

# Welcome!

- G** Possessive adjectives; question words; *a/an*; regular plural forms
- V** Numbers; the alphabet; colours; classroom objects and instructions



## 1 FIRST CONVERSATIONS

- a** **▶1.2-1.6** Listen to five short conversations. Match them with pictures a–e.
- b** **▶1.2-1.6** Listen again. Who says these sentences? Match them with pictures a–e.
- |                                                          |                                                   |
|----------------------------------------------------------|---------------------------------------------------|
| 1 <input type="checkbox"/> <b>b</b> Nice to meet you.    | 4 <input type="checkbox"/> How do you spell that? |
| 2 <input type="checkbox"/> How are you?                  | 5 <input type="checkbox"/> Can we pay, please?    |
| 3 <input type="checkbox"/> What's your name and address? | 6 <input type="checkbox"/> Is that your flat?     |

## 2 SAYING HELLO

- a** Read Conversation 1. Put the sentences in the correct order.
- ☐ Hello. Nice to meet you. I'm Pierre.  
☐ Hello, Pierre. Nice to meet you.  
☐ Hello. I'm Tony, and this is my wife, Joanna.
- ▶1.2** Listen and check your answer.
- b** **▶1.2** In pairs, say hello and say your name.
- c** **▶1.2** In groups of four, say hello. Say your name and introduce your partner.
- d** **▶1.3** Read Conversation 2 and complete the sentences. Listen and check your answers.
- fine thanks how
- A** Hi, Nick. <sup>1</sup> \_\_\_\_\_ are you?  
**B** I'm <sup>2</sup> \_\_\_\_\_, thanks. And you?  
**A** I'm OK, <sup>3</sup> \_\_\_\_\_.
- e** **▶1.3** Meet other students. Have a conversation with two or three people in the class.

## 3 NUMBERS

- a** **▶1.4** Listen to Conversation 3. Complete the bill.
- How much do they pay? € \_\_\_\_\_
- b** **▶1.7** Listen and circle the numbers you hear. Then say all the numbers.
- 13 15 16 17 12  
30 50 60 70 20
- c** Choose the correct answer.
- 25 = twenty and five / twenty-five  
61 = sixty-one / one and sixty  
110 = a hundred ten / a hundred and ten
- d** Read the numbers aloud. Then say the next three numbers.
- 1, 2, 3, 4, ... 31, 33, 35, ...  
10, 20, 30, ... 50, 100, 150, ...  
15, 25, 35, ...

2 coffees	€ _____
2 ice creams	€ _____
-----	
TOTAL	€ _____
-----	
Thank you	





4 THE ALPHABET

a 1.8 Listen to the letters of the alphabet and say them.



b **Pronunciation** Which letters have:

- 1 the same long sound as **see** /i:/
- 2 the same long sound as **day** /eɪ/
- 3 the same short sound as **egg** /e/

c Test a partner. Student A, point to a letter. Student B, say the letter.

Welcome!

d Say these colours and spell the words.



e Write two words you know in English. Say the word and ask your partner to spell it.

f 1.5 Listen to Conversation 4 and complete the name and address.

Mike K \_\_\_\_\_

\_\_\_\_\_ King's Road

A \_\_\_\_\_

g Work in pairs. Student A, tell Student B:  
– your first and last name      – your address.

Student B, ask Student A to spell their name and address. Write the information down. Then swap roles.

How do you spell your ... ?

5 POSSESSIVE ADJECTIVES

a 1.6 Read and listen to Conversation 5. Underline the correct answer.

- A This is a nice photo. This is *my* / *your* wife and *his* / *her* brother.
- B Oh yes. Is that *our* / *your* flat?
- A Yes, that's *our* / *their* flat in London.
- B Mm, it's very nice.

b Complete the table.

our	their	her	his
-----	-------	-----	-----

I live here.	This is <u>my</u> flat.
Do you live here?	Is this <u>your</u> flat?
He lives here.	This is ____ flat.
She lives here.	This is ____ flat.
We live here.	This is ____ flat.
They live here.	This is ____ flat.

c Complete the sentences with a word from the table in 5b.

- 1 This is my brother. \_\_\_\_ name is George.
- 2 Jenny and Phil are old friends and that's \_\_\_\_ old car.
- 3 That's a good photo of you. And is that \_\_\_\_ daughter?
- 4 In this photo, we're on holiday with \_\_\_\_ friends Sue and Bill.
- 5 I know that girl in the photo. What's \_\_\_\_ name?



6 CLASSROOM OBJECTS



a Match objects 1–10 with a–j in the picture.

- 1 a notebook

2 a dictionary

3 a projector

4 a question

5 a pen
- 6 a cupboard

7 a desk

8 a whiteboard

9 an answer

10 a coursebook

b **1.9 Pronunciation** Notice the stressed syllable in the words in 6a. Listen, then practise saying the words.

c When do we use *an*? Choose the correct answer.  
a before *a, e, i, o, u*      b before other letters

d Write *a* or *an* next to each word.

- 1  
\_\_\_\_\_ book

2  
\_\_\_\_\_ apple

3  
\_\_\_\_\_ camera
- 4  
\_\_\_\_\_ glass

5  
\_\_\_\_\_ egg

6  
\_\_\_\_\_ baby
- 7  
\_\_\_\_\_ ice cream

8  
\_\_\_\_\_ box

e Choose one of the words from 6a or 6d. Other students ask questions to guess the word.



f Look at how words change in the plural. Complete the rules.

Singular → Plural	Rule
a pen → pens	Most words add _____ in the plural.
a baby → babies	Change a final -y to _____ and add _____.
a glass → glasses	If a word ends in -s, -x, -sh or -ch, we add _____.

7 CLASSROOM INSTRUCTIONS

a **1.10** Listen and do what the teacher says. Then listen again. Which verbs do you hear each time?  
open close look at read turn to write ask work

b **1.11** Underline the correct words. Listen and check.

- 1 *What's / Who's* this? An apple or an orange?

2 *When's / Where's* Tokyo?

3 *How / What* do you say this word?

4 *Who's / When's* the president?

5 *When's / What's* your English lesson?

c Match questions 1–4 with answers a–d.

- 1 What's 'amigo' in English?

2 How do you spell 'night'?

3 What's a 'ferry'?

4 How do you say this word?
- a It's a boat for cars and people.

b 'Pee-pl'.

c Friend.

d N-I-G-H-T.

d Write a question like questions 1–4 in 7c. Then ask other students your question.



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Excerpt

[More information](#)

## CAN DO OBJECTIVES


- Talk about where you're from
- Talk about people you know
- Ask for and give information
- Write an online profile

# UNIT 1


## People



### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What different countries are the people from?
- 2 Why are they together?
  - for a sports game    • for a party    • for a music concert
- 3 How do they feel? Here are some ideas:
  - bored    • excited    • good    • happy
  - sad    • tired

**b**  When do you meet people from other countries? Here are some more ideas:

- on holiday    • at work
- on a language course    • at parties
- never



# 1A I'm from France

Learn to talk about where you're from

- G** be: positive and negative
- V** Countries and nationalities

## 1 LISTENING AND READING

- a** Look at pictures a–f and answer the questions.
- What sport do all the people like?
  - Match countries 1–6 with pictures a–f.

1 <input type="checkbox"/> Brazil	4 <input type="checkbox"/> Japan
2 <input type="checkbox"/> Spain	5 <input type="checkbox"/> Russia
3 <input type="checkbox"/> Germany	6 <input type="checkbox"/> France
- b** **1.12** Listen and check. Practise saying the countries.
- c** **1.13** Thomas and Lena are at the World Cup. Listen and tick (✓) the three things they talk about.
- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> football  | 4 <input type="checkbox"/> a city |
| 2 <input type="checkbox"/> countries | 5 <input type="checkbox"/> TV     |
| 3 <input type="checkbox"/> food      |                                   |

**d** **1.13** Listen again. Complete the conversation.

**THOMAS** Hi there! My name's Thomas. What's your <sup>1</sup> \_\_\_\_\_?  
**LENA** I'm Lena.  
**THOMAS** Hi, Lena! Where are you <sup>2</sup> \_\_\_\_\_? Russia?  
**LENA** Yeah, you're right! I'm Russian. I'm from St Petersburg.  
**THOMAS** Oh yes! It's a really beautiful city.  
**LENA** Yes, I think so too. So, <sup>3</sup> \_\_\_\_\_ are you from, Thomas?  
**THOMAS** Me? I'm from <sup>4</sup> \_\_\_\_\_. I'm French.  
**LENA** Oh, the French team's really good!  
**THOMAS** Of course, we're <sup>5</sup> \_\_\_\_\_!

**e** Are sentences 1–4 true or false?

- Thomas and Lena are friends.
- Lena is from Russia.
- Thomas likes St Petersburg.
- Lena says the football team from France is very bad.

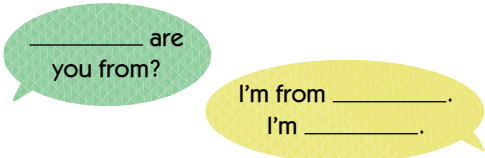
**f** Underline the two nationalities in the conversation in 1d.





2 VOCABULARY  
Countries and nationalities

- a Thomas says:  
I'm from **France**. I'm **French**.
- 1.14 Find other pairs of countries and nationalities in the box below. Listen and check.
- Ru|ssia Bra|zil|i|an Spa|nish Ja|pan Ru|ssian  
Ger|many Jap|an|ese Ger|man Bra|zil Spain
- b 1.14 **Pronunciation** Notice how many syllables each word has. Underline the stressed syllable in each word in the box in 2a.
- c 1.14 Listen again and repeat.
- d Make sentences about the people below with the words in 2a.
- 1 Lena: She's Russian. She's from \_\_\_\_\_.
- 2 The people in pictures a–f: They're \_\_\_\_\_.  
They're from \_\_\_\_\_.
- e Look at the conversation in 1d again. Complete the question. Then ask your partner.



- f Now go to Vocabulary Focus 1A on p.160 for more Countries and nationalities



3 GRAMMAR  
be: positive and negative

- a 1.17 Listen to the next part of the conversation between Thomas and Lena. What do they talk about?
- a their football teams  
b the town where Thomas is from
- b 1.17 **Underline** the correct answers. Listen again and check.
- 1 Thomas *is* / *isn't* from Paris.  
2 Lena's friends *are* / *aren't* Russian.  
3 Her friends *are* / *aren't* at the match.  
4 *It's* / *It isn't* 8:00.
- c Look at the sentences and complete the rules.
- It's a town near Paris. It isn't very big.  
They're all in the hotel. They aren't here.  
I'm from France. I'm not from Paris.
- 1 To make *is* and *are* negative, we add \_\_\_\_\_.  
2 To make *I'm* negative, we add \_\_\_\_\_.
- d Complete the table with the correct forms of the verb *be*.

Positive (+)	Negative (–)
I'm <u>from</u> St Petersburg.	I'm <u>French</u> .
He <u>a</u> really good player.	She <u>from</u> Moscow.
They say they <u>tired</u> .	They <u>at</u> the match.

- e Now go to Grammar Focus 1A on p.136
- f Thomas and Lena talk more in the café. Add the verb *be* to make correct sentences.
- Thomas says: 1 My brother at university in Madrid.  
2 My mother and father not here.
- Lena says: 3 Russia not very hot in April.  
4 My friends really interesting and fun.
- g Write two positive and two negative sentences about you with the verb *be*. Make two of the sentences false.
- h Read your sentences to a partner and say if your partner's sentences are true or false.

4 SPEAKING

- a **Communication 1A** Student A go to p.129. Student B go to p.132.
- b Work in small groups. Tell other students:
- your name
  - your country and nationality
  - your home town.

# 1B She’s a lovely person

Learn to talk about people you know

- G be: questions and short answers
- V Personality adjectives

## 1 READING

- a Look at pictures a–d. Where do you think the people are?
- b Read the texts and match them with pictures a–d. Are your ideas in 1a correct?
- c Who do you think says sentences 1–4?
- ‘I have four classes every day.’
  - ‘It’s fun to travel with friends.’
  - ‘My family live in different places.’
  - ‘She speaks two languages – Spanish and Portuguese.’
- d Who would you like to meet: Suzi, Andrey, Altan or Saddah? Why?



### Suzi

This is me in Rio de Janeiro with my friend Claudia. She lives in Brazil, but she’s from Spain. She’s a lovely person – very warm and kind.

[view Suzi’s photos](#) [leave Suzi a message](#)



### Andrey

In this photo I’m in St Petersburg with my cousin Oleg. He’s Russian, but I’m from England – his father and my mother are brother and sister. He’s a really pleasant guy and he’s a brilliant doctor. He’s well-known in his part of St Petersburg.

[view Andrey’s photos](#) [leave Andrey a message](#)



### Altan

In this photo, I’m on holiday with my friend Takor. He’s a fantastic friend and he’s very cool. He’s a great person to be on holiday with.

[view Altan’s photos](#) [leave Altan a message](#)



### Saddah

This is my colleague Maram. We’re teachers and we work together in a school. She’s quiet, but she’s really friendly. She’s also very popular with her students.

[view Saddah’s photos](#) [leave Saddah a message](#)



2 VOCABULARY  
Personality adjectives

- a Look at the sentence. The underlined words are adjectives. Are they about Rio de Janeiro or Claudia?  
She's a lovely person – very warm and kind!
- b Underline nine more adjectives in the texts. Then put them in the correct gaps.
- very good: \_\_\_\_\_, \_\_\_\_\_,
  - nice: lovely, warm, kind, \_\_\_\_\_,
  - famous: \_\_\_\_\_
  - he/she doesn't talk much: \_\_\_\_\_
  - people like him/her: \_\_\_\_\_

- c **Pronunciation** Three words in the texts have the /k/ sound:

kind    cool    quiet

Underline the /k/ sound in these words. Which two words do not have /k/?

cold    car    cheap    kitchen    like  
coffee    quick    back    key    know  
come    make    school    cat

- d Talk about people you know. Use adjectives from 2b.

My friend Emma's very friendly and very popular.

My best friend Joe's a cool guy.

My aunt Sophia's fantastic – she's a very warm and friendly woman.

- e Now go to Vocabulary Focus 1B on p.161 for more Adjectives

3 LISTENING

- a 1.23 Listen to the conversation. Complete the nationalities (1–3) on the profiles below.
- b 1.23 Listen again. Complete the profiles with personality adjectives 4–6.

Name: Roman  
Nationality <sup>1</sup> \_\_\_\_\_  
Personality <sup>4</sup> \_\_\_\_\_

Names: Diego and Mia  
Nationality <sup>2</sup> \_\_\_\_\_  
Personality <sup>5</sup> \_\_\_\_\_

Name: Laura  
Nationality <sup>3</sup> \_\_\_\_\_  
Personality <sup>6</sup> \_\_\_\_\_

4 GRAMMAR *be*: questions and short answers

- a 1.24 Complete the answers with the verbs in the box. Listen and check.
- aren't    isn't    is    are
- Is she Italian?    No, she \_\_\_\_\_. She's from Spain.
  - Is he from Poland?    Yes, he \_\_\_\_\_.
  - Are they married?    Yes, they \_\_\_\_\_.
  - Are they Spanish?    No, they \_\_\_\_\_. They're from Mexico.

- b Complete the table with the correct forms of the verb *be*.

Questions (?)	Short answers	
<u>Are</u> you Australian?	Yes, I <u>am</u> .	No, I'm not.
_____ you Spanish?	Yes, we are.	No, we aren't.
_____ he/she Turkish?	Yes, he/she _____.	No, he/she _____.
_____ they Russian?	Yes, they _____.	No, they _____.

- c Now go to Grammar Focus 1B on p.136
- d 1.26 Complete the conversations. Use contractions 's, 're and isn't if possible. Listen and check.

- A My friend Tony <sup>1</sup> 's English. He <sup>2</sup> \_\_\_\_\_ very kind.  
B <sup>3</sup> \_\_\_\_\_ he from London?  
A Yes, he <sup>4</sup> \_\_\_\_\_.  
A My friends, Joe and Mel, <sup>5</sup> \_\_\_\_\_ American.  
They <sup>6</sup> \_\_\_\_\_ very warm and friendly.  
B <sup>7</sup> \_\_\_\_\_ they married?  
A No, they <sup>8</sup> \_\_\_\_\_. They <sup>9</sup> \_\_\_\_\_ just good friends.

5 SPEAKING

- a Write down words about friends, family and famous people you know from other countries.  
Camilla – British, cool, popular    Gabriel – Mexican, quiet, kind
- b Talk about the people you know. Look at the conversations in 4d to help you.





# 10 Everyday English

## What's your surname?

Learn to ask for and give information

- S Checking understanding
- P Consonant groups

### 1 LISTENING

- a Look at the pictures of Dan and Leo. Use personality adjectives from page 12 to describe them.
- b 1.27 Watch or listen to Part 1. Choose the correct answer.
- |                 |                        |                    |
|-----------------|------------------------|--------------------|
| 1 Dan wants to: | a finish something     | b do some exercise |
| 2 Leo wants to: | a do an exercise class | b go for a run.    |
| 3 Martina is:   | a in the office        | b at the gym.      |
- c 1.28 Leo talks to the gym receptionist. Watch or listen to Part 2. What does Leo want to do? Choose the correct answer.
- |                            |                        |
|----------------------------|------------------------|
| a join the gym             | b book a fitness class |
| c pay for a fitness class. |                        |



- d 1.28 Watch or listen to Part 2 again. Are the sentences true or false? Correct the false sentences.
- 1 The class starts at 7.20.
  - 2 Ten people can go to the fitness class.
  - 3 The class is in Studio 2.

### 2 USEFUL LANGUAGE

#### Asking for and giving information

- a Who says sentences 1–7 at a gym: the receptionist (R) or a visitor (V)?
- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1 What time's the next class? | a Seymour.                        |
| 2 And what's your address?    | b You're welcome.                 |
| 3 How can I help?             | c S-E-Y-M-O-U-R                   |
| 4 Thanks for your help.       | d It's at twenty past seven.      |
| 5 Can you spell that, please? | e It's in Studio 1.               |
| 6 And where's the class?      | f I'd like to do a fitness class. |
| 7 What's your surname?        | g 18 New Street.                  |
- b 1.29 Match 1–7 with a–g. Listen and check.
- c Underline the correct answers.
- 1 It's in ten past four / Room 6.
  - 2 It's at eight o'clock / Studio 4.

- d 1.30 A is a receptionist and B wants information. Complete the conversation. Look at 2a and 2b to help you. Listen and check.
- A Hello. How can I <sup>1</sup> \_\_\_\_\_ you?  
B I'd <sup>2</sup> \_\_\_\_\_ to do a computer course.  
A No problem.  
B When's the first lesson?  
A It's tomorrow at eight o'clock.  
B And <sup>3</sup> \_\_\_\_\_ the lesson?  
A It's here in Room 5.  
B Great. Can I book a place?  
A Certainly. <sup>4</sup> \_\_\_\_\_ your surname?  
B Moore.  
A Can you <sup>5</sup> \_\_\_\_\_ that, please?  
B M-O-O-R-E  
A Thank you. Enjoy the class.

- e In pairs, practise the conversation in 2d. Use your own surname. Take turns being A and B.







3 LISTENING

- a 1.31 Watch or listen to Part 3. Leo talks to Martina at the gym. Answer the questions.
- Who is Martina?
  - What does she say about Dan?  
a He's very busy.      b He's a bit lazy.
- b What is a good time to go to the gym?
- before work / school      • at lunchtime
  - after work / school      • never

4 CONVERSATION SKILLS  
Checking understanding

- a Complete the mini-conversations with the words in the box.
- so that's      sorry
- SONIA** It's at twenty past seven.  
**LEO** 1 \_\_\_\_?  
**SONIA** 7:20.  
**SONIA** It's in Studio 1.  
**LEO** 2 \_\_\_\_ 7:20 in Studio 1.
- b Which expression in 4a means:
- I'm not sure and I want to check.
  - I don't understand. Can you say that again?
- c 1.32 **Pronunciation** Listen to what Leo says in 4a. Does the tone go up or down on 1 and 2?
- d Work in pairs. Use the dialogue map to practise checking understanding. Take turns being A and B.
- A

B

Tell each other your surname and spell it

Repeat the information.

Answer with *sorry*.

5 PRONUNCIATION  
Consonant groups

- a 1.33 Listen to the time. Notice how the marked consonant groups are pronounced.
- eight o'clock  
/t/   /k/ /k/
- b 1.34 Listen to the words below.  
How many consonant sounds do the marked letters have?
- three      six      eighty
- c 1.35 Practise saying these times.  
Listen and repeat.
- |                        |                         |
|------------------------|-------------------------|
| 1 seven o'clock (7:00) | 4 three forty (3:40)    |
| 2 six ten (6:10)       | 5 six thirty (6:30)     |
| 3 eight twenty (8:20)  | 6 twelve twenty (12:20) |

6 SPEAKING

- a **Communication 1C** Student A go to p.129.  
Student B go to p.132.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.