

LISTENING AND SPEAKING FOR BEGINNING ENGLISH LANGUAGE LEARNERS



Maria Antonini de Pino et al.
Evergreen Valley College

Listening & Speaking
for Beginning English Language Learners
(2023)

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Book Contributors

This book is written for beginning English Language Learners (or English as Second Language students), EVC course ESL 502 - Basic ESL Skills 1.

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Preface

Introduction

Welcome to *Listening & Speaking for Beginning English Language Learners*! This book is designed to help you improve your listening, speaking, pronunciation, grammar, and vocabulary skills. You will learn how to pronounce basic words correctly, engage in basic communication with others, understand/use basic grammar structures, and acquire/expand basic vocabulary.

Audience

This book is intended for English Language Learners or English as a Second Language students at the high-beginning level.

Chapter Outline

The book is organized into eight chapters, and each chapter contains four sections: Listening and Speaking, Pronunciation, Grammar, and Vocabulary. Each chapter starts with listening activities and speaking activities for students to practice. The second section of each chapter is pronunciation, where students focus on learning a particular pronunciation feature. Next, the chapter moves on to cover the related grammar topics. Finally, each chapter closes with the practice of relevant vocabulary.

Chapter 1: Greetings and Introduction - How to greet people; How to introduce self and others; One and multi-syllabic words; Verb BE, Personal Pronouns, Possessive Adjectives: forms and usage; Vocabulary words about objects in the classroom and locations of the objects in the classroom.

Chapter 2: Places and People - Talking about nationality and physical descriptions; How to pronounce long and short vowels; Simple Present Tense: forms and usage; Vocabulary words about nationality and physical appearance.

Chapter 3: Everyday Activities and Weekly Routines - Talking about daily activities and weekly routines; How to pronounce syllable stress and ending S sound; Present Progressive Tense: forms and usage; Vocabulary words about daily and weekly schedules, calendar, and activities.

Chapter 4: Home and Workplaces - Describing homes and workplaces; Talking about jobs; How to say linking words and the contraction negative verbs; *There is* and *There are*: forms and usage; Singular and plural nouns: forms and usage; Vocabulary words about home, work, furniture, and jobs; Adjectives to describe homes and workplaces.

Chapter 5: Food and Health - Talking about food, eating habits, good health, and lifestyles; Giving advice using *should* & *shouldn't*; How to stress focus words and compound nouns; The use of the Adverbs of Frequency: *always*, *usually*, *often*, *sometimes*, *occasionally*, *rarely*, *never*; Vocabulary words about vegetables, drinks, health, and medicine.

Chapter 6: Personal Information and Hobbies - Describing hobbies and discussing abilities with *can* and *can't*; How to produce intonation in *yes/no* questions and *wh*-questions; How to pronounce *can* and *can't*; The use of *Can* and *Can't* for ability, permission, and request; Vocabulary words about hobbies.

Chapter 7: Shopping and Past Activities - Talking about past activities using the simple past tense; Describing places to shop and what is sold at department stores; How to pronounce *ed-ending* sounds in the past tense of regular verbs; How to pronounce the *es* endings; Simple Past Tense: forms and usage; Vocabulary words about hobbies and vacation.

Chapter 8: Future Plans and Invitations - Interviewing people about their future plans; How to invite people to do something and how to politely accept or refuse an invitation; How to reduce words: *gonna*, *hafta*, *wanna*, *kinda*, *sorta*, *lotsa*; Simple Future Tense with *Be-going-to* and *will*: forms and usage; Vocabulary words for inviting people to celebrations.

To the Students

Welcome to *Listening & Speaking for Beginning English Language Learners*! This book is written to help you improve your listening and speaking skills. It will help prepare you for successful communication in English both inside and outside the classroom. It will also help enhance your vocabulary. This book contains eight units that will help you practice listening and speaking, pronunciation, grammar, and vocabulary. You will do the activities in the book with your teacher and your classmates. Happy Studying!

To the Teachers

Welcome to *Listening & Speaking for Beginning English Language Learners!* This is a textbook written for adult students at the high-beginning level. The book focuses on improving students' oral communication skills, including listening and speaking, pronunciation, grammar, and vocabulary. The book is organized into eight chapters, and each chapter contains communicative and written exercises in these four skill areas.

Using the Textbook

The textbook can be used in the online format or printed out; however, the listening audio recordings are available in the online format only - no CD or tape available. Teachers have access to the answer key, which contains the scripts for the listening passages, as well as the answers to the student exercises. The textbook is designed to be followed in sequence from Chapter 1 to Chapter 8.

CHAPTER OVERVIEW

1: Greetings and Introductions

Learning Objectives

- Greet people and introduce self and others
- Talk about location of objects
- Practice syllables
- Use Verb Be and Personal Pronouns

[1.1: Listening and Speaking](#)

[1.2: Pronunciation](#)

[1.3: Grammar](#)

[1.4: Vocabulary](#)

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1.1: Listening and Speaking

1.1.1: Listening and Speaking 1

1.1.1.1: Preview



Image: Naassom Azevedo - Unsplash

Imagine this situation: You are a new student in an ESL class. You come into the classroom on the first day of class. Check (✓) what you say to a classmate.

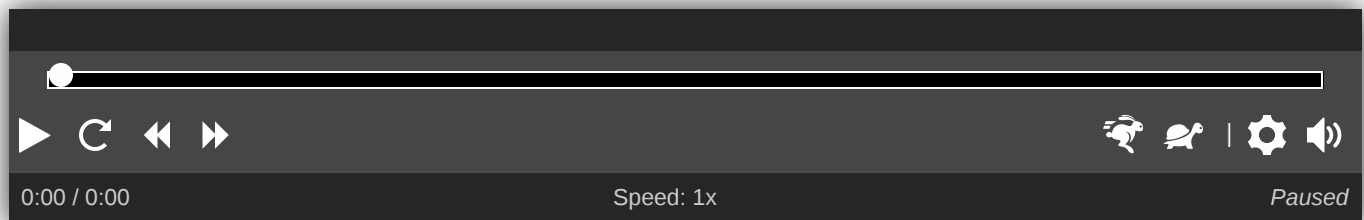
Hi, I'm Maggie. ☐ Are you from Paris? ☐ Excuse me, this is my book. ☐

Now check (✓) what you say to the instructor.

I like your computer, sir. ☐ Good morning, Mr. Glendale. ☐ Very well, thanks. ☐

1.1.1.2: Listen

Binh is a new student. The class is in the public library. He comes into the classroom and talks to a classmate.



1.1.1.3: Comprehension Check

Directions: Listen to the conversation. Are the sentences true? Write Yes or No on the line.

1. Binh and Estela are in an ESL class. _____
2. Binh is from Vietnam. _____
3. Estela is from Honduras. _____
4. Estela is a new student. _____
5. The ESL class is difficult. _____
6. Estela likes the class very much. _____

Directions: Listen again and check your answers with a classmate.

1.1.1.4: Speaking

1.1.1.4.1: Activity A

Directions: Work in pairs. Take turns asking and answering questions about the people and where they are from.

Example: A: Where is Elena from? B: She is from Costa Rica.

Names of people and countries

Person	Country
Elena (she)	Costa Rica
Duc (he)	Vietnam
Mei-Ling and Li-Hua (they)	Taiwan
Dora (she)	Venezuela
Khalid (he)	Egypt
Cristiano and Joao (they)	Brazil

1.1.1.4.2: Activity B

Directions: Work in groups. Have a conversation with your classmates.

Example: A: Hello! Where are you from? B: I am from [country].

1.1.2: Listening and Speaking 2

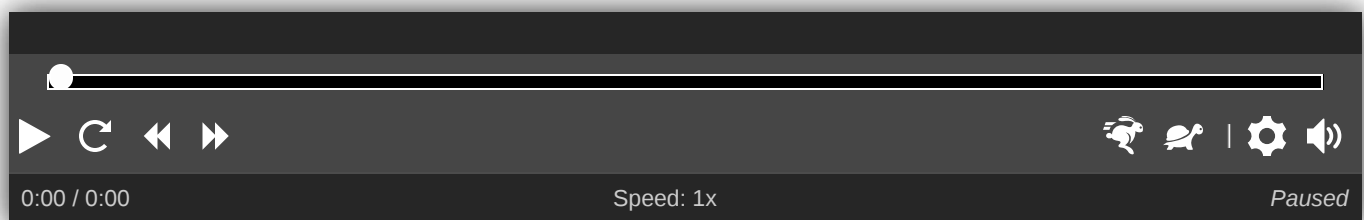
1.1.2.1: Preview

Do you know the English alphabet? Say these letters.

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

1.1.2.2: Listen

The teacher of the ESL class, Ms. Melissa Johnson, begins the lesson.



1.1.2.3: Comprehension Check

Directions: Listen and circle Yes or No.

- Ms. Johnson's last name is spelled: J - H - O - N - S - O - N Yes No
- The assistant's name is spelled: P - E - R - E - Z Yes No

1.1.2.4: Speaking

Directions: Talk with a classmate. Practice giving personal information. Use the information below.

Example: Follow the example below.

A: Hello, my name is Luis Carmona.

B: Hi, Luis. How do you spell your last name?

A: C-A-R-M-O-N-A

B: What's your email address?

A: My email address is: icarmona@umail.com

B: What's your phone number?

A: 202-555-6134

B: Thank you!

Name / Email / Phone

Name	Email Address	Phone Number
Luis Carmona	icarmona@umail.com	202-555-6134
Phuong Nguyen	phuongnguyen@nguyen.com.vn	423-555-4720
Celine Nass	cnass13246@unf.edu	615-555-5931
Rachel Murphy	rachelannmurphy@ata.net	929-555-8725
Felipe Gomez	felipe_gomez@imail.com	731-555-4401

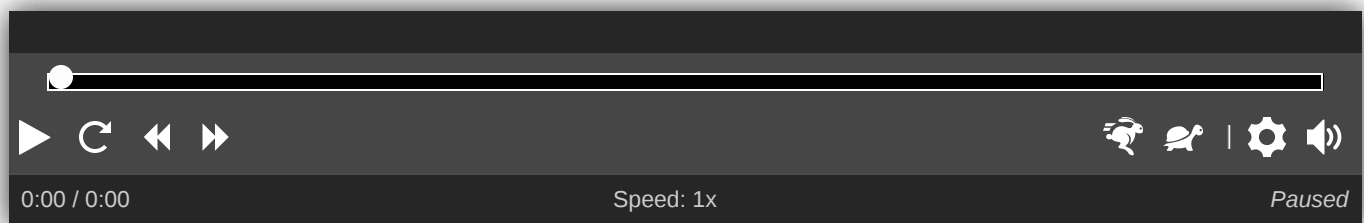
1.1.3: Listening and Speaking 3

1.1.3.1: Preview

Are these words new to you? Check your dictionary. **Wall - Projector - Screen**

1.1.3.2: Listen

Binh meets his Mexican friend Sofia.



1.1.3.3: Comprehension Check

Directions: Listen again and choose the phrase that answers the questions in the left column. Write the answer on the line.

in the public library on the wall in the classroom on Second Street

Example: Where is the class? In the public library.

- Where is the public library? _____
- Where are the computers? _____
- Where is the screen? _____

1.1.3.4: Speaking

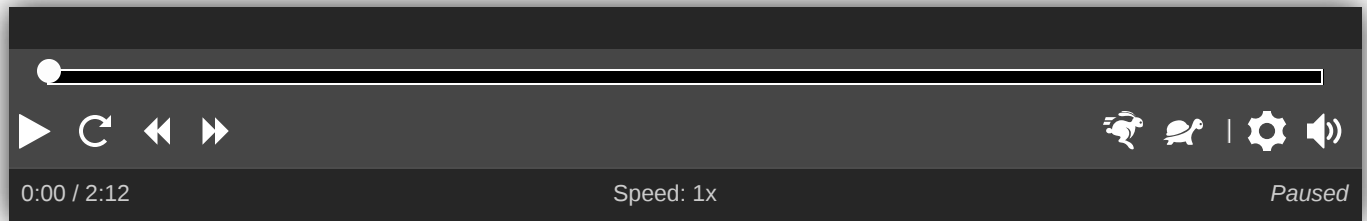
Directions: Work in groups of 3 or 4 students. Find 5-10 items in the classroom that you know how to pronounce and how to spell. Write the items on the list and share the list with your classmates.

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1.2: Pronunciation

1.2.1: Focus: Syllables

In English, words are divided into **syllables**. For example, *hi* has one syllable and *hello* has two syllables. You can clap the syllables of each word.



Note: This recording includes **Focus I** and **Practice I**.

Directions: Listen and repeat the words while clapping your hands or tapping your foot. How many syllables does each word or sentence have?

How many syllables are there?			
◆	◆◆	◆◆◆	◆◆◆◆
Hi	Hello	Good morning.	Have a good day!
Bye	Goodbye	Computer	Good afternoon.
Thanks	See you!	How are you?	See you later.

1.2.1.2: Practice I: Listening Practice

Directions: You will hear three words. Two of them are the same, and one is different. Mark the column for the word that is different.

Example: big big bigger (The answer is C - bigger.)

A	B	C
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

1.2.1.3: Practice II: Partner Activity

Directions: Work in pairs. Student A says one word from each pair of words below. Student B says if the word is one or two syllables. Take turns saying the words.

Example: A: **candy** B: **two syllables**

1. can candy

- | | |
|-----------|------------|
| 2. pen | pencil |
| 3. work | worker |
| 4. white | whiteboard |
| 5. book | bookcase |
| 6. note | notebook |
| 7. rose | roses |
| 8. teach | teacher |
| 9. pass | passes |
| 10. class | classroom |

1.2.1.4: Practice III: Partner Activity

Directions: Find a new partner. Look around your classroom and write a list of ten (10) things you see. Say and clap the syllables of each word on your list. Decide how many syllables in each word.

Example: computer 3 syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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1.3: Grammar

1.3.1: Grammar Focus

1.3.1.1: Subject Pronouns

1.3.1.1.1: Affirmative Form: Subject Pronoun + Be (am/ is/ are) Subject + Verb

Subject	Verb (Be)	Complement
I	am	a student.
He	is	a doctor.
She	is	a professor.
It	is	a city.
We	are	classmates.
You (singular subject)	are	an engineer.
You (plural subject)	are	engineers.
They	are	employees.

Subject pronouns are at the beginning of a sentence. We use subject pronouns to replace people, things, objects, or animals.

Examples

1. **Tom** is a new student. **He** is in my class.
2. **Ms. Pham** is my teacher. **She** teaches math.
3. **Hung and Nga** are coworkers. **They** live in San Jose.

1.3.1.1.2: Negative Form: Subject Pronoun + Be (am/ is/ are) + not

Use “**not**” after the verb **Be** to make sentences become negative.

Examples

1. Jet Li is a famous Chinese actor, but he **is not** a singer.
2. Rabbani and I **are not** in ESL classes. We are in math classes.
3. Listening to music **is not** my hobby.

1.3.1.1.3: Interrogative: Yes/No Questions

Examples

1. Am I in this class? - Yes, you are./ No, you aren't.
2. Is Shea at home today? - Yes, she is./ No, she isn't.
3. Is Peter a new student? - Yes, he is./ No, he isn't.
4. Are they from Mexico? - Yes, they are./ No, they aren't.

1.3.1.1.4: Interrogative: Wh- Questions

Wh- questions start with **what, who, why, when, where**, etc.

Wh-word + BE (Am/ Is/ Are) + Subject ...?

Examples

1. **Where** are they from? They are from Brazil.
2. **What** is your first name? My first name is Christopher.
3. **When** is your class? My class is at 10 o'clock.

1.3.1.1.5: Contraction Forms

Verb Be: Contraction Forms

Positive	Positive Contraction	Negative	Negative Contraction
I am	I'm	I am not	I'm not
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Examples

1. The store **isn't** far from downtown.
2. Minh **isn't** a plumber.
3. Broccoli and lettuce **aren't** fruit.
4. I **m not** a teacher.

1.3.1.1.2: Possessive Adjectives

Subject Pronouns and Possessive Adjectives

Subject Pronouns	Possessive Adjectives (+ Noun)
I	My (+ name)
He	His (+ parents)
She	Her (+ major)
It	Its (+ color)
We	Our (+ class)
You (singular and plural)	Your (+ city)
They	Their (+ apartment)

Examples

1. **My** name is Sandra Chen.
2. **His** parents are from a small town.
3. **Her** major is accounting.
4. **Its** color is blue.
5. **Our** class is on the first floor.
6. **Your** city is beautiful.
7. **Their** apartment is small.

1.3.2: Grammar Practice

1.3.2.1: Practice 1

Directions: Choose the correct answer for the verb Be (*am, is, are*).

Example: My brother am/ **is**/ are an engineer.

1. My mom am/ is/ are a nurse.
2. My mom and dad am/ is/ are friendly people.
3. Their wedding am/ is/ are on Saturday
4. My friends am/ is/ are from a small town.

5. I am/ is/ are usually at school in the morning.
6. Hung and Le am/ is/ are our classmates.
7. Mary am/ is/ are in high school.
8. She am/ is/ are very busy at work.
9. Our parents am/ is/ are business people.
10. The children am/ is/ are in the park on weekends.

1.3.2.2: Practice 2

Directions: Complete the sentences with the correct form of the verb BE (*am, is, are*).

1. He _____ (not) from China.
2. I _____ a cashier.
3. She _____ late for class.
4. They _____ (not) hungry.
5. You _____ busy.
6. It _____ (not) dark now.
7. We _____ students.
8. Kit _____ (not) a teacher.
9. Susan and Pablo _____ (not) engineers.
10. My teacher _____ from Mexico.

1.3.2.3: Practice 3

Directions: Complete the sentences with a correct possessive adjective: *my, his, her, its, our, your, their*

Example: Bill makes **his** own lunch every day.

1. Mary likes to spend time with _____ brothers.
2. Brian is feeding _____ new puppy.
3. Linda and Tom love visiting _____ children.
4. Daniel and Lisa like to play games on _____ laptop.
5. Lisa enjoys going out with _____ cousins.
6. My dad often washes _____ car.
7. My brother and I enjoy _____ new apartment.
8. My friends work at a restaurant. They like _____ job.
9. My aunt and uncle work in _____ garden every day.
10. Jenny always finishes _____ homework before going to bed.

1.3.2.4: Practice 4

Directions: Complete these sentences with a correct subject pronoun and possessive adjective with your own information. Then practice with a partner.

Hello! Nice to meet you. My name is (1) _____. (2) _____ am from (3) _____. (4) _____ family lives in (5) _____. (6) _____ father is a/an (7) _____, and (8) _____ mother is a/an (9) _____. I study at Evergreen Valley College. (10) _____ classmates are nice and friendly.

Directions: Work with a group of 3 students. Take turns introduce each other.

Hello! Nice to meet you. I'd like to introduce my new classmate. His/ Her name is (1) _____. (2) _____ is from (3) _____. (4) _____ family lives in (5) _____. (6) _____ father is a/an (7) _____, and (8) _____ mother is a/an (9) _____. He/ She studies at Evergreen Valley College. (10) _____ classmates are nice and friendly.

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1.4: Vocabulary

Warm-up

Question: What do you see in your classroom? Tell your partner.

Vocabulary in Context

Reading

Mr. Sanchez is writing a note to the substitute teacher, Ms. Park. Read the note, and then answer the questions.

Mr. Sanchez's Note to Ms. Park

Dear Ms. Park,
Welcome to the classroom. Here are the items for today's lesson:
The computer is on the teacher's desk. The teacher's desk has a **drawer** with some supplies. It has pens, pencils, **erasers**, and a **calculator**. There is a **stapler** on the desk next to the books.
The **whiteboard** is in the front of the class. There are some **markers** in the **cabinet** next to the whiteboard. There is also a **clock** on the wall above the cabinet.
The classroom also has a **projector** on the ceiling, and the **screen** is above the whiteboard. You can pull the screen down over the whiteboard.
Thank you,
Mr. Sanchez

Comprehension Check

Directions: Read the sentences about the note. Choose *True* or *False*.

1. The calculator is on the desk. True False
2. The pens and pencils are in the drawer. True False
3. The markers are in the cabinet. True False
4. The screen is behind the projector. True False
5. The stapler is next to the books. True False
6. The clock is on the whiteboard. True False

Practice 1

Directions: Identify the objects below. Match the vocabulary words in the table below to the pictures. Write the word on the line under the picture.

Vocabulary Words

stapler	erasers	clock	screen	projector
whiteboard	markers	calculator	drawer	cabinet



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1. calculator



Photo by [Ocean Ng](#) on [Unsplash](#)

2. _____



Photo by [Brett Jordan](#) on [Unsplash](#)

3. _____



Photo by [Slidebean](#) on [Unsplash](#)

4. _____



Photo by [Mick Haupt](#) on [Unsplash](#)

5. _____



Photo by [iMattSmart](#) on [Unsplash](#)

6. _____



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7. _____



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8. _____



Photo from [freeimages.com](#) #1831984

9. _____



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10. _____

Practice 2

Directions: Look at your classroom. Where are the items? Complete the sentences about the items in your classroom.

Examples: (a) The book **is**/are on the table. (b) The books **is**/**are** on the table.

1. The _____ is/are on the table.
2. The _____ is/are on the wall.
3. The _____ is/are on the paper.
4. The _____ is/are under the desk.
5. The _____ is/are in the desk.
6. The _____ is/are on the book.
7. The _____ is/are under the chair.
8. The _____ is/are on the wall.
9. The _____ is/are _____ .
10. The _____ is/are _____ .

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CHAPTER OVERVIEW

2: Places and People

Learning Objectives

- Talk about nationality
- Describe physical appearance
- Practice long and short vowel sounds
- Use the simple present tense for habits and regular activities

[2.1: Listening and Speaking](#)

[2.2: Pronunciation](#)

[2.3: Grammar](#)

[2.4: Vocabulary](#)

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2.1: Listening and Speaking

2.1.1: Listening and Speaking 1



Photo by Tima Miroshnichenko: <https://www.pexels.com/photo/teacher...globe-5428010/>

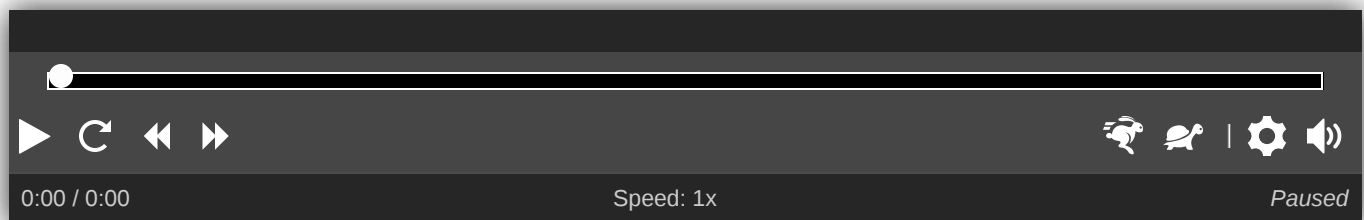
2.1.1.1: Preview

Look at the picture. **What do you think this teacher is telling her students?** Write a check mark (✓) in the lines.

1. I am from Cape Town, South Africa. _____
2. I speak Zulu. _____
3. This is Africa. _____
4. The Earth is big. _____

2.1.1.2: Listen

Imka is an ESL teacher. A new student comes to her class. Listen to Imka's conversation with the new student and the class. Then compare your predictions.



2.1.1.3: Comprehension Check

2.1.1.3.1: Main idea

Directions: Listen again and choose the correct answer.

The conversation is about _____

1. nationalities and languages.
2. learning English in Africa.

2.1.1.3.2: Details

Directions: Listen again and then read the following sentences. Write **Yes** if it is correct. Write **No** if it is not correct.

1. Carlos is from Cape Town and his first language is Spanish. _____
2. Imka is from Cape Town and her first language is Zulu. _____

2.1.1.4: Speaking

Directions: Work with a partner. Take turns talking about the people in the chart.

Example: Helen is American. She is from Miami, USA, and her primary language is English.

Nationality and Language

People	Nationality	City and Country	Primary Language
Helen (she)	American	Miami, U.S.	English
Pablo (he)	Brazilian	Sao Paulo, Brazil	Portuguese
Wei and Fang (they)	Chinese	Beijing, China	Mandarin
Michelle (she)	French	Toulouse, France	French
Arturo (he)	Peruvian	Lima, Peru	Spanish
Eva (she)	Danish	Copenhagen, Denmark	Danish
Layla and Mona	Egyptian	Luxor, Egypt	Arabic

Directions: Work in groups of 3-4 students. Ask and answer about everyone's nationality, city and country and first language.

Examples: Follow the following examples.

A: Where are you from? B: I'm from... (city and country).

B: What's your nationality? B: I'm ... (your nationality).

2.1.2: Listening and Speaking 2



Photo by [Janosch Lino](#) on [Unsplash](#)

2.1.2.1: Preview

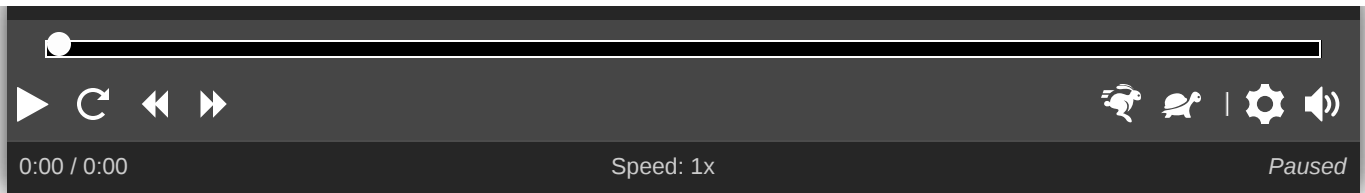
Look at the picture and read the following words: **grandfather - 98 years old - sick.**

What do you think people will talk about in the conversation? Write a check mark (✓) on the lines.

1. The grandfather is not sick. _____
2. The grandfather went to the hospital. _____
3. The family needs help from the police station. _____

2.1.2.2: Listen

Keyla calls the Garden Police Station. A police officer picks up the phone. Listen to the conversation and then compare your predictions.



2.1.2.3: Comprehension Check

2.1.2.3.1: Main Idea

Directions: Listen again and choose the correct sentence. Write a check mark (✓) in the lines.

1. The grandfather is very sick. _____
2. The family is very worried. _____
3. The family cannot find the grandfather. _____

2.1.2.3.2: Details

Directions: Listen again and complete the sentences with information from the conversation.

1. The grandfather is _____ years old.
2. The grandfather's cap is _____.
3. The grandfather's shirt and pants are _____.

2.1.2.4: Speaking

2.1.2.4.1: Activity A

Directions: Look at the pictures and listen to your teacher read the sentences. Work with a classmate and take turns reading the sentences aloud.



Millie Tim Rose George

Illustration from pixabay.com

1. Millie is wearing a pink t-shirt and red shorts.
2. Tim is tall, and he is wearing a blue shirt, a blue tie and brown pants.
3. Rose is short and overweight. She is wearing a yellow t-shirt and a brown skirt.
4. George is short. He is wearing a blue shirt and red pants.

2.1.2.4.2: Activity B

Directions: Listen to your teacher read the conversations. Then work with a classmate. Ask and answer about the people in the picture. Change roles.



Alberto Henry

Illustration from pixabay.com

Example: Listen to the teacher.

A: What does Alberto look like?

B: He is short.

A: What is he wearing?

B: He's wearing a green t-shirt and blue pants.

2.1.2.4.3: Activity C

Directions: Work in pairs. One student describes one person in the pictures in Activity A and Activity B. The other student says the name of the person. Take turns.

Example: Follow the following example.

A: This person is short, and this person is wearing blue pants.

B: Alberto.

A: That's correct.

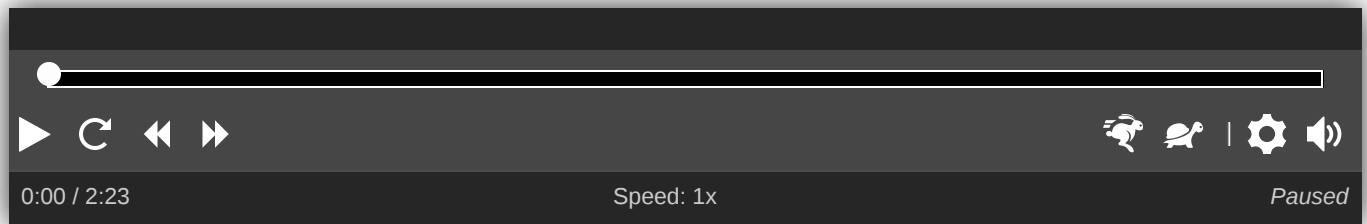
2.1.2.4.4: Activity D

Directions: Work in pairs. One student describes a classmate, and the other student says the name of the person. Take turns describing at least ten students in the class.

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2.2: Pronunciation

2.2.1: Focus I: Vowels



Note: This recording includes **Focus I**.

In English, there are **five** vowel letters which have many sounds. The most typical pronunciations are **long vowel sounds** and **short vowel sounds**.

1. Directions: Listen to the **long vowel sounds**: **A E I O U**. Listen to the **short vowel sounds**: **A E I O U**

2. Directions: Listen and repeat the **long vowel sounds** in the following words.

Long Vowel Sounds

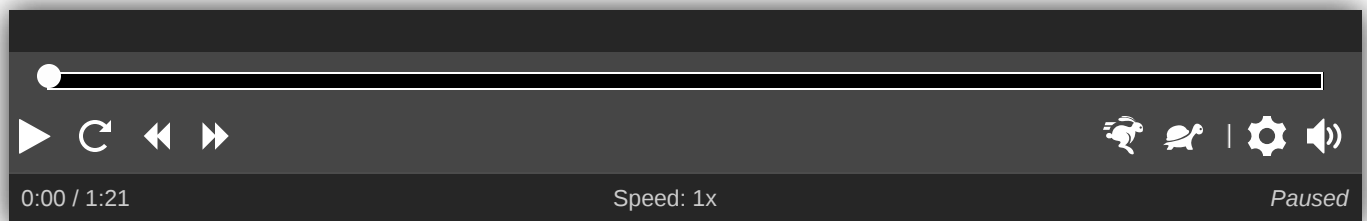
	A		E		I		O		U	
	rain		jeans		rice		snow		mute	
	paint		eat		five		coat		cute	
	cake		three		life		boat		mule	

3. Directions: Listen and repeat the **short vowel sounds** in the following words:

Short Vowel Sounds

A	E	I	O	U
pants	pen	six	long	up
man	egg	in	blond	cut
map	bed	fish	off	bug

2.2.2: Focus II: Vowel Rules



Note: This recording includes **Focus II** and **Practice II**.

When there are **two vowel letters** in a one syllable word, the first vowel is typically pronounced with its long vowel sound. The second vowel is silent.

Example: coat pine note

When there is **one vowel** in a one syllable word, it is typically pronounced with its short vowel sound.

Example: cot pin not

2.2.2.2: Practice II

Directions: Listen to each sentence and circle the word in bold that you hear.

1. What does **pant** / **paint** mean?
2. I have a warm **coat** / **cot**.
3. I need **shorts** / **shots**.
4. Be careful! You might **fall** / **fail**.
5. How do you spell **rain** / **ran**?
6. I love your cute **skirt** / **skort**.

2.2.2.3: Practice II: Partner Activity I

Directions: Follow the directions below to practice long and short vowels.

Student A: Say one word from each pair of words

Student B: Ask which word was said.

Student A: Answer and spell the word you said.

Go through all of the words. Then switch roles.

Example: Study the example.

Student A: coat

Student B: Did you say “coat” or “cot”?

Student A: I said “coat.” c-o-a-t

1. coat cot
2. fell feel
3. rain ran
4. cut cute
5. tall tail
6. bed bead
7. paint pant
8. kite kit
9. hop hope
10. mutt mute

2.2.2.4: Practice II: Partner Activity II

Directions: Find a new partner. Write a list of one-syllable vocabulary words you have learned so far. Say each word and decide if it has a long vowel sound or a short vowel sound.

Example: map - short vowel sound

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____

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2.3: Grammar

2.3.1: Grammar Focus: The Simple Present Tense

2.3.1.1: Simple Present Tense Uses

We use the **simple present** tense to:

1. describe routines, habits, and repeated activities in the present time
2. talk about facts which are always true

We use **simple present tense** with:

1. Time expressions: *every* (every day, every week, every month) and with adverbs of frequency such as *always*, *never*, *sometimes*,
2. Routines: Something you do every morning, every week, every year.
 - I **brush** my teeth two times a day.
 - He **watches** TV every evening after work.
3. Habits: Something you do regularly.
 - My son **reads** in bed before he goes to sleep.
 - My cat **wakes** me up on Saturdays because he is hungry.
4. Repeated actions: Actions that we do more than once.
 - I **shop** at Costco. (not every week, but I like to go there).
 - She **wears** shorts in the summer.
5. Facts: Things that are always true.
 - The moon **revolves** around the earth.
 - Water **boils** at 212 degrees Fahrenheit.

2.3.1.2: Affirmative: Subject + Verb

I/ You/ We/ They + **Verb**

He/ She/ It + **Verb + s/es**

Examples: Study the examples.

1. I **walk** to school every day.
2. You **walk** to school every day.
3. We **walk** to school every day.
4. They **walk** to school every day.
5. He **gets** up at 7 am.
6. She **gets** up at 7 am.
7. It **gets** up at 7 am.

2.3.1.3: Spelling rules

- If a verb ends with letters **s, x, z, ch, sh, o**, add **es**
kiss- kisses fix- fixes buzz- buzzes
watch- watches wash- washes go- goes
- If a verb ends with a **consonant + y**, change **y** to **i** and add **es**
try- tries study- studies
- If a verb ends with a **vowel + y**, add **s**
play- plays pay- pays

2.3.1.4: Negative: Subject + do not/does not + Verb

I/ You/ We/ They + **do not (don't)** + Verb

He/ She/ It + **does not (doesn't)** + Verb

Examples: Study the examples.

1. I **do not (don't)** watch TV on weekdays.
2. You **do not (don't)** watch TV on weekdays.
3. We **do not (don't)** watch TV on weekdays.
4. They **do not (don't)** watch TV on weekdays.
5. He **does not (doesn't)** wake up early on weekends.
6. She **does not (doesn't)** wake up early on weekends.
7. It **does not (doesn't)** wake up early on weekends.

2.3.1.5: Interrogative

2.3.1.5.1: Yes/ No Questions: Do/ Does + Subject + Verb?

Do + I/ You/ We/ They + **Verb?**

Does + He/ She/ It + **Verb?**

Examples: Study the examples.

1. **Do** I drink coffee in the morning?
2. **Do** you drink coffee in the morning?
3. **Do** we drink coffee in the morning?
4. **Do** they drink coffee in the morning?
5. **Does** he eat a lot of vegetables?
6. **Does** she eat a lot of vegetables?
7. **Does** it eat a lot of vegetables?

2.3.1.5.2: Short Answers for Yes/ No Questions

Do you go to work every day? Yes, I **do**. No, I **don't**.

Does Sue go shopping on the weekend? Yes, she **does**. No, she **doesn't**.

2.3.1.5.3: Wh- Questions: Wh-words + Do/ Does + Subject + Verb?

Wh-words + Do + I/ You/ We/ They + **Verb?**

Wh-words + Does + He/ She/ It + **Verb?**

Examples: Study the examples.

1. **What time** do they have class? They have class **at 10 am**.
2. **Where** does Jason go after class? He goes **home** after class.

2.3.2: Grammar Practice

2.3.2.1: Practice 1

Directions: Write the correct form of the verbs in parentheses.

Example: I (sleep) sleep seven hours every night.

1. Yuri (wake) _____ up at 6:00 every morning.
2. Palani (drive) _____ to school on Monday and Wednesday.
3. Yuri and Palani (bike) _____ to school every Friday.
4. Yuri and I (make) _____ coffee in the morning.
5. I (cook) _____ breakfast on the weekend.
6. She (eat) _____ cereal for breakfast.
7. Palani (watch) _____ TV in the evening.

8. Mary (study) _____ by herself after school.
9. You (ask) _____ the teacher many questions in class.
10. Yuri (go) _____ to Evergreen Valley College.

2.3.2.2: Practice 2

Directions: Write the correct form of the verb on the line in the sentences below.

Example: (work) My sister works from home, but I work in the office.

1. (study) I _____ in the morning, but he _____ at night.
2. (not worry) He _____ about money. I _____ about him.
3. (cry) The cat _____ when I leave. The babies _____ all the time.
4. (play) She _____ the piano. We _____ the violin.
5. (not pay) I _____ for groceries with a credit card. Tatiana _____ with cash.
6. (not stay) He _____ after class for help. They _____ after class to talk.
7. (wash) She _____ the dishes every evening. I _____ my clothes on weekends.
8. (go) My husband _____ to school every day. I _____ to work every morning.
9. (not enjoy) We _____ playing board games. He _____ online games.
10. (take) Maria and Eric _____ their children to the park, and Huang _____ her dog.

2.3.2.3: Practice 3

Directions: Change the affirmative sentences to negative sentences. Use both full forms and contractions.

Example: Mary and Peter **study** in the same class.

Full form: Mary and Peter **do not** study in the same class.

Contraction: Mary and Peter **don't** study in the same class.

1. I go to work at 3:00 pm. _____
2. She wants to eat Chinese food. _____
3. They have two children. _____
4. He has a dog and two cats. _____
5. You need to stand in line. _____
6. She does her homework after school. _____
7. I eat breakfast every morning. _____
8. His friends drink coffee at Starbucks. _____
9. He drinks diet soda every day. _____
10. My car has comfortable seats. _____

2.3.2.4: Practice 4

Directions: Interview your partner and write down the answers in complete sentences.

Example: A: **Where** do you work? B: I work **at Evergreen Valley College**.

1. Where do you live? _____
2. What time do you wake up? _____
3. What time do you go to bed? _____
4. When do you eat breakfast? _____
5. How many days a week do you go to school? _____
6. How do you go to school? _____
7. How many hours a day do you study English? _____

8. Which city do you like to visit? _____
9. What do you eat for lunch? _____
10. Why do you study English? _____
-

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2.4: Vocabulary

2.4.1: Warm-up

Question: What is the weather like today? Tell your partner.

2.4.2: Vocabulary in Context

Malee asks about the weather. Read the sentences about the pictures.

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This is Malee.



She lives in Portland. The weather is beautiful today.



She calls her parents. They live in California. “How is the weather today?”



“It’s nice. It’s warm and sunny.”



Malee's aunt lives in Thailand. She calls her aunt. "How is the weather today?"



"It is very hot today."



Her friend is Ahmed. He lives in Seattle. Malee texts Ahmed.



2.4.2.1: Comprehension Check

Directions: Read the sentences about the pictures. Choose *True* or *False*.

- | | | |
|---|------|-------|
| 1. The weather is beautiful in Portland today. | True | False |
| 2. Malee's parents live in Portland. | True | False |
| 3. The weather in California is warm and sunny. | True | False |
| 4. The weather is very hot in Thailand. | True | False |
| 5. Ahmed lives in Seattle. | True | False |

2.4.3: Vocabulary Practice 1

Directions: Read the weather report below. Then match the sentences with the pictures. Rewrite the weather description on the line.

- Weather in Moscow today: It is **cold** and **snowy**. Wear your warm **jacket**, hat, and a **scarf**.

2. Weather in Tokyo: It is **rainy**. Wear your **rain jacket** and **boots**, and don't forget your **umbrella**.
3. Weather in Indiana: It's **stormy** and **windy** today. There is **thunder** and **lightning**, so it's better to stay indoors.
4. Weather in Paris: It's **cloudy**, but it's **hot**. Wear **shorts**, a **t-shirt**, and **sunglasses**.
5. Weather in Mexico City: It's **sunny** and **warm**. You can wear a **dress** or **shorts**.



Photo by Alicia Steels on Unsplash

Picture A: _____



Photo by Isham Fernandez on Unsplash

Picture B: _____



Photo by June O on Unsplash

Picture C: _____



Photo by Jack Finnigan on Unsplash

Picture D: _____



Photo by Cassie Boca on Unsplash

Picture E: _____

2.4.4: Vocabulary Practice 2

Directions: What is the weather like today in your city? What kind of clothes are people wearing? Write 3 sentences.

Example: It's **sunny** and **warm** today. People are wearing **jeans** and **t-shirts**.

1. _____
2. _____
3. _____

Directions: Look at the pictures. What is the weather like in the pictures? What are the people wearing? In pairs, take turns describing each picture and write its description.

Picture 1



Photo by Janko Ferlič on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 2



Photo by Lucas Païta on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 3



Photo by James Lewis on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 4



Photo by Kiana Bosman on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 5



Photo by Pradeep Ranjan on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 6



Photo by Vladimir Yelizarov on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 7



Photo by whereslugo on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 8



Photo by Brooke Cagle on Unsplash

- a. _____
 - b. _____
 - c. _____
-

Picture 9



Photo by Zachary Nelson on Unsplash

- a. _____
- b. _____

c. _____

Picture 10



Photo by Christian Tagalog on Unsplash

a. _____

b. _____

c. _____

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CHAPTER OVERVIEW

3: Everyday Activities and Weekly Routines

Learning Objectives

- Discuss everyday activities
- Describe weekly routines
- Practice syllable stress and ending S sound
- Use the present progressive tense for activities at the moment of speaking

[3.1: Listening and Speaking](#)

[3.2: Pronunciation](#)

[3.3: Grammar](#)

[3.4: Vocabulary](#)

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3.1: Listening and Speaking

3.1.1: Listening and Speaking 1



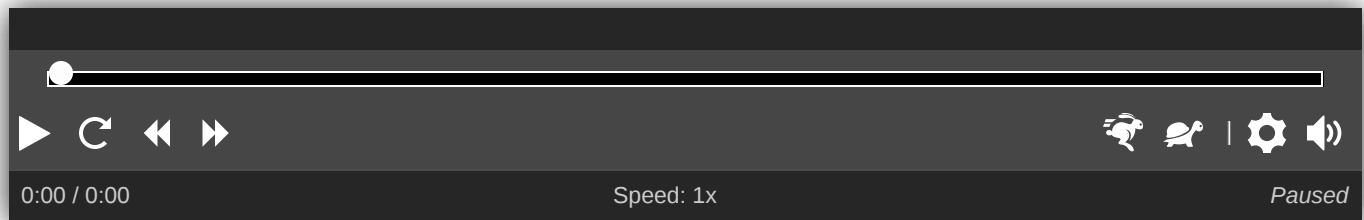
Photo by [TheStandingDesk](#) on [Unsplash](#)

3.1.1.1: Preview

Read the following questions: **How do people get to school? How do people get to work? How do you get to work or school? Have you ever tried Park & Ride?** Think about your answers before you listen.

3.1.1.2: Listen

Melissa has a new job. It's her first day at the office. She is talking to her co-worker Winston.



3.1.1.3: Comprehension Check

3.1.1.3.1: Main ideas

Directions: Listen to the conversation. Then read the following sentences and choose *Yes* or *No*.

1. It's Winston's first day at work. _____
2. Melissa has problems with traffic. _____
3. Melissa does Park and Ride. _____
4. People who do Park and Ride drive to a train station and then take a train. _____

3.1.1.3.2: Details

Directions: Listen again and complete the sentences.

1. Melissa leaves home at _____ .
2. She takes the B train at _____ .
3. She arrives at her office at _____ .
4. Winston arrives at _____.

3.1.1.4: Speaking

3.1.1.4.1: Activity A

Directions: Work in pairs. Take turns talking about the daily activities of the people in the chart.

Example: Lisa gets up at 6 o'clock.

People - Activity - Time

People	Activity	Time
Lisa	get up	6:00 am
Hanh	have breakfast	7:00 am
The children	take the school bus	7:30 am
James	have lunch	noon (12:00 pm)
Diana	go to the gym	2:45 pm
Pete and Howard	leave the office	5:00 pm
Priya	have dinner	7:15 pm
Kim	go to bed	midnight (12:00 am)
I	go to bed	?

3.1.1.4.2: Activity B

Directions: Work in pairs. Ask your partner about the daily activities in the list. Change roles.

Example: Study the example.

A: What time do you get up?

B: I get up at 6:00 am / at 6 o'clock in the morning.

1. get up
2. have breakfast
3. get to work / school
4. have lunch
5. get back home
6. have dinner
7. study / do your homework
8. go to bed

3.1.2: Listening and Speaking 2



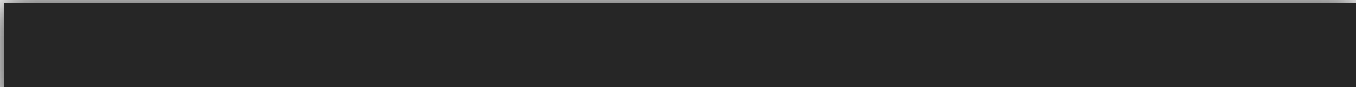
Photo by Nothing Ahead: Pexels

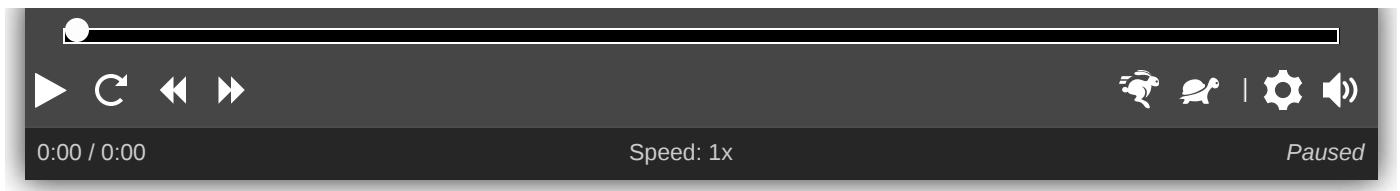
3.1.2.1: Preview

Lynh and Mario are taking ESL classes at Evergreen Valley College. **How many classes do you think they are taking?**

3.1.2.2: Listen

Directions: Listen to the conversation and compare the information with your predictions.





3.1.2.3: Comprehension Check

3.1.2.3.1: Main idea

Directions: Listen again and choose *Yes* or *No*. Write Y or N on the line.

1. Lynh and Mario are talking about their work and study schedule. _____
2. Mario is working full time. _____
3. Lynh is working part time. _____

3.1.2.3.2: Details

Directions: Listen again and complete the sentences.

1. Mario works _____ time, and Lynh works _____ time.
2. Mario comes to class on _____, _____, _____, and _____.
3. Lynh is taking a/an _____ morning class and a/an _____ evening class.

3.1.2.4: Speaking

3.1.2.4.1: Activity A

Directions: Work in pairs. Talk about the schedule of the people below. Use the expressions every day, on +day.... on weekends, on weekdays.

Example: Gustav goes to the gym every day.

People and Activity

People	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Gustav	gym	gym	gym	gym	gym	gym	gym
Rita	park	supermarket	park	supermarket	park	swim	visit children
The girls	school	school	school	school	school	park	park
Tom and I	work	work	work	volunteer	go to the movies	library	visit friends
Your friend	?	?	?	?	?	?	?

3.1.2.4.2: Activity B

Directions: Work in pairs. Ask and answer questions about your weekly schedule. Use the activities in the list. Change roles.

Example: You: When do you come to class? **Your Classmate:** I come to class on Mondays and Wednesdays.

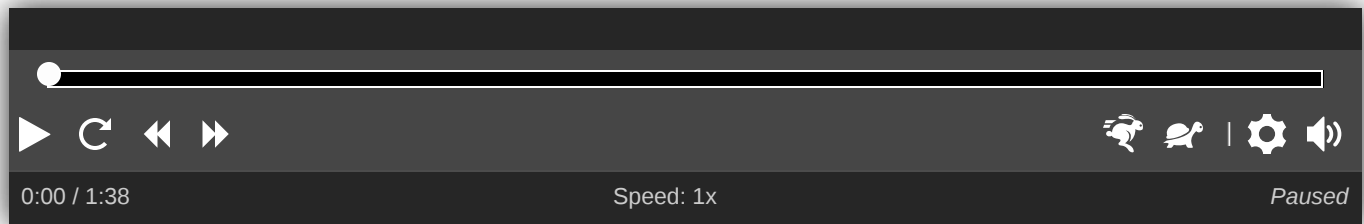
1. come to class
2. exercise
3. do your homework
4. visit your friends / your family
5. rest and relax
6. do laundry
7. go to the supermarket
8. go to work

9. clean your room
10. [your own ideas]

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3.2: Pronunciation

3.2.1: Focus I: Syllable Stress



Note: This recording includes **Focus I** and **Practice I**.

In English every word of more than one syllable has one syllable that is stressed the most. The **vowel** in the **stressed** syllable is **clearer** and **longer**.

Directions: Listen to the following word: Friday. Notice that the “i” in the first syllable is longer and clearer. This is the stressed syllable. Now listen and repeat. Notice the length of the stressed syllable.

Words: Monday Tuesday Thursday umbrella computer museum understand introduce afternoon

3.2.1.2: Practice I

Directions: Listen to the words below. Choose the **stressed syllable** in each word. Then **write** the words in the correct place.

Words: weekend arrive volunteer retreat afternoon morning evening referee recommend

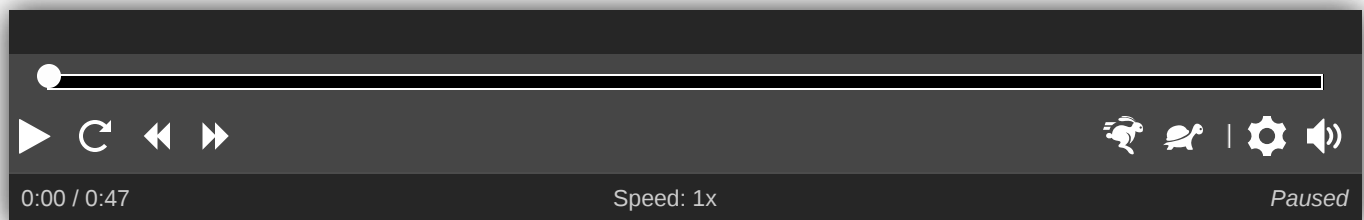
Syllable **Stress**:

First Syllable: weekend

Second Syllable: _____

Third Syllable: _____

3.2.2: Focus II: Vowel Rules in Multi-Syllable Words



Note: This recording includes **Focus II**.

When there are **two vowel** letters in the stressed syllable of a word, the first vowel is typically pronounced with its **long vowel sound**. The second vowel is silent.

Example: season remain priceless

When there is **one vowel** in the stressed syllable of a word, it is typically pronounced with its **short vowel sound**.

Example: Saturday example predict

3.2.2.2: Practice II

3.2.2.2.1: Partner Activity 1

Directions: Work in pairs. Student A says and claps one word from the list of words. Student B says which syllable is stressed (first, second, or third). Then switch roles.

Example: Student A: Computer

Student B: Second syllable

Student A: “That’s correct. Good job!” OR “Not quite. Try again.”

1. walking
2. driving
3. guitar
4. badminton
5. evening
6. midnight
7. understand
8. vacation
9. early
10. Uber

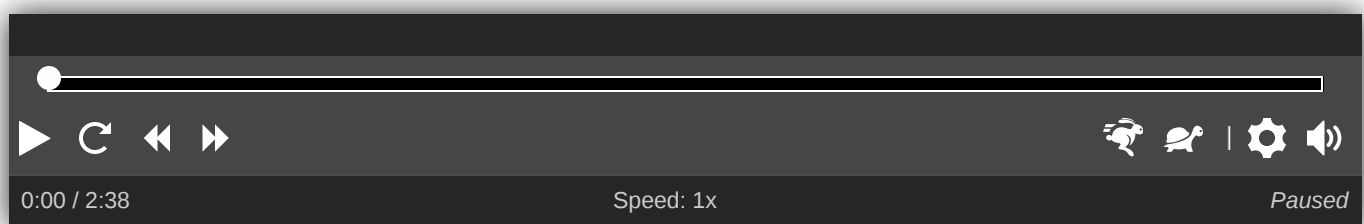
3.2.2.2.2: Partner Activity 2

Directions: Find a new partner. Write a list of ten new words you have learned so far. Say and clap each word and decide which syllable is stressed.

Example: Sunday – first syllable

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3.2.3: Focus III: Ending S Sound



Note: This recording includes **Focus III** and **Practice III**.

The letter **S** is **added** to the end of words for:

1. Plural nouns: two girls, three pencils
2. Possessives: my father's car
3. Present tense (third person singular): He plays guitar.
4. Contractions of is or has: Mark's late.

Directions: Listen and repeat the following words.

- | | |
|-----------|---------|
| 1. skirt | skirts |
| 2. dress | dresses |
| 3. watch | watches |
| 4. Anh | Anh's |
| 5. walk | walks |
| 6. sleep | sleeps |
| 7. Monday | Mondays |
| 8. orange | oranges |
| 9. Jose | Jose's |
| 10. drive | drives |

3.2.3.2: Practice III: Ending S Sound

Directions: Listen and **choose** the word you hear in the sentence.

Example: She walks to the store every day. walk walks

Let's begin.

- | | |
|--------------|-----------|
| 1. drive | drives |
| 2. Ahmed | Ahmed's |
| 3. computer | computers |
| 4. cafe | cafés |
| 5. love | loves |
| 6. baby | babies |
| 7. rose | roses |
| 8. run | runs |
| 9. wash | washes |
| 10. Saturday | Saturdays |

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3.3: Grammar

3.3.1: Grammar Focus: Present Progressive

The present progressive is used to talk about an action or situation that is in progress and happening right now. We often use these time expressions (signal words) for the present progressive: **right now, at the/this moment, now, today, this week/ month/ year.**

3.3.1.1: Affirmative: Subject + Be + Verb-ing

Affirmative: Subject + Be + Verb-ing

Subject	Be	Verb + ing
I	am	watching TV right now.
You (singular and plural)	are	watching TV right now.
He	is	watching TV right now.
She	is	watching TV right now.
It	is	watching TV right now.
We	are	watching TV right now.
They	are	watching TV right now.

Examples: Study the examples below.

1. It **is raining** outside **right now**.
2. I **am doing** my homework **at the moment**.

Some **Spelling Rules:** Verb + **-ing**

1. If a verb ends in **e**, remove **e** before adding **-ing**.
come- coming take- taking give- giving
2. If a one-syllable verb ends in a consonant following one vowel, double the consonant before adding **-ing**.
hit – hitting plan- planning run- running
3. If the verb ends in **w, x, or y**, do not double the consonant.
tow- towing play- playing fix- fixing

3.3.1.2: Negative: Subject + Be + *not* + Verb-ing

To form a negative sentence, add **not** after Verb Be.

Present Progressive Negative Form

Subject	Be + NOT / <i>Contraction</i>	Verb + ing
I	am not	listening to music at the moment.
You	are not / aren't	listening to music at the moment.
He	is not / isn't	listening to music at the moment.
She	is not / isn't	listening to music at the moment.
It	is not / isn't	listening to music at the moment.
We	are not / aren't	listening to music at the moment.
They	are not / aren't	listening to music at the moment.

Examples: Study the examples below.

1. My sister **is not / isn't** studying at a community college this semester.

2. Peter and Mei **are not** / **aren't** going to class today.

3.3.1.3: Interrogative - Yes/No Questions: Be + Subject + Verb-ing?

Present Progressive Yes/No Question Form

Be	Subject	Verb + ing	Answer
Am	I	playing soccer now?	Yes, you are. / No, you are not.
Are	you	playing soccer now?	Yes, I am. / No, I am not.
Is	he	playing soccer now?	Yes, he is. / No, he is not.
Is	she	playing soccer now?	Yes, she is. / No, she is not.
Is	it	playing with a ball now?	Yes, it is. / No, it is not.
Are	we	playing soccer now?	Yes, we are. / No, we are not.
Are	they	playing soccer now?	Yes, they are. / No, they are not.

3.3.1.4: Interrogative - Wh- Questions: Wh- + Be + Subject + Verb-ing?

Present Progressive Wh-Question Form

Wh-	Be	Subject	Verb + ing	Answer
Where	am	I	going?	You are going to the airport.
Where	are	you	going?	I am going to the airport.
Where	is	he	going?	He is going to the airport.
Where	is	she	going?	She is going to the airport.
Where	is	it	going?	It is going to the airport.
Where	are	we	going?	We are going to the airport.
Where	are	they	going?	They are going to the airport.

Examples: Study the examples below.

1. What are you doing? - I'm making some coffee.
2. Where is he going? - He's going to the beach.
3. When are Tom and Mary visiting their parents? - They're visiting their parents this week.

3.3.2: Grammar Practice

3.3.2.1: Practice 1

Directions: Complete the sentences with the **present progressive form** of the verb in parentheses.

1. My son (come) is coming home from school now.
2. This term, they (take) are taking four ESL classes.
3. The girl (do) is doing her homework in the living room.
4. The people at the party (wear) are wearing beautiful clothes.
5. This year, she (live) is living in a small town close to her parents.
6. It (rain) is raining very hard at the moment.

7. _____ they (drive) _____ to school now?
8. When _____ they (move) _____ into their new home?
9. _____ we (take) _____ a test today?
10. Which days _____ you (go) _____ to school this week?

3.3.2.2: Practice 2

Directions: Complete the following paragraph with the correct form of the **present progressive**.

Hiroshi and Takura are new to the United States. They are students at Evergreen Valley College. They (1. take) _____ ESL classes this semester. They (2. study) _____ English, so they can get better jobs. They (3. practice) _____ listening and speaking skills with their classmates. They love their classes. They are busy studying all day, so they (4. not meet) _____ their friends this month. Right now, they (5. walk) _____ to the grocery store. It (6. rain) _____ hard, so Hiroshi (7. hold) _____ the umbrella to keep them dry. After going shopping, Takura (8. not go) _____ home, but he is meeting a classmate to finish his homework.

3.3.2.3: Practice 3

Directions: What are the people doing in the pictures? In pairs, describe each picture and write at least 3-5 complete sentences about each picture. Use the correct form of the **present progressive**.

Picture 1



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Picture 2



Photo by Keira Burton on pexels.com

Picture 3



Photo by Ver vaeck: <https://www.pexels.com/photo/group-of-people-17373358/>

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3.4: Vocabulary

3.4.1: Warm-up

Question: How do you get to class? Tell your partner.

Example: I take the bus.

3.4.2: Vocabulary in Context

3.4.2.1: Reading

Directions: Read the paragraph.

A Busy Week

Lisa has a busy week. Every day, she **gets up** at 6:00 in the morning. She **takes a shower** and **gets dressed**. Then she **makes breakfast** for her children, Sofia and Tony. Lisa's husband, Ahmed, works downtown, and he usually **catches the bus** at 7:00am. Then Sofia and Tony walk to school. On Fridays, Lisa **takes the children to school by car**. Lisa always **takes the train** to work. In the afternoon, Lisa **picks up** the children from school. On Wednesday afternoons, Sofia and Tony **take swimming lessons**, and on Fridays they **go shopping**. After dinner, the children **do their homework** and then they **go to bed**.

3.4.2.2: Comprehension Check

Directions: Read each sentence. Choose True or False.

- | | | |
|---|------|-------|
| 1. Ahmed takes the bus to work. | True | False |
| 2. Sofia makes breakfast for her family. | True | False |
| 3. Ahmed and Tony take swimming lessons. | True | False |
| 4. Lisa drives the children to school on Fridays. | True | False |
| 5. Lisa walks to work. | True | False |

3.4.3: Practice 1

Directions: Match the words in **bold** to the definition.

1. She **gets up** at 6:00 in the morning.
 - a. She wakes up.
 - b. She puts on her clothes.
2. She **takes a shower**.
 - a. She uses shampoo.
 - b. She uses coffee.
3. She **gets dressed**.
 - a. She wears a dress.
 - b. She wears clothing.
4. She **makes breakfast**.
 - a. She prepares food to eat in the early morning.
 - b. She prepares food to eat around noon.
5. Ahmed **catches the bus**.
 - a. He drives the bus.
 - b. He rides the bus.
6. Lisa **takes the children to school by car**.
 - a. She drives the children in her car to school.
 - b. The children and Lisa go in someone's car to the school.

7. Lisa **takes the train**.
 - a. She rides the train.
 - b. She drives the train.
8. Lisa **picks up** the children from school.
 - a. She takes care of the children at school.
 - b. She meets the children to take them from school.
9. Sofia and Tony **take swimming lessons**.
 - a. They go in a swimming pool.
 - b. They watch a video about swimming.
10. They **do their homework**.
 - a. They complete household tasks.
 - b. They complete school assignments.

3.4.4: Practice 2

Question: What do you do every week?

Example: Monday: go to English class, go to the gym

1. Monday: _____
2. Tuesday: _____
3. Wednesday: _____
4. Thursday: _____
5. Friday: _____
6. Saturday: _____
7. Sunday: _____

3.4.5: Practice 3

Directions: What do you do every week? Talk to your partner about your activities from Practice 2.

Example: What do you do on Mondays? On Mondays I go to English class, and then I go to the gym.

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CHAPTER OVERVIEW

4: Home and Workplaces

Learning Objectives

- Describe homes and workplaces
- Talk about jobs
- Practice linking words and negative verbs
- Use there is and there are with singular nouns and plural nouns

[4.1: Listening and Speaking](#)

[4.2: Pronunciation](#)

[4.3: Grammar](#)

[4.4: Vocabulary](#)

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4.1: Listening and Speaking

4.1.1: Listening and Speaking 1



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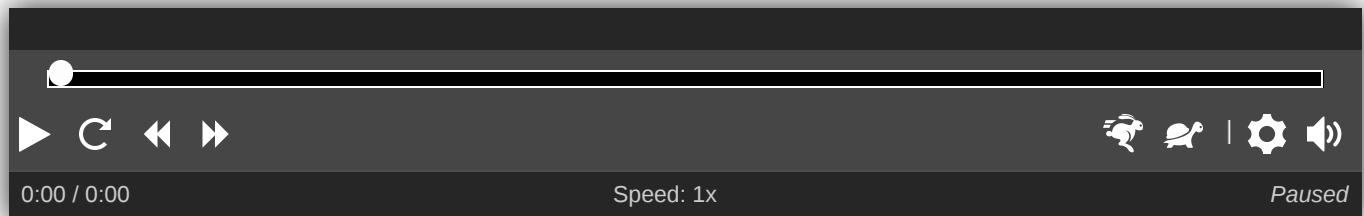
4.1.1.1: Preview

Discuss these questions with a classmate. **Think** about your answers before you listen.

1. What do you prefer, a house or an apartment? How many rooms do you need / want?
2. Do you have a car? Where do you park your car?
3. Do you take the bus or the train? Do you live near a bus stop / train station?

4.1.1.2: Listen

Luke and Tina want to rent an apartment. They are looking at apartments on the internet. Listen to the description of an apartment they like.



4.1.1.3: Comprehension Check

4.1.1.3.1: Main Ideas

Directions: Listen again. Then read these sentences. Write *Yes* or *No* on the line.

1. The apartment is good for a big family. _____
2. The apartment is good for people with cars. _____

4.1.1.4: Details

Directions: Listen again and complete the sentences.

1. The apartment has _____ bedrooms and _____ bathrooms.
2. The apartment has a dining table and four _____.
3. There are many _____ and _____ on the street.
4. There is a _____ in front of the building.

4.1.1.5: Speaking

4.1.1.5.1: Activity A

Directions: Work in pairs. Describe homes **A** and **B** to your partner. Use the given key words to speak in complete sentences. Add adjectives to describe the homes.

Home A: House: 1 master bedroom, 3 regular bedrooms, 3 bathrooms, 1 living room, 1 family room, 1 kitchen, garden, and two swimming pools in the garden.

Home B: Apartment: 3 bedrooms, 1.5 bathrooms, 1 living room, 1 kitchen, and parking lot in the building.

4.1.1.5.2: Activity B

Directions: Work in pairs. You describe your home to your partner and your partner draws the picture of your home. Change roles.

4.1.1.5.3: Activity C

Directions: Work in groups of 4-5 students. All members work together to come up with a dream house and draw a picture of the dream house. Present the dream house to the whole class.

4.1.2: Listening and Speaking 2



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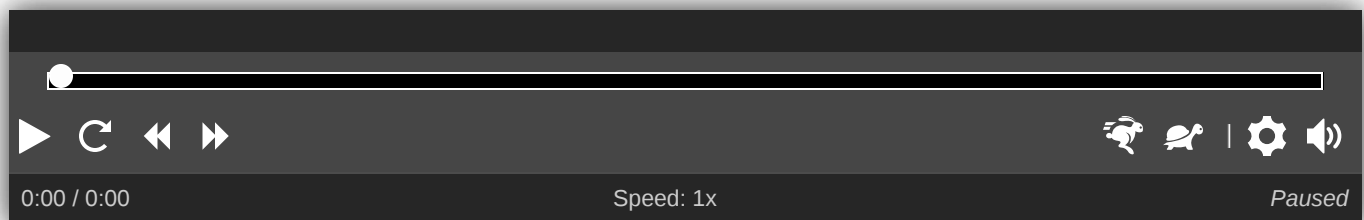
4.1.2.1: Preview

Discuss these questions with a classmate. **Think** about your answers before you listen.

1. What kind of jobs do you prefer? Construction jobs? Teaching jobs? Tech jobs?
2. Do you prefer to work near or far from your home?
3. What time do you leave home for work / school? What time do you return home?

4.1.2.2: Listen

Listen to Mila talk about her workplace.



4.1.2.3: Comprehension Check

4.1.2.3.1: Main ideas

Directions: Listen again. Then read these sentences. Write *Yes* or *No* on the line.

1. Mila has a tech job. _____
2. Mila does not like her workplace. _____
3. Traffic is not a problem for Mila. _____

4.1.2.3.2: Details

Directions: Listen again. Choose the correct answer.

1. Mila's company is in ... (a) Mountain View. (b) New York.
2. Mila goes for a walk ... (a) after work. (b) at lunch time.
3. Mila leaves home at ... (a) 6 am. (b) 6 pm.

4.1.2.4: Speaking

4.1.2.4.1: Activity A

Directions: Work in pairs. Ask and answer about the jobs of the people below. Change roles.

Example: A: What does Mila do? B: She is a web designer.

A: Does she like her job? B: Yes, she does.

A: Why? B: _____

Name	Job	Does this person like his or her job?	Why or why not?
Mila (she)	a web designer	no	
Kevin (he)	an electrician	yes	
Thi and Phuong	nurses	yes	
Vladimir (he)	a medical assistant	no	
Kim's parents	teachers	yes	
Stella (she)	a librarian	yes	
Ray (he)	a construction worker	yes	
Miller (he)	a train conductor	no	
You	?	?	

4.1.2.4.2: Activity B

Directions: Work in pairs. Take turns asking questions about the parts in bold in each sentence.

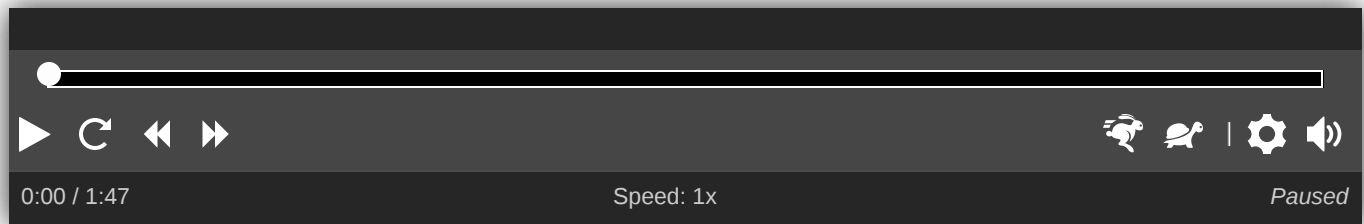
Example: A: Sheila works in **San Jose**. B: **Where** does Sheila work?

1. James goes to school **in the evening**. _____
2. Carol goes to summer camp **in Los Angeles**. _____
3. The movie ends **at 9:45 pm**. _____
4. Teachers prepare their lessons **at home**. _____
5. Spring break begins **this weekend**. _____
6. Fireworks start **at 7 pm**. _____
7. Children take the school bus **at the bus stop**. _____
8. Pete and Brandon are **nurses**. _____
9. Students take a break **in the afternoon**. _____
10. Grace goes home **at 5:30 pm**. _____

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4.2: Pronunciation

4.2.1: Focus I: Linking Words



Note: This recording includes **Focus I** and **Practice I**.

In English, speakers often **combine** the **last sound** of a word with the **beginning sound** of the next word in a sentence or phrase. This is called **linking**.

Example: always_early an_apartment you_are_right

Rule 1: Final consonant + beginning vowel - A consonant sound at the end of a word and before a vowel sound in the next word is clear and easy to hear.

Example 1: last_evening keep_it dental_assistant

Rule 2: Final consonant + different beginning consonant - A consonant sound at the end of a word and before a consonant sound in the next word is soft. Don't put a vowel sound between the consonants.

Example 2: white_couch (Don't say "white a couch.") childcare_worker coat_rack

Rule 3: Final consonant + same beginning consonant - When a consonant sound at the end of a word is the same as the beginning consonant of the next word, say one long consonant.

Example 3: next_to house_sitter apartment_tenant

4.2.1.2: Practice I: Linking Words

Directions: Listen and repeat the phrases and sentences. Use the rules to practice linking the words correctly.

1. It's expensive.
2. an office
3. I got hired!
4. an application
5. career opportunity
6. work clothes
7. big garage
8. five bedrooms
9. large family
10. work quickly

4.2.1.3: Partner Activity 1

Directions: Follow the steps below.

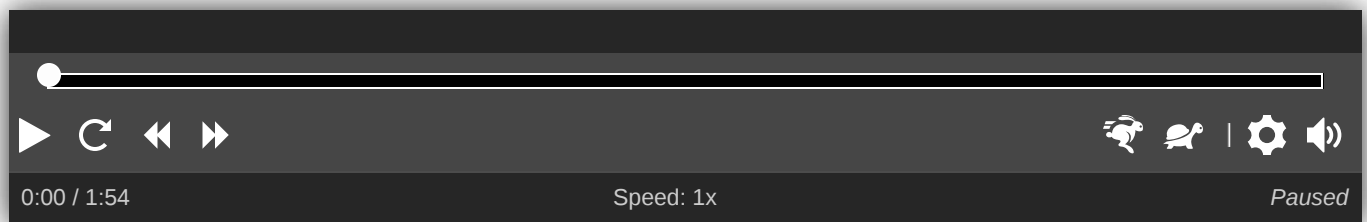
1. Choose five (5) phrases or sentences in the **Practice I: Linking Words** exercise above and write them in the left column.

2. Say the chosen five (5) phrases or sentences on the left column to your partner. Your partner writes them down on the right column of his/her paper.
3. Listen to your partner's phrases or sentences and write them down on the right column of your paper.

Practice Linking Words

Your Phrases or Sentences	Your Partner's Phrases or Sentences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4.2.2: Focus II: Pronunciation of Common Verbs and Their Negative Forms



Note: This recording includes **Focus II** and **Practice II**.

Some English **verbs** and their **negative forms** can be hard to hear and pronounce. However, it is important to pronounce them correctly because they can change the meaning of a sentence.

Example: Which sentence do you hear?

1. She does like to eat liver and onions.
2. She doesn't like to eat liver and onions.

The sentence is **negative**. The speaker **doesn't** like to eat liver and onions. This is important information for someone having her over for dinner!

Directions: Listen and repeat the following common verbs with their negative forms.

Verbs with Their Negative Forms

do	don't
does	doesn't
is	isn't
are	aren't

4.2.2.2: Practice II: Listen for the Correct Verb

Directions: Choose the word you hear in the following sentences:

1. I **do/don't** love the apartment.
2. My job **is/isn't** easy.

3. They **are/aren't** good renters.
4. He **does/doesn't** work as a mechanic?
5. **Do/don't** buy a condo. It **is/isn't** a good investment.
6. My house **does/doesn't** have a garage.
7. My townhouse **is/isn't** next to a park.
8. The sofa **is/isn't** next to the coffee table.
9. My brother **can/can't** buy a house. It's too expensive.
10. They **are/aren't** working at a dentist office?

4.2.2.3: Practice II: Partner Activity

Directions: Find a partner. Write ten sentences using negative contracted verbs about your classroom or classmates. Take turns reading the sentences using the linking rules.

Example: There **isn't** an alligator next to my teacher. Anh **doesn't** have a hat on his head.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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4.3: Grammar

4.3.1: Grammar Focus: There is/ There are

- Use **there is/ there are** to indicate that something exists in the present.
- Use **count nouns** for the nouns that you can count (e.g., books, erasers, tables). Count nouns can be singular (i.e., one object) or plural (i.e., two objects or more)
- Use **non-count nouns** for the nouns that you cannot count (e.g., water, salt, sugar). Non-count nouns are always in the singular form.

4.3.1.1: Affirmative Form

4.3.1.1.1: I. There is

- There is + a + singular count nouns
- There is + non-count nouns
- The contraction of **there is** is **there's**. Use the contraction in speaking or informal writing.

Examples:

1. **There is** a clock on the wall.
2. **There's** a good restaurant downtown.
3. **There is** information about the new courses.
4. **There's** a lot of food in the fridge.

4.3.1.1.2: II. There are

- There are + plural count nouns
- We cannot contract **there are**

Examples:

1. **There are** a lot of people in the mall.
2. **There are** many places to visit in California.
3. **There are** only five weeks until my birthday.
4. **There are** twenty five students in the class.

4.3.1.2: Negative Form

The **negative** is formed by putting **not** after **there is** or **there are**. We often use the negative form with **any**.

Negative contraction:

- There is not = **There isn't** or **there's not**
- There are not = **There aren't**

Examples:

1. **There is not** an oak tree in the garden.
2. **There isn't** any snow in the winter here.
3. **There are not** many children in the school.
4. **There aren't** any tickets left for the show.

4.3.1.3: Interrogative Form

To form the **interrogative** form (questions), we put **is** or **are** before **there**. We can use **any** in questions with plural nouns or non-count nouns. Do NOT use **any** with singular count nouns.

- **Is there** + a + singular count nouns?

Examples:

1. **Is there** a park in the neighborhood? - No, there isn't.
2. **Is there** a printer in the office? - Yes, there is.

- **Is there** + non-count nouns?

Examples:

1. **Is there** any milk in the fridge? - Yes, there is some.
2. **Is there** any paper in the printer? - No, there isn't.

- **Are there** + plural count nouns?

Examples:

1. **Are there** any buses to school on the weekend? - No, there aren't.
2. **Are there** many students in class? - No, there are only a few students.

4.3.2: Grammar Practice

4.3.2.1: Practice 1

Directions: Use *there is*, *there is not*, *there are*, or *there are not* in the following sentences:

Example: There are 28 books on the shelf.

1. _____ a lot of new restaurants that we can try.
2. _____ a library close to our school.
3. _____ any people on the street.
4. _____ some coffee in the cup.
5. _____ any students asking questions about the test.
6. _____ a taxi parked near the campus.
7. _____ many flights canceled due to the storm.
8. _____ any food in the fridge.
9. _____ any movies that I want to see.
10. _____ many things that we have to study for the final.

4.3.2.2: Practice 2

Directions: Complete the questions and short answers using the correct form of *there is* or *there are*.

Example: **Is there** a printer in the break room? - Yes, **there is**.

Are there three bedrooms in your apartment? - No, **there aren't**.

1. _____ a table in the living room? - No, _____
2. _____ any new students in class? - Yes, _____
3. _____ any direct flights from here to New York? - Yes, _____
4. _____ many trees in the park? - Yes, _____
5. _____ many people on the street? - No, _____
6. _____ a pharmacy in this area? - Yes, _____
7. _____ any milk in the coffee? - No, _____
8. _____ any movies that you want to see? - Yes, _____
9. _____ a lot of children in school? - Yes, _____
10. _____ any information that she knows? - No, _____

4.3.2.3: Practice 3

Directions: Make sentences using *there is/ there are* with the following words.

Example: **There is** a park close to my school.

There are a lot of pens and pencils on the desk.

1. key _____
2. minutes _____
3. books _____
4. music _____
5. money _____

6. cities _____
 7. courses _____
 8. apartments _____
 9. furniture _____
 10. jobs _____
-

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4.4: Vocabulary

4.4.1: Warm-up

Questions: What is your home like? Do you have a job? Where do you work? Tell your partner.

4.4.2: Vocabulary in Context

4.4.2.1: Reading

Directions: Roberto writes an email to Luisa. Read the email.

Dear Luisa,

I love my new **apartment**. It has a **cozy** bedroom, a **private** bathroom, a **kitchen** and a **dining room**. The apartment is **bright** and **clean**. It is small, but there is enough space for my **furniture**. I have a **couch**, **coffee table** and **TV stand** in the **living room**. My bedroom has a bed with a **nightstand**, and a desk with a **comfortable** chair. When you visit, we can cook on the new **stove** and eat at the **dining table**.

In addition, my apartment is in a good **location**. It's in the same **neighborhood** as the **hospital**. I am a **nurse** at the hospital. I like my job because I can help the patients. I work with **doctors**, **medical assistants**, and other nurses. They are friendly, and sometimes we take a break in the **break room** together.

I hope to see you soon!

Roberto

4.4.2.2: Comprehension Check

Directions: Read the sentences. Choose *True* or *False*.

- | | | |
|---|------|-------|
| 1. Luisa has a new apartment. | True | False |
| 2. The apartment has enough furniture. | True | False |
| 3. Roberto's apartment is in a good neighborhood. | True | False |
| 4. Roberto's coworkers take a break at his apartment. | True | False |
| 5. Roberto's apartment is near the hospital. | True | False |

4.4.3: Practice 1

Directions: Choose the best word to complete the sentence.

- If you are sick, you should go to the _____.
 - hospital
 - living room
 - neighborhood
 - break room
- Roberto's bedroom is _____. It's small and warm.
 - bright
 - private
 - cozy
 - clean
- Hong cooks dinner on the _____ in the evening.
 - dining table
 - nightstand
 - bedroom
 - stove
- Fatima's bathroom is _____. She doesn't share it with anyone.

- a. comfortable
 - b. private
 - c. bright
 - d. cozy
5. Ken and Steve live in a nice _____.
- a. kitchen
 - b. stove
 - c. nightstand
 - d. neighborhood
6. We like to sit on our soft couch. It's really _____.
- a. bright
 - b. location
 - c. living room
 - d. comfortable
7. A medical assistant works with _____.
- a. doctors and nurses
 - b. break rooms
 - c. apartments
 - d. furniture
8. Akshay's living room has lots of light. It's very _____.
- a. bright
 - b. cozy
 - c. clean
 - d. private
9. There is a lamp on the _____ next to the bed.
- a. coffee table
 - b. dining table
 - c. stove
 - d. nightstand
10. When you take a break at work, you can eat in the _____.
- a. dining room
 - b. break room
 - c. bathroom
 - d. hospital

4.4.3.1: Practice 2

Directions: Write about your home and your work. Where do you live? What is your home like? Do you have a job? Where do you work? Write 5-10 sentences.

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CHAPTER OVERVIEW

5: Food and Health

Learning Objectives

- Talk about eating habits and health
- Give advice
- Practice focus words and compound nouns
- Use adverbs of frequency

[5.1: Listening and Speaking](#)

[5.2: Pronunciation](#)

[5.3: Grammar](#)

[5.4: Vocabulary](#)

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5.1: Listening and Speaking

5.1.1: Listening and Speaking 1



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5.1.1.1: Preview

Think of **five things** you like to eat or drink. Make a list.

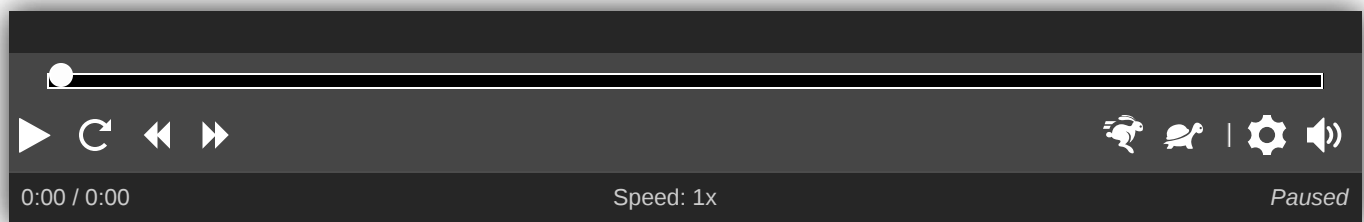
Example: _____ broccoli _____ H _____

Are the items in your list healthy (good for you)? Next to the items in the list write H (healthy) NH (not healthy) or DK (don't know). Share your information with a classmate.

1. _____
2. _____
3. _____
4. _____
5. _____

5.1.1.2: Listen

Nina Ariti is a nutritionist. **Nutritionists** help people eat healthy food. Listen to her talk about her favorite food.



5.1.1.3: Comprehension Check

5.1.1.3.1: Main ideas

Directions: Listen again. What does Nina say? Read each sentence. Write Yes or No.

1. I love to eat. _____
2. I never eat breakfast. _____
3. I eat three meals every day. _____
4. I don't eat sweets. _____
5. Soda is not good for me. _____

5.1.1.3.2: Details

Directions: Listen again and complete the sentences.

1. _____ give me energy for the day.
2. I like to have my cereal with _____ and _____.
3. My favorite food for lunch is _____ salad.
4. For _____, I love to eat salmon.
5. My favorite drinks are _____ and _____.

5.1.1.4: Speaking

5.1.1.4.1: Activity A

Directions: Work in pairs. Talk about the food the people below like and dislike. Take turns.

Example: *Nina likes tea, but she doesn't like soda.*

	😊	☹️
Nina	tea	soda
Mary	chocolate	candy
Joe	fish	chicken
The children	bananas	apples
Peter	coffee	juice
Helen and Kim	bread	tortillas
You	?	?

5.1.1.4.2: Activity B

Directions: Work in groups of three. Ask one another the following questions. Take notes of the group's answers and then tell the class what your group likes.

Example: In our group, Mei, Khanh, and Jose like to drink tea, but they don't like to drink soda.

1. What is your favorite food? OR What do you like to eat?
2. What is your favorite drink? OR What do you like to drink?
3. What don't you like to eat?
4. What don't you like to drink?

5.1.2: Listening and Speaking 2

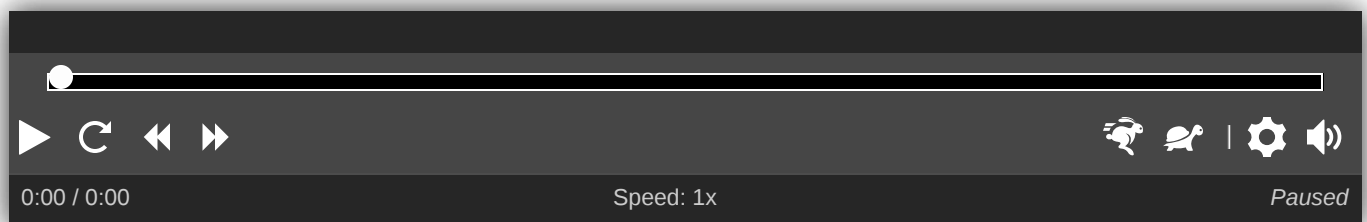
5.1.2.1: Preview

Read these questions. Think about your answers. Share your answers with a classmate.

1. Do you know people with blood sugar problems? What do they do to be healthy?
2. How often do you drink soda? Everyday? Rarely? What do you prefer, soda or water?

5.1.2.2: Listen

Li is not feeling well. She is talking to her doctor.



4. Carlos eats a lot of candy - eat more fruit
5. Vanessa does not sleep well - take a walk in the evening

5.1.2.4.3: Activity C

Directions: Work in pairs. Give each other advice. Use the information below. Change roles.

Example: Study the example below.

A: I don't sleep well.

B: You should exercise in the evening. You shouldn't watch horror movies in the evening.

	✓	✗
1. I don't sleep well.	exercise in the evening	watch horror movies in the evening
2. I am very tired.	take a break	work more today
3. I don't feel well.	call your doctor	go to school today
4. I feel stressed.	do yoga	work so much

5.1.2.4.4: Activity D

Directions: In a group of 3-4 students, take turns reading the following statements and asking your classmates for advice. Everyone should give a different piece of advice. Use *should* and *shouldn't*.

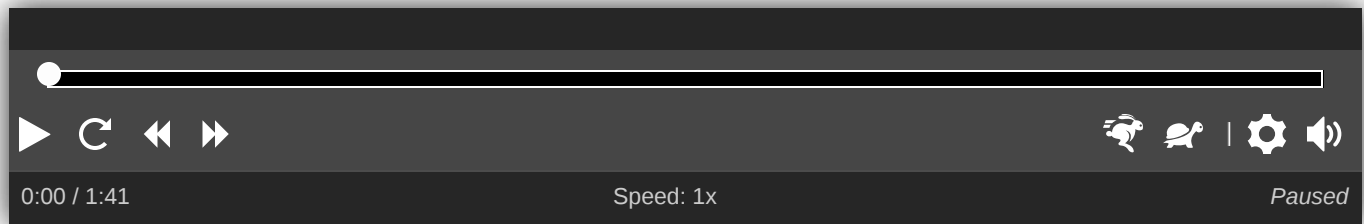
Example: I want to lose weight. You **should** exercise regularly. You **shouldn't** eat too much sugar or fat.

1. I want to improve my English pronunciation. What should I do?
2. I want to buy a new computer, but I don't have enough money. What should I do?
3. I forgot my best friend's birthday yesterday. What should I do?
4. I have a job interview next week. What should I do?
5. I have trouble falling asleep at night. What should I do?
6. I want to exercise, but my knees hurt. What should I do?
7. I want to make some new friends. What should I do?
8. I have a test tomorrow. What should I do?
9. I feel tired all the time. What should I do?
10. I found \$1000 in the street. What should I do?

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5.2: Pronunciation

5.2.1: Focus I: Focus Words in a Sentence or Phrase



Note: This recording includes **Focus I** and **Practice I**.

In each sentence there are words that are **the most important**. These are called the **focus words**. They are given extra **emphasis** and the vowels in the focus words are clearer.

Example: Nina likes **tea**, but she doesn't like **soda**. **Tea** and **soda** are the focus words in this sentence.

Rules: Read the following rules.

1. The vowel of the **stressed** syllable in the focus word changes in pitch. The pitch can be **higher** or **lower**.

Example: What is your **favorite** food? I like **salmon**! **Yuck**! I **hate** fish.

2. The **focus word** in a sentence is usually a **content word**. Content words are **nouns**, **main verbs**, **adverbs**, **adjectives** and **question words**.

Focus Words

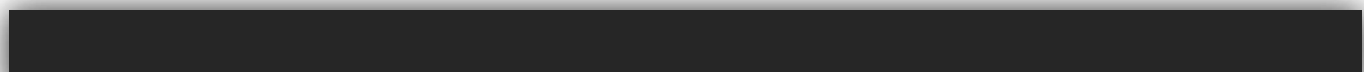
Nouns	Main Verbs	Adverbs	Adjectives	Question Words
apple	eat	quickly	delicious	what
soda	drink	fast	salty	who
strawberry	talk	slowly	sweet	how

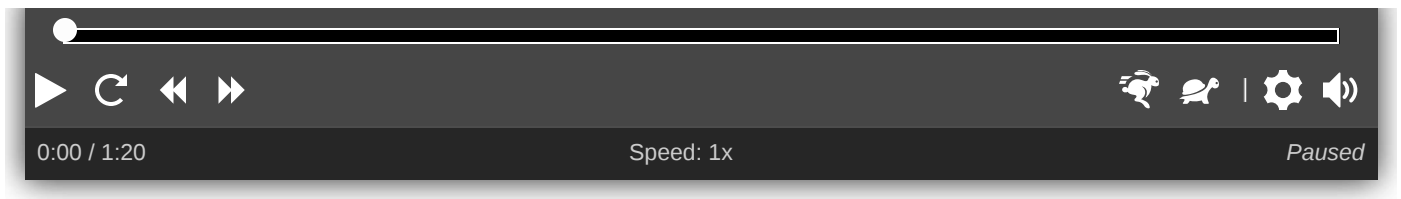
5.2.2: Practice I

Directions: Listen and **choose** the focus word in each sentence.

1. The salmon is too expensive.
2. Basketball is my favorite sport!
3. Many people don't like fruitcake.
4. Where is the yoga studio?
5. Deep-fried foods are bad for you.
6. I eat leftovers for breakfast.
7. Let's go to the beach and have a picnic.
8. Dinner is at 6 o'clock.
9. The potatoes are salty.
10. What do you like to eat?

5.2.3: Focus II: Pronunciation of Compound Nouns





Note: This recording includes **Focus II**.

A **compound** noun is two words put together to make a noun. The **first word** has a **strong stress** and **high pitch**. The second word has less stress and a lower pitch.

Directions: Listen and repeat the following common compound nouns.

Common Compound Nouns

drumstick	hand sanitizer	face mask
fruitcake	French fry	catfish
salad dressing	breakfast	seafood
leftovers	bottled water	strawberry
pancake	hot dog	eggplant
healthcare	ice cream	well-being

5.2.4: Practice II

5.2.4.0.1: Partner Activity 1

Directions: Choose ten (10) compound nouns from the chart above. Write them in the left column. Then, get a partner and listen to your partner's compound words. Write them in the right column.

Compound Words

Your Compound Words	Your Partner's Compound Words
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

5.2.4.0.1: Partner Activity 2

Directions: Find a partner. Write ten sentences with compound nouns. Take turns reading the sentences stressing the focus word or words in the sentence.

Example: I use my **chopsticks** to eat **seafood**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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5.3: Grammar

5.3.1: Grammar Focus: Adverbs of Frequency

Adverbs of frequency are used to talk about how often you do something as routines, or how often something happens.

Never	rarely	occasionally	sometimes	often	usually	always
0%	5% - 10%	30 - 40%	40% - 50%	60% - 70%	80% - 90%	100%

- Adverbs of frequency are usually **after** the verb BE.

Examples:

- He is **usually** early for doctor appointments.
- Vegetables are **always** healthy.

- Adverbs of frequency are usually **before** other verbs.

Examples:

- I **never** want to eat fast food.
- He **often** gets up early for morning exercise.

- Adverbs of frequency are placed **between** auxiliary verbs (or helping verbs) and main verbs.

Examples:

- Carlos and Mary **don't usually eat** at home on weekends.
- My brother **doesn't often drink** coffee at night.

- For questions, we often use "**How often....?**" to ask about the frequency of activities.

Examples:

- How often** do you go swimming? – I **often** go swimming in the morning.
- How often** does Amanda cook? – She **usually** cooks on weekdays.

- The adverbs "never" and "rarely" have a negative meaning, so **do not** use them with "do not" or "does not"

Examples:

- I ~~**don't never**~~ eat sushi. (incorrect) I **never** eat sushi. (correct)
- She ~~**doesn't rarely**~~ go to bed after midnight. (incorrect) She **rarely goes** to bed after midnight. (correct)

5.3.2: Grammar Practice

5.3.2.1: Practice 1

Directions: Complete the sentences below with the adverbs of frequency that is right for you. Use **negative** if possible.

Examples: I **usually** eat fish once or twice a week. **Or** I don't **often** eat hamburgers for lunch.

- I _____ eat ice cream for dessert.
- I _____ swim in the ocean.
- I _____ ride my bike in the park.
- I _____ cook dinner for my family.
- I _____ sleep eight hours a day.
- I _____ visit my doctor for an annual checkup.
- I _____ exercise at the gym.
- I _____ drink coffee in the morning.
- I _____ eat more vegetables than meat.
- I _____ go dancing in the evening.

5.3.2.2: Practice 2

Directions: Fill in the blanks below with the best adverbs of frequency (some sentences may have more than one correct answer).

Example: My sister is **never** sad. She is **always** happy.

1. I was late for work one time last year. I was _____ late.
2. He always remembers to turn off the light before leaving the room. He _____ forgets to turn off the light.
3. Martin gets up at 5 a.m. five days a week. He _____ gets up early.
4. Judy finishes work at 8 p.m. three days a week. She _____ goes home late.
5. My brother eats burgers every weekend. He _____ eats fast food.
6. Tom failed many tests this semester. He _____ passed his tests.
7. It's always hot and sunny here. I _____ see any snow.
8. Susan and her classmates works on a project every week. They _____ work together.
9. My grandmother doesn't know how to use a computer. She _____ uses a computer.
10. Lan goes shopping three times a week, but she doesn't _____ buy new clothes.

5.3.2.3: Practice 3

Directions: Answer the questions below using the adverbs of frequency for each statement.

Example: How **often** do you go to the gym? – I **usually** go to the gym three times a week.

1. How often do you smoke? _____
2. How often do you eat junk food? _____
3. How often do you eat breakfast? _____
4. How often do you work out? _____
5. How often do you eat out on weekends? _____
6. How often do you go dancing? _____
7. How often do you stay up after midnight? _____
8. How often do you get up at 6 am? _____
9. How often do you do the laundry? _____
10. How often do you need to go to the dentist? _____

5.3.2.4: Practice 4

Directions: First, complete the 7 sentences below about yourself. Write **3 true** sentences and **4 false** sentences. Make the sentences difficult to guess. After completing your sentences, form a group of 4-5 classmates, take turns reading your sentences aloud, your classmates will guess which sentences are *true* and which ones are *false*.

1. I always _____
2. I usually _____
3. I often _____
4. I sometimes _____
5. I occasionally _____
6. I rarely _____
7. I never _____

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5.4: Vocabulary

5.4.1: Warm-up

Question: Think of an answer for the following questions and then share your answers with your partner.

1. What kind of food do you like?
2. What do you do to feel better when you are sick?

5.4.2: Vocabulary in Context

5.4.2.1: Reading

Directions: Dr. Hinata is writing a newsletter to her patients. She gives advice on how to stay healthy. Read the newsletter.

Dr. Hinata's Healthy Living Tips

January 2023

Hello Everyone,

This month I would like to share some advice for how to stay healthy.

1. **Eat healthy food.** Fruits such as **kiwis** and **strawberries**, and vegetables such as **broccoli**, carrots, and **bell peppers** are good for your health. Also, eat other healthy food, such as whole wheat **bread** and **yogurt**.
2. **Don't eat too much sugar.** Desserts like **ice cream** and cookies have too much sugar. Also stay away from sweet drinks such as **soda** or sweetened coffee and **tea**.
3. **Get enough sleep.** Sleep for 7-9 hours every night.
4. **Exercise every day.** Do an activity you enjoy, such as walking, swimming or yoga.
5. **Wash your hands.** Wash your hands with warm water and soap or use **hand sanitizer**. Remember to wash your hands before you eat!

What if You Get a Cold?

If you get a cold, you have a runny nose, sneeze, cough, and sore throat. Sometimes you get a **fever**, too. Use tissues for your nose and take **cough medicine** or cough drops for your cough and sore throat. Drink a lot of water, **tea**, and **juice**. Stay home and rest! You can give your cold to other people if you go to work or school. You will feel better in a few days.

Take care,

Dr. Hinata

5.4.2.2: Comprehension Check

Directions: Read each statement. Choose *True* or *False*.

1. A sugary dessert is a kind of healthy food. True False
2. Kiwis and strawberries are fruits. True False
3. Too much sugar is bad for your health. True False
4. Cough drops can help your fever. True False
5. It's fine to go to work or school when you are sick. True False

5.4.3: Practice 1

Directions: Match the pictures to the words in the box. There is one extra word.

Vocabulary Words

kiwi	strawberries	broccoli	cough medicine	bread
tea	bell peppers	dessert	yogurt	fever
juice	soda	hand sanitizer	sugar	tissues



1. Photo by micheile dot com on Unsplash

_____yogurt_____



2. Photo by srinivas bandari on Unsplash



3. Photo by Mufid Majnun on Unsplash



4. Photo by cottonbro studio on Pexels



5. Photo by engin akyurt on Unsplash



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11. Photo by Diana Polekhina on Unsplash



12. Photo by Jonny Caspari on Unsplash



13. Photo by Call Me Fred on Unsplash



14. Photo by Huan Minh on Unsplash

5.4.4: Practice 2

Directions: What do you like to eat? How do you stay healthy? Write 5-10 sentences.

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CHAPTER OVERVIEW

6: Personal Information and Hobbies

Learning Objectives

- Describe hobbies
- Discuss abilities
- Practice question intonation and *can* and *can't*
- Use *can*/ *can't* for abilities, permission, and requests

[6.1: Listening and Speaking](#)

[6.2: Pronunciation](#)

[6.3: Grammar](#)

[6.4: Vocabulary](#)

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6.1: Listening and Speaking

6.1.1: Listening and Speaking 1



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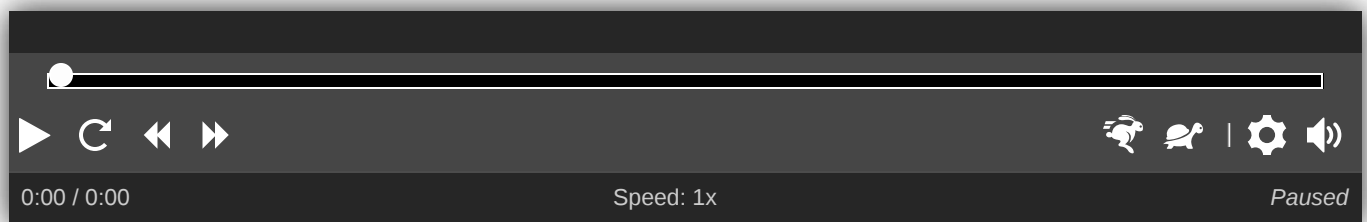
Photo by Ali Kazal on Unsplash

6.1.1.1: Preview

1. Look at the two pictures above. What are the people in the pictures doing? Do you think they are enjoying doing the activity?
2. Read these questions and think about your answers. Share your answers with a classmate. **What do you do in your free time? Do you have a hobby?**

6.1.1.2: Listen

Claire is taking an ESL course. Today, students are sharing their **hobbies** with their classmates.



6.1.1.3: Comprehension Check

6.1.1.3.1: Main ideas

Directions: Listen again and choose the correct answer.

- | | | |
|---------------------------------|--------------|--------------------|
| 1. Claire's hobby is... | photography | going to the beach |
| 2. Claire prefers photos of ... | people | nature |
| 3. Claire shares her photos ... | on her phone | on her blog |

6.1.1.3.2: Details

Directions: Listen again and complete the sentences.

1. Claire takes photos of _____ and everyone.
2. Claire prefers photos of _____, lakes, _____ and mountains.
3. To take photos, Claire uses her _____ and her _____.

6.1.1.4: Speaking

6.1.1.4.1: Activity A

Directions: Work in pairs. Ask and answer about the hobbies of the people below.

Example: Study the example.

A: What is Namiko's hobby?

B: His hobby is drawing anime. OR He likes to draw.

- | | |
|--------------------------|----------------------|
| 1. Namiko (he) | - drawing anime |
| 2. Tiago and Joao (they) | - playing soccer |
| 3. Chun and Min (they) | - doing yoga |
| 4. Eliza (she) | - cooking |
| 5. Felipe (he) | - listening to music |
| 6. My sister | - collecting stamps |
| 7. My brother | - reading |
| 8. You | - ? |

6.1.1.4.2: Activity B

Directions: Work in groups of three (3) students. Ask one another this question: What is your hobby? Take notes of the group's answers, and then tell the class about the group's hobbies.

Example: These are the hobbies in our group. Nga likes to garden and go shopping.

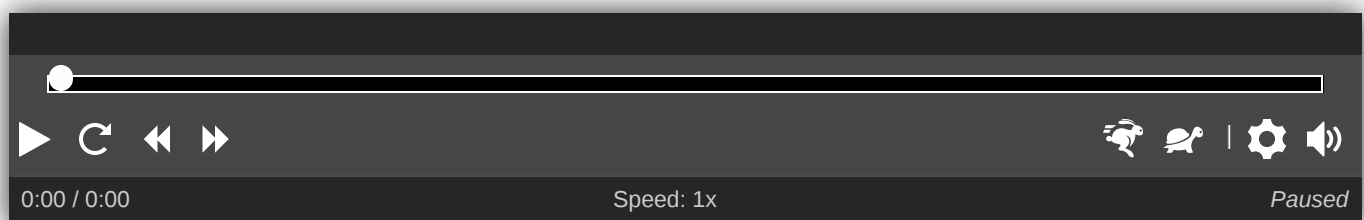
6.1.2: Listening and Speaking 2

6.1.2.1: Preview

Abilities are things you are good at, or things you can do. Think for a moment: **What are you good at? What are your abilities?** Sports? Language? Music? Dance? Mathematics? Write two abilities you have. Do you need help? Ask your teacher or use your dictionary.

6.1.2.2: Listen

Salma is also taking an ESL course. Today, she is sharing her abilities with the class. Listen to the recording.



6.1.2.3: Comprehension Check

6.1.2.3.1: Main ideas

Directions: Listen again. Then read these sentences and choose Yes or No.

1. Salma is not very good at language. _____

2. Salma knows two languages and is learning one more language. _____

6.1.2.3.2: Details

Directions: Listen again and choose the correct answer.

- | | | |
|---------------------------------|----------------------------|---------------------|
| 1. Salma's native language is: | French | Arabic |
| 2. Salma can ____ English well. | speaking and understanding | reading and writing |
| 3. Salma's difficulty is: | writing | reading |

6.1.2.4: Speaking

6.1.2.4.1: Activity A

Directions: Work in pairs. Ask and answer about the abilities of the people below. Take turns.

Example: Can Sue speak French? Yes, she can, but she cannot / can't speak Chinese.

	CAN	CAN'T
1. Sue (she)	speaking French	speaking Chinese
2. The children	playing soccer	playing basketball
3. Billy (he)	singing	dancing
4. Kelly and Richard	playing the piano	playing the guitar
5. Nabila (she)	jogging	running a marathon
6. Claudia (she)	hiking the hills	climbing Mount Everest
7. Arturo	cooking for his family	cooking for a restaurant
8. My brothers	driving a car	driving a truck

6.1.2.4.2: Activity B

Directions: Work in pairs. Ask questions about the underlined parts in each sentence. Take turns.

Example: Who can sing opera? Sheila can sing opera.

1. Sheila can sing opera.
2. Sheila can sing opera.
3. We can meet this evening.
4. He can swim in the ocean.
5. The teacher can speak Japanese.
6. Gloria can make pizza.
7. Visitors can use the language lab.
8. James can come in the afternoon.
9. Janet can call the office.
10. Students can use their phones in the classroom.

6.1.2.4.3: Activity C

Directions: Think of ten (10) things you can do and 10 things you cannot do. Make a list in the spaces below. Then share the information with a classmate.

Example: I can understand English, but I can't understand German.

I CAN

I CAN'T

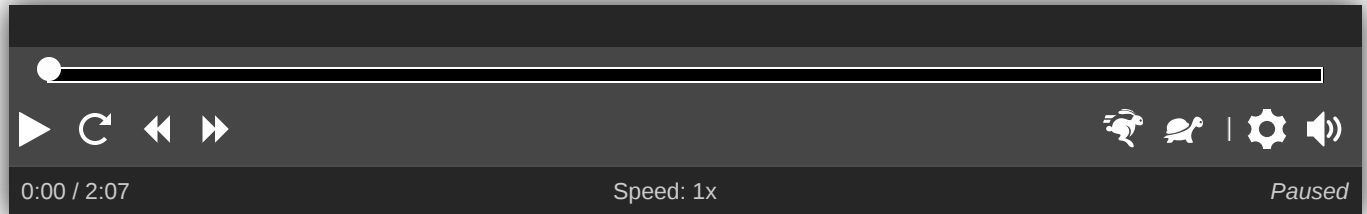
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



6.2: Pronunciation

6.2.1: Focus I: Question Intonation

Intonation is the rise and fall in pitch of your voice when speaking. Different kinds of questions have different intonations. For example, yes/no questions have a rise in intonation at the end of a question. In contrast, information questions have a drop in intonation at the end of a question.



Note: This recording includes **Focus I** and **Practice I**.

Rule 1: Yes/No Question Intonation

In questions that have yes or no answers, the pitch will typically end with a **rising pitch**.

Examples: Do you like soccer? Are you having a picnic? Does she watch anime?

Rule 2: Information Question Intonation

In questions that begin with the words 'who, what, when, where and why,' the pitch will typically end with a **falling pitch**.

Examples: Where's the coffee shop? What time is the tennis match? Who likes scary movies?

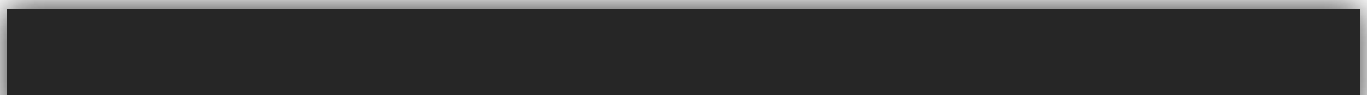
6.2.1.2: Practice I: Practice Question Intonation

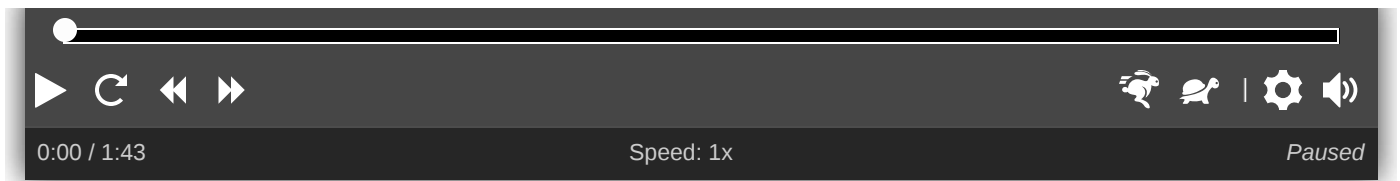
Directions: Listen to each question and decide if the intonation at the end of each question is rising or falling. Write an **R** if the intonation is rising and an **F** if the intonation is falling.

Example: Are you going to the beach? The answer is **R** for rising intonation or pitch.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

6.2.2: Focus II: Pronunciation of *Can* and *Can't*





Note: This recording includes **Focus II** and **Practice II**.

Sometimes it is difficult to hear the differences between **can** and **can't** when they are said in a sentence. The following rules may help ESL students hear the differences.

1. **Can** is unstressed and sounds like the last syllable in **chicken**.

Example: I **can** bring chicken to your party.

2. **Can't** is stressed and the vowel is longer and clearer. Do not pronounce the ending "t" sound.

Example: I **can't** bring chicken to your party.

6.2.2.2: Practice II

Directions: Listen to the sentences and fill in the blanks with **can** or **can't**.

1. Maria _____ ride a motorcycle.
2. I _____ ride a bike.
3. They _____ go to the party.
4. She _____ go to the movies tomorrow.
5. Ahmed and Maria _____ go dancing Saturday night.
6. He _____ go fishing on Sunday.
7. It _____ be scary to drive at night.
8. My brother _____ make toast.
9. Dao _____ hike too fast.
10. The dog _____ read because it's a dog.

6.2.2.3: Partner Activity II

Directions: Find a partner. Write questions and answers using **can** or **can't**. Take turns reading the sentences using question intonation and the rules for **can** and **can't**.

Example: Can you play guitar? No, I can't. **OR** Yes, I can.

1. Question: _____
Answer: _____
2. Question: _____
Answer: _____
3. Question: _____
Answer: _____
4. Question: _____
Answer: _____
5. Question: _____
Answer: _____

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6.3: Grammar

6.3.1: Grammar Focus: Modal Verb *Can*

1. **Can** is a modal verb in English. It is used to express an *ability*, *permission*, or *request*.
2. The **negative** form of **can** is **cannot**, **can't**, or **can not**. **Cannot** and **can't** are more common.
3. The **past** form of **can** is **could**.
4. The **past** form of **can't** is **could not** or **couldn't**.

6.3.1.1: Present Form: Subject + can / can't + base form of Verb

Examples:

1. Miguel can swim 50 meters in 30 seconds.
2. Arkansa can dance very well.
3. People can't smoke in the restaurant.
4. The students can't hear the teacher.

6.3.1.2: Past Form: Subject + could / couldn't + base form of Verb

Examples:

1. Roger could run a mile in 5 minutes in high school.
2. Vika could swim when she was 3 years old.
3. Maria and her sister couldn't stay out past 9 pm when they were teenagers.
4. The students couldn't finish the test yesterday.

6.3.1.3: Rules

- Because **can** is a modal verb, it always goes with the **base form** of the **main verb**. **Can** or the **main verb** cannot change their form like adding *s*, *es*, *to*, *ing*, or *ed*.

Examples:

- | | |
|--|--|
| 1. He can to swim very well. (INCORRECT) | He can swim very well. (CORRECT) |
| 2. He can singing Vietnamese songs. (INCORRECT) | He can sing Vietnamese songs. (CORRECT) |
| 3. He cans read very fast. (INCORRECT) | He can read very fast. (CORRECT) |
| 4. He could swam very well. (INCORRECT) | He could swim very well. (CORRECT) |
| 5. He could walked 3 miles. (INCORRECT) | He could walk 3 miles. (CORRECT) |
| 6. He can watches TV all day. (INCORRECT) | He can watch TV all day. (CORRECT) |

6.3.1.4: Yes/No Question Form: Can / Could + Subject + base form of Verb

Examples:

1. **Can** Ethan **speak** Spanish? **Yes**, he **can**. **No**, he **cannot**. [No, he **can't**.]
2. **Could** Peng **finish** her paper on time last week? **Yes**, she **could**. **No**, she **could not**. [No, she **couldn't**.]
3. **Can** Mr. Steven **fly** a plane? **Yes**, he **can**. **No**, he **cannot**. [No, he **can't**.]
4. **Could** you **stand on** your head when you were a child? **Yes**, I **could**. **No**, I **could not**. [No, I **couldn't**.]

6.3.1.5: Wh-Question Form: Wh-word + can / could + Subject + base form of Verb

Examples:

1. *What* **can** Anna's dog **do**? He **can swim, run**, and **play** with his tail.
2. *When* **can** Leah **visit** her friend in the hospital? She **can visit** her friend *on Friday*.
3. *What* **can** Aaron **play** very well? He **can play tennis** very well.
4. *How* **could** Adnan **be** so calm? He **could be** so calm because he is *patient*.
5. *Where* **could** the students **go**? They **could go** to the *Dean's office*.
6. *What* **could** Nghi **say** to her friends? She **could say** *sorry* to her friends.

6.3.1.6: Talking about Ability

Examples:

1. Ali **can play** the piano.
2. My mom **can cook** Vietnamese food, but she **cannot (can't)** cook American food.
3. Amal **could run** for hours in high school.

6.3.1.7: Granting Permission

Examples:

1. You **can use** the library computer, but you **cannot use** the printer.
2. You **can't stay** at your friend's place when he's out of town.
3. You **can** borrow my pencil if you like.

6.3.1.8: Making a Request

- We often use **can** at the beginning of a question when making a request.

Examples:

1. **Can I have** some coffee?
2. **Can you come** over here and take a look at the window? It's broken.
3. **Can you take** me out to explore the city?

6.3.2: Grammar Practice

6.3.2.1: Practice 1

Directions: Decide if the use of *can* / *could* in each sentence below is to talk about an *ability*, *permission*, or *request*.

- | | | | |
|---|------------|---------------|------------|
| 1. I could speak Japanese better when I was in college. | a) ability | b) permission | c) request |
| 2. Can you pass the salt, please? | a) ability | b) permission | c) request |
| 3. We cannot buy a house without getting a loan. | a) ability | b) permission | c) request |
| 4. He could play the piano when he was five years old. | a) ability | b) permission | c) request |
| 5. We can't board the plane without a boarding pass. | a) ability | b) permission | c) request |
| 6. Can you help me fill out the form? | a) ability | b) permission | c) request |
| 7. When I was a teenager, my parents said I couldn't drink beer. | a) ability | b) permission | c) request |
| 8. She can speak four languages. It's incredible! | a) ability | b) permission | c) request |
| 9. You can't earn a lot of money if you don't work hard. | a) ability | b) permission | c) request |
| 10. You cannot drive other people's cars without asking them first. | a) ability | b) permission | c) request |

6.3.2.2: Practice 2

Directions: Make statements with *can*, *can't*, *could*, *couldn't* about yourself given the following information. Then share it with a partner.

Example: **swim** in the ocean - I **cannot swim** in the ocean.

1. fly a kite as a kid
2. run for two miles
3. draw a picture of someone
4. ride a horse
5. make a speech in front of many people
6. cook Mexican food
7. write an essay in English
8. build a sand castle on the beach
9. speak a foreign language fluently

10. cook for a big party of more than 50 people

6.3.2.3: Practice 3

Directions: Work with a partner. Make **3** statements for each category using *can* (*can't*) or *could* (*couldn't*) as an ability, permission, or request.

Example: I **could** listen to loud music as a teenager, but I **cannot do** it now.

You: Ability

1. _____
2. _____
3. _____

You: Permission

4. _____
5. _____
6. _____

You: Request

7. _____
8. _____
9. _____

Your Partner: Ability

1. _____
2. _____
3. _____

Your Partner: Permission

4. _____
5. _____
6. _____

Your Partner: Request

7. _____
8. _____
9. _____

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6.4: Vocabulary

6.4.1: Warm-up

Question: What do you like to do in your free time? Tell your partner.

Example: I like to read romance novels in my free time.

6.4.2: Vocabulary in Context

Directions: The students in Mr. Lako's class are working in groups on the first day of class. The students are discussing their new hobbies. Read about each student's hobbies.



Linda

Photo by Jonathan Borba on Unsplash

Linda: I have several hobbies. I like **listening to music**, **gardening**, and **cooking**. My new hobby is **reading**. I read part of a book every day. I'm in a **book club** with my friends. We all read the same book, and then we talk about it together.



Sundar

Photo by Akshar Dave on Pexels

Sundar: I like **playing board games** and **hanging out with friends**. My new hobby is playing the guitar. I **take guitar lessons** and **play the guitar** for twenty minutes every day. I can play three short songs on the guitar now. I like learning new things.



Ali

Photo by cottonbro studio on Pexels

Ali: I like **painting, fishing,** and **watching movies.** I also have a new hobby. My hobby is **playing tennis.** I play tennis every Sunday with my grandson. I think tennis helps me stay healthy and active.



Nhung

Photo by Le Minh Phuong on Unsplash

Nhung: I'm very active and I love **going hiking** and **playing sports.** I **play soccer** and **go running** every day. My new hobby is yoga. I **do yoga** every Saturday morning. It helps me relax. I don't worry about school and work when I am doing yoga.

6.4.2.1: Comprehension Check

Directions: Work with a partner. Discuss the meaning of the following words or phrases: hobbies, a book club, board games, hanging out, painting, fishing, hiking, yoga.

6.4.3: Vocabulary Practice

6.4.3.1: Practice 1

Directions: Choose the word or words from the box to complete the sentences. Use the information from the Vocabulary in Context section above to help you. More than one answer may be possible.

Example: Linda grows plants for fun in her backyard. She likes **gardening.**

Vocabulary Words

gardening	go running	take a class	hanging out
does yoga	go hiking	painting	cooking
fishing	play soccer	reading	watching movies

- Linda grows plants for fun in her backyard. She likes _____.
- Sundar spends time with friends on the weekend. He likes _____ with them.
- Ali makes art. He likes _____.
- Nhung exercises every day. She likes to _____.
- _____ is a fun hobby because you can eat a delicious meal.
- If you want to learn a new skill, you can _____.
- Linda and her friends enjoy _____ for their book club.
- If you live near a lake, river, or the ocean, you can try _____.
- _____ in English can help you learn more English.
- When Nhung wants to relax, she _____.

6.4.3.2: Practice 2

Directions: What do you do for fun? Write 5-10 sentences.

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CHAPTER OVERVIEW

7: Shopping and Past Activities

Learning Objectives

- Talk about past activities
- Describe places to shop and what they sell
- Practice *ed* and *es* endings
- Use the simple past tense with past activities

[7.1: Listening and Speaking](#)

[7.2: Pronunciation](#)

[7.3: Grammar](#)

[7.4: Vocabulary](#)

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7.1: Listening and Speaking

7.1.1: Listening and Speaking 1



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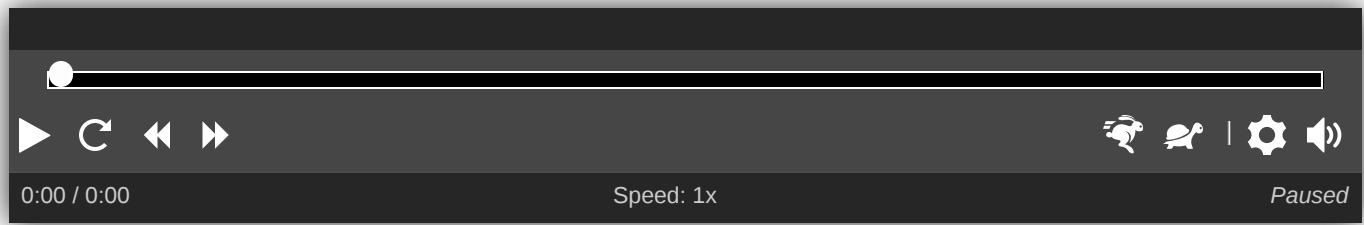
7.1.1.1: Preview

Read these sentences. **Say** if you **agree** or **disagree** with them. **Share** your opinion with your partner.

1. Vacations are for studying. Agree? Disagree?
2. Vacations are for traveling, not for staying home. Agree? Disagree?
3. Vacations are for staying home and relaxing, not for getting tired traveling. Agree? Disagree?

7.1.1.2: Listen

Mei and Santiago are back at school. They are talking about their vacation. Listen to their conversation.



7.1.1.3: Comprehension check

7.1.1.3.1: Main ideas

Directions: Listen again. Choose *True* or *False*.

1. Mei and Santiago had a great summer. True False
2. Santiago went to New York City. True False
3. Mei did not go anywhere. True False

7.1.1.3.2: Details

Directions: Read each sentence. Choose the correct word in the parentheses.

1. Santiago (*rested* - *studied*) a lot during the summer.
2. Mei took a (*helicopter* - *boat*) tour to see the Statue of Liberty.
3. Mei (*walked a lot* - *rented a car*) to see the city.

7.1.1.4: Speaking

7.1.1.4.1: Activity A

Directions: Work with a partner. Talk about the things Mei did (Y) and the things she did not do (N) in New York City in the table below. Use different verbs such as *go*, *visit*, *walk*, *etc.* Take turns asking and answering.

Example: Did Mei go to the Statue of Liberty? Yes, she did.

Places in New York

Yes - things Mei did in New York	No - things Mei did in New York

Yes - things Mei did in New York	No - things Mei did in New York
The Statue of Liberty	The Empire State Building
Central Park	Rockefeller Center
Chinatown	Museum of Modern Art
Brooklyn Bridge	Greenwich Village

7.1.1.4.2: Activity B

Directions: Work with a partner. Talk about what the people below did in the last vacation. Make sure you use the past tense.

Example: Student A: What **did** Russell **do** in his last vacation? Student B: He **went** to the beach.

1. Russell - go to the beach
2. Linda - stay home
3. Maria - go on a road trip
4. Minh and Huong - take a Caribbean cruise
5. George - work part time
6. Rebecca - take a conversation course
7. Diego - spend time with family
8. Jose and Alice - visit grandparents
9. The Huangs - sightsee historical places in California
10. You: _____

7.1.2: Listening and Speaking 2

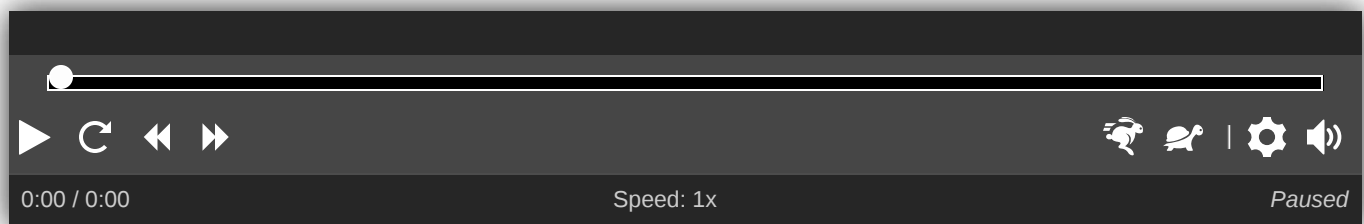
7.1.2.1: Preview

Work with a partner. **Read** the sentences. Choose Yes or **No**. **Share** your answers and opinions with your partner.

- | | | | |
|---|--------|--|--------|
| 1. (a) I know New York City. | Yes No | (b) I would like to go to New York City again. | Yes No |
| 2. (a) I don't know New York City. | Yes No | (b) I would like to go to New York City. | Yes No |
| 3. I love to go shopping when I travel. | Yes No | | |
| 4. I don't like to go shopping when I travel. | Yes No | | |
| 5. Stores and malls are the same everywhere. | Yes No | | |

7.1.2.2: Listen

Mei and Santiago are still talking about Mei's trip to New York City. Listen to their conversation.



7.1.2.3: Comprehension check

7.1.2.3.1: Main ideas

Directions: Listen again. Read the sentences. Choose *Yes* or *No*.

1. Mei also went shopping in New York City. Yes No
2. Mei also saw a Broadway show. Yes No

7.1.2.3.2: Details

Directions: Listen again. Choose the correct answer in the parentheses.

1. Macy's is a (large - medium) store.
2. Macy's has ten (departments - floors).
3. Macy's is (on the corner of – across from) Broadway Avenue and 34th Street.

7.1.2.4: Speaking

7.1.2.4.1: Activity A



Photo by [Dietmar Rabich](#) / [Wikimedia Commons](#) / [CC BY-SA 4.0](#)

Directions: Work in pairs. Look at the position of the pegs in the picture. Take turns reading the following sentences.

1. The orange peg is across from the blue peg.
2. The green peg is between the blue peg and the black peg.
3. The black peg is next to the green peg.

Directions: Now take turns with your partner saying sentences about the following pegs.

1. the blue peg - the orange peg
2. the yellow peg - the blue peg / the red peg
3. The red peg - the yellow peg

7.1.2.4.2: Activity B

Directions: Work in pairs. You are in a big department store. Your partner is a store assistant. Use the information in the table below to ask and answer where things are in the store. Switch roles.

Example: You: Excuse me. Where is customer service?

Your Partner: It's on the tenth floor next to the store office.

You: Thank you!

Your Partner: You're welcome!

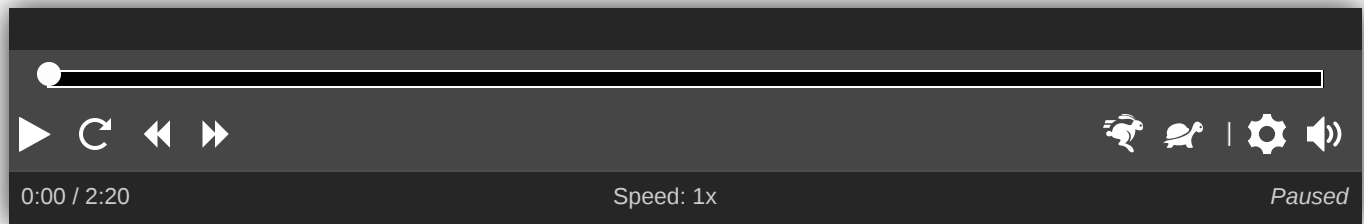
Department Store

Things in the Department Store	Floor Number	Location
customer service	tenth floor	next to the store office
the shopping carts	ground floor (first floor)	across from home furniture
the girls' department	fourth floor	between boys' and babies'
the restrooms	tenth floor	next to customer service
the shoe department	eighth floor	across from the gift wrap shop
sale of men's jackets	third floor	between men's shoes and men's jeans
the activewear department	second floor	next to the beauty counter
the designer department	ninth floor	across from vintage clothing
the women's department	fifth floor	between jewelry and Big & Tall

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7.2: Pronunciation

7.2.1: Focus I: Pronouncing *ed-endings* in Past Tense Verbs



Note: This recording includes **Focus I** and **Practice I**.

Rule 1: When a regular verb ends in a **t** or **d** sound, pronounce **ed (/id/)** as another syllable.

Example: visit - visited invite - invited board - boarded decide - decided

Rule 2: When a regular verb ends in a **f, k, p, s, sh,** or **ch** sound, pronounce **ed** as **/t/**.

Example: look - looked shop - shopped laugh - laughed watch - watched

Rule 3: When a regular verb ends in any other consonant sound or a vowel, pronounce **ed** as **/d/**.

Example: change - changed travel - traveled learn - learned stay - stayed

7.2.1.2: Practice I

Directions: Listen to each past tense verb and decide if it ends in an extra syllable **/id/**, **t** or **d** sound. Choose the correct ending sound.

Example: rushed - The answer is **/t/** because *rushed* ends in a **/t/** sound.

Now we will begin:

	extra syllable /id/	/t/ sound	/d/ sound
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

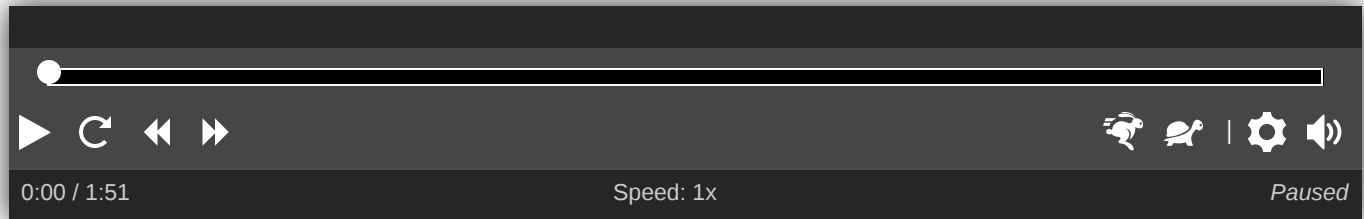
7.2.1.3: Partner Activity

Directions: Find a partner. Choose sentence (a) or (b) from each pair of sentences below. Read the chosen sentence. Your partner will listen and guess if it is (a) or (b). **Focus on the ending sounds of the verbs.**

- (a) We shop on Saturdays. (b) We shopped on Saturdays.
- (a) Santiago laughs really loud. (b) Santiago laughed really loud.

3. (a) They change their clothes. (b) They changed their clothes.
4. (a) Mei boards the airplane. (b) Mei boarded the airplane.
5. (a) She visits the Statue of Liberty. (b) She visited the Statue of Liberty.
6. (a) Mei and I look for a red blouse at Macy's. (b) Mei and I looked for a red blouse at Macy's.
7. (a) We stay in hotels. (b) We stayed in hotels.
8. (a) Juan invites me out to dinner. (b) Juan invited me out to dinner.
9. (a) We walk around the city. (b) We walked around the city.
10. (a) He learns Spanish at Evergreen Valley College. (b) He learned Spanish at Evergreen Valley College.

7.2.2: Focus II: Pronunciation of *es-endings* in Simple Present Verbs



Note: This recording includes **Focus II** and **Practice II**.

When the subject **he**, **she**, or **it** has a regular verb that ends in *z*, *s*, *x*, *sh*, or *ch* sound, add **-es** pronounced as **/iz/**. The verb will have **an extra syllable**.

Example: wash – washes guess - guesses mix – mixes catch - catches

7.2.2.2: Practice II

Directions: You will hear two words. Decide if the second word ends in an extra syllable. Choose yes or no.

Example: watch watches - The answer is **yes** because *watches* has an extra syllable, **/iz/**.

Now we will begin:

yes	no	Write the words you hear
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

7.2.2.3: Partner Activity: Practice Endings **ed** and **es** in a Sentence

Directions: Find a partner. Write ten sentences with verbs that end in **ed** or **es**. Take turns reading the sentences.

Example: (a) He **decided** not to study. (b) He **guesses** on all the tests.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

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7.3: Grammar

7.3.1: Grammar Focus: Simple Past Tense

The simple past tense is used to describe actions or activities that began and ended in the past. We often use the simple past tense with time expressions such as **ago**, **yesterday**, **last week**, **last month**, **last year**.

Examples:

1. They **went** to a movie theater last Saturday.
2. They **moved** to a big city two years ago.
3. She **was** born and **grew** up in San Diego.

There are two types of past tense verbs: **regular** and **irregular verbs**.

7.3.1.1: Affirmative Form

- For regular verbs of the simple past tense, we add “**ed**” at the end of the verb.

Examples: talk --- talked, work --- worked, stay--- stayed

1. I **enjoyed** living with my family for many years.
2. They **stayed** home last night and **watched** a movie together.

- For irregular verbs of the simple past tense, we have to **memorize the past form** of the verb.

Example: go --- went, make --- made, run--- ran

1. They **ran** for three miles every morning last month.
2. She **made** a big birthday cake for her son yesterday.

- Verb **BE** - **was** or **were**

Subjects: **I/ He/ She/ It + was**

Subjects: **You/ They/ We + were**

Examples:

2. I left the city when I **was** a child.
3. Hayden and Shea **were** at work last weekend.

7.3.1.2: Negative Form

- Regular and Irregular Verbs: **Subject + did not (didn't) + base form** of the verb

Examples:

1. I **didn't go** to the movie yesterday because it rained.
2. My parents **didn't want** to buy a bigger house.
3. The children **didn't play** in the park last week.

- Verb **Be**: **was not** or **were not**

Subjects: **I/ He/ She/ It + was not (wasn't)**

Subjects: **You/ They/ We + were not (weren't)**

Examples:

1. The students **weren't** at school yesterday.
2. She **wasn't** in class this morning.

7.3.1.3: Interrogative Form

- Yes/ No Questions: **Did + Subject + base form** of the verb?

Examples:

1. **Did** your brother **go** skiing last month? Yes, he **did**. He **went** skiing last month.

2. **Did** our teacher **give** us assignments? No, she **didn't**. She **didn't give** us assignments.

- Verb **Be**

Was + I/ he/ she/ it ...?

Were + you/ they/ we ...?

Examples:

1. **Were** you at home last weekend? No, I **wasn't**.
2. **Was** your mother in Costa Rica two years ago? Yes, she **was**.

- **Wh-** questions with **Regular** and **Irregular** Verbs: **Wh-word + did + Subject + base form** of the verb?

Examples:

1. Where **did** you **live** when you were a child? I **lived** with my parents in Marshall, Minnesota.
2. How many classes **did** they **take** last semester? They **took** four classes last semester.

- Verb **Be:**

Wh-word + was + Subject (I/ he/ she/ it) ...?

Wh-word + were + Subject (you/ they/ we) ...?

Examples:

1. Where **was** she yesterday? She **was** at school.
2. How many students **were** in class yesterday? There **were** 20 students in class yesterday.

7.3.2: Grammar Practice

7.3.2.1: Practice 1

Directions: Change the following sentences to the **past tense**. Use the correct time word if needed.

Example: I **eat** breakfast with my sister every day. ----> I **ate** breakfast with my sister every day last week.

1. We have a lot of fun in the snow.

2. Some people want to go to the party late.

3. They sometimes go to the store for groceries.

4. My parents plant vegetables in the garden in the spring.

5. It rains in December.

6. My mom cooks dinner every day.

7. Many people smoke for many years.

8. He drives slowly in the rain.

9. Mr. Smith is my algebra teacher.

10. Students are on vacation in the summer.

7.3.2.2: Practice 2

Directions: Fill in the blanks with the correct **simple past tense** of the verbs in the parentheses.

Example: Mrs. Reddy sang (sing) in a choir last week.

1. Andy _____ (read) comic books when he was a kid.
2. We never _____ (visit) Seattle before.
3. The boy _____ (look) at the animals with excitement when he visited the zoo.
4. Last semester, the students _____ (take) many classes.
5. What _____ you _____ (cook) yesterday?
6. When _____ she _____ (graduate) from high school?
7. My sister and I _____ (go) to a new restaurant last Sunday.
8. He _____ (travel) to a new city for his business trip last summer.
9. _____ you _____ (play) the piano in college?
10. His parents _____ (celebrate) his birthday every year when he was a kid.

7.3.2.3: Practice 3

Directions: Make Yes/ No questions using the simple past tense.

Example: She **studied** English last week. ---> **Did she study** English last week?

1. She collected a lot of stamps for many years.
-

2. Nick ate cereal for breakfast this morning.
-

3. His father worked at a tech company for 10 years.
-

4. He was still a kid when we moved there.
-

5. My mother cooked a lot of good food for the party.
-

6. Helen thought about the job offer.
-

7. My mom told me a story before I went to bed.
-

8. They felt hungry after working long hours.
-

9. Pete and Liz went to the beach last summer.
-

10. Tom and Andy got the first prize in the contest.
-

7.3.2.4: Practice 4

Directions: Make Wh-questions using the simple past tense with the provided information below. Use one of the following Wh-question words: what, why, when, where, how, etc. There might be more than one correct answer for each number.

Example: (Jose) (get to school yesterday) ---> **What time did** Jose get to school yesterday? **How did** Jose get to school yesterday?

1. (Mr. and Mrs. Nguyen) (go on their last vacation) _____
2. (Mary) (talk to this morning) _____
3. (the baby) (cry) _____
4. (you) (wake up this morning) _____
5. (Tom) (get on his birthday) _____
6. (Khuong) (drive to work with last weekend) _____
7. (Ann) (work last summer) _____
8. (the book) (cost) _____
9. (Megan) (study for the final exam) _____
10. (Minh) (eat for dinner last night) _____

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7.4: Vocabulary

7.4.1: Warm-up

Question: What kinds of activities did you like to do when you were a child? Talk to your partner.

7.4.2: Vocabulary in Context

Directions: Read the sentence. Choose the best meaning for the word in **bold**.

- When I was a child, I went on **vacation** to Lake Tahoe every year.
 - I went to school in Lake Tahoe.
 - I traveled to Lake Tahoe for fun.
- Susie loved to play at the **playground** with her friends.
 - She played outdoors in an area for children.
 - She played inside at her house.
- Every summer, Roberto's family went on a **road trip** from San Francisco to Seattle to visit their cousins.
 - They drove a long way in the car.
 - They flew in an airplane.
- Josue and Marisol went **sightseeing** in Los Angeles in 2013.
 - They went to museums.
 - They went to many different tourist attractions.
- When we went to Bangkok, we took a **tour** of the Grand Palace.
 - We went to different areas of the Grand Palace to learn more about it.
 - We watched a special video about the Grand Palace.
- Ayat and Mohammed went on a Caribbean **cruise** last year.
 - They went on a tour on a big ship.
 - They went on a tour on bicycles.
- The children love to go **camping** every summer.
 - They went on a tour on a big ship.
 - They eat outside in a park.
- The Nguyen family **rented** a big car to drive to Lake Tahoe last winter.
 - They bought the car.
 - They paid to use the car for a short time.
- It's fun to have a **picnic** when the weather is nice.
 - We'll bring a meal with us to eat outside.
 - We'll eat outside at a restaurant.
- George and Tobias **relax** on the beach while their kids play in the sand.
 - They work on a project.
 - They rest on the beach.

7.4.3: Vocabulary Practice 1

7.4.3.1: Practice 1

Directions: Read Bopha's email. Answer the questions.

Dear Kaito,

I enjoyed my vacation last week. I went to California with my family. First, we went sightseeing in San Francisco. We went on a tour bus and saw the Golden Gate Bridge, Fisherman's Wharf, and Chinatown. The next day, we rented a car and took a road trip to Lake Tahoe. We went camping in a beautiful forest near the lake. My husband and daughters enjoyed riding their bikes and swimming in the lake. I relaxed on the beach and read a good book. Lake Tahoe is a lovely place to enjoy nature!

Did you have a nice vacation? Tell me about it!

See you soon,

Bopha

1. Where did Bopha go on vacation? _____
2. What did Bopha and her family do first? _____
3. How did Bopha and her family get to Lake Tahoe? _____
4. What did Bopha do in Lake Tahoe? _____
5. What did her husband and daughters do? _____

7.4.3.2: Practice 2

Directions: Write about a vacation you took. Where did you go? What did you do there? Write 5-10 sentences.

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CHAPTER OVERVIEW

8: Future Plans and Invitations

Learning Objectives

- Interview classmates about future plans
- Invite classmates to do something
- Practice reduced forms of words
- Use Be-going-to and Will for future plans and intentions

[8.1: Listening and Speaking](#)

[8.2: Pronunciation](#)

[8.3: Grammar](#)

[8.4: Vocabulary](#)

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8.1: Listening and Speaking

8.1.1: Listening and Speaking 1



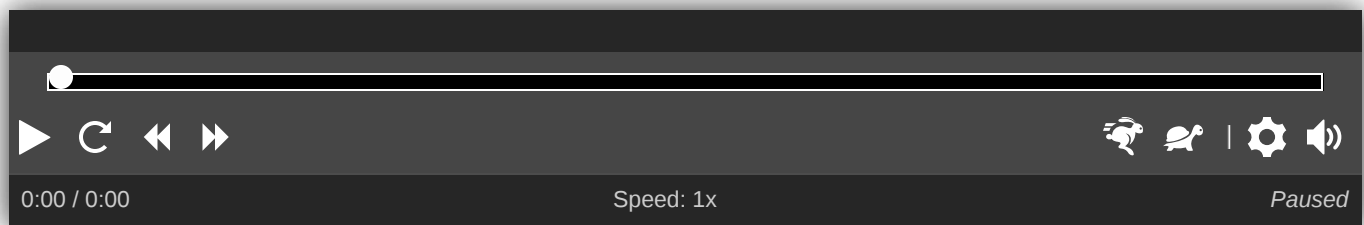
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8.1.1.1: Preview

Think about **next weekend**. What do you want to do? What are you going to do? Share your plans with a partner. Use one of the following ideas and your own ideas: study, relax at home, work, go out with friends, watch a movie, etc.

8.1.1.2: Listen

Vanessa is making plans for the weekend with her classmates, Arturo and Richard. Vanessa calls Arturo first. Listen to Vanessa and Arturo.



8.1.1.3: Comprehension check

8.1.1.3.1: Main idea

Directions: Listen again and choose the correct word / phrase.

1. Vanessa is making plans to (go swimming - meet at a coffee shop - group study for a test).
2. Arturo (likes - does not like) Vanessa's idea.

8.1.1.3.2: Details

Directions: Listen again and say *True* or *False*.

- | | | |
|---|------|-------|
| 1. Vanessa, Arturo and Richard have a grammar test on Monday. | True | False |
| 2. Arturo is going to swim on Saturday. | True | False |
| 3. Vanessa wants to meet at 2 o'clock. | True | False |
| 4. Vanessa wants to meet at the community center. | True | False |

8.1.1.4: Speaking

8.1.1.4.1: Activity A

Directions: Work in pairs. Take turns talking about what the people below are going to do.

Example: Rachel study for a test soon → Rachel **is going to study** for a test soon.

- | | |
|-------------------|---------------------------------------|
| 1. Sara | visit her sister tomorrow |
| 2. Mike and Greta | leave for New York next week |
| 3. Pedro | have dinner soon |
| 4. Hilda | see the doctor the day after tomorrow |

- | | |
|-----------------|---|
| 5. The children | play outside in an hour |
| 6. The teachers | work extra hours next month |
| 7. Hong | graduate from college next year |
| 8. Rick and I | practice the Future Tense later tonight |
| 9. Nam | buy some flowers for his wife next Saturday |
| 10. You | ? |

8.1.1.4.2: Activity B

Directions: Work in pairs. Take turns asking questions about the people below.

Examples: **You:** Is Sara going to visit her sister tomorrow? **Your Partner:** Yes, she is.

- | | | |
|-------------------|---|-----|
| 1. Sara | visit her sister tomorrow | Yes |
| 2. Mike and Greta | leave for New York next week | No |
| 3. Pedro | have dinner soon | No |
| 4. Hilda | see the doctor the day after tomorrow | No |
| 5. The children | play outside in an hour | Yes |
| 6. The teachers | work extra hours next month | No |
| 7. Hong | graduate from college next year | Yes |
| 8. Rick and I | practice the Future Tense later tonight | Yes |
| 9. Nam | buy some flowers for his wife next Saturday | Yes |
| 10. You | eat Chinese food this evening. | ? |

8.1.1.4.3: Activity C

Directions: Work in pairs. Take turns asking questions about the parts in **bold** in each sentence.

Examples: **You:** Linh is going to run **on Friday**. **Your Partner:** When is Linh going to run?

- | | |
|--|-------|
| 1. Hua is going to stay in Los Angeles . | _____ |
| 2. Jose is going to watch a movie at 9 pm . | _____ |
| 3. Nora and Fatima are going to make a cake . | _____ |
| 4. Huong is going to travel to Mexico . | _____ |
| 5. Keyla and Carlos are going to study tomorrow morning . | _____ |
| 6. We are going to leave for the airport at 6 am . | _____ |
| 7. My mother is going to buy lasagna . | _____ |
| 8. They are going to do their homework in the library . | _____ |
| 9. Lina is going to make sandwiches for lunch. | _____ |
| 10. My son is going to have a job interview in Sunnyvale . | _____ |
| 11. The doctor is going to see them in an hour . | _____ |
| 12. My husband and I are going to have fish for dinner tonight. | _____ |

8.1.2: Listening and Speaking 2



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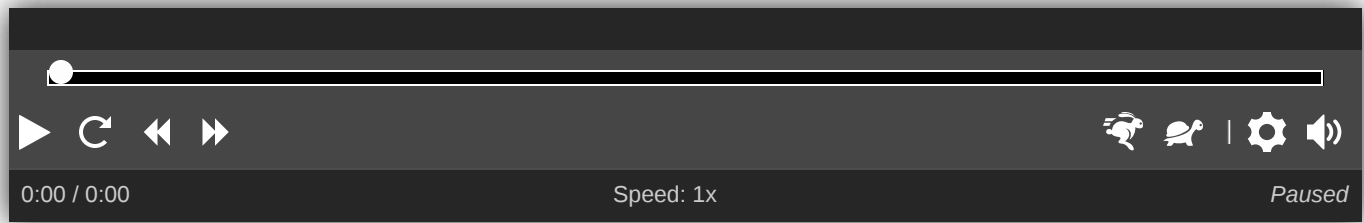
8.1.2.1: Preview

Do you have a recorded or automated message in your phone **for missed calls**? Is it in English, in your home language, or both? If your message is not in English, translate it for your partner. Ask your partner or teacher for help.

Play your recorded message for your partner. Take turns.

8.1.2.2: Listen

Vanessa calls Richard. Richard's phone rings but he does not answer. Vanessa gets Richard's recorded message and leaves him a voice message. Listen to Richard and Vanessa's messages.



Note: This recording includes **Richard's recorded message** and **Vanessa's message** for Richard

Later Richard **texts** Vanessa.

Richard's text to Vanessa: "**That sounds great! See you tomorrow.**"

8.1.2.3: Comprehension check

8.1.2.3.1: Main ideas

Directions: Listen again and choose *Yes* or *No*.

- | | | |
|--|-----|----|
| 1. Richard answers the phone and talks to Vanessa. | Yes | No |
| 2. Vanessa leaves a voice message for Richard. | Yes | No |
| 3. Vanessa tells Richard that Arturo is going to swim on Saturday. | Yes | No |

8.1.2.3.2: Details

Directions: Listen again and answer *True* or *False*.

- | | | |
|--|------|-------|
| 1. Vanessa invites Richard to study with her and Arturo. | True | False |
| 2. Richard emails his answer. | True | False |
| 3. Richard accepts the invitation. | True | False |

8.1.2.4: Speaking

Directions: Read the information below.

Invitation

Make an Invitation	Accept	Decline with an Excuse
Would you like to have some coffee?	I'd love to! Thanks!	I'd love to, but I am very tired.
Would you like to watch a movie this evening?	Awesome!	That would be nice, but I have work to do.
Would you like to study in the library?	Sure!	I'm sorry, I can't. Can it be at another time?
Would you like to go for a walk tomorrow morning?	Wonderful!	So sorry, I have family plans.
Would you like to take a road trip this summer?	That sounds great!	I can't. I have to work. Thanks anyway.
Do you want to come to my house for dinner?	Yes! Thanks!	Sorry, I am very busy now. Thank you for the invite!

Directions: Work in pairs. Invite one another and accept or decline with an excuse. Choose from the expressions above to accept or decline. Switch roles.

Example: go to the movies this evening

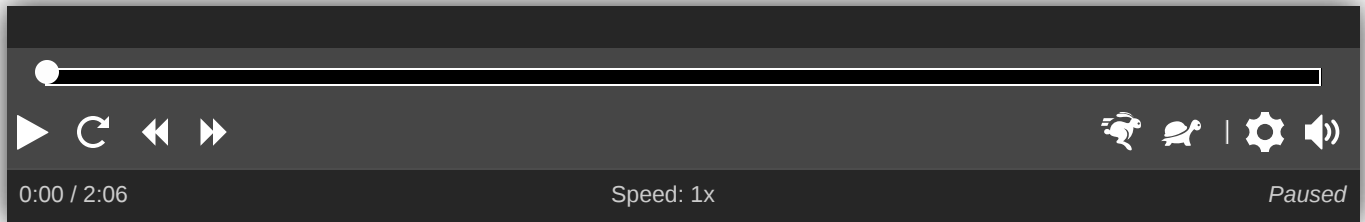
→ **Would you like to go** to the movies this evening? That sounds great! (**Accept**) I'm sorry, I can't. I have to work. Thanks!
(**Decline with an excuse**)

1. come to the concert with me (decline with an excuse)
2. play pickleball Saturday morning (accept)
3. watch the basketball final with my family on Sunday (accept)
4. go hiking in Big Hills Park (decline with an excuse)
5. have lunch in the cafeteria (decline with an excuse)
6. come to my birthday party (accept)
7. go shopping at the Great Mall next weekend (accept)
8. visit the SFMOMA (San Francisco Museum of Modern Art) on Sunday (accept)
9. hang out this weekend (decline with an excuse)
10. (Your idea) (accept or decline with an excuse)

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8.2: Pronunciation

8.2.1: Focus I: Reduced forms of *going to*, *have to*, *want to*



Note: This recording includes **Focus I** and **Practice I**.

Some common verbs such as *have*, *going*, and *want* blend pronunciation with the preposition “to.” This is called a reduced pronunciation and is very common in spoken English.

1. **Gonna** - *Gonna* is a reduction of *going to*. This pronunciation is common in informal speaking but is **always** written “going to”.

Example: I’m **gonna** play badminton on my vacation.

2. **Hafta** - *Hafta* is a reduction of *have to*. This pronunciation is common in informal speaking but is **always** written “have to”.

Example: I **hafta** make dinner tonight.

3. **Wanna** - *Wanna* is a reduction of *want to*. This pronunciation is common in informal speaking but is **always** written “want to”.

Example: Do you **wanna** play soccer?

8.2.1.2: Practice I

Directions: Listen to the following conversation between a husband and wife talking about dinner plans. Write the missing reductions that you hear. Some are used more than once. Your choices are below:

wanna, hafta, gonna

What’s for dinner?

Husband: Honey, what are you _____ cook for dinner?

Wife: I’m not sure I _____ use up some leftovers.

Husband: Oh no, not again. Are you _____ make another casserole?

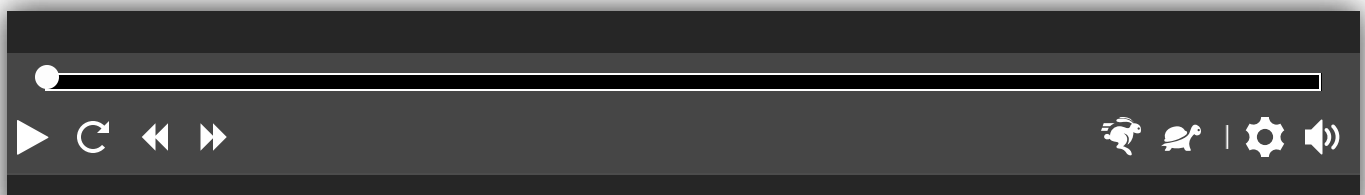
Wife: No, I think I’m _____ make soup with the leftovers.

Husband: I _____ go out to eat. I think we should go to the new Thai restaurant.

Wife: Oh honey, we _____ cut back our expenses. Maybe, next week we can go out to eat.

Husband: Okay...but we _____ try a new restaurant. Maybe one that’s not too expensive?

8.2.2: Focus II: Reduced forms of *kind of*, *sort of*, and *lots of*



Note: This recording includes **Focus II** and **Practice II**.

Some common words such as *kind*, *sort*, and *lots* blend pronunciation with the preposition “of.” This is called a reduced pronunciation and is very common in spoken English.

1. **Kinda** - *Kinda* is a reduction of *kind of*. This pronunciation is common in informal speaking but is **always** written “kind of”.

Example: I **kinda** like playing guitar. It’s fun!

2. **Sorta** - *Sorta* is a reduction of *sort of*. This pronunciation is common in informal speaking but is **always** written “sort of”.

Example: They **sorta** like exercising. They only go to the gym once a month.

3. **Lotsa** - *Lotsa* is a reduction of *lots of*. This pronunciation is common in informal speaking but is **always** written “lots of”.

Example: *Lotsa* people like to play soccer. It’s a very popular sport.

8.2.2.2: Practice II

Directions: Listen to the following conversation between Kim and Maria about a cooking class. Write the missing reductions that you hear. Some are used more than once. Your choices are below:

kinda, sorta, lotsa

The Cooking Class

Kim: I kinda don’t want to take a cooking class. I mean I _____ know how to cook already.

Maria: Really? What can you cook?

Kim: Oh, I can cook _____ things. I _____ know how to make toast and instant noodles.

Maria: _____ people know how to make those. Those are easy.

Kim: Well, I don’t know. The class seems _____ boring.

Maria: Don’t worry, I’ll take the class with you. We’ll have _____ fun. Plus, we get to eat what we make!

8.2.2.3: Partner activity II

Directions: Find a partner. Write ten sentences about yourself with reduced forms of *going to*, *have to*, *want to*, *kind of*, *sort of*, and *lots of*. Take turns reading the sentences.

Example: I **hafta** work tonight.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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8.3: Grammar

8.3.1: Grammar Focus: Simple Future Tense with *Be Going to*

8.3.1.1: Affirmative Form

Subject + Be + going to + base form of verb

- Use **be** (am, is, are) + **going to + base form of verb** to talk about **future** activities. We often use **be going to** with these time expressions: *tonight, tomorrow, later, next week, this week, this month, this year, etc.*

Examples:

1. He **is going to move** to a new place in October.
2. I **am going to visit** my mom this weekend.
3. They **are going to transfer** to a four-year university next month.

Contractions: Study the contractions.

1. He's **going to move** to a new place in October. (He is = He's)
2. I'm **going to visit** my mom this weekend. (I am = I'm)
3. They're **going to transfer** to a four-year university next month. (They are = They're)

8.3.1.2: Negative Form

- To make a **negative** statement, put *not* after *be*:

Subject + be (am, is, are) + not + going to + base form of verb

Examples:

1. Sue and Viet **are not going to travel** at the end of this month.
2. Truong **is not going to pass** the test because he doesn't work hard.
3. She needs money for college. She **is not going to quit** her job.

Contractions: Study the contractions.

1. Sue and Viet **aren't going to travel** at the end of this month.
2. Truong's **not going to pass** the test because he doesn't work hard.
3. She needs money for college. She **isn't going to quit** her job.

8.3.1.3: Interrogative Form

8.3.1.3.1: Yes/No Questions

- To make **yes/no questions**, put *be* before the subject:

Be (am, is, are) + subject + going to + base form of verb?

Examples:

1. **Are they going to have** lunch after class?
2. **Is Linda going to get** married soon?
3. **Are you going to visit** the museums in Washington D.C?

- To **answer** Yes/No questions, we can use a short form:

Yes, subject + **be**

No, subject + **be + not**

1. **Are they going to have** lunch after class? **Yes**, they are. **No**, they are not.
2. **Is Linda going to get** married soon? **Yes**, she is. **No**, she is not.
3. **Are you going to visit** the museums in Washington D.C? **Yes**, I am. **No**, I am not.

8.3.1.3.2: Wh- Questions

- To make **Wh-questions**, follow the form below:

Wh-word + be (am, is, are) + subject + going to + base form of verb?

Examples:

- Where** are we going to eat tonight? We are going to eat at **the El Jardin Restaurant** tonight.
- What time** are you going to call me tomorrow? I am going to call you **at 10 am** tomorrow.
- What** is he going to do this weekend? He is going to **watch a movie** this weekend.

8.3.2: Grammar Practice

8.3.2.1: Practice 1

Directions: Use the correct form of *be (am/ is/ are) + going to + verb* in the following sentences.

Example: They **are going to host** a party next week. (host)

- Wendy _____ an interview for a new job next week. (have)
- Richard _____ anything if he isn't sure about it. (not say)
- I _____ the Opera House and Harbour Bridge when traveling to Sydney, Australia next year. (visit)
- _____ Diego and Malu _____ a house in a small town? (buy)
- This summer, Sam and his brother _____ martial arts to help defend themselves. (study)
- _____ you _____ a post office to send the package? (stop by)
- My sister _____ from college in psychology in May. (graduate)
- _____ Binh _____ the job offer? (accept)
- What _____ you _____ after class today? (do)
- _____ it _____ soon? (rain)
- Where _____ Maria _____ her next birthday? (celebrate)
- We _____ dinner with our classmates tonight. (not have)

8.3.2.2: Practice 2

Directions: Make sentences with the verb phrases below about yourself using *be going to*, then share with a partner.

Example: *get a new job* → *I'm not going to get a new job.*

- take a vacation
- move to a new city
- finish my degree next year
- cook dinner tonight
- travel abroad next summer
- eat out with my family this weekend
- buy a new car next year
- study another language
- have a meeting tomorrow
- celebrate my birthday this year

8.3.2.3: Practice 3

Directions: What are your plans for next week? Make five sentences using *be going to + verb*. Then share with your partner about your plan.

Example: I'm **going to see** my dentist next Monday.

You

1. _____
2. _____
3. _____
4. _____
5. _____

Your partner

1. _____
2. _____
3. _____
4. _____
5. _____

8.3.3: Grammar Focus: Simple Future Tense with *Will*

8.3.3.1: Affirmative Form

Subject + will + base form of verb

Examples:

1. Yumi's wedding **will be** in a church.
2. Hoang **will buy** a gift.
3. Angela **will study** biology.

8.3.3.2: Negative Form

Subject + will + not + base form of verb

Examples:

1. Yumi's wedding **will not be** in a church.
2. Hoang **will not buy** a gift.
3. Angela **will not study** biology.

8.3.3.3: Interrogative Form

8.3.3.3.1: Yes/No Questions

Will + subject + base form of verb?

Examples:

1. **Will** he **arrive** late?
2. **Will** they **rent** a limousine?
3. **Will** she **wear** a black dress?

- To answer Yes/No questions, we can use the form below:

- | | | |
|---------------------------------|-------------------------|----------------------------|
| 1. Will he arrive late? | Yes , he will. | No , he will not. |
| 2. Will they rent a limousine? | Yes , they will. | No , they will not. |
| 3. Will she wear a black dress? | Yes , she will. | No , she will not. |

8.3.3.3.2: Wh- Questions

Wh-word + will + subject + base form of verb?

Examples:

1. **What will** you **need** for the party?
2. **What will** she **buy** for Yumi's birthday?
3. **When will** the party **begin**?

- To answer wh-questions, we can use the form below:

1. What will you need for the party? **I will need** a lot of food for the party.
2. What will she buy for Yumi's birthday? **She will buy** a cake for Yumi's birthday.
3. When will the party begin? **The party will begin** in 10 minutes.

8.3.4: Using *Will* or *Be Going To*

Will or Be Going To

Explanation	Will	Be Going To
For a prediction	The teacher will come soon.	The teacher is going to come soon.
For a fact about the future	The next class will be in room AC-15.	The next class is going to be in room AC-15.
For a promise	He will call you in 5 minutes.	
For an offer to help	I will carry this heavy box for you.	
At the time of speaking without a previous plan	Q: What would you like to order? A: I think I will have the chicken.	
For a future action that will happen soon		He is going to teach at a university next month.
For a planned action		My son and his wife are going to adopt a child.

8.3.4.1: Practice 4

Directions: Use "will" or "be going to" to fill in the blank. In some sentences, you can use both.

1. I love you very much. I _____ you. (always/love)
2. We're hungry. We _____ after class. (get something to eat)
3. It's hot in here. I _____ a window. (open)
4. People _____ more free time in the next 20 years. (have)
5. Marco is tired. He _____ at home tonight. (eat dinner)
6. (A): I have to move next Sunday. (B): I _____ you pack. (help)
7. Ping is not happy with her job. She _____ another one. (look for)
8. I think Americans _____ longer in the future. (live)
9. (A): I don't want to cook tonight. (B): Take a break. I _____ tonight. (cook)
10. Anh doesn't understand this word. She _____ in the dictionary. (look it up)

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8.4: Vocabulary

8.4.1: Warm-up

Question: What are your plans for next weekend? Tell your partner.

8.4.2: Vocabulary in Context

Directions: Read the conversation between Delina and Ingrid.

Delina: Hi, Ingrid, what are you doing this weekend?

Ingrid: Hi, Delina. I'm going to a big **event** this weekend. It's my sister's **wedding** in Napa.

Delina: Oh, that sounds fun.

Ingrid: Yes, but it's going to be busy. On Friday night, we're going to have a **get-together** with the whole family. I haven't seen them since my Uncle Josue's **retirement** party last year! Then, on Saturday morning, we will **get ready** for the wedding. The **ceremony** will start at 2:00.

Delina: Wow, that is busy!

Ingrid: Yes, but the best part is the wedding **reception**. It's going to be a big party with delicious food, great music, and dancing!

Delina: That does sound fun! Do they have events **scheduled** for Sunday as well?

Ingrid: On Sunday, my sister and her new husband are going to leave for their **honeymoon** in Cancún.

Delina: So, you will be able to relax!

Ingrid: Definitely! Hey, Delina, what are your **plans** for this weekend?

Delina: Oh, well, I'm going to do my homework.

Ingrid: Would you like to come to the wedding, too? It will be a lot of fun!

Delina: Yes, I'd love to!

Ingrid: Great! I'll pick you up on Saturday morning!

Directions: Choose the correct meaning of the words in **bold**.

- The **event** takes place in Napa.
 - Many people will gather there.
 - Only a few people will be there.
- Ingrid has **plans** this weekend.
 - She isn't going to do anything this weekend.
 - She has decided to do something this weekend.
- My sister's **wedding** is on Saturday.
 - My sister is already married.
 - My sister is going to get married.
- I'm looking forward to the **reception**.
 - It's a party after the wedding.
 - It's a party before the wedding.
- We're having a **get-together** at a restaurant this weekend.
 - We're meeting to have a small party.
 - We're making business plans together.
- The couple is on their **honeymoon**.
 - They're staying home after the wedding.
 - They're traveling after the wedding.
- Last year, Uncle Josue had a **retirement** party.
 - He had a party because he was old enough to stop working.

- b. He had a party because he got a new job.
8. The wedding **ceremony** starts at 2:00.
 - a. The traditional actions to marry the couple begin.
 - b. The large party with dancing begins.
9. Let's **schedule** our meeting for 11 am.
 - a. We aren't sure about the meeting.
 - b. We'll put the meeting on the calendar.
10. Ingrid and Delina have to **get ready** on Saturday morning.
 - a. They need to prepare for the wedding.
 - b. They need to relax at a café.

8.4.3: Vocabulary Practice

8.4.3.1: Practice 1

Directions: Complete the sentences with the words in the box.

Vocabulary Words

reception	event	plans	get ready	retirement
get-together	schedule	ceremony	wedding	honeymoon

1. Marisa and Linh have _____ this weekend. They're going to San Francisco.
2. Eitan and David are getting married tomorrow, and then they will leave for their _____ in Italy.
3. The plane leaves at 6 am tomorrow morning, so we should _____ tonight.
4. The Health and Wellness Fair is a big _____ at our college. Students can learn about taking care of their health, and there are games and music, too!
5. It's Tanesha's birthday tomorrow, but she doesn't want a big party. She's having a small _____ with friends at a local restaurant.
6. What kind of music should we have at our wedding _____? We want the guests to dance and have a good time!
7. Hong Chang's tooth hurts. He needs to _____ a dentist appointment.
8. Dr. Cruz worked in the emergency department for 35 years! Her _____ party is going to be next Saturday night.
9. The graduation _____ starts at 6 pm in the college's football stadium.
10. Min and Sun-hee are planning their _____. They want to get married on the beach in San Diego.

8.4.3.2: Practice 2

Directions: Create your own sentences using the vocabulary words above. You can use the Simple Present, Simple Past, or Simple Future tense. You can also change the word form.

Example: Retirement: → Retire, retired → My husband is going to retire next year.

Retirement: _____

Reception: _____

Schedule: _____

Event: _____

Plans: _____

Get ready: _____

Get-together: _____

Ceremony: _____

Wedding: _____

Honeymoon: _____

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