

1 LISTENING & SPEAKING

- a **1.2** Look at the photo story and listen to the conversations. Match the names to people A–D.

Ben Carla Matt Sally

- b Listen again and fill in the blanks.

1 **Teacher** Hello, everybody. Welcome to the class.
I'm Carla. I'm your teacher.

2 **Matt** Hi, I'm Matt. What's your ¹ name _____?
Sally Sally.
Matt ² _____?
Sally Sally!

3 **Matt** What's your phone ³ _____?
Sally It's 555-413-2456.

4 **Ben** ⁴ _____, Matt.
Matt Hello. This is Sally. She's in my salsa class.
Ben Nice to meet you. My name's Ben.
Sally Nice to ⁵ _____ you, too.
Matt Bye, Sally.
Sally Goodbye, Matt. Bye, Ben.

5 **Ben** Hi, Sally.
Sally Ben! Are you in the salsa class, too?
Ben Yes, I am. How are ⁶ _____?
Sally I'm very well, ⁷ _____ you. And you?
Ben ⁸ _____, thanks. ... Great! You're my partner!
Sally Yes! See you later, Matt.

- c **1.3** Listen and repeat the conversations. Copy the rhythm.

- d Fill in the blanks with a word from the list.

Bye Fine Hi I'm... Thanks

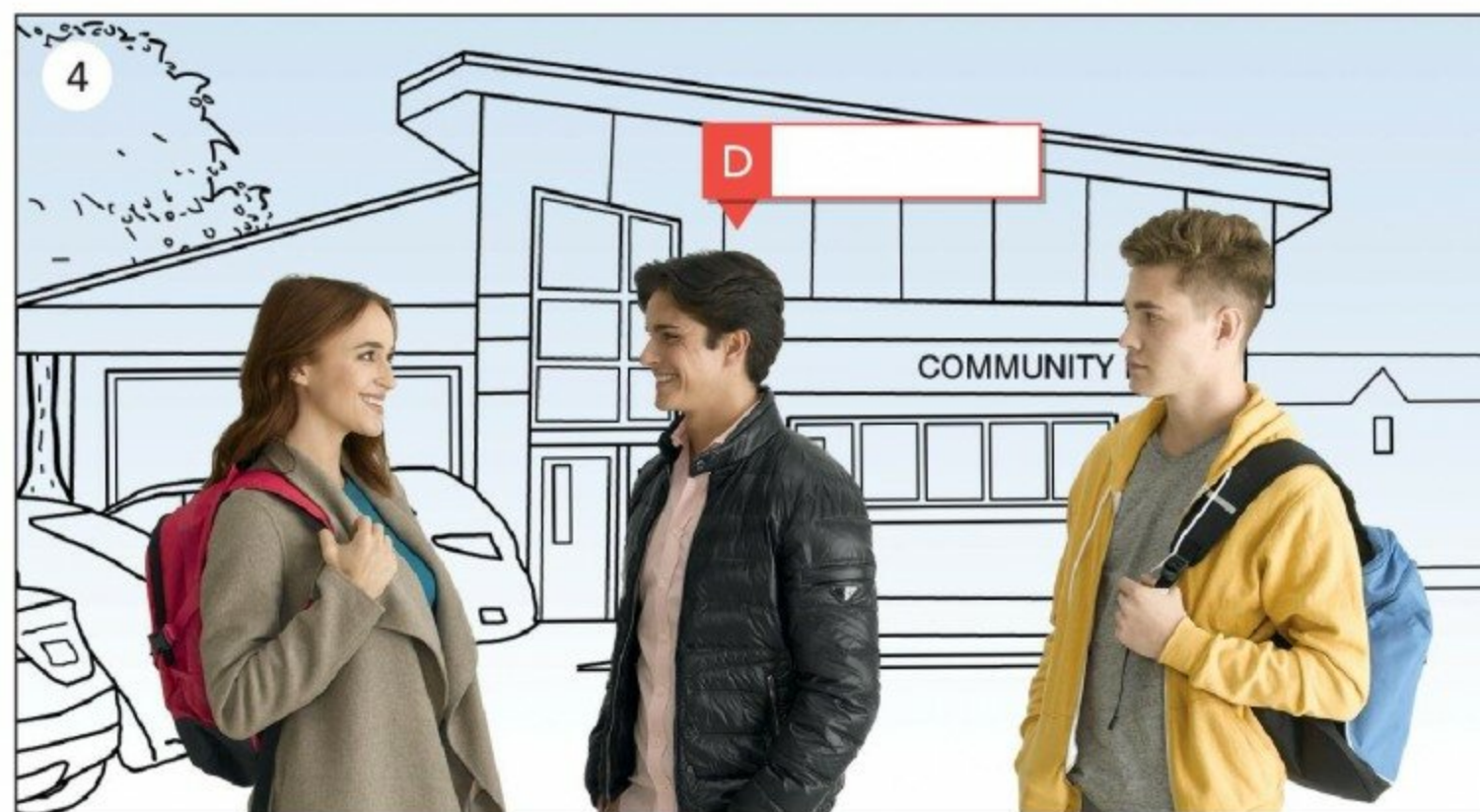
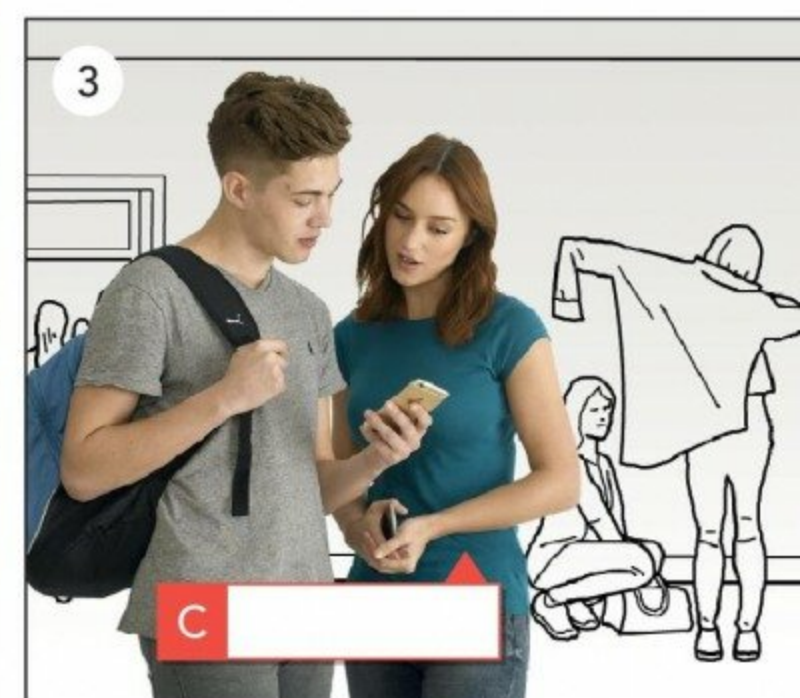
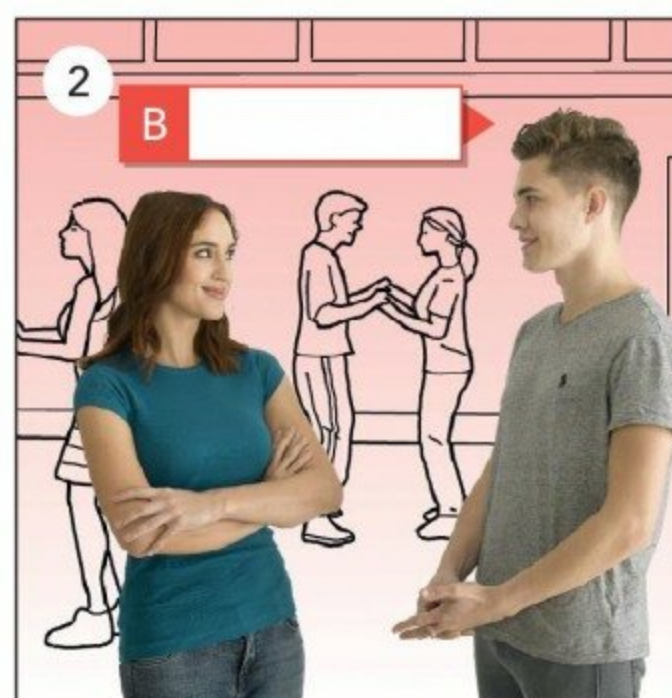
Hello = Hi _____ Thank you = _____
My name's... = _____ Goodbye = _____
Very well = _____

- e Introduce yourself to other students.

Hello, I'm Antonio. What's your name?

(Mia. Nice to meet you.

Nice to meet you, too.)



2 GRAMMAR verb be [+], subject pronouns

a Complete the sentences with 'm, 's, or 're.

- 1 I am Carla. = I'm Carla.
- 2 I am Matt. = I _____ Matt.
- 3 My name is Ben. = My name _____ Ben.
- 4 You are my partner. = You _____ my partner.
- 5 She is in my salsa class. = She _____ in my salsa class.

b **G** p.124 Grammar Bank 1A

c **1.5** Listen and repeat the pronouns and contractions.

- 1 **1** I, I'm (I, I'm

d **1.6** Listen. Say the contraction.

- 1 **1** I am (I'm

e In pairs, try to remember the names in your class.
Say He's / She's _____.

f Stand up and speak to other students.

Hi, Mia. How are you? (I'm fine, thanks. And you?

3 PRONUNCIATION vowel sounds, word stress

Vowel sounds

In American English, vowels (a, e, i, o, and u) and combinations of vowels (e.g., ea, ai) can be pronounced in different ways. Sometimes they are short sounds (e.g., it, well), but sometimes they are long sounds (e.g., e = he) or diphthongs (e.g., i = hi).

a **1.7** Listen to the words and sounds. Then listen and repeat.

					
fish	tree	cat	egg	train	bike
it this in	he we meet	am thanks Sally	very well welcome	they name later	hi I bye

b **1.8** Listen and write the words.

Word stress

Multisyllable words have one stressed syllable.
good|bye so|rry wel|come

c **1.9** Listen and underline the stressed syllable in these words.

air|port com|pu|ter e|mail ho|tel in|ter|net mu|se|um
pas|ta pizza salad sand|wich u|ni|ver|si|ty web|site

d Write the words from c in the chart.

 food	 technology	 places
		airport

e In pairs, write more words that you know in each column. How do you pronounce them?

4 VOCABULARY days of the week, numbers 0–20

a **1.10** Look at the picture. Listen and fill in the blanks.



b **V** p.148 Vocabulary Bank Days and numbers Do Parts 1 and 2.


c **1.14** Listen and say the next day or number.

1 Monday Tuesday (Wednesday

d Ask three students What's your phone number?

5 LISTENING & SPEAKING

a **1.15** Listen. Where are they? Write 1–6 in the boxes.

	airport	Gate number _____
1	sandwich shop	_____ dollars and _____ cents
	hotel	Room _____
	museum	Closed on _____
	taxi	_____ Manchester Road
	language school	Classes on _____ and _____ mornings

b Listen again. Write a number or a day in each blank.

c **1.16** Listen and respond.

- 1 **1** Hello. Nice to meet you. (Nice to meet you, too.
- 2 **1** What day is it today? (It's...

1A simple present verb be ⊕, subject pronouns

⊕ = affirmative form

1.4

full form	contraction
I am a student.	I'm a student.
You are my partner.	You're my partner.
He is Matt.	He's Matt.
She is Sally.	She's Sally.
It is a salsa class.	It's a salsa class.
We are students.	We're students.
You are partners.	You're partners.
They are teachers.	They're teachers.

- In contractions ' = a missing letter, e.g., 'm = am.
- We use contractions in conversation and in informal writing, e.g., an email to a friend.
- We always use a subject pronoun (you, he, etc.) with a verb.
It's a school. **NOT** ~~Is a school.~~
They're teachers. **NOT** ~~Are teachers.~~
- We always use capital I. With other pronouns we only use a capital letter when it's the first word in a sentence.
He's Ben and **I'm** Sally. **NOT** ~~i'm Sally.~~
- you = singular and plural.
- We use *he* for a man, *she* for a woman, and *it* for a thing.
- We use *they* for people and things.

1B simple present verb be ⊖ and ?

I'm **not** American.
She **isn't** from London.
They **aren't** Spanish.
"Are you Turkish?" "Yes, I **am**."
"Is she Russian?" "No, she **isn't**."
"Are we in class 2?" "No, we **aren't**."

1.24

⊖ = negative form

full form	contraction	
I am not	I'm not	
You are not	You aren't	
He / She / It is not	He / She / It isn't	Canadian.
We are not	We aren't	Moroccan.
You are not	You aren't	American.
They are not	They aren't	

- We put *not* after the verb *be* to make negatives ⊖.
I'm **not** Canadian.
- We can also contract *are not* and *is not* like this:
You're **not** Canadian. She's **not** Spanish.

? = question form

☑ = affirmative short answer

☒ = negative short answer

Am I			I am .		I'm not .
Are you			you are .		you aren't .
Is he / she / it	Brazilian?	Yes,	he / she / it is .	No,	he / she / it isn't .
Are we	Turkish?		we are .		we aren't .
Are you	Thai?		you are .		you aren't .
Are they			they are .		they aren't .

- In questions we put *am*, *are*, *is* before *I*, *you*, *he*, etc.
Are you Brazilian? **NOT** ~~You are Brazilian?~~
Where **are you** from? **NOT** ~~Where you are from?~~
- We don't use contractions in affirmative short answers.
"Are you Turkish?" "Yes, I **am**." **NOT** "Yes, I'm."

1C possessive adjectives

I'm Peruvian. **My** family is from Cusco. 1.43
You're in Class 1. This is **your** classroom.
He's the director. **His** name is Michael.
She's your teacher. **Her** name is Tina.
It's a language school. **Its** name is English House.
We're an international school. **Our** students are from South America and Asia.
They're French students. **Their** names are Luc and Marie.

- We use possessive adjectives for people and things.
My family is from Peru. **My car** is Japanese.
- his* = of a man, *her* = of a woman, *its* = of a thing.
- their* = of people or things.
- Possessive adjectives don't change with plural nouns.
our students **NOT** ~~ours students~~

🔍 it's or its?

Be careful with *it's* and *its*.

it's = it is **It's** a school.

It's American.

its = possessive **Its** name is English House.

Its sign is red and yellow.

1A

a Complete with *am*, *is*, or *are*.

- I am Mike.
- We _____ from Manaus.
 - He _____ early.
 - They _____ teachers.
 - Today _____ Wednesday.
 - I _____ sorry.
 - It _____ a hotel.
 - You _____ in room 402.
 - She _____ a student.
 - My name _____ Carla.
 - I _____ in a taxi.

b Write the sentences with contractions.

- He is late. He's late.
- It is Friday. _____
 - They are at school. _____
 - I am well. _____
 - You are in my class. _____

c Write the sentences with a subject pronoun (*I*, *They*, etc.) and a contraction.

- Mike and Hannah are** students. They're students.
- John is** in room 5. _____ in room 5.
 - Sam and I are** friends. _____ friends.
 - Julia is** a teacher. _____ a teacher.
 - The school is** in Oakland. _____ in Oakland.
 - Nico and Fernanda are** in my class. _____ in my class.

← p.7

1B

a Write negative sentences.

- She's Australian. She isn't Australian.
- I'm American. _____
 - They're Brazilian. _____
 - It's in South America. _____
 - You're French. _____

b Make questions and short answers.

- / you American? Are you American? ✓ Yes, I am.
- / I in room 10? _____ ✓ _____
 - / it Spanish? _____ X _____
 - / they students? _____ X _____
 - / he from Peru? _____ ✓ _____
 - / you Mike Bell? _____ X _____

c Complete the conversation. Use contractions, e.g., *'m*, *'s*, if possible.

- A Hi. I'm Mark.
 B Hello, Mark. My name ¹ _____ Maria.
 A ² _____ you Spanish, Maria?
 B No. I ³ _____ not. I ⁴ _____ from Mexico.
 A ⁵ _____ you from Mexico City?
 B No. I ⁶ _____ from Tijuana.
 A ⁷ _____ Tijuana near Mexico City?
 B No, it ⁸ _____. It ⁹ _____ north.
 A ¹⁰ _____ you in class 1?
 B No. I ¹¹ _____ in class 2.

← p.9

1C

a Complete the sentences with a possessive adjective.

- My name's Gloria. I'm from Brazil.
- The students are from Turkey. _____ names are Sabina and Ahmet.
 - She's in my class. _____ name is Rebecca.
 - We're in class 2. _____ teacher is Richard.
 - New York City is famous for _____ yellow taxis.
 - How do you spell _____ last name?
 - This is my teacher. _____ name is John.
 - I'm from London. _____ address is 31, Old Kent Road.
 - Sit down and open _____ books, please.
 - Laura is in my class. _____ desk is near the window.
 - We're from Dallas. _____ last name is Walters.

b Circle the correct word.

- Mark and Eric are friends. They / *Their* are in class 2.
- She's a new student. *She* / *Her* name's Ipek.
 - Is *they* / *their* teacher Canadian?
 - My name's Soraya. I'm in *you* / *your* class.
 - Is *she* / *her* Chinese?
 - Peter is a teacher. *He* / *His* is from the United States.
 - What's *he* / *his* name?
 - Where are *you* / *your* friends from?
 - We're French. *We* / *Our* names are Marc and Jacques.
 - I'm Karen. *I* / *My* last name is White.
 - She* / *Her* is from Mexico City.

← p.11

Days and numbers

1 DAYS OF THE WEEK

a Complete the days of the week with the letters.

W Fr S Th T M S

Monday /'mʌndeɪ/ ____iday /'fraɪdeɪ/
 ____uesday /'tuzdeɪ/ ____aturday /'sætərdeɪ/
 ____ednesday /'wenzdeɪ/ ____unday /'sʌndeɪ/
 ____ursday /'θərzdeɪ/

b 1.11 Listen and check.

c 1.12 Listen and repeat the **bold** phrases.

the **weekend** (= Saturday and Sunday)

a **weekday** (= Monday–Friday)

What day is it **today**? It's **Friday**.

Have a good **weekend**. You too.

See you **later**. See you **tomorrow**. See you on **Monday**.

ACTIVATION Cover the days. Say them in order.

Capital letters

Days of the week begin with a capital letter.

Tuesday **NOT** tuesday

2 NUMBERS 0–20

a Match the words and numbers.

twelve twenty eleven three eighteen
 five fifteen seven

0 <u>zero</u> /'zi:rou/	11 _____ /'lɛvn/
1 <u>one</u> /wʌn/	12 _____ /twelv/
2 <u>two</u> /tu/	13 <u>thirteen</u> /θər'tɪn/
3 <u>three</u> /θri/	14 <u>fourteen</u> /fɔr'tɪn/
4 <u>four</u> /fɔr/	15 _____ /fɪf'tɪn/
5 _____ /faɪv/	16 <u>sixteen</u> /sɪks'tɪn/
6 <u>six</u> /sɪks/	17 <u>seventeen</u> /sevn'tɪn/
7 _____ /'sevn/	18 _____ /eɪ'tɪn/
8 <u>eight</u> /eɪt/	19 <u>nineteen</u> /naɪn'tɪn/
9 <u>nine</u> /naɪn/	20 _____ /'twenti/
10 <u>ten</u> /ten/	

b 1.13 Listen and check.

ACTIVATION Cover the words. Say the numbers.

Phone numbers

794-1938 = seven nine four, one nine three eight

44 = four four **OR** double four

0 = zero **OR** oh /ou/

VOCABULARY BANK

3 NUMBERS 21–100

a Write the numbers.

21 _____	twenty-one /ˌtwenti 'wʌn/
_____	thirty /'θɜrti/
_____	thirty-five /'θɜrti 'faɪv/
_____	forty /'fɔrti/
_____	forty-three /'fɔrti 'θri/
_____	fifty /'fɪfti/
_____	fifty-nine /ˌfɪfti 'naɪn/
_____	sixty /'sɪksti/
_____	sixty-seven /ˌsɪksti 'sevn/
_____	seventy /'sevn̩ti/
_____	seventy-two /'sevn̩ti tu/
_____	eighty /'eɪti/
_____	eighty-eight /'eɪti 'eɪt/
_____	ninety /'naɪnti/
_____	ninety-four /'naɪnti fɔr/
_____	a hundred /ə 'hʌndrəd/

b 1.27 Listen and check.

Pronunciation

13 and 30, 14 and 40, etc., are similar, but the stress is different, e.g., thirteen, thirty, fourteen, forty, etc.

ACTIVATION Cover the words. Say the numbers.

p.9

4 HIGH NUMBERS

a Write the missing numbers or words.

105 _____	a / one hundred and five
_____	two hundred
350	three hundred and _____
875	eight hundred _____ seventy-five
1,000	a / one <u>thousand</u> /'θaʊz(ə)nd/
_____	one thousand five hundred
2,012	two thousand and _____
5,420	five thousand four _____ and twenty
_____	twenty-five thousand
100,000	a / one hundred _____
1,000,000	a / one <u>million</u> /'mɪljən/
2,300,000	two million _____ hundred thousand

b 9.14 Listen and check.

ACTIVATION Cover the words. Say the numbers.

p.74