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LEARNING

2

Life

THIRD
EDITION



JOHN HUGHES
HELEN STEPHENSON
PAUL DUMMETT

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ON THE COVER

Flies buzz in the light over wild mushrooms growing in Quebec, Canada. There are 14,000 identified species of mushroom-producing fungi in the world but many more are believed to exist. Many species of mushrooms appear overnight and grow very quickly. In English the verb “to mushroom” describes something that expands rapidly.

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Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
1 People pages 9–20 Review page 20	<i>be (am/is/are)</i> questions and answers; possessive 's and possessive adjectives	personal information; family; wordbuilding: word roots; everyday verbs; word focus: <i>in</i>	meeting people for the first time	contracted forms; the same or different sounds; saying numbers and percentages; spelling	a photographer talking about a diver; a description of families in film; people starting college; recognizing individual words in connected speech
2 Possessions pages 21–32 Review page 32	<i>there is/are</i> ; prepositions of place; plural nouns spelling; <i>this, that, these, those</i>	furniture; useful possessions; countries and nationalities; wordbuilding: suffixes; prices and currencies; word focus <i>one/ones</i> ; adjectives	shopping	/i/ or /i/; word stress	someone talking about a man's possessions; an interview with Andy Torbet; listening for key words
3 Places pages 33–44 Review page 44	present simple (<i>I/you/we/they</i>); present simple (<i>he/she/it</i>)	describing cities; places of work; ordinal and cardinal numbers; wordbuilding: adjective + noun collocations; places in a city	giving directions	-s endings; ordinal and cardinal numbers	someone talking about a famous meeting place in Melbourne; an interview with a student in London; talking about three people's jobs; finding the main topic/ ideas
4 Free time pages 45–56 Review page 56	<i>like/love</i> + noun or -ing form; adverbs of frequency; expressions of frequency; <i>can/can't</i> (+ adverb)	wordbuilding: verb + noun collocations; everyday activities; sports	talking about abilities and interests	sound and spelling (1); <i>can</i> ; sentence stress	three people talking about their free-time activities; an interview with Norbert Rosing; a telephone call about a volunteer job; understanding the general meaning
5 Food pages 57–68 Review page 68	countable and uncountable nouns with <i>a/an, some, and any</i> ; <i>a lot of, much/many, and how much/ many</i>	food; wordbuilding: quantities and containers; photo quality; menus	ordering a meal	/tʃ/ or /dʒ/; contracted forms	someone talking about a famous chef; people describing famous dishes from their countries; a conversation at a restaurant; listening for specific details
6 Past lives pages 69–80 Review page 80	<i>was/were</i> ; past simple regular and irregular verbs, negatives and questions	time expressions; word focus: <i>write</i> ; opinion adjectives	asking what people did	-ed endings; intonation	someone talking about reconstructing faces from the past; famous companies started by immigrants; listening for specific ideas

Reading	Critical thinking	Speaking	Writing	Video
a blog about an explorer couple; an article about world population	types of text	asking questions and giving personal information; talking about friends and family; talking about countries; planning a film about animals	a personal description; writing skill: <i>and</i> and <i>but</i>	<i>A wildlife filmmaker</i> ; visual literacy: using captions with photos and videos
an article about three apartments in Bucharest, Romania; an article about a global product: cell phones	close reading	describing a room in your home; describing your possessions: talking about where things are from; presenting your favorite possession	a description of a room; text type: ads; writing skill: describing objects with adjectives	<i>Presenting a possession</i> ; visual literacy: using visual aids
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an article about identical twins; an article about extreme sports; an online ad for gap year volunteer work	fact or opinion	talking about likes and dislikes; asking and answering survey questions about daily activities; asking and answering questions about abilities; talking about volunteering options	short emails; writing skill: reference words	<i>Street rider</i> ; visual literacy: understanding pictograms
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an article about faces and places on money; an article about lifelogging	for or against	describing famous people; talking about people who started famous companies; a survey about lifelogging	thank-you messages; writing skill: formal and informal expressions	<i>Gender equality, Women's soccer: a long history</i> ; sustainable life: gender equality

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	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
7 Journeys <i>pages 81–92</i> Review <i>page 92</i>	comparative adjectives; superlative adjectives	wordbuilding: transportation collocations; ways of traveling; word focus: <i>time</i> ; money	requesting and responding to requests	stressed and weak syllables /ə/	description of a shepherd in Georgia's journey to move his sheep to the mountains; journey to Alula as told by a travel podcaster; recognizing key words
8 Appearance <i>pages 93–104</i> Review <i>page 104</i>	present continuous; present simple and present continuous; <i>be</i> vs. <i>have</i>	clothes; face and body; word focus: <i>like</i>	talking about pictures and photos	/s/ and /ʃ/; sound and spelling (2); silent letters	documentary on the Kite Festival in Bali; account of a the Peruvian festival of Virgen de la Candelaria; recognizing transitions in discourse
9 Entertainment <i>pages 105–116</i> Review <i>page 116</i>	<i>be going to</i> (for plans); infinitive of purpose	movies; <i>see</i> or <i>watch</i> ?; TV shows and videos; nature; wordbuilding: word groups	inviting and making arrangements	/tə/; showing enthusiasm	someone describing a photo in an art gallery; a conversation about going to see a movie; report on a survey on Gen Z and TV; listening for specific information
10 Learning <i>pages 117–128</i> Review <i>page 128</i>	present perfect; present perfect and past simple	learning; wordbuilding: synonyms and antonyms; learning routines; word focus: <i>up</i>	checking and clarifying	contrastive stress	someone talking about a beautiful library in Stuttgart; news report about memory master twins; a phone call between business colleagues clarifying details for a trip; recognizing key words and specific details
11 Tourism <i>pages 129–140</i> Review <i>page 140</i>	<i>have to</i> / <i>don't have to</i> , <i>can/can't</i> ; <i>should/shouldn't</i> ; <i>something</i> , <i>nobody</i> , <i>anywhere</i>	country profiles; tourism; wordbuilding: word families; word focus: <i>take</i> ; a day trip	making suggestions	/'hæftə/; /ʌ/, /ʊ/, or /u/	three people using VR for vacations; a podcast giving advice for tourists; a vacation in South America; listening for specific information
12 The Earth <i>pages 141–152</i> Review <i>page 152</i>	<i>will/won't</i> ; articles with the names of places	measurements; wordbuilding: word forms; land and water; word focus: <i>how</i>	giving a presentation	/'l/; pausing on commas	a documentary about acoustic explorer Gordon Hempton; a lecture about unexplored places; Earth Day; listening to check and correct details

- **Communication Activities** *Page 153*
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Reading	Critical thinking	Speaking	Writing	Video
an article about animal migration: saiga, tree frog, and loggerhead turtle; travel information about Colombia	writing for the reader	discussing and comparing different things; talking about travel; talking about a country; a narration on the life cycle of a brown bear	a description of your town; a travel blog post; writing skill: <i>so</i> and <i>because</i>	<i>The final journey</i> ; visual literacy: understanding a life cycle chart
an article about Rags2Riches sustainable fashion; a magazine article about children's color preferences	identify information in a text	discussing important days and festivals in your town; talking about what you wear; describing people in the class; discussing an article; describing pictures and photos	short messages; writing skill: the KISS rules; describing pictures and photos	<i>Festivals and special events</i> ; visual literacy: thinking about what is outside the photo
website information about the Tallgrass Film Festival; an article about nature in art	the writer's preferences	discussing what to see when you go out; discussing plans at a film festival; talking about your future plans; talking about your favorite painting	a review; writing skill: giving your opinion with sense verbs	<i>The art of inclusion</i> ; sustainable life: equality and inequality
a blog post on what scientists have learned; a magazine article about Mo Salah—his training and learning routines; how routines can help you	supporting evidence	talking about experiences; discussing something you have learned; talking about learning habits	taking notes; writing skill: abbreviating in notes	<i>Memory and language learning</i> ; visual literacy: using visuals for learning
a tourist information leaflet; a travel guide for tourists	conclusions	discussing rules; talking about tourist destinations; talking about a day trip; being a tour guide	a longer email; writing skill: spelling	<i>A tour of London</i> ; visual literacy: representing places with images
a global report; an article about an astronomer looking for an Earth twin	reading between the lines	discussing your future; discussing where people will live in the future; interviewing a partner about their life; giving a presentation; discussing land use	a story; writing skill: planning a story	<i>One woman's remarkable journey to protect lions</i> ; sustainable life: life on land

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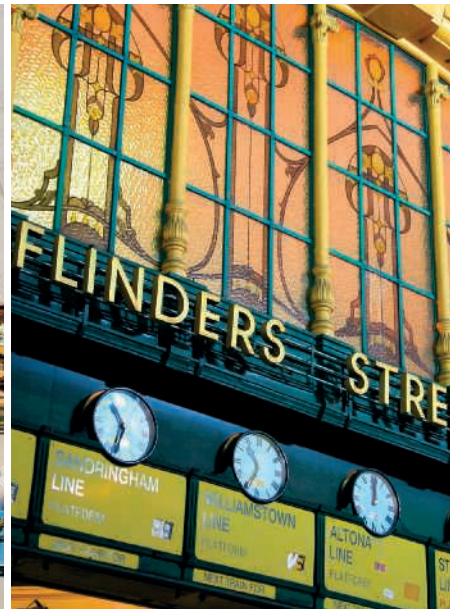
UNIT 1

- An interview with a National Geographic Explorer
- Exploring the world's population
- Filming wildlife in Honduras



UNIT 2

- People and their possessions
- A National Geographic Explorer tells us about his possessions
- An infographic showing how a phone is really made



UNIT 3

- Cities with no cars
- A National Geographic Explorer sharing her daily routine
- Zurich: a sustainable innovator



UNIT 4

- Identical twins—not always the same
- A documentary about photographing polar bears
- Riding a bike with a difference



UNIT 5

- A travel writer in Thailand
- Food markets around the world
- A National Geographic photographer's guide to photographing food



UNIT 6

- Famous faces on money
- A modern way to keep a diary
- The history of women's soccer



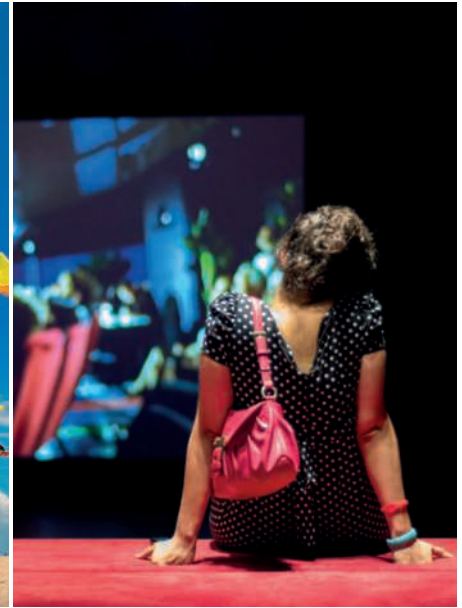
UNIT 7

- A shepherd's extreme journey
- Interesting cities to visit in Colombia
- Animal life cycles



UNIT 8

- Festivals around the world
- A sustainable fashion company in the Philippines
- Boys' and girls' color preferences



UNIT 9

- A report on how Gen Z accesses entertainment
- Artists inspired by nature
- Making public culture and entertainment accessible to all



UNIT 10

- One of the most beautiful buildings in Stuttgart
- Mongolian twins with world-beating memories
- How we can use visuals to help us learn



UNIT 11

- Using VR for tourism
- Is it appropriate to dress like a local?
- How images can be used to represent a place



UNIT 12

- Gordon Hempton, an "acoustic explorer"
- A National Geographic Explorer is looking for an "Earth Twin"
- A conservationist in the Hwange National Park in Zimbabwe



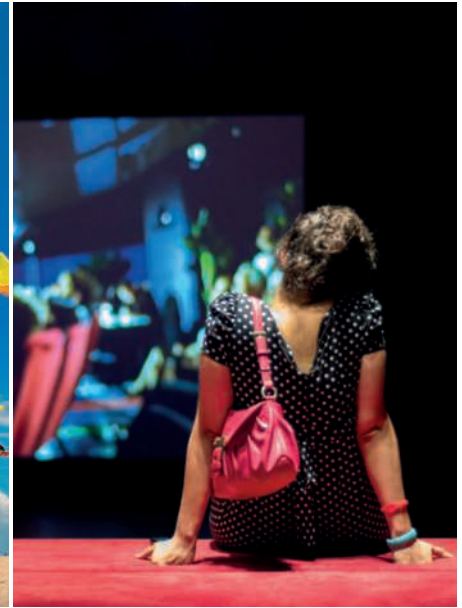
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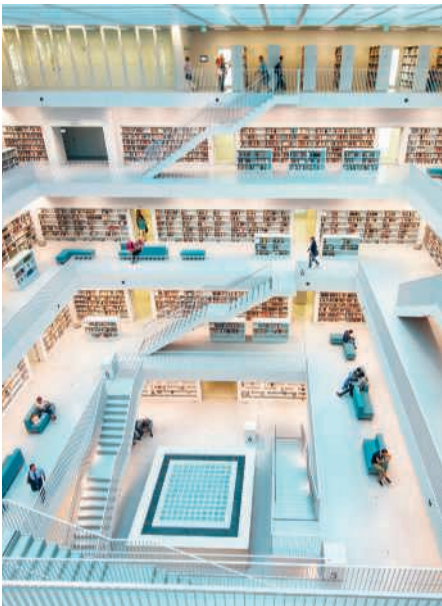
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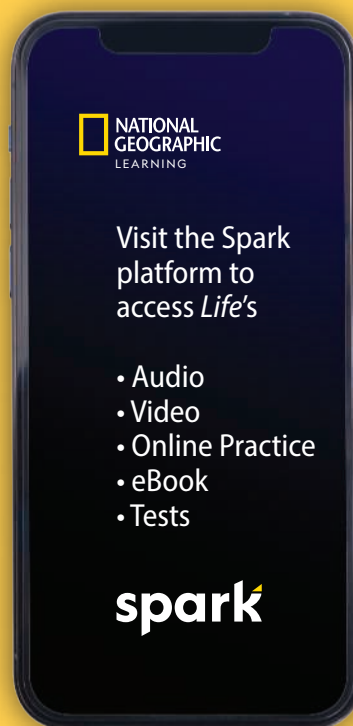
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Dinah Halstead is in Milne Bay, Papua New Guinea. She's a diver.

UNIT GOALS

- 1a** • give personal information
 - ask and answer questions with the verb *be*
- 1b** • talk about people and family
 - use possessive 's and possessive adjectives
- 1c** • read about the world population, and identify the type of text
- 1d** • introduce myself and other people
- 1e** • write a personal description, and connect sentences with *and* and *but*
- 1f** • evaluate captions with photos and videos, and watch a video about a filmmaker

1 Work in pairs. Look at the photo and the caption. Where is Dinah? What's her job?

2  **1.1** Listen to an interview with the photographer who took the photo. Match the questions (1–4) with the answers (a–d).

- | | |
|-----------------------------|--------------------------------|
| 1 What's your name? | a The U.S.A. |
| 2 Where are you from? | b Her name's Dinah Halstead. |
| 3 What's her name? | c She's from Papua New Guinea. |
| 4 Where's she from? | d David Doubilet. |

3 Work in pairs. Ask and answer these questions.

A: Hello. What's your name?

B: My name's ...

A: Where are you from?

B: I'm from ...

4 Work with another pair. Ask and answer these questions.

A: What's his/her name?

B: His/Her name's ...

C: Where's he/she from?

D: He/She's from ...

Explorers

Reading

1 Work in pairs. Discuss these questions.

- 1 Who is in the photo?
- 2 Where are they?
- 3 What is their job?

2 Read the interview. Choose the correct option to complete the sentences.

- 1 Beverly is the *man* / *woman* in the photo.
- 2 Beverly is a filmmaker, explorer, and *photographer* / *doctor*.
- 3 Beverly is *single* / *married*.
- 4 Dereck is *also* / *not* an explorer.
- 5 They are from *South Africa* / *Botswana*.

Vocabulary personal information

3 Complete this chart about Beverly and Dereck with information from the interview.

First name	Beverly	Dereck	(you)
Last name	1	Joubert	
Job	photographer, explorer, and filmmaker	2	
Place of birth	3	South Africa	
Married or single?	married	4	
Age	don't know	don't know	

4 Complete the last column in Exercise 3 with information about you.

1.2

INTERVIEW with an EXPLORER

What's your name?

My name's Beverly Joubert.

What's your job?

I'm a photographer for National Geographic. My photos are in *National Geographic Magazine*. And I'm also an explorer and filmmaker.

Who is the man in the photo?

That's Dereck. He's my husband. He's also an explorer and a filmmaker.

Where is the photo?

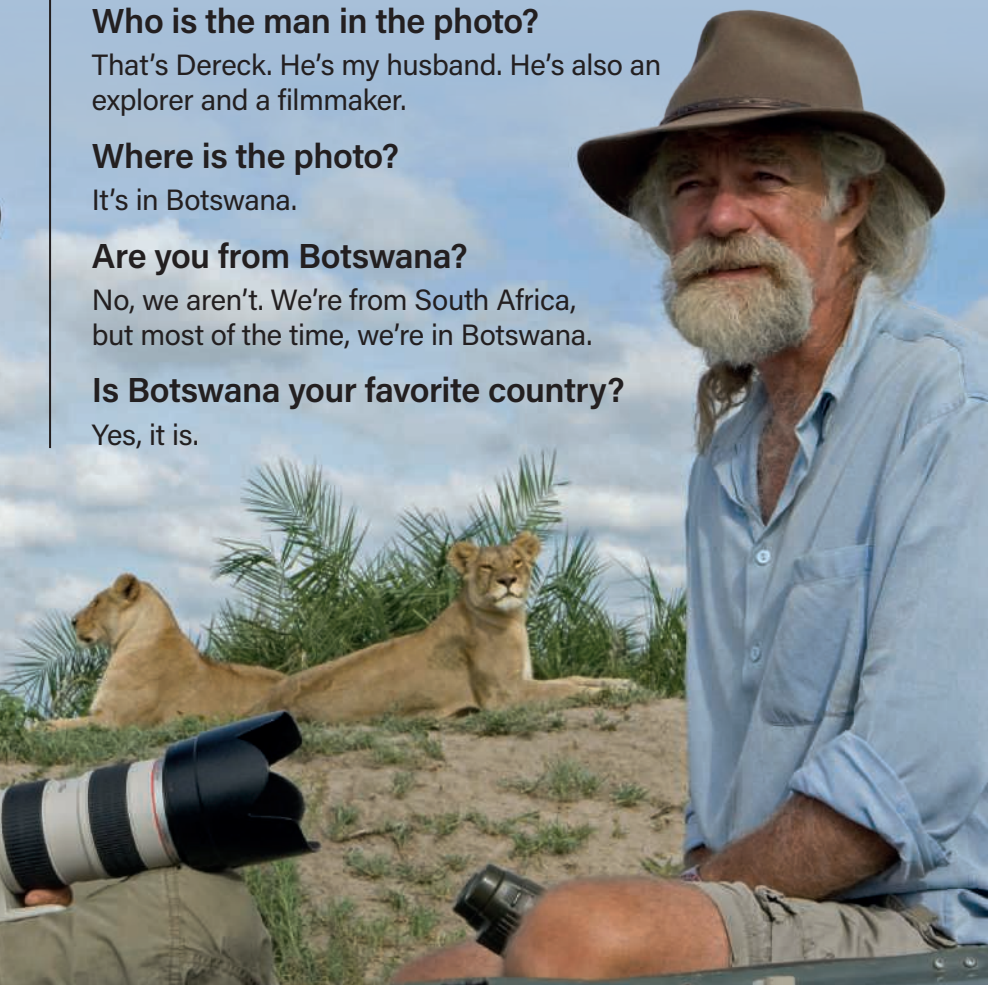
It's in Botswana.

Are you from Botswana?

No, we aren't. We're from South Africa, but most of the time, we're in Botswana.

Is Botswana your favorite country?

Yes, it is.



Grammar *be* (am/is/are)

Affirmative

I'm a photographer. ('m = am)

You/We/They're married. ('re = are)

He/She/It's from South Africa. ('s = is)

Negative

I'm not a journalist. ('m not = am not)

You/We/They aren't married. (aren't = are not)

He/She/It isn't from South America. (isn't = is not)

Questions

What's your name? Beverly.

Where are they from? South Africa.

How old are you? Twenty.

Yes/No questions with short answers

Are you from Botswana? Yes, I am. / No, I'm not.

Is she single? Yes, she is. / No, she isn't.

For more information and practice, see page 158.

- 5** Look at the grammar box. Complete the information with the forms of the verb *be*.

- affirmative: I _____, you _____, he _____.
- negative: I _____, we _____, she _____.
- questions: _____ you ... ?, _____ he ... ?
- short answers: Yes, I _____. Yes, it _____. No, you _____. No, she _____.

- 6** **1.3** Choose the correct options to complete the conversation. Then listen and check.

- A: Hello. What ¹ *are / is* your name?
 B: My name's Carlos Pinillos.
 A: ² *Are / Is* you married?
 B: Yes, ³ *I'm / I am*. My wife's name is Sally.
 She ⁴ *aren't / isn't* here today.
 A: What's her job?
 B: ⁵ *She're / She's* a teacher. ⁶ *I'm / I's* also a teacher.
 A: Are you both from Brazil?
 B: No, we ⁷ *isn't / aren't*. I'm from Brazil, but Sally is from Ireland.
 A: And how old ⁸ *are / is* you?
 B: I'm 36.
 A: Is Sally also 36?
 B: No, she ⁹ *am not / isn't*. She's 37.

- 7** Match the questions (1–6) with the answers (a–f).

- Are you married? _____
 - Is he a teacher? _____
 - What's your name? _____
 - Is she from South Africa? _____
 - How old are you? _____
 - Where is Oksana from? _____
- a Sixteen. e No, she isn't. She's from Australia.
 b No, I'm not. f Yes, he is.
 c Claudio.
 d Ukraine.

8 Pronunciation contracted forms

- a** **1.4** Listen to the sentences. Check (✓) the form you hear.

- | | | | | |
|----|-------------------------------------|--------|--------------------------|---------|
| 1 | <input checked="" type="checkbox"/> | 'm | <input type="checkbox"/> | am |
| 2 | <input type="checkbox"/> | 're | <input type="checkbox"/> | are |
| 3 | <input type="checkbox"/> | 'm | <input type="checkbox"/> | am |
| 4 | <input type="checkbox"/> | 'm not | <input type="checkbox"/> | am not |
| 5 | <input type="checkbox"/> | 's | <input type="checkbox"/> | is |
| 6 | <input type="checkbox"/> | 're | <input type="checkbox"/> | are |
| 7 | <input type="checkbox"/> | aren't | <input type="checkbox"/> | are not |
| 8 | <input type="checkbox"/> | 're | <input type="checkbox"/> | are |
| 9 | <input type="checkbox"/> | isn't | <input type="checkbox"/> | is not |
| 10 | <input type="checkbox"/> | 's | <input type="checkbox"/> | is |

- b** **1.4** Listen again and repeat the sentences.

- 9** **1.5** Complete this conversation at an airport with the correct form of *be*. Use a contracted form where possible. Then listen and check.

- A: Good afternoon. ¹ _____ you in Vietnam for work or for vacation?
 B: For work. I ² _____ a photographer.
 A: I see. What ³ _____ your address in Hanoi?
 B: We ⁴ _____ at the Hanoi Hotel.
 A: We?
 B: Yes, I'm with my husband and two children, but they ⁵ _____ already at the hotel.
 A: ⁶ _____ your husband also a photographer?
 B: Yes, he is, but he ⁷ _____ in Hanoi for work. He ⁸ _____ here for vacation.

Speaking

- 10** Write questions with these words.

- what / first name? *What's your first name?*
- what / last name? _____
- are / student? _____
- what / job? _____
- where / from? _____
- how old / you? _____
- are / married? _____

- 11** Work in pairs. Ask and answer your questions from Exercise 10.

- A: Are you a student?*
B: No, I'm not.
A: What's your job?
B: I'm a teacher.

- 12** Work as a class. Introduce your partner to the other students.

This is Rosana. She's from Chile. She's a student.

Families in film

The filmmaker Jane Goodall is with her grandchildren. They are in Tanzania.



Listening

1 In pairs, look at the photo. Answer these questions.

- 1 Is Jane Goodall a filmmaker?
- 2 Are the two people her children?
- 3 Is your family big or small?
- 4 Where is your family from?

2 **1.6** Listen to three descriptions about families of filmmakers. Match the name (1–7) to the family member (a–f). You can use one option twice.

- | | | |
|----------------|---|-----------------|
| 1 Jane Goodall | c | a granddaughter |
| 2 Merlin | | b daughter |
| 3 Angel | | c grandmother |
| 4 Tom Fitz | | d sister |
| 5 Phoebe | | e father |
| 6 Austin | | f grandson |
| 7 Westin | | |

3 **1.6** Listen again and complete the text.

- 1 Jane Goodall ¹ famous for her films of animals. She's ² over 40 films. Now, her grandchildren work with Jane in Tanzania. Jane's grandson is Merlin and ³ granddaughter is Angel.
- 2 Tom and Phoebe Fitz ⁴ father and daughter. Tom's a filmmaker. His movies are ⁵ animals and nature. Tom's daughter is Phoebe. She's ⁶ photographer, and she also works with her father.
- 3 Austin ⁷ Westin Ray are sisters. Austin and Westin's movies ⁸ about people all over the world. For example, their movie *24 Hours of Daylight* is about life in Iceland, and *Island Earth* is ⁹ Hawaii.

Vocabulary family

- 4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

..... aunt mother-in-law
..... cousin nephew
..... father niece
..... grandparent parent
..... mother uncle

- 5 Write the correct words from Exercise 4.

- 1 your father's brother and sister:,
- 2 your brother's daughter and son:,
- 3 your uncle and aunt's son or daughter:
- 4 your husband's or wife's mother:
- 5 your mother or father:
- 6 your parent's mother or father:

WORDBUILDING root words

You can make more words from a root word.

For example: *mother* → *grandmother* → *mother-in-law*

- 6 Look at the wordbuilding box and the words in Exercise 4. Make five more words with the root words *sister*, *daughter*, and *father*.

Grammar possessive 's and possessive adjectives

Possessive 's

Tom's daughter is Phoebe.

Merlin and Angel's grandmother is Jane.

Notice: 's is also the contracted form of *is*.

Possessive adjectives

Subject	Object	Possessive adjective
<i>I</i>	<i>me</i>	<i>my</i>
<i>you</i>	<i>you</i>	<i>your</i>
<i>he</i>	<i>him</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>her</i>
<i>it</i>	<i>it</i>	<i>its</i>
<i>we</i>	<i>us</i>	<i>our</i>
<i>they</i>	<i>them</i>	<i>their</i>

She's my sister. What's your name? His name is Tom.

For more information and practice, see page 158.

- 7 Look at the grammar box. Then read the descriptions in Exercise 3 again and follow the instructions below.
- a Circle three examples of the possessive 's.
 - b Underline three different possessive adjectives.

- 8 Choose the correct option to complete each sentence.

- 1 *I / My* parents are Spanish.
- 2 *I / My* am the only boy in my family.
- 3 What's *you / your* name?
- 4 Where are *you / your* from?
- 5 *She / Her* is a photographer.
- 6 *He / His* uncle is in the U.S.
- 7 *We / Our* family is from Asia.
- 8 *They / Their* cousins are both girls.

9 Pronunciation the same or different sounds

▶ 1.7 Listen to these pairs of words. Is the pronunciation the same (S) or different (D)?

- 1 they're / their 4 are / our
- 2 he's / his 5 you're / your
- 3 its / it's

- 10 ▶ 1.8 Rewrite these sentences with the words in parentheses. Then listen and check.

- 1 I'm Fabien. (my name)
My name's Fabien.
- 2 Annie's sister's Claire. (her)
.....
- 3 Fred and Andy's cousins are Juliet and Jane. (their)
.....
- 4 Fritz's grandparents are late. (his)
.....
- 5 Are you Sylvain? (your name)
.....
- 6 We have a niece. Her name's Helen. (our)
.....

- 11 ▶ 1.9 Complete the description of a person's family and friends with these words. Then listen and check.

her her his my their

My family lives in the Netherlands. ¹ mother's from Belgium, and ² three sisters (my aunts) live there. My father's from Rotterdam, and he's a businessman. My sister's name is Julia, and she's a teacher. She's married, and ³ husband's called Bram. He's also a teacher. ⁴ children are Lars and Lucas. My best friend is Peter. ⁵ father and my father have a company together.

Speaking my life

- 12 Work with a partner. Write five names of friends or family members. Introduce them to your partner.

*Karina is my best friend. She's from Argentina.
Stefan and Ilona are my two cousins in Germany.
They're my mother's nephew and niece.*

Population

Speaking

1 Pronunciation numbers and percentages

1.10 Listen and repeat these numbers and percentages.

1 billion	1.4 billion	3.5 billion	5.2 billion
8 billion	26 percent	55 percent	91 percent

Reading

2 Read the text about people in the world. Then match the numbers and percentages in Exercise 1 with the information (1–8).

- the number of people in the world:
- the population of India: (over)
- the number of people with English as a second language:
- the number of people with jobs (for money):
- the percentage of people in agriculture:
- the percentage of people in cities:
- the number of people with internet:
- the percentage of people with a cell phone:

Critical thinking types of text

3 Read the text again. What type of text is it? Choose the correct option (a–c).

- a a text with facts c a text with a story
b a text with opinions

4 Which information in the text is new or surprising for you? Tell the class.

The information about the city and the countryside is new for me.

Vocabulary everyday verbs

5 Underline these verbs in the text. Then complete the fact file about China with the verbs.

have live speak use work

Word focus in

6 Match the sentences (1–4) with the uses of *in* (a–c).

- Twenty-two million people live **in** Mexico City.
 - The average age **in** Vietnam is 33 years.
 - 25 percent of Swiss people live **in** the countryside.
 - 79 percent of the U.S. population work **in** services.
- a *in* + a country
b *in* + a city or region
c *in* + a type of work or industry

7 Write three sentences about people using *in*. Write about your country, city, or region, and a type of work or industry.

Most people live in the city.

Speaking my life

8 Work in pairs.

Student A: Turn to page 153.

Student B: Turn to page 155.

9 Find out how many people are in your:

- country.
- city, town, or region.
- English class.
- family.
- school or place of work.

A: There are five people in my family.

B: There are 65 million people in my country.

10 Work in pairs. Ask and answer five questions about the information in Exercise 9.

A: How many people are in your ...?

B: There are ... people in my ...

Factfile: China

There are over 1.4 billion people in China.

66 percent of these people ¹ in cities.

80 percent ² Mandarin Chinese.

24 percent of the population ³ in agriculture.

Over one billion people ⁴ a cell phone.

78 percent ⁵ the internet.

1.11

There are **EIGHT BILLION** people in the world.

Where are the most people? How old are they? How many speak English as a second language? What are their jobs? Here are some of the answers.

POPULATION

Thirty percent of the world's population live in two countries: China and India. Each country has a population of over **1.4 billion** people.

LANGUAGE

Fifteen percent of the world's population speak Mandarin as their first language. Six percent speak Spanish as their first language. Five percent speak English as their first language, but English is a second language for one billion people.



8 BILLION

CITY AND COUNTRYSIDE

Today, 55 percent of the world's population live in cities and 45 percent live in the countryside.

JOBS

About **3.5 billion** people have paid jobs. Fifty percent of people work in services (in banks, hotels, etc.). Twenty-six percent are in agriculture (on farms). Twenty-four percent are in industry (such as car production).

AGE

The average age of all the people in the world is 30. In China, the average age is 39 years. In Nigeria, it's 17, and in Japan, it's 49.

INTERNET AND CELL PHONES

5.2 billion people in the world use the internet. Ninety-one percent of people have a cell phone.

about (adverb) /ə'baʊt/ maybe; more or less
over (prep) /'oʊvər/ more than

The first day

Speaking

1 Pronunciation spelling

1.12 Listen and repeat the letters of the alphabet.

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

2 Work in pairs. Take turns asking your partner to spell these words. Check each other's spelling.

- your partner's first name
- your partner's last name
- your partner's middle name
- your partner's country
- your partner's town or city
- your partner's job

Real life meeting people for the first time

3 **1.13** It's the first day for students at a college in the U.S. Listen to two conversations with Rita, Matt, and Valérie.

- 1 Which two people are new students?
- 2 Which person works at the college?

4 **1.13** Listen again. Choose the correct option to complete the sentences.

Conversation 1

- 1 This is their *first* / *second* meeting.
- 2 Matt's last name is *Lawrence* / *Laurens*.

Conversation 2

- 3 Valérie's last name is *Moore* / *Moreau*.
- 4 Valérie / Matt says goodbye to Rita.
- 5 Valérie is from *France* / *New Caledonia*.

5 **1.13** Look at these expressions for meeting people for the first time. Then listen again and check (✓) the expressions you hear.

MEETING PEOPLE FOR THE FIRST TIME

Introducing yourself

- ☐ Hello ...
- ☐ Hi ...
- ☐ My name's ...
- ☐ I'm ...
- ☐ I'm from ...
- ☐ Nice to meet you.
- ☐ Nice to meet you, too.

Introducing another person

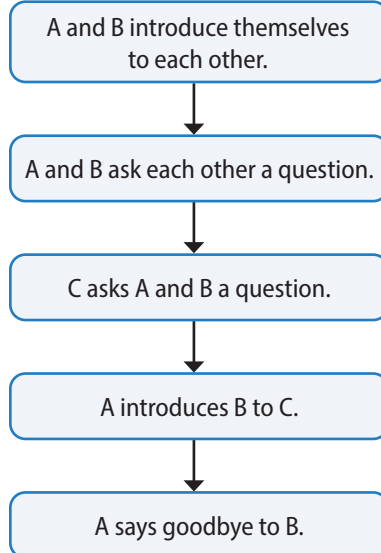
- ☐ This is ...
- ☐ He's/She's from ...

Saying goodbye

- ☐ See you later.
- ☐ It was nice meeting you.
- ☐ Goodbye.
- ☐ Bye.



6 Work in groups of three (A, B, and C). Practice the conversation. Then change roles and repeat the conversation two more times.



7 Write new personal information for you. Write:

- a new name.
- a country.
- a job.

Then, stand up and walk around the class. Introduce yourself to your classmates with your new information.