

# Contents

For teachers' inspection ONLY

| Unit                                                | Grammar                                                                                                                                                           | Vocabulary                                                                                                                                                                    | Real life (functions)                    | Pronunciation                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------|
| <b>1</b><br>People<br>pages 9–20                    | <i>be (am/is/are)</i><br>possessive 's and<br>possessive adjectives                                                                                               | personal information<br>family<br>wordbuilding: word roots<br>everyday verbs<br>word focus: <i>in</i>                                                                         | meeting people for the<br>first time     | contracted forms<br>the same or<br>different sounds<br>spelling |
| VIDEO: World party page 18 ► REVIEW page 20         |                                                                                                                                                                   |                                                                                                                                                                               |                                          |                                                                 |
| <b>2</b><br>Possessions<br>pages 21–32              | plural nouns<br><i>this, that, these, those</i><br><i>there is/are</i><br>prepositions of place                                                                   | colours<br>everyday objects<br>furniture<br>countries and nationalities<br>wordbuilding: suffixes (1)<br>word focus: <i>one/ones</i><br>adjectives                            | shopping                                 | /ɪ/ or /i:/<br>word stress<br>contrastive stress                |
| VIDEO: Coober Pedy's opals page 30 ► REVIEW page 32 |                                                                                                                                                                   |                                                                                                                                                                               |                                          |                                                                 |
| <b>3</b><br>Places<br>pages 33–44                   | present simple                                                                                                                                                    | telling the time<br>adjectives about cities<br>places of work<br>word focus: <i>work</i><br>wordbuilding: collocations<br>cardinal and ordinal<br>numbers<br>places in a city | giving directions                        | -s endings<br>saying numbers                                    |
| VIDEO: Cowley Road page 42 ► REVIEW page 44         |                                                                                                                                                                   |                                                                                                                                                                               |                                          |                                                                 |
| <b>4</b><br>Free time<br>pages 45–56                | <i>like/love + -ing</i><br>adverbs of frequency<br>expressions of<br>frequency<br><i>can/can't</i>                                                                | free-time activities<br>wordbuilding: verb +<br>noun collocations<br>sports                                                                                                   | talking about abilities<br>and interests | /ŋ/<br>linking<br>sentence stress                               |
| VIDEO: In my free time page 54 ► REVIEW page 56     |                                                                                                                                                                   |                                                                                                                                                                               |                                          |                                                                 |
| <b>5</b><br>Food<br>pages 57–68                     | countable and<br>uncountable nouns<br>( <i>a, some</i> and <i>any</i> )<br><i>a lot of</i> and <i>not much /</i><br><i>not many</i><br><i>how many / how much</i> | food verbs<br>food<br>quantities and containers<br>word focus: <i>of</i><br>a menu<br>wordbuilding: British or<br>American English                                            | ordering a meal                          | /tʃ/ or /dʒ/<br>linking <i>of</i><br>contracted forms           |
| VIDEO: Gelato University page 66 ► REVIEW page 68   |                                                                                                                                                                   |                                                                                                                                                                               |                                          |                                                                 |
| <b>6</b><br>Money<br>pages 69–80                    | <i>was/were</i><br>past simple (affirmative):<br>regular and irregular<br>verbs                                                                                   | verb + money collocations<br>currency<br>age<br><i>-ed/-ing</i> adjectives<br>wordbuilding: compound<br>nouns                                                                 | requesting                               | -ed endings<br>stress in questions<br>intonation                |
| VIDEO: Bactrian treasure page 78 ► REVIEW page 80   |                                                                                                                                                                   |                                                                                                                                                                               |                                          |                                                                 |

| Listening                                                                                                                                  | Reading                                                                                                                                       | Critical thinking    | Speaking                                                                                                               | Writing                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| a photographer talking about a climber<br>an interview with an explorer<br>people at a conference                                          | an article about a family of explorers<br>an article about world population                                                                   | the writer's purpose | asking questions<br>friends and family<br>facts about countries                                                        | text type: a personal description<br>writing skill: <i>and</i> , <i>but</i>                                        |
| someone talking about a family's plastic possessions<br>an interview with Andy Torbet                                                      | an article about four apartments in Seoul<br>an article about a global product                                                                | close reading        | your objects and possessions<br>a room in your home where things are from                                              | a description of a room in your home<br>text type: adverts<br>writing skill: describing objects with adjectives    |
| someone talking about a 24-hour restaurant in Norway<br>an interview with a student living in London<br>an interview with Beverley Goodman | an article about no-car zones<br>an article about languages spoken around the world                                                           | relevance            | your life<br>exchanging information about a photographer<br>favourite numbers and their relevance                      | text type: a description of a place<br>writing skill: capital letters                                              |
| three people talking about their free-time activities<br>an interview with Norbert Rosing                                                  | an article about identical twins<br>an article about a nature photographer<br>an article about extreme sports<br>an advert for volunteer work | fact or opinion      | likes and dislikes<br>daily life<br>your abilities                                                                     | text type: short emails<br>writing skill: reference words                                                          |
| someone talking about a noodle chef in Chinatown<br>people describing famous dishes from their countries<br>a conversation at a market     | an article about food markets around the world<br>an article about the Svalbard Global Seed Vault                                             | summarising          | famous dishes from different countries<br>planning a special meal<br>buying food at a market<br>summarising an article | text type: instructions<br>writing skill: punctuation                                                              |
| someone talking about a street musician<br>an interview with two people at a museum<br>people asking for money in different situations     | an article about currency<br>an article about treasure<br>an article about the history of money                                               | relevance            | someone's past life<br>important years in your life<br>a survey about money                                            | a description of someone's life<br>text type: thank you messages<br>writing skill: formal and informal expressions |

| Unit                                                                         | Grammar                                                                                                                 | Vocabulary                                                                                                                                                                 | Real life (functions)             | Pronunciation                                              |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------|
| <b>7</b><br><b>Journeys</b><br>pages 81–92                                   | past simple: negatives and questions<br>comparative adjectives<br>superlative adjectives                                | travel verbs<br>journey adjectives<br>word focus: <i>than</i><br><i>journey, travel</i> or <i>trip</i> ?<br>wordbuilding: <i>really/very</i> + adjective<br>online writing | asking about a trip               | stressed and weak syllables /ə/<br>intonation in questions |
| VIDEO: Women in space <b>page 90</b> ► <b>REVIEW page 92</b>                 |                                                                                                                         |                                                                                                                                                                            |                                   |                                                            |
| <b>8</b><br><b>Appearance</b><br>pages 93–104                                | <i>have got / has got</i><br>present continuous                                                                         | adjectives about festivals<br>face and appearance<br>word focus: <i>like</i><br>clothes<br>wordbuilding: phrasal verbs<br>parts of the body                                | talking about pictures and photos | groups of consonants<br>silent letters                     |
| VIDEO: Festivals and special events <b>page 102</b> ► <b>REVIEW page 104</b> |                                                                                                                         |                                                                                                                                                                            |                                   |                                                            |
| <b>9</b><br><b>Film and the arts</b><br>pages 105–116                        | <i>going to</i> (for plans)<br>infinitive of purpose<br>present continuous for future reference                         | types of film<br>art and entertainment<br>wordbuilding: suffixes (2)<br>nature                                                                                             | inviting and making arrangements  | /tə/<br>showing enthusiasm                                 |
| VIDEO: Camera traps <b>page 114</b> ► <b>REVIEW page 116</b>                 |                                                                                                                         |                                                                                                                                                                            |                                   |                                                            |
| <b>10</b><br><b>Science</b><br>117–128                                       | present perfect<br>present perfect and past simple                                                                      | science subjects<br>everyday technology<br>memory and learning<br>wordbuilding: synonyms and antonyms<br>science and invention<br>email addresses and websites             | checking and clarifying           | 've/'s<br>contrastive stress                               |
| VIDEO: Memory and language learning <b>page 126</b> ► <b>REVIEW page 128</b> |                                                                                                                         |                                                                                                                                                                            |                                   |                                                            |
| <b>11</b><br><b>Tourism</b><br>pages 129–140                                 | <i>should/shouldn't</i><br><i>have to / don't have to, can/can't</i><br><i>everywhere, somewhere, nowhere, anywhere</i> | types of holiday<br>tourism<br>wordbuilding: word forms (1)<br>word focus: <i>take</i><br>in another country                                                               | making suggestions                | /hæftə/<br>/ʌ/, /ʊ/ or /u:/                                |
| VIDEO: Mecca and the Hajj <b>page 138</b> ► <b>REVIEW page 140</b>           |                                                                                                                         |                                                                                                                                                                            |                                   |                                                            |
| <b>12</b><br><b>The Earth</b><br>pages 141–152                               | <i>will/won't</i><br>definite <i>the</i> or no article + names                                                          | measurements<br>wordbuilding: word forms (2)<br>land and water<br>word focus: <i>how</i><br>the Earth and other planets                                                    | making a presentation             | '//<br>pausing on commas                                   |
| VIDEO: Volcanoes <b>page 150</b> ► <b>REVIEW page 152</b>                    |                                                                                                                         |                                                                                                                                                                            |                                   |                                                            |

COMMUNICATION ACTIVITIES **page 153** ► GRAMMAR REFERENCE **page 157** ► AUDIOSCRIPTS **page 170**

| Listening                                                                                                                                                  | Reading                                                                                                                                   | Critical thinking                            | Speaking                                                                   | Writing                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| someone talking about the Mayflower<br>a programme about journeys in history<br>a programme about animal migration                                         | an article about a flight from the past<br>an article about space travel                                                                  | fact or opinion                              | a journey you made<br>your opinion<br>a general knowledge quiz             | a general knowledge quiz<br>text type: a travel blog<br>writing skill: <i>so, because</i>                        |
| someone describing the Dinagyang festival<br>a conversation about masks at a festival                                                                      | an article about a fashion photographer<br>an article about tattoos<br>a text about emoticons                                             | close reading                                | people's appearance<br>what people are wearing                             | text type: texts and online messages<br>writing skill: <i>textspeak</i>                                          |
| someone talking about an outdoor cinema<br>two people at a film festival<br>an interview with Adrian Seymour<br>two people discussing a Broadway show      | an article about the <i>All roads film festival</i><br>an article about a wildlife filmmaker<br>an article about nature in art            | the writer's preferences                     | deciding which films to see<br>your future plans<br>explaining preferences | text type: reviews and comments<br>writing skill: giving your opinion with sense verbs                           |
| someone talking about the human brain<br>an interview with someone about technology<br>a news report about a memory champion<br>someone phoning his office | a survey about outdated technology<br>jigsaw reading about memory<br>an article about new inventions                                      | the main argument and supporting information | experience with technology<br>something you have learned                   | the main argument<br>text type: a telephone message<br>writing skill: imperatives                                |
| someone talking about their holiday<br>a podcast from a travel programme<br>two friends discussing a trip to South America                                 | a quiz from a travel magazine<br>a tourist information leaflet<br>a travel article                                                        | arguments for and against                    | advice for a tourist<br>rules<br>what's important in a hotel               | a description of a tourist destination<br>text type: a feedback form<br>writing skill: closed and open questions |
| a documentary about a photographer<br>an interview about film director James Cameron and the Mariana Trench                                                | maps showing climate change<br>an article about unexplored places on Earth<br>an article about a new planet<br>an article about Earth Day | structuring an argument                      | your future places on Earth<br>life on another planet                      | text type: a poster<br>writing skill: important words and information                                            |

# Unit 1 People

An explorer in Majlis al Jinn Cave, Oman  
Photo by Stephen Alvarez

## FEATURES

### 10 Explorers

How a husband and wife  
are both explorers

### 12 A family in East Africa

The story of a famous  
family

### 14 The face of seven billion people

Facts and figures on the  
world's population

### 18 World party

How big is seven billion?

**1** Look at the photo and the caption. Where is the explorer?  
What is the photographer's name?

**2**  **1.1** Listen to an interview with an explorer. Match the  
answers with the questions.

- |                       |                      |
|-----------------------|----------------------|
| 1 What's your name?   | a The UK.            |
| 2 Where are you from? | b Stephen Alvarez.   |
| 3 What's his name?    | c Richard Turner.    |
| 4 Where's he from?    | d He's from the USA. |

**3** Talk to students in your class. Ask and answer these questions.

*Hello. What's your name?*

*My name's ...*

*Where are you from?*

*I'm from ...*

*What's his/her name?*

*His/Her name's ...*

*Where's he/she from?*

*He/She's from ...*

# 1a Explorers



## Listening

- 1 Look at the photo of two explorers. Where are they from?
- 2 1.2 Listen to an interview with an explorer. Are these sentences true (T) or false (F)?
  - 1 His name's Mike Burney.
  - 2 He's from the USA.
  - 3 He's married.
  - 4 Sally Burney is his wife.
  - 5 She's a photographer.
  - 6 Mike and Sally are from Wales.
  - 7 They're twenty-six years old.

## Vocabulary personal information

- 3 Add the underlined words from the sentences in Exercise 2 to the table.

|                |                   |  |
|----------------|-------------------|--|
| First name     | .....             |  |
| Surname        | .....             |  |
| Age            | thirty-five ..... |  |
| Job/Occupation | explorer .....    |  |
| Country        | .....             |  |
| Marital status | single .....      |  |
| Relationship   | husband .....     |  |

- 4 Add information about you to the table in Exercise 3.

## Grammar be (am/is/are)

- 5 1.2 Listen to and read the interview with Mike Burney from Exercise 2. Circle forms of *be* in each sentence.

- I: Hello. What's your name?  
 M: My name's Mike Burney.  
 I: Are you from Great Britain?  
 M: Yes, I'm from Wales, but I travel all the time.  
 I: And are you married?  
 M: Yes, I am. My wife's name is Sally. She isn't at home at the moment.  
 I: Why? What's her job?  
 M: She's also an explorer and we often travel together.  
 I: Is she from Wales too?  
 M: No, she isn't. She's from Canada.  
 I: Are you the same age?  
 M: No, we aren't. I'm thirty-six and Sally is thirty-five.

- 6** Look at the forms you circled in Exercise 5. Which forms are a) affirmative, b) negative, c) questions and d) short answers? Look at the grammar box and check your answers.

► **BE (AM/IS/ARE)**

**Affirmative**

I'm (am) a student.  
You/we/they're (are) married.  
He/she/it's (is) from Canada.

**Negative**

I'm not (am not) a teacher.  
You/we/they aren't (are not) married.  
He/she/it isn't (is not) from the USA.

**Questions and short answers**

What's your name?  
Where is she from?  
Are you from Great Britain? Yes, I am. / No, I'm not.  
Is she single? Yes, she is. / No, she isn't.

For further information and practice, see page 157.

**7 Pronunciation contracted forms**

- a** **1.3** Listen. Tick (✓) the form you hear.

- |          |                                     |         |
|----------|-------------------------------------|---------|
| 1 'm     | <input checked="" type="checkbox"/> | am      |
| 2 're    | <input type="checkbox"/>            | are     |
| 3 'm not | <input type="checkbox"/>            | am not  |
| 4 's     | <input type="checkbox"/>            | is      |
| 5 aren't | <input type="checkbox"/>            | are not |
| 6 're    | <input type="checkbox"/>            | are     |
| 7 isn't  | <input type="checkbox"/>            | is not  |
| 8 's     | <input type="checkbox"/>            | is      |

- b** **1.3** Listen again and repeat the sentences.

- 8** **1.4** Mike Burney is at the airport in Auckland. Complete the conversation with the correct form of *be*. Then listen and check.

C = Customs officer, M = Mike Burney

C: Good afternoon. <sup>1</sup> ..... you in New Zealand for work or a holiday?

M: For work. I <sup>2</sup> ..... an explorer.

C: I see. What <sup>3</sup> ..... your address in Auckland?

M: We <sup>4</sup> ..... at 106a Eglinton Road.

C: We?

M: Yes, my wife and two children.

They <sup>5</sup> ..... with me.

C: <sup>6</sup> ..... your wife also an explorer?

M: Yes, she is, but she <sup>7</sup> ..... in Auckland for work. She <sup>8</sup> ..... on holiday.

**Speaking**

- 9** Work in pairs. Ask your partner about his/her:

- first name and surname
- job/occupation
- country
- marital status

- 10** Introduce your partner to the class.

*Rosana's from Chile. She's twenty-three. She's a teacher. She's single.*



# 1b A family in East Africa

## Reading

- 1 Is your family big or small? Are you all from the same country?
- 2 Read about the Leakey family. Answer the questions.
  - 1 Where are they from?
  - 2 Are Louise and Maeve explorers?
  - 3 What is Richard's job?
  - 4 What is Colin's job?
  - 5 Is Samira an explorer?
  - 6 Is Philip married?
- 3 Read the article again and complete the family tree on page 13.

### *A family in* **EAST AFRICA**

The Leakey family is similar in many ways. They live in East Africa, but the family is from England. Louise Leakey is an explorer, but for her family that's normal! Louise's mother is Maeve and she's an explorer.

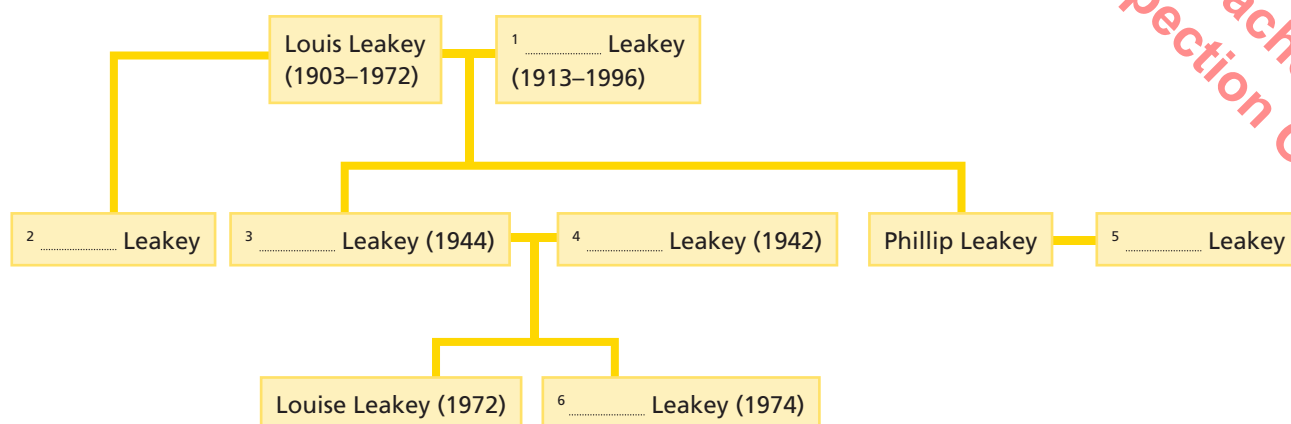
Her father is Richard Leakey. Richard is also in East Africa, but he's a farmer. Richard's half brother is Colin Leakey. Colin isn't in Africa, but he's an explorer and a scientist at Cambridge University in England.

Louise's grandparents (Louis and Mary) are dead, but they were also famous explorers. Louise's sister is Samira, but she works for the World Bank. Their uncle and aunt are Phillip Leakey and his wife Katy. They have an international company.

**dead** (adj) /ded/ not living  
**were** (v) /wə(r)/ past tense of **are**



Louise Leakey and her mother, Maeve



## Vocabulary family

- 4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

mother father uncle aunt niece  
nephew cousin mother-in-law parent  
step brother half brother grandparent

- 5 Complete the phrases with words from Exercise 4.

- your father's brother and sister \_\_\_\_\_, \_\_\_\_\_
- your brother's daughter and son \_\_\_\_\_, \_\_\_\_\_
- your uncle and aunt's son or daughter \_\_\_\_\_
- a brother, but from one different parent \_\_\_\_\_
- your husband or wife's mother \_\_\_\_\_
- your mother or father \_\_\_\_\_
- your parent's mother or father \_\_\_\_\_

### WORDBUILDING word roots

You can make more words from a root word. For example:  
mother → grandmother → stepmother → mother-in-law

For further information and practice, see page 11 of the Workbook.

## Grammar possessive 's and possessive adjectives

- 6 Look at the grammar box. Then find examples of the possessive 's and possessive adjectives in the article in Exercise 2.

### POSSESSIVE 'S AND POSSESSIVE ADJECTIVES

#### Possessive 's

Mike's wife is Sally. Mike and Sally's home is in Canada.

#### Possessive adjectives

She's my sister. What's your name? His name is Charlie.

Subject pronoun → Possessive adjective

I – my, you – your, he – his, she – her, it – its, we – our, they – their

For further information and practice, see page 157.

- 7 Choose the correct word to complete the sentences.

- I / My parents are Spanish.
- I / My am the only boy in my family.
- What's you / your name?
- Where are you / your from?
- She / Her is a photographer.
- He / His uncle is in the USA.
- We / Our family is from Asia.
- They / Their cousins are both girls.

## 8 Pronunciation the same or different sounds

1.5 Listen to these pairs of words. Is the pronunciation the same (✓) or different (X)?

- they're / their
- he's / his
- its / it's
- are / our
- you're / your

- 9 Say these sentences in a different way. Use the possessive adjective in brackets.

- I'm Fabien. (my name)  
*My name's Fabien.*
- Annie's sister is Claire. (her)
- Francis and Antony's cousins are Juliet and Jane. (their)
- Fritz's grandparents are dead. (his)
- Are you Sylvain? (your name)
- Helen is Peter's and my niece. (our niece)

## Speaking

- 10 Write a list of five names of your friends and family. Introduce them to your partner.

*Sandra is my best friend. She's from Ireland.*

*Uwe and Illona are my two cousins in Germany. They're my mother's nephew and niece.*

# 1c The face of seven billion people

## Reading

- 1 There are seven billion people in the world. How many people are in your country?
- 2 Read the article and match the numbers in the box with the information (1–8).

|             |             |           |
|-------------|-------------|-----------|
| 51%         | 86          | 1 billion |
| 1.2 billion | 38%         | 21%       |
| 5 billion   | 2.5 billion |           |

- 1 the life expectancy of a Japanese woman
- 2 the population of India
- 3 the number of speakers of English as a second language
- 4 the percentage of muslims
- 5 the percentage of workers in agriculture
- 6 the percentage of people in cities
- 7 the number of people with access to the Internet
- 8 the number of people with a mobile phone

## Critical thinking the writer's purpose

- 3 Read the article again. What is the writer's purpose? Choose the correct answer (a, b or c).

He writes .....

- a information
- b an opinion
- c a story

- 4 Which information in the article is new or surprising for you? Tell the class.

*The information about the city and the countryside is new for me.*

## Vocabulary everyday verbs

- 5 Find these verbs in the article. Then write them in the fact file.

have live speak use work

## FACT FILE: China

- 1.3 billion people ..... in China.
- 70% of the population ..... the language of Mandarin Chinese.
- Over 1 billion Chinese people ..... a mobile phone.
- 65% of the population ..... in agriculture.
- 35% of the Chinese ..... the Internet.

(\*figures from 2012)



## Word focus in

- 6 Look at the sentences in Exercise 5. Tick the correct information. We use *in*:

- with countries and cities
- with languages
- with areas of work or industry
- with the Internet

## Speaking

- 7 Work in pairs. Student A: Turn to page 154. Student B: Turn to page 156.

Read your information about two countries and prepare your questions. Then ask and answer questions to complete the tables.

# THE FACE OF **7** seven billion people

There are seven billion people in the world and there are seven thousand people in this photo. Each person in the photo is equal to one million people. That's seven billion in total!



## AGE

The average person in the world is twenty-eight years old. In Japan, the average life expectancy for a woman is eighty-six. In Afghanistan, it's forty-five.

## POPULATION

Twenty per cent of the world's population live in China. There are one point two billion people in India.

## LANGUAGE

Thirteen per cent of the world's population speak Mandarin as their first language. Five per cent speak Spanish as their first language. Five per cent also speak English as their first language; but English is a second language for one billion people.

## RELIGION

There are many different religions in the world. For example, thirty-three per cent of the world are Christian, twenty-one per cent are Muslim and thirteen per cent are Hindu.

## JOB

Forty per cent of people work in a service industry (hotels, banks, etc.), thirty-eight per cent are in agriculture and twenty-two per cent are in manufacturing and production.

## CITY AND COUNTRYSIDE

Fifty-one per cent of the world's population live in cities and forty-nine per cent live in the countryside.

## INTERNET AND MOBILE PHONES

Two point five billion people in the world use the Internet and five billion people have a mobile phone.

(is) equal (to) /'i:kwəl/ the same as ( $2 + 2 = 4$ , two and two equals four)

average (adj) /'ævərɪdʒ/ usual, typical

life expectancy (n) /laɪf ɪk'spektənsi/ the number of years you live

# 1d At a conference



## Real life meeting people for the first time

- 5 🎧 1.7 Look at the expressions for meeting people for the first time. Then listen again and tick the expressions you hear.

### MEETING PEOPLE

#### Introducing yourself

My name's ... / I'm ...

I'm from ...

Nice to meet you.

Nice to meet you too.

#### Introducing another person

I'd like to introduce you to ...

This is ...

He's from ...

#### Saying good bye

Nice meeting you.

Nice talking to you.

See you later.

Goodbye./Bye.

## Speaking

### 1 Pronunciation spelling

- 🎧 1.6 Listen and repeat the letters of the alphabet.

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

- 2 Work in pairs. Take turns to spell these words. Your partner listens and writes. Check his/her spelling.

- your first name
- your country
- your surname
- your job

## Listening

- 3 🎧 1.7 Look at the photo and listen to two conversations. Answer the questions.

- 1 How many people are there in each conversation?
- 2 Where are they?

- 4 🎧 1.7 Listen again. Choose the correct word to complete the sentences.

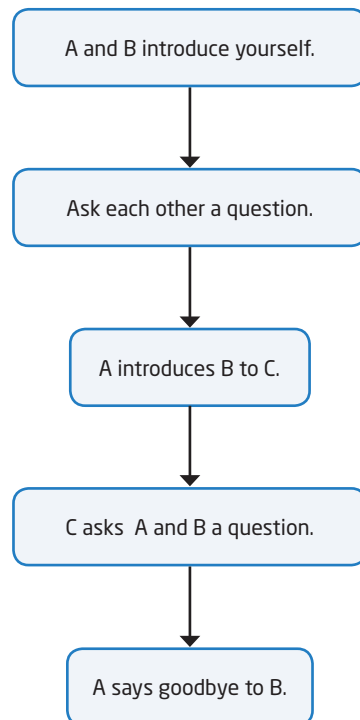
#### Conversation one

- 1 Gary is the *first* / *second* person at the conference.
- 2 Rita *is* / *isn't* the conference manager.
- 3 This is their *first* / *second* meeting.
- 4 Gary's surname is *Lawrence* / *Laurens*.

#### Conversation two

- 5 Valérie's surname is *Moore* / *Moreau*.
- 6 Valérie is from *France* / *New Caledonia*.
- 7 Rita / Valérie says goodbye.

- 6 Work in groups of three: A, B and C. Practise the conversation. Then change roles and repeat the conversation two more times.



For teachers' inspection ONLY

# 1e Introduce yourself

## Writing a personal description

1 Read the two online introductions. Look back at page 16. Where are Gary and Valérie at the moment?

HOME DATES COUNTRIES DELEGATES ▼ BLOG



### GARY LAURENS

Hi! My name's Gary and I'm a science lecturer. I'm from the UK, **but** I live in the USA. I'm married **and** I have two children.



### VALÉRIE MOREAU

Hello. I'm Valérie Moreau and I'm from New Caledonia. It's a beautiful island in the Pacific Ocean. We speak French in New Caledonia, **but** I also speak English **and** Spanish.



2 Read the introductions again. Tick the information they write.

|                   | Gary | Valérie |
|-------------------|------|---------|
| First name        |      |         |
| Surname           |      |         |
| Job               |      |         |
| Country/Languages |      |         |
| Other information |      |         |

## 3 Writing skill and, but

a Look at the words *and* and *but* in the introductions in Exercise 1. Which word is for extra information? Which word is for a difference?

- b Make one sentence from the two sentences with *and* or *but*.
- I'm in Spain. I'm from Argentina.  
*I'm in Spain, but I'm from Argentina.*
  - I'm 21. My sister is 21.  
*I'm 21 and my sister is 21.*
  - I'm British. Hindi is my first language.
  - He's from Germany. He's in Russia at the moment.
  - My friend is 30. He's single.
  - I live in Spain. I work in France.
  - She's a student. She's at Oxford University.
  - My family is in the countryside. I'm in the city.

- 4 Imagine you are going to the conference. Write an online introduction for you. Use the table in Exercise 2 to help you. Use *and* and *but*.
- 5 Exchange your introduction with your partner. Check your partner's text. Does he/she include all the information from Exercise 2? Does he/she use *and* and *but* correctly?
- 6 Display your introductions around the classroom. Walk around and read about each other.

# 1f World party



Street party in Bangkok  
for Chinese New Year

## Before you watch

**1** Work in groups. Look at the photo and answer the questions.

- 1 Where is the party?
- 2 Why are the people at this party?

**2** Discuss these questions as a class.

- 1 When do you have parties in your country?
- 2 Where are these parties (e.g. in your house, in the street, in a restaurant, at your college)?

## While you watch

**3** The video is about a 'World party' for seven billion people. Watch the video. Number the questions (a–c) in the order the video answers them.

- a How big is the place for a world party?
- b How big is seven billion?
- c Where is a good place for a world party?

**4** Watch the video again. Match 1–8 with a–h.

- 1 number of years to count from one to seven billion
- 2 number of stars you can see at night
- 3 number of times around the Earth with seven billion steps
- 4 number of text messages in the USA every second
- 5 the area for one person to stand
- 6 the area for one person at a party
- 7 the area for seven billion people at a party
- 8 the area for seven billion people in a photo

- a a thousand
- b six square feet
- c 1,500 square miles
- d three square feet
- e 200
- f 133
- g 65,000
- h 500 square miles

1 foot = 30 centimetres  
3 feet = 90 centimetres  
1 mile = 1.6 kilometres  
500 miles = 800 kilometres  
1,500 miles = 2,400 kilometres

**bit** /bɪt/ a small amount

**about** (adv) /ə'baʊt/ approximately

**compare** (v) /kəm'peɪ/ to talk about the differences and similarities between one thing and another thing

**correct** (adj) /kə'rekt/ not wrong

**count** (v) /kaʊnt/ to say numbers (1, 2, 3, 4, etc.)

**everyone** (n) /'evriwʌn/ all people

**takes** (two hundred years) (v) /teɪks/ lasts a period of time

**5** Number these sentences from the video in the correct order (1–10).

- a Don't count from one to seven billion! ☐
- b There are seven billion stars. ☐
- c Or there's the state of Rhode Island. It's 1,500 square miles. ☐
- d One person needs about three square feet. ☐
- e Walk around the Earth one hundred and thirty three times. ☐
- f Smile! ☐
- g People send seven billion texts every 30 hours in the USA. ☐
- h So everyone needs about six square feet.
- i The Juneau Icefield in Alaska is the correct size. But it's a bit cold. ☐
- j Los Angeles is 500 square miles. So we can take the photograph there. ☐

**6** Watch the video again and check your answers in Exercise 5.

## After you watch

### 7 Group discussion a party for your class

Work in groups. Discuss a party for your new English class. Think about these questions.

- 1 How many people are in your class?
- 2 Where is a good place for your party?
- 3 What is important for a good party (e.g. food, music)?

**8** Tell the class about the party.

*Music is important for a good party.*

*A restaurant is a good place for a party.*

### 9 Class survey people in your class

Interview everyone in your class. Use these questions.

How many people ...

- are in your class?
- are male or female?
- are under 30 or over 30?
- are students or have a job?
- speak two or more languages?
- live in this country (the country you are in now)?
- have a mobile phone?
- use the Internet?

**10** Write a short report about your class.

Example:

*Fifteen people are in my class. Eight are male and seven are female.*

# UNIT 1 REVIEW

For teachers' inspection ONLY

## Grammar

- 1 Put the words in order to make questions.
  - 1 your / name? / 's / what
  - 2 from / are / England? / you
  - 3 are / you / where / from?
  - 4 married? / you / are / single or
  - 5 you / are / an explorer?
- 2 Work in pairs. Ask and answer the questions in Exercise 1.
- 3 Complete the conversation with 's, isn't, are or aren't.



- A: What <sup>1</sup> \_\_\_\_\_ his name?  
B: His name <sup>2</sup> \_\_\_\_\_ Felipe.  
A: What <sup>3</sup> \_\_\_\_\_ her name?  
A: Camila.  
B: <sup>4</sup> \_\_\_\_\_ they married?  
A: Yes, they <sup>5</sup> \_\_\_\_\_ .  
B: Are they from Mexico?  
A: No, they <sup>6</sup> \_\_\_\_\_ . They're from Brazil.  
B: What <sup>7</sup> \_\_\_\_\_ Felipe's job?  
A: He <sup>8</sup> \_\_\_\_\_ a conservationist.  
B: Is Camila an explorer?  
A: No, she <sup>9</sup> \_\_\_\_\_ . She <sup>10</sup> \_\_\_\_\_ a conservationist too!

- 4 Choose the correct option to complete the sentences.
  - 1 What's *you / your* name?
  - 2 *He / His* aunt is French.
  - 3 *They / Their* are my cousins.
  - 4 The *photographer's / photographer* wife is *my / I* best friend.
  - 5 *She / Her* mother is from Germany, but *her is / I'm* from Switzerland.

### I CAN

ask and answer questions with *what* and *where* ☐

use the verb *to be* in sentences ☐

talk about possession with possessive 's and possessive adjectives ☐

## Vocabulary

- 5 Match the words 1–6 with a–f.
  - 1 surname a 28
  - 2 relationship b single
  - 3 age c brother
  - 4 job d China
  - 5 marital status e teacher
  - 6 country f Obama
- 6 Complete the sentences with verbs.
  - 1 90% of families h\_\_\_\_\_ a computer in their house.
  - 2 80% of the population s\_\_\_\_\_ English.
  - 3 More people l\_\_\_\_\_ in apartments, not houses.
  - 4 How many people w\_\_\_\_\_ in agriculture?

### I CAN

talk about personal information ☐

talk about everyday information ☐

## Real life

- 7 Number the lines of the conversation in the correct order (1–5).
  - ☐ Sonia: Arnold is, but I'm not. I'm from Scotland.
  - ☐ Arnold: Nice to meet you too, Rosa. I'm Arnold and this is my wife, Sonia.
  - ☐ Rosa: I'm from Italy, but I live in France. Are you and Arnold from England?
  - ☐ Rosa: Hi. My name's Rosa. Nice to meet you.
  - ☐ Sonia: Hello, Rosa. Where are you from?
- 8 Work in groups of three. Roleplay a similar conversation to Exercise 7. Your names are Mike and Donna (married, from Australia) and Lisa (from Germany).

### I CAN

introduce myself and other people ☐

## Speaking

- 9 Write three sentences (two true and one false) with personal information about you and/or your family.
- 10 Work in pairs. Take turns to read your sentences. Guess your partner's false sentence.