

# 1

# Identity

## UNIT SNAPSHOT

What are “head” and “heart” personalities?	5
Why join a meetup group?	7
What makes a good roommate?	10



Talk about the person in the photo.

What can an image tell you about someone's identity?

What does identity mean to you?



BEHIND THE PHOTO

## REAL-WORLD GOAL

Introduce a classmate to a friend or relative

### 1 Answer the questions. Then discuss your answers with a partner.

- 1 Imagine your identity is a type of food. What food are you? Why?  
*I think I am a vegetable curry. It has lots of different ingredients, and I have lots of different parts to my personality.*
- 2 Are you similar to or different from people in your family?
- 3 What can we learn from people who are different from us?

### 2 Discuss your answers with a partner.

# 1.1 Your Head or Your Heart?

1 **▶ ACTIVATE** Watch the video. Choose the correct answer.

- 1 Antonia's best friend is:  shy.  friendly.
- 2 Jess's best friend is:  quiet.  loud.
- 3 Antonia and Jess are:  outgoing.  shy.



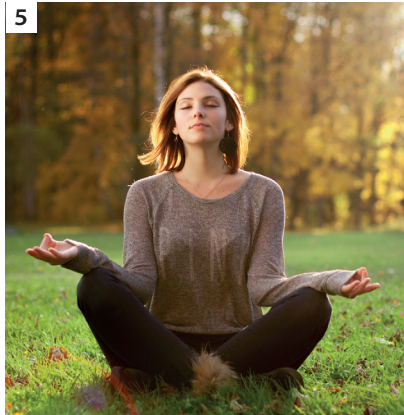
2 **VOCABULARY** Match the phrases to the pictures.

**fun** to be around  
a **calm** person

**serious** at work  
always **honest**

**shy** around people  
sometimes **lazy**

Oxford 3000™



3 **WHAT'S YOUR ANGLE?** Work with a partner. What words describe you and your family and friends? Use the adjectives from Exercises 1 and 2 and your own ideas.

I think I'm...  
I'm not really...  
My family says I'm...

My parents are...  
My brother/sister is...  
My best friend is...



## READING SKILL Recognizing adjectives

We use adjectives to describe people, places, and things. Recognizing adjectives helps you understand the details in a text. Adjectives come before a noun or after a form of *be*.

Our *new* neighbors are *polite*.

### 4 IDENTIFY Find the adjectives in the sentences.

- 1 My best friend is fun to be around. She has a nice personality.
- 2 My friends say I'm shy, but that's not always true. Sometimes I'm very friendly.
- 3 My parents are caring, and they are happy together.
- 4 Her brother is a smart person, and he's a good student.
- 5 I think I'm outgoing. I like to try new things.

### 5 ASSESS Find the adjectives that describe these words in the quiz. Do they have a positive (+) or negative (-) meaning?

- |                              |                 |                        |       |
|------------------------------|-----------------|------------------------|-------|
| 1 <u>famous</u> Swiss doctor | <u>positive</u> | 4 _____ clothing store | _____ |
| 2 _____ friend               | _____           | 5 _____ bird           | _____ |
| 3 _____ haircut              | _____           | 6 _____ person         | _____ |

### 6 INTEGRATE Take the quiz.

## Do you think with your head or your heart?



**Carl Jung** (1875–1961) was a famous Swiss doctor. According to Jung, the mind has four functions or jobs. Two of these functions are thinking and feeling. Some people are thinking types. Other people are feeling types. Which one are you? Take the quiz to find out!

- 1 Your good friend has a terrible haircut. What do you say?  
A "Umm, I have to be honest..."  
B "You got a new cut? It's great!"
- 2 Your co-worker plays computer games in the office. What do you do?  
A I tell my boss. That's not right.  
B Nothing. I play games, too.
- 3 There's a cake in the fridge at work. It's not yours, but no one sees you. What do you do?  
A I don't eat any.  
B I have a little piece and run.
- 4 Your favorite clothing store has a one-day sale. What do you think?  
A I have a lot of clothes already. Do I really need more?  
B I'm ready to go shopping!
- 5 Your neighbor has a very noisy bird. What do you do?  
A I talk to my neighbor about it.  
B I'm quiet about it, and I don't sleep.

Count your As and Bs. Then read about your personality below.

**More As:** You're a thinking type. You think with your head. You're serious at work, and you're always honest. You want to do the right thing—and the smart thing!

**More Bs:** You're a feeling type. You think with your heart. You're fun to be around, and you do things that make you happy. You're also a kind person.

—adapted from "Carl Gustav Jung" in *Who's Who in the Twentieth Century*



- 7 **WHAT'S YOUR ANGLE?** Do you agree with your quiz result? Tell your partner. Are you the same or different?



## GRAMMAR IN CONTEXT *Have*

We can use *have* to talk about our family, friends, pets, and things we own. We can also use *have* to describe people.

I **have** a lot of clothes.

My neighbor **has** a very noisy bird.

I don't **have** shy friends.

Does he **have** a nice personality?

Yes, he does. / No, he doesn't.

See Grammar focus on page 159.

**8 APPLY** Complete the descriptions with the correct form of *have*. Then choose the person's personality type. Compare your answers with a partner.


I \_\_\_\_\_ a good friend. His name is Alan. He \_\_\_\_\_ a fun and outgoing personality, but he also \_\_\_\_\_ a shoe problem! Alan says he \_\_\_\_\_ enough shoes, but he \_\_\_\_\_ more than 100 pairs! When the stores \_\_\_\_\_ sales, he's always the first one there! Do you \_\_\_\_\_ any friends like him?

Alan is a *thinking / feeling* type.

My best friend Cleo is a good person to be around. She \_\_\_\_\_ a shy, calm personality. When I \_\_\_\_\_ a decision to make, I often talk to Cleo. She \_\_\_\_\_ good ideas because she thinks about what's right and wrong. We \_\_\_\_\_ similar personalities—we're very different!—but I'm really glad I \_\_\_\_\_ her as a friend.

Cleo is a *thinking / feeling* type.



**9**  **IDENTIFY** Listen to each conversation. Complete the sentences with the correct form of *have*.

- 1 Cynthia \_\_\_\_\_ good people skills.
- 2 They \_\_\_\_\_ class on Friday.
- 3 Kendra \_\_\_\_\_ a job.
- 4 Paul \_\_\_\_\_ a lot of free time.
- 5 Andy \_\_\_\_\_ a big family.
- 6 They \_\_\_\_\_ a new place to live.



**10 WHAT'S YOUR ANGLE?** Do you think best friends are always similar? Share your ideas with your partner.

# 1.2 Let's Meet Up!

- 1 ACTIVATE** Do you practice English with other people? Do you practice English online? What other things do you do online?
- 2 IDENTIFY** Read about the meetup group. Answer the questions.
  - 1 What is the name of the meetup group? Why do they meet together?
  - 2 When is their next meeting? Where is it?
  - 3 Why is the group good for Zaid, Miranda, and Takeshi?

## International Friends of Hong Kong

Next meeting: Friday, June 6, 6–8 p.m. @ The Cafe Common

Are you a fun, friendly person? Do you like meeting people from different countries? Try our group! Every month we talk and share stories, and we practice our English, too! Take a few minutes to introduce yourself below. See you at the next meeting!

(114 members)

Are You Going?

Yes

No



### Zaid

Hi, there. I'm Zaid, and I'm from Jordan. I'm a young, busy guy. My life isn't boring! I'm a college student, and I have a part-time job, too. I like going to the movies and meeting people. I'm excited to meet you all!



### Miranda

Hello! I'm Miranda. I'm 22 years old, and I'm from Spain. I have a friendly personality, and I like to have fun. I really like listening to music. I also play the guitar. I'm here to study business, and I have family here, too. Ciao!



### Takeshi

Hey, everyone. My name is Takeshi. I'm from Tokyo, and now I'm here in Hong Kong. I'm kind, and I'm also kind of funny. 😄 I play games online, and I really like soccer, too! I have a few friends here now. Can they come, too?

- 3 INTEGRATE** Read the people's comments again. Find other phrases that follow each verb. Then brainstorm other phrases you know.

I am	I have	I like
<i>a college student</i>	<i>a part-time job</i>	<i>going to the movies</i>



## GRAMMAR IN CONTEXT *Be*

We use the verb *be* (*is, am, are*) when we describe people or things. We also use *be* to talk about age. Contracted forms are common in speaking and informal writing.

*I'm (not) 22 years old.*

*We're (not) from Hong Kong.*

*Our city isn't boring.*

See Grammar focus on page 159.

**4 APPLY** Complete the sentences with nouns and the correct form of *be*. Use contractions.

- Zaid's life is fun. \_\_\_\_\_ boring.
- Takeshi is from Tokyo. \_\_\_\_\_ from Hong Kong.
- Miranda is 22. \_\_\_\_\_ a business student and a musician.
- Miranda and Zaid are both young. \_\_\_\_\_ also both students.
- International Friends of Hong Kong is a meetup group. \_\_\_\_\_ for people who want to practice their English.
- I like meeting new people and sharing stories. \_\_\_\_\_ shy!



**5 WHAT'S YOUR ANGLE?** Make three sentences with *be* to describe yourself to your partner.



## WRITING SKILL Linking ideas with *and, also, and too*

We can link ideas using the addition words *and, also, and too*. Linking ideas makes your writing more interesting. We use *and, also, and too* when we add new or similar ideas or facts. Notice the position of the words in these sentences.

*Every month we talk **and** share stories.*

*I'm Zaid, **and** I'm from Jordan.*

*I really like listening to music. I **also** play the guitar.*

*I play games online, **and** I really like soccer, **too**!*

**6 INTEGRATE** Find the addition words. Then replace the underlined words with your own ideas and write the sentences.

- I'm Miguel, and I'm from Colombia.  
*I'm Christophe, and I'm from France.*
- I like watching movies. I also like playing video games.
- My friend Alex speaks English. He speaks German, too.
- I'm a quiet person, and I like reading.
- My classmates are friendly. They're fun, too.
- My friends and I talk a lot about sports and movies.

**7 PREPARE** You are going to write your personal profile for a discussion board. Write notes below.

Your name: \_\_\_\_\_

Where you're from: \_\_\_\_\_

Your age: \_\_\_\_\_

Your personality: \_\_\_\_\_

What you do for fun (list three things): \_\_\_\_\_

**8 WRITE** Write one paragraph (60 words) about yourself for your online profile. Use phrases from Exercise 3. Use *and, too, and also* to link your ideas.

**9 IMPROVE** Read your draft, and correct any grammar and spelling mistakes. Check for examples of what you have learned.

- Information about who you are
- Information about what you like
- Sentences with *and*, *also*, and *too*

**10 INTERACT** Swap profiles with a partner. Give your partner feedback on:

- Spelling
- Grammar
- Sentences with *and*, *too*, *also*
- Essential information (name, age, nationality)
- Interesting information (personality, fun activities)

**11 DEVELOP** Use your partner's feedback to rewrite your profile.

**12 SHARE** Put your finished profile on the class discussion board.

**13 WHAT'S YOUR ANGLE?** Respond to a classmate on the discussion board who is similar to you. Use *too* and *also* to discuss how you are similar.



Tourists take selfies with Anish Kapoor's sculpture *Cloud Gate* in Chicago

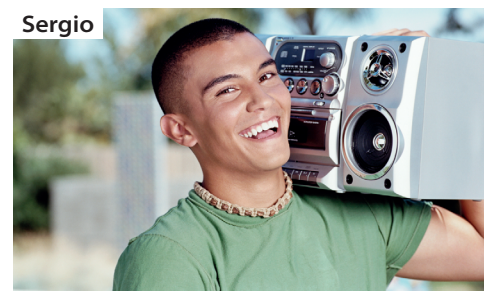
# 1.3 Are You an Early Riser?

**1 ACTIVATE** What is important in a roommate? Take the survey and share answers as a class.

Good roommates have similar...	Important	Not important
schedules and routines		
feelings about housework		
personalities		
taste in music and TV shows		

**2 IDENTIFY** Read Jason's post for a roommate. Eric and Sergio are interested in the room. How are they similar to or different from Jason?

The screenshot shows a website with a navigation bar containing 'Bedrooms', 'Automotive', 'Electronics', and 'Clothes'. A mouse cursor is over 'Bedrooms'. Below the navigation bar are 'Previous' and 'Next' buttons. The main content area features a photograph of a modern bedroom with a bed, desk, and plant. Below the photo is the heading 'New Roommate Wanted' and the text: 'I have a comfortable, two-bedroom apartment near the city center. I am a working student with healthy habits. I am looking for a quiet, clean roommate to share expenses. Email below for details.'



## VOCABULARY DEVELOPMENT Adverbs of degree

Adverbs of degree show how weak or strong an adjective is. They come after the verb *be* and before the adjective.

*Your roommate is **really** funny!*

Some adverbs of degree make adjectives weaker. These are useful when you want to be polite.

*He's cool, but he's **kind of** young. I want to live with someone my age.*

The words *fairly* and *pretty* are in between weak and strong.

*My apartment is **fairly** clean.*

(It's more than a little clean, but it's not 100 percent clean.)

*The rent here is **pretty** expensive, but it's cheaper than most other apartments in this neighborhood.*



**3 INTERACT** Use adverbs of degree with adjectives to write notes about Eric and Sergio. Then work in groups. Which one is a good roommate for Jason?

**4 WHAT'S YOUR ANGLE?** What kind of roommate are you? What kind of roommate is right for you? Discuss your ideal roommate in groups.

*I'm fairly clean, and I'm pretty fun. My ideal roommate is interesting but also kind of clean.*





## LISTENING SKILL Understanding positive and negative contractions

Contractions with *be* are very common in spoken English. It's important to hear and understand the difference between the positive and negative forms of *be* because they change the meaning of a sentence. In positive statements, *be* is not stressed. In negative statements, we stress *not*, *isn't*, and *aren't*.

*I'm* happy. / *I'm* not happy.

*We're* roommates. / *We aren't* roommates.

*It's* nice. / *It isn't* nice.

- 5** **IDENTIFY** Listen to the sentences with contractions. Choose the one you hear. Then practice with a partner. Partner A says a sentence from 1 or 2. Partner B listens and says 1 or 2. Switch.

- |  |  |
|--|--|
| 1  | 2  |
| 1 <input type="checkbox"/> They're cheap.        | <input type="checkbox"/> They're not cheap.        |
| 2 <input type="checkbox"/> We're busy.           | <input type="checkbox"/> We aren't busy.           |
| 3 <input type="checkbox"/> I'm excited about it. | <input type="checkbox"/> I'm not excited about it. |
| 4 <input type="checkbox"/> He's a student.       | <input type="checkbox"/> He isn't a student.       |
| 5 <input type="checkbox"/> She's tall.           | <input type="checkbox"/> She's not tall.           |

- 6** **INTEGRATE** Rasheed comes to see the apartment and meet Jason. Listen to the conversation, and discuss your answers to the questions.

- 1 What is Rasheed like?
- 2 Why is Rasheed a good roommate for Jason?
- 3 Why isn't Rasheed a good roommate for Jason?

- 7** **EXPAND** What does Jason think about Rasheed? Choose the statement you think Jason will say. Then listen to Jason talk about Rasheed, and check your answers.

- |   |   |
|---|---|
| A   | B   |
| 1 <input type="checkbox"/> He's a nice guy.                           | <input type="checkbox"/> He isn't a nice guy.                 |
| 2 <input type="checkbox"/> We're both pretty busy.                    | <input type="checkbox"/> We're not very busy.                 |
| 3 <input type="checkbox"/> He's interesting.                          | <input type="checkbox"/> He's not very interesting.           |
| 4 <input type="checkbox"/> We're on the same schedule.                | <input type="checkbox"/> We're not on the same schedule.      |
| 5 <input type="checkbox"/> He's not home a lot, and that's a problem. | <input type="checkbox"/> He's not home a lot, so that's good. |



## GRAMMAR IN CONTEXT Questions with *be*

We form *yes/no* questions with *be* with *Am / Are / Is* + subject...

**Are you** an early riser? *Yes, I am. / No, I'm not.* **Is tomorrow OK?** *Sure, I'll call you.*

We form *wh-* questions with *be* with question word + *be* + subject...

**What is** the rent? *It's \$1,500 a month.*

**Where is** your apartment? *It's near here.*

See Grammar focus on page 159.

- 8** **IDENTIFY** Match the questions with the answers. Then practice the questions with a partner. Give information about yourself.

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1 Who are your roommates?             | a Oh, I live with my family. |
| 2 Are they early risers?              | b Yes, I am.                 |
| 3 Are you usually very busy?          | c For work.                  |
| 4 Is your best friend similar to you? | d Yes, we're fairly similar. |
| 5 Why are you learning English?       | e No, they aren't.           |

- 9** **INTERACT** Take a whole class vote. Are Jason and Rasheed a good roommate match? Why or why not? Discuss your answers.

# 1.4 How's it Going?



**1 ACTIVATE** Look at the pictures and the greetings. Which greeting fits each picture?

- It's nice to meet you all.
- Hey, how's it going?

**2 IDENTIFY** Watch the video. Are the people formal or informal with each other? Watch again, and choose *Formal* or *Informal* for each expression you hear.

	Formal	Informal
1 Hey, how's it going?		
2 How are you?		
3 My name is...		
4 Nice to meet you.		
5 Good morning, everyone.		
6 It's nice to meet you all.		
7 Hey, I'm...		
8 How do you do?		

**3 ANALYZE** Which expressions from Exercise 2 would you use when meeting each of the following people? Why? Discuss your answers in groups.

- 1 a new colleague at work
- 2 an older neighbor
- 3 your younger sister's friend
- 4 a server in a restaurant
- 5 a friend of a friend

## REAL-WORLD ENGLISH Meeting people

When you meet new people, you use formal or informal language depending on the situation. You usually use formal language when meeting people older than you, people in authority, and people in a work or professional context. In a formal situation, people usually say complete sentences and do not make a joke or comment about the other person.

We can use informal language when meeting people in a social situation and with family and friends. In informal situations, people often use shorter phrases and joke or comment about other people and things.

**4 INTEGRATE** Read the conversations. Are the second speaker's expressions acceptable for the situation? Why or why not? How would you change them?

1 at a university

Professor: Good morning, I'm Professor Brown.

Student: Hi teacher, what's up?

Professor: Hmm.

2 at a friend's house

Teenager 1: Hi, I'm Duc. How's it going?

Teenager 2: Good morning, Duc. My name is Eric Caldwell. It's nice to meet you.

Teenager 1: Uh...nice to meet you, too.

Teenager 2: How are you today?

3 at an office

New colleague: Good morning, I'm Alex. I work upstairs.

Colleague: Oh, that's good.

New colleague: Uh, OK, you're busy...

Colleague: Yeah, I am.

4 at a meeting

Presenter: Hello everyone, and thank you for coming. My name is Tony Garcia. I'm the new sales manager. First I'd like to learn all of your names, and then we can talk about our business plan for the year.

Colleague: Hi, Tony, are you tired? You look tired.

Presenter: Really? Uh, I don't feel tired.

Colleague: Ha ha, it's just a joke.

5 at a coffee shop

Server: Hi, I'm Morgan—I'm your server.

Customer: Good morning, Morgan. It's nice to meet you.

Server: Uh, you too.

**5 INTERACT** Work with a partner. Choose a situation from Exercise 4, and write a new conversation. Use appropriate language for the situation. Role-play the conversation.

**6 EXPAND** Watch another pair's role play. Is it formal or informal? How can you tell?



### GO ONLINE

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

# 1.5 Hello!

- 1 ACTIVATE** Choose three good and three bad topics to discuss with someone new. Share with the class. Which topics are popular?

your problem(s)	your neighborhood	your class(es)/job	politics
your friends	your family	weather	traffic
TV shows	sports	money	



## PRONUNCIATION SKILL Intonation with *yes/no* and *wh-* questions

When you ask someone a *yes/no* question, use rising intonation. When you ask a *wh-* question, use falling intonation. Listen to the examples of people getting to know each other.

Are you *busy*?                      Am I *right*?

Do you like your *job*?              Does your apartment *have a view*?

What's your *best friend* like?      What do you like about *her*?

How are you?

- 2 INTERACT** Listen to the questions and select rising or falling intonation. Then practice asking and answering the questions with a partner.

	Rising	Falling
1 Are you busy?		
2 Do you have everything you need?		
3 Where is your office?		
4 Is she upstairs?		
5 How is it going so far?		
6 Do you work together?		

- 3 IDENTIFY** Listen to the conversation between Molly, Chaz, and Ari. Choose the correct answers.

- Ari is the new *IT manager / sales manager*.
- Chaz works in *tech support / sales*.

- 4 INTEGRATE** Listen to the conversation again. Write three questions you hear. Then write the answers. Work with a partner, and practice the questions and answers. Use the correct intonation.

## SPEAKING Making introductions

When you introduce someone, give details about the person. When you meet someone new, ask a question about the details to continue the conversation.

This is Ari. *She's our new IT manager.*      Hello, Ari. *How's it going so far?*  
 This is Eva. *Eva is an international student.*      Hi Eva, *where are you from?*      I'm from...

- 5 WHAT'S YOUR ANGLE?** What interesting fact about yourself would you tell someone you meet?