










1

Airport Overview

Section	Aims	What the students are doing
 Listening SB page 4	<i>Listening skills:</i> listening for specific information	<ul style="list-style-type: none"> Listening to people introducing themselves. Identifying names and places from the dialogues.
Speaking SB page 4	<i>Conversation skills:</i> introductions	<ul style="list-style-type: none"> Introducing themselves to classmates.
 Vocabulary SB page 5	<i>Vocabulary:</i> country, nationality and language words	<ul style="list-style-type: none"> Listening and repeating words for countries, nationalities and languages. Listening and identifying languages. Practising country, nationality and language words.
 Grammar SB page 5	<i>Grammar:</i> be present simple	<ul style="list-style-type: none"> Completing questions and answers.
 Vocabulary & Listening SB page 6	<i>Vocabulary:</i> common objects <i>Listening skills:</i> listening for specific information	<ul style="list-style-type: none"> Listening and repeating the names of common objects. Listening to conversations at an airport and identifying people's bags.
 Grammar SB page 6	<i>Grammar:</i> articles <i>a</i> and <i>an</i> ; <i>this</i> and <i>these</i>	<ul style="list-style-type: none"> Completing a table with <i>a</i> or <i>an</i>. Writing questions and answers with <i>this / it</i> and <i>these / they</i>.
 Pronunciation SB page 7	<i>Pronunciation:</i> the alphabet	<ul style="list-style-type: none"> Listening and repeating the letters of the alphabet. Differentiating between the vowels.
 Vocabulary SB page 7	<i>Vocabulary:</i> numbers 0–10	<ul style="list-style-type: none"> Listening and repeating numbers. Listening and repeating phone numbers. Practising saying and identifying phone numbers.
 Listening & Speaking SB page 7	<i>Listening skills:</i> listening for specific information <i>Conversation skills:</i> exchanging personal information	<ul style="list-style-type: none"> Listening to and completing a conversation. Practising a conversation. Asking other people the same questions.
 Useful phrases SB page 8	<i>Vocabulary:</i> useful conversational phrases – asking for repetition and spelling	<ul style="list-style-type: none"> Listening to and completing conversations. Listening to and repeating useful phrases. Writing and practising new conversations.
Vocabulary Extra SB page 9	<i>Vocabulary:</i> revision of words from the unit: common nouns. Focus on instructions (1)	<ul style="list-style-type: none"> Matching pictures with words.
Writing WB page 7	Using capital letters and full stops Completing a form with personal information	

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 (SB page 4)

1 1.01

- Focus the students' attention on the photo. Tell the students that the two people are sitting next to each other on a plane 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?* (emphasising the pronoun *his*). Point to the woman and ask *What's her name?* (emphasising the pronoun *her*). Ask the students to listen to the recording and read the conversation below the photo as they listen. Then ask them to answer the questions.
- Finally, play the recording again and ask the student to repeat the lines of the conversation after the speakers. Focus their attention to 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.

a) Mike. b) Helen.

Language notes

Vocabulary: *name*

- The response to the question *What's your name?* could be the full name, surname 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 surname. *What's your surname?* is practised on page 7.

Grammar: contractions

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

2 1.02

- Again, focus the students' attention on the photo. Point to Helen and Mike in turn and ask the questions. Emphasise the pronouns *she* and *he*. Students listen to the recording and read the conversation as they listen. They then answer the questions.
- Pairwork. Play the recording again and ask the students to repeat. Then ask them to work in pairs and role-play the meeting between Mike and Helen.

a) London. b) New York.

Language note

Vocabulary: *British*

A *British* person could be English, Scottish, Welsh or Northern Irish.

Speaking (SB page 4)

- Read out the conversation in the speech bubbles to the class. Then choose a confident student and demonstrate the conversation using your own names.
- Put the students in pairs and ask them to practise 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 5)

1 1.03

- Remind the students that Mike asked Helen *Are you American?* and she replied *No, I'm English* in the conversation on page 4. Point out that the words for countries and nationalities are different. Explain that someone who is *American* comes from *America*, and someone who is *English* comes from *England*.
- 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.

Brazil, Brazilian	Poland, Polish
Germany, German	Spain, Spanish
Italy, Italian	China, Chinese
Russia, Russian	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, i.e. *Brazil* /brə'zɪl/. In *New Inside Out* the stressed syllable is always underlined.

2 1.04

- Focus attention on the third column of the table. Remind the students that the word for the language spoken by people of various nationalities is sometimes different from the nationality word (as with *Brazilian* and *Portuguese*), and sometimes it's the same (as with *German* and *German*).
- Tell the students that they're now going to listen to similar greetings said in six different languages. (They are all greetings you might hear when you arrive by plane in various airports around the world.) They have to listen and decide which language is being spoken each time. Point out that the first speaker is speaking Spanish so a number 1 has been put in the box next to *Spanish*. Play the recording more than once if students need to hear it again to make their choices. Allow them to compare notes in pairs or groups before checking with the class.

1 Spanish	2 Italian	3 Polish	4 Chinese
5 Russian	6 Japanese		

3 1.05

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.

1 Portuguese	2 German	3 Italian
4 Russian	5 Polish	6 Spanish
7 Chinese	8 Japanese	

4

- Pairwork. Focus attention on the speech bubbles. Explain the activity and demonstrate it with a confident student by saying *China*, and encouraging the student to respond with *Chinese, Chinese*. 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 round monitoring and checking that everyone is stressing the correct syllables.

Grammar (SB page 5)

be

1

- Point out the table in the margin which shows the present simple affirmative of *be*, and the contracted forms that are commonly used in speaking. Remind the students that Mike and Helen on page 4 used *I'm* when they introduced themselves. Go through the question and answer forms in the margin as well. Then focus the students' attention on the example and the picture of the pilot labelled (a). 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*. (Students will encounter contractions in negative short answers in Unit 2.)
- Ask the students to complete the exercise. Go round monitoring and giving help if required. Allow them to compare answers in pairs.

a) 'Is he Chinese?' 'Yes, he is.'	d) 'Is she Russian?' 'Yes, she is.'
b) 'Are they Spanish?' 'Yes, they are.'	e) 'Is it Polish?' 'Yes, it is.'
c) 'Is it Japanese?' 'Yes, it is.'	f) 'Are they British?' 'Yes, they are.'

2 1.06

Play the recording for the students to check their answers. Play it again and ask them to repeat the sentences after the speakers.

Vocabulary & Listening (SB page 6)

1 1.07

This exercise introduces the students to some more vocabulary: common objects. Focus the students' attention on the two bags and the labelled 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.

Language note

Vocabulary: mobile phone, mobile number

Mobile phone and *mobile number* are British English terms. In American English they are *cellphone* and *cell number* respectively.

2 1.08

Tell the students that one bag belongs to Mike and one to Helen, and explain that they've been opened by a customs official 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 Helen's.

Mike's bag is bag B. Helen's bag is bag A.

3

- Go through anything in the conversations that the students don't understand. Point out that the customs official addresses Mike as *sir* and Helen as *madam*, 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 practise the conversations, taking turns to be the customs official, Mike and Helen. Go round, 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 6)

Nouns – singular/plural

1 1.09

- Focus the students' attention on the conversations in the last section, and point out the customs official'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 (*aspirins, tissues, etc.*). Tell the students that single objects can usually be made plural by adding an *s* at the end. Ask them to practise 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* /ðeə/ correctly, and that they understand that *are* is the plural form of *is*.
- Now focus the students' attention on the information in the margin. 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, a diary, 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 table 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.
- Point out that the plural of *diary* is *diaries* not *diarys*. 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.

1 aspirins 2 an apple 3 a diary
4 a toothbrush

2 1.10

- 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 *diary*, so the question is *What's this?* and the answer *It's a diary*. 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*).

1 What's this? It's a diary.
2 What are these? They're pens.
3 What are these? They're keys.
4 What are these? They're coins.
5 What's this? It's a bag.
6 What are these? They're watches.

Language notes

Grammar: euro coins

- Money* is uncountable, *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 euro coins) – *They're euros* 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 *euros, dollars* or *pounds* which are countable.

Extra activity

- Take some of the items in Exercise 1 from your own bag or pocket. Make sure you include both singular and plural items. Ask students to identify them.
- Put the things in a box at the front of the class and allow students to come up, put their hand in the box and pull out an item for the rest of the class to identify.

3 Grammar Extra 1

Ask the students to turn to *Grammar Extra 1* on page 126 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

- | | | | | |
|----------------------|-----------|---------------|-----------------------|----------|
| 1 | 1 a pen | 2 an exercise | 3 people | 4 babies |
| | 5 a child | 6 buses | 7 an apple | |
| 2 | | | 3 | |
| a) It's a book. | | | a) They're books. | |
| b) It's an aspirin. | | | b) They're aspirins. | |
| c) It's a woman. | | | c) They're women. | |
| d) It's a watch. | | | d) They're watches. | |
| e) It's an umbrella. | | | e) They're umbrellas. | |
| f) It's a man. | | | f) They're men. | |

Pronunciation (SB page 7)

The alphabet

1 1.11

- Focus the students' attention on the information in the margin about the pronunciation of the letters of the alphabet. Explain that the symbols in the *Sound* 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 /e/. 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 1.12

Play the recording for the students to repeat the letters of the alphabet. Encourage them to read the letters in the table in the margin as they listen and repeat. Note that in British English the letter *z* is pronounced /zed/, and in American English it's pronounced /zi/.

3 1.13

Ask the students to practise saying the groups of vowels in pairs 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.

- | | | | | |
|------|------|------|------|------|
| c) 1 | e) 2 | b) 3 | a) 4 | d) 5 |
|------|------|------|------|------|

Extra activity

- Do an alphabet dictation, spelling out words that the students have already seen in the unit. For example, *favourite, Polish, Japanese, language, nationality, city*.
- As you dictate, get the students to write down the letters. They should then call out the word. Finally, ask them to find examples of this word in the book.

Vocabulary (SB page 7)

Numbers 0–10

1 1.14

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

Language note

Vocabulary: *oh* and *zero*

Oh is often pronounced like the letter 'O' when saying numbers one figure at a time – for example, in a reference number or telephone number. Note that *Oh* can also be pronounced *zero*.

2 1.15

- Focus the students' attention on the margin notes again and go through the pronunciation of the telephone number with them. Point out that *oh* is usually used for the pronunciation of 0 in telephone numbers in British English, and when the same number occurs twice in a row, you tend to say *double six, double three*, etc, rather than *six six or three three*. Ask the student 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 London telephone numbers for them. Point out that the first one has been done for them.
- You could revise nationality words by asking the students to identify the nationalities of the airlines before you play the recording – do the first one for them as *French* was not one of the nationalities taught earlier (a) French, (b) British, (c) German, (d) American, (e) Chinese, (f) Japanese).
- 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.

- | | |
|------------------|------------------|
| a) 0870 142 4343 | d) 020 7365 0777 |
| b) 0870 850 9850 | e) 020 8745 4624 |
| c) 0870 837 7747 | f) 020 8990 6010 |

1.15

- The number for Air France is oh eight seven oh, one four two, four three four three.
- The number for British Airways is oh eight seven oh, eight five oh, nine eight five oh.
- The number for Lufthansa is oh eight seven oh, eight three seven, double seven four seven.
- The number for American Airlines is zero two zero, seven three six five, zero seven double seven.
- The number for China Airlines is zero two zero, eight seven four five, four six two four.
- And the number for Japan Airlines is oh two oh, eight double nine oh, six oh one oh. I'll repeat that: oh two oh, eight double nine oh, six oh one oh.

3 Pairwork

- The pairwork exercise for this unit is on pages 116 and 121 of the Student's Book. Put the students in pairs and tell them who will be Student A, and who will be Student B.
- You might find it useful to preteach the pronunciation of the city names:
Milan /mɪ'læn/, New York /nju: 'jɔ:k/, Rome /rəʊm/, Moscow /'mɒskəʊ/, Seville /se'vɪl/, Paris /'pærɪs/.
- While they're doing the exercise, go round 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. Check answers with the class.

Student A: 1 BA561 2 AZ200 3 JB4144
Student B: 1 AA132 2 SU243 3 AF1370

Listening & Speaking (SB p 7)

1 1.16

- Focus the students' attention on the photo. Tell the students that Mike and Helen from the Vocabulary & Listening section are leaving the airport. Mike is getting Helen's contact details because he wants to see her again.
- Ask the students to look at the conversation. Point out the gaps for them to complete with the information in the box. Ask them to read the conversation and decide which information goes in which gap.
- Play the recording for the students to listen and check. Then play it a second time for them to repeat after the speakers.
- Put the students in pairs to practise the conversation. They can use their own name and contact details.

1 Taylor. T-A-Y-L-O-R 2 020 7653 2001
3 It's helen21@hotmail.com

2

Make sure the students realise that the three questions are *What's your surname? What's your phone number? and What's your address?* Ask them to mingle and ask three other people these questions. When they've finished, ask them to report back to the class. Remind them to use the pronouns *his* and *her*.

Useful phrases (SB page 8)

1 1.17

- Focus the students' attention on the illustration, which shows two students and a teacher in a language school. One of the students is asking the teacher a question. Give students time to look at the illustration. 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.

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

Language notes

Grammar: *Sorry? Can you ...?*

- Sorry?* 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.
- Note that *can* for ability will be taught in Unit 13.

Grammar: *spell, say, repeat*

- The structure of 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 1.18

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 1.19

- Play the recording for the students to listen and repeat the words in the table.
- Ask the students to translate the words into their own language(s). In monolingual classes, they can work in pairs to do this. If you have a mixture of nationalities in your class, encourage them to form pairs with someone else who speaks their language.

- Pairwork. This will work best if both students speak the same language. In monolingual classes this is no problem, but in classes with mixed nationalities it will be necessary for pairs to tell each other their translations of the words. They prepare conversations similar to that in Exercise 1, but using the words from Exercise 3.
- While they're practising their conversations, go round monitoring and giving help. Take note of any errors which may need attention later, and also any examples of good language use which you can praise.

Vocabulary Extra (SB page 9)

Common nouns

1

- Focus the students' attention on the list of words and point out that they're all common nouns. Point out 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 words. Point out that the first two have been done for them.

- 10 an aspirin – aspirins
 1 a bag – bags
 13 a child – children
 7 a diary – diaries
 3 an MP3 player – MP3 players
 2 a key – keys
 9 a magazine – magazines
 4 a man – men
 8 a mobile phone – mobile phones
 11 a person – people
 12 a sweet – sweets
 14 a tissue – tissues
 16 a toothbrush – toothbrushes
 6 an umbrella – umbrellas
 15 a watch – watches
 5 a woman – women

2

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

See answers in Exercise 1.

3

Pairwork. Demonstrate the activity with a confident 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 round, checking that everyone is pronouncing the words correctly and using *It's* and *They're* appropriately.

Focus on instructions (1)

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.

- 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.

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

Further practice material

Need more writing practice?

- Workbook page 7
- Using capital letters with full stops
- Completing a form with personal information

Need more classroom practice activities?

- Photocopiable resource materials pages 151 to 153
- Grammar: *Landing card*
- Vocabulary: *Common objects*
- Communication: *Where in the world?*
- Top 10 activities pages xv to xx

Need progress tests?

- Test CD – Test Unit 1

Need more on important teaching concepts?

- Key concepts in *New Inside Out* pages xxii to xxxv

Need student self-study practice?

- CD-ROM – Unit 1: *Airport*

Need student CEF self-evaluation?

- CEF Checklists pages xxxvii to xlvii

Need more information and more ideas?

- www.insideout.net