

## 7

# SKILLS

A skill is a particular ability that involves special training and experience.

If you think you can do it, you can.

John Burroughs

Performers with the Chinese State Circus, London, England.

### OBJECTIVES

- talk about your abilities
- talk about people's talents
- make polite requests
- write a competition entry

Work with a partner. Discuss the questions.

- 1 Look at the picture. What can you see?
- 2 Look at the picture again. Choose the correct options to complete the description.  
There is a man / woman. He's got a lot of things on his head / hand. He's got black / grey hair. There's a bag / bird at the top.
- 3 Read the quote. Do you agree?

Ask students to label the photo if you need time to set up the class.

The quote urges us to be confident in our skills and abilities. As the ultimate decision-maker, if we decide something is possible for us, then we will be able to achieve this. It makes reference to the power of positive thinking.

John Burroughs (1837–1921) was an American writer and naturalist who was deeply interested in the natural world. He was a teacher and farmer but then began writing full time when he moved to the Hudson River Valley. His writing on nature was more literary than scientific and included poems as well as essays.

## OBJECTIVES

Read the unit objectives to the class.

## UNIT OPENER QUESTIONS

Focus the students on the picture of the circus performer and the act he is performing. Encourage them to guess things about the performer – his abilities, his training, how long it might have taken him to learn the balancing act. Ask them to name all the things they can see and build up a list of vocabulary in a column at the side of the board. Leave this there for the whole lesson referring to the words as and when they come up.

Then ask students to look at the description in Question 2. Go through the answers as a class. Next, ask students to read the quote again and ask if they agree or disagree. Encourage students to tell their partner and discuss their answers. Elicit views from several students and add vocabulary to the board for support for expressing their opinions.

## WORKSHEETS

**Lesson 7.1** What can you do?

Vocabulary: Abilities (W23)

Grammar: *can/can't* (W24)

**Lesson 7.2** He's amazing!

Vocabulary: Adjectives (W25)

Grammar: Possessive 's (W26)

G can/can't

P can/can't: /ə/, /æ/ and /ɑː/

V abilities

## READING

**A PREPARE TO READ** Work in pairs. Look at the pictures (a–c) in the article and discuss the questions.

- 1 What can you see in the pictures?
- 2 What sport do you think each picture shows?

**B READ FOR MAIN IDEA** Read the article quickly. Choose the correct options.

- 1 This article is about what some ...
  - a animals can't do.
  - b** people can do.
- 2 This writer talks to three people about ...
  - a** their abilities.
  - b their pets.
- 3 The people can do ...
  - a** amazing things.
  - b useful things.

**C READ FOR KEY INFORMATION** Read the article again. Choose the correct numbers to complete the sentences.

2 4 (x2) 6 80 500

- 1 Luis can climb 500 metres up a mountain in 4 hours.
- 2 Seon-Yeong can fly for 4 kilometres. She can be in the air for 2 minutes.
- 3 Ireen can swim down 80 metres. She can be underwater for 6 minutes.

ANIMALS **VS** HUMANS

As we all know, animals can do many things that humans can't do. Birds can fly, fish can swim and breathe underwater, and monkeys can climb. Humans can't. Or can we? This week we talk to three amazing humans about their abilities.

**Interviewer: Luis, what exactly is a freediver?**



A freediver doesn't use ropes to help them climb, only to stop them falling. Sometimes it's a little bit dangerous. I can't climb for very long because it's difficult and I get tired. I can climb about 500 metres in four hours.

Ex D Q1

**Interviewer: Seon-Yeong, can you really fly?**



Yes, I can! I'm a wingsuit flyer in my free time. Birds take off from the ground, but I can't. I jump from somewhere really high, like the top of a mountain or from a plane. I can fly for about four kilometres, and I'm usually in the air for two minutes.

Ex D Q2

**Interviewer: Ireen, you're a freediver – how long can you stay underwater?**



I can hold my breath for about six minutes. I haven't got an air tank, so I am very careful when I dive. I can dive about 80 metres down and then I need to come up again. I love it, it's so quiet underwater!

Ex D Q3

**D READ FOR DETAIL** Read the article again. Are the statements true (T) or false (F)?

- 1 Animals and humans have some of the same skills. **T**/F
- 2 Freediving is very dangerous. Sometimes it's a little bit dangerous. **T**/F
- 3 Wingsuit flyers need to take off from a high place. **T**/F
- 4 Freedivers don't take any extra air when they go underwater. **T**/F

**E SPEAK** Work in groups. Answer the questions

- 1 Which sport in the text do you want to try?
  - 2 Are there other sports you want to try?
- I want to try wingsuit flying – it looks really fun!*

## GRAMMAR

can/can't

**A WORK IT OUT** Read the examples from the article. Choose the correct option to complete the rule.

Animals can do many things that humans can't do.

**A:** Can you really fly?

**B:** Yes, I can!

can/can't

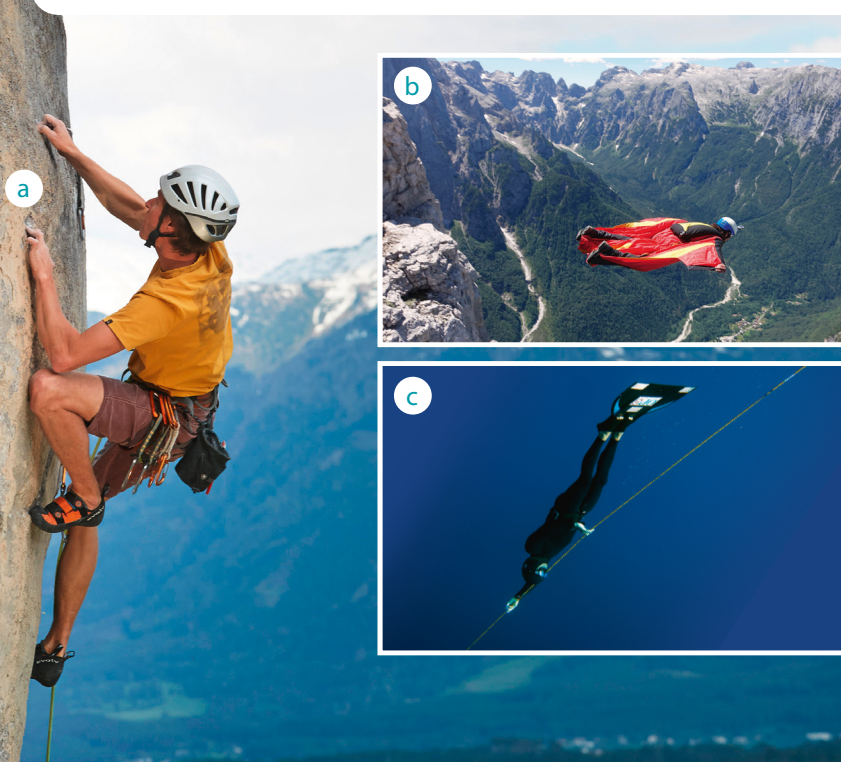
We use *can/can't* to talk about abilities / routines.

**B WORK IT OUT** Read the examples again. Choose the correct options to complete the rules.

can/can't

- 1 After *can* and *can't* we use a **verb with to / verb without to**. We always use the same form of the verb with all subjects.
- 2 We **use / don't use** *do* and *don't* in questions and negative sentences with *can/can't*.

**C** Go to the **Grammar Hub** on page 110.



# 7.1 What can you do?

## LEAD-IN

On the board, write some activities the students might know, e.g. *swim, speak English, cook, drive a car*. Then draw a scale numbered 1 to 5, with *very easy* at one end and *very difficult* at the other. Write the activities above the numbers to show how easy/difficult you find each activity. Explain to the students. Students then create a similar scale for themselves and compare their scales in small groups to find who they are most similar to.

## READING

- A** Students work in pairs to discuss the questions. Encourage them to give as many ideas as they can about the pictures.
- B** Check that students understand the options, then they read individually to answer them. Set a short time limit to encourage gist reading rather than close reading – demonstrate first how they could do this, e.g. by drawing a finger down the page and looking for key words. Check answers with the whole class.
- C** Students read individually, then check in pairs. Go through the answers as a whole class.
- D** Students read the questions first, and see if they can remember any answers. Then they read the article carefully – encourage close reading. Monitor, directing them back to the text if they have any difficulties, rather than giving answers. Check answers with the whole class, asking students to justify their choices by reading out the parts of the text that give the information.

- E** Direct students to read the questions and check that they understand the task. Then ask a strong student to read the example aloud. Students work in small groups of three or four to discuss their answers. Elicit some feedback and write some preferences on the board; use it to show/discuss the most popular choices.

## GRAMMAR

- A** Put students into pairs to read the examples, discuss and choose the correct rule. Give the answer and check understanding.
- B** Students work in pairs to complete the rule box. Write the answers on the board and check understanding; give some examples, then check by asking, e.g. *can – to drive – he?* Elicit *He can drive*.
- C** Direct students to the **Grammar Hub** (see below and TB51).
- D** Write the first question and answer on the board, and ask students to call out the correct order for each. Write them up. Then ask students to continue the exercise. Elicit and write the questions and answers on the board. Use the **Grammar Worksheet** on page W24 for extra practice.

## GRAMMAR HUB

### 7.1

#### can / can't

	Positive	Negative
I/you/he/she/it/we/they	<b>I can</b> swim. <b>They can</b> fly.	<b>I can't</b> swim. <b>They can't</b> fly.

- We use *can/can't* when we want to talk about someone's ability or skills.

*I can run.*

*I can't drive a car.*

- The form of *can/can't* never changes.

*He can swim. NOT He cans swim.*

*She can't climb. NOT She cans not climb.*

	Question	Positive short answer	Negative short answer
I/you/he/she/it/we/they	<b>Can you</b> climb? <b>Can they</b> live underwater?	<b>Yes, I/we can.</b> <b>Yes, they can.</b>	<b>No, I/we can't.</b> <b>No, they can't.</b>

- We also ask *wh-* questions with *can*.

*What can you do?*

*Which animals can fly?*

#### Be careful!

- *Can* is followed by a verb without *to*.

*I can swim. NOT I can to swim.*

# 7.1 What can you do?

## PRONUNCIATION



- A** Play the audio while students listen. Play it again while students listen and repeat. Play the audio as many times as necessary if students have difficulty hearing the difference between the sounds. Write the phonemes on the board and drill the pronunciation of them in isolation.
- B** Demonstrate one or two examples with you and a student, then put students into pairs to ask and answer the questions. Monitor, encouraging students to use correct pronunciation of the three sounds in *can/can't* (/kæn/, /kən/, /kɑ:nt/).

## VOCABULARY

- A** Students complete the sentences individually, then check in pairs. Drill pronunciation of the vocabulary items.
- B** Do the first question with students as an example, then ask them to work individually or in pairs. Monitor and help as necessary, then check answers with the class.
- C** Students write the phrases under the pictures individually. Give the answers to the whole class.
- D** Direct students to the **Vocabulary Hub** (see TB97). Use the **Vocabulary Worksheet** on page W23 for extra practice.

## SPEAKING

- A** Go through the list, demonstrating the actions and saying, e.g. *I can't ride a motorbike – I can draw!* Add another to show that they can go beyond the list, e.g. *I can speak German*. Then put students into pairs and tell them to choose five abilities.
- B** Students work in pairs to write five questions using their ideas in a list (1–5) on a piece of paper or their notebook; both students need to write them. Then tell them to draw two columns, one with a tick (✓) and one with a cross (✗), after the questions.
- C** Tell the pairs of students to stand up and walk around, asking their questions to other pairs. Tell them to tick or cross the answers, so they are doing a survey to find people who can do the activities on the list.
- D** Put one student from each pair into groups. Ask them to report their survey findings, as in the examples. Monitor, but try not to correct at this stage – make a note of any feedback you want to give after the activity. When they have finished, ask students what surprising results came out of the activity, e.g. three students can ski but no students can cook! As a follow-up, they could write up the results in a paragraph and display it on the wall or share it on a group site.

## GRAMMAR HUB

### 7.1

*can / can't*

- A** Choose the correct options.

- 1 I can (walk) / to walk all day.
- 2 He (can't) / not speak English.
- 3 (Can you) / You can play chess?
- 4 I can swim but my brother isn't / (can't)
- 5 They can / (Can they) climb with a rope?
- 6 **A:** Can you swim?  
**B:** Yes I (can) / swim.
- 7 What things (can you) / you can do?
- 8 Dogs can swim but they not / (can't) fly.

- B** Write *can* or *can't* to complete the sentences.

- 1 We can climb this mountain – it's not that big!
- 2 Fish can't fly.
- 3 My brother can't speak French – he's terrible at languages.
- 4 Sam's manager can play the guitar. She's very talented.
- 5 She can drive but she can't ride a motorbike.

- C** Complete the short answers.

- 1 Can you swim? Yes, I can.
- 2 Can you play guitar? No, I can't.
- 3 Can they swim? Yes, they can.
- 4 Can John speak French? Yes, he can.
- 5 Can she speak Spanish? No, she can't.
- 6 Can fish fly? No, they can't.

- D PRACTISE** There is one mistake in each sentence. Correct the sentences.

- 1 I can to climb without ropes.  
I can climb without ropes.
- 2 We not can jump very high.  
We can't jump very high.
- 3 It can flies for hundreds of kilometres.  
It can fly for hundreds of kilometres.
- 4 He cans swim underwater for a long time.  
He can swim underwater for a long time.
- 5 Do you can dive ten metres down?  
Can you dive ten metres down?
- 6 No, I don't can!  
No, I can't!
- 7 They can do play musical instruments.  
They can play musical instruments.
- 8 We can to run very far.  
We can run very far.
- 9 She can speaks English.  
She can speak English.
- 10 Yes, I do can.  
Yes, I can!

➤ Go back to page 50.



**D PRACTISE** Order the words to make questions and answers.

1 A: you / swim / can

Can you swim ?

B: can / yes, / I

Yes, I can

2 A: a monkey / fly / can

Can a monkey fly ?

B: no, / can't / it

No, it can't

3 A: you / can / what / do

What can you do ?

B: can / a mountain / I / climb

I can climb a mountain

4 A: which / can / live / animal / underwater

Which animal can live underwater ?

B: live / can / underwater / a fish

A fish can live underwater**PRONUNCIATION**

can/can't: /ə/, /æ/ and /ɑː/

**A** Listen and repeat the sounds, words and examples.

7.1

/æ/ can

A: Can you climb?

B: Yes, I can.

/ə/ can

A: What can you do?

B: I can swim.

/ɑː/ can't

I can't fly.

**B SPEAK** Work in pairs. Ask questions like the ones in Exercise A. Give answers that are true for you.

A: Can you climb?

B: Yes, I can. I can't climb a mountain. I can climb a tree! What can you do?

**VOCABULARY**

## Abilities

**A** Complete the sentences with the verbs in the box.

cook dance draw juggle sing ski

1 Helia can draw.4 Pablo can dance.2 Gus can ski.5 Mira can sing.3 Gina can cook.6 Alex can juggle.**B** Match the verbs (1–6) to the nouns (a–f) to make phrases.1 drive e3 do b5 ride f2 play c4 paint d6 speak a

a French

c the guitar

e a car

b yoga

d a picture

f a motorbike

**C** Write the correct phrases from Exercise B under each picture.ride a motorbikespeak Frenchdo yogadrive a carplay the guitarpaint a picture**D** Go to the **Vocabulary Hub** on page 125.**SPEAKING****A PREPARE** You are going to interview your classmates. Work in pairs. Choose five abilities from the ideas below or use your own ideas.

ride a motorbike draw  
 swim climb a mountain  
 juggle ski play the piano  
 speak Spanish dance  
 cook drive a car

**B PLAN** Write one question about each ability you chose.  
*Can you ride a motorbike?***C PRACTISE** Go round the class. Find people who can do each activity on your list.

A: Can you ride a motorbike?

B: Yes, I can.

**D REPORT** Work in groups. Tell the group the results of your survey.

A: Three people can ride a motorbike.

B: Six people can draw.

**Talk about your abilities**

## 7.2 He's amazing!

— Talk about people's talents

**S** listening for pronoun reference

**V** adjectives

**G** possessive 's

**P** possessive 's



### LISTENING

**A PREPARE TO LISTEN** Look at the picture. Choose the correct words to complete the sentences. There are three words you don't need.

cellos dancers guitars musicians pianos violins

- These people are musicians.
- Two people have got cellos.
- Three people have got violins.



7.2

**B LISTEN FOR GIST** Listen to a radio programme. Find and correct three mistakes in the summary.

Sheku Kanneh-Mason is a musician. He's got ~~six~~ eight brothers and sisters. ~~They all study at the Royal Academy of Music.~~ Braimah, Isata and Sheku don't play Their parents ~~play~~ musical instruments.

#### Listening for pronoun reference

We use pronouns (*I, you, we, they, he, she, it, this, that*) and adverbs (*there, here*) so we don't need to repeat names of people and places. Listen for a name or a place and think about the pronoun or adverb the speaker will use in their next sentence.

*Sheku Kanneh-Mason's an amazing musician. He's the winner of the 2016 BBC Young Musician of the Year Award.*

*Oliver: Are they students at the Royal Academy of Music, as well?*

*Carrie: No, they don't go **there** – not yet anyway.*



7.2

**C LISTEN FOR DETAIL** Listen again. Match the names of people and places (1–6) with their connection to Sheku (a–f).

- |                          |                    |
|--------------------------|--------------------|
| 1 Braimah                | a his parents      |
| 2 Isata                  | b his sister       |
| 3 Kadiatu and Stuart     | c his brother      |
| 4 Nottingham             | d where he lives   |
| 5 Royal Academy of Music | e where he studies |

**D SPEAK** Work in pairs. Answer the questions.

- Can you play a musical instrument? Which one(s)?
- Who is talented in your family? What can they do?

### VOCABULARY

#### Adjectives

**A** Read the sentences from the radio programme. The underlined word in sentence 1 is an adjective. Underline the adjectives in sentences 2 and 3.

- Every day we talk about an interesting person.
- Today's person is a young musician.
- It's difficult to find the time to play an instrument ...

**B** Match the adjectives in Exercise A with their definitions.

- Someone who is young has lived for only a short time.
- Something that is difficult is not easy to do or understand.
- Something, or someone, that is interesting is exciting and unusual.

**C** Read the sentences in Exercise A again. Choose the correct option to complete the rules.

- We use adjectives before / after a noun.
- We use adjectives on their own before / after the verb *be*.

**D** Underline the adjectives in these sentences.

- He's an amazing musician.
- My sisters are all great swimmers.
- Fionn and Carla are both bad dancers.
- Lois's singing is terrible.
- Oliver's a talented artist.
- Juan's dad is awful at cooking.
- This is a boring book.
- I eat a lot of healthy food.

**E** Work in pairs. Complete the table with the adjectives in Exercise D. Are they positive (+) or negative (–)?

Positive	Negative
<u>amazing</u>	<u>bad</u>
<u>great</u>	<u>terrible</u>
<u>talented</u>	<u>awful</u>
<u>healthy</u>	<u>boring</u>

**F SPEAK** Use the adjectives in the box to complete the sentences so they are true for you. Tell your partner.

amazing bad boring difficult easy  
good OK talented terrible

- I'm a(n) \_\_\_\_\_ musician.
- I think it's \_\_\_\_\_ to play the cello.
- I think it's \_\_\_\_\_ to have a big family.
- I think music with violins and cellos is \_\_\_\_\_.

# 7.2 He's amazing!

## LEAD-IN

Write a list of five activities on the board such as *sing, play the piano, dance*, etc and clarify meaning by miming as required. Then make a sentence about each using *I can* or *I can't*. Students have to guess which are true and which are false. Students then do the same in small groups.

## LISTENING



**A–D** Focus students on the picture. Ask if they know anything about these people or this type of music. Students listen and complete the exercises. They can check in pairs, then check as a class.

## VOCABULARY

**A** Focus students' attention on the example and draw a line from the adjective to show that it describes the person. Then ask students to underline the adjectives in 2 and 3. Elicit the answers and start to create a list of adjectives on the board.

**B–F** Students do the exercises individually, then check in pairs. Check answers as a class. Use the [Vocabulary Worksheet](#) on page W25 for extra practice.

## AUDIOSCRIPT

### 7.2

#### Listening, Exercise B

**O = Oliver C = Carrie**

- O:** Welcome to *The People Show*. Today's special person is a very interesting young musician.
- Ex C Q4** **C:** His name's Sheku Kanneh-Mason and he's from Nottingham in the UK. Tell us more, Carrie.
- C:** Hi, Oliver. Sheku Kanneh-Mason's an amazing musician. He's the winner of the 2016 BBC Young Musician of the Year Award, and he was a musician at Prince Harry and Meghan Markle's wedding in May 2018.
- O:** What instrument does he play?
- Ex B** **C:** He plays the cello. But Sheku isn't the only musician in his family. He's got six brothers and sisters, and they're all fantastic musicians.
- O:** Six? Wow! So, there are seven children in the Kanneh-Mason family?

- Ex C** **C:** That's right. Braimah is Sheku's brother. He plays the violin. Isata is Sheku's sister, and she plays the piano.
- Q1 & Q2** **Ex C Q5** They are all students at London's Royal Academy of Music. Sheku's also got four younger sisters.
- O:** What instruments do they play?
- C:** Konya and Aminata play the violin, and Jeneba and Mariatu play the cello. These four can all also play the piano.
- Ex B** **O:** Are they students at the Royal Academy of Music, as well?
- C:** No, they don't go there – not yet anyway. They're too young at the moment.
- O:** So, is everyone in the Kanneh-Mason family a musician?
- Ex C Q3** **C:** No, they aren't. Sheku's parents' names are Kadiatu and Stuart. They don't play any musical instruments.
- Ex B** **O:** I'm not surprised. It's difficult to find the time to play an instrument when you've got seven children!

## GRAMMAR HUB

### 7.2

#### Possessive 's

Singular noun	This is <b>John's</b> sister.
Singular noun ending with -s	Is that <b>Chris's</b> brother? Is that <b>Chris'</b> brother?
Plural noun	These are the <b>girls'</b> friends.

- We use a possessive 's to show that something belongs to someone.  
*This is Mark's bag. = This bag belongs to Mark.*
- With a singular noun, we add 's to show something belongs to that person.  
*This is the boy's dad.*
- With a singular noun that ends in -s, we can add 's or ' after the -s.  
*This is James's sister.*  
*This is James' sister.*
- For plural nouns that end in -s, we add the ' after the -s.  
*My cousins' house. (= I have more than one cousin and they share the same house.)*  
*What are your parents' names? (= You have more than one parent.)*

#### Be careful!

- We also use 's as a contraction of *is* or *has*.  
*His name's Bill. (= his name is)*  
*He's got a brother. (= he has got)*

# 7.2 He's amazing!

## GRAMMAR

- A** Do an example on the board, using people in the class, e.g. *Jan is Eric's friend*. Then ask students to underline the words with the possessive 's in their books before checking answers in pairs.
- B-F** Students work individually to complete the activities before discussing their ideas with a partner. Then check answers as a class.
- G** Direct students to the **Grammar Hub** (see below and TB52).
- H** Tell the students about your family (or friends), using the model as an example. Then put students into pairs to talk about the topics. Monitor and help if necessary.
- I** Put one of each pair of students into groups to talk about their partner. Monitor, encouraging fluency, making sure students use the possessive 's where necessary. Ask them to share any interesting information with the whole class, and encourage students to ask follow-up questions if possible. Use the **Grammar Worksheet** on page W26 for extra practice.

## PRONUNCIATION



7.3

- A** Read out the names in the table and focus on the final s sounds. Play the audio while students listen. Play it again while students repeat.



7.4;  
7.5

- B-C** Students listen and identify the different sounds. Check answers as a class.

## SPEAKING HUB

- A** Put students into pairs of A and B, and direct Student Bs to the **Communication Hub** (see TB97).
- B** You could group all Student As together and all Student Bs together to help each other write the questions.
- C** Pair As and Bs together to ask and answer questions. As this is an information gap exercise, it is important to seat them so that they cannot see the information but have to speak and listen to complete the exercise, e.g. face to face or back to back.
- D** Students repeat the exercise with the new information and a different partner.
- E** Give students a few minutes to think about someone they find amazing. Demonstrate with someone you find amazing first, then put students into pairs to talk about their choices. Try to encourage fluency rather than accuracy at this stage, but note any relevant mistakes and effective examples of language use and give feedback on them to the whole class at the end.

### Extra activity

In a whole-class circle, start the chain by saying, e.g. *My favourite day is Wednesday*. The student next to you repeats your sentence using the possessive s and then adds another sentence, e.g. *X's favourite day is Wednesday. My favourite colour is blue*. The next student continues the chain by repeating the two sentences using possessive s and adding their own sentence, choosing the topic of the sentence. Continue until the chain breaks. Then start again from that point. See how long the chain can get.

## GRAMMAR HUB

### 7.2

#### Possessive 's

- A** There is one mistake in each sentence. Find and correct the mistakes.

- 1 This is my <sup>friend's</sup> friend sister, Mary.
- 2 Sebastian is <sup>Fiona's</sup> Fiona brother.
- 3 John's <sup>brothers'</sup> brothers names are Philip and Frederick.
- 4 My <sup>sisters'</sup> sisters name is Sandra.
- 5 I like <sup>David's</sup> David's house.
- 6 Do you know <sup>Angus's/Angus'</sup> Angus manager?
- 7 These are my <sup>parents'</sup> parent's, Jill and Greg.
- 8 Where is Harry's <sup>parents'</sup> parents house?

- B** Rewrite the phrases using 's or '.

- 1 the uncle of my friend = my friend's uncle
- 2 the office of Costas = Costas's/Costas' office
- 3 the names of my parents = my parents' names
- 4 the favourite restaurant of Keith = Keith's favourite restaurant
- 5 the daughter of my manager = my manager's daughter
- 6 the company of his cousins = his cousins' company
- 7 the school of their sons = their sons' school
- 8 the desk of Peter = Peter's desk

- C** Read the text and write 's or ' in the correct places. There are six changes, including the example.

I've got a busy week this week. On Monday, there's an all-day meeting in my manager's, office, starting at 9 am. Then, I have to go to my son's school (I've got a son and a daughter) to talk to his teachers. On Tuesday, I go to Manchester for three days. We usually go in my colleague's car. I always stay at a friend's house in Manchester. My parents live near there, so I usually see them. My parents' house is very small, so I can't stay there. Then, on Friday, we've got a meeting at our company's London office. Finally, my holiday starts on Saturday!

► Go back to page 53.



## GRAMMAR

### Possessive 's

**A** Read the sentences from the radio programme. Underline the words with the possessive 's.

- Braimah is Sheku's brother.
- Sheku's parents' names are Kadiatu and Stuart.

**B WORK IT OUT** Choose the correct option to complete the rule.

We use 's and ' to say that someone or something belongs to / happens to someone or something.

**C WORK IT OUT** Read the sentences again. Add 's or ' to complete the rules and examples.

#### Possessive 's

We use <sup>1</sup> 's after singular nouns: *Sheku is Braimah <sup>2</sup> 's brother.*  
We use <sup>3</sup> ' after plural nouns ending in -s: *His sisters <sup>4</sup> ' names are Isata, Konya, Jeneba, Aminatu and Mariatu.*

**D PRACTISE** Add 's or ' in the correct place to complete the sentences.

- My mother name is Kali. *My mother's name is Kali.*
- Luke favourite instrument is the violin.
- My two cousins' house is in the city centre.
- Alice's parents' names are Olive and Oscar.
- All of the musicians' instruments are in the next room.
- Alberto is Carlos's brother.

**E WORK IT OUT** Read the information and choose the correct options.

#### Possessive 's, is and has

We also use 's as a short form of *is* or *has*.  
*His name's Sheku Kanneh-Mason.* (= his name <sup>1</sup> is / has)  
*He's got six brothers and sisters.* (= he <sup>2</sup> is / has got)

**F PRACTISE** Choose the correct meaning of 's in these sentences.

- Mark's my father. is / has / possessive's
- My father's name is Mark. is / has / possessive's
- Mark's got two brothers. is / has / possessive's

**G** Go to the **Grammar Hub** on page 110.

**H SPEAK** Work in pairs. Tell your partner about the following things ...

- your family
  - your home
  - your hobby
- My sister is a musician. My home is in Costa Rica. My hobby is swimming.*

**I SPEAK** Work in groups. Tell them about your partner. Use possessive 's.

*Erica's sister is a musician. Erica's home is in Costa Rica. Erica's hobby is swimming.*

## PRONUNCIATION

### Possessive 's

**A** Listen to how we say the s at the end of each of the names in the table.

/z/	/s/	/ɪz/
Aminata's	Albert's	Angus's
Anna's	Juliet's	Alex's

**B** Listen to three more names. Write them in the table.

Alex's Anna's Juliet's

**C** Choose the correct pronunciation for the possessive 's at the end of the names. Listen, check and repeat.

- Marcus's /z/ /s/ /ɪz/
- Tom's /z/ /s/ /ɪz/
- Junko's /z/ /s/ /ɪz/
- Carlos's /z/ /s/ /ɪz/
- Bec's /z/ /s/ /ɪz/
- Max's /z/ /s/ /ɪz/

## SPEAKING HUB

**A** Work in pairs. Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 133.

**B PREPARE** Read the information about this person. Write questions to find the missing information.



**Student A answers:**

**HIFUMI ABE** is from <sup>1</sup> Japan. He is good at judo. He is a world champion. His sister's name is <sup>2</sup> Uta. She is good at judo, too. <sup>3</sup> Uta is the 2017 Junior World Champion. They are the winners of the 2017 Tokyo Grand Slam.

- Where is Hifumi from?
- What ...?
- Who ...?

**C DISCUSS** Work in pairs. Ask your partner questions to complete the missing information. Answer your partner's questions.

**D REPEAT** Repeat with the information below.

**Student A answers:**  
**JONATHAN BROWNLEE** is from England. He is good at <sup>1</sup> triathlons – three events in one race. He can swim, ride a bicycle and run – and he's fast!

His brother is good at <sup>2</sup> triathlons, too. His brother's name is Alistair. They both have <sup>3</sup> Olympic medals.



**E REFLECT** Think of another amazing person. Tell your partner about them.

## Talk about people's talents



## COMPREHENSION

**A** ▶ 00:54–02:41 Watch the first part of the video and answer the questions.

- Who is Lisa? **the hairdresser**
- What sort of hairstyle does Gaby want? **something different**
- What do you think Gaby's new hairstyle is like?  
**Students' own answers**

**B** ▶ 02:42–02:57 Watch the end of the video. What is Gaby's new hairstyle? Do you like it?

**C** When Gaby says *Wow!* what does she mean?

- I love it.
- I hate it.**
- It's OK.

**D** Complete the sentences with the words in the box.

concert hairstyle Lisa's Hair magazine  
Spain three o'clock

- Gaby arrives at the hairdresser's at **three o'clock**. **5**
- Lucy invites Gaby to a friend's **concert**. **1**
- Gaby calls **Lisa's Hair**. **3**
- The hairdresser loves **Spain**. **4**
- Gaby wants to change her **hairstyle**. **2**
- Gaby reads a **magazine**. **6**

**E** ▶ Put the events (a–f) in Exercise D in the correct order (1–6). Then watch the video again and check your answers.

## FUNCTIONAL LANGUAGE

Making polite requests

**A** Underline the polite phrases. Who said it?

- So, Gaby what do you want / would you like?  
a Gaby **b** Lisa
- I'd like / I want something different, please.  
**a** Gaby b Lisa

**B** Complete the phrases by putting the word in brackets in the correct place.

- Three o'clock is fine. Can I have your phone number, please? (have)
- I'd like <sup>to</sup> book an appointment, please. (to)
- Is Lisa's Hair? (that) **that**
- <sup>Do</sup> you have time today? (Do)
- Yes, is. (it) **it**
- Yes, today's good. What time would you like to come? (like) **like**
- Yeah sure! When you <sup>would</sup> like to come? (would)



## 7.3 New hair

### LEAD-IN

Ask students to describe what they can see in the picture and to guess where the place is, giving reasons for their answer. When they guess *hairdresser's* (you can ask students to search the text on the page for clues to help them to guess), share some information about your hairdresser, if appropriate. For example, *I go to Lulu's every two months. I pay £12. It takes 20 minutes.* Students can share similar details.

### COMPREHENSION

- A** ▶ 00:54–02:41 Read through the questions with students and then play the video. Students compare their answers with a partner before checking as a whole class.
- B** ▶ 02:42–02:57 Encourage a personal response to the final question (there is obviously no correct answer) and ask students to explain their views.

- C** Say *Wow* with appropriate intonation and then elicit what Gaby means when she says it. (You could show how important intonation is at this point by saying *Wow* with different intonation and, therefore, different meaning, asking the students to decipher the meaning.)
- D** Students work in pairs to complete the sentences with the words in the box. Check answers as a whole class.
- E** ▶ Students number the events in Exercise D in order. Play the video again for students to check.

### FUNCTIONAL LANGUAGE

- A** Work together as a class to identify the correct words to complete the polite phrases and to decide who says them.
- B** Students look at the example phrases and then work alone to add the word in brackets to the correct place in the sentences. Students then compare with a partner. (They will use the video in Exercise D to give their answers a final check.)

### ▶ VIDEOSCRIPT

**L = Lucy G = Gaby Li = Lisa**

- L:** Hi Gaby, would you like to come to my friend's concert tonight?
- G:** Yes! What time?
- L:** Eight o'clock. It's at the Hackney Club.
- Li:** Hiya!
- G:** Hola! Sorry, hi! Is that Lisa's Hair?
- Li:** Yeah.
- G:** Great! I'd like to ...
- Li:** Are you Spanish?
- G:** Yes, I'm Spanish. I'd like to ...
- Li:** Oh, really? I love Spain! Sunshine, tapas. Oh, I need a holiday.

- G:** Yes, holidays are great. Anyway, I'd like to book an appointment, please.
- Li:** Yeah, sure! When would you like to come?
- G:** Do you have time today?
- Li:** Yes. Today is good. What time would you like to come?
- G:** Er, three o'clock?
- Li:** Three o'clock is fine. Can I have your phone number, please?
- G:** Sure.
- Li:** So, Gaby. What would you like?
- G:** I'd like something new and different, please.
- Li:** Different. I know exactly what to do. Just relax. OK, Gaby. Are you ready to see the new you?
- G:** Yes.
- Li:** So? What do you think?
- G:** Wow.

### METHODOLOGY HUB by Jim Scrivener

#### Working on appropriacy

A lot of work in the area of function is to do with common sense and common politeness – and most of all to do with an awareness of audience. This, of course, is partly cultural. We can help students become more aware of appropriacy by getting them to consider:

- Who are you talking/writing to? How well do you know them?
- How formal/informal is the relationship?
- Where are you? What unwritten rules or codes of conduct apply?

Some ideas for integrating functional work into a course:

- focusing on a functional area and studying a number of exponents;
- roleplays: considering what to say in particular relationships;
- listening: working out relationships between speakers;
- deciding how different situations make one sentence mean different things;
- building dialogues and picture-story conversations;
- acting out play scripts;
- writing letters to different people;
- altering written conversations to change the relationship.



## 7.3 New hair

**C** Concept check the diagram with students so they understand it represents a conversation with two people speaking. Students then work in pairs to complete the conversation with phrases from Exercise B.

**D** ▶ **01:01–02:05** Play the section of the video for students to check their answers.

### Extra activity

Build up the conversation from Exercise C on the board, and run a disappearing dialogue activity. Write the full conversation on the board and ask learners to practise it in pairs. Once students are comfortable with the exchanges, remove a couple of words from each of the turns. Students continue to practise the conversation, recalling the words to fill in the gaps you have created. Continue in the same way until the dialogue has completely disappeared from the board. Students continue to practise the conversation until eventually they can recall everything.

## PRONUNCIATION



7.6

**A** Clarify the meaning of intonation through modelling *Wow* again, writing it on the board and adding arrows to show your intonation. Highlight that intonation provides meaning and also organisation to what we say.



7.6

**B** Students listen and repeat the conversation as a whole class. Use gestures to help the students to fully engage with intonation and the direction it is moving at the end of the questions (*up for yes/no questions and down for Wh- questions*).

### Extra activity

Ask students to make the dialogue impolite. Elicit what they would have to change, e.g. language, intonation, tone or gestures if face to face. Students could write a new dialogue where either the customer or the person they are booking the appointment with is rude. They can practise and perform the conversation for the class. Discuss what aspects make the person impolite and whether this is the same in different languages and cultures.

## SPEAKING

- A** Read through the task with students, adding one line of the conversation to the board and demonstrating which information to change. Students then create a new conversation in pairs, using information from the table to help.
- B** Demonstrate completing the diary with ticks to show when you are free. Ask students to add six ticks to the diary, covering *today* and *tomorrow* (they should obviously include times for *today* which are later than the time doing the activity).
- C** Read through the conversation in the book with a strong student. Clarify how the people in the conversation manage to find a time which suits both and that this appointment can be written in the student's diary. Then model an improvised conversation with a student, showing that information has been changed. Students mingle and complete their diaries with appointments.

## METHODOLOGY HUB by Jim Scrivener

### Intonation

Intonation is sometimes referred to as the 'music' of the language, and we use it as a kind of oral equivalent of written punctuation. It is closely connected to prominence, for the main movement of intonation begins at the tonic syllable. This movement can be upwards (a rise), downwards (a fall), a rise with a fall (a rise–fall), a fall with a rise (a fall–rise) or flat. Intonation has a definite effect on meaning and also gives us information about the speaker's attitude.

It is hard to teach intonation systematically because, although there are some common patterns, there are few clear rules, and many people with an 'unmusical' ear find it hard to recognise or categorise intonation patterns. It is, however, so important that it is essential to include work on intonation in most courses. Many learners speak English with a flat intonation, which can sound boring or uninteresting. Using wrong intonation can also give offence.

Some ideas for working on intonation:

- Get students to mark intonation patterns on conversations. (How can you mark them? Arrows? Lines? Music? Write the words in a wiggly way to reflect the movement.)
- Get students to say the same single word (e.g. *hello*) with different intonation to convey completely different meanings.
- Use these differences to prepare and practise some one-word conversations, e.g.:  
**A:** Cinema?  
**B:** No.  
**A:** Tomorrow?  
**B:** Maybe.
- Hum/whistle/sing the sentence without words before you say it.
- Indicate intonation with hand gestures, waves, etc.
- Exaggerate intonation (this can be very funny).
- Exaggerate lack of intonation.
- Encourage students to 'feel' the emotion as they speak. Emotions of anger, interest, surprise, boredom, etc can naturally power the intonation.





GABY



SAM



LUCY

- C** Complete the conversation with the phrases from Exercise B.

1 *Is that Lisa's Hair?*

Yes, 2 *it is*.

3 *I'd like to book an appointment, please.*

4 *Yeah sure! When would you like to come?*

5 *Do you have time today?*

6 *Yes, today's good. What time would you like to come?*

7 *Three o'clock?*

8 *Three o'clock is fine. Can I have your phone number, please?*

Sure.

- D** ▶ 01:01–02:05 Watch part of the video again and check your answers to Exercises B and C.

## PRONUNCIATION

- A** Listen to the conversation and notice how the intonation goes up (↗) or goes down (↘) in questions.

**Ben:** Is that **Dr Jones**? (↗)  
**Dr Jones:** Yes, it is.  
**Ben:** Can I book an appointment, please? (↗)  
**Dr Jones:** Sure. When would you like to come? (↘)  
**Ben:** Do you have time **today**? (↗)  
**Dr Jones:** Yes, **today**'s good. What time? (↘)  
**Ben:** Is **two o'clock** OK? (↗)  
**Dr Jones:** **Two o'clock**'s fine. Can I have your phone number, please? (↗)

- B** Listen again and repeat the conversation. Copy the intonation.

## SPEAKING

- A PREPARE** Work in pairs. Replace the **red** words in Pronunciation Exercise A with different people, times and places. Use the ideas below or your own ideas. Practise the dialogue.

Person	Day	Time
Dr Smith	tomorrow	midday
Johanna Mendelsohn, mechanic	Monday	half past two
Mr Roberts, bank manager	next Tuesday	four o'clock

- B PLAN** Make appointments with other students in the class. Put a tick (✓) next to the six times when you are free today and tomorrow.

	TODAY	TOMORROW
09.00		
10.00		
11.00		
12.00		
13.00		
14.00		
15.00		
16.00		
17.00		
18.00		
19.00		
20.00		

- C PRACTISE** Go round the class and make appointments with other students. Then change roles and do the activity again.

*A: Is that (name of person)?*

*B: Yes, it is.*

*A: Can I book an appointment, please?*

*B: Yes. When would you like to come?*

*A: Is today at 11 o'clock OK?*

*B: Sorry, I'm not free. Is 12 o'clock OK?*

*A: 12 o'clock's fine.*

## Make polite requests

## 7 Writing

Write a competition entry

W using commas in lists

A Read the two texts. Then choose the correct option to complete the sentence.

The texts are applications for a talent competition / sport competition.

B Work in pairs. Complete the applications with the words in the box.

artist cello dance person picture Spanish

Anyone Can Do It!

Name: Imelda Suarez Age: 29  
About you: I'm Imelda and I'm from Spain. I love music and I can play the guitar, the piano and the <sup>1</sup> cello. I can also sing and <sup>2</sup> dance. I also love languages and I can speak <sup>3</sup> Spanish, Italian and English.

Anyone Can Do It!

Name: Lucas Johnson Age: 32  
About you: I'm Canadian, but I live in Mexico. I really love art. I'm a(n) <sup>4</sup> artist, and I'm really fast! I can draw, and I can paint a(n) <sup>5</sup> picture of any animal, <sup>6</sup> person or thing, and I can do it in one or two minutes!

### Using commas in lists

We use a comma (,) when we write more than two words in a list. We don't usually use a comma before *and*.  
I can play the guitar, the piano and the cello.

C Add the missing commas to these sentences.

- 1 My brother can speak English, Turkish and Arabic.
- 2 Kyle swims, runs and rides his bike every week.
- 3 I go to Spanish classes on Mondays, Wednesdays and Fridays.

## WRITING

WRITE Imagine that this is your application for the talent show. Complete the missing information. Write a short paragraph. Use commas.

Anyone Can Do It!

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
What can you do?  
I can ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write a competition entry

Refer students to the applications as models for the writing task.

Remind students they can make notes and plan what they want to say before they start writing.

## Unit 7 Review

### GRAMMAR

A Choose the correct options to complete the sentences.

- 1 My brother can / can to swim underwater for three minutes.
- 2 Lyra can jump / jumps six metres.
- 3 A: Do you can / Can you draw?  
B: Yes, I can / draw.
- 4 What do you can / can you do?
- 5 I can't drive / drive can't, but I do / can ride a motorbike.

B Find and correct the mistake in each sentence.

- 1 John's brother can play the piano.
- 2 My sisters' names are Jo and Leah.
- 3 Alex's hobby is wingsuit flying.
- 4 What are your parents' names?
- 5 My friend's friend is an amazing dancer.
- 6 Paulo's friends got an old cello.

### VOCABULARY

A Complete the phrases with the correct letters.

- 1 paint a picture
- 2 play the guitar
- 3 drive a car
- 4 speak Turkish
- 5 ride a bicycle
- 6 play football

B Complete the sentences with the adjectives in the box.

boring difficult good long old terrible

- 1 Niall's a good musician. He can play a lot of instruments.
- 2 Yoga is difficult. I can't do it.
- 3 My grandmother is old. She's 97.
- 4 My Spanish is terrible. I can't say anything.
- 5 I do yoga for a long time every day. I sometimes do it for four hours.
- 6 I don't like shopping at the supermarket. I think it's boring.

## LEAD-IN

Ask students to think of three things they can do. Then ask them to add one that is not true. Take it in turns to say the four things; the other students have to guess the one that isn't true. Demonstrate it yourself first.

## WRITING

- A Check that students understand the two choices, then ask them to quickly look at the texts and decide what they are about. Give the correct answer, and ask what words tell them that.
- B Check that students understand *application* and the words in the box, then put them into pairs to complete the applications. Don't help too much; let them make mistakes and correct them. When they have finished, go through the answers.

- C Students work individually to complete the exercise, then check in pairs. Write the full sentences on the board and tell students to give you the answers.

## WRITING TASK

Start completing the missing information in the form yourself as an example, showing that you are giving true information. Then students work individually to complete the forms. Go round helping with vocabulary. Get students to check each other's work in pairs, then post the applications on the wall and get all the students to see who they think has the most talent.



## 7.1 Abilities

Look at the pictures. Use the verbs *make*, *play*, *ride* and *speak* to make phrases about abilities.

make   play   ride   speak

1 ride a bicycle



2 make a cake



3 speak Chinese



4 make an omelette



5 speak Spanish



6 play tennis



7 play the piano



8 ride a horse



► Go back to page 51.

## 8.2 Clothes

Match the words in the box with the pictures.

cap   coat   dress   hat   jacket   jeans   jumper   shirt   shoes   skirt   suit   trousers



1 skirt



2 cap



3 coat



4 shoes



5 trousers



6 dress



7 jeans



8 shirt



9 hat



10 suit



11 jacket



12 jumper

► Go back to page 60.

## 12.2

### Student A

You are the listener of a radio show. You entered a competition on the radio show's website to win a holiday. Read the information below, then answer your phone and talk to the radio presenter.

- You don't like cold weather.
- You haven't got a passport.
- You're a doctor. You're working at the hospital next week.

► Go back to page 93.

## 7.2

### Student B

**B PREPARE** Read the information about this person. Write questions to find the missing information.



1 What is Hifumi good at?

2 What ...?

3 What ...?

**C DISCUSS** Now ask your partner questions to complete the missing information. Answer your partner's questions.

**D REPEAT** Repeat with the information below.



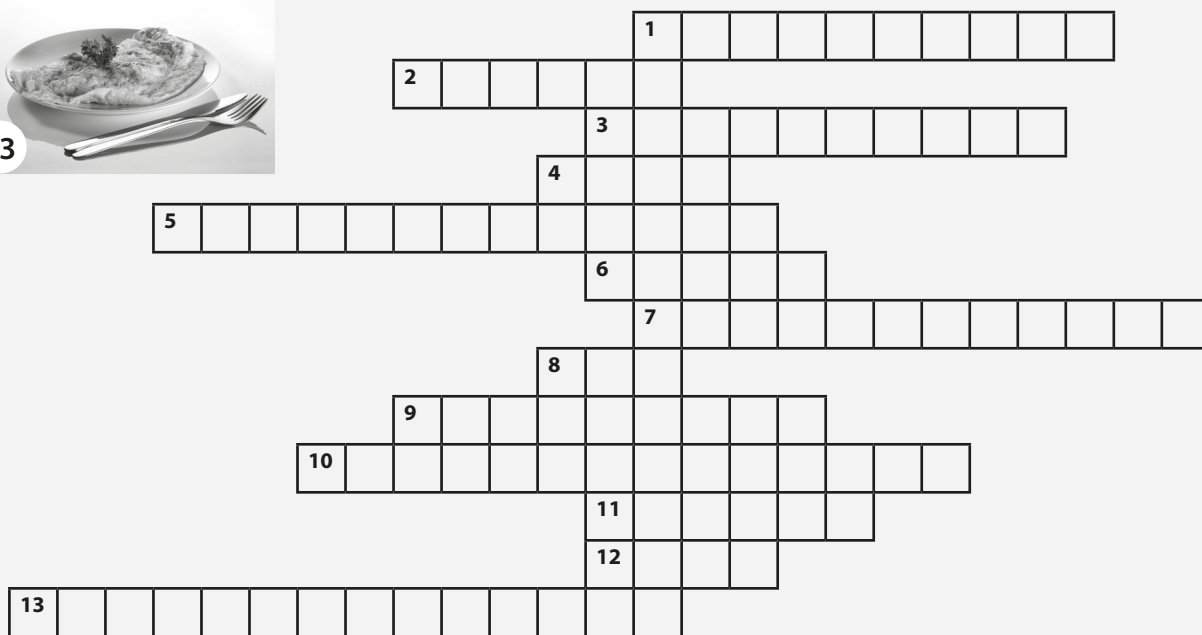
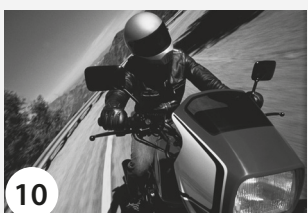
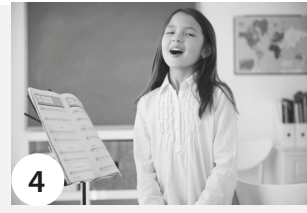
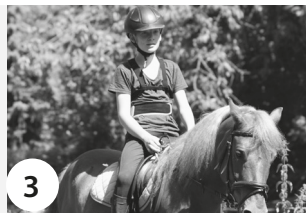
► Go back to page 53.



## 7.1 Vocabulary

## Abilities

**A** Complete the boxes with the activities in the pictures.



**B** Work in pairs. Interview your partner about the activities in Exercise A. What can they do? What can't they do?

**A:** Can you play the piano?

**B:** Yes, I can.

**C** Work in new pairs. Tell your new partner about the person you interviewed in Exercise B.

## can/can't



**A** Four of the sentences have mistakes. Find and correct them.

- 1 He can't to swim.
- 2 They can run very far.
- 3 We not can speak Icelandic.
- 4 I can't dive for very long.
- 5 He can cook Chinese food.
- 6 She can climbs high.
- 7 I can't eating spicy food.
- 8 They can play chess.

**B** Write questions with *Can you ...?* and the verbs in the box. Or use your own ideas.

climb   cook   dive   run far   sing   speak Chinese   speak Spanish   swim

- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

**C** Work in pairs. Ask the questions you wrote in Exercise B. Then tell the class what your partner can do.



## 7.2 Vocabulary

### Adjectives



**A** Decide which adjective is positive and which is negative.

	Positive	Negative
1 Football is a <i>great</i> / <i>boring</i> sport.	_____	_____
2 Spanish is a/an <i>difficult</i> / <i>amazing</i> language to learn.	_____	_____
3 I am a very <i>bad</i> / <i>talented</i> singer.	_____	_____
4 Maths is an <i>interesting</i> / <i>awful</i> subject.	_____	_____
5 Running is a/an <i>easy</i> / <i>terrible</i> hobby.	_____	_____
6 My cooking is <i>OK</i> / <i>terrible</i> .	_____	_____

**B** Choose an adjective to complete the sentences so they are true for you.

**C** Work in pairs. Compare your sentences. Are they the same or different?

**D** Read the questions below. Then add three more questions of your own.

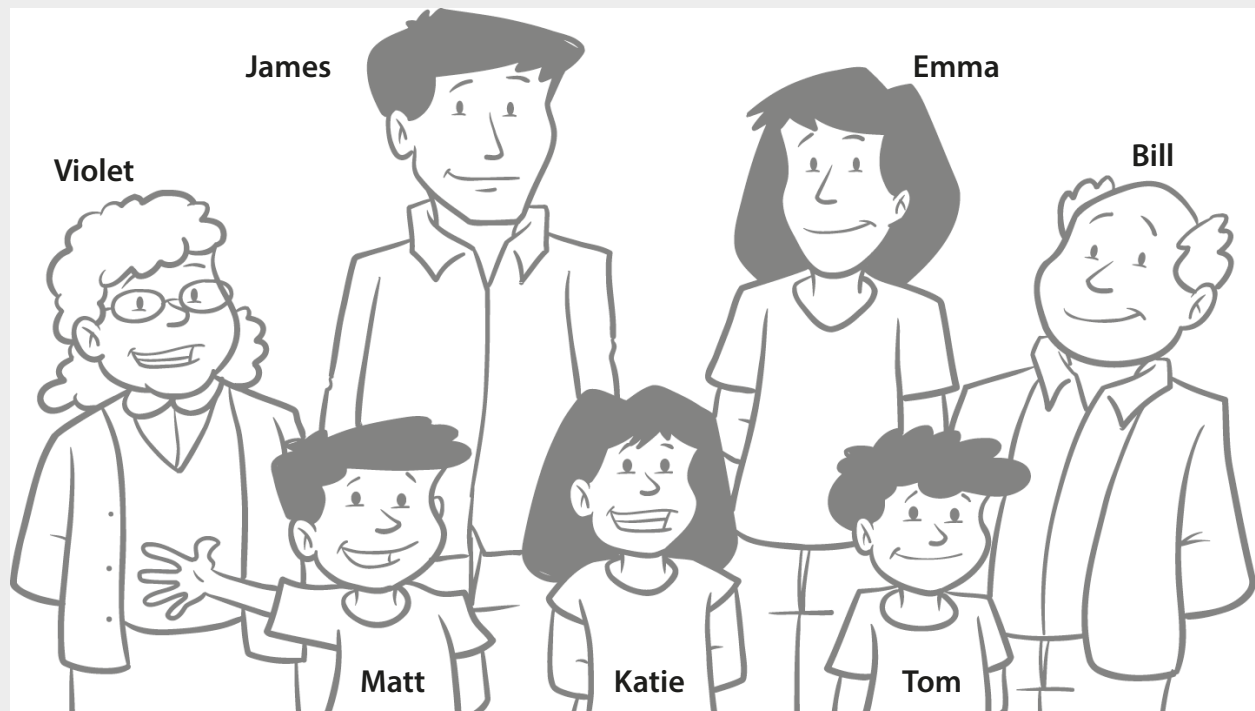
- 1 Do you think English is easy?
- 2 Do you think football is interesting?
- 3 Do you think chocolate is healthy?
- 4 \_\_\_\_\_?
- 5 \_\_\_\_\_?
- 6 \_\_\_\_\_?

**E** Work in pairs. Ask and answer the questions in Exercise D.

## 7.2 Grammar

### Possessive 's

**A** Look at the picture of the family. Complete the description with the correct names and possessive 's.



James has got a great family. His <sup>1</sup> \_\_\_\_\_ name is Emma. They've got three children – two boys and a girl. Their <sup>2</sup> \_\_\_\_\_ names are Matt and Tom. Their <sup>3</sup> \_\_\_\_\_ name is Katie. James's <sup>4</sup> \_\_\_\_\_ names are Violet and Bill.

**B** Work in pairs. Ask questions about the people in the picture.

**A:** Who is Violet's husband?

**B:** Bill is Violet's husband.

**B:** Who are Katie's brothers?

**A:** Katie's brothers are Matt and Tom.

**C** Work in groups. Talk about your friends and family.

My parents' names are Anna and Mark.  
My brother's name is Phil and his wife's name is Sam.  
They've got two children.  
My best friend's name is Karen. She's married. Her husband's name is Chris ...