# 1 Self

# DISCUSSION POINT

# Study the infographic and answer the questions.

1 Which ways of saying hello / goodbye are OK to say to your friends?

... is OK to say to my friends.

2 Which ways of saying hello / goodbye are OK to say to your teacher?

... is OK to say to my teacher.

3 Say hello to your friends. Then say hello to your teacher.







# SOCCER STICKERS

# BEFORE YOU WATCH

# Match the words with the definitions. Use a dictionary to help you.

- 1 collect (v)
- 2 expensive (adj)
- 3 give away  $(\vee)$
- 4 teenager (n)
- 5 wonderful (adj)
- **a** costing a lot of money
- **b** a person between 13 and 19 years old
- c to get and keep things as a hobby
- ${\boldsymbol{\mathsf{d}}} \quad \text{very good}$
- e to give something as a gift (for free)

# UNIT AIMS

LISTENING Listening for main ideas ACADEMIC SKILL Being a good listener VOCABULARY Wh- question words GRAMMAR Simple present tense of be SPEAKING Interviewing a partner

Monarch butterflies

# WHILE YOU WATCH

# > Watch the video and choose the correct answers.

- 1 The stickers show soccer stars / fans.
- 2 Allan and Felipe collect the stickers for themselves / to give to children and other teenagers.
- **3** Some people in Brazil can't have soccer stickers because they are **difficult to find** / **expensive**.
- 4 Allan and Felipe have a plan to meet soccer stars / give away more stickers.
- 5 Allah and Felipe want their sticker project to be smaller / bigger.

# AFTER YOU WATCH

#### Answer the questions with a partner.

- 1 What is a popular thing for teenagers to collect? It's popular to collect ...
- 2 Who are some popular athletes now? *I know that ... and ... are popular soccer / baseball / tennis players.*
- 3 Describe Allan and Felipe. Allan and Felipe are very ...

# STUDENT INTERVIEW

# A VOCABULARY PREVIEW

- 1 Match the words with the definitions. Use a dictionary to help you.
  - **1** fan (n)

**3** full (adj)

**6 kind** (n)

- **a** things you like
- 2 free (adj)
- **b** whole or complete
  - **c** with no plans
- 4 interests (n) d a person who likes something / someone very much
- 5 interview (v) e type
  - **f** to go places
- 7 repeat (v)
  - **g** to say again
- 8 travel (v) h to ask someone questions

#### 2 Complete the sentences with the correct word from Exercise 1.

- 1 I have many <u>interests</u>, such as sports and movies.
- 2 I'm not a \_\_\_\_\_\_ of old movies. They're not interesting to me.
- **3** Trent wants to \_\_\_\_\_\_to Brazil next year.
- 4 What do you like to do in your \_\_\_\_\_\_ time?
- 5 Please \_\_\_\_\_ your last name again.
- 6 Rebecca wants to \_\_\_\_\_ me for a magazine.
- 7 Her \_\_\_\_\_\_ name is Ana Garcia Lopez.
- 8 What \_\_\_\_\_ of movies do you like?

# **3** Discuss these questions with a partner.

1 What's your full name?

My full name is Shannon Elizabeth Wilson.

2 Which of these free-time activities is your favorite?

playing sports reading books watching movies watching TV

Tlike ... My favorite is ...

# 😕 BEFORE YOU LISTEN

# Preparing to listen

#### Work with a partner. Ask and answer the questions.

Do you speak English? How old are you? What are your interests? What do you study? What's your name? Where are you from?

A: Do you speak English? B: Yes, I speak a little bit of English.

# C GLOBAL LISTENING

When you first listen to something, ask yourself, "What is the speaker talking about?" Listen for the general idea, or topic. Don't try to understand every word.

1 1.1 Listen to *Student interview*. Choose what the interviewer wants to know about.

- a Matthew's family
- **b** Matthew's interests
- c Matthew's classes
- 2 1.1 Listen again. Choose the correct notes about the interview.
  - a Matthew James Searby 21, American Likes: soccer, books, TV
  - Matthew James Searby
     20, American
     Likes: soccer, travel, movies

Listening for main ideas

# **LISTENING** 1

Listening for more information

# **D** CLOSE READING

1.1 Listen to Student interview again. Choose the correct answers.

much.

- 1 Where is Matthew from?
  - **a** the US
  - **b** Canada
- 2 Matthew's favorite sport is \_
  - **a** soccer
  - **b** baseball
- 3 He likes to \_\_\_\_\_\_ in his free time.
  - **a** run
  - **b** read
- 4 He does not \_\_\_\_\_
  - **a** read
  - **b** travel
- 5 He likes to watch \_
  - a TV
  - **b** movies
- 6 His favorite show is \_
  - **a** Soccer 24 / 7
  - **b** Travel 24 / 7

# E OVER TO YOU

# Discuss these questions in a group.

- 1 Do you like sports? Llike / don't like sports.
- 2 What's your favorite TV show?
- My favorite TV show is ...
- 3 Are you a fan of travel shows?
  - Vam / am not a fan of travel shows.

# PRONUNCIATION

# **PRONUNCIATION FOR LISTENING**

# Contractions of be

We often contract (make short) certain words in English, such as forms of *be* (*am, is, are*) after pronouns (*I, you, he, she, etc.*).

 $l am \rightarrow l'm$ you are  $\rightarrow$  you'**re** he is  $\rightarrow$  he'**s** she is  $\rightarrow$  she'**s** it is  $\rightarrow$  it'**s l'm** Tom. Nice to meet

we are → we'**re** they are → they'**re** is not → isn'**t** are not → aren'**t** 

I'm Tom. Nice to meet you. We're Sam and Wiktor. Nice to meet you, too!

# 1 1.2 Listen and write the correct contraction of *be* to complete the sentences.

- 1 I think \_\_\_\_\_\_ from Canada.
- 2 \_\_\_\_\_ my favorite sport.
- **3** \_\_\_\_\_\_ 35 years old.
- **4** \_\_\_\_\_\_ free in the afternoon.
- 5 It \_\_\_\_\_\_ time for class.
- 6 \_\_\_\_\_ not a fan of pop music.
- 7 \_\_\_\_\_ not students here.
- 8 They \_\_\_\_\_ in class now.

# 2 1.3 Listen again to part of *Student interview*. Choose the words you hear.

Jeff:	My first question is: what's your full name?
Matthew:	<sup>1</sup> It is / It's Matthew James Searby.
Jeff:	How old are you?
Matthew:	<sup>2</sup> l am / l'm 21.
Jeff:	21, OK. And where are you from?
Matthew:	<sup>3</sup> I am //I'm from Georgia, in the US.
Jeff:	Oh, 4 <b>you are / you're</b> American?
Matthew:	Yes, <sup>5</sup> I am / I'm. And <sup>6</sup> I am / I'm a big fan of soccer. <sup>7</sup> It is / It's my favorite sport.

**3** Work with a partner. Practice the conversation from Exercise 2.

# NICE TO MEET YOU

# A VOCABULARY PREVIEW

1 Complete the sentences using the words below. Use a dictionary to help you.

brother (n) by myself (phr) campus (n) final (adj) hometown (n) job (n) sister (n) still (adv)

- 1 Our college \_\_\_\_\_\_ is very large.
- 2 Here is a photo of my \_\_\_\_\_. Her name is Susan.
- 3 My \_\_\_\_\_ lives near me, but/ don't see him very often.
- 4 My friend is not here now. He's \_\_\_\_\_ in class.
- 5 I have a new \_\_\_\_\_\_I work as a teacher.
- 6 My \_\_\_\_\_\_ is small, so everyone knows each other.
- 7 I live \_\_\_\_\_\_ because I don't want to live with other people.
- 8 Our \_\_\_\_\_\_ exam is next week, so I need to study this weekend.

#### 2 Read the sentences. Choose T (True) or F (False) for each sentence.

1	A job pays you money.	T / F
2	Your hometown is the place you live as a child.	T / F
3	You can usually find a library on a college campus.	T / F
4	The final exam is the first exam of the year.	T / F
5	A brother and sister are part of a family.	T / F
6	"I live by myself" means "I have roommates."	T / F
7	If you are still at home, you are at home now.	T / F

# **3** Discuss these questions with a partner.

1 Do you live by yourself? Who do you live with?

*Uive / don't live by myself. I live with my family / a friend / a roommate.* 

**2** Do you still live in your hometown? If not, where do you live now?

*Ystill live in ... My hometown is ..., but I live in ... now.* 

# B BEFORE YOU LISTEN

# Is it normal to give someone this information when you meet for the first time? Choose Y (Yes) or N (No). Then compare answers with your partner.

address	Y / N	hometown	Y / N
age	Y / N	information about my family	Y / N

It's normal to give someone ... It's not normal to give someone ...

# Preparing to listen

# C GLOBAL LISTENING

1 1.4 Listen to *Nice to meet you*. Four people are introducing themselves. Number the pictures 1 to 4. Listening for main ideas

1



2 **1.4** Listen again. Why are these people introducing themselves? Write the correct name next to each reason.

Carly David Lauren Peter

- 1 It's a class activity.
- 2 It's the first day of a new job.
- 3 It's the first day of class.
- 4 Someone just moved in next door.

Listening for more information

# D CLOSE LISTENING

1 1.4 Listen to *Nice to meet you* again. Match the information in each column.

First nameLast name1DavidBradshaw2LaurenMason3CarlyLopez

4 Peter

Bradshaw Mason Lopez Black New York City Veracruz Toronto Dallas

Hometown

teacher co-worker neighbor

classmate

Relationship to other person

# 2 1.4 Listen again. Choose the correct answers.

- 1 Where are David's two children?
  - a on campus **b** in his hometown
- 2 What isn't there in David's class?
  - a a unit test b a final exam
- 3 What color is Lauren's house?
  - **a** white **b** black
- 4 Where does Carly live now?
  - **a** New York **b** Los Angeles
- 5 Where is Peter's mother?
  - **a** at her new house **b** at her old house
- 6 What are both Peter and Chloe fans of?
  - a reading b soccer

# E OVER TO YOU

# Work in a group. Introduce yourselves.

My name is ...I'm ... years old.My hometown is ...I study ...I'm a big fan of ...In my free time, I like to ...Hello. Nice to meet you. My name is ...

Nice to meet you, too. I'm ...

# ACADEMIC SKILLS

# BEING A GOOD LISTENER

When you listen to others, it's important to show you are interested in what they say, and not interrupt more than necessary. This is part of being a good listener. You can be a good listener by looking at the speaker, smiling, and nodding your head. You can also react in various ways. Your reaction can help the speaker to say more.

- **1** Mark these reactions *S* (a reaction to show surprise), *P* (a reaction to something positive), or *N* (a reaction to something negative).
  - 1 Really? \_\_\_\_\_

6 Is that right? \_\_\_\_\_

2 How nice! \_\_\_\_\_

**7** Sorry to hear that.

- 3 Oh, no! \_\_\_\_\_
- 4 That's too bad.
- 5 Wow! \_\_\_\_\_

- 8 That's great! \_9 Oh, yeah? \_\_\_\_
- **10** How sad. \_\_\_\_
- 2 1.5 Read sentences 1–5 and choose the best response. Then listen and check.
  - 1 I want a job.
    - a Wow! b Oh, yeah?
  - 2 I have seven brothers.
    - a Oh, no! b Really?
  - **3** There's no exam today.
    - **a** How wonderful! **b** That's terrible.
  - 4 My hometown is very nice.
    - a That's good. b Sorry to hear that.
  - 5 My interview is on TV!
    - a Is that right? b How sad.
- 3 Work in a group. Take turns talking about yourself for 30 seconds. Be a good listener!

My name is Fatime and I'm from Morocco. My hometown is Fez ...

Really?

I'm 21 years old. I have three sisters and no brothers. I love to make jewelry in my free time ...

How nice!

# **TOPIC VOCABULARY**

# **Question words**

Question word/phrase	Asking about	Example
who	person	Who is your best friend?
what	thing	What is your name?
when	time	When is your class?
where	place	Where are you from?
how	health, feelings	How are you today?
why	reason	Why is she here?
which	choice	Which movie do you prefer?
how old	age	How old is he?
what kind of	description	What kind of books do you like?

#### **1** Match the guestions with the best answers.

- 1 What is your favorite color?
- 2 Why are you here?
- **3** Which bag is John's?
- **4** When is your next class?
- 5 Where is Martin from?
- **6** How old are your parents?

- **a** 48 and 51.
- **b** France.
- c Red.
- **d** At 2:30.
- e The black one.
- **f** To learn English.

# 2 Write the words in order to make questions.

- 1 you / are / today / How ? How are you today?
- 2 from / Where / teacher / the / is ?

**3** food / your / is / favorite / What ?

- 4 Who / favorite / is / soccer player / your ?
- 5 like / movies / you / do / What kind of ?
- 6 name / What / your / full / is ?

#### 3 Work in a group. Ask and answer questions from Exercise 2.

- A: Where is the teacher from?
- B: He's / She's from ...

V	70	CA	BULARY	BUILDER
1			• •	in the classroom? Mark them <i>T</i> (Teacher) or <i>S</i> (Student).
	1 1			nswers with a partner.
	_		ten to the audio at page are we o	-
	2			ission group
	4		ich chapters do	
	5		en your books to	
	6		-	e this word?
			en is the homev	
				ent next to you
			her / student sa	
2				ch the sentence parts. Then check your answers.
2				
	1 2		ten to ase form	a to page 6.
				<ul><li>b the audio again.</li><li>c a discussion group.</li></ul>
			rk with	d the student next to you.
2				·
3		-	ete the convers	ations with questions from Exercise 1.
	1	A:		?
	2	В: А:	11.	7
	-	B:	One and two.	
	3	<b>A</b> :		?
		<b>B</b> :	Campus, /kæn	n pəs/.
	4	<b>A</b> :		?
		<b>B</b> :	Next Friday.	
4	W	ork v	with a partner. A	sk and answer the questions from Exercise 3.

# SPEAKING MODEL

You are going to learn how to use the simple present tense of be, how to pronounce plural endings, and how to ask for repetition. You are then going to use these skills to interview a classmate.

# A ANALYZE

1 An interviewer is asking some questions to complete a form. Number the things the interviewer asks about in order 1–5.

••••		
	_ age interests jobna	me where from
A:	What's your name?	
B:	My name's Paul Reynolds.	First name: 1
A:	Where are you from?	Last name: <sup>2</sup>
B:	I'm from Dublin, Ireland.	A = 3
A:	Do you have a job?	Age: <sup>3</sup>
B:	No.	Job: <sup>4</sup>
A:	And how old are you?	Where from
B:	l'm 20.	
A:	What are your interests?	<b>City:</b> <sup>5</sup>
B:	Interests? Well, I like movies.	Country: 6
A:	What kind of movies do you like?	Interests: 7
B:	I like superhero movies.	
A:	Really? Who's your favorite superhero?	

B: Spider-Man.

- A: Can you say that again?
- B: Spider-Man.
- A: OK ... and what sports do you like?
- B: Ulike basketball.

2 Identify all the Wh- question words in the interview.

Complete the form with the information from the interview.

#### DISCUSS В

#### Discuss these questions with a partner.

- 1 What does the interviewer ask Paul to repeat? He asks Paul to repeat ...
- 2 What's another good question to ask Paul? Another good question is ...

# GRAMMAR

# Simple present tense of be

The simple present of *be* has three forms.

Form	Example
<b>Statements</b> subject + <i>am / is / are</i>	l'm (not) a big soccer fan. It's (not) a small city. They're (not) in Toronto.
<b>Yes / No questions</b> Am / Is / Are + subject	Is soccer your favorite sport? (Yes, it is. / No, it isn't.) Are you British? (Yes, I am. / No, I'm not.)
<b>Wh- questions</b> Wh- + am / is / are	Who's your favorite superhero? (Spider-Man.) What are your interests? (Sports and movies.)

# **1** Complete these Yes / No questions with Am, Is, or Are.

- 1 \_\_\_\_\_\_ we in Spanish class?
- 2 \_\_\_\_\_ I your best friend?
- **3** \_\_\_\_\_ your name David?
- 4 \_\_\_\_\_ our teacher American?
- **5** \_\_\_\_\_\_ you from Egypt?

2 Work with a partner. Ask and answer the questions from Exercise 1.

- A: Are we in Spanish class?
- B: No, we're not.

# 3 There is a mistake in each question. Write the correct questions.

1	Where be you from?	_?
2	What be our teacher's full name?	_?
3	How old be your parents?	_?
4	Who are your best-friend?	_?
5	How be you today?	_?

# 4 Work with a partner. Ask and answer the questions from Exercise 3.

# A: Where ... you from? B: 1... from ...

# SPEAKING SKILL

# Asking for repetition

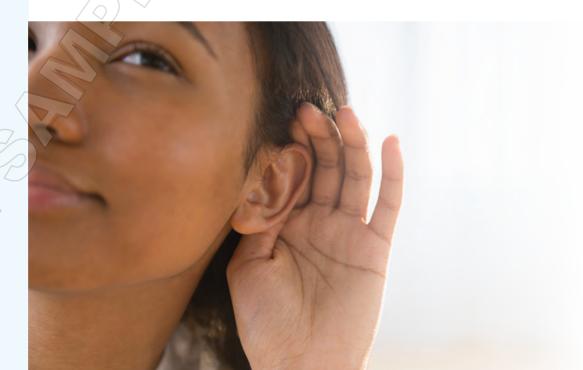
Repetition means saying something again. To ask someone to repeat something, you can say: Can you repeat that? Can you say that again? Can you say that one more time, please?

#### GLOSSARY

**capital letter (n)** the large form of a letter, for example *A* or *B*, that you use at the beginning of a sentence or name

- 1 Write the words in order to make questions. Add a capital letter to the first word.
  - 1 that / repeat / can / you ?
  - 2 you / again / that / say / can ?
  - 3 time / can / more / say / you / one / that?
- 2 Work with a partner. Ask and answer the questions. Ask for repetition after each answer.
  - 1 What is your hometown?
  - 2 Where is the teacher from?
  - 3 What's your full name?
  - 4 What are your parents' names?
  - 5 What's your favorite TV show?
  - 6 Do you live on campus?
  - A: What is your hometown?
  - B: It's ...

- A: Can you ...?
- B: Sure. It's ...



# PRONUNCIATION

# **PRONUNCIATION FOR SPEAKING**

# Plural -s sounds

There are three plural -s ending sounds:

Sound	Examples
<b>/s/</b> after the sounds /f/ /k/ /p/ /t/	students groups topics
<b>/z/</b> after the sounds /b/ /d/ /g/ /l/ /m/ /n/ /r/ /v/	friends towns answers
<b>/12/</b> after the letters ge, s, sh, ss, x, z or ce, ch, se	classes ages watches

# 1 1.6 Listen to the words below and complete the table.

addresses campuses desks jobs names notes pages parents places questions tests words

/s/	/z/	/12/
		,

- 2 1.7 Identify the plural endings. Mark them /s/, /z/, or /Iz/. Then listen and check your answers.
  - A: What are your interests?
  - B: I read a lot on weekends.
  - A: I have three boxes of old books. Do you want them?
  - B: Sure. Thank you!
  - A: I only read magazines.
  - B: Really? What kind?
  - A: I like to read magazines about sports, movies, and video games.
- 3 Work with a partner. Practice the conversation from Exercise 2. Pay attention to the plural endings.

# SPEAKING TASK

Interview a classmate.

#### **Brainstorm**

You are going to interview a classmate to find out more about them. Choose the things you want to learn about. Then add two more ideas.

name?	like sports?	favorite sport?
age?	like movies?	favorite movie?
brothers and sisters?	like books?	favorite book?
have a job?	like video games?	favorite video game?
hometown?	like music?	favorite singer / group?
other information?		

#### Plan

Look at your brainstorm and write four questions to ask. Pay attention to the form of *be* and the spelling of plurals.

1	What's your name?
2	2
2	
3	
4	?
5	?

#### **Speak**

Interview each other. Ask for repetition as needed. Be a good listener.

#### Review

Think about the interview. How do you feel about your questions and answers? Choose one box for each.

My questions	My answers
Great	Great
OK	OK
Need work	Need work

# Reflect

Work in a group. Share three things you learned from the interview.

His / Her name is ...

He / She likes ...

His / Her favorite ...

REVIEW

#### WORDLIST \*\*\* very frequent \*\* frequent \* not frequent Vocabulary preview brother (n) \*\*\* final (adj) \*\*\* interests (n) \*\*\* repeat (v) free (adj) \*\*\* sister (n) \*\*\* by myself (phr) interview (v) \*\* job (n) \*\*\* campus (n) \* full (adj) \*\*\* still (adv) \*\*\* kind (n) \*\*\* fan (n) \*\* hometown (n) travel (v) \*\*\* **Topic vocabulary** how (adv) \*\*\* what kind of (phr) where (adv) \*\*\* who (pronoun) \*\*\* how old (phr) when (adv) \*\*\* which (pronoun) why (adv) \*\*\* what (pronoun) \*\*\* Vocabulary builder audio (n) due (adj) \*\*\* listen (v)\* pronounce (v) \*\* book (n) \*\*\* form (v) \*\*\* next (adj) read (v) \*\*\* chapter (n) \*\*\* group (n) \*\*\* open (v) student (n) \*\*\* discussion (n) \*\*\* homework (n) \* page (n)

# VOCABULARY BUILDER REVIEW

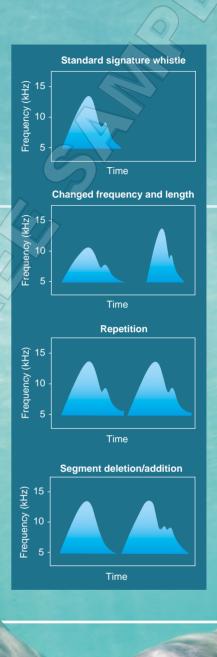
# Complete the sentences using the words below,

Speaking

chapter discussion homework listen pronounce
<ul> <li>1 The next starts on page 12.</li> <li>2 I understand this word, but I don't know how to it.</li> </ul>
3 Our teacher gives us a lot of
4 We have a classevery Tuesday.
5 I like to to the audio at the same time as I read.
UNIT REVIEW
Listening 🛛 🗌 can listen for the main idea.
Academic skill I can be a good listener.
Vocabulary I can use Wh- question words.
Grammar I can use the simple present tense of <i>be</i> .

I can interview a partner.

# SCIENTIFIC MERRICAN DOCUMENTARY DOCUMENTARY THEIR NAMES



Dolphins use "signature whistles" like names to identify themselves to other dolphins and share personal information. New research shows how much these calls can vary between individuals and situations.

Experts can learn a dolphin's signature whistle over time by listening as it calls out to other dolphins. The animals vary these whistles a lot they repeat some sections again and again, they change the frequency, and they add and delete short sections.

A new study in *Frontiers in Marine Science* studies these changes. It uses a database of nearly 1,000 recordings of whistles from around 300 dolphins.

The authors studied 21 different elements of a sound, such as length, frequency, and pattern. This is good for comparing across species, says marine biologist Laela Sayigh, the dolphin study's lead author. But she says that the 21 elements don't tell us how complex dolphin whistles really are.

Scientists are just beginning to explore why dolphins vary their signature whistles possibly to express emotions. Future work will help us to understand the shared, non-signature whistles that dolphins also use, Sayigh says.

# GLOSSARY

**element (n)** an important basic part of something more complicated

**signature (n)** a particular quality that makes something easy to recognize

vary (v) to be different in different situations

whistle (n) a noise made by blowing air through your lips

# INTEGRATED SKILLS

You will read a text about dolphin communication and analyze the diagrams. You will then hear a short audio related to the topic. There are some questions to help you with language and the main ideas. Finally, you will summarize the points in the text and the audio.

# A CLOSE READING

Read the *Scientific American* text about dolphin communication and look at the diagram. Choose *T* (True) or *F* (False) for each statement.

- New research shows that dolphins' signature whistles are always the same.
- 2 Dolphins use repetition, frequency changes, addition, and deletion to change their signature whistles.
- 3 A new study considered 21 different parts of sound. T / F
- 4 Laela Sayigh thinks we now understand everything about dolphin whistles. T / F
- 5 Dolphins use only signature whistles. T / F

# B READING ANALYSIS

# Discuss the questions with a partner.

- 1 How many elements of dolphin signature whistles does the diagram show?
- **2** Laela Sayigh says studying the 21 elements of sound is good for comparing across species. Why do you think this is?

# C CLOSE LISTENING

- ↓ 1 Listen to two students talking about dolphin communication. Choose the correct options.
- 1 Dolphins use **clicks** / **whistles** for echolocation ("seeing" by listening to echoes).
- 2 Scientists **know** / **think** that dolphins also use clicks to communicate.
- 3 Scientists **know** / **don't know** what dolphins talk about.
- 4 Dolphins use their own whistles to **identify themselves** / **call others**.
- 5 Dolphins **forget** / **remember** other dolphins' whistles after many years.

# D LISTENING ANALYSIS

⁄Τ/Ε

#### Discuss the questions with a partner.

- **1** What is the benefit of using clicks, whistles, and signature whistles?
- **2** Will we ever understand dolphin language? Will they ever understand us?

#### E INTEGRATED SPEAKING

# Work with a partner. Summarize the information from the reading text, the diagram, and the audio. Use the prompts below.

- 1 Dolphins make ... sounds and ... sounds.
- 2 Dolphins use signature whistles when ...
- **3** Dolphins vary their signature whistles. For example, they ...
- **4** There are things we still don't know about dolphin communication. For example, ...

# **2** Family

# DISCUSSION POINT

# Study the infographic and answer the questions.

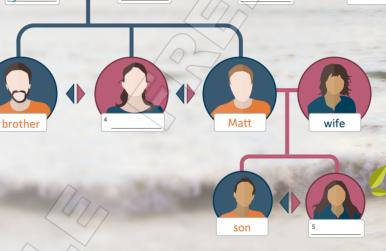
**1** Add these words to Matt's family tree.

daughter <del>father</del> mother sister uncle

2 Do you have a large or a small family? How many people are in your family? *I have a ... family.* 

There are ... people in my family.

# Matt's family tree



aunt



FAMILY CELEBRATIONS

# BEFORE YOU WATCH

father

# Complete the table with the words below.

buy presents celebrate children costume father relatives special food traditions young people

Words connected with people	Words connected with celebrations

# UNIT AIMS

LISTENING Listening for details ACADEMIC SKILL Using Think / Pair / Share VOCABULARY Adjectives to describe people GRAMMARSubject and object pronounsSPEAKINGTalking about people in your family

A family on the beach

# WHILE YOU WATCH

# Read the sentences. Watch the video and choose *T* (True) or *F* (False).

In the video of the festival ...

	you see lion costumes.	T / F
2	people eat special food.	T / F
	there are blue and green lights in	
	the street.	T / F
4	the baker's family makes special cakes.	T / F
5	children paint lion costumes.	T / F
$\sim$		

# AFTER YOU WATCH

# Discuss these questions with a partner.

- Does your family celebrate festivals like this? Yes, we celebrate the same festival. No, we don't celebrate it. No, we celebrate another festival. It is called ...
- 2 What does your family do at festivals? We play games / eat ...

# WHAT A FAMILY!

# A VOCABULARY PREVIEW

- 1 Choose the correct definitions for the words in bold. Use a dictionary to help you.
  - 1 Your grandfather is your father's or mother's \_\_\_\_\_
    - a father b son
  - 2 Your grandmother is your father's or mother's
    - a mother b daughter
  - 3 You go to high school between the ages of about
    - **a** 12 and 14 **b** 15 and 18
  - 4 A husband is a \_\_\_\_\_ you are married to.
    - a man **b** woman
  - 5 You are married when you have a
    - a father or mother b husband or wife
  - 6 You go to middle school between the ages of about \_\_\_\_\_
    - **a** 12 and 14 **b** 15 and 18
  - 7 Your parents are your \_\_\_\_\_.
  - **a** children **b** father and mother.
  - 8 You are single when you don't have a \_\_\_\_\_
    - **a** husband or wife **b** father or mother

# 2 Discuss these questions with a partner.

**1** Are you single or married?

# ľm ...

- 2 How many people are in your family? Who are they?
  - There are ... people in my family—me, my ..., my ..., and my ...
- 3 Which is more fun—middle school or high school? Why?
  - I think ... school is more fun because ...

# B BEFORE YOU LISTEN

# Preparing to listen

Work with a partner. Look at the three pictures on page 31. Describe each one. Use these words to help you.

brother children daughter father grandfather grandmother husband mother parents sister son wife

In this picture, there are two parents and ... In this picture, there is one ...

# C GLOBAL LISTENING

1 1 2.1 Listen to a TV producer interview three people for a new show called *What a family!* Number the pictures 1, 2, or 3.







- 2 Match each family to the name given to them by the TV show.
  - A The musicians
  - B The food lovers \_\_\_\_\_
  - **C** The future husbands \_\_\_\_\_

2

# **D** CLOSE LISTENING

# Listening for details

You listen for details when you need to know a piece of information. Use these tips to make listening for details easier.

- Look at the questions or exercise before you listen.
- See what you need to listen for, such as a name or a place.
- Listen only for the details you need.

# **1** 2.1 Listen to What a family! again. Choose the correct answers.

#### Interview 1

- 1 Jason lives with his parents / parents and grandparents.
- 2 Jason's grandfather / grandmother doesn't like to try new things.
- 3 Jason tries to make new foods at home / in hotel rooms.

#### **Interview 2**

- 4 One of Wendy's children is in high school / college.
- 5 Wendy and her family are in a band / make musical instruments.
- 6 The good singer in the family is Wendy / Diego.

#### **Interview 3**

- 7 Some / All of Lance's children are single.
- 8 Lance's children live alone / with him.
- 9 Lance says his home is really big / noisy.

# E OVER TO YOU

#### Discuss these questions in a group.

- 1 How many brothers and sisters do you have?
  - Idon't have any. / I have ... brother(s) and ... sister(s).
- 2 Who do you live with?
  - Hive alone / with a friend / with my family.
- Which family in *What a family!* is a good choice for the TV show? Why? *I think Jason's / Wendy's / Lance's family is a good choice because ...*

# PRONUNCIATION

# **PRONUNCIATION FOR LISTENING**

# is he? versus is she?

It is not easy to hear the difference between *is he* and *is she* in questions, because there is only one different syllable or letter. Say the examples below quickly and see if you can hear a difference:

<b>Is he</b> a student?	Is she a student?
/ɪzhi/	/IZĴi/
Where <b>is he</b> ?	Where <b>is she</b> ?
/ɪzhi/	/ız∫i/

# 1 1 2.2 Listen to the questions. Choose the words you hear.

- 1 Is he / Is she your friend?
- 2 Who is he / is she?
- 3 Is he / Is she a college student?
- 4 How old is he / is she?
- 5 Is he / Is she at home now?
- 6 Is he / Is she an only child?
- 7 Where is he / is she now?

# 2 **1** 2.3 Listen to the conversations. Complete them with *is he* or *is she*.

- - B: I don't know.
- 2 A: Your new roommate is nice. Where \_\_\_\_\_\_ from?
  - B: Turkey.
- 3 A: My study partner isn't here.
  - B: \_\_\_\_\_late—again?
- 4 A: \_\_\_\_\_\_single or married?
  - B: Married.
- 3 Work with a partner. Practice the conversations from Exercise 2.

# THE WORDSWORTHS

#### A VOCABULARY PREVIEW

- 1 Match the words with the definitions. Use a dictionary to help you.
  - **1 blog** (n) **a** to like something
  - **2 cartoon** (n) **b** something you like doing
  - 3 enjoy (v) c a website where you write posts about your life or interests
  - 4 fashion (n)

**5** fun (n)

- d styles of clothinge at a time in the future
- 6 mathematics (n) f a funny drawing, often in a newspaper
- 7 someday (adv) g the study of numbers and their rules

#### 2 Complete the sentences with the correct word from Exercise 1.

- 1 I \_\_\_\_\_ reading books.
- 2 I enjoy school and I want to be a teacher \_\_\_\_\_
- 3 I sometimes draw a \_\_\_\_\_ in my notebook.
- 4 I am interested in clothes and \_\_\_\_\_
- **5** My friend writes a soccer \_\_\_\_\_\_ online. Many people read his posts.
- 6 \_\_\_\_\_\_ is a very easy subject for me. I love numbers.
- 7 I have a lot of \_\_\_\_\_\_ when I'm with my friends.
- 3 Work with a partner. Which sentences from Exercise 2 are true for you?

Sentence ... is true for me. / None of the sentences are true for me.

# **B** BEFORE YOU LISTEN

#### Preparing to listen

Discuss these questions with a partner.

1 Do you have a job?

Yes, I have a job. / No, I don't have a job.

2 Do you do any of these things in your free time?

draw listen to music make videos play sports read swim travel

Yes, I swim and ... No, I don't.

# C GLOBAL LISTENING 1 2.4 Listen to the first part of a podcast about the Wordsworth family called *The Wordsworths*. Choose the topics the speaker discusses. where the family lives the parents' jobs the children's schools the children's friends 2 2.5 Listen to the second part of the podcast. Choose the topics the speaker discusses. how the family makes money the children's free-time activities the parents' clothes



# **LISTENING 2**

Listening for more information

# D CLOSE LISTENING

1 2.4 Listen to the first part of *The Wordsworths* again. Choose *T* (True) or *F* (False).

T/F

T/E

ΤÌF

T/F

Ŧ/F

- 1 Charles writes stories for children.
- 2 Wendy is a teacher at a high school.
- **3** Zoe teaches English at a high school.
- 4 Richard wants to be a teacher someday.
- **5** Cassie is good at mathematics.
- 2 **1** 2.5 Listen to the second part of the podcast again. Choose the correct answers.
  - 1 Where does Charles sometimes put his cartoons?
    - **a** in his books
    - **b** in a newspaper
  - 2 When does Wendy play tennis?
    - **a** every day
    - **b** every weekend
  - 3 What does Zoe do in her free time?
    - a play music
    - **b** listen to music
  - 4 What does Richard do at the beach?
    - a walk
    - **b** swim
  - 5 What is Cassie's online blog about?
    - a fashion
    - **b** movies

# E OVER TO YOU

#### Discuss these questions in a group.

**1** Do you like any of the same things as the people in the Wordsworth family? *I like to draw cartoons.* 

Cassie likes fashion. I like fashion too.

2 What do the people in your family do in their free time?

My father reads and ...

My sister listens to music and ...

# ACADEMIC SKILLS

# THINK / PAIR / SHARE

A useful way to discuss ideas in pairs and groups is something called Think / Pair / Share. First, you simply think about something without speaking. This helps you think about your ideas and decide what to say. Second, you share your ideas with a partner. Third, you and your partner share your ideas with another pair or group. This can really help everyone speak during a discussion.

#### 1 Work alone. Think about how to complete these sentences.

- **1** A good age to get married is ...
- 2 A family member who is very different than me is ...
- 3 I think having a brother or sister is ...
- 4 The best number of children in a family is ...
- 5 I don't see my ... very much.
- **2** Work with a partner. Discuss your ideas.

I think a good age to get married is ... Really? I think a good age is ... Why do you think that?

3 Work with another pair. Tell them about your partner's answers.

My partner says ... is a good age to get married. That's interesting. My partner says ...

- 4 Choose the correct option to complete the sentences based on your experience with Think / Pair / Share.
  - 1 In the *Think* stage, you **compare** / **prepare** your ideas.
  - 2 In the *Think* stage, you **speak** / **don't speak** with others.
  - 3 In the Pair stage, you share / don't share your ideas.
  - 4 In the *Pair* stage, you speak to **one person** / **several people**.
  - 5 In the *Share* stage, you speak to **one person** / **several people**.
  - 6 Using Think | Pair | Share is good because all / most students talk.

# **TOPIC VOCABULARY**

# Adjectives to describe people

We can use adjectives to describe people.My sister is married.She is a married woman.My brother is lazy.He is a lazy man.

#### 1 Write the correct adjective under each picture.

happy kind noisy old smart young













# 2 Complete the sentences with the correct adjectives from Exercise 1.

- 2 My grandfather is very \_\_\_\_\_. He's 97.
- 3 I have a new baby brother! I am very \_\_\_\_\_.
- 4 Some students in my high school are \_\_\_\_\_only 13 or 14.
- **5** My sister is very \_\_\_\_\_. She's really good at mathematics.
- 6 My mother is very \_\_\_\_\_. She always tries to help others.

# **3** Discuss these questions with a partner.

- 1 Who is young in your family? Who is old? My ... is young / old. He / She is ... years old.
- 2 Who is kind in your family? Who is smart? My sister is very ... / My grandmother is ...

38

# VOCABULARY

# **VOCABULARY BUILDER**

Nu	Numbers and ages						
1	one	11	eleven	21	twenty-one	40	forty
2	two	12	twelve	22	twenty-two	50	fifty
3	three	13	thirteen	23	twenty-three	60	sixty
4	four	14	fourteen	24	twenty-four	70	seventy
5	five	15	fifteen	25	twenty-five	80	eighty
6	six	16	sixteen	26	twenty-six	90	ninety
7	seven	17	seventeen	27	twenty-seven	100	a / one hundred
8	eight	18	eighteen	28	twenty-eight	101	a / one hundred
9	nine	19	nineteen	29	twenty-nine		and one
10	ten	20	twenty	30	thirty		102
Wh	When we say someone's age, we can say it two ways.						

Laura is **16**. Or Laura is **16 years old**.

# **1** Look at the pictures of Jessie's family. Write their ages in words.

**1** Jessie is <u>twenty-one</u> years old.

2 Jessie's mom is \_\_\_\_\_, and her dad is \_\_\_\_\_.

- **3** Jessie's brother is \_\_\_\_\_\_years old. Her sister is \_\_\_\_\_\_years old.
- 4 Jessie's aunt is \_\_\_\_\_.
- 5 Jessie's grandparents are the same age. They are both \_\_\_\_\_\_ years old.

















2 Work with a partner. Close your books. How old are the people in Jessie's family? Ask and answer questions.

A: How old is Jessie's mother?

B: She's / I think she's ...

# SPEAKING MODEL

You are going to learn how to use subject and object pronouns, how to pronounce  $|\alpha|$  and  $|\wedge|$  sounds, and how to ask follow-up questions. You are then going to use these skills to talk about your family.

# A ANALYZE

**1** A student is describing his family. Complete the model with the words below.

he him I me she they us

#### 2 Identify the adjectives that describe people.

My name is Kevin. <sup>1</sup>\_\_\_\_\_\_\_am 22 years old. I have a large family. I live with my parents. I don't have any brothers, but I have two sisters. One is a university student. <sup>2</sup>\_\_\_\_\_\_\_ is 21. Her name is Dana. She lives at her university. My older sister is Jennifer. She is married. Brad is her husband. <sup>3</sup>\_\_\_\_\_\_\_ live near <sup>4</sup>\_\_\_\_\_\_ and are very happy. They have a young son named Peter. 1 like <sup>5</sup>\_\_\_\_\_\_\_ a lot. <sup>6</sup>\_\_\_\_\_\_\_ is very smart. My aunt lives with us. She's 70 years old. She is very kind to <sup>7</sup>\_\_\_\_\_\_\_.

**3** Check your answers to Exercise 2 with a partner.

# **B** DISCUSS

#### **1** Discuss these questions with a partner.

- 1 How many people live with Kevin? Who are they?
  - ... people live with Kevin. They are his father, mother, ...
- 2 Who lives near Kevin?
  - Kevin's ... live near him.
- 3 What's Peter like? What's Kevin's aunt like?

Peter is ... and his aunt is ...

# Work with a partner. What more do you want to know about Kevin's family? Use the words below to write two questions to ask him.

?

?

How many How old is interests study Where

1

# GRAMMAR

# Subject and object pronouns

We can use pronouns as the subject of a sentence (the main thing the sentence is about) or the object of a sentence (the second thing the sentence is about).

	Subject pronouns	Object pronouns
singular	I am single.	Your brother doesn't like <b>me</b> .
	You have a big family.	I want to talk to <b>you</b> .
	<b>He</b> has two brothers.	She is married to <b>him</b> .
	<b>She</b> is 18 years old.	His mother often helps <b>her</b> .
	<b>It</b> is a photo of us.	I don't understand <b>it</b> .
plural	We are married.	My grandparents live with <b>us</b> .
	You have two children.	These family photos are for <b>you</b> .
	They are noisy.	I need to see <b>them</b> .

# **1** Write the correct subject or object pronoun.

- 1 My sister is here. \_\_\_\_\_ wants to say hello.
- 2 My brother and I live with our parents. My grandfather also lives with \_\_\_\_\_.
- 3 My brother and his wife have two children.\_\_\_\_\_ are 9 and 6.
- 4 That's my brother's wife. Do you see \_\_\_\_?
- 5 This book is for \_\_\_\_\_. I hope you like it.
- 6 My husband and I are the same age. \_\_\_\_\_ are 28.
- 7 I have an old photo of my grandmother's house. Do you want to see \_\_\_\_\_?
- 8 My aunt and uncle are from Ukraine. Please go talk to \_
- 2 Cross out and change the words in bold to a subject or object pronoun.

#### He

- 1 My brother's name is Manuel. My brother is 21 years old.
- 2 That's my aunt. My aunt is from Canada.
- 3 I live with my parents. Thelp my parents around the house.
- 4 Her father is a teacher. Her father teaches Arabic.
- 5 Do you see this photo? I want you to have **this photo**.
- 6 Doug works with my sister. He is also married to my sister.
- 7 My wife and I live with her parents. My wife and I have two children.
- 8 Brian and David are good friends. Brian and David are like brothers.
- 9 Ithink everyone knows my brother. Do you know my brother?

# SPEAKING SKILL

Asking follow-up questions

A follow-up question is a question you ask to get more information. They relate to the question or information before it. We use them to show interest, and to keep the conversation moving forward. Look at these examples.
A: I live with my family. A: My grandfather is 80. A: My sister is married.
B: Is your family large? B: What's he like? B: What's her husband's name?

# 1 1 2.6 Choose the correct follow-up questions. Then listen and check.

- 1 I have two sisters.
  - **a** What are their names? **b** 
    - **b** Do you have any sisters?

**b** Who do you live with?

- **2** I have a large family.
  - a Is it a big family?b How many people are there in your family?
- 3 I live with my grandmother.
  - **a** What's she like?
- 4 My sister is a teacher.
  - **a** What does she study? **b** Does she teach in a middle school?
- 5 Megan is a college student.
  - **a** Does she live at the college? **b** What high school does she go to?
- 6 I don't live with my parents.
  - a What's he like? b Do you live alone?
- 2 Complete the sentences so they are true for you. Then write down possible follow-up questions someone may ask you.

# I have a ... family.

Llive ... <

My grandparents / father / mother / sister / brother ...

Share your follow-up questions with a partner. Together, choose the three most interesting questions.

Work in a group. Share your and your partner's follow-up questions from Exercise 3. Then take turns reading your sentences from Exercise 2. As each person reads their sentences, the others in the group ask follow-up questions.

- A: I have a small family.
- B: How many brothers and sisters do you have?
- A: I have ...
- C: How old are they?

2

# PRONUNCIATION

# **PRONUNCIATION FOR SPEAKING**

# $|\alpha|$ and $|\Lambda|$ sounds

It is not easy to hear the difference between the sounds  $|\alpha|$  or  $|\wedge|$  in American English. Examples of these sounds are in the words *father* and *mother*.

/a/		/^/		
father	doctor	mother	husband	

# 1 1 2.7 Listen to the words from the box and complete the table.

<u>a</u>re br<u>o</u>ther c<u>a</u>r d<u>o</u>ctor l<u>o</u>ts n<u>o</u>t p<u>a</u>rtner s<u>o</u>meday s<u>o</u>n st<u>u</u>dy

/α/	INI

2 2.8 Listen and choose the correct sounds for the underlined letters.

1 What is your job?

/a/ /ʌ/

- 2 Your <u>uncle is very kind</u>.  $|\alpha| / n/$
- 3 I have a large family.

/a/ /ʌ/

4 Greg's daughter is very young.

/a/ /ʌ/

/a//A/

- 5 My sister is in college.
- 6 This exercise is hard!

3 Work with a partner, Practice the sentences from Exercise 2.

'n/Λν

# SPEAKING TASK

Talk about the people in your family.

#### **Brainstorm**

1 You are going to talk about the people in your family. List the people you want to talk about.

Name	Details	$(\mathcal{A})^{\vee}$
		$\wedge$

2 Add some details for each person above. Use the questions to help you.

What's his / her name? Is he / she married? Where does he / she live? How old is he / she? Does he / she study or work? What is he / she like?

#### Plan

1 Plan to talk about your family. Think about what to talk about. Write two or more sentences for each person.

2 Decide the order of the things you want to say about each person.

#### Speak

Work with a partner. Take turns talking about your families. As you listen to your partner, think of a follow-up question to ask.

#### Review

Think about what you told your partner. Work with a different partner. Talk about your family again and include the information from the follow-up question in your talk.

#### Reflect

How do you feel about your talk? Choose one response.

It's great.

It's OK, but could be better.

It's pretty good.

It needs more work.

REVIEW

WORDLIST			***	very frequent	** frequent	* not frequent
Vocabulary preview						
blog (n)	fun (n) **		husband (n	) ***	parents	s (n) ***
cartoon (n) *	grandfather (n	) **	married (ad	dj) ***	single (	adj) ***
enjoy (v) ***	grandmother (	n) **	mathemati	cs (n) **	someda	ay (adv)
fashion (n) ***	high school (n)	1	middle scho	ool (n)	$\square$	
Topic vocabulary					$(\mathcal{D})^{\vee}$	
happy (adj) ***	lazy (adj) **		old (adj) **	*	young	(adj) ***
kind (adj) *	noisy (adj) *		smart (adj)	** ///	$\wedge$	
Vocabulary builder				Da		
one ***	eight	fifteen		twenty-two	n	inety
two ***	nine	sixteen		thirty	а	/ one
three	ten	seventeen		forty	h	undred **
four	eleven	eighteen		fifty		/ one hundred
five	twelve	nineteen	242	sixty	a	nd one
six	thirteen	twenty		seventy		
seven	fourteen	twenty-or	ne	eighty		

# VOCABULARY BUILDER REVIEW

### Complete the sentences using the words below.

due eight hundred page twenty-two

- 1 My little brother is \_\_\_\_\_\_next week.
- 2 This library book is \_\_\_\_\_ back tomorrow.
- **3** The university is over a \_\_\_\_\_ years old.
- 4 Our homework is on \_\_\_\_\_ 33.
- 5 There are \_\_\_\_\_\_\_ students in my mathematics class.

# UNIT REVIEW

Listening Academic skill Vocabulary Grammar Speaking I can listen for details.

I can use Think / Pair / Share in discussions.

- I can use adjectives to describe people.
- I can use subject and object pronouns.
- I can talk about people in my family.