

# 1

# Self

## UNIT SNAPSHOT

|   |    |
|---|----|
| Where is “the land of silver”?            | 5  |
| What can help you get an exciting career? | 7  |
| What job pays up to \$20 million a year?  | 10 |



Describe the image.

How is she the same as you?

How is she different from you?

BEHIND THE PHOTO

## REAL-WORLD GOAL

Introduce yourself to some new people at your language school

**1 Match. Then compare your answers with a partner.**

- |                  |          |
|------------------|----------|
| 1 A country      | a Europe |
| 2 A number       | b French |
| 3 A capital city | c Japan  |
| 4 A language     | d 100    |
| 5 A continent    | e Ankara |

**2 What are your country and language?**

# 1.1 We're Famous For...

1 **ACTIVATE** Match the countries to the items.

the United Kingdom  
the United States

Argentina  
Japan

Spain  
Mexico

Egypt  
South Korea

Brazil  
Germany



1 \_\_\_\_\_



6 \_\_\_\_\_



2 \_\_\_\_\_



7 \_\_\_\_\_



3 \_\_\_\_\_



8 \_\_\_\_\_



4 \_\_\_\_\_



9 \_\_\_\_\_



5 \_\_\_\_\_



10 \_\_\_\_\_





## GRAMMAR IN CONTEXT The verb *be*: Positive and subject pronouns

*Be* is an irregular verb. It has three forms in the simple present tense: *am*, *is*, and *are*. The subject pronouns are: *I*, *you*, *we*, *they*, *he*, *she*, and *it*.

*I am / I'm Susana.*

*We / You / They are students.*

*He / She / It is Spanish.*

*We're / You're / They're in Asia.*

*He's / She's / It's from Spain.*

See Grammar focus on page 159.

### 2 IDENTIFY Choose the correct form of *be*.

- 1 Germany *am / is / are* in Europe.
- 2 You *am / is / are* in class.
- 3 I *am / is / are* a student.
- 4 Argentina and Brazil *am / is / are* in South America.
- 5 My friend and I *am / is / are* teachers.
- 6 Mr. Kato *am / is / are* from Japan.
- 7 Mariana *am / is / are* from Argentina.

### 3 APPLY Rewrite the sentences from Exercise 2 using a pronoun and the short form of *be*.

*It's in Europe.*



### 4 WHAT'S YOUR ANGLE? Where are you from? What is your country famous for?

Write sentences.

*I'm from Brazil. We're famous for soccer, samba music, and coffee.*



## Spotlight on International Students

### Meet some of our new students from around the world!



#### Mariana Bianchi

I'm a student and musician from Buenos Aires. It's the capital city of Argentina. Our official language is Spanish. The name of our country means "the land of silver" in Spanish. But the Argentinean currency is not silver. It's the peso!



#### Hanna and Emilia Fischer

We're from Germany. It's a beautiful country! Our language is German, and our currency is the euro. The German capital is Berlin, but we're from Munich in the south. I'm a businesswoman, and my sister is a server in a restaurant.



#### Kaito Fuchida

I'm from Tokyo, the capital city of Japan. I'm a student there. Japanese is the official language of Japan. My father is Japanese, but my mother is Korean. They're both scientists. Our currency is the yen.



#### Karim Abadi

My name is Karim. I'm from the city of Alexandria in Egypt. I'm a French teacher here. Alexandria isn't the capital city. It's Cairo. Our currency is the Egyptian pound.

—Adapted from *A Guide to Countries of the World* (4th ed.) by Christopher Riches and Peter Stalker

**5 INTEGRATE** Read about the students and their countries.



**READING SKILL** Recognizing nouns and pronouns

After a noun, we can use a pronoun. This avoids repetition. Look for the noun to understand the pronoun.

*Kaito* is a student. *He* is from Japan.

**6 IDENTIFY** Read the Reading skill. Find one noun and its pronoun in each student profile.

*I'm a student and musician from Buenos Aires. It's the capital city of Argentina.*

**7 APPLY** Read the student profiles again. Complete the table.

| Student's name | Job                  | Country | Student's city | Capital city | Currency |
|----------------|----------------------|---------|----------------|--------------|----------|
| Mariana        | musician,<br>student |         |                |              |          |
|                |                      |         |                |              |          |
|                |                      |         |                |              |          |
|                |                      |         |                |              |          |



**8 WHAT'S YOUR ANGLE?** Fill in the last row of the table in Exercise 7 with your information. Share with the class.



**VOCABULARY DEVELOPMENT** Nationalities

Most nationalities are formed by adding an ending to the name of a country or part of a country's name. The most common endings are *-n* / *-an* / *-ian*, *-ish*, and *-ese*.

*Mexico* → *Mexican*

*Brazil* → *Brazilian*

*Poland* → *Polish*

*China* → *Chinese*

Some nationalities are irregular. For example:

*Peru* → *Peruvian*

*France* → *French*

*Spain* → *Spanish*

*the United Kingdom* → *British*

*the United States* → *American*

**9 BUILD** Complete the chart with the nationality for each country.

| -n      | -an                       | -ian    | -ish    | -ese     |
|---------|---------------------------|---------|---------|----------|
| Korea:  | Chile:                    | Italy:  | Sweden: | Vietnam: |
| Russia: | Mexico:<br><i>Mexican</i> | Canada: | Turkey: | Japan:   |



**10 WHAT'S YOUR ANGLE?** Add other countries to the chart in Exercise 9. What do you know about each country? Write the name of one person or one thing from each country. Include your country.

*Mexico is a country in North America. Gael García Bernal is Mexican. Tacos are an example of Mexican food.*

# 1.2 I'm a Rising Star!

## 1 ACTIVATE Complete the form.

United States      (801) 976-2105      18      David      d.rod.123@bmail.com      Asheville      12/15/99

## Rising Stars Career College

First name: \_\_\_\_\_  
Last name: Rodrigues  
Phone number: \_\_\_\_\_  
Email: \_\_\_\_\_  
Address: 12 Pleasant Street  
City: \_\_\_\_\_  
State: North Carolina  
Country: \_\_\_\_\_  
Date of birth: \_\_\_\_\_  
Age: \_\_\_\_\_

### Career I want to train for:

- |  |   |
|--|---|
| <input type="checkbox"/> musician        | <input type="checkbox"/> TV chef              |
| <input type="checkbox"/> driver          | <input type="checkbox"/> teacher              |
| <input type="checkbox"/> actor / actress | <input type="checkbox"/> professional athlete |
| <input type="checkbox"/> artist          |   |
| <input type="checkbox"/> other           |   |



Apply now! Classes start 9/1!



### GRAMMAR IN CONTEXT Questions with *be*

We form *yes/no* questions with:

*Am / Are / Is* + subject?

We form short answers with:

*Yes* + subject + *am / are / is*.

*No* + subject + *'m not / aren't / isn't*.

*Is he* a chef?

*Yes, he is.*

*Are you* a student here?

*No, I'm not.*

We can form *wh-* questions with *be*:

Question word + *am / are / is* + subject?

We use different question words to ask about different types of information.

*What's* your last name?

*Where* are you from?

*When* is the class?

*How* old are you?

See Grammar focus on page 159.

**2**  **IDENTIFY** Read the conversation. Complete the questions. Then listen and check.

Amanda: Rising Stars Career College, this is Amanda. Can I help you?

David: Yes, I'd like to apply for some classes.

Amanda: OK. <sup>1</sup> \_\_\_\_\_ you a student here?

David: No, I'm not.

Amanda: OK. What's your name?

David: My first name is David, and my last name is Rodrigues.

Amanda: Thank you. <sup>2</sup> \_\_\_\_\_ is your phone number?

David: It's (801) 976-2105.

Amanda: <sup>3</sup> \_\_\_\_\_ your email address?

David: It's d.rod.123@bmail.com.

Amanda: OK. <sup>4</sup> \_\_\_\_\_ your address?

David: It's 12 Pleasant Street.

Amanda: And <sup>5</sup> \_\_\_\_\_ are you from?

David: Asheville, North Carolina.

Amanda: Great. <sup>6</sup> \_\_\_\_\_ your date of birth?

David: It's 12/15/99.

Amanda: So <sup>7</sup> \_\_\_\_\_ old are you now?

David: I'm 18.

Amanda: And what's your career choice?

David: I want to be a famous chef on TV.

Amanda: You will be, David! You're a rising star!

David: I hope so! <sup>8</sup> \_\_\_\_\_ is the first class?

Amanda: It's on 9/1.

David: Thanks!

**3**  **INTEGRATE** Listen again. Check your answers from Exercise 1.

**4** **INTERACT** Write three questions for a partner. Ask your partner the questions. Switch roles.

A: Where are you from?

B: I'm from Poland.

**5**  **VOCABULARY** Complete the chart with the missing numbers. Then listen and repeat.

|           |       |          |         |       |          |       |          |   |    |
|-----------|-------|----------|---------|-------|----------|-------|----------|---|----|
| one       | seven | twelve   | twenty  | six   | eleven   | five  | eighteen | 2 | 19 |
| seventeen | nine  | fourteen | fifteen | three | 13       | 16    | 10       | 4 | 8  |
| 1         | _____ | 6        | _____   | 11    | _____    | _____ | sixteen  |   |    |
| _____     | two   | 7        | _____   | 12    | _____    | 17    | _____    |   |    |
| 3         | _____ | _____    | eight   | _____ | thirteen | 18    | _____    |   |    |
| _____     | four  | 9        | _____   | 14    | _____    | _____ | nineteen |   |    |
| 5         | _____ | _____    | ten     | 15    | _____    | 20    | _____    |   |    |

**6** **WHAT'S YOUR ANGLE?** Tell your partner a number that's important to you. Your partner writes the number and then guesses what the number is.

Student A: 5, 15, 95

Student B: 5, 15, 95. Is it your date of birth?

Student A: Yes! It is.



## WRITING SKILL Checking your work: Capital letters for proper nouns

A proper noun is the name of a specific person, place, or business (*Ann Jones, Paris, Village Bank*). Make sure you use capital letters for all proper nouns. Do not use capital letters for common nouns or pronouns except *I*.

**7 IDENTIFY** Find the errors. Rewrite the sentences correctly. If the sentence is correct, write *OK*.

- 1 His Name is Rasheed. \_\_\_\_\_
- 2 My Teacher is Ms. collins. \_\_\_\_\_
- 3 My Friend is from athens. \_\_\_\_\_
- 4 What countries are the students from? \_\_\_\_\_
- 5 My doctor is dr. patel. \_\_\_\_\_
- 6 Are You from south korea? \_\_\_\_\_

**8 WRITE** Complete the form with your own information.

**Rising Stars Career College**

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Country: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Age: \_\_\_\_\_

Career I want to train for:

|  |   |
|--|---|
| <input type="checkbox"/> musician        | <input type="checkbox"/> teacher              |
| <input type="checkbox"/> driver          | <input type="checkbox"/> professional athlete |
| <input type="checkbox"/> actor / actress | <input type="checkbox"/> other                |
| <input type="checkbox"/> artist          |   |
| <input type="checkbox"/> TV chef         |   |

Apply now!  
 Classes start  
**9/1!**



A young chef at a restaurant in Rome, Italy

**9 IMPROVE** Read your form and correct any mistakes.

Check for:

- correct spelling
- capitalization of proper nouns
- correct numbers from 1–20

**10 SHARE** Swap forms with another student. Ask questions with *be* to check their answers.

A: Is your last name Allani?

B: Yes, it is.

A: Are you 22 years old?

B: Yes, I am.



**11 WHAT'S YOUR ANGLE?** Find a form online for something that interests you, like a job, a hotel reservation, a school, or something different. Fill it out and share it with the class.

# 1.3 Who's Who?

## 1 ACTIVATE Match the jobs to the images.

a **businessman** / businesswoman  
an **actor / actress**  
an **author**

a **doctor**  
a soccer **player**  
a **musician**

a **scientist**  
a **teacher**

a race car **driver**  
an **artist**

 Oxford 3000™

## JQB SEARCH



Latest employers

Articles

Search by map

Latest resources

### 10 Best Jobs of This Year

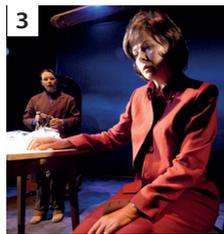
A good job means interesting work or a great salary—or both!



\$150,000–\$315,000



\$50,000–\$8,000,000



\$35,000–\$75,000



\$50,000–\$65,000



\$60,000–\$90,000



\$30,000–\$85,000



\$1,000,000–  
\$20,000,000



\$55,000–\$85,000



\$28,000–\$150,000



\$40,000–\$50,000

## 2 WHAT'S YOUR ANGLE? What other jobs do people have? What is your job?

*My friend is a nurse. My brother is a police officer. I'm a server at a restaurant.*

### LISTENING SKILL Understanding content words in speech

Content words are words that have important meaning in a sentence. Content words are said more clearly and have more stress on them than other words. Words like *the, a, in, and, and from* are less important. They are not stressed.

## 3 APPLY Listen to the quiz. Choose the content words you hear for each person.

- |   |             |               |               |              |        |                |
|---|-------------|---------------|---------------|--------------|--------|----------------|
| a | he          | <b>she</b>    | <b>author</b> | <b>books</b> | with   | and            |
| b | actress     | actor         | an            | and          | Kenyan | Mexican        |
| c | he          | she           | or            | scientist    | from   | United Kingdom |
| d | she         | he            | woman         | driver       | from   | United States  |
| e | soccer      | in            | from          | he           | she    | Uruguay        |
| f | baseball    | soccer        | he            | she          | for    | Japanese       |
| g | a           | artist        | actress       | Japanese     | and    | very           |
| h | businessman | businesswoman | from          | the          | of     | Facebook       |

**4**  **INTEGRATE** Listen again. Match each clue to the correct person.



1 Yayoi Kusama



2 Ichiro Suzuki



3 Brian Cox



4 Mark Zuckerberg



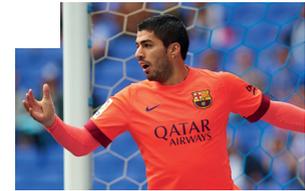
5 J.K. Rowling



6 Lupita Nyong'o



7 Danica Patrick



8 Luis Suárez

**5** **WHAT'S YOUR ANGLE?** Who are some famous artists, businesspeople, scientists, sports players, and others from your country? Talk to a partner.

*Rafael Nadal is a tennis player from Spain.*

**GRAMMAR IN CONTEXT** *Be: Negative*

We use *not* to make *be* negative. We use *be + not* to say that something is not true.

*He is **not** an actor or a sports player. He's a scientist and an author.*

We use short forms in spoken English.

*She **isn't** from the United States.*

See Grammar focus on page 159.

**6** **IDENTIFY** Choose the correct word.

- 1 J.K. Rowling *isn't/ aren't* a musician.
- 2 Lupita Nyong'o and Brian Cox *isn't/ aren't* from the United States.
- 3 Ichiro Suzuki and Yayoi Kusama *is/ are* from Japan.
- 4 Danica Patrick *isn't/ aren't* a man.
- 5 J.K. Rowling *is/ are* British.
- 6 Mark Zuckerberg and Luis Suárez *is/ are* men.

**7** **USE** Write the correct positive or negative form of *be* to complete the sentences about the people from the quiz.

- 1 Mark Zuckerberg \_\_\_\_\_ American. He \_\_\_\_\_ Spanish.
- 2 Danica Patrick \_\_\_\_\_ a soccer player. She \_\_\_\_\_ a race car driver.
- 3 J.K. Rowling and Brian Cox \_\_\_\_\_ from the United Kingdom. They \_\_\_\_\_ actors.
- 4 Yayoi Kusama \_\_\_\_\_ Korean. She \_\_\_\_\_ Japanese. Her art \_\_\_\_\_ interesting and popular.
- 5 Luis Suárez and Ichiro Suzuki \_\_\_\_\_ both sports players. Suárez \_\_\_\_\_ a soccer player. Suzuki \_\_\_\_\_ a soccer player.
- 6 Lupita Nyong'o and Yayoi Kusama \_\_\_\_\_ both famous women. They \_\_\_\_\_ authors.

**8** **WHAT'S YOUR ANGLE?** What's your dream job? Ask your classmates the question. Make a list of dream jobs for your class. How many people share your dream?

# 1.4 Nice to Meet You!



- ACTIVATE** Look at the pictures. Where are they? What is their relationship? Why do you think so? Talk with a partner.
- IDENTIFY** Watch the video. Read the expressions and check all the possible boxes. Discuss your ideas with the class.

|                             | Greeting                 | Introduction             | Friends/classmates       | Teacher/student          |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 "Hello."                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 "Hey!"                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 "I'm Max."                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 "Nice to meet you."       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 "Hey, what's up?"         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 "Hey, how are you doing?" | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 "Good morning."           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 "My name is Karen Lopez." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## REAL-WORLD ENGLISH Greetings and introductions

We use different ways of greeting people in different situations. When we talk to friends, family, or classmates, we feel relaxed. We might say *Hi* or *Hey!*, *What's up?*, *How's it going?*, or *How are you doing?*

If we talk to an older person, someone we don't know well, or our boss or teacher, we are less relaxed. We say *Hello* or *Good morning / afternoon*, and *How are you?*

When we meet people for the first time, we use introductions: *I'm...*, *My name is...*, and *Nice to meet you.*

- ANALYZE** Watch the video again. Discuss the questions.
  - How does Max greet Andy? Why?
  - Are Andy and Kevin strangers or friends? How can you tell?
  - Is Kevin's greeting to Karen Lopez correct or not correct? Why?

**4 ASSESS** Look at the photos. Answer the questions.

- 1 Where are the people?
- 2 What is their relationship? Why do you think so?
- 3 What do you think they are saying?



**5 INTEGRATE** Work with a partner. Choose two images from Exercise 4. Write the conversations. Use at least four expressions from the box in each conversation.

- |                    |                        |                                 |
|--------------------|------------------------|---------------------------------|
| Hello.             | Hi!                    | Good morning/afternoon/evening. |
| Hey!               | How are you?           | How's it going?                 |
| Fine, how are you? | Great, and you?        | Good, thanks!                   |
| My name's...       | My name is...          | I'm...                          |
| Nice to meet you.  | Nice to meet you, too. |                                 |

**6 INTERACT** Work with another pair. Act out your conversations. Can they guess which image each conversation is for?



**GO ONLINE**  
to create your own version  
of the English For Real video.

# 1.5 All About Me

**1 ACTIVATE** You want to join a gym. What personal information does the gym need from you? Brainstorm a list.

**2 IDENTIFY** Listen to the conversation. Choose the correct answers.

- 1 The man's name is *Greg / Craig*.
- 2 The man's last name is *Mitchell / Michel*.
- 3 The man is from *Canada / the United States*.
- 4 His address is *116 Portnoy Street / 16 Portland Street*.
- 5 His phone number is *(421) 765-2398 / (401) 769-2358*.



## PRONUNCIATION SKILL Sounds of the alphabet

Practice reading the letters of the alphabet. These will help you spell words and understand when people spell words for you.

A a B b C c D d E e F f G g H h I i J j K k L l M m  
N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

**3 DEVELOP** Listen and repeat the letters.

**4 WHAT'S YOUR ANGLE?** Write the names of three people and three places you know. Spell them for a partner while your partner writes. Guess why the people and places are important to your partner. Switch roles.

Student A: W-A-R-S-A-W.

Student B: Are you from Warsaw?

Student A: Yes, I am.

## SPEAKING Giving personal information

When you give information about yourself, speak slowly and clearly. Be ready to answer questions and repeat information. Be ready to spell your name and names of places.

**5 INTEGRATE** You work at the gym at an international college. A student needs an ID card. What questions do you ask the student? Use the ID card below to help you.

**6 INTERACT** Work with a partner. Act out the scenario. Make an ID card. Then switch roles.

Student A: You are calling the gym to order an ID card. You must give the person at the gym all of your information and spell the names.

Student B: You work at the gym. A student calls, but you don't have his or her information in the computer. You must write all the information. Ask him/her questions. All the information must be correct—make sure you ask the student to spell names: *How do you spell that?*

