

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	he	am	very	they	hi
this	we	thanks	well	name	I
in	meet	Sally	welcome	later	bye

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




Word stress

Multisyllable words have one stressed syllable.
good bye sorry welcome

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 piz|za sa|lad 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 Classes on _____
- school 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...

G Go online to review the lesson

7

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	

? = question form

✓ = affirmative short answer

✗ = negative short answer

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

- 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.

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? _____ ✗ _____
 - / they students? _____ ✗ _____
 - / he from Peru? _____ ✓ _____
 - / you: Mike Bell? _____ ✗ _____

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.

➔

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.
- 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 State
 - What's he / his name?
 - Where are you / your friends from?
 - We're French. We / Our names are Marc and Jacq
 - I'm Karen. I / My last name is White.
 - She / Her is from Mexico City.

➔

➔ Go online to review the grammar for each le

Scanned with

Days and numbers

21
100
43
67
35

1 DAYS OF THE WEEK

a Complete the days of the week with the letters.

W Fr S Th T M S

M__onday /'mʌndeɪ/ ___iday /'fraɪdeɪ/
 ___uesday /'tu:zdeɪ/ ___aturday /'sætəɹdeɪ/
 ___ednesday /'wenzdeɪ/ ___unday /'sʌndeɪ/
 ___ursday /'θɜ:zdeɪ/

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:roʊ/	11 _____ /'levn/
1 <u>one</u> /wʌn/	12 _____ /'twelv/
2 <u>two</u> /tu/	13 <u>thirteen</u> /θɜ:tin/
3 <u>three</u> /θri/	14 <u>fourteen</u> /fɔ:tin/
4 <u>four</u> /fɔ:ɹ/	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/

p.7

3 NUMBERS 21-100

a Write the numbers.

21 _____	<u>twenty-one</u> /'twenti 'wʌn/
_____	<u>thirty</u> /θɜ:ti/
_____	<u>thirty-five</u> /θɜ:ti 'faɪv/
_____	<u>forty</u> /fɔ:ti/
_____	<u>forty-three</u> /fɔ:ti θri/
_____	<u>fifty</u> /fɪfti/
_____	<u>fifty-nine</u> /fɪfti 'naɪn/
_____	<u>sixty</u> /sɪksti/
_____	<u>sixty-seven</u> /sɪksti 'sevn/
_____	<u>seventy</u> /'sevnti/
_____	<u>seventy-two</u> /'sevnti tu/
_____	<u>eighty</u> /eɪti/
_____	<u>eighty-eight</u> /eɪti 'eɪt/
_____	<u>ninety</u> /'naɪnti/
_____	<u>ninety-four</u> /'naɪnti fɔ:/
_____	a <u>hundred</u> /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

2,000,000