

1

# NICE TO MEET YOU!

The language of friendship is not words but meanings.

Henry David Thoreau



A gondolier in Venice, Italy.

## OBJECTIVES

- talk about where you're from
- introduce a friend
- greet people
- fill in a form

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which country is the man in?
- 2 What language(s) do you think he speaks?
- 3 What language(s) do you speak?

# 1.1 Say hello

● Talk about where you're from

V countries

P syllables and syllable stress

V numbers 0-10

G present simple *be: I, you*

## VOCABULARY

### Countries

**A SPEAK** Work in pairs. Say hello. Say your name.

*A: Hi, I'm Victor.*

*B: Hello, Victor. I'm Anna. Nice to meet you.*

*A: Hi Anna! Nice to meet you, too!*

**B** Complete the greetings with names of countries.

Argentina Australia Brazil Britain Canada Egypt  
Italy Mexico Morocco Spain Turkey Japan

**Let's chat! It's easy! It's fun! Click and say hello!**

1 Hi! I'm Emine. I'm from Turkey.

2 Hello, everyone! I'm Camilla. I'm from \_\_\_\_\_.

3 Hello! I'm Alexa. I'm from \_\_\_\_\_.

4 Hi, everyone! I'm Laura. I'm from \_\_\_\_\_.

5 Hi! I'm Yasmin. I'm from \_\_\_\_\_.

6 Hi, everyone! I'm David. I'm from \_\_\_\_\_.

7 Hi! I'm Matteo. I'm from \_\_\_\_\_.

8 Hello, I'm Emily. I'm from \_\_\_\_\_!

9 Hello, everyone. I'm Hiro. I'm from \_\_\_\_\_.

10 Hi! I'm Charlotte. I'm from \_\_\_\_\_.

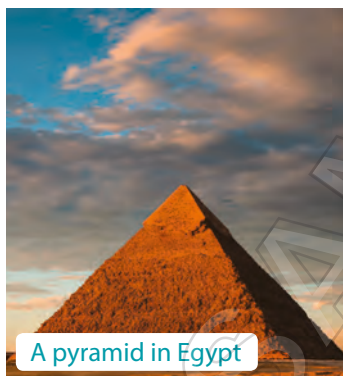
11 Hello! I'm Mark. I'm from \_\_\_\_\_.

12 Hi, everyone. I'm Hamid. I'm from \_\_\_\_\_.

**C SPEAK** Work in pairs. Ask about each picture.

*A: Where is it?*

*B: It's in Egypt.*



## PRONUNCIATION

### Syllables and syllable stress

In English, we stress a different part of different words. A stressed syllable is loud and strong.

## Ar-gen-ti-na

**A** Listen. Underline the stressed syllable in each word.  
1.1 Which word only has one syllable?

- |             |            |
|-------------|------------|
| 1 Argentina | 7 Italy    |
| 2 Australia | 8 Japan    |
| 3 Brazil    | 9 Mexico   |
| 4 Canada    | 10 Morocco |
| 5 China     | 11 Spain   |
| 6 Egypt     | 12 Turkey  |

**B SPEAK** Work in pairs. Ask your partner about these cities. Then underline the stressed syllable.

- |                     |                      |
|---------------------|----------------------|
| 1 Berlin, Germany   | 4 Jakarta, Indonesia |
| 2 Budapest, Hungary | 5 Moscow, Russia     |
| 3 Bogotá, Colombia  | 6 Stockholm, Sweden  |

*A: Where's Berlin?*

*B: It's in Germany.*



## LISTENING

**A PREDICT** Look at the photo. Read the information. Where are they?



**B LISTEN FOR SPECIFIC INFORMATION** Listen to the conversation. Which city is the student from?

**C LISTEN FOR DETAIL** Listen again. Find and correct three mistakes in the form.

**Application for Language School**

First name:

Last name:

Country:

Phone number:

**D SPEAK** Work in pairs. Ask and answer.

A: Where are you from?

B: I'm from Turkey.

## VOCABULARY

Numbers 0–10

**A** Listen and repeat each number.



**B** Listen to Lisa's phone number. How does she say the numbers in bold?

07647 293387

**C** Listen and complete the phone numbers.

**CONTACTS**

1 01501 **77** 2 **9**

2 767 **022** 14 **4**

3 0231 74 **852**

4 073 **630** 433

**D SPEAK** Work in a group. Ask each person for their phone number. Make a list.

A: What's your phone number?

B: It's 07790 521006.

## GRAMMAR

Present simple *be*: I, you

**A** Listen to the examples. Underline the verbs.

1.6 I'm from Spain.  
Are you from Madrid?  
No, I'm not. I'm from Bilbao.

I am = I'm

**B WORK IT OUT** Circle the correct verb.

| am/are                                 |                                |                                    |
|--|--------------------------------|------------------------------------|
| I                                      | <sup>1</sup> m / <sup>re</sup> | from Spain.                        |
| You                                    | <sup>2</sup> m / <sup>re</sup> | from Turkey.                       |
| I                                      | <sup>3</sup> m not / aren't    | from New York.                     |
| You                                    | <sup>4</sup> m not / aren't    | from Toronto.                      |
| <sup>5</sup> Am / Are you from Brazil? |                                | No, I <sup>6</sup> m not / aren't. |

**C** Go to the **Grammar Hub** on page 98.

## SPEAKING

**A PREPARE** Read the conversation. Practise the conversation with a partner.

A: Hi! I'm Thomas. I'm from Argentina.

B: Nice to meet you, Thomas. I'm Anna. I'm from Germany.

A: Are you from Berlin?

B: No, I'm not. I'm from Hamburg.

A: Nice to meet you, too.

**B PLAN** Change the underlined words so the information is about you and your partner.

**C PRACTISE** Work in pairs. Practise your conversation.

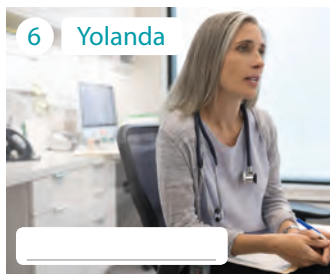
**D REPEAT** Find a new partner. Practise the conversation again.

**○ Talk about where you're from**

## VOCABULARY

### Jobs

**A SPEAK** Work in pairs. Which jobs can you name?



**B** Match the words in the box with the pictures in Exercise A.

an architect a computer programmer a designer a doctor an engineer a manager a student a teacher

**C** Listen and check your answers.

1.7

**D** Go to the **Vocabulary Hub** on page 122.

## READING

**A READ FOR GIST** Read the emails. What is Emma's job?

**New job!**  
**To:** fashionista@mailhub.com  
**From:** em173@design.nett

---

Hi Emma,  
 How's your new job? Is it fun? Is your manager nice? Please tell me all about it!  
 Keira

**RE: New job!**

**To:** em173@design.nett  
**From:** fashionista@mailhub.com

Hi Keira,  
 Today is my first day in my new job! I'm on the design team. It's a small team with five people. My manager isn't very friendly, but she's OK. Her name is Amanda and she's from Brazil. My colleague Anton is nice. He's new today, too. I'm not very busy because it's my first day.  
 How are you?  
 Emma  
 PS Here's a photo of me in my new job as a designer.



**B READ FOR DETAIL** Read the emails again. Circle the correct answer.

- Keira / Emma is in a new job.
- She's in a *small* / *big* team.
- Her manager *is* / *isn't* very friendly.
- Her manager is from *Brazil* / *Canada*.
- Anton *is* / *isn't* new.

### Identifying personal pronouns

Pronouns talk about a noun.  
 My colleague Anton is nice. **He's** new today too.

**C READ FOR DETAILED UNDERSTANDING** What do the words in bold refer to? Circle the noun.

- How's your new job? Is it fun?
- I'm on the design team. **It's** a small team with five people.
- My manager isn't very friendly, but **she's** OK.
- Her name is Amanda and **she's** from Brazil.



## GRAMMAR

Present simple *be*: *he, she, it*

**A** Read the examples from the emails. Underline the verbs.

It's a small team with five people.

My manager isn't very friendly, but she's OK.

My colleague Anton is nice.

How's your new job? Is it fun?

**B WORK IT OUT** Complete the table with *'s*, *is* or *isn't*.

Present simple *be*: *he, she, it*

Positive He/She/It \_\_\_\_\_ nice.

Negative He/She/It \_\_\_\_\_ nice.

Question \_\_\_\_\_ he/she/it fun?

**C** Go to the **Grammar Hub** on **page 98**.

**D** Look at the verbs in the first two sentences in Exercise A. What are the full forms of these verbs?

*It's a small team with five people.* = *It is a small team with five people.*

**E SPEAK** Work in pairs. Ask questions about your classmates.

*A: Is Anna from Italy?*

*B: Yes, she is. She's from Milan.*

*A: Is Raúl a doctor?*

*B: No, he isn't. He's an architect.*

## PRONUNCIATION

Contractions with *be*

**A** Read and listen to the examples. Listen to the pronunciation of *he's*, *she's* and *it's*.

1.8

- 1 He's from Canada.
- 2 She's from Brazil.
- 3 He's new today, too.
- 4 She's really nice.
- 5 It's my first day.

**B** Listen and repeat the examples in Exercise A.

1.8

**C** Listen and circle the word you hear.

1.9

- 1 *He's / She's* from Vietnam.
- 2 *It's / She's* from Egypt.
- 3 *He's / She's* an engineer.
- 4 *He's / She's* a doctor.
- 5 *He's / It's* OK.

**D SPEAK** Work in pairs. Take turns to say sentences using *he's*, *she's* and *it's*. Listen to your partner. Do they say *he's*, *she's* or *it's*?

## SPEAKING HUB

**A PLAN** Student A – Stay on this page. Student B – Go to the **Communication Hub** on **page 128**. Imagine the man in the picture below is your friend. Complete the information about him with your own ideas.

First name \_\_\_\_\_

Last name \_\_\_\_\_

Country \_\_\_\_\_

City \_\_\_\_\_

Job \_\_\_\_\_

**B PREPARE** Prepare to introduce your friend to your partner. Practise by yourself.

*This is a picture of my friend. His name is Ollie. He's from ...*

*He's \_\_\_\_\_.*

**C PRESENT** Work in pairs. Introduce your friend to your partner.

**D REPEAT** Change roles and listen to your partner's introduction.



Introduce a friend

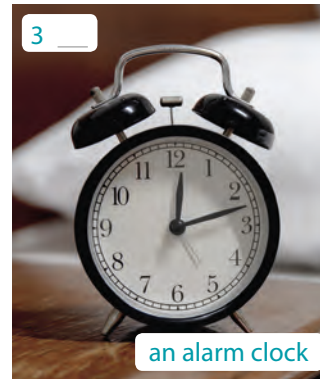


### COMPREHENSION

**A** Watch the video. Number the pictures (a–d) in the order you see them (1–4).



**B** Match the objects (1–8) with the places (a–d) in Exercise A. Then watch the video again and check your answers.



**C** Match the numbers (1–5) with the letters (a–e) to make correct sentences.

- |                       |                             |
|-----------------------|-----------------------------|
| 1 Gaby is in          | a Gabriela García Martínez. |
| 2 The café            | b is Sam's Café.            |
| 3 Gaby's coffee is    | c London.                   |
| 4 Mark is             | d a cappuccino.             |
| 5 Gaby's full name is | e Gaby's English teacher.   |





GABY



SAM



LUCY

**D** ▶ 01:32–02:28 Watch part of the video and correct the mistakes in the numbers on the form.

**ENGLISH, ENGLISH, ENGLISH, AND ENGLISH**

### Student Registration Form

**Name:** Gabriela García Martínez

**Phone number:** 00707 914865

**Classroom number:** 6

**Teacher:** Mark

**Time:** 10 am

## USEFUL PHRASES

▶ 00:40–01:28 Who says it? Sam (S), Gaby (G) or the receptionist (R)? Watch part of the video and check your answers.

- 1 Welcome to Sam's Café! \_\_\_\_\_
- 2 A cappuccino, please. \_\_\_\_\_
- 3 Thanks! \_\_\_\_\_
- 4 You're welcome! \_\_\_\_\_
- 5 Perfect! \_\_\_\_\_
- 6 Can I help you? \_\_\_\_\_

## FUNCTIONAL LANGUAGE

Greeting people

**A** Complete the phrases in the table with the words in the box.

fine Hello morning See soon

| Saying hello    | Greeting people               | Saying goodbye        |
|-----------------|-------------------------------|-----------------------|
| 1 _____ / Hi.   | How are you?                  | Bye.                  |
| Good 2 _____.   | I'm 3 _____, thanks. And you? | See you 4 _____.      |
| Good afternoon. |                               | 5 _____ you tomorrow. |
| Good evening.   |                               |                       |

**B** ▶ Watch the video again and check your answers to Exercise A.

## PRONUNCIATION

**A** Listen to the conversation. Notice how the underlined words are stressed.

1.10

**Anna:** Hello!

**Stefani:** Good morning. How are you?

**Anna:** Fine, thanks. And you?

**Stefani:** I'm fine, thanks. See you soon.

**Anna:** See you tomorrow.

**Stefani:** Bye!

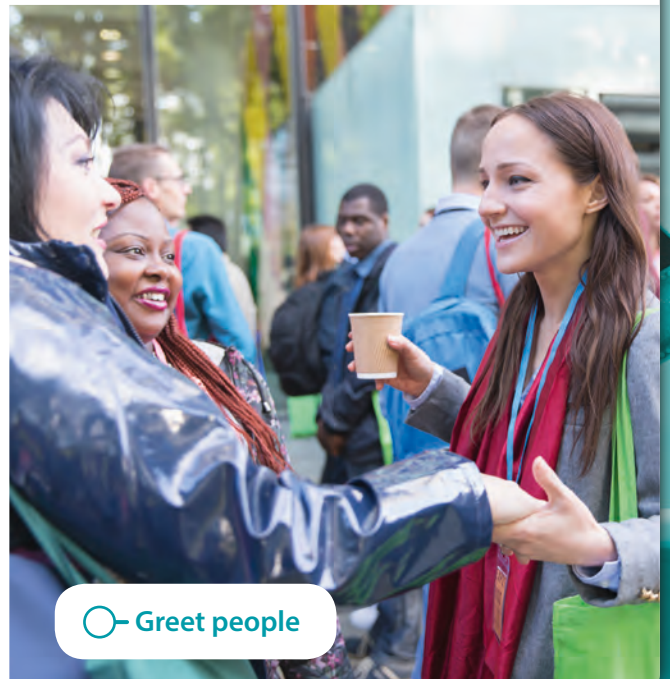
**B** Listen again and repeat the conversation. Copy the stress.

## SPEAKING

**A PREPARE** Work in pairs. Practise the conversation in Pronunciation Exercise A again.

**B PRACTISE** Walk around the class. Greet your classmates.

*A: Hi Onur. How are you?*  
*B: I'm fine, thanks. And you?*  
*A: I'm fine, thanks.*  
*B: Great, see you soon.*



🗨️ Greet people

**W** using capital letters

**A** Read the form. Where is Alex from? What is his job?

## The Global Hub English School

Registration form

**First name:** Alex  
**Last name:** Johansson  
**Home (city, country):** Stockholm, Sweden  
**Job:** computer programmer  
**Telephone number:** 451 3398765  
**Email:** ajohannsson@hub.com

### Email addresses

When we say email addresses, @ = at and . = dot  
 (ajohannsson at hub dot com).

**B** Read the form again. Tick (✓) the words that need a capital letter.

- |   |  |
|---|--|
| <input type="checkbox"/> first names        | <input type="checkbox"/> names of cities |
| <input type="checkbox"/> last names         | <input type="checkbox"/> names of jobs   |
| <input type="checkbox"/> names of countries | <input type="checkbox"/> email addresses |

### Using capital letters

We use capital letters for names of people and places.

## WRITING

**WRITE** Complete the form with information about you.

## The Global Hub English School

Registration form

**First name:** \_\_\_\_\_  
**Last name:** \_\_\_\_\_  
**Home (city, country):** \_\_\_\_\_  
**Job:** \_\_\_\_\_  
**Telephone number:** \_\_\_\_\_  
**Email:** \_\_\_\_\_

● Fill in a form

# Unit 1 Review

## GRAMMAR

**A** Complete the sentences with the positive (+) or negative (-) form of *be*. Use contractions if possible.

- My name is Jason. (+)
- Carmen isn't from Greece. (-)
- I \_\_\_\_\_ an artist. (+)
- You \_\_\_\_\_ in my class. (-)
- My manager \_\_\_\_\_ friendly. (+)
- I \_\_\_\_\_ from Italy. (-)

**B** Write questions and answers in your notebook using the correct form of *be*.

- |   |                                      |
|---|--------------------------------------|
| 1 you / from Paris (+)<br><u>Are you from Paris?</u><br><u>Yes, I am.</u> | 4 Tony / from Indonesia (-)<br>_____ |
| 2 Leila / from Mexico (-)<br>_____  | 5 Anna / a student (+)<br>_____      |
| 3 you / a new student (+)<br>_____  | 6 you / Japan (-)<br>_____           |

## VOCABULARY

**A** Reorder the letters to make the names of countries.

- izrBal \_\_\_\_\_
- yuTrek \_\_\_\_\_
- pytgE \_\_\_\_\_
- adanCa \_\_\_\_\_
- tyal \_\_\_\_\_
- oMixec \_\_\_\_\_
- nihaC \_\_\_\_\_
- Sinap \_\_\_\_\_
- apJan \_\_\_\_\_
- natrAnige \_\_\_\_\_

**B** Complete the jobs with the missing letters.

- d \_ c \_ or
- computer p \_ og \_ \_ m \_ \_ r
- ar \_ h \_ \_ e \_ t
- e \_ \_ i \_ e \_ r
- fashion d \_ \_ i \_ n e \_
- t \_ \_ c \_ \_ r



# OUR MUSIC, OUR WORLD



Musicians playing in a mariachi band, Guanajuato, Mexico.

Music is the universal  
language of mankind.

Henry Wadsworth Longfellow

## OBJECTIVES

- talk about nationalities
- ask for and give personal information
- ask for clarification
- write an online introduction

Work with a partner. Discuss the questions.

- 1 Look at the picture. What type of music is it?
- 2 Choose two words to describe the picture.
 

boring
happy
interesting
  
modern
sad
traditional
- 3 What do you think the quote means?



V — languages and nationalities

P — syllable stress


G — present simple *be: we, you, they; possessive adjectives*

## READING

**A SCAN FOR INFORMATION** Look at the pictures. Read the playlist. Where are the people from?

### World Music fans!

Are you ready for some great new music?  
On our playlist this week ...



**Esperanza Spalding** is a musician from Portland in the USA. She's 33 years old and she's a jazz musician. Her songs are in English, **Spanish** and **Portuguese**. We're big fans of her new album!

**Fatoumata Diawara** is a singer and musician from **Mali**. She's 36 years old and a big star in Africa. Her album *Fatou* is one of our favourites, and our new favourite song is *Fenfo* from the new album *Fenfo (Something to Say)*!

**Of Monsters and Men** is a band of five people. They're from Reykjavík in Iceland. Their songs are really fun but they aren't in **Icelandic** – they're in English.

**Monoswezi** are an international band. Two of the band are **Swedish**, one is **Norwegian**, one is from Mozambique and one is from Zimbabwe. Their music is a mix of African and European music. These musicians are super cool!

**B READ FOR DETAIL** Read the playlist and tick (✓) the correct name.

|   | Esperanza Spalding       | Fatoumata Diawara        | Of Monsters and Men      | Monoswezi                |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 The people in this band are from one country.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Her songs are in three languages.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The people in this band are from different countries.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Their music is a mix of music from different countries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 This singer is from the USA.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 She's a big star in Africa.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C SPEAK** Work in pairs. Which musicians in the playlist do you want to listen to?

## VOCABULARY

Languages and nationalities

**A** Read the playlist again. Complete the languages and nationalities.

| Country    | Language/Nationality |
|------------|----------------------|
| 1 Spain    | <u>Spanish</u>       |
| 2 Portugal | _____                |
| 3 Iceland  | _____                |
| 4 Sweden   | _____                |
| 5 Norway   | _____                |

**B** Work in pairs. Write the nationalities of these musicians. Choose an ending from the box.

-ese -ian -ish

- Midori is from Japan. She's Japan ese.
- Marisa Monte is from Brazil. She's Brazil \_\_\_\_\_.
- Bono is from Ireland. He's Ir \_\_\_\_\_.

**C** Go to the **Vocabulary Hub** on page 122.





## PRONUNCIATION

### Syllable stress

- A** Listen to the countries and nationalities. Underline the stressed syllables in the nationalities. Do the countries and nationalities have the same or different stress?

- Sweden Swedish same / different
- Egypt Egyptian same / different
- Iceland Icelandic same / different

- B** Listen again and repeat.

- C** Listen and underline the stressed syllable in each country and nationality. Is the stress the same or different?

- China – Chinese same / different
- Turkey – Turkish same / different
- Canada – Canadian same / different
- Poland – Polish same / different
- Italy – Italian same / different

- D** Listen again and repeat.

- E SPEAK** Work in pairs. Add another country and nationality for each ending.

| Country | Nationality |
|---------|-------------|
| 1 _____ | _____ese    |
| 2 _____ | _____ish    |
| 3 _____ | _____ (i)an |

## GRAMMAR

### Present simple *be*: *we, you, they*

- A** Read the examples from the playlist. Underline the verbs.

Are you ready for some great new music?  
They're from Reykjavík in Iceland.  
... but they aren't in Icelandic – they're in English.  
We're big fans of her new album.

- B WORK IT OUT** Complete the table with the positive and negative forms of the verb *be*.

| Subject   | Positive  | Negative |
|-----------|-----------|----------|
| I         | 'm / am   | 'm not   |
| you       | 're / are | aren't   |
| he/she/it | 's/ is    | isn't    |
| we        | _____     | _____    |
| you       | _____     | _____    |
| they      | _____     | _____    |

- C** Go to the **Grammar Hub** on page 100.

- D SPEAK** Complete the questions. Then ask and answer them with your partner.

- Are / Is you a fan of world music?
- Are / Is your favourite musicians from America?

### Possessive adjectives

- A** Read the examples. Underline the possessive adjectives.

On our playlist this week ...  
Their songs are really fun.  
We're big fans of her new album!

- B WORK IT OUT** Complete the table with possessive adjectives from the box.

Her His Its My Our Their Your

| Subject pronoun            | Possessive adjective                  |
|----------------------------|---------------------------------------|
| I am a world music fan.    | <u>My</u> name is Luciana.            |
| You are from Brazil.       | <u>Our</u> songs are in Portuguese.   |
| She is a singer from Mali. | <u>Her</u> songs are sad.             |
| He is from Sweden.         | <u>His</u> songs are in Swedish.      |
| This is the new album.     | <u>Its</u> name is <i>Fenfo</i> .     |
| We are world music fans.   | <u>Our</u> playlist is cool.          |
| They are from Iceland.     | <u>Their</u> music is full of energy. |

- C PRACTISE** Circle the correct possessive adjective.

- They're in a band. Her / Their new album is great.
- We're fans of great music. Our / Their favourite music is from Brazil.
- She's a musician. His / Her name is Ariane.
- He's a singer. Her / His name is Michael.

- D** Go to the **Grammar Hub** on page 100.

## SPEAKING

- A PREPARE** Write information about your favourite musician or band.

Name: \_\_\_\_\_  
Country: \_\_\_\_\_  
Age: \_\_\_\_\_  
Name of album or song: \_\_\_\_\_

- B DISCUSS** Work in pairs. Tell your partner about your favourite musician or band.

- C REPORT** Tell the class about your partner's favourite musician or band.

### Talk about nationalities



# 2.2 When are you free?

Ask for and give personal information

V days of the week; numbers 11–100

S identifying context

G wh- questions with be

P contractions in questions

## VOCABULARY

Days of the week

A Read the flyer. Which class looks fun?

### INTERNATIONAL CENTRE

#### ADULT EVENING CLASSES

Learn something new!  
Learn about other cultures and meet people!  
All classes start at 7 pm



**MONDAY**  
**Spanish guitar classes**  
🕒 60 mins Room 8

---



**TUESDAY**  
**African drums workshop**  
🕒 75 mins Room 24

---



**WEDNESDAY**  
**Arabic language class**  
🕒 90 mins Room 12

---



**THURSDAY** no classes

**FRIDAY**  
**Yoga for everyone**  
🕒 45 mins Room 18

---

**SATURDAY AND SUNDAY** no classes

B Listen and repeat the days of the week.

2.3

C **SPEAK** Work in pairs. Ask your partner questions about the classes.

A: What day is yoga?

B: Friday!

Numbers 11–100

A Listen and repeat the numbers. Notice the stressed syllable.

2.4

- |              |                 |
|--------------|-----------------|
| 11 eleven    | 20 twenty       |
| 12 twelve    | 30 thirty       |
| 13 thirteen  | 40 forty        |
| 14 fourteen  | 50 fifty        |
| 15 fifteen   | 60 sixty        |
| 16 sixteen   | 70 seventy      |
| 17 seventeen | 80 eighty       |
| 18 eighteen  | 90 ninety       |
| 19 nineteen  | 100 one hundred |

B Go to the **Vocabulary Hub** on page 122.

C **SPEAK** Work in pairs. Circle all the numbers in the flyer and say them with your partner. Then listen and check.

2.5

## LISTENING

A **LISTEN FOR GIST** Listen to three conversations.

2.6 Write the number of the conversation.

Who are they?

- a teachers \_\_\_\_\_  
b students \_\_\_\_\_  
c friends \_\_\_\_\_ *Conversation 1*



### Identifying context

Greetings such as *Good morning* or *Good afternoon* are more formal.

*Hi!* and *Hello!* are less formal.

B **LISTEN FOR DETAIL** Match the greetings in the box with the conversations (1–3).

2.6

Good afternoon! Hello! Hi! How's everything?  
Nice to meet you!

C **LISTEN FOR DETAIL** Listen again. Choose the correct answers to complete the sentences.

2.6

- Kara's teacher is ...
  - a Spanish.
  - b Argentinian.
- Maria and Angelo are in classroom ...
  - a 12B.
  - b 12C.
- Maria and Angelo are in ...
  - a a Spanish class.
  - b an Arabic class.
- Leila is ...
  - a the Arabic teacher.
  - b the yoga teacher.



## GRAMMAR

### Wh- questions with be

**A** Read the examples. Underline the question words.

- What's your name?                      When are you free?  
 Who's your teacher?                  How old are you?  
 Where's she from?

**B WORK IT OUT** Choose the correct word to complete the questions.

- 1 What / Who are their jobs?
- 2 When / How old are Kara and Pete?
- 3 What / Where are they from?
- 4 What / Who is your teacher?
- 5 When / What is your Spanish class?

**C WORK IT OUT** Choose the correct options to complete the rules.

#### wh- questions with be

- 1 In wh- questions, the **verb / question word** is first.
- 2 In wh- questions, the **verb / question word** is second.

**D** Go to the **Grammar Hub** on page 100.

**E PRACTISE** Complete the questions with the correct form of the verb *be*. Then match the questions (1–5) with the answers (a–e).

- 1 What \_\_\_\_\_ their names?
- 2 Where \_\_\_\_\_ she from?
- 3 When \_\_\_\_\_ your yoga classes?
- 4 How old \_\_\_\_\_ your children?
- 5 Who \_\_\_\_\_ your favourite musicians?

- a 5 and 8
- b Lucia and Stefan
- c On Fridays
- d Of Monsters and Men and Coldplay
- e Australia

**F SPEAK** Work in pairs. Use the prompts to ask and answer the questions.

- 1 When / your (English) lessons?
- 2 Who / your teacher?
- 3 Where / your teacher from?

## PRONUNCIATION

### Contractions in questions

**A** Read and listen to these questions. Notice how *who* and *how* are pronounced.

- 1 Who's your teacher?                      3 Who are you?
- 2 How's your teacher?                      4 How are you?

**B** Listen and repeat the examples in Exercise A.

**C** Listen and choose the correct answer to the questions you hear.

- 1 a He's Mr Parker.    b He's really nice.
- 2 a I'm a new student.    b I'm fine, thank you.
- 3 a She's OK, thank you.    b Her name's Anna.
- 4 a This is Pedro and this is Yuki.    b They're great!

**D SPEAK** Work in pairs. Write four questions using *Who's*, *How's*, *Who are* and *How are*. Then ask your partner.

## SPEAKING HUB

**A PREPARE** Work in pairs. Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 132.

Read the information. What questions can you ask to find the missing information?

- 1 *What's his name?*    5 \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?    6 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?    7 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?    8 \_\_\_\_\_ ?


**B PRACTISE** Ask your partner your questions from Exercise A to complete the information about each person.

**a**




|                |           |
|----------------|-----------|
| <b>Name</b>    | 1 _____   |
| <b>Country</b> | Argentina |
| <b>Age</b>     | 2 _____   |
| <b>Job</b>     | Designer  |

**b**




|                |               |
|----------------|---------------|
| <b>Name</b>    | Tomoko Kogawa |
| <b>Country</b> | 3 _____       |
| <b>Age</b>     | 35            |
| <b>Job</b>     | 4 _____       |

**c**



|                |          |
|----------------|----------|
| <b>Name</b>    | 5 _____  |
| <b>Country</b> | India    |
| <b>Age</b>     | 6 _____  |
| <b>Job</b>     | Engineer |

**d**

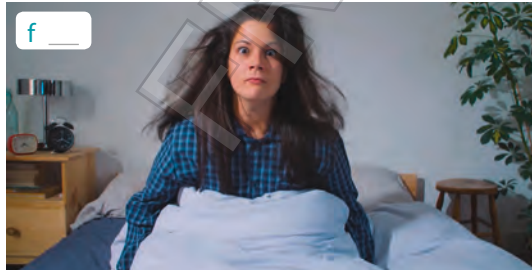


|                |         |
|----------------|---------|
| <b>Name</b>    | 7 _____ |
| <b>Country</b> | Turkey  |
| <b>Age</b>     | 25      |
| <b>Job</b>     | 8 _____ |






Ask for and give personal information

### COMPREHENSION

**A** Watch the video. Number the pictures (a–h) in the order you see them (1–8).



**B** Complete the information in the table. Watch the video again and check your answers.

|             |   |   |   |   |   |
|-------------|---|---|---|---|---|
|             |  |  |  |  |  |
| Name        | Gaby  | 3 _____   | 4 _____   | Onur  | 7 _____   |
| Nationality | 1 _____   | English   | 5 _____   | 6 _____   | Italian   |
| Job         | 2 _____   | English teacher   | primary school teacher  | student   | 8 _____   |

### USEFUL PHRASES

**A** Who says it? Gaby (G), Mark (M) or Carolina (C)? Watch the video again and check your answers.

- |                           |                             |
|---------------------------|-----------------------------|
| 1 Please sit down. _____  | 4 Hi, guys. _____           |
| 2 Yes, that's it. _____   | 5 Now it's your turn. _____ |
| 3 Nice to meet you. _____ | 6 I'm late! _____           |

**B** Student A – Mime a phrase in Exercise A. Student B – Say the phrase. Then change roles.





GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

Asking for clarification

**A** Complete the phrases with the verbs in the box.

mean say understand

- Carolina:** How do you <sup>1</sup> \_\_\_\_\_ *primário* in English?  
**Mark:** 'Primary', I think.
- Marta:** I'm a nurse.  
**Carolina:** I'm sorry, I don't <sup>2</sup> \_\_\_\_\_.
- Onur:** What does 'nurse'<sup>3</sup> \_\_\_\_\_?  
**Mark:** *Enfermeira*

**B** ▶ 02:01–02:50 Watch part of the video and check your answers to Exercise A.

**C** Reorder the words to make the phrases.

- mean? / What / 'student' / does  
\_\_\_\_\_
- you / say / in English? / How / do / obrigado  
\_\_\_\_\_
- understand. / I'm sorry, / I / don't  
\_\_\_\_\_

## PRONUNCIATION

**A** Listen to the conversation. Notice how the underlined words are stressed.  
2.9

**Angela:** Good morning, everyone. My name's Angela. I'm your English teacher.

**Roberto:** I'm Roberto. I'm from Italy. How do you say medico in English?

**Angela:** Doctor'.

**Roberto:** Oh yes, that's it. I'm a doctor.

**Monika:** Hi. My name's Monika. I'm Polish and I'm an architect.

**Roberto:** I'm sorry, I don't understand. What does 'architect' mean?

**B** Listen again and repeat the conversation. Copy the stress.  
2.9

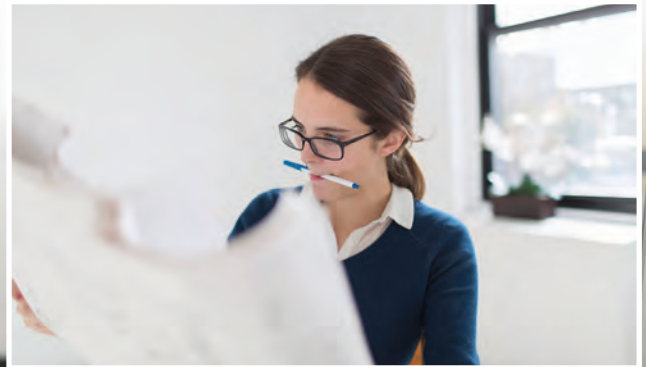
## SPEAKING

**A PREPARE** You are going to introduce yourself to a group. Think about what you want to say.

- name
- nationality
- job

**B PRACTISE** Work in groups. Imagine you are in a new class. Practise your conversation.

**C PRESENT** Perform your conversation for the rest of the class.



🔍 Ask for clarification

**W** using *and* to join sentences

**A** Read the title and introduction of the blog post. What do you think Tina writes about?

address age birthday country job name  
nationality phone number teacher's name

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*Say hello to your classmates.  
Post your introductions on this page.*

---

**Posted by: Tina Gonzalez**

Hi, everyone! My name's Tina and I'm from Mexico. I'm 28 years old and I'm a photographer. My English classes are on Tuesdays and Thursdays. My teacher is Mr Sampson. He's from Ottawa in Canada. I'm a big fan of British music. My favourite bands are Coldplay and Arctic Monkeys. Their music is really cool!

**Using *and* to join sentences**

We use *and* to link ideas. *And* gives extra information.  
I'm 28 years old *and* I'm a new student.

**B** Read Tina's self-introduction again. Answer the questions.

- 1 Where's Tina from? \_\_\_\_\_
- 2 How old is she? \_\_\_\_\_
- 3 What's her job? \_\_\_\_\_
- 4 Who's Mr Sampson? \_\_\_\_\_
- 5 Who are her favourite bands? \_\_\_\_\_

## WRITING

**A PLAN** Imagine you are at a new school. Complete the information.

|                                   |  |
|-----------------------------------|--|
| What's your name?                 |  |
| Where are you from?               |  |
| What's your job?                  |  |
| When are your English lessons?    |  |
| Who's your teacher?               |  |
| Who are your favourite musicians? |  |

**B WRITE** Write an introduction for your school web forum. Use Tina's introduction to help you. Use *and* to join sentences.

Write an online introduction

## Unit 2 Review

### GRAMMAR

**A** Choose the correct verb to complete the sentences.

- 1 We *am / is / are* from Morocco.
- 2 My friend *am / is / are* Portuguese.
- 3 *Am / Is / Are* you a fan of world music?
- 4 Their names *am / is / are* Paolo and Pawel.

**B** Write the questions for these answers.

- 1 He's a teacher. What's his job?
- 2 They're from Brazil. \_\_\_\_\_
- 3 Her name is Elise. \_\_\_\_\_
- 4 My class is on Thursday. \_\_\_\_\_
- 5 I'm 34 years old. \_\_\_\_\_
- 6 My teacher is Mr Stevens. \_\_\_\_\_

**C** Circle the correct possessive adjectives.

- 1 She's from Brazil and *his / her* songs are in Portuguese.
- 2 We're from Iceland, but *our / their* songs are in English.
- 3 They're from Senegal and *our / their* music is traditional.
- 4 You're from Mexico, but *my / your* name is German.

### VOCABULARY

**A** Write the nationalities for these countries.

- 1 Brazil Brazilian
- 2 Canada \_\_\_\_\_
- 3 Iceland \_\_\_\_\_
- 4 Turkey \_\_\_\_\_
- 5 Egypt \_\_\_\_\_
- 6 Poland \_\_\_\_\_
- 7 Japan \_\_\_\_\_
- 8 Argentina \_\_\_\_\_

**B** Complete the days of the week.

- 1 M \_\_\_ day
- 2 T \_\_\_ s day
- 3 W \_\_\_ d \_\_\_ day
- 4 T \_\_\_ u \_\_\_ day
- 5 F \_\_\_ day
- 6 S \_\_\_ t \_\_\_ day
- 7 S \_\_\_ day