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For teachers' inspection ONLY

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| Pronunciation                                                                                      | Listening                                                                                            | Reading                                                                                                          | Speaking                                              | Writing                                                            |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------|
| word stress questions                                                                              | introductions                                                                                        | a description of two people in the Himalayas<br>an article about phone calls from New York                       | personal information<br>a quiz<br>phone numbers       | text type: an identity badge<br>writing skill: capital letters (1) |
| <i>we're, they're isn't, aren't</i><br>be questions and short answers<br>plural nouns<br>syllables | a description of a place<br>a conversation on holiday                                                | a blog about a holiday<br>a quiz about holiday places                                                            | holiday photos on holiday<br>general knowledge        | text type: a form<br>writing skill: capital letters (2)            |
| possessive 's<br>linking with <i>at</i><br>exclamations                                            | information about a family from India<br>a description of the Cousteau family                        | a description of a wedding in Thailand<br>an article about age pyramids in different countries                   | your family tree<br>a wedding<br>your family pyramid  | text type: a greetings card<br>writing skill: contractions         |
| th /ð/<br>linking with <i>can</i>                                                                  | a description of Shanghai<br>at a tourist information centre                                         | information about a town centre<br>a description of two famous towers<br>an article about times around the world | locations<br>famous places<br>times and timetables    | text type: a postcard<br>writing skill: <i>and</i>                 |
| <i>can/can't</i><br>numbers                                                                        | information about Yves Rossy<br>an interview with a robot expert                                     | an article about a robot<br>a blog about technology<br>an article about cooking with the sun                     | your abilities<br>your favourite object<br>buy online | text type: an email<br>writing skill: <i>but</i>                   |
| <i>do you ... ? likes, doesn't like</i><br>intonation                                              | information about football and the World Cup<br>an interview with a man about his likes and dislikes | an article about giant vegetables<br>a profile of a TV presenter<br>an article about racing with animals         | a food survey<br>things in common<br>a sports event   | text type: a review<br>writing skill: pronouns                     |

| Unit                                                           | Grammar                                                                                                                                 | Vocabulary                                                                               | Real life (functions)  |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------|
| <b>7</b><br>Different lives<br>pages 81–92                     | present simple <i>I/you/we/they</i><br>present simple questions <i>I/you/we/they</i><br>present simple with question words              | education<br>weather<br>word focus: <i>go</i><br>problems                                | problems               |
| VIDEO: The people of the reindeer page 90 ► REVIEW page 92     |                                                                                                                                         |                                                                                          |                        |
| <b>8</b><br>Routines<br>pages 93–104                           | present simple <i>he/she</i><br>prepositions of time<br>frequency adverbs<br>present simple questions <i>he/she</i><br><i>How ... ?</i> | routines<br>job activities<br>word focus: <i>every</i>                                   | on the phone           |
| VIDEO: The elephants of Samburu page 102 ► REVIEW page 104     |                                                                                                                                         |                                                                                          |                        |
| <b>9</b><br>Travel<br>pages 105–116                            | <i>there is/are</i><br><i>there is/are</i> negative and question forms<br>imperative forms                                              | clothes<br>furniture<br>travel<br>word focus: <i>take</i><br>hotel services              | requests               |
| VIDEO: Along the Inca Road page 114 ► REVIEW page 116          |                                                                                                                                         |                                                                                          |                        |
| <b>10</b><br>History<br>pages 117–128                          | <i>was/were</i><br><i>was/were</i> negative and question forms                                                                          | dates<br>describing people<br>time expressions<br>word focus: <i>first</i><br>activities | apologising            |
| VIDEO: The space race page 126 ► REVIEW page 128               |                                                                                                                                         |                                                                                          |                        |
| <b>11</b><br>Discovery<br>pages 129–140                        | irregular past simple verbs<br>regular past simple verbs<br>past simple negative and question forms<br>past simple with question words  | word focus: <i>with</i><br>time expressions                                              | talking about the past |
| VIDEO: Perfumes from Madagascar page 138 ► REVIEW page 140     |                                                                                                                                         |                                                                                          |                        |
| <b>12</b><br>The weekend<br>pages 141–152                      | present continuous<br>present continuous with future time expressions<br>tense review                                                   | rooms in a house<br>weekend activities<br>word focus: <i>do</i><br>weekend trips         | buying tickets         |
| VIDEO: Saturday morning in São Tomé page 150 ► REVIEW page 152 |                                                                                                                                         |                                                                                          |                        |

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 161 ► AUDIOSCRIPTS page 169

| Pronunciation                                                 | Listening                                                                                                                                               | Reading                                                                                                                | Speaking                                                            | Writing                                                           |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|
| <i>don't</i><br>intonation in questions<br>sentence stress    | information about the Holi festival<br>an interview with a teacher<br>an interview with a student                                                       | an article about traditional life<br>an article about the seasons of the year                                          | you and your partner<br>a survey<br>activities in different seasons | text type: a profile<br>writing skill: paragraphs                 |
| -s and -es verbs<br>/s/ and /z/                               | an interview with a man about his job<br>a description of a writer's daily routine<br>a conversation about a <i>National Geographic</i> explorer        | an article about a typical day<br>an article about a job in tiger conservation                                         | routines<br>your friends and family<br>a quiz                       | text type: an email<br>writing skill: spelling: double letters    |
| <i>there are</i><br><i>I'd like</i>                           | four people talking about travel<br>a conversation in which two people plan a trip                                                                      | an article about things in your suitcase<br>an article about a Trans-Siberia trip                                      | things in your suitcase<br>hotel rooms<br>travel tips               | text type: travel advice<br>writing skill: <i>because</i>         |
| <i>was/were</i> weak forms<br>strong forms<br>sentence stress | information about an important moment in TV history<br>a radio programme about heroes                                                                   | a quiz about 'firsts' in exploration<br>an article about the first people in the American continents                   | dates and events<br>people in the past<br>famous Americans          | text type: a blog<br>writing skill: <i>when</i>                   |
| -ed verbs<br><i>did you ... ?</i><br><i>didn't</i>            | information about discoveries in Papua New Guinea<br>a story about the investigation of a discovery<br>an interview about discovering your local area   | an article about an unusual discovery<br>an interview with an adventurer<br>an article about an accident in Madagascar | your family's past<br>what did you do last year?<br>telling a story | text type: an email<br>writing skill: expressions in emails       |
| <i>going</i> and <i>doing</i><br><i>would you ... ?</i>       | information about the weekend in different countries<br>a description of a family in Indonesia<br>a conversation between two friends about this weekend | an article about helping people at the weekend                                                                         | your photos<br>next weekend<br>a special weekend                    | text type: an invitation<br>writing skill: spelling: verb endings |

Pacific Ocean, Australia  
Photo by David Doubilet



## FEATURES

### 10 **National Geographic people**

People and jobs

### 12 **People and places**

Photos by Alex Treadway

### 14 **International phone calls**

Phone calls from New York

### 18 **My top ten photos**

A video about *National Geographic* photos

1 1.1 Look at the photo. Listen and tick (✓).

- a Hi! My name's Mike.
- b Hello! I'm Mike.
- c Hi! I'm Mike.

2 1.1 Listen and repeat.

3 Write your name.

Hi! I'm .....

4 Work in pairs.

*Hello! I'm Meera.*

*Hi! My name's Jared.*



# 1a National Geographic people

## Vocabulary jobs

- 1  1.2 Look at the photos. Listen to the people.

*Hi. I'm Mattias. I'm a filmmaker.*

- 2  1.3 Listen and repeat the jobs.

explorer filmmaker  
photographer scientist writer

- 3 Look at the photos. Write the jobs.

- 1 Hi. I'm Carolyn. I'm a .....
- 2 Hello. I'm Alex. I'm a .....
- 3 Hi. I'm Mireya. I'm a .....
- 4 Hi. I'm Mattias. I'm a .....
- 5 Hello. I'm Robert. I'm an .....

- 4 Complete the sentence with your job.

I'm .....

- 5 Talk to four people in your class.

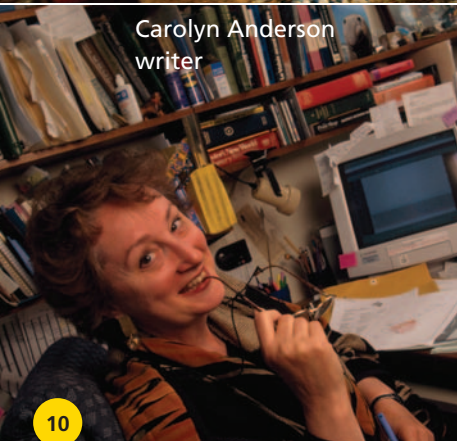
*Hi. I'm Katya. I'm a student.*

## N A T I O N A L G E O G R A P H I C P E O P L E

### Mattias Klum in Malaysia



Mattias Klum  
filmmaker



Carolyn Anderson  
writer



Robert Ballard  
explorer



Mireya Mayor  
scientist



Alex Treadway  
photographer

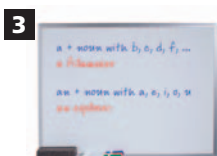
## Grammar *a/an*

- 6** Look at the grammar box and the example. Then look at the jobs in Exercise 2. Underline the first letter.

Example: explorer

| A                                                   | AN                           |
|-----------------------------------------------------|------------------------------|
| a + noun with b, c, d, f, ...                       | an + noun with a, e, i, o, u |
| a filmmaker                                         | an explorer                  |
| For further information and practice, see page 161. |                              |

- 7** **1.4** Complete the sentences with *a* or *an*. Then listen, check and repeat the sentences.



- 1 I'm a photographer.
- 2 I'm ..... doctor.
- 3 I'm ..... teacher.
- 4 I'm ..... artist.
- 5 I'm ..... engineer.
- 6 I'm ..... driver.

## Listening

- 8** **1.5** Listen to a conversation. Put the conversation in order. Then listen again and check.

- a Yes.
- b Oh, you're a photographer!
- c Hello. **1**
- d I'm Alex Treadway.
- e Hi.

- 9** **1.6** Listen and complete the conversation.

| You're   | I'm                                   | Hi | Hello |
|----------|---------------------------------------|----|-------|
| YOU:     | 1 .....                               |    |       |
| MATTIAS: | 2 ..... 3 ..... Mattias Klum.         |    |       |
| YOU:     | Oh, 4 ..... a filmmaker!              |    |       |
| MATTIAS: | Yes, for <i>National Geographic</i> . |    |       |

## Grammar *I + am, you + are*

### I + AM, YOU + ARE

I'm Katya.  
You're a student.  
(I'm = I am, You're = You are)

For further information and practice, see page 161.

- 10** Work in pairs. Look at the photos on page 10. Practise the conversations in Exercises 8 and 9.

- 11** Work in groups. Play a game.

Student A: Act a job.

Students B, C, D: Say the job.

Take turns.

## Vocabulary the alphabet

- 12** **1.7** Listen and repeat the alphabet.

Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz

- 13** **1.7** Say these letters. Then listen again. Complete the table.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| A | B | F | I | O | Q | R |
| H | C | L |   |   |   |   |
|   | D |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |

- 14** **1.8** Listen and choose the correct name.

- 1 Paula / Paola
- 2 Bryan / Brian
- 3 Shaun / Sean
- 4 Anna / Ana

- 15** Work in pairs. Spell your name.

- 16** Work in pairs. Spell words.

Student A: Turn to page 153.

Student B: Turn to page 157.

## Speaking

- 17** Work in groups. Play a memory game. Introduce yourself. Then give information about other people.

I'm Katya.  
I'm a student.

You're Katya. You're a student.  
You're Paola. You're a doctor.



# 1b People and places

## Reading

1 Read the article. Complete the table.

|             | Photo 1 | Photo 2 |
|-------------|---------|---------|
| Name        | Manu    |         |
| Country     |         |         |
| Nationality |         | Indian  |

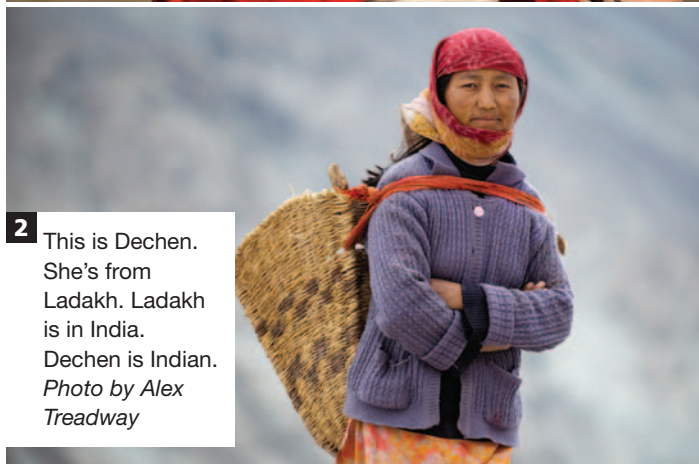
2 1.9 Listen and check your answers.

**PEOPLE AND PLACES  
BY ALEX TREADWAY**

Alex Treadway is a British photographer with *National Geographic*.



**1** This is Manu. He's from Jagat. Jagat is in Nepal. Manu is Nepalese. Photo by Alex Treadway



**2** This is Dechen. She's from Ladakh. Ladakh is in India. Dechen is Indian. Photo by Alex Treadway

## Vocabulary countries and nationalities

3 1.10 Write the countries and nationalities in the table. Then listen and check.

British China Spanish the United States

| Country       | Nationality |
|---------------|-------------|
| Brazil        | Brazilian   |
| Canada        | Canadian    |
| .....         | Chinese     |
| Egypt         | Egyptian    |
| France        | French      |
| Germany       | German      |
| Great Britain | .....       |
| Italy         | Italian     |
| Japan         | Japanese    |
| Mexico        | Mexican     |
| Oman          | Omani       |
| Spain         | .....       |
| .....         | American    |

## 4 Pronunciation word stress

1.11 Listen and repeat the countries from Exercise 3. Notice the stress.

## Grammar he/she/it + is

### ▶ HE/SHE/IT + IS

|                               |    |             |
|-------------------------------|----|-------------|
| He                            |    | from India. |
| She                           | is | Indian.     |
| It                            |    | in India.   |
| (He's, She's = He is, She is) |    |             |

For further information and practice, see page 161.

5 Complete the table for you. Then work in pairs. Tell your partner about yourself. Complete the table for your partner.

|             | You | Your partner |
|-------------|-----|--------------|
| Name        |     |              |
| Country     |     |              |
| Nationality |     |              |

6 Work in groups of four. Tell the other pair about your partner.

*This is Kira. She's from France. She's French.*



**7** Look at the photos (a–d). Then read the sentences. Write true (T) or false (F).

- 1 Haruko is from Japan.
- 2 John is American.
- 3 Krishnan is Indian.
- 4 Marina is from China.

**8** Write sentences (true or false) like Exercise 7. Read your sentences to your partner.

*Haruko is a writer.*

*False. She's a filmmaker.*

**a**

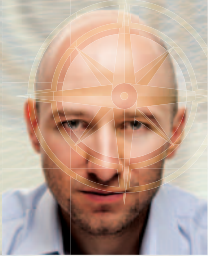
**WORLDWIDE FILMS**  
T O K Y O O F F I C E

**HARUKO SAEKI**  
Filmmaker




**b** UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

**PASSPORT**



Type **P** Code **GBR** Passport Number **956870043**

Surname (1) **ALLBRIGHT**

Given name(s) (2) **JOHN WILLIAM**

Nationality (3) **BRITISH**

Date of birth (4)

**c**

**People at IRT**



Mumbai:  
Krishnan Dimri  
Writer

**IRT**

**d**

**IT Engineers**

ITALY  
MARINA NERO  
12/06/13




MARINA NERO

## Speaking and writing

**9**  **1.12** Work in pairs. Do the quiz. Then listen and check.

*Toshiba is French.*

*False. It's Japanese.*

## QUICK QUIZ:

TRUE OR FALSE

around the world



**10** Work in pairs. Write an 'Around the world' quiz. Write four sentences. Test the class.

# 1c International phone calls

## Vocabulary continents

- 1 Look at the map on page 15. Complete the names of the continents.

- 1 Af.....
- 2 As.....
- 3 Au.....
- 4 E.....
- 5 N..... A.....
- 6 S..... A.....

- 2 1.13 Listen and repeat the names of the continents.

- 3 Look at the map again. Complete the sentences.

- 1 India is in .....
- 2 Italy is in .....
- 3 Germany is in .....
- 4 Canada is in .....
- 5 Brazil is in .....

- 4 Work in pairs. Write five sentences (true or false). Test your partner.

*Brazil is in Africa.*

## Reading

- 5 Read the article on page 15. Underline the names of four countries.

- 6 Read the article again. Complete the sentences with the correct name.

- 1 ..... is a student.
- 2 ..... is Mexican.
- 3 ..... is an artist.
- 4 ..... is from Brazil.
- 5 ..... is from Canada.
- 6 ..... is a doctor.

## 7 Word focus from

Underline *from* in the sentences. Then match the sentences (1–3) with the pictures (a–c).

- 1 I'm from Spain.
- 2 Pizza is from Italy.
- 3 This phone call is from John.



## Vocabulary numbers 1–10

- 8 1.14 Write the numbers (1–10). Then listen and repeat the numbers.

|       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 0     | zero  | ..... | four  | ..... | eight |
| ..... | one   | ..... | five  | ..... | nine  |
| ..... | two   | ..... | six   | ..... | ten   |
| ..... | three | ..... | seven |       |       |

- 9 1.15 Look at the map and listen to the number. Say the country.

- 10 1.16 Look at the map and listen to the country. Say the number.

## Grammar my, your

- 11 1.17 Listen to the conversation. Choose the correct mobile phone number (a–c).

a 619 507 713.      b 619 408 713.      c 619 401 623.

- 12 1.17 Listen again. Write the work phone number.

### ▶ MY, YOUR

What's **your** phone number?

**My** mobile number is 619 408 713.

Note: we say *oh* for 0 – not *zero* – in phone numbers.

For further information and practice, see page 161.

## Speaking

- 13 Work in pairs. Ask and answer questions.



mobile number

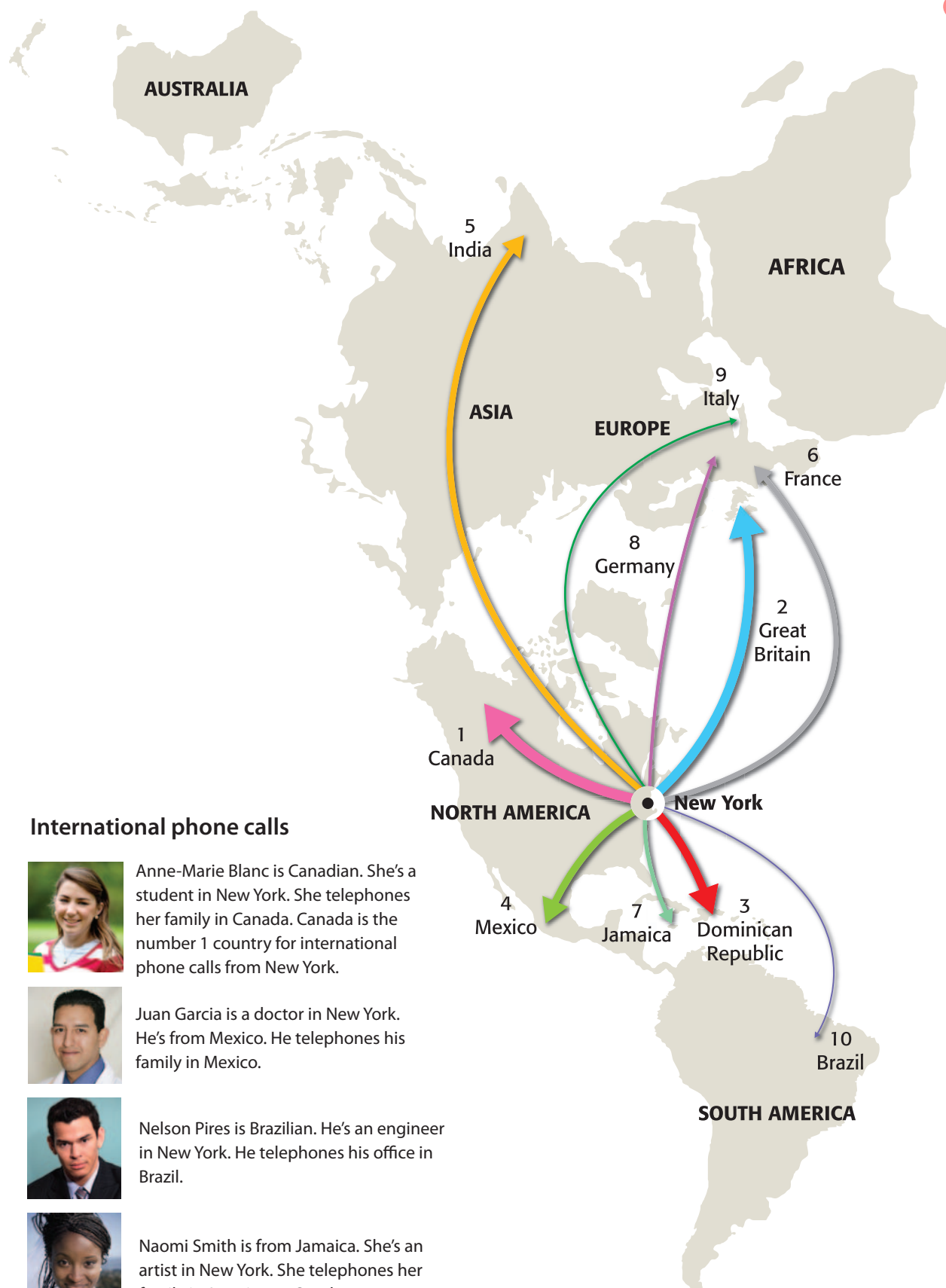


work number



home number

## G E O G R A P H Y



Anne-Marie Blanc is Canadian. She's a student in New York. She telephones her family in Canada. Canada is the number 1 country for international phone calls from New York.



Juan Garcia is a doctor in New York. He's from Mexico. He telephones his family in Mexico.



Nelson Pires is Brazilian. He's an engineer in New York. He telephones his office in Brazil.



Naomi Smith is from Jamaica. She's an artist in New York. She telephones her family in Jamaica on Sunday.



# 1d Nice to meet you

## Vocabulary greetings

- 1 1.18 Write *Bye* and *Hello* in the correct places. Then listen and repeat.

|                |  |                 |
|----------------|--|-----------------|
|                |  | Good morning.   |
|                |  | Good afternoon. |
|                |  | Good evening.   |
| Hi.<br>1 ..... |  |                 |

|  |                     |             |
|--|---------------------|-------------|
|  |                     | Good night. |
|  | Goodbye.<br>2 ..... |             |

## Real life personal information (1) Real life meeting people

- 2 1.19 Listen to the conversation. Tick (✓) the greetings in Exercise 1.

- 3 1.19 Listen again. Complete the visitor book.

| Date      | Name        | Company       | Signature  |
|-----------|-------------|---------------|------------|
| 17.5.2013 | Elias Brich | EB Consulting | E Brich    |
| 18.5.2013 | Suzi Lee    | New Start     | Suzi Lee   |
| 18.5.2013 | James Watt  | New Start     | James Watt |
| 18.5.2013 |             |               |            |
|           |             |               |            |

### 4 Pronunciation questions

- a 1.20 Listen and repeat three questions from the conversation.
- b Work in pairs. Look at the audioscript on page 169. Practise the conversation.
- 5 Look at the expressions for asking for PERSONAL INFORMATION. Complete the questions with these words.

first name phone

#### PERSONAL INFORMATION

What's your ..... ?  
 What's your ..... name?  
 What's your surname?  
 What's your ..... number?  
 What's your job?  
 I'm Liam. / My name's Liam.

- 7 1.21 Listen to the conversation. Put the conversation in order.

- a Hi, Katya. How are you? 1  
 b Nice to meet you too.  
 c Fine, thanks. And you?  
 d I'm OK. This is Silvia. She's from Madrid.  
 e Nice to meet you, Silvia.

- 8 Work in groups of three. Practise the conversation from Exercise 7. Use your own names.

#### MEETING PEOPLE

Hello. / Hi.  
 How are you?  
 Fine, thanks. / I'm OK.  
 This is X.  
 Nice to meet you.  
 Nice to meet you too.

- 9 You are at a meeting. Invent an identity: name, job, company, phone number. Talk to people. Write the names and phone numbers of people with the same job.

Good afternoon. I'm Vicente.

Nice to meet you.

- 6 Work in pairs. Practise the conversation again. Use information from Exercise 3.



# 1e My ID

## Writing an identity badge

1 Look at the ID badge and find:

- 1 the name of the company
- 2 the name of the visitor

Washington

**TD Films**

**VISITOR**

0186693

Date 02 / 08 / 2013 Name Carolyn Smith

## 2 Writing skill capital letters (1)

a Underline the capital letters on the ID badge.

b Write these words in the table.

|            |                |
|------------|----------------|
| Brazil     | Nelson Pires   |
| Brazilian  | Rio de Janeiro |
| Portuguese | South America  |

|               |                              |
|---------------|------------------------------|
| a city        | Washington                   |
| a continent   | North America                |
| a country     | the United States of America |
| a language    | English                      |
| a name        | Carolyn Anderson             |
| a nationality | American                     |

c Rewrite the sentences with the correct capital letters.

- 1 riyadh is in saudi arabia.
- 2 maya angelou is a writer.
- 3 I'm chinese.
- 4 He's from tokyo.
- 5 She's from canada.
- 6 I speak french.

3 Complete the IDs with the information. Use capital letters.

1 dublin  
sean booth

Mobile Phone International

.....

.....

**VISITOR** 7 / 10 / 2013

2 american  
cathy newman

**Writers Conference**

Lisbon  
2-4 April

.....

3 paris bangkok sydney  
jan sastre

**Explore Travel**

.....

.....

Director 619127039

4 Write an ID badge for yourself.

5 Check your badge. Check the capital letters.

# 1f My top ten photos



Hello. My name's Isha.





## Before you watch

- 1 Work in pairs. Look at this photo. Complete the information about Tom Brooks.



Hi. My name  
1 .....  
Tom Brooks.  
I'm 2 .....  
photographer.  
This 3 ..... my  
top ten – my  
favourite *National  
Geographic*  
photos of people  
and places.

- 2 1.22 Look at the word box. Listen and repeat the words.

## While you watch

- 3 Watch the video. Tick (✓) the correct column for each photo.

|          | a man | a woman | people | an animal / animals |
|----------|-------|---------|--------|---------------------|
| Photo 1  |       | ✓       |        |                     |
| Photo 2  |       |         |        |                     |
| Photo 3  |       |         |        |                     |
| Photo 4  |       |         |        |                     |
| Photo 5  |       |         |        |                     |
| Photo 6  |       |         |        |                     |
| Photo 7  |       |         |        |                     |
| Photo 8  |       |         |        |                     |
| Photo 9  |       |         |        |                     |
| Photo 10 |       |         |        |                     |

- 4 Work in pairs. Compare your answers from Exercise 3.

Photo 2 is a man.

Yes, I agree.

- 5 Watch the video again. Choose the correct country.

Photo 1 Nepal / India  
Photo 2 China / Mongolia  
Photo 3 Mongolia / Nepal  
Photo 4 the United States / Canada  
Photo 5 Brazil / Bangladesh  
Photo 6 Canada / New Zealand  
Photo 7 Australia / the United States  
Photo 8 South Africa / Namibia  
Photo 9 Namibia / Kenya  
Photo 10 Kenya / South Africa

- 6 Work in pairs. Read the sentences. Write true (T) or false (F). Then watch the video again and check.

Photo 1 The photographer is Alex Treadway.  
Photo 2 This man is a hunter.  
Photo 3 This woman is happy.  
Photo 4 This fisherwoman is from Alaska.  
Photo 5 This is a photo of water buffalo.  
Photo 6 This whale is in the ocean.  
Photo 7 This climber is Jimmy Chin.  
Photo 8 The photographer is South African.  
Photo 9 This photo is in Africa.  
Photo 10 Tom says 'This photo is my favourite.'

- 7 Watch the video again. Choose your favourite photo. Tell your partner.

## After you watch

- 8 Complete the information about three of the photos.

Photo 5 is by Jim Blair. He's 1 ..... American photographer. The photo is in Dhaka in Bangladesh. It's 2 ..... photo of water buffalo in 3 ..... river and 4 ..... man.

Photo 7 5 ..... by Jimmy Chin. This 6 ..... Kate Rutherford. She's 7 ..... the United States. She's 8 ..... climber.

Photo 8 is by David Cartier. 9 ..... Australian. He's 10 ..... student. This 11 ..... a photo of a student too. She's a student 12 ..... South Africa.

- 9 Write about your favourite photo.

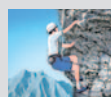
an animal (n)  
/'æniməl/



a man (n)  
/mæn/



a climber (n)  
/'klaɪmə/



an ocean (n)  
/'əʊʃən/



fantastic (adj)  
/'fæn'tastɪk/



a river (n)  
/'rɪvə/



a fisherwoman  
(n) /'fɪʃəwʊmən/



a water buffalo  
(n) /'wɔ:tə  
,bʌfələʊ/



happy (adj)  
/'hæpi/



a whale (n)  
/weɪl/



a hunter (n)  
/'hʌntə/



a woman (n)  
/'wʊmən/



a lion (n)  
/'laɪən/



# UNIT 1 REVIEW

## Grammar

1 Complete the sentences with these words.

I'm you're he's he's she's she's it's it's

- Hi. My name's Rosa. \_\_\_\_\_ from Brazil.
- This is Carolyn. \_\_\_\_\_ an engineer.
- I'm from Ottawa. \_\_\_\_\_ in Canada.
- 'My name's Claude Lefevre.'  
'Oh! \_\_\_\_\_ a writer!'
- Mattias Lowe is a doctor. \_\_\_\_\_ from Germany.
- Marina is from Italy. \_\_\_\_\_ Italian.
- This is Nelson. \_\_\_\_\_ a student.
- John is from Sydney. \_\_\_\_\_ in Australia.

2 Circle the correct option.

- |                   |                         |
|-------------------|-------------------------|
| 1 a / an book     | 5 a / an identity badge |
| 2 a / an country  | 6 a / an office         |
| 3 a / an explorer | 7 a / an passport       |
| 4 a / an family   | 8 a / an phone          |

### I CAN

introduce people (be) ☐

use a and an correctly ☐

use my and your correctly ☐

## Vocabulary



3 Look at the pictures. Complete the sentences with a job, country or nationality.

- I'm a \_\_\_\_\_. I'm from Italy. I'm \_\_\_\_\_.
- Lisa's an \_\_\_\_\_. She's French. She's from \_\_\_\_\_.
- Joe's British. He's from \_\_\_\_\_. He's an \_\_\_\_\_.
- I'm a \_\_\_\_\_. I'm from China. I'm \_\_\_\_\_.
- Enrique is a \_\_\_\_\_. He's from Mexico. He's \_\_\_\_\_.
- Sandra's American. She's from \_\_\_\_\_. She's a \_\_\_\_\_.

4 Work in pairs. Take turns.

Student A: Write five numbers. Then say the numbers to your partner.

Student B: Write the numbers. Then check.

5 Work in pairs. Complete the names of the continents. Spell the names to your partner.



1 \_ \_ r \_ p \_

3 \_ fr \_ c \_

2 S \_ \_ th \_ m \_ r \_ c \_

4 \_ \_ str \_ l \_ \_

### I CAN

talk about jobs, countries and nationalities ☐

count to ten ☐

say the alphabet, and spell names and words ☐

## Real life

6 Complete the conversation with a-d.

- Can you spell your surname?
- How are you?
- Nice to meet you too.
- What's your name, please?

A: Hello. I'm from *World Film* magazine.

B: Ah yes! Good morning.<sup>1</sup> \_\_\_\_\_

A: My name's Amy Lewis.

B: <sup>2</sup> \_\_\_\_\_

A: Yes. Lewis. L-E-W-I-S.

B: Thanks. Nice to meet you, Amy.

A: <sup>3</sup> \_\_\_\_\_

B: This is Chanda. She's a photographer.

A: Hi, Chanda.<sup>4</sup> \_\_\_\_\_

C: Fine, thanks.

### I CAN

ask for and give personal information ☐

meet and greet people ☐

## Speaking

7 Work in groups of three. Practise the conversation in Exercise 6. Change the underlined words.