

# Unit One

Nice to meet you.



## Target Language

- ❖ 'be' verb (am / are / is)
- ❖ Possessive adjectives (my / your / his / her / our)
- ❖ Numbers 0 - 20



Name : Q-rex  
Phone number : 032-234-5678



Name : Jason  
Phone number : 208-740-9876

Picture A



### LISTENING AND READING

1. Look at Picture A and watch your teacher playing the roles of Q-rex and Jason.

# Unit One

## GRAMMAR MEMO

### 'Hello' and 'Hi'

In informal situations, you say 'hi' to greet someone.

## 2. Read and listen.

**Q-rex** : Hello. I'm Q-rex. What's your name?  
**Jason** : My name's Jason.  
**Q-rex** : Nice to meet you, Jason.  
**Jason** : And you, Q-rex. Where are you from?  
**Q-rex** : I'm from the Philippines and I live in Cebu. Where are you from?  
**Jason** : I'm from England and I live in London. By the way, this is our dog.  
**Q-rex** : What's his name?  
**Jason** : His name's Fido. He's very friendly.  
**Q-rex** : Hi, Fido. This is our cat.  
**Jason** : What's her name?  
**Q-rex** : Her name's Adriana. She's very playful.  
**Jason** : Hi, Adriana.

## WRITING

## 3. Exercise

Put **am**, **are**, or **is** into the gaps and then write the questions for each statement.

- Q-rex ...is..... from Cebu. ....Is he from Cebu?.....
- I ..... Q-rex. ....
- This ..... our dog. ....
- His name ..... Fido. ....
- Dogs ..... friendly. ....
- You ..... from England. ....
- Cats ..... playful. ....
- They ..... playful. ....
- We ..... friends. ....

## Grammar Reference

### am / are / is

(person)	(singular)	(be verb)	(plural)	(be verb)
1st 2nd 3rd	I you he / she / it	am are is	we you they	are are are

### Positive

I	am	from Japan.
He She It	is	
We You They	are	

### Contraction

= I'm  
 = He's  
 = She's  
 = It's  
 = We're  
 = You're  
 = They're

### Question

Where	am	I	from?
	is	he she it	
	are	we you they	

### Linking verb "be" (am / are / is)

#### ADJECTIVE

He = friendly.  
 ↓  
 is  
 I = friendly.  
 ↓  
 ( )  
 You = friendly.  
 ↓  
 ( )

#### NOUN

This = our dog.  
 ↓  
 is  
 I = Q-rex.  
 ↓  
 ( )  
 You = Jason.  
 ↓  
 ( )

# Unit One

## 4. Listen and repeat.

Numbers 0 – 20

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

## 5. Say the numbers your teacher writes on the white board.

## 6. What's the phone number of Q-rex?

## 7. What's Jason's phone number?

### WRITING

## 8. Write the numbers your teacher says.

## 9. Write the contractions.

1. My name is → My name's
2. I am →
3. He is →
4. You are →
5. They are →
6. We are →
7. She is →

## 10. Complete the sentences. Use my, your, our, his, her, or ours.

**Q-rex** : Hello. \_\_\_\_\_ name's Q-rex. What's \_\_\_\_\_ name?

**Jason** : Hello. \_\_\_\_\_ name's Jason. This is \_\_\_\_\_ dog. \_\_\_\_\_ name's Fido.  
This dog is \_\_\_\_\_.

**Q-rex** : This is \_\_\_\_\_ cat. \_\_\_\_\_ name's Adriana. This cat is \_\_\_\_\_.

### GRAMMAR MEMO

my cat = mine    your cat = yours  
his cat = his    her cat = hers  
our cat = ours    their cat = theirs

E.g This is my cat. This is mine.

# Unit One

## 11. Complete the chart in Pronouns

<b>Subject pronouns</b>	I	you	he	she	we	they
<b>Possessive adjectives</b>	my	.....	.....	.....	.....	.....
<b>Possessive pronouns</b>	mine	.....	.....	.....	.....	.....

Grammar Reference					
<u>Possessive adjectives</u>			<u>Possessive pronouns</u>		
<u>(person)</u>	<u>singular</u>	<u>plural</u>	<u>singular</u>	<u>plural</u>	
1st	my	our	mine	ours	
2nd	your	your	yours	yours	
3rd	his / her	their	his / hers	theirs	
E.g. This is <b>his</b> racket. This is <b>their</b> car.			E.g. It's <b>his</b> . (= <b>his</b> racket) It's <b>theirs</b> . (= <b>their</b> car)		

## SPEAKING

## 12. Now answer your teacher's questions.

### Grammar Focus

- ◆ Linking Verb "be"
- ◆ Possessive adjectives and possessive nouns

## WRITING

### Check 1 Word order

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. name / Jason / my/ is / ./
2. am / London / I/ from / ./
3. is/ by/ dog/ this/ way/ our/ the/ ./
4. is/ dog/ friendly/ our/ very/ ./

# Unit Two

## How are you?



### Target Language

- ❖ My mother is from Spain.
- ❖ I have one sister.
- ❖ We live in London next door to Jason's family.
- ❖ We work in the same hospital.

#### <Key Vocabulary>

##### NOUNS

a student  
a nurse  
a pilot  
a dentist  
a brother  
a sister  
father + mother = parents  
Scotland  
Spain  
hospital

##### VERBS

live  
have  
work

##### ADJECTIVES

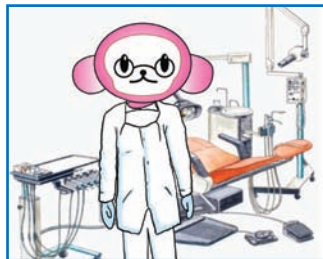
married  
same  
tall  
heavy  
short  
thin



Jason (20)



Qty (22)



#### GRAMMAR MEMO

**Nouns** are naming words (to name a person, animal, place, thing, and abstract idea).

A **verb** expresses the doing of an action or the existence of a state.

An **adjective** modifies a noun.

### LISTENING AND READING

1. Listen about Jason.
2. Read and listen.

My name is Jason and I am a student. I am 20. I am tall and heavy. I am not married. I don't have a brother, but I have a sister. Her name is Jane. She is a nurse. My father is from Scotland and my mother is from Spain. We live in London.

# Unit Two

## 3. Listen and repeat.

## 4. Listen about Q-ty.

## 5. Read and listen.

My name is Q-ty and I am a nurse. I am 22. I am short and thin. My father is a pilot. My mother is a dentist. I am not married. I'm an only child. We live in London next door to Jason's family. Jason's sister Jane is my best friend. We work in the same hospital.

## 6. Listen and repeat

### WRITING

## 7. Complete the text about Jason.

\_\_\_\_\_ name is Jason and I \_\_\_\_\_ a \_\_\_\_\_. I am 20. I am tall and \_\_\_\_\_. I am not married. I \_\_\_\_\_ have a brother, but I \_\_\_\_\_ a \_\_\_\_\_. Her name is Jane. She is a \_\_\_\_\_. My father is from Scotland and my mother is from Spain. We \_\_\_\_\_ in London.

## 8. Complete the text about Q-ty.

My \_\_\_\_\_ is Q-ty and I am a nurse. I \_\_\_\_\_ 22. I am short and \_\_\_\_\_. My father is a pilot. My mother is a \_\_\_\_\_. I am not married. I'm an \_\_\_\_\_ child. We live in London next \_\_\_\_\_ to Jason's family. Jason's sister Jane is my best \_\_\_\_\_, We \_\_\_\_\_ in the \_\_\_\_\_ hospital.

## 9. Write the answers.

1. Is Jason a pilot? .....
2. What's the name of Jason's sister? .....
3. Where is Jason's father from? .....
4. Where is Jason's mother from? .....
5. Is Jason thin? .....
6. Is Q-ty a student? .....
7. Is Q-ty married? .....
8. Is Q-ty tall? .....

### Grammar Reference

#### Verb to be

##### Yes/ No questions

<b>Is</b>	he she your father	a doctor? (noun)
<b>Are</b>	you we they	happy? (adjective)

##### Negative

I	am not	from Canada. (prep. phrase)
He	is not	
She	is not	
It	is not	
You	are not	
We	are not	
They	are not	

##### Short answers

**Yes, he is.**  
**No, she isn't.**  
**No, he isn't.**  
**Yes, I am.**  
**No, we aren't.**  
**No, they aren't.**

##### Contraction

**I'm not** ( ~~×~~ I amn't)  
**He isn't**  
**She isn't**  
**It isn't**  
**You aren't**  
**We aren't**  
**They aren't**

# Unit Two

## LISTENING AND REPEATING

### EVERYDAY ENGLISH

#### 10. Listen and repeat.

## LISTENING AND WRITING

#### 11. Listen to the conversation again. Write it in the correct order.

- ☐ Very well, thank you. How are you?
- ☐ They are both very well, thanks.
- ☐ Fine, thanks. And how are your parents?
- ☐ Hello, Q-ty. How are you?

J: .....

Q: .....

J: .....

Q: .....

### GRAMMAR MEMO

We use 'How are you?' to ask about someone's health. You know them.

### GRAMMAR MEMO

You use 'both' to refer to two people or things.

### Grammar Reference

#### Verbs Present Simple: I / you / we / they

##### Positive

I	have	a sister.
You	live	in London.
We	work	in a hospital.
They		

##### Negative

I	don't	have a brother.
You	don't	live in Tokyo..
We	don't	work in a shop.
They		

##### Yes/ No questions

Do you live in Tokyo?

Do they work in a restaurant?

##### Short answers

Yes, I do. / No, I don't.

Yes, they do. / No, they don't.

# Unit Two

## 12. Listen and repeat.

Numbers 21 – 100

21 twenty-one    22 twenty-two    23 twenty-three    24 twenty-four    25 twenty-five    26 twenty-six    27 twenty-seven  
28 twenty-eight    29 twenty-nine    30 thirty    31 thirty-one    40 forty    50 fifty    60 sixty    70 seventy    80 eighty    90 ninety  
100 one hundred

## 13. Say the numbers your teacher writes on the white board.

### SPEAKING

## 14. Now answer your teacher's questions.

### Grammar Focus

- ◆ Linking verb be + nouns/ adjectives
- ◆ Present Simple : I/ you/ we/ they
- ◆ Everyday greetings and numbers 21 - 100

### WRITING

## Check 2 Word order

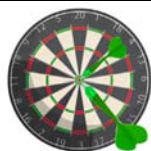
*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. not / I / married / am / ./
2. brother / have / a / don't / I / ./
3. hospital / same / in / work / the / we / ./
4. family / live / door / Jason's / London / next / to / in / we / ./



# Unit Three

## What languages can you speak?



### Target Language

- ❖ What can I do? I can use a computer.
- ❖ I can speak Spanish because my mother is Spanish.
- ❖ I can play tennis, but I can't play baseball.
- ❖ Baseball is not popular here in England.

#### <Key Vocabulary>

##### NOUNS

a computer  
a car  
a guitar  
tennis  
baseball  
skiing

##### VERBS

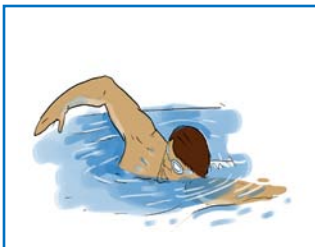
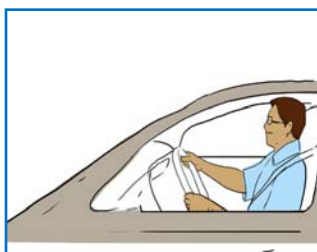
use  
do  
drive  
run  
swim  
play  
sing  
dance  
ski  
enjoy

##### ADJECTIVES

popular

##### ADVERBS

often  
fast



# Unit Three

## LISTENING AND READING

### 1. Listen about Jason.

### 2. Read and listen.

Hi, I'm Jason. What can I do? Well, I can use a computer, of course. I can speak English because I live in England. And I can speak Spanish because my mother is Spanish. But I can't speak Japanese. I can drive a car and I can run very fast. And I can swim. I can play the guitar and I can sing and dance. I can play tennis but I can't play baseball. Baseball is not popular here in England. I can ski. My father is from Scotland. We often go to Scotland and we enjoy skiing.

### 3. Listen to Jason and complete the chart. Put $\checkmark$ or $\times$ .

Can ... ?

Jason

speaking English	<input type="checkbox"/>
speaking Spanish	<input type="checkbox"/>
speaking Japanese	<input type="checkbox"/>
driving a car	<input type="checkbox"/>
running fast	<input type="checkbox"/>
swimming	<input type="checkbox"/>
playing tennis	<input type="checkbox"/>
playing baseball	<input type="checkbox"/>
skiing	<input type="checkbox"/>
playing the guitar	<input type="checkbox"/>
playing the piano	<input type="checkbox"/>
singing and dancing	<input type="checkbox"/>

#### GRAMMAR MEMO

##### 'because'

You use **because** for giving the reason for something.

### 4. Complete the sentences. Use the correct question words to get the underlined info.

1. "Where can you cook?" "I can cook in the kitchen."
2. ".....can swim fast?" "John can."
3. ".....sports can you play?" "I can play volleyball."
4. ".....can you go skiing?" "I can go skiing in winter."

### 5. Match the questions with their answers.

- |   |                          |
|---|--------------------------|
| 1. "Can you make pizza?"                    | "He can play the piano." |
| 2. "Who can drive a car?"                   | "Emily can."             |
| 3. "Can I open the window?"                 | "Yes, I can."            |
| 4. "Can John play the piano or the guitar?" | "Sure."                  |

# Unit Three

## Grammar Reference

'can' is a modal verb. 'can' goes before another verb in the base form.

E.g. can be / can have / can speak, etc.

It has **no** '-s' form for the 3rd person singular.

✗ She cans play the piano.

✗ She can plays the piano.

You use 'can' to indicate that someone has the **ability** to do something.

I **can** play the guitar.

You can also use it to request or offer **permission**.

**Can** I use your pen? You **can** drive my car on Sundays.

### Positive statements

I		can play the piano.
You		
He/ She		
We		
They		

### Questions

What		can		I		do?

### Negative statements

I		can't play the piano.
You		
He/ She		
We		
They		

### Yes/ No questions

Can		I *		play the piano?
		you		
		he/ she		
		we *		
		they		

\*permission

## SPEAKING

### 6. Now answer your teacher's questions.

#### Grammar Focus

- ◆ Can: affirmative/ negative/ questions
- ◆ Enjoy + noun/ gerund(ing) ✗enjoy + to ~
- ◆ Conjunction : because

## WRITING

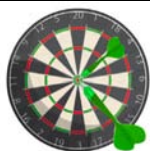
### Check 3 Word order

**Write the words in the correct order. Each sentence must begin with a capital letter.**

- do / I / can / what / ? /
- Spanish / Spanish / mother / speak / because / my / is / can / I / . /
- tennis / baseball / but / play / play / can / can't / I / I / . /
- England / is / in / popular / here / not / baseball / . /

# Unit Four

Can you tell me the time, please?



## Target Language

- ❖ What time is it, please?
- ❖ It's three o'clock in the afternoon. It's 3 p.m.
- ❖ Excuse me. Can you tell me the time, please?
- ❖ I'm sorry, I don't know. I don't have a watch.

<Key Vocabulary>

### NOUNS

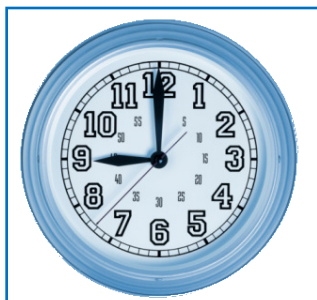
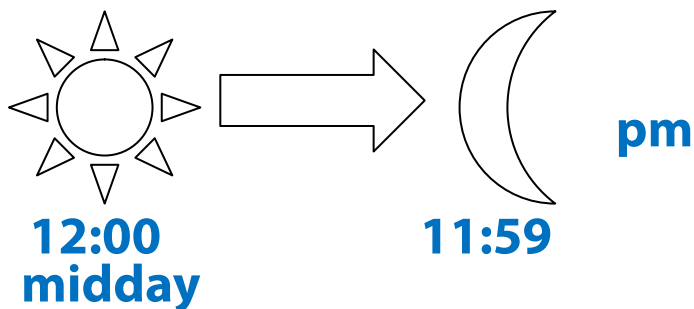
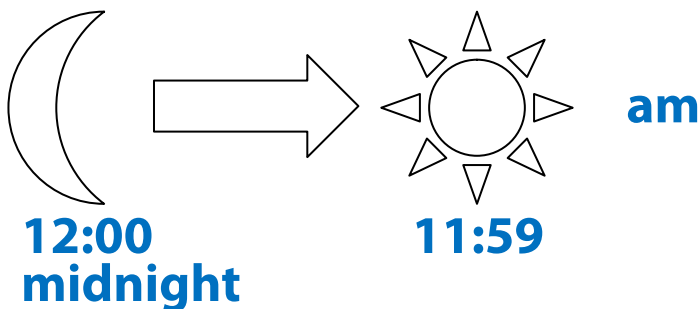
midnight  
midday  
clock  
watch  
time  
quarter  
half

### VERBS

tell  
know

### PREPOSITIONS

to  
past  
before  
after



# Unit Four

## LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Q-ty.

2. Read and listen.

**Q-rex** : Hello, Q-ty.

**Q-ty** : Hello, Q-rex.

**Q-rex** : What time is it, please?

**Q-ty** : It's three o'clock in the afternoon. It's 3 p.m.

**Q-rex** : Thank you very much.

3. Listen and repeat.

4. Look at the times. Listen and repeat.



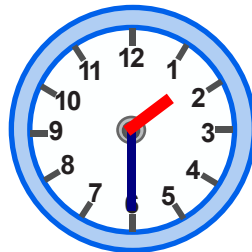
**1:10**

It's ten past one.  
(It's ten after one.)



**1:15**

It's quarter past one.  
(It's a quarter after one.)



**1:30**

It's half past one.



**1:45**

It's quarter to two.



**1:50**

It's ten to two.

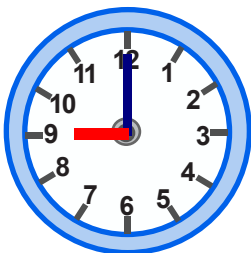
5. Practise saying the times.

### GRAMMAR MEMO

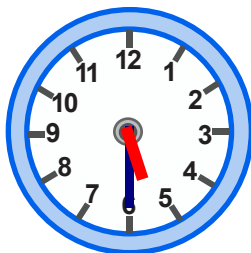
The verb practice? Or practise?  
(the noun is the same, 'practice',  
for both USA and UK)  
In American English, use 'practice'.  
In British English, use 'practise'.

## WRITING

6. Look at the clocks. Write the times.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

# Unit Four

7. Look at the times. Listen and repeat.



It's just before one o'clock.



It's one o'clock.



It's just after one o'clock.

8. Look at your teacher's clock and say the times.

EVERYDAY ENGLISH

## LISTENING AND REPEATING

9. Watch your teacher playing the roles of A and B.

10. Listen and repeat.

11. Read and listen.

- A: Excuse me. Can you tell me the time, please?  
B: I'm sorry, I don't know. I don't have a watch.  
A: Never mind. Thanks.

## ROLE PLAYING

12. Roleplay. Your teacher is A. You are B.

13. Change roles.

Numbers 101 – 1000

101 one hundred (and) one  
201 two hundred (and) one  
901 nine hundred (and) one

199 one hundred (and) ninety-nine  
299 two hundred (and) ninety-nine  
999 nine hundred (and) ninety-nine

200 two hundred  
300 three hundred  
1,000 one thousand

## SPEAKING

14. Now answer your teacher's questions.

### Grammar Focus

- ◆ Time expressions
- ◆ Numbers 101 – 1,000

## WRITING

### Check 4 Word order

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. time / it / please / what / is / ? /
2. the / you / time / please / me / tell / can / ? /
3. past / is / six / quarter / it / . /
4. o'clock / is / one / just / after / it / . /

# Unit Five

## What time do you wake up?



### Target Language

- ❖ Every morning I wake up at 7:00.
- ❖ I get out of bed. I go into the bathroom.
- ❖ I use the toilet and flush it.
- ❖ I brush my teeth and have a shower.
- ❖ We don't like cricket very much. It's boring!

#### <Key Vocabulary>

##### NOUNS

bathroom  
toilet  
tooth (pl. teeth)  
shower  
breakfast  
lunch  
dinner  
alarm  
television  
cricket

##### VERBS

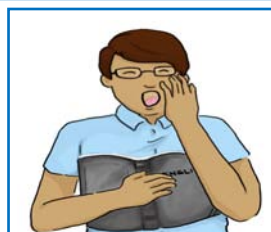
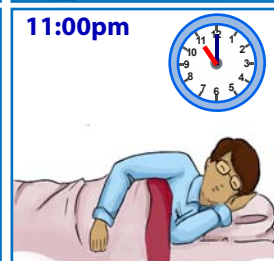
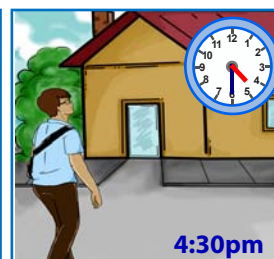
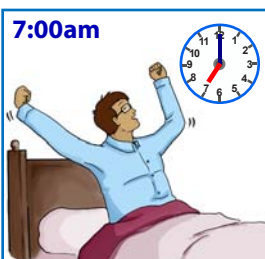
use  
flush  
brush  
leave  
watch

##### PHRASAL VERBS

wake up  
get out of  
go into  
go to school/ work  
get home  
go to bed  
set

##### ADJECTIVES

exciting  
boring





# Unit

# Five

## LISTENING AND READING

### 1. Listen about Jason.

### 2. Read and listen.

Hi, I'm Jason. Every morning I wake up at 7:00. I get out of bed. I go into the bathroom. I use the toilet and flush it. I brush my teeth and have a shower. I have breakfast at 8:00. I go to school at 8:30. I have lunch at 12:45. I leave school at 4:00. I get home at 4:30. I have dinner at 7:00 and watch television. I go to bed at 11:00 and set my alarm for 7:00 a.m.

### 3. Listen and repeat.

### 4. Watch your teacher playing the roles of Q-ty and Jason.

### 5. Read and listen.

**Q-ty** : What time do you wake up?

**Jason** : I wake up at seven.

**Q-ty** : What time do you go to school?

**Jason** : I go to school at 8:30.

**Q-ty** : What time do you get home?

**Jason** : I get home at 4:30.

**Q-ty** : What time do you have dinner?

**Jason** : I have dinner at 7:00.

**Q-ty** : And then, what do you do?

**Jason** : I watch television.

**Q-ty** : What time do you go to bed?

**Jason** : I go to bed at 11:00.

### 6. Listen and repeat.

## ROLE PLAYING

### 7. Roleplay. Your teacher is Q-ty. You are Jason.

### 8. Change roles.

## LISTENING AND READING

### 9. Listen about Jason, again.

### 10. Read and listen.

Hi, I'm Jason, again. On Saturday I play tennis with Q-ty. We like tennis a lot. It's exciting. But we don't like cricket very much. It's boring! But some people like it. Cricket is an outdoor game. Players try to score points by hitting a ball with a wooden bat.

### 11. Listen and repeat.

## WRITING

### 12. Complete the questions and answers.

What ..... Jason and Q-ty like? They .....

Why ..... they like tennis? Because .....

What don't they like? They .....

Why? Because .....