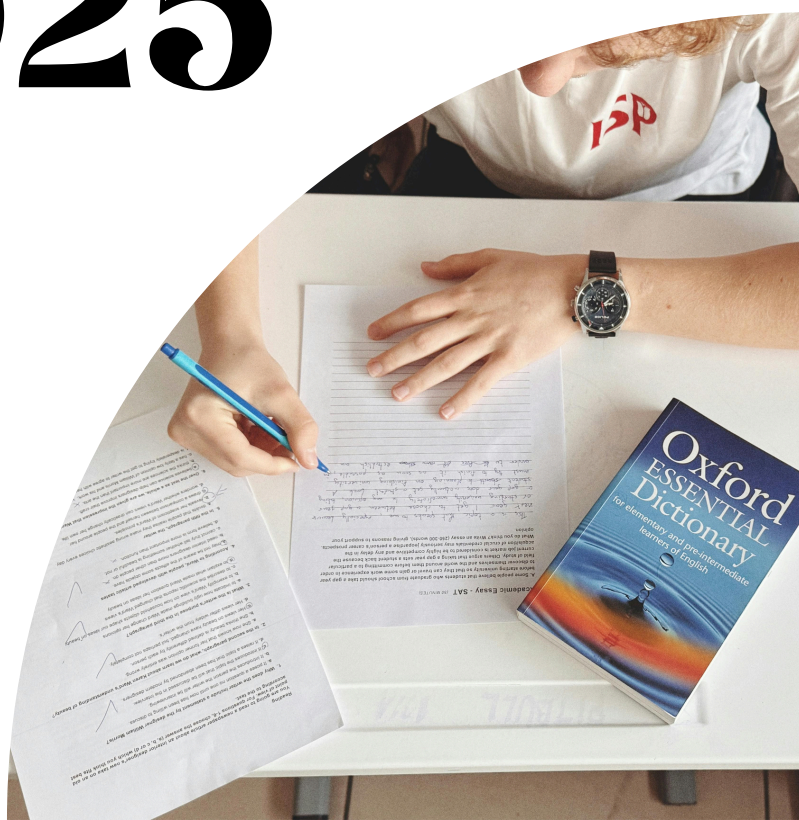


E.E.M.P.A 1305 - Bachillerato libre para adultos Resolución Nro. 212/99
Ministerio de Educación de la Provincia de Santa Fe

ENGLISH COURSEBOOK 2nd Year 2025

Teacher:
José Tomatis



1 UNIT 4 Families

Warm-Up

★ A VOCABULARY | Family relationships | Read and listen. Then listen again and repeat.

1 They're our parents.

2 They're our children.*

*one child / two children

3 She's my wife.

4 He's my husband.

5 She's my sister.

6 He's my brother.

7 He's my son.

8 He's my father.

9 She's my daughter.

10 She's my mother.

★ B VOCABULARY PRACTICE | Complete the sentences. Write two more sentences.

- | | |
|---------------------------------|---------------------------------|
| 1 Rick is Rita's | 6 Gabe and Mia are Rita's |
| 2 Mia is Gabe's | 7 Gabe is Mia's |
| 3 Rita is Gabe's | 8 Rick is Mia's |
| 4 Rick and Rita are Mia's | 9 |
| 5 Rita is Rick's | 10 |

C PAIR WORK | Point and make statements. Use he, she, or they.

“ She's Rick's daughter. ”



UNIT 4 COMMUNICATION GOALS

Lesson 1
Comment on
family photos

Lesson 2
Ask about
relatives

Lesson 3
Describe
appearance

Lesson 4
Talk about someone's
family

★ **D** **VOCABULARY** | More family relationships | Read and listen. Then listen again and repeat.

1 They're our
grandparents.



2 They're our **grandchildren.***



*one **grandchild** /
two **grandchildren**

3 She's my
granddaughter.



4 He's my **grandfather.**

5 He's my
grandson.

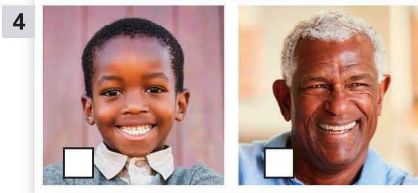
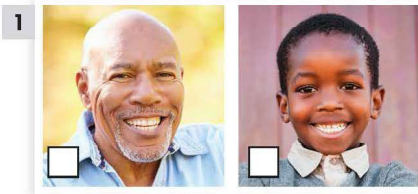


6 She's my
grandmother.

★ **E** **VOCABULARY PRACTICE** | Complete each statement. Write the letter.

- | | |
|-----------------|------------------------|
| 1 Joe is | a Joe's grandson |
| 2 Faye is | b Mia's grandmother |
| 3 Gabe is | c Faye's granddaughter |
| 4 Mia is | d Faye's husband |

★ **F** **LISTENING COMPREHENSION** | Listen to a woman talk about her relatives. Check the correct photos.



SPEAKING

PAIR WORK | Write the names of your relatives on a separate sheet of paper. Then tell your partner about your family relationships.

	Sam
	Emma

“ Sam is my brother. ”



Comment on family photos

A GRAMMAR | Be: Questions with Who

Who's she? (She's my mom.*)
Who's Nick? (He's my dad.*)

Who are they? (They're my grandparents.)
Who are Tina and Joy? (They're my sisters.)

*mom and dad = informal for mother and father

Be careful!

Who are NOT ~~Who're~~

Contractions

Who is → **Who's**

Who's he?

He's my brother, Kyle.



B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Write questions with Who's or Who are. Use he, she, or they.

1 A: Who's she ?

B: She's my grandmother.

2 A: _____ ?

B: He's my father.

3 A: _____ ?

B: They're my mom and dad.

4 A: _____ ?

B: She's Mrs. Bell's granddaughter.

5 A: _____ ?

B: He's Lucille's husband.

6 A: _____ ?

B: They're my friend's sisters.

D PAIR WORK | Practice the conversations from Exercise C.



E VOCABULARY | Adjectives to describe people | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130

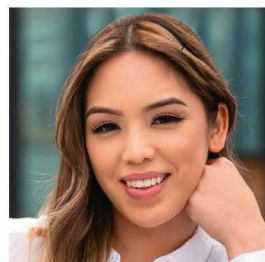
More adjectives to describe people



1 He's **short**. 2 He's **tall**.



3 He's **young**. 4 He's **old**.



5 They're **good-looking**.

6 She's **pretty / beautiful**.

7 He's **handsome**.



8 She's **cute**.

F GRAMMAR | Be with adjectives / Adverbs very, really, and so

Describe people with a form of be and an adjective.
 The adverbs very, really, and so make adjectives stronger.

Your sister is **pretty**!

Bob's son is **tall**!

Their children are **very cute**!

Your brothers are **so good-looking**!



She's **tall**, but her husband is **really tall**!

Be careful!

Adjectives don't have plural forms.
 They're cute. NOT They're eutes.



G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.



kids = informal for children



A GRAMMAR | Verb have / has: Affirmative statements

I				He		
You	have	two sisters.		She	has	a brother.
We						
They						



B GRAMMAR PRACTICE | Complete the statements.

Use have or has.

- | | |
|--|--|
| 1 She two brothers. | 5 My wife and I three grandchildren. |
| 2 They a cute granddaughter. | 6 I no brothers or sisters. |
| 3 Our neighbors two kids. | 7 Our boss two boys. |
| 4 Betty five brothers and sisters. | 8 You a handsome son! |



C PRONOUNCE THE GRAMMAR | Now listen and practice the statements in Exercise B.

D ABOUT YOU | Write two sentences about your family. Use have and has.



E VOCABULARY | Numbers 21–101 | Read and listen. Then listen again and repeat.

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	40 forty	50 fifty	60 sixty
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	70 seventy	80 eighty	90 ninety
29 twenty-nine	30 thirty	31 thirty-one	32 thirty-two	100 one hundred	101 one hundred one	



F PRONUNCIATION | Clarifying numbers | Listen and repeat. Then practice the numbers on your own.

13 / 30 14 / 40 15 / 50 16 / 60 17 / 70 18 / 80 19 / 90

G PAIR WORK | Take turns saying a number from the chart. Your partner writes the word on a separate sheet of paper.

23	45	40	18	94	21	20	14	58	102
43	89	90	44	53	13	30	19	60	99
22	50	52	100	15	47	33	54	17	66
77	70	64	78	95	80	87	101	1	31

52

fifty-two



GRAMMAR | Be: Questions with How old

How old **is** he? (He's 30 years old.)
 How old **is** Olivia? (She's 23.)
 How old **is** your grandfather? (Sixty-five.)
 How old **are** they? (They're 52.)
 How old **are** your girls? (Four and six.)



I PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

J GRAMMAR PRACTICE | Complete the questions with How old is or How old are.

- | | |
|-------------------------|----------------------------|
| 1 your dad? | 4 Janet's mom? |
| 2 her grandkids? | 5 your children? |
| 3 Lou's brothers? | 6 his granddaughter? |



COMMUNICATION ACTIVATOR

Now let's ask about relatives.

A CONVERSATION MODEL | Read and listen.

- A: So, tell me about your family.
 B: Well, I have two sisters and one brother.
 A: Really? How old are your sisters?
 B: Eighteen and twenty-one.
 A: And your brother?
 B: He's 20.

Social language
 Show interest with "Really?"

B PRONUNCIATION PRACTICE |
 Listen again and repeat. Then practice
 the Conversation Model with a partner.

C CONVERSATION PAIR WORK |
 Personalize the conversation with
 information about your family. Then
 change roles.

- A: So, tell me about your family.
 B: Well, I have
 A: Really? How old?
 B:
 A: And your?
 B:

D CHANGE PARTNERS |
 Personalize the conversation
 again.



KEEP TALKING!

Ask for more information.

- What [is her] name?
- What [are their] occupations?
- Tell me about your [parents].
- What about you?

Watch the video for ideas!



★ **A** **VOCABULARY** | Adjectives to describe hair | Read and listen. Then listen again and repeat.

Her hair is ...

1 black

2 brown

3 red

4 blond

5 gray

6 white



His hair is ...

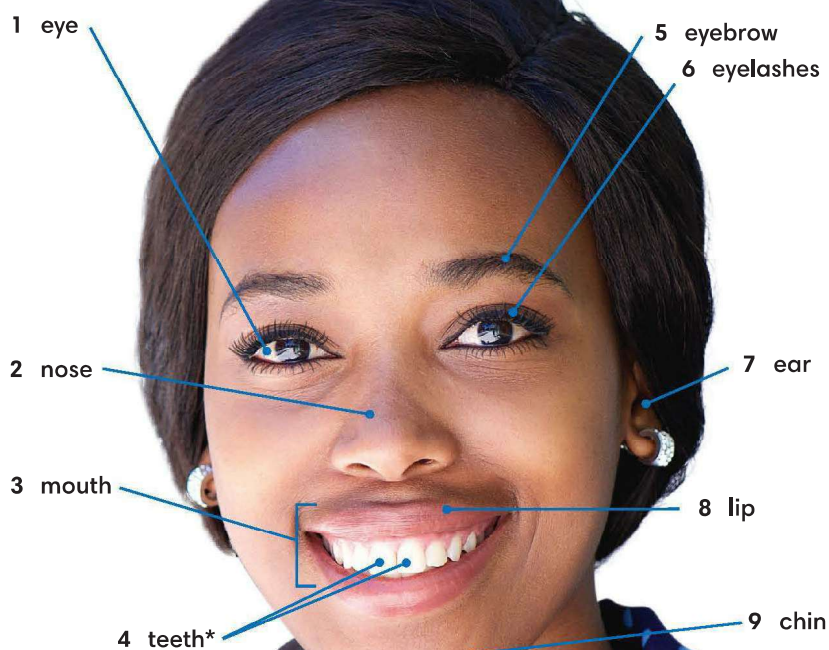


B **PAIR WORK** | Describe your classmates.

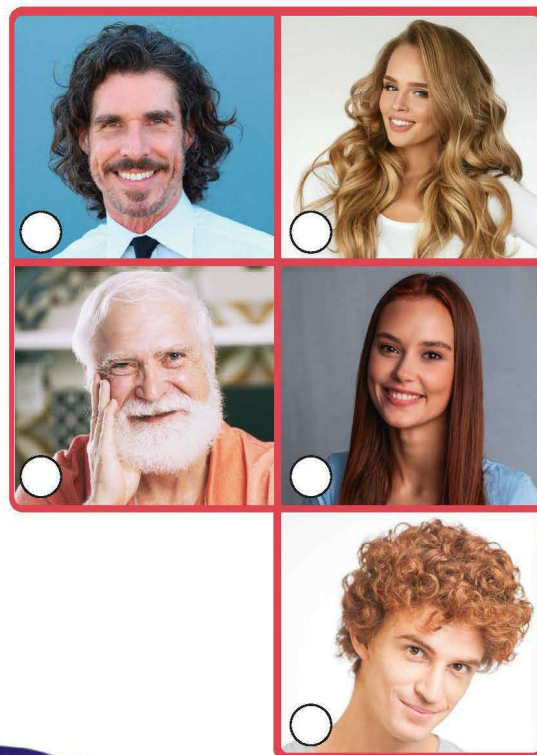
“Adam's hair is very short.”

★ **C** **VOCABULARY** | The face | Read and listen. Then listen again and repeat.

★ **D** **LISTENING COMPREHENSION** | Listen to each description. Write the number of the description next to the correct photo.



*two teeth
BUT one tooth





E GRAMMAR | Describing people with be and have

With be

Her **eyes** are **pretty**.

Brad's **hair** is **curly**.

My sons' **beards** are **short**.

With have

She has **pretty eyes**.

Brad has **curly hair**.

My sons have **short beards**.

Be careful!

She has **red hair**.

NOT She has ~~hair~~-red.

NOT She has red ~~hair~~s.

F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete each sentence with the correct form of be or have.

1 A: So, tell me about your mother.

B: Her hair curly and black.

2 A: Is her son good-looking?

B: Yes. He wavy blond hair, and he a long mustache.

3 A: That's my sister Sally in the photo.

B: Wow, her eyes really beautiful.

4 A: Tell me about your daughter.

B: My daughter? She very tall, and her hair long and pretty.

5 A: Is that your grandfather?

B: No. My grandfather curly gray hair.

6 A: Tell me about your father.

B: Well, he a beard, and he bald.

H PAIR WORK | Practice the conversations from Exercise G.

I PAIR WORK | Describe your relatives. Use be and have.

“My sister Maya has long black hair. She's really pretty.”



COMMUNICATION ACTIVATOR

Now let's describe appearance.

A CONVERSATION MODEL | Read and listen.

A: Guess who?

B: OK!

A: His hair is curly and gray, and he has a mustache and a beard. Who is it?

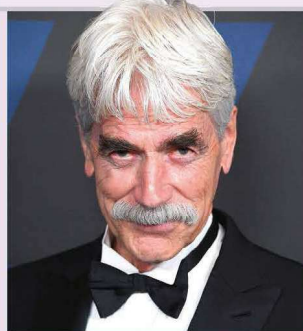
B: I know! It's Sam Elliot.

A: Sorry, That's wrong. It's Morgan Freeman. My turn!

Social language

Soften a negative response with "Sorry."

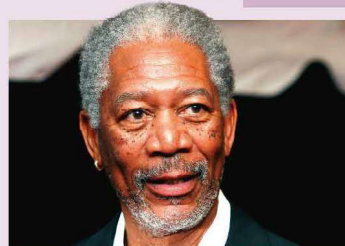
Sorry. That's wrong. ☹
That's right. ☺



Sam Elliot, actor (U.S.)



Beyoncé Knowles, singer (U.S.)



Morgan Freeman, actor (U.S.)



Song Ji Hyo, actor (South Korea)



Prince Harry (U.K.)

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Play your own guessing game. Use the photos, or describe a classmate.

A: Guess who?

B: OK!

A: Who is it?

B: I know! It's

A: It's My turn!

KEEP TALKING! ●●●

Ask questions.

Is his hair black?

Is she pretty?

Is he old?

D CHANGE PARTNERS | Change the conversation again.

- ★ **D** **LISTENING COMPREHENSION** | Listen to two conversations. Write the number of each conversation next to the family photo. Then listen again to check your answers.



COMMUNICATION ACTIVATOR

Now let's talk about someone's family.

- A PAIR WORK** | Interview your partner. Complete the notepad with information about your partner's family.

“ So tell me about your relatives ... ”

Relative's name	Relationship	Age	Occupation	Description
Doug	brother	14	student	He's very tall. He has short black hair.

- B GROUP WORK** | Now tell your classmates about your partner's family.

“ Nicole's brother Doug is 14. He's ... ”

WRITING

Choose two of your relatives. Write a description of each person.

My sister Tahlia is 24 years old. She's a student. She's tall and good-looking. She has wavy brown hair and ...

GUIDED WRITING p. 136

Time and Events

Warm-Up

★ A VOCABULARY | What time is it? | Read and listen. Then listen again and repeat.



1 It's nine o'clock.



2 It's nine fifteen. OR
It's a quarter after nine.



3 It's nine twenty. OR
It's twenty after nine.



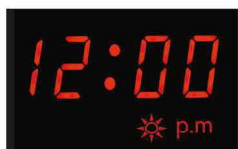
4 It's nine thirty. OR
It's half past nine.



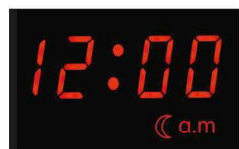
5 It's nine forty. OR
It's twenty to ten.



6 It's nine forty-five. OR
It's a quarter to ten.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.
12:00 to 23:59 = P.M.



Say "eight A.M." OR
"eight P.M."

★ B PRONUNCIATION | Sentence rhythm | Read and listen. Then listen again and repeat.

1 It's **TEN** after **FIVE**.

2 It's **TWENTY** to **ONE**.

3 It's a **QUARTER** to **TWO**.

C PAIR WORK | Take turns. Ask your partner what time it is. Pay attention to sentence rhythm.

1 It's a quarter after three.

3 It's twenty after six.

2 It's ten to five.

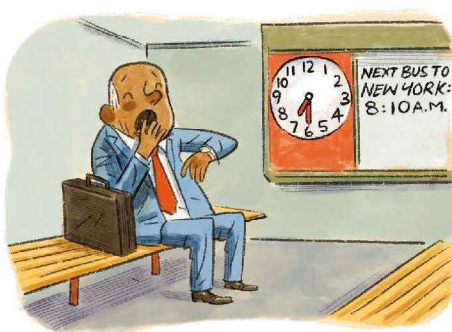
4 It's five to ten.

“What time is it?”

★ D VOCABULARY | Late, early, and on time | Read and listen. Then listen again and repeat.



1 She's **late**.



2 He's **early**.



3 They're **on time**.



UNIT 5 COMMUNICATION GOALS

Lesson 1
Ask about the
time of events

Lesson 2
Plan to attend
an event

Lesson 3
Ask about
birthdays

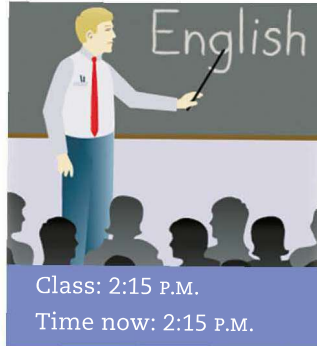
Lesson 4
Describe a
time span



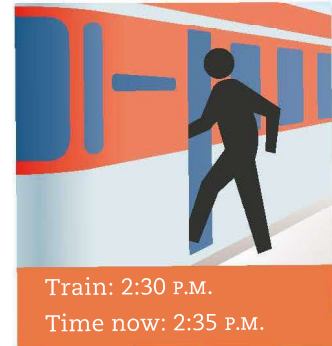
E VOCABULARY PRACTICE | Look at the pictures. Complete the conversations with late, early, or on time.



- 1 **A:** What time is it?
B: It's 1:50.
A: Whew! The bus is at 2:00.
I'm



- 2 **A:** What time is it?
B: Now? It's a quarter after two.
A: It is? That's great.
I'm



- 3 **A:** Is it 2:30?
B: No, it isn't. It's 2:35.
A: No way! I'm

F PAIR WORK | Practice the conversations from Exercise E.



G LISTENING COMPREHENSION | Listen to the conversations. Check late, early, or on time.

	late	early	on time
1			
2			
3			
4			

H ACTIVATE VOCABULARY | Ask and answer the questions with a partner.

- What time is it?
- Are your classmates on time to English class?
- Are you on time to English class?

SPEAKING

PAIR WORK | Look at the map. Ask your partner about times in the different cities. Say each time two ways.





Ask about the time of events



A

**VOCABULARY** | Events | Read and listen. Then listen again and repeat.**VOCABULARY EXPANDER** p. 130

More events



1 a party



2 a game



3 a meeting



4 a concert



5 a movie



6 a play



7 a talk



8 an exhibit



B

**LISTENING COMPREHENSION** | Listen to the conversations. Write the kind of event and circle the time of the event. Then listen again to check your answers.

1	(6:00 / 6:30)
2	(4:15 / 4:45)
3	(7:15 / 7:45)
4	(8:30 / 9:00)
5	(9:45 / 10:15)
6	(8:10 / 7:50)
7	(12:00 A.M. / 12:00 P.M.)
8	(1:30 / 12:45)

What time's the talk?

It's at 12:30.

**Contractions**

What time is → What time's

When is → When's

Be careful!

When is it? NOT When's it?

What time is it? NOT What time's it?

Use **When** or **What time** to ask about the time of events. Use the preposition **at** with times. Look at three ways to answer.**When's** the movie?**What time's** the movie?**It's at** eight o'clock.**At** eight o'clock.

Eight o'clock.

Remember: At is also used for places.He's a chef **at** a French restaurant.

COACH

C

GRAMMAR | **Be:** Questions with **When** and **What time** / Preposition **at**

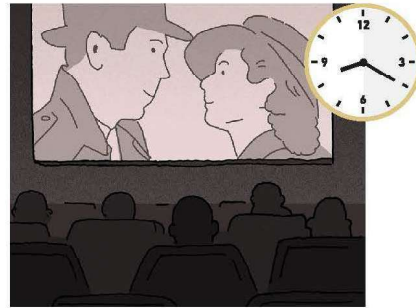
D

**PRONOUNCE THE GRAMMAR** | Listen and repeat the grammar examples.

- ★ **E INTEGRATED PRACTICE** | Look at the pictures. Complete the conversations. Use contractions when possible.



- 1 A: When the ?
B: It's o'clock.



- 2 A: What the ?
B: It's



- 3 A: When the ?
B: It's



- 4 A: Olivia, what the ?
B: It's half past

- F PAIR WORK** | Practice the conversations from Exercise E.



Now let's ask about the time of events.

- ★ **A CONVERSATION MODEL** | Read and listen.

A: Harry, what time's the meeting?
B: Ten thirty.
A: Uh-oh, are we late?
B: No, we're not. It's ten twenty-five.
A: Ten twenty-five?
B: That's right. We're early.

Social language
Express worry with
"Uh-oh."

- ★ **B PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

- C CONVERSATION PAIR WORK** | Add your own event to the schedule. Use the events to change the conversation. Then change roles.

A: , what time's the ?
B:
A: Uh-oh, late?
B: It's
A: ?
B: That's right.

Game	4:00	time now: 3:45
Party	9:30	time now: 9:30
Talk	2:15	time now: 2:30
.....	time now:
[Your event]	[time]	

- D CHANGE PARTNERS** | Change the conversation again.





★ **A** **VOCABULARY** | Days of the week | Read and listen. Then listen again and repeat.



weekdays
Monday–Friday
the weekend
Saturday–Sunday

★ **B** **GRAMMAR** | Be: Questions with When and What day / Preposition on

Ask questions about days of the week with When or What day. Use the preposition on with the names of days and the weekend.

When's the game?

It's on Sunday.

What day's the party?

The party's on Saturday.

When's the exhibit?

It's on Saturday and Sunday. [OR It's on the weekend.]

Contractions

What day is → **What day's**

What day's the game?

Sunday.

★ **C** **PRONOUNCE THE GRAMMAR** | Listen and repeat the grammar examples.

D **PAIR WORK** | Invent a day and time for each event. Write the events and times in the calendar in Exercise A. Then take turns asking and answering questions about the events.

EVENTS

party
movie

game
play

meeting
talk

concert
exhibit

When's the movie?

It's on Friday.

What time?

At 7:45.

★ **E** **INTEGRATED PRACTICE** | Circle the correct prepositions to complete the statements.

- 1 The photo exhibit is (on / at) Tuesday at Charles's Restaurant.
- 2 The concert is (on / at) 7:00 at the bookstore.
- 3 Our meeting's (on / at) Friday (on / at) 10:00.
- 4 The game is (on / at) 3:15 P.M. (on / at) Saturday.
- 5 Professor Clark's talk is (at / on) Sunday (at / on) half past five.

★ **F** **GRAMMAR** | Expressing parts of a day: Prepositions in and at

Use in with the morning, the afternoon, and the evening.

The exhibit is in the morning / in the afternoon / in the evening.

BUT Use at with night, midnight, and noon.

The talk is at night.

The movie's at midnight.

The game's at noon.

Be careful!

It's on Tuesday morning.

NOT It's in the Tuesday morning.

It's on Sunday night.

NOT It's at Sunday night.

Oh, and look!
The talk's in the evening at 7:00.



★ **A** VOCABULARY | Ordinal numbers | Read and listen. Then listen again and repeat.

1st

first

2nd

second

3rd

third

4th

fourth

5th

fifth

6th

sixth

7th

seventh

8th

eighth

9th

ninth

10th

tenth

11th

eleventh

12th

twelfth

13th

thirteenth

14th

fourteenth

15th

fifteenth

16th

sixteenth

17th

seventeenth

18th

eighteenth

19th

nineteenth

20th

twentieth

21st

twenty-first

22nd

twenty-second

30th

thirtieth

40th

fortieth

50th

fiftieth

B PAIR WORK | Say a number. Your partner says the ordinal number. Then change roles.

twenty-two

twenty-second

★ **C** VOCABULARY | Months of the year | Read and listen. Then listen again and repeat.

D VOCABULARY PRACTICE | Say one of the dates, using the month and the ordinal number. Your partner writes the date.

January	February	March
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April	May	June
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
July	August	September
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
October	November	December
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

“August third”

August 3rd

August

3

January

14

September

9

March

7

May

23

December

29

June

30

February

12

October

1

April

2

November

30



E GRAMMAR | Be: Questions with When or What month / Prepositions in and on

Use When or What month to ask questions about months.

Use the preposition in with the names of months.

A: When (or What month) is your talk?

B: It's in March.

Use the preposition on with dates.

The meeting's on January 15th.

It's on Wednesday, September 3rd.

Use the when you don't say the name of the month.

The party's on the 15th.

Remember:

on Wednesday

on Tuesday evening

at 5:00

at night / midnight / noon

in the [morning / afternoon / evening]



F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete the sentences. Use on, at, in, or the.

1 The play is June 6th 5:30 the afternoon.

2 The movie is midnight Friday.

3 January, our meeting is 10th.

4 The game is Monday, August 15th, noon.

5 The party is November, 4th.

6 The talk is at the Movie Club 9:00 the morning October 21st.



COMMUNICATION ACTIVATOR

Now let's ask about birthdays.



A CONVERSATION MODEL | Read and listen.

A: Can I ask you a question?

B: Sure!

A: When's your birthday?

B: On June 24th. When's your birthday?

A: My birthday's in October. On the 16th.

Social language

Express willingness to respond with "Sure!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own birthdays.

A: Can I ask you a question?

B: Sure!

A: When's your birthday?

B: When's your birthday?

A: My birthday's in On

D CHANGE PARTNERS | Ask about other people's birthdays.

KEEP TALKING! ●●●

Ask your partner about more birthdays. Complete the chart.

brother's birthday:

sister's birthday:

mother's birthday:

father's birthday:

grandmother's birthday:

grandfather's birthday:

On someone's birthday, say:

Happy birthday!

Thank you!

Warm-Up

★ **A**  **VOCABULARY** | Colors | Read and listen. Then listen again and repeat.



1 red



2 orange



3 yellow



4 green



5 blue



6 purple



7 brown



8 black



9 gray



10 white

★ **B** **PAIR WORK** | Ask about your partner's favorite color.

What's your favorite color?

Blue. I love blue!

★ **C**  **VOCABULARY** | Clothes | Read and listen. Then listen again and repeat.



1 a shirt



2 a blouse

3 pants*



4 a dress



5 a skirt



6 a suit



7 a sweater



8 a jacket



9 a tie



10 shoes

* Pants is a plural noun.

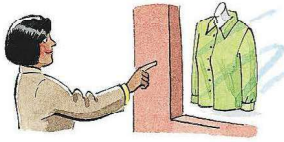
VOCABULARY EXPANDER p. 131
More clothes



A VOCABULARY | Verbs like, want, need, and have | Read and listen. Then listen again and repeat.



1 Tina **likes** the shoes.



2 She **wants** the shirt.



3 Rob **needs** a book.



4 Now he **has** a book.



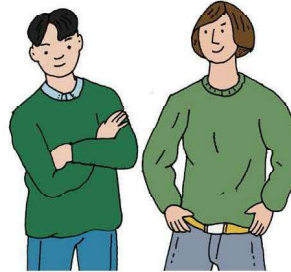
B VOCABULARY PRACTICE | Circle the correct verb to complete each statement.



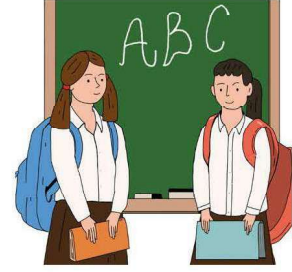
1 I (want / have) a blue suit for the office.



2 I (like / need) black pants for parties.



3 They (want / have) green sweaters.



4 We (need / want) white blouses for school.



C GRAMMAR | The simple present tense: Affirmative statements

I
You
We
They
Sara and Jim

like
want
need
have

black pants.

He
She
Cassie
Ivan

likes
wants
needs
has

brown shoes.

For he, she, and it, add **-s** to the base form of the verb.

like → **likes**
BUT: have → **has**



He **likes** black sweaters.

D PAIR WORK | Talk about clothes and shoes with like, want, need, and have.

I need a black dress.

I like black dresses!



E GRAMMAR PRACTICE | Circle the correct form of the verb to complete each statement. Then read the statements aloud.

1 My friends (want / wants) blue suits.

3 Ray (have / has) a new jacket.

2 Kate (need / needs) a skirt for work.

4 We (like / likes) our dresses.



F GRAMMAR | Demonstratives this, that, these, those



this sweater



that sweater



these ties



those ties

★ **G** **PRONOUNCE THE GRAMMAR** | Listen and repeat the grammar examples.

★ **H** **GRAMMAR PRACTICE** | Look at the pictures. Write statements, using the cues, this / that / these / those, and the clothes.



1 He likes those jackets.
(He / like)



2
(I / want)



3
(I / need)



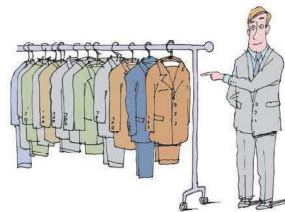
4
(I / want)



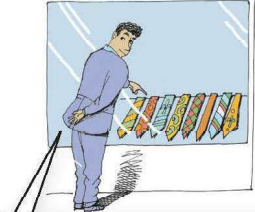
5
(Bill / like)



6
(I / have)



7
(Gary / want)



8
(I / like)

★ **I** **PRONUNCIATION** | Plural nouns | Read and listen. Then listen again and repeat.

1 /s/ shirts = shirt/s/
jackets = jacket/s/

2 /z/ shoes = shoe/z/
sweaters = sweater/z/

3 /ɪz/ blouses = blouse/ɪz/
dresses = dress/ɪz/

COMMUNICATION ACTIVATOR

Now let's give and accept a compliment.

★ **A** **CONVERSATION MODEL** | Read and listen.

A: I really like that jacket.

B: Really?

A: Yes. And I like those shoes, too.

B: Thanks!

A: You're welcome.

Social language
Acknowledge a compliment
with "Thanks!"

★ **B** **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | Personalize the conversation. Compliment your partner on his or her clothes and shoes. Then change roles.

A: I really like

B: Really?

A: Yes. And I like, too.

B:!

A: You're welcome.

KEEP TALKING! ●●●

Talk about other clothes.

D **CHANGE PARTNERS** | Compliment other classmates on their clothes and shoes.





- A** **VOCABULARY** |
Clothing sizes |
Read and listen.
Then listen again
and repeat.



- B** **PAIR WORK** | Make statements
about the size and color of your
clothes and shoes.

“ My shirt is a medium.
My shoes are black. My ... ”



- C** **GRAMMAR** | The simple present tense: Negative statements and
yes / no questions with like, want, need, and have

Negative statements

I / You / We / They **don't want**
don't need
don't have a small. He / She **doesn't like**
doesn't need
doesn't have blue shirts.

Yes / no questions

Do you they **want**
need
have the sweater in a large?

Does he she **like**
need
have those pants in gray?

Short answers

Yes, I we they **do**. No, I we they **don't**.

Yes, he she **does**. No, he she **doesn't**.



Contractions

do not → **don't**
does not → **doesn't**



- D** **ACTIVATE GRAMMAR** | Listen to the conversations about clothes.
Write I (true) or E (false) for each statement. Then listen again and circle the color.

..... 1 They like the dress.

..... 2 He needs shoes.

..... 3 Matt needs a suit for work.

..... 4 He needs a tie.

..... 5 She needs the sweater in a small.

..... 6 They don't have his size.



- E** **GRAMMAR PRACTICE** | Complete the conversations with the correct form of the verb. Use contractions.

1 A: We need (need) suits for the meeting. you
..... one?
(have)

B: Yes, I do (do). I have (have) a blue one.

2 A: your children new shoes for
school?
(have)

B: My son does, but my daughter

3 A: she that red blouse?
(like)

B: Actually, no, she

4 A: you a dress for the party?
(need)

B: No, I I a cool black one.
(have)

5 A: They the shoes in this store.
(not like)

B: Really? That's too bad.

6 A: you this jacket in an extra
large?
(want)

B: No, I I need a medium.



- F** **PAIR WORK** | Read and listen to the conversations from Exercise E. Then practice them with a partner.



A **VOCABULARY** | Opposite adjectives to describe clothes | Read and listen.
Then listen again and repeat.



1 new



2 old



3 dirty



4 clean



9 long



10 short



5 loose



6 tight



7 cheap



8 expensive



B **GRAMMAR** | Adjective placement / Intensifier too

Place an adjective after the verb **be** or before a noun.

This shirt **is expensive**. This is an **expensive shirt**.

Adjectives don't have plural forms.

an **expensive** sweater / **expensive** sweaters NOT ~~expensives~~ sweaters.

Use the intensifier **too** to express a negative meaning.

That skirt is **too** short. (= The skirt is very short. I don't like or want that skirt.)

Be careful!

Don't place an adjective after a noun.

Don't say: It's a shirt-expensive.

Use **very** or **so**, not **too**, to express a positive meaning.

Say: It's **very clean**. NOT It's ~~too~~ clean.

C **PAIR WORK** | Look at your classmates. Take turns describing their clothes and shoes.

“Rose's shoes are very new.
She doesn't need new shoes.”



D **GRAMMAR** | The simple present tense: Information questions

Use a question word with **do** or **does** to ask an information question.

Place **do** or **does** before the subject pronoun, name, or noun.

What **do** they **need**? (Black jackets.)

What **does** she **want**? (A long dress.)

What color **do** you **like**? (Blue.)

What size **does** Ken **need**? (Small.)

Answer **Why** questions with **because** in speaking.

Why **do** you **like** that jacket? (**Because** it's cheap!)

Why **doesn't** she **want** that blouse? (**Because** it's too tight.)

Answer **Which** questions with **one** or **ones**.

Which sweater **does** Bill **want**? (The gray **one**.)

Which shoes **do** they **like**? (The black **ones**.)



E **PRONOUNCE THE GRAMMAR** | Listen and repeat the grammar examples.



F GRAMMAR PRACTICE | Circle the correct word or phrase to complete the conversations.

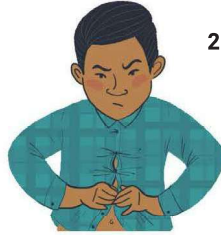
- 1 A: Which blouse (*she wants / does she want*)?
B: The white (*one / ones*).
- 2 A: Which shirts (*does he like / likes he*)?
B: Those expensive (*one / ones*)!
- 3 A: What size sweater (*do you / you do*) need?
B: Small, please.
- 4 A: Why (*you do / do you*) need new shoes?
B: Because my old (*one / ones*) are too tight.



G INTEGRATED PRACTICE | Use the pictures to complete each conversation. Use a question mark (?) at the end of each question. Use too in each answer. Then practice the conversations with a partner.



- 1 A: (Why / he / not want / those shoes)
Why doesn't he want those shoes?
B: Because they're too expensive.



- 2 A: (Why / he / not like / that shirt)
.....
B: Because it's



- 4 A: (Why / she / not like / that sweater)
.....
B: Because it's



- 3 A: (Why / she / not want / these shoes)
.....
B: Because they're



**COMMUNICATION
ACTIVATOR**

Now let's describe clothes.



A CONVERSATION MODEL | Read and listen.

- A: Maggie, what do you think of these shoes?
B: I think they're awesome. What about you?
A: Well, they are awesome, but they're too expensive.
B: You're right. Let's keep looking.
A: OK!

Social language

Agree to a suggestion with "OK!"

Positive adjectives

awesome / cool / cute / good-looking / nice



B PRONUNCIATION PRACTICE |

Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation.

Use different clothes and shoes. Then change roles.

- A:, what do you think of?
B: I think What about you?
A: Well,, but too expensive.
B: You're right. Let's keep looking.
A: OK!

D CHANGE PARTNERS | Talk about different clothes and problems.



KEEP TALKING! ●●●

Express likes and dislikes.

I [like / don't like] ____ .

Describe problems.

[This skirt is / Those shoes are] ____ .

UNIT 4

- ★ 1 Listen to three conversations about relatives. Write I (true) or F (false) for each statement. Listen again to check your work.

Conversation 1

..... 1 James is his grandfather.

..... 2 Charles is 75 years old.

Conversation 2

..... 3 Natalie is his wife's sister.

..... 4 Lily is a teacher.

Conversation 3

..... 5 Isabella and Angela are her granddaughters.

..... 6 Charlotte and Isabella are sisters.

- ★ 2 Write questions with Who's or Who are. Use he, she, or they.

1 A: Who's she?

B: She's my sister.

2 A:?

B: They're my grandparents.

3 A:?

B: She's Mr. Herman's daughter.

4 A:?

B: He's Ms. Cooper's brother.

5 A:?

B: She's Matt's wife.

6 A:?

B: They're his brother and sister.

- ★ 3 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

1 so / grandson / my / handsome My grandson is so handsome.

2 sister / very / her / tall

3 children / cute / neighbor's / so / my

4 his / brother / not / tall / very

5 wife / pretty / really / brother's / my

6 grandmother / very / old / your / not

- ★ 4 Complete the sentences. Use have or has.

1 I have two sisters.

2 She one grandchild.

3 They four daughters.

4 We five children.

5 You ten brothers and sisters?

6 He one brother.

- ★ 5 Complete the questions. Use How old is or How old are.

1 How old are your children?

2 their daughter?

3 her grandson?

4 Maggie's sisters?

5 Barry's son?

6 their grandparents?

- ★ 6 Write (a) a sentence with be and (b) a sentence with have. Use a period (.)

1 Lauren / hair / long / brown

a Lauren's hair is long and brown.

b Lauren has long brown hair.

2 Tim / hair / short / blond

a

b

3 Claire / hair / long / curly

a

b

4 John / eyes / blue

a

b

5 Pete / beard / gray

a

b

6 Emily / eyes / pretty / brown

a

b

UNIT 5

- 1  Listen to the conversations. Complete the statement with the kind of event. Circle the correct day and time.

- The is at (8:00 / 1:00) on (Friday / Saturday).
- The is on (Saturday / Sunday) at 8:30 (in the morning / at night).
- The is on (Friday / Saturday) at (5:30 / 6:00).

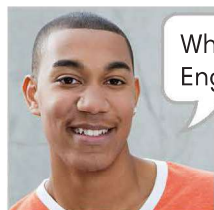
- 2 Write a question for each answer. Use What time, What day, What month, or When. Use a question mark.

- | | |
|--|--|
| 1 <u>What time is it?</u>
It's 6:30. | 5
The party is in August. |
| 2
The game is at seven o'clock. | 6
The movie is at midnight. |
| 3
The concert is on Saturday. | 7
It's half past three. |
| 4
The meeting is at 10:30 on Tuesday. | 8
The exhibit is on Thursday. |

- 3 Complete each sentence with in, on, or at.

- | | |
|---|---|
| 1 The party is <u>on</u> Wednesday. | 5 The concert is July 22nd 8:00. |
| 2 The play is September. | 6 The meeting is Tuesday. It's night. |
| 3 The talks are weekdays the evening. | 7 The movie is 7:45 Friday. |
| 4 The game is noon Sunday. | 8 The party is the afternoon. |

- 4 Complete each conversation. Use your own words.



What time's your English class?

1 YOU



What time is it?

2 YOU



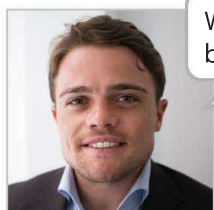
Let's meet at 8:00 for the movie.

3 YOU



Can I ask you a question?

4 YOU



When's your birthday?

5 YOU

UNIT 6

- 1 Listen to the conversations. Choose the correct answer to each question.

Conversation 1

- 1 Which shoes does he like?
 - a The brown ones.
 - b The black ones.
- 2 Do they have the black shoes in size 40?
 - a Yes, they do.
 - b No, they don't.

Conversation 2

- 3 Does Ana like the jacket?
 - a Yes, she does.
 - b No, she doesn't.
- 4 Why doesn't the woman want the jacket?
 - a Because it's too cute.
 - b Because it's expensive.

Conversation 3

- 5 What size jacket does the man need?
 - a Medium.
 - b Large.
- 6 Do they have the blue jacket in a large?
 - a Yes, they do.
 - b No, they don't.

- 2 Choose the correct form of the verb to complete each sentence.

- 1 I (like / likes) these black shoes.
- 2 My dad (doesn't / don't) need a new jacket.
- 3 Stephanie (need / needs) a white sweater for work.
- 4 I (doesn't / don't) want red pants.
- 5 (Do / Does) he have a white shirt?
- 6 What (do / does) you want?

- 3 Complete each sentence with the correct form of the verb.

- 1 They have nice dresses at this store.
(have)
- 2 She a long black skirt for the party.
(want)
- 3 I your new shoes.
(like)
- 4 We clean shirts.
(not have)
- 5 Our children blue jackets for school.
(not need)
- 6 long dresses?
(she / like)
- 7 a new sweater?
(your husband / need)
- 8 a suit for work?
(I / need)
- 9 Why that cheap blouse?
(she / like)
- 10 Which tie for tomorrow?
(you / want)
- 11 this skirt in a medium?
(you / have)

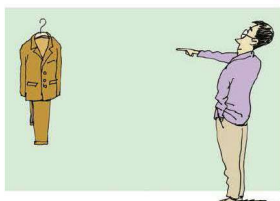
- 4 Circle this, that, these, or those.

- 1 I like (this / these) blue skirts.
- 2 My daughter wants (these / this) black jacket.
- 3 I don't like (this / these) pants. They're too long.
- 4 Why do you want (that / those) jacket?
- 5 (That / These) dress is great for the party.
- 6 He likes (these / those) ties over there.

- 5 Look at the pictures. Circle the correct verb and write this, that, these, or those to complete each statement.



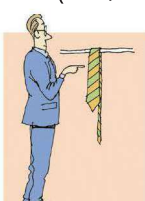
- 1 I (want / wants) pants.



- 3 He (like / likes) suit.



- 2 She (like / likes) jackets.



- 4 I (want / wants) tie.

★ 6 Unscramble the words and write a question. Use a capital letter and question mark.

- 1 new / need / you / do / shoes *Do you need new shoes?*
- 2 you / like / clothes / do / expensive
- 3 do / have / black / you / jacket / a
- 4 like / you / do / shirts / pink
- 5 sweater / which / you / want / do
- 6 size / what / Nate / does / need

7 Complete each conversation. Use your own words.



Do you need new clothes?

1 YOU



What color are your shoes?

2 YOU



I really like your clothes.

3 YOU



I'm sorry. We don't have this jacket in your size.

4 YOU