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Better Learning

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108990028

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First published 2019
Special Edition first published 2021

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Italy by L.E.G.O. S.p.A.

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-99002-8 Student's Book with Digital Pack and Workbook with Audio

ISBN 978-1-108-99020-2 Teacher's Edition with Test Generator

ISBN 978-1-108-99971-7 Student's eBook with Digital Pack

ISBN 978-1-108-96451-7 Presentation Plus

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ACKNOWLEDGMENTS

The *Evolve Special Edition* publishers would like to thank the following individuals and institutions who have contributed their time and insights into the development of this edition of the course:

Dr. Reem M AlQenai, Kuwait College of Science and Technology, State of Kuwait; Mr. Yousef Alotaibi, Kuwait College of Science and Technology, State of Kuwait; Dr. Ahmed Hamed Al-Rahbi, University of Nizwa, Sultanate of Oman; Ms. Salwa Said Al Anqoudi, University of Nizwa, Oman; Mr. Adam Evans, King Saud University, Kingdom of Saudi Arabia; Dr. Abdullah Al-Bargi, King Abdulaziz University, Kingdom of Saudi Arabia; Dr. Khaled Al-Harthi, King Abdulaziz University, Kingdom of Saudi Arabia; Dr. Abdullah Al-Shaikhi, King Abdulaziz University, Kingdom of Saudi Arabia; Dr. Abdullah Allah Shabbab, Bahar University, Kingdom of Saudi Arabia; Dr. Reem Alkhammash, Taif University, Kingdom of Saudi Arabia; Mansoor S. Almalki, Taif University, Kingdom of Saudi Arabia.

To our student cast, who have contributed their ideas and their time, and who appear throughout this book:

Manar Abdullah Al Nairi, Sultate of Oman; Abeer Ikram Allah Al Balushi, Sultate of Oman; Muntaha Nasser Al Awfi, Sultate of Oman; Ali Naser Salem Ali; State of Kuwait; Mohammed Al-Ghamdi, Kingdom of Saudi Arabia; Abdulrahman Alyhya, Kingdom of Saudi Arabia; Osama Al Sawyan, Kingdom of Saudi Arabia; Lama Yasser Althagfi, Kingdom of Saudi Arabia; Raghad Ahmad Al-Ghamdi, Kingdom of Saudi Arabia; Celeste Maria Erazo Flores, Honduras; Caio Henrique Gogenhan, Brazil

Authors' Acknowledgements:

The authors would like to thank Daniel Isern for all his support in the early stages of the project. This book is dedicated to Groc.

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Illustration

U1, U2, U8: Sylvie Poggio; **U1, U10**: KJA; **U2, U3, U12**: Beehive; **U2, U9**: Astound. Audio production by CityVox, New York.

Typeset

EMC Design Limited

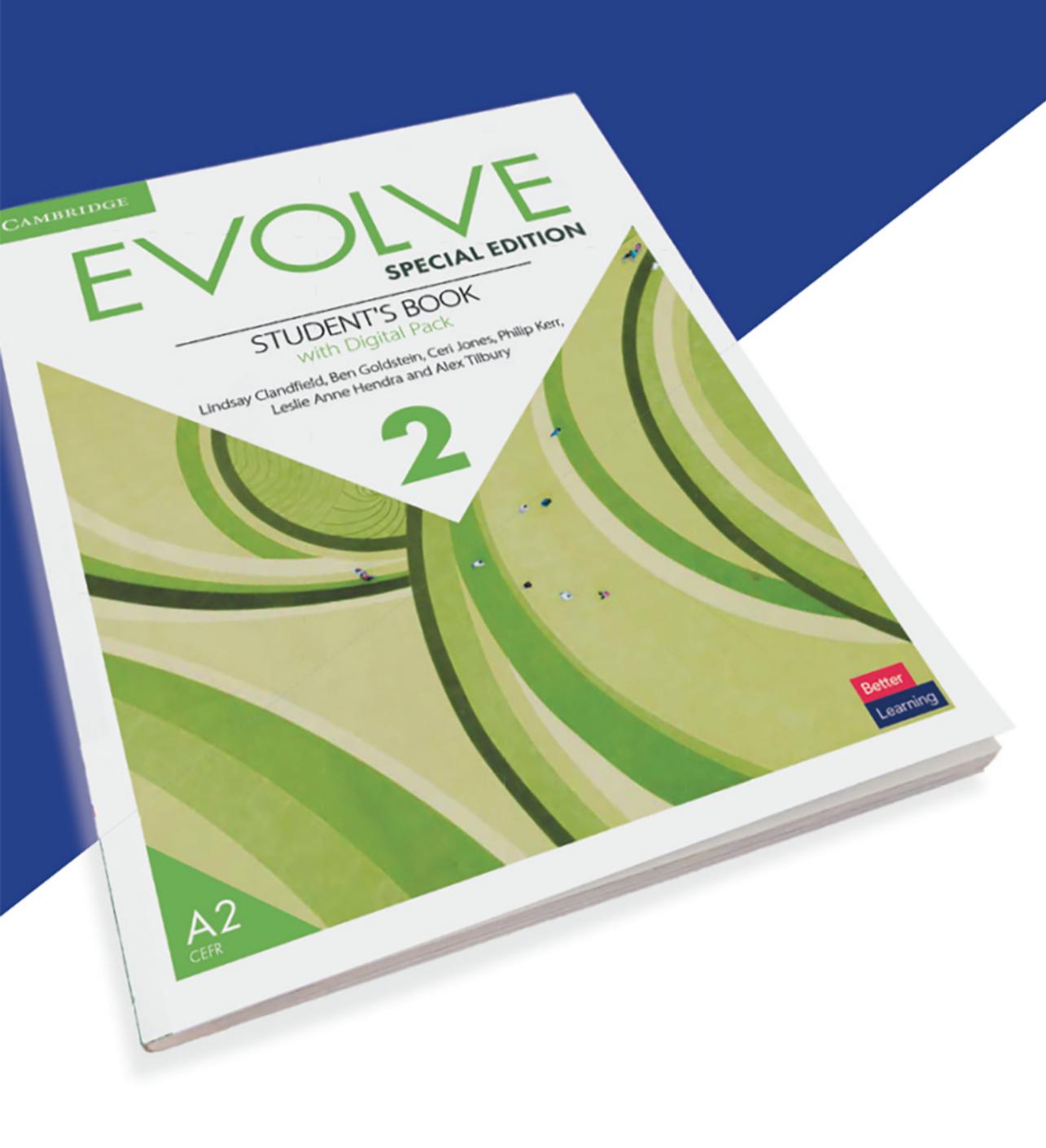


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EVOLVE Special Edition is a four-level general English course for adults and young adults, taking students from beginner to intermediate levels (CEFR A1 to B1+).

Drawing on insights from language teaching experts and real students in your region, EVOLVE Special Edition gets students writing and speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English. It includes insights from both the Cambridge Life Competencies Framework and the Cambridge Learner Corpus.



Building brighter futures together

Better Learning with EVOLVE Special Edition

Better Learning is our approach, connecting teachers and learners around the world with the latest research and materials, to build brighter futures together. It's a continuous cycle where our insights shape content that drives results.

Meet our student contributors (*)



Videos from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



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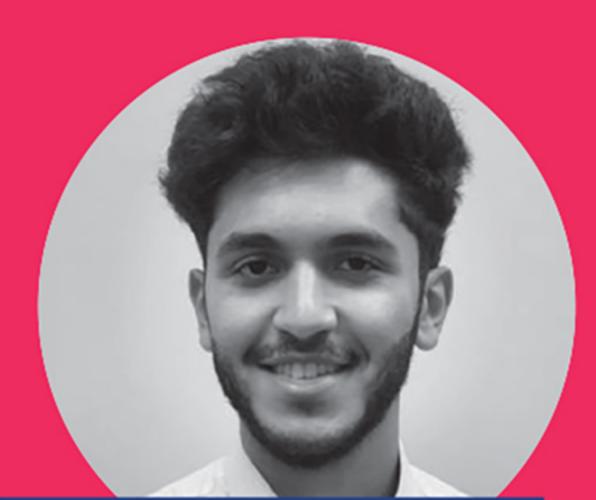
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Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently. The ideas are included throughout the Student's Book.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

RESULT

Students are motivated to speak and share their ideas.

"It's important to provide learners with interesting or stimulating topics."

Teacher (Global Teacher Survey, 2017)



Find it

INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

CONTENT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

RESULT

Students engage in the lesson because it is meaningful to them.

Designed for success



Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE Special Edition focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

INSIDE R ENGLISH

Use take for time and for transportation.

If you take the bus, it takes 30 minutes.

When you take the subway, it takes 15.

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

Accuracy check

INSIGHT

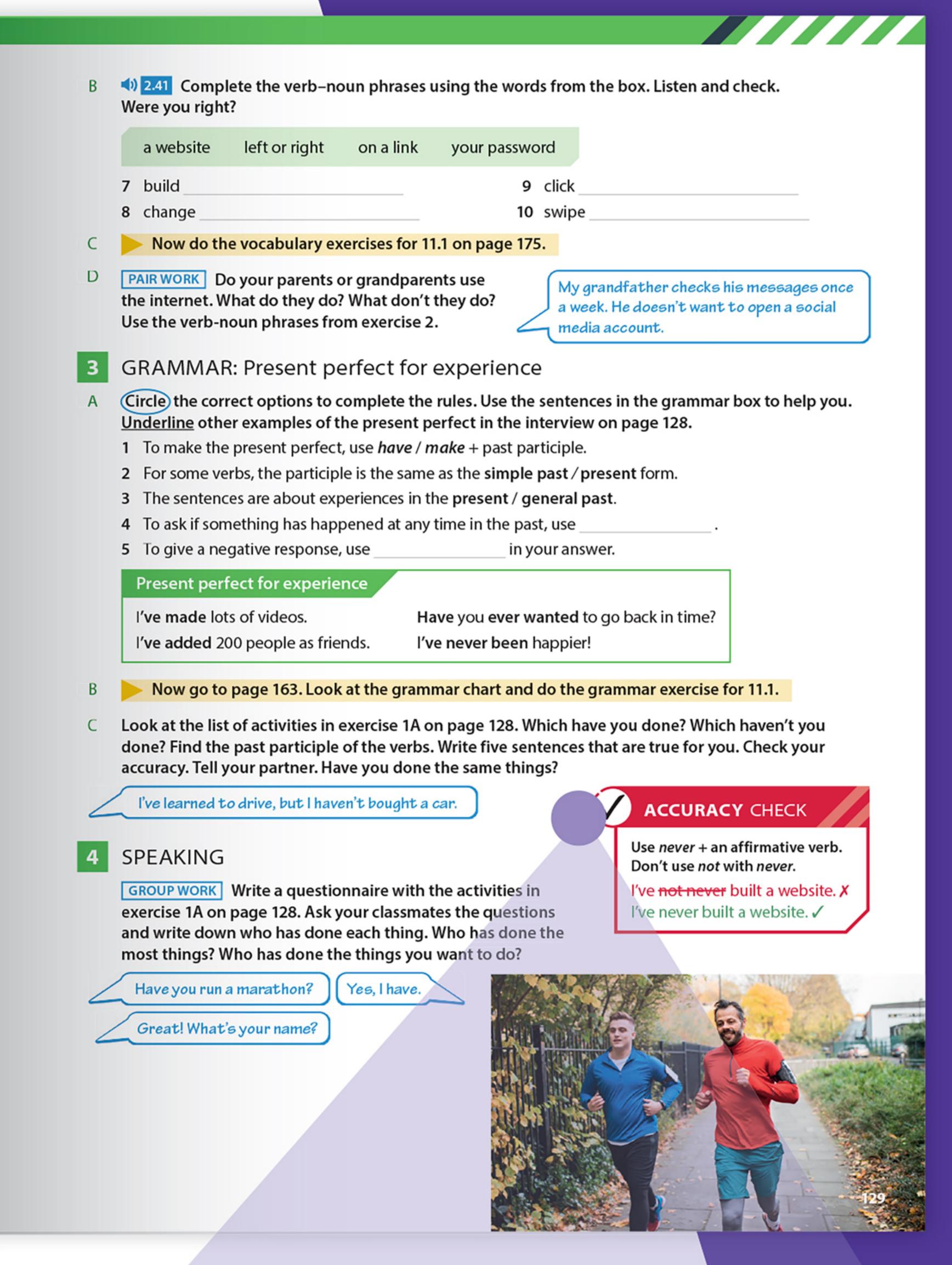
Some common errors can become fossilized if not addressed early on in the learning process.

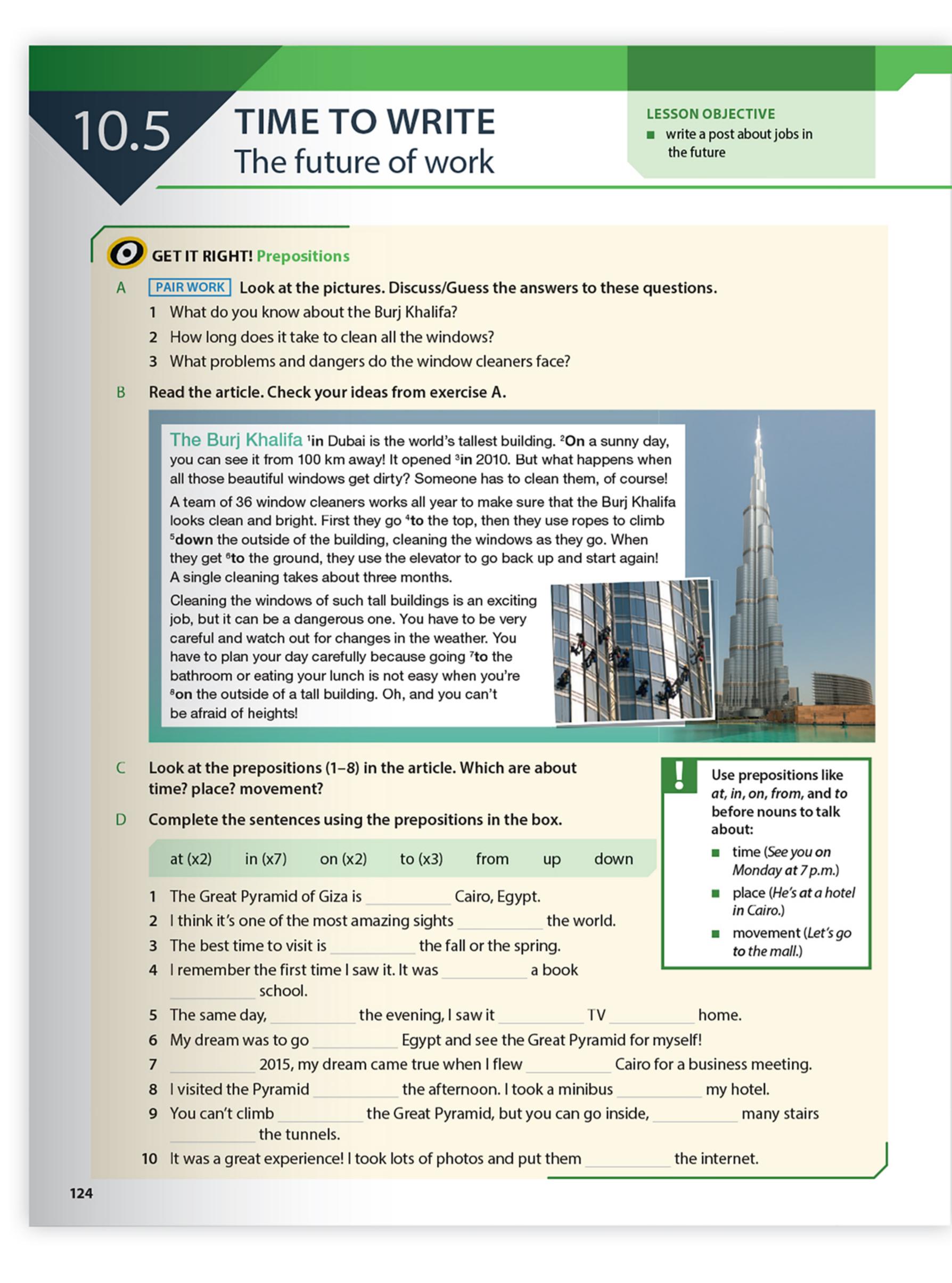
CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT

Students avoid common errors in their written and spoken English.







ACCURACY CHECK

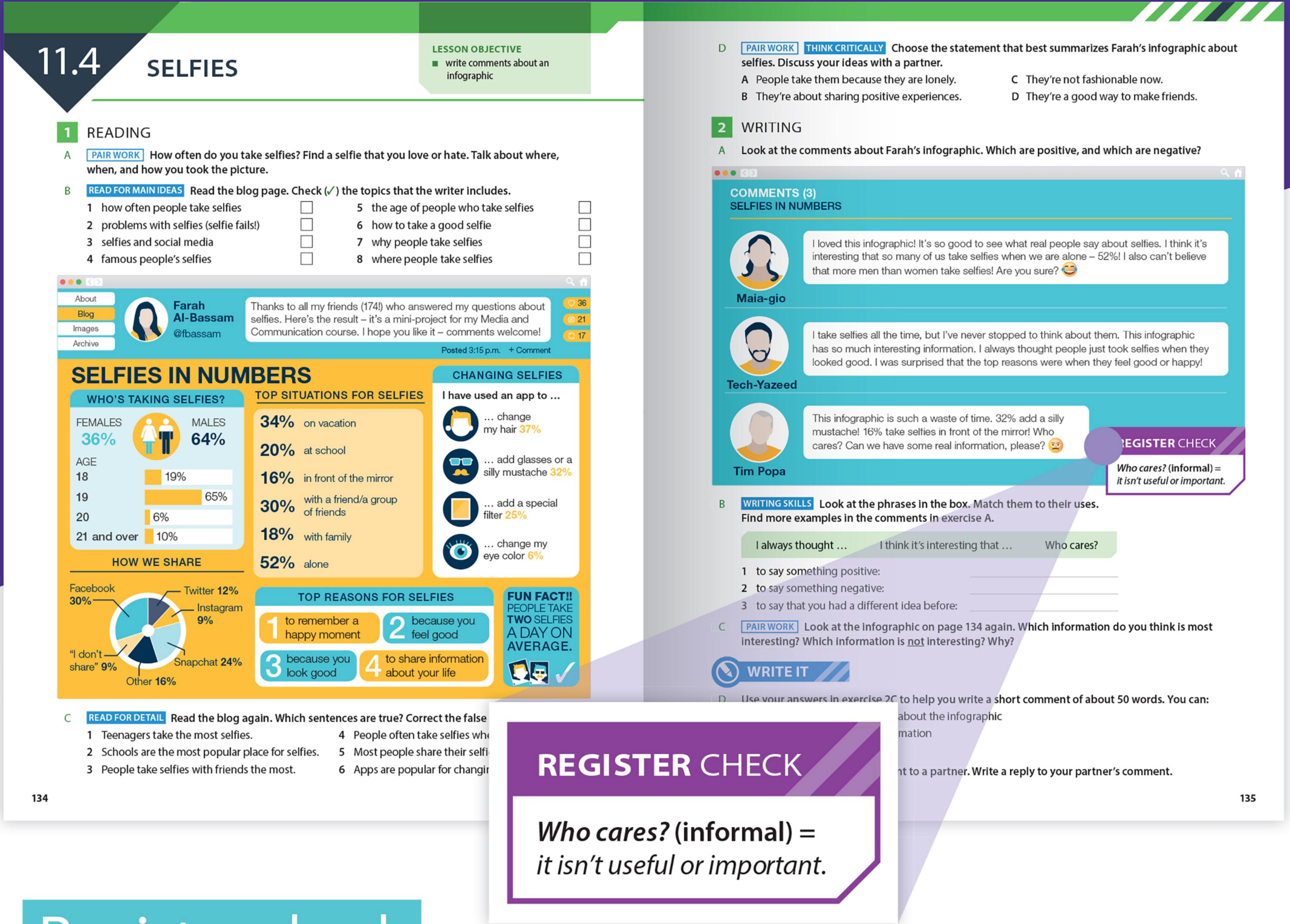
Use *never* + an affirmative verb. Don't use *not* with *never*.

I've never built a website. X
I've never built a website. ✓

EVOLVE Special Edition features additional *Get it right!* sections focusing on some of the most common learner errors among Arabic speakers (based on research from the Cambridge Learner Corpus). These can be found in Lesson 5 of alternate units.

"The presentation is very clear and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher



Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

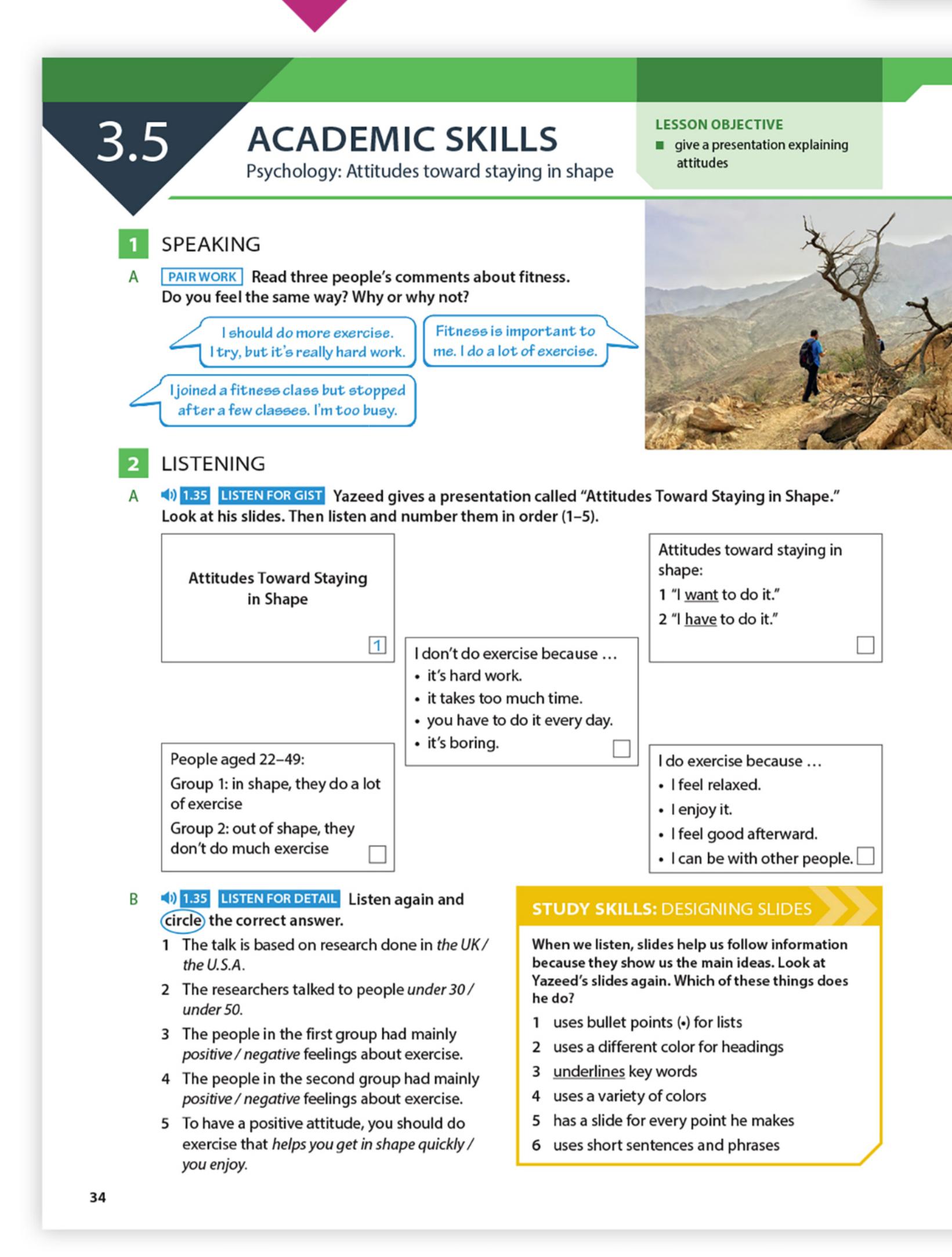
Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

You spoke, we listened.

Teachers and students across the Middle East and North Africa told us that they wanted more opportunities to gain confidence in writing. This is why we've added a new *Time to Write* lesson in alternate units of EVOLVE Special Edition. Students are guided through a process of research, planning, writing and evaluation to produce a variety of texts on topics that are meaningful to them.

Academic skills lessons in alternate units provide students with further reading, writing, listening and speaking practice, with a focus on skills that are key to academic success, such as audience engagement, argumentation and data presentation. Study skills activities guide students to reflect on effective learning practices, such as note-taking and self-evaluation.

READ Read the posts from Abdullah, Nadia, and Mariem. Who has the same opinion? Who has a different opinion? What do YOU think? Today's topic: Is the internet bad for us? Yes, I think the internet is bad for us. We spend too much time online these days. For example, did you know that, on average, people are on their phones for 3 hours and 15 minutes every day? That's 50 days a year! And young people use their phones even more. We need to stop it. 2 REPLIES -Stop it? How? Sorry, but I don't agree. You can't stop people from using their laptops and smartphones. And anyway, the internet isn't bad, it's a new and exciting (and cheap!) way of communicating. For instance, thanks to the internet, I can talk to my sister's family on the phone every day. They live in Canada! l agree with Abdullah. I believe we have a big problem. My son uses a computer to do his schoolwork and then, when he has free time, he chats with friends online. He looks at a screen all day! I don't know if he has any real friends. It's sad. Read again. What reasons does each person give for his/her opinion? PAIR WORK What do you think? Is the internet bad for us? Talk with a partner. Abdullah gives his opinion, then a reason and an example: EXAMPLE Yes, the internet is bad for us. We spend too much time online these days. For example, did you know that, on average, people are on their phones for 3 hours and 15 minutes every day? Find the opinion, two reasons and an example in Nadia's post. **STUDY** Find the words to complete the useful expressions. 1 Yes, I the internet is bad for us. example, did you know that people are on their phones for 50 days a year? 3 Sorry, but I , thanks to the internet, I can talk to my sister's family on the phone every day. 4 For Abdullah. 5 lagree we have a big problem. 6 I Which of the expressions (1–6) in exercise E have the same meaning? Which have opposite meanings? WRITE Write a post with your opinion about one of these statements. Give reasons and examples. Use the expressions in exercise E. Working from home is a bad idea. Children need to have the same routine every day. People have too much money but too little time. **EVALUATE** PAIR WORK Read a partner's post and write a response. Say if you agree or disagree, and explain why. PAIR WORK Read each other's posts again and give feedback on these questions. Listen to the feedback on your writing. Use it to make your posts better! 1 Are the opinions clear? Do they give reasons and examples? 2 Do they use expressions from exercise E correctly? 3 Do they use count and non-count nouns correctly? 23



HINK CRITICALLY Yazeed describes people's attitudes toward staying in shape, but what about his own attitude? (Circle) the best answer, 1, 2, or 3. 1 He describes the research but doesn't give his own opinion about staying in shape. 2 He believes everyone should do more exercise and try to stay in shape. 3 He describes different attitudes but thinks people should find a nice way to get in shape. LANGUAGE FOCUS: Giving reasons Look at these examples (a-e) from Yazeed's presentation. Answer the questions (1-5). a What's the reason for this? 1 What preposition follows the word reason? What other word can follow it? b They gave these reasons why they did 2 What verb goes with *reason*? exercise. 3 What adjective can go before *reason*? What c These people gave different reasons. other words can go there? d They do it mainly because it makes them feel 4 What adverb can go before because? relaxed. 5 What's the difference between because and e If you find it difficult to stay in shape, it may be because of your attitude. because of? Read the paragraph about running. Complete the paragraph with words from the box. because (x2) why reasons Running is one of the most popular kinds of exercise in the world. What are the 1 for this? Probably the main reason² people run is that they can do it where and when they want. But people have different reasons ³ it's relaxing. If you can't running. Some people run 4 relax because 5 stress at work, running can take away your stress. Another 6 why people run is to get in shape. Other people do it to make friends. There are running groups in most cities, and 7 of this, it's easy to find one near you. **SPEAKING** GROUP WORK Work in groups. Choose one of these topics: learning a foreign language running a marathon driving eating healthily Think about these questions:

3 What's the best way to do it? Think of a few tips. (The best way to do it is ..., People/You should ...)

Give your group's presentation. Remember to use words for giving reasons.

someone from a different group. Is it clear? What are the most interesting points?

GROUP WORK Prepare to talk about your topic for a few minutes. Make some notes. Then make a few

slides with the main points (on a laptop, a phone, or a piece of paper). Then choose one person in your

XTRA WRITING Write your presentation, and include your slides. Then exchange presentations with

1 Why do people do it?

2 What different attitudes do people have?

group to give the presentation to the class.

EVOLVE Special Edition unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation.

Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Academic skills lessons in Units 1, 3, 5, 7, 9 and 11 provide additional combined skills practice based around an academic-style reading or listening text. *Time to write* lessons in Units 2, 4, 6, 8, 10 and 12 provide further writing practice, with a *Get it right!* section highlighting a common learner error for Arabic speakers.

Lesson 6

Time to speak is a lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Connections	 Talk about the people in your life Talk about possessions Greet people and start a conversation Introduce yourself in an email Write a "first impression" profile Talk about what you have in common 	 be (affirmative, negative, questions); possessive adjectives Whose?; possessive pronouns; possessive 's Academic language focus and and but 	People you knowEveryday thingsPersonality adjectives	■ /l/ at the end of a word
Unit 2 Work and study	 Talk about what you do every day, on the weekend, etc. Talk about your workspace Explain communication problems Write your opinion about a podcast Write posts giving and responding to opinions Give advice about useful apps for work and study 	 Simple present for habits and routines (affirmative, negative, questions) This / that one; these / those ones 	 Expressions with do, have, and make Work and study items 	 /h/ at the beginning of a word Listening for contractions
Unit 3 Let's move	 Talk about what you're doing at the moment Talk about sports and exercise Ask for information Write short messages to a company Give a presentation explaining attitudes Create a fitness program 	 Present continuous Simple present and present continuous 	SportsExercising	■ /oʊ/ and /ɔ/ vowel sounds ■ Listening for linking sounds
	Review 1 (Review of Units 1–3)			
Unit 4 Good times	 Talk about your plans Talk about giving and receiving gifts Make and respond to invitations Write an online event announcement Write an informal email about a special day Choose gifts for your host 	 Present continuous for future plans (affirmative, negative, questions) Object pronouns 	Pop cultureGift items	 /v/ in the middle of a word Listening for single sounds
Unit 5 Firsts and lasts	 Talk about past events in your life Ask questions about the past Congratulate and sympathize with people Write a comment agreeing or disagreeing with an online post Talk about a person's history Summarize a story 	 Simple past negative and questions Academic language focus Past time expressions 	 Opinions and feelings Life events 	■ Word stress
Unit 6 Buy now, pay later	 Plan a shopping trip Talk about shopping habits Describe what you want in a store Write a script for a vlog Write a post asking for advice about shopping Present an idea for a new invention 	be going toDeterminers	MoneyShopping	 Stressing important words Listening for weak words
	Review 2 (Review of Units 4–6)			

Functio	nal language	Listening & Reading	Writing	Speaking
first tin who y conve Real-wor	someone for the ne; greet someone ou know; start rsations Id strategy interest and se	Reading Email introductions ■ Read and correct an email Academic skills ■ An article about first impressions	 A work email A formal email to someone you don't know Punctuation: capital letters Academic skills A "first impressions" profile 	 Talk about people you know Ask and answer questions about people in your life Talk about things you have in your bag Say hello and start a conversation Time to speak Talk about things in common
a tech Real-wor	n, check, and solve nology problem Id strategy repetition	Listening How to be successful ■ A podcast about what successful people do	 A short post on a website A comment on a website post Spelling Time to write Posts giving and responding to opinions Count and non-count nouns 	 Talk about your busy life Talk about what you do every day, etc. Talk about work spaces Talk on the phone/online Time to speak Talk about apps for work or study
Real-wor Check Academi	r information Id strategy information c language focus reasons	 Listening A report about cycling in Mexico City Academic skills A presentation about attitudes toward fitness 	A short social media message A message to a bike sharing program and, but, and so	 Talk about sports that are popular in your country Describe who you see Describe exercise routines Ask for information about a swimming pool Academic skills Talk about people's attitudes Time to speak Talk about fitness programs
invitat and w Real-wor	and accept tions; plan where then to meet Id strategy eneral excuses	Listening Waiting for something special ■ A news report about an important event	 An invitation to an event An event announcement too, also, and as well Time to write An informal email about a special day Capital letters review 	 Talk about celebrations in your country Arrange to meet after English class Choose gifts Invite someone to an event Time to speak Talk about gifts for a trip
news Real-wor Check	to good and bad Id strategy your standing	Listening Academic skills A presentation about family history and migration Reading First impressions Posts about experiences in a new place	 Online comments A comment on a message board Agree and disagree 	 Talk about a special picture of you as a child Talk about a special day in your life Ask and answer questions about last weekend Respond to good and bad news Academic skills Talk about a person's history Time to speak Talk about a famous event in the past
proble functi you w Real-wor	n your language em; explain the on of the thing ant Id strategy r words in English	Listening Money lessons Stories about money problems	 Top tips to save money A vlog script with suggestions for saving money Using referencing: one and them Time to write A post asking for advice about shopping Difficult spellings 	 Talk about where you shop Plan a shopping trip Talk about shopping habits Explain what you want Time to speak Present a new invention

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Rut first food	 Talk about your favorite comfort food Design a food truck Explain what you want in a restaurant Write a comment about an online article Talk about food and diet using facts and opinions Plan a celebration 	 Quantifiers Verb patterns Academic language focus Generalizations 	Naming foodDescribing food	■ /dʒ/ and /g/ sounds
Unit 8 Trine	 Discuss what to do in your town Talk about a trip you went on Give advice and make suggestions Write advice on living in another country Write an account of a trip Plan a short trip 	 if and when Giving reasons using to and for 	TravelingTransportation	 Long and short vowel sounds Listening for intonation
Unit 9	write a paragraph describing a photo	 Comparative adjectives Superlative adjectives 	AccessoriesAppearance	■ /3/ vowel sound
	Review 3 (Review of Units 7–9)			
Unit 10 Ricky business	 Talk about how to avoid danger at work Make predictions about your future Describe a medical problem and ask for help Write an email to your future self Write a post about jobs in the future Plan a TV show 	have toMaking predictions	JobsHealth problems	■ Final consonant sounds
Unit 11	 Talk about what you've done and what you've never done Talk about what you've done, and when Make and respond to requests Write comments about an infographic Expand notes on an item of technology into a paragraph Create a video or vlog 	experience Present perfect and simple past	 Verb-noun internet phrases Social media verbs 	■ Final /m/ and /n/ sounds
Unit 12 Outdoors	 Talk about the weather Describe places, people, and things Ask for and give directions Write simple instructions Write a fact sheet about a famous place in your country Create a tourism campaign for your country 	 be like Relative pronouns: who, which, that 	WeatherLandscapes and cityscapes	 /w/ at the beginning of a word Listening for t when it sounds like d
	Review 4 (Review of Units 10–12)			

Grammar charts and practice, pages 153–164 Vocabulary exercises, pages 165–176

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Functional language	ge Listening & Reading	Writing	Speaking
 Order food; take an order; ask questions about food; ask for the check Real-world strategy I mean 		Comments on Impossible Foods A comment on an article I (don't) think; If you ask me; For me	 Talk about special meals Talk about your favorite comfort food Talk about a food truck Order food from a menu Academic skills Talk about food and diet using facts and opinions Time to speak Talk about the perfect celebration
 Give advice and make suggestions; respond advice and suggestions Real-world strategy Echo questions 	to Leaving home	 Listeners' comments A comment on advice from listeners Phrases to respond to advice Time to write An account of a trip Giving reasons using to and for review 	 Talk about a good vacation Talk about your town Talk about a long trip you took Give advice to a visitor in your town Time to speak Talk about planning a trip
 Ask for an opinion; gapositive opinion; gapositive or neutral opinion Real-world strategy I guess Academic language for disagreeing 	Academic skills A conversation about a presentation on fashion and the environment Reading	 Advertising contest An email submission to a contest Punctuation: periods, capital letters, and commas 	 Talk about appearance Compare clothes stores Talk about your best photos Give your opinion of clothes Academic skills Talk about ideas for a presentation on an environmental issue Time to speak Talk about making an ad
 Offer help; ask for information about the problem; ask someofor help Real-world strategy It's like / It feels like 		 An email to myself An email giving advice anyway, by the way Time to write A post about jobs in the future Prepositions 	 Talk about things you're afraid of Talk about dangers at work or study Predict future events Explain a medical problem Time to speak Talk about TV
 Make requests; response to requests; ask for permission; refusing Real-world strategy Remember words Academic language for Giving examples 	 Selfies An infographic Academic skills An article about "The 	 Positive and negative comments A short comment on selfies Saying something positive or negative Academic skills A paragraph about an item of technology 	 Talk about screens Ask and answer questions about experiences Ask and answer questions about online habits Make requests in specific situations Time to speak Talk about online videos
 Ask for directions; girections Real-world strategy Correct yourself 	Listening Guerrilla gardening An interview with a guerrilla gardener	 How to A list of instructions on how to do something first, then, next, now, finally Time to write A fact sheet about a famous place in your country Word order with adverbs 	 Talk about hot and cold weather Talk about weather in different cities in the world Talk about people, objects, and places Ask for directions, check you understand Time to speak Talk about advertising your country

CLASSROOM LANGUAGE

1.02 Asking for help How do you say that in English? What does mean? How do you spell How do you pronounce this word? Sorry, can you repeat that, please? Sorry, I don't understand. Working in pairs and groups Who wants to start? Who wants to go first? Whose turn is it? lt's my turn. lt's your turn. OK. What do you have for number 1? Let's compare answers.

UNIT OBJECTIVES

- talk about the people in your life
- talk about possessions
- greet people and start a conversation
- introduce yourself in an email
- write a "first impression" profile
- talk about what you have in common

CONNECTIONS



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



- B Think about a famous person in your country: how many connections do you have between you and him/her? You can use your phone to help you.
- Are you a very social person in general? Do you have connections with a lot of different people? For ideas, watch Muntaha's video.



Are you the same as Muntaha?

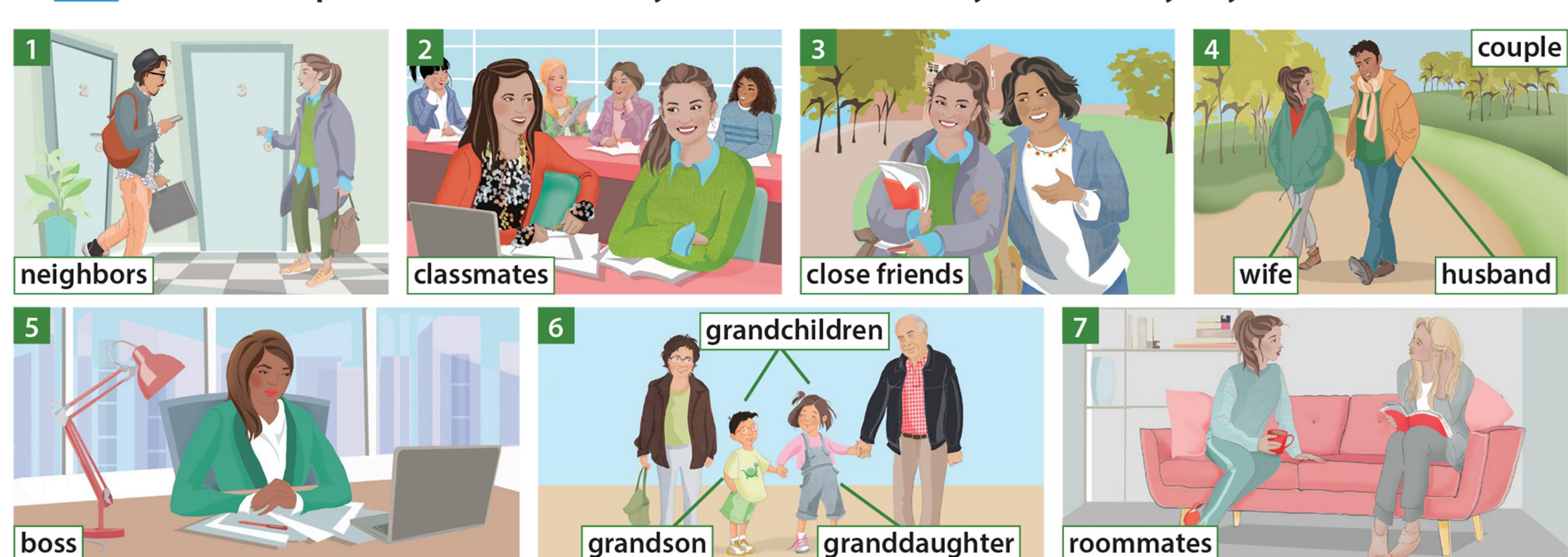


WE'RE FAMILY

LESSON OBJECTIVE

talk about the people in your life

- VOCABULARY: Describing people you know
- 1.03 Look at the pictures. Listen and say the words. Who do you see every day?



- Now do the vocabulary exercises for 1.1 on page 165. В
- PAIR WORK | Make five true sentences with five words from exercise 1A. Tell your partner.
- LANGUAGE IN CONTEXT
- Look at the picture of Judy. Who are the people in her life? Who's in her family? Check (✓) the boxes.

These are my classmates. That's Kiko and Nadia on the left. They're from different countries, but we all study English.







Here are my sisters. Their names are Alya and Noura. This is an old photo.



This is Sophia. People always ask, "Is she your sister?". No, she's not! We're close friends. She's a student in Al Ahmadi.

My name's Judy, and I'm from Al Ahmadi, in Kuwait. I'm an English student now, in Bakersfield, California. These are the people in my life.

I have more than 200 friends on Facebook, but they're not close friends. Many people are coworkers or school friends.



This is my **neighbor** in Al Ahmadi, Salem. He and my **brother** are good friends.

- Match the names with their connection to Judy. В
 - 1 Noura
 - 2 Sophia
 - 3 Kiko and Nadia
 - 4 Salem

- **a** neighbor
- close friend
- sister
- classmates

3	GRAMMAR: be; possessiv	e adjectives		
A	 Complete the rules below. Use the I'm from Al Ahmadi. I'm = They're not close friends. You can also say: They close friends. 	e sentences in the g	3 Is she your To answer	
	be No. Common All Allers 1:		C• 1 1	
	I'm from Al Ahmadi.	I'm not from Bak		Am I late?
	She's a student in Al Ahmadi.	She's not my sist		Is he your classmate?
	We're close friends.	They're not close	e friends.	Are you my new neighbor?
В	Complete the spaces with the cornhelp you. I	rect possessive adje		sentences in the grammar box to she,
	Possessive adjectives			
	He's my friend.	His name's Salen	า.	They are our neighbors.
	What's your name?	Her name's Soph	nia.	He is their son.
		The cat hurt its f	oot.	
C	Now go to page 153. Look at t	he grammar chart a	and do the gra	mmar 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				CY CHECK
	about your classmates.		Possessive ad	jectives agree with the possessor.
	1 his / what's / name / ? What's	his name?	_	o of my wife with their parents. X
	2 from / is / where / she / ?		This is a phot	o of my wife with her parents. 🗸
	3 is / name / her / Maria / ?			
	4 they / from / are / Oman / ?			
	5 our/is/teacher/American/?			
	6 are / from / where / parents / vo	ur / ?		

4 SPEAKING

A Look at the picture of Judy and her connections on page 2. Make a similar picture for your life. Write the names of your connections. Watch Muntaha's video.



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





B PAIR WORK Ask and answer questions about your pictures. You can show photos of the people on your phone.

Who is Mohammed?

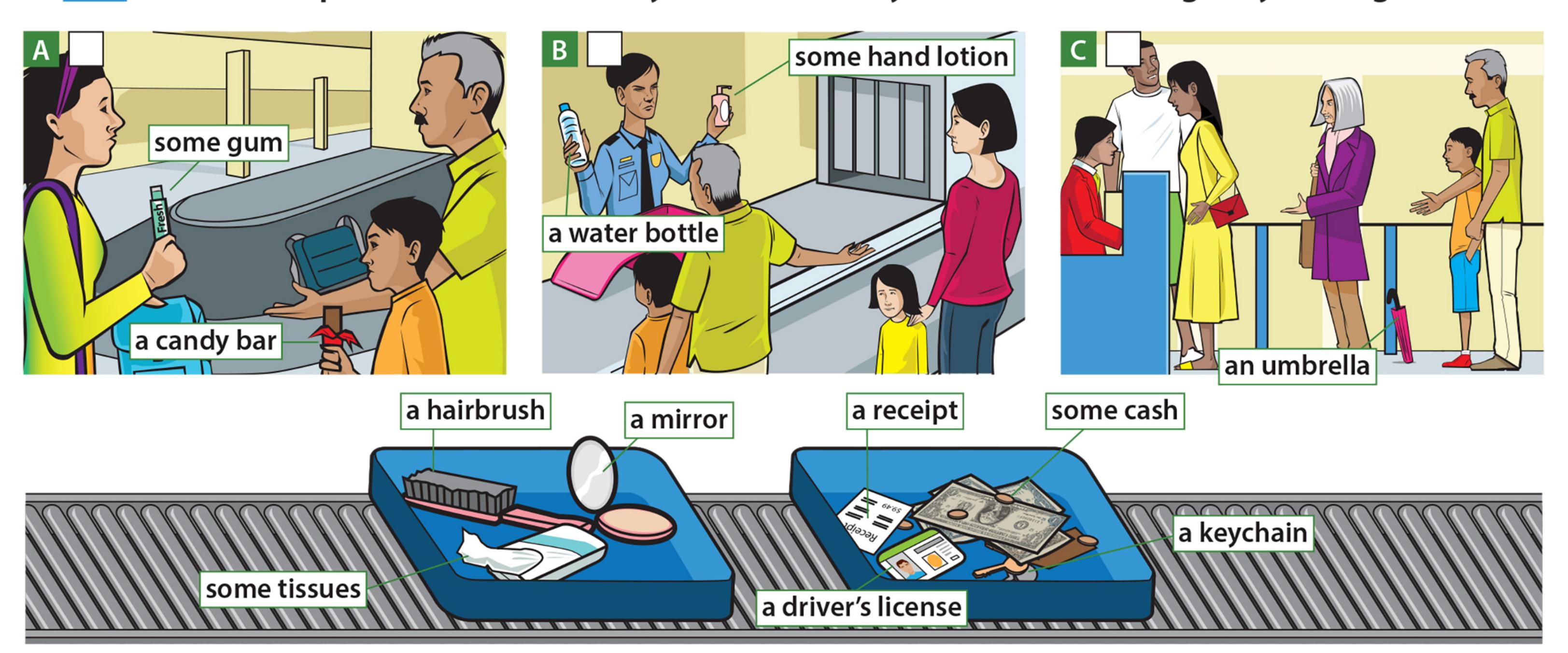
He's a coworker at my office.

Are Bob and Vera your parents?

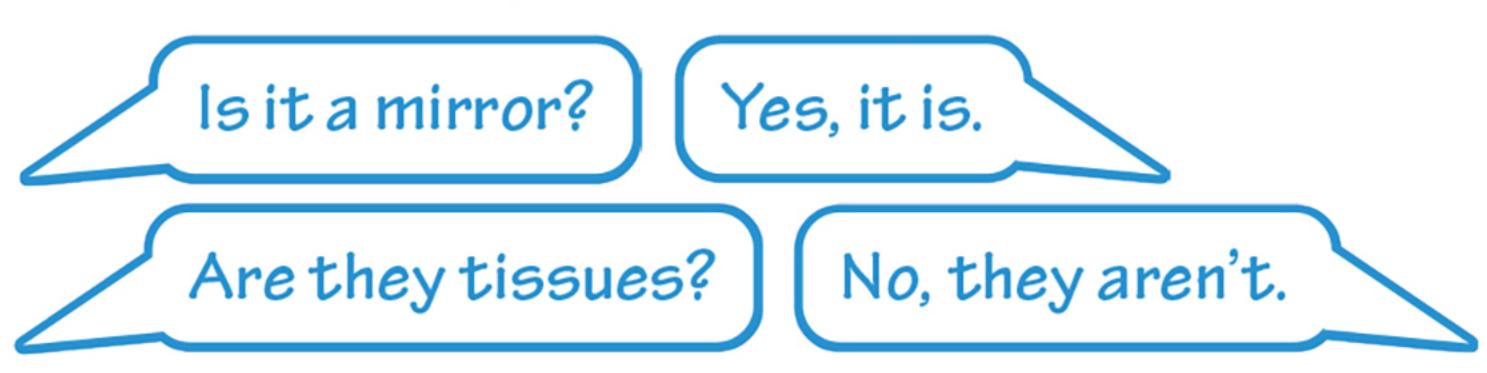
Yes, they are.

talk about possessions

- 1 VOCABULARY: Naming everyday things
- A 104 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 165.
- C PAIR WORK Choose an item from exercise 1A. Your partner asks you questions to guess the item.



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?