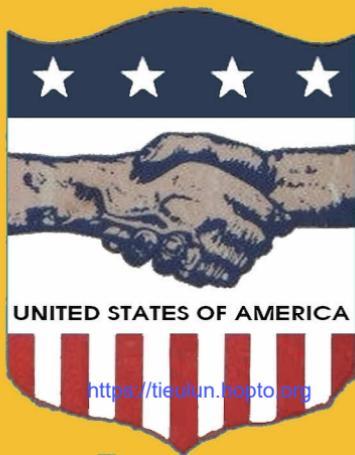


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BOOK ONE
At Home and at School

THE NATIONAL COUNCIL
OF TEACHERS OF ENGLISH



ENGLISH FOR TODAY

Book One

AT HOME AND AT SCHOOL

**Đã nộp bản tại Thư Viện Quốc Gia, tuyệt đối cấm bắt
chước in lại. Mọi vi phạm sẽ bị truy tố trước pháp luật
1967 Saigon, Việt Nam**

ENGLISH FOR TODAY

Book One , Revised Edition

AT HOME AND AT SCHOOL

by The National Council of Teachers of English

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III

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Revised Edition

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CLASSROOM EXPRESSIONS

Greetings:

Good morning.
Good afternoon.
How are you?
Fine, thank you. How are you?

Directions:

Please stand up.
Please sit down.
Please go to the blackboard.
Open your books.
Open your books to page (*one*).
Turn to page (*two*)
Close your books.
Listen.
Repeat.
Say the sentence.
Read the sentence.
Write the sentence.
Say the word.
Read the word.
Write the word.

UNIT 1: DESCRIBING THINGS AND PEOPLE

LESSON ONE

THINGS IN THE SCHOOL

BOOK



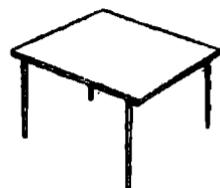
CHAIR



PENCIL



TABLE



WATCH



Example I

This is a book.

Words: book, chair, pencil, table, watch
a, is, this

1.1 Practice the pattern *This is a _____*. Repeat the words, phrases, and sentences after your teacher

1. book	a book	This is a book.
2. chair	_____	_____
3. pencil	_____	_____
4. table	_____	_____
5. watch	_____	_____

Example II

This is a book. It's a book.

Word: it
it + is = it's

1.2 Practice *It's* as a substitute for *This is*.

1. This is a book.	It's a book.
2. This is a chair.	_____
3. This is a pencil.	_____
4. This is a table.	_____
5. This is a watch.	_____

Example III

Is this a book? Yes, it is.

Word: yes

1.3 Practice the question *Is this a _____?* and the short answer *Yes, it is.*

1. Is this a book? Yes, it is.
2. Is this a chair? _____
3. _____ pencil? _____
4. _____ table? _____
5. _____ watch? _____

Example IV • Is this a pencil? No, it's not.

Words: no, not

1.4 Practice the question *Is this a _____?* and the short answer *No, it's not.*

1. Is this a pencil? No, it's not.
2. _____ book? _____
3. _____ watch? _____
4. _____ table? _____
5. _____ chair? _____

1.5 Give the correct short answer (*Yes, it is* or *No, it's not*) as your teacher points to the objects and asks questions about them.

1. (pencil) Is this a pencil? Yes, it is.
2. (book) Is this a pencil? No, it's not.
3. (chair) Is this a table? No, it's not.
4. (chair) Is this a chair? Yes, it is.
5. (table) Is this a chair? _____
6. (watch) Is this a watch? _____
7. (watch) Is this a pencil? _____



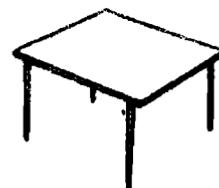
BOOK



CHAIR



PENCIL



TABLE



WATCH

Example. V Is this a book? Yes, it is. It's a book.
Is this a pencil? No, it's not.
It's not a pencil. It's a book.

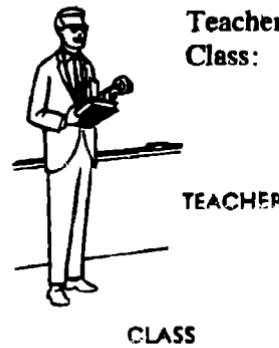
1.6 Give the short answers and then the complete answers.

1. Is this a book?	Yes, it is.	It's a book.
2. _____ chair?	_____	_____
3. _____ pencil?	_____	_____
4. _____ table?	_____	_____
5. _____ watch?	_____	_____

1.7 For each pair of words make a negative and an affirmative statement.

1. book/pencil	It's not a book. It's a pencil.
2. pencil/book	_____
3. chair/table	_____
4. table/chair	_____
5. pencil/watch	_____

1.8 Practice questions and answers with your teacher and with the other students.



Teacher: Is this a book?
Class: Yes, it is. It's a book.

Teacher: Is this a pencil?
Class: No, it's not. It's not a pencil.
It's a book.

Teacher: Is this a pencil?
Student 1: Yes, it is. It's a pencil.

Student 1: Is this a watch?
Student 2: No, it's not. It's not a watch.
It's a pencil.



Student 2: Is this a book?
Student 3: Yes, it is. It's a book.
etc.

Example VI

What's this? It's a book.

Word: what

what + is = what's

1.9 Practice the question *What's this?* and the answer *It's a _____.*

1. **What's this?** It's a book.
2. **What's this?** It's a chair.
3. **What's this?** It's a pencil.
4. **What's this?** It's a table.
5. **What's this?** It's a watch.

1.10 Practice the questions *What's this?* and *Is it a _____?* Always point to the object you are asking about.

Teacher: **What's this? Is it a book?**

Class: **Yes, it is.**

Teacher: **What's this? Is it a pencil?**

Student 1: **No, it's not.**

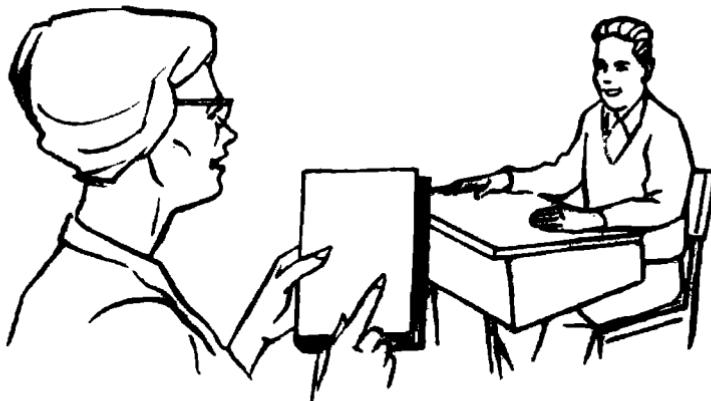
Student 1: **What's this? Is it a chair?**

Student 2: **No, it's not.**

Student 2: **What's this? Is it a watch?**

Student 3: **Yes, it is.**

etc.



GREETINGS



This is a teacher.



This is a class.



This is a student.



You

Teacher.
Class.
Teacher:
Class

Hello.
Hello.
How are you?
Fine, thank you.

Class.
Teacher:
Class.
Teacher:

Hello.
Hello.
How are you?
Fine, thank you.



Student 1: Hello.
Student 2: Hello.
Student 1: How are you?
Student 2: Fine, thank you.

Student 2: Hello.
Student 3: Hello.
Student 2: How are you?
Student 3: Fine, thank you.

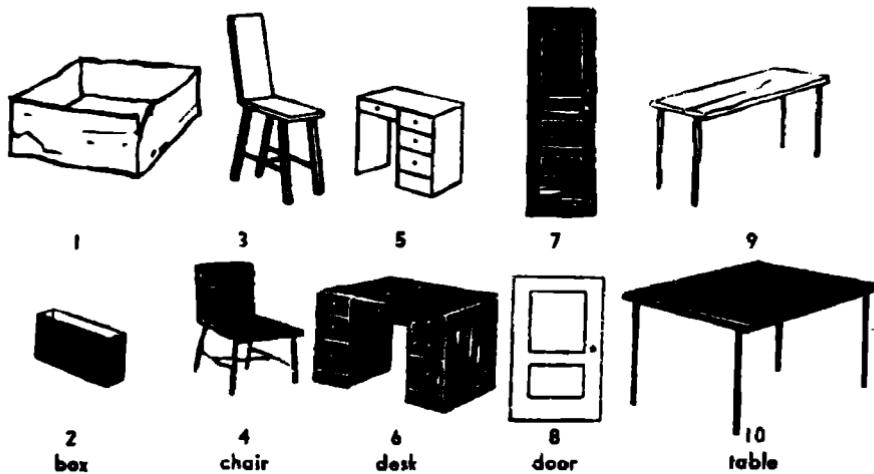
Student 3: Hello.
Student 4: Hello.
etc.



Words: are, class, fine, hello, how, student, you.

LESSON TWO

THINGS IN THE SCHOOL



Example I

The box is **big**.

Words: *box, chair, desk, door, table* (nouns)

big-small, black-white, old-new, wide-narrow (adjectives)
the

2.1-2.5 Make statements with the nouns and the adjectives.

1. box/big
2. chair/new
3. table/black
4. desk/wide
5. door/narrow
6. box/small

The box is **big**.

Example II The table is **not** big. It's **small**.

2.6 Change the sentences into the negative.

1. The table is new.
2. The table is wide.
3. The table is narrow.
4. The table is big.
5. The table is old.
6. The table is small.
7. The table is black.

The table is **not** new.

2.7 Make negative statements. Use the pictures on page 6 and the words your teacher gives you.

1. (picture one)	small	The box is not small.
2. (picture four)	white	The chair is not white.
3. (picture six)	narrow	The desk is not narrow.
4. (picture nine)	new	The table is not new.
5. (picture three)	old	The chair is not old.
6. (picture two)	wide	The box is not wide.

2.8 Make statements substituting *It's* for *The (noun)* *is*. Use the pictures on page 6

1. (picture eight)	The door is white.	It's white.
2. (picture two)	The box is narrow.	It's narrow.
3. (picture ten)	The table is new.	It's new.
4. (picture six)	The desk is black.	It's black.
5. (picture one)	The box is old.	It's old.
6. (picture three)	The chair is new.	It's new.

2.9 Make affirmative statements with *it* and the opposite adjective.

1. The chair is not big.	It's small
2. The table is not wide.	It's narrow.
3. The door is not black.	It's white.
4. The box is not small.	It's big.
5. The desk is not old.	It's new.
6. The chair is not wide.	It's narrow.
7. The table is not white.	It's black.
8. The door is not new.	It's old.

2.10 Make negative statements with the opposite adjective.

1. It's old.	It's not new.
2. It's narrow.	It's not wide.
3. It's white.	It's not black.
4. It's big.	It's not small.
5. It's new.	It's not old.
6. It's wide.	It's not narrow.

Example III Is the door **big**? Yes, it is. It's big.
Is the door **small**? No, it's not. It's big.

2.11 Ask questions based on statements your teacher makes.

1. The door is big.	Is the door big?	Is it big?
2. The door is black.	Is the door black?	Is it black?
3. The door is new.	Is the door new?	Is it new?
4. The door is narrow.	Is the door narrow?	Is it narrow?
5. The door is white.	Is the door white?	Is it white?
6. The door is small.	Is the door small?	Is it small?

2.12 Make questions with the words your teacher gives you.

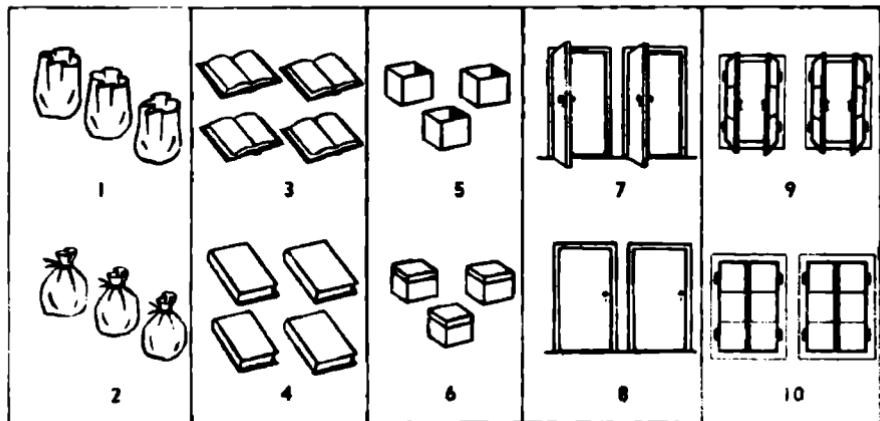
1. desk	big	Is the desk big?
2. desk	wide	Is the desk wide?
3. desk	new	Is the desk new?
4. desk	black	Is the desk black?
5. desk	old	Is the desk old?
6. desk	narrow	Is the desk narrow?

2.13 Practice the question **Is the (noun) (adjective)?** with affirmative and negative answers. Use the pictures on page 6.

1. Is the table big?	Yes, it is. It's big. or No, it's not. It's small.
2. Is the chair white?	Yes, it is. It's white. or No, it's not. It's black.
3. Is the box old?	Yes, it is. It's old. or No, it's not. It's new.

2.14 THINGS IN THE ROOM. Ask and answer questions about things in the classroom. When you use **this**, touch the object you are referring to.

Student in Front of Class	Individual or Class
What's this?	It's a (door).
Is the (door) (wide)?	Yes, it is. It's (wide).
Is it (narrow)?	No, it's not. It's (wide).



Example IV

The windows are open.
The windows are not closed.

Nouns: bag, book, box, door, window
Adjectives: open-closed

2.15 Practice the different pronunciations of the *s* ending.

s = /s/

s = /z/

s = /ɪz/

book	books	bag	bags	box	boxes
desk	desks	chair	chairs	watch	watches
		door	doors		
		pencil	pencils		
		table	tables		
		window	windows		

2.16 Practice the plural forms of the nouns in statements.

1. bag	bags	The bags are open.
2. book	books	The books are open.
3. box	boxes	The boxes are open.
4. door	doors	The doors are open.
5. window	windows	The windows are open.

2.17 Practice the singular and plural forms of the nouns.

1. The bag is open.	The bags are open.
2. The window is open.	The windows are open.
3. The door is open.	The doors are open.
4. The book is open.	The books are open.
5. The box is open.	The boxes are open.

2.18 Practice negative statements and the opposite adjective.

1. The boxes are open.	The boxes are not closed.
2. The books are open.	The books are not closed.
3. The bags are open.	The bags are not closed.
4. The doors are open.	The doors are not closed.
5. The windows are open.	The windows are not closed.

2.19 Make singular and plural statements. Use the words that your teacher gives you.

1. window	open	The window is open.	The windows are open.
2. door	closed	The door is closed.	The doors are closed.
3. bag	open	The bag is open.	The bags are open.
4. book	closed	The book is closed.	The books are closed.
5. chair	old	The chair is old.	The chairs are old.

2.20 Fill in the blanks with *is* or *are* and the opposite adjective.

1. The books (<u>are</u>) open.	The books (<u>are</u>) not (<u>closed</u>).
2. The table <u> </u> big.	The table <u> </u> not <u> </u> .
3. The door <u> </u> wide.	The door <u> </u> not <u> </u> .
4. The desks <u> </u> black.	The desks <u> </u> not <u> </u> .
5. The windows <u> </u> closed.	The windows <u> </u> not <u> </u> .
6. The bags <u> </u> open.	The bags <u> </u> not <u> </u> .
7. The boxes <u> </u> small.	The boxes <u> </u> not <u> </u> .

Example V The books are open. They're open.
They're open. They're not closed.

Word: they
they + are = they're

2.21 Practice *it* and *they* as substitutes for nouns.

1. bag	it	6. watch	_____	11. windows
2. bags	they	7. watches	_____	12. box
3. books	_____	8. chairs	_____	13. desks
4. book	_____	9. table	_____	14. bags
5. pencils	_____	10. door	_____	15. pencil

2.22 Practice statements with *It's* and *They're*.

1. books/closed	They're closed.
2. bag/open	It's open.
doors/open	_____
4. box/closed	_____
5. window/open	_____

Example VI Are the doors open? Yes, they are. They're open.
Are the doors closed? No, they're not. They're open.

2.23 Give correct answers as someone points to the pictures or objects and asks questions about them.

1. Are the windows open?	Yes, they are. They're open.
2. Are the windows closed?	No, they're not. They're open.
3. Are the boxes closed?	_____
4. Are the boxes open?	_____
5. Are the books closed?	_____
6. Are the books open?	_____
7. Are the bags closed?	_____
8. Are the bags open?	_____
9. Are the doors open?	_____
10. Are the doors closed?	_____

GREETINGS

Teacher: Good morning.

Student 1: Good morning.

Teacher: How are you?

Student 1: I'm fine, thank you. And how are you?

I + am = I'm

S1: Good morning.

T: Good morning.

S1: How are you?

T: I'm fine, thank you. And how are you?

S1: Good morning.

S2: Good morning.

S1: How are you?

S2: I'm fine, thank you. And how are you?

S2: Good morning.

S3: Good morning.

S2: How are you?

S3: I'm fine, thank you. And how are you?

S3: Good morning.

S4: Good morning.

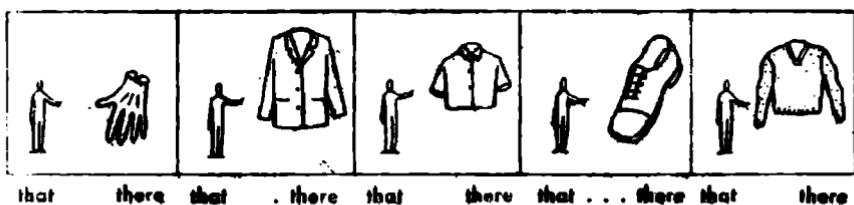
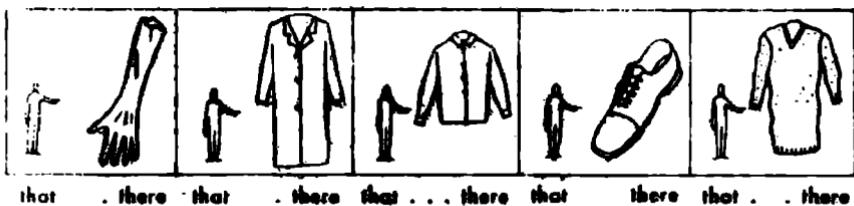
etc.

Words: am, and, good, I, morning



LESSON THREE

CLOTHES AND COLORS



Example I

**This coat is long. That coat is short.
This coat is here. That coat is there.
This coat is red. That coat is blue.**

**Nouns: glove (s) = /z/, coat (s) = /s/, sweater (s) = /z/,
shirt (s) = /s/, shoe (s) = /z/**

Adjectives: red, green, blue, yellow, long-short

3.1 Make statements with *this/here* and *that/there*. When you use *this* and *here*, touch the picture you are referring to.

1. This glove is here. That glove is there.
2. This coat is here. That coat is there.
3. This shirt is here. That shirt is there.
4. This shoe is here. That shoe is there.

3.2 Make statements with *that* and the opposite adjective.

1. This coat is long. That coat is short.
2. This sweater is long. That sweater is short.

3.3 Make statements with *that* and a color. Choose a color different from that used by your teacher. Refer to the chart on the inside cover of the book.

1. This shirt is green. That shirt is red.
2. This glove is yellow. That glove is blue.
3. This coat is red. That coat is green.

Example II **These coats are long. Those coats are short.**
 These coats are here. Those coats are there.
 These coats are red. Those coats are blue.

3.4 Practice *these* and *those* with the plural forms of the new nouns.

1. this glove	these gloves	that glove	those glov
2. this shirt	these shirts	that shirt	those shirt

3.5 Fill in the blanks in *B* with *this*, *that*, *these*, or *those*. Fill blanks in *C* with *It's* or *They're*.

1. glove	here	_____ glove is here.	_____ here
2. shoes	there	_____ shoes are there.	_____ there.
3. shirt	there	_____ shirt is there.	_____ there.
4. coats	here	_____ coats are here.	_____ here.
5. sweater	there	_____ sweater is there.	_____ there.

Example III

This is **red**. It's **red**.
These are **red**. They're **red**.
That's **green**. It's **green**.
Those are **green**. They're **green**.

that + is = that's

3.6 Make statements with **that** and **it** and colors. Choose a color different from that used by your teacher. Use the colors **blue**, **red**, **green**, **yellow**, **black**, and **white**.

1. This is blue . It's blue .	'That's red . It's red .
2. This is green . It's green .	That's yellow . It's yellow .
3. This is black . It's black .	That's blue . It's blue .
4. This is red . It's red .	That's green . It's green .
5. This is white . It's white .	That's black . It's black .

3.7 **COLORS**. Go to the front of the class. Point to objects or pictures and ask questions. Have classmates answer.

Student In Front of Class

Is this (**green**)?
Is this (**red**)?
Are these (**green**)?
Are these (**red**)?

Individual or Class

Yes, it is. It's (**green**).
No, it's not. It's (**green**).
Yes, they are. They're (**green**).
No, they're not. They're (**green**).

Example IV

What's **this**? It's a **coat**.
What are **these**? They're **coats**.
What color is **it**? It's **red**.
What color are **they**? They're **red**.

Noun: color(s) = /z/

3.8 Ask questions with **these** and **those**. Answer with **They're**. Base your questions and answers on words your teacher gives you.

1. coats	here	What are these?	They're coats.
2. shoes	there	What are those?	They're shoes.
3. gloves	here	What are these?	They're gloves.
4. sweaters	there	What are those?	They're sweaters.
5. shirts	here	What are these?	They're shirts.

3.9 Point to the pictures on the inside cover of the book or to objects in the classroom and ask questions with *What color?* Answer with *It's* or *They're*.

1. **What color is it?** It's green.
2. **What color are they?** They're blue.
3. **What color is it?** It's red.
4. **What color are they?** They're red.
5. **What color are they?** They're black

3.10 Point to the pictures on the inside cover of the book.

1. **What's this?** It's a shirt. **What color is it?** It's green.
2. **What are these?** They're shoes. **What color are they?** They're black.
3. **What's this?** It's a sweater. _____?
4. **What are these?** They're sweaters. _____?
5. **What's this?** It's a coat. _____?

Example V **Is this coat red or blue?** It's red.
Are these shoes white or black? They're black.

3.11 Point to the pictures on the inside covers of the book or point to clothes the students are wearing.

1. **Is this shirt red or green?** It's green.
2. **Is this glove yellow or blue?** It's yellow.
3. **Is this shirt white or blue?** It's white.
4. **Is this coat red or blue?** It's red.
5. **Are these shoes black or white?** They're black
6. **Are these sweaters yellow or red?** They're yellow.
7. **Are these coats blue or green?** They're blue.
8. **Is this sweater green or blue?** It's green.
9. **Are these shoes black or red?** They're black.
10. **Are these sweaters green or yellow?** They're yellow.
11. **Is this shirt red or green?** It's red.
12. **Is this glove yellow or blue?** It's yellow.
13. **Is this glove blue or yellow?** It's blue.
14. **Is this shirt white or blue?** It's white.
15. **Is this coat red or blue?** It's red.

GREETINGS

T: Good afternoon.

C: Good afternoon.

T: How are you?

C: We're fine, thank you. And how are you?

T: I'm fine, thank you.

we + are = we're

T: Good afternoon.

S1: Good afternoon.

T: How are you?

S1: I'm fine, thank you. And how are you?

T: I'm fine, thank you.

T: Good afternoon.

S1 and S2: Good afternoon.

T: How are you?

S1 and S2: We're fine, thank you. And how are you?

T: I'm fine, thank you.

C: Good afternoon.

T: Good afternoon.

C: How are you?

T: I'm fine, thank you. And how are you?

C: We're fine, thank you.

etc.

Words: afternoon, we

I'm fine



We're fine



STUDENT--I

CLASS--WE

LESSON FOUR

PEOPLE



MR. BROWN
man—he

MR. GREEN
man—he

MRS. BROWN
woman—she

MISS BROWN
woman—she



DICK
boy—he

TOM
boy—he

ALICE
girl—she

DORIS
girl—she

Example I

This is Mr. Brown. He's a man.
This is Mrs. Brown. She's a woman.
This is Dick. He's a boy.
This is Doris. She's a girl.

Words: boy, girl, he, man, she, woman
he + is = he's she + is = she's

4.1 Practice substituting *he* and *she* for names of people.

1. This is Mr. Brown.
2. This is Mr. Green.
3. This is Mrs. Brown.
4. This is Miss Brown.
5. This is Dick.
6. This is Tom.
7. This is Alice.
8. This is Doris.

Mr. Brown's a man.

He's a man.

Mr. Green's a man.

He's a man.

Mrs. Brown's a woman.

She's a woman.

Miss Brown's a woman.

She's a woman.

Dick's a boy.

He's a boy.

Tom's a boy.

He's a boy.

Alice's a girl.

She's a girl.

Doris's a girl.

She's a girl.

Example II

Mr. Brown and Mr. Green are **men**. They're **men**.

Mr. Brown's a man, and Mr. Green's a man. They're **men**.

4.2 Make two sentences with each pair of names.

1. Mr. Brown/Mr. Green Mr. Brown and Mr. Green are **men**. They're **men**.
2. Mrs. Brown/Miss Brown _____
3. Dick/Tom _____
4. Doris/Alice _____

Make two sentences with each pair of names.

1. Mr. Brown/Mr. Green Mr. Brown's a man, and Mr. Green's a man. They're **men**.
2. Mrs. Brown/Miss Brown _____
3. Dick/Tom _____
4. Doris/Alice _____

Example III Who's that? That's Mr. Brown.

Word: **who** **who + is = who's**

4.4 Point to the chart in front of the room as you ask questions with **Who's that?**

S1: Who's that?

S2: That's Mr. Brown.

S2: Who's that?

S3: That's Mr. Green.

S3: Who's that?

S4: That's Mrs. Brown.

etc.

LESSON FOUR

PEOPLE



MR. BROWN
man—he

MR. GREEN
man—he

MRS. BROWN
woman—she

MISS BROWN
woman—she



DICK
boy—he

TOM
boy—he

ALICE
girl—she

DORIS
girl—she

Example I

This is Mr. Brown. He's a man.
This is Mrs. Brown. She's a woman.
This is Dick. He's a boy.
This is Doris. She's a girl.

Words: boy, girl, he, man, she, woman
 $he + is = he's$ $she + is = she's$

4.1 Practice substituting *he* and *she* for names of people.

1. This is Mr. Brown.
2. This is Mr. Green.
3. This is Mrs. Brown.
4. This is Miss Brown.
5. This is Dick.
6. This is Tom.
7. This is Alice.
8. This is Doris.

Mr. Brown's a man.

He's a man.

Example II

Mr. Brown and Mr. Green are men. They're men.

Mr. Brown's a man, and Mr. Green's a man. They're men.

4.2 Make two sentences with each pair of names.

1. Mr. Brown/Mr. Green Mr. Brown and Mr. Green are men. They're men.

2. Mrs. Brown/Miss Brown _____, _____, _____

3. Dick/Tom _____, _____, _____

4. Doris/Alice _____, _____, _____

4.3 Make two sentences with each pair of names.

1. Mr. Brown/Mr. Green Mr. Brown's a man, and Mr. Green's a man. They're men.

2. Mrs. Brown/Miss Brown _____, _____, _____

3. Dick/Tom _____, _____, _____

4. Doris/Alice _____, _____, _____

Example III Who's that? That's Mr. Brown.

Word: *who* *who + is = who's*

4.4 Point to the chart in front of the room as you ask questions with *Who's that?*

S1: Who's that?

S2: That's Mr. Brown.

S2: Who's that?

S3: That's Mr. Green.

S3: Who's that?

S4: That's Mrs. Brown.

etc.

GREETINGS

T: Good evening.
C: Good evening.
T: How are you?
C: Fine, thanks.

C: Good evening.
T: Good evening.
C: How are you?
T: Fine, thanks.

S1: Good evening
S2: Good evening
S1: How are you?
S2: Fine, thanks.
S1: How's your father?
S2: He's fine, thank you.
S1: How's your mother?
S2: She's fine, too. Everyone's fine.

Words: evening, everyone, father, mother, thanks, too, your



Father—he



Mother—she

GREETINGS: A REVIEW

Hello.

Good morning.

Good afternoon.

Good evening.

How are you?

Fine, thank you.

Fine, thanks

I'm fine, thank you.

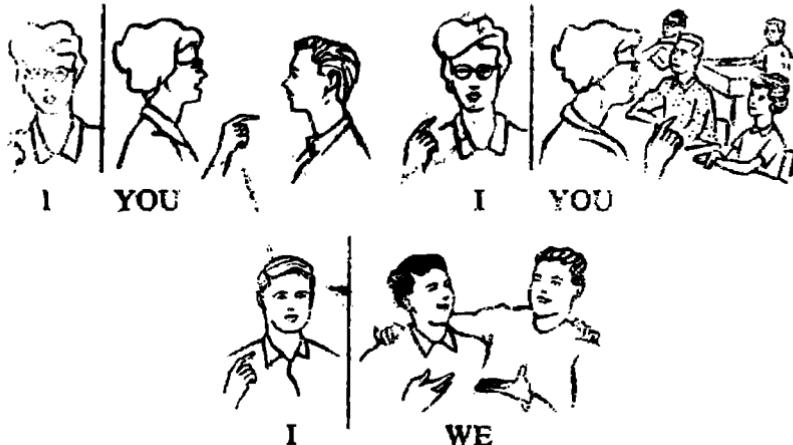
I'm fine, thanks.

We're fine, thank you

We're fine, thanks.

And how are you?

POINTING WORDS: A REVIEW



PRONOUNS: A REVIEW

book → it

father → he

mother → she

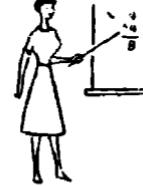
books → they

fathers → they

mothers → they

LESSON FIVE

PEOPLE AND OCCUPATIONS

				
MR. BLACK farmers/z/	MR. CLARK lawyers/z/	MR. WHITE pilots/s/	BILL students/s/	MISS GREEN teachers/z/
				
MR. BROWN	MR. GRAY	MR. GREEN	JANE	MISS BROWN

Mr. Brown (he)

= they

Bill (he)

= they

Miss Brown (she)

= they

Mr. Black (he)

Jane (she)

Miss Green (she)

Example I Bill and Jane are students. They're students.

Bill's a student, and Jane's a student. They're students.

Is Mr. Brown a farmer? Yes, he is.

Is Mr. Brown a lawyer? No, he isn't.

He isn't a lawyer. He's a farmer.

Are Mr. Brown and Mr. Black lawyers? No, they aren't.

They aren't lawyers. They're farmers.

is + not = isn't

are + not = aren't

Nouns: *farmer(s)* = /z/, *lawyer(s)* = /z/, *pilot(s)* = /s/,
student(s) = /s/, *teacher(s)* = /z/

1 1 Make statements with the names of the people in the pictures.
Make other statements substituting *he* or *she* for the names.

1. This is Mr. Brown. Mr. Brown's a farmer. He's a farmer.
2. This is Mr. Gray. Mr. Gray's a lawyer. He's a lawyer.
3. This is Mr. Green. Mr. Green's a pilot. He's a pilot.
4. This is Jane. Jane's a student. She's a student.

2 Make a statement connecting the subjects with *and*. Then make a single statement with *they*. Then connect two statements with *and*. Then make a single statement with *they*.

1. Mr. Brown and Mr. Black are farmers. They're farmers.
Mr. Brown's a farmer,
and Mr. Black's a farmer. They're farmers.
2. Mr. Gray and Mr. Clark are lawyers. They're lawyers.
Mr. Gray's a lawyer,
and Mr. Clark's a lawyer. They're lawyers.
3. Mr. Green and Mr. White are pilots. They're pilots.
Mr. Green's a pilot,
and Mr. White's a pilot. They're pilots.

3 CONVERSATION. Point to pictures and ask questions. Have classmates give affirmative answers.

1. Is Mr. Brown a farmer? Yes, he is.
2. Is Miss Green a teacher? Yes, she is.
3. Is Mr. Gray a lawyer? Yes, he is.

4 CONVERSATION. Point to pictures and ask questions. Have classmates give negative answers.

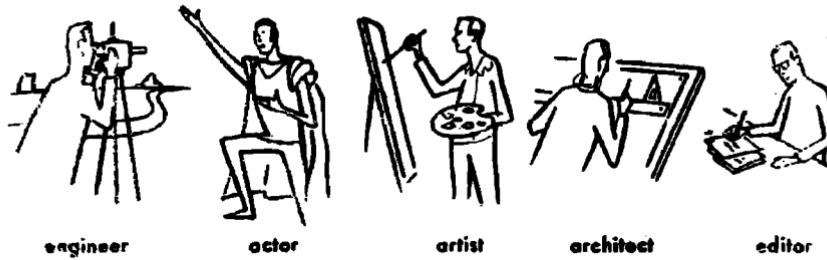
1. Is Mr. Green a teacher? No, he isn't. He isn't a teacher.
He's a pilot.
2. Is Miss Brown a student? No, she isn't. She isn't a student.
She's a teacher.

5 CONVERSATION. Ask questions with *or*. Have classmates answer.

1. Is Mr. Brown a farmer or a pilot? He's a farmer.
2. Is Mr. Gray a lawyer or a student? He's a lawyer.
3. Is Miss Green a lawyer or a teacher? She's a teacher.
4. Is Jane a student or a teacher? She's a student.
5. Is Mr. Green a pilot or a farmer? He's a pilot.

5.6 Fill in the blanks.

1. Is Jane (a teacher) or (a student)? (She's a student)
2. Is Miss Brown _____ or _____?
3. Are Mr. Gray and Mr. Clark _____ or _____?
4. Are Mr. Brown and Mr. Black _____ or _____?
5. Is Mr. White _____ or _____?



Example II

That man's an engineer. He's an engineer.
Those men are engineers. They're engineers.

Nouns: *artist (s)* = /s/, *engineer (s)* = /z/, *actor (s)* = /z/,
editor (s) = /z/, *architect (s)* = /s/

5.7. Make statements with *that man*. Make other statements by placing *that man* with *he*.

1. engineer-an engineer	That man's an engineer.	He's an engineer.
2. actor-an actor	That man's an actor.	He's an actor.
3. artist-an artist	That man's an artist.	He's an artist.

5.8 Make statements with *this man* and *that man*. Make other statements with *they*.

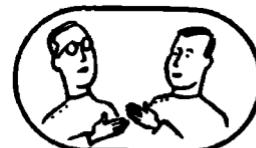
1. This man's an engineer, and that man's an engineer.	They're engineers.
2. This man's an actor, and that man's an actor.	They're actors.
3. This man's an artist, and that man's an artist.	They're artists.

5.9 CONVERSATION. Point to pictures and ask questions with *or*. Have classmates answer.

1. Is that man an engineer or an artist? He's an engineer.
2. Is that man an architect or an editor? He's an editor.
3. Is that man an actor or an artist? He's an artist.
4. Is that man an engineer or an architect? He's an architect.

5.10 Fill in the blanks.

1. Is he (an engineer)? No, (he isn't). (He's an architect).
2. Are they _____? No, _____.
3. Is he _____? No, _____.
4. Are they _____? No, _____.
5. Is he _____? No, _____.



I

you

we

Example III

Are you a doctor? Yes, I am.

Are you doctors? Yes, we are.

Are you a lawyer? No, I'm not. I'm a doctor.

Are you lawyers? No, we aren't. We're doctors.

You're a doctor, and I'm a lawyer.

I + am = I'm we + are = we're you + are = you're

Noun: doctor (s) = /z/

5.11 CONVERSATION. Ask questions and have classmates give affirmative answers.

1. Are you a lawyer? Yes, I am. I'm a lawyer.
2. Are you an editor? Yes, I am. I'm an editor.
3. Are you a pilot? Yes, I am. I'm a pilot.
4. Are you an actor? Yes, I am. I'm an actor.
5. Are you a farmer? Yes, I am. I'm a farmer.
6. Are you an architect? Yes, I am. I'm an architect.
7. Are you an engineer? Yes, I am. I'm an engineer.

5.12 Ask questions. Have classmates give negative answers and affirmative statements.

1. Are you a farmer?	No, I'm not. I'm a student.
2. Are you an actor?	No, I'm not. I'm an artist.
3. Are you a pilot?	No, I'm not. I'm a doctor.
4. Are you an architect?	No, I'm not. I'm a pilot.
5. Are you an engineer?	No, I'm not. I'm a lawyer.
6. Are you a doctor?	No, I'm not. I'm an engineer.

5.13 Fill in the blanks.

(student) 1. Are you _____? Yes, (I am). (I'm a student).

(engineers) 2. Are you _____? No, _____.

(doctor) 3. Are you _____? Yes, _____.

(actors) 4. Are you _____? No, _____.

(architect) 5. Are you _____? Yes, _____.

5.14 TALKING ABOUT PROFESSIONS. Go around the class and make false statements about your classmates. Have them give a true statement.

Student 1

You're a pilot.

Student 2

No, I'm not. I'm a student.

Example IV **What's Mr. Brown? What is he?**

He's a farmer.

What are Mr. Brown and Mr. Black? What are they?

They're farmers.

What am I? You're a student.

5.15 Point to pictures and ask two *what* questions. Have classmates answer.

1. What's Mr. Brown?	What is he?	He's a farmer.
2. What's Mr. Gray?	What is he?	He's a lawyer.
3. What's Mr. Green?	What is he?	He's a pilot.
4. What's Jane?	What is she?	She's a student.
5. What's Miss Green?	What is she?	She's a teacher.
6. What's Mr. Clark?	What is he?	He's a lawyer.
7. What's Mr. Black?	What is he?	He's a farmer.

5.16 CONVERSATION. Point to pictures and ask two questions. Have classmates give the correct answers.

1. What's Mr. Brown?
Is he a farmer? Yes, he is. He's a farmer.
2. What's Mr. Clark?
Is he a pilot? No, he isn't. He's a lawyer.
3. What's Mr. Gray?
Is he a teacher? No, he isn't. He's a lawyer.
4. What are Bill and Jane?
Are they lawyers? No, they aren't. They're students.
5. What's Miss Green?
Is she a teacher? Yes, she is. She's a teacher.

5.17 TALKING ABOUT PEOPLE. Go to the front of the room with one of your classmates and make up a conversation using the question and answer patterns you have learned so far.

Student 1

Who's that?
What is he?
Is he (*short*) or (*tall*)?
Who are you?
I'm (*Tom Green*).

Student 2

That's (*Mr. Brown*).
He's a (*farmer*).
He's (*tall*).
I'm (*Dick Brown*).
Who are you?
That's (*Bill Clark*).
No, he isn't. He's a (*student*).

5.18 WHAT AM I? Play a guessing game. Your teacher will divide the class into two teams, Team A and Team B.

When it is your turn, go to the front of the room and act out a noun, for example *pilot*. Then ask, "What am I?"

A classmate from the other team asks, "Are you a _____?" If your classmate guesses the right answer, you say, "Yes, I am" and sit down. If he does not guess the correct answer, act out the noun again and have other students from that team try to guess.

5.19 Write the plural form of each noun in the proper column. Then pronounce the words in each column.

box, chair, desk, door, table, bag, book, window, coat, glove, shirt, shoe, sweater, color, boy, girl, farmer, teacher, lawyer, pilot, student, doctor, actor, editor, artist, architect, engineer

/s/
(desks)

/z/
(chairs)

/ɪz/
(boxes)

5.20 Say these sentences out loud:

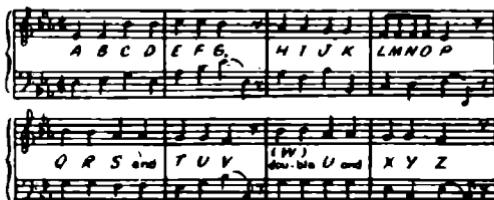
A is for actor.
B is for boy.
C is for coat.
D is for door.
E is for engineer.
F is for farmer.
G is for girl.
H is for hand.
I is for inch.

J is for Jane.
K is for key.
L is for lawyer.
M is for man.
N is for number.
O is for open.
P is for pilot.
Q is for question.
R is for room.

S is for student.
T is for teacher.
U is for uncle.
V is for vegetable.
W is for woman.
X is for X-ray.
Y is for yellow.
Z is for zoo.

5.21 Sing this song with your teacher.

ALPHABET SONG



5.22 Learn to spell your name orally in English. Give your name. Then pronounce each letter of your name. Your teacher will help you with the pronunciation of the letters.

Student 1: Dick Brown. D-i-c-k B-r-o-w-n.

Student 2: Tom Green. T-o-m G-r-e-e-n.

Student 3: Alice Green. A-l-i-c-e G-r-e-e-n.

Student 4: Bill Clark. B-i-l-l C-l-a-r-k.



5.23 **GAME: PICK OUT.** Go to the front of the class and pick a card out of a box which your teacher has prepared. The card may show a picture of a big box, a small book, an old shirt, or any of the things you have studied.

Hold up the card you select so the class may see it. Then make a statement describing what is on the card. Have the class repeat the statement after you, changing *this* to *that*. Place the card on a flannel board or the blackboard and go back to your seat.

Student 1: (picks out a picture of an old shoe)

This shoe is old.

Class: That shoe is old.

Student 1: (goes back to his seat)

UNIT II: ASKING AND TELLING

LESSON SIX

TALKING ABOUT THE TIME



What's this?
It's a clock.



What are these?
They're clocks.



1

This is a number.
It's number one.

1 2 3 4 5
These are numbers.

Example I

What **time** is it?
It's one o'clock.

Nouns: clock (s) = /s/, number (s) = /z/, time

6.1 Point to the numbers and repeat them after your teacher.

one (1)	four (4)	seven (7)	ten (10)
two (2)	five (5)	eight (8)	eleven (11)
three (3)	six (6)	nine (9)	twelve (12)

6.2 Practice the numbers from 1 to 12. Follow your teacher's directions.

<i>first time</i>	<i>second time</i>	<i>third time</i>
Student 1: 1.	Student 1: 1, 2.	Student 1: 1, 2, 3.
Student 2: 2.	Student 2: 3, 4.	Student 2: 4, 5, 6.
Student 3: 3.	Student 3: 5, 6.	Student 3: 7, 8, 9.

6.3 Practice the numbers with *o'clock* and *It's—o'clock*.

one	one o'clock	It's one o'clock.
two	two o'clock	It's two o'clock.
three	three o'clock	It's three o'clock.
four	four o'clock	It's four o'clock.
five	five o'clock	It's five o'clock.

6.4 Draw a clock on the blackboard or make a clock with a piece of cardboard. Ask and answer questions about the time.

1. Student 1 (setting the clock at one): What time is it?

Student 2: One o'clock. It's one clock.

2. Student 1 (setting the clock at five): What time is it?

Student 2: Five o'clock. It's five o'clock.



Example II

It's ten minutes after ten. It's ten ten.

It's ten thirty.

It's twenty minutes to eleven.

Noun: minute (s) = /s/

6.5 Point to the numbers and repeat them after your teacher.

ten	(10)	sixty	(60)
twenty	(20)	seventy	(70)
thirty	(30)	eighty	(80)
forty	(40)	ninety	(90)
fifty	(50)	one hundred	(100)

6.6 Point to the numbers and repeat them after your teacher.

twenty	(20)	forty	(40)
twenty-one	(21)	forty-one	(41)
twenty-two	(22)	fifty	(50)
twenty-three	(23)	fifty-one	(51)
twenty-four	(24)	sixty	(60)
twenty-five	(25)	sixty-one	(61)
twenty-six	(26)	seventy	(70)
twenty-seven	(27)	seventy-one	(71)
twenty-eight	(28)	eighty	(80)
twenty-nine	(29)	eighty-one	(81)
thirty	(30)	ninety	(90)
thirty-one	(31)	ninety-one	(91)

6.7 Practice the **-teen** numbers in statements with *It's* _____.

thirteen	It's ten thirteen.
fourteen	It's ten fourteen.
fifteen	It's ten fifteen.
sixteen	It's ten sixteen.
seventeen	It's ten seventeen.
eighteen	It's ten eighteen.
nineteen	It's ten nineteen.

6.8 Draw a clock on the blackboard or use a cardboard clock. Ask questions about the time and have classmates answer. Here are three examples:

1. What time is it? It's five minutes after nine.
2. What time is it? It's ten minutes to ten.
3. What time is it? It's nine thirty.

6.9 Look at the pictures. Then ask and answer the questions.



What time is it? It's (ten thirty).



What time is it? It's _____.



What time is it? It's _____.



What time is it? It's _____.



What time is it? It's _____.



Morning
(in the)



Noon



Afternoon
(in the)



Evening
(in the)



Night
(at)



Midnight

Example III

It's eight o'clock in the **morning**.
It's five o'clock in the **afternoon**.
It's seven o'clock in the **evening**.
It's ten o'clock at **night**.
It's **noon**. It's **midnight**.

Nouns: morning, noon, afternoon, evening, night, midnight

6.10 Go through 24 hours using a cardboard clock. Point to the clock and give the time. Have a classmate make a complete statement with *It's*. Do not use *o'clock* after *thirty*.

one o'clock in the afternoon

It's one o'clock in the
afternoon.

noon

It's twelve o'clock.

one thirty in the morning

It's one thirty in the morning.

two o'clock in the afternoon

It's two o'clock in the
afternoon.

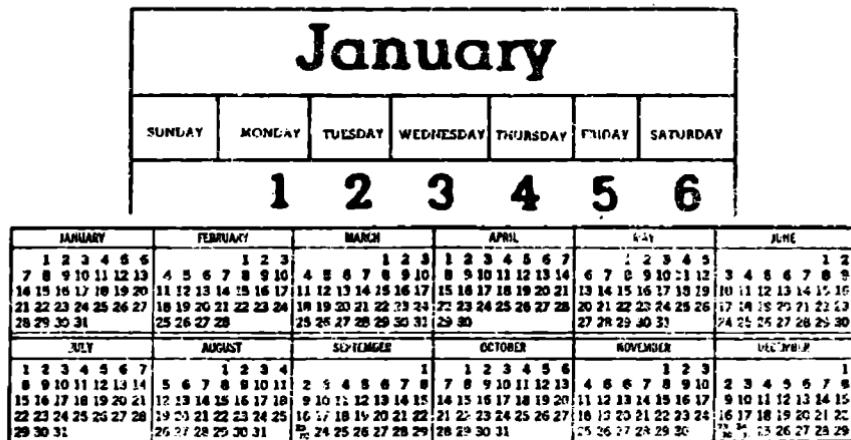
6.11 Ask about the time, using a cardboard clock. Have classmates give the answer.

1. What time is it?
2. What time is it?
3. What time is it?
4. What time is it?
5. What time is it?
6. What time is it?
7. What time is it?
8. What time is it?
9. What time is it?
10. What time is it?

It's eight o'clock in the morning.
It's three o'clock in the afternoon.
It's seven thirty in the evening.
It's noon. It's twelve o'clock.
It's midnight. It's twelve o'clock.
It's two-thirty in the morning.
It's three-thirty in the afternoon.
It's four in the afternoon.
It's four-thirty in the morning.
It's seven in the evening.

LESSON SEVEN

TALKING ABOUT THE DATE



This is a calendar.

Days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Months: January, February, March, April, May, June, July, August, September, October, November, December

Example I

What are the days of the week?

What are the months of the year?

Nouns: *day* (s) = /z/, *week* (s) = /s/, *month* (s) = /s/,
year (s) = /z/, *calendar* (s) = /z/

7.1 Point to the calendar and say the days of the week and the months of the year after your teacher.

<i>A</i>	<i>B</i>
Sunday	Sunday
Monday	Monday
Tuesday	Tuesday

7.2 Ask the names of the days of the week and the months of the year. Have classmates answer.

What are the days of the week? Sunday, Monday, etc.
What are the months of the year? January, February, etc.

Example II

What day is it? It's Monday.

What's today? Today's Monday.

What's tomorrow? Tomorrow's Tuesday.

What month is it? It's January.

This month is January. Next month is February.

What year is it? It's nineteen sixty-two (1962).

Nouns: today, tomorrow

7.3 Make statements with *today*. Have classmates make statements with *tomorrow*.

1. Today's Wednesday.	Tomorrow's Thursday.
2. Today's Sunday.	Tomorrow's Monday.
3. Today's Friday.	Tomorrow's Saturday.
4. Today's Saturday.	Tomorrow's Sunday.

7.4 Make statements with *this month*. Have classmates make statements with *next month*.

1. This month's March.	Next month's April.
2. This month's July.	Next month's August.
3. This month's December.	Next month's January.
4. This month's January.	Next month's February.
5. This month's February.	Next month's March.

7.5 Point to a list of numbers like 1962. Say each number separately. Have classmates give the years the numbers represent.

1. 1-9-6-2	It's nineteen sixty-two.
2. 1-9-6-9	It's nineteen sixty-nine.
1-9-6-5	It's nineteen sixty-five.
4. 1-9-6-4	It's nineteen sixty-four.
5. 1-9-6-3	It's nineteen sixty-three.

7.6 Point to a calendar and ask two questions about the day. Have classmates give two answers.

1. What's today?	Today's Monday.
What day is it?	It's Monday.
2. What's today?	Today's Friday.
What day is it?	It's Friday.
3. What's today?	Today's Sunday.
What day is it?	It's Sunday.

7.7 Point to a calendar and ask questions about the month. Have classmates answer.

1. What month is it? It's January.
2. What month is it? It's February.
3. What month is it? It's March.
4. What month is it? It's April.

7.8 Point to a list of years and ask questions. Have classmates answer.

1971	1. What year is it?	It's nineteen seventy-one.
1863	2. What year is it?	It's eighteen sixty-three.
1765	3. What year is it?	It's seventeen sixty-five.
1661	4. What year is it?	It's sixteen sixty-one.
1564	5. What year is it?	It's fifteen sixty-four.
1375	6. What year is it?	It's thirteen seventy-five.
1200	7. What year is it?	It's twelve hundred.
1492	8. What year is it?	It's fourteen ninety-two.
1812	9. What year is it?	It's eighteen twelve.
1066	10. What year is it?	It's ten sixty-six.

7.9 TALKING ABOUT DAYS, MONTHS, AND YEARS. Go to the front of the class with a calendar and a list of years. Ask questions and have classmates answer.

Student In Front of Class

What day is it?

It's (Monday).

What month is it?

It's (January).

What year is it?

It's (nineteen sixty-two).

Individual or Class

1st	(first)	11th	(eleventh)	21st	(twenty-first)
2nd	(second)	12th	(twelfth)	22nd	(twenty-second)
3rd	(third)	13th	(thirteenth)	23rd	(twenty-third)
4th	(fourth)	14th	(fourteenth)	24th	(twenty-fourth)
5th	(fifth)	15th	(fifteenth)	25th	(twenty-fifth)
6th	(sixth)	16th	(sixteenth)	26th	(twenty-sixth)
7th	(seventh)	17th	(seventeenth)	27th	(twenty-seventh)
8th	(eighth)	18th	(eighteenth)	28th	(twenty-eighth)
9th	(ninth)	19th	(nineteenth)	29th	(twenty-ninth)
10th	(tenth)	20th	(twentieth)	30th	(thirtieth)

These are ordinal numbers.

June						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Example III

What's the date? It's June first (1st).
It's Thursday, June first (1st).

Noun: date (s) = /s/

7.10 Repeat the ordinal numbers after your teacher.

7.11 Give the dates corresponding to the numbers your teacher gives you. Classmates will make statements with *It's*.

1. first (1st) June first. It's June first.
2. fourth (4th) June fourth. It's June fourth.

7.12 Point to the calendar and ask about the date. Have classmates answer with the day, the month, and the ordinal number.

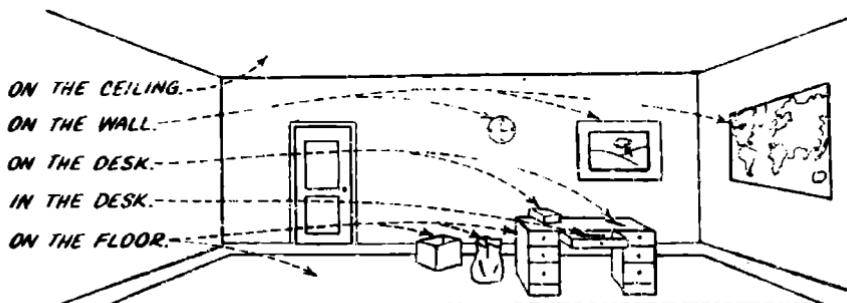
1. What's the date? It's Thursday, June first.
2. What's the date? It's Wednesday, June fourteenth.

7.13 Fill in the blanks.

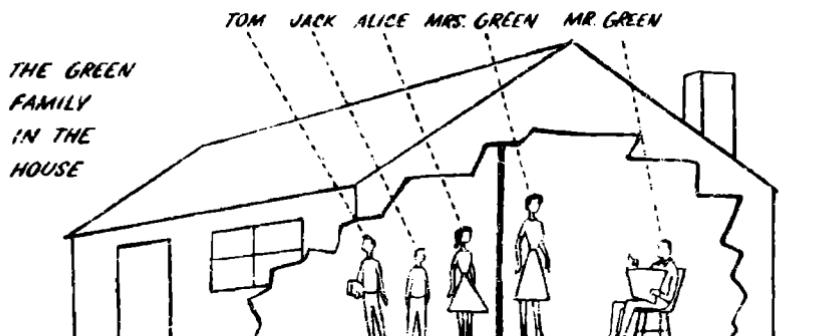
1. Today is Saturday, June third. Tomorrow is (Sunday), (June fourth).
Tomorrow is _____,
2. Today is Wednesday, January sixth. Tomorrow is _____,
Tomorrow is _____,
3. Today is Monday, June nineteenth. Tomorrow is _____,
Tomorrow is _____,
4. Today is Sunday, December ninth. Tomorrow is _____,
Tomorrow is _____,
5. Today is Friday, July twentieth. Tomorrow is _____,
Tomorrow is _____,
6. Today is Thursday, September first. Tomorrow is _____,

LESSON EIGHT

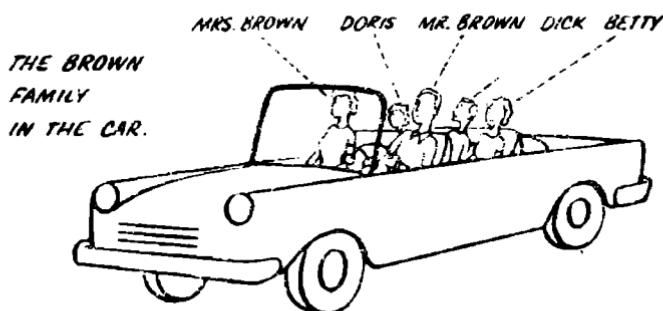
TALKING ABOUT LOCATION



This is a room.



This is a house.



This is a car.

Example I Where's the **clock**?
It's **there**. **There** it is. It's on the **wall**.
Where are the **books**?
They're **here**. **Here** they are. They're on the **desk**.
Where's Mr. **Brown**?
He's **there**. **There** he is. He's in the **car**.
Where's Alice?
She's **there**. **There** she is. She's in the next **room**.

where + is = where's

*Nouns: blackboard(s) = /z/, ceiling(s) = /z/, car(s) = /z/,
floor(s) = /z/, house(s) = /iz/, map(s) = /s/,
picture(s) = /z/, pencil(s) = /z/, pen(s) = /z/,
room(s) = /z/, spot(s) = /s/, rug(s) = /z/,
wall(s) = /z/*

8.1 Place a pencil or pen on the desk and in the desk drawer. Practice with your teacher statements such as the following:

1. The pencil's on the desk. It's on the desk.
2. The pen's in the desk It's in the desk.
3. The picture's on the wall. It's on the wall.

Use several pencils or pens.

1. The pencils are on the desk. They're on the desk.
2. The pens are in the desk. They're in the desk.

8.2 Point to the picture of the car and ask questions with *where*. Have classmates answer.

1. Where's Dick? He's there. There he is.
 He's in the car.
2. Where's Doris? She's there. There she is.
 She's in the car.

8.3 Point to the picture of the house and pretend you are with Mr. and Mrs. Green. Ask questions about Alice, Tom, and Jack and have classmates answer.

1. Where's Alice? She's there. There she is.
 She's in the next room.
2. Where's Tom? He's there. There he is.
 He's in the next room.

8.4 Point to the picture of the house and ask questions with *where*. Have classmates answer.

1. Where's Mr. Green?

He's there. There he is.
He's in the house.

8.5 Point to the picture of the room and ask questions with *where*. Have classmates answer.

1. Where's the map?

It's there. There it is.
It's on the wall.

2. Where's the rug?

It's there. There it is.
It's on the floor.

3. Where's the book?

It's there. There it is.
It's on the desk.

4. Where's the spot?

It's there. There it is.
It's on the ceiling.

5. Where's the picture?

It's there. There it is.
It's on the wall.

8.6 Make questions with *where* and the proper pronoun.

1. book

(Where is it?)

2. pictures

3. Alice

4. Mr. Brown

5. Jane and Bill

8.7 Ask questions with *where* and have classmates answer.

1. the pencil on the desk

(Where's the pencil?)

(It's on the desk). ?

2. Bill-Jane in the next room

_____ ?

3. the pictures on the wall

_____ ?

4. the rug on the floor

_____ ?

5. the spot on the ceiling

_____ ?

6. the pen in the desk

_____ ?

7. Mr. Brown in the car

_____ ?

Example II

There's a **clock** on the wall.
Is there a **clock** on the wall?
Yes, there is. **No, there isn't.**

there + is = there's

8.8 Make complete statements with *there*.

1. clock	wall	There's a clock on the wall.
2. girl	house	There's a girl in the house.
3. picture	wall	There's a picture on the wall.
4. boy	car	There's a boy in the car.
5. spot	ceiling	There's a spot on the ceiling.
6. rug	floor	There's a rug on the floor.
7. calendar	wall	There's a calendar on the wall.
8. blackboard	wall	There's a blackboard on the wall.

8.9 Point to pictures and ask questions. Have classmates give affirmative answers.

1. Is there a clock on the wall? Yes, there is.
2. Is there a blackboard in the room? Yes, there is.
3. Is there a girl in the house? Yes, there is.
4. Is there a boy in the car? Yes, there is.

8.10 Point to pictures and ask questions. Have classmates give negative answers.

1. Is there a clock on the ceiling? No, there isn't.
2. Is there a boy on the desk? No, there isn't.
3. Is there a blackboard in the car? No, there isn't.
4. Is there a picture on the floor? No, there isn't.

8.11 Ask questions about people. Have classmates answer.

1. Is there a teacher in the room? Yes, there is.
2. Is there a doctor in the room? No, there isn't.
3. Is there a student in the room? Yes, there is.

8.12 Make statements with *here* and *there*.

1. pencil There's a pencil here, and there's a pencil there.
2. pen There's a pen here, and there's a pen there.
3. picture There's a picture here, and there's a picture there.
4. map There's a map here, and there's a map there.

Example III There's a spot on your shirt! There is?

8.13 Point to a classmate's clothes and make statements with *There's*. Your classmate expresses surprise.

1. There's a spot on your shirt! There is?
2. There's a spot on your coat! There is?
3. There's a spot on your sweater! There is?
4. There's a spot on your glove! There is?
5. There's a spot on your shoe! There is?

8.14 **LOCATING THINGS AND PEOPLE.** Go to the front of the class and ask questions with *Is there*. Have classmates answer.

Student In Front of Class

Is there a map on the wall?

Is there a man on the floor?

Is there a picture on the door?

Is there a book on the desk?

Individual or Class

Yes, there is. (or)

No, there isn't.



Example IV

There are some pictures on the wall.

There aren't any maps on the wall.

Are there any (some) pictures on the wall?

Yes, there are.

Are there any maps on the wall?

No, there aren't.

8.15 Give the singular with *a* and the plural with *some*. Have classmates make singular and plural statements with *there*.

1. a picture	There's a picture on the wall.
some pictures	There are some pictures on the wall.
2. a rug	There's a rug on the floor.
some rugs	There are some rugs on the floor.
3. a boy	There's a boy in the car.
some boys	There are some boys in the car.

8.16 Give the affirmative statement with *this*. Have classmates give the negative statement with *but* and *that*.

1. There are some maps on this wall.	But there aren't any maps on that wall.
2. There are some pictures on this wall.	But there aren't any pictures on that wall.

8.17 Point to pictures and ask questions. Have classmates answer.

1. Are there any pictures on the wall?	Yes, there are.
2. Are there any rugs on the floor?	Yes, there are.
3. Are there any pencils on the wall?	No, there aren't.
4. Are there any maps on the desk?	No, there aren't.
5. Are there any blackboards on the ceiling?	No, there aren't.

Example V How many **chairs** are there in the room?
 Thirty. There are **thirty**.

8.18 Point to pictures or objects in the room and ask questions. Have classmates answer.

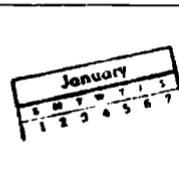
1. How many pictures are there on the walls?	Five. There are five.
2. How many pencils are there on the desk?	Two. There are two.
3. How many spots are there on the ceiling?	Six. There are six.
4. How many books are there on the desk?	Three. There are three.
5. How many windows are there in the room?	Two. There are two.



a minute



an hour



a week



a month

Example Vi

How many seconds are there in a minute?

Sixty. There are sixty.

· Nouns: second(s) = /z/, hour(s) = /z/

8.19 Ask questions with *how many*. Have classmates answer.

1. How many seconds are there in a minute?
2. How many days are there in a week?
3. How many weeks are there in a year?
4. How many months are there in a year?

Sixty. There are sixty.

Seven. There are seven.

52. There are 52.

12. There are 12.

8.20 Make wrong statements. Have classmates correct you.

1. There are 30 seconds in a minute.
2. There are 24 days in September.

No, there aren't. There are 60.

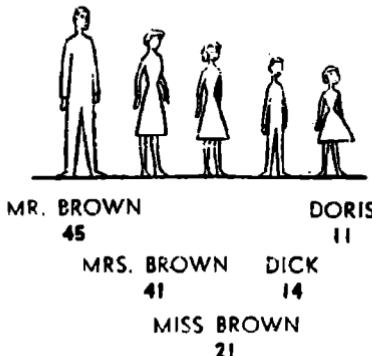
No, there aren't. There are 30.

8.21 Say or write the questions and the answers.

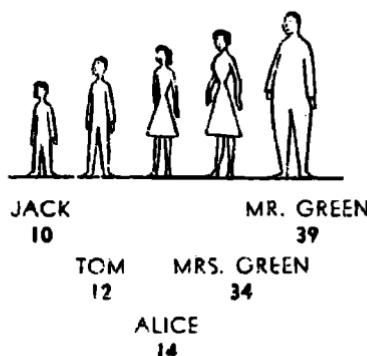
1. (second-minute) (How many seconds are there in a minute?)
(There are 60 seconds in a minute)?
2. (day-week) _____?
3. (month-year) _____?
4. (hour-day) _____?
5. (day-year) _____?

LESSON NINE

ASKING ABOUT NAME, AGE, ETC.



The Brown family



The Green family

Example I How old are you? I'm twelve years old.
 How old are you? I'm eleven.
 How old are you? I'm ten years old.
 So am I! I am, too.

9.1 Point to the chart and ask about ages. Have classmates answer.

1. How old is Alice? She's fourteen years old.
2. How old is Mr. Brown? He's forty-five years old.
3. How old is Mrs. Green? She's thirty-four years old.
4. How old is Tom? He's twelve years old.
5. How old is Jack? He's ten years old.
6. How old is Doris? She's eleven years old.

9.2 Make statements with (*fourteen*) years old. Use *Alice* . . . *Dick*, *I* . . . *I*, *we* . . . *they*, *you* . . . *he*, *she* . . . *you*, etc. Have classmates add comments with *so* and *too*.

1. Alice is fourteen years old. So is Dick. Dick is, too.
2. I'm fourteen years old. So am I. I am, too.
3. We're fourteen years old. So are they. They are, too.
4. You're fourteen years old. So is he. He is, too.
5. She is fourteen years old. So are you. You are, too.
6. They are twelve years old. So are we. We are, too.

9.3 TALKING ABOUT AGE. Go around the class asking and answering questions about age.

Student 1: How old are you?

Student 2: I'm (*twelve*) years old.

Student 1: I am, too. (*or*) So am I.

Student 1: How old are you?

Student 3: I'm (*ten*) years old. How old are you?

Student 1: I'm (*twelve*).

Student 1: Are you (*twelve*) years old?

Student 4: Yes, I am.

Student 1: I am, too. (*or*) So am I.

Student 1: Are you (*eleven*) years old?

Student 5: No, I'm not. I'm (*thirteen*).

Student 1: I'm (*twelve*).

9.4 GREETINGS. Exchange greetings with your classmates.

Student 1: How are you?

Student 2: Fine, thanks. And how are you?

Student 1: Fine, thanks.

Student 1: How is your mother?

Student 2: She's fine, too. And yours?

Student 1: She's fine, thanks.

9.5 INTRODUCTIONS. Introduce classmates to your teacher and to other classmates. Use the titles *Mr.*, *Mrs.*, and *Miss*.

Student 1: (*Mrs. Brown*). This is (*Mr. Clark*).

Student 2: How do you do, (*Mrs. Brown*).

Teacher: How do you do, (*Mr. Clark*).

Student 1: (*Mr. Clark*). This is (*Mr. White*).

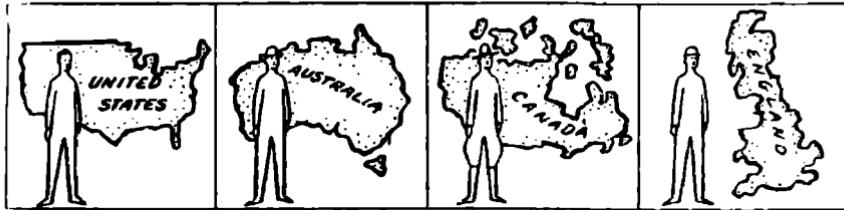
Student 3: How do you do, (*Mr. Clark*).

Student 2: How do you do, (*Mr. White*).

Student 1: (*Mr. White*). This is (*Mr. Green*).

Student 4: How do you do, (*Mr. White*).

Student 3: How do you do, (*Mr. Green*).



Example II

Where are you from?

I'm from the United States.

Countries: the United States, Australia, Canada, England, Scotland

9.6 Point to the pictures and ask questions with *where* and *he*. Have classmates answer.

1. Where's he from?	He's from the United States.
2. Where's he from?	He's from Australia.
3. Where's he from?	He's from Canada.
4. Where's he from?	He's from England.
5. Where's he from?	He's from Scotland.

9.7 WHERE ARE YOU FROM? Ask questions and have your classmates give real answers.

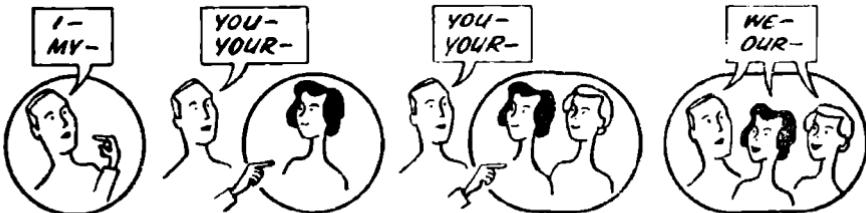
Student 1: Where are you from?

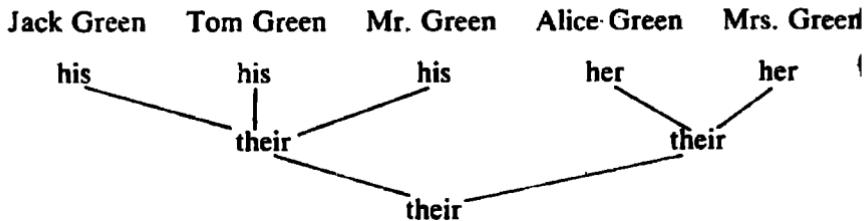
Student 2: I'm from (Canada).

Student 1: So am I. (or) I am, too.

9.8 Point to a map and ask questions. Have classmates answer. Your teacher will help you with the names of the countries.

1. Where are you from?	I'm from (Russia).
2. Where are you from?	I'm from (Egypt).





Example III What's **his** name? His name's **Jack Green**.

What's **his** first name? **Jack**.

What's **his** last name? **Green**.

Noun: name(s) = /z/ Adjectives: last, first

9.9 Point to the chart and ask questions. Have classmates answer.

1. What's his name?	Jack. His name's Jack.
2. What's her name?	Alice. Her name's Alice.
3. What are their names?	Tom and Jack.
4. What's his name?	Their names are Tom and Jack.
5. What's her name?	Tom. His name's Tom.
	Mrs. Green. Her name's
	Mrs. Green.

9.10 Fill in the blanks with **his**, **her**, **my**, **your**.

1. Bill	What's (his) name? (His) name's Bill.
2. Jane	What's _____ name? _____ name's Jane.
3. Mr. Brown	What's _____ name? _____ name's Mr. Brown.
4. I	What's _____ name? _____ name's _____ .
5. you	What's _____ name? _____ name's _____ .

9.11 Ask three questions about these names: **Jim Smith, Bob White, Dick Brown, Alice Green, Bill Clark**. Have classmates answer.

1. What's his name?	His name's Jim Smith.
What's his first name?	Jim. His first name's Jim.
What's his last name?	Smith. His last name's Smith.
2. What's her name?	Her name's Alice Green.
What's her first name?	Alice. Her first name's Alice.
What's her last name?	Green. Her last name's Green.

9.12 TALKING ABOUT NAMES. Ask questions about names.
Have classmates answer.

What's your name?
What's your first name?
What's your last name?

My name's (*Dick Brown*).
My first name's (*Dick*).
My last name's (*Brown*).

What's your name?
What's your first name?
What's your last name?

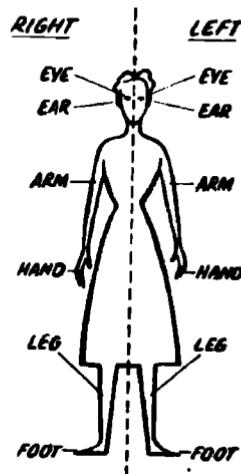
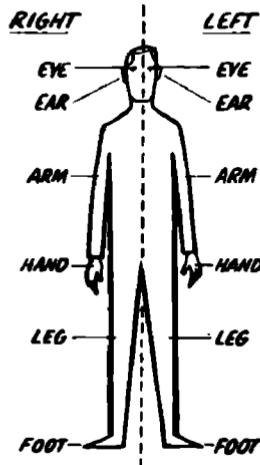
My name's (*Tom Green*).
My first name's (*Tom*).
My last name's (*Green*).

9.13 Ask questions about objects in the room. Have classmates answer. Use words from Lessons One, Two, Three, and Eight.

Is this my (*chair*)?
Is this your (*chair*)?
Where's my (*pen*)?

Yes, it is.
No, it isn't.
There it is.
It's on the desk.
Here it is.
It's in my desk.

Where's his (*book*)?



Example IV Which is his **right** hand? **That one.**
 Which is her **left** hand? **That one.**

*Nouns: eye(s) = /z/, ear(s) = /z/, arm(s) = /z/,
leg(s) = /z/, hand(s) = /z/, foot(feet) = /tʃ/*

Adjectives: right, left

9.14 Point to the pictures and ask questions with *which*. Have classmates answer.

1. Which is his right arm? That one.
2. Which is her right foot? That one.
3. Which is her left ear? That one.
4. Which is his right leg? That one.

9.15 Ask questions about yourself. Have classmates answer.

1. Which is my left ear? That one.
2. Which is my right leg? That one.
3. Which is my left hand? That one.
4. Which is my right eye? That one.

9.16 Fill in the blanks.

1. Bill Which is (*his*) left arm?
2. Alice Which is _____ right eye?
3. I Which is _____ left foot?
4. you Which is _____ right ear?

9.17 REVIEW. Use the chart and words in Lesson Four. Use also people and things in the room. Ask questions and have classmates answer.

1. Which boy is the biggest? That one. That one is.
2. Which box is the biggest? That one. That one is.

9.18 INTERVIEWING FRIENDS. Interview your classmates.

Student 1: Hello.

Student 2: Hello.

Student 1: How are you?

Student 2: Fine, thanks. And how are you?

Student 1: I'm fine. What's your name?

Student 2: My name's (*Tom*). What's your name?

Student 1: My name's (*Bill*). How old are you?

Student 2: I'm (*twelve*) years old. How old are you?

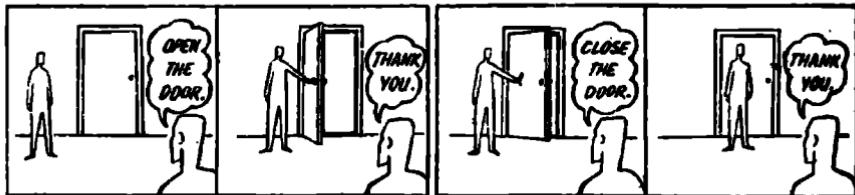
Student 1: I'm (*thirteen*) years old. Where are you from?

Student 2: I'm from (*Canada*). Where are you from?

Student 1: I'm from (*Canada*), too.

LESSON TEN

MAKING REQUESTS



Example 1 Please open the **door**. Please open it.
Please open the **doors**. Please open them.
Let's open the **door**. Let's open it.
Let's open the **doors**. Let's open them.

Verbs: open-close

10.1 Practice the object forms *it* and *them*. Use these nouns: *door, window, book, bag, and box*.

1. door—open it	doors—open them
2. window—open it	windows—open them
3. book—open it	books—open them
4. bag—open it	bags—open them
5. box—open it	boxes—open them

10.2 Practice requests with *please* and the nouns listed above.

1. Open the bag.	Please open the bag.	Please open it.
2. Open the box.	Please open the box.	Please open it.
1. Open the bags.	Please open the bags.	Please open them.
2. Open the boxes.	Please open the boxes.	Please open them.

10.3 Fill in the blanks.

1. Please open the doors.	<u>(Please open them).</u>
2. Please close the box.	_____
3. Please open the windows.	_____
4. Let's open the bag.	_____
5. Please close your books.	_____

Example II Shall I open the window? Yes, please. No, thank you.
Shall we open the windows? Yes, let's. No, let's not.

10.4 Ask questions with *Shall I* and nouns from exercise 10.1.
 Have classmates answer.

1. Shall I open the door? Yes, please. (or) No, thank you.
2. Shall I open the window? Yes, please. (or) No, thank you.
3. Shall I open the book? Yes, please. (or) No, thank you.
4. Shall I open the box? Yes, please. (or) No, thank you.
5. Shall I open the bag? Yes, please. (or) No, thank you.

10.5 Ask questions with *Shall we*. Have classmates answer.

1. Shall we open the bag? Yes, let's. (or) No, let's not.
2. Shall we open the box? Yes, let's. (or) No, let's not.
3. Shall we open the door? Yes, let's. (or) No, let's not.
4. Shall we open the window? Yes, let's. (or) No, let's not.
5. Shall we open the book? Yes, let's. (or) No, let's not.

10.6 Fill in the blanks.

1. Shall I open the windows? (Yes, please open them).
2. Shall we close the doors? _____
3. Shall I open the bag? _____
4. Shall I close the book? _____

10.7 Fill in the blanks.

1. (Shall we) open these books? Yes, let's (open them).
2. _____ close this door? Yes, please _____.
3. _____ open that box? Yes, please _____.
4. _____ close those windows? Yes, let's _____.
5. _____ open the bag? Yes, let's _____.

Noun: word(s) = /z/ Verbs: say, spell

10.8 Practice saying and spelling words with your teacher and classmates. Use words in the first ten lessons.

Teacher or Student

Say the word *big*.
 Spell the word *big*.

Individual or Class

Big.
 B-i-g.

Verb: count

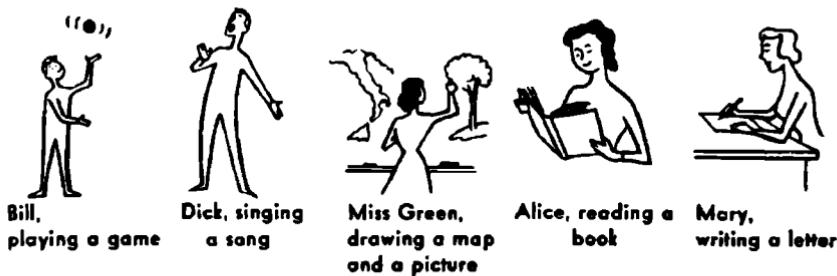
10.9 Practice counting with your teacher and classmates.

Teacher or Student	Individual or Class
Count from 1 to 5.	1—2—3—4—5.
Count from 8 to 11.	8—9—10—11.
Count from 12 to 16.	12—13—14—15—16.
Count from 20 to 24.	20—21—22—23—24.
Count from 25 to 28.	25—26—27—28.

Verbs: stand up, sit down

10.10 Practice giving and following directions.

Teacher or Student	Individual or Class
Please stand up.	(The class stands up.)
Please sit down.	(The class sits down.)
Bill, please stand up.	(Bill stands up.)



Example III

Miss Green's drawing now.

She's drawing a map now.

Nouns: game(s) = /z/, song(s) = /z/, letter(s) = /z/

Verbs: play, sing, draw, read, write

10.11 Practice giving the -ing form of the verbs listed in the example.

1. play	playing
2. sing	singing
3. draw	drawing
4. read	reading
5. write	writing

10.12 Point to the pictures and say the sentences after your teacher.

1. Bill's playing a game.
2. Dick's singing a song.
3. Mrs. Green's drawing a map.
4. Alice is reading a book.
5. Mary's writing a letter.

10.13 Give the *-ing* form and make statements with *I'm*. Use the verbs that your teacher gives you.

1. play	playing	I'm playing now.
2. write	writing	I'm writing now.
3. stand up	standing up	I'm standing up now.
4. sit down	sitting down	I'm sitting down now.
5. read	reading	I'm reading now.

10.14 Give phrases and statements with the words that your teacher gives you.

1. play	game	playing a game	I'm playing a game.
2. read	book	reading a book	I'm reading a book.

10.15 Make statements with the words your teacher gives you.

1. I	read	book	I'm reading a book now.
2. They	write	letter	They're writing a letter now.
3. Bill	play	game	Bill's playing a game now.
4. You	draw	picture	You're drawing a picture now.
5. Dick	sing	song	Dick's singing a song now.

10.16 Fill in the blanks.

1. Bill (is playing) a game now.
2. Dick a song now.
3. Miss Green a map now.
4. Alice a book now.
5. Mary a letter now.
6. I a picture now.
7. You a map now.
8. You and I a game now.
9. We a song now.
10. They a book now.

Example IV **Miss Green isn't reading a book.**
 She's drawing a map.

10.17 Make negative and affirmative statements with the words that your teacher gives you.

1. Miss Green	read	Miss Green isn't reading a book.
book		She's drawing a map.
2. Dick	play	Dick isn't playing a game.
game		He's singing a song.

10.18 Give the base and the *-ing* form. Have classmates make negative statements with *I'm*.

1. play	playing	I'm not playing now.
2. sing	singing	I'm not singing now.
3. draw	drawing	I'm not drawing now.

10.19 Give verbs and nouns and have classmates make negative and affirmative statements.

1. play	games/sing	I'm not playing games.
songs		I'm singing songs.
2. write	letter/read	I'm not writing a letter.
book		I'm reading a book.
3. draw	maps/draw	I'm not drawing maps.
pictures		I'm drawing pictures.

Example V **Is Miss Green drawing a map? Yes, she is.**
 Is she singing a song? No, she isn't.
 She's drawing a map.

10.20 Ask questions about the pictures on page 55. Have classmates give affirmative answers.

1. Is Bill playing a game? Yes, he is. He's playing a game.
2. Is Dick singing a song? Yes, he is. He's singing a song.
3. Is Alice reading a book? Yes, she is. She's reading a book.
4. Is Miss Green drawing a map? Yes, she is. She's drawing a map.
5. Is Mary writing a letter? Yes, she is. She's writing a letter.

10.21 Ask wrong questions about the pictures. Have classmates give negative short answers and then the complete right answer.

1. Is Miss Green writing a letter?	No, she's not. She's drawing a map.
2. Is Alice drawing a map?	No, she's not. She's reading a book.
3. Is Mary reading a book?	No, she's not. She's writing a letter.
4. Is Dick playing a game?	No, he's not. Hes' singing a song.

10.22 Fill in the blanks. For each picture on page 55 ask and answer one right question and one wrong question.

1. (Is Dick playing a Yes, (he is. He's playing a game)
game)?

_____?	No, _____.
2. _____?	Yes, _____.
_____?	No, _____.
3. _____?	Yes, _____.
_____?	No, _____.
4. _____?	Yes, _____.
_____?	No, _____.
5. _____?	Yes, _____.
_____?	No. _____.

10.23 GAME: ACT OUT. Go to the front of the class and act out a verb. Have classmates try to guess what you are doing. The student who guesses correctly takes your place and acts out another verb.

Student Sitting Down

Are you (*singing*)?

Student Acting Out Verb

(*Yes, I am*) or (*No, I'm not*).

10.24 GAME: PLEASE DO IT. Make requests and have classmates carry them out.

Student 1

Please open the door.

Student 2

(Student 2 opens the door.)

10.25 Write the plural form of each noun in the proper column. Then pronounce the words in each column.

clock, hour, minute, second, calendar, date, day, month, week, year, pen, pencil, map, picture, rug, wall, floor, box, room, eye, ear, arm, leg, hand, game, song, word, name, letter

/s/
clocks

/z/
hours

/ɪz/
boxes

10.26 Memorize the following poem:

Thirty Days

**Thirty days in September,
April, June, and November.**

10.27 **WHAT'S THE DATE?** Ask questions about dates and have classmates answer.

1. What's today? Today's (*Monday*).
2. What's the date? It's (*January fifth*).
3. What's tomorrow? Tomorrow is (*January sixth*).
4. What month is it? It's (*January*).
5. What's next month? Next month is (*February*).

10.28 **TALKING TO THE CLASS.** Prepare a short talk to give to the class. Describe a relative. Here is an example.

Student 1 (showing a photograph)

This is my (*father*). His name is (*William Brown*). He is (*forty*) years old. He is (*a farmer*). He is in (*his car*). He (*is opening the door*). He's from (*Australia*).

10.29 **PRACTICING SOUNDS.** Pronounce these lists of words after your teacher. Then pronounce them by yourself.

fat	evening	thin	the	second
foot	glove	healthy	this	song
floor	of	Thursday	that	student

is	shoe	chair	Jane
close	short	teacher	July
please	shirt	picture	June

UNIT III: DOING THINGS NOW

LESSON ELEVEN

WORKING IN THE HOUSE, FAMILY RELATIONSHIPS



MR. GREEN

Tom's father
Jack's father
Alice's father
(painting the chairs)

MRS. GREEN

Tom's mother
Jack's mother
Alice's mother
(washing the glasses)

ALICE GREEN

Tom's sister
Jack's sister
(helping her mother)



TOM GREEN

Jack's brother
Alice's brother
(helping his father)



JACK GREEN

Tom's brother
Alice's brother
(helping his father)

Here is the Green family.
They are working at home.

Example 1 Mr. Green is Tom's **father**. Tom's(s) = /z/
Mr. Green is Jack's **father**. Jack's(s) = /s/
Mr. Green is Alice's **father**. Alice's(s) = /iz/

Nouns: *father(s)* = /z/, *mother(s)* = /z/, *brother(s)* = /z/,
sister(s) = /z/, *family-families(es)* = /z/,
glass-glasses(es) = /iz/

Verbs: *paint, wash, help*

11.1 Practice the names and the relationships in the chart.

1. Mr. Green	Tom's father	Jack's father	Alice's father
2. Mrs. Green	Tom's mother	Jack's mother	Alice's mother
3. Alice	Tom's sister	Jack's sister	_____
4. Tom	_____	Jack's brother	Alice's brother
5. Jack	Tom's brother	_____	Alice's brother

11.2 Make statements with *this*. Have classmates make two statements about relationships.

1. This is Mr. Green.	Mr. Green is Tom's father. He's Tom's father.
2. This is Mrs. Green.	Mrs. Green is Tom's mother. She's Tom's mother.
3. This is Jack Green.	Jack is Tom's brother. He's Tom's brother.

11.3 Point to the chart and ask two questions with *who*. Have classmates answer.

1. Who's this? Who's Mr. Green?	That's Mr. Green. He's Tom's father. He's Jack's father.
2. Who's this? Who's Alice?	That's Alice Green. She's Tom's sister. She's Jack's sister.

11.4 Practice the possessive with *coat, shirt, sweater, shoes, gloves*. Use pictures your teacher will show you.

1. What's this?	That's Dick's coat.
2. What's this?	That's Dick's shirt.
3. What are these?	Those are Dick's shoes.

Example II **What's Tom's father doing?**
He's painting the chairs.

Verb: do

11.5 Point to the chart and ask questions with *what*.

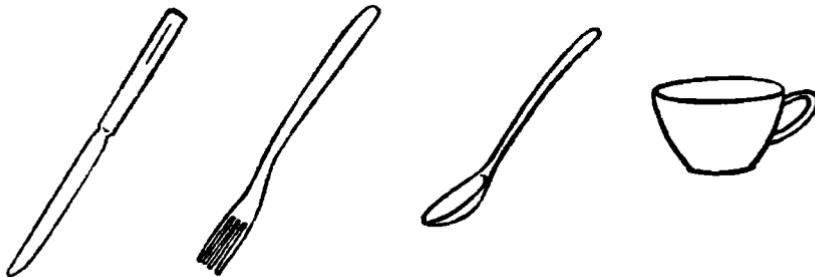
1. What's Tom's father doing?
2. What's Tom's mother doing?
3. What's Tom's brother doing?
4. What's Tom's sister doing?

11.6 Point to the chart and ask questions with *what*. Have classmates answer.

1. What's Tom's father doing? He's painting the chairs.
2. What's Tom's mother doing? She's washing the glasses.
3. What's Tom's sister doing? She's helping her mother.
4. What's Tom's brother doing? He's helping his father.

11.7 PAINTING. Ask questions with *what*. Have classmates answer with *painting* and *chairs*, *tables*, *desks*, *walls*, *floor*, *ceiling*.

1. What are you doing? I'm painting the chairs.
2. What are you doing? I'm painting the tables.
3. What are you doing? I'm painting the desks.



Nouns: knife-knives(s) = /z/, fork(s) = /s/, spoon(s) = /z/, cup(s) = /s/

11.8 WASHING. Ask questions with *what*. Have classmates answer with *washing* and *glass*, *cup*, *knife*, *fork*, *spoon*.

1. What are you doing? I'm washing the glasses.
2. What are you doing? I'm washing the cups.
3. What are you doing? I'm washing the knives.
4. What are you doing? I'm washing the forks.

11.9 HELPING. Ask questions with *what*. Have classmates answer with *helping* and *brother*, *sister*, *mother*, *father*.

1. What are you doing? I'm helping my brother.
2. What are you doing? I'm helping my sister.
3. What are you doing? I'm helping my mother.
4. What are you doing? I'm helping my father.

11.10 Give phrases. Have classmates use them in questions.

1. your mother	What's your mother doing?
2. your sisters	What are your sisters doing?
3. his father	What's his father doing?
4. their brother	What's their brother doing?
5. your father	What is your father doing?
6. her brothers	What are her brothers doing?
7. his sister	What is his sister doing?

11.11 Fill in the blanks with the *-ing* form. Use these verbs: *wash, paint, read, write, sing, draw*.

1. I'm (<u>washing</u>). What are <i>you</i> doing? I'm (<u>reading</u>).
2. I'm _____. What are <i>you</i> doing? I'm _____.
3. I'm _____. What are <i>you</i> doing? I'm _____.
4. I'm _____. What are <i>you</i> doing? I'm _____.
5. I'm _____. What are <i>you</i> doing? I'm _____.

11.12 Fill in the blanks with the *-ing* form and the object. Use *wash/glass, read/book, paint/chair, write/letter, sing/song, play/game, draw/map*.

1. I'm (<u>reading</u>) a (<u>book</u>). What are <i>you</i> doing? I'm (<u>writing</u>) a (<u>letter</u>).
2. I'm _____ a _____. What are <i>you</i> doing? I'm _____ a _____.
3. I'm _____ a _____. What are <i>you</i> doing? I'm _____ a _____.
4. I'm _____ a _____. What are <i>you</i> doing? I'm _____ a _____.
5. I'm _____ a _____. What are <i>you</i> doing? I'm _____ a _____.
6. I'm _____ a _____. What are <i>you</i> doing? I'm _____ a _____.

11.13 Review Lesson Ten. Use the chart on page 55. Point to the chart and ask questions. Have classmates answer.

1. What's (<i>Miss Green</i>) doing?	She's (<i>drawing a map</i>).
2. What's (<i>Bill</i>) doing?	He's (<i>playing a game</i>).
3. What's (<i>Dick</i>) doing?	He's (<i>singing a song</i>).

11.14 **GAME: YOU'RE RIGHT! YOU'RE WRONG!** Go to the front of the class and act out a verb. Ask, "What am I doing?" If a student gives the right answer, say "You're right!" and he will take your place. If a student gives the wrong answer, say, "You're wrong!" and call on other classmates to guess.

Student in Front of Class

What am I doing?
You're wrong!
What am I doing?
You're right!

Student Sitting Down

You're painting a chair.
You're washing a glass.

Use these nouns and verbs:

*paint: chair, table, desk, wall, floor, ceiling, door
wash: glass, cup, knife, fork, spoon, gloves, shirt
open, close: door, window, box, book, bag
count: knives, forks, spoons, books, boxes, chairs
sing: songs
play: games
draw: map, picture
read: book, letter*

Example III

Who's painting the chairs?
Tom's father. Tom's father is.

11.15 Point to the chart on page 60 and ask questions with *what* and *who*. Have classmates answer.

1. What's Tom's father doing?
Who's painting the chairs?
He's painting the chairs.
Tom's father. Tom's father is.
2. What's Jack's mother doing?
Who's washing the glasses?
She's washing the glasses.
Jack's mother. Jack's mother is.
3. What's Tom's sister doing?
Who's helping his mother?
She's helping his mother.
Tom's sister. Tom's sister is.
4. What's Jack's brother doing?
Who's helping his father?
He's helping his father.
Jack's brother. Jack's brother is.

11.16 Fill in the blanks with the words *what*, *where*, *how*, and *who*.
Add any other words necessary.

1. (*What*) is that? A book.
2. (*What day*) is it? Wednesday.
3. _____ is the book? On the table.
4. _____ are you? Fine, thanks.
5. _____ is washing dishes? Jack.
6. _____ are you doing? Washing dishes.
7. _____ is it? January.
8. _____ is it? Ten o'clock.
9. _____ is Jack? Ten years old.
10. _____ is Jack? A student.
11. _____ are they? In the house.
12. _____ are they? Fine.
13. _____ are they? Doctors.
14. _____ is it? Monday.
15. _____ am I? A student.

11.17 Read the following selection with your teacher:

WORKING IN THE HOUSE



We're working today. We're working in the house. My mother is washing the knives, forks, and spoons. My father is cleaning the floors and the walls. My aunt is painting the chairs. My uncle is closing the boxes. My brother is helping my father. My sister is helping my mother. Everyone is helping. Everyone is working.

Verbs: clean, work

Other words: everyone = every person

LESSON TWELVE

WORKING IN THE GARDEN



MR. BROWN
(father)

Dick's father

Betty's father

Doris's father

(planting trees)



MRS. BROWN
(mother)

Dick's mother

Betty's mother

Doris's mother

(planting flowers)



BETTY BROWN
(sister, daughter)

Dick's sister

Doris's sister

Mr. Brown's daughter

Mrs. Brown's daughter
(helping her mother)



DICK BROWN
(brother, son)

Betty's brother

Doris's brother

Mr. Brown's son

Mrs. Brown's son

(helping his father)



DORIS BROWN
(sister, daughter)

Betty's sister

Dick's sister

Mr. Brown's daughter

Mrs. Brown's daughter
(helping her mother)

Here is the Brown family.
They're working in the garden.



MR. GREEN
(uncle)
Dick's uncle
Betty's uncle
Doris's uncle



MRS. GREEN
(aunt)
Dick's aunt
Betty's aunt
Doris's aunt



ALICE GREEN
(cousin)
Dick's cousin
Betty's cousin
Doris's cousin



JACK GREEN
(cousin)
Dick's cousin
Betty's cousin
Doris's cousin



TOM GREEN
(cousin)
Dick's cousin
Betty's cousin
Doris's cousin

Alice, Jack, Tom: Dick's cousins, Betty's cousins, Doris's cousins

Here is the Green family.
Mrs. Brown and Mrs. Green are sisters.



BILL CLARK
(friend)
Dick's friend
Doris's friend
Tom's friend
Jack's friend



JANE CLARK
(friend)
Dick's friend
Doris's friend
Tom's friend
Jack's friend

Nouns: *garden(s)* = /z/, *tree(s)* = /z/, *flower(s)* = /z/,
cousin(s) = /z/, *aunt(s)* = /s/, *uncle(s)* = /z/,
friends(s) = /z/, *son(s)* = /z/, *daughter(s)* = /z/

Verbs: *plant, work*

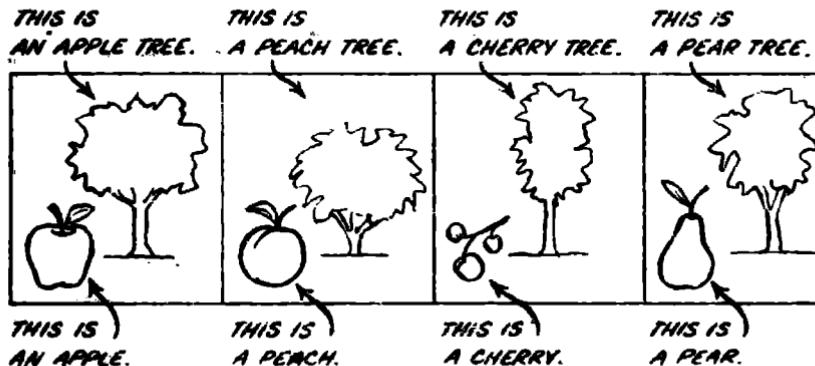
Brown's(s) = /z/, *Dick's(s)* = /s/, *Betty's(s)* = /z/,
Doris's(s) = /iz/

12.1 Give the relationship between two people, for example: *Mr. Green/Dick*—*Mr. Green is Dick's uncle*. *Mrs. Green/Doris*—*Mrs. Green is Doris's aunt*.

1. Mr. Green/Dick	6. Doris/Mr. Brown
2. Mrs. Green/Doris	7. Bill Clark/Jane
3. Alice Green/Betty	8. Dick Brown/Jane
4. Jack Green/Dick	9. Tom/Bill Clark
5. Tom Green/Doris	10. Mr. Brown/Alice

12.2 Point to the charts and ask questions with *what*. Have classmates answer.

1. What's Dick's father doing? He's working in the garden.
2. What's Dick doing? He's planting trees.
3. What's Dick's mother doing? He's working in the garden.
4. What's Betty doing? He's helping his father.
5. What's Dick's mother doing? She's working in the garden.
6. What's Betty doing? She's planting flowers.
7. What's Dick doing? She's working in the garden.
8. What's Betty doing? She's helping her mother.



Nouns: *apple(s)* = /ə/, *peach(es)* = /ɪz/, *pear(s)* = /z/,
cherry-cherries(es) = /z/

Example I

What kind of tree is Mr. Brown **planting**?
He's planting an **apple tree**.

12.3 Point to the pictures. Ask two questions in the singular and two questions in the plural. Have classmates answer.

1. What's this? It's an apple.
What's this? It's an apple tree.
What are these? They're apples.
What are these? They're apple trees.
2. What's this? It's a peach.
What's this? It's a peach tree.
What are these? They're peaches.
What are these? They're peach trees.

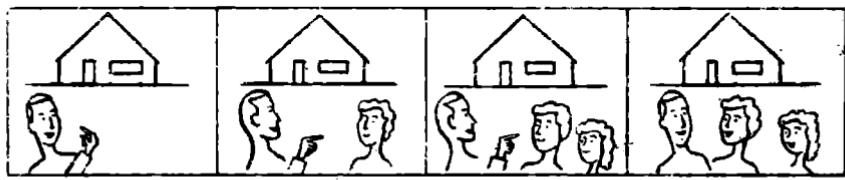
3. What's this?
What's this?
What are these?
What are these?
4. What's this?
What's this?
What are these?
What are these?

It's a cherry.
It's a cherry tree.
They're cherries.
They're cherry trees.
It's a pear.
It's a pear tree.
They're pears.
They're pear trees.

12.4 Ask questions and have your classmates answer using *tree*, *apple tree*, *peach tree*, *cherry tree*, and *pear tree*.

What's Mr. Brown doing?
What kind of tree is he planting?

He's planting a tree.
He's planting an apple tree

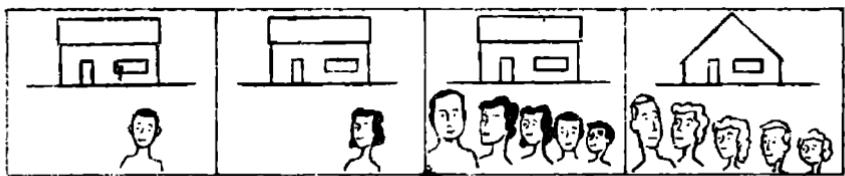


This is
my house.
It's mine.
(my-mine)

That's
your house.
It's yours.
(your-yours)

That's
your house.
It's yours.
(your-yours)

This is
our house.
It's ours.
(our-ours)



That's
Tom's house.
It's his.
(his-his)

That's
Alice's house.
It's hers.
(her-hers)

That's Mr. and
Mrs. Green's house.
It's theirs.
(their-theirs)

That's Mr. and
Mrs. Brown's house.
It's theirs.
(their-theirs)

Example II

Whose house is that?

It's my house. It's mine.
It's Bill's house. It's his.



12.5 Ask questions about your own possessions and those of your classmates. Have classmates answer.

Student 1: (referring to a classmate's pen) Whose pen is that?

Student 2: It's my pen. It's mine.

Student: (referring to his own pencil) Whose pencil is this?

Student 2: It's your pencil. It's yours.

12.6 Ask questions about the houses on page 69. Have classmates answer.

1. Whose house is this?

Whose is it?

It's Tom's house. It's his.

2. Whose house is this?

Whose is it?

It's Alice's house. It's hers.

12.7 Go around the room making pairs of statements about various objects. Use *my* in one statement and *mine* in the other. Use words such as *pen*, *pencil*, *book*, *desk*, *table*, *coat*, *glove*, *shirt*, *shoe*, and *sweater*.

1. This is my pen.

It's mine.

2. This is my desk.

It's mine.

3. This is my sweater.

It's mine.

4. These are my shoes.

They're mine.

5. These are my books.

They're mine.

12.8 Ask questions about the objects listed in 12.7 above. Have classmates answer with *mine*.

1. Whose pen is that?

Is it yours?

Yes, it is. It's mine.

2. Whose books are those?

Are they yours?

Yes, they are. They're mine.

12.9 **TALKING ABOUT FAMILIES.** Use the charts in Lessons Eleven and Twelve. Ask questions about relationships and have classmates answer.

1. Whose father is Mr. Brown?	He's Dick's father.
2. Whose sister is Alice?	She's Tom's sister.
3. Whose mother is Mrs. Green?	She's Tom's mother.
4. Whose cousin is Jack?	He's Betty's cousin.
5. Whose brothers are Tom and Jack?	They're Alice's brothers.
6. Whose friend is Bill?	He's Jack's friend.
7. Whose uncle is Mr. Green?	He's Doris's uncle.

12.10 Go around the class asking questions about your classmates. Use *whose* and these pairs of words: *brother/he, cousins/they, friend/she, sister/she*. Have other classmates answer.

1. Whose brother is he?	He's (Tom's) brother.
2. Whose cousins are they?	They're (Alice's) cousins.
3. Whose friend is she?	She's (Doris's) friend.
4. Whose sister is she?	She's (Jack's) sister.

12.11 Fill in the blanks with the right form of the pronouns.

1. He's working in (his) garden, and I'm working in (mine).
2. We're washing windows, and she's washing .
3. She's planting flowers, and we're planting .
4. I'm helping mother, and they're helping .
5. They're painting chairs, and he's painting .

12.12 Fill in the blanks with sentences using the right form of the pronouns.

1. Whose friend is he?	(<u>He's mine</u>) .(I)
2. Whose book is that?	<u> </u> .(he)
3. Whose father are you helping?	<u> </u> .(she)
4. Whose chairs are those?	<u> </u> .(they)
5. Whose mother is she?	<u> </u> .(we)
6. Whose picture is he drawing?	<u> </u> .(they)
7. Whose cousins are they?	<u> </u> .(I)
8. Whose garden is this?	<u> </u> .(he)
9. Whose glasses are those?	<u> </u> .(she)
10. Whose books is she reading?	<u> </u> .(we)

12.13 Ask questions and have classmates answer using the guide words. Here is an example:

coat/I

What's this? A coat.

Whose is it? Mine.

- 1. sweater/he
- 2. shoes/she
- 3. car/they
- 4. picture/you
- 5. box/I

- 6. map/they
- 7. house/you
- 8. garden/we
- 9. desks/I
- 10. book/he

12.14 Read the following selection with your teacher:

WORKING IN THE GARDEN



We're working in the garden. We're pulling weeds. We're planting some trees. They're apple trees. We're planting some vegetables, too.



Now we're planting seeds. They're flower seeds. We're very busy, and we're very tired. But we're very happy.

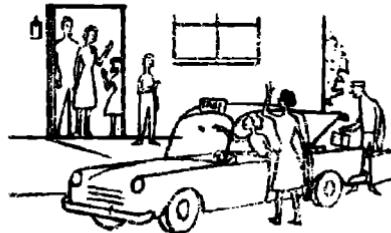
Nouns: weed, seed, vegetable

Verb: pull

Adjectives: busy, tired

LESSON THIRTEEN

GOING TO NEW YORK



They're leaving.



They're coming back.

*January, February, March, etc.
on: Sunday, Monday, Tuesday, etc.
on: May 1st, May 2nd, May 3rd, etc.
at: one o'clock, two o'clock, etc.
to: New York, Chicago, London, etc.
today, tonight, tomorrow
this morning, this afternoon, this evening, this week, this month, this year*

Example I

Betty and Sue are going to New York.
Where are they going? New York.
When's Betty leaving? Tomorrow.
When's Sue leaving? Tomorrow.
When are they leaving? Tomorrow.
When are they coming back? Next Friday.

when + is = when's

Verbs: go, leave, come back

13.1 Ask questions with *when* and *she*. Have classmates answer using time words in the chart.

1. When's she going? Today. She's going today.
2. When's she going? Tomorrow. She's going tomorrow.
3. When's she going? This evening. She's going this evening.
4. When's she going? In January. She's going in January.
5. When's she going? On Monday. She's going on Monday.

Repeat, replacing *she* with other subjects like *they, Betty, Sue, etc.*

1. When are they going? Today. They're going today.
2. When's Betty going? Tomorrow. She's going tomorrow.
3. When's Sue going? This evening. She's going this evening.
4. When's Jane going? In January. She's going in January.
5. When are Tom and Dick going? On Monday. They're going on Monday.

13.2 Ask questions with *where*. Have classmates answer with names of cities.

1. Where's she going? To New York. She's going to New York.
2. Where's she going? To London. She's going to London.

13.3 Ask *when* questions with *go* and *come back*. Have classmates answer with *on, at, this, etc.* Use subjects such as *Betty, Betty and Sue, they, your cousin*.

1. When's Betty going? At ten o'clock.
2. When are they coming back? Tomorrow.

13.4 Ask *when* questions with these subjects and verbs: *they/go, your cousin/leave, Betty and Sue/come back, Betty/leave, her friend/go*. Have classmates answer.

1. When are they going? This evening.
2. When is your cousin leaving? Tomorrow at ten o'clock.

13.5 Fill in the blanks. Use *is* or *are* and *go, leave, and come back*.

1. When (*is*) your brother (*going*)? In (January).
2. When we ? On
3. When Tom and Bill ? At
4. When Bill ? This
5. When his cousins ? On
6. Where Alice ? To
7. When you and I ? In
8. When the boys ? At
9. When you and Bill ? On
10. When I ? At

Example II Who(m) is Betty going with?
With Sue. She's going with Sue.

13.6 Make statements with *with* and the right pronoun. Use the guide words your teacher gives you.

1. Betty/Sue	Betty is going with her.
2. Doris/Bill and Jane	Doris is going with them.
3. you/we	You are going with us.
4. he/I	He is going with me.
5. Mr. Brown/Dick	He is going with him.

13.7 Ask questions with *who* and different subjects. Have classmates answer with short answers. Use the names of your classmates.

1. Who's (Betty) going with?	With (Sue).
2. Who's (Doris) going with?	With (Bill) and (Jane).
3. Who's (Sue) going with?	With (Betty).
4. Who's (Dick) going with?	With (Mr. Brown).
5. Who's (Mrs. Brown) going with?	With (Mrs. Green).
6. Who are (you) going with?	With (them).
7. Who am (I) going with?	With (us).



Example III How's Betty going?
How's Sue going?
How are Betty and Sue going?
By bus. They're going by bus.

how + is = how's

Nouns: bus(es) = /ɪz/, plane(s) = /z/, ship(s) = /s/, train(s) = /z/

13.8 Point to the pictures and ask questions with *how*. Have classmates answer.

1. How are Betty and Sue going? They're going by bus.
2. How's Dick going? He's going by car.
3. How's Tom going? He's going by plane.
4. How's Jane going? She's going by ship.
5. How's Mr. Brown going? He's going by train.

13.9 Make statements with *by train*. Use different subjects: *I, he, she, Mr. Brown, Mr. Green*, etc.

1. I'm going by train.

13.10 Ask questions with *how*. Use different subjects. Have classmates answer with short answers:

1. How are Betty and Sue going? By bus.
2. How's Mr. Brown going? By train.

13.11 Ask two questions and have classmates answer.

1. How are Betty and Sue going? They're going by bus.
2. How are they coming back? They're coming back by bus, too.

13.12 Fill in the blanks. Use *bus, train, car, plane, ship*.

1. Are you going by bus? No, (I'm) going by (train).
2. Is Tom going by car? No, _____ going by _____.
3. Are you and I going by plane? No, _____ going by _____.
4. Is your mother going by train? No, _____ going by _____.
5. Are his brothers going by ship? No, _____ going by _____.

13.13 Fill in the blanks.

1. How (are) Betty and Sue (going)? By (bus).
2. How _____ your father _____? By _____.
3. When _____ Dick and I _____? In _____.
4. Where _____ you _____? To _____.
5. When _____ we _____? At _____.
6. How _____ Alice _____? By _____.
7. When _____ Tom _____? On _____.

13.14 **TALKING ABOUT A TRIP** Ask questions about a trip and have classmates answer.

Student 1: Are you going to (*New York*)?

Student 2: Yes, I am.

Student 1: When are you leaving?

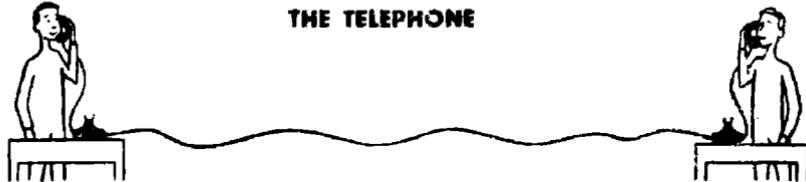
Student 2: I'm leaving (*tomorrow*).

Student 1: How are you going?

Student 2: I'm going by (*bus*).

13.15 **TELEPHONE CONVERSATION.** Read the following selection with your teacher.

THE TELEPHONE



Tom: Hello?

Dick: Hello. Is Tom there?

Tom: This is Tom.

Dick: How are you, Tom? This is Dick.

Tom: Fine, thanks. How are you, Dick? What's new?

Dick: My sister Betty is going on a trip. She's going with your Aunt Sue.

Tom: Really? Where are they going?

Dick: To New York. (They're going to New York.)

Tom: When are they leaving?

Dick: Tomorrow. (They're leaving tomorrow.)

Tom: How are they going?

Dick: By bus. (They're going by bus.)

Tom: When are they coming back?

Dick: Next Friday. (They're coming back next Friday.)

Tom: Good! I hope they have a good time.

Dick: I hope so, too. Goodbye.

Tom: Goodbye.

Nouns: *trip, telephone*

Verbs: *see, hope*

Phrases: *What's new? Have a good time. Go on a trip.*

By the way—

LESSON FOURTEEN

GOING TO A PARTY



PARTY

Let's have a party.
We're going to have a party.



PICNIC

Let's have a picnic.
We're going to have a picnic.



GAMES

Let's play games.
We're going to play games.



SONGS

Let's sing songs.
We're going to sing songs.



STORIES

Let's tell stories.
We're going to tell stories.

Tomorrow: morning, afternoon, evening, night

Next: week, month, year, Monday, July, etc.

Example 1 Are you going to have a party?
 Yes, we are. We're going to have one next week.

Nouns: *party-parties(es) = /z/, picnic(s) = /s/,
story-stories(es) = /z/*

Verbs: *have, tell*

14.1 Make statements with *going to have a (party, picnic)*.

1. We're going to have a party tomorrow.
2. We're going to have a party tomorrow afternoon.
3. We're going to have a party tomorrow night.
4. We're going to have a party next week.
5. We're going to have a party next month.
6. We're going to have a party next Tuesday.

14.2 Make statements with *Let's* and have classmates make statements with *going to*. Use the items in the chart.

1. Let's have a party.	We're going to have a party tomorrow.
2. Let's have a picnic.	We're going to have a picnic tomorrow.
3. Let's play games.	We're going to play games tomorrow.
4. Let's sing songs.	We're going to sing songs tomorrow.
5. Let's tell stories.	We're going to tell stories tomorrow.

14.3 Ask two questions with *going to*. Have classmates answer.

Student 1: Are you going to have a party?

Student 2: Yes, we are.

Student 1: When are you going to have a party?

Student 2: Next week. (We're going to have a party next week.)

14.4 Ask questions and have classmates give negative answers.

Student 1: Are you going to have a party today?

Student 2: No, not today. But we're going to have one tomorrow.

14.5 REVIEW VOCABULARY. Give guide words and have classmates make complete statements with *going to*.

1. We/paint/the chairs	We're going to paint the chairs.
2. She/wash/the glasses	She's going to wash the glasses.
3. They/help/their mother	They're going to help their mother.
4. Mr. Brown/plant/trees	Mr. Brown's going to plant trees.
5. Mrs. Brown/plant/flowers	Mrs. Brown's going to plant flowers.

14.6 Fill in the blanks.

1. <u>Are</u> you <u>(going to)</u> have a party?	Yes, <u>(we are)</u> .
2. <u> </u> he <u> </u> sing songs?	No, <u> </u> .
3. <u> </u> we <u> </u> have a picnic?	No, <u> </u> .
4. <u> </u> she <u> </u> play games?	Yes, <u> </u> .
5. <u> </u> the teacher <u> </u> tell stories?	No, <u> </u> .

Example II What are you going to do at the party?
We're going to tell stories.

14.7 Ask questions with *what* and *are* and have classmates answer.

Student 1: What are you going to do at the party?

Student 2: We're going to tell stories.

Student 1: Are you going to play games?

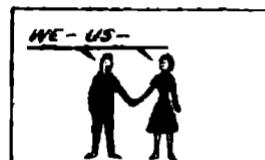
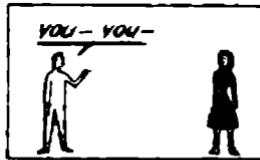
Student 2: Yes, we are. And we're going to sing songs, too.

Student 1: What are you going to do at the picnic?

Student 2: We're going to tell stories.

Student 1: Are you going to play games?

Student 2: Yes, we are. And we're going to sing songs, too.



PUTN03
Example III Our teacher is going to tell us a story.

Noun: question(s) = /z/

Verb: ask

14.8 Give a pronoun, such as *I, we, he, she, they*. Have one classmate make a request with *Please* and another classmate ask a question with *going to*.

Student 1: we

Student 2: Please tell us a story.

Student 3: Are you going to tell us a story?

Student 1: they

Student 2: Please tell them a story.

Student 3: Are you going to tell them a story?

14.9 Give guide words such as *read/story, write/letter, ask/question, sing/song, draw/picture*. Have one classmate make a request with *Please* and another classmate ask a question with *going to*.

Student 1: read/story

Student 2: Please read me a story.

Student 3: Are you going to read me a story?

14.10 Give guide words such as *my teacher/me, your mother/you, his father/him, her aunt/her, their uncle/they*. Have a classmate make statements with *going to* and *tell a story*.

1. my teacher/me My teacher is going to tell me a story.
2. your mother/you Your mother is going to tell you a story.
3. his father/him His father is going to tell him a story.

14.11 Give names and have classmates connect two statements with *and*.

1. Bill Bill is going to tell me a story, and I'm going to tell him one.
2. Jane Jane is going to tell me a story, and I'm going to tell her one.
3. Dick and Alice Dick and Alice are going to tell me a story, and I'm going to tell them one.

14.12 Make requests with *Please*. Have classmates reply with *going to*. Use these words: *tell/story, read/story, write/letter, ask/question, sing/song, draw/picture*.

Student 1: Please tell me a story.

Student 2: I'm going to tell you one.

Student 3: Please write me a letter.

Student 4: I'm going to write you one.

Student 5: Please sing me a song.

Student 6: I'm going to sing you one.

14.13 Fill in the blanks.

1. He's going to tell _____ a story. (I)
2. We're going to write _____ a letter. (they)
3. She's going to sing _____ a song. (we)
4. Are you going to draw _____ a picture? (he)
5. Are they going to ask _____ a question? (she)

14.14 Write the possessive form of the noun in the proper column. Then pronounce the words in each column.

Alice, Bill, Dick, Jack, Jane, Jim, Tom, Betty, Sue, Mr. Brown, Mr. Green, Mrs. Gray, Mrs. Clark, Miss White, farmer, lawyer, pilot, student, teacher, doctor, artist.

/s/	/z/	/ɪz/
Dick's	Bill's	Alice's

14.15 GAME: **WHAT AM I DOING?** With your classmates, choose six students as actors. Then divide the rest of the class into two teams. Each actor in turn silently acts out a phrase and each team tries to guess what the actor is doing. When all of the actors have finished, the team with the most points wins.

The first actor pretends to be planting a tree.

1st student in Team A: You're planting flowers.

First actor: No, I'm not.

1st student in Team B: You're planting a tree.

First Actor: Yes, I am. I'm planting a tree.

14.16 Ask single question words and have classmates give short answers.

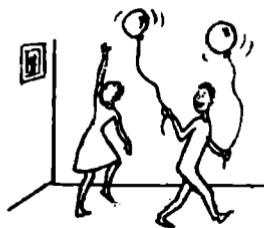
1. Who? (*Tom*). 5. Which? (*This one*).
2. What? (*A desk*). 6. When? (*Today*).
3. Where? (*Here*). 7. How? (*By car*).
4. Whose? (*Mine*). 8. Whose? (*Dick's*).

14.17 Say words and phrases and have classmates give the right question words.

1. Tom. Who?
2. A desk. What?
3. Here. Where?
4. Mine. Whose?
5. This one. Which?
6. Today. When?
7. By car. How?
8. Dick's. Whose?

14.18 Read the following selection with your teacher:

A PARTY



Today is Friday. We're in school. Tomorrow is Saturday.
On Saturday we're going to have a party.

Who's coming? Everyone is coming.

What are we going to do at the party? First we're going to play games. Then we're going to sit down and tell some stories.

What are we going to eat at the party? We're going to eat cake and ice cream.

We're going to stay at the party all afternoon. Everyone is going to have fun.

Nouns: cake, fun, ice cream

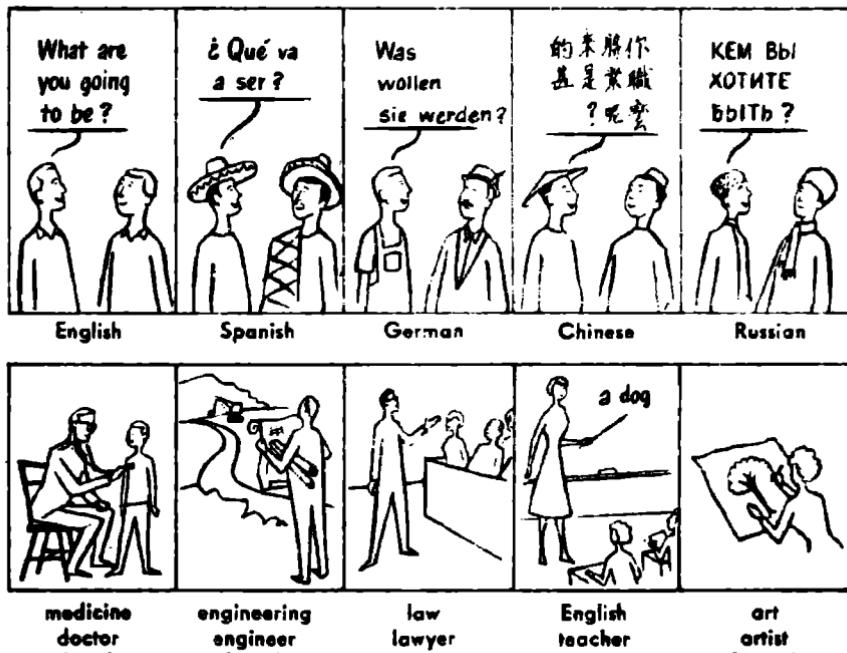
Verbs: eat, stay

Other words: all = the whole of

Phrase: have fun

LESSON FIFTEEN

WHAT ARE YOU GOING TO BE?



Example I

What's Bill going to **study**?

Bill's going to **study law**.

He's going to be a **lawyer**.

Nouns: *medicine, engineering, law, art, language(s) = /ɪz/, English, Spanish, German, Chinese, Russian*

Verbs: *study, be*

15.1 Make two statements about each person in the chart.

1. Jim's going to **study medicine**.
He's going to be a **doctor**.
2. Tom's going to **study engineering**.
He's going to be an **engineer**.
3. Bill's going to **study law**.
He's going to be a **lawyer**.

4. Alice is going to study English.

She's going to be a teacher.

5. Doris is going to study art.

She's going to be an artist.

15.2 Ask two questions with *what*. Have classmates answer.

1. What's Jim going to study?

What's Jim going to be?

2. What's Tom going to study?

What's Tom going to be?

3. What's Bill going to study?

What's Bill going to be?

4. What's Alice going to study?

What's Alice going to be?

5. What's Doris going to study?

What's Doris going to be?

He's going to study medicine.

He's going to be a doctor.

He's going to study engineering.

He's going to be an engineer.

He's going to study law.

He's going to be a lawyer.

She's going to study English.

She's going to be a teacher.

She's going to study art.

She's going to be an artist.

15.3 Give guide words and have classmates make statements. Use *he/medicine*, *she/English*, *they/law*, *you/art*, *I/engineering*.

1. he/medicine He's going to study medicine next year.

2. she/English She's going to study English next year.

3. they/law They're going to study law next year.

4. you/art You're going to study art next year.

5. I/engineering I'm going to study engineering next year.

15.4 Ask questions with *going to*. Have classmates give affirmative short answers. Use the items in 15.3.

1. Is he going to study medicine? Yes, he is.

2. Is she going to study English? Yes, she is.

3. Are they going to study law? Yes, they are.

4. Are you going to study art? Yes, I am.

5. Am I going to study engineering? Yes, you are.

15.5 Ask questions with *what language*. Use the languages in the chart on page 84.

Student 1: What language are you going to study?

Student 2: (English). I'm going to study (English).

15.6 Give guide words and have classmates make two statements connected by *but*.

1. English/Russian He's going to study English,
but he isn't going to study Russian.
2. Chinese/Spanish He's going to study Chinese,
but he isn't going to study Spanish.

15.7 Fill in the blanks. Use the chart.

1. (Is) Bill (going to study) law? (Yes, he is).

2. Jim _____ law?

3. Alice _____ English?

4. Doris _____ engineering?

5. Tom _____ engineering?

15.8 TALKING ABOUT THE FUTURE. Ask questions about the future professions of your classmates. Have them answer using *farmer, lawyer, pilot, teacher, engineer, actor, artist, architect, editor, doctor*, or other professions if they know their names in English.

1. What are you going to be? I'm going to be a (*farmer*).

Example II Where are you going to study law?

In New York. I'm going to study law in New York.

Where are you going to live?

In New York. I'm going to live and study in New York.

Verb: live

15.9 Give the names of countries or cities. Have classmates make complete statements with *going to*.

1. the United States He's going to live in the United States.
2. England He's going to live in England.

15.10 TALKING ABOUT FUTURE PLANS. Ask questions about the future plans of your classmates. Have them answer.

Student 1: What are you going to study next year?

Student 2: I'm going to study (*art*).

Student 1: Where are you going to study?

Student 2: I'm going to study in (*New York*).

Student 1: When are you going to (*New York*)?
Student 2: I'm going there (*next month*).

Student 1: How are you going to (*New York*)?
Student 2: I'm going by (*ship*).

15.11 TALKING ABOUT TOM. Tom is going to study engineering in New York. Give guide words and have classmates ask questions using *who, what, where, when, how*.

1. Tom	Who's going to study engineering?
2. engineering	What's Tom going to study?
3. in New York	Where's Tom going to study engineering?
4. next year	When's Tom's going to study engineering?
5. by ship	How's Tom going to New York?

15.12 Learn to sing the following song with your teacher:

I'M GOING TO SING

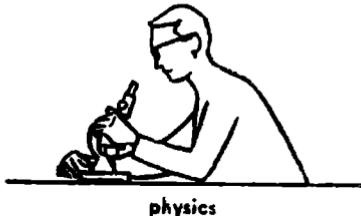
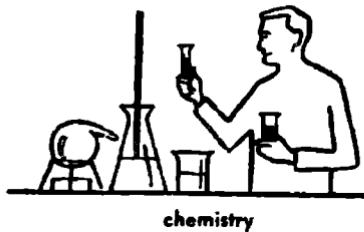
I'm going to sing when the teacher says sing!
I'm going to sing when the teacher says sing!
I'm going to sing when the teacher says sing!
When I'm singing I'm happy as can be!

I'm going to work when my father says work!
I'm going to work when my father says work!
I'm going to work when my father says work!
When I'm working I'm happy as can be!

I'M GOING TO SING

SPR. F. UAL, ADAPTED

The musical notation consists of four staves of music. Each staff begins with a treble clef, a key signature of one sharp (F#), and a common time signature. The first three staves each contain three lines of lyrics: 'I'm going to sing when the teacher says sing!', 'I'm going to sing when the teacher says sing!', and 'I'm going to sing when the teacher says sing!'. The fourth staff concludes with the lyrics 'When I'm sing-ing I'm hap-py as can be!'. The music features eighth-note patterns and quarter notes, with a mix of straight stems and stems with small dashes.



15.13 Read the selection below with your teacher. Dramatize the selection with a classmate.

WHAT ARE YOU GOING TO BE?

Tom: Are you going to be a doctor?

Jim: Yes, I am. What are you going to be?

Tom: I'm going to be an engineer.

Jim: What subjects are you going to study?

Tom: I'm going to study chemistry and physics.

What subjects are you going to study?

Jim: I'm going to study chemistry and physics, too.

Tom: Is your brother going to school now?

Jim: Yes, he is. He's studying law. He's going to be a lawyer.

Tom: Is your sister going to school now?

Jim: No, she isn't. But she's going to go next year.

Tom: What's she going to be?

Jim: A teacher. She's going to study English.

Tom: My sister Alice is going to study English, too.

Nouns: chemistry, physics, subject

These are subjects: chemistry, art, physics, English, etc.

15.14 Answer the following questions:

1. What are Tom and Jim going to be?
2. What are Tom and Jim going to study?
3. What are Jim's brother and sister going to study?

UNIT IV: DOING THINGS EVERY DAY

LESSON SIXTEEN

AT HOME AND AT SCHOOL



class
going to class



church
riding to church



work
driving to work



school
hurrying to school



town
walking to town



home
running home

every: day, morning, afternoon, evening, night, week, month, year, Monday, etc.

Example I

We walk to **school** every morning.

We walk **home** every afternoon.

Nouns: class, church, work, school, town, home

Verbs: walk, ride, drive, hurry, run

16.1 Give guide words such as *class, church, work, school, town, home*. Have classmates use the words with *to* and other classmates use the words with *I walk*.

1. class	to class	I walk to class every day.
2. church	to church	I walk to church every Sunday.

16.2 Give guide words such as *go, ride, hurry, drive, walk, run*. Have classmates use the words with *we, home, and every (evening.)*

1. walk	We walk home every evening.
2. ride	We ride home every evening.
3. go	We go home every day.
4. hurry	We hurry home every day.
5. drive	We drive home every day.
6. walk	We walk home every day.
7. run	We run home every day.

16.3 Give guide words and have classmates use the words with *the* and *every (day.)* Use *run/school, walk/town, ride/work, hurry home, drive/church.*

1 run/school	They run to school every day.
2. walk/town	They walk to town every day.
3. ride/work	They ride to work every day.
4. hurry/home	They hurry home every day.
5. drive/church	They drive to church every day.

Example II We don't go to work **late**. We go **early**.
 We don't go home **late**. We go **early**.

do + not = don't

Adjectives: early-late

16.4 Make negative statements with *late*. Have classmates make affirmative statements with *early*.

1. We don't go to class late.	We go early.
2. We don't go to church late	We go early.

16.5 Give two guide words. Have classmates use the first word in a affirmative statement and the second word in a negative statement.

1. walk/ride	We walk to work.	We don't ride.
2. ride/walk	We ride to work.	We don't walk.
3. walk/run	We walk to work.	We don't run.

16.6 Give guide words and have classmates use them in negative statements. Use *run/school*, *walk/town*, *ride/work*, *hurry/home*, *drive/church*.

1. run/school	I don't run to school every day.
2. walk/town	I don't walk to town every day.
3. ride/work	I don't ride to work every day.
4. hurry/home	I don't hurry home every day.
5. drive/church	I don't drive to church every Sunday.

Example III **We go to work early, but they don't.**
 They don't go to work early, but we do.

16.7 Make two statements and connect them with *but*. Use the words in the chart on page 89.

1. We go to work early, but they don't.
2. We go home early, but they don't.
3. We go to class early, but they don't.
4. We ride to church, but they don't.
5. We drive to work, but they don't.
6. We hurry to school, but they don't.
7. We walk to town, but they don't.
8. We run home, but they don't.

16.8 Fill in the blanks by adding a statement with *but*.

1. We go to work early, (*but they don't*).
2. They go to church Sunday, _____.
3. You drive to town every day, _____.
4. I go home early, _____.
5. I run home every day, _____.

Example IV **Do you walk to work every day?**
 Yes, we do. Do you?
 No, we don't. We drive to work.
 We run home every night.
 Do you? You do?
 We don't. We walk.

16.9 Give guide words and have classmates use the words in *do* questions.

1. school	Do you walk to school every day?
2. class	Do you walk to class every day?

16.10 Ask questions with *do*. Have classmates give affirmative short answers and short negative statements with *but*. Use *run/school*, *walk/town*, *ride/work*, *hurry/home*, *run/class*, *hurry/town*, *go/work*, *drive/school*.

1. Do you run to school?	Yes, I do. But they don't.
2. Do you walk to town?	Yes, I do. But they don't.
3. Do you ride to work?	Yes, I do. But they don't.
4. Do you hurry home?	Yes, I do. But they don't.
5. Do you run to class?	Yes, I do. But they don't.
6. Do you hurry to town?	Yes, I do. But they don't.
7. Do you go to work?	Yes, I do. But they don't.
8. Do you drive to school?	Yes, I do. But they don't.

16.11 Ask questions with *or* and have classmates answer.

Student 1: Do you go to school early or late?

Student 2: I go to school (*early*).

Student 1: Do you go to work early or late?

Student 2: I go to work (*early*)

Student 1: Do you go to class early or late?

Student 2: I go to class (*late*).

16.12 Ask questions with *do*. Have classmates give affirmative answers and ask *Do you?* Give an affirmative answer with *too*.

Student 1 Do you walk to school every day?

Student 2: Yes, I do. Do you?

Student 1 Yes, I do. I do, too.

16.13 Make statements. Have classmates express surprise and add negative comments.

Student 1: I run home every night.

Student 2: You do? I don't. I walk.

16.14 Fill in the blanks.

1. Do you walk to work every day? Yes, (*I do*).
No, _____.
2. Do they run to school every morning? No, _____.
3. Do you go to church every day? No, _____.
4. Do I drive to school every day? Yes, _____.
5. Do we hurry home every evening? _____.

Example V

Don't open the door!

Please don't open it.

16.15 Make two affirmative requests, one with a noun, the other with *please* and *it*. Have classmates make two negative requests, one with *it*, the other with *please* and *it*. Use *door*, *window*, *book*, *bag*, *box*.

Student 1: Open the door. Please open it.

Student 2: Don't open it. Please don't open it.

Student 1: Open the window. Please open it.

Student 2: Don't open it. Please don't open it.

16.16 Make pairs of statements with *work* and *live*. Choose names of cities from a map.

1. I live in New York. I don't live in London.

2. I don't work in Paris. I work in Chicago.

16.17 Read the following selections with your teacher.

AT HOME

Every weekday we do the same thing. We get up and wash. Then we dress and study our lessons before school. We help our mother. We make our beds and clean the floors. Next we help our mother in the kitchen. In our house everyone helps. Do you help at home? What work do you do at home?

Nouns: bed, kitchen, thing, weekday

Verbs: dress, get up, make

Adjective: same

Other word: before

Phrase: make a bed

AT SCHOOL

After breakfast we walk to school. We do our lessons at school. We like our lessons. We study many things. We study reading, writing, arithmetic and English. Our arithmetic lessons are easy. Our reading lessons are easy, too. But our writing lessons are not very easy. They're hard. Our English lessons are hard, too.

Are your lessons hard or easy?

WALKING HOME

At four o'clock we leave school. We walk home. We see people in the stores. We see people in the street. They are walking and riding. They are hurrying home. We hurry, too. At home we study our lessons and help our mother again. Do you hurry home?

Nouns: arithmetic, breakfast, people, store, street

Verb: like

Adjectives: easy, hard

Other words: again, many, very

16.18 Reread the selections in 16.19 and answer the following questions:

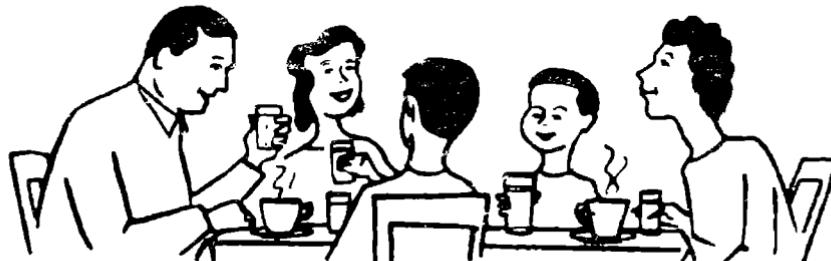
1. What do the children do first?
2. Where do the children go after breakfast?
3. Do the children ride to school?
4. What do they study?
5. Which lessons are hard?
6. What do the children do after four o'clock?
7. Where are the people going?
8. What do the children do at home?

Noun: child-children

16.19 THINGS WE DO. Give a short talk telling what you do at home every day, what you do at school every day, and what you do and see on the way home from school. Use the selections in 16.17 as a model.

LESSON SEVENTEEN

TALKING ABOUT FOOD (WHAT KIND)

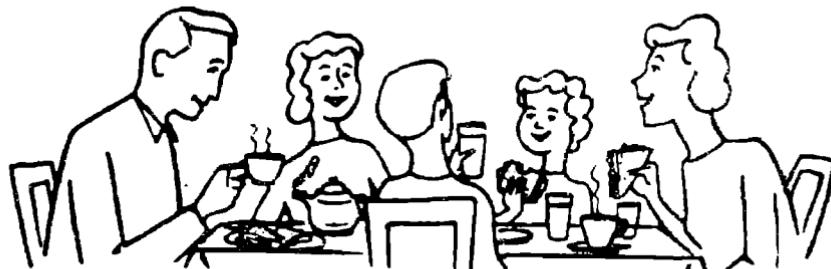


MR. GREEN
drinking coffee,
juice

ALICE-TOM-JACK
drinking milk,
juice

MRS. GREEN
drinking coffee,
juice

Here is the Green family. It's morning.
They're having breakfast. They're drinking
coffee, milk and juice. They're eating
toast, eggs and fruit.



MR. BROWN
drinking tea,
water

BETTY
drinking tea,
water

DICK-DORIS
drinking milk,
water

MRS. BROWN
drinking tea,
water

Here is the Brown family. It's noon.
They're having lunch. They're drinking
water, tea and milk. They're eating
sandwiches and soup.



MR. CLARK
drinking coffee,
water

JANE BILL
drinking milk,
water

MRS. CLARK
drinking coffee,
water

Here is the Clark family. It's evening.
They're having dinner. They're drinking
water, coffee and milk. They're eating meat,
fish, bread, vegetables and salad.

Example I Mr. Green has coffee and **toast** for breakfast.
 He drinks **coffee** for breakfast.
 He eats **eggs** for breakfast.

Countable nouns: *egg(s)* = /z/, *sandwich(es)* = /ɪz/,
vegetable(s) = /z/

Uncountable nouns: *toast, fruit, soup, meat, fish, bread, juice, water, milk, coffee, tea, salad, breakfast, lunch, dinner*

Verbs: *eat, drink, have*

17.1 Practice the base and *s* forms of the verbs with your teacher.

<i>s</i> = /s/	<i>s</i> = /z/	<i>s</i> = /ɪz/	Irregular
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drink-drinks	draw-draws	close-closes	be-is
eat-eats	drive-drives	wash-washes	have-has
like-likes	run-runs		do-does
plant-plants	hurry-hurries		say-says
count-counts	study-studies		

17.2 BREAKFAST. Point to the chart and make statements. Have classmates add statements with *too*.

1. Mr. Green drinks coffee for breakfast.

He drinks juice,
too.

2. Mrs. Green drinks coffee for breakfast.

She drinks juice,
too.

Alice drinks milk for breakfast.

She drinks juice,
too.

4. Tom eats eggs for breakfast.

He eats toast,
too.

17.3 LUNCH. Point to the chart and make statements. Have classmates add statements with *too*.

1. Mr. Brown drinks tea for lunch. He drinks water, too.
2. Mrs. Brown drinks tea for lunch. She drinks water, too.
3. Mr. Brown eats sandwiches for lunch. He eats soup, too.
4. Dick drinks water for lunch. He drinks milk, too.

17.4 DINNER. Point to the chart and make statements. Have classmates add statements with *too*.

1. Mr. Clark eats meat, bread, and vegetables for dinner. He eats salad, too.
2. Mrs. Clark drinks coffee for dinner. She drinks water, too.
3. Bill eats vegetables and salad for dinner. He eats meat, too.
4. Jane drinks milk for dinner. She drinks water, too.

Example II Mr. Green doesn't drink milk for breakfast, but Tom does.

Tom drinks milk for breakfast,
but Mr. Green doesn't.

does + not = doesn't

17.5 Point to the chart and make a negative statement and an affirmative statement.

1. Mr. Green doesn't drink milk for breakfast.
He drinks coffee.
2. Mr. Green doesn't eat salad for breakfast.
He eats toast.
3. Alice doesn't drink coffee for breakfast.
She drinks milk.
4. Dick doesn't drink tea for lunch.
He drinks milk and water.
5. Mr. Clark doesn't drink juice for dinner.
He drinks coffee and water.

17.6 Make negative statements. Have classmates add short affirmative statements with *but*.

Student 1: Mr. Green doesn't drink milk for breakfast.

Student 2: But Tom does.

Student 1: Mrs. Brown doesn't drink milk for lunch.

Student 2: But Dick does.

Student 1: Jane doesn't drink coffee for dinner.

Student 2: But Mr. Clark does.

Student 1: Doris doesn't drink tea for lunch.

Student 2: But Mr. Brown does.

17.7 Fill in the blanks.

1. Mr. Green drinks coffee for breakfast, but (Tom doesn't).
2. Mr. Clark doesn't drink milk for dinner, but _____.
3. Mr. Brown drinks tea for lunch, but _____.
4. Jane doesn't drink coffee for lunch, but _____.
5. Mrs. Clark doesn't drink milk for dinner, but _____.

17.8 Point to the chart on page 95 and give the affirmative for each negative statement.

1. Mr. Green doesn't drink coffee for lunch.

(Mr. Green drinks coffee for breakfast).

2. Mrs. Clark doesn't drink juice for dinner.

3. Jane doesn't drink coffee for dinner.

4. Mr. Brown doesn't drink milk for lunch.

5. Doris doesn't drink juice for lunch.

Example III

Does Mr. Clark drink coffee for dinner?

Yes, he does. Does Bill?

No, he doesn't. He drinks milk.

Does Bill drink coffee for dinner?

No, he doesn't. He drinks milk.

Bill eats meat for dinner.

Does he? He does? I don't. I eat fish.

17.9 Ask questions with *does*. Refer to the chart.

1. Does Mrs. Green drink juice for breakfast?
2. Does Betty have soup for lunch?
3. Does Mr. Clark have salad for dinner?
4. Does Jane have vegetables for dinner?

17.10 Ask questions with *does*. Have classmates give affirmative answers and ask short questions with *does*.

Student 1 Does Alice drink milk for breakfast?

Student 2: Yes, she does. Does Jack?

Student 1 Does Mr. Clark eat meat for dinner?

Student 2: Yes, he does. Does Jane?

Student 1 Does Doris have soup for lunch?

Student 2: Yes, she does. Does Dick?

17.11 Ask questions with *does*. Have classmates give negative answers and add affirmative statements.

Student 1 Does Alice drink coffee for breakfast?

Student 2: No, she doesn't. She drinks milk.

Student 1: Does Mr. Clark eat soup for dinner?

Student 2: No, he doesn't. He eats meat.

Student 1: Does Doris have salad for lunch?

Student 2: No, she doesn't. She has sandwiches.

17.12 Point to the chart and make statements. Have classmates ask short questions with *does* to show they are listening, and add affirmative comments with *too*.

Student 1: Bill drinks milk for dinner.

Student 2: He does? I do, too.

Student 1: Mrs. Brown drinks water for lunch.

Student 2: She does? I do, too.

17.13 Point to the chart and make statements. Have classmates express surprise with *does* questions and add negative comments.

Student 1: Bill drinks milk for dinner.

Student 2: He does? I don't. I drink water.

Student 1: Mrs. Brown drinks tea for lunch.

Student 2: She does? I don't. I drink milk.

17.14 Give the question for each statement.

1. Bill drinks milk for breakfast.
(Does Bill drink milk for breakfast?)?

2. I drink coffee for dinner.

_____?

3. We have soup for lunch.

_____?

4. Mrs. Clark has meat for dinner.

_____?

5. They have eggs for breakfast.

_____?

Example IV

What does Mr. Green like for breakfast?

He likes toast and coffee.

When does Jack have breakfast?

He has breakfast at seven o'clock.

Where does Dick eat lunch? At Tom's.

Verb: like(s) = /s/

17.15 Ask questions with *what* and *like*. Have classmates answer.

Student 1: What does Tom like for breakfast?

Student 2: He likes toast and milk.

Student 1: What does Mr. Clark like for dinner?

Student 2: He likes meat, vegetables, and salad.

Student 1: What does Doris like for lunch?

Student 2: She likes sandwiches and soup.

Student 1: What does Mrs. Brown like for lunch?

Student 2: She likes sandwiches and soup, too.

17.16 Ask questions with *when* or *where*. Have classmates answer with *at* and a time or a place.

Student 1: When does (Bill) have dinner?

Student 2: He has dinner at (six o'clock).

Student 1: Where does (Mr. Green) have breakfast?

Student 2: He has breakfast at (home).

Student 1: When does Doris have (lunch)?

Student 2: She has lunch at (noon).

17.17 TALKING ABOUT MEALS. Ask questions about **breakfast**, **lunch** and **dinner**. Use **what**, **when** and **where**. Have classmates answer and ask additional questions which you answer.

Student 1: What do you have for (**breakfast**)?

Student 2: (*Toast and milk*). What do you have?

Student 1: I have (*bread and fruit*).

Student 1: When do you have (**breakfast**)?

Student 2: At (*six o'clock*). When do you have (**breakfast**)?

Student 1: I have (**breakfast**) at (*seven o'clock*).

Student 1: Where do you eat (**lunch**)?

Student 2: At (*school*). Where do you eat (**lunch**)?

Student 1: I eat (*lunch*) at (*home*).

17.18 REVIEW. Practice the **-s** form of other verbs. Do the exercises in Lesson 16 with subjects like **he**, **she**, **Tom**, **Jack**, etc. Here is an example of 16.1 modified.

1. class	to class	He walks to class every day.
2. church	to church	He walks to church every Sunday.
3. town	to town	I walk to town every day.

Example V

What kind of cup is this?

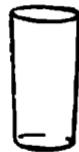
It's a **coffee cup**.



coffee cup



tea cup



water glass



soup spoon



salad fork



steak knife

17.19 Point to the chart, give guide phrases and ask questions. Have classmates answer.

1. a cup for coffee

What kind of cup is this?

It's a coffee cup.

2. a cup for tea

What kind of cup is this?

It's a tea cup.

3. a spoon for soup

What kind of spoon is this?

It's a soup spoon.

4. a fork for salad

What kind of fork is this?

It's a salad fork.

17.20 Pick up objects or picture cards and ask questions with *what* and *have*. Have classmates answer. Use nouns such as *book*, *pen*, *pencil*, *cup*, *spoon*, *fork*, *knife*, *glass*. Repeat the procedure referring to objects other students pick up.

Student 1: What do I have in my hand?

Student 2: A (*book*). You have a (*book*) in your hand.

Student 1: What does (*Bill*) have in his hand?

Student 2: A (*pen*). He has a (*pen*) in his hand.



17.21 Read the selection below with your teacher. Dramatize the selection with classmates.

WHAT DO YOU EAT?

Jack: We eat three meals a day. We eat breakfast, lunch and dinner.

Bill: We do, too. I like breakfast and dinner. But I don't like lunch.

Doris: At home we eat three meals, too. I don't eat much for breakfast. But I eat a big dinner.

Bill: Doris, what do you eat for breakfast at your house?

Doris: We have eggs and toast for breakfast. My mother and father drink coffee. I drink milk.

Jack: We have the same things for breakfast. I drink milk. I don't like tea or coffee.

Doris: Now let's talk about lunch. Bill, what do you eat for lunch at your house?

Bill: I have my lunch at school. At home my mother and father have soup and sandwiches.

Jack: My mother and father eat meat, vegetables, and fruit for lunch. They drink coffee. Now let's talk about dinner. Doris, what do you eat for dinner?

Doris: We eat meat and salad for dinner. We eat dessert, too. But we don't eat dessert for lunch.

Bill: At our house dinner is our big meal. We eat meat, two vegetables, bread, and salad. We have dessert, too.

Nouns: meal, dessert

Other word: much

17.22 Reread 17.21 and answer the following questions:

1. Which meals does Bill like?
2. What does Doris have for breakfast?
3. Where does Bill eat lunch?
4. Who eats dessert for dinner?
5. Who drinks milk?

17.23 MEALS. Give a short talk about meals in your home:

What time do you usually eat each meal?

What do you have for breakfast?

What do you have for lunch?

What do you have for dinner?

What do you like to eat?

What don't you like?

Does everyone in your family like the same food?

LESSON EIGHTEEN

TALKING ABOUT FOOD (HOW MUCH)



a glass of water



a cup of coffee



a cup of chocolate

Example 1

I want a glass of water.

I want another glass of water.

Uncountable noun: chocolate

Verb: want(s) = /s/

18.1 Give guide words. Have classmates give a phrase with *a* and *of*. Have other classmates make complete statements.

a glass of: water, milk, juice

a cup of: coffee, tea, chocolate

1. glass/water	a glass of water	I want a glass of water.
2. cup/coffee	a cup of coffee	I want a cup of coffee.
3. glass/milk	a glass of milk	I want a glass of milk.
4. cup/tea	a cup of tea	I want a cup of tea.
5. glass/juice	a glass of juice	I want a glass of juice.
6. cup/chocolate	a cup of chocolate	I want a cup of chocolate.

18.2 Ask questions with *do* and *another*. Have classmates answer.

1. Do you want another glass of water?	Yes, please.
2. Do you want another cup of coffee?	No, thank you.
3. Do you want another glass of milk?	Yes, please.
4. Do you want another cup of tea?	No, thank you.
5. Do you want another glass of juice?	Yes, please.
6. Do you want another cup of chocolate?	No, thank you.



a piece of cake

a piece of cheese

a piece of pie

Example II

How much toast do you want?

I want **two** pieces of toast.

How many pieces of toast do you want?

I want **two** pieces.

Countable nouns: piece(s) = /ɪz/

Uncountable nouns: cheese, pie, cake

18.3 Ask questions with **how much** or **how many**. Use the guide words your teacher gives you. Have classmates answer.

Teacher: toast

Student 1: How much (*toast*) do you want?

Student 2: (*Two*) pieces. I want (*two*) pieces.

Teacher: pieces of pie

Student 1: How many pieces of (*pie*) do you want?

Student 2: (*Two*) pieces. I want (*two*) pieces.

Teacher: chocolate

Student 1: How much (*chocolate*) do you want?

Student 2: (*Two*) cups. I want (*two*) cups.

Teacher: glasses of milk

Student 1: How many glasses of (*milk*) do you want?

Student 2: (*Two*) glasses. I want (*two*) glasses.

Teacher: cheese

Student 1: How many pieces of (*cheese*) do you want?

Student 2: (*One*) piece. I want (*one*) piece.

Teacher: cake

Student 1: How many pieces of (*cake*) do you want?

Student 2: (*Three*) pieces. I want (*three*) pieces.



two pounds of coffee



ten pounds of sugar



Twenty pounds of flour

At the store: How much coffee do you want?

I want two pounds.

How many pounds of coffee do you want?

Two pounds.

Countable noun: *pound(s) = /z/*

Uncountable nouns: sugar, flour

18.4 Ask pairs of questions, one with *how much* and the other with *how many*. Have classmates answer.

Student 1: How much coffee do you want?

Student 2: Two pounds. I want two pounds

Student 1: How many pounds of coffee do you want?

Student 2: Two pounds. I want two pounds.

18.5 Write questions with *how much* or *how many*.

1. coffee	(<u>How much coffee do you want</u>)	?
2. cup of coffee		?
3. piece of pie		?
4. cake		?
5. pound of sugar		?

Example III

How much is the coffee?

It's eighty cents a pound.

Countable noun: cent(s) = /s/

18.6 Ask questions with *how much* and have classmates answer with *—cents a pound*.

1. How much is the coffee? It's eighty cents a pound.
2. How much is the cheese? It's _____ cents a pound.
3. How much is the sugar? It's _____ cents a pound.
4. How much is the tea? It's _____ cents a pound.
5. How much is the flour? It's _____ cents a pound

Example IV

Do the boys drink a lot of **milk**?

Tom drinks **a lot**.

Bill drinks **some**.

But Dick doesn't drink **any**.

18.7 The teacher gives guide words. Ask questions with *a lot*. Have classmates answer. Use *you/drink/milk*, *he/eat/apples*, *she/eat/cake*, *they/drink/coffee*, *Tom/eat/cheese*, *Mr. Green/eat/pie*, *Bill/drink/water*.

Teacher: *you/drink/milk*

Student 1: Do you drink a lot of milk?

Student 2: Yes, I do. (or) No, I don't. I don't drink any.
(or) I drink some, but I don't drink a lot.

Example V

How much **sugar** do you want?

Not **a lot**. Just **a little**.

How many **apples** do you want?

Not **very many**. Just **a few**.

18.8 Ask questions with *how many*. Have classmates answer with *not many* and *a few*. Use *eggs*, *sandwiches*, *apples*, *peaches*, *pears*, *cherries*.

Student 1: How many eggs do you want?

Student 2: Not very many. Just a few.

18.9 Ask questions with *how much*. Have classmates answer with *not a lot* and *a little*. Use *cake*, *pie*, *sugar*, *flour*, *cheese*.

Student 1: How much coffee do you want?

Student 2: Not a lot. Just a little.

18.10 Ask questions with *how many*. Have classmates answer. Use *book*, *coat*, *shirt*, *sweater*, *pen*, *pencil*.

Student 1: How many books do you have?

Student 2: A few. I have two or three.



18.11 Ask questions with *how much* or *how many*. Have classmates answer. Use *eggs*, *sugar*, *apples*, *milk*, *peaches*.

Student 1: How many eggs do you have?

Student 2: Not many. I don't have many eggs.

Student 1: How much sugar do you have?

Student 2: Not much. I don't have much sugar.

Student 1: How many apples do you have?

Student 2: Not many. I don't have many apples.

18.12 Read the selection below with your teacher. Dramatize the selection with your classmates.

SHOPPING

Alice is in a store. She is buying chocolate for a party. She is talking to Mr. Jones.

Alice: We need some sugar, Mr. Jones. How much is a pound of sugar?

Mr. Jones: Sugar isn't expensive. It's ten cents a pound.

Alice: We need two pounds. We need some chocolate, too. We need two cans. How much is it a can?

Mr. Jones: Let's see. This can is fifty cents.

Alice: Fine! We need two. We're going to have a party and everyone is going to drink chocolate.

Mr. Jones: Do you need any milk for your chocolate?

Alice: No, thank you. We don't need any. Goodbye, Mr. Jones.

Mr. Jones: Thank you. Come again.

Noun: can

Verbs: need, buy

Adjective: expensive

18.13 Reread 18.12 and answer the following questions:

1. Why is Alice at the store?
2. Who is she talking to?
3. What does Alice need?
4. How much is sugar a pound?
5. How many cans of chocolate does Alice need?
6. Does Alice buy any milk for the chocolate?

18.14 TALKING ABOUT GOING PLACES. Write a conversation such as that given below. Then dramatize the conversation with a classmate.

Student 1: Where are you (*going*)?

Student 2: I'm (*going*) to (*class*).

Student 1: Are you early?

Student 2: No, I'm not. I'm late.

Student 1: Do you (*go*) to (*class*) every day?

Student 2: No, I don't. But my friend does.

18.15 TALKING ABOUT FOOD. Write a conversation such as that given below. Then dramatize the conversation with a classmate.

Student 1: What are you going to have for (*lunch*)?

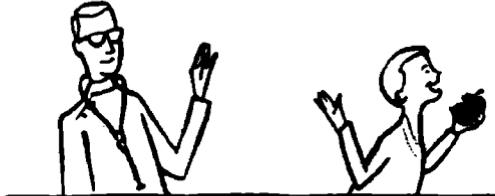
Student 2: We're going to have some (*soup*).

Student 1: Do you have (*soup*) for (*lunch*) every day?

Student 2: Yes, we do.

Student 1: We have (*soup*) for dinner.

18.16 Memorize the following saying:



An apple a day keeps the doctor away.

LESSON NINETEEN

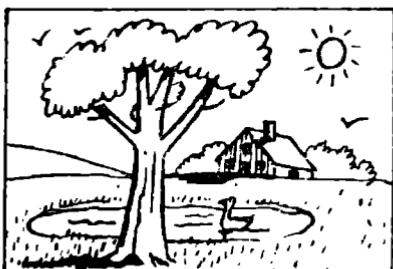
TALKING ABOUT CLOTHES AND THE SEASONS



winter



spring



summer



fall (autumn)

Example I

What comes after winter? **Spring.**

What comes before winter? **Fall.**

Nouns: winter, spring, summer, fall

Verb: come(s) = /z/

Other words: after

19.1 Ask questions with *before* and *after*. Have classmates answer. Use *winter, spring, summer, fall*.

1. What comes after fall? Winter. Winter comes after fall.
2. What comes after winter? Spring. Spring comes after winter.
3. What comes before fall? Summer. Summer comes before fall.

19.2 REVIEWING THE ALPHABET. Ask questions with *before* and *after*. Have classmates answer.

1. What comes after *A*? **B. B** comes after *A*.

2. What comes before *C*? *B*. *B* comes before *C*.
 3. What comes after *F*? *G*. *G* comes after *F*.
 4. What comes before *F*? *E*. *E* comes before *F*.
 5. What comes after *R*? *S*. *S* comes after *R*.

19.3 REVIEWING THE NUMBERS. Ask questions with *before* and *after*. Have classmates answer.

1. What comes after *1*? 2. 2 comes after *1*.
 2. What comes before *3*? 2. 2 comes before *3*.
 3. What comes after *10*? 11. 11 comes after *10*.
 4. What comes before *10*? 9. 9 comes before *10*.
 5. What comes after *20*? 21. 21 comes after *20*.



winter—heavy clothes
winter—wool clothes



summer—light clothes
summer—cotton clothes

Example II

What do you wear in the **winter**?
 We wear **heavy** clothes in the **winter**.
 We wear **wool** coats.
 What do you wear in the **summer**?
 We wear **light** clothes in the **summer**.
 We wear **cotton** shirts.

Nouns: *clothes, cotton, wool*

Verb: *wear(s) = /z/*

Adjectives: *light-heavy*

coat

light-heavy

shirt

light-heavy

sweater

light-heavy

19.4 Give guide words. Have classmates give phrases with *in the*. Have other classmates ask questions.

1. winter in the winter What do you wear in the winter?
 2. spring in the spring What do you wear in the spring?

19.5 Ask questions with *what*. Have classmates answer with *light* or *heavy*. Use *winter/clothes*, *summer/shirts*, *winter/coat*, *summer/sweater*.

Student 1: What do you wear in the winter?

Student 2: I wear heavy clothes in the winter.

Student 1: What do you wear in the summer?

Student 2: I wear light shirts in the summer.

Student 1: What do you wear in the winter?

Student 2: I wear a heavy coat in the winter.

19.6 Ask questions with *when*. Have classmates answer. Use *wool* and *cotton* with *clothes* and *shirts*. Use *wool* with *coats* and *sweaters*.

Student 1: When do you wear cotton clothes?

Student 2: We wear them in the summer.

Student 1: When do you wear wool coats?

Student 2: We wear them in the winter.

Student 1: When do you wear cotton shirts?

Student 2: We wear cotton shirts in the summer.

19.7 Fill in the blanks with statements with *heavy*, *light*, *cotton*, or *wool*.

1. clothes/summer (We wear light clothes in the summer).
2. shirts/summer _____
3. coats/winter _____
4. sweaters/winter _____
5. clothes/winter _____
6. coats/summer _____

19.8 Fill in the blanks with *what* questions.

1. you/summer (What do you wear in the summer)? _____?
2. they/winter _____?
3. he/summer _____?
4. we/winter _____?
5. she/summer _____?
6. you/winter _____?

CLOTHES FOR BOYS



TOM
white shirt
black trousers
black shoes



DICK
yellow sweater
blue trousers
black shoes



JACK
red coat
white trousers
white shoes



JIM
green shirt
black trousers
black shoes



BILL
blue shirt
blue trousers
white shoes

Example III

What color is **Tom's** shirt?

It's **white**. He always wears white shirts.

No, he doesn't. Sometimes he wears **blue** ones.

Noun: trousers

Colors: white, black, red, green, blue, yellow

19.9 Draw pictures of the clothes in the illustrations above. Color them. Follow your teacher's instructions.

19.10 **TALKING ABOUT CLOTHES FOR BOYS.** Ask questions about the pictures above. Begin your questions with **what**. Have classmates answer.

Student 1: What's (**Tom**) wearing?

Student 2: He's wearing (*a white shirt*).

Student 1: What color (*are his trousers*)?

Student 2: They're (*black*). He's wearing (*black trousers*).

19.11 Ask questions about the picture on page 113. Begin your questions with **does**. Have classmates answer.

Student 1: Does (*Tom*) always wear (*white shirts*)?

Student 2: Yes, he does. He likes (*white shirts*).

Student 1: Does (*Jack*) always wear (*white trousers*)?

Student 2: No, he doesn't. Sometimes he wears (*blue*) ones.

19.12 Ask questions with **what** and **do**. Have boys in the class answer.

Student 1: What are you wearing?

Student 2: I'm wearing (*a white shirt*).

Student 1: Do you always wear (*white shirts*)?

Student 2: Sometimes I do. But not always.

Nouns: blouse(s) = /bz/, skirt(s) = /s/, dress(es) = /iz/

19.13 Draw pictures of the clothes in the illustrations below. Color them. Follow your teacher's instructions.

CLOTHES FOR GIRLS



ALICE
white sweater
red skirt
red shoes



JANE
green blouse
green skirt
white shoes



DORIS
yellow dress
yellow shoes



BETTY
white blouse
black skirt
black shoes



MARY
red dress
red shoes

19.14 **TALKING ABOUT CLOTHES FOR GIRLS.** Ask questions about the pictures above and on page 114. Use *what* and *who*. Have classmates answer.

Student 1: What's (*Alice*) wearing?

Student 2: (*Alice*) is wearing (*a white sweater*).

Student 1: Who's wearing (*a white blouse*)?

Student 2: (*Betty*). (*Betty*) is wearing (*a white blouse*)?

Student 1: What color (*are Mary's shoes*)?

Student 2: They're (*red*). She's wearing (*red shoes*).

19.15 Ask questions about the pictures above and on page 114. Use *does*. Have classmates answer.

Student 1: Does (*Doris*) always wear (*yellow dresses*)?

Student 2: No, she doesn't. Sometimes she wears (*blue*) ones.

19.16 Ask questions with *what* and *do*. Have girls in the class answer.

Student 1: What are you wearing?

Student 2: I'm wearing (*a white blouse*).

Student 1: Do you always wear (*white blouses*)?

Student 2: Sometimes I do. But not always.

Example IV Tom wears *white shirts*, and Jack does *too*.
He doesn't wear *green shirts*, and Jack doesn't either.
Alice likes *white sweaters*, but Jane doesn't.
Jane doesn't like *white sweaters*, but Alice does.

19.17 Make affirmative statements about *Tom* and *Jack*. Do not use the illustrations. Use *white shirts*, *black trousers*, *black shoes*, *red coats*, *yellow sweaters*.

1. Tom wears *white shirts*, and Jack does *too*.
2. Tom wears *black trousers*, and Jack does *too*.
3. Tom wears *black shoes*, and Jack does *too*.

19.18 Make negative statements about *Tom* and *Jack*. Use the same items as in 19.17.

1. Tom doesn't wear white shirts, and Jack doesn't either.
2. Tom doesn't wear black trousers, and Jack doesn't either.
3. Tom doesn't wear black shoes, and Jack doesn't either.
4. Jack doesn't wear white trousers, and Tom doesn't either.
5. Jack doesn't wear white shoes, and Tom doesn't either.

19.19 Make statements with *but*. Use the items in 19.17.

1. Tom wears white shirts, but Jack doesn't.
2. Jack doesn't wear white shirts, but Tom does.
3. Tom wears white shoes, but Jack doesn't.
4. Jack doesn't wear white shoes, but Tom does.
5. Tom wears white shirts, but Jack doesn't.

19.20 Make statements about *Alice* and *Jane*. Use *white sweaters, red skirts, yellow shoes, blue dresses, green blouses*. Use *and, too, and but*.

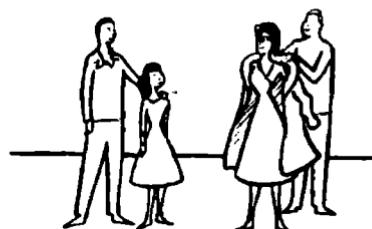
1. Alice likes white sweaters, and Jane does too.
2. Alice doesn't like white sweaters, and Jane doesn't either.
3. Alice likes white sweaters, but Jane doesn't.
4. Jane doesn't like red skirts, and Alice doesn't either.
5. Jane likes yellow shoes, and Alice does too.
6. Jane likes blue dresses, but Alice doesn't.
7. Alice likes green blouses, but Jane doesn't.
8. Alice doesn't like red skirts, but Jane does.
9. Alice doesn't like red shoes, and Jane doesn't either.
10. Jane likes yellow dresses, and Alice does too.
11. Jane likes white blouses, but Alice doesn't.
12. Jane doesn't like red sweaters, and Alice doesn't either.
13. Alice likes green sweaters, and Jane does too.
14. Alice doesn't like white shoes, and Jane doesn't either.
15. Jane likes green shoes, but Alice doesn't.
16. Alice likes blue dresses, and Jane does too.
17. Jane doesn't like white skirts, and Alice doesn't either.

19.21 Fill in the blanks.

1. Alice likes yellow shoes, but Jane (doesn't).
2. Bill likes white shirts, and Tom _____.
3. Mary doesn't wear green blouses, and Betty _____.
4. Dick wears white shoes, but Jack _____.
5. Jim doesn't wear red shoes, but Tom _____.



looking at coats



trying on coats

Example V

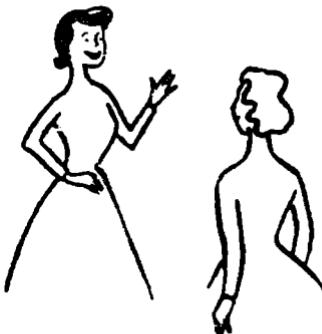
Which coat are you looking at?
 Are you looking at this red one?
 Why don't you try it on?
 Please try on this coat. Please try it on.

19.22 Make statements with *try on* and a noun. Have classmates make the statements with a pronoun. Use *coat, dress, blouse, skirt, sweater*.

1. Please try on this coat.	Please try it on.
2. Please try on this dress.	Please try it on.
3. Please try on this blouse.	Please try it on.
4. Please try on this skirt.	Please try it on.
5. Please try on this sweater.	Please try it on.

19.23 Ask questions with *which* and *look at*. Have classmates answer. Use *coat, dresses, blouse, skirts, sweater*.

1. Which coat are you looking at?	The white one.
2. What dresses are you looking at?	The red ones.
3. Which blouse are you looking at?	The green one.
4. Which skirts are you looking at?	The blue ones.
5. Which sweater are you looking at?	The yellow one.



19.24 Read the following selection with your teacher.

CLOTHES FOR GIRLS

Jane is going to tell about clothes for girls.

In my country there are four seasons in the year. They are winter, spring, summer, and fall. The girls wear different clothes for every season.

In the winter it is very cold. We need heavy sweaters and warm blouses. We need wool skirts and wool stockings. In the snow we need heavy coats, too.

We like spring. We take off the heavy sweaters and warm blouses then. We take off our heavy coats, too. In the spring we wear cotton blouses and light skirts. The weather often changes in the spring. It's not hot and it's not cold.

In the summer we put on light clothing. We need cool clothing. We wear light stockings, cool blouses, and cotton skirts. The weather does not change very much. It's hot.

It is cool in the fall. The weather often changes. The wind blows, and the trees are bare. Girls wear light coats and sweaters. We wear wool stockings again. Fall weather is nice.

Every season is nice. I like them all.

Nouns: country, season, stockings, weather, wind

Verbs: change, blow

Adjectives: different, bare, nice, cold-hot, warm-cool

Other words: very, again

19.25 Read the following selection with your teacher.

CLOTHES FOR BOYS

Bill is going to tell about clothes for boys.

There are four seasons in the year. They are winter, spring, summer and fall. Boys wear different clothes for every season. Look at these pictures:



Here is the first picture. It is winter in this picture. The boys are wearing heavy shoes and warm coats. They have wool caps. Wool caps are warm.



Here is the second picture. It is spring in this picture. The trees are green. The boys aren't wearing caps or coats. They are wearing cotton shirts and trousers.



Here is the third picture. It is summer in this picture. The boys wear very light clothes now. They don't wear coats. Their trousers are short and their shirts are open. They are happy. Boys like summer.

Here is the fourth picture. This picture is different. What do you see? It is fall in this picture. The wind is blowing and the trees are bare. The boys are wearing coats and long trousers. They have caps on their heads. Their shirts are not open. Winter is coming!



Noun: cap

19.26 Reread the selections in 19.24 and 19.25 and answer these questions.

1. Who tells about clothes for girls?
2. What do girls wear in the winter?
3. When do the girls take off their heavy coats and put on cotton blouses and light skirts?
4. Which season is the hottest?
5. Which season is the coldest?
6. What do girls wear in the fall?
7. When do the boys wear heavy shoes and warm coats?
8. What do the boys wear in the spring?
9. What are the four seasons in Jane's and Bill's country?
10. Which season do you like?

19.27 TALKING ABOUT CLOTHING. Write a conversation such as that given below. Then dramatize the conversation with a classmate.

Student 1: What do you wear in the (*summer*)?

Student 2: I wear (*light*) clothes in the (*summer*).

Student 1: What are you wearing today?

Student 2: It's (*summer*) now. It's (*warm*) and I'm wearing a (*light shirt*). Today I'm wearing a (*white*) one.

Student 1: What are you going to wear (*tomorrow*)?

Student 2: I'm going to wear a (*blue shirt*) (*tomorrow*).

19.28 GAME: WHAT ARE YOU WEARING? Four students stand in front of the class. Another student looks at them, then turns his back and answers questions asked by the class.

Student 1: What's (*Jane*) wearing?

Student 2: She's wearing (*a blouse and skirt*).

Student 3: Is the (*blouse*) (*blue or white*)?

Student 2: It's (*white*). She's wearing a (*white blouse*).

Student 4: What color is the (*skirt*)?

Student 2: It's (*blue*). She's wearing a (*blue skirt*).

Student 1: What's (*Dick*) wearing?

Student 2: He's wearing (*a blue shirt*) and (*blue trousers*).

Student 5: What color are his (*shoes*)?

Student 2: They're (*black*).

LESSON TWENTY

TALKING ABOUT THE WEATHER



It's winter.



It's spring.



It's summer.



It's fall.

Example I

It's always cold in the winter.
Yes, it is. It's always cold then.
It's usually hot in the summer.
It's often cool in the fall.
Is it always warm in the spring?
Not always. But it's often warm.

Adjectives: warm-cool, hot-cold

20.1 Pretend you are living in North America. It's almost always cold in the *winter* (*November, December, January, February*). It's usually hot in the *summer* (*May, June, July, August*). Make statements with *always cold* and *usually hot*, and have classmates add affirmative or negative comments.

Student 1: It's always cold in the winter.

Student 2: Yes, it is. It's always cold then.

Student 1: It's usually hot in the summer.

Student 2: Yes, it is. It's usually hot then.

Student 1: It's usually hot in November.

Student 2: No, it isn't. It's cold in November.

PUTN03

Repeat, changing the statements to questions

Student 1: Is it always cold in the winter?

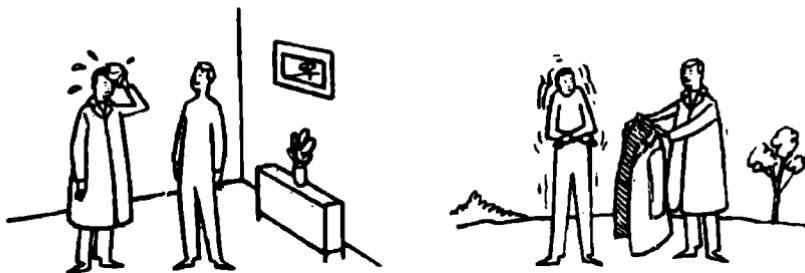
Student 2: Yes, it is. It's always cold then.

Student 1: Is it usually hot in the summer?

Student 2: Yes, it is. It's usually hot then.

Student 1: Is it usually hot in November?

Student 2: No, it isn't. It's cold in November.



20.2 It's often cool in the fall (*September, October*). It's often warm in the spring (*March, April*). Give guide words. Have classmates make statements with *often warm* and *often cool*.

1. September	It's often cool in September.
2. April	It's often warm in April.
3. spring	It's often warm in the spring.
4. fall	It's often cool in the fall.
5. October	It's often cool in October.
6. March	It's often warm in March.

20.3 Ask questions. Have classmates give short answers. Use this guide: *always cold/winter, usually hot/summer, often cool/fall, often warm/spring*.

Student 1: Is it always cold in the winter?

Student 2: Yes, it is.

Student 1: Is it always cold in the summer?

Student 2: No, it isn't.

Student 1: Is it usually hot in the summer?

Student 2: Yes, it is.

Student 1: Is it usually hot in the winter?

Student 2: No, it isn't.

example II

**Are you warm? Are you getting warm?
Why don't you take off your coat?
Why don't you take it off?
May I take it off? Yes, of course.
Are you cold? Are you getting cold?
Why don't you put on your coat?
Why don't you put it on?
Thank you. Maybe I will.**

Noun: hat(s) = /s/

Verbs: put(s) = /s/ on, take(s) = /s/ off, get(s) = /s/

20.4 Practice this conversation in pairs. You can replace *coat* with *sweater, hat, gloves*.

Student 1: Are you warm?

Student 2: Yes, I am. I'm warm.

Student 1: Are you getting warm?

Student 2: Yes, I am. I'm getting warm.

Student 1: Why don't you take off your coat?

Student 2: May I take it off?

Student 1: Yes, of course.

20.5 Practice this conversation in pairs. You can replace *coat* with *sweater, hat, gloves*.

Student 1: I'm getting cold.

Student 2: Are you? Why don't you put on your coat?

Student 1: Thank you. Maybe I will.

20.6 Make sets of three statements. Use *coat, sweater, hat, gloves*.

Student 1: It's getting cold. I'm going to put on my coat. I'm going to put it on.

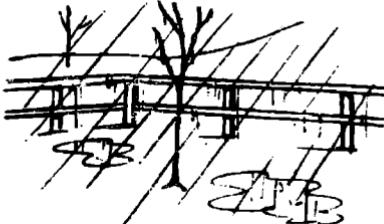
Student 2: It's getting cold. I'm going to put on my sweater. I'm going to put it on.

Student 1: It's getting warm. I'm going to take off my coat. I'm going to take it off.

Student 2: It's getting warm. I'm going to take off my gloves. I'm going to take them off.



It's snowing.



It's raining.

Example III

It always snows in the winter.

Yes, it does. It always snows then.

It often snows in the spring? Does it?

It often snows in the fall. It does?

Does it usually rain in the summer?

Sometimes it does. But not often.

Verbs: rain(s) = /z/, snow(s) = /z/

20.7 Pretend you are living in North America. It almost always snows in the *winter* (*November, December, January, February*). It doesn't snow in the *summer* (*May, June, July, August*). Make true or false statements with *always snows*. Have classmates add affirmative or negative comments.

Student 1: It always snows in December.

Student 2: Yes, it does. It always snows then.

Student 1: It always snows in June.

Student 2: No, it doesn't. It doesn't snow in the summer

20.8 Sometimes it snows in the *spring* (*March, April*) or *fall* (*September, October*), but not often. Ask questions with *always snow*. Have classmates answer with *sometimes* and *not often*.

Student 1: Does it always snow in March?

Student 2: Sometimes it does. But not often.

20.9 Use the guide words to make statements about the weather in North America. Have classmates ask short questions (with *Is it*, *It is*, *Does it*, *It does*) to show they are listening.

1. **always snows** It always snows in the winter. **Does it?**
2. **always cold** It's always cold in the winter. **Is it?**
3. **sometimes** Sometimes it rains in the summer. **It does?**

rains

Example IV

Is it ever hot in January?

No, it isn't. It never is. It's never hot then.

Is it ever cold in July?

No, it isn't. Sometimes it's cool. But it's never cold.

Does it ever snow in January?

Yes, it does. It usually snows then.

Does it ever snow in July?

No, it doesn't. It never does. It never snows then.

20.10 Pretend you are living in North America. In North America it's never hot in the *winter* (*November, December, January, February*), and it's never cold in the *summer* (*May, June, July, August*). Ask questions with *ever* and the guide words your teacher gives you. Have classmates give the right answer.

Student 1: Is it ever hot in the winter?

Student 2: No, it isn't. (or) It never is. (or) It's never hot then.

Teacher: hot summer

Student 1: Is it ever hot in the summer?

Student 2: Yes, it is.

Teacher: cold winter

Student 1: Is it ever cold in the winter?

Student 2: No, it isn't. (or) It never is. (or) It's never hot then.

20.11 In North America, it usually snows in the winter. It almost never rains then. Sometimes it rains in the summer. It almost never snows then. Ask questions with *ever* and the guide words your teacher gives you. Have classmates give the right answer.

Teacher: snow summer

Student 1: Does it ever snow in the summer?

Student 2: No, it doesn't. (or) It never does. (or) It never
snows then.

Teacher: snow November

Student 1: Does it ever snow in November?

Student 2: Yes, it does. It usually snows in the winter.

20.12 Add the words in the right position:

1. Does it rain in July? (ever)
2. It snows in the summer. (never)
3. It's cold in January. (always)
4. Does it rain in the fall? (often)
5. It's warm in the spring. (usually)

20.13 REVIEW. Practice *ever*, *never*, *usually*, *sometimes* and *always* with vocabulary from Lesson Sixteen. Ask questions and have classmates answer.

Student 1: Do you ever (*walk*) to (*school*)?

Student 2: No, I never do. I always (*ride*). (or) Yes, I do. I always (*walk*) to (*school*).

Student 1: Do you ever (*run*) (*home*)?

Student 2: Sometimes. When it's raining.

Student 1: Do you ever (*ride*) to (*church*)?

Student 2: No, I never do. I always (*walk*). (or) Yes, I do. I always (*ride*) to (*church*). I like to walk.

20.14 REVIEW. Practice *ever*, *never*, *usually*, *sometimes* and *always* with vocabulary from Lesson Seventeen. Ask questions and have classmates answer.

Student 1: Do you ever drink (*milk*) for (*breakfast*)?

Student 2: Yes, I always do.

Student 1: Do you ever drink (*coffee*) for (*breakfast*)?

Student 2: No, I never do. I always drink (*milk*).

Student 1: Does your father ever drink (*coffee*) for (*lunch*)?

Student 2: Usually. But not always.

20.15 TALKING ABOUT THE WEATHER. Talk about the weather in your country. Here is an example:

Student 1: When does it rain?

Student 2: It rains (*in the spring*).

Student 1: Do you have (*winter*)?

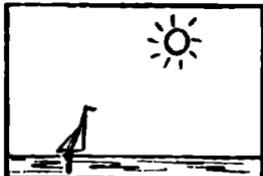
Student 2: Yes, we do. (or) No, we don't.

Student 1: When is (*winter*)?

Student 2: Our (*winter*) is in (*November*, etc.).



The clouds in the sky
get black and the
wind blows.



But the sky is usually
clear.



The song never
changes the weather,
but it makes my
father happy.

20.16 Read the selection below with your teacher. Dramatize the selection with your classmates.

VACATION WEATHER

Tom: Are your mother and father going to take a trip this summer, Bill?

Bill: They usually take a trip every summer. They never take a trip in the winter.

Tom: Why don't they take a trip in the winter?

Bill: Winters are very cold. The weather is nice in the summer. It never snows, and the days are usually sunny. Everyone likes a summer vacation.

Tom: Aren't there any storms in the summer?

Bill: There are a few storms. But they come and go. They don't spoil a vacation trip.

Tom: Is it ever windy?

Bill: Yes, sometimes it is windy. The clouds in the sky get black, and the wind blows. But it's usually clear. The sky is blue, and everyone is happy.

Tom: Does it ever rain?

Bill: Yes, sometimes. But not often.

Tom: Does your father like rain?

Bill: No, he doesn't. He always sings, "Rain, rain, go away, come again another day."

Tom: Does that help?

Bill: Not much. The song never changes the weather, but it makes my father happy.

Nouns: cloud, sky, storm, vacation

Verbs: go away, make (happy), spoil, take

Adjectives: windy, clear, sunny

Other words: away

Phrase: Take a trip

20.17 Reread the selection in 20.16 and answer the following questions:

1. Why don't Bill's mother and father take trips in the winter?
2. Are there many storms in the summer?
3. Is it ever windy?
4. Does it ever rain?
5. What does Bill's father sing when it rains?
6. How does the song help?
7. Do you ever sing when you are sad? What do you sing?

20.18 Write the -s form of each verb in the proper column. Then pronounce the words in each column.

open	write	stand up
close	read	sit down
play	draw	come back
sing	spell	take off
study	count	put on
work	eat	try on
wash	drink	look (at)
paint	tell	walk
plant	ask	ride
help	like	drive
leave	want	run
go	rain	hurry
get	snow	live

/s/ /z/ /ɪz//
(works) (opens) (closes)

Here are four verbs which have irregular -s forms. Write the -s form of each verb and then pronounce it.

be *do* *have* *say*

20.19 Memorize the following sayings:

Everybody talks about the weather, but nobody does anything about it.

April showers bring May flowers.

UNIT V: DOING THINGS YESTERDAY AND LAST WEEK

LESSON TWENTY-ONE

THE WEATHER YESTERDAY

THE ANTS AND THE BREAD



cloudy



clear



sunny



rainy



windy

yesterday: yesterday morning, yesterday afternoon, yesterday evening

Example 1 It was **hot** yesterday. Yes, it **was**. It was **quite hot**.
Was it **cold** yesterday? No, it **wasn't**. It was **quite hot**.

was + not = wasn't

Noun: yesterday

Adjectives: cloudy, sunny, rainy, windy, clear

21.1 Ask questions about the weather yesterday. Have classmates give a short **yes** or **no** answer.

1. Was it cloudy yesterday? Yes, it **was** (or) No, it **wasn't**.
2. Was it sunny yesterday? Yes, it **was** (or) No, it **wasn't**.
3. Was it rainy yesterday? Yes, it **was** (or) No, it **wasn't**.
4. Was it windy yesterday? Yes, it **was** (or) No, it **wasn't**.
5. Was it hot yesterday? Yes, it **was** (or) No, it **wasn't**.

21.2 Make statements about the weather yesterday. Have classmates add the proper affirmative or negative comments. For negative answers, use these adjective pairs as guides: **hot-cool**, **cold-warm**, **cloudy-clear**, **sunny-cloudy**, **rainy-sunny**.

Student 1: It was hot yesterday.

Student 2: Yes, it **was**. It was **quite hot**. (or)
No, it **wasn't**. It was **quite cool**.

Example II It was **cold** last winter. Yes, it **was**. It was **very cold**.
Was it **hot** last summer? Not **very**. It **wasn't** **very hot**.

Seasons: winter, spring, summer, fall

21.3 Your teacher will make statements with *is* and give you a past time expression. Ask a question with *was* and the past time expression.

Teacher: It's cold today. (yesterday)

Student: Was it cold yesterday?

Teacher: It's cold this winter. (last winter)

Student: Was it cold last winter?

Teacher: It's rainy this spring. (last spring)

Student: Was it rainy last spring?

Teacher: It's cloudy today. (yesterday)

Student: Was it cloudy yesterday?

Teacher: It's hot this summer. (last summer)

Student: Was it hot last summer?

21.4 **TALKING ABOUT THE WEATHER IN YOUR COUNTRY** Talk to your classmates about the weather.

last winter-last spring-last summer-last fall

Student 1: How many seasons are there?

Student 2: We have (*four*) seasons.

Student 1: What are they?

Student 2: They are (*winter*), (*summer*), etc.

Student 1: Are the (*winters*) (*cold*)?

Student 2: It was (*cold*) (*last winter*).

Example III It was cold this **morning**, but it's warming **up**.
It was hot this **afternoon**, but it's cooling **off**.

21.5 Give guide words and have classmates make statements with *cool off* and *warm up*. Use *this afternoon*, *last night*, *today*, *yesterday*, *last week*.

Student 1: hot this afternoon

Student 2: It was hot this afternoon, but it's cooling off.

Student 1: cold last night

Student 2: It was cold last night, but it's warming up.

21.6 Give guide words. Have classmates make three statements.

Student 1: coat/warm up

Student 2: It's warming up. I'm going to take off my coat. I'm going to take it off.

Student 1: sweater/cool off

Student 2: It's cooling off. I'm going to put on my sweater. I'm going to put it on.

21.7 TALKING ABOUT THE WEATHER. Give a short talk about the weather in your country throughout the year. Here is an example with one season.

THE WEATHER IN OUR COUNTRY

In the winter it is (*cold*) and it (*snows*) a lot. Sometimes it (*rains*) in the winter, too. Last winter it was (*very cold*). The days are often (*cloudy*) and (*windy*).

(*November, December, January, and February*) are the (*cold*) months. The (*coldest*) month is (*January*). Sometimes it gets (*cold*) in (*October*). It often (*warms up*) in (*March*).



Example IV

Betty and Sue were in New York last week.
 They weren't **here**. They were in New York.
 Were they in New York? Yes, they **were**.
 Were they **here**? No, they **weren't**.
 Where were you? I was at **home**.

were + not = weren't

21.8 Make statements with **was** or **were**. Use the guide words.

1. Betty	Betty was in New York last week.
2. Betty and Sue	Betty and Sue were in New York last week.
3. she	She was in New York last week.
4. they	They were in New York last week.

21.9 Ask questions with **where** and **last week**. Have classmates answer.

1. Betty and Sue	Where were Betty and Sue last week?	In New York.
2. Betty	Where was Betty last week?	In New York.
3. they	Where were they last week?	In New York.
4. she	Where was she last week?	In New York.
5. you	Where were you last week?	(At home).

21.10 Ask questions with **where** and **last night**. Have classmates give real answers.

Student 1: Where were you last night?

Student 2: I was (*at home*).

Student 1: Where were you last night?

Student 3: I was (*at school*).

Student 1: Where were you last night?

Student 4: I was (*at church*).

Student 1: Where were you last night?

Student 5: I was (*at a party*).

Student 1: Where were you last night?

Student 6: I was (*at Bill's house*).

21.11 Fill in the blanks with **was** and **were**:

1. Betty and Sue _____ in New York last week.
They _____ at home.
2. I _____ at Bill's house last night.
I _____ at home.
3. _____ you at home last night?
No, I _____. I _____ at a party.

Example V

Do you remember Mr. Brown?
He was tall, wasn't he?
Yes, he was. But Mr. Black was taller.

Verb: remember(s) = /z/

21.12 Use the charts in Lesson Four, page 20. Pretend that you have seen these people before and that you are talking to your friend about them. Ask questions with *remember*. Have classmates make correct statements with negative tag questions which ask for agreement. Use *shortest, tallest, fattest, thinnest, oldest*, etc.

Student 1: Do you remember Jack?

Student 2: Jack was the shortest one, wasn't he?

Student 1: Yes, he was.

Student 1: Do you remember Mr. Clark?

Student 2: Mr. Clark was the oldest, wasn't he?

Student 1: Yes, he was.

21.13 Ask questions with *remember*. Have classmates make incorrect statements with negative tag questions which ask for information.

Student 1: Do you remember Bill?

Student 2: Bill was the shortest one, wasn't he?

Student 1: No, he wasn't. Jack was.

21.14 Make correct affirmative statements about two people and add negative tag questions which ask for agreement. Have classmates give short answers and add additional information.

Student 1: Jim and Jack were short, weren't they?

Student 2: Yes, they were. But Jack was shorter than Jim.

Student 1: Jim and Jack were thin, weren't they?

Student 2: Yes, they were. But Jack was thinner than Jim.

21.15 Make correct negative statements with affirmative tag questions that ask for agreement. Have classmates answer.

Student 1: Bill wasn't tall, was he?

Student 2: No, he wasn't.

Student 1: Mr. Green wasn't thin, was he?

Student 2: No, he wasn't.

Example VI

Was there a book on the desk?

Yes, there was.

Were there any books on the floor?

No, there weren't.

There was a book on the desk,

but there weren't any books on the floor.

21.16 Practice statements with *There was*. Look at the picture on the top of Lesson Eight, page 40. Then close your books and try to describe what was in the picture.

1. There was a picture on the wall.
2. There was a spot on the ceiling.
3. There was a rug on the floor.
4. There was a book on the desk.
5. There was a pencil on the desk.

21.17 Change the statements in 21.16 into questions.

1. Was there a picture on the wall?
2. Was there a spot on the ceiling?
3. Was there a rug on the floor?
4. Was there a book on the desk?

21.18 Change the statements in 21.16 into the plural.

1. There were some pictures on the wall.
2. Were there some pictures on the wall?
3. Were there some rugs on the floor?
4. Were there some books on the desk?

21.19 Look at the middle picture on page 40. Then put the picture away and ask questions. Have classmates give the correct answer.

Student 1: Was there a girl in the house?

Student 2: Yes, there was. Alice was there.

Student 1: Were there any boys in the house?

Student 2: Yes, there were. Tom and Jack were there.

Student 1: Were there two girls in the house?

Student 2: No, there weren't.

Student 1: Were the Greens in the car?

Student 2: No, they weren't. The Browns were.

21.20 Add a plural negative comment with *but*. Use the sentences in 21.16 and the following guide words.

1. **pictures** **floor** There was a picture on the wall, but there weren't any pictures on the floor.
2. **spots** **wall** There was a spot on the ceiling, but there weren't any spots on the wall.

21.21 Fill in the blanks with *am, is, are, was, were*.

1. It _____ a nice day today.
2. It _____ cool and clear last night.
3. It _____ rainy last week.
4. It _____ sunny this morning.
5. It _____ very cold last winter.
6. They _____ in New York last week.
7. Betty _____ in New York last week.
8. Where _____ you last night?
9. I _____ not sick now, but I _____ sick yesterday.
10. _____ there any pictures on the wall?
11. There _____ two boys in the house.
12. _____ there anyone with Jack and Alice?

21.22 Change these sentences into the past tense. *

1. It's quite cool this morning.
2. It's cool and rainy.
3. It's very hot in the afternoon.
4. Betty and Sue are in New York.
5. Sue is at home.
6. Mr. Clark is sad.
7. I'm sick.
8. Alice and Doris are happy.
9. There's a map on the wall.
10. There are some books on the desk.
11. There isn't anyone in the car.
12. There are two girls in the house.



21.23 Read the following selection with your teacher:

THE ANTS AND THE BREAD

Yesterday we were walking home from school. We were very happy. Vacation was near. It was a nice day. The sun was shining and it was warm. On the road there was a black spot. The spot was moving. We were surprised. We were very curious. What was this spot?

On the road there was a piece of bread. There were many black ants on the bread. The black spot was an army of ants! They were pulling the bread to their nest. They were helping each other.

The ants were moving to a little hill. On the hill there were many ants. In a few minutes they were all working together. They were moving in a long line and they were pulling the bread.

This morning there weren't any ants on the road. We were disappointed.

21.24 Re-read "The Ants and the Bread." Then try to answer the questions below. If you cannot answer, use *I don't know* or *I don't remember*.

1. What kind of day was it?
2. What kind of spot did they see on the road?
3. What was the "spot" doing?

Nouns: army, line, nest, road

Verbs: move

Adjectives: surprised, curious, disappointed

Other words: each other, near, together

LESSON TWENTY-TWO

WASHING THE DISHES A TRIP TO THE ZOO



Last night Alice washed the dishes for her mother.

Example I Alice washed the **dishes** last night.

Nouns: *bowl(s)* = /z/, *dish-dishes(es)* = /ɪz/, *plate(s)* = /s/ /
Plates, cups and bowls are dishes.

22.1 Give the base form of the verb and have classmates give the past form.

-ed = /t/	-ed = /d/	-ed = /ɪd/
wash-washed	study-studied	paint-painted
walk-walked	open-opened	count-counted
work-worked	close-closed	want-wanted
help-helped	live-lived	plant-planted

22.2 Practice statements with *washed*. Use the nouns in the chart.

1. plates She washed the plates. She washed the plates last night.
2. cups She washed the cups. She washed the cups last night.
3. bowls She washed the bowls. She washed the bowls last night.
4. knives She washed the knives. She washed the knives last night.
5. forks She washed the forks. She washed the forks last night.

PUTN03
Example II Did Alice wash the **dishes** last night?

Yes, she did.

Did she study her **lessons** last night?

No, she didn't. She studied them this **morning** before school.

did + not = didn't

Nouns: chemistry, geography, history, lesson(s) = /z/, subject(s) = /s/

22.3 Ask questions with *did/wash*, or *did/study*. These are the subjects Alice studies: *English*, *history*, *geography*, and *chemistry*. Have classmates give affirmative or negative answers.

1. dishes	Did Alice wash the dishes?	Yes, she did.
2. lessons	Did Alice study her lessons?	No, she didn't.
3. English	Did Alice study English?	No, she didn't.
4. bowls	Did Alice wash the bowls?	Yes, she did.
5. history	Did Alice study history?	No, she didn't.
6. knives	Did Alice wash the knives?	Yes, she did.
7. cups	Did Alice wash the cups?	Yes, she did.
8. spoons	Did Alice wash the spoons?	Yes, she did.
9. geography	Did Alice study geography?	No, she didn't.
10. chemistry	Did Alice study chemistry?	No, she didn't.

22.4 Make right and wrong statements about Alice. Have your classmates correct you or agree with you.

Student 1: Alice studied English last night.

Student 2: No, she didn't. She washed the dishes.

Student 1: Alice washed the dishes last night.

Student 2: Yes, she did.

Student 1: Alice studied geography last night.

Student 2: No, she didn't. She studied English.

22.5 Make statements telling what various people studied. Have classmates add statements telling what those people are now. Use *medicine/doctor*, *engineering/engineer*, *law/lawyer*, *art/artist*, *English/teacher*.

Student 1: (*Dr. Smith*) studied medicine.

Now he's a doctor.

Student 2: (*Mr. Clark*) studied law.

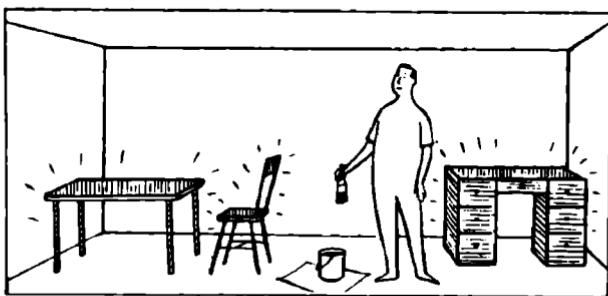
Now he's a lawyer.

Student 1: (*Mr. Moore*) studied engineering.

Now he's an engineer.

Student 2: (*Miss Green*) studied English.

Now she's an English teacher.



Mr. Green painted yesterday.

Example III Mr. Green painted the chairs, didn't he? Yes, he did.
He didn't paint the walls, did he? No, he didn't.

22.6 Use the chart. Make correct statements with tag questions which ask for agreement. Have classmates give short answers.

1. Mr. Green painted the chairs, didn't he? Yes, he did.
2. Mr. Green didn't paint the walls, did he? No, he didn't.
3. Mr. Green didn't paint the floor, did he? No, he didn't.

22.7 Use the chart. Make wrong statements with tag questions which ask for information. Have classmates give short answers.

1. Mr. Green painted the floor, didn't he? No, he didn't.
2. Mr. Green didn't paint the chairs, did he? Yes, he did.
3. Mr. Green didn't paint the table, did he? Yes, he did.

22.8 Add the tag questions.

1. Mr. Green painted the ceiling, _____?
2. Mr. Green didn't paint the floor, _____?
3. Mr. Green painted the table, _____?
4. Mr. Clark studied law, _____?
5. Miss Green didn't study French, _____?
6. Mr. Moore studied engineering, _____?



Mr. Clark is a lawyer.
He studied law.
He studied in New York.
He studied 30 years ago.



Mr. Moore is an engineer.
He studied engineering.
He studied in Illinois.
He studied 15 years ago.



Mr. Snow is a chemist.
He studied chemistry.
He studied in California.
He studied 18 years ago.

Example IV

Mr. Clark studied law.

What did he study? Law.

What did Mr. Moore study? Engineering.

Noun: chemist(s) = /s/

22.9 Use the chart. Make statements about *Mr. Clark*, *Mr. Moore*, and *Mr. Snow*. Have classmates ask echo questions with *what*, *where*, and *when*.

Student 1: Mr. Clark studied in New York.

Student 2: Where did he study?

Student 1: In New York.

Student 1: Mr. Moore studied engineering fifteen years ago.

Student 2: When did he study?

Student 1: Fifteen years ago.

Student 1: Mr. Snow studied chemistry.

Student 2: What did he study?

Student 1: Chemistry.

Student 1: Mr. Moore studied engineering in Illinois.

Student 2: Where did he study?

Student 1: In Illinois.

22.10 Ask *what*, *when*, and *where* questions about the people in the chart. Have classmates give short answers.

1. What did Mr. Moore study? Chemistry.
2. Where did Mr. Clark study? In New York.
3. When did Mr. Snow study? Fifteen years ago.

Irregular verb: have-had

22.11 Practice *What did*, *When did*, and *Where did* questions. Use *breakfast*, *lunch*, and *dinner*.

1. What did you have for (*breakfast*)? I had (*milk*) for (*breakfast*).
2. What did you have for (*lunch*)? I had (*tea*) for (*lunch*).
3. What did you have for (*dinner*)? I had (*fish*) for (*dinner*).

Irregular verb: drink-drank

22.12 Practice *How much did*. Use the vocabulary practiced in Lesson Eighteen.

1. How much (*milk*) did you drink? I drank (*two glasses*).
2. How much (*tea*) did you drink? I drank (*one cup*).

22.13 Practice *How many did*. Use the vocabulary practiced in Lesson Eighteen.

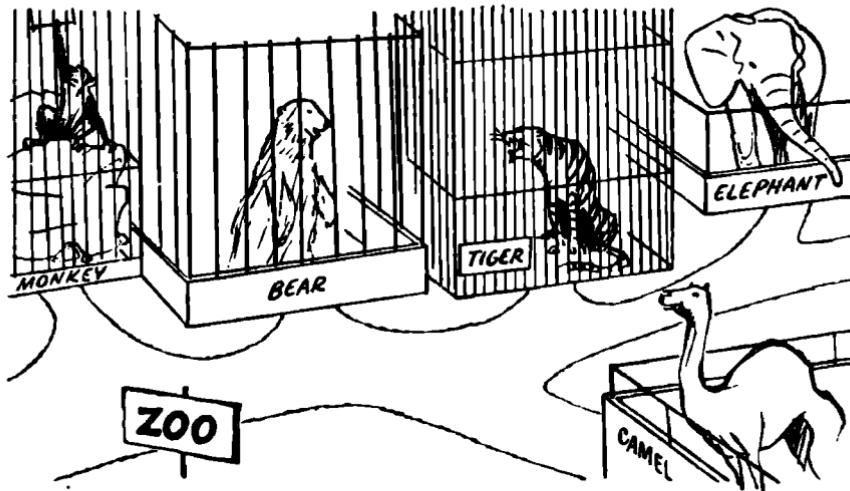
1. How many (*cups of coffee*) did you drink? I drank (*two cups*).
2. How many (*cups of tea*) did you drink? I drank (*one cup*).

Irregular verb: go-went

22.14 Practice *go* and *went* using selected exercises from those in Lesson Sixteen.

1. (16.1) class to class I went to class every day.
2. (16.4) We didn't go to class late. We went early.
3. (16.8) We went to work early, but they didn't.
4. (16.11) Student 1: Did you go to school early or late?
Student 2: I went to school (*early*).
Student 1: Did you go to work early or late?
Student 2: I went to work (*early*).
Student 1: Did you go to class early or late?
Student 2: I went to class (*late*).

Dick's class went to the zoo yesterday. They saw the animals. They talked about them. Here is a zoo. And here are the animals.



Example V

Which animals did they **talk** about?

They talked about the **bears**.

Nouns: *animal(s)* = /z/, *bear(s)* = /z/, *tiger(s)* = /z/, *elephant(s)* = /s/, *zoo(s)* = /z/, *camel(s)* = /z/, *monkey(s)* = /z/

Regular verb: *see-saw*

Irregular verb: *talk(ed)* = /t/

22.15 Ask questions with *did* and have classmates give affirmative answers. Then ask questions with *what* and *see* and have classmates answer. Use *animal*, *bear*, *tiger*, *elephant*, *monkey*, *camel*.

Student 1: Did they go to the zoo yesterday?

Student 2: Yes, they did.

Student 1: What did they see there?

Student 2: They saw the animals.

Student 1: What animals did they see?

Student 2: They saw the tigers and the elephants.

Student 1: Did they see the bears?

Student 2: Yes, they did. They saw the bears, too.

22.16 Ask questions with *did* and have classmates give affirmative answers. Then ask questions with *how many* and have classmates answer. Use *bears/twelve, tigers/four, monkeys/fifty, elephants/three, camels/five*.

Student 1: Did they see any (*bears*) there?

Student 2: Yes, they did.

Student 1: How many (*bears*) did they see?

Student 2: They saw (*twelve*).

22.17 Ask questions with *did* and have classmates give affirmative answers. Then ask questions with *which* and have classmates answer. Use the nouns used in 22.16.

Student 1: Did they talk about the (*animals*)?

Student 2: Yes, they did.

Student 1: Which (*animals*) did they talk about?

Student 2: They talked about the (*bears*).

22.18 Ask questions about Bill. Use the question words given.

1. Dick talked about the bears. What (*did Bill talk about*)?
2. Jane liked the bears. Which animals _____?
3. Dick went to the zoo yesterday. When _____?
4. Dick went to the zoo. Where _____?
5. Jane saw the camels. Which animals _____?

Example VI Alice didn't go to the zoo. She was sick.

The other students talked about her. They missed her.

Jane talked about Alice.

Who talked about Alice? Jane did.

Who(m) did Jane talk about? Alice.

Verb: miss(ed) = /t/

22.19 Ask two questions with *who*. Change the order, sometimes asking *Who did* and other times asking *Who talked*. Be sure classmates give the right answer.

Who talked about Alice? Jane did.

Who did Jane talk about? Alice.

1. Bill talked about Alice.
2. Jane missed Alice.

22.20 Read the following selection with your teacher:

A TRIP TO THE ZOO

Our class went to the zoo yesterday morning. We were very early, and the zoo was closed. We waited at the gate for ten minutes. Then a man opened the zoo, and we hurried inside.



What did we see? We saw a lot of animals. First we looked at the monkeys. They were hanging by their tails and talking to each other.

Then we saw a little bear. He was two feet tall and very fat. He looked like a little black ball.

Next we looked at a camel. He had one hump. Our teacher said, "The camel is a useful animal. It carries heavy loads, and sometimes goes without water for three days."

Then we looked at the tiger. He was eating his breakfast. Was the tiger yellow with black stripes? Or was he black with yellow stripes? Everyone wondered. Do you know?

Nouns: gate, tail, ball, hump, load, stripe

Verbs: carry, hang, look like, talk, wait, wonder

Adjective: useful

Other words: inside, without

22.21 Reread the selection in 22.20 and answer the following questions:

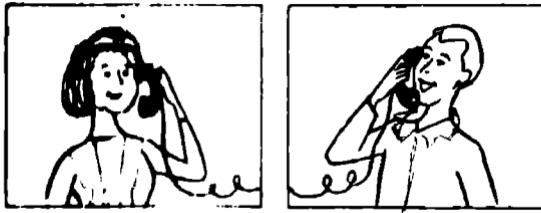
1. Where did the class go yesterday morning?
2. What were the monkeys doing?
3. What did the bear look like?
4. How many humps did the camels have?
5. Are camels useful? Why?
6. What was the tiger doing?
7. What did everyone wonder?

22.22 Retell the story in 22.20 in your own words.

LESSON TWENTY-THREE

THE TRIP TO NEW YORK

A STRING TELEPHONE



Bob White is talking to Betty Brown. They're talking on the telephone.

23.1 A TELEPHONE CONVERSATION. Read the following selection with your teacher:

Bob White called up Betty Brown last night. They talked about Betty's trip to New York the week before.

Bob: Hello? Betty? This is Bob.

Betty: Hello, Bob. How are you?

Bob: Fine thanks. And how are you?

Betty: I'm fine. But I'm tired.. I just got back from New York.

Bob: You did? When did you go to New York?

Betty: Last Tuesday. A week ago.

Bob: Did you have a good time?

Betty: Yes, I did. I went with Sue Green. We went to two plays and we went shopping.

Bob: Welcome home. Are you coming to our house tonight? We're going to have a party.

Betty: Yes, I am. I remember.

Bob: Fine! See you tonight. Goodbye.

Betty: Goodbye.

Noun: play

Adjective: welcome

Other words: just

Phrase: go shopping

Example I	Bob called up Betty. Bob called her up. Who called Betty up? Bob did. Bob called her up. Who(m) did Bob call up? Betty. He called Betty up.
------------------	--

Verb: *call(ed)* = /d/ up

23.2 Make statements with pronoun objects.

1. Bob called up Betty.	(<u>Bob called her up</u>). _____
2. Jane called up Mary.	_____
3. Mr. Brown called up Bill.	_____
4. We called up Jane's sisters.	_____
5. They called up Tom's brother.	_____

23.3 Ask questions with *who* as subject. Have classmates answer.
Use *Tom/Bill, Dick/Tom, Mary/Alice, Mr. Brown/ Mr. Green, Mrs. Brown/Mrs. Clark.*

Student 1: Who called Tom up?

Student 2: Bill did. Bill called him up.

Student 1: Who called Dick up?

Student 2: Tom did. Tom called him up.

Student 1: Who wrote Mary a letter?

Student 2: Alice. Alice wrote her.

Student 1: Who wrote Alice a letter?

Student 2: Mary. Mary wrote her.

23.4 Ask questions with *who(m)* as object. Have classmates answer. Use the items in 23.3 in reverse.

Student 1: Who did Bill call up?

Student 2: Tom. He called Tom up.

Student 1: Who did Tom call up?

Student 2: Dick. He called Dick up.

Example II Miss Brown went to New York a **week** ago.
She got back last **Friday**.

Verbs: *get back*-*got back*, *go*-*went*

23.5 Ask pairs of questions with *when*. Have classmates answer. Use *Miss Brown, Betty, Betty and Sue, they, she*.

Student 1: When did (*Miss Brown*) go to New York?

Student 2: A week ago. (*She*) went to New York a week ago.

Student 1: When did (*she*) get back?

Student 2: Last Friday. (*She*) got back last Friday.

Student 1: When did (*Betty*) go to Miami?

Student 2: A month ago. (*She*) went to Miami a month ago.

Student 3: When did (*she*) get back?

Student 4: Today. (*She*) got back today.

Example III How long did *Betty Brown* stay in New York?

She stayed for three days.

She stayed only three days.

Verb: stay(ed) = /d/

23.6 Ask questions with *how long*. Have classmates give two answers, one with *for* and one with *only*. Use *Miss Brown, Betty, Betty and Sue, she, they*.

Student 1: How long did (*Miss Brown*) stay in New York?

Student 2: She stayed for three days. She stayed only three days.



Betty and Sue went shopping. They looked at coats.

Example IV

One coat is **black**.

The other coat is **white**.

The other is **white**.

One coat is black.

The other coats are **white**.

The others are **white**.

Betty said:

I have **one** coat. But I need **another**.

23.7 Fill in the blanks with *another*, *the other*, *the others*.

1. There were two coats. Betty liked one. Sue liked _____.
2. Betty has a good coat, but she needs _____.
3. There were ten coats. Six were white. _____ were black.
4. You have a good sweater. Do you need _____?
5. I don't need _____ sweater, but I want one.
6. I don't want these shirts. I want _____.
7. I don't like these shirts. I like _____ shirts.
8. She had a blue skirt, but she wanted _____.
9. Did she like this coat or _____?
10. This coat is old. I need _____.

Example V **Betty went to New York a week ago. So did Sue.**

But Alice didn't.

Alice didn't go to New York. Neither did Doris.

Bill was short. So was Jim.

Jane wasn't sick. Neither was Alice.

23.8 Fill in the blanks with *so did*, *neither did*, or *but*.

1. Betty went to New York. (*So did*) Sue.
2. Doris didn't go to New York. _____ Alice.
3. Sue went to New York. _____ Betty.
4. Betty went to New York. _____ Alice didn't.
5. Alice didn't go to New York. _____ Sue did.

23.9 Use the charts on pages 20 and 24. Add correct statements with *so*, *neither*, or *but*. Pretend that you are talking about people you are trying to remember. Use *was* and *were*, not *is* and *are*.

1. Dick was thin. _____ Jim.
2. Tom was young. _____ Jim and Jack.
3. Mr. Brown was tall. _____ Bill _____.
4. Mary wasn't sad. _____ Doris _____.
5. Mary was happy. _____ Mrs. Brown _____.
6. Mr. Clark was fat. _____ Mr. Green.
7. Mr. Black was a farmer. _____ Mr. Green.
8. Mr. Gray wasn't a pilot. _____ Mr. White.

23.10 Use the charts on pages 20 and 24. Add complete statements.

1. Mr. Brown was a farmer. But _____.
2. Jane wasn't a teacher. Neither _____.
3. Mr. White and Mr. Green were pilots. But _____.
4. Miss Brown was a teacher. So _____.
5. Miss Brown and Miss Green were teachers. But _____.

23.11 Add short comments with *so* or *neither*.

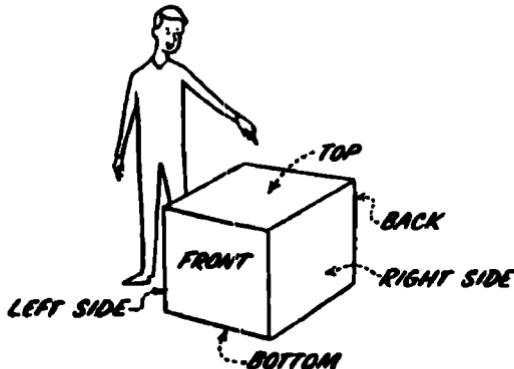
Teacher: Tom and Jane went to the zoo. Tom went to the zoo.

Student: So did Jane.

Teacher: Alice and Mary didn't go to the zoo.

Student: Alice didn't go to the zoo.

Teacher: Neither did Mary.



This is a box.

Example VI

Here's the top of the box.

Nouns: side, top, bottom, back, front

23.12 Get a large box. Go to the front of the class and point to the top, the bottom, etc. As you point, make a complete statement.

Student 1: Here's the front of the box.

Here's the back of the box.

23.13 Read the following selection with your teacher:



A week ago we talked to our friends in another class. We didn't have a telephone. So we made one.



What do you need for a string telephone? You need two small cans and some string. That's all. How did we make the telephone? First we cut the tops. Then we punched a hole in the bottom of the cans.

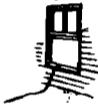


What did we do next? We put one end of the string through the hole in one can. We tied a big knot. Then we put the string through the other hole and tied the other knot. The teacher said: "Now you have a string telephone! Let's try it."

We opened the window of our room. Tom called Bill in the other room: "Open your window and catch this can. I'm going to throw it."

Then Tom talked into the telephone to Bill. Bill listened. But nothing happened! Tom talked again, but Bill didn't hear him. He tried again. Again nothing happened.

"Wait a minute," our teacher said. "Let's look at our telephone. Maybe something's wrong."



We looked at the telephone. Something was wrong. The string was touching the window. We tried again.

The students watched and waited. The teacher watched too. Again Tom talked to Bill. This time Bill laughed and waved. "I hear you, I hear you," he said.

Our telephone worked!

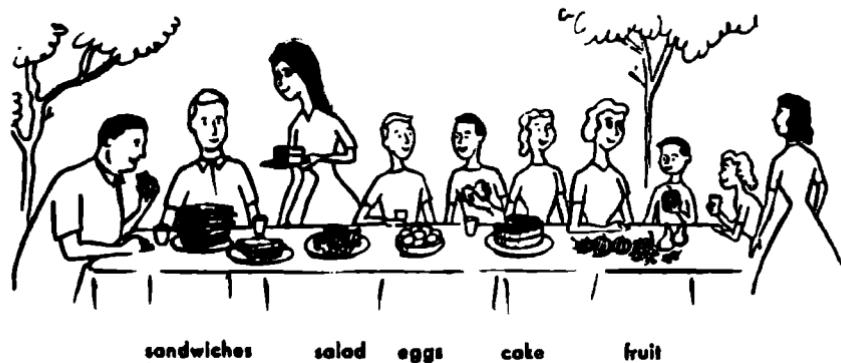
Nouns: *string, hole, end, knot*

Verbs: *make-made, cut-cut, punch-punched, tie-tied, put-put, try-tried, catch, throw, happen-happened, hear, touch, watch-watched, laugh-laughed, wave-waved*

Other words: *through, into, next, nothing*

LESSON TWENTY-FOUR

A PICNIC MICE AND FOOD



Last week the Browns and Greens went on a picnic near the Brown farm. They had lots of good food.

Example I

**Everything looked good.
It tasted good, too.**

Noun: farm(s) = /z/

Verbs: look(ed) = /t/, taste(ed) = /d/

Adjective: good

24.1 Point to the chart and make statements with *looks* and *tastes*.

1. Everything looks good. It tastes good, too.
2. The sandwiches look good. They taste good, too.
3. The eggs look good. They taste good, too.

24.2 Point to the chart and make statements with *looked* and *tasted*.

1. Everything looked good. It tasted good, too.
2. The salad looked good. It tasted good, too.
3. The cake looked good. It tasted good, too.

24.3 Ask questions with *did*. Have classmates answer.

Student 1: Did everything look good?

Student 2: Yes, it did. And it tasted good, too.

24.4 Ask questions about the picnic with *what*, *who*, *where*, *when*, *how much* and *how many*. Have classmates give complete answers.

Teacher: The Browns and the Greens went.

Student 1: Who went on the picnic?

Student 2: The Browns and the Greens went on a picnic.

Teacher: They went near the Brown farm.

Student 1: Where did they go on the picnic?

Student 2: They went near the Brown farm.

Teacher: They went last week.

Student 1: When did they go on the picnic?

Student 2: They went last week.

Teacher: They ate sandwiches and salad.

Student 1: What did they eat?

Student 2: They ate sandwiches and salad.

Teacher: Everything tasted good.

Student 1: What tasted good?

Student 2: Everything tasted good.

Teacher: There were ten people.

Student 1: How many people were there at the picnic?

Student 2: There were ten people at the picnic.

Teacher: They had lots of food.

Student 1: How much food did they have?

Student 2: They had lots of food.

Teacher: There were two families.

Student 1: How many families were there at the picnic?

Student 2: There were two families at the picnic.

Teacher: They ate lots of food.

Student 1: How much food did they eat?

Student 2: They ate a lot of food.

Teacher: They ate a lot of eggs.

Student 1: How many eggs did they eat?

Student 2: They ate a lot of eggs.



Everyone looked tired except Jack and Doris.

Example II

Jack looked tired. No, he didn't.

Betty looked tired. Did she? She did?

Doris didn't look tired. Didn't she? She didn't?

Adjective: tired

24.5 Make statements about the Browns and the Greens. Have classmates add correct affirmative or negative comments:

1. Jack didn't look tired.	No, he didn't.
2. Doris and Jack looked tired.	No, they didn't.
3. Alice and Tom looked tired.	Yes, they did.
4. Dick looked tired.	Yes, he did.
5. Mr. Green looked tired.	Yes, he did.
6. Alice and Doris looked sad.	No, they didn't.
7. Jack and Dick looked happy.	Yes, they did.

24.6 Make statements about the Browns and Greens. Have classmates ask short questions to show they are listening.

1. Betty looked tired.	She did? (or) Did she?
2. Mr. Brown looked tired.	He did? (or) Did he?
3. Doris didn't look tired.	Didn't she? (or) She didn't?
4. Mr. and Mrs. Green looked tired.	Did they? (or) They did?
5. Jack and Doris didn't look tired.	Didn't they? (or) They didn't?
6. Alice and Doris didn't look happy.	Didn't they? (or) They didn't?
7. Jack and Dick looked happy.	Did they? (or) They did?

24.7 **ADJECTIVE REVIEW: WHAT DOES THE WORD MEAN?** The class is divided into two teams. A student from one team picks an adjective from the list below. Here is the rest of the game in dialogue form:

Verbs: mean, say-said

Student on Team 1

Big.
I said *big*.
Big means *not small*.

Student on Team 2

What did you say?
What does *big* mean?

Use these adjectives: *black, closed, cold, cool, early, bad, fat, good, happy, healthy, heavy, high, hot, light, long, low, left, late, old, open, narrow, new, right, sad, sick, short, small, tall, thin, wide, white, warm, wrong, young*.

24.8 **REVIEW OF LETTERS OF THE ALPHABET.** Pick a word from the final vocabulary list. Write it on the board. Here is the rest of the exercise in dialogue form:

Noun: letter(s) = /z/

Verbs: begin(s) = /z/, end(s) = /z/

Student 1

What word is this?
What letter does *box* begin with?
What letter does *box* end with?
Spell *box*.

Student 2

box.
It begins with *b*.
It ends with *x*.
b-o-x.



24.9 **Read the following selection with your teacher:**

MICE AND FOOD

Scientists study mice. Mice are important. Foods that are good for mice are good for us.

A year ago our class studied mice, too. We tried an experiment. We had six white mice. They were fat and happy. Three mice ate only tea and toast. Three mice ate meat, milk and eggs. Which mice were going to stay fat and happy? Which mice were going to become thin and sad?

We fed them every morning and night. Every night we weighed them. We studied their behavior, too. In one month we had some answers to our questions.

Three of the mice were sad and thin. They looked sick. Their noses were blue. Their eyes were closed and their tongues were dry. They sat by the wall and looked old. Was anything wrong? Something was wrong. They ate only tea and toast.

The three others were happy and fat. They looked healthy. They played together. They ate good food. They ate only meat, milk and eggs.

Some foods are good for mice. These foods are good for us, too.

Nouns: *mouse-mice, scientist, experiment, behavior, nose, tongue*

Verbs: *become, feed-fed, weigh-weighed, sit-sat*

Adjectives: *important, dry*

Phrase: *be good for*

24.10 Reread the selection in 24.9 and answer the following questions:

1. Why do scientists study mice?
2. How many mice did the class have in its experiment?
3. What did the mice eat?
4. At the end of the experiment, how did the mice look?
5. What foods were good for the mice?

24.11 Close your book and describe the experiment in 24.9.

24.12 REPORTING ON EXPERIMENTS. Tell the class about some experiment you have carried out.

1. What did you use for your experiment?
2. How did you carry out your experiment?
3. What did you discover?

LESSON TWENTY-FIVE

CLASS INTERVIEWS



Example 1 When were you born? I was born in 1951.
When was Mr. Brown born? He was born in 1917.
Where were you born? I was born in New York.
What city were you born in? New York.
What country were you born in? The United States.
Where are you from? I'm from New York.

Nouns: city-cities(es) = /z/, country-countries(es) = /z/

25.1 Give names and dates of birth. Have classmates ask questions using the names and dates and have other classmates answer. Use *Mr. Brown/1917, Mrs. Brown/1921, Dick Brown/1948, Doris Brown/1951, Dr. Smith/1922*.

Student 1: Mr. Brown—1917
Student 2: When was Mr. Brown born?
Student 3: He was born in 1917.

Student 1: Mrs. Brown—1921
Student 2: When was Mrs. Brown born?
Student 3: She was born in 1921.

25.2 Ask your classmates about their date of birth and have them answer.

Student 1: When were you born?
Student 2: I was born in (1950). When were you born?
Student 1: I was born in 1950, too.

25.3 Ask your classmates questions about their place of birth.**Student 1:** Where were you born?**Student 2:** I was born in (*New York*).**Student 1:** Where are you from?**Student 3:** I'm from (*Canada*).**25.4 Ask your classmates questions about their place of birth.****Student 1:** What country were you born in?**Student 2:** I was born in (*Canada*).**Student 1:** What city were you born in?**Student 2:** I was born in (*Montreal*).**Example II** **When were you born?** I was born in **1950**.

Then you're twelve years old, aren't you?

You aren't twelve years old, are you?

You weren't born in 1950, were you?

You weren't born in 1950, were you?

25.5 Complete the sentences by adding tag questions.

1. Mr. Brown was born in 1917, (wasn't he)?
2. Mrs. Brown was born in 1921, _____?
3. Bill was born in 1949, _____?
4. Doris was born in 1951, _____?
5. Dr. Smith was born in 1922, _____?

25.6 Complete the sentences by adding tag questions.

1. Jack's from New York, (isn't he) ?
2. Jim isn't from Chicago, _____?
3. Alice is from London, _____?
4. The girls weren't from Australia, _____?
5. The boys are from Canada, _____?
6. The man was from Scotland, _____?
7. The woman isn't from France, _____?
8. You aren't from Miami, _____?

25.7 Ask questions about the date of birth of the people mentioned in 25.1 and have classmates answer. Then make correct statements with negative tag questions which ask for agreement. Have classmates give affirmative answers. Use *Mr. Brown/1917/45, Mrs. Brown/1921/41, Bill/1949/13, Doris/1951/11, Dr. Smith/1922/40*, changing the age according to the current year.

Student 1: When was Mr. Brown born?

Student 2: He was born in 1917.

Student 1: Then he's (45) years old, isn't he?

Student 2: Yes, he is.

Student 1: When was Mrs. Brown born?

Student 2: She was born in 1921.

Student 1: Then she's (41) years old, isn't she?

Student 2: Yes, she is.

25.8 Repeat the procedure in 25.7, but make negative statements with affirmative tag questions that show surprise.

Student 1: When was Mr. Brown born?

Student 2: He was born in 1917.

Student 1: He isn't (45) years old, is he?

Student 2: Yes, he is. (or) No, he isn't.

25.9 Ask questions about the date of birth of classmates and have them answer. Then make correct statements with negative tag questions which ask for agreement. Have classmates give affirmative answers.

Student 1: When were you born?

Student 2: In (1950).

Student 1: Then you're (12) years old, aren't you?

Student 2: Yes, I am.

25.10 Repeat the procedure in 25.9, but make negative statements with affirmative tag questions that show surprise.

Student 1: When were you born?

Student 2: In (1950).

Student 1: You're not (12) years old, are you?

Student 2: Yes, I am. (or) No, I'm not.

Example III Aren't you 12 years old? Yes, I am.

Aren't you 13 years old? No, I'm not. I'm twelve.

Weren't you born in 1950? Yes, I was.

Weren't you born in 1949? No, I wasn't.

I was born in 1950.

25.11 Give guide words and have classmates ask negative questions. Have other classmates give affirmative answers. Use *he/New York, she/Chicago, they/London, the girls/Australia, the boys/Canada*.

Student 1: *he* New York

Student 2: Isn't he from New York?

Student 3: Yes, he is.

Student 1: *she* Chicago

Student 2: Isn't she from Chicago?

Student 3: Yes, she is.

25.12 Ask negative questions using the names and dates in exercise 25.1. Have classmates give the proper affirmative or negative answer.

Student 1: Isn't Mr. Brown 45 years old?

Student 2: Yes, he is.

Student 1: Isn't Mrs. Brown 41 years old?

Student 2: Yes, she is.

25.13 Ask negative questions about age and place of birth. Have classmates give correct answers.

Student 1: Aren't you from (*London*)?

Student 2: Yes, I am. (or) No, I'm not.

Example IV How tall are you? Four feet, eleven inches.

How much do you weigh? Eighty pounds.

You don't weigh 80 pounds, do you?

Don't you weigh 90 pounds?

Nouns: foot-feet, inch(es) = /ɪz/

Verb: weigh(s) = /z/—(ed) = /d/

12 inches = 1 foot
1 foot = 30.48 centimeters
3.28 feet = 1 meter
1 pound = .45 kilogram
2.2 pounds = 1 kilogram

25.14 Give guide heights and weights and have classmates ask questions. Have other classmates answer. Use *Bill/5'1"/87 lbs., Sue/5'1"/88 lbs., Dick/5'1"/90 lbs., Doris/5'2"/91 lbs., Tom/5'/85 lbs.*

Student 1: Bill five feet, one inch
Student 2: How tall is Bill?
Student 3: Five feet, one inch.
Student 1: Bill eighty-seven pounds
Student 2: How much does he weigh?
Student 3: He weighs eighty-seven pounds.

25.15 Ask questions about height and weight. Have classmates answer.

Student 1: How tall are you?
Student 2: I'm (*five feet, two inches*) tall.
Student 1: How much do you weigh?
Student 2: I weigh (*ninety*) pounds. How tall are you?
Student 1: I'm (*five feet, four inches*) tall.
Student 2: How much do you weigh?
Student 1: I weigh (*ninety-five*) pounds.

25.16 Complete the sentences with negative tag questions.

1. Bill is 5'1" tall, (isn't he) ?
Bill weighs 87 pounds, (doesn't he) ?
2. Sue is 5'1" tall, _____?
Sue weighs 88 pounds, _____?
3. Dick is 5'1" tall, _____?
Dick weighs 90 pounds, _____?
4. Doris is 5'2" tall, _____?
Doris weighs 91 pounds, _____?
5. Tom is 5' tall, _____?
Tom weighs 85 pounds, _____?

25.17 Ask negative questions using the guide heights and weights in 25.14. Change the numbers so that sometimes a negative answer is required. Have classmates answer.

Student 1: Isn't Bill five feet, one inch tall?

Student 2: Yes, he is.

Student 1: Doesn't he weigh eighty-eight pounds?

Student 2: No, he doesn't. He weighs eighty-nine pounds.

Student 1: Isn't Tom five feet tall?

Student 2: Yes, he is.

Student 1: Doesn't he weigh eighty-five pounds?

Student 2: Yes, he does.

25.18 Read the sentences below. Then cover up the tag questions with your hand and read the sentences again. Can you give the tag question without looking?

1.	Dick didn't live in New York,	did he?
2.	You were born in 1950,	weren't you?
3.	You weren't born in 1950,	were you?
4.	Tom is five feet tall,	isn't he?
5.	Sue isn't twenty years old,	is she?
6.	Sue is thirteen years old,	isn't she?
7.	You weigh ninety pounds,	don't you?
8.	You don't weigh seventy pounds,	do you?
9.	Bill has two brothers,	doesn't he?
10.	Mary had three sisters,	didn't she?
11.	Everything tasted good,	didn't it?
12.	The sandwiches looked good,	didn't they?
13.	The Clarks went on the picnic,	didn't they?
14.	The Greens went,	didn't they?
15.	Mr. Brown wasn't born in 1916,	was he?

WORDS DRILLED IN THE EXERCISES

(Numbers Refer to the Page on Which the Word Is First Introduced)

a	1	by	75	word)	90
about	142	cake	105	doctor	27
actor	26	calendar	36	door	1
after	33	call up	146	draw	55
afternoon	35	camel	142	dress	115
ago	148	car	41	drink	96
always	113	ceiling	41	drive	89
am	27	cent	106	ear	51
an	26	chair	1	early	90
and	24	cheese	105	eat	96
animal	142	chemistry	138	editor	26
another	103	cherry	68	egg	96
any	44	Chinese	84	either	116
apple	68	chocolate	104	elephant	142
architect	26	church	89	end	154
are	9	city	156	engineer	26
arm	51	class	89	engineering	84
art	84	clear	129	English	84
artist	26	clock	32	evening	35
ask	81	close	53	ever	125
at	35	closed	9	every	89
aunt	67	clothes	111	everyone	153
back (come back)	73	cloudy	129	everything	151
back (of the box)	149	coat	13	except	153
bag	9	coffee	96	eye	51
be	84	cold	121	fall (season)	110
bear	142	color	15	family	60
before	110	come	110	farm	151
begin	154	come back	73	farmer	24
big	3	cool	121	fat	18
black	3	cool off	131	father	60
blackboard	41	cotton	111	few	107
blouse	115	count	55	fine	52
blue	13	country	156	first	50
book	9	cousin	67	fish	96
born	156	cup	62	floor	41
bottom	149	date	39	flour	106
bowl	137	daughter	67	flower	67
box	1	day	36	foot (part of body)	51
boy	18	desk	1	foot (measure- ment)	159
bread	96	did	138	for	96
breakfast	96	dinner	96	fork	62
brother	60	dish	137	friend	67
bus	75	do (verb)	61		
but	21	do (structure)			

from	49	kind (of)	68	never	125
front	149	knife	62	new	3
fruit	96	language	84	next (week)	37
game	55	last (name)	50	night	35
garden	67	last (week)	130	no	3
geography	138	late	90	noon	35
German	84	law	84	not	3
get	123	lawyer	24	now	55
get back	146	leave	73	number	32
girl	18	left	51	o'clock	32
glass	60	leg	51	of	36
glove	13	lesson	138	off	123
go	73	let's	53	often	121
going (to)	78	letter (writing)	55	old	3
good	151	letter (alphabet)	154	on (place word)	41
green	13	light	111	on (time word)	73
hand	51	like	100	one	23
happy	18	little	107	only	147
have	78	live	86	open (adjective)	9
hat	123	long	13	open (verb)	53
he	18	look	151	or	17
healthy	18	look (at)	117	other	147
heavy	111	lot	107	our	69
help	60	low	3	ours	69
her	50	lunch	96	paint	60
here	13	man	18	party	78
hers	70	many	107	peach	68
high	3	map	41	pear	68
him	80	may	123	pen	41
his	50	maybe	123	pencil	41
history	138	me	80	picnic	78
home	89	mean	154	picture	41
hot	121	meat	96	pie	105
hour	46	medicine	84	piece	105
house	41	midnight	35	pilot	24
how	47	milk	96	plane	75
how long	147	mine	69	plant	67
how many	45	minute	33	plate	137
how much	105	miss	143	play	55
hurry	89	monkey	142	please	53
I	27	month	36	pound	106
in (time word)	35	morning	35	put on	123
in (place word)	41	mother	60	question	81
inch	159	much	108	quite	129
is	1	my	50	rain	124
it	1	name	50	rainy	129
juice	96	narrow	3	read	55
just	107	neither	148	red	13

remember	133	sugar	106	us	80
ride	89	summer	110	usually	121
right (left)	51	sunny	129	very	107
right (wrong)	64	sweater	13	walk	89
room	41	table	1	wall	41
rug	41	take off	123	want	104
run	89	talk (about)	142	warm	121
Russian	84	tall	18	warm up	131
sad	18	taste	151	was	129
salad	96	tea	96	wash	60
sandwich	96	teacher	24	water	96
say	54	tell	78	we	27
school	89	than	23	wear	111
season	130	thank (you)	123	week	36
second	46	thanks	48	weigh	159
see	142	that	13	were	132
shall	54	the	5	what	2
she	18	their	50	when	73
ship	75	theirs	69	where	41
shirt	13	them	53	which	51
shoe	13	then	121	white	3
short	13	there (place		who	20
sick	18	word)	13	whom	146
side	149	there (structure		whose	70
sing	55	word)	43	why	117
sister	60	these	14	wide	3
sit down	55	they	11	wii!	123
skirt	115	thin	18	window	9
small	3	this	1	windy	129
snow	124	those	14	winter	110
so	47	tiger	142	with	75
some	44	time	32	woman	18
sometimes	113	tired	153	wool	111
son	67	to	33	word	54
song	55	toast	96	work (verb)	67
soup	96	today	37	work (noun)	89
Spanish	84	tomorrow	37	write	55
spell	54	tonight	73	wrong	64
spoon	62	too	47	year	36
spot	44	top	149	yellow	13
spring	110	town	89	yes	3
stand up	55	train	75	yesterday	129
stay	147	tree	67	you	27
story	81	trousers	113	young	18
student	24	try on	117	your	44
study	84	uncle	67	yours	70
subject	138	up (call up)	146	zoo	142

NUMBERS

1 2 3 4 5 6 7 8 9 0

PUNCTUATION MARKS

• = period

, = comma

? = question mark

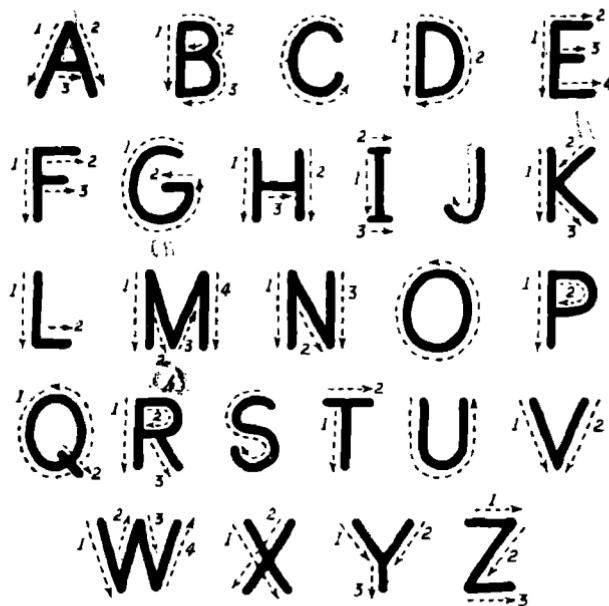
; = semicolon

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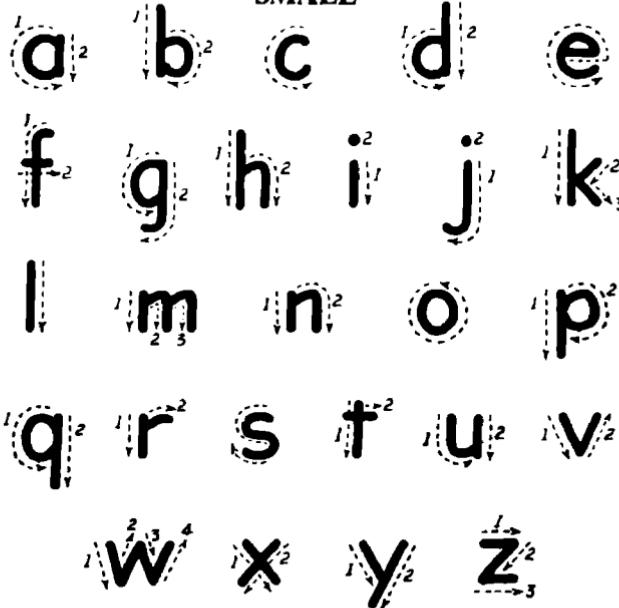
! = exclamation mark

“ ” = quotation marks

PRINT
CAPITALS



SMALL



PUTN003
CURSIVE (+ start)
CAPITALS

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

SMALL

a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z



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