



# ENGLISH HANDBOOK

Basic English - Level 1

COLLEGE DEGREE

Learning English opens  
the doors to the world  
and your future.



Dear Teacher and Student,

It is a great pleasure for me to provide you with this valuable English handbook, which was created to organize your work in order to be more efficient and successful in the classroom. Language is our primary source of communication. It is the system through which we share our ideas and thoughts with others. There are thousands of languages in the world.

Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. However, English is undoubtedly one of the most spoken ones. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a German) use English as a common language to communicate.

That is why everyone needs to learn English in order to get in touch on an international level. Speaking English will help you communicate with people from countries all over the world, not just English-speaking ones. English is also essential to the field of education.

In fact, in many countries students are taught and encouraged to learn English as a second language as most of the research and studies are written in English. In the same way, at a University level, students study almost all their subjects in English in order to make the material more accessible to international students. What is more, with good understanding and communication in English, you can travel around the world.

As a result, UDS must motivate and encourage students to learn English. Our success lies in the quality and expertise of our teachers. Teachers need to be passionate about their work and to have excellent subject knowledge. It is teaching quality together with student's effort that will determine the future adult's success in life.

I do really hope you will enjoy this handbook and thanks for being part of this successful team!

Sincerely,

A handwritten signature in black ink, appearing to read 'Victor Manuel Albores Alcázar', with a vertical line to the right of the signature.

Víctor Manuel Albores Alcázar  
UDS Owner

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# Introduction – It's nice to meet you

## GRAMMAR FOCUS

### The verb be

<b>I'm</b> Jennifer Miller.	<b>Are you</b> Steven Carson? Yes, <b>I am</b> .	<b>I'm</b> = I am
<b>You're</b> in my class.	No, <b>I'm not</b> .	<b>You're</b> = You are
<b>She's</b> in our class. ( <b>Jennifer is</b> in our class.)	How <b>are you</b> ?	<b>He's</b> = He is
<b>He's</b> over there. ( <b>Steven is</b> over there.)	<b>I'm</b> fine.	<b>She's</b> = She is
<b>It's</b> Miller. ( <b>My last name is</b> Miller.)		<b>It's</b> = It is

**A** Complete the conversation with the correct words in parentheses. Then practice with a partner.

David: Hello, Jennifer. How are (is / are) you?  
Jennifer: ..... (She's / I'm) fine, thanks.  
..... (I'm / It's) sorry – what's your name again?  
David: ..... (He's / It's) David – David Medina.  
Jennifer: That's right! David, this ..... (is / am) Sarah Conner.  
..... (She's / He's) in our math class.  
David: Hi, Sarah. .... (I'm / It's) nice to meet you.  
Sarah: Hi, David. I think ..... (you're / I'm) in my English class, too.  
David: Oh, right! Yes, I ..... (are / am).

## 2 The verb be

- ▶ In questions, the *be* verb comes before the noun or pronoun: **Is he** your teacher?
- ▶ Don't use contractions in short answers with Yes: Are you in my class? Yes, **I am**. (NOT: ~~Yes, I'm.~~)

Complete the conversations. Use the words in the box.

am	I'm	it's	she's	
✓ are	I am	I'm not	you	you're

1. A: Excuse me. Are you Patty Wilson?  
B: No, ..... over there.  
A: OK. Thanks.
2. A: Hi. Are ..... Patty Wilson?  
C: Yes, .....  
A: Oh, good. .... Sergio Baez. .... in my English class.  
C: Yes, I ..... nice to meet you, Sergio.



## GRAMMAR FOCUS

### My, your, his, her

What's **your** name?

**My** name is Taylor.

What's = What is

What's **his** name?

**His** name is Michael.

What's **her** name?

**Her** name is Jennifer.

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



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



2. A: What's ..... name?  
B: ..... name is Michael.  
A: And what's ..... name?  
B: ..... 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 ..... last name?  
A: It's Gonzales.  
B: How do you spell ..... 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 ..... name?  
B: ..... name is Bill Powers. Nice to meet you.
2. A: What's Ms. Robinson's first name?  
B: ..... first name is Katherine. .... nickname is Katie.  
A: I'm sorry. What's ..... first name again?  
B: It's Katherine. And what's Mr. Weber's first name?  
A: ..... first name is Peter.  
B: That's right. And ..... 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, not. My name David Medina. Steven over there.

Nicole: Oh, sorry.

Nicole: Are you Steven Carson?

Steven: Yes, I am.

Nicole: Hi. I'm Nicole Johnson.

Steven: Oh, you're in my math class, right?

Nicole: Yes, I am.

Steven: 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.



# ARTICLES Classroom objects

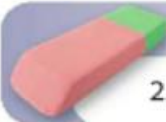
A Listen. Complete these sentences with *a* or *an*.

## articles

**an** + vowel sound  
**a** + consonant sound



1. This is ..... book.



2. This is ..... eraser.

3. This is ..... English book.



4. This is ..... marker.



5. This is ..... notebook.



6. This is ..... clock.

# GRAMMAR FOCUS

## 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 ..... ?  
B: .....



3. A: What ..... ?  
B: .....



4. A: What ..... ?  
B: .....



5. A: What ..... ?  
B: .....



6. A: What ..... ?  
B: .....

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

## GRAMMAR FOCUS

### Yes/No and where questions with be

**Is this** your wallet?

Yes, **it is**. / No, **it's not**.

**Are these** your keys?

Yes, **they are**. / No, **they're not**.

**Where's** your wallet?

**It's** in my pocket.

**Where are** my keys?

**They're** on the table.

**A** Complete these conversations. Then practice with a partner.

- A: .....<sup>is</sup>..... this your umbrella?  
B: No, ..... not.  
A: ..... these your keys?  
B: Yes, ..... are. Thanks!
- A: Where ..... my glasses?  
B: Are ..... your glasses?  
A: No, they're .....  
B: Wait! ..... they in your pocket?  
A: Yes, ..... are. Thanks!
- A: Where ..... your sunglasses?  
B: ..... on the table.  
A: No, ..... not. They're *my* sunglasses!  
B: You're right. My sunglasses ..... in my purse.
- A: ..... this my pen?  
B: No, ..... not. It's *my* pen.  
A: Sorry. .... is my pen?  
B: ..... on your desk.  
A: Oh, you're right!

**B GROUP WORK** Put three of your things in a bag. Then choose three different things. Find the owner of each thing.

A: Is this your pen, Yuko?  
B: No, it's not.

A: Are these your keys, Sergio?  
C: Let me see. Yes, they are.

## 2 Yes/No and *where* questions with *be*

► In questions with *where*, the verb comes after *Where*: **Where are** my sunglasses?  
(NOT: ~~Where my sunglasses are?~~)

**A** Match the questions with the answers.

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1. Is that your wallet? .....c..... | a. They're in your purse. |
| 2. Are these your glasses? .....    | b. No, it's not.          |
| 3. Where are my keys? .....         | c. Oh, yes, it is!        |
| 4. Is this your pen? .....          | d. It's in my pocket.     |
| 5. Where's your watch? .....        | e. No, they're not.       |

**B** Complete the conversation. Use the words in the box.

are they	it is	they are	where
it	it's	this	✓ where's

A: .....*Where's*..... my pen?

B: I don't know. Is ..... in your book bag?

A: No, ..... not.

B: Is ..... your pen?

A: Yes, ..... Thanks! Now, ..... are my keys?

B: ..... on your desk?

A: Yes, ..... Thank you!

## **CONVERSATION** *Oh, no!*

🎧 Listen and practice.

Kate: Oh, no! Where are my car keys?

Joe: I don't know. Are they in your purse?

Kate: No, they're not.

Joe: Maybe they're on the table in the restaurant.

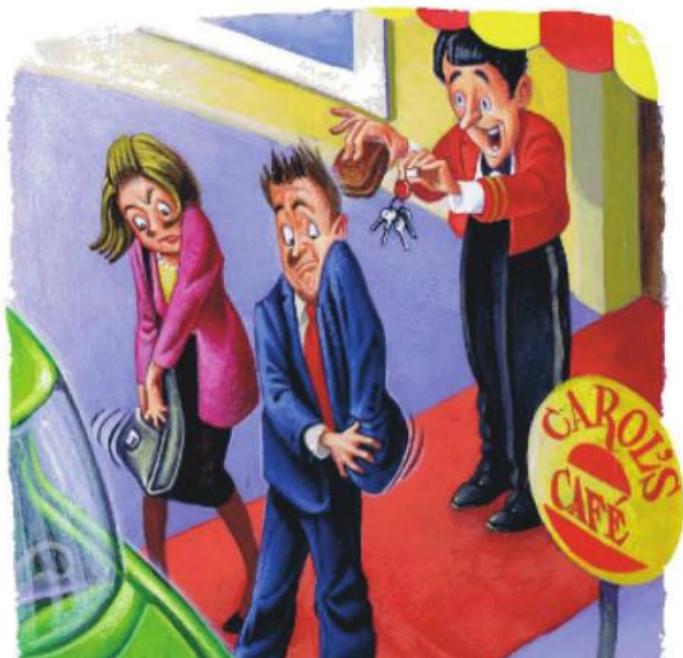
Server: Excuse me. Are these your keys?

Kate: Yes, they are. Thank you!

Server: You're welcome. And is this your wallet?

Kate: Hmm. No, it's not. Where's your wallet, Joe?

Joe: It's in my pocket. . . . Wait a minute! That *is* my wallet!





## WORD POWER Prepositions; article the

**A**  Listen and practice.

Where are **the** keys?  
The keys are **in** the box.



in



in front of



behind




on



next to



under

**B**  Complete these sentences. Then listen and check your answers.



1. The books are in the.....  
book bag.....



2. The cell phone is .....



3. The map is .....



4. The chair is .....



5. The wallet is .....



6. The sunglasses are .....

**C PAIR WORK** Ask and answer questions about the pictures in part B.

A: Where are the books?

B: They're in the book bag.



## WHERE ARE JOE'S THINGS?

**PAIR WORK** Now help Joe find his things. Ask and answer questions.

briefcase    cell phone    newspaper    umbrella  
camera    glasses    notebook    wallet

A: Where's his briefcase?

B: It's on the table.



# Progress check

## HOW ARE YOU?

**A** Complete the conversation. Use the sentences and questions in the box.

Matt: *Hi. How are you?*.....  
Nicki: I'm fine, thanks. ....  
Matt: Pretty good, thanks. ....  
Nicki: And I'm Nicki White.  
Matt: .....  
Nicki: Nice to meet you, too. ....  
Matt: Yes, I am.  
Nicki: .....  
Matt: See you in class.

My name is Matt Carlson.  
Oh, are you in my English class?  
How about you?  
✓ Hi. How are you?  
It's nice to meet you, Nicki.  
Well, have a good day.

**B PAIRWORK** Practice the conversation from part A. Use your own information. Then introduce your partner to a classmate.

"Malena, this is my friend. His name is Tetsu. . . ."

## LISTENING *What's this? What are these?*

🔊 Listen to the conversations. Number the pictures from 1 to 6.

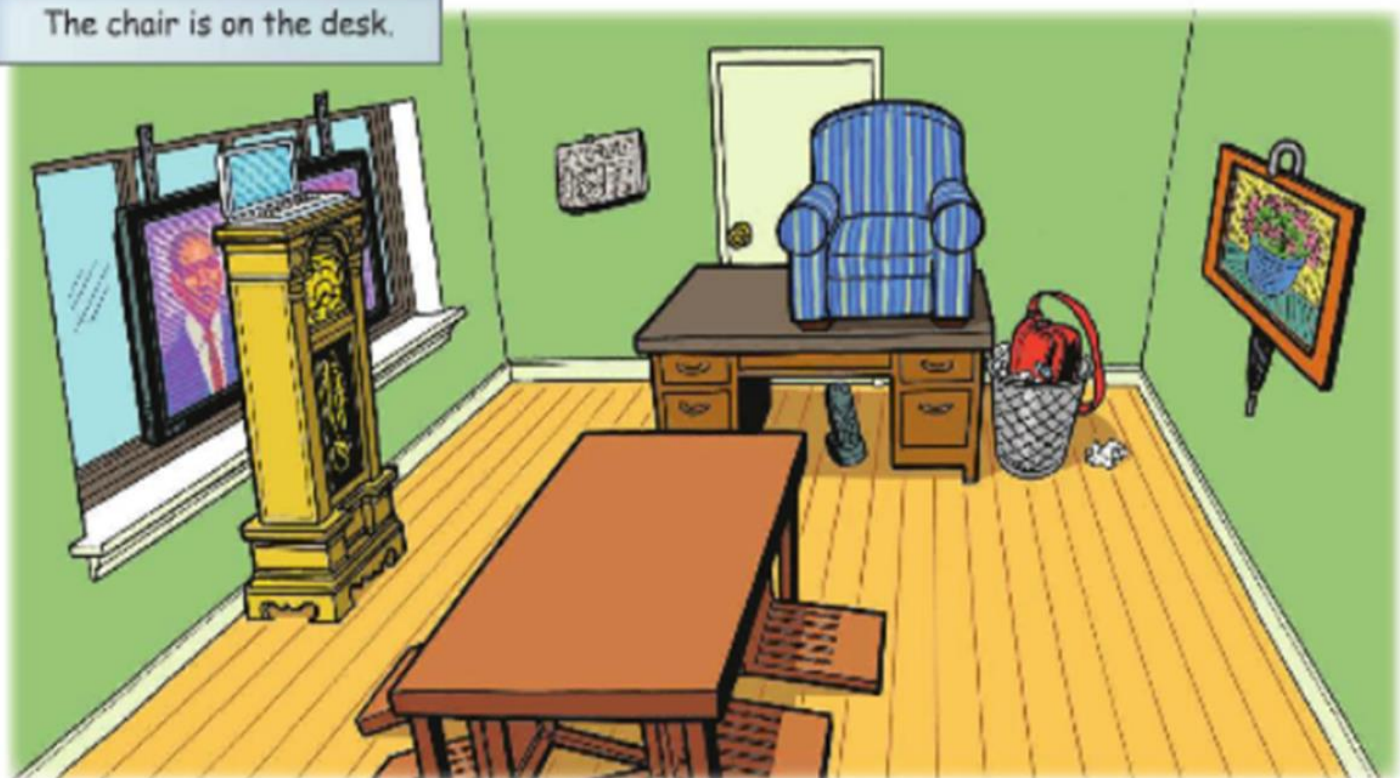




## WHAT'S WRONG WITH THIS ROOM?

**A** What's wrong with this room? Make a list. Find 10 things.

The chair is on the desk.



**B PAIRWORK** Ask and answer *Where* questions about the picture.

A: Where's the chair?  
B: It's on the desk.

## YES OR NO GAME

Write five yes/no questions about the picture in Exercise 1. Three have "yes" answers, and two have "no" answers. Then ask a partner the questions.

A: Is the chair behind the clock?  
B: No, it isn't.

# Workbook

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



1. A: Hi. What's your name?

B: \_\_\_\_\_ name is Carla. And what's  
\_\_\_\_\_ name?

A: \_\_\_\_\_ name is David.

2. A: What's \_\_\_\_\_ name?

B: \_\_\_\_\_ name is Michael.

A: And what's \_\_\_\_\_ name?

B: \_\_\_\_\_ name is Sarah.

Choose the correct responses.

1. A: Hi, Daniel.

B: Hello. \_\_\_\_\_

- Hello.
- It's nice to meet you.

2. A: My name is Pam Walker.

B: \_\_\_\_\_

- It's Williams.
- I'm Jake Williams.

3. A: Hello, Yuko. How's it going?

B: \_\_\_\_\_

- Fine, thanks.
- Nice to meet you, too.

4. A: How do you spell your last name?

B: \_\_\_\_\_

- R-O-G-E-R-S.
- It's Rogers.

5. A: I'm Bill Delgado.

B: \_\_\_\_\_

- Nice to meet you, too.
- It's nice to meet you.



**Complete the conversations.**



1. A: Hello, \_\_\_\_\_ Mr. \_\_\_\_\_ Jones.  
B: \_\_\_\_\_ morning, Susan.  
\_\_\_\_\_ are you?  
A: \_\_\_\_\_ OK, thank you.

2. A: Hi. How are \_\_\_\_\_ , Mrs. Stein?  
B: I'm just \_\_\_\_\_ , thank you.  
How about \_\_\_\_\_ ,  
\_\_\_\_\_ Smith?  
A: Pretty \_\_\_\_\_ , thanks.



3. A: How's it \_\_\_\_\_ , Tim?  
B: Great. \_\_\_\_\_ are you doing?  
A: Pretty good.



**Complete the conversations. Use the words in the box.**

- |                              |                               |                                  |  |                                 |
|------------------------------|-------------------------------|----------------------------------|--|---------------------------------|
| <input type="checkbox"/> am  | <input type="checkbox"/> he's | <input type="checkbox"/> I'm not | <input type="checkbox"/> it's          | <input type="checkbox"/> you    |
| <input type="checkbox"/> are | <input type="checkbox"/> I'm  | <input type="checkbox"/> is      | <input checked="" type="checkbox"/> me | <input type="checkbox"/> you're |

1. Debra: Excuse me . Are \_\_\_\_\_  
James Lawson?  
Kevin: No, \_\_\_\_\_ . \_\_\_\_\_ over there.  
Debra: Oh, \_\_\_\_\_ sorry.
2. Debra: Excuse me. \_\_\_\_\_ you James Lawson?  
James: Yes, I \_\_\_\_\_ .  
Debra: Hi, James. My name \_\_\_\_\_  
Debra Marks.  
James: Oh, \_\_\_\_\_ in my English class.  
Debra: That's right. \_\_\_\_\_ nice to meet you.  
James: Nice to meet you, too.



**Complete the conversation. Use the questions in the box.**

- |   |  |
|---|--|
| <input type="checkbox"/> What's your name?                    | <input type="checkbox"/> And what's your email address?    |
| <input type="checkbox"/> And how do you spell your last name? | <input type="checkbox"/> What's your phone number?         |
| <input checked="" type="checkbox"/> Are you Ashley Nevins?    | <input type="checkbox"/> How do you spell your first name? |

- A: Hi. Are you Ashley Nevins?  
B: No, I'm not.  
A: Oh, I'm sorry. \_\_\_\_\_  
B: Kerry Moore.  
A: \_\_\_\_\_  
B: K-E-R-R-Y.  
A: \_\_\_\_\_  
B: M-O-O-R-E.  
A: \_\_\_\_\_  
B: It's 618-555-7120.  
A: \_\_\_\_\_  
B: It's kmoore19@cup.org.





## Hello and good-bye!

**A** Complete the conversations. Use the words in parentheses.

- |   |   |
|---|---|
| 1. A: <u>Hi.</u><br>(Hi. / Excuse me.) How are you?<br>B: I'm fine, thanks. | 3. A: _____<br>(Excuse me. / Thank you.) Are you Soo-mi Kim?<br>B: Yes, I am. |
| 2. A: _____<br>(Hello. / Good-bye.)<br>B: See you tomorrow.                 | 4. A: _____<br>(Good evening. / Good night.)<br>B: Hello.                     |

## What are these things?

**A** What's in the picture? Write the things.

1. a bag
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



**B** What's in the picture? Write sentences.

1. This is a bag.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Complete the questions with this or these. Then answer the questions.



1. A: What's this ?    2. A: What's \_\_\_\_\_ ?    3. A: What are \_\_\_\_\_ ?  
 B: It's a camera .    B: \_\_\_\_\_ .    B: \_\_\_\_\_ .



4. A: What are \_\_\_\_\_ ?    5. A: What are \_\_\_\_\_ ?    6. A: What's \_\_\_\_\_ ?  
 B: \_\_\_\_\_ .    B: \_\_\_\_\_ .    B: \_\_\_\_\_ .

Complete the conversation. Use the words in the box.

<input type="checkbox"/> a	<input type="checkbox"/> 's	<input type="checkbox"/> this	<input type="checkbox"/> they	<input type="checkbox"/> you
<input type="checkbox"/> an	<input checked="" type="checkbox"/> it's	<input type="checkbox"/> these	<input type="checkbox"/> they're	<input type="checkbox"/> you're

Dana: Wow! What's this?  
 Chris: It's a purse.  
 Dana: Oh, cool. Thank \_\_\_\_\_ , Chris.  
 Chris: \_\_\_\_\_ welcome.  
 Eva: Now open \_\_\_\_\_ box.  
 Dana: OK. What \_\_\_\_\_ this?  
 Eva: It's \_\_\_\_\_ scarf.  
 Dana: Oh, thank you, Eva. And what are \_\_\_\_\_ ?  
 Eva: \_\_\_\_\_ 're earrings.  
 Dana: Thanks! \_\_\_\_\_ great!  
 Amy: Open this, too!  
 Dana: Oh, it's \_\_\_\_\_ umbrella. Thanks, Amy!



Complete the conversations.



1. A: Where is my English dictionary?  
 B: Is            in your book bag?  
 A: No, it's            .  
 B: Wait a minute.            it on the desk?  
 A: Yes,            is. Thank you!



2. A:            this my newspaper?  
 B: No,            not.  
     It's my newspaper.  
 A: Sorry.            is my newspaper?  
 B: Is            under your chair?  
 A: Oh, yes, it            . Thanks.



3. A: Where            my glasses?  
 B: Are            in your purse?  
 A: No, they're            .  
 B:            they on your desk?  
 A: Hmm. Yes,            are. Thanks.



4. A:            my pens on  
     your desk?  
 B: No,            not. Sorry.  
 A: Hmm.            are my pens?  
 B:            they in your pocket?  
 A: Let me see. Yes, they            .  
     Thank you!

Complete the sentences. Use the prepositions in the box.

behind     in     in front of     next to     on     under



1. The wallet is in the purse.



2. The chair is \_\_\_\_\_ the desk.



3. The glasses are \_\_\_\_\_ the chair.



4. The cell phone is \_\_\_\_\_ the table.



5. The map is \_\_\_\_\_ the briefcase.



6. The keys are \_\_\_\_\_ the umbrella.



**Where are these things?**

**A** Look at the picture. Write questions and answers about the things in parentheses.



1. A: Where is the briefcase? (briefcase)

B: It's next to the television.

2. A: \_\_\_\_\_ (books)

B: \_\_\_\_\_

3. A: \_\_\_\_\_ (cell phone)

B: \_\_\_\_\_

4. A: \_\_\_\_\_ (keys)

B: \_\_\_\_\_

5. A: \_\_\_\_\_ (camera)

B: \_\_\_\_\_

6. A: \_\_\_\_\_ (sunglasses)

B: \_\_\_\_\_


# Where are you from?

## 1 SNAPSHOT

🎧 Listen and practice.

### The Ten Largest Cities in the World

*(based on population in the metropolitan area)*



Cities	Countries
1. Tokyo	a. Brazil
2. Seoul	b. China
3. Mexico City	c. India
4. New York City	d. Indonesia
5. Mumbai	e. Japan
6. Jakarta	f. Mexico
7. São Paulo	g. South Korea
8. Delhi	h. the U.S.
9. Osaka	
10. Shanghai	

Answers: 1.e 2.g 3.f 4.h 5.c 6.d 7.a 8.c 9.e 10.b  
Source: www.worldatlas.com

Match the cities with the countries. Then check your answers at the bottom of the Snapshot. What other large cities are in each country? What large cities are in your country?

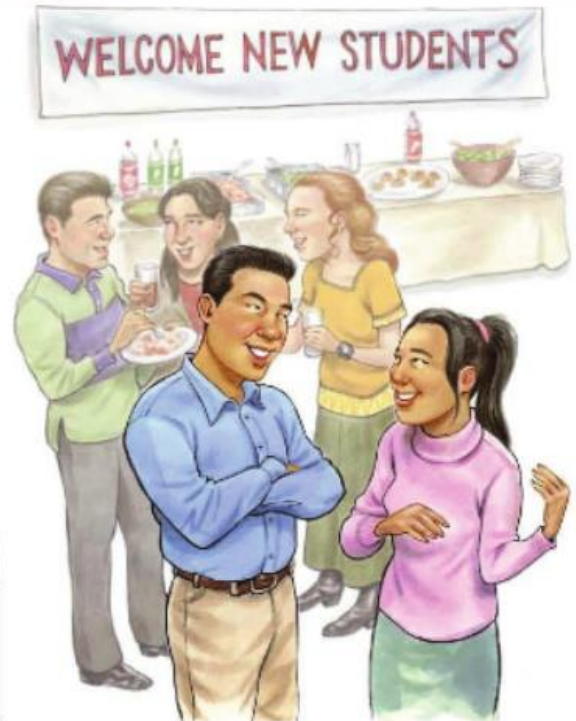
## 2 CONVERSATION Are you from Seoul?

**A** 🎧 Listen and practice.

Tim: Are you from California, Jessica?  
 Jessica: Well, my family is in California now, but we're from South Korea originally.  
 Tim: Oh, my mother is Korean – from Seoul! Are you from Seoul?  
 Jessica: No, we're not. We're from Daejeon.  
 Tim: So is your first language Korean?  
 Jessica: Yes, it is.

**B** 🎧 Listen to Jessica and Tim talk to Tony, Natasha, and Monique. Check (✓) True or False.

	True	False
1. Tony is from Italy.	<input type="checkbox"/>	<input type="checkbox"/>
2. Natasha is from New York.	<input type="checkbox"/>	<input type="checkbox"/>
3. Monique's first language is English.	<input type="checkbox"/>	<input type="checkbox"/>





## 3

## GRAMMAR FOCUS

## Negative statements and yes/no questions with be

**I'm not** from New York.  
**You're not** late.  
**She's not** from Russia.  
**He's not** from Italy.  
**It's not** English.  
**We're not** from Japan.  
**You're not** early.  
**They're not** in Mexico.

We're = We are

**Are you** from California?  
**Am I** early?  
**Is she** from Brazil?  
**Is he** from Chile?  
**Is it** Korean?  
**Are you** from China?  
**Are we** late?  
**Are they** in Canada?

<b>I am.</b>	<b>I'm</b>	<b>not.</b>
<b>you are.</b>	<b>you're</b>	<b>not.</b>
<b>she is.</b>	<b>she's</b>	<b>not.</b>
Yes, <b>he is.</b>	No, <b>he's</b>	<b>not.</b>
<b>it is.</b>	<b>it's</b>	<b>not.</b>
<b>we are.</b>	<b>we're</b>	<b>not.</b>
<b>you are.</b>	<b>you're</b>	<b>not.</b>
<b>they are.</b>	<b>they're</b>	<b>not.</b>

**A** Complete the conversations. Then practice with a partner.

- A: Hiroshi, ~~are~~ you and Maiko from Japan?  
 B: Yes, we .....  
 A: Oh? ..... you from Tokyo?  
 B: No, ..... not. .... from Kyoto.
- A: ..... Laura from the U.S.?  
 B: No, ..... not. She's from the U.K.  
 A: ..... she from London?  
 B: Yes, she ..... But her parents are from Italy. .... not from the U.K. originally.  
 A: ..... Laura's first language Italian?  
 B: No, ..... not. .... English.
- A: ..... Selina and Carlos from Mexico?  
 B: No, ..... not. .... from Brazil.  
 A: ..... you from Brazil, too?  
 B: No, ..... not. I'm from Peru.  
 A: So, ..... your first language Spanish?  
 B: Yes, it .....



**B** Match the questions with the answers. Then practice with a partner.

- |   |   |
|---|---|
| 1. Are you and your family from Canada? <del>is</del> ..... | a. No, he's not. He's from Singapore.   |
| 2. Is your first language English? .....                    | b. Yes, she is. She's from California.  |
| 3. Are you Japanese? .....                                  | c. No, it's not. It's Japanese.         |
| 4. Is Mr. Ho from Hong Kong? .....                          | d. No, we're not. We're from Australia. |
| 5. Is your mother from the U.S.? .....                      | e. Yes, we are. We're from Kyoto.       |

**C PAIR WORK** Write five questions like the ones in part B. Then ask and answer your questions with a partner.

## 1 Negative statements and yes/no questions with *be*

- ▶ Use *be* + *not* to form negative statements: Ana **isn't** a student. (NOT: ~~Ana is no a student.~~)
- ▶ *You* is a singular and a plural pronoun: Are **you** from Rio? Yes, **I** am./Yes, **we** are.

### A Unscramble the words to write negative statements.

1. in California / not / New York City / is  
New York City is not in California. ....
2. London / not / from / we're  
.....
3. not / you and Tim / in my class / are  
.....
4. is / my first language / Spanish / not  
.....
5. from / my mother / not / is / Seoul  
.....
6. my keys / not / are / they  
.....

### B Complete the conversations.

1. A: ..... *Are* ..... you and your family from Mexico?  
B: No, ..... not. .... from Guatemala.
2. A: ..... your first language English?  
B: Yes, it ..... My parents ..... from Australia.
3. A: ..... Kenji and his friend Japanese?  
B: Yes, ..... are. But ..... in the U.S. now.
4. A: ..... my mother and I late?  
B: No, ..... not. .... early!

# 4

## PRONUNCIATION Syllable stress

**A** Listen and practice. Notice the syllable stress.

China	Japan	Canada	Morocco
Turkey	Brazil	Mexico	Malaysia
.....	.....	.....	.....
.....	.....	.....	.....

**B** What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

English	Spanish	Arabic	Korean
Mexican	Honduras	Chinese	Peru

**C GROUP WORK** Are the words in part A countries, nationalities, or languages? Make a chart and add more words. Then check your answers in the appendix at the back of the book.

<u>Countries</u>	<u>Nationalities</u>	<u>Languages</u>
China	Chinese	Chinese
Mexico	Mexican	Spanish

# 5

## WHERE ARE THEY FROM?

**A** Where are these people from? Check (✓) your guesses.



**Penelope Cruz**

- Mexico
- France
- Spain



**Robert Pattinson**

- the U.S.
- the U.K.
- Canada



**Haru Nomura**

- South Korea
- Japan
- China



**Cate Blanchett**

- Australia
- New Zealand
- South Africa



**Javier Hernández**

- Brazil
- Mexico
- Chile

**B PAIR WORK** Compare your guesses. Then check your answers at the bottom of the page.

A: Is Penelope Cruz from Mexico?

B: No, she's not.

A: Is she from France?

Answers: 1. Spain 2. the U.K. 3. Japan 4. Australia 5. Mexico



## 6 CONVERSATION *He's cute.*

🎧 Listen and practice.

Emma: Who's that?

Jill: He's my brother.

Emma: Wow! He's cute. What's his name?

Jill: James. We call him Jim.

Emma: Oh, how old is he?

Jill: He's twenty-one years old.

Emma: What's he like? Is he nice?

Jill: Yes, he is – and he's very smart, too!

Emma: And who's that?

Jill: My sister Tammy. She's only twelve.  
She's the baby of the family.



## 7 NUMBERS AND AGES

A 🎧 Listen and practice.

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

101 one hundred (and) one

102 one hundred (and) two

103 one hundred (and) three

B 🎧 Listen and practice. Notice the word stress.

● ●  
thirteen – thirty

● ●  
fourteen – forty

● ●  
fifteen – fifty

● ●  
sixteen – sixty

C **PAIR WORK** Look at the people in Jill's family for one minute. Then close your books. How old are they? Tell your partner.



A. Helen – 76



B. Howard – 52



C. Jackie – 49



D. Megan – 23



E. Tim and Tom – 14

## Wh-questions with be

**What's your name?**

My name is Jill.

**Where are you from?**

I'm from Canada.

**How are you today?**

I'm just fine.

**Who's that?**

He's my brother.

**How old is he?**

He's twenty-one.

**What's he like?**

He's very nice.

Who's = Who is

**Who are they?**

They're my classmates.

**Where are they from?**

They're from Rio.

**What's Rio like?**

It's very beautiful.

**A** Complete the conversations with Wh-questions. Then practice with a partner.

- A: Look! *Who's that*..... ?  
 B: Oh, he's a new student.  
 A: ..... ?  
 B: I think his name is Ming.  
 A: Ming? ..... ?  
 B: He's from China.
- A: Serhat, ..... ?  
 B: I'm from Turkey – from Istanbul.  
 A: ..... ?  
 B: Istanbul is very old and beautiful.  
 A: ..... ?  
 B: My last name is Erdogan.
- A: Hi, John. .... ?  
 B: I'm just fine. My friend Teresa is here this week – from Argentina.  
 A: Oh, cool. .... ?  
 B: She's really friendly.  
 A: ..... ?  
 B: She's twenty-eight years old.



**B PAIRWORK** Write five Wh-questions about your partner and five Wh-questions about your partner's best friend. Then ask and answer the questions.

Partner

Where are you from?

Partner's best friend

Who's your best friend?



## 2 Wh-questions with be

- ▶ Use *what* to ask about things. Use *where* to ask about places. Use *Who* to ask about people. Use *What ... like?* to ask for a description.
- ▶ Use *how* to ask for a description: **How are you today?** Use *How old* to ask about age: **How old** is he?
- ▶ In answers about age, you can use only the number or the number + *years old*: He's **18**. OR He's **18 years old**.

Complete the questions with *how*, *what*, *where*, or *who*. Then match the questions with the answers.

- |  |  |
|--|--|
| 1. .... <i>Who</i> ..... is that? .... <i>d</i> .... | a. We're from Thailand – from Bangkok. |
| 2. .... is her name? .....                           | b. She's 16.                           |
| 3. .... is she like? .....                           | c. Her name is Nittaya.                |
| 4. .... old is she? .....                            | d. She's my sister.                    |
| 5. .... is your family from? .....                   | e. It's really beautiful.              |
| 6. .... is Bangkok like? .....                       | f. She's a little shy.                 |

## 9 WORD POWER Descriptions

A  Listen and practice.



- |                 |              |            |             |         |
|-----------------|--------------|------------|-------------|---------|
| a. pretty       | d. talkative | g. serious | j. tall     | m. thin |
| b. handsome     | e. quiet     | h. shy     | k. friendly |         |
| c. good-looking | f. funny     | i. short   | l. heavy    |         |



- B PAIR WORK** Complete the chart with words from part A. Add two more words to each list. Then describe your personality and appearance to a partner.

Personality	Appearance
talkative .....	pretty .....
.....	.....
.....	.....

"I'm funny, smart, and very handsome."

## 10 LISTENING *Who's that?*

- 1** Listen to three descriptions. Check (✓) the two correct words for each description.

- |                    |                                    |                                 |                                   |
|--------------------|------------------------------------|---------------------------------|-----------------------------------|
| 1. Elena is . . .  | <input type="checkbox"/> short     | <input type="checkbox"/> pretty | <input type="checkbox"/> friendly |
| 2. Marco is . . .  | <input type="checkbox"/> tall      | <input type="checkbox"/> nice   | <input type="checkbox"/> shy      |
| 3. Andrew is . . . | <input type="checkbox"/> talkative | <input type="checkbox"/> funny  | <input type="checkbox"/> friendly |

## 11 INTERCHANGE 3 *Board game*

Play a board game with your classmates. Go to Interchange 3

## interchange 3 BOARD GAME

**A PAIR WORK** Play the board game. Follow these instructions.

1. Choose a marker. Place it on **Start**.
2. Student A tosses a coin and moves one or two spaces.

"Heads" means move two spaces.  
"Tails" means move one space.



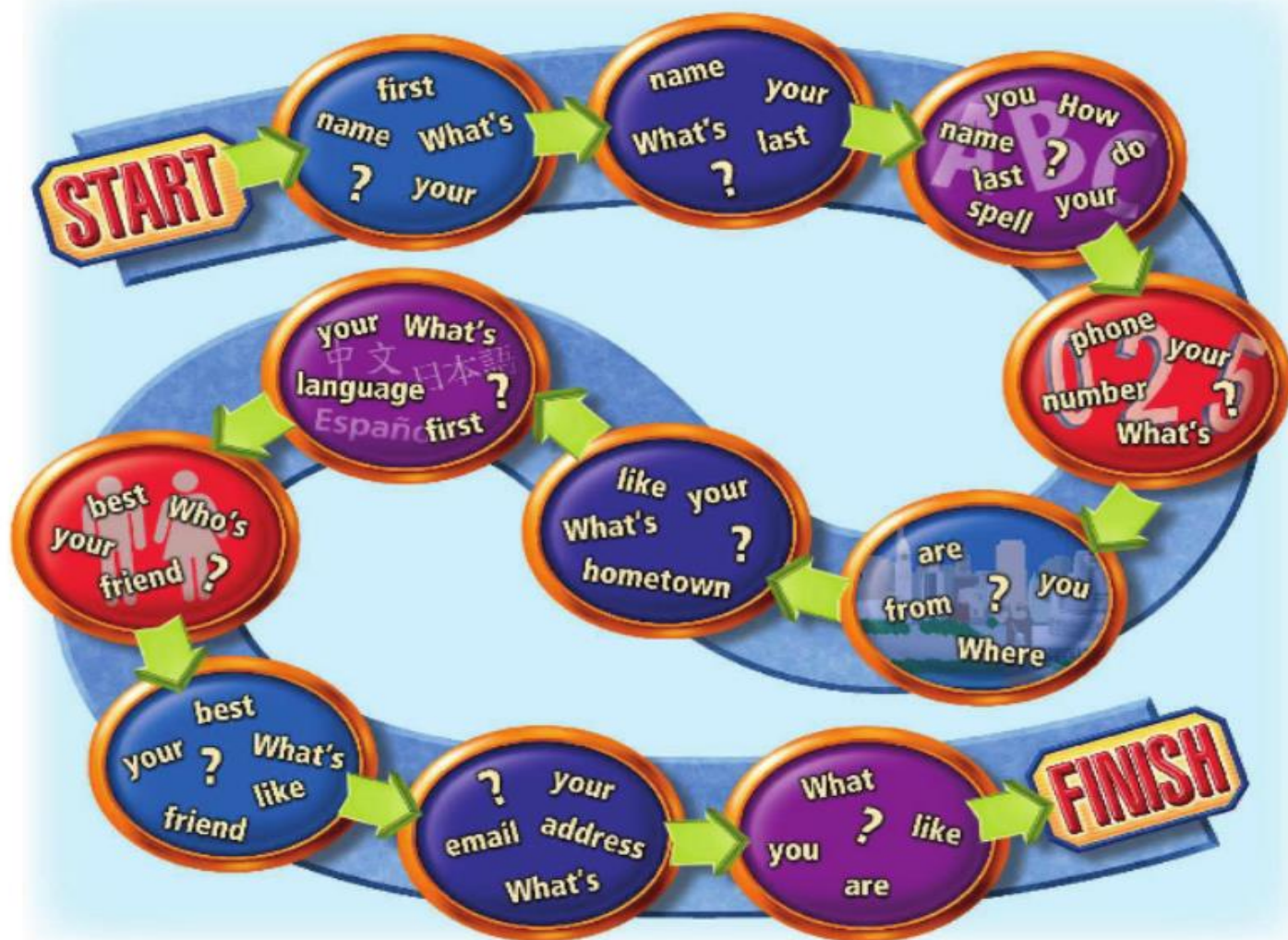
### useful expressions

It's your turn.  
It's my turn.  
I don't know.

3. Student A asks Student B a question with the words in the space.
4. Take turns. Continue until both markers are on **Finish**.

A: It's "heads." I move two spaces. What's your last name?

B: It's Lee. Now it's my turn!



**B CLASS ACTIVITY** Tell the class two things about your partner.

"Ricardo is from Quito. Quito is beautiful and very exciting."


# Progress check

## INTERVIEW

Match the questions with the answers. Then ask and answer the questions with a partner. Answer with your own information.

- |  |                                    |
|--|------------------------------------|
| 1. Are you from Malaysia? ..... <sup>h</sup> | a. It's very beautiful.            |
| 2. Where are you and your family from? ..... | b. Yes, she is.                    |
| 3. What is your hometown like? .....         | c. We're from Mexico.              |
| 4. Is English your first language? .....     | d. My best friend is Kevin.        |
| 5. Who is your best friend? .....            | e. Yes, they are.                  |
| 6. Are your classmates Brazilian? .....      | f. No, it's not. It's Spanish.     |
| 7. How old is your best friend? .....        | g. He's nineteen.                  |
| 8. Is our teacher from the U.S.? .....       | h. No, I'm not. I'm from Thailand. |

## LISTENING *Who's that?*

**A**  Listen to four conversations. Check (✓) the correct description for each person. You will check more than one adjective.

- |           |                               |                                |                                 |                                   |                                    |                                   |
|-----------|-------------------------------|--------------------------------|---------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| 1. Min-ho | <input type="checkbox"/> tall | <input type="checkbox"/> short | <input type="checkbox"/> funny  | <input type="checkbox"/> friendly | <input type="checkbox"/> talkative | <input type="checkbox"/> quiet    |
| 2. Ryan   | <input type="checkbox"/> tall | <input type="checkbox"/> short | <input type="checkbox"/> funny  | <input type="checkbox"/> serious  | <input type="checkbox"/> friendly  | <input type="checkbox"/> shy      |
| 3. Angela | <input type="checkbox"/> thin | <input type="checkbox"/> heavy | <input type="checkbox"/> pretty | <input type="checkbox"/> shy      | <input type="checkbox"/> nice      | <input type="checkbox"/> friendly |
| 4. Helen  | <input type="checkbox"/> thin | <input type="checkbox"/> heavy | <input type="checkbox"/> quiet  | <input type="checkbox"/> shy      | <input type="checkbox"/> serious   | <input type="checkbox"/> funny    |

**B** Write five yes/no questions about the people in part A. Then ask a partner the questions.

Is Min-ho friendly?  
Is Ryan tall?



# Workbook

## Cities and countries

**A** Find and circle these countries in the puzzle.

- |   |                                      |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> Argentina | <input type="checkbox"/> India       |
| <input type="checkbox"/> Brazil               | <input type="checkbox"/> Japan       |
| <input type="checkbox"/> Canada               | <input type="checkbox"/> Mexico      |
| <input type="checkbox"/> China                | <input type="checkbox"/> South Korea |
| <input type="checkbox"/> Colombia             | <input type="checkbox"/> Turkey      |

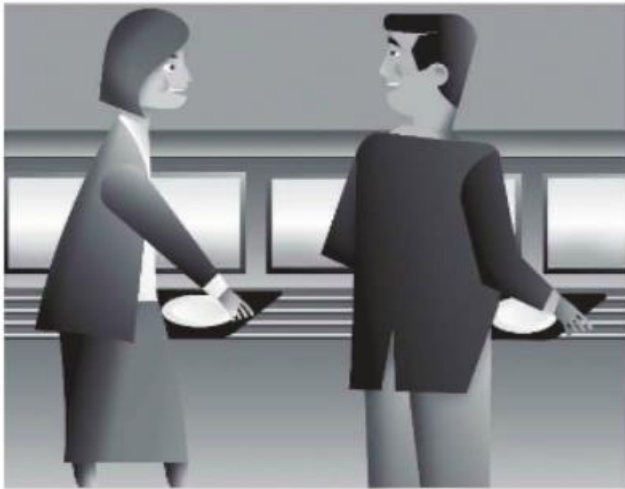


S	C	M	H	P	F	W	F	B	R
M	O	H	C	J	L	V	P	L	O
E	L	U	I	M	E	X	I	C	O
H	O	S	T	N	X	Z	X	J	F
I	M	K	I	H	A	A	P	A	A
D	B	T	U	R	K	E	Y	P	I
D	I	M	B	I	M	O	C	A	N
C	A	N	A	D	A	S	R	N	D
U	E	P	D	K	Q	S	N	E	I
C	A	R	G	E	N	T	I	N	A

**B** Where are these cities? Complete the sentences with the countries in part A.

- Delhi and Mumbai are in India.
- Shanghai \_\_\_\_\_
- Tokyo \_\_\_\_\_
- São Paulo and Rio \_\_\_\_\_
- Seoul and Daejeon \_\_\_\_\_
- Buenos Aires \_\_\_\_\_
- Vancouver and Ottawa \_\_\_\_\_
- Istanbul \_\_\_\_\_

Complete the conversations with am, 'm, are, 're, is, or 's.



1. A: Are you and your family from South Korea?  
 B: No, we \_\_\_\_\_ not.  
 We \_\_\_\_\_ from China.  
 A: Oh, so you \_\_\_\_\_ from China.  
 B: Yes, I \_\_\_\_\_. I \_\_\_\_\_ from Shanghai.



2. A: \_\_\_\_\_ Brazil in Central America, Dad?  
 B: No, it \_\_\_\_\_ not. It \_\_\_\_\_ in South America.  
 A: Oh. \_\_\_\_\_ we from Brazil, Dad?  
 B: Yes, we \_\_\_\_\_. We \_\_\_\_\_ from Brazil originally, but we \_\_\_\_\_ here in the U.S. now.



3. A: \_\_\_\_\_ this your wallet?  
 B: Yes, it \_\_\_\_\_. Thanks.  
 A: And \_\_\_\_\_ these your pictures?  
 B: Yes, they \_\_\_\_\_.  
 A: Well, they \_\_\_\_\_ very nice pictures.  
 B: Thank you!



4. A: \_\_\_\_\_ your English teacher from the U.S.?  
 B: No, she \_\_\_\_\_ not. She \_\_\_\_\_ from Canada. Montreal, Canada.  
 A: \_\_\_\_\_ English her first language?  
 B: No, it \_\_\_\_\_ not. Her first language \_\_\_\_\_ French.

Answer the questions.



1. A: Is he from Brazil?

B: No, he's not. He's from Ireland.



2. A: Are they from India?

B: \_\_\_\_\_



3. A: Is she from Canada?

B: \_\_\_\_\_



4. A: Is she in Mexico?

B: \_\_\_\_\_



5. A: Are they in Jakarta?

B: \_\_\_\_\_



6. A: Are they in Australia?

B: \_\_\_\_\_



### Spell the numbers.

- |                           |              |
|---------------------------|--------------|
| 1. 11 <i>eleven</i> _____ | 6. 13 _____  |
| 2. 15 _____               | 7. 70 _____  |
| 3. 50 _____               | 8. 30 _____  |
| 4. 101 _____              | 9. 19 _____  |
| 5. 24 _____               | 10. 90 _____ |

### Complete the conversations with the correct responses.

- A: Where are they from?  
B: She's from the U.S., and he's from the U.K.
  - She's Gwyneth Paltrow, and he's Chris Martin.
  - She's from the U.S., and he's from the U.K.
- A: Is your first language English?  
B: \_\_\_\_\_
  - No, it's Japan.
  - No, it's Japanese.
- A: What are they like?  
B: \_\_\_\_\_
  - They're very nice.
  - They're in London.
- A: Who's that?  
B: \_\_\_\_\_
  - He's the new math teacher.
  - It's my new cell phone.
- A: Where are Tony and his family?  
B: \_\_\_\_\_
  - They're in the U.S. now.
  - They're from São Paulo.
- A: How old is he now?  
B: \_\_\_\_\_
  - It's twenty-eight.
  - He's twenty-eight.
- A: What's Marrakech like?  
B: \_\_\_\_\_
  - It's in Morocco.
  - It's very interesting.



## Descriptions

**A** Write sentences about the people in the pictures. Use the words in the box.

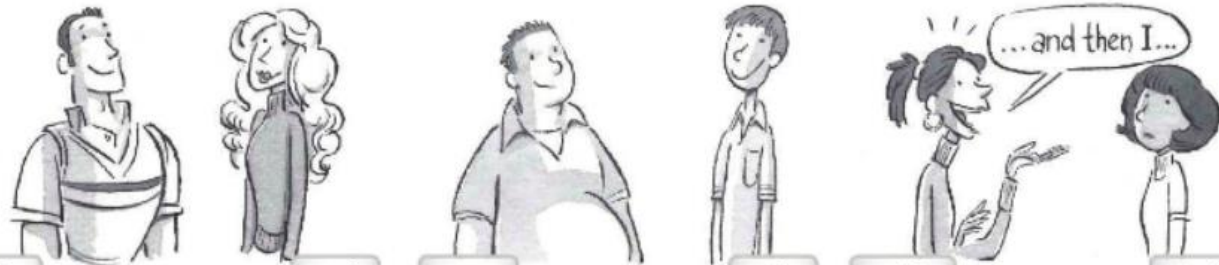


Donna

Margo

<input type="checkbox"/> cute	<input type="checkbox"/> serious
<input checked="" type="checkbox"/> friendly	<input type="checkbox"/> short
<input type="checkbox"/> funny	<input checked="" type="checkbox"/> shy
<input type="checkbox"/> handsome	<input type="checkbox"/> smart
<input type="checkbox"/> heavy	<input type="checkbox"/> talkative
<input type="checkbox"/> pretty	<input type="checkbox"/> tall
<input type="checkbox"/> quiet	<input type="checkbox"/> thin

1. Donna is shy .  
Margo is friendly .



Ike

Barb

Oscar

Felix

Jackie

Cindy

2. Ike is \_\_\_\_\_ . 3. Oscar is \_\_\_\_\_ . 4. Jackie is \_\_\_\_\_ .  
Barb is \_\_\_\_\_ . Felix is \_\_\_\_\_ . Cindy is \_\_\_\_\_ .



Roy

Will

Jeff

Matt

Peggy

Teddy

5. Roy is \_\_\_\_\_ . 6. Jeff is \_\_\_\_\_ . 7. Peggy is \_\_\_\_\_ .  
Will is \_\_\_\_\_ . Matt is \_\_\_\_\_ . Teddy is \_\_\_\_\_ .

**B** Answer the questions.

1. Is Jeff tall? Yes, he is. 5. Are Oscar and Felix male? \_\_\_\_\_  
2. Is Barb pretty? \_\_\_\_\_ 6. Are Margo and Donna old? \_\_\_\_\_  
3. Is Oscar thin? \_\_\_\_\_ 7. Are you talkative? \_\_\_\_\_  
4. Is Margo shy? \_\_\_\_\_ 8. Are you serious? \_\_\_\_\_

**Complete the conversations. Use the words in the boxes.**

- he's       is       what's
- his         not      where

1. A: Connie, what's your boyfriend like?  
B: \_\_\_\_\_ very nice. \_\_\_\_\_ name is Tommy Ho. I call him Tom.  
A: \_\_\_\_\_ is he from? \_\_\_\_\_ he from China?  
B: No, he's \_\_\_\_\_. He's from Singapore.

- are         my         we're
- her         we         what's

2. A: Marco, are you and Rita from Puerto Rico?  
B: Yes, \_\_\_\_\_ are. \_\_\_\_\_ from San Juan.  
A: \_\_\_\_\_ your first language?  
B: \_\_\_\_\_ first language is Spanish, but Rita's first language is English. \_\_\_\_\_ parents \_\_\_\_\_ from New York originally.



**Answer the questions. Use your own information.**

1. Where are you from?  
\_\_\_\_\_
2. What's your first language?  
\_\_\_\_\_
3. How are you today?  
\_\_\_\_\_
4. Where is your teacher from?  
\_\_\_\_\_
5. What is your teacher like?  
\_\_\_\_\_
6. What are you like?  
\_\_\_\_\_



# Whose jeans are these?

## WORD POWER Clothes

A Listen and practice.

CLOTHES FOR WORK		CLOTHES FOR LEISURE	
<p>Labels: tie, shirt, belt, jacket, pants, suit, coat, shoes</p>	<p>Labels: scarf, blouse, skirt, high heels</p>	<p>Labels: hat, sweater, gloves, jeans, boots</p>	<p>Labels: cap, T-shirt, shorts, socks, sneakers</p>
<p>raincoat</p>	<p>dress</p>	<p>pajamas</p>	<p>swimsuits</p>

B Complete the chart with words from part A.

Clothes for warm weather	Clothes for cold weather
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

C **PAIR WORK** Look around the classroom. What clothes do you see? Tell a partner.

"I see jeans, a sweater, boots, and ..."

## COLORS

**A** Listen and practice.



**B GROUP WORK** Ask about favorite colors.

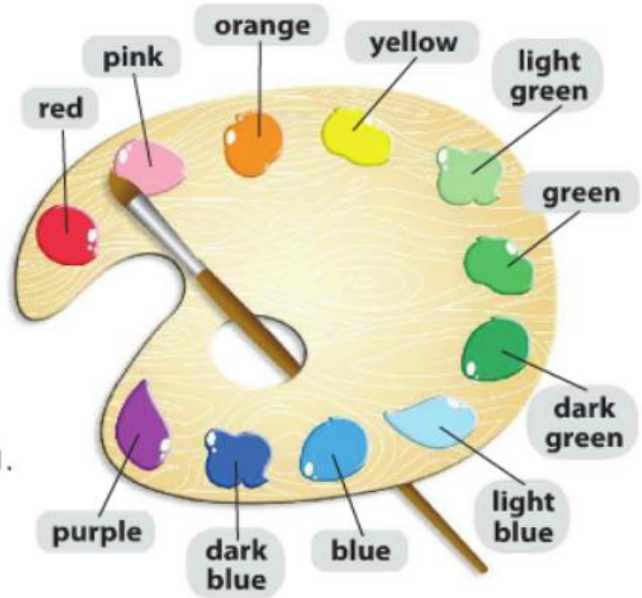
A: What are your favorite colors?

B: My favorite colors are dark green and purple.

**C GROUP WORK** Describe the clothes in Exercise 1.

A: The suit is beige.

B: The pajamas are light blue.



## CONVERSATION *It's a disaster!*

Listen and practice.

- Pat: Great! Our clothes are dry.  
Where is my new blouse?
- Julie: What color is it?
- Pat: It's white.
- Julie: Here's a light blue blouse.  
Is it yours?
- Pat: No, it's not mine. . . . Wait.  
It *is* mine. It's a disaster!
- Julie: Oh, no! *All* our clothes are  
light blue.
- Pat: Here's the problem. It's these  
new blue jeans. Whose  
jeans are these?
- Julie: Uh, they're mine. Sorry.



## PRONUNCIATION *The letters s and sh*

**A** Listen and practice. Notice the pronunciation of **s** and **sh**.

- suit      socks      scarf
- shirt      shorts      shoes

**B** Read the sentences. Pay attention to the pronunciation of **s** and **sh**.

- This is Sandra's new **shirt**.
- These are Sam's purple **shoes**!
- Where are my **shoes** and **socks**?
- My **shorts** and T-**shirts** are blue!

## Possessives

### Adjectives

**my**  
**your**  
These are **his** socks.  
**her**  
**our**  
**their**

### Pronouns

**mine**  
**yours**  
These socks are **his**.  
**hers**  
**ours**  
**theirs**

### Names

**Pat's** blouse /s/  
**Julie's** jeans /z/  
**Rex's** T-shirt /ɪz/  
**Whose** blouse is this? It's **Pat's**.  
**Whose** jeans are these? They're **Julie's**.

**A** Complete the conversations with the correct words in parentheses. Then practice with a partner.

- A: Hey! These aren't .....*our*..... (our / ours) clothes!  
B: You're right. .... (Our / Ours) are over there.
- A: These aren't ..... (my / mine) gloves. Are they ..... (your / yours)?  
B: No, they're not ..... (my / mine). Ask Sally. Maybe they're ..... (her / hers).
- A: ..... (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?  
B: No, they're not ..... (their / theirs) T-shirts. But these socks are ..... (their / theirs). And these shorts are ..... (your / yours).

## 1 Possessives

- ▶ The noun comes after a possessive adjective: This is **my** T-shirt.
- ▶ Don't include the noun after a possessive pronoun: This T-shirt is **mine**.
- ▶ **Whose** can be used with singular and plural nouns: **Whose** bag is this? **Whose** keys are these?

Complete the conversations. Use the words in the boxes. There are two extra words in each box.

his    mine    my    your    yours    ✓ whose

- A: ....*Whose*.... jacket is this? Is it ..... , Phil?  
B: No, it's not ..... . Ask Nick. I think it's .....

her    our    ours    your    yours

- A: These aren't ..... books. Are they ..... ?  
B: No, they're not ..... . Maybe they're Young-min's.

her    hers    their    theirs    whose

- A: ..... sweaters are these? Are they Julie's?  
B: No, they're not ..... sweaters. But these shorts are .....



**B CLASS ACTIVITY** Put one of your things in a box. Then choose a different thing from the box. Go around the class and find the owner.

A: Diego, is this watch yours?  
 B: No, it's not mine. Maybe it's Rex's.

## LISTENING *His shirt is green.*

**A** Listen to someone describe these clothes. Number the pictures from 1 to 6.

Patrick     1 Greg     Alex     Beth     Ana     Grace

**B PAIRWORK** Now talk about the people. What colors are their clothes?

A: What color is Patrick's shirt?  
 B: It's green and white.

Listen and practice.

### Weather and Seasons Around the World

 <b>It's spring in Brazil.</b>  <b>It's warm. It's very sunny.</b> 	 <b>It's summer in South Korea.</b>  <b>It's raining. It's hot and humid.</b> 
 <b>It's fall in the U.S.</b>  <b>It's cool. It's cloudy and windy.</b> 	 <b>It's winter in Russia.</b>  <b>It's snowing. It's very cold.</b> 

Source: Yahoo! Travel

What season is it now?  
 What's the weather like today?  
 What's your favorite season?

## CONVERSATION *It's really cold!*

🎧 Listen and practice.

Pat: Oh, no!  
 Julie: What's the matter?  
 Pat: It's snowing! And it's windy, so it's really cold.  
 Julie: Are you wearing your gloves?  
 Pat: No, I'm not. They're at home.  
 Julie: What about your scarf?  
 Pat: It's at home, too.  
 Julie: Well, you're wearing your coat.  
 Pat: But my coat isn't very warm. And I'm not wearing boots!  
 Julie: Let's take a taxi.  
 Pat: Good idea!



## GRAMMAR FOCUS 🔄

### Present continuous statements; conjunctions 🎧

I'm	I'm not	OR:	
You're	You're not	You aren't	
She's wearing shoes.	She's not	She isn't wearing boots.	
We're	We're not	We aren't	
They're	They're not	They aren't	
It's snowing.	It's not	It isn't raining.	

### Conjunctions

It's snowing,  
**and** it's windy.  
 It's sunny,  
**but** it's cold.  
 It's windy,  
**so** it's very cold.

## 2 Present continuous statements; conjunctions

- ▶ The present continuous is the present of *be* + verb + *-ing*: **It's raining.**  
**She's wearing shoes.**
- ▶ The two negative contractions mean the same: **He's not/He isn't** wearing a coat. **We're not/We aren't** wearing gloves.

Change the affirmative sentences to negative sentences. Change the negative sentences to affirmative sentences.

1. Mr. and Mrs. Lee are wearing hats. Mr. and Mrs. Lee aren't wearing hats.
2. It isn't raining. ....
3. I'm wearing sunglasses. ....
4. You're wearing a new suit. ....
5. Michiko isn't wearing gloves. ....



**A** Complete these sentences. Then compare with a partner.



My name is Claire. I am wearing ..... a green suit today. I ..... high heels, too. It's raining, but I ..... a raincoat.



It's very hot today. Toshi and Noriko ..... shorts and T-shirts. It's really sunny, so they ..... sunglasses.



Phil ..... a suit today – he ..... pants and a jacket. He ..... a light blue shirt, but he ..... a tie.



It's cold today, but Kathy ..... a coat. She ..... gloves and a hat. She ..... boots. She ..... sneakers.



## Present continuous yes/no questions

<b>Are you wearing</b> gloves?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
<b>Is she wearing</b> boots?	Yes, she <b>is</b> .	No, she's <b>not</b> ./No, she <b>isn't</b> .
<b>Are they wearing</b> sunglasses?	Yes, they <b>are</b> .	No, they're <b>not</b> ./No, they <b>aren't</b> .

**B PAIR WORK** Ask and answer these questions about the people in part A. ↻

- |  |                                      |
|--|--------------------------------------|
| 1. Is Claire wearing a green suit?         | 7. Is Phil wearing brown pants?      |
| 2. Is she wearing a raincoat?              | 8. Is he wearing a blue shirt?       |
| 3. Is she wearing high heels?              | 9. Is he wearing a tie?              |
| 4. Are Toshi and Noriko wearing swimsuits? | 10. Is Kathy wearing boots?          |
| 5. Are they wearing jackets?               | 11. Is she wearing a coat?           |
| 6. Are they wearing sunglasses?            | 12. Is she wearing a hat and gloves? |

A: Is Claire wearing a green suit?  
 B: Yes, she is. Is she wearing a raincoat?  
 A: No, she's not. OR No, she isn't.

### adjective + noun

My suit is black.  
 I'm wearing a **black suit**.

**C** Write four more questions about the people in part A. Then ask a partner the questions.


### 3 Present continuous yes/no questions; adjective + noun

- ▶ In questions, the present continuous is *be* + subject + verb + *-ing*: **Is it raining?**  
**Are you wearing** brown shoes?
- ▶ Adjectives can come before nouns or after the verb *be*: He's wearing a **blue hat**.  
 His hat **is blue**.
- ▶ Adjectives don't have a plural form: a **green hat**; two **green hats**

Write questions using the words in parentheses. Then complete the responses.

- |   |                                |
|---|--------------------------------|
| 1. A: <u>Is he wearing a gray suit?</u> (wear, gray suit) | 3. A: ..... (wear, sunglasses) |
| B: No, he .....   | B: Yes, I .....                |
| 2. A: ..... (wear, brown boots)                           | 4. A: ..... (rain)             |
| B: No, we .....   | B: Yes, it .....               |

## LISTENING *He's wearing a T-shirt!*

**A**  Listen. Write the names **Bruce, Beth, Jon, Anita,** and **Nick** in the correct boxes.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Bruce
----------------------	----------------------	----------------------	----------------------	-------

**B GROUP WORK** Ask questions about the people in the picture.

A: Is Bruce wearing a light brown jacket?

B: Yes, he is.

C: Is he wearing a tie?

**C GROUP WORK** Write five questions about your classmates. Then ask and answer the questions.

Are Sonia and Paulo wearing jeans?  
Is Paulo wearing a red shirt?



## INTERCHANGE 4 *Celebrity fashions*

What are your favorite celebrities wearing? Go to Interchange 4



## Interchange 4 CELEBRITY FASHIONS

**GROUP WORK** Take turns. Describe the people at the party. Don't say the person's name. Your classmates guess the person.

A: He's wearing blue jeans, a yellow shirt, and a black jacket. Who is it?

B: Is it Daniel Radcliffe?

A: No, it isn't.

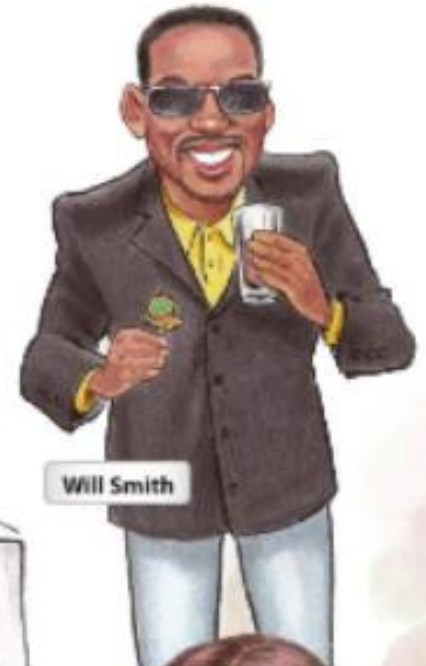
C: Is it Will Smith?

A: That's right.

B: They're wearing dresses. Who are they?

C: Are they Sandra Bullock and Cameron Diaz?

B: That's right.



Will Smith



Daniel Radcliffe

Sandra Bullock

David Beckham

Kristen Stewart

Cameron Diaz

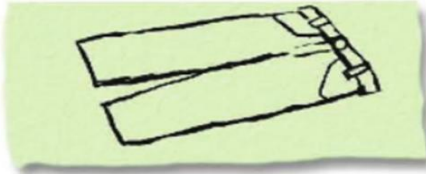
Penelope Cruz



# Progress check

## WHOSE CLOTHES ARE THESE?

**CLASS ACTIVITY** Draw three pictures of clothes on different pieces of paper. Then put the papers in a bag. Take three different papers, go around the class, and find the owners.



A: Gina, is this your cap?  
B: No, it's not mine. Maybe it's Emi's.

A: Young-woo, are these your pants?  
B: Yes, they're mine. Thanks!

## MY FAVORITE THINGS

**A** Write your favorite things in the chart. Then ask a partner about his or her favorite things. Write them in the chart.

Favorite	Me	My partner
1. season	.....	.....
2. color	.....	.....
3. clothes	.....	.....

**B** Compare answers. What's the same? What's different? Write sentences.

Summer is my favorite season, and it's Kyle's favorite season. That's the same.  
My favorite color is blue, but Kyle's favorite color is brown, so that's different.

## GUESS THE CLASSMATE

**GROUP WORK** Think of a student in the class. Your classmates ask yes/no questions to guess the student.

A: I'm thinking of a student in this class.  
B: Is it a man?  
A: Yes, it is.  
C: Is he short?  
A: No, he isn't.  
D: Is he wearing blue jeans?



# Workbook

Label the clothes. Use the words in the box.

- |                                 |                                     |   |                                 |                                   |                                   |
|---------------------------------|-------------------------------------|---|---------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> belt   | <input type="checkbox"/> cap        | <input type="checkbox"/> jacket           | <input type="checkbox"/> shorts | <input type="checkbox"/> sneakers | <input type="checkbox"/> swimsuit |
| <input type="checkbox"/> blouse | <input type="checkbox"/> high heels | <input checked="" type="checkbox"/> scarf | <input type="checkbox"/> skirt  | <input type="checkbox"/> socks    | <input type="checkbox"/> T-shirt  |



What clothes don't belong? Check (✓) the things.

For work	For leisure	For cold weather	For warm weather
<input type="checkbox"/> shirt	<input type="checkbox"/> T-shirt	<input type="checkbox"/> boots	<input type="checkbox"/> swimsuit
<input checked="" type="checkbox"/> shorts	<input type="checkbox"/> shorts	<input type="checkbox"/> scarf	<input type="checkbox"/> T-shirt
<input type="checkbox"/> tie	<input type="checkbox"/> suit	<input type="checkbox"/> shorts	<input type="checkbox"/> boots
<input type="checkbox"/> belt	<input type="checkbox"/> sneakers	<input type="checkbox"/> pants	<input type="checkbox"/> sneakers
<input checked="" type="checkbox"/> swimsuit	<input type="checkbox"/> jeans	<input type="checkbox"/> sweater	<input type="checkbox"/> shorts
<input type="checkbox"/> shoes	<input type="checkbox"/> gloves	<input type="checkbox"/> gloves	<input type="checkbox"/> sweater
<input type="checkbox"/> jacket	<input type="checkbox"/> high heels	<input type="checkbox"/> T-shirt	<input type="checkbox"/> cap

What things in your classroom are these colors? Write sentences.

light blue   black   green   pink   red   yellow  
dark blue   gray   orange   purple   white   brown

1. My desk is brown.
2. Celia's bag is purple.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





**Whose clothes are these?**



Tiffany



Jade



Daniel

**A** Complete the conversations.



1. A: Whose hat is this \_\_\_\_\_ ? 2. A: Whose \_\_\_\_\_ ? 3. A: Whose \_\_\_\_\_ ?  
 B: It's Daniel's \_\_\_\_\_ . B: \_\_\_\_\_ . B: \_\_\_\_\_ .



4. A: Whose \_\_\_\_\_ ? 5. A: Whose \_\_\_\_\_ ? 6. A: Whose \_\_\_\_\_ ?  
 B: \_\_\_\_\_ . B: \_\_\_\_\_ . B: \_\_\_\_\_ .

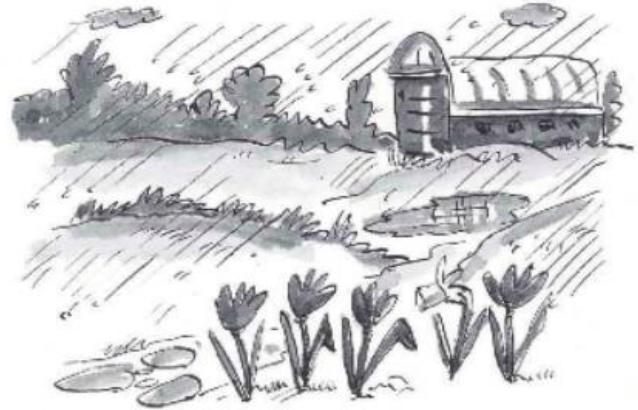
**B** Complete the conversations with the correct words in parentheses.

- A: Whose (Whose / His) T-shirt is this? Is it Lisa's?  
 B: No, it's not \_\_\_\_\_ (her / hers). It's \_\_\_\_\_ (my / mine).
- A: Are these \_\_\_\_\_ (your / yours) jeans?  
 B: No, they aren't \_\_\_\_\_ (my / mine) jeans. Let's ask Keith.  
 I think they're \_\_\_\_\_ (his / he's).
- A: Are these Annie's and Jennifer's socks?  
 B: No, they aren't \_\_\_\_\_ (their / theirs). They're \_\_\_\_\_ (your / yours).  
 A: I don't think so. These socks are white, and \_\_\_\_\_ (my / mine) are blue.

What season is it? How is the weather? Write two sentences about each picture.



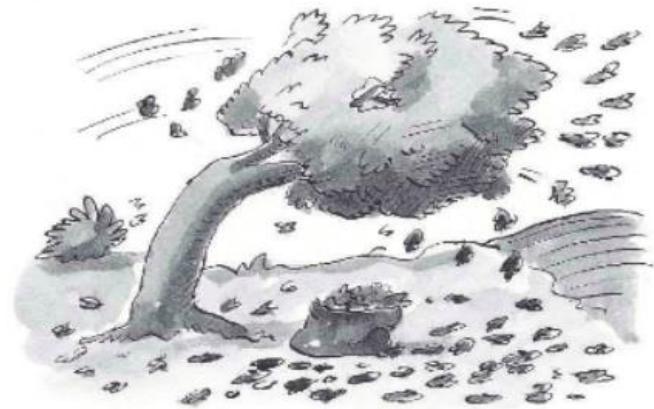
1. It's winter.  
It's very cold.



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



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



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



5. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_

## Waiting for the bus

**A** Write sentences. Use the words in parentheses.



1. Hugo is wearing a tie. (tie)
2. Todd and Alicia are wearing boots. (boots)
3. \_\_\_\_\_ (T-shirt)
4. \_\_\_\_\_ (skirt)
5. \_\_\_\_\_ (dress)
6. \_\_\_\_\_ (sneakers)
7. \_\_\_\_\_ (scarf)
8. \_\_\_\_\_ (hats)

**B** Correct the false sentences.

1. Chul-woo is wearing jeans.  
No, he isn't. / No, he's not. He's wearing shorts.
2. Maggie and Hugo are wearing raincoats.  
\_\_\_\_\_
3. Alicia is wearing a skirt.  
\_\_\_\_\_
4. Maya is wearing pajamas.  
\_\_\_\_\_
5. Alicia and Maggie are wearing T-shirts.  
\_\_\_\_\_
6. Todd and Hugo are wearing shorts.  
\_\_\_\_\_



**Complete the sentences.**



1. My name's Jane. I 'm wearing \_\_\_\_\_  
a T-shirt and shorts. I \_\_\_\_\_  
sneakers, too. It \_\_\_\_\_ raining,  
but I \_\_\_\_\_ a raincoat.

2. It \_\_\_\_\_ snowing, but Amy  
\_\_\_\_\_ boots – she \_\_\_\_\_  
high heels. She \_\_\_\_\_ gloves, and  
she \_\_\_\_\_ a hat.



3. It's very hot. Tom and Sue \_\_\_\_\_  
sweaters today. They \_\_\_\_\_ pants.  
It's sunny, so Sue \_\_\_\_\_ a hat,  
and Tom \_\_\_\_\_ sunglasses.



4. Roger \_\_\_\_\_ a suit.  
He \_\_\_\_\_ a belt, but  
he \_\_\_\_\_ a tie.  
He \_\_\_\_\_ shoes and socks.  
It's very windy.

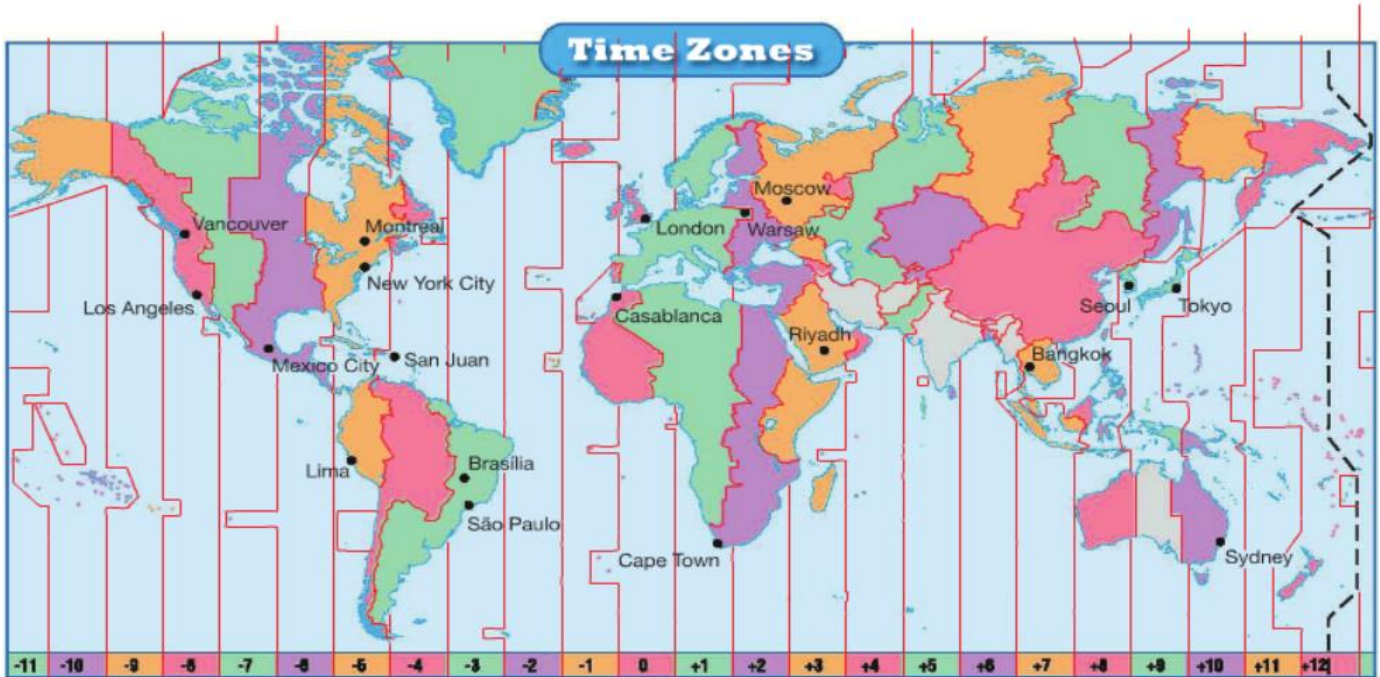
**Complete these sentences with and, but, or so.**

1. He's wearing jeans and sneakers, and he's wearing a T-shirt.
2. It's very cold outside, \_\_\_\_\_ I'm not wearing a coat.
3. Her skirt is blue, \_\_\_\_\_ her blouse is blue, too.
4. It's raining, \_\_\_\_\_ I need an umbrella.
5. He's wearing an expensive suit, \_\_\_\_\_ he's wearing sneakers.
6. It's summer and it's very sunny, \_\_\_\_\_ it's hot.

# What are you doing?

## SNAPSHOT

🎧 Listen and practice.

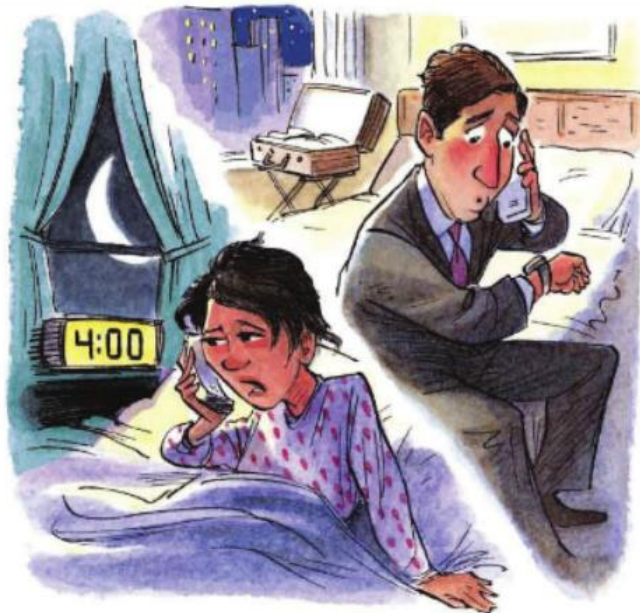


Which cities are in the same time zones?  
Which cities are in your time zone?

## CONVERSATION What time is it there?

🎧 Listen and practice.

Debbie: Hello?  
John: Hi, Debbie. This is John.  
I'm calling from Australia.  
Debbie: Australia?  
John: I'm at a conference in Sydney.  
Remember?  
Debbie: Oh, right. What time is it there?  
John: It's 10:00 P.M. And it's four o'clock  
there in Los Angeles. Right?  
Debbie: Yes – four o'clock in the morning!  
John: 4:00 A.M.? Oh, I'm really sorry.  
Debbie: That's OK. I'm awake . . . now.





# GRAMMAR FOCUS

## What time is it?



It's one **o'clock**.



It's one-oh-five.  
It's five **after** one.



It's one-fifteen.  
It's **a quarter after** one.



It's one-thirty.

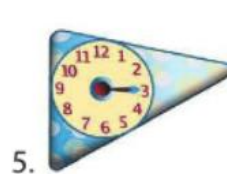


It's one-forty.  
It's twenty **to** two.



It's one forty-five.  
It's **a quarter to** two.

## A PAIR WORK Look at these clocks. What time is it?



A: What time is it?

B: It's twenty after two. OR It's two-twenty.

## Is it A.M. OR P.M.?



It's seven (o'clock)  
**in the morning.**  
It's 7:00 **A.M.**



It's twelve (o'clock).  
It's 12:00 **P.M.**  
It's **noon.**



It's four (o'clock)  
**in the afternoon.**  
It's 4:00 **P.M.**



It's seven (o'clock)  
**in the evening.**  
It's 7:00 **P.M.**



It's ten (o'clock) **at night.**  
It's 10:00 **P.M.**



It's twelve (o'clock) **at night.**  
It's 12:00 **A.M.**  
It's **midnight.**



## 1 What time is it? / Is it A.M. or P.M.?

▶ Remember: you can say times different ways: 1:15 = *one-fifteen* OR *a quarter after one*.

Write each sentence in a different way.

1. It's a quarter to four. *It's three forty-five* .....
2. It's 12:00 P.M. *It's noon* .....
3. It's six-fifteen. ....
4. It's ten o'clock at night. ....
5. It's three-oh-five. ....
6. It's twenty-five to eleven. ....
7. It's one o'clock in the morning. ....
8. It's midnight. ....

## B PAIR WORK Say each time a different way.

1. It's nine o'clock in the evening. *"It's 9:00 P.M."*
2. It's eight o'clock in the morning.
3. It's twelve o'clock at night.
4. It's three in the afternoon.
5. It's 3:00 A.M.
6. It's 6:00 P.M.
7. It's 4:00 P.M.
8. It's 12:00 P.M.

## LISTENING It's 4:00 P.M. in Vancouver.



▶ Tracy and Eric are calling friends in different parts of the world. Listen. What time is it in these cities?

City	Time
Vancouver	<i>4:00 p.m.</i> .....
Bangkok	.....
London	.....
Tokyo	.....
São Paulo	.....

## CONVERSATION *I'm really hungry!*

🎧 Listen and practice.

Steve: Hi, Mom.

Mom: What are you doing, Steve?

Steve: I'm cooking.

Mom: Why are you cooking now?

It's two o'clock in the morning!

Steve: Well, I'm really hungry!

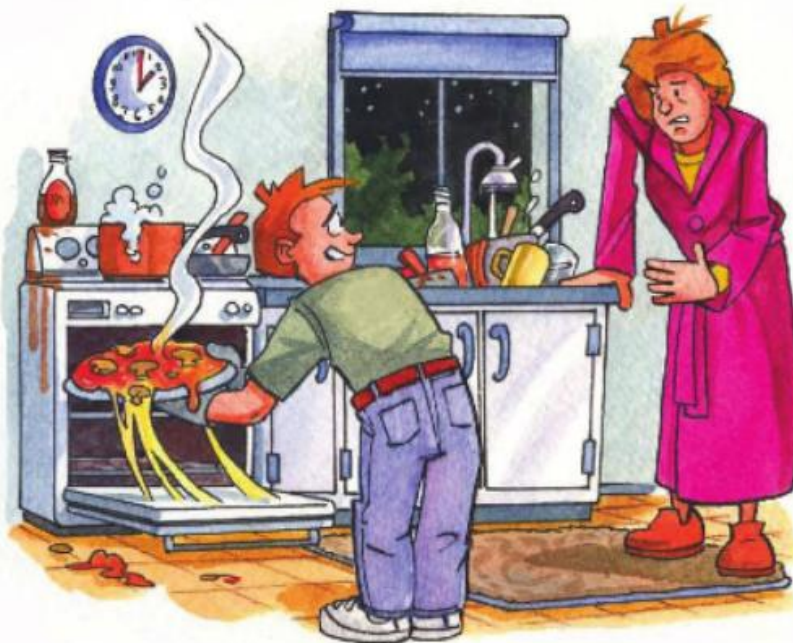
Mom: What are you making?

Steve: Pizza.

Mom: Oh? What kind?

Steve: Cheese and mushroom.

Mom: That's my favorite! Now I'm getting hungry. Let's eat!



## PRONUNCIATION *Rising and falling intonation*

**A** 🎧 Listen and practice. Notice the intonation of the yes/no and Wh-questions.

Is she getting up?  
Are they sleeping?

What's she doing?  
What are they doing?

**B** 🎧 Listen to the questions. Draw a rising arrow (↗) for rising intonation and a falling arrow (↘) for falling intonation.

1. ...↗ 2. .... 3. .... 4. .... 5. .... 6. ....



## GRAMMAR FOCUS Present continuous Wh-questions



Los Angeles 4:00 A.M.

**What's Victoria doing?**  
She's **sleeping** right now.



Mexico City 6:00 A.M.

**What's Marcos doing?**  
It's 6:00 A.M., so he's **getting up**.



New York City 7:00 A.M.

**What are Sue and Tom doing?**  
They're **having** breakfast.



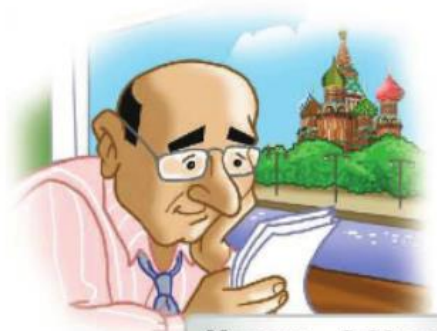
Brasília 9:00 A.M.

**What's Célia doing?**  
She's **going** to work.



London 12:00 noon

**What are Jim and Ann doing?**  
It's noon, so they're **eating** lunch.



Moscow 3:00 P.M.

**What's Andrei doing?**  
He's **working**.



Bangkok 7:00 P.M.

**What's Permsak doing?**  
He's **eating** dinner right now.



Tokyo 9:00 P.M.

**What's Hiroshi doing?**  
He's **checking** his email.



Your city 00:00

**What are you doing?**  
It's . . . I'm . . .



**A PAIRWORK** Ask and answer the questions about the pictures.

1. Who's sleeping now?
2. Who's having breakfast?
3. Where's Andrei working?
4. Where's Hiroshi checking his email?
5. What's Célia wearing?
6. What's Marcos wearing?
7. Why is Marcos getting up?
8. Why are Jim and Ann having lunch?

spelling	
sleep	→ sleeping
get	→ getting (+ t)
have	→ having (- e)

**B GROUPWORK** Write five more questions about the pictures. Then ask and answer your questions in groups.

## 2 Present continuous Wh-questions

- ▶ Use the present continuous to talk about actions that are happening right now: What **are** you **doing**? I'm **talking** to you!
- ▶ In questions, the *be* verb comes before the subject: What **are** you doing?
- ▶ To form the continuous of verbs ending in *-e*, drop the *e* and add *-ing*:  
have → having.
- ▶ For verbs ending in vowel + consonant, double the consonant and add *-ing*:  
get → getting.

What are the people doing? Write conversations. Use the words in parentheses.

1. A: What's Steve doing? ..... (Steve)  
B: He's watching TV. ..... (watch TV)
2. A: ..... (Jon and Megan)  
B: ..... (take a walk)
3. A: ..... (you)  
B: ..... (write conversations)
4. A: ..... (Chris)  
B: ..... (call Ashley)
5. A: ..... (you and Taylor)  
B: ..... (shop)
6. A: ..... (Sara)  
B: ..... (have dinner)
7. A: ..... (Victor and Sam)  
B: ..... (run in the park)
8. A: ..... (you and Paulo)  
B: ..... (chat online)

## WORD POWER Activities

**A**  Listen and practice. "She's playing tennis."



play tennis



ride a bike



run



swim



take a walk



dance



drive



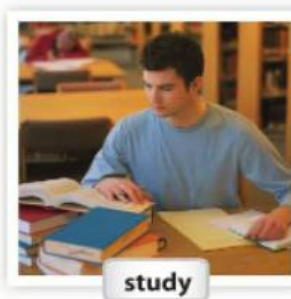
watch a movie



shop



read



study



watch television

**B PAIRWORK** Ask and answer questions about the pictures in part A.

A: Is she playing soccer?

B: No, she's not.

A: What's she doing?

B: She's playing tennis.

**C**  What's Mary doing? Listen to the sounds and number the actions from 1 to 8.

dancing

eating dinner

riding a bike

swimming

1 driving

playing tennis

shopping

watching television

## INTERCHANGE 5 What's wrong with this picture?

What's wrong with this picture?



interchange 5

WHAT'S WRONG WITH THIS PICTURE?

GROUP WORK What's wrong with this picture? Tell your classmates.

"Ellen is swimming, but she's wearing high heels and a hat!"





## Friends Across a Continent

Skim the conversation. Write the name of the correct person under each picture.

Meg Martin and Kathy O'Brien chat online almost every day. Meg is an exchange student from the U.S. She's studying in Mexico. Kathy is in the U.S.

- megm: Hi, there!
- kathyo: Hi, Meg!
- megm: What are you doing?
- kathyo: I'm sitting on my bed with my laptop. I'm doing my homework.
- megm: What are you working on?
- kathyo: I'm writing an essay for Spanish class. :) Where are you?
- megm: I'm in a café with my friend Carmen. I'm having coffee, and she's talking on the phone outside. How is your family?
- kathyo: They're all fine! My father's watching a baseball game with his friends. My mother is out shopping.
- megm: Where's your brother?
- kathyo: John's playing soccer in the park. Oh, wait. My phone is ringing. My mother's calling me. I have to go! Bye!
- megm: OK! Bye!



**A** Read the conversation. Who is doing these things? Complete the sentences.

1. .... is writing an essay.
2. .... is having coffee.
3. .... is talking on the phone.
4. .... is watching a baseball game.
5. .... is shopping.
6. .... is playing soccer.

**B PAIRWORK** Imagine you are texting or chatting online. Where are you? Who are you communicating with? Write a short conversation.

# Progress check

## LISTENING *Around the world*

🎧 It's 9 A.M. in Los Angeles. Vanessa is calling friends around the world. Listen to the conversations and complete the chart.

	City	Time	Activity
1. Sarah	New York	.....	.....
2. Manuel	.....	.....	.....
3. Bob	.....	.....	.....

## ON VACATION

*Student A:* Imagine your classmates are on vacation. Student B calls you. Ask questions about your classmates.

*Student B:* Imagine you are on vacation with your classmates. Call Student A. Answer Student A's questions about your classmates.

A: Hello?

B: Hi, it's . . . I'm on vacation in . . .

A: In . . . ? Wow! What are you doing?

B: . . .

A: Who are you with?

B: . . .

A: What's he/she doing?

B: . . .

A: Well, have fun. Bye!







What time is it? Use the sentences in the box.

- It's five-oh-five.     
 It's twenty after nine.     
 It's ten to eight.
- It's a quarter after one.     
 It's eight after six.     
 It's a quarter to three.



1. It's twenty after nine.



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



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



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



5. \_\_\_\_\_



6. \_\_\_\_\_

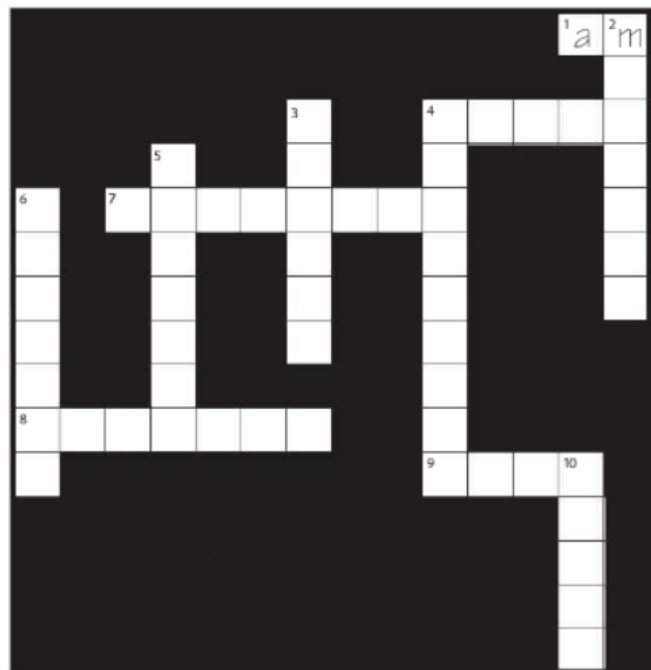
Complete the crossword puzzle. Write each time a different way.

**Across (→)**

- 1** It's five in the morning. It's five \_\_\_\_\_.  
**4** It's 4:15. It's a quarter \_\_\_\_\_ four.  
**7** It's twelve A.M. It's \_\_\_\_\_.  
**8** It's 8:00 P.M. It's eight in the \_\_\_\_\_.  
**9** It's twelve P.M. It's \_\_\_\_\_.

**Down (↓)**

- 2** It's 7:00 A.M. It's seven in the \_\_\_\_\_.  
**3** It's 3:30. It's three- \_\_\_\_\_.  
**4** It's 4:00 P.M. It's four in the \_\_\_\_\_.  
**5** It's 1:15. It's one- \_\_\_\_\_.  
**6** It's 3:45. It's a \_\_\_\_\_ to four.  
**10** It's 11:00 P.M. It's eleven at \_\_\_\_\_.



What are these people doing? Write sentences. Use the words in the box.

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="checkbox"/> dance             | <input type="checkbox"/> read a book | <input checked="" type="checkbox"/> sleep |
| <input type="checkbox"/> drive             | <input type="checkbox"/> ride a bike | <input type="checkbox"/> swim             |
| <input type="checkbox"/> play a video game | <input type="checkbox"/> shop        | <input type="checkbox"/> take a walk      |



1. She's sleeping.



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



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



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



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

Answer these questions.



1. Is Debbie getting up?

No, she's not. She's sleeping.



2. Are Kelly and Tony taking a walk?

No, they're not. They're shopping.



3. Are Dan and Megan studying?

\_\_\_\_\_



4. Is Carmen driving a car?

\_\_\_\_\_



5. Is Bill playing tennis?

\_\_\_\_\_



6. Is Michiko checking her email?

\_\_\_\_\_



7. Is Claire watching television?

\_\_\_\_\_

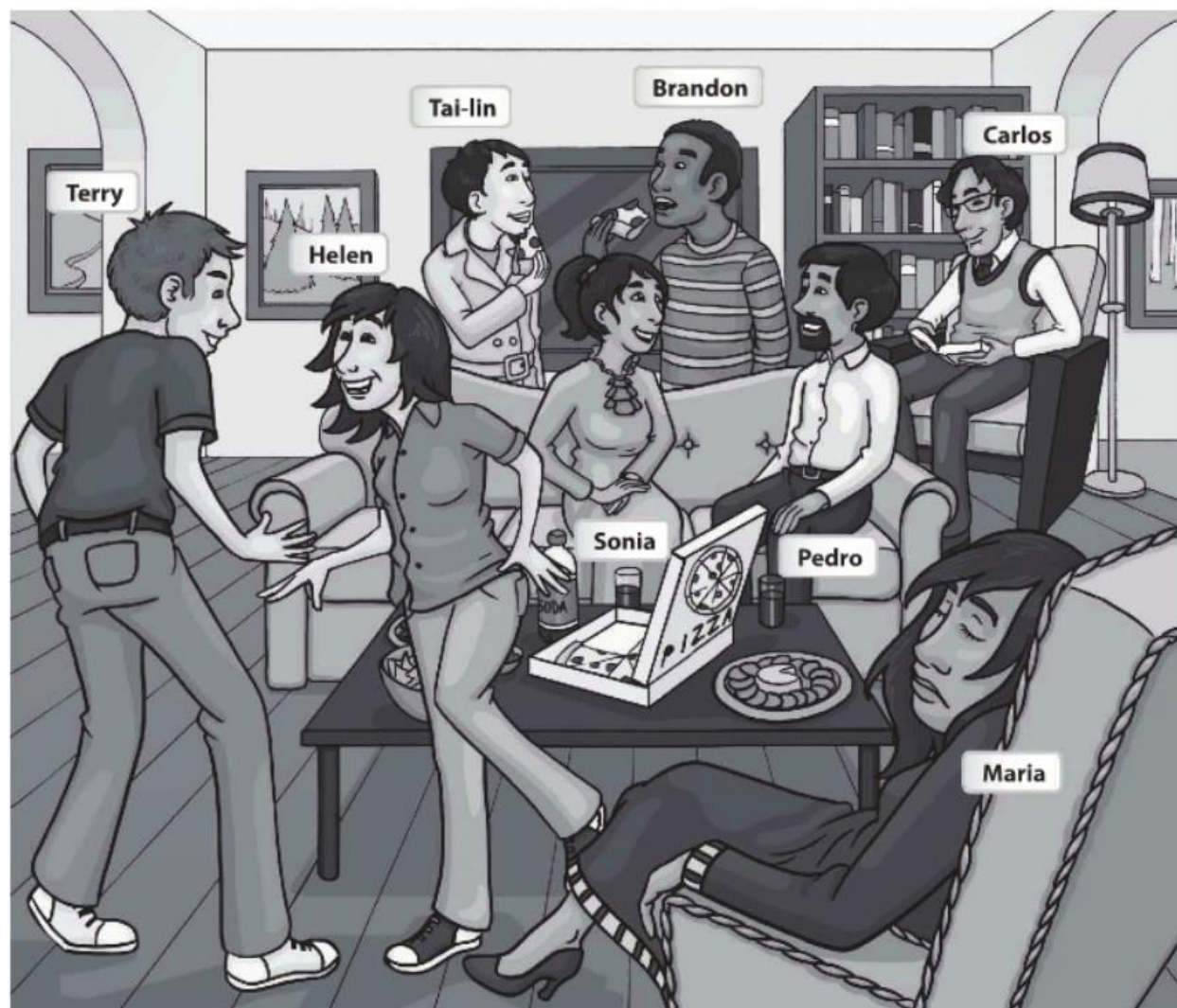


8. What about you? Are you sleeping?

\_\_\_\_\_



Write questions about these people. Use the words in parentheses.  
Then answer the questions.



1. A: Is Terry wearing shorts?  
(Terry / wear shorts)

B: No, he's not. He's wearing jeans.

2. A: \_\_\_\_\_  
(Tai-lin / wear a raincoat)

B: \_\_\_\_\_

3. A: \_\_\_\_\_  
(Maria / talk on the phone)

B: \_\_\_\_\_

4. A: \_\_\_\_\_  
(Terry and Helen / eat)

B: \_\_\_\_\_

5. A: \_\_\_\_\_  
(Pedro and Sonia / watch television)

B: \_\_\_\_\_

6. A: \_\_\_\_\_  
(Tai-lin and Brandon / eat pizza)

B: \_\_\_\_\_

7. A: \_\_\_\_\_  
(Carlos / chat online)

B: \_\_\_\_\_

8. A: \_\_\_\_\_  
(Maria / wear boots)

B: \_\_\_\_\_

**Write questions and answers. Use What + doing and the words in parentheses.**

1. A: What are you and Ricky doing? (you and Ricky)  
B: We're eating pizza. (eat pizza)
2. A: What's Michael doing? (Michael)  
B: He's cooking dinner. (cook dinner)
3. A: \_\_\_\_\_ (Ron and Lucy)  
B: \_\_\_\_\_ (take a walk)
4. A: \_\_\_\_\_ (Julie)  
B: \_\_\_\_\_ (get up)
5. A: \_\_\_\_\_ (Mary)  
B: \_\_\_\_\_ (shop)
6. A: \_\_\_\_\_ (Belle and Hank)  
B: \_\_\_\_\_ (watch a movie)
7. A: \_\_\_\_\_ (Steven)  
B: \_\_\_\_\_ (study math)
8. A: \_\_\_\_\_ (you)  
B: \_\_\_\_\_ (study English)
9. A: \_\_\_\_\_ (you and Emma)  
B: \_\_\_\_\_ (have lunch)
10. A: \_\_\_\_\_ (I)  
B: \_\_\_\_\_ (finish this exercise)



**What are you doing? What are your friends doing? Write sentences.**









1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# My sister works downtown

## SNAPSHOT

▶ Listen and practice.

### Transportation in the U.S. The Top Eight Ways to Get to Work

1. drive 	2. walk 	3. take the bus 	4. take the subway 
5. take the train 	6. ride a bike 	7. take a taxi/cab 	8. ride a motorcycle 

Source: U.S. Census Bureau

Check (✓) the kinds of transportation you use.  
What are some other kinds of transportation?

## CONVERSATION Nice car!

▶ Listen and practice.

Ashley: Nice car, Jason! Is it yours?  
Jason: No, it's my sister's. She has a new job, and she drives to work.  
Ashley: Is her job here in the suburbs?  
Jason: No, it's downtown.  
Ashley: My parents work downtown, but they don't drive to work. They use public transportation.  
Jason: The bus or the train?  
Ashley: The train doesn't stop near our house, so they take the bus.





## WORD POWER Family

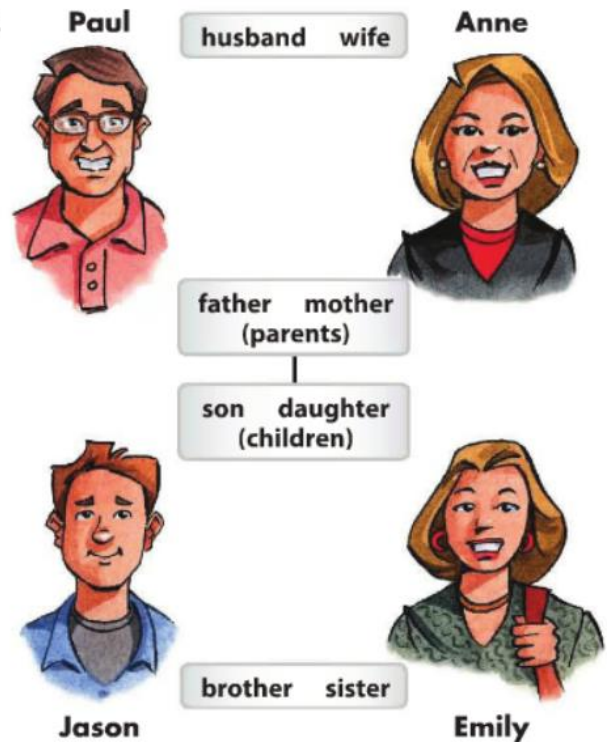
**A PAIR WORK** Complete the sentences about the Carter family. Then listen and check your answers.

1. Anne is Paul's .....wife..... .
2. Jason and Emily are their .....
3. Paul is Anne's .....
4. Jason is Anne's .....
5. Emily is Paul's .....
6. Jason is Emily's .....
7. Emily is Jason's .....
8. Paul and Anne are Jason's .....

**kids = children**  
**mom = mother**  
**dad = father**

**B PAIR WORK** Who are the people in your family? What are their names?

"My mother's name is Angela. My brothers' names are David and Daniel."



## GRAMMAR FOCUS

### Simple present statements

I <b>walk</b> to school.	I <b>don't live</b> far from here.	<b>don't</b> = do not <b>doesn't</b> = does not
You <b>ride</b> your bike to school.	You <b>don't live</b> near here.	
He <b>works</b> near here.	He <b>doesn't work</b> downtown.	
She <b>takes</b> the bus to work.	She <b>doesn't drive</b> to work.	
We <b>live</b> with our parents.	We <b>don't live</b> alone.	
They <b>use</b> public transportation.	They <b>don't need</b> a car.	

**A** Paul Carter is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

1. My family and I .....live..... (live / lives) in the suburbs. My wife and I ..... (work / works) near here, so we ..... (walk / walks) to work. Our daughter Emily ..... (work / works) downtown, so she ..... (drive / drives) to work. Our son ..... (don't / doesn't) drive. He ..... (ride / rides) his bike to school.
2. My parents ..... (live / lives) in the city. My mother ..... (take / takes) a train to work. My father is retired, so he ..... (don't / doesn't) work now. He also ..... (use / uses) public transportation, so they ..... (don't / doesn't) need a car.

### verb endings: he, she, it

walk	→	walks
ride	→	rides
study	→	studies
watch	→	watches

## 1 Simple present statements irregular verbs

## and Simple present statements with



- ▶ In affirmative statements, verbs with he/she/it end in -s: He/She **walks** to school. BUT I/You/We/They **walk** to school.
- ▶ In negative statements, use *doesn't* with he/she/it and *don't* with all the others: He/She/It **doesn't** live here. I/You/We/They **don't** live here.
- ▶ Don't add -s to the verb: She **doesn't live** here. (NOT: ~~She doesn't lives here.~~)

Elena is talking about her family. Complete the sentences with the correct form of the verbs in parentheses.

My family and I .....*live*..... (live) in the city. We ..... (have) an apartment on First Avenue. My sister ..... (go) to school near our apartment, so she ..... (walk) to school. My father ..... (work) in the suburbs, so he ..... (drive) to his job. My mother ..... (use) public transportation – she ..... (take) the bus to her office downtown. She ..... (have) a new job, but she ..... (not like) it very much. And me? Well, I ..... (not work) far from our apartment, so I ..... (not need) a car or public transportation. I ..... (ride) my bike to work!

### Simple present statements with irregular verbs

#### I/you/we/they

I **have** a bike.

We **do** our homework every day.

My parents **go** to work by bus.

#### he/she/it

My father **has** a car.

My mother **does** a lot of work at home.

The bus **goes** downtown.

**B** Ashley is talking about her family and her friend Jason. Complete the sentences. Then compare with a partner.

1. My parents .....*have*..... (have / has) a house in the suburbs. My mom and dad ..... (go / goes) downtown to work. My parents are very busy, so I ..... (do / does) a lot of work at home.
2. My brother doesn't live with us. He ..... (have / has) an apartment in the city. He ..... (go / goes) to school all day, and he ..... (do / does) his homework at night.
3. I ..... (have / has) a new friend. His name is Jason. We ..... (go / goes) to the same school, and sometimes we ..... (do / does) our homework together.

**C PAIRWORK** Tell your partner about your family.

"I have one brother and two sisters. My brother is a teacher. He has a car, so he drives to work."



## PRONUNCIATION *Third-person singular -s endings*

🔊 Listen and practice. Notice the pronunciation of the **-s** endings.

*s = /s/*  
take **takes**  
sleep **sleeps**

*s = /z/*  
drive **drives**  
study **studies**

*(e)s = /ɪz/*  
dance **dances**  
watch **watches**

*irregular*  
do **does**  
have **has**

## CONVERSATION *I get up at noon.*

🔊 Listen and practice.

Jack: Let's go to the park on Sunday.

Amy: OK, but let's go in the afternoon.  
I sleep late on weekends.

Jack: What time do you get up on Sundays?

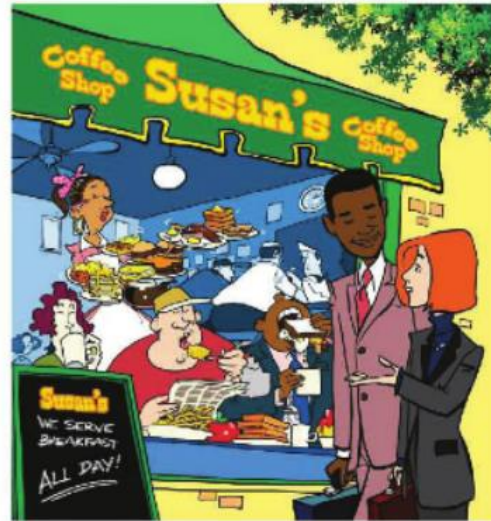
Amy: At ten o'clock.

Jack: Oh, that's early. On Sundays,  
I get up at noon.

Amy: Really? Do you eat breakfast then?

Jack: Sure. I have breakfast every day.

Amy: Then let's meet at this restaurant at  
one o'clock. They serve breakfast all day!



## GRAMMAR FOCUS

### Simple present questions

**Do** you **get up** early?

No, I **get up** late.

**Does** he **eat** lunch at noon?

No, he **eats** lunch at one o'clock.

**Do** they **take** the bus to class?

No, they **take** the subway.

**What time do** you **get up**?

At ten o'clock.

**What time does** he **have** dinner?

At eight o'clock.

**When do** they **take** the subway?

On Tuesdays and Thursdays.

**A** Complete the questions with *do* or *does*.

- .....*Do*..... you get up early on weekdays?
- What time ..... you go home on Fridays?
- ..... your father work on weekends?
- ..... your mother cook every day?
- ..... your parents read in the evening?
- When ..... your parents shop?
- ..... you check your email at night?
- What time ..... you have dinner?
- When ..... you study?
- ..... your best friend drive to class?
- What time ..... your father get up?

### time expressions

early

late

every day

**at** 9:00

**at** noon / midnight

**at** night

**in** the morning

**in** the afternoon

**in** the evening

**on** Sundays

**on** weekdays

**on** weekends



## 2 Simple present questions

- ▶ In questions, use *does* with he/she/it and *do* with all the others: **Does** he/she/it get up early? **Do** I/you/we/they get up early?
- ▶ Don't add *-s* to the verb: Does she **live** alone? (NOT: ~~Does she lives alone?~~)

### A Write questions to complete the conversations.

1. A: ~~Do you use public transportation?~~.....  
B: Yes, I use public transportation.
2. A: .....  
B: No, my family doesn't eat dinner at 5:00.
3. A: .....  
B: No, my brother doesn't take the bus to work.
4. A: .....  
B: No, I don't get up late on weekends.

- ▶ Use *in* with *the morning/afternoon/evening*. Use *at* with *night*: I go to school **in** the afternoon and work **at** night.
- ▶ Use *at* with clock times: She gets up **at** 8:00
- ▶ Use *on* with days: He sleeps late **on** weekends. She has class **on** Mondays.

### B Complete the conversation with *at*, *in*, or *on*.

- A: Does your family have breakfast together .....(n)..... the morning?  
B: Well, we eat together ..... weekends, but ..... weekdays we're all busy. My parents go to work early – ..... 6:30. But we eat dinner together ..... the evening, and we have a big lunch together ..... Sundays. We eat ..... noon. Then ..... the afternoon, we play tennis or go to the movies.

**B PAIR WORK** Ask and answer the questions from part A. Use time expressions from the box.

- A: Do you get up early on weekdays?  
B: Yes. I get up at seven o'clock.

**C** Unscramble the questions to complete the conversations. Then ask a partner the questions. Answer with your own information.

1. A: *Do you check your email every day* ..... ?  
 you / every day / check your email / do  
 B: Yes, I check my email every day.
2. A: ..... ?  
 you / what time / lunch / do / eat  
 B: At 1:00 P.M.
3. A: ..... ?  
 at / start / does / eight o'clock / this class  
 B: No, this class starts at nine o'clock.
4. A: ..... ?  
 study / you / English / do / when  
 B: I study English in the evening.
5. A: ..... ?  
 on weekends / you and your friends / do / play sports  
 B: Yes, we play soccer on Saturdays.



## **LISTENING** *Marsha's weekly routine*

🎧 Listen to Marsha talk about her weekly routine.  
 Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# MY ROUTINE

**A** What do you do every week? Write things in the chart.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Calendar

Day Week Month

**B GROUP WORK** Discuss your weekly routines. Ask and answer questions.

- A: I go to bed late on Fridays.
- B: What do you do on Friday nights?
- A: I see my friends. We watch television or play video games.
- C: On Fridays, I study in the evening. I see my friends on the weekend.



## INTERCHANGE 6 *Class survey*

Find out more about your classmates.




**interchange 6 CLASS SURVEY**

**A CLASS ACTIVITY** Go around the class and find this information. Try to write a different name on each line.


**Find someone who . . .**

	Name		Name
gets up at 5:00 A.M. on weekdays	.....	takes a bus to class	.....
gets up at noon on Saturdays	.....	rides a motorcycle to class	.....
does homework on Sunday night	.....	cooks on weekends	.....
works at night	.....	plays the drums	.....
works on weekends	.....	has two brothers	.....
has a pet	.....	checks email every day	.....
lives in the suburbs	.....	speaks three languages	.....
lives alone	.....	doesn't eat breakfast	.....


  



**have a pet**



**play the drums**



**speak three languages**

- A: Do you get up at 5:00 A.M. on weekends, Jung-ho?  
 B: No, I get up at 7:00 A.M.  
 A: Do you get up at 5:00 A.M. on weekdays, Victor?  
 C: Yes, I get up at 5:00 A.M. every day.

**B GROUP WORK** Compare your answers.

- A: Victor gets up at 5:00 A.M.  
 B: Maria gets up at 5:00 A.M., too.  
 C: Jung-ho gets up at . . .

# What's your schedule like?

Look at the pictures and the labels. Who gets up early? Who gets up late?

Student reporter Mike Starr talks to people on the street about their schedules.

**Brittany Davis**  
College Student



**Mike:** What's your schedule like?

**Brittany:** My classes start at 8:00 A.M., so I get up at 7:00 and take the bus to school.

**MS:** When do your classes end?

**BD:** They end at noon. Then I have a job at the library.

**MS:** So when do you study?

**BD:** My only time to study is in the evening, from eight until midnight.

**Justin Reid**  
City Tour Guide



**Mike:** What's your schedule like?

**Justin:** I get up at 6:15 A.M., and start work at 9:00.

**MS:** And what do you do before work?

**JR:** I go for a run at 6:30 A.M. and then I have breakfast at 7:00.

**MS:** And after work?

**JR:** I finish at 6:00 P.M., and I have dinner downtown.

**MS:** Do you work every day?

**JR:** No, I work on Fridays, Saturdays, and Sundays.

**Maya Choo**  
Rock Musician



**Mike:** What's your schedule like?

**Maya:** Well, I work at night. I go to work at 10:00 P.M., and I play until 3:00 A.M.

**MS:** What do you do after work?

**MC:** I have dinner at 3:30 or 4:00. Then I take a taxi home.

**MS:** What time do you go to bed?

**MC:** I go to bed at 5:00 in the morning.

**A** Read the article. Then number the activities in each person's schedule from 1 to 5.

**Brittany Davis**

- ..... a. She goes to class.
- ..... b. She takes the bus.
- ..... c. She works.
- ..... d. She studies.
- ..... 1..... e. She gets up.

**Justin Reid**

- ..... a. He has breakfast.
- ..... b. He starts work.
- ..... c. He eats dinner.
- ..... d. He gets up.
- ..... e. He goes for a run.

**Maya Choo**

- ..... a. She has dinner.
- ..... b. She finishes work.
- ..... c. She goes to bed.
- ..... d. She goes to work.
- ..... e. She goes home.

**B** Write five sentences about your schedule. Are you an "early bird" or a "night owl"? Compare with a partner.



## MY DAILY ROUTINE

**A** Choose one day of the week and write it in the blank.  
What do you do on this day? Complete the chart.

Day .....	
In the morning	.....
In the afternoon	.....
In the evening	.....
At night	.....

**B PAIR WORK** Tell your partner about your routine.

A: On Saturdays, I exercise in the morning. I play soccer with my friends.

B: What time do you play?

A: We play at 10:00.

## LIFESTYLE SURVEY

**A** Answer the questions in the chart. Check (✓) Yes or No.

	Yes	No	Name
1. Do you live with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	.....
2. Do both your parents work?	<input type="checkbox"/>	<input type="checkbox"/>	.....
3. Do you watch television at night?	<input type="checkbox"/>	<input type="checkbox"/>	.....
4. Do you eat dinner with your family?	<input type="checkbox"/>	<input type="checkbox"/>	.....
5. Do you stay home on weekends?	<input type="checkbox"/>	<input type="checkbox"/>	.....
6. Do you work on Saturdays?	<input type="checkbox"/>	<input type="checkbox"/>	.....

**B CLASS ACTIVITY** Go around the class and find classmates with the same answers.  
Write their names in the chart. Try to write a different name on each line.

## WHO IS IT?

**GROUP WORK** Think of a famous person. Your classmates ask yes/no questions to guess the person.

Is it a man? a woman?

Does he/she live in ... ?

Is he/she a singer? an actor?

Is he/she tall? short?

Does he/she wear glasses?





# Workbook

## Family

**A** Jessica is talking about her family. Complete the sentences with the words in the box.

- |                                   |                                    |                                  |   |                               |
|-----------------------------------|------------------------------------|----------------------------------|---|-------------------------------|
| <input type="checkbox"/> brother  | <input type="checkbox"/> daughters | <input type="checkbox"/> husband | <input checked="" type="checkbox"/> parents | <input type="checkbox"/> son  |
| <input type="checkbox"/> children | <input type="checkbox"/> father    | <input type="checkbox"/> mother  | <input type="checkbox"/> sister             | <input type="checkbox"/> wife |



1. Helen and Jack are my parents . Helen is my \_\_\_\_\_ ,  
and Jack is my \_\_\_\_\_ .
2. Pedro is my \_\_\_\_\_ . I'm his \_\_\_\_\_ .
3. Kate, Joan, and Brad are our \_\_\_\_\_ . Kate and Joan are our  
\_\_\_\_\_, and Brad is our \_\_\_\_\_ . Kate is Joan's  
\_\_\_\_\_, and Brad is her \_\_\_\_\_ .

**B** Write four sentences about your family.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Complete the conversation with the correct words in parentheses.**

Marta: So, do you live downtown, David?

David: Yes, I live with my brother.  
(live / lives)

He \_\_\_\_\_ an apartment near here.  
(have / has)

Marta: Oh, so you \_\_\_\_\_ to work.  
(walk / walks)

David: Actually, I \_\_\_\_\_ walk to work in  
(don't / doesn't)

the morning. I \_\_\_\_\_ the bus to work,  
(take / takes)

and then I \_\_\_\_\_ home at night.  
(walk / walks)

What about you?

Marta: Well, my husband and I \_\_\_\_\_ a house  
(have / has)

in the suburbs now, so I \_\_\_\_\_ to work.  
(drive / drives)

My husband doesn't \_\_\_\_\_ downtown.  
(work / works)

He \_\_\_\_\_ in the suburbs near our house,  
(work / works)

so he \_\_\_\_\_ to work by bus.  
(go / goes)



**Third-person singular -s endings**

**A** Write the third-person singular forms of these verbs.

- |                        |                |                 |
|------------------------|----------------|-----------------|
| 1. dance <u>dances</u> | 5. live _____  | 9. take _____   |
| 2. do <u>does</u>      | 6. ride _____  | 10. use _____   |
| 3. go _____            | 7. sleep _____ | 11. walk _____  |
| 4. have _____          | 8. study _____ | 12. watch _____ |

**B** Practice the words in part A. Then add them to the chart.

s = /s/	s = /z/	(e)s = /ɪz/	irregular
_____	_____	<u>dances</u>	<u>does</u>
_____	_____	_____	_____
_____	_____	_____	_____

**True or false?**

**A** Are these sentences true for you? Check (✓) True or False.

	True	False		True	False
1. I live in the city.	<input type="checkbox"/>	<input type="checkbox"/>	6. I do my homework alone.	<input type="checkbox"/>	<input type="checkbox"/>
2. I have a car.	<input type="checkbox"/>	<input type="checkbox"/>	7. I ride my bike to school.	<input type="checkbox"/>	<input type="checkbox"/>
3. I live in an apartment.	<input type="checkbox"/>	<input type="checkbox"/>	8. I have sisters / a sister.	<input type="checkbox"/>	<input type="checkbox"/>
4. I live with my parents.	<input type="checkbox"/>	<input type="checkbox"/>	9. I have brothers / a brother.	<input type="checkbox"/>	<input type="checkbox"/>
5. I do my homework at school.	<input type="checkbox"/>	<input type="checkbox"/>	10. I work downtown.	<input type="checkbox"/>	<input type="checkbox"/>



**I live in an apartment.**



**I live in the suburbs.**

**B** Correct the false statements in part A.

I don't live in the city. I live in the suburbs.

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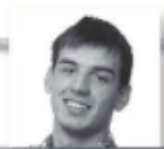


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Write about Brian's weekly schedule. Use the words in parentheses.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 A.M.	get up				
9:00 A.M.	go to work				
10:00 A.M.					
11:00 A.M.					
12:00 P.M.	have lunch				
1:00 P.M.					
2:00 P.M.					
3:00 P.M.	drink coffee				
4:00 P.M.					
5:00 P.M.	finish work				
6:00 P.M.	go to school	play tennis	go to school	play tennis	have dinner with friends

- He gets up at 8:00 every day. (8:00)
- \_\_\_\_\_ (9:00)
- \_\_\_\_\_ (noon)
- \_\_\_\_\_ (3:00)
- \_\_\_\_\_ (5:00)
- \_\_\_\_\_ (6:00 / Mondays and Wednesdays)
- \_\_\_\_\_ (6:00 / Tuesdays and Thursdays)
- \_\_\_\_\_ (6:00 / Fridays)

Write something you do and something you don't do on each day. Use the phrases in the box or your own information.

check email	exercise	have dinner late	sleep late
drive a car	get up early	play video games	talk on the phone
eat breakfast	go to school	see my friends	watch television

- Monday I get up early on Mondays. I don't sleep late on Mondays.
- Tuesday \_\_\_\_\_
- Wednesday \_\_\_\_\_
- Thursday \_\_\_\_\_
- Friday \_\_\_\_\_
- Saturday \_\_\_\_\_
- Sunday \_\_\_\_\_

**Complete these conversations with at, in, or on. (If you don't need a preposition, write Ø.)**

1. A: Do you go to bed Ø late on weekends?  
B: Yes, I do. I go to bed \_\_\_\_\_ 1:00 A.M. But I go to bed \_\_\_\_\_ early \_\_\_\_\_ weekdays.
2. A: Do you study \_\_\_\_\_ the afternoon?  
B: No, I study \_\_\_\_\_ the morning \_\_\_\_\_ weekends, and I study \_\_\_\_\_ the evening \_\_\_\_\_ Mondays and Wednesdays.
3. A: What time do you get up \_\_\_\_\_ the morning \_\_\_\_\_ weekdays?  
B: I get up \_\_\_\_\_ 8:00 \_\_\_\_\_ every day.
4. A: Do you have English class \_\_\_\_\_ the morning?  
B: No, I have English \_\_\_\_\_ 1:30 \_\_\_\_\_ the afternoon \_\_\_\_\_ Tuesdays and Thursdays. \_\_\_\_\_ Mondays, Wednesdays, and Fridays, our class is \_\_\_\_\_ 3:00.

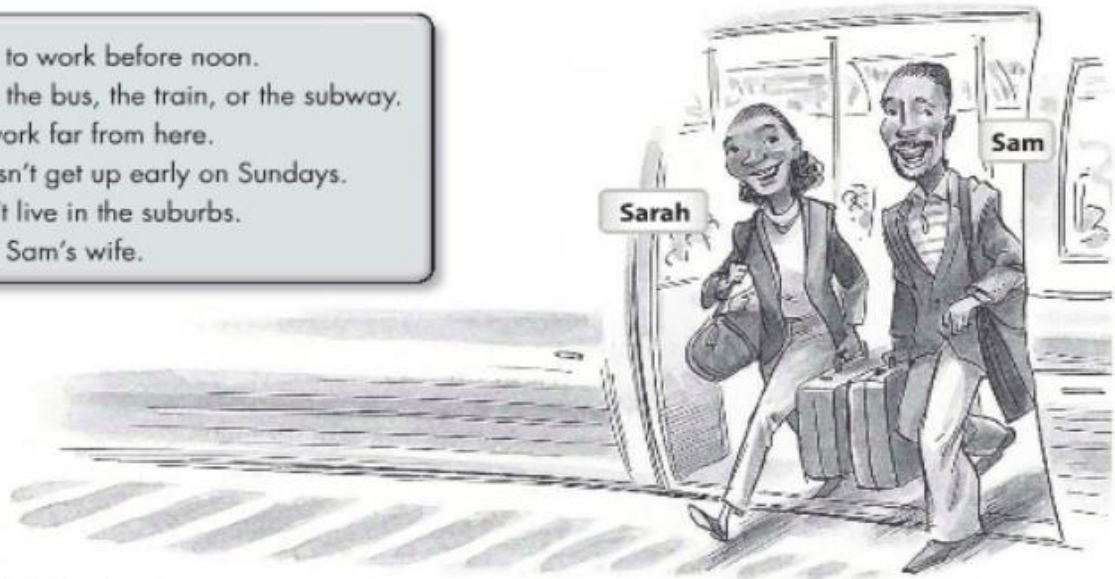
**Write questions to complete the conversations.**

1. A: Do you live alone?  
B: No, I don't live alone. I live with my family.
2. A: \_\_\_\_\_  
B: Yes, my family and I watch television in the evening.
3. A: \_\_\_\_\_  
B: Yes, I get up late on Sundays.  
A: \_\_\_\_\_  
B: I get up at 11:00.
4. A: \_\_\_\_\_  
B: No, my sister doesn't drive to work.  
A: \_\_\_\_\_  
B: No, she doesn't take the subway. She takes the bus.
5. A: \_\_\_\_\_  
B: No, my father doesn't work on weekends.  
A: \_\_\_\_\_  
B: He works on weekdays.
6. A: \_\_\_\_\_  
B: Yes, my mother has a job. She's a teacher.  
A: \_\_\_\_\_  
B: No, she doesn't use public transportation. She drives to work.
7. A: \_\_\_\_\_  
B: Yes, we have a big lunch on Sundays.  
A: \_\_\_\_\_  
B: We have lunch at 1:00.



**Write each sentence a different way. Use the sentences in the box.**

- He goes to work before noon.
- We take the bus, the train, or the subway.
- I don't work far from here.
- She doesn't get up early on Sundays.
- We don't live in the suburbs.
- Sarah is Sam's wife.



1. Sam is Sarah's husband.

Sarah is Sam's wife.

2. We have an apartment in the city.

\_\_\_\_\_

3. We use public transportation.

\_\_\_\_\_

4. He goes to work in the morning.

\_\_\_\_\_

5. My office is near here.

\_\_\_\_\_

6. She sleeps late on Sundays.

\_\_\_\_\_

**Answer the questions about your schedule.**

1. What do you do on weekdays?

\_\_\_\_\_

2. What do you do on weekends?

\_\_\_\_\_

3. What do you do on Friday nights?

\_\_\_\_\_

4. What do you do on Sunday mornings?

\_\_\_\_\_



## IRREGULAR VERBS

base form	Simple past	past participle
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bit/ bitten
bleed	bled	bled
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned / burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left

base form	simple past	past participle
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read / rid/	read / red/	read / red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## BIBLIOGRAPHY

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