

# 1.3 Vocabulary and skills development

GOALS ■ Understand positive and negative contractions ■ Use regular and irregular plural nouns

## Listening & Speaking positive and negative contractions

- 1a Write the names of three people you know.
- b Work with a partner. Take turns to talk about the people in exercise 1a.  
*Kirit is my brother. He's 25. He's a nurse.*
- 2 1.8 ))) Read and listen to the information in the Unlock the code box about positive and negative contractions.



### UNLOCK THE CODE

positive and negative contractions

- When we speak, we often use contractions, e.g. *I'm*, *she isn't*, etc. It is important to understand the difference between the positive and negative forms of the verb.
- The verb *to be* is not stressed in positive sentences.  
*He's Australian. I'm Chinese.*
- In negative sentences *not*, *isn't* and *aren't* are stressed.  
*She's not Polish. It isn't my family name. They aren't friends.*

- 3 1.9 ))) Listen and underline the contraction you hear.
- I'm / I'm not* Russian.
  - It's / It isn't* an Arabic name.
  - That's / That's not* a girl's name.
  - They're / They aren't* brothers.
  - It's / It's not* the same.
  - She's / She isn't* French.
  - It's / It's not* a long name.
  - He's / He isn't* married.
- 4 1.10 ))) Listen and complete the sentences with the words you hear.
- It \_\_\_\_\_ a female name.
  - Their name \_\_\_\_\_ Spanish.
  - She \_\_\_\_\_ called Sarah.
  - His family name \_\_\_\_\_ Ramirez.
  - That \_\_\_\_\_ a boy's name.
  - My name \_\_\_\_\_ very long.
  - Their family \_\_\_\_\_ large.
  - He \_\_\_\_\_ my friend.

- 5a Match the names to the nationalities.

1 Li Na	a Turkish
2 Antalek Tamás	b Chinese
3 Bülent Sadik	c Hungarian
4 Manuela García Gómez	d Spanish

- b 1.11 ))) Listen and check your answers.

- c 1.11 ))) Listen again. Tick (✓) the pairs of countries that have something the same, and cross (X) the ones that are different.

1 Turkey and China	3 Spain and Hungary
2 China and Hungary	4 Turkey and Spain

- 6a **TASK** Work with a partner. Use the prompts to talk about your name and the names of your friends and family.

*My name's ... , but my friends/family call me ...*

*I have two/three/four names.*

*In my family, no one has/some people have the same name.*

*My aunt/brother has a long/short/funny/interesting name.*

- b Work with another partner. Tell them three things about your first partner.

*Alberto has five names ...*





## Vocabulary & Speaking regular and irregular plural nouns

- 7a Work with a partner. Read part of a magazine article about names. What do you find out about titles and names?

### What's in a title or name?

Titles and names can tell us a lot about people. For example, in English there is one title for men, *Mr*, and three for women – *Mrs* for a married woman, *Miss* for a single woman and *Ms* for both. In some countries, for example Greece, wives can have their husband's last names after they are married, but in other countries they have their own names. In Iceland, most last names have *-sson* or *-dottir* at the end, for example Gunnarsson or Guomundsdottir. A person's last name is their father's first name with *-sson* or *-dottir*. If a man is called Magnus Einarsson and his son is called Jon and his daughter is called Kristen, then Jon's and Kristin's last name is not Einarsson. Jon's last name is Magnusson and Kristin's last name is Magnúsdottir.

- b Work with a partner. What's special about names in your language or other languages you know?
- c Read the article again and complete the table. Compare your answers with a partner.

Regular (singular)	Regular (plural)	Irregular (singular)	Irregular (plural)
1 <u>a name</u>	names	a man	3 _____
a country	2 _____	4 _____	women
		a person	5 _____

- d 1.12 ))) Listen, check and repeat.

- 8 Read the information in the Vocabulary focus box about regular and irregular plural nouns.

### VOCABULARY FOCUS regular and irregular plural nouns

#### Regular nouns

- To talk about more than one noun, we usually add *-s*.  
*name* → *names*    *cousin* → *cousins*
- With nouns that end in *-ch*, *-sh*, *-ss*, *-s*, *-x*, *-z*, we add *-es*.  
*brush* → *brushes*    *box* → *boxes*
- With nouns that end in a consonant + *-y*, we take away the *-y* and add *-ies*.  
*country* → *countries*    *family* → *families*

#### Irregular nouns

- Some nouns are irregular in the plural.  
*child* → *children*                      *person* → *people*  
*man* → *men*                              *woman* → *women*
- Some nouns that end in *-f* or *-fe*, have plurals in *-ves*.  
*wife* → *wives*    *half* → *halves*    *knife* → *knives*
- We don't add *-s* to irregular nouns.

- 9 Work with a partner. Take turns to ask and answer questions about singular and plural nouns. Student A, turn to page 126. Student B, turn to page 131.

- 10a Look at the photos for one minute.

- b Close your books and write down all the things you can remember. Use *a*, *an*, or a number before the thing(s). Compare your list with a partner.

*five pencils*

- c Open your books and check your lists.

