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Leslie Anne Hendra , Mark Ibbotson , Kathryn O'Dell
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UNIT OBJECTIVES

- talk about people's personalities
- ask and answer questions about people
- make introductions and get to know people
- write an email to get to know someone
- ask questions to test a leader's personality

WHO WE ARE

1



START SPEAKING

A **Where are these people? What are they doing?**

B **What do you think the people are like? Guess as much as you can about them.**

C **Imagine you're in this place talking to these people. What are you asking them? What are you telling them about yourself? For ideas, watch Andres's video.**



What does Andres say about himself?

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1.1 WHAT'S YOUR PERSONALITY?

LESSON OBJECTIVE
- talk about people's personalities

1 LANGUAGE IN CONTEXT

A PAIR WORK **Do you meet new people often? Where do you meet them? Who have you met lately?**

B **Read the article. How does Kenneth say you can learn about someone?**

What kind of person are you?

The answer is in your questions.

How do you get to know someone new? You can ask a lot of questions: *What's your name? Whose class are you in? Which neighborhood do you live in? Where did you go to school? What kind of work do you do?* But the answers don't tell you about someone's personality. I think it's best to *listen* to the questions that people ask you.



A **sociable** person, for example, will ask you a lot of questions. Quiet people don't ask you much. The same is true about **selfish** people – they show little interest in other people. Or imagine you're telling someone about a problem you have. A **generous** person might ask, "How can I help?" But if you ask someone for help first, and they agree, are you sure they're really helpful? Or are they just afraid to say "no"?

So, the next time you meet someone, ask less, and listen more. The questions people ask show more about their personalities than their answers do.

Kenneth Spears

C PAIR WORK **Read the article again. Do you agree with Kenneth? Why or why not?**

2 VOCABULARY: Describing personality

A 1.03 **Listen and repeat the words. Which words describe the people in the pictures? More than one answer is possible.**

brave	cheerful	easygoing	generous	helpful	honest
intelligent	nervous	reliable	selfish	serious	sociable







B GROUP WORK **Which three words in exercise 2A describe you best? Tell your group.**

C **Now go to page 141. Do the vocabulary exercises for 1.1.**

D PAIR WORK **Use the words in exercise 2A to talk about people you know. For ideas, watch Angie's video.**



Do you know anyone like the person Angie describes?

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3 GRAMMAR: Information questions

A **Circle the correct answers. Use the sentences in the grammar box to help you.**

1 Use ***what*** / ***which*** to ask a general question.
2 Use ***what*** / ***which*** to ask about a specific group of people or things.
3 Use *whose* to ask **who someone is** / **who something belongs to**.
4 Use *how* to ask about **the way to do something** / **when to do something**.

Information questions

Whose class **are** you in?
Which neighborhood **do** you **live** in?
What are you **doing** these days?
Where did you **go** to school?
How can I help?

B **Look at the words in the box. Complete the information questions with the correct words. Then ask and answer the questions with a partner.**

How When Where Who Whose Why

1 _____ do you usually meet your friends? At night or on the weekends?
2 _____ do you greet new people? With a smile?
3 _____ do you go with your friends to have fun?
4 _____ 's the most sociable person you know?
5 _____ are you learning English? For work?
6 Do you ever use someone else's computer? _____ computer do you use?

C **Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.**

D **Write information questions for the answers below.**

1 _____? I had eggs for breakfast.
2 _____? I speak English and Spanish.
3 _____? My keys are in my pocket.
4 _____? I got here by bus.
5 _____? I usually get up at 6:30.

E PAIR WORK **Ask and answer the questions in exercise 3D with your own information.**

4 SPEAKING

GROUP WORK **What questions do you ask when you meet people for the first time? What do you think your questions say about you?**

I usually ask people, "What do you do for fun?" Sometimes we like the same things!

What do you think that question says about you?

I think it shows people that I am interested in them.



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1.2 TRUE FRIENDS?

LESSON OBJECTIVE
- ask and answer questions about people



1 LANGUAGE IN CONTEXT

A 1.04 **Look at the picture. Do you think the people are good friends? Why or why not? Then read and listen to Jared interview Amber for his podcast. Why does Amber ask questions about his friend Scott?**

B 1.04 **Read and listen again. What questions does Amber ask Scott? Can you answer these questions about your good friends?**

1.04 Audio script

Jared Today, I'm talking with Amber Crane, a friendship expert. So, Amber, you have some questions that show if someone is a true friend. Tell me more.

Amber OK. I'm going to show you by example. Give me the name of one of your friends.

Jared Um, Scott.

Amber Let's see how well you know Scott. **Is** he **single** or **married**?

Jared He**'s married**.

Amber OK. Can you tell me where he **was born** and **raised**?

Jared Yes. He was born in Chicago, but he **was raised** in Oswego.

Amber Good. Now I'd like to know what sports or hobbies he**'s into**.

Jared He**'s into** soccer, and he likes to paint. Hey, I'm answering harder questions. Does that mean Scott and I are true friends?

Amber Well, no. You could know these things about anyone through social media.

Jared True. So, what question can I answer that shows Scott is a *true* friend?

Amber Try this one. Do you know if he likes broccoli?

Jared I'll tell you after the break … and after I text Scott!

2 VOCABULARY: Giving personal information

A 1.05 **Complete the paragraph with the verbs in the box. Use the simple past. Then listen and check.**

be born	be into	be married	be raised	be single
celebrate	live alone	live with my family	retire	

I [1] *was born* in Detroit, but I [2] _____ in the country. I [3] _____ – my parents, brother, and sister – on a farm. My brother and I [4] _____ sports, especially baseball. After high school, I moved back to Detroit. I [5] _____ in a small apartment – I didn't have any roommates. And I [6] _____ – I didn't have a girlfriend at that time. But I have a wife now. Alicia and I [7] _____ five years ago, and we [8] _____ our anniversary last Wednesday. My parents took us out to dinner. They [9] _____ a year ago, so they have a lot of free time.

B **Now go to page 141. Do the vocabulary exercises for 1.2.**

C PAIR WORK **Tell your partner about your life. Use expressions from exercise 2A.**

I was born and raised in Pisco, but now I live with my family in Lima.

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3 GRAMMAR: Indirect questions

A **Circle the correct answers. Use the sentences in the grammar box to help you.**

1 In indirect questions, use **question word order** / **statement word order**.

2 Use ***what*** / ***if*** in an indirect *yes/no* question.

3 For indirect questions within statements, put a **period** / **question mark** at the end.

Indirect questions

Can you tell me where he was born and raised?
Do you know if he likes broccoli?
I'd like to know what sports or hobbies he's into.

You can also use these words to form indirect questions:
Do you have any idea … ?
I want to find out …
I wonder …

B **Change the direct questions into indirect questions. Start with the phrases shown. Then check your accuracy.**

1 Where were you raised? ➔ Can you tell me _____ ?

2 When does your teacher want to retire? ➔ Do you have any idea _____ ?

3 Are your friends into sports? ➔ I wonder _____ .

4 When do your parents celebrate their anniversary? ➔ Do you know _____ ?

5 Were your brothers and sisters born in this city? ➔ I'd like to know _____ .

ACCURACY CHECK

In *yes/no* indirect questions, do not use *do* or *does* in the second part of the question.

Do you know where ~~does~~ she work? ✗
Do you know where she works? ✓

C PAIR WORK **Ask and answer the indirect questions you wrote in exercise 3B.**

D **Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2.**

4 SPEAKING

A **Write three questions to ask a classmate about an actor, a singer, or a world leader. Use the verbs in exercise 2A or your own ideas.**

Where was Justin Trudeau born?

FIND IT

B GROUP WORK **Ask and answer your questions from exercise 4A. Use indirect questions. You can go online to find any answers you didn't know.**

Do you know where Justin Trudeau was born?

No, I don't.

I think he was born in Ottawa, Canada.



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1.3 NICE TALKING TO YOU

LESSON OBJECTIVE
- make introductions and get to know people



1 FUNCTIONAL LANGUAGE

A **When you meet someone for the first time, which of these things do you talk about?**

people you both know	where you live
your classes	where you're from
your interests	your job

B 1.06 **Read and listen. Nina goes to a party at her coworker Jodi's home. Who does she talk to? What topics in exercise 1A do they talk about?**

1.06 Audio script

A Hello. **I'm Nina.**

B Nice to meet you. **I'm Mia, Jodi's sister. How do you know Jodi?**

A **I work with her.** Actually, my desk is next to hers.

B Wow, I'd love to know what she's like at work! Is she really serious?

A No. She's really easygoing, actually. So, what kind of work do you do, Mia?

B I'm in sales. Do you know the company R&R Johnson? I work for them.

A few minutes later

B Well, **I should let you go. It was really nice to meet you**, Nina.

A Thanks. **It was nice talking to you.**

B Oh! Hold on a sec. There's Rafe. **This is Rafe, my husband.** And **this is Nina, Jodi's coworker.**

C Hi, Nina. Nice to meet you. So, you work with Jodi … What's she like at work?



C **Complete the chart with the expressions in bold from the conversations.**

Introductions	Saying how you know someone	Ending a conversation
[1] _____ Nina.	How [5] _____ Jodi?	I should [7] _____ .
I'm Mia, Jodi's [2] _____ .	I [6] _____ her.	Sorry, I have to go now.
This is Rafe, [3] _____ .	I'm her sister/friend/coworker.	It was really nice to [8] _____ .
This is Nina, Jodi's [4] _____ .		It was nice [9] _____ to you.

D **Circle the correct response to each sentence.**

1 How do you know Yolanda?
- **a** I'm her brother.
- **b** This is my sister.

2 This is Rosa, my sister. And this is Cal, my coworker.
- **a** It was nice talking to you.
- **b** Nice to meet you.

3 I should let you go.
- **a** Sorry, I have to go now.
- **b** OK. It was really nice to meet you.

INSIDER ENGLISH

We say *Hold on a sec* (sec = second) when we want someone to wait for a moment.

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2 REAL-WORLD STRATEGY

A 1.07 **Listen to another conversation at Jodi's party. How are Ji-soo and Nathan related to Jodi?**

B 1.07 **Read the information in the box about meeting someone you've heard about. Then listen to the conversation again. Which sentences from the box do Ji-soo and Nathan use?**

MEETING SOMEONE YOU'VE HEARD ABOUT

When you meet someone you've heard about before, you can say, "I've heard a lot about you," or "I've heard good things about you." The responses can be, "Good things, I hope!" or "Oh, that's nice."

It's great to meet you, Mia. ***I've heard good things about you.***

Oh, that's nice. *So, how do you know Jodi?*



C 1.08 **Complete another conversation with sentences from the box. Listen and check.**

A Hi. I'm Jessica, Nathan's sister.

B Hello, Jessica. I'm Leo. I work with Nathan.

A Nice to meet you, Leo. _____ .

B _____ .

D PAIR WORK **Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.**

3 PRONUNCIATION: Stressing new information

A 1.09 **Listen to the conversations. Notice that words containing new information are stressed.**

1 **A** Hello. I'm **Nina**. **B** I'm Mia, Jodi's **sister**.

2 **A** This is **Rafe**, my **husband**. **B** Nice to meet you.

B 1.10 PAIR WORK **Underline the new information in the conversation below. Then listen. Do the speakers stress the words you underlined? Practice the conversation with a partner.**

A Hi, I'm Robert, Jessica's brother. **B** Hi, Robert. I'm Amaya.

A So how do you know Jessica? **B** Oh, we work together. She's my boss.

A Oh really? Is she a good boss? **B** Uh, I don't know yet. I just started.

4 SPEAKING

A PAIR WORK **Imagine you are meeting for the first time. Introduce yourselves. Then ask questions to get to know each other. You can ask about the topics in exercise 1A and your own ideas.**

Hello. I'm Nick Martin.

Nice to meet you, Nick. I'm Alexandra Clark.

Nice you meet you, too. So, Alexandra, do you live here, in San Francisco?

B GROUP WORK **Get together with another pair. One person in each pair: Introduce yourself and your partner. Everyone: Ask the other pair questions to get to know them.**



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1.4 WE'RE FAMILY!

LESSON OBJECTIVE
- write an email to get to know someone

1 READING

A **READ FOR GIST** **Read Andrew's email to a cousin in Norway that he has never met. Which of these subjects does he mention?**

a farm | family members | his car | his college | movies | sports

Reply Forward
To: Elin Hansen <elin953Hansen@blinknet.com>
From: Andrew Bennett <and.bennett@mymail.org>
Subject: Your American cousin

Hi Elin,

I'm writing because I want to get in touch with the Norwegian side of the family. My Aunt Joan got your email address from your mom. Aunt Joan says you're one of my cousins, and you're about my age – 23. I just finished my degree in economics at North Dakota State University in Fargo. Fargo is the biggest city in North Dakota, and I live there with my parents.

I'd like to know about you and what you're interested in. Are you a student, or do you work? What kind of music do you like? Aunt Joan says you live in Oslo. Can you tell me what it's like? And is it true that everyone in Norway is really into winter sports? Sorry for all the questions, but this is an unusual situation – we're strangers, but we're also family. 😊

Our side of the family moved to North Dakota from Norway a long time ago. They had a farm in the Red River Valley in North Dakota, and the old house is still there (see attached photo).

Hope to hear from you soon.

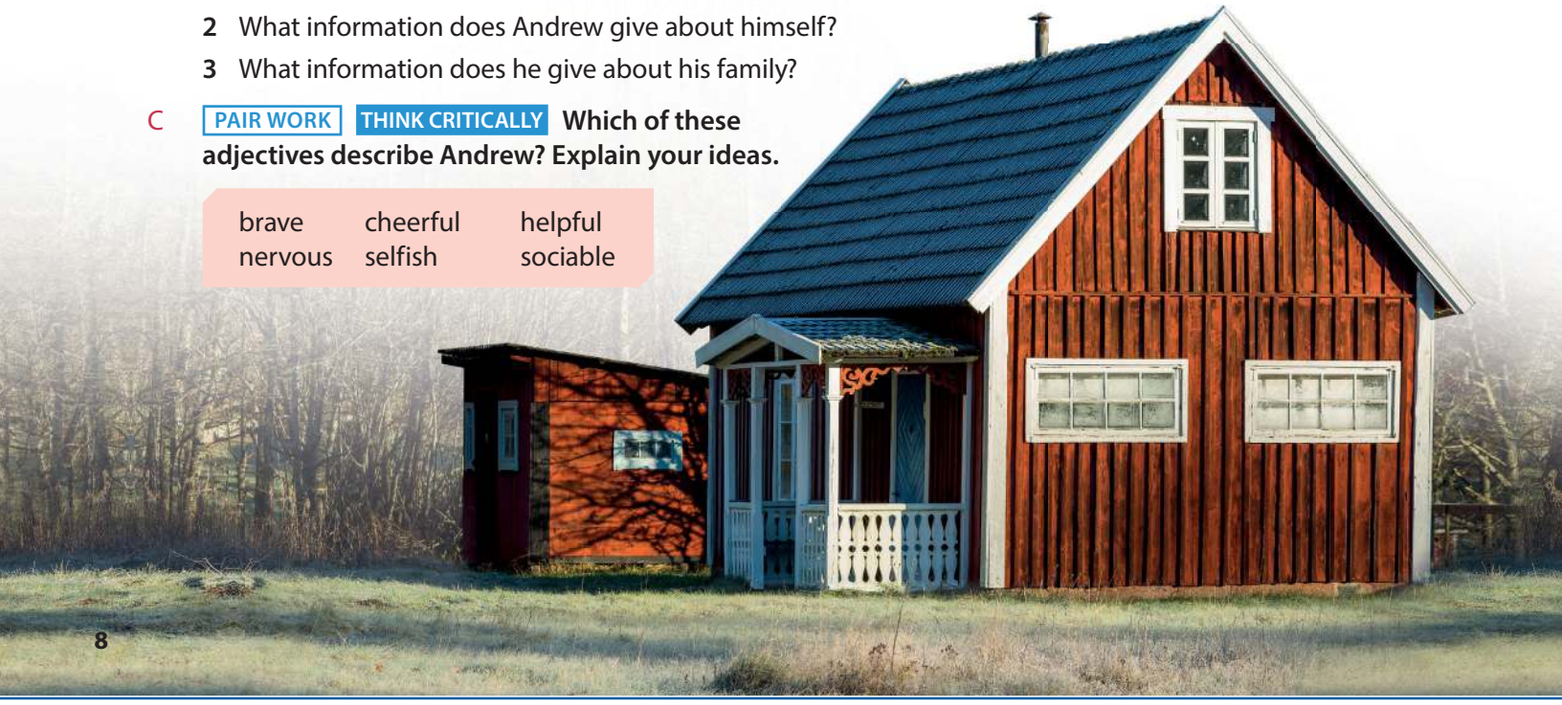
Andrew

B **READ FOR DETAILS** **Read again. Answer the questions.**

1 How did Andrew hear about Elin?
2 What information does Andrew give about himself?
3 What information does he give about his family?

C **PAIR WORK** **THINK CRITICALLY** **Which of these adjectives describe Andrew? Explain your ideas.**

brave | cheerful | helpful
nervous | selfish | sociable



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2 WRITING

A **Read Elin's email to Andrew. Does she answer all his questions?**

Reply Forward

To: Andrew Bennett <and.bennett@mymail.org>
From: Elin Hansen <elin953Hansen@blinknet.com>
Subject: Re: Your American cousin

Hi Andrew,

[1] Thanks for your email. It's great to hear from you!

[2] You asked about me. Well, I'm 24, I graduated this spring, and I'm working in an architect's office now. In my free time, I get together with friends, go shopping, go hiking, and chat with family and friends online. Oh, and I like all kinds of music.

[3] Oslo is the capital of Norway and is its biggest city. It's a nice place to live because people are friendly and sociable. It's full of great museums and restaurants, and people walk and ride bikes a lot around the city. I don't know if everyone in Norway is into winter sports, but it's true that a lot of us enjoy snowboarding, hockey, and skiing (see attached photo of me).



[4] I'd love to hear about Fargo. I wonder what people do for fun there. Can you tell me more about your family? Do you have any brothers or sisters? What do you do in your free time?
Also, do you know who lives in the old house in the Red River Valley now?

[5] This is so interesting! Let's stay in touch.

Elin

B WRITING SKILLS **Read about paragraphs. Then match the paragraphs of Elin's email (1–5) to the topics she writes about (a–e).**

A paragraph is a group of sentences. All of the sentences in a paragraph are about the same topic. Each paragraph is about a different topic. We often use opening and closing sentences in an email. These often have their own paragraphs and can be one or two lines.

a ___ closing sentences
b ___ questions about Andrew
c ___ opening sentences
d ___ information about Elin
e ___ information about Elin's country

WRITE IT

C **Imagine you recently heard from a relative in another country. Choose the country. Write an email to the relative. Give information about yourself and ask questions about his/her life and country. Use paragraphs.**

REGISTER CHECK

We use different opening and closing sentences in informal and formal emails. For example:

Informal	Formal
It's great to hear from you.	*It was a pleasure to hear from you.*
Let's stay in touch.	*I look forward to hearing from you again.*

D PAIR WORK **Read your partner's email. Did you learn anything new about your partner?**

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1.5

TIME TO SPEAK
What makes a leader?

LESSON OBJECTIVE
- decide what makes a good leader

A **DISCUSS** Look at the pictures of the leaders on this page. What do you know about these people? In what way are they leaders?

FIND IT

B **RESEARCH** In pairs, talk about leaders you know and that you admire. They could be leaders of a country, a company, or a sports team, for example. You can go online to learn more about current leaders. What qualities make these leaders great?

C **DECIDE** In groups, talk about the leaders that you know or learned about, and the qualities you think are important. Imagine that you are going to choose someone to be your class president. Decide who you would choose to lead your class and why.

D **PRESENT** As a group, present your choice for class president to the class. Explain why you chose this person and why you think he or she is best for the job.

E **AGREE** As a class, take a vote on who you want to choose for your class's president. What quality of this leader was the most important to you?


Jack Ma


Carmen Aristegui


Nelson Mandela


Serena Williams

To check your progress, go to page 153.

USEFUL PHRASES

DISCUSS
- Do you know who this is?
- Which one is he/she?
- I think this is …
- He/She is the …

DECIDE
- Who did you learn about?
- This person is a good leader because he/she is …
- Who is the best one?
- So, do we all agree?

PRESENT
- We decided that … should be our president, because …
- We chose him/her because …

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