

GREETINGS

A Read and listen to three conversations. Match conversations (1–3) with pictures (a–c).



1 ___

Marc: Hi, Luca.

Luca: Hi, Marc. How are you?

Marc: Fine, thanks.

2 ___

Emily: Good morning.

David: Hello. Nice to meet you.

Emily: You, too.

3 ___

Gudrun: Bye, Clara.

Clara: Bye, Gudrun. See you.

B Complete the table with the words and phrases in the box.

Bye. Fine, thanks. Good afternoon. How are you?
 Good morning. Goodbye. Hi. Good night.
 I'm very well, thank you. Good evening.
 Not too bad. See you.

Say hello	Ask a question	Answer	Say goodbye
Good afternoon.	How are you?	Fine, thanks.	Bye.

C Complete the conversations with words from Exercise B.

- 1 A: How are you? B: Not too _____.
- 2 A: Goodbye. B: _____ night.
- 3 A: How are you? B: I'm very _____, thanks.
- 4 A: Bye. B: _____ you.

NUMBERS 0–100

A Listen and repeat the numbers.

0.2

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
 30 40 50 60 70 80 90 100

B Listen and write the numbers you hear.

0.3

a ___ c ___ e ___ g ___
 b ___ d ___ f ___ h ___

DAYS OF THE WEEK

A Write the days of the week in the correct order. Then listen and repeat.

0.4

Friday Monday Saturday Sunday
 Thursday Tuesday Wednesday

- 1 Monday 5 _____
 2 _____ 6 _____
 3 _____ 7 _____
 4 _____

THE ALPHABET

A Listen and repeat the letters of the alphabet.

0.5

a b c d e f g h i j k l m n o p q r s t u v w x y z

B Circle the letter in each group that has a different sound. Then listen and check.

0.6

1 b g m 2 a f k 3 j i y 4 l m r 5 i e t

C Listen and write the colours.

0.7

- 1 _____ 4 _____
 2 _____ 5 _____
 3 _____ 6 _____

D SPEAK Work in pairs. Spell these things for your partner to write.

- your name
- your surname

CLASSROOM INSTRUCTIONS

A Match questions (1–5) with replies (a–e). Then listen and check.

0.8

- 1 What does *book* mean? a That's OK. I'll explain it again.
 2 What's *libro* in English? b Yes, sure.
 3 I don't understand. c It means *libro*.
 4 Could you repeat that, please? d It's *book*.
 5 Could you write it down, please? e Of course – *book*.

1

ARRIVALS



I am a citizen of the world.

Socrates

A traveller watching the sun rise over a new city.

OBJECTIVES

- talk about countries and nationalities
- ask and answer questions about a place
- talk about everyday items
- greet people and make introductions
- fill in a form with personal details

Work with a partner. Discuss the questions.

- 1 Where are you from?
- 2 Look at the picture. Which country is this?
- 3 What's your favourite city?

1.1 People and places

● Talk about countries and nationalities

V countries and nationalities

P syllable stress

G present simple be: positive and negative



AIRLINE

BOARDING PASS

¹Helen/Veronica Martinez SEAT ³15A/50A

FROM DATE 19th Feb

Toronto DEPARTS 9.45 am

TO

²Toronto/Mexico City



LISTENING

- A LISTEN FOR GIST** Look at the picture and listen. Are the two women friends?
- B LISTEN FOR DETAIL** Choose the correct options to complete the boarding pass. Then listen again and check.
- C LISTEN FOR KEY WORDS** Listen again. Choose the correct words to complete the sentences.

Canadian Mexico Mexico City names

- 1 Helen likes Spanish _____.
- 2 Veronica is from _____.
- 3 Helen is _____.
- 4 Helen's company is in _____.

D SPEAK Work in pairs. Introduce yourself to your partner.

A: Hi. I'm Anton.

B: Nice to meet you, Anton. I'm Katie.

VOCABULARY

Countries and nationalities

A Work in pairs. Look at the flight map. Match the numbers on the screen (1–4) with the countries in the box.

Brazil Canada Mexico the USA

B Go to the **Vocabulary Hub** on page 146.

PRONUNCIATION

Syllable stress

A A syllable is a word or a part of a word that has only one vowel sound. Listen and repeat the words.

One syllable words	Two-syllable words	Three-syllable words	Four-syllable words
France	Japan	Canada	Canadian
French	China	Mexico	
	Chinese	Mexican	
		Japanese	

B Add the words in the box to the table in Exercise A. Then listen, check and repeat.

Brazil Brazilian India Indian Spain Spanish

C Underline the stressed syllables in the table in Exercise A. Use the information box to help you.

Syllable stress

In words with multiple syllables, one syllable is stressed more than others.

●● Japan ●● China ●●● Indian

GRAMMAR

Present simple *be*: positive and negative



- A** Listen to the conversation between Helen and Veronica again. Complete the conversation with 'm, 's or 'm not.

1.1

Helen: Excuse me, is this row 15?
 Veronica: Yes. I'm in seat 15A.
 Helen: My seat is 15B. Hi, I¹ _____ Helen.
 Veronica: Nice to meet you. I'm Veronica Martinez.
 Helen: That² _____ a nice name. I like Spanish names.
 Veronica: Thanks, but I³ _____ Spanish. I'm Mexican. I'm from Mexico. Where are you from?
 Helen: I⁴ _____ Canadian, but I live in Mexico. My company's office is in Mexico City.
 Pilot: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

- B WORK IT OUT** Choose the correct options to complete the rules. Use the conversation in Exercise A to help you.

Present simple *be*

- We use 'm, 's and 're to make **positive** / **negative** sentences with *be*.
- We use 'm not, isn't and aren't to make **positive** / **negative** sentences with *be*.

- C** Go to the **Grammar Hub** on **page 122**.



- D** Listen to Chloe introducing herself. Complete the introduction with the correct forms of *be*.

1.4



Hi, I¹ _____ Chloe.
 I² _____ from France.
 I often go to Germany to see my friend, Camille. We³ _____ old friends.
 Camille lives in Berlin, but she⁴ _____ German.
 She⁵ _____ French like me. Her boyfriend,
 Luc⁶ _____ German, but his mother and father⁷ _____.
 They⁸ _____ French.

- E** Write three sentences about nationality – two true, and one false.

I'm Japanese. I'm not Chinese. My mother is Japanese.

- F SPEAK** Work in pairs. Read your sentences from Exercise E. Guess which sentence is false.

A: I'm Japanese. I'm not Chinese. My mother is Japanese.

B: You're Japanese. That's true. But your mother isn't Japanese. She's French!

SPEAKING

- A THINK** Imagine you are on an aeroplane. Choose the country you are from.

- B PLAN** You are going to introduce yourself to another passenger. Look at the model conversation and make notes on what you are going to say.

A: Hello, is this seat 14B?

B: Yes, it is. I'm in seat 14A. Hi, I'm Frederic by the way.

A: Nice to meet you, Frederic. I'm Sonia. I'm from Italy.

B: Nice to meet you, too, Sonia! I live in Italy, too. But I'm French. My wife is Italian.

A: Oh, great! I'm Italian, but my family isn't. They're Spanish.

- C SPEAK** Work in pairs. Practise your conversation.

V big numbers

P similar numbers

G present simple *be*: questions

READING

A Work with a partner. Look at the picture in the text message below. Where is it?

Carlos
Typing ...



Hi Carlos! Where am I?

Hi Lee. I don't know. Where are you?

I'm 6028 miles from home – that's 13 hours by plane.

I'm in Japan! It's amazing 😊. The picture is from my hotel window. There are thousands of people everywhere. It's always busy.

Wow! Where are you in Japan? Is the food good? Is it hot there? Tell me more!!!

I'm in Tokyo. Yes, the food is really good. There are hundreds of great restaurants 😊. Is it hot here? 😊. It's very HOT 🔥. It's 30 degrees every day 😞. How are you? Is work busy?

I'm fine. Work isn't busy – everyone is on holiday 😊. Except me!

B READ FOR GIST Read the messages between Carlos and Lee. Where is Lee?

C READ FOR DETAIL Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Japan is far from where Carlos and Lee live. T / F
- 2 The picture is from Carlos' work. T / F
- 3 It isn't hot where Lee is. T / F
- 4 Lee likes Japanese food. T / F
- 5 Carlos is very busy at work. T / F

VOCABULARY

Big numbers

A Match numbers (1–5) with the words (a–e).

- | | |
|-------------|------------------------|
| 1 100 | a one million |
| 2 1000 | b ten thousand |
| 3 10,000 | c one hundred thousand |
| 4 100,000 | d one thousand |
| 5 1,000,000 | e one hundred |

B Listen and write the numbers you hear.

- 1.5
- 1 _____
 - 2 _____
 - 3 _____

C SPEAK Work in pairs. How far is Lee from home?

D SPEAK Work in pairs. Student A – say how far a city is from Paris. Student B – name the city. Then swap.

Paris → New York	3625 miles
Paris → Melbourne	10,427 miles
Paris → Seoul	5568 miles
Paris → Milan	529 miles
Paris → Cape Town	7965 miles

A: This city is 5568 miles from Paris.

B: It's Seoul. This city is ...

PRONUNCIATION

Similar numbers

A Listen to part of a phone call between Carlos and Lee. Which number does Lee say?

- 1.6
- a thirteen (13)
 - b thirty (30)

B Listen and repeat. Underline the stressed syllables in the numbers in Exercise A.

1.7

C Listen and tick (✓) the number you hear.

1.8

- | | | | |
|-------------------------------|-----------------------------|-------------------------------|-----------------------------|
| a 17 <input type="checkbox"/> | 70 <input type="checkbox"/> | e 16 <input type="checkbox"/> | 60 <input type="checkbox"/> |
| b 19 <input type="checkbox"/> | 90 <input type="checkbox"/> | f 14 <input type="checkbox"/> | 40 <input type="checkbox"/> |
| c 15 <input type="checkbox"/> | 50 <input type="checkbox"/> | g 18 <input type="checkbox"/> | 80 <input type="checkbox"/> |
| d 12 <input type="checkbox"/> | 20 <input type="checkbox"/> | h 13 <input type="checkbox"/> | 30 <input type="checkbox"/> |

D Listen again and repeat the numbers.

1.8



GRAMMAR

Present simple *be*: questions

A WORK IT OUT Look at the text conversation between Lee and Carlos again. Complete the table with words from the text.

Wh- questions	Yes/No questions
A: Where ¹ _____ you?	B: I ² _____ in Tokyo.
A: How ³ _____ you?	B: I ⁴ _____ fine.
A: ⁵ _____ the food good?	B: Yes, the food ⁶ _____ really good.
A: ⁷ _____ it hot there?	B: It ⁸ _____ very hot.

B Look at the table in Exercise A and complete the rules.

Present simple *be*: questions

- We put question words *before* / *after* *be*.
- We put the subject *before* / *after* *be*.
- When we answer *yes/no* questions, we put the subject *before* / *after* *be*.

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

D PRACTISE Match the questions (1–5) with the answers (a–e).

- | | |
|---------------------------------|---------------------------|
| 1 Where are you? | a It's 10 hours by plane. |
| 2 How far is Mumbai from there? | b It's J230. |
| 3 Is your city big? | c No, I'm not. |
| 4 Are you Egyptian? | d Yes, it is. |
| 5 What's your flight number? | e I'm at the hotel. |

E SPEAK Work in pairs. Write questions, adding the correct form of *be*. Take turns to ask and answer questions.

- Where / from? _____
- food good / your country? _____
- your hometown / big? _____
- your hometown / hot or cold? _____
- How far / your home / from here? _____

LISTENING

1.9 **A LISTEN FOR GIST** Listen to Carlos and Lee talking on the phone. Where is Lee now? Choose the correct picture below.

1.9 **B LISTEN FOR DETAIL** Listen again. Number Carlos' questions in the order you hear them (1–6).

- | | |
|-----------------------------|-----------------------------------|
| ___ Are you still in Tokyo? | ___ What's your next destination? |
| ___ Is the food good? | ___ Where are you in China? |
| ___ What's it like there? | <u>1</u> Where are you? |

C Work in pairs. Answer the questions in Exercise B for Lee.

SPEAKING

A PREPARE Choose a place. It could be your home or another place that you know. Imagine you are in that place. What is it like? Think about:

- far from here?
- hot/cold at the moment?
- busy/quiet?
- what kind of food?

B PLAN Use the prompts in Exercise A to make questions to ask your partner about the place he/she is in.

C SPEAK Work in pairs. Take turns to ask and answer questions about your places. Guess where the place is.



 Ask and answer questions about a place

1.3 What's in your bag?

— Talk about everyday items

V— everyday items

G— a/an and plural nouns; *this, that, these, those*

P— vowel sounds: /ɪ/ /a/ /i:/ /əʊ/

S— reading for gist

What's in your hand luggage?



Three travel experts talk about the things in their hand luggage when they go on a plane.

Bruce I don't carry a lot of luggage when I go on a plane. My bag is very small. **I have a bottle of water and tissues.** That's it. I usually sleep when I'm on a plane.

Wei I never use a suitcase. I put everything in my hand luggage, so there's no need to wait at baggage reclaim. My hand luggage is very heavy, but that's OK. **I have two watches.** I wear one and I put one in my bag, so I always know what time it is at home. **I travel to lots of countries.** I just want to get off the plane and leave the airport as soon as I can.

Elif I always have a laptop and my phone in my hand luggage when I go on a plane. **I usually have an umbrella and my keys.** Flying is a good time to do my work. I can relax at home.



VOCABULARY

Everyday items

A Work in pairs. Look at the picture. Match the items in the picture (1–12) with the words in the box.

___ a bottle of water ___ a credit card
 ___ headphones ___ keys ___ a laptop
 ___ a magazine ___ a mobile phone
 ___ a bag ___ tissues ___ an umbrella
 ___ a wallet ___ a watch

B SPEAK Work in pairs. Tell your partner what is in your bag.

A: What's in your bag?

B: My keys, a bottle of water and an umbrella.

READING

A READ FOR GIST Read *What's in your hand luggage?* What is the text about? Things people ...

- a take to work.
- b take to a party.
- c take on a plane.

Reading for gist

When you read a text for the first time, it is important to get a general idea of what it is about. To help you, think about:

- the title of the text and the pictures
- the general topic
- key words

B READ FOR DETAIL Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Bruce's bag is very big. T/F
- 2 Bruce takes a bottle of water and tissues on the plane. T/F
- 3 Wei never uses a suitcase. T/F
- 4 Wei always has his watch and a wallet in his bag. T/F
- 5 Elif usually has an umbrella and her keys in her hand luggage. T/F
- 6 Elif likes to relax on the plane. T/F

GRAMMAR

a/an and plural nouns

A WORK IT OUT Look at the bold sentences in *What's in your hand luggage?* Underline the nouns in each sentence.

B Look at the nouns you highlighted in Exercise A and complete the rules.

a/an and plural nouns

- 1 We use a/an with **plural / singular** nouns.
- 2 We use a with singular nouns that begin with a **consonant sound / vowel sound**.
- 3 We use an with singular nouns that begin with a **consonant sound / vowel sound**.
- 4 We add **-s / -es** to most nouns to make a plural.
- 5 We add **-s / -es** to nouns that end in **-s** or **-ch** to make a plural.
- 6 For nouns that end in consonant + **-y**, we cut the **-y** and add **-es / -ies**.

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

D SPEAK Work in pairs. Point to items in the picture in Vocabulary Exercise A. Your partner says what it is.

LISTENING

A SPEAK Work in pairs. Which of these items can you take in your hand luggage?



1.10 B LISTEN FOR GIST Listen to two conversations at airport security. Which items from Exercise A does:

- 1 the woman have in her bag?
- 2 the man have in his bag?

1.10 C LISTEN FOR KEY WORDS Listen again. Complete the sentences with the correct words.

- 1 **A:** Excuse me, madam. Is this your _____?
B: Yes, it is.
- 2 **A:** OK. You can go. Oh, wait! Are these your _____?
B: Oh, yes, they are! Thank you so much!
- 3 **A:** Excuse me, sir. Is that your _____?
B: Yes, it is.
- 4 **A:** Are those your _____?
B: No, they aren't. I think they belong to that family over there.

PRONUNCIATION

Vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/

1.11 A Listen carefully and notice the vowel sounds. Then listen again and repeat.

- /ɪ/ this, kiss, sit /i:/ these, key, tee
/æ/ that, hat, cat /əʊ/ those, toes, nose

B SPEAK Work in pairs. Practise the conversations in Listening Exercise C.

GRAMMAR

this, that, these, those

A WORK IT OUT Look at the pictures. Match the situations (1–4) from Listening Exercise C with the pictures (a–d).



B Choose the correct words to complete the rules.

this, that, these, those

- 1 We use **this / that** to talk about a singular noun that's near.
- 2 We use **this / that** to talk about a singular noun that isn't near.
- 3 We use **these / those** to talk about a plural noun that is near.
- 4 We use **these / those** to talk about a plural noun that isn't near.

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

SPEAKING HUB

A Work in pairs. Imagine you are going on holiday. Draw six everyday items to take with you.

B PLAN Work alone. Choose three of the items in Exercise A to take in your hand luggage.

C DISCUSS Imagine you are at airport security. Try to find out what is in your partner's hand luggage. Follow these steps:

Student A – Point to a picture in Exercise A and ask a question with *Is this / Are these your ...?*

Student B – Answer Student A's question.

Student A – Keep asking questions until you know which three items are in your partner's bag.

Talk about everyday items

COMPREHENSION

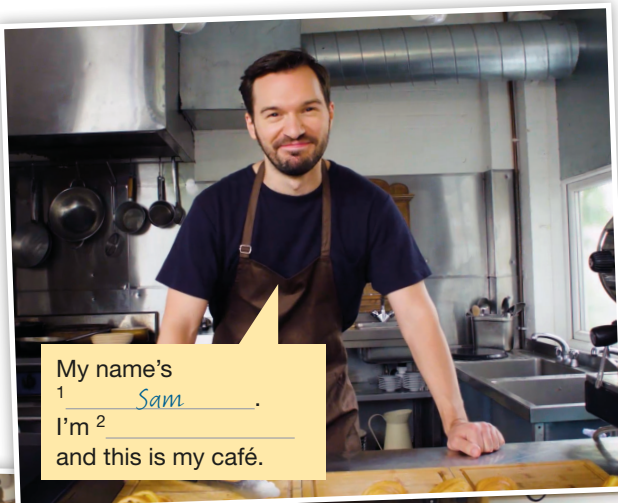
A Watch the video. Complete the information about each person in the photo captions below.

B Write a question about each person in Exercise A.

- 1 How old is Sam?
- 2 Where is Gaby from?
- 3 Is Milly married?

C SPEAK Work in pairs. Close your books and ask each other your question from Exercise B.

- A: How old is Sam?
B: He's 34.



My name's
1 Sam.
I'm 2 _____
and this is my café.



My name's
3 _____.
I'm a lawyer. There
are 4 _____
free rooms in my flat.



I'm Gabriela, but my
friends call me Gaby.
I love 7 _____,
but I'm not from here. I'm
8 _____. I'm from
a small town near Madrid.

FUNCTIONAL LANGUAGE

Greeting people and making introductions

A Complete the phrases with the words in the box.

bad fine Hi meet morning See too you

Say hello	Greet people + reply
Hello.	How are you?
1 <u>Hi</u> .	Not too 3 _____.
Hey!	I'm 4 _____, thanks.
Good 2 _____.	Very well, thanks.
Good afternoon.	
Good evening.	
Introduce people + reply	Say goodbye
This is ...	Bye.
This is my friend ...	See 7 _____.
It's nice to 5 _____ you.	See you soon.
Nice to meet you, 6 _____.	8 _____ you later.

B Watch the first part of the video again. Check your answers to Exercise A.



My name's Zac.
I know
5 _____.
He's a good friend. I'm
6 _____.
I'm from Seattle, but I
live here in London.



I'm Milly. I'm 25. I'm
9 _____.
I'm American. I love
clothes and I love
10 _____.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–3) with the replies (a–c).

- | | |
|------------------------|---|
| 1 What would you like? | a Thanks. |
| 2 That's £2, please. | b Can I have a croissant to go, please? |
| 3 Take a seat. | c Here you go. |

B ▶ 00:24–01:14 Watch part of the video again and check your answers to Exercise A.

PRONUNCIATION

Word stress

A ▶ 00:24–01:14 Watch part of the video again and read the conversation. Notice that the underlined words are stressed.

Neena: Good morning. How are you Sam?

Sam: Not too bad. How are you?

Neena: I'm fine, thanks. This is my friend, Milly.

Sam: Hi Milly. Nice to meet you.

Milly: Nice to meet you, too.

B ▶ 00:24–01:14 Watch again and repeat the conversation. Copy the word stress.

C SPEAK Work in groups of three. Practise the conversation in Exercise A. Remember to use the correct stress.

SPEAKING

A PREPARE Walk around the class. Introduce yourself to your classmates.

A: Hello, I'm Andreas. It's nice to meet you.

B: It's nice to meet you, too.

B DISCUSS Work in pairs. Walk around the class. Greet the people you know and introduce your partner.

A: Hello, I'm Andreas. It's nice to meet you.

B: It's nice to meet you, too.

A: This is Nadia.

C PLAN You're going to record a 'selfie' presentation. Make notes about what you want to say. Then record it.

Introducing

Hi! My name's ...	I'm ...
My friends call me ...	I'm from ...
I'm single/married ...	I'm a ...

D PRESENT Work in groups. Compare your presentations.



🗨️ **Greet people and make introductions**

➤ Turn to **page 160** to learn how to fill in a form with personal details.

Unit 1 Review

VOCABULARY

A Complete the table with the correct countries and nationalities.

Country	Nationality
Brazil	1 _____
2 _____	Chinese
3 _____	Egyptian
India	4 _____
Japan	5 _____
6 _____	Portuguese
Sweden	7 _____
The UK	8 _____

B Correct the mistakes in each sentence.

- Tokyo is the capital of Japanese.
- IKEA is a Sweden company.
- My father's from Hanoi in Vietnamese.
- I'm from New York, in USA.
- I love Switzerland chocolate!

C Match the words (1–8) with the numbers (a–h).

- | | |
|----------------------------|-------------|
| 1 one million | a 500,000 |
| 2 five hundred and ten | b 510 |
| 3 fifty-five thousand | c 5002 |
| 4 one thousand two hundred | d 1,000,000 |
| 5 five hundred thousand | e 1200 |
| 6 one hundred thousand | f 55,000 |
| 7 five thousand and two | g 250 |
| 8 two hundred and fifty | h 100,000 |

D Complete the everyday items with *a, e, i, o* or *u*.

- h_e_a dph_o_n_e_s
- a cr_d_t_c_r_d
- m_n_y
- a m_b_l_ph_n
- a b_ttl_of w_t_r
- a w_tch
- a b_x of t_ss_s
- a l_pt_p
- a m_g_z_n
- a w_ll_t

E SPEAK Work in pairs. Discuss the questions.

- Where are you from?
- How old are you?
- What nationality are your parents?
- What's the capital of your country?
- What's in your bag?

GRAMMAR

A Choose the correct words to complete the sentences.

- I 'm / 's from the USA.
- We 's / 're Russian.
- They *isn't / aren't* married.
- You 's / 're my friend.
- She *isn't / aren't* American.
- He 'm / 's 36 years old.
- I *isn't / 'm not* from Sweden.

B Write questions and short answers.

- you / Japanese
Are you Japanese (?) Yes, I am. (+)
- they / students
_____ (?) _____ (+)
- he / German
_____ (?) _____ (-)
- she / 18 years old
_____ (?) _____ (+)
- you / married
_____ (?) _____ (-)

C Match the questions (1–4) with the answers (a–d).

- | | |
|-----------------------|--------------------|
| 1 What's your name? | a Oakland. |
| 2 How old are you? | b It's in the USA. |
| 3 Where are you from? | c Susan. |
| 4 Where's that? | d 26. |

D Complete the text with *a, an* or *–* (no article).

This is my bag. I usually carry ¹ _____ apple, ² _____ mobile phone and ³ _____ keys. Oh, and ⁴ _____ credit card!

E Choose the correct words to complete the sentences.

- Is *this / these* your phone?
- That / Those* aren't my keys.
- That / Those*'s my book.
- Are *this / these* your sunglasses?

FUNCTIONAL LANGUAGE

A Complete the conversation with the words in the box.

from Good Hi meet small Where

- A: 1 _____ . I'm Andreas.
 B: Nice to 2 _____ you, Andreas. I'm Tia.
 A: 3 _____ to meet you, too, Tia.
 B: 4 _____ are you from, Andreas?
 A: Switzerland. I live in a 5 _____ village near Zurich.
 B: Really? I'm 6 _____ Chicago, but I live in Paris.

B Work in pairs. Practise the conversation in Exercise A. Use your own information.

2

PEOPLE

Without friends no one
would choose to live.

Aristotle



A Mayan family in Guatemala, Central America.

OBJECTIVES

- talk about your family
- talk about appearance
- describe family members and friends
- make and respond to requests in a café
- write an email to a friend

Work with a partner. Discuss the questions.

- 1 Do you have a big family?
- 2 Do you have any brothers or sisters?
- 3 What do you like doing with your friends?

V family

P /ə/ 'schwa'

G possessive adjectives and apostrophes

READING

A Work in pairs. Look at the pictures in *Famous families*. Why are these people famous?

B READ FOR GIST Read *Famous families* and check your answers to Exercise A.

C Work in pairs. How many of the people do you know?

D READ FOR DETAIL Read *Famous families* again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Sofia is a famous actress.
- Sofia's grandparents were Italian.
- Sofia's brother is called Francis Ford Coppola.
- Sofia's aunt was in the film *Rocky*.
- Sofia and her husband, Thomas, live in Italy.

T/F

T/F

T/F

T/F

T/F

E SPEAK Work in pairs. What other famous families do you know?

FAMOUS FAMILIES

This week, we continue our series on Hollywood families with a look at the Coppolas.

Sofia Coppola is an American film director. She's famous for directing the films *Marie Antoinette* and *Somewhere*. Sofia's family is famous, too. There are famous film directors, actors and musicians in her family.

Her grandparents, Carmine Coppola and Italia Pennino, were musicians from Italy. Sofia's father is the film director Francis Ford Coppola. He is the director of the three *Godfather* films. Sofia's brother, Roman Coppola, is also a film director.

Sofia's aunt is Talia Shire. She's an actress, and she was in the *Godfather* and the *Rocky* films. Talia's son is the actor Jason Schwartzman. Jason is Sofia's cousin. The actor Nicolas Cage is her cousin, too. Nicolas' father was August Coppola. He was Francis Ford Coppola's brother.

Sofia's husband is Thomas Mars, the singer of the rock band Phoenix. Sofia and Thomas live in New York City, and they have two daughters. Their daughters' names are Romy Mars and Cosima Mars.



Thomas Mars



Francis Ford Coppola

Talia Shire



Sofia Coppola



Jason Schwartzman

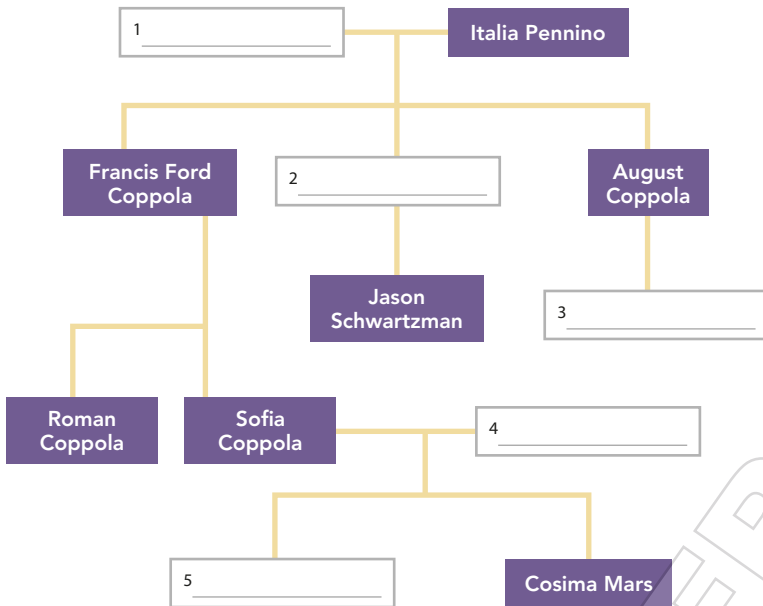
VOCABULARY

Family

A Look at the word in **bold** in the sentence below. Find and underline seven other words for family members in *Famous families*.

Her **grandparents**, Carmine Coppola and Italia Pennino, were musicians.

B Read the text again. Complete the family tree.



C Complete the table with the words you found in Exercise A.

Female	Male	Female or male
		grandparents

D Add the words in the box to the table in Exercise C.

children grandfather grandmother mother
parents sister uncle wife

E SPEAK Work in pairs. Student A – go to the **Communication Hub** on page 156. Student B – go to the **Communication Hub** on page 158.

PRONUNCIATION

/ə/ 'schwa'

A Listen and repeat. Notice how we say the underlined sounds.

2.1 /ə/ mother, brother, actor

B Say these words with a partner. Underline the /ə/ sound in each word. Then listen, check and repeat.

2.2 cousin daughter director famous father husband parents sister

GRAMMAR

Possessive adjectives and apostrophes

A Look at the sentences from *Famous families*. Which name matches the word in **bold**? Choose a, b or c.

1 Jason is Sofia's cousin. The actor Nicolas Cage is **her** cousin, too.

a Jason b Sofia c Nicolas

2 Sofia and Thomas live in New York City, and they have two daughters. **Their** daughters' names are Romy Mars and Cosima Mars.

a Sofia and Thomas b Sofia c Thomas

B WORK IT OUT Complete the table with the words in the box.

his its my our your

Subject pronouns	Possessive adjective
I	1 _____
you	2 _____
we	3 _____
they	their
he	4 _____
she	her
it	5 _____

C WORK IT OUT Look at the underlined words in Exercise A. Then complete the rules.

Possessive apostrophe

- We add ' / s to regular singular nouns.
- We add ' / s to regular plural nouns.
- We use the possessive apostrophe to show that something *belongs to* / *doesn't belong to* someone.

D Go to the **Grammar Hub** on page 124.

SPEAKING

A PREPARE Draw your family tree. Include any grandparents, uncles, aunts or cousins.

B SPEAK Work with a partner. Take it in turns to tell each other about the people in your family tree.

My grandfather's name is Hiroyuki. He's 98 years old. My grandmother's name is Saya. She's ...

Talk about your family

2.2 The same, but different

— Talk about appearance

V — describing appearance

G — have/has got

P — contracted have

1



2



VOCABULARY

Describing appearance

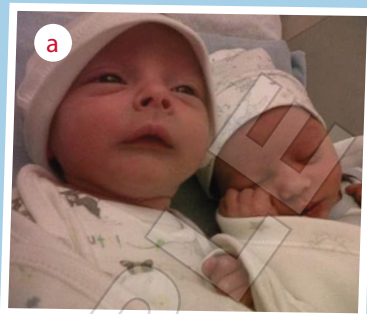
A Work in pairs. Match the people in the pictures (1–2) with the words in the box.

beard blonde hair blue eyes brown eyes curly hair
grey hair light skin long hair short hair straight hair

B Go to the **Vocabulary Hub** on page 146.

TWO in a million

This is a picture of Bobby and Riley George on the day they were born. They're twins. They've got curly hair, brown eyes and light skin.



This is Bobby and Riley three years later, and they look really different! Bobby looks like his mother. He's got light skin, blonde hair and blue eyes. Riley looks like his father. He's got dark skin and brown eyes, and short, brown hair. The boys don't look the same, but have they got the same personality? No, they haven't. Bobby is very noisy and Riley is quiet. They really are one in a million!

b



READING

A Look at the picture a in *Two in a million*. Choose three sentences that describe the babies.

- 1 They are the same age.
- 2 They look different.
- 3 They look like each other.
- 4 They've got the same parents.
- 5 They've got different parents.

B **READ FOR GIST** Read *Two in a million*. Check your answers to Exercise A. What is the name of the child on the left in picture b?

C **READ FOR DETAIL** Read again. Choose the correct words to complete the sentences.

- 1 Bobby and Riley's birthdays are on *the same day* / *different days*.
- 2 Bobby and Riley look *the same* / *different* three years later.
- 3 Bobby and the twins' mother have got *the same* / *different* skin colour.
- 4 Riley and Bobby have got *the same* / *different* personalities.

look like

The phrase *look like* means have the same appearance.

- I/You/We/They + *look like* + noun
I look like my mother. I don't look like my father.
- He/She/It + *looks like* + noun
My sister doesn't look like me. She looks like our mum.

D **SPEAK** Work in pairs. Describe someone in your class to your partner. Can they guess who it is?

- A: He's tall. He's got long, brown hair and brown eyes. He looks a bit like Johnny Depp ...*
B: Is it Matteo?

GRAMMAR

have/has got

A WORK IT OUT Look at *Two in a million* again. Complete the sentences with no more than three words from the text.

- _____ brown hair, brown eyes and dark skin.
- _____ blonde hair and blue eyes.
- The boys don't look the same, but have they got the same personality? No, _____.

B WORK IT OUT Complete the table with the words from the box.

haven't 've hasn't

Positive (+) / Negative (-)				
1	I	_____ / haven't	got	blue eyes.
2	He/She/It	's / _____		
3	You/They/We	have / _____		

C Go to the **Grammar Hub** on page 124.

D PRACTISE Look at the picture. Complete the conversation about the woman with the correct form of *have/has got*. Use contractions.

A: Who do you look like?

B: My aunt. She's my dad's sister.

A: Has your aunt
1 _____ long hair?

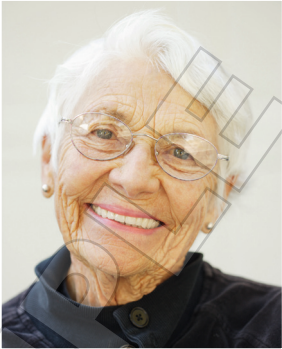
B: No, she
2 _____.
She 3 _____ short, grey hair.

A: 4 _____ she 5 _____ glasses?

B: Yes, she 6 _____.

A: What colour eyes 7 _____ she got?

B: She 8 _____ blue eyes. We've also got the same nose.



E SPEAK Find out who your partner looks like in their family.

I look like my mother. She's got brown eyes, like me. And we've both got curly hair.

PRONUNCIATION

Contracted *have*

A Listen and repeat the contracted forms of *have* and *has*. Notice the /v/, /z/ and /s/ sounds.

B Listen choose the correct sound /v/, /z/ or /s/.

- he's got /v/ /z/ /s/
- it's got /v/ /z/ /s/
- I've got /v/ /z/ /s/
- she's got /v/ /z/ /s/
- they've got /v/ /z/ /s/
- you've got /v/ /z/ /s/

C SPEAK Work in pairs. Complete the sentences about people in your class.

- I've got ...
- You've got ...
- He's/She's got ...
- We've got ...
- They've got ...

LISTENING

A Work in pairs. Describe the man in the picture.



B LISTEN FOR KEY WORDS Listen to a description of the man in Exercise A. Does it match yours?

C SPEAK Work in pairs. Think of someone in your family. Tell your partner how you and this person are the same, and how you are different.

A: My dad doesn't look like me. He's got grey hair and a beard. I've got brown hair. I've got glasses, but he hasn't.

B: My sister looks the same as me. We're twins!

SPEAKING

Work in pairs. Go to the **Communication Hub** on page 154.

 Talk about appearance

V— personality adjectives

P— syllable stress: adjectives

G— using adjectives

S— reading for organisation

VOCABULARY

Personality adjectives

A Complete the descriptions with the adjectives in the box.

friendly funny quiet sad tidy

- She's really _____ – she always makes me laugh.
- My uncle is a _____ person. He doesn't talk much; he just listens.
- Hakim always puts things away after he uses them – he's very _____.
- My father's often _____. He doesn't laugh or smile a lot anymore.
- Reema is a very nice person – she's _____ to everyone.

B Match the adjectives (1–5) with their opposites (a–e).

- | | |
|------------|--------------|
| 1 friendly | a messy |
| 2 funny | b unfriendly |
| 3 quiet | c happy |
| 4 sad | d noisy |
| 5 tidy | e serious |

PRONUNCIATION

Syllable stress: adjectives

A Work with a partner. Say the adjectives, and then add them to the table. Listen and check your answers.

friendly funny happy messy noisy
quiet sad serious tidy unfriendly

●	●●	●●●	●●●●
	friendly		

LISTENING

A **LISTEN FOR GIST** Listen to the conversation. Match people (1–3) to the names below.

2.7 Zoe _____ Alice _____ Jody _____

B **LISTEN FOR DETAIL** Look at the questions and tick (✓) the correct person or people. Listen again and check your answers.

	Keisha	Zoe	Alice	Jody
1 Who's in the same study group?				
2 Who's funny?				
3 Who's tidy?				
4 Who's quiet?				
5 Who's serious?				
6 Who's not tidy?				

C **SPEAK** Work in pairs. Are you like Keisha, Zoe, Alice or Jody? Give examples.

GRAMMAR

Using adjectives

A **WORK IT OUT** Look at the sentences from the conversation. Underline the adjectives.

- They're all really friendly.
- She's a very funny person.
- She's quite quiet, but I like her.

B Choose the correct words to complete the rules. Use the sentences in Exercise A to help you.

Using adjectives

- We put adjectives *before* / *after* the verb *be*.
- We put adjectives *before* / *after* nouns.

C Go to the **Grammar Hub** on page 124.

D **SPEAK** Work with a partner. Tell them about someone you know. Use *really*, *very* or *quite* in your descriptions.





READING

A READ FOR GIST Read Yassir's email. Where is he and who is he talking about?

RE: How're things?

Sent: Friday 10th November 2017, 2.19 pm

To: a.nadar@screen.nett

From: YassirAwad@logbox.com

Hi Ahmed,

I'm having a great time at university! ^a There are about 20 people in my class, and all of them are friendly. There's a guy in my class called Erdem – he's from Turkey. He's got long hair, a beard and he's really noisy, but he's very funny! He's one of my close friends now. ^b I met a French guy called Nico at football practice. He's really friendly, but very different from Erdem. He's quite quiet and serious.

^c The bad news is about my flatmate. ^d His name's Erik. He's quiet in the day and noisy in the middle of the night! He's so unfriendly – he never speaks to me. And he's really messy! ^e I want to live with a happy, friendly and tidy person!

See you soon,

Yassir

B READ FOR ORGANISATION Read again. Match the sentences (1–5) with the gaps in the email (a–e). Use the information in the box to help you.

Reading for organisation

To help you understand how a text is organised, think about how one sentence connects to another. Does it add more information? Does it explain something? Does it change topic?

- 1 I only have one flatmate.
- 2 There's a lot of work to do, but there are also a lot of fun things to do in my free time.
- 3 I want to find a new place to live.
- 4 That's the good news.
- 5 I always laugh a lot when I'm with Erdem.

SPEAKING HUB

A Imagine you can choose a new flatmate for Yassir. Think about the type of person Yassir wants to live with.

B PLAN Read about these people. Makes notes about who would be a good/bad flatmate for Yassir.



Antonio

Italian

'I'm from Naples, and I love cooking and football. I like listening to music when I study. I've got lots of friends and I like to cook for them.'



Cvetomir

Bulgarian

'I love watching football on TV, but I never play. I never cook at home because I hate cleaning the kitchen. I like to sleep a lot. I'm a good flatmate – I'm very quiet.'



Jonas

Swedish

'I like to study a lot in the day and talk to friends in the evening. My friends say I'm really funny, but I think I can be serious, too. I like to play sport and relax with friends at the weekend.'

C SPEAK Work in groups. Discuss the different people. Who is the best flatmate for Yassir?

Describe family members and friends

COMPREHENSION

A Look at the pictures. Then watch the video and tick (✓) the things you see.



a camera



keys



a croissant



a laptop



headphones



an umbrella



a skateboard



a phone

B Work in pairs. Correct the wrong information in each sentence. Then watch the video again and check.

- 1 It's the afternoon. *It's the morning.*
- 2 Gaby's cappuccino and croissant is £6.50.
- 3 Gaby's got a skateboard.
- 4 Zac is from Detroit.
- 5 Gaby is Italian.
- 6 Gaby's mum's name is Maria.
- 7 Gaby's got a flat.
- 8 Zac's got a flat.

FUNCTIONAL LANGUAGE

Making and responding to requests

A Complete the phrases in the table with the words in the box. Then listen and check.

2.8

afraid ahead cappuccino pounds sit that

Asking for things

Can/Could I have a ¹ _____, please?

Can/Could I ² _____ here?

Saying Yes/No

Sure, no problem.

Go ³ _____.

Of course.

No, sorry. I'm ⁴ _____ not.

Asking for prices

How much is ⁵ _____?

How much are they?

Giving prices

£4.50 / four ⁶ _____, fifty.

\$2.20 / two dollars, twenty.

€15.75 / fifteen euros, seventy-five.



B Work in pairs. Think of other ways of completing requests 1 and 2 in Exercise A. Practise saying them to each other.

Can I have a pen, please?

2.9

C How do you say the prices in the box? Practise with a partner, then listen and check.

£5.25 \$6.50 €13.30 \$8.90 £14.40 €17.70

D Work in pairs. Write down three different prices and say them to your partner. Write what you hear.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Complete the useful phrases with the words in the box.

funny idea sorry this way wrong



I am so _____.



No _____!



That's _____!



What's _____?



I've got a great _____.



Let's do _____!

B ▶ 00.58–05:17 Watch the second part of the video again and check your ideas in Exercise A.

PRONUNCIATION

Stress and intonation

A ▶ 00:00–00:56 Watch the first part of the video again and read the conversation. Notice the stress and intonation.

Sam: Morning. What can I get you?

Gaby: Hi! Can I have a cappuccino please?

Sam: Sure. Anything to eat?

Gaby: Could I have a brownie?

Sam: No, sorry. I'm afraid not. There aren't any.

Gaby: OK. Erm. Can I have a croissant then?

Sam: No problem. Is that everything?

Gaby: Yes, thanks. How much is that?

Sam: Four pounds fifty. Take a seat.

Gaby: Thank you.

B ▶ 00:00–00:56 Work in pairs. Watch again and repeat the conversation. Copy the stress and intonation.

C SPEAK Work in pairs. Practise the conversation in Exercise A. Remember to use the correct stress and intonation.

SPEAKING

A PREPARE Work in groups of three. Write your own café conversation.

- Student A is the café owner. Students B and C are customers.
- Use the phrases in Functional Language to help you.
- Include all of the words in the box below.

afraid ahead sit can you could I
course here can we sorry sure

B DISCUSS Practise your conversation. Perform it for the rest of the class.

A: Hello! Can I help you?

B: Hi! Can I have a coffee, please?

A: Sure, no problem.

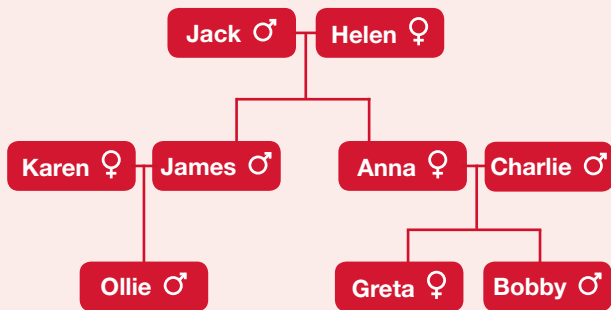
B: And could I have a croissant?

🕒 **Make and respond to requests**

▶ Turn to **page 161** to learn how to write an email to a friend.

VOCABULARY

A Look at the family tree. Match the beginnings of sentences (1–8) with the ends of sentences (a–h).



- | | |
|--------------------|------------------|
| 1 Anna is Greta's | a granddaughter. |
| 2 Greta is Bobby's | b uncle. |
| 3 Jack is Greta's | c mother. |
| 4 Helen is Jack's | d grandfather. |
| 5 Anna is Ollie's | e cousin. |
| 6 Greta is Helen's | f wife. |
| 7 Bobby is Ollie's | g sister. |
| 8 James is Bobby's | h aunt. |

B SPEAK Work in pairs. Tell your partner about your family.

C Complete the descriptions (1–4) with the words in the box.

beard curly fair fat glasses long tall

- Paolo has got _____, straight hair, blue eyes and a big _____.
- Julia has got _____ skin, brown eyes and blonde, _____ hair.
- My grandfather is very _____. He's got grey hair and wears _____.
- My baby brother is very _____.

D Complete sentences (1–6) with the words in the box.

funny messy noisy quiet serious tidy

- Laurence is so _____. Why does she shout so much?
- My brother is so _____. His bedroom is full of dirty clothes and old pizza boxes.
- Michael is really _____. He always makes me laugh.
- Your sister never smiles. Why is she so _____ all the time?
- Erin cleans the kitchen every day. She's a very _____ person.
- Why is he so _____? I can't hear anything he says!

E Work in pairs. Describe:

- your best friend
- your teacher
- someone you work or study with

GRAMMAR

A Complete the text with pronouns or possessive adjectives.

Hi! ¹ _____ 'm Carrie. I'm Australian and I'm a doctor. ² _____ parents are Mike and Jennifer. ³ _____ 're actors. I've got one sister. ⁴ _____ name is Lula and ⁵ _____ 's 18. I've got two brothers. ⁶ _____ names are Tom and Brad. ⁷ _____ 're all from Brisbane.

B Correct the sentences by adding 's or s'.

- Carrie's surname is Pinto.
- Her sister name is Lula.
- Her brother names are Tom and Brad.
- Jennifer children names are Carrie, Lula, Tom and Brad.
- My brother dog is called Rufus.
- His parent house is amazing!

C Complete the text with the correct form of *have/has got*.

How many brothers and sisters ¹ _____ you ² _____? My family is small. It's just me, my brother, Eric and my mum. I look like my mum. She ³ _____ blonde hair and blue eyes. Eric ⁴ _____ dark, curly hair, but I ⁵ _____ blonde, straight hair. My eyes are blue, like Mum's, but Eric ⁶ _____ brown eyes.

D Find and correct one mistake in each sentence.

- This is a ~~house~~ very big *house*.
- My sisters are smalls.
- I'm very quiet not.
- He's a unfriendly really person.
- Are you messy very?
- Erin's quiet quite today.

FUNCTIONAL LANGUAGE

A Reorder the words to make requests and offers.

- I / please / have / a / Could / sandwich, / ?
Could I have a sandwich, please?
- I / open / window / the / Shall / ?

- use / Can / please / I / dictionary, / your / ?

- help / Would / me / you / like / to / ?

B Work in pairs. Take turns to read the situations and decide what to say. Make requests and offers.

- Your friend has got a very big bag.
- You are cold.
- You haven't got a pen.
- You are thirsty.