Level 4

English

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with JJ Wilson
TO OUR STUDENTS

The Ministry of Education aims at providing Ecuador’s students with both the foreign language knowledge and the skills needed to succeed in today’s globalized world as English is the international language that will allow them to access knowledge and information and that will become an instrument of personal and professional empowerment to build a more prosperous, equitable society.

For the first time, the Ministry of Education will provide free English textbooks to students. This will contribute to the learning process in a positive manner, for every student will have an additional resource to aid them in their language acquisition process.

These textbooks as well as the teaching-learning approach adopted are guided by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, which is an internationally recognized standard for the explicit description of educational objectives, content elaboration, and methods as well as a basis for the reflection on current educational practices.

Since the communicative language approach will shape the teaching and learning practices in Ecuadorian classrooms, both teachers and learners are enthusiastically invited to make use of the English language for meaningful and as a tool to open windows to the world, unlock doors to opportunities, and expand their minds to the understanding of new ideas and other cultures.

Ministry of Education
1 You were awesome, Alex!

Learning goals

Communication
Express agreement or disagreement

Grammar
The simple past of be
The simple past of regular and irregular verbs

Vocabulary
Positive and negative adjectives
1 Dialogue

Cover the dialogue and listen.

Lori: You were awesome, Alex!
Alex: Thanks! Your dance number was great, too.
Diane: Congratulations, Alex! You were incredible! You sounded amazing on the guitar!
Alex: Thanks. So, who taught you those dance moves?
Diane: Nobody. Actually, most of our moves were pretty simple.
Alex: I always knew you guys were talented.
Paul: There you are. Way to go, kids! That was a terrific show.
Diane: Did you really think so, Paul? We’re glad you liked our performance.
Paul: I really did. Um, Alex, can I see you backstage? Just for a couple of minutes.
Alex: Sure. Guys, can you wait for me here, please?
Diane: No problem. Take your time.

2 Comprehension

A. Complete the statements with words from the dialogue.
   1. Lori said Alex was ___________.
   2. Diane said Alex was ___________.
   3. She also said Alex was ___________ on the guitar.
   4. Alex said the girls were ___________.
   5. Paul said the show was ___________.

3 Useful expressions

A. Listen and repeat.
   - Congratulations!
   - Way to go!
   - There you are.
   - Just for a couple of minutes.
   - Take your time.

B. Which expression from Exercise A would be appropriate to say for each of these situations?
   1. Your friend just won a spelling competition. ________
   2. You’re telling someone you only need a little of their time. ________
   3. Your friend passed a really difficult test. ________
   4. You’re going somewhere with a friend, but you’re not in a hurry. ________
   5. You’re looking for someone and you finally find him or her. ________

4 Vocabulary

Positive and negative adjectives

A. Listen and repeat.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>awesome</td>
<td>awful</td>
</tr>
<tr>
<td>amazing</td>
<td>terrible</td>
</tr>
<tr>
<td>incredible</td>
<td>horrible</td>
</tr>
<tr>
<td>fantastic</td>
<td>dreadful</td>
</tr>
<tr>
<td>terrific</td>
<td>disgusting</td>
</tr>
<tr>
<td>wonderful</td>
<td>lousy</td>
</tr>
</tbody>
</table>

B. PAIRS. Give your opinions of some famous people or movies using some of the adjectives above. Find out your partner’s opinions.

For example:

A: I think James Bond movies are fantastic. What do you think?
B: Oh, I think they’re dreadful!
Discovering grammar

Look at the grammar chart. Complete the rules with **was** or **were**.

1. The simple past forms of **be** are ________ and ________.
2. With **I, He, She, and It**, use ________ in simple past statements.
3. With **You, We, and They**, use ________ in simple past statements.

Practicing grammar

5 Practice

Complete the conversation with the past form of **be**.

**Lori:** How ________ the party last Saturday?

**Alex:** It ________ great!

**Lori:** ________ you there all night?

**Alex:** Oh, yeah. It ________ so much fun.

**Lori:** Who else ________ there?

**Alex:** Paul, of course. His sister ________ with him.

**Lori:** Really? What about the other Teen Scene members? ________ they all there?

**Alex:** Yes, they ________ Hey, what’s up with Diane? She (not) ________ happy at all.

**Lori:** Beats me. She (not) ________ very talkative earlier.
6 Practice
A. Write questions with the past tense of be. Use the cues.
1. (you / at a party recently)
   Were you at a party recently?
2. (When / it)
3. (Where / it)
4. (What kind of party / it)
5. (Who / at the party)
6. (How / it)
B. PAIRS. Ask your partner the questions in Exercise A. Switch roles.
   For example:
   A: Were you at a party recently?
   B: Yes, I was.

7 Pronunciation
Intonation in Yes/No and information questions
A. Listen and repeat.
   Yes/No questions
   Were you at a party recently?
   Was he there?
   Was it fun?

   Information questions
   When was the party?
   What kind of party was it?
   How was the party?
B. PAIRS. Alternate reading the examples above. Student A, read the Yes/No questions. Student B, read the information questions.

8 Communication
Express agreement or disagreement
A. Listen to the conversation.
   A: Were you at Mike’s party last night?
   B: Yes, I was.
   A: How was it?
   B: It was awesome. I loved it.
   C: Not me. I thought it was awful. The food was really bad.
   B: You’re right about that. But the music was great.
   C: That’s true. It was fantastic.
B. GROUPS. Practice the conversation. Then role-play, replacing the underlined parts with your own ideas.

Group Talk
Talk about a party you were at recently. Talk about the food, the people at the party, and the activities. Use the questions in Exercise 6 for ideas.
Useful language:
• I was at a birthday party [last Saturday].
• Really? How was it?
• It was awesome/amazing/incredible/boring.
• There were . . .
• The food/music/dancing was . . .
**Grammar Focus**

The simple past of regular and irregular verbs

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I studied music in school. He/She taught music years ago.</td>
<td>I didn’t study acting. He/She didn’t teach acting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No questions</th>
<th>Short answers</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you study music?</td>
<td>Yes, I did./No, I didn’t.</td>
<td>I studied at Juilliard.</td>
</tr>
<tr>
<td>Did he/she teach music last year?</td>
<td>Yes, he/she did./No, he/she didn’t.</td>
<td>In Korea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin → began</td>
</tr>
<tr>
<td>choose → chose</td>
</tr>
<tr>
<td>have → had</td>
</tr>
<tr>
<td>make → made</td>
</tr>
<tr>
<td>speak → spoke</td>
</tr>
<tr>
<td>think → thought</td>
</tr>
</tbody>
</table>

**Discovering grammar**

Look at the grammar chart. Complete the rules with regular, irregular, or both regular and irregular.

1. With ___________________ verbs in the simple past, the spelling changes.
2. To form the simple past of ___________________ verbs, add –ed or –d.
3. In negative statements with ___________________ verbs, use didn’t and the base form.
4. In questions with ___________________ verbs, use did and the base form.

**Practicing grammar**

9 Practice

Complete the biography with the past forms of the verbs in parentheses.

Wolfgang Amadeus Mozart (1. be) ___________ born on January 27, 1756, in Salzburg, Austria. Mozart (2. be) ___________ a musical prodigy. He (3. be) ___________ exceptionally talented in music. He (4. begin) ___________ playing the piano when he (5. be) ___________ only three years old. Soon after, he could play the piano like a professional. At the age of four, Mozart (6. learn) ___________ to play the harpsichord and violin. At five, he (7. write) ___________ his own music. Mozart (8. give) ___________ his first public performance at the age of six for the Empress of Austria. Recognizing his child’s talent, Mozart’s father (9. take) ___________ his son on concert tours throughout Europe. Mozart (10. play) ___________ for the rich and for royalty. As a teenager, he (11. write) ___________ and completed his first opera. He (12. continue) ___________ to write great music as an adult, but (13. not/become) ___________ famous. Mozart (14. get married) ___________ when he (15. be) ___________ 26 years old. He (16. not/make) ___________ much money from his compositions, so he (17. teach) ___________ to support his family. Sadly, his wife (18. become) ___________ sick from not eating properly. Soon, Mozart also (19. got) ___________ sick. Before he (20. die) ___________, Mozart (21. give) ___________ one of his students instructions on how to complete his last work, the Requiem Mass.

Mozart (22. die) ___________ on December 5, 1791, in Vienna, Austria.
10 Practice

A. Read Mozart's biography again. Use the cues to write questions about Mozart.

1. (Where / he born)
   Where was he born?

2. (have / a special talent as a child)
   Did he have a special talent as a child?

3. (How old / he when he began playing the piano)

4. (What / he learn at the age of four)

5. (What / he write at the age of five)

6. (What / he do when he was six)

7. (Where / his father take him)

8. (Who / he play for)

9. (When / he get married)

10. (he make / a lot of money)

11. (Why / his wife become sick)

12. (When / he die)

B. PAIRS. Student A, role-play a reporter interviewing an expert on Mozart. Ask the questions in Exercise A. Student B, you're an expert on Mozart. Answer the reporter's questions.

   For example:

   Q: Where was he born?
   A: He was born in Salzburg, Austria.

Learn to learn

Learn irregular past forms in groups

You can learn irregular past forms faster if you memorize them in groups.

Write the past forms of these verbs. You may use a dictionary. In your notebook, group them according to how they form the simple past.

bend ___________ choose ___________
take ___________ feel ___________
know ___________ sleep ___________
leave ___________ spend ___________
break ___________ grow ___________
build ___________ keep ___________
ride ___________ meet ___________
send ___________ write ___________

12 Listening

Listen to the interview. Then circle the correct answers.

1. Rob is going to study (at a university / at home).
2. Rob says it's (exciting / difficult) being gifted.
3. Rob's school friends thought he was (smart / weird).
4. Rob failed an exam because he (didn't know the answers / didn't want to be different).
5. Rob's parents make sure he (has a balanced schedule / studies many hours).

13 Your turn

GROUPS. Discuss the following:

1. What sort of problems do you think Rob had at school?
2. What do you think his friends thought of him? What about his teachers?
3. Would you like to be gifted? Why or why not?
14 Reading

A. Think of a famous person or someone you know who has exceptional talent. What special talent does he or she have?

B. Read along as you listen to the story about a young musical prodigy.

A MODERN-DAY MOZART

The Juilliard School is an internationally famous performing arts school in New York City. There is a student at Juilliard who, according to music experts, is the greatest talent to come along in 200 years. This student recently wrote five complete symphonies, and he is only 12 years old! His name is Jay Greenberg.

Jay wrote a musical piece called *The Storm* in just a few hours for the New Haven Symphony in Connecticut, U.S.A. A well-respected American composer, Sam Zyman, compares Jay to great prodigies like Mozart. Jay can compose a piano sonata in twenty-five minutes, and it’s a great piece of classical music!

In an interview, Jay said that he doesn’t know where the music comes from. The music comes fully written, playing like an orchestra in his head. These days, while kids are downloading music off the Internet, Jay downloads music from his head. Using a computer program, he composes so fast that he often crashes his computer.

Jay’s father, Robert, who became blind at 36, is a linguist. His mother is a painter from Israel. Neither of his parents is a professional musician, but as a child Jay heard music in his head all the time. He started composing when he was in elementary school. His teachers didn’t know what to do with him. At age 10, he began his studies at Juilliard. When Jay was 11, he began studying with third-year college students.

Jay continues to hear music in his head. When music enters his head, he writes it down. Beethoven changed his compositions many times. Jay never has to. He says, “It just comes out right the first time.”

15 Comprehension

Answer the questions.

1. What kind of school is Juilliard?
2. What is Jay Greenberg’s exceptional ability?
3. Which great composer is Jay compared to?
4. What’s special about Jay’s composing talent?

16 Speaking

PAIRS. Take three minutes to reread Jay’s story. Then ask and answer questions about Jay. Try not to look back at the reading.

*For example:*

A: Where is Jay studying?
B: At Juilliard, in New York.
A: What did he write for the New Haven Symphony?
B: I think it’s called *The Storm.*

17 Writing

In your notebook, write a summary for a teen magazine about Jay and his exceptional talent.
A. **1.** Read along as you listen. What’s Paul’s good news?

Hi, Paul. Did I do anything wrong? Wasn’t my performance good enough?

Oh no. You were great! Your guitar playing was amazing.

But?

I wanted you to know that I recommended you to Star Performers.

Star Performers? Isn’t that a performing arts camp for gifted kids?

That’s the one.

But why did you choose me?

You still have to audition, Alex.

Why not you? You have exceptional musical ability. You have a wonderful gift.

Thanks, Paul! You just made my day.

B. **GROUPS.** Discuss: Why does Alex say, “You just made my day”? Give examples of other situations when someone or something makes your day.

Unit 1 13
1 Vocabulary

Basic emotions

A. Listen and repeat.

1. happy
2. sad
3. excited
4. surprised
5. tired
6. nervous
7. worried
8. angry
9. upset
10. scared
11. bored
12. embarrassed

Learning goals

Communication
Express opinion

Grammar
Conjunctions: and, but, so
Used to for past habits

Vocabulary
Basic emotions
B. Complete the sentences with the adjectives from Exercise A. Then match them to the pictures on page 70.

5 He's _______ tired because he spent all afternoon cutting the grass.
6 She's ___________ because her mom gave her some candy.
7 He's ___________ because he's speaking in front of a lot of people.
8 She's ___________ because her friends suddenly arrived.
9 She's ___________ because her son broke the window.
10 He's ___________ because his mom is shouting at him.
11 He's ___________ because his team is winning.
12 He's ___________ because his bird flew away.
13 He's ___________ because he's watching a horror film.
14 She's ___________ because her friend is talking to someone else.
15 She's ___________ because her mom found her diary.
16 She's ___________ because her baby's sick.

C. PAIRS. Talk to a classmate about how you feel today.

Learn to learn

Personalize what you learn in school

It is easier to learn and memorize vocabulary when you relate it to your own life.

A. Choose one emotion from page 70 that you can relate to your own experience.

For example: _______ sad _______

B. PAIRS. Who or what do you remember when you think of the emotion? Talk about the situation.

For example:

A: I was very sad when my dog died. OR My dog died, and I was very sad.
B: I was . . .

2 Your turn

A. Choose three adjectives from Exercise 1A. Write them in the chart. Then list three things that make you feel each emotion.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Things that make me feel each emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>summer vacation, a new CD, soccer games</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. PAIRS. Compare your charts.

For example:

A: What makes you happy?
B: Well, summer vacation is one thing.
A: Me, too!

3 Listening

What makes people happy? Listen to the interview. Circle the people’s answers.

my baby girl  my job
my girlfriend  my husband  my son
my students  my family
my new house  my music  my car
my friends  my video games

Unit 2  15
4 Dialogue

Cover the dialogue and listen.

Alex: You know, Joe, I used to dream of being an actor.
Joe: Keep dreaming, Alex.
Alex: I’m serious. I didn’t use to care about my studies. I just wanted to be an actor.
Joe: And you don’t want to do that anymore?
Alex: Not anymore. I’m going to be a professional musician.
Joe: Wait a minute. Did you get into Juilliard?
Alex: I wish, but that’s never going to happen. I’m not that good!
Joe: Never say never. Hey, it’s not too late to apply.
Alex: I know, but Paul’s recommending me to Star Performers, so I’m keeping my fingers crossed.
Lori: Oh? When did Paul talk to you, Alex?
Alex: Just now.
Lori: I just talked to Paul, too, but he didn’t mention it. Excuse me. I have to go.
Alex: Wait. Lori, are you coming to the party?
Joe: What’s wrong with her?

5 Comprehension

A. Write True or False for each statement.

______ 1. Alex wants to be a professional musician.
______ 2. He got accepted at Juilliard.
______ 3. Joe is happy for Alex.
______ 4. Alex told Lori the good news.
______ 5. Lori learned the news from Paul.
______ 6. Lori is excited about Alex’s news.

B. Read along as you listen again. Check your answers.
6 Useful expressions

A. Listen and repeat.
- Keep dreaming.
- Not anymore.
- I wish.
- Never say never.
- I’m keeping my fingers crossed.
- Just now.

B. Write the appropriate response. Use the expressions in Exercise A.
1. A: Do you still enjoy watching cartoons?
   B: Not anymore.
2. A: Did you get an A in math?
   B: _____________________________
3. A: I’ll never be an actor!
   B: _____________________________
4. A: When did you see Jennifer Aniston?
   B: _____________________________
5. A: I dream of being famous someday.
   B: _____________________________
6. A: I hope you get into Juilliard.
   B: _____________________________

Discovering grammar

Look at the grammar chart. Complete the rules with and, but, or so.
1. Use _______ to show contrast.
2. Use _______ to express a result.
3. Use _______ to add information.

Practicing grammar

7 Practice

Fill in the blanks with and, but, or so. Then insert a comma (,) where it’s needed.
1. Teen Scene had a good show, ______ Paul is very happy.
2. Alex told Joe his news ______ Joe was excited.
3. Lori talked to Paul ______ he didn’t mention the news about Alex.
4. Paul thinks Alex is talented ______ he is recommending him to Star Performers.
5. Lori is also talented ______ Paul didn’t recommend her.

8 Practice

Combine the sentences with and, but, or so. Write the new sentences in your notebook.
1. I opened the door. I saw a puppy.
   I opened the door, and I saw a puppy.
2. Do something good. Don’t tell anyone about it.
3. Laugh. The world will laugh with you.
4. I’d like to join Teen Scene. I can’t because I’m only thirteen.
5. The news makes me sad. I don’t read newspapers.

9 Communication

Express opinion

A. Listen to the conversation.
   A: Do you think Alex is a good musician?
   B: I think he’s a terrific singer, and he’s great on the guitar.
   A: You really think so? Honestly, I don’t think he’s that great, but he’s very popular.

   B. PAIRS. Choose an entertainer to talk about. Express your opinions about the person’s abilities.
GRAMMAR FOCUS

**Used to**

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to be an actor.</td>
<td>didn't use to be famous.</td>
</tr>
<tr>
<td>You used to work in Hollywood.</td>
<td>didn't use to like acting.</td>
</tr>
<tr>
<td>He/She</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you use to be an actor?</td>
<td>Yes, I did./No, I didn’t.</td>
</tr>
<tr>
<td>Did he use to work in Hollywood?</td>
<td>Yes, he did./No, he didn’t.</td>
</tr>
<tr>
<td>Did they use to work in Hollywood?</td>
<td>Yes, they did./No, they didn’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information questions</th>
<th>Long answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did he use to be?</td>
<td>He used to be an actor.</td>
</tr>
<tr>
<td>Where did they use to work?</td>
<td>They used to work in Hollywood.</td>
</tr>
</tbody>
</table>

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use the (past / base) form of a verb with used to.
2. Use used to to talk about past situations that are (still true / no longer true).

Practicing grammar

10 Practice

Look at the pictures of Alexis. Write sentences comparing the past and the present.

When Alexis was three years old, . . . Now . . .
short and chubby  tall and thin

For example:
She used to be short and chubby, but now she’s tall and thin.

1. afraid of the dark / not afraid anymore

2. really shy / very outgoing

3. like going to bed early / like to stay up late

4. love playing in the rain / hate it when it rains

18  Unit 2
11 Practice

PAIRS. Use the sentences from Exercise 10 to write questions. Interview your classmate. Take notes.

For example:
Did you use to be chubby?

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________

12 Writing

A. Write a short paragraph about the classmate you talked to in Exercise 11. Don’t write your classmate’s name.

When this person was a young child, he/she used to...

_________________________________________
_________________________________________
_________________________________________
_________________________________________

B. Read the paragraph to the class. Ask your classmates to guess who the person is.

For example:
B: Is it Caitlin?
A: No.
C: Is it Emily?
A: Yes, it is.

13 Pronunciation

The pronunciation of used to

A. 18 Listen and repeat.

- used to: I used to feel nervous speaking in front of the class.
- didn’t use to: I didn’t use to be afraid of flying.
- did you use to: What did you use to do when you were nervous?

B. 19 Listen to the conversation. Then practice it.

A: What did you use to be nervous about?
B: I used to be nervous about going to the principal’s office.
A: Me, too. But I’m not anymore.
B: Really? Why not?
A: Because the principal’s my mom!

14 Practice

Have a competition! Go to page 68.
15 Reading

A. What do you think the expression “Laugh and the world laughs with you” means? Do you agree?

B. Read along as you listen.

16 Comprehension

Answer the questions.
1. Who started the Laughter Club?
2. What do members of the club do every day?
3. Why did the doctor start the club?
4. What are the benefits of laughter?
5. What two groups of people laugh a lot?
6. What kinds of people find it hardest to laugh?

17 Speaking

GROUPS. Discuss: What kind of people seem to laugh a lot? What kind of people seem to laugh only rarely?

A: Children laugh a lot. For example, my baby brother laughs all the time.
B: My baby sister laughs a lot, too. But principals rarely laugh.
A: Yeah. Mrs. Darren always looks serious.
**Test-taking tip:** Write neatly. If your teacher cannot read your handwriting, he or she might mark your answers wrong.

**Grammar**

A. Complete the paragraph with the simple past form. (1 point each)

Yesterday (1. be) ______ the first day of school. I (2. walk) ______ to school with my friends. As we walked, we (3. tell) ______ stories. We (4. have) ______ fun walking together. We (5. not/notice) ______ the time. Before we knew it, we (6. be) ______ already at school. In the classroom, I (7. introduce) ______ myself. I (8. say) ______ hi to my teacher.

B. Write Yes/No and information questions using the simple past. Use the cues. (3 points each sentence)

1. Yesterday was Dad’s birthday.
   (Yes/No) ______ Was yesterday Dad’s birthday?
   (When) ______ When was Dad’s birthday?

2. We planned a surprise party for him.
   (Yes/No) ______ We planned a surprise party for him.
   (Who) ______

3. Mom baked a birthday cake for Dad.
   (Yes/No) ______ Mom baked a birthday cake for Dad.
   (What) ______

C. Write affirmative (+), negative (−), and interrogative (?) sentences using used to. (3 points each)

J. K. Rowling

1. (+) be poor ______ She used to be poor.
2. (+) live in a small apartment ______
3. (−) live in a mansion ______
4. (?) work as a teacher ______

D. Combine the sentences using and, but, or so. Write the new sentences in your notebook. (2 points each)

1. Our house is small. It’s nice.
   ______ Our house is small, but it’s nice.

2. Alex likes Lori. He always calls her.

3. I like you. You don’t like me.

4. It was very cloudy. I took my umbrella with me.

5. Mom likes jazz. Dad doesn’t like jazz.

6. Alex is a guitarist. His sister is a pianist.

**Vocabulary**

E. Write P for positive, N for negative. (1 point each)

N angry __ awesome __ incredible
___ awful __ fantastic __ upset
___ bored __ horrible __ happy

**Communication**

F. Complete the conversation with expressions from the box. (1 point each)

<table>
<thead>
<tr>
<th>Never say never.</th>
<th>That’s true.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep dreaming.</td>
<td></td>
</tr>
</tbody>
</table>

A: I think Alex will become famous someday.
B: _____________________________
A: Really. I’m serious.
B: No way. He’ll never be famous.
A: _____________________________
B: Well, there are many talented teenagers who are better than he is.
A: _____________________________

**Now I can . . .**

- express agreement or disagreement.
- express my opinions.
- talk about past habits.
Game 1  Q & A baseball

Steps:
1. Create a baseball diamond in the classroom. Choose a place in the front for home plate, then places for first, second, and third bases around the room.
2. Next, form two teams. The first team comes to the front. Each player takes his or her turn at “bat.”
3. The “pitcher” (your teacher) asks the “batter” a review question. If the batter answers correctly, he or she goes to first base and other players already on the field move one base. For each player who reaches home plate, the team scores a “run.” If the batter does not answer correctly, the team scores an “out.”
4. Keep track of “outs” and “runs.” After three outs or five minutes, whichever comes first, the second team comes to bat.

Useful language
- Could you repeat the question?
- That was great! Congratulations!
- Oh well, good try. That was a hard one.
- What’s the score?
- Hurry up! We’re running out of time!

Los Angeles vs New York

Outs II   Outs III
Runs II    Runs III

Review Questions
Unit 5
- What do you do in your free time?
- What are you doing right now?
- What is (name) doing right now?
- What are you wearing today?

Unit 6
- What are you doing this weekend?
- When are you leaving school today?
- What are you going to do after school today?
- Where are you going to eat dinner tonight?

Unit 7
- How was your weekend?
- What did you do last weekend?
- Where were you on Saturday at three o’clock?
- What did you eat for lunch yesterday?

Unit 8
- When you were young, what time did you use to go to bed?
- When you were young, what did you use to be afraid of?
- When you were young, what TV shows did you use to watch?
- When you were young, what foods did you use to hate?
A snapshot of my childhood

Make an illustrated autobiographical sketch of your life as it was when you were six years old. Use the list of topics and the project below as a guide. Then share your sketch with your classmates.

1. Choose four topics to write about.

2. Find pictures to illustrate your sketch.

3. Share your sketch with your classmates and see how many things you have in common.

Music
TV shows
Toys and games
Books and magazines
Pets
Foods
Collections
Things you loved
Things you hated
Your family
Your neighborhood
Favorite places
Dreams

My Neighborhood
When I was six, I lived in Seattle, Washington. It used to rain a lot, but it was a nice city. There was a creek near my house. My friends and I used to hang out there and play.

My Favorite Toys and Games
I had a big collection of Pokémon cards when I was young. I used to trade them with my friends. That was fun. We also used to play with Spider-Man and Power Rangers action figures. And I used to play Nintendo a lot. I was really into Mario Brothers and Pokémon games.

My Favorite Foods
My mom makes really healthy meals with lots of vegetables. But when I was six, I didn’t use to like vegetables much. (I hated green peas!) But I used to love macaroni and cheese, pizza, and hot dogs.

My Dream
When I was six, I used to want to be a soccer star. I wanted to be rich and famous and have lots of fans. Hey, I’m not rich or famous, but I’m on the soccer team this year. And my parents are big fans!
Learning goals

Communication
Talk about the weather
Talk about past activities

Grammar
The past continuous
The past continuous with when and while

Vocabulary
Adjectives for describing the weather

1 Vocabulary
Adjectives for describing the weather

A. Listen and repeat.
1. It’s sunny.
2. It’s cloudy.
3. It’s foggy.
4. It’s windy.
5. It’s cold.
6. It’s hot.
7. It’s warm.
8. It’s raining.
9. It’s snowing.

New York
Rio de Janeiro
Vancouver
Sydney
Chicago
B. **PAIRS.** Look at the pictures on page 80. Ask each other what the weather is like in the different places.

*For example:*
A: What’s the weather like in Rio de Janeiro?
B: It’s warm and sunny.

C. **Listen to the conversation.**
A: What’s the weather like there today?
B: It’s snowing.
A: Really? It’s warm and sunny here. What was it like yesterday?
B: It was snowing yesterday, too.

---

### Grammar Focus

#### The past continuous

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>It <em>was</em> snowing at this time yesterday.</td>
<td>It <em>wasn’t</em> snowing at this time yesterday.</td>
</tr>
<tr>
<td>We <em>were</em> playing in the snow.</td>
<td>We <em>weren’t</em> playing in the snow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Was</em> it snowing at this time yesterday?</td>
<td>Yes, it <em>was</em>. / No, it <em>wasn’t</em>.</td>
</tr>
<tr>
<td><em>Were</em> you playing in the snow?</td>
<td>Yes, we <em>were</em>. / No, we <em>weren’t</em>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What <em>was</em> happening at this time yesterday?</td>
<td>It <em>was</em> snowing.</td>
</tr>
<tr>
<td>What <em>were</em> you <em>doing</em>?</td>
<td>We <em>were</em> playing in the snow.</td>
</tr>
</tbody>
</table>

### Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. To form the past continuous, use *(is or are) was or were* + verb-**ing**.

2. Use the past continuous to describe *(something that was in progress / an event that happened)*.

### Practicing grammar

#### 2 Practice

**A. Complete the sentences with the past continuous form.**

Late last night, I *(1. sleep)* **was sleeping** when I heard a noise outside. I looked out and I saw a man. He *(2. run)* __________ away from a neighbor’s house. He *(3. wear)* __________ a white T-shirt and white sneakers. It *(4. rain)* **rained**, but he *(5. not wear)* __________ a jacket. He *(6. carry)* __________ a small bag.

**B. PAIRS.** Student A, you’re a police officer. Student B, you’re the person who saw the man running away. Student A, interview Student B about what he or she saw. Use the cues.

1. Q: What / you / do last night?
2. Q: What / the man / do?
3. Q: he / wear / a white T-shirt?
4. Q: What kind of shoes / he / wear?
5. Q: he / carry / a big bag?

#### 3 Practice

Play a game. Go to page 68.
4 Dialogue

Read along as you listen.

911. What’s your emergency?
Hello. We found a man on the street. I think he’s hurt.

Did you hear that? Look!
Is he hurt?

I’m going to call 911.

Oh, no. It’s starting to rain.
An ambulance is on its way. Don’t move him.

Where are you, sir?
We’re on 82nd Street and 5th Avenue.

Did you see what happened?
Here, cover him with my jacket.

Wait here for the police. Tell them what happened.

5 Comprehension

A. Answer the questions.
1. What was Diane pointing at when she said, “Look!”?
2. Who volunteers to call 911?
3. What’s on its way?
4. What does the 911 person tell Joe not to do?
5. Why did they decide to cover the man with Joe’s jacket?

B. Read along as you listen again. Check your answers.

26 Unit 3
Learn to learn

Make predictions
To better understand a listening or a reading text, try to guess what will happen next.

Before you listen to Joe’s conversation with the police officer, try to predict the questions the officer will ask.

6 Listening

25 Listen to the conversation between Joe and a police officer. Circle the letter of the phrase that completes each sentence.

1. The four friends just came from _____.
   a. a Broadway show   c. a meeting
   b. a party

2. While they were walking home, Diane heard _____.
   a. music   b. laughter   c. a man’s cry

3. The man was lying _____.
   a. on the street   c. in an ambulance
   b. in the park

4. The kids covered the man with Joe’s jacket because _____.
   a. it started to snow   c. it was windy
   b. it started to rain

5. The police officer wanted to call _____.
   a. Joe’s parents   b. Joe’s school   c. 911

7 Pronunciation

The pronunciation of /ɔ/ in walk

A. 26 Listen and repeat.
   - walk
   - talk
   - saw
   - cross
   - call
   - fall

B. 27 Listen to the sentences. Circle the words with the /ɔ/ sound.
   1. We bought four tickets to the show.
   2. Did you talk to Paul?
   3. I thought you were at the mall.
   4. Let’s go over to that crosswalk.
   5. Can you throw that ball to me?

8 Communication

Talk about past activities

A. 28 Listen to the conversation.
   A: What was the man wearing when you saw him?
   B: He was wearing business clothes.
   A: What were you doing at the time?
   B: We were walking home.

B. PAIRS. Role-play the conversation. Replace the underlined parts with other activities.
Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. “She was playing” is (simple past / past continuous).
2. “It started” is the (simple past / past continuous).
3. In sentences like the ones in the chart, a. the (simple past / past continuous) often comes after when clauses.
   b. the (simple past / past continuous) often comes after while clauses.

Practicing grammar

9 Practice

Complete the sentences with the simple past or the past continuous.

It (1. be) ________ a sunny day in Mexico City. My friend and I (2. walk) ________ in Chapultepec Park when we (3. notice) ________ a large group of people. They (4. look) ________ up. Four men (5. hang) ________ upside down from a 75-foot pole while a musician at the top of the pole (6. play) ________ a flute. While the music (7. play) ________, the four men (8. start) ________ to turn around and around the pole. We didn’t know it at the time, but we (9. watch) ________ Mexico’s famous flying dancers, or Voladores. It (10. be) ________ a spectacular sight!

10 Practice

PAIRS. Student A, you’re a journalist. Student B, you’re a member of the audience. Student A, ask Student B about the Voladores. Student B, answer Student A’s questions.

For example:

Q: What were you doing when you noticed a large group of people?
A: I was walking with my friend in Chapultepec Park.

1. Q: What / you / do / when / you / notice / the large group of people?
2. Q: What / the people / do?
3. Q: What / the four men / do / when / you / see / them?
4. Q: the musician at the top of the pole / play a guitar?
5. Q: What / the four men / start to do / while / the music / play?
11 Practice

Complete the sentences with the simple past or the past continuous.

1. Once upon a time, there (be) ____________ a beautiful young woman.
2. The man’s name (be) ____________ Narcissus.
3. Echo (fall) ____________ in love with Narcissus right away, but Narcissus (not/notice) ____________ her.
4. Narcissus (admire) ____________ his reflection in the water when Echo (see) ____________ him.
5. While Echo (look) ____________ at him, he (continue) ____________ to admire his reflection in the water.
6. Her name (be) ____________ Echo.
7. One day, while Echo (walk) ____________ in the woods, she (see) ____________ a young man by the river.
8. In the end, Narcissus (die) ____________ because he (not/eat) ____________ or drink.

12 Writing

A. Rewrite the sentences in Exercise 11, putting them in the correct order to make a story.

B. GROUPS. Compare your story with another group’s story. Are the stories the same?

TEEN TALK

GROUPS. Talk about the stories you like to read, for example, fairy tales, scary stories, love stories, and other types of stories.

Useful language:
• Do you like fairy tales?
• Of course. Everyone loves fairy tales.
• One of my favorite fairy tales is . . .
• No. I’m too old for fairy tales.
• Don’t be silly. Fairy tales aren’t just for kids.
• I prefer scary stories.
• Me, too.
• I don’t. I like love stories.
• Yuck. I hate . . .
13 Reading
A. GROUPS. Discuss: What is a fairy? What does a good fairy usually do in a fairy tale?

B. Read along as you listen.

ONCE upon a time, there lived a poor man with a pretty wife. One winter night, while they were sitting by the fire, they were talking about their rich neighbors. Their neighbors were happy because they could buy anything they wanted. The wife said, “I wish there were a good fairy right now to give us whatever we wanted.” The husband said he was thinking the very same thing. At that instant, a very beautiful woman appeared in the room. She said, “I am a fairy. I promise to give you anything you ask for. But think carefully. You have only three wishes.” Then she disappeared.

The wife told her husband, “Personally, I’d ask to be beautiful and rich.” But the husband said, “Being beautiful and rich is useless if you get sick and you die. Let’s ask for good health and a long life.” “But,” said the wife, “what’s the purpose of a long life if you’re very poor? We would be miserable for a long time!” “All right,” the husband said. “Let’s think about this some more.”

While he was talking, his wife put more firewood on the fire because it was a very cold night. She said to her husband, “This is such a nice fire. I wish we had sausages to cook on this fire for supper.” Before she could finish her sentence, down came a long link of sausages from the chimney. The husband angrily shouted, “Now we only have two wishes left! I wish those sausages would stick to your nose!” And then it happened. The sausages got stuck to the wife’s nose. The wife screamed because she couldn’t take the sausages off her nose. There was only one wish left. The man and his wife argued about the third wish—to ask for riches or for the sausages to disappear? While they were arguing, the woman ran toward the window. She wanted to jump out of the window because she couldn’t live with the sausages that were hanging from her nose. The man loved his wife so much and couldn’t live without her, so he said, “Stop, my dear wife. All right. You make the last wish.” The wife wished for the sausages to drop off, and the sausages fell to the floor. Both husband and wife were very happy. They realized that they didn’t need riches or a long life. They were happy the way they were because they loved each other.

14 Comprehension
Answer the questions.
1. Why did the man and his wife think their neighbors were happy?
2. Why did the wife wish for a good fairy?
3. What did the fairy promise to do?
4. What did the wife want for herself?
5. What about the husband?
6. What did the wife accidentally wish for?
7. What did the husband accidentally wish for?
8. What was the third and last wish?

15 Speaking
A. GROUPS. Make all-boy and all-girl groups. Each group, list several things you’d like to ask a good fairy.

For example:
Girls: I’d ask to be president of my country.
Boys: I’d ask for intelligence.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’d ask for</td>
<td>I’d ask for</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I’d ask to</td>
<td>I’d ask to</td>
</tr>
<tr>
<td>be</td>
<td>be</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Compare your results. Are there similarities in what boys want and what girls want? What are they? What are the differences?
A. Read along as you listen. Underline the information that explains what was wrong with the man.

Where are those kids? Did you tell Joe to call after the party?

I did. Joe is usually very responsible.

Of course not, Mom. While we were walking home after the party, we heard a man cry for help.

Yeah. We called 911 and rode in a police car. It was exciting!

Oh, he’s going to be OK. He had a medical condition, and he blacked out while he was walking home from work.

We're proud of what you did. But next time, call home.

B. Discuss this question: Were Joe and Diane wrong in not calling their parents? Why or why not?

Unit 3  31
1 Reading

**Reading skill:** Visualizing
As you read, let the words in the story form pictures in your mind.

A. Read the story. As you read, think about the images the story is describing.

B. **PAIRS.** Take a few minutes to visualize four scenes from the story. Describe the scenes to your partner.

2 Listening

31 There are many stories all over the world that are similar to “Taro and the Palace at the Bottom of the Sea.” Listen to a storyteller tell the American story “Rip Van Winkle.” As you listen, number the parts of the story in the correct order.

1. His house was empty and most of his friends were dead.
2. He met a group of people playing a bowling game.
3. He drank some liquor.
4. He said, “I am your father!”
5. He fell asleep.
6. He helped an old man carry a keg.
7. He woke up and went back home.
8. Rip Van Winkle went for a walk in the mountains.
9. A woman said Rip disappeared twenty years ago.

3 Speaking

**GROUPS.** Discuss these questions.
1. How are “Taro and the Palace at the Bottom of the Sea” and “Rip Van Winkle” similar?
2. How are the stories different?

4 Writing

**GROUPS.** Work together as a group to make up a very short, simple fairy tale similar to the Taro and Rip Van Winkle stories. Set it in the modern day with a teenager as the main character.
Taro and the Palace at the Bottom of the Sea

There was once a poor young fisherman named Taro Urashima. One day while he was fishing, he caught a small sea turtle. Taro took the hook out of the turtle’s mouth and put it back into the sea.

Some time later, a giant sea turtle swam up to Taro’s boat. The turtle thanked Taro for taking the hook out of his mouth. He invited Taro to Princess Oto’s Palace at the bottom of the sea. The turtle said the princess wanted to thank Taro, too. So Taro jumped onto the turtle’s back and they went deep into the ocean.

Soon Taro and the turtle arrived at an enormous palace. The beautiful Princess Oto welcomed Taro. She had a big party for him with the most delicious food. The princess asked Taro to stay at the palace a little longer, and Taro agreed. Every day at the palace was wonderful and exciting. He stayed for many, many days.

After some time, though, Taro began to feel homesick. Taro told Princess Oto that he needed to return home. Crying, the princess gave Taro a beautiful round box. She told him to keep it with him always, but never to open it. The sea turtle was waiting to take Taro back home.

When Taro arrived at his village, he didn’t know any of the people. He went to his parents’ house, but it wasn’t there. He asked an old woman, “Where is the Urashima family?” She laughed and said, “They moved away over a hundred years ago!”

Taro went back to the beach. Feeling very confused, he noticed the box from Princess Oto in his pocket and opened it. A cloud of white smoke came out. When the smoke disappeared, Taro was a very old man. He had stayed at Princess Oto’s palace for many, many years.
1 Dialogue

Cover the dialogue and listen.

Alex: Are you mad at me, Lori?
Lori: Should I be?
Alex: I don’t know. Did I do anything wrong?
Lori: No, it’s not you. It’s Paul. Why didn’t he give the rest of us the chance to apply for the program? Does he really believe you’re the best in the group?
Alex: I can’t answer for Paul, Lori. But I certainly don’t think that I’m better than you. Your voice is as good as mine. And you’re faster at learning your lines.
Lori: I know I’m being unfair to you. It’s not your fault. I guess I’m not as talented as you are on the guitar, but I really worked hard on that show.
Alex: I know that, Lori. Look. Why don’t you talk to Paul?
Lori: Maybe I will. Can we talk about something else? What time are we meeting Joe and Diane?

2 Comprehension

A. Answer the questions.

1. Why is Lori upset?
2. How does Alex make her feel better?
3. What’s Alex’s advice?
4. Is Lori going to take Alex’s advice?
5. What’s happening later?

B. Read along as you listen again. Check your answers.

Learning goals

Communication
Talk about preferences

Grammar
The comparative and superlative forms of adjectives
Making comparisons with as . . . as/not as . . . as

Vocabulary
Adjectives of quality (positive and negative)
3 Useful expressions

A. Listen and repeat.

- Should I be?
- No, it’s not you.
- I can’t answer for [him].
- It’s not your fault.
- I know that.
- Maybe I will.

B. Write the appropriate responses. Use some of the expressions from Exercise A.

1. You don’t look good. Why don’t you stay home and get some rest? ____________________________ Maybe I will.
2. We have an exam today. ____________________________
3. Is he mad at me? ____________________________
4. Aren’t you happy about the news? ____________________________
5. Did I do something to hurt you? ____________________________
6. I’m sorry about that. ____________________________

4 Pronunciation

The pronunciation of /æ/ as in mad

A. Listen and repeat.

- mad
- chance
- can’t
- glad
- matter
- talent
- happen
- happy

B. PAIRS. Practice the conversation. Make sure you pronounce the words with the /æ/ sound correctly.

A: Are you mad at me?
B: No, but I’m mad at Sandra.
A: Why? What happened?
B: I can’t talk about it. Can we change the topic?
A: OK.

Learn to learn

Listen carefully to the sounds of English.

To improve your pronunciation, choose certain sounds in English that are difficult for you. Focus on these difficult sounds and practice them often.

Listen carefully to the sound /æ/ in each word in Exercise 4A.

PAIRS. Practice saying the words with a classmate.
Discovering grammar

Look at the grammar chart. Then answer the exercises.

A. Complete the rules.

Short, one-syllable adjectives (for example, short and fast)

1. To form the comparative, add ________ to the adjective.
2. To form the superlative, add ________ to the adjective.

Long adjectives (for example, interesting)

3. To make the comparative, use the word ________ before the adjective.
4. To make the superlative, use the words ________ and ________ before the adjective.

B. Circle the correct answers.

1. Use the (comparative / superlative) to compare two people, two places, or two things.
2. Use the (comparative / superlative) to compare one person, place, or thing with others in a group.

Practicing grammar

5 Practice

A. First, fill in the blanks with either the comparative or superlative form of the verbs in parentheses.

How Clever Are You?

1. Which is (cold) ________?
   a. −5° C
   b. −18° F

2. Which is (hot) ________?
   a. 100° C
   b. 100° F

3. Which is (old) ________?
   a. the Eiffel Tower
   b. the Great Pyramid of Giza
   c. the Empire State Building

4. Which is (heavy) ________?
   a. a kilo of potatoes
   b. a kilo of cotton
   c. neither

5. Which continent is (small) ________?
   a. Asia
   b. Australia
   c. Antarctica

6. Which is (far) ________ distance?
   a. 100 yards
   b. 100 meters
   c. 100 feet

B. Now test yourself! Circle the correct answers.
6 Practice
Look at the pictures and the information. Then complete the sentences with the comparative or superlative form.

1. Ash Rai is (young) ________ than Naomi Campbell, but she is (old) ________ Angelina Jolie.
2. Naomi Campbell is (old) ________ of the three, and Angelina Jolie is (young) ________.
3. Angelina Jolie is (tall) ________ Ash, but she is (short) ________ Naomi.
4. Ash is (short) ________ of the three.
5. Naomi is (heavy) ________ Angelina Jolie.

7 Practice
Have a competition! Go to page 69.

8 Communication
Talk about preferences
A. Listen to the conversation.
A: Who do you prefer, Alex or Joe?
B: I like Joe better. I think he’s smarter than Alex. And he’s taller.
A: Oh, I prefer Alex.
B: Why?
A: Well, he’s better-looking and more talented, too.

B. PAIRS. Role-play the conversation. Change the underlined parts with Lori and Diane and your own opinions about them.

9 Your turn
PAIRS. Take turns asking questions about your favorite celebrities.
For example:
A: Who do you prefer, Coldplay or U2?
B: Coldplay.
A: Really? Why?
B: Because they’re more talented than U2.
Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use as . . . as to express the (similarities / differences) between two items.
2. Use not as . . . as to express the (similarities / differences) between two items.

Practicing grammar

10 Practice

Complete the sentences with as . . . as and not as . . . as. Use the information in Exercise 6 on page 37 for your answers.

1. Ash is (not tall) not as tall as Naomi.
2. Naomi Campbell is (heavy) Ash.
3. Angelina Jolie is (not heavy) Naomi and Ash.
4. Naomi Campbell is (not young) Angelina Jolie.
5. Ash Rai (not famous) in Hollywood she is in Bollywood.

11 Practice

Rewrite the pairs of sentences using as . . . as and not as . . . as.

1. Spider-Man is exciting. Superman is also exciting.
   Spider-Man is as exciting as Superman.

2. Jessica Simpson is beautiful. Angelina Jolie is more beautiful.

3. English is easy. Spanish is easy, too.

4. The Harry Potter movies are interesting. The Harry Potter books are more interesting.

12 Vocabulary

Adjectives of quality

A. Listen and repeat.
   - famous
   - good-looking
   - attractive
   - talented
   - beautiful
   - successful
   - gorgeous
   - fashionable
   - handsome
   - incredible

B. Write an adjective before each noun. Use a or an and the adjectives in Exercise A.

1. a handsome man
2. _______ woman
3. _______ building
4. _______ song
5. _______ jacket
6. _______ singer
7. _______ shoes
13 Practice

GROUPS. Use the adjectives in Exercise 12 to talk about famous actors, musicians, or sports people.

For example:

A: I think Johnny Depp is the most handsome movie star today.
B: Johnny Depp! No way! Jude Law is better-looking than Johnny Depp.

14 Listening

Listen to the conversation. Write True or False for each statement.

According to the conversation . . . ,

1. Sasha is the most beautiful woman in the world. **False**
2. People usually agree on what or who they think is beautiful. **True**
3. The most beautiful woman in the world is from India. **False**
4. Ash Rai thinks physical beauty is important. **True**
5. She also thinks that beauty is temporary. **True**
6. Ash is a famous Hollywood actor. **False**
7. Robert de Niro wants to hire her. **False**

15 Writing

A. PAIRS. List some advantages and some disadvantages of being very beautiful or good-looking.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>You could become rich and famous.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write a paragraph about your ideas in Exercise A.
16 Reading

Read along as you listen. Underline the sentence that explains what Bollywood is.

Who is the most popular movie actor in the world? Tom Cruise? Guess again. It’s Amitabh Bachchan. Amitabh who? What about the most beautiful woman in the world? If your answer is Nicole Kidman or Angelina Jolie, try again. It’s Aishwarya Rai, Ash for short. If Amitabh Bachchan is more famous than Tom Cruise, and Ash Rai is more beautiful than Nicole Kidman or any Hollywood movie star, why haven’t we heard of them? It’s because they are Bollywood stars.

Bollywood is the nickname for India’s film industry, or the equivalent of the United States’ Hollywood. But Bollywood is much bigger than Hollywood. Consider these numbers: Every day 14 million Indians watch a movie. And that’s only in India! Each year Bollywood makes more than 900 films. Hollywood makes less than half of that.

What is a Bollywood movie like? To begin with, it is three to four hours long. And it follows a formula: it has to have top Indian movie stars like Amitabh and Ash, lots of singing and dancing (more than one hundred dancers!), spectacular colors, and in between all the singing and dancing is the story of a poor boy who meets a beautiful, rich girl. And, of course, there’s always a happy ending. But wait! There are two things missing — there’s no kissing and there’s no blood, even if there’s a lot of action. In other words, a Bollywood movie is what can be called “wholesome.” The hero and the heroine don’t kiss; in fact, they never touch each other, except in a fantasy song sequence, where they hold hands. In other words, in Hollywood, they call it a musical. In India, it’s just a movie.

17 Comprehension

Answer the questions.

According to the reading, . . .

1. Who is the most popular actor in the world?
2. Who is the most beautiful woman in the world?
3. Why are their names not as well known as Tom Cruise and Nicole Kidman?
4. What is Bollywood?
5. What are the elements in a Bollywood movie?
6. Why is a Bollywood movie considered “wholesome”?

18 Speaking

GROUPS. Discuss these questions:

1. What are the best and worst things about Bollywood movies?
2. What are the best and worst things about Hollywood movies?
Grammar

A. Complete the conversation with either the simple past or the past continuous forms of the verbs in parentheses. (2 points each)

A: Where (1. you/be) ________ last night?
B: I (2. study) __________ at the library.
A: Really? What time (3. you/be) __________ there?
B: I guess around 8:00.
A: Me, too! But I (4. not see) __________ you there.
B: I (5. use) __________ one of the computers. What (6. you/do) __________?
A: I (7. listen) __________ to some CDs in the music section.
B: Oh, I see. We (8. be) __________ in different parts of the library.

B. Complete the sentences with when or while. (2 points each)

1. I was taking a shower ________ the phone rang.
2. They were walking to class ________ it started to rain.
3. Were you working last night ________ the lights went out?
4. ________ she was working on the computer, Sue arrived.
5. I went to the mall ________ my brother was watching TV.
6. ________ I was eating dinner, I heard a strange noise outside.

C. Find the mistakes. Then correct the sentences. (2 points each)

1. Dogs are friendliest pets.
2. Soccer is interesting as basketball.
3. She plays the guitar better he does.
4. My sister is the older in our family.
5. Ms. Kim is more nice than Mr. Mone.
6. Alex is the more talented in Teen Scene.

Vocabulary

D. Circle the word that doesn’t belong in each group. (1 point)

1. a. hot   b. foggy   c. windy d. cloudy
2. a. sunny b. hot    c. warm   d. cold
3. a. short b. chubby c. thin   d. funny
4. a. far    b. attractive c. ugly d. beautiful

Communication

E. Complete the conversation with expressions from the box. (3 points each)

A: Did I do something to upset you?
B: ________ No, it’s not you.
A: I’m sorry you’re upset.
B: ________
A: Are you mad at Mike then?
B: ________
A: I don’t know. Does he know how you feel?
B: ________
A: You should talk to him about it.
B: ________

Now I can . . .

- narrate a past event.
- talk about the weather.
- talk about preferences.

Unit 4

41
1 Dialogue

Cover the dialogue and listen.

Paul: You’re late, Lori.
Lori: Sorry, Paul.
Paul: It’s OK. Here’s the script for our spring musical. You should audition for the lead part. You’ll be perfect for it.
Lori: Thanks. I’ll read it tonight. Is that all?
Paul: I think so. What’s the matter? Your eyes look red. Are you all right?
Lori: I’m just tired. Uh, actually, there’s something else. Why did you recommend only Alex to Star Performers?
Paul: Is that why you’re upset? You shouldn’t be. I’m going to recommend you to Talented Teens.
Lori: In Los Angeles? You’re kidding.
Paul: Nope.
Lori: You mean . . . ? Oh no. I have to go talk to Alex. I’m sorry, I have to go.
Paul: That’s OK. And, Lori . . . You must be on time for your audition.
Lori: I will. I promise.

Learning goals

Communication
Express decisions

Grammar
Will for predictions and decisions
Should/Shouldn’t for advice
Must/Must not for rules and obligations

Vocabulary
Parts of the body

2 Comprehension

A. Answer the questions.
1. Why is Paul annoyed with Lori?
2. What does Paul give to Lori?
3. What is Paul going to do for Lori?
4. Why does Lori leave hurriedly?
5. What does Paul tell Lori about the audition?

B. Read along as you listen again. Check your answers.
3 Useful expressions

A. Listen and repeat.
   - Is that all?
   - What’s the matter?
   - I think so.
   - Actually, . . .
   - Are you all right?
   - You’re kidding.

B. Match each expression with the appropriate response.
   1. Is that all?    a. Nothing.
   3. You got the highest grade in English.  c. Actually, no.
   4. What’s the matter?  d. I think so.

4 Vocabulary

Parts of the body

A. Listen and repeat.
   ankle  hand  shoulder  
   arm  head  stomach  
   back  hip  thumb  
   ear  knee  toe  
   elbow  leg  waist  
   eye  mouth  wrist  
   face  neck  
   finger  nose  
   foot (pl. feet)  

B. Match the numbers and the parts of the body.

C. Write the words from Exercise A under these headings.

<table>
<thead>
<tr>
<th>Head</th>
<th>Body</th>
<th>Arm</th>
<th>Leg</th>
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<tbody>
<tr>
<td>eye</td>
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</tbody>
</table>
Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use will + the (-ing form / base form) of a verb to talk about the future.
2. The simple future form of will is (the same / not the same) for all subjects.
3. The contraction of will not is (willn’t / won’t).

Practicing grammar

5 Practice

Complete the conversation with will or ’ll and the verbs in parentheses.

Abby: Dad, can I go to Central Park with Sandra?
Dad: Central Park? Is your ankle OK now? You shouldn’t do too much walking.
Abby: Don’t worry, Dad. I (1. be) ______ fine.
Dad: Oh, all right, but not just you and Sandra.
Dave: I (2. go) ______ with them, Dad.
Dad: Good, but how (3. you / get) ______ there?

Abby: We (4. take) ______ the bus to 42nd Street, then we (5. take) ______ the subway to 59th Street.
Dad: And how (6. you / get) ______ back?
Dave: We (7. take) ______ the bus back. Can you pick us up at the bus station?
Dad: Fine. I (8. tell) ______ your mom. Oh, what time (9. you / be) ______ home?
Abby: I’m not sure, but we (10. call) ______ you when we’re on the bus.

6 Practice

Play a game. Go to page 69.

7 Communication

Express decisions

A. Listen to the conversation.

A: What’s the matter? Are you all right?
B: Not really. I said something rude to my mom. I feel awful.
A: What will you do?
B: I’ll talk to her and apologize.

B. PAIRS. Talk about any of the situations below. Use the conversation in Exercise A as a model.

- You were in a bad mood, and you were rude to someone.
- You forgot your friend’s or family member’s birthday.
**Discovering grammar**

Look at the grammar chart. Circle the correct answers.

1. Use (should / must) to give advice.
2. Use (should / must) to state rules or express obligations.
3. Use should and must with (the base form / the –ing form).

**Practicing grammar**

**8 Practice**

**PAIRS.** Student A, say any of the situations below. Student B, give Student A advice. Use the advice from the box.

<table>
<thead>
<tr>
<th>study tonight</th>
<th>apologize to them</th>
<th>see a doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>put on a Band-Aid®</td>
<td>tell your parents</td>
<td>practice</td>
</tr>
</tbody>
</table>

   B: You should put on a Band-Aid.
2. My neck and back hurt all the time.
3. I have a final exam tomorrow.
4. I lost my parents’ car keys.
5. I was rude to my parents.
6. My team has a game this weekend.

**9 Practice**

What shouldn’t the people in the pictures do?

1. ride a bike without a helmet:
   _She shouldn’t ride a bike without a helmet._
2. eat so much ice cream: ____________________________
3. watch so much TV: ____________________________
4. sleep so much: ____________________________

**10 Practice**

Complete the rules below. Use must and must not with the verbs in the box.

<table>
<thead>
<tr>
<th>have</th>
<th>pass</th>
<th>take</th>
<th>leave</th>
<th>show</th>
<th>wear</th>
</tr>
</thead>
</table>

1. All students _must take_ one foreign language class.
2. All students ________ a uniform on school days.
3. Students ________ the classroom without the teacher’s permission.
4. Students ________ written permission from parents to leave the school during school hours.
5. A student ________ the oral exam to get an English certificate.
6. You ________ a valid ID to enter.
11 Reading

A. **GROUPS.** Form all-boy and all-girl groups. On a piece of paper, list five rules of proper behavior.

*For example:*

> Say “thank you” when someone hands me something.

B. Read and answer the questionnaire.

---

### Do good manners matter anymore?

Read the rules for proper behavior. Write A, O, or S next to each one.

- **A = agree**
- **O = old-fashioned but OK**
- **S = silly**

#### On buses and trains, you should . . .

- never put your feet on the seats.
- offer your seat to old people.
- never throw litter on the floor.
- always listen to music with headphones.

#### At school, you should . . .

- never chew gum in the classroom.
- stand up when your teacher enters the classroom.
- stand up when you answer your teacher’s questions.
- call your teachers *Mr.*, *Ms.*, or *Mrs.* and the last name.

#### Boys, you should . . .

- help a girl carry heavy things.
- hold the door open for a girl.
- offer your seat to a girl on a crowded bus or train.
- always tell a girl that she looks nice.

#### Girls, you should . . .

- always offer to pay your share when you go out.
- never be the first to call a boy.
- never invite a boy out.
- never go out with a boy alone.

---

C. Boys and girls, compare your answers. Do you agree on the proper etiquette? Which ones do you disagree on?
12 Speaking

PAIRS. Each girl should pair up with a boy. Talk about the rules of behavior you discussed in Exercise 11A. Choose two and give your opinions about them.

For example:

Girl: What do you think: A boy should help a girl carry heavy things.
Boy: Well, I agree. But maybe girls should offer to help boys, too!

13 Pronunciation

The short sound /u/ as in should

A. 45 Listen and repeat.
   - should
   - put
   - could
   - took
   - would
   - book

B. 46 Listen to the sentences. Underline the words with the short /u/ sound.
   1. You should put your swollen foot in warm water.
   2. We could push this up and pull that down.
   3. Would you like to look at my new book?

C. 47 Listen to the sentences and repeat them. Check your answers.

14 Listening

A. 48 Listen to the first part of the interview. Then circle the correct answers.

1. Dr. Banker is ____.
   a. an editor    b. a lawyer    c. an author

2. Be Cool, Be Nice is ____ book.
   a. an etiquette    b. a teen language    c. a comic

3. Be Cool, Be Nice is for ____.
   a. parents    b. teenagers    c. teachers

4. Dr. Banker says we often forget to say “Good morning” and ____.

5. Dr. Banker says today’s ____ are tomorrow’s role models.
   a. parents    b. teenagers    c. politicians

B. 49 Listen to the second part of the interview. Complete these rules of behavior.

According to Dr. Banker, teachers like these types of behavior in their students:

1. Saying ________ and ________.

2. Asking for help in a ________ manner.

3. Showing ________ and consideration toward classmates and others.

4. Saying you’re ________ and meaning it.

5. Being kind and ________ of each other’s differences.
GROUPS. Discuss: Do you think teenagers, and people in general, are not as well mannered as they should be? Explain your answers. Give examples.

Useful language:
- I agree. Many people are . . ./Many people forget . . .
- I don’t agree. We . . .
- I don’t think that’s true./I don’t think so.
- For example, most people . . ./most people don’t . . .
- People should . . ./shouldn’t . . .

15 Writing

A. CLASS. Discuss rules of etiquette for your class to practice. Choose a classmate to write the ideas on the board.

B. GROUPS. Choose five rules from the list on the board that you think are important. Write them on a piece of paper. Use should, shouldn’t, will, or must. Decorate your “etiquette list.”

Learn to learn

Learn from your mistakes.
When you make a mistake, stop and think how you can learn from that mistake.

PAIRS. Look back to the activities you did in this unit: pronunciation, grammar activities, writing, etc. Choose one area where you made mistakes, and identify your difficulties.

- For example, if there are spelling mistakes, write the words out three times correctly.
- Or if you made mistakes with grammar, check the examples and the rules in the grammar charts and correct your sentences. (You could also ask your teacher to give you another practice exercise for homework.)

Be Cool. Be Nice Reminders

1. We should always be polite to each other.
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
6. __________________________________________________________________________
A. Read along as you listen. What advice does Joe give Lori?

Hi, Lori. What’s up?

Hi, Joe. Do you have a minute?

Sure. Should we go inside?

No, it’s OK here.

Is this confidential? Should I leave?

It’s OK. You can stay. You know, I was really jealous of Alex.

Yeah, we know.

What should I do? I was really rude to him.

Just apologize. I’ll walk with you to his house if you want me to.

I have an idea. We’re meeting Alex later at the park. Why don’t you come?

Are you sure? Will Alex want to see me after what I said to him?

Of course, he will.

B. Discuss these questions: Is Diane a good friend? In your opinion, what makes a good friend?
Game 2  
Say and do the opposite

Steps:
1. Look at the pictures of the girl and learn the new words.
2. Divide into two teams. A person from one team stands and challenges a person from the other team, who also stands. The challenger rubs, points at, touches, or pats a part of his body, but says he is doing something different. The person from the other team must do and say the opposite. For example, if the challenger rubs his stomach and says “I am patting my head,” the other player pats her head and says “I am rubbing my stomach.”
3. The challenger gets three tries to get the other player to make a mistake. If the player makes a mistake, the challenger’s team gets one point. If not, the other team gets one point.
4. Teams switch roles and challengers after each play. Your teacher will keep score on the board.

Useful language
• I challenge (name)!
• Let’s try another one.
• A-ha! My team gets a point!
• That was good. Your team gets a point.
Hey! What’s up?

I went to Kings Canyon last weekend with my grandparents. It’s about four hours from L.A. We drove there on Saturday morning, and we stayed until Sunday evening.

Kings Canyon is really amazing. It’s one of the oldest national parks in America. It’s not as famous as Yellowstone or Yosemite, but it’s just as nice and it’s not as crowded. There are a lot of beautiful mountains, valleys, lakes, and rivers.

The first day we drove around the park. We saw a forest of giant redwood trees. They’re a lot bigger than I thought. We also saw Mount Whitney, one of the tallest mountains in the United States. It was huge. In the late afternoon, we parked, hiked up a mountain, and set up our tent. It was fun cooking, eating, and sleeping outdoors.

We woke up early on Sunday morning and made breakfast. After breakfast, a group of deer walked by our tent. I’m attaching the picture I took! At about 10:30, we packed up our tent and hiked back to the car. We took a scenic route and stopped a lot along the way to take short hikes and see the views. We finally started to head back home around 6:00. It was a great weekend. You should go to Kings Canyon sometime!

Hope to hear from you soon.

Chris
1 Dialogue

Cover the dialogue and listen.

Lori: Alex, you do have Rollerblades!
Alex: They’re my cousin’s. I thought I should give Rollerblading a try. If I like it, I might buy my own pair.
Lori: I’ll teach you if you want to learn.
Alex: OK. Thanks.
Joe: So, what’s up with Star Performers? Any news?
Alex: Well . . . I got accepted. I’m in!
Diane: Congratulations! We knew you could do it!
Lori: I’m really happy for you, Alex. Sorry about how I acted earlier.
Alex: Don’t worry about it, Lori. I’m happy for you, too. Paul told me about Talented Teens.
Lori: I know. I can’t believe it. I might not get past the audition stage. But if I don’t give it a try, I’ll never know!
Alex: Well, good luck, Lori.
Lori: Thanks. You, too.
2 Comprehension

A. Answer the questions.
1. Why is Lori surprised when she sees Alex?
2. What does Alex want to try?
3. Why does Diane congratulate Alex?
4. Does Alex accept Lori’s apology? Explain your answer.

B. Read along as you listen again. Check your answers.

3 Useful expressions

A. Listen and repeat.
1. What’s up with Star Performers?
   Nothing much.
2. Any news?
3. I’m in!
4. I can’t believe it.
5. Sorry about how I acted.
6. Give it a try!

B. Write these responses below the appropriate expressions in Exercise A.
   b. Neither can I.    e. Congratulations!
   c. Actually, there is. f. Don’t worry about it.
GRAMMAR FOCUS

**May or might for possibility**

**Affirmative statements**

I may/might get an audition.

It may/might rain tomorrow.

We may/might go to the movies tonight.

**Negative statements**

I may not/might not get past the audition stage.

It may/might not snow.

We may/might not be home tonight.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. *May* and *might* (*have* / *don’t have*) the same meaning.
2. *May* and *might* are followed by the (*past* / *base*) form of a main verb.

Practicing grammar

**4 Practice**

Complete the conversations with *may/might* + the verbs in parentheses.

1. A: What are you going to do this weekend?
   B: I’m not sure. I (stay) ___________ home.

2. A: Are you going to be in tomorrow?
   B: I don’t know. I (be) ____________ in around 7:00.

3. A: What’s the weather going to be like tomorrow?
   B: I’m not really sure. It (be) ____________ warm and sunny.

4. A: What are you going to do tonight?
   B: I don’t know. We (hang out) ____________ at the Boulevard Café.

5. A: Are they coming over tonight?
   B: They (stop by) ____________ for an hour, but I’m not sure.

**5 Practice**

Rewrite the sentences. Use *may/might*.

1. Perhaps we’ll see each other later.
   We might see each ____________ later.

2. There’s a 50–50 chance that it will snow tomorrow.

3. I don’t think I’ll be able to go out this evening.

4. There’s a chance I’ll get an A in English.

5. It’s possible we’re going to travel to the United States this summer.

6. We’ll think about coming to your party on Friday.

**6 Vocabulary**

Summer activities

A. **Listen and repeat.**

1. ____________ babysit
2. ____________ hang out with friends
3. ____________ go on vacation
4. ____________ go to the beach
5. ____________ have a picnic
6. ____________ stay home
7. ____________ take a music class/take a dance class
8. ____________ volunteer

54 Unit 6
B. Match the activities in Exercise A to the pictures.

7 Pronunciation
Stress in verb + noun combinations

A. Listen and repeat. Notice the strong word in each phrase.
- take classes
- stay home
- go on vacation
- have a picnic

B. Listen. Circle the strong words.
1. I'll just stay home.
2. She'll take dancing.
3. He'll babysit his sister.
4. We'll have fun tomorrow.
5. They'll go to the beach.

C. Listen again and check your answers.

8 Communication
Talk about summer plans

A. Listen to the conversation.
A: What are you going to do this summer?
B: I'm not sure. I might visit my grandparents. What about you?
A: I have a new guitar, so I may take guitar classes.
B: That sounds like fun!

B. PAIRS. Role-play the conversation. Ask and answer questions about your summer plans. Replace the underlined parts with your own plans.
Discovering grammar

Look at the grammar chart. Write True or False.

1. Use the first conditional to express an activity that will happen under certain conditions. ______ True ______
2. Use will in the if clause. ____________
3. Use will or may/might in the result clause. ____________
4. Use will for unsure statements. ____________
5. Use may or might for sure statements. ____________
6. Use a comma between the clauses when the if clause comes first. ____________

Practicing grammar

9 Practice

Complete the sentences with either the simple present or will/won’t + the verbs in parentheses.

1. If she (e-mail) _____________ me the pictures, I (forward) _____________ them.
2. You (meet) _____________ my cousin from New York if you (come) _____________ to my house tonight.
3. If he (win) _____________ the spelling bee, he (have) _____________ a party afterwards.
4. If I (not see) _____________ you tomorrow, I (call) _____________ you.
5. If you (not hurry) _____________, you (not catch) _____________ the bus.

10 Practice

Complete the sentences with may/might or may not/might not + one of the phrases in the box.

catch the bus  enjoy skiing
be at school today  get a table
be able to lend you some
want to take an English class this summer

1. If we leave now, we _____________ catch the bus.
2. If you don’t have money, I _____________ _____________.
3. If we don’t make a reservation, we _____________ _____________.
4. If you don’t like cold weather, you _____________ _____________.
5. If you want to improve your English, you _____________ _____________.
6. If she’s sick, she _____________ _____________.

11 Practice

Have a competition. Go to page 69.
12 Reading
A. Before you read, think about this question: Do you plan your summer vacation, or do you “go with the flow” (just wait and see what happens)?
B. Read along as you listen.

13 Comprehension
Answer the questions.
1. What does Worried Mom’s son want to do this summer?
2. Why is Worried Mom worried?
3. What does Worried Mom’s son say when she makes plans for summer?
4. What problem does Frustrated Dad have with his daughter every summer?
5. What are the advantages of talking with other parents about summer activities?

All of us parents face the same issues every summer. Our children don’t realize that “just hanging out” is fun only for a short time.

My fourteen-year-old plans to just “hang out” this summer. I work full-time, so I can’t supervise my son during the day. If he has nothing to do for the entire summer, I worry that he’ll get into trouble. If I leave him alone, he’ll do nothing but watch TV, listen to music all day, or hang out with his friends. My son has several interests. He loves sports and music. But if I talk to him about making plans for the summer, he’ll tell me to leave him alone. What should I do?

Worried Mom

Worried Mom, if your son has a close friend, you might suggest to the friend’s parents that your children do an activity together. This strategy always works with my children. Try it.

Summer’s almost here—time for the yearly argument with my daughter. The issue: What should she do during the long summer vacation? My daughter likes to “go with the flow,” her exact words. If I make plans for her, she’ll say I’m a control freak. But if I wait for her to make the decisions, she might end up facing a long, useless summer, and she’ll get terribly bored. Help!

Frustrated Dad

Frustrated Dad, you might want to try talking to other parents. That might give you ideas for summer activities. Your daughter might decide to do some of those activities with her friends. Plus, if she realizes that her friends won’t be at home during the vacation, she will want to plan things with you. Good luck!
14 Listening

A. Listen to the radio show. Write True or False after each statement.

- True 1. Summertime is stressful for Irene and her husband.
- 2. Irene’s son is busy during the summer break.
- 3. The radio host advises Irene to plan fun morning activities for her son.
- 4. Sherri’s daughter is always on the Internet.
- 5. Sherri finds it difficult to talk to her daughter.
- 6. The radio host says that Sherri’s daughter should not have a cell phone.
- 7. The radio host says it’s OK to listen to an iPod when you’re with people.

B. Listen again. Check (✓) the pieces of advice you hear.

- Plan different things to do in the morning.
- Invite your son to go biking or jogging.
- Have an instant picnic.
- Set the alarm clock to wake up your son.
- Tell your children not to use the house phone too much.
- Be firm and consistent with your rules.
- Leave your teenagers alone.
- Keep your teenagers active and busy.

15 Writing

Write an e-mail to a friend about your plans for the summer. Use may/might, going to, and will.

- What are you going to do? Where might you go?
- What activities are you going to do? What activities might you do?
- What about the weather? What if it rains?
- What are some of your friends doing this summer?

Hi.

Summer’s almost here. I can’t wait. Dad says we might go to . . .

Learn to learn

Use the publisher’s website for additional information and practice.

Did you know that your book’s publisher has a website that includes additional activities and games?

If you’re looking for additional activities, you’ll find them at www.longman.com/postcards.
Progress check  Units 5 and 6

Test-taking tip: Stay focused on your work. Don’t worry if others finish before you do. Keep working until you’re finished.

Grammar

A. Complete the sentences with should or shouldn’t. (1 point each)
1. You _____ look both ways before you cross the street.
2. You ______ speak when your mouth is full.
3. We ______ greet our teacher when we enter the classroom.
4. I ______ go out without asking my parents’ permission.
5. You ______ read the directions before answering.
6. She ______ take your things without telling you.

B. Rewrite the rules using must or must not. (2 points each)
1. Students are required to wear black shoes to school.
2. Students can’t go out during school hours.
3. Students are required to ask permission to go to the bathroom during class.
4. You are required to submit book reports on time.
5. You can’t be late for school.

C. Complete the conversations with will, ‘ll, or won’t and the verbs in parentheses. (2 points each answer)
1. A: Will (you/be) ______ home tonight?
   B: Yup. But I (not/be) ______ home before 5:30.
   A: OK. I (call) ______ you around 6:00.
2. A: What time (you/come) ______ to my house tomorrow?
   B: 9:30.
   A: Promise you (not/be) ______ late.

D. Complete the sentences with the simple present or will/won’t + verb. (2 points each answer)
1. If it’s expensive, I _______ buy it.
2. If I go out with Tom, you ______ upset?
3. We ______ finish our project in time if we ______ start now.

Vocabulary

E. Circle the part of the body that doesn’t belong in each group. (2 points each)
1. waist back face shoulders
2. wrist teeth elbow hand
3. shoulders ankle chest stomach
4. thumb knee ankle toe
5. eyes mouth nose finger
6. hand finger thumb nose

Communication

F. Complete the conversation. Use may/might. (3 points each line)
A: What are you going to do during the term break?
B: I’m not sure. ________________
   How about you?
A: If ________________, ________________.
   B: You’re so lucky.

Now I can...
- talk about decisions.
- give my opinion on manners.
- talk about summer plans.

Unit 6 59
1 Reading

Reading skill: Working with a learning partner
After reading a text, work with a learning partner to ask and answer comprehension questions.

A. Read the article. Then write four comprehension questions.
   1. ______________________________________
   2. ______________________________________
   3. ______________________________________
   4. ______________________________________

B. PAIRS. Take turns asking and answering your questions with a learning partner.

2 Listening

Listen to a radio advertisement. Complete the chart.

Summer Rock Camp

Ages: _____ to _____
Programs: _____ to _____ weeks
Lessons: guitar, bass, ________, and vocals
   • Form your own rock band
   • Write an original ________
   • Perform live in a ________
   • Make your own CD and ________
   • Design a poster, T-shirt, and ________

3 Speaking

GROUPS. Discuss these questions.
   1. Which one of these camps would you most like to attend? Why?
   2. Which of these camps are you not interested in? Why?
   3. Are there summer camps in your country? If yes, what kinds?
   4. You own a summer camp. What kind of program do you offer?

4 Writing

You own a summer camp. Write about your program.
Summer Camps

Summer camps are an American tradition. In the past, going to a summer camp meant hiking, swimming, boating, and camping. Today, there is a large variety of camps for teens to choose from. Here are some of them.

What should you do if an earthquake or tsunami strikes? How can you survive if you get lost in a forest? How can you tell a strong storm is coming? What should you do if a volcano erupts? Survival Camp will give you the answers to all these questions and more. You'll learn survival skills, map reading, and how to be ready for emergencies.

Would you like to learn how to fly a plane? Private Pilot Camp provides an introduction to the basics of flying. You'll learn about instruments, turns, climbs, takeoffs, and landings. With two other campers, you'll spend time in the air with a flight instructor in your own Cessna airplane. The week-long course ends with a cross-country flight.

Are you interested in adventure and cultural travel? Where There Be Dragons Summer Youth Programs offer group tours for teens to Tibet, India, Africa, Mongolia, and many other exciting destinations around the world. You'll spend four to six weeks in one country learning about the culture, language, and lifestyles there. You'll travel with the locals on trains, boats, bikes, and buses to really get to know the country and the people. You'll hike through jungles and over mountains, and stay in small village guest houses and camps. It's an experience you'll never forget.

Would you like to be in the movies? At Hollywood Stunt Camp professional stunt men teach you how to perform some of the exciting action stunts you see in the movies. Learn how to do a high fall—fall head first or back first from 40 feet up! Learn how to perform realistic-looking hand-to-hand combat and amazing swordplay techniques. In addition, you'll learn how to create your own movie fight scene!
Fun with songs 1

Rewriting a favorite song

Materials:
- Recording and lyrics of one or two verses of a song
- A thesaurus and/or a dictionary

A. GROUPS. Your teacher will give you a copy of one or two verses from a song. Read the lyrics as the teacher plays the song. Then discuss what the song is about. Use a dictionary if helpful.

B. GROUPS. Your teacher will tell you to replace either (1) all the verbs, or (2) all the adjectives in the verse(s). Underline the words to be replaced.

You think you’re so cool.
You think you’re so boring.
You need to know.
You’re just no good.

terrible
boring

Useful language:
- What can we replace this word with?
- No, that’s a noun. We have to use an adjective/a verb.
- Let’s choose a word with the same number of syllables.
- That word really changes the meaning!
- I think it makes the song sound funny!
- Does it still make sense?
- I think this works.

C. GROUPS. Work together to find new words to replace the underlined words. Choose words that will change the meaning or tone of the song. Use a dictionary or a thesaurus if helpful. Use the Useful language in your discussion.

D. GROUPS. Review your work to make sure your replacements make sense. Practice your new song.

E. GROUPS. Perform your song for the class. Ask your classmates for their comments.

F. CLASS. Vote on the following:
- The most creative version
- The funniest version
- The best performance
Fun with songs 2

A comic strip of a favorite song

Materials:
- Recording and lyrics of a song
- Paper or poster board for each group
- Markers or colored pencils

A. CLASS. Your teacher will hand out the lyrics to a short song that tells a story. Read the lyrics as you listen to the song.

B. GROUPS. Discuss the song and the story it tells. Use a dictionary if helpful. Talk about how to illustrate the song in a comic strip. Use the Useful language as you discuss. Answer these questions:
- What’s the song about?
- Who are the characters?
- What’s happening in the story?
- What pictures and lines can you use to illustrate your comic strip?

C. GROUPS. Draw your comic strip. Write lines in speech bubbles for each frame.

D. GROUPS. Show your comic strip to the class. Role-play your comic strip by reading the lines in the speech bubbles. Ask your classmates for their comments and questions.

E. CLASS. Vote on the following:
- The most creative comic strip
- The funniest comic strip
- Your favorite comic strip

Useful language:
- Let’s read the whole song again first.
- Do you want to work on the whole song or give each person a few lines?
- What kind of pictures can we draw?
- For the first two lines, let’s draw a . . .
- Next, we can show . . .
- Finally, the last frame can show . . .
- That’s so funny/awesome/cool.
Focus on culture 1

Traditional Style

Traditional clothing can be very stylish. In fact, if you look at today's high fashion, you’ll see many ideas borrowed from traditional styles. Here are some beautiful traditional items of clothing from around the world.
1 Comprehension

A. Look at the pictures. Read the descriptions and fill in the names of the clothing items.

1. Men in this country wear a ________ on special occasions. It’s a short wool skirt, usually plaid. You wear it with a wide black belt. Men say it’s warm and comfortable.

2. Women wear a ________ on special occasions in this country. This headdress is made of cloth and can be round or pointed. It sits on top of the head, and is decorated with embroidered designs. Beads often hang down to cover the woman’s hair and forehead.

3. Men and women in this country sometimes wear a ________ on special occasions. It’s a beautiful multi-colored piece of cloth. You wear it over the shoulder. Women also tie it under their arms to make a dress.

4. In the summer, men and women in this country sometimes wear a ________ to festivals. It’s a light cotton robe with a sash. Women’s robes are usually in colorful prints, while men’s robes are usually blue and white.

5. Men and women in this tropical country usually wear a ________ to keep them cool and comfortable. It’s a piece of cotton cloth that comes in beautiful prints or solid colors. People usually tie the cloth around their waist, sometimes with a sash, and wear it with a shirt or blouse.

B. PAIRS. Take turns pointing to the following in the pictures:

1. skirt  4. robe
2. beads  5. shirt
3. sash

C. Write the name of each clothing item next to the country where you think people wear it.

_______ Scotland  _______ Russia
_______ Japan    _______ Ghana
_______ Indonesia

2 Comparing cultures

PAIRS. Discuss these questions.

1. Which of these traditional clothing items would you like to wear? Why?
2. Which of the items would you not like to wear? Why not?
3. What are some traditional clothing items in your country? Describe them:
   - Who wears them?
   - When and where do people wear them?
   - What are they made of?
   - What colors or patterns do they come in?

3 Your turn

A. Write a description of a traditional clothing item from your country.

B. GROUPS. Take turns describing the clothing item you wrote about. See if others in the group can guess what it is.
Dubai is one of the seven emirates in the United Arab Emirates, a small country between Saudi Arabia and Oman. It's one of the most popular tourist destinations in the Middle East.

Dubai is on the Persian Gulf, and it's famous for its beaches. The most beautiful beach in Dubai is Jumeirah Beach, with its white sand and clear blue water. There are a lot of luxury hotels around the beach, including the Burj Al Arab, one of the largest hotels in the world. It's on a man-made island, and it looks like the sail of a boat. It's one of the best hotels in the world, and it's also one of the most expensive. It costs over $1,000 a night to stay in the least expensive room, while the most expensive room is $28,000 a night.

Nearby are the Palm Islands. These are the three largest artificial islands in the world. The biggest of the three is the Palm Diera—it's 8.4 miles long and 5.1 miles wide. Each island is in the shape of a palm tree. They were made from sand and rock from the Persian Gulf. The islands have beach-front hotels, villas, malls, and water parks.

The most exciting water park in Dubai is the Wild Wadi Water Park. It features thirty rides and attractions, including a huge wave pool with an artificial beach. The most exciting ride is the Jumeirah Sceirah, one of the tallest and fastest speed slides in the world. You drop an incredible 89 feet and reach a speed of 50 miles per hour!

One of the newest and largest shopping malls in Dubai is the Mall of the Emirates. There are over 400 shops and restaurants and a fourteen-screen movie theater. Best of all, the mall features the Middle East's first indoor ski resort—Ski Dubai. It's a 25-story ski resort with chair lifts and five ski runs. When you enter Ski Dubai, be sure to put on a coat. Although it may be over 100 degrees Fahrenheit outside, it's always at least 30 degrees in Ski Dubai.
1 Comprehension

A. **PAIRS.** Identify which attraction each photo shows. Discuss what features of the attraction you can see in the photo.

B. What superlatives are used to describe Dubai’s attractions? Complete the chart.

<table>
<thead>
<tr>
<th>Dubai</th>
<th>one of the most popular tourist destinations in the Middle East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumeirah Beach</td>
<td></td>
</tr>
<tr>
<td>Burj Al Arab</td>
<td></td>
</tr>
<tr>
<td>The Palm Islands</td>
<td></td>
</tr>
<tr>
<td>Wild Wadi Water Park</td>
<td></td>
</tr>
<tr>
<td>Jumeirah Sceirah</td>
<td></td>
</tr>
<tr>
<td>The Mall of the Emirates</td>
<td></td>
</tr>
</tbody>
</table>

2 Comparing cultures

**GROUPS.** Discuss these questions.

1. Which of the attractions in Dubai would you most like to visit? Why?
2. What are the five best places to visit and things to do in your country? Why?
3. What are the five best places to visit and things to do in your town? Why?

3 Your turn

**GROUPS.** With your group, decide whether to write about your town or your country. Choose which attractions to write about. Each group member should write a paragraph about one of the five best places to visit or things to do.
**Unit 1, 11 Practice, page 11**

**For the teacher:** Cut up slips of paper and write a different word or short phrase on each. Give one to each student. Tell students they will use their word or phrase in a simple past sentence. Explain that they each will contribute a sentence to a “chain story.”

On a sheet of paper, write a sentence in the simple past. (If the class has been divided into groups, write the same sentence on separate sheets of paper, one for each group.) Pass the piece of paper with the sentence on it to Student A. Student A writes his or her sentence on the sheet, folds the paper, so that only his or her sentence can be seen, not the original sentence, and passes it on to the next student. The process continues until all students have contributed a sentence.

Call on a student or a representative from each group to read the entire story. Vote on the best stories by category: the funniest, the most ridiculous, the scariest, etc.

**Unit 2, 14 Practice, page 19**

**For the teacher:** Think of five places and five people your students know. On separate sheets of paper, write a description of what each of these places and people used to be and what they are now. You may display pictures of these places and people on the board. **Option:** You may also ask students to work in groups and assign them a place or person. Each group writes a description of their place or person. Tell them not to write the name of the place or person they are describing.

**For example:**

This person used to be very famous as an action star. He didn’t use to be bald. He used to be married to Demi Moore. He is still a movie star, but he is not as famous as before. He has three daughters.

Fold the pieces of paper with the descriptions and put them in a box.

Divide the class into two teams. Have a representative from each team draw a description from the box and read it out loud. The representative’s group has the first chance to guess. If the team guesses incorrectly, the other team gets the chance to steal the point.

**Unit 3, 3 Practice, page 25**

**For the teacher:** Make paper money or use Monopoly money.

Write ten past continuous sentences on the board—some with mistakes. Divide the class into small groups. Give each group $1,500–$2,000. Explain that in an auction, people compete to buy an item by offering an amount of money. The highest bidder gets the item. In this game, you will auction off each sentence on the board, and each group should make a bid for it. If someone in the group is sure that a sentence is grammatically correct or not, the group should make a good bid. If the group is not sure, it should not bid or should bid low.

Start the bidding at $100. Students can only increase the bids in increments of $50. After a sentence is sold, ask the group that bought it if it is correct. If it is incorrect, they have fifteen seconds to correct it.

Continue until all the sentences are corrected. Have the groups total their points.

1 point for every $100 left over
2 points for every correct sentence
5 points for every incorrect sentence students correct
−3 points for every incorrect sentence students can’t correct
Unit 4, 7 Practice, page 37

For the teacher: Prepare sets of cards with different pairs of nouns on each card. You should have roughly one card for each student. Each pair should be from the same category, for example, soccer/baseball, guitar/piano, apples/oranges, New York/London, train/plane, sofa/armchair, Tom Cruise/George Clooney.

Divide the class into Teams A and B. Ask the teams to stand in two lines. Give the first student from each team one card from each set. Explain the game: The two students from Team A and Team B read out loud the pair of nouns on their card to the rest of their team. The next pair of students in line then rush to the board, and each student writes one comparative sentence using the pairs of nouns on their team’s card. Students may write, for example, Soccer is more popular than baseball. If students need more support, elicit some familiar adjectives and write them on the board. For example, boring, interesting, popular, healthful, etc. Don’t correct the sentences at this stage. The two students who just wrote sentences now take a card, and the same process is repeated until everybody has had a chance to write a sentence. Give students a few minutes to check their sentences for mistakes and then go over the sentences with the whole class. Award a point for each correct sentence. (Some teachers may prefer to award 2 points for each sentence—one point for a correct comparative, 2 points if the sentence is completely correct in all other respects.) The group with the most points wins.

Unit 5, 6 Practice, page 44

For the teacher: Cut pieces of cardboard or paper the size of playing cards, enough for all the students in your class. Draw a symbol on each card to illustrate various topics, for example, travel (an airplane), relationships (a heart and a broken heart), and so on.

Explain what the symbols mean and the predictions they might prompt. For example, the card for travel might elicit “You will catch a plane tomorrow to another country. /You will travel to many countries this year. /You will become an airline pilot.” Make a pile of all the cards. Tell students they will all be fortune tellers as well as clients. Call on a student to draw a card from the pile, choose a fortune teller, and give that fortune teller the card the student picked. The fortune teller will then read that student’s fortune out loud. For example, if a student picks a card with the drawing of ten children, the fortune teller will say, “You’ll have a big family. You’ll have ten children!”

Do the activity until everybody has had a chance to be both a fortune teller and client. You can divide the class into groups so that more people can do the activity at the same time.

Unit 6, 11 Practice, page 56

For the teacher: Prepare several tic-tac-toe sheets with parts of conditional sentences. For example:

<table>
<thead>
<tr>
<th>Conditional Tic-Tac-Toe</th>
</tr>
</thead>
<tbody>
<tr>
<td>If it rains, We might go snowboarding If he doesn’t practice,</td>
</tr>
<tr>
<td>You may decide to leave early If our teacher says yes, They will lose the game</td>
</tr>
<tr>
<td>If you don’t call me, If I don’t pass the test, She won’t be happy</td>
</tr>
</tbody>
</table>

Have the students form groups of three or four. Distribute a tic-tac-toe sheet to each group. Each group should get the same sheet for each round of the game. Explain to the students that they should complete each conditional sentence directly in the grid.

Have the groups exchange sheets and check each other’s sentences. Check that the sentences are grammatically correct. Students mark an X for each sentence that is grammatically correct and makes sense and an O for each incorrect sentence. The group that has the most correct sentences wins.

Fun with grammar
Word list

Let's get started.

aunt, 2
best friend, 2
boyfriend, 2
brother, 2
brush teeth, 3
children, 2
circle, 3
classmates, 2
cousin, 2
cover (v), 3
daughter, 2
describe, 3
discuss, 3
do homework, 3
draw, 3
eat or have breakfast/lunch/dinner, 3
father, 2
friend, 2
get home from school, 3
get up, 3
girlfriend, 2
go to bed, 3
go to school, 3
grandfather, 2
grandmother, 2
grandparents, 2
guess, 3
imagine, 3
leave the house, 3
list, 3
mother, 2
neighbor, 2
only child, 2
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repeat, 3
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son, 2
take a shower, 3
uncle, 2
underline, 3
wake up, 3

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70  Word list
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### WORKBOOK

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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You were awesome Alex!</td>
<td>74, 75, 79</td>
</tr>
<tr>
<td>2</td>
<td>I used to dream of...</td>
<td>80, 81, 85</td>
</tr>
<tr>
<td>3</td>
<td>We were walking home...</td>
<td>86, 87, 91</td>
</tr>
<tr>
<td>4</td>
<td>You’re the best in the group.</td>
<td>94, 98, 99</td>
</tr>
<tr>
<td>5</td>
<td>You shouldn’t be upset.</td>
<td>100, 101, 105</td>
</tr>
<tr>
<td>6</td>
<td>I’ll teach you if you want to learn.</td>
<td>106, 109, 110</td>
</tr>
<tr>
<td></td>
<td>Skills Development 2</td>
<td>112</td>
</tr>
</tbody>
</table>

### GRAMMAR BUILDER

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You were awesome Alex!</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>I used to dream of...</td>
<td>114, 115</td>
</tr>
<tr>
<td>3</td>
<td>We were walking home...</td>
<td>118, 119</td>
</tr>
<tr>
<td>4</td>
<td>You’re the best in the group.</td>
<td>122, 123</td>
</tr>
<tr>
<td>5</td>
<td>You shouldn’t be upset.</td>
<td>126, 127</td>
</tr>
<tr>
<td>6</td>
<td>I’ll teach you if you want to learn.</td>
<td>130, 131</td>
</tr>
<tr>
<td></td>
<td>Skills Development 2</td>
<td>134, 135</td>
</tr>
</tbody>
</table>
Let's get started.

Vocabulary

Personal information

1  Read the introductions. Then fill in the chart with the information.

Hi. My name’s Rob Snapp. I’m a new student. I’m 14 years old.

Hi, Rob. It’s nice to meet you. I’m Brent Rodin. I’m 14, too.

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snapp</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The family

2  Write a word from the box next to the correct relationship.

aunt brother cousin
grandfather grandmother
grandparents parents uncle

1. father and mother = parents
2. your mother’s son = _________
3. your father’s brother = _________
4. your father’s mother = _________
5. your aunt’s child = _________
6. your parents’ parents = _________
7. your mother’s father = _________
8. your cousin’s mother = _________

Friends

3  Unscramble the letters to form the words.

1. yobridnef  boyfriend  4. saltscame _________
2. brenihog _________  5. tep _________
3. frligdiner _________  6. inrefsd _________

Classroom commands

4  Label the pictures with the commands.

1. underline

2. _________

3. "Your turn."

4. _________

5. _________

6. _________

Everyday activities

5  Complete the activities.

1. _________ the house  4. _________ my homework
2. _________ my teeth  5. _________ breakfast
3. _________ up  6. _________ a shower

72  Let’s get started.
Grammar

Nouns, pronouns, adjectives, and verbs

6 A. Read the sentences. Circle the adjectives and draw two lines under the verbs.

The teacher told us that France is a beautiful and interesting country.
She said the book was boring. He read it anyway.

B. Complete the chart with words from the sentences.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Subject pronoun</th>
<th>Object pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepositions of location

7 Look at the picture. Choose the correct preposition to complete the sentences.

1. The backpack is (under / on) the car.
2. The chairs are (behind / under) the umbrella.
3. The basket is (above / in front of) the chair.
4. The clock is (in front of / behind) the fence.
5. The magazines are (under / on) the chair.
6. The sun is (above / under) the beach.

This/these; That/those

8 Complete the sentences with This, These, That, or Those.

1. _____ are your magazines over here.
2. _____ is an apple over there.
3. _____ are books right here.
4. _____ is a pencil here.
5. _____ are shoes over there.

Communication

Ask and answer questions

9 Match the questions with the answers.

___ 1. What’s today’s date?
___ 2. What time is it?
___ 3. What day is it?
___ 4. When’s your birthday?
___ 5. What’s this?
___ 6. Who is Gary Davis?
___ 7. What time do you get up?

   a. It’s on February 23rd.
   b. At seven o’clock.
   c. It’s October 11th.
   d. He’s my cousin.
   e. It’s four-thirty.
   f. It’s Thursday
   g. It’s a ruler.

Say goodbye

10 Match a verb from Column A with a word or phrase from Column B. Write the letters on the lines.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>1. good</td>
</tr>
<tr>
<td></td>
<td>a. a great trip</td>
</tr>
<tr>
<td>2</td>
<td>keep</td>
</tr>
<tr>
<td></td>
<td>b. luck</td>
</tr>
<tr>
<td>3</td>
<td>have</td>
</tr>
<tr>
<td></td>
<td>c. care</td>
</tr>
<tr>
<td>4</td>
<td>take</td>
</tr>
<tr>
<td></td>
<td>d. in touch</td>
</tr>
</tbody>
</table>

Let’s get started. 73
Get started

1. Look at the words in the box. Find and circle them in the puzzle. The words go in all directions.

amazing  awesome  awful  dreadful
fantastic  horrible  incredible  lame
lousy  terrible  terrific  wonderful

WA F Y S U O L H T L F
O W E A U E X T E A U A
N F A L N O M R A P F Z
D U J W B T R A A G D H
E L E X E I A D L D A O
R G Z G F S F S W B E R
F R U I M S O F T S R R
U G C V O Q J M E I D I
L R F P N E D A E Y C B
Y E L B I R R E T H S L
I N C R E D I B L E C E
E A M A Z I N G N N J S

Move up

2. Write the adjectives from Exercise 1 in the correct category.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Now write the adjectives from Exercise 2 in the puzzle.

Which word doesn’t fit? Write it on the line.

_________
Grammar

The simple past of be (was/were)

Statements and questions

Get started

4 Circle the correct past form of be.

1. They (was / were) at the movies last night.
2. She (was / were) at school last week.
3. (Was / Were) you at the café yesterday afternoon?
4. The train (was / were) late this morning.
5. They (wasn’t / weren’t) at home when I called.
6. (Was / Were) the biology exam difficult?
7. The ticket (wasn’t / weren’t) very expensive.
8. How (was / were) your trip to San Francisco?
9. We started the game without you because you (was / were) late.
10. We (wasn’t / weren’t) tired when we got home.

Move up

5 Complete the sentences with the correct affirmative past form of be.

1. I _______ at school yesterday at two o’clock.
2. Yesterday __________ a beautiful day.
3. My parents _________ in Italy last week.
4. My mom _________ at work last night.
5. My friends _________ in a café yesterday.
6. I _________ in bed at eight o’clock last night.
7. Our English teacher _________ happy yesterday.
8. My mom and I _________ at Grandma’s house last weekend.
9. It _________ hot last summer.
10. I _________ at home last night.

Reach for the top

6 Write Yes/No questions and answers using the cues.

1. you / in bed at 11 P.M. last night?
   Were you in bed at 11 P.M. last night?
   ________________________________
   Yes, ________________

2. you / tired when you woke up this morning?
   ________________________________
   No, ________________

3. your teacher / angry yesterday?
   ________________________________
   No, ________________

4. your friends / at the mall last Saturday?
   ________________________________
   Yes, ________________

5. the weather / cold last week?
   ________________________________
   No, ________________

6. you / at a party on Friday night?
   ________________________________
   Yes, ________________

7. the library / open at six o’clock this morning?
   ________________________________
   No, ________________

8. you and your friends / at school yesterday afternoon?
   ________________________________
   Yes, ________________
The simple past of regular and irregular verbs
Statements and questions

Get started

7 Write the simple past form of the verbs. Then write R for regular or I for irregular.

<table>
<thead>
<tr>
<th>Base form</th>
<th>Simple past form</th>
<th>Regular/ Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bake</td>
<td>baked</td>
<td>R</td>
</tr>
<tr>
<td>2. be</td>
<td>was/were</td>
<td>I</td>
</tr>
<tr>
<td>3. begin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. bring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. come</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. enjoy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. get</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. hate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. let</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. put</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. ride</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. speak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. write</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Complete the story with the simple past form of the verbs in parentheses.

Last week I (go) _______ to a concert with my friend, Lisa. Her mom (drive) _______ us to the concert. When we (get) _______ there, Lisa’s mom (give) _______ us some money, and we (wait) _______ in line at the entrance. Lisa was very hungry, so she (buy) _______ a hamburger.

We (love) _______ the concert. It was fantastic! We heard all the hit songs, and the guitarist (play) _______ really well. The concert (end) _______ at 10:30, and we both (feel) _______ really tired. In fact, I was so tired that I (sleep) _______ until 11:00 the next morning!

Study Corner

Looking up verb forms in the dictionary
Look up kept in a dictionary. You will find that it is the simple past form of keep. The dictionary gives the irregular forms of verbs and their meanings.

9 Write the base forms of the verbs.

1. understood _______
2. wrote _______
3. paid _______
4. hid _______
5. wore _______
6. fought _______
Move up

10 Circle the correct answers.

1. When did the movie start yesterday evening?
   a. It did start at 7:00.
   b. It started at 7:00.
   c. It starts at 7:00.

2. Did you watch the baseball game after school yesterday?
   a. No, I do not.
   b. No, I don’t.
   c. No, I didn’t.

3. Where were you yesterday evening?
   a. We go to school.
   b. We were at school.
   c. We are at school.

4. Did you miss the bus this morning?
   a. Yes, I missed.
   b. Yes, I have.
   c. Yes, I did.

5. Why did you miss it?
   a. Because I was out late last night.
   b. Because I did go out late last night.
   c. Because I am out late last night.

6. Was the concert good?
   a. No, it wasn’t. I didn’t enjoy it.
   b. No, it wasn’t. I don’t enjoy it.
   c. No, it was. I didn’t enjoyed it.

7. Were the students late this morning?
   a. Yes, they are.
   b. Yes, they weren’t.
   c. Yes, they were.

8. Did Kim walk to school this morning?
   a. No, she doesn’t.
   b. No, she didn’t.
   c. No, she isn’t.

11 Make the negative sentences affirmative and the affirmative sentences negative.

1. Clara wanted to buy a new dress.
   Clara didn’t want to buy a new dress.

2. I didn’t bring a gift to the party.
   I brought a gift to the party.

3. We played soccer in the park yesterday.

4. He didn’t speak to me yesterday.

5. You liked that movie.

6. I didn’t think about school all day.

7. Rachel cried at the end of the movie.

8. They didn’t let me into the restaurant.

12 Complete the sentences with the simple past form of the verbs in parentheses.

1. I didn’t tell a lie; I (tell) told the truth.

2. Mom was just tired yesterday; she (not/be) ________ sick.

3. Mark (break) ________ his leg; he didn’t break his arm.

4. They (buy) ________ CDs; they didn’t buy video games.

5. We didn’t have hot dogs for lunch; we (have) ________ pizza.

6. The boys didn’t go to the park; they (go) ________ to the gym.

7. You (give) ________ us cookies; you didn’t give us cake.

8. Dad didn’t get up at eight o’clock; he (get up) ________ at 6.
Reach for the top

13 Unscramble the words to make questions.
1. you / speak / did / to David / When / ?
   When did you speak to David?

2. did / call / Who / Karen / ?

3. like / that / Jesse / Why / movie / did / ?

4. go / When / Paula and Kenesha / did / to / concert / the / ?

5. for / dinner / make / you / did / What / ?

6. put / you / did / keys / last / night / Where / the / ?

14 Answer the questions in Exercise 13 using the cues.
1. (last week) I spoke to David last week.

2. (her best friend) ____________________________

3. (funny) ____________________________

4. (last weekend) ____________________________

5. (pasta) ____________________________

6. (on the table) ____________________________

15 Complete the conversation.

Mark: (you/go on) Did you go on the charity bike ride last fall?
Ana: Yes, ______ (1).

Mark: When (it/start) ________?
Ana: On September 15.

Mark: (you/have) ________ fun?
Ana: Yes, ________, I (meet) ________ a lot of nice people.

Mark: How long (take) ________?
Ana: It (take) ________ three days.

Mark: Where (you/sleep) ________ at night?
Ana: We (sleep) ________ at campsites.

Mark: How many people (ride) ________ all the way?
Ana: About 3,500!

Mark: How (you/get) ________ home?
Ana: I took a bus home.
Get started

16 Number the lines of the conversation in the correct order. Then rewrite the conversation in order.

Cora

 ___ Not me. I thought it was awful.
 ___ That’s true. The band was amazing.
1 ___ Did you go to the concert last night?
 ___ What did you think of it?
 ___ Because the weather was really bad.

Cora: Did you go to the concert last night?

Teri

 ___ I thought it was awesome. I loved it.
 ___ You’re right. The weather was dreadful, but the band was incredible.
 ___ Really? Why did you think that?
2 ___ Yes, I did.

Teri: Yes, I did.

Move up

17 Write the conversations using the cues.

1. exam / ?
   difficult
   you / pass / ?
   not / know / think / do / OK
   A: How was the exam?
   B: It was difficult.
   A: Did you pass?
   B: I don’t know. I think I did OK.

2. trip / ?
   boring
   you / take / bus / ?
   No
   my / dad / drive / all the way
   A: __________________________
   B: __________________________

3. the meal / ?
   fantastic
   what / eat / ?
   a steak
   A: __________________________
   B: __________________________

Reach for the top

18 You were sick at home today. You call a friend and ask about the English class you missed. Write the conversation.

A: How was English class today?
B: __________________________
A: __________________________
B: __________________________
Unscramble the letters to write adjectives that describe people’s emotions. Then match them with the pictures. Write the letter of the picture next to the word.

1. **grany**
2. **drite**
3. **edrwrio**
4. **phayp**
5. **ptuse**
6. **dreambarse**
7. **daces**
8. **das**
9. **svouner**
10. **redbo**
11. **uripdress**
12. **icedtex**

Complete the sentences with the correct words from Exercise 1.

1. Sara was ______ when the time came to say goodbye to her best friend.
2. Getting presents makes me feel very ______
3. I got up at five o’clock this morning, so I’m really ______
4. We’re going to Brazil next month! I’m very ______
5. Dan was very ______ about speaking in front of the whole class.
6. Simon felt ______ when he accidentally walked into the girl’s bathroom.
7. Dad was really ______ when mom crashed his car. He shouted at her.
8. I was ______ when my friends jumped out from behind the sofa.
9. We were ______ by the lesson, so we started telling jokes to each other.
10. I’m not ______ about the test because I studied hard for it.
11. She won’t watch the horror film because she gets too ______
12. Gill was really ______ when I told her the bad news. She cried.
Grammar

Conjunctions: and, but, so

Get started
3 Complete the sentences with and, but, or so.
1. Anna can swim, ________ her brother can't.
2. Bananas make me feel sick, ________
   I never eat them.
3. Their house is small, ________ it is old, too.
4. I love skateboarding, ________ my friend doesn't like it.
5. I wasn't tired, ________ I didn't go to bed early.
6. My computer doesn't work, ________ I'm using my father's laptop.
7. My room is small, ________ it has two big windows.
8. Sue didn't have time, ________ she didn't go shopping.
10. He enjoys swimming, ________ he hates the beach.

Move up
4 Make sentences. Choose a line from Column A, a word from Column B, and a line from Column C. Then write the sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Last night I saw your sister,</td>
<td>but</td>
<td>she was ready for the test.</td>
</tr>
<tr>
<td>2. Lorna studied all day,</td>
<td>so</td>
<td>I missed the beginning of the movie.</td>
</tr>
<tr>
<td>3. Mario felt sick,</td>
<td>and</td>
<td>she didn't see me.</td>
</tr>
<tr>
<td>4. I ran all the way to the theater,</td>
<td></td>
<td>he went home from school early.</td>
</tr>
<tr>
<td>5. They got in the car,</td>
<td></td>
<td>I drove them to the concert.</td>
</tr>
<tr>
<td>6. The door was open,</td>
<td></td>
<td>she didn't remember his name.</td>
</tr>
<tr>
<td>8. She remembered his face,</td>
<td></td>
<td>I didn't read it.</td>
</tr>
</tbody>
</table>

Reach for the top
5 Write three sentences about your day yesterday. Use and, but, and so.
1. I finished my homework and went to bed.
2. (but) ___________________________________
3. (and) ___________________________________
4. (so) ___________________________________
Get started

Martin recently got married and found a new job. His life changed a lot. Write sentences about Martin with used to and didn’t use to.

Before he got married, he... After he got married, he...
- went out every night.
- lived in a small apartment.
- ate in cheap restaurants.
- wore jeans to work.
- rode to work on a bike.
- started studying for a degree.
- lived in a large house.
- cooked healthful meals.
- wore nice clothes to work.
- drove to work in a nice car.

1. He ___used to___ go out every night.
2. He ___didn’t use to___ live in a large house.
3. He _________ eat in cheap restaurants.
4. He _________ wear nice clothes to work.
5. He _________ cook healthful meals.
6. He _________ ride a bike to work.

Move up

7 Write questions and short answers about Martin.

1. go out?
   Did he use to go out every night?
   Yes, he did.
2. house?
   Did he use to live in a big house?
   No, he didn’t.
3. jeans?
   ____________________________
4. drive?
   ____________________________
5. study?
   ____________________________

8 Write questions with use to to complete the interview with Martin.

Interviewer: So, Martin, before you got married, where did you ___use to go every night___?
Martin: _________ clubs and bars.

Interviewer: _________?
Martin: In a small apartment in town.

Interviewer: _________?
Martin: In cheap restaurants.

Interviewer: And before you got this new job, _________?
Martin: Jeans.

Interviewer: _________?
Martin: On my bike, usually.

Interviewer: _________?
Martin: No, I didn’t use to have a car.
Complete the conversation with the phrases in the box below.

You used to wear glasses.
You didn’t use to wear that.
I didn’t use to be married.
It used to be brown.
You didn’t use to have blonde hair!
I didn’t use to play any!
You didn’t use to be so thin.

Diane: Hi Susan. Great to see you again after all these years!
Susan: Great to see you, too!

You didn’t use to have blonde hair!
______________________________

Susan: Yes, I know.
______________________________

Diane: And ____________________
Susan: Yes. I don’t need them now.
______________________________

Diane: Did you lose weight, too?
______________________________

Susan: Yes, I lost some weight. I play a lot of sports now.
______________________________

Diane: Well, I think you look terrific!
Susan: Thanks. You look great, too. Hey, is that a ring?
______________________________

Diane: That’s because I married Tom Baker in 2006!
______________________________

Susan: Hey, my sister used to date him!

Reach for the top

Write questions and statements with used to or didn’t use to. Use the cues.

1. you / enjoy playing with toys (?)

Did you use to enjoy playing with toys?

2. my parents / take me to the movies. (✗)

My parents didn’t use to take me to the movies.

3. Diane and I / be great friends (✓)

______________________________

4. Mrs. Jones / teach us math (✓)

______________________________

5. the fall / be this cold (✗)

______________________________

6. you / work for your dad (?)

______________________________

7. I / know how to ride a bike (✗)

______________________________

8. We / bake cookies on the weekend (✓)

______________________________

9. My brother / watch a lot of TV (✗)

______________________________

10. Mark / play soccer in college (?)

______________________________
11 Complete the sentences. Use used to or didn’t use to.

1. She didn’t use to read much, but now she reads a lot.
2. Dad used to take us to the movies a lot, but now he never takes us.
3. ____________________, but now I go swimming a lot.
4. ____________________, but now they are terrible.
5. ____________________, but now he is always busy.
6. ____________________, but now I love it!
7. ____________________, but now he is poor.
8. ____________________, but now they are old.
9. ____________________, but they don’t fight anymore.
10. ____________________, but now she plays it every day.

12 Think of when you were five years old. Write sentences using used to and didn’t use to. Use the cues.

1. like
   I used to like tomatoes.
   I didn’t use to like carrots.

2. wear

3. hate

4. love

5. be scared of

6. play

7. be

8. go to bed

9. study

10. write e-mails
Communicaiton

Get started

13 Number the lines of the conversation in the correct order.

I liked that dance party last night. It was great!
Because the music was terrible. Wasn’t it?
I hate it. I prefer rock music.
OK. That’s a good idea.
Why did you hate it?
Really? Honestly, I hated it.
Well, we have different tastes in music.
Why don’t we go to the movies next time?
Not really. It was hip-hop, and I love hip-hop.

Move up

14 Imagine that you and a friend went to the movies last night. Write a conversation about the movie. Use Exercise 13 as a model.

A: Did you like the movie last night?
B: I loved it. I thought it was great.
A: Really? I wasn’t crazy about it.
B: Why . . .

A: __________________________
B: __________________________
A: __________________________
B: __________________________
A: __________________________
B: __________________________

Study Corner

Guessing the meanings of new words
When you see or hear a word you don’t know, ask questions about it.
• Is it similar to a word in my language?
• Do I recognize a part of the word?
• Do the other words in the sentence help me guess the meaning of the word?
• Is it a noun, a verb, an adjective, or an adverb?

15 Write the meaning of the underlined word in each sentence. Choose from the definitions in the box.

<table>
<thead>
<tr>
<th>afraid</th>
<th>preferences</th>
<th>very bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>worried</td>
<td></td>
</tr>
</tbody>
</table>

1. Turn off that music. It’s terrible!

2. I love that movie. It’s fabulous!

3. I like hip-hop, but you hate it. We have different tastes in music.

4. I studied, but I am nervous about the test.

5. He’s scared of the dark.
Vocabulary

Get started

1. Find the weather words in the puzzle. One word is missing!

<table>
<thead>
<tr>
<th>cloudy</th>
<th>cold</th>
<th>foggy</th>
<th>hot</th>
<th>rainy</th>
</tr>
</thead>
<tbody>
<tr>
<td>snowy</td>
<td>sunny</td>
<td>warm</td>
<td>windy</td>
<td></td>
</tr>
</tbody>
</table>

Reach for the top

3. Write questions and answers about the weather. Use the cues.

1. Moscow
   What's the weather like in Moscow?
   It's foggy.

2. Paris

3. Sydney

4. Rio de Janeiro

Move up

2. Look at the pictures. Then write about the weather using the words in Exercise 1.

1. It's foggy.  

2. 

3. 

4. 

5. 

6. 

Write the missing word. 

86 Unit 3
Get started

4 Write what Clara was or wasn’t doing in the picture below. Use the cues. Use contractions when possible.

1. wear / a hat
   She was wearing a hat.

2. carry / an umbrella
   She wasn’t carrying an umbrella.

3. carry / a bag

4. go / to the bank

5. talk / on her cell phone

6. go / to a party

7. wear / a dress

8. drink / a soda

Reach for the top

5 Answer these questions about yourself. Write the answers on the lines.

1. What were you doing an hour ago?

2. What were you doing at five o’clock yesterday afternoon?

3. What were you doing last night at ten o’clock?

4. What were you doing at seven o’clock this morning?

5. What were you thinking about in class this morning?

6. Were you playing in the rain yesterday?
Get started

6 Complete the sentences. Circle the correct form of the verbs.

1. When we went out it (was raining / rained).
2. She (was cooking / cooked) when he walked in.
3. When he got home, the children (were sleeping / slept).
4. I (was breaking / broke) my leg while I was playing hockey.
5. When I saw her, she (was lying / lay) in the sun.
6. Tony (was working / worked) when I called him.
7. While she was talking on the phone, her friend (was stopping / stopped) by.
8. He (was wearing / wore) a blue shirt when I met him.

7 Match the phrases from Column A with the phrases from Column B to make sentences. Write the letters.

A
1. We were lying on the beach,  
2. My cell phone rang  
3. When Mom got home,  
4. I was sleeping on the train  
5. When I saw Karen at the party,  
6. While Amy was sunbathing,

B
a. when somebody took my watch.  
b. a bird landed on her stomach.  
c. I was cleaning my room.  
d. while we were watching the movie.  
e. she was talking to Jim.  
f. when it started to rain.

Move up

8 Complete the story. Write the simple past or the past continuous form of the verbs in parentheses. Use contractions when possible.

Last night at ten o’clock, Mario (walk)  
was walking (1) home through the park when he (hear) (2) a noise. He (start) (3) to walk faster. A few minutes later, he (hear) (4) the noise again. Somebody (follow) (5) him! Mario (decide) (6) to call the police. While he (search) (7) in his backpack, he (remember) (8) that he (not/carry) (9) his cell phone. He (start) (10) to run. While he (run) (11), he (fall down) (12) and (hurt) (13) his leg. He (sit) (14) in the middle of the road when he (feel) (15) a hand on his shoulder. It was Melissa. “I’m sorry,” she (say) (16). “I (try) (17) to scare you.” “Well, congratulations! You (succeed) (18)!” Mario shouted.
Reach for the top

9 Answer the questions about the story in Exercise 8.
1. What was Mario doing at ten o’clock last night?
   He was walking home through the park.

2. What did he do when he heard the noise?
   He walked faster when he heard the noise.

3. What was happening?

4. While Mario was searching his backpack, what did he remember?

5. What was Mario doing when he fell down?

6. Where was Mario sitting when he felt a hand on his shoulder?

7. What was Melissa trying to do at the time?

10 Write the questions and short answers. Use the past continuous.

1. you / sleep / when I called?
   Were you sleeping when I called?
   No, I wasn’t.

2. Greg / wear / his new jeans last night?

3. your parents / work / while you were studying?

4. it / rain / at this time yesterday?
   No, ____________________________

5. you / take a shower / when the phone rang?
   Yes, ____________________________

6. the man / carry / a bag / when you saw him?
   No, ____________________________

7. she / talk / on her cell phone / while she was shopping?
   Yes, ____________________________

8. he / play / his guitar / when the ball hit him?
   Yes, ____________________________
11 Write sentences with *when* or *while* and the correct past form of the verbs.

1. I / have breakfast / the mail / arrive (*when*)
   *I was having breakfast when the mail arrived.*

2. I / wash my hair / someone / knock on the door (*while*)
   *While I was washing my hair, someone knocked on the door.*

3. We / go out / it / begin to snow (*when*)

4. she / swim in the ocean / she / lose her necklace (*while*)

5. I / do my homework / all the lights / go out (*when*)

6. they / have dinner / the cat / eat the goldfish (*while*)

7. My brother / run very fast / he fall (*when*)

8. I / shop / someone / steal a sweater (*while*)

12 Look at the pictures and write sentences using the simple past and past continuous.

1. He was reading a newspaper *when* a girl with a radio walked by.

2. ________________________

3. ________________________

4. ________________________

5. ________________________
Get started

Imagine that you were waiting for the bus when you saw an accident. Complete the conversation with sentences from the box.

Did the car driver stop?
What happened?
I was waiting for the bus.
No, he wasn’t.
What did you do?
Yes, I did.

Police Officer: So what were you doing when the accident happened?
You: I was waiting for the bus.

Police Officer: Did you see the accident?
You: 

Police Officer: 
You: A man was riding his bike when a car hit him.

Police Officer: 
You: No, he didn’t. He drove away while the man was lying on the road.

Police Officer: Was the man wearing a helmet?
You: 

Police Officer: 
You: I called an ambulance.

Police Officer: Thank you for your help.

Reach for the top

Imagine you were in an accident while playing a sport. You are telling your coach what happened. Number the lines of the conversation in the correct order. Then write the conversation in order on the lines below.

What happened?
No, I broke my finger when my friend fell on top of me.
He was running toward me to take the ball away when he also slipped on the wet grass. He landed on my finger!
Did you break your finger when you fell?
Did you slip on the wet grass?
I had an accident last week while I was practicing soccer.
Yes, I fell on the wet grass.
While I was running, it started to rain.
How did your friend fall on top of you?
I had an accident last week while I was practicing soccer.
Coach: 
You: 
Coach: 
You: 
Coach: 
You: 
Coach: 
You: 

I called an ambulance.

Thank you for your help.
The summer of 1845 was very cold and rainy in Ireland. The potato crop failed and people had nothing to eat. Almost a quarter of the population died of famine or disease.

A lot of people left Ireland to look for a better life in America. They crossed the Irish Sea to Liverpool, England, where they hoped to take a ship across the Atlantic.

In Liverpool, there were immigrants from all over Europe. They were all waiting to sail to America.

In 1845, Mary O’Casey and her family left Ireland, too. It took the family thirty-six hours to travel to Liverpool. This is Mary’s story.

At last we arrived in Liverpool! A man came up to us at the dock. “Do you need accommodations?” he asked. “I know a good place for you. It’s cheap and it’s not too far. You can walk there in about five minutes.”

“Can you give us directions?” I asked. “Just go down Main Street and turn left at the second corner. You can’t miss it. By the way, do you have your tickets for America? I can get them for you at a special price.”

We gave the man some money for the tickets. While we were walking to the hotel, he disappeared into a bakery. We thought he was getting the tickets.

We followed the man’s directions, but we didn’t find the hotel. In fact, we never saw the man or our money again. Later, we found out that he belonged to a gang called “The Forty Thieves.”

We had just enough money for the tickets and some food, but not for accommodations. So we slept by the dock for five days, waiting for our ship.

There were 476 people on board our ship, the Lucania. While we were crossing the Atlantic, 158 died of fever. The trip took fourteen weeks.

When we arrived in New York, my husband and I found work on a farm. Our son is learning to read and write now. One day we might take him back to Ireland to show him where he used to live.
**Vocabulary**

1. Match the words with the definitions. Write the letters.
   - 1. population (line 4)
   - 2. famine (line 4)
   - 3. immigrants (line 9)
   - 4. dock (line 17)
   - 5. accommodations (line 18)
   - 6. cheap (line 19)
   - 7. belonged (line 35)
   - 8. thieves (line 36)

   **a.** a place to stay overnight
   **b.** people who steal money and things from others
   **c.** was part of
   **d.** not expensive
   **e.** the number of people who live in an area
   **f.** the area next to the water that receives ships
   **g.** a time of great hunger
   **h.** people who come to another country to live

**Comprehension**

2. Read the sentences. Then put the events in the correct order. Write the numbers.
   - In Liverpool, they met a man who said he knew about cheap accommodations.
   - The trip took fourteen weeks.
   - The man left them and did not return.
   - They traveled to Liverpool, England.
   - Finally, they took a ship to America.
   - While they were waiting for their ship, they slept on the dock.
   - They gave the man some money.
   - The O’Casey family left Ireland because of the potato famine.
   - They now had five days to wait for the next ship, but they didn’t have a place to stay.

**Writing**

4. Write about someone you know who is now living in another country. Use the answers to these questions for ideas.
   - Where is the person from?
   - When did this person leave his or her native country?
   - Why did this person leave his or her native country?
   - What difficulties did this person have when he or she arrived?
   - Does this person seem happy now in his or her new country?
You're the best in the group.

Grammar
The comparative and superlative forms of adjectives

Get started
1. Write the comparative and the superlative form of the adjectives.

<table>
<thead>
<tr>
<th></th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clean</td>
<td>cleaner</td>
<td>the cleanest</td>
</tr>
<tr>
<td>2. difficult</td>
<td>more difficult</td>
<td>the most difficult</td>
</tr>
<tr>
<td>3. bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. exciting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. young</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. big</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the sentences with the comparative form of the adjectives.
1. She isn’t very tall. Her sister is ________ taller.
2. My backpack isn’t very heavy. Yours is ________.
3. This city isn’t very beautiful. Athens is ________.
4. Mike’s school isn’t very far. Ours is ________.
5. Jill isn’t very good at music. She is ________ at sports.
6. Noriko’s house isn’t very big. She needs a ________ one.

3. Write the comparative or the superlative form of the adjectives in parentheses.
1. Vatican City is the (small) ________ country in the world.
2. Athens is (old) ________ than Rome.
3. Angel Falls in Venezuela is (high) ________ than Niagara Falls.
4. The cheetah is the (fast) ________ animal in the world.
5. Many airplanes travel (fast) ________ than the speed of sound.
6. What is the (high) ________ mountain in the world?
7. The Amazon River is (long) ________ than the Mississippi.
8. Russia is the (large) ________ country in the world.
9. The (old) ________ man in the world is 123 years old.
10. Michael Jackson is (famous) ________ than Britney Spears.

7. The French movie wasn’t very interesting. The Russian movie was ________.
8. The weather is not too bad today. It was ________ yesterday.
9. Sydney is famous. But Rome is ________.
10. This test isn’t very difficult. The test yesterday was ________.

7. The French movie wasn’t very interesting. The Russian movie was ________.
8. The weather is not too bad today. It was ________ yesterday.
9. Sydney is famous. But Rome is ________.
10. This test isn’t very difficult. The test yesterday was ________.

94 Unit 4
Move up

4 Look at the picture. Write the comparative or the superlative form of the underlined adjectives.

Domingo Sara Chico Flora

1. Domingo is tall.
   a. Sara is ______ than Domingo.
   b. Chico is ______ than Sara.
   c. Flora is ______ of them all.

2. Domingo’s T-shirt is loose.
   a. Sara’s T-shirt is ______ than Domingo’s.
   b. Chico’s T-shirt is ______ than Sara’s.
   c. Flora’s T-shirt is ______ of them all.

3. Domingo’s surfboard is big.
   a. Sara’s surfboard is ______ than Domingo’s.
   b. Chico’s surfboard is ______ than Sara’s.
   c. Flora’s surfboard is ______ of them all.

Reach for the top

5 Write sentences using the cues and the superlative form of the adjectives in the phrases.

1. Disney World / good amusement park
   Disney World is the best amusement park.

2. baseball / popular sport in the U.S.

3. Brad Pitt / handsome actor

4. my dad / strong person I know

5. math / hard subject

6. Shakira / good singer

7. Ronaldo / fast runner

8. Hawaii / beautiful place

9. my aunt / nice person I know

10. my grandfather / old person in my family
### Grammar

**Making comparisons with as . . . as/not as . . . as**

#### Get started

6  Complete the conversation with the words from the box.

**as fast as**  **as tall as**  **as important as**  
**as good as**  **as hard as**  **as talented as**

Roberta:  Hey, Jonathan. What’s up?

Jonathan:  I’m very upset! Mr. Samuels didn’t pick me for the basketball team.

Roberta:  That’s too bad. I think you’re **as good as** anyone else in the school.

Jonathan:  Thanks, Roberta. I practice **as hard as** anyone else, too.

Roberta:  Did Frank Griffin get on the team?

Jonathan:  Yes, he did. Mr. Samuels says Frank has talent.

Roberta:  That’s not fair. He isn’t **as important as** you are.

Jonathan:  Maybe not. But I know why he got picked instead of me. I’m not **as good as** he is. He’s 6 feet 2 inches.

Roberta:  OK, he’s taller. But he isn’t **as fast as** you are.

Jonathan:  You’re the fastest kid in school.

Roberta:  Well, I guess Mr. Samuels thinks speed isn’t **as important as** height.

#### Move up

7  **Rewrite the sentences using not as . . . as.**  
   **Use contractions where possible.**

1. Jack is more intelligent than Steve.
   
   *Steve isn’t as intelligent as Jack.*

2. Your house is bigger than ours.
   
   ______________________

3. She plays the guitar better than he does.
   
   ______________________

4. This bike is faster than that one.
   
   ______________________

5. The bookstore is farther than the station.
   
   ______________________

6. February was worse than January.
   
   ______________________

7. I’m older than you.
   
   ______________________

8. This movie is scarier than that movie.
   
   ______________________

9. My job is more interesting than yours.
   
   ______________________

10. Those boots are narrower than these boots.
    
    ______________________
Reach for the top

8 Rewrite the pairs of sentences using as . . . as and not as . . . as.

1. Coffee is good. Tea is also good.
   Coffee is as good as tea.

2. Angelina Jolie is beautiful. Jennifer Aniston is more beautiful.
   Angelina Jolie isn’t as beautiful as Jennifer Aniston.

3. Tennis is easy. Golf is not easy.

4. Jenn is smart. Robin is smart, too.

5. My chicken is delicious. Your steak is not delicious.

6. Soccer is popular. Baseball is very popular.

7. Argentina is big. Brazil is bigger.

8. Reading a book is fun. Watching a movie is also fun.

9. Mateo is very fast. Bill is not very fast.

10. My brother is outgoing. My sister is outgoing, too.

9 Write sentences comparing Rosa and Kenji. Use as . . . as or not as . . . as in your sentences. Use contractions where possible.

<table>
<thead>
<tr>
<th>Rosa</th>
<th>Kenji</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I’m not very strong.</td>
<td>I’m strong.</td>
</tr>
<tr>
<td>2. I’m thin.</td>
<td>I’m thin.</td>
</tr>
<tr>
<td>3. I’m 5 feet 4 inches tall.</td>
<td>I’m 5 feet 5 inches tall.</td>
</tr>
<tr>
<td>4. I’m sixteen years old.</td>
<td>I’m sixteen years old.</td>
</tr>
<tr>
<td>5. I live close to school.</td>
<td>I don’t live close to school.</td>
</tr>
<tr>
<td>6. I have a very big family.</td>
<td>I don’t have a big family.</td>
</tr>
</tbody>
</table>

1. Rosa isn’t as strong as Kenji.

2. Rosa is as thin as Kenji.

3. 

4. 

5. 

6. 

Workbook 97
Vocabulary

Get started

10 Find and circle the words from the box in the puzzle.

attractive beautiful famous gorgeous handsome incredible successful talented

11 Match the words with the definitions. Write the correct letters on the lines.

_____ 1. attractive
_____ 2. successful
_____ 3. famous
_____ 4. incredible
_____ 5. fashionable
_____ 6. talented

_____ a. having a natural ability
_____ b. known by a lot of people
_____ c. popular, in terms of clothing or style
_____ d. doing well
_____ e. good-looking
_____ f. extremely good; hard to believe

Move up

12 Complete the sentences with words from the box.

beautiful handsome famous successful fashionable
talented

1. My brother wants to be a _______ actor one day. He wants everyone to know his name.
2. Your boyfriend is tall and has nice eyes. He’s very _______.
3. If I work hard in school, I will get good grades and be _______.
4. Danielle is so _______. She always wears the coolest shoes.
5. Every woman wants to look _______ on her wedding day.
6. Amy is a _______ singer. She has a great voice.
Communications

Get started

13 Complete the conversation with sentences from the box.

Which do you like better—the black jacket or the white one?
But I like the high heels better.
I think you look cool!
Which pair of shoes is more fashionable—the high heels or the low heels?
Try that one. It’s smaller.

Becky: What do you think of this top?
Elena: I think it’s too big. Try that one. It’s smaller.

Becky: (2)
Elena: I like the white one.

Becky: (3)
Elena: I think the low heels are more fashionable.

Becky: (4)

So, what do you think of my new look?
Elena: (5)

Reach for the top

14 Write a conversation between you and a friend in a clothing store. Use Exercise 13 as a model.

A: What do you think of . . .
B: I think it’s . . .
A: 
B: 
A: 
B: 
A: 
B: 

Workbook 99
Get started

1 Write the missing letters to complete the names of the parts of the body. Then identify the parts of the body in the picture. Write the numbers in the boxes.

1. f__n__g_e_r
2. h_a__
3. m__u__h
4. w__s__
5. s__o__d__r
6. e__e
7. __t_o__a__h
8. a__k__e
9. __l__w
10. f__o__
11. b__c__
12. l__g

2 Unscramble the words to find more body parts. Then write each word on the correct line in the picture.

1. striw
2. kcen
3. ram
4. rea
5. seno
6. bmuth
7. eahd
8. efac
9. kene
10. phi
11. ote
**Move up**

3 Write the words for the different parts of the body in the puzzle. Use the clues.

**Across**
1. This part of the body connects your head to your shoulders.
3. You have five of these on each hand.
5. You need these to see.
6. When you eat, your food goes here.
8. It’s between your foot and your leg.
10. There are five of these on each foot.
11. It’s in the middle of your arm.
13. Your teeth are in here.
15. It’s behind you!
16. This joins your hand to your arm.

**Down**
2. It’s in the middle of your leg.
3. The plural of foot.
4. This joins your arm to the rest of your body.
7. It’s at the top of your leg.
9. This is for smelling things.
10. This is the “fattest finger.”
12. Sometimes you wear a belt around this part of your body.
14. You use these to hear.

---

**Grammar**

**Will for predictions and decisions**

**Statements and questions**

**Get started**

4 Complete the sentences. Write the pronouns with will. Use contractions.

1. (He) ________ He’ll ________ be late for class.
2. (She/not) ________ She won’t ________ clean her room.
3. (It) ________ be warmer tomorrow.
4. (They) ________ come to my party.
5. (It/not) ________ rain. Don’t worry!
6. (We) ________ go to the dentist tomorrow.
7. (He/not) ________ come tomorrow.
8. I’m tired. (I/not) ________ stay up late.
9. (I) ________ get up late tomorrow.
Move up

5 Complete the sentences. Write will and a verb from the box. Use contractions when possible.

<table>
<thead>
<tr>
<th>eat</th>
<th>get</th>
<th>go</th>
<th>leave</th>
<th>meet</th>
<th>practice</th>
<th>take</th>
<th>wake up</th>
</tr>
</thead>
</table>

1. Matt _______ at 6:30 A.M.
2. First, he ______ a shower.
3. Next, he ______ breakfast.
4. Then he _______ dressed.
5. At 7:30 A.M., he ________ for school.
6. He ________ his friend in front of his house.
7. They ________ to school by bus.
8. After school, they ________ soccer.

6 Unscramble the words to write questions. Then write short answers. Use the sentences in Exercise 5 to help you.

1. at / Matt / Will / 6 A.M. / wake up / ?
   Will Matt wake up at 6 A.M.?
   No, he won’t.

2. a / shower / take / he / Will / ?

3. dressed / breakfast / Will / before / he / get / ?

4. meet / he / Will / friend / his / ?

Reach for the top

7 Complete the conversations with will or won’t and the verb, if needed. Use contractions when possible.

1. A: The movie starts at 7 P.M.
   B: That means we (have) _______ time to shop.

2. A: Look at those clouds!
   B: Don’t worry. It (not/rain) _______.

3. A: I’m tired. I don’t want to go out tonight.
   B: Just rest a little and you (feel) _______ better.

4. A: The paintings were beautiful, but we didn’t see all of them.
   B: Well, we (see) _______ them next week if you like.

5. A: Let’s walk to the beach.
   B: Good idea. It’s not very far, so it (not/take) _______ long.

6. A: Anna, the phone is ringing.
   B: OK, I (answer) _______ it.

7. A: I think that Karen (get) _______ a good grade on her test.
   B: No, she (not) _______. She didn’t study at all.

8. A: How _______ you (get)
   _______ home from Maria’s house?
   B: I (walk) _______ home. My house isn’t very far.
Get started

8 Complete the students’ opinions about homework. Write should or shouldn’t.

1. Children _______ do homework in English and math every day.
2. Children need to play a lot. Children up to the age of ten _______ have homework.
3. I think all children _______ do homework. You can learn a lot when you work at home.
4. Why _______ we do school work at home? There _______ be time for homework at school.
5. I don’t mind doing homework on weekdays, but we _______ have homework on weekends.
6. Why _______ I do homework in subjects I don’t like? Teachers _______ give us homework in subjects that don’t interest us.
7. We get two hours of homework every day. That’s too much. We _______ get more than an hour.

Move up

9 Complete the conversations with should or shouldn’t and a verb from the box, if needed.

<table>
<thead>
<tr>
<th>feed</th>
<th>keep</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk</td>
<td>try</td>
<td></td>
</tr>
</tbody>
</table>

1. A: Our math teacher gave us extra work because we talked during a test.
   B: You _______ talk during a test!
2. A: I’m going to sit on the beach.
   B: You _______ some suntan lotion on.
3. A: They really love their dog!
   B: I know. But they _______ him expensive food all the time!
4. A: We found a $50 bill in the hallway.
   _______ we _______ it?
   B: No, you _______. You _______ to find the owner.
5. A: My friend gave me a great birthday present.
   B: You _______ a thank-you note.

Reach for the top

10 Read the sentences. Then write your advice using should or shouldn’t.

1. A: I don’t have time to do my homework in the evening.
   B: You should do your homework in the _______ afternoon.

2. A: I hurt my ankle while I was running down the stairs.
   B: __________

3. A: These shoes are too small.
   B: __________

4. A: She’s really good at tennis, but she doesn’t practice very often.
   B: __________

5. A: I don’t like the new restaurant on High Street.
   B: __________

Workbook 103
Get started

11 Complete the sentences with must or must not.

1. You ________ finish your dinner.

2. You ________ swim today.

3. You ________ ride your bicycle here.

4. You ________ wear this.

5. You ________ play music in here.

6. You ________ take off your shoes.

Move up

12 Write the school rules. Use must or must not.

1. run in the hallway
   You must not run in the hallway.

2. be polite
   __________________________

3. eat in class
   __________________________

4. work hard
   __________________________

5. arrive on time
   __________________________

6. smoke
   __________________________

7. forget your homework
   __________________________

8. copy another student’s work
   __________________________

9. practice every day
   __________________________

10. take four math classes to graduate
    __________________________
Communication

Get started

13 Number the lines of the conversation in the correct order.

_____ What’s the matter?
_____ Hi. Actually, no. I’m upset about something.
_____ I’ll ask him to fix it or buy a new one for me.
_____ That’s terrible. What will you do?
_____ Hi, Gary. Are you all right?
_____ I lent Mark my laptop, and when he gave it back it was broken.

Move up

14 Write a conversation between you and a friend. Choose one of the situations below, or use your own idea. Use the conversation in Exercise 13 as a model.

You . . .

• borrowed your dad’s new car and scratched it
• forgot to invite a friend to your party
• left your bag on the bus

You: __________________________________________

____________________________

Friend: _______________________________________

____________________________

You: __________________________________________

____________________________

Friend: _______________________________________

____________________________

Study Corner

Knowing the stress in sentences

Not all the words in a sentence have the same stress. In spoken English, the content words are usually stressed. Content words are the words that express meaning. They are nouns, verbs, adjectives, adverbs, and question words. Function words—prepositions, pronouns, conjunctions, and helping verbs (is, was, are, will, were, has, can)—are unstressed.

15 Underline the stressed words in these sentences.

1. Are you all right?
2. I’m upset about something.
3. What’s the matter?
4. I lent Mark my laptop, and when he gave it back it was broken.
5. That’s terrible. What will you do?
6. I’ll ask him to fix it or buy a new one for me.
Grammar

May or might for possibility

Get started

1 Complete the sentences with may (not) or might (not) and the verbs in parentheses.
   1. I (go) _____ out tomorrow night.
   2. Sara (not like) ______ her present.
   3. You (find) ______ something interesting in this store.
   4. We (start) ______ early tomorrow.
   5. Don’t worry. It (not rain) ______ on your wedding day.
   7. Hurry up, or we (not finish) ______ in time.
   8. I (wear) ______ my new jeans.
   9. He doesn’t feel well, so he (not come) ______ with us to the park.
  10. If the weather is nice, I (bring) ______ my bathing suit.

Reach for the top

3 Rewrite the sentences. Use may (not) or might (not).

1. Perhaps I won’t see you tomorrow.
   I might not see you tomorrow.

2. We’ll think about going on vacation with you.
   I might not go to summer school at all.

3. It is possible that the weather will be nice.
   ______

4. There’s a 50–50 chance you’ll like this movie.
   ______

5. Perhaps John is sleeping in the garden.
   ______

Move up

2 Complete the conversation. Write sentences with the pronoun I, the word may or might, and a phrase from the box.

Josh: Are you going to go to summer school?
Katie: Probably not. I might not go to summer school at all.

106 Unit 6
Get started

4 Match the phrases from Column A with the phrases from Column B to make sentences. Write the letters. Then write the sentences below.

Dana is dreaming about her winter vacation.

A

1. __ If the weather is good,
2. ____ If it is rainy,
3. ____ If I don’t like the hotel,
4. ____ If there’s a bike rental store,
5. ____ If I get a bike,
6. ____ If the hotel has a computer,

B

a. I’ll find a better one.
   b. I’ll go for a ride in the mountains.
   c. I’ll e-mail my friends.
   d. I’ll get a bike.
   e. I’ll go skiing every day.
   f. I’ll stay in the hotel.

1. If the weather is good, I’ll go skiing every day.
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

Move up

5 Circle the correct form of the verb.

1. I (‘ll give / give) Sam your number if I see him.
2. If you (‘ll be / are) late, the teacher will be angry.
3. If you don’t go to bed, you (‘ll be / are) tired tomorrow.
4. I will be very surprised if they (don’t get / will not get) married.
5. If you tell her, she (is / will) be upset.
6. We (‘ll eat / eat) dinner without him if he doesn’t get here soon.
7. There (aren’t / won’t be) any tickets left if we don’t hurry.
8. If you don’t study, you (‘ll fail / fail) the test tomorrow.

6 Complete the sentences with either the simple present or will/won’t + the verb in parentheses.

1. If you (do/not) don’t do your homework, you (pass) won’t pass the test.
2. I (get) _________ you a drink if you (be) _________ thirsty.
3. We (miss) _________ the train if we (not/hurry) _________.
4. We (go) _________ swimming if it (be) _________ sunny tomorrow.
5. If you (help) _________ me clean up, we (be) _________ able to leave early.
6. If I (do) _________ well in school, my dad (buy) _________ me a car.
7. I (come) _________ with you if you (promise) _________ to behave.
7 Match the lines from Column A with the lines from Column B to make first-conditional sentences. Write the letters. Then write the sentences using will/won’t.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. it / not rain</td>
<td>a. I / answer it</td>
</tr>
<tr>
<td>2. the movie / be too scary</td>
<td>b. we / have a barbecue</td>
</tr>
<tr>
<td>3. you / not wear a sweater</td>
<td>c. she / not go to school</td>
</tr>
<tr>
<td>4. it / be / sunny</td>
<td>d. we / go to the park</td>
</tr>
<tr>
<td>5. I / start work late</td>
<td>e. he / not watch it</td>
</tr>
<tr>
<td>6. she / not feel well tomorrow</td>
<td>f. I / not finish everything</td>
</tr>
<tr>
<td>7. it / snow</td>
<td>g. you / be cold</td>
</tr>
<tr>
<td>8. the phone / ring</td>
<td>h. we / go skiing</td>
</tr>
</tbody>
</table>

1. If it doesn’t rain, we’ll have a barbecue.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

8 Write sentences using the if clause + will or may/might. Use the cues.

1. If Kathy doesn’t work tonight / go to the party. (definite yes)
   
   If Kathy doesn’t work tonight, she will go to the party.

2. If Fran doesn’t feel better / play in the game. (definite no)
   
   If Fran doesn’t feel better, she won’t play in the game.

3. If Ed gets home late / come to the next lesson. (possible no)

4. If they hang out this weekend / go bowling. (possible yes)

5. If it snows / I build a snowman. (definite yes)

6. If we don’t go on vacation / volunteer at the camp. (possible yes)
Reach for the top

Complete the sentences with true information about yourself. Use the cues.

1. If I finish my homework early tonight, I’ll go out with my friends.
2. I’ll be very angry if ____________________.
3. I will go to the party if ____________________.
4. My mom will be happy if ____________________.
5. If I don’t exercise, ____________________.
6. If it’s sunny tomorrow, ____________________.
7. If ____________________, I might get into trouble.
8. If I save a lot of money, ____________________.
9. If I forget my friend’s birthday, ____________________.
10. If I don’t have school tomorrow, ____________________.

Vocabulary

Match a verb from Column A with a word or phrase from Column B. Write the letters on the lines.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>stay</td>
</tr>
<tr>
<td></td>
<td>go on</td>
</tr>
<tr>
<td></td>
<td>hang out</td>
</tr>
<tr>
<td></td>
<td>take</td>
</tr>
<tr>
<td></td>
<td>have</td>
</tr>
</tbody>
</table>

1. a picnic
2. home
3. classes
4. with friends
5. vacation

Write the activity under each picture. Use the words and phrases from the box.

go to the beach
take dance classes
have a picnic
hang out with friends
go on vacation
stay home
babysit

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
Move up

12 Complete the sentences with activities from Exercise 11.

1. I don’t want to go to the beach because I hate getting sand in my shoes.

2. The Smiths have two children, and I’m going to __________________ for them tonight.

3. On the weekend I like to __________________ at the mall and shop.

4. Let’s make some sandwiches and __________________ in the park!

5. I don’t want to do anything. Let’s just __________________ and watch TV.

6. If you want to learn tap and salsa, you should __________________.

7. We __________________ to the same place every year.

Communication

Get started

13 Number the lines of the conversation in the correct order. Then write the conversation in order on the lines below.

Tony

I’m fine. What are you going to do this summer?

Chuck

Mexico? That sounds like fun!

Hey, Chuck. How are you doing?

Well, the whole family is going to Mexico. Then I’m not sure. I might take some guitar lessons.

Tony: Hey, Chuck. How are you doing?

Chuck: __________________

Tony: __________________

Chuck: __________________

Tony: __________________

Chuck: __________________
Move up

14 Write a conversation between you and a friend. Discuss your plans for summer vacation, or for when you finish high school. Use the conversation in Exercise 13 as a model.

A: What are you going to do . . .
B: I’m going to . . .

A: ________________________________
B: ________________________________
A: ________________________________
B: ________________________________
A: ________________________________
B: ________________________________

Study Corner

Making a study schedule
When you have an end-of-year exam to study for, it is important to plan your study time. Make a schedule and stick to it!

<table>
<thead>
<tr>
<th>Subject</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>Grammar—present tense</td>
<td>Grammar—past tense</td>
<td>Vocabulary—body parts + illnesses</td>
<td>Grammar—conditional</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 Fill in the chart with your study and homework plans for the week.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spending Power: American Teenagers Speak Out About Money

Jose Molina, 14
Every week, I get an allowance of $10 from my parents. I usually spend my money on music, computer games, and movie tickets. On Friday and Saturday nights, I always hang out with my friends at the movies. My parents say that I should get a part-time job at a summer camp. If I get a summer job, I will buy new computer games.

Alana Davies, 15
I get an allowance of $15 every week from my parents. I also have some birthday money and some savings in the bank. I often spend my money on clothes, movie tickets, and candy. I like to be in good physical shape, so I sometimes work out in the gym. I pay for my gym membership every month. If I have enough money after my next birthday, I might buy the new iPod. My friend has the new iPod, and it’s better than the one I have now.

Kathy Bethell, 17
I get an allowance of $20 a week from my parents. I also babysit and make another $20 every week from that job. I spend some of my money on movies and magazines. I’m putting aside most of my money for my summer vacation. If I save enough money, I will go to Florida with my friend and her family. We’ll go to the beach and hang out every day.
Vocabulary

1 Match the words with the definitions. Write the letters.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>allowance</td>
<td>a</td>
<td>money saved</td>
<td>d</td>
<td>be in good physical shape</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>part-time job</td>
<td>b</td>
<td>get $20 for work you do</td>
<td>e</td>
<td>saving something</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>savings</td>
<td>c</td>
<td>have a strong body</td>
<td>f</td>
<td>work done for a few hours a week</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>babysit</td>
<td>g</td>
<td>take care of somebody’s child</td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Comprehension

2 Answer the questions in complete sentences.

1. How much money does Jose get from his parents each week?
   Jose gets $10 each week.

2. Who gets the highest allowance each week?

3. What does Jose do on Friday and Saturday nights?

4. How often does Alana pay for her gym membership?

5. Which teenager babysits?

6. What is Kathy saving money for?

7. What does Jose spend his money on?

8. What will Jose buy if he gets a summer job?

9. Why does Alana want the new iPod?

10. Where will Kathy go if she saves enough money?

Complete the sentences with the names of the people from the reading. Answers may have more than one name.

1. _____ has a part-time job.
2. _____ is a member of the gym.
3. _____ might get a summer job.
4. _____ are saving money for different things.
5. _____ has some money in the bank.
6. _____ like going to the movies.
7. _____ likes magazines.
8. _____ receives the most money each week.

Writing

4 Write about how you get money and how you spend it. Include the following information:
   - How much money you get every week/month
   - Who or where you get the money from
   - How much money you save
   - What you spend your money on
   - What you like to do
Unit 1

Grammar Highlights

The simple past of be (was/were)

Affirmative statements

I was sick yesterday.
You were sick yesterday.
He/She was sick yesterday.
You were sick yesterday.
We were sick yesterday.
They were sick yesterday.

Negative statements

I wasn’t sick yesterday.
You weren’t sick yesterday.
He/She wasn’t sick yesterday.
You weren’t sick yesterday.
We weren’t sick yesterday.
They weren’t sick yesterday.

Yes/No questions

Were you sick yesterday?
Was he/she sick yesterday?
Were you sick yesterday?
Were they sick yesterday?

Short answers

Yes, I was./No, I wasn’t.
Yes, he/she was./No, he/she wasn’t.
Yes, we were./No, we weren’t.
Yes, they were./No, they weren’t.

Information questions

Who was sick yesterday?
Where were you yesterday?

Answers

I was./We were.
At home.

Remember! To make a Yes/No question with the simple past of be, put the verb before the subject.

She was sick yesterday.
Was she sick yesterday?

The simple past of regular and irregular verbs

Affirmative statements

I walked to school this morning.
He/She wrote a book last year.

Negative statements

I didn’t walk to school yesterday.
He/She didn’t write one this year.

Yes/No questions

Did you go to the mall yesterday?

Short answers

Yes, I did./No, I didn’t.

Information questions

Where did you go yesterday?

Answers

I went to my cousin’s house.

Remember!

- To form the simple past of most regular verbs, add -d or -ed.
bake + d = baked
- To form the simple past of some regular verbs that end in a vowel + consonant, double the consonant and add -ed.
pop + p + ed = popped
- To form the simple past of verbs that end in a consonant + y, change the y to i and add -ed.
try + i + ed = tried
Grammar Practice

The simple past of be (was/were)
Statements and questions

1 Complete the sentences with the simple past form of be.

We had a great vacation last summer. The weather **was** (1) wonderful. We stayed in a nice hotel with a big swimming pool, so my brothers and I (2) really happy. The food (3) good, too, and it (not) (4) very expensive. We went to Disney World—that (5) fantastic. All the people (6) really friendly. I think it (7) the best vacation ever!

2 Write questions and answers about Exercise 1.

1. the weather / good?
   *Was the weather good?*
   *Yes, it was.*

2. the hotel / terrible?

3. the children / happy?

4. the food / expensive?

5. Disney World / fantastic?

6. the people / friendly?

3 Rewrite the sentences in the simple past.

1. I am in Paris.
   *I was in Paris.*

2. She isn’t very hungry.

3. We aren’t late for class.

4. Are they from France?

5. Where are the children?

6. It’s a very funny movie.

7. They aren’t at home.

8. Are you angry?

9. What time is it?

10. Is it your birthday?
The simple past of regular and irregular verbs

Statements

4 Complete the sentences with the simple past form of the verbs in parentheses.

1. Alano (bring) _______ cookies to the camping trip.
2. I (want) _______ to eat steak.
3. Brittany and I (go) _______ to the lake to catch fish.
4. We (have) _______ a lot of fun!
5. Daniel (play) _______ his guitar in the evening.
6. Eartha (hear) _______ strange noises in the woods.
7. She (think) _______ there were wild animals.
8. Vernon and Cara (leave) _______ that night because they were scared.
9. We (stay) _______ because we weren’t scared.

5 Make the affirmative sentences negative. Use contractions when possible.

1. They were in the auditorium by 2 P.M.
   They weren’t in the auditorium by 2 P.M.
2. He got home from school at three o’clock.
3. I did my homework after dinner.
4. We enjoyed our meal.
5. You ate three chicken sandwiches!
6. My brother took a taxi home from the party.
7. I enjoyed that movie.
8. She put the teapot on the stove.
9. We met Antonio and Elena at the theater.
10. She cleaned the house all day.
11. You slept well last night.
12. The new student said hello to me.
13. I called you at seven o’clock.
14. She taught me how to dance.
6 Complete the conversations using the cues. Use contractions where possible.

1. A: Did Ramona and Jane go to the movies last night?
   B: No, \textit{they didn't}.
   \begin{itemize}
   \item They (\textit{study}) \textit{studied} for a test.
   \end{itemize}

2. A: Did he walk to school this morning?
   B: Yes, \underline{__________}.

3. A: Did you read a story to the children?
   B: No, \underline{__________}. I (\textit{take}) \underline{__________} them to the park.

4. A: Did I miss the first ten minutes of the show?
   B: Yes, \underline{__________}.

5. A: Did it snow in Boston last week?
   B: No, \underline{__________}. It (\textit{rain}) \underline{__________}.

6. A: Did Bessie like the singers?
   B: No, \underline{__________}. She (\textit{say}) \underline{__________} they were terrible.

7. A: Did we buy tomatoes at the supermarket?
   B: No, \underline{__________}. We (\textit{buy}) \underline{__________} some lettuce.

8. A: Did Domingo go to Clara’s birthday party last weekend?
   B: Yes, \underline{__________}.

9. A: Did you cook dinner?
   B: No, \underline{__________}. I (\textit{make}) \underline{__________} the dessert afterwards.

7 Read the answers. Then write questions about the underlined words.

1. Where did you and your parents go last December?
   My parents and I went to \textit{San Diego} last December.

2. \underline{__________________________}
   James chose \textit{Carmen} because she is smart.

3. \underline{__________________________}
   Tina and Ed studied after school.

4. \underline{__________________________}
   Kelly and Jack met at the \textit{amusement park} yesterday afternoon.

5. \underline{__________________________}
   I watched \textit{Everybody Loves Raymond} because it is very funny.

6. \underline{__________________________}
   My family and I celebrated my birthday last Saturday night.

8 Write more information questions about sentences 1–4 in Exercise 7. Use the question words below.

1. When \underline{__________} \textit{did you and your parents go to San Diego}?
2. Why \underline{__________}?
3. Who \underline{__________}?
4. When \underline{__________}?
Unit 2

Grammar Highlights

Conjunctions: **and, but, so**

Use a conjunction and a comma to join two sentences.
Sara had a lead role, **and** she was excellent.
I tried to get there early, **but** I arrived late.
The show was a success, **so** everyone celebrated.

| Remember! Conjunctions | express different relationships. **And** adds information. **But** adds a contrast. **So** expresses a result or effect. |

<table>
<thead>
<tr>
<th><strong>Affirmative statements</strong></th>
<th><strong>Negative statements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to live in Paris.</td>
<td>I didn’t use to live in Paris.</td>
</tr>
<tr>
<td>You used to be my friend.</td>
<td>You didn’t use to be my friend.</td>
</tr>
<tr>
<td>He/She used to work in a bank.</td>
<td>He/She didn’t use to work in a bank.</td>
</tr>
<tr>
<td>We used to eat meat.</td>
<td>We didn’t use to eat meat.</td>
</tr>
<tr>
<td>They used to eat meat.</td>
<td>They didn’t use to eat meat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Yes/No questions</strong></th>
<th><strong>Short answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you use to live in Paris?</td>
<td>Yes, I did. / No, I didn’t.</td>
</tr>
<tr>
<td>Did he/she use to work in a bank?</td>
<td>Yes, he/she did. / No, he/she didn’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Information questions</strong></th>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you use to live?</td>
<td>I used to live in Paris.</td>
</tr>
</tbody>
</table>

Remember! Use used to to talk about situations that are no longer true.
1. The Riveras cooked the Thanksgiving dinner, (and / but) everyone enjoyed it.
2. Clara walks to school, (and / so) she listens to her iPod while she walks.
3. It’s raining, (but / so) I’m going to take my umbrella.
4. You thought the play was wonderful, (and / but) I liked it, too.
5. Andrew studied hard for the test, (so / but) he got a D.
6. We ordered dessert, (and / but) we were too full to eat it.
7. It’s a hot and sunny day, (but / so) I’m going to the beach.
8. Lee did a good job at work, (but / so) she got a promotion.
9. I bought my sister a new dress, (so / but) she didn’t like it.
10. I wanted to go to the movies, (and / but) I didn’t feel well.
11. Michelle left you a message, (and / so) you should call her back.
12. Latoya, Raul, and I really liked the movie, (but / so) Mia liked the book better.
13. Eric took Katie to her favorite restaurant, (and / but) he paid for dinner.
14. It’s snowing, (so / but) I’m not cold.
2 Combine the sentences using and, but, or so. Use a comma before each conjunction.

1. Anita slept until 11 A.M. on Saturday.
   I got up at 7 A.M.
   *Anita slept until 11 A.M. on Saturday,*
   *but I got up at 7 A.M.*

2. Han-su caught five fish.
   His mother cooked them for dinner.

3. It started to rain. We left the park.

4. I got an invitation to the dance last night.
   I stayed home.

5. He wants to go to the movies.
   He doesn’t have any money.

6. She wants to get an A on her test.
   She is studying tonight.

7. She finished her dance.
   Then the audience applauded.

---

**Used to Statements and questions**

3 Complete the sentences with used to/didn’t use to and the verbs in parentheses.

Two years ago, Sandy Milford’s life was very different. She *(live)* **used to live** in a tiny apartment in Buffalo. She *(be)* **(1)** a waitress, and she *(not/make)* **(2)*** very much money. Sandy *(take)* **(4)** the train to work every evening. She *(eat)* **(5)** dinner at the restaurant where she worked before she went home at one o’clock in the morning.

But today, Sandy Milford is a successful writer. Now she lives in a large apartment in New York City. She *(dream)* **(6)** about living in New York, and now that dream is true. But she had to work hard to get there. “I *(get up)* **(7)** at six every morning and write all day. I *(not/go out)* **(8)** on weekends because I didn’t have much money. But now I can do what I want. It was worth it!”
4 Correct the sentences about Sandy Milford.

1. She used to be a teacher.
   She didn’t use to be a teacher.
   She used to be a waitress.

2. She used to live in a big apartment.

3. She used to live in Chicago.

4. She used to take the bus to work.

5. She used to cook dinner at home.

6. She used to go home at five o’clock.

7. She used to dream about living in Los Angeles.

8. She used to get up at seven every morning.

5 Complete the sentences. Use the correct form of used to and one of the verbs in the box.

<table>
<thead>
<tr>
<th>go</th>
<th>live</th>
<th>play</th>
<th>ride</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>study</td>
<td>wear</td>
<td>work</td>
</tr>
</tbody>
</table>

1. I met you three years ago. We used to go to the same school!

2. She never passed any of her exams in school because she didn’t ________ hard.

3. Did you ________ the guitar in a band?

4. My mom and dad ________ in an apartment in Boston.

5. Your aunt was a teacher. Where ________ she ________?

6. Ken ________ glasses, but his eyes are fine now.

7. My brother ________ his bike every day, but now he drives a car.

8. My sister was an athlete, and she ________ track.

Grammar Builder 121
## Unit 3

### Grammar Highlights

#### The past continuous

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/He/She/It was running.</td>
<td>I/He/She/It was not (wasn't) running.</td>
</tr>
<tr>
<td>You/We/They were running.</td>
<td>You/We/They were not (weren't) running.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was I/he/she/it running?</td>
<td>Yes, I /he/she/it was. / No, I/he/she/it wasn't.</td>
</tr>
<tr>
<td>Were you/they/we running?</td>
<td>Yes, you/they/we were. / No, you/they/we weren't.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were you doing?</td>
<td>I was running.</td>
</tr>
</tbody>
</table>

#### The past continuous with *when* and *while*

I was cleaning my room *when* I found the key.

*When* I found the key, I was cleaning my room.

We planned the party *while* we were having dinner.

*While* we were having dinner, we planned the party.

**Remember!** Use the simple past for a completed action in the past. Use the past continuous to express an action that was in progress at a particular time in the past.

**Remember!** Use *when* with the simple past. Use *while* with the past continuous.
**Grammar Practice**

## The past continuous Statements

1. Complete the sentences with the past continuous form of the verbs in parentheses.

   **At seven o’clock last night . . .**
   1. I **was doing** my homework.
   2. Mom **was making** dinner.
   3. Carlos **was using** the computer.
   4. Kate and Abby **were listening** to music.
   5. It **was raining**.
   6. Dan **was fixing** the camera.
   7. The neighbors **were having** a party.
   8. You **were trying** to study.

2. Rewrite the sentences from Exercise 1 in the negative.

   **At seven o’clock last night . . .**
   1. I wasn’t doing my homework.
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 

## The past continuous Yes/No questions

3. Write questions and answers using the past continuous.

   1. Bill / talk to Martha / ? (yes)
     *Was Bill talking to Martha?*
     Yes, he was.
   2. we / swim / in the river / ? (no)
   3. Mom / make breakfast / ? (no)
   4. the children / play in class / ? (yes)
   5. you / clean your room / ? (yes)
   6. Daniel / sleep / at three o’clock / ? (no)
   7. she / wear / boots / ? (yes)
   8. they / study / for the test / ? (no)
The past continuous with *when* and *while*

4 Circle the correct word in each sentence.

1. I was trying to call you (*when* / *while*) the bus arrived.
2. Kathy fell (*when* / *while*) she was carrying a cake.
3. Yoko’s tooth fell out (*when* / *while*) she was eating chocolate.
4. (*When* / *While*) you called me last night, I was talking to John.
5. (*When* / *While*) Tania was fixing the computer, her brother watched her.
6. (*When* / *While*) the teacher arrived, the students were planning a surprise party for her birthday.

5 Circle the correct form of the verbs so that one clause is in the simple past and the other is in the past continuous.

1. I (*met* / *was meeting*) Pat while I (*walked* / *was walking*) to the park.
2. Helen (*read* / *was reading*) when she (*fell* / *was falling*) asleep.
3. She (*wore* / *was wearing*) a red dress when I (*saw* / *was seeing*) her.
4. While we (*danced* / *were dancing*), I (*stepped* / *was stepping*) on his feet.
5. They (*used* / *were using*) the computer when the storm (*started* / *was starting*).
6. While we (*talked* / *were talking*), a car (*came by* / *was coming by*) very fast.
7. The cat (*jumped* / *was jumping*) on the dog while he (*slept* / *was sleeping*).
8. He (*thought* / *was thinking*) about Meg when she (*called* / *was calling*).
9. Omar (*swam* / *was swimming*) in the lake when he (*saw* / *was seeing*) the boat.
10. A bird (*flew* / *was flying*) into the house while the kids (*sat* / *were sitting*) in the kitchen.

6 Write the simple past or the past continuous form of the verbs.

1. Graciela (*fall*) _______ while she (*ride*) _______ her bicycle.
2. He (*walk*) _______ to his car when he (*lose*) _______ his wallet.
3. I (*turn*) _______ the volume down because you (*do*) _______ your homework.
4. They (*discuss*) _______ the homework when their teacher (*walk*) _______ in.
5. He (*meet*) _______ his girlfriend while he (*work*) _______ at the library.
6. Debbie (*jog*) _______ in the park when she (*find*) _______ the necklace.
7. While she (*use*) _______ the computer, it (*crash*) _______.
8. We (*have*) _______ a party when my parents (*arrive*) _______.
9. I (*watch*) _______ my favorite show when you (*call*) _______.
10. Brian (*talk*) _______ on the phone when his girlfriend (*come over*) _______.

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7 Complete the sentences. Circle when or while.

1. (When / While) Lily was painting, she saw a snake.
2. Marie was riding her bike (when / while) I yelled at her.
3. We were walking to school (when / while) we saw an accident.
4. Mom’s cell phone rang (when / while) she was driving home.
5. Tony was making lunch (when / while) he cut his finger.
6. (When / While) Jack was using the computer, the lights went out.
7. (While / When) I came home from school, my sister was crying.
8. Jill broke a plate (when / while) she was washing the dishes.
9. Greg was playing video games (while / when) his dad arrived.

8 Complete the sentences using the cues.

When Ana arrived at the party . . .
1. Ben / talk / to Michael
   Ben was talking to Michael.
2. Isabella / drink / soda
3. Dave and Maria / dance
4. Lily and Oscar / laugh
5. Dan / eat / a sandwich
6. a few students / sit / on the floor

While Ana was talking to Isabella . . .
7. Kenji / open the window
   Kenji opened the window.
8. Martina and Lucy / go / into the kitchen
9. Yumiko / take / a photograph
10. the lights / go out / in the room
11. everybody / start / to sing
The comparative and superlative forms of adjectives

<table>
<thead>
<tr>
<th></th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>older than</td>
<td>the oldest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter than</td>
<td>the hottest</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier than</td>
<td>the prettiest</td>
</tr>
<tr>
<td>famous</td>
<td>more famous than</td>
<td>the most famous</td>
</tr>
<tr>
<td>difficult</td>
<td>more difficult than</td>
<td>the most difficult</td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting than</td>
<td>the most interesting</td>
</tr>
</tbody>
</table>

Remember!
Use the comparative to compare two people, things, or places.
My brother is older than my sister.

Remember!
Use the superlative to compare three or more people, things, or places.
Alberto is the fastest runner on the track team.

Irregular adjectives

<table>
<thead>
<tr>
<th></th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better than</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>worse than</td>
<td>the worst</td>
</tr>
<tr>
<td>far</td>
<td>farther than</td>
<td>the farthest</td>
</tr>
</tbody>
</table>

Making comparisons with

as ... as/not as ... as

Your hair is not as curly as mine. His house is as big as yours.

Remember! Use as + adjective + as to express equality. Use not as + adjective + as to express inequality.
Grammar Practice

The comparative and superlative forms of adjectives

1 Complete the sentences with the comparative form of the adjectives.

1. The movie is (funny) ______than the book.
2. My English class is (easy) ______my math class this year.
3. The computer table is (big) ______the TV table.
4. My younger sister is (lazy) ______I am.
5. My father is (old) ______my mother.
6. My friend Lucas is (tall) ______you are.
7. Dolores is (popular) ______Nicole.
8. Going to the amusement park is (exciting) ______going to the city park.
9. The necklace is (expensive) ______the bracelet.
10. Lauren is (short) ______Matthew.

2 Write sentences comparing the people, things, or places. Use the cues and the comparative form of the adjectives in parentheses.

1. my car / your car / small
   My car is smaller than your car.
2. my book / your book / interesting
   My book is more interesting than your book.
3. a runner / a jogger / fast
   a runner is faster than a jogger.
4. that suitcase / my backpack / large
   that suitcase is larger than my backpack.
5. Su-Mi / Elena / short
   Su-Mi is shorter than Elena.
6. studying for my test / going to the movies / important
   studying for my test is more important than going to the movies.
7. a Chevrolet / a Ferrari / cheap
   a Chevrolet is cheaper than a Ferrari.
8. the cheese slices / the turkey slices / thin
   the cheese slices are thinner than the turkey slices.
9. these oranges / those apples / sweet
   these oranges are sweeter than those apples.
10. the ruler / the pen / long
    the ruler is longer than the pen.
11. today’s homework / yesterday’s homework / difficult
    today’s homework is more difficult than yesterday’s homework.
12. Orlando, Florida / New York City / hot
    Orlando, Florida is hotter than New York City.

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3 Write sentences comparing the items. Use the cues and an adjective of your choice.

1. a baseball / a soccer ball
   A baseball is smaller than a soccer ball.

2. rock and roll / jazz

3. writing English / reading English

4. a car / a truck

5. a cheeseburger / a cheese sandwich

6. Colombia / Costa Rica

7. a dog / a cat

8. the weather today / the weather yesterday

9. one TV show / another TV show

10. one music group / another music group

4 Complete the sentences with the superlative form of the adjectives.

1. Paco is (fast) _______ swimmer on our team.

2. Our last vacation was (relaxing) _______ vacation of all.

3. This box is (heavy) _______ box of all.

4. My sister Janet is (slow) _______ eater in my family.

5. Salad is (healthy) _______ item on the menu.

6. This video game is (exciting) _______ game to play.

7. The red chair is (comfortable) _______ chair in our house.

8. Our blanket is (soft) _______ blanket of all.

5 Write sentences using the comparative form of the adjectives.

1. (nervous) I'm more nervous than you about math tests.

2. (quiet)

3. (beautiful)

4. (dirty)

5. (hot)

6. (dangerous)
6 Look at the pictures. Then complete the sentences. Write the comparative or superlative form of the adjective.

1. The car is __________.
2. The van is __________ the car.
3. The truck is __________ of all.
4. The necklace is __________.
5. The bracelet is __________ the necklace.
6. The earrings are __________ of all.
7. Elena was __________.
8. Odessa was __________ Elena.
9. Brittany was __________ of all.

7 Write the comparative or the superlative form of the adjectives.
1. Your video camera is (good) __________ than Roland’s.
2. Keiko’s apartment is (far) __________ my house.
3. Lisa’s apartment is (far) __________ of all.
4. Pedro’s handwriting is (bad) __________ yours.
5. My handwriting is (bad) __________ of all.
6. That amusement park is (large) __________ of all.
7. A chicken sandwich is (good) __________ a cheeseburger.
8. A big salad is (good) __________ of all the meals.

Making comparisons with __________ __________ __________ as

8 Write sentences using the cues and (not) __________ adjective __________ as.
1. Tina / Rosa / tall (yes)
   Tina is as tall as Rosa.
2. Finding Nemo / Spiderman / exciting (no)
   Finding Nemo is not as exciting as Spiderman.
3. the movie / the book / scary (no)
4. Picasso / Monet / famous (yes)
5. Tom Cruise / Johnny Depp / handsome (no)

9 Write sentences with (not) __________ adjective __________ as and the cues. Use an adjective of your choice.
1. (skateboarding / surfing) Skateboarding is __________ as exciting as surfing.
2. (TV shows / movies)
3. (cars / bikes)
4. (the beach / the park)
5. (baseball / basketball)
6. (math / English)
Unit 5

Grammar Highlights

**Will** for predictions and decisions

**Affirmative statements**
- I will go home after class.
- We will have a party soon.
- She will come later.

**Negative statements**
- I will not (won't) go home after class.
- We will not (won't) have a party soon.
- He will not (won't) come later.

**Yes/No questions**
- Will you be home tomorrow?
- Will she be here for the test?

**Short answers**
- Yes, I will.
- No, she won't.

**Remember!**
- Will is not contracted in short yes answers.
- Will you buy a new CD? Yes, I will.
- (Not Yes, I'll.)
- Will Anna come tomorrow? Yes, she will.
- (Not Yes, she'll.)
- The contraction for will not is won't.

**Should / Shouldn't** for advice

**Affirmative statements**
- I should take some aspirin.
- You should take some aspirin.
- He/She should take some aspirin.
- We should take some aspirin.
- They should take some aspirin.

**Negative statements**
- I shouldn't watch too much TV.
- You shouldn't watch too much TV.
- He/She shouldn't watch too much TV.
- We shouldn't watch too much TV.
- They shouldn't watch too much TV.

**Remember!**
- Use should/shouldn't to give advice.

**Must / Must not** for rules and obligations

**Affirmative statements**
- I must get some rest.
- You must get some rest.
- He/She must get some rest.
- We must get some rest.
- They must get some rest.

**Negative statements**
- I must not go to work.
- You must not go to work.
- He/She must not go to work.
- We must not go to work.
- They must not go to work.

**Remember!**
- Use must/must not to state rules or express obligations.
- The base form of the verb follows should/must.
- Must and should are the same for all persons (I, you, he, she, it, we, and they).
**Grammar Practice**

**Will for predictions and decisions**

**Statements and questions**

1. Complete the sentences with *will* or *won’t*. Use the contracted form of *will* with a pronoun whenever possible.

   My name’s Josh. I ______ (1) finish high school next year. My friends ______ (2) go to college, but I ______ (3) go right away. My girlfriend Maria and I ______ (4) take a year off. She ______ (5) get a job, and I ______ (6) get a job, too. We ______ (7) work for a while and save money. Then I ______ (8) travel and visit my cousins in Mexico. They ______ (9) show me around. We ______ (10) go to the beach for sure. I hope the weather ______ (11) be nice and sunny. Unfortunately, there ______ (12) be enough time to visit everything. When I get back, I ______ (13) think about college. I hope I ______ (14) be able to find a college that offers computer programming. After college, I ______ (15) find a job. Maria and I ______ (16) get married until we finish college, get jobs, and save some money.

2. Unscramble the words to write *Yes/No* questions about the text in Exercise 1. Then write short answers using the cues.

   1. Josh / finish / this year / Will / high school / ?
      Will Josh finish high school this year?
      No, he won’t.

   2. high school / take / Maria / Will / a year off / after / ?
      ____________________________
      Yes, ____________________________

   3. jobs / Will / get / they / ?
      ____________________________
      Yes, ____________________________

   4. to / Josh / travel / Will / Mexico / ?
      ____________________________
      Yes, ____________________________

   5. Will / Maria / with Josh / travel / ?
      ____________________________
      No, ____________________________

   6. enough time / Josh / have / Will / everything / to visit / ?
      ____________________________
      No, ____________________________

   7. Josh / Will / and / get married / Maria / before they get jobs / ?
      ____________________________
      No, ____________________________
3 Complete the sentences with *will* and a verb from the box. Use each verb only once.

<table>
<thead>
<tr>
<th>become</th>
<th>get</th>
<th>have</th>
<th>keep</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet</td>
<td>start</td>
<td>visit</td>
<td>win</td>
</tr>
</tbody>
</table>

1. You *will* have many adventures.
2. Matt *get* an A in English.
3. My friends *meet* me after I move to London.
4. Sarah *will* start visit
5. Yumiko *will* win the lottery.
6. Carl *will* start keep
7. Elena *will* keep become
8. The math test *will* start become at eight o’clock.

4 Write Yes/No questions for the sentences in Exercise 3. Then write short answers using the cues.

1. A: *Will I have many adventures?*
   B: Yes, you will.
2. A: *Will Matt get a B in English?*
   B: No, he won’t.
3. A: __________________________
   B: Yes, __________________________
4. A: __________________________
   B: Yes, __________________________
5. A: __________________________
   B: Yes, __________________________
6. A: __________________________
   B: No, __________________________

7. A: __________________________
   B: No, __________________________
8. A: __________________________
   B: No, __________________________

Should / Shouldn’t for advice

5 Complete the sentences with *should* or *shouldn’t*.

1. Ben is sleeping. You *shouldn’t* make noise.
2. Kate’s room is messy. She *should* clean it.
3. Carlos is always late. He *should* wear a watch.
4. People *shouldn’t* drive too fast. It’s very dangerous.
5. They stayed up all night. They *should* go home and rest.
6. My back hurts. I *shouldn’t* lift that heavy box.
7. You studied hard. You *should* worry so much about the test.
8. It’s midnight. You *shouldn’t* call your friend’s house now.
9. A big storm is coming. We *should* use the computer.
10. It’s very hot today. You *should* stay inside the cool house.
6 Complete the sentences with phrases from the box.

<table>
<thead>
<tr>
<th>shouldn't eat</th>
<th>should send</th>
</tr>
</thead>
<tbody>
<tr>
<td>should exercise</td>
<td>should sleep</td>
</tr>
<tr>
<td>shouldn't go out</td>
<td>should take</td>
</tr>
<tr>
<td>should get</td>
<td>shouldn't stay up</td>
</tr>
<tr>
<td>should see</td>
<td>shouldn't wear</td>
</tr>
</tbody>
</table>

1. Mario’s hair is too long. He \textit{should get} a haircut.
2. We’re going to have a test tomorrow. We \textit{shouldn’t} stay up too late.
3. It’s very cold outside. You \textit{shouldn’t wear} without your coat.
4. Olga wants to lose weight. She \textit{should exercise} at the gym.
5. Peter’s parents work a lot. They \textit{should take} a vacation.
6. We saw the new Johnny Depp movie. It was great. You \textit{should see} it, too.
7. He’s very tired these days. He \textit{must see} more.
8. The children’s teeth hurt. They \textit{shouldn’t eat} candy.
9. Tom’s birthday is next week. You \textit{should send} him a card.
10. It’s cold today. You \textit{should wear} shorts.

7 \textbf{Must / Must not for rules and obligations}

1. You \textit{must not} use your cell phone in the library.
2. When you enter a new country, you \textit{must} show your passport.
3. Children under four years of age \textit{must} have an adult with them.
4. Please be quiet—you \textit{must not} wake the baby.
5. You \textit{must} ride your bicycle in the middle of the street—it’s dangerous.
6. Please put that out, sir. You \textit{must not} smoke on the plane.
7. Children \textit{must not} play in the road.
8. All students \textit{must} attend class.
9. We \textit{must} get 75 percent or better to pass the test.
10. I \textit{must not} remember to invite Mark to my party.
## Unit 6
### Grammar Highlights

### May or might for possibility

<table>
<thead>
<tr>
<th>Affirmative statement</th>
<th>Negative statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>It may/might rain tomorrow.</td>
<td>It may not/might not rain tomorrow.</td>
</tr>
<tr>
<td>They may/might watch TV after dinner.</td>
<td>They may not/might not watch TV after dinner.</td>
</tr>
</tbody>
</table>

**Remember!** Do not use a contraction for may not and might not.

**Remember!** May/might + the base form of the verb expresses possibility. Might has the same meaning as may. Will expresses something that is sure to happen.

### First conditional: If clause + will or may/might

#### Affirmative statements

**If clause**
- If you like it,
- If it's hot,
- If she gets the job,

**Result clause**
- I'll buy it for you.
- We might go to the beach.
- She may have a party.

#### Negative statements

**If clause**
- If you don't want it,
- If you bring your CDs to the picnic,
- If it's too far,

**Result clause**
- I won't buy it.
- I won't bring mine.
- We may not/might not go there.

**Remember!** You can reverse the if clause and the result clause. Use a comma between the clauses when the if clause comes first.
**Grammar Practice**

### May or might for possibility

**1** Complete the sentences with *may* or *might* and one of the verbs from the box.

<table>
<thead>
<tr>
<th>get</th>
<th>go</th>
<th>hang out</th>
</tr>
</thead>
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1. A: What are you doing this evening?  
   B: I’m not sure. I *might go* to the movies.

2. A: Are you going to the concert tomorrow afternoon?  
   B: I don’t know. I *will* with my friends.

3. A: What will the weather be like this weekend?  
   B: They think it *will* .

4. A: You don’t look very happy about that cake you made.  
   B: I’m worried that Sara *will not* it.

5. A: Why isn’t Mark answering his phone?  
   B: It *will* on!

6. A: Sam really studied hard for this test, didn’t he?  
   B: Yes, I think he *will* an A.

**2** Rewrite the sentences using *may* (not) or *might* (not).

1. Perhaps we won’t meet again.  
   *We might not meet again.*

2. There is a chance that they will arrive tomorrow.  
   *It might not arrive tomorrow.*

3. It is possible that I won’t be able to help you.  
   *I might not be able to help you.*

4. There’s a chance that you are the winner.  
   *You might be the winner.*

**3** Complete the sentences. Circle the correct words.

1. A: Where are the children?  
   B: I don’t know. They (*may* / *will*) be outside.

2. A: This backpack is heavy.  
   B: I (*might* / *will*) carry it for you.

3. A: Is Oscar coming to the party?  
   B: I’m not sure. He (*may* / *will*) stay home.

4. A: What are your plans for the summer?  
   B: I don’t have any plans. I (*might* / *will*) find a job.

5. A: Can I have my Justin Timberlake CDs back?  
   B: Sure. I (*may* / *will*) return them tonight.

6. A: Do you think it will snow tomorrow?  
   B: I don’t know. It (*may* / *will*), or it (*may not* / *will not*).
4 Complete the conversation with will or may/might. Use the contracted form of will with a pronoun whenever possible.

Kim: ___________ Tom go surfing with us?
Michael: Yes, he ___________. He ___________ meet us in the morning.
Kim: ___________ he bring his new surfboard?
Michael: Of course, he ___________ bring his new surfboard!
Kim: ___________ Alicia come with us, too?
Michael: I don’t know. She wasn’t feeling well last night, so she ________ not come. I ________ definitely call her later, anyway.
Kim: Should we take sandwiches with us?
Michael: I think we should. There is one nice restaurant near the beach, but it ________ not be open tomorrow. You never know.
Kim: ________ the weather be nice?
Michael: Yes. They said it ________ be hot and sunny.
Kim: Great! I ________ see you tomorrow.

5 Write sentences about next year. Say what you might or might not do.
1. I might go on vacation with my family.

6 Complete each sentence. Circle the correct form of the verb.
1. If you feed the dog your dinner, your mom (gets / (might get) angry.
2. You (are / will be) tired all day if you don’t go to sleep now.
3. She might go to the doctor if she (has / will have) a fever.
4. If I (feel / will feel) sick, I will drink some orange juice.
5. If she (will work / works) hard, she will do well in school.
6. If I have a birthday party, my mom (bake / might bake) cookies.
Make sentences using the first conditional. Use the cues.

1. you carry an umbrella / get wet (definite no)
   If you carry an umbrella, you won't get wet.
2. you eat healthful food / get sick very often (definite no)
3. you eat cheese before bedtime / you have bad dreams (possible yes)
4. you are not over eighteen years old / they let you in (definite no)
5. I am not home before 10 P.M. / my parents worry (definite yes)
6. she drinks another soda / sleep very well tonight (possible no)
7. you break a mirror / have bad luck for seven years (definite yes)
8. she gets home soon / watch the baseball game on TV (possible yes)

Write a sentence saying what will or might happen in each situation.

What will / might happen if . . .

• your teacher doesn’t give you any homework tonight?
• you break your leg?
• you get home after midnight tonight?
• you don’t eat lunch?
• you get tickets to see your favorite band?
• there’s a snowstorm on your way home?

1. If our teacher doesn’t give us any homework tonight, I might go to the movies.
Peer editing checklist

☐ Is the first letter of each sentence capitalized? Are proper nouns capitalized?

She is a student. ➔ She is a student.
Our director’s name is Paul. ➔ Our director’s name is Paul.
He lives in New York. ➔ He lives in New York.

☐ Is there a period (.) or exclamation mark (!) at the end of each sentence?

I like Michele Wie ➔ I like Michele Wie.
She’s awesome ➔ She’s awesome!

☐ Is there a question mark (?) at the end of each question?

What’s your name ➔ What’s your name?

☐ Is the vocabulary correct?

Nicole Kidman is very high ➔ Nicole Kidman is very tall.

☐ Is the spelling correct?

That’s a beautiful necklace ➔ That’s a beautiful necklace.

☐ Do sentences and questions have the correct word order?

You are a student? ➔ Are you a student?

☐ Are the verbs and their tenses correct?

I be fine. ➔ I am fine.
He like rock climbing. ➔ He likes rock climbing.
Did you went out yesterday? ➔ Did you go out yesterday?

☐ Are sequence words such as first, next, or after that used if needed?

First, toast the bread. Next, spread the butter.

☐ Are the paragraphs clear and easy-to-understand?

I like school. I meet my friends there. I don’t sometimes like school. I get up early. We have a lot of fun. ➔ I like school because I meet my friends there. We have a lot of fun. But sometimes, I don’t like school because I have to get up early.