







RHONA SNELLING

# SPEAK YOUR MIND

**STUDENT'S BOOK**

+ access to Student's App

	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 1</b> Me pp. 5–13 	<ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Talk about your nationality and language</li> <li>Share information about your family</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and greetings</li> <li>Countries and nationalities</li> <li>Family</li> </ul>	<ul style="list-style-type: none"> <li>be statements</li> <li>Subject pronouns and be statements</li> <li>yes / no questions with be</li> </ul> Grammar Reference pp. 70–71	<ul style="list-style-type: none"> <li>Make introductions</li> <li>Give personal information</li> <li>Ask questions about a partner's family</li> </ul>
Language and Life—Communication: Personal Information				
<b>Unit 2</b> My Place pp. 15–23 	<ul style="list-style-type: none"> <li>Introduce your partner</li> <li>Talk about classroom objects</li> <li>Talk about where things are in a room</li> </ul>	<ul style="list-style-type: none"> <li>Describing places</li> <li>Your things</li> <li>Prepositions of place 1</li> </ul>	<ul style="list-style-type: none"> <li>be information questions</li> <li>a / an singular and plural nouns</li> <li>There is / There are</li> </ul> Grammar Reference pp. 71–73	<ul style="list-style-type: none"> <li>Describe a person</li> <li>Talk about your classroom</li> <li>Describe a room</li> </ul>
Language and Life—Communication: Hotel Room				
<b>Unit 3</b> Life and Work pp. 25–33 	<ul style="list-style-type: none"> <li>Share information about people in your class</li> <li>Ask and answer questions</li> <li>Talk about how often you do things</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Prepositions of time</li> <li>Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>Simple present statements</li> <li>yes / no questions with simple present</li> <li>Adverbs of frequency</li> </ul> Grammar Reference pp. 73–74	<ul style="list-style-type: none"> <li>Talk about a partner's life</li> <li>Ask a partner yes / no questions</li> <li>Discuss routines</li> </ul>
Language and Life—Communication: Meet Someone				
<b>Unit 4</b> My City pp. 35–43 	<ul style="list-style-type: none"> <li>Ask and answer questions about a tour</li> <li>Ask for and give directions</li> <li>Talk about your clothes</li> </ul>	<ul style="list-style-type: none"> <li>Places in a city</li> <li>Prepositions of place 2</li> <li>Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Simple present information questions</li> <li>Imperatives</li> <li>this / that / these / those</li> </ul> Grammar Reference pp. 74–76	<ul style="list-style-type: none"> <li>Ask and answer questions about a tour</li> <li>Ask for and give directions</li> <li>Describe clothes</li> </ul>
Language and Life—Communication: Shop				
<b>Unit 5</b> Free Time pp. 45–53 	<ul style="list-style-type: none"> <li>Talk about what you can/can't do</li> <li>Talk about objects in a classroom</li> <li>Discuss the weather in different places</li> </ul>	<ul style="list-style-type: none"> <li>Free-time activities</li> <li>Subjects</li> <li>Types of weather</li> </ul>	<ul style="list-style-type: none"> <li>can / can't</li> <li>Possessive 's</li> <li>Present progressive statements</li> </ul> Grammar Reference pp. 76–78	<ul style="list-style-type: none"> <li>Find out about free-time activities people in the class can/can't do</li> <li>Talk about people's possessions</li> <li>Tell a partner what you are doing / not doing</li> </ul>
Language and Life—Communication: Your City				
<b>Unit 6</b> Health pp. 55–63 	<ul style="list-style-type: none"> <li>Describe people's appearance</li> <li>Talk about food and meals</li> <li>Ask and answer a quiz</li> </ul>	<ul style="list-style-type: none"> <li>The face and body</li> <li>Food</li> <li>Feelings</li> </ul>	<ul style="list-style-type: none"> <li>have</li> <li>some and any</li> <li>Review</li> </ul> Grammar Reference pp. 78–79	<ul style="list-style-type: none"> <li>Describe someone to a partner</li> <li>Plan a meal with a partner</li> <li>Complete a class quiz</li> </ul>
Language and Life—Communication: Cafe				

 Confident Communicator	Pronunciation	Listening/Reading	Thinking Skills	Writing
Start Talking <ul style="list-style-type: none"> <li>Join a conversation</li> </ul> Repair It <ul style="list-style-type: none"> <li>Correct yourself</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Word stress</li> </ul>	Listen to a short conversation with an introduction <ul style="list-style-type: none"> <li>Skill—Listen for names</li> </ul> Read a selection of ID cards <ul style="list-style-type: none"> <li>Skill—Locate information in a text</li> </ul> Listen to a short conversation about a family <ul style="list-style-type: none"> <li>Skill—Understand key words</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Analyze</li> </ul>	An introduction
Unit Review p. 14 <b>Study Skills</b> —Using a Dictionary				
Keep Talking <ul style="list-style-type: none"> <li>Give extra information</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Ask questions</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Check you understand</li> </ul>	<ul style="list-style-type: none"> <li>Plural nouns</li> </ul>	Listen to an interview <ul style="list-style-type: none"> <li>Skill—Use visuals to predict content</li> </ul> Listen to a radio show <ul style="list-style-type: none"> <li>Skill—Listen for main idea</li> </ul> Read a college webpage <ul style="list-style-type: none"> <li>Skill—Identify the topic</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Evaluate</li> <li>Brainstorm</li> </ul>	A text message
Unit Review p. 24 <b>Follow A Pro</b> —Online Teacher				
Repair It <ul style="list-style-type: none"> <li>Ask questions</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Check you understand</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Useful phrases</li> </ul>	<ul style="list-style-type: none"> <li>Word stress in questions</li> </ul>	Read a magazine article about jobs <ul style="list-style-type: none"> <li>Skill—Scan for jobs</li> </ul> Listen to a job interview <ul style="list-style-type: none"> <li>Skill—Listen for names, dates and numbers</li> </ul> Read an online article about a hotel <ul style="list-style-type: none"> <li>Skill—Recognize different text types</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Analyze</li> </ul>	A post
Unit Review p. 34 <b>Study Skills</b> —Recording Vocabulary				
Keep Talking <ul style="list-style-type: none"> <li>Take turns</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Finish a conversation</li> </ul> Repair It <ul style="list-style-type: none"> <li>Useful phrases</li> </ul>	<ul style="list-style-type: none"> <li>Vowel sounds 1</li> </ul>	Read an informative text <ul style="list-style-type: none"> <li>Skill—Locate information in a text</li> </ul> Listen to a short conversation with directions <ul style="list-style-type: none"> <li>Skill—Understand key words</li> </ul> Listen to people's shopping routines <ul style="list-style-type: none"> <li>Skill—Identify information</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Evaluate</li> </ul>	A description
Unit Review p. 44 <b>Follow A Pro</b> —Tour Guide				
Keep Talking <ul style="list-style-type: none"> <li>Explain your answer</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Useful phrases</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Show understanding</li> </ul>	<ul style="list-style-type: none"> <li>Stress in can / can't</li> </ul>	Listen to a college radio show <ul style="list-style-type: none"> <li>Skill—Listen for main idea</li> </ul> Read a college webpage <ul style="list-style-type: none"> <li>Skill—Scan for key words</li> </ul> Listen to a group video call <ul style="list-style-type: none"> <li>Skill—Listen for reasons</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Recall</li> <li>Brainstorm</li> </ul>	A blog
Unit Review p. 54 <b>Study Skills</b> —Practicing Vocabulary				
Keep Talking <ul style="list-style-type: none"> <li>Think about your answer</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Useful phrases</li> </ul> Keep Talking <ul style="list-style-type: none"> <li>Ask follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>Vowel sounds</li> </ul>	Listen to two conversations describing people <ul style="list-style-type: none"> <li>Skill—Identify information</li> </ul> Read two different types of text <ul style="list-style-type: none"> <li>Skill—Recognize different text types</li> </ul> Listen to a radio interview <ul style="list-style-type: none"> <li>Skill—Identify information in an introduction</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Evaluate</li> <li>Predict</li> </ul>	An online review
Unit Review p. 64 <b>Follow A Pro</b> —Food Scientist				

## WHAT DO YOU ALREADY KNOW?

- 1 Think about letters and numbers. Complete the boxes.
- 2 **IN PAIRS** Share and compare your words. Add your partner's information to the boxes, if possible.

Your name:

Your partner's name:

Your cell number:

Your partner's cell number:

Your house number or name:

Your partner's house number or name:



VIDEO



DISCUSS &amp; SHARE

- 3 **IN GROUPS** Watch the video and answer the question.



Numbers or words?

## In this unit, you will ...

- introduce yourself to your group, talk about your nationality and language and share information about your family.
- use thinking skills: evaluate and analyze.
- read a variety of ID cards for information.
- use strategies to start a conversation, use language to repair mistakes while talking and ask extra questions to continue a conversation.
- use communication skills to complete a form and write an introduction.
- learn skills to identify parts of a dictionary definition.



VOCABULARY introductions and greetings

A Match the pictures with the people.

co-workers

friends

teacher and student



B 1.01 Read and listen. Match the conversations (1–3) with the pictures from A. Write the number.

Conversation 1 \_\_\_\_\_

A: Good morning, Sara. How are you?

B: Hi, Mr. Webster. I'm fine, thanks.

Conversation 2 \_\_\_\_\_

A: Good afternoon, I'm Mr. Smith. What's your name?

B: My name's Nick. Nice to meet you, Mr. Smith.

A: Nice to meet you, too

Conversation 3 \_\_\_\_\_

A: Good night, Lara.

B: Good night. See you, Mia!

A: Goodbye.

C Add the bold phrases from B to the table.

Say hello	Meet friends	Meet new people	Say bye
Hello	How are you?	Nice to meet you.	Goodbye.
Good morning,	3	4	Good night.
1			5
2			



MAKE IT REAL

My name's Nicole. =  
I'm Nicole.

D IN PAIRS Practice the conversations in B.

LISTENING

A 1.02 Listen to the conversation. How many people talk: two, three or four?

B 1.02 LISTENING SKILL—Listen for names Listen again. Write the correct names.

Maria

Mr. Taylor

Pedro

The man's name is \_\_\_\_\_.

The woman's name is \_\_\_\_\_.

C 1.02 THINKING SKILL—Evaluate Listen again. Are Maria and Peter students or co-workers?





A Look at the sentences below. The verb to be is underlined. Circle the negative (-) sentence.

My name isn't Emma. My name's Eva.

B Complete the table with isn't and 's.

Possessive Adjectives (Subject)		To be Affirmative	To be Negative	Object
My				
Your	name	is / _____	is not / _____	Emma.
His/Her				

C Choose the correct words to complete the rules.

- The sentence order is **subject-verb-object** / **verb-subject-object**.
- The apostrophe (') substitutes a **letter** / **word**, e.g., name is = name's, is not = isn't.

For more practice, go to page 70.

D 1.03 Complete the conversation. Then listen and check your answers.

**Rosie:** Hello, I'm Rosie. What's your name?

**Eva:** Hi, Rosie. My name's Eva.

**Rosie:** Nice to meet you, Emma.

**Eva:** No. My name \_\_\_\_\_ Emma. \_\_\_\_\_ name's Eva. This is my co-worker, Roger.

**Rosie:** Nice to meet you, Robert.

**Eva:** No. His name isn't Robert. \_\_\_\_\_ name \_\_\_\_\_ Roger.

E **IN GROUPS** Take turns to practice the conversation. Use your own names.

## SPEAKING

A **IN GROUPS** Take turns to say hello and meet your group.

A: Hello, what's your name?

B: I'm Irene. Nice to meet you!

A: Hi, Sophie, how are you?

B: I'm fine, thanks.

B Join another group or work as a class. Say hello and meet everyone in your group/class. Use the Confident Communicator box to help you.

### CONFIDENT COMMUNICATOR

#### START TALKING


To join a conversation, use the following phrases:

Excuse me, can I join you?

Hi there, can I join you?



READING

A  1.04 Read the cards (1–4) and match them to the different types (a–d). Write the number.

1

Number One Finance

Mike Michelson

762 Fifth Ave, New York, NY 

Email: mike@numberonefinance.com

Languages: English, German, Japanese

2



Tino Fernandez

Language Teacher

Mexico City 

First language: Spanish

Other languages: English, French, Chinese

3

UNIVERSITY

University of Los Angeles

SUBJECT

Law

NAME

Jane Henderson

NATIONALITY

British 



4

DRIVER'S PERMIT



Name

Alberto Garcia

Address

25 Cda. De Topilejo,  
Molino del Rey,  
Mexico

Nationality

Mexican 

- a business card \_\_\_\_\_
- b driver's license \_\_\_\_\_
- c online profile \_\_\_\_\_
- d student ID card \_\_\_\_\_
- B **READING SKILL**—Locate information in a text Read the cards in A again and circle the names of countries. Then underline the nationalities and languages.
- C Read again. Complete the sentences with countries, nationalities or languages.
- 1 Mike is from the \_\_\_\_\_. He's American. His first language is English.
- 2 Alberto and Tino are from Mexico. They're \_\_\_\_\_.
- 3 Jane is from Great Britain. She's \_\_\_\_\_.
- D **THINKING SKILL**—Analyze What does first language mean? What is your first language?

VOCABULARY

countries and nationalities

A Complete the table with words from READING A and your dictionary.

Name	Country	Nationality	Language
Mike	the 1	American	English, German, 7
Alberto	Mexico	Mexican	Spanish
Tino	Mexico	Mexican	Spanish, English, 8, 9
Jane	the UK	3	English, French
	Canada	4	
	Brazil	5	
	2	Chinese	
	Germany	6	

★

MAKE IT YOURS

IN PAIRS Add more country and nationality words.

## PRONUNCIATION word stress

A 1.05 Listen to the words. Underline the stressed syllable.

- |   |         |             |   |     |          |
|---|---------|-------------|---|-----|----------|
| 1 | o O o o | A-me-ri-can | 4 | O o | Spa-nish |
| 2 | O o o   | Me-xi-can   | 5 | o O | Chi-nese |
| 3 | o o O   | Ja-pa-nese  |   |     |          |

B 1.06 Listen to the words. Write the number of the correct syllable pattern group from A. Not all groups are used.

- |   |           |       |   |          |       |   |        |       |
|---|-----------|-------|---|----------|-------|---|--------|-------|
| 1 | Brazilian | _____ | 3 | Canadian | _____ | 5 | German | _____ |
| 2 | British   | _____ | 4 | English  | _____ |   |        |       |

C 1.07 Listen and check your answers in B. Then listen again and repeat.

## GRAMMAR subject pronouns and be statements

A Read the texts from READING A and choose the correct answers.

- Mike **is** / **isn't** from China. He **'s** / **isn't** from the US.
- Tino and Alberto **are** / **aren't** from Mexico. **They're** / **They aren't** Mexican.
- Jane **is** / **isn't** from the US. She **'s** / **isn't** from Britain.

B Complete the table with 's, isn't, 're and aren't.

Subject Pronouns	To be Affirmative	To be Negative	Language
I	am / 'm	am not / 'm not	American. / from the US.
You	are / 're	are not / aren't	
He/She	is / _____	is not / _____	
We/They	are / _____	are not / _____	

For more practice, go to page 70.

C Complete the sentences with the correct form of to be.

- I'm American. I 'm from New York City.
- We \_\_\_\_\_ from China. We're from Brazil.
- You aren't Canadian. You \_\_\_\_\_ from the US.
- He \_\_\_\_\_ German. He isn't from Japan.

## SPEAKING

A Complete the ID card to make it true for you.

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**First language:** \_\_\_\_\_

**Other languages:** \_\_\_\_\_

**CONFIDENT COMMUNICATOR**

**REPAIR IT**

To repair your conversation after a mistake, say Excuse me / Sorry.  
He's from Mexico. *Excuse me.*  
She's from Mexico.

B **IN PAIRS** Show your ID card. Take turns giving information. Include one negative sentence. Use the Confident Communicator box to help you.

I'm Gabriela Marino. I'm from Mexico. I'm not from Brazil.

C Join another pair. Introduce your partner.

She's Gabriela Marino. She's from Mexico. She isn't from Brazil.





VOCABULARY family

A Look at the pictures. Complete the description with the correct names.



Owen 18, Dan 21,  
Vicky 15






Joe 48, Nora 42,  
my \_\_\_\_\_



Adam 77, Vivian 73,  
my \_\_\_\_\_

I'm Owen. Dan is my **brother** and \_\_\_\_\_ is my **sister**. My parents are Joe and Nora. \_\_\_\_\_ is my **father** and Nora is my **mother**. They're **husband** and **wife**. My **grandparents** are \_\_\_\_\_ and Vivian. Adam is my **grandfather** and \_\_\_\_\_ is my **grandmother**. They're husband and wife, too.


B Complete the table with words from A.

		
brother	3 _____	parents
1 _____	mother	grandparents
husband	4 _____	
2 _____	grandmother	
son	daughter	




MAKE IT REAL

We use short words for our own parents:  
father = dad,  
mother = mom.  
In British English, people say mum.

C  1.08 Listen and check your answers to B. Then listen again and repeat.

LISTENING

A  1.09 THINKING SKILL—Evaluate Listen to the conversation.  
Are the speakers friends or family? Decide and give reasons.

B  1.09 LISTENING SKILL—Understand key words Listen again.  
Circle the answer.

- 1 Zoe is Ben's **sister** / **friend**.
- 2 Max is Ben's **friend** / **brother**.
- 3 Hannah and Gavin are Ben's **co-workers** / **classmates**.
- 4 Ben's grandparents are over **70** / **80** years old.




**A Match the questions (1-4) to the answers (a-d) from LISTENING B.**

- |                                     |                    |
|-------------------------------------|--------------------|
| 1 Are they your grandparents? _____ | a No, he isn't.    |
| 2 Is he your brother? _____         | b Yes, she is.     |
| 3 Are they your classmates? _____   | c No, they aren't. |
| 4 Is she your sister? _____         | d Yes, they are.   |

**B Complete the table with the correct verb forms.**

Question			Answer		
To be	Pronoun	Object	Yes /no	Pronoun	To be
1	she	your sister?	Yes,	he/she	3
	he	your father?	No,		isn't.
2	they	your grandparents?	Yes,	they	are.
			No,		4
Are	you	his brother?	Yes,	I	am.
			No,		am (I'm) not.

**C Look at the table and complete the rules.**

To make a question:

- Put the verb to be at the **beginning** / **end**.
- Put the pronoun **before** / **after** the verb to be.

To make an answer:

- Use** / **Do not use** the pronoun from the question.
- Put the verb to be at the **beginning** / **end**.

For more practice, go to page 71.

**D Choose the correct words.**

- |   |                                    |  |  |
|---|------------------------------------|--|--|
| 1 <b>(is)</b> / <b>Are</b> he your brother? | No, he isn't.                      | 4 Are they your co-workers?              | Yes, <b>he are</b> / <b>they are</b> . |
| 2 Are they your parents?                    | Yes, they <b>are</b> / <b>is</b> . | 5 Is <b>he</b> / <b>she</b> your friend? | Yes, she is.                           |
| 3 Is she your classmate?                    | No, she <b>is</b> / <b>isn't</b> . |  |  |

**SPEAKING**
**A Think of five friends or people in your family. Write their names and their ages.**

Sonia 30

**B IN GROUPS Ask questions about the people your group member chose in A. Give short answers. Use the Confident Communicator box to help you.**

- |                           |                   |
|---------------------------|-------------------|
| A: Is Sonia your sister?  | B: No, she isn't. |
| A: Is she your friend?    | B: No, she isn't. |
| A: Is she your co-worker? | B: Yes, she is!   |

**CONFIDENT COMMUNICATOR**

**KEEP TALKING**

To continue a conversation, ask extra questions.

- |                        |               |
|------------------------|---------------|
| Is Pierre French?      | No, he isn't. |
| OK, is he from Brazil? | Yes, he is.   |

**C Share information about the people with the class.**

Sonia is Ana's co-worker. She's 30.

# Language and Life



## Communication – Personal Information

### FUNCTIONAL LANGUAGE complete a form

A 1.10 Listen to the conversation and choose the correct place.



Hospital



Hotel



School

B 1.11 Read and listen to the rest of the conversation. Put the information in the correct order.

Major \_\_\_\_\_ Email \_\_\_\_\_ Name 1 Nationality \_\_\_\_\_ Phone number \_\_\_\_\_

**Mrs. Jones:** So, your name is Rodrigo. What's your last name?

**Rodrigo:** My last name is Casal.

**Mrs. Jones:** Sorry. Can you repeat that, please?

**Rodrigo:** Casal. C-a-s-a-l.

**Mrs. Jones:** Thanks. Are you from Colombia?

**Rodrigo:** Yes, I am. I'm from Bogotá. I'm Colombian.

**Mrs. Jones:** What's your major? Is it English?

**Rodrigo:** My majors are English and Business.

**Mrs. Jones:** Great. Thanks. What's your email?

**Rodrigo:** My email is rodrigo1234@funmail.cg.

**Mrs. Jones:** And what's your phone number?

**Rodrigo:** My cell is (555) 555-1058.

**Mrs. Jones:** Thank you, Rodrigo. Welcome to college!



C 1.11 Listen again and circle the correct answers to complete Rodrigo's form.

Name	Rodrigo Casal <del>Rodrigo Casal</del>
Nationality	Colombia <del>Colombian</del>
Major	English <del>English and Business</del>
Email	rodrigoc1234 <del>rodrigo1234@funmail.cg</del>
Phone number	(216) 555-1058 <del>(555) 555-1058</del>

D **IN PAIRS** Practice the conversation in B. Switch roles.

E **IN NEW PAIRS** Take turns to practice the conversation in B again and give answers for you. Make notes on your partner's answers.

## WRITING an introduction

A Look at the bold letters and circle them.

capital letter  
I'm from Mexico.

B Circle the capital letters in the introduction.

The screenshot shows a web browser window with a navigation bar containing 'Home', 'Classes', 'Students', 'Jobs', and 'Contact us'. Below the navigation bar is a pink header with the text 'LEARN ENGLISH'. Underneath the header is a breadcrumb trail: 'LEARN ENGLISH > FORUM > INTRODUCTIONS'. A forum post is displayed with a profile picture of a man and the text: 'Hello! My name is Rodrigo. I'm Mexican. My first language is Spanish. I also speak English and Chinese. 1 day ago'.

C Cross out the incorrect writing rule.

Use a capital letter for the:

- first letter in a sentence
- first letter in someone's name
- language
- nationality
- pronoun I
- verb

D Find and correct the errors in each sentence.

- 1 hello, i'm henry. \_\_\_\_\_
- 2 i'm from Great Britain. \_\_\_\_\_
- 3 my first Language is english. \_\_\_\_\_

E Rewrite the sentences in D with your personal information.

A blank sheet of lined paper with a spiral binding on the left side, intended for rewriting sentences.

F **IN PAIRS** Exchange sentences. Check that your partner uses capital letters and periods.



**MAKE IT DIGITAL**

Find and take a free English class online.

## UNIT 1 – be statements

### Function

We use possessive adjectives to show possession (e.g., My name ...) or express a connection with something (e.g., My book ...) or someone (e.g., My teacher ...). Use be statements to say your name.

### Form

Possessive Adjectives	To be Affirmative	To be Negative	Object
My Your name His/Her	is ('s)	is not (isn't)	Carlos.
Our Their names	are	are not (aren't)	the same.

Use an apostrophe (') to make the contracted form, e.g., is not = isn't.

#### A Complete the be statements with the correct option.

- ± Our names **are** / **is** the same .                      3 My name **is** / **are** Simon .  
 2 Their family names **aren't** / **isn't** the same .                      4 Her name **isn't** / **aren't** Ana .

#### B Complete the be statements with the correct form.

- ± My name \_\_\_\_\_ (-) Roger.                      3 Our names \_\_\_\_\_ (-) the same.  
 2 Her name \_\_\_\_\_ (+) Liza.                      4 Their names \_\_\_\_\_ (+) the same.

## UNIT 1 – subject pronouns and be statements

### Function

We use subject pronouns as the subject of a sentence. Use be statements to give basic information about yourself.

### Form

Subject Pronouns	To be Affirmative	To be Negative	
I	am / 'm	am not / 'm not	Spanish. / from Spain.
You	are / 're	are not / aren't	
He/She	is / 's	is not / isn't	
We/They	are	are not / aren't	

#### A Write the subject pronoun and the contracted form of to be.

- ± You are from Mexico. \_\_\_\_\_ from Mexico.  
 2 He is not British. \_\_\_\_\_ British.  
 3 We are from Japan. \_\_\_\_\_ from Japan.  
 4 They are Chinese. \_\_\_\_\_ Chinese.

#### B Circle the error in each to be statement. Then write the correct word.

- ± We're from France. We isn't from Spain. \_\_\_\_\_  
 2 He isn't Chinese. He are Japanese. \_\_\_\_\_  
 3 I'm from the US. I aren't from Canada. \_\_\_\_\_  
 4 They aren't Spanish. They's Mexican. \_\_\_\_\_



## UNIT 1 — yes/no questions with *be*

### Function

We use yes/no questions with *be* to ask basic questions and to receive short yes/no answers.

### Form

Question			Answer		
To be	Pronoun	Object	Yes /no	Pronoun	To be
Am	I	your classmate?	Yes,	I	am.
			No,		am not / 'm not.
Is	she	your mother?	Yes,	she	is.
	he	your brother?	No,	he	is not / isn't.
Are	we	your friends?	Yes,	we	are.
	they		No,	they	are not / aren't.
	you	his grandparents?	Yes,	you	are.
			No,		are not / aren't.

A Choose the correct word to complete the yes /no questions with *be* .

± **Is / Are** she your sister?

2 Are **they / she** your parents?

3 **Is / Are** we friends?

4 Is **he / they** your father?

B Complete the answers to the questions in A.

± No, she \_\_\_\_\_ .

2 No, they \_\_\_\_\_ .

3 Yes, we \_\_\_\_\_ .

4 Yes, he \_\_\_\_\_ .