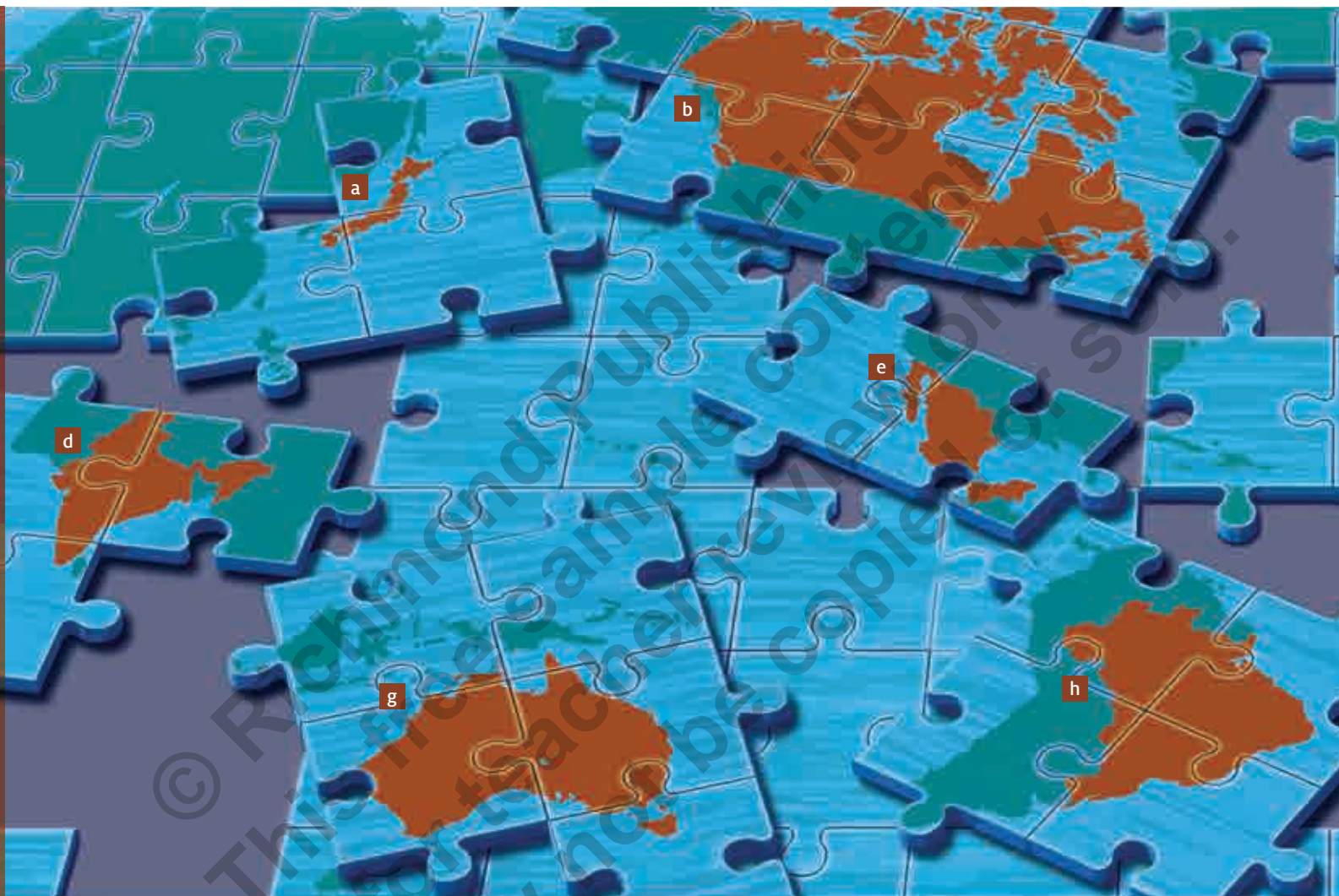


# 1 ONE WORLD



**1** Look at the table in the **KEY VOCABULARY PANEL**. Work in pairs to complete **A**.

**2 a** 1.1 Listen to the countries and nationalities. Mark the stress on the words in **A**.

**b** Listen again and repeat. Are your country and nationality in the table in **A**? If not, add them.

**3 a** 1.2 Listen and complete the dialogue.

Q What's your name?

A My name's .....

Q Where are you from?

A I'm ..... I'm from .....

**b** Change the dialogue so it is true for you. Practise it with a partner.

**4** Stand up. You have five minutes. Introduce yourself to as many students as possible.

**5** Look at the map in the **KEY VOCABULARY PANEL**. Work in pairs to complete **B**.

**6 a** Which of the countries in **A** and **B** are in  
 1 Africa?      3 Asia?      5 the G8?  
 2 America?      4 the EU?

**b** Write one more country for each category in **6a**.

**7 a** Look at the photos. What countries do you think they are from?

*I think number 1 is Germany.*

*No, I think it's Japan.*

**b** 1.3 Listen and check.



## KEY VOCABULARY

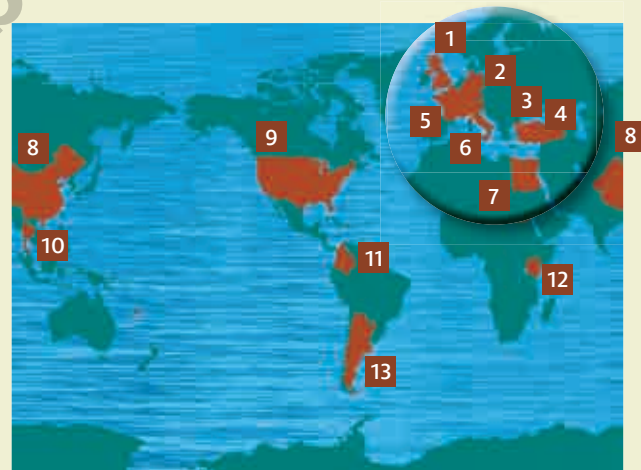
### Countries & nationalities

**A** Match the countries in the table to the puzzle pieces, a–h. Is the name of each country the same in your language?

Country	Nationality
Australia	Australian
Brazil	Brazilian
Canada	Canadian
India	Indian
Japan	Japanese
Mexico	Mexican
Poland	Polish
Spain	Spanish
.....	.....

**B** Match the countries in the box to the numbers on the map. Then answer the questions.

Argentina Bulgaria China Colombia  
Egypt France Germany Italy Kenya  
Thailand Turkey the UK the USA



- What do the letters UK mean? And USA?
- What are the nationality adjectives for these countries? Use a dictionary to help you. Mark the stress.



## READING & LISTENING

1 Work in pairs. Look at the photos. Match them to the sentences.

- 1 Come in! Welcome to my house.
- 2 Hello. Welcome! Nice to meet you.
- 3 Goodbye! Take care!
- 4 Hi there, everybody!

2 a Complete the dialogues for photos b and c with the phrases in the box.

Nice to meet you. What's your name?  
Where are you from?

BAN Hello. Welcome! <sup>(1)</sup> .....  
This is your room.  
ERIC Thanks.  
BAN <sup>(2)</sup> .....  
MARIE We're from France... Paris.  
BAN Ah, a beautiful city!  
MARIE Yes, it is.  
BAN Have a nice stay!  
ERIC/MARIE Thank you.

SONIA Come in! Welcome to my house.  
DAVE Thanks. I'm Dave and this is Jen. <sup>(3)</sup> .....  
SONIA Sonia. <sup>(4)</sup> .....  
JEN/DAVE And you.  
SONIA Are you American, Jen?  
JEN No, I'm not. Dave's American. I'm Canadian.  
SONIA Canadian? <sup>(5)</sup> .....  
JEN Vancouver.

b 1.4 Listen and check.

3 Work in groups of three. Practise reading the dialogues. Act out the two scenes.

4 a 1.5 Listen to the dialogues for photos a and d. Underline the words you hear.

- A Who's he?  
B He's a friend. His name's <sup>(1)</sup>Sam / Tom. He's very nice. He says hello to everybody!  
A Where's he from? Is he from round here?  
B No, he isn't. He's <sup>(2)</sup>Australian / German, I think.  
A It's a great <sup>(3)</sup>photo / picture.  
B Thanks!

- A And who are they?  
B They're my best friends, Luis and Carmen. They're <sup>(4)</sup>Mexican / Spanish. They're from <sup>(5)</sup>Puebla / Seville.  
A Are they <sup>(6)</sup>married / in love?  
B No, they aren't, but they're <sup>(7)</sup>married / in love!  
A I can see!

b Work in pairs. Practise reading the dialogues.

5 Act out the scenes in 4a without looking at the dialogues. Use the photos to help you remember.



## GRAMMAR

- Work in pairs. Underline all examples of the verb *to be* in the dialogues in READING & LISTENING 2a and 4a. Which forms are
  - affirmative?
  - negative?
- Complete 1–9 in the GRAMMAR PANEL with the correct forms of the verb *to be*.
- Work in pairs. Replace the words in **bold** using *he, she, it* or *they*. Use contracted forms of the verb *to be*.

His name is Tom. <sup>(1)</sup> **Tom's** *He's* very nice.  
<sup>(2)</sup> **Tom's** ..... Australian. I like the photo -  
<sup>(3)</sup> **the photo's** ..... great.

He's Luis. <sup>(4)</sup> **Luis is** ..... from Spain. She's  
 Carmen. <sup>(5)</sup> **Carmen is** ..... Spanish. <sup>(6)</sup> **Luis**  
**and Carmen are** ..... in love.

- Read the dialogues in READING & LISTENING 2a and 4a again. Work in pairs. Answer these questions with short *yes/no* answers.
  - Is Tom American?  
*No, he isn't.*
  - Are Carmen and Luis in love?
  - Are they married?
  - Is Eric English?
  - Is Marie from Paris?

- Put the words in the correct order to make questions.
  - your what's name ? *What's your name?*
  - you are from where ?
  - you are Italian ?
  - surname your what's ?
  - your who's teacher ?
  - are married you ?

- Work in pairs. Ask and answer the questions.

## PRESENT SIMPLE: TO BE

### Affirmative

Full form	Contracted form	
I am	I' (2) .....	French.
You <sup>(1)</sup> .....	You're	
He/She/It is	He'/She'/It' (3) .....	
We/They are	We'/They' (4) .....	

### Negative

Full form	Contracted form	
I am not	I'm not	Mexican.
You/We/They are not	You/We/They aren't	
He/She/It is not	He/She/It (5) .....	

*I'm not Mexican, I'm Brazilian.*

### Questions

In questions the verb comes before the subject:  
*Where <sup>(6)</sup> ..... you from? <sup>(7)</sup> ..... he Spanish?*

### Yes/No answers

*Yes, I <sup>(8)</sup> ..... /No, I'm not.*  
*Yes, she <sup>(9)</sup> ..... /No, she isn't.*

We do not use contracted forms in short yes answers.

*See page 140 for grammar reference and more practice.*

## SPEAKING

- Work in pairs. Tell your partner about three of your friends. Talk about

- name
- nationality
- where they're from.

*This is João. He's Brazilian.  
 He's from São Paulo.*



- PRACTISE THIS, THAT, THESE, THOSE  
■ ASK FOR & GIVE PERSONAL INFORMATION



## VOCABULARY: Money & documents

## SPAKING

- 1 Work in pairs. Find the items in the box in the photos.

money a credit card an ID card a travel card  
receipts a passport a plane ticket

- 2 Look at the documents and answer the questions about José.

- 1 What's his full name?
- 2 Is he American?
- 3 How old is he?
- 4 What's his address and phone number?

## LISTENING

- 3 1.6 Listen to José talking about the items in the photos. Number them in the order you hear them.
- 4 Listen again and complete the sentences.
- 1 These are my two ..... - my ..... passport and my ..... passport.
  - 2 This is my Mexican ID .....
  - 3 This is my ..... - these are the ..... dollars, here, and those are the ..... pesos, there.
  - 4 Well, this is my plane ....., this is my ..... and that's my ..... for when I arrive in Chicago.
  - 5 And those? Those are ..... I don't need them now.

- 1 Read the questions in VOCABULARY 2 again. Rewrite them using *you* and *your*.

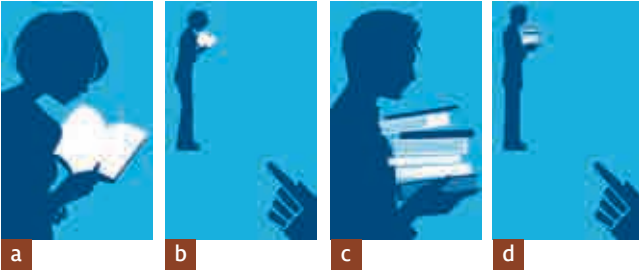
- 2 Work in pairs. You are at passport control in an airport. Student A, you are an immigration officer. Ask student B the questions and complete the arrival card for him/her. Change roles and repeat.

ARRIVAL CARD

- 1 Name (as in passport)
- 2 Nationality
- 3 Date of birth  
Day  Month  Year
- 4 Address
- 5 Phone number

**GRAMMAR & VOCABULARY:**  
**Personal possessions**

1 Work in pairs. Match the pictures to the sentences.



- 1 Hey! **Those** are my books!
- 2 No, it isn't. **That's** my book.
- 3 No, they aren't. **These** are my books.
- 4 **This** is my book.

2 Complete the **GRAMMAR PANEL** with *this, that, these* and *those*.

3 a Match the words in the box to the items in the photo.

camera glasses iPod keys mobile phone  
newspaper sunglasses wallet



b Which are singular? Which are plural?

4 a Complete the sentences and questions with the correct option.

- 1 *This / These* are nice sunglasses.
- 2 Is *that / those* your mobile phone?
- 3 Sorry, but *that / those* are my keys.
- 4 Whose wallet is *this / these*?
- 5 *This / These* is my new iPod.
- 6 Is *that / those* your newspaper?

b 1.7 Listen and check.

**THIS, THAT, THESE, THOSE**

	Here ▼	There ↗
Singular	(1) ..... is my book.	(2) ..... is your book.
Plural	(3) ..... are my books.	(4) ..... are your books.

See page 140 for grammar reference and more practice.

**PRONUNCIATION: /ɪ/ & /i:/**

1 1.8 Listen and repeat.



/ɪ/ This is a kiss.



/i:/ These are my keys.

2 a Mark the words in the box /ɪ/ or /i:/.

me he she it three is thirteen  
receipts isn't six ticket

b 1.9 Listen and check. Then listen and repeat.

3 a 1.10 Listen and underline the word you hear.

- 1 this / these                      3 this / these
- 2 this / these                      4 this / these

b Listen again and write the complete sentences.

**SPEAKING**

1 Work in small groups. What objects can you find in your bag? Put them on the table and name them. Use a dictionary to help you.

2 Move some of the objects to the other side of the table. Tell your group about your objects.

*This is my new mobile phone. This is my wallet. This is my ID card. Those are my sunglasses and those are my car keys.*

**Our Turkish Holidays**



**READING & VOCABULARY: Adjectives**      **GRAMMAR (1)**

1 Work in pairs. Match the photos to the captions.

**a** Here we are at the airport. Our plane is **late!** We're **bored!**

**b** In Istanbul at **last!** We're at the taxi rank. These are our bags. My bag is the **small** bag. Kate has a **big** bag – it's **REALLY** big.

**c** This is the bus station at Ankara. It's really **early.** It's 5 a.m. We're **tired!** But the coffee is **good!** ;)

**d** Here we are – at last! Cappadocia. It's **beautiful.** We're **VERY happy** to be here.

2 Match the words in **bold** in 1 to the pictures. One adjective does not match a picture.



1 Work in pairs. Complete 1–3 in the **GRAMMAR PANEL** with examples from the captions in **READING & VOCABULARY 1.**

2 Complete the sentences with the words in brackets.

- 1 Her house is big. (*very*)
- 2 It's a really house. (*beautiful*)
- 3 And we're happy to be here. (*really*)
- 4 But it's very and we're really. (*late/tired*) It's time for bed!

3 Underline the best adjective to make these sentences true for you.

- 1 I'm *happy* / *bored* / *tired*.
- 2 My classroom is *big* / *small*.
- 3 I'm usually *early* / *late* for class.
- 4 I'm *hungry* / *thirsty*.

4 Add *very* or *really* to the sentences in 3. Then compare your sentences with a partner.

**NOTICE** *REALLY/VERY + ADJECTIVE*

We can use *really* or *very* before an adjective to make it stronger: *It's a really big bag. We're very happy.*

**POSITION OF ADJECTIVES**

We use adjectives with the verb *to be*:

*We're tired. It's early.* (1) .....

We use adjectives with nouns. The adjective comes before the noun:

*good coffee* ✓ *coffee good* ✗

(2) ..... ✓ *the bag small* ✗


Adjectives do not have a plural form:

*We're tired.* ✓ *We're tireds.* ✗

(3) ..... ✓ *We're boreds.* ✗

*See page 140 for grammar reference and more practice.*

## GRAMMAR (2)

- 1 Work in pairs. Underline all the possessive adjectives in the captions in READING & VOCABULARY 1. Complete 1–4 in the GRAMMAR PANEL.
- 2  1.11 Complete the descriptions with possessive adjectives. Listen and check.

These are photos of  
(1) our holiday.

This is Tim and this  
is (2) ..... best  
friend, Hans. They live  
together. We're in  
(3) ..... flat in  
Istanbul. (4) .....  
flat is very big and  
beautiful.


Here I am again. I'm  
in the station with  
Tim and Hans.  
(5) ..... train is late.

This is a friend from  
the train. (6) .....  
name's Tina. She's a  
student.

### POSSESSIVE ADJECTIVES

I	my
you	your
he	(1) .....
she	(2) .....
we	(3) .....
they	(4) .....

See page 140 for grammar reference and more practice.

- 3  Work in pairs. Student A, you are a visitor to the classroom. Student B, tell your visitor about the classroom and your classmates. Then swap roles.  
*This is our classroom. This is my teacher. These are my classmates. That's Kim. He's from Korea. That's Jean. She's from...*

## LISTENING

- 1 a  1.12 Listen and match the situations, 1–3, to the photos.

b Listen again. Complete the extracts.

1

A All watches, money, ..... and ..... phones in the plastic tray, please. Take your computer out of your ..... . Thank you. Next, please.

2

A Passports or ..... cards, please. Thank you. .... are you ..... ?

B Poland.

A Are you ..... ?

B Yes, we're on holiday.

A Thank you.

3

KATE Look. It's Leyla.

BEN ..... ?

KATE That's her .....

BEN Oh, yes! Hi, Leyla! ..... over here!

LEYLA Hi! I'm really ..... to see you! Are these your ..... ?

KATE Yes, they are. So, how's your family?

- 2  Work in groups of three. Act out dialogue 3 in 1b.





# Greetings

Different people greet in different ways.



Some people **kiss on the cheeks**.



Other people prefer to **shake hands**.



Some people **bow**.



And others **hug**.

When I say hello to my friends and family we ..... or .....

## TUNE IN

- 1 Read the text. Use the words in **bold** to complete the last sentence about you. Use a dictionary to help you.
- 2 Work in pairs to answer the questions.
  - Are your answers similar?
  - Are they typical of other people in your country?
  - Are they the same in other countries? Give examples.

## FOCUS ON LANGUAGE (1)

- 3 Look at photos b–d in 1. Choose the best description for each one.
  - 1 This is their first meeting.
  - 2 They are good friends.
  - 3 She is his boss.
- 4 1.13 Read and listen to three dialogues. Match them to photos a–c.
  - 1
    - A Hello! Pleased to meet you.
    - B And you.
  - 2
    - A Hello, Hiro, how are you?
    - B Fine, thanks, Mrs Sato. And you?
  - 3
    - A Hi! How are you? You look great!
    - B Thanks. You too.

**b** Work in pairs. Practise the dialogues.

5 Match the answers to the faces.

How are you? a b c d

1 2 3 4

## Intonation

1.14 Listen to the speakers. Notice how they use their voice to show if they're happy or sad . Practise repeating the sentences using the right intonation.

## OVER TO YOU

6 Say *Hello* and *How are you?* to your classmates. Change your answer each time.

## FOCUS ON LANGUAGE (2)

7 **a** 1.15 Listen to five people saying goodbye. Number them in the order you hear them.

- |                        |                      |
|------------------------|----------------------|
| a Have a good weekend! | d See you on Monday. |
| b See you tomorrow.    | e See you later.     |
| c Bye. Take care.      |                      |

**b** Listen again and repeat. How do you say each one in your language?

## OVER TO YOU

8 You are at a party. It's time for you to go home. Say goodbye to all your classmates.

**TUNE IN**

**1 a** Work in pairs. Write *a* or *an* in front of the words in the box.

..... actor ..... singer ..... sports star  
 ..... politician ..... artist ..... writer

**b** Match the words to the photos.

**2 a** Work in pairs. Ask and answer the questions for each photo.

- 1 Who's he/she?
- 2 Where's he/she from?

**b** 1.16 Listen and check.

**3** Work in groups. Think of three famous people for each category in 1. Compare your lists with the class.

**4** Work in pairs. Talk about your favourite actor/singer/politician/sports star.

*Lionel Messi. He's great!*  
*Beyoncé. She's beautiful. And her voice is incredible.*



**PREPARE FOR TASK**

**5** 1.17 Listen to a role-play between a fan and one of his favourite celebrities. Who is the celebrity? Is he an actor?

- 6 a** Listen again. Put the sentences in the correct order.
- 1 PEDRO Thanks!
  - 2 ANA Jan, I'd like to introduce you to a friend. Jan, this is Pedro. He's a film director. Pedro, this is Jan.
  - 3 JAN Hi, Mr Almodóvar! Nice to meet you, too. I'm a big fan. I love your films!
  - 4 PEDRO Hi, Jan. Nice to meet you.

**b** Practise reading the dialogue in threes.

**7 a** Work in groups of three.  
 Student A: introduce student B to a celebrity from your list in 3.  
 Student B: you are a big fan of the celebrity.  
 Student C: you are the celebrity.

**b** Repeat the dialogue two more times. Change your role each time.

**TASK**

**8 a** Work in pairs. Choose a new celebrity from the list.  
 Student A: you are the celebrity.  
 Student B: you are his/her friend.  
 Together decide how best to introduce student A to the class.

**b** Introduce your celebrity partner to your classmates.

**REPORT BACK**

**9** Work with a new partner. Write a list of the 'celebrities' in your class. Include their occupations.

**10** Read the list of celebrities in your class. Take a vote. Who is the number one favourite celebrity for the whole class? Why?