More Information

UNIT OBJECTIVES

- talk about the people in your life
- talk about possessions
- greet people and start a conversation
- introduce yourself in an email
- talk about what you have in common





START SPEAKING

A Look at the picture. What is the connection between the people? What are some different ways people are connected? Read the list and add two more.

family friends work/school



- Think about a famous actor in your country: how many connections do you have between you and him/her? You can use your phone to help you.
- Are you a very social person in general? Do you have connections with a lot of different people? For ideas, watch Alessandra's video.



Are you the same as Alessandra?





More Information

1.1

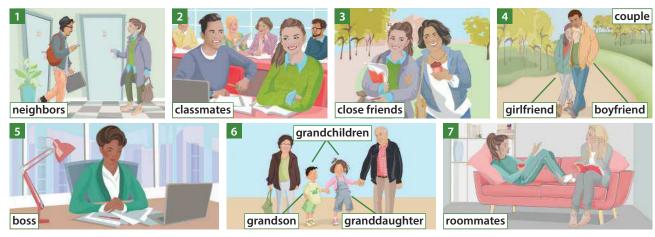
WE'RE FAMILY

LESSON OBJECTIVE

talk about the people in your life

VOCABULARY: Describing people you know

103 Look at the pictures. Listen and say the words. Who do you see every day?



- Now do the vocabulary exercises for 1.1 on page 141. В
- C PAIR WORK Make five true sentences with five words from exercise 1A. Tell your partner.

LANGUAGE IN CONTEXT

Look at the picture of Cecilia. Who are the people in her life? Who's in her family? Check (✓) the boxes.



a neighbor 1 Yvonne 2 Marta **b** close friend Kiko and Luis sister 4 Jose Luis **d** classmates 5 Marcos e brother



2	CDAMMAD, ba	noccoccivo	adjactives
-	GRAMMAR: be;	possessive	aujectives

	C	. adjectives		
Α	Complete the rules below. Use the	sentences in the grammar box to hel	p you.	
	1 <i>I'm</i> from Puebla. <i>I'm</i> =lai	3 Is he your boyt	friend?	
	2 They're not close friends.	To answer, you	u can say:	
	You can also say: They	Yes, he is. or	No, he	
	close friends.			
	be			
	I'm from Puebla.	I'm not from Bakersfield.	Am I late?	
	She's a student in Puebla.	He's not my boyfriend.	Is he your classmate?	
	We're close friends.	They're not close friends.	Are you my new neighbor?	
В	Complete the spaces with the corre	ect possessive adjective. Use the sent	tences in the grammar box to	
	l my , you	, he, she _	,	
	it			
	we, they	·		
	Possessive adjectives			
	He's my brother.	His name's Jose Luis.	They are our neighbors.	
	What's your name?	Her name's Marta.	He is their son.	
		The dog hurt its foot.		
C	Now go to page 129. Look at th	ne grammar chart and do the gramm	ar exercise for 1.1.	
D	GROUP WORK Use the words to wri	ite questions.		
	Then read the Accuracy check box a		CHECK	
	your work. Use the questions to find	d out more		
	about your classmates.	· · · · · · · · · · · · · · · · · · ·	ves agree with the possessor.	
	1 his/what's/name/? What's h	no namo.	f my wife with their parents. X	
	2 from / is / where / she /?	This is a photo of	my wife with her parents. 🗸	
	3 is / name / her / Maria / ?			
	4 they / from / are / Argentina /?			

4 SPEAKING

A Look at the picture of Cecilia and her connections on page 2. Make a similar picture for your life. Write the names of your connections. Watch Seung Geyoung's video.

6 are / from / where / parents / your /?

5 our / is / teacher / American / ?



What family members does she say? Are they the same as your family?





B PAIR WORK Ask and answer questions about your pictures. You can show photos of the people on your phone.

Who is Rogelio?

He's a coworker at my office.

Are Bob and Vera your parents?

Yes, they are.



More Information

1.2

WHAT'S IN YOUR BAG?

LESSON OBJECTIVE

talk about possessions

1 VOCABULARY: Naming everyday things

A 101 Look at the pictures. Listen and say the words. Do you have these things in your bag?



- B Now do the vocabulary exercises for 1.2 on page 141.
- C PAIR WORK Choose an item from exercise 1A. Your partner asks you questions to guess the item.

Is it a mirror? Yes, it is.

Are they tissues? No, they aren't.

2 LANGUAGE IN CONTEXT

A 105 Look at the pictures in exercise 1A again. Where are the people? Listen to the conversations and match them to the pictures.

1.05 Audio script

- 1 A Is that your umbrella?
 - B No, it's not mine. I think it belongs to those people. Perhaps it's theirs.
 - A Hmm. Excuse me, is this yours?
 - C Oh, yes! Thanks. That's my wife's umbrella.
 - **D** Thanks so much!

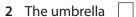
- 2 A Excuse me! Whose is this?
 - B It's not ours. I think it's hers the woman with the little girl there.
 - A Excuse me, ma'am. Is this yours?
 - C What? Oh, yes, that's mine.
 - A I'm sorry, but you can't take hand lotion and a water bottle on the plane.
 - C But they're my daughter's. She needs them!

- **3 A** I think that's my grandson's bag.
 - B No, sorry, it isn't his. It's mine. It belongs to me. Look, there's my pack of gum.
 - A You're right. So where's my grandson's bag?
 - B There's another blue one. Is that one his?



b No Listen again and read, Match the Items with their owner.	В	1.05	Listen again and read. Match the items with their owners
---	---	------	--

1	The water	bottle



3 The blue bag







3 GRAMMAR: Possession

- A Circle the correct answers. Use the sentences in the grammar box to help you.
 - 1 Which response is <u>not</u> correct: *Whose is this?*

b nothing

- **a** It's mine.
- **c** It's my grandson's bag.
- **b** It's black.
- **d** It belongs to me.
- **2** What comes after *my*?
 - **a** a noun
- u it belongs to me.
- **3** What comes after *mine*?
 - **a** a noun
- **b** nothing
- 4 What does the 's in my grandson's bag mean?
 - a is
- **b** it shows possession

Possession

That's **my** grandson's bag.

Whose water bottle is this?

No, sorry. It isn't **his**. It's **mine**. It's not **ours**. I think it's **hers**.

It **belongs to** me.

B PAIR WORK Look at exercise 2B on page 4 again.

Make sentences with belong to for each item and its owner(s).

The water bottle belongs to ...

- Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2.
- D Complete the conversations with the correct possessive form of the word in parentheses. Practice the conversations with a partner.
 - 1 A ¹ Whose (who) water bottle is this?
 - **B** It isn't ²______ (l). Maybe it's ³_____ (he).
- **2 A** Sorry, which bag is ⁴_____(I)?
 - B That one is 5 _____ (you). And the other ones are 6 _____ (they).

4 SPEAKING

GROUP WORK Choose three things from your pockets or bags and put them all together on one desk. Who do the different things belong to? Use possessives instead of names.

OK, so, I think the tissues are yours.

Right! Whose mirror is this? Is it your mirror?



More Information

1.3

HOW DO YOU KNOW RAQUEL?

LESSON OBJECTIVE

greet people and start a conversation

1 FUNCTIONAL LANGUAGE

A 10 1.06 Look at the pictures. What is the connection between the people? Listen to the conversations and match them to the pictures. Are you right?





1.06 Audio script

- 1 A Good morning! Are you Robert?
 - **B** Yes, I am.
 - A Pleased to meet you. I'm Julie, your coworker here.
 - B Great to meet you, too.
 - A I'm here to help. This is your desk, right here.
 - **B** Oh, OK. This is a nice office.
 - A Do you know anybody here?
 - B No, I don't.

- 2 A Hey, Raquel!
 - **B** Simon! **Long time**, **no see**! Please come in.
 - A Great to see you again!
 - B It's really good to see you.
 - **B** Oh, here's Patrick! Patrick, meet Simon.
 - A Hello, Patrick. How do you know Raquel? Are you a friend of hers?
 - **C** I'm her husband.



B Complete the chart with expressions in **bold** from the conversations above.

Greeting someone for the first time	Greeting someon you know	e who	Starting conversa	tions	
Good morning. Are you (Robert)?	Long time, ³	.!	Do you ⁶ anybody here?		
Pleased to ¹	again!	to see you	know (Raquel)?	_do you	
Great to meet you,	It's really	_to see you.	Are you a ⁸ hers / his / theirs?		_ of

C PAIR WORK Greet your partner. Now change partners. Imagine you don't know your new partner, and greet them.



2 REAL-WORLD STRATEGY

SHOWING INTEREST AND SURPRISE

You can use some common expressions to show interest and surprise.

Wow! Seriously?

Is it really? / Are you really?



Α	1) 1.07 Read about showing interest and surprise in the box above. Use complete the conversation below. Listen to the full conversation and						
	A Do you know anybody here?						
	B No, I don't. I'm pretty new to this city, too.	INSIDER ENGLISH					
	A 1 ? A new city and a new job – that's a lot! Well, that's Mr. Patel. He's the boss. His office is across from your desk. B 2 ? That's good to know.	<pre>pretty = beautiful That's a pretty little house. pretty + adjective = very</pre>					
В	PAIR WORK Practice the conversation from exercise 2A, above.	That's pretty good. (That's very good.)					
3	PRONUNCIATION: Saying /l/ at the end of a word						
Α	 1.08 Listen. Focus on the /l/ sounds. Practice saying the words. 1 You look wonderful. 2 Beautiful weather, isn't it? 3 How 	w do you know Rach el ?					
В	1) 1.09 Listen. Who pronounces the /l/ sound at the end of the words	clearly? Write A or B.					
	1 beautiful B 3 full 5 people	•					
	2 bottle 4 girl 6 couple						
C	PAIR WORK Say the words in exercise B to your partner. Does your partner.	irtner say the $/\mathrm{l}/$ sound?					
4	SPEAKING						
Α	PAIR WORK Read the situations. Then put the conversations in order.	Read them with a partner.					
	·	u arrive at a coffee shop to meet					
	you don't know. people you kno						
		at to see you again!					
	anybody here? 1 Hi, Akram.						
		oo. Hey, this is a nice place.					
		ng time, no see!					
В	Choose one of the conversations and add more to it. Use the language from this lesson. Then act out your conversation for the class.						



More Information

1.4

EMAIL INTRODUCTIONS

LESSON OBJECTIVE

■ introduce yourself in an email

1 READING

- A PAIR WORK How many emails do you write in a month? Why do you write them? Do you write emails in English? Tell your partner.
- B READ FOR MAIN IDEAS Read the email and choose the main idea.
 - He wants a job.
 - He wants information about food.
 - He wants cooking lessons.



- C READ FOR DETAIL There are problems with Chris's email. Read the comments (A–F) and match them with the correct part of the email.
 - A What is your email about? You need a subject!
 - **B** Begin a formal sentence with *Dear Ms. / Mrs. / Mr. (last name*) or just *Dear Hiring Manager* or *Dear (job title)*. It's not a good idea to begin with *Hello, Hi,* or *Dear Friend*. You're not a friend!
 - **C** End the email with *Best wishes* or *All the best* and write your full name.
 - **D** A funny email address is OK for friends but not for people you don't know.
 - **E** Check your writing before you send your email.
 - **F** Don't use emojis in a formal email.
- D Read the Register check box and correct the problem in Chris's email.
- THINK CRITICALLY Listen to Dave's response to Chris's email. Does Dave offer Chris a job? Why not? What research do you need to do before you ask someone for a job? Discuss with your partner.

REGISTER CHECK

In formal writing, don't write *I want* ...

A polite way to say what you want is *I would like* ...



WRITING

Read the email. Does the writer follow the advice from the comments on page 8?

WRITING SKILLS Look at the email again and circle the capital letters. Write the words with capital letters.

a pronoun (*I*, you, he, she, etc.)

b the beginning of a sentence

c names (people and organizations)

d titles (Mr., Dr., Prof.)

e places (countries, nationalities, towns)

f days of the week, months

Rewrite the email below with capital letters in the correct places.





GLOSSARY

internship (n) a period of time that a young person works in a company to get experience in a job



- Think of a situation and write a formal email to someone you don't know. Include a connection to someone you both know and the reason for writing. Look at the examples in this lesson for help.
- Ε PAIR WORK Exchange emails with another student. Write a reply.



More Information



TIME TO SPEAK Things you have in common

LESSON OBJECTIVE

talk about what you have in common

Α	DECIDE Answer the questions with what you think.
	(Answers are at the bottom of the page.) Are you surprised?
	1 Imagina you have a group of 22 papels What is the

- 1 Imagine you have a group of 23 people. What is the probability that two people have the same birthday?
- **b** 23%
- **c** 0.056%
- 2 Imagine you have a group of 30 people. What is the probability that two people have the same birthday?

- 3 Now imagine you have 60 people. What is the probability that two people have the same birthday?
- **b** 10%









AGREE Think of your answers to the questions below. Then ask and answer the questions in a small group. When you have something in common with another person, put a check (\checkmark) .

	another person, para check (*).				
	When is your birthday?		Where are your grandparents from?		
	How many brothers and sisters do you have?		What's in your bag?		
	What is your favorite possession?		Who's your favorite famous person?		
	Are you the first/second/third-born child?		How many friends do you have on		
	What city are your parents from?		Facebook?	L	
C	Count the checks in your group. Tell the class what you and the others in the group have in common. How many people have the same birthday in your group? In the class?				
D	DISCUSS Work in groups of four. Find more things you have in common and write the information below. Use the questions and phrases at the bottom of the page to help you.				
	1 Everyone	3	Two people		
	2 Three people	4	One person		

PRESENT Read your sentences to the class. Don't say the names! Can they guess who the



To check your progress, go to page 153.

Answers: 1 a 2 b 3 c

USEFUL PHRASES

people are?



DECIDE

I think ... Because ...

Do you agree?



AGREE

Me, too! / Same here! Not me. / I don't.



DISCUSS

What's your favorite ...? Do you like ...? What's your ... called?

Do you have a/an ...? When is ...? Where are your ... from?

How many ... do you have?