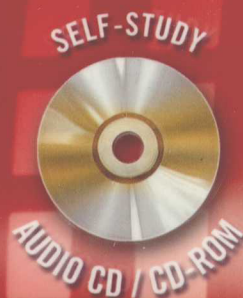


TOUCHSTONE

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



1

STUDENT'S BOOK
学生用书



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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Welcome to Touchstone!

本系列教程的成功开发得益于剑桥国际语料库北美语料库丰富的资源和强大的功能。该大型语料库从日常对话、广播、电视节目、报纸及图书中广泛取材。

本系列教程利用计算机软件对该语料库进行分析，总结出英语的实际用法。我们以该语料库为标准，确保学生在每一课都能学到纯正、地道的英语。该语料库帮助我们遴选重点语法、词汇以及成功进行英语交流所必需的会话策略。

本系列教程会使你的英语学习妙趣横生。它为你提供与同学互动的多种机会。你们可以交换个人信息、进行班级问卷调查、角色扮演部分场景、做游戏，还可以讨论个人感兴趣的话题。使用本系列教程能让你逐步树立理解地道英语、在日常交流中清楚而有效地表达自我的信心。

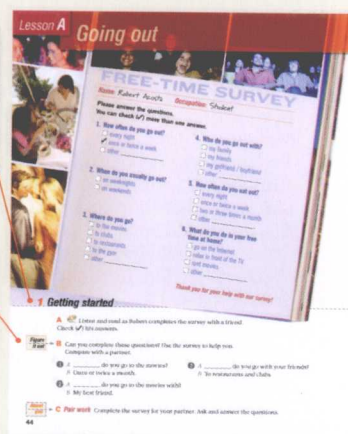
希望大家能够喜欢本系列教程，并祝愿大家的英语课堂充满乐趣！

Michael McCarthy
Jeanne McCarten
Helen Sandiford

Unit features

Getting started presents new grammar in natural contexts such as surveys, interviews, conversations, and phone messages.

Figure it out challenges you to notice how grammar works.



Grammar: Simple present information questions

- What do you do? What do you like? What do you want? What do you have? What do you do? What do you like? What do you want? What do you have?

Grammar is presented in clear charts.

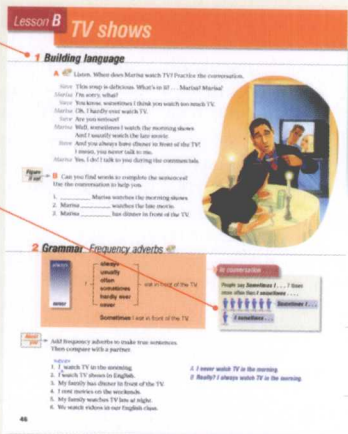
Grammar exercises give you practice with new structures and opportunities to exchange personal information with your classmates.

Speaking naturally: Do you...?

- Do you go out a lot? Do you like to go out? Do you like to go out? Do you like to go out?

Speaking naturally helps you understand and use natural pronunciation and intonation.

Building language builds on the grammar presented in Lesson A.



Building vocabulary

- What kinds of shows do you like? What kinds of shows do you like? What kinds of shows do you like? What kinds of shows do you like?

Building vocabulary uses pictures to introduce new words and expressions.

In conversation panels tell you about the grammar and vocabulary that are most frequent in spoken North American English.

Word sort helps you organize vocabulary and then use it to interact with your classmates.

Talk about it: Do you watch too much TV?

- Do you watch too much TV? Do you watch too much TV? Do you watch too much TV? Do you watch too much TV?

Talk about it encourages you to discuss interesting questions with your classmates.

Conversation strategy helps you “manage” conversations better. In this lesson, you learn how to ask questions that aren’t too direct. The strategies are based on examples from the corpus.

Lesson C

Do you go straight home?

Conversation strategy

Asking questions in two ways

A Ask the questions in two different ways

1 What do you do after school? *He goes to the library.*

2 What do you do after school? *He goes to the library.*

3 What do you do after school? *He goes to the library.*

B Now listen. What does Luis do after class?

Listen Luis tells you he often does it. Do you go straight home?

1 What do you do after school? *He goes to the library.*

2 What do you do after school? *He goes to the library.*

3 What do you do after school? *He goes to the library.*

4 What do you do after school? *He goes to the library.*

5 What do you do after school? *He goes to the library.*

6 What do you do after school? *He goes to the library.*

7 What do you do after school? *He goes to the library.*

8 What do you do after school? *He goes to the library.*

9 What do you do after school? *He goes to the library.*

10 What do you do after school? *He goes to the library.*

11 What do you do after school? *He goes to the library.*

12 What do you do after school? *He goes to the library.*

13 What do you do after school? *He goes to the library.*

14 What do you do after school? *He goes to the library.*

15 What do you do after school? *He goes to the library.*

16 What do you do after school? *He goes to the library.*

17 What do you do after school? *He goes to the library.*

18 What do you do after school? *He goes to the library.*

19 What do you do after school? *He goes to the library.*

20 What do you do after school? *He goes to the library.*

2 Strategy plan, I mean

Now you can **finish** the conversation and ask in two more ways about something.

Do you remember?

1 There is a use of the tag *do you remember*.

3 Complete the conversations or answers with your own ideas. Complete with a partner. Do you have any of the same ideas?

1 Do you remember what she said?

2 Now say every other, I mean, I usually go... straight home.

3 I know you like this restaurant, you go neighborhood?

4 They're too bad, I mean, they're too bad.

5 What I like to do in the evening? I mean, do you go to the gym?

6 What I like to do in the evening? I mean, do you go to the gym?

7 What do you do to stay from here?

8 What I like to do in the evening? I mean, do you go to the gym?

4 Pair work Ask and answer the questions. Give your own answers.

3 Listening and speaking

What do they say next?

1 Listen to the beginning of three conversations. How do you think each conversation continues? Circle a or b.

Conversation 1	Conversation 2	Conversation 3
1. What do you think?	2. I love Paris, but I don't like it.	3. Do you like it?
a. I don't like it.	b. I don't like it.	c. Do you like it?

2 Listen to the complete conversations. Check your answers.

3 Ask a second question to each question in the box. Think about one and write a conversation with a partner.

1 How often do you play basketball? I mean, do you play...?

2 When do you usually have school? I mean, do you...?

3 What do you play on the basketball? I mean, do you...?

4 Free talk

Play board game 6.6 on every speaking practice.

→ **Strategy plus** teaches important expressions for conversation management, such as **I mean, Well, and Anyway.**

7 Listening and speaking skills are often practiced together. You listen to a variety of conversations based on real-life language. Tasks include “listen and react” activities.

Reading has interesting texts from newspapers, magazines, and the Internet. The activities help you develop reading skills.

[illegible]

• **Writing** tasks include e-mails, letters, short articles, and material for Web pages.

Help notes give you information on things like punctuation, linking ideas, and organizing information.

Vocabulary notebook is a page of fun activities to help you organize and write down vocabulary.

Vocabulary notebook

Do what? Go where?

Free talk 5

Play a board game.

Learning tip (Unit 1)
 Write down notes of the words you can see on the form.

play music
go to the
cinema

1 Write words and expressions in the box-go with the verbs (check) (complete the chart).

Travel to (place)	Go to (place)	Go to (place)	Go to (place)	Go to (place)	Go to (place)	Go to (place)
play music	go to the cinema	go to the cinema	go to the cinema	go to the cinema	go to the cinema	go to the cinema

2 Have think of words and expressions that go with these verbs.

go to a (place)	go to a (place)	go to a (place)	go to a (place)
go to a (place)	go to a (place)	go to a (place)	go to a (place)

3 Do your own! Make a vocabulary "tip page" in each page, write a verb and write a sentence after it, write the verb and write the sentence after it.

1

Free talk 5

1 Ask your partner to prepare a list of the activities that you can do in your city.

2 Ask your partner to prepare a list of the activities that you can do in your city.

3 Ask your partner to prepare a list of the activities that you can do in your city.

Free talk 5

1 Ask your partner to prepare a list of the activities that you can do in your city.

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Free talk 5

1 Ask your partner to prepare a list of the activities that you can do in your city.

2 Ask your partner to prepare a list of the activities that you can do in your city.

3 Ask your partner to prepare a list of the activities that you can do in your city.

- **Free talk** helps you engage in free conversation with your classmates.

On your own is a practical task to help you learn vocabulary outside of class.

Other features

A **Touchstone checkpoint** after every three units reviews grammar, vocabulary, and conversation strategies.

A **Self-study Audio CD/CD-ROM** gives you more practice with listening, speaking, and vocabulary building.

The **Class Audio Program** presents the conversations and listening activities in natural, lively English.

The **Workbook** gives you language practice and extra reading and writing activities. **Progress checks** help you assess your progress.

Touchstone Level 1 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 1 All about you pages 1–10	<ul style="list-style-type: none"> Say hello and good-bye Introduce yourself Exchange personal information (names, phone numbers, and e-mail addresses) Spell names Thank people 	<ul style="list-style-type: none"> The verb <i>be</i> with <i>I, you</i>, and <i>we</i> in statements, <i>yes-no</i> questions, and short answers Questions with <i>What's . . . ?</i> and answers with <i>It's . . .</i> 	<ul style="list-style-type: none"> Expressions to say hello and good-bye Numbers 0–10 Personal information Everyday expressions 	<ul style="list-style-type: none"> Ask <i>How about you?</i> Use everyday expressions like <i>Yeah</i> and <i>Thanks</i> 	<ul style="list-style-type: none"> Letters and numbers E-mail addresses
Unit 2 In class pages 11–20	<ul style="list-style-type: none"> Ask and say where people are Name personal items and classroom objects Ask and say where things are in a room Make requests Give classroom instructions Apologize 	<ul style="list-style-type: none"> The verb <i>be</i> with <i>he, she</i>, and <i>they</i> in statements, <i>yes-no</i> questions, and short answers Articles <i>a, an</i>, and <i>the</i> <i>This</i> and <i>these</i> Noun plurals Questions with <i>Where . . . ?</i> Possessives '<i>s</i> and <i>s'</i> 	<ul style="list-style-type: none"> Personal items Classroom objects Prepositions and expressions of location 	<ul style="list-style-type: none"> Ask for help in class Respond to <i>Thank you</i> and <i>I'm sorry</i> 	<ul style="list-style-type: none"> Noun plural endings
Unit 3 Favorite people pages 21–30	<ul style="list-style-type: none"> Talk about favorite celebrities Describe people's personalities Talk about friends and family 	<ul style="list-style-type: none"> Possessive adjectives The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers (summary) Information questions with <i>be</i> 	<ul style="list-style-type: none"> Types of celebrities Basic adjectives Adjectives to describe personality Family members Numbers 10–101 	<ul style="list-style-type: none"> Show interest by repeating information and asking questions Use <i>Really?</i> to show interest or surprise 	<ul style="list-style-type: none"> <i>Is he . . . ?</i> or <i>Is she . . . ?</i>
Touchstone checkpoint Units 1–3 pages 31–32					

Unit 4 Everyday life pages 33–42	<ul style="list-style-type: none"> Describe a typical morning in your home Discuss weekly routines Get to know someone Talk about lifestyles 	<ul style="list-style-type: none"> Simple present statements, <i>yes-no</i> questions, and short answers 	<ul style="list-style-type: none"> Verbs for everyday activities Days of the week Time expressions for routines 	<ul style="list-style-type: none"> Say more than <i>yes</i> or <i>no</i> when you answer a question Start answers with <i>Well</i> if you need time to think, or if the answer isn't a simple <i>yes</i> or <i>no</i> 	<ul style="list-style-type: none"> -s endings of verbs
Unit 5 Free time pages 43–52	<ul style="list-style-type: none"> Discuss free-time activities Talk about TV shows you like and don't like Talk about TV-viewing habits 	<ul style="list-style-type: none"> Simple present information questions Frequency adverbs 	<ul style="list-style-type: none"> Types of TV shows Free-time activities Time expressions for frequency Expressions for likes and dislikes 	<ul style="list-style-type: none"> Ask questions in two ways to be clear and not too direct Use <i>I mean</i> to repeat your ideas or to say more 	<ul style="list-style-type: none"> <i>Do you . . . ?</i>
Unit 6 Neighborhoods pages 53–62	<ul style="list-style-type: none"> Describe a neighborhood Ask for and tell the time Make suggestions Discuss advertising 	<ul style="list-style-type: none"> <i>There's</i> and <i>There are</i> Quantifiers Adjectives before nouns Telling time Suggestions with <i>Let's</i> 	<ul style="list-style-type: none"> Neighborhood places Basic adjectives Expressions for telling the time 	<ul style="list-style-type: none"> Use <i>Me too</i> or <i>Me neither</i> to show you have something in common with someone Respond with <i>Right</i> or <i>I know</i> to agree with someone, or to show you are listening 	<ul style="list-style-type: none"> Word stress
Touchstone checkpoint Units 4–6 pages 63–64					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<ul style="list-style-type: none"> Recognize responses to hello and good-bye Memberships <ul style="list-style-type: none"> Listen for personal information, and complete application forms 	<ul style="list-style-type: none"> Different types of identification cards and documents 	<ul style="list-style-type: none"> Complete an application 	Meetings and greetings <ul style="list-style-type: none"> Write new expressions with their responses 	Meet a celebrity. <ul style="list-style-type: none"> Class activity: Introduce yourself and complete name cards for three "celebrities"
Who's absent? <ul style="list-style-type: none"> Listen to a classroom conversation, and say where students are Following instructions <ul style="list-style-type: none"> Recognize classroom instructions 	<ul style="list-style-type: none"> Classroom conversations 	<ul style="list-style-type: none"> Write questions about locations 	My things <ul style="list-style-type: none"> Link things with places 	What do you remember? <ul style="list-style-type: none"> Pair work: How much can you each remember about a picture?
Friends <ul style="list-style-type: none"> Listen to three people's descriptions of their friends, and fill in the missing words 	<ul style="list-style-type: none"> A family tree 	<ul style="list-style-type: none"> Write questions about people 	All in the family <ul style="list-style-type: none"> Make a family tree 	Talk about your favorite people. <ul style="list-style-type: none"> Pair work: Score points for each thing you say about your favorite people

Touchstone checkpoint Units 1–3 pages 31–32

What's the question? <ul style="list-style-type: none"> Listen to answers and infer the questions Teen habits <ul style="list-style-type: none"> Listen for information in a conversation, and complete a chart about a teenager's habits 	In the lifetime of an average American . . . <ul style="list-style-type: none"> A magazine article describing how much time people spend on daily activities over a lifetime 	<ul style="list-style-type: none"> Write an e-mail message about a classmate Use capital letters and periods 	Verbs, verbs, verbs <ul style="list-style-type: none"> Draw and label simple pictures of new vocabulary 	Interesting facts <ul style="list-style-type: none"> Class survey: Ask questions to compare your classmates with the average New Yorker
What do they say next? <ul style="list-style-type: none"> Listen to conversations and predict what people say next Using computers <ul style="list-style-type: none"> Listen for the ways two people use their computers 	Are you an Internet addict? <ul style="list-style-type: none"> A magazine article and questionnaire about Internet use 	<ul style="list-style-type: none"> Write a message to a Web site about yourself Link ideas with <i>and</i> and <i>but</i> 	Do what? Go where? <ul style="list-style-type: none"> Write verbs with the words you use after them 	Play a board game. <ul style="list-style-type: none"> Pair work: Do the activities and see who gets from class to Hawaii first
What's on this weekend? <ul style="list-style-type: none"> Listen to a radio broadcast for the times and places of events City living <ul style="list-style-type: none"> Listen for topics in a conversation, and then react to statements 	Classifieds <ul style="list-style-type: none"> A variety of classified ads from a local newspaper 	<ul style="list-style-type: none"> Write an ad for a bulletin board Use prepositions for time and place: <i>between, through, at, on, for, and from . . . to . . .</i> 	A time and a place . . . <ul style="list-style-type: none"> Link times of the day with activities 	Find the differences. <ul style="list-style-type: none"> Pair work: List all the differences you find between two neighborhoods

Touchstone checkpoint Units 4–6 pages 63–64

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>How's your week going?</i></p> <ul style="list-style-type: none"> Listen to people talk about their week, and react appropriately <p><i>Do you enjoy it?</i></p> <ul style="list-style-type: none"> Listen to conversations and identify what type of exercise each person does and why he or she enjoys it 	<p><i>Don't wait – just walk!</i></p> <ul style="list-style-type: none"> An article about the benefits of walking for exercise 	<ul style="list-style-type: none"> Write a short article giving advice about exercise Use imperatives to give advice 	<p><i>Who's doing what?</i></p> <ul style="list-style-type: none"> Write new words in true sentences 	<p><i>What's hot? What's not?</i></p> <ul style="list-style-type: none"> Group work: Discuss questions about current "hot" topics
<p><i>I'll take it.</i></p> <ul style="list-style-type: none"> Listen to conversations in a store, and write the prices of items and which items people buy <p><i>Favorite places to shop</i></p> <ul style="list-style-type: none"> Listen to someone talk about shopping, and identify shopping preferences and habits 	<p><i>Shopping around the world</i></p> <ul style="list-style-type: none"> An article about famous shopping spots around the world 	<ul style="list-style-type: none"> Write a recommendation for a shopper's guide Link ideas with <i>because</i> to give reasons 	<p><i>Nice outfit!</i></p> <ul style="list-style-type: none"> Label pictures with new vocabulary 	<p><i>How do you like to dress?</i></p> <ul style="list-style-type: none"> Class activity: Survey classmates about the things they like to wear
<p><i>National dishes</i></p> <ul style="list-style-type: none"> Listen to a person talking about international foods, and identify the foods she likes <p><i>What language is it from?</i></p> <ul style="list-style-type: none"> Listen to a conversation, and identify the origin and meaning of words 	<p><i>The travel guide</i></p> <ul style="list-style-type: none"> A page from a travel Web site with information, pictures, and travel advice 	<ul style="list-style-type: none"> Write a paragraph for a Web page for tourists Use commas in lists 	<p><i>People and nations</i></p> <ul style="list-style-type: none"> Group new vocabulary in two ways 	<p><i>Where in the world . . . ?</i></p> <ul style="list-style-type: none"> Pair work: Name different countries or cities where you can do interesting things

Touchstone checkpoint Units 7–9 pages 95–96

<p><i>What a week!</i></p> <ul style="list-style-type: none"> Listen to people describe their week, and choose a response <p><i>Don't forget!</i></p> <ul style="list-style-type: none"> Listen for how people remember things, and identify the methods they use 	<p><i>Ashley's journal</i></p> <ul style="list-style-type: none"> A week in Ashley's life from her personal journal 	<ul style="list-style-type: none"> Write a personal journal Order events with <i>before, after, when, and then</i> 	<p><i>Ways with verbs</i></p> <ul style="list-style-type: none"> Write down information about new verbs 	<p><i>Yesterday . . .</i></p> <ul style="list-style-type: none"> Pair work: Use the clues in a picture to "remember" what you did yesterday
<p><i>Weekend fun</i></p> <ul style="list-style-type: none"> Listen to a conversation about last weekend, and identify main topics and details <p><i>Funny stories</i></p> <ul style="list-style-type: none"> Listen to two stories, identify the details, and then predict the endings 	<p><i>Letters from our readers</i></p> <ul style="list-style-type: none"> A letter telling a funny story about a reader's true experience 	<ul style="list-style-type: none"> Complete a funny story Use punctuation to show direct quotations or speech 	<p><i>Past experiences</i></p> <ul style="list-style-type: none"> Use a time chart to log new vocabulary 	<p><i>Guess where I went on vacation.</i></p> <ul style="list-style-type: none"> Group work: Ask and answer questions to guess where each person went on vacation
<p><i>Lunchtime</i></p> <ul style="list-style-type: none"> Listen to people talking about lunch, and identify what they want; then react to statements <p><i>Do you recommend it?</i></p> <ul style="list-style-type: none"> Listen to someone tell a friend about a restaurant, and identify important details about it 	<p><i>Restaurant guide</i></p> <ul style="list-style-type: none"> Restaurant descriptions and recommendations 	<ul style="list-style-type: none"> Write a restaurant review Use adjectives to describe restaurants 	<p><i>I love to eat!</i></p> <ul style="list-style-type: none"> Group vocabulary by things you like and don't like 	<p><i>Do you live to eat or eat to live?</i></p> <ul style="list-style-type: none"> Class activity: Survey classmates to find out about their eating habits

Touchstone checkpoint Units 10–12 pages 127–128

Getting help

What's the word for "_____" in English?

How do you spell "_____"?

What does "_____" mean?

I'm sorry. Can you repeat that, please?

Can you say that again, please?

Can you explain the activity again, please?



Working with a partner

I'm ready. Are you ready?

No. Just a minute.

You go first.

OK. I'll go first.

What do you have for number 1?

I have ...

Do you want to be A or B?

I'll be A. You can be B.

Let's do the activity again.

OK. Let's change roles.

That's it. We're finished.

What do we do next?

Can I read your paragraph?

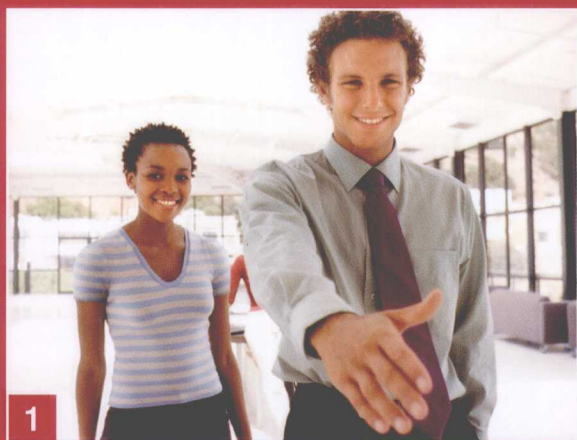
Sure. Here you go.



All about you

In Unit 1, you learn how to . . .

- use the verb *be* with *I, you, we, and it*.
- say hello and good-bye.
- say your name, telephone number, and e-mail address.
- ask *How about you?*
- use everyday expressions like *Thanks*.



1



2



3

Before you begin . . .

Match each expression with a picture.

- | | | | |
|-----------------------------------|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> 1 Hello. | <input type="checkbox"/> Thanks. | <input type="checkbox"/> Good morning. | <input type="checkbox"/> Hi. |
| <input type="checkbox"/> Bye. | <input type="checkbox"/> Good night. | <input type="checkbox"/> Thank you. | <input type="checkbox"/> Good-bye. |



Matt Good morning, Sarah. How are you?
Sarah Good. How are you, Matt?
Matt I'm fine, thanks.



Matt Hello. I'm Matt Lenski.
Emily Hi, I'm Emily Kim. Nice to meet you.
Matt Nice to meet you.

1 Getting started

A Listen. Matt and Sarah are friends. Are Matt and Emily friends? Practice the conversations.

Figure it out →

B Can you complete these conversations? Then practice with a partner. Use your own names.

1 A Hello. I'm Chris.

B Hi. Nice to meet you. Sam.

A Nice to meet .

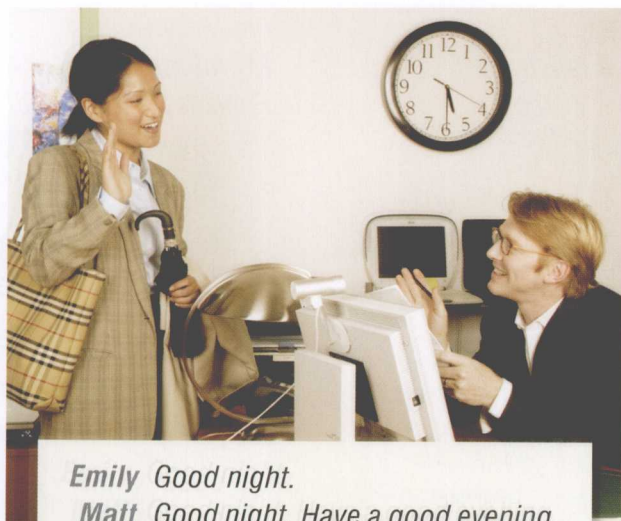
2 A Hi, Pat. How you?

B I'm . How are ?

A Good, thanks.

2 Building vocabulary

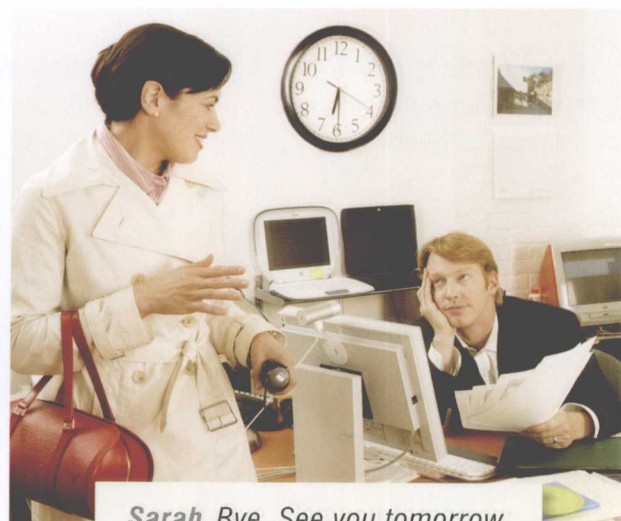
A  Listen. Practice the conversations.



Emily Good night.


Matt Good night. Have a good evening.

Emily Thank you. You too.



Sarah Bye. See you tomorrow.

Matt Bye. See you.

B  Listen to the conversations. Check (✓) the responses you hear.

1. Bye. Have a good evening.

☐ You too. Good-bye.

☒ You too. Good night.

3. Bye. See you later.

☐ OK. See you later.

☐ Bye. See you next week.

5. Good-bye. Have a nice day.

☐ Thank you.

☐ Thanks. You too.

2. Hi. How are you?

☐ Good, thanks.

☐ I'm fine.

4. Hey, Oscar!

☐ Hi. How are you?

☐ Hello.

**Word
sort**

C Write three expressions for saying hello and good-bye. Compare with a partner.

How are you?			
Hello.		Good-bye.	

D Class activity Say hello and good-bye to five classmates.

3 Vocabulary notebook Meetings and greetings

See page 10 for a new way to log and learn vocabulary.



Hi. My name is David.
My **last name** is Hanson.



Name: David Allen Hanson
FIRST MIDDLE LAST
☒ single ☐ married

Hi, I'm Liz Park.
My **first name** is Elizabeth.
Liz is short for Elizabeth.



Name: Elizabeth - Park
FIRST MIDDLE LAST
☒ single ☐ married

I'm Mary Gomez.
My **middle name** is Ann.
Frank is my husband.



Name: Mary Ann Gomez
FIRST MIDDLE LAST
☐ single ☒ married

1 Saying names in English

A Listen to the people above give their names.

B Complete the sentences. Then compare with a partner.

1. My first name is _____.
2. My last name is _____.
3. My middle name is _____.
4. My nickname is _____.
5. My teacher's name is _____.
6. My favorite name is _____.

C Listen and say the alphabet. Circle the letters in your first name.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

D Listen. Then practice the conversation with a partner. Use your own names.

- A What's your name?
B Catherine Ravelli.
A How do you spell *Catherine*?
B C-A-T-H-E-R-I-N-E.
A Thanks. And your last name?
B R-A-V-E-L-L-I.

Miss, Mrs., Ms., Mr.?


- David Hanson is single. → **Mr. Hanson**
- Liz Park is single. → **Ms. Park / Miss Park**
- Mary Gomez is married. → **Ms. Gomez / Mrs. Gomez**
- Frank Gomez is married. → **Mr. Gomez**



About
you

E Class activity Ask your classmates their names. Make a list.

2 Building language

A  Listen. Which classroom is Carmen in this term?
What about Jenny? Practice the conversation.

Mr. Martin Good morning. Are you here
for an English class?

Carmen Yes, I am. I'm Carmen Rivera.

Mr. Martin OK. You're in Room B.

Jenny And I'm Jenny.

Mr. Martin Are you Jenny Loo?

Jenny No, I'm not. I'm Jenny Lim.
Am I in Room B, too?

Mr. Martin Yes. . . . Wait – no, you're not.
You're in Room G.

Jenny Oh, no! Carmen, we're not
in the same class!



**Figure
it out**

B Complete the answers. Then check
the names of five classmates.

① A Are you Amy?

B Yes, I ____.

② A Are you Amy?

B No, ____ not.

3 Grammar The verb be: I, you, and we

I'm Jenny.

I'm not Carmen.

You're in Room G.

You're not in Room B.

We're in different classes.

We're not in the same class.

Are you Jenny?

Yes, I am. / No, I'm not.

Am I in Room B?

Yes, you are. / No, you're not.

Are we in the same class?

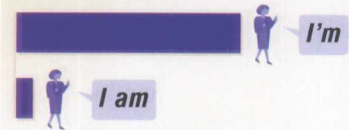
Yes, we are. / No, we're not.

I'm = I am you're = you are we're = we are

In conversation . . .

I is the most common word.

I'm is more common than I am.



A Complete the conversations. Then practice with a partner.

① A Are you Emiko?

B Yes, I ____ . I ____ here for an English class.

____ you here for English, too?

A No, I ____ . I ____ here for a French class.

② A ____ you Chris?


B Yes, I ____ . ____ we in the same class?

A Yes, we ____ . I ____ Dino.


B Hi, Dino. Nice to meet you.

B Pair work Choose a conversation and practice. Use your own information.
Then act out your conversation for the class.

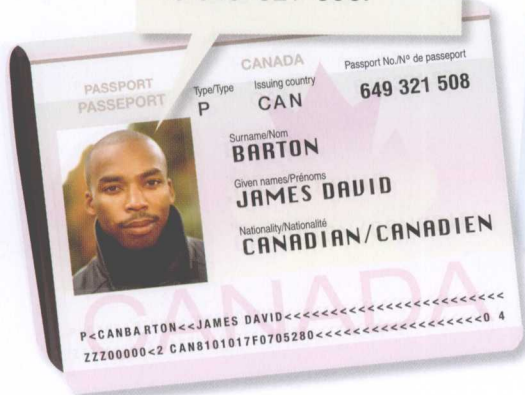
1 Numbers 0–10

A  Listen and say the numbers.

0 zero **1** one **2** two **3** three **4** four **5** five **6** six **7** seven **8** eight **9** nine **10** ten

B  Listen. Then practice.

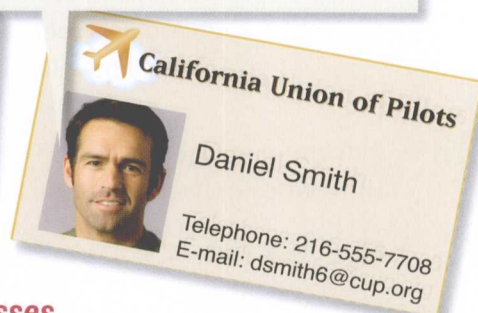
1 My passport number is 649-321-508.



2 My ID number is 259-62-1883.




3 My phone number is 216-555-7708. My e-mail address is dsmith6@cup.org.



Numbers and e-mail addresses

216-555-7708 = "two-one-six, five-five-five, seven-seven-oh (zero)-eight"
dsmith6@cup.org = "d-smith-six-at-c-u-p-dot-org"

2 Building language

A  Listen. What is Victor's telephone number? Practice the conversation.

Receptionist Hi! Are you a member?

Victor No, I'm just here for the day.

Receptionist OK. So, what's your name, please?

Victor Victor Lopez.

Receptionist And what's your phone number?

Victor It's 646-555-3048.

Receptionist And your e-mail address?

Victor Um . . . it's vlopez6@cup.org.

Receptionist OK. So it's \$10 for today. Here's your pass.

Victor Thanks.

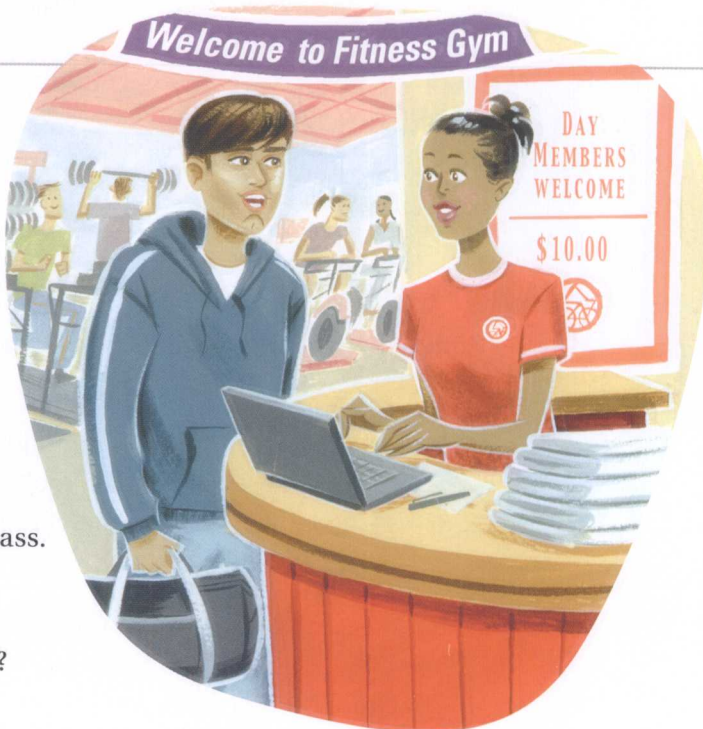
Figure it out

B Can you complete these questions and answers? Then practice with a partner.

1 A _____ your name?
B Joe Garrett.

2 A What's _____?
B It's jgarrett@cup.org.

3 A _____?
B _____ 646-555-4628.



3 Grammar What's . . . ?; It's . . .

What's your name? My name's Victor Lopez.
 What's your e-mail address? It's vlopez6@cup.org.
 What's your phone number? It's 646-555-3048.

What's = What is name's = name is It's = It is

In conversation . . .

Phone is 6 times more common than telephone.



A Match the questions and answers. Then practice.

- What's your teacher's name? b a. Rachel.
- What's your first name? _____ b. It's Ms. Gardino.
- What's your e-mail address? _____ c. My last name? Yoshida.
- What's your phone number? _____ d. It's yoyo3@cup.org.
- What's your last name? _____ e. 646-555-3907.

About you

B Pair work Ask and answer three questions with *What's*. Give your own answers.

"What's your teacher's name?" "It's Mr. Williams."

4 Listening and speaking Memberships

A Listen to the conversations. Complete the application forms.

1 Park Lake LIBRARY Card Application

First name	Jackie
Middle initial	L
Last name	
Phone number	607-555-
E-mail address	@cup.org
Library card number	PL34008

2 SMASH HITS VIDEO MEMBERSHIP APPLICATION

First name	
Middle initial	T
Last name	Nicols
Phone number	-555-2864
E-mail address	JTHOMASN@cup.org
Member ID	

About you

B Pair work Now complete this form for a partner. Ask questions.

ENGLISH CLUB APPLICATION

First name	
Middle initial	
Last name	
Phone number	
E-mail address	

A What's your first name?

B Silvia.

A How do you spell it? . . .