

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

Teacher:
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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.



9 She's my daughter.



8 He's my father.

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 |

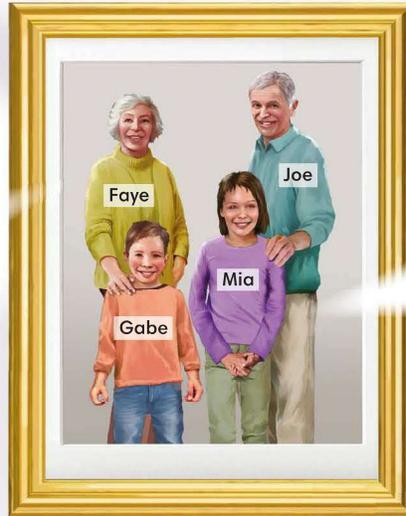
C **PAIR WORK** | Point and make statements. Use he, she, or they.

“ She's Rick's daughter. ”



★ 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.

<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>

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. ”



A GRAMMAR | Be: Questions with Who

Contractions
Who is → Who's

Who's she? (She's my mom.*) Who are they? (They're my grandparents.)
Who's Nick? (He's my dad.*) Who are Tina and Joy? (They're my sisters.)

*mom and dad = informal for mother and father

Be careful!
Who are NOT Who're

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 ? 4 A: ?
- B: She's my grandmother. B: She's Mrs. Bell's granddaughter.
- 2 A: ? 5 A: ?
- B: He's my father. B: He's Lucille's husband.
- 3 A: ? 6 A: ?
- B: They're my mom and dad. 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**! Their children are **very cute**!
Bob's son is **tall**! Your brothers are **so good-looking**!

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



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



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



I have two kids.* A son and a daughter.

A boy and a girl? Nice!

kids = informal for children

A GRAMMAR | Verb have / has: Affirmative statements

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

B GRAMMAR PRACTICE | Complete the statements.

Use have or has.

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



H 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 ...

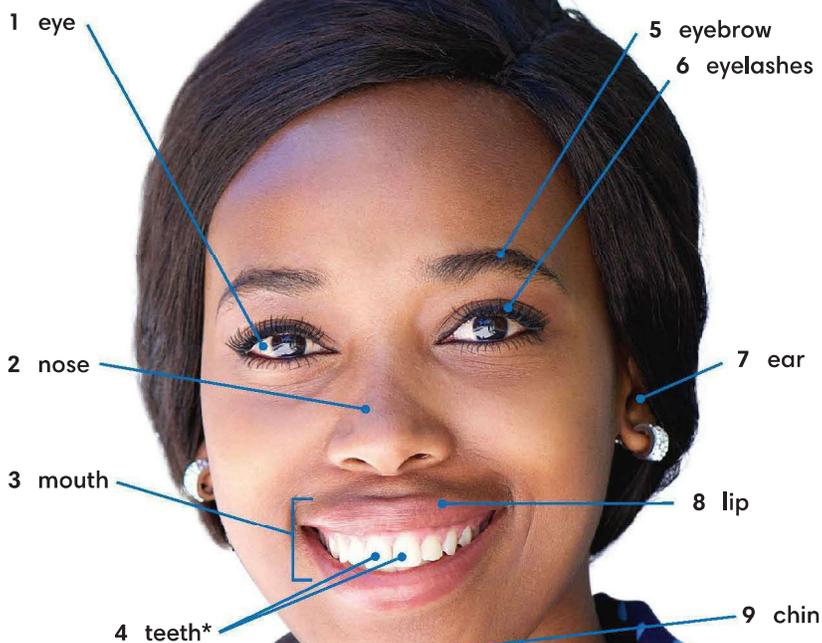


B PAIR WORK | Describe your classmates.

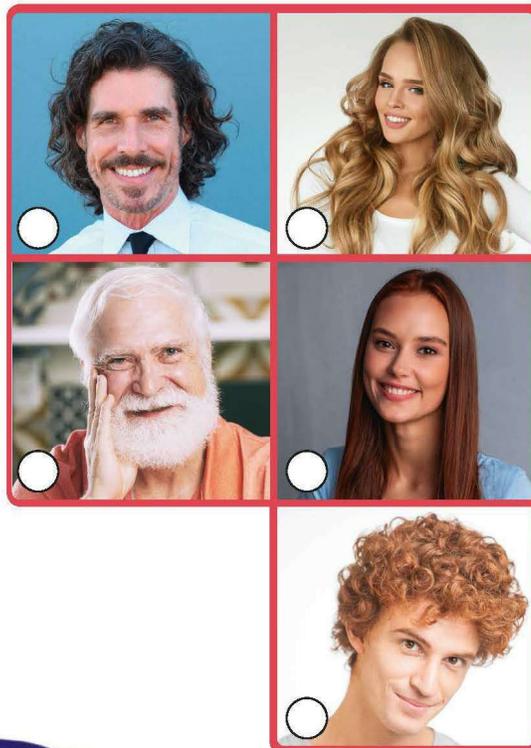
“Adam’s hair is very short.”

★ 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 hairs**.

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.

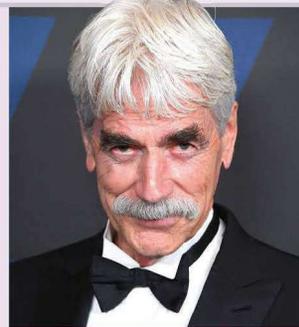
A CONVERSATION MODEL | Read and listen.

- 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."

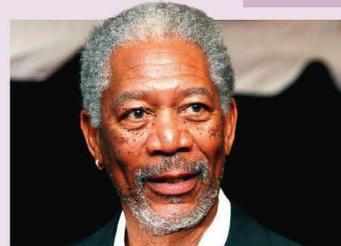
Sorry. That's wrong. ☹️
That's right. 😊



Sam Elliot, actor (U.S.)



Beyoncé Knowles, singer (U.S.)



Morgan Freeman, actor (U.S.)



Prince Harry (U.K.)



Song Ji Hyo, actor (South Korea)

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.

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.

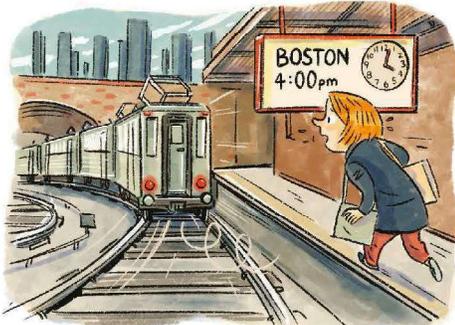
- 1 It's **TEN** after **FIVE**. 2 It's **TWENTY** to **ONE**. 3 It's a **QUARTER** to **TWO**.

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

“What time is it?”

- 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.

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**.

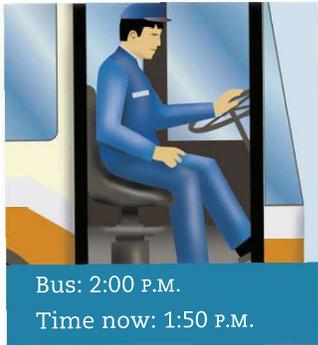
Lesson 1
Ask about the
time of events

Lesson 2
Plan to attend
an event

Lesson 3
Ask about
birthdays

Lesson 4
Describe a
time span

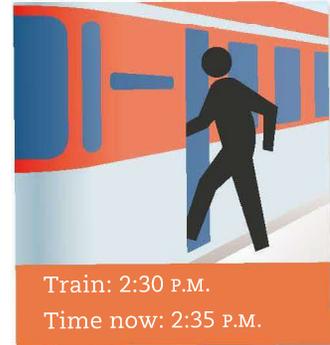
E VOCABULARY PRACTICE | Look at the pictures. Complete the conversations with late, early, or on time.



- 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.

- 1 What time is it?
- 2 Are your classmates on time to English class?
- 3 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.





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)



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

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? | **It's at** eight o'clock.
What time's the movie? | **At** eight o'clock.
| Eight o'clock.

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

Contractions

What time is → **What time's**
When is → **When's**

Be careful!

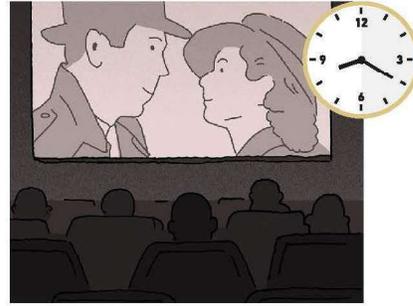
When is it? NOT ~~When's it?~~
What time is it? NOT ~~What time's it?~~

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.

COMMUNICATION ACTIVATOR

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.

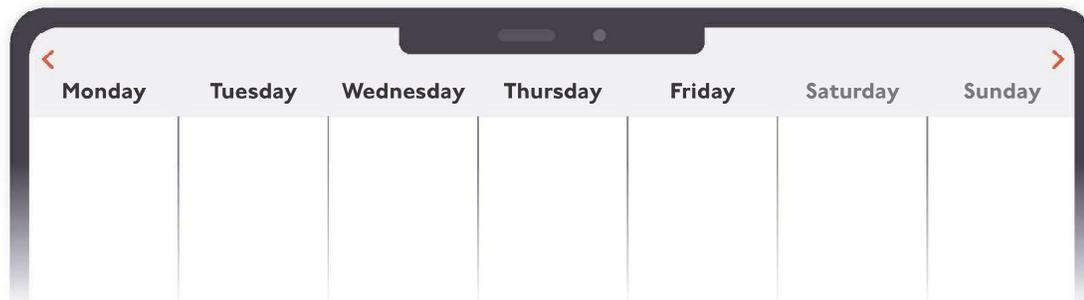
Game	4:00	time now: 3:45
Party	9:30	time now: 9:30
Talk	2:15	time now: 2:30
.....	.....	time now:
[Your event]	[time]	

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?



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 game meeting concert
movie play talk 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.

- The photo exhibit is (on / at) Tuesday at Charles's Restaurant.
- The concert is (on / at) 7:00 at the bookstore.
- Our meeting's (on / at) Friday (on / at) 10:00.
- The game is (on / at) 3:15 P.M. (on / at) Saturday.
- 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 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	February 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	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
April 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	May 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	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
July 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 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	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
October 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	November 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	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

“August third” August 3rd

August 3
 January 14
 September 9
 March 7
 December 29
 June 30
 May 23
 February 12
 October 1
 November 30
 April 2



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.

- The play is June 6th 5:30 the afternoon.
- The movie is midnight Friday.
- January, our meeting is 10th.
- The game is Monday, August 15th, noon.
- The party is November, 4th.
- 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!

UNIT 4 MORE ADJECTIVES TO DESCRIBE PEOPLE



1 slim / thin



2 heavy



3 muscular

Write a sentence for each photo. Use a form of be and the adverb very or so.
For example:

He's very slim.

UNIT 5 MORE EVENTS



1 a ballet



2 an opera



3 a football game



4 a volleyball game



5 a baseball game

On a separate sheet of paper, write five statements about the events.
Use your own times, days, and dates.
For example:

There's a ballet on Friday, May 22, at 7:00 P.M.

UNIT 4

- ★ 1  Listen to three conversations about relatives. Write T (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.

4 A:?

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

2 A:?

B: They're my grandparents.

5 A:?

B: She's Matt's wife.

3 A:?

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

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.

4 John / eyes / blue

a

b

2 Tim / hair / short / blond

a

b

5 Pete / beard / gray

a

b

3 Claire / hair / long / curly

a

b

6 Emily / eyes / pretty / brown

a

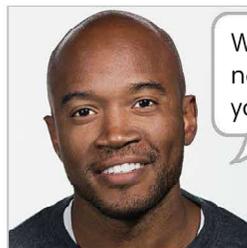
b

7 Complete each conversation. Use your own words.



Tell me about your family.

1 YOU



What are the names of two of your relatives?

2 YOU



How old are you?

3 YOU



What color is your hair?

4 YOU

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).

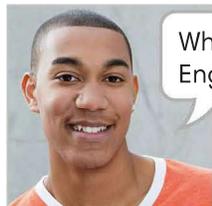
2 Write a question for each answer. Use What time, What day, What month, or When. Use a question mark.

- | | |
|------------------------------------------------|----------------------------------------|
| 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