

# **UDS**

**LIBRO**

**UDS ENGLISH HANDBOOK- LEVEL I**

**COLLEGE DEGREE**

**CUATRIMESTRE: SEPTIEMBRE - DICIEMBRE**

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## Marco Estratégico de Referencia

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### ANTECEDENTES HISTORICOS

Nuestra Universidad tiene sus antecedentes de formación en el año de 1979 con el inicio de actividades de la normal de educadoras “Edgar Robledo Santiago”, que en su momento marcó un nuevo rumbo para la educación de Comitán y del estado de Chiapas. Nuestra escuela fue fundada por el Profesor de Primaria Manuel Albores Salazar con la idea de traer Educación a Comitán, ya que esto representaba una forma de apoyar a muchas familias de la región para que siguieran estudiando.

En el año 1984 inicia actividades el CBTiS Moctezuma Ilhuicamina, que fue el primer bachillerato tecnológico particular del estado de Chiapas, manteniendo con esto la visión en grande de traer Educación a nuestro municipio, esta institución fue creada para que la gente que trabajaba por la mañana tuviera la opción de estudiar por las tarde.

La Maestra Martha Ruth Alcázar Mellanes es la madre de los tres integrantes de la familia Albores Alcázar que se fueron integrando poco a poco a la escuela formada por su padre, el Profesor Manuel Albores Salazar; Víctor Manuel Albores Alcázar en septiembre de 1996 como chofer de transporte escolar, Karla Fabiola Albores Alcázar se integró como Profesora en 1998, Martha Patricia Albores Alcázar en el departamento de finanzas en 1999.

En el año 2002, Víctor Manuel Albores Alcázar formó el Grupo Educativo Albores Alcázar S.C. para darle un nuevo rumbo y sentido empresarial al negocio familiar y en el año 2004 funda la Universidad Del Sureste.

La formación de nuestra Universidad se da principalmente porque en Comitán y en toda la región no existía una verdadera oferta Educativa, por lo que se veía urgente la creación de una institución de Educación superior, pero que estuviera a la altura de las exigencias de los jóvenes que tenían intención de seguir estudiando o de los profesionistas para seguir preparándose a través de estudios de posgrado.

Nuestra Universidad inició sus actividades el 18 de agosto del 2004 en las instalaciones de la 4ª avenida oriente sur no. 24, con la licenciatura en Puericultura, contando con dos grupos de cuarenta alumnos cada uno. En el año 2005 nos trasladamos a nuestras propias instalaciones en la carretera Comitán – Tzimol km. 57 donde actualmente se encuentra el campus Comitán y el Corporativo UDS, este último, es el encargado de estandarizar y controlar todos los procesos operativos y Educativos de los diferentes Campus, Sedes y Centros de Enlace Educativo, así como de crear los diferentes planes estratégicos de expansión de la marca a nivel nacional e internacional.

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## **MISIÓN**

Satisfacer la necesidad de Educación que promueva el espíritu emprendedor, aplicando altos estándares de calidad Académica, que propicien el desarrollo de nuestros alumnos, Profesores, colaboradores y la sociedad, a través de la incorporación de tecnologías en el proceso de enseñanza-aprendizaje.

## **VISIÓN**

Ser la mejor oferta académica en cada región de influencia, y a través de nuestra Plataforma Virtual tener una cobertura Global, con un crecimiento sostenible y las ofertas académicas innovadoras con pertinencia para la sociedad.

## **VALORES**

- Disciplina
- Honestidad
- Equidad
- Libertad

**ESCUDO**

El escudo de la UDS, está constituido por tres líneas curvas que nacen de izquierda a derecha formando los escalones al éxito. En la parte superior está situado un cuadro motivo de la abstracción de la forma de un libro abierto.

**ESLOGAN**

“Mi Universidad”

**ALBORES**

Es nuestra mascota, un Jaguar. Su piel es negra y se distingue por ser líder, trabaja en equipo y obtiene lo que desea. El ímpetu, extremo valor y fortaleza son los rasgos que distinguen.

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## Inglés I

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### **Objetivo de la materia:**

Each lesson needs to be interactive and dynamic. The teacher is invited to follow the topics listed below, which are taken from UDS ENGLISH HANDBOOK- level I but to implement group work, new exercises , games, role-plays and a number of different classroom dynamics. Each sub-topic needs to be worked with students. Please, consider the PPP teaching method (Present, Practice, Produce) as good example to implement in the classroom.

**Contenido.****UNIT I. INTRODUCTION – IT’S NICE TO MEET YOU**

- 1.1.- The verb be
- 1.2.- Possessive Adjectives
- 1.3.- Article a, an
- 1.4.- Use of This and These / It and They
- 1.5.- Prepositions of place

**UNIT II. WHERE ARE YOU FROM?**

- 2.1.- Cities and Countries
- 2.2.- Negative and Questions with be
- 2.3.- Where are these people from?
- 2.4.- Number and Ages
- 2.5.- Wh-questions with be

**UNIT III. WHOSE JEANS ARE THESE?**

- 3.1.- Clothes
- 3.2.- Colors
- 3.3.- Possessive Adjectives and Pronouns
- 3.4.- Present continuous affirmative and negative
- 3.5.- Present continuous yes/no questions
- 3.6.- Telling the time
- 3.7.- Present continuous Wh-questions
- 3.8.- Verbs activities

**UNIT IV. MY SISTER WORKS DOWNTOWN**

4.1.- Transportation

4.2.- Family Tree

4.3.- Simple present

4.4.- Simple present with irregular verbs

4.5.- Simple present questions



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# UNIT I. INTRODUCTION – IT’S NICE TO MEET YOU

## I.1.- The verb be

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

- A: Excuse me. Are you Patty Wilson?  
 B: No, I'm not She's over there.  
 A: OK. Thanks.
- A: Hi. Are you Patty Wilson?  
 C: Yes, I am.  
 A: Oh, good. I'm Sergio Baez. you're in my English class.  
 C: Yes, I am it's nice to meet you, Sergio.

## 1.2.- Possessive Adjectives

### My, your, his, her

What's **your** name?

What's **his** name?

What's **her** name?

**My** name is Taylor.

**His** name is Michael.

**Her** name is Jennifer.

What's = What is

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



- A: Hello. What's ..... name?  
 B: Hi. .... name is Antonio.  
 What's ..... name?  
 A: ..... name is Nicole.



- 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*.

- A: Hello. .... 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.
- 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 ..."

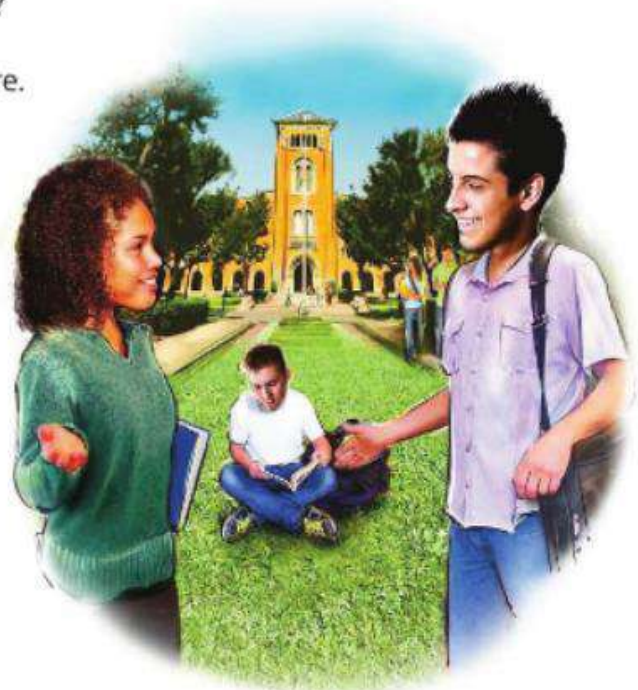
**B** Complete the conversations. Then practice in groups.

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.



1.3.- Article a, an

**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.

1.4.- Use of This and These / It and They

**This/these, it/they; plurals**



**This is a** clock.

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

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



**These are** clocks.

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



Complete these conversations. Then practice with a partner.



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

2. A: What ..... ?  
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.

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



### 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.

1. A: .....<sup>is</sup>..... this your umbrella?

B: No, ..... not.

A: ..... these your keys?

B: Yes, ..... are. Thanks!

2. A: Where ..... my glasses?

B: Are ..... your glasses?

A: No, they're .....

B: Wait! ..... they in your pocket?

A: Yes, ..... are. Thanks!

3. A: Where ..... your sunglasses?

B: ..... on the table.

A: No, ..... not. They're *my* sunglasses!

B: You're right. My sunglasses ..... in my purse.

4. 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? ..... <sup>c</sup> ..... | 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

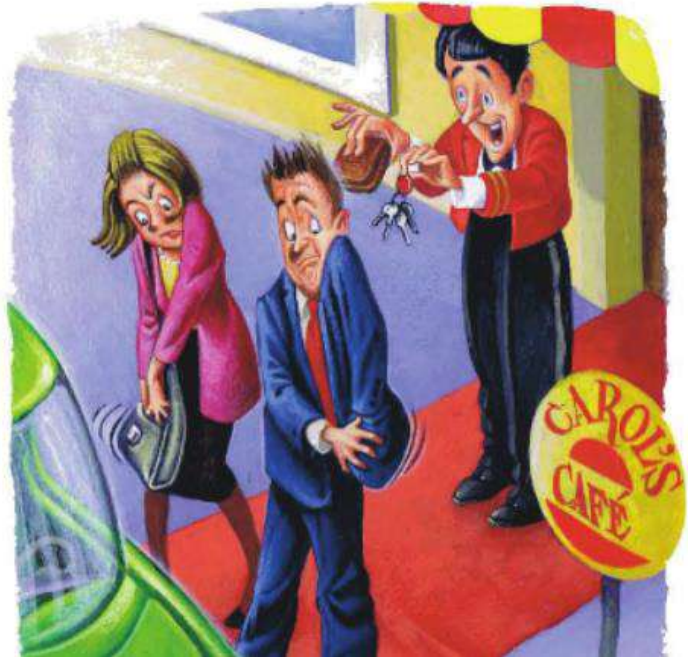
- A: .....*Where's*..... my pen?  
 B: I don't know. Is ..... in your book bag?  
 A: No, ..... not.  
 B: Is ..... your pen?  
 A: Yes, ..... Thanks! Now, ..... are my keys?  
 B: ..... on your desk?  
 A: Yes, ..... Thank you!

**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!

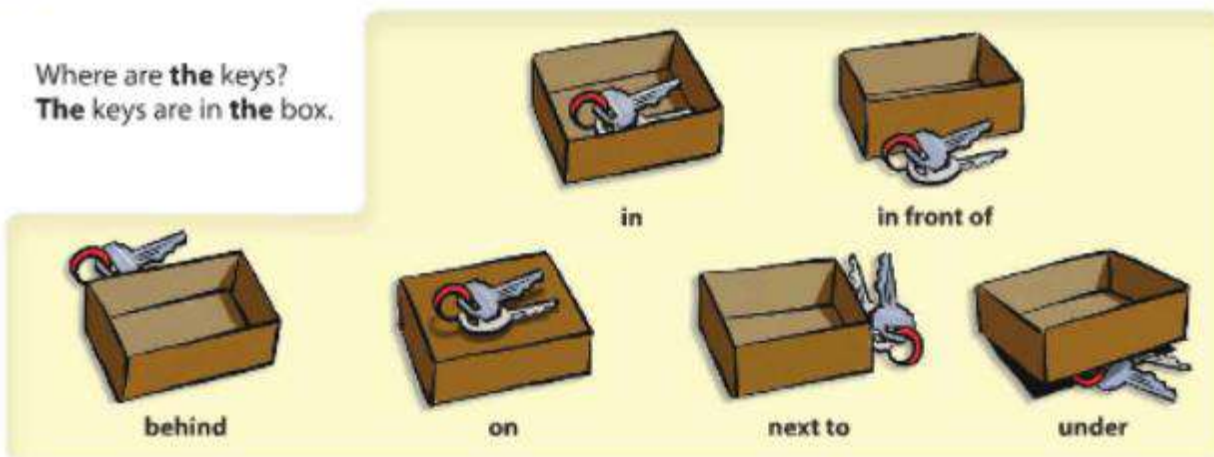



**1.5.- Prepositions of place**

**WORD POWER** *Prepositions; article the*

A 🎧 Listen and practice.

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



**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?

**1** 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 PAIR WORK** 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 **↑**. 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.

# UNIT I. INTRODUCTION – IT’S NICE TO MEET YOU

## 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!**

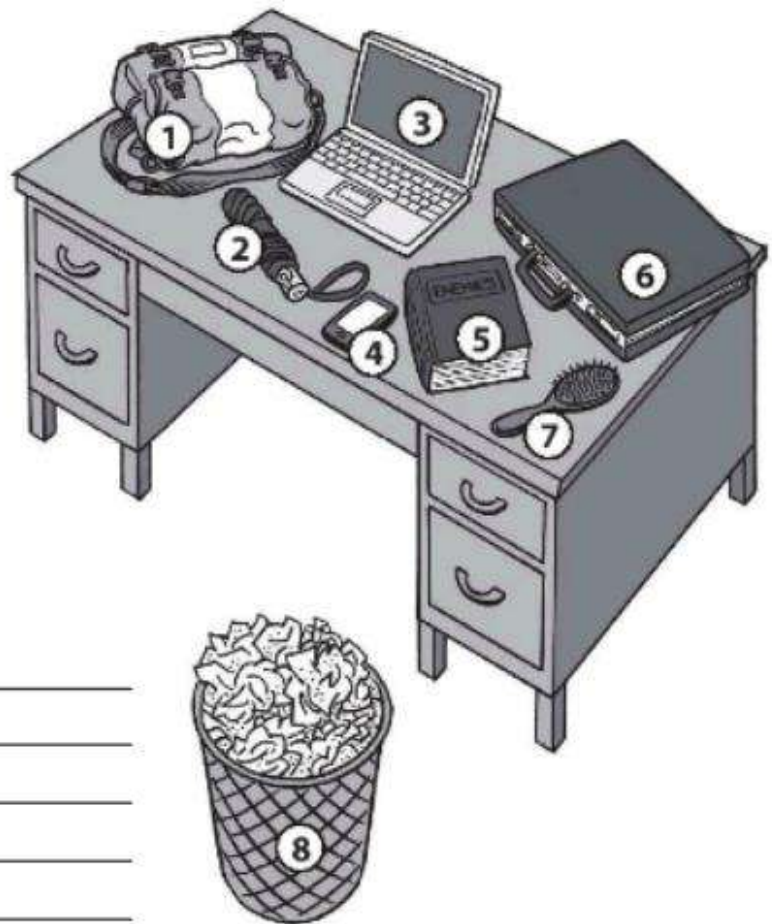
**A** Complete the conversations. Use the words in parentheses.

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

**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.

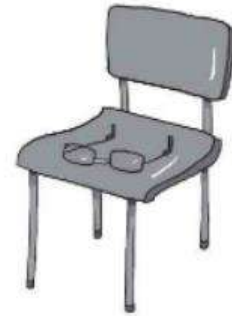
- behind   
  in   
  in front of   
  next to   
  on   
  under



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: <u>Where is the briefcase?</u> (briefcase) | 4. A: _____ (keys)       |
| B: <u>It's next to the television.</u>           | B: _____                 |
| 2. A: _____ (books)                              | 5. A: _____ (camera)     |
| B: _____   | B: _____                 |
| 3. A: _____ (cell phone)                         | 6. A: _____ (sunglasses) |
| B: _____   | B: _____                 |



## UNIT II. WHERE ARE YOU FROM?


### 2.1.- Cities and Countries

#### 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?

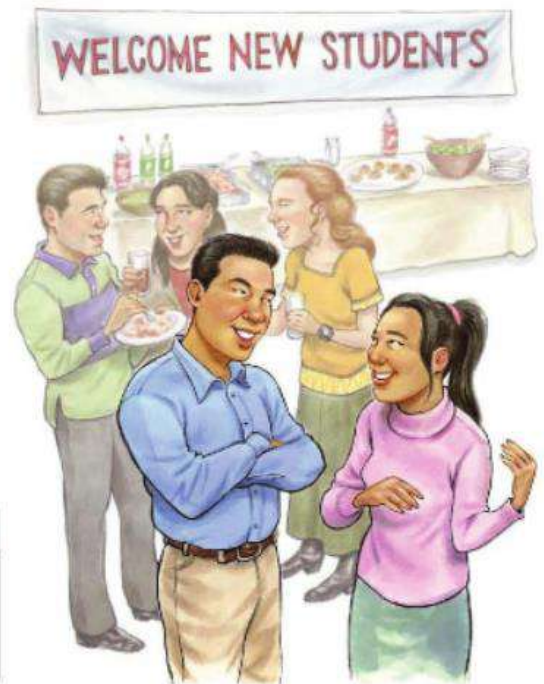
#### 2 CONVERSATION Are you from Seoul?

**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"/>



## 2.2.- Negative and Questions with be

### 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.

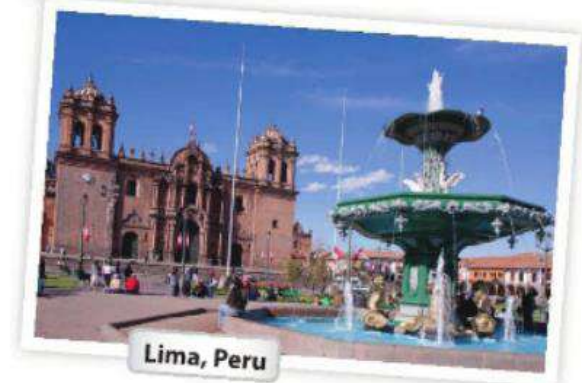
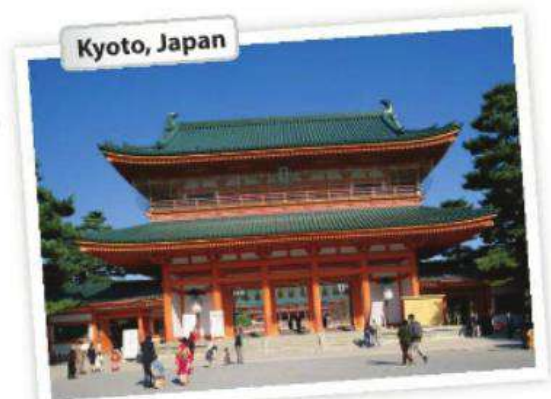
We're = We are

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



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

- |  |   |
|--|---|
| 1. Are you and your family from Canada? <u>d</u> | a. No, he's not. He's from Singapore.   |
| 2. Is your first language English? <u>c</u>      | b. Yes, she is. She's from California.  |
| 3. Are you Japanese? <u>e</u>                    | c. No, it's not. It's Japanese.         |
| 4. Is Mr. Ho from Hong Kong? <u>a</u>            | d. No, we're not. We're from Australia. |
| 5. Is your mother from the U.S.? <u>b</u>        | 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  
we're not from London
3. not / you and Tim / in my class / are  
You and Tim are not in my class
4. is / my first language / Spanish / not  
My first language is not Spanish
5. from / my mother / not / is / Seoul  
My mother is not from Seoul
6. my keys / not / are / they  
They are not my keys



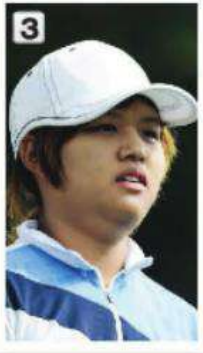


**B** Complete the conversations.

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

## 2.2.- Where are they from?

### WHERE ARE THEY FROM?

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

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 	<b>5</b> 
<b>Penelope Cruz</b> <input type="checkbox"/> Mexico <input type="checkbox"/> France <input checked="" type="checkbox"/> Spain	<b>Robert Pattinson</b> <input type="checkbox"/> the U.S. <input checked="" type="checkbox"/> the U.K. <input type="checkbox"/> Canada	<b>Haru Nomura</b> <input type="checkbox"/> South Korea <input checked="" type="checkbox"/> Japan <input type="checkbox"/> China	<b>Cate Blanchett</b> <input checked="" type="checkbox"/> Australia <input type="checkbox"/> New Zealand <input type="checkbox"/> South Africa	<b>Javier Hernández</b> <input type="checkbox"/> Brazil <input checked="" type="checkbox"/> Mexico <input type="checkbox"/> 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

### 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.




## 2.3.- Numbers and Ages

### NUMBERS AND AGES

**A**  Listen and practice.

11 eleven	21 twenty-one	40 forty
12 twelve	22 twenty-two	50 fifty
13 thirteen	23 twenty-three	60 sixty
14 fourteen	24 twenty-four	70 seventy
15 fifteen	25 twenty-five	80 eighty
16 sixteen	26 twenty-six	90 ninety
17 seventeen	27 twenty-seven	100 one hundred
18 eighteen	28 twenty-eight	101 one hundred (and) one
19 nineteen	29 twenty-nine	102 one hundred (and) two
20 twenty	30 thirty	103 one hundred (and) three

**B**  Listen and practice. Notice the word stress.

 thirteen – thirty    
  fourteen – forty    
  fifteen – fifty    
  sixteen – sixty

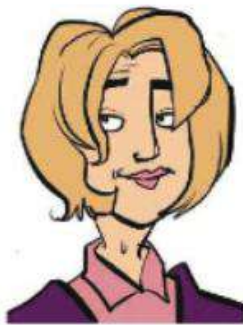
**C PAIR WORK** Look at the people in Jill's family for one minute. Then close your books. How old are they? Tell your partner.



A. Helen – 76



B. Howard – 52



C. Jackie – 49



D. Megan – 23



E. Tim and Tom – 14



## 2.4.- Wh-questions with be

### 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.



**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.                 |

**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 PAIRWORK** 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."

**LISTENING** *Who's that?*

🎧 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

# 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? .....              | 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.

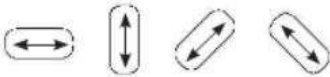
Is Min-ho friendly?  
Is Ryan tall?

## UNIT II. WHERE ARE YOU FROM? 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



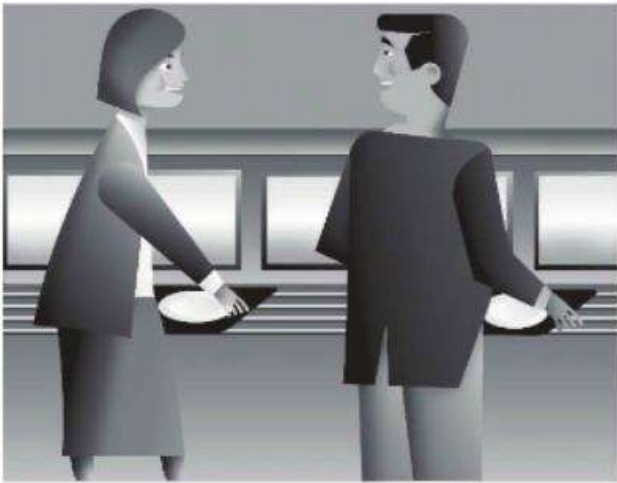
S	C	M	H	P	F	W	F	B	R
M	O	H	C	J	L	V	P	L	O
E	L	U	I	M	E	X	I	C	O
H	O	S	T	N	X	Z	X	J	F
I	M	K	I	H	A	A	P	A	A
D	B	T	U	R	K	E	Y	P	I
D	I	M	B	I	M	O	C	A	N
C	A	N	A	D	A	S	R	N	D
U	E	P	D	K	Q	S	N	E	I
C	A	R	G	E	N	T	I	N	A

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

1. Delhi and Mumbai are in India.
2. Shanghai \_\_\_\_\_
3. Tokyo \_\_\_\_\_
4. São Paulo and Rio \_\_\_\_\_
5. Seoul and Daejeon \_\_\_\_\_
6. Buenos Aires \_\_\_\_\_
7. Vancouver and Ottawa \_\_\_\_\_
8. 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 <u>eleven</u> | 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.

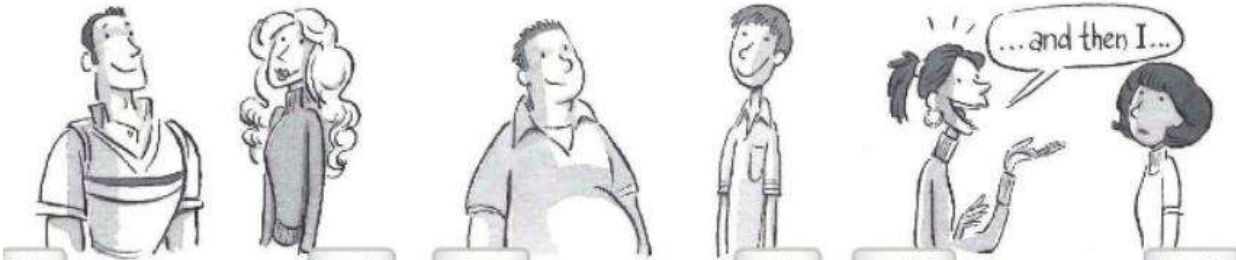


Donna

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

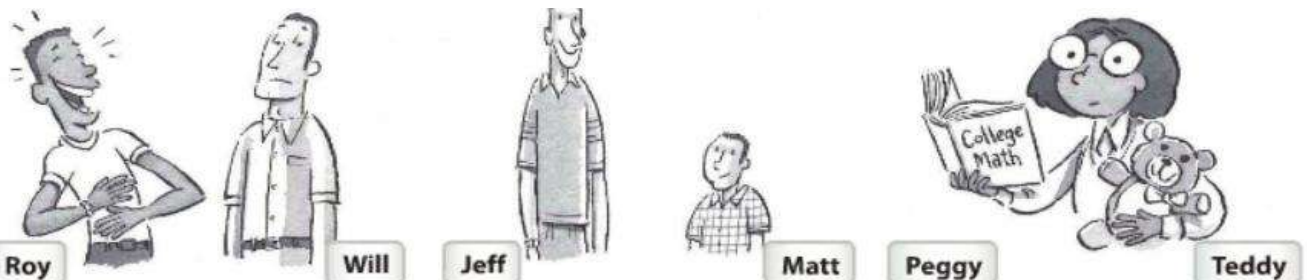
Oscar

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.**

- |                               |                              |  |
|-------------------------------|------------------------------|--|
| <input type="checkbox"/> he's | <input type="checkbox"/> is  | <input checked="" type="checkbox"/> what's |
| <input type="checkbox"/> his  | <input type="checkbox"/> not | <input type="checkbox"/> 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.



- |                              |                             |                                 |
|------------------------------|-----------------------------|---------------------------------|
| <input type="checkbox"/> are | <input type="checkbox"/> my | <input type="checkbox"/> we're  |
| <input type="checkbox"/> her | <input type="checkbox"/> we | <input type="checkbox"/> 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.**


- Where are you from?  
\_\_\_\_\_
- What's your first language?  
\_\_\_\_\_
- How are you today?  
\_\_\_\_\_
- Where is your teacher from?  
\_\_\_\_\_
- What is your teacher like?  
\_\_\_\_\_
- What are you like?  
\_\_\_\_\_



## UNIT III. WHOSE JEANS ARE THESE?

### 3.1.- Clothes

#### WORD POWER Clothes

A  Listen and practice.



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> <p>.....</p> <p>.....</p>

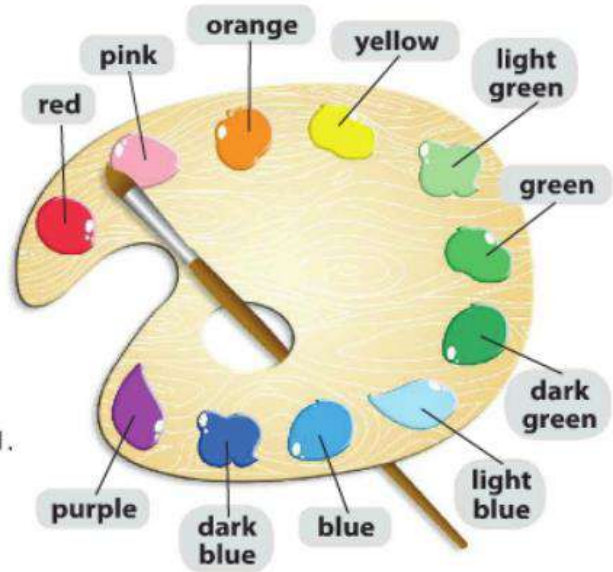
C **PAIR WORK** Look around the classroom. What clothes do you see? Tell a partner.

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

### 3.2.- Colors

#### 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**.

1. **s**uit      **s**ocks      **s**carf
2. **sh**irt      **sh**orts      **sh**oes

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

1. This is **S**andra's new **sh**irt.
2. These are **S**am's purple **sh**oes!
3. Where are my **sh**oes and **s**ocks?
4. My **sh**orts and T-**sh**irts are blue!



### 3.3.- Possessive Adjectives and Pronouns

Possessives		
Adjectives	Pronouns	Names
<p><b>my</b></p> <p><b>your</b></p> <p>These are <b>his</b> socks.</p> <p><b>her</b></p> <p><b>our</b></p> <p><b>their</b></p>	<p><b>mine</b></p> <p><b>yours</b></p> <p>These socks are <b>his</b>.</p> <p><b>hers</b></p> <p><b>ours</b></p> <p><b>theirs</b></p>	<p><b>Pat's</b> blouse /s/</p> <p><b>Julie's</b> jeans /z/</p> <p><b>Rex's</b> T-shirt /ɪz/</p> <p><b>Whose</b> blouse is this? It's <b>Pat's</b>.</p> <p><b>Whose</b> jeans are these? They're <b>Julie's</b>.</p>

**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 .....

Listen and practice.

## Weather and Seasons Around the World

 **It's spring in Brazil.**




It's warm. It's very sunny.

 **It's summer in South Korea.**




It's raining. It's hot and humid.

 **It's fall in the U.S.**




It's cool. It's cloudy and windy.

 **It's winter in Russia.**




It's snowing. It's very cold.

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!





### 3.4.- Present continuous affirmative and negative

#### 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.

### 3.5.- Present continuous yes/no questions

#### Present continuous yes/no questions

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

				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?



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.

1. A: Whose (Whose / His) T-shirt is this? Is it Lisa's?  
 B: No, it's not \_\_\_\_\_ (her / hers). It's \_\_\_\_\_ (my / mine).
2. 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).
3. 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.

### 3.6.- Telling the time

🎧 Listen and practice.



Source: Time Service Department, U.S. Naval Observatory

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.





**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.

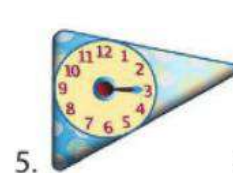


It's one-forty.  
It's twenty **to** two.



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. <i>"It's 9:00 P.M."</i> | 5. It's 3:00 A.M.  |
| 2. It's eight o'clock in the morning.                        | 6. It's 6:00 P.M.  |
| 3. It's twelve o'clock at night.                             | 7. It's 4:00 P.M.  |
| 4. It's three in the afternoon.                              | 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?

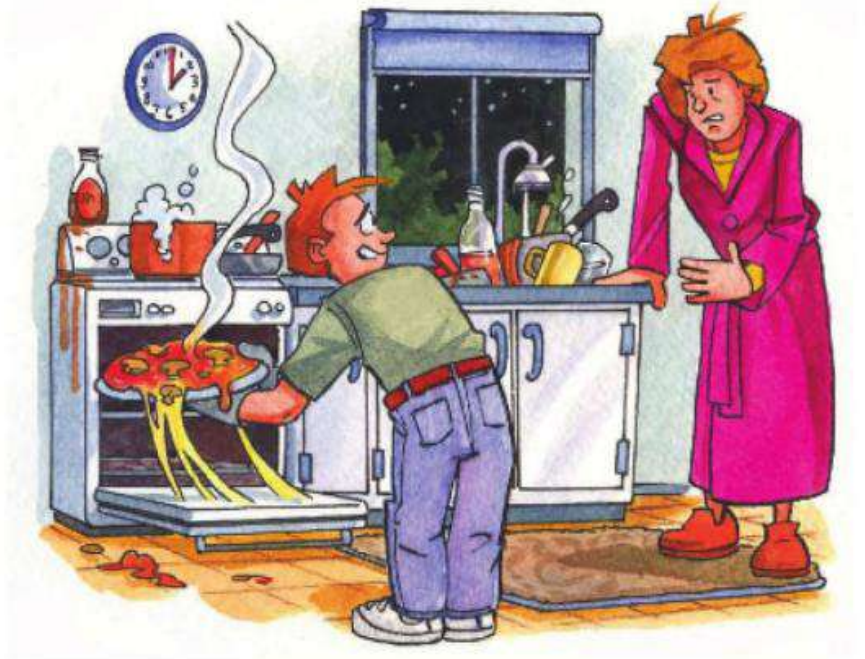
City	Time
Vancouver	<i>4:00 p.m.</i> .....
Bangkok	.....
London	.....
Tokyo	.....
São Paulo	.....



**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. ....

3.7.- Present continuous Wh-questions

**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**.



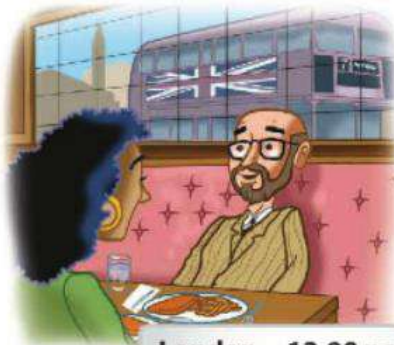
New York City 7:00 A.M.

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



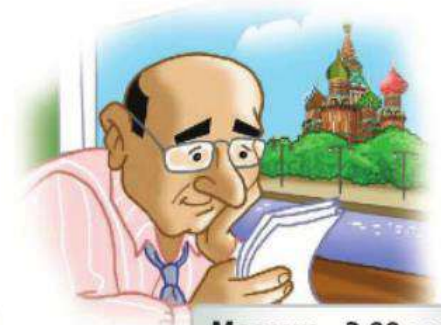
Brasília 9:00 A.M.

**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 PAIR WORK** Ask and answer the questions about the pictures.

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

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

**B GROUP WORK** 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)

### 3.8.- Verbs activities

#### WORD POWER Activities

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



play tennis



ride a bike



run



swim



take a walk



dance



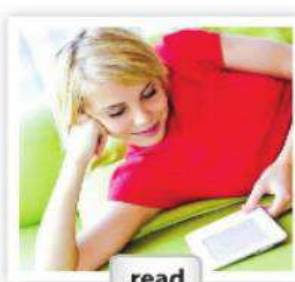
drive



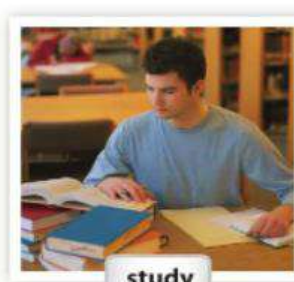
watch a movie



shop



read



study



watch television

**B PAIR WORK** 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?**

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

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



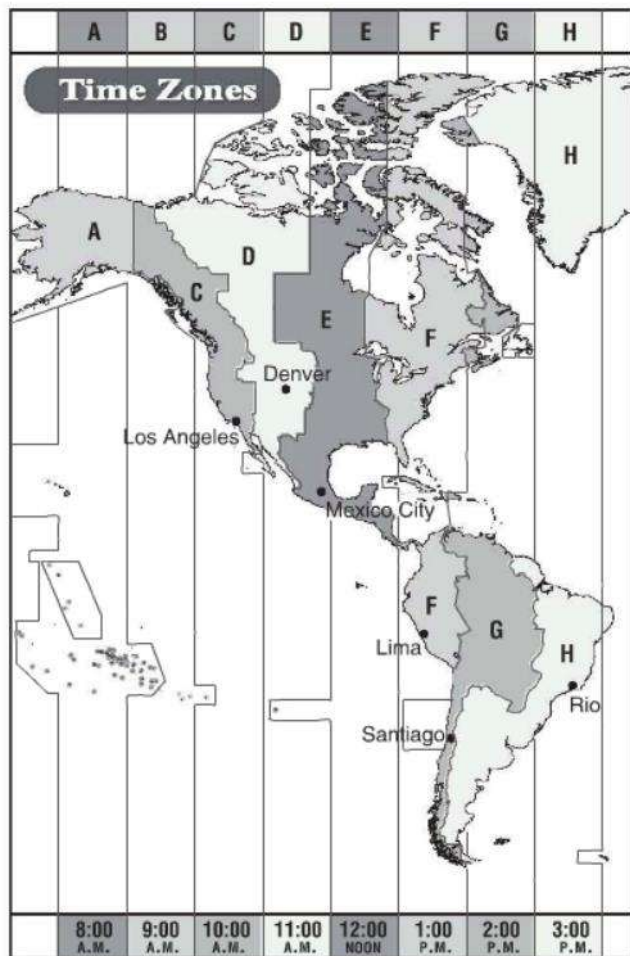
## UNIT III.- WHOSE JEANS ARE THESE? WORKBOOK

*Write each sentence a different way.*

- |                    |                                      |
|--------------------|--------------------------------------|
| 1. It's midnight.  | <u>It's twelve o'clock at night.</u> |
| 2. It's 4:00 P.M.  | _____                                |
| 3. It's 9:15 A.M.  | _____                                |
| 4. It's 8:00 P.M.  | _____                                |
| 5. It's 10:45 P.M. | _____                                |
| 6. It's 3:30 P.M.  | _____                                |
| 7. It's 6:00 P.M.  | _____                                |
| 8. It's 12:00 P.M. | _____                                |

*What time is it in each city? Write the time in two different ways.*

1. It's 10:00 a.m. in Los Angeles.  
It's ten o'clock in the morning.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_





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. \_\_\_\_\_

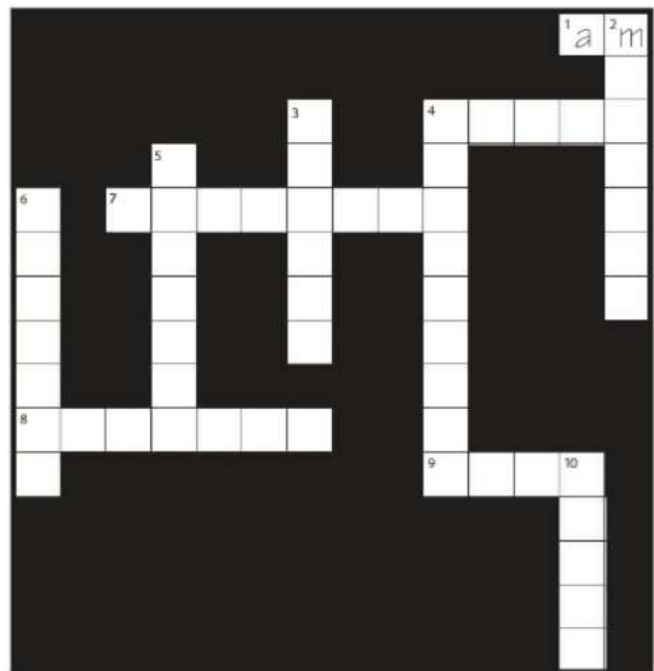
Complete the crossword puzzle. Write each time a different way.

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



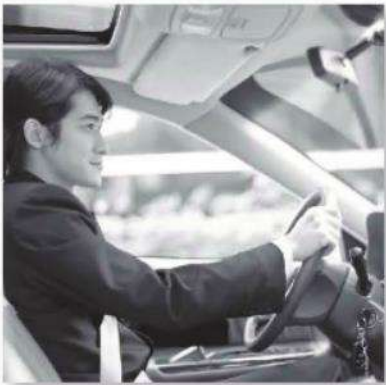
4. \_\_\_\_\_



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



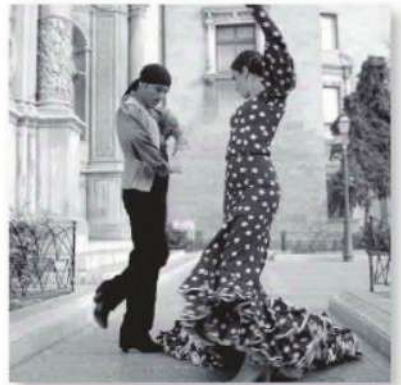
6. \_\_\_\_\_



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



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



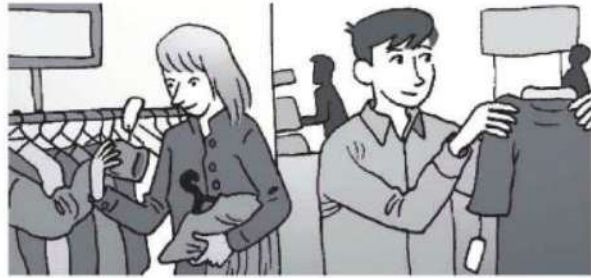
9. \_\_\_\_\_

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?

\_\_\_\_\_

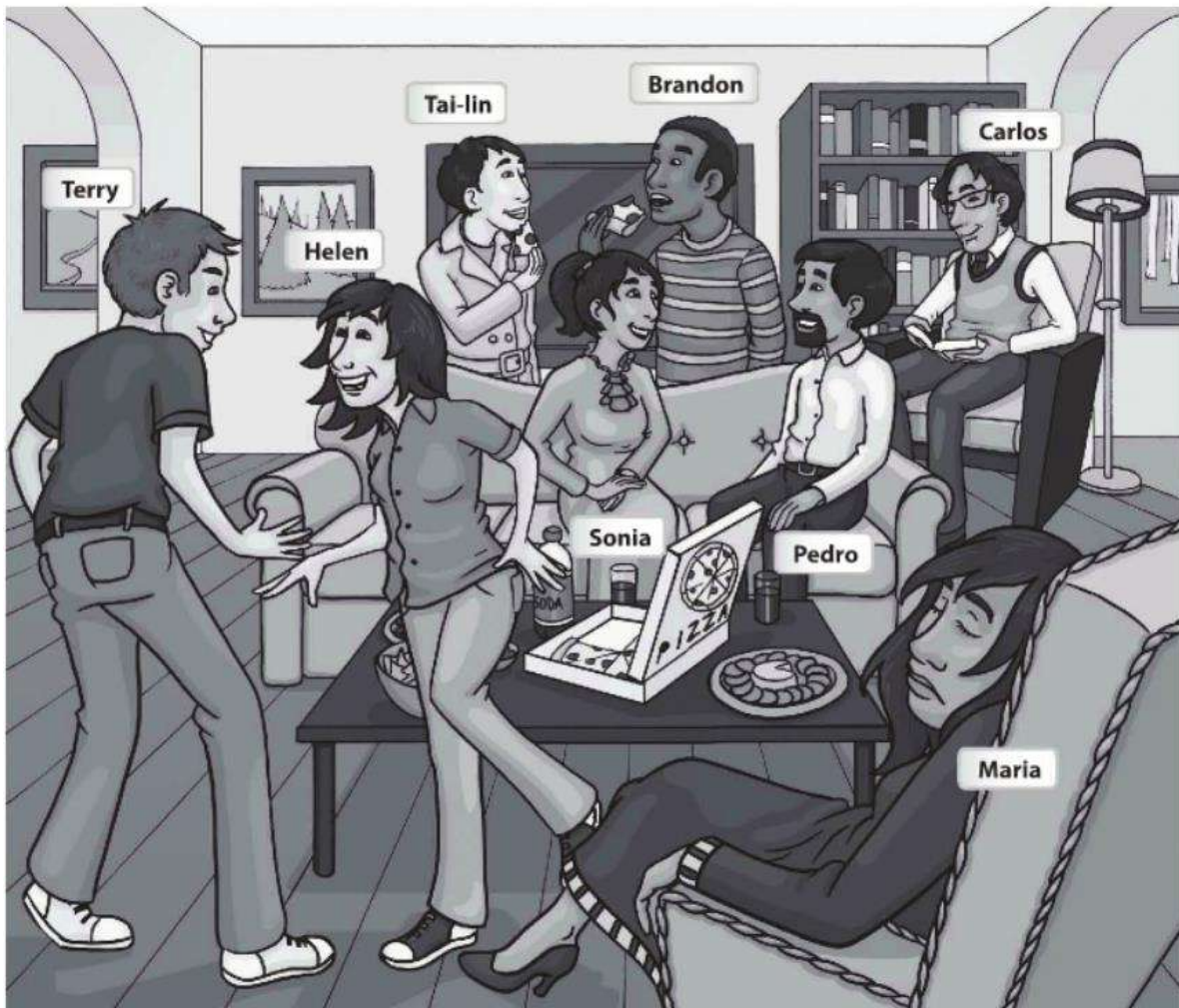


8. What about you? Are you sleeping?

\_\_\_\_\_



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. \_\_\_\_\_

UNIT IV. MY SISTER WORKS DOWNTOWN

4.1.- Transportation

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

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

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.



## 4.2.- Family Tree

### WORD POWER Family

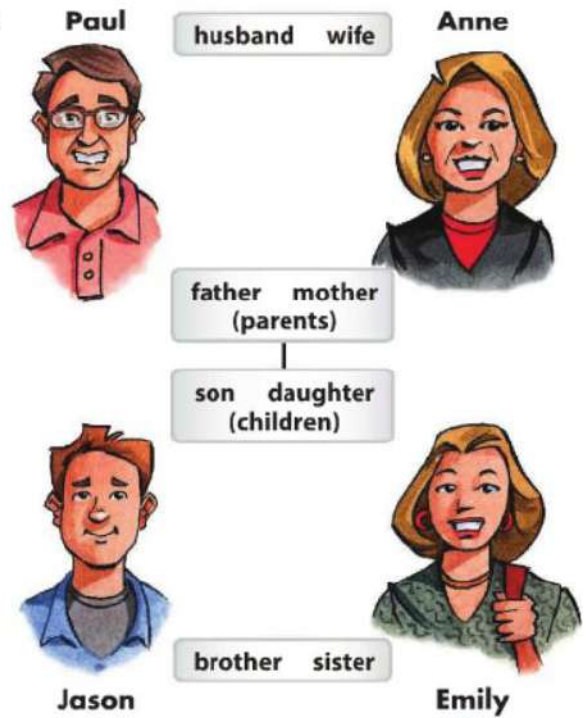
**A**  **PAIR WORK** Complete the sentences about the Carter family. Then listen and check your answers.

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."





### 4.3.- Simple present

#### Simple present statements

I <b>walk</b> to school.	I <b>don't live</b> far from here.	don't = do not doesn't = 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.

- 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.
- 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 and Simple present statements with 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!

#### 4.4.- Simple present with irregular verbs

##### 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.

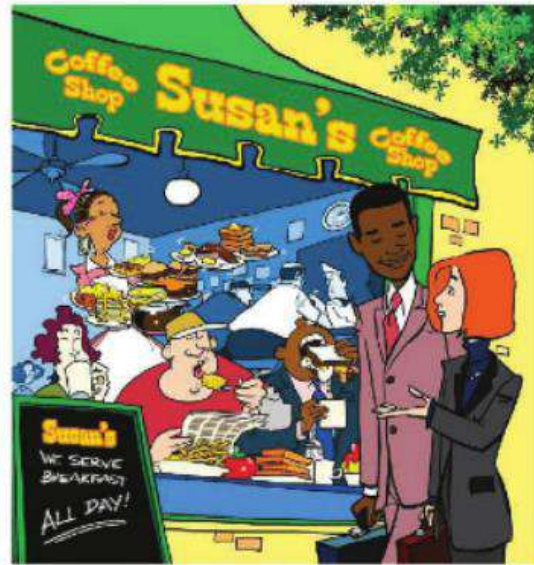
"I have one brother and two sisters. My brother is a teacher.  
He has a car, so he drives to work."



**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!



**4.5.- Simple present questions**

**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*.

1. ....*Do*..... you get up early on weekdays?
2. What time ..... you go home on Fridays?
3. .... your father work on weekends?
4. .... your mother cook every day?
5. .... your parents read in the evening?
6. When ..... your parents shop?
7. .... you check your email at night?
8. What time ..... you have dinner?
9. When ..... you study?
10. .... your best friend drive to class?
11. 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 ..... 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.

**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.

Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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**

**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 . . .

## 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?



## UNIT IV. MY SISTER WORKS DOWNTOWN WORKBOOK

**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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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

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

1. Monday I get up early on Mondays. I don't sleep late on Mondays.
2. Tuesday \_\_\_\_\_
3. Wednesday \_\_\_\_\_
4. Thursday \_\_\_\_\_
5. Friday \_\_\_\_\_
6. Saturday \_\_\_\_\_
7. 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.

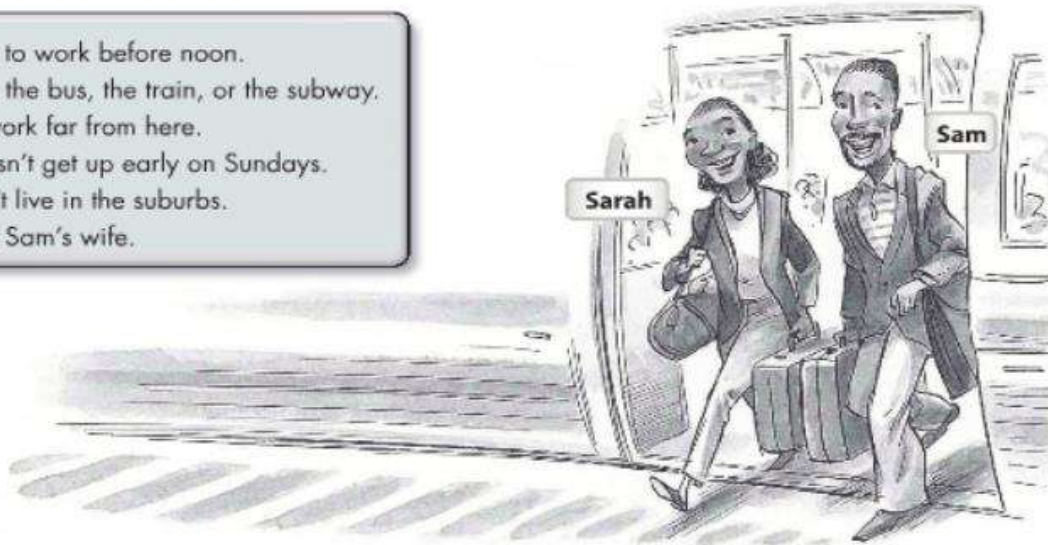
**Write questions to complete the conversations.**

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**

<b>base form</b>	<b>Simple past</b>	<b>past participle</b>
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

<b>base form</b>	<b>simple past</b>	<b>past participle</b>
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 / rɛd/	read / rɛd/
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



**BIBLIOGRAFÍA BÁSICA Y COMPLEMENTARIA:**

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- Doff, Adrian., (2016) Empower. Cambridge.
- Richards C Jack., (2011) Four corners. Cambridge.
- Puchta, Herbert., (2016) Think. Cambridge.

**LINKOGRAFÍA****UNIT I. INTRODUCTION – IT'S NICE TO MEET YOU**

[https://www.youtube.com/watch?v=9p-\\_NhWuuZQ](https://www.youtube.com/watch?v=9p-_NhWuuZQ)

<https://www.youtube.com/watch?v=faSrNM63k58>

<https://www.youtube.com/watch?v=Fx6lxKRijeY>

<https://www.youtube.com/watch?v=FdHks5kPGlo>

<https://www.youtube.com/watch?v=4530pfmquro&t=6s>

**UNIT II. WHERE ARE YOU FROM?**

<https://www.youtube.com/watch?v=Vxeos3hAJYg>

<https://www.youtube.com/watch?v=D0Ajq682yrA>

<https://www.youtube.com/watch?v=NbYLF6CTsao&t=382s>

**UNIT III. WHOSE JEANS ARE THESE?**

[https://www.youtube.com/watch?v=Q\\_EwuVHDb5U](https://www.youtube.com/watch?v=Q_EwuVHDb5U)

<https://www.youtube.com/watch?v=ybt2jhCQ3IA>

<https://www.youtube.com/watch?v=jLY2JlsUrSQ&t=19s>

<https://www.youtube.com/watch?v=hfgni8tQI3o&t=36s>

<https://www.youtube.com/watch?v=krz5NWFllhE>

**UNIT IV. MY SISTER WORKS DOWNTOWN**

<https://www.youtube.com/watch?v=FHaObkHEkHQ>

<https://www.youtube.com/watch?v=7TMXvhjMMSE&t=761s>

<https://www.youtube.com/watch?v=hcqjfVhdA5Y>