

Writing plurals

There are knives and forks on the table.

If I have **one apple**, there is no **-s** at the end of the word. If I have **two apples**, there is an **-s** at the end of the word. Almost all words change between the singular and the plural.

The general rule to make a word plural is to add an **-s** at the end:

one school → two schools
one home → two homes
one town → two towns

If the singular word finishes with **-ch, -sh, -s, -x, -z, or -ge**, the plural takes **-es**:

one watch → two watches
one box → two boxes
one brush → two brushes
one dress → two dresses

Many words that end in **-o** also use **-es** for the plural.

one potato → two potatoes
one hero → two heroes

When the singular word finishes with **-f or -fe**, use **-ves**.

one leaf → two leaves
one life → two lives

Finally, some words don't follow the normal rules:

one person → two people
one woman → two women
one man → two men
one child → two children
one foot → two feet
one tooth → two teeth

1 Write the plural forms of these words.

- | | |
|----------------|-----------------|
| a) horse | e) tomato |
| b) fox | f) knife |
| c) sink | g) lunch |
| d) leaf | h) glass |

Pronouncing final **-s**

My two sisters are my best friends.

In English, when a word finishes with **-s**, like 'apples' or 'he works,' the **-s** is never silent. You always need to pronounce it. There are three possible pronunciations.

Version 1 If the word ends with **-ch, -sh, -s, -x, -z, or -dg**, the final **-s** is pronounced as **-uz**. This **-uz** sound is pronounced like an extra syllable.

boxes → sounds like box-uz
dresses → sounds like dress-uz

Version 2 The final **-s** is pronounced **-z** when the word finishes with a vowel sound, like 'tea' or 'day,' or with a loud consonant, such as **-b, -g, -j, -l, -m, -n, -ng, -r, -v, -w**.

coffees (z), listens (z), days (z), shows (z), sings (z)

Version 3 The final **-s** is pronounced as **-s** sound with soft consonants such as **-k, -t, -f, -p**.

forks (ks), restaurants (ts), laughs (fs), cups (ps)

Interactive practice

- Look at the vocabulary list for *People*, on the next page. Choose a noun, like 'a best friend.' Your tutor says it in the plural: 'two best friends.' Alternate to do five words each. Remember to really pronounce the **final -s**.
- In unit, A1-13, find the vocabulary for *Actions (regular verbs)*. Choose a verb on it, like 'to kick.' Your tutor says, 'He kicks.' Do five words each.

2 Say these words out loud, focusing on the correct pronunciation of the final **-s**.

- | | | | |
|------------|---------------|-------------|-----------------|
| a) lessons | d) colleges | g) teachers | j) boards |
| b) classes | e) tests | h) courses | k) universities |
| c) clocks | f) classrooms | i) subjects | l) students |

Let's chat! Ask your tutor, "What is inside your bag?" Your tutor gives you a list of what is in there. Then, it's their turn to ask you the question. Remember the final **-s** if there are "three books." Also do this for "your pencil case," "your pockets (or your purse)," and "your wallet."



Introducing someone

If I show you a picture of a person that you do not know, I can **introduce** this person by saying something like this:

Do you know my mother?

OR: This is my mom.

Then, you ask some basic questions about this person. Finish with a general compliment.

If my mother is with me in person, I can instead say, "I would like you to meet my mother." Or: "Have you met my mother?"

Oh, this is my mother.

Introductions

This is a picture of my family trip. We went to Mexico.

And who is this?

Oh, this is my mom.

Oh, that's nice. What is her name?

Her name is Eileen.

How old is she?

She is fifty-one years old.

What does she do?

She works at the bank.

She is in business.

She seems like a really nice person.

Oh, thank you!

Review the vocabulary for *People*. (You saw this in Unit A1-10.)

a friend	a best friend	a boyfriend	a girlfriend	together
a partner	a husband	a wife	a son	a daughter
a family	a brother	a sister	a parent	a stepparent
a father	my dad	a mother	my mom	a doctor

Let's chat! Take out your phone. Find a picture of a person that you know personally. Introduce this person to your tutor, following the examples mentioned in *Introducing someone*. Your tutor may ask you a question or two about this person. Remember that you probably need to use **final -s** for the verbs about this person. Then, switch roles. Do three people each.



Countries and languages

They speak Hindi in India.

Country	Nationality	Language(s)	Continent
Brazil	Brazilian	Portuguese	South America
Canada	Canadian	English, French	North America
China	Chinese	Chinese	Asia
Egypt	Egyptian	Egyptian Arabic	Africa and Asia
France	French	French	Europe
Germany	German	German	Europe
India	Indian	Hindi	Asia
Indonesia	Indonesian	Indonesian	Asia and Oceania
Italy	Italian	Italian	Europe
Japan	Japanese	Japanese	Asia
Mexico	Mexican	Spanish	North America
The Philippines	Filipino	Filipino	Asia
Russia	Russian	Russian	Asia
South Africa	South African	Zulu, Xhosa, and others	Africa
South Korea	South Korean	Korean	Asia
Spain	Spanish	Spanish	Europe

Thailand	Thai	Thai	Asia
Turkey	Turkish	Turkish	Europe and Asia
The United Kingdom	British	English	Europe
The United States	American	English	North America
Vietnam	Vietnamese	Vietnamese	Asia

3 Write sentences about these people.

- ▶ Alejandra | Mexico *Alejandra is Mexican and she speaks Spanish.*
- ▶ Flavio | Italian *Flavio comes from Italy and he speaks Italian.*
- a) Chao Fah | Thai
- b) Nigel | The United Kingdom
- c) Si-woo | South Korea
- d) Adriana | Brazilian
- e) Ferréol | French
- f) Diwata | Filipino
- g) Anipe | Egyptian
- h) Bhavin | India

Let's chat! Use the following questions for a quick chat with your tutor:

1. What country do you come from? What continent is that on? What nationality are you? What languages do you speak?
2. Then, try to think of a person that you know who has some different answers. Tell your partner the name of this person. Your partner asks you the questions about this person. Make sure to really pronounce the final -s for your answers for this part.



Will: The future

I will come to your party on Saturday.

+	-	?
I will go skiing this weekend. You will be here tomorrow. He will come with us. She will be late for work. It will rain tomorrow. We will lose this game. They will have a penalty.	I will not go skiing this weekend. You will not be here tomorrow. He will not come with us. She will not be late for work. It will not rain tomorrow. We will not lose this game. They will not have a penalty.	Will I go skiing this weekend? Will you be here tomorrow? Will he come with us? Will she be late for work? Will it rain tomorrow? Will we lose this game? Will they have a penalty?

Short forms of 'will'

I'll be there, don't worry.

+	-	
I' ll go skiing this weekend. You' ll be here tomorrow. He' ll come with us. She' ll be late for work. It' ll rain tomorrow. We' ll lose this game. They' ll have a penalty.	I won't go skiing this weekend. You won't be here tomorrow. He won't come with us. She won't be late for work. It won't rain tomorrow. We won't lose this game. They won't have a penalty.	When speaking, we normally use short forms for the future. We also use them when writing in an informal context, like a private message to a friend.

4 Write negatives and questions.

- ▶ 'I won't be at work on time.' 'What time will you be there?' (be)
- a) 'Lila to the movie theatre tonight.' 'When ?' (go)
- b) 'Wyatt me his secret.' 'Who ?' (tell)
- c) 'My friends their new car next week.' 'When it?' (get)
- d) 'You the keys by the door.' 'Where them?' (find)
- e) 'I time to talk to you today.' 'When time?' (have)
- f) 'We at home this evening.' 'When home?' (be)

Vocabulary tips! "Will" is used a lot when we finish conversations: "I'll call you," "I'll write you," "I'll wait for your message." You can also say, "I'll see you later," or its shorter form, "See you later." Variations include "See you soon," "See you tonight," "See you tomorrow," "See you next week," "See you Monday," etc.



Review the vocabulary for *Going out*. (You saw this in Unit A1-05.)

hungry	to eat	thirsty	to drink	a movie theatre
a restaurant	a café	a coffee	for lunch	for dinner
a plate	a bowl	a fork	a spoon	a knife
a cup	a glass	a washroom	a waiter	a waitress

Vocabulary review: *Going out*. Draw a line connect the words to the pictures.

a restaurant		a plate		a cup	
a café		a bowl		a glass	
a coffee		a fork		a washroom	
for lunch		a spoon		a waiter	
for dinner		a knife		a waitress	

Review the vocabulary for *Meals*. (You saw this in Unit A1-08.)

a meal	for breakfast	for lunch	for dinner	a picnic
to be thirsty	a glass of juice	a glass of wine	a beer	a drink
to be hungry	some food	a bowl of soup	a slice of pizza	a sandwich
a piece of cake	a cracker	a bowl of ice cream	a cup of coffee	a cup of tea

Vocabulary review: Meals. Draw a line to connect the words to the pictures.

a meal		to be thirsty		to be hungry	
for breakfast		a glass of juice		some food	
for lunch		a glass of wine		a bowl of soup	
for dinner		a beer		a slice of pizza	
a picnic		a drink		a sandwich	

Let's chat! Ask your tutor this question, "What will happen, the next time you go out?" Then, your tutor tries to imagine the evening, where they will go and what they will do. They can use words from vocabulary lists for inspiration. Then, switch roles.



Finishing a conversation

See you next week, then?

When you want to finish a conversation, use one of these formulations. The other person is supposed to respond politely.
 Right. I should go, now. → Yes, me too.
 Ok, well thanks a lot! → Yeah, of course, no problem.
 Well, this was nice. → Yes, let's do it again.

Often, people will express a positive wish or a desire to see the other person again.
 Have a nice afternoon, then. → Yes, have a nice day too.
 See you later, all right? → Yes, see you soon.
 Finally, there is a short, final goodbye.
 Goodbye! → Bye.

Interactive practice

- (First formulation.)
- (Polite reply.)
- (Positive wish)
- (Return the wish.)
- (Short goodbye.)
- (Short goodbye.)

Look over this vocabulary used for *Chatting*. Underline all of the words that are used to start conversations. Then, draw a box around all the words that are used to end conversations.

excuse me	hello	hi	good morning	good afternoon
good afternoon	good evening	how are you?	of course	don't worry
please	sorry	thank you	thanks	goodbye
have a nice morning	have a nice afternoon	have a nice evening	good night	bye

Unit review

Introductions and small talk

Let's chat! Sometimes, we like things from different countries: food, music, movies or television shows, YouTube channels, books, or comic books, etc. Ask your tutor if they like things from other countries. Then, they will ask you the same question. You can use the *Countries* list for inspiration. Try to find things you like from at least four different countries.



5 These sentences have errors related to the grammar lessons in this unit. Correct the errors.

- ▶ I won't not go with you later.
I won't go with you later.
- a) Emilia bought two new dress at the mall.
- b) She has two brushes for her hair.
- c) He will help us with the work?
- d) We need four chaires around this table.
- e) I will go not to school today.
- f) In the autumn, many leafs are on the ground.
- g) Do you prefer potatos or tomatos?

Let's chat! Before you leave your tutor today, remember to use one of the expressions that use the future to end conversations: "I'll see you later," "I'll write you," or "I'll see you next week." Your tutor will respond appropriately, like with "Yes, see you next week," and then you can say short goodbyes, like "Goodbye!" → "Bye."



Recommended homework

Choose one or more activities



Reading and watching. Use your phone's camera or a "QR Code scanner" to open these pages.



Watch a TV episode on CBC Gem. (It's free!) One good choice is *Schitt's Creek*. <https://gem.cbc.ca/>



Read "Going to a Restaurant," from Lingua. <https://lingua.com/english/reading/going-to-restaurant/>



Watch "How to Tell a Story in English," by Bob the Canadian. <https://youtu.be/NH2GfNTfqsE>

Writing topic: Write a short text that talks about your life plans. This could be your plans for the next five years, for example. Another option is you choose a future time, like in twenty years, and you explain what your life will be like then. It's okay to use your imagination!



End of Unit A1-14.

Answers. ① A. horses B. foxes C. sinks D. leaves E. tomatoes F. knives G. lunches H. glasses ② A. -z B. -iz C. -s D. -z E. -s F. -z G. -z H. -iz I. -s J. -z K. -z L. -s ③ A. Chao Fah comes from Thailand and she speaks Thai. B. Nigel is British and he speaks English. C. Si-woo is South Korean and she speaks Korean. D. Adriana comes from Brazil and she speaks Brazilian. E. e) Ferréol comes from France and he speaks French. F. Diwata comes from the Philippines and she speaks Filipino. G. Anipe comes from Egypt and she speaks Egyptian. H. Bhavin is Indian and he speaks Hindi. ④ A. won't go / will she go B. won't tell / will he tell C. won't get / will they get D. won't find / will I find E. won't have / will you have F. won't be / will you be ⑤ A. Emilia bought two new dresses at the mall. B. She has two brushes for her hair. C. Will he help us with the work? D. We need four chairs around this table. E. I will not go to school today. F. In the autumn, many leaves are on the ground. G. Do you prefer potatoes or tomatoes?



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