



Joan Saslow  
Allen Ascher

# Teen & Teen

## One

Student Book  
& Workbook 1



Extra Practice  
CD-ROM

OXFORD



Joan Saslow  
Allen Ascher

# Teen & Teen

## One

Student Book  
& Workbook 1



OXFORD  
UNIVERSITY PRESS

مرجع زبان انگلیسی در ایران

09304293050



@majazionline1



www.majazionline.ir

majazionline1@gmail.com



@majazionline.ir

کتابهای معلم - دانش آموز - ورک بوک

نمونه سوالات استاندارد - فاینال - میان ترم - پایان ترم

انواع

جواب کتابهای ( معلم - دانش آموز - ورک بوک )

### Real ...

Read and listen to everyday language.

#### Topic Snapshot

1.68 1. Read and listen to the conversation.



Lucas: Wow! Marcos, who's the new girl?  
Marcos: The tall girl?  
Lucas: Mm-hmm. She's pretty. What's her name?

12

### You should visit Brazil!

Grammar: should for advice, statements and yes/no questions • should information questions  
Vocabulary: Reasons to visit a place  
Social language: Describe your country

#### Topic Snapshot

1. Read and listen to the video webchat.



2. Circle the correct name.

Meet friends from around the world on the Teen2Teen Friends social networking "website."

Teen2Teen

Give and accept compliments

2.46 1. Read and listen to the conversation.

- Positive adjectives  
cool  
great  
nice
- A That sweater is so cool!  
B This sweater?  
A Yeah. It's great. And those red shoes are awesome!  
B Thanks!  
A You're welcome.



Learn authentic, social language that reflects your reality.

### Realistic ...

6

#### Vocabulary Entertainment events

1.79 1. Look at the pictures. Read and listen.



1. a concert 2. a game 3. a movie 4. a party

1.80 2. Pronunciation Listen and repeat.

3. Complete each statement about the events with the Vocabulary.

1. Cool! David's birthday party is at 8:00!  
2. Awesome! King Kong is my favorite movie.  
3. Hey! What time is the volleyball game?  
4. The Lady Gaga concert is at the Metro Theater on Saturday.

Study and learn new words from clear illustrations and photos. Pronounce them and use them right away.

3

#### Grammar Verb be: information questions with Where; be in for location

1. Study the grammar.

Where are you? I'm in Salvador!

Questions with Where	be in for location
Where <b>are</b> you?	I'm <b>in</b> Portugal.
Where <b>am</b> I?	You're <b>in</b> Paris.
Where <b>is</b> Flora?	She's <b>in</b> Spain.
Where <b>is</b> the book?	It's <b>in</b> my English class.

**Language tips**

- Where is = Where's
- Where are NOT Where're

**Reminder**

Write a question with a question mark (?).  
Write a statement with a period (.).

1.39 2. Pronunciation Listen to the grammar examples. Repeat.

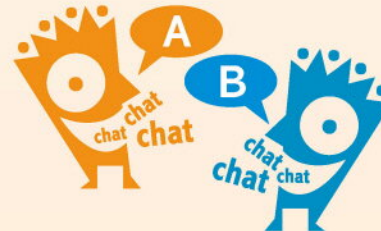
Simple and clear examples aid understanding and use.

# For your reality ...



About you!

Use English to express your ideas and talk about your own life.



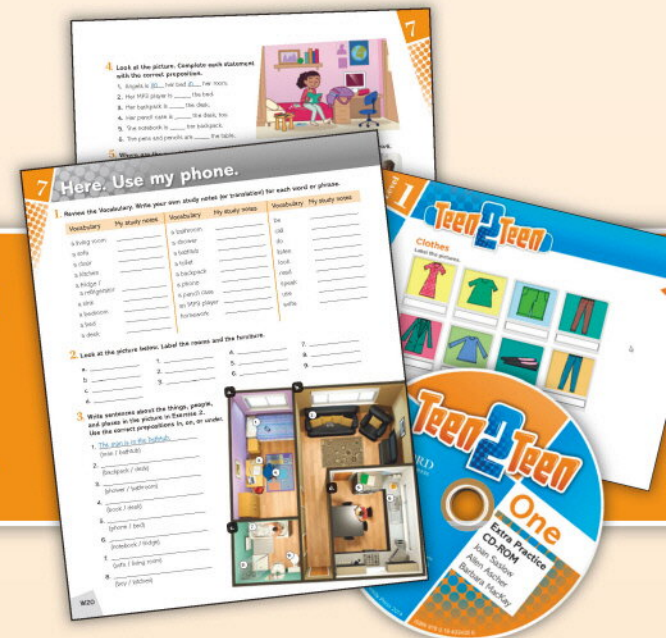
Talk to your classmates about subjects that interest you.

Read interesting articles written at a level you can understand and explore a variety of authentic text types.

- 4. Listening comprehension** Listen to the conversations. Then listen again and complete each statement, according to the conversations.
- The green pants are / aren't great. The brown ones are / aren't so nice.
  - The gray sweater is / isn't cool, but it is / isn't very expensive.
  - The jacket is new / old. It's nice / not nice.
  - His favorite color is / isn't orange. Her favorite color is / isn't orange.
  - The shoes are / aren't good-looking. They're black / blue.
- 5.** Listen again and check your answers.

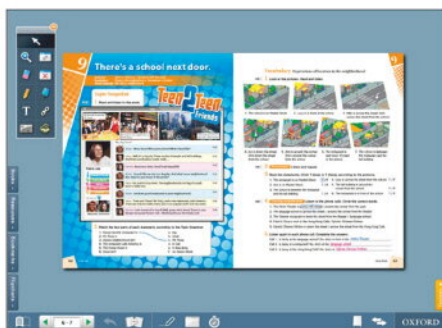
## Extend your learning

Use the activities in the Workbook and on the CD-ROM for extra practice.



Listening comprehension activities will give you practice understanding real spoken English.

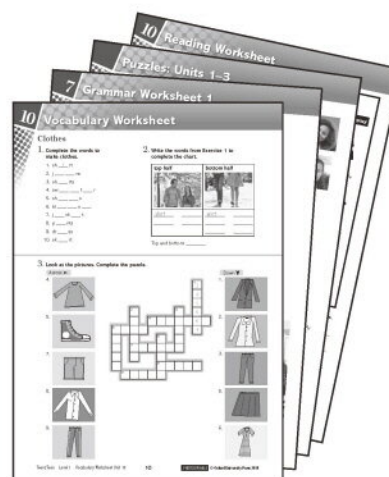
## Extra support from your teacher



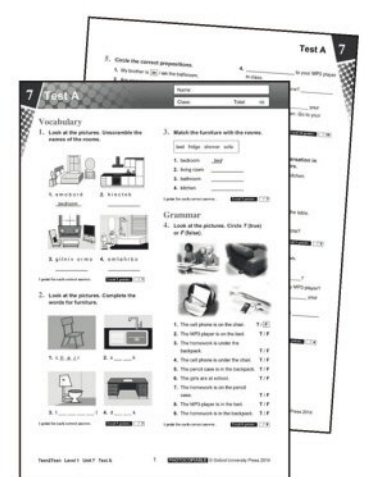
Digital resources to help bring language to life in the classroom.



Interactive Grammar Presentations to help with learning.



Additional worksheets to consolidate and extend your learning.



Tests to record your progress.



# Learning Objectives

Grammar		Vocabulary	Social language	Reading and Writing
<div>Welcome to <b>Teen 2 Teen</b> page 6</div>				
<b>1. Welcome to English class.</b> page 10	<ul style="list-style-type: none"> <li>Verb <i>be</i>: affirmative and negative</li> <li>Subject pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Greetings: hellos and goodbyes</li> </ul>	<ul style="list-style-type: none"> <li>Greet your classmates</li> <li>Apologize for a mistake</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Conversations and captions</li> </ul> <b>Writing</b> page 90 <ul style="list-style-type: none"> <li>Writing a sentence: subjects and verbs</li> </ul>
<b>2. Is she your mom?</b> page 16	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Possessive 's and s'</li> <li>Verb <i>be</i>: <i>yes / no</i> questions and short answers</li> <li>Verb <i>be</i>: questions with <i>Who</i> and <i>What</i></li> </ul>	<ul style="list-style-type: none"> <li>The family</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your family</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A picture story</li> </ul> <b>Writing</b> page 90 <ul style="list-style-type: none"> <li>Using periods and question marks</li> </ul>
<b>3. Teen 2 Teen Friends</b> <b>Where are you from?</b> page 22	<ul style="list-style-type: none"> <li>Verb <i>be</i>: questions with <i>Where</i></li> <li><i>be in</i> for location</li> <li><i>be from</i> for origin</li> </ul>	<ul style="list-style-type: none"> <li>Countries, nationalities, and hometowns</li> </ul>	<ul style="list-style-type: none"> <li>Discuss nationalities</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An online message board</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing</b> page 91 <ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>Review: Units 1–3</b> pages 28–29 <div>All About You Progress Check</div>		<b>Cross-curricular Reading: Geography</b> page 96		<b>Teen 2 Teen Friends Magazine 1</b> page 100
<b>4. Are we late?</b> page 30	<ul style="list-style-type: none"> <li>Prepositions <i>on</i> and <i>at</i></li> <li>Verb <i>be</i>: information questions with <i>What time</i>, <i>When</i>, and <i>What day</i></li> </ul>	<ul style="list-style-type: none"> <li>Clock times</li> <li>School subjects</li> <li>Days of the week</li> <li>Expressions of punctuality</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the time of a class</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profiles from a teen magazine</li> <li><b>Skill / strategy:</b> Classify information</li> </ul> <b>Writing</b> page 91 <ul style="list-style-type: none"> <li>More rules about capitalization</li> </ul>
<b>5. The new girl is very cute!</b> page 36	<ul style="list-style-type: none"> <li>Use of adjectives</li> <li>Intensifier <i>very</i></li> <li>Verb <i>be</i>: information questions with <i>What color</i></li> <li>Questions with <i>or</i></li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe people</li> <li>Adjectives to describe eyes and hair</li> </ul>	<ul style="list-style-type: none"> <li>Describe a person</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>On-the-street interviews</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing</b> page 92 <ul style="list-style-type: none"> <li>Capitalization of sentences</li> </ul>
<b>6. Teen 2 Teen Friends</b> <b>Today's my birthday!</b> page 42	<ul style="list-style-type: none"> <li>Verb <i>be</i>: questions with <i>How old</i></li> <li>Preposition <i>in</i> for months</li> <li>Preposition <i>on</i> for dates</li> </ul>	<ul style="list-style-type: none"> <li>Entertainment events</li> <li>Months of the year</li> <li>Ordinal numbers 1st–31st</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the date of an event</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An events calendar</li> <li><b>Skill / strategy:</b> Scan for information</li> </ul> <b>Writing</b> page 92 <ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>Review: Units 4–6</b> pages 48–49 <div>All About You Progress Check</div>		<b>Cross-curricular Reading: Art</b> page 97		<b>Teen 2 Teen Friends Magazine 2</b> page 101

	Grammar	Vocabulary	Social language	Reading and Writing
<b>7.</b> <b>Here. Use my phone.</b> <i>page 50</i>	<ul style="list-style-type: none"><li>• Prepositions and expressions of position and location</li><li>• The imperative</li></ul>	<ul style="list-style-type: none"><li>• Rooms and furniture at home</li></ul>	<ul style="list-style-type: none"><li>• Help someone find something</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• A dos and don'ts list for English class</li><li>• <b>Skill / strategy:</b> Apply information</li></ul> <b>Writing</b> <i>page 93</i> <ul style="list-style-type: none"><li>• Using exclamation points</li></ul>
<b>8.</b> <b>It's really sunny now!</b> <i>page 56</i>	<ul style="list-style-type: none"><li>• <i>Let's / Let's not</i></li></ul>	<ul style="list-style-type: none"><li>• Good weather and bad weather</li><li>• Free-time activities</li></ul>	<ul style="list-style-type: none"><li>• Talk about the weather</li><li>• Suggest activities</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• Weather forecasts</li><li>• <b>Skill / strategy:</b> Interpret visual symbols</li></ul> <b>Writing</b> <i>page 93</i> <ul style="list-style-type: none"><li>• Using apostrophes</li></ul>
<b>9. Teen2Teen Friends</b> <b>There's a school next door.</b> <i>page 62</i>	<ul style="list-style-type: none"><li>• <i>there is / there are</i></li><li>• Questions with <i>How many</i></li></ul>	<ul style="list-style-type: none"><li>• Expressions of location in the neighborhood</li><li>• Places in the neighborhood</li></ul>	<ul style="list-style-type: none"><li>• Ask about a neighborhood</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• A blog about your neighborhood</li><li>• <b>Skill / strategy:</b> Find supporting details</li></ul> <b>Writing</b> <i>page 94</i> <ul style="list-style-type: none"><li>• Connecting words with commas and <i>and</i></li></ul>
<b>Review: Units 7–9</b> <i>pages 68–69</i> <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Earth Science</b> <i>page 98</i>		<b>Teen2Teen Friends Magazine 3</b> <i>page 102</i>
<b>10.</b> <b>Look at those black jeans!</b> <i>page 70</i>	<ul style="list-style-type: none"><li>• Questions with <i>Which</i></li><li>• Answers with <i>one / ones</i></li><li>• <i>this / that / these / those</i></li><li>• Intensifier <i>too</i></li></ul>	<ul style="list-style-type: none"><li>• Clothes</li><li>• Colors</li></ul>	<ul style="list-style-type: none"><li>• Give and accept compliments</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• An online clothes store</li><li>• <b>Skill / strategy:</b> Apply prior knowledge</li></ul> <b>Writing</b> <i>page 94</i> <ul style="list-style-type: none"><li>• Combining two sentences with <i>and</i></li></ul>
<b>11.</b> <b>I can do that!</b> <i>page 76</i>	<ul style="list-style-type: none"><li>• <i>can / can't</i> for ability: statements and <i>yes / no</i> questions</li><li>• Degrees of ability</li></ul>	<ul style="list-style-type: none"><li>• Abilities</li></ul>	<ul style="list-style-type: none"><li>• Discuss your abilities</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• Profiles of international athletes</li><li>• <b>Skill / strategy:</b> Classify information</li></ul> <b>Writing</b> <i>page 95</i> <ul style="list-style-type: none"><li>• Combining sentences with <i>but</i></li></ul>
<b>12. Teen2Teen Friends</b> <b>You should visit Brazil!</b> <i>page 82</i>	<ul style="list-style-type: none"><li>• <i>should</i> for advice: statements and <i>yes / no</i> questions</li><li>• <i>should</i>: information questions</li></ul>	<ul style="list-style-type: none"><li>• Reasons to visit a place</li></ul>	<ul style="list-style-type: none"><li>• Describe your country</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• An online travel article</li><li>• <b>Skill / strategy:</b> Find supporting details</li></ul> <b>Writing</b> <i>page 95</i> <ul style="list-style-type: none"><li>• Combining ideas with <i>or</i></li></ul>
<b>Review: Units 10–12</b> <i>pages 88–89</i> <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Life Science</b> <i>page 99</i>		<b>Teen2Teen Friends Magazine 4</b> <i>page 103</i>
<b>Reference</b> <i>pages 104–106</i>				
<b>Workbook</b> <i>pages W1–W37</i>				

Welcome to

# Teen 2 Teen

## Classroom directions

1.02 1. Read and listen.



1. read



2. listen



3. repeat



4. write



5. look

1.03 2. **Pronunciation** Listen and repeat.

## The alphabet

1.04 1. Read and listen.



1.05 2. **Pronunciation** Listen and repeat.

About you!



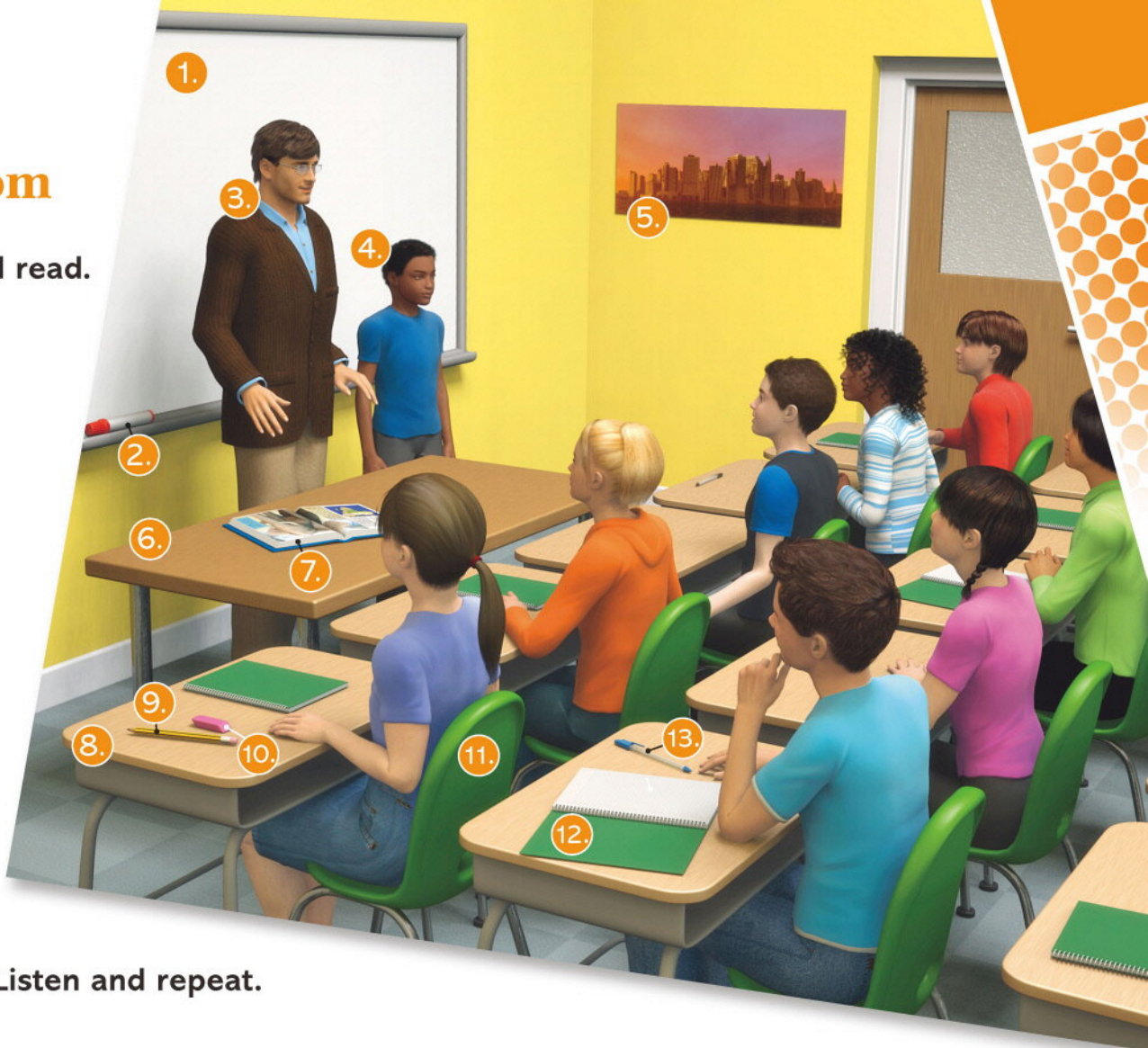
Spell your name.

K-A-T-E

## The classroom

1.06 1. Look, listen, and read.

1. a board
2. a marker
3. a teacher
4. a student
5. a picture
6. a table
7. a book
8. a desk
9. a pencil
10. an eraser
11. a chair
12. a notebook
13. a pen



1.07 2. Pronunciation Listen and repeat.

## Numbers 0–10

1.08 1. Read and listen.

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

1.09 2. Pronunciation Listen and repeat.

3. Look at the pictures. Write the numbers.



a. three notebooks



b. \_\_\_\_\_ erasers



c. \_\_\_\_\_ teachers



d. \_\_\_\_\_ chairs



e. \_\_\_\_\_ pens



f. \_\_\_\_\_ markers



g. \_\_\_\_\_ student



h. \_\_\_\_\_ books



i. \_\_\_\_\_ desks



j. \_\_\_\_\_ pictures

## Numbers 11–20

1.10 1. Read and listen.

11 eleven 12 twelve 13 thirteen 14 fourteen 15 fifteen 16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty

1.11 2. Pronunciation Listen and repeat.

3. Write the numbers.

a. 15 fifteen c. 18 \_\_\_\_\_ e. 16 \_\_\_\_\_ g. 12 \_\_\_\_\_ i. 17 \_\_\_\_\_  
b. 19 \_\_\_\_\_ d. 14 \_\_\_\_\_ f. 20 \_\_\_\_\_ h. 13 \_\_\_\_\_ j. 11 \_\_\_\_\_

## Numbers 21–100

1.12 1. Read and listen.



1.13 2. Pronunciation Listen and repeat.

3. Write the numbers.

a. 31 thirty-one e. 86 \_\_\_\_\_ i. 58 \_\_\_\_\_ m. 82 \_\_\_\_\_  
b. 63 \_\_\_\_\_ f. 94 \_\_\_\_\_ j. 37 \_\_\_\_\_ n. 75 \_\_\_\_\_  
c. 42 \_\_\_\_\_ g. 77 \_\_\_\_\_ k. 41 \_\_\_\_\_ o. 68 \_\_\_\_\_  
d. 55 \_\_\_\_\_ h. 49 \_\_\_\_\_ l. 99 \_\_\_\_\_ p. 60 \_\_\_\_\_

# Teen2Teen Friends

16:00

1.14 Connecting Teens Around the World!

Hi! I'm Julie Duclos.



Hey! Bruno Klein here.



Hello! I'm Gan Yu.



I'm Daniel Campos. Hello!



Adam Lucas, here. Hi!



Hi! I'm Su Berkan.



Hello! I'm Sandra Pacheco.



And I'm Ana Costa. Hi!



I'm Hana Lee. Hi!  
Nice to meet you!



Meet the Teen2Teen Friends in Units 3, 6, 9, and 12,  
and in the Teen2Teen Friends Magazine.

# Welcome to English class.

**Grammar:** Verb *be* • Subject pronouns  
**Vocabulary:** Greetings: hellos and goodbyes  
**Social language:** Greet your classmates • Apologize for a mistake

## Vocabulary Greetings: hellos and goodbyes

1.15 1. Look at the pictures. Read and listen.



1. Phil: Hi!  
 Jen: Hello!  
 Marie: Hi!



2. Teacher: Good morning.  
 Classmates: Good morning.



3. Wendy: Good afternoon.  
 Ms. Miller: Good afternoon.



4. Hostess: Good evening.  
 Mr. Bates: Good evening.



5. Dad: Goodbye.  
 Kids: Goodbye.



6. Mom: Good night.  
 Paula: Good night.

1.16 2. Pronunciation Listen and repeat.

### 3. Circle the correct greeting.

1. 18:30 Good morning. / Good evening.  
 2. 10:00 Good morning. / Good evening.

3. 14:00 Good morning. / Good afternoon.  
 4. 22:00 Good night. / Good afternoon.

### 4. Write the correct greeting.



1. You Hi! / Hello!



2. You \_\_\_\_\_



3. You \_\_\_\_\_



4. You \_\_\_\_\_

## Topic Snapshot

1.17

### 1. Read and listen to the conversation.

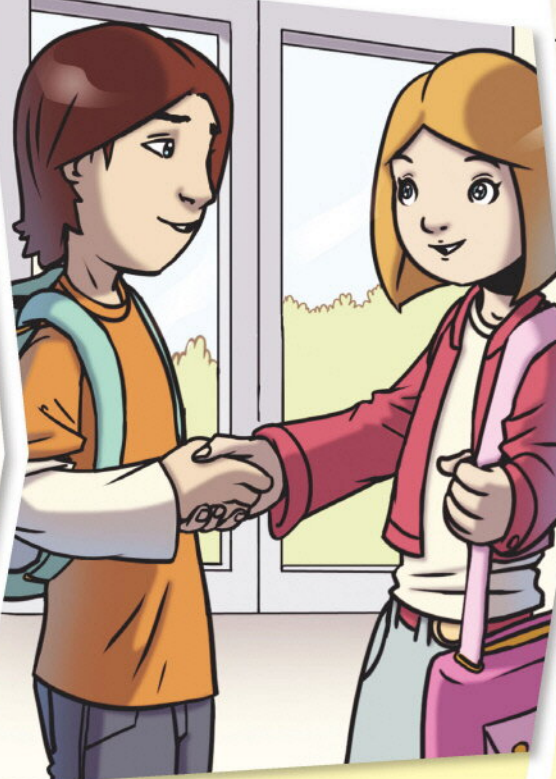
1.



Sam: Good morning! I'm Sam.

Lucy: Hello! I'm Lucy.

2.



Sam: Nice to meet you, Lucy.

Lucy: Nice to meet you, too, Sam.

3.



Teacher: Good morning. I'm Ms. Lane.  
Welcome to English class.

Sam and

Lucy: Good morning, Ms. Lane.

### 2. Choose the correct greeting.

1. I'm Claire.  
 a. Nice to meet you, Claire.  
 b. Goodbye.
2. I'm Dave.  
 a. Hello, Dave. I'm Ellen.  
 b. Good night.
3. Nice to meet you.  
 a. Good night.  
 b. Nice to meet you, too.
4. I'm Ms. Jones.  
 a. Nice to meet you, too.  
 b. Hello, Ms. Jones.

1.18

### 3. Now listen and check your answers.

1.19

### 4. Listening comprehension Listen to the conversations. Write the words to complete the conversations.

1. A: Hello ! I'm Max.  
 B: Hello, Max. I'm Sara.
2. A: Hi, Patrick. I'm Alex.  
 B: \_\_\_\_\_, Alex.
3. A: Hello. I'm Gabriel.  
 B: \_\_\_\_\_, Gabriel. I'm Mr. Smith. I'm the teacher.
4. A: Good morning, Mr. Smith. Nice to meet you.  
 B: \_\_\_\_\_to English class.

# Grammar Verb *be*: affirmative; Subject pronouns

## 1. Study the grammar.

subject pronoun


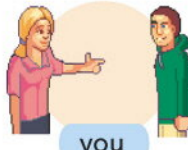



verb *be*

I

am

Dan.

I'm Dan.

Singular subject pronouns	Singular affirmative statements	Contractions
 <b>I</b>	<b>I am</b> Paula.	<b>I'm</b> Paula.
 <b>you</b>	<b>You are</b> Dennis.	<b>You're</b> Dennis.
 <b>he</b>	<b>He is</b> a student.	<b>He's</b> a student.
 <b>she</b>	<b>She is</b> a teacher.	<b>She's</b> a teacher.
 <b>it</b>	<b>It is</b> a pencil.	<b>It's</b> a pencil.



### Language tip

- **a** and **an**

*a pencil / a marker / a student BUT an eraser*

1.20

## 2. Pronunciation Listen to the grammar examples. Repeat.

## 3. Complete the sentences. Write the correct subject pronouns and a form of *be*. Use contractions.



1. He's Leo.



2. \_\_\_\_\_ Susan.



3. \_\_\_\_\_ a book.



4. \_\_\_\_\_ Mr. Soares.






5. \_\_\_\_\_ Ms. Davis.  
\_\_\_\_\_ the teacher.

1.21

## 4. Now listen and check your answers.

## 5. Study the grammar.

Plural subject pronouns	Singular affirmative statements	Contractions
 we	<b>We are</b> students.	<b>We're</b> students.
 you	<b>You are</b> classmates.	<b>You're</b> classmates.
 they	<b>They are</b> Tom and Ben.	<b>They're</b> Tom and Ben.
	<b>They are</b> notebooks.	<b>They're</b> notebooks.



### Language tip

- Always use a subject pronoun.  
*She is a teacher. NOT Is a teacher.*  
*They are students. NOT Are students.*

We're classmates.



1.22

## 6. Pronunciation Listen to the grammar examples. Repeat.

## 7. Complete the statements. Write the correct subject pronouns and a form of be. Use contractions.



1. They're students.



2. \_\_\_\_\_ pens.



3. \_\_\_\_\_ Melissa and Anne.

1.23

## 8. Now listen and check your answers.

## 9. Write statements. Change the contractions to full forms.

- I'm Zara. I am Zara
- We're classmates. \_\_\_\_\_
- He's a teacher. \_\_\_\_\_
- They're markers. \_\_\_\_\_
- You're students. \_\_\_\_\_
- It's a book. \_\_\_\_\_

## Grammar Verb *be*: negative

I'm **not** Dan. I'm Tim.

### 1. Study the grammar.

Negative statements	Contractions
I <b>am not</b> Ellen.	I'm <b>not</b> Ellen.
You <b>are not</b> a teacher.	You're <b>not</b> a teacher. OR You <b>aren't</b> a teacher.
He <b>is not</b> Jake.	He's <b>not</b> Jake. OR He <b>isn't</b> Jake.
She <b>is not</b> Ann.	She's <b>not</b> Ann. OR She <b>isn't</b> Ann.
It <b>is not</b> an eraser.	It's <b>not</b> an eraser. OR It <b>isn't</b> an eraser.
We <b>are not</b> teachers.	We're <b>not</b> teachers. OR We <b>aren't</b> teachers.
You <b>are not</b> Amy and Ed.	You're <b>not</b> Amy and Ed. OR You <b>aren't</b> Amy and Ed.
They <b>are not</b> markers.	They're <b>not</b> markers. OR They <b>aren't</b> markers.

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the pictures and the names. Then complete the conversations. Use contractions.

1. We're \_\_\_\_\_ Lily and Elena.  
We're **not** \_\_\_\_\_ Julia and Kate.

2. Cathy?

No. \_\_\_\_\_ Cathy.  
\_\_\_\_\_ Erica.

3. Steven?

No. \_\_\_\_\_ Steven.  
\_\_\_\_\_ Steven.

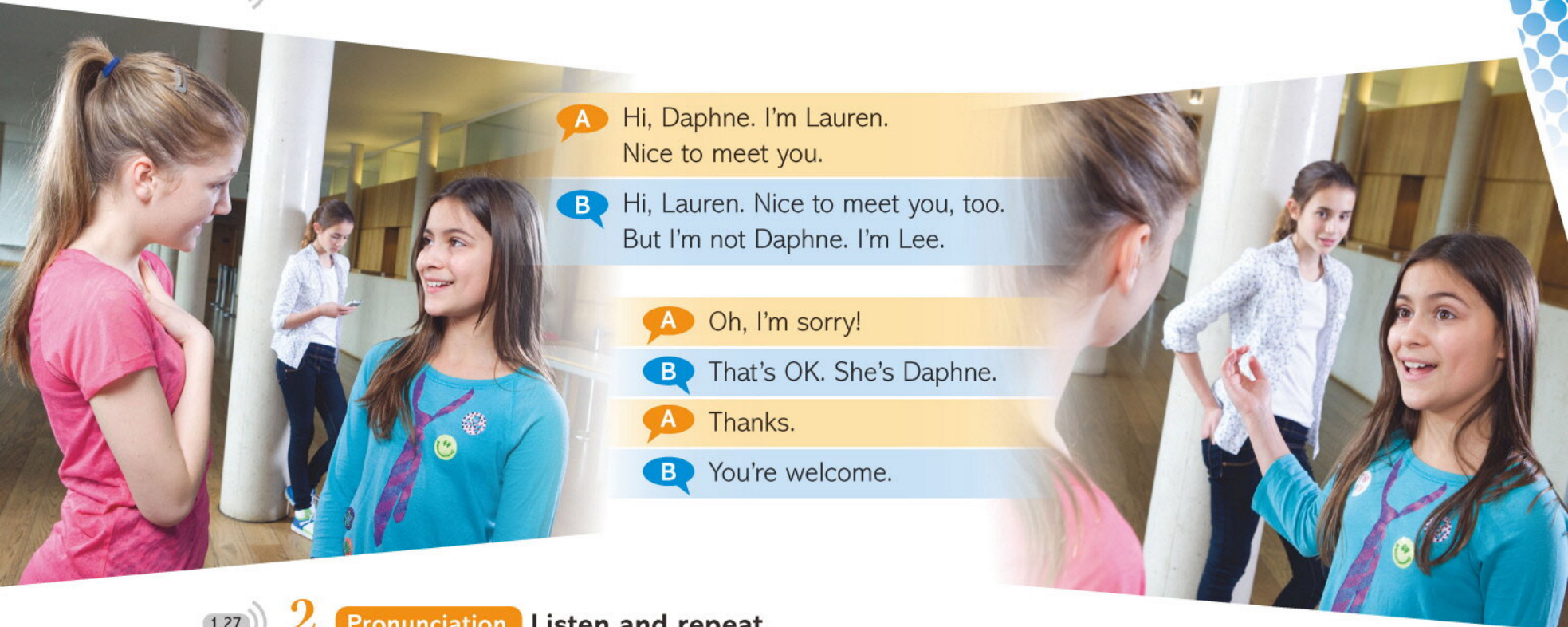
4. Laura?

No. \_\_\_\_\_ Laura.  
\_\_\_\_\_ Lisa.  
\_\_\_\_\_ Laura.

### 4. Listening comprehension Listen to the conversations. Circle T (true) or F (false).

- |                       |  |                      |   |
|-----------------------|--|----------------------|---|
| 1. She's Sarah.       | <input checked="" type="radio"/> T / <input type="radio"/> F | 4. She's Katie.      | <input type="radio"/> T / <input type="radio"/> F |
| 2. She's Kristen.     | <input type="radio"/> T / <input type="radio"/> F            | 5. He's Edward.      | <input type="radio"/> T / <input type="radio"/> F |
| 3. He's not Jonathan. | <input type="radio"/> T / <input type="radio"/> F            | 6. They're teachers. | <input type="radio"/> T / <input type="radio"/> F |

1.26 1. Read and listen to the conversation.



- A** Hi, Daphne. I'm Lauren.  
Nice to meet you.
- B** Hi, Lauren. Nice to meet you, too.  
But I'm not Daphne. I'm Lee.
- A** Oh, I'm sorry!
- B** That's OK. She's Daphne.
- A** Thanks.
- B** You're welcome.

1.27 2. Pronunciation Listen and repeat.

3. Guided conversation Write the names of four classmates on the notepad. Then create a NEW conversation. Use your name and the names of two classmates from your notepad.

**A** Hi, \_\_\_\_\_. I'm \_\_\_\_\_.  
Nice to meet you.

**B** Hi, \_\_\_\_\_. Nice to meet you, too.  
But I'm not \_\_\_\_\_. I'm \_\_\_\_\_.

**A** Oh, I'm sorry!

**B** That's OK. \_\_\_\_\_'s \_\_\_\_\_.

**A** Thanks.

**B** You're welcome.



Read your new conversation with your partner.  
Then read the conversation in your partner's book.

# Is she your mom?

**Grammar:** Possessives • Verb *be*: yes/no questions • Questions with *Who* and *What*  
**Vocabulary:** The family  
**Social language:** Talk about your family

## Topic Snapshot

1.28 1. Read and listen to the conversation.



Niki: Look, Gil. Here's a photo of my teacher.  
 Gil: Cool! What's her name?  
 Niki: Ms. Nelson. And here are my classmates, Ty and Wendy.



Gil: Who's he?  
 Niki: That's my friend, Bill.  
 Gil: Hey, am I your friend, too?  
 Niki: Of course!



Gil: Hi!  
 Niki: Is she your mom?  
 Gil: Yes, she is. And he's my little brother.  
 Niki: Oh! What's his name?  
 Gil: Gary.

## 2. Match the name with the relationship.

1. Gary
2. Gil and Niki
3. Ms. Nelson
4. Bill
5. Ty and Wendy

- a. teacher
- b. classmates
- c. friends
- d. friend
- e. brother

## Grammar Possessive adjectives; Possessive 's and s'

### 1. Study the grammar.

#### Possessive 's and s'

Niki is Gil's friend.  
Niki is Gil and Bill's friend.  
Her friend's brother is Gary.  
**BUT** Her friends' names are Gil and Bill.

Subject pronouns	Possessive adjectives
I	<b>my</b>
you	<b>your</b>
he	<b>his</b>
she	<b>her</b>
it	<b>its</b>

Subject pronouns	Possessive adjectives
you	<b>your</b>
we	<b>our</b>
they	<b>their</b>

He's my brother.

Yeah. I'm his brother.

1.29

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the pictures. Complete the statements with the correct possessive adjectives, according to the Topic Snapshot on page 16.

1.



Gary is his brother.

2.



Bill is \_\_\_\_\_ friend.

3.



Ms. Nelson is \_\_\_\_\_ teacher.

4.



Ms. Nelson is \_\_\_\_\_ teacher.

5.



Gil is \_\_\_\_\_ friend.

6.



So, Ms. Nelson is \_\_\_\_\_ teacher!

### 4. Complete the statements with possessive 's or s'.

- Niki's \_\_\_\_\_ teacher is Ms. Nelson.
- Gary is Gil \_\_\_\_\_ brother.
- They're her two classmate \_\_\_\_\_ notebooks.
- Niki is Ty and Wendy \_\_\_\_\_ classmate.

## Grammar

Verb *be*: *yes / no* questions and short answers

### 1. Study the grammar.

yes / no questions	Short answers
<b>Are you</b> my teacher?	Yes, I am.      No, I'm not.
<b>Am I</b> your student?	Yes, you are.      No, you're not. <b>OR</b> No, you aren't.
<b>Is she</b> Gil's mom?	Yes, she is.      No, she's not. <b>OR</b> No, she isn't.
<b>Is Bill</b> her brother?	Yes, he is.      No, he's not. <b>OR</b> No, he isn't.
<b>Are you</b> our classmates?	Yes, we are.      No, we're not. <b>OR</b> No, we aren't.
<b>Are we</b> Ms. Nelson's students?	Yes, you are.      No, you're not. <b>OR</b> No, you aren't.
<b>Are Ty and Wendy</b> Niki's friends?	Yes, they are.      No, they're not. <b>OR</b> No, they aren't.

1.30

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete the short answers.

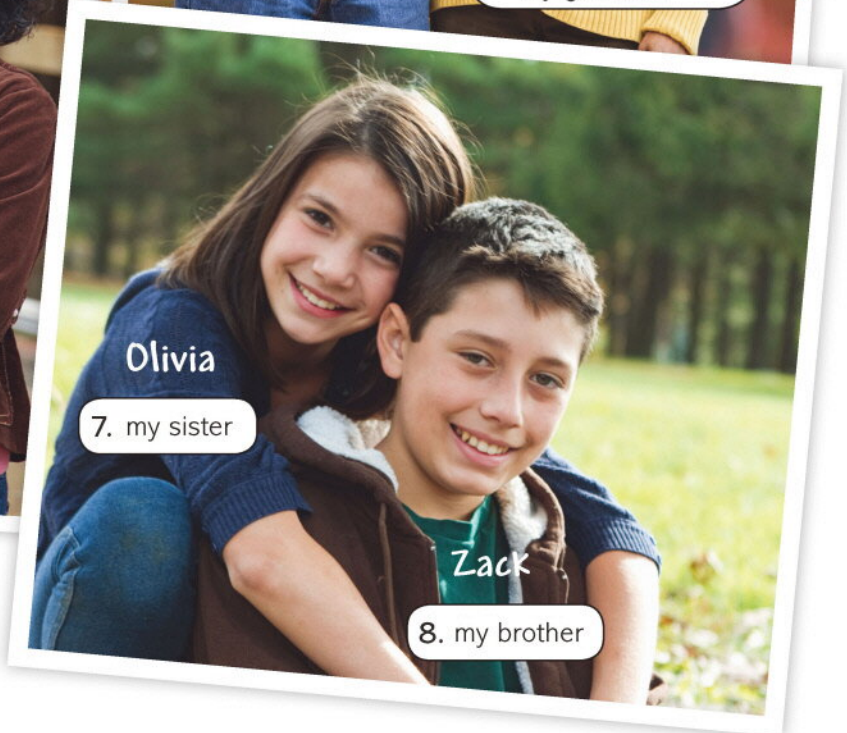
- A: Is Niki a student?  
B: Yes, she is.
- A: Is Gary Niki's brother?  
B: No, \_\_\_\_\_.
- A: Is Ms. Nelson Gil's teacher?  
B: No, \_\_\_\_\_.
- A: Are Gil and Bill Niki's friends?  
B: Yes, \_\_\_\_\_.
- A: Are Ty and Wendy Gil's classmates?  
B: No, \_\_\_\_\_.
- A: Am I your classmate?  
B: Yes, \_\_\_\_\_.

### 4. Complete each conversation with a *yes / no* question.

- A: Is she our teacher \_\_\_\_\_? (she / our / teacher)  
B: Yes, she is.
- A: \_\_\_\_\_? (they / your / friends)  
B: Yes, they are.
- A: \_\_\_\_\_? (he / Gil's / brother)  
B: No, he isn't.
- A: \_\_\_\_\_? (we / your / classmates)  
B: No, you aren't.
- A: \_\_\_\_\_? (she / Bill and Gil's / friend)  
B: Yes, she is.
- A: \_\_\_\_\_? (I / your / teacher)  
B: Yes, you are.

# Vocabulary The family

1.31 1. Look at the photos. Read and listen.



1.32 2. Pronunciation Listen and repeat.

3. Write the correct family relationships.

- 1. Joanne is Olivia's grandmother / grandma.
- 2. Jerry and Joanne are Hope's \_\_\_\_\_.
- 3. Tom and Jessica are Hope's \_\_\_\_\_.
- 4. Olivia is Hope and Zack's \_\_\_\_\_.
- 5. Jerry is Olivia's \_\_\_\_\_.

1.33 4. Listening comprehension Look at the photos in Exercise 1 again. Then listen to the statements. Circle the correct names.

- 1. Jerry / Joanne
- 2. Tom / Jerry
- 3. Olivia and Zack / Jessica and Tom
- 4. Olivia / Jessica
- 5. Hope / Jessica



Complete the statement about your family.  
My \_\_\_\_\_.

## Grammar Verb *be*: questions with *Who* and *What*

### 1. Study the grammar.

Questions with <i>Who</i>	
<b>Who am</b> I?	You're Jorge!
<b>Who are</b> you?	I'm your classmate.
<b>Who's</b> Maria?	She's my sister.
<b>Who's</b> your teacher?	Ms. Nelson.
<b>Who are</b> they?	They're my grandparents.

Questions with <i>What</i>	
<b>What's</b> your family name?	It's Ramirez.
<b>What's</b> our phone number?	555-9807.
<b>What's</b> her e-mail address?	paulaz@costa.br.
<b>What's</b> Ricardo's nickname?	It's Ricky.
<b>What are</b> their names?	Steve Kraft and Beth Peters.

#### Personal information

#### 1.34 Listen and repeat.

family name  
phone number  
e-mail address  
nickname



#### Language tips

- *Who's* = *Who is*
- *What's* = *What is*
- *Who are* **NOT** ~~*Who're*~~
- *What are* **NOT** ~~*What're*~~



### 1.35 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete the questions. Choose *Who* or *What*.

- A: Who / What is she?  
B: She's my teacher.  
A: Really? Who / What is her name?  
B: Ms. Bora.
- A: Who / What are they?  
B: They're my sisters.  
A: And who / what is their teacher?  
B: Their teacher is Mr. Rouse.
- A: Is he your brother?  
B: Yes, he is.  
A: Who / What is his e-mail address?  
B: It's paulo6@costa.br.
- A: Nice photo. Who / What is he?  
B: Oh, that's Julio. He's my friend.  
A: Really? Who / What is his family name?  
B: His family name? It's Silva.

### 4. Write questions with *What* for a partner. Write answers in your partner's book.

- (family name) What's your family name ? My family name is ...
- (nickname) \_\_\_\_\_ ? \_\_\_\_\_
- (friends' names) \_\_\_\_\_ ? \_\_\_\_\_
- (parents' names) \_\_\_\_\_ ? \_\_\_\_\_

## Talk about your family

1.36

### 1. Read and listen to the conversation.

- A** Look. Here's a picture of my family.
- B** Cool! Who's she?
- A** Oh, she's my sister.
- B** What's her name?
- A** Frances. But her nickname is Fran.
- B** And who are they? Are they your grandparents?
- A** Yes, they are.
- B** That's great!



1.37

### 2. Pronunciation Listen and repeat.

### 3. Guided conversation Create a NEW conversation.

Draw a picture of your family, or bring photos to class.

**A** Look. Here's a picture of my family.

**B** Cool! Who's \_\_\_\_\_?

**A** Oh, \_\_\_\_\_'s my \_\_\_\_\_.

**B** What's \_\_\_\_\_?

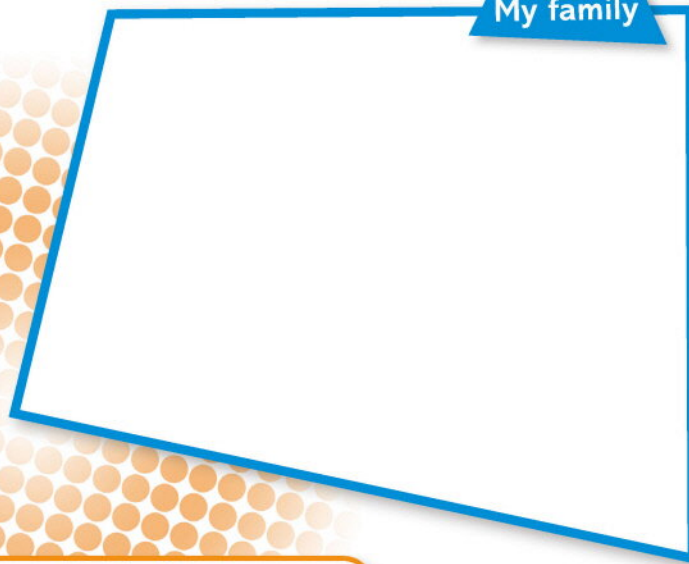
**A** \_\_\_\_\_. But \_\_\_\_\_ nickname is \_\_\_\_\_.

**B** And who are they? Are they your \_\_\_\_\_?

**A** \_\_\_\_\_.

**B** That's great!

My family



Read your new conversation with your partner.  
Then read the conversation in your partner's book.

# Where are you from?

**Grammar:** Verb *be*: questions with *Where* • *be in* for location • *be from* for origin  
**Vocabulary:** Countries, nationalities, and hometowns  
**Social language:** Discuss nationalities

## Topic Snapshot



1.38

### 1. Read and listen to the posts.



**Ana Costa**

Question of the day  
 Events calendar  
 My blog  
 Video webchat  
 Favorites

My friends:  

Su Berkan Adam Lucas

**Chat Log:**

- Ana: Hello! I'm new. Who's on Teen2Teen Friends today? 😊 (15:30)
- Su: Hi, Ana. Welcome to Teen2Teen Friends! (15:33)
- Ana: Hi, Su! Where are you? (15:33)
- Su: I'm in Istanbul, in Turkey. I'm a student. (15:35)
- Ana: Really? I'm a student, too. (15:40)
- Su: That's great! Where are you? (15:41)
- Ana: I'm in Brazil. (15:42)
- Adam: Hi! Adam here. (15:55)
- Su: Hey, Adam! Where are you? (15:56)
- Adam: I'm in Los Angeles, in the United States. (15:57)
- Su: Welcome to Teen2Teen Friends, everyone. This is so cool! (15:58)

Post a comment ...

### 2. Complete each statement. Circle the correct words.

1. Ana / Su is in Brazil.
2. Ana / Su is in Turkey.
3. Ana's family name is Berkan / Costa.
4. Istanbul is in Brazil / Turkey.
5. Ana and Su are friends / classmates on Teen2Teen Friends.
6. Adam is in the United States / Brazil.

# Grammar Verb *be*: information questions with *Where*; *be in* for location

## 1. Study the grammar.

Where are you?

I'm in Salvador!

Questions with <i>Where</i>	<i>be in</i> for location
Where <b>are</b> you?	I'm <b>in</b> Portugal.
Where <b>am</b> I?	You're <b>in</b> Paris.
Where <b>is</b> Flora?	She's <b>in</b> Spain.
Where <b>is</b> the book?	It's <b>in</b> my English class.



### Language tips

- *Where is* = *Where's*
- *Where are* **NOT** *Where're*

### Reminder

Write a question with a question mark (?).

Write a statement with a period (.).

## 2. Pronunciation Listen to the grammar examples. Repeat.

## 3. Read the posts on Teen2Teen Friends on page 22 again. Answer the questions. Use a period.

- Where is Su? She's in Turkey.
- Where is Ana? \_\_\_\_\_
- Where is Adam? \_\_\_\_\_

## 4. Look at the pictures. Write questions with *Where*. Write answers with *be in*. Use question marks and periods.



China



Quito, Ecuador



Egypt



Pisa, Italy

- Q: Where is she?  
A: She's in China.
- Q: \_\_\_\_\_  
A: \_\_\_\_\_
- Q: \_\_\_\_\_  
A: \_\_\_\_\_
- Q: \_\_\_\_\_  
A: \_\_\_\_\_



About you!

Where are you? Complete the statement.

I'm \_\_\_\_\_.

## Grammar *be from* for origin

She's in New York.  
But she's **from** Brazil.

## 1. Study the grammar.

Statements	
Affirmative statements	Negative statements
I'm <b>from</b> Peru.	I'm <b>not from</b> Bolivia.
She's <b>from</b> South Korea.	She's <b>not from</b> Japan.      OR    She <b>isn't from</b> Japan.
We're <b>from</b> Colombia.	We're <b>not from</b> Ecuador.    OR    We <b>aren't from</b> Ecuador.

Information questions	
Where <b>are</b> you <b>from</b> ?	I'm from Taipei.
Where <b>are</b> your parents <b>from</b> ?	They're from China.
Where <b>is</b> this book <b>from</b> ?	It's from the United States.
Where <b>is</b> Adam Lucas <b>from</b> ?	He's from Los Angeles.



1.40

**2. Pronunciation** Listen to the grammar examples. Repeat.

### 3. Complete the conversations.

1. A: Where are you from?  
B: I'm from Panama.
2. A: Where are your grandparents from?  
B: Egypt.
3. A: Who is Silvio from?  
B: He's from Rome, Italy.
4. A: Is your sister from Havana?  
B: Yes, she is. But she's in Miami now.

1.41

**4. Now listen and check your answers.**

**5. Write an affirmative and a negative statement about each of the students on Teen2Teen Friends. Use contractions.**

1. Su (~~Turkey~~ / ~~Brazil~~) Su's from Turkey. She's not from Brazil.
2. Adam (~~Mexico~~ / the United States) \_\_\_\_\_
3. Ana (Brazil / ~~Colombia~~) \_\_\_\_\_

**6. Write two information questions for your partner. Write answers to your partner's questions in your partner's book.**

## Your questions

Where are your grandparents from?

## Your partner's answers

They're from Fortaleza.

## Vocabulary Countries, nationalities, and hometowns

1.42

1. First look at Julie's profile on Teen2Teen Friends. Then look at the other profiles. Read and listen.

**Teen2Teen**  
Friends



Julie Duclos  
Country: Canada  
Nationality: Canadian  
Hometown: Montreal



Bruno Klein  
Germany  
German  
Munich



Gan Yu  
China  
Chinese  
Beijing



Adam Lucas  
the United States  
American  
Los Angeles



Daniel Campos  
Mexico  
Mexican  
Mexico City



Su Berkan  
Turkey  
Turkish  
Istanbul



Hana Lee  
South Korea  
Korean  
Seoul



Sandra Pacheco  
Colombia  
Colombian  
Cali



Ana Costa  
Brazil  
Brazilian  
Brasilia

1.43

2. **Pronunciation** Listen and repeat: *country, nationality, and hometown*.

1.44

3. **Pronunciation** Now listen and repeat the countries, nationalities, and hometowns in the profiles.

1.45

4. **Listening comprehension** Listen to the conversations.

Then listen again and complete the statements with *in* or *from*.

- Her brother is in Mexico.
- Lou is \_\_\_\_\_ Cali.
- She's \_\_\_\_\_ Canada.
- His grandparents are \_\_\_\_\_ China.
- They're \_\_\_\_\_ Peru.
- Sean's teacher is \_\_\_\_\_ South Korea.

1.46

5. **Listening comprehension** Listen to the conversations. Then listen again and circle T (true) or F (false).

- Their teacher is Brazilian. ☒ T / ☐ F
- Mary is from Germany. ☐ T / ☐ F
- She's in Canada. ☐ T / ☐ F
- Her father is from Los Angeles. ☐ T / ☐ F
- They're American. ☐ T / ☐ F

## Reading An online message board

1.47

1. Read the messages on Teen2Teen Friends.  
Who are the three celebrities?



Question of the day Who is your favorite celebrity? Upload his or her photo.		
 <p>Adam Lucas: It's Seven! He's a singer, an actor, and a dancer.</p> <p>Seven's real name is Choi Dongwook, but his nickname is Se7en (Seven). Se7en is an interesting name! He's Korean, and his hometown is Seoul. He's totally awesome.</p>  <p>Write a comment ...</p>	 <p>Su Berkan: My favorite celebrity is Selena Gomez.</p> <p>Selena Gomez is a singer and an actor from the United States. Selena's mother is an actor, too. She's American from an Italian family. Selena's father is from Mexico. My favorite Selena Gomez song is <i>Send it On</i>. Oh! My two other favorite singers are Demi Lovato and Miley Cyrus.</p>  <p>Write a comment ...</p>	 <p>Ana Costa: My absolute favorite celebrity is Alexandre Pato.</p> <p>Alexandre is an athlete. He's a soccer player. He's from my country, Brazil. Alexandre's real family name is Rodrigues da Silva, but his nickname is Pato because he's from Pato Branco. Pato Branco is a city in the state of Parana.</p>  <p>Write a comment ...</p>

## 2. Complete each statement. Circle the correct word or phrase.

- Seven's name is Seoul, South Korea / Choi Dongwook.
- His nationality is South Korea / Korean.
- Su's favorite Selena Gomez song is Demi Lovato / *Send it On*.
- Miley Cyrus and Demi Lovato are Su's other favorite singers / Selena Gomez's friends.
- Selena Gomez's father is Mexican / Italian.
- Pato Branco is Alexandre Pato's nickname / hometown.
- Alexandre Pato is Brazilian / Brazil.

## 3. Complete the answer to each question.

- What is Choi Dongwook's nickname? It's Se7en / Seven.
- Where is he from? He's \_\_\_\_\_.
- Who are Su's favorite singers? They're \_\_\_\_\_.
- What is Selena's father's nationality? He's \_\_\_\_\_.
- What's the athlete's real family name? It's \_\_\_\_\_.
- Where is Alexandre Pato from? He's \_\_\_\_\_.

1.48

### 1. Read and listen to the conversation.

- A Who's he?  
 B He's Adam.  
 A What's his nationality?  
 B He's American.  
 And what about Ana?

- A Ana? She's from Brazil.  
 B Oh. She's Brazilian.  
 A Yes, that's right.

1.49

### 2. Pronunciation Listen and repeat.

### 3. Guided conversation Create a NEW conversation. Use the photos and the information.



Hana,  
South Korea



Julie, Canada



Su, Turkey



Daniel, Mexico



Gan, China



Sandra, Colombia

A Who is \_\_\_\_\_?

B \_\_\_\_\_'s \_\_\_\_\_.

A What's \_\_\_\_\_ nationality?

B \_\_\_\_\_'s \_\_\_\_\_. And what about \_\_\_\_\_?

A \_\_\_\_\_? \_\_\_\_\_'s from \_\_\_\_\_.

B Oh. \_\_\_\_\_'s \_\_\_\_\_.

A Yes, that's right.



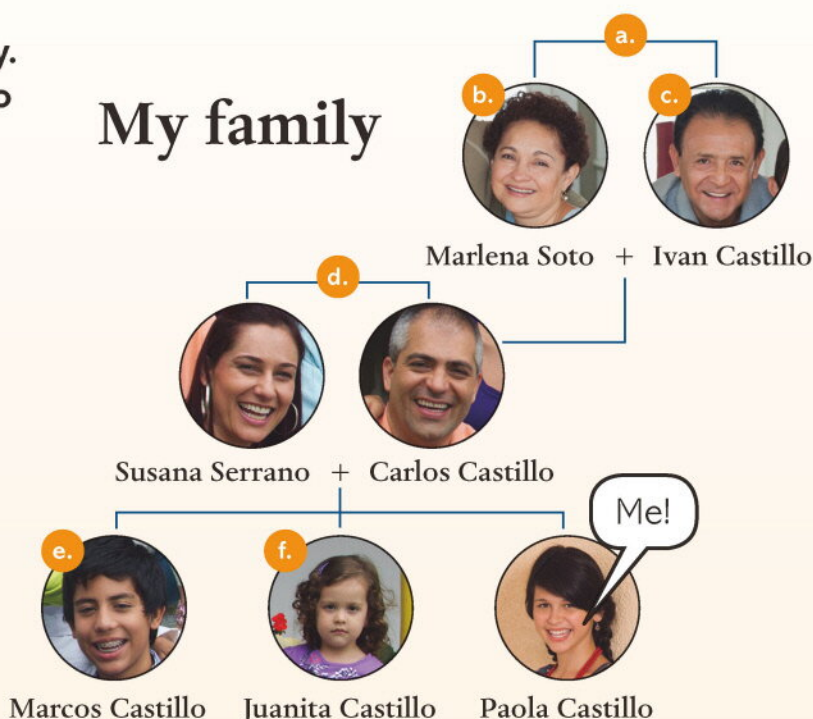
Read your new conversation with your partner.  
 Then read the conversation in your partner's book.

# Review: Units 1–3

1. Look at the photos of Paola's family. Write the letter of the correct photo for each family relationship.

- My sister f
- My grandma \_\_\_\_\_
- My parents \_\_\_\_\_
- My brother \_\_\_\_\_
- My grandpa \_\_\_\_\_
- My grandparents \_\_\_\_\_

## My family



2. Answer the questions with short answers about the family in Exercise 1. Use contractions.

- Are Paola's grandparents Susana Serrano and Carlos Castillo? No, they aren't.
- Is Juanita Paola's brother? \_\_\_\_\_
- Is Juanita Marcos's sister? \_\_\_\_\_
- Is Marlena Susana's mother? \_\_\_\_\_
- Is Carlos Susana's brother? \_\_\_\_\_
- Are Paola's grandparents Marlena and Ivan? \_\_\_\_\_

3. Change the underlined words and phrases to possessive adjectives.

- Susana and Carlos are Paola's parents. Susana and Carlos are her parents.
- Ivan is Carlos's father. \_\_\_\_\_
- Marcos's sisters are Juanita and Paola. \_\_\_\_\_
- Juanita's and my mom is Susana. \_\_\_\_\_
- My grandma's name is Marlena. \_\_\_\_\_

4. Look at the identity card. Complete the paragraph about Andy. Use the words below.

e-mail address family name hometown  
nationality nickname

Anderson's (1) nickname is Andy. His (2) \_\_\_\_\_ is Recife. His (3) \_\_\_\_\_ is Brazilian. His (4) \_\_\_\_\_ is Alves, and his (5) \_\_\_\_\_ is andy@bnet.br.



## 5. Read each conversation. Check the correct statement.

Alvaro: Dad, this is my teacher, Mr. Ash.  
Mr. Santos: Hello, Mr. Ash. Nice to meet you.  
Mr. Ash: Nice to meet you too, Mr. Santos.

1. ☐ Mr. Santos is the teacher.  
☒ Mr. Ash is the teacher.

Ellie: Are your parents from Chile?  
Andrew: Well, actually my mom's from Chile, but my dad isn't.  
Ellie: Where's he from?  
Andrew: My dad's from the United States.

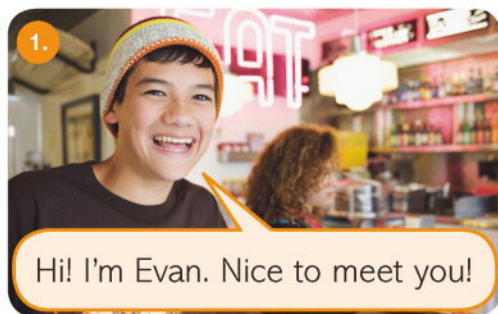
2. ☐ Andrew's parents are from the United States.  
☐ Andrew's dad is from the United States.

## 6. Complete each question with *Who*, *What*, or *Where*. Then write an answer.

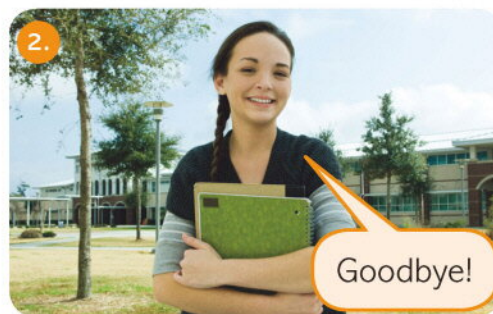
- Where is Amy? (the United States) Amy is in the United States.
- \_\_\_\_\_ is she from? (France) \_\_\_\_\_
- \_\_\_\_\_ is her sister? (Flora) \_\_\_\_\_
- \_\_\_\_\_ is James's family name? (Stevenson) \_\_\_\_\_
- \_\_\_\_\_ is your favorite teacher? (Mr. Alt) \_\_\_\_\_
- \_\_\_\_\_ is their hometown? (Beijing) \_\_\_\_\_

## All About You

### 1. Write your own response to each person.



You \_\_\_\_\_



You \_\_\_\_\_



You \_\_\_\_\_

### 2. Complete the personal statements about you and your family.

My name is \_\_\_\_\_. My country is \_\_\_\_\_.  
My family name is \_\_\_\_\_. My nationality is \_\_\_\_\_.  
My nickname is \_\_\_\_\_. My hometown is \_\_\_\_\_.

## Progress Check

✓ Check what you can do.

- ☐ Greet my classmates
- ☐ Apologize for a mistake
- ☐ Talk about my family
- ☐ Discuss nationalities
- ☐ Use the Unit 1–3 grammar and vocabulary

