

# 8 What's she like?

## 8.1

**Goals:** talk about your family  
describe people's personality

**Core language:**

VOCABULARY Family  
PRONUNCIATION The schwa sound 2  
VOCABULARY Personality

## Family

### VOCABULARY Family

- 1 a Learners look at the words and decide which are male family members, which are female and which could be either.

Discuss the words together and write male–female pairs on the board. As you do this, check the meaning by asking questions, e.g. *Who is your aunt?* (She's your mother's sister, or your father's sister). Alternatively, let learners check the meaning of new words on p145.

Male	Female	Either
father/dad	mother/mum	child
grandfather	grandmother	children
brother	sister	cousin
uncle	aunt	parents
nephew	niece	twins
son	daughter	

- b Play recording 2.35 or say the words yourself, and practise saying them. Focus especially on:  
– the /ð/ sound in /fɑːðə/, /mʌðə/, /brʌðə/  
– the pronunciation of /dɔːtə/, /ɑːnt/, /kʌzən/
- 2 *Listening for main idea.* Read the questions, and check that learners know the meaning of *closest to* (= the person you know best and spend most time with). Then play recording 2.36, pausing after each part. Learners listen and decide which question Onyinye answers in each part, and what the answer is.

A1 Seven  
B3 In England and in Nigeria  
C2 Her sister

- 3 a *Listening for detail.* Learners complete the sentences.

1 sisters 2 Nigeria 3 nine 4 sister  
5 parents 6 sister 7 look

- b Play recording 2.36 again to check.
- 4 *Whole class.* Ask learners if they think Onyinye's family is large. Ask them what they see as:  
– a large family.  
– a normal-size family.  
– a small family.

### PRONUNCIATION The schwa sound 2

- 5 a Remind learners that words and syllables that are not stressed often have the sound /ə/. If you like, ask them to give examples of words that often have this sound. (*Possible answers: can, but, an, the, of*)  
Learners look at the phrases and find six more /ə/ sounds.
- b Play recording 2.37 to check, and if necessary let learners read the script on p154. (*Answers: see script.*) Practise saying the phrases. Focus on the stressed syllables and the /ə/ sounds.



You could use photocopiable activity 8A on the Teacher's DVD-ROM at this point.

### SPEAKING

- 6 a To introduce the activity, get learners to ask you the questions in 2, and tell them about your family.
- b / Learners ask each other the questions in 2, and talk about their families.  
*Round-up.* Ask a few learners to tell you something interesting or surprising they heard from their partner.

## Friends

### READING

- 1 Read the information in the two texts, and ask learners how they think they met.
- 2 a *Jigsaw reading.* Give learners a letter, A or B. They read the article written by Vikram Seth on p67 or the one by Ed Smith on p126 and answer questions 1–6 on the same page.

#### Vikram Seth on Ed Smith

- 1 About 16  
2 At Ed's father's house  
3 To thank Ed for giving him his room  
4 Years later, in Australia  
5 Outgoing, adventurous, very independent and hardworking  
6 They don't ask a lot of each other, they enjoy being friends, it's always interesting.

#### Ed Smith on Vikram Seth

- 1 In 1994. Ed was 16  
2 He was giving a reading in the town. Ed's dad was his English teacher  
3 In 2000, in Australia  
4 Talking about books and music, having dinner  
5 He's a serious person, great company, intelligent, creative, very funny  
6 No – only from time to time (occasionally)

- b Learners form A/B pairs. They tell each other what their article says, and ask each other questions to find out two more facts.

*Round-up.* Ask learners to tell you as many things as possible about the friendship between Ed and Vikram.

## VOCABULARY Personality

- 3 a Learners look at the adjectives in the box, and tick those they think they know. Then they check the meaning of the others in a dictionary or on p146.
- Ask learners which adjectives they knew already, and if there are any they are still unsure about. If necessary, give more examples of your own to make the meaning clear.
- b Say the words or play recording 2.38 as a model, and ask learners to practise saying them. Focus especially on the /ə/ sounds in /ədventʃərəs/, /ɪndɪpendənt/ and /ɪntelɪdʒənt/.
- To activate these adjectives, ask learners to choose two adjectives that are true of them and two that aren't. Then find out who in the class thinks they are adventurous, creative, etc.

### Note

You could use this opportunity to teach other common personality adjectives, e.g. *shy*, *reserved* (= not outgoing), *lazy*, *cheerful* (= often smiles), *sociable* (= likes to be with people).

## SPEAKING

- 4 a Learners write the names of five people (family, friends or colleagues).
- To introduce the pair work, write these questions on the board:
- *Who is ...?*
  - *What does he/she do?*
  - *What is he/she like?*
  - *Where does he/she live?*
  - *How did you meet?*
- b Learners look at their partner's list of names, and ask questions to find out about them.
- Round-up.* Ask a few learners to tell you about one person on their list and one person on their partner's list.

## 8.2

**Goal:** describe people's appearance

### Core language:

VOCABULARY Appearance  
GRAMMAR *have got*

## Fashion sense

### READING

- 1 *Pre-reading vocabulary task.* Write the word *fashion* on the board. Ask learners what it means (= how people dress at a certain time). Ask learners what colours and clothes are *in fashion* or *fashionable* this year, and write these words on the board. Ask learners a few questions about fashion, e.g. *Is fashion important to you? Do you read magazines about fashion?*
- Tell the class they are going to read an article about the history of fashion.
- Look at expressions 1–5, and ask learners to find them in the pictures.

1 A, B 2 C 3 B 4 C 5 B, C

- 2 Reading for main idea. Look at topics 1–5, and check that learners understand *hairstyle* and *skin*.
- Learners read the text quickly and find out which part talks about each topic. They shouldn't try to understand every word at this stage. You could give them a time limit of 1 minute to do this.

1 Part 2 2 Part 1 3 Part 2 4 Part 1 5 Part 1

- 3 *Reading for detail.* Read questions 1–3, and check that learners understand *pale skin* (= nearly white) and *a tan* (= brown skin from the sun).
- Learners read the text again more carefully, and find answers to questions 1–3. They could do this alone, then work with a partner to compare answers.

- 1 **Wigs:** *Because the king of France wore a wig and they became fashionable.*  
**Pale skin:** *It showed you didn't work in the fields.*  
**Tan:** *It showed you had money and could travel to hot countries.*
- 2 **Sari:** *Age, occupation, religion, where she comes from.*  
**Bindi:** *that you are married (but now unmarried women also wear them).*
- 3 **Women wear traditional dress. Men in towns wear western clothes.**

As you go through the answers, focus on any words that learners don't understand, e.g. *occupation* (= job, what you do), *religion* (e.g. Hindu, Buddhist, Muslim), *traditional dress* (clothes which people always wore), *clothing* (= clothes).

### Language note: dress

Women wear a *dress*; but *dress* (without 'a') is a general word meaning *clothes*: so we say *traditional dress*, *Western dress*. We could also say *traditional clothes* or *traditional clothing* – these all mean the same.

We can also use *dress* as a verb:

- He *dresses* fashionably (= he wears fashionable clothes)
- Men and women *dress* differently (= they wear different clothes)

## SPEAKING

- 4 Read through questions 1–5, and check that learners understand them. You can give examples to help learners think about the topics, e.g.
- *What fashions do you like? For example, do you like jeans? Do you like bright colours?*
  - *Do you wear special clothes for special occasions? For example, what do you wear at a smart party? What about the theatre? What about a meal in a restaurant?*
  - *Do you like jewellery? For example, do you often wear a necklace? What about earrings?*
- Learners sit in groups of four or five. They discuss each question in turn, and see if they agree or disagree.
- Round-up.* Take each question in turn, and ask learners from different groups to summarise briefly what they said about it.

## VOCABULARY Appearance

- 5 Look at the table, and ask which words could describe the three people in the exhibition guide on p68. Then ask learners to describe people in the class. As you do this, present any new words, e.g. *high heels*, *a beard*, *a moustache* (do this with gestures or by drawing pictures on the board). *Possible answers:*

### Alternative: Use magazine pictures

If it is not appropriate in your culture to describe each other's appearance, or if you just want to activate the language further you could cut out pictures from newspapers or magazines (or print out pictures from the internet) which illustrate some of the words in the table. Hold them up in turn and ask learners to make sentences about them. Alternatively, write letters or numbers on them, and pass them round the class; learners write sentences about them using words in the table.



You could use photocopyable activity 8B on the Teacher's DVD-ROM at this point.

## WRITING

- 6 *Guessing game.* To introduce the activity, think of a famous person yourself. Say sentences about him/her and get learners to guess who the person is. If they can't guess easily, they can ask you other questions to help.
- a Working together, learners think of a famous person, and write a description. As they do this, go round and check, and give any necessary help.
- b A learner from each pair or group reads out their description. The other learners try to guess the person, and ask further questions if necessary.

## He's got a beard

### GRAMMAR *have got*

- 1 a Read the example sentences. Point out that we often say *have got* or *has got* instead of *have* or *has*. It means the same.

Learners complete the sentences in the box.

1 *Have* 4 *haven't got* 5 *Has* 7 *has got* 8 *hasn't got*

Point out that:

- to make negative sentences, we add *-n't* (= not).
- to make questions, we change the order of the words:  
*She has got* → *Has she got?*  
(not *Does she have got?*)
- in short answers, we repeat just the verb *have* or *has*:  
*Have you got ...? Yes, I have. No, I haven't.*
- *he's got* = *he has got*, *she's got* = *she has got*  
(not *is got*)

- b Say the sentences and questions or use recording 2.39 as a model. Learners practise saying them. Focus on the way the words are run together in /həv ju: gɒt/, /ɑ: v gɒt/, /ʃi: z gɒt/.
- 2 *Practice of 'have got'.* Learners read the paragraph and add forms of *have got* in the gaps.

1 *have got* 2 *has got* 3 *has got*  
4 *hasn't got* 5 *haven't got*

### Note: Grammar practice

You could do the grammar practice on p138 at this point.

## SPEAKING

- 3 *Information gap activity.* Turn to p126. To show what to do, choose one of the people and describe him/her. See how quickly learners can guess the person.
- In turn, learners describe a person and their partner guesses who it is.
- 4 a *Whole class.* Look at each picture in turn, and ask learners where they think the people are from and when they lived.
- b Read the descriptions on p129 to check.

## 8.3 Target activity: Describe someone you admire

**Goals:** describe people's personality   
describe people's appearance   
describe relationships

### Core language:

TASK VOCABULARY Relationships  
8.1 VOCABULARY Personality  
8.2 VOCABULARY Appearance

## TASK LISTENING

- 1 To introduce the listening, look at the photos in turn. Ask learners what they imagine each person is like. Ask these questions:
- *How old do you think he/she is?*
  - *Is he/she rich or poor?*
  - *What is his/her job?*
  - *Is he/she married? Has he/she got children? What about grandchildren?*
  - *Where and how does he/she live?*

Alternatively, learners could discuss this in groups. Then ask each group what ideas they had.

Check that learners know what *admire* means (= you think they are good, you have a good opinion of them). Mention a few famous people who you admire.

Play recording 2.40. Learners listen and say which person it is (*Answer: 5*).

### Alternative: Active listening

Instead of playing the whole recording at this stage, you could start recording 8.6 and ask learners how quickly they can identify the person. As soon as a learner answers, stop the recording. They should be able to do this as soon as they hear she is over 80.

- 2 a *Listening for detail.* Play recording 2.40 again. Learners listen and circle the correct words.
- b Learners read the script on p154 to check. If necessary, go through the answers together.

1 *a neighbour* 2 *talking* 3 *alone* 4 *happy* 5 *uncle* 6 *cup*

**Alternative: Prediction**

If you only played the start of recording 2.40 (see alternative above), you could ask learners to look at the choices in 2a before they listen, and try to guess what the answers will be. Then play recording 2.40 to check.



**TASK VOCABULARY Relationships**

- 3 Check that learners know the meaning of *relationship*. Give a few examples, e.g. *I have a good relationship with my brother* (= We like each other, we're friends). Explain that you can have a relationship with people in your family, with friends or other people you know.
- a Read questions 1–3. Point out that these are all things which are important in a relationship.
- Look at sentences a–i, and ask which category each sentence goes with. As you do this, make sure learners understand the meaning of each expression, and give examples if necessary.

1 a, e, g 2 d, h, i 3 b, c, f

- b Play recording 2.41. Learners practise saying the expressions.
- To activate these expressions, ask a few questions to different learners round the class, e.g.
- *Do you get on well with your brothers and sisters?*
  - *Do you keep in touch with your friends from school?*
  - Do you see each other a lot?*
  - *What about your neighbours? Do you know each other well? Do you spend a lot of time together?*
  - *Do you and your husband like the same things? Or do you like different things?*
- You could get learners to ask you similar questions.

**TASK**

- 4 a  *Preparation for speaking task.* Give learners time to choose a person and to think about answers to questions 1–5. They could make brief notes, but they shouldn't write out complete sentences. You could show what to do by choosing a person yourself and writing notes on the board.
- b  In turn, learners talk about the person they chose and answer any questions from the group.
- Round-up.* Ask each group to choose the most interesting person they heard about. The learner who talked about that person describes him/her again for the whole class.





You could use photocopiable activity 8C on the Teacher's DVD-ROM at this point.

**8 Explore****Keyword: like**


**Goal:** use *like* with a range of different meanings

**Core language:**

*like* as a verb  
*I'd like* and *Would you like?* (= want)  
*like* before a noun (= similar to)  
*like* before a noun (= for example)

- 1 a *Noticing task.* Look at the examples, and point out that we use the word *like* in four different ways:
- A *like* as a verb (*I like ...*, *I don't like ...*)
  - B *I'd like* (*I would like* = *I want*)
  - C *like* before a noun (*like twins*) = similar to
  - D *like* before a noun (*like the man*) = for example
- You could give a few other examples of your own to make these meanings clear.
-  /  Learners add *like* to each sentence.
- b Go through the answers, and ask learners which meaning of *like* each sentence is: A, B, C or D.

1 (*Would you like ...*) B  
 2 *I don't like ...* A  
 3 *It's like chess.* C  
 4 *... people like José Luis ...* C  
 5 *... would you like?* B  
 6 *..., like writing reviews.* D  
 7 *I like going ...* A  
 8 *..., like shirts and trousers.* D

- 2 a *Writing sentences.* Learners write true sentences about themselves, using the phrases given. As they do this, go round and check.
- b  Learners read out their sentences. Their partner asks questions to find out more.
- Round-up.* Ask a few learners to say one thing they found out about their partner.

**Alternative: Whole class activity**

In turn, learners read out one of their sentences to the whole class. Other learners ask questions to find out more.

**Independent learning: Reading the phonemic script 1: consonants**

**Goals:** to make learners aware of the phonemic script to introduce learners to the phonemic symbols for consonants

**Core language:**

Language study words: *phonemic script*, *sound*, *symbol*, *pronunciation*, *consonant*

- 1 To introduce the topic, look at the dictionary entry for *adventurous* and focus on the phonemic script in green. Ask what this shows (*Answer:* how to pronounce the word). Turn to p160 and show learners the phonemic chart (= all the *phonemic symbols*). Point out that the symbols show the *sounds* of a word, not the letters. Make sure learners understand what a *symbol* is (give examples of symbols from maths or chemistry) and what a *sound* is.

- a Look at the words and symbols in **1a**, and ask learners to match the blue symbols with the sounds in red.

short 3, outgoing 7, children 5, usually 4, brother 2, jewellery 6, yellow 8

- b Play recording **2.42** to check the sounds, and write the symbols on the board.

Go through all the symbols, saying them and asking learners to repeat.

- 2 **Writing consonant symbols.** Learners complete the words by adding the consonant symbols.

Go through the answers, and write the words in phonemic script on the board.

/bɪg/ /lɪsən/ /fɔːrɪst/ /kɒli:g/ /dʒɒb/  
/kɪtʃɪn/ /rɪ:dɪŋ/ /pɑːspɔːt/ /mæθs/

- 3 a **Practice reading phonemic symbols.** Learners try reading the words aloud.

- b Ask learners to say the words, then play recording **2.43** to check.

alphabet, because, next, office, together

- 4 a **Dictionary task.** Using a dictionary or p146, learners find out how to say the words.

- b Go through the answers together, and play recording **2.44** to check.

## Explore writing

**Goal:** write a web posting giving an opinion

**Core language:**

Personality adjectives: *artistic, creative, ambitious, serious, confident, relaxed, outgoing*

Joining ideas with *so*

Giving opinions: *I agree with ...; I don't agree with ...; I think ...; Personally, ...; the important thing is ...*

- 1 To introduce the topic, look at questions 1–4 and check that learners know what the words mean. Ask how many people in the class are of each category, and write numbers for each on the board.

- 2 **Reading for main idea.** Look at questions a–d. If necessary, present the meaning of:  
– *artistic* (= good at art, music, etc.)  
– *ambitious* (= you want to be successful, get a good job, etc.)  
– *confident* (= you believe you can do things)  
– *relaxed* (= you take things easy)

Learners read the article and find answers to the questions.

a last-born children  
b first-born children  
c only children  
d middle children

- 3 **Reading for detail.** Learners read the web postings, and decide who agrees and who disagrees with Michael Grose.

Go through the answers together, and ask learners how they know the answer.

W Chen agrees. ('I agree with Michael Grose.')  
Erika disagrees. ('I don't agree with the writer.')  
Sapna agrees. ('I think Michael Grose is right.')  
Eduardo Lopez disagrees. ('I agree with some of Michael Grose's ideas, but ...')

### Language note

The opposite of *I agree* is *I don't agree* or *I disagree*.

- 4 a **Joining sentences with 'so'.** Learners cover the web postings and add *so* to sentences 1–3.  
b They read the web postings to check their answers.  
5 **Noticing task: phrases for giving opinions.** Learners add words to sentences 1–5.

1 agree 2 with 3 think 4 Personally 5 but, don't

Build up on the board a list of expressions for giving opinions, for learners to use in the writing stage:

*I agree with ...*                      *Personally, I think ...*  
*I don't agree with ...*            *The important thing is ...*  
*I think ...*

- 6 a **Writing a web posting.** Learners write a web posting about the article. If possible, they should refer to their own experience as a child in their family. As they write, go round and give any help they need.

- b Learners swap web postings with their partner. In turn, they read each other's postings and say if they agree.

**Round-up.** Ask a few learners whether they agree with what their partner wrote, and why or why not.

## 8 Look again

### Review

#### VOCABULARY Appearance

- 1 To prepare for the gap-filling task, ask learners to tell you the forms of *have got* and write them on the board: *I have got, you have got*, etc.  
a Learners complete the profile, using forms of *be* or *have got*.

1 is 2 am 3 am 4 have got 5 has got 6 is  
7 have got 8 am 9 am 10 have got 11 am

#### Note: Short forms



Nicky could also use short forms: *I'm, I've got*, etc. As this is a piece of informal writing, either full or short forms would be normal.

- b Learners write a profile, using Nicky's as a rough model. As they do this, go round and check, and give help if necessary.  
c Collect all the profiles and give them out to different learners to read.


Learners find the person whose profile they read, and ask three questions about what they read.

**Round-up.** Ask a few learners what they found out.

## GRAMMAR *have got*

- 2 a  Learners write a list of possessions. They can be either their own possessions or family possessions (e.g. their parents' car, a painting, a clock). They give their list to the person next to them.
- b To show what to do, write *my car* on the board. Get learners to ask questions (these can be questions with *have got* or other questions), e.g.
- *What kind of car have you got?*
  - *Has it got air conditioning?*
  - *How many doors has it got?*
  - *What colour is it?*
  - *How old is it?*
- c  Learners ask and answer questions.
- Round-up.* Ask a few learners to tell you about one of their partner's possessions.

## CAN YOU REMEMBER? Unit 7 – Work and studies

- 3 a *Review.* Learners complete questions 1–7.
- 1 at 2 in 3 on 4 at 5 for 6 on 7 to
- b Learners write two more questions about work or studies. If necessary, prepare for this by asking for a few questions round the class.
- c  In turn, learners ask questions 1–7 and add their own questions.

### Alternatives

- If most learners in your class don't have a job, use one of these alternatives:
- Learners talk about someone in their family (e.g. a parent, a brother or sister).
  - Guessing game.* Learners choose a well-known person (e.g. a politician, a top executive or owner of a company, a musician). They answer the questions as if they are that person. Their partner tries to guess who the person is.
  - School or university classes.* Re-write the questions on a handout so they work for learners, e.g. *Where do you do your homework? Do you ever go on school/university trips? What is your favourite subject at school? How often do you go to lectures?*

## Extension

### SPELLING AND SOUNDS *ee, ea, ie*

- 4 a Read the words aloud or play recording 2.45, and get learners to practise saying them. If necessary, show learners how to pronounce the vowel sound /i:/: it is a long sound, with the lips spread. (To practise, get learners to smile, as if you are taking a photo.)
- b Learners complete the words. Then go through them together and write the words on the board.
- |           |           |         |
|-----------|-----------|---------|
| 1 jeans   | 5 three   | 8 each  |
| 2 meet    | 6 reading | 9 team  |
| 3 believe | 7 green   | 10 free |
| 4 meat    |           |         |
- c Play recording 2.46 or read out the words. Learners write them down.
- d You can check by asking them to read the words back to you, or let them check answers on p154.

### NOTICE to for giving reasons

- 5 a Learners join the sentences, then check the answers in the two articles.
- 1 b 2 c 3 a
- b You could introduce the task by writing on the board:  
*He visited Tonbridge to ...*  
Ask learners to suggest other ways to continue the sentence, e.g. *... to meet a friend; ... to see the old church; ... to do some shopping.*  
Learners re-write the sentences in 5b, so that they are true for them.
- c *Round-up.* Look at each sentence in turn, and ask learners to read out what they wrote.

### Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle the numbers on each line.

# Unit 8 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

### 8A Schwa bingo

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### 8B Wanted!

Suspect Profile	A	He's wearing ...	B	He's got ...	C
He's ...	striped trousers	a beard			
He's ...	striped trousers	a beard			
He's ...	striped trousers	a beard			

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### 8C The best of friends?

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## 8A Schwa bingo

**Activity type:** Pronunciation – Bingo game – Groups

**Aim:** To practise recognising the schwa sound in weak forms of words like *of, a, the, do ...*

**Language:** The schwa /ə/ sound – Use at any point from Pronunciation 8.1.

**Preparation:** Make one copy of the worksheet for every four learners and cut up the worksheets along the dotted lines. Prepare a list of sentences containing one or two examples of weak form pronunciation.

**Time:** 15–20 minutes

## 8B Wanted!

**Activity type:** Vocabulary and speaking – Card game – Groups of three

**Aim:** To practise talking about appearance

**Language:** Appearance – Use at any point from 8.2.

**Preparation:** Make one copy of the worksheet for every three learners, and cut each worksheet up along the dotted lines. Cut up the picture cards to make one set for each group of three.

**Time:** 40 minutes

## 8C The best of friends?

**Activity type:** Speaking – Role play interview – Pairs

**Aim:** To practise using language for talking about relationships and personality

**Language:** Relationships – Use at any point from the Target activity, p70.

**Preparation:** Make one copy of the worksheet for every two learners and cut each worksheet along the dotted line.

**Time:** 20–30 minutes

# Unit 8 Self-study Pack

### In the Workbook

Unit 8 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Family; Personality; Appearance; Relationships
- **Grammar:** *have got*
- **Time out:** Relatives word snake
- **Explore reading:** Magazine article: *My favourite outfit*
- **DVD-ROM Extra:** Families – Hitin, Nilgun and Leo

### On the DVD-ROM

Unit 8 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Schwa /ə/; Phonemic script: consonants
- **Explore speaking:** Responding to questions and requests
- **Listening:** Meeting someone you don't know
- **DVD-ROM Extra:** Families