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Lindsay Clandfield , Ben Goldstein , Ceri Jones , Philip Kerr
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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

CONNECTIONS

1



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 _____ _____

FIND IT

B **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.**

C **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?

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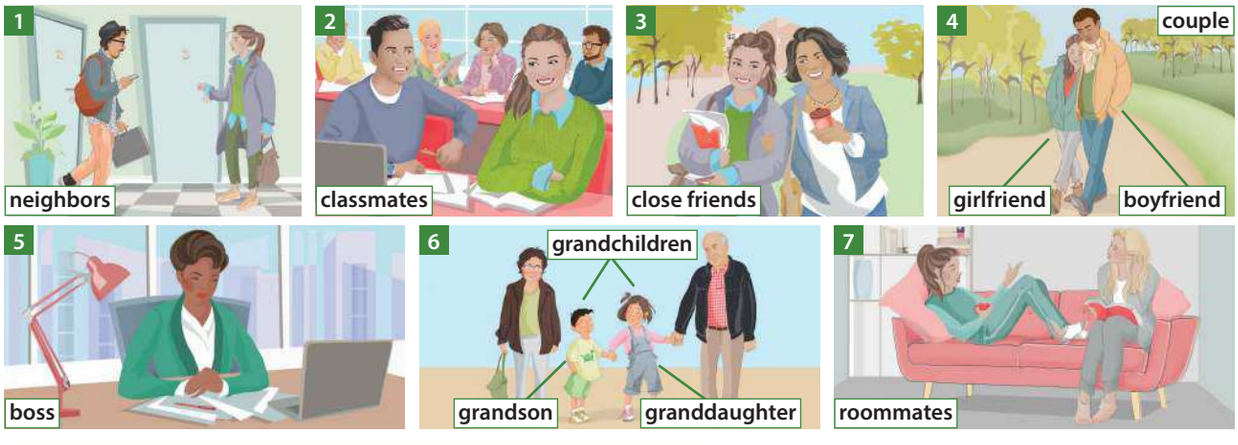
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1.1 WE'RE FAMILY

LESSON OBJECTIVE
- talk about the people in your life

1 VOCABULARY: Describing people you know

A 1.03 **Look at the pictures. Listen and say the words. Who do you see every day?**



B **Now do the vocabulary exercises for 1.1 on page 141.**

C PAIR WORK **Make five true sentences with five words from exercise 1A. Tell your partner.**

2 LANGUAGE IN CONTEXT

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



B **Match the names with their connection to Cecilia.**

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

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3 GRAMMAR: *be*; possessive adjectives

A **Complete the rules below. Use the sentences in the grammar box to help you.**

1 *I'm from Puebla.* *I'm =* I am

2 *They're not close friends.*
You can also say: *They* _____ *close friends.*

3 ***Is** he your boyfriend?*
To answer, you can say:
Yes, he is. or *No, he* _____ .

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?

B **Complete the spaces with the correct possessive adjective. Use the sentences in the grammar box to help you.**

I ___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 the grammar chart and do the grammar exercise for 1.1.**

D GROUP WORK **Use the words to write questions. Then read the Accuracy check box and check your work. Use the questions to find out more about your classmates.**

1 his / what's / name / ? What's his name?
2 from / is / where / she / ? _____
3 is / name / her / Maria / ? _____
4 they / from / are / Argentina / ? _____
5 our / is / teacher / American / ? _____
6 are / from / where / parents / your / ? _____

ACCURACY CHECK

Possessive adjectives agree with the possessor.
This is a photo of my wife with ~~their~~ parents. ✗
This is a photo of my wife with her parents. ✓

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.**



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

FIND IT

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.

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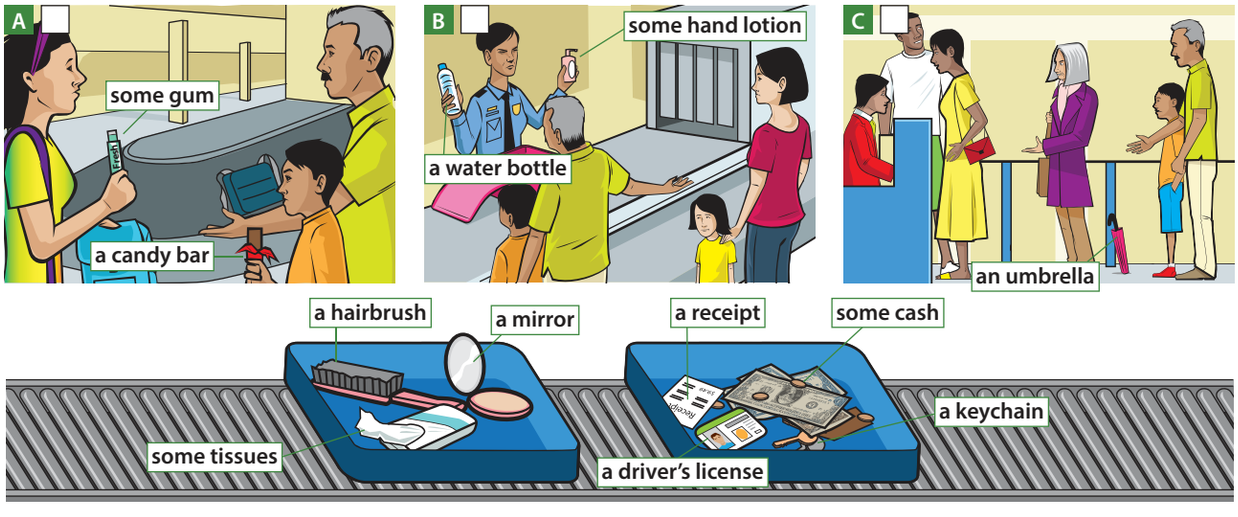
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1.2 WHAT'S IN YOUR BAG?

LESSON OBJECTIVE
- talk about possessions

1 VOCABULARY: Naming everyday things

A 1.04 **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 1.05 **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?

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B 1.05 **Listen again and read. Match the items with their owners.**

1 The water bottle ☐ **2** The umbrella ☐ **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 not correct: *Whose is this?*
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 **b** nothing

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 …

C **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] _____ (I). 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?*

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1.3 HOW DO YOU KNOW RAQUEL?

LESSON OBJECTIVE
- greet people and start a conversation

1 FUNCTIONAL LANGUAGE

A 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 someone who you know	Starting conversations
Good morning. Are you (Robert)?	Long time, [3] _____ !	Do you [6] _____ anybody here?
Pleased to [1] _____ .	[4] _____ to see you again!	[7] _____ do you know (Raquel)?
Great to meet you, [2] _____ .	It's really [5] _____ to see you.	Are you a [8] _____ of hers / his / theirs?

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

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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?



A 1.07 **Read about showing interest and surprise in the box above. Use the expressions there to complete the conversation below. Listen to the full conversation and check.**

A Do you know anybody here?

B No, I don't. I'm pretty new to this city, too.

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.

B PAIR WORK **Practice the conversation from exercise 2A, above.**

INSIDER ENGLISH

pretty = *beautiful*

That's a ***pretty*** *little house.*

pretty + **adjective** = *very*

That's ***pretty*** *good.* **(That's very good.)**

3 PRONUNCIATION: Saying /l/ at the end of a word

A 1.08 **Listen. Focus on the /l/ sounds. Practice saying the words.**

1 You look wonder**ful**. **2** Beauti**ful** weather, isn't it? **3** How do you know Rach**el**?

B 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 say the /l/ sound?**

4 SPEAKING

A PAIR WORK **Read the situations. Then put the conversations in order. Read them with a partner.**

Situation 1: You're at a conference. Greet people you don't know.

- ☐ Good to meet you, too. Do you know anybody here?
- ☐ I'm Diana Reyes. Great to meet you.
- ☐ No, it's my first time at this conference.
- ☐ 1 Hello. I'm Daniel Santiago.

Situation 2: You arrive at a coffee shop to meet people you know.

- ☐ I know! Great to see you again!
- ☐ 1 Hi, Akram.
- ☐ Yeah, you, too. Hey, this is a nice place.
- ☐ Hi, Lola. Long time, no see!
- ☐ Yeah, isn't it?

B **Choose one of the conversations and add more to it. Use the language from this lesson. Then act out your conversation for the class.**



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1.4 EMAIL INTRODUCTIONS

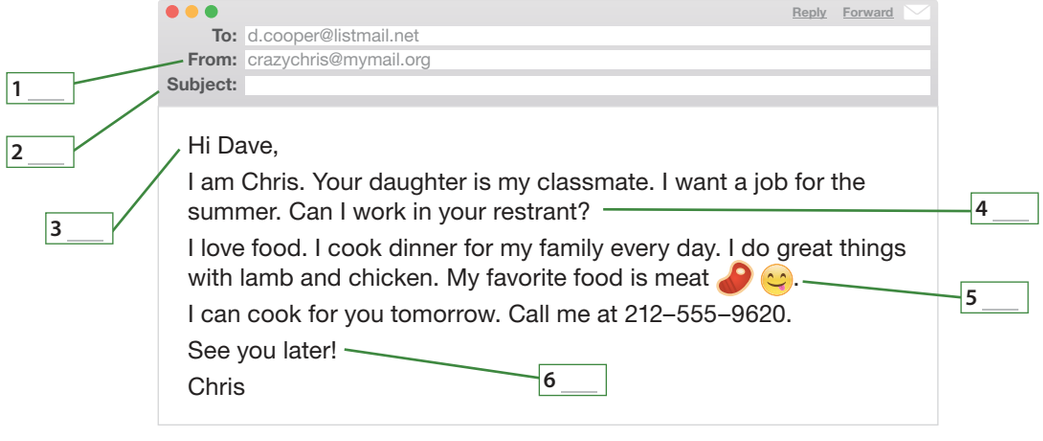
LESSON OBJECTIVE
- introduce yourself in an email

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.**

E 1.10 PAIR WORK 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 …*

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2 WRITING

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

B 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.) I

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 _____

Reply Forward

To: r.johnson65@listmail.net
From: lilymartin@mymail.org
Subject: Internship – Lily Martin

Dear Mr. Johnson,

Your daughter Abigail is my classmate at the University of Toronto.

In October and November every year, students in our class do an **internship**. I would like to do an internship in your company, Grallen Technologies. I attach my résumé to this email.

Thank you very much for your time.

Best wishes,

Lily Martin

GLOSSARY

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

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

Reply Forward

dear ms. ali,

my name is amanda barron. i work with your sister at first city bank in salvador. now i would like a new job.

can we meet on tuesday and talk about your company?

sincerely,

amanda barron

WRITE IT

D **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.**

E PAIR WORK **Exchange emails with another student. Write a reply.**



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1.5 TIME TO SPEAK
Things you have in common

LESSON OBJECTIVE
- talk about what you have in common






A **DECIDE** **Answer the questions with what you think. (Answers are at the bottom of the page.) Are you surprised?**

1 Imagine you have a group of 23 people. What is the probability that two people have the same birthday?
a 50% **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?
a 25% **b** 70% **c** 4%

3 Now imagine you have 60 people. What is the probability that two people have the same birthday?
a 50% **b** 10% **c** 99%

B **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 (✓).**

- When is your birthday? ☐
- How many brothers and sisters do you have? ☐
- What is your favorite possession? ☐
- Are you the first/second/third-born child? ☐
- What city are your parents from? ☐
- Where are your grandparents from? ☐
- What's in your bag? ☐
- Who's your favorite famous person? ☐
- How many friends do you have on Facebook? ☐

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 _____
2 Three people _____
3 Two people _____
4 One person _____

E **PRESENT** **Read your sentences to the class. Don't say the names! Can they guess who the people are?**

To check your progress, go to page 153.

Answers: 1 a 2 b 3 c

USEFUL PHRASES

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?
How many … do you have?
Do you have a/an … ?
When is … ?
Where are your … from?

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