3 GRAMMAR verb *be* ⊟ and ?

a 1.23 Read and listen to three interviews at the Olympics. Complete the gaps with a country or a nationality.



1 A Hi. Where are you from?
B We're from Oviedo, in _____.
A OK. Good luck to the _____ team!
B Thank you!



2 A Hello. I'm Mike from UK News. Where are you from?
B I'm from _____.
A Are you from Sydney?
B No, I'm not. I'm from Cairns.
A Where's Cairns? Is it near Sydney?
B No, it isn't. It's in the north. Am I on TV?
A Yes, you are.
B Wow!



3 A Hi. Are you _____?
B No, we aren't. We're from _____.
A Oh, sorry!

b Read the interviews again and complete the chart.

+	I'm	you're	it's
−		you aren't	
?			

c **G p.124 Grammar Bank 1B**

d 1.25 Listen and respond with a short answer.

1 *Is Sydney the capital of Australia?* *No, it isn't.*

e With a partner, write three questions beginning *Is...?* or *Are...?* Ask them to another pair.

Are you from Italy? *No, we aren't.*

4 SPEAKING

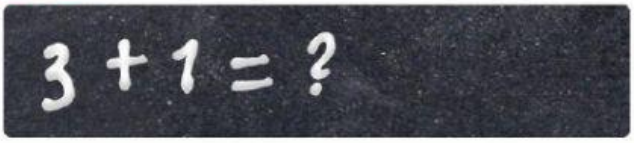
a **C Communication** Where are they from? **A p.102 B p.108** Ask and answer about people from different countries.

Where's Masako from?
She's from Japan.
Where in Japan?

b Imagine you're from a different country. Choose from **Vocabulary Bank** Countries **p.149** and think of a city. Ask other students *Where are you from?*

5 VOCABULARY numbers 21–100

a 1.26 Answer the questions with numbers 1–20.



1 *What's 3 + 1?* *4.*

b **V p.148 Vocabulary Bank** Days and numbers Do Part 3.

c 1.28 Listen and write the numbers.

d Write ten numbers from 21–100. Dictate them to a partner.

6 PRONUNCIATION & LISTENING word stress

a 1.29 Listen and repeat the pairs of numbers. How is the stress different?

1 a **13** b **30**
2 a **14** b **40**
3 a **15** b **50**
4 a **16** b **60**
5 a **17** b **70**
6 a **18** b **80**
7 a **19** b **90**

b 1.30 Listen to the conversations. Which number do you hear? Circle a or b above.

c Play *Bingo*.

LIVEWORKSHEETS

GRAMMAR BANK

1B present simple verb *be* ⊟ and ?

I'm not American. 1.24
She isn't from London.
They aren't Spanish.
'Are you Polish?' 'Yes, I am.'
'Is she Russian?' 'No, she isn't.'
'Are we in class 2?' 'No, we aren't.'

⊟ = negative form

full form	contraction	
I am not	I'm not	Italian.
You are not	You aren't	Spanish.
He / She / It is not	He / She / It isn't	British.
We are not	We aren't	
You are not	You aren't	
They are not	They aren't	

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

? = question form		☑ = positive short answer		☒ = negative short answer	
Am I	Brazilian? Turkish? Czech?	Yes,	I am.	No,	I'm not.
Are you			you are.		you aren't.
Is he / she / it			he / she / it is.		he / she / it isn't.
Are we			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 positive short answers.
  'Are you Turkish?' 'Yes, ***I am****.'* **NOT** ~~*'Yes, I'm.'*~~

1B

a Write negative sentences.

She's Australian. *She isn't Australian.*
1 I'm British. _____
2 They're Brazilian. _____
3 It's in South America. _____
4 You're French. _____

b Make questions and short answers.

/ you English? *Are you English?* ✓ *Yes, I am.*
1 / I in room 10? _____ ✓ _____
2 / it Spanish? _____ ✗ _____
3 / they students? _____ ✗ _____
4 / he from the USA? _____ ✓ _____
5 / 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]_____ in the north.
A [10]_____ you in class 1?
B No. I [11]_____ in class 2.

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3 NUMBERS 21–100

a Write the numbers.

21	twenty-one /ˌtwenti ˈwʌn/
_____	thirty /ˈθɜːti/
_____	thirty-five /ˌθɜːti ˈfaɪv/
_____	forty /ˈfɔːti/
_____	forty-three /ˌfɔːti ˈθriː/
_____	fifty /ˈfɪfti/
_____	fifty-nine /ˌfɪfti ˈnaɪn/
_____	sixty /ˈsɪksti/
_____	sixty-seven /ˌsɪksti ˈsevn/
_____	seventy /ˈsevnti/
_____	seventy-two /ˌsevnti ˈtuː/
_____	eighty /ˈeɪti/
_____	eighty-eight /ˌeɪti ˈeɪt/
_____	ninety /ˈnaɪnti/
_____	ninety-four /ˌnaɪnti ˈfɔː/
_____	a hundred /ə ˈhʌndrəd/

VOCABULARY BANK

b 1.27 Listen and check.

Pronunciation
13 and 30, 14 and 40, etc. are similar, but the stress is different, e.g. thir|teen, thir|ty, four|teen, for|ty, etc.

-een is a long sound, but *-y* is a short sound.

LIVEWORKSHEETS