

 CAMBRIDGE

EMPOWER

SECOND EDITION

STUDENT'S BOOK

WITH EBOOK

A1

STARTER

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Better
Learning

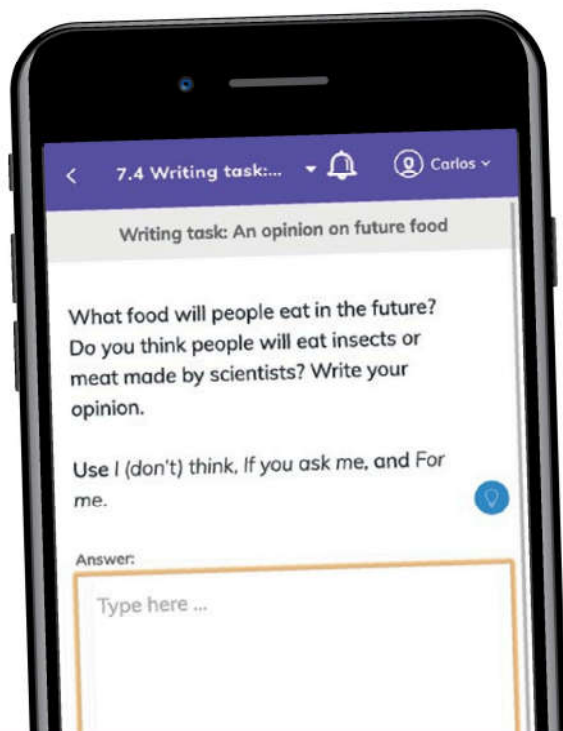
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower Second Edition* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

Empower Second Edition's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you love.

Assessment you

can trust.



Better Learning with *Empower Second Edition*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

8A I WAS ON TOUR WITH MY BAND

1 READING

a Look at the events in pictures a-d. Choose one you like and one you don't like. Tell a partner. Say why.







b Read about Cara, Antonio and Ava. Which events in 1a do they talk about?

c Read the texts again. Which cities does each person talk about?

d Talk about Cara, Antonio and Ava's lives with a partner. Who would you like to meet? Why?

My name's Cara. I'm a photographer. I was in New York three days ago for work and then I was in Dublin yesterday at a meeting about newspaper photography. Life's busy right now!

'Yesterday I was in Dublin.'

'I was at a game in Bristol. It was the Final!'

The people in our team ...
My name's Antonio Marotto. I'm the doctor for our team. It's a great job – I really like helping our players. I often go away with the team. We were in Newcastle two weeks ago for a game and we were in Bristol last week. It's fun to travel with the team.

Ava on the road ...
Hi everyone, it's Ava. Last week I was on tour with my band in Europe – three cities in five days. We were in Munich on Wednesday and then we were in Vienna on Thursday. But Saturday was the best night. We were in Milan and about 1,000 people were at our concert.

'In this photo we were in Milan.'

2 GRAMMAR Past simple: be positive

a Complete the table. Find examples of the past simple of be in the texts about Cara, Antonio and Ava.

I _____	we _____
you were _____	you were _____
he/she/it _____	they were _____

b **Pronunciation** Listen to sentences 1-4. Are you **was** and **were** stressed? Practise saying the sentences.

1 We were in Munich.

3 We were in Newcastle.

2 I was in Madrid.

4 I was in New York.

c Now go to Grammar Focus BA Part 1 on p. 128.

d Write sentences about where you were:

• this morning • last night • yesterday afternoon

e Compare your sentences in 2d with a partner. Were you in the same places?

3 VOCABULARY Past time expressions

a Today is Friday of week 3. Put the number of sentences 1-4 in the correct place on the timeline.

week 1	week 2	week 3
Monday	Tuesday	Wednesday
Thursday	Friday	

1 We were in Munich on Wednesday.

2 We were in Madrid two weeks ago.

3 ... we were in Bristol last week.

4 I was in Dublin yesterday.

b Look at the underlined words in 3a. Replace them with words in the box.

months this morning Saturday year

c Now go to Vocabulary Focus BA on p. 149.

d **Work in pairs.**
Student A: Say a past time expression.
Student B: Say where a person you know was. Then swap roles.

last weekend
My parents were in London last weekend.

two years ago
My friend Marco was in Thailand two years ago.

4 LISTENING AND GRAMMAR Past simple: be negative and questions

a **Listening** Review the texts about Cara, Antonio and Ava again. Then listen to them talking to friends. Write the correct name for each conversation.

Conversation 1 _____

Conversation 2 _____

Conversation 3 _____

b **Listening** Match events 1-3 with adjectives a-c. Listen again and check.

1 the meeting

a exciting

2 the game

b interesting

3 the concert

c fun

c **Listening** Listen to Conversation 1 again. Complete the conversation with the words in the box.

was (x2) were (x2) wasn't

WILL _____ you at work yesterday?

CARA Yes, I _____, but I _____ home in the office.

WILL Where _____ you?

CARA I was at a meeting in Dublin.

WILL Oh, _____ it interesting?

CARA Yes, it was really interesting.

d Now go to Grammar Focus BA Part 2 on p. 128.

e **Listening** Complete the conversation with was, were, wasn't or weren't. Listen and check.

A You _____ at work yesterday.

B No, it _____ a holiday for me.

A Nice. _____ you at home all day?

B No, I _____ in town in the morning and then I _____ at a party last night.

A _____ the party good?

B Yes, it _____ a lot of fun.

f Practise the conversation in 4e with a partner. Change some of the information.

I was at a football match in the morning and then at the cinema last night.

Was the film good?

5 SPEAKING

Communication BA Student A: Go to p. 113.
Student B: Go to p. 111. Student C: Go to p. 115.

2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

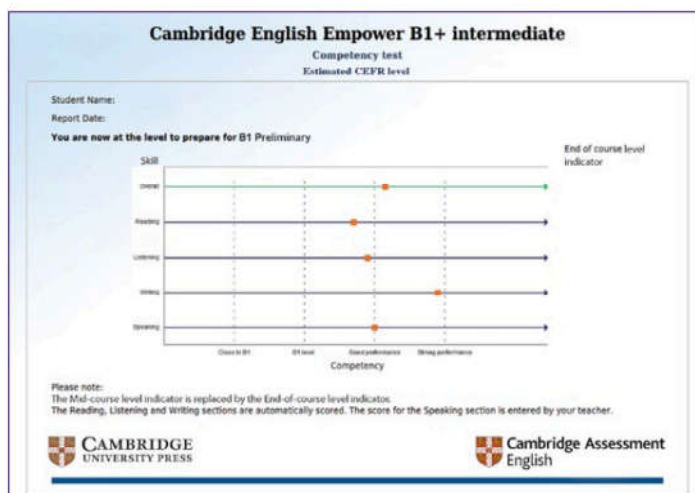
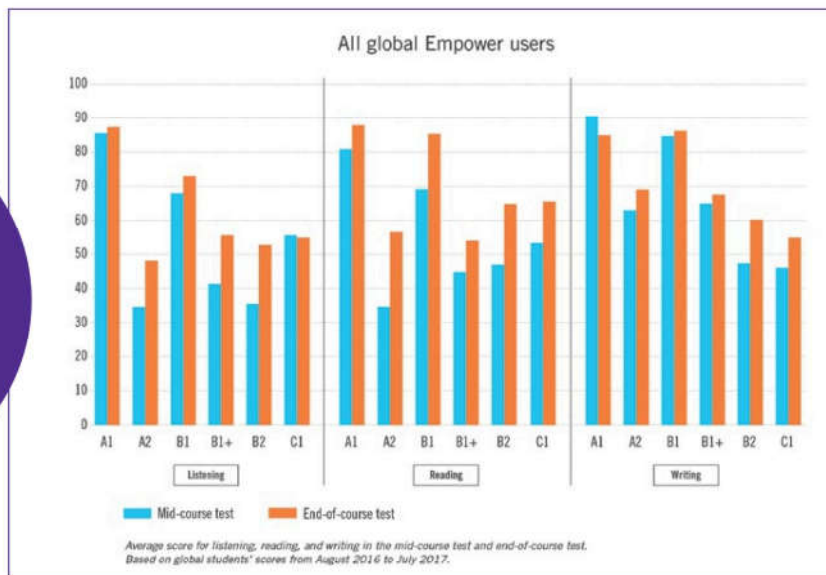
Content

End-of-unit tests, mid- and end-of-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (First edition) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

Manageable learning

1 Mobile friendly

Insights

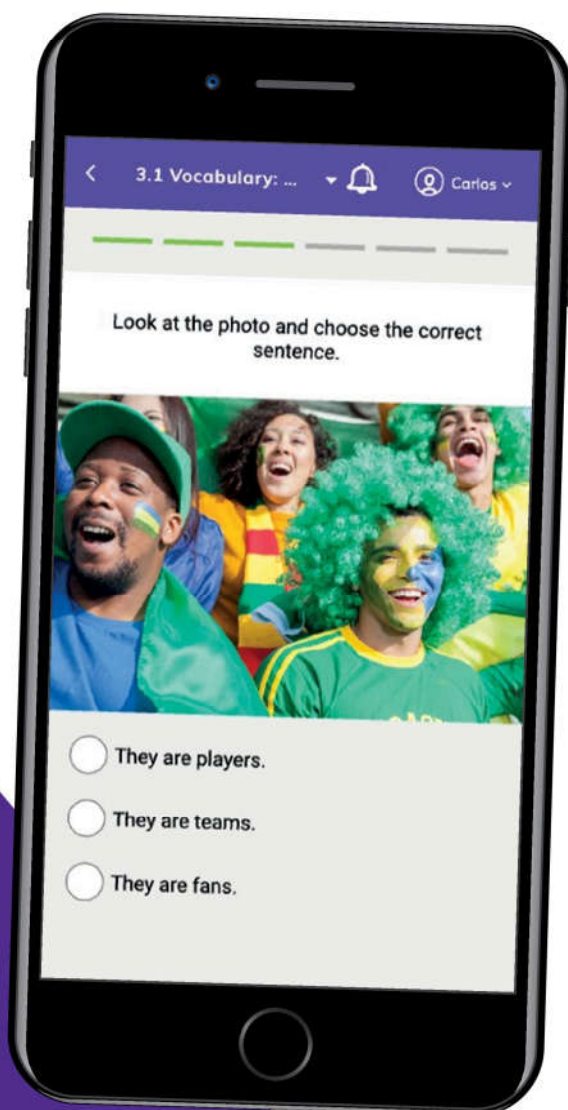
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower Second Edition provides easy access to Cambridge One: Digital Workbook content that works on any device and includes practice activities with audio.

Results

Cambridge One: Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“I had been studying English for 10 years before university and I didn't succeed. But now with *Empower* I know my level of English has changed.”

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

Content

Throughout the *Empower Second Edition* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

8B HE SAW A BEAR

READING

Look at pictures 1-3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?

1. Hippo _____
2. Three deer were in a woman's hat _____
3. A bear was in a man's garden _____

Read the stories below. Write the story titles next to the sentences.

1. Hippo were on a rugby field _____
2. Three deer were in a woman's hat _____
3. A bear was in a man's garden _____

Read the stories again. Complete the information.

	Where?	When?	Animal activity?
Andrew from Utah	at home		
Ben from South Africa		evening	
A woman from Indiana			jump

GRAMMAR Past simple: positive

Read the stories again and find the past simple forms of the verbs in the table. Listen and check.

Verb	Past form	Verb	Past form
look	looked	wash	washed
watch	watched	eat	ate
call	called	sleep	slept
jump	jumped	go	went
walk	walked	come	came
try	tried		

Answer the questions about the table in 2a.

1. What do we add to the verbs in A to make the past form?
2. Do the verbs in B all change in the same way or in different ways?

Sound and spelling /t/ and /d/

Listen and practise these sounds.

1. /t/ looked 2. /d/ lived

Listen to the past forms in the box. Which endings sound like /t/ or /d/?

looked watched called slept
walked played finished

Practise saying the words.

LISTENING AND VOCABULARY

Free time activities

Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

1. _____
2. _____
3. _____

UNIT 8

Listen to the sentences from the conversations. Use the correct verb in the box.

read out talked went had watched heard

1. I just _____ to a café.
2. I _____ a large coffee.
3. And I _____ the newspaper.
4. I _____ this funny story.
5. I _____ the story in a podcast.
6. I _____ to my friend Kate last night.
7. She _____ the video online.

Match verbs 1 to 6 with a word or phrase in the box to make more past simple phrases.

a book to my parents home dinner a film for a week breakfast a song on the radio to my friend

1. went _____ 4. learnt _____
2. had _____ 5. talked _____
3. read _____ 6. watched _____

Listen to Emily talk about the things she did yesterday. Put pictures a-e in the correct order.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Complete what Emily says with phrases from 3c. Then listen again and check.

Yesterday I _____ at about 9:00, and then I went to a café and had coffee with my friend Kate. After that, I went to work and was there all day. I _____ with my brother and then I _____ and called my parents. I _____ online and then I went to bed and _____ before going to sleep.

Now go to Vocabulary Focus 8B on p. 150.

Complete the sentences about free time activities.

1. When I was a child, I _____
2. After work / school, I often _____
3. On weekends, I like to _____

Tell other students your sentences in 3g. What free time activities were popular ...?

a. when everyone was a child
b. after work / school
c. at the weekend

4 SPEAKING

Communication 8B Student A: Go to p. 113.
Student B: Go to p. 111.

2 Beyond the classroom

“There are plenty of opportunities for personalisation.”

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

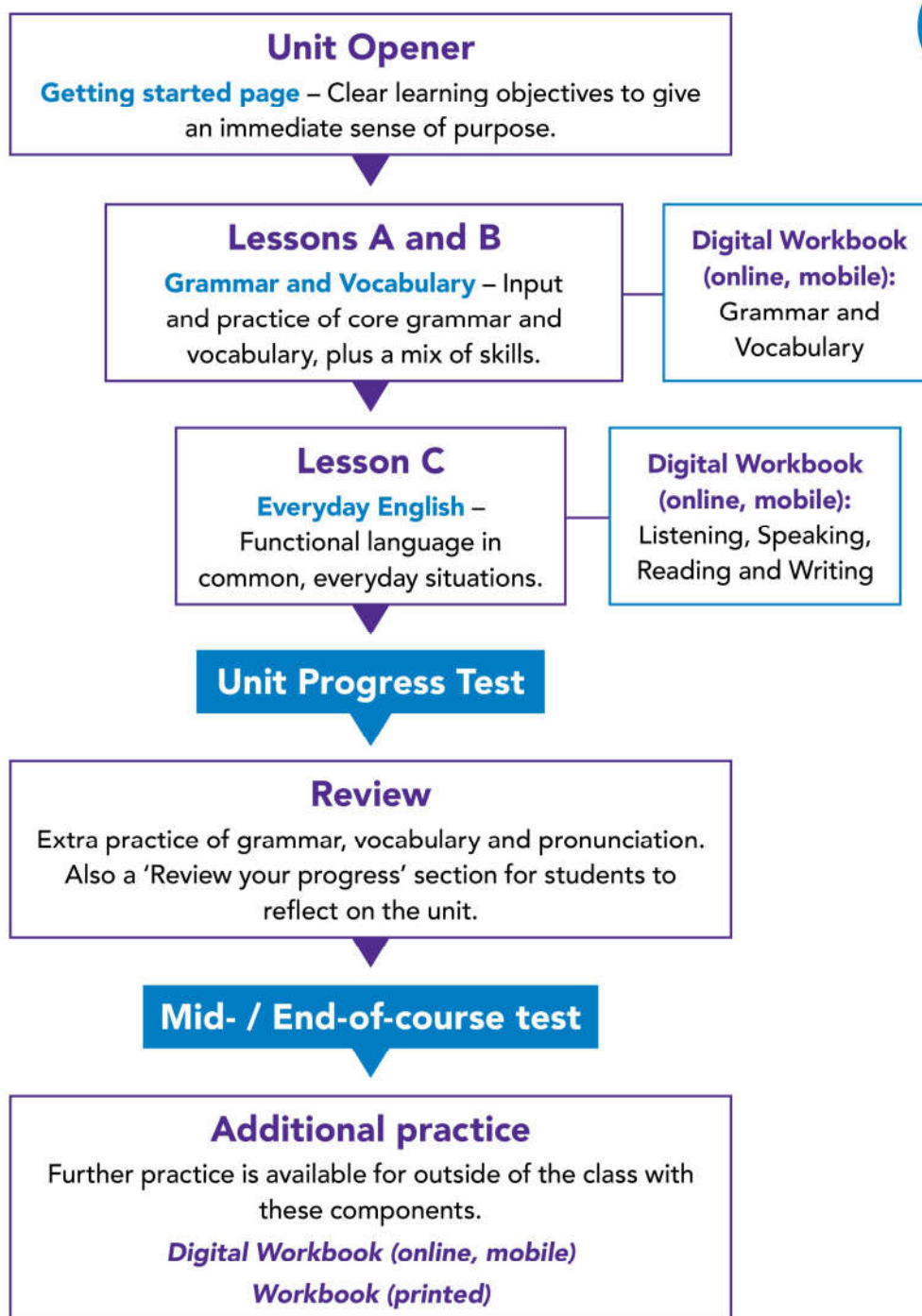
Content

Empower Second Edition is available with a print workbook, online practice documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (Print)• Unit Progress Tests (Online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (Print)• Mid- and end-of-course assessment (Online) | <ul style="list-style-type: none">• Digital Workbook (Online)• Photocopiable Grammar, Vocabulary and Pronunciation worksheets |
|--|--|--|

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Hello!				
Getting started Talk about countries and flags				
1A Say your name and country	<i>be: I / you / we</i>	Countries	Sound and spelling: <i>I'm, we're</i>	
1B Talk about people you know	<i>be: he / she / they</i>	Nationalities; <i>this / these</i>	Syllables and word stress	
1C Meet and greet new people			Syllables and word stress; Main stress; Intonation	Greeting people; Meeting new people
Unit 2 All about me				
Getting started Talk about objects				
2A Talk about your home town	<i>be: it's / it isn't;</i> Possessive adjectives	Common adjectives; <i>in / near</i>	Sound and spelling: <i>/h/</i> and <i>/w/</i>	
2B Talk about possessions and common objects	Plural nouns; <i>I have / you have; a / an</i>	Common objects 1; Numbers 1	Sound and spelling: <i>/s/, /z/, /ɪz/;</i> <i>Do you ... ?</i>	
2C Ask for and give personal information			Main stress in questions; Intonation in questions	Asking for and giving personal information
Unit 3 Food and drink				
Getting started Talk about the food in a shopping trolley				
3A Say what you eat and drink	Present simple: <i>I / you / we / they</i>	Food 1	Syllables and word stress; Sound and spelling: <i>/i:/, /ɪ/</i> and <i>/aɪ/</i>	
3B Talk about food and meals	Adverbs of frequency	Food 2; Time; <i>What time / When ... ?</i>	Sound and spelling: <i>/ɑ:/</i> and <i>/ɔ:/</i>	
3C Order and pay in a café			Syllables and word stress; Sentence stress	Ordering and paying in a café
Unit 4 My life and my family				
Getting started Talk about who people are and what they do				
4A Talk about your life and ask about others'	Present simple: <i>Wh-</i> questions	Common verbs; <i>study</i>	Stressed words	
4B Talk about your family	Present simple: <i>he / she / it</i> positive	Family and people; Numbers 2; <i>How old ... ?</i>	Sound and spelling: <i>/ð/</i>	
4C Ask and talk about photos			Sound and spelling: <i>/tʃ/</i> and <i>/dʒ/</i>	Asking and talking about photos
Unit 5 Places				
Getting started Talk about an unusual museum				
5A Describe a town	<i>there is / there are:</i> positive	Places in a town; <i>a few, a lot of</i>	<i>there's / there are;</i> Sound and spelling: <i>/u:/</i> and <i>/ʌ/</i>	
5B Talk about hotels and hostels	<i>there is / there are:</i> negative and questions	Hotels	Sound and spelling: <i>/f/;</i> Stressed syllables	
5C Ask and say where places are			Emphasising what you say 1	Asking and saying where places are
Unit 6 Work and routines				
Getting started Talk about a job				
6A Talk about people's jobs	Present simple: <i>he / she / it</i> negative	Jobs; <i>work / job</i>	Main stress in compound nouns; Sound and spelling: <i>/ɜ:/</i>	
6B Talk about daily routines and habits	Present simple: <i>he / she / it</i> questions	Daily routine; <i>for, from ... to ... , until</i>	Consonant clusters; Sentence stress	
6C Make and accept offers			<i>would;</i> Emphasising what you say 2	Making and accepting offers

Listening	Reading	Speaking	Writing
A conversation about who you are	Three conversations meeting other students	Who you are and where you're from	
A conversation about people in pictures		People in a picture	
First day at work	An online profile	Greeting and meeting new people	A personal profile; Capital letters and full stops 
Three conversations about home towns	Three posts: <i>Our Homes</i>	Homes and home towns	My home town; A friend's home
A conversation at the airport		Possessions; What's in the bag?	
Finding a new flat	A personal information form	Asking for and giving personal information	A personal information form; Spelling 
A conversation about food likes and dislikes	Three families' weekly food: <i>Food for One Week</i>	Food likes and dislikes	
Three conversations about dinner	An article: <i>The Number One Breakfast</i>	Saying the time; Meal times and what you eat	
In a café	A text message	Ordering and paying in a café	A text message; Contractions 
A conversation about work and travel to work	A blog: <i>Breakfast in Málaga and Lunch in London</i>	Work, home and study	About you
Photos of famous people and their families	Photo captions; <i>An International Family</i>	Your family	
Talking about family photos	A photo caption	Photos	Photo captions; Word order 
A conversation about places in a town	An article: <i>Very hot! Very cold!</i>	A street in your town	On my street
A conversation at a hostel reception	A hostel review	Hotels and hostels	Questions about a town
Looking for a shop	An email	Places in a town	About your town; <i>and and but</i> 
Four people talk about their jobs	A website: <i>Jobs International</i>	People's jobs	Questions about jobs
A conversation about taking photos at night	An article: <i>A Good Night's Sleep</i>	People's daily routines and habits	Questions about daily routines
A visit to the new flat	An email about daily life	Offering to pay for food and drink	An email about daily life; <i>because and also</i> 

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Shopping and fashion				
Getting started Talk about the clothes on a market stall				
7A Talk about things you want to buy	<i>this, that, these, those</i>	Common objects 2; Prices	Sound and spelling: /b/, /p/, /g/ and /k/ Sound and spelling: <i>this, that, these</i> and <i>those</i>	
7B Talk about the clothes that people wear	Possessive 's; Revision of adverbs	Clothes; Colours; <i>dark / light</i>	Sound and spelling: /f/ and /dʒ/	
7C Ask about and pay for things in a shop			Connected speech	Going shopping
Unit 8 Past events				
Getting started Talk about your last New Year's Eve				
8A Talk about past events	Past simple: <i>be</i>	Past time expressions	<i>was / were</i>	
8B Describe events in the past	Past simple: positive	Free time activities	Sound and spelling: /t/ and /d/	
8C Make and respond to suggestions			Main stress and intonation	Making and responding to suggestions
Unit 9 Holidays				
Getting started Talk about an interesting holiday				
9A Talk about travel and holiday experiences	Past simple: negative	Transport: <i>go</i>	Sound and spelling: the letter <i>a</i> ; Sentence stress	
9B Talk about past holidays	Past simple: questions	The seasons; The weather; <i>like</i>	Sound and spelling: the letter <i>o</i>	
9C Make and respond to requests			Syllables and spelling	Making and responding to requests
Unit 10 Here and now				
Getting started Talk about communicating online				
10A Talk about your home	Present continuous: positive	The home; <i>in / on</i>	Sound and spelling: /tʃ/ and /θ/; Sentence stress	
10B Ask where people are and what they're doing	Present continuous: negative and questions	Place phrases with prepositions	Sound and spelling: /ə/; Main stress in questions	
10C Ask for travel information			Sound and spelling: /ɪə/ and /eə/	Asking for travel information
Unit 11 Achievers				
Getting started Talk about a climber's experience				
11A Talk about people's lives	Object pronouns	Life events; Years	Sound and spelling: /ɜː/	
11B Talk about things you know how to do	<i>can</i> for ability	Abilities; (<i>very / quite</i>) <i>well</i>	<i>can / can't</i>	
11C Talk about opinions			Main stress; Consonant clusters	Talking about opinions
Unit 12 Plans				
Getting started Talk about a family holiday				
12A Talk about future plans	<i>be going to</i> : positive and negative	Months and future time expressions; Ordinal numbers; The date	Sentence stress; <i>be going to</i>	
12B Ask and answer about future plans	<i>be going to</i> : questions	Common verbs and collocations	Sound and spelling: /v/ and /w/	
12C Make and accept invitations			Sound and spelling: <i>oo</i>	Making and accepting invitations
Phonemic symbols and Irregular verbs p. 103		Communication Plus p. 104	Grammar Focus p. 116	Vocabulary Focus p. 136

Listening	Reading	Speaking	Writing
A conversation at a home store	Places to go shopping	At a home store	
A conversation about old clothes	An article: <i>They Make Colourful Clothes ...</i>	The clothes you wear	A question about clothes
In a shop	An advertisement and an email	Going shopping	An email reply to an advertisement; Commas, exclamation marks, and question marks
			Unit Progress Test
Three conversations about past events	People who travel for work	Past events	Sentences about past events
Conversations about animal stories	A website: <i>WILD Stories!</i>	Yesterday's activities	Sentences about free time activities
Monday morning at work	A thank you note	Making plans	A thank you note; Writing short emails, notes and texts
			Unit Progress Test
A conversation about a trip to Colombia	A website: <i>Garden Camping</i>	A past travel experience	Sentences about your last holiday
A conversation about summer holidays	A blog post: <i>New Year's Fun in the Big Apple</i>	A past holiday	Questions about a past holiday
A day trip to Henley	An online post	Asking for help and responding	An online post about a trip; Making the order clear
			Unit Progress Test
A monologue about a flat	Text messages	Present activities	A text message to a friend
Five phone conversations about present activities	A message board: <i>How much do you use your phone?</i>	A phone conversation to make plans	A message board comment
At the train station	A message to a friend	A conversation about travel information	A message asking for information; Word order in questions
			Unit Progress Test
A conversation about Valentina Tereshkova	An article: <i>They Were the First!</i>	Past life events	Sentences about past life events
A conversation about a job description	An article: <i>Amazing Humans</i>	Your abilities	Questions about abilities
At Sophia's flat	An email to a friend	Interesting places to visit in a town / city	An email to a friend; Pronouns
			Unit Progress Test
Three conversations about summer holiday plans	A TV programme review: <i>Danger Zone</i>	Your next holiday	Notes about holiday plans and everyday activities
Two conversations about weekend plans	An article: <i>Only 4,000 Weekends in Your Life!</i>	Your future plans	Questions about future plans
At a dinner party	Invitations and replies	Inviting a friend	An invitation and a reply; Paragraphs
			Unit Progress Test

CLASSROOM LANGUAGE

▶ 00.02 Listen and read.



Listen.



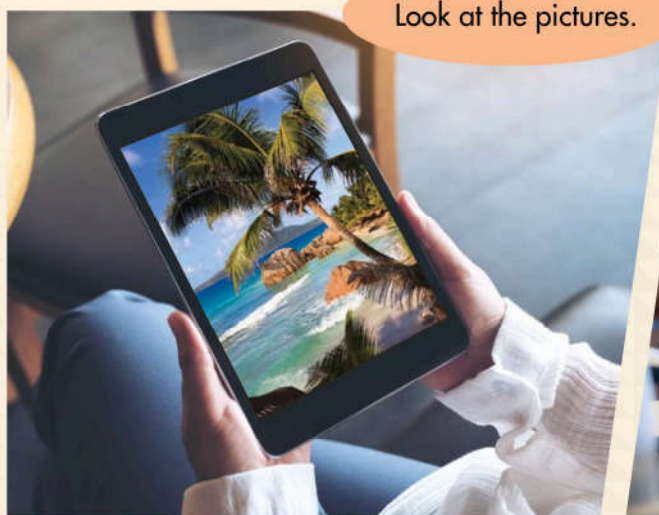
Read.



Write.



Watch.



Look at the pictures.



Work in pairs.



CAN DO OBJECTIVES



- Say your name and country
- Talk about people you know
- Meet and greet new people

HELLO!

UNIT

1

GETTING STARTED

- a**  Look at the picture. What countries' flags do you see?
- b**  What other countries do you know in English?

1A

I'M FROM MEXICO

Learn to say your name and country

G be: I / you / we

V Countries

1 READING AND GRAMMAR

be: I / you / we positive and questions

- a** **01.01** Listen. Then say *Hi, I'm ...* or *Hello, I'm ...* and say your name.



Hi, I'm Berkay.



Hello, I'm Harumi.

- b** **01.02** Read and listen to conversations 1–3. Match the conversations with groups of people a–c in the picture below.

- c** Complete the sentences in the table.

I/we	you
I _____ Camila. (= I am ...)	_____ you from the UK?
We _____ from Spain. (= we are ...)	How _____ you?

- d** **>>>** Now go to Grammar Focus 1A Part 1 on p. 116.

- e** **Sound and spelling** *I'm, we're*

- 1 **01.06** Listen to the sound of *I'm* and *we're*.
a I am b I'm c we are d we're
2 **...** Practise saying *I'm* and *we're*.

- f** **...** Practise the conversations in 1b.

- 1 Work in pairs. Practise Conversation 1.
2 Work in groups of three. Practise Conversation 2.
3 Work with a new partner. Practise Conversation 3.

- g** **...** Practise the conversations in 1b again. Use your own name.



1

V Hi, I'm Vilma. What's your name?
C I'm Camila.
V Hi, Camila. Nice to meet you.

2

H Hello, I'm Harumi.
K Hi, I'm Katia.
P And I'm Pablo. Hi.
H Are you from the UK?
P No, we're from Spain.

3

L Hi, Berkay. How are you?
B Hi, Li. I'm fine. How are you?
L Fine, thanks.

a

b

c

Kelly

Michael

2 LISTENING AND GRAMMAR *be: I / you / we negative*

- a** 01.07 Read and listen to the conversation. Choose the correct answers.

KELLY Are you Berkay?

BERKAY Yes, I am.

KELLY Hi, I'm Kelly.

BERKAY Oh, hi. Are you a student here?

KELLY No, I'm not a student. I'm your teacher!

BERKAY Oh ... sorry.

1 Berkay is:

a a student. **b** a teacher.

2 Kelly is:

a a student. **b** a teacher.

- b** Complete the sentences in the table.

Positive (+)	Negative (-)
I'm _____ a student. (= I am)	I'm _____ a student. (= I am not)
We _____ from the UK. (= we are)	We <u>aren't</u> from the UK. (= we are not)

- c** Now go to Grammar Focus 1A Part 2 on p. 116.

- d** Read the sentences. Make them true for you.

1 I'm a student.

4 I'm Laura.

2 We're teachers.

5 We're from Tokyo.

3 I'm from the UK.

- e** Tell a partner your sentences in 2d. Are they the same?

3 VOCABULARY AND READING *Countries*

- a** 01.09 Match the countries in the box with maps 1–8. Listen and check.

the United Kingdom / the UK China the United States / the USA Spain Japan Turkey Brazil Mexico



- b** 01.10 Complete the sentences with the correct country. Listen and check.

OUR GROUP

Vilma 17:02
I'm Vilma. I'm from Rio de Janeiro, in ¹ _____.

Pablo 17:02
Hi, I'm Pablo. I'm from ² _____. I'm from Barcelona.

Camila 17:03
Hello. I'm from Puebla, in ³ _____, and my name's Camila.

Li 17:03
Hi, I'm Li. I'm from Beijing, in ⁴ _____. But I'm not in Beijing now. I'm a student in Shanghai.

Harumi 17:03
My name's Harumi. I'm from Tokyo, in ⁵ _____.

Michael 17:03
I'm Michael. I'm from ⁶ _____. I'm a teacher in London.

Berkay 17:03
I'm from Istanbul, in ⁷ _____, and my name's Berkay.

Kelly 17:03
Hello. I'm a teacher, and my name's Kelly. I'm from New York, in ⁸ _____.

- c** Now go to Vocabulary Focus 1A on p. 136.

- d** Choose a city and a country in 3a. Write it on a piece of paper.

Puebla, Mexico

- e** Give your piece of paper to the teacher and take a new one. Try to find the student with the information on your piece of paper.

Are you from Puebla?
No, I'm not. I'm from Mexico City.

4 SPEAKING

Communication 1A

Student A: Go to p. 104.

Student B: Go to p. 106.

1B


HE'S ITALIAN

Learn to talk about people you know

G be: he / she / they

V Nationalities

1 VOCABULARY Nationalities

- a**  Do you know the people in pictures a–h?
Ask your partner.


Do you know Serena
and Venus Williams?

- b** Match the nationalities with pictures a–h.

A|mer|i|can Chi|nese Mex|i|can I|tal|ian
Span|ish Brit|ish Jap|a|nese Bra|zil|ian

- c**  **01.12 Pronunciation** Listen to the words in 1b.
How many syllables are in each word?
A|mer|i|can = 4 syllables

- d**  **01.13** Listen and notice the stressed syllable.

- e**  **01.12** Listen to the words in 1b again. Underline
the stressed syllables. Then listen and repeat.

- f**  Now go to Vocabulary Focus 1B on p. 136.



2 GRAMMAR *be: he / she / they positive*

a 01.15 Match 1–3 with a–c. Listen and check.

- 1 Heather Watson is a tennis player.
- 2 Shohei Ohtani is a baseball player.
- 3 Serena and Venus Williams are tennis players.

- a He's Japanese.
- b They're American.
- c She's British.

b Complete the table.

+	
she is ...	she's ...
he is ...	1 _____
they are ...	2 _____

c Now go to Grammar Focus 1B Part 1 on p. 116.

d Write two sentences about the people below.

- 1 Ricky Rubio
- 3 Javier Hernández and Guillermo Ochoa
- 2 Zhu Ting

e Tell a partner your sentences in 2d. Are they the same?

3 LISTENING

a 01.17 Look at the photo below. Read and listen to Mia talk about the people on her holiday. Complete 1–6 with the words in the box.

Spanish Luis Lucia Italian Ana

MIA This is ¹ _____. She's my friend from Madrid.
She's Spanish.

NED OK. And who's this?

MIA This is ² _____. He's a teacher in Brazil.

NED Is he Brazilian?

MIA No, he isn't Brazilian. He's ³ _____.

NED Oh, really.

MIA And these are my friends ⁴ _____ and Matteo.
They're married.

NED Are they American?

MIA No, they aren't American. They're ⁵ _____
– from Rome.

b Tell a partner about two of your friends.
What nationality are they?

4 GRAMMAR

be: he / she / they negative and questions

a Complete the tables with the words in the box.

they isn't is are aren't she

+	–
She's Spanish.	She _____ Spanish.
They're Chinese.	They _____ Chinese.

?
_____ Spanish?
_____ Chinese?

b Now go to Grammar Focus 1B Part 2 on p. 116.

c 01.21 Complete the sentences. Listen and check.

- 1 **A** _____ he Italian? 4 **A** _____ they Mexican?
- B** No, _____.
- 2 **A** _____ they Spanish? 5 **A** _____ he British?
- B** Yes, _____.
- 3 **A** _____ she Chinese?
- B** No, _____.

d Practise saying 1–5 in 4c with a partner.

Language Plus *this / these*

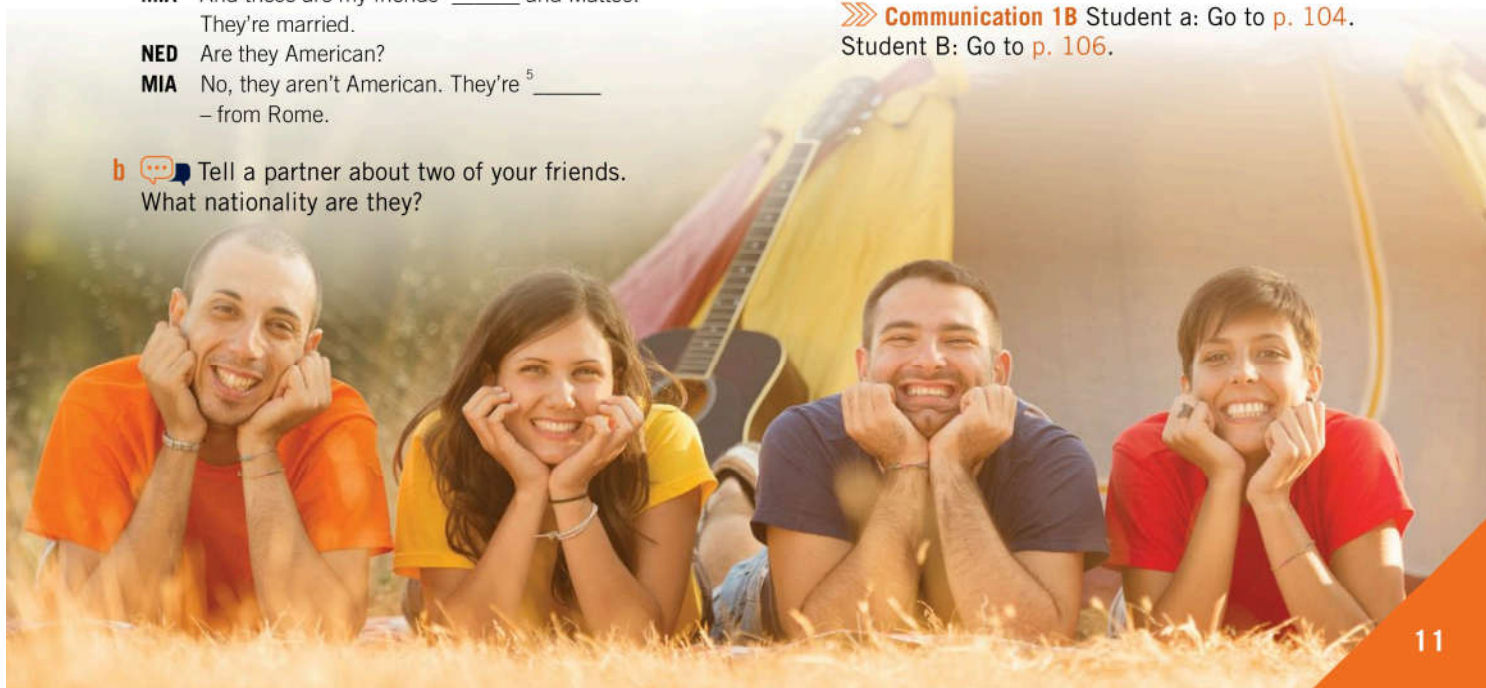


This is Ana
this = one person

These are my friends Lucia and Matteo.
these = two or more people

5 SPEAKING

Communication 1B Student a: Go to p. 104.
Student B: Go to p. 106.





1 LISTENING

- a Look at picture a. Is she in a new place?
- b **01.22** Watch or listen to Part 1 and check your answer in 1a.
- c **01.22** Watch or listen to Part 1 again. Complete the sentences with words in the box.

Hi Good morning

RECEPTIONIST _____, Electric Blue Technology.
 SOPHIA _____, my name's Sophia Taylor. It's my first day.

2 USEFUL LANGUAGE Greeting people

- a Complete 1–3 with the words in the box.

evening morning afternoon

7 am – 12 pm = ¹ _____

12 pm – 5 pm = ² _____

5 pm – 10 pm = ³ _____

- b **01.23 Pronunciation** Listen. How many syllables are in the words and expressions?

hi (1) good | mor | ning good | eve | ning

hel | lo good | af | ter | noon

- c **01.23** Listen to the words and expressions in 2b again. Underline the stressed syllables.

hello

- d Look at the times with a partner. Use the correct expression.

1 8 pm 3 11 am 5 6 am
 2 3 pm 4 10 pm 6 1 pm

Good morning.

Good afternoon.

3 LISTENING AND USEFUL LANGUAGE
Meeting new people 1

- a **01.24** Watch or listen to Part 2. Sophia meets the manager of Electric Blue Technology. What's his name?

☐ Daniel

☐ Darren

☐ David



- b **01.25** Listen to the sentences. Underline the words you hear. Are both options in 1–2 possible?

1 I'm / My name's Sophia Taylor.

2 I'm / My name's David.

- c **01.26 Pronunciation** Listen and notice the main stress.

A How are you?

B I'm good, thank you. And you?

A I'm fine, thanks.

- d Practise the conversation in 3c with a partner.

- e **01.27** Put the expressions in the table. Listen and check.

I'm fine, thanks. I'm OK, thank you.

Oh, not bad, thanks. I'm good, thank you.

A 😊	B 😊

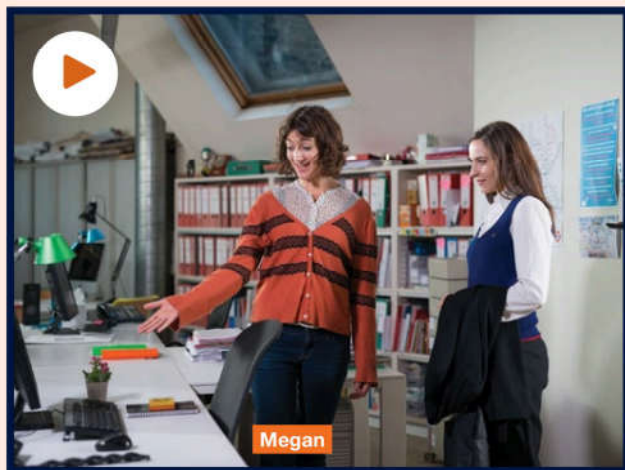
- f Practise the conversation in 3c again, but change roles and use expressions in 3e to reply.

4 LISTENING AND USEFUL LANGUAGE Meeting new people 2

- a 01.28 Watch or listen to Part 3. Are Sophia and Megan friends?
- b 01.28 Watch or listen to Part 3 again. Underline the correct answer.
- 1 **MEGAN** Nice to *meet* / *see* you too, Sophie.
 - 2 **DAVID** So, this is your *home* / *office*.
 - 3 **MEGAN** So, ... this is your *desk* / *chair*.
- c 01.29 Put the conversation in the correct order. Listen and check.
- ☐ **MEGAN** Nice to meet you too, Sophie.
- ☐ **SOPHIA** Nice to meet you, Megan.
- ☐ **DAVID** This is Megan Jackson.
- d Work in groups of three. Practise the conversation in 4c. Use your names.
- This is Hassan.
- Nice to meet you, Hassan.

5 PRONUNCIATION Intonation

- a 01.30 Listen to phrases 1–5. Does the intonation change or stay the same →?
- 1 Hello. 3 I'm good. 5 Thank you.
 - 2 How are you? 4 Nice to meet you.
- b 01.30 Listen to the phrases in 5a again and repeat.



6 SPEAKING

- a 01.31 Complete the conversation. Listen and check.

“

LARISSA Hi.
AMIRA Good evening.
KARL Hello.
LARISSA I'm Larissa and this ¹ _____ Amira.
KARL Nice to meet you. I'm Karl.
AMIRA Nice to ² _____ you too. How are you?
KARL I'm good. And ³ _____?
AMIRA I'm fine.
LARISSA I'm ⁴ _____ too.

”

- b Work in groups of three. Practise the conversation in 6a. Use your names.

7 WRITING

- a Read Sophia's profile. What information about her is new?

ELECTRIC BLUE TECHNOLOGY

Our people in London



Hi, my name's Sophia Taylor.
 I'm from Toronto in Canada.
 I'm in an office with
 Megan Jackson.

- b Now go to Writing Plus 1C on p. 158 for capital letters and full stops.
- c Write a profile about you and your English class. Here are some ideas:
- Hi/Hello, my ...
 I'm from ... in ...
 I'm in a class with ... in room ...
- d Read other students' profiles. Is everyone from the same place?

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

UNIT 1

Review

1 GRAMMAR

a Underline the correct answer.

- 1 Hello. I'm / are Ana.
- 2 'Are you students?' 'Yes, we're / we are.'
- 3 You am not / aren't a teacher.
- 4 'Am I / I am right?' 'Yes, you are.'
- 5 Where are you / you are?
- 6 We're / am at home.

b Add *is*, *isn't*, *are* or *aren't*.

- 1 'Is your name Sandy?' 'No, it _____.'
- 2 'Are Javier Hernández and Guillermo Ochoa from Mexico?'
'Yes, they _____.'
- 3 'Is Ricky Rubio Spanish?' 'Yes, he _____.'
- 4 '_____ London and Manchester in the UK?'
'Yes, they are.'
- 5 'Are your friends football players?' 'No, they _____.'
- 6 '_____ your teacher English?'
'No, she _____.'

c Ask and answer the questions in 1b.

d Correct the sentences.

> They's Spanish.

They're Spanish.

- 1 No, he aren't from China.
- 2 You are OK?
- 3 Yes, I'm.
- 4 She is Mexican?
- 5 I not am Italian.
- 6 They are from the UK?

2 VOCABULARY

a Write the names of the countries.



- 1 endiUt sSatte _____
- 2 eixMco _____
- 3 ipSan _____
- 4 hiCan _____
- 5 anaJp _____
- 6 larBiz _____

b Complete the nationalities.



> Spa_nish



1 Tur_____



4 Jap_____



2 Brazil_____



5 Brit_____



3 Mex_____



6 Ital_____

3 SOUND AND SPELLING

a Write the short forms in the table.

Full forms	Short forms
I am	I'm
They are	They're
She is	_____
We are	_____
He is	_____
I am not	_____ not
He is not	He _____

b ▶01.32 Listen and practise saying the short forms.

c ▶01.33 Listen to these phrases. Underline the stressed word or syllable.

- 1 Good morning.
- 2 How are you?
- 3 They're American.
- 4 We're teachers.
- 5 Nice to meet you.

d ▶01.33 Listen again to check. Practise saying the sentences.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

say my name and country	<input type="checkbox"/>
talk about people I know	<input type="checkbox"/>
meet and greet new people.	<input type="checkbox"/>




CAN DO OBJECTIVES

- Talk about your home town
- Talk about possessions and common objects
- Ask for and give personal information

ALL ABOUT ME

UNIT 2


GETTING STARTED

a  Look at the picture and answer the questions.

- 1 Is it a ... ?
 - hot country
 - big city
 - new house
- 2 What country do you think it is?

3 Count (1, 2, 3 ...):

- the windows on the house
- the people in the picture

b  What colours do you see on the house?

1 LISTENING

- a** **02.01** Match the words in the box with pictures a–c. Listen and check.

city town village

Which are you from?

- b** **02.02** Listen and match pictures a–c with the names in the box.

Giovanna Nuria Robin

- c** **02.02** Listen again. Complete the sentences with the words in the box.

is it it's it isn't

Conversation 1

A Is ¹ _____ a big city?

B No, no. ² _____ a city.

Conversation 2

A ³ _____ a big city.

B Yes, it ⁴ _____.

Conversation 3

A ⁵ _____ it a city?

B No, it ⁶ _____.

2 GRAMMAR *be: it's / it isn't*

- a** Complete the table with *it* or *it's*.

+	Ravello is in Italy.	_____ in Italy.
–	Ravello isn't in Mexico.	_____ isn't in Mexico.
?	Is Ravello in Italy?	Is _____ in Italy?

- b** Complete the sentences with *he's*, *she's* or *it's*.

- Giovanna's from Ravello in Italy. _____ a town near Naples.
- Robin's from Polperro in the UK. _____ British.
- Nuria's Spanish. _____ from Valencia.
- Akira's from Sōka in Japan. _____ a city near Tokyo.
- Selim's from Bursa in Turkey. _____ a big city near Istanbul.

- c** **02.03** Listen and check.

- d** **>>>** Now go to Grammar Focus 2A Part 1 on p. 118.

Language Plus *in / near*

Naples is **in** Italy.

Ravello is **near** Naples.



- e** Write sentences about you.

I'm from ... It's a (town / city) (in / near) ...

- f** **>>>** Tell a partner your sentences.



3 READING AND VOCABULARY

Common adjectives

- a 02.06 Read and listen to *Our Homes*. Complete the table.

	home		home
Nuria	big flat	Miguel	
Giovanna		Pietro and Susanna	
Robin		Sonia	

- b Sound and spelling /h/ and /w/

- 1 02.07 Listen to the words. Which words have a /h/ sound? Which words have a /w/ sound?

home hi who what how hotel

- 2 Practise saying the words.

- c 02.08 Complete the sentences with the words in the box. Listen and check.

big small old new



1 It's a _____ house.



2 It's a _____ flat.



3 It's a _____ city.



4 It's an _____ house.

- d Now go to Vocabulary Focus 2A on p. 137.

4 GRAMMAR

Possessive adjectives

- a Read *Our Homes* again. Complete the table.

Pronoun	Possessive adjective
I	_____
you	<u>your</u>
he	_____
she	<u>her</u>
we	<u>our</u>
they	_____

Our Homes

My flat is in a new part of Valencia. It's very big. My friend Miguel is from Sagunto. It's a beautiful town near Valencia. This is his home – it's a small house. **Nuria**



My flat in Ravello is big, old and beautiful. My friends Pietro and Susanna are from Naples. This is their home. It's a big flat in a nice part of town. **Giovanna**



My home is a small house in Polperro. It's an old village. My friend Sonia is from Plymouth. This is her home. It's a small flat, and it's new and beautiful. **Robin**



- b Complete the sentences.

- Javier is from Barcelona. _____ home is in a nice part of the city.
- Are you from Berlin? Where's _____ flat?
- We're from Tokyo. _____ home is near a big hotel.
- Sarah is from England. _____ town is near Hastings.
- Pedro and Eva are from Mexico City. _____ flat is very big.

- c Now go to Grammar Focus 2A Part 2 on p. 118.

- d Complete the sentences about a friend.

My friend _____ is from _____. His / Her home is _____.

- e Tell a partner about your friend's home.

5 SPEAKING

Communication 2A

Student A: Go to p. 104.

Student B: Go to p. 106.

Student C: Go to p. 108.

2B

DO YOU HAVE A PHONE?

Learn to talk about possessions and common objects

G Plural nouns; *have*

V Common objects 1; Numbers 1

1 VOCABULARY Common objects 1

- a** 02.11 Match 1–10 in picture a with the words in the box. Listen and check.

a computer a newspaper a knife a phone a key
a watch an umbrella a ticket a book a bottle of water

- b** Two objects in 1a are not OK at an airport. What are they?

Language Plus *a / an*

We use *a* before most nouns. • *a* key • *a* book
We use *an* before *a, e, i, o, u*. • *an* apple • *an* umbrella

- c** Cover the words in the box in 1a. Ask a partner questions about the objects in the picture.

What's this?

It's a watch.

- d** Now go to Vocabulary Focus 2B Common objects 1 on p. 138.

2 LISTENING AND GRAMMAR Plural nouns

- a** 02.13 Listen to the conversation with an airport customs official. Tick (✓) the words you hear.

- ☐ books
☐ computers
☐ phones
☐ watches
☐ umbrellas
☐ bottles
☐ newspapers
☐ knives



- b** Complete the table.

Singular (= 1)	Plural (= 2+)
a key	keys
a newspaper	_____
a watch	_____
a knife	_____

- c** Most nouns add *-s* in the plural. How are the plurals of *watch* and *knife* different?



d Sound and spelling /s/, /z/ and /ɪz/

- 1 **02.14** Listen and practise these sounds. Which word has an extra syllable in the plural?
 1 /s/ books 2 /z/ keys 3 /ɪz/ watches
- 2 **02.15** Listen to these words. Which word has an extra syllable in the plural? Listen again and repeat.
 knives bottles tickets apples villages phones

e Work in pairs.

Student A: Say a singular word.

Student B: Say the plural.

Then swap roles.

f Now go to Grammar Focus 2B on p. 118.

3 GRAMMAR *I have / you have*a **02.16** Look at the X-ray picture and complete the conversation. Listen and check.

A What's in your bag?

B Mm, I have a ¹b_____ and my ²k_____.s and an ³u_____.A Do you have a ⁴p_____?B Yes. Oh, and a ⁵b_____ of w_____. Sorry!b **02.17** Listen to the forms of *have*.

+	?
I have a book.	Do you have a book?

c **02.17** **Pronunciation** Listen again. Practise saying the sentences.

d Ask a partner about objects 1–5 in 3a. Ask about:

- here (in class)
- at home

Do you have an umbrella here?

No.

Do you have an umbrella at home?

Yes.

4 VOCABULARY Numbers 1

a **02.18** Listen and repeat the numbers.

b Match the words in the box with numbers 1–12 in 4a.

seven two nine four eight eleven
 three six one ten twelve five

c Work in pairs.

Student A: Say a number.

Student B: Say the next number.

Then swap roles.

d **Communication 2B** Student A: Go to p. 104.
Student B: Go to p. 106.

e Now go to Vocabulary Focus 2B Numbers 1 on p. 141.

5 SPEAKING

a Write three things you have in your bag.

*a bottle of water**an apple**a computer*

b Guess what is in your partner's bag.

Do you have a phone?

Yes.

Do you have a knife?

No!



1 LISTENING

a Think about a good home for you. Tick (✓) four boxes.

- | | |
|---|--|
| 1 <input type="checkbox"/> a house | 3 <input type="checkbox"/> old |
| <input type="checkbox"/> a flat | <input type="checkbox"/> new |
| 2 <input type="checkbox"/> in a village | 4 <input type="checkbox"/> near a park |
| <input type="checkbox"/> in a city | <input type="checkbox"/> near shops |

b Tell a partner about your home in 1a.

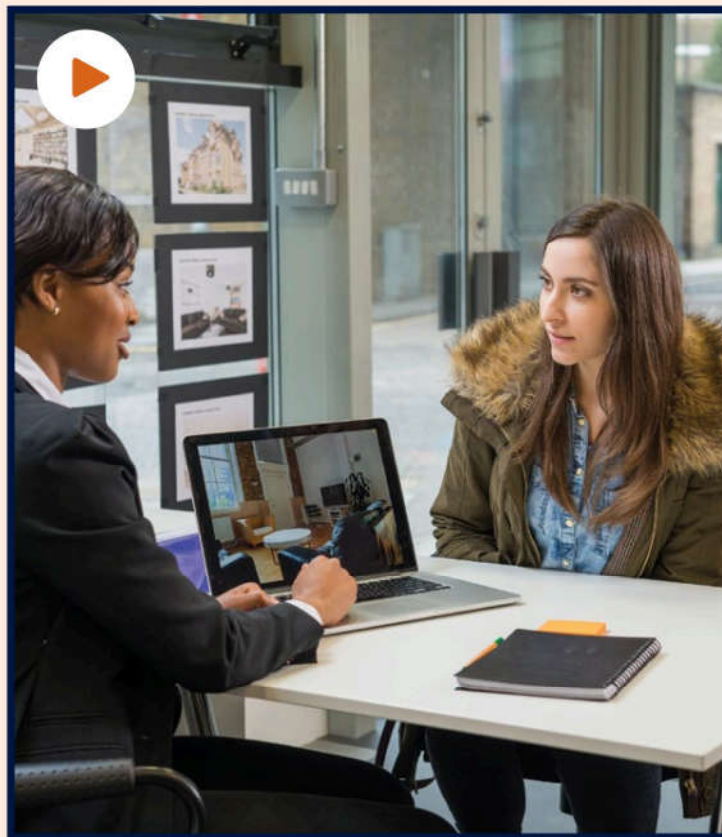
A good home for
me is ...

c 02.21 Watch or listen to Part 1. Answer the questions.

- Who asks questions, Sophia or the woman?
- What kind of home does Sophia need, a flat or a house?

d 02.21 Watch or listen to Part 1 again. Tick (✓) the correct answer.

- | | |
|---|---|
| 1 Sophia's surname: | |
| a <input type="checkbox"/> Taylor | b <input type="checkbox"/> Taylor |
| 2 Her address in London: | |
| a <input type="checkbox"/> Alpha Hotel | b <input type="checkbox"/> Alfa Hotel |
| 3 Her phone number: | |
| a <input type="checkbox"/> 07832 674893 | b <input type="checkbox"/> 07832 647893 |



2 USEFUL LANGUAGE Asking for and giving personal information

a 02.22 Underline the correct answer. Listen and check.

- A What's your surname?
B *It's / I'm* Robinson.
- A What's your address?
B *It's / It's on* 7 King Street.
- A What's your phone number?
B *They're / It's* 0124 352738.
- A What's your email address?
B *He's / It's* chrisrobinson@powermail.com.

b 02.23 Listen to the answers to questions 3 and 4 in 2a again. Tick (✓) the correct answer.

- a ☐ oh-one-two-four-three-five-two-seven-three-eight
b ☐ oh-twelve-four-three-five-two-seven-three-eight
- a ☐ chris-robinson-from-powermail-point-com
b ☐ chris-robinson-at-powermail-dot-com

c 02.24 Underline the correct word. Listen and check your answer.

RACHEL Sophia Taylor. *What / How* do you spell that?
SOPHIA T-A-Y-L-O-R.

d 02.25 **Pronunciation** Listen to the questions. Notice the main stress in each question.

- How do you spell that?
- Can you spell that?
- Sorry, what's the spelling?

02.25 Listen again and repeat.

e Now go to Writing Plus 2C Part 1 on p. 158 for The alphabet.

f Ask a partner his/her surname. Then ask how to spell it.

g **Communication 2C** Student A: Go to p. 105.
Student B: Go to p. 108.

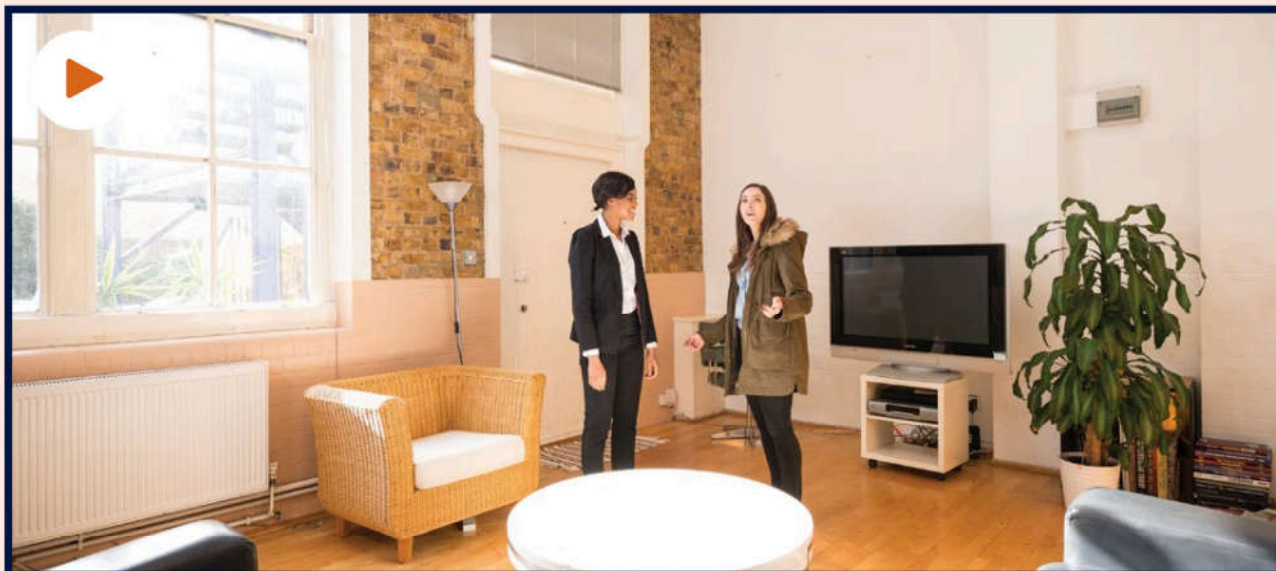
3 LISTENING

a **02.27** Watch or listen to Part 2. What does Sophia think? Tick (✓) the correct sentence.

- 1 ☐ The flat's really nice.
2 ☐ The flat isn't very nice.

b **02.27** Watch or listen to Part 2 again. Tick (✓) the correct information about the flat.

- 1 ☐ small ☐ big
2 ☐ good for one person ☐ good for two people
3 ☐ near a supermarket ☐ near a park



4 PRONUNCIATION

Intonation in questions

a **02.28** Listen to the questions. Does the intonation go up ↗ or down ↘ at the end?

- 1 What's your surname?
2 What's your phone number?

b **02.28** Listen again and repeat the questions.

c **02.29** Practise asking the questions with a partner. Then listen and check the intonation.

- 1 What's your address? 3 What's the spelling?
2 Where are you from?

5 SPEAKING

a Talk to different students. Ask about:

- names (first name and surname)
- address
- phone number
- email address

Write down the information. Ask about the spelling.

What's your last name?

It's Mishkin.

Can you spell that, please?

M-I-S-H-K-I-N.

6 WRITING

a Read about Sophia. What's the new information?

Local Rentals: Customer Information

First name:	Sophia
Surname:	Taylor
Address:	Alpha Hotel, High Street
Phone number:	07832 647893
Email:	sophiat@electricblue.com

b Now go to Writing Plus 2C Part 2 on p. 158 for Spelling.

c Complete the form with your information.

Local Rentals: Customer Information

First name:	
Surname:	
Address:	
Phone number:	
Email:	

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

UNIT 2

Review

1 GRAMMAR

a Correct the underlined word.

- > It's big houses. They're
 1 This is Katia and this is she house.
 2 'Excuse me! Is this you bag?' 'Yes, it is! Thank you.'
 3 Hiro's from Soka. She's a city in Japan.
 4 It not a big flat.
 5 They live in Madrid. This is they home.
 6 'Hi, we're from New York. We city is big!'

b Complete the sentences with the plural form of the nouns in brackets.

- 1 They're my _____. (key)
 2 Are they your _____? (knife)
 3 I have two _____. (watch)
 4 Are they your _____? (bottle of water)
 5 Oxford and Cambridge are _____ in the UK. (city)
 6 Where are the _____? (book)

c Complete the sentences with the words in the box.

are his is they
 they're it's it isn't

- 1 I'm from Ravello. _____ a town in Italy.
 2 The men _____ at home.
 3 'Are they big houses?' 'Yes, _____ are.'
 4 _____ my books.
 5 _____ it a city?
 6 This is John and this is _____ flat.
 7 'Is Madrid in Italy?' 'No, _____.'

2 VOCABULARY

a Match 1–6 with the opposite adjectives in the box.

boring difficult good
 happy old ~~small~~ wrong

- > big _____ small _____
 1 easy _____
 2 bad _____
 3 right _____
 4 sad _____
 5 interesting _____
 6 new _____

b Complete the crossword with the objects in pictures 1–8.



3 SOUND AND SPELLING

a 02.31 Look at the words in the box. Is the final sound /s/, /z/ or /ɪz/? Complete the table. Practise saying the words.

phones watches keys addresses houses
 flats umbrellas tickets books computers

/s/	/z/	/ɪz/
	phones	

b 02.32 Tick (✓) the words with a /h/ sound. Practise saying the words.

- | | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> hello | <input type="checkbox"/> is | <input type="checkbox"/> how | <input type="checkbox"/> watch |
| <input type="checkbox"/> her | <input type="checkbox"/> home | <input type="checkbox"/> who | <input type="checkbox"/> happy |
| <input type="checkbox"/> our | <input type="checkbox"/> house | <input type="checkbox"/> she | <input type="checkbox"/> right |
| <input type="checkbox"/> his | <input type="checkbox"/> where | <input type="checkbox"/> phone | |

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

- talk about my home town ☐
 talk about possessions and common objects ☐
 ask for and give personal information. ☐




CAN DO OBJECTIVES

- Say what you eat and drink
- Talk about food and meals
- Order and pay in a café

FOOD AND DRINK


UNIT 3

GETTING STARTED

a  Look at the picture and answer the questions.

- 1 What food can you see in the shopping trolley?
- 2 Which food in the shopping trolley do you like?

- 3 Which food in the shopping trolley don't you like?
- 4 What food do you buy?

b  What other food do you know in English?

1 VOCABULARY Food 1

- a 03.01 Match pictures 1–7 with the words in the box. Then listen and check.

fruit rice meat bread vegetables eggs fish



- b 03.01 **Pronunciation** Listen to the words in 1a again. Which word has more than one syllable? Underline the stressed syllable.
- c Say two things you like 😊.

I like fruit and I like fish.

d Sound and spelling /i:/, /ɪ/ and /aɪ/

- 1 03.02 Listen and practise these sounds.
1 /i:/ meat 2 /ɪ/ fish 3 /aɪ/ I'm
- 2 03.03 Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

big **eat** nine sister **it's** **me** milk
China five his **teacher** hi

Sound 1 /i:/	Sound 2 /ɪ/	Sound 3 /aɪ/
meat	fish	I'm

- 3 Practise saying the words.

2 READING AND GRAMMAR

Present simple: I / you / we / they
positive and negative

- a Which words in 1a can you see in pictures 1–3? Which word isn't in the pictures?
- b 03.06 Read and listen to texts a–c. Match them with the families in pictures 1–3.

FOOD

FOR ONE WEEK

- a They eat a lot of fruit and vegetables every day. And they eat meat with rice. They like eggs, but they don't eat bread or fish. They don't like fish. They drink a lot of water.
- b They eat meat and eggs every day, but they don't eat fish. And they don't eat vegetables, but they eat fruit. They really like bread.
- c They eat a lot of rice and vegetables. They like fruit and they eat bread. They don't eat fish or meat. They are vegetarians.



Tang family, China

- e Now go to Vocabulary Focus 3A on p. 139.