



1

Connections

Unit objectives

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

Start speaking

- A** Look at the photo. What are the people doing? What is the connection between them?
- B** What are some different ways people are connected? Read the list and add two more.
family friends work/school _____
- C** Think of five different people you know. What are the connections between you and them?
- D** Are you a social person in general? Do you have connections with a lot of different people?
For ideas, watch Hanna's video.



Real student

Are you the same as Hanna?



1.1

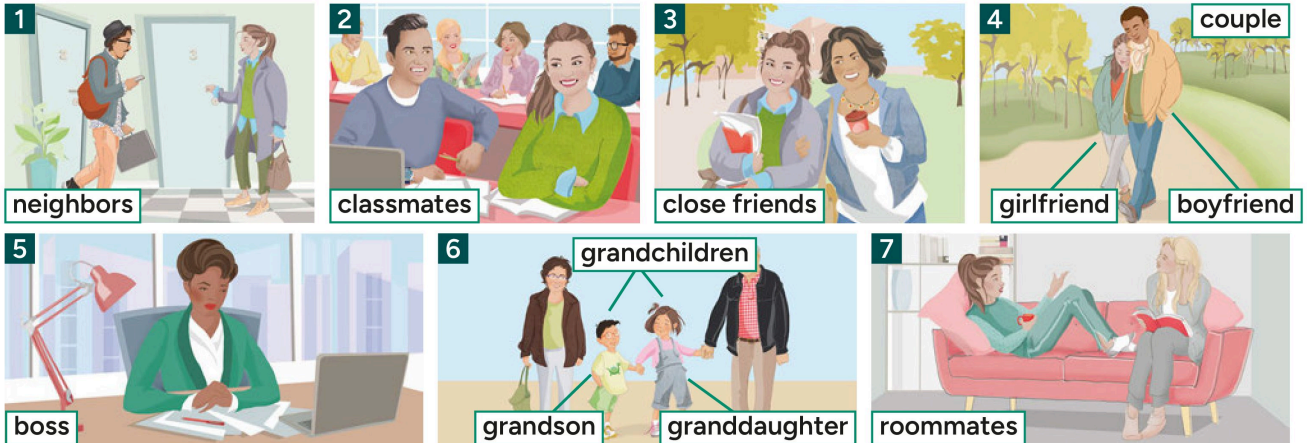
We're family

Lesson objective

- talk about the people in your life

1 Vocabulary: Describing people you know

A 1.01 Look at the pictures. Listen and say the words. Who do you see every day?



B Now do the vocabulary exercises for 1.1 on page 145.

C **Pair work** Make five true sentences with five words from exercise 1A. Tell your partner.

We can use *partner* to talk about either person in a couple.
This is my **partner**, Fabio.

2 Language in context

A Look at Cecilia's photos. Who are the people in her life? Who's in her family? Check (✓) the boxes.

My name's Cecilia, and I'm from Puebla, in Mexico. I'm an English student now, in Bakersfield, California. These are the people in my life.

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

This is Marta. We're **close friends**. She's a student in Puebla.

Here are my brother and sister. Their names are José Luis and Yvonne. This is an old photo.

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

People always ask, "Is he your **boyfriend**?" No, he's not! He's my **neighbor**, Marcos, and he's a friend.

B Match the names with their connection to Cecilia.

- | | | |
|-----------------|--|----------------|
| 1 Yvonne | | a neighbor |
| 2 Marta | | b close friend |
| 3 Kiko and Luis | | c sister |
| 4 José Luis | | d classmates |
| 5 Marcos | | e brother |

3 Grammar: be; possessive adjectives

A Look at the sentences in the Grammar box. Then complete the rules.

Grammar be: statements, questions, and short answers

I'm from Puebla.	I'm not from Bakersfield.	Are you from Bursa?	Yes, I am. / No, I'm not.
He's a student.	He's not my boyfriend.	Is he your classmate?	Yes, he is. / No, he's not.
We're close friends.	You're not close friends.	Are they our new neighbors?	Yes, they are. / No, they're not.

- I'm from Puebla. I'm = I am
- They're not close friends.
You can also say: They _____ close friends.
- Is he your boyfriend?
To answer, you can say:
Yes, he is. or No, he _____.

B Look at the sentences in the Grammar box. Then complete the possessive adjectives.

Grammar Possessive adjectives

What's your name?	My name's Cecilia.
This is her brother.	His name is José Luis.
They are our classmates.	Their names are Kiko and Luis.

- I _____ my
- you _____
- he _____
- she _____
- we _____
- they _____

C Now go to page 129. Look at the grammar chart and do the grammar exercises 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 about your classmates.

- his / what's / name / ? What's his name?
- from / is / where / she / ? _____
- is / name / her / Maria / ? _____
- they / from / are / Argentina / ? _____
- our / is / teacher / American / ? _____
- are / from / where / parents / your / ? _____



Accuracy check

Possessive adjectives agree with the possessor.

This is a photo of my wife with ~~their~~ parents. ✘
This is a photo of my wife with her parents. ✔

4 Speaking

A Look at Cecilia and her connections on page 2. Who are your connections? Write their names and think about their relationship to you. Watch Iroha's video.



Real student

What connections does Iroha say? Are they the same as yours?



B **Pair work** Ask and answer questions about your connections. You can show photos of the people on your phone.

Who is Rogelio?

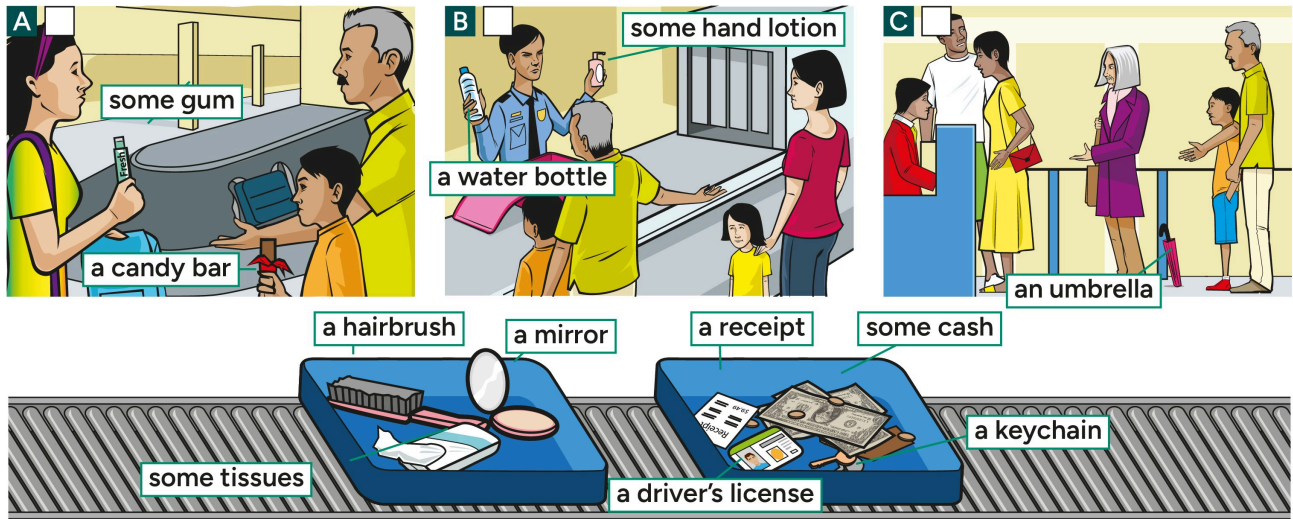
He's a coworker at my office.

Are Bob and Vera your parents?

Yes, they are.

1 Vocabulary: Naming everyday things

A 1.02 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 145.

C **Pair work** Choose an item from exercise 1A. Your partner asks you questions to guess the item.

Is it a mirror?

Yes, it is.

Are they tissues?

No, they aren't.

2 Language in context

A 1.03 Look at the pictures in exercise 1A again. Where are the people? Listen to the conversations and match them to the pictures.

1.03 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?

B 1.03 Listen again and read. Match the items with their owners.

- 1 The water bottle 2 The umbrella 3 The blue bag



3 Grammar: Possession

A Look at the sentences in the Grammar box. Then **circle** the correct option.

Grammar Possession

That's **my** grandson's bag. **Whose** water bottle is this?
 No, sorry. It isn't **his**. It's **mine**. It's not **ours**. I think it's **hers**.
 It **belongs to** me.

- Which response is not correct: *Whose is this?*
 - It's mine.*
 - It's black.*
 - It's my grandson's bag.*
 - It belongs to me.*
- What comes after *my*?
 - a noun
 - nothing
- What comes after *mine*?
 - a noun
 - nothing
- What does the 's in *my grandson's bag* mean?
 - is*
 - it shows possession

B **Pair work** Look at exercise 2B on page 4 again. Make sentences with *belong to* for each item and its owner(s).

The water bottle belongs to ...

C Now go to page 130. Look at the grammar chart and do the grammar exercises for 1.2.

D Complete the conversations with the correct possessive form of the word in parentheses. Practice the conversations with a partner.

- A** ¹ Whose (who) water bottle is this?

B It isn't ² _____ (I). Maybe it's ³ _____ (he).
- A** Sorry, which bag is ⁴ _____ (I)?

B That one is ⁵ _____ (you). And the other ones are ⁶ _____ (they).

4 Speaking

Group work Choose three things from your pockets or bags and put them all together on one desk. Who do the different things belong to? Use possessives instead of names.

OK, so, I think the tissues are yours. Right! Whose mirror is this? Is it your mirror?

1.3

How do you know Raquel?

Lesson objective

- greet people and start a conversation

1 Functional language

- A**  **1.04** Look at the photos. What is the connection between the people? Listen to the conversations and match them to the photos. Are you right?



1.04 Audio script

- 1** **A** Good morning! Are you Robert?
B Yes, I am.
A **Pleased to meet you.** I'm Julie, your coworker here.
B **Great to meet you, too.**
A I'm here to help. This is your desk, right here.
B Oh, OK. This is a nice office.
A **Do you know anybody here?**
B No, I don't.

- 2** **A** Hey, Raquel!
B Simon! **Long time, no see!** Please come in.
A **Great to see you again!**
B **It's really good to see you.**
 Oh, here's Patrick! Patrick, meet Simon.
A Hello, Patrick. **How do you know Raquel? Are you a friend of hers?**
C I'm her husband.



- B** Complete the chart with expressions in **bold** from the conversations above.

Greeting someone for the first time	Greeting someone who you know	Starting conversations
Good morning. Are you (Robert)?	Long time, ³ _____	Do you ⁶ _____
Pleased to ¹ _____	_____ !	anybody here?
_____ .	⁴ _____ to see you	⁷ _____ do you know
Great to meet you, _____ .	again!	(Raquel)?
² _____ .	It's really _____	Are you a ⁸ _____ of
	⁵ _____ to see you.	hers / his / theirs?

- C** **Pair work** Greet your partner. Now change partners. Imagine you don't know your new partner, and greet them.

2 Real-world strategy

Showing interest and surprise

You can use some common expressions to show interest and surprise.

Wow! Seriously?

Is it really? / Are you really?



A **1.05** Read about showing interest and surprise in the box above. Use the expressions there to complete the conversation below. Listen to the full conversation and check.

A Do you know anybody here?

B No, I don't. I'm pretty new to this city, too.

A ¹ _____? A new city *and* a new job – that's a lot! Well, that's Mr. Patel. He's the boss. His office is across from your desk.

B ² _____? That's good to know.

B **Pair work** Practice the conversation from exercise 2A, above.

Insider English

pretty = beautiful

That's a **pretty** house.

pretty + adjective = very

That's **pretty** good. (That's very good.)

3 Pronunciation: Saying /l/ at the end of a word

A **1.06** Listen. Focus on the /l/ sounds. Practice saying the words.

1 You look wonderful.

2 Beautiful weather, isn't it?

3 How do you know Rachel?

B **1.07** Listen. Who pronounces the /l/ sound at the end of the words clearly? Write A or B.

1 beautiful **B**

3 full ___

5 people ___

2 bottle ___

4 girl ___

6 couple ___

C **Pair work** Say the words in exercise 3B to your partner. Does your partner say the /l/ sound?

4 Speaking

A **Pair work** Read the situations. Then put the conversations in order. Read them with a partner.

Situation 1: You're at a conference. Greet people you don't know.

Good to meet you, too. Do you know anybody here?

I'm Diana Reyes. Great to meet you.

No, it's my first time at this conference.

1 Hello. I'm Daniel Santiago.

Situation 2: You arrive at a coffee shop to meet people you know.

I know! Great to see you again!

1 Hi, Akram.

Yeah, you, too. Hey, this is a nice place.

Hi, Lola. Long time, no see!

Yeah, isn't it?

B Choose one of the conversations and add more to it. Use the language from this lesson. Then act out your conversation for the class.



- introduce yourself in an email

1 Reading

A **Pair work** How many emails do you write in a month? Why do you write them? Do you write emails in English? Tell your partner.

B **Read for main ideas** Read the email and choose the main idea.

- He wants a job.
 He wants information about food.
 He wants cooking lessons.

The screenshot shows an email in an inbox. The header is green with a white arrow pointing left and the word 'Inbox'. The email content is as follows:

To: d.cooper@listmail.net
From: crazychris@mymail.org
Subject: _____

Hi Dave,

I am Chris. Your daughter is my classmate. I want a job for the summer. Can I work in your restrant? _____

I love food. I cook dinner for my family every day. I do great things with lamb and chicken. My favorite food is meat 🍖 😊. _____

I can cook for you tomorrow. Call me at 212-555-9620.

See you later! _____

Chris

Numbered boxes are placed around the email: 1 (next to the subject line), 2 (next to the greeting), 3 (next to the first paragraph), 4 (next to the job request), 5 (next to the food paragraph), and 6 (next to the sign-off).

C **Read for detail** There are problems with Chris's email. Read the comments (A–F) and match them with the correct part of the email.

A What is your email about? You need a subject!

B Begin a formal sentence with *Dear Ms. / Mrs. / Mr. (last name)* or just *Dear Hiring Manager* or *Dear (job title)*. It's not a good idea to begin with *Hello, Hi, or Dear Friend*. You're not a friend!

C End the email with *Best wishes* or *All the best* and write your full name.

D A funny email address is OK for friends but not for people you don't know.

E Check your writing before you send your email.

F Don't use emojis in a formal email.

D Read the Register check box and correct the problem in Chris's email.

E 1.08 **Pair work** **Think critically** Listen to Dave's response to Chris's email. Does Dave offer Chris a job? Why not? What research do you need to do before you ask someone for a job? Discuss with your partner.

Register check

In formal writing, don't write *I want ...*

A polite way to say what you want is *I would like ...*



1.5

Time to speak Things you have in common

Lesson objective

- talk about what you have in common

A

Decide >>> Answer the questions with what you think. (Answers are at the bottom of the page.) Are you surprised?

- Imagine you have a group of 23 people. What is the probability that two people have the same birthday?
 - a 50%
 - b 23%
 - c 0.056%
- Imagine you have a group of 30 people. What is the probability that two people have the same birthday?
 - a 25%
 - b 70%
 - c 4%
- Now imagine you have 60 people. What is the probability that two people have the same birthday?
 - a 50%
 - b 10%
 - c 99%



B

Agree >>> Think of your answers to the questions below. Then ask and answer the questions in a small group. When you have something in common with another person, put a check (✓).

- | | | | |
|--|--------------------------|------------------------------------|--------------------------|
| When is your birthday? | <input type="checkbox"/> | What city are your parents from? | <input type="checkbox"/> |
| How many brothers and sisters do you have? | <input type="checkbox"/> | Where are your grandparents from? | <input type="checkbox"/> |
| What is your favorite possession? | <input type="checkbox"/> | What's in your bag? | <input type="checkbox"/> |
| Are you the first/second/third-born child? | <input type="checkbox"/> | Who's your favorite famous person? | <input type="checkbox"/> |

C

Count the checks in your group. Tell the class what you and the others in the group have in common. How many people have the same birthday in your group? In the class?

D

Discuss >>> Work in groups of four. Find more things you have in common and write the information below. Use the questions and phrases at the bottom of the page to help you.

- | | |
|----------------------|--------------------|
| 1 Everyone _____ | 3 Two people _____ |
| 2 Three people _____ | 4 One person _____ |

E

Present >>> Read your sentences to the class. Don't say the names! Can they guess who the people are?

Answers: 1 a 2 b 3 c

Useful phrases

Decide >>>

- I think ... because ...
- Do you agree?

Agree >>>

- Me, too! / Same here!
- Not me. / I don't.

Discuss >>>

- What's your favorite ... ? Do you have a/an ... ?
- Do you like ... ? When is ... ?
- What's your ... called? Where are your ... from?
- How many ... do you have?