

ENGLISH COURSE FOR FIRST BACHELOR STUDENTS

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Teaching Assistant



Do you speak English ?
Yes, I do.

This handout is designed for first bachelor students.

2025

1. INTRODUCTION

English is taught and learnt in DRC with the status of a foreign language, that aims at communicating and promoting relations with foreigners and native speakers of English. It is studied after or alongside French, generally after one or two Congolese languages. It's a mandatory subject at high school and at the university and college in DRC. Language courses are planned for specific levels, namely (1) Beginners, (2) intermediate and (3) Advanced levels.

This course is designed for first bachelor students dealing with management computing department. The course is aiming at developing the student's four skills which are: Reading skills, speaking skills, writing skills and listening ones. Also, the course is divided into some units in which we will have a sample of grammar related to each unit.

NOTICE: Class attendance and class material are mandatory.

FIRST PART:

ENGLISH FOR COMMUNICATION PURPOSES

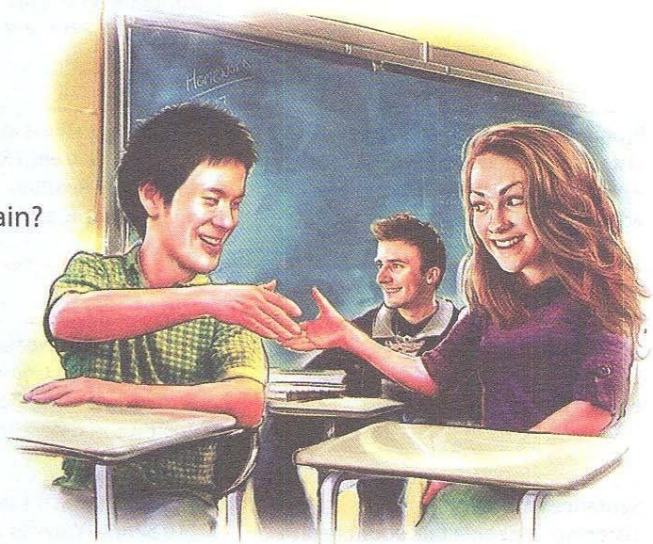
1 It's nice to meet you.

1 CONVERSATION *My name is Jennifer Miller.*

A Listen and practice.

Michael: Hello. My name is Michael Ota.
Jennifer: Hi. My name is Jennifer Miller.
Michael: It's nice to meet you, Jennifer.
Jennifer: Nice to meet you, too.
Michael: I'm sorry. What's your last name again?
Jennifer: It's Miller.

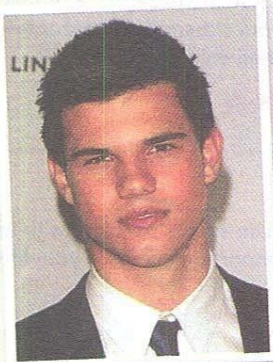
first names	last names
Jennifer	Miller
Michael	Ota



B PAIRWORK Introduce yourself to your partner.

2 SNAPSHOT

Listen and practice.

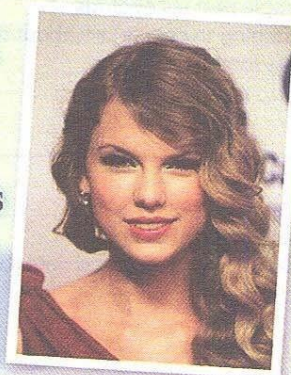


Taylor Lautner

Popular Names in the U.S.

for Both Males and Females

Taylor Jordan Casey Jamie Riley
Jessie Hayden Peyton Quinn Rory



Taylor Swift

Source: www.babynames1000.com

Circle the names you know.

What are some popular names for males in your country? for females?

What names are popular for both males and females?

3 GRAMMAR FOCUS

My, your, his, her

What's **your** name?
 What's **his** name?
 What's **her** name?

My name is Taylor.
His name is Michael.
Her name is Jennifer.

What's = What is

A Complete the conversations. Use *my, your, his, or her*.



- A: Hello. What's *your* name?
 B: Hi. *Antonio's* name is Antonio.
 What's *Antonio's* name?
 A: *Antonio's* name is Nicole.



- A: What's *Antonio's* name?
 B: *Antonio's* name is Michael.
 A: And what's *Michael's* name?
 B: *Michael's* name is Jennifer.

B PAIR WORK Practice the conversations with a partner.

4 SPELLING NAMES

A Listen and practice.

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
 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

B CLASS ACTIVITY Listen and practice. Then practice with your own names. Make a list of your classmates' names.

- A: What's your name?
 B: My name is Sarah Conner.
 A: Is that S-A-R-A-H?
 B: Yes, that's right.
 A: How do you spell your last name? C-O-N-N-O-R?
 B: No, it's C-O-N-N-E-R.

My Classmates
 Sarah Conner
 Jennifer Miller

5 LISTENING *First names*

How do you spell the names? Listen and check (✓) the correct answers.

1. Kara
 Cara

2. Mark
 Marc

3. Shawn
 Sean

4. Sophia
 Sofia

6 WORD POWER Titles

A Listen and practice.

Miss Ito (single females)
Mrs. Morgan (married females)

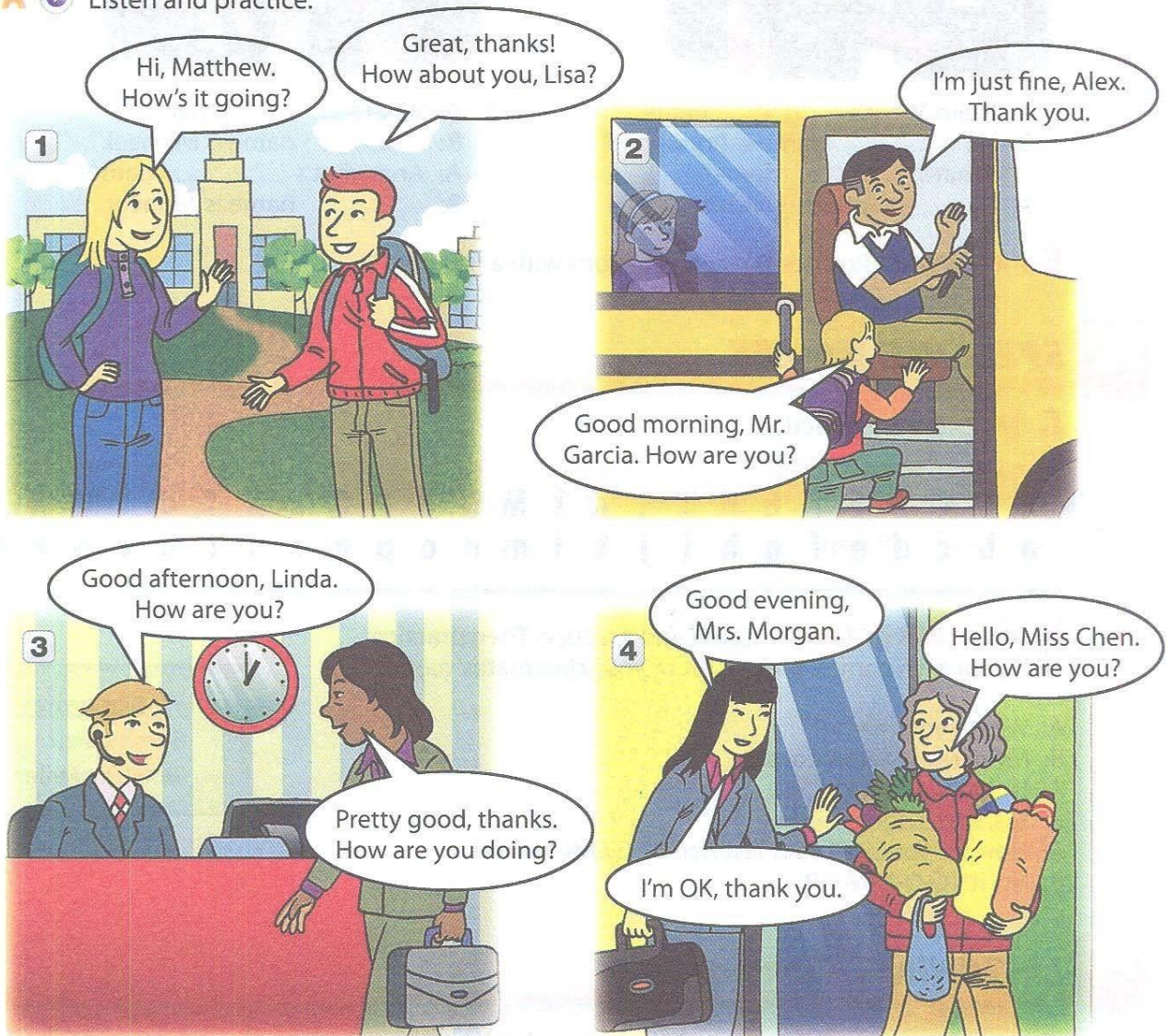
Ms. Chen (single or married females)
Mr. Garcia (single or married males)

B Listen and write the titles.

1. Lopez 2. Smith 3. Kim 4. Anderson

7 SAYING HELLO

A Listen and practice.



B CLASS ACTIVITY Go around the class. Greet your classmates formally (with titles) and informally (without titles).

8 CONVERSATION *He's over there.*

A Listen and practice.

Jennifer: Excuse me. Are you
Steven Carson?

David: No, I'm not. He's over there.

Jennifer: Oh, I'm sorry.

Jennifer: Steven? This is your book.

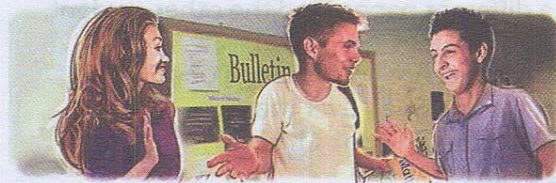
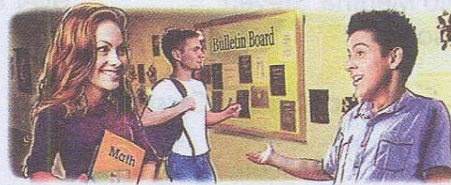
Steven: Oh, thank you. You're in my
class, right?

Jennifer: Yes, I am. I'm Jennifer Miller.

Steven: Hey, David, this is Jennifer.
She's in our math class.

David: Hi, Jennifer.

Jennifer: Hi, David. Nice to meet you.



B GROUP WORK Greet a classmate. Then introduce him or her to another classmate.

"Hey, Ming, this is ..."



9 GRAMMAR FOCUS

The verb be

I'm Jennifer Miller.
You're in my class.
She's in our class. (**Jennifer is** in our class.)
He's over there. (**Steven is** over there.)
It's Miller. (**My last name is** Miller.)

Are you Steven Carson?
Yes, **I am**.
No, **I'm not**.
How **are you**?
I'm fine.

I'm = I am
You're = You are
He's = He is
She's = She is
It's = It is

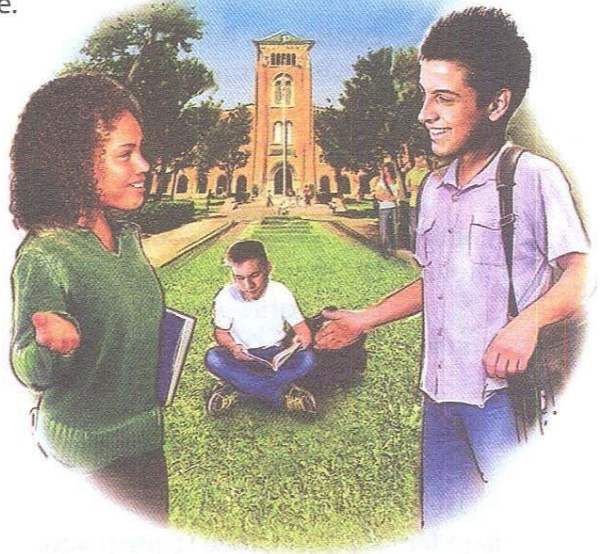
A Complete the conversation with the correct words in parentheses.
Then practice with a partner.

David: Hello, Jennifer. How *are* (is / are) you?
Jennifer: (She's / I'm) fine, thanks.
..... (I'm / It's) sorry – what's your name again?
David: (He's / It's) David – David Medina.
Jennifer: That's right! David, this (is / am) Sarah Conner.
..... (She's / He's) in our math class.
David: Hi, Sarah. (I'm / It's) nice to meet you.
Sarah: Hi, David. I think (you're / I'm) in my English class, too.
David: Oh, right! Yes, I (are / am).

B Complete the conversations. Then practice in groups.

Nicole: Excuse me. Are you Steven Carson?
 David: No, not. My name is
 David Medina. Steven is over there.
 Nicole: Oh, sorry.

Nicole: Excuse me you Steven Carson?
 Steven: Yes, I am.
 Nicole: Hi. What's your name?
 Steven: Oh, I'm in my math class, right?
 Nicole: Yes, I am.
 Steven: Nice to meet you.



C CLASS ACTIVITY Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

A: Excuse me. Are you Jin-sook Cho?
 B: No, I'm not. She's over there.
 A: Hi. Are you Jin-sook Cho?
 C: Yes, I am.

10 PRONUNCIATION *Linked sounds*

A Listen and practice. Notice the linked sounds.

I'm an Antonio. She's over there. You're in my class.

11 PERSONAL INFORMATION

A Listen and practice.

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten
(oh)										

B **PAIR WORK** Practice these phone numbers and email addresses. Then listen and check your answers.



"Her name is Allison Parker. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell . . ."

12 LISTENING *A class list*

A Jennifer and Michael are making a list of classmates' phone numbers and email addresses. Listen and complete the list.

Name	Phone number	Email address
David Medina	212-555-1937	
Sarah Conner		
Steven Carson		
Nicole Johnson		

B CLASS ACTIVITY Make a list of your classmates' names, phone numbers, and email addresses.

A: What's your name?
B: I'm Anna Silva.

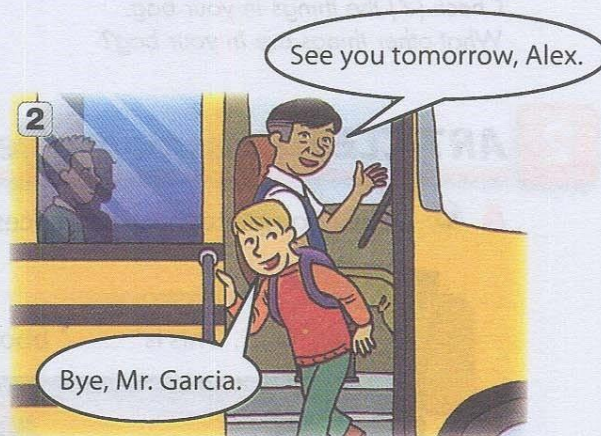
A: And what's your phone number?
B: It's 201-555-2491.

13 INTERCHANGE 1 *Famous classmates*

Meet some "famous classmates." Go to Interchange 1 on page 114.

14 SAYING GOOD-BYE

A Listen and practice.



B CLASS ACTIVITY Go around the room. Say good-bye to your classmates and teacher.

2 What's this?

1 SNAPSHOT

Listen and practice.

What's in your bag?



Check (✓) the things in your bag.
What other things are in your bag?

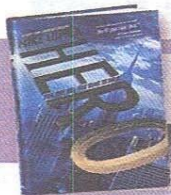
Source: Based on interviews with people between the ages of 16 and 30

2 ARTICLES Classroom objects

A Listen. Complete these sentences with *a* or *an*.

articles

an + vowel sound
a + consonant sound

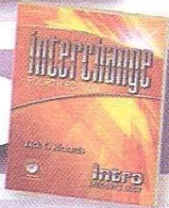


1. This is book.

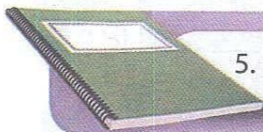


2. This is eraser.

3. This is English book.



4. This is marker.



5. This is notebook.



6. This is clock.

B PAIRWORK Find and spell these things in your classroom.

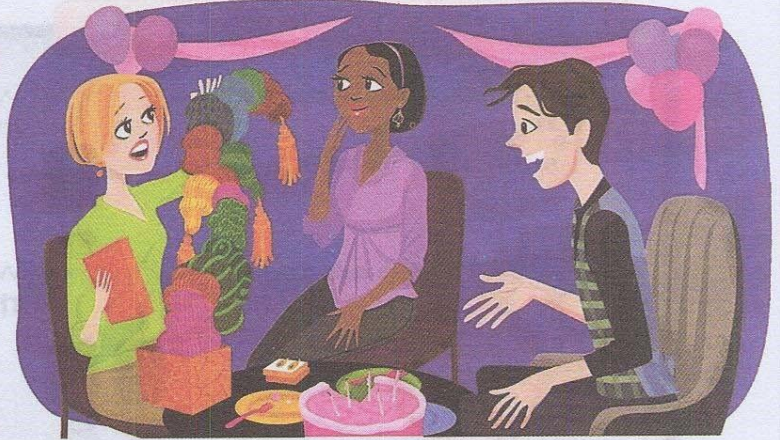
board	desk	eraser	pen	wall
book bag	dictionary	map	pencil	wastebasket
chair	door	notebook	table	window

A: This is a board.
B: How do you spell *board*?
A: B-O-A-R-D.

3 CONVERSATION *It's... interesting.*

Listen and practice.

Wendy: Wow! What are these?
 Helen: They're earrings.
 Wendy: Oh, cool! Thank you, Helen.
 They're great!
 Helen: You're welcome.
 Rex: Now open this box!
 Wendy: OK. Uh, what's this?
 Rex: It's a scarf.
 Wendy: Oh. It's... interesting.
 Thank you, Rex. It's very nice.



4 PRONUNCIATION *Plural -s endings*

Listen and practice. Notice the pronunciation of the plural -s endings.

<i>s = /z/</i>		<i>s = /s/</i>		<i>(e)s = /ɪz/</i>	
earring	earrings	desk	desks	pencil case	pencil cases
phone	phones	laptop	laptops	class	classes
book bag	book bags	wastebasket	wastebaskets	box	boxes

Say the plural forms of these nouns. Then complete the chart.



briefcase



ID



map



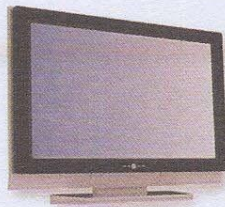
newspaper



purse



stamp



television



ticket



watch

/z/	/s/	/ɪz/
.....	briefcases
.....
.....

Listen and check your answers.

5 GRAMMAR FOCUS

This/these, it/they; plurals



This is a clock.



What's this?
It's an earring.

It's = It is
They're = They are

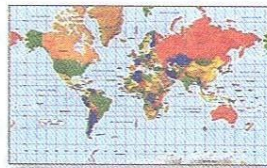
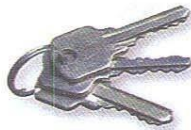


These are clocks.



What are these?
They're earrings.

Complete these conversations. Then practice with a partner.



1. A: What are these ?
B: They're keys.
2. A: What ?
B:
3. A: What ?
B:



4. A: What ?
B:
5. A: What ?
B:
6. A: What ?
B:

6 WHAT'S THIS CALLED?

A Listen and practice.



- A: What's this called in English?
B: I don't know.
C: It's a credit card.
A: How do you spell that?
C: C-R-E-D-I-T C-A-R-D.



- A: What are these called in English?
B: I think they're called chopsticks.
A: How do you spell that?
B: C-H-O-P-S-T-I-C-K-S.

B GROUP WORK Choose four things. Put them on a desk. Then ask about the name and spelling of each thing.

7

CONVERSATION *Oh, no!*

Listen and practice.

Kate: Oh, no! Where are my car keys?

Joe: I don't know. Are they in your purse?

Kate: No, they're not.

Joe: Maybe they're on the table in the restaurant.

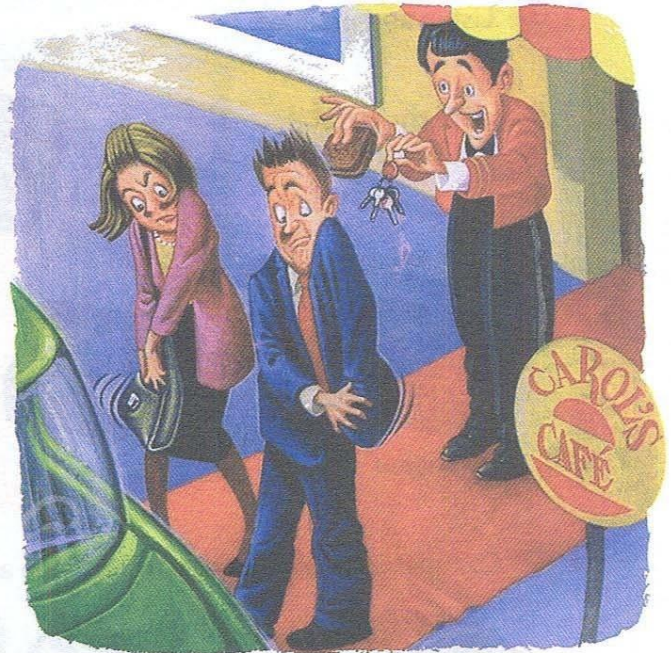
Server: Excuse me. Are these your keys?

Kate: Yes, they are. Thank you!

Server: You're welcome. And is this your wallet?

Kate: Hmm. No, it's not. Where's your wallet, Joe?

Joe: It's in my pocket. . . . Wait a minute! That is my wallet!



8

GRAMMAR FOCUS

Yes/No and where questions with be

Is this your wallet?

Yes, **it is**. / No, **it's not**.

Are these your keys?

Yes, **they are**. / No, **they're not**.

Where's your wallet?

It's in my pocket.

Where are my keys?

They're on the table.

A Complete these conversations. Then practice with a partner.

1. A: is this your umbrella?

B: No, not.

A: these your keys?

B: Yes, are. Thanks!

2. A: Where my glasses?

B: Are your glasses?

A: No, they're

B: Wait! they in your pocket?

A: Yes, are. Thanks!

3. A: Where your sunglasses?

B: on the table.

A: No, not. They're *my* sunglasses!

B: You're right. My sunglasses in my purse.

4. A: this my pen?

B: No, not. It's *my* pen.

A: Sorry. is my pen?

B: on your desk.

A: Oh, you're right!

B GROUP WORK Put three of your things in a bag. Then choose three different things. Find the owner of each thing.

A: Is this your pen, Yuko?

B: No, it's not.

A: Are these your keys, Sergio?

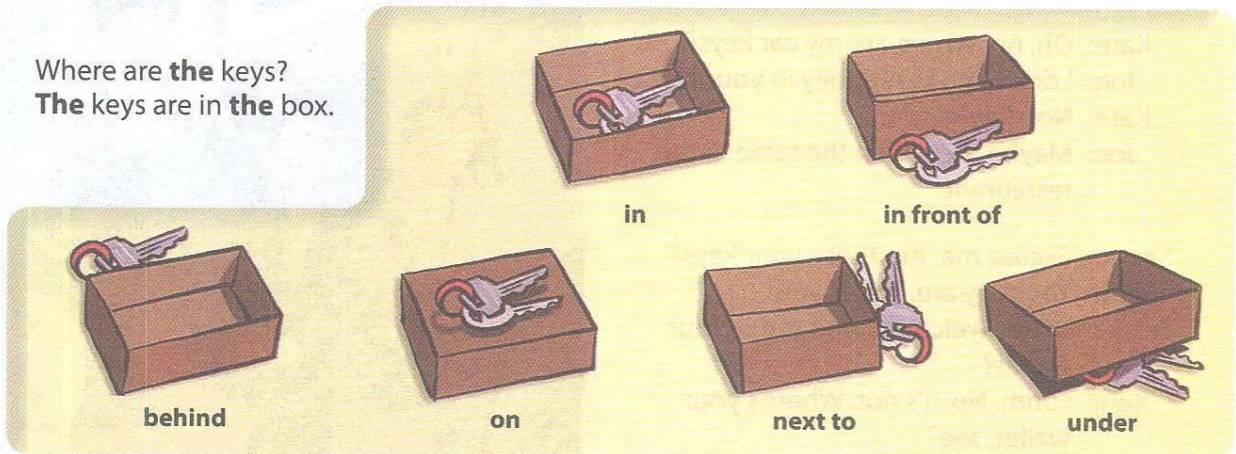
C: Let me see. Yes, they are.

9

WORD POWER Prepositions; article the

A Listen and practice.

Where are **the** keys?
The keys are **in** the box.



B Complete these sentences. Then listen and check your answers.



- 1. The books are in the book bag.
- 2. The cell phone is
- 3. The map is



- 4. The chair is
- 5. The wallet is
- 6. The sunglasses are

C PAIRWORK Ask and answer questions about the pictures in part B.

A: Where are the books?
B: They're in the book bag.

10

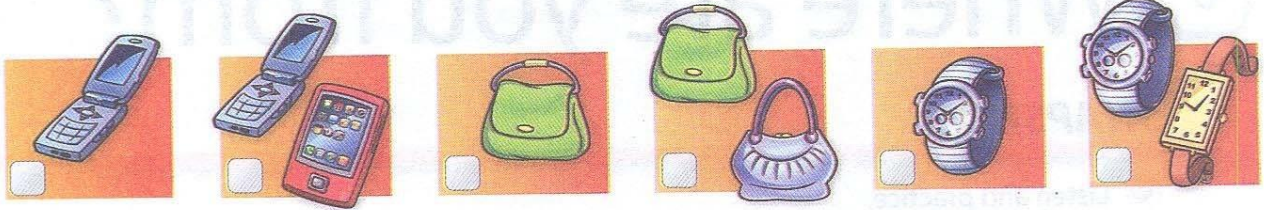
LISTENING Kate's things

Listen. Where are Kate's things? Match the things with their locations.

- 1. earringsd.....
- 2. watch
- 3. sunglasses
- 4. camera
- a. under the table
- b. in front of the television
- c. on the chair
- d. in her purse

3 LISTENING *What's this? What are these?*

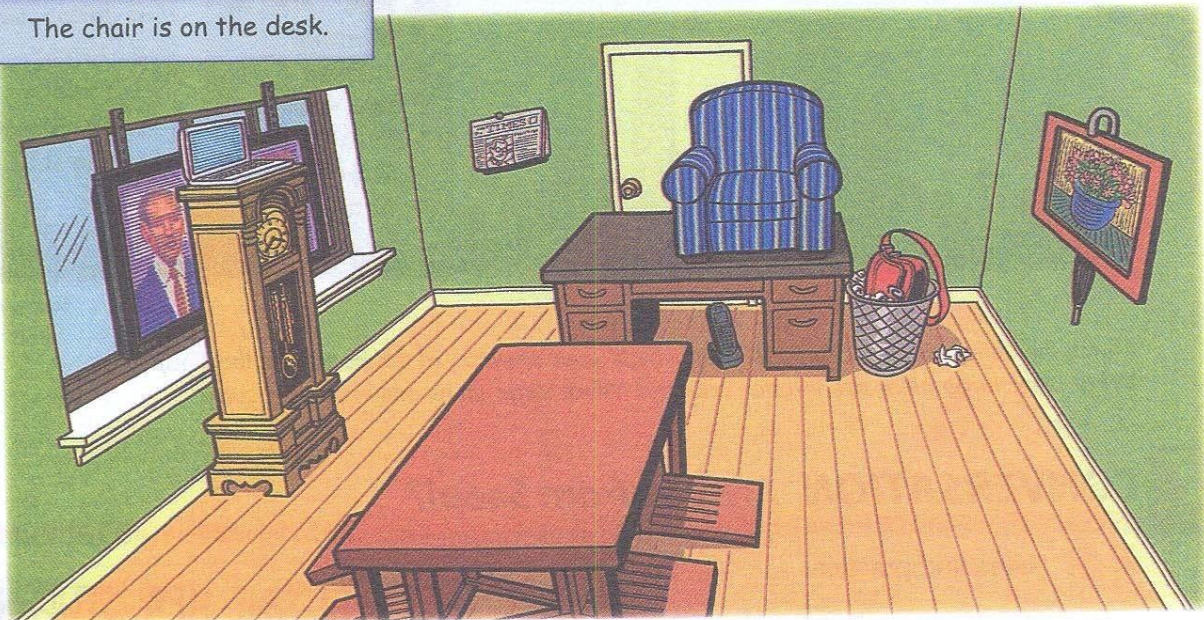
1 Listen to the conversations. Number the pictures from 1 to 6.



4 WHAT'S WRONG WITH THIS ROOM?

A What's wrong with this room? Make a list. Find 10 things.

The chair is on the desk.



B **PAIRWORK** Ask and answer *Where* questions about the picture.

A: Where's the chair?
B: It's on the desk.

5 YES OR NO GAME

Write five yes/no questions about the picture in Exercise 4. Three have "yes" answers, and two have "no" answers. Then ask a partner the questions.

A: Is the chair behind the clock?
B: No, it isn't.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

3 Where are you from?

1 SNAPSHOT

Listen and practice.

The Ten Largest Cities in the World

(based on population in the metropolitan area)

Cities	Countries
1. Tokyo	a. Brazil
2. Seoul	b. China
3. Mexico City	c. India
4. New York City	d. Indonesia
5. Mumbai	e. Japan
6. Jakarta	f. Mexico
7. São Paulo	g. South Korea
8. Delhi	h. the U.S.
9. Osaka	
10. Shanghai	

Answers: 1.e 2.g 3.f 4.h 5.c 6.d 7.a 8.c 9.e 10.b

Source: www.worldatlas.com

Match the cities with the countries. Then check your answers at the bottom of the Snapshot. What other large cities are in each country? What large cities are in your country?

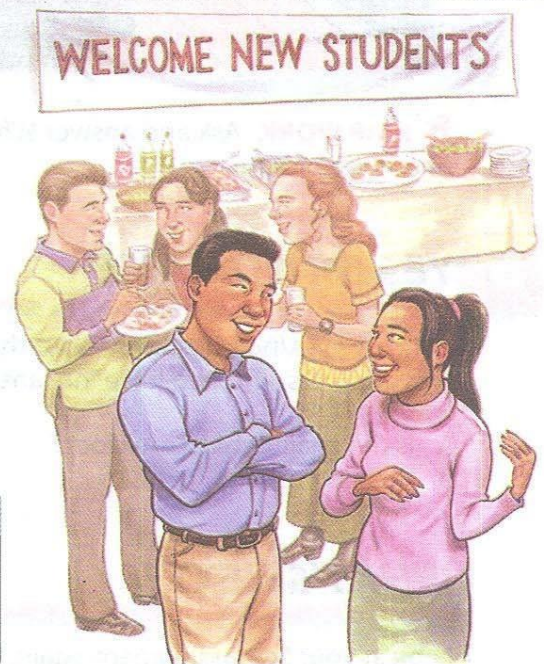
2 CONVERSATION Are you from Seoul?

Listen and practice.

Tim: Are you from California, Jessica?
 Jessica: Well, my family is in California now, but we're from South Korea originally.
 Tim: Oh, my mother is Korean – from Seoul! Are you from Seoul?
 Jessica: No, we're not. We're from Daejeon.
 Tim: So is your first language Korean?
 Jessica: Yes, it is.

Listen to Jessica and Tim talk to Tony, Natasha, and Monique. Check (✓) True or False.

	True	False
1. Tony is from Italy.	<input type="checkbox"/>	<input type="checkbox"/>
2. Natasha is from New York.	<input type="checkbox"/>	<input type="checkbox"/>
3. Monique's first language is English.	<input type="checkbox"/>	<input type="checkbox"/>



Negative statements and yes/no questions with be

I'm not from New York.
You're not late.
She's not from Russia.
He's not from Italy.
It's not English.
We're not from Japan.
You're not early.
They're not in Mexico.

We're = We are

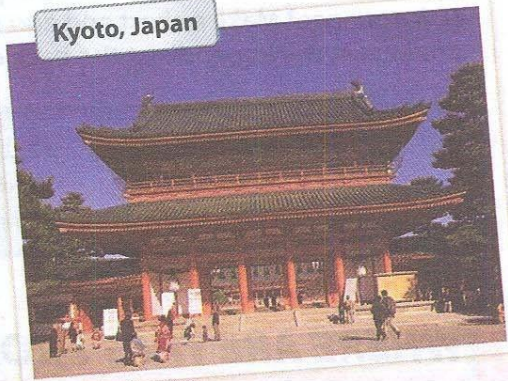
Are you from California?
Am I early?
Is she from Brazil?
Is he from Chile?
Is it Korean?
Are you from China?
Are we late?
Are they in Canada?

I am.	I'm	not.
you are.	you're	not.
she is.	she's	not.
Yes, he is.	No, he's	not.
it is.	it's	not.
we are.	we're	not.
you are.	you're	not.
they are.	they're	not.

A Complete the conversations. Then practice with a partner.

- A: Hiroshi, are you and Maiko from Japan?
 B: Yes, we are.
 A: Oh? Are you from Tokyo?
 B: No, we're not. We're from Kyoto.
- A: Is Laura from the U.S.?
 B: No, she's not. She's from the U.K.
 A: Where's she from London?
 B: Yes, she is. But her parents are from Italy. Are they not from the U.K. originally?
 A: What's Laura's first language Italian?
 B: No, it's not. It's English.
- A: Are Selina and Carlos from Mexico?
 B: No, they're not. They're from Brazil.
 A: Where are you from Brazil, too?
 B: No, I'm not. I'm from Peru.
 A: So, what's your first language Spanish?
 B: Yes, it is.

Kyoto, Japan



Lima, Peru



B Match the questions with the answers. Then practice with a partner.

- | | |
|--|---|
| 1. Are you and your family from Canada? <u>d</u> | a. No, he's not. He's from Singapore. |
| 2. Is your first language English? <u>a</u> | b. Yes, she is. She's from California. |
| 3. Are you Japanese? <u>c</u> | c. No, it's not. It's Japanese. |
| 4. Is Mr. Ho from Hong Kong? <u>e</u> | d. No, we're not. We're from Australia. |
| 5. Is your mother from the U.S.? <u>b</u> | e. Yes, we are. We're from Kyoto. |

C PAIRWORK Write five questions like the ones in part B. Then ask and answer your questions with a partner.

4 PRONUNCIATION Syllable stress

A Listen and practice. Notice the syllable stress.

● ● China Turkey	● ● Japan Brazil	● ● ● Canada Mexico	● ● ● Morocco Malaysia
--	--	---	--

B What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

English	Spanish	Arabic	Korean
Mexican	Honduras	Chinese	Peru

C GROUP WORK Are the words in part A countries, nationalities, or languages? Make a chart and add more words. Then check your answers in the appendix at the back of the book.

<u>Countries</u>	<u>Nationalities</u>	<u>Languages</u>
China	Chinese	Chinese
Mexico	Mexican	Spanish

5 WHERE ARE THEY FROM?

A Where are these people from? Check (✓) your guesses.



<p>1 Penelope Cruz</p> <p><input type="checkbox"/> Mexico</p> <p><input type="checkbox"/> France</p> <p><input type="checkbox"/> Spain</p>	<p>2 Robert Pattinson</p> <p><input type="checkbox"/> the U.S.</p> <p><input type="checkbox"/> the U.K.</p> <p><input type="checkbox"/> Canada</p>	<p>3 Haru Nomura</p> <p><input type="checkbox"/> South Korea</p> <p><input type="checkbox"/> Japan</p> <p><input type="checkbox"/> China</p>	<p>4 Cate Blanchett</p> <p><input type="checkbox"/> Australia</p> <p><input type="checkbox"/> New Zealand</p> <p><input type="checkbox"/> South Africa</p>	<p>5 Javier Hernández</p> <p><input type="checkbox"/> Brazil</p> <p><input type="checkbox"/> Mexico</p> <p><input type="checkbox"/> Chile</p>
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B PAIR WORK Compare your guesses. Then check your answers at the bottom of the page.

- A: Is Penelope Cruz from Mexico?
 B: No, she's not.
 A: Is she from France?

Answers: 1. Spain 2. the U.K. 3. Japan 4. Australia 5. Mexico

6

CONVERSATION *He's cute.*

🎧 Listen and practice.

Emma: Who's that?

Jill: He's my brother.

Emma: Wow! He's cute. What's his name?

Jill: James. We call him Jim.

Emma: Oh, how old is he?

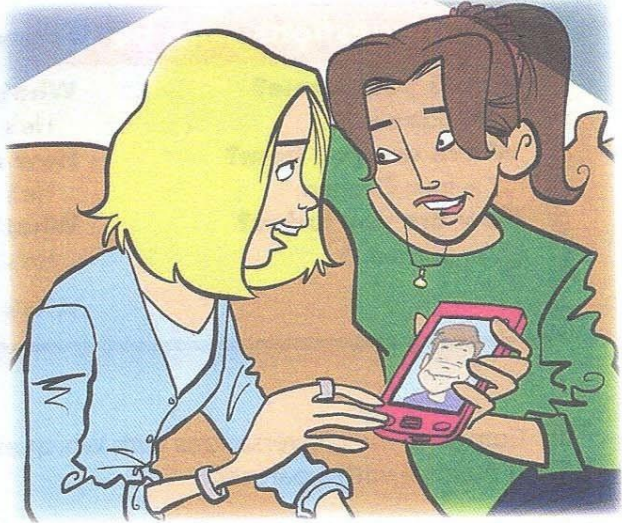
Jill: He's twenty-one years old.

Emma: What's he like? Is he nice?

Jill: Yes, he is – and he's very smart, too!

Emma: And who's that?

Jill: My sister Tammy. She's only twelve.
She's the baby of the family.



7

NUMBERS AND AGES

A 🎧 Listen and practice.

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

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

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

101 one hundred (and) one

102 one hundred (and) two

103 one hundred (and) three

B 🎧 Listen and practice. Notice the word stress.

● ●
thirteen – thirty

● ●
fourteen – forty

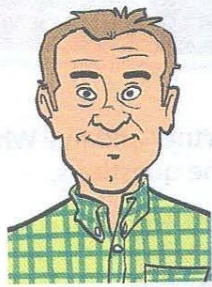
● ●
fifteen – fifty

● ●
sixteen – sixty

C PAIR WORK Look at the people in Jill's family for one minute. Then close your books. How old are they? Tell your partner.



A. Helen – 76



B. Howard – 52



C. Jackie – 49



D. Megan – 23



E. Tim and Tom – 14

8 GRAMMAR FOCUS

Wh-questions with be

What's your name?

My name is Jill.

Where are you from?

I'm from Canada.

How are you today?

I'm just fine.

Who's that?

He's my brother.

How old is he?

He's twenty-one.

What's he like?

He's very nice.

Who's = Who is

Who are they?

They're my classmates.

Where are they from?

They're from Rio.

What's Rio like?

It's very beautiful.

A Complete the conversations with Wh-questions. Then practice with a partner.

1. A: Look! *Who's that* ?

B: Oh, he's a new student.

A: ?

B: I think his name is Ming.

A: Ming? ?

B: He's from China.

2. A: Serhat, ?

B: I'm from Turkey – from Istanbul.

A: ?

B: Istanbul is very old and beautiful.

A: ?

B: My last name is Erdogan.

3. A: Hi, John. ?

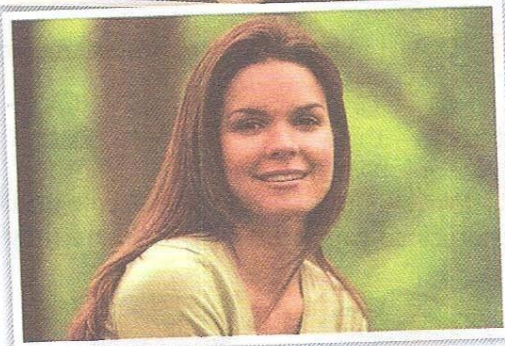
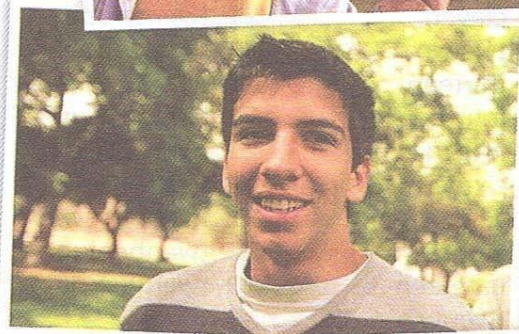
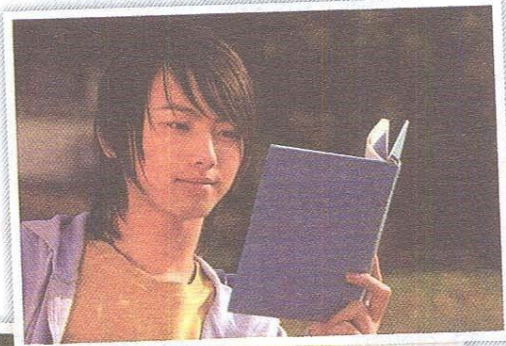
B: I'm just fine. My friend Teresa is here this week – from Argentina.

A: Oh, cool. ?

B: She's really friendly.

A: ?

B: She's twenty-eight years old.



B PAIRWORK Write five Wh-questions about your partner and five Wh-questions about your partner's best friend. Then ask and answer the questions.

Partner

Where are you from?

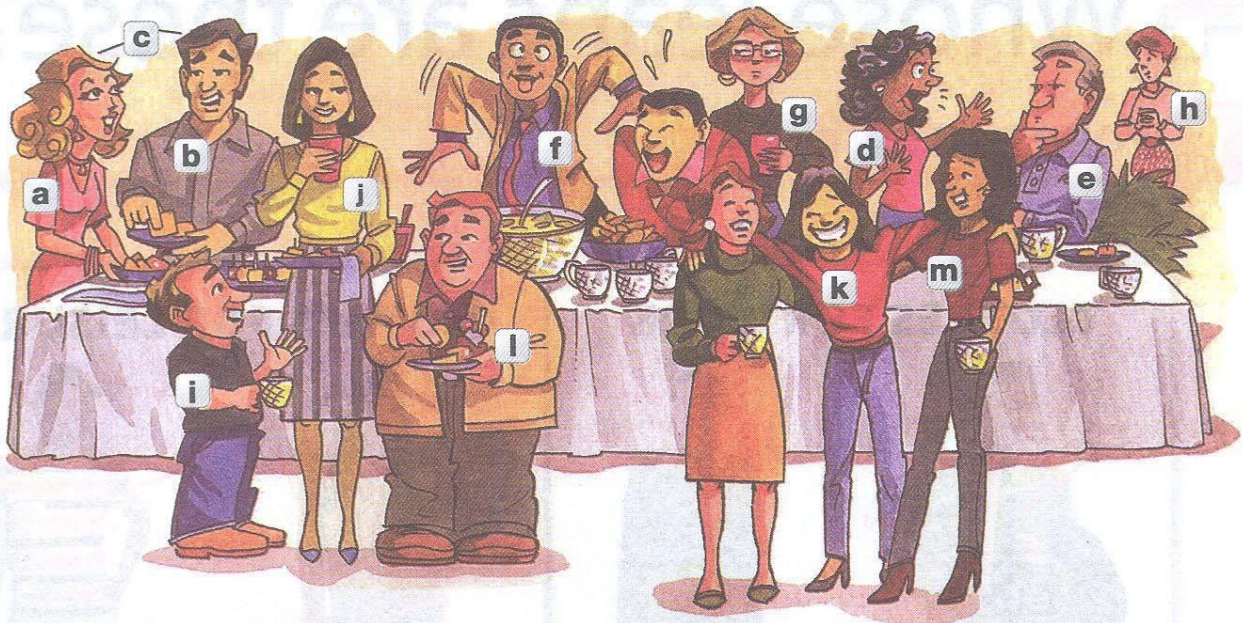
Partner's best friend

Who's your best friend?

9

WORD POWER Descriptions

A Listen and practice.



- a. pretty
- b. handsome
- c. good-looking
- d. talkative
- e. quiet
- f. funny
- g. serious
- h. shy
- i. short
- j. tall
- k. friendly
- l. heavy
- m. thin

B PAIR WORK Complete the chart with words from part A. Add two more words to each list. Then describe your personality and appearance to a partner.

Personality	Appearance
talkative	pretty
.....
.....

"I'm funny, smart, and very handsome."

10 LISTENING Who's that?

Listen to three descriptions. Check (✓) the two correct words for each description.

- | | | | |
|------------------|------------------------------------|---------------------------------|-----------------------------------|
| 1. Elena is ... | <input type="checkbox"/> short | <input type="checkbox"/> pretty | <input type="checkbox"/> friendly |
| 2. Marco is ... | <input type="checkbox"/> tall | <input type="checkbox"/> nice | <input type="checkbox"/> shy |
| 3. Andrew is ... | <input type="checkbox"/> talkative | <input type="checkbox"/> funny | <input type="checkbox"/> friendly |




11 INTERCHANGE 3 Board game

Play a board game with your classmates. Go to Interchange 3 on page 118.

4 Whose jeans are these?

1 WORD POWER Clothes

A  Listen and practice.

CLOTHES FOR WORK






raincoat dress

CLOTHES FOR LEISURE




pajamas swimsuits

B Complete the chart with words from part A.

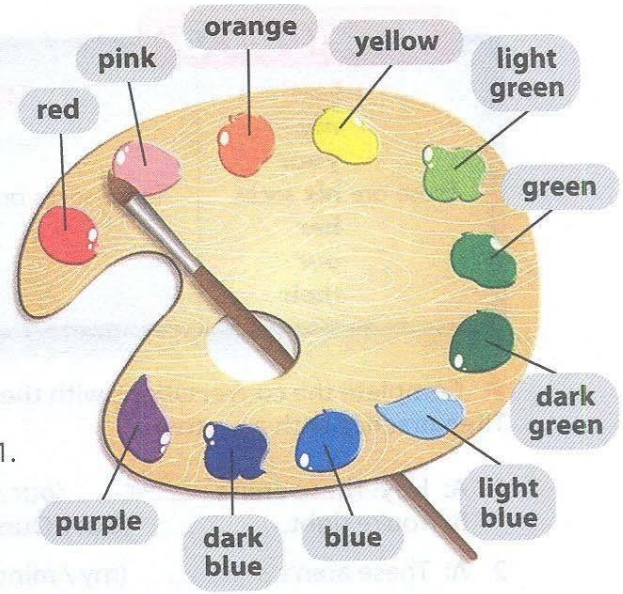
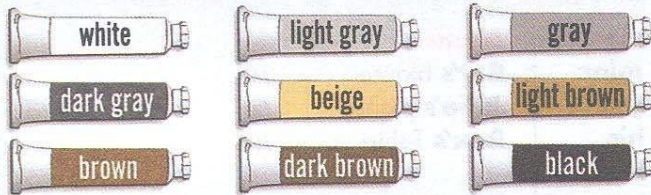
Clothes for warm weather	Clothes for cold weather
	
.....

C **PAIR WORK** Look around the classroom. What clothes do you see? Tell a partner.

"I see jeans, a sweater, boots, and ..."

2 COLORS

A Listen and practice.



B GROUP WORK Ask about favorite colors.

A: What are your favorite colors?

B: My favorite colors are dark green and purple.

C GROUP WORK Describe the clothes in Exercise 1.

A: The suit is beige.

B: The pajamas are light blue.

3 CONVERSATION *It's a disaster!*

Listen and practice.

Pat: Great! Our clothes are dry.
Where is my new blouse?

Julie: What color is it?

Pat: It's white.

Julie: Here's a light blue blouse.
Is it yours?

Pat: No, it's not mine. . . . Wait.
It is mine. It's a disaster!

Julie: Oh, no! *All* our clothes are
light blue.

Pat: Here's the problem. It's these
new blue jeans. Whose
jeans are these?

Julie: Uh, they're mine. Sorry.



4 PRONUNCIATION *The letters s and sh*

A Listen and practice. Notice the pronunciation of **s** and **sh**.

1. suit socks scarf
2. shirt shorts shoes

B Read the sentences. Pay attention to the pronunciation of **s** and **sh**.

1. This is Sandra's new **shirt**.
2. These are Sam's purple **shoes**!
3. Where are my **shoes** and **socks**?
4. My **shorts** and **T-shirts** are blue!

5 GRAMMAR FOCUS

Possessives

Adjectives	Pronouns	Names
my	mine	Pat's blouse /s/
your	yours	Julie's jeans /z/
These are his socks.	These socks are his .	Rex's T-shirt /ɪz/
her	hers	Whose blouse is this? It's Pat's .
our	ours	Whose jeans are these? They're Julie's .
their	theirs	

A Complete the conversations with the correct words in parentheses. Then practice with a partner.

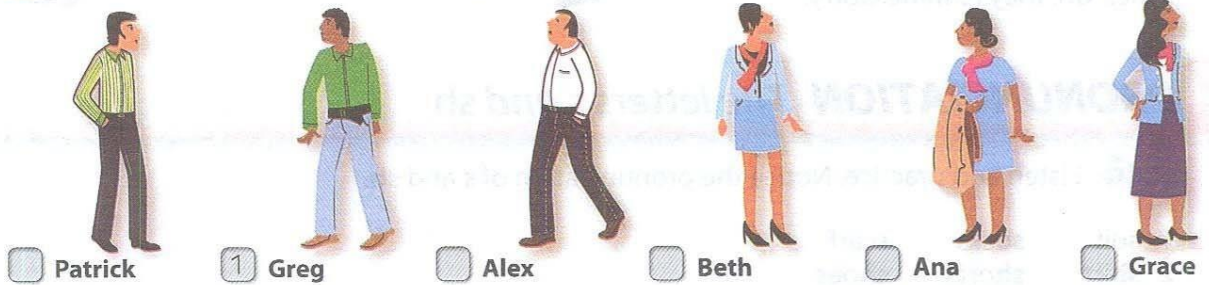
- A: Hey! These aren'tour..... (our / ours) clothes!
 B: You're right. (Our / Ours) are over there.
- A: These aren't (my / mine) gloves. Are they (your / yours)?
 B: No, they're not (my / mine). Ask Sally. Maybe they're (her / hers).
- A: (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?
 B: No, they're not (their / theirs) T-shirts. But these socks are (their / theirs). And these shorts are (your / yours).

B CLASS ACTIVITY Put one of your things in a box. Then choose a different thing from the box. Go around the class and find the owner.

- A: Diego, is this watch yours?
 B: No, it's not mine. Maybe it's Rex's.

6 LISTENING His shirt is green.

A Listen to someone describe these clothes. Number the pictures from 1 to 6.



B PAIRWORK Now talk about the people. What colors are their clothes?

- A: What color is Patrick's shirt?
 B: It's green and white.

7 SNAPSHOT

Listen and practice.

Weather and Seasons Around the World



It's spring in Brazil.



It's warm. It's very sunny.





It's summer in South Korea.



It's raining. It's hot and humid.





It's fall in the U.S.



It's cool. It's cloudy and windy.





It's winter in Russia.



It's snowing. It's very cold.



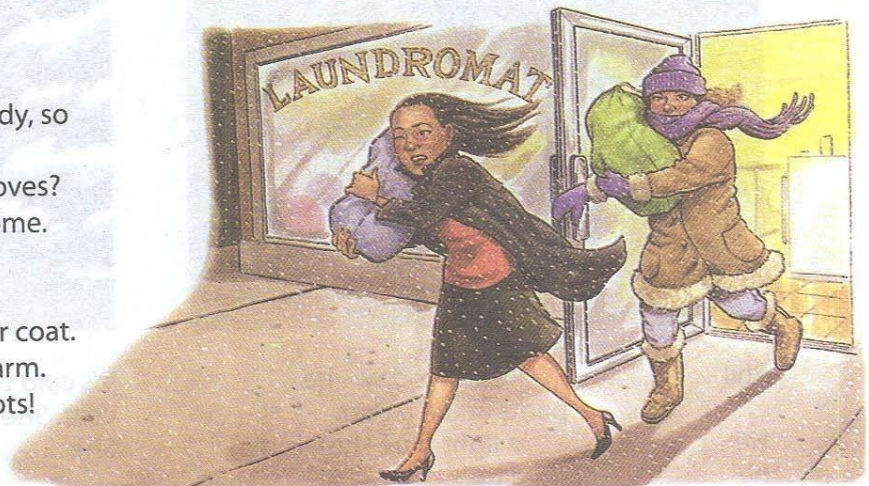
Source: Yahoo! Travel

What season is it now?
 What's the weather like today?
 What's your favorite season?

8 CONVERSATION *It's really cold!*

Listen and practice.

Pat: Oh, no!
 Julie: What's the matter?
 Pat: It's snowing! And it's windy, so it's really cold.
 Julie: Are you wearing your gloves?
 Pat: No, I'm not. They're at home.
 Julie: What about your scarf?
 Pat: It's at home, too.
 Julie: Well, you're wearing your coat.
 Pat: But my coat isn't very warm. And I'm not wearing boots!
 Julie: Let's take a taxi.
 Pat: Good idea!



Present continuous statements; conjunctions

I'm	I'm not	OR:
You're	You're not	You aren't
She's wearing shoes.	She's not	She isn't wearing boots.
We're	We're not	We aren't
They're	They're not	They aren't
It's snowing.	It's not	It isn't raining.

Conjunctions

It's snowing,
and it's windy.
It's sunny,
but it's cold.
It's windy,
so it's very cold.

A Complete these sentences. Then compare with a partner.



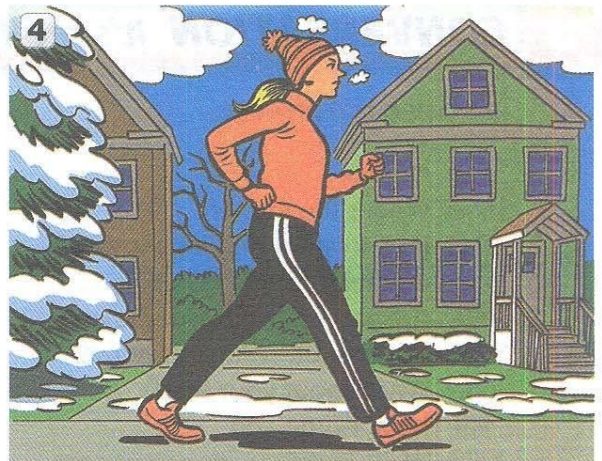
1 My name is Claire. I 'm wearing..... a green suit today. I high heels, too. It's raining, but I a raincoat.



2 It's very hot today. Toshi and Noriko shorts and T-shirts. It's really sunny, so they sunglasses.



3 Phil a suit today – he pants and a jacket. He a light blue shirt, but he a tie.



4 It's cold today, but Kathy a coat. She gloves and a hat. She boots. She sneakers.

Present continuous yes/no questions

Are you wearing gloves?	Yes, I am .	No, I' m not .
Is she wearing boots?	Yes, she is .	No, she' s not ./No, she isn't .
Are they wearing sunglasses?	Yes, they are .	No, they' re not ./No, they aren't .

B PAIRWORK Ask and answer these questions about the people in part A.

1. Is Claire wearing a green suit?
2. Is she wearing a raincoat?
3. Is she wearing high heels?
4. Are Toshi and Noriko wearing swimsuits?
5. Are they wearing jackets?
6. Are they wearing sunglasses?
7. Is Phil wearing brown pants?
8. Is he wearing a blue shirt?
9. Is he wearing a tie?
10. Is Kathy wearing boots?
11. Is she wearing a coat?
12. Is she wearing a hat and gloves?

A: Is Claire wearing a green suit?
 B: Yes, she is. Is she wearing a raincoat?
 A: No, she's not. OR No, she isn't.

adjective + noun

My suit is black.
 I'm wearing a **black suit**.

C Write four more questions about the people in part A. Then ask a partner the questions.

10 LISTENING He's wearing a T-shirt!

A Listen. Write the names **Bruce**, **Beth**, **Jon**, **Anita**, and **Nick** in the correct boxes.

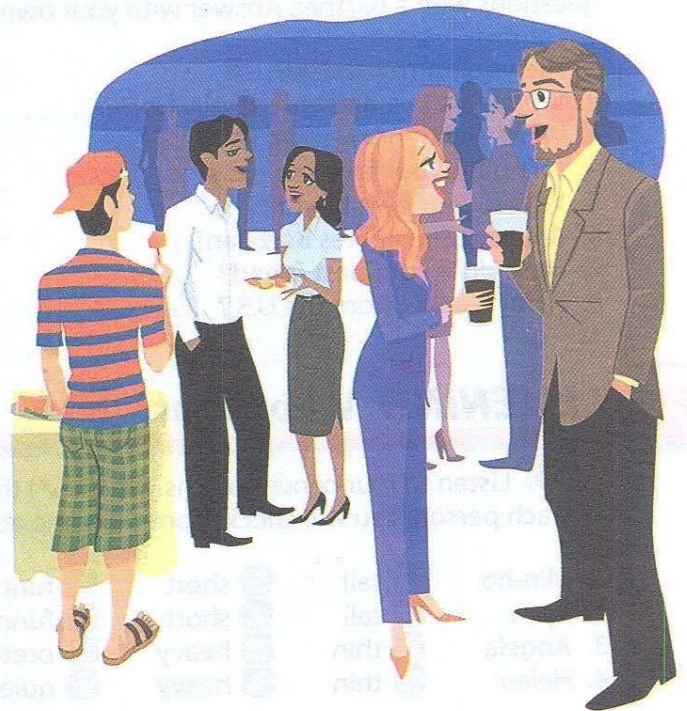
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Bruce
----------------------	----------------------	----------------------	----------------------	----------------------	-------

B GROUPWORK Ask questions about the people in the picture.

A: Is Bruce wearing a light brown jacket?
 B: Yes, he is.
 C: Is he wearing a tie?

C GROUPWORK Write five questions about your classmates. Then ask and answer the questions.

Are Sonia and Paulo wearing jeans?
 Is Paulo wearing a red shirt?

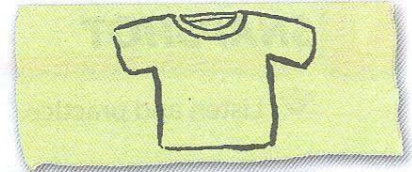
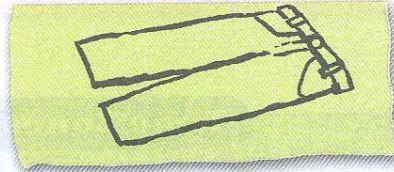
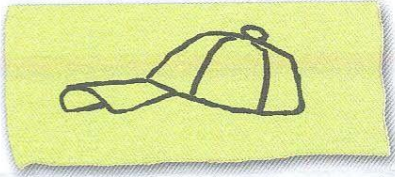


11 INTERCHANGE 4 Celebrity fashions

What are your favorite celebrities wearing? Go to Interchange 4 on pages 116–117.

3 WHOSE CLOTHES ARE THESE?

CLASS ACTIVITY Draw three pictures of clothes on different pieces of paper. Then put the papers in a bag. Take three different papers, go around the class, and find the owners.



A: Gina, is this your cap?
B: No, it's not mine. Maybe it's Emi's.

A: Young-woo, are these your pants?
B: Yes, they're mine. Thanks!

4 MY FAVORITE THINGS

A Write your favorite things in the chart. Then ask a partner about his or her favorite things. Write them in the chart.

Favorite	Me	My partner
1. season
2. color
3. clothes



B Compare answers. What's the same? What's different? Write sentences.

Summer is my favorite season, and it's Kyle's favorite season. That's the same.
My favorite color is blue, but Kyle's favorite color is brown, so that's different.

5 GUESS THE CLASSMATE

GROUP WORK Think of a student in the class. Your classmates ask yes/no questions to guess the student.

A: I'm thinking of a student in this class.
B: Is it a man?
A: Yes, it is.
C: Is he short?
A: No, he isn't.
D: Is he wearing blue jeans?



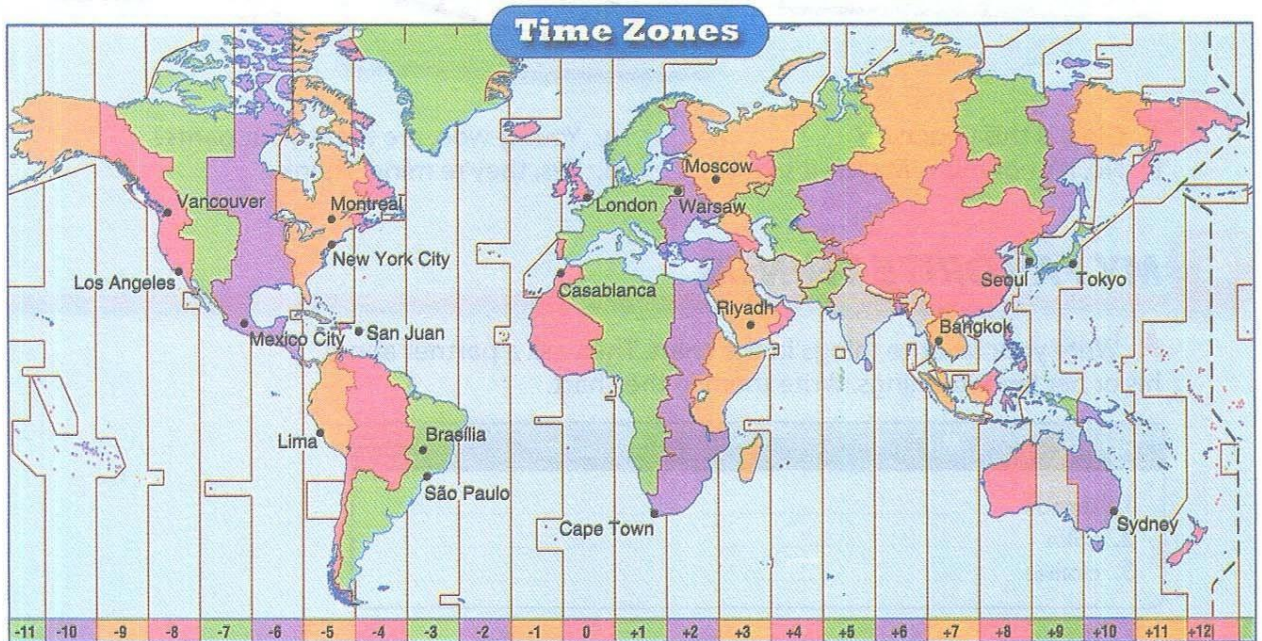
WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

5 What are you doing?

1 **SNAPSHOT**

- Listen and practice.



Which cities are in the same time zones?
Which cities are in your time zone?

2 **CONVERSATION** What time is it there?

- Listen and practice.

Debbie: Hello?

John: Hi, Debbie. This is John.
I'm calling from Australia.

Debbie: Australia?

John: I'm at a conference in Sydney.
Remember?

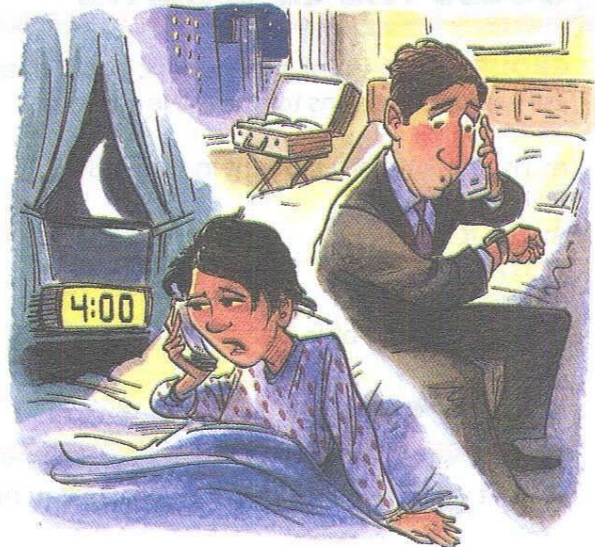
Debbie: Oh, right. What time is it there?

John: It's 10:00 P.M. And it's four o'clock
there in Los Angeles. Right?

Debbie: Yes – four o'clock in the morning!

John: 4:00 A.M.? Oh, I'm really sorry.

Debbie: That's OK. I'm awake . . . now.



3

GRAMMAR FOCUS

What time is it?



It's one **o'clock**.



It's one-oh-five.
It's five **after** one.



It's one-fifteen.
It's **a quarter after** one.



It's one-thirty.

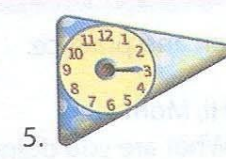


It's one-forty.
It's twenty **to** two.



It's one forty-five.
It's **a quarter to** two.

A PAIRWORK Look at these clocks. What time is it?



A: What time is it?

B: It's twenty after two. OR It's two-twenty.

Is it A.M. or P.M.?



It's seven (o'clock)
in the morning.
It's 7:00 **A.M.**



It's twelve (o'clock).
It's 12:00 **P.M.**
It's **noon.**



It's four (o'clock)
in the afternoon.
It's 4:00 **P.M.**



It's seven (o'clock)
in the evening.
It's 7:00 **P.M.**



It's ten (o'clock) **at night.**
It's 10:00 **P.M.**

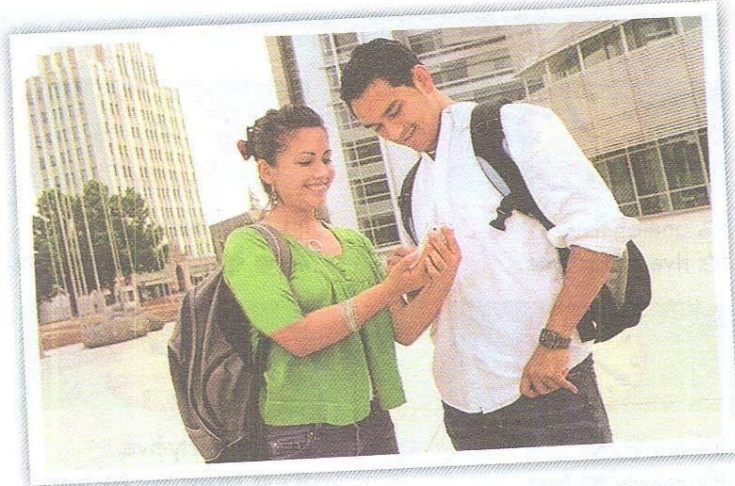


It's twelve (o'clock) **at night**
It's 12:00 **A.M.**
It's **midnight.**

B PAIRWORK Say each time a different way.

- It's nine o'clock in the evening. "It's 9:00 P.M."
- It's eight o'clock in the morning.
- It's twelve o'clock at night.
- It's three in the afternoon.
- It's 3:00 A.M.
- It's 6:00 P.M.
- It's 4:00 P.M.
- It's 12:00 P.M.

4 LISTENING *It's 4:00 P.M. in Vancouver.*



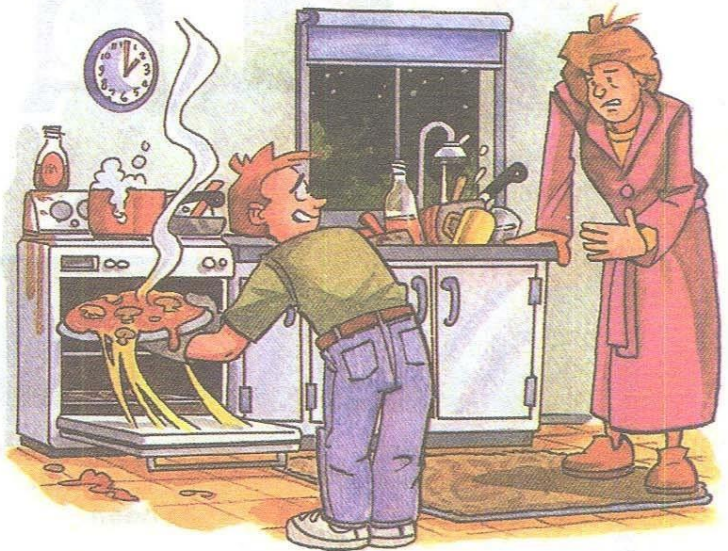
Tracy and Eric are calling friends in different parts of the world. Listen. What time is it in these cities?

City	Time
Vancouver	4:00 p.m.
Bangkok
London
Tokyo
São Paulo

5 CONVERSATION *I'm really hungry!*

Listen and practice.

Steve: Hi, Mom.
 Mom: What are you doing, Steve?
 Steve: I'm cooking.
 Mom: Why are you cooking now?
 It's two o'clock in the morning!
 Steve: Well, I'm really hungry!
 Mom: What are you making?
 Steve: Pizza.
 Mom: Oh? What kind?
 Steve: Cheese and mushroom.
 Mom: That's my favorite! Now I'm getting hungry. Let's eat!



6 PRONUNCIATION *Rising and falling intonation*

Listen and practice. Notice the intonation of the yes/no and Wh-questions.

Is she getting up?
 Are they sleeping?

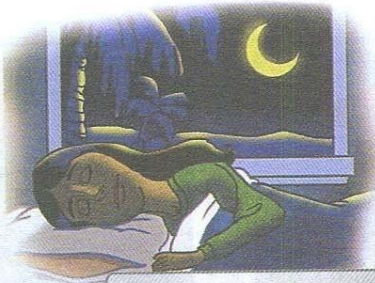
What's she doing?
 What are they doing?

Listen to the questions. Draw a rising arrow (↗) for rising intonation and a falling arrow (↘) for falling intonation.

-
-
-
-
-
-

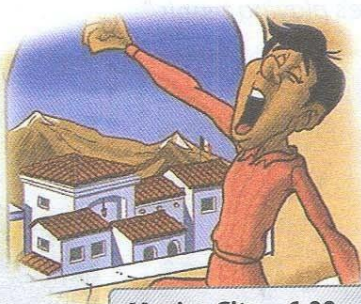
7

GRAMMAR FOCUS Present continuous Wh-questions



Los Angeles 4:00 A.M.

What's Victoria doing?
She's **sleeping** right now.



Mexico City 6:00 A.M.

What's Marcos doing?
It's 6:00 A.M., so he's **getting up**.



New York City 7:00 A.M.

What are Sue and Tom doing?
They're **having** breakfast.



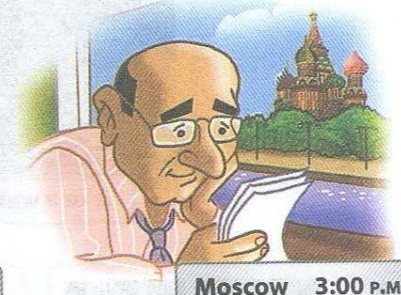
Brasília 9:00 A.M.

What's Célia doing?
She's **going** to work.



London 12:00 noon

What are Jim and Ann doing?
It's noon, so they're **eating** lunch.



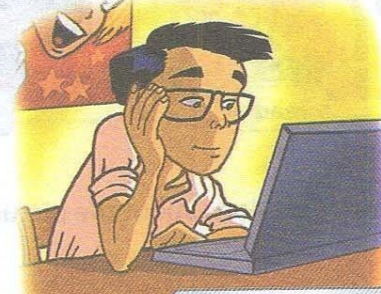
Moscow 3:00 P.M.

What's Andrei doing?
He's **working**.



Bangkok 7:00 P.M.

What's Permsak doing?
He's **eating** dinner right now.



Tokyo 9:00 P.M.

What's Hiroshi doing?
He's **checking** his email.



Your city 00:00

What are you doing?
It's ... I'm ...

A PAIR WORK Ask and answer the questions about the pictures.

- Who's sleeping now?
- Who's having breakfast?
- Where's Andrei working?
- Where's Hiroshi checking his email?
- What's Célia wearing?
- What's Marcos wearing?
- Why is Marcos getting up?
- Why are Jim and Ann having lunch?

spelling

sleep → **sleeping**
get → **getting** (+ t)
have → **having** (- e)

B GROUP WORK Write five more questions about the pictures. Then ask and answer your questions in groups.

8

WORD POWER Activities

A Listen and practice. "She's playing tennis."



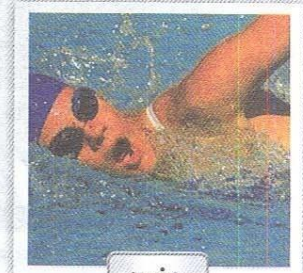
play tennis



ride a bike



run



swim



take a walk



drive



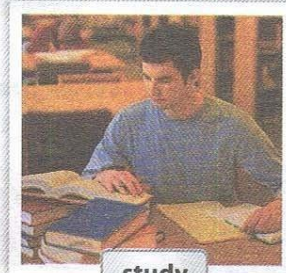
watch a movie



shop



read



study



watch television

B PAIR WORK Ask and answer questions about the pictures in part A.

A: Is she playing soccer?

B: No, she's not.

A: What's she doing?

B: She's playing tennis.

C Listen. What's Mary doing? Listen to the sounds and number the actions from 1 to 8.

dancing

eating dinner

riding a bike

swimming

1 driving

playing tennis

shopping

watching television

9

INTERCHANGE 5 What's wrong with this picture?

What's wrong with this picture? Go to Interchange 5 on page 119.

Friends Across a Continent

Skim the conversation. Write the name of the correct person under each picture.

Meg Martin and Kathy O'Brien chat online almost every day. Meg is an exchange student from the U.S. She's studying in Mexico. Kathy is in the U.S.

megm: Hi, there!

kathyo: Hi, Meg!

megm: What are you doing?

kathyo: I'm sitting on my bed with my laptop. I'm doing my homework.

megm: What are you working on?

kathyo: I'm writing an essay for Spanish class. :) Where are you?

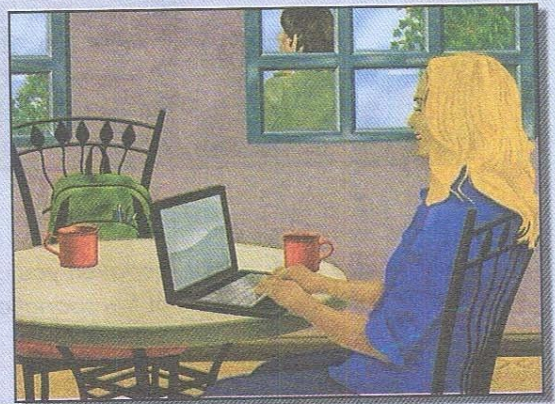
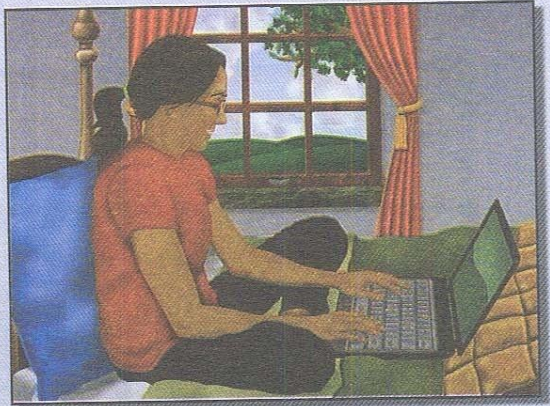
megm: I'm in a café with my friend Carmen. I'm having coffee, and she's talking on the phone outside. How is your family?

kathyo: They're all fine! My father's watching a baseball game with his friends. My mother is out shopping.

megm: Where's your brother?

kathyo: John's playing soccer in the park. Oh, wait. My phone is ringing. My mother's calling me. I have to go! Bye!

megm: OK! Bye!



A Read the conversation. Who is doing these things? Complete the sentences.

1. is writing an essay.
2. is having coffee.
3. is talking on the phone.
4. is watching a baseball game.
5. is shopping.
6. is playing soccer.




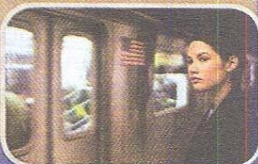




B PAIR WORK Imagine you are texting or chatting online. Where are you? Who are you communicating with? Write a short conversation.

6 My sister works downtown.

1 SNAPSHOT

Listen and practice.

Transportation in the U.S.
The Top Eight Ways to Get to Work

1. drive 	2. walk 	3. take the bus 	4. take the subway 
5. take the train 	6. ride a bike 	7. take a taxi/cab 	8. ride a motorcycle 

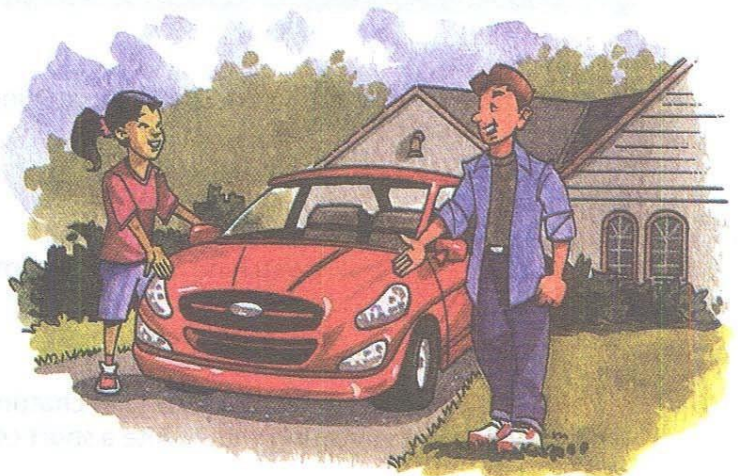
Source: U.S. Census Bureau

Check (✓) the kinds of transportation you use.
What are some other kinds of transportation?

2 CONVERSATION Nice car!

Listen and practice.

- Ashley: Nice car, Jason! Is it yours?
Jason: No, it's my sister's. She has a new job, and she drives to work.
Ashley: Is her job here in the suburbs?
Jason: No, it's downtown.
Ashley: My parents work downtown, but they don't drive to work. They use public transportation.
Jason: The bus or the train?
Ashley: The train doesn't stop near our house, so they take the bus.



3 WORD POWER Family

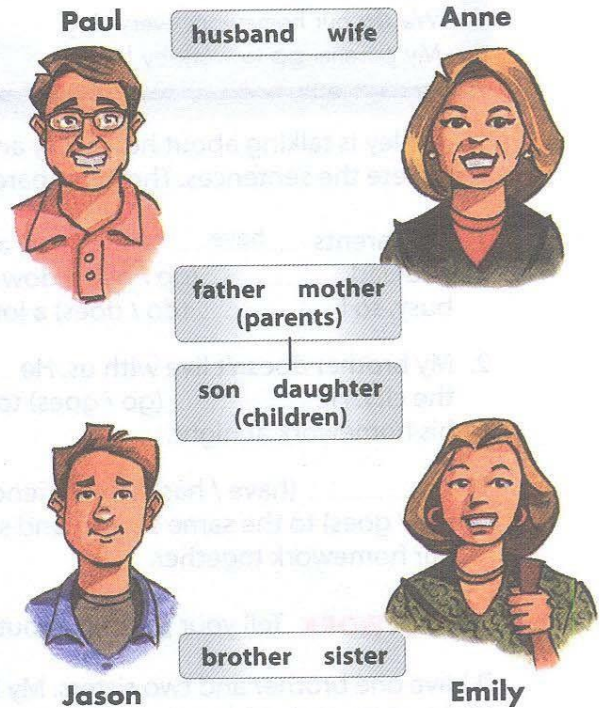
A PAIR WORK Complete the sentences about the Carter family. Then listen and check your answers.

1. Anne is Paul's wife
2. Jason and Emily are their
3. Paul is Anne's
4. Jason is Anne's
5. Emily is Paul's
6. Jason is Emily's
7. Emily is Jason's
8. Paul and Anne are Jason's

kids = children
mom = mother
dad = father

B PAIR WORK Who are the people in your family? What are their names?

"My mother's name is Angela. My brothers' names are David and Daniel."



4 GRAMMAR FOCUS

Simple present statements

I walk to school.	I don't live far from here.	don't = do not doesn't = does not
You ride your bike to school.	You don't live near here.	
He works near here.	He doesn't work downtown.	
She takes the bus to work.	She doesn't drive to work.	
We live with our parents.	We don't live alone.	
They use public transportation.	They don't need a car.	

A Paul Carter is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

1. My family and I live (live / lives) in the suburbs. My wife and I (work / works) near here, so we (walk / walks) to work. Our daughter Emily (work / works) downtown, so she (drive / drives) to work. Our son (don't / doesn't) drive. He (ride / rides) his bike to school.
2. My parents (live / lives) in the city. My mother (take / takes) a train to work. My father is retired, so he (don't / doesn't) work now. He also (use / uses) public transportation, so they (don't / doesn't) need a car.

verb endings: he, she, it

walk	→	walks
ride	→	rides
study	→	studies
watch	→	watches

Simple present statements with irregular verbs

I/you/we/they

I **have** a bike.
We **do** our homework every day.
My parents **go** to work by bus.

he/she/it

My father **has** a car.
My mother **does** a lot of work at home.
The bus **goes** downtown.

B Ashley is talking about her family and her friend Jason. Complete the sentences. Then compare with a partner.

- My parents *have* (have / has) a house in the suburbs. My mom and dad (go / goes) downtown to work. My parents are very busy, so I (do / does) a lot of work at home.
- My brother doesn't live with us. He (have / has) an apartment in the city. He (go / goes) to school all day, and he (do / does) his homework at night.
- I (have / has) a new friend. His name is Jason. We (go / goes) to the same school, and sometimes we (do / does) our homework together.

C PAIRWORK Tell your partner about your family.

"I have one brother and two sisters. My brother is a teacher. He has a car, so he drives to work."

5 PRONUNCIATION Third-person singular -s endings

Listen and practice. Notice the pronunciation of the -s endings.

s = /s/
take takes
sleep sleeps

s = /z/
drive drives
study studies

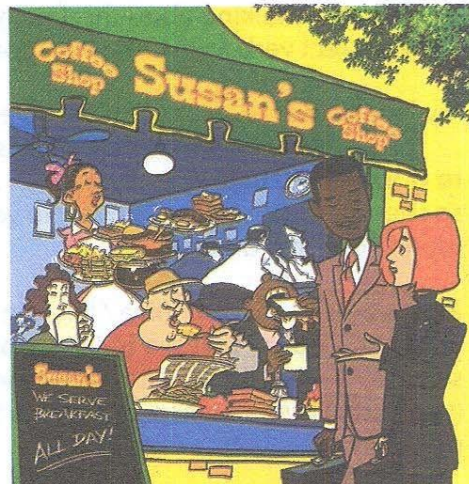
(e)s = /ɪz/
dance dances
watch watches

irregular
do does
have has

6 CONVERSATION I get up at noon.

Listen and practice.

- Jack: Let's go to the park on Sunday.
Amy: OK, but let's go in the afternoon. I sleep late on weekends.
Jack: What time do you get up on Sundays?
Amy: At ten o'clock.
Jack: Oh, that's early. On Sundays, I get up at noon.
Amy: Really? Do you eat breakfast then?
Jack: Sure. I have breakfast every day.
Amy: Then let's meet at this restaurant at one o'clock. They serve breakfast all day!



Simple present questions

Do you **get up** early?

No, I **get up** late.

Does he **eat** lunch at noon?

No, he **eats** lunch at one o'clock.

Do they **take** the bus to class?

No, they **take** the subway.

What time do you **get up**?

At ten o'clock.

What time does he **have** dinner?

At eight o'clock.

When do they **take** the subway?

On Tuesdays and Thursdays.

A Complete the questions with *do* or *does*.

- *Do* you get up early on weekdays?
- What time you go home on Fridays?
- your father work on weekends?
- your mother cook every day?
- your parents read in the evening?
- When your parents shop?
- you check your email at night?
- What time you have dinner?
- When you study?
- your best friend drive to class?
- What time your father get up?

B PAIRWORK Ask and answer the questions from part A. Use time expressions from the box.

A: Do you get up early on weekdays?

B: Yes. I get up at seven o'clock.

C Unscramble the questions to complete the conversations. Then ask a partner the questions. Answer with your own information.

- A: *Do you check your email every day* ?
you / every day / check your email / do
B: Yes, I check my email every day.
- A: ?
you / what time / lunch / do / eat
B: At 1:00 P.M.
- A: ?
at / start / does / eight o'clock / this class
B: No, this class starts at nine o'clock.
- A: ?
study / you / English / do / when
B: I study English in the evening.
- A: ?
on weekends / you and your friends / do / play sports
B: Yes, we play soccer on Saturdays.

time expressions

early

late

every day

at 9:00

at noon / midnight

at night

in the morning

in the afternoon

in the evening

on Sundays

on weekdays

on weekends



8 LISTENING *Marsha's weekly routine*

Listen to Marsha talk about her weekly routine. Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 MY ROUTINE

A What do you do every week? Write things in the chart.

Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Day Week Month

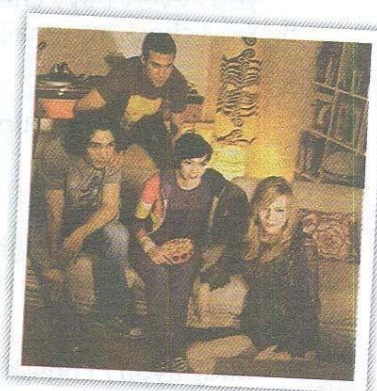
B **GROUP WORK** Discuss your weekly routines. Ask and answer questions.

A: I go to bed late on Fridays.

B: What do you do on Friday nights?

A: I see my friends. We watch television or play video games.

C: On Fridays, I study in the evening. I see my friends on the weekend.



10 INTERCHANGE 6 *Class survey*

Find out more about your classmates. Go to Interchange 6 on page 120.

What's your schedule like?

Look at the pictures and the labels. Who gets up early? Who gets up late?

Student reporter Mike Starr talks to people on the street about their schedules.

Brittany Davis
College Student



Mike: What's your schedule like?

Brittany: My classes start at 8:00 A.M., so I get up at 7:00 and take the bus to school.

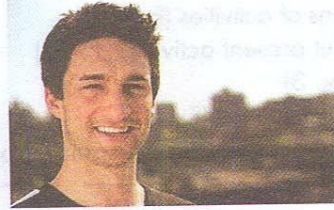
MS: When do your classes end?

BD: They end at noon. Then I have a job at the library.

MS: So when do you study?

BD: My only time to study is in the evening, from eight until midnight.

Justin Reid
City Tour Guide



Mike: What's your schedule like?

Justin: I get up at 6:15 A.M. and start work at 9:00.

MS: And what do you do before work?

JR: I go for a run at 6:30 A.M., and then I have breakfast at 7:00.

MS: And after work?

JR: I finish at 6:00 P.M., and I have dinner downtown.

MS: Do you work every day?

JR: No, I work on Fridays, Saturdays, and Sundays.

Maya Choo
Rock Musician



Mike: What's your schedule like?

Maya: Well, I work at night. I go to work at 10:00 P.M., and I play until 3:00 A.M.

MS: What do you do after work?

MC: I have dinner at 3:30 or 4:00. Then I take a taxi home.

MS: What time do you go to bed?

MC: I go to bed at 5:00 in the morning.

A Read the article. Then number the activities in each person's schedule from 1 to 5.

Brittany Davis

- a. She goes to class.
- b. She takes the bus.
- c. She works.
- d. She studies.
- 1..... e. She gets up.

Justin Reid

- a. He has breakfast.
- b. He starts work.
- c. He eats dinner.
- d. He gets up.
- e. He goes for a run.

Maya Choo

- a. She has dinner.
- b. She finishes work.
- c. She goes to bed.
- d. She goes to work.
- e. She goes home.

B Write five sentences about your schedule. Are you an "early bird" or a "night owl"? Compare with a partner.



3

MY DAILY ROUTINE

A Choose one day of the week and write it in the blank. What do you do on this day? Complete the chart.

Day	
In the morning
In the afternoon
In the evening
At night

B PAIRWORK Tell your partner about your routine.

A: On Saturdays, I exercise in the morning. I play soccer with my friends.

B: What time do you play?

A: We play at 10:00.

4

LIFESTYLE SURVEY

A Answer the questions in the chart. Check (✓) Yes or No.

	Yes	No	Name
1. Do you live with your parents?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do both your parents work?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you watch television at night?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you eat dinner with your family?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you stay home on weekends?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you work on Saturdays?	<input type="checkbox"/>	<input type="checkbox"/>

B CLASS ACTIVITY Go around the class and find classmates with the same answers. Write their names in the chart. Try to write a different name on each line.

5

WHO IS IT?

GROUP WORK Think of a famous person. Your classmates ask yes/no questions to guess the person.

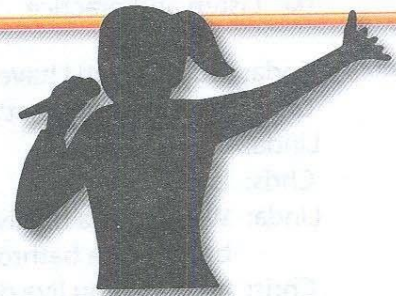
Is it a man? a woman?

Does he/she live in ... ?

Is he/she a singer? an actor?

Is he/she tall? short?

Does he/she wear glasses?



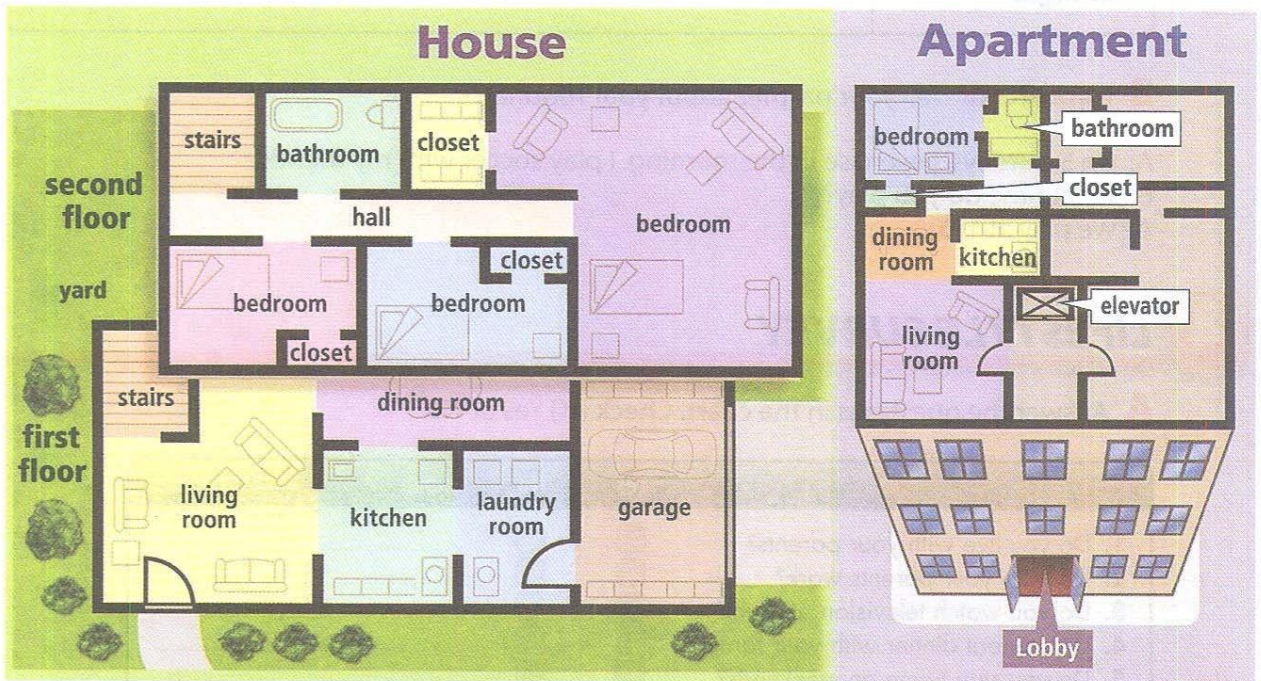
WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

7 Does it have a view?

1 SNAPSHOT

Listen and practice.

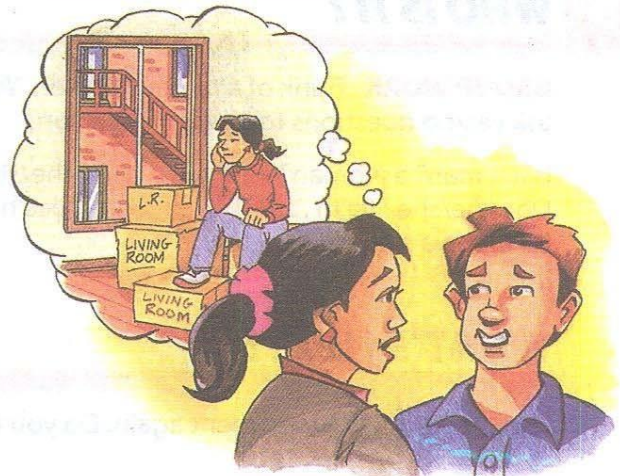


What rooms are in houses in your country? What rooms are in apartments?
What rooms are in your house or apartment?

2 CONVERSATION My new apartment

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!



3

GRAMMAR FOCUS

Simple present short answers

Do you **live** in an apartment?

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

Do the bedrooms **have** windows?

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

Does Chris **live** in a house?

Yes, he **does**. / No, he **doesn't**.

Does the house **have** a yard?

Yes, it **does**. / No, it **doesn't**.



A Complete the conversation. Then practice with a partner.

Linda: *Do* you *live* in an apartment?

Chris: No, I I in a house.

Linda: it a yard?

Chris: Yes, it

Linda: That sounds nice. you alone?

Chris: No, I I with my family.

Linda: you any brothers or sisters?

Chris: Yes, I I four sisters.

Linda: Really? your house many bedrooms?

Chris: Yes, it It four.

Linda: you your own bedroom?

Chris: Yes, I I'm really lucky.



B PAIRWORK Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?
2. Does his house have a yard?

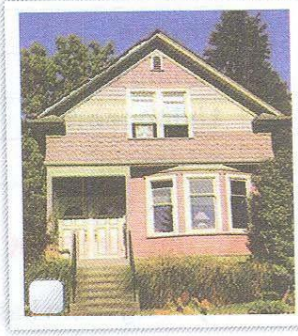
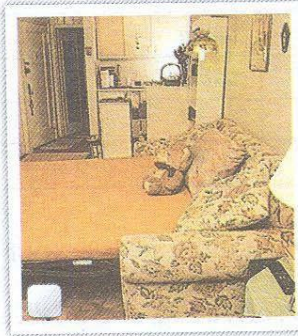
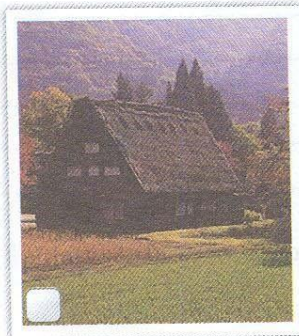
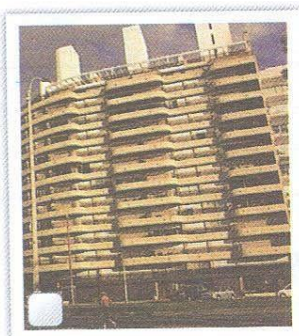
3. Does he live alone?
4. Does he have his own room?

C PAIRWORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

4

LISTENING *It has just one room.*

Listen to four people describe their homes. Number the pictures from 1 to 4.



5 WORD POWER Furniture

A Listen and practice.



armchairs



stove



curtains



pictures



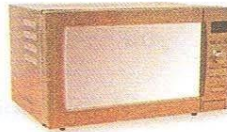
bed



table



coffee table



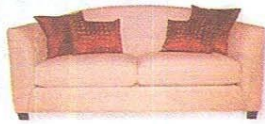
microwave oven



refrigerator



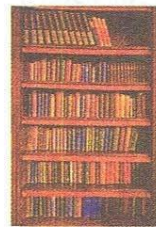
lamps



sofa



desk



bookcase



dresser



chairs



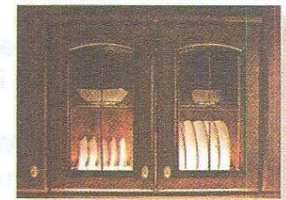
mirror



rug



TV



cupboards

B Which rooms have the things in part A? Complete the chart.

Kitchen	table stove
Dining room	table
Living room	
Bedroom	

C GROUPWORK What furniture is in your house or apartment? Tell your classmates.

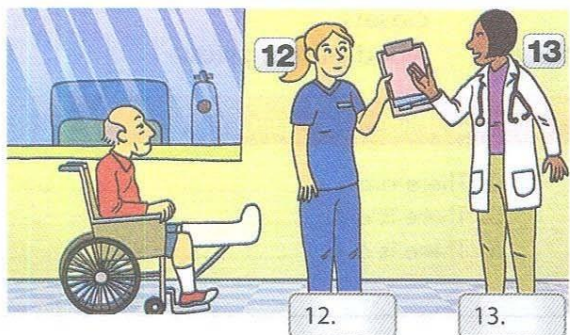
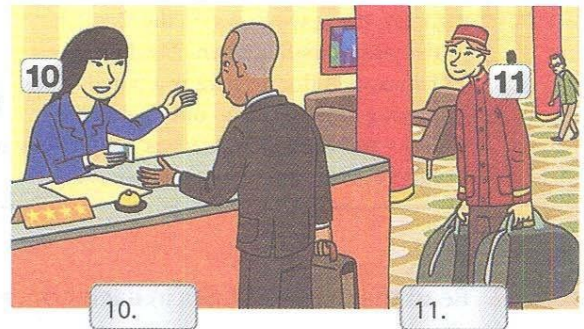
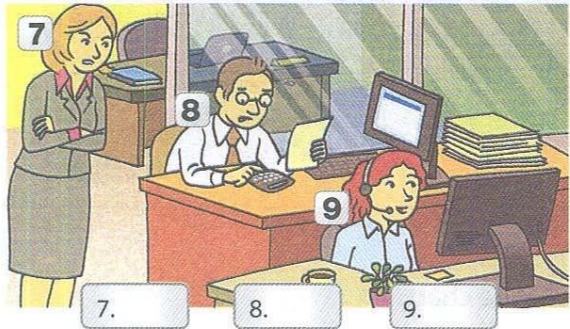
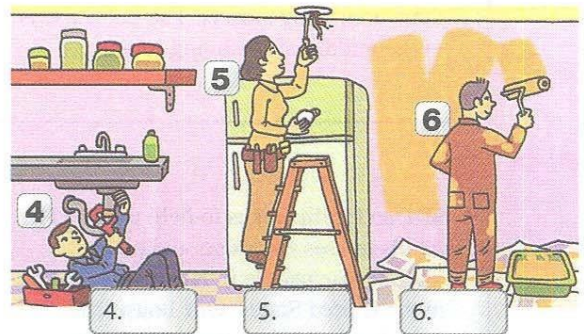
"My living room has a sofa, a rug, and a TV..."

8 What do you do?

1 WORD POWER Jobs

A Match the jobs with the pictures. Then listen and practice.

- | | | | |
|---------------|---------------------|--------------------|-------------------|
| a. accountant | e. electrician | i. painter | m. salesperson |
| b. bellhop | f. front desk clerk | j. plumber | n. security guard |
| c. cashier | g. nurse | ✓k. police officer | o. taxi driver |
| d. doctor | h. office manager | l. receptionist | p. vendor |



B PAIRWORK Ask questions about the people in part A. What are their jobs?

- A: What's her job?
 B: She's a police officer.

2 THE WORKPLACE

A PAIR WORK Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.
B: A nurse works in a hospital, too.



In a hospital	In an office	In a store	In a hotel
doctor			
nurse			

B CLASS ACTIVITY Ask and answer *Who* questions about jobs. Use these words.

wears a uniform
stands all day

sits all day
handles money

talks to people
works at night

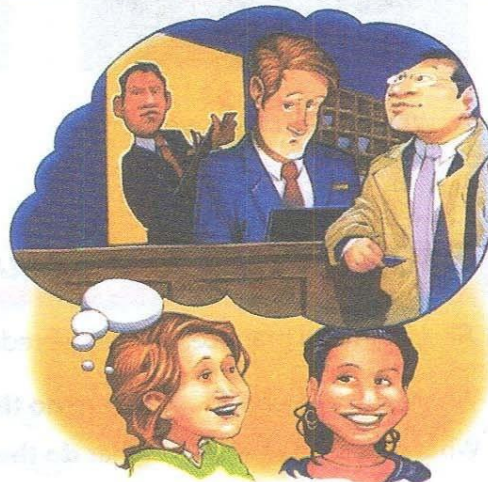
works hard
makes a lot of money

A: Who wears a uniform?
B: A police officer wears a uniform.
C: And a security guard...

3 CONVERSATION *He works in a hotel.*

Listen and practice.

Rachel: Where does your brother work?
Angela: In a hotel.
Rachel: Oh, really? My brother works in a hotel, too.
He's a front desk clerk.
Angela: How does he like it?
Rachel: He hates it. He doesn't like the manager.
Angela: That's too bad. What hotel does he work for?
Rachel: The Plaza.
Angela: That's funny. My brother works there, too.
Rachel: Oh, that's interesting. What does he do?
Angela: Actually, he's the manager!



4 GRAMMAR FOCUS

Simple present Wh-questions

Where do you work?

In a hospital.

What do you do?

I'm a doctor.

How do you like it?

I really like it.

Where does he work?

In a hotel.

What does he do?

He's a manager.

How does he like it?

It's OK.

Where do they work?

In a store.

What do they do?

They're cashiers.

How do they like it?

They hate it.

A Complete these conversations. Then practice with a partner.

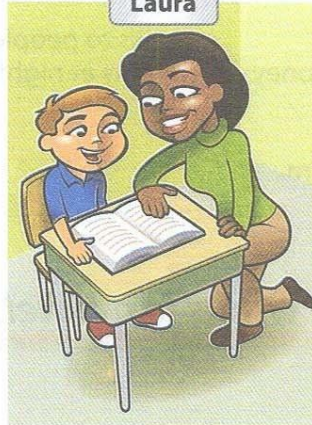
- A: *What* does your sister *do* ?
 B: My sister? She's a nurse.
 A: *How* does she *like* it?
 B: It's difficult, but she loves it.
- A: *Where* does your brother *work* ?
 B: In a hotel. He's a front desk clerk.
 A: Oh? *How* does he *like* it?
 B: He doesn't really like it.
- A: *How* do your parents *like* their jobs?
 B: Oh, I guess they like them.
 A: I don't remember. *Where* do they *work* ?
 B: In an office in the city.
- A: *What* do you *do* ?
 B: I'm a student.
 A: I see. *How* do you *like* your classes?
 B: They're great. I like them a lot.

B PAIRWORK Ask questions about these people.
 Where do they work? What do they do? How do they like it?

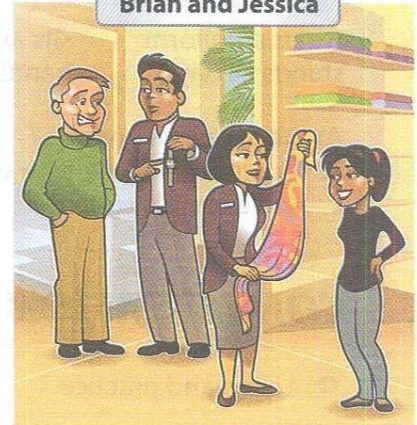
David



Laura



Brian and Jessica



- A: Where does David work?
 B: He works in ...

5 PRONUNCIATION Reduction of do

Listen and practice. Notice the reduction of **do**.

- Where **do** you work? Where **do** they work?
 What **do** you do? What **do** they do?

6 SNAPSHOT

Listen and practice.

What do you do? What's your job like?



I'm a server in a coffee shop. It's easy, but boring. I don't like my job much.



I'm a firefighter. It's exciting and very dangerous, but I like my job a lot.



I'm a social worker. It's difficult and really stressful, but I love my job.



I'm a florist. My job isn't very exciting, but it's pretty relaxing. I like my job OK.

Source: www.careercast.com

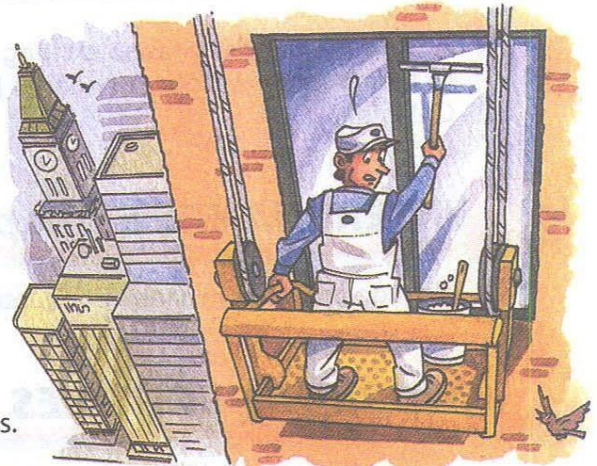
Who likes his or her job? Who doesn't? Why or why not?
How do they describe their jobs? Write one more adjective for each job.



7 CONVERSATION Please be careful!

Listen and practice.

- Richard: Hey, Stephanie. I hear you have a new job.
Stephanie: Yes. I'm teaching math at Lincoln High School.
Richard: How do you like it?
Stephanie: It's great. The students are terrific. How are things with you?
Richard: Not bad. I'm a window washer now, you know.
Stephanie: Really? How do you like it?
Richard: It's a stressful job. And it's pretty dangerous.
Stephanie: Please be careful!



8 LISTENING It's pretty boring.

Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

	What do you do?	What's it like?
1. Monica
2. Hye-soon
3. Kirk
4. Philip

9

GRAMMAR FOCUS

Placement of adjectives

be + adjective

A doctor's job **is stressful**.
A window washer's job **is dangerous**.

adjective + noun

A doctor has **a stressful job**.
A window washer has **a dangerous job**.

A Write each sentence a different way. Then compare with a partner.

1. A doctor's job is interesting. *A doctor has an interesting job.*
2. A police officer's job is dangerous.
3. A teacher's job is stressful.
4. A plumber has a boring job.
5. An electrician has a difficult job.
6. A vendor has an easy job.

B GROUP WORK Write one job for each adjective.
Do your classmates agree?

- | | |
|---|--------------------|
| 1. exciting <i>flight attendant</i> | 4. boring |
| 2. easy | 5. difficult |
| 3. dangerous | 6. relaxing |



flight attendant

- A: A flight attendant has an exciting job.
B: I don't agree. A flight attendant's job is boring.
C: I think ...

10 INTERCHANGE 8 The perfect job

What do you want in a job? Go to Interchange 8 on page 122.

11 WORKDAY ROUTINES

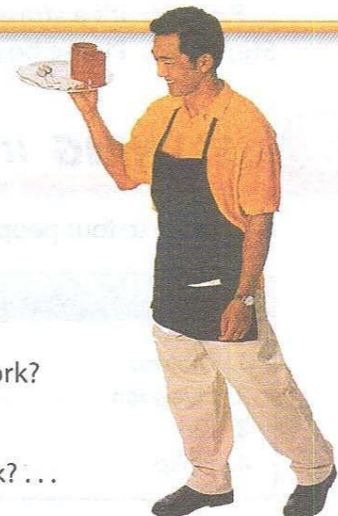
GROUP WORK Ask three classmates about their jobs (or their friends' or family members' jobs). Then tell the class.

Ask about a classmate

- Do you have a job?
- Where do you work?
- What do you do, exactly?
- Is your job interesting?
- What time do you start work?
- When do you finish work?
- Do you like your job?
- What do you do after work? ...

Ask about a classmate's friend or family member

- Tell me about your ...
- Where does he/she work?
- What does he/she do, exactly?
- Is his/her job difficult?
- What time does he/she start work?
- When does he/she finish work?
- Does he/she like his/her job?
- What does he/she do after work? ...



SECOND PART:

**INTRODUCTION TO ENGLISH APPLIED TO COMPUTER
SCIENCE**

A computer is an electronic machine that takes input , processes it, and gives output . It can store, organize, and retrieve data. People use computers to write documents, browse the internet, play games, send emails, and do many other tasks.

Basic Parts of a Computer:

- Input devices : like a keyboard or mouse (used to give commands or data)
- Processor (CPU) : the brain of the computer that processes data
- Memory (RAM) : stores data temporarily
- Storage : like a hard drive or SSD (stores data permanently)
- Output devices : like a monitor or printer (shows results)

Simple definition:

A computer is a machine that helps us work with information.

Here's a short history of computers in simple terms:

1. First Generation (1940s–1950s) :

- Used vacuum tubes .
- Very big and slow.
- Example: ENIAC (first general-purpose computer).

2. Second Generation (1950s–1960s) :

- Used transistors (smaller and faster than vacuum tubes).
- More reliable and used less power.

3. Third Generation (1960s–1970s) :

- Used integrated circuits (ICs) .
- Computers became smaller and cheaper.
- More common in businesses.

4. Fourth Generation (1970s–Today) :

- Uses microprocessors (CPU on a single chip).
- Personal computers (PCs) became popular.

- Rise of the internet and mobile devices.
5. Fifth Generation (Today and Future) :
- Focus on Artificial Intelligence (AI) .
 - Smart computers that can learn, speak, and make decisions.

Here's a simple beginner guide on how to use a computer with **Windows 10** :

1. Turning On the Computer

- Press the power button on the CPU or laptop.
- Wait for Windows 10 to load.

2. Logging In

- Enter your password or use a PIN if required.
- You'll see the desktop after logging in.

3. Understanding the Desktop

- Taskbar (bottom): Shows open apps and the Start menu.
- Start Menu (click Windows icon): Where you find all apps and settings.
- Icons : Shortcuts to apps and files.

4. Using the Mouse

- Left-click to select or open.
- Right-click to open a menu of options.
- Double-click to open files or folders.

5. Opening an Application

- Click Start → Find the app (e.g., Word, Chrome).
- Or use Search bar to type the app name.

6. Creating and Saving Files

- Open an app (like Word).
- Type your content.

- Click File > Save As → Choose a folder → Name the file → Click Save .

7. Using the Internet

- Open a browser (Edge, Chrome).
- Type a website address (e.g., www.google.com).
- Press Enter .

8. Shutting Down the Computer

- Click Start > Power > Shut down .

Here's a simple "Introduction to Computers" lesson you can use to teach beginners in English for Computer Science:

Title: Introduction to Computers

1. What is a Computer?

A computer is an electronic machine that processes data and performs tasks based on instructions (called programs).

Key Features:

- Accepts input (data)
- Processes the data
- Produces output (results)
- Stores information

2. Basic Components of a Computer

- Hardware : The physical parts of a computer (keyboard, mouse, monitor, CPU).
- Software : The programs or instructions that tell the computer what to do (e.g., Microsoft Word, Windows).

3. Types of Computers

- Desktop Computer : For office or home use.

- Laptop : Portable computer.
- Tablet & Smartphone : Touchscreen devices.
- Server : Used to store and manage data in networks.

4. Main Functions of a Computer

- Input : Entering data (keyboard, mouse).
- Processing : Working on the data (CPU).
- Storage : Saving data (hard drive, USB).
- Output : Displaying results (monitor, printer).

5. Uses of Computers

- Education
- Business
- Communication
- Entertainment
- Research

Input and Output Devices

1. What is an Input Device?

An input device is a hardware part used to enter data or commands into a computer.

Common Input Devices:

- Keyboard – to type text.
- Mouse – to click, point, and select.
- Microphone – to input sound.
- Scanner – to scan documents or pictures.
- Webcam – to capture video or images.
- Touchscreen – used on tablets and phones.

2. What is an Output Device?

An output device is used to show or present data from the computer to the user.

Common Output Devices:

- Monitor/Screen – to display images, text, videos.
- Printer – to print documents or pictures.
- Speakers – to play sound or music.
- Projector – to show content on a large screen.

3. Examples in Use:

- When you type on a keyboard (input), the words appear on the screen (output).
- You speak into a microphone (input), and your voice comes out from speakers (output).

4. Summary:

- Hardware = the body of the computer.
- Software = the mind of the computer.

Software and Hardware

1. What is Hardware?

Hardware is the physical parts of a computer — the things you can touch .

Examples of Hardware:

- Monitor – displays images and videos.
- Keyboard – used for typing.
- Mouse – helps to move and click.
- CPU (Central Processing Unit) – the brain of the computer.
- Printer, Speakers, Hard Drive – all are hardware.

2. What is Software?

Software is a set of instructions or programs that tell the hardware what to do . You cannot touch software; it runs inside the computer.

Types of Software:

- System Software – e.g., Windows, Linux, macOS (helps run the computer).
- Application Software – e.g., Microsoft Word, Excel, web browsers (used to do tasks).
- Utility Software – e.g., antivirus programs, disk cleaners.

3. Difference Between Hardware and Software:

Hardware	Software
Physical, can be touched	Virtual, cannot be touched
Needs software to work	Needs hardware to run
Examples: Mouse, CPU	Examples: Word, Windows OS

[05/12 11:20] Chat Gptwhatsapp: Here are some common daily computer actions beginners should know:

Basic Daily Computer Actions

1. Turning the Computer On/Off

- Press the power button to turn on.
- Use Start > Power > Shut down to turn off safely.

2. Logging In

- Enter your password or PIN to access your desktop.

3. Using the Mouse and Keyboard

- Click, double-click, right-click to select or open items.
- Type using the keyboard (letters, numbers, symbols).

4. Opening and Closing Programs

- Click on icons (e.g., Word, Chrome).
- Use the X button to close.

5. Creating and Saving Files

- Use File > Save As to name and save your work.
- Choose a location like Desktop or Documents .

6. Browsing the Internet

- Open a browser (Chrome, Edge).
- Type a web address or search in Google.

7. Checking Emails

- Open email app or go to gmail.com , outlook.com , etc.
- Log in to read and send emails.

8. Watching Videos or Listening to Music

- Use media players or go to sites like YouTube.

9. Using USB/External Drives

- Plug in the drive, open it from This PC , and copy/paste files.

10. Shutting Down Properly

- Always use Shut Down (not just unplug or press power).

[05/12 11:20] Chat Gptwhatsapp: | Tab | A new page in the browser |
| Search Engine | Tool to find info (e.g. Google)

6. Simple Activity:

Open a browser. Go to www.google.com. Type “weather in [your city]” and press Enter. What do you see?

Let me know if you want a follow-up lesson on Email , Online safety , or Downloading files .

[05/12 11:20] Chat Gptwhatsapp: Here’s a simple lesson on The Internet and Browsing , ideal for beginners in Computer Science with English focus:

Topic: The Internet and Browsing

1. What is the Internet?

The Internet is a global network that connects computers all over the world. It allows people to share information, communicate, and access services online.

Example: When you open YouTube, Facebook, or Google — you are using the Internet.

2. What is a Web Browser?

A web browser is a software that helps you to visit and use websites.

Common browsers:

- Google Chrome
- Mozilla Firefox
- Microsoft Edge
- Safari (for Apple devices)

3. What is a Website?

A website is a collection of pages on the internet. Each page has a web address or URL .

Example of a website: www.google.com

4. What Can You Do on the Internet?

- Search for information
- Send and receive emails
- Watch videos
- Read news
- Use social media (Facebook, WhatsApp Web)
- Buy or sell things

5. Basic Vocabulary:

English Term	Meaning in Simple English
Browser	Program to access websites
Link (Hyperlink)	A text or image that opens a page
URL	Website address (e.g. www...)

CONCLUSION

Congratulations on completing this course! You have gained essential knowledge about computers, their components, and how to use the internet, all while improving your English, skills related to technology.

Remember, mastering these basics is the first step towards becoming confident in using computers and communicating in the digital world. Keep practicing and exploring more advanced topics as you continue your learning journey.

Thank you for your dedication and participation. Best wishes for your future studies and career in computer science.

COMPUTER ESSENTIALS

a. Computer hardware



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A computer is an electronic¹ machine which can accept in a certain form, process data, and give the results of the processing format as information.

First, data is fed in the computer's memory. Then, when the program is run, the computer performs a set of instructions and process the data. Finally, we can see the results (the output) on the screen or in the printed form.

A computer consists of two parts: hardware and software. Hardware is any electronic or mechanic part that we can see or touch. Software is a set of instructions, called program, which tells the computer what to do. There are three basic hardware sections: **the central processing unit(CUP), main memory and peripherals.**

¹ Dr. SIMAMBOTE Remy, English for computer science, University of Kinshasa, 2020

The central processing unit seems to be the most influential component of a computer. Its function is to execute program instructions and coordinate the activities of all the other units. In a way, it's the brain of the computer.

The main memory holds instructions and data which are being processed by the CPU. Peripherals are the physical units attached to the computer. They include storage devices and input / output devices.

Storage devices (hard drives, DVD drives or flash drives) provide a permanent storage of both data and programs.

Disk drives are used to read and write data on disk.

Input devices enable data go into the computer's memory. The most common input devices are the mouse and the key board. Output devices enable us to extract the finished product from the system. For example, the computer shows the output on the monitor or prints the results onto paper by means of a printer.

On the rear panel of the computer, there are several ports into which we can plug a wide range of peripherals – a modem, a digital camera, a scanner, etc.

They allow the communication between the computer and the devices. Modern desktop PCs have USB ports and memory card readers on the front panel.

Références

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