



Level 2

English

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TO OUR STUDENTS

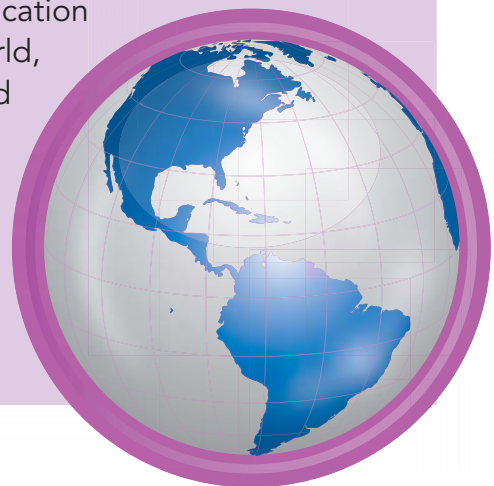
The Ministry of Education aims at providing Ecuador's students with both the foreign language knowledge and the skills needed to succeed in today's globalized world as English is the international language that will allow them to access knowledge and information and that will become an instrument of 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* communication 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



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Scope and Sequence

Unit	Title	Communication	Grammar
Pages 2–5 Let's get started.			
1 Pages 6–13	Can you count?	Ask for permission Talk about abilities (<i>Can I?</i>)	Imperatives <i>Can</i> to talk about abilities
2 Pages 14–20	I always get up at six-thirty.	Talk about daily routines	Sequence words: <i>first, then, after that, next, finally</i> Adverbs of frequency: <i>always, usually, often, sometimes, rarely/seldom, never</i> <i>How often?</i> Positions of frequency adverbs
Page 21 Progress check Units 1 and 2 Test-taking tip: Do easier test items first.			
Page 22 Game 1: Racetrack Page 23 Project 1: A snapshot of a classmate			
3 Pages 24–31	Miami—A great place to be!	Make suggestions Ask and say where places are Talk about leisure activities	Prepositions of location: <i>across from, in front of, behind, between, next to, on the corner of, in, on</i> <i>There is/There are</i> <i>Some</i> and <i>any</i>
Pages 32–33 Wide Angle 1: Teens in Iceland: Hot pots and midnight sun			
4 Pages 34–40	What's Brian doing?	Ask what someone's doing now Describe what's happening right now Talk about a house	Present continuous: <i>be (am/is/are) + verb -ing</i> – Affirmative and negative statements – Yes/No questions – Information questions
Page 41 Progress check Units 3 and 4 Test-taking tip: Work carefully.			
5 Pages 42–49	Did he call her again today?	Talk about past events Express approval and disapproval	Simple past of regular verbs – Affirmative and negative statements – Yes/No questions – Information questions
Page 50 Game 2: Add up the questions Page 51 Project 2: A snapshot of a field trip			
6 Pages 52–58	I really had a great time.	Talk about the past Greet people and say good-bye Talk about occupations	Simple past of <i>be (was/were)</i> – Affirmative and negative statements – Yes/No questions – Information questions Simple past of irregular verbs – Affirmative and negative statements – Yes/No questions – Information questions
Page 59 Progress check Units 5 and 6 Test-taking tip: Review your answers.			
Pages 60–61 Wide Angle 2: Working teens			

iv Scope and Sequence

Vocabulary	Skills	Learn to learn	Pronunciation
Clock times	<i>Reading:</i> Predict missing lines <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about abilities and talents; Ask permission to borrow something <i>Writing:</i> Write commands	Have a <i>can-do</i> attitude	The /æ/ sound in <i>can</i> and <i>can't</i>
Daily routines	<i>Reading:</i> Read for specific information; Study a graph <i>Listening:</i> Listen for specific information and complete a chart <i>Speaking:</i> Talk about routines and activities <i>Writing:</i> Write about your typical day or week	Plan your weekly and daily activities	The pronunciation of -s and -es (simple present, third person)
Places in a town or city Leisure activities	<i>Reading:</i> Read for specific information; Read a map <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about favorite places; Make suggestions <i>Writing:</i> Organize information in a chart	Prepare before a presentation	Intonation in Yes/No questions and short answers
Rooms and parts of a house	<i>Reading:</i> Preview and predict an article <i>Listening:</i> Listen to an interview for specific information <i>Speaking:</i> Talk about favorite places in a house; Ask Yes/No questions about a picture; Ask what someone's doing now <i>Writing:</i> Write messages about weekend plans	Know how to scan an article	Stress on important words
Past time expressions Emoticons and acronyms	<i>Reading:</i> Interpret emoticons and acronyms <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about jealousy; Ask and answer Yes/No questions; Talk about past events <i>Writing:</i> Write a summary using the simple past; Write information questions	Take notes in class	The pronunciation of -d and -ed (simple past)
Some occupations	<i>Reading:</i> Look up the meaning of words in an article <i>Listening:</i> Listen for specific information <i>Speaking:</i> Talk about past activities; Talk about favorite occupations <i>Writing:</i> Write a story using the simple past	Keep a list of words and expressions	The pronunciation of was and were

Summary: In Student Book 1A, Brian Williams, an exchange student from Australia, comes to the United States to live with an American family, the Gibsons, for a summer. The Gibson children—Andy, Liza, and Robbie—and Mrs. Gibson meet Brian at the airport. Liza is immediately attracted to Brian. She tells her best friend, Annie, about Brian

but refuses to have the two meet. Later, Brian meets Joey, Liza’s only cousin.

Busy with Brian, Andy has no time for his girlfriend, Caroline. He forgets her birthday. When he visits Caroline at her house, she is understandably upset. She pretends to be very interested in Brian, which worries Andy.





Liza

Andy

Robbie

Caroline

Let's get started.

Vocabulary

1 Numbers 1–20

A. Listen and repeat the numbers.

1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty
7 seven	14 fourteen	

B. **PAIRS.** Close your book. Take turns counting up to 20.

- A: One.
B: Two.
A: Three.

2 The English alphabet

A. Listen and repeat the alphabet.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

B. **PAIRS.** The English alphabet has five vowels. Write the vowels in the blanks.

C. How many consonants are there? _____

3 Months of the year

A. Listen and repeat the twelve months that make up a year.

January	February	March	April
May	June	July	August
September	October	November	December

2 Let's get started.

B. Write the month of each holiday or event.

- Halloween October
- Valentine's Day _____
- Christmas _____
- New Year's Day _____
- Your birthday _____

4 Days of the week

A. Listen and repeat the days of the week.

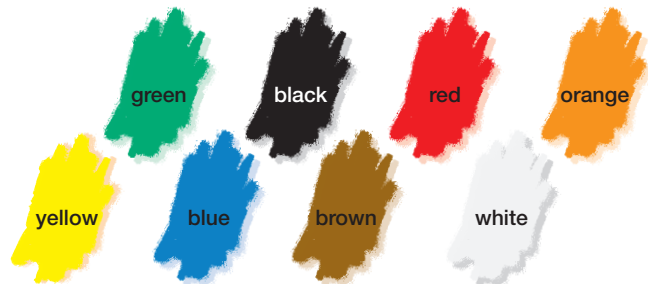
Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

B. A week has five weekdays and a two-day weekend. Look at the calendar and circle the days that make up a weekend.

JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5 Colors

A. Look at the colors.



B. **PAIRS.** What colors do you like? Tell your classmate.

- A: I like yellow and blue. B: I like red.

6 A classroom

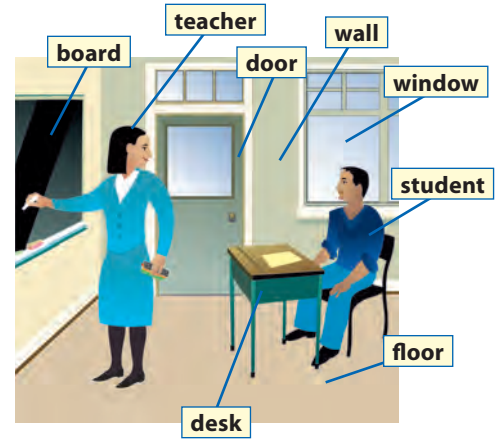
A. Look at the picture and read the labels.

B. **PAIRS.** Take turns. Ask for the colors of these things in your classroom.

board door wall desk

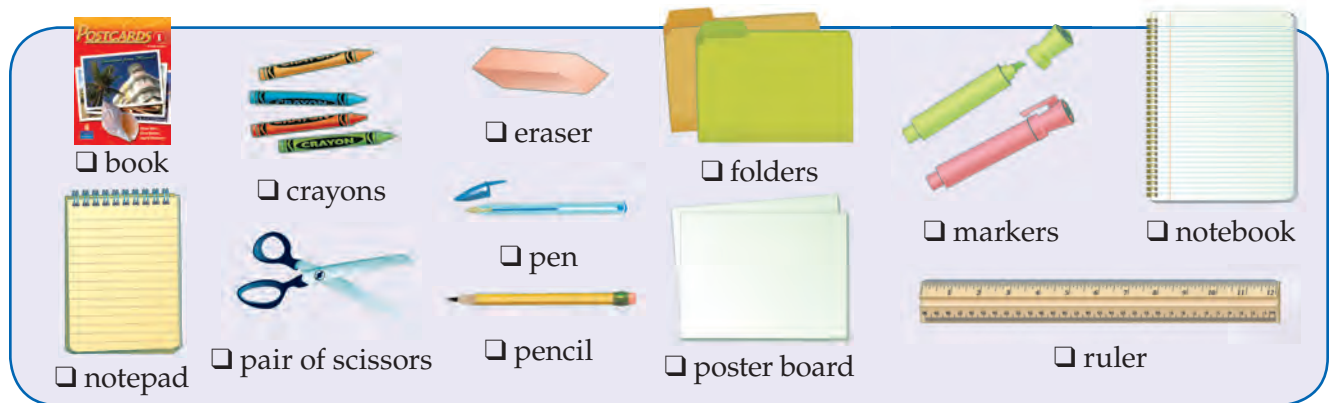
For example:

A: What color is the board? B: Black.



7 Classroom objects

A. Look at the pictures as you listen and repeat the words.



B. Look at the words in Exercise A. Check (✓) the items you have.

8 Classroom commands

A. Look at the pictures and read the commands.



1 Come in.



2 Stand up.



3 Sit down.



4 Open your book.



5 Close your book.



6 Write.



7 Listen.



8 Raise your hand.




9 Exchange work with a classmate.

B. **PAIRS.** Student A, give a command. Student B, do Student A's command. Switch roles.

Let's get started. 3

9 Words for people


A.  Look at the pictures as you listen and repeat the words.

B. Write the name of a member from your family next to each word.

1. baby _____
2. boy _____
3. girl _____
4. teenager _____
5. man _____
6. woman _____



10 Common adjectives

A.  Look at the pictures as you listen and repeat the words.



beautiful



young

handsome



old



small

big



short





tall





B. Think of a famous person. Write three adjectives that describe that person.

Name: _____ Adjectives: _____

11 U.S. money

A.  Listen and repeat the words.

- a penny or one cent = 1¢ 
- a nickel or five cents = 5¢ 
- a dime or ten cents = 10¢ 
- a quarter or twenty-five cents = 25¢ 

- fifty cents = 50¢ 
- a dollar or one dollar = \$1.00 
- five dollars = \$5.00 
- twenty dollars = \$20.00 

B. Write the answers.

1. five pennies = 5¢
2. two dimes and a nickel = _____
3. two quarters = _____
4. two nickels = _____
5. four quarters = _____
6. two ten dollars = _____

4 Let's get started.

Grammar

12 Some parts of speech

A. Look at the examples of the parts of speech in the chart.

Nouns	Pronouns	Adjectives	Verbs	Prepositions	Articles
boy, girl, Australia, book	I, he, it, we, they	beautiful, small, tall	write, listen, read	from, at	a, an, the

B. **PAIRS.** Add two more examples in each column, except under "Articles." (Note: There are only three articles in English.)

13 Punctuation

A. Look at the punctuation.

- . (period)
- ! (exclamation point)
- ? (question mark)
- , (comma)

B. Add the correct punctuation.

A: What's your name

B: My name's Lucia

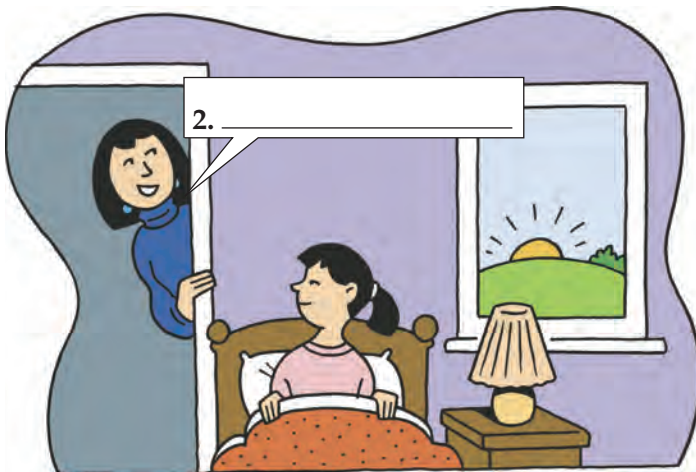
A: That's funny My name's Lucia too

Communication

14 Greetings

10 Listen and repeat the greetings. Write the correct greeting in each balloon.

- Good morning.
- Good afternoon.
- Good evening.



Let's get started. **5**

1

Can you count?

1 Dialogue

11 Cover the dialogue and listen.

Andy: Look who's here! Hi, Joey.

Joey: Is this a bad time to come?

Andy: No, no. It's OK. What time is it?

Joey: One o'clock. Are you guys going out?

Liza: Well, yeah.

Andy: Be quiet, Liza! Don't be rude.

Brian: Joey! It's good to see you!

Joey: Thanks.

Brian: Hey, why's your name Joey?

Joey: It's short for Josephine.

Brian: Oh, cool. Andy, what time does the movie start?

Joey: What movie? Can I come, too?

Liza: Joey, we can't all fit in the car!

Andy: Don't listen to her, Joey.

Liza: Oh, all right. Hurry up.

Learning goals

Communication

Talk about abilities
Ask for permission

Grammar

Imperatives
Can to talk about abilities

Vocabulary

Clock times

2 Comprehension

A. Circle the correct answers.

1. Liza is (*happy* / not happy) to see Joey.
2. Brian (*likes* / *hates*) the name Joey.
3. Joey (*wants* / *doesn't want*) to go to the movies.
4. Andy (*is nice* / *isn't nice*) to Joey.
5. Liza (*is nice* / *isn't nice*) to Joey.

B. 12 Read along as you listen again. Check your answers.



3 Useful expressions

A. 13 Listen and repeat.

- Look who's here!
- Hurry up.
- It's good to see you.
- All right.
- Is this a bad time to come?
- No. It's OK.

B. Complete the dialogues with expressions from Exercise A.

A: Look who's here! Hi, [Joey].
 B: Hi, [Brian]. Are you busy? _____
 A: No, no. It's OK. _____
 B: Nice to see you, too. Are you going out?
 A: Yeah, to the mall. Would you like to come?
 B: All right.
 A: Come on. _____

C. PAIRS. Role-play the conversation in Exercise B. Replace the names with your classmates' names.

4 Vocabulary

Clock times

A. 14 Look at the clock as you listen and repeat.

- | | |
|-----------------------|--------------------------|
| ten o'clock | ten-thirty/half past ten |
| five after ten | twenty-five to eleven |
| ten after ten | twenty to eleven |
| a quarter after ten | a quarter to eleven |
| twenty after ten | ten to eleven |
| twenty-five after ten | five to eleven |



B. PAIRS. Look at the clocks. Take turns asking each other for the time.

For example:

A: What time is it?
 B: It's a quarter after eleven.





GRAMMAR FOCUS

Imperatives

Affirmative

Look who's here!

Negative

Don't look!

Uses of the imperative

Look out! (for exclamations and warnings)

Be quiet! (for orders)

Please **help** me. (for polite requests)

Pull the door, then **lock** it. (for instructions)

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. An affirmative imperative starts with a (verb / noun).
2. (Do / Don't) comes first in a negative imperative.
3. Use the (past tense / base form) of a verb in an imperative.

Practicing grammar

5 Practice

A. Write five affirmative classroom commands. Use a period or an exclamation point (!).

1. Open your books!
2. _____
3. _____
4. _____
5. _____
6. _____

B. Underline the verbs in Exercise A.

C. Rewrite the commands in Exercise A as negative commands.

1. Don't open your books!
2. _____
3. _____
4. _____
5. _____
6. _____

D. **PAIRS.** Student A, give a command from Exercise A. Student B, act out the command. Take turns giving and acting out commands.

6 Practice

GROUPS. Have a competition! Go to page 68.

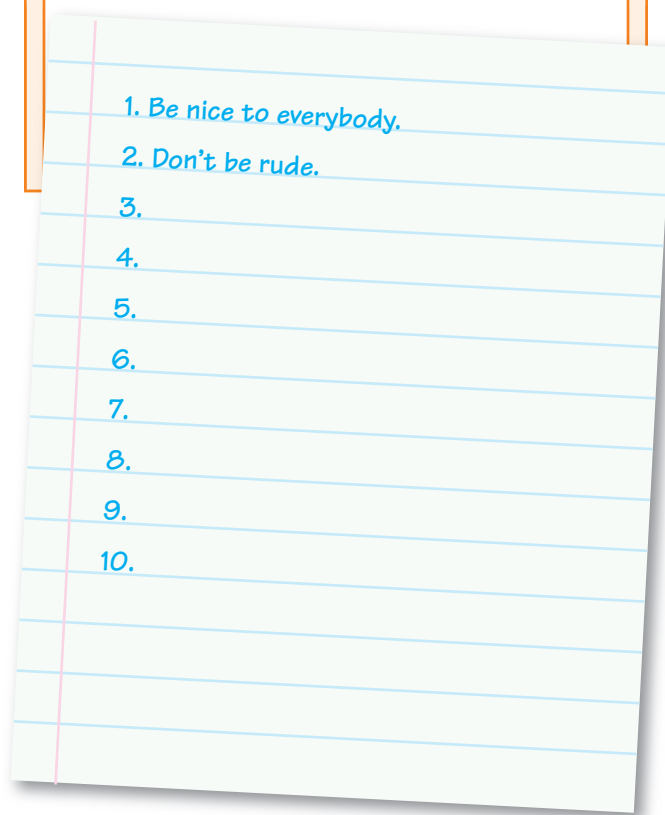


A. **GROUPS.** Talk about school. Discuss these questions: Is your school a friendly place? Do you like being at school? Explain your answer.

Useful language:

- Umm, not really./Maybe.
- Well, it's OK.
- I like/don't like school.
- Because of the homework.
- Because I see my friends at school.
- Because some students aren't nice.
- Yeah.

B. **GROUPS.** Make a list of ten Dos and Don'ts for students and teachers to make your school a better and more enjoyable place. Share your list with the class.



7 Dialogue

15 Cover the dialogue and listen.

- Joey: I'll buy our tickets.
Robbie: Can I go with you, Joey? Please?
Joey: Sure. But first, let's count the money. You can count money, right?
Robbie: Yeah, I can.
Joey: OK. Count this for me.
Robbie: OK. One . . . two . . . twenty . . . thirty . . . forty. Fifty dollars.
Joey: Good. Now, which movie do we want?
Robbie: *Spider-Man, The Final Chapter!*
Joey: Right. So look up there at the movie schedules. Can you find our movie on the list?
Robbie: Yeah. It's at . . . 2:30.
Joey: Good job, Robbie. Now tell the lady what you want.
Robbie: Hello. Five tickets for *Spider-Man* at 2:30, please.
Woman: Here you go. Enjoy the movie.
Robbie: Thanks.

8 Comprehension

A. Write the answers.

1. How much money do they have for the tickets? Fifty dollars.
2. What movie does the group want to see? _____
3. What time does the movie start?

4. How many tickets does Robbie buy?

B. 16 Read along as you listen again. Check your answers.





GRAMMAR FOCUS

Can to talk about abilities

Affirmative statements

I **can speak** English.

Yes/No questions

Can you **speak** English?

Can he **speak** German?

Information questions

What languages **can** you **speak**?

Who **can speak** English?

Contraction

can't → cannot

Negative statements

They **can't speak** English.

Short answers

Yes, I **can**./No, I **can't**.

Yes, he **can**./No, he **can't**.

Answers

We **can speak** Portuguese and English.

I **can speak** English.

Discovering grammar

Look at the grammar chart. Complete the rules.

1. Use _____ + the base form of a verb to talk about abilities.
2. The full form of *can't* is _____.

Practicing grammar

9 Practice

PAIRS. Look at the picture. Take turns. Ask who can do each activity below.

- speak English
- ride a bike
- swim
- sing
- drive
- draw
- dance
- play the guitar
- act
- play soccer
- Rollerblade
- skateboard

For example:

A: Who can speak English?

B: Jim can speak English. Who can sing?



10 Practice

A. **GROUPS.** Play a memory game with four classmates.

For example:

A: I can play the drums.

B: Maria can play the drums. I can ride a bike.

C: Maria can play the drums. Trish can ride a bike. I can dance the samba.

B. Have a representative tell the class what each of your group members can do.

11 Pronunciation

The /æ/ sound in *can* and *can't*

A.  Listen and repeat.

can can't act
rap dance add

A: Can you rap?

B: Yes, I can.

A: Can you dance?

B: No, I can't.

A: Can you act?

B: Yes, I can.

A: Can you add $\frac{1}{2}$ and $\frac{1}{4}$? B: No, I can't.

B.  Listen again. Then practice the conversations.

12 Your turn

A. Find someone who can do these activities by asking, "Can you . . . ?" Write the student's name next to the ability.

1. play the piano _____

2. break-dance _____

3. whistle a tune _____

4. skate _____

5. cook _____

6. sing a song in a foreign language

7. rap _____

8. do the moonwalk _____

9. swim _____

10. do a belly dance _____

B. Share your findings with the class.



Learn to learn

Have a can-do attitude.

Think positively. Say "I can," not "I can't."

A. Think about your English skills. What can you do in English? Check (✓) the boxes.

- I can speak some English.
- I can understand audiotapes in English.
- I can pronounce English words well.
- I can understand simple readings in English.
- I can speak in front of the class.
- I can write simple sentences in English.

B. **PAIRS.** Compare your results. Choose one skill you didn't check. What can you do to help each other improve that skill?

For example:

We can practice speaking English together.

13 Communication

Ask for permission

- You can also use *can* to ask for permission.

A. 19 Listen to the conversation.

Robbie: Can I come in, Liza?

Liza: Sure.

Robbie: [After 5 minutes] Can I play a game on your computer?

Liza: Not right now, Robbie. I'm busy.

B. PAIRS. Student A, ask if you can borrow or use one of your classmate's things. Student B, say *No* because you're using it. Switch roles. This time, Student A, say *Yes*.

14 Practice

A. PAIRS. Compete with another pair. Make a list of questions asking for permission that are commonly used in class.

For example:

Can I erase the board?

B. Compare your list with that of another pair. Who wrote the most questions?



Putting it together *At the amusement park*

A. Before you listen, read the dialogue. Fill in the missing responses.

That was a fun movie! Hey, Brian, can you drive?

Would you like me to ask Dad?

(1) _____
Sorry. Why?

It'd be fun to go to the amusement park tomorrow.

Really? Great! Uh, can I come in for a few minutes?

(2) _____, Joey. It's late, and we're tired.

Oh, OK. Andy, call me tomorrow, OK?

(3) _____

Sunday afternoon

I can't wait to go inside!

Me, too.

Guys, wait! Let's wait for Dad and Robbie.

OK. Wait here. I'll go get the tickets.

It's already one o'clock. Better hurry.

I'll be right back.

That was quick.

There's a problem, guys. The park's closed.

Well, can we go to the zoo instead?

Good idea. Let's tell Dad.

I'm really sorry.

B. Listen to the conversation. Check your answers.

2

I always get up at six-thirty.

1 Reading

21 Read along as you listen to Brian's description of his typical day.

Brian's Typical Day

Every morning, on a school day, my alarm goes off at 6:30. But I usually turn it off and close my eyes again. Of course, it's never easy to go back to sleep after the alarm goes off, so I get up.

I do the same things every day. First, I take a shower and get dressed for school. Then I eat breakfast. After that, I brush my teeth. I sometimes have cereal. But I usually just grab a banana and eat it at the bus stop. My bus leaves at exactly 7:30.

School starts at 8:00. I'm never late for school. Lunch break is at 12:00. On nice days, my friends and I sometimes sit outside. Classes end at 3:00, but I never get home until after 6:00. I am on the track and field team, and I practice after school. After practice, I usually go to the gym.

On Saturdays, my school team often competes with teams from other schools. My dad always watches me when I compete. I'm always tired after a competition, but I don't mind it. I love running.

Sunday is my favorite day. It's usually my lazy day, and I love it.

Learning goals

Communication

Talk about daily routines

Grammar

Sequence words: *first, then, after that, next, finally*

Adverbs of frequency

How often?

Vocabulary

Daily routines





1



2



3



4



5

2 Comprehension

A. Match the sentences with the pictures.

- 5 1. Brian's alarm goes off at 6:30.
 _____ 2. He takes the bus to school.
 _____ 3. School starts at 8:00.
 _____ 4. He has lunch at school.
 _____ 5. On Saturdays, he competes with students from other schools.

B. Answer the questions.

1. What time does Brian get up?
2. What does Brian have for breakfast?
3. What does he do after school?
4. What sport does Brian like?

3 Pronunciation

The pronunciation of *-s* and *-es*

A. 22 Listen and repeat.

/s/	/z/	/ɪz/
eats	goes	watches
wakes	leaves	brushes

B. 23 Listen. Circle the verbs with the /z/ or /ɪz/ sound.

1. Brian wakes up at 6:30. He leaves home at 7:30.
2. He goes to high school. He takes the bus to school.
3. He gets home at 6:30. He watches TV.

C. 24 Listen again and repeat.

4 Vocabulary

Daily routines

- A. Number the activities 1 to 12 according to your routine on school days.
- B. **PAIRS.** Compare your routines.



___ take a shower



___ go to school



1 get up



___ eat or have breakfast



___ eat or have dinner



___ do homework



___ brush my teeth



___ get home from school



___ watch TV



___ comb/brush my hair



___ go to bed



___ get dressed



GRAMMAR FOCUS

Sequence words

First, the alarm rings. **Then** I turn it off. **After that**, I get up.

First, she takes a shower. **Next**, she gets dressed.

Then she has breakfast. **After that**, she brushes her teeth. **Finally**, she leaves the house.

Discovering grammar

Look at the grammar chart. Answer the questions.

- What are some common sequence words?
_____, _____, _____,
_____, _____
- What punctuation can you use after some sequence words? _____

Practicing grammar

5 Practice

Write three more things Brian does after he wakes up on a school day.

- First, Brian takes a shower.* _____
- _____
- _____
- _____

6 Your turn

PAIRS. Tell your classmate three things you do after you wake up on a school day.

For example: First, I take a shower.

7 Communication

Talk about your routines

- A. **25** Listen and read.

A: What do you do on Sundays?

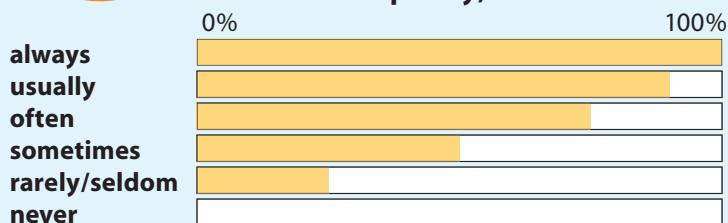
B: Nothing much. First, I check my e-mail. Then I text my friends. After that, I call up my best friend. How about you?

- B. **PAIRS.** Talk about what you do on Sundays.



GRAMMAR FOCUS

Adverbs of frequency; How often?



How often do you arrive late to school?

I'm **always** late for school.

I'm **usually** late for school.

I'm **often** late for school.

I'm **sometimes** late for school.

I'm **rarely/seldom** late for school.

I'm **never** late for school.

Positions of frequency adverbs

With *be*

I'm **sometimes** late for school.

Dana **is never** late for school.

With other verbs

I **sometimes** wake up late.

Carlos **never** wakes up late.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Adverbs of frequency tell (*how well / how often*) an activity is done.
- Never and often are examples of (*adverbs / adjectives*).
- Adverbs of frequency come (*before / after*) a form of the verb *be*.
- They come (*before / after*) all other verbs.

Practicing grammar

8 Practice

Insert the adverbs of frequency in the sentences. Then rewrite the sentences.

- My teacher is ^{always} early. (*always*) My teacher is always early.
- I check my e-mail. (*often*) _____
- Brian is late. (*never*) _____
- We study together. (*sometimes*) _____
- They have lunch together. (*usually*) _____
- My friends are at my house. (*always*) _____
- I am late for school. (*sometimes*) _____

9 Practice

A. Find one student who does each of the activities below. Write his or her name on the line.

For example:

Q: How often do you sing in the shower? OR How often do you arrive late to school?



- usually sings in the shower.

- never arrives late to school

- always does homework

- often gets hungry during class

- usually falls asleep in class

- rarely plays sports

B. Share your findings with the class.

10 Practice

Play a game! Go to page 68.



GROUPS. Talk about how often you do things. Choose from the activities below or use your own ideas.

- dance
- sing in the shower
- call your grandparents
- go to bed early
- help in the kitchen
- walk to school
- go to parties
- speak English outside class
- go to the library
- go shopping on weekends
- go to the movies

Useful language:

- How often do you . . . ?
- Really?
- That's interesting!
- Why not?
- Because . . .
- No way! / Seriously?

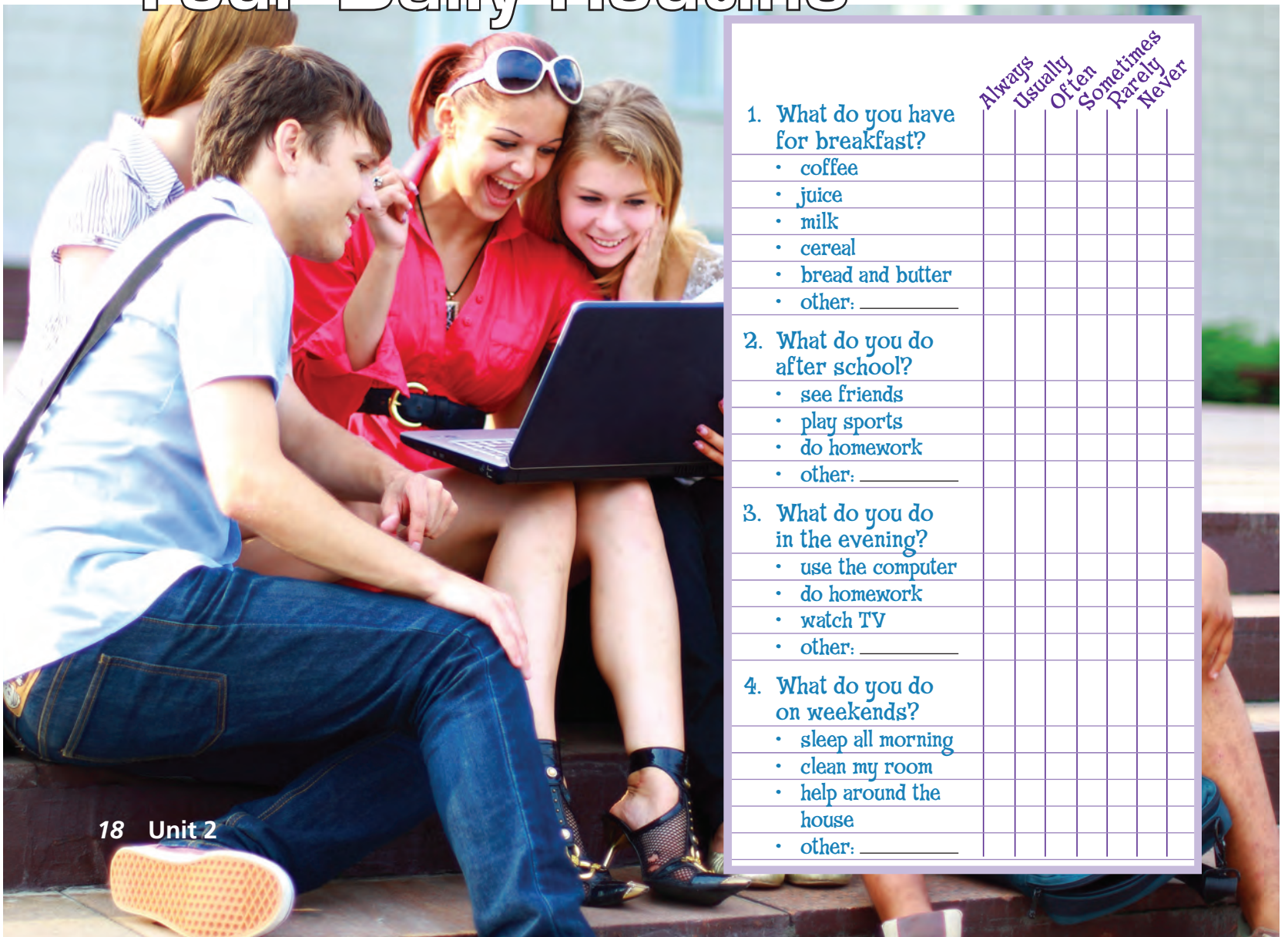
11 Practice

PAIRS. Complete the questionnaire for your classmate by asking questions. Put a check (✓) in the appropriate column.

For example:

- A:** What do you have for breakfast?
B: I always have cereal and milk. I sometimes have bread and butter.
A: Do you have coffee for breakfast?
B: No. I never have coffee.

Your Daily Routine



	Always	Usually	Often	Sometimes	Rarely	Never
1. What do you have for breakfast?						
• coffee						
• juice						
• milk						
• cereal						
• bread and butter						
• other: _____						
2. What do you do after school?						
• see friends						
• play sports						
• do homework						
• other: _____						
3. What do you do in the evening?						
• use the computer						
• do homework						
• watch TV						
• other: _____						
4. What do you do on weekends?						
• sleep all morning						
• clean my room						
• help around the house						
• other: _____						

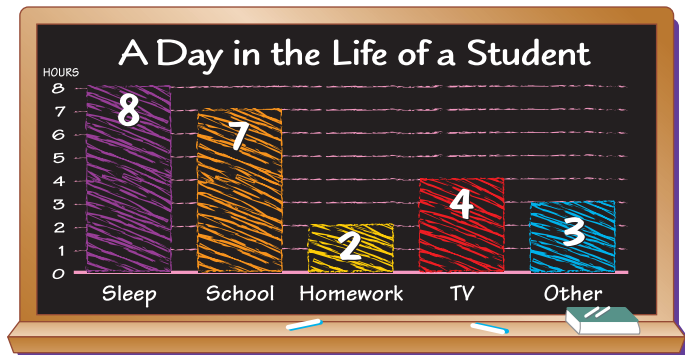
12 Practice

- A. **GROUPS.** First, write your country in the chart. Then write the foods you usually have for breakfast.
- B. Use the Internet to find out what kinds of food people from other countries have for breakfast.
- C. Complete the chart with the information from Exercise B.
- D. **GROUPS.** Discuss the questions.
1. Which countries have similar breakfast foods?
 2. Which breakfast foods do you find unique or interesting?
 3. Which breakfast foods from other countries have you tried? Which ones would you like to try?

COUNTRY	BREAKFAST
_____ Your country	
 Australia	
 Japan	
 Egypt	
 Scotland	
 France	
 Canada	

13 Reading

- A. Study the graph of a teenager's typical day.



- B. Answer the questions.
1. How many hours a day does the student sleep? 8 hours
 2. How many hours a day does the student spend in school? _____
 3. How many hours of homework a day does the student do? _____
 4. How many hours of television a day does the student watch? _____

- C. Create a bar graph of your typical school day.



14 Speaking

- PAIRS.** Compare your bar graph with that of your classmate.

For example:

I sleep eight hours a day. You . . .
 I do two hours of homework a day. You . . .
 I watch three hours of TV a day. You . . .

15 Listening

- A. 26 Listen to Doris describe her typical day. Then complete the chart.

Activity	Time
Gets up	6 A.M.
Bus picks her up	
School starts	
School ends	
Gets home	
Eats dinner	
Goes to bed	

- B. 27 Listen again and complete the sentences.

When Doris gets home, she always does the following:

1. First, she looks for something to eat.
2. Then she _____.
3. After that, she _____.
4. Next, she _____.
5. Finally, she _____.



I am always busy on a school day.

I usually get up at six. First,

16 Writing

What's your typical day or week like? Write about it on the paper on the right.

Learn to learn

Plan your weekly and daily activities.

Planning your activities can help you become more efficient.

Create a personal calendar for next week. Write down all deadlines for homework, quizzes and tests, projects, birthday parties, and other activities you usually do.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Progress check

Units 1 and 2

Test-taking tip: Do easier test items first.
Do the easier test items first so you have more time for the harder items.

Grammar

A. Match the responses with the situations. (1 point each)

1. It's sunny, but the lights are on. c
2. Your friend is at your door. _____
3. Your sister is locking the door, but you need to go back in. _____
4. It's raining outside. Your brother's opening the windows. _____
5. Your classmate is talking loudly during class. _____
 - a. Don't open the windows.
 - b. Be quiet.
 - c. Please turn off the lights.
 - d. Don't lock the door.
 - e. Please come in.

B. Write sentences about what you can and can't do. (3 points each)

1. A language you can or can't speak
I can speak English.
2. An instrument you can or can't play

3. An activity you can or can't do

4. A sport you can or can't play

C. Insert the frequency adverbs. (1 point each)

1. I ^{always} visit my grandparents on Sundays. (*always*)
2. We are home on Saturdays. (*usually*)
3. My dad goes out on Friday evenings. (*rarely*)
4. I watch TV on a school day. (*never*)
5. I am busy on weekends. (*sometimes*)

Vocabulary

D. Write the times in words. (3 points each)

1. 9:45 It's a quarter to ten.
2. 8:50 _____
3. 4:30 _____
4. 12:25 _____
5. 5:00 _____

E. Write three more things you do when you wake up on a school day. (3 points each)

- I brush my teeth.
- _____
- _____
- _____

Communication

F. Answer the question about your routine. Write four more sentences using sequence words. (3 points per sentence)

A: What do you usually do when you get home from school?

- B: First, I have a snack.
- _____
- _____
- _____
- _____

Now I can ...

- talk about abilities.
- ask for permission.
- talk about daily routines.

Game 1 *Race track*

You need:

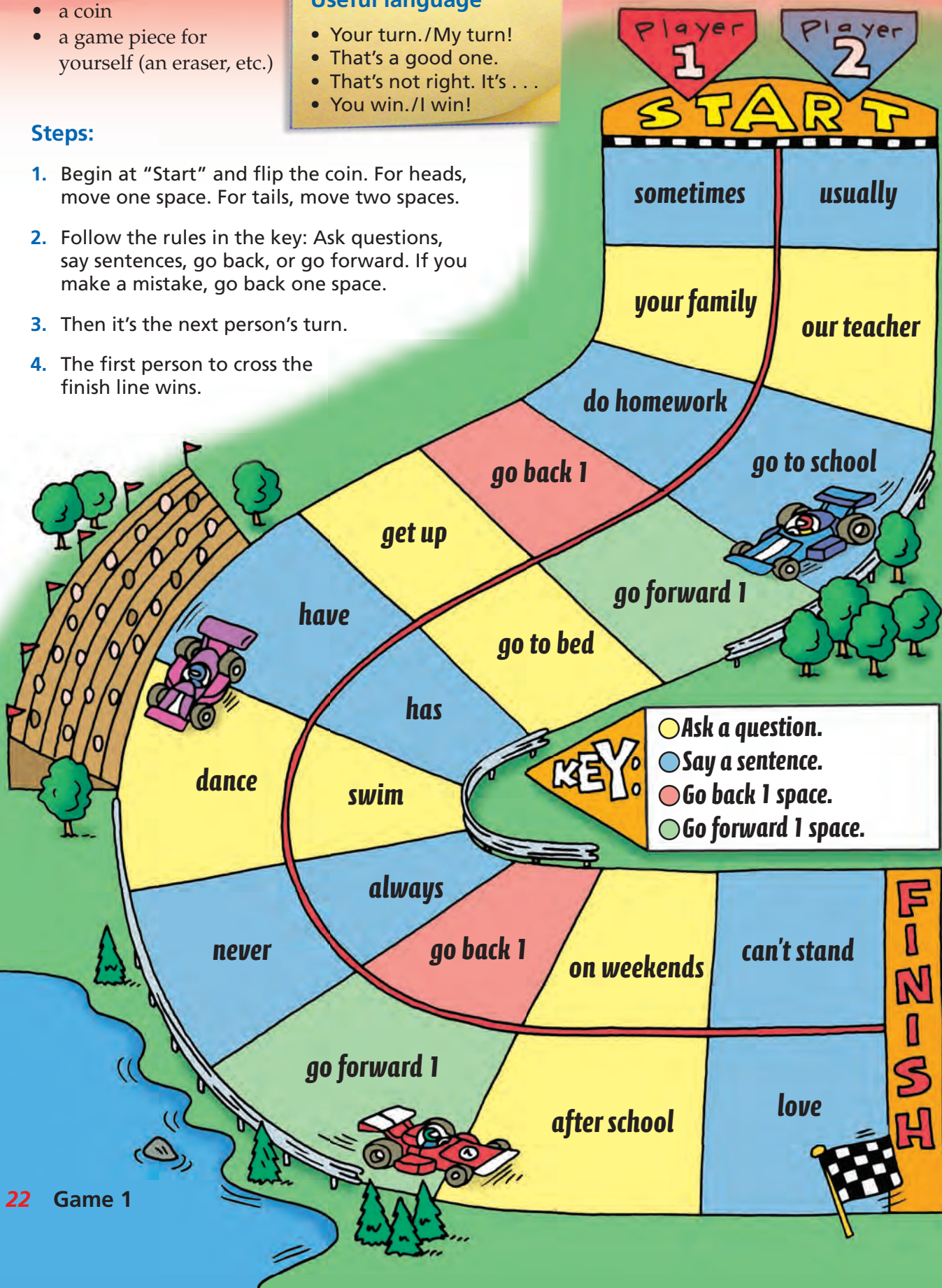
- a coin
- a game piece for yourself (an eraser, etc.)

Useful language

- Your turn./My turn!
- That's a good one.
- That's not right. It's . . .
- You win./I win!

Steps:

1. Begin at "Start" and flip the coin. For heads, move one space. For tails, move two spaces.
2. Follow the rules in the key: Ask questions, say sentences, go back, or go forward. If you make a mistake, go back one space.
3. Then it's the next person's turn.
4. The first person to cross the finish line wins.



Project 1 *A snapshot of a classmate*

Make an oral presentation about a classmate. Interview a classmate about his or her leisure time. Take notes. Then make a presentation. Use the steps below as a guide.

1. Ask a classmate about his or her leisure time. Then find out about his or her favorite leisure activity. Ask information and Yes/No questions to find out as many details as possible.

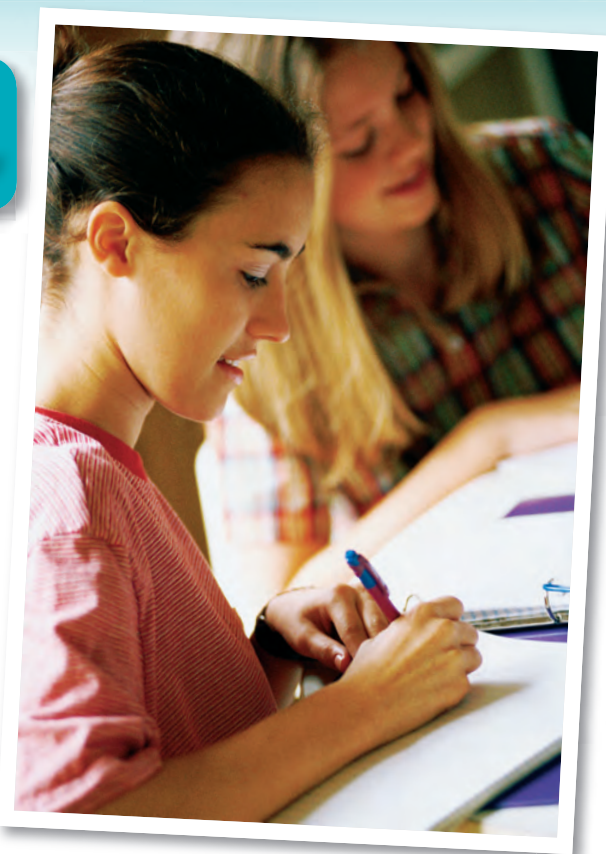
What do you do in your leisure time?
What's your favorite leisure activity?
When do you usually . . . ?
Who do you usually . . . with?
Where do you usually . . . ?
Do you have a favorite (team, TV show, etc)?
Who's your favorite (player, actor, etc.)?
Why do you like (him or her)?
Do you like . . . ?

2. As you interview your classmate, take short notes on note cards.

	<i>• listens to music, watches TV, plays soccer</i>
	<i>• loves soccer</i>
	<i>• usually plays after school, on weekends</i>
	<i>• usually with friends in his neighborhood</i>

3. Study your notes and try to remember the information. Then stand and make an oral presentation to your group or class. Try not to look at your notes. Make eye contact and use gestures to make your presentation interesting.

Victor listens to music, watches TV, and plays soccer in his leisure time. He really loves soccer. He usually plays after school and on weekends. He usually plays with friends in his neighborhood. They always play in a park near his house. His favorite soccer team is . . .



3

Miami—A great place to be!

1 Reading

28 Read along silently as you listen. Underline some of the interesting places and activities in Miami.

Miami, Florida, is a tourist's paradise. It has a tropical climate and sandy white beaches. Miami is home to many Spanish-speaking immigrants. English and Spanish are the major languages spoken there. It is often called the "Gateway to Latin America."

There are many interesting places to visit in Miami. There's the Metrozoo, the Seaquarium, the Planetarium,

the Venetian Pool, and the Vizcaya Museum and Gardens. There are beautiful parks there, too.

South of Miami there's a place called Coconut Grove. If you love shopping or if you enjoy the theater and the arts, Coconut Grove is the place for you. You can go to shows, visit museums, shop at expensive stores, go to dance clubs, or eat at fabulous restaurants.

And, of course, there are some great beaches in Miami, where you can hang out and people-watch, relax in the sun, or go for a swim in the ocean or bay.



Learning goals

Communication

- Make suggestions
- Ask and say where places are
- Talk about leisure activities

Grammar

- Prepositions of location: *across from, in front of, behind, between, next to, on the corner of, in, on*
- There is/There are*
- Some and any*

Vocabulary

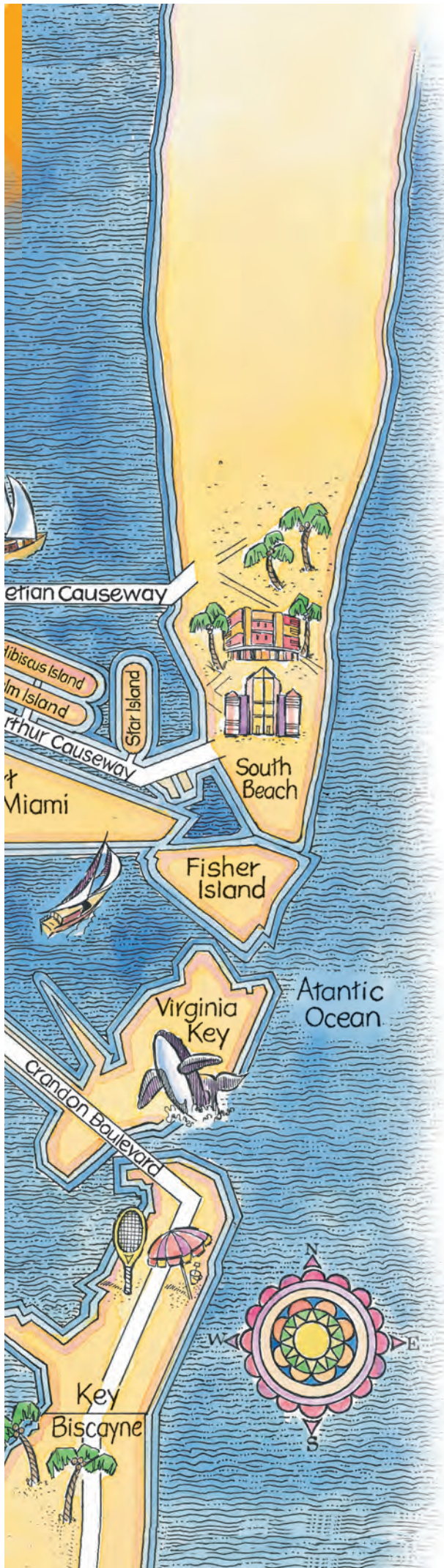
- Places in a town or city
- Leisure activities

Coral Gables



Coconut Grove





2 Comprehension

Write *True* or *False* before each statement.

- _____ 1. Miami is in Florida, U.S.A.
 _____ 2. Spanish and Portuguese are the two major languages in Miami.
 _____ 3. It is usually cold in Miami.
 _____ 4. You can visit a planetarium in Miami.
 _____ 5. Tourists can go to Coconut Grove to shop.
 _____ 6. Miami doesn't have any beaches.

3 Vocabulary

Places in a town or city

A. 29 Listen and repeat.

- bank
- bookstore
- bus stop
- drugstore
- mall
- movie theater
- museum
- post office
- restaurant
- supermarket
- zoo
- park

B. Match the places with their descriptions.

- | | |
|------------------------|--|
| 1. bank <u> b </u> | a. a place with lots of stores and restaurants |
| 2. drugstore _____ | b. a place where you save or borrow money |
| 3. supermarket _____ | c. a place where you buy and eat food |
| 4. museum _____ | d. a place where you buy books |
| 5. post office _____ | e. a place where you watch movies |
| 6. movie theater _____ | f. a place where you buy medicine |
| 7. zoo _____ | g. a place where you wait for buses |
| 8. bookstore _____ | h. a place where you see artwork and other exhibits |
| 9. park _____ | i. a place where you see different kinds of animals |
| 10. restaurant _____ | j. a place where you mail letters and packages |
| 11. mall _____ | k. a place with grass and trees where you can play and relax |
| 12. bus stop _____ | l. a place where you shop for food and things for the house |

4 Practice

Play a word guessing game! Go to page 68.

5 Dialogue

30 Cover the dialogue and listen.

Andy: So where would you like to go today, Brian?

Brian: I'm not sure. Can I look at the map? Venetian Pool . . . Is this just a pool?

Andy: Not really. There are also waterfalls and restaurants there.

Brian: Let's go there! Where is it?

Andy: It's in Coral Gables, between Coral Way and 40th Street.

Liza: And there's also the Seaquarium.

Andy: Oh, yeah. You can see sharks there.

Brian: Awesome! Can we go there today?

Andy: Sure. You can see dolphins there, too. And then we can go to the Planetarium.

Brian: Great! And what about Coconut Grove? What's that?

Andy: It's Liza's favorite place. It's across from Coral Gables.

Liza: It's a shopping place. There are really great restaurants there, too.

Brian: Umm, I think I'll skip Coconut Grove. I hate malls.

6 Comprehension

A. Look at the chart. Write two things that you can find in each place.

Venetian Pool	Coconut Grove	Seaquarium
waterfalls		

B. Write the places Brian wants to visit.

C. 31 Read along as you listen again. Check your answers.

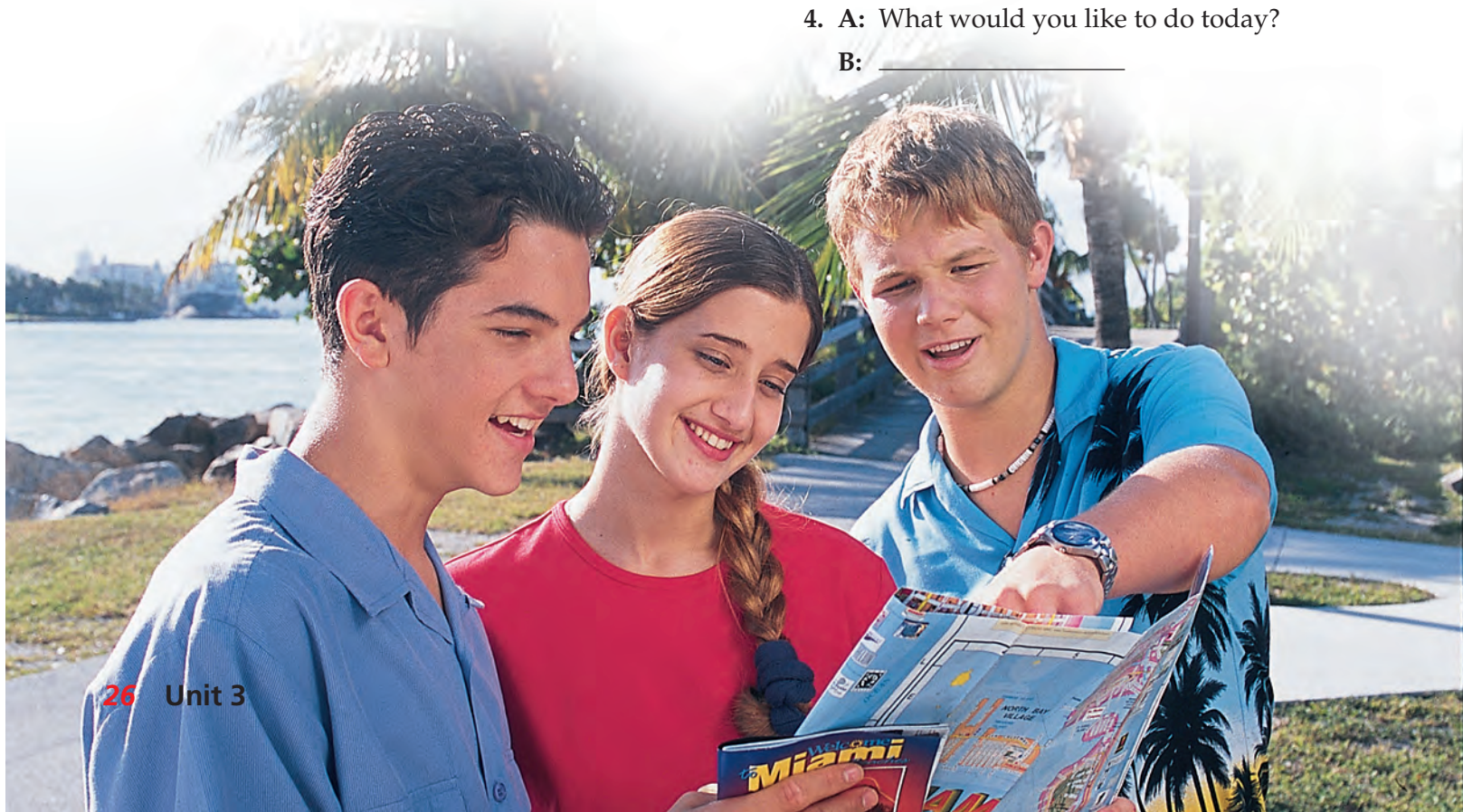
7 Useful expressions

A. 32 Listen and repeat.

- I'm not sure.
- Great!
- Not really.
- Oh, yeah.

B. Write the appropriate responses. Use the expressions in Exercise A.

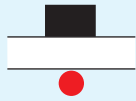
- A: Let's go to the movies.
B: Great!
- A: Do you like Tom Cruise?
B: _____ I prefer Brad Pitt.
- A: It's Mom's birthday today, remember?
B: _____
- A: What would you like to do today?
B: _____



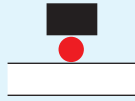


GRAMMAR FOCUS

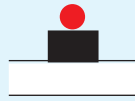
Prepositions of location



across from



in front of



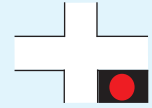
behind



between... and...



next to



on the corner of

The prepositions *in* and *on*

The Venetian Pool is **in** Coral Gables.

I live **in** New York City.

My house is **on** Fifth Street.

Discovering grammar

Look at the pictures in the grammar chart. Circle the correct answers.

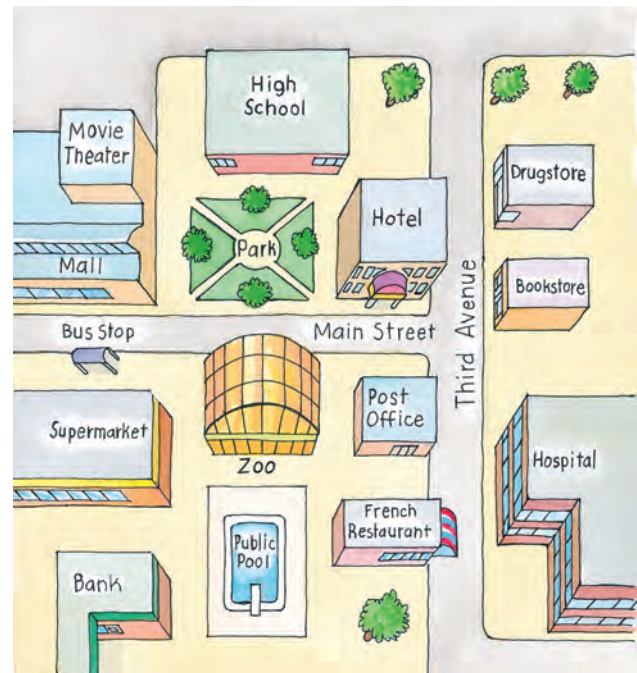
1. (*Across from* / *In front of*) means "on the other side."
2. (*Between* / *Behind*) means "at the back of something."
3. (*Between* / *Next to*) means "in the middle of two things."
4. (*On the corner of* / *In front of*) is the point where two streets meet.
5. Use (*in* / *on*) with the name of a street.
6. Use (*in* / *on*) with the name of a place.

Practicing grammar

8 Practice

Look at the map. Complete the sentences with prepositions of location from the grammar chart.

1. The post office is on the corner of Main Street and Third Avenue.
2. The park is _____ the mall and the hotel.
3. The zoo is _____ Main Street.
4. The bus stop is _____ the supermarket.
5. The bookstore is _____ to the drugstore.
6. The bank is _____ the supermarket.



9 Practice

PAIRS. Look at the map again. Take turns. Ask where each place on the map is.

For example:

- A: Where's the pool?
B: It's behind the zoo.



GRAMMAR FOCUS

There is/There are

Affirmative statements

There's a mall next to the park.

There are some good restaurants in Miami.

Negative statements

There isn't a mall in my town.

There aren't any good restaurants around my school.

Yes/No questions

Is there a Portuguese restaurant in Miami?

Are there any electronic stores in this mall?

Short answers

Yes, **there is**. / No, **there isn't**.

Yes, **there are**. / No, **there aren't**.

Contraction

There's = There is

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use a (*singular / plural*) noun after *there is*.
2. Use a (*singular / plural*) noun after *there are*.
3. Use (*some / any*) after *there aren't*.
4. Use (*some / any*) after *are there*.

Practicing grammar

10 Practice

A. Look at the map. Write sentences using the following:

- *There is, There are, There isn't any, There aren't any*
- the vocabulary in Exercise 3
- prepositions of location

1. *There aren't any banks on the map.*
2. *There's a zoo across from the YMCA.*
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. **PAIRS.** Give your sentences to another student and have him or her check them. Who has the most correct sentences?

11 Practice

A. Look at the map carefully. Try to remember the places on it.

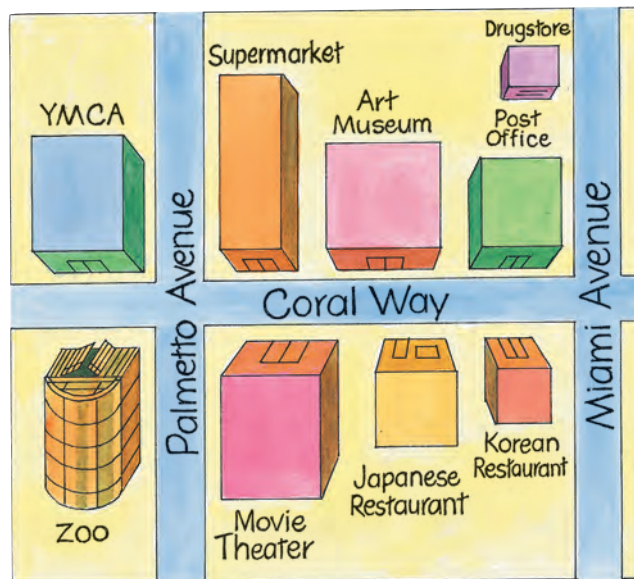
B. **PAIRS.** Take turns. Student A, look at your map and ask Student B three *Yes/No* questions about the places on the map. Student B, close your book and answer Student A's questions. Keep score of the correct guesses.

For example:

A: Is there a mall on the map?

B: Umm . . . Yes, there is!

A: No, there isn't. Next question. Are there . . . ?



12 Pronunciation

Intonation in Yes/No questions and short answers

- A. 33 Listen to the questions and answers. Notice how the voice falls on the last word in the short answers.

Questions

A: Is there a mall in this area?

A: Is there a hotel near the mall?

A: Are there any restaurants near your house?

A: Are there any stores in your neighborhood?

Answers

B: Yes, there is.

B: No, there isn't.

B: Yes, there are.

B: No, there aren't.

- B. 34 Listen again. Then role-play the conversations.

Learn to learn

Prepare before a presentation.

Prepare for speaking activities by writing down some of the things you want to say or ask.

GROUPS. Prepare for part B of Exercise 13 by writing down some of the things you want to say in your presentation. Prepare for part C by writing down some questions.

- C. **CLASS.** Ask the town planners questions about their plans for the town. Ask *Yes/No* and *Where* questions. Give comments about the plans.

For example:

Student 1: Is there a . . . ?

Presenter: No, there isn't a . . ./there aren't any . . .

Student 1: Why not?

Student 2: Excuse me. I think the public pool is very small.

- D. Vote on the plan that you like best. Explain your choice.

13 Your turn

- A. **GROUPS.** Pretend you're town planners. Your government asks you to plan a new area in your town for teenagers. Follow these instructions:

1. Discuss the places you want to include in your town.
2. Make a sketch of your plan on a big piece of paper. Make your plans colorful and fun.
3. Name your town.

- B. **GROUPS.** Present your town plans to the whole class. Use *There is*, *There are*, and prepositions of location in your presentation.



GROUPS. Talk about a favorite vacation place or a favorite place in your town or city. Ask your classmates about their favorite place. Find out where it is and what you can do and see there.

Useful language:

- What's your favorite . . . ?
- What can you do there?
- My favorite place is . . .
- I love it!
- It's awesome there.
- It's in/on . . . (*location*)
- There's/There are . . .
- Let's go there. (*Suggest when to go.*)

14 Vocabulary

Leisure activities

A. Label the pictures with the following:

- | | |
|-----------------------|--------------------|
| eat out | go to a party |
| go shopping | visit grandparents |
| hang out with friends | watch a DVD |

B. Look at Exercise A. Put three checks (✓✓✓) next to the activities you *always* do on weekends; two checks (✓✓) next to the ones you *sometimes* or *often* do on weekends; and an X next to the ones you *never* do on weekends.

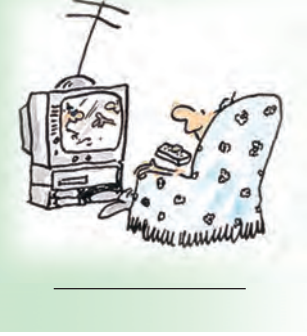
C. **PAIRS.** Talk about your weekend activities.

For example:

- A: What do you usually do on weekends?
 B: Well, I usually go out with my parents.
 How about you?
 A: I sometimes visit my grandparents.



go shopping



15 Communication

Make suggestions

A. 35 Listen to the conversation.

- A: Would you like to go to the movies this weekend?
 B: Sorry. I can't. I don't have any money.
 A: Oh, OK. Let's watch a DVD at my house then.
 B: Good idea!

B. **PAIRS.** Invite your classmate to do any of the activities in Exercise 14A.

16 Listening

A. 36 Look at the ads as you listen to the conversation. Where do the kids want to go? Circle the ad.

B. 37 Listen again. Circle the events, people, and places mom and the kids talk about.

- | | |
|------------------------|--------------------------|
| an outdoor movie | Seaquarium |
| Rolling Stones concert | Vincent van Gogh exhibit |
| Shakespeare festival | Black Eyed Peas concert |
| Picasso exhibit | |
| Planetarium | |



Putting it together *A skateboard contest*

A. 38 Look at the pictures and read the conversations. Guess what Andy is saying to Liza and Annie. Write the missing lines. Then listen and see if you guessed correctly.



B. **CLASS.** Discuss the questions.

1. Is Caroline upset with Andy? If so, why?
2. What's Andy's explanation?
3. Is Andy a good boyfriend? Explain your answer.



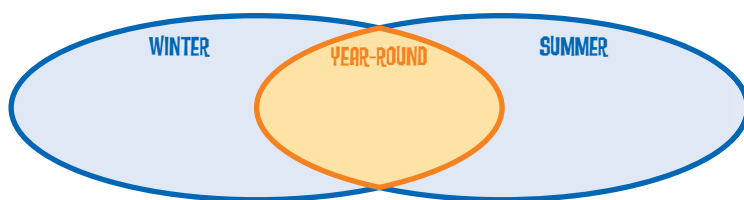
Wide Angle on the world

1 Reading

Reading skill: Reading with a purpose

Before you read, decide what information you will look for.

- A. Read the interview for the things that Halldóra says teens do in their leisure time. Underline them.
- B. Fill in the Venn diagram with the things Halldóra says teens do in the winter, year-round, and in the summer.



2 Listening

39 Listen to an interview with Josh Jones, a teen from New York City. Underline the things Josh says teens do in the winter. Circle the things he says teens do in the summer. Circle and underline the things teens do year-round.

go skiing
 go to the gym
 go shopping
 go to dance clubs
 go swimming
 go to museums

go out to eat
 go ice skating
 go to movies
 hang out in the park
 have picnics
 go skateboarding

3 Writing

In your notebook, draw a Venn diagram. List the things teens in your city do for fun in the winter, year-round, and in the summer.

4 Speaking

PAIRS. With your partner, discuss the following questions:

1. What do you do for fun in the winter?
2. What do you do for fun in the summer?
3. What do you do for fun year-round?





Teens in Iceland: Hot Pots and Midnight Sun



Teens participate in similar leisure activities all over the world. But each town and country offers some special activities. An interviewer is talking to Halldóra Jónsdóttir, a seventh grader in Reykjavik, Iceland.

Q: What's there to do in Reykjavik, Halldóra?

A: There are lots of things to do, but it depends on the season. We're very far north, and in the winter we get just four hours of sunlight a day.

Q: What do teenagers do for fun in the winter?

A: Well, we do a lot of indoor activities—we read, we watch TV, we go bowling. And we spend a lot of time at the Youth Center. We meet friends there, listen to music, and just hang out.

Q: Do you do any outdoor activities in the winter?

A: Yes, we ski and skate—the ski slopes and skating rinks have lights. And we swim in the hot pots!

Q: Hots pots?!

A: Yes, hot water swimming pools that are outdoors. Reykjavik has a lot of hot springs, and we use the hot water to generate energy. After that, the water goes to heat our homes, and it also goes into hot water pools. So we can swim outside year-round—even when it's snowing. In Reykjavik, there is a famous pool called the Blue Lagoon. The white mud in the pool is very good for your skin.

Q: What's summer like in Reykjavik? Do you mostly stay indoors?

A: No way! In the summer, we have the midnight sun. We get sunlight for 18 hours a day and the sun never really sets. So we spend a lot of time outdoors! We go hiking and camping, and stay up very late!



Wide Angle 1 33

4

What's Brian doing?

1 Dialogue

40 Cover the dialogue and listen.

- Liza: Where's Brian?
Andy: He's upstairs in the bedroom.
Liza: What's he doing? Is he reading?
Andy: No, he isn't. He's writing an e-mail.
Liza: Who's he writing to? Is he e-mailing his parents?
Andy: I don't know, Liza. Stop bothering me. I'm watching TV.
Liza: I'm just asking you questions.
Andy: I know, but you're bothering me.
Liza: Gee, Andy. You're grumpy today. I'm out of here.

Learning goals

Communication

Ask what someone's doing now
Describe what's happening right now
Talk about a house

Grammar

The present continuous: *be (am/is/are) + verb -ing*

Vocabulary

Rooms and parts of a house

2 Comprehension

A. Cross out the wrong information in each sentence. Then correct it.

1. Liza is asking about ~~Robbie~~. *Brian*
2. Andy doesn't know where Brian is.
3. Brian is reading.
4. Andy wants to talk to Liza.
5. Liza says Andy is nice.

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



3 Useful expressions

42 Listen and repeat. Match the expressions with similar meanings.

- | | |
|-----------------------------|-------------------------------------|
| 1. I don't know. <u>b</u> | a. I'm leaving right now. |
| 2. Stop bothering me. _____ | b. I have no idea. |
| 3. You're grumpy. _____ | c. Don't ask me a lot of questions. |
| 4. I'm out of here. _____ | d. You're in a bad mood. |

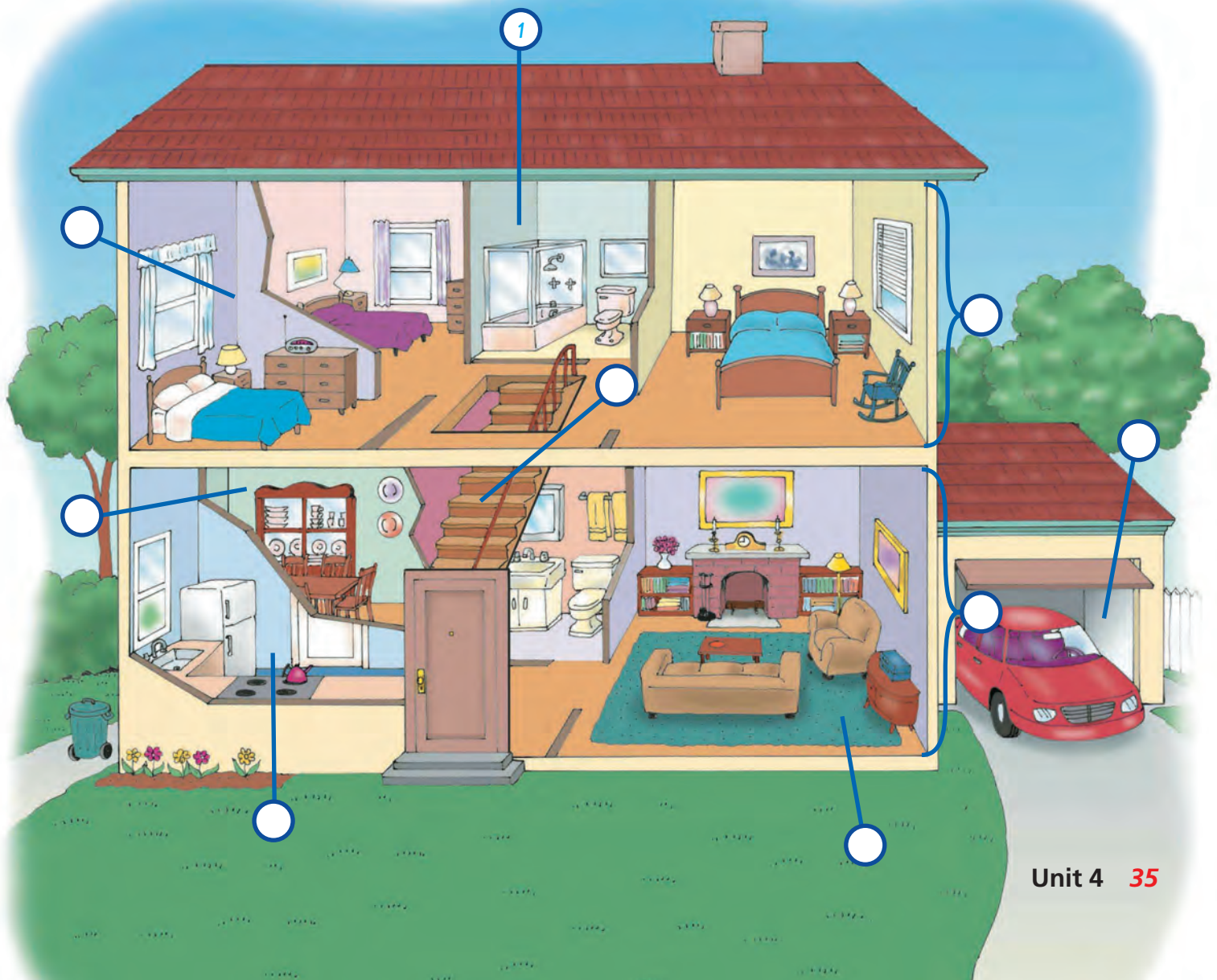
4 Vocabulary

Rooms and parts of a house

A. 43 Listen and repeat.

- | | | |
|----------------|----------------|---------------|
| 1. bathroom | 4. garage | 7. stairs |
| 2. bedroom | 5. kitchen | 8. downstairs |
| 3. dining room | 6. living room | 9. upstairs |

B. Label the parts of the house. Use the numbers in Exercise A as your labels.



PAIRS. Talk about your favorite place in your house.

Useful language:

- What's your favorite place in your house?
- Why is it your favorite?
- What's in that room?
- Sounds awesome/cool.
- Me, too!
- No way!
- Really?



GRAMMAR FOCUS

The present continuous:
be (am/is/are) + verb -ing

Affirmative statements	Negative statements
I'm	I'm not
You're	You're not
He's	He's not
She's	She's not
studying.	playing.
You're	You're not
We're	We're not
They're	They're not
studying.	playing.

Spelling of -ing verbs

listen—listening
smile—smiling

play—playing
sit—sitting

Discovering grammar

Look at the grammar chart. Complete the rules.

- Use _____ + verb *-ing* with *I*.
a. am b. is c. are
- Use _____ + verb *-ing* with *He, She,* and *It*.
a. am b. is c. are
- Use _____ + verb *-ing* with *We, You,* and *They*.
a. am b. is c. are

Practicing grammar

5 Practice

Write the *-ing* forms. Follow the patterns.

Group 1: Add *-ing*.

- play → playing
- study → _____
- fix → _____
- show → _____

Group 2: Drop the *-e*.

- write → writing
- use → _____
- leave → _____
- make → _____

Group 3: Double the consonant.

- plan → planning
- run → _____
- shop → _____
- get → _____

6 Practice

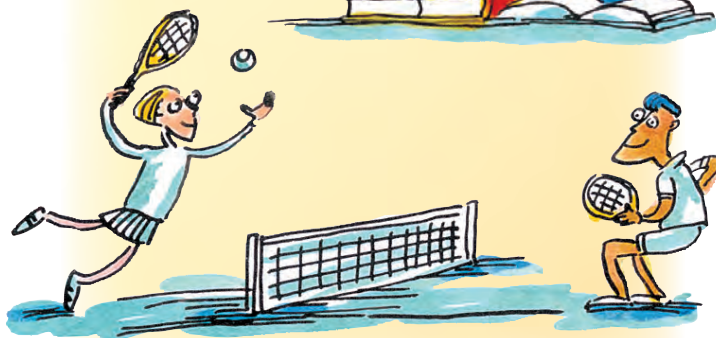
Complete the sentences with the present continuous form of the verbs in parentheses.

- Liza and Andy are talking. (*talk*)
- Andy _____ TV. (*watch*)
- Liza _____ Andy questions. (*ask*)
- Andy _____ annoyed. (*get*)
- Brian _____ in front of the computer. (*sit*)
- He _____. (*not read*)
- He _____ to his parents. (*write*)

7 Practice

What are the people in the pictures doing?

- she/use her computer _____
- he/take a shower _____
- she/do homework _____
- they/play tennis _____



8 Practice

A. Complete Brian's e-mail with the present continuous form of the verbs in parentheses. Use contractions where possible.

B. Make two sentences. In the first sentence, correct the wrong information. In the second sentence, give the correct information.

1. Brian is sharing Robbie's bedroom.

Brian isn't sharing Robbie's bedroom.

He's sharing Andy's bedroom.

2. Mr. and Mrs. Gibson are working in the garden.

3. Robbie is helping Andy with dinner.

4. Andy and Liza are helping their parents.

5. Brian is doing his homework.

Hi, Mom and Dad. How's everything at home? (1. *I/have*) I'm having a wonderful time here. (2. *I/enjoy*) _____ Miami a lot. It's a great place! Are you planning to visit me? You could stay at the Gibsons' house during your visit.

The house has four bedrooms. (3. *I/share*) _____ Andy's bedroom. Andy and I are great friends. He lets me use his things, including his computer. (4. *I/use*) _____ his computer right now.

It's almost dinnertime here. (5. *Mr. and Mrs. Gibson/prepare*) _____ dinner. (6. *Robbie/help*) _____ his parents. (7. *Andy and Liza/watch*) _____ TV in the living room. I know, Mom. You're wondering why (8. *we/not help*) _____ with dinner. Well, Andy, Liza, and I always do the dishes afterwards.

I'm attaching a picture of me. (9. *I/stand*) _____ in front of the Gibson's house. Looks great, right? I mean the house, not me.





GRAMMAR FOCUS

The present continuous tense: *be (am/is/are) + verb -ing*

Yes/No questions

Am I	} studying?
Are you	
Is he	
Is she	

Affirmative answers

Yes, you **are**.
 Yes, I **am**.
 Yes, he **is**.
 Yes, she **is**.

Negative answers

No, you **'re not**. / No, you **aren't**.
 No, I **'m not**.
 No, he **'s not**. / No, he **isn't**.
 No, she **'s not**. / No, she **isn't**.

Are you	} studying?
Are we	
Are they	

Yes, we **are**.
 Yes, we/you **are**.
 Yes, they **are**.

No, we **'re not**. / No, we **aren't**.
 No, we **'re/you're not**. / No, we/you **aren't**.
 No, they **'re not**. / No, they **aren't**.

Information questions

What **are** you **doing**?
 What **'s** she/he **doing**?
 What **are** they **doing**?

Short answers

Studying.
 Watching TV.
 Doing homework.

Long answers

I **'m studying**.
 She **'s/He's watching** TV.
 They **'re doing** homework.

Discovering grammar

Look at the grammar chart. Answer the questions.

1. What comes first in present continuous Yes/No questions? _____

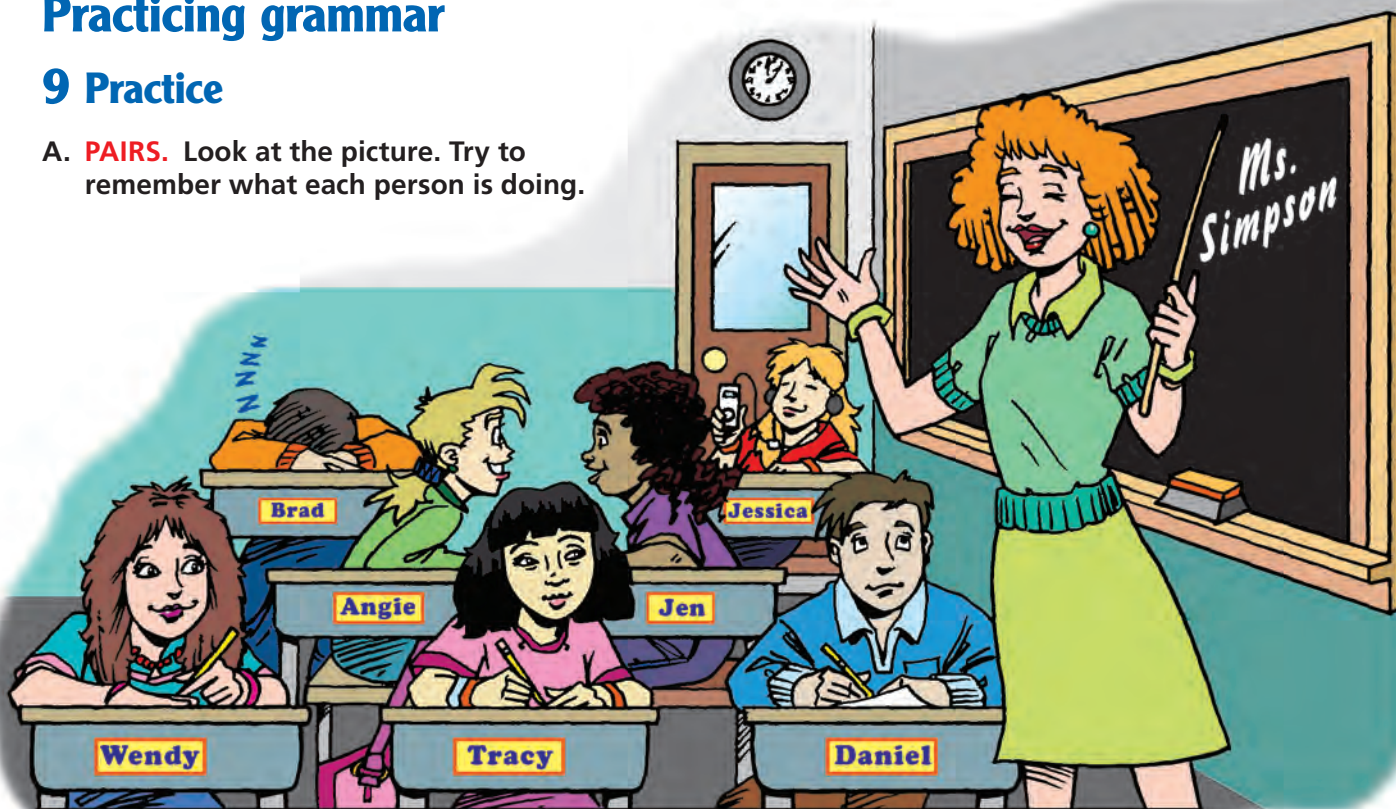
2. What comes first in present continuous information questions? _____

3. Can you contract *am + not*? _____

Practicing grammar

9 Practice

A. **PAIRS**. Look at the picture. Try to remember what each person is doing.



- B. PAIRS.** Student A, close your book. Student B, ask Yes/No questions about the picture. Use the cues. Then switch roles.

For example:

A: Is Ms. Simpson singing?

B: No, she's not.

A: What's she doing?

B: She's teaching.

1. Wendy, Tracy, and Daniel / take notes
2. Brad / listen to Mrs. Simpson
3. Jen and Angie / play
4. Jessica / talk on her cell phone

10 Your turn

- PAIRS.** Take turns. Ask what three people around you are doing.

For example:

A: What's Dylan doing?

B: He's reading a text message. How about . . . ?

A: They're talking.

11 Practice

Have a competition! Go to page 69.

12 Pronunciation

Stress on important words

- A. **44** Listen and repeat.

A: What are you doing?

B: I'm studying.

A: What are they doing?

B: They're doing their homework.

- B. **PAIRS.** Practice the conversations.

13 Communication

Ask what someone's doing now

- A. **45** Listen to the conversation.

Liza: Hello.

Annie: Hi, Liza. What are you doing right now?

Liza: Watching TV in my room. Why?

Annie: I'm bored. Are Brian and Andy doing anything?

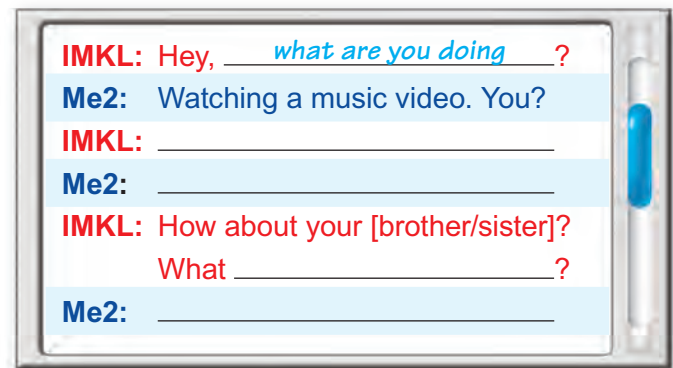
Liza: No. Would you like to come over?

Annie: OK.

- B. **PAIRS.** Role-play. Imagine you are at home after school. Have a phone conversation like the one in Exercise A.

14 Writing

PAIRS. It's the weekend. Write instant messages between you and a classmate. Talk about what you're doing and what's going on.



15 Listening

- A. **46** Listen to the interview. Circle the two new inventions the scientists are working on to help the environment.

- a. a robot that cleans your room
- b. a robot that makes clothes
- c. a robot that eats garbage
- d. a machine that cooks your meals
- e. a machine that washes dishes without water

- B. Which of these things are important to George Getty? Circle the letters.

- a. the environment
- b. making a lot of money
- c. saving energy
- d. making beautiful machines
- e. saving water
- f. stopping pollution


Learn to learn

Know how to scan an article.

When you scan an article, you read very quickly and look only for the information you need.

- A. You have 30 seconds. Scan the article "Intelligent Homes of the Future." Circle the rooms of the house in the article.
- B. **PAIRS.** Compare your results with a classmate.

16 Reading

- A. Look at the title and the pictures in the article below. What do you expect to read about? Circle all that apply.
- a. a family with intelligent children
 - b. a beautifully decorated home
 - c. a high-tech home
 - d. high-tech appliances
 - e. the high cost of houses
 - f. life in the United States
- B.  Read along silently as you listen.

INTELLIGENT HOMES OF THE FUTURE

In a futuristic home lab in the United States, this is what's happening: A man is walking toward his house. As he is walking toward the door, it opens by itself. He walks into the living room; the lights turn on and his favorite song starts to play. In the garage, one of his cars is making an appointment with the mechanic. The man goes to the kitchen and stops in front of the refrigerator. It is printing out a shopping list. Science fiction? No. Everything is real! In this home lab, engineers are developing intelligent refrigerators, lamps, TV sets, and cars.



Some homeowners are already testing these intelligent appliances. In Virginia, some residents can check that the doors are locked from

their offices. In Boston, some homeowners are using intelligent ovens. They put food in the oven before going to bed. Then they program the oven to refrigerate and cook the food for the next day.

In the future, an intelligent house can turn up the heat in the bedroom fifteen minutes before the homeowner wakes up, turn on the bedroom light when the alarm clock sounds, and turn on the coffee maker. The house can also display the news on the video screen in the bathroom and turn on the shower. The bathroom scale is very intelligent, too. If the homeowner is putting on weight, it can change the homeowner's menu. Now that's pretty cool.



17 Comprehension

1. Write what each of these things in the futuristic home lab can do.
- a. the door It can open by itself.
 - b. the refrigerator _____
 - c. the car _____
 - d. the oven _____
2. In the future, what can a bathroom scale do?

18 Speaking

PAIRS. Close your books and see how much you can remember. Answer this question: What can an intelligent home do?

For example:

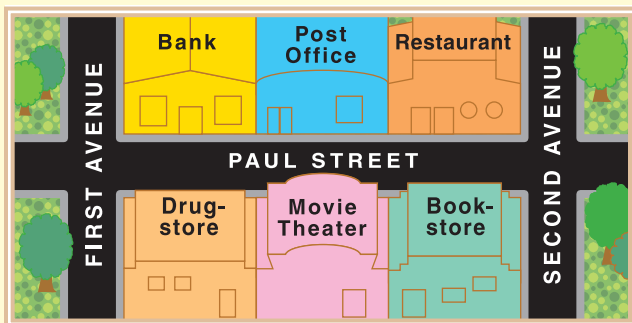
- A: The door can open by itself.
B: The lights . . .

Progress check Units 3 and 4

Test-taking tip: Work carefully.
Work slowly enough and carefully so you don't make careless errors.

Grammar

A. Look at the street map and answer the questions. Use the cues. (2 points each)



- Where's the restaurant? (*next to*)
The restaurant is next to the post office.
- Where's the movie theater? (*between . . . and*)

- Where's the bank? (*across from*)

- Where's the drugstore? (*on the corner of*)

B. Look at the map again. Complete the sentences with *There is a/There isn't a* or *There are/There aren't any*. (2 points each)

- There aren't any cars on the streets.
- _____ restaurant on the corner of Paul Street and Second Avenue.
- _____ houses in the area.
- _____ bookstore on Paul Street.
- _____ bank on Second Avenue.

C. Complete the paragraph with the present continuous. (2 points each)

It's a nice day. The sun (1. *shine*) is shining, and I (2. *sit*) _____ on a bench in the park. I (3. *read*) _____ a book. Some people (4. *walk*) _____ their dogs. Kids (5. *play*) _____ soccer. A man and a woman (6. *jog*) _____.

D. Ask information questions about the underlined words. (3 points each)

- I am sitting on a bench in the park.
(Where) Where are you sitting?
- I am reading a book.
(What) _____
- The kids are playing soccer.
(What) _____
- A woman is jogging.
(Who) _____
- The old man is sleeping on the grass.
(Where) _____

Vocabulary

E. Match the places with the objects. (1 point each)

- | | |
|------------------|--------------------------------|
| 1. drugstore | a. books and magazines |
| 2. museum | b. medicine |
| 3. bookstore | c. <i>Spider-Man</i> , popcorn |
| 4. post office | d. letters, stamps |
| 5. movie theater | e. fruits and vegetables |
| 6. supermarket | f. paintings, exhibits |

Communication

F. Complete the conversation. (3 points each)

- A: _____
B: Nothing much. I'm watching TV. Why?
A: _____
B: A volleyball game? _____
Where is it?
A: At the park, next to the police station.

Now I can . . .

- make suggestions.
- talk about leisure activities.
- explain what's happening now.

5

Did he call her again today?

1 Dialogue

48 Cover the dialogue and listen.

Liza: Andy, where's Brian?

Andy: I don't know.

Robbie: He's in the house. He's on the phone.

Liza: With Joey? Did he call her again today?

Robbie: No. Joey's not home.

Liza: Good. Listen, let's have a surprise party for Brian.

Andy: That's a great idea, Liza!

Robbie: Yeah! And we can invite Joey because Brian likes her.

Liza: What? Did he say that?

Robbie: No, he didn't. But they talked on the phone all day yesterday. And they shopped together, too.

Andy: Don't gossip, Robbie. That's not very nice. When do you want to have the party, Liza?

Liza: The twenty-sixth.

Andy: OK. Hey, let's have a costume party!

Liza: Excellent idea, Andy.

2 Comprehension

A. Answer the questions.

1. Who's looking for Brian?
2. Where's Brian?
3. What does Liza suggest for Brian?
4. When does she want to have the party?
5. What kind of party does Andy suggest?

B. 49 Read along as you listen again. Check your answers.

Learning goals

Communication

Talk about past events
Express approval and disapproval

Grammar

The simple past of regular verbs

Vocabulary

Past time expressions
Emoticons and acronyms





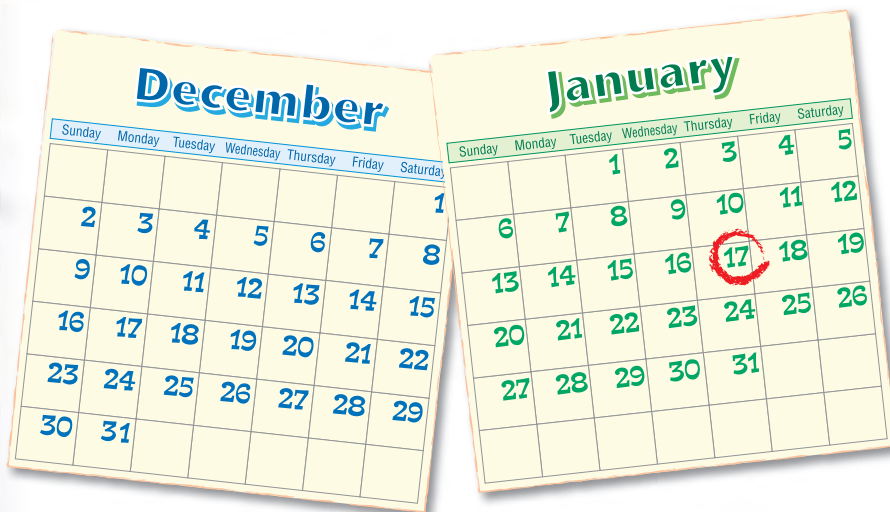
3 Useful expressions

- A. **50** Listen and repeat. Draw a smiley (☺) next to the expressions of approval and a frownie (☹) next to those that express disapproval.
- That's a great idea. ☺
 - That's not very nice. _____
 - Don't gossip. _____
 - Excellent idea. _____
- B. **PAIRS.** Complete the conversation with expressions from Exercise A. Then role-play the conversation.
- A: What a beautiful day! Let's sit outside.
 B: That's a great idea.
 A: Look. There's Zack and Dana. I think Zack likes Dana, but Dana doesn't like him.
 B: _____
 A: Sorry.

4 Vocabulary

Past time expressions

- A. **51** Listen and repeat.
- yesterday
 - last night
 - last week
 - last month
 - last year
 - last Monday
 - a few minutes ago
 - three days ago
 - a week ago
 - a month ago
 - a year ago
- B. **Look at the calendars. Write the dates, days, or months next to the expressions.**
1. yesterday January 16th
 2. last night _____
 3. last week _____
 4. last month _____
 5. last Wednesday _____
 6. three days ago _____
 7. a week ago _____
 8. a month ago _____





GRAMMAR FOCUS

The simple past of regular verbs

Affirmative statements

I **talked** to him yesterday.
 She **smiled** at him.
 He **stopped** by a few minutes ago.
 We **cried** because they moved away.

Negative statements

I **didn't talk** to him.
 He **didn't smile** back.
 He **didn't stop** for long.
 They **didn't cry** at all.

Contractions

didn't = did not

Discovering grammar

Look at the grammar chart. Complete the grammar rules with expressions from the box.

-d	simple past	ago	stop
-ed	yesterday	last	base

- Use the _____ to talk about actions that are finished.
- _____, _____, and _____ are past time expressions.
- The base form of *stopped* is _____.
- To form the simple past of regular verbs in affirmative statements, add _____ or _____ to the base form of a verb.
- To form the simple past of verbs in negative statements, use *did + not* + the _____ form of a main verb.

Practicing grammar

5 Practice

Have a competition! Go to page 69.

6 Practice

Complete the sentences with the simple past.

- Liza (*ask*) asked about Brian a while ago.
- Andy and Robbie (*play*) _____ basketball in the yard this morning.
- Brian (*stop by*) _____ five minutes ago.
- He (*try*) _____ to call Joey an hour ago.
- Liza (*worry*) _____ that Brian called Joey again.
- Brian and Joey (*enjoy*) _____ shopping together yesterday.
- Liza (*suggest*) _____ a party for Brian.

7 Practice

A. Write a summary of the conversation on page 42. Use the simple past of the verbs in the box.

agree	plan	stop
ask	play	suggest

This morning, Andy and Robbie played basketball in the yard. Brian stopped by for a few minutes.

Liza

She

Andy

They

B. **PAIRS.** Read your classmate's summary. Circle any incorrect information or incorrect use of the simple past. Correct the errors in your stories together.

TEEN TALK

GROUPS. Liza is not happy because Brian seems to like Joey. Liza feels jealous of Joey. Talk about situations when people get jealous.

Useful language:

- What situations can make people jealous?
- Can you give an example?
- Do you think it's natural to feel jealous sometimes?
- Do you get jealous?
- Sometimes.
- Of course.
- I'm sometimes a little jealous of my brother/sister.
- Do you talk to your parents about it?
- Why not?

8 Pronunciation

The pronunciation of -d and -ed endings

A. 52 Listen and repeat.

/t/	/d/	/əd/
stopped	enjoyed	suggested
asked	played	wanted
talked	tried	decided

B. 53 Listen. Circle the verbs that end with the /t/ sound.

1. I stopped and listened to the music.
2. They talked while they played.
3. She laughed when he tried to kiss her.
4. We stayed home and watched a video.

Learn to learn

Take notes in class.

Taking notes in class helps you understand your lessons.

Here are some note-taking tips:

1. Don't try to write down every word you hear.
2. Listen for answers to *who*, *where*, *when*, and *what* questions.

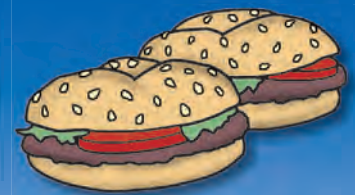
For example:

1. Who: Andy, _____, _____
2. What: cake, _____, _____, _____
3. When/What time: before 4, _____

9 Listening

54 Listen to Caroline's message for Andy. Circle the correct answers.

1. What did Caroline order for the party?
 ice cream cake
 cookies sandwiches
2. How many kinds of ice cream did she order?
 one two three four
3. Who cooked for the party?
 Caroline Caroline's mom
 Liza Liza's mom
4. What did she cook for the party?
 hot dogs hamburgers spaghetti cake
5. What did Caroline ask Andy to pick up from the supermarket?
 lemonade candy
 peanuts ice cream
6. When is Caroline going to Andy's house?
 at two o'clock at three o'clock
 at four o'clock at five o'clock





GRAMMAR FOCUS

The simple past of regular verbs

Yes/No questions

Did you **talk** to Brian yesterday?

Did he **stop** by a few minutes ago?

Did you **cry** last night?

Short answers

Yes, I **did**. / No, I

didn't.

Yes, he **did**. / No, he

didn't.

Yes, we **did**. / No, we

didn't.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Yes/No questions begin with (*did / do*).
2. (*Add / Do not add*) -*d* or -*ed* to the main verbs in simple past questions.

Practicing grammar

10 Practice

A. Write Yes/No questions. Use the simple past and the cues.

1. finish your homework last night

2. watch a movie last Saturday

3. call your parents this morning

4. like the last Harry Potter movie

5. clean your room last weekend

6. text your friends yesterday

B. **PAIRS**. Take turns. Ask and answer the questions in Exercise A.

For example:

A: Did you finish your homework last night?

B: Yes, I did. How about you?

A: No, I didn't.

11 Practice

A. **PAIRS**. Complete the questionnaire for yourself. Put a check (✓) next to the ones you did and an X next to the ones you didn't do. Then ask a classmate the questions.

What kind of a person are you?

1 HOW HELPFUL ARE YOU?

Yesterday, did you ...

- help clean the house?
- wash the dishes after eating?
- clean your room?
- organize your things in your room?

Me You

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



2 HOW STUDIOUS ARE YOU?

Last night, did you ...

- finish your homework?
- study for your tests?
- prepare your things for the next day?

Me You

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



3 HOW SOCIABLE ARE YOU?

Last weekend, did you ...

- watch a movie with friends?
- invite friends over to your house?
- call your friends?
- stop by a friend's house?

Me You

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



4 HOW HEALTHY ARE YOU?

Last weekend, did you ...

- exercise?
- walk a lot?
- play any sport?
- avoid sweets and junk food?

Me You

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



B. **GROUPS**. Join another pair. Compare your answers. Who is ...

- a. helpful? _____
- b. studious? _____
- c. sociable? _____
- d. healthy? _____



GRAMMAR FOCUS

The simple past of regular verbs

Information questions

Who **did** your sister **call** this morning?
 When **did** you **talk** to Brian?
 What time **did** he **stop** by?
 Why **did** you **cry**?

Short answers

Me.
 Yesterday.
 A few minutes ago.
 Because my mom **yelled** at me.

Long answers

My sister **called** me this morning.
 I **talked** to him yesterday.
 He **stopped** by a few minutes ago.
 I **cried** because my mom **yelled** at me.

With *Who* as subject

Who **called** you this morning? My sister. My sister **called** me this morning.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- When you use *did* with a main verb, (add -ed / do not add -ed) to the main verb.
- When the subject is *Who*, (use / don't use) *did* with the main verb.

Practicing grammar

12 Practice

A. Write information questions using the cues.

- When / last exercise

When did you last exercise?
- What time finish studying / last night

- What movie / watch / last Saturday

- Where / study / yesterday

- When / last clean / your room

- Why / call / me / last night

B. **PAIRS.** Student A, ask your classmate questions 1–3 in Exercise A. Student B, answer them.

C. **PAIRS.** Student B, it's your turn. Ask questions 4–6. Student A, answer them.

13 Practice

Write information questions for the underlined words in each sentence.

- Andy picked up some snacks.
 (Who) Who picked up some snacks?
- Andy invited Joey to the party.
 (Who) _____
- Brian arrived in Miami two months ago.
 (When) _____
- Liza suggested a party for Brian because he's leaving.
 (Why) _____
- Brian e-mailed his parents a few days ago.
 (Who) _____
- Annie called Liza at 10:00 this morning.
 (What time) _____

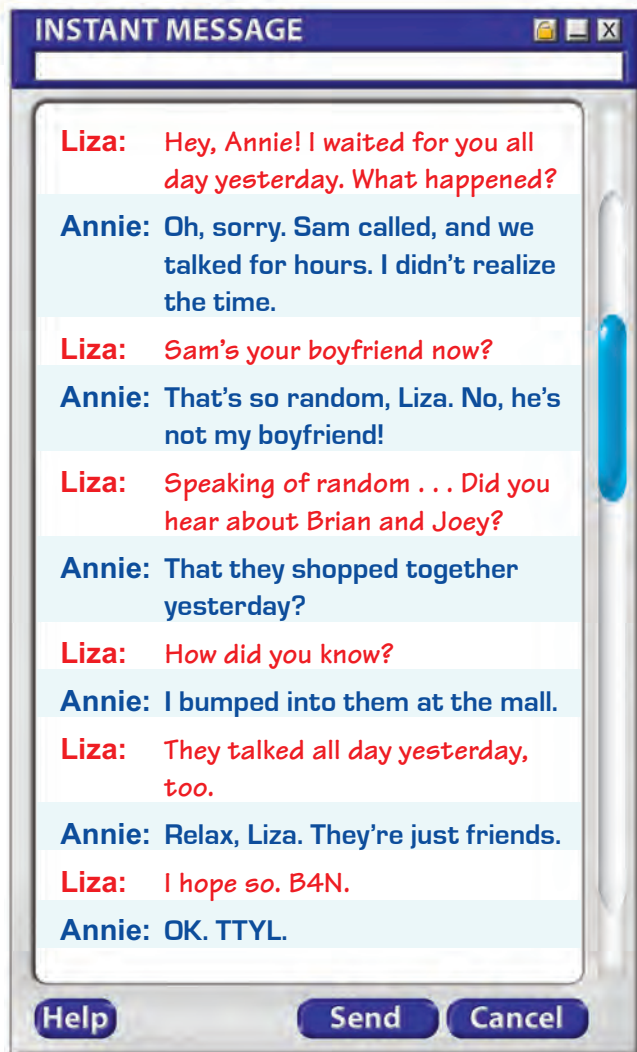
14 Communication

Talk about past events

- A. **55** Listen to the conversation.
- A: Did you watch *American Idol* last night?
 B: No, I didn't. Did you?
 A: Yeah. I didn't like it at all.
 B: I'm glad I didn't watch it.
- B. Talk about what you did last weekend.

15 Reading

Read the instant messages between Liza and Annie. What do the acronyms *B4N* and *TTYL* mean?



16 Comprehension

PAIRS. Draw a smiley (☺) or a frownie (☹) to show how each character felt when she wrote each of these sentences.

- Liza: I waited for you all day yesterday.
_____ ☹
- Annie: Oh, sorry. _____
- Annie: Sam called. _____
- Liza: They talked all day yesterday, too.

17 Vocabulary

Emoticons and acronyms

A. Match the emoticons with the emotions and actions they express.

Emoticons	Emotions
1. ;-)	a. I'm sad.
2. :-)	b. I'm angry.
3. :-)	c. That's funny.
4. :-o	d. I'm joking.
5. >:-<	e. I'm happy.
6. :-D	f. I'm crying.
7. :'(g. I'm surprised.

B. Match the acronyms with the expressions.

1. ASAP	a. See you later.
2. B4N	b. Parents are watching.
3. BRB	c. Talk to you later.
4. CUL8R	d. Got to go.
5. G2G	e. As soon as possible.
6. PAW	f. Bye for now.
7. TTYL	g. Be right back.

18 Your turn

GROUPS. Put together a list of emoticons that teenagers like to use. Include what each one means. Share your list with the class.



Putting it together *At the costume party*

A. 56 First, look at the pictures and identify some of the costumes. Then listen and read.



B. **CLASS.** Discuss this question: Why does Liza say, "Oh, no!"

Game 2 *Add up the questions*

You need:

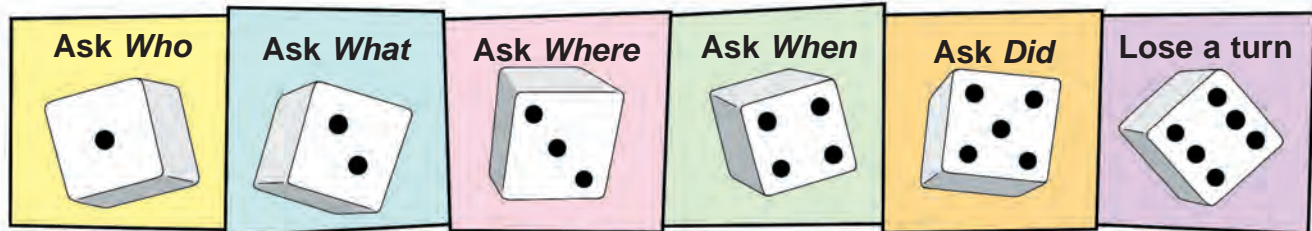
- a die, or write the numbers 1–6 on pieces of paper and fold them up
- a game piece for yourself (an eraser, etc.)

Useful language

- OK, you can move forward one.
- No, that's not right.
- The question should be . . .

Steps:

1. Work in pairs or small groups.
2. Put your markers on square *a*. Player A reads the sentence aloud. (*Sherri studied Spanish on the stairs last Saturday.*) Player A then rolls the die or picks a folded piece of paper. If the player gets a number from 1–5, he or she asks a question using the question word in that box. (For example, Player A gets a 1: *Who studied Spanish on the stairs last Saturday?*)
3. If Player A asks the question correctly, he or she moves to the next square. Then it's Player B's turn to read the sentence in square *a* and roll the die.
4. If a player rolls a 6, or doesn't ask the question correctly, he or she cannot move to the next square.
5. The first player to complete square *f* wins.



Project 2

A snapshot of a field trip

Imagine your teacher wants your ideas on a field trip. Think of a place you'd like to visit with your class. Post your suggestion on an Internet message board—or write it on a piece of paper to share with the class. Choose photos to go with your post. Use the message and steps below as a guide.

1. Write your screen name and greet your classmates. Introduce your field trip idea.

SmartTim writes:

Hey everybody! ☺ Let's go on a field trip to the National Aquarium in Baltimore! It's not far from Washington, and it's way cool!

2. Write about the things you can see and do there.

The National Aquarium has over 500 different fish and animals. They have huge fish tanks. You really feel like you're under water. They have lots of sharks, of course. And there are snakes and dolphins, too. In fact, we can see a dolphin show there! And right now there's a special exhibit on frogs. They have some great poison frogs, including an awesome blue poison dart frog.

3. Write about something special your class can see or do.

The aquarium has some great special tours. The best is "Sleepover with the Sharks." Does that sound cool? ;-) We can learn all about sharks and sleep right next to the shark tank! Breakfast is included!





4. Explain where the place is and how to get there. Ask your classmates to reply, and then sign off.

The aquarium is in Baltimore. To get there, we can take the train from Union Station. It just takes about 40 minutes. Then we can take a bus to the aquarium. It's right next to the Inner Harbor, on the water. Sound good? Let me know! G2G! B4N!

5. Let your classmates post replies to your message.

TopCat writes:

Hey SmartTim! Your idea sounds great! Especially the "Sleepover with the Sharks"!! :-o



6

I really had a great time.

1 Dialogue

57 Cover the dialogue and listen.

Brian: Good-bye, Mrs. Gibson. Thanks for having me this summer. I really had a great time.

Mom: We're glad you came, Brian. It was fun for us, too. And you were so good with Robbie. Say hi to your parents.

Robbie: Uh, Brian. You can have my baseball. It's my present for you.

Brian: Thank you, Robbie. I left something for you in your room.

Joey: And this is from all of us. It's the family picture you took at the picnic.

Brian: You're a great friend, Joey. Andy, you're cool. Thanks, man.

Andy: No problem, dude. Good luck.

Liza: We'll miss you, Brian. Keep in touch.

Brian: OK. Oh, I almost forgot. This is for you, Liza. Joey thought you'd love this.

Liza: Oh, thank you! It's beautiful.

Brian: Bye, everyone.

All: Bye. Have a great trip. Take care.

Learning goals

Communication

Talk about the past
Say good-bye
Talk about occupations

Grammar

The simple past of
be (was/were)
The simple past of
irregular verbs

Vocabulary

Some occupations

2 Comprehension

A. Answer the questions orally.

1. What's special about today?
Brian is going back to Australia.
2. What is Robbie's present for Brian?
3. Where is Brian's present for Robbie?
4. What is the family's present for Brian?
5. Who helped Brian choose a present for Liza?

B. ⁵⁸ Read along as you listen again. Check your answers.



3 Useful expressions

A. ⁵⁹ Listen and repeat.

1. Good-bye./Bye. *Bye.* _____
2. Thanks for having me. _____
3. Good luck. _____
4. Keep in touch. _____
5. Have a great trip. _____
6. Take care. _____

B. Write these responses next to the appropriate expressions in Exercise A.

- | | |
|--------------|----------------|
| a. Thanks. | d. Bye. |
| b. OK. | e. No problem. |
| c. You, too. | |

Learn to learn

Keep a list of everyday words and expressions.

Keeping a list of everyday words and expressions is a good way to increase your vocabulary.

A. **PAIRS.** List the expressions for greeting and meeting people and for saying good-bye that you've learned in this book.

Meeting and greeting people

Hi. _____

Saying good-bye

Take care. _____

B. **PAIRS.** Take turns saying the expressions and responding to them.

Tip: When you greet and say good-bye to your teacher and to each other, use the expressions on your list.



GRAMMAR FOCUS

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

Affirmative statements

I **was** happy.
 You **were** happy.
 He } **was** happy.
 She }
 You }
 We } **were** happy.
 They }

Negative statements

I **wasn't** sad at all.
 You **weren't** sad at all.
 He } **wasn't** sad at all.
 She }
 You }
 We } **weren't** sad at all.
 They }

Contractions

wasn't = was not weren't = were not

Discovering grammar

Look at the grammar chart. Complete the rules with words from the box.

was wasn't be were weren't

- The simple past forms of _____ are *was* and *were*.
- Use _____ and _____ with *He, She,* and *It*.
- Use _____ and _____ with *I, You, We,* and *They*.

Practicing grammar

4 Practice

Complete the sentences with *was, wasn't, were, or weren't*.

Last Saturday, I (1) was at a friend's party. Some of my classmates (2) _____ there, too. The party (3) _____ a lot of fun. The food (4) _____ great. There (5) _____ cakes, cookies, and lots of ice cream! Yum! There (6) _____ games and lots of fun activities. But there (7) _____ any music. There (8) _____ any dancing either. But it (9) _____ a lot of fun because the games (10) _____ awesome.



5 Practice

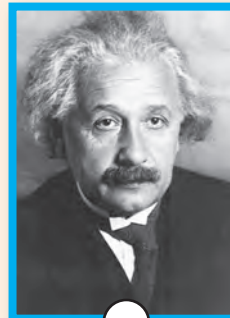
A. **PAIRS.** Match the labels with the pictures.



3



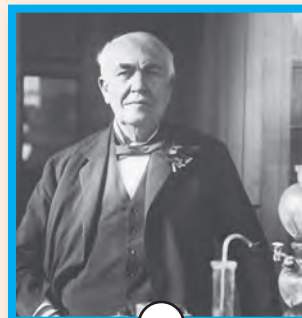
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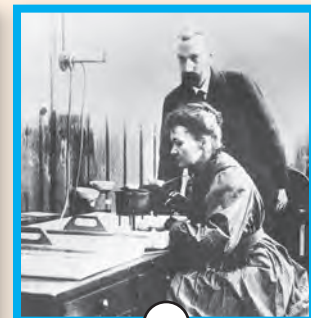
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2



5



6

- the Beatles/(Great Britain) pop and rock group
- Thomas Edison/(United States) inventor
- Frida Kahlo and Diego Rivera/(Mexico) painters
- Albert Einstein/(Germany) scientist
- Pierre and Marie Curie/(France) scientists
- Mother Teresa/(Yugoslavia) nun

B. **PAIRS.** Take turns. Say who the people in the pictures were.

For example:

- A: Frida Kahlo and Diego Rivera were Mexican painters.
 B: Albert Einstein . . .



GRAMMAR FOCUS

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

Yes/No questions

Was I sad
Were you sad
Was he/she sad
Were we sad
Were you sad
Were they sad

} to see him go?

Affirmative answers

Yes, you **were**.
 Yes, I **was**.
 Yes, he/she **was**.
 Yes, we/you **were**.
 Yes, we **were**.
 Yes, they **were**.

Negative answers

No, you **weren't**.
 No, I **wasn't**.
 No, he/she **wasn't**.
 No, we/you **weren't**.
 No, we **weren't**.
 No, they **weren't**.

Information questions

Who **was** at the door?
 Where **were** you last week?
 Why **were** they absent?
 What time **was** your appointment?

Short answers

Brian.
 On vacation.
 Because they **were** sick.
 At 10:00.

Long answers

Brian **was** at the door.
 I **was** on vacation.
 They **were** absent because they **were** sick.
 My appointment **was** at 10:00.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- In Yes/No questions, *was* and *were* come (before / after) the subject.
- In information questions, *was* and *were* come (before / after) the question word.

- B. **PAIRS.** Try to guess where your classmate and his or her family were by asking Yes/No questions about the information in Exercise A.

For example:

A: Were you at school yesterday at 5:00 P.M.?

B: No, I wasn't.

A: Were you at home?

B: No, I wasn't.

A: Were you at a friend's house?

B: Yes, I was!

Practicing grammar

6 Practice

- A. Answer the questions about some members of your family.

1. Where were you yesterday at 5:00 P.M.?

I was at a friend's house.

2. Where were you last Saturday?

3. Where was your dad last night?

4. Where was your mom last Saturday?

5. Where were your grandparents last Sunday?

6. Where were some of your cousins last weekend?

You get three points if you guess correctly on the first try, two points on the second try, and one point on the final try. If you're unable to guess correctly after three tries, ask "Where were you/they?" or "Where was he/she?"

7 Pronunciation

The pronunciation of *was* and *were*

- A. Listen and repeat.

Weak pronunciation

It was fun.

Was it fun?

Were you busy yesterday?

Strong pronunciation

It **wasn't** boring.

Yes, it **was**.

No, I **wasn't**.

- B. **PAIRS.** Role-play the conversations.

1. A: Were your friends at the party?

B: No, they weren't.

2. A: Were you home last night?

B: Yes, I was.



GRAMMAR FOCUS

The simple past of irregular verbs

Affirmative statements

Brian **went** to Miami two months ago.
Brian **spent** the summer there.

Negative statements

He **didn't go** to New York.
He **didn't spend** the winter there.

Yes/No questions

Did Brian **go** to Miami?
Did Brian **spend** the summer there?

Affirmative answers

Yes, he **did**.
Yes, he **did**.

Negative answers

No, he **didn't**.
No, he **didn't**.

Information questions

When **did** Brian **go** to Miami?
Who **went** to Miami?

Short answers

Two months ago.
Brian.

Long answers

He **went** to Miami two months ago.
Brian **went** to Miami.

Some irregular verbs

come → **came** have → **had** go → **went** take → **took**
do → **did** get → **got** spend → **spent** tell → **told**

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Irregular verbs (*add / do not add*) -d or -ed to the base form to form the simple past.
- In simple past questions, use the helping verb (*do / did*) with the base form of a main verb.

9 Practice

Write two sentences to correct the information.

- Brian went to Canada as an exchange student.

Brian didn't go to Canada.

He went to the United

States.

- He came back to Australia last month.

- On Sunday, he went to bed at 10 P.M.

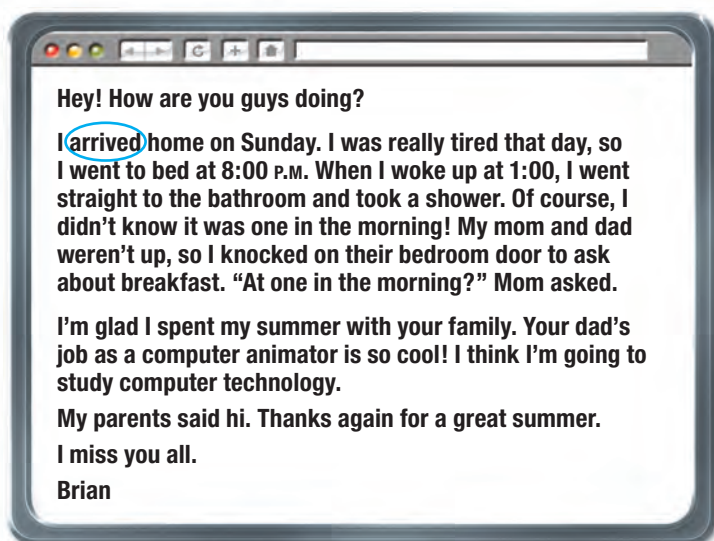
- He took a shower at 6 A.M.

- Brian spent the summer with his grandparents.

Practicing grammar

8 Practice

Read Brian's e-mail. Circle all the verbs in the simple past. Include both affirmative and negative forms.



10 Practice

Have a competition! Go to page 69.

11 Writing

A. **GROUPS.** Write a story using the simple past. Follow the instructions.

1. Read the two beginning sentences. Write one of these sentences on a piece of paper.
It was a dark and rainy night. OR *It was a bright and sunny day.*
2. The first student adds a second sentence to the story and passes the paper on to the next student who then writes in the third sentence. (The sentences can be funny or ridiculous.)
3. Continue until all students in the group have contributed a sentence. The last student to get the paper should end the story.

B. **GROUPS.** Read your stories out loud to the class.

12 Communication

Talk about past activities

A. **61** Listen to the conversation.

A: Did you do anything fun last week?

B: Yes, I did! We went to the amusement park.

A: What did you do there?

B: My little brother and I tried the new ride at the park. It was so scary!

A: Did your brother scream?

B: No, he didn't. But I did.

B. **PAIRS.** Role-play the conversation or make up your own about a past weekend activity.

13 Vocabulary

Some occupations

A. **62** Look at the photos as you listen and repeat.



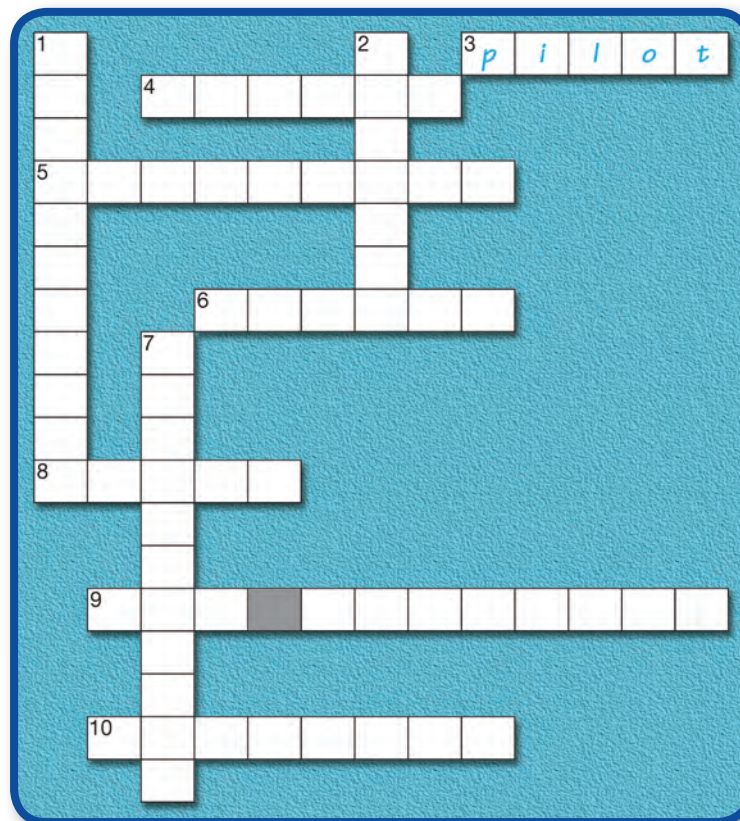
B. Read the clues. Then complete the crossword puzzle.

ACROSS

3. operates aircraft
4. drives cars and trucks
5. makes things out of wood
6. treats sick people
8. assists doctors
9. creates websites (2 words)
10. fixes cars

DOWN

1. connects and repairs electrical equipment
2. cleans and treats people's teeth
7. cuts and styles hair



14 Listening

- A. **63** Listen to the conversation. Circle the occupations you hear.
- a. carpenter d. doctor g. police officer
b. dentist e. pilot h. engineer
c. nurse f. mechanic i. actor
- B. **64** Listen again. Circle the correct answers.
1. "Teen Line's" topic for today is "Occupations for the (21st / 22nd) century."
 2. Mario's dad is (a car / an airplane) mechanic.
 3. Isabel's (grandma / mom) is a doctor.
 4. Isabel wants to be a (dentist / doctor).
 5. The boys on the show want to be (police officers / firefighters).



GROUPS. Talk about your favorite occupations. Ask each other questions about them.

Useful language:

- What occupations do you like?
- Why do you like it/them?
- Which would you like to be when you grow up?
- Yeah, that's a cool job.
- Me, too./I like it, too.
- Maybe.

15 Reading

- A. Look up the meaning of the underlined words in the article.
- B. **65** Read along silently as you listen.



Hot jobs for the 21st century

When your parents were very young, they probably wanted to be a doctor or a lawyer or an engineer when they grew up. Those were the hot jobs many years ago. But what will the hot jobs be when you grow up?

Science and technology continue to change how we live. When you grow up, there will be new occupations that we don't have today. Here are some futuristic occupations from Time.com's "Visions of the Century":

1. Hotline handymen (repairmen/technicians):
Are your parents afraid to program their VCRs and DVD players? What will they do when 3-D televisions and talking toasters

become a reality? *You*, however, do not need to worry. In the future, technicians will be able to take care of your appliance problems from their computers, without going to your home.

2. Virtual-reality actors: Do you request pay-per-view movies on your TV? In pay-per-view, you pay to watch a movie. In the future, pay-per-view will become pay-per-play. In pay-per-play, you will pay to be a part of the movie you're watching. You won't just watch the actors in a movie. You will be able to interact with them. For example, you can tell Tom Cruise to look out when there's danger! That would be really awesome!

16 Comprehension

Discuss and answer these questions.

According to the article, . . .

1. What were some of the popular occupations during your parents' time?
2. What do hotline handymen do?
3. What can you do with virtual-reality actors?

17 Speaking

GROUPS. Discuss these questions.

1. What other futuristic occupations would you like to have? Discuss two.
2. What two inventions or products would you like to see in the future? Describe what these inventions can do.

Progress check

Units 5 and 6

Test-taking tip: Review your answers.
After answering all the questions, review your answers. Correct any errors.

Grammar

A. Write the past forms of the verbs. (1 point each)

- | | |
|---------------------|----------------|
| 1. is/am <u>was</u> | 6. do _____ |
| 2. are _____ | 7. try _____ |
| 3. shop _____ | 8. tell _____ |
| 4. take _____ | 9. go _____ |
| 5. make _____ | 10. come _____ |

B. Complete the sentences with the simple past form of the verbs in parentheses. (1 point each)

- My friend Sherri and I (*be*) were at a rock concert last Saturday.
- We (*see*) _____ some of our classmates there.
- We (*call*) _____ their names.
- But they (*not/hear*) _____ us.
- The concert (*be*) _____ awesome.
- We (*have*) _____ a lot of fun.

C. Change sentences 2, 3, 4, and 6 in Exercise B into Yes/No questions. Then answer them. (3 points each sentence)

- Q: Did we see our classmates at the concert?
A: Yes, we did.
- Q: _____
A: _____
- Q: _____
A: _____
- Q: _____
A: _____

D. Write information questions about the underlined parts in the sentences. Use the cues. (2 points each)

- Brian spent his summer in the U.S.
(Where) Where did Brian spend his summer?

- He went back to Australia last month.
(When) _____
- He was in the U.S. because he was an exchange student.
(Why) _____
- He invited his parents to visit him.
(Who) _____

Vocabulary

E. Write the occupation for each definition. (1 point each)

- operates aircraft pilot
- drives buses and trucks _____
- creates websites _____
- cuts and styles hair _____
- treats people's teeth _____

Communication

F. Talk about what you did on your last birthday. Ask Yes/No and information questions. Use the cues. (2 points each sentence)

- A: (Yes/No question)
Did you have a party?
- B: Yes, I had a party with my friends.
- A: (Information question)

- B: _____
- A: (Yes/No question)

- B: _____

Now I can ...

- talk about past events.
- express approval and disapproval.
- talk about occupations.



WORKING TEEN\$



Many teens in the United States have part-time jobs, especially during summer vacation. They make new friends, earn money, and learn about the world of work.

I work in a fast-food restaurant. I started last summer. All my friends had summer jobs, and I was bored because I had nothing to do. So I interviewed here and got the job. The manager liked my work, and asked me to work for him again this summer. I've made some good friends here, and it's fun earning my own money. I'm saving up to buy my first car. I'm so sick of asking my parents, "Can I borrow the keys?"

Maria Martinez, 16

Some of my friends still get allowances from their parents, but I work for my spending money. During the school year, I babysit on weekends. I charge \$7 an hour. I also take care of dogs and cats at my home when the owners are away. I earn \$25 a day. My mom helps with that. In the spring and summer, I also do yard work. I charge \$10 an hour. And I wash cars, too—I charge \$15 a car. Washing cars is tiring, but it pays well. I get most of my work from word-of-mouth, but I also put up posters around the neighborhood.

Jane Weston, 13

Common Teen Jobs

- babysitting
- washing cars
- helping children with homework
- pet sitting
- working at a restaurant
- being a lifeguard at a pool
- dog walking
- working in a store
- working at a summer camp
- doing yard work
- being a coach





I'm a tennis coach at a summer camp for physically challenged elementary school children. It's my first job and it's been great. I love tennis and I love coaching. In fact, I plan to be a professional coach in the future. So this job is giving me some very good experience. I have about fifty students, and I really make them work!

Brandon Parker, 15

1 Reading

Reading skill: Guessing word meaning from context
When you read, try to guess the meanings of new words. Look for clues in the text and pictures.

A. Read the article and look at the pictures. Then draw lines from the vocabulary items to their meanings.

- | | |
|------------------|--------------------------------|
| 1. fast food | a. people talking about it |
| 2. earn money | b. sports instructor |
| 3. coach | c. burgers, French fries, etc. |
| 4. pays well | d. money parents give children |
| 5. allowance | e. make money by working |
| 6. word-of-mouth | f. gives you a lot of money |

B. Read the article again. Write short answers to the questions.

1. Why was Maria bored? _____
2. What does Brandon want to be? _____
3. How many different jobs does Jane do? _____

2 Listening

66 Listen to Amy tell her friend about her summer job. Write short answers to the questions.

1. What job did Amy do? _____
2. Why did she want to do it? _____
3. What was bad about the job? _____
4. What is Amy saving up for? _____

3 Speaking

PAIRS. Give your opinions of the American teen jobs listed in the box. Use these words and phrases.

easy interesting exciting good experience pays well
difficult boring tiring dangerous doesn't pay well

4 Writing

Think of a job for next summer and write a paragraph about it. Answer these questions:

- Why is it a good job for you?
- What's good about it? What's bad about it?
- What do you want to do with the money?



Fun with songs 1

A poster of a favorite singer or band



Materials:

- Poster board
- Markers or crayons
- Pictures of a favorite singer or group
- Recording of a favorite song

- GROUPS.** Choose a favorite singer or band, either local or international. Use the Useful language in your discussion. Choose a song to play during your presentation.
- Homework:** Research the singer or band. Find out where they're from, their real names, the titles of their hit songs, and any other fun facts about them. Find pictures of them in magazines or on the Internet. Bring your notes, pictures, and a recording of the song to class.
- GROUPS.** Create a poster featuring your favorite singer or group. Include the information and photos you found during your research.
- GROUPS.** Present your poster to the class. Give facts about the singer or band and play their song for the class. Ask your classmates for their comments and questions.

Useful language:

- Who's your favorite singer or band?
- He/She/They sing(s) the song . . .
- What's their best song?
- How about . . . ?
- I really like him/her/them/it, too.
- I don't like him/her/them/it that much.
- Let's choose . . . as our favorite.



Fun with songs 2

A collage about a favorite song



Materials:

- Poster board
- Markers or crayons
- Recording and lyrics of a favorite song
- Pictures illustrating the lyrics

- A. GROUPS.** Choose a favorite song, either local or international.
- B. Homework:**
- Find the lyrics to the song you chose in Step A. Listen to the song and read the lyrics. What is the song about?
 - Find pictures that illustrate the lyrics.
 - Bring the lyrics, your notes, your pictures, and a recording of the song to class.
- C. GROUPS.** Discuss what the song is about and the images the lyrics suggest. Use the Useful language in your discussion.
- D. GROUPS.** Make a collage about the song. Include the song's title, the singer or band, and pictures illustrating the lyrics.
- E. GROUPS.** Present your collage to the class.
- Talk about the song you're going to play. Tell the class what it is about.
 - Explain the pictures in the collage.
 - Play the song.
 - Ask your classmates for their comments and questions.

Useful language:

- This song is about a girl/a boy/a couple.
- They're on a beach/in the city.
- It's early morning/late at night.
- He's very happy/lonely/angry.
- They like/love/hate/can't stand each other.
- She wants a boyfriend/a new life.
- It's a very romantic/happy/sad/ song.

Focus on culture 1

Amusement Parks around the World

Universal Studios and Islands of Adventure, U.S.A.

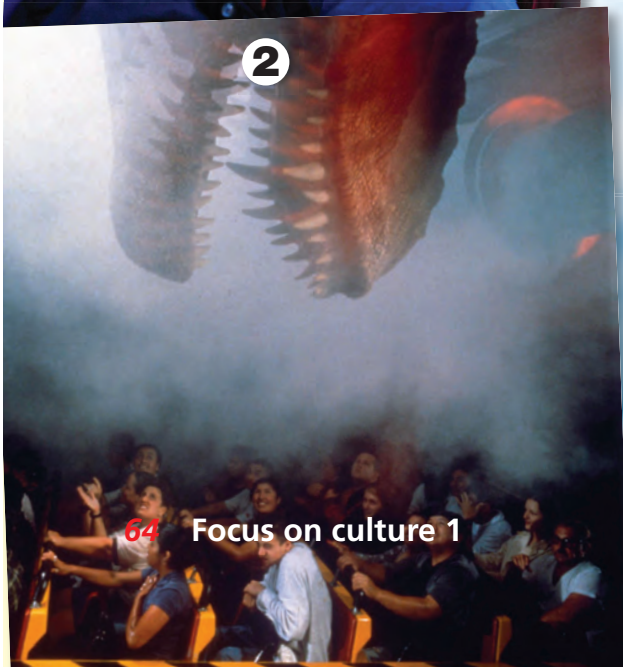
You can see how movies are made at Florida's Universal Studios and Islands of Adventure. And even more fun, you can ride thrill rides based on hit movies. Revenge of the Mummy, for example, is a scary indoor roller coaster. Mummies jump out as you speed through the dark. On the Jurassic Park River Adventure, there are hungry dinosaurs all around you. Or try the Incredible Hulk Coaster, a huge high-speed green roller coaster. You go from 0 to 60 kilometers per hour in two seconds, and the coaster turns you upside down seven times!

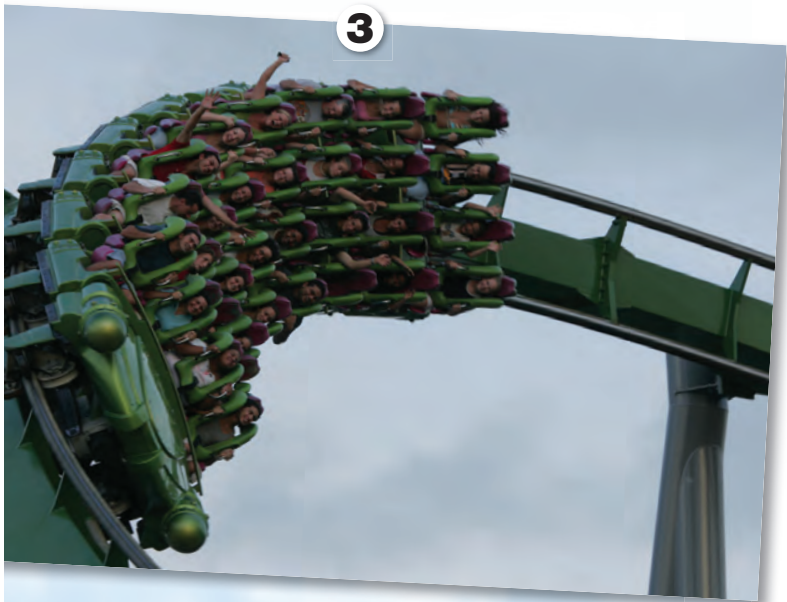
Port Aventura, Spain

At Spain's Port Aventura, you can "visit" Mexico, China, Polynesia, the Mediterranean, and America's Far West. You can eat food, buy gifts, and see sights from each of these places. The Far West is especially cool—it's an old cowboy town from the 1800s. And there are some fantastic rides! In Mexico, you can ride the Hurakan Condor. It takes you 100 meters up in the air, then drops you. In China, you can ride the Dragon Khan—it's the only roller coaster in the world with eight full loops.

Futuroscope, France

Visit France's Futuroscope amusement park to see the future. In the Robot Zoo, you can see and touch giant robotic animals and insects. In Travelers by Sea and Air, you sit in a movie theater of the future. There is one screen in front of you and one under your feet. You feel like you're deep in the sea or high in the air. Or you can ride on one of the ten 7-meter-high dancing robot arms of Dances with Robots. The robots dance to techno music in a robot disco. As they dance, they turn you in all directions. And when you're hungry, you can eat at le Cristal. This restaurant serves food of the future made by a famous French chef.





3



4



5

1 Comprehension

- A. Write the letter of each amusement park next to its description below.
- Universal Studios and Islands of Adventure
 - Port Aventura
 - Futuroscope
- ___ You can feel like you're visiting the future.
 - ___ You can imagine you're in different countries.
 - ___ You can see mummies and dinosaurs from hit movies.
- B. What does each photo show? Write the number of the photo next to the name of the attraction in the box below.

<p><u> 5 </u> Robot Zoo</p> <p>___ America's Far West</p> <p>___ Incredible Hulk Coaster</p> <p>___ Travelers by Sea and Air</p> <p>___ Jurassic Park River Adventure</p>

2 Comparing cultures

GROUPS. Discuss these questions.

- What are some fun amusement parks in your country?
- Where are they?
- What are some cool rides there?
- What is each ride like?

3 Your turn

Write a paragraph about an amusement park in your country.

Focus on culture 2

Teens' Rooms around the U.S.

In the United States, a teenager's room is usually very important to him or her. Some teens share a room with a brother or sister, but most have their own space. You can learn a lot about American teens by looking at their rooms.

Judy, Los Angeles

My room is very personal to me. It's my space, and my parents can't come in. My room is my work of art, my diary, and my scrapbook. My walls are dark orange—my favorite color. I don't write things down in a diary. Instead, I write my thoughts and ideas on my walls. That way I can look at them and think about them anytime. I also put other things I like on my walls—notes from friends, photos, tickets, pages from magazines, whatever. Do you want to know the real me? Just look at my room.



2



Lauren, New York City

I spend a lot of time in my room. I talk to friends on my cell, surf the Internet, do homework, read, and just relax. My room is long and narrow, but it's pretty big—at least for New York. I have a computer desk, bookshelves, and a four-poster bed. On my walls I have posters, photos of friends, and a big red heart. My best friend gave me the heart for my birthday. I also have blue curtains, a hot pink chair, and a green hanging basket. I like bright colors. My mom says my room is messy. But I like to have my clothes and things scattered around. That way I can find things easily!



Terry, Chicago

My room is my studio. I play my keyboards and practice for gigs there. I'm in a hip-hop band called Box, and we sometimes play in my garage. My room is above the garage, away from the other rooms in the house. So I can be pretty loud in my room. That's my favorite thing about it. I don't have a lot of stuff. I just have an old bunk bed, a dresser, my keyboard, and speakers. I guess I like things simple. I sleep and play music in my room, and that's about it.



3

1 Comprehension

A. Whose room is it? Write the number of the photo next to each name.

Judy _____ Lauren _____ Terry _____

B. Write short answers to the questions below. Begin each answer with *Because*.

- Why does Lauren have blue curtains and a hot pink chair? *Because she likes bright colors.*
- Why does Lauren like her clothes and things scattered around? _____
- What is Terry's favorite thing about his room? _____
- Why doesn't Terry have a lot of stuff? _____
- Why does Judy write her thoughts and ideas on her walls? _____
- How is Judy's room her "scrapbook"? _____

2 Comparing cultures

PAIRS. Discuss these questions.

- Is your room important to you? Why/Why not?
- Do you spend much time in your room? Why/Why not?
- What furniture do you have?
- What do you have on your walls? Why?
- What else is special about your room? Why?

3 Your turn

Write a paragraph about your own room. Explain what it shows about you.

Fun with grammar

Unit 1, 6 Practice, page 8

For the teacher: Form groups of six. Choose one leader per group to give the following commands. The rest of the group must do the action at the same time. If someone is unable to perform the action, he or she must sit down. The last person standing is the leader for the next round of the game. This activity can also be done with the whole class. If done as a whole class, choose one or two students to go around and call out students who are unable to perform the action.

1. Stand up.
2. Stand on one foot.
3. Sit down.
4. Stand up.
5. Shake a classmate's hand.
6. Put your hands down.
7. Laugh.
8. Sing "Happy birthday."
9. Wave to your teacher.
10. Greet your teacher.

Unit 2, 10 Practice, page 18

For the teacher: You will need a very soft ball for tossing. Follow the instructions.

1. Tell students to stand up in a circle.
2. Ask a *How often* question and toss the ball to a student.
3. The student who catches the ball (that is, Student 1) answers the question in a complete sentence using an adverb of frequency.

For example:

Teacher: How often do you forget your English book at home?

Student 1: I never forget my English book at home.

4. Student 1 then tosses the ball to a second student (that is, Student 2) and asks him or her a *How often* question. Student 2 answers the question. Repeat the process until all have had a chance to participate.

Unit 3, 4 Practice, page 25

For the teacher: Divide the class into two or more teams. Explain how to play the game. You will do the following: (1) choose a mystery word from Exercise 3 and (2) think of a sentence using the mystery word correctly, but (3) in place of the mystery word, say "yadda yadda." For example, "On weekends I often go with my family to the **yadda yadda**. We usually don't buy anything. We just walk around and go from store to store."

Assign a representative for each team. The team reps must raise their hands if they think they know the mystery word. The team rep who raises his/her hand first gets a chance to say the mystery word out loud. If the answer is wrong, another team gets the chance to steal the point. If all teams fail to give the correct word, create another sentence using the same word.

For example, "The yadda yadda in my town has lots of cool stores and really good restaurants." Continue using the same word in sentences until a team guesses the correct word (*mall*). For the next turn, assign a new representative for each team. Continue in this way as time allows.

Unit 4, 12 Practice, page 39

For the teacher: Prepare 12 strips of paper. On each strip, write an activity that can be easily acted out. Make sure students understand the words and phrases you use. Put the strips in a box. *For example:*

- eating melting ice cream
- eating very hot food
- watching a tennis or ping-pong match
- sitting behind a very tall person in a movie theater
- walking on a flooded street
- getting into very tight jeans
- taking a very cold shower
- holding a very hot object
- trying to call a taxi on a busy street
- standing in a crowded elevator

Form two teams. Alternately call on a student from each team to draw a strip of paper from the box. This student silently reads what's on the strip of paper and acts out the activity. His or her team gets first chance to guess what the student is doing. (For example, "You're eating ice cream.") If the team guesses incorrectly, the opposing team gets the chance to steal the point. Remind the teams that they should answer in complete sentences. No points will be given for incomplete sentences.

Unit 5, 5 Practice, page 44

For the teacher: Divide the class into teams A and B. Draw the two tic-tac-toe grids below on the board. Team A begins. A member of Team A calls out the past form of one of the verbs. If the team gives the correct form, it can put its mark (a circle or an X) on that verb in the tic-tac-toe grid. If the team gets it wrong, the other team can try to correct the mistake and steal the spot on the grid. Teams can use either grid, and they can move from one grid to another. The members of the teams take turns calling out the past forms of the verbs.

agree	avoid	call
clean	cry	decide
enjoy	stop	invite

organize	plan	smile
suggest	study	try
wait	wash	gossip

Unit 6, 10 Practice, page 56

For the teacher: Follow these instructions.

1. Divide the class into two teams. Give List A to Team A, List B to Team B. Tell students to try to memorize the simple past forms of the verbs. After three minutes, take the lists away.
2. On the board, make two lists of the base forms of some of the verbs. Each list should have the same verbs but arranged in a different order.
3. Have a representative from each team go to the board and choose any verb to write in the past.
4. Each student should write only one verb, but he or she may correct the previous student's answer. The first team to give all the correct answers wins.

List A			
1. am, is	was	7. tell	told
2. are	were	8. take	took
3. write	wrote	9. have	had
4. think	thought	10. go	went
5. come	came	11. spend	spent
6. do	did	12. get	got

List B			
1. get	got	7. go	went
2. do	did	8. are	were
3. have	had	9. tell	told
4. spend	spent	10. think	thought
5. write	wrote	11. come	came
6. am, is	was	12. take	took



Word list

Unit 1

act, 10
borrow, 12
break-dance, 11
can, 6
count, 9
dance, 10
draw, 10
drive, 10
erase, 12
help, 8
piano, 11
play soccer, 10
play the guitar, 10
ride a bike, 10
rude, 6
sing, 10
skateboard (*v.*), 10
speak, 10
swim, 10

Unit 2

alarm, 14
after that, 14
always, 14
banana, 14
brush teeth, 14
cereal, 14
check e-mail, 17
comb/brush hair, 16
do homework, 16
early, 17
eat or have breakfast, 14
eat or have dinner, 16
finally, 16
first, 14
get dressed, 14
get home from school, 16
get up, 14
go to bed, 16
go to school, 16
late, 14

never, 14
next, 16
nothing much, 16
often, 17
rarely, 17
seldom, 17
sleep, 14
sometimes, 14
start, 14
take a shower, 14
then, 14
usually, 14
wake up, 17
watch TV, 16

Unit 3

across from, 26
any, 28
bank, 25
beaches, 24
behind, 27
between, 26
bookstore, 25
bus stop, 25
dance club, 24
dolphins, 26
drugstore, 25
eat out, 30
go shopping, 30
go to a party, 30
go to the movies, 30
hang out, 28
mall, 25
movie theater, 25
museum, 24
next to, 27
on the corner of, 27
paradise, 24
park, 24
place, 24
pool, 26
post office, 25

restaurant, 24
some, 24
supermarket, 25
there is/are, 24
visit, 24
watch a DVD, 30
waterfalls, 26
zoo, 24

Unit 4

bathroom, 35
bathroom scale, 40
bedroom, 34
bored, 39
bothering, 34
dining room, 35
downstairs, 35
garage, 35
grumpy, 34
kitchen, 35
living room, 35
oven, 40
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stairs, 35
upstairs, 35

Unit 5

a few minutes ago, 43
a month ago, 43
a week ago, 43
a year ago, 43
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cake, 45
costume party, 42
decide, 45
gossip, 42
invite, 42
last Monday, 43
last month, 43
last night, 43
last week, 43
last year, 43

lemonade, 45
stop, 44
stop by, 44
suggest, 42
surprise party, 42
three days ago, 43
want, 42
yesterday, 42

Unit 6

actor, 58
animator, 56
appliance, 58
carpenter, 57
dentist, 57
doctor, 57
driver, 57
dude, 52
electrician, 57
engineer, 58
glad, 52
hairdresser, 57
handymen, 57
mechanic, 57
nun, 54
nurse, 57
painter, 54
pilot, 57
police officer, 58
repairmen, 58
scientist, 54
technician, 58
virtual reality, 58
web designer, 57

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Let's get started.

Vocabulary

Numbers 1–20

1 Write the number in the blanks.

1. four 4 4. thirteen _____
 2. seven _____ 5. sixteen _____
 3. ten _____ 6. twenty _____

The English alphabet

2 Fill in the missing letters of the alphabet. Then circle the vowels.

Aa Bb Cc Dd **(Ee)** Ff Gg _____
 Jj Kk _____ Mm Nn _____ Pp Qq _____
 Ss Tt _____ Vv Ww _____ Yy Zz

Months of the year

3 Unscramble the letters to form the months.

1. J a n u a r y 7. J _____
 r j n y a u a y j l u
 2. F _____ 8. A _____
 y b u f r a e r u t a g s u
 3. M _____ 9. S _____
 h m r a c b e s t m r p e e
 4. A _____ 10. O _____
 r a l p i b r o o c e t
 5. M _____ 11. N _____
 y a m v b e n r e o m
 6. J _____ 12. D _____
 n u e j b e c d e r e m

Days of the week

4 Fill in the missing days.

Sunday, Monday, _____, Wednesday,
 _____, Friday, _____.




Colors


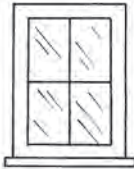
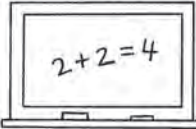
5 Fill in the vowels to complete the words.

1. b r o w n 4. b l _____
 2. _____ r _____ n g _____ 5. y _____ l l _____ w
 3. w h _____ t _____ 6. b l _____ c k

A classroom

6 Circle the correct word.







1.  2.  3. 
 (teacher / **student**) (desk / board) (window / door)

4.  5.  6. 
 (teacher / student) (board / window) (door / board)

Classroom objects

7 Write the word or phrase from the box under the correct picture.

crayons	eraser	notebook
pair of scissors	pencil	ruler

1.  crayons 2.  _____ 3.  _____
 4.  _____ 5.  _____ 6.  _____

Classroom commands

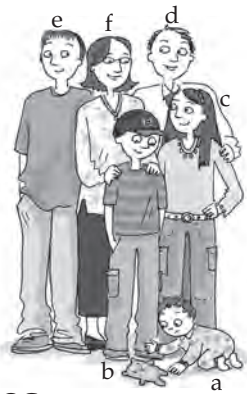
8 Circle the word or phrase that completes each command.

- Stand (up) / down).
- Open (*in* / *your book*).
- Sit (*down* / *your book*).
- Raise your (*listen* / *hand*).
- Close (*your book* / *write*).

Words for people

9 Match the words with the pictures.

- b 1. boy
 _____ 2. woman
 _____ 3. teenager
 _____ 4. man
 _____ 5. baby
 _____ 6. girl



Common adjectives

10 Write the word from the box that has the opposite meaning.

big	old	tall
dirty	small	young

- big small
- clean _____
- young _____
- short _____
- small _____
- old _____

U.S. money

11 Write the answers.

- two nickels = ten cents OR 10¢
- three pennies = _____
- four dollars = _____
- four quarters = _____
- ten dimes = _____
- two twenty dollar bills = _____

Grammar

Parts of speech

12 Write the words in the sentence on the correct line.

A new notebook is on the desk.

- article a, the
- noun _____
- adjective _____
- verb _____
- preposition _____

Punctuation

13 Put the correct punctuation at the end of each sentence.

- Is Caroline in this class?
- My brother plays basketball every day
- The food at that restaurant tastes fantastic
- Can you come to the movies

Communication

Greetings

14 Fill in each speech balloon with the correct greeting.

1.



2.



3.



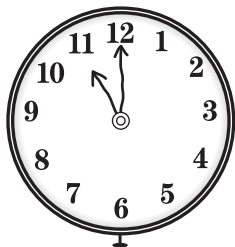
1

Can you count?

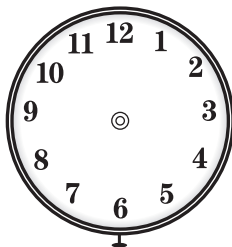
Vocabulary

Get started

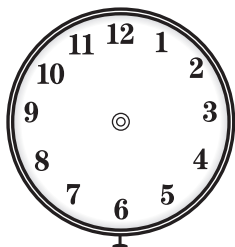
1 Draw the correct times on the clocks.



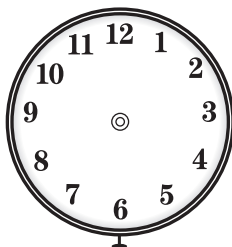
1. It's eleven o'clock.



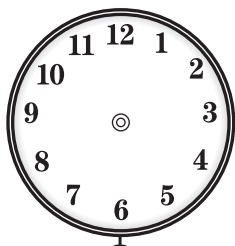
2. It's a quarter to eight.



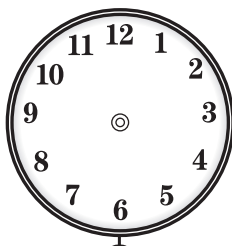
3. It's ten to twelve.



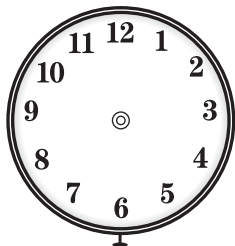
4. It's five after four.



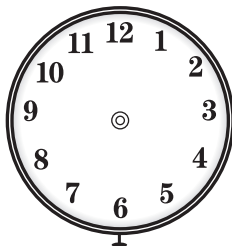
5. It's a quarter after eleven.



6. It's three-thirty.



7. It's six o'clock.



8. It's twenty to nine.

Move up

2 Write the times in words.



1. *It's twenty-five to four.* 2. _____



3. _____ 4. _____



5. _____ 6. _____



7. _____ 8. _____



Grammar

Imperatives

Get started

3 Complete the sentences with the affirmative or negative imperative for the verbs. Use the face cues.

- choose ☺ Choose a book.
- use ☹ Don't use that computer.
- sit ☹ _____ on the desk.
- walk ☺ _____ to the park with me.
- sing ☺ _____ your favorite song.
- talk ☹ _____ loudly in class.
- play ☺ _____ a game with your brother.
- listen ☹ _____ to her.



4 Match the situation with the imperative. Write the correct letter on the line.

- | | |
|--|---|
| <u>d</u> 1. Close the window. | a. Your hands are dirty. |
| _____ 2. Sit down. | b. Some have fallen on the floor. |
| _____ 3. Wash your hands. | c. This table is covered with books. |
| _____ 4. Take a piece of apple. | d. It's getting cold in here. |
| _____ 5. Look at that! | e. Here are some fruit slices. |
| _____ 6. Pick up those CDs. | f. A red sports car speeds up the street. |
| _____ 7. Raise your hand. | g. You know the answer to the question. |
| _____ 8. Please put them on the shelf. | h. Here's a chair for you. |

Move up

5 Complete the imperatives with the words in the box.

cry hurry up open take walk

- Don't walk on the grass! (*not*)
- Please _____ the window. It's hot in here.
- _____ this book over to that table, please.
- Please _____. Everything will be OK. (*not*)
- _____. We'll be late!

6 Use the verbs in the box to write the correct affirmative or negative imperative.

call feed listen wake up wash

- Don't wake up Jake. He needs to rest.
- _____ Carol. Ask her if she wants to come with us.
- _____ those dishes. They are very dirty.
- _____ the dog. There is still food in his dish.
- _____ to this. It's a great song.

Reach for the top

7 Rewrite the affirmative imperatives in the negative and the negative imperatives in the affirmative.

1. Don't pay attention to the other players on the field.

Pay attention to the other players on the field.

2. Put those books away after you read them.

3. Don't close the car window.

4. Let your sister ride your bicycle.

5. Call your grandmother before you get home from school.

6. Don't leave your notebook on the desk.

8 Write commands with the phrases in the box. Then write the use of the commands (*give an order, give a warning, make a polite request, give instructions*).

Come here. Look-out! Wake up!
Please come in. Please be quiet.
Take out your books and turn to page 8.

1.



Command: *Look out!*

Use: *give a warning*

2.



Command: _____

Use: _____

3.



Command: _____

Use: _____

4.



Command: _____

Use: _____

5.



Command: _____

Use: _____

6.



Command: _____

Use: _____

Grammar

Can to talk about abilities: Affirmative and negative statements

Get started

9 Complete the sentences with affirmative statements about ability. Use the words in the box.

dance	drive	juggle
sing	skate	play the violin

1. John
_____ *can sing* _____.



2. Rita



3. Benita



4. Mr. Hernandez



5. Ms. Malatesta



6. Ernesto and Paola



Move up

10 Read each affirmative statement. Write a negative statement about the ability in parentheses.

- I can speak Spanish. (*French*)
I can't speak French.
- Cheryl can play the flute. (*the guitar*)

- Alfredo can ride a bicycle. (*a horse*)

- Isaiah can draw a family tree. (*the family dog*)

- Rosalia can write a rap song. (*an opera*)

- He can fix a computer. (*a car*)

Grammar

Can to talk about abilities: Yes/No questions

Get started

11 Write Yes/No questions using the words in the box.

can act	can add	can dance
can drive	can play the guitar	can swim
can ride a bike	can speak English	

- Can Tony add* _____?
Yes, he can. Tony is good at math.
- _____?
Yes, she can. Corrine takes a language class after school.
- _____?
Yes, he can. Sasha's brother practices every day in the pool at school.
- _____?
No, she can't. Anne is too young. She takes the bus to school.

5. _____?
Yes, they can. They play in concerts together.
6. _____?
No, he can't. He falls when he starts to pedal.
7. _____?
Yes, he can. He's in every play at school.
8. _____?
Yes, she can. She loves ballet.

Move up

12 Unscramble the words to make Yes/No questions.

- Marissa / skate / Can / very well / ?
Can Marissa skate very well? _____
- tennis / play / Juliet / Can / ?

- Can / Gino and May / speak / languages / two / ?

- explain / the math homework / Can / Ivan / ?

- Gianna / birthday party / plan / Can / Mina's / ?

- paint / Can / Keyshawn and Jamie / the whole bedroom / ?

- Dmitri / skating tricks / Can / do / cool / ?

- Colin and Vanessa / books / to the library / take / Can / ?

- right now / you / help me / Can / ?

- Shane / run fast / Can / ?

Grammar

Can to talk about abilities: Information questions

Get started

13 Complete the sentences with *can* and a verb from the box.

do listen to name play sing speak

- What languages can you speak ?
- What dances _____ Tomás _____?
- What CDs _____ we _____?
- What songs _____ she _____?
- What games _____ they _____?
- What countries _____ you _____?

Reach for the top

14 Write a question to go with each answer.

- A: *What instruments can you play?* _____
B: I can play the violin and the flute.
- A: _____
B: I can speak English, Spanish, and French.
- A: _____
B: I can play soccer and basketball.
- A: _____
B: I can dance ballet and tap.
- A: _____
B: I can sing all of the songs from *The Lion King* and *Beauty and the Beast*.
- A: _____
B: I can draw cats and rabbits.
- A: _____
B: She can understand English and Japanese.
- A: _____
B: They can name the countries in South America.

Communication

Get started

15 Match the questions and the pictures. Write the letters.

 b 1. Can I use your phone?

a.



b.



 2. Can I play this CD?

 3. Can I borrow your bicycle? c.



d.



 4. Can I play your guitar?

Reach for the top

16 Number the lines of the conversations in order. Then write the conversations in the correct order. Each conversation starts with a question.

1. Sure. Here it is.
 1 Can I play your guitar?
 OK. Let's hear it.
 Thanks. I can play my favorite song.
A: *Can I play your guitar?*
B: _____
A: _____
B: _____

3. It's 2:00 A.M. Good night.
 Can I come in for a few minutes?
 What time is it?
 Not right now. It's late.
A: _____
B: _____
A: _____
B: _____

2. Because I don't have any money.
 No, I'm afraid you can't.
 Can I borrow five dollars?
 Why not?
A: _____
B: _____
A: _____
B: _____

4. No. I'm sorry.
 Because I don't like heavy metal.
 Can I play this CD?
 Why not?
A: _____
B: _____
A: _____
B: _____

2

I always get up at six-thirty.

Vocabulary

Get started

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

- | A | B |
|------------------------|---------------------|
| <u> e </u> 1. get up | a. my teeth |
| <u> </u> 2. leave | b. home from school |
| <u> </u> 3. get | c. the house |
| <u> </u> 4. have | d. my homework |
| <u> </u> 5. do | e. early/late |
| <u> </u> 6. brush | f. a shower |
| <u> </u> 7. watch | g. breakfast |
| <u> </u> 8. take | h. TV |

Move up

2 Now write the activities in the order that you do them.

1. get up early _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Reach for the top

3 Look at the pictures. Then complete the paragraph. Use the phrases from Exercise 2.



I usually get up early (1) and _____ (2). Then I _____ (3) and _____ (4). I _____ (5) for fifteen minutes. Next, I _____ (6). I _____ (7) at three o'clock and _____ (8) for two hours.

Grammar

Sequence words

Get started

4 Put a check (✓) in front of the activities you do on a day off from school.

- | | |
|--|--|
| <input checked="" type="checkbox"/> get up | <input type="checkbox"/> listen to music |
| <input type="checkbox"/> take a shower | <input type="checkbox"/> play basketball |
| <input type="checkbox"/> eat breakfast | <input type="checkbox"/> go to a dance |
| <input type="checkbox"/> brush my teeth | <input type="checkbox"/> hang out with friends |
| <input type="checkbox"/> get dressed | <input type="checkbox"/> do homework |
| <input type="checkbox"/> watch TV | <input type="checkbox"/> go to bed |
| <input type="checkbox"/> go to the park | |
| <input type="checkbox"/> play video games | |

5 Write *first*, *then*, and *after that* to show the routine you might follow for each group of activities.

- first*, _____ get dressed
after that, _____ watch TV
then _____ eat breakfast
- _____ go to the library
_____ take out a book
_____ read a book
- _____ take a shower
_____ wake up
_____ comb/brush your hair
- _____ go to school
_____ get on a bus
_____ go to a class
- _____ eat breakfast
_____ have dinner
_____ have lunch

Move up

6 Write a sentence about yourself for each cue.

- at home
First, I do my homework.
Then I listen to some music.
After that, I have dinner with my family.
- after school
First, _____
Then _____
After that, _____
- on a lazy day
First, _____
Then _____
After that, _____

Reach for the top

7 Look at the pictures. Then write sentences about Dave's morning routine. Use these sequence words or phrases at least once: *First, Then, After that, Next, and Finally.*

1.



2.



3.



4.



5.



6.



1. *First, Dave gets up at seven-thirty.*

2. _____

3. _____

4. _____

5. _____

6. _____

8 On the lines below, write sentences about your morning routine.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Grammar

Adverbs of frequency; How often?

Get started

9 Unscramble the letters and write the adverbs of frequency.

1. y a s w a l always
2. l r e y r a _____
3. n e f t o _____
4. m o s t s e m i e _____
5. l a y u s l u _____
6. e v r e n _____

10 Write the adverbs of frequency from Exercise 9 in order (from 100 percent to 0 percent).

1. always 100 percent
2. _____ 90 percent
3. _____ 75 percent
4. _____ 50 percent
5. _____ 25 percent
6. _____ 0 percent

Move up

11 Rewrite these sentences with the adverbs of frequency in parentheses.

1. On school days, I get up at six o'clock. (*always*)
On school days, I always get up at six o'clock.
2. My father is late for work. (*never*)

3. Simon eats a banana for breakfast. (*sometimes*)

4. I watch TV in the evenings. (*usually*)

5. My sister walks to school. (*often*)

6. We go to bed before midnight. (*always*)

7. Bob works in the evening. (*rarely*)

12 Complete the sentences about yourself. Use *sometimes, always, usually, often, never, and seldom*.

1. I usually eat cereal for breakfast.
2. _____ ride a bicycle to school.
3. _____ sing in class.
4. _____ stay for after-school activities.
5. _____ do my English homework.
6. _____ go to bed before nine o'clock.

Reach for the top

13 Write sentences about yourself using *sometimes, always, usually, often, and never* at least once each.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Move up

16 Complete the conversation with sentences from the box.

Well, we never go out on weekdays.
Because we never go out.
No, I hate it!
Because he looks like Brad Pitt!
Not good. I'm mad at Mario.
He usually goes to a soccer game on Saturday.
Yes, sometimes, but I always pay for the tickets.

Kim: Hi, Alice. How are you?

Alice: Not good. I'm mad at Mario.

(1)

Kim: Why?

Alice: _____

(2)

Kim: What? Never?

Alice: _____

(3)

Kim: What about the weekend?

Alice: _____

(4)

Kim: Do you like soccer?

Alice: _____

(5)

Kim: Does he ever take you to a movie?

Alice: _____

(6)

Kim: So why is he your boyfriend, Alice?

Alice: _____

(7)



Reach for the top

17 Complete the conversation with *always*, *often*, *sometimes*, or *never*.

A: How often do you exercise?

(1)

B: I exercise _____. I go to the gym four days a week.

(2)

A: Do you _____ exercise at night?

(3)

B: No, not always. Sometimes I exercise at night, and _____ I exercise in the morning.

(4)

A: Do you have dinner before the gym?

B: No, I _____ have dinner before the gym.

(5)

I _____ eat dinner after I exercise.

(6)

Vocabulary

Leisure activities

Get started

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

A	B
<u>c</u> 1. go	a. out
_____ 2. eat	b. grandparents
_____ 3. watch	c. shopping
_____ 4. swim	d. with friends
_____ 5. visit	e. a film/DVD/movie
_____ 6. hang out	f. party
_____ 7. have a	g. in the pool

Move up

- 5 Complete the sentences with the correct forms of the verbs and phrases in Exercise 4. Use each cue once.






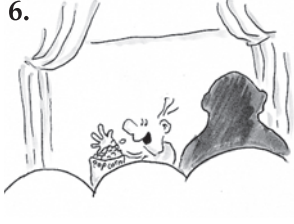
- Sharon often swims in the pool in that town.
- Ruiz and his brothers _____ their grandmother on Sunday.
- We don't have any plans. We can _____ with our friends for now.
- There's a cool new store at the mall. Let's _____!
- I want to _____ at that new Thai restaurant sometime soon.
- Alicia wants to rent some DVDs and then _____ at home.
- Ari's birthday is this Friday. He plans to _____ and invite his friends.

Grammar

Prepositions of location; The prepositions *in* and *on*

Get started

- 6 Look at each picture and circle the correct preposition of location.

1. 	2. 
<u>on the corner of</u> / behind	behind / across from
3. 	4. 
in front of / across from	behind / on the corner of
5. 	6. 
in front of / between	next to / between

Move up

- 7** Write sentences telling where these places are on the map below. Use words from the box.

across from	between	on
behind	next to	on the corner of

1. the YMCA

The YMCA is across from the zoo.

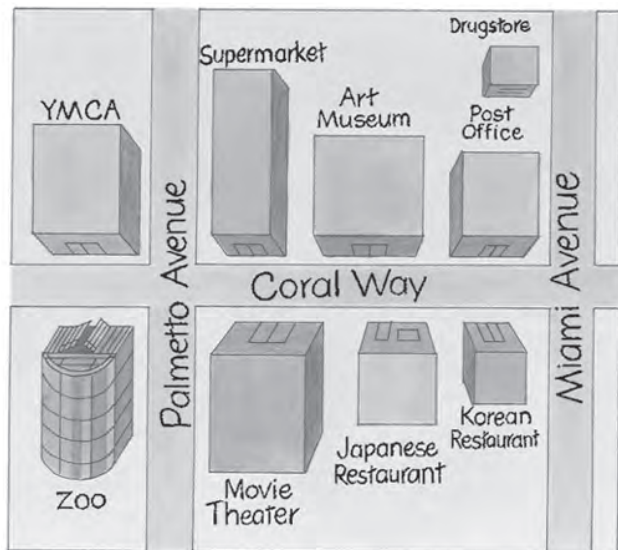
2. the supermarket
-

3. the drugstore
-

4. the art museum
-

5. the zoo
-

6. the Korean restaurant
-



Reach for the top

- 8** Look at the map in Exercise 7. Write sentences about the cues using prepositions of location and the street names in parentheses.

1. the post office / the drugstore

(Miami Avenue)

The post office is next to the drugstore on

Miami Avenue.

2. the movie theater / the zoo

(Palmetto Avenue)

3. the YMCA (Palmetto Avenue and Coral Way)
-

4. the Japanese restaurant / the Korean restaurant (Coral Way)
-

5. the movie theater / the supermarket (Coral Way)
-

6. the zoo / the YMCA (Coral Way)
-

7. the Korean restaurant (Miami Avenue and Coral Way)
-

8. the art museum / the supermarket / the post office (Coral Way)
-

9. the supermarket (Coral Way and Palmetto Avenue)
-

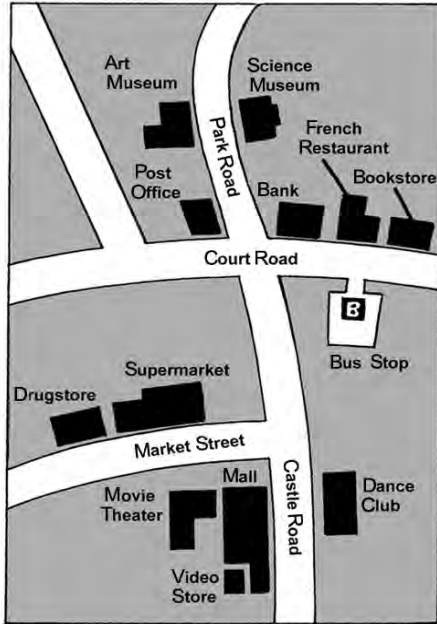
10. the Japanese restaurant / the Korean restaurant / the movie theater (Coral Way)
-

Grammar

There is/There are

Get started

9 Look at the map. Are the sentences true or false? Write *T* for true and *F* for false.



- T 1. There's a bus stop across from the restaurant.
- ___ 2. There's a post office between the bank and the bookstore.
- ___ 3. There's a hospital next to the mall.
- ___ 4. There aren't any swimming pools.
- ___ 5. There isn't a movie theater next to the art museum.
- ___ 6. There are two malls in this area.
- ___ 7. There's a drugstore on Market Street.
- ___ 8. There's a zoo on the corner of Court Road and Park Road.

10 Complete the answers to the questions. Use the map in Exercise 9.

1. Is there a dance club on Castle Road?
Yes, there's a dance club on Castle Road.
2. Are there any restaurants on Park Road?
 _____ on Park Road.

3. Is there a movie theater behind the mall?
 _____ behind the mall.
4. Is there a museum on Court Road?
 _____ on Court Road.
5. Are there any stores in the area?
 _____ in the area.

Move up

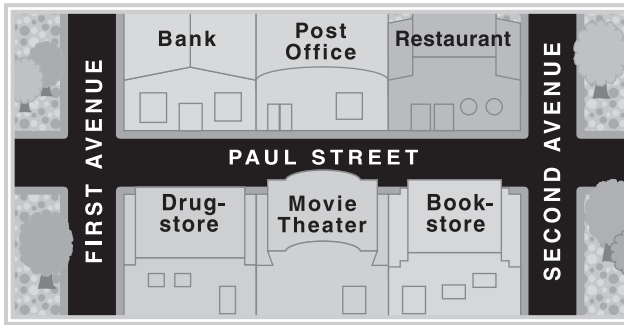
11 Look at the map in Exercise 9. Complete the questions and answers with *there is*, *there isn't*, *there are*, *there aren't*, *is there*, or *are there*.

1. A: Is there a park on the map?
 B: No, there isn't.
2. A: _____ any museums?
 B: Yes, _____.
3. A: _____ a video store?
 B: _____.
4. A: _____ a library?
 B: _____.

12 Use the map in Exercise 9 to complete the conversations. Use street names and prepositions in the answers.

1. A: Are there any department stores?
 B: No, there aren't.
 A: _____ a mall?
 B: Yes, _____. It's _____.
2. A: _____ a post office in this town?
 B: Yes, _____.
 A: Where _____?
 B: It's _____.
3. A: _____ a drugstore?
 B: _____.
 A: Where _____?
 B: _____.

Reach for the top



13 Write questions with *is there* or *are there*.

1. A: Is there a movie theater in this city?
B: Yes, there is a movie theater in this city.
2. A: _____
B: No, there isn't a library on Paul Street.
3. A: _____
B: No, there aren't any malls in this area.
4. A: _____
B: Yes, there is a bank next to the post office.
5. A: _____
B: Yes, there is a restaurant across from the bookstore.
6. A: _____
B: No, there aren't any parks in this part of town.
7. A: _____
B: Yes, there is a drugstore on the corner of Paul Street and First Avenue.
8. A: _____
B: No, there isn't a restaurant next to the movie theater.
9. A: _____
B: No, there aren't any dance clubs on Second Avenue.
10. A: _____
B: Yes, there is a post office across from the movie theater.

Communication

Get started

14 Complete the conversation with sentences from the box.

OK. That sounds cool. I like parties.
 No. I don't like Vince Vaughn.
 Sorry, I can't. I don't have any money.
 Great! I like parties, too. Let's go.

- A: I'm bored. Let's go shopping.
 B: Sorry, I can't. I don't have any money.
 (1)
- A: OK. Let's watch the Vince Vaughn movie on TV.
 B: _____
 (2)
- A: Well, there's a party at Ted's house. Let's go there!
 B: _____
 (3)
- A: _____
 (4)

Move up

15 Complete the conversations with phrases from the box.

Let's go	Would you like
Great idea!	Sorry, I can't.

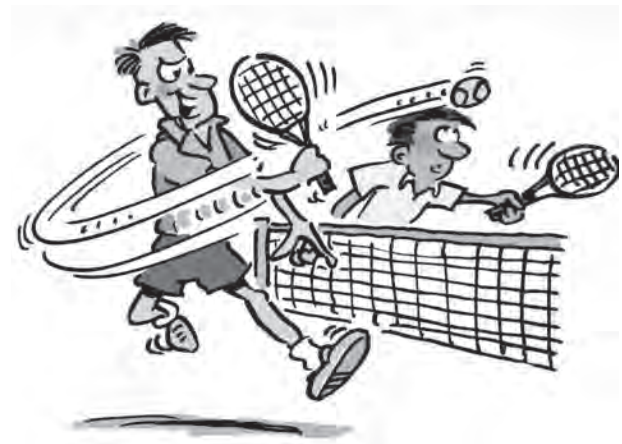
- A: *Let's go* _____ to the movies.
B: *Great idea!* _____ What do you want to see?
A: Let's see the new Denzel Washington movie.
- A: _____ to go swimming in the new pool?
B: No, it's too cold. Let's go to the zoo.
A: _____ The zoo opens at noon.
- A: _____ shopping for some new clothes.
B: _____ I don't have any money.
A: OK. _____ to watch a movie instead?
- A: Let's go to Alicia's house.
B: _____ I have to study.
A: Oh, OK. _____ to go tomorrow?
B: OK.
- A: _____ visit Rudy. He's not feeling well.
B: _____ We can bring him some CDs.
A: That's a great idea. Rudy loves music.

Reach for the top

16 Complete the conversations with sentences from the box.

No. It's not messy. Let's go to the new amusement park! No, thanks. It's cold outside. I'm sorry. I don't like noisy places. Let's play tennis. It's 4:45. The movie starts in five minutes.
--

- A: Let's go to the beach!
B: *No, thanks. It's cold outside.* _____
- A: _____
B: That sounds great! I love roller coasters!
- A: Let's clean your room!
B: _____
- A: _____
B: Then let's hurry up.
- A: Let's go to the new dance club!
B: _____
- A: _____
B: OK. I need to exercise.



Skills Development 1

Reading

A Day in the Life of Nick Bryant



It's 6:30 in the morning, and thirteen-year-old Nick Bryant's computer starts up with the sound of Pearl Jam. It's the same every morning. Nick gets out of bed and sits down at his desk. First, he checks his e-mail. Nick has friends from all over the world, and he writes to them every morning on his computer. It's a great way to start the day!

5 Then, he goes downstairs for breakfast. He usually has juice and some fruit. After that, he goes back upstairs, takes a shower, and gets ready for school. The school bus leaves at 8:30, so Nick packs his school bag, says good-bye to his mother, and leaves the house at 8:28.

10 The bus stop is in front of Nick's house. On the bus, he usually takes out his cell phone and sends some text messages to friends. They talk about their plans for the day and agree to meet later. At school, Nick always turns off his cell phone. He can't use it in class!

There's a mall near Nick's house, and he often goes there after school to hang out with his friends. They talk about sports and music. Sometimes Nick plays soccer in the park behind the mall. He's an excellent soccer player!

15 After dinner with his family, Nick always goes upstairs to do his homework. Then he goes on the Internet again to check his messages. Sometimes he is on the Internet for a few hours. His mom thinks it is strange that Nick seldom watches TV, but Nick thinks TV is boring. With his computer he can talk to people from all over the world. You can't do that with a TV!

4

What's Brian doing?

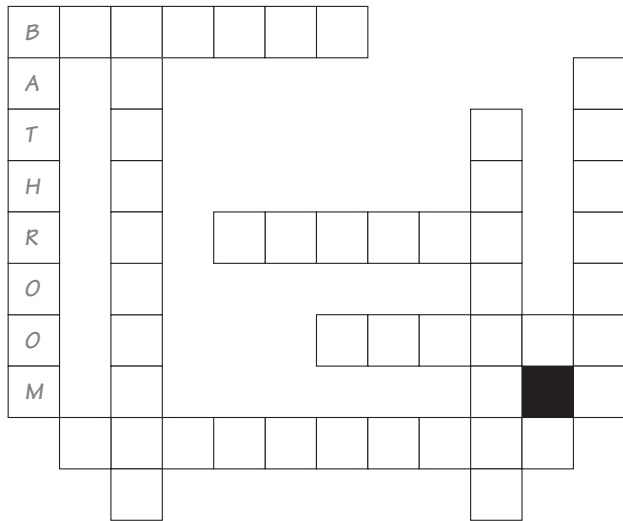
Vocabulary

Get started

1 Unscramble the letters. Write the names of the parts of a house.

1. thromboa bathroom
2. glinvimoro _____
3. chikent _____
4. eargag _____
5. swanstroid _____
6. nergad _____
7. rastis _____
8. strapusi _____
9. gindinromo _____
10. modrobe _____

2 Write the words from Exercise 1 in the puzzle. Which two words do not fit? Write them on the lines below.

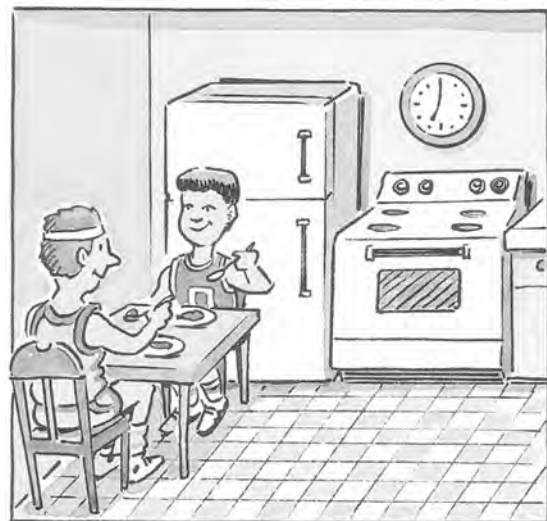


Move up

3 Complete the sentences with words from the box.

bathroom	bedrooms	dining room
downstairs	garage	garden
kitchen	living room	stairs

1. We cook and eat in the kitchen .
2. We watch TV and relax in the _____.
3. On weekends we eat in the _____.
4. The place in the yard that has plants is called the _____.
5. We keep our cars in the _____.
6. Upstairs, there are four _____ —one for Mom and Dad, one for my sister, one for me, and one for guests.
7. Every morning, I take a shower in the _____.
8. All of the rooms in Karl's house are on one floor. There aren't any _____.
9. There are two bathrooms upstairs and one bathroom _____.



Grammar

The present continuous: *be (am/is/are) + verb-ing*

Get started

4 Write the *-ing* form of these verbs. Use the dictionary for help.

1. choose choosing
2. chat _____
3. help _____
4. relax _____
5. run _____
6. shine _____
7. sit _____
8. sleep _____
9. study _____
10. swim _____
11. use _____
12. write _____
13. dance _____
14. shop _____
15. sing _____
16. work _____

4. You / listen to rock music ✓ / talk ✗

5. It / rain today ✓ / snow ✗

6. Anton / write a paper ✓ / read a book ✗

7. The twins / sleep ✓ / eat ✗

8. My brother and I / play tennis ✓ / swim ✗

Move up

5 Write affirmative and negative statements using the cues. Use the present continuous form of the verbs.

1. Renato / read ✓ / play basketball ✗

Renato is reading.

He isn't playing basketball.

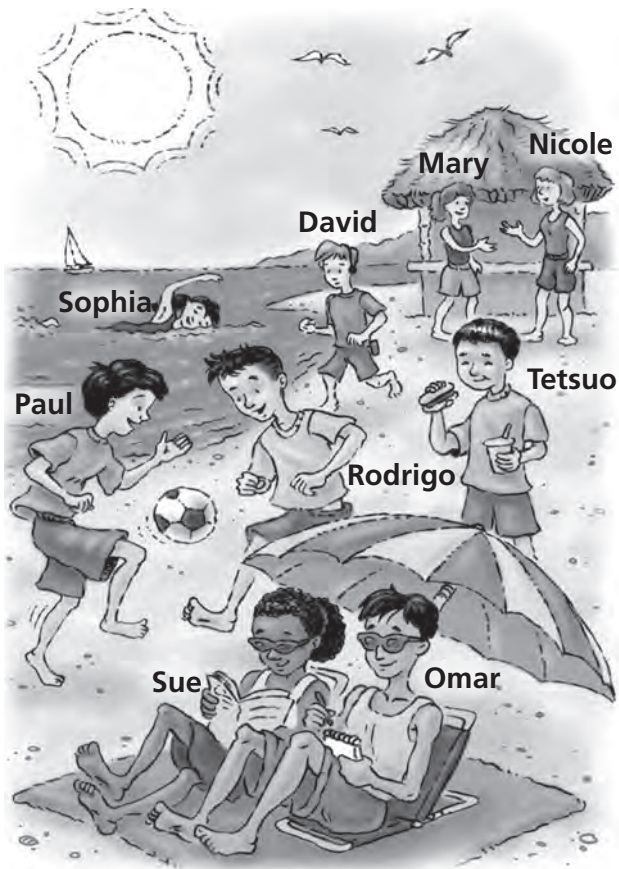
2. Rosa / study English now ✓ / sleep ✗

3. The children / do their homework ✓ / watch TV ✗



Reach for the top

6 Write sentences about what the people in the picture are doing. Use the *-ing* form of the verbs in the box.



eat a hot dog	play soccer
read a magazine	run
sit under the umbrella	talk
swim in the ocean	write a letter

- Sue is reading a magazine.*
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Grammar

The present continuous: Yes/No questions

Get started

7 Complete the answers.

- Is George sleeping in his room?
No, he isn't.
- Are the children playing in the yard?
Yes, they _____.
- Is Mr. Hernandez teaching today?
Yes, he _____.
- Are you cleaning out the garage?
No, I'm _____.
- Are Carlos and Lisa going to the mall?
No, they _____.
- Am I riding to the concert with you?
No, you _____.

Reach for the top

8 Write *Yes/No* questions and short answers. Use the cues.

- Renato / read ✓
A: Is Renato reading?
B: Yes, he is.
Renato / play basketball ✗
A: Is he playing basketball?
B: No, he isn't.
- Rosa / study English now ✓
A: _____
B: _____
Rosa / sleep ✗
A: _____
B: _____

3. The children / do their homework ✓
 A: _____
 B: _____

The children / watch TV ✗

- A: _____
 B: _____

4. You / listen to music ✓

- A: _____
 B: _____

You / talk ✗

- A: _____
 B: _____

5. It / rain today ✓

- A: _____
 B: _____

It / snow ✗

- A: _____
 B: _____

6. My brother and I / play tennis ✓

- A: _____
 B: _____

My brother and I / swim ✗

- A: _____
 B: _____

4. What is Terence doing? (*listen*)
 _____ to a song on his new iPod.
 5. What are those students doing? (*study*)
 _____ for an English test.
 6. What's your brother doing? (*work*)
 _____ at the supermarket today.

Reach for the top

10 Write information questions about the underlined words using the present continuous verbs.

I am planning a big party for this weekend. I want to invite all my friends. My friends are talking about what they want to wear that night. My sister is putting up fun posters to make the room look cool. Keisha is bringing some new CDs. My mom is cooking wonderful food. My aunt is baking one of her special cakes. My brother is begging me to invite him. I'm thinking about letting him come.

1. What are you planning for this weekend? _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Grammar

The present continuous: Information questions

Get started

9 Complete the answers with the present continuous form of the verb in parentheses.

1. What's Taesha doing? (*plant*)
She's planting flowers in the garden.
2. What are you doing? (*paint*)
 _____ my bedroom.
3. What are Kyle and Jeremy doing? (*help*)
 _____ their grandfather clean the garage.

Communication

Get started

11 Complete Marco's part of the dialogue with sentences from the box.



No. It's sleeping in the sun.
 Come and look at this, Miguel!
 Don't worry! Look. It's going away.
 No, it isn't. It's only a grass snake.
 Wait a minute.
 It's a snake. Be careful.

- Marco: Wait a minute. (1)
- Miguel: Why? We're in a hurry.
- Marco: _____ (2)
- Miguel: What is it?
- Marco: _____ (3)
- Miguel: I'm not going near it! Is it moving?
- Marco: _____ (4)
- Miguel: Is it dangerous?
- Marco: _____ (5)
- Miguel: Only? It's big.
- Marco: _____ (6)

Move up

12 Unscramble the words in the second sentence to make a reply. Use the present continuous tense.

1. Aldo: What are you doing?
 Bella: (*work*) / I / in the garden
I am working in the garden.
2. Aldo: Are your brothers helping you?
 Bella: No, / (*play*) / they / video games

3. Aldo: What is your brother Enrique doing?
 Bella: in his bedroom / (*do*) / He / homework

4. Aldo: What is your brother Pedro doing?
 Bella: the garage / (*paint*) / He

5. Aldo: Are your sisters helping you?
 Bella: No, / (*talk*) / they / on their cell phones

6. Aldo: What is your sister Sara doing?
 Bella: in the living room / TV / (*watch*) / She

7. Aldo: What is your sister Nita doing?
 Bella: upstairs / (*clean*) / She / the bathroom

8. Aldo: What are your parents doing?
 Bella: in the kitchen / (*make*) / dinner / They

9. Aldo: So, Sara's having a lazy day!
 Bella: No, / (*do*) / the dishes / she

Reach for the top

13 Complete the conversation with verbs in the present continuous.



Bill: What are you doing, Rob?

Rob: I'm driving a sports car.
(drive, sports car) (1)

Bill: Are you driving fast?

Rob: Yes, I am. I _____ (2) (drive) at
160 kilometers per hour . . . Oh, no!



Bill: What is it? What's happening?

Rob: A lady _____ (3) (skate) across the
road. She can't hear me.

Bill: Why not?

Rob: Because she _____ (4) (listen) music
on her iPod. Whew! That was close.



Bill: What's happening now?

Rob: Uh-oh! Bill, this is not good. There's a big
truck, and it _____ (5) (come) in my
direction!

KRANNG! SMASH!

Rob: Game over.

14 Answer the questions using each word or phrase from the box once. Use the present continuous.

bathroom	bedroom	dining room
downstairs	garage	garden
kitchen	living room	upstairs

1. Where are you setting the table for dinner?
I'm setting the table for dinner in the
dining room.

2. Is he sleeping downstairs?
No, _____

3. Where is everyone watching TV?

4. Where is your father parking his car?

5. Where are you planting the flowers?

6. Where is he taking a shower?

7. Where is your mom preparing dinner?

8. Are they playing video games upstairs?
No,

9. Where are the kids sleeping?

Reach for the top

- 3** Write an e-mail to a friend about what you did in the last week. Use past time expressions and as many of the acronyms and emoticons from the box as you can.

☺	ASAP	☹	B4N	;-)
BRB	:-o	CUL	G2G	
:-D	PAW	:((

For example:

To: _____
 CC: _____ Bcc: _____
 Subject: _____

I'm home from vacation now. Not a great week. ☹ We got to Los Angeles a week ago. Last Monday I walked to the beach, but it rained. A few days ago I shopped at the mall and lost my wallet . . .

To: _____
 CC: _____ Bcc: _____
 Subject: _____

Grammar

The simple past of regular verbs

Get started

- 4** Write the simple past form of the verbs.

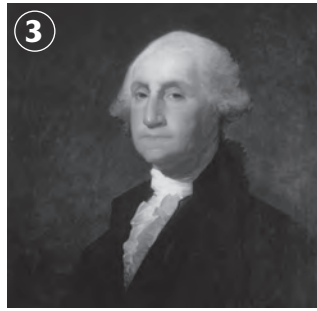
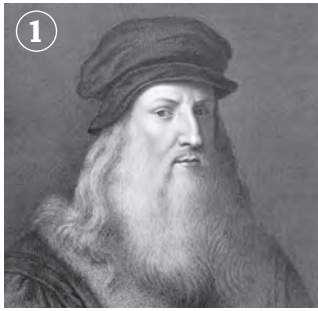
- play _____ *played*
- talk _____
- try _____
- kiss _____
- look _____
- want _____
- cook _____
- cry _____
- arrive _____
- worry _____

- 5** Complete the sentences with the simple past form of the verbs in parentheses.

- I (*arrive*) _____ *arrived* at the bus stop just in time to catch the bus.
- Micaela (*invite*) _____ Mike and his brother to her party last week.
- Yesterday, Sheila (*walk*) _____ two miles to get some exercise.
- Last weekend, she (*help*) _____ her grandmother clean her house.
- My father (*decide*) _____ to buy a new car last year.
- A few minutes ago, they all (*agree*) _____ to go to the concert.
- Marissa and Amy (*watch*) _____ the movie last night.
- The cousins (*argue*) _____ about which album to play.
- My sister (*stop by*) _____ on her way to the mall.
- Her mother (*pick up*) _____ some ice cream on her way home.

Reach for the top

6 Write negative and affirmative sentences about these people from history. Use the cues.



- Leonardo da Vinci: write music ✗ / create art ✓
Leonardo da Vinci didn't write music. He created art.
- Mozart and Beethoven: sing songs ✗ / compose music ✓
- George Washington: play soccer ✗ / serve as president of the U. S. ✓
- Cleopatra: dance ballet ✗ / rule as queen of Egypt ✓

Grammar

The simple past of regular verbs: Yes/No questions

Get started

7 Complete the questions and the short answers. Use the cues in parentheses.

- Q: Did Greg call his parents?
(call)
A: Yes, he did.
- Q: _____ the students _____ for the test? (*study*)
A: No, they _____
- Q: _____ Tricia _____ the movie she watched last night? (*like*)
A: Yes, _____
- Q: _____ the Taveras twins _____ in the soccer game? (*play*)
A: Yes, _____

Move up

8 Look at the chart. Complete the Yes/No questions and write short answers. Use the cues in parentheses.

	Library	Mall	Gym
Nico	✓	✓	✗
Sonya	✓	✗	✓
Elvi and Ricky	✓	✗	✓

- Did Nico stop by the library yesterday? (*stop by*)
Yes, he did.
- _____ Nico _____ at the gym? (*exercise*)
- _____ Sonya _____ at the mall yesterday? (*shop*)
- _____ Elvi and Ricky _____ at the gym? (*work out*)

Grammar

The simple past of regular verbs: Information questions

Get started

9 Complete the information questions.

- Q: When did Carlos stop by?
A: He stopped by this afternoon.
- Q: Where _____ you _____ video games yesterday?
A: We played video games at Maritza's house yesterday.
- Q: Who _____ she _____ on the phone this morning?
A: She talked to her brother on the phone this morning.
- Q: Why _____ the students _____ to Paris?
A: The students traveled to Paris to study art.
- Q: Who _____ my new CD at the party?
A: Ramón played your new CD at the party.

Move up

10 Write information questions with the simple past. Use the cues.

- Why / avoid / that street / they /?
Why did they avoid that street?
- Who / gossip about / after school / today / the students /?

- Who / smile at / in the supermarket / her / yesterday /?

- Where / wait / for the new student / you /?

- When / arrive / the train from the city /?

- What / book / read / last summer / you /?

Reach for the top

- 11** Look at Mital's schedule. It is now Wednesday afternoon. Write information questions for her answers. Use expressions from the box.

Mital's Schedule

	Weekend	Monday	Tuesday	Wednesday
A.M.	Seville	Madrid	Paris	Rome
P.M.	Salamanca	Barcelona	Milan	London

Time Expressions

on Monday morning	last weekend
this morning	yesterday morning
last night	on Monday evening



- What cities did you visit last weekend?*
I visited Seville and Salamanca.
- _____
I visited Paris.
- _____
I visited Rome.
- _____
I visited Barcelona.
- _____
I visited Milan.
- _____
I visited Madrid.

Communication

Get started

12 Complete the conversation with sentences from the box.



No, he didn't. I stayed home alone.
~~No, I stayed home and watched TV last night.~~
 No, I didn't.
 Well, I watched a movie *last weekend*.
 You watched the movie with me, Andrew!

- A: Did you go out last night?
 B: No, I stayed home and watched TV last night.
- A: You stayed home? Did Tony stay home with you?
 B: _____
- A: Didn't you go to the movies with him?
 B: _____
- A: So why are there two movie tickets in your pocket?
 B: _____
- A: Last weekend? Who watched the movie with you?
 B: _____

Move up

13 Complete the conversation with the simple past of the verbs in parentheses. Fabio is an athlete. Charlie is his coach.

Charlie: Did (1) you start (2) the day with a good breakfast? (*start*)

Fabio: Of course. I always have a good breakfast.

Charlie: _____ (3) you _____ (4) to the gym? (*go*)

Fabio: Yes. I _____ (5) at the gym for two hours. (*exercise*) Then I _____ (6) in the park for an hour with some friends. (*skate*)

Charlie: When _____ (7) you _____ (8) for lunch? (*stop*)

Fabio: At noon. I _____ (9) a snack. (*want*)
 But I try to avoid cake, ice cream, and other junk food.

Charlie: What _____ (10) you _____ (11) to have? (*decide*)

Fabio: Oh, something healthy, of course!
 Then I _____ (12) to the gym for a few more hours of exercise. (*return*)



Reach for the top

14 Vera posts to her blog every day. Read Vera's blog entry for today. Then write one of your own using the simple past. Use acronyms and emoticons where appropriate.

Study Corner

Understanding abbreviations in the dictionary

A dictionary often uses abbreviations. Learn the words for them.



15 Write the words for these dictionary abbreviations. Write an example of each. Then use each of them in a sentence in English. Use a dictionary for help.

- | | | | |
|------------|-------------|------------------|--|
| 1. (n.) | <u>noun</u> | <u>hamburger</u> | <u>I enjoyed that hamburger very much.</u> |
| 2. (v.) | _____ | _____ | _____ |
| 3. (adj.) | _____ | _____ | _____ |
| 4. (adv.) | _____ | _____ | _____ |
| 5. (pron.) | _____ | _____ | _____ |
| 6. (prep.) | _____ | _____ | _____ |

6

I really had a great time.

Grammar

The simple past of *be* (*was/were*): Affirmative and negative statements

Get started

1 Complete the sentences with *was*, *wasn't*, *were*, or *weren't*.

1. You weren't in class yesterday. Why not?
2. Carmen _____ happy about the Miami trip. She loved the beach.
3. Our backpacks _____ in the room. Where did Joe take them?
4. My brother _____ at the game last Saturday. He couldn't play because he hurt his foot.
5. George Washington _____ the first president of the United States.
6. Jessica and Ted _____ in the library this morning. They needed books for their report.

Move up

2 Unscramble the words to write sentences. Use the correct simple past form of *be*.

1. be (not) / Marty / at the gym / today
Marty wasn't at the gym today.
2. in the living room / The kittens / be / in the box

3. so easy / be / That English test

4. be (not) / Your camera / upstairs / in the bedroom

5. I thought / be / at the mall / your brothers

6. be / the girl / Ornella / in the pink dress

7. The knives / on the table / be / in the kitchen

8. at the concert / The students / be (not) / last Saturday night

Reach for the top

3 You were at a friend's house this past weekend. Your friend and his or her parents were very kind to you. Write a short thank-you note to them. Use the simple past. Use the sentences below as a model.

Dear Nella,

Thank you for the wonderful weekend. You and your parents were so nice to invite me to your home. Your mom's food was awesome!

Your friend,

June

Dear

Grammar

The simple past of *be* (*was/were*): Yes/No questions Information questions

Get started

4 Write short affirmative and negative answers to the questions. Use the cues.

1. Was Terrence an exchange student this year?
(*yes*)

Yes, he was.

2. Were your parents mad when you arrived home late? (*yes*)

3. Was Maria a big Pearl Jam fan? (*no*)

4. Was Juan sad when his team lost the tournament? (*no*)

5. Were all of the Japanese students in class today? (*yes*)

6. Were your brothers and sisters happy about your new pet? (*yes*)

7. Was Chino at the rap concert last week? (*no*)

8. Was Juliette in Paris this summer? (*yes*)

5 Complete the questions with the correct simple past form of *be*.

1. Who was on the phone?

2. Why _____ Ron and Sara at the supermarket?

3. What kinds of food _____ on the table?

4. What _____ your cousin's address?

5. What _____ the name of Brad Pitt's last movie?

6. Why _____ the twins at the library?

Move up

6 Write questions for the answers. Use the cues.

1. *Was David at the library?*

(*David; at the library*)

Yes, he was.

2. _____

(*Jonathan and Claudio; happy to help*)

Yes, they were.

3. _____

(*Caroline; on vacation*)

No, she wasn't.

4. _____

(*your Aunt Espi; at home*)

Yes, she was.

5. _____

(*the bank; next to the restaurant*)

No, it wasn't.

6. _____

(*Zachary; at the zoo last weekend*)

No, he wasn't.

Study Corner

Knowing the base forms of verbs in the dictionary

You can find the base forms of simple past verbs in the dictionary. For example, if you look up the word *went* in the dictionary, you will find that it is the simple past of *go*.

7 What are the base forms of these verbs in the past? If you don't know, look them up in a dictionary. Write them on the lines.

Simple past	Base form
1. understood	<u>understand</u>
2. wrote	_____
3. paid	_____
4. told	_____
5. sat	_____
6. slept	_____

Grammar

The simple past of irregular verbs

Get started

8 Write the simple past of these verbs. Then write *R* if the verb is regular or *I* if it is irregular. Use the dictionary if necessary.

Base form	Past tense	R or I
1. carry	<u>carried</u>	<u>R</u>
2. go	_____	_____
3. help	_____	_____
4. spend	_____	_____
5. jog	_____	_____
6. leave	_____	_____
7. take	_____	_____
8. like	_____	_____

Move up

9 Rewrite the sentences in the negative.

- Luke went to the movie theater.
Luke didn't go to the movie theater.
- The students had a party last week.

- I left the house two hours ago.

- You said, "Thank you."

- We read that book last year.

- My friend told me to do it.

- Olga did all the planning for the concert.

- Marlon spent all afternoon playing video games.

10 Complete the descriptions of Rob's day. Write the simple past of the verbs in the box. Use each verb only once.

come	get	wake up	go
have	read	walk	spend



1. Rob woke up at 9:10 A.M.



2. He _____ a bowl of cereal.



3. He _____ to the record store.



4. He _____ a CD.



5. He _____ back home at 5 P.M.



6. He _____ the newspaper.



7. He _____ the evening in front of the TV.



8. He _____ to bed at 10:30 P.M.

Reach for the top

11 Complete the conversation. Write what Rob's mother told him he didn't do. Write affirmative statements as his responses. Use expressions from the box.

get up early
 come home on time
 go to the supermarket
 do your homework
 take the books back to the library
 get stamps
 spend time with your little brother

Mother: You didn't get up early.

Rob: I got up early yesterday.

Mother: _____

Rob: _____

Mother: _____

Rob: _____

Mother: _____

Rob: _____

Mother: _____

Rob: _____

Mother: _____

Rob: _____

Mother: _____

Rob: _____

12 Look at the chart. Write the answers.



	Susan	James and Sara
go to the party	✓	✗
get a new TV	✓	✗
wake up late	✓	✗
come home early	✗	✓
take a walk	✗	✓

1. Q: Did Susan go to the party yesterday?
 A: Yes, she did. She went to the party.

Q: Did James and Sara go to the party yesterday?
 A: No, they didn't. They didn't go.

2. Q: Did Susan get a new TV yesterday?
 A: _____

Q: Did James and Sara get a new TV yesterday?
 A: _____

3. Q: Did Susan wake up late yesterday?
 A: _____

Q: Did James and Sara wake up late yesterday?
 A: _____

4. Q: Did Susan come home early yesterday?
 A: _____

Q: Did James and Sara come home early yesterday?
 A: _____

5. Q: Did Susan take a walk yesterday?
 A: _____

Q: Did James and Sara take a walk yesterday?
 A: _____

Communication

Get started

13 Write Erica's part of the conversation. Use sentences from the box.

Oh, really? Where was it?
 Cool! Are you going to see him again?
 Did you have a good time last night?
 Oh, does Jake live around here?
 Did you go to a party?
 What's he into?
 Did you meet anyone interesting?



Erica: Did you have a good time last night?
 (1)

Tanya: Yes, I did. It was a lot of fun.

Erica: _____
 (2)

Tanya: Yes, I did. I went to Monica's birthday party.

Erica: _____
 (3)

Tanya: At Monica's house.

Erica: _____
 (4)

Tanya: Yes, I did. I talked to this really nice guy. His name's Jake.

Erica: _____
 (5)

Tanya: Yes, he does. He goes to our school. He moved here this year.

Erica: _____
 (6)

Tanya: He's into music. His favorite kind is rock.

Erica: _____
 (7)

Tanya: Of course! We're in science class together.

Move up

14 Talk about what you did last weekend. Ask Yes/No and information questions. Use the cues.

1. A: _____
 (Yes/No question)

B: _____

2. A: _____
 (information question)

B: _____

3. A: _____
 (your own question)

B: _____

Reach for the top

15 Write a conversation between you and a friend about a party, concert, movie, game, or park you went to recently.

A: Did you do anything fun last week?

B: Yes, I did. I went to . . .

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Vocabulary

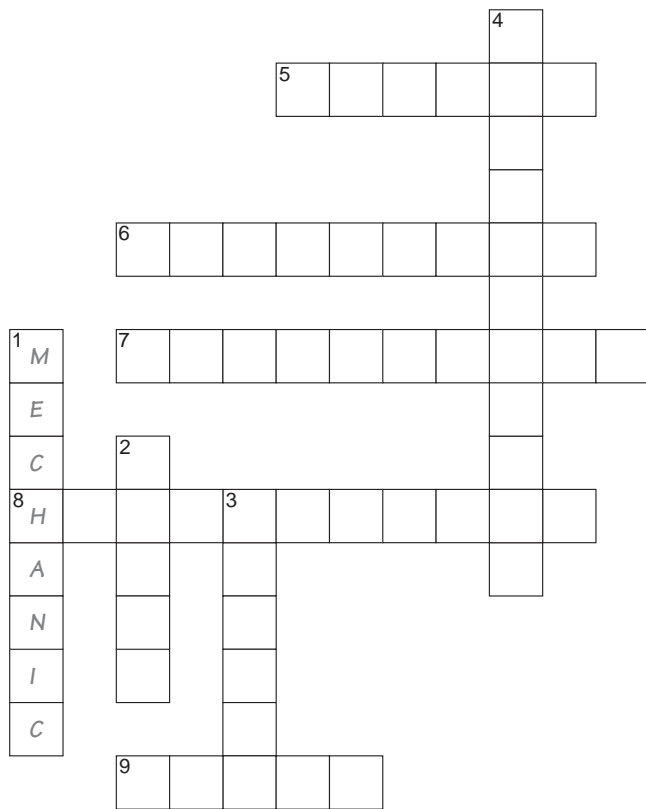
Get started

16 Unscramble the letters to write the occupations.

1. ch ic a m e n mechanic
2. l t o i p _____
3. c o d r o t _____
4. b w e s i g d e n r e _____
5. i r r e v d _____
6. c r e e p n r a t _____
7. n a c t h i c i e n _____
8. d i r e s h a r e r s _____
9. r e s n u _____
10. e r e g n e i n _____

Move up

17 Write the words from Exercise 16 in the puzzle. Which occupation does not fit? Write it on the line below the puzzle.



Reach for the top

18 Complete the sentences with the correct occupations.

1. She makes pages on the Internet look cool. She's a web designer.
2. He fixes problems with your computer. He's a _____.
3. She flies airplanes. She's a _____.
4. He makes things with wood. He's a _____.
5. He repairs cars. He's a _____.
6. He works in a place that makes people look good. He's a _____.
7. She operates a car and takes people where they want to go. She's a _____.
8. She works with doctors. She helps people feel better. She's a _____.



Skills Development 2

Reading

Winchester Mystery House



In San Jose, California, there is a very strange house. People say there are 160 rooms in it, but nobody is really sure. Inside, there are staircases that lead up to the ceiling and doors that lead nowhere. It's a fun place to visit, and thousands of tourists go there every year. However, there is a tragic story behind it all.

5 The story begins in 1862. That year Sarah Pardee married William Wirt Winchester, the son of a rich and famous gun manufacturer. After four years of marriage, they had a baby girl. They named her Annie. Unfortunately, Annie died when she was only one month old. Then, fifteen years later, William died, too. Sarah was distraught.

10 Sarah went to see a spiritualist. The spiritualist told Sarah that her baby and husband died because she was cursed. The spirits of the people killed by the Winchester guns wanted revenge. The spiritualist told Sarah to go west and build a house. The spiritualist said she must never stop building the house or she would die.

15 When Sarah's husband died, Sarah inherited more than \$20 million. She took the spiritualist's advice and moved to California. There she bought a six-room house with lots of land. Then she started building. She hired twenty-two carpenters who worked twenty-four hours a day, seven days a week. There was no overall plan for the house. Every morning, Sarah met with her builders to discuss that day's work. For thirty-eight years she continuously built and rebuilt. She didn't stop until the day she died in 1922.

20 Some people say that the house is chaotic because Sarah wanted to confuse the bad spirits so that they would not harm her. Others say that even today, ghosts haunt the rooms of Winchester Mystery House. Whatever you believe, this house is worth visiting. You will never see another piece of architecture like it. It is worth about \$5.5 million.

Vocabulary

1 Match the words with the definitions. Write the letters.

- | | |
|--|--|
| <u> f </u> 1. tragic
(line 4) | a. having bad luck |
| <u> </u> 2. gun
manufacturer
(line 6) | b. living things without
a physical body, such
as ghosts or angels |
| <u> </u> 3. distraught
(line 8) | c. without order or
control |
| <u> </u> 4. spiritualist
(line 9) | d. very upset |
| <u> </u> 5. cursed
(line 10) | e. an act of punishing
someone who has
harmed you |
| <u> </u> 6. spirits
(line 10) | f. serious and very sad |
| <u> </u> 7. revenge
(line 11) | g. someone who
helps the living
communicate with
the dead |
| <u> </u> 8. inherited
(line 13) | h. a gunmaker |
| <u> </u> 9. chaotic
(line 19) | i. to make someone feel
unable to understand
something |
| <u> </u> 10. confuse
(line 19) | j. received something
from someone when
that person died |

Comprehension

2 Number the events in the order in which they happened.

- Their daughter Annie was born.
- 1 Sarah Pardee and William Winchester got married.
- Sarah bought a house in California.
- Sarah died.
- Sarah saw a spiritualist.
- William Winchester died.
- Annie died.

3 Complete the sentences. Circle the letter next to the correct word or phrase.

- William Winchester's father was a famous _____.
a. architect
b. gun manufacturer
c. carpenter
- Annie Winchester was _____ when she died.
a. four years old
b. four months old
c. one month old
- According to the spiritualist, Sarah's baby and husband died because Sarah _____.
a. was a bad mother
b. was cursed
c. was crazy
- Sarah never stopped building the house because _____.
a. she was an architect
b. she didn't want to die
c. she liked to confuse carpenters
- Winchester House is unusual because it is _____.
a. chaotic
b. new
c. beautiful

Writing

4 Research a famous building or landmark. Then write a short paragraph about it.

Unit 1

Grammar Highlights

Imperatives

Affirmative

Run faster!

Negative

Don't run!

Uses of the imperative

Wear your seatbelt. (give orders)

Don't move! (give warnings)

Please **pass** the salt. (make polite requests)

Write your name on the top. (give instructions)

Remember! You can also use the imperative to:

- give directions
Turn right at the corner.
- give advice
Study hard for the test.
- invite someone
Come to the party tonight.

Remember!

- Use the base form of a verb in an imperative.
- An imperative can be directed at one or more than one person.

Can to talk about abilities

Affirmative statements

I **can play** tennis.

Yes/No questions

Can you **play** tennis?

Information questions

What sports **can** you **play**?

Contraction

can't → *cannot*

Negative statements

They **can't play** tennis.

Short answers

Yes, I **can**. / No, I **can't**.

Answers

We **can play** ice hockey.

Remember!

- Use the base form of the main verb with *can*.
- *Can* means *be able to*.
I can sing means *I am able to sing*.

Grammar Practice

Imperatives

1 Write a positive or negative command for each sign. Use the words from the box.

Park here.	Don't swim.
Go this way.	Turn right.
Don't park.	Don't dive.



Park here.



2 Match each imperative in Column A with the right word or phrase in Column B. Write the correct letter on the line.

A	B
<u> h </u> 1. Don't read	a. a mess!
___ 2. Don't tell	b. for me!
___ 3. Please write	c. in class!
___ 4. Wait	d. quiet!
___ 5. Please be	e. to me every day!
___ 6. Don't eat	f. my parents!
___ 7. Don't make	g. us alone!
___ 8. Leave	h. my diary!

3 Mrs. Gibson tells her children what to do when they go out. Look at the imperatives below. Some of them are missing *don't*. Put a check next to the commands that are correct. Rewrite the incorrect commands adding *don't* where necessary.

1. Be home by midnight.

2. Be late.

3. Lock the door when you leave.

4. Call me if you need me.

5. Give your phone number to strangers.

6. Be careful.

- 4 Look at Barry's schedule. Write imperative sentences telling Barry when he should do each item on the schedule, in time order. Write the times using *to*, *after*, and *o'clock*.

TODAY'S DATE: _____	
7:00 A.M.	<i>Barry wakes up at 7:15 A.M.</i> <i>Barry eats breakfast at 7:25 A.M.</i> <i>Barry goes to school at 7:50 A.M.</i>
8:00 A.M.	_____
9:00 A.M.	_____
10:00 A.M.	_____
11:00 A.M.	_____
12:00 P.M.	<i>Barry eats lunch at 12:00 P.M.</i> _____
1:00 P.M.	_____
2:00 P.M.	<i>Barry gets home from school at 2:45 P.M.</i> _____
3:00 P.M.	_____
4:00 P.M.	<i>Barry plays soccer at 4:20 P.M.</i> _____
5:00 P.M.	<i>Barry takes a shower at 5:35 P.M.</i> _____

- Wake up at a quarter after seven.* _____
- _____
- _____
- _____
- _____
- _____
- _____

Can to talk about abilities

- 5 Complete the sentences with *can* and *can't*.



- A crocodile can't dance, but a ballerina can.
- A bird _____ fly, but it _____ swim underwater.
- Kids _____ drive cars, but they _____ ride bikes.
- A little baby _____ crawl, but it _____ walk.
- You _____ erase pen marks, but you _____ erase pencil marks.
- You _____ play the guitar with your hands, but you _____ play it with your feet.

6 Write a sentence under each picture telling what ability the person has. Use *can* and a word or phrase in the box.

draw play the guitar ride a bike skateboard swim



1. *He can swim.* _____

2. _____



3. _____

4. _____



5. _____

7 Complete the following sentences. Tell one thing that each person or group of people can do. Then tell something that each person or group can't do.

1. My brother can *speaks German* _____.
My brother can't *stand on his head* _____.
2. I can _____.
I can't _____.
3. My best friend can _____.
My best friend can't _____.

4. Adults can _____.
Adults can't _____.
5. Children can _____.
Children can't _____.
6. My teacher can _____.
My teacher can't _____.

Unit 2

Grammar Highlights

Sequence words



First, I get home from school.



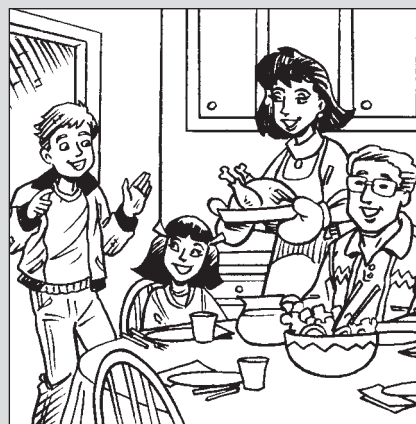
Next, I have a snack.



Then I go to my friend Stella's house.



After that, we do our homework.



Finally, I go home and have dinner.

Remember! Use a comma (,) after *First*, *After that*, *Next*, and *Finally* at the beginning of a sentence. Do not use a comma after *Then* at the beginning of a sentence.

Adverbs of frequency; How often?

100%	90%	75%	50%	25%	0%
always	usually	often	sometimes	rarely/seldom	never

On school days, Sofia **always** wakes up at six-thirty.
 She **usually** has cereal for breakfast.
 She **often** has orange juice, too.
 She **sometimes** walks to school.
 She **rarely/seldom** rides her bike.
 She **never** takes the school bus.

Remember! Adverbs of frequency come before the main verb but after the verb *be*.
 Sofia **usually goes** to the library after school.
 She **is always** home in time for dinner.

Grammar Practice

Sequence words

1 Which sentence comes first? Second? Third? Write the first sentence with *First*, the second sentence with *Then*, and the third sentence with *After that*.

1. I get dressed / I wake up / I take a shower

First, I wake up.

Then I take a shower.

After that, I get dressed.

2. she goes to her first class / she walks to the bus stop / she takes the bus to school

3. he has a snack / he meets his friends at 3:30 / he gets home from school at 2:30

4. we watch TV / we wash the dishes / we eat dinner at 7:00



2 What three things do you do in the morning before school? In the afternoon after school? In the evening after dinner? Write complete sentences. Use *First*, *Then*, and *After that*. Use Exercise 1 as a model.

1. in the morning before school

2. in the afternoon after school

3. in the evening after dinner

Adverbs of frequency; How often?

3 Unscramble the words to write sentences. Make sure to place the frequency adverbs correctly.

1. is / with / always / brother / his / Michael
Michael is always with his brother.

2. 5 P.M. / work / at / She / never / is / after

3. by / We / 10 o'clock / bed / in / are / usually

4. grandmother / They / their / with / are / sometimes

5. at / often / I / 7:45 A.M. / school / at / am

6. bus / You / my / are / on / sometimes / school

7. at / library / school / is / He / rarely / after / the

8. 9 P.M. / bed / in / seldom / are / You / by

4 Unscramble the words to write sentences. Make sure to place the frequency adverbs correctly.

1. never / bus / is / late / school / The
The school bus is never late.

2. afternoon / a / hockey / game / often / on / Saturday / There / is

3. hungry / I / am / in / morning / rarely / the

4. after / soccer / plays / Ramon / school / sometimes

5. I / my / seldom / on / pizza / put / salt

6. funny / is / math / often / Our / teacher / very

7. class / are / There / karate / many / people / in / never / my



5 How often do you do these things? Write complete sentences. Use an adverb of frequency from the box in each answer.

always never often sometimes usually



1. get up at 5 A.M. on weekends
I never get up at 5 A.M. on weekends.
2. sing in the shower
3. walk to school
4. study in the library after school
5. have cereal for breakfast
6. watch TV after dinner

6 Answer the questions about yourself. Write complete sentences. Use an adverb of frequency in your answers.

1. What time do you get up on school days?
2. What does your mother have for breakfast?
3. Do you play basketball at school?
4. Does your best friend walk to school?
5. Do you have lunch at school?
6. Do you go home right after school?
7. What do you do on Saturdays?
8. Do you have coffee for breakfast?
9. Do you sleep eight hours on school nights?
10. Where do you go on Friday evenings?

Unit 3

Grammar Highlights

Prepositions of location



on



across from



in front of



behind



between . . . and . . .



next to



on the corner of

Remember! Use *in* with the name of a town or city. Use *on* with the specific name of a street, road, or avenue.
Alberto lives **in** Orlando, Florida.
His apartment is **on** Pine Road.

The prepositions *in* and *on*

The Sears Tower is **in** Chicago.

She lives **in** Rome.

My house is **on** Maple Avenue.

There is / There are

Affirmative statements

There's a movie theater in the mall.

There are *some* restaurants next to the museum.

Yes/No questions

Is there a pool in your town?

Are there *any* bookstores on Hamilton Avenue?

Contraction

There's = *There is*

Remember! Use *some* in affirmative general statements with *There are*.

Remember! Use *any* in questions and negative general statements with *There aren't*.

Negative statements

There isn't a movie theater on Linden Avenue.

There aren't *any* restaurants on Paul Street.

Short answers

Yes, **there is**. / No, **there isn't**.

Yes, **there are**. / No, **there aren't**.

Remember! When you want to give a list of single items, use the singular form *There is*, not the plural form *There are*.

There's a museum and a restaurant near my apartment. **NOT**
~~**There are** a museum and a restaurant near my apartment.~~

Grammar Practice

The prepositions *in* and *on*

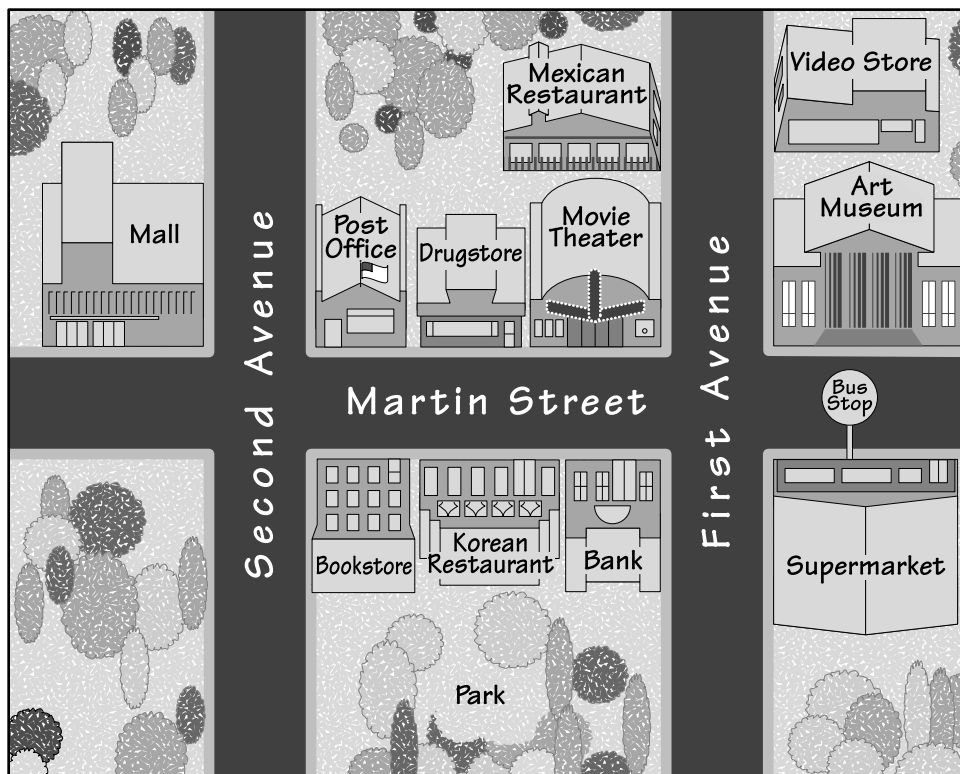
1 Complete each sentence with *in* or *on*.

- Beth lives on Fifth Avenue _____ New York City.
- Chuck lives _____ San Antonio. His house is _____ Market Street.
- Shirley is on vacation _____ Las Vegas. Her hotel is _____ Tropicana Avenue.
- Harrison lives in an apartment _____ 25th Street _____ Washington, D.C.

Prepositions of location

2 Look at the map. Complete the sentences with prepositions from the box. Use each preposition only once.

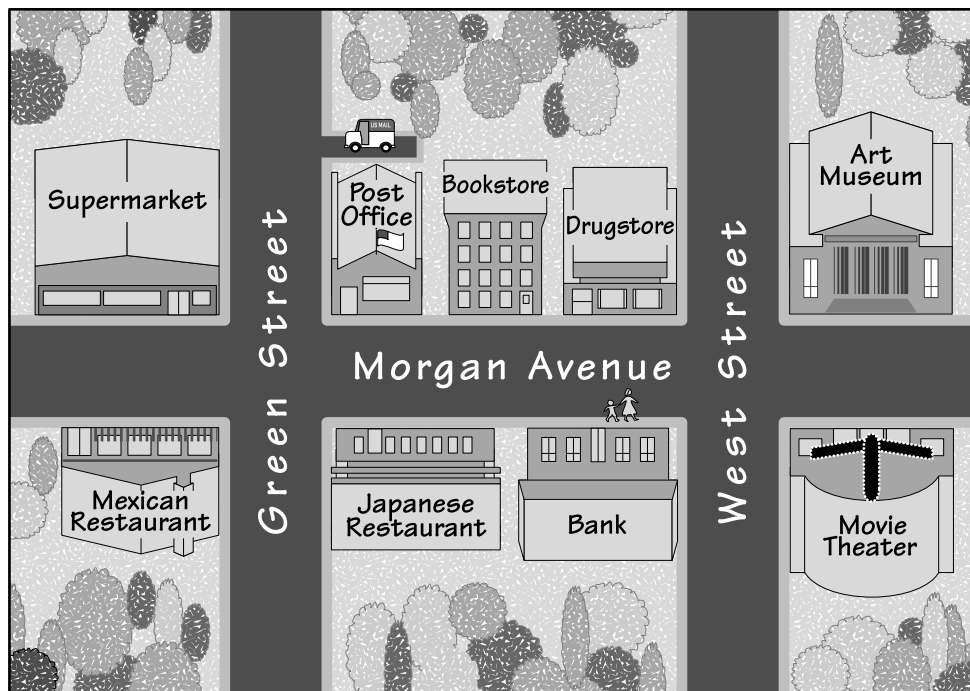
across from behind between . . . and . . . in front of
next to on on the corner



- The bookstore is on the corner of Second Avenue and Martin Street.
- The Korean restaurant is _____ the drugstore.
- The drugstore is _____ the post office _____ the movie theater.
- The movie theater is _____ the drugstore.
- The park is _____ the Korean restaurant.
- The bus stop is _____ the supermarket.

3 Look at the map. Write the answers to the questions using the prepositions from the box below. Use each preposition only once.

across from	behind	between . . . and . . .	in front of
next to	on	on the corner	



1. A: Where's the supermarket?
B: *It's across from the Mexican restaurant.*

2. A: Where's the bookstore?
B: _____

3. A: Where's the Japanese restaurant?
B: _____

4. A: Where are Alfonso and his mother?
B: _____

5. A: Where's the mail truck?
B: _____

6. A: Where's the bank?
B: _____

7. A: Where's the movie theater?
B: _____

There is/There are: Affirmative and negative statements

4 Look at the map in Exercise 3. Write sentences using the cues and *There's*, *There are*, *There isn't*, and *There aren't*. Use *some* or *any* if possible.

1. (restaurants) There are some restaurants.

2. (malls) There aren't any malls.

3. (post office) _____

4. (supermarket) _____

5. (bus stop) _____

6. (parks) _____

7. (drugstore) _____

8. (hospital) _____

9. (stores) _____

10. (trees) _____

11. (Korean restaurants) _____

12. (museum) _____

There is/There are: Yes/No questions

5 Write *Yes/No* questions about the places on the map in Exercise 3. Then write the answers.

1. Japanese restaurant

A: Is there a Japanese restaurant in the area?

B: Yes, there is. There's a Japanese restaurant on the corner of Green Street and Morgan Avenue.

2. movie theater

A: _____

B: _____

3. bus stop

A: _____

B: _____

4. supermarket

A: _____

B: _____

5. malls

A: _____

B: _____

Unit 4

Grammar Highlights

The present continuous: *be (am/is/are) + verb-ing*

Affirmative statements

I **am**
He } **is**
She } **dancing.**
You } **are**
We } **dancing.**
They }

Negative statements

I **am not**
He } **is not**
She } **singing.**
You } **are not**
We } **singing.**
They }

Spelling of present continuous verbs

eat—**eating** do—**doing** have—**having** stop—**stopping**

Remember! Use the present continuous to talk about things that are happening now.

Remember! To form the present continuous, add *-ing* to most main verbs.
read + ing = reading
talk + ing = talking

Remember!

- Some main verbs have spelling changes.
 - To form the present continuous of some main verbs that end in a consonant + *e*, drop the *e* and then add *-ing*.
write + ing = writing
use + ing = using
dance + ing = dancing
make + ing = making
take + ing = taking
smile + ing = smiling
 - To form the present continuous of some main verbs that end in a vowel + a consonant, double the consonant and then add *-ing*.
sit + t + ing = sitting
- In your notebook, keep a list of main verbs with spelling changes.

Yes/No questions

Am I }
Are you } **dancing?**
Is he }
Is she }

Are you }
Are we } **dancing?**
Are they }

Information questions

What **are** you **doing**?
What's she/he **doing**?
What **are** they **doing**?

Affirmative answers

Yes, you **are**.
Yes, I **am**.
Yes, he **is**.
Yes, she **is**.

Yes, we **are**.
Yes, we/you **are**.
Yes, they **are**.

Short answers

Dancing.
Riding a bike.
Listening to music.

Negative answers

No, you **aren't**. / No, you're **not**.
No, I'm **not**.
No, he **isn't**. / No, he's **not**.
No, she **isn't**. / No, she's **not**.

No, we **aren't**.
No, we/you **aren't**. / No, we're/you're **not**.
No, they **aren't**. / No, they're **not**.

Long answers

I'm **dancing**.
She/He's **riding** a bike.
They're **listening** to music.

Remember! An information question begins with a *Wh*-question word.

Grammar Practice

The present continuous: *be (am/is/are) + verb-ing* Affirmative and negative statements

1 Write a sentence about each picture in the present continuous using the cues.



play/dog

1. *She's playing with her dog.*



do/math

2. _____



eat

3. _____



use/computer

4. _____



sleep

5. _____



dance

6. _____

2 Complete the sentences. Write the present continuous forms of the verbs in parentheses.

- I (*send*) am sending my e-mail.
- She (*not, make*) is not making our dinner.
- You (*read*) _____ a newspaper.
- They (*not, sleep*) _____.

- We (*not, enjoy*) _____ this movie.
- He (*take*) _____ a test.
- They (*smile*) _____ at the teacher.
- He (*not, study*) _____ for his test.
- We (*sit*) _____ in the kitchen.
- You (*not, use*) _____ José's computer.

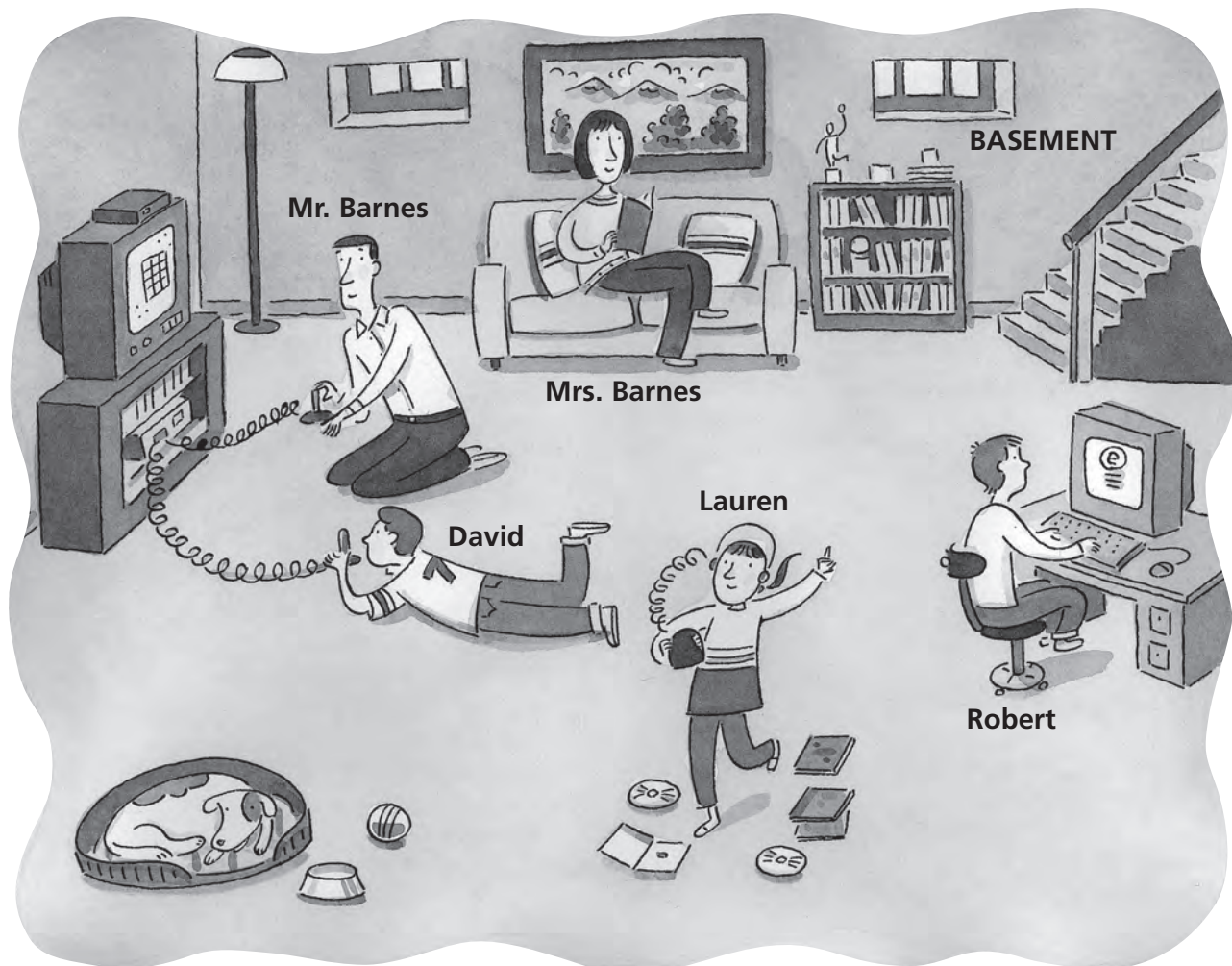
The present continuous: Yes/No questions

3 Complete the answers.

- A: Are you watching TV?
B: Yes, I am.
- A: Am I going to the party?
B: No, _____.
- A: Is she sitting on the sofa?
B: Yes, _____.
- A: Are they listening to the CD?
B: No, _____.
- A: Are we taking the test?
B: No, _____.
- A: Is he calling his father?
B: Yes, _____.

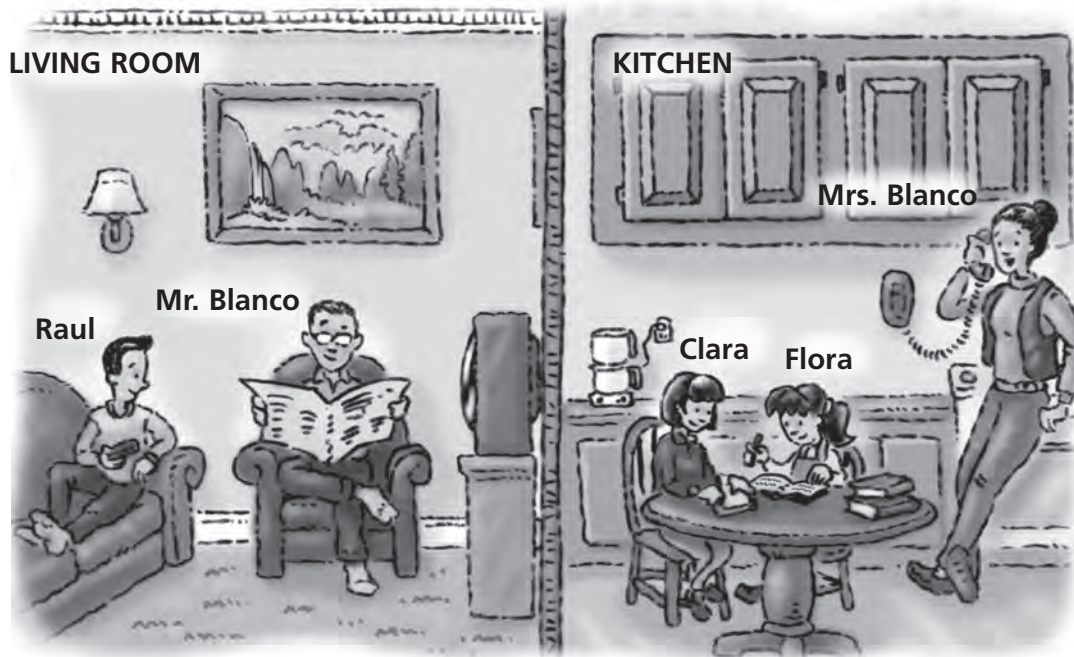
4 Look at the picture. Write Yes/No questions.

- A: Is Mrs. Barnes talking on the phone?
B: No, she isn't talking on the phone. She's reading a book.
- A: _____
B: Yes, David and Mr. Barnes are playing video games.
- A: _____
B: Yes, Lauren is dancing.
- A: _____
B: No, Robert isn't listening to music. He's using the computer.
- A: _____
B: No, the dog isn't playing. He's resting.



The present continuous: Information questions

5 Look at the pictures. Write the answers.



1. A: What is Mrs. Blanco doing?

B: Mrs. Blanco is talking on the telephone.

2. A: What are Clara and Flora doing?

B: _____

3. A: What is Raul doing?

B: _____

4. A: What is Mr. Blanco doing?

B: _____

6 Write information questions using the cues. Then write answers using the present continuous.

1. Martha / kitchen

Q: What is Martha doing in the kitchen?

bake cookies

A: She's baking cookies.

2. Gus and Larry / garage

Q: _____
fix the car

A: _____

3. Anya / living room

Q: _____
read a book

A: _____

4. Mr. and Mrs. Goldman / dining room

Q: _____
eat dinner

A: _____

5. Sam / bathroom

Q: _____
wash his face

A: _____

6. Erin / bedroom

Q: _____
sleep

A: _____

Unit 5

Grammar Highlights

The simple past of regular verbs

Affirmative statements

I **attended** the party yesterday.
He **decided** to have the party on Saturday.
She **planned** the party.
We **tried** to surprise them.

Contractions

didn't = did not

Remember! To form the simple past of some regular verbs that end in a vowel + consonant, double the consonant and then add *-ed*.

hop + p + ed = hopped

Yes/No questions

Did you **attend** the party last night?
Did he **decide** to have the party?
Did she **plan** the party?
Did you **try** to surprise them?

Remember! Use the base form of the main verb in simple past Yes/No questions.

Information questions

Who **did** you **visit** last week?
When **did** you **watch** the movie?
What time **did** she **arrive**?
Why **did** you **laugh**?

Who as subject

Who **helped** you this morning?

Remember! Do not use *do* or *did* when *who* is the subject of an information question.

Negative statements

I **didn't attend** the party yesterday.
He **didn't decide** to have the party on Saturday.
She **didn't plan** the party.
We **didn't try** to surprise them.

Remember! To form the simple past of verbs that end in a consonant + *y*, change the *y* to *i* and then add *-ed*.

try + i + ed = tried

cry + i + ed = cried

Short answers

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

Short answers / Long answers

My brother. / I **visited** my brother last week.
Three days ago. / I **watched** it three days ago.
An hour ago. / She **arrived** an hour ago.
It was funny. / I **laughed** because the joke **was** funny.

My cousin. / My cousin **helped** me this morning.

Grammar Practice

The simple past of regular verbs: Affirmative and negative statements

1 Complete the affirmative statements with the simple past forms of the verbs in parentheses.

1. Alex (*finish*) finished his book last week.
2. You (*watch*) _____ your favorite show last Thursday.
3. I (*kiss*) _____ my mom on the cheek.
4. Gretchen (*reach*) _____ in her bag for a pencil.
5. Bryan (*spill*) _____ his milk on the floor.
6. He (*ask*) _____ to get his money back.
7. The movie (*last*) _____ for two hours.
8. We (*walk*) _____ along the beach a month ago.
9. I (*wash*) _____ the car yesterday.
10. Bethany (*travel*) _____ to Greece last year.

2 Write the sentences from Exercise 1 as negative statements.

1. Alex didn't finish his book last week.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3 Write the simple past forms of the verbs in parentheses.

1. My sister (*mop*) mopped the floor in the kitchen.
2. It (*not rain*) didn't rain very hard this morning.
3. May and Ana (*play*) _____ video games last night.
4. We (*not study*) _____ for our math test.
5. I (*miss*) _____ the bus to school.
6. Chico (*count*) _____ his money.
7. You (*no stay*) _____ at the beach yesterday.
8. The child (*cry*) _____ when he got hurt.
9. They (*not live*) _____ in that town for long.
10. My parents (*visit*) _____ me in Rome.



The simple past of regular verbs: Yes/No questions

4 Unscramble the words to write questions.

1. last / dinner / you / cook / night / Did / ?
Did you cook dinner last night?

2. Costa Rica / Felix / summer / last / Did / in / stay / ?

3. and / David / I / apartment / visit / your / ago / years / two / Did / ?

4. ago / an / they / Did / call / hour / ?

5. yesterday / movie / watch / the / she / Did / ?

6. year / last / I / Did / arrive / that / airport / at / ?

7. on / table / the / backpack / my / put / I / Did / minutes / ago / a / few / ?

8. morning / you / school / Did / go / to / yesterday / ?

9. study / she / Did / night / last / ?

5 Read the questions. Then write the answers.



1. A: Did Amanda and Jonathan dance last night?
B: No, they didn't. They went to sleep.
2. A: Did he depart from the airport in Miami?
B: Yes, _____.
3. A: Did you stay at home last night?
B: No, _____. I played basketball.
4. A: Did we travel to Guadalajara, Mexico, two years ago?
B: Yes, _____.
5. A: Did you like the movie?
B: Yes, _____.
6. A: Did she attend your summer camp three years ago?
B: No, _____. She attended Anita's camp.
7. A: Did you remember to bring the books?
B: Yes, _____.
8. A: Did Vanessa win the race?
B: No, _____. She came in second.
9. A: Did I lend you my jacket last week?
B: Yes, _____.

The simple past of regular verbs: Information questions

6 Read the paragraph below.



At about seven o'clock last Monday night, an accident happened in front of Best Computers. A woman stepped in front of a red sports car. The car stopped just in time, but it scared the woman. She dropped the box with her new computer in it. The store clerk opened the door and stepped outside the store.

Now answer the questions below about the paragraph. Use complete sentences.

- When did the accident happen?
It happened last Monday night at about seven o'clock.
- Where did the accident happen?

- Who stepped out in front of the store?

- What did the woman drop?

7 Write information questions about the woman in Exercise 6. Write answers to your questions.

- Q: What *did the woman step in front of?*
A: *She stepped in front of a red sports car.*
- Q: Where _____
A: _____
- Q: When _____
A: _____

8 Write three more information questions about the woman in Exercise 6. Use *Who* as the subject.

- _____
- _____
- _____

Unit 6

Grammar Highlights

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

Affirmative statement

I/He/She **was** friendly.
You **were** friendly.
It **was** long.
He/She **was** friendly.
You/We/They **were** friendly.

Negative statement

I/He/She **wasn't** mean at all.
You **weren't** mean at all.
It **wasn't** short.
He/She **wasn't** mean at all.
You/We/They **weren't** mean.

Contractions

wasn't = was not *weren't = were not*

Yes/No questions

Was I/he/she afraid?
Were you afraid?
Were they afraid?

Affirmative answers

Yes, I/he/she **was**.
Yes, I **was**. / Yes, we **were**.
Yes, they **were**.

Negative answers

No, he/she **wasn't**.
No, I **wasn't**. / No, we **weren't**.
No, they **weren't**.

Information questions

Who **was** singing?
Where **were** you yesterday?
Why **were** they late?

Answers (short/long)

Kelly. / Kelly **was** singing.
At school. / I **was** at school.
Because they **were** lazy. /
They **were** late because they
were lazy.
At 2:00. My game **was** at 2:00.

Remember! Use the simple past when you see these past time expressions: *yesterday, last, ago*.

Remember! To make a Yes/No question with the simple past of *be*, put the verb before the subject.

I was afraid.
Was I afraid?

What time **was** your game?

The simple past of irregular verbs

Affirmative statements

Brian **went** to Miami two months ago.

Negative statements

He **didn't go** to New York.

Yes/No questions

Did Brian **go** to Miami?

Affirmative answers

Yes, he **did**.

Negative answers

No, he **didn't**.

Information questions

When **did** Brian **go** to Miami?

Answers

Two months ago. / He **went** to Miami two months ago.

Some irregular verbs

give → **gave** hurt → **hurt** leave → **left** speak → **spoke**
say → **said** read → **read** drink → **drank** bring → **brought**

Remember! Many verbs in English do not form the simple past by adding *-d* or *-ed*. In your notebook, write down the simple past of these irregular verbs, and memorize them.

Grammar Practice

The simple past of *be* (*was/were*): Affirmative and negative statements

1 Complete the sentences with *was* or *were*.



- My sister was happy to mop the floor.
- The first Olympic Games _____ in Greece.
- The Aztecs _____ very good at math.
- Harrison Ford _____ the star of the Indiana Jones movies.
- Maradona and Pelé _____ excellent soccer players.
- Neil Armstrong _____ the first person to walk on the moon.
- Steven Spielberg _____ the director of *Jurassic Park*.

2 Complete the sentences with *wasn't* or *weren't*.

- You weren't at school yesterday.
- That movie _____ funny.
- Mr. Bradley and Mr. Griffin _____ in the cafeteria an hour ago.
- I _____ at the park last weekend.

- Han-Ling _____ at the science fair last year.
- Adela and I _____ at the restaurant yesterday.
- Lu _____ in the living room a few minutes ago.
- The class party _____ at four o'clock.
- The cats _____ outside all night.
- The math questions on the test _____ difficult.

The simple past of *be* (*was/were*): Yes/No questions

3 Unscramble the words to write questions.

- yesterday / mall / you / Were / at / the / ?
Were you at the mall yesterday?
- ago / two / they / TV / Were / watching / hours / ?

- train / station / year / last / I / Was / that / at / ?

- afternoon / this / you / at / rehearsal / Were / ?

- on / counter / the / hat / my / Was / night / last / ?

- Paris / Amelie / winter / past / this / Was / in / ?

- week / beach / at / the / he / Was / last / ?

- and / Luis / I / house / at / your / ago / months / four / Were / ?

4 Answer the questions in complete sentences. Use cues to decide whether to give an affirmative or a negative answer to each question.

- Was it warm outside yesterday?
(yes) Yes, it was.
- Were Marcela and Anita inside?
(no) _____
- Were we ready for our math test?
(no) _____
- Were we late for the bus this morning?
(yes) _____
- Was Chico hungry last night?
(no) _____
- Were you at the beach for two hours?
(yes) _____
- Were the children sad when their mother left?
(yes) _____
- Was Gizelle in Brazil last summer?
(yes) _____

The simple past of *be* (was/were): Information questions

5 Think back to when you were six years old. Answer the questions about yourself in complete sentences.

- What was your favorite food?

- What was your favorite toy?

- Where was your favorite place to play?

- Who was your best friend?

The simple past of irregular verbs: Affirmative and negative statements

6 Complete the sentences. Write the simple past form of the verb in parentheses.



- I (*oversleep*) overslept yesterday.
- Mom and Dad (*fly*) _____ to Colombia last summer.
- Brandon (*come*) _____ to our new house last Sunday.
- Nicole and I (*not go*) _____ to Venezuela a year ago.
- Ana (*leave*) _____ early from Ethel's party yesterday.
- I (*put*) _____ the book in my backpack about an hour ago.
- You (*not sit*) _____ next to Marcos in math class last semester.
- I (*buy*) _____ the sunglasses at the mall last week.
- Our dog (*run*) _____ into your yard last night.
- The children (*not eat*) _____ popcorn during the movie.

The simple past of irregular verbs: Yes/No questions

7 Complete the questions. Use the cues.

1. he / go
 Did he go to the supermarket?
2. Anita / buy
 _____ a new computer?
3. your family / eat
 _____ breakfast in the new hotel?
4. the teenagers / see
 _____ the concert?
5. you and your friends / run
 _____ in the morning?
6. the kids / laugh
 _____ at the joke?
7. the grandparents / bring
 _____ gifts for their grandchildren?
8. the teacher / tell
 _____ them the story?
9. Michael / do
 _____ his homework?
10. Paco and Dolores / give
 _____ the teacher a gift?

8 Complete the conversations using the cues.

1. A: Did she go to the movies last night?
 B: No, she didn't. She (*read*)
 read a book.
2. A: Did he read a story to his brother?
 B: Yes, he did.
3. A: Was it rainy yesterday?
 B: No, _____. It (*be*) _____
 sunny.

4. A: Did you play soccer with Chris and Danny yesterday morning?

B: Yes, _____

5. A: Did they stay at the party late?

B: No, _____. They (*leave*)
 _____ early.

6. A: Were you OK after the race?

B: No, _____. I (*hurt*)
 _____ my foot.

7. A: Did I leave the book at home?

B: No, _____. You (*take*)
 _____ it to school.

8. A: Did she give her grandmother a hug?

B: Yes, _____.

9. A: Did we tell you our names?

B: Yes, _____.

The simple past of irregular verbs: Information questions

9 Answer the questions about yourself.

1. Who did you recently tell a secret to?

I recently told a secret to my brother, Vince.

2. What did you eat for lunch yesterday?

3. When did you wake up this morning?

4. Where did you spend your last vacation?

Peer editing checklist

- Is the first letter of each sentence capitalized?

she is a student. → *She* is a student.

- Are proper nouns (people's names, place names) capitalized?

My brother's name is *paul*. → My brother's name is *Paul*.

He lives in *los angeles*. → He lives in *Los Angeles*.

- Is there a period (.) or exclamation mark (!) at the end of each sentence?

I like Shakira ○ → I like Shakira.

She's cool ○ → She's cool!

- Is there a question mark (?) at the end of each question?

What's your name ○ → What's your name?

- Is the vocabulary correct?

My mother is *fourteen*. → My mother is *forty*.

- Is the spelling correct?

He's an *excheng* student. → He's an *exchange* student.

- Do sentences and questions have the correct word order?

You *are* a student? → *Are you* a student?

- Are the verbs correct?

I *be* fine. → I *am* fine.

He *like* hip-hop. → He *likes* hip-hop.

- Are words such as *first*, *next*, or *after that* used if needed?

I get up. I eat breakfast. → *First I get up. After that, I eat breakfast.*

- Are the paragraphs clear and easy-to-understand?

Her name is Anna. She likes sports. We play tennis. This is my sister.

→ *This is my sister. Her name is Anna. She likes sports. She plays tennis. I do, too.*

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