



# 1 WELCOME!



- 1 a  Work in pairs. Look at photos a–c. Find  
1 hello to family. 2 goodbye. 3 hello to a new person.

b What do you say in your language?

- 2 Complete A and B in the KEY VOCABULARY PANEL .

- 3 a  1.3 Listen and complete the conversations.

1 A ....., I'm Laura.  
B .....! I'm Mark. Nice to meet you.

2 A ....., Nico.  
B ....., Elena. See you!


3 A .....! Welcome home. How are you?  
B I'm fine, thanks. And you?  
A I'm fine.

b Listen again and check. Match the conversations to photos a–c.

- 4 Complete C in the KEY VOCABULARY PANEL .

- 5 a  Work in pairs. Practise the conversations in 3a.

b Change roles and repeat.


- 6  Work in pairs. Look at the pictures. Continue the conversations with your partner.

Bye, Rachel.



Hi, Anil. How are you?



- 7  Stand up. Introduce yourself to the class.

Hello, I'm Magda.

Hi Magda, I'm Yannis. Nice to meet you!


## KEY VOCABULARY

### Hello & goodbye

- A Complete the table with the phrases in the box.

Bye Hi How are you?  
Nice to meet you See you


Hello	Goodbye

-  1.1 Listen and check. Listen again and repeat.

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

Good afternoon Good evening Good morning



-  1.2 Listen and repeat.

#### NOTICE

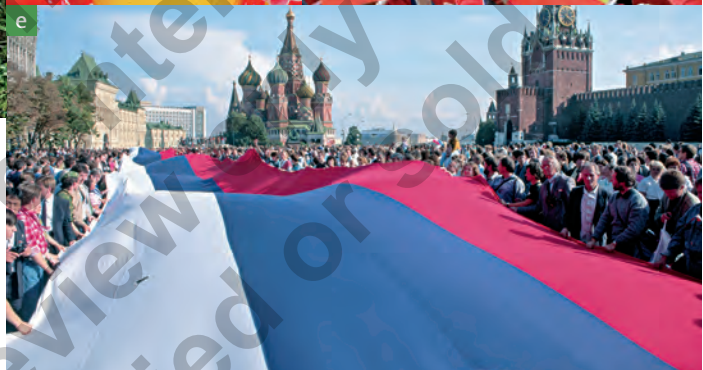
We use *Good evening* when we see people.  
We use *Good night* when we say goodbye to people at night.

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

How are you?

I'm ....., thanks.

And .....?



## VOCABULARY: Countries & nationalities

- 1 Work in pairs. Match the countries in the table to photos a-f.

Country	Nationality
Brazil	.....
Japan	.....
Russia	.....
Spain	.....
the UK	.....
the USA	.....
.....	.....

### NOTICE

the UK = the United Kingdom

the USA/US = the United States of America

- 2 a Complete the table in 1 with the nationalities in the box.

American   Brazilian   British  
Japanese   Russian   Spanish

- b 1.4 Listen and check. Listen again and repeat.

### WORD BANK

1.5

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 UK**. I'm **British**.

- b 1.6 Listen and repeat the conversation.

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

- b Change roles and repeat.

3 a  1.7 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  Work in pairs. Practise the conversation in 3a.

## GRAMMAR

1  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?

2 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 British. *I'm British.*
- 2 You are from Italy.
- 3 I am American.
- 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 British.*

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

- 1 I / in your class? *Am I in your class?*
- 2 you / my teacher?
- 3 you / from Egypt?
- 4 I / 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.*

## PRESENT SIMPLE TO BE: I, YOU

+	Full form	Contracted form
	I am British.	I'(1) ..... British.
	You are British.	You'(2) ..... British.
–	Full form	Contracted form
	I am not Brazilian.	I'm (3) ..... Brazilian.
	You are not Brazilian.	You (4) ..... Brazilian.

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 (7) .....*

*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

Student B



2 Name: Nina  
Nationality: Russian



3 Name: Jing  
Nationality: Chinese



4 Name: Emre  
Nationality: Turkish

b Repeat with photos 3 and 4.

## VOCABULARY: Numbers

1 a Match the number words to photos a–k.

eight .....	one .....	three .....
five .....	seven .....	two .....
four .....	six .....	zero .....
nine .....	ten .....	



b 1.8 Listen and check. Listen again and repeat.

2 a Count from one to ten around the class. Start again from one every time there is a mistake!

b Count backwards from ten to one in the same way.

## 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 a 1.9 Listen and write the numbers.

A What's your phone number?

B 02325 486991. What's your phone number?

A It's 19 403 .....

B What's the country code?

A It's ....., for Poland.

b Listen again and repeat.

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

**WORD BANK** 1.10 & 1.11

See page 109 for numbers 11–100.

3 a 1.12 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 020 394 56210.

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

b Work in pairs. Practise the conversations.

### NOTICE AGE

We use *to 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.*

## 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** thirty.

- 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 049 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 ? he / a student       | 4 ? how old / he |
| 2 – she / from Argentina | 5 + he / Russian |
| 3 + it / three years old |                  |

- 5 a Ask and answer the questions with your partner. Use short answers.

- |         |              |                |
|---------|--------------|----------------|
| Are you | 1 a student? | 3 eighteen?    |
|         | 2 British?   | 4 from Brazil? |

- b Write four true sentences about your partner.

*She's a student.*

### PRESENT SIMPLE TO BE: HE, SHE, IT

	Full form	Contracted form
+	He/She/It is twenty.	He'/She'/It' <sup>(1)</sup> ..... twenty.
–	He/She/It is not thirty.	He/She/It <sup>(2)</sup> ..... thirty.
?	(3) ..... he/she/it twenty?	

#### Yes/No answers

Yes, he is./No, he <sup>(4)</sup> .....

See page 98 for grammar reference and more practice.

## PRONUNCIATION: Word stress

- 1 1.13 Listen and repeat.

13

*thirteen*

30

*thirty*

- 2 a 1.14 Listen and underline the stress.

eighteen fifteen fifty forty 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 class.





## TUNE IN

- 1 Look at the alphabet. Is it the same in your language?
- 2 1.15 Listen and repeat the letters of the alphabet.

## FOCUS ON LANGUAGE

- 3 a Work in pairs. Complete the pronunciation table with the letters in the box.

E Y J U L

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ju:/	/ɑ:/
A	B	F	I	O	Q	R
H	C	(3)	(4)		(5)	
(1)	D	M			W	
K	(2)	N				
	G	S				
	P	X				
	T	Z				
	V					

- b 1.16 Listen and check. Repeat the letters.

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

A Excuse me. How do you spell Russia?

B R-U-S-S-I-A.

- b 1.17 Listen and repeat the conversation.



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

## Intonation

- 1.18 Listen to how the speaker says *Excuse me*. Practise saying the words with the correct intonation.

- 6 a Work in pairs. Put the conversation in order, 1–5.

B A-I-D-A-N.

A Excuse me. What's your name?

A Thanks.

B Aidan.

A How do you spell that?

- b 1.19 Listen and check.

## OVER TO YOU

- 7 Work in pairs. Practise 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.

## TUNE IN

- 1 a  Work in pairs. Answer the questions.

## Do you keep contact details

- 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 details?

- 2 Read about Antonia. Complete the form.



My first name's Antonia  
and my surname's Rivera.  
My home phone number is  
34 29 304 6817 and my  
mobile number is  
34 703 422 801.  
My email address is  
*antonia.rivera@mailnet.com*.

## CONTACT DETAILS

(1) ..... name: Antonia  
 Surname: (2) .....  
 (3) ..... phone number: 34 29 304 6817  
 (4) ..... number: 34 703 422 801  
 Email (5) ..... : *antonia.rivera@mailnet.com*


## NOTICE EMAIL ADDRESSES

In email addresses we say *at* for *@* and *dot* for *.*  
*matthew@mailuk.com* = matthew at mailuk dot com  
*antonia.rivera@mailnet.com* = antonia dot rivera at mailnet dot com

- 4 Are the contact details for Antonia (A) or Matthew (M)?

- 1 Surname: Huang .....  
 2 Email: *antonia.rivera@mailnet.com* .....  
 3 Home phone number: 027 73 408951 .....  
 4 Home phone number: 34 29 304 6817 .....

## TASK

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


- b Change roles and repeat.

## REPORT BACK

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


- b How many students have the same first name or surname?

## PREPARE FOR TASK

- 3 a  1.20 Listen and complete the conversation.



- A OK, what's your name, please?  
 B My <sup>(1)</sup> ..... name is Matthew and my  
<sup>(2)</sup> ..... is Huang.  
 A How do you spell that?  
 B H-U-A-N-G.  
 A Thank you. What's your phone number?  
 B My <sup>(3)</sup> ..... number is 027 73 <sup>(4)</sup> .....  
 A And what's your <sup>(5)</sup> ..... address?  
 B <sup>(6)</sup> ..... @mailuk.com.

- b  Listen again and check. Work in pairs. Practise the conversation.