

The background features a pattern of overlapping orange triangles of various sizes and orientations. Scattered throughout are several paper airplanes: one white one at the top center, and several green ones in various positions. The overall aesthetic is modern and geometric.

# FLAGSHIP

4



Pearson

Catalogue Publication Data

Authors: Joan Saslow, Allen Ascher

*Flagship Level 4*

First published

Pearson Educación de México, S.A. de C.V., 2017

ISBN: 978-607-32-4096-3

Area: ELT

Format: 21 x 27.6 cm

Page count: 96

**Managing Director:** Sergio Fonseca ■ **Innovation & Learning Delivery Director:** Alan David Palau ■ **Regional Content Manager - English:** Andrew Starling ■ **Publisher:** Jaquelin Camizao ■ **Content Support:** Diana Mathes ■ **Editorial Services Manager:** Asbel Ramirez ■ **Art and Design Coordinator:** Juan Manuel Santamaria ■ **Layout:** Factor:02 ■ **Cover Design:** Factor:02 ■ **Photo Research:** Julien de Preux ■ **Photo Credits:** Pearson Asset Library, 123RF, Fotolia, Shutterstock

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First published, 2017

ISBN PRINT BOOK: 978-607-32-4096-3

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Avenida Antonio Dovall Jaime #70  
Torre B, Piso 6, Colonia Zedec Ed. Plaza Santa Fe  
Delegación Álvaro Obregón, México, Ciudad de México, C. P. 01210

[www.PearsonELT.com](http://www.PearsonELT.com)

Impreso en México. *Printed in Mexico.*

1 2 3 4 5 6 7 8 9 0 - 20 19 18 17








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# SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 <b>Getting Acquainted</b> PAGE 6	<ul style="list-style-type: none"> <li>Meet someone new</li> <li>Identify and describe people</li> <li>Provide personal information</li> <li>Introduce someone to a group</li> </ul>	<ul style="list-style-type: none"> <li>Formal titles</li> <li>Positive adjectives to describe people</li> <li>Personal information</li> <li>Countries and nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Information questions with <b>be</b>: Review</li> <li>Contractions</li> <li>Modification with adjectives: Review</li> <li>Positive adjectives</li> <li>Yes / no questions and short answers with <b>be</b>: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Information questions with <b>be</b>: usage and form</li> <li>Possessive nouns and adjectives</li> <li>Verb <b>be</b>: usage and form</li> <li>Short answers with <b>be</b>: common errors</li> </ul>
 <b>Going Out</b> PAGE 20	<ul style="list-style-type: none"> <li>Accept or decline an invitation</li> <li>Express locations and give directions</li> <li>Make plans to see an event</li> <li>Talk about musical tastes</li> </ul>	<ul style="list-style-type: none"> <li>Music genres</li> <li>Entertainment and cultural events</li> <li>Locations and directions</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of time and place: Questions with <b>When</b>, <b>What time</b>, and <b>Where</b>: Review</li> <li>Contractions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Prepositions of time and place: usage rules</li> <li><b>Would like</b> for preference: Review and expansion</li> </ul>
 <b>The Extended Family</b> PAGE 34	<ul style="list-style-type: none"> <li>Report news about relationships</li> <li>Describe extended families</li> <li>Compare people</li> <li>Discuss family cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li>The extended family</li> <li>Relationships and marital status</li> <li>Other family relationships</li> <li>Similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense: Review</li> <li>Spelling exceptions</li> <li>Contractions</li> <li>The simple present tense—information questions: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The simple present tense: usage and form</li> <li>Information questions in the simple present tense: form questions with <b>who</b>, common errors</li> </ul>
 <b>Food and Restaurants</b> PAGE 48	<ul style="list-style-type: none"> <li>Ask for a restaurant recommendation</li> <li>Order from a menu</li> <li>Speak to a server and pay for a meal</li> <li>Discuss food and health</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a meal</li> <li>Categories of food</li> <li>Degrees of hunger</li> <li>Communicating with a waiter or waitress</li> <li>Adjectives to describe the healthfulness of food</li> </ul>	<ul style="list-style-type: none"> <li><b>There is</b> and <b>there are</b> with count and non-count nouns: <b>Anything</b> and <b>nothing</b></li> <li>Definite article <b>the</b></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Non-count nouns: expressing quantities</li> <li><b>Some</b> and <b>any</b></li> <li>Questions with <b>How much</b> and <b>How many</b></li> <li>Words that can be count nouns or non-count nouns</li> <li>Plural count nouns: spelling rules</li> <li>Non-count nouns: categories and verb agreement</li> </ul>
 <b>Technology and You</b> PAGE 62	<ul style="list-style-type: none"> <li>Recommend a brand or model</li> <li>Express sympathy for a problem</li> <li>Complain when things don't work</li> <li>Describe features of products</li> </ul>	<ul style="list-style-type: none"> <li>Electronic devices</li> <li>Replacing products</li> <li>Positive descriptions</li> <li>Collocations for using electronic devices</li> <li>Activities</li> <li>Ways to sympathize</li> <li>Negative descriptions</li> <li>Household appliances and machines</li> <li>Ways to state a problem</li> <li>Features of manufactured products</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The present continuous: spelling rules for the present participle</li> <li>The present continuous: rules for forming statements</li> <li>The present continuous: rules for forming questions</li> </ul>
Reference Charts PAGE 76			
Grammar Booster PAGE 77			
Writing Booster PAGE 86			

FLAGSHIP is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Begin responses with a question to confirm</li> <li>Use <u>Let's</u> to suggest a course of action</li> <li>Ask personal questions to indicate friendliness</li> <li>Intensify an informal answer with <u>sure</u></li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Infer information</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Intonation of questions</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>An enrollment form</li> <li>Personal profiles</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Infer information</li> <li>Scan for facts</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a description of a classmate</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<ul style="list-style-type: none"> <li>"Use <u>Would you like to go?</u>" to make an invitation</li> <li>Repeat with rising intonation to confirm information</li> <li>Provide reasons to decline an invitation</li> <li>Use <u>Too bad</u> to express disappointment</li> <li>Use <u>Thanks anyway</u> to acknowledge an unsuccessful attempt to help</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for key details</li> <li>Draw conclusions</li> <li>Listen for details</li> <li>Listen for locations</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Rising intonation to confirm information</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A music website</li> <li>An entertainment events page</li> <li>Authentic interviews</li> <li>A survey of musical tastes</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Interpret maps and diagrams</li> <li>Confirm content</li> <li>Make personal comparisons</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write about oneself and one's musical tastes</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>The sentence</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Actually</u> to introduce a topic</li> <li>Respond to good news with <u>Congratulations!</u></li> <li>Respond to bad news with <u>I'm sorry to hear that</u></li> <li>Use <u>Thanks for asking</u> to acknowledge an inquiry of concern</li> <li>Use <u>Well</u> to introduce a lengthy reply</li> <li>Ask follow-up questions to keep a conversation going</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to classify</li> <li>Listen to infer</li> <li>Listen to identify similarities and differences</li> <li>Listen to take notes</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Family tree diagrams</li> <li>A self-help website</li> <li>A survey about adult children</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Interpret a diagram</li> <li>Confirm facts</li> <li>Infer information</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Make a Venn diagram</li> <li>Compare two people in a family</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Combining sentences with <u>and</u> or <u>but</u></li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Could you ...?</u> to make a polite request</li> <li>Use <u>Sure</u> to agree to a request</li> <li>Clarify a request by asking for more specific information</li> <li>Indicate a sudden thought with <u>Actually</u></li> <li>Use <u>I'll have</u> to order from a server</li> <li>Increase politeness with <u>please</u></li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to take notes</li> <li>Listen to predict</li> <li>Infer the location of a conversation</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>The before consonant and vowel sounds</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Menus</li> <li>A nutrition website</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Interpret a map</li> <li>Understand from context</li> <li>Infer information</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a short article about food for a travel blog</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting words and ideas: <u>and</u> or <u>in addition</u></li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Hey</u> or <u>How's it going</u> for an informal greeting</li> <li>Use <u>What about ...?</u> to offer a suggestion</li> <li>Use <u>Really?</u> to indicate surprise</li> <li>Use <u>You know</u> to introduce a topic</li> <li>Express sympathy when someone is frustrated</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Infer meaning</li> <li>Listen to predict</li> <li>Listen for details</li> <li>Listen to classify</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Intonation of questions</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Newspaper advertisements</li> <li>An online review for a product</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Activate language from a text</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a review of a product</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Placement of adjectives: before nouns and after the verb <u>be</u></li> </ul>

UNIT

# 1

The background of the page features a blue-tinted world map on a grid. In the foreground, there are silhouettes of three business professionals: two people on the left are looking at a tablet together, and one person on the right is standing and looking towards them. The floor is reflective, showing the silhouettes of the people.

# Getting Acquainted



## COMMUNICATION GOALS

- 1 Meet someone new.
- 2 Identify and describe people.
- 3 Provide personal information.
- 4 Introduce someone to a group.

## KEY VOCABULARY

- Formal titles
- Positive adjectives
- Inferring information

## KEY GRAMMAR

- Information questions with be: Review
- Count nouns and non-count nouns
- Yes / no questions with be: Review

GETTING ACQUAINTED

# English and You!

## Why are you learning English?



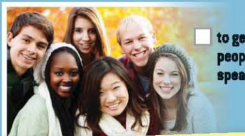
for business



for travel



for my studies



to get to know people who don't speak my language

other: .....

### Did You Know?

There are 2 billion (2,000,000,000) English speakers around the world. Fewer than twenty percent (20%) are native speakers of English.

Please complete the form.

Title:  Mr.  Mrs.  Ms.  Miss

Last/Family Name

First/Given Name

Nationality

Occupation

**A PAIR WORK** Why are you learning English? Compare reasons with a partner.

**B CLASS SURVEY** How many students in your class are studying English ...

..... for business?

..... for their studies?

..... (other reasons)

..... for travel?

..... to get to know people?

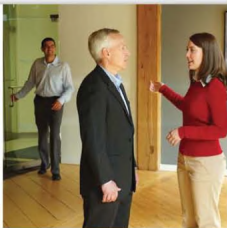




## PHOTO STORY Read and listen to people getting acquainted.



Susan: I'll bet this is your dad.  
 Cara: Yes, it is. Dad, I'd like you to meet my friend, Susan Grant.  
 Sam: It's a pleasure to meet you, Susan. Samuel Pike.  
 Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.



Sam: And just call me Sam. So, what do you do, Suzy?  
 Susan: I'm a photographer ... Oh, I'm sorry. There's my husband ... Ted, over here!




Ted: Sorry I'm late.  
 Susan: Ted, this is Cara's dad.  
 Ted: Oh, how nice to meet you, Mr. Pike!  
 Sam: Likewise. But please call me Sam.

### D FOCUS ON LANGUAGE Look at the underlined expressions in the Photo Story. With a partner, find:

- two ways to introduce people.
- three ways to greet new people.
- three ways to tell others they can be informal.

### A SPEAKING Complete your response to each person. Write the correct formal titles.


Nice to meet you.



GIVEN NAME Marc  
 FAMILY NAME Anthony  
 OCCUPATION singer

- 1 Good to meet you, too, ..... !  
 (Mr. Marc / Mr. Anthony / Ms. Anthony)

Good to meet you.



GIVEN NAME Jennifer  
 FAMILY NAME Lawrence  
 OCCUPATION actor

- 2 Nice to meet you, too, ..... !  
 (Ms. Lawrence / Ms. Jennifer / Mr. Lawrence)

### B ROLE PLAY Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.


“ I'd like you to meet Bradley Cooper. Mr. Cooper is an actor. ”

1:03 **Formal titles**


Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)


Use titles with family names, not given names.  
 Ms. Grant NOT Ms.-Suzy

**Marital status**

married =  single = 

## CONVERSATION MODEL

- A**  1:04 Read and listen to people meeting someone new.
- A:** Who's that?  
**B:** Over there? I think she's new.  
**A:** Well, let's say hello.  
 ...
- B:** Good morning. I'm Alex, and this is Lauren.  
**C:** Hi. My name's Kathryn Gao. But everyone calls me Kate.  
**A:** Great to meet you, Kate. Where are you from?  
**C:** New York.

- B**  1:05 **RHYTHM AND INTONATION**  
 Listen again and repeat. Then practice the Conversation Model with a partner.



## GRAMMAR • Information questions with be: Review

**Who's** Ms. Nieto?

**Who are** they?

**Where's** she from?

**What city are** you from?

**What's** your occupation?

**What's** his e-mail address?

**What are** their names?

**How old is** your brother?

**How old are** they?

She's my teacher.

They're my classmates.

She's from Seoul, Korea.

We're from Los Angeles.

I'm an engineer.

It's ted@kr.com [say "ted at k-r-dot-com"].

Andrea and Steven.

He's twenty-six.

She's twelve, and her little sister is eight.

## Contractions

Who's = Who is  
 Where's = Where is  
 What's = What is

I'm = I am  
 he's = he is  
 she's = she is  
 it's = it is

you're = you are  
 we're = we are  
 they're = they are

## GRAMMAR BOOSTER p. 77

- Information questions with be: usage and form
- Possessive nouns and adjectives

- A GRAMMAR PRACTICE** Complete the conversations. Use contractions of the verb **be** when possible.

1 **A:** ..... that over there?

**B:** Oh, that's Hasna. .... from Lebanon.

**A:** ..... she? She looks very young.

**B:** I think ..... twenty-five.

2 **A:** Your new neighbor's good-looking!  
 ..... his name?

**B:** His name's Francisco.

**A:** ..... he from?

**B:** El Salvador.

- 3 A: ..... they?  
 B: I think ..... new students.  
 A: ..... their names?  
 B: Evan and Kim.
- 4 A: It was nice to meet your brothers.  
 ..... they?  
 B: Greg's only fourteen. But my older brother,  
 David, is twenty-eight.  
 A: ..... David's occupation?  
 B: ..... a lawyer.
- 5 A: I'll call you sometime. .... your  
 phone number?  
 B: ..... 555-0296. .... yours?  
 A: 555-8747.
- 6 A: ..... your e-mail address?  
 I'll send you a note.  
 B: ..... choi23@kr.com.  
 A: K - r - dot - com? That's interesting.  
 ..... you from?  
 B: Busan, Korea. I'm here on business.



- B GRAMMAR PRACTICE** Write at least four information questions for your partner.  
 Begin each question with a capital letter and end with a question mark.

**Ideas**

Who ... ?  
 What ... ?  
 Where ... ?  
 How old ... ?

What's your phone number?



- C PAIR WORK** Now ask your questions, and answer your partner's questions.

**NOW YOU CAN** Meet someone new



- A CONVERSATION ACTIVATOR** With two partners, personalize the  
 Conversation Model. Imagine one of you is new to your school, office, or  
 neighborhood. Meet that person. Then change roles.

A: Who ..... ?  
 B: Over there? I think ..... new.  
 A: Well, let's say hello.

....  
 B: ..... I'm ..... , and this is .....

C: ..... My name's .....

A: ..... Where are you from?

C: .....

**DON'T STOP!**

- Ask more questions.
- What city are you from?
- What's your occupation?
- Who's your teacher?

**RECYCLE THIS LANGUAGE.**

**Introduce people**  
 This is \_\_\_\_.  
 I'd like you to meet \_\_\_\_.

**Greet new people**  
 Great to meet you.  
 How nice to meet you!  
 It's a pleasure to meet  
 you.

**Shift to informality**  
 Everyone calls me  
 \_\_\_\_.  
 Please call me \_\_\_\_.  
 Just call me \_\_\_\_.

- B CHANGE PARTNERS** Practice the conversation again.  
 Meet other people.

## MODIFICATION WITH ADJECTIVES: REVIEW

Adjectives describe nouns and pronouns. They can go after the verb **be** or before a noun.

Usain Bolt is **terrific**. He's a **terrific athlete** from Jamaica.  
 Tony Leung and Gong Li are **famous**. They're **famous actors** from China.  
 They're **wonderful**.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT He's great musician.

1:06

## Positive adjectives

beautiful  
famous  
fantastic  
great

handsome  
terrific  
wonderful

## A GRAMMAR PRACTICE Combine each pair of sentences.

- Chris Pine is an actor from the U.S. He's handsome.
- Emeli Sandé is a singer from the U.K. She's fantastic.
- Cheng Fei and Yao Jinnan are athletes from China. They're terrific.
- Sebastião Salgado is a photographer from Brazil. He's great.
- Alice Munro is a writer from Canada. She's famous.

## B Now write three sentences about other famous people. Use an adjective before a noun.

Chris Pine is a handsome actor from the U.S.



## CONVERSATION MODEL

## A 1:07 Read and listen to someone identify and describe a person.

- A: Hey. Who's Lucia Micarelli?  
 B: You don't know? For real?  
 A: No. Is she famous?  
 B: She sure is. She's a great musician.  
 A: Where's she from?  
 B: The United States.

## B 1:08 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



## GRAMMAR • Yes / no questions and short answers with be: Review

Are you our teacher?

Is she Chinese?

Is your nickname Josh?

Are you and Tom students?

Are they famous?

Yes, I **am**.

Yes, she **is**.

Yes, it **is**.

Yes, we **are**.

Yes, they **are**.

No, I'm **not**.

No, she **isn't**. [No, she's **not**.]

No, it **isn't**. [No, it's **not**.]

No, we **aren't**. [No, we're **not**.]

No, they **aren't**. [No, they're **not**.]

## Be careful!

Yes, I **am**. NOT Yes, I'm.

Yes, she **is**. NOT Yes, she's.

## GRAMMAR BOOSTER p. 78

- Verb **be**: usage and form
- Short answers with **be**: common errors

**A FIND THE GRAMMAR** Find and underline two information questions and one yes / no question with be in the Conversation Model on page 10.

**B GRAMMAR PRACTICE** Complete the questions and answers. Use contractions when possible.

1 A: ..... your father a teacher?

B: Yes, .....

2 A: ..... your son an athlete?

B: No, ..... an artist.

3 A: ..... this your new address?

B: Yes, .....

4 A: Who ..... those new students?  
..... from Canada?

B: No, ..... I think .....  
from the UK.

5 A: That's a nice hat! ..... new?

B: No, .....

6 A: ..... you a musician?

B: Yes, ..... a violinist.



**PRONUNCIATION • Intonation of questions**

**A** Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

**Yes / no questions**

Is she an architect?

Are they from Canada?

**Information questions**

What's her occupation?

Where are they from?

**B PAIR WORK** Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

**NOW YOU CAN** Identify and describe people



**A** Look at the famous people. Add information about a famous person you know.

**B CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 12. Then change roles.

A: Hey. Who's ..... ?

B: You don't know? For real?

A: No. Is ..... famous?

B: ..... sure is. ....'s a .....

A: Where ..... from?

B: .....

**C CHANGE PARTNERS** Practice the conversation again. Talk about other famous people. Use other adjectives.



**Javier Bardem**  
actor (Spain)



**Jeanne Gang**  
architect (U.S.)



**Angélique Kidjo**  
singer (Benin)

**Your own famous person**

first name .....

last name .....

occupation .....

country .....

adjective to describe the person .....

BEFORE YOU LISTEN



**A** **VOCABULARY** • Personal information

Read and listen. Then listen again and repeat.

**nationality** He's originally from India, but his **nationality** is Canadian. He has a Canadian passport.

**birthplace** I'm from Mexico City, but it isn't my **birthplace**. I was born in a beautiful small town called Patzcuaro.

**hometown** She was born in Seoul, but her **hometown** is Busan. She grew up there.

**B PAIR WORK** Ask your partner questions, using the Vocabulary.

“ What's your birthplace? ”

LISTENING COMPREHENSION

**A** **LISTEN FOR DETAILS** Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

	Nationality	Occupation	Nickname?	
1			<input type="checkbox"/> yes	<input type="checkbox"/> no
2			<input type="checkbox"/> yes	<input type="checkbox"/> no
3			<input type="checkbox"/> yes	<input type="checkbox"/> no
4			<input type="checkbox"/> yes	<input type="checkbox"/> no



a computer programmer



an interpreter



a graphic designer



a salesperson

**B** **LISTEN TO INFER** Now listen to each conversation again and complete each statement.

- He grew up in .....  
 a Ankara    b London    c Izmir
- Her birthplace is .....  
 a Osaka    b Tokyo    c Seoul
- She's originally from .....  
 a Buenos Aires    b Montevideo    c Santiago
- His hometown is .....  
 a Chicago    b Toronto    c New York



**NOW YOU CAN**

Provide personal information

**INFORMATION GAP****Partner A:** Look at the top of the page.**Partner B:** Turn your book and look at the bottom of the page.Ask information questions with **be** and write the missing personal information.**PARTNER A**


If you don't understand, ask:

Could you repeat that?

How do you spell that?



Name: Gordon Graham  
 Nickname: Gordy  
 Occupation: .....  
 Nationality: Australian  
 Hometown: Canberra  
 Birthplace: .....  
 Age: .....  
 E-mail: gordyg@uimail.com.au



Name: .....  
 Nickname: .....  
 Occupation: salesperson  
 Nationality: .....  
 Age: 36  
 Hometown: .....  
 E-mail: beto.wilson@vmail.com.cl




Name: .....  
 Occupation: scientist  
 Age: .....  
 Nationality: Japanese  
 Hometown: Osaka  
 E-mail: .....




Name: Claire Beti  
 Occupation: .....  
 Age: 24  
 Nationality: .....  
 Hometown: .....  
 Birthplace: Cameroon  
 E-mail: claire.pokou@inet.com.fr




Name: .....  
 Occupation: writer  
 Age: .....  
 Nationality: French  
 Hometown: Paris  
 Birthplace: .....  
 E-mail: .....



Name: Miya Kato  
 Occupation: .....  
 Age: 30  
 Nationality: .....  
 Hometown: .....  
 E-mail: mkato@unet.com.jp



Name: Alberto Willson  
 Nickname: Beto  
 Occupation: .....  
 Nationality: Chilean  
 Hometown: Santiago  
 Age: .....  
 E-mail: .....



Name: .....  
 Nickname: .....  
 Occupation: architect  
 Nationality: .....  
 Hometown: .....  
 Birthplace: Sydney  
 Age: 24  
 E-mail: .....

**PARTNER B**If you don't understand, ask:  
 Could you repeat that?  
 How do you spell that?