



English

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STUDENT'S BOOK - LEVEL 4

Postcards 2B, Student's book

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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

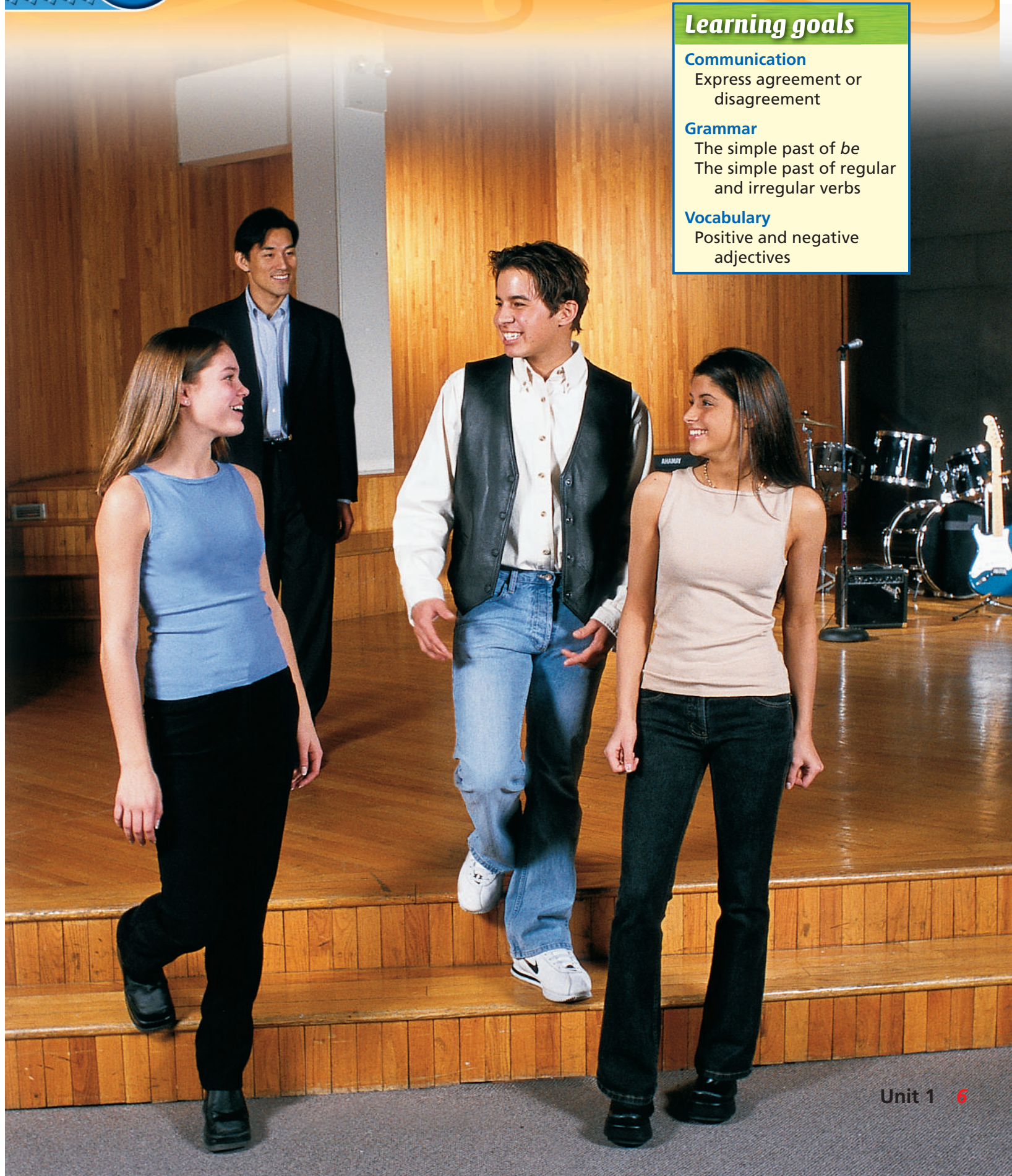
Express agreement or disagreement

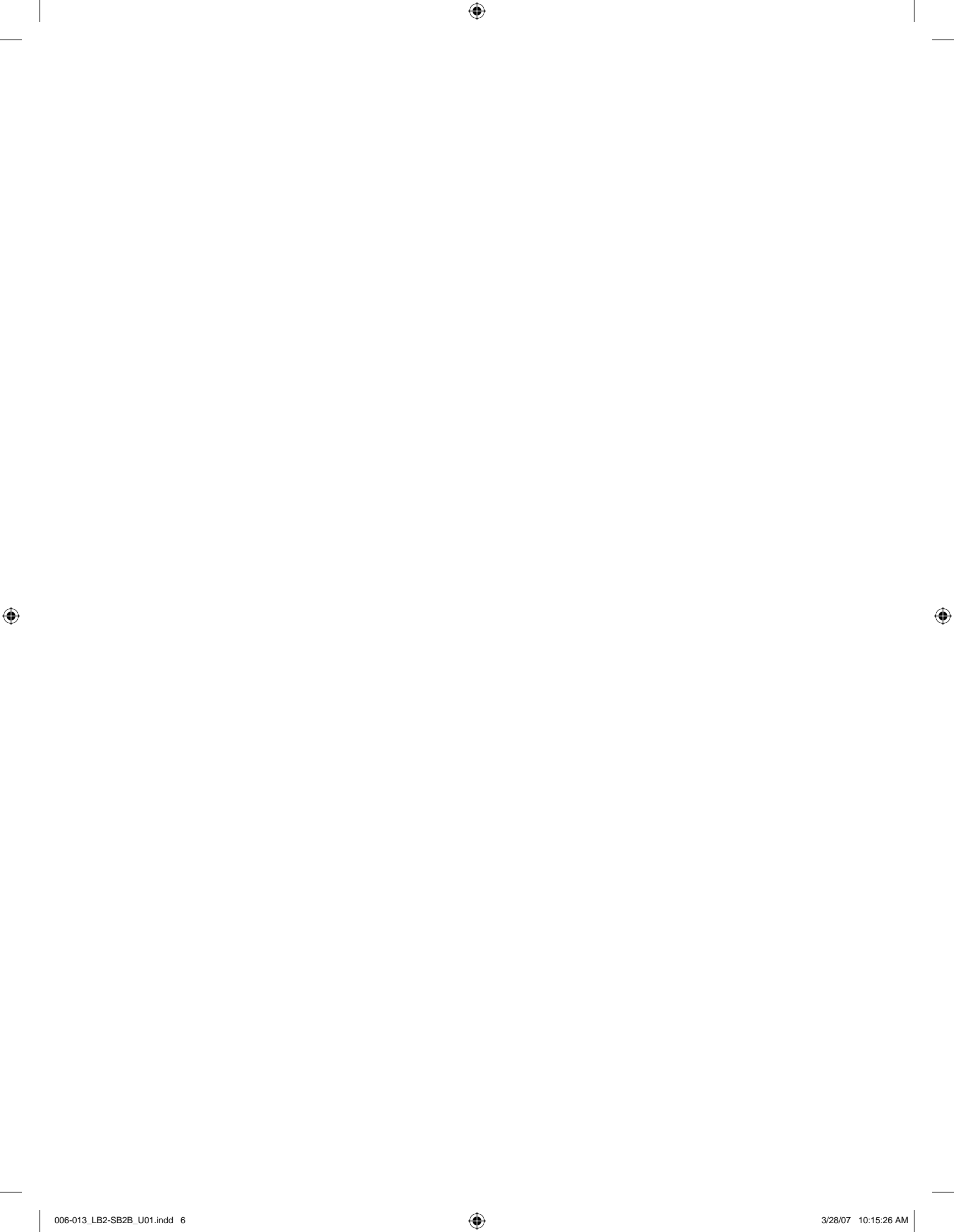
Grammar

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

Vocabulary

Positive and negative adjectives





1 Dialogue

3 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 awesome.
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 _____.

B. 4 Read along as you listen again. Check your answers.

3 Useful expressions

A. 5 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. Congratulations!
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. 6 Listen and repeat.

Positive	Negative
awesome	awful
amazing	terrible
incredible	horrible
fantastic	dreadful
terrific	disgusting
wonderful	lousy

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!



GRAMMAR FOCUS

The simple past of *be* (*was, were*)

Affirmative statements

I **was**
 You **were**
 He/She **was**
 You **were**
 We **were**
 They **were**

at the party last night.

Negative statements

I **wasn't**
 You **weren't**
 He/She **wasn't**
 You **weren't**
 We **weren't**
 They **weren't**

home last night.

Yes/No Questions

Were you
Was he/she
Were you
Were they

at the party last night?

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** at the party last night?
 Where **was** the party?

Answers

I **was**./We **were**.
 At the school auditorium.

Discovering grammar

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

- The simple past forms of *be* are _____ and _____.
- With *I*, *He*, *She*, and *It*, use _____ in simple past statements.
- 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 was the party last Saturday?
 (1)

Alex: It _____ great!
 (2)

Lori: _____ you there all night?
 (3)

Alex: Oh, yeah. It _____ so much fun.
 (4)

Lori: Who else _____ there?
 (5)

Alex: Paul, of course. His sister _____ with him.
 (6)

Lori: Really? What about the other Teen Scene members? _____ they all there?
 (7)

Alex: Yes, they _____. Hey, what's up with Diane? She (*not*) _____ happy at all.
 (8) (9)

Lori: Beats me. She (*not*) _____ very talkative earlier.
 (10)



6 Practice

A. Write questions with the past tense of *be*. Use the cues.

- (you / at a party recently)
Were you at a party recently?
- (When / it) _____
- (Where / it) _____
- (What kind of party / it)

- (Who / at the party)

- (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. **7** 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. **8** Listen to the conversation.

A: Were you at Mike's party last night?

B: Yes, I was.

A: How was it?

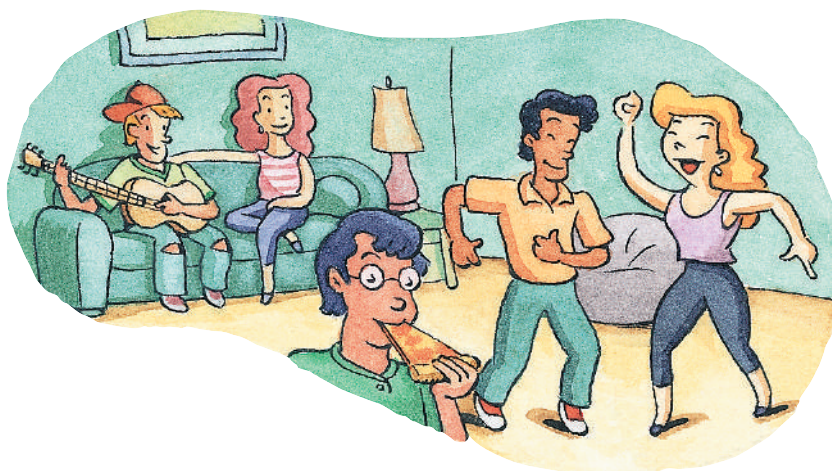
B: It was awesome. I loved it.

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.



GROUPS. 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

Affirmative statements

I **studied** music in school.

He/She **taught** music years ago.

Yes/No questions

Did you **study** music?

Did he/she **teach** music last year?

Information questions

Where **did** you **study** music?

Where **did** they **teach** last year?

Negative statements

I **didn't study** acting.

He/She **didn't teach** acting.

Short answers

Yes, **I did**./No, **I didn't**.

Yes, he/she **did**./No, he/she **didn't**.

Answers

I **studied** at Juilliard.

In Korea.

Some irregular verbs

begin → **began**

choose → **chose**

have → **had**

make → **made**

speak → **spoke**

think → **thought**

bring → **brought**

come → **came**

let → **let**

put → **put**

teach → **taught**

write → **wrote**

Note: See page 70 for a list of more irregular verbs.

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*) was 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.

11 Practice

Play a game. Go to page 68.

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

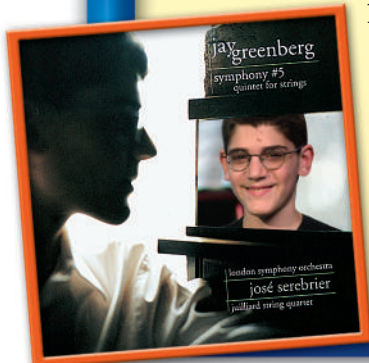
like Mozart. Jay can compose a piano sonata in twenty-five minutes, and it's a great piece of classical music!

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?

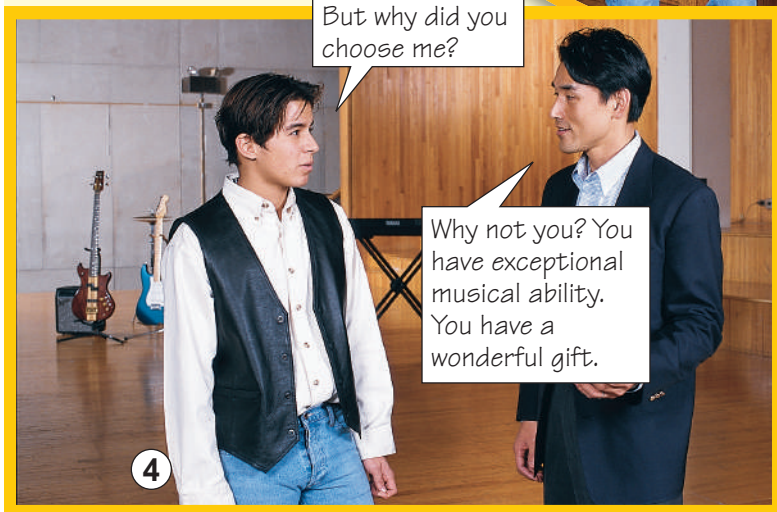
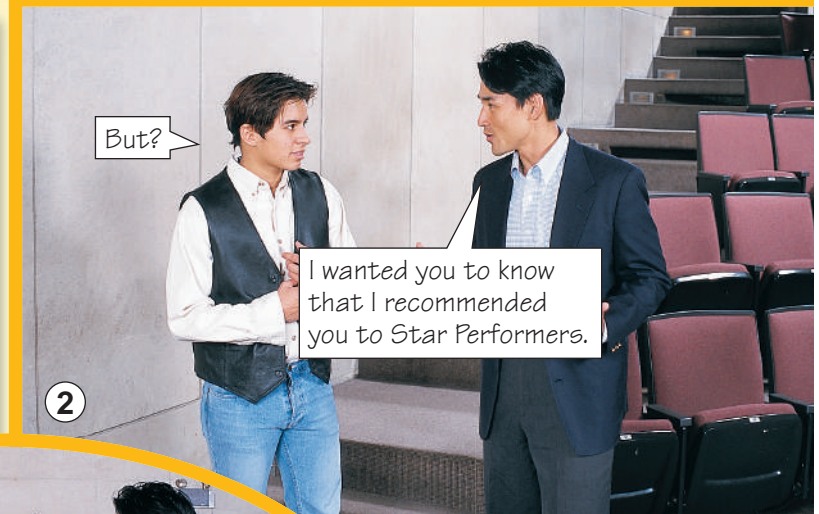
B: I think it's called *The Storm*.

17 Writing

In your notebook, write a summary for a teen magazine about Jay and his exceptional talent.

Putting it together *The good news*

A. 11 Read along as you listen. What's Paul's good news?



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

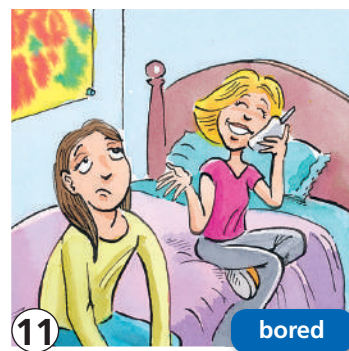
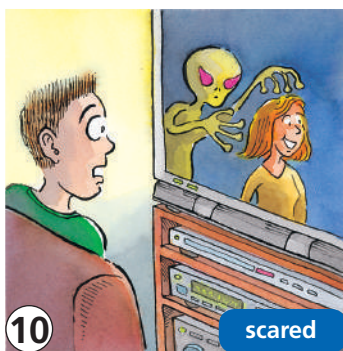
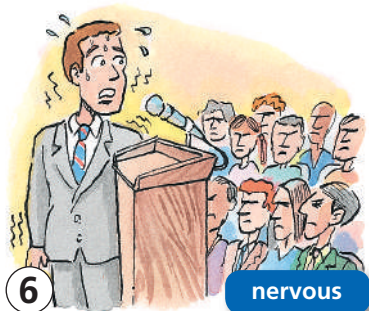
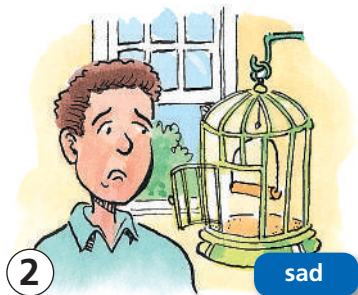
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I used to dream of...

1 Vocabulary

Basic emotions

A.  Listen and repeat.



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.
- She's _____ because her mom gave her some candy.
- He's _____ because he's speaking in front of a lot of people.
- She's _____ because her friends suddenly arrived.
- She's _____ because her son broke the window.
- He's _____ because his mom is shouting at him.
- He's _____ because his team is winning.
- He's _____ because his bird flew away.
- He's _____ because he's watching a horror film.
- She's _____ because her friend is talking to someone else.
- She's _____ because her mom found her diary.
- 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 . . .



GROUPS. Talk about what makes you happy and what makes you sad or angry.

Useful language:

- What makes you happy/sad/angry?
- I'm happy/sad when . . .
- I get angry when . . .
- Seriously?
- You're kidding!
- No way!

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.

Adjective	Things that make me feel each emotion
happy	summer vacation, a new CD, soccer games

B. **PAIRS.** Compare your charts.

For example:

A: What makes you happy?

B: Well, summer vacation is one thing.

A: Me, too!

3 Listening

13 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



4 Dialogue

14 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.

Joe: Star Performers! That's awesome! There's Lori. Hey, Lori. Paul's recommending Alex to Star Performers.

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.

True 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. 15 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: _____



GRAMMAR FOCUS

Conjunctions: *and, but, so*

Alex is excited, **and** Joe is happy, too.
Alex and Joe are happy, **but** Lori feels bad.
Lori felt sick, **so** she went home.

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, so 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

Affirmative statements

I
You
He/She
You
We
They

used to be an actor.
used to work in Hollywood.

Negative statements

I
You
He/She
You
We
They

didn't use to be famous.
didn't use to like acting.

Yes/No Questions

Did you **use to be** an actor?
Did he **use to work** in Hollywood?
Did they **use to work** in Hollywood?

Short answers

Yes, I **did**./No, I **didn't**.
Yes, he **did**./No, he **didn't**.
Yes, they **did**./No, they **didn't**.

Information questions

What **did** he **use to be**?
Where **did** they **use to work**?

Long answers

He **used to be** an actor.
They **used to work** in Hollywood.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Use the (*past / base*) form of a verb with *used to*.
- 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.

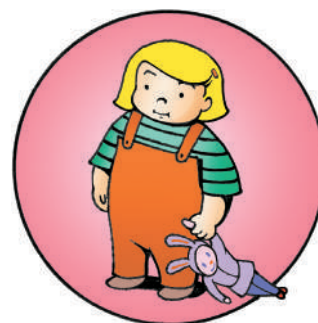
When Alexis was three years old, ...
short and chubby

Now ...
tall and thin

For example:

She used to be short and chubby, but now she's tall and thin.

- afraid of the dark / not afraid anymore
- really shy / very outgoing
- like going to bed early / like to stay up late
- love playing in the rain / hate it when it rains



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.  20 Read along as you listen.



LAUGH A DAY KEEPS THE DOCTOR AWAY

All over the world, groups of people meet early each morning for one reason: to laugh. But what makes them so happy? There are no funny stories or comedians—everyone just laughs. At first, the laughter is forced. But after a few minutes, the laughter becomes real and fun. Are these people crazy? That’s exactly the reaction Dr. Madan Kataria got when he asked some people at a park in Mumbai, India, where he lives, to start a laughter club with him. Four of those people somehow agreed, and they laughed with Dr. Kataria in one corner of the park. The small group of five quickly grew to fifty. Before long, the Laughter Club spread all over the world.

Why a laughter club? When Dr. Kataria was younger, he used to enjoy reading the section “Laughter, the Best Medicine” in the magazine *Reader’s Digest*. During his research as a doctor, he learned the many health benefits of laughter, so he thought, “If laughter is so good, why not start a laughter club?”

What are the benefits of laughter? Various studies show that laughter has a positive effect

on the body. It helps remove the negative effects of stress, and it is an important element for maintaining good health. Some doctors use laughter therapy to help their patients feel better.

Children can laugh up to 300 times a day, but as they become adults, most of the laughter stops. Dr. Kataria also observed that people from the countryside laugh easily and often. He himself used to laugh a lot when he was a kid, but he no longer laughs as much as an adult. This is true for most people as they get older: They laugh less. Why is this so? And what kinds of people find it hardest to laugh?

It seems that educated and successful people like doctors, scientists, journalists, and CEOs of companies find it very hard to laugh. It must be because they are too busy and have too much responsibility to laugh at little things. Does this mean that success and wealth do not guarantee happiness? What do you think?



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 hard to laugh? Why?

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.

Progress check

Units 1 and 2

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*) was 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)

- Yesterday was Dad's birthday.
(Yes/No) Was yesterday Dad's birthday?
(When) When was Dad's birthday?
- We planned a surprise party for him.
(Yes/No) _____
(Who) _____
- Mom baked a birthday cake for Dad.
(Yes/No) _____
(What) _____

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

J. K. Rowling

- (+) be poor She used to be poor.
- (+) live in a small apartment _____
- (-) live in a mansion _____
- (?) work as a teacher _____

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

- Our house is small. It's nice.
Our house is small, but it's nice.
- Alex likes Lori. He always calls her.
- I like you. You don't like me.
- It was very cloudy. I took my umbrella with me.
- Mom likes jazz. Dad doesn't like jazz.
- 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)

Never say never. That's true.
Keep dreaming.

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

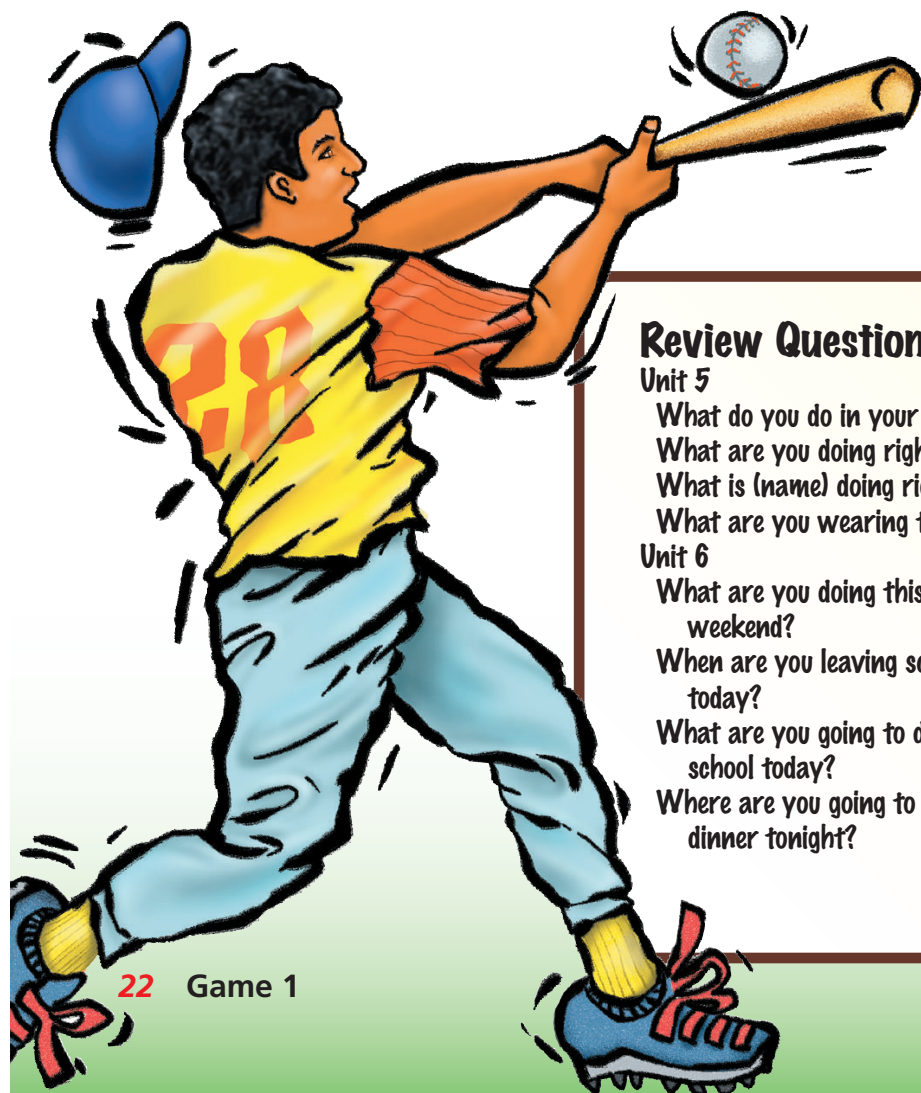
Q & A baseball

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!



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?

Project 1

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.

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.



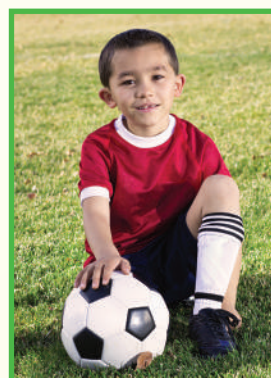
My Favorite Toys and Games

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!


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

3

We were walking home ...

1 Vocabulary

Adjectives for describing the weather

A.  Listen and repeat.

- | | | |
|-----------------|----------------|------------------|
| 1. It's sunny. | 4. It's windy. | 7. It's warm. |
| 2. It's cloudy. | 5. It's cold. | 8. It's raining. |
| 3. It's foggy. | 6. It's hot. | 9. It's snowing. |

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



Rio de Janeiro



New York



Chicago



Vancouver



Sydney

- 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. **22** 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

Affirmative statements

It **was snowing** at this time yesterday.

We **were playing** in the snow.

Negative statements

It **wasn't snowing** at this time yesterday.

We **weren't playing** in the snow.

Yes/No questions

Was it **snowing** at this time yesterday?

Were you **playing** in the snow?

Answers

Yes, it **was**./No, it **wasn't**.

Yes, we **were**./No, we **weren't**.

Information questions

What **was happening** at this time yesterday?

What **were** you **doing**?

Answers

It **was snowing**.

We **were playing** in the snow.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

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

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

3 Practice

Play a game. Go to page 68.

4 Dialogue

23 Read along as you listen.

Did you hear that? Look!

Is he hurt?

I'm going to call 911.

911. What's your emergency?

Hello. We found a man on the street. I think he's hurt.

Where are you, sir?

We're on 82nd Street and 5th Avenue.

An ambulance is on its way. Don't move him.

Oh, no. It's starting to rain.

Here, cover him with my jacket.

Did you see what happened?

No, we didn't. We were walking home from a party when we found him.

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

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.

- The four friends just came from _____.
a. a Broadway show c. a meeting
b. a party
- While they were walking home, Diane heard _____.
a. music b. laughter c. a man's cry
- The man was lying _____.
a. on the street c. in an ambulance
b. in the park
- The kids covered the man with Joe's jacket because _____.
a. it started to snow c. it was windy
b. it started to rain
- 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.





GRAMMAR FOCUS

The past continuous with *when* and *while*

They **were walking** home **when** they **heard** a cry.
When they **heard** a cry, they **were walking** home.

They **heard** a cry **while** they **were walking** home.
While they were walking home, they **heard** a cry.

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*) was 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.

Once upon a time,

In the end,

- B. **GROUPS.** Compare your story with another group's story. Are the stories the same?



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.

The Three Wishes



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.

Girls	Boys
I'd ask for ...	I'd ask for ...
I'd ask to be ...	I'd ask to be ...

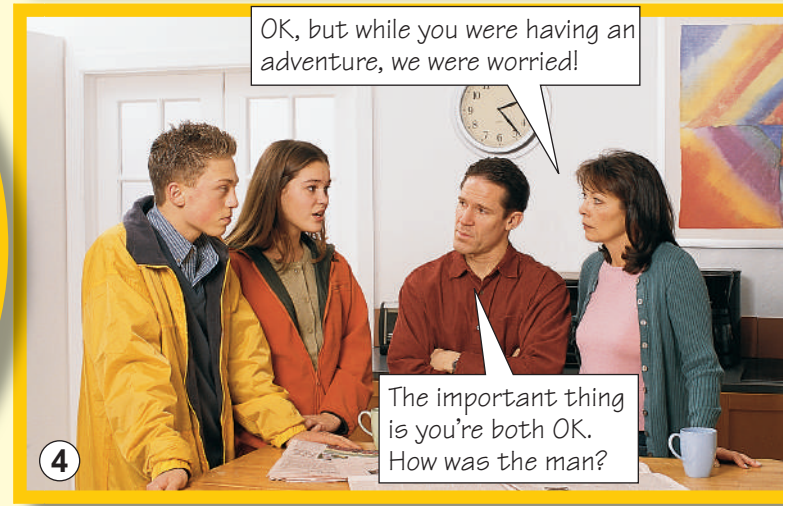
B. Compare your results. Are there similarities in what boys want and what girls want? What are they? What are the differences?

Putting it together *Back at home*

A. 30 Read along as you listen. Underline the information that explains what was wrong with the man.



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



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



Wide Angle on the world

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.

- ___ His house was empty and most of his friends were dead.
- ___ He met a group of people playing a bowling game.
- ___ He drank some liquor.
- ___ He said, “I am your father!”
- ___ He fell asleep.
- ___ He helped an old man carry a keg.
- ___ He woke up and went back home.
- 1 Rip Van Winkle went for a walk in the mountains.
- ___ 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.





A Traditional Story

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.

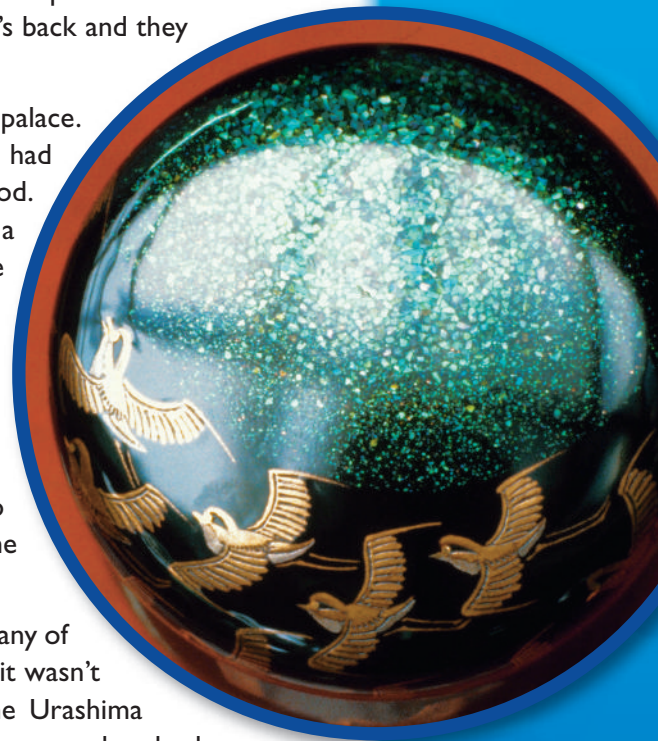
Some time later, a giant sea turtle swam up to Taro's boat. The turtle thanked Taro for taking the hook out of his mouth. He invited Taro to Princess Oto's Palace at the bottom of the sea. The turtle said the princess wanted to thank Taro, too. So Taro jumped onto the turtle's back and they went deep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



4

You're the best in the group.

1 Dialogue

32 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. 33 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. 34 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. 35 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.



GRAMMAR FOCUS

The comparative and superlative forms of adjectives

Adjective	Comparative	Superlative
short	short er than	the shortest
big	big ger than	the biggest
funny	fun nier	the funniest
famous	more famous than	the most famous
interesting	more interesting than	the most interesting

Irregular adjectives

good	better than	the best
bad	worse than	the worst
far	farther than	the farthest

Joe is **shorter than** Paul.

Alex is **the shortest** among the three men.

He is **the best** guitarist in the group.

Discovering grammar

Look at the grammar chart. Then answer the exercises.

A. Complete the rules.

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

- To form the comparative, add _____ to the adjective.
- To form the superlative, add _____ to the adjective.

Long adjectives (for example, *interesting*)

- To make the comparative, use the word _____ before the adjective.
- To make the superlative, use the words _____ and _____ before the adjective.

B. Circle the correct answers.

- Use the (*comparative / superlative*) to compare two people, two places, or two things.
- 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?

- Which is (*cold*) colder?
 a. -5°C
 b. -18°F
- Which is (*hot*) _____?
 a. 100°C
 b. 100°F
- Which is (*old*) _____?
 a. the Eiffel Tower
 b. the Great Pyramid of Giza
 c. the Empire State Building
- Which is (*heavy*) _____?
 a. a kilo of potatoes
 b. a kilo of cotton
 c. neither
- Which continent is (*small*) _____?
 a. Asia
 b. Australia
 c. Antarctica
- 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.



Naomi Campbell
international model (UK)
Birthdate: May 22, 1970
Height: 5'9"
Weight: 122 lbs.



Angelina Jolie
actor (U.S.A.)
Birthdate: June 4, 1975
Height: 5'8"
Weight: 120 lbs.



Aishwarya Rai (Ash)
Bollywood actor and model (India)
Birthdate: November 11, 1972
Height: 5'7"
Weight: 122 lbs.

- Ash Rai is (young) younger than Naomi Campbell, but she is (old) _____ Angelina Jolie.
- Naomi Campbell is (old) _____ of the three, and Angelina Jolie is (young) _____.
- Angelina Jolie is (tall) _____ Ash, but she is (short) _____ Naomi.
- Ash is (short) _____ of the three.
- 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.





GRAMMAR FOCUS

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

Alex is fifteen. Joe is also fifteen.

Alex is **as old as** Joe.

Nicole Kidman is 5'10". Naomi Campbell is 5'9".

Naomi Campbell **is not as tall as** Nicole Kidman.

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
- attractive
- beautiful
- gorgeous
- handsome
- good-looking
- talented
- successful
- fashionable
- 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.



GROUPS. Think of some famous people. Give your opinions about them. Who do you think are beautiful or good-looking? Who are good actors or good singers?

Useful language:

- Do you think _____ is beautiful/good-looking?
- What do you think of _____?
- You really think so?
- I don't think so.
- I think _____ is more beautiful/better-looking than _____.
- I disagree.
- I think _____ is the most beautiful/the most handsome _____ ever.
- No way!

14 Listening

38 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.
- _____ 2. People usually agree on what or who they think is beautiful.
- _____ 3. The most beautiful woman in the world is from India.
- _____ 4. Ash Rai thinks physical beauty is important.
- _____ 5. She also thinks that beauty is temporary.
- _____ 6. Ash is a famous Hollywood actor.
- _____ 7. Robert de Niro wants to hire her.

15 Writing

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

Advantages	Disadvantages
<i>You could become rich and famous.</i>	

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

C. PAIRS. Read your classmate's paragraph. Circle any errors. Use the Peer editing checklist on page 138 to help you with your comments.

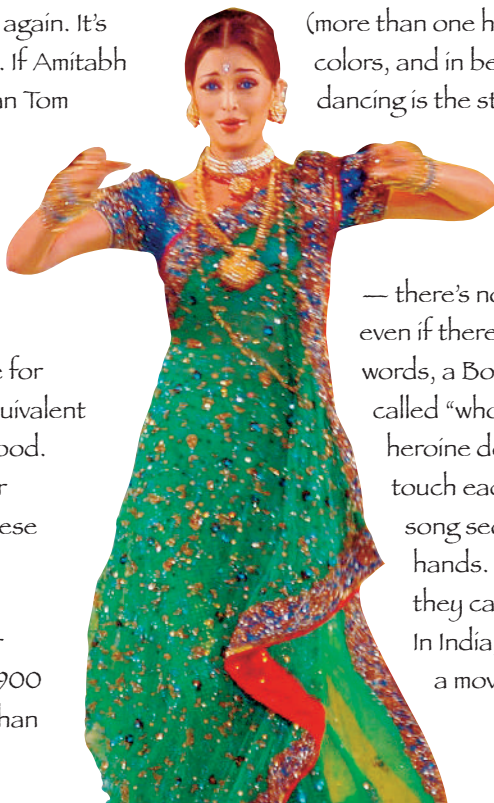
16 Reading

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

WELCOME TO BOLLYWOOD!

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?

Progress check

Units 3 and 4

Test-taking tip: Look out for key words.

Look for important words in directions such as *complete*, *circle*, *choose*, *underline*, *either*, and *or*.

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*) were you 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 when 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 ^{the}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)

Should I be?

Maybe I will.

I can't answer for him.

~~No, it's not you.~~

It's not your fault.

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.

5

You shouldn't be upset.

1 Dialogue

40 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. 41 Read along as you listen again. Check your answers.



3 Useful expressions

A. 42 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.

- d 1. Is that all? a. Nothing.
- _____ 2. Are you all right? b. You're kidding.
- _____ 3. You got the highest grade in English. c. Actually, no. I'm upset about something.
- _____ 4. What's the matter? d. I think so.

4 Vocabulary

Parts of the body

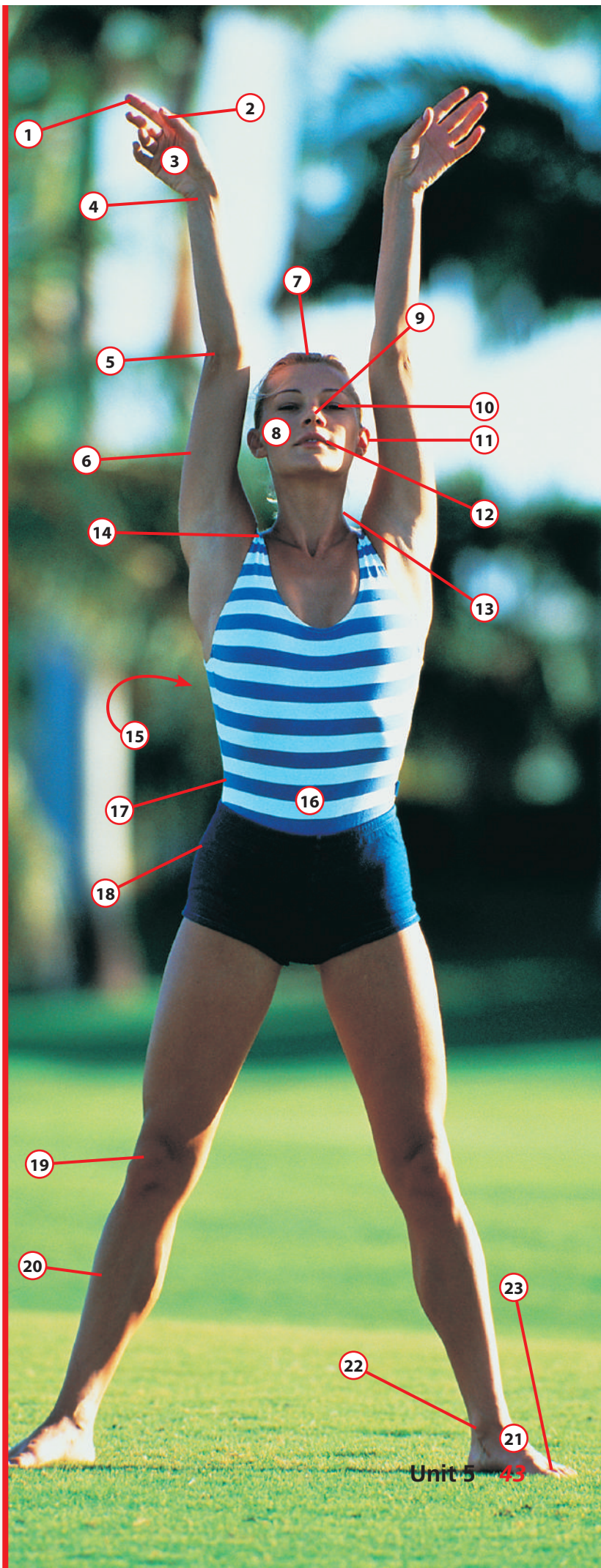
A. 43 Listen and repeat.

- ankle 22 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.

Head	Body	Arm	Leg
<u>eye</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____





GRAMMAR FOCUS

Will for predictions and decisions

Affirmative statements

She **'ll be** perfect for the role.
I **'ll read** the script tonight.
We **'ll talk** to him.

Negative statements

He **won't like** it.
We **won't stay** long.
I **won't be** with you.

Yes/No questions

Will you **be** OK?
Will they **be** here?

Short answers

Yes, I **will**./No, I **won't**.
Yes, they **will**./No, they **won't**.

Contractions

I'll → I will
you'll → you will
it'll → it will
we'll → we will

they'll → they will
he'll → he will
she'll → she will
won't → will not

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Use *will* + the (-ing form / base form) of a verb to talk about the future.
- The simple future form of *will* is (the same / not the same) for all subjects.
- 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) 'll 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. 44 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.





GRAMMAR FOCUS

Should/Shouldn't for advice

Affirmative statements

He/She } **should get** some rest.
You }

They } **should talk** to Paul.
You }

Negative statements

He/She } **shouldn't worry** so much.
You }

They } **shouldn't talk** to me.
You }

Must/Must not for rules and obligations

He/She } **must be** on time for school.
You }
They }

He/She } **must not be** late.
You }
They }

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.

study tonight
~~put on a Band-Aid®~~

apologize to them
tell your parents

see a doctor
practice

1. A: I cut my finger.
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.

have	pass	take
leave	show	wear

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 _____.
a. "See you later." b. "You're cool." c. "Thank you."
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 . . .

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.)


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."


Spelling	Grammar
etiquette	I'll be fine.
etiquette	We'll go with you.
etiquette	



Be Cool, Be Nice Reminders



- We should always be polite to each other.
-
-
-
-
-



Putting it together *Joe's advice*

A. 50 Read along as you listen. What advice does Joe give Lori?

1 Hi, Lori. What's up? Hi, Joe. Do you have a minute?

2 Sure. Should we go inside? No, it's OK here. Is this confidential? Should I leave?

3 It's OK. You can stay. You know, I was really jealous of Alex. Yeah, we know.

4 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.

5 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.

6 That was really cool, Diane. Well, I just want them to be friends again.

B. Discuss these questions: Is Diane a good friend? In your opinion, what makes a good friend?

Game 2

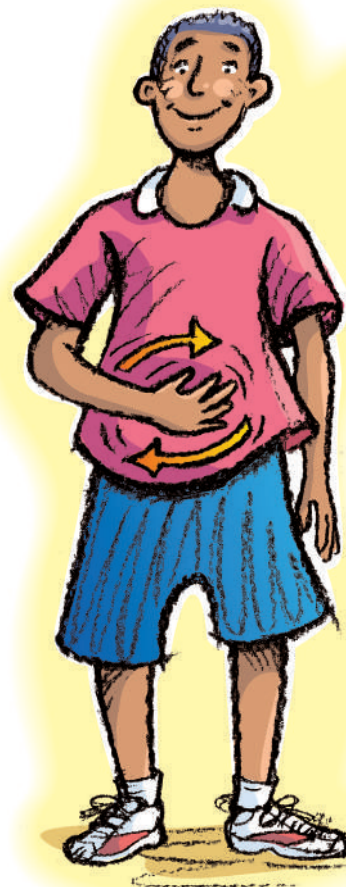
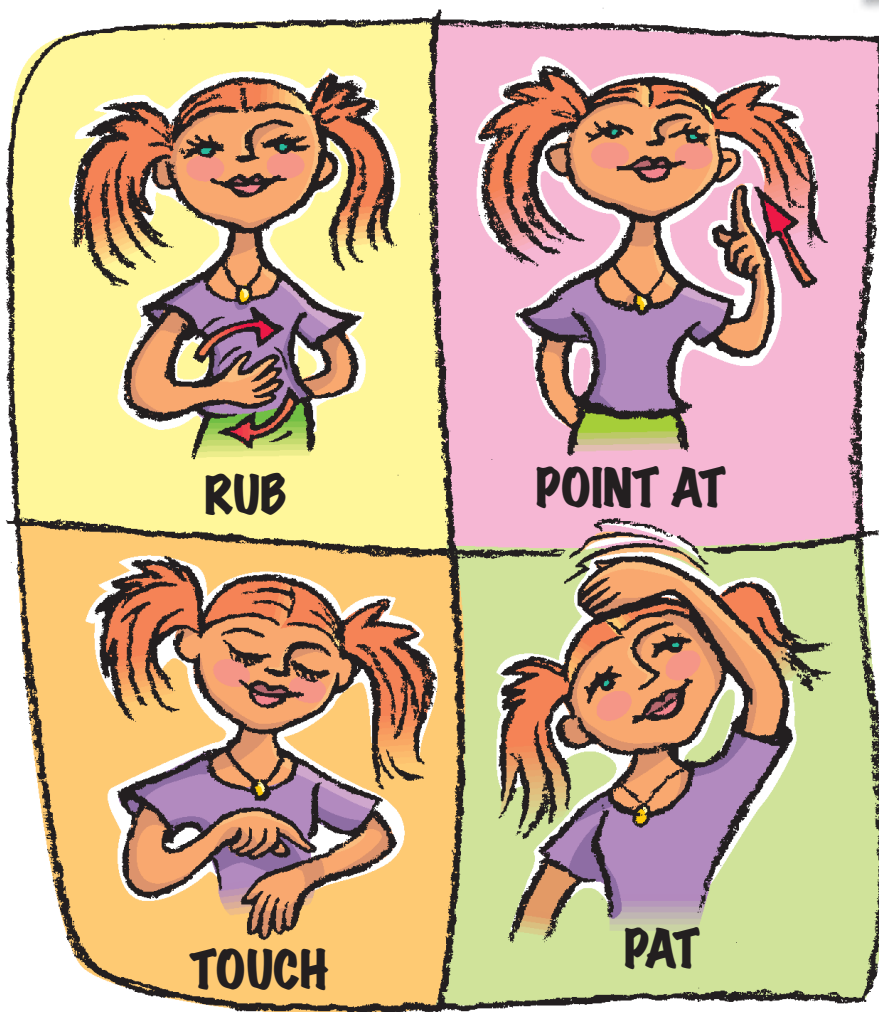
Say and do the opposite

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.



Project 2

A snapshot of a trip

Write an e-mail about a trip you took: a day trip, a weekend trip, or a vacation. Then send or give your e-mail to a classmate. Comment on your classmate's trip.

1. Write a greeting.
2. Introduce the trip. Say:
 - where and when you went
 - who you went with
 - where the place is
 - how you got there
 - how long you stayed there

3. Describe the place.
4. Say what you did there.
5. Write a closing. Attach pictures.

- 1 Hey! What's up?
- 2 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.
- 3 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.
- 4 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!

- 5 Hope to hear from you soon.
Chris

6. Exchange e-mail with a classmate.
7. Comment on your classmate's trip.



6

I'll teach you if you want to learn.

1 Dialogue

51 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.

Learning goals

Communication

Talk about summer plans

Grammar

May/Might for possibility

First conditional: *If* clause + *will* or *may/might*

Vocabulary

Summer activities

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

3 Useful expressions

A. 53 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.

- | | |
|------------------------|--------------------------|
| a. Nothing much. | d. Maybe I will. |
| 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*) might 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 other 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.

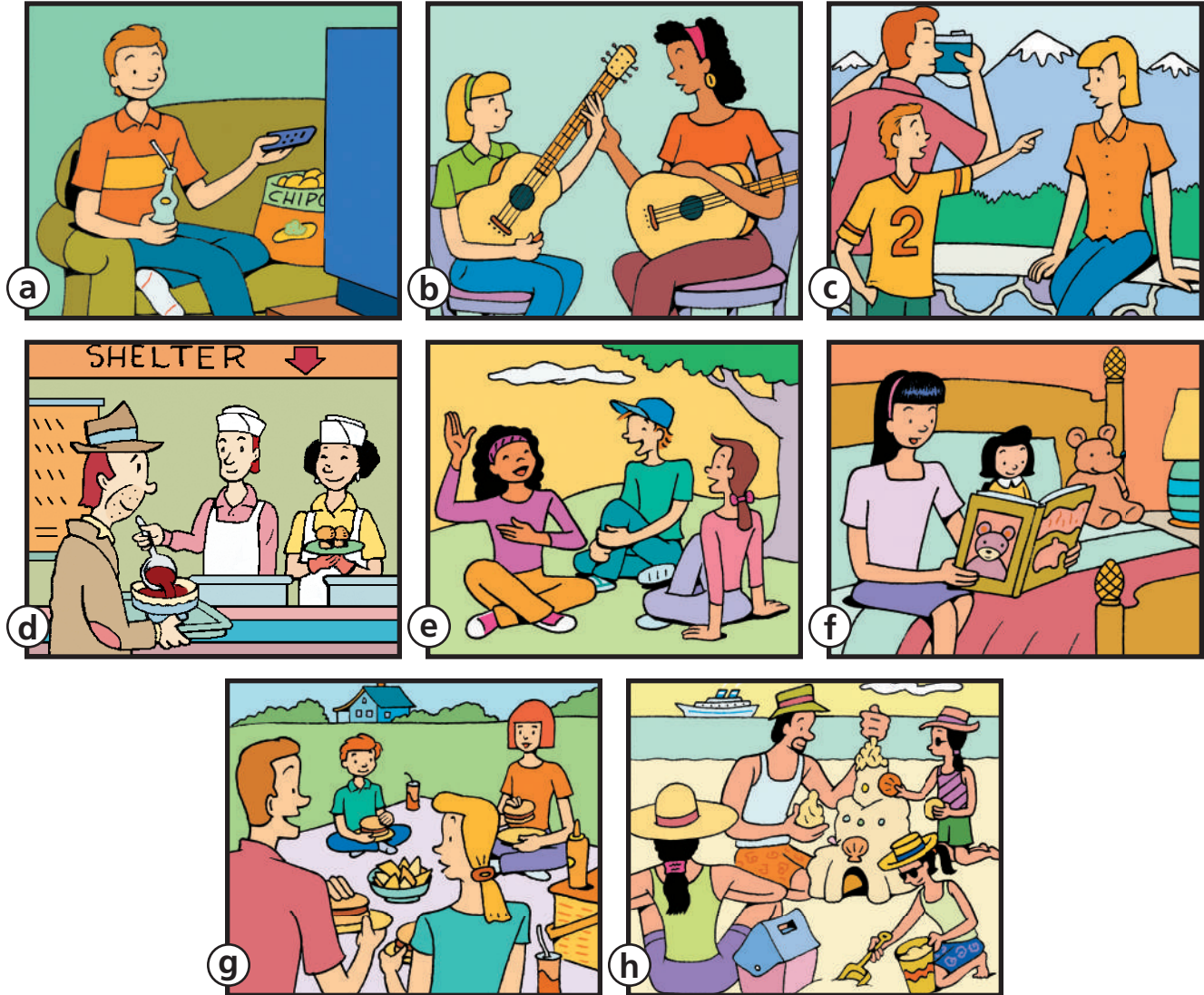
6 Vocabulary

Summer activities

A. 54 Listen and repeat.

1. f 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

B. Match the activities in Exercise A to the pictures.



7 Pronunciation

Stress in verb + noun combinations

- A. 55 Listen and repeat. Notice the strong word in each phrase.
- take classes
 - go on vacation
 - stay home
 - have a picnic
- B. 56 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. 57 Listen again and check your answers.

8 Communication

Talk about summer plans

- A. 58 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.



GRAMMAR FOCUS

First conditional:

If clause + will or may/might

Affirmative statements

If clause

If you **want** to learn,
If the weather's nice,
If I **like** it,

Result clause

I'll **teach** you. (*sure*)
we'll **go** to the beach.
I **may/might buy** my
own Rollerblades.
(*not sure*)
I **may/might go** to the
beach.

Negative statements

If I **don't try**, I **won't know**. (*sure*)
If it **rains** this weekend, we **won't go** to the beach.
If it **rains** this weekend, we **may not/might not go**
to the beach. (*not sure*)

Look!

You can reverse the *if* clause and the result clause.

Result clause

I'll **go** to the beach

If clause

if the weather's nice.

Discovering grammar

Look at the grammar chart. Write *True* or *False*.

- Use the first conditional to express an activity that will happen under certain conditions. True
- Use *will* in the *if* clause. _____
- Use *will* or *may/might* in the result clause. _____
- Use *will* for unsure statements. _____
- Use *may* or *might* for sure statements. _____
- 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.

- If she (*e-mail*) _____ me the pictures, I (*forward*) _____ them.
- You (*meet*) _____ my cousin from New York if you (*come*) _____ to my house tonight.
- If he (*win*) _____ the spelling bee, he (*have*) _____ a party afterwards.
- If I (*not see*) _____ you tomorrow, I (*call*) _____ you.
- 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	

- If we leave now, we might catch the bus.
- If you don't have money, I _____.
- If we don't make a reservation, we _____.
- If you don't like cold weather, you _____.
- If you want to improve your English, you _____.
- If she's sick, she _____.

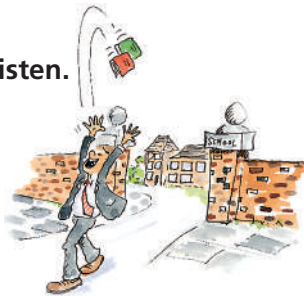
11 Practice

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.



GROUPS. Talk about your plans for the summer.

Useful language:

- What are you going to do in the summer?
- It depends.
- I'm not sure.
- I might just hang out.
- Nothing much.
- If the weather is _____, I might . . .
- That sounds like fun.

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?

To: CC:

Subject:

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 should 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~~ must 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) 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 (be) 's expensive, I (not/buy) won't buy it.
2. If I (go) _____ out with Tom, (you/be) _____ upset?
3. We (not/finish) _____ our project in time if we (not/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.



Wide Angle on the world

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

62 Listen to a radio advertisement. Complete the chart.



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

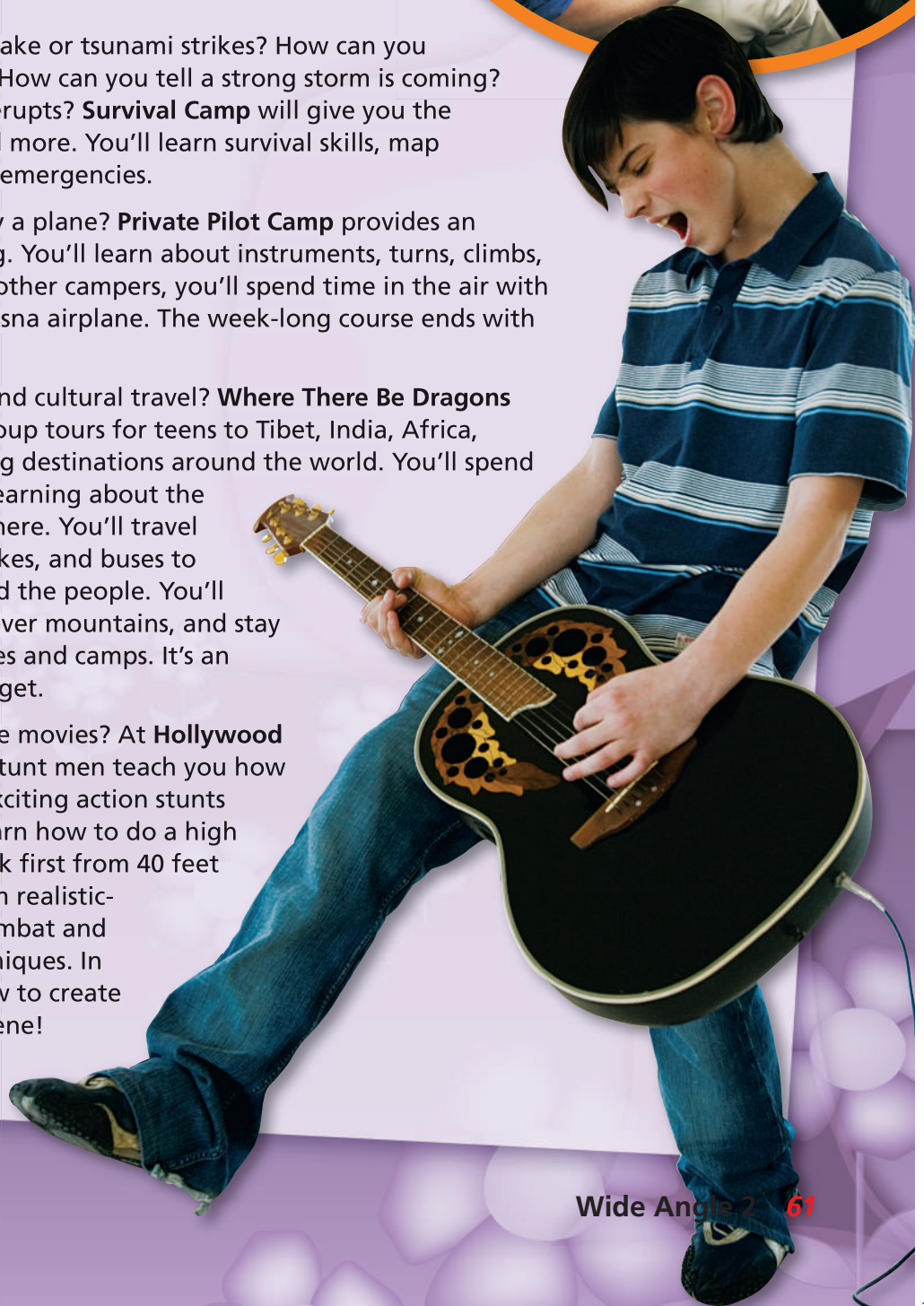
Summer camps are an American tradition. In the past, going to a summer camp meant hiking, swimming, boating, and camping. Today, there is a large variety of camps for teens to choose from. Here are some of them.

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!



Wide Angle 2 61



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~~ ^{terrible}.

You think you're so ~~interesting~~ ^{boring}.

You need to know.

You're just ~~no good~~ ^{awesome}.

- 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

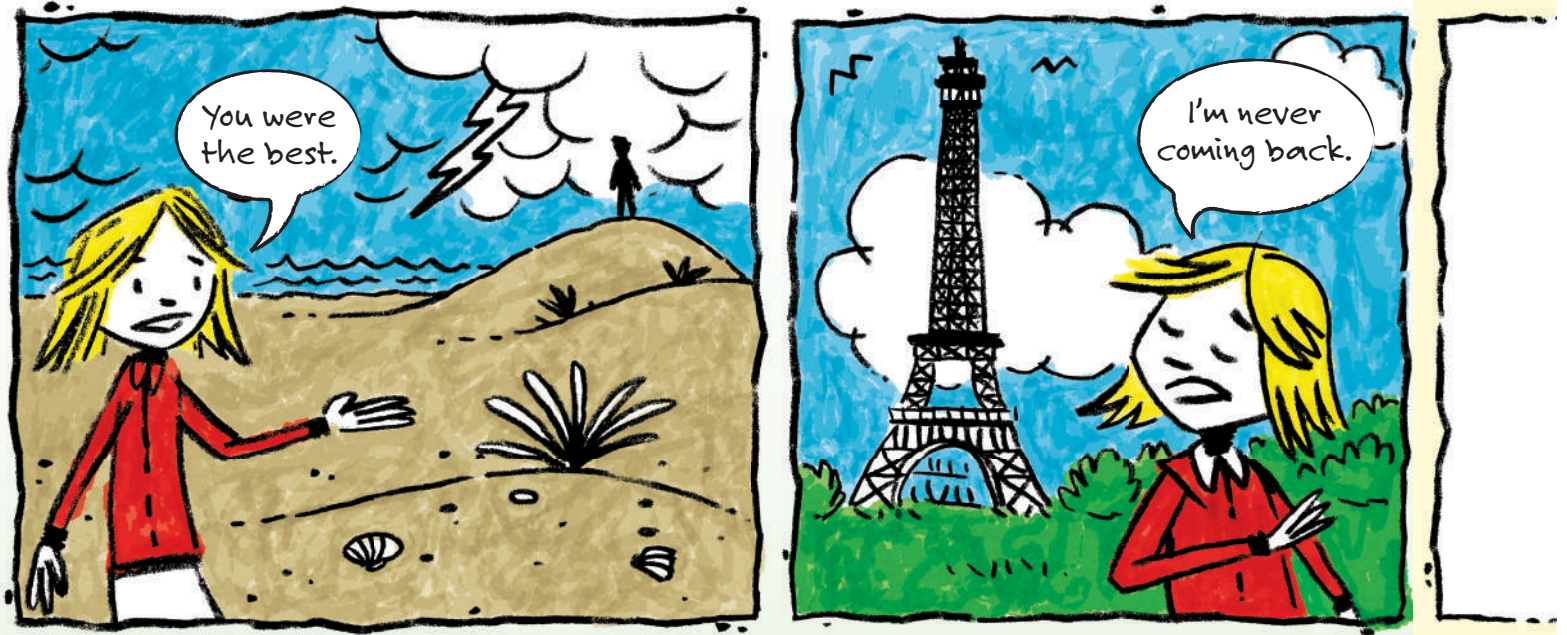
Useful language:

- 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.



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.

kokoshnik



sarong



yukata



kilt

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 kilt 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.

kente

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

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.

Focus on culture 2

The Best of Dubai

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.

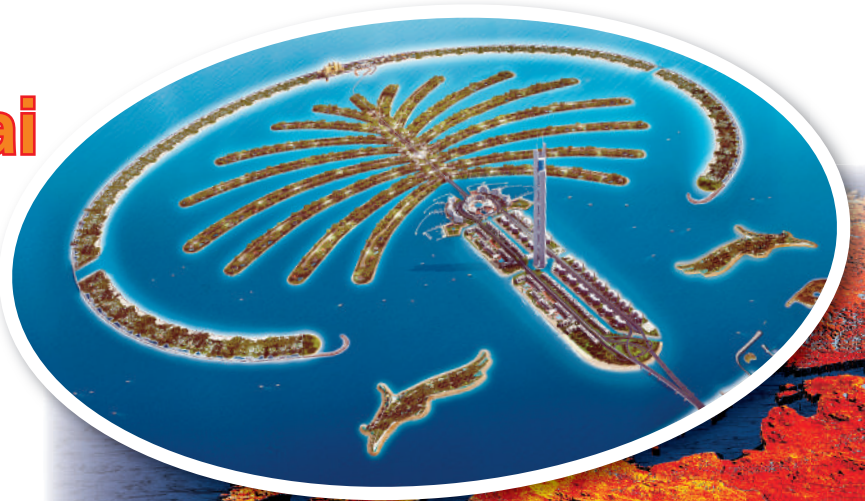
Dubai is on the Persian Gulf, and it's famous for its beaches. The most beautiful beach in Dubai is Jumeirah Beach, with its white sand and clear blue water. There are a lot of luxury hotels around the beach, including the Burj Al Arab, one of the largest hotels in the world. It's on a man-made island, 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.

8.4 miles = 14 km 5.1 miles = 8.5 km 89 feet = 27 m
50 miles = 80 km 100°F = 40° C 30°F = -1° C





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.

Dubai *one of the most popular tourist destinations in the Middle East*

Jumeirah Beach _____

Burj Al Arab _____

The Palm Islands _____

Wild Wadi Water Park _____

Jumeirah Sceirah _____

The Mall of the Emirates _____

2 Comparing cultures

GROUPS. Discuss these questions.

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



Fun with grammar

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—1 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:

Conditional Tic-Tac-Toe

If it rains,	We might go snowboarding	If he doesn't practice,
You may decide to leave early	If our teacher says yes,	They will lose the game
If you don't call me,	If I don't pass the test,	She won't be happy

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.

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
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list, 3
mother, 2
neighbor, 2
only child, 2
parents, 2
pet, 2
repeat, 3
sister, 2
son, 2
take a shower, 3
uncle, 2
underline, 3
wake up, 3

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awesome, 7
awful, 7
compose, 12
composer, 12
disgusting, 7
download, 12
fantastic, 7
horrible, 7
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faster, 34
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take a (music or dance)
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Irregular verbs

Base form	Simple past
become	became
break	broke
cost	cost
cut	cut
do	did
draw	drew
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fit	fit
forget	forgot
get	got
give	gave
grow	grew
hear	heard /hɜrd/
hold	held
hurt	hurt
keep	kept
know	knew
leave	left
lose	lost
meet	met
read	read /rɛd/
ride	rode
run	ran
say	said
see	saw
send	sent
shake	shook
sing	sang
sit	sat
sleep	slept
spend	spent
stand	stood
swim	swam
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake up	woke up
wear	wore
win	won
write	wrote

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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.



Last name	First name	Age
Snapp		

The family

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

aunt	brother	cousin
grandfather	grandmother	
grandparents	parents	uncle

- father and mother = parents
- your mother's son = _____
- your father's brother = _____
- your father's mother = _____
- your aunt's child = _____
- your parents' parents = _____
- your mother's father = _____
- your cousin's mother = _____

Friends

- 3** Unscramble the letters to form the words.

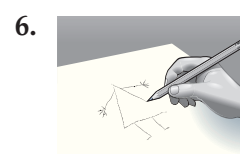
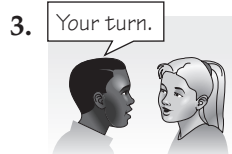
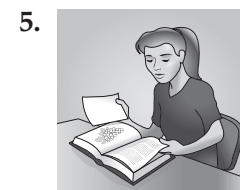
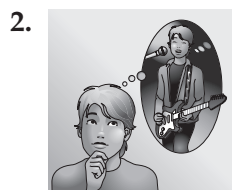
- yobridnef boyfriend
4. saltscame _____
2. brenihog _____
5. tep _____
3. frligdiner _____
6. inrfesd _____

Classroom commands

- 4** Label the pictures with the commands.



underline



Everyday activities

- 5** Complete the activities.

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

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.

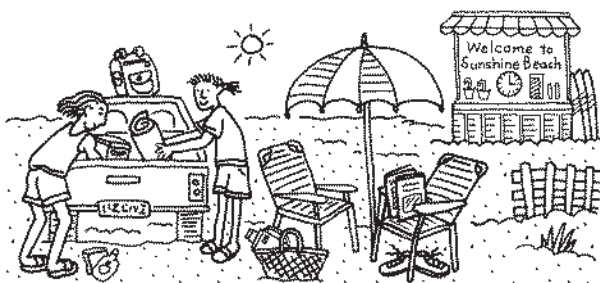
She said the book was boring. He read it anyway.

B. Complete the chart with words from the sentences.

Noun	Subject pronoun	Object pronoun
<u>teacher</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Prepositions of location

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



- The backpack is (*under* / *on*) the car.
- The chairs are (*behind* / *under*) the umbrella.
- The basket is (*above* / *in front of*) the chair.
- The clock is (*in front of* / *behind*) the fence.
- The magazines are (*under* / *on*) the chair.
- The sun is (*above* / *under*) the beach.

This/these; That/those

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

- These* are your magazines over here.
- _____ is an apple over there.
- _____ are books right here.
- _____ is a pencil here.
- _____ are shoes over there.

Communication

Ask and answer questions

9 Match the questions with the answers.

- | | |
|---|---------------------------|
| <u><i>c</i></u> 1. What's today's date? | a. It's on February 23rd. |
| _____ 2. What time is it? | b. At seven o'clock. |
| _____ 3. What day is it? | c. It's October 11th. |
| _____ 4. When's your birthday? | d. He's my cousin. |
| _____ 5. What's this? | e. It's four-thirty. |
| _____ 6. Who is Gary Davis? | f. It's Thursday |
| _____ 7. What time do you get up? | 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.

- | A | B |
|-------------------------|-----------------|
| <u><i>b</i></u> 1. good | a. a great trip |
| _____ 2. keep | b. luck |
| _____ 3. have | c. care |
| _____ 4. take | d. in touch |

1

You were awesome, Alex!

Vocabulary

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

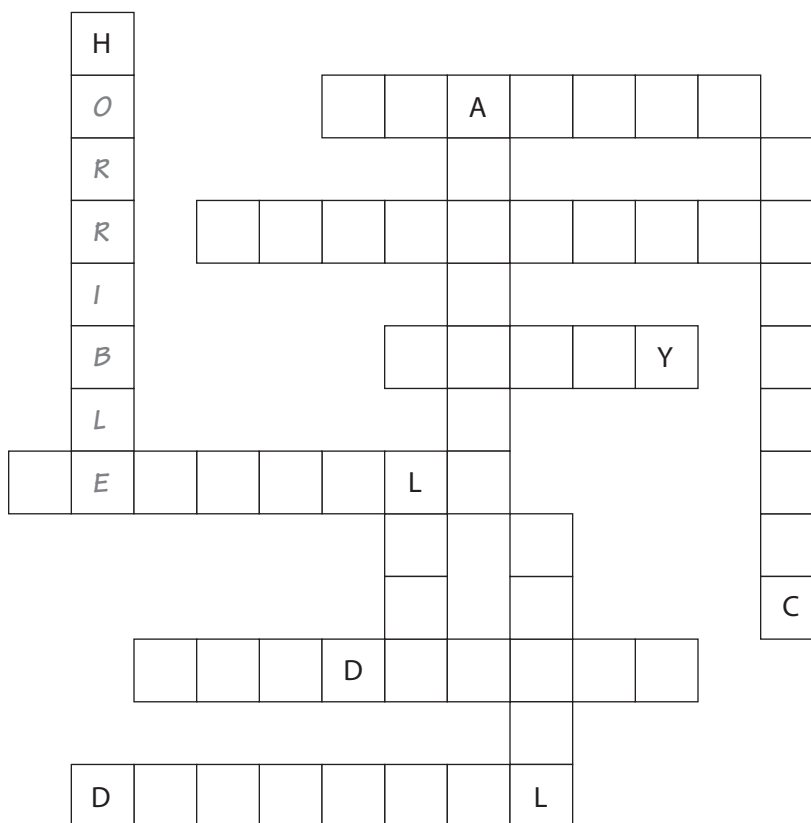
W A F Y S U O L H T L F
 O W E A U E X T E A U A
 N F A L N O M R A P F Z
 D U J W B T R A A G D H
 E L E X E I A D L D A O
 R G Z G F S F S W B E R
 F R U I M S O F T S R R
 U G C V O Q J M E I D I
 L R F P N E D A E Y C B
 Y E L B I R R E T H S L
 I N C R E D I B L E C E
 E A M A Z I N G N N J S

Move up

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

Positive	Negative
<i>amazing</i>	

- 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 *was* 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, *I was.*
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, _____

Grammar

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.

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

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



Last week I (go) went (1) to a concert with my friend, Lisa. Her mom (drive) _____ (2) us to the concert. When we (get) _____ (3) there, Lisa's mom (give) _____ (4) us some money, and we (wait) _____ (5) in line at the entrance. Lisa was very hungry, so she (buy) _____ (6) a hamburger.

We (love) _____ (7) the concert. It was fantastic! We heard all the hit songs, and the guitarist (play) _____ (8) really well. The concert (end) _____ (9) at 10:30, and we both (feel) _____ (10) really tired. In fact, I was so tired that I (sleep) _____ (11) 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	<u>understand</u>
2. wrote	_____
3. paid	_____
4. hid	_____
5. wore	_____
6. fought	_____

Move up

10 Circle the correct answers.

- When did the movie start yesterday evening?
 - It did start at 7:00.
 - It started at 7:00.**
 - It starts at 7:00.
- Did you watch the baseball game after school yesterday?
 - No, I do not.
 - No, I don't.
 - No, I didn't.
- Where were you yesterday evening?
 - We go to school.
 - We were at school.
 - We are at school.
- Did you miss the bus this morning?
 - Yes, I missed.
 - Yes, I have.
 - Yes, I did.
- Why did you miss it?
 - Because I was out late last night.
 - Because I did go out late last night.
 - Because I am out late last night.
- Was the concert good?
 - No, it wasn't. I didn't enjoy it.
 - No, it wasn't. I don't enjoy it.
 - No, it was. I didn't enjoyed it.
- Were the students late this morning?
 - Yes, they are.
 - Yes, they weren't.
 - Yes, they were.
- Did Kim walk to school this morning?
 - No, she doesn't.
 - No, she didn't.
 - No, she isn't.

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

- Clara wanted to buy a new dress.
Clara didn't want to buy a new dress.
- I didn't bring a gift to the party.
I brought a gift to the party.
- We played soccer in the park yesterday.

- He didn't speak to me yesterday.

- You liked that movie.

- I didn't think about school all day.

- Rachel cried at the end of the movie.

- They didn't let me into the restaurant.

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

- I didn't tell a lie; I (*tell*) told the truth.
- Mom was just tired yesterday; she (*not / be*) _____ sick.
- Mark (*break*) _____ his leg; he didn't break his arm.
- They (*buy*) _____ CDs; they didn't buy video games.
- We didn't have hot dogs for lunch; we (*have*) _____ pizza.
- The boys didn't go to the park; they (*go*) _____ to the gym.
- You (*give*) _____ us cookies; you didn't give us cake.
- 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.

- you / speak / did / to David / When / ?
When did you speak to David?

- did / call / Who / Karen / ?

- like / that / Jesse / Why / movie / did / ?

- go / When / Paula and Kenesha / did /
to / concert / the / ?

- for / dinner / make / you / did / What / ?

- put / you / did / keys / last / night /
Where / the / ?

14 Answer the questions in Exercise 13 using the cues.

- (last week) *I spoke to David last week.*

- (her best friend) _____

- (funny) _____

- (last weekend) _____

- (pasta) _____

- (on the table) _____

15 Complete the conversation.



Mark: (you/go on) *Did you go on* (1) the charity bike ride last fall?

Ana: Yes, (2) _____.

Mark: When (it/start) (3) _____?

Ana: On September 15.

Mark: (you/have) (4) _____ fun?

Ana: Yes, (5) _____ I (meet) (6) _____ a lot of nice people.

Mark: How long (take) (7) _____?

Ana: It (take) (8) _____ three days.

Mark: Where (you/sleep) (9) _____ at night?

Ana: We (sleep) (10) _____ at campsites.

Mark: How many people (ride) (11) _____ all the way?

Ana: About 3,500!

Mark: How (you/get) (12) _____ home?

Ana: I took a bus home.

Communication

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?*

Cora: _____

Cora: _____

Cora: _____

Cora: _____

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.*

Teri: _____

Teri: _____

Teri: _____

Move up

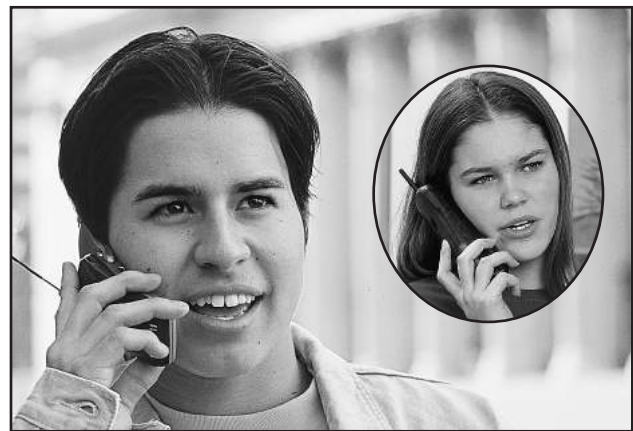
17 Write the conversations using the cues.

1. exam / ? **A:** *How was the exam?*
 difficult **B:** *It was difficult.*
 you / pass / ? **A:** *Did you pass?*
 not / know / **B:** *I don't know. I think*
 think / do / OK *I did OK.*
2. trip / ? **A:** _____
 boring **B:** _____
 you / take / bus / ? **A:** _____
 No **B:** _____
 my / dad / drive / _____
 all the way _____
3. the meal / ? **A:** _____
 fantastic **B:** _____
 what / eat / ? **A:** _____
 a steak **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:** _____



2

I used to dream of...

Vocabulary

Get started

1 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.

a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



k.



l.



1. grany
2. drite
3. edrwrio
4. phayp
5. ptuse

angry c

6. dreambarse _____
7. draces _____
8. das _____
9. svouner _____
10. redbo _____
11. uripdress _____
12. icedtex _____

Move up

2 Complete the sentences with the correct words from Exercise 1.

1. Sara was sad 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*.

- Anna can swim, but her brother can't.
- Bananas make me feel sick, _____ I never eat them.
- Their house is small, _____ it is old, too.
- I love skateboarding, _____ my friend doesn't like it.

- I wasn't tired, _____ I didn't go to bed early.
- My computer doesn't work, _____ I'm using my father's laptop.
- My room is small, _____ it has two big windows.
- Sue didn't have time, _____ she didn't go shopping.
- Bill speaks Russian, _____ he speaks Japanese, too.
- 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.

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

- Last night I saw your sister, but she didn't see me.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Reach for the top

5 Write three sentences about your day yesterday. Use *and, but, and so*.

- I finished my homework and went to bed.
- (but) _____
- (and) _____
- (so) _____

Grammar

Used to: Statements and questions

Get started

- 6** 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.	• started studying for a degree.
• lived in a small apartment.	• lived in a large house.
• ate in cheap restaurants.	• cooked healthful meals.
• wore jeans to work.	• wore nice clothes to work.
• rode to work on a bike.	• drove to work in a nice car.

- He used to go out every night.
- He didn't use to live in a large house.
- He _____ eat in cheap restaurants.
- He _____ wear nice clothes to work.
- He _____ cook healthful meals.
- 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?

(1)

Martin: _____ clubs and bars.

(2)

Interviewer: _____?

(3)

Martin: In a small apartment in town.

Interviewer: _____?

(4)

Martin: In cheap restaurants.

Interviewer: And before you got this new job, _____?

(5)

Martin: Jeans.

Interviewer: _____?

(6)

Martin: On my bike, usually.

Interviewer: _____?

(7)

Martin: No, I didn't use to have a car.

9 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!

Diane: Wow. You really changed.
You didn't use to have blonde hair!
 (1)

Susan: Yes, I know. (2)

Diane: And (3)

Susan: Yes. I don't need them now.

Diane: Did you lose weight, too?
 (4)

Susan: Yes, I lost some weight. I play a lot of sports now. (5)

Diane: Well, I think you look terrific!

Susan: Thanks. You look great, too. Hey, is that a ring? (6)

Diane: That's because
 (7) I married
 Tom Baker in 2006!

Susan: Hey, my sister used to date him!

Reach for the top

10 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. (X)
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 (X)

6. you / work for your dad (?)

7. I / know how to ride a bike (X)

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

9. My brother / watch a lot of TV (X)

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

Communication

Get started

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



- 1 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.

afraid	preferences	very bad
very good	worried	

1. Turn off that music. It's terrible!
- _____ *very bad* _____
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.
- _____

3

We were walking home ...

Vocabulary

Get started

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

cloudy	cold	foggy	hot	rainy
snowy	sunny	warm	windy	

C	W	A	R	M	H	S
L	S	P	A	N	O	N
O	M	U	I	Y	T	O
U	W	I	N	D	Y	W
D	E	A	Y	N	O	Y
Y	F	O	G	G	Y	A

Write the missing word. _____

Move up

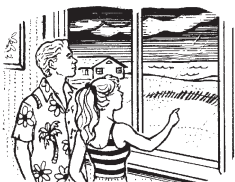
- 2 Look at the pictures. Then write about the weather using the words in Exercise 1.



1. It's foggy.



2. _____



3. _____



4. _____



5. _____



6. _____

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.

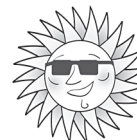


2. Paris

3. Sydney



4. Rio de Janeiro



Grammar

The past continuous: Statements and questions

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?

Grammar

The past continuous with *when* and *while*

Get started

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

- When we went out it (was raining / rained).
- She (*was cooking* / cooked) when he walked in.
- When he got home, the children (*were sleeping* / slept).
- I (*was breaking* / broke) my leg while I was playing hockey.
- When I saw her, she (*was lying* / lay) in the sun.
- Tony (*was working* / worked) when I called him.
- While she was talking on the phone, her friend (*was stopping* / stopped) by.
- 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

- f 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

- when somebody took my watch.
- a bird landed on her stomach.
- I was cleaning my room.
- while we were watching the movie.
- she was talking to Jim.
- 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?

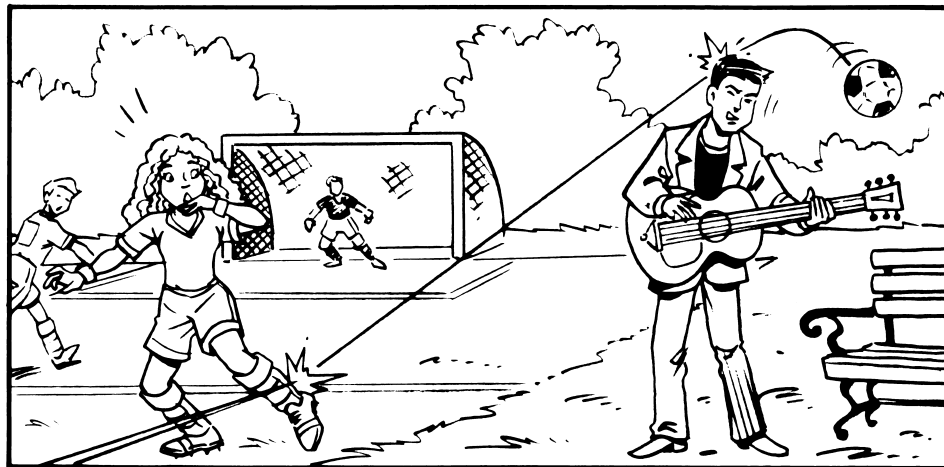
5. What was Mario doing when he fell down?

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?
Yes, _____
3. your parents / work / while you were studying?
Yes, _____
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*)

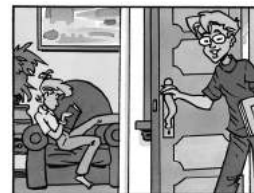
12 Look at the pictures and write sentences using the simple past and past continuous.



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



2. _____



3. _____



4. _____



5. _____

Communication

Get started

13 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.
(1)

Police Officer: Did you see the accident?

You: _____
(2)

Police Officer: _____
(3)

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

Police Officer: _____
(4)

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: _____
(5)

Police Officer: _____
(6)

You: I called an ambulance.

Police Officer: Thank you for your help.

Reach for the top

14 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?
- 1 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?

You: I had an accident last week while I was practicing soccer.

Coach: _____

You: _____

Coach: _____

You: _____

Coach: _____

You: _____

Coach: _____

You: _____

Skills Development 1

Reading

From Ireland to America



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.

5 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.

10 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.

- | | |
|---|---|
| <u> e </u> 1. population (line 4) | a. a place to stay overnight |
| <u> </u> 2. famine (line 4) | b. people who steal money and things from others |
| <u> </u> 3. immigrants (line 9) | c. was part of |
| <u> </u> 4. dock (line 17) | d. not expensive |
| <u> </u> 5. accommodations (line 18) | e. the number of people who live in an area |
| <u> </u> 6. cheap (line 19) | f. the area next to the water that receives ships |
| <u> </u> 7. belonged (line 35) | g. a time of great hunger |
| <u> </u> 8. thieves (line 36) | 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.
- 1 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.

3 Complete the notes with the missing information about the O'Casey family.

1. Reasons for leaving Ireland: the potato famine; to find a better life in America
2. First part of trip: From _____ to _____
Travel time: _____
Number of days in Liverpool: _____
Accommodations in Liverpool: _____
3. Second part of trip: From _____ to _____
Travel time: _____
Plans for the future: _____

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?

4

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.

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

2 Complete the sentences with the comparative form of the adjectives.

- She isn't very tall. Her sister is taller.
- My backpack isn't very heavy. Yours is _____.
- This city isn't very beautiful. Athens is _____.
- Mike's school isn't very far. Ours is _____.
- Jill isn't very good at music. She is _____ at sports.
- Noriko's house isn't very big. She needs a _____ one.

- The French movie wasn't very interesting. The Russian movie was _____.
- The weather is not too bad today. It was _____ yesterday.
- Sydney is famous. But Rome is _____.
- This test isn't very difficult. The test yesterday was _____.

3 Write the comparative or the superlative form of the adjectives in parentheses.

- Vatican City is the (*small*) smallest country in the world.
- Athens is (*old*) _____ than Rome.
- Angel Falls in Venezuela is (*high*) _____ than Niagara Falls.
- The cheetah is the (*fast*) _____ animal in the world.
- Many airplanes travel (*fast*) _____ than the speed of sound.
- What is the (*high*) _____ mountain in the world?
- The Amazon River is (*long*) _____ than the Mississippi.
- Russia is the (*large*) _____ country in the world.
- The (*old*) _____ man in the world is 123 years old.
- Michael Jackson is (*famous*) _____ than Britney Spears.

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 taller 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
 (1) anyone
 else in the school.

Jonathan: Thanks, Roberta. I practice
 (2) 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
 (3) you are.

Jonathan: Maybe not. But I know why he
 got picked instead of me. I'm not
 (4) he is. He's
 6 feet 2 inches.

Roberta: OK, he's taller. But he isn't
 (5) you are.
 You're the fastest kid in school.

Jonathan: Well, I guess Mr. Samuels thinks
 speed isn't (6)
 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.

Rosa	Kenji
1. I'm not very strong.	I'm strong.
2. I'm thin.	I'm thin.
3. I'm 5 feet 4 inches tall.	I'm 5 feet 5 inches tall.
4. I'm sixteen years old.	I'm sixteen years old.
5. I live close to school.	I don't live close to school.
6. I have a very big family.	I don't have a big family.

1. *Rosa isn't as strong as Kenji.*
2. *Rosa is as thin as Kenji.*
3. _____
4. _____
5. _____
6. _____



Vocabulary

Get started

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

attractive	beautiful	famous	gorgeous
handsome	incredible	successful	talented

```

A L V D H M B F C E O E
S E F N I U N E A S L I
T A A B E A U T I F U L
I T M O A N E S O D F E
B T O T N L A A E B S M
C R U S E T I T U O S O
F A S H I O N A B L E S
B C S U O E G R O G C D
U T B A L U H I S U C N
F I E A U H E N N E U A
S V T L U E U F S L S H
N E L B I D E R C N I I
  
```

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

- | | |
|------------------------------|---|
| <u> e </u> 1. attractive | a. having a natural ability |
| <u> </u> 2. successful | b. known by a lot of people |
| <u> </u> 3. famous | c. popular, in terms of clothing or style |
| <u> </u> 4. incredible | d. doing well |
| <u> </u> 5. fashionable | e. good-looking |
| <u> </u> 6. talented | f. extremely good; hard to believe |

Move up

12 Complete the sentences with words from the box.

beautiful	famous	fashionable
handsome	successful	talented

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



Communication

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.

(1)



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: _____

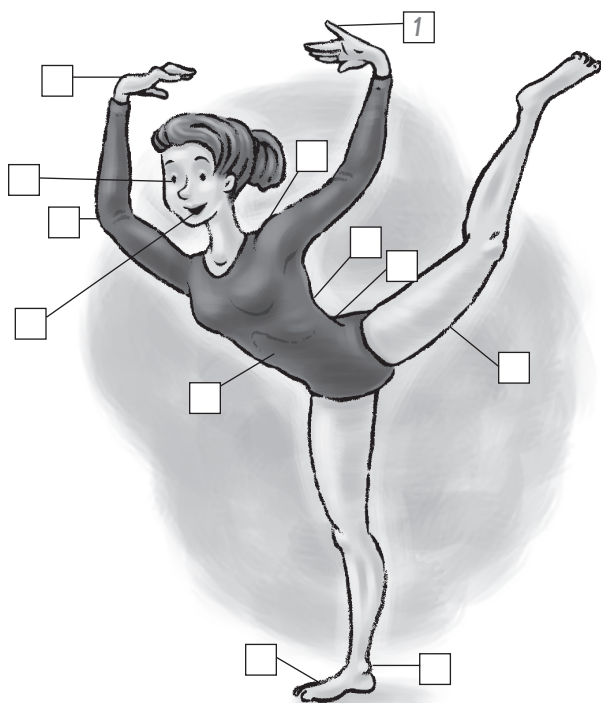
5

You shouldn't be upset.

Vocabulary

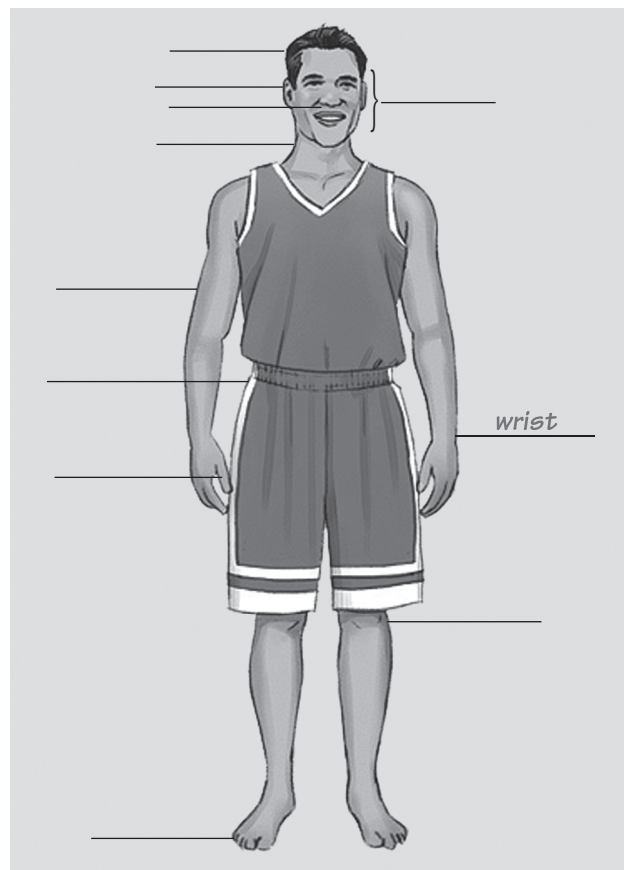
Get started

- 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 i n g e r
2. h a _ _ _
3. m _ _ u _ _ h
4. w a _ _ 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 | <u>wrist</u> |
| 2. kcen | _____ |
| 3. ram | _____ |
| 4. rea | _____ |
| 5. seno | _____ |
| 6. bmuth | _____ |
| 7. eahd | _____ |
| 8. efac | _____ |
| 9. kene | _____ |
| 10. phi | _____ |
| 11. ote | _____ |

Move up

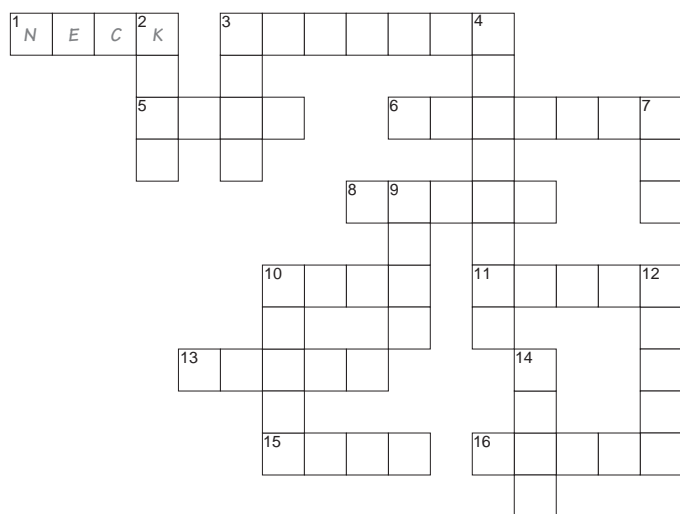
3 Write the words for the different parts of the body in the puzzle. Use the clues.

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.



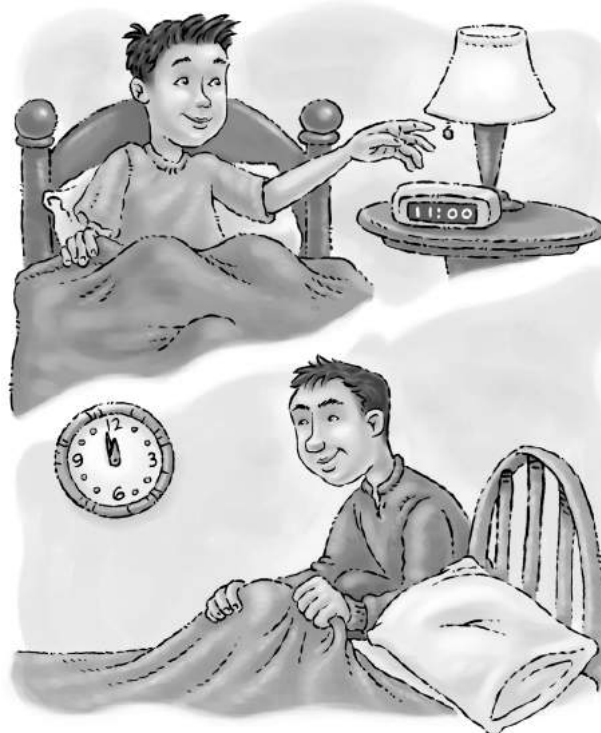
Grammar

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.



eat	get	go	leave
meet	practice	take	wake up

- Matt will wake up at 6:30 A.M.
- First, he 'll take a shower.
- Next, he _____ breakfast.
- Then he _____ dressed.
- At 7:30 A.M., he _____ for school.
- He _____ his friend in front of his house.
- They _____ to school by bus.
- After school, they _____ soccer.

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

- at / Matt / Will / 6 A.M. / wake up / ?
Will Matt wake up at 6 A.M.?
No, he won't.
- a / shower / take / he / Will / ?

- dressed / breakfast / Will / before / he / get / ?

- meet / he / Will / friend / his / ?

5. to / by bus / they / go / Will / school / ?

6. football / after / Will / practice / they / school / ?

Reach for the top

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

- A: The movie starts at 7 P.M.
 B: That means we (*have*) 'll have time to shop.
- A: Look at those clouds!
 B: Don't worry. It (*not / rain*) won't rain.
- A: I'm tired. I don't want to go out tonight.
 B: Just rest a little and you (*feel*) _____ better.
- A: The paintings were beautiful, but we didn't see all of them.
 B: Well, we (*see*) _____ them next week if you like.
- A: Let's walk to the beach.
 B: Good idea. It's not very far, so it (*not / take*) _____ long.
- A: Anna, the phone is ringing.
 B: OK, I (*answer*) _____ it.
- A: I think that Karen (*get*) _____ a good grade on her test.
 B: No, she (*not*) _____. She didn't study at all.
- A: How _____ you (*get*) _____ home from Maria's house?
 B: I (*walk*) _____ home. My house isn't very far.

Grammar

Should/Shouldn't for advice

Get started

- 8 Complete the students' opinions about homework. Write *should* or *shouldn't*.



- Children should do homework in English and math every day.
- Children need to play a lot. Children up to the age of ten _____ have homework.
- I think all children _____ do homework. You can learn a lot when you work at home.
- Why _____ we do school work at home? There _____ be time for homework at school.
- I don't mind doing homework on weekdays, but we _____ have homework on weekends.
- Why _____ I do homework in subjects I don't like? Teachers _____ give us homework in subjects that don't interest us.
- 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.

feed	keep	put
talk	try	write

- A: Our math teacher gave us extra work because we talked during a test.
B: You shouldn't talk during a test!
- A: I'm going to sit on the beach.
B: You _____ some suntan lotion on.
- A: They really love their dog!
B: I know. But they _____ him expensive food all the time!
- A: We found a \$50 bill in the hallway.
_____ we _____ it?
B: No, you _____. You _____ to find the owner.
- 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*.

- A: I don't have time to do my homework in the evening.
B: You should do your homework in the afternoon.
- A: I hurt my ankle while I was running down the stairs.
B: _____
- A: These shoes are too small.
B: _____
- A: She's really good at tennis, but she doesn't practice very often.
B: _____
- A: I don't like the new restaurant on High Street.
B: _____

Grammar

Must/Must not for rules and obligations

Get started

11 Complete the sentences with *must* or *must not*.

1.



You must 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?
- 1 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.



6

I'll teach you if you want to learn.

Grammar

May or might for possibility

Get started

1 Complete the sentences with *may (not)* or *might (not)* and the verbs in parentheses.

- I (*go*) might go out tomorrow night.
- Sara (*not like*) _____ her present.
- You (*find*) _____ something interesting in this store.
- We (*start*) _____ early tomorrow.
- Don't worry. It (*not rain*) _____ on your wedding day.
- Be careful. You (*break*) _____ the window.
- Hurry up, or we (*not finish*) _____ in time.
- I (*wear*) _____ my new jeans.
- He doesn't feel well, so he (*not come*) _____ with us to the park.
- If the weather is nice, I (*bring*) _____ my bathing suit.

Move up

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

go to Miami
~~not go to summer school at all~~
 just stay home and watch TV
 ask Nancy
 just order a pizza
 take a trip

Josh: Are you going to go to summer school?

Katie: Probably not. I might not go to summer school at all.

(1)

Josh: What are you going to do instead?

Katie: I don't know. _____ (2)

Josh: To where?

Katie: I'm not sure yet. _____ (3)

Josh: Who are you going to go with?

Katie: I don't know. _____ (4)

Josh: Are you going out tonight?

Katie: Probably not. _____ (5)

Josh: What are you having for dinner then?

Katie: I don't know. _____ (6)

Reach for the top

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

- Perhaps I won't see you tomorrow.
I might not see you tomorrow.
- We'll think about going on vacation with you.

- It is possible that the weather will be nice.

- There's a 50-50 chance you'll like this movie.

- Perhaps John is sleeping in the garden.

Grammar

First conditional: *If* clause + *will* or *may/might*

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. e 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*.

A

1. b it / not rain
2. the movie / be too scary
3. you / not wear a sweater
4. it / be / sunny
5. I / start work late
6. she / not feel well tomorrow
7. it / snow
8. the phone / ring

B

- a. I / answer it
- b. we / have a barbecue
- c. she / not go to school
- d. we / go to the park
- e. he / not watch it
- f. I / not finish everything
- g. you / be cold
- h. we / go skiing

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*)

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

9 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

Get started

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

A	B
<u>b</u> 1. stay	a. a picnic
_____ 2. go on	b. home
_____ 3. hang out	c. classes
_____ 4. take	d. with friends
_____ 5. have	e. vacation

11 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. babysit



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?
- _____ Mexico? That sounds like fun!
- 1 Hey, Chuck. How are you doing?
- _____ We're not going on vacation, so I might just hang out with friends all summer.

Chuck

- _____ I'm well, thanks. What about you?
- _____ What are you going to do?
- _____ That's cool.
- _____ 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: _____

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 . . .*

A: _____

B: *I'm going to . . .*

B: _____

A: _____

A: _____

B: _____

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!



Subject	Monday	Tuesday			Wednesday	Thursday	Friday
English	Grammar— present tense	Grammar— past tense	<input type="radio"/>	<input type="radio"/>	Vocabulary— body parts + illnesses	Grammar— conditional	Grammar— comparatives
Geography			<input type="radio"/>	<input type="radio"/>			
			<input type="radio"/>	<input type="radio"/>			

15 Fill in the chart with your study and homework plans for the week.

Subject	Monday	Tuesday			Wednesday	Thursday	Friday
			<input type="radio"/>	<input type="radio"/>			
			<input type="radio"/>	<input type="radio"/>			
			<input type="radio"/>	<input type="radio"/>			

Skills Development 2

Reading

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.

- | | |
|------------------------------------|-------------------------------------|
| <u>d</u> 1. allowance | a. money saved |
| _____ 2. part-time job | b. get \$20 for work you do |
| _____ 3. savings | c. have a strong body |
| _____ 4. be in good physical shape | d. money to spend |
| _____ 5. babysit | e. saving something |
| _____ 6. make \$20 | f. work done for a few hours a week |
| _____ 7. putting aside | g. take care of somebody's child |

Comprehension

2 Answer the questions in complete sentences.

- How much money does Jose get from his parents each week?
Jose gets \$10 each week.
- Who gets the highest allowance each week?

- What does Jose do on Friday and Saturday nights?

- How often does Alana pay for her gym membership?

- Which teenager babysits?

- What is Kathy saving money for?

- 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?

3 Complete the sentences with the names of the people from the reading. Answers may have more than one name.

- Kathy has a part-time job.
- _____ is a member of the gym.
- _____ might get a summer job.
- _____ are saving money for different things.
- _____ has some money in the bank.
- _____ like going to the movies.
- _____ likes magazines.
- _____ 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	
He/She	was	
You	were	
We	were	
They	were	

Negative statements

I	wasn't	} sick yesterday.
You	weren't	
He/She	wasn't	
You	weren't	
We	weren't	
They	weren't	

Yes/No questions

Were you	} sick yesterday?
Was he/she	
Were you	
Were they	

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*) brought 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.

The simple past Yes/No questions

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, they didn't.
They (study)
studied

for a test.

2. A: Did he walk
to school this
morning?

B: Yes, _____.

3. A: Did you read a story to the children?

B: No, _____. I (take)
_____ them to the park.

4. A: Did I miss the first ten minutes of the show?

B: Yes, _____.

5. A: Did it snow in Boston last week?

B: No, _____. It (rain)
_____.

6. A: Did Bessie like the singers?

B: No, _____. She (say)
_____ they were terrible.

7. A: Did we buy tomatoes at the
supermarket?

B: No, _____. We (buy)
_____ some lettuce.

8. A: Did Domingo go to Clara's birthday
party last weekend?

B: Yes, _____.

9. A: Did you cook dinner?

B: No, _____. I (make)
_____ the dessert afterwards.



The simple past Information questions

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 San Diego last
December.

2. _____
James chose Carmen because she is smart.

3. _____
Tina and Ed studied after school.

4. _____
Kelly and Jack met at the amusement park
yesterday afternoon.

5. _____
I watched Everybody Loves Raymond because
it is very funny.

6. _____
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 did you and your parents go to San Diego?

2. Why _____

3. Who _____

4. When _____

9 Answer the questions you wrote in
Exercise 8.

1. We went to San Diego last December.

2. _____

3. _____

4. _____

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.

Used to

Affirmative statements

I **used to live** in Paris.

You **used to be** my friend.

He/She **used to work** in a bank.

We **used to eat** meat.

They **used to eat** meat.

Yes/No questions

Did you **use to live** in Paris?

Did he/she **use to work** in a bank?

Information questions

Where **did** you **use to live**?

Negative statements

I **didn't use to live** in Paris.

You **didn't use to be** my friend.

He/She **didn't use to work** in a bank.

We **didn't use to eat** meat.

They **didn't use to eat** meat.

Short answers

Yes, I **did**./No, I **didn't**.

Yes, he/she **did**./No, he/she **didn't**.

Answers

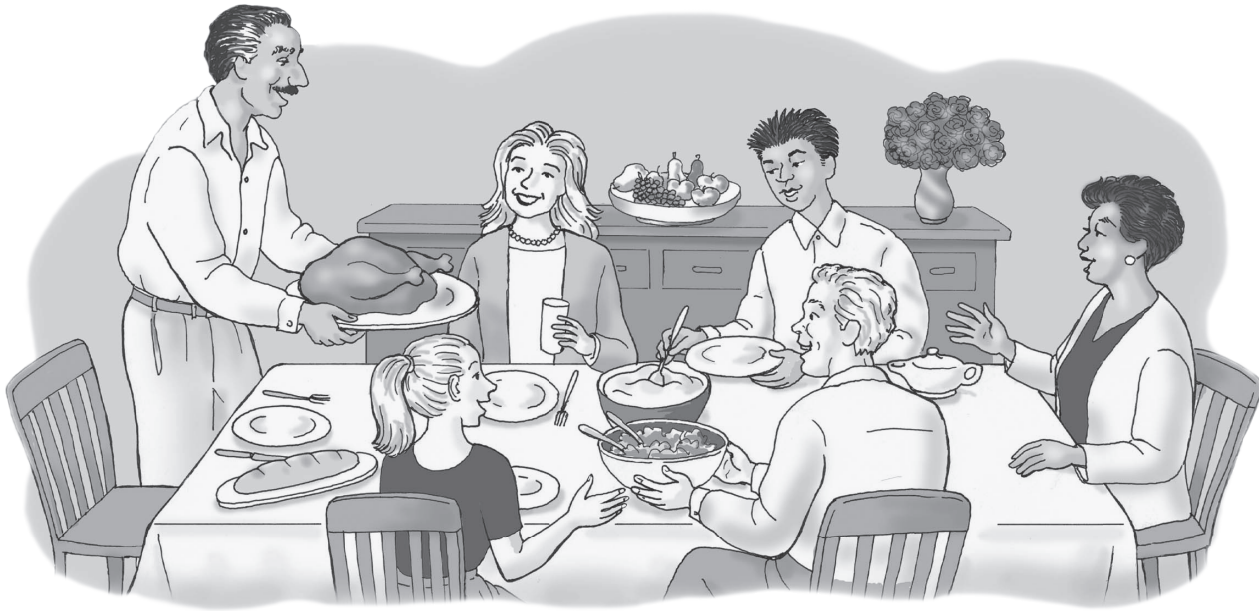
I **used to live** in Paris.

Remember! Use *used to* to talk about situations that are no longer true.

Grammar Practice

Conjunctions: *and*, *but*, *so*

1 Complete the sentences. Circle the correct conjunction.



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.

- 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.
- Han-su caught five fish.
His mother cooked them for dinner.

- It started to rain. We left the park.

- I got an invitation to the dance last night.
I stayed home.

- He wants to go to the movies.
He doesn't have any money.

- She wants to get an A on her test.
She is studying tonight.

- 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 (1) in a tiny apartment in Buffalo. She (*be*) _____ (2) a waitress, and she (*not / make*) _____ (3) 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.

go	live	play	ride
run	study	wear	work

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.



Unit 3

Grammar Highlights

The past continuous

Affirmative statements

I/He/She/It **was running**.

You/We/They **were running**.

Yes/No questions

Was I/he/she/it **running**?

Were you/they/we **running**?

Information questions

What **were** you **doing**?

Negative statements

I/He/She/It **was not (wasn't) running**.

You/We/They **were not (weren't) running**.

Short answers

Yes, I /he/she/it **was**. / No, I/he/she/it **wasn't**.

Yes, you/they/we **were**. / No, you/they/we **weren't**.

Answers

I **was running**.

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 . . .

- I (do) was doing my homework.
- Mom (make) _____ dinner.
- Carlos (use) _____ the computer.
- Kate and Abby (listen) _____ to music.
- It (rain) _____.
- Dan (fix) _____ the camera.
- The neighbors (have) _____ a party.
- You (try) _____ to study.

- 2** Rewrite the sentences from Exercise 1 in the negative.

At seven o'clock last night . . .

- I wasn't doing my homework.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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.

- I was trying to call you (when / *while*) the bus arrived.
- Kathy fell (*when* / *while*) she was carrying a cake.
- Yoko's tooth fell out (*when* / *while*) she was eating chocolate.
- (*When* / *While*) you called me last night, I was talking to John.
- (*When* / *While*) Tania was fixing the computer, her brother watched her.
- (*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.

- I (met / *was meeting*) Pat while I (*walked* / *was walking*) to the park.
- Helen (*read* / *was reading*) when she (*fell* / *was falling*) asleep.
- She (*wore* / *was wearing*) a red dress when I (*saw* / *was seeing*) her.
- While we (*danced* / *were dancing*), I (*stepped* / *was stepping*) on his feet.
- They (*used* / *were using*) the computer when the storm (*started* / *was starting*).
- While we (*talked* / *were talking*), a car (*came by* / *was coming by*) very fast.
- The cat (*jumped* / *was jumping*) on the dog while he (*slept* / *was sleeping*).
- He (*thought* / *was thinking*) about Meg when she (*called* / *was calling*).
- Omar (*swam* / *was swimming*) in the lake when he (*saw* / *was seeing*) the boat.
- 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.



- Graciela (*fall*) *fell* while she (*ride*) *was riding* her bicycle.
- He (*walk*) _____ to his car when he (*lose*) _____ his wallet.
- I (*turn*) _____ the volume down because you (*do*) _____ your homework.
- They (*discuss*) _____ the homework when their teacher (*walk*) _____ in.
- He (*meet*) _____ his girlfriend while he (*work*) _____ at the library.
- Debbie (*jog*) _____ in the park when she (*find*) _____ the necklace.
- While she (*use*) _____ the computer, it (*crash*) _____.
- We (*have*) _____ a party when my parents (*arrive*) _____.
- I (*watch*) _____ my favorite show when you (*call*) _____.
- Brian (*talk*) _____ on the phone when his girlfriend (*come over*) _____.

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

Unit 4

Grammar Highlights

The comparative and superlative forms of adjectives

	Comparative	Superlative
old	older than	the oldest
hot	hotter than	the hottest
pretty	prettier than	the prettiest
famous	more famous than	the most famous
difficult	more difficult than	the most difficult
interesting	more interesting than	the most interesting

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.

Remember!

Here are some rules for forming the comparative and superlative forms:

- For most one-syllable adjectives, add **-er** or **-est**.
hard—**harder**—**hardest**
- For one-syllable adjectives that end in a vowel and a consonant, double the consonant and add **-er** or **-est**.
big—**bigger**—**biggest**
- For adjectives that end in **-y**, change the **-y** to **-i** and add **-er** or **-est**.
funny—**funnier**—**funniest**
- To form the comparative form of some two-syllable adjectives and adjectives with three or more syllables, use **more ... than**.
To form the superlative form, use **the most**.
Roller skating is **more** exciting **than** swimming.
Skiing is **the most** exciting sport of all.

Irregular adjectives

	Comparative	Superlative
good	better than	the best
bad	worse than	the worst
far	farther than	the farthest

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*) funnier 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

4. that suitcase / my backpack / large

5. Su-Mi / Elena / short

6. studying for my test / going to the movies / important

7. a Chevrolet / a Ferrari / cheap

8. the cheese slices / the turkey slices / thin

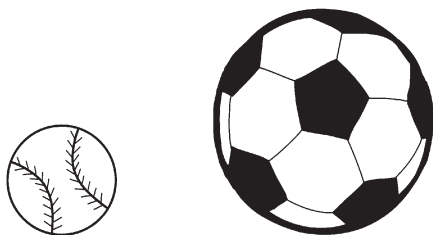
9. these oranges / those apples / sweet

10. the ruler / the pen / long

11. today's homework / yesterday's homework / difficult

12. Orlando, Florida / New York City / hot

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

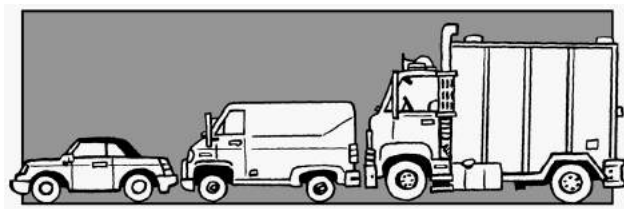
4 Complete the sentences with the superlative form of the adjectives.

- Paco is (*fast*) the fastest swimmer on our team.
- Our last vacation was (*relaxing*) _____ vacation of all.
- This box is (*heavy*) _____ box of all.
- My sister Janet is (*slow*) _____ eater in my family.
- Salad is (*healthy*) _____ item on the menu.
- This video game is (*exciting*) _____ game to play.
- The red chair is (*comfortable*) _____ chair in our house.
- Our blanket is (*soft*) _____ blanket of all.

5 Write sentences using the comparative form of the adjectives.

- (*nervous*) I'm more nervous than you about math tests.
- (*quiet*) _____
- (*beautiful*) _____
- (*dirty*) _____
- (*hot*) _____
- (*dangerous*) _____

- 6** Look at the pictures. Then complete the sentences. Write the comparative or superlative form of the adjective.



- The car is big.
- The van is _____ the car.
- The truck is _____ of all.



- The necklace is cheap.
- The bracelet is _____ the necklace.
- The earrings are _____ of all.



- Elena was lucky.
- Odessa was _____ Elena.
- Brittany was _____ of all.

- 7** Write the comparative or the superlative form of the adjectives.

- Your video camera is (good) better than Roland's.
- Keiko's apartment is (far) _____ my house.
- Lisa's apartment is (far) _____ of all.
- Pedro's handwriting is (bad) _____ yours.

- My handwriting is (bad) _____ of all.
- That amusement park is (large) _____ of all.
- A chicken sandwich is (good) _____ a cheeseburger.
- A big salad is (good) _____ of all the meals.

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

- 8** Write sentences using the cues and (not) as + adjective + as.

- Tina / Rosa / tall (yes)
Tina is as tall as Rosa.
- Finding Nemo / Spiderman / exciting (no)
Finding Nemo is not as exciting as Spiderman.
- the movie / the book / scary (no)

- Picasso / Monet / famous (yes)

- Tom Cruise / Johnny Depp / handsome (no)

- 9** Write sentences with (not) as + adjective + as and the cues. Use an adjective of your choice.

- (skateboarding / surfing) Skateboarding is as exciting as surfing.
- (TV shows / movies) _____
- (cars / bikes) _____
- (the beach / the park) _____
- (baseball / basketball) _____
- (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.

Yes/No questions

Will you **be** home tomorrow?

Will she **be** here for the test?

Remember!

- The base form of the verb follows *will*.
- The contractions of pronouns and *will* are *I'll*, *you'll*, *he'll*, *she'll*, *it'll*, *we'll*, and *they'll*.

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.

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
You
He/She
We
They

} **should take** some aspirin.

Negative statements

I
You
He/She
We
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
You
He/She
We
They

} **must get** some rest.

Negative statements

I
You
He/She
We
They

} **must not go** to work.

Remember!

Use *must/must not* to state rules or express obligations.

Remember!

- 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 / ?

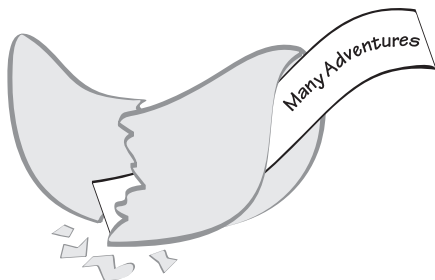
No, _____

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.

become	get	have	keep
meet	start	visit	win



1. You *'ll have* _____ many adventures.
2. Matt _____ an A in English.
3. My friends _____ me after I move to London.
4. Sarah _____ a great guy.
5. Yumiko _____ the lottery.
6. Carl _____ a famous movie director.
7. Elena _____ her friend's secret.
8. The math test _____ 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 _____ clean it.
3. Carlos is always late. He _____ wear a watch.
4. People _____ drive too fast. It's very dangerous.
5. They stayed up all night. They _____ go home and rest.
6. My back hurts. I _____ lift that heavy box.
7. You studied hard. You _____ worry so much about the test.
8. It's midnight. You _____ call your friend's house now.
9. A big storm is coming. We _____ use the computer.
10. It's very hot today. You _____ stay inside the cool house.

6 Complete the sentences with phrases from the box.

shouldn't eat	should send
should exercise	should sleep
shouldn't go out	should take
should get	shouldn't stay up
should see	shouldn't wear

1. Mario's hair is too long.
He should get a haircut.
2. We're going to have a test tomorrow.
We _____ too late.
3. It's very cold outside.
You _____ without your coat.
4. Olga wants to lose weight.
She _____ at the gym.
5. Peter's parents work a lot.
They _____ a vacation.
6. We saw the new Johnny Depp movie.
It was great. You _____ it, too.
7. He's very tired these days.
He _____ more.
8. The children's teeth hurt.
They _____ candy.
9. Tom's birthday is next week.
You _____ him a card.
10. It's cold today.
You _____ shorts.

Must / Must not
for rules and obligations

7 Complete the sentences with *must* or *must not*.

1. You must not use your cell phone in the library.
2. When you enter a new country, you _____ show your passport.
3. Children under four years of age _____ have an adult with them.
4. Please be quiet—you _____ wake the baby.
5. You _____ ride your bicycle in the middle of the street—it's dangerous.
6. Please put that out, sir. You _____ smoke on the plane.
7. Children _____ play in the road.
8. All students _____ attend class.
9. We _____ get 75 percent or better to pass the test.
10. I _____ remember to invite Mark to my party.

Unit 6

Grammar Highlights

May or might for possibility

Affirmative statement

It **may/might rain** tomorrow.

They **may/might watch** TV after dinner.

Negative statement

It **may not/might not rain** tomorrow.

They **may not/might not watch** TV after dinner.

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.

get	go	hang out
not be	not like	snow

- A: What are you doing this evening?
B: I'm not sure. I might go to the movies.
- A: Are you going to the concert tomorrow afternoon?
B: I don't know. I _____ with my friends.
- A: What will the weather be like this weekend?
B: They think it _____.
- A: You don't look very happy about that cake you made.
B: I'm worried that Sara _____ it.
- A: Why isn't Mark answering his phone?
B: It _____ on!
- A: Sam really studied hard for this test, didn't he?
B: Yes, I think he _____ an A.

- 2** Rewrite the sentences using *may (not)* or *might (not)*.

- Perhaps we won't meet again.
We might not meet again.
- There is a chance that they will arrive tomorrow.

- It is possible that I won't be able to help you.

- There's a chance that you are the winner.

- I'm thinking about buying a new car.

- Perhaps you won't want to go to college.

- There's a 50–50 chance that I'll see him tomorrow.

- She's thinking about asking him on a date.

- 3** Complete the sentences. Circle the correct words.

- A: Where are the children?
B: I don't know. They (may / will) be outside.
- A: This backpack is heavy.
B: I (*might* / will) carry it for you.
- A: Is Oscar coming to the party?
B: I'm not sure. He (*may* / will) stay home.
- A: What are your plans for the summer?
B: I don't have any plans. I (*might* / will) find a job.
- A: Can I have my Justin Timberlake CDs back?
B: Sure. I (*may* / will) return them tonight.
- 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: _____⁽¹⁾ Will Tom go surfing with us?
- Michael: Yes, he _____⁽²⁾ will. He _____⁽³⁾ 'll meet us in the morning.
- Kim: _____⁽⁴⁾ he bring his new surfboard?
- Michael: Of course, he _____⁽⁵⁾ bring his new surfboard!
- Kim: _____⁽⁶⁾ Alicia come with us, too?
- Michael: I don't know. She wasn't feeling well last night, so she _____⁽⁷⁾ not come. I _____⁽⁸⁾ 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 _____⁽⁹⁾ not be open tomorrow. You never know.
- Kim: _____⁽¹⁰⁾ the weather be nice?
- Michael: Yes. They said it _____⁽¹¹⁾ be hot and sunny.
- Kim: Great! I _____⁽¹²⁾ 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.

2. _____
3. _____
4. _____
5. _____

First conditional:
If clause + will or may/might

- 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.



7 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*)



8 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.*
2. _____
3. _____
4. _____
5. _____
6. _____



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 is 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 necklece. → 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?

Toast the bread. Spread the butter. → **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.**







This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.