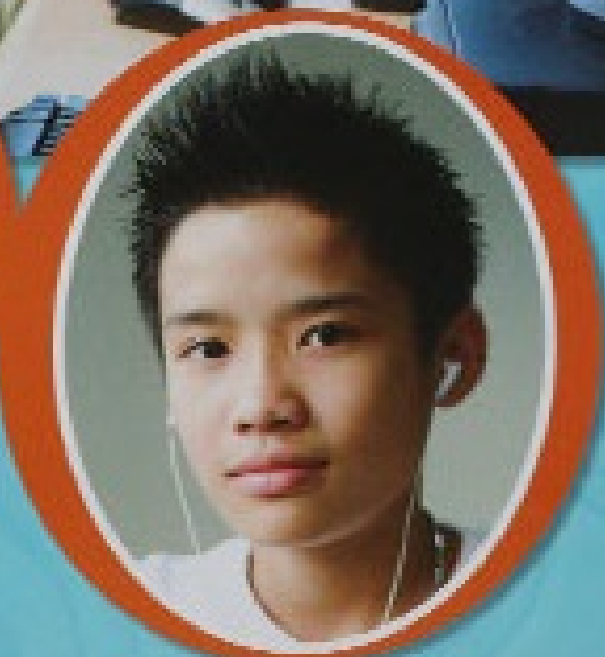
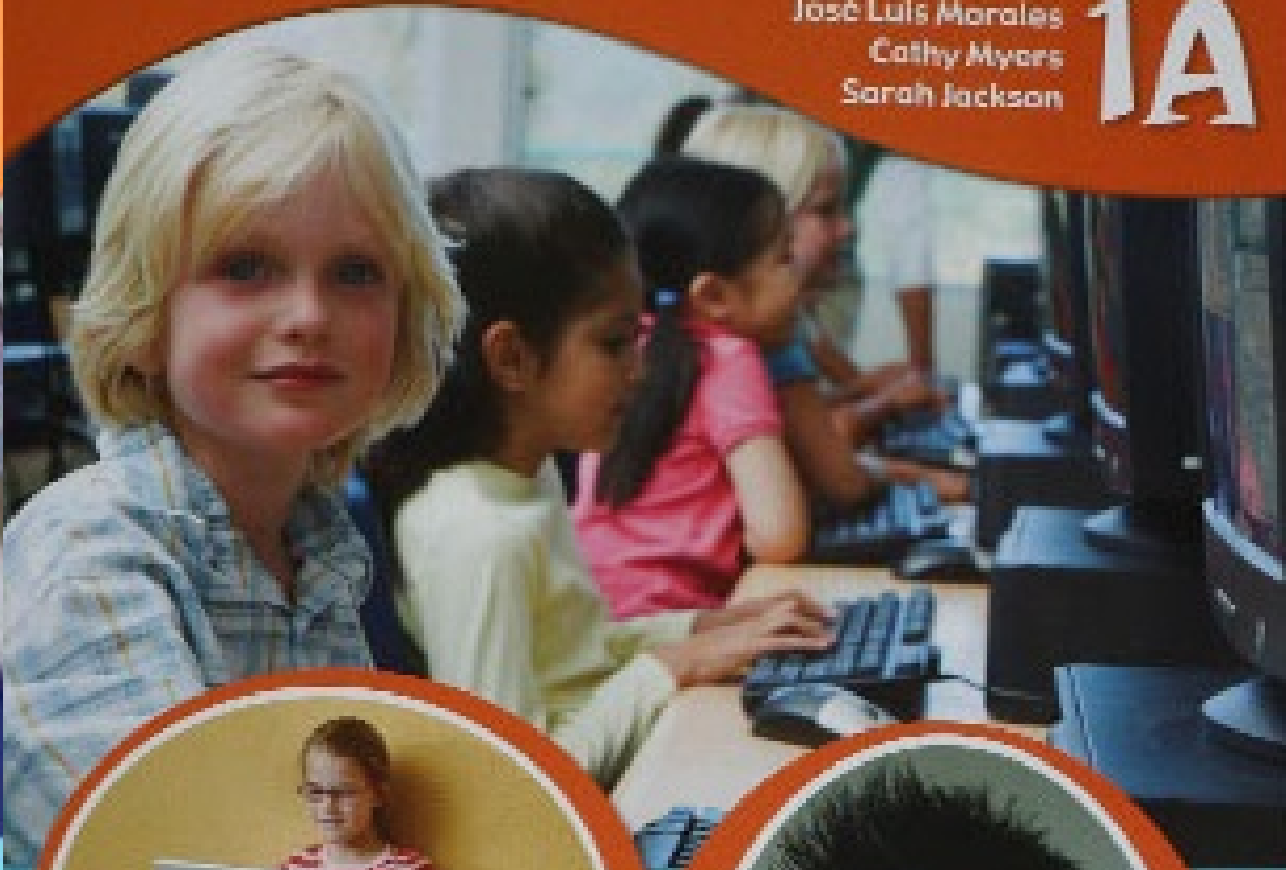




# Hey There!

José Luis Morales  
Cathy Myers  
Sarah Jackson

# 1A



## Hey There 1A with Workbook and Student CD-ROM

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ISBN Iran: 978-964-9912-83-7

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## Listening

## Speaking

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### Introduce yourself

- Listen for questions in a conversation
- Listen for specific information about names, birthdays, and ages

### Personal questions and answers

### The long /i/ sound

### Write about yourself

- Using capital letters for names of people, countries, nationalities, and names of schools

### Identify who's talking

- Listen for specific information about three people

### Ask about a person

### The long /æ/ sound Stress in questions

### Write about a favorite family member

- Using a period (.), a question mark (?), and an exclamation point (!)
- Using capital letters at the beginning of sentences and questions

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### Describe a classroom

- Listen for general and specific information about classrooms

### Ask for and clarify information

- Ask how to spell a word in English
- Ask someone to repeat something

### the /ð/ sound

### Write about a place

- Using commas and *and* in a series
- Giving clear descriptions with prepositions of place

### Describe birthdays

- Listen for general and specific information about birthday traditions

### Talk about birthdays

### The /s/, /z/, and /ɪz/ sounds

### Describe your favorite special day

- Using capital letters for months, days of the week, and holidays
- Using the connectors *First*, *Then*, *After that*, and *Finally*

**Culture spot**, pages 58-59


**Break time**, page 60

# > Welcome!

## The English alphabet

1  1.2 Listen and repeat.

Aa Bb Cc Dd Ee Ff  
 Gg Hh Ii Jj Kk Ll  
 Mm Nn Oo Pp Qq Rr  
 Ss Tt Uu Vv Ww Xx  
 Yy Zz

2  1.3 Listen to the sound of each letter. Write the letters in the correct columns.

/e/	/i/	/e/	/u/
a	c	f	u

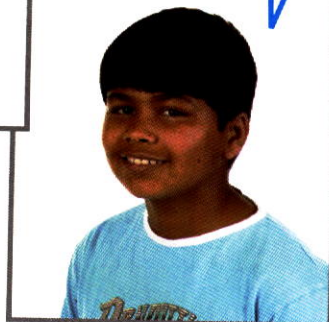
3 **PAIRS.** Spell your classmate's name.

Example:

Amar. A-M-A-R.  
 Akbar. A-K-B-A-R.



Jenny. J-E-N-N-Y.  
 Burrows. B-U-R-R-O-W-S.



## Nationalities

4 Read the names of the countries and nationalities.



Iran = Iranian



France = French



Germany = German



China = Chinese



Great Britain = British



Mexico = Mexican

5 Write the nationalities in the correct columns.



Australia



Italy



Japan



Poland



Portugal



Spain

-an/-ian/-ean	-ish	-ese
Australian		

**6 Match the countries and nationalities.**

- |                           |              |
|---------------------------|--------------|
| 1. The Dominican Republic | a. Greek     |
| 2. Pakistan               | b. Thai      |
| 3. Greece                 | c. Swiss     |
| 4. Switzerland            | d. French    |
| 5. Thailand               | e. Dominican |
| 6. France                 | f. Pakistani |









**Cardinal numbers**

**9**  **1.5 Listen and repeat.**

- |         |              |
|---------|--------------|
| 1 one   | 11 eleven    |
| 2 two   | 12 twelve    |
| 3 three | 13 thirteen  |
| 4 four  | 14 fourteen  |
| 5 five  | 15 fifteen   |
| 6 six   | 16 sixteen   |
| 7 seven | 17 seventeen |
| 8 eight | 18 eighteen  |
| 9 nine  | 19 nineteen  |
| 10 ten  | 20 twenty    |

**Colors**

**7**  **1.4 Look at the colors as you listen and repeat.**

			
white	black	gray	red
			
blue	yellow	green	purple
			
brown	orange		

**8 Find the color names in the puzzle.**

GWULKRBAVTNOI  
 AVYRADEOBLACK  
 GRAYEJC DUROIN  
 GANEAWHITEUEO  
 KSALOKCEGANGR  
 AHLASAPRIFLA  
 TBROWNCYEBEON  
 AOBWAROAEALCG  
 JXAZADBRNWNUE  
 PURPLEACHEKAE

**10**  **1.6 Listen. Circle the numbers you hear.**

11	8	13	6
12	18	20	15
5	17	4	9
7	1	10	3

**Days of the week**

**11**  **1.7 Listen and repeat.**

**12** Unscramble the letters to find the days of the week. Use a capital letter to begin each word.

1. aystuadr  
Saturday

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

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

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

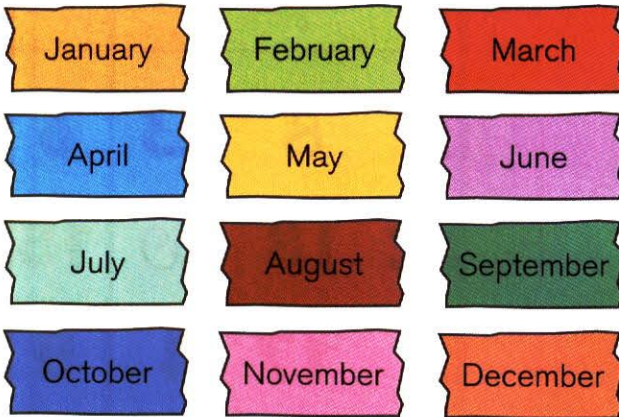
5. edusyta  
\_\_\_\_\_

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

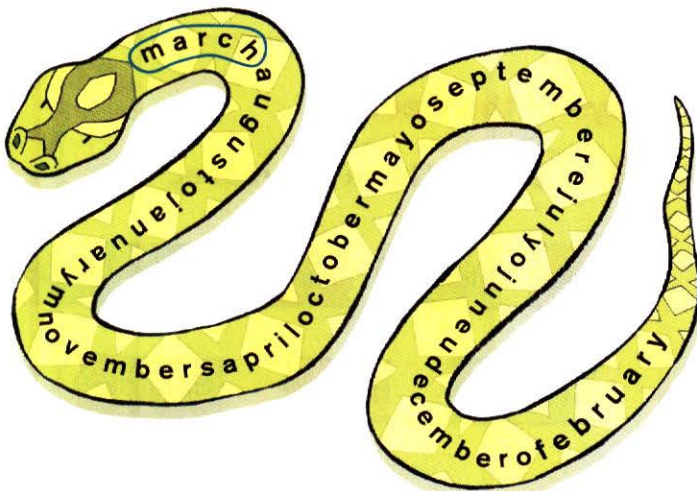
7. uydnsa  
\_\_\_\_\_

**Months of the year**

**13**  1.8 Listen and repeat.



**14** Find the months in the snake.

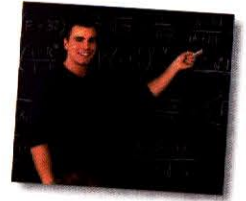


**Occupations**

**15** Look at the photos. Read the words.



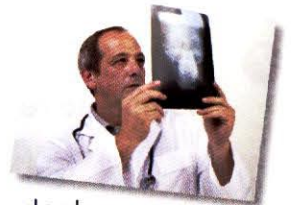
student



teacher



principal



doctor



web designer



security guard



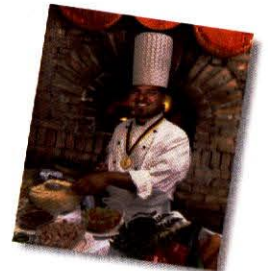
dentist



nurse



lawyer



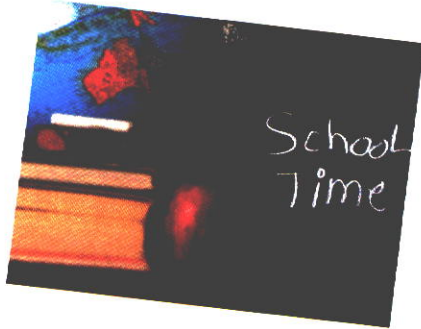
chef

16 Write the occupation or occupations under the photos.



1. doctor

\_\_\_\_\_



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

\_\_\_\_\_

\_\_\_\_\_



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



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




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



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

Some classroom language

17  1.9 Look at the pictures as you listen.



Stand up.



Sit down.



Circle.



Read.



Write.



Say out loud.



Listen.



Open your book.



Close your book.



Repeat.

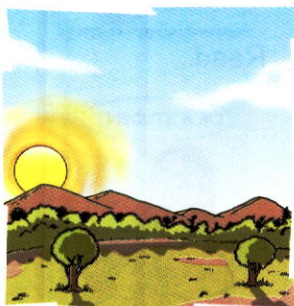
**18** Unscramble the letters to find the classroom language.

- |                      |                             |
|----------------------|-----------------------------|
| 1. drae<br>_____     | 5. losce royu kobo<br>_____ |
| 2. atpere<br>_____   | 6. riwet<br>_____           |
| 3. stilne<br>_____   | 7. epno oyur obok<br>_____  |
| 4. its wond<br>_____ | 8. riccel<br>_____          |

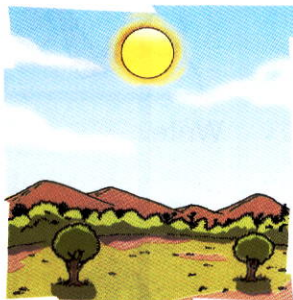
*Read.*

### Greetings and good-byes

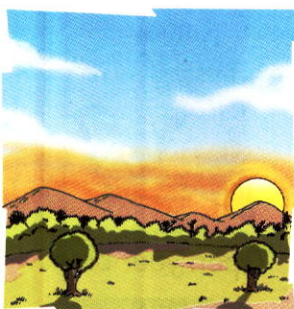
**19**  1.10 Listen and repeat.



Good morning.



Good afternoon.

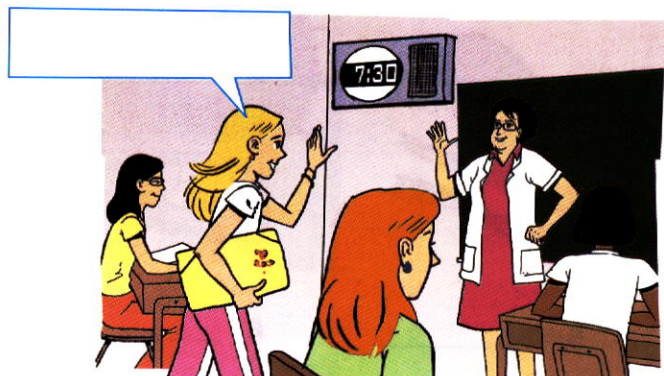
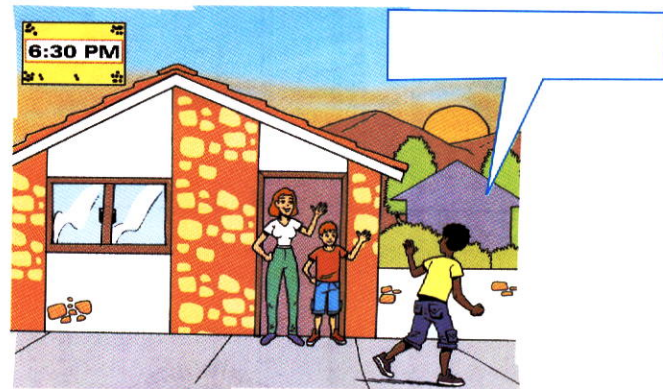
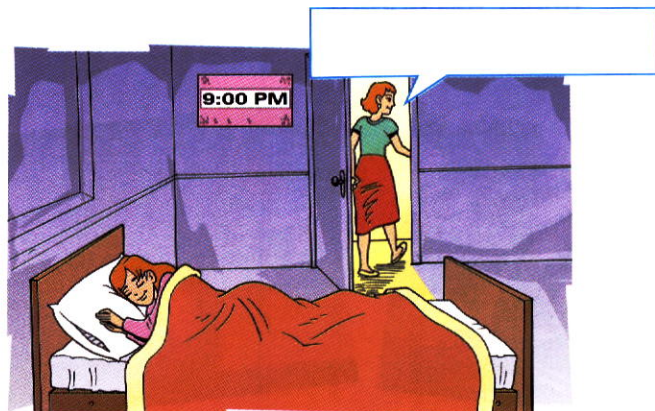


Good evening.



Good night.

**20** Write the greetings in the balloons.





A

B

C

D

**Communication**

- Talk about yourself
- Ask for and give personal information

**Grammar**

- The simple present of *be*
- Prepositions: *in, on*

**Vocabulary**

- School subjects
- Ordinal numbers

**1** Look at the pictures and the words below. Check (✓) the person or people you see in the pictures.


- |               |                          |               |                          |                |                          |
|---------------|--------------------------|---------------|--------------------------|----------------|--------------------------|
| 1. teacher    | <input type="checkbox"/> | 3. student(s) | <input type="checkbox"/> | 5. food server | <input type="checkbox"/> |
| 2. classmates | <input type="checkbox"/> | 4. principal  | <input type="checkbox"/> |                |                          |

**2** Look at pictures A to D. Write *T* for *True* or *F* for *False*.

- |                                  |                            |
|----------------------------------|----------------------------|
| ___ A. She's a French teacher.   | ___ C. They're classmates. |
| ___ B. They're in science class. | ___ D. She's a teacher.    |

# 1 Vocabulary

## School subjects

- 1 a)  1.11 Look at the pictures as you listen and repeat.



music



social studies



physical education (PE)



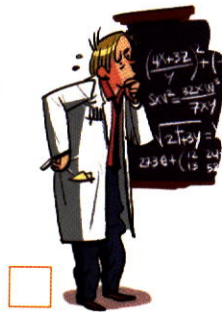
science



English



technology



math




art

b) Check (✓) the school subjects you have.

c) What are your favorite subjects?

\_\_\_\_\_ and \_\_\_\_\_

## Ordinal numbers

- 2 a)  1.12 Look at the ordinal numbers as you listen and repeat.

1st first	6th sixth
2nd second	7th seventh
3rd third	8th eighth
4th fourth	9th ninth
5th fifth	10th tenth

b) Look at the schedule.

TIME	MONDAY	WEDNESDAY
7:10-8:00	math	English
8:00-8:50	science	math
8:50-9:40	social studies	science
9:40-10:00	break	break
10:00-10:50	PE	social studies
10:50-11:40	PE	PE
11:40-12:30	English	PE
12:30-1:30	lunch	lunch

c) PAIRS. Student A, ask what the first, third, and fifth subjects on Mondays are. Student B, ask what the second, fourth, and sixth subjects for Wednesdays are.

*Example:* A: What's the first subject on Mondays?

B: It's math. What's the second subject on Wednesdays?



Q: What's a cow's favorite subject?

A: MOOsic.



- 1 Look at the pictures. Where are the students?



- 2  1.13 Read along as you listen.

Welcome to Tappan Zee Middle School!

Hello. My name's Diane. I'm in my school in Tappan, New York. I'm in 7th grade.

In the United States, school days are very busy. In 7th grade, there are seven subjects: math, English, social studies, science, Italian, PE, and health. My first subject is my favorite: math! It's true. I really love math.

There are many activities in U.S. schools; for example, sports, clubs, volunteer activities, and many others. Many students are members of several school clubs, and there is always lots of homework!

My school is big and modern, and my teachers are cool. We love our school!

- 3 Complete the sentences.

- Tappan Zee is a school.  
a. school                      b. city
- Tappan is in \_\_\_\_\_.  
a. Texas                        b. New York
- The students are in \_\_\_\_\_ grade.  
a. 7th                            b. 5th
- There \_\_\_\_\_ school clubs in U.S. schools.  
a. are                            b. aren't any
- There is always lots of \_\_\_\_\_ in U.S. schools.  
a. fun                            b. homework
- Tappan Zee Middle School is \_\_\_\_\_.  
a. modern                      b. old

- 4 Circle the correct answers.

- Tappan Zee is a **middle / high** school.
- Diane is **at home / in school**.
- Diane's favorite subject is **English / math**.
- Diane studies English and **Italian / French**.
- Diane's **subjects / teachers** are cool!

# 1 Grammar

## The simple present of *be*

Affirmative	Negative
I'm Brazilian.	I'm <b>not</b> American.
You're a student.	You're <b>not</b> a teacher.
He's eleven.	He's <b>not</b> twelve.
She's happy.	She's <b>not</b> sad.
It's cold.	It's <b>not</b> warm.
We're in 7th grade.	We're <b>not</b> in 6th grade.
They're my classmates.	They're <b>not</b> your classmates.

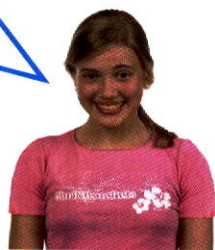
(See Grammar Reference, page G 1.)

Yes/No questions	Short answers
Am I Brazilian?	Yes, you <b>are</b> . / No, you're <b>not</b> .
Are you a student?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
Is he eleven?	Yes, he <b>is</b> . / No, he's <b>not</b> .
Is she happy?	Yes, she <b>is</b> . / No, she's <b>not</b> .
Is it cold?	Yes, it <b>is</b> . / No, it's <b>not</b> .
Are we in 9th grade?	Yes, we <b>are</b> . / No, we're <b>not</b> .
Are they in my class?	Yes, they <b>are</b> . / No, they're <b>not</b> .

(See Grammar Reference, page G 2.)

### 1 Complete the affirmative statements.

My name <sup>1</sup> is Jenny. I <sup>2</sup> \_\_\_\_\_ thirteen years old. I <sup>3</sup> \_\_\_\_\_ in 7th grade. My class adviser <sup>4</sup> \_\_\_\_\_ Ms. Stevens. Our new school <sup>5</sup> \_\_\_\_\_ great! We <sup>6</sup> \_\_\_\_\_ happy in our new school.



### 2 Complete the paragraph about Amar.

**Note:** (+) affirmative form of *be*;  
(-) negative form.



This (+) <sup>1</sup> is Amar.  
He (-) <sup>2</sup> \_\_\_\_\_ thirteen.  
He (+) <sup>3</sup> \_\_\_\_\_ twelve. He (-) <sup>4</sup> \_\_\_\_\_ Australian. He (+) <sup>5</sup> \_\_\_\_\_ British. He (+) <sup>6</sup> \_\_\_\_\_ happy in his new school, too.  
His school (+) <sup>7</sup> \_\_\_\_\_ nice. It (+) <sup>8</sup> \_\_\_\_\_ big. The computer room at school (+) <sup>9</sup> \_\_\_\_\_ awesome. His teachers (+) <sup>10</sup> \_\_\_\_\_ really cool. Ms. Lake (-) <sup>11</sup> \_\_\_\_\_ his class adviser. It (+) <sup>12</sup> \_\_\_\_\_ Ms. Harris.

### 3 Match the questions to the answers. Write the letters.

- c 1. Are you Daniel?  
\_\_\_\_\_ 2. Are you fourteen?  
\_\_\_\_\_ 3. Is Amar in 8th grade?  
\_\_\_\_\_ 4. Is Mr. Jones your teacher?  
\_\_\_\_\_ 5. Is English your first subject on Mondays?  
\_\_\_\_\_ 6. Are the students happy?

- a. No, he's not. He's in 7th grade.  
b. Yes, they are.  
c. No, I'm not. I'm David.  
d. No, it's not. It's PE.  
e. No, I'm not. I'm eleven.  
f. Yes, he is.

### 4 PAIRS. Take turns. Use the cues to ask Yes/No questions. Give short answers.

1. your teacher / cool?  
*A: Is your teacher cool?*  
*B: Yes, she is!*
2. your English teacher / a man?
3. you / thirteen?
4. you / in 10th grade?

## Pronunciation

**He** and **she** are pronounced with a long /i/.

a)  1.14 Listen and repeat.

She **She's** thirteen. He **He's** twelve.

b)  1.15 Listen and repeat.

1. **He's** British.                      3. **He's** my friend.  
 2. **She's** Australian.                4. **She's** my classmate.

## Prepositions: *in, on*

**On**

- on** Tuesday  
**on** December 7th

**In**

**in** December

(See *Grammar Reference*, page G 2.)

6 Complete the teacher's message.

Class,

<sup>1</sup> \_\_\_\_\_ February, the new principal is coming. Her name is Ms. Garcia. Her first day at school is <sup>2</sup> \_\_\_\_\_ Monday, February 11th. Her birthday is <sup>3</sup> \_\_\_\_\_ February 12th. So <sup>4</sup> \_\_\_\_\_ Tuesday, let's have a party for her.

Ms. Mendez

## Information questions with *be*

### Questions

- What's** your name?                      Kristin. / My name's Kristin.  
**How old are** you?                      Twelve. / I'm twelve.  
**When's** your birthday?                December 7th. / On December 7th.  
**Where are** you from?                Brazil. / I'm from Brazil.

### Answers

(See *Grammar Reference*, page G 2.)

5 Write questions for the underlined answers.

1. My birthday is on  
October 2nd.

*When's your birthday?*

2. My mom's forty years old.

3. My teacher is from New York.

4. Her birthday is on Saturday.

5. His name is James Drew.



7 Write questions and answers about the message in Exercise 6. Use the cues.

1. What / new principal's name?

A: *What's the new principal's name?*

B: *Ms. Garcia.*

2. When / her first day?

A: \_\_\_\_\_

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

3. When / her birthday?

A: \_\_\_\_\_

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

4. When / the party?

A: \_\_\_\_\_

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

# 1 Listening



## Introduce yourself

- 1 Look at the picture and the words below. Check (✓) the person or people you see in the picture.


teacher  friends   
 students  principal   
 classmates

- 2  1.16 Listen and complete the chart.

NAME	AGE	BIRTHDAY
Ms. Harris	27	June 21st
Monica		
Amar		
Jenny		

- 3 a)  1.17 Listen to the conversation. Check (✓) the questions you hear.

1. How are you?
2. Are you a new student?
3. What's your name?
4. What's your favorite subject?
5. Where are you from?
6. Are you in 8th grade?

- b)  1.18 Listen again. Write *T* for True or *F* for False.

- T   1. Amar is a new student.
2. His parents are from India.
3. Amar is British.
4. Jenny is American.
5. Amar and Jenny are classmates.



2 a) Match the statements and answers.



- \_\_\_ 1. Hi.
- \_\_\_ 2. What's your name?
- \_\_\_ 3. Are you a new student?
- \_\_\_ 4. How old are you?
- \_\_\_ 5. When's your birthday?

- a. I'm thirteen.
- b. It's on March 7th.
- c. Hello.
- d. I'm Jen.
- e. Yes, I am.

b) Write the complete conversation from Exercise 2a.

A: *Hi.*  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: *I'm Jen.*  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_  
 B: *It's on March 7th.*

## Personal questions and answers

1 a) PAIRS. Complete the conversation with your own information.

- A: Hi.  
 B: Hello.  
 A: I'm \_\_\_\_\_. What's your name?  
 B: My name's \_\_\_\_\_.  
 A: How old are you?  
 B: I'm \_\_\_\_\_.  
 A: Are you a new student?  
 B: \_\_\_\_\_.  
 A: Are you happy here?  
 B: \_\_\_\_\_.  
 A: Oops. It's time for class. Let's go!

b) PAIRS. Role-play the conversation.

3 Pair work.

Student A: Go to page P 1.

Student B: Go to page P 2.

# 1 Writing

## Write about yourself

### Writing rule

#### Using capital letters

Use capital letters for names of people, countries, and nationalities. Also use capital letters for names of schools.

*Example:*

**A**mar                      **N**ew **Y**ork  
**P**akistani                **T**appan **Z**ee **M**iddle **S**chool

- 1 Correct the paragraph. Use capital letters where needed.

Hi. My name's diane. I'm from new york. I'm american. I'm a student at tappan zee middle school. I'm in 7th grade. My english teacher's name is mr. wilson. He's really nice. I like him. My best friend's name is kathy. she's a lot of fun.

- 2 Read the ID card and the paragraph about Jenny.



**Name:** Jenny Burrows  
**Age:** 13  
**Birthday:** January 2  
**Nationality:** Australian  
**Grade level:** 7th grade  
**Favorite subjects:** PE and English  
**Best friend:** Ruth

Her name is Jenny Burrows. She is 13 years old. She is Australian. Her favorite subjects are PE and English. Her best friend's name is Ruth.

- 3 a) Complete the ID card with your information. Paste your photo.

**Name:** \_\_\_\_\_  
**Age:** \_\_\_\_\_  
**Birthday:** \_\_\_\_\_  
**Nationality:** \_\_\_\_\_  
**Grade level:** \_\_\_\_\_  
**Favorite subjects:** \_\_\_\_\_  
**Best friend:** \_\_\_\_\_

- b) Write a paragraph about yourself. Use the information in your ID card.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

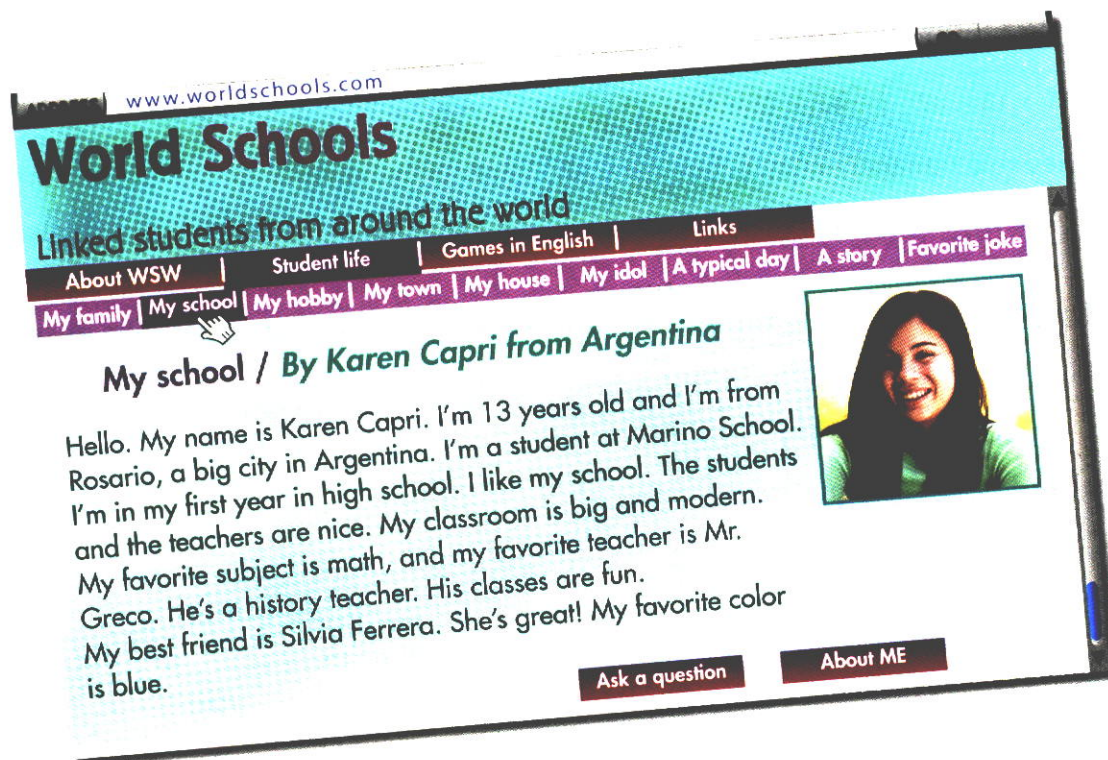
\_\_\_\_\_

\_\_\_\_\_

# Post your message on a Website!

1 Look at the web page. Answer the questions.

1. What's the name of the website? \_\_\_\_\_
2. What's the website address? \_\_\_\_\_



2 Complete the information about Karen.

	Karen	You
1	Last name <i>Capri</i>	
2	Age	
3	Town or city / country	
4	Name of school	
5	Grade level	
6	Favorite subject	
7	Favorite teacher	
8	Favorite color	
9	Best friend	

3 Complete the information about yourself.

4 Write about yourself in your notebook. Use Karen's paragraph as a model.

# 1 English for math

1 Look at the math symbols and the word below each one.



plus



minus



times / multiply by



divided by



equals

2 Match the equations (a-d) to the sentences (1-4).

a.  $15 + 18 = 33$

b.  $25 - 11 = 14$

c.  $4 \times 5 = 20$

d.  $72 \div 9 = 8$

1. Four **times** five equals twenty.

3. Twenty-five **minus** eleven equals fourteen.

2. Fifteen **plus** eighteen equals thirty-three.

4. Seventy-two **divided by** nine equals eight.

3 1.19 Listen and write the equations in your notebook. Then write the answers.

**Example:**  $6 \times 7 = 42$  (six times seven equals forty-two)

4 Now complete the equations.

a.  $3 + 8 = 11$

● Three plus \_\_\_\_\_ equals \_\_\_\_\_.

b.  $2 \times \underline{\quad} = 14$

● Two times \_\_\_\_\_ equals fourteen.

c.  $8 - 2 = \underline{\quad}$

● \_\_\_\_\_ minus two equals \_\_\_\_\_.

d.  $12 \div \underline{\quad} = \underline{\quad}$

● Twelve divided by \_\_\_\_\_ equals three.

5 Fill in the missing numbers. Use numbers 1 through 9 to complete the equations.

- Each number is only used once.
- Each row is a math equation. Each column is a math equation.
- Remember that multiplication and division are performed before addition and subtraction.

	+		-		11
+		÷		×	
	-		×		-14
÷		×		÷	
	-		-		-5
2		16		14	

# UNIT 2 > People



## Communication

- Talk about your family
- Describe people

## Grammar

- Possessives of nouns
- *Who + be?*
- Possessive adjectives
- Plural forms of nouns

## Vocabulary

- Family words
- Adjectives for describing people

**1** Look at the pictures. Match them to the words.

A 1. a teenage boy      \_\_\_ 3. a teenage girl      \_\_\_ 5. a man  
 \_\_\_ 2. a baby      \_\_\_ 4. an old man      \_\_\_ 6. a woman

**2** Look at the pictures again. Match each sentence to the correct picture.

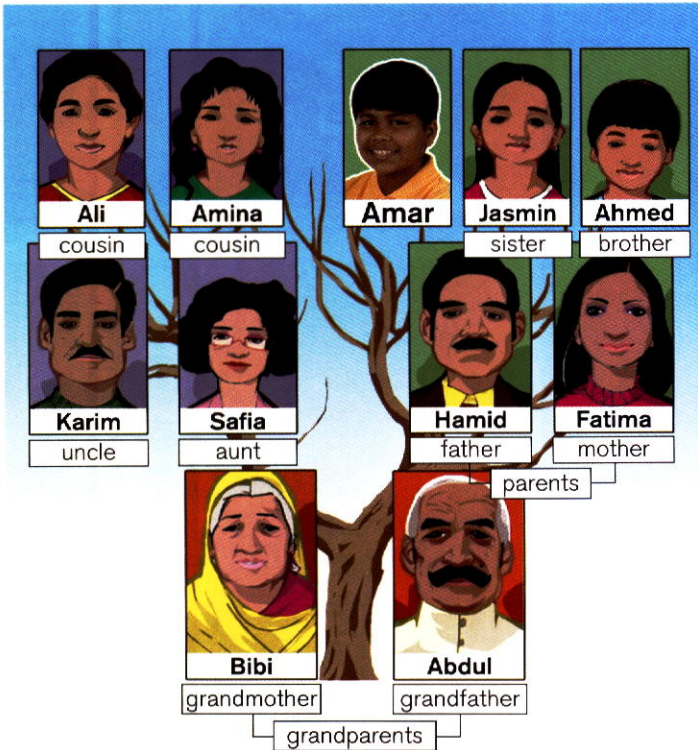
1. They're young. A, E, F      4. They're happy. \_\_\_\_\_  
 2. He's old. \_\_\_\_\_      5. He's a happy baby. \_\_\_\_\_  
 3. She's a teenager. \_\_\_\_\_      6. He's around 14 years old. \_\_\_\_\_

# 2 Vocabulary

## Family words

- 1  1.20 Look at Amar's family tree as you listen and repeat.

Amar's family tree



- 2 Write the family words from Exercise 1 in the chart.

Man	Woman	Both man and woman
		<i>cousin</i>

## Adjectives for describing people

- 3  1.21 Listen and repeat.

Sara



thin, beautiful

Anna



cute

José



good-looking

	Height	Weight
<b>Danny</b>	6'4" / 1.93 m (tall)	300 lbs / 136 kg (heavy)
<b>Bill</b>	5'8" / 1.73 m (average height)	145 lbs / 66 kg (average weight)
<b>Edson</b>	5'2" / 1.57 m (short)	145 lbs / 66 kg (average weight)

- 4 **PAIRS.** Ask two questions each about the people in Exercise 3.

*Example:* A: Who is short and cute?

B: Anna. Who is ... ?

- 5 Write two sentences about two members of your family. Use adjectives.

*Example:* My mom

My mom is beautiful.

She's average height.

(Name) \_\_\_\_\_

1. \_\_\_\_\_

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

(Name) \_\_\_\_\_

1. \_\_\_\_\_

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

**1**  1.22 Read along as you listen.

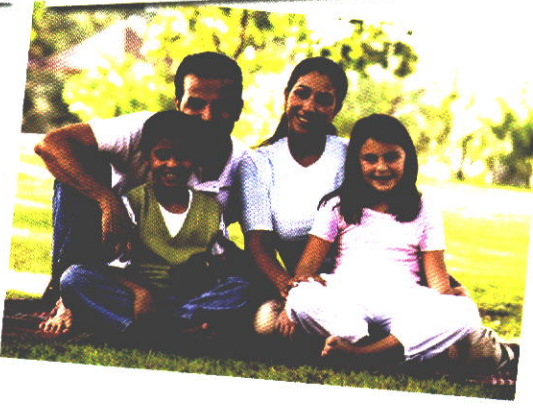
**1**  
 This is my family. That's me. This is my dad, and that's my mom. And, oh, this is my dog, Boogie. Boogie's heavy, but he's a great dog. We love him.  
 My mom and dad are tall. And me? I think I'm tall, too. I'm only 13, and I'm already 5'4".  
 David



**2**  
 Hello. Meet my family. It's a big, happy family. We live on a farm. There are grapes and different kinds of fruit trees on our farm.  
 My parents aren't very tall. My dad's average height. I think he's good-looking. My mom's short and she's beautiful. Look at my brothers. Aren't they cute?  
 Lucia



**3**  
 My family's average size: my parents and two children - me and my sister. My grandparents are just five minutes away, so we are always at their house. But all my cousins are in Mexico.  
 My cousins, aunts, and uncles visit us at Christmas. During summer vacation, we visit them. Christmas and summer are always a lot of fun!  
 José



- 2** Match the words with the photos. Write the number.
- \_\_\_ a. a big family
  - \_\_\_ b. an average-size family
  - \_\_\_ c. a small family

- 3** Write T for True or F for False.
- T 1. David's family is small.
  - \_\_\_ 2. Boogie is David's brother.
  - \_\_\_ 3. Lucia's family is big.
  - \_\_\_ 4. Lucia and her family live in the city.

- \_\_\_ 5. There are two children in José's family.
- \_\_\_ 6. José and his family live in Mexico.

- 4** Read the paragraphs again. Write the names in the blanks.
- 1. His dog is Boogie. David
  - 2. He is 5'4". \_\_\_\_\_
  - 3. She lives on a farm. \_\_\_\_\_
  - 4. They're cute. \_\_\_\_\_
  - 5. Her mom is short and beautiful. \_\_\_\_\_
  - 6. His cousins are in Mexico. \_\_\_\_\_

# 2 Grammar

## Possessives of nouns

### Singular nouns ('s)

My father's parents are my grandparents.

### Plural nouns (')

My parents' names are Carlos and Marcia.

### Irregular plural nouns ('s)

The children's names are Karen and Mauro.

(See Grammar Reference, page G 2.)

### 1 Write 's or '.

1. My aunt <sup>s</sup> son is my cousin.
2. My grandparents \_\_\_\_\_ sons are my uncles.
3. My aunt \_\_\_\_\_ children are my cousins.
4. My parents \_\_\_\_\_ daughter is my sister.
5. My mother \_\_\_\_\_ parents are my grandparents.
6. My cousins \_\_\_\_\_ mother is my aunt.

### 2 Complete the sentences with the possessive form.

1. My (uncle) uncle's car is new.
2. His (parents) \_\_\_\_\_ office is modern.
3. Their (grandchildren) \_\_\_\_\_ toys are expensive.
4. Their (sister) \_\_\_\_\_ friends are tall.
5. My (cousin) \_\_\_\_\_ parents are average height.
6. His (grandparents) \_\_\_\_\_ house is big.



Q: Why is the baby ant confused?

A: Because all of her uncles are ants.



## Who + be?

### Questions

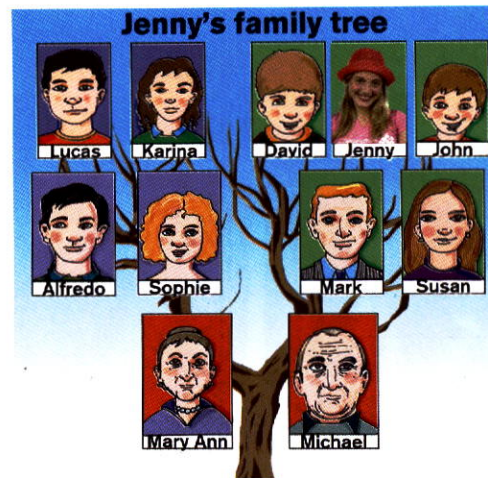
Who is he?  
Who are they?

### Answers

He's my dad.  
They're my grandparents.

(See Grammar Reference, page G 3.)

### 3 PAIRS. Look at the names in the word box. Take turns asking and answering questions.



- John • Lucas • Alfredo • Mark
- Mary Ann • David • Karina • Sophie
- Susan • Michael

Example: A: Who's John?

B: He's Jenny's brother.

### 4 a) Write three of your family members' names.

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

### b) PAIRS. Ask your partner about the names on his or her list.

Example: A: Who's Emily?

B: She's my sister.

## Pronunciation

a)  1.23 Listen and repeat.

**aunt Aunt** Sandra is sad.

b)  1.24 Listen. Underline the words with the /æ/ sound.

1. My dad is happy.
2. Sam and Dan are cousins.
3. That man is my uncle.

## Plural forms of nouns

### Most nouns

brother — brothers      parent — parents

### Nouns ending in -y

boy — boys      *But:* family — families

### Irregular nouns

child — children      woman — women  
person — people      man — men

(See *Grammar Reference*, page G 3.)

## Possessive adjectives

Subject	Possessive
I	→ my name
You	→ your name
He	→ his name
She	→ her name
It	→ its name
We	→ our name
They	→ their name

(See *Grammar Reference*, page G 3.)

5 Write the correct possessive adjective.

1. I'm a student.  
\_\_\_\_\_ name is Mandy.
2. He's my uncle.  
\_\_\_\_\_ name is Bob.
3. They're my grandparents.  
\_\_\_\_\_ son is my dad.
4. She's my sister.  
\_\_\_\_\_ name is Amy.
5. You're my classmate.  
\_\_\_\_\_ teacher is my teacher, too.
6. We like our school.  
\_\_\_\_\_ school is great!

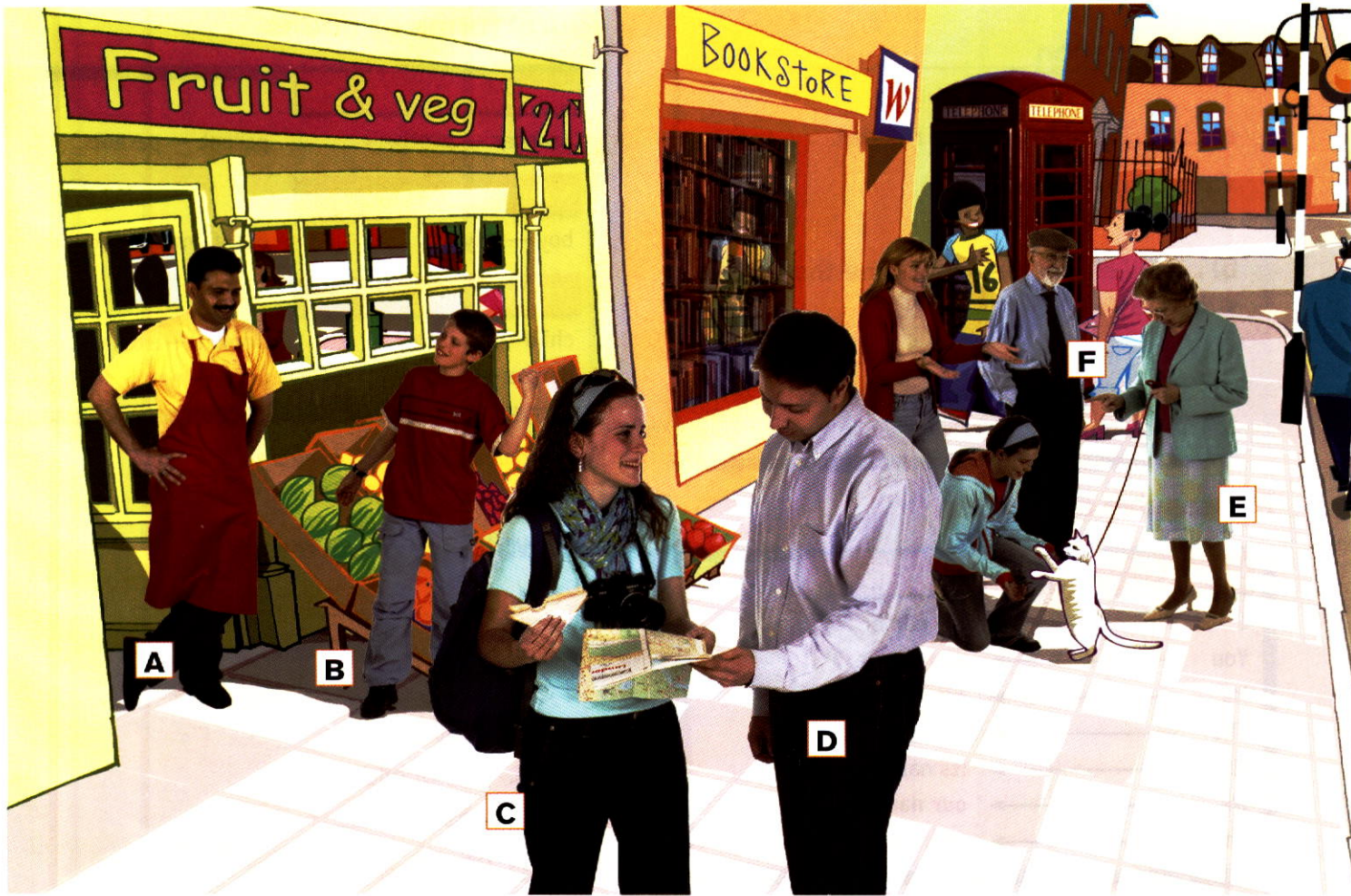
6 Write the plural forms.

1. man \_\_\_\_\_
2. grandparent \_\_\_\_\_
3. toy \_\_\_\_\_
4. baby \_\_\_\_\_
5. grandchild \_\_\_\_\_
6. kiss \_\_\_\_\_
7. person \_\_\_\_\_
8. cousin \_\_\_\_\_

7 Write the correct plural forms in the blanks.

Many (*family*) families are small, but my family is big. There are ten (*person*) \_\_\_\_\_ in my family. My (*grandparent*) \_\_\_\_\_, my (*parent*) \_\_\_\_\_, and six (*child*) \_\_\_\_\_. And there are four (*pet*) \_\_\_\_\_ — two (*dog*) \_\_\_\_\_ and two (*cat*) \_\_\_\_\_. There are also two (*baby*) \_\_\_\_\_ in the family. No, they're not my parents' (*child*) \_\_\_\_\_. They're our cats' babies!

# 2 Listening



## Identify who's talking

**1** Find these people in the picture. Write the letters.

- B 1. a boy                      \_\_\_ 4. a teenage girl  
 \_\_\_ 2. a store owner        \_\_\_ 5. a young man  
 \_\_\_ 3. a grandfather        \_\_\_ 6. a grandmother

**2** 1.25 Look at the picture as you listen. Who is talking in each one? Write the letters.

- Speaker 1 \_\_\_ a. Mr. and Mrs. Schmidt  
 Speaker 2 \_\_\_ b. Claudia  
 Speaker 3 \_\_\_ c. Sanjaya Khan

**3** 1.26 Listen again. Circle the correct answers.

- Claudia is from \_\_\_\_\_.  
 a. Spain                      b. France
- She is in \_\_\_\_\_.  
 a. London                      b. Spain
- Sanjaya Khan is a \_\_\_\_\_.  
 a. tourist                      b. a store owner
- His store is \_\_\_\_\_.  
 a. busy                      b. not busy
- Mr. and Mrs. Schmidt are Steve's \_\_\_\_\_.  
 a. parents                      b. grandparents
- Ilse and Gretchen are their \_\_\_\_\_.  
 a. daughters                      b. granddaughters

## Ask about a person

### Pronunciation


#### Stress in questions

a)  1.28 Listen and repeat.

What's his **name**?

b)  1.29 Listen. Underline the strong words.

1. What's her name?
2. How old is she?
3. How are you?
4. Are they nice?
5. Is she beautiful?

1  1.30 Listen to the questions and answers.

- A: Who is Steve?
- B: He's Mr. and Mrs. Schmidt's grandson.
- A: Where's Steve from?
- B: He's from Germany.
- A: How old is he?
- B: I don't know.
- A: Is he tall?
- B: Yes, he is.
- A: Who are Gretchen and Ilse?
- B: They're Steve's sisters.
- A: Are they beautiful?
- B: Yes, they are!

2 a) PAIRS. Choose a family member. Replace the underlined parts with information about this family member.

b) Role-play the conversation about your family member.



4  1.27 Listen again. Answer the questions.

- A: Where's Claudia from?
- B: Spain.
- A: Where is she right now?
- B: In \_\_\_\_\_.
- A: Is it her second time in London?
- B: No, it's not. It's her \_\_\_\_\_ time.
- A: Who is Sanjaya?
- B: He's a \_\_\_\_\_.
- A: Is he friendly?
- B: \_\_\_\_\_.

# 2 Writing

## Write about a favorite family member

### Writing rule

#### Period (.) and question mark (?)

Use a period (.) at the end of sentences.

*Example:* My name's Julie Schmidt.

Use a question mark (?) at the end of questions.

*Example:* What's your name?  
How old are you?

### 1 Put a period or a question mark where appropriate.

1. Where are you from?  
\_\_\_\_\_
2. We're from Brazil.  
\_\_\_\_\_
3. How old are you?  
\_\_\_\_\_
4. Are you OK?  
\_\_\_\_\_
5. My parents are tall.  
\_\_\_\_\_

### Writing rule

#### Exclamation point (!)

Use an exclamation point (!) at the end of sentences that express strong emotions.

*Example:* Wow! It's awesome!

### 2 Reorder the words to make statements. Use a period or an exclamation point.

1. cousins / they / my / are  
\_\_\_\_\_

2. is / fun / this  
\_\_\_\_\_

3. thin / dad / is / her  
\_\_\_\_\_

4. awesome / you / are  
\_\_\_\_\_

5. great / look / you / wow  
\_\_\_\_\_

### Writing rule

#### Using capital letters

Use capital letters at the beginning of sentences and questions.

*Example:*

**M**y brother's name is Brad. **D**o you know him?

### 3 Correct the paragraph. Use capital letters where needed.

My favorite person in the world is my uncle. he is my father's brother. he's around 25 years old. he's really cool! his name is jack.

my uncle jack is awesome! he's big and tall. he's an athlete. he's a professional basketball player. he's very famous! but he's really cool about it. he's very friendly and nice to people. many people like him. to me, he's just my uncle jack.

### 4 Write about your favorite family member. Use capital letters. Also use a period, question mark, or exclamation point.

Ⓒ \_\_\_\_\_  
Ⓒ \_\_\_\_\_  
Ⓒ \_\_\_\_\_  
Ⓒ \_\_\_\_\_  
Ⓒ \_\_\_\_\_  
Ⓒ \_\_\_\_\_

# Review Units 1 and 2

## Vocabulary

① Write the school subjects for these topics. (1 point each)

1. multiplication math
2. the animal kingdom \_\_\_\_\_
3. the simple present of *be* \_\_\_\_\_
4. the colonial period \_\_\_\_\_
5. the seven continents \_\_\_\_\_
6. how to create a web page \_\_\_\_\_
7. Wolfgang Amadeus Mozart \_\_\_\_\_

② Write the missing ordinal words. (1 point each)

First, <sup>1</sup>second, third, <sup>2</sup>\_\_\_\_\_, <sup>3</sup>\_\_\_\_\_, sixth, seventh, <sup>4</sup>\_\_\_\_\_, ninth, <sup>5</sup>\_\_\_\_\_

③ Write the correct family word. Write the possessive form when necessary. (1 point each)

1. My cousin's mother is my aunt.
2. Your \_\_\_\_\_ father is your grandfather.
3. His father's son is his \_\_\_\_\_.
4. Our grandparents' children are our \_\_\_\_\_.
5. Her \_\_\_\_\_ cousin is her brother.

④ Unscramble the letters to find the adjectives. (2 points each)

1. euct cute
2. odgo-goilkon \_\_\_\_\_
3. uifulebat \_\_\_\_\_
4. itnh \_\_\_\_\_
5. eyhva \_\_\_\_\_
6. gaveare htgeih \_\_\_\_\_

## Grammar

⑤ Complete the statements with verbs from the box. (1 point each)

am is ~~isn't~~ are aren't

1. Meg is Australian.
2. Harry \_\_\_\_\_ American. He's British.
3. They \_\_\_\_\_ sad. They're happy.
4. I \_\_\_\_\_ 12 years old.
5. I'm Paul, and this is Alex.  
We \_\_\_\_\_ brothers.

⑥ Write information questions. Use the cues. (3 points each)

1. Who / your cousin / best friend  
Who is your cousin's best friend?
2. Where / your teacher / house  
\_\_\_\_\_
3. When / his twin sisters / birthday  
\_\_\_\_\_
4. What / their pet / name  
\_\_\_\_\_
5. How old / his father / grandmother  
\_\_\_\_\_

## Writing

⑦ Correct the mistakes. Use capital letters, periods (.), question marks (?), and exclamation points (!) where appropriate. (1 point each)

Mmy name's alison dewey i'm from new mexico i'm 14 years old, and i'm in 8th grade my favorite subjects are math and science math isn't hard it's easy  
what about you what are your favorites

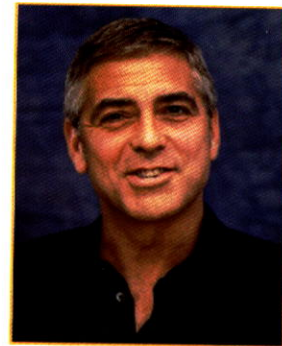
## An Artistic Family

George Clooney is Italian-American. He is from Lexington, Kentucky. He is a very famous actor. He is also a director, producer, and writer.

He is the son of Nick Clooney, a politician, and Nina Warren, a former Miss Kentucky.

Clooney and his sister, Ada, are the nephew and niece of singer Rosemary Clooney and actor José Ferrer, and the cousin of their children — actors Miguel and Rafael Ferrer.

George's family is really talented!



**Birth name**

George Timothy Clooney

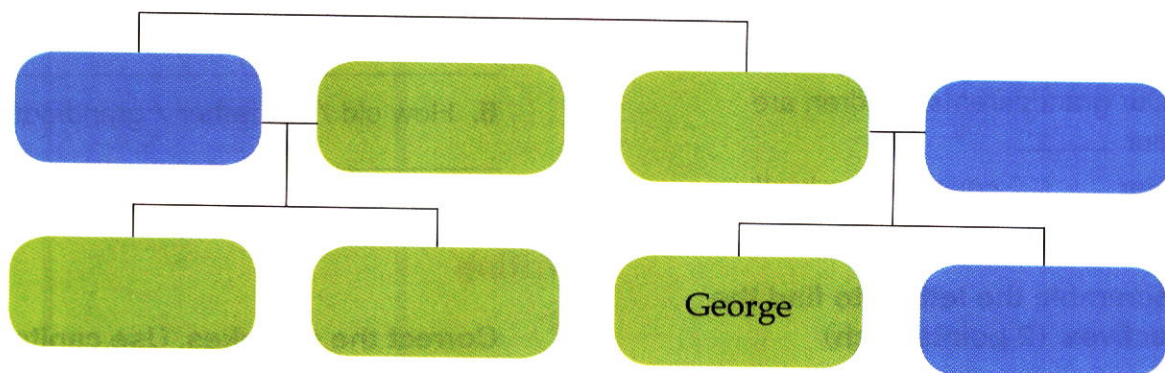
**Nickname**

Gorgeous George

**Date of birth**

May 6, 1961

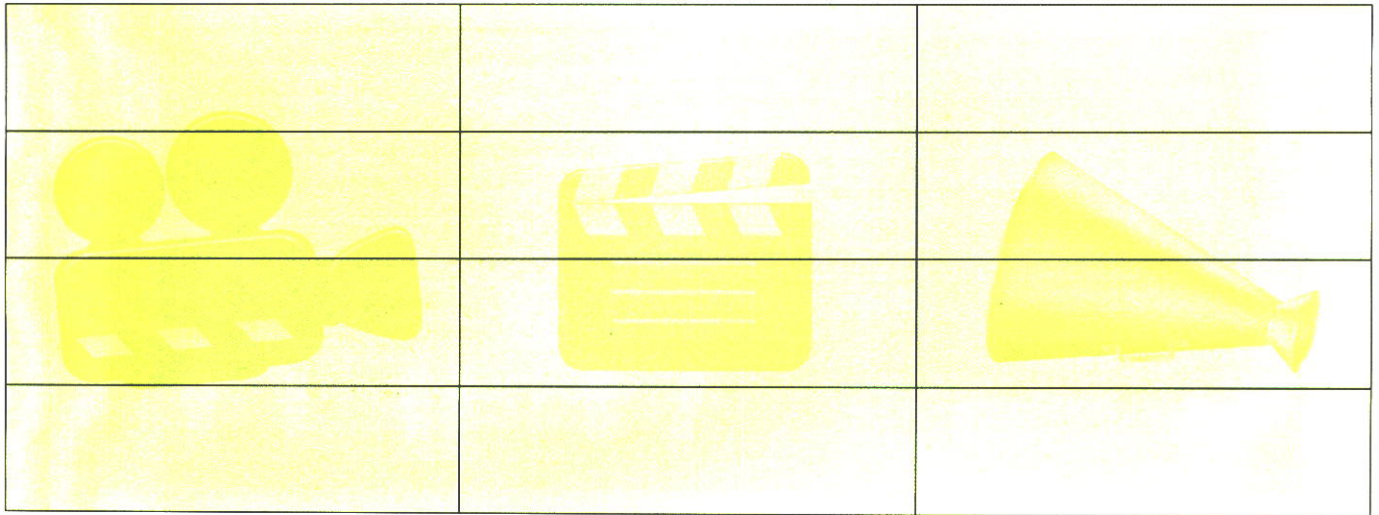
★ Complete George Clooney's family tree.



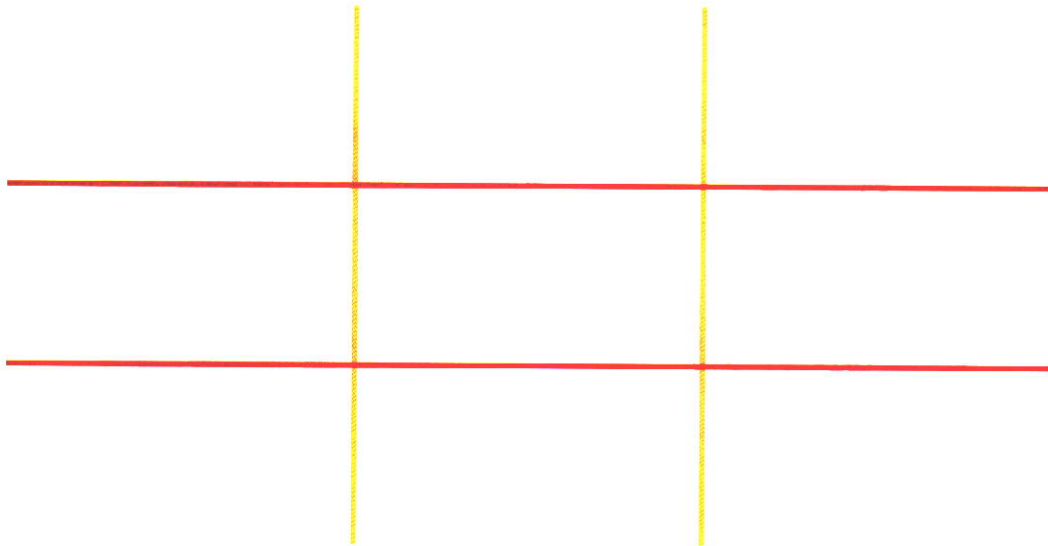
★ **Homework:** Think of an artistic family (for example, a family of painters, singers, actors, and so on). Get information about this family, for example, the members of the family and their occupations.

# > Movie

- 1** Your teacher is going to read 20 words from a story. Choose twelve words and write them in the grid below. Then listen to the story and check the words you heard. The first person to check the entire grid is the winner.



- 2** a) Choose nine key words from the story. Write them in the grid below. Don't show your grid to your partner.
- b) PAIRS. Take turns trying to guess your partner's words. The first one to guess three words horizontally, vertically, or diagonally is the winner.



- 3** Now listen to the story and discuss it with your classmates.

1 Look at the picture. Where do you think these students are from?

2  1.31 Read and listen to the article.



## Middle Schools in Japan

**Middle school in Japan is three years. High school isn't a requirement, but almost all students go to high school.**

### What students learn

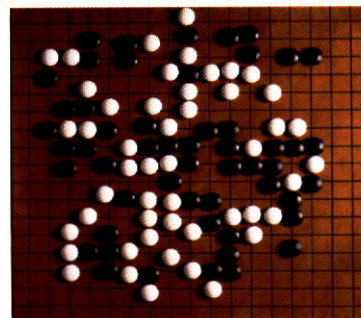
Some of the subjects in Japanese schools are math, science, social studies, music, crafts, physical education, and home economics. Many students study English. They also learn Japanese arts like shodo (calligraphy) and haiku (a form of Japanese poetry).

### School life

Middle schools have many events during the year, such as sports day, field trips, and arts and culture festivals. Most students wear uniforms. Boys wear pants and jackets with collars, and girls wear jackets and skirts.

### Club activities

Almost all middle school students join a club activity of their choice, such as a sports team, a musical or arts group, or a science club. Baseball clubs are very popular with boys. Soccer clubs are also popular. Judo clubs attract boys and girls. Other popular sports clubs are tennis, basketball, gymnastics, and volleyball. Some of the popular cultural clubs are brass band, tea ceremony, and flower arrangement. One club that is becoming very popular is the go club. Go is a board game played with black-and-white stones.



- 3 Read the information about middle schools in Japan. Compare with your country. Write *T* for *True* or *F* for *False*.

	Japan	My country
1. Some students go to high school.	F	
2. Many students study Italian.		
3. Students wear uniforms.		
4. Soccer clubs aren't popular.		
5. The students choose the club they join.		
6. Brass band isn't a popular club.		

- 4 Complete the paragraph with information about middle schools in your country.

### Middle schools in my country

Middle school in \_\_\_\_\_ is \_\_\_\_\_ years. High school \_\_\_\_\_ a requirement. \_\_\_\_\_ students go to high school.

#### What students learn

Some of the subjects in \_\_\_\_\_ schools are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Students also learn \_\_\_\_\_.

#### School life

Middle schools have many events during the year, such as \_\_\_\_\_ and \_\_\_\_\_. Sometimes students go on trips to \_\_\_\_\_. Most students wear \_\_\_\_\_ to school.

#### Other school activities

\_\_\_\_\_ students join a club activity. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are some popular sports teams in our middle schools. \_\_\_\_\_ is very popular with the boys, and \_\_\_\_\_ is popular with the girls. Other popular clubs and activities are \_\_\_\_\_ and \_\_\_\_\_. I'm a member of \_\_\_\_\_.

# > Break time

**1** Unscramble the letters to find "family" words.

OSN  
 HERGUTAD  
 USIONC  
 AAGRDNERPNT  
 HRAEFT

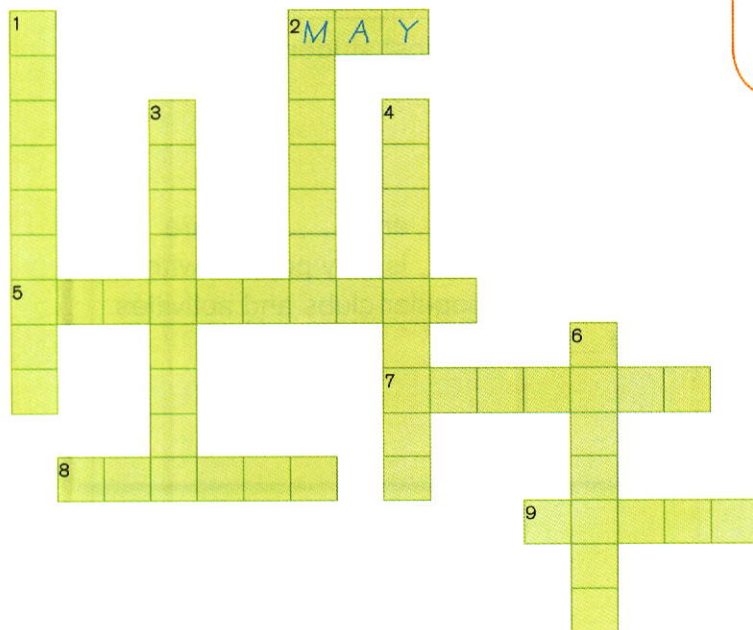
**2** Do the crossword puzzle.

**Across**

- 2 ... is the fifth month of the year.
- 5 a big book with many words in it
- 7 your father and your mother
- 8 a color
- 9 June is the ... month of the year.

**Down**

- 1 ... is after Tuesday.
- 2 a person from Mexico is ...
- 3 ... is the opposite of *ugly*.
- 4 a school subject
- 6 a language



**3** Find seven school subjects.

- art • English • PE • history
- math • geography • science

H	M	N	O	P	G	P	O	T	S	C	L	E	N
R	G	O	C	H	H	E	G	E	R	T	T	M	R
S	G	I	E	I	R	A	I	T	T	A	O	S	O
R	A	H	N	T	R	G	E	H	G	S	O	L	G
H	I	Y	G	A	G	S	E	T	E	R	P	T	E
G	A	C	L	S	L	G	E	E	O	P	T	E	M
I	P	R	I	R	M	A	E	H	G	E	H	G	R
R	S	E	S	P	E	A	R	T	R	L	M	A	T
N	H	M	H	N	I	A	P	P	A	I	C	I	P
T	E	Y	E	O	P	E	G	H	P	L	H	E	H
H	S	C	H	E	N	O	Y	H	H	H	T	C	E
E	A	P	A	E	E	I	R	M	Y	R	M	R	A
G	I	T	R	P	S	C	I	E	N	C	E	C	E
E	T	M	I	S	H	P	E	I	E	C	S	O	G
I	L	T	N	R	I	R	R	Y	C	E	S	T	C
E	O	I	P	H	S	H	P	E	H	T	I	T	A
E	G	N	M	A	T	H	Y	E	A	N	T	I	N
Y	L	C	G	L	O	O	T	H	Y	G	H	P	S
S	S	O	C	G	R	Y	S	E	R	L	S	P	S
E	N	T	P	I	Y	A	I	R	Y	T	C	R	G

# UNIT 3 > Objects



## Communication

- Identify common objects in the classroom
- Say where things are

## Grammar

- There is/There are
- A/An
- This/That; These/Those

## Vocabulary

- Classroom objects
- In, on, under, between, next to, behind

1 Look at the pictures. Identify each place.

- A. It's a beach. C. \_\_\_\_\_  
 B. \_\_\_\_\_ D. \_\_\_\_\_


2 What can you see in the pictures? Check (✓) the people, animals, and things you see.

1. children  3. women  5. books  7. trees   
 2. men  4. a dog/dogs  6. toys  8. cars

3 PAIRS. Discuss: Which of the places in the photos is your favorite? Why?

# 3 Vocabulary

## Classroom objects

- 1  1.32 Look at the pictures as you listen and repeat.



a backpack



a board



a desk



an eraser



a notebook



a pen



a pencil



a piece of paper




a ruler

- 2 Look at the objects in Exercise 1 again. Write the names of the objects with these colors.

1. white ruler
2. brown \_\_\_\_\_
3. red \_\_\_\_\_
4. yellow \_\_\_\_\_
5. green \_\_\_\_\_
6. blue \_\_\_\_\_
7. pink \_\_\_\_\_

## In, on, under, between, next to, behind

- 3  1.33 Look at the pictures as you listen and repeat.



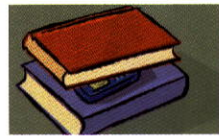
in



on



under



between



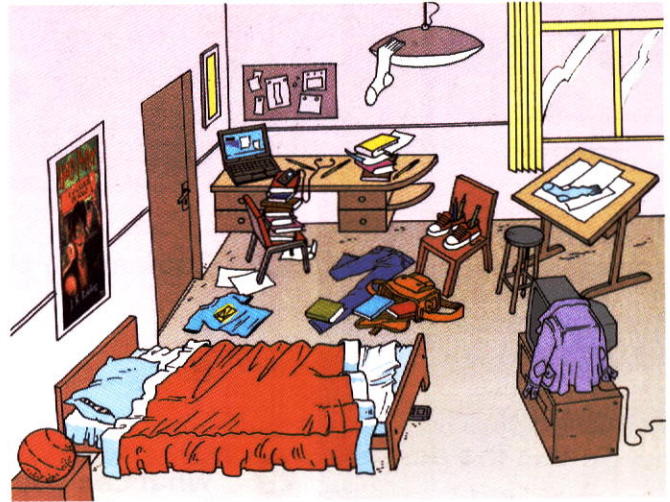
next to



behind

- 4 **PAIRS.** Look at the picture below. Ask where objects in the picture are.

*Example:* A: Where's the computer?  
B: It's on the desk.



- 5 **PAIRS.** Ask where two objects in your classroom are.

*Example:* A: Where's Maria's backpack?  
B: It's under her chair.

1  1.34 Read along as you listen. Is your room similar to A or B?

A

I love my bedroom. It's not very big, but there are many cool things in it. My bed is next to the wall. On my bed are my pillows and my two cats. My cats are always on my bed. It's their favorite place!

My desk is near the door. The things I use every day are on my desk: my laptop, iPod, DVDs, cell phone, video games, books, projects, magazines, and my backpack.

Everything I need is in my room. Well, almost everything — there's no television. I can't watch TV in my room, but I have my iPod, laptop, and video games, so it's OK.

Sam



B

My sister and I share a bedroom. She's ten and I'm thirteen. We have bunk beds. This means that one bed is on top of the other bed. The top part is my sister's, and the bottom part is mine. It's pretty cool.

My things are on the floor. My cell, my MP3 player, my magazines, my books, my socks and sneakers, my clothes — they're all on the floor.

And under our bed? Of course, more stuff — more magazines, more clothes, and sometimes, an empty pizza box.

Our mom thinks our bedroom is a mess. We don't think so. We like it the way it is.

Mandy



2 Read the descriptions. Write A for Reading A, or B for Reading B.

- B 1. It's the two sisters' bedroom.  
 \_\_\_ 2. Clothes are on the floor.  
 \_\_\_ 3. Cats are on the bed.  
 \_\_\_ 4. Laptop is in the room.  
 \_\_\_ 5. There is a desk near the door.  
 \_\_\_ 6. There are things under the bed.

3 Write Sam or Mandy next to each description.

1. bedroom isn't big Sam  
 2. cats like the bed \_\_\_\_\_  
 3. sister is ten \_\_\_\_\_  
 4. bed is the bottom bed \_\_\_\_\_  
 5. things are on the desk \_\_\_\_\_  
 6. has things on the floor \_\_\_\_\_

# 3 Grammar

## There is / There are

### Affirmative

**There is (There's) a** book on the table.  
**There is (There's) an** eraser on the table.  
**There are** books on the table.

### Negative

**There isn't a** book on the table.  
**There aren't** any books on the table.

### A / An

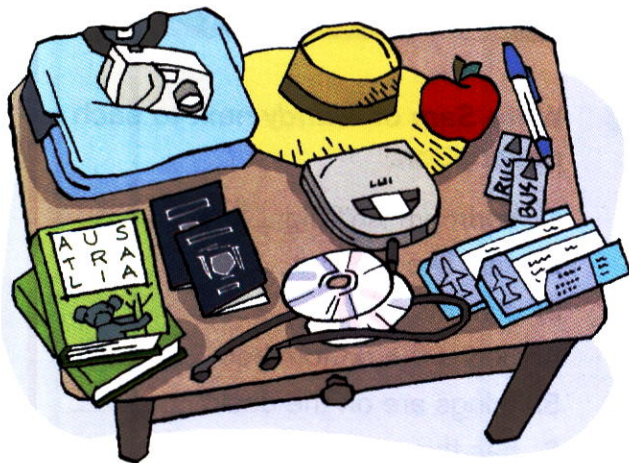
**a** book, **a** ruler  
**an** eraser, **an** old computer

(See Grammar Reference, pages G 3 and G 4.)

### 1 Write a or an in the blanks.

- an American tourist
- \_\_\_ big classroom
- \_\_\_ pink eraser
- \_\_\_ excellent book
- \_\_\_ nice teacher
- \_\_\_ awesome place
- \_\_\_ good friend

### 2 a) Look at the picture. Complete the sentences with *There's a*, *There's an*, or *There are*.



- There's an Australian travel guide on the table.
- \_\_\_ camera on the T-shirts.
- \_\_\_ T-shirts under the camera.
- \_\_\_ CD player next to the CDs.
- \_\_\_ hat behind the CD player.
- \_\_\_ passports between the travel guide and the CDs.
- \_\_\_ apple on the hat.
- \_\_\_ tickets on the table.

### b) Look at the picture in Exercise 2a again. Complete the sentences with *There isn't* or *There aren't*.

- There isn't any food on the table.
- \_\_\_ any magazines.
- \_\_\_ any DVDs either.
- \_\_\_ a newspaper.
- \_\_\_ a soda.

### Yes/No questions

**Is there** an apple on the table?

**Are there** any magazines?

### Short answers

Yes, **there is.** /  
 No, **there isn't.**

Yes, **there are.** /  
 No, **there aren't.**

(See Grammar Reference, page G 4.)





### 3 PAIRS. Ask two Yes/No questions each about the picture in Exercise 2a. Cover the picture as you answer the questions. Use the words in the box.

- cell phone
- shoes
- backpack
- pencils
- laptop

**Example:** A: *Is there a cell phone on the table?*


B: *No, there isn't.*

## This/That, These/Those


<p>What's <b>this</b>?</p> <p>It's a camera phone.</p> 	<p>What's <b>that</b>?</p> <p>It's an English bulldog.</p> 
<p>What are <b>these</b>?</p> <p><b>These</b> are camera phones.</p> 	<p>What are <b>those</b>?</p> <p><b>Those</b> are English bulldogs.</p> 



(See Grammar Reference, page G 4.)

### 4 Complete the sentences with *This*, *That*, *These*, or *Those*.



- 

1. Those are your English books.



2. \_\_\_\_\_ are her markers.


- 

3. \_\_\_\_\_ are your pens.
4. \_\_\_\_\_ isn't my backpack.


- 

5. \_\_\_\_\_ are their skateboards.
6. \_\_\_\_\_ isn't our dog.



### Yes/No questions

### Short answers

Is **this** your phone? Yes, **it is**. / No, **it isn't**.  
 Is **that** your phone? Yes, **it is**. / No, **it isn't**.  
 Are **these** your books? Yes, **they are**. / No, **they aren't**.  
 Are **those** your books? Yes, **they are**. / No, **they aren't**.

(See Grammar Reference, page G 5.)

### 5 Reorder the words to make questions. Use a question mark.

- Irish setter / that / an / is  
Is that an Irish setter?
- those / CDs / are / your  
\_\_\_\_\_
- Pam's / this / pencil case / is  
\_\_\_\_\_
- these / their / are / projects  
\_\_\_\_\_
- her / that / ruler / is  
\_\_\_\_\_

### Pronunciation

a)  1.35 Listen and repeat.

this that these those

b)  1.36 Listen. Circle all the words with the /ð/ sound.

then thin ten them  
there thanks than the

Q: What object is king of the classroom?

A: The ruler!



# 3

## Listening



### Describe a classroom

1 Look at the pictures. Check (✓) the things you see.

- 1. desks
- 2. a computer
- 3. a teacher's table
- 4. a board
- 5. books
- 6. posters or pictures

2  1.37 Listen to the conversation. Write *T* for *True* or *F* for *False*.

*Amar says, in a Pakistani classroom...*

- \_\_\_ 1. there aren't any computers.
- \_\_\_ 2. there are many chairs.
- \_\_\_ 3. there aren't any pictures.

*Jenny says, in an Australian classroom...*

- \_\_\_ 4. there aren't any computers.
- \_\_\_ 5. there's a television.
- \_\_\_ 6. there isn't a CD player.



## Ask for and clarify information

### 1 1.38 Listen and read along.

- A: How do you say "Good morning" in Australia?  
 B: G'day.  
 A: Can you repeat that, please?  
 B: G'day.  
 A: G'day.  
 B: Good enough. How about British spelling. How do you spell *color* in British English?  
 A: C-O-L-O-U-R. Now, spell *flavor* in British English.  
 B: OK. F-L-A-V-O-U-R. Flavour.  
 A: You're good! Can you say *I'm not sure* with a British accent?  
 B: I'm not sure.



### 2 a) Think of an expression and a word in your language. Write them below.

Expression: \_\_\_\_\_

Word: \_\_\_\_\_

### b) PAIRS. Ask how to say the expression in English. Then ask how to spell the word in English. Write your conversation below.

A: How do you say \_\_\_\_\_ in English?

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

A: Can you \_\_\_\_\_?

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

A: How do you spell \_\_\_\_\_ in English?

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

A: Can you \_\_\_\_\_?

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

### c) PAIRS. Role-play your conversation.

# 3 Writing

## Write about a place

### Writing rule

#### Using commas and *and* in a series

Use a comma to separate three or more items in a series. Use *and* before the last item.

*Example:* There are books, notebooks, **and** markers on the table.

Don't use a comma with *and* if there are only two items in the series.

*Example:* There are books **and** notebooks on the table.

### 1 Insert commas where appropriate.

1. My best friends at school are Ruth and Emma.
2. Our classroom is nice big and modern.
3. There's a computer a television and lots of books.
4. My new classmates are from Brazil Argentina and Australia.
5. My classmates are fun and cool.

### Writing rule

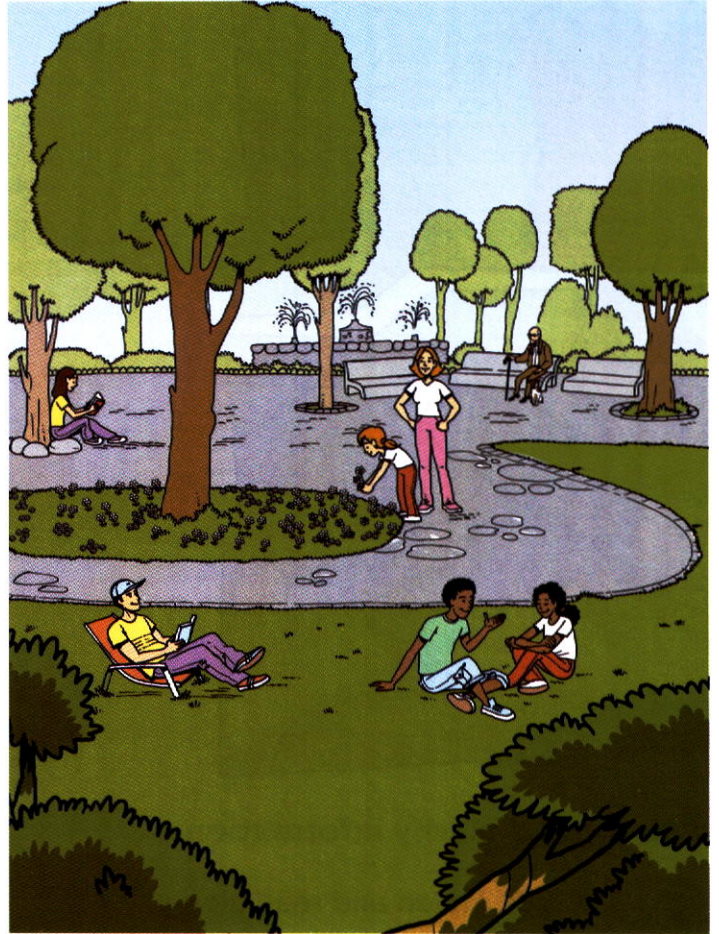
#### Giving clear descriptions

To make your descriptions clear, use prepositions of place.

*Example:*

My new classroom is great. There are big windows. **Under** the windows are bookshelves with a lot of books. **Next to** the bookshelves is a cabinet. **In** the cabinets are DVDs, CDs, and a CD player.

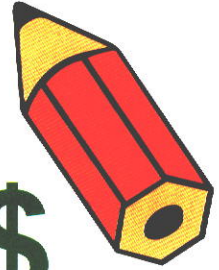
### 2 Look at the picture. Write a paragraph describing it. Use commas, *and*, and prepositions.



*There's a beautiful park next to my house.  
It's my favorite place to relax.*

# Comparing

# prices\$



1 Look at the list of school items. Check (✓) the ones you buy before school starts.

SCHOOL SUPPLIES LIST

backpack <input type="checkbox"/>	pens <input type="checkbox"/>
English book <input type="checkbox"/>	pencils <input type="checkbox"/>
eraser <input type="checkbox"/>	paper <input type="checkbox"/>
notebooks <input type="checkbox"/>	ruler <input type="checkbox"/>

2 **Homework:** Find price information for each item you checked in Exercise 1. Look in three places: a store you always go to, another store, and an online store.

3 a) Write the items from your list in the chart below.

b) Write the prices of the items at the three stores.

4 **PAIRS.** Compare your price list with a classmate. Which store has the lowest prices?

5 Share your findings with the class.

School supplies	My store	_____ Name of store #2	_____ Name of online store

1 Read the menu. Circle the words that you understand.

2 List ten words you circled in Exercise 1.

1. \_\_\_\_\_ 6. \_\_\_\_\_  
 2. \_\_\_\_\_ 7. \_\_\_\_\_  
 3. \_\_\_\_\_ 8. \_\_\_\_\_  
 4. \_\_\_\_\_ 9. \_\_\_\_\_  
 5. \_\_\_\_\_ 10. \_\_\_\_\_

3 a) PAIRS. Compare your list with a classmate's. Are your lists the same or different?

b) PAIRS. Are there words on your list that your classmate doesn't understand? Tell him or her their meanings.

4 a) GROUPS. Project: Find an advertisement in English from a magazine. Paste the ad on a poster board. Write the words you understand below the ad.

## Luigi's Restaurant

### Appetizers

Mozzarella sticks	\$4.00
Chicken wings	\$5.00
French fries	\$2.25

### Hot dogs, Burgers, and Sandwiches

Hot dog	\$1.75
Chili dog	\$2.75
Hamburger	\$3.25
Cheeseburger	\$3.75
Grilled cheese	\$3.00

### Drinks

Juice	\$0.90
Coffee	\$0.70
Soda	\$1.25
Bottled water	\$2.00
Lemonade	\$1.75

### Desserts

Cheesecake	\$2.75
Apple pie	\$2.25
Jell-O	\$0.75
Chocolate cake	\$1.75

b) Present your ad and your word list to the class.



### Communication

- Talk about daily routines and leisure activities
- Talk about birthdays and special days

### Grammar

- The simple present
- Can to express present ability

### Vocabulary

- Daily routines and leisure activities

**1** What special day is in each picture?

- D  1. New Year's Day                      \_\_\_ 3. Halloween  
 \_\_\_ 2. Carnival                                      \_\_\_ 4. Birthday

**2** Check (✓) the things you see in the pictures.


- |                  |                                     |            |                          |             |                          |
|------------------|-------------------------------------|------------|--------------------------|-------------|--------------------------|
| 1. fireworks     | <input checked="" type="checkbox"/> | 3. parade  | <input type="checkbox"/> | 5. costumes | <input type="checkbox"/> |
| 2. birthday cake | <input type="checkbox"/>            | 4. candles | <input type="checkbox"/> | 6. band     | <input type="checkbox"/> |

**3** What special days do you celebrate?

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

# 4 Vocabulary

## Daily routines

- 1 a)  1.39 Look at the pictures as you listen and repeat.



get up



have breakfast



take a shower



brush my teeth



go to school



have lunch



go home



do my homework



have dinner



go to bed

b) What do you do first, second, third, and last in the morning and after school? Number 1 to 4.


### In the morning

- 1 get up  
 \_\_\_ have breakfast  
 \_\_\_ brush my teeth  
 \_\_\_ take a shower

### After school

- 1 go home  
 \_\_\_ have dinner  
 \_\_\_ go to bed  
 \_\_\_ do homework

## Leisure activities

- 2  1.40 Look at the pictures as you listen and repeat.



watch TV



listen to radio



hang out with friends



eat out



go to the movies / watch a movie



visit relatives

- 3 Complete the phrases with the verbs in the box.

• brush • eat • listen • have • go  
 • do • get • hang out • take • visit

1. get up
2. \_\_\_\_\_ lunch
3. \_\_\_\_\_ out
4. \_\_\_\_\_ to radio
5. \_\_\_\_\_ my teeth
6. \_\_\_\_\_ with friends
7. \_\_\_\_\_ a shower
8. \_\_\_\_\_ to the movies
9. \_\_\_\_\_ my homework
10. \_\_\_\_\_ my cousins

- 4 Look at the phrases in Exercise 3. Write *E* next to the activities people do every day. Write *NS* next to the activities you do when there is no school.

1 Look at the picture. What countries do you think celebrate Norouz?

2  1.41 Read along as you listen.

## Norouz

Hi. My name's Leila. I live in Tehran. My favorite holiday is Norouz, the "Festival of New Day." Norouz is the Iranian New Year, and is a spring festival. We celebrate Norouz for several days in Iran.

During Norouz, I don't get up early and don't go to school. Before Norouz, my mother and I clean and decorate the house and set Haftsin table. We prepare food for a big party and eat fish and rice. We also wear our new clothes, visit friends and family, hang out with them, and give them presents.

During the celebrations, children eat lots of candy and sweet things and many people travel. I love Norouz. It's a beautiful and fun holiday!



3 Write *T* for *True* or *F* for *False*.

- T   1. Leila lives in Tehran.  
 \_\_\_ 2. Norouz is a summer festival.  
 \_\_\_ 3. Leila gets up late during Norouz.  
 \_\_\_ 4. Leila and her family set Haftsin table.  
 \_\_\_ 5. Leila doesn't go out during Norouz.  
 \_\_\_ 6. During Norouz parties, children don't eat sweat things.

4 Complete the statements.

1. Another name for Norouz is \_\_\_\_\_.  
 2. Leila and her family celebrate Norouz for \_\_\_\_\_ days.  
 3. During Norouz, Leila doesn't go to \_\_\_\_\_.  
 4. Leila sets \_\_\_\_\_ with her mother.  
 5. Leila eats fish and \_\_\_\_\_ during Norouz parties.  
 6. During Norouz celebrations, many people \_\_\_\_\_.

# 4 Grammar

## The simple present: Affirmative statements

Regular verbs	Irregular verbs
I <b>watch</b> TV every day.	I <b>have</b> lunch at home.
You <b>watch</b> TV every day.	You <b>have</b> lunch at home.
He/She <b>watches</b> TV every day.	He/She <b>has</b> lunch at home.
We/They <b>watch</b> TV every day.	We/They <b>have</b> lunch at home.

(See Grammar Reference, page G 5.)

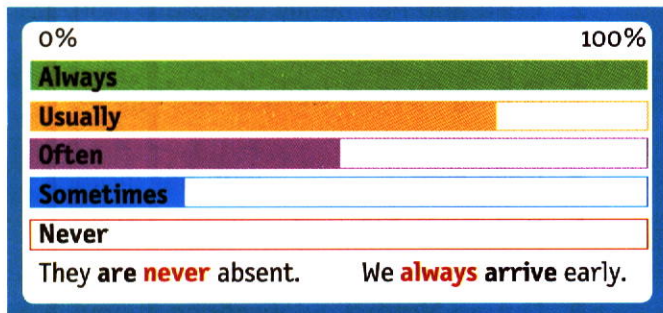
### 1 Circle the correct answers.

- Christmas day **is** / **are** always special.
- My aunts **come** / **comes** to my house.
- My father **cook** / **cooks** dinner.
- We all **eat** / **eats** together.
- In the evening, we **has** / **have** a party with our friends.

### 2 Complete the paragraph with the correct form of the verbs.

In my family, New Year's Eve is special. Every year, we (*have*) have a party. We (*invite*) \_\_\_\_\_ our friends. My grandmother (*play*) \_\_\_\_\_ the piano, and my two sisters (*sing*) \_\_\_\_\_. I (*take*) \_\_\_\_\_ pictures. At midnight, we (*sing*) \_\_\_\_\_ "Auld Lang Syne." Then my dad (*open*) \_\_\_\_\_ the drinks, and we (*say*) \_\_\_\_\_ "Happy New Year"!

## Frequency adverbs



(See Grammar Reference, page G 6.)


- 3 a) Choose words from each box. In your notebook, combine them with a frequency adverb to make sentences that are true for you.

*Example: I usually have a birthday cake.*

I	love(s)	delicious food.
My dog	give	hungry.
We	have (has)	presents.
My brother	am (is/are)	a birthday party.
My cousins	like(s)	sleepovers.
	go(es) to	birthday cake.
		happy.

- b) **PAIRS.** Compare your sentences with a classmate. Who has more sentences?

## Pronunciation

- a)  1.42 Listen to the sound of verbs ending in **-s**.

/s/ makes  
/z/ plays  
/ɪz/ watches

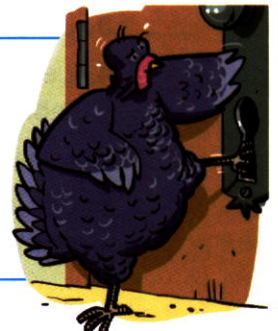
- b) Now read and say the verbs.

helps, writes  
goes, reads  
uses, closes



Q: What kind of key opens the door at Christmas?

A: A turkey!



## The simple present: Negative statements

Regular verbs	Irregular verbs
I <b>don't watch</b> TV every day.	I <b>don't have</b> lunch at home.
You <b>don't watch</b> TV every day.	You <b>don't have</b> lunch at home.
He/She <b>doesn't watch</b> TV every day.	He/She <b>doesn't have</b> lunch at home.
We/They <b>don't watch</b> TV every day.	We/They <b>don't have</b> lunch at home.

(See Grammar Reference, page G 6.)

### 4 Rewrite the affirmative statements in the negative.

- I have breakfast every day.  
I don't have breakfast every day.
- My cousin goes to public school.  
\_\_\_\_\_
- My grandparents celebrate their birthdays every year.  
\_\_\_\_\_
- My cat loves parties.  
\_\_\_\_\_
- I hang out with my friends on weekends.  
\_\_\_\_\_
- My brother has lunch at school.  
\_\_\_\_\_

## Can to express present ability

Affirmative	Negative
I <b>can swim</b> .	You <b>can't swim</b> .
She <b>can swim</b> .	He <b>can't swim</b> .
We <b>can swim</b> .	They <b>can't swim</b> .

(See Grammar Reference, page G 6.)

### 5 What can each person in the pictures do? Complete the statements.



cook

1. Amanda can cook.



draw

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



swim

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



sing

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



ride a bike

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



play the guitar

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

### 6 In your notebook, write negative statements. Use the cues.

- |                                   |         |
|-----------------------------------|---------|
| 1. swim <u>Amanda can't swim.</u> | 4. cook |
| 2. ride a bike                    | 5. sing |
| 3. play the guitar                | 6. draw |

### 7 PAIRS. What can you do? Tell your classmate two things you can and can't do.

# 4 Listening



## Describe birthdays

1 Find these items in the pictures. Write the numbers next to the pictures.

- |                  |              |               |
|------------------|--------------|---------------|
| 1. pancakes      | 4. ice cream | 6. present    |
| 2. balloon       | 5. pizza     | 7. sandwiches |
| 3. birthday cake |              |               |

2  1.43 Listen. Write *Jenny* or *Amar*.

- has breakfast in the bedroom Amar
- has a sleepover \_\_\_\_\_
- plays music and sing \_\_\_\_\_
- has ice cream for breakfast \_\_\_\_\_
- parents sing "Happy Birthday" \_\_\_\_\_
- doesn't sleep on birthday \_\_\_\_\_

3  1.44 Listen again. Circle the correct answers.

- Amar wakes up at **6:00** / 7:00.
- He has pancakes and **chocolate** / **vanilla** ice cream for breakfast.
- His **parents** / **grandparents** sing "Happy Birthday."
- On her birthday, Jenny invites her **cousins** / **friends**.
- They stay in Jenny's **living room** / **bedroom**.
- They play music, and they **chant** / **sing**.



## Talk about birthdays

### 1 a) 1.45 Listen and read along.

**DANA:** What do you do on your birthday?

**NICK:** Sometimes, my mom prepares a special dinner.

**DANA:** And when she doesn't?

**NICK:** We go out to a nice restaurant. The waiters come to our table with a birthday cake, and they sing "Happy Birthday!"

**DANA:** That sounds like fun! Do you like it?

**NICK:** Not the singing. The waiters always sing so loudly! What do *you* do on your birthday?

**DANA:** Me? I usually invite my two best friends to my house. We do lots of fun things! We sing, play, and tell stories all night.

**NICK:** You don't sleep?

**DANA:** No! It's my birthday, remember?

### b) Whose birthday activities do you prefer? Nick's or Dana's? Why?

### 2 a) PAIRS. Complete the conversation with your own information. Or make up information.

**A:** What do you usually do on your birthday?

**B:** \_\_\_\_\_.

**A:** That sounds like fun! Do you enjoy your birthday?

**B:** \_\_\_\_\_. What do *you* do on your birthday?

**A:** \_\_\_\_\_.

**B:** That's cool!

### b) PAIRS. Role-play your conversation.

### 3 Pair work.

Student A: Go to page P 1.

Student B: Go to page P 3.

What do you usually do on your birthday?



I usually invite my friends. We listen to music and eat pizza.

# 4 Writing

## Describe your favorite special day

### Writing rule

#### Using capital letters

Use capital letters for months, days of the week, and holidays.

*Example:*

My favorite holiday is **New Year's Eve**.

- 1 Write five more special days you celebrate. Write the dates.

Special days	Dates
1. <i>New Year's Eve</i>	<i>December 31st</i>
2.	
3.	
4.	
5.	
6.	

### Writing rule

#### Connectors

*First, Then, After that,* and *Finally* are connectors.

- Use these connectors to show the sequence of activities. Connectors make your ideas clearer and easier to follow.
- We usually use a comma after *First*, *After that*, and *Finally*. We don't usually use a comma after *Then*.

*Example:*

**First**, we clean the house. **Then** we decorate it with lots of lights. **After that**, we cook for the party. **Finally**, we eat and enjoy the party!

- 2 Which sequence of connectors shows the correct order? Circle the number.

1. *First,... After that,... Finally,... Then...*
2. *First,... Then... After that... Finally...*
3. *First,... Finally,... Then... After that...*

- 3 Fill in the blanks with connectors. Put a comma where necessary.

I usually get home from school at about 5:00. When I get home, I do a lot of things. \_\_\_\_\_ I have a snack and talk to my mom about my day. Or I go to my bedroom and relax. I listen to music to relax. \_\_\_\_\_ I do my homework. \_\_\_\_\_ I have dinner with my parents. Sometimes I watch TV with them after dinner. \_\_\_\_\_ I go to bed.

- 4 Read the paragraph in Exercise 3 again. Number these activities from 1 to 6 in the order they happen.

- \_\_\_\_\_ relax and listen to music
- \_\_\_\_\_ have a snack
- \_\_\_\_\_ watch TV
- \_\_\_\_\_ have dinner
- 1 get home from school
- \_\_\_\_\_ do homework

- 5 Write about a day in your life. It can be a school day, a birthday, or a holiday.

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

# Review Units 3 and 4

## Vocabulary

- ① Circle the item that doesn't belong. (1 point each)

- |               |          |          |
|---------------|----------|----------|
| 1. pen        | ruler    | pencil   |
| 2. video game | notebook | backpack |
| 3. desk       | magazine | board    |
| 4. backpack   | paper    | notebook |
| 5. eraser     | board    | camera   |

- ② Write *DR* for *daily routines* or *LA* for *leisure activity*. (1 point each)

- DR 1. have dinner      \_\_\_ 4. hang out  
\_\_\_ 2. take a shower    \_\_\_ 5. eat out  
\_\_\_ 3. go to the movies \_\_\_ 6. get up

## Grammar

- ③ Complete the sentences with *There's*, *There are*, *There isn't*, and *There aren't*. (2 points each)

- Look! There's a cell phone under the chair.
- Oh, no. \_\_\_\_\_ any food left.
- \_\_\_\_\_ lots of good things to eat in the kitchen.
- The deer ate all the plants. \_\_\_\_\_ any flowers left.
- \_\_\_\_\_ a new student in my class.
- \_\_\_\_\_ anything good to eat here. Let's go somewhere else.

- ④ In your notebook, rewrite the sentences. Change the boldfaced words into their plural forms. (2 points each)

- This book is** yours.  
These books are yours.

- Is this** your notebook?
- That backpack is** pretty cool.
- I don't like **that pen**. **It's** pink!
- That chair is** dirty.

- ⑤ Complete the sentences with the simple present form of the verbs in parentheses. (1 point each)

- We (*love*) love holidays.
- My mom usually (*have*) \_\_\_\_\_ guests at home.
- My sister (*watch*) \_\_\_\_\_ TV all day.
- I usually (*have*) \_\_\_\_\_ several sports activities.
- My friends (*play*) \_\_\_\_\_ on the same team.

## Writing

- ⑥ Insert commas where appropriate and use capital letters where needed. (1 point each)

My favorite place to visit is my grandparents' house. My family and I go there for <sup>C</sup>christmas. The house is big beautiful and quiet. Next to the house is a farm. It's owned by my grandparents' neighbor, mr. davey. There are horses cows and chickens on the farm. We like to help mr. davey with the animals. First we feed the chickens and try to milk the cows. Then we feed the horses. The best part is when we get to ride the horses. It's a lot of fun!

# 4 English for history

What do you know about pyramids?

Where can you find pyramids?

Some differences between Mexican and Egyptian pyramids:

- The Egyptian pyramids are all within a small area. The Mexican pyramids are in different places.
- The Egyptian pyramids are tombs, but the Mexican pyramids are temples. Only a few of the Mexican pyramids are also tombs.
- The Egyptian pyramids are all the same shape with the sides at exactly the same angle. The Mexican pyramids are all different with their sides at various angles.
- The Great Pyramids of Giza are over 2,500 years older than the oldest Mexican pyramids.



↪ 1 Check (✓) the correct answer.

1. These pyramids are in different parts of the country.
2. All of these pyramids are tombs.
3. The sides of these pyramids have different angles.
4. These pyramids are older.
5. These pyramids are not in very good condition.

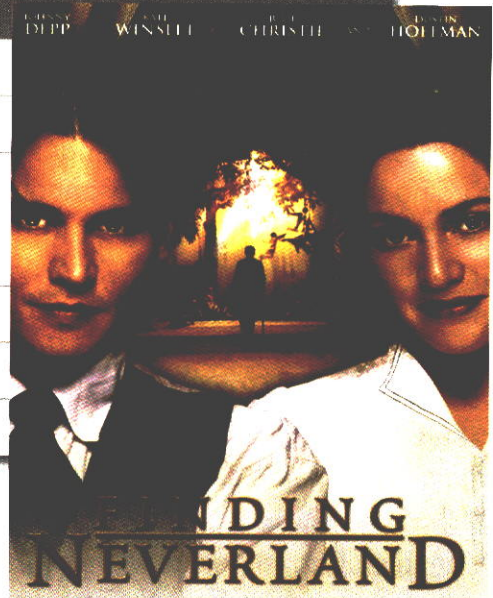
Mexican	Egyptian
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

↪ 2 How much do you know about Mexican pyramids? Take the quiz. Circle the correct letters.

1. There are pyramids in Egypt, Mexico, and \_\_\_\_.  
a. Brazil                      b. Peru                      c. Canada                      d. the United States
2. The pyramids in Mexico are \_\_\_\_.  
a. only in the South      b. only in the North      c. all around the country      d. only in the east
3. \_\_\_\_ are in Mexico.  
a. Pyramid of the Moon and Cheops  
b. The Great Pyramids of Giza and Cheops  
c. Kukulcan and The Great Pyramid of Cholula  
d. The Great Pyramids of Giza and The Tower of Babel
4. The Great Pyramid of Cholula in Mexico, is \_\_\_\_.  
a. very large                      b. very small
5. Inside the Great Pyramid of Cholula, there are \_\_\_\_ km of tunnels dug by archeologists.  
a. 2      b. 4      c. 8      d. 18      e. 20

## Finding Neverland

<b>Country:</b>	USA
<b>Language:</b>	English
<b>Cast:</b>	Johnny Depp(Sir James Matthew Barrie), Kate Winslet(Sylvia Llewelyn Davies), Julie Christie(Mrs. Emma du Maurier)
<b>Genre:</b>	Family
<b>Release Date:</b>	2004
<b>Production Company:</b>	Miramax Films



- 1** Read the information about Finding Neverland and complete the text below.

Finding Neverland was made in \_\_\_\_\_ and was released in \_\_\_\_\_. The company that produced this movie is \_\_\_\_\_ and the actor is \_\_\_\_\_.

- 2** What's your favorite movie? Complete the chart below with information about it.

<b>Country:</b>
<b>Language:</b>
<b>Cast:</b>
<b>Genre:</b>
<b>Release Date:</b>
<b>Production Company:</b>

- 3** Now prepare a presentation about your favorite movie.
- Bring in a photo of the movie.
  - Choose three of the actors.
  - Write a paragraph about the movie. Use the paragraph in Exercise 1 to guide you.
  - Present your movie to the class.

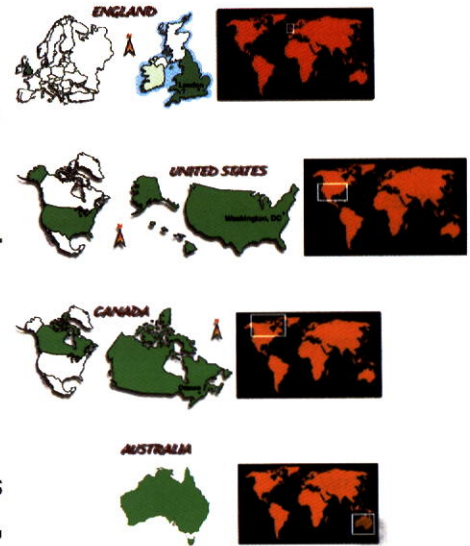
**1**  1.46 Read along as you listen.

## English Around the World

English is the international language of communication. According to an American newspaper, a billion people in the world speak English. More people speak it as a foreign language than as their native language. Those who speak English as their native language have their own variety of English. For example, there is British English, Australian English, and Canadian English.

The differences are usually in intonation, pronunciation, and vocabulary. Sometimes there are differences in spelling and grammar. For example, "favorite" is spelled "favourite" in British English.

Canadian English is a mixture of American and British, but it is similar to American English. To have an idea of the differences in the English used in some of these English-speaking countries, study the charts below.



### British English and American English: Grammar

In the United States you say . . .	In the United Kingdom you say . . .
I live <u>on</u> 25 <sup>th</sup> Street.	I live <u>in</u> Oxford Street.
I have fun <u>on</u> the weekend.	I have fun <u>at</u> the weekend.
Do you have a <u>bike</u> ?	<u>Have you got</u> a bike?
I'm <u>on</u> the tennis team at school.	I'm <u>in</u> the tennis team at school.

### Other varieties of English: Spelling and vocabulary

US	UK	Canada	Australia
math	maths	math	maths
truck	lorry	truck	truck
gas	petrol	gas	petrol
faucet	tap	tap	tap
jewelry	jewellery	jewellery	jewellery
color	colour	colour	colour
sweater	pullover	sweater	jumper
sidewalk	pavement	sidewalk	footpath

**2 Write T for True or F for False.**

- F 1. There are less than a million speakers of English all over the world.  
\_\_\_ 2. There are more people who speak English as their first language than as their second language.  
\_\_\_ 3. There is no difference in the English spoken in different parts of the world.  
\_\_\_ 4. Canadian English is closer to American English.  
\_\_\_ 5. *Lorry* is a British-English word.

**3 Look at the charts on page 58. Rewrite the following phrases in American English.**

1. I live in Main Street.  
*I live on Main Street.*
2. Have you got a jumper I can borrow?  
\_\_\_\_\_
3. Do you normally study maths at the weekend?  
\_\_\_\_\_
4. Make sure to stay on the footpath when you're in Oak Avenue – the traffic is dangerous.  
\_\_\_\_\_
5. What colour is your house?  
\_\_\_\_\_

**4 a) Write the name of your country and your language in the chart. Think of a country that also speaks your language. Write it in the third column.**

My country	My language	Another country that speaks my language
<i>France</i>	<i>French</i>	<i>Canada</i>

**b) Think of five words in your language that are different in the other country that speaks your language (different spelling, different word, and so on). What is the equivalent word for each in that country?**

\_\_\_\_\_  
(my country)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(name of the other country)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# > Break time

## 1 Check (✓) True or False.

- You can read books at the library.  
True  False
- My aunt is my father's brother.  
True  False
- Three times six equals twelve.  
True  False
- Saturday and Sunday are weekdays.  
True  False
- August is the eighth month of the year.  
True  False

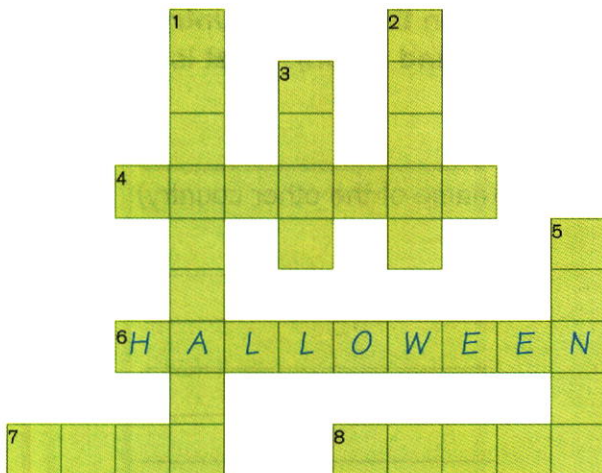
## 2 Do the crossword puzzle.

### Across

- New Year's Day is on ... 1st.
- ... is on October 31st.
- Your mother's sister is your ...
- $4 \dots 5 = 20$

### Down

- People get up and have ... in the morning.
- the opposite of tall
- $15 \dots 5 = 20$
- $20 \dots 5 = 15$



## 3 a) Math trick. Follow the instructions.

- Using a calculator, key in the first three digits of your phone number (not the area code).
- Multiply by 80.
- Add 1.
- Multiply by 250.
- Add the last 4 digits of your phone number.
- Add the last 4 digits of your phone number again.
- Subtract 250.
- Divide the answer by 2.

b) What's the answer? \_\_\_\_\_

## 4 A family affair.

The following people are at a family reunion: a grandfather, a grandmother, two fathers, two mothers, four children, three grandchildren, one brother, two sisters, two sons, two daughters, one father-in-law, one mother-in-law, and one daughter-in-law. What is the smallest number of people at the reunion? (*Hint: The answer is not 23. Strategy: Draw a picture or diagram showing family relationships.*)



## Pair work activities


### Student A

Unit 1 Speaking, page 19


- 3 a) Write your name on the Student ID card. Answer your partner's questions.

	<b>Name:</b> _____ <i>(your name)</i>
	<b>Age:</b> 14
	<b>Birthday:</b> June 13th
	<b>Nationality:</b> Italian

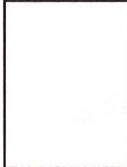
- b) Ask your partner questions to complete his or her Student ID card.

	<b>Name:</b> _____ <i>(your partner's name)</i>
	<b>Age:</b> _____
	<b>Birthday:</b> _____
	<b>Nationality:</b> _____

- c) Write your name on the Student ID card. Answer your partner's questions.

	<b>Name:</b> _____ <i>(your name)</i>
	<b>Age:</b> 12
	<b>Birthday:</b> December 10th
	<b>Nationality:</b> Peruvian

- d) Ask your partner questions to complete his or her Student ID card.

	<b>Name:</b> _____ <i>(your partner's name)</i>
	<b>Age:</b> _____
	<b>Birthday:</b> _____
	<b>Nationality:</b> _____

Unit 4 Speaking, page 53

- 3 a) Read this text to your partner. Read slowly and clearly.

### Carnival in Brazil

Carnival is a very famous holiday in Brazil. People don't go to work or to school for four days. They go to parties day and night. Carnival is forty days before Easter. People wear costumes. There are big parades where people play music and have a lot of fun.

- b) Listen to your partner and complete the text below.

### Canada Day

Canada Day is on \_\_\_\_\_. This holiday is in the summer, so the activities are outdoors. People celebrate it with \_\_\_\_\_, barbecues, \_\_\_\_\_, air and marine shows, and free concerts. They usually have a pancake \_\_\_\_\_ at home in the morning. \_\_\_\_\_ and \_\_\_\_\_ are the Canadian national colors.

## Pair work activities

- c) Read this text to your partner.  
Read slowly and clearly.

### Festival of Eid ul-Fitr


Eid ul-Fitr is a very important Muslim festival. People celebrate the end of Ramadan. People wear their best clothes. They go to the mosque and they eat special food. People visit their families. They give the children candy, presents, and new clothes. They send cards to their friends and give money to the poor.

- d) Listen to your partner and complete the text below.


### The Fourth of July

The Fourth of July is Independence Day in the United States. There are a lot of outdoor \_\_\_\_\_ because it is summer. People usually have a \_\_\_\_\_ or a \_\_\_\_\_ with their friends and families. There are parades in the \_\_\_\_\_ and beautiful fireworks in the \_\_\_\_\_.


- b) Write your name on the Student ID card. Answer your partner's questions.

	<b>Name:</b> _____ <i>(your name)</i>
	<b>Age:</b> 13
	<b>Birthday:</b> September 2nd
	<b>Nationality:</b> Colombian

- c) Ask your partner questions to complete his or her Student ID card.

	<b>Name:</b> _____ <i>(your partner's name)</i>
	<b>Age:</b> _____
	<b>Birthday:</b> _____
	<b>Nationality:</b> _____


- d) Write your name on the Student ID card. Answer your partner's questions.

	<b>Name:</b> _____ <i>(your name)</i>
	<b>Age:</b> 15
	<b>Birthday:</b> February 20th
	<b>Nationality:</b> French

## Student B

Unit 1 Speaking, page 19

- 3 a) Ask your partner questions to complete his or her Student ID card.

	<b>Name:</b> _____ <i>(your partner's name)</i>
	<b>Age:</b> _____
	<b>Birthday:</b> _____
	<b>Nationality:</b> _____

## Pair work activities

### Student B

Unit 4 Speaking, page 53

- 3 a) Listen to your partner and complete the text below.

#### Carnival in Brazil

Carnival is a very famous holiday in Brazil. People don't go to \_\_\_\_\_ or to \_\_\_\_\_ for four days. They go to \_\_\_\_\_ day and night. Carnival is forty days before \_\_\_\_\_. People wear \_\_\_\_\_. There are big \_\_\_\_\_, where people play \_\_\_\_\_ and have a lot of fun.

- b) Read this text to your partner. Read slowly and clearly.

#### Canada Day

Canada Day is on July 1st. This holiday is in the summer, so the activities are outdoors. People celebrate it with parades, barbecues, fireworks, air and marine shows, and free concerts. They usually have a pancake breakfast at home in the morning. Red and white are the Canadian national colors.

- c) Listen to your partner and complete the text below.

#### Festival of Eid ul-Fitr

Eid ul-Fitr is a very important Muslim festival. People celebrate the end of Ramadan. People wear their best \_\_\_\_\_. They go to the mosque and they eat \_\_\_\_\_ food. People visit their \_\_\_\_\_. They give the \_\_\_\_\_ candy, \_\_\_\_\_, and new clothes. They send \_\_\_\_\_ to their friends and give money to the poor.

- d) Read this text to your partner. Read slowly and clearly.

#### The Fourth of July

The Fourth of July is Independence Day in the United States. There are a lot of outdoor activities because it is summer. People usually have a picnic or a barbecue with their friends and families. There are parades in the morning and beautiful fireworks in the evening.



❖ Reading

1 Read the two paragraphs. Choose a title for each.

- a. A European Boy
- b. A French Girl
- c. A Spanish Boy
- d. An International Girl

Truly International

1. \_\_\_\_\_  
My name is Mayra, and I'm 11. I'm Brazilian and Italian. My mom is from Brazil, and my dad is from Italy. People often ask me, "Where are you from?" Sometimes my answer is, "I'm from Brazil." Sometimes I say, "I'm from Italy." The problem is I live in Brazil for most of the year, but in the summer I'm in Italy with my uncle, aunt, and cousins. They're from Rome.

2. \_\_\_\_\_  
I'm Jacques and I'm French. But my grandfather is Spanish. My full name is Jacques Garcia. I'm 12. I'm from Paris, but I'm usually in Spain during the holidays. I speak Spanish really well. My brother is in Madrid, and my sister is in Barcelona. They are both French, like me.

2 PAIRS. Answer the questions.

Paragraph 1

- 1. How old is Mayra?
- 2. Where's her mom from?
- 3. What's her dad's nationality?
- 4. Are her cousins Brazilian?
- 5. Is her uncle in Rome?

Paragraph 2

- 6. How old is Jacques?
- 7. What's his nationality?
- 8. Is his grandfather French?
- 9. Where are his brother and sister?
- 10. Are they Spanish?

❖ Writing

3 Write about yourself and your family. Use the paragraphs in Exercise 1 as your model. Use these questions to help you with ideas:

- Where are your grandparents or parents originally from?
- What's your nationality?
- What languages can you speak?
- Are some of your relatives in other countries? Which countries are they in?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**❖ Reading**

**1** Read the paragraph about a young actress.

**Young and famous**

Sofia Thomson is beautiful, young, and successful. She's a famous actress. She's very rich. Her house near the beach is big and beautiful, and her car is very expensive. Her fans love her. But is she happy?

Sofia says, "Yes, I'm young, rich, beautiful, and famous. People think rich people are happy. That's not always true."

Sofia's brother, Ben, is her manager. He says, "Sofia is only 19. She enjoys acting and entertaining people. But she's not happy. She doesn't like being famous."

"It's true," Sofia says. "I'm never alone. Reporters are everywhere. Wherever I go, they're there. They're outside my house all the time!"

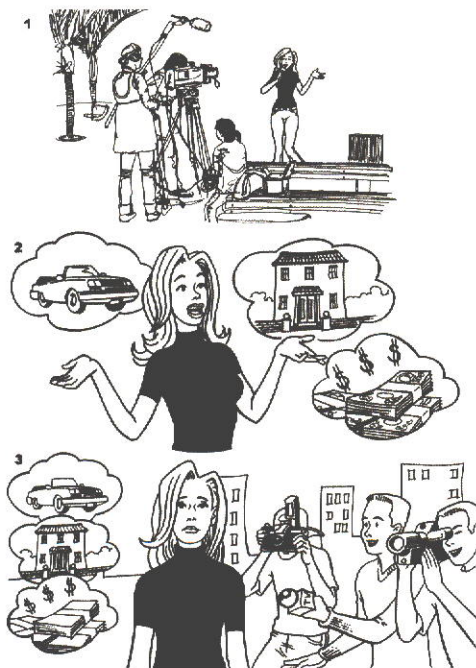
**2** Write *T* for *True* or *F* for *False*.

- T   1. Sofia is young and famous.
- 2. She's an actress.
- 3. Her house is near the beach.
- 4. Her manager is her father.
- 5. Sofia is 18.
- 6. She loves her job.
- 7. She likes being famous.
- 8. Reporters are always outside her house.

**❖ Writing**

**3** Imagine that you are a famous entertainer. Write about your life. Use Sofia's story as your model. Use these questions to help you with ideas.

- Who are you? Are you a musician? An actor or actress? An athlete?
- Do you have a nickname?
- How old are you?
- Is your house big? Are your cars expensive?
- What are the good things about your life as a rich and famous person?
- What are the bad things?




Handwriting practice lines for the writing section.

❖ Reading

1 Read the message.

A postcard from Scottsdale

<p>Dear Mandy</p> <p>How are you? I'm here in Scottsdale, Arizona for one semester! The classrooms here are so modern. There is a computer in every one. There are also extra textbooks in the classrooms. Students use them when they're in school. And there are free school supplies for students! Can you believe it? There's a big running track behind the school and a football field next to it. And listen to this: There's no school uniform!</p> <p>It's really awesome here. E-mail me, OK?</p> <p>Lizzie</p>	  <hr/> <hr/> <hr/>
---	--


2 Complete the sentences.

- |   |  |
|---|--|
| 1. Lizzie's message is for <u>Mandy</u> . | 5. There are also extra _____ for students to use. |
| 2. Lizzie is in _____.                    | 6. School _____ are free.                          |
| 3. Scottsdale is in _____.                | 7. The _____ is next to the track.                 |
| 4. There are _____ in every classroom.    |  |

❖ Writing

3 Imagine that you are in another country. Write a postcard message to your best friend. Use the message in Exercise 1 as a model. Use these questions for ideas.

- Where are you? Is the place awesome? Why or why not?
- Are there many things to see? What are they?

	  <hr/> <hr/> <hr/>
--	--

❖ Reading

1 Read the interview about birthdays.

**Birthdays around the world**

\*INT.: Silvia, you're from Argentina. What special birthday tradition do you have in Argentina?

SILVIA: Fifteen-year-old girls in Argentina have a big party. They listen to music with their fathers and brothers.

SANDRA: Just like in Mexico! We also have a big party on our fifteenth birthday, and we listen to music with our fathers. We call it the quinceañera.

MARIA: In Brazil, too. The birthday girl listens to music with her father and grandfather.

INT.: That sounds like fun! What about in China, Sun?

SUN: We eat noodles for long life! And the birthday child gets a red envelope as a present.

INT.: And what's in the envelope?

SUN: Money. What about in your country?

INT.: I'm from Norway. In Norway, the birthday child stands in front of the class. He or she chooses a classmate to sing with. The rest of the class sings a "Happy Birthday" song.

SILVIA: That is so cool!

INT.: And guess what! In Vietnam, New Year's Day is *everybody's* birthday!

SANDRA: Really? That's interesting!

2 Write the country or countries.

- On her fifteenth birthday party, the birthday girl listens to music with her father.  
Argentina, \_\_\_\_\_,  
and \_\_\_\_\_
- The birthday child gets a red envelope. \_\_\_\_\_
- The birthday child chooses a partner to listen to music with. \_\_\_\_\_
- They eat noodles on their birthdays.  
\_\_\_\_\_
- People celebrate their birthdays on New Year's Day. \_\_\_\_\_

❖ Writing

3 a) Choose three countries. Find out one interesting birthday tradition from each country.

Country	Birthday tradition

b) PAIRS. Share your notes with a classmate.

\* INT = Interviewer

# Word list

## WELCOME !

### Vocabulary

April, 10  
August, 10  
Australia, Australian, 8  
black, 9  
blue, 9  
Brazil, Brazilian, 8  
brown, 9  
chef, 10  
China, Chinese, 8  
circle, 11  
close your book, 11  
December, 10  
dentist, 10  
doctor, 10  
Dominican Republic,  
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## Grammar Reference

### UNIT 1

#### ► Pronouns

- A pronoun is used in place of a noun.

##### Nouns

Amar (boy)

Jenny (girl)

book (object)

Jenny, Amar, and I

Jenny, Amar, and Karen

##### Pronouns

he

she

it

we

they

#### ► Subject pronouns

- The subject of a sentence is the doer of the action. It is also the person or thing talked about in a sentence. It usually comes before the verb.

Jenny is Australian. **She** is 13 years old.

Amar is Pakistani. **He** lives in New York.

##### Singular pronouns (one)

I

You

He

She

It

##### Plural pronouns (two or more)

We

You

They

- The pronoun / is always written with a capital letter.

#### ► The simple present of *be*

- The forms of the verb *be* are used in statements that express feelings and states of being.

The children **are** happy.

I**m** tired.

#### Affirmative

##### Full form

I **am**

You **are**

He **is**

She **is**

It **is**

We **are**

They **are**

##### Contractions

I**m**

You**'re**

He**'s**

She**'s**

It**'s**

We**'re**

They**'re**

#### Negative

##### Full form

I **am not**

You **are not**

He **is not**

She **is not**

It **is not**

We **are not**

They **are not**

##### Contractions

I**m not**

You **aren't** or You**'re not**

He **isn't** or He**'s not**

She **isn't** or She**'s not**

It **isn't** or It**'s not**

We **aren't** or We**'re not**

They **aren't** or They**'re not**

- The full forms are usually used in formal writing.
- Contractions are usually used in spoken English and in informal writing, such as e-mail.

## Grammar Reference

### Yes/No questions with *be*

- In *Yes/No* questions, the form of ***be*** comes before the subject.
- To change statements with ***be*** into *Yes/No* questions, switch the positions of the subject and the form of ***be***.

#### Statements

I am early.

We are early.

#### Yes/No questions

Am I early?

Are we early?

### Information questions with *be*

- ***What . . . ?*** is used to ask about things. It is also used to ask for a person's name.  
**What's** that?      It's an iPhone.  
**What's** your name?      My name's Jenny.
- ***How old . . . ?*** is used to ask about age.  
**How old** are you?  
**How old** is she?
- ***When . . . ?*** is used to ask about dates, days, and time of day.  
**When's** the party?      It's on April 2.  
**When's** vacation?      In the summer.
- ***Where . . . ?*** is used to ask about places.  
**Where's** your mom?  
**Where** are you from?

### ▶ Prepositions: *in, on*

- Use ***in*** with months, seasons, years, etc.  
My birthday is **in** January.  
In the United States, schools open **in** the fall.
- Use ***on*** with days of the week and exact dates.  
My birthday is **on** July 6.  
The party is **on** Christmas Eve.

## UNIT 2

### ▶ Possessives of nouns

- An apostrophe (') and an **-s** are used with nouns to show possession.

### Singular nouns ('s)

- To form the possessive of singular nouns, add an apostrophe **-s ('s)**.  
My sister's eyes are blue.  
Michelle's shirt is pretty.

### Plural nouns (')

- To form the possessive of plural nouns ending in **-s**, add an apostrophe (').  
My cousins' house is down the street.  
His parents' car is new.

## Grammar Reference

### Irregular plural nouns ('s)

- To form the possessive of plural nouns that do not end in **-s**, add **-'s**.  
The children's school is near the park.  
The women's group meets here.

### ▶ Who + be

- Who . . . ?** is used to ask about people.  
**Who** is your favorite actor?  
**Who** are they?

### ▶ Possessive adjectives

- Possessive adjectives show possession.
- Possessive adjectives replace possessive nouns.  
Nicole's bag is expensive. / **Her** bag is expensive.
- Possessive adjectives are used with nouns.  
**my** book  
**their** house
- The possessive *its* has no apostrophe.  
**Its** feathers are blue.

### ▶ Plural forms of nouns

- To form the plural of most nouns, add **-s**.  
student = student**s**
- To form the plural of nouns ending in a vowel + **-y**, add **-s**.  
toy = toy**s**
- To form the plural of nouns ending in a consonant + **-y**, change *y* to *i* and add **-es**.  
party = party**ies**

- Some nouns have an irregular plural form.  
tooth = **teeth**  
man = **men**  
foot = **feet**

## UNIT 3

### ▶ Prepositions of place

- Prepositions are words that specify place, direction, and time.
- They are usually followed by a noun or pronoun.  
My desk is **next to** yours.
- They never come before verbs.
- Prepositions of place indicate the place or location of a thing, person, or place.  
My backpack is **under** my chair.  
My mom is standing **next to** my teacher.  
The park is **near** my school.

### ▶ There is / There are

- Use **There** (+ a form of **be**) to say that something exists or doesn't exist.
- Use **There is** with singular nouns.  
**There's** a language center at my school.
- Use **There are** with plural nouns.  
**There aren't** any good restaurants near my school.

## Grammar Reference

- In statements with *There*, the real subject comes after the verb.

**There's** a park next to my school. (*In this sentence, the subject is "park."*)

### A/An

- **A** and **an** are called indefinite articles.
- Use **a** or **an** before a singular count noun.  
**a** computer    **an** eraser
- Use **a** before a noun that begins with a consonant sound.  
**a** pencil  
**a** university (*university* begins with a *y* sound, a consonant)
- Use **an** before nouns which begin with a vowel sound.  
**an** orange  
**an** hour (*h* is silent)  
**an** MP3 player (*M* has the short *e* sound)
- Do not use **a** or **an** before noncount nouns.  
There's food on the table.

### ► **There is / There are: Yes/No questions**

- To change **There is / There are** statements into *Yes/No* questions, switch the positions of **There** and the verb **be**.

#### Statements

**There's** a bird in that tree.

**There are** three pencils on the desk.

#### Yes/No questions

**Is there** a bird in that tree?

**Are there** three pencils on the desk?

### ► **This / That, These / Those**

- **This, that, these,** and **those** are called demonstrative pronouns or demonstrative adjectives.
- They are called demonstrative pronouns when they are used alone.  
**This** is my backpack.
- They are called demonstrative adjectives when they are followed by nouns.  
**This backpack** is mine.
- Use **this, that, these,** and **those** to point out something or someone.
- Use **this** to point out an object or person close to the person speaking.  
**This** is a new DVD. (*The person speaking is either holding or is near a DVD.*)
- Use **these** to point out several objects or people that are close to the person speaking.  
**These** are new DVDs. (*The person speaking is either holding or is near two or more DVDs.*)
- Use **that** to point out an object or a person that's far or at a distance from the person speaking.  
**That's** my uncle's house. (*The person speaking is far from the house he or she is pointing to.*)
- Use **those** to point out several objects or people that are far or at a distance from the person speaking.  
**Those** are my cousins. (*The person speaking is far from the people he or she is pointing to.*)

## Grammar Reference

### ► **This/That, These/Those: Yes/No questions**

- To change statements with **this**, **that**, **these**, and **those** into *Yes/No* questions, switch the position of **this/that/these/those** and the verb **be**.

#### Statements

**This is** your jacket.

**Those are** your pens.

#### Yes/No questions

**Is this** your jacket?

**Are those** your pens?

## UNIT 4

### ► **The simple present**

#### **Affirmative statements**

- Use the simple present to talk about habits and activities that happen again and again.  
I **get home** at five every day.  
My dad **gets home** at seven every day.
- Use the simple present to talk about facts.  
Marcia **works** very hard.  
My teachers **teach** well.
- Use verb + **-s** or **-es** with the subject pronouns **he**, **she**, and **it**.  
He **likes** ice cream.  
She **teaches** well.
- Use the base form of the verb with pronouns **I**, **you**, **we**, and **they**.  
I **like** ice cream.  
They **play** well.

### **Spelling rules for verbs in the simple present**

- Most verbs form the third person singular of the simple present by adding **-s** to the verb.  
play = plays    want = wants  
eat = eats    think = thinks
- Verbs that end in **-s**, **-x**, **-sh**, or **-ch** form the third person singular of the simple present by adding **-es** to the verb.  
miss = misses  
fix = fixes  
brush = brushes  
watch = watches
- For verbs that end in a **consonant** and **-y**, form the third person singular of the simple present by changing the **-y** to an **-i** and adding **-es**.  
carry = carries  
marry = marries  
hurry = hurries
- **Do**, **go**, and **have** are irregular verbs. The third person singular forms of these verbs are as follows:  
**does**    **goes**    **has**

### Frequency adverbs

- Adverbs of frequency are used to give information about how often something happens.  
How often do you play basketball?  
I **usually** play basketball after school.
- Adverbs of frequency usually go before the main verb.  
I **never play** chess.
- They usually go after the verb *be*.  
I'm **never** late for school.

### Negative statements

I	}	<b>+ do not (don't)</b>	}	+ base form of a verb
You				
They				
He	}	<b>+ does not (doesn't)</b>		
She				
It				

- In the third person singular, the main verb doesn't end in **-s**; use the helping verb **does** with the main verb.
- Negative statements for regular and irregular verbs are formed in the same way.  
We **don't like** hot dogs.  
He **doesn't have** a jacket.

### ► Can to express present ability

- Use **can** + the base form of a verb to express the ability to do something.  
He **can** swim.  
We **can** cook.
- The negative form of **can** is **cannot (can't)**.  
He **can't** swim.  
They **can't** ride a bicycle.