

UDS

LIBRO

UDS ENGLISH HANDBOOK- LEVEL I

COLLEGE DEGREE

CUATRIMESTRE: SEPTIEMBRE - DICIEMBRE

Marco Estratégico de Referencia

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.

Inglés I

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.

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- 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

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- 2.1.- Cities and Countries
- 2.2.- Negative and Questions with be
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UNIT III. WHOSE JEANS ARE THESE?

- 3.1.- Clothes
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- 3.3.- Possessive Adjectives and Pronouns
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UNIT I. INTRODUCTION – IT’S NICE TO MEET YOU

I.1.- The verb be

The verb be

I'm Jennifer Miller.	Are you Steven Carson?	I'm = I am
You're in my class.	Yes, I am .	You're = You are
She's in our class. (Jennifer is in our class.)	No, I'm not .	He's = He is
He's over there. (Steven is over there.)	How are you ?	She's = She is
It's Miller. (My last name is Miller.)	I'm fine.	It's = 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.
It's (I'm / It's) sorry – what's your name again?
 David: It's (He's / It's) David – David Medina.
 Jennifer: That's right! David, this am (is / am) Sarah Conner.
he'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 am (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. I'm over there.
 A: OK. Thanks.
- A: Hi. Are you Patty Wilson?
 C: Yes, she's.
 A: Oh, good. am Sergio Baez. you're in my English class.
 C: Yes, I 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. **my** name is Antonio.
 What's **your** name?
 A: **My** name is Nicole.

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

A Listen and practice.

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



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



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



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

"Hey, Ming, this is . . ."

B Complete the conversations. Then practice in groups.

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

Nicole: It's you Steven Carson?
 Steven: Yes, I I am .
 Nicole: Hi. am Nicole Johnson.
 Steven: Oh, you're in my math class, right?
 Nicole: Yes, I am .
 Steven: I 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 ...**a**... book.



2. This is ...**an**... eraser.

3. This is ...**a**... English book.



4. This is ...**an**... marker.



5. This is ...**a**... notebook.



6. This is ...**a**... 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 this..... ?
B: It's an map.



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



4. A: What this..... ?
B: It's an clock.



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



6. A: What are these..... ?
B: They're glasses.

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:^{is}..... this your umbrella?

B: No, ^{it's}..... not.

A: ^{Are}..... these your keys?

B: Yes, ^{they}..... are. Thanks!

2. A: Where ^{are}..... my glasses?

B: Are ^{these}..... your glasses?

A: No, they're ^{not}.....

B: Wait! ^{Are}..... they in your pocket?

A: Yes, ^{they}..... are. Thanks!

3. A: Where ^{my}..... your sunglasses?

B: ^{they're}..... on the table.

A: No, ^{they're}..... not. They're *my* sunglasses!

B: You're right. My sunglasses ^{are}..... in my purse.

4. A: ^{Are}..... this my pen?

B: No, ^{they're}..... not. It's *my* pen.

A: Sorry. ^{This}..... is my pen?

B: ^{are}..... on your desk.

A: Oh, you're right!

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

A: Is this your pen, Yuko?

B: No, it's not.

A: Are these your keys, Sergio?

C: Let me see. Yes, they are.

2 Yes/No and where questions with be

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

A Match the questions with the answers.

- | | |
|--------------------------------------|---------------------------|
| 1. Is that your wallet? .....c..... | a. They're in your purse. |
| 2. Are these your glasses? ...e..... | b. No, it's not. |
| 3. Where are my keys? ...a..... | c. Oh, yes, it is! |
| 4. Is this your pen? ....b..... | d. It's in my pocket. |
| 5. Where's your watch? ....d..... | 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. Iswhere..... in your book bag?
 A: No,are they..... not.
 B: Isit..... your pen?
 A: Yes,they are..... . Thanks! Now,this..... are my keys?
 B:it's..... on your desk?
 A: Yes,it is..... . 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!

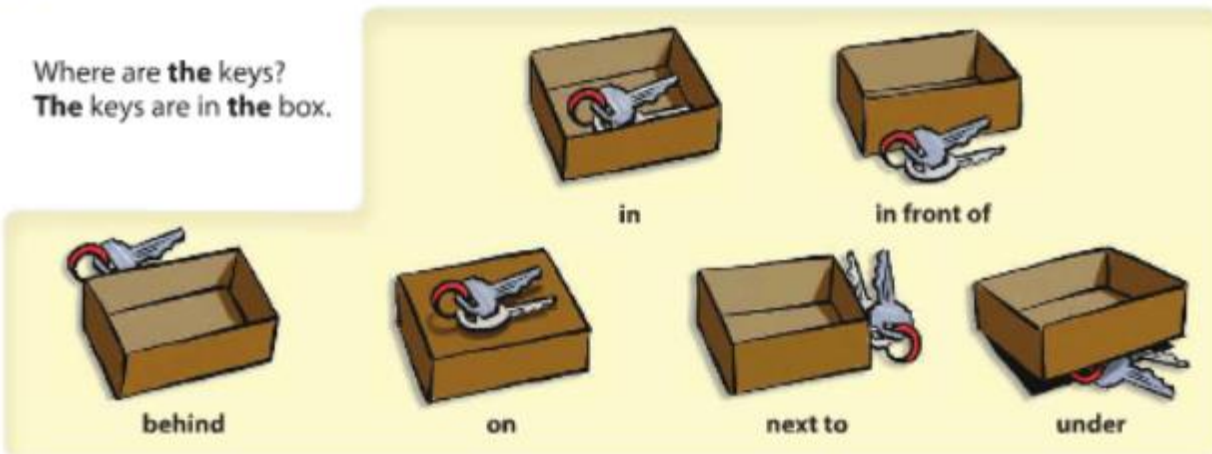



1.5.- Prepositions of place

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 next to the comb.



3. The map is below the newspaper.



4. The chair is behind the desk.



5. The wallet is on top of the notebook.



6. The sunglasses are next to the bag.

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.My name is Matt Carlson
 Matt: Pretty good, thanks.How about you?
 Nicki: And I'm Nicki White.
 Matt:Oh, are you in my English class?
 Nicki: Nice to meet you, too.It's nice to meet you, Nicki
 Matt: Yes, I am.
 Nicki:Well, have a good day
 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 PAIRWORK Ask and answer *Where* questions about the picture.

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

YES OR NO GAME

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

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

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: My name is Carla. And what's your name?
 A: My name is David.

2. A: What's your name?
 B: My name is Michael.
 A: And what's your name?
 B: My 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
 • It's Williams.
 • I'm Jake Williams.
3. A: Hello, Yuko. How's it going?
 B: Fine, thank
 • Fine, thanks.
 • Nice to meet you, too.
4. A: How do you spell your last name?
 B: R-O-G-E-R-S
 • R-O-G-E-R-S.
 • It's Rogers.
5. A: I'm Bill Delgado.
 B: It's nice to meet you
 • Nice to meet you, too.
 • It's nice to meet you.



Complete the conversations.



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

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



3. A: How's it are you , Tim?
 B: Great. it's 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 you James Lawson?
 Kevin: No, I'm not. he's over there.
 Debra: Oh, it's sorry.
2. Debra: Excuse me. are you James Lawson?
 James: Yes, I am.
 Debra: Hi, James. My name is Debra Marks.
 James: Oh, you're in my English class.
 Debra: That's right. I'm 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. What's your name?
 B: Kerry Moore.
 A: And how do you spell your last name?
 B: K-E-R-R-Y.
 A: How do you spell your first de name?
 B: M-O-O-R-E.
 A: What's your phone number?
 B: It's 618-555-7120.
 A: And what's your email address?
 B: It's kmoore19@cup.org.



Hello and good-bye!

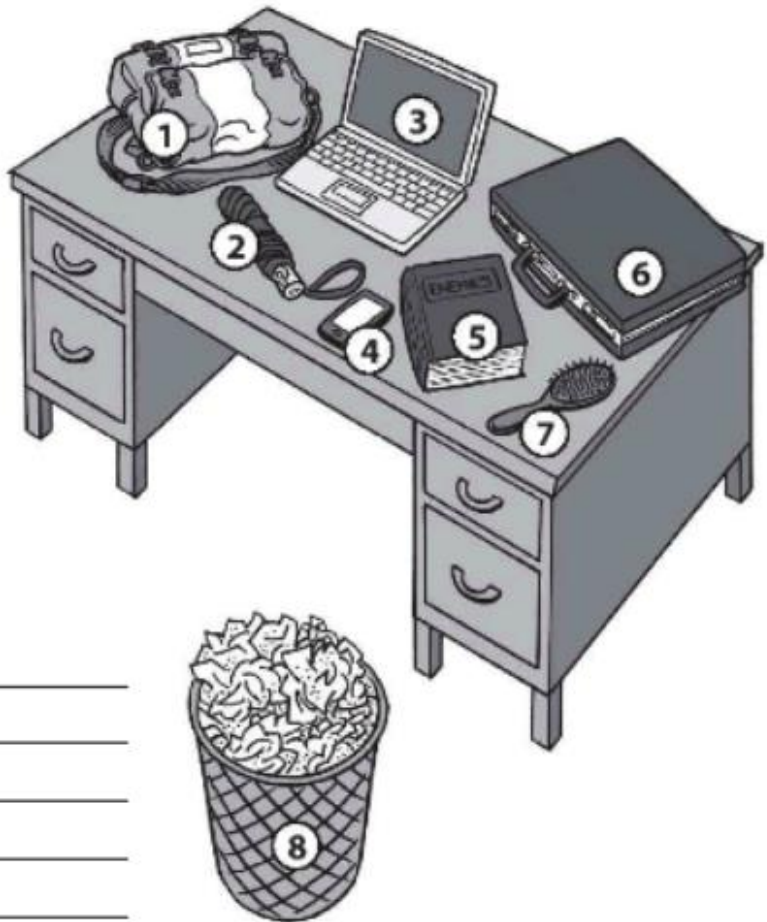
A Complete the conversations. Use the words in parentheses.

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

What are these things?

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

1. a bag
2. a umbrella
3. a computer
4. a phone
5. a book
6. a briefcase
7. a comb
8. a trash can



B What's in the picture? Write sentences.

1. This is a bag.
2. This is a umbrella
3. This is a computer
4. This is a phone
5. This is a book
6. This is a comb
7. This is a briefcase
8. This is a trash can

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



1. A: What's this ? 2. A: What's this ? 3. A: What are these ?
 B: It's a camera . B: It's a clock . B: They are earrings



4. A: What are these ? 5. A: What are these ? 6. A: What's this ?
 B: They are some markers . B: They are glasses . B: It is an identification

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 these , Chris.
 Chris: You're welcome.
 Eva: Now open they're box.
 Dana: OK. What 's this?
 Eva: It's a scarf.
 Dana: Oh, thank you, Eva. And what are this ?
 Eva: They 're earrings.
 Dana: Thanks! You great!
 Amy: Open this, too!
 Dana: Oh, it's an umbrella. Thanks, Amy!



Complete the conversations.



1. A: Where is my English dictionary?
 B: Is it's in your book bag?
 A: No, it's not .
 B: Wait a minute. not it on the desk?
 A: Yes, it is. Thank you!



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



3. A: Where this my glasses?
 B: Are you in your purse?
 A: No, they're not .
 B: No they on your desk?
 A: Hmm. Yes, they're are. Thanks.



4. A: Where my pens on
 your desk?
 B: No, it's not. Sorry.
 A: Hmm. you' are my pens?
 B: No they in your pocket?
 A: Let me see. Yes, they are .
 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 behind the desk.



3. The glasses are on the chair.



4. The cell phone is under the table.



5. The map is in front of the briefcase.



6. The keys are next to the umbrella.

Where are these things?

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



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

B: It's next to the television.

2. A: Where are the books? (books)

B: They are under the table

4. A: Where are the keys? (keys)

B: They are on top of the briefcase

5. A: Where is the camera? (camera)

B: Is in front of the television

3. A: Where is the cell phone? (cell phone)

B: It's inside the bag

6. A: Where are the sunglasses? (sunglasses)

B: It's behind the sofa

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	

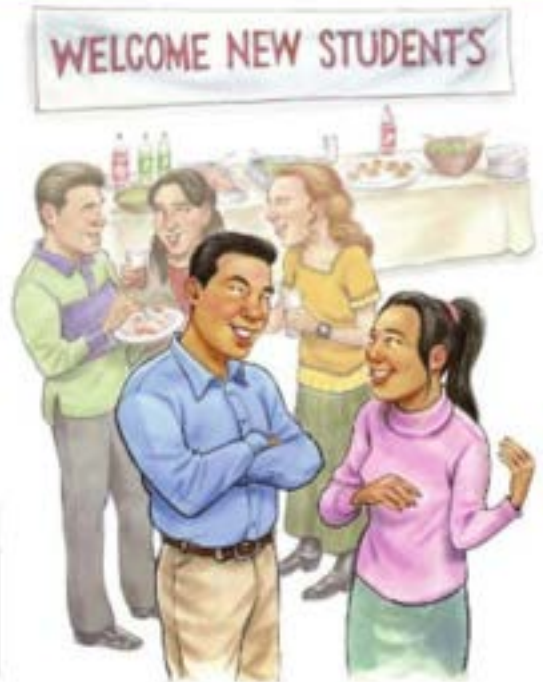
Answers: 1.e 2.g 3.f 4.h 5.c 6.d 7.a 8.c 9.e 10.b
Source: www.worldfact.com

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 checked="" type="checkbox"/>	<input type="checkbox"/>
2. Natasha is from New York.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Monique's first language is English.	<input checked="" 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?

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

A Complete the conversations. Then practice with a partner.

- A: Hiroshi, ~~are~~ you and Maiko from Japan?
 B: Yes, we are .
 A: Oh? Are you from Tokyo?
 B: No, it's not. Were from Kyoto.
- A: Is Laura from the U.S.?
 B: No, it's not. She's from the U.K.
 A: Ho she from London?
 B: Yes, she is . But her parents are from Italy. No it's not from the U.K. originally.
 A: Where Laura's first language Italian?
 B: No, it's not. From English.
- A: Are you Selina and Carlos from Mexico?
 B: No, it's not. She's from Brazil.
 A: Are you from Brazil, too?
 B: No, it's not. I'm from Peru.
 A: So, is 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>a</u> | b. Yes, she is. She's from California. |
| 3. Are you Japanese? <u>c</u> | c. No, it's not. It's Japanese. |
| 4. Is Mr. Ho from Hong Kong? <u>e</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 PAIRWORK 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
were not from London
3. not / you and Tim / in my class / are
are not you and Tim in my class
4. is / my first language / Spanish / not
is not my first language Spanish
5. from / my mother / not / is / Seoul
is not my mother 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, *it's* not. *Were* from Guatemala.
2. A: *Are* your first language English?
B: Yes, it *is* My parents *is* from Australia.
3. A: *Were* Kenji and his friend Japanese?
B: Yes, *they* are. But *Are* in the U.S. now.
4. A: *Is* my mother and I late?
B: No, *it's* not. *They* early!

2.2.- Where are they from?

WHERE ARE THEY FROM?

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

				
1	2	3	4	5
Penelope Cruz	Robert Pattinson	Haru Nomura	Cate Blanchett	Javier Hernández
<input type="checkbox"/> Mexico	<input type="checkbox"/> the U.S.	<input type="checkbox"/> South Korea	<input checked="" type="checkbox"/> Australia	<input checked="" type="checkbox"/> Brazil
<input checked="" type="checkbox"/> France	<input type="checkbox"/> the U.K.	<input checked="" type="checkbox"/> Japan	<input type="checkbox"/> New Zealand	<input type="checkbox"/> Mexico
<input checked="" type="checkbox"/> Spain	<input checked="" type="checkbox"/> Canada	<input type="checkbox"/> China	<input type="checkbox"/> South Africa	<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: *what's your name*..... ?
 B: I think his name is Ming.
 A: Ming? *Where are you from*..... ?
 B: He's from China.
- A: Serhat, *Where are they from*..... ?
 B: I'm from Turkey – from Istanbul.
 A: *What's Istanbul like*..... ?
 B: Istanbul is very old and beautiful.
 A: *what's your name*..... ?
 B: My last name is Erdogan.
- A: Hi, John. *what's your name*..... ?
 B: I'm just fine. My friend Teresa is here this week – from Argentina.
 A: Oh, cool. *How is it there?*..... ?
 B: She's really friendly.
 A: *How old is he*..... ?
 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. <i>how</i> is her name? <i>c</i> | b. She's 16. |
| 3. <i>how</i> is she like? <i>f</i> | c. Her name is Nittaya. |
| 4. <i>what</i> old is she? <i>b</i> | d. She's my sister. |
| 5. <i>where</i> is your family from? <i>a</i> | e. It's really beautiful. |
| 6. <i>how</i> is Bangkok like? <i>e</i> | 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 PAIR WORK Complete the chart with words from part A. Add two more words to each list. Then describe your personality and appearance to a partner.

Personality			Appearance	
talkative	funny	thin	pretty	handsome
shy	tall		quiet	good-looking
short	heavy		serious	friendly

"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 checked="" type="checkbox"/> friendly
2. Marco is . . .	<input type="checkbox"/> tall	<input checked="" type="checkbox"/> nice	<input type="checkbox"/> shy
3. Andrew is . . .	<input type="checkbox"/> talkative	<input checked="" 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? ^h | a. It's very beautiful. |
| 2. Where are you and your family from? ^c | b. Yes, she is. |
| 3. What is your hometown like? ^a | c. We're from Mexico. |
| 4. Is English your first language? ^f | d. My best friend is Kevin. |
| 5. Who is your best friend? ^b | e. Yes, they are. |
| 6. Are your classmates Brazilian? ^e | f. No, it's not. It's Spanish. |
| 7. How old is your best friend? ^g | g. He's nineteen. |
| 8. Is our teacher from the U.S.? ^d | 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 checked="" type="checkbox"/> short | <input checked="" type="checkbox"/> funny | <input type="checkbox"/> friendly | <input type="checkbox"/> talkative | <input type="checkbox"/> quiet |
| 2. Ryan | <input type="checkbox"/> tall | <input checked="" type="checkbox"/> short | <input checked="" 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 checked="" 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 checked="" 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 are in China
3. Tokyo are in Japan
4. São Paulo and Rio are in Brazil
5. Seoul and Daejeon are South Korea
6. Buenos Aires are in Argentina
7. Vancouver and Ottawa are in Canada
8. Istanbul are in Turkey

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



1. A: Are you and your family from South Korea?
 B: No, we is not.
 We 're from China.
 A: Oh, so you am from China.
 B: Yes, I 'm . I 'm from Shanghai.



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



3. A: Are this your wallet?
 B: Yes, it are . Thanks.
 A: And is these your pictures?
 B: Yes, they 're .
 A: Well, they 're very nice pictures.
 B: Thank you!



4. A: Are your English teacher from the U.S.?
 B: No, she 's not. She 's from Canada. Montreal, Canada.
 A: Is English her first language?
 B: No, it 's not. Her first language is 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: Yes, they are from India



3. A: Is she from Canada?
B: Yes, they are from Canada



4. A: Is she in Mexico?
B: It, is not in Japan



5. A: Are they in Jakarta?
B: No, it's is not



6. A: Are they in Australia?
B: No, it's is not

Spell the numbers.

- | | |
|-----------------------------------|-----------------------|
| 1. 11 <u>eleven</u> | 6. 13 <u>thirteen</u> |
| 2. 15 <u>fifteen</u> | 7. 70 <u>seventy</u> |
| 3. 50 <u>fifty</u> | 8. 30 <u>thirty</u> |
| 4. 101 <u>one hundred and one</u> | 9. 19 <u>nineteen</u> |
| 5. 24 <u>twenty-four</u> | 10. 90 <u>ninety</u> |

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 Japan.
 • No, it's Japanese.
- A: What are they like?
 B: They're in London
 • They're very nice.
 • They're in London.
He's the new math teacher
- 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 from São Paulo
 • They're in the U.S. now.
 • They're from São Paulo.
- A: How old is he now?
 B: He's twenty-eight
 • It's twenty-eight.
 • He's twenty-eight.
- A: What's Marrakech like?
 B: It's in Morocco
 • It's in Morocco.
 • It's very interesting.

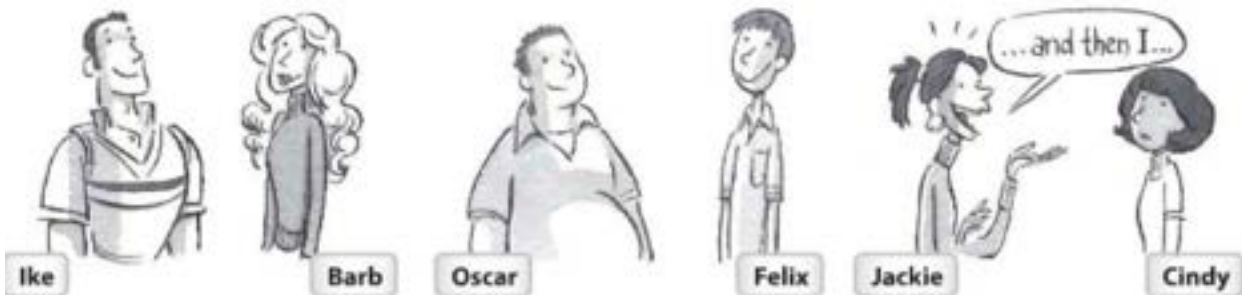
Descriptions

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



- | | |
|--|---|
| <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.



2. Ike is tall. Barb is thin.
3. Oscar is smart. Felix is cute.
4. Jackie is pretty. Cindy is short.



5. Roy is funny. Will is serious.
6. Jeff is handsome. Matt is talkative.
7. Peggy is heavy. Teddy is quiet.

B Answer the questions.

- Is Jeff tall? Yes, he is.
- Is Barb pretty? Yes, she is
- Is Oscar thin? No he's not
- Is Margo shy? No, she's not
- Are Oscar and Felix male? Yes, they're
- Are Margo and Donna old? No, they're not
- Are you talkative? Yes, I am
- Are you serious? No, I'm not

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: he's very nice. his name is Tommy Ho. I call him Tom.
 A: where is he from? is he from China?
 B: No, he's not. 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, we are. we're from San Juan.
 A: What's your first language?
 B: My first language is Spanish, but Rita's first language is English. her parents are from New York originally.

Answer the questions. Use your own information.

- Where are you from?
I'm from México
- What's your first language?
My first language is spanish
- How are you today?
I'm fine
- Where is your teacher from?
My teacher is from México
- What is your teacher like?
She is funny
- What are you like?
I am friendly

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>swimsuits t-shirt socks sneakers</p>	 <p>hat scarf raincoat high heels</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. suit socks scarf
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
my	mine	Pat's blouse /s/
your	yours	Julie's jeans /z/
These are his socks.	These socks are his.	Rex's T-shirt /tʃ/
her	hers	
our	ours	Whose blouse is this? It's Pat's.
their	theirs	Whose jeans are these? They're Julie's.

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

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

her our ours your yours

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

her hers their theirs whose

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

🎧 Listen and practice.

Weather and Seasons Around the World

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

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			Conjunctions
I'm	I'm not	OR:	
You're	You're not	You aren't	It's snowing, and it's windy.
She's wearing shoes.	She's not	She isn't wearing boots.	It's sunny, but it's cold.
We're	We're not	We aren't	It's windy, so it's very cold.
They're	They're not	They aren't	
It's snowing.	It's not	It isn't raining.	

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.

- Mr. and Mrs. Lee are wearing hats. *Mr. and Mrs. Lee aren't wearing hats.*
- It isn't raining. *It's raining*
- I'm wearing sunglasses. *I don't wear sunglasses*
- You're wearing a new suit. *you are not wearing a new suit*
- Michiko isn't wearing gloves. *Michiko wears gloves*

A Complete these sentences. Then compare with a partner.



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



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



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



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

3.5.- Present continuous yes/no questions

Present continuous yes/no questions

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

B PAIRWORK 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.

Nick	Jon	Beth	Anita	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.

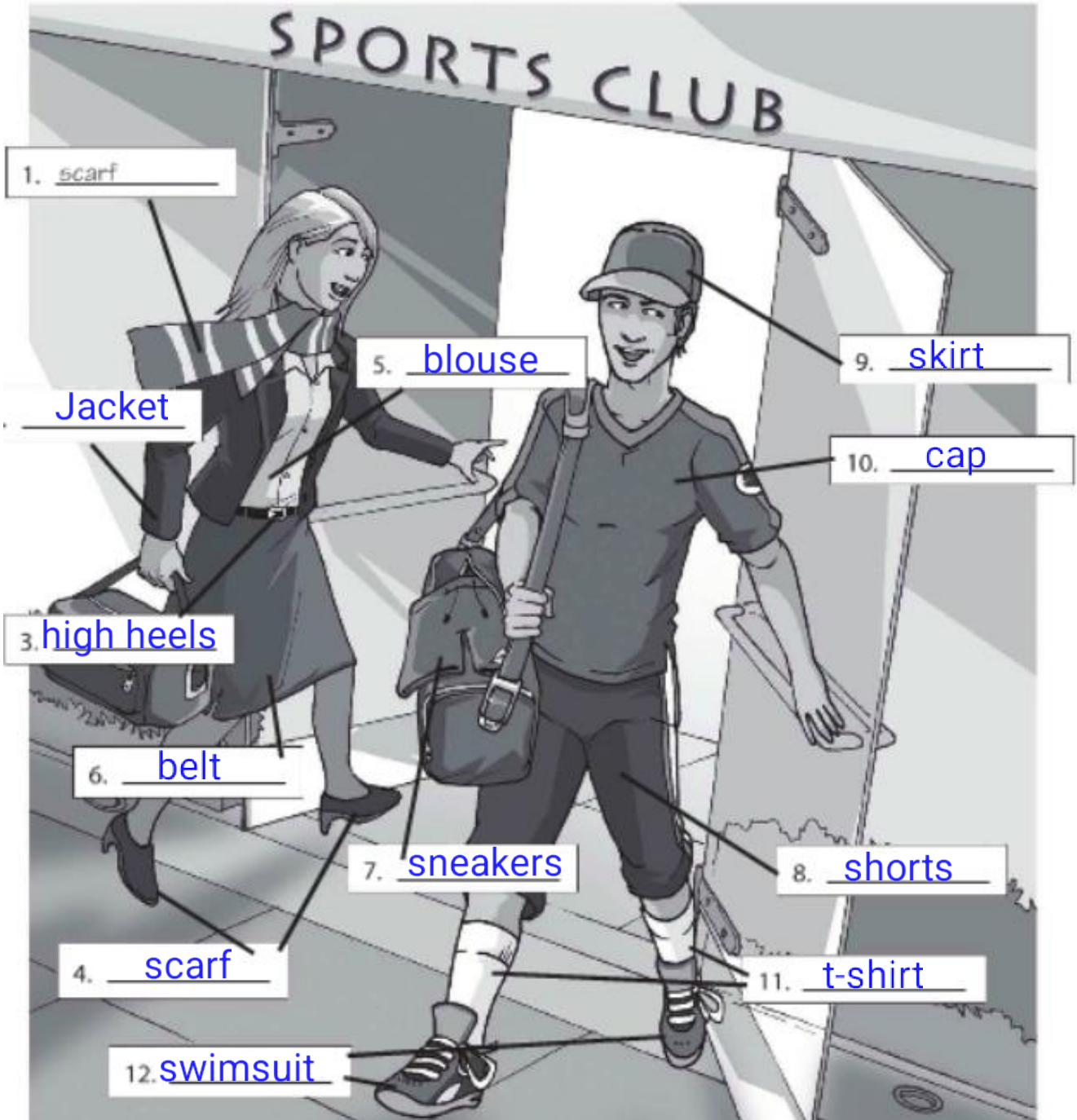
Are Sonia and Paulo wearing jeans?
Is Paulo wearing a red shirt?



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 checked="" type="checkbox"/> shirt	<input type="checkbox"/> T-shirt	<input checked="" type="checkbox"/> boots	<input checked="" type="checkbox"/> swimsuit
<input checked="" type="checkbox"/> shorts	<input checked="" type="checkbox"/> shorts	<input type="checkbox"/> scarf	<input type="checkbox"/> T-shirt
<input type="checkbox"/> tie	<input type="checkbox"/> suit	<input checked="" type="checkbox"/> shorts	<input checked="" type="checkbox"/> boots
<input type="checkbox"/> belt	<input checked="" type="checkbox"/> sneakers	<input checked="" type="checkbox"/> pants	<input type="checkbox"/> sneakers
<input checked="" type="checkbox"/> swimsuit	<input checked="" type="checkbox"/> jeans	<input type="checkbox"/> sweater	<input checked="" type="checkbox"/> shorts
<input type="checkbox"/> shoes	<input type="checkbox"/> gloves	<input type="checkbox"/> gloves	<input type="checkbox"/> sweater
<input checked="" 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. The broom is blue
4. The blackboard is white
5. The boat is yellow
6. My chair is green
7. My backpack is pink
8. the archivist is grey
9. The down is black
10. The folders are light blue



Whose clothes are these?



Tiffany



Jade



Daniel

A Complete the conversations.



1. A: Whose hat is this _____ ? 2. A: Whose skirt is that _____ ? 3. A: Whose boots are these _____ ?
 B: It's Daniel's _____ . B: It's Tiffany _____ . B: It's Jade _____ .



- are those tennis shoes?
 4. A: Whose _____ ? 5. A: Whose shoes are these _____ ? Whose shirt is that _____ ?
 B: It's Daniel's _____ . B: It's Tiffany _____ . B: It's Jade _____ .

B Complete the conversations with the correct words in parentheses.

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



2. It 's snowing, but Amy
has boots – she 's
high heels. She 's gloves, and
she 's a hat.



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



4. Roger is a suit.
He 's a belt, but
he 's a tie.
He 's 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, you I'm not wearing a coat.
3. Her skirt is blue, are her blouse is blue, too.
4. It's raining, she's I need an umbrella.
5. He's wearing an expensive suit, and he's wearing sneakers.
6. It's summer and it's very sunny, I 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. *It's six fifteen*
4. It's ten o'clock at night. *It's noon*
5. It's three-oh-five. *It's fifty-five to four*
6. It's twenty-five to eleven. *It's ten thirty-five*
7. It's one o'clock in the morning. *It's noon*
8. It's midnight. *It's almost night*

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	4:00 p.m.
Bangkok	5:00 pm
London	11:00 pm
Tokyo	3:00 am
São Paulo	6:00 pm

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.



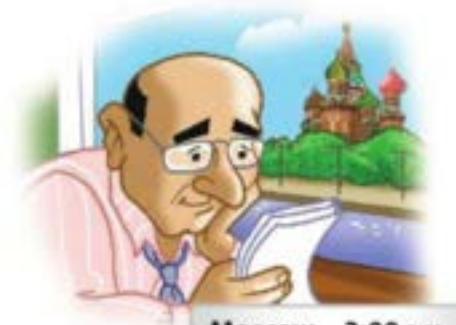
Brasília 9:00 A.M.

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



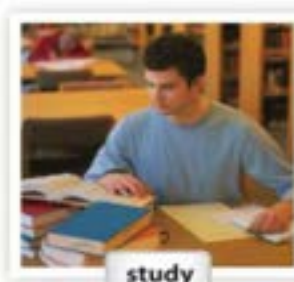
watch a movie



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.

8 dancing

4 eating dinner

7 riding a bike

5 swimming

1 driving

6 playing tennis

3 shopping

2 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!"



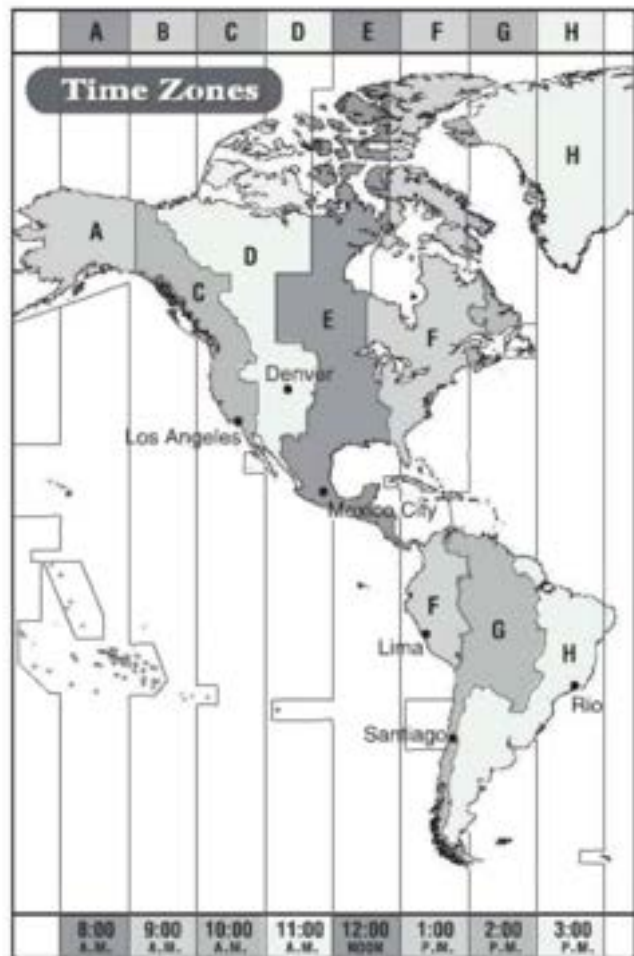
UNIT III.- WHOSE JEANS ARE THESE? WORKBOOK

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. it's ten to eight



3. it's quarter after one



4. it's five-oh-five



5. it's a quarter to three it's eight after six



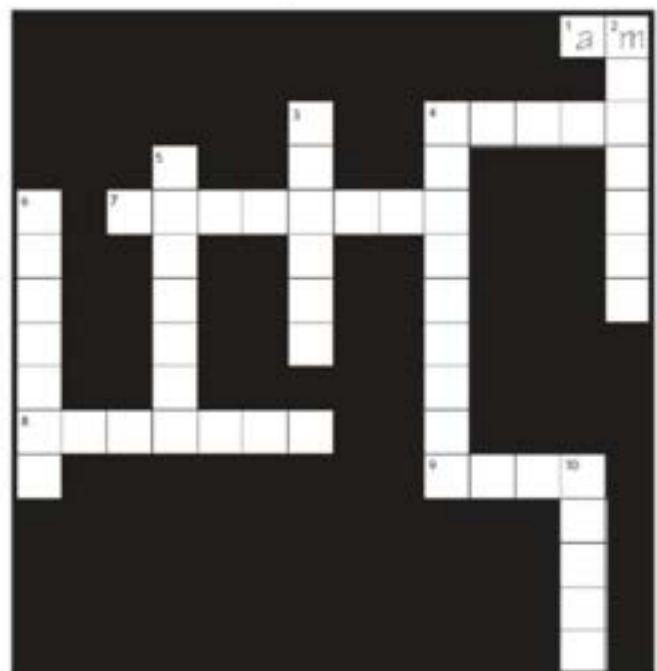
Complete the crossword puzzle. Write each time a different way.

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. take a walk



3. play a video game



4. ride a bike



5. shop



6. swim



7. drive



8. read o book



9. dance

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

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

Source: U.S. Census Bureau

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

CONVERSATION Nice car!


🎧 Listen and practice.

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



4.2.- Family Tree

WORD POWER Family

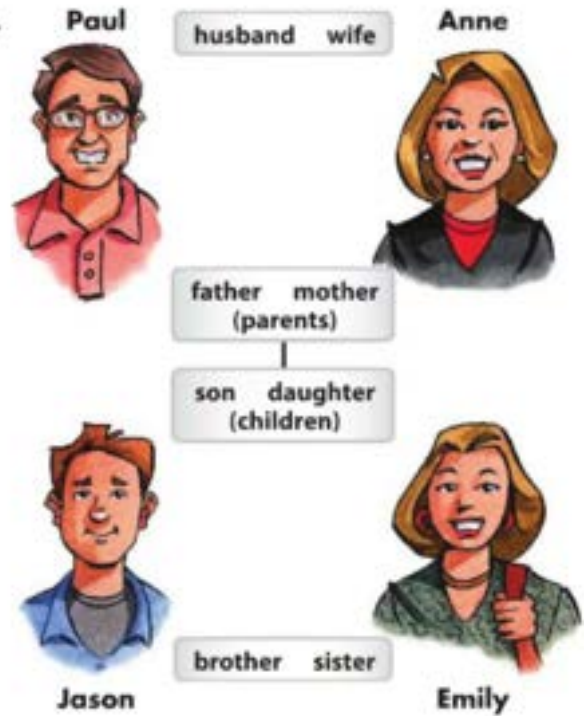
A  **PAIR WORK** Complete the sentences about the Carter family. Then listen and check your answers.

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

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

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

verb endings: he, she, it

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

1 Simple present statements and Simple present statements with irregular verbs

- ▶ 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 Ilive..... (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 PAIR WORK 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 *in* 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

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.

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				
12:00 P.M.					
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.

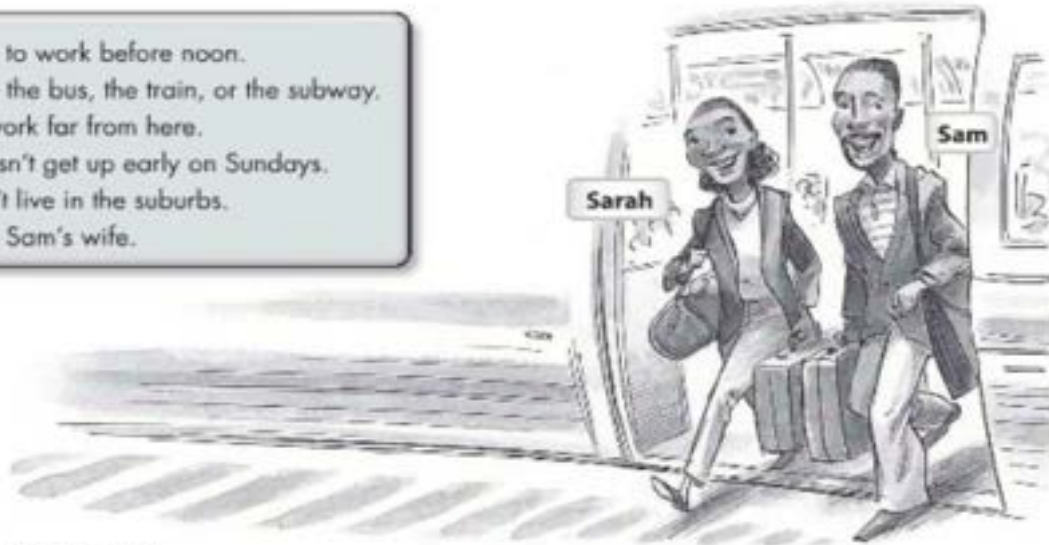
Write questions to complete the conversations.

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?

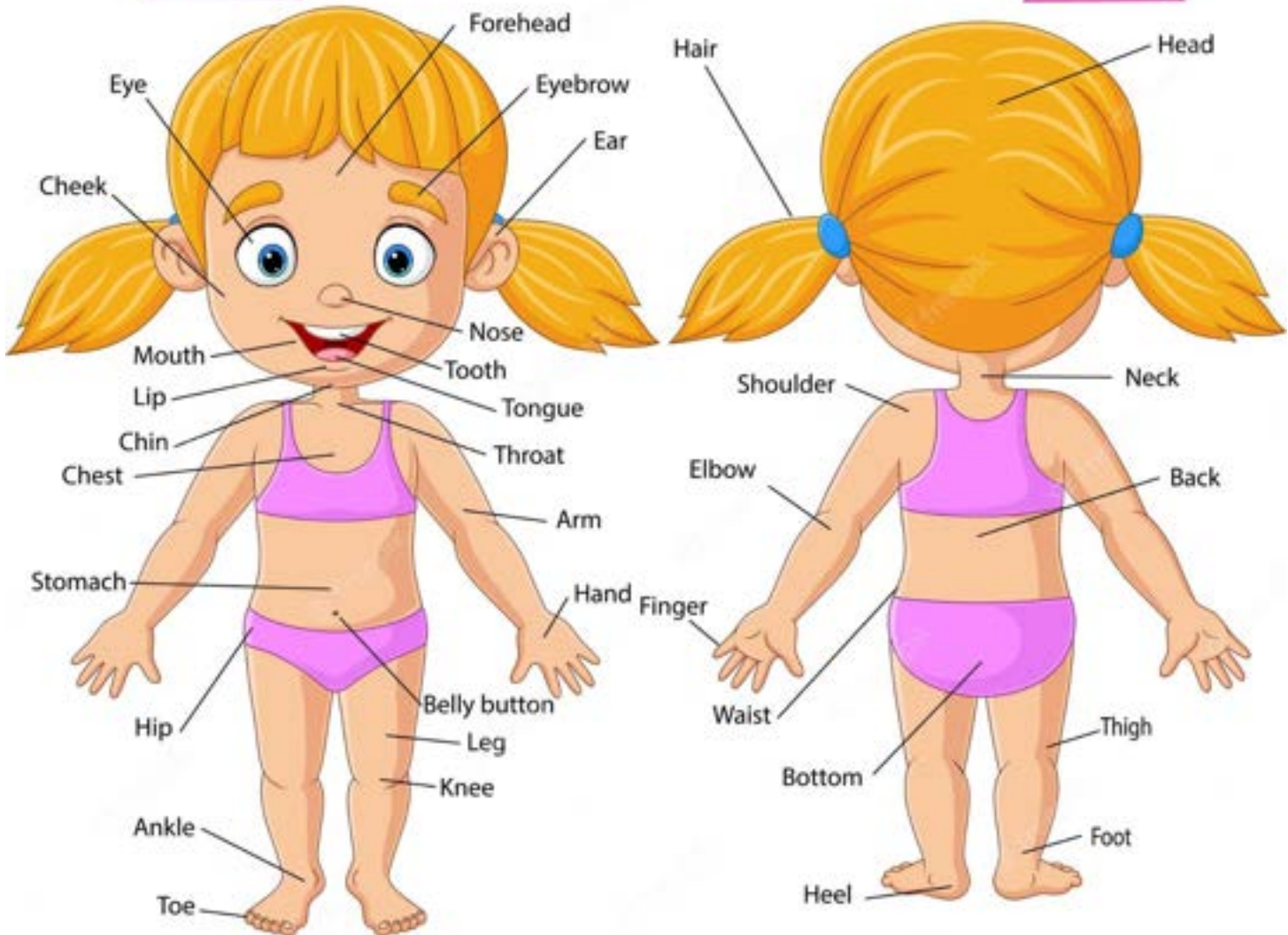
4. What do you do on Sunday mornings?

Nursing and Healthcare Vocabulary

Accelerated - (adjective)	Center - (noun)	Emotional - (adjective)
Accredited - (adjective)	Certified - (adjective)	Entry - (noun)
Acute - (adjective)	Clinical - (adjective)	Environment - (noun)
Adequate - (adjective)	Clinic - (noun)	Exam - (noun)
Administer - (verb)	Communication - (noun)	Examination - (noun)
Administered - (adjective)	Condition - (noun)	Facilities - (noun)
Administration - (noun)	Consulting - (noun)	Facility - (noun)
Adn- (acronym)	Continuing - (adjective)	Faculty - (noun)
Advance - (noun / verb)	Council - (noun)	Follow - (verb)
Advice - (noun)	Credentialing - (noun)	Formally - (adverb)
Agency - (noun)	Critical - (adjective)	Geriatrics - (noun)
Aide - (noun)	Demand - (noun / verb)	Gerontology - (noun)
Ambulatory - (noun)	Determine - (verb)	Health - (noun)
Anatomy - (noun)	Diabetes - (noun)	Hold - (verb)
Anesthesia - (noun)	Diagnoses - (noun)	Hospital - (noun)
Anesthetist - (noun)	Diagnostic - (adjective)	Illness - (noun)
Approved - (adjective)	Difficulty - (noun)	Increase - (noun / verb)
Assist - (verb)	Diploma - (noun)	Infectious - (adjective)
Assistance - (noun)	Disability - (noun)	Injection - (noun)
Assistant - (noun)	Disease - (noun)	Injury - (noun)
Bathing - (adjective)	Disorder - (noun)	Internal - (adjective)
Blood - (noun)	District - (noun)	Junior - (noun)
Board - (noun)	Dressing - (adjective)	Laboratory - (noun)
Bsn- (acronym)	Duty - (noun)	Level - (noun)
Cancer - (noun)	Educational - (noun)	License - (noun)
Care - (noun / verb)	Elderly - (adverb)	Licensed - (adjective)
Career - (noun)	Eligibility - (noun)	Licensure - (noun)
Care for - (verb)	Emergency - (noun)	Lpns- (acronym)

Manage - (verb)	Plan - (noun / verb)	Rns- (acronym)
Medical - (adjective)	Planning - (adjective)	Routine - (noun)
Medication - (noun)	Postoperative - (adjective)	Rural - (adjective)
Medicine - (noun)	Practical - (adjective)	Scope - (noun)
Member - (noun)	Practice - (noun)	Section - (noun)
Mental - (adjective)	Practitioners - (noun)	Serve - (verb)
Midwife - (noun)	Prenatal - (adjective)	Services - (noun)
Monitor - (noun / verb)	Prepare - (verb)	Setting - (noun)
Monitoring - (adjective)	Prescribe - (verb)	Sign - (noun)
Msn- (acronym)	Preventive - (adjective)	Skin - (noun)
Nature - (noun)	Primary - (adjective)	Specialist - (noun)
Nclex- (acronym)	Procedure - (noun)	Specialize - (verb)
Neonatology - (noun)	Program - (noun / verb)	Specialty - (noun)
Nurse - (noun)	Prospect - (noun)	Specific - (adjective)
Nursing - (noun)	Provide - (verb)	Staff - (noun)
Nutrition - (noun)	Provider - (noun)	Supervise - (verb)
Obtain - (verb)	Psychiatric - (adjective)	Supervision - (noun)
Offer - (noun / verb)	Public - (noun)	Surgeon - (noun)
Office - (noun)	Qualified - (adjective)	Surgery - (noun)
Oncology - (noun)	Radiation - (noun)	Surgical - (adjective)
Order - (noun / verb)	Rapid - (adjective)	Team - (noun)
Outpatient - (noun)	Record - (noun / verb)	Term - (noun)
Pass - (verb)	Registered - (adjective)	Test - (noun / verb)
Path - (noun)	Rehabilitation - (noun)	Therapeutic - (adjective)
Patient - (noun)	Remain - (verb)	Therapy - (noun)
Pediatrics - (noun)	Report - (noun / verb)	Training - (noun)
Pharmacology - (noun)	Residential - (adjective)	Treat - (verb)
Physical - (adjective)	Response - (noun)	Treatment - (noun)
Physician - (noun)	Retaining - (adjective)	Unit - (noun)
Physiology - (noun)	Rn- (acronym)	

MY BODY PARTS



IRREGULAR VERBS

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

base form	simple past	past participle
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read / rid/	read / 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

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- Richards C Jack., (2013) Interchange Intro. Cambridge.
- 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=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=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>