

# to the top

elementary stage

textbook

01



Version 2.0

TT 1 – TB – 1



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# course plan

*To The Top* (TT) is a nine-book series consisting of three stages: Elementary, Intermediate, and Advanced. Books 1 and 2 are also available in a one-volume condensed version. The *To The Top* series was designed with two main objectives in mind:

- a) To prepare students for the Test of English as a Foreign Language (TOEFL®), the most widely recognized international test that evaluates nonnative speakers' level of competence in English.
- b) To facilitate students' understanding of the spoken English of modern American media, principally TV, and enable them to use its expressions and speech patterns. In this way, students develop the ability to communicate naturally and effectively in current American English.

The main sources used in the selection of the basic vocabulary of *To The Top* were:

- a) Paul Nation's adaptation of the classic high-frequency word list known as the *General Service List* (GSL), which contains the 2284 most commonly used words in the English language.
- b) The *Academic Word List* (AWL) consisting of 570 words selected because of the frequency with which they appear in a broad range of academic texts.

The following table\* illustrates the importance of these words for the understanding of various types of speech and writing.

WORDS	CONVERSATION %	FICTION %	NEWSPAPERS %	ACADEMIC TEXTS %
First 1000	84.3	82.3	75.6	73.5
1001 to 2000	6.0	5.1	4.7	4.6
AWL	1.9	1.7	3.9	8.5
	92.2	89.1	84.2	86.6

\* This table is an adaptation of Table 1.7 in I. S. P. Nation, *Learning Vocabulary in Another Language*, Cambridge University Press, Cambridge, 2001, p. 17.

In order to accomplish the second main objective, CCLS has prepared a special list of 6253 words and expressions most frequently used in everyday speech and incorporated this vocabulary in the *TT* series. This list was extracted from CCLS's extensive corpus of approximately 6000 minutes of transcriptions of current American sitcoms.

Clearly, mastery of the vocabulary presented in *TT* will guarantee the learner an exceptional level of communicative competence in both general and academic English.

It should be pointed out that, at all levels of *TT*, the vocabulary presented is accompanied by the grammatical structures essential for communication. All of the material is presented in a dynamic, engaging way that respects the cultural aspect of the English language and ensures that the students' experience is a pleasant and enjoyable one.



# book 1

*To The Top – Elementary Stage – Book 1* is designed for teenagers and adults who have no previous knowledge of English.

Each lesson in this book contains a number of dynamically presented real-life situational dialogues. These dialogues familiarize students with the carefully chosen high-frequency vocabulary on the word frequency lists already mentioned. This is the vocabulary students need to know in order to be able to communicate effectively in English. Both the formal and everyday American speech introduced in the dialogues serve as the basis for all subsequent classroom work.

This book contains the following sections:

- Words in Action
- Text (Situational Dialogues)
- Reading Text
- Going Further
- The Grammar You Need
- For Your Information
- Using What You've Learned
- Let's Sing
- Fixed Expressions
- I Know How To . . .

After most of the grammar explanations in this Textbook (TB), simple grammar exercises have been included. These exercises are intended to help students make sure they have fully grasped the grammar point(s) introduced in the lesson and must be done and corrected in class. There is a Key for these exercises at the end of this TB.

**In the *Fixed Expressions* section, students review the fixed expressions (e.g., excuse me, No way!) they have learned in the lesson or in previous lessons.**

At the end of each lesson, there is a section named *I know how to*, which sums up the communicative objectives that were taught in the lesson. Here students have a chance to check their understanding of the material in the lesson and identify any specific point(s) they should practice further.

At the end of this book there is a list of all the new words and expressions presented in the situational dialogues.

*To The Top – Elementary Stage – Book 1* contains 464 new words.

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- ASKING FOR AND GIVING PERSONAL INFORMATION • GREETING PEOPLE
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MORE FORMAL OR LESS FORMAL WORDS  
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GOOD-BYE, BYE, AND SEE YOU  
POSSESSIVE CASE: (')



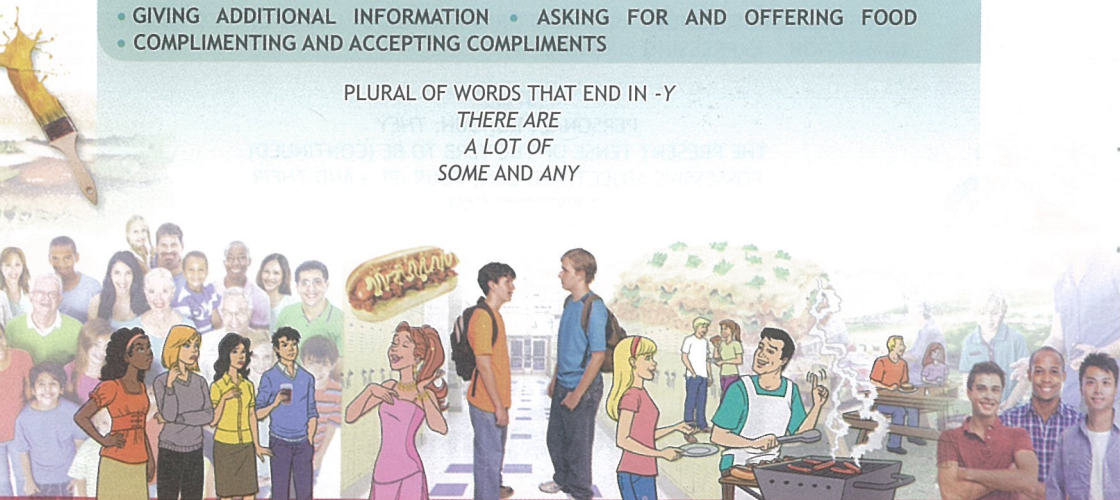
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A LOT OF  
SOME AND ANY





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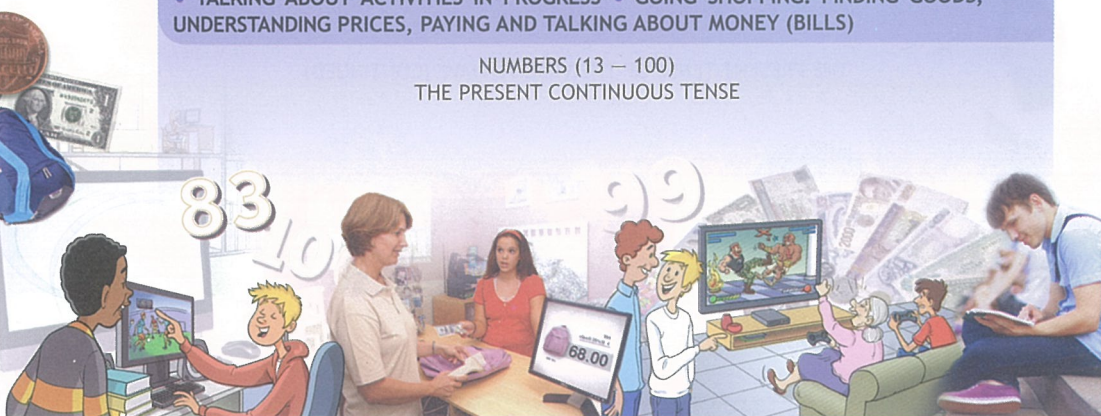
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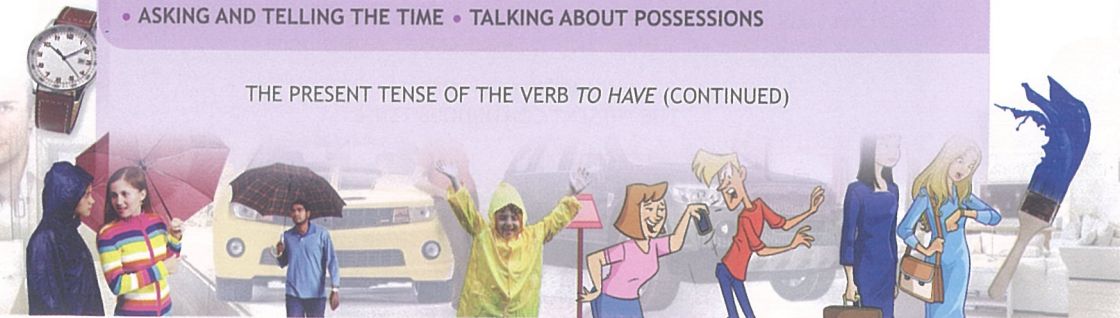
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# LESSON 1

## *words in action*



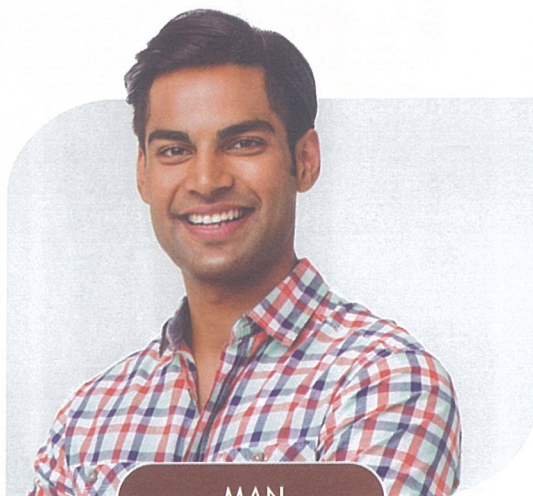
GIRL



WOMAN



BOY



MAN

# LESSON 1

## *words in action*

A TALL BOY

A SHORT GIRL



FEET/  
INCHES

METERS/  
CENTIMETERS



# LESSON 1

## *words in action*



STUDENTS  
(SINGULAR: STUDENT)



TEACHERS  
(SINGULAR: TEACHER)

BOOK



ENGLISH BOOK

# LESSON 1

## *words in action*



A BLOND MAN



A DARK-HAIRED WOMAN

KIDS (SINGULAR: KID)





# LESSON 1

## *words in action*



SHOPPING MALL  
OR MALL



PARK

POPSICLE®

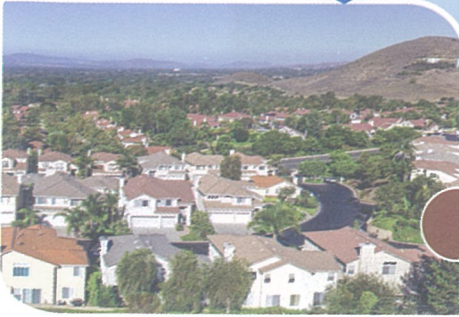


# LESSON 1

## *words in action*



CITY



TOWN



# LESSON 1

## *words in action*

BALL



BASKETBALL

VOLLEYBALL



FOOTBALL

# LESSON 1

## text

### situation 1



## A NEW KID IN TOWN

G: Hi! I am Jessica Smith.  
What is your name?

PETER? BOB?

RYAN?

B: My name's Danny  
Dannheimer.

DANNY ????

G: Excuse me?

B: Dannheimer,  
D-A-N-N-H-E-I-M-E-R.

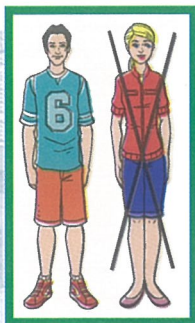
DANNHEIMER

G: What an interesting name!

G = girl

B = boy

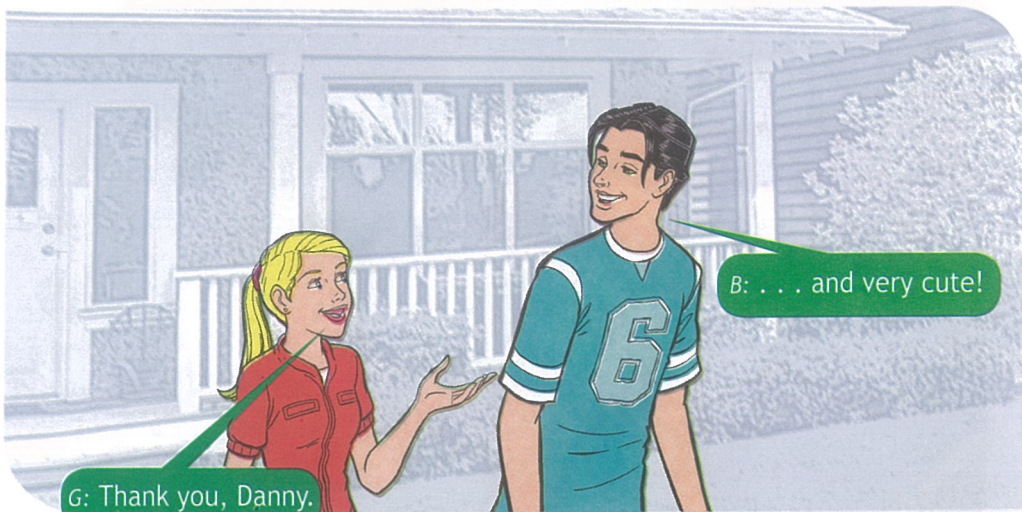




G: You are very tall; I'm not.



B: No, you're not tall; you're short . . .



G: Thank you, Danny.

B: . . . and very cute!

G = girl

B = boy

# LESSON 1

## text

### situation 2

#### AT THE MALL



M = man

G = girl

W = woman



#### AT THE PARK



G: Is this your football?



BB: No, it's not.

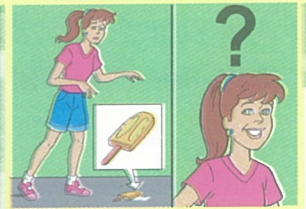


DHB: Excuse me! That's my football!



G: Yes, I'm OK.

DHB: Sorry about your Popsicle®. Are you OK?



G: Oh, thanks!

DHB: You're welcome.

G = girl

BB = blond boy

DHB = dark-haired boy

# LESSON 1

## reading text



### NEW IN TOWN

Blond girl: Hello, Brian,  
how are you?

Dark-haired boy: Pretty good, thanks.  
And you?

Blond girl: I'm fine.  
This is my friend Hannah.

Dark-haired boy: Excuse me?

Dark-haired girl: Hannah,  
H-A-double N-A-H.  
Hey, Ryan.

Dark-haired boy: Hi.



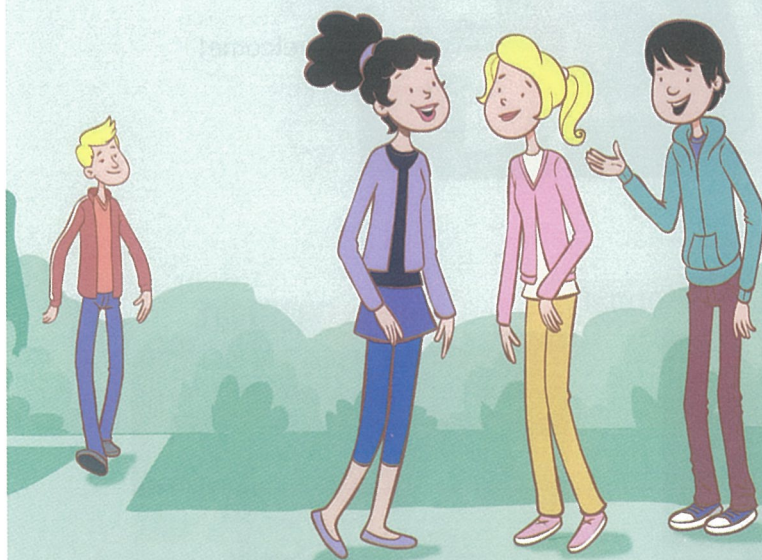


Dark-haired boy: Um, my name's not Ryan.  
It's Brian.

Dark-haired girl: Oh, sorry.

Dark-haired boy: That's OK.  
Are you new  
in town?

Dark-haired girl: Yes, I am.



# LESSON 1

## *going further*

Notice how some words are more **+** formal or less **-** formal .

Thank you!

**+** formal

You're welcome!



Thanks!

**-** formal

You're welcome!



Hello!

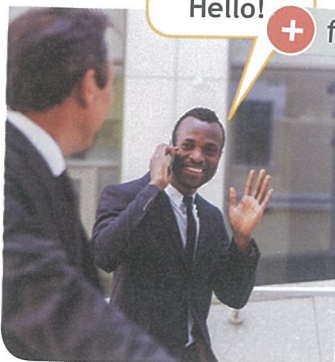
**+** formal

Hi!

**-** formal

Hey!

**-** formal





# LESSON 1

## *going further*

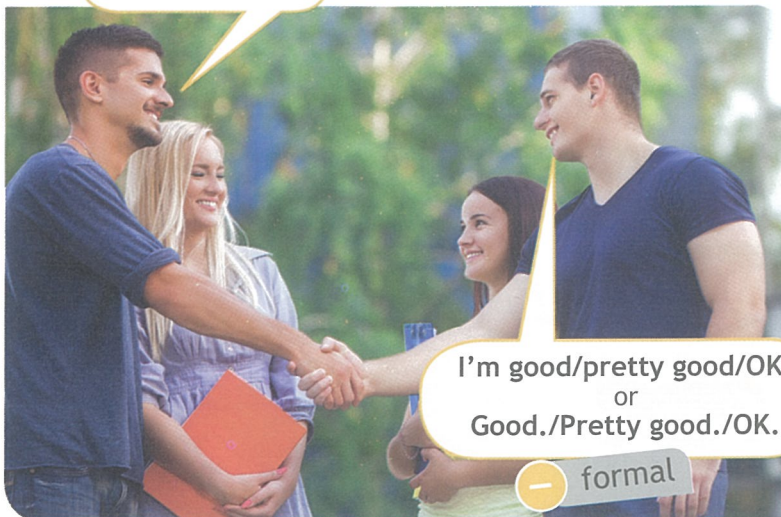
How are you?



I'm fine./Fine.

**+** formal

How are you?



I'm good/pretty good/OK.  
or  
Good./Pretty good./OK.

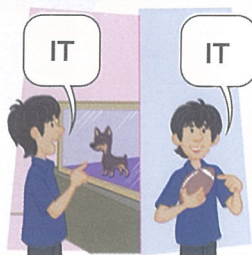
**-** formal

# LESSON 1

## *the grammar you need*

The exercises are to be done and corrected in class.

### PERSONAL PRONOUNS: *I*, *YOU*, AND *IT*



#### NOTE

*I* and *YOU* refer to a male or female person;  
*IT* is neuter and refers to an object or to an animal  
(when the sex of the animal is not known).

Here are some more examples.





# LESSON 1

## *the grammar you need*



### REMEMBER THIS:

I, YOU, IT      —————>      SINGULAR



I. Complete with I, YOU or IT.

1. “\_\_\_\_\_.”



2. “\_\_\_\_\_.”



3. “\_\_\_\_\_.”



4. “\_\_\_\_\_.”



# LESSON 1

## the grammar you need

### THE PRESENT TENSE OF THE VERB *TO BE*

Making affirmative statements with the verb *to be*

Take a look at these sentences.

I am tall.

You are OK.

It is new.



#### REMEMBER THIS:

I am

You are

It is

In English, we form contractions with some words. Compare these sentences. Notice how we form the contraction of **I am**, **you are** and **it is**.

I am tall.

I'm tall.

You are OK.

You're OK.

It is new.

It's new.



# LESSON 1

## *the grammar you need*

### Making negative statements with the verb *to be*

Take a look at these transformations.

I am tall.	→	AFFIRMATIVE
I am not tall.	→	NEGATIVE

You are OK.	→	AFFIRMATIVE
You are not OK.	→	NEGATIVE

It is new.	→	AFFIRMATIVE
It is not new.	→	NEGATIVE

Now compare these sentences. Notice the contractions.

I am not tall.

You are not OK.

It is not new.

I'm not tall.

You're not OK.

It's not new.

### Asking questions with the verb *to be*

Look at these transformations.

I am tall.	→	AFFIRMATIVE
Am I tall?	→	QUESTION

You are OK.	→	AFFIRMATIVE
Are you OK?	→	QUESTION

It is new.	→	AFFIRMATIVE
Is it new?	→	QUESTION

# LESSON 1

## the grammar you need

### TO SUM IT UP:

#### THE PRESENT TENSE OF THE VERB *TO BE*

		AFFIRMATIVE		NEGATIVE		INTERROGATIVE
		FULL FORM	CONTRACTED FORM	FULL FORM	CONTRACTED FORM	
S I N G U L A R	FIRST PERSON	I am	I'm	I am not	I'm not	Am I . . . ?
	SECOND PERSON	You are	You're	You are not	You're not	Are you . . . ?
	THIRD PERSON	It is	It's	It is not	It's not	Is it . . . ?

Here are some examples with **IT** used with **IS** (the third person singular form of the verb **TO BE**).

It is cute.



It is very tall.



We also use **IS** (the third person singular form of the verb **TO BE**) in sentences like these:

Stephanie Smith is cute.



Jim Jordan is very tall.



This is a park.



This is a new volleyball.







II. Select the option with the correct forms of the verb TO BE (AM, ARE, or IS) to complete the sentences.

1. "\_\_\_\_\_ you new in town?"

"Yes, I \_\_\_\_\_."

a. Are – am

b. Am – are

c. Is – are

d. Are – are



2. "\_\_\_\_\_ this a new football?"

"Yes, it \_\_\_\_\_."

a. Am – is

b. Is – are

c. Are – are

d. Is – is

3. "\_\_\_\_\_ I blond?"

"No, you \_\_\_\_\_ . Sorry."

a. Am – are

b. Is – is not

c. Am – are not

d. Are – 're not



4. "\_\_\_\_\_ you at the mall?"

"No, I \_\_\_\_\_ . I \_\_\_\_\_ at the park."

a. Are – 'm not – 'm

b. Am – are not – 'm

c. Is – am – 'm not

d. Are – 'm not – is

5. "\_\_\_\_\_ this basketball new?"

"No, it \_\_\_\_\_."

a. Am – is not

b. Is – is

c. Is – 's not

d. Are – are not



6. "\_\_\_\_\_ I tall?"

"Yes. You \_\_\_\_\_ very tall, Billy."

a. Am – is

b. Am – are

c. Is – 're

d. Are – are not

# LESSON 1

## the grammar you need

### POSSESSIVE ADJECTIVES: MY AND YOUR



MY football

MY + SINGULAR NOUN



YOUR Popsicle®

YOUR + SINGULAR NOUN



MY footballs

MY + PLURAL NOUN



YOUR Popsicles®

YOUR + PLURAL NOUN



### REMEMBER THIS:

MY, YOUR → + SINGULAR NOUN  
→ + PLURAL NOUN



# LESSON 1

## *the grammar you need*

Here are some more examples.

This is **my** dog Bandit.

How cute!



Is this **your** book?

Yes, it is. Thanks!



### III. Complete the sentences with MY or YOUR.

1. "This is \_\_\_\_\_ volleyball."



2. "This is \_\_\_\_\_ new book, Tommy."



3. "\_\_\_\_\_ Popsicle® is very good."



4. "\_\_\_\_\_ name is very cute, Dolly."



# LESSON 1

## the grammar you need

### THE INDEFINITE ARTICLE: A OR AN?

Compare:

This is a new park.



What an interesting book!



### REMEMBER THIS:

A is used before *consonant sounds*.

AN is used before *vowel sounds*.

Here are some more examples.

Aventura is **a** town in Florida.

Electra is **an** interesting name.

Martin Jones is **a** very short boy.

### IV. Complete the sentences with A or AN.

1. Mr. Franklin is \_\_\_\_ English teacher.



2. "Timmy is \_\_\_\_ cute name."



3. "New York is \_\_\_\_ interesting city."



4. Maria is \_\_\_\_ good student.





Listen to The Alphabet Song. Sing along when you hear it. You can also listen to the traditional version that American kids sing when they learn the alphabet. Enjoy the modern and the traditional versions.

### THE ALPHABET SONG

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 and Z.

STARTS WITH A AND ENDS WITH Z.

THAT'S THE ALPHABET FOR ME.

# LESSON 1

## *fixed expressions*



Some words in English are always together in groups, just like good friends. We call these word groups *fixed expressions*. At the end of certain lessons, we will list the fixed expressions you learned. This activity will help you learn to write and speak English in a natural way. Here are the fixed expressions you learned in Lesson 1.

New in town / A new kid in town

Excuse me.

What a/an . . .

(What a cute boy!)

(What an interesting name!)

Thank you.

How are you?

Pretty good.

Sorry about . . .

(Sorry about your Popsicle®.)

(Sorry about your book.)

You're welcome.



## I know how to ...

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### I know how to ...



#### ... ask for personal information;



What is your name?

Are you OK?



#### ... give personal information;



My name's Danny Dannheimer.

Yes, I'm OK.



#### ... apologize;

Sorry about your Popsicle®.



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

# LESSON 1

## I know how to . . .

. . . greet people;



Hello, Mary.

Hey, Mr. Ford.



. . . thank a person;



Thank you, Danny.

Oh, thanks!



. . . respond to thanks;



You're welcome.



. . . attract a person's attention.



Excuse me!



★ I need to study this a lot more.

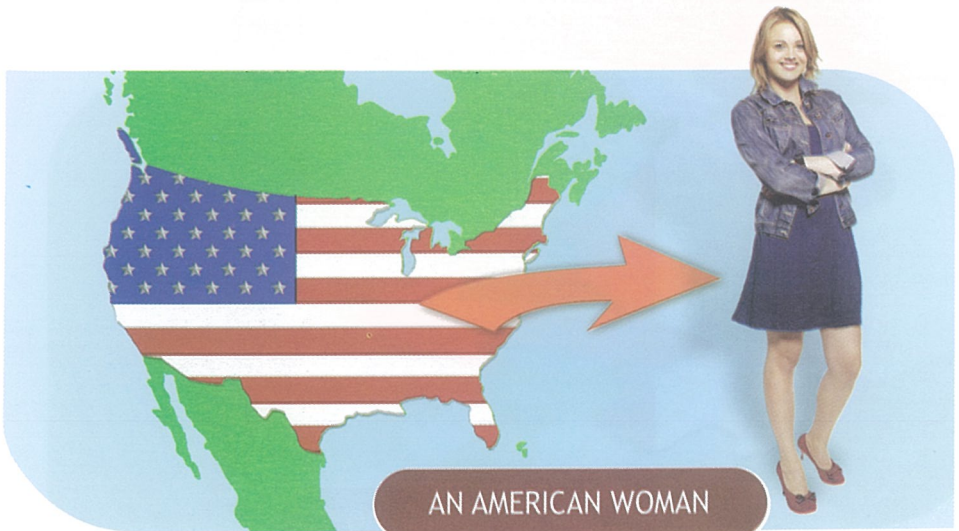
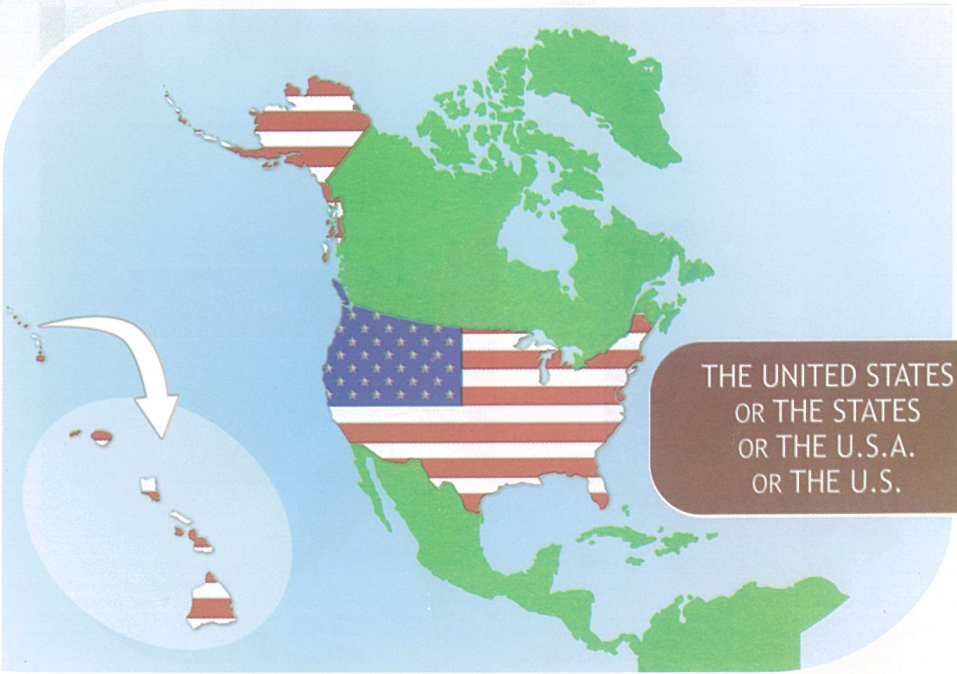
★★ I need to study this a little more.

★★★ I know this very well.



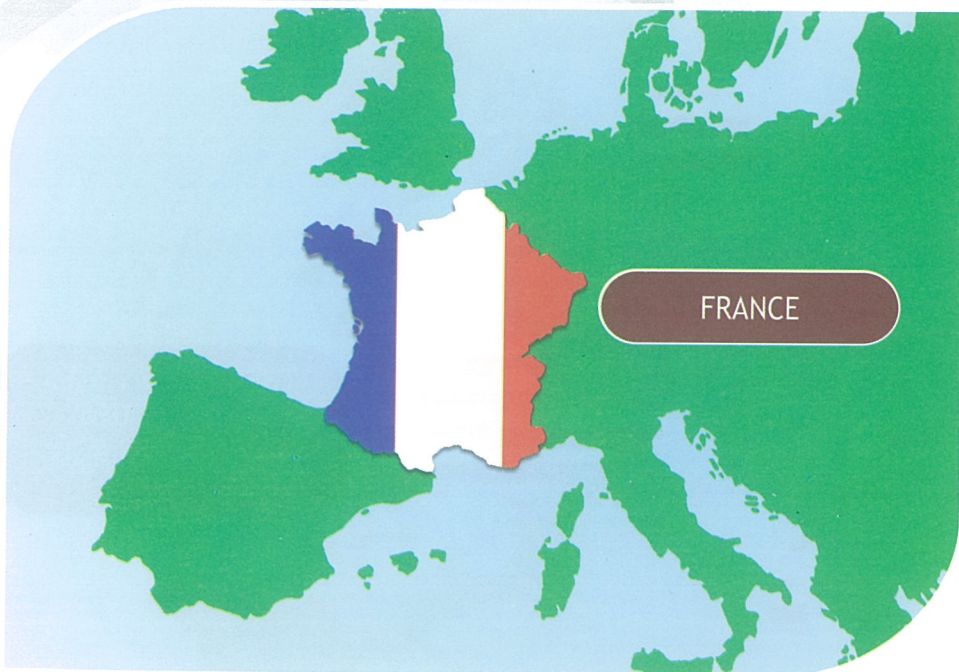
## LESSON 2

### *words in action*



# LESSON 2

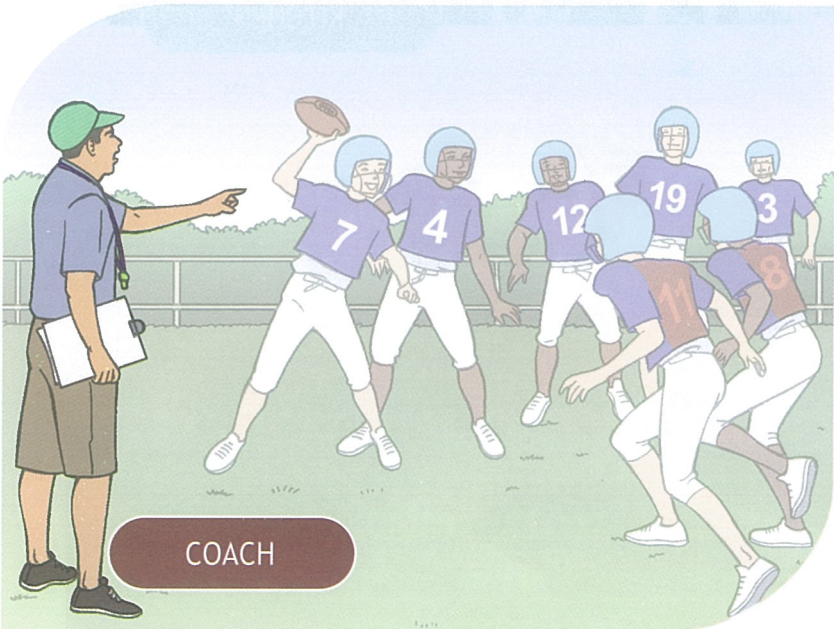
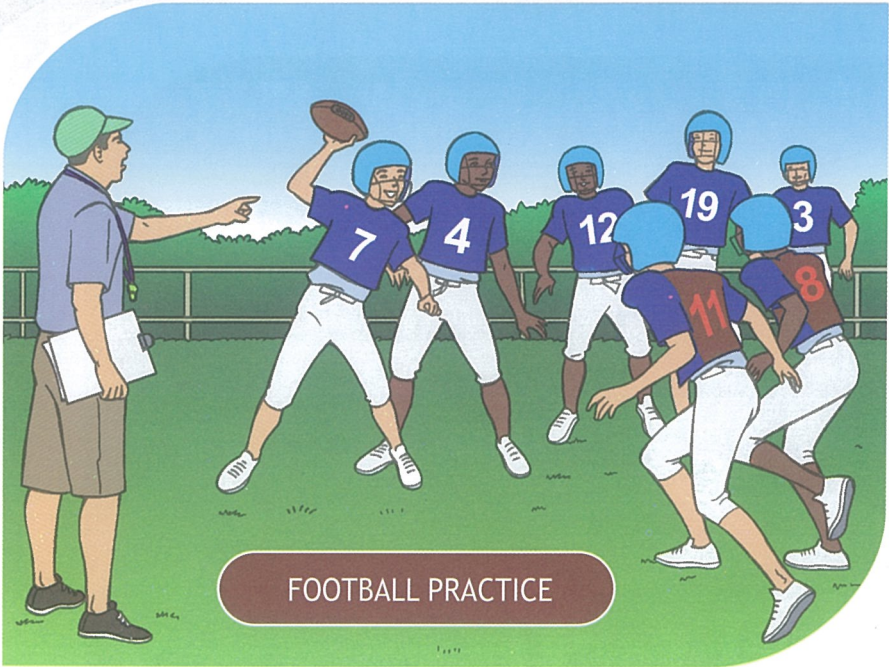
## *words in action*





# LESSON 2

## *words in action*



## LESSON 2

### *words in action*



KITCHEN

DOG

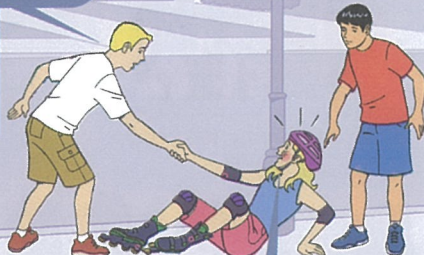




## AN EMBARRASSING SITUATION



BB: Are you all right?



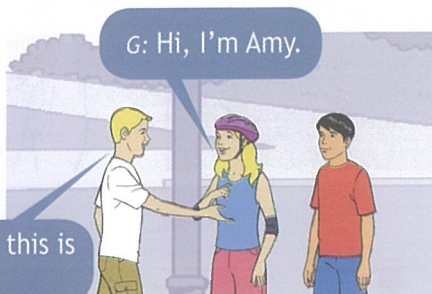
G: Yeah, I'm good.



G: Thanks. This is so embarrassing!



G: Hi, I'm Amy.



BB: And I'm Josh. Oh, and this is my friend Jacques.



G: Jacques isn't an American name.

BB: No, it's French. Jacques is from France. He's here on vacation.



BB = blond boy

G = girl

# LESSON 2

## text

### situation 2



## FOOTBALL PRACTICE

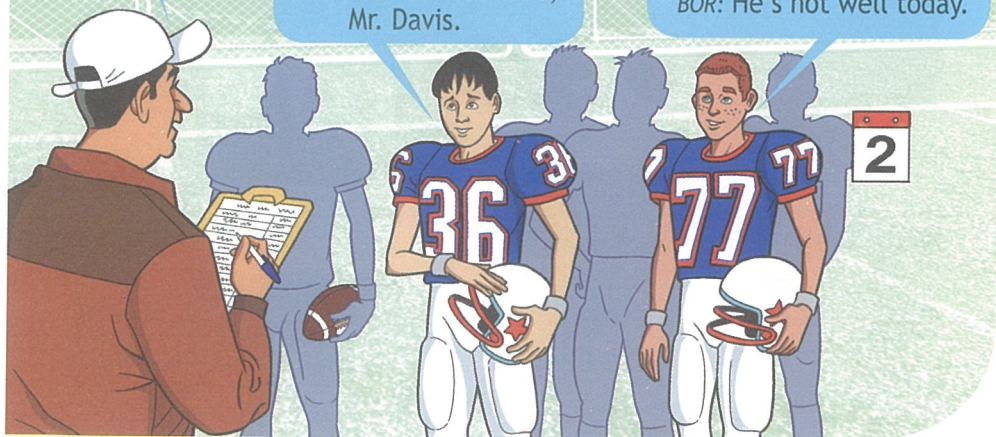
C: Vincent Grant.



BOL: Vince is not here, Mr. Davis.



BOR: He's not well today.



C: OK. Come on, guys, let's go!

B: Yeah!



C = coach

BOL = boy on the left

BOR = boy on the right

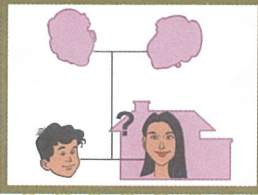
B = boys



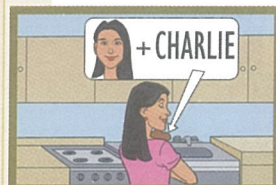
#### RIVALS?



YM: Hi, Jason.  
Is your sister home?



B: Yeah, she is.  
Come on in.



B: Jane's in the kitchen  
with Charlie.



YM: Charlie?  
Who is Charlie?



B: Chill out, Terry.  
Charlie's my new dog.

# LESSON 2

## reading text

### AT THE PARK

Girl: Hi, Mark. Is your sister here?

Boy: No, she's at home. She's not well today. What a cute dog.

Girl: Yeah. This is Pierre.

Boy: That's an interesting name.

Girl: Yes, it's a French name.



Girl: Who's that?

Boy: That's Mr. Jones.  
He's the football coach.  
Hi, Mr. Jones.

Mr. Jones: Oh, hi, Mark.



Girl: Oh, no. This is so embarrassing.  
Sorry about your Popsicle®.

Mr. Jones: It's all right.





## LESSON 2

### going further

In this lesson and in the previous lesson, you learned that we use the preposition **at** when we talk about the location of a person. Look at these examples with the preposition **at**.

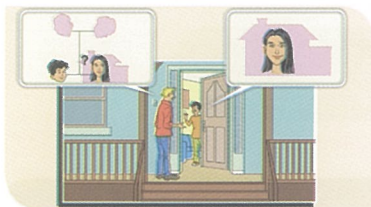
Karen is not *at the mall*. She is *at the park*.



Max is *at football practice*.

Now compare these examples with  **home** from the Reading Text and the situation *Rivals*?

Girl: Hi, Mark. Is your sister here?  
Boy: No, she's *at home*.



"Hi, Jason. Is your sister *home*?"  
"Yeah, she is. Come on in."

Notice that it is possible to omit the preposition **at** before **home**. This is very common in American English. You will learn more about this in future lessons.

# LESSON 2

## the grammar you need

The exercises are to be done and corrected in class.

### PERSONAL PRONOUNS: *HE* AND *SHE*



#### NOTE

*HE* is singular and refers to a male person.

*SHE* is singular and refers to a female person.

Look at this example with *HE* from the situation *An Embarrassing Situation*.

*Jacques* is from France. *He's* here on vacation.

Now let's look at an example with *SHE* from the situation *Rivals?*

"Is your *sister* home?"

"Yeah, *she* is."



#### REMEMBER THIS:

*HE* —————→ *MASCULINE (SINGULAR)*

*SHE* —————→ *FEMININE (SINGULAR)*



## LESSON 2

### *the grammar you need*

Now take a look at what Anna is saying.



This is **Bob**, my new dog.

**He** is very cute.



Anna uses **HE** to refer to the dog because she knows Bob is a male dog.



### REMEMBER THIS:

We generally use **IT** to refer to animals,  
but we can use **HE** and **SHE**  
if we know the sex of the animal.

## LESSON 2

### *the grammar you need*

Now look at this dialogue.

Is it a boy or a girl?

A boy.

The dark-haired woman uses **IT** to refer to the baby because she doesn't know the sex of the baby.

#### REMEMBER THIS:

We use **IT**  
to refer to a baby  
when the sex of the baby is not known.





### TO SUM IT UP:

PERSONAL PRONOUNS	
S I N G U L A R	I
	YOU
	HE → Masculine
	SHE → Feminine
	IT → Neuter



### I. Complete the sentences with HE, SHE or IT.

1. “\_\_\_\_\_ is so cute.”



2. “\_\_\_\_\_ is from France.”

3. “What is \_\_\_\_\_? A boy or a girl?”  
“A boy!”



4. “Is \_\_\_\_\_ a girl or a boy?”  
“Maggie is a girl.”

# LESSON 2

## *the grammar you need*

### THE PRESENT TENSE OF THE VERB *TO BE* (CONTINUED)

#### Making affirmative statements with the verb *to be*

Take a look at these sentences.

Larry **is** at the park. He **is** with Nick.

Helen **is** American. She **is** from California.

Now compare these sentences. Notice how we form the contraction of **he is** and **she is**.

He **is** with Nick.



with Nick.

She **is** from California.



from California.

Look at these sentences and notice that **is** can also form a contraction with other words.

**Sandra's** my sister. She's here on vacation.

**That's** Paul Simmons. He's the new football coach.

Now look at this dialogue. Notice that Tony says **this is**. We never form a contraction with **this** and **is**.

Tony: Alice, **this is** my friend, Ed. (NOT "Alice, **this's** my friend, Ed.")  
Alice: Hi, Ed.



# LESSON 2

## *the grammar you need*

### Making negative statements with the verb *to be*

Look at these transformations.

He is from France. → AFFIRMATIVE

He is **not** from France. → NEGATIVE

She is in the kitchen. → AFFIRMATIVE

She is **not** in the kitchen. → NEGATIVE

Now compare these sentences. Notice the possible contractions.

He is not French.

He's not French.

She is not well today.

She's not well today.

He is not French.

He isn't French.

She is not well today.

She isn't well today.

### Asking questions with the verb *to be*

Look at these transformations.

He is here on vacation. → AFFIRMATIVE

Is he here on vacation? → QUESTION

She is at the park. → AFFIRMATIVE

Is she at the park? → QUESTION

# LESSON 2

## the grammar you need



### TO SUM IT UP:

THE PRESENT TENSE OF THE VERB <i>TO BE</i>							
		AFFIRMATIVE		NEGATIVE			INTERROGATIVE
		FULL FORM	CONTRACTED FORM	FULL FORM	CONTRACTED FORM		
S I N G U L A R	FIRST PERSON	I am	I'm	I am not	I'm not		Am I . . . ?
	SECOND PERSON	You are	You're	You are not	You're not		Are you . . . ?
	THIRD PERSON	He is She is It is	He's She's It's	He is not She is not It is not	He's not She's not It's not	He isn't She isn't It isn't	Is he . . . ? Is she . . . ? Is it . . . ?

Compare these dialogues. Notice when we use contractions with the verb **to be**.

"Are you new in town?"

"Yes, I am." (NOT "Yes, I'm .")

"Yes, I am/'m new in town."

"No, I am not/'m not."

"No, I am not/'m not new in town."

"Is your sister home?"

"Yeah, she is." (NOT "Yeah, she's .")

"Yeah, she is/she's here."

"No, she is not/she's not/she isn't."

"No, she is not/she's not/she isn't here."

"Is that a football?"

"Yes, it is." (NOT "Yes, it's .")

"Yes, it is/it's a football."

"No, it is not/it's not/it isn't."

"No, it is not/it's not/it isn't a football."





II. Select the option with the correct forms of the verb TO BE (AM, ARE, or IS) to complete the sentences.

1. “\_\_\_\_\_ that Bob Taylor?”

“No, that \_\_\_\_\_ Tony Doyle. He \_\_\_\_\_ new in town.”

a. Is – am – am

c. Is – 's – 's

b. Am – is – are

d. Are – are – 're



2. “\_\_\_\_\_ she all right?”

“No, she \_\_\_\_\_.”

a. Are – is

c. Is – isn't

b. Is – am not

d. Is – is



3. “This \_\_\_\_\_ Toby, my new dog.”

“Oh, he \_\_\_\_\_ so cute!”

a. 's – is

c. am – is

b. are – 's not

d. is – 's



4. “\_\_\_\_\_ it (the perfume) French?”

“Yes, it \_\_\_\_\_.”

a. Is – 's

c. Is – 's not

b. Is – is

d. Am – are



5. “\_\_\_\_\_ you Rebecca Smith?”

“Yes, I \_\_\_\_\_. Thank you.”

a. Are – am

c. Are – are

b. Am – is

d. Are – isn't



## LESSON 2

### for your information FYI

In the situation *Rivals?* the dog is named Charlie. Charlie is a popular name for dogs in the United States. Here is a list of some popular names for dogs in the U.S. You can listen to them too.



*Daisy*  
*Lola*  
*Lucy*  
*Molly*  
*Maggie*  
*Sadie*

*Bear*  
*Buddy*  
*Max*  
*Charlie*  
*Rocky*  
*Toby*







You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 2.

(Are you all right?)

All right

(I'm all right.)

On vacation

Come on.

Let's go.

Come on in.

Chill out.

# LESSON 2

## I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

I know how to . . .



I know how to . . .



Are you all right?



. . . give personal information;



Yeah, I'm good.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



## I know how to . . .

. . . greet and introduce people;



Hi, Jason.

Hi, I'm Amy.  
And I'm Josh. Oh, and this is  
my friend Jacques.



. . . welcome people;



Come on in.



. . . give information.



Vince is not here, Mr. Davis.

He's not well today.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 3

## words in action



6-7→10-11



11-12→13-14



14-15→17-18



SCHOOLS

14-15→17-18



HIGH SCHOOL





# LESSON 3

## *words in action*

0

ZERO

1

ONE

2

TWO

3

THREE

4

FOUR

5

FIVE

6

SIX

7

SEVEN

8

EIGHT

9

NINE

10

TEN

11

ELEVEN

12

TWELVE

# LESSON 3

## words in action



WHAT TIME IS IT?



9:00

IT'S NINE O'CLOCK.



9:00

IT'S NINE A.M.



9:00

IT'S NINE P.M.



12:00

IT'S TWELVE O'CLOCK.  
OR IT'S TWELVE NOON.  
OR IT'S NOON.



12:00

IT'S TWELVE MIDNIGHT.  
OR IT'S MIDNIGHT.



# LESSON 3

## words in action



CLOSETS (SINGULAR: CLOSET)



JACKET



SOFA



FLOOR

# LESSON 3

## words in action



PHOTOGRAPH  
OR PHOTO



BASKETBALL PRACTICE



TELEPHONE  
OR PHONE

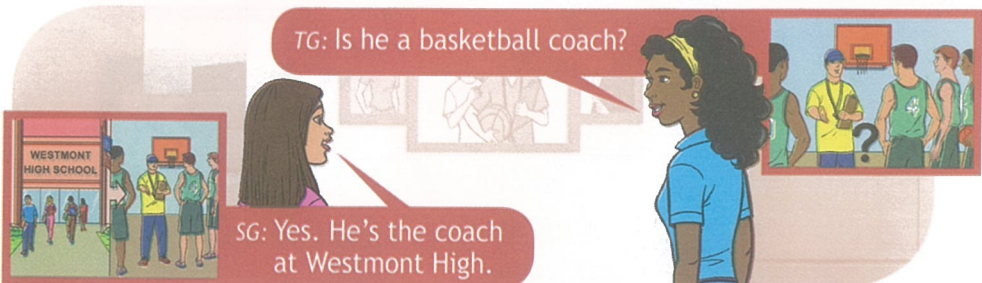
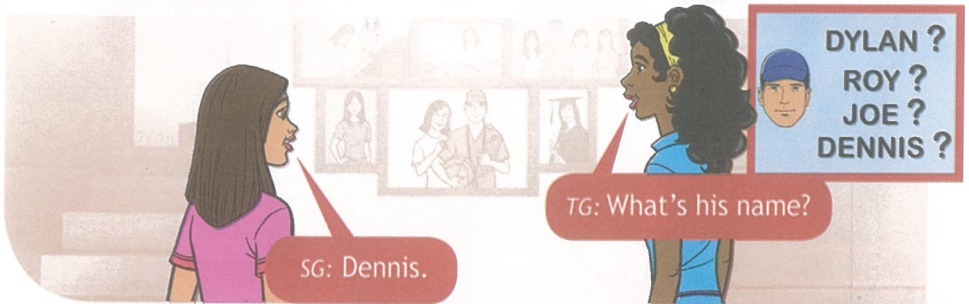


CELLULAR PHONE  
OR CELLPHONE

CHARGER



#### A PHOTO



SG = short girl

TG = tall girl

# LESSON 3

## text

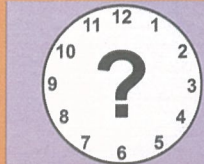
### situation 2



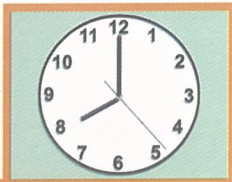
MORNING  
OR EVENING?



S: Mike!



B: Huh? What time is it?



S: It's 8 o'clock.



B: What? We're late for school.



S: No, we aren't.



S: It's 8 p.m., not 8 a.m.

S = sister

B = brother



#### AT HOME



F: Where is my jacket?



M: It's in the closet.



S: Hmm. Where's my new cellphone?



D: Hey, what's your number?



M: On the sofa and its charger is on the floor.



S: 708-375-6421.

M: It's noon. Are you ready?



B AND S: Yes, we are, Mom, but Dad isn't.

F = father

M = mother

S = son

D = daughter

B = brother

S = sister

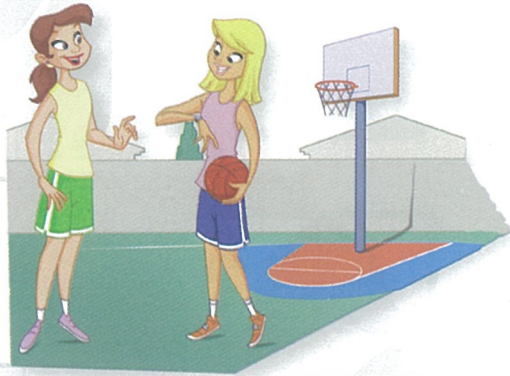
# LESSON 3

## reading text

### BASKETBALL PRACTICE

Nancy: What time is it?

Erica: It's 5 o'clock.  
We're ready,  
and Dana's late.



Nancy: What's her cellphone number?

Erica: 597-4631.

Nancy: Is that in the 312  
area code?

Erica: No, her area code  
is 708.



Mrs. Johnson: Hello?

Nancy: Dana! Where are you?

Mrs. Johnson: This is her mother. Is that Nancy?

Nancy: Huh? Oh, yeah . . . sorry, Mrs. Johnson.

Mrs. Johnson: That's all right. Her telephone is here  
at home. She's at basketball practice.

Nancy: No, she's not.  
We're here . . .  
oh, here she is  
with her boyfriend.

Mrs. Johnson: Her boyfriend?

Nancy: Oh, sorry.  
It's her brother.

Mrs. Johnson: That's good.

Nancy: Bye, Mrs. Johnson.

Mrs. Johnson: Bye, Nancy.





### A/AN OR ONE?

In English, we can use **a/an** or **one** with a noun. We usually use **a/an**. We use **one** when it is necessary to emphasize quantity.

Look at these examples. The first example is from the lesson.

“Is he a basketball coach?” (NOT “Is he **one** basketball coach?”)  
“Yes. He’s the coach at Westmont High.”



“What’s that?”

“It’s a new cellphone.” (NOT “It’s **one** new cellphone.”)

“858? What number is this?”

“It’s **an** area code in California.” (NOT “It’s **one** area code in California.”)

“Is Sam Lee a boy?” (NOT “Is Sam Lee **one** boy?”)

“No. Samantha Lee is a girl.” (NOT “Samantha Lee is **one** girl.”)

# LESSON 3

## *the grammar you need*

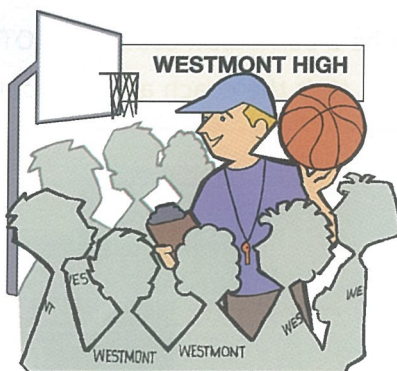
The exercises are to be done and corrected in class.

### THE INDEFINITE ARTICLE (A OR AN) AND THE DEFINITE ARTICLE (THE)

Let's begin by comparing these sentences. Notice when we use **A** and when we use **THE**.



Eric is **a** basketball coach.



Eric is **the** basketball coach  
at Westmont High.

Now look at some more sentences.

Is that **a** charger?

"Where's your cellphone?" "It's on **the** sofa." / "It's in **the** kitchen."

Newcomerstown is **an** interesting name.

Newcomerstown is **the** name of **a** town in Ohio.



# LESSON 3

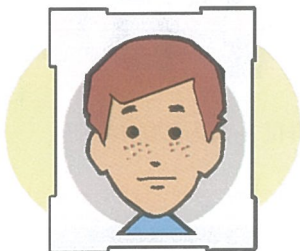
## the grammar you need

Now look at these sentences with **A** and **AN**.

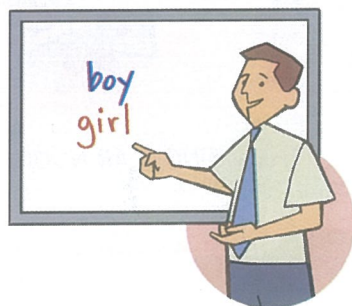
This is **a** *photograph* of my boyfriend.

My brother is **an** *English teacher* at Westmont High School.

Notice that **A** and **AN** are only used before singular nouns.



A PHOTOGRAPH



AN ENGLISH TEACHER



### REMEMBER THIS:

**A / AN + SINGULAR NOUNS**

**A** is used before *consonant sounds*.

**AN** is used before *vowel sounds*.

Compare the sentences.

This is **a** *photograph* of my boyfriend.

Here are three *photographs* of my boyfriend.

My brother is **an** *English teacher* at Westmont High School.

My brothers are *English teachers* at Westmont High School.

# LESSON 3

## the grammar you need

THE can be used before singular and plural nouns. Look at these examples.



THE + SINGULAR NOUN



THE + PLURAL NOUN



### REMEMBER THIS:



1. Complete the sentences with A/AN or THE.



1. This is \_\_\_\_\_ shopping mall.

2. This is \_\_\_\_\_ English book.



3. \_\_\_\_\_ schools in this town are very good.



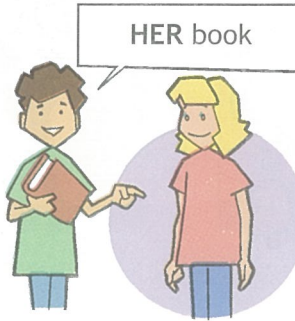
# LESSON 3

## the grammar you need

### POSSESSIVE ADJECTIVES: *HIS*, *HER*, AND *ITS*



*HIS* + SINGULAR NOUN



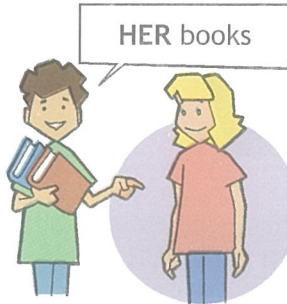
*HER* + SINGULAR NOUN



*ITS* + SINGULAR NOUN



*HIS* + PLURAL NOUN




*HER* + PLURAL NOUN



*ITS* + PLURAL NOUN



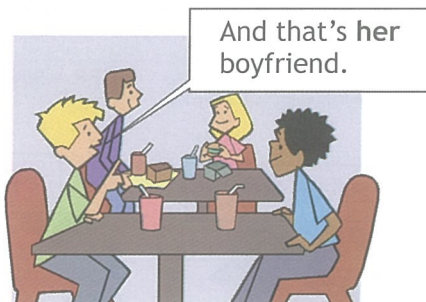
### REMEMBER THIS:

*HIS*, *HER*, *ITS*  + SINGULAR NOUN  
+ PLURAL NOUN

# LESSON 3

## *the grammar you need*

Here are some more examples.



II. Complete with HIS, HER or ITS.



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



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



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



### PERSONAL PRONOUNS: WE AND YOU (PLURAL)



Take a look at these examples.

*Ann and I* are American. **We** are from Florida.

*Michael and Alice*, are **you** ready for school?



### REMEMBER THIS:

WE, YOU → PLURAL



### III. Complete the sentences with WE or YOU.



1. “\_\_\_\_\_ are blond.”

2. “\_\_\_\_\_ are my friends.”



3. “\_\_\_\_\_ are on vacation.”

4. “\_\_\_\_\_ are very young.”



# LESSON 3

## the grammar you need

### THE PRESENT TENSE OF THE VERB *TO BE* (CONTINUED)

#### Making affirmative statements with the verb *to be*

Look at these sentences.

We **are** from the U.S.

You **are** late for school.

Now compare the sentences below. Notice how we form the contraction of **we are** and **you are**.

We **are** from the U.S.

**We're**

from the U.S.

You **are** late for school.

**You're**

late for school.

#### Making negative statements with the verb *to be*

Look at these transformations.

We **are** French. → AFFIRMATIVE

We **are not** French. → NEGATIVE

You **are** short. → AFFIRMATIVE

You **are not** short. → NEGATIVE

Now look at these sentences and notice the possible contractions.

We **are** not French.

**We're** not French.

You **are** not short.

**You're** not short.

We **are not** French.

We **aren't** French.

You **are not** short.

You **aren't** short.



### Asking questions with the verb *to be*

Look at these transformations.

We are late. → AFFIRMATIVE

Are we late? → QUESTION

You are new here. → AFFIRMATIVE

Are you new here? → QUESTION



### TO SUM IT UP:

THE PRESENT TENSE OF THE VERB <i>TO BE</i>						
	AFFIRMATIVE		NEGATIVE			INTERROGATIVE
	FULL FORM	CONTRACTED FORM	FULL FORM	CONTRACTED FORM		
S I N G U L A R	I am	I'm	I am not	I'm not		Am I . . . ?
	You are	You're	You are not	You're not	You aren't	Are you . . . ?
	He is	He's	He is not	He's not	He isn't	Is he . . . ?
	She is	She's	She is not	She's not	She isn't	Is she . . . ?
P L U R A L	It is	It's	It is not	It's not	It isn't	Is it . . . ?
	We are	We're	We are not	We're not	We aren't	Are we . . . ?
	You are	You're	You are not	You're not	You aren't	Are you . . . ?

# LESSON 3

## the grammar you need



IV. Select the option with the correct forms of the verb TO BE (AM, ARE, or IS) to complete the sentences.

1. "\_\_\_\_\_ we late for football practice?"

"Yes, we \_\_\_\_\_."

a. Are – 're

b. Are – are

c. Is – are

d. Am – are



2. "\_\_\_\_\_ you sisters?"

"No, we \_\_\_\_\_."

a. Are – am

b. Are – are

c. Am – 're not/aren't

d. Are – 're not/aren't

3. "\_\_\_\_\_ you and Pierre French?"

"No, we \_\_\_\_\_. We \_\_\_\_\_ American."

a. Are – are – 're

c. Are – 're not/aren't – 're

b. Is – 's not/isn't – 's

d. Am – 'm not/am not – am



4. "\_\_\_\_\_ I a good student?"

"Yes, you \_\_\_\_\_ a very good student."

a. Am – 're

c. Is – 's

b. Are – 're

d. Am – 're not/aren't

5. "\_\_\_\_\_ your name Paul Taylor?"

"No, it \_\_\_\_\_. My name \_\_\_\_\_ Paul Tyler."

a. Am – 's not/isn't – 's

c. Are – 's not/isn't – 's

b. Is – 's not/isn't – 's

d. Is – 's not/isn't – isn't







You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 3.

What time is it?

It's 8 o'clock.

(Tamara is late for school.)

Late for

(Bernard is late for basketball practice.)

# LESSON 3

## I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

I know how to . . .



. . . describe relationships;



This is my sister. And this is her boyfriend.



. . . talk about what people do for a living;



Yes. He's the coach at Westmont High.

Is he a basketball coach?



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.



## *I know how to . . .*

### . . . ask and tell the time;



What time is it?

It's 8 o'clock.



It's 8 p.m., not 8 a.m.



### . . . say telephone numbers;



708-375-6421.



### . . . ask for and give information about location.

Where's my new cellphone?



On the sofa and its charger is on the floor.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 4

## *words in action*



MOUNTAIN

THREE BAGS



A MOUNTAIN OF BAGS





# LESSON 4

## *words in action*



TWO CARS



BICYCLE OR BIKE



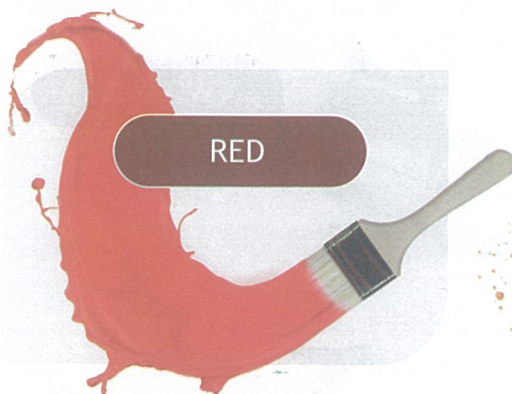
MOTORCYCLE OR BIKE



SKATEBOARD

# LESSON 4

## *words in action*



RED



ORANGE



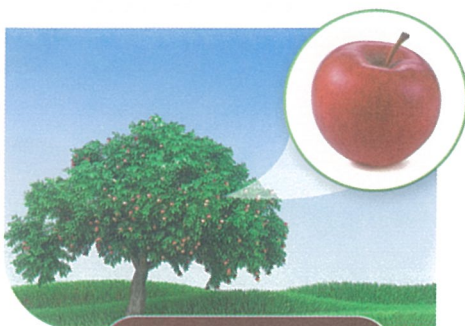
A RED T-SHIRT



APPLE



TREES



APPLE TREE



# LESSON 4

## *words in action*



HOUSE



PARKING LOT

“WATCH OUT FOR THAT CAR!”



# LESSON 4

## text

### situation 1

#### A MOUNTAIN OF STUFF

F: Emily, are your bags in the car?



D: Yes, they are.

F: Matt, Tyler, are these your bags?



SRT: No, they aren't.  
They're Uncle Mike's bags.

SOT: Our stuff is outside the car.



F = father

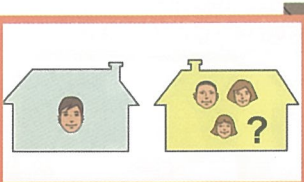
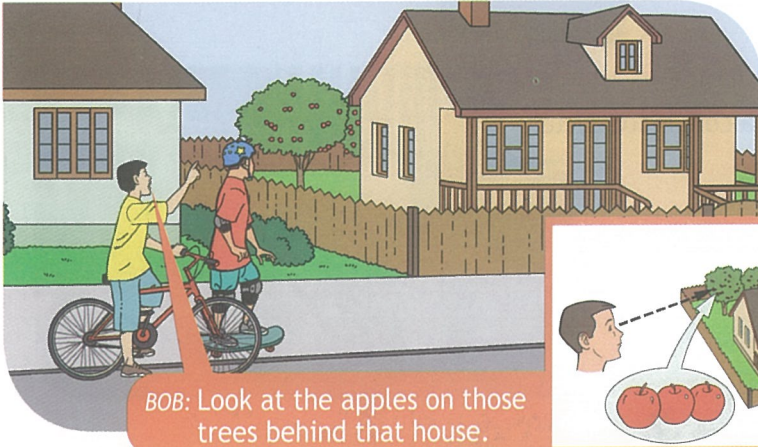
D = daughter

SRT = son in red T-shirt

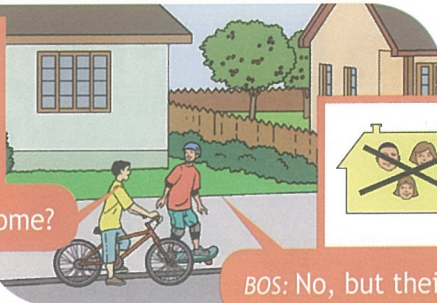
SOT = son in orange T-shirt



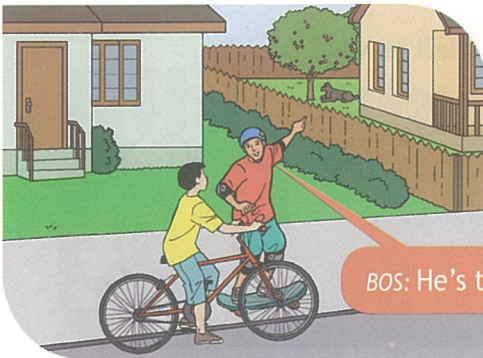
## BEWARE OF THE DOG



BOB: Are your neighbors at home?



BOS: No, but their dog is.



BOS: He's there under that apple tree.

BOB = boy on bike

BOS = boy on skateboard

# LESSON 4

## text

### situation 3

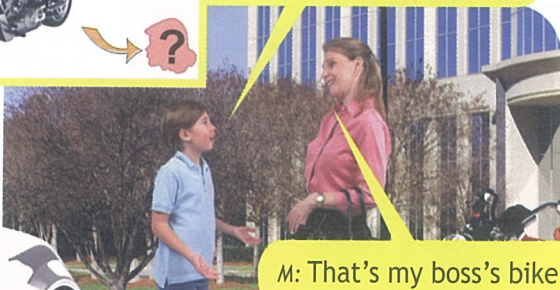
#### IN THE PARKING LOT AT MOM'S WORKPLACE



s: What a cool motorcycle!



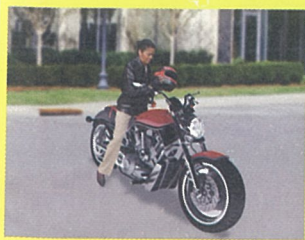
s: Whose bike is it, Mom?



M: That's my boss's bike.



s: Ms. Howard on a motorcycle?! No way!



S = son

M = mother



## COOL BIKES

Bill: Where is your new motorcycle?

Harry: It's behind the house.  
Come on outside.



Bill: Look at those bikes by that tree!

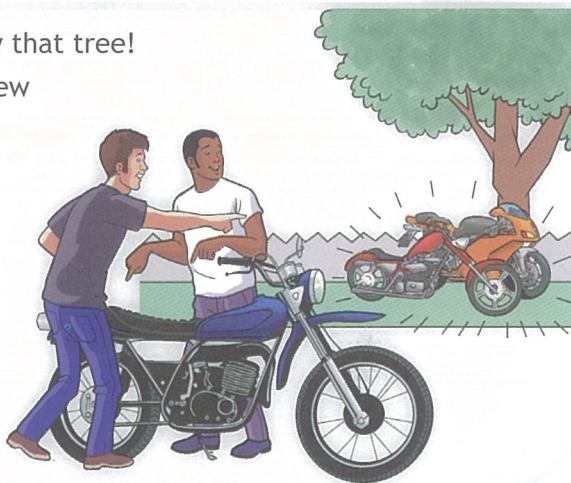
Harry: Yeah. But this is my new bike here.

Bill: And whose bikes are those?

Harry: The red motorcycle is my father's.  
The orange bike is my mother's.

Bill: Your parents are very cool.

Harry: Yeah, they are.



Bill: What . . . ? Apples?

Harry: Yeah. Look! You're under my neighbor's apple tree.



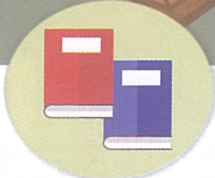
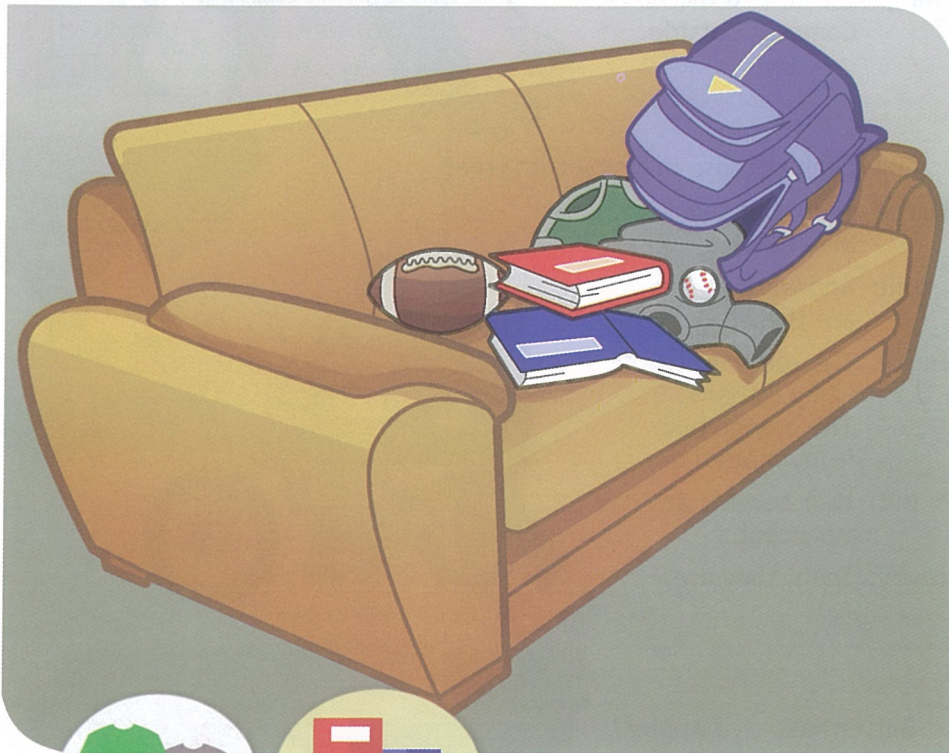
# LESSON 4

## going further

### STUFF

We use **stuff** in the singular form. We don't say *stuff s*.

Compare the sentences.



Look at those **T-shirts**, **books**, and **balls** on the sofa.



Look at that **stuff** on the sofa.



The exercises are to be done and corrected in class.

## PERSONAL PRONOUN: *THEY*



### NOTE

**THEY** refers to male and female people, objects or animals.

Look at this example from the situation *A Mountain of Stuff*.

"Emily, are *your bags* in the car?"

"Yes, **they** are."



### REMEMBER THIS:

THEY —————> PLURAL

# LESSON 4

## the grammar you need

Now look at some more examples with **THEY**.

*My parents* aren't home now. **They** are at the park with my brother Timmy.

Look at *these trees*. **They** are so tall!

"Ted! Beware of *those dogs*!"

"Chill out. **They** are my dogs!"



### I. Complete the sentences with WE, YOU or THEY.

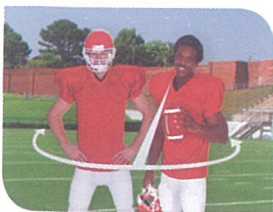
1. "\_\_\_\_\_ are my parents."



2. "\_\_\_\_\_ are on vacation in the mountains."



3. "Are \_\_\_\_\_ OK?"



4. "\_\_\_\_\_ are ready for football practice."

5. "These are my T-shirts. \_\_\_\_\_ are new."





THE PRESENT TENSE OF THE VERB *TO BE* (CONTINUED)Making affirmative statements with the verb *to be*

Look at these sentences.

Buster and Fifi **are** my friend Helen's dogs. They **are** so cute!

"These **are** my friends Luc and Anne. They **are** from France." "Hi!"

Compare the sentences below. Notice how we form the contraction of **they are**.

They are at home.

They're at home.

Making negative statements with the verb *to be*

Look at these transformations.

They are at home. → AFFIRMATIVE

They are not at home. → NEGATIVE

Now compare these sentences. Notice the possible contractions.

They are not at home.

They're not at home.

They are not at home.

They aren't at home.

Asking questions with the verb *to be*

Look at these transformations.

They are at home. → AFFIRMATIVE

Are they at home? → QUESTION

# LESSON 4

## the grammar you need

### THE PRESENT TENSE OF THE VERB *TO BE*

	AFFIRMATIVE		NEGATIVE			INTERROGATIVE
	FULL FORM	CONTRACTED FORM	FULL FORM	CONTRACTED FORM		
S I N G U L A R	I am	I'm	I am not	I'm not		Am I . . . ?
	You are	You're	You are not	You're not	You aren't	Are you . . . ?
	He is	He's	He is not	He's not	He isn't	Is he . . . ?
	She is	She's	She is not	She's not	She isn't	Is she . . . ?
	It is	It's	It is not	It's not	It isn't	Is it . . . ?
P L U R A L	We are	We're	We are not	We're not	We aren't	Are we . . . ?
	You are	You're	You are not	You're not	You aren't	Are you . . . ?
	They are	They're	They are not	They're not	They aren't	Are they . . . ?



### II. Select the option with the correct forms of the verb **TO BE (ARE)** to complete the sentences.

1. "Where \_\_\_\_\_ your brothers?"

"They \_\_\_\_\_ outside."

- a. 're not/aren't – 're
- b. are – 're

2. "\_\_\_\_\_ these your dogs?"

"No, they \_\_\_\_\_. They \_\_\_\_\_ my uncle's dogs."

- a. Are – 're not/aren't – 're
- b. Are – are – 're

3. "What color \_\_\_\_\_ your bags? \_\_\_\_\_ they red?"

"Yes, they \_\_\_\_\_."

- a. are – Are – are
- b. are – Are – 're

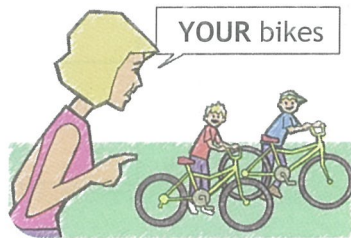
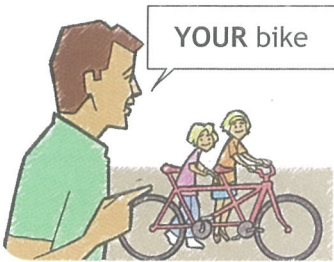
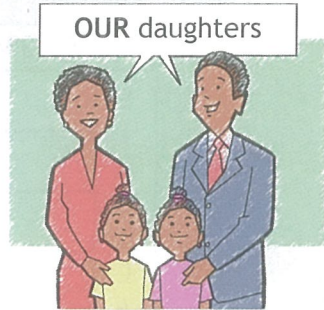
4. "\_\_\_\_\_ the Catskill Mountains in California?"

"No, they \_\_\_\_\_. They \_\_\_\_\_ in New York."

- a. Are – 're – 're not/aren't
- b. Are – 're not/aren't – 're



### POSSESSIVE ADJECTIVES: *OUR*, *YOUR* (PL.) AND *THEIR*



### REMEMBER THIS:

OUR, YOUR, THEIR

- + SINGULAR NOUN
- + PLURAL NOUN

# LESSON 4

## the grammar you need



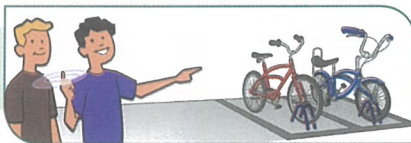
### TO SUM IT UP:

POSSESSIVE ADJECTIVES	
S I N G U L A R	my
	your
	his
	her
	its
P L U R A L	our
	your
	their



### III. Complete with OUR, YOUR or THEIR.

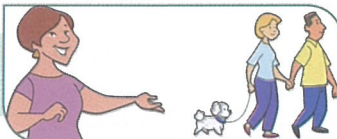
1. “\_\_\_\_\_ bikes.”



2. “\_\_\_\_\_ apples.”



3. “\_\_\_\_\_ dog.”





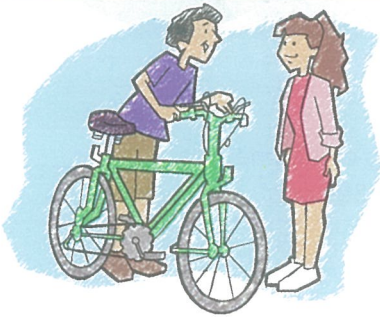
# LESSON 4

## the grammar you need

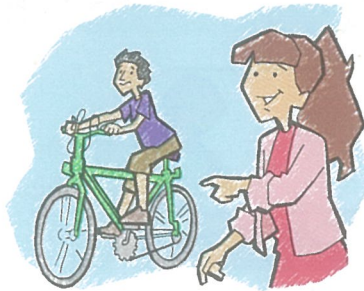
### POSSESSIVE CASE: 'S

Let's take a look at how we form the possessive of **singular nouns**. Compare these examples.

"This is *my* bike."



"That is the boy's bike."



"These are *my* bags."



"Those are Ms. Hart's bags."



### REMEMBER THIS:

To indicate possession,  
add 's to a singular noun.

# LESSON 4

## the grammar you need

Here are some more examples.

My name is Rachel Irene, and my sister's name is Elizabeth Diane.  
My boss's name is John Miller.



IV. Complete the sentences with the words in parentheses and 's.



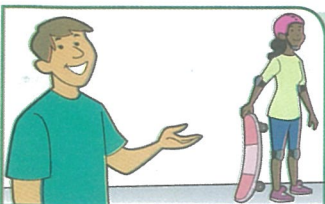
1. "This isn't my cellphone. It's \_\_\_\_\_  
cellphone." (Bella)



2. "Samantha is the \_\_\_\_\_ daughter."  
(coach)



3. "Uncle \_\_\_\_\_ jacket is in the  
closet." (David)

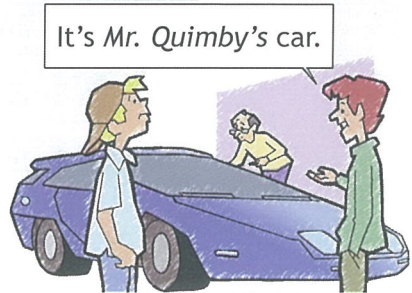


4. "That is \_\_\_\_\_ skateboard."  
(Emma)

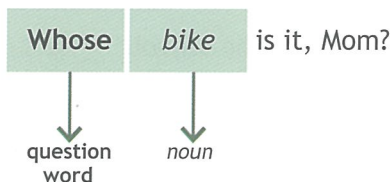


QUESTION WORD: **WHOSE**

We use the question word **whose** to ask about possession.



The question word **whose** is usually followed by a noun. Here's an example from the situation *In the Parking Lot at Mom's Workplace*.

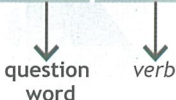


# LESSON 4

## the grammar you need

Notice in the following examples that the question words **WHAT**, **HOW**, **WHO** and **WHERE** are usually followed by a **verb**. Remember these sentences from the lessons?

What	is	your name?
How	are	you?
Who	is	Charlie?
Where	is	my jacket?





### REMEMBER THIS:

WHOSE → + NOUN

WHAT, HOW, WHO, WHERE → + VERB



V. Complete the sentences with **WHOSE**, **WHAT**, **HOW**, **WHO** or **WHERE**.

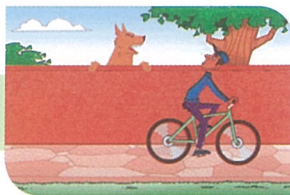
1. "\_\_\_\_\_ is your cellphone number?" "It's 829-2567."
2. "\_\_\_\_\_ is your mother?" "She's not well today."
3. "\_\_\_\_\_ is that man in front of the school?" "He's my teacher."
4. "\_\_\_\_\_ is your car?" "It's in the parking lot."
5. "\_\_\_\_\_ stuff is this?" "It's my brother's stuff."





You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 4.

Beware of . . . (Beware of the dog.)



Look at . . . (Look at that cool car!)

No way! ("This is my mom's skateboard." "No way!")

("Watch out for cars!")



Watch out for . . .

("Watch out for that motorcycle!")



# LESSON 4

## I know how to ...

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to ...*



... express possession;



Matt, Tyler, are these your bags?

No, they aren't. They're Uncle Mike's bags.



Our stuff is outside by the car.



... give information about location;



Our stuff is outside by the car.

Look at the apples on those trees behind that house.



He's there under that apple tree.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



*I know how to . . .*

. . . express admiration;



What a cool motorcycle!



. . . express surprise.



Ms. Howard on a motorcycle?! No way!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 5

## words in action



CLOTHES OR CLOTHING



COATS

PARKAS



STORES





# LESSON 5

## words in action



BLUE



BROWN

SATURDAY



SUNDAY



# LESSON 5

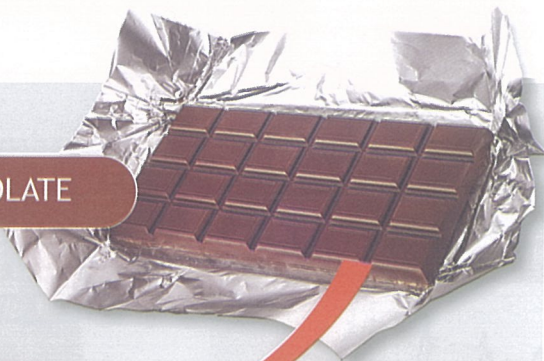
## *words in action*



CAKES



CHOCOLATE



A CHOCOLATE CAKE







ICE CREAM



VANILLA



VANILLA ICE CREAM

# LESSON 5

## *words in action*



ZOO



STREET



#### AT A CLOTHING STORE



W = wife

H = husband

D = daughter

S = son

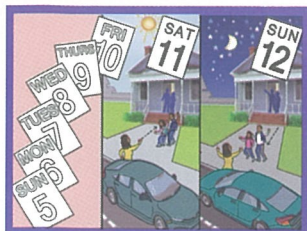
F = father

# LESSON 5

## text

### situation 2

## A SHORT VISIT



M: Bye, kids. See you Sunday night.

S: Bye!

GF: There is a chocolate cake in the kitchen!



GS: Cool!

GM: There's vanilla ice cream too!

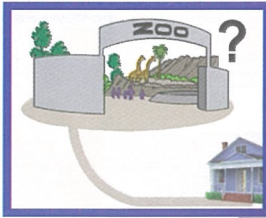


GD: Yay!

M = mother   S = son   GF = grandfather   GS = grandson   GM = grandmother   GD = granddaughter



## SATURDAY AFTERNOON



GS: We're bored, Grandpa. Is there a zoo near here?



GF: No, there's not, dear.



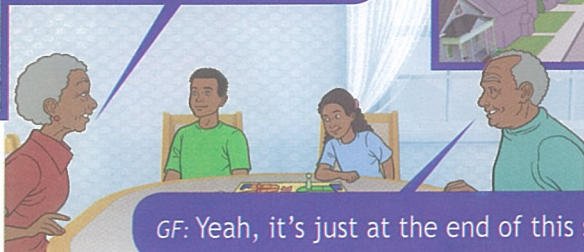
GD: Is there a park near here?



GS: Yes, there is.



GM: Jamison Park isn't far.



GF: Yeah, it's just at the end of this street.



GS = grandson

GF = grandfather

GD = granddaughter

GM = grandmother

# LESSON 5

## text

### situation 4

#### A COMPLIMENT

10-11-12? 6-7-8?



YW: How old are they?

EW: Well, my grandson's twelve years old . . .

12



LG: And I'm seven!

YW: She's adorable!



EW: Thanks!

YW = young woman

EW = elderly woman

LG = little girl



## COATS

Husband: Whose coats are these?

Wife: Oh . . . Frankie's school friends are here.

Husband: Hey, whose parka is this?

Wife: That blue parka? It's Danny Grove's. It's a beautiful coat.

Husband: Yeah, it is.



Wife: Hmm . . . our kids' coats are so old and ugly.

Wife: Hey, look at this! Parkas are on sale at Johnson's.

Husband: Johnson's?

Wife: Yeah. Johnson's is that clothing store on Main Street.

Husband: Hey, the new McDonald's® is over there too.



Wife: All right . . . new coats and McDonald's®. Come on!

Husband: OK, but not today.

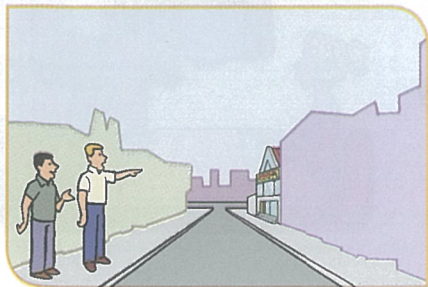
Wife: Yeah, Frankie's friends are here.

# LESSON 5

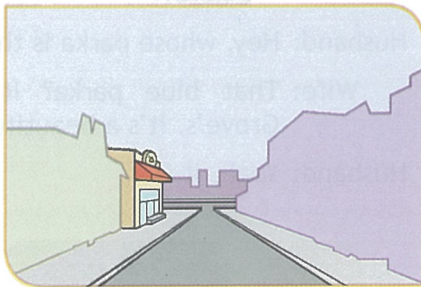
## going further

### WHERE IS . . . ?

There are lots of ways of describing location. Look at all the ways you already know.



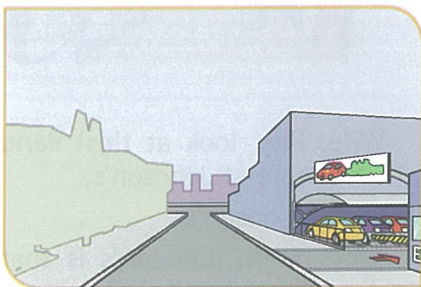
The mall is **over there**.



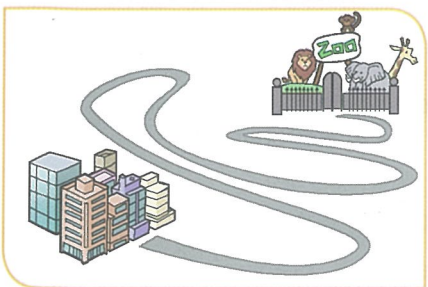
The clothing store is **at the end** of the street.



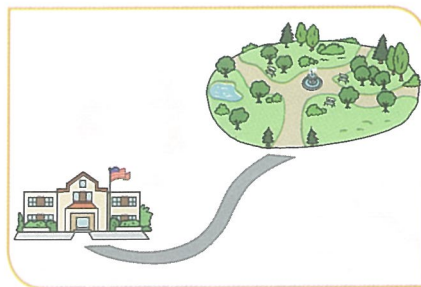
McDonald's® is **on the left**.



The parking lot is **on the right**.



The zoo is **far** from town.



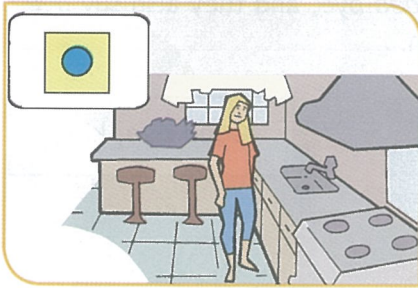
There is a park **near** the school.



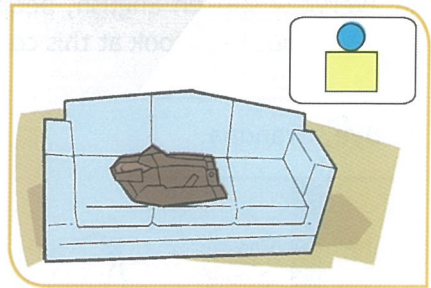
# LESSON 5

## going further

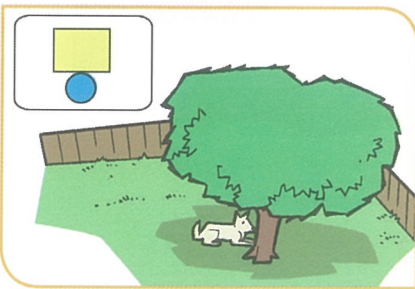
Now look at some more important little words that help us describe exactly where people and things are.



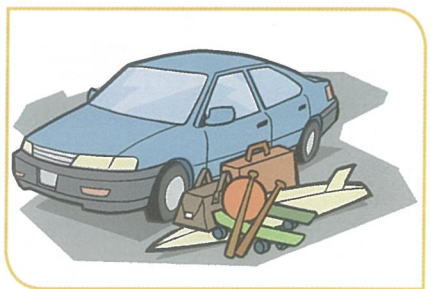
The girl is **in** the kitchen.



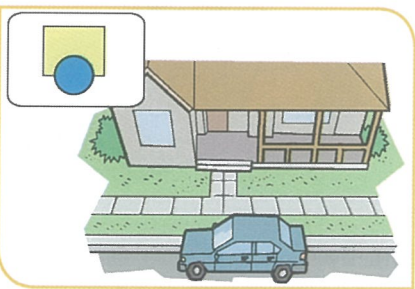
The jacket is **on** the sofa.



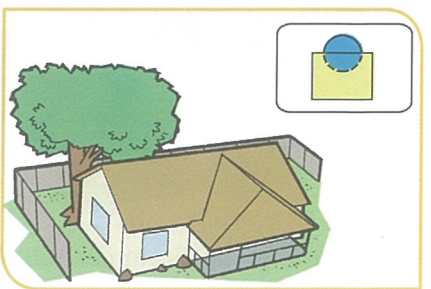
The dog is **under** the tree.



John's stuff is **by** the car.



The car is **in front of** the house.



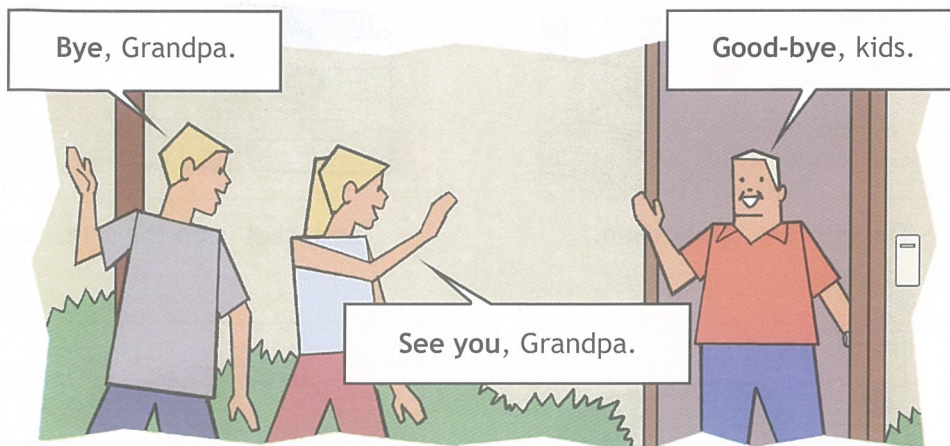
The tree is **behind** the house.

# LESSON 5

## going further

### GOOD-BYE, BYE, AND SEE YOU

In everyday spoken English, people say *good-bye*, and they also say *bye* and *see you*. Let's look at this conversation.



People say *bye* more often than *good-bye*.



See you in The Grammar You Need Section. Bye!

YOU: \_ \_ \_ !



# LESSON 5

## *the grammar you need*

The exercises are to be done and corrected in class.

### POSSESSIVE CASE: '

Let's take a look at how we form the possessive of **plural nouns** ending in **s**. Here are two examples.

*Our bags are on the sofa.*



*The kids' bags are on the sofa.*



*Our car is in front of the clothing store.*



*The Smiths' car is in front of the clothing store.*



### REMEMBER THIS:

To indicate possession, add **'** to a **plural noun** ending in **s**.

# LESSON 5

## *the grammar you need*

Look at some more examples.

The girls' bikes are over there by the tree.

My neighbors' son is in France on vacation.

The Smiths' car isn't in front of their house.

"Are the boys' bags in the car?" "No, they aren't."



**I. Complete the sentences with the words in parentheses and '.**

1. "My \_\_\_\_\_ skateboards are by the car." (friends)



2. "The \_\_\_\_\_ dog is in the kitchen." (kids)

3. "My \_\_\_\_\_ bags are on the sofa." (grandparents)



4. "The \_\_\_\_\_ cake is beautiful." (girls)





**THERE IS**

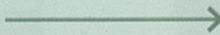
Look at this example.



There is a chocolate cake in the kitchen.

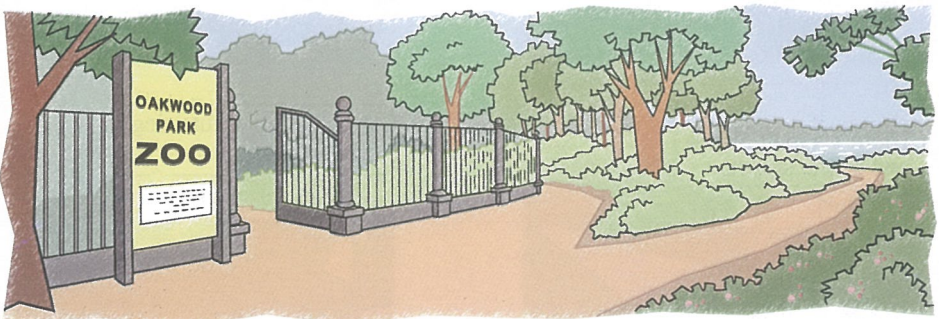
**REMEMBER THIS:**

THERE IS



SINGULAR

Here's another example.



There is a zoo in Oakwood Park.

# LESSON 5

## the grammar you need

Making affirmative statements with *there is*

Take a look at these sentences.

There is a park at the end of the street.

There is a dog under the apple tree behind the Cooks' house.

Now compare these sentences. Notice how we form the contraction of *there is*.

There is a park at the end of the street.

**There's** a park at the end of the street.

Look at this comic strip. Notice that only the contracted form of *there is* is used. In spoken English we almost always use the contracted form.

### NEW IN TOWN

There's a Burger King® over there.



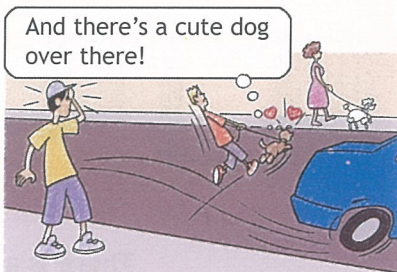
There's a cool park behind the school.



There's a mall at the end of the street.



And there's a cute dog over there!





**Making negative statements with *there is***

Look at this transformation.

There is a park near here. → AFFIRMATIVE

There is not a park near here. → NEGATIVE

Now compare these sentences and notice the possible contractions.

There is not a zoo near here.

There's not a zoo near here.

There is not a zoo near here.

There isn't a zoo near here.

**Asking questions with *there is***

Look at this transformation.

There is a zoo in Elmville. → AFFIRMATIVE

Is there a zoo in Elmville? → QUESTION

## LESSON 5

### *the grammar you need*

#### Answering questions with *there is*

Now let's look at some questions and answers. Note the complete answers.

"Excuse me, please. Is there an Apple Store® near here?"

"Yes, there's one at the end of the street."

OR

"Yes, there is one at the end of the street."

"Is there a shopping mall in Ashland?"

"No, but there's one in Elmpark. Elmpark is near Ashland."

OR

"No, but there is one in Elmpark. Elmpark is near Ashland."

Now take a look at some more questions and answers. Note the short answers.

"Is there a mall near here?"

→ "Yes, there is." (NOT "Yes, there's.")

→ "No, there isn't." / "No, there's not."

"Is there a phone in the kitchen?"

→ "Yes, there is." (NOT "Yes, there's.")

→ "No, there isn't." / "No, there's not."

Notice that short answers are only used with *yes/no questions* (questions we can answer with *yes* or *no*). Also, notice we don't use contractions with *there is* in a short affirmative answer.





- d. Is there



- d. There isn't – there isn't



- b. It's

- b. There isn't

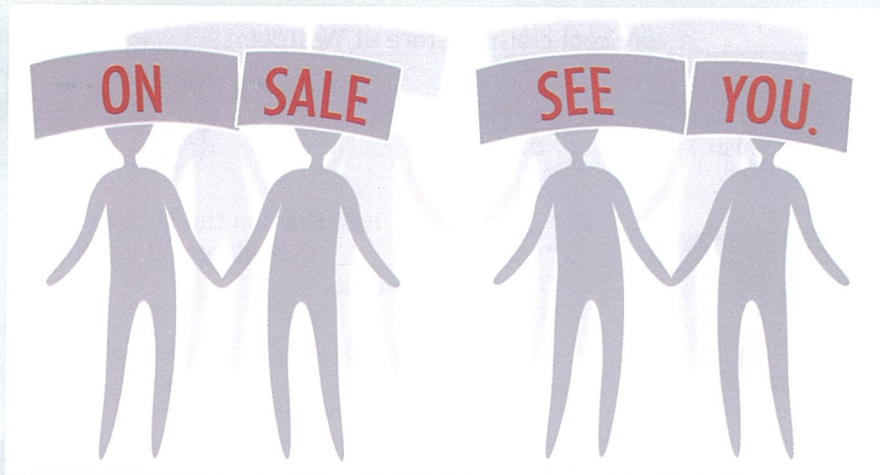
- b. It's

- b. There's

- b. there's not

# LESSON 5

## *fixed expressions*



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 5.

On sale (These beautiful coats are on sale.)

See you. (See you Sunday afternoon.)

At the end of (My school is at the end of Main Street.)

How old is . . . ? (How old is your little brother?)

How old are . . . ? (How old are you?)



*I know how to ...*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to ...*



**... describe things;**



The kids' coats are old.

But those brown jackets over there are beautiful.



**... say good-bye;**



Bye, kids. See you Sunday night.



**... express satisfaction or approval;**



Cool!

Yay!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 5

## I know how to . . .

### . . . ask for and give information about location;



Is there a zoo near here?

No, there's not, dear.



Is there a park near here?

Yes, there is.



### . . . give information about location;



Jamison Park isn't far.

Yeah, it's just at the end of this street.



### . . . talk about age;



How old are they?

Well, my grandson's twelve years old . . .



And I'm seven!



### . . . compliment and accept compliments.



She's adorable!

Thanks!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.





HALLWAYS

BACKYARD



# LESSON 6

## *words in action*



THEY'RE AT A BARBECUE.

GRILL



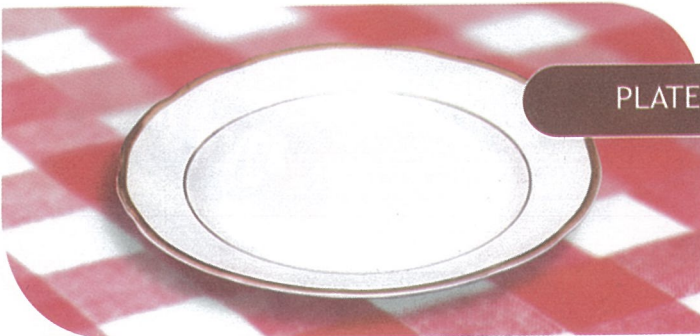


# LESSON 6

## words in action



FOOD



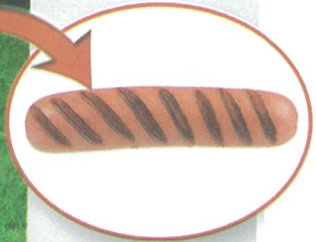
PLATE

# LESSON 6

## *words in action*



HAMBURGER



HOT DOG



HAMBURGERS



HOT DOGS





# LESSON 6

## *words in action*



BLOUSE



SWEATERS



DRESS



# LESSON 6

## *words in action*

PEOPLE



PARTY





# LESSON 6

## *words in action*



GRAY



YELLOW



PINK

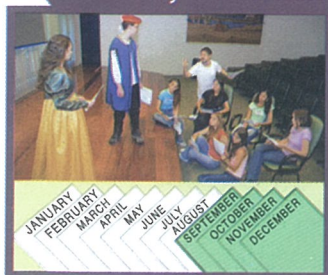
# LESSON 6

## text

### situation 1

#### IN THE HALLWAY

*BOT*: There are some gorgeous girls in my drama class this semester.



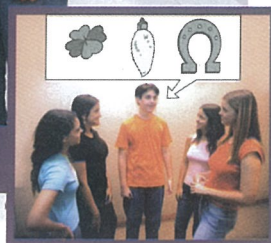
*BBT*: Really?

*BOT*: Yeah.

*BOT*: And guess what! There aren't any other boys in the class!



*BBT*: Lucky you.

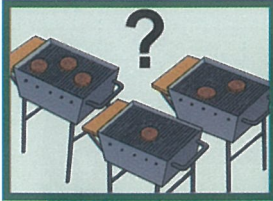


*BOT* = boy in orange T-shirt

*BBT* = boy in blue T-shirt



## BACKYARD BARBECUE



YWP: Are there any hamburgers left?



MG: No, there aren't.



MG: But there are a lot of hot dogs. Here, try one.



YWP: OK, but hamburgers are my favorite.

YWP = young woman with plate

MG = man at grill

# LESSON 6

## text

### situation 3



CONCEITED

GOB: This is a great party, Rachel.



GOB: The music is super.

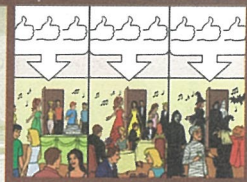
GGS: The food is delicious.



GYB: And there are a lot of interesting people here.



GPD: Thanks, guys. All my parties are awesome.



GOB = girl in orange blouse

GGS = girl in gray sweater

GYB = girl in yellow blouse

GPD = girl in pink dress



AT A BACKYARD BARBECUE

Dylan: What a great barbecue, Eric. There are some very interesting people here.

Meg: Yeah, and the food is delicious. Are there any hamburgers left?

Eric: No, there aren't. I'm sorry. But there are a lot of hot dogs. Here, try one.

Meg: Thanks.

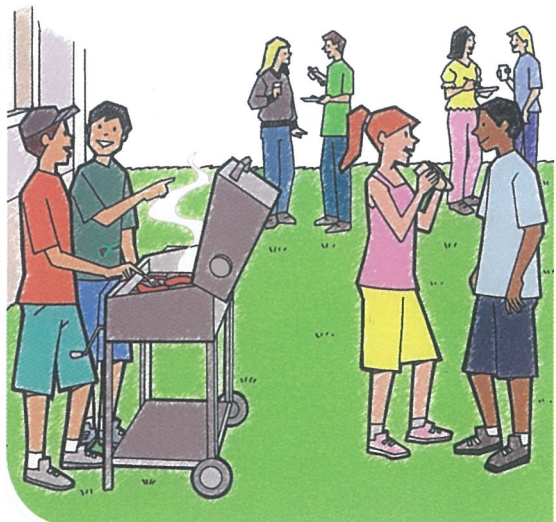


Kevin: Who's that girl in the gray sweater over there with your brother?

Eric: Oh, that's Helen. She's in my drama class this semester.

Kevin: And who's that girl in the yellow blouse?

Eric: That's Colette, my sister's friend from France. She's here on vacation. She's really\* awesome.



\*In this Reading Text, really = very

# LESSON 6

## going further

### PLURAL OF WORDS THAT END IN -Y

Compare the plural forms in these examples.



This **guy** is gorgeous.



These **guys** are gorgeous.



This **party** is super.



These **parties** are super.

#### NOTE

guy + s = guys

vowel + y + s

party + s = parties

consonant + y + s







### TO SUM IT UP:

- To form the plural of words that end with a vowel + y, add -s to the word.

b o y  
↓ ↓  
vowel + y

e.g., Those boys are in my class.

- To form the plural of words that end with a consonant + y, drop the y and add -ies to the word.

c i t y  
↓ ↓  
consonant + y

e.g., There are some beautiful cities in France.



# LESSON 6

## the grammar you need

The exercises are to be done and corrected in class.

### THERE ARE

You already know that THERE IS is used with a singular noun, as in this example.

There is a gorgeous girl in my English class this semester.

Note the difference in this example with a plural noun from the situation *In the Hallway*.

“There are some gorgeous girls in my drama class this semester.”

Take a look at these examples.

There are two hot dogs here.



There are three parties tonight: Tommy's, Brad's and Billy's!



### REMEMBER THIS:

THERE ARE —————> PLURAL



Making affirmative statements with *there are*

Look at these sentences.

**There are** nine girls and one boy in my drama class.

**There are** four students from France at my school this semester.

Look! **There are** two gray cars in front of our house.



NOTE

THERE ARE → NO CONTRACTION

Making negative statements with *there are*

Look at this transformation.

**There are** two hamburgers on the grill. → AFFIRMATIVE

**There are not** two hamburgers on the grill. → NEGATIVE

Now compare these sentences. Notice the contraction.

There are not two hamburgers on the grill.

There **aren't** two hamburgers on the grill.

# LESSON 6

## *the grammar you need*

### Asking questions with *there are*

Look at this transformation.

There are two hamburgers on the grill. → AFFIRMATIVE

Are there two hamburgers on the grill? → QUESTION

### Answering questions with *there are*

Now let's look at some questions and answers. Note the complete answers.

"Are there plates for the cake, Cindy?"

"Yes, there are some plates in the kitchen."

"Are there cool parks in this town?"

"No, but there are two in San Diego. Balboa Park and Flynn Park are awesome."

Now take a look at some more questions and answers. Note the short answers.

"Are there apple trees in your backyard?" → "Yes, there are."  
→ "No, there aren't."

"Are there Popsicles® in the kitchen?" → "Yes, there are."  
→ "No, there aren't."

Remember that short answers are only used with *yes/no questions* (questions that may be answered by *yes* or *no*).





I. Complete the sentences with the correct forms of *there is* and *there are*.

1. “\_\_\_\_\_ four red bags in the hallway.”  
“They’re Uncle Ted’s bags.”

a. There are  
b. There aren’t

c. There is  
d. There isn’t



2. “Is my friend Anne in your drama class?”  
“Hmm, \_\_\_\_\_ two girls with that name in my drama class.”

a. are there  
b. is there

c. there are  
d. there is

3. “Oh, good. \_\_\_\_\_ a hamburger on the grill! Is it ready?”  
“Yes. But it’s for your brother. Sorry.”

a. There are  
b. There isn’t

c. Are there  
d. There’s



4. \_\_\_\_\_ five boys in my English class.  
\_\_\_\_\_ just four.

a. There are – There aren’t  
b. There aren’t – There are

c. There’s – There isn’t  
d. There isn’t – There’s



# LESSON 6

## the grammar you need

### A LOT OF

Compare these sentences.

“There *is* a lot of *food* at this barbecue.”

“That’s good!”



“There *are* a lot of *hamburgers* here.”

“Yeah!”

We use **a lot of** with:

UNCOUNTABLE NOUNS  
(WE CANNOT COUNT)

stuff,  
music,  
food,  
etc.

and

COUNTABLE PLURAL NOUNS  
(WE CAN COUNT)

people,  
sweaters,  
parties,  
etc.



### REMEMBER THIS:

THERE IS + A LOT OF



UNCOUNTABLE NOUNS

THERE ARE + A LOT OF



COUNTABLE PLURAL NOUNS



**SOME AND ANY**

Look at these sentences.

There is **some** chocolate cake for the party. → AFFIRMATIVE

There isn't **any** chocolate cake for the party. → NEGATIVE

There are **some** guys from my class here. → AFFIRMATIVE

There aren't **any** guys from my class here. → NEGATIVE

Here are more examples with **some** and **any**.

There is **some** food left from the party. It's in the kitchen.

There isn't **any** vanilla ice cream left—  
and it's my favorite!



There are **some** gorgeous blouses on sale at Maxwell's.

There aren't **any** clothes for short people at this store!

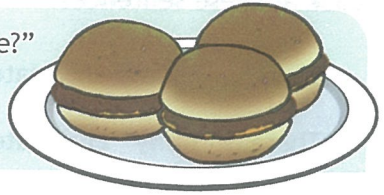
## LESSON 6

### the grammar you need

Now look at these questions and answers.

“Is there **any** food left from the barbecue?”

“Yeah, there are **some** hamburgers.”

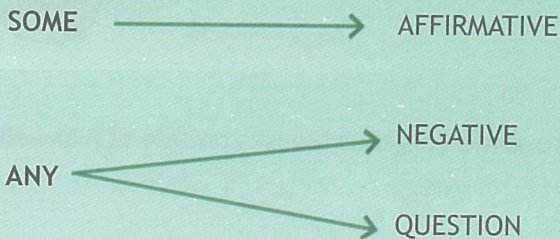


“Are there **any** kids from our French class here?”

“No, there aren’t **any** kids from our French class here.”



#### REMEMBER THIS:







- 

- 

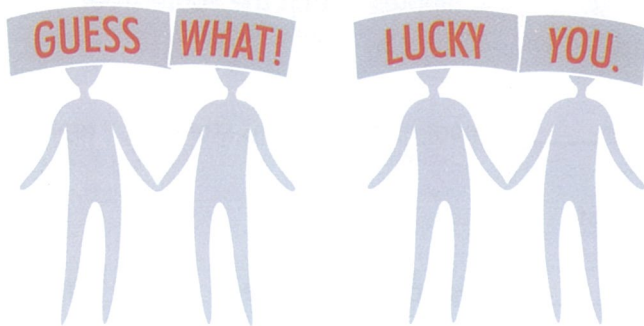
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# LESSON 6

*fixed*



*expressions*



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 6.

Guess what! (“Guess what! Blouses are on sale at Johnson’s!” “Great!”)

Lucky you. (“These are some photos of my vacation in France.” “What an awesome vacation! Lucky you!”)



## I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### I know how to . . .



. . . give additional information;



And guess what! There aren't any other boys in the class!



. . . ask for food;



Are there any hamburgers left?



. . . offer food;



Here, try one [a hot dog].



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 6

## I know how to ...

... compliment;



This is a great party, Rachel.  
The music is super.

The food is delicious.



And there are a lot of interesting  
people here.



... accept compliments.

Thanks, guys.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



13

THIRTEEN

20

TWENTY

24

TWENTY-FOUR

30

THIRTY

32

THIRTY-TWO

40

FORTY

45

FORTY-FIVE

50

FIFTY

57

FIFTY-SEVEN

# LESSON 7

## *words in action*

60

SIXTY

64

SIXTY-FOUR

70

SEVENTY

78

SEVENTY-EIGHT

80

EIGHTY

83

EIGHTY-THREE

90

NINETY

99

NINETY-NINE

100

ONE HUNDRED  
OR  
A HUNDRED



# LESSON 7

## *words in action*



BEDROOMS (SINGULAR: BEDROOM)



BACKPACK

# LESSON 7

## *words in action*

COMPUTER

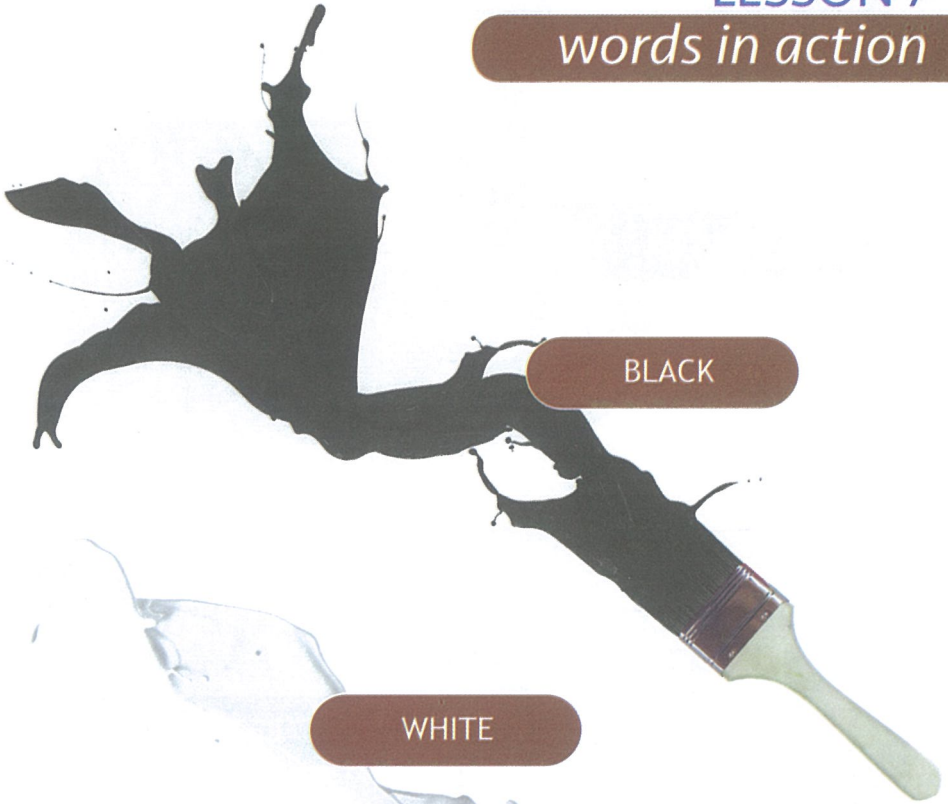


GAMES



# LESSON 7

## *words in action*



BLACK



WHITE



LAVENDER

# LESSON 7

## *words in action*

A SALESPERSON



SOME SALESPEOPLE



THEY'RE CASHIERS.





# LESSON 7

## *words in action*



MONEY



BILLS



ONE CENT



ONE DOLLAR



A HUNDRED-DOLLAR BILL

# LESSON 7

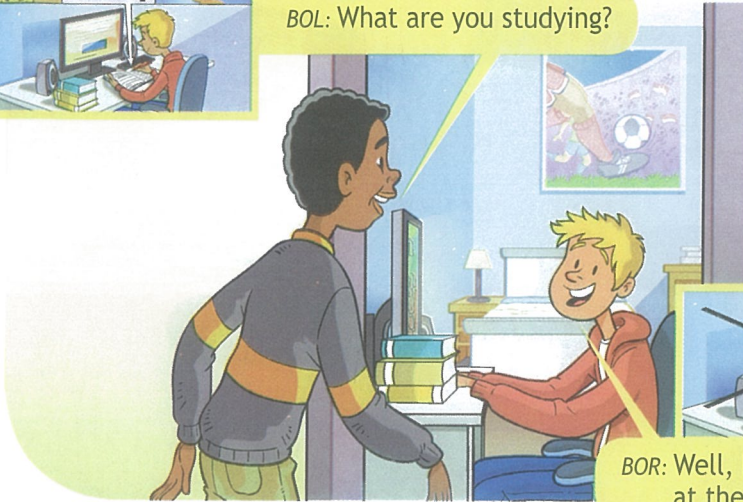
## text

### situation 1

IS JEREMY STUDYING  
IN HIS BEDROOM?



BOL: What are you studying?



BOR: Well, I'm not studying  
at the moment.

BOL: What are you doing?



BOR: I'm playing a game now.  
I'm winning by a score  
of fifty to thirteen.

BOL = boy on the left

BOR = boy on the right



#### PRICES



G: How much is that Maxwell backpack?



S: It's \$99.83.



G: How much are those?



S: The black and white one's \$84.78. The lavender one's 20 percent off—just 64 bucks!

# LESSON 7

## text

### situation 3



## PAYING

\$64  
+ tax (6.25%) \$ 4  
\$68



C: The total's \$68 with tax.



G: Here's a hundred-dollar bill.



C: Here's your change:  
two ten-dollar bills,  
two fives and two ones.

$$\$100 - \$68 = \$32$$



G: Thanks!

C = cashier

G = girl

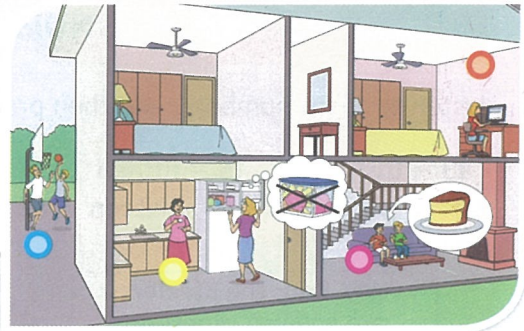


# LESSON 7

## reading text

It's five o'clock on a Saturday afternoon at the Bergmans' home. John and Janice Bergman are the parents of a girl and two boys. Their daughter's name is Alice, and their sons' names are Danny and Ken.

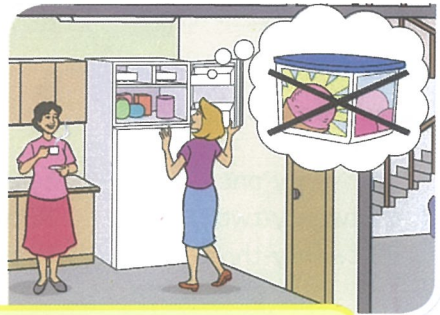
Look at what they are doing now.



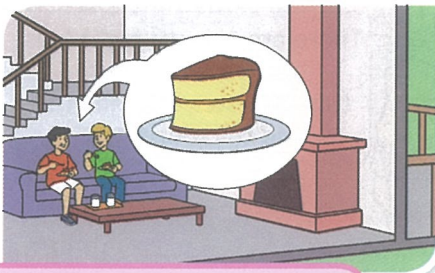
John and his son Danny are playing basketball outside in the backyard, and Danny is winning at the moment.



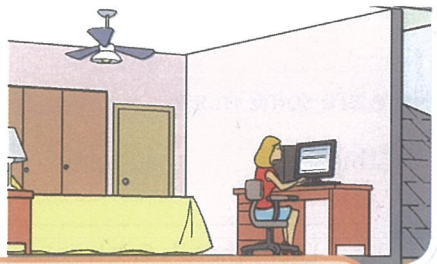
Janice is in the kitchen with her friend Mrs. Grove. Janice is looking in the freezer for some ice cream.



Here is Ken on the sofa with Mrs. Grove's son. They're trying Mrs. Grove's cake. It's delicious.



And here is Alice in her bedroom studying French. It's her favorite class at Kennedy High School. Alice is fifteen years old, and she is ready for her vacation in France at the end of the semester.



# LESSON 7

## going further

### NUMBERS

Listen to these numbers, and then practice saying them.

13 – thirteen

15 – fifteen

17 – seventeen

19 – nineteen

14 – fourteen

16 – sixteen

18 – eighteen

20 – twenty

Hey, Dad, the Steelers are winning **nineteen** to **fourteen**.



Now listen to these.

21 twenty-one

24 twenty-four

27 twenty-seven

22 twenty-two

25 twenty-five

28 twenty-eight

23 twenty-three

26 twenty-six

29 twenty-nine



There are **twenty-eight** kids in my drama class this semester, **fifteen** girls and **thirteen** boys.

Here are some more.

30 thirty

40 forty

50 fifty

60 sixty

Look, there's Eric's house. **Thirty-five** Lombard Street.





Try these now.

61 sixty-one

62 sixty-two

63 sixty-three

64 sixty-four

65 sixty-five

66 sixty-six

67 sixty-seven

68 sixty-eight

69 sixty-nine



Here are some more numbers:

70 seventy

80 eighty

90 ninety

100 one hundred or a hundred



\*outside — in this text, the man is referring to his physical appearance.

# LESSON 7

## *the grammar you need*

The exercises are to be done and corrected in class.

### THE PRESENT CONTINUOUS TENSE

Let's begin by looking at some examples.

Jess, are you in your bedroom?

Yes, Mom. I am studying.



Look, Grandma is winning the game!

Awesome!



Where are the kids, dear?

They're outside.  
They are playing basketball.



### REMEMBER THIS:

The present continuous tense expresses an action in progress.



### Making affirmative statements with the present continuous tense

Take a look at these sentences.

I **am** **looking** at some old photographs.

↓      ↓  
to be verb -ing



He **is** **studying** French at the moment.

↓      ↓  
to be verb -ing



They **are** **playing** football now.

↓      ↓  
to be verb -ing



### REMEMBER THIS:

THE PRESENT CONTINUOUS TENSE → TO BE + VERB -ING

### Making negative statements with the present continuous tense

Look at these transformations.

I **am** **winning** the game.

————→ AFFIRMATIVE

I **am not** **winning** the game.

————→ NEGATIVE

He **is** **studying** French.

————→ AFFIRMATIVE

He **is not** **studying** French.

————→ NEGATIVE

They **are** **playing** football.

————→ AFFIRMATIVE

They **are not** **playing** football.

————→ NEGATIVE

# LESSON 7

## *the grammar you need*

### Asking questions with the present continuous tense

Look at these transformations.

I am winning the game.



AFFIRMATIVE

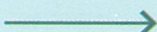
Am I

winning the game?



QUESTION

He is studying French.



AFFIRMATIVE

Is he

studying French?



QUESTION

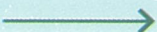
They are playing football.



AFFIRMATIVE

Are they

playing football?



QUESTION

### Answering questions with the present continuous tense

Now let's look at some questions and answers. Note the complete answers.

"Are you studying at the moment, Jess?"

"Yes, I'm studying English."

"Is Grace winning the game?"

"Yes, she's winning the game by a score of 100 to 20."

"Are the boys playing basketball?"

"No, they're playing football."



## the grammar you need

Here are some more questions and answers. Note the short answers.

“Are you **studying** at the moment?”

“Yes, I am.” (NOT “Yes, I’m.”)  
 “No, I’m not.”

“Is Tom **studying** at the moment?”

“Yes, he is.” (NOT “Yes, he’s.”)  
 “No, he’s not.”  
 “No, he isn’t.”

“Is Grace **winning** the game?”

“Yes, she is.” (NOT “Yes, she’s.”)  
 “No, she’s not.”  
 “No, she isn’t.”

“Are the boys **playing** football?”

“Yes, they are.” (NOT “Yes, they’re.”)  
 “No, they’re not.”  
 “No, they aren’t.”

Notice that short answers are only used with *yes/no questions* (questions we can answer with *yes* or *no*).

# LESSON 7

## the grammar you need

Now let's look at the spelling of verbs when we add **-ing**. Notice the spelling of the verbs *play* and *win* in this example.



### NOTE

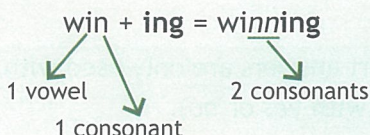
- Adding **-ing** to most verbs is very simple. Take a look at some examples:

play + ing → playing

look + ing → looking

study + ing → studying

- But look at what happens when we add **-ing** to *one syllable* verbs ending in *one consonant* preceded by *only one vowel*:







I. Choose the correct option to complete the sentences in the *present tense* or the *present continuous tense*.

1. “Who’s that cute guy over there? He’s looking at you.”

“Oh, that \_\_\_\_ Tommy.”

a. ’s

c. are

b. am

d. ’re

2. “Are Bethany and Kyle here?”

“Yes. They \_\_\_\_\_ with Julian.”

a. ’s studying

c. ’re studying

b. am studying

d. ’m studying

3. “Are you winning the game?”

“Yeah. I \_\_\_\_ awesome!”

a. ’re

c. are

b. ’m

d. ’s

4. “Where are Stephen and James?”

“They \_\_\_\_\_ football with some friends.”

a. ’m playing

c. ’s playing

b. am playing

d. ’re playing

# LESSON 7

## the grammar you need



II. Now you know that we use the present continuous tense to express an action in p \_\_\_\_\_. Complete the sentences with the verbs in parentheses to express actions in progress.

1. "I a \_\_\_\_\_ w \_\_\_\_\_ the game!"  
(to win)



2. Marlene is s \_\_\_\_\_.  
(to study)



3. Ivan \_\_\_\_\_ p \_\_\_\_\_ the cashier.  
(to pay)



4. "What's Bobby d \_\_\_\_\_?" (to do)  
"He \_\_\_\_\_ p \_\_\_\_\_ with his dog."  
(to play)



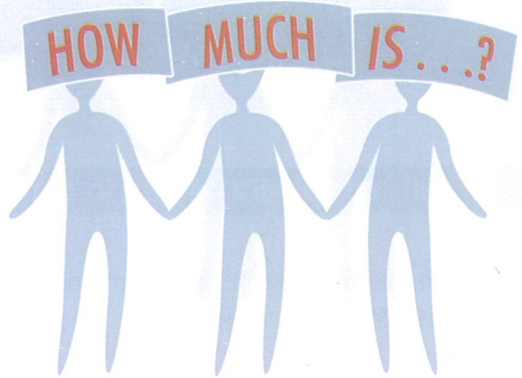
5. Alice and Tom are l \_\_\_\_\_ at some  
cool skateboards. (to look)



6. The kids a \_\_\_\_\_ p \_\_\_\_\_ in the park.  
(to play)







You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 7.

At the moment (Allison is looking in her backpack at the moment.)

Winning by (The Lakers are winning by a score of 75 to 14.)

How much is . . . ? (“How much is this jacket?” “It’s \$75.”)

How much are . . . ? (“How much are these dresses?” “They’re \$50.”)

# LESSON 7

## I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to . . .*



. . . talk about activities in progress;

I'm playing a game now. I'm winning by a score of fifty to thirteen.



. . . understand prices;



How much is that Maxwell backpack?

It's \$99.83.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



**. . . pay for things;**

Here's a hundred-dollar bill.

**. . . talk about money.**

The total's \$68 with tax.



Here's your change: two ten-dollar bills, two fives and two ones.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 8

## words in action

CHILD OR KID



CHILDREN OR KIDS



OUR CHILDREN ARE STUDYING IN THEIR BEDROOMS.  
OR  
OUR KIDS ARE STUDYING IN THEIR BEDROOMS.



# LESSON 8

## *words in action*

CAP



PURPLE

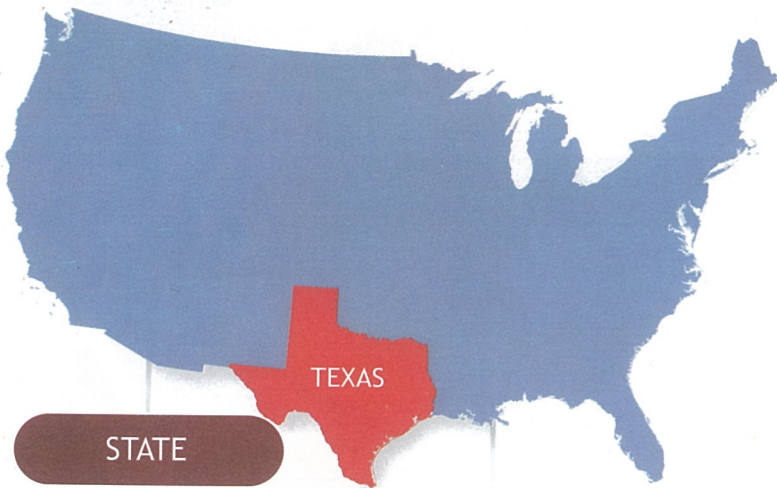


GREEN



# LESSON 8

## *words in action*



UNIVERSITY

Columbia University in the City of New York.

A PROFESSOR IS  
A UNIVERSITY TEACHER.





# LESSON 8

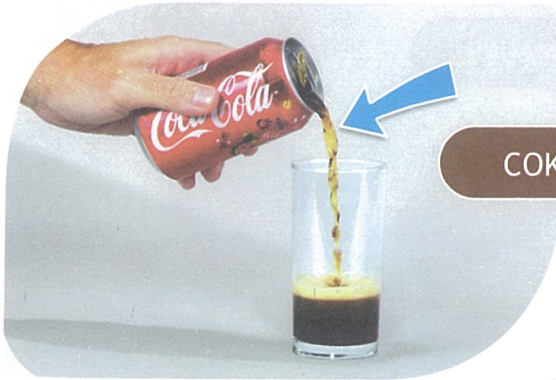
## *words in action*



REFRIGERATOR



MILK



COKE®

CANS



# LESSON 8

## *words in action*



PIES



APPLE PIE



SNACKS



FOOD COURT





# LESSON 8

*words in action*

AIRPORT



AIRPLANE OR PLANE



# LESSON 8

## *words in action*



IT'S ELEVEN-THIRTY.



IT'S THREE-OH-FIVE.

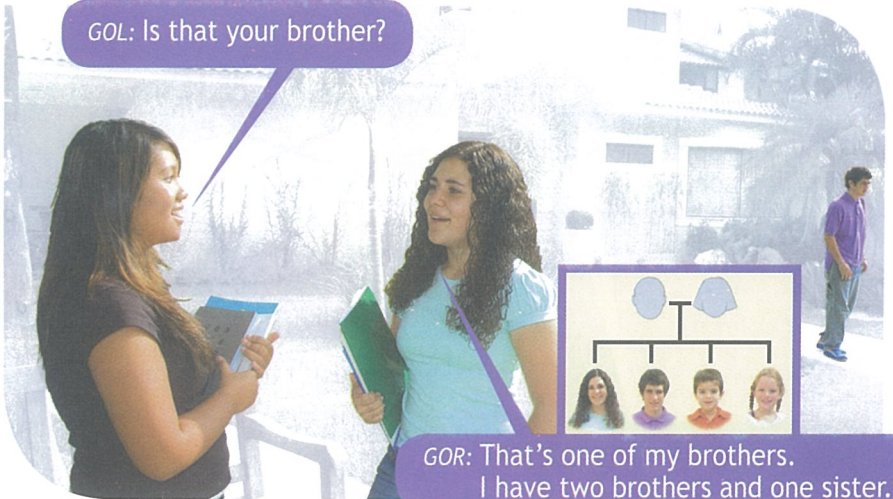


IT'S FOUR-TEN.

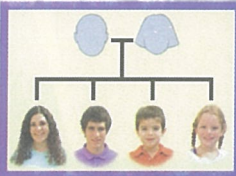


## FAMILIES


GOL: Is that your brother?



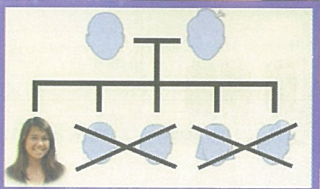
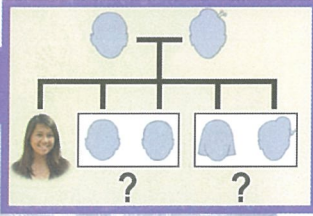
GOR: That's one of my brothers. I have two brothers and one sister.



GOR: How many brothers and sisters do you have?



GOL: I don't have any. I'm an only child.

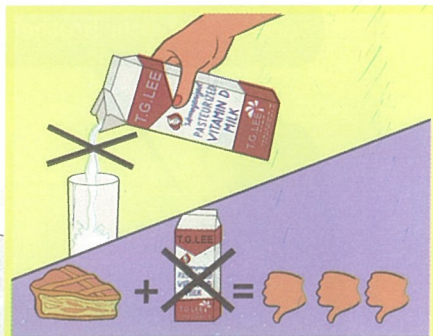
# LESSON 8

## text

### situation 2

#### IN THE KITCHEN

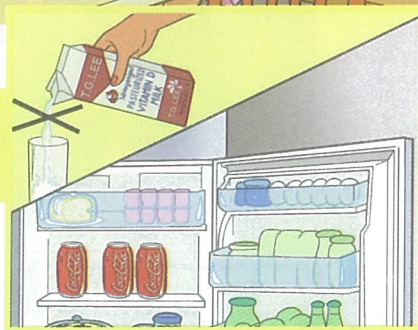
BPC: Yum! Your apple pie is delicious, Mrs. Johnson.



BGC: Too bad we don't have any milk.



MJ: There's no milk left, but there are some cans of Coke® in the refrigerator.



BPC = boy in purple cap

BGC = boy in green cap

MJ = Mrs. Johnson



#### A UNIVERSITY PROFESSOR

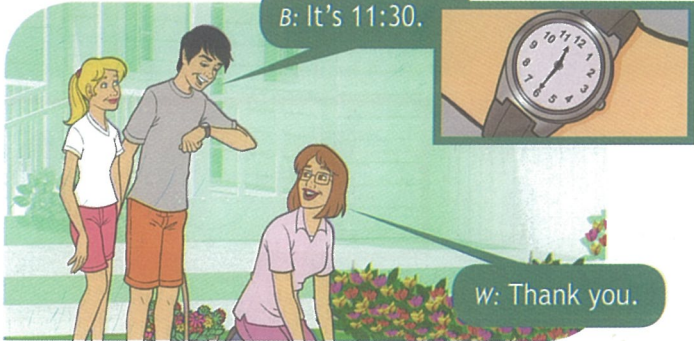
G: Good morning,  
Professor Maden.



w: Oh, hi, Jenny. Say, do  
you have the time?

G: Sorry, I don't.

B: It's 11:30.



w: Thank you.

B: Professor?



G: Yeah, she is an English professor  
at the state university.

G = girl

W = woman

B = boy

# LESSON 8

## text

### situation 4

### AT THE AIRPORT, BEFORE THE FLIGHT



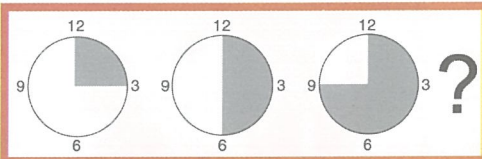
S: Is there a food court here?

Flight	Destination	Gate	Time	Status
1234	NY	12	10:00	ON TIME
5678	LA	15	11:00	ON TIME
9101	CHI	18	12:00	ON TIME
2345	SEA	21	13:00	ON TIME
6789	PHO	24	14:00	ON TIME
0123	WAS	27	15:00	ON TIME
4567	ATL	30	16:00	ON TIME
8901	DFW	33	17:00	ON TIME
3456	MIA	36	18:00	ON TIME
7890	BOS	39	19:00	ON TIME
1234	LAX	42	20:00	ON TIME



F: Yes, there is. Snack time!

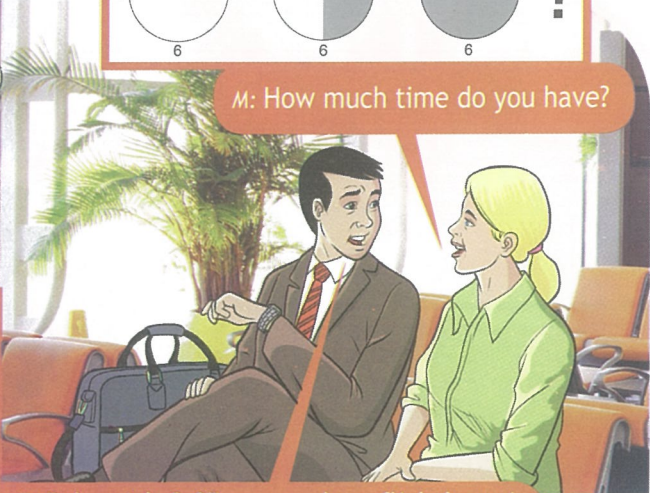
S: Yeah!



M: How much time do you have?



Airline	Flight	Destination	Gate	Time	Remarks
UNITED	556	DALLAS	11	4:00P	ON TIME
DELTA	611	BOSTON	17	4:00P	ON TIME
AMERICAN	2856	MIAMI	8	5:00P	ON TIME
AMERICAN	279	NEW YORK	15	5:00P	ON TIME



F: Relax. It's 3:05 now and my flight's at 4. So, I have about an hour.

S = son      F = father      M = mother



# LESSON 8

## reading text

### PENPALS



Name: Alice Martin  
Age: 14  
Gender: Female  
Country: France  
E-mail address: alicemartin@brf.fr

I am French. I'm from Mornant. Mornant is a town not far from Lyon. I'm 14 years old. I'm tall and blond. I'm studying English at school.

From: andrewsummers2@hotmail.com  
To: Alice Martin  
Subject: American Penpal

Hi Alice,  
My name is Andrew Summers. I'm 13, and I'm an American high school student. My father is a university professor, and my mother is an English teacher. I'm an only child and I have two dogs. Their names are Max and Rebel. How many brothers and sisters do you have? Do you have a boyfriend?  
Andrew



From: alicemartin@brf.fr  
To: Andrew Summers  
Subject: re: American Penpal

Hi Andrew,  
Thanks for your e-mail. Yes, I have two brothers and two sisters. How much time do you have to read about my family? My brother Pierre is 24. He's a football coach. My sister Claire is a French teacher. My other brother and my other sister are in school. No, Andrew, I don't have a boyfriend—at the moment.  
Alice



# LESSON 8

## *the grammar you need*

The exercises are to be done and corrected in class.

### THE PRESENT TENSE OF THE VERB *TO HAVE*

#### Making affirmative statements with the verb *to have*

Take a look at these sentences.

I **have** an orange cap.

You **have** a blue sweater.

We **have** new neighbors.

You **have** white backpacks.

They **have** cool skateboards.



#### REMEMBER THIS:

I	have
You (sing.)	have
We	have
You (pl.)	have
They	have



Making negative statements with the verb *to have*

Take a look at these transformations.

I	<b>have</b> an orange cap.	—————→	AFFIRMATIVE
I	<b>do not have</b> an orange cap.	—————→	NEGATIVE

You	<b>have</b> a blue sweater.	—————→	AFFIRMATIVE
You	<b>do not have</b> a blue sweater.	—————→	NEGATIVE

We	<b>have</b> new neighbors.	—————→	AFFIRMATIVE
We	<b>do not have</b> new neighbors.	—————→	NEGATIVE

You	<b>have</b> white backpacks.	—————→	AFFIRMATIVE
You	<b>do not have</b> white backpacks.	—————→	NEGATIVE

They	<b>have</b> cool skateboards.	—————→	AFFIRMATIVE
They	<b>do not have</b> cool skateboards.	—————→	NEGATIVE

Now compare these sentences. Notice the contractions.

I do not have an orange cap.

I **don't** have an orange cap.

You do not have a blue sweater.

You **don't** have a blue sweater.

We do not have new neighbors.

We **don't** have new neighbors.

You do not have white backpacks.

You **don't** have white backpacks.

They do not have cool skateboards.

They **don't** have cool skateboards.

# LESSON 8

## *the grammar you need*

### Asking questions with the verb *to have*

Compare these sentences.

I **have** an orange cap.



AFFIRMATIVE

**Do** I **have** an orange cap?



QUESTION

You **have** a blue sweater.



AFFIRMATIVE

**Do** you **have** a blue sweater?



QUESTION

We **have** new neighbors.



AFFIRMATIVE

**Do** we **have** new neighbors?



QUESTION

You **have** white backpacks.



AFFIRMATIVE

**Do** you **have** white backpacks?



QUESTION

They **have** cool skateboards.



AFFIRMATIVE

**Do** they **have** cool skateboards?



QUESTION



Here are some questions and answers. Note the short answers.

“Do I **have** time for a snack?”

“Yes, you **do**.”  
“No, you **don’t**.”

“Do you **have** a grammar book?”

“Yes, I **do**.”  
“No, I **don’t**.”

“Do Jim and I **have** time for a Coke®?”

“Yes, you **do**.”  
“No, you **don’t**.”

“Do you guys **have** black backpacks?”

“Yes, we **do**.”  
“No, we **don’t**.”

“Do Ben and Ted **have** new bikes?”

“Yes, they **do**.”  
“No, they **don’t**.”

Look at these dialogues. Note some possible answers.

“Do you have a boyfriend?”

“Do you have a red motorcycle?”

“Yes, his name is William.”

“No, I don’t have a red motorcycle.”

“No, I don’t have a boyfriend.”

“No, I have a blue motorcycle.”



## REMEMBER THIS:

In *questions*, we use  
**do . . . have**  
with *I, you (sing.), we, you (pl.), and they*.

# LESSON 8

## the grammar you need



I. Look at the pictures and complete the sentences with the information in parentheses, as in the examples. Use contractions.

Examples:

"I have two dogs." (I; to have)



"Oh, no! We don't have a basketball." (we; not; to have)



"Do you have a boyfriend?" (you; to have)

"Yes, I do!"



1. "\_\_\_\_\_ a backpack." (I; not; to have)



2. "\_\_\_\_\_ an awesome motorcycle." (you; to have)

3. "\_\_\_\_\_ the time?" (you; to have)

"Yes. It's four o'clock."



4. "\_\_\_\_\_ a cool cap." (you; not; to have)

5. "\_\_\_\_\_ a blue car?" (you; to have)

"Yes, we do."



6. "\_\_\_\_\_ a beautiful daughter." (we; to have)

7. \_\_\_\_\_ cool jackets. (they; to have)





## HOW MANY? AND HOW MUCH?

Look at the singular and plural forms of these nouns.

SINGULAR	PLURAL
one bag	four bags
one book	two books
one minute	five minutes
one sister	three sisters

## NOTE

We can count bags, books, minutes, and sisters.

Nouns like bag, book, minute, and sister are  
**countable nouns.**

Look at these examples.

“How many bags are there in the car?”

“There are **four** bags in the car.”

“How many books are there in your backpack?”

“There are **two** books in my backpack.”

“How many minutes do you have before your flight?”

“I have about **five** minutes before my flight.”

“How many sisters do you have?”

“I have **three** sisters.”



## REMEMBER THIS:

We use **HOW MANY** with plural countable nouns.

# LESSON 8

## *the grammar you need*

Now look at these nouns.

money
food
stuff
time



### NOTE

We cannot count the nouns money, food, stuff, and time.

Nouns like money, food, stuff, and time are **uncountable nouns**.

Look at these examples.

**“How much** money do you have, dear?”

“I don’t have any money, Mom.”

**“How much** food is there in the refrigerator?”

“Well, there is a lot of food in the refrigerator.”

**“How much** stuff is there in Bella’s bedroom?”

“Oh, there’s a lot of stuff in her bedroom.”

**“How much** time do I have before my flight?”

“Relax. You have a lot of time before your flight.”



### REMEMBER THIS:

We use **HOW MUCH** with uncountable nouns.





## II. Choose the correct option to complete the sentences.

1. “\_\_\_\_\_ stuff is there in your backpack?”  
 “There’s a lot of stuff in my backpack.”  
 a. How many                      b. How much

2. “\_\_\_\_\_ books are there in your bag?”  
 “There are four books in my bag.”  
 a. How many                      b. How much



3. “\_\_\_\_\_ Coke® is there in the refrigerator?”  
 “There are three cans.”  
 a. How many                      b. How much

4. “\_\_\_\_\_ cans of Coke® are there in the refrigerator?”  
 “There are just two.”  
 a. How many                      b. How much



5. “\_\_\_\_\_ time do we have before football practice?”  
 “We have fifteen minutes.”  
 a. How many                      b. How much

6. “\_\_\_\_\_ minutes do we have before football practice?”  
 “We have twenty minutes.”  
 a. How many                      b. How much



7. “\_\_\_\_\_ food is there for the party?”  
 “There’s a lot of food for the party.”  
 a. How many                      b. How much

8. “\_\_\_\_\_ hamburgers are on the grill?”  
 “There are three hamburgers on the grill.”  
 a. How many                      b. How much

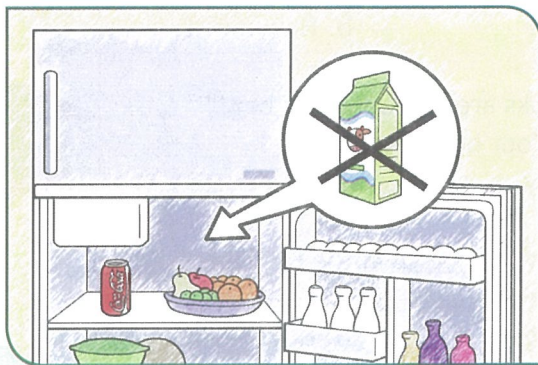


# LESSON 8

## the grammar you need

### ANY AND NO

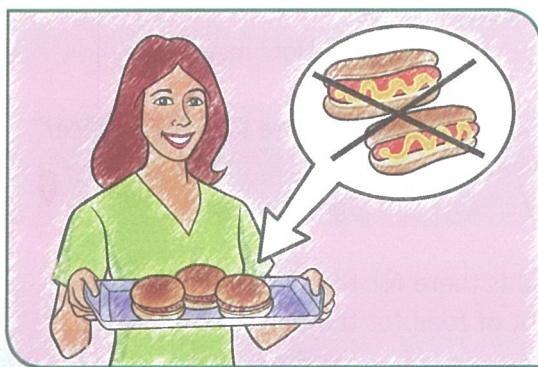
Look at these two situations and notice when we use **any** and when we use **no**.



There's a Coke® in the refrigerator, but there isn't any milk.

or

There's a Coke® in the refrigerator, but there's no milk.



“There are some hamburgers left, but there aren't any hot dogs.”

or

“There are some hamburgers left, but there are no hot dogs.”





## REMEMBER THIS:



- ANY is used when the verb is in the *negative* form.
- NO is used when the verb is in the *affirmative* form.



## III. Choose the correct option to complete the sentences.

1. It's time for a snack, but there isn't \_\_\_\_\_ food in the refrigerator.

a. any                      b. no



2. They are studying now. They have \_\_\_\_\_ time to play.

a. any                      b. no



3. "Is that your sister?"

"No. I don't have \_\_\_\_\_ sisters, just one brother."

a. any                      b. no

4. There are \_\_\_\_\_ children playing at the park now.

a. any                      b. no



5. Too bad there aren't \_\_\_\_\_ apples for an apple pie.

a. any                      b. no

## LESSON 8

### *the grammar you need*

#### THE INDEFINITE ARTICLE: A OR AN? (CONTINUED)

You remember that we use **A** before *consonant sounds* and **AN** before *vowel sounds*, right? Now take a look at this sentence.

Tim's father is **a** university professor.

Notice that **A** is used before *university*. The letter 'u' is a vowel, but in the word *university* the 'u' is pronounced /yü/ (like *you*). So the initial sound of the word *university* is a *consonant sound*.

**A** is used before *university* because the initial sound is a *consonant sound*.

Here's another example.

I only have **a** one-dollar bill.

Notice that **A** is used before *one*. The letter 'o' is a vowel, but in the word *one* the 'o' is pronounced /w/ (like *well*). So the initial sound of the word *one* is a *consonant sound*.

**A** is used before *one* because the initial sound is a *consonant sound*.

#### NOTE

Some words begin with a vowel, but the initial sound is a consonant sound.



# the grammar you need

Now look at the following dialogue from this lesson:

*Mother:* How much time do you have?

*Father:* Relax. It's 3:05 now and my flight's at 4. So, I have about an hour.

Notice that **AN** is used before *hour*. The letter 'h' is a consonant, but in the word *hour* the 'h' is not pronounced. So the initial sound of the word *hour* is a *vowel sound*.

**AN** is used before *hour* because the initial sound is a *vowel sound*.



## NOTE

Some words begin with a consonant, but the initial sound is a vowel sound.



IV. You know we use *a* before c \_\_\_\_\_ sounds and *an* before v \_\_\_\_\_ sounds. Complete the following with *a* or *an*.

- |                              |                              |
|------------------------------|------------------------------|
| 1. ____ university professor | 8. ____ interesting book     |
| 2. ____ hour                 | 9. ____ adorable child       |
| 3. ____ yellow blouse        | 10. ____ expensive car       |
| 4. ____ elderly woman        | 11. ____ one-dollar bill     |
| 5. ____ only child           | 12. ____ house               |
| 6. ____ apple                | 13. ____ embarrassing moment |
| 7. ____ cool uncle           | 14. ____ French book         |

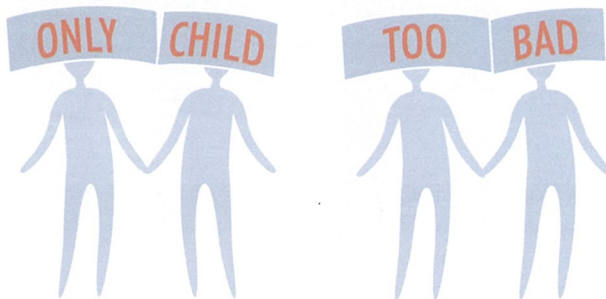
# LESSON 8

## *using what you've learned*

Here is an example of a situation you are likely to encounter when traveling in English-speaking countries. Notice how the vocabulary and communication skills you've learned are useful in a situation like this.







You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 8.

Only child (Ethan doesn't have any brothers or sisters. He's an only child.)

Do you have the time?

Too bad (Too bad there's no time to go to the park today.)

# LESSON 8

## I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to . . .*



. . . pay a compliment;



Yum! Your apple pie is delicious,  
Mrs. Johnson.



. . . express disappointment;



Too bad we don't have any milk.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



... ask for the time;



Say, do you have the time?



... tell the time;

It's 11:30.



... talk about available time.



How much time do you have?

It's 3:05 now and my flight's at 4.  
So, I have about an hour.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 9

### *words in action*



UMBRELLA

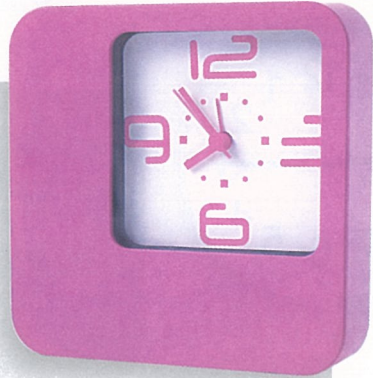


RAINCOAT



# LESSON 9

## *words in action*



CLOCKS



A WATCH

# LESSON 9

## *words in action*



IT'S NINE-FIFTEEN  
OR  
IT'S A QUARTER  
AFTER NINE  
OR  
IT'S A QUARTER  
PAST NINE.



IT'S NINE-THIRTY  
OR  
IT'S HALF PAST NINE.



IT'S NINE FORTY-FIVE  
OR  
IT'S A QUARTER TO TEN.





# LESSON 9

## *words in action*



LIGHT BLUE



DARK BLUE

# LESSON 9

## *words in action*

SPORTS CAR



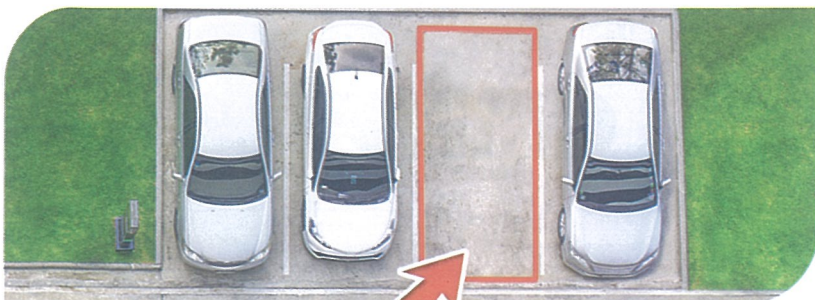
AN SUV



A BLACK SUV



A PARKING SPACE





# LESSON 9

## *words in action*



APARTMENT



BATHROOM



# LESSON 9

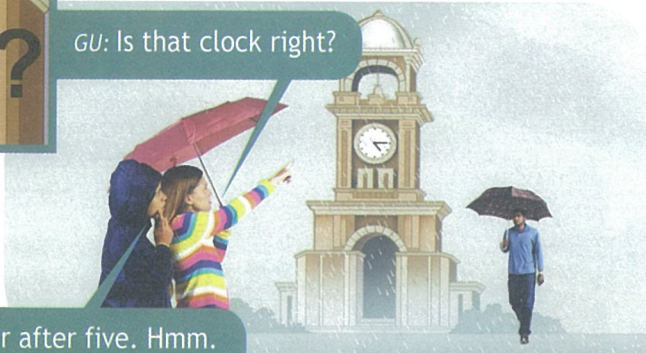
## text

### situation 1

## THE CORRECT TIME

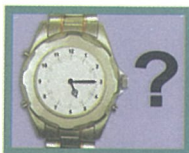


GU: Is that clock right?



GR: A quarter after five. Hmm.

GU: Look! That guy has a watch.



GR: Pardon me. Is it really a quarter past five?



YM: No. It's a quarter to six.

GU = girl with umbrella

GR = girl in raincoat

YM = young man



#### WAITING



WLBD: It's half past three. Dan's late.

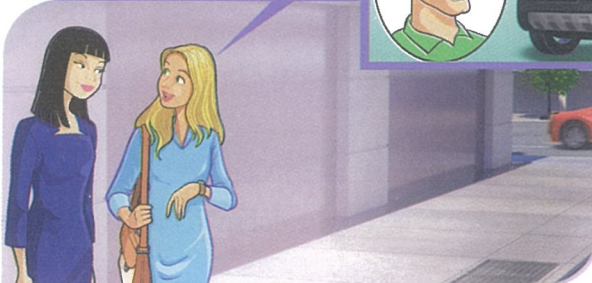
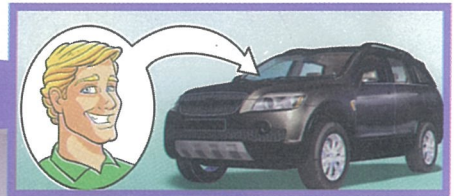


WDBD: Does your husband have a red sports car?



WLBD: No, he doesn't have a sports car.

WLBD: He has a black SUV.



WLBD = woman in light blue dress

WDBD = woman in dark blue dress



# LESSON 9

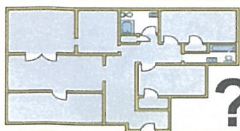
## text

### situation 3

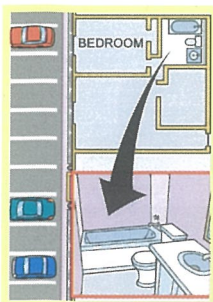
#### IN THE CAR



BB: My brother has a new apartment.



DB: Is it big?



BB: No, it only has one bedroom, a small kitchen, and a tiny bathroom. But it has a parking space.



W: Does he have a car?



BB: No, he doesn't. He has a motorcycle.

BB = blond boy

DB = dark-haired boy

W = woman

## LESSON 9

### reading text

Elderly man: Pardon me. Do you have the correct time?  
My watch isn't right.

Young man: Well, I don't have a watch.  
What for? But I have a very cool cellphone, and all cellphones have the correct time.

Elderly man: Oh, I see.

Young man: And here is my awesome new cellphone. Oh, or it's in here . . . Huh? Where is it? Oh, no!

Elderly man: Oh, that's OK. There's a clock over there, and . . .  
I see it's a quarter past two.

Young man: OK? No, it is not OK!  
Where is my cellphone!  
Does my mom have it?

Elderly man: Well, good-bye.



(at home)



Young man: Mom, do you have my cellphone?

Woman: No, I don't have it.

Young man: Oh, no. Where is it?!

Woman: Relax, dear. Oh, here it is.

Young man: What? Oh, how embarrassing.



# LESSON 9

## *the grammar you need*

The exercise is to be done and corrected in class.

### THE PRESENT TENSE OF THE VERB *TO HAVE* (CONTINUED)

Making affirmative statements with the verb *to have*

Take a look at these sentences.

He has a new watch.



She has a red SUV.



What a great apartment! It has a big kitchen.



### REMEMBER THIS:


He	has
She	has
It	has




**Making negative statements with the verb *to have***

Take a look at these transformations.

He **has** a new watch.  AFFIRMATIVE

He **does not have** a new watch.  NEGATIVE

She **has** a red SUV.  AFFIRMATIVE

She **does not have** a red SUV.  NEGATIVE

It (the apartment) **has** a big kitchen.  AFFIRMATIVE

It **does not have** a big kitchen.  NEGATIVE

Now compare these sentences. Notice the contractions.

He **does not** have a new watch.

He **doesn't** have a new watch.

She **does not** have a red SUV.

She **doesn't** have a red SUV.

It **does not** have a big kitchen.

It **doesn't** have a big kitchen.

# LESSON 9

## the grammar you need

### Asking questions with the verb *to have*

Compare these sentences.

He <b>has</b> a new watch.	→	AFFIRMATIVE
<b>Does</b> he <b>have</b> a new watch?	→	QUESTION
She <b>has</b> a red SUV.	→	AFFIRMATIVE
<b>Does</b> she <b>have</b> a red SUV?	→	QUESTION
It (the apartment) <b>has</b> a big kitchen.	→	AFFIRMATIVE
<b>Does</b> it <b>have</b> a big kitchen?	→	QUESTION

Here are some questions and answers. Note the short answers.

“Does Tim **have** a sports car?”  
→ “Yes, he **does**.”  
→ “No, he **doesn’t**.”

“Does Sue **have** a blue raincoat?”  
→ “Yes, she **does**.”  
→ “No, she **doesn’t**.”

“Does your apartment **have** three bathrooms?”  
→ “Yes, it **does**.”  
→ “No, it **doesn’t**.”

Look at these dialogues. Note some possible answers.

“Does Tom have a new car?”

“Yes, it’s a sports car.”

“No, he has a new motorcycle.”

“Does Sophia have a new cellphone?”

“Yes, and it’s very cool.”

“No, she has my old cellphone.”



### REMEMBER THIS:

In *questions*, we use  
**does . . . have**  
with *he*, *she*, and *it*.



### TO SUM IT UP:

### THE PRESENT TENSE OF THE VERB *TO HAVE*

	AFFIRMATIVE	NEGATIVE		INTERROGATIVE
		FULL FORM	CONTRACTED FORM	
S I N G U L A R	I have	I do not have	I don't have	Do I have . . . ?
	You have	You do not have	You don't have	Do you have . . . ?
	He has	He does not have	He doesn't have	Does he have . . . ?
	She has	She does not have	She doesn't have	Does she have . . . ?
	It has	It does not have	It doesn't have	Does it have . . . ?
P L U R A L	We have	We do not have	We don't have	Do we have . . . ?
	You have	You do not have	You don't have	Do you have . . . ?
	They have	They do not have	They don't have	Do they have . . . ?



# LESSON 9

## the grammar you need



Complete the sentences with the information in parentheses, as in the examples. Use contractions.

Examples:

This town is very cool, and it has some very beautiful parks. (it; to have)

She doesn't have a motorcycle. (she; not; to have)

"Does John have a watch?" (John; to have)

"No, he doesn't. He's only 3 years old."



1. "\_\_\_\_\_ an SUV?"

(Grandma; to have)

"No, she doesn't. She has a sports car."



2. "The new mall is very big."

"Yeah, but \_\_\_\_\_ a very big parking lot."

(it; not; to have)

3. "Oh, no. Look outside! Does Dylan have an umbrella?"

"No. But \_\_\_\_\_ a raincoat."

(he; to have)



4. Grant High is a great school, and \_\_\_\_\_ great teachers.

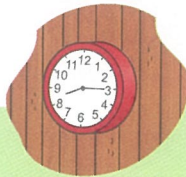
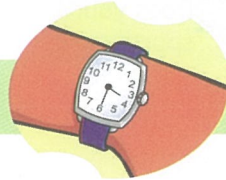
(it; to have)



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 9.

Pardon me. ("Pardon me. Is this your backpack?" "Yes, it is.")

Half past ("What time is it?" "It's half past 3.")



A quarter after/past ("What time is it?" "It's a quarter after eight."  
"It's a quarter past eight.")

A quarter to ("What time is it?" "It's a quarter to seven.")



# LESSON 9

## *I know how to . . .*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### *I know how to . . .*



#### **. . . ask and tell the time;**



Pardon me. Is it really a quarter past five?

No. It's a quarter to six.



#### **. . . talk about possessions.**



Does your husband have a red sports car?

No, he doesn't have a sports car.



He has a black SUV.



My brother has a new apartment.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



Let's look at some vocabulary words about **parking**.

These are some typical **parking lots** or **parking areas** in the U.S.



This is called a **parking garage**.

This parking lot has lots of **parking spaces**.

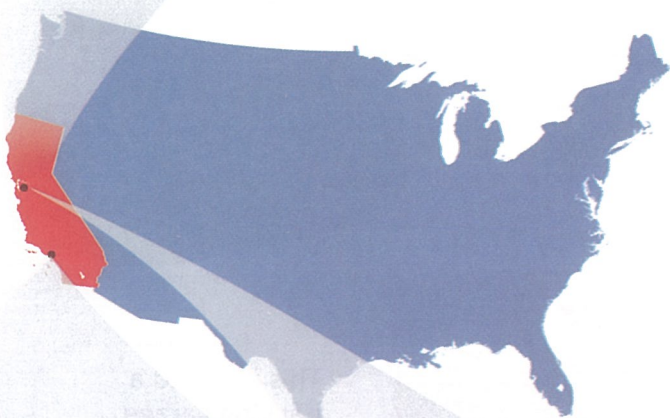


In the U.S., parking at places like stores and shopping malls is usually *free* (you don't pay any money to park there).

# LESSON 10

## *words in action*

CALIFORNIA IS A STATE  
IN THE U.S.



LOS ANGELES IS A CITY  
IN CALIFORNIA.



SAN FRANCISCO IS A CITY  
IN CALIFORNIA TOO.

# LESSON 10

## *words in action*



LONDON IS A CITY IN  
ENGLAND.

HEATHROW AIRPORT  
IS IN LONDON.

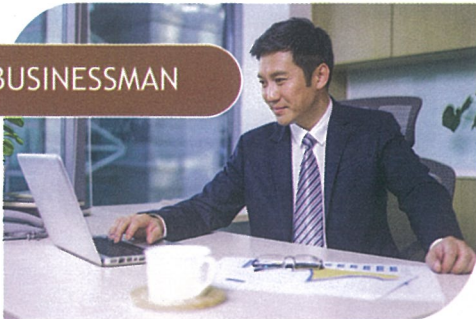




# LESSON 10

## *words in action*

A BUSINESSMAN



A BUSINESSWOMAN



SOME GUITARS

A PAIR OF SUNGLASSES  
OR SUNGLASSES



# LESSON 10

## words in action



COINS



A PENNY  
OR ONE CENT



A NICKEL  
OR FIVE CENTS



A DIME  
OR TEN CENTS



A QUARTER  
OR TWENTY-FIVE CENTS



# LESSON 10

## text

### situation 1



## INTRODUCING PEOPLE

G: Hey, Joshua. This is Michael.

BOL: Nice to meet you, Mike.



BOR: You too, Josh.



BOL: What do you have there?



BOR: It's my guitar.



G: Mike's a great guitarist.



BOL: No kidding!

G = girl

BOL = boy on the left

BOR = boy on the right



#### AT HEATHROW AIRPORT, LONDON

YM: So, you guys are from the States.



BOL: Yep. We're from California.



YM: Hey, that's a coincidence. I am too.



YM: What part of California are you from?



BOR: We're from L.A.



YM: Oh. I'm from San Francisco.



YM: Are you here for the rock festival?



BOL: No, we're not. We're here on business.



YM = young man

BOL = businessman on the left

BOR = businessman on the right

# LESSON 10

## text

### situation 3

#### EXACT CHANGE



\$?  
\$\$?  
\$\$\$?

YW: How much are these sunglasses?

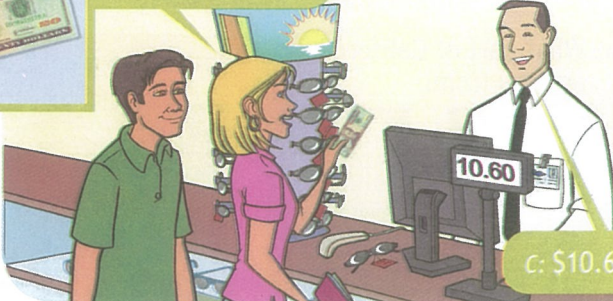


\$9.98  
+ tax (6.25%) .62  
\$10.60

c: They're \$9.98 plus tax.



YW: Here you are.



20.00  
-10.60

c: \$10.60 out of \$20.



YM: Wait. I have a ten, a quarter, two dimes, a nickel, and four pennies.



YW: And I have two coins—a nickel and a penny.



10.60



c: Perfect!

YW = young woman

C = cashier

YM = young man



### A NEW KID AT JEFFERSON HIGH SCHOOL

Mrs. Larson: How's the new school, dear?

Jack: It's OK, but I just don't have any friends. I try to talk to the other students but . . .

Mrs. Larson: Just try to relax, OK?  
And remember, people like compliments, and they like to talk about their favorite things.

Jack: Yeah. That's right. Thanks, Mom.

Mrs. Larson: You're welcome, dear.



Jack: Excuse me, do you have the time?

Annie: Yeah, it's 12:25.

Jack: Thanks. Hey, are you on the soccer team?

Annie: Yes, I am.

Jack: Cool. So, what's your favorite team?

Annie: It's Milan.

Jack: No way! That's my favorite too!  
My name's Jack. I'm new here.

Annie: I'm Annie. Nice to meet you, Jack.

Jack: You too.



Jack: So, what are you playing?

Devon: Oh, it's Motorcycle Mountain.

Jack: Cool game. You're very good at it.  
Look at your score!

Devon: Thanks.

Jack: You're welcome. Hey, I'm Jack.  
I'm new here.

Devon: Hi, Jack. I'm Devon.





# LESSON 10

## *fixed expressions*



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 10.

Nice to meet you. (“This is my boss Mr. Lee.” “Nice to meet you, Mr. Lee.”)

You too (“It’s nice to see you, Henry.” “You too!”)

No kidding! (“My new neighbor is a teacher at my school.” “No kidding!”)

On business (Ava isn’t in London on vacation; she’s there on business.)

Here you are. (“Do you have change for a ten?” “Yes, I do. Here you are.”)

## *I know how to . . .*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to . . .*



**. . . introduce people;**



Hey, Joshua. This is Michael.



Nice to meet you, Mike.

You too, Josh.



**. . . express surprise;**



Mike's a great guitarist.

No kidding!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 10

## I know how to . . .

### . . . start a conversation;



So, you guys are from the States.



### . . . understand prices;



How much are these sunglasses?

They're \$9.98 plus tax.



### . . . pay and talk about money.



Here you are.

\$10.60 out of \$20.



Wait. I have a ten, a quarter, two dimes, a nickel, and four pennies.



And I have two coins—a nickel and a penny.



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.



What clothes do you have in your closet?

Take a look at some words for clothing. You can listen to them too.

Here are some words for clothing you already know.



T-shirt



blouse



dress



sweaters



jacket



coat



parka



raincoat

Here are some more clothing words for you.



pants  
(a pair of pants)



shorts  
(a pair of shorts)



shirts



tie



suits

# LESSON 10

## using what you've learned

### TALKING ABOUT MONEY AND PRICES

You already know that the money used in the U.S. consists of coins (pennies, nickels, dimes, and quarters) and bills (e.g., one-dollar bills, five-dollar bills, ten-dollar bills, etc.).

Now let's say you're at a store. Take a look at some examples of how to use the English you know to talk about prices and money.

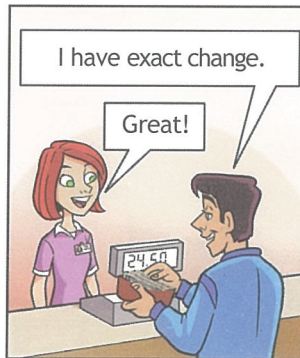
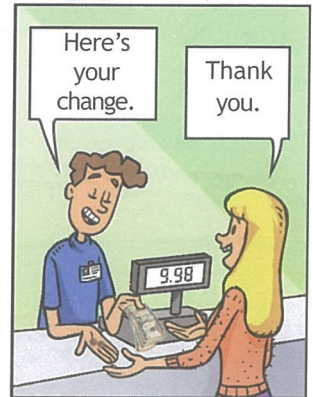
Talking to a salesperson:



# LESSON 10

## *using what you've learned*

Talking to a cashier:





# classroom language



## LESSON 1

### the grammar you need

#### PAGE 27

##### I.

1. I
2. You
3. It
4. It

#### PAGE 33

##### III.

1. my
2. your
3. My
4. Your

#### PAGE 31

##### II.

1. a
2. d
3. c
4. a
5. c
6. b

#### PAGE 34

##### IV.

1. an
2. a
3. an
4. a

# *key to the exercises*

## LESSON 2

### the grammar you need

#### PAGE 51

I.

1. He
2. She
3. it
4. it

#### PAGE 55

II.

1. c
2. c
3. d
4. b
5. a



## LESSON 3

### the grammar you need

#### PAGE 72

I.

1. a
2. an
3. The

#### PAGE 75

III.

1. We
2. You
3. We
4. You

#### PAGE 74

II.

1. His
2. Her
3. Its

#### PAGE 78

IV.

1. b
2. d
3. c
4. a
5. b

# key to the exercises

## LESSON 4

### the grammar you need

#### PAGE 92

##### I.

1. They
2. We
3. you
4. We
5. They

#### PAGE 98

##### IV.

1. Bella's
2. coach's
3. David's
4. Emma's

#### PAGE 94

##### II.

1. b
2. a
3. a
4. b

#### PAGE 100

##### V.

1. What
2. How
3. Who
4. Where
5. Whose

#### PAGE 96

##### III.

1. Our
2. Your
3. Their

**LESSON 5**

**the grammar you need**

**PAGE 118**

**I.**

1. friends'
2. kids'
3. grandparents'
4. girls'

**PAGE 123**

**II.**

1. a
2. c
3. b

**III.**

1. a
2. b
3. b
4. a
5. b



# key to the exercises

## LESSON 6

### the grammar you need

#### PAGE 143

I.

1. a
2. c
3. d
4. b

#### PAGE 147

II.

1. b
2. a
3. b
4. b
5. b
6. b
7. b
8. a

## **LESSON 7**

### **the grammar you need**

#### **PAGE 169**

##### **I.**

1. a
2. c
3. b
4. d

#### **PAGE 170**

##### **II.**

progress

1. am winning
2. studying
3. Ivan's paying
4. doing — He's playing
5. looking
6. are playing

# key to the exercises

## LESSON 8

### the grammar you need

#### PAGE 190

##### I.

1. I don't have
2. You have
3. Do you have
4. You don't have
5. Do you have
6. We have
7. They have

#### PAGE 193

##### II.

1. b
2. a
3. b
4. a
5. b
6. a
7. b
8. a



**PAGE 195**

**III.**

1. a
2. b
3. a
4. b
5. a

**PAGE 197**

**IV.**

consonant — vowel

- |       |        |
|-------|--------|
| 1. a  | 8. an  |
| 2. an | 9. an  |
| 3. a  | 10. an |
| 4. an | 11. a  |
| 5. an | 12. a  |
| 6. an | 13. an |
| 7. a  | 14. a  |

# *key to the exercises*

## **LESSON 9**

### **the grammar you need**

#### **PAGE 216**

1. Does Grandma have
2. it doesn't have
3. he has
4. it has

This list contains the new words in *To The Top—Elementary Stage—Book 1* and the number of the lesson where they are introduced. The abbreviation WIA beside a word means that the word was presented in Words in Action.

' (possessive case, e.g., <i>the kids'</i>	
coats)	L. 5
'm = am (the verb <i>to be</i> )	L. 1
're = are (the verb <i>to be</i> )	L. 1
's (possessive case, e.g., <i>Mike's bags</i> )	L. 4
's = is (the verb <i>to be</i> )	L. 1

## A

a	L. 1
a lot of	L. 6
a quarter after/past . . . (WIA)	L. 9
a quarter to . . . (WIA)	L. 9
a.m. (WIA)	L. 3
about (e.g., <i>I have about an hour.</i> )	L. 8
about (e.g., <i>Sorry about . . .</i> )	L. 1
adorable (very cute)	L. 5
after (opposite of <i>before</i> )	L. 9
afternoon	L. 5
airplane = plane (WIA)	L. 8
airport (WIA)	L. 8
all	L. 6
all right	L. 2
alphabet	L. 1
am (the verb <i>to be</i> )	L. 1
American (WIA)	L. 2
an	L. 1

and	L. 1
And you?	L. 1
any (neg., int.)	L. 6
apartment (WIA)	L. 9
apple (WIA)	L. 4
apple tree (WIA)	L. 4
appointment	L. 4
are (the verb <i>to be</i> : they)	L. 4
are (the verb <i>to be</i> : we/you—plural)	L. 3
are (the verb <i>to be</i> : you—singular)	L. 1
Are there . . . ?	L. 6
area code	L. 3
aren't = are not (the verb <i>to be</i> )	L. 3
at	L. 1
at the end of	L. 5
at the moment = now	L. 7
awesome	L. 6

## B

backpack (WIA)	L. 7
backyard (WIA)	L. 6
bag (WIA)	L. 4
ball (WIA)	L. 1
barbecue (WIA)	L. 6
basketball (ball) (WIA)	L. 1



# vocabulary list

basketball (game) (WIA)	L. 3
bathroom (WIA)	L. 9
be, to	L. 1
beautiful	L. 5
bedroom (WIA)	L. 7
before (opposite of <i>after</i> )	L. 8
behind	L. 4
Beware of the dog.	L. 4
bicycle = bike (WIA)	L. 4
big	L. 9
bike = bicycle, motorcycle (WIA)	L. 4
bill (money, e.g., <i>a five-dollar bill</i> ) (WIA)	L. 7
black (WIA)	L. 7
blond (WIA)	L. 1
blouse (WIA)	L. 6
blue (WIA)	L. 5
book (WIA)	L. 1
bored	L. 5
boss	L. 4
boy (WIA)	L. 1
boyfriend	L. 3
brother	L. 3
brown (WIA)	L. 5
buck	L. 7
businessman ( <b>businesswoman</b> ) (WIA)	L. 10
but	L. 3
by (by a score of)	L. 7
by (by the car)	L. 4
bye	L. 5

## C

cake (WIA)	L. 5
California (WIA)	L. 10
can (e.g., <i>a can of Coke®</i> ) (WIA)	L. 8
cap (WIA)	L. 8
car (WIA)	L. 4
cashier (WIA)	L. 7
cellphone = cellular phone (WIA)	L. 3
cellular phone = cellphone (WIA)	L. 3
cent (money) (WIA)	L. 7
change (e.g., <i>Here's your change.</i> )	L. 7
charger (WIA)	L. 3
child = kid (WIA)	L. 8
children = kids (WIA)	L. 8
chill out, to	L. 2
chocolate (WIA)	L. 5
chocolate cake (WIA)	L. 5
city (WIA)	L. 1
class	L. 6
clock (WIA)	L. 9
closet (WIA)	L. 3
clothes (WIA)	L. 5
clothing (WIA)	L. 5
coach (WIA)	L. 2
coat (WIA)	L. 5
coin (WIA)	L. 10
coincidence	L. 10
Coke® (WIA)	L. 8

# vocabulary list

Come in. = Come on in.	L. 2
Come on in. = Come in.	L. 2
come on, to (e.g., <i>Come on, guys, let's go!</i> )	L. 2
compliment	L. 5
computer (WIA)	L. 7
conceited	L. 6
cool = very good	L. 4
correct = right	L. 9
cute	L. 1

## D

dad	L. 3
dark (opposite of <i>light</i> in colors) (WIA)	L. 9
dark-haired (WIA)	L. 1
daughter	L. 3
dear	L. 5
delicious	L. 6
dime (WIA)	L. 10
do (e.g., <i>Do you have a car?</i> )	L. 8
Do you have the time?	L. 8
do, to	L. 7
does (e.g., <i>Does he have a car?</i> )	L. 9
doesn't = does not	L. 9
dog (WIA)	L. 2
dollar (WIA)	L. 7
don't = do not	L. 8
double (for repeated letters)	L. 1
drama (drama class)	L. 6
dress (WIA)	L. 6

## E

elderly	L. 5
embarrassing	L. 2
end	L. 5
English book (WIA)	L. 1
evening	L. 3
exact	L. 10
exact change	L. 10
Excuse me! (Used to politely get a person's attention.)	L. 1
Excuse me? (Used to ask a person to repeat what he/she said.)	L. 1
expensive	L. 5

## F

family	L. 8
far	L. 5
father	L. 3
favorite	L. 6
fine (more formal than <i>good</i> and <i>OK</i> )	L. 1
flight	L. 8
floor (e.g., <i>Your basketball is on the floor.</i> ) (WIA)	L. 3
food (WIA)	L. 6
food court (WIA)	L. 8

# vocabulary list

football (ball) (WIA)	L. 1
football (game) (WIA)	L. 2
for	L. 3
four-ten (telling the time) (WIA)	L. 8
France (WIA)	L. 2
French (WIA)	L. 2
friend	L. 2
from	L. 2

## G

game (e.g., <i>computer game</i> ) (WIA)	L. 7
girl (WIA)	L. 1
good	L. 1
good-bye	L. 5
gorgeous	L. 6
granddaughter	L. 5
grandfather	L. 5
grandma	L. 5
grandmother	L. 5
grandpa	L. 5
grandparents	L. 5
grandson	L. 5
gray (WIA)	L. 6
great	L. 6
green (WIA)	L. 8
grill (WIA)	L. 6

Guess what?	L. 6
guitar (WIA)	L. 10
guy = a boy or a man	L. 2

## H

half past . . . (time) (WIA)	L. 9
hallway (WIA)	L. 6
hamburger (meat) (WIA)	L. 6
hamburger (sandwich) (WIA)	L. 6
has (the verb <i>to have</i> : he/she/it)	L. 9
have, to (the verb <i>to have</i> : I/you—singular; we/you/they—plural)	L. 8
he	L. 2
Heathrow = Heathrow Airport (WIA)	L. 10
Hello. (more formal than <i>Hi</i> )	L. 1
her (possessive pronoun)	L. 3
here	L. 2
here (e.g., <i>Here, try a hamburger.</i> )	L. 6
Here you are.	L. 10
hey (e.g., <i>Hey, what's your phone number?</i> )	L. 3
hey (Used to express surprise.)	L. 10
Hey. = Hi.	L. 1
Hi. = Hey.	L. 1
high school (WIA)	L. 3
his (possessive pronoun)	L. 3
Hmm. (Used to express hesitation.)	L. 3



home	L. 2
hot dog (sandwich) (WIA)	L. 6
hot dog (sausage) (WIA)	L. 6
hour	L. 6
house (WIA)	L. 4
how (e.g., <i>How are you?</i> )	L. 1
How many . . . ? (+ countable noun)	L. 8
How much . . . ? (+ uncountable noun)	L. 8
How much . . . ? (e.g., <i>How much is it?</i> )	L. 7
How old . . . ?	L. 5
Huh? (Used to express surprise.)	L. 3
hundred (a/one hundred) (WIA)	L. 7
hundred-dollar bill (WIA)	L. 7
husband	L. 5

## I

I	L. 1
ice cream (WIA)	L. 5
in (e.g., <i>in the kitchen</i> )	L. 2
in (e.g., <i>in town</i> )	L. 1
in (e.g., <i>in a T-shirt, etc.</i> )	L. 4
in front of	L. 4
interesting	L. 1
introduce, to	L. 10
is = 's (the verb <i>to be</i> )	L. 1

Is there . . . ?	L. 5
isn't = is not (the verb <i>to be</i> )	L. 2
it (personal pronoun)	L. 1
its (possessive pronoun)	L. 3

## J

jacket (WIA)	L. 3
just (just at the end of this street)	L. 5
just (just 64 bucks)	L. 7

## K

kid (WIA)	L. 1
kitchen (WIA)	L. 2

## L

L.A. = Los Angeles (WIA)	L. 10
late	L. 3
lavender (WIA)	L. 7
left (e.g., <i>There's one hot dog left.</i> )	L. 6
left (opposite of <i>right</i> )	L. 2
let's go	L. 2
light (opposite of <i>dark</i> in colors) (WIA)	L. 9

# vocabulary list

little (e.g., <i>little girl</i> )	L. 5
London (WIA)	L. 10
look, to	L. 4
Los Angeles = L.A. (WIA)	L. 10
Lucky (you).	L. 6

## M

mall = shopping mall (WIA)	L. 1
man (WIA)	L. 1
midnight = twelve midnight (WIA)	L. 3
milk (WIA)	L. 8
minute	L. 8
mom	L. 3
money (WIA)	L. 7
morning	L. 3
mother	L. 3
motorcycle = bike (WIA)	L. 4
mountain (e.g., <i>a mountain of bags</i> ) (WIA)	L. 4
mountain (e.g., <i>a tall mountain</i> ) (WIA)	L. 4
Mr.	L. 1
Mrs.	L. 1
Ms.	L. 4
music	L. 6
my	L. 1

## N

name	L. 1
near	L. 5
neighbor	L. 4
new	L. 1
Nice to meet you.	L. 10
nickel (WIA)	L. 10
night	L. 5
nine-thirty (telling the time) (WIA)	L. 8
no (any/no)	L. 8
no (opposite of yes)	L. 1
No kidding!	L. 10
No way!	L. 4
noon = twelve noon (WIA)	L. 3
not	L. 1
now = at the moment	L. 7
number = phone number	L. 3
numbers (0 to 12) (WIA)	L. 3
numbers (13 to 100) (WIA)	L. 7

## O

o'clock (WIA)	L. 3
of (e.g., <i>a mountain of stuff</i> )	L. 4
of (e.g., <i>Beware of the dog.</i> )	L. 4
off (e.g., <i>20% off</i> )	L. 7
Oh	L. 1
OK	L. 1

# vocabulary list

old (e.g., <i>These coats are old.</i> )	L. 5	park (WIA)	L. 1
old (not young)	L. 5	parka (WIA)	L. 5
on (e.g., <i>on a bike</i> )	L. 4	parking lot (WIA)	L. 4
on (e.g., <i>on the right/left</i> )	L. 2	parking space (WIA)	L. 9
on (e.g., <i>on the sofa</i> )	L. 3	part (region)	L. 10
on business	L. 10	party (pl.: parties) (WIA)	L. 6
on sale	L. 5	pay, to	L. 7
on the left	L. 2	penny (pl.: pennies) (WIA)	L. 10
on the right	L. 2	people (WIA)	L. 6
on vacation	L. 2	percent	L. 7
only = just	L. 9	perfect	L. 10
only child	L. 8	phone = telephone (WIA)	L. 3
or	L. 3	phone number = number	L. 3
orange (color) (WIA)	L. 4	photo = photograph (WIA)	L. 3
other	L. 6	photograph = photo (WIA)	L. 3
our	L. 4	pie (WIA)	L. 8
out of (e.g., <i>\$10 out of \$20</i> )	L. 10	pink (WIA)	L. 6
outside	L. 4	plane = airplane (WIA)	L. 8
over there	L. 5	plate (WIA)	L. 6
		play, to (a game)	L. 7
		please	L. 5
		plus	L. 10
		Popsicle® (WIA)	L. 1
		practice (e.g., <i>football practice</i> )	
		(WIA)	L. 2
		pretty good	L. 1
		price	L. 7
		professor (WIA)	L. 8
		purple (WIA)	L. 8

## P

p.m. (WIA)	L. 3
pair of sunglasses = sunglasses (WIA)	L. 10
Pardon me.	L. 9
parents	L. 4



# vocabulary list

## Q

quarter (a quarter =  
twenty-five cents) (WIA) L. 10

## R

raincoat (WIA) L. 9  
ready L. 3  
really (e.g., *Is it really a quarter  
past five?*) L. 9  
Really? (Used to express interest.) L. 6  
red (WIA) L. 4  
refrigerator (WIA) L. 8  
relax, to L. 8  
right (opposite of *left*) L. 2  
right = correct L. 9  
rival L. 2  
rock festival L. 10

## S

salespeople (WIA) L. 7  
salesperson (WIA) L. 7  
San Francisco (WIA) L. 10  
Saturday (WIA) L. 5  
say (Used to attract a person's  
attention.) L. 8

school (WIA) L. 3  
score L. 7  
See you. L. 5  
see, to L. 5  
semester L. 6  
she L. 2  
shopping mall = mall (WIA) L. 1  
short (e.g., *a short visit*) L. 5  
short (opposite of *tall*) (WIA) L. 1  
sister L. 2  
situation L. 2  
skateboard (WIA) L. 4  
small L. 9  
snack (e.g., *Snack time!*) L. 8  
snacks (WIA) L. 8  
so L. 8  
SO (Used for starting a conversation.) L. 10  
so = very L. 2  
sofa (WIA) L. 3  
some (some/any) L. 6  
son L. 3  
sorry L. 1  
spell, to L. 1  
sport(s) utility vehicle = SUV  
(WIA) L. 9  
sports car (WIA) L. 9  
state (WIA) L. 8  
store (e.g., *a clothing store*) (WIA) L. 5  
street (WIA) L. 5  
student (WIA) L. 1  
study, to L. 7

# vocabulary list

stuff	L. 4
Sunday (WIA)	L. 5
sunglasses = pair of sunglasses (WIA)	L. 10
super	L. 6
SUV = sport(s) utility vehicle (WIA)	L. 9
sweater (WIA)	L. 6

## T

tall (opposite of <i>short</i> ) (WIA)	L. 1
tax	L. 7
teacher (WIA)	L. 1
telephone = phone (WIA)	L. 3
thank you	L. 1
thanks	L. 1
that (demonstrative)	L. 1
the	L. 1
the United States = the States = the U.S. = the U.S.A. (WIA)	L. 2
their	L. 4
there	L. 4
there are	L. 6
there aren't	L. 6
there is	L. 5
there's not	L. 5
there's = there is	L. 5
these	L. 4
they	L. 4
this (demonstrative)	L. 1

This is so embarrassing!	L. 2
those	L. 4
three-oh-five (telling the time) (WIA)	L. 8
time (e.g., <i>Four o'clock in the afternoon</i> <i>is snack time for me.</i> )	L. 8
time (hour, minutes)	L. 8
tiny	L. 9
to (e.g., <i>The score is 50 to 13.</i> )	L. 7
today	L. 2
too (e.g., <i>My name's Ted, and my</i> <i>father's name's Ted too.</i> )	L. 5
too bad	L. 8
total	L. 7
town (WIA)	L. 1
tree (WIA)	L. 4
try, to (e.g., <i>Try a hot dog.</i> )	L. 6
T-shirt (WIA)	L. 4
twelve midnight = midnight (WIA)	L. 3
twelve noon = noon (WIA)	L. 3

## U

ugly	L. 5
umbrella (WIA)	L. 9
uncle	L. 4
under	L. 4
university (WIA)	L. 8

# vocabulary list

## V

vacation	L. 2
vanilla (WIA)	L. 5
vanilla ice cream (WIA)	L. 5
very	L. 1
visit	L. 5
volleyball (ball) (WIA)	L. 1

## W

wait, to	L. 9
watch (WIA)	L. 9
watch out, to (WIA)	L. 4
we	L. 3
well = fine	L. 2
Well, . . .	L. 5
Westmont High	L. 3
what (e.g., <i>What an interesting name.</i> )	L. 1
what (e.g., <i>What's your name?</i> )	L. 1
What time is it? (WIA)	L. 3
What? (Used to express surprise.)	L. 3
where (e.g., <i>Where's my cellphone?</i> )	L. 3
white (WIA)	L. 7
who (e.g., <i>Who's that boy?</i> )	L. 2
whose (e.g., <i>Whose car is this?</i> )	L. 4
wife	L. 5
win, to	L. 7

with	L. 2
woman (WIA)	L. 1
workplace	L. 4

## Y

Yay! = Cool!	L. 5
yeah	L. 2
years old	L. 5
yellow (WIA)	L. 6
yep	L. 10
yes	L. 1
you (personal pronoun, plural)	L. 3
you (personal pronoun, singular)	L. 1
you guys	L. 10
You too.	L. 10
young	L. 2
your (possessive pronoun, plural)	L. 4
your (possessive pronoun, singular)	L. 1
You're welcome.	L. 1
Yum! (Used when food is delicious.)	L. 8

## Z

zoo (WIA)	L. 5
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