# Review: Talking about people

That young woman is interesting.

## Review the vocabulary for *People: Appearance.* (You saw this in Unit A1-01.)

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| --- | --- | --- | --- | --- |
| a baby | a child | a boy | a girl | a teenager |
| an adult | a man | a woman | hair | a beard |
| little | young | old | short | tall |
| small | big | slim | fat | beautiful |

## Review the vocabulary for *Sports and hobbies.* (You saw this in Unit A1-03.)

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| to play video games | to play music | to listen to music | to talk | to shop | |
| to play hockey | to play soccer | to play baseball | to play football | to play tennis | |
| to play basketball | to do cheerleading | to dance | to bike | to skate |

## Review the vocabulary for *Feelings and personality.* (You saw this in Unit A1-05.)

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| to like | to enjoy | to love | to feel good | to feel great |
| a nice person | a good person | a good friend | happy | sad |
| ready | excited | exciting | interested | interesting |
| bored | boring | fun | funny | safe |

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| **Let’s chat!** Choose two or three people that you met this year, maybe from school or work (NOT family members or old friends). Describe their appearances and personalities, and talk about the sports and hobbies that they enjoy, if you know them. Then, it is your tutor’s turn! | Chat avec un remplissage uni |

# Personal pronouns

He was excited to see us.

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| **Subject pronouns**  *Subject pronouns* replace the person or thing **doing the action:**  “Carson is funny and **he** makes everyone laugh.”  **I** play tennis.  **You** like skating.  **He** is a good friend.  **She** does cheerleading.  **It** is cold outside.  **We** enjoy dancing.  **They** are interesting. | **Object pronouns**  *Object pronouns* replace the **receiver of the action:**  “Lila’s family helped **her**.”  Nora talked to **me**.  Caleb wants to see **you**.  Look at **him**.  The family helped **her**.  Hannah gave **it** to her friend.  Luke was excited to see **us**.  The movie was boring for **them**. | **💬 Interactive practice**   1. Think of a man or a woman in your life. Tell your tutor who that person is. 2. Your tutor asks you about this person: Where they come from, their age, where they live, what they look like, etc. 3. You tutor asks you how you feel about this person. Answer using “him” or “her.”   Then, switch roles. Do this for one man and one woman each. |

## ❶ Put the correct pronoun in each blank.

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| * Ezra gave  ***me***  the book so I can read it tonight.  1. ‘Is Isaac here?’ ‘Yes, is over there.’ 2. Elena is taller than but I am faster than . 3. The waiter brought a loaf of bread and was so good that we ordered another. | 1. Amelia is older than William but is as tall as . 2. Maverick and Emilia just arrived, so you can give something to drink. 3. have to hurry to get there on time so please drive faster! 4. is cold outside so should wear that coat I gave you. |

# Preferred pronouns

Penelope is a ‘they’ now.

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| Some people change the gender they identify with during their life. For that reason, sometimes, people change the pronouns they want to use during their life. Maybe someone you knew as a ‘she’ is now a ‘he,’ for example.  Some people who don’t want to identify as just one gender prefer to be called ‘they.’ | The normal practice today is that when a person tells us the pronoun they want to use with them, that’s the pronoun that we use.  *he / him*  *she / her*  *they / them*  For ‘they,’ it means you can say ‘they are,’ even if it’s still just one person. | 💬 **Read this together.**  And what about Penelope? How is she?  Oh, Penelope’s a ‘they’ now. But they’re good.  Oh, right. I didn’t know. Are they still called Penelope?  Yeah, yeah. |

# People

My partner has two sisters and a brother.

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| 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 |

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| **Vocabulary tip!** When two people are in a romantic relationship, we say that they are **together**. The person I am with is my **partner** if we are in a domestic relationship. If we get married, then my partner becomes my **spouse**, my **husband** or my **wife**. If I have a **stepparent**, it can be a **stepmother** or a **stepfather**, and I can call them my **stepmom** or my **stepdad**. | Livres sur une étagère |

## ❷ Use the vocabulary list to find the right word.

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| 1. a female child 2. a male child 3. a man in a romantic relationship 4. a married man 5. a married woman 6. a person you enjoy being with 7. a person you see if you are sick 8. a woman in a romantic relationship 9. in a romantic relationship 10. someone's husband or wife 11. the person you most like and enjoy being with | 1. a boy who has the same parents as you 2. a female parent 3. a girl who has the same parents as you 4. a group of people who are related to each other 5. a male parent 6. a person who has a child 7. how children call their father 8. how children call their mother 9. a single parent’s new spouse |

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| **Let’s chat!** Try to find a person from the *People* vocabulary list that your tutor wants to talk about. For example, you could ask, “Do you have a brother? Would you like to talk about your brother?” Then, try to ask some questions about the person. Your tutor answers, using the vocabulary lists for ideas. They can use negatives, like “He does not like playing football.” Then, it is your tutor’s turn to ask questions. Talk about 3 people each. | Chat avec un remplissage uni |

# Countable and uncountable

One friend, two friends, some water.

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| **Countable nouns** are words that you can count. This includes ‘books’ or ‘bicycles.’ You can have many of them, or one of them. The word can be **singular** (a book) or **plural** (many books).  *a pencil*  *one best friend*  *two computers*  Another example is ‘**assignment**.’ It means the same as ‘homework,’ but it is countable.  *one assignment*  *three assignments* | **Uncountable nouns** are words that you cannot count. This includes ‘water,’ ‘money’ and ‘homework.’  *~~two waters~~*  *~~a money~~*  *~~three homeworks~~*  With uncountable nouns, we can’t use ‘a’ or ‘an.’ Instead, we normally use ‘some’ or ‘a lot of.’ We can also use ‘a bit of.’  ***some*** *water*  ***a lot of*** *money*  ***a bit of*** *time* | To express a specific quantity of an uncountable noun, we add an expression of quantity, like ‘a bag of,’ or ‘a piece of.’  ***a bag of*** *rice*  ***a cup of*** *coffee*  ***a glass of*** *water*  ***a handful of*** *pasta*  ***a kilogram of*** *butter*  ***a piece of*** *advice* |

# Common uncountable nouns

I want two pieces of toast.

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| **natural substances:**  air, ice, water, fire, wood, blood, hair, gold, silver, snow  (liquids, metals, etc.) | **ingredients:**  milk, rice, coffee, bread, sugar, meat, salt, beef  (grains, liquids, types of meat, cheeses, etc.) | **abstract concepts:**  advice, fun, happiness, health, research, knowledge, information, time | **groups of things:**  money, traffic, transportation, work, homework, equipment, clothing, luggage, jewelry |

## ❸ Put ‘a’ or ‘an’ with countable nouns and ‘some’ with uncountable nouns.

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| * ***a***  table * ***some*** rice  1. money 2. apple 3. hair | 1. ice 2. dress 3. homework 4. kitchen 5. jewelry | 1. clothing 2. husband 3. research 4. doctor 5. friend | 1. furniture 2. information 3. silver 4. stepparent 5. news |

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| **What do you need?** What do you need at the beach? For each situation, find four things that you need. Two of them must be countable, and two uncountable. Use the list of uncountable words to help you. Tell your tutor your list, explaining why you need each thing.  a) at the beach b) in class c) on a hiking trip d) at a music festival | Chat avec un remplissage uni |

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| **Quick tip!** You can use an uncountable noun to say what something is made of.  His house is **made of** wood.  That sculpture is **made of** ice. | Mille |

## Review the vocabulary for *At the grocery store.* (You saw this in Unit A1-08.)

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| a carton of milk | a pound of butter | a piece of cheese | a dozen eggs | a loaf of bread |
| a vegetable | a tomato | a bag of potatoes | a bag of rice | a can of beans |
| a piece of fruit | a bunch of bananas | a bag of oranges | a bag of apples | a bar of chocolate |
| a piece of meat | a piece of fish | a shaker of salt | a jar of sugar | a case of beer |

# Singular and plural

A lot of assignments, a lot of homework.

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| If you use ‘some’ or ‘a lot of’ with a count noun, like ‘apple,’ it always means ‘more than one,’ so ‘apple’ is plural, **with a final –s**.  *some friends*  *a lot of assignments* | Uncountable nouns like ‘money’ can never be ‘more than one,’ so they are always singular, even with ‘some’ or ‘a lot of,’ which means **no final –s**.  *some money*  *a lot of homework* |

## ❹ Fill in the blanks with words from the box. For count nouns, use the plural form.

~~milk~~ friend work advice luggage teacher homework

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| * I like to put some  ***milk***  on my cereal.  1. Evelyn has a lot of that she does activities with on weekends. 2. I think I have some good to help you with your problem. 3. In college, there are some who give a lot of . 4. Do you have a lot of that you taking on your trip? 5. My boss likes to give me a lot of to finish before the end of my shift. |

# Asking about quantities

How much money do you have?

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| There are two ways to ask questions about quantities: ‘how many’ and ‘how much.’ Use **‘how many’** to ask about countable nouns.  **How many** **brothers** do you have? → I have two brothers.  **How many** **bananas** do we need? → We just need one banana. | Use **‘how much’** to ask about uncountable nouns.  **How much homework** do you have tonight? → I have a lot of homework.  **How much money** do you have in your pocket? → I have a lot of money. I have five hundred dollars in my pocket. | **💬 Interactive practice**  You and your tutor make a list of at least six things you bought the last time you went to the grocery store. Just write the names, not the quantities. Trade lists. Then, ask your tutor ‘how many’ or ‘how much’ of the items they bought.  **How many apples** did you buy? → I bought four apples  **How much sugar** did you buy? → Oh, one bag. |

## ❺ Make questions using ‘how much’ and ‘how many’ in the present or past.

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| * I have sisters.  ***How many sisters do you have?*** * Samuel did research.  ***How much research did Samuel do?***  1. I have clothing in my closet. 2. We spent time together yesterday. 3. They grew tomatoes in their garden last summer. 4. Paisley wore jewelry at the party. 5. He needs eggs for this recipe. 6. She needs salt for this recipe. 7. She bought vegetables at the grocery store. 8. I want bread with my soup. |

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| **Let’s chat!** Use these questions for a quick chat: How much homework do you have at the moment? How much work do you usually have at your job? How much cleaning do you do at home? How much cooking did you do last weekend? How much money will you need for your books next semester? | Chat avec un remplissage uni |

# Numbers 1-100

My grandfather is seventy-nine years old.

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| 0 zero  1 one  2 two  3 three  4 four  5 five  6 six  7 seven  8 eight  9 nine | 10 ten  11 eleven  12 twelve  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  31 thirty-one  …  40 forty  50 fifty  60 sixty  70 seventy  80 eighty  90 ninety  100 one hundred |

## ❻ Rewrite these numbers in words.

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| * 11  ***eleven* .**  1. 34  **.** 2. 41  **.** | 1. 98 . 2. 63 . 3. 77 . | 1. 85  **.** 2. 52  **.** 3. 100  **.** |

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| **Quick tip!** Are you 17 or 70?  The teen numbers (13 to 19) can be hard to distinguish from the ten numbers (30 to 90).  Teen numbers have the stress on the **second** syllable. ‘thir-TEEN’, ‘four-TEEN’, ‘fif-TEEN’, etc.  Ten numbers have the stress on the **first** syllable: ‘THIR-ty’, ‘FOR-ty’, ‘FIF-ty,’ etc. | Mille |
| Practise saying the teen and ten numbers with your tutor. |  |

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| **Let’s chat!** Your tutor will ask you your age. Tell them. Try to remember the –s at the end of “years.” Then, your tutor will ask you about the age of some people who are important in your life, like close friends or family members. Then, switch roles: Ask your tutor their age. Then, ask them about the ages of some friends or family members. | Chat avec un remplissage uni |

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| **Ninety-nine:** Get a deck of cards. Give each person three cards. There is a score, which starts at 0. When it’s your turn, play one card in the middle of the table and calculate the new score. Here is an example: I play the first card. It’s a 10. I say “Ten.” You play a 3. You say, “Thirteen.” I play a 2. I say, “Fifteen.” You play another 10. You say “Twenty-five.” If you play a card and this gets the score to EXACTLY 99, you win. For the special cards in the deck: Ace counts for 1, J is 10, Q is 10, and K is 20. If the score goes too far and ends up OVER 99, the next card that is played counts for minus, so the score goes back down. So if the score is 104 and I play a 10, the new score is 94. After your turn, always draw one card to replace the one you played. | Puzzle |

# Unit review

Review: People and numbers

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| **Let’s chat!** Review the vocabulary from this unit. Use it to do the following:   1. Choose three people from your family and friends. 2. Describe their appearances and personalities. 3. Say what sports and hobbies they enjoy. | Chat avec un remplissage uni |
| Next, your tutor will do the same for three people they know. |  |

## ❼ Circle the uncountable nouns.

hair parent information homework car brother research gold kitchen ice paper water dress luggage tomato equipment time phone traffic

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| **Phone game!** Using your phone, google “random number generator.” Enter the numbers 1 (minimum) and 100 (maximum). Click on ‘generate’ and say the number. Keep clicking and say as many numbers as you can in 15 seconds. Your tutor will keep track of the time and how many numbers you get right. Be careful with the teens and tens! Then, try to beat your record! | Smartphone |

# Recommended homework

Choose one or more activities

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| Internet | **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 “Numbers,” from Lingua.  [https://lingua.com/english/ reading/numbers/](https://lingua.com/english/reading/numbers/) |  | Watch “Learn How to Describe Your Childhood,” by Bob the Canadian.  <https://youtu.be/DXCnjLXhiX0> |

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| **Writing topic:** Make a list of people who are important in your life. Use the *People* list for inspiration. Write a few sentences about each person. You could describe the person physically, talk about their sports and hobbies or favourite foods, etc. | Crayon |

End of Unit A1-10.

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| **Answers.** ❶ A. he B. me, her C. us, it D. he, her E. them F. You G. It, you ❷ A. daughter B. son C. boyfriend D. husband E. wife F. friend G. doctor H. girlfriend I. together J. spouse K. best friend L. brother M. mother N. sister O. family P. father Q. parent R. dad S. mum T. stepparent ❸ A. some B. an C. some D. some E. a F. some G. a H. some I. some J. a K. some L. a M. a N. some O. some P. some Q. a R. some ❹ A. friends B. advice C. teachers/homework D. luggage E. work ❺ A. How much clothing do you have in your closet? B. How much time did we spend together yesterday? C. How many tomatoes did they grow in their garden last summer? D. How much jewelry did Paisley wear at the party? E. How many eggs does he need for this recipe? F. How much salt does she need for this recipe? G. How many vegetables did she buy at the grocery store? H. How much bread do you want with your soup? ❻ A. thirty-four B. forty-one C. ninety-eight D. sixty-three E. seventy-seven F. eighty-five G. fifty-two H. one hundred ❼ hair, information, homework, research, gold, ice, paper, water, luggage, equipment, time, traffic | Coche |

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