1 Welcome!
1. **Key Vocabulary**

**Hello & good-bye**

**A** Complete the chart with the phrases in the box.

<table>
<thead>
<tr>
<th>By <strong>e</strong></th>
<th><strong>Hi</strong></th>
<th>How are <strong>y</strong>ou?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong>ice to meet <strong>y</strong>ou</td>
<td><strong>S</strong>ee <strong>y</strong>ou</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>H</strong>ello</th>
<th><strong>G</strong>ood-b<strong>y</strong>e</th>
</tr>
</thead>
</table>

**B** Match the phrases in the box to pictures a–c.

1. Good **a**fternoon
   - a
2. Good evening
   - b
3. Good morning
   - c

**C** Read conversation 3 in 3a again. Complete the sentences.

- How are you? I'm __________, thanks.
- And __________?
1.1 About Me

Practice the verb to be: I, you
Talk about your nationality

Vocabulary: Countries & nationalities

1. Work in pairs. Match the countries in the chart to photos a–f.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>the UK</td>
<td></td>
</tr>
<tr>
<td>the USA</td>
<td></td>
</tr>
</tbody>
</table>

Notice
the UK = the United Kingdom
the USA = the United States of America

2. a. Complete the chart in 1 with the nationalities in the box.
   American  Brazilian  British  Spanish  Russian  Japanese

b. Listen and check. Listen again and repeat.

Word Bank
See page 109 for more countries and nationalities.

3. Are your country and nationality in 1? If not, add them. Ask your teacher or use a dictionary.

Reading & Listening

1. a. Read the conversation. Find a question about...
   1. your name. 2. your country.

   A: Hi, I'm Katie. What's your name?
   B: I'm Michi.
   A: Where are you from, Michi?
   B: I'm from Japan. And you?
   A: I'm from the USA. I'm American.

b. Listen and repeat the conversation.

2. a. Work in pairs. Practice the conversation in 1. Use your name and nationality.

b. Exchange roles and repeat.
3 a Listen and underline the words you hear.

A Hello. / Hi. Am I in your class?
B What’s your name?
A Cristina Torres.
B Are you Brazilian / Spanish, Cristina?
A Yes, I am. / No, I’m not.
B No, you aren’t in my class. You’re in Class C.

b Listen again and check.

4 a Work in pairs. Practice the conversation in 3a.

GRAMMAR

1 a Work in pairs. Underline these forms of the verb to be in the conversations in READING & LISTENING 1a and 3a.

1 I’m, I am, I’m not, am I?
2 you’re, you aren’t, are you?

b Complete 1–7 in the GRAMMAR PANEL with the correct forms of the verb to be.

3 a Work in pairs. Rewrite the sentences. Use contracted forms of the verb to be.

1 I am American. I’m American.
2 You are from Italy.
3 I am Colombian.
4 You are in my class.
5 I am Roberto.

b Change the sentences in 3a to the negative form. Use contracted forms of the verb to be.

I’m not American.

4 a Make questions for your partner. Use the correct form of the verb to be.

1 Am I in your class?
2 you / my teacher?
3 you / from Egypt?
4 you / your partner?
5 you / Stefan?

b Work in pairs. Ask and answer the questions. Use short yes/no answers.

Am I in your class? Yes, you are.

b Repeat with photos 3 and 4.

PRESENT SIMPLE To Be: I, You

<table>
<thead>
<tr>
<th>Full form</th>
<th>Contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am Canadian.</td>
<td>I’m (1) Canadian.</td>
</tr>
<tr>
<td>You are Canadian.</td>
<td>You’re (2) Canadian.</td>
</tr>
<tr>
<td>I am not Brazilian.</td>
<td>I’m (3) Brazilian.</td>
</tr>
<tr>
<td>You are not Brazilian.</td>
<td>You’re (4) Brazilian.</td>
</tr>
</tbody>
</table>

In questions, the verb comes before the subject.

? (5) I in your class?
(6) you Spanish?

Yes/No answers

Yes, I am./No, I’m (5) .

Yes, you are./No, you aren’t.

We use contracted forms in short no answers:

No, I’m not./No, you aren’t.

We do not use contracted forms in short yes answers:

Yes, I am./Yes, you are.

See page 98 for grammar reference and more practice.

SPEAKING

1 a Work in pairs. Act out a conversation between the people in photos 1 and 2.

● Say hello.
● Ask and answer about names and nationalities.

Student A

1 Name: Elliott
Nationality: American

2 Name: Nina
Nationality: Russian

Student B

3 Name: Jing
Nationality: Chinese

4 Name: Emre
Nationality: Turkish

b Repeat with photos 3 and 4.
Vocabulary: Numbers

1. Match the number words to photos a–k.
   - eight
   - one
   - three
   - five
   - seven
   - two
   - four
   - six
   - zero
   - nine
   - ten

Reading & Listening

Notice phone numbers
In phone numbers we say oh or zero:

04 = oh four OR zero four

We say double when two numbers are the same:

77 = double seven

1. Listen and write the numbers.

A. What’s your phone number?
   - A: It’s 1940.
   - B: What’s the country code?
     - A: It’s , for Mexico.

2. Work in pairs. Practice the conversation with your phone number.

Word Bank
See page 109 for numbers 11–100.

3. Read and listen to the conversations. Match them to photos a–c on page 9.

1. A. How old is she?
   - B. She’s twenty-two. And how old is she?
     - A. She’s twenty-four.

2. A. How old is it?
   - B. It’s thirteen years old. Is it a Honda?
     - A. No, it isn’t. It’s a Nissan.
     - B. OK. What’s the phone number?
       - A: It’s 3945 6210.

3. A. How old is he?
   - B. He’s sixty-seven.
     - A. And how old is she? Twenty?
     - B. No, she isn’t twenty. She’s about thirty.

b. Work in pairs. Practice the conversations.

Notice age
We use be + the number for age:

She’s nineteen (years old).

We use about when we don’t say the exact number:

She’s about twenty.

4. Work in pairs. Ask your partner the question below.

How old are you?
   - I’m thirty-two.

8. eight
Grammar

1. Work in pairs. Look at the sentences from Reading & Listening 3a. Which of the verb forms in bold are...
   a) full forms? b) contracted forms?
   1. He's sixty-seven.
   2. Is it a Honda? No, it isn't.
   3. No, she isn't twenty.

2. Complete 1–4 in the Grammar panel with the correct forms of the verb to be.

3. Match the questions to the answers.
   1. How old is she? a) It's ten years old.
   2. Is he Italian? b) Yes, she is.
   3. How old is it? c) No, he isn't.
   4. Is she a student? d) It's 3981 3560.
   5. What's your phone number? e) She's twenty-four.

4. Make positive (+) and negative (−) sentences and questions (?) with to be. Use contracted forms if possible.
   1. How old is she? 4. How old is he?
   2. She's from Argentina. 5. She's Russian.
   3. It's three years old.

5. a. Ask and answer the questions with your partner. Use short answers.
   Are you... 1. a student? 3. eighteen?
   2. Canadian? 4. from Brazil?
   b. Write four true sentences about your partner.
      She's a student.

Present Simple To Be: He, She, It

<table>
<thead>
<tr>
<th>Full form</th>
<th>Contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ He/She/It is twenty.</td>
<td>He'/She'/It' twenty.</td>
</tr>
<tr>
<td>− He/She/It is not thirty.</td>
<td>He'/She'/It' thirty.</td>
</tr>
<tr>
<td>? he/she/it twenty?</td>
<td>Yes/No answers</td>
</tr>
</tbody>
</table>

Yes/No answers:
Yes, he is./No, he isn't.
See page 98 for grammar reference and more practice.

Pronunciation: Word stress

1. a. Listen and repeat.

   13 thirteen
   30 thirty

2. a. Listen and underline the stress.

   eighteen fifteen fifty forty ninety ninety
   seventeen seventy sixty

b. Listen again and repeat.

Speaking

1. a. Work in pairs. Look at photos 1–6 on page 115. How old is he/she/it?

   I think she's about twenty years old.
   No, I think she's twenty-five.

b. Compare answers around the classroom.
**Tune In**

1. Look at the alphabet. Is it the same in your language?
2. Listen and repeat the letters of the alphabet.

**Focus on Language**

3. Work in pairs. Complete the pronunciation chart with the letters in the box.

<table>
<thead>
<tr>
<th>/e/</th>
<th>/ɪ/</th>
<th>/ɛ/</th>
<th>/aɪ/</th>
<th>/ɑ/</th>
<th>/yu/</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>F</td>
<td>I</td>
<td>O</td>
<td>Q</td>
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<tr>
<td>H</td>
<td>C</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td></td>
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<td>(1)</td>
<td>D</td>
<td>M</td>
<td>W</td>
<td></td>
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<tr>
<td>K</td>
<td>(2)</td>
<td>N</td>
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</tbody>
</table>

4. Read the conversation. Underline the question about spelling.

   A. Excuse me. How do you spell Russia?
   B. R-U-S-S-I-A.

5. Work in pairs. Practice the conversation in 4a. Use a different country.

**Intonation**


   B. A-I-D-A-N.
   A. Excuse me. What’s your name?
   A. Thanks.
   B. Aidan.
   A. How do you spell that?

   b) Listen and check.

**Over to You**

7. Work in pairs. Practice the conversation in 6a. Use your name.

8. Stand up. Ask and answer What’s your name? and How do you spell that? with the other students in the class.
**Speaking Task:** giving contact information

**Tune In**

1. a) Work in pairs. Answer the questions.

**Do you keep contact info...**

1. on your phone? □
2. on your computer? □
3. in your address book? □

b) Compare your answers with the class. Where do most people keep contact information?

2. Read about Antonia. Complete the form.

My first name's Antonia and my last name's Rivera. My home phone number is 9304 6817 and my cell number is 7034 2280. My e-mail address is antonia.rivera@mailnet.com.

**CONTACT INFORMATION**

1. name: Antonia
2. Last name: ___
3. phone number: 9304 6817
4. number: 7034 2280
5. E-mail ___

b) Compare your answers with the class. Where do most people keep contact information?

**Prepare for Task**

3. a) Listen and complete the conversation.

A OK, what's your name, please?
B My ___ name is Matthew and my ___ is Huang.
A How do you spell that?
B H-U-A-N-G.
A Thank you. What's your phone number?
B My ___ number is 7304 6817.
A And what's your ___ address?
B ___ @mailus.com.

b) Listen again and check. Work in pairs. Practice the conversation.

**Notice**

In e-mail addresses we say at for @ and dot for .

matthew@mailus.com = matthew at mailus dot com
antonia.rivera@mailnet.com = antonia dot rivera at mailnet dot com

4. Are the contact information for Antonia (A) or Matthew (M)?

1. Last name: Huang
2. E-mail: antonia.rivera@mailnet.com
3. Home phone number: 7340 8951
4. Home phone number: 9304 6817

**Task**

5. a) Work in pairs. Ask about your partner's contact information. Use the conversation in 3a as a model.

b) Exchange roles and repeat.

**Report Back**

6. a) Stand up. Give your contact information to the class. Use Antonia's words in 2 as a model.

b) How many students have the same first or last name?