

1.2.- Possessive Adjectives

My, your, his, her

What's **your** name?
 What's **his** name?
 What's **her** name?

My name is Taylor.
His name is Michael.
Her name is Jennifer.

What's = What is

DOE ES

A Complete the conversations. Use *my, your, his, or her*.



1. A: Hello. What's your name?
 B: Hi. my name is Antonio.
 What's your name?
 A: my name is Nicole.

2. A: What's your name?
 B: my name is Michael.
 A: And what's her name?
 B: Her name is Jennifer.

1 My, your, his, her

► Use *his* with males and *her* with females: **His** name is David. (NOT: ~~Her name is David.~~) **Her** name is Maria. (NOT: ~~His name is Maria.~~)

Complete the conversations with *my, your, his, or her*.

1. A: Hello. My name is Carlos.
 B: Hi, Carlos. What's your last name?
 A: It's Gonzales.
 B: How do you spell your last name? Is it G-O-N-Z-A-L-E-Z?
 A: No, it's G-O-N-Z-A-L-E-S. And what's your name?
 B: my name is Bill Powers. Nice to meet you.
2. A: What's Ms. Robinson's first name?
 B: Her first name is Katherine. Her nickname is Katie.
 A: I'm sorry. What's her first name again?
 B: It's Katherine. And what's Mr. Weber's first name?
 A: His first name is Peter.
 B: That's right. And his nickname is Pete.

A Listen and practice.

Jennifer: Excuse me. Are you Steven Carson?
 David: No, I'm not. He's over there.
 Jennifer: Oh, I'm sorry.



Jennifer: Steven? This is your book.
 Steven: Oh, thank you. You're in my class, right?
 Jennifer: Yes, I am. I'm Jennifer Miller.



Steven: Hey, David, this is Jennifer. She's in our math class.
 David: Hi, Jennifer.
 Jennifer: Hi, David. Nice to meet you.



B GROUP WORK Greet a classmate. Then introduce him or her to another classmate.

"Hey, Ming, this is . . ."

B Complete the conversations. Then practice in groups.

Nicole: Excuse me. Are you Steven Carson?
 David: No, I'm not. My name is David Medina. Steven is over there.
 Nicole: Oh, sorry.

Nicole: Are you Steven Carson?
 Steven: Yes, I am.
 Nicole: Hi. I am Nicole Johnson.
 Steven: Oh, you are in my math class, right?
 Nicole: Yes, I am.
 Steven: It's nice to meet you.

C CLASS ACTIVITY Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

A: Excuse me. Are you Jin-sook Cho?
 B: No, I'm not. She's over there.
 A: Hi. Are you Jin-sook Cho?
 C: Yes, I am.



3.- Article a, an

ARTICLES Classroom objects

A Listen. Complete these sentences with *a* or *an*.



este es un libro

1. This is a book.

articles
an + vowel sound
a + consonant sound



2. This is an eraser.



3. This is an English book.

4. This is a marker.



5. This is a notebook.



6. This is a clock.

- Use of This and These / It and They

This/these, it/they; plurals



This is a clock.



What's **this**?
It's an earring.

It's = It is
They're = They are



These are clocks.



What **are these**?
They're earrings.

Complete these conversations. Then practice with a partner.



1. A: What are these?
 B: They're keys.



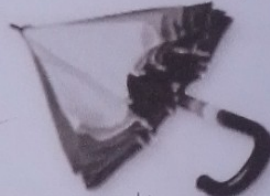
2. A: What's this?
 B: It's a map.



3. A: What are these?
 B: They're bags.



4. A: What's this?
 B: It's a watch.



5. A: What's this?
 B: It's an umbrella.



6. A: What's this?
 B: They're sunglasses.

1 This/these; it/they; plurals

- ▶ Don't use a contraction with *What + are*: **What are** these? (NOT: **What're** these?)
- ▶ Use *this* with singular nouns: **This** is a book. Use *these* with plural nouns: **These** are earrings.

Circle the correct words.

- A: **What's** / **What are** these? *What are they're carrying*
B: **It's** / **They're** my earring / earrings. ✓
- A: **What's** / **What are** this? *It's a map*
B: **It's** / **They're** / **an** cell phone. ✓
- A: What's **this** / **these**? *They're a book*
B: **It's** / **They're** a / **an** address book. ✓

Good job