.

a) My b) His c) Her d) Our e) Their

Language notes

Grammar: *his/her*

- The possessive determiners *my, your, his, her, its, our, and their* are sometimes called “possessive adjectives” in older grammar references and dictionaries.
- The possessive determiners *his* and *her* can be confusing for students. You use *his* to refer to something a man possesses. You use *her* to refer to something a woman possesses.

Bill and his daughter.

Mary and her husband.

- Note that in some languages the possessive determiner agrees with the gender of the noun, i.e. masculine, feminine, or plural. This doesn't happen in English.

Cultural notes

Jimi Hendrix (1942–1970)

(See notes about Jimi Hendrix on page 9.)

Bob Marley (1945–1981)

(See notes about Bob Marley on page 9.)

Tomb Raider

The heroine of the *Tomb Raider* series of video games, movies and comic books is Lara Croft. She races against time and villains to recover ancient artifacts. Angelina Jolie starred in the 2001 movie *Lara Croft: Tomb Raider*.

Mr. & Mrs. Smith

2005 comedy movie starring Brad Pitt and Angelina Jolie. They play a married couple who have kept a secret from each other – they're both professional assassins—until, one day, their employers tell them to go after and kill the same person.

2

Pairwork. Ask the students to work in pairs and to try and identify the people in Exercise 1. Check answers with the class.

- a) Brad Pitt
- b) Homer Simpson
- c) Angelina Jolie
- d) Bill and Hillary Clinton
- e) Julio and Enrique Iglesias

Cultural notes

Brad Pitt (born 1963)

(See notes about Brad Pitt on page 9.)

Homer Simpson

Homer Simpson is a fictional character from the popular US cartoon show *The Simpsons*.

Angelina Jolie (born 1975)

Angelina Jolie is the daughter of actor Jon Voight. Among the movies she's appeared in are *The Bone Collector* (1999), *Lara Croft: Tomb Raider* (2001), and *Mr. & Mrs. Smith* (2005). She spends much of her time doing humanitarian work.

Bill Clinton (born 1945) and Hillary Clinton (born 1947)

Democratic politician Bill Clinton was the President of the United States of America from 1993 to 2001. His wife, Hillary, was elected US Senator for New York in November 2000, the first woman elected to national office in the USA.

Julio Iglesias (born 1943) and Enrique Iglesias (born 1975)

Spanish singer Julio Iglesias was popular in the 1970s and 1980s. He was one of the most successful recording artists of all time, and has sold albums in seven languages. His first English language hit song was *Begin The Beguine* in 1982.

Enrique Iglesias, like his father Julio, is an internationally famous singer, and has recorded songs in four languages. He now lives in the USA.

Vocabulary (SB page 11)

Numbers 11–999

1 🎧 1.23

- Focus the students' attention on the numbers shown in the margin. Remind them that the underlining shows which syllable carries the main stress. Draw their attention to the group of words that end in *teen* and those that end in *ty*. Some nationalities find it difficult to tell the difference between numbers that end in *teen* and those that end in *ty*. Point out that it's important to pronounce the ends of all these words clearly, so that they make a difference between them. Also point out how the position of the stressed syllable changes in, for example, *thirteen* and *thirty*. Emphasize that it's important to make a distinction.
- Play the recording and ask the students to repeat the numbers. When they've done this chorally, ask individual students to pronounce the words.

2 🎧 1.24

Before you play the recording, ask several confident students to read out the pairs of numbers, being careful to make a distinction between them. Then play the recording and ask them to circle the numbers they hear. When you've checked answers with the class, play the recording again for them to repeat.

- a) 13 b) 14 c) 50 d) 16 e) 70 f) 80 g) 19

Extra activity

To make sure that the students focus on the endings *teen* and *ty* when listening and speaking, tell them that you are going to call out some numbers. If the number ends in *teen*, they should stand up, but if it ends in *ty*, they should remain seated. Call out some different numbers at random. When they're comfortable doing this, invite several students to come to the front of the class and call out numbers for the others to react to.

3 🎧 1.25

Remind students that numbers can be written either in words or in numerals. Focus attention on the example, and then ask the students to work individually to write the remaining numerals next to the words. Check answers with the class, then play the recording for them to listen and repeat the numbers.

a) 7 b) 28 c) 47 d) 65 e) 110 f) 245

4 🎧 1.26

Pairwork. In this exercise, students get the opportunity to use the numbers in a real-life context. Go through the information with the class and then ask the students to discuss in pairs what numbers they think should go in the gaps. Tell them that all the numbers they need are in Exercise 3. Play the recording for them to check their answers. Ask for some kind of personal reaction from the students. Are they surprised by any of the statistics?

a) 28% b) 65% c) 7% d) 47% e) 245 f) 110

Extra activity

- Play the game *Secret number* to practice the numbers the students have learned in Unit 1 and this unit. Write a number on the board and get the students to say what it is. Repeat this a few times until they seem quite confident.
- Write a number on a piece of paper, hiding the paper in an exaggerated way, so that the students can't see the number. Then write a big question mark in the centre of the board and ask *What's the number?* Keep pointing at the question mark until a student calls out a number. Write the number on the board. Gesture that it's incorrect, but with a big smile on your face, and indicate with your hands whether it's higher or lower than the secret number. If it's higher, write the number above the question mark. If it's lower, write it below.
- Encourage the students to suggest other numbers until they find the correct number.
- Repeat this game two or three times.

Speaking (SB page 11)

1

Focus attention on the pictures. Point to the people in them and ask some of the students to guess how old they are. Then point out that the actual ages are amongst those in the box in Exercise 1, and ask the students to match the ages with the people. Allow them to discuss this in pairs or small groups if they wish. Don't tell them the answers at this stage.

Language note

Vocabulary: talking about age

When you talk about a person's age, you can say *She's twenty*, or *She's twenty years old*. However, you can't say *She's twenty years*.

2 🎧 1.27

Remind the students that in the previous section they were given numbers in words and had to write the correct numerals. Now they have to do the reverse. They are given the numerals and have to write the words. Focus attention on the example and point out that numbers such as *twenty-nine* are hyphenated.

Play the recording for the students to find out if their answers to Exercise 1 were correct. Ask them if they find the actual ages of the people in the pictures surprising.

- a) She's nineteen.
b) He's sixty-four.
c) She's forty-one.
d) He's seven.

Vocabulary (SB page 12)

Jobs

1 🎧 1.28

- Focus the students' attention on the pictures. Read aloud the list of jobs in the box, and ask the students to work in pairs and try to match them to the pictures. Go around, giving help and assistance. Check answers before moving on to the next stage of the exercise. Point out the use of indefinite articles with jobs.
- Next, focus the students' attention on the sentences under the pictures. Ask three confident students to read them aloud. Then ask the students to write sentences for the other pictures.
- Play the recording for the students to check their answers. Then play it again for them to listen and repeat the sentences. Make sure they can pronounce all the words correctly. They may have difficulty with *nurses* /nɜːsɪz/.

- | | |
|---------------------|---------------------------|
| a) a police officer | a) He's a police officer. |
| b) a hairdresser | b) He's a hairdresser. |
| c) sales clerks | c) They're sales clerks. |
| d) a dentist | d) She's a dentist. |
| e) a doctor | e) He's a doctor. |
| f) a taxi driver | f) He's a taxi driver. |
| g) a secretary | g) She's a secretary. |
| h) nurses | h) They're nurses. |

Extra activity

If your students have jobs, find out what they are and if they know the English words for them.

2 🎧 1.29

- Focus attention on the table and explain what it shows (the percentage of people in various jobs in the USA who are women). Ask the students to work in pairs and to decide where the percentages in the box should go in the table. Emphasize that they are not expected to know the correct answers, but should discuss with their partner what they think may be right. Allow them to compare notes with another pair.
- Play the recording for the students to listen and see how accurately they guessed the percentages. Allow time for them to discuss their answers before asking them if they have any idea what the percentages would be for their own country or countries. Again, emphasize that they are not expected to know exact figures.

- | | | | |
|--------|--------|--------|--------|
| a) 23% | b) 28% | c) 91% | d) 13% |
| e) 97% | f) 93% | g) 51% | h) 16% |

Pronunciation (SB page 12)

1

In Unit 1, the students learned that you use *a* with singular nouns that begin with a consonant, and *an* with those that begin with a vowel. Remind them of this, and ask them to complete the table with the jobs. Encourage them to say the words aloud as they do this. Allow them to compare notes in pairs.

2 🎧 1.30

Play the recording for the students to check their answers. Then play it a second time for them to listen and repeat. Ask for individual repetition of the jobs around the class.

- A: *an* with vowel sounds – an actor, an artist, an English teacher
 B: *a* with consonant sounds – a doctor, a college professor, a singer, a student, a writer

Grammar (SB page 13)

be: simple present affirmative, negative, and questions

1 🎧 1.31

- Focus the students' attention on the first table in the margin, which shows the affirmative and negative forms of the simple present of *be*. Point out that the table shows the contracted forms which are normally used in speech. The full forms of *aren't* and *isn't* are shown under the table.
- Pairwork. Focus the students' attention on the example. Read it aloud to the class, emphasizing the affirmative and negative forms *is* and *isn't*. Then ask the students to work in pairs and complete the rest of the exercise. They'll have to rely on general knowledge to determine which gaps should be completed with the affirmative, and which with the negative. Allow the pairs to compare notes with others before playing the recording for them to check their answers.

- | | |
|----------------|----------------|
| a) is; isn't | d) isn't; 's |
| b) aren't; 're | e) are; aren't |
| c) isn't; 's | f) is; isn't |

Language note

Grammar: contractions – *be*

- In the negative, there are two ways of contracting the verb *be*. For example, *No, he isn't* (contracting *not*) or *No, he's not* (contracting *is*). In *New American Inside Out*, only *isn't* and *aren't* are used, but accept both forms from your students as both are correct. Note that with *I*, only *No, I'm not* is correct.
- Remember that you don't use the contractions in affirmative short answers. You say *Yes, she is*. Not *Yes, she's*.

Cultural notes

George Bush (born 1946)

George W. Bush was the 43rd President of the United States. He first became President on January 20, 2001, and was re-elected on November 2, 2004. His family have a long history in Republican Party and US politics, and he's the eldest son of the 41st US President, George H.W. Bush.

Domenico Dolce and Stefano Gabbana

Italian fashion designers based in Milan, Italy. Their clothes are very popular among Hollywood actors, and they've designed clothes for stars such as Madonna, Isabella Rossellini, and Kylie Minogue.

Isabel Allende (born 1942)

Chilean writer and niece of Salvador Allende, President of Chile (1970–1973). Isabel Allende's novels have been translated into more than 27 languages, and are popular throughout the world. Her first novel, *The House of the Spirits*, was made into a movie starring Jeremy Irons and Meryl Streep.

The White House

The White House is the official residence and principal workplace of the US President and is situated in the center of Washington DC. There are six floors and 132 rooms. Every US President has lived there since the building was completed in 1800.

The Petronas Towers

The Petronas Towers are in Kuala Lumpur, Malaysia. They were designed by architect Cesar Pelli, and on the date of their completion in 1998 became the tallest buildings in the world until 2004. The twin tower spires rise to a height of 452 meters and have 88 floors. A skybridge links the two towers on the 41st and 42nd floors.

2 1.32

- Focus attention on the second table in the margin, which shows the question form, and affirmative and negative short answers. Read these aloud to the class. Remind the students that you don't use contractions in affirmative short answers, but point out that you do in negative short answers.
- Focus the students' attention on the example in the exercise, and ask three confident students to read it: one reading the question, one the affirmative answer, and one the negative. Then ask the students to complete the rest of the exercise. Go around, giving help with vocabulary if necessary.
- Play the recording for the students to check their answers. Play it a second time for them to listen and repeat.

- | |
|--|
| a) Are you a college student? Yes, I am. No, I'm not. |
| b) Are you 21? Yes, I am. No, I'm not. |
| c) Is your mother a taxi driver? Yes, she is. No, she isn't. |
| d) Is your father over 65 years old? Yes, he is. No, he isn't. |
| e) Is your favorite drink cola? Yes, it is. No, it isn't. |
| f) Are your grandparents from here? Yes, they are. No, they aren't. |

3

Pairwork. Put the students into pairs, and ask them to take turns asking and answering the questions. Tell them to give true information in their answers.

4 Grammar Extra 2

Ask students to turn to Grammar *Extra 2*. Here they'll find an explanation of the grammar they've been studying and further exercises to practice it.

- | |
|--|
| 1 a) I'm not from China. b) I'm not twenty-five years old. c) My watch isn't Japanese. d) Our teacher isn't English. e) My parents aren't on vacation. f) The Pyramids aren't in Tunisia. |
| 2 a) Is your cell phone new? b) Is your name Maria? c) Is your computer an Apple? d) Are you at home? e) Is your favorite band U2? f) Are all your friends students? |

Writing & Speaking (SB page 13)

1 1.33

- Focus the students' attention on the example. Tell the students once again that contractions are usually used in speech. Ask them to write the remaining questions in the correct order, and then to rewrite each one using contractions if possible.
- Play the recording for the students to check their answers. Then play it a second time for them to listen and repeat. Go through any difficult vocabulary with the class, and point out that you don't normally use the contracted form with *Where are ...?*, though it's possible to do so.

- | |
|--|
| a) What's your last name? b) How old are you? c) What's your email address? d) What's your first name? e) What's your cell phone number? f) What's your home telephone number? g) Where are you from? h) What's your job? |
|--|

2

- Explain that Dateline is an agency that matches men and women who are looking for partners. A *profile* is a list of personal details about someone. If the students are familiar with the US sitcom *Friends*, they may recognize the character of Rachel Green, played by Jennifer Aniston.

- Go through the examples and make sure the students know that they have to match the information on the profile with the questions in the previous exercise. Ask them to work in pairs to do this, then check answers with the class.

1 d) 2 a) 3 g) 4 b) 5 h) 6 c) 7 f) 8 e)

3 Pairwork

- Put the students in pairs and tell them who will be Student A, and who will be Student B.
- While they are 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.

Useful phrases (SB page 14)

1 1.34

- These short conversations will help students to greet people whom they already know as well as to greet strangers. Go through the items in the box with the class and make sure that they understand them. Then ask the students to read each of the conversations and decide which items they should use to fill the gaps. Go around, giving help and encouragement.
- Play the recording for them to listen and check their answers.

| | |
|---------------|--------------------|
| 1 How are you | 4 Good morning |
| 2 I'm fine | 5 Nice to meet you |
| 3 Fine | 6 Goodbye |

Language notes

Vocabulary: addressing people

The people in these conversations use several different forms of address.

- In the first conversation, the younger woman addresses the older woman as Mrs. Weinstein. She uses her last name and title rather than her first name, as a mark of respect.
- In the second conversation, two friends are greeting each other. They don't use names and the conversation is quite informal.
- In the third conversation, two people of roughly the same age and status are meeting for the first time in a business setting. The first one to speak introduces himself using his full name (note that you don't use titles when you introduce yourself). After that, they both use first names, although the conversation is reasonably formal.

- In the fourth conversation, the vendor calls the customer *ma'am*. He doesn't know her name and uses *ma'am* as a term of respect. The conversation is quite formal. The correct neutral term for a man in this context is *sir*.

2 1.35

- Go through the first column of the table with the class and encourage the students to read the different ways of saying hello aloud. Tell them that *Good morning* and *Good afternoon* are more formal than *Hi!* and *Hello*, which are more likely to be used with friends. *Hi!* is the most informal greeting of the four. Ask them to find examples in the conversations where all these greetings are used.
- Focus attention on the second column of the table. Ask the students to read through the items and decide what heading from the box the column should have. Check answers and again point out that the final item in the column is more formal than the others. Ask them to find places in the conversations where each of these is used.
- Repeat the same procedure with the third and fourth columns.
- Play the recording for the students to check their answers. Then play it again for them to listen and repeat the useful phrases. Ask several students to repeat the phrases individually.

| | |
|-------------------|----------------------|
| 1 Saying hello | 3 Introducing people |
| 2 Greeting people | 4 Saying goodbye |

Language notes

Vocabulary: greetings

You can also say *Good evening* as a formal way of saying hello in the evening. However, you say *Good night* to say goodbye at the end of the evening, or when someone goes to bed.

Vocabulary: See you!

See you! is an expression which means the same as *See you later*, or *See you soon*.

3

Pairwork. Ask the students to practice the conversations, taking turns to be each of the people. Go around, monitoring and giving help where necessary. Ask a few confident pairs to perform their conversations for the class.

Vocabulary Extra (SB page 15)

Jobs

1

- Focus the students' attention on the list of words and point out that they're all to do with jobs. Remind students that the underlining indicates the syllable of the word that has the strongest stress. 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 jobs. Point out that the first one has been done for them.

| | | | |
|----|------------------|----|---------------|
| 10 | an actor | 4 | a sales clerk |
| 3 | a dentist | 12 | a secretary |
| 8 | a doctor | 1 | a singer |
| 6 | a hairdresser | 7 | a taxi driver |
| 2 | a nurse | 11 | a waiter |
| 9 | a police officer | 5 | a writer |

2

Pairwork. Demonstrate the activity with a confident student. Cover the words, point to one of the pictures, and ask *What does he/she do?* Elicit the answer. Then put the students into pairs to continue the activity. Go around, checking that everyone is pronouncing the jobs correctly.

3

Ask the students to think of their family and friends and to write down the names of their jobs.

Focus on countries and nationalities

1

- Focus the students' attention on the example in the table. Point out that *Brazil* is the name of the country, *Brazilian* is the nationality word, and *Portuguese* is the language they speak in that country. Remind students that the underlining indicates the syllable of the word that has the strongest stress.
- Ask the students to work individually and complete the table with the missing words, and to underline the stressed syllable for each one.
- Allow students to compare answers in pairs before checking with the class. Ask for choral and individual repetition to check that they're pronouncing the words correctly.

| Country | Nationality | Language |
|--------------------|------------------------|---------------------|
| <u>Brazil</u> | (1) <u>Brazilian</u> | <u>Portuguese</u> |
| (2) <u>China</u> | <u>Chinese</u> | (3) <u>Chinese</u> |
| <u>Chile</u> | (4) <u>Chilean</u> | (5) <u>Spanish</u> |
| (6) <u>Italy</u> | <u>Italian</u> | (7) <u>Italian</u> |
| (8) <u>Japan</u> | (9) <u>Japanese</u> | <u>Japanese</u> |
| <u>Australia</u> | (10) <u>Australian</u> | (11) <u>English</u> |
| (12) <u>Russia</u> | <u>Russian</u> | (13) <u>Russian</u> |
| <u>Spain</u> | (14) <u>Spanish</u> | (15) <u>Spanish</u> |
| the UK | <u>British</u> | (16) <u>English</u> |
| the USA | (17) <u>American</u> | (18) <u>English</u> |

2

Ask the students to write three more countries that they know, with their nationalities and languages, and add them to the chart. Go around, checking that everyone is pronouncing the country, nationality, and language correctly.

Further practice material

Need more writing practice?

- Workbook page 11
 - Using punctuation
 - Writing about yourself

Need more classroom practice activities?

- Photocopiable resource materials pages 154–156
 - Grammar:** *True or false?*
 - Vocabulary:** *What's the job?*
 - Communication:** *Match the numbers*

- Top 10 activities pages xv–xx

Need progress tests?

- Test CD – *Test Unit 2*

Need more on important teaching concepts?

- Key concepts in *New American Inside Out* pages xxii–xxxv

Need student self-study practice?

- CD-ROM – Unit 2: *People*

Need student CEF self-evaluation?

- CEF student checklist page xxxvii

Need more information and more ideas?

- www.insideout.net

Before the next lesson ...

Find some family pictures to bring to class for the Warm-up activity in Unit 3, and encourage your students to do the same.