



Level 3

English

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STUDENT'S BOOK - LEVEL 3

Postcards 2A, Student's book

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TO OUR STUDENTS

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

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

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

Since the *communicative language approach* will shape the teaching and learning practices in Ecuadorian classrooms, both teachers and learners are enthusiastically invited to make use of the English language for *meaningful* 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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Student Book

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Scope and Sequence

Unit	Title	Communication	Grammar
Pages 2–5	Let's get started.		
1 Pages 6–13	Meet Alex and his friends.	Describe someone's personality	Review of the simple present Possessive pronouns: <i>mine, yours</i> (sing.), <i>hers, his, ours, yours</i> (pl.), <i>theirs</i> <i>Whose?</i>
2 Pages 14–20	Do you have any pizza dough?	Give and follow instructions	Count and noncount nouns Imperatives (Commands)
Page 21	Progress check Units 1 and 2 Test-taking tip: Be prepared.		
Page 22 Page 23	Game 1: Stomp, spin, and spell Project 1: A snapshot of a great snack		
3 Pages 24–31	Are there any chips left?	Make an offer	<i>There is / There are</i> with <i>some</i> and <i>any</i> Questions with <i>How much</i> and <i>How many</i> Expressions of quantity: <i>a little, a few, a lot of, not much, not many</i>
Pages 32–33	Wide Angle 1: International treats		
4 Pages 34–40	How often do you go rock climbing?	Express preferences: <i>would</i> <i>rather</i>	Adverbs of frequency Expressions of frequency <i>How often</i> Gerunds
Page 41	Progress check Units 3 and 4 Test-taking tip: Stay positive and relaxed.		
5 Pages 42–49	Everybody's waiting for us.	Talk about what's going on now	The present continuous The simple present contrasted with the present continuous
Page 50 Page 51	Game 2: Sentence charades Project 2: A snapshot of a special interest		
6 Pages 52–58	What are you going to wear?	Talk about clothes Comment and compliment	<i>too</i> + adjective; <i>not</i> + adjective + <i>enough</i> Present continuous for future arrangements <i>Be going to</i> + verb for future plans, intentions, and predictions
Page 59	Progress check Units 5 and 6 Test-taking tip: Keep your eyes on your own paper.		
Pages 60–61	Wide Angle 2: What is beauty?		

Vocabulary	Skills	Learn to learn	Pronunciation
Personality traits	<p><i>Reading:</i> Identify people from descriptions</p> <p><i>Listening:</i> Listen for specific information to complete a chart</p> <p><i>Speaking:</i> Describe people's personalities; Talk about yourself</p> <p><i>Writing:</i> Write about your ideal person</p>	Expand your vocabulary	Linking words in connected speech
Foods for various meals	<p><i>Reading:</i> Read for specific information</p> <p><i>Listening:</i> Listen to determine true and false information</p> <p><i>Speaking:</i> Give and follow instructions</p> <p><i>Writing:</i> Make a poster on healthful eating tips</p>	Learn words that are often used together (collocations)	Using stress and intonation to express strong feelings
Foods at the supermarket	<p><i>Reading:</i> Read to discriminate information</p> <p><i>Listening:</i> Listen to identify true information</p> <p><i>Speaking:</i> Discuss your reactions to errands; Talk about a place described in a reading</p> <p><i>Writing:</i> Write about a shopping place</p>	Learn collocations with food	<i>Would you</i>
Sports and activities	<p><i>Reading:</i> Read a bar graph</p> <p><i>Listening:</i> Listen for specific information</p> <p><i>Speaking:</i> Talk about what you like and don't like doing when you don't have school</p> <p><i>Writing:</i> Write about what you like and don't like doing during your free time</p>	Learn collocations in context	The sound /a/ in <i>soccer</i>
Classroom activities	<p><i>Reading:</i> Read a blog for specific information</p> <p><i>Listening:</i> Listen to discriminate information</p> <p><i>Speaking:</i> Talk about reasons for running late</p> <p><i>Writing:</i> Write about what usually happens at school</p>	Role-play to practice English	Words beginning with s + another consonant
Clothes	<p><i>Reading:</i> Read for specific information</p> <p><i>Listening:</i> Listen to discriminate information</p> <p><i>Speaking:</i> Talk about the kind of clothes you like; Discuss your opinion</p> <p><i>Writing:</i> Write a list of fashion do's and don'ts</p>	Change nouns to adjectives	The pronunciation of <i>going to</i>



Joe



Diane



Alex



Lori



Karen



Paul

Let's get started.

Vocabulary

1 Personal information

Read the information. Then complete the form with your own information.

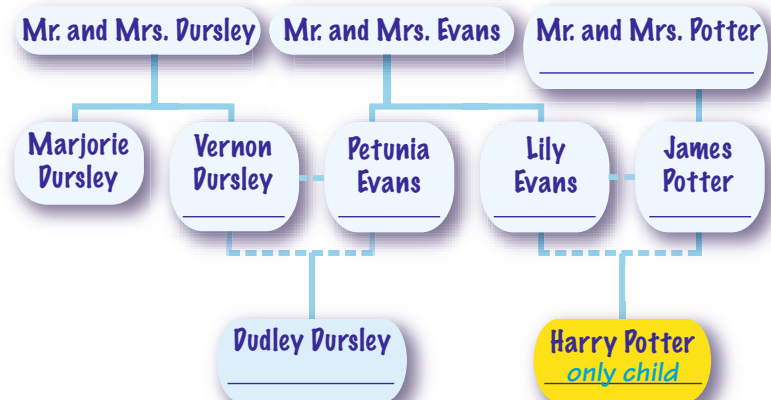
Last name	First name	Age	Address	Tel. no.	E-mail
<i>Hudson</i>	<i>Kathleen</i>	<i>13</i>	<i>61 Park Avenue New York, NY 10303 U.S.A.</i>	<i>(212) 555-3586</i>	<i>kat123@mail.com</i>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

2 Relationships

The family

A. Read the family words.

- grandfather and grandmother = grandparents
- father and mother = parents
- son and daughter = children
- brother
- sister
- aunt
- uncle
- cousin
- only child



B. **PAIRS.** Write some of the words from Exercise A in Harry Potter's family tree.

Friends

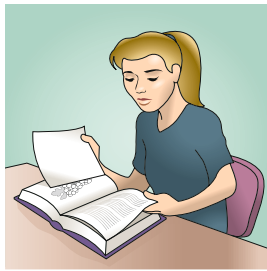
A. Read the words and look at the pictures.

B. Write names below the pictures where appropriate.

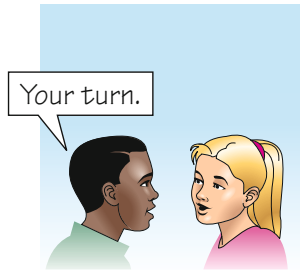


3 Classroom commands

A. Look at the pictures and read the commands.



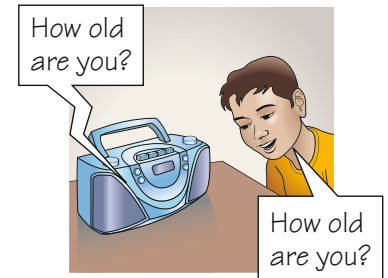
1. Cover.



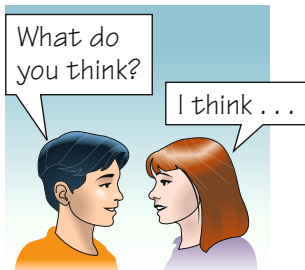
2. Take turns.



3. Describe.



4. Repeat.



5. Discuss.



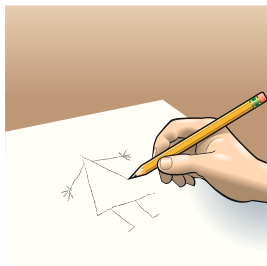
6. Think.



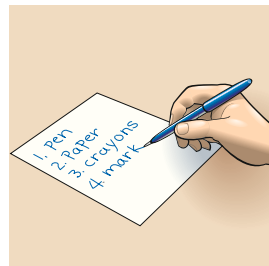
7. Circle.



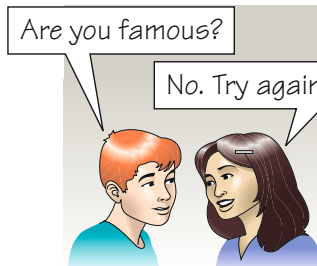
8. Imagine.



9. Draw.



10. List.



11. Guess.



12. Underline.

B. **PAIRS.** Take turns. Student A, act out a command from Exercise A. Student B, guess the command. Act out at least three commands each.

4 Everyday activities

A. Read the phrases and look at the pictures.



1. wake up



2. get up



3. take a shower



4. brush my teeth



5. have breakfast



6. leave the house



7. go to school



8. have lunch



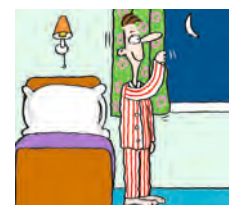
9. get home from school



10. have dinner



11. do my homework



12. go to bed

B. **PAIRS.** Ask each other questions using some of the phrases in Exercise A.

Let's get started. 3

Grammar

5 Nouns

A. Write two more examples for each category.

Category	Example
months	January,
days of the week	Sunday,
classroom objects	board,
colors	red,
countries	Spain,
rooms of a house	kitchen,
places in a town	park,
occupations	teacher,

B. What words begin with capital letters in Exercise A? Give one more example for each.

- places: India, _____
- things: Apple computer, _____
- people: Mr. Sandler, _____

6 Pronouns

A. Fill in the missing object pronouns.

Subject	Object
I	<i>me</i>
You	
He	
She	
It	<i>it</i>
We	
You	<i>you</i>
They	

B. Write the subject pronouns from Exercise A in the correct column.

First person	Second person	Third person
<u>I</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 Let's get started.

7 Adjectives

Look at the adjectives. Match them with at least two nouns from the box.

game	girl	hair	house	magazine
mall	man	movie	park	test

- beautiful: beautiful girl, _____
- big: _____, _____
- boring: _____, _____
- easy: _____, _____
- expensive: _____, _____
- interesting: _____, _____
- long: _____, _____
- short: _____, _____
- tall: _____, _____
- young: _____, _____

8 Verbs

Fill in the past form.

Base form	Simple past form
be	
bring	
come	
dance	
do	
eat	
get up	
go	
have/has	
put	
sing	
take	
tell	
walk	
write	

9 Prepositions of location

- A. Read the sentences and look at the pictures.

Where's the balloon?
It's **under** the table.
It's **behind** the computer.



Where are the CDs?
They're **in** the bag.
They're **on** the bag.



Where's the balloon?
It's **above** the table.
It's **in front of** the TV.



- B. **PAIRS.** Take turns. Ask where four classroom objects are. Use prepositions of location in your answers.

A: Where are your books?
B: They're in my bag. Where's the teacher's bag?
A: It's . . .

10 This/These; That/Those

- A. Read the sentences and look at the pictures.



This is my book.



These are my books.



That's an apple.



Those are apples.

- B. **PAIRS.** Point to two things that are near you and two things that are far from you. Ask your classmate what the objects are. Switch roles.

For example:

A: What's this?
B: It's a ruler.
A: What are those on the teacher's table?
B: Those are dictionaries. Your turn.

Communication

11 Ask and answer questions

- A. Listen to the questions and the answers.

A: What's today's date?
B: It's February 13th.

A: What time is it?
B: It's twelve o'clock.

A: What day is it?
B: It's Wednesday.

A: What year is it?
B: It's 2010.

A: When's your birthday?
B: It's on November 8th.



- B. Take turns. Ask and answer the questions in Exercise A. Give true answers.

12 Say goodbye

- A. Read the expressions below.

1. Good luck.

Thanks.

2. Goodbye.

3. Keep in touch.

4. Have a great weekend/day/trip.

5. Take care.



- B. Write the appropriate response below each expression in Exercise A. A response can be used to respond to several expressions in Exercise A.

• Sure. • Bye./See you.
• Thanks./Thank you. • You, too.

1

Meet Alex and his friends.

1 Reading

3 Read along as you listen to Alex and his friends.

Hi. My name's Alex Romero. I'm 15 years old. I'm a member of *Teen Scene*, a drama and music group. I play the guitar. I'm *easygoing*, and I'm not shy!

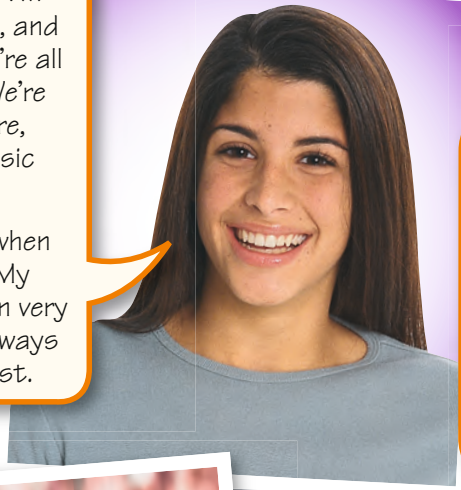


Hi. I'm Joseph Sanders, but my nickname's Joe. I'm also 15. Diane, my sister, says I'm a bookworm because I enjoy reading. I love books.

Alex and I are best friends, but we're opposites. He's *easygoing*, but I'm a little serious. Alex is pretty popular with girls.

I'm Lori Hudson. I'm 15. Diane, Karen, and I are friends. We're all in *Teen Scene*. We're also in *Green Fire*, a dance and music group.

I'm shy, except when I'm performing. My mom tells me I'm very competitive. I always try to be the best.



Hello. I'm Diane Sanders, and I'm 14 years old. My brother Joe and I are very different. I'm outgoing and friendly, but he's quiet and studious. He's also really smart.



My name's Karen Jackson, and I'm 14. I'm from Los Angeles, but now I live in New York City. I love Broadway! I go to a lot of shows.

I'm also outgoing and friendly, like Diane. That's why we click.

Learning goals

Communication

Describe someone's personality

Grammar

Review of the simple present

Possessive pronouns: *mine, yours (sing.), hers, his, ours, yours (pl.), theirs*

Whose?

Vocabulary

Personality traits

2 Comprehension

A. Write the names of the characters.

1. He's the director of Teen Scene.
_____ *Paul Chan* _____
2. Alex is his best friend.

3. She's from Los Angeles.

4. She's Joe's sister.

5. He plays the guitar.

6. She's in Green Fire with Diane and Karen.

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

3 Vocabulary

Personality traits

A. Match each personality trait with the correct definition.

- | | |
|----------------------|--|
| 1. popular <u>b</u> | a. makes a lot of rules to be followed |
| 2. easygoing _____ | b. liked by a lot of people |
| 3. quiet _____ | c. not easily upset; usually not worried |
| 4. studious _____ | d. enjoyable or entertaining |
| 5. smart _____ | e. spends a lot of time studying |
| 6. serious _____ | f. intelligent |
| 7. outgoing _____ | g. very calm; not noisy or loud |
| 8. shy _____ | h. very sensible; usually works hard |
| 9. competitive _____ | i. enjoys meeting new people |
| 10. fun _____ | j. determined to be better than other people |
| 11. strict _____ | k. uncomfortable around other people |

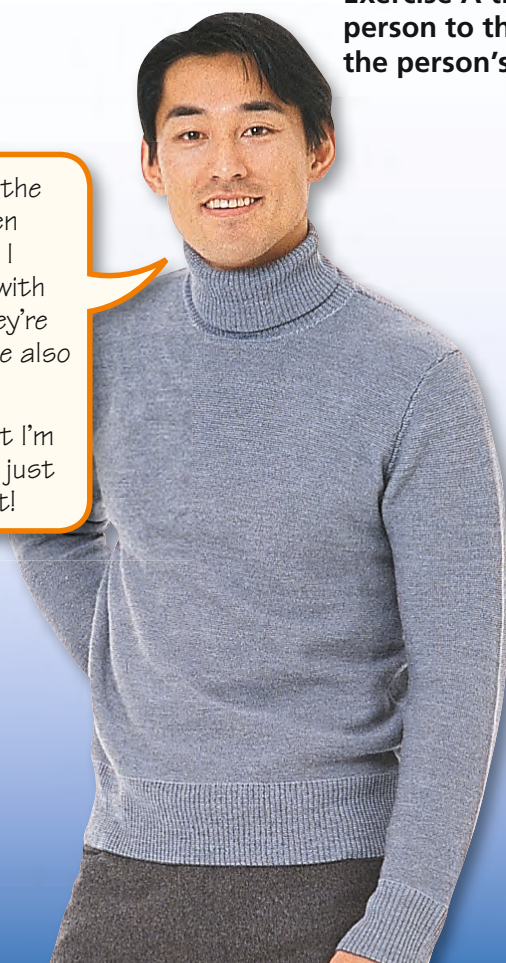
B. **PAIRS.** Which of the adjectives in Exercise A describe you? Talk with a classmate.

For example:

A: I'm pretty easygoing, but I'm also shy. What about you?

B: I'm not shy at all. I'm very outgoing.

C. **GROUPS.** Form groups of four. Choose adjectives from Exercise A that describe one of your classmates. Describe that person to the members of your group and have them guess the person's name.



I'm Paul Chan, the director of Teen Scene. I'm 26. I enjoy working with teenagers. They're fun, but they're also challenging.

I'm serious, but I'm not strict. I'm just a perfectionist!

Learn to learn

Expand your vocabulary.

When you learn a new adjective, try to learn its opposite, too. This will double your vocabulary.

Match the adjectives with their opposites. Use a dictionary if you need to.

- | | |
|--------------|---------------|
| 1. studious | a. shy |
| 2. friendly | b. lazy |
| 3. fun | c. strict |
| 4. outgoing | d. unpopular |
| 5. popular | e. talkative |
| 6. quiet | f. unfriendly |
| 7. easygoing | g. boring |



GRAMMAR FOCUS

Review of the simple present: *be*

Affirmative statements

I'm 15.
Diane **is** outgoing.
Lori and Diane **are** friends.
We're in Green Fire.

Negative statements

I'm **not** in Teen Scene.
Diane's **not** shy. / Diane **isn't** shy.
They're **not** sisters. / They **aren't** sisters.
We're **not** in Green Fire. / We **aren't** in Green Fire.

Yes/No questions

Are you in Teen Scene?
Is Diane outgoing?
Are Alex and Joe best friends?

Affirmative answers

Yes, I **am**.
Yes, she **is**.
Yes, they **are**.

Negative answers

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

Information questions

Who **is** she?
How old **are** you?
Where **are** they?

Short answers

My teacher.
Fifteen.
At school.

Long answers

She's my teacher.
I'm 15.
They're at school.

Discovering grammar

Look at the grammar chart. Answer the questions.

- What are the simple affirmative present forms of the verb *be*? _____, _____, _____
- What words do Yes/No questions with *be* begin with? _____, _____
- What are some examples of question words used in information questions?
_____, _____, _____,

3. Paul:

(+) _____
(-) _____

4. Karen and Diane:

(+) _____
(-) _____

5. Joe:

(+) _____
(-) _____

6. Diane:

(+) _____
(-) _____

B. **GROUPS.** Imagine you are one of the characters. Describe yourself to your classmates. They will try to guess which character you are.

Practicing grammar

4 Practice

A. Write affirmative (+) and negative (-) statements, describing each person. Use the verb *be* and the adjectives you have learned.

- Alex:
(+) Alex is popular with girls.
(-) He's not shy.
- Lori:
(+) _____
(-) _____

5 Practice

PAIRS. Ask and answer Yes/No questions about people in your class. Use the cues and any of your classmates' names.

- shy
A: Is Ann shy?
B: No, she's not./Yes, she is.
- outgoing
- talkative
- competitive
- serious

6 Practice

Play a game. Go to page 68.

7 Practice

A. Write information questions about the self-introductions on pages 6–7. Use the cues.

1. (*Who*) Paul

Q: Who's Paul?

2. (*What*) Teen Scene

Q: _____

3. (*How old*) Paul

Q: _____

4. (*What*) Green Fire

Q: _____

5. (*Who*) the Green Fire members

Q: _____

6. (*What*) Lori's last name

Q: _____

7. (*Who*) from Los Angeles

Q: _____

B. **PAIRS.** Take turns asking and answering the questions in Exercise A. Don't look at the reading.

8 Communication

Describe someone's personality

A.  Listen to the conversation.

A: Who's that?

B: He's my classmate.

A: What's his name?

B: Adam.

A: He looks really cool.

B: He is, but he's pretty shy.

B. **PAIRS.** Role-play the conversation with a partner.

C. **PAIRS.** With a classmate, write your own conversation about a new person at your school. Use Exercise A as your model. Then role-play your conversation.



GROUPS. Talk about yourself. Tell your classmates the following information about yourself:

- your name
- your nickname if you have one
- your age
- other interesting information about yourself and your personality

Useful language:

- My name's . . .
- My nickname is . . .
- I'm _____ years old.
- I'm friendly/shy/serious/etc.
- I enjoy . . .



9 Dialogue

6 Cover the dialogue and listen.

Mom: So, how's Teen Scene, kids? What are you up to these days?

Joe: A lot. We're busy with practice. We have a show in November.

Mom: That's great! What kind is it?

Diane: It's a musical. It's a mixture of hip-hop, pop, and Broadway.

Dad: Really? Sounds interesting. Whose idea was it?

Diane: I'd like to say mine, but . . .

Joe: Yours? Ours, Diane. Not just yours.

Dad: That's enough, you two. So, how's your new director?

Diane: Paul? He's OK. He's friendly, but I think he's a perfectionist.

Joe: Yeah, he makes us practice a lot. He's really serious.

Mom: That's not so bad.

Diane: It is. He's not exactly easygoing.

Mom: I bet he keeps you busy.

B. 7 Read along as you listen again. Check your answers.

11 Useful expressions

A. 8 Listen and repeat.

- What are you up to these days?
- That's enough.
- That's not so bad.
- I bet . . .
- Sounds [interesting].

B. Match each expression in Exercise A with an expression below.

1. Seems nice. Sounds interesting.
2. What's new? _____
3. I'm sure . . . _____
4. Stop it. _____
5. That's OK. _____

10 Comprehension

A. Answer the questions.

1. When is the Teen Scene show this year?
2. What kind of show is it?
3. What adjectives does Diane use to describe Paul?





GRAMMAR FOCUS

Review of the simple present: other verbs

Affirmative statement

Joe **practices** every day.
Joe and Diane **have** busy schedules.

Negative statement

He **doesn't practice** on weekends.
They **don't have** much free time.

Yes/No questions

Does Joe **practice** on weekends?
Do Joe and Diane **have** busy schedules?

Affirmative answers

Yes, he **does**.
Yes, they **do**.

Negative answers

No, he **doesn't**.
No, they **don't**.

Information questions

When **does** Joe **practice**?
Where **do** Joe and Diane **practice**?

Short answers

After school.
At school.

Long answers

He **practices** after school.
They **practice** at school.

Discovering grammar

PAIRS. Look at the grammar chart. Complete the rules with *do* or *does*.

- In questions with *he, she, and it*, use _____ + the base form of a verb.
- In questions with *I, you, we, and they*, use _____ + the base form of a verb.

13 Practice

PAIRS. Ask and answer two Yes/No questions about each article in Exercise 12.

For example:

Q: *Does Michelle Wie play tennis?*

A: *No, she doesn't. She plays golf.*

Practicing grammar

12 Practice

Complete the paragraphs with the simple present.

- Michelle Wie (*be*) _____ only a teenager, but she (*play*) _____ world-class golf. Michelle (*not/spend*) _____ all her time playing golf. She also (*love*) _____ reading and drawing.



- Brad Pitt and Angelina Jolie (*be*) _____ Hollywood actors. They (*live*) _____ in California. They (*do*) _____ a lot of charity work. Angelina (*travel*) _____ around the world to help the poor. Brad (*use*) _____ his fame to help save the environment.



14 Practice

PAIRS. Ask and answer two information questions about each article in Exercise 12.

For example:

Q: *Where do Angelina Jolie and Brad Pitt live?*

A: *They live in California.*

15 Writing

- In your notebook, write a magazine article about a person you admire.
- PAIRS.** Read your classmate's paragraph. Circle any errors. Use the Peer editing checklist on page 138 to help you.



GRAMMAR FOCUS

Possessive pronouns

Possessive adjectives	Possessive pronouns	Possessive adjectives	Possessive pronouns
my	mine	It's my book.	It's mine .
your	yours	It's your book.	It's yours .
her	hers	It's her book.	It's hers .
his	his	It's his book.	It's his .
our	ours	It's our book.	It's ours .
your	yours	Those are your books.	Those are yours .
their	theirs	Those are their books.	Those are theirs .
Question with Whose?		Short answer	Long answer
Whose is that?		Mine.	It's mine .
Whose idea is it?		Ours.	It's ours .

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- A possessive pronoun replaces a possessive adjective and a (pronoun / noun).
- A noun (always / never) follows a possessive pronoun.

Practicing grammar

16 Practice

Rewrite the sentences. Use possessive pronouns.

- Those are their CDs. Those CDs are theirs.
- This is her backpack. _____
- That's our soccer ball. _____
- That's my comic book. _____
- Those are his sneakers. _____
- This is your cell phone. _____



17 Practice

GROUPS. Form groups of four.

- Every person in your group puts three items in a bag. Don't look at the items.
- Choose three items from the bag. Don't take yours!
- Find out to whom each item belongs. Whoever finds the owners of all three items first wins.

For example:

- A: Daniel, is this yours?
 B: No, it's not mine. It's his/hers.

18 Pronunciation

Linking words in connected speech

A. Listen and repeat.

- A: Whose are these?
 B: Those are mine.
 A: Whose idea was it?
 B: It was his.
 A: Whose is it?
 B: It's ours.

B. **PAIRS.** Practice the questions and answers.

19 Listening

Listen to the conversation. Put a check (✓) below the name of the person who owns each object.

Object	Isabel	Lukas
Socks		
Shirts		
Sneakers		
Magazines		
Basketball		

Putting it together *The new director*

A. **11** Read along as you listen to the conversation. What activity are Diane and Karen attending today?



B. **GROUPS.** Discuss: Which do you think is better, a strict teacher or an easygoing one? Explain your answer.

2

Do you have any pizza dough?

1 Vocabulary

Foods for various meals

A.  Listen and repeat.

Breakfast

- bacon
- bread
- butter
- cereal
- coffee
- eggs
- ham
- jelly/jam
- juice
- maple syrup
- milk
- omelet
- pancakes
- sausages
- tea

Lunch and dinner

- fruit: apples, pears, bananas, oranges
- meat: chicken, steak, pork chop
- pasta
- pizza
- rice
- sandwiches
- seafood: fish, shrimp
- soda
- soup
- vegetables
- water

Snacks and desserts

- cake
- chips
- ice cream
- pie

B. **PAIRS.** Which of the food items in Exercise A are in the pictures? Take turns identifying them.

For example:

A: This is rice.

B: These are pancakes.

C. **PAIRS.** What do you usually eat for breakfast? for lunch or dinner? for snacks?

Learning goals

Communication

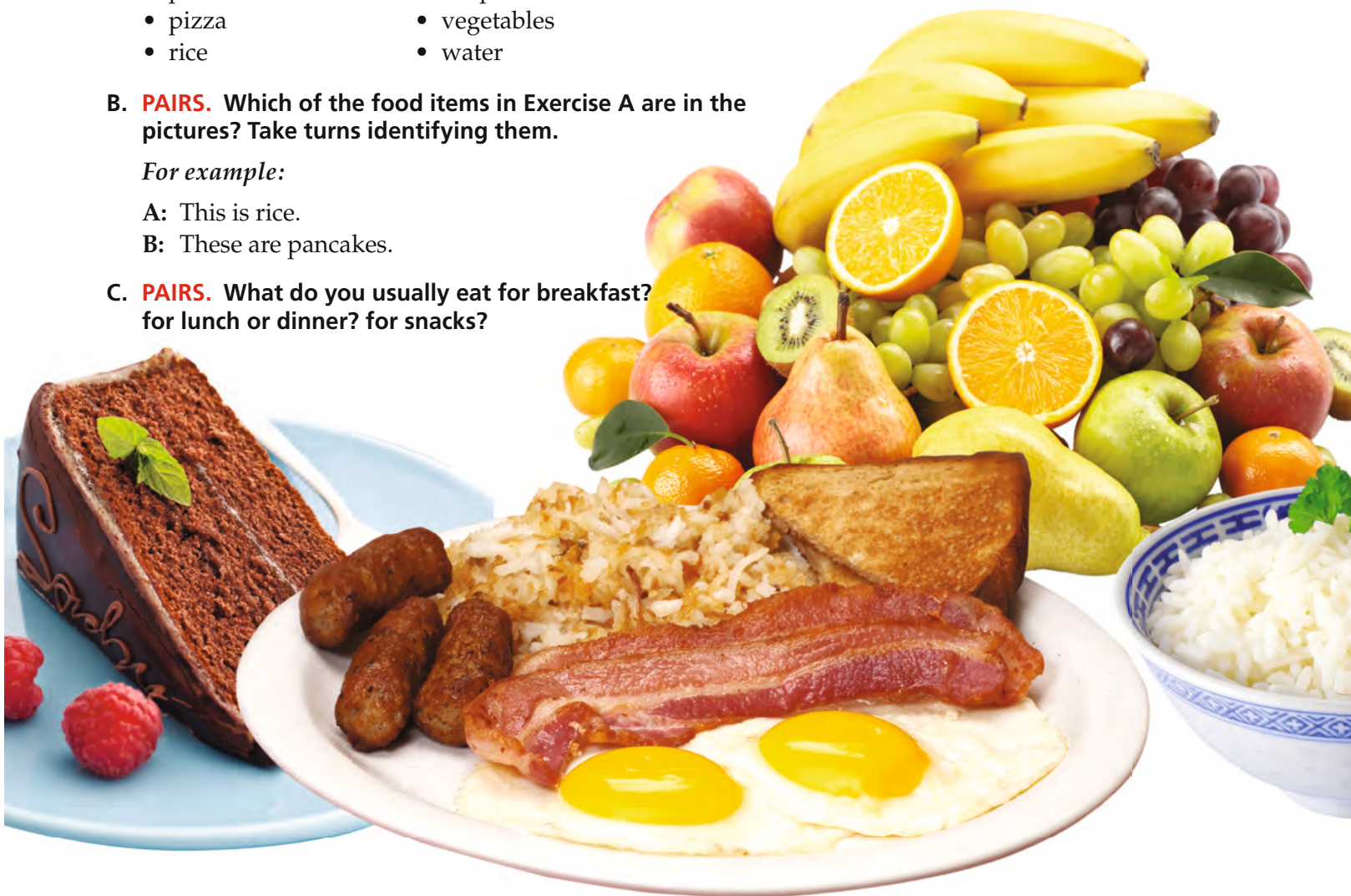
Give and follow instructions

Grammar

Count and noncount nouns
Imperatives (Commands)

Vocabulary

Foods for various meals



2 Listening

13 Listen to the report. Then write *True* or *False*. Circle the wrong information in the false statements.

According to the report, . . .

- Fifty-one percent of teenagers try to eat something healthful every day.
True
- Eighteen percent of teenagers eat lunch at school. _____
- Judy skips lunch at school because she has no time for it. _____
- Carlos always has something for lunch at school. _____
- Carlos eats a nutritious lunch at school.



GROUPS. Talk about your eating habits.

Useful language:

- Do you always eat breakfast/lunch/dinner?
- What's your favorite snack?
- Of course./Not always.
- I (don't) always eat . . .
- I don't have time to eat . . .



GRAMMAR FOCUS

Count and noncount nouns

Count nouns (can be counted)

Singular	Plural	
an apple	two	} apples tomatoes sandwiches
a tomato	a few	
a sandwich	several	
	many	

An apple a day **is** good for you.
Apples **are** my favorite snack.
Apples **have** a lot of vitamins.

Noncount nouns (cannot be counted)

milk	juice	cereal
rice	coffee	cheese

Ice cream **is** my favorite dessert.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Use *a* or *an* before singular (*count / noncount*) nouns.
- Add *-s* or *-es* to (*count / noncount*) nouns to make them plural.
- With noncount nouns, use *a* (*singular / plural*) verb.

Practicing grammar

3 Practice

A. Connect the three parts to make sentences. Write the sentences in your notebook.

Subject	Verb	Complement
Rice	is are has have	a lot of salt.
Chips		rich in vitamins and minerals.
Ice cream		a lot of sugar.
Cookies		good for you.
Vegetables		not that good for you.
Fish		sweet.
Pasta		my favorite food.

B. **PAIRS.** Compare your sentences. Correct any errors.

4 Dialogue

14 Cover the dialogue and listen.

Joe: I'm starving.

Alex: Me, too. I'm in the mood for pizza.

Joe: But we don't have any money.

Alex: No problem. Do you have any pizza dough? And some chocolate chips and walnuts?

Joe: What for?

Alex: A chocolate chip pizza.

Joe: Eww. That sounds terrible.

Alex: Just get over here and help me. Turn on the oven, please.

Joe: Done.

Alex: Now let's prepare the dough. First, flatten the dough and form it into a circle . . . like this.

Joe: OK.

Alex: Next, spread some peanut butter, and add some chocolate chips.

Joe: And then?

Alex: Sprinkle some walnuts on top.

Joe: Are you sure about this?

Alex: Relax. Finally, bake the pizza in the oven.

Diane: WHAT in the world are you making?

Alex: A chocolate chip pizza!

Diane: Gross!

5 Comprehension

A. List the pizza ingredients Alex and Joe use.

B. Read the steps for making chocolate chip pizza. Put the steps in order.

_____ Then sprinkle some walnuts on top.

1 First, flatten the dough and form it into a circle.

_____ Finally, bake the pizza in the oven.

_____ Next, spread some peanut butter, and add some chocolate chips.

C. 15 Read along as you listen again. Check your answers.



6 Useful expressions

A. 16 Listen and repeat.

- I'm starving.
- Me, too.
- I'm in the mood for . . .
- No problem.
- What for?
- And then?
- Are you sure about this?
- Gross!



B. Match each expression in Exercise A with an expression below.

1. I'm very hungry.
I'm starving.
2. Are you doing the right thing?

3. I feel the same way.

4. Why?

5. Yuck!

6. I feel like having some . . .

7. Don't worry.

8. What's next?

7 Pronunciation

Using stress and intonation to express strong feelings

A. 17 Listen and repeat.

- Are you sure about this? [*doubt*]
- What in the world are you making? [*disbelief*]
- A chocolate chip pizza! [*excitement*]
- What for? [*doubt*]
- No problem. [*encouraging/reassuring*]

B. PAIRS. Practice the conversations. Use appropriate stress and intonation.

1. A: But we don't have any money.
B: No problem.
2. A: What for?
B: I'm making a chocolate chip pizza.
3. A: Are you sure about this?
B: Relax.
4. A: What in the world are you making?
B: Avocado ice cream!



GRAMMAR FOCUS

Imperatives (Commands)

Affirmative

Turn left. (Give directions.)

Sprinkle some walnuts. (Give instructions.)

Stop! (Give orders.)

Please turn on the oven. (Make polite requests.)

Negative

Don't worry.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

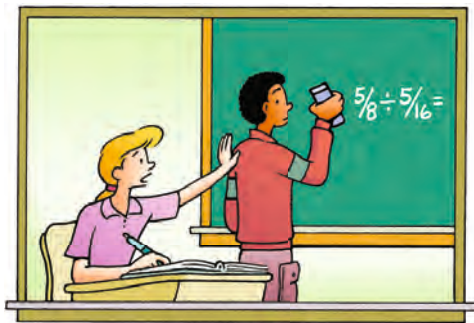
1. Use (*the base form / the past form*) of the verb in imperatives.
2. Use (*don't / doesn't*) before the base form in negative imperatives.

Practicing grammar

8 Practice

Look at the pictures and the commands. Write each command below the correct picture.

- Sprinkle.
- Turn right.
- Don't turn it off.
- Stop complaining.
- Open your mouth.
- ~~Don't erase the board.~~



1. Don't erase the board.



2. _____



3. _____



4. _____



5. _____



6. _____

9 Practice

Play a game. Go to page 68.

Learn to learn

Learn words that are often used together (collocations).

Learning some words that go together helps you avoid mistakes. "Turn on" + "the oven" are examples of words that go together.

Write each noun next to the verb it goes with. Some nouns can be used more than once.

bread	cake	butter	salt	oven	eggs
-------	------	--------	------	------	------

1. Turn on the oven.
2. Toast the _____.
3. Spread the _____.
4. Bake the _____.
5. Sprinkle some _____ on the meat.
6. Fry the _____ in a pan.
7. Melt the _____ in a pan.
8. Preheat the _____.

10 Practice

A. Look at the underlined nouns in the recipe below. Write **C** above each count noun and **NC** above each noncount noun.

B. Complete the procedure for the recipe. Use the verbs in the box. You will use *put* twice.

spread	sprinkle	put	cut
--------	----------	-----	----------------

Happy Face Sandwich

Ingredients

1 slice of bread

raisins

2 tablespoons peanut butter

brown sugar

1/8 banana, sliced

Some round chocolate candy, such as M&Ms

1. Cut the slice of bread into the shape of a circle.
2. _____ the peanut butter on the bread.
3. _____ some sugar on the peanut butter.
4. _____ two banana slices on top to make the eyes and a raisin in the middle for the nose.
5. _____ the pieces of chocolate at the bottom of the sandwich to make the mouth.

Eat and enjoy your happy face sandwich! 😊



11 Communication

Give and follow instructions

A. **18** Listen to the instructions.

1. First, draw a big circle.
2. Next, draw a triangle below the circle. Make sure the tip touches the circle.
3. Then draw two straight lines starting from the bottom of the triangle.
4. Finally, draw two straight lines from each side of the triangle.

B. **PAIRS.** Student A, read the instructions out loud. Don't look at Student B's paper. Student B, listen to and follow the instructions.

C. **PAIRS.** Switch roles. Student A, listen to Student B's instructions and follow them.

D. Compare your drawings. Are your results the same?

12 Reading

A. Look at the title and the pictures. What do you think the reading is about? Put a check (✓) before the sentence that expresses the main idea.

- ___ 1. Food in the United States is delicious.
- ___ 2. There are too many people in the United States.
- ___ 3. People in the United States are getting fatter.

B.  19 Read along as you listen.

BECOMING A FAT NATION

According to surveys, 61 percent of Americans, or 127 million people, are obese. The U.S. government is worried because too much weight contributes to diabetes, heart disease, and other illnesses.

Some people blame the food industry and advertisers for the nation's weight problem. They say food makers want people to eat when they're not hungry and keep eating when they're full.

But food manufacturers say it's not their fault that many Americans are overweight. People can choose what they want to eat. They point out that supermarkets in the United States offer a lot of choices, including low-calorie, fat-free, and sugar-free foods. Advertisers say it's not their fault either. More money is spent on marketing low-calorie and fat-free foods than any other foods.

No matter who's right, it is true: People in the United States are getting fatter. They simply eat too much. As a result, health departments in the United States are taking action. For example, New York's health department has asked restaurants



to use healthful ingredients in foods. Many schools in the United States no longer have soda or candy vending machines, and school cafeterias are offering more healthful menus.

Health experts agree that being a healthy nation is everybody's responsibility, that the best way to solve the problem is through education. A public education campaign on food and health would help educate people about what they eat, forcing food manufacturers to offer more wholesome and healthful food choices.



13 Comprehension

Discuss and answer these questions.

1. What health problem do people in the U.S. have?
2. Why is the U.S. government worried about it?
3. Who do some people blame for America's weight problem?
4. Why do advertisers say that America's problem is not their fault?
5. What are some schools in the U.S. doing to help the country's weight problem?
6. What do experts say is the best solution to the problem?

14 Writing

GROUPS. Make a poster on healthful eating and maintaining good health habits for teenagers. Include a list of do's and don'ts.

Healthful Eating Tips: Do's and Don'ts

1. Eat at least three
healthful meals a day.
2. _____
3. _____
4. _____
5. _____
6. _____



Progress check

Units 1 and 2

Test-taking tip: Be prepared.

Bring at least two pens or pencils with good erasers and any other resources that your teacher allows you to have at the test. Bring a watch so that you can pace yourself.

Grammar

A. Write questions for the underlined answers. (3 points each)

- Matt is 13 years old.
(How) How old is Matt?
- He goes to Kennedy Middle School.
(What school) _____
- His sister's name is Tracy.
(What) _____
- They live in Arizona.
(Where) _____
- Matt isn't sporty. He likes reading.
(What) _____
- He plays video games on weekends.
(When) _____

B. Answer the questions using the information in Exercise A. If the answer is *no*, correct the information. (3 points each)

- Q: Is Matt 12 years old?
A: No, he's not. He's 13 years old.
- Q: Does Matt go to high school?
A: _____
- Q: Is his sister's name Tracy?
A: _____
- Q: Do they live in Texas?
A: _____
- Q: Does Matt like sports?
A: _____

C. Replace the underlined words with possessive pronouns. (2 points each)

- A: Whose book is this?
B: It's mine ~~my book~~.
- A: Whose house is that?
B: That's our house.
- A: Is this your pen?
B: No, it's not. It's his pen.

- A: Are these your sneakers?
B: No, they're not. They're her sneakers.
- A: Whose project is this?
B: It's their project.

Vocabulary

D. Write *a* or *an* before the count nouns. Write an *X* before the noncount nouns. (1 point each)

- | | |
|---------------------------|------------------|
| 1. <u>X</u> peanut butter | 6. _____ cheese |
| 2. _____ apple | 7. _____ avocado |
| 3. _____ banana | 8. _____ tomato |
| 4. _____ orange | 9. _____ bread |
| 5. _____ juice | 10. _____ mango |

Communication

E. Read the instructions. Number them 1–5 to show the correct sequence. (1 point each)

Tropical Breakfast Parfait

- _____ Then sprinkle the oranges with 1½ tablespoons of cereal.
- 1 First, put 2 tablespoons of yogurt in a glass.
- _____ After that, add 2 more tablespoons of yogurt to the glass.
- _____ Next, put 4 orange slices on the yogurt.
- _____ Finally, top with the pineapple.

Now I can ...

- describe people's personalities.
- talk about food and eating habits.
- give and follow instructions.

Game 1 *Stomp, spin, and spell*

Steps:

1. Play this game standing in small groups.
2. One student is the "spellmaster" and can keep his or her book open. The other students close their books.
3. The spellmaster says a word from the list and then asks a student to spell it. The student spells the word aloud, but uses actions instead of letters for *s*, *t*, *e*, and *i*. If the student spells and "acts" the word correctly, he or she gets a point.
4. If the student does not spell it and act it out correctly, the spellmaster spells it and acts it out. The spellmaster then gives the next student a word.
5. The student with the most points at the end of the game wins.

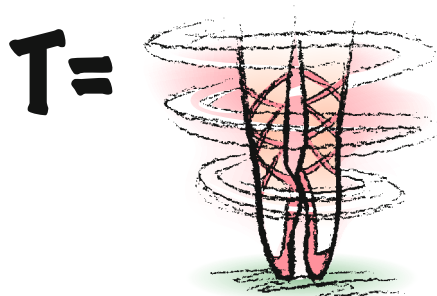
Useful language

- You got it!
- You didn't quite get it.
- Was that one stomp or two stomps?



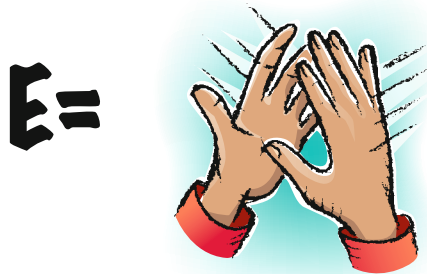
S=

STOMP



T=

SPIN



E=

CLAP



I=

HOP

smart

juice

butter

cheese

friends

omelet

sandwiches

easygoing

serious

different

vegetables

opposites

competitive

desserts

teenagers

ingredients

interesting

perfectionist

Project 1 *A snapshot of a great snack*

Think of a great snack that you can make. Write instructions on how to make it. Use the recipe below as a guide. Then pretend you're on a cooking show. Explain and demonstrate to your group or class how to make the snack.



1. Write the ingredients you need.

To make a Chicago hot dog, you need a hot dog, a hot dog bun, an onion, a tomato, a hot pepper, and a dill pickle. You also need some mustard, relish, and celery salt.

2. Write the steps in the recipe.

First, boil the hot dog for about three minutes, until it's nice and fat.

Next, chop the onion and slice the tomato. Then slice the hot pepper and pickle.

When the hot dog is ready, put it in the bun. Then add the other ingredients in this order: First, put some mustard on the hot dog. I like to use a lot of mustard. Then put some relish on. After that, put about a teaspoon of chopped onion on top.

Finally, add a slice of pickle, three slices of tomato, the hot pepper, and sprinkle the whole thing with celery salt. Mmm, it tastes good!

3. Demonstrate how to make the snack.

3

Are there any chips left?

1 Dialogue

20 Cover the dialogue and listen.

Mom: Joe, could you go to the supermarket for me?

Joe: Why me? Ask Diane, Mom.

Alex: Let's do it, Joe, so we can get some ice cream. Are there any chips left, by the way?

Joe: No. You ate them all.

Alex: Then we should get chips, too, and some soda.

Mom: Oh no, Alex. You can't have any junk food at my house.

Joe: OK, Mom. I'll go. Is there a shopping list?

Mom: No, but I'll tell you what we need. We need bread, eggs, milk, juice, cheese . . .

Joe: Whoa, Mom! Please, slow down. How much bread do you want, and how many eggs?

Mom: One loaf of wheat bread, two dozen eggs, one gallon of milk, . . . what else?

Joe: Juice and cheese. How much juice and cheese?

Mom: Two quarts of juice and a pound and a half of cheese.

Joe: And how much money are you giving me?

Mom: Here's \$100.

Joe: Cool. Let's go, Alex.

Equivalents

1 pound = about 1/2 kilogram

1 quart = about 1 liter

1 gallon = about 4 liters

Learning goals

Communication

Make an offer

Grammar

There is/There are with *some* and *any*

Questions with *How much* and *How many*

Expressions of quantity:
a little, a few, a lot of, not much, not many

Vocabulary

Foods at the supermarket



2 Comprehension

A. Write *True* or *False* after each sentence.

1. Mom asks Joe to go with her to the supermarket. _____
2. Alex wants to go to the supermarket. _____
3. Mom says Alex can buy chips and soda. _____
4. Joe eats a lot of junk food at home. _____
5. Joe goes to the supermarket with Alex. _____

B. 21 Read along as you listen again. Check your answers.

3 Useful expressions

A. 22 Listen and repeat.

- Why me?
- ... by the way.
- Whoa!
- What else?
- Let's go.

B. Complete the conversation. Use the expressions from Exercise A.

Dad: John, could you get some eggs for me?

John: Why me? Ask Ethan. He never does anything. He's always ...

Dad: _____, John! Slow down! Ethan's at practice. You can go with Tim.

John: Oh, OK. Why do we need eggs?

Dad: I'm making some omelets.

John: So, a dozen eggs. _____

Dad: That's it. What would you like in your omelet, _____?

John: Just some cheese. Come on, Tim. _____.

4 Pronunciation

Would you /wudjə/

A. 23 Listen and repeat.

Would you like some soda?

What would you like to eat?

Would you like an omelet?

What would you like to do?

B. PAIRS. Practice the conversation.

A: I'm starving.

B: What would you like to eat?

A: How about a sandwich?

B: OK. Would you like a ham sandwich?

A: Sure. Thanks.



GROUP. Joe doesn't want to go to the store for his mom. Talk about the things your mom or dad asks you to do and what your reactions are.

Useful language:

- Does your mom or dad ask you to do a lot of errands?
- Do you always obey your mom or dad?
- Oh yeah./Of course.
- Sometimes./Always./Not always.
- What kinds of things do your parents ask you to do?
- Go to the store./Throw out the garbage./Babysit.



5 Vocabulary

Foods at the supermarket

A. 24 Listen and repeat.

- beans 9
- carrots _____
- cheese _____
- cookie _____
- cucumber _____
- doughnut _____
- lemon _____
- lettuce _____
- melon _____
- muffin _____
- mushroom _____
- nuts _____
- olive oil _____
- onion _____
- peach _____
- peas _____
- potato _____
- tomato _____
- yogurt _____

B. Match the words in Exercise A with the food items in the picture.

C. **PAIRS.** Work together to identify the other food items in the picture.



Learn to learn

Learn collocations with food

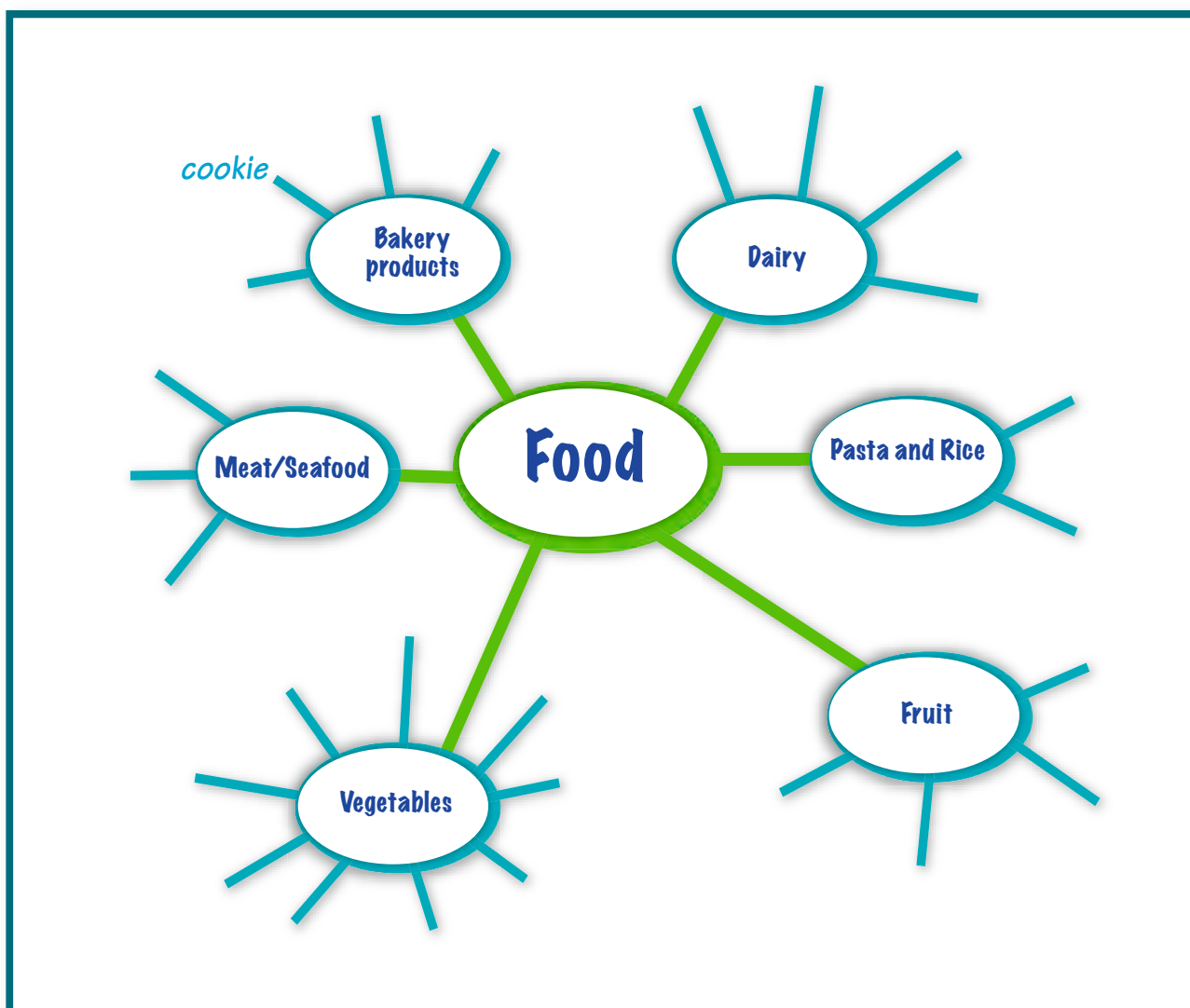
Learning expressions that usually go with certain food items is useful.

Write the food items that go with the expressions. Use a dictionary if necessary. Some food items can go with more than one expression.

eggs	milk	juice	cheese	bread
beef	ice cream	onions	rice	lettuce

1. a gallon of milk/ice cream
2. a head of _____
3. a pound of _____
4. a loaf of _____
5. a quart of _____
6. a bag of _____
7. a pint of _____
8. a dozen _____

D. Write some food items from Exercise A in the word web.



6 Practice

GROUP. Play the shopping game with five classmates. Decide who'll start first. Student 1 says one food item he or she wants to buy. Each student who follows adds a new food item, repeating all of the items previously mentioned.

For example:

S1: I'm going to the supermarket to buy some apples.

S2: I'm going to the supermarket to buy some apples and a pound of cheese.

S3: I'm going to the supermarket to buy some apples, a pound of cheese, and a melon.

7 Listening

25 Listen to the conversation. Put a check (✓) before all the true statements.

According to the conversation, . . .

- 1. Many teenagers do the food shopping for their families.
- 2. They do this because their parents hate food shopping.
- 3. Most teenagers use shopping lists when they shop.
- 4. Ryan shops for brand-name products.
- 5. Nicholas thinks about his dad's health when he does the shopping.
- 6. Olivia always looks for the best quality when she does the shopping.



GRAMMAR FOCUS

There is/There are with some and any

Affirmative statements

There's a sandwich in the refrigerator.

There's some soda, too.

There are several sandwiches on the table.

Negative statements

There isn't any cheese.

There isn't any juice.

There aren't any cookies.

Yes/No questions

Is there any milk in the refrigerator?

Are there any sandwiches in the refrigerator?

Short answers

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

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

Some to make an offer

Would you like **some** coffee?

Would you like **some** apples?

} Yes, please./No thanks.

} Sure. I'd love some.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. Use (*there is / there are*) with singular count nouns and noncount nouns.
2. Use (*some / any*) in affirmative statements.
3. Use (*some / any*) in negative statements.

Practicing Grammar

8 Practice

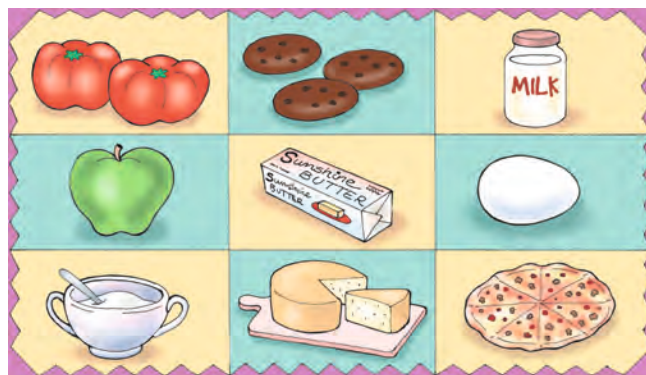
Complete the sentences with *some* or *any*.

1. A: I'm hungry. Is there any food?
B: I'm sorry. There isn't. But there's _____ milk.
2. A: There are _____ sandwiches left from the party. Would you like one?
B: No, thanks.
3. A: Are there _____ cookies left?
B: Yes, there are _____ cookies in the kitchen.
4. A: Would you like _____ snacks?
B: Sure. I'll have _____ chips.
5. A: Would you like to go to the movies?
B: No. I don't have _____ money.

9 Practice

Play a game. Go to page 68.

10 Practice



- A. Look at the picture. Memorize what's in the box. Then cover the picture.
- B. **PAIRS.** Take turns. Ask if there are any apples, rice, muffins, butter, cookies, and sugar in the box.

For example:

A: Are there any apples in the box?

B: Yes, there is. There's one apple.

11 Communication

Make an offer

- A. **26** Listen to the conversation.

A: I'm in the mood for ice cream. Is there any ice cream in the freezer?

B: No, sorry. There isn't. Would you like some yogurt?

A: No, thanks.

- B. **PAIRS.** Student A, ask for something to eat. Student B, say there isn't any and offer something else. Student A, accept or refuse Student B's offer.



GRAMMAR FOCUS

Questions with *How much* and *How many*

Questions

How much milk do we need?
How much money do you have?

Possible answers

{ **A lot.**
Just **a little.**
Not **much.**

How many tomatoes do we need?
How many glasses of milk do you drink every day?

{ **A lot.**
Just **a few.**
Not **many.**

Expressions of quantity

a lot of [tomatoes]

a lot of [milk]

a few [tomatoes]

a little [milk]

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- Use (*How much* / *How many*) for questions using count nouns.
- Use (*How much* / *How many*) for questions using noncount nouns.
- Use (*a few* / *a little*) to talk about quantities of count nouns.
- Use (*a few* / *a little*) to talk about quantities of noncount nouns.

Practicing Grammar

12 Practice

Complete the questions with *How much* and *How many*.

- How much money do you spend on a school day?
- _____ text messages do you get per day?
- _____ hours of sleep do you get each day?
- _____ time do you spend on homework per day?
- _____ ice cream can you eat at one time?

13 Practice

Read the dialogue. Circle the correct answers.

A: How much money do you have?

B: Just (1. *a few* / *a little*). But I think it's enough. We don't need (2. *many* / *much*) money to go camping.

A: Yeah, I'm sure we're OK. I have (3. *a few* / *a little*) dollars, too. What about food? How much food is there?

B: Food's not a problem. We have (4. *many* / *a lot*).

A: Good. And water? How many bottles do we have?

B: (5. *A lot* / *A little*). We have fifteen bottles.

14 Practice

- A. **PAIRS.** First, complete the questions with *How much* or *How many*. Then ask a classmate the questions. Circle your classmate's answers.

How Healthy Are You?

- _____ water do you drink each day?
 - five glasses or more
 - three to four glasses
 - two glasses
- _____ servings of vegetables do you eat each day?
 - two servings or more
 - one serving
 - none
- _____ candy and chocolate do you eat each day?
 - a lot
 - a little
 - none
- _____ kinds of fruit do you eat each day?
 - three or more
 - one or two
 - none
- _____ soda do you drink each day?
 - three cans or more
 - one to two cans
 - none

- B. **PAIRS.** Compare your results. Talk about foods you eat and don't eat. Who has healthier eating habits?

15 Reading

27 Read along as you listen to the article. As you read and listen, think about this question: What are floating markets?

Thailand's Floating Markets

Floating markets are popular tourist destinations in Thailand. At the floating markets, there are a lot of small boats overflowing with fresh fruit and vegetables. Imagine the colors of fresh fruit and vegetables on hundreds of boats sailing quietly along the river. Then imagine Thai women in their colorful traditional clothes on these boats. The effect is magical.

The floating markets open at 6:30 A.M. Early in the morning, before the markets open, farmers pick fruit and vegetables from their farms. Later, their wives sell the fruit and vegetables on their boats. Why do the women sell their products on boats, instead of in regular stores? Central Thailand has bodies of water throughout. In some places, there are canals instead of streets. Farmers have their farms near these canals, and selling their products on boats is convenient.

At a floating market, you can use cash to shop or you can exchange your product with other sellers' products. If you get hungry, just call one of the women and she will come over to you. You can watch her cook your food right on the boat!



16 Comprehension

Answer the questions.

1. What are floating markets?
2. Who are the sellers in these markets?
3. What do the sellers sell in these markets?
4. What time do the markets open?
5. Why do the women sell from their boats?
6. What can you do at a floating market?

17 Speaking

GROUPS. Describe Thailand's floating markets with information from the article.

For example:

- A: Thailand's floating markets are really interesting. There are a lot of . . .
- B: And there are . . .

18 Writing

- A. **PAIRS.** Talk about an interesting shopping place you know. Discuss the questions with a classmate.
- What kind of a place is it?
 - Where is this place?
 - What can you buy there?
 - Why is it interesting?
 - Why do you like to shop there?
- B. In your notebook, write a paragraph about the place you talked about in Exercise A. Use your answers to the questions in Exercise A for ideas.
- C. **PAIRS.** Read your classmate's paragraph. Circle any errors. Use the Peer editing checklist on page 138.

Putting it together *Planning for the show*

A. 28 Read along as you listen to the conversation. What strategy does Alex suggest for balancing practice and schoolwork?



B. Discuss: Do you think students should have extracurricular activities in school? Why or why not? What kinds of activities do you suggest for your school?



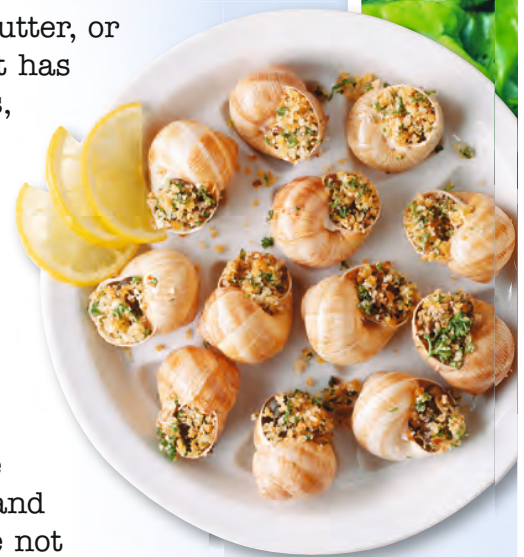
International Treats

Every country has its own special treats. Here are four famous foods from around the world that you may want to try.

Vegemite is one of the best-loved foods in Australia, but it's not very popular in other countries. It's a dark brown spread that tastes salty—a bit like beef bouillon. Australians usually eat it on bread with butter, or on toast with melted cheese. It has a lot of vitamins and minerals, and most Australian kids grow up eating it. When Australians go abroad, many take a jar of Vegemite. It's hard to find in other countries.



Escargots, or snails, are a popular French dish. The snails are usually cooked in liquid, then put back into their shells with butter, garlic, and herbs. Because snails eat things that can be poisonous, the snails are first fed lettuce and flour for about two weeks. Then they are not fed anything for several days. This cleans out their stomachs so they are safe to eat.



If you like hot, spicy foods, you'll like Korean **kimchi**. There are many different kinds of kimchi, but the most popular kind is made from Chinese cabbage, garlic, onions, and hot peppers. To make kimchi in the traditional way, Koreans combine the ingredients in a big jar. Then the jar is put outside during the winter months. This lets the kimchi ferment and gives it a hot, sour taste. Kimchi is served at meals as a side dish, and it's used in many recipes. It has lots of vitamins and minerals.



On a hot day in Singapore, try **ice kachang**, or red bean ice. It's a big ball of shaved ice with sweet, fruity syrup and red beans. The beans are sweet, not salty, and taste good with the fruit-flavored ice. It's usually served with milk and jelly. Variations of ice kachang are found all over Asia.





1 Reading

Reading skill: Reading fluently

Don't stop in the middle of a sentence if you don't understand a particular word. Carry on to the end, paying attention to the content words (nouns, adjectives, and main verbs).

A. Read the text without stopping. Pay attention to content words.

B. Complete the chart with information from the reading.

Name of food	<i>Vegemite</i>			
Country of origin				
What is it?				
How is it served?				

C. Answer these comprehension questions.

1. Why is Vegemite healthy?
2. Why do many Australians take Vegemite abroad?
3. Why are snails fed lettuce and flour, and then nothing?
4. Why is a jar of kimchi placed outside in winter?

2 Listening

29 Listen to a description of a popular dish. Write *True* or *False*.

- False*
- | | |
|---|---|
| _____ 1. It's called "spicy good" in English. | _____ 4. It's made with raw fish. |
| _____ 2. It tastes a little sour. | _____ 5. Lemon juice makes it safe to eat. |
| _____ 3. It has only two ingredients. | _____ 6. It's not popular in Latin America. |

3 Speaking

GROUPS. Talk about some famous or interesting dishes in your country. Use the points below as a guide.

- Can you translate the name into English?
- How do you make it?
- What is it?
- How is it served?
- How does it taste?

4 Writing

Write a paragraph about an interesting dish in your country.

4

How often do you go rock climbing?

1 Dialogue

30 Cover the dialogue and listen.

Alex: Hi, guys. What's up?

Lori: Nothing much. Where are your Rollerblades®?

Alex: I don't have Rollerblades. I hate Rollerblading.

Lori: You do? So why are you here?

Alex: Well, I enjoy watching you guys.

Lori: Sure you do. What sport are you into?

Alex: Rock climbing.

Karen: Seriously? How often do you go rock climbing?

Alex: Once a week—at the Sports Club.

Diane: That's just wall climbing, Alex.

Alex: At least I'm not a couch potato. By the way, where's Joe?

Diane: Guess.

Alex: At home, of course. Let's call him and see if he wants to join us.

Diane: Don't even try, Alex. Joe would rather read than play sports.

Alex: Brr. It's cold. I think I'd rather watch TV in this cold weather. See you.

Learning goals

Communication

Express preferences: *Would rather*

Grammar

Adverbs of frequency
Expressions of frequency
How often
Gerunds

Vocabulary

Sports and activities

2 Comprehension

A. Answer the questions.

1. Who doesn't have Rollerblades? Why not?

2. What sport does Alex like?

3. Where does Alex go climbing?

4. Where's Joe?

5. What does Alex decide to do in the end?

B. What do you think a "couch potato" is?

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



3 Useful expressions

A. 32 Listen and repeat.

- Nothing much.
- Sure you do.
- At least . . .
- Guess.
- See you.

B. Match the questions or statements on the left with the responses on the right.

1. A: What's up? ————— B: See you.
2. A: Who's at the door? ————— B: Guess.
3. A: I'm not good at skating. ————— B: Nothing much.
4. A: Bye! Talk to you later. B: Sure you do.
5. A: Sometimes I see Johnny Depp at the supermarket. B: At least you try.



4 Vocabulary

Sports and activities

A. 33 Listen and repeat.

- | | |
|-------------------|---------------------|
| 1. baseball | 11. rock climbing |
| 2. basketball | 12. Rollerblading |
| 3. biking | 13. skateboarding |
| 4. bowling | 14. soccer |
| 5. camping | 15. swimming |
| 6. figure skating | 16. table tennis |
| 7. football | 17. tennis |
| 8. golf | 18. track and field |
| 9. gymnastics | 19. volleyball |
| 10. hockey | 20. wall climbing |

B. Number the pictures. Use some of the sports and activities in Exercise A.



3



Learn to learn

Learn collocations in context.

Sports and activities go with certain verbs. Learn the following collocations:

- play tennis
- go biking
- do track and field (*but* run track)

Combine *play*, *go*, and *do* with the sports and activities in Exercise 4A.

5 Pronunciation

The sound /ɑ/ in soccer

A. 34 Listen and repeat.

- soccer
- volleyball
- hockey
- golf
- rock climbing

B. 35 Listen to the conversations.

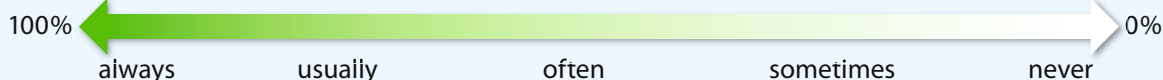
- A: Do you like soccer?
B: I love it. Soccer is my favorite.
- A: Do you watch women's volleyball?
B: Not very often.
- A: Do you go rock climbing?
B: No way. It's too scary.

C. PAIRS. Practice the conversations.



GRAMMAR FOCUS

Adverbs of frequency



I **always** clean my room.
 She **sometimes** goes dancing. / **Sometimes** she goes dancing.
 I'm **never** home on weekends.

Expressions of frequency

once a day/week/month/year	all the time
twice a day/week/month/year	every day/week/month/year
three times a day/week/month/year	

How often

How often do you clean your room?
How often does she go dancing?
How often do they eat out?

Short answers

Every day.
Once a week.
Never.

Long answers

I clean my room **every day**.
 She goes dancing **once a week**.
 They **never** eat out.

Discovering grammar

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

- Expressions of frequency always go at the beginning of a sentence. _____
- We cannot use expressions of frequency as short answers. _____
- How often* and *How many times a week/month/year* have the same meaning.

- B. **PAIRS.** Ask your classmate the questions in Exercise A. Use adverbs and expressions of frequency in your answers.

For example:

- A: How often do you go out with your family?
 B: Once a week. We usually go out on weekends.

Practicing grammar

6 Practice

- A. Write questions that begin with *How often*.

- you / go out with your family
How often do you go out with your family?
- our teacher / arrive late for class

- you / play video games

- your best friend / call you

- your parents / go to the supermarket

- you / go to parties

7 Practice

Find one classmate for each activity in the chart. Ask *How often . . . ?*

For example:

- A: How often do you take a shower?
 B: Once a day.
 A: How about you, Sandy?
 C: Twice a day.

Find someone who . . .	Name
takes a shower twice a day.	
goes to the movies once a week.	
never cleans his/her room.	
goes biking every day.	
listens to music all the time.	



GRAMMAR FOCUS

Gerunds after verbs

like, love, hate, (don't) mind, prefer

I like **playing** basketball.

I love **dancing**.

I hate **doing** track and field.

I don't mind **getting up** early.

I prefer **staying** home on weekends.

Yes/No questions

Do you like **exercising**?

Short answers

Yes, I do./No, I don't.

Information questions

Why do you hate **watching** soccer?

Because it's boring.

Discovering grammar

Look at the grammar chart. Answer the questions.

1. What do you add to the base form of a verb to change it into a gerund?
2. Can you give two examples of how the base form changes spelling when it is changed into a gerund?

Practicing grammar

8 Practice

A. Complete the sentences with gerunds.

1. Sue likes (*go*) _____ to the park.
2. Josh doesn't mind (*do*) _____ his math homework.
3. Why do you hate (*swim*) _____?
4. They prefer (*play*) _____ soccer.

B. Complete the sentences with activities you like or don't like doing. Use gerunds.

1. I like _____ on a rainy day.
2. I love _____ in the summer.
3. I don't mind _____ on the weekend.
4. I prefer _____ after school.

9 Practice

A. First, replace the verbs in parentheses with gerunds. Then fill out the questionnaire for yourself.

B. **PAIRS.** Ask your classmate the questions in the survey. Then add up his or her score and compare your results.

ARE YOU A SUN WORSHIPPER?

	You		Your classmate	
	Yes	No	Yes	No
Do you like . . .				
1. _____ (<i>sunbathe</i>)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ (<i>go</i>) to the beach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ (<i>be</i>) outside?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you mind . . .				
4. _____ (<i>be</i>) on a crowded beach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ (<i>get</i>) sand all over you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ (<i>feel</i>) hot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you prefer . . .				
7. a. _____ (<i>relax</i>) by the pool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____ (<i>lie</i>) on the beach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. a. _____ (<i>lie</i>) in the sun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____ (<i>sit</i>) in the shade?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. a. _____ (<i>have</i>) a quick dip?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. _____ (<i>swim</i>) long distances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring				
1) Yes 1 No 0	4) Yes 0 No 1	7a) Yes 1 No 0	7b) Yes 1 No 0	
2) Yes 1 No 0	5) Yes 0 No 1	8a) Yes 1 No 0	8b) Yes 0 No 1	
3) Yes 1 No 0	6) Yes 0 No 1	9a) Yes 1 No 0	9b) Yes 0 No 1	
See page 70 for your Sun Worshipper rating.				

10 Practice

Have a competition. Go to page 69.

11 Listening

36 Listen to the conversation. Circle the correct answers.

- Bill is _____.
a. a teacher c. a sports coach
b. a manager
- Daniel prefers watching _____.
a. skateboarding c. volleyball
b. baseball
- Daniel thinks baseball is _____.
a. exciting c. boring
b. fun
- _____ are becoming more popular because of advertising.
a. Team sports c. Water sports
b. Action sports
- According to the class, _____ is their favorite sport.
a. baseball c. soccer
b. basketball

12 Communication

Express preferences: Would rather

A. 37 Listen to conversation.

A: Would you rather watch team sports or action sports?

B: Team sports. I like watching soccer. What about you?

A: I'd rather watch action sports.

B: Which action sport do you like?

A: Skateboarding.

B. **PAIRS.** Now practice the conversation with a classmate.

C. **PAIRS.** Ask your classmate his or her preferences. Use the model in Exercise A. Replace the underlined parts with your preferred activities.



GROUPS. Talk about the things you like and don't like doing when you don't have school.

Useful language:

- What do you like doing when there's no school?
- What do you hate doing?
- I like/love/don't like/hate. . .
- I prefer . . .
- I don't mind . . .
- Me, too./Yeah, I hate doing that, too.
- Really?/Seriously?

13 Writing

A. Write a paragraph about the things you like and hate doing in your free time. Use the information in Teen Talk for ideas.

In my free time, I like . . .

In my free time, I hate . . .

B. **PAIRS.** Read your classmate's paragraph. Circle any errors. Use the Peer editing checklist on page 138.

14 Reading

A. **GROUPS.** List three sports you think are for boys and three you think are for girls.

Sports for boys: _____, _____, _____

Sports for girls: _____, _____, _____

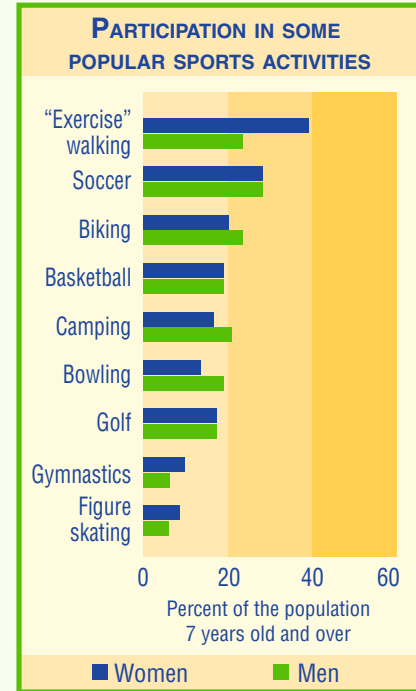
B. **38** Read along as you listen to the article.

Boxing is for boys; dancing is for girls.

Some people think of certain sports as only for men or only for women. For example, when a girl wants to take up boxing, people say, "You're so pretty. Why do you want to be a boxer? Boxing is for men." And some parents don't like it when their sons show interest in dancing or figure skating.



It is generally true that boys tend to do sports that require strength and size, such as soccer and biking, and that girls go for sports that require flexibility and grace, such as figure skating and gymnastics. But is there a difference in the types of sports boys and girls play?



C. Look at the graph. Does the information in the chart support the ideas in the reading?

16 Your turn

A. **GROUPS.** Form all-girl and all-boy groups. Each group: List five sports or activities your group likes. Put them in order, with number 1 being the most popular.

15 Comprehension

A. Answer the questions.

1. What kinds of sports do boys tend to like?
2. What kinds of sports do girls tend to like?
3. Are the activities you listed in Exercise 14A the same as the ones in the graph?

B. Look at the graph again. Who does more of each activity?

Boys	Girls
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

B. Compare your list with another group's list. Is there any difference between the girls' and the boys' lists?

Progress check

Units 3 and 4

Test-taking tip: Stay positive and relaxed.
Keep a positive attitude throughout the test and try to stay relaxed.

Grammar

A. Complete the questions with *How much* and *How many*. (2 points each)

1. How much money do you need?
2. _____ books do you buy each school year?
3. _____ juice do you drink each day?
4. _____ cups of coffee does your dad drink in the morning?
5. _____ chocolate can I eat?

B. Complete the sentences with *some* and *any*. (1 point each)

1. There's some food on the table.
2. There aren't _____ vegetables.
3. But there's _____ fruit.
4. Sorry. There isn't _____ milk left.
5. Is there _____ bread in the kitchen?
6. No, there isn't _____ bread, but there are _____ cookies.

C. Answer the questions with expressions of frequency. Give true answers for you. (3 points each)

1. Q: How often do you visit your grandparents?
A: Once a week.
2. Q: How often do you watch TV?
A: _____
3. Q: How often does your dad play sports?
A: _____
4. Q: How often do you go to the movies?
A: _____
5. Q: How often do you walk to school?
A: _____

D. Complete the sentences with gerunds. (1 point each)

1. I love (go) going biking.
2. She enjoys (play) _____ tennis.
3. I don't mind (watch) _____ DVDs.
4. He doesn't like (study) _____.
5. What do you prefer (do) _____ after school?
6. I love (dance) _____ with you.

Vocabulary

E. Circle the word that doesn't belong in each group. (1 point)

1. a. doughnut b. cookie c. butter
2. a. juice b. cucumber c. carrot
3. a. lettuce b. orange c. mushroom
4. a. milk b. apple c. yogurt
5. a. baseball b. biking c. volleyball
6. a. tennis b. volleyball c. camping

Communication

F. Complete the conversation with a form of *there is* or *there are*. (3 points each)

- A: I'm hungry. Is there any cheese?
B: No, _____. But _____ some eggs. You can make an omelet.
A: No, thanks. _____ any fruit?
B: Yes. _____ some apples.
A: Good. I'll have an apple then.

Now I can ...

- talk about my reaction to doing errands.
- make, accept, or refuse an offer.
- express preferences.

5

Everybody's waiting for us.

1 Dialogue

39 Cover the dialogue and listen.

Karen: Hi, Diane. Are you waiting for me?

Diane: Of course I am. You never show up on time!

Karen: I'm sorry. I couldn't decide what to wear.

Diane: For practice? What's wrong with jeans?

Karen: Nothing, but I always wear jeans. And guess what? I'm wearing them today! I'm tired of my clothes. Anyhow, what are the others doing? Are they here yet?

Diane: Everybody except Lori. She's running late.

Karen: Are Alex and Joe around?

Diane: They're waiting for us in the auditorium. Alex is practicing, and Joe's hanging out backstage. He's probably reading.

Karen: Joe reads all the time. Let's go.

Diane: Hey, wait up! Why do you always walk so fast?

Karen: Well, everybody's waiting for us, remember?

2 Comprehension

A. Write *T* for *true*, *F* for *false*, and *NI* if there is no information in the dialogue.

- F 1. Karen is waiting for Diane.
 2. Karen is always late.
 3. Lori is practicing with Paul.
 4. Alex is reading.
 5. Joe is working on an assignment.
 6. Alex likes Diane.

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

Learning goals

Communication

Talk about what's going on now

Grammar

The present continuous
The simple present contrasted with the present continuous

Vocabulary

Classroom activities



3 Useful expressions

A. 41 Listen and repeat.

- Of course I am.
- What's wrong with . . . ?
- I'm tired of . . .
- She's running late.
- Is he around?
- Wait up!

B. Circle the correct responses.

1. A: Are you sure about that?
B: Of course I am. / OK.
2. A: What's wrong with you?
B: No. / Nothing.
3. A: Hey, wait up!
B: I can't. I'm running late. / I can't. I'm reading.
4. A: Hey, is Patrick around?
B: He's at practice. / He likes to practice.



PAIRS. Talk about reasons for running late.

Useful language:

- Are you usually on time?
- Most of the time./Not always./I'm always late!
- Why are you sometimes late?
- I can't decide what to wear.
- I get up late.
- I need to finish something.
- It takes me a long time to get ready.
- I spend hours in the bathroom.



GRAMMAR FOCUS

The present continuous

Affirmative statements

I'm **waiting** for you.

He's/She's **waiting** for you.

We're/They're **waiting** for you.

Yes/No questions

Are you **waiting** for me?

Is he/she **waiting** for me?

Information questions

What **are** you **doing**?

Where **is** he/she **waiting**?

Why **are** they **practicing**?

Negative statements

I'm **not waiting**

for him.

He's/She's **not waiting** for him.

We're/They're **not waiting** for him.

Short answers

Yes, I **am**./No, I'm **not**.

Yes, he/she **is**./

No, he's/she's **not**./

No, he/she **isn't**.

Long answers

I'm/We're **waiting** for our friends.

He's/She's **waiting** in front of the theater.

They're **practicing** because they have a show next month.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- The present continuous form is (*is, am, are / do, does*) + verb + *-ing*.
- The present continuous refers to an action that is or is not happening (*every day / right now*).

Practicing grammar

4 Practice

What are the people in the picture doing? Write sentences using the present continuous.

- Jim / play volleyball
Jim is playing volleyball.
- Megan and Ken / play Monopoly

- Alice / relax at the park

- Mark and Elena / jog together

- Kevin / take pictures

5 Practice

PAIRS. Student A, cover the picture. Guess what three people in the picture are doing by asking Yes/No questions. Student B, look at the picture and check if Student A is correct.

For example:

A: Is Jim playing volleyball with Kevin?

B: No, he's not. Try again.

A: Is he playing volleyball with Michael?

B: Yes, he is!

6 Practice

Have a competition. Go to page 69.





GRAMMAR FOCUS

The simple present contrasted with the present continuous

Simple present statements

I always **wear** jeans.
 He/She usually **wears** jeans.
 We/They **wear** jeans every day.

I **live** in New York.
 He/She **studies** French.

Information questions

What **do** you usually **wear**?
 What **are** you **wearing** today?

Present continuous statements

I'm **wearing** jeans today.
 He's/She's **wearing** jeans right now.
 We're/They're **wearing** jeans today.

I'm **living** in New York this year.
 He's/She's **studying** French this semester.

Answers

I usually **wear** jeans.
 I'm **wearing** jeans.

Discovering grammar

Look at the grammar chart. Complete the grammar rules with *present continuous* or *simple present*.

- Use the _____ to talk about routines and habits.
- Use the _____ to talk about actions that are happening right now or for temporary situations.

Practicing grammar

7 Practice

Complete the sentences with the simple present or the present continuous forms of the verbs in parentheses.

- I usually (*ride*) ride my bike to school, but right now I (*walk*) 'm walking to school.
- We (*take*) _____ a test right now. We often (*have*) _____ a test on Fridays.
- My teacher (*sit*) _____ at her desk. She (*not/usually/walk*) _____ around during exams.
- Michael (*not/pay*) _____ attention to our teacher today. He (*never/pay*) _____ attention.
- My friends (*wait*) _____ for me at the mall. We (*meet*) _____ there every Friday night.

8 Practice

A. Look at the picture again on page 44. Write conversations about it using the cues.

- Jim / play volleyball (on Fridays)
- Megan and Ken / jog (play Monopoly/on weekends)
- Kevin / relax in the park (take pictures / on Saturdays)
- Mark and Elena / play Monopoly (jog in the afternoons)

- A: Where's Jim? Is he playing volleyball with Michael?
 B: Yes, he is. He usually plays volleyball with Michael on Fridays.

- A: _____
 B: _____

- A: _____
 B: _____

- A: _____
 B: _____

B. **PAIRS.** Choose two conversations and role-play them.

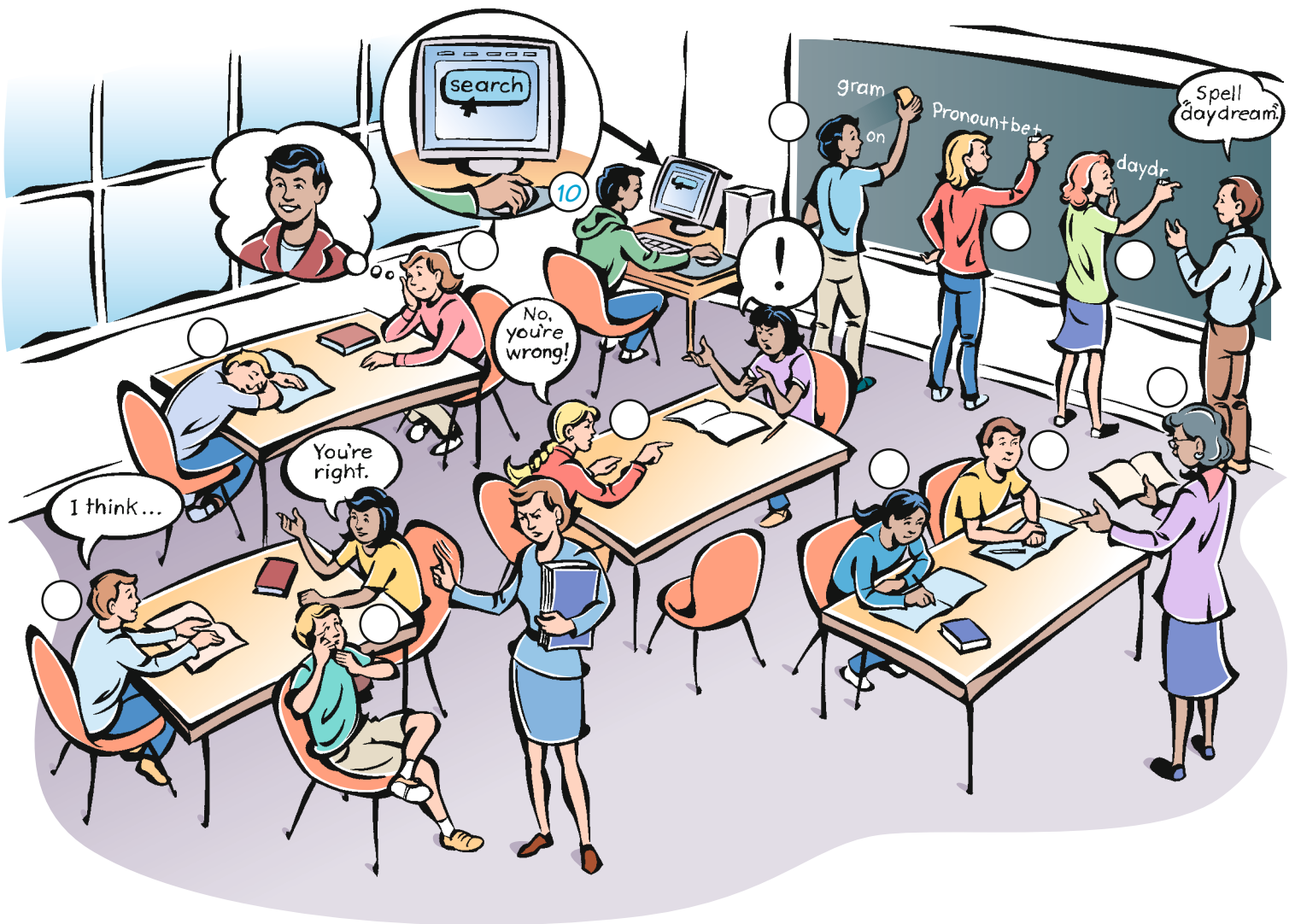
9 Vocabulary

Classroom activities

A. 42 Look at the picture as you listen and repeat.

- | | |
|-------------------------|------------------------------------|
| 1. paying attention | 7. daydreaming in class |
| 2. sleeping in class | 8. getting into trouble |
| 3. taking notes | 9. arguing |
| 4. discussing something | 10. doing research on the Internet |
| 5. writing on the board | 11. explaining something |
| 6. erasing the board | 12. spelling a word |

B. Write the correct number next to each activity in the picture.



10 Pronunciation

Words beginning with s + another consonant

A. 43 Listen and repeat.

- sleep
- student
- Stacy
- spell
- school

B. PAIRS. Take turns saying the sentences.

1. Nicholas is sleeping in class.
2. Stacy is writing on the board.
3. Kayla and Zach are in school.
4. Abby is a good student.
5. Nicole is spelling a word.

11 Writing

A. PAIRS. What do you and your classmates do in English class? List the things you do. Use some of the vocabulary in Exercise 9.

_____ , _____ ,
_____ , _____ ,
_____ , _____

B. Now write what usually happens in your English class. Use the simple present and the present continuous whenever appropriate.

We do different things in English class. At the beginning of the lesson, we often listen to a dialogue.

C. PAIRS. Read your classmate's paragraph. Correct any errors. Use the Peer editing checklist on page 138.

Learn to learn

Role-play to practice English.

In class, take the opportunity to do role-plays. Role-playing gives you the opportunity to practice pronunciation, intonation, and new vocabulary.

PAIRS. Go to Exercise 12. Make sure you participate in the role-play.

12 Communication

Talk about what's going on now

A. 44 Listen to the conversation.

A: Hello?

B: Hi, Nikki. What's up?

A: Nothing much.

B: What are you doing?

A: Reading.

B: What are you reading?

A: The new Harry Potter book.

A: Do you always read in your free time?

B: Usually.

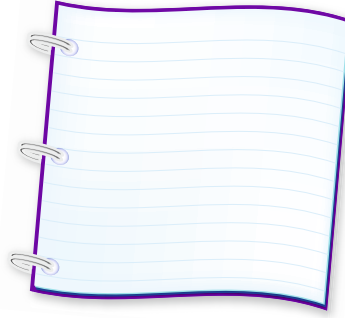
A: What else do you do?

B: I sometimes watch DVDs or play video games.

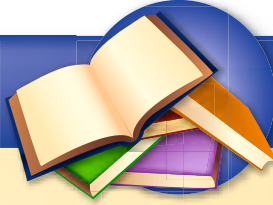
B. Role-play the conversation, replacing the underlined parts.

13 Reading

- A. **GROUPS.** Discuss this question: What are the good things about school? Make a list with the members of your group.
- B. **45** Read along as you listen.



Homeschooling



What do most people remember about their school days? Playing with classmates during lunch breaks and recess, eating cafeteria food, or going to the principal's office, perhaps. But 850,000 teenagers in the United States don't experience these things, because they are homeschooled. They don't go to a regular school. Their parents teach them. Their education takes place at home and in the community.

What is it like to be homeschooled? Read Dylan's blog about his homeschooling experience.

MONDAY, JULY 10th

I'm Dylan and I'm 14 years old. This is my third year of being homeschooled by my mom, a former professor. A lot of people ask me how I feel about it. They ask, "Do you miss being in school with other kids?"

Well, my daily life is different from the daily lives of millions of children who go to regular schools, but I'm enjoying my time with my mom. I'm learning things at my own pace. We can go fast or slow, depending on the subject. These days, I'm reading books that most kids only read when they get to college. I'm studying French, German, art, and the histories of the world—things I'm very interested in.

A lot of kids think I never get to interact with other kids, but that's not true. I get together with the other homeschooled kids during our weekly sports games and at social events. I don't just study at home. My mom takes me to all kinds of field trips—to museums, theaters, libraries, and lots of other cool places. We even go hiking and explore the woods when I'm studying biology. And college? I'm not worried about it. I know I'm preparing myself well for it.

14 Comprehension

Answer these questions.

1. How many teenagers in the United States are homeschooled?
2. Who teaches homeschooled children?
3. How does Dylan feel about his education?
4. What activities does Dylan do as part of his homeschooling?

15 Listening

46 Listen to the question-and-answer session on homeschooling. Cross out the phrase that is not correct.

1. Jasmine _____.
 - a. ~~is Mr. Russell's student~~
 - b. is a college student
 - c. was homeschooled
2. Homeschooled kids can meet other people through _____.
 - a. field trips
 - b. birthday parties
 - c. sports activities
3. Homeschooling is _____.
 - a. easy
 - b. not for everybody
 - c. a big decision
4. Michael likes his regular school because he _____.
 - a. has different teachers
 - b. likes his classmates
 - c. likes recess

Putting it together *The problem with Alex*

A. 47 Read along as you listen to the conversation. What is Diane's problem with Alex?

1 Hello. Diane? Is Joe there?
Hi, Alex. He is, but he's working on a project with Lori.

2 Oh, Lori's there?
Yeah. What are you doing right now?

3 Nothing much. I'm just walking around Times Square. Why?
Would you like to watch a movie later?

4 Sure. Can Lori come?
I guess.

5 Great. Can I talk to her?
All right. Lori, Alex wants to talk to you.

6 Hi, Lori. We're planning to go to the movies tonight. Would you like to come?
Well, I usually help my mom with dinner on Thursdays, but sure. What time?

B. **Discuss:** Do you think Diane should be mad at Lori? Should she be mad at Alex? Explain your answer.

Game 2 *Sentence charades*

Steps:

1. Divide the class into A teams and B teams. There should be between three and five players in each team.
2. Your teacher will give the A teams and the B teams some slips of paper. On each slip there is a sentence. (Teacher: See Teacher's Edition.)
3. One player from each A team picks a slip of paper from the B team's pile. The player has ten seconds to think about the sentence. Then the player acts out the sentence for his or her team.
4. To act out each word, the player can use hand gestures or body movements, and the special gestures illustrated below. But the player cannot speak and cannot point to objects in the room.
5. If the player's team guesses the sentence within 30 seconds, the team gets a point.
6. A player from each B team then chooses a slip of paper from the A team's pile. The game continues as each player on each team acts out a sentence.
7. The team with the most points at the end of the game wins.



There are (three) words in this sentence.



First word ...



Wrong!



Second word ...



Keep guessing!



Right!

Useful language

- It's your turn.
- Our team gets a point!
- It's our turn because you spoke/pointed at something.

Project 2 *A snapshot of a special interest*

Write a speech about something you find interesting and enjoy spending time on: a craft or hobby, a collection, a pet, a sport, or a free-time activity. Then present your speech to your classmates.

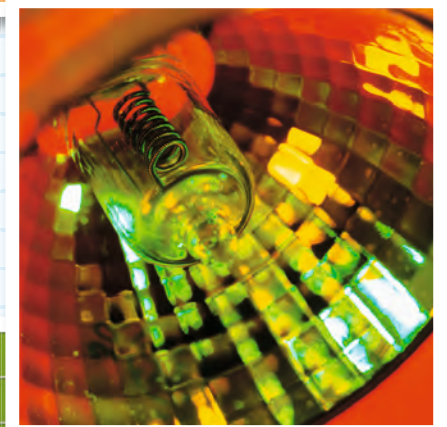
1. Write about your special interest, why you like it, and how often you spend time on it.

I'm really into lizards. They're fascinating animals and they're very friendly. I know because I have a pet iguana named Iggy. He's great. I feed him and play with him every day.

2. Give more information about it.

Iguanas are difficult animals to take care of, but that also makes them interesting pets. I feed Iggy every morning. He gets a special diet of fruit and vegetables. And I make sure his heat lamp is turned on. Most of the day he sits on a rock and warms himself. At least once a day I take him out of his terrarium and let him walk around the house. And once a week I give him a bath. He loves to swim in the bathtub!

3. Share your interest with your classmates. Bring things related to your interest to show the class.



6

What are you going to wear?

1 Vocabulary

Clothes and accessories

A.  Listen and repeat.

- belt
- boots
- bracelet
- dress
- earring(s)
- jacket
- necklace
- pants/jeans
- ring
- shoes/sneakers
- skirt
- socks
- tights
- top
- T-shirt

B. Label the clothes and accessories with words from Exercise A.

2 Practice

Have a competition. Go to page 69.

Learning goals

Communication

Talk about clothes
Comment and compliment

Grammar

too + adjective/*not* + adjective
+ *enough*

Present continuous for future
arrangements

Be going to + verb for future
plans, intentions, and
predictions

Vocabulary

Clothes and
accessories



3 Reading

- A. **GROUPS.** Discuss: Does anyone influence you in your fashion style? Explain your answer.
- B. **49** Read along as you listen.

TWENTY-FIRST CENTURY TEEN FASHION

American teenagers have a big influence on the U.S. fashion industry. Many of them have a part-time job or get money from their parents, so teens buy a lot of clothes. Without teenagers, many clothing companies wouldn't exist.

Celebrities who are popular with teens have the biggest influence on fashion trends. Think of performers such as Britney Spears, sports personalities such as Anna Kournikova, and rap/hip-hop artists such as Jay-Z. Low-rise jeans with a very short top (a "belly shirt") are popular, thanks to Britney Spears and Anna Kournikova. The *gangsta* look—big, baggy pants; over-sized T-shirts or sweatshirts; and baseball caps—is popular, because of rappers. *Punk* fashion, which became a trend again in 1996, features combat boots, old Converse® shoes, tight leather pants, ripped T-shirts, and spiked jewelry.



Boho-chic (*boho* for *bohemian* and *chic* meaning *fashionable*) is mainly from the mid-2000s. A boho-chic outfit may include long flowing skirts, wide belts, sheepskin boots or cowboy boots, baggy sweaters, and hobo bags. Sienna Miller and the Olsen twins, Mary Kate and Ashley, popularized the boho-chic trend.

There are also celebrities who create their own look—Gwen Stefani, for example, mixes fashion from past decades with modern styles.

Another trend is the preppy look, which is a classic, neat look: collared, button-down shirts and loafers. Then, of course, there are trendy accessories, such as the Livestrong band, a yellow wristband developed by cyclist and cancer survivor Lance Armstrong.

So that's the first decade of the century. What's going to happen in the second decade? For sure, trend spotters from clothing companies are watching Hollywood and the MTV crowd to find out.

4 Comprehension

Answer the questions.

1. Why do American teenagers have a big influence on the U.S. fashion industry?
2. Who are the major influences on fashion?
3. What fashion trends are these celebrities responsible for?
 - a. Britney Spears
 - b. Sienna Miller
4. What's a Livestrong band?



GROUPS. Talk about the kinds of clothes you like.

Useful language:

- What kinds of clothes do you like to wear?
- I'm the jeans-and-T-shirt type.
- I'm the opposite. I love dressing up.
- I'd rather be comfortable.
- I prefer shorts and T-shirts.

Learn to learn

Change nouns to adjectives.

Many nouns can be made into adjectives by adding endings, or suffixes.

For example: beauty—beautiful

PAIRS. Add these suffixes to the nouns to change them into adjectives.

-y	-ish	-ous	-able	-ful	-less
1. style _____				4. taste _____	
2. trend _____				5. dress _____	
3. fashion _____				6. glamor _____	



GRAMMAR FOCUS

Too + adjective

This sweater is **too** short. It doesn't fit me.
These shoes are **too** tight. I can't wear them.

Not + adjective + enough

This jacket isn't warm **enough**. I need a different one.
These pants aren't big **enough**. They're not very comfortable.

Discovering grammar

Look in the grammar chart. Circle the correct answers.

1. *Too* comes (before / after) the adjective.
2. *Enough* comes (before / after) the adjective.

Practicing grammar

5 Practice

Complete the sentences. Use *too* or *enough* and the cues.

1. These shoes are (*not comfortable*) _____ for hiking.
2. I don't like rock climbing. It's (*scary*) _____.
3. This tea needs more sugar. It's (*not sweet*) _____.
4. My mom doesn't like sports cars. She thinks they're (*fast*) _____.
5. The pizza (*not hot*) _____. Put it back in the oven.

6 Communication

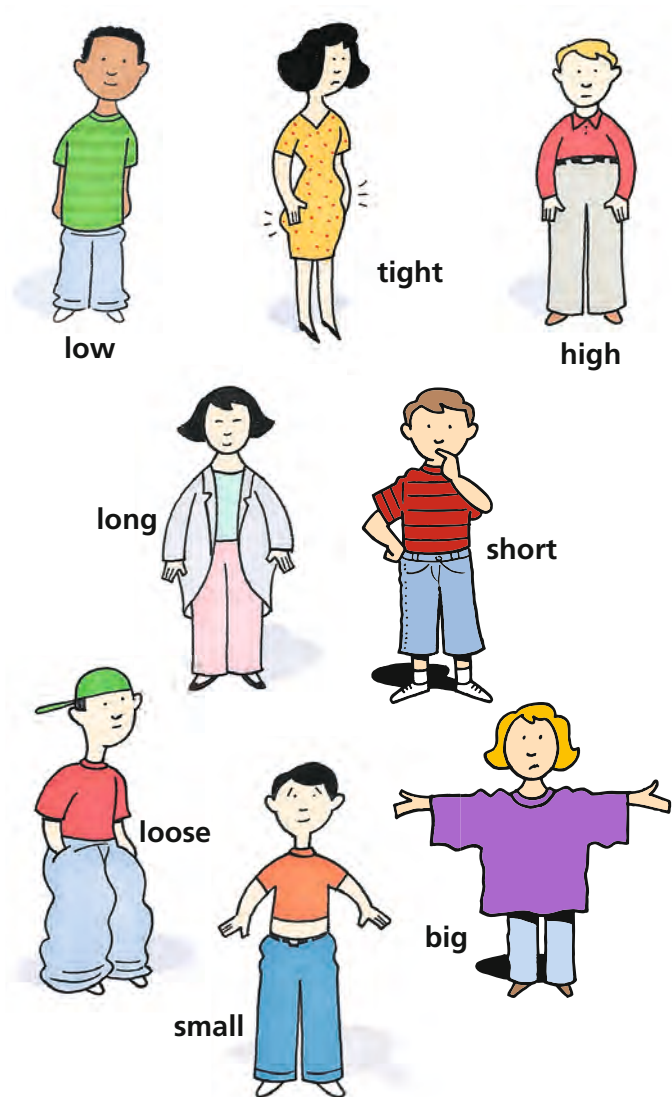
Comment and compliment

- A. Listen to the conversation.
- A: What do you think of this skirt?
B: Actually, it looks too big.
A: Really? Well, what about these pants?
B: They're great! You look good in them!
A: Thanks!

- B. **PAIRS.** Imagine you are celebrities. Student A, ask Student B's opinion about clothes you are trying on for an event. Student B, respond to Student A.

For example:

- A: Jen, what do you think of this blue dress?
B: Uh. It's not fashionable enough.
A: What about this black one?
B: Black looks great on you, Angie. You look very glamorous.
A: Thanks.



7 Dialogue

51 Cover the dialogue and listen.

Diane: OK. How do I look? Be honest.

Karen: Hmm . . . you look too dressed up. How about this purple top and these jeans?

Diane: That top is too tight, and those jeans aren't dressy enough. What are *you* going to wear?

Karen: My red skirt, a black top, and black boots.

Diane: Wow! You're going to look great! But what about me?

Karen: Definitely wear the jeans. Alex is going to notice you for sure.

Diane: I wish! Alex doesn't even know I exist. He's going to notice Lori, not me.

Karen: Sounds like you're jealous!

Diane: Get out of here! I am not!

Karen: Yeah, right.

Diane: Anyway, what time are we leaving?

Karen: Oh, Lori's coming by at seven.

8 Comprehension

A. Read the false statements. Cross out the false information and correct it.

1. Karen suggests a ~~red~~^{purple} top and jeans to Diane.
2. Diane says the top is too big.
3. Diane is going to wear a red skirt.
4. Karen wishes Alex would notice her.
5. Karen thinks Lori is jealous of Diane.

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

9 Useful expressions

A. 53 Listen and repeat.

- How do I look?
- I wish!
- Definitely.
- Sounds like . . .
- Get out of here!

B. Complete the conversations with expressions from Exercise A.

1. A: _____ you're busy.
B: I am. I'll call you later.
2. A: Ooh. You're jealous!
B: _____
3. A: _____
B: You look awesome!
4. A: Are you going to the Black Eyed Peas concert?
B: _____ I can't wait!
5. A: Wow! You look like Jennifer Aniston!
B: _____





GRAMMAR FOCUS

Present continuous for future arrangements

Affirmative statements

He's **leaving** early tomorrow.
We're **practicing** this weekend.

Negative statements

He's not **coming** to the party tonight.
We're not **doing** anything on Friday.

Yes/No questions

Are you **coming** over later?

Short answers

Yes, I am./No, I'm not.

Information questions

When **are** they **leaving**?

Answers

They're **leaving** tomorrow morning.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

- In this sentence, "We're studying at home tonight," the present continuous expresses (*present / future*) meaning.
- In this sentence, "We're studying at home right now," the present continuous expresses (*present / future*) meaning.

Practicing grammar

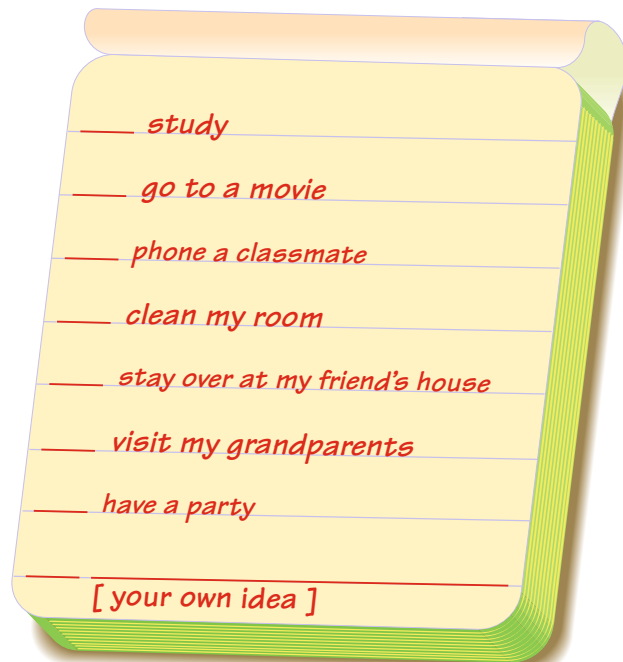
10 Practice

Complete each conversation with the present continuous.

- A: (*Marta/come*) is Marta coming to the party?
B: Yes, (*she/bring*) _____ the CDs.
- A: What time (*you/leave*) _____ tomorrow?
B: (*I/take*) _____ the five o'clock train.
- A: (*Jon/drive*) _____ us to practice tonight?
B: No, he can't. (*he/do*) _____ his homework.
- A: (*you/do*) _____ anything special this weekend?
B: Well, (*I/not go out*) _____ on Friday evening, but (*my cousins/come*) _____ over on Saturday and (*we/play*) _____ volleyball.

11 Practice

- A. Look at the list of activities below. Put a check (✓) before activities you are doing this weekend. Put an (X) before those you are not doing.



- B. **PAIRS.** Ask and answer questions about what you're doing this weekend. Use ideas from Exercise A.

For example:

- A: Are you studying this weekend?
B: No, I'm not. I'm visiting my grandparents on Saturday.
A: What about Sunday?



GRAMMAR FOCUS

Be going to + verb for future plans, intentions, and predictions

Statements

I'm
He's/She's
You're
We're/They're } **(not) going to watch** TV tonight.

Yes/No questions

Are you
Is he/she
Are they } **going to watch** TV tonight?

Short answers

Yes, I **am**./No, I'm **not**.
Yes, he/she **is**./No, he's/
she's **not**.
Yes, they **are**./No, they're **not**.

Information questions

Who's **going to watch** TV tonight?
What **is** she/he **going to do** tonight?
When **are** they **going to watch** TV?

Answers

I **am**.
He's/She's **going to watch** TV.
Tonight.

Discovering grammar

Look at the grammar chart. Circle the correct answers.

1. *Be going to* is followed by the (past / base) form of a verb.
2. Use *be going to* + verb to talk about (plans / promises).



Practicing grammar

12 Practice

Complete the conversations with *be going to* and the verbs in parentheses.

1. A: Is Jason coming to your party on Saturday?
B: I don't know. I (*call*)

_____ him in a minute.

2. A: (*you/have*)

_____ a party for your birthday this year?

- B: Yeah. I (*have*)

_____ it in a club.

- A: What (*you/wear*)

_____?

- B: Just jeans and a nice top.
The party (*not/be*)

_____ formal.

13 Practice

PAIRS. Look at the pictures. Ask and answer what each person is going to do. Choose phrases from the box.

make a phone call
play music
wash his car
take a bath

For example:

- A: What's Angelina Jolie going to do?
B: She's . . . What about Cameron Diaz? What's she going to do?

14 Pronunciation

The pronunciation of *going to* /gəʊnə/

A. 54 Listen and repeat.

1. I'm going to see you tonight.
2. She's going to call you at 5:00.
3. He's going to arrive at 7:00.
4. They're going to play volleyball.

B. PAIRS. Take turns saying each sentence out loud.

15 Listening

55 Listen to the talk show. Circle the letter of the phrase that correctly completes each statement.

1. Olivia says the girls in her new school _____.
a. are not fashionable c. hate fashion
b. are into fashion
2. Lauren advises Olivia not to wear anything that's _____.
a. too comfortable c. too short
b. too trendy
3. Noah tells Olivia to _____.
a. be confident c. be nice
b. look pretty
4. Lauren says a person can't be confident if the clothes are _____.
a. too trendy c. not comfortable
b. too expensive
5. Ella advises Olivia to _____.
a. follow fashion trends c. look young
b. be herself
6. When choosing clothes, Anna advises teenagers to consider their _____.
a. parents c. friends
b. personal style

16 Speaking

GROUPS. Discuss this question.

Do you agree with the advice that the teens and the editor of *Teen Magazine* give? Explain your answer.

17 Writing

GROUPS. Write some fashion do's and don'ts for teenagers like you. Include the advice you heard in Exercise 15.

1. Wear styles you're going to be comfortable in.

2. Don't wear clothes that are too fashionable or too trendy.

3.

4.

5.

6.

7.

8.



Progress check

Units 5 and 6

Test-taking tip: Keep your eyes on your own paper. You don't want to appear to be cheating and cause unnecessary trouble for yourself.

Grammar

A. Complete the conversations with either the simple present or the present continuous. (3 points each)

1. **A:** What (*you/do*) are you doing ?
B: I (*check*) _____ my messages.
A: But why (*you/use*) _____ my computer? You always (*use*) _____ my things without permission.
B: I'm sorry. But Mom (*use*) _____ the other one. Just five more minutes.
2. **A:** Can I borrow one of your *Harry Potter* books—the final book?
B: I'm sorry, but I (*read*) _____ it.
A: You (*not/read*) _____ it right now. You only (*read*) _____ on weekends.
B: You're wrong. I (*just/rest*) _____ for five minutes.
A: All right. But can I borrow it later?
B: Sure.

B. Complete the conversation with the present continuous form to express future meaning. (2 points each)

- A:** Can I come to your house tonight?
B: No, sorry. My cousins from Canada (*visit*) _____ us.
A: When (*they/come*) _____ ?
B: They (*arrive*) _____ at 7:00 tonight.
A: (*you/take*) _____ them anywhere?
B: Of course. We (*take*) _____ them all over town.

Vocabulary

C. Put a check (✓) next to proper behavior in the classroom and an X next to the ones that are not proper. (2 points each)

1. paying attention to the teacher
 2. daydreaming during class
 3. checking your messages on your cell phone
 4. arguing with your classmates
 5. taking notes during a lesson
 6. sending instant messages during class
 7. helping to erase the board

Communication

D. Complete the conversation. Use *too* and *enough* in your responses. (3 points each)

- A:** What do you think of these jeans?
B: (*low and tight*) _____
A: What about this pair?
B: Um. No, (*not fashionable*) _____
A: You're difficult. How about these? Are they, (*fashionable*) _____?
B: Yes! They look great.

Now I can ...

- talk about reasons for running late.
- explain what's going on now.
- compliment and respond to a compliment.



Wide Angle on the world

1 Reading

Reading skill: Using pictures

Look at the photos and illustrations in an article or story before you read, as you read, and after you read.

- A. **PAIRS.** Look at the title and pictures before you read. Talk to a partner about what you see in the pictures.
- B. As you read, look at the pictures that illustrate information.
- C. After you read, use pictures to help you remember. Write the letters of pictures that illustrate the following.
- d Ancient Egypt
 - ___ thin women
 - ___ plump women
 - ___ Renaissance Europe
 - ___ Padaung culture
 - ___ neck rings
 - ___ tattoos
 - ___ Maori culture
 - ___ long hair on men
 - ___ piercings



2 Listening

56 Listen to a fashion expert. On the chart, check (✓) what she says is stylish and attractive for men and women today.

	Hairstyle	Makeup	Tattoos	Piercings
Men	<input type="checkbox"/> short	<input type="checkbox"/> none	<input type="checkbox"/> none	<input type="checkbox"/> none
	<input checked="" type="checkbox"/> medium length	<input type="checkbox"/> a little	<input type="checkbox"/> one or two	<input type="checkbox"/> one or two
	<input type="checkbox"/> long	<input type="checkbox"/> a lot	<input type="checkbox"/> a lot	<input type="checkbox"/> a lot
Women	<input type="checkbox"/> short	<input type="checkbox"/> none	<input type="checkbox"/> none	<input type="checkbox"/> none
	<input type="checkbox"/> medium length	<input type="checkbox"/> a little	<input type="checkbox"/> one or two	<input type="checkbox"/> one or two
	<input type="checkbox"/> long	<input type="checkbox"/> a lot	<input type="checkbox"/> a lot	<input type="checkbox"/> a lot

3 Speaking

GROUPS. Talk about what makes men and women stylish and attractive. Comment on hairstyle, makeup, tattoos, and piercings.

- A: Do you think long hair is attractive on a man?
 B: Well, I think short hair on a man is attractive.
 C: Interesting. I think long hair is attractive.

4 Writing

Write two paragraphs about what you think makes men and women attractive and stylish.



What Is Beauty?

Images of beauty and style are all around us: in movies, on television, in magazines, and on the Internet. However, what's attractive changes over time and varies from culture to culture.

What is the ideal body shape? In ancient Egypt, beautiful women were thin and had small waists. In Renaissance Europe (1300–1500), people thought plump women were very beautiful. And in many traditional Pacific Island cultures, men find extremely heavy women very attractive.

In sixteenth-century England, the ideal woman had snow-white skin, red cheeks, and red lips. To make themselves attractive, women wore very white makeup and painted their lips and cheeks bright red. In the nineteenth century, makeup went out of fashion. Queen Victoria said it was “impolite” to wear makeup. By the 1940s, makeup was back in fashion—but snow-white skin was out. Suntans were glamorous.

Some cultures have very special ideas of beauty. For the Padaung of Burma, a very long neck is beautiful on a woman. Girls from the age of five or six wear metal rings around their necks. As their necks grow, more rings are added.

In the traditional Maori culture of New Zealand, tattoos made a man attractive. Men tattooed their faces and much of their bodies. The tattoos were “body art” and gave information about the man’s family and position in society. Long, healthy hair on a man also made him handsome.

In western countries today, some people think tattoos and body piercings are attractive. While some men and women get small tattoos, others get tattoos all over their bodies. Piercing is also stylish, and not just on the ears. Some people have piercings on their eyebrows, noses, lips, or tongues.

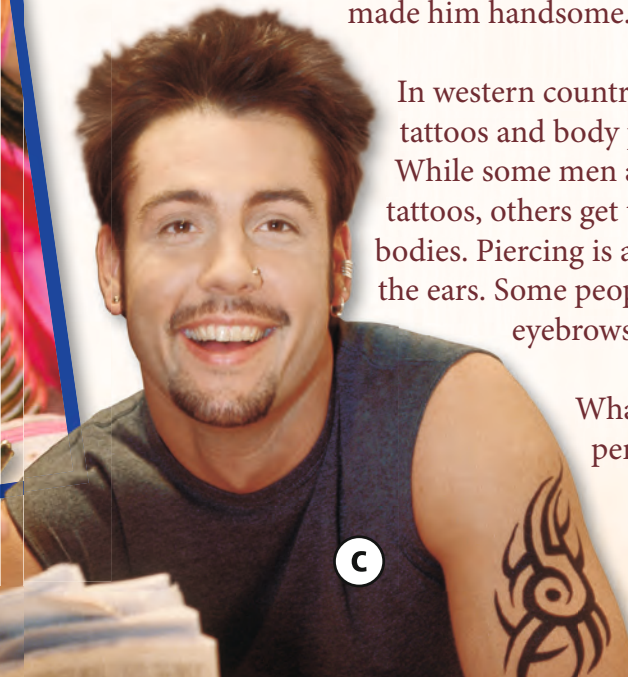
What do you think makes a person attractive?



d



e



c



f



Fun with songs 1

A list of our favorite songs



- A. **GROUPS.** On a piece of paper, make two columns with the heads *Favorite English songs* and *Favorite local songs*.
- B. **GROUPS.** Talk about your favorite songs. Choose two or three songs for each column. List their titles and the names of the singers. Use the Useful language in your discussion.
- C. **GROUPS.** Present your list to the class. Write the song titles and the singers' names on the board.
- D. **CLASS.** Look at the titles on the board. Vote on your top three favorite songs in each category. Copy the titles of the top songs into your notebook.
- E. **Homework:** Listen to as many of the songs on the class list as you can. Which songs do you like best? Why?
- F. **CLASS.** Share your reactions to the songs with your classmates.

Useful language:

- What's your favorite English song?
- That's mine, too!
- I don't know that one. Can you sing a few lines?
- Who sings it?
- It's not that popular, right?
- What about local songs?
- Yeah, that's a really cool song.



Fun with songs 2

A booklet of favorite songs



Materials:

- Paper for each group's booklet
- Markers or colored pencils
- Lyrics to favorite songs
- Pictures to illustrate the booklet

- A. GROUPS.** Look at the list of songs you made in Fun with songs 1. Each group member should choose one favorite song from the list.
- B. Homework:** Each group member should look for:
- the lyrics to the song
 - biographical information about the singer or group
 - pictures to illustrate the song and booklet
- C. GROUPS.** Put your booklet together. Use the Useful language in your discussion. Discuss:
- how to organize the songs and biographies
 - the title for the collection
 - the decorations for the pages and cover of the booklet
- D. GROUPS.** Present your song book to the class. If time allows, play one song

from the collection and share some information about the singer or group. Ask your classmates for their comments and questions.

- E. CLASS.** Vote on the following:
- The best presentation
 - The most creative song collection
 - Your favorite song collection

Useful language:

- Do we have the lyrics to all the songs?
- How should we organize the songs?
- How about (by genre/alphabetically/by singer's name)?
- Should we include the singer's biography before or after each song?
- What about the title for the collection?
- That's a really cool title!
- Let's talk about the cover.

Focus on culture 1

INTERNATIONAL GAMES

All over the world, people love to play games. Here are four fun games from different parts of the world.

1 “Marco Polo” from the United States

You play this game in a swimming pool. One player closes his or her eyes and counts to ten. The other players swim to different parts of the pool. With eyes closed, the player tries to find the others. He or she calls out “Marco,” and the others say “Polo.” The game ends when the player catches someone. Then it’s that person’s turn to find the others in the next game.



2 “Take from the End” from Japan

You play this game in pairs or groups. One person says a word that does not end with the “n” sound, for example, “baseball.” The next person says a word that begins with the last sound in that word, for example, “love.” Then the next person says a word beginning with the last sound in that word, for example, “very.” If someone says a word ending with an “n” sound, or if they can’t think of a word, they lose.



3 “The Hunter” from Saudi Arabia

One person is “the hunter.” The hunter closes his or her eyes while the other players run and hide. Then the hunter starts looking for them. When the hunter finds someone, the person starts running and the hunter has to catch him or her. The game ends when the hunter catches everyone.

4 “Caught You!” from China

A group of people sits in a circle. One person sits outside the circle, eyes closed, with his or her back to the group. The group quietly passes a small ball from person to person. The person outside the circle says “Stop!” The person holding the ball stands up and sings a song or tells a story.





1 Comprehension

A. Complete each statement with the name of the correct game.

1. You play _____ in water.
2. You need a ball for _____.
3. You answer a call in _____.
4. _____ is a word game.
5. In _____, people run.
6. In _____, someone sings or tells a story.

B. **GROUPS.** Play "Take from the End" or "Caught You!" If you lose or have the ball, you can either:

- sing a song in English
- OR
- say four funny sentences about yourself (for example, "I like to eat shoes.")

2 Comparing cultures

PAIRS. Discuss these questions.

1. Do you play any games similar to these in your country?
2. What other games do people play in your country?
3. Describe a fun game people play in your country:

- How many people play?
- What are the rules?
- What do people do?
- How does someone win or lose?

3 Your turn

Write a paragraph about a game people play in your country.



Focus on culture 2

A WORLD OF SPORTS

Do you like fast sports? Here are three sports from around the world with speeds of over 60 miles per hour.

Sepak takraw is a Malaysian game that people play all over Southeast Asia. It's similar to volleyball, but players can't touch the ball with their hands or arms. Instead, they must use their feet, legs, and lower body to hit the ball and keep it from touching the ground. There are three players on each team and they get three chances to try to send the ball over the net, which is 5 feet high. To do this, players often do a 360-degree turn in the air. The opposing team tries to block the ball with their legs and feet. The game is fast, fun, and exciting—in fact, the rattan ball can reach speeds of over 60 miles per hour!

In the frozen Arctic North, **reindeer racing** is a sport of skill and speed. We think of reindeer as the cute animals that pull Santa's sled. In fact, they are very strong animals that can survive extremely low temperatures and can reach running speeds of 60 miles per hour. In Siberia, the reindeer pull a sled in which the driver sits. In Finland, the reindeer driver is on skis and holds on to the reins with both hands. Speeding behind the reindeer over frozen ground or ice is very exciting.

Sandboarding is especially popular in South America, Australia, and the United States—but you can do it wherever there are sand dunes. Like snowboards, sandboards are waxed and there are straps on the board for boots (or bare feet). Sandboarders usually walk up or ride a dune buggy to the top of a dune, then hop on their boards for the awesome ride down. You can reach speeds of 60 miles per hour and when you jump up into the air, you feel like you're flying. Unlike snowboarding, you can sandboard all year round. Sand doesn't melt!

5 feet = 1.5 meters 60 miles = 97 kilometers





1 Comprehension

A. Write short answers to the questions.

1. Where do people play sepak takraw?
all over Southeast Asia
2. How do takraw players hit the ball?

3. What do takraw players often do to send the ball over the net?

4. How fast can reindeer run?

5. Look at the photo of reindeer racing. Is this in Siberia or Finland?

6. How do sandboarders stay on the board?

7. What is an advantage of sandboarding?

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

- | | |
|------------------|----------------------|
| 1. a net | 5. straps |
| 2. reins | 6. a 360-degree turn |
| 3. a sand dune | 7. frozen ground |
| 4. a rattan ball | |

2 Comparing cultures

PAIRS. Discuss these questions.

1. Which of these sports would you like to watch or do? Why?
2. Do people play or do any of these sports in your country?
3. What are some interesting or unusual sports in your country?
4. Choose one interesting or unusual sport.
 - What equipment do you need?
 - Where do you do or play it?
 - How do you do or play it?
 - What is exciting about it?

3 Your turn

Write a paragraph about an interesting or unusual sport in your country.

Fun with grammar

Unit 1, 6 Practice, page 9

For the teacher: You will need any object that you can spin, such as a pen. Have students sit in a circle. Before playing the game, explain the mechanics of the game: You, the teacher, will begin by spinning the pen. When it stops spinning, the student the pen is pointing to will answer your question. After that student answers, he or she will spin the pen. When the pen stops spinning, the student the pen is pointing to will answer S1's question, and so on.

For example:

T: OK. Let's start! [*Teacher spins pen, which points to S1.*] Are you ready?

S1: Yes, I am. [*S1 spins pen, which points to S2.*]

S1: My name's Luis. What's your name?

S2: My name's Clara. [*S2 spins pen, which points to S3.*]

S2: I'm 13. Are you 13?

S3: Yes, I am. [*S3 spins pen, which points to S4.*]

S3: I'm very competitive. Are you very competitive?

S4: No, I'm not. [*S4 spins pen, which points to S5.*]

Unit 2, 9 Practice, page 18

For the teacher: This game can be played either as a team competition or as a whole-class activity. To make the activity more fun and challenging, give the commands as fast as you can.

Assign two to three students to help you monitor the activity. Say out loud a command for students to follow. Those who don't follow the command are out of the game. Use the suggested commands below or use your own.

1. Stand up.
2. Don't sit down.
3. Sit down.
4. Stand up.
5. Raise both hands.
6. Put down your right hand.
7. Raise your right hand.
8. Don't put down your hands.
9. Put down both hands.
10. Turn to the classmate on your left.
11. Smile at your classmate.
12. Turn around and face the board.

Unit 3, 9 Practice, page 28

For the teacher: Tell students they are going to play a game called Ten Questions. This can be done in groups of five or six, or with the entire class. Explain the mechanics of the game: Students think of a well-known place in their town or city. It must be a place other students know. Students make a list of all the things that they can find there (people, animals, objects, etc.). Student 1 says one sentence beginning with *There is* or *There are* that describes his or her place. The other students take turns asking questions to get more information. Once students have asked ten questions or guess the place, another student describes his or her place. Students continue until all places have been guessed or revealed.

For example:

S1: There are a lot of people in this place.

S2: Are there any cars in that place?

S1: No, there aren't.

S3: Is there much noise?

S1: No, there isn't.

S4: Are there any trees there?

S1: Yes, there are a lot of trees.

S5: Is it Central Park?

S1: Yes, it is.

Unit 4, 10 Practice, page 38

For the teacher:

1. Act out an activity for the class, for example, playing basketball. Ask the class, "What do I like doing?" Elicit the answer "You like playing basketball."
2. Divide the class into two teams. Ask for 3–4 volunteers from each team to act out activities. For example, choose a student from Team A and whisper an activity to him or her, for example, eating ice cream. That student acts out the activity, and the opposing team gets the first chance to guess. If the opposing team is unable to guess, they pass, and the student's team gets the chance to steal the point.
3. Once all activities have been acted out, add up each team's points. The team that guessed the most activities wins.

Unit 5, 6 Practice, page 44

For the teacher:

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 *-ing* form of the verbs. Tell them to pay attention to spelling. After three minutes, take the lists away.
2. On the board, make two lists of the base form of some of the verbs. Each list should have the same verbs but arranged in a different order.
3. Have a student from each team go to the board and choose any verb to write in its *-ing* form.
4. Each student should write only one verb, but he or she may also correct the previous student's answer. The first team to give all the correct answers wins.

List A

1. wait **waiting**
2. argue **arguing**
3. jog **jogging**
4. sit **sitting**
5. practice **practicing**
6. have **having**
7. hang **hanging**
8. erase **erasing**
9. pay **paying**
10. explain **explaining**
11. run **running**
12. listen **listening**

List B

1. explain **explaining**
2. have **having**
3. pay **paying**
4. erase **erasing**
5. wait **waiting**
6. argue **arguing**
7. listen **listening**
8. run **running**
9. hang **hanging**
10. sit **sitting**
11. practice **practicing**
12. jog **jogging**

Unit 6, 2 Practice, page 52

For the teacher:

1. Have students draw a chart with three columns, one labeled *Correct*, the other *Partly Incorrect*, and the third labeled *Incorrect*.
2. Play some music. While the music is playing, have students walk around the room, observing their classmates' clothing, footwear, and accessories. This activity should be done quickly; the music should play for less than one minute per round. As soon as the music stops, tell students to pair up with another student. Students should stand back to back with their charts. Tell students to take turns making statements about the other's appearance.

For example:

A: You're wearing blue jeans.

B: No, I'm not. I'm wearing blue pants, not jeans.

If the student is 100 percent correct, he or she gets 2 points. Partial responses are 1 point. Start the music again. The students walk around the room again. When the music stops, tell students to pair off with a different partner. Continue for four or five rounds.

Word list

Let's get started.

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

Unit 1

competitive, 7
easygoing, 7
friendly, 7
fun, 7
nickname, 6
outgoing, 7
perfectionist, 7
popular, 7
quiet, 7
serious, 7

shy, 7
smart, 7
strict, 7
studious, 7

Unit 2

bacon, 14
bananas, 14
bread, 14
breakfast, 14
butter, 14
cake, 14
carrots, 14
cereal, 14
cheese, 14
chicken, 14
chips, 14
coffee, 14
cookies, 14
dessert, 14
eggs, 14
fish, 14
fruit, 14
ham, 14
ice cream, 14
jam, 14
juice, 14
lunch, 14
maple syrup, 14
meat, 14
milk, 14
nuts, 14
omelet, 14
pancakes, 14
pasta, 14
peanut butter, 16
pears, 14
pie, 14
pizza, 14
pork chop, 14
rice, 14
sandwiches, 14
sausages, 14
seafood, 14
shrimp, 14
snacks, 14
soda, 14
soup, 14
tea, 14
tomatoes, 14
vegetables, 14
water, 14

Unit 3

beans, 26
beef, 26

carrots, 26
cheese, 26
cucumber, 26
doughnut, 26
floating market, 30
lemon, 26
lettuce, 26
loaf, 24
melon, 26
muffin, 26
mushroom, 26
nuts, 26
olive oil, 26
onion, 26
oranges, 26
peach, 26
peas, 26
potato, 26
sell, 30
tomato, 26
yogurt, 26

Unit 4

action sports, 39
baseball, 36
basketball, 36
biking, 36
bowling, 36
camping, 36
couch potato, 34
figure skating, 36
football, 36
golf, 36
gymnastics, 36
hockey, 36
Rollerblading, 36
skateboarding, 36
soccer, 36
sunbather, 38
swimming, 36
table tennis, 36
tennis, 36
track and field, 36
volleyball, 36

Unit 5

arguing, 46
daydreaming, 46
discussing a problem, 46
doing research on the
Internet, 46
erasing the board, 46
explaining something, 46
getting into trouble, 46
hiking, 48
homeschooling, 48
paying attention, 46
sleeping in class, 46
spelling a word, 46
taking notes, 46
writing on the board, 46

Unit 6

accessories, 53
belt, 52
baggy, 53
baseball cap, 53
boots, 52
bracelet, 52
comfortable, 53
dress, 52
dressy, 53
earrings, 52
jacket, 52
jeans, 52
necklace, 52
pants, 52
shoes, 52
skirt, 52
sneakers, 52
socks, 52
sweater, 52
top, 52
T-shirt, 52

Your Sun Worshipper Rating

6–9 You are a true sun worshipper. You love being at the sea and lying in the sun, but you should try to be more active.

3–6 You like the sun, but you don't just sit or lie down on the beach. You like being active.

0–3 You hate the sun. You also hate going to the beach, especially when there are too many people. You don't mind doing a bit of exercise, but you are definitely not a sun worshipper.

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Let's get started.

Vocabulary

Personal information

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

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

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



Last name	First name	Age
Snapp		

The family

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

aunt	brother	cousin
grandfather	grandmother	
grandparents	parents	uncle

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

Friends

3 Unscramble the letters to form the words.

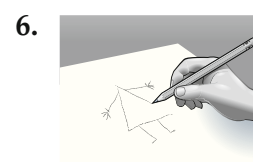
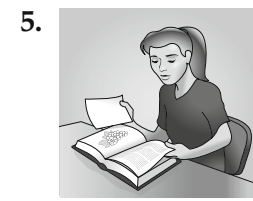
1. yobridnef boyfriend
2. brenihog _____
3. frligdiner _____
4. saltscame _____
5. tep _____
6. inrfesd _____

Classroom commands

4 Label the pictures with the commands.



underline



Everyday activities

5 Complete the activities.

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

Grammar

Nouns, pronouns, adjectives, and verbs

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

The teacher told us that France is a beautiful and interesting country.

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

- B.** Complete the chart with words from the sentences.

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

Prepositions of location

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



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

This/these; That/those

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

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

Communication

Ask and answer questions

- 9** Match the questions with the answers.

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

Say goodbye

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

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

1

Meet Alex and his friends.

Vocabulary

Get started

1 Complete the adjectives. Write *a, e, i, o, or u* in the blanks.

1. p o p u l a r
2. _ _ syg _ _ ng
3. s _ r _ _ _ s
4. _ _ tg _ _ ng
5. fr _ _ ndly
6. q _ _ _ t
7. st _ d _ _ _ s
8. c _ mp _ t _ t _ v _
9. str _ ct
10. sm _ rt
11. f _ n

Move up

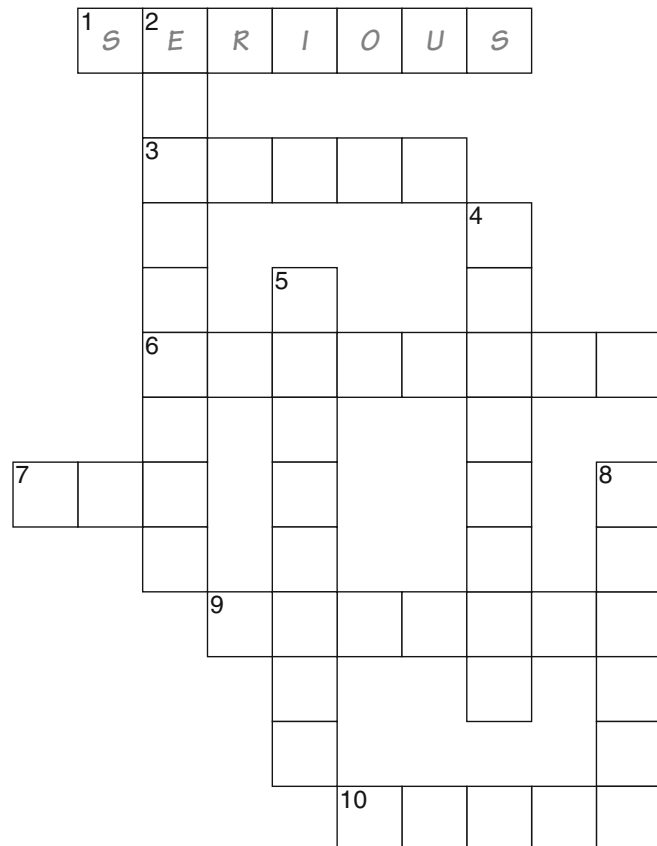
2 Write the words from Exercise 1 in the puzzle. Use the clues.

Across

1. very sensible; usually works hard
3. intelligent
6. enjoys meeting new people
7. enjoyable or entertaining
9. liked by a lot of people
10. very calm; not noisy or loud

Down

2. not easily upset; usually not worried
4. behaves in a nice way
5. spends a lot of time studying
8. makes a lot of rules and demands to be followed



Which word does not fit? Write it on the line.

Reach for the top

3 Complete each sentence with the opposite of the adjective in bold. Use words from the box.

easygoing	friendly	fun	outgoing
popular	quiet	studious	

1. She's not **unfriendly**. She's friendly.
2. I'm not **shy**. I'm _____.
3. Dan isn't **talkative**. He's _____.
4. You are very **strict**. Can't you be more _____?
5. Gemma isn't _____. She's **lazy**.
6. My dad isn't _____. He's **boring**.
7. You're not **unpopular**. You're _____.

Grammar

Review of the simple present: *be* Statements and questions

Get started

4 Read Koko's e-mail. Circle the correct form of the verb *be*.

To: _____
Subject: _____

Hi, Julia,

It (s / 'm) me, Koko. How (is / are) you? I ('s / 'm) fine. I ('m not / 're not) at school at the moment because my parents and I (am / are) on vacation. Guess what? I have a new friend. His name (is / am) Felix. He (is / am) smart and outgoing. He (is / am) fifteen years old. He (isn't / aren't) from around here. He and his parents (is / are) Brazilian. I met his parents last week, and they ('s / 're) really easygoing. Write soon and tell me what's new!

Best,
Koko

Move up

5 Complete the questions with *Is* or *Are*. Then write short answers.

- is Koko at school?
No, she isn't.
- _____ Koko and her parents on vacation?

- _____ Koko's new friend shy?

- _____ Koko's new friend's name Oscar?

- _____ Felix's parents American?

- _____ Felix's parents from Brazil?

6 Read the answers. Then complete the questions with *Who*, *Where*, *How*, or *What*.


- A: What are those under the table?
B: Those are my dirty sneakers.
- A: _____ are your parents?
B: They're on vacation.
- A: _____ is your next class?
B: It's English.
- A: _____ is your English teacher?
B: Mrs. Scott.
- A: _____ old are you?
B: I'm sixteen.

Grammar

Review of the simple present: other verbs Statements and questions

Get started

7 Complete the sentences with the simple present forms of the verbs in parentheses.



This is Steven. His friends (*call*) call⁽¹⁾ him Steve. He's a student, and he (*live*) lives⁽²⁾ with his parents in San Francisco. His best friends, Darren and Chuck, (*live*) live⁽³⁾ there, too. They all (*go*) go⁽⁴⁾ to the same school. Steve (*like*) likes⁽⁵⁾ to play football and hockey, but he (*not/like*) doesn't like⁽⁶⁾ soccer. On Saturdays Steve (*work*) works⁽⁷⁾ in a restaurant, and on Sunday afternoons he (*meet*) meets⁽⁸⁾ his friends Darren and Chuck. They are in a dance group, and they (*practice*) practice⁽⁹⁾ every Sunday. "We (*love*) love⁽¹⁰⁾ music and dance," says Steve, "but we (*not/perform*) don't perform⁽¹¹⁾ very often."

Move up

8 Read the answers. Write information questions about the underlined words.

1. What do Steven's friends call him?
They call him Steve.
2. _____
He lives in San Francisco.
3. _____
Darren and Chuck are his best friends.
4. _____
Steve works in a restaurant on Saturdays.
5. _____
On Sundays he meets his friends Darren and Chuck.

9 Make the negative sentences affirmative and the affirmative sentences negative.

1. I have a lot of free time.
I don't have a lot of free time.
2. Tony doesn't travel every day.

3. We study French at school.

4. You don't work for your father.

5. I don't get paid every week.

6. Sarah has a very busy schedule.

7. John and Maria practice on weekends.


Reach for the top

10 Read the information and write sentences about Maria.

- (call) *Her friends call her Mari.*

- (be) She _____
- (live) She _____
- (like) She _____
- (not/like) She _____
- (play) She _____
- (speak) She _____
- (be) She _____

NAME:	<i>Maria Costa</i>
NICKNAME:	<i>Mari</i>
AGE:	<i>14</i>
CITY:	<i>Seattle</i>
LIKES:	<i>music, TV</i>
DISLIKES:	<i>computers, football</i>
MUSICAL INSTRUMENTS:	<i>guitar</i>
LANGUAGES:	<i>Spanish, English</i>
PERSONALITY:	<i>outgoing, friendly, competitive</i>



11 Write Yes/No questions and short answers about Maria.

- Maria / live / Seattle / ?
Does Maria live in Seattle?
Yes, she does.
- Maria / like / music / ?

- her friends / call / her / Maria / ?

- Maria / like / football / ?

- she / speak / French / ?

- she / play / the guitar / ?

- Maria / shy / ?

- Maria / friendly / ?

Grammar

Possessive pronouns

Get started

12 Circle the correct words.

1. Whose soccer ball is this? Is it (*your* / *yours*)?
2. I can't find (*my* / *mine*) computer magazines.
3. Luis is doing his homework, but Carmen isn't doing (*her* / *hers*).
4. Did you pass (*your* / *yours*) exams this year?
5. That comic book is (*my* / *mine*).
6. (*Our* / *Ours*) basketball team is good, but (*their* / *theirs*) isn't good at all.
7. I love (*her* / *hers*) house! It's much nicer than (*our* / *ours*).

14 Look at the pictures and complete the conversations with possessive pronouns. Write *mine*, *yours*, *his*, *hers*, *theirs*, or *ours*.



1. A: Excuse me. Is this puppy *yours*?
B: No, it isn't _____. I think it's _____.



3. A: Excuse me. Is this puppy yours?
B: No, it isn't. Do you see those people over there? I think it's _____.



2. A: Excuse me. Is this puppy _____?
B: No. I think it's _____.



4. A: Well, it isn't theirs.
B: OK, we can keep it. It's _____ now!
A: Hooray!

Communication

Get started

15 Read the statements. Write the appropriate responses from the box.



No, it's not.
But he's really serious.
He's OK.
Mr. Cruise.
~~Nothing much.~~

- A: Hey, What's up?
B: Nothing much. (1) New school year, new teachers.
A: Who's your English teacher this year?
B: _____ (2)
A: Is he strict?
B: _____. I like him. (3)
A: What about your math teacher?
Is he OK, too?
B: Well, he's not bad. _____ (4)
A: That's cool.
B: _____. I get bored in class. (5)

Move up

16 Read the responses. Write the questions.

- A: Hey, What's up? (1)
B: Nothing much. How about you?
A: I'm OK. _____ (2)
B: What student?
A: That one.
B: Oh, she's from the U.S. She's a new student here.
A: Really? _____ (3)
B: Lauren. Lauren Stern.
A: _____ (4)
B: I think she's 14.
A: _____ (5)
B: Yeah, she's very friendly. Come on. I'll introduce you to her.

Reach for the top

17 Imagine you have a new student in your class. Write a conversation between you and a friend about the new student. Talk about the student's physical description and personality. Use the conversation in Exercise 15 as a model.

- A: Who's that?
B: That's Matt. He's a new student.
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

2

Do you have any pizza dough?



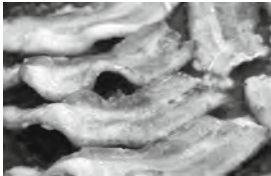







Vocabulary

Get started

1 Unscramble and write the breakfast words.

- | | | | |
|-----------|--------------|--------------|-------|
| 1. adreb | <u>bread</u> | 6. mah | _____ |
| 2. ceuji | _____ | 7. klim | _____ |
| 3. ate | _____ | 8. segg | _____ |
| 4. trubet | _____ | 9. fecofe | _____ |
| 5. nobac | _____ | 10. kacsneap | _____ |

2 Write the breakfast words from Exercise 1 under the correct pictures.

1. 	2. 	3. 
_____	_____	_____
4. 	5. 	
_____	_____	
6. 	7. 	8. 
_____	_____	_____
9. 	10. 	
_____	_____	

3 Write the words from the box in the correct category.

cake	cereal	chips	eggs
fish	ice cream	omelet	pancakes
pasta	pie	pizza	pork chops

Breakfast	Lunch/Dinner	Snacks/Desserts
		cake

4 Complete the lunch and dinner words.

- s _ o _ d _ a _
- s _ _ ndw _ _ ch
- p _ _ zz _ _
- w _ _ t _ _ r
- _ _ c _ _ cr _ _ _ m
- c _ _ k _ _
- st _ _ _ k
- _ _ r _ _ ng _ _
- p _ _ rk _ _ ch _ _ ps

5 Label the pictures. Use the words in Exercise 4.

1.



soda

2.



3.



4.



5.



6.



7.



8.



9.



6 Circle the word that doesn't belong.

- pancakes butter steak maple syrup
- ham cheese bread carrots
- pasta cake ice cream cookies
- seafood juice vegetables rice
- tea chips coffee milk
- bananas oranges vegetables apples

Move up

7 Find and circle the food and drinks from the box in the puzzle.

banana	chicken	coffee	fish
orange	shrimp	steak	water

O **F I S H** P O N C
 T R O M T A R G O
 S P A N D E C X F
 H B A N A N A L F
 R W O N G E R K E
 I A M P A E R T E
 M T O M A T O Y L
 P E R G I G T D O
 S R C H I C K E N

8 Write the words from Exercise 7 in the correct category.

fruit	<i>banana</i>	
seafood		
meat		
drink		

Reach for the top

9 Complete the sentences with words from the box.

bacon	banana	butter	chips
eggs	ham	ice cream	pie
pork chops	sandwich	shrimp	soda

- Ice cream is my favorite dessert.
- You need _____ to make an omelet.
- I'm thirsty. Do we have any _____?
- Apple _____ and vanilla ice cream go well together.
- _____, _____, and _____ come from pigs.
- No _____ for me, thanks. I don't like seafood.
- We need some _____ to put on our bread.
- _____ make a good snack between meals.
- A green _____ is not ready to eat.
- Can I have a ham and cheese _____, please?



Grammar

Count and noncount nouns

Get started

10 Write *C* before the count nouns, and *NC* before the noncount nouns.

- | | |
|-----------------------------|------------------|
| <u>NC</u> 1. ice cream | _____ 9. cheese |
| <u>C</u> 2. chocolate chips | _____ 10. tomato |
| _____ 3. nuts | _____ 11. egg |
| _____ 4. juice | _____ 12. butter |
| _____ 5. apple | _____ 13. soup |
| _____ 6. green bean | _____ 14. onion |
| _____ 7. maple syrup | _____ 15. cookie |
| _____ 8. food | _____ 16. rice |

11 Write *a* or *an* before each singular count noun. Put an **X** before nouns that don't need *a* or *an*.

- Mom is baking _____^a pie in the oven.
- We need _____ eggs to make a cake.
- Let's make _____ pancakes.
- My eyes tear up whenever I peel _____ onion.
- I want to buy _____ book to read on the train.
- If you have a cold, you should eat _____ orange.
- My brother always sprinkles _____ chocolate chips on his ice cream.
- Would you like a banana or _____ apple?
- Emily usually eats _____ cereal for breakfast.
- I'd like to have _____ omelet, please.
- She always puts _____ butter on her bread.
- My brother got _____ car for his birthday.

Move up

12 Read the dialogue. Complete the sentences with *a* or *an*. Put an **X** before nouns that don't need *a* or *an*.



- Jack:** Mom, can I have _____^a cookie, please?
(1)
- Mom:** No, Jack. Cookies aren't very healthful.
Would you like _____ banana?
(2)
- Jack:** No, thanks. Bananas are boring. What
about _____ chips? They're healthful!
(3)
- Mom:** No, they aren't. Why don't you have
_____ orange?
(4)
- Jack:** OK. Can I have _____ milk with it?
(5)
- Mom:** Yes, of course.
- Jack:** And _____ cheese?
(6)
- Mom:** Good idea. In fact, I'll make you _____
cheese sandwich, OK?
(7)
- Jack:** OK. Thanks, Mom.

Reach for the top

13 Complete the sentences with the correct form of the verb. Use contractions where possible.

- Oranges (*have*) _____^{have} a lot of vitamins.
- Nuts (*be*) _____ very healthful.
- This honey does (*not/taste*) _____ very sweet.
- Pasta (*be*) _____ very good for you.
- Onions do (*not/make*) _____ me cry.
- Rice does (*not/have*) _____ many vitamins in it.

Grammar

Imperatives (Commands)

Get started

14 Circle the imperatives.



- Tom:** Do you need any help?
Maria: Yes, please turn off the oven.
- Jack:** Do you like this show?
Sue: Yes! Don't turn it off.
- Greg:** I'm starving.
Tim: Stop complaining! Eat some chips.
- Jane:** We don't have any butter.
Mark: Don't worry.
- Sarah:** Relax, John.
John: Don't tell me to relax!
- Dan:** Bye, Mom!
Mom: Don't forget your sandwiches.
- George:** It's raining.
Fred: Don't worry. I have an umbrella.
- Colin:** There's the theater. Stop here!
Steve: OK, OK. Don't shout.

Move up

15 Complete the sentences with the negative imperatives of the verbs in the box.

be	drink	eat	forget
go	sit	turn	worry

- Dinner is at seven o'clock. Don't be late.
- This milk is really old. _____ it.
- There's a cake on the chair! _____ on it.
- That fish isn't cooked. _____ it.
- _____ to turn off the oven when the pizza is ready.
- Everything will be fine. _____!
- I'm listening to this. _____ it off.
- Please, _____. I need your help.

Reach for the top

16 Read the sentences. Write a positive or negative imperative for each situation. Use the sentences in the box.

<p>Sit down. Don't be scared! Look in your backpack. Don't eat it. Don't worry! Find something to do.</p>
--

- This sandwich tastes bad.
Don't eat it.
- I'm bored.

- I'm nervous about the math test.

- I can't find my cell phone.

- That dog scares me.

- I'm so tired.

Communication

Get started

17 Number the lines of the recipe for a peanut butter and jelly sandwich in the correct order. Then write the complete recipe in order on the lines below.

- _____ Put the second slice of bread on top of the first slice.
- _____ Put a spoonful of jelly on top of the peanut butter.
- _____ Eat and enjoy!
- _____ Spread peanut butter on one slice of bread.
- 1 _____ Get two slices of bread.
- _____ Then spread the jelly.

1. *Get two slices of bread.* _____
2. _____
3. _____
4. _____
5. _____
6. _____



Move up

18 Complete the conversation with sentences from the box.



Next, crack two eggs into a bowl.
Finally, fold the omelet, slide it onto a plate, and enjoy!
Now wait a few minutes.
Then beat the eggs and pour them into the pan.
~~First, put some oil in a pan and heat it at a low temperature.~~
You can sprinkle some cheese onto the eggs.

Ray: I'm starving. Let's make an omelet!

Lucia: Sounds good. So how do we make an omelet?

Ray: *First, put some oil in a pan and heat it at a low temperature.*

(1)

Lucia: OK. What's next?

Ray: _____

(2)

Lucia: Then what do I do?

Ray: _____

(3)

Lucia: Should I use a fork to beat the eggs?

Ray: Yes, here's a fork.

Lucia: OK. Can I add other ingredients?

Ray: _____

(4)

Lucia: Great! I love cheese. Now what?

Ray: _____

(5)

Lucia: Now I'm really hungry.

Ray: Your omelet is almost ready.

(6)

3

Are there any chips left?

Vocabulary

Get started

1 Look at the pictures. Then complete the food words.

1.



d o u g h n u t

2.



o _ _ _ n

3.



_ u _ u _ b _ _

4.



_ e _ _ u _ e

5.



m _ _ _ _ n

6.



_ e l _ _

7.



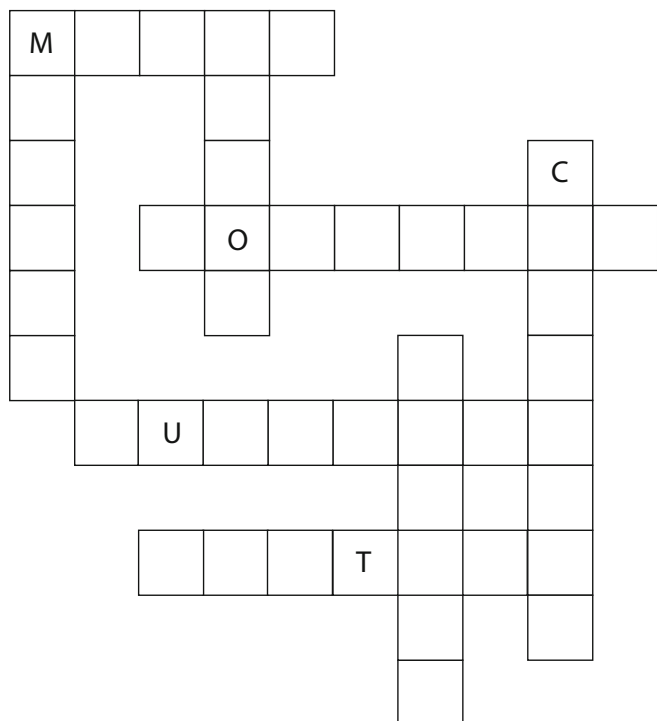
y _ g _ _ t

8.



_ u _ _ _ _ m

2 Write the words from Exercise 1 in the puzzle.



Move up

3 Write the words from Exercises 1 and 2 in the correct category.

Bakery products 	Dairy
Fruit 	Vegetables

Reach for the top

4 Complete the sentences with words from the box.

beef	cucumber	doughnut	lettuce
melons	muffins	potatoes	yogurt

1. A cucumber is a long, green vegetable.
2. A _____ is round with a hole in the middle.
3. _____ is a healthful dairy product.
4. You need _____ to make chips.
5. _____ is a kind of meat.
6. Many people eat _____ for breakfast.
7. _____ are my favorite fruit.
8. Rabbits like to eat _____.

Study Corner



Expanding your vocabulary

You can learn new English words every day by looking around and listening. When you see a new word in an advertisement or hear a new word in a song, write it down! Then look it up in your dictionary.

5 Think of three new words you saw or heard recently. Look them up in a dictionary. Write the words and their definitions below.

1. _____
2. _____
3. _____

Grammar

There is/There are with some and any
Statements and questions

Get started

6 Complete the sentences. Circle *is(n't)* or *are(n't)*.

1. There (is / are) an onion on the table.
2. There (isn't / aren't) any beef.
3. (Is / Are) there any cucumbers in the refrigerator?
4. There (is / are) a few doughnuts on the plate.
5. There (isn't / aren't) any melons.
6. (Is / Are) there any yogurt?
7. There (is / are) a dog in the kitchen!
8. There (isn't / aren't) any soda.

Move up

7 Look at the picture. Then complete each sentence. Circle the letter next to the correct answer.

1. ____ potatoes in the refrigerator.
 a. There aren't any b. There are some c. There is a
2. ____ egg.
 a. There isn't any b. There is some c. There is an
3. ____ milk.
 a. There isn't any b. There is some c. There is a
4. ____ tomatoes.
 a. There are some b. There is some c. There is a
5. ____ water.
 a. There isn't any b. There are some c. There is a
6. ____ cheese.
 a. There aren't any b. There is some c. There is a
7. ____ doughnuts.
 a. There aren't any b. There are some c. There is some



Reach for the top

8 Write questions about the picture in Exercise 7. Use the cues and *any*.

1. (*rice*) *Is there any rice?* _____
2. (*cheese*) _____
3. (*tomatoes*) _____
4. (*butter*) _____
5. (*onions*) _____
6. (*milk*) _____
7. (*muffins*) _____

9 Look at the picture in Exercise 7. Write short answers to the questions in Exercise 8.

1. *No, there isn't.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Grammar

Questions with *How much* and *How many*

Get started

10 Complete the sentences. Circle the correct words.



1. How (much / many) money do you spend on food each week?
2. How (much / many) eggs do you want?
3. How (much / many) sleep do you get every night?
4. How (much / many) time do we have?
5. How (much / many) bottles of water do you drink per day?
6. How (much / many) yogurt is there in the refrigerator?
7. How (much / many) hours do you work?
8. How (much / many) coffee do your parents use every month?
9. How (much / many) onions do we need?
10. How (much / many) text messages do you send your friends each day?
11. How (much / many) cheese do you want in your sandwich?
12. How (much / many) more questions do we have to answer?

Move up

11 Complete the sentences with *How much* or *How many*.



Interviewer: Today, I'm talking to athlete Rosa Blanco. Rosa, how much
(1) time do you spend training every day?

Rosa: I train for two hours in the morning and three hours in the evening.

Interviewer: Wow! _____ days a
(2) week do you train?

Rosa: Every day.

Interviewer: You must get very tired!
_____ hours do you
(3) sleep at night?

Rosa: I try to get at least eight hours of sleep every night.

Interviewer: What about your diet?
_____ fruit do you eat
(4) every day?

Rosa: A lot. I love fruit, especially oranges.

Interviewer: _____ oranges do you
(5) eat per day?

Rosa: Oh, usually three. Sometimes five!

Interviewer: What about junk food? _____
junk food do you eat? (6)

Rosa: I never eat junk food!

12 Look at Marco's shopping list. Then write questions for the answers.



1. *How much yogurt does he want?*
Two containers.
2. _____
Half a pound.
3. _____
Five.
4. _____
One pound.
5. _____
Three.
6. _____
One quart.

Grammar

Expressions of quantity:
a few, a little, a lot of

Get started

13 Circle the letter of the correct answer.

1. How much chocolate do you eat every week?
a. A few. **(b.)** A lot.

2. How many cookies do you eat per day?
a. a few b. a little
3. How much money do you have?
a. a lot b. a few
4. How many friends do you have?
a. a little b. a lot
5. How much milk is there in your refrigerator?
a. a few b. a little

Move up

14 Complete the sentences. Write *a little, a few, or a lot of* and a word from the box.

days	eggs	Japanese	money
rooms	salt	syrup	water

1. I can't go out for dinner tonight because I don't have a lot of money.
2. Don't forget to put _____ in the soup—but not too much!
3. Today is June 19. Only _____ are left before classes end.
4. It was very hot yesterday, so I drank _____.
5. I live in a very small house. There are only _____ in it.
6. I understand some of what Masako says because I speak _____.
7. You need _____ to make omelets for twenty people!
8. My brother likes to put only _____ on his pancakes, but I like to put on a lot.

Communication

Get started

15 Read the questions. Then look at the pictures and write the correct responses.

1.



Would you like an apple?

Yes, please.

2.



Would you like some soda?

No, thanks.

3.



Would you like some ice cream?

4.



Would you like some beef?

5.



Would you like a doughnut?

6.



Would you like a sandwich?

Move up

16 Complete the dialogues. Accept (✓) or refuse (✗) a new food from the box.

coffee ice cream muffin water

1. A: I'm in the mood for a doughnut. Are there any doughnuts?

B: *No, there aren't any. Would you like a muffin?*

A: (✓) *Sure.*

2. A: I need a hot drink. Is there any tea?

B: _____

A: (✓) _____

3. A: I'm thirsty. Is there any soda?

B: _____

A: (✗) _____

4. A: I'm in the mood for yogurt. Is there any yogurt?

B: _____

A: (✗) _____

Skills Development 1

Reading

A High-Tech World



A screen fridge

Max is coming home from school, and he's very hungry. He's going to have a snack and then go out. He wants a cheese and tomato sandwich and a glass of milk.

5 But what's in the refrigerator? Is there any cheese? Are there any tomatoes? There was some milk this morning, but is there any now?

10 Well, now Max can ask the refrigerator, and you can, too! Thanks to the new "screen fridge," you always know what there is to eat and drink. The screen fridge has an Internet link, so you can go to it from any computer and find out
15 what's inside. When the refrigerator is almost empty, the screen fridge compiles a grocery list and transmits it to the supermarket. There's also a video message board on the door, so you can leave
20 messages for your family.

An online supermarket

Sarah is sitting at home. It's Saturday, and there isn't a lot of food in the house. Her dad usually goes to the supermarket, but he's feeling under the weather. Sarah wants to go to the supermarket, but she
25 can't drive. She's only fourteen. The store isn't that far, but it takes an hour to walk there. What's she going to do?

Sarah can do her food shopping without leaving home. She can go to an
30 online supermarket, and so can you! All you need is an Internet connection. You can go to a supermarket's website; choose a food category, such as fruit or dairy; look
35 at pictures of all the food and drinks; and select your groceries. You can type in how many apples you want and how much bread you want to buy. And you can see how much everything costs. After you
40 select the food you want to buy and type in your zip code, someone will deliver the food to your house. It's that easy!

Vocabulary

1 Match the words with the definitions. Write the letters.

A screen fridge

- | | | |
|--------------|------------------------|-------------------------------------|
| <u> d </u> | 1. thanks to (line 10) | a. group of things of the same type |
| <u> </u> | 2. compiles (line 16) | b. take goods to a particular place |
| <u> </u> | 3. transmits (line 17) | c. makes a book, list, or record |

An online supermarket

- | | | |
|-------------|--------------------------------|-------------------------------|
| <u> </u> | 4. under the weather (line 24) | d. because of |
| <u> </u> | 5. category (line 34) | e. sends |
| <u> </u> | 6. groceries (line 36) | f. sick |
| <u> </u> | 7. deliver (line 41) | g. food sold in a supermarket |

3 Answer the questions.

- What does Max want to eat?
A cheese and tomato sandwich.
- What does he want to drink?

- What's on the door of the refrigerator?

- Why can't Sarah's dad go to the supermarket?

- Why can't Sarah drive to the supermarket?

- How is Sarah going to get her groceries?

Writing

4 Think of a high-tech product for the kitchen. It can be real or imagined. Say what it is. Describe what it looks like, and explain what it does.

Comprehension

2 Answer true (T) or false (F).

- Max is going to have breakfast. F
- A screen fridge can tell you what's inside.
- Max can find out what's in the fridge before he gets home.
- Sarah is going to drive to the supermarket.
- Sarah is going to order her groceries on the phone.
- If Sarah shops online, she won't have to go to the store.

2 Unscramble the words to write the sports and activities from the box.

baseball	basketball	football
gymnastics	hockey	Rollerblading
skateboarding	soccer	table tennis
volleyball	wall climbing	

- blayllov volleyball
- eblat nisnet _____
- yeckho _____
- labsleba _____
- tooflab _____
- smangsticy _____
- reccos _____
- lawl bimcling _____
- stabblebla _____
- randiboskaget _____
- ladgirlnobleR _____

Move up

3 Write the sports and activities from Exercises 1 and 2 in the correct categories.

Sports with wheels	Sports with balls	Other
_____	<u>baseball</u>	_____
_____	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

4 Circle the correct word.

- I hate (*doing* / *going*) camping.
- Do you like (*playing* / *doing*) track and field?
- We (*play* / *go*) rock climbing every weekend.

- Dan likes (*playing* / *going*) table tennis.
- Let's (*do* / *go*) skateboarding this afternoon!
- I can't (*play* / *do*) gymnastics – it's too hard.
- She (*plays* / *goes*) bowling every night.
- Do you know how to (*play* / *do*) volleyball?

Reach for the top

5 Read the sentences. Then write the names of the sports.

- You play this game with a ball. You hit the ball over the net with your hands. People sometimes play this game on the beach.
volleyball
- This game is very popular in the United States. There are nine people on each team. You hit the ball with a bat and run around three bases to reach home. _____
- You wear boots with wheels on the bottom to do this sport. _____
- In this sport, there are eleven players on each team. Only the goalkeeper may touch the ball with his or her hands.

- In this ball game, there are five players on each team. This game is easy if you are very tall. _____
- Roger Federer and Serena Williams are famous players of this sport. _____
- This game is played over a very large area with eighteen holes. You must try to get the ball into these holes. _____
- You do this sport in the water!

- This game is usually played on ice. There are six players on each side. _____
- In this game, you roll a heavy ball down a path and try to knock over ten wooden pins. _____

Grammar

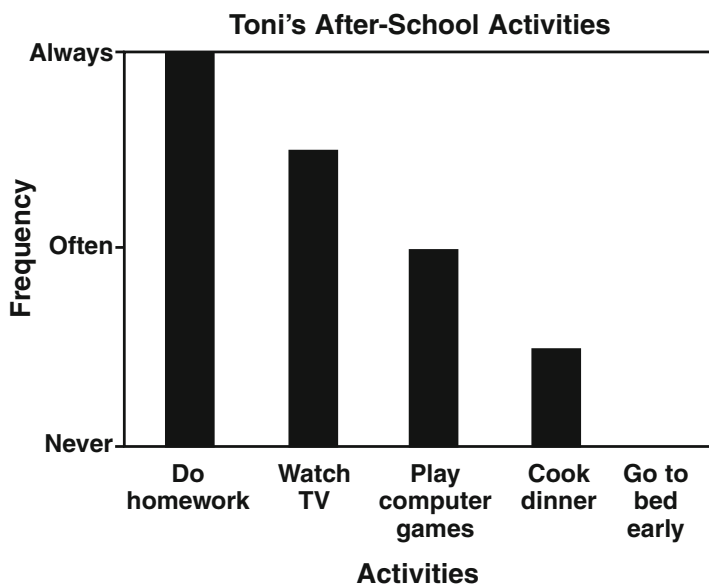
Adverbs and expressions of frequency and *How often*

Get started

6 Complete the adverbs. Write *a, e, i, o, or u* in the blanks.

- s o m e t i m e s
- n v r
- l w y s
- s l l y
- f t n

7 What does Toni do after school? Look at the chart. Then circle the correct word to complete the sentences.



- Toni (sometimes / never) cooks dinner.
- She (always / often) plays computer games.
- She (usually / always) does her homework.
- She (never / usually) watches TV.
- She (always / never) goes to bed early.

Move up

8 Read each sentence. Decide where the adverb goes and insert it in the sentence.

always

- I clean my teeth. (*always*)
- She goes swimming. (*sometimes*)
- My mother drives the car. (*never*)
- I play video games. (*often*)
- It rains in April. (*usually*)
- Daniel listens to music. (*all the time*)
- I hate going to school. (*every day*)
- You are late for class. (*always*)
- She eats out. (*never*)
- We have a party. (*twice a year*)



9 How often does Marta do her favorite activities? Look at the chart. Then write questions and short answers using adverbs or expressions of frequency.

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. go out with her family			✓			✓	
2. play basketball							
3. wash her hair	✓		✓		✓		
4. call her best friend	✓	✓	✓	✓	✓	✓	✓
5. eat out						✓	

1. Q: *How often does she go out with her family?*

A: *Twice a week.*

2. Q: _____

A: _____

3. Q: _____

A: _____

4. Q: _____

A: _____

5. Q: _____

A: _____

Reach for the top

10 How often do you do these sports and activities? Write four sentences. For each sentence, use an activity from the first box and a word or phrase from the second box.

Activities and sports	Adverbs and phrases of frequency
<ul style="list-style-type: none"> • go to the movies • watch TV • play soccer • do my homework 	<ul style="list-style-type: none"> • every day (week, month, year) • never • once (twice, three times) a week • once (twice, three times) a month • once (twice, three times) a year

1. *I go to the movies once a week.*

2. _____

3. _____

4. _____

5. _____

Grammar

Gerunds after verbs *like, love, hate, (don't) mind, prefer*

Get started

11 Complete the sentences with the gerund forms of the verbs in parentheses.



My name is Monica Gibbons, and I like (play) playing (1) all kinds of sports. I especially like (swim) _____ (2) and other water sports. Skateboarding is very exciting, but I only do that in the summer. Gymnastics is fun, too, and I really enjoy (run) _____. (3) Ball games are fantastic! I like (play) _____ (4) volleyball and soccer with my friends on the beach. There are only a few sports I don't like. I'm afraid of heights, so I don't enjoy (climb) _____. (5) I also hate (bike) _____ (6) anywhere!

Move up

12 Correct the false sentences about Monica.

- Monica can't stand playing sports.
Monica likes playing sports.
- She doesn't like swimming.

- She prefers climbing.

- She hates running.

- She doesn't like playing volleyball.

- She loves biking.

Reach for the top

13 What kinds of sports do you like? Write sentences about yourself using the cues.

- (like) I like biking.
- (hate) _____
- (don't mind) _____
- (love) _____
- (prefer) _____

Study Corner

Increasing your verb power

When you learn new verbs, make notes about the spelling changes. Use a chart like the one below.



Base form of verb	Third-person singular/simple present	Gerund form
go	goes	going
run	runs	running
have	has	having

14 Complete the chart.

Base form of verb	Third-person singular/simple present	Gerund form
1. come		
2. put		
3. do		
4. write		
5. live		
6. win		

Communication

Get started

15 Complete the conversation with the words in the box.

do	doing	hate	like
love	prefer	rather	



Roy: Hey, Steven. What do you like doing on the weekend?
(1)

Steven: I _____ playing sports.
(2)

Roy: Really? Would you _____ play team sports or action sports?
(3)

Steven: Action sports. I _____ rock climbing.
(4)

Roy: Seriously? I _____ climbing. It's so dangerous!
(5)

Steven: What kinds of sports _____ you like?
(6)

Roy: I don't like sports. I _____ playing computer games.
(7)

Move up

16 Complete the dialogues. Write the questions.

- A: Would you rather watch team sports or action sports _____?

B: I'd rather watch team sports. Team sports are never boring to watch.
- A: _____?

B: I'd rather play soccer. Table tennis isn't much fun.
- A: _____?

B: I'd rather eat meat. I don't like fish.
- A: _____?

B: I'd rather eat oranges. I like apples, but oranges are great.
- A: _____?

B: I'd rather go to the park. There's nothing on TV.
- A: _____?

B: I'd rather play tennis. We don't have enough people for a soccer game!

Reach for the top

17 Write a conversation between you and a friend about what you like to do in the evenings after school. Use Exercise 15 as a model.

A: What do you like doing after school?

B: I love...

A: _____

B: _____

A: _____

B: _____

5

Everybody's waiting for us.

Grammar

The present continuous Statements and questions

Get started

1 Write sentences with the present continuous using the cues. Use contractions.



he / swim *He's swimming.* _____



she / run _____



they / play basketball _____



she / play soccer _____



he / ride his bike _____



she / Rollerblade _____

2 Make the negative sentences affirmative and the affirmative sentences negative.

1. It's raining.
It's not raining. _____

2. I'm not joking.

3. They're playing volleyball.

4. He isn't practicing.

5. We aren't waiting for the train.

6. You're reading my book.

7. She's wearing her new jeans.

8. We're running late.

9. They aren't hanging out at the mall.

10. I'm having fun.

11. They're not taking pictures.

12. He's waiting for us.

13. Jeff and Zach aren't watching the game.

14. Pam isn't listening to music.

Move up

3 Read the paragraph and look at the pictures. Then complete the sentences.

I'm Susan. Today is my birthday. My friends and I are having a party. We're in the backyard at my house. We're having lots of fun. The weather is wonderful.



1. Rosa and Matt (*play*)
_____ *are playing* _____ volleyball.
2. Billy (*listen*) _____ to music.
3. Keiko and Kenji (*swim*)
_____ in the pool.
4. The kids (*not/take*) _____ photographs.
5. The dog (*sleep*) _____ under the table.
6. It (*not/rain*) _____ today.
7. Susan (*eat*) _____ a hot dog.
8. Susan (*not/open*) _____ her presents.
9. The kids (*have*) _____ a party.
10. They (*celebrate*) _____ Susan's birthday.

4 Write Yes/No questions and short answers. Use the cues and the picture in Exercise 3.

1. Rosa and Matt / sit
Are Rosa and Matt sitting?

No, they aren't. _____
2. Susan / read a book

3. the kids / have a birthday party

4. Billy / listen to music

5. the dog / run

6. Keiko and Kenji / dance

7. the kids / have fun

5 Write information questions for the answers. Use the question words in parentheses.

1. *What are Susan and her friends doing?* (*what*)
Susan and her friends are having a party.
2. _____ (*where*)
They are playing in the backyard.
3. _____ (*why*)
They are having a party because it is Susan's birthday.
4. _____ (*what*)
Susan is eating a hot dog.

Grammar

The simple present contrasted with the present continuous Statements and questions

Get started

- 6 Circle the correct phrases to complete the conversations.



1. A: What (are you looking for) / do you look for under the bed?
B: (I'm looking for / I look for) my sneakers.
2. A: What (are you usually doing / do you usually do) after school?
B: Well, (I'm usually hanging out / I usually hang out) with my friends.
3. A: Look! (It's raining. / It rains.)
B: That's strange. (It never rains / It's never raining) here in August.
4. A: What (are you doing / do you do) right now?
B: (I'm playing / I play) video games.
5. A: (I'm making / I make) my lunch every morning.
B: Really? (I'm never having / I never have) enough time in the morning.

6. A: Where's Tony? (Is he playing / Does he play) tennis again?
B: I think so. He (is playing / plays) tennis every Saturday.
7. A: Why (are we usually having / do we usually have) a lot of homework?
B: It's a lot, but it's easy. I (am doing / do) mine right now!
8. A: Who (is making / makes) noise? I can't study.
B: I think Sam (is playing / plays) his guitar.

7 Circle the letter of the choice that completes each sentence.

1. ___ Jessie like school?
a. Do b. Is **c. Does**
2. I ___ speak Italian.
a. 'm not b. don't c. am
3. Listen to the teacher. She ___ talking.
a. 's b. are c. do
4. We ___ learning how to play the guitar.
a. am b. don't c. are
5. ___ your sister like soccer?
a. Is b. Does c. Don't
6. The children ___ playing in the yard.
a. are b. do c. be
7. What time ___ practice start?
a. is b. does c. do
8. You ___ like math class.
a. aren't b. isn't c. don't
9. He always ___ me with my homework.
a. helping b. helps c. help
10. What ___ you studying?
a. are b. is c. do
11. She ___ near her grandmother.
a. living b. live c. lives
12. Kristen ___ teaching us how to skate.
a. is b. does c. be

Move up

- 8** Complete Derek's paragraph. Use the simple present or present continuous form of the verbs in parentheses.



This is a picture of me on vacation. I (*lie*)
 _____ (*am lying*) (1) in bed because I am sick. I
 always (*get*) _____ (2) sick when we
 are on vacation! My grandparents (*sleep*)
 _____ (3) next to the pool. They always
 (*come*) _____ (4) on vacation with us
 in the summer. Mom (*read*) _____ (5) a
 magazine. She (*love*) _____ (6) reading,
 and usually (*buy*) _____ (7) two or three
 magazines every day. My brother's name is
 Tom. He (*climb*) _____ (8) a tree. My
 dad and sister (*sit*) _____ (9) next to our
 grandparents. They (*not/like*) _____ (10)
 swimming, so they (*listen*) _____ (11) to the
 radio.

Reach for the top

- 9** Answer the questions about Exercise 8 in complete sentences.

1. What is Derek doing?

Derek is lying in bed.

2. When does Derek always get sick?

3. What are his grandparents doing?

4. When do his grandparents always come on vacation?

5. What is Derek's mom doing?

6. What does Derek's mom love doing?

7. What is Tom doing?

8. Where are Derek's dad and sister sitting?

9. What doesn't Derek's sister like doing?

10. What are Derek's dad and sister doing?

Vocabulary

Get started

10 Match the words from Column A with the words from Column B to make classroom activity phrases. Write the letters.

A	B
<u>f</u> 1. paying	a. something
___ 2. taking	b. into trouble
___ 3. discussing	c. a word
___ 4. erasing	d. notes
___ 5. getting	e. research on the Internet
___ 6. doing	f. attention
___ 7. spelling	g. in class
___ 8. sleeping	h. the board

Move up

11 Complete the sentences with the phrases from Exercise 10.

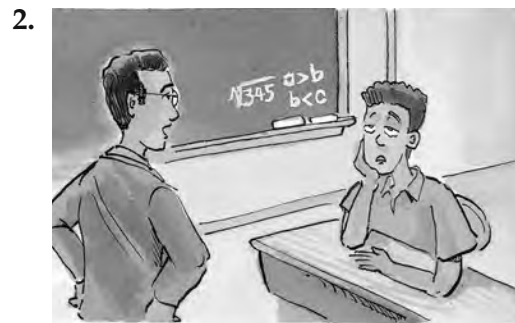
- We're discussing something, but we still don't know the answer.
- Mary isn't _____. She's looking out the window!
- He is very tired. That's why he is _____.
- The teacher is _____ because she wants to draw something on it.
- I don't like _____ because my parents get angry with me.
- We have a project to finish this summer, so we are _____ in the library.
- I'm listening to the teacher and _____.
- Listen. Mark is _____.

12 Look at the pictures. What are the people doing? Write sentences with the words from the box.

argue	daydream in class
explain something	write on the board



She's writing on the board.



Communication

Get started

- 13** Complete the conversation. Use the present continuous or simple present form of the verbs in parentheses. Use contractions when possible.



Mateo: Hi, Jessica. It's Mateo. What *(you/do)*
_____?
(1)

Jessica: I *(make)* _____
(2)
dinner for my family.

Mateo: Dinner? It's only five o'clock.
(you/usually cook)
_____ this early?
(3)

Jessica: No, not usually. Mom *(usually/cook)*,
_____ but she
(4)
(not/feel) _____
(5)
well right now.

Mateo: I'm sorry to hear that. Listen, I *(plan)*
_____ to go to
(6)
the movies tonight. *(you/want)*
_____ to come?
(7)

Jessica: No, thanks. I *(never/go)*

(8)
out on Thursdays.

Mateo: Well, maybe tomorrow?

Jessica: Sure. Sorry, I have to go now. Mom
(call) _____ me.
(9)

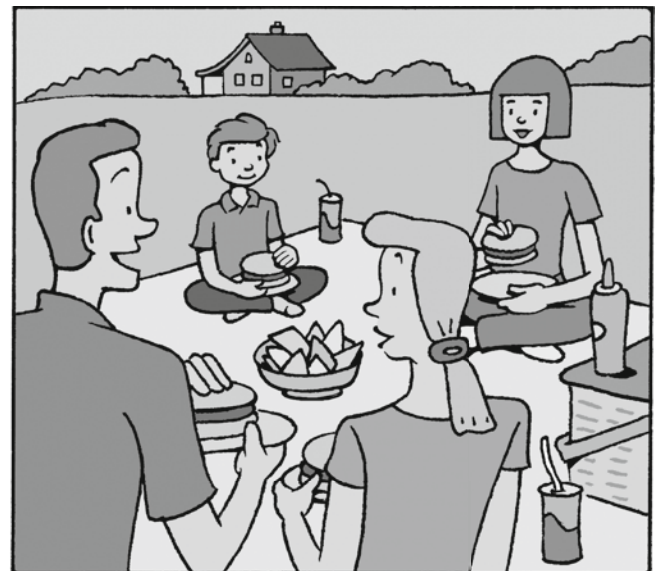
Mateo: OK. See you tomorrow.

Jessica: Bye!

Reach for the top

- 14** Think of a park you like to visit. Write sentences about the things you usually see people doing there.

1. *Children are playing in the park.* _____
2. _____
3. _____
4. _____
5. _____
6. _____



6

What are you going to wear?

Vocabulary

Get started

1 Write the words from the box under the correct clothing items.

boots	coat	dress	jacket	pants
shoes	skirt	sneakers	socks	T-shirt

1.



coat

2.



3.



4.



5.



6.



7.



8.



9.



10.



2 Look at the pictures. Circle the correct word to complete each sentence.

1. Scott is wearing (*boots* / shoes).
2. Melissa is wearing a (*skirt* / *dress*).
3. Bruce is wearing (*sneakers* / *boots*).
4. Terry is wearing (*pants* / *tights*).



Scott

Melissa

Bruce

Terry

Grammar

The present continuous for future arrangements Statements and questions

Get started

6 Write *present* after the sentences about the present and *future* after those about the future.

- I'm doing my homework now. present
- We're going to a party tonight. future
- The children aren't sleeping right now.

- The sun is shining! _____
- Sharon isn't coming over tomorrow morning. _____
- Are you going to Tim's party on Friday?

- Listen! The baby is crying. _____
- What time are you leaving Thursday night?

- I'm not doing anything next weekend.

- Mom isn't feeling very well. _____

Move up

7 Look at Mark's schedule. Write sentences about Mark's plans using the present continuous.

Mon	Tues	Wed	Thurs	Fri
AM: tennis	AM: e-mail Sally	AM: coffee	AM: gym	AM: shopping
PM: swimming	PM: video games	PM: painting	PM: cake	PM: party

- have / coffee
He's having coffee on Wednesday morning.
- play / tennis

- shop

- play / video games

- make / a cake

- have / a party

- e-mail / Sally

- go / to the gym

- paint / his room

- go / swimming

Reach for the top

8 Write sentences about what Mark *isn't* doing next week. Use your own words.

- He isn't playing tennis on Tuesday morning.
- _____
- _____
- _____
- _____
- _____

9 Write questions using the cues. Then complete the answers. Use correct end punctuation.

1. you / go out tonight

Are you going out tonight?

Yes, *I am.*

2. Mary / go to the movies?

No, _____

3. the teenagers / travel with you?

Yes, _____

4. you / go home early this afternoon?

No, _____

5. your mom / help you tonight?

Yes, _____

6. we / invite Gary to our party?

No, _____

7. they / leave tomorrow?

No, _____

8. you / take a test on Friday?

Yes, _____

9. I / babysit next weekend?

Yes, _____

10. they / practice on Wednesday?

No, _____

Grammar

Be going to + verb for future plans, intentions, and predictions

Get started

10 Complete Melanie's e-mail. Write the correct form of *be going to* and the verb in parentheses.

To: _____

Subject: _____

Hi, Maria,

Guess what! My mom and I (go) are going to go (1) to Hong Kong on vacation tomorrow! I'm really excited. My dad (*drive*) _____ (2) us to the airport in the morning, and we (*leave*) _____ (3) at 10:30 A.M. for Hawaii. We (*spend*) _____ (4) the night there, and we (*fly*) _____ (5) again the next morning. We (*arrive*) _____ (6) in Hong Kong at 4 P.M. on Saturday. Anyway, that's why I (*not/go*) _____ (7) to your party next Saturday. Sorry about that! I hope you have a good time. See you in two weeks!

Your friend,
Melanie

Move up

11 Look at the pictures. Answer the questions and write what the people are doing.



1. Are Jack and Kenji going to play tennis?
No, they aren't. They're going to play soccer.



2. Is Ramona going to listen to the radio?



3. Is Ruben going to buy some sandwiches?



4. Is Dave going to walk to school?



5. Is Rosa going to wear jeans and a sweatshirt tonight?



6. Are Mr. and Mrs. Jones going to travel by plane?

12 Imagine that you won the trip in the advertisement below. Complete the conversation. Write sentences with *be going to*. Use contractions.

Win a five-day trip to Disney World in Orlando, Florida! June 3–7

- * Stay at the Disney Boardwalk Resort.
- * Visit three exciting theme parks: Magic Kingdom, Epcot, and Disney's Animal Kingdom!
- * See Green Day in concert.

A: I'm really excited. I'm going to Disney World!

B: You are? When are you going to leave?

A: *I'm going to leave on June 3.*

(1)

B: That is awesome! How many days are you going to be there?

A: _____

(2)

B: Five days! Where are you going to stay?

A: _____

(3)

B: What theme parks are you going to visit?

A: _____

(4)

A: Cool! What else are you going to do?

B: _____

(5)

Reach for the top

- 13** Read Kenji's schedule. Then read the answers. Write questions with *What, Who, When, Where, or How* and *be going to*. Use contractions when possible.

Monday	
Morning	Go to the gym at 9:30 A.M.
Afternoon	Meet Clara at Tony's Café!
Evening	Finish school project.
Tuesday	
Morning	Call Daniel and invite him to the party.
Afternoon	Take bus at 2:30 P.M. to the dentist.
Evening	Have dinner with Clara at Mario's Pizza.

- What's he going to do on Monday morning?*
Go to the gym.
- _____
At 9:30 A.M.
- _____
Clara.
- _____
Finish his school project.
- _____
Call Daniel and invite him to the party.
- _____
At 2:30 P.M. on Tuesday.
- _____
By bus.
- _____
Have dinner with Clara.
- _____
At Mario's Pizza.

Communication

Get started

- 14** Look at the pictures. Then complete the conversations using the words in the box.

too big	too loose	too short
too small	too tight	you look great

1. A: What do you think of this jacket?



B: Hmm. I think *it's too small*.

2. A: What do you think of these pants?



B: I think _____.

3. A: Do you like this T-shirt?



B: No, I think _____.

4. A: Do you like this dress?



B: No, I think _____.

5. A: What do you think of this jacket?



B: I think the sleeves _____.

6. A: Now _____.

B: Thanks!

Reach for the top

- 15** You and a friend are going to a party. Write a conversation between you and your friend about what you are going to wear to the party. Use Exercise 14 as a model.

A: *What are you going to wear to the party?* _____

B: *What do you think of this ...* _____

A: *It's too ...* _____

B: _____

A: _____

B: _____

Skills Development 2

Reading

The Hottest New Talent in Fashion



Romero Bryan is one of the hottest talents in fashion. He is designing clothes for some of the top names in music. He started designing clothes when he was thirteen. He made his first outfits for family and friends. They were popular because they were different.

5 Romero got his big break when he designed a dress for Irish singer Samantha Mumba to wear at the 2001 Brit Awards, the annual awards ceremony for British pop music. He was a high school student when Mumba appeared on the front pages of the newspapers wearing one of his outfits. Romero also designs clothes for Beyoncé and Usher.

10 Many companies want to sell Romero's clothes, but he is not going to rush into anything. He is in a five-year program at the London College of Fashion. People in the fashion industry predict that Romero is going to be worth more than \$56 million by 2020.

15 So why is Romero going to college? "Everyone should have an education," he says. "Natural talent is not enough. This course will teach me more about the technical part of designing clothes, and a degree will show that I'm qualified to do what I'm doing." Romero says that he doesn't care about being a celebrity after college. He cares about being a clothing designer.

Vocabulary

1 Match the words with the definitions. Write the letters.

- | | |
|-----------------------------------|--|
| <u>g</u> 1. top names
(line 2) | a. a university
qualification |
| _____ 2. big break
(line 4) | b. businesses |
| _____ 3. outfits
(line 7) | c. a famous person |
| _____ 4. companies
(line 8) | d. sets of clothes worn
together |
| _____ 5. rush (line 8) | e. first opportunity to
be successful |
| _____ 6. predict
(line 10) | f. do something very
quickly |
| _____ 7. degree
(line 13) | g. the most famous
people |
| _____ 8. celebrity
(line 14) | h. say something will
happen before it
happens |

Comprehension

2 Answer the questions.

- Is Romero a fashion model?
No, he's a clothing designer.
- For whom does he design clothes?

- When did people first hear about Romero?

- How long is his college program?

- What does he want to do after college?

3 Write the questions for the answers.

- When did Romero start designing clothes?
When he was thirteen.
- _____
Because they were different.
- _____
When he designed a dress for Irish singer
Samantha Mumba to wear at the 2001 Brit
Awards.
- _____
One of Romero's outfits.
- _____
Because he wants to learn about the
technical part of designing clothes.
- _____
No, he doesn't. He wants to be a clothing
designer.

Writing

4 Imagine that you are looking for a job. Write a letter to an employer to ask about the possibility about working at his or her company. Include the following:

- Where you are studying
- What you are studying
- What you're good at doing
- Why you want to work at the company

Dear Sir or Madam: _____

I am writing to ask about the possibility of
working at . . .

Unit 1

Grammar Highlights

Review of the simple present: *be*

Affirmative statements

I **am**
You **are**
He/She/It **is**
We/They **are**

} friendly.

Negative statements

I **am not**
You **are not**
He/She/It **is not**
We/They **are not**

} friendly.

Remember! Use the contraction *I'm not*, not *I amn't*, with the subject pronoun *I*.

Yes/No questions

Am I
Are you
Is he/she/it
Are we/they

} tall?

Affirmative answers/Negative answers

Yes, you **are**. / No, you're **not**.
Yes, I **am**. / No, I'm **not**.
Yes, he **is**. / No, he's **not**. (No, he **isn't**.)
Yes, it **is**. / No, it's **not**. (No, it **isn't**.)
Yes, we **are**. / No, we're **not**. (No, we **aren't**.)
Yes, they **are**. / No, they're **not**. (No, they **aren't**.)

Remember! The contractions of pronouns and *be* are: *I'm, you're, he's, she's, it's, we're, and they're*.

Information questions

Where is she?
When is the party?

Short answers

At the library.
Saturday night.

Long answers

She's at the library.
It's on Saturday night.

Review of the simple present: other verbs

Affirmative statements

She **plays** golf.
I **have** a sister.

Negative statements

She **doesn't play** guitar.
You **don't have** a dog.

Remember!

Always use end punctuation with sentences:
• Use a period at the end of a statement.
• Use a question mark at the end of a question.

Yes/No questions

Does he **work** on weekends?
Do you **like** music?

Affirmative answers

Yes, he **does**.
Yes, I **do**.

Negative answers

No, he **doesn't**.
No, I **don't**.

Information questions

What do you **want**?
Where does he **live**?

Short answers

A sandwich.
London.

Long answers

I **want** a sandwich.
He **lives** in London.

Possessive pronouns

Possessive adjectives

my **My** hat is on the table.
your **Your** CD is on the table.
his **His** jacket is on the table.
her **Her** hat is on the table.
our **Our** keys are on the table.
their **Their** books are on the table.

Possessive pronouns

mine That hat is **mine**.
yours That CD is **yours**.
his That jacket is **his**.
hers That hat is **hers**.
ours Those keys are **ours**.
theirs Those books are **theirs**.

Grammar Practice

Review of the simple present: *be* Statements

- 1 Complete Sofia's e-mail with the correct forms of the verb *be*. Use contractions when possible.

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

Hi, Emily,

My name is Sofia. I _____ fifteen
(1) (2)
years old. I _____ in the ninth grade
(3)
at Wheeler High School in Queens,
New York. I _____ friendly and very
(4)
competitive. I have long, brown hair
and blue eyes. I wear glasses. There are
five people in my family: my father, my
mother, my brother, my sister, and I.
My father's name _____ Juan. He _____ a
(5) (6)
salesman for a computer company. My
mother's name _____ Rosa. She _____ a
(7) (8)
teacher. My sister's name _____ Linda;
(9)
she _____ sixteen years old. My brother,
(10)
Juan, _____ nineteen years old. He _____
(11) (12)
in college. My sister and brother
_____ cool!
(13)

My best friend at school _____
(14)
Barbara. We love basketball. We _____
(15)
on the girls' basketball team. We _____
(16)
(not) the best players, but we have a
lot of fun playing. You _____ my new
(17)
e-mail friend, so please write me soon.
Tell me about yourself and your family.
Sofia



- 2 Complete the sentences with the correct forms of the verb *be*. Use contractions when possible.

1. I (negative form) 'm not fifteen years old.
I _____ twelve years old.
2. They (negative form) _____ in my high
school. They _____ in your high school.
3. You (negative form) _____ from Mexico.
You _____ from Brazil.
4. He (negative form) _____ outgoing. He
_____ shy.
5. Her hair (negative form) _____ brown.
Her hair _____ blonde.
6. We (negative form) _____ always serious.
Sometimes we _____ funny.
7. I _____ in high school. I (negative form)
_____ in college.
8. She _____ on the soccer team. She
(negative form) _____ on the volleyball
team.

**Review of the simple present: *be*
Yes/No questions**

3 Read Sofia's e-mail on page 115 again. Then write questions and answers using the cues. If the answer is *No*, write the correct information.

- Sofia / sixteen years old / ?
Is Sofia sixteen years old?
No, she's not. She's fifteen years old.
- Sofia / unfriendly / ?

- her father's name / Mike / ?

- her mother's name / Rosa / ?

- her father / a teacher / ?

- Sofia and Barbara / on a soccer team / ?

- Sofia and Barbara / best friends / ?

- Sofia / in eighth grade / ?

- Sofia's mother / a nurse / ?

- Sofia's school / in Manhattan / ?

**Review of the simple present: *be*
Information questions**

4 Write questions for the underlined words. Use *Who*, *How old*, and *Where*.

- Who is he?*
 He's my cousin.
- _____
 The game is in Los Angeles.
- _____
 My aunt is a doctor.
- _____
 My brothers are nine years old.
- _____
 Your skateboard is in the garage.
- _____
 They are eleven years old.

**Review of the simple present:
other verbs
Statements and Yes/No questions**

5 Complete the conversation with the correct forms of the verbs.

- Philip:** Hi Ben, what are you up to these days?
Ben: I'm really busy with the band. We
 (have) have (1) a show next week.
Philip: Cool! That (sound) _____ (2) like fun.
Ben: _____ (3) you (want) _____ (4) a
 ticket? I (have) _____ (5) some here.
Philip: Yes, please! I (love) _____ (6) your
 music. My girlfriend (love) _____ (7) it,
 too. Can I have two tickets?
Ben: Sure. What about your sister? _____ (8)
 she (enjoy) _____ (9) going to shows?
Philip: Yes, she _____ (10). But I'm sorry to say
 she (not/like) _____ (11) your band!
Ben: No problem.

The simple present: other verbs Information questions

- 6** Read the answers. Then write questions about the underlined words. Use *Who*, *What*, *When*, and *Where*.



- Where do your mom and dad live?*
My mom and dad live in Caracas,
Venezuela.
- _____
I go to bed at 10:30 P.M.
- _____
My brother works in a restaurant.
- _____
My brother likes rap music.
- _____
Summer vacation starts in June.
- _____
Sam plays football.
- _____
Mark plays the guitar.
- _____
My dad helps me with my homework.
- _____
My aunt loves chocolate cake.

Possessive pronouns

- 7** Complete the sentences with the correct possessive pronouns.

- This is my new CD.
This new CD is mine.
- That is his soccer ball.
That soccer ball is _____.
- That is your video game.
That video game is _____.
- Those are our backpacks.
Those backpacks are _____.
- Those are her comic books.
Those comic books are _____.
- Those are their cell phones.
Those cell phones are _____.
- This is my magazine.
This magazine is _____.

- 8** Circle the correct words to complete the conversations.

- A:** This cell phone is cool. Is it (*your* / *yours*) or Clara's?
B: It's (*my* / *mine*). (*Her* / *Hers*) is in her backpack.
- A:** Is this (*our* / *ours*) CD player, or is it (*their* / *theirs*)?
B: It's (*our* / *ours*).
- A:** Can I use this cassette player?
B: Ask Elena and Pablo. It's (*their* / *theirs*) cassette player.

Unit 2

Grammar Highlights

Count and noncount nouns

Count nouns can be counted.

Singular	Plural
an onion	onions
a banana	bananas

Remember! Use *an* before a singular count noun that begins with a vowel. Use *a* before a singular count noun that begins with a consonant.

Remember! Add *-s* or *-es* to count nouns to make them plural.

Noncount nouns *cannot* be counted.

milk
butter
water
rice

Remember! A noncount noun does not have a plural form.

Remember! Use a singular verb with noncount nouns.

Imperatives (Commands)

Affirmative

Turn right. (Give directions.)

Open your mouth. (Give instructions.)

Stop talking. (Give orders.)

Please be good. (Make polite requests.)

Remember! Use the base form of the verb in imperatives.

Negative

Don't cry.

Remember! Use *Don't* before the base form in negative imperatives.

Grammar Practice

Count and noncount nouns

1 Write **C** next to the count nouns and **NC** next to the noncount nouns.

1. ice cream NC
2. chocolate chips C
3. nuts _____
4. juice _____
5. orange _____
6. potato _____
7. tomato sauce _____
8. food _____
9. egg _____
10. sugar _____
11. salt _____
12. pasta _____
13. pie _____
14. flour _____
15. honey _____

2 Write the singular or plural form of the nouns. Then add *a* or *an* to each singular count noun.

Singular	Plural
1. <u>an</u> <u>orange</u>	oranges
2. _____	vegetables
3. _____ pie	_____
4. _____ sandwich	_____
5. _____	pork chops
6. _____	nuts
7. _____ apple	_____
8. _____	chips
9. _____ pancake	_____
10. _____	bananas

3 Read the sentences and circle the food nouns. Then write **SC** next to the singular count nouns, **PC** next to the plural count nouns, and **NC** next to the noncount nouns.



1. We love cookies. PC
2. She loves soup. _____
3. Give me an egg, please. _____
4. Where did you put the rice? _____
5. There's some milk over there. _____
6. Do we have any chips? _____
7. I need some water. _____
8. Can I have the butter? _____
9. I'd like some ice cream. _____
10. Cut the onion, please. _____

4 Complete the second sentence with *is* or *are*.



1. An orange is good. Two oranges _____ *are* better.
2. Milk is good for you. Eggs _____ good for you, too.
3. Honey comes from bees. Milk _____ from cows.
4. Pork chops are delicious. Fried chicken _____ delicious, too.
5. Bananas are Joe's favorite snack. Cake _____ Nate's favorite snack.
6. Eggs are great for breakfast. Pancakes _____ great, too.
7. Coffee is good with milk. Tea _____ good with milk, too.
8. Bread with butter is good. Bread with jelly _____ better.

5 Circle the correct verbs.

1. Cereal (is / are) good for breakfast.
2. Vegetables (need / needs) a lot of sun to grow.
3. Chips (isn't / aren't) good for you.
4. Those apples (isn't / aren't) very red.
5. Bananas (has / have) a lot of vitamins.
6. Pasta (doesn't grow / don't grow) on trees.
7. Fish (taste / tastes) like chicken to me.
8. (Do / Does) milk come from pigs?
9. The butter (is / are) in the refrigerator.
10. (Do / Does) nuts have a lot of vitamins?

6 Choose one word from each column to make sentences. Write the sentences on the lines.







Subject	Verb	Complement
Maple syrup	is are has have	needed to make omelets.
Eggs		popular at birthday parties.
Vegetables		used on pancakes.
Ice cream		a red or green skin.
Cakes		a lot of fat.
Apples		a lot of vitamins.
Bacon		made from milk and sugar.

1. Maple syrup is used on pancakes.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Imperatives (Commands)

7 Write the correct imperatives next to the pictures.

Don't eat in the classroom.
 Don't park in front of the school.
 Don't smoke in here.
 Don't talk in the library.
 Insert a coin in the machine.
~~Turn left only.~~

1.  _____ *Turn left only.*
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____

8 Complete the sentences with the verbs in the box.

Be	Don't eat	Don't go	Eat
Get	Get up	Go	



Do you want to be a good athlete? Here is some advice.

1. Eat good food.
2. _____ fast food. It's not good for you.
3. _____ lots of exercise.
4. _____ to practice every day.
5. _____ to bed late.
6. _____ early.
7. _____ positive!

9 Match the two parts of the sentences.

- | | | |
|--------------|-----------------|--|
| <u> e </u> | 1. Don't open | a. me because I don't know the answer. |
| ___ | 2. Don't listen | b. my sandwich! |
| ___ | 3. Don't drink | c. at her new hair style. |
| ___ | 4. Don't ask | d. to that terrible music. |
| ___ | 5. Don't write | e. the window. |
| ___ | 6. Don't eat | f. coffee before you go to bed. |
| ___ | 7. Don't laugh | g. your name in the library books. |

Unit 3

Grammar Highlights

There is/There are with some and any

Affirmative statements

There is a doughnut
There's some milk
There are some doughnuts } on the table.

Negative statements

There isn't a doughnut
There isn't any milk
There aren't any doughnuts } on the table.

Yes/No questions

Is there a doughnut
Is there any milk
Are there any doughnuts } on the table?

Short answers

Affirmative

Yes, **there is**.
Yes, **there is**.
Yes, **there are**.

Negative

No, **there isn't**.
No, **there isn't**.
No, **there aren't**.

Remember!

For noncount nouns, use:

- *There is + some + noun*
- *There isn't + any + noun*
- *Is there + any + noun?*

Remember!

For plural count nouns, use:

- *There are + some + noun*
- *There aren't + any + noun*
- *Are there + any + noun?*

Questions with *How much* and *How many*

Questions

Use *how many* with count nouns.

How many eggs do you eat in a week?

Use *how much* with noncount nouns.

How much butter do I need for this recipe?

Answers

Five. OR I eat five eggs in a week.

One cup. OR You need one cup of butter for that recipe.

Remember! Use *How much + be* to ask about the price of something. *How much* is an egg sandwich?

Expressions of quantity

Count nouns

a few melons
a lot of apples

Noncount nouns

a little juice
a lot of milk

Remember! Use *a few* with count nouns and *a little* with noncount nouns. Use *a lot of* and *some* with both count and noncount nouns.

Remember! Use *some* to make an offer. Would you like *some* coffee?

Grammar Practice

There is/There are with some and any: Statements

1 Write sentences using the cues and *some* and *any* where appropriate.

1. tomato (✓) onion (✗)

There's a tomato, but there isn't an onion.

2. eggs (✓) apples (✗)

3. milk (✓) juice (✗)

4. bananas (✓) melons (✗)

5. butter (✓) doughnuts (✗)

6. orange (✓) soda (✗)

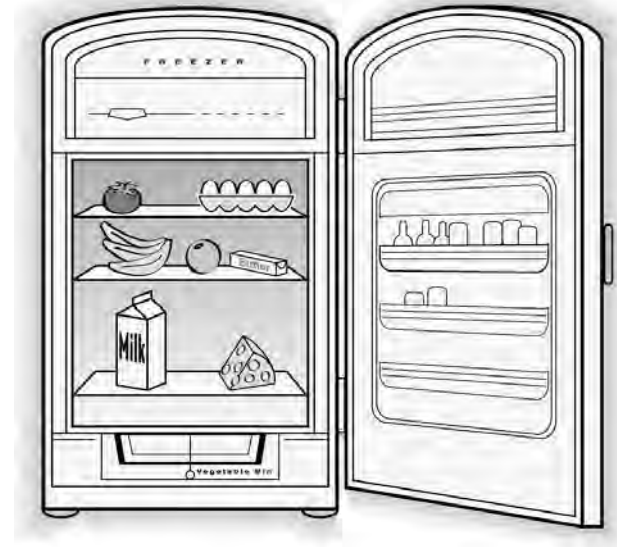
There is/There are with some and any: Questions

2 Complete the questions with *Is there* or *Are there*.

- Is there* _____ an egg in the basket?
- _____ any salt for my beef?
- _____ any chocolate chips on this pizza?
- _____ a banana for Felix?
- _____ any toys for the kids?
- _____ any water in this cup?
- _____ any potatoes in the box?
- _____ any salt in this omelet?

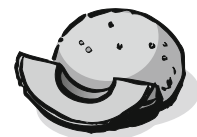
- _____ any nuts in these cookies?
- _____ an orange in this bag?

3 Complete the questions with *Is there* or *Are there*. Then look at the picture and write the answers.



- Are there* _____ any eggs?
Yes, there are.
- _____ any milk?
- _____ any muffins?
- _____ any bananas?
- _____ any mushrooms?
- _____ a tomato?
- _____ any juice?
- _____ an orange?
- _____ any beef?

4 Look at the pictures. Then write Yes/No questions and short answers using the cues.



1. tomatoes

Are there any tomatoes?

Yes, there are.

2. cake

Is there a cake?

No, there isn't.

3. potatoes

4. apples

5. sugar

6. orange juice

7. cucumbers

8. bananas

9. melons

10. beef

11. oranges

12. milk

13. carrots

14. doughnuts

Questions with *How much* and *How many*

5 Unscramble the words to make questions.

1. Maria / How many / guitars / does / have / ?
How many guitars does Maria have?
2. How much / Raul / want / does / yogurt / ?

3. need / you / How much / rice / do / ?

4. are / buying / How many / you / magazines / ?

5. want / for / How many / breakfast / eggs / you / do / ?

6 Read the answers. Then write questions with *How much* or *How many*.



1. A: How many new friends does Elena have?
B: Elena has three new friends.
2. A: _____
B: Mateo eats a lot of bread each day.
3. A: _____
B: There are thirty students in my English class this year.
4. A: _____
B: I drink two glasses of juice a day.
5. A: _____
B: We need half a gallon of ice cream.

6. A: _____
B: I spend a lot of money on video games every month.

Expressions of quantity: *a few, a little, a lot of*

7 Circle the correct expression of quantity in each sentence.

1. Emilio watches (*a little* / *a few*) news programs every day.
2. Louisa does (*a little* / *a few*) work in the morning.
3. Does Elizabeth have (*a lot of* / *a few*) homework?
4. Does Brent buy (*a lot of* / *a little*) books?
5. Rita likes to play (*a little* / *a few*) games with her grandchildren.
6. This recipe uses only (*a few* / *a little*) butter.
7. Alana watches (*a little* / *a few*) TV shows with her mother.

8 Complete the sentences with *a few*, *a little*, or *a lot of*.

1. Let's hurry. We don't have a lot of time.
2. There are only _____ tickets left.
3. I can't hang out tonight. I have _____ homework.
4. My pronunciation is good, but I still have _____ trouble with it.
5. We don't know where to begin. There are _____ stores in this mall.
6. I have only _____ money left.
7. She did well on the test, but she got _____ questions wrong.
8. We need to go to the store. There are only _____ apples left.

Unit 4

Grammar Highlights

Adverbs and expressions of frequency and *How often*

Adverbs of frequency

I **always** have coffee in the morning.
He **usually** gets to bed before midnight.
We **often** play sports after school.
Sometimes she plays soccer.
I **never** work on Sundays.

Remember! *Adverbs* usually occur at the beginning of the sentence or before the verb.
Expressions of frequency usually occur at the end of the sentence.

Expressions of frequency

all the time
every day/week/month/year
once a day/week/month/year

twice a day/week/month/year
three times a day/week/month/year

Remember! We can use expressions of frequency as short answers.

How often

How often do you wash your hair?
How often does she go biking?
How often do they eat out?

Short answers

Every day.
Once a week.
Three times a week.
Never.

Long answers

I wash my hair every day.
She goes biking once a week.
They eat out three times a week.
They never eat out.

Gerunds after verbs *like, love, hate, (don't) mind, prefer*

I like **playing** soccer.
You love **swimming**.
Domingo hates **skateboarding**.
They don't mind **biking**.
She hates **writing** letters.
She prefers **getting** e-mails from friends.

Yes/No questions

Do you mind **going** to school?

Short answers

Yes, I do./ No, I don't.

Information questions

What sport do you like **playing**?
Why do you hate figure **skating**?

I like playing basketball.
Because it's boring.

Remember! To form the gerund, add *-ing* to the base form of the verb.
read + *ing* = reading

Remember! Some verbs have spelling changes.
write + *ing* = writing
take + *ing* = taking
sit + *t* + *ing* = sitting
get + *t* + *ing* = getting

Grammar Practice

Adverbs and expressions of frequency and *How often*

1 Write questions with *How often* and the cues.



1. they / visit their relatives in Barcelona / ?

How often do they visit their relatives in Barcelona?

2. I / need to see the dentist / ?

3. Jordan / have English classes / ?

4. we / play table tennis / ?

5. you / practice gymnastics after school / ?

6. Ashley / visit her grandmother in New York City / ?

2 Write sentences about yourself using the cues and adverbs or expressions of frequency.

1. go to work

I go to work twice a week after school.

2. go shopping

3. drink orange juice

4. call my friends

5. watch soccer on TV

6. play video games

7. read the newspaper

8. go to the beach

9. go wall climbing at the gym

3 Write five questions with *how often*. Ask a friend or family member each question and write their names and answers.

1. *How often do you go swimming?*

My grandmother: She never goes swimming.

2. _____ : _____

3. _____ : _____

4. _____ : _____

5. _____ : _____

6. _____ : _____

Gerunds after verbs *like, love, hate, (don't) mind, prefer*

4 Complete the sentences with the gerund form of the verbs in parentheses.



1. Teresa loves (*ski*) skiing in the mountains.
2. My sister and I like (*babysit*) _____ on weekends.
3. Do you like (*swim*) _____ in the pool every morning?
4. Mateo and Amber love (*ride*) _____ their new bikes.
5. Cody likes (*skateboard*) _____ every day.
6. Nori loves (*dance*) _____ at the new nightclub.
7. Rosa and Mario prefer (*Rollerblade*) _____ after school.
8. Frank and I don't like (*climb*) _____ the wall at the amusement park.
9. Hiroshi doesn't mind (*practice*) _____ gymnastics with his teammates.
10. I hate (*play*) _____ volleyball. I never hit the ball over the net!
11. Does Maria mind (*clean*) _____ her room?
12. Do you like (*sleep*) _____ late on the weekend?

5 Complete the sentences with the gerund form of the verbs in the box.

cook	do	exercise	get up	have	play
run	sleep	stay	swim	travel	watch



1. Ben really likes cooking breakfast for himself every morning.
2. Rosa doesn't like _____ eggs for breakfast. She'd rather have cereal.
3. Shana and I don't like _____ sports on TV.
4. My mother and father love _____ to Mexico.
5. I hate _____ homework after dinner.
6. My friends and I love _____ in the snow.
7. My brother likes _____ on the track.
8. I prefer _____ at the gym.
9. My mom loves _____ early.
10. My dad likes _____ late on weekends.
11. My sister hates _____ at the beach.
12. I don't mind _____ home on rainy days.

6 Complete the sentences with gerunds. Think of a different gerund for each sentence.

1. I love shopping for new clothes.
2. Do Madison and Amanda mind _____ vegetables?
3. You like _____ the piano.
4. Sofia loves _____ in the chorus at school.
5. Does Max like _____ to the movies on Friday nights?
6. He loves _____ dinner for his family! He's a great cook.
7. Do you like _____ pair work in English class?
8. Antonio doesn't mind _____ the dishes.
9. I love _____ books about history.
10. Kyle and I love _____ basketball games on TV.

7 Write your own answers to the questions. Use a gerund in each answer.

1. What does your brother like doing after school?
My brother likes playing baseball after school.
2. What do you and your friends hate doing on weekends?

3. What do your classmates like doing in their English class?

4. What does your family love doing in the evening?

8 Write sentences about what you like and don't like to do. Use the verb in parentheses and a gerund in each sentence.



1. (*hate*) I hate getting up early.
2. (*love*) _____
3. (*like*) _____
4. (*don't like*) _____
5. (*hate*) _____

Unit 5

Grammar Highlights

The present continuous

Affirmative statements

I'm **watching** TV.
He/She's **watching** TV.
We/They're **watching** TV.

Yes/No questions

Are you watching TV?
Is he/she **watching** TV?

Information questions

What **are** you **watching**?
Where **is** he/she **going**?
Why **are** they **leaving**?

Negative statements

I'm **not watching** TV.
He/She **isn't watching** TV.
We/They're **not watching** TV.

Short answers

Yes, I **am**. / No, I'm **not**.
Yes, he/she **is**. / No, he/she's **not**. / No, he/she **isn't**.

Long answers

I'm/We're **watching** a movie.
He/She **is going** to the supermarket.
They're **leaving** because they're tired.

Remember! Use the following rules to spell verbs in the present continuous.

1. For one-syllable words with a consonant, vowel, and consonant (CVC), double the last consonant and add *-ing*.

skip + p + ing = skipping

Do not double the last consonant if it is *w, x, or y*.

fix + ing = fixing

2. If a verb ends in a silent *e*, drop the *e* and add *-ing*.

take + ing = taking

The simple present contrasted with the present continuous

Simple present

I **walk** two miles every day.
She **takes** piano lessons twice a week.

Information questions

What **do** you **do** on Friday nights?
What **are** you **doing** now?
What **do** they **do** at the park?
What **are** they **doing** at the park now?

Present continuous

I **am walking** to the store now.
She **is playing** the piano now.

Answers

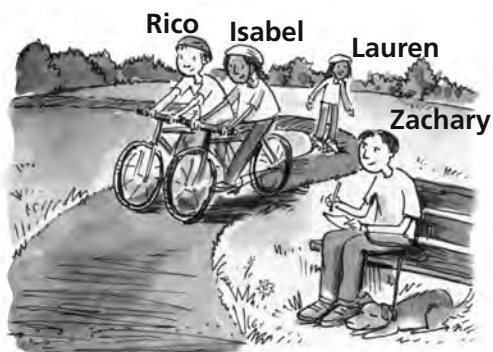
I **go** to the movies.
I'm **reading** a book.
They **play** soccer.
They're **riding** their bikes.

Remember! Use the simple present to talk about daily habits or usual activities.

Remember! Use the present continuous to talk about things that are happening now.

Grammar Practice

The present continuous Statements



1 Complete the sentences with the present continuous form of the verbs.

1. My friends and I (*enjoy*) are enjoying ourselves in the park.
2. I (*sit*) _____ on the bench.
3. I (*write*) _____ a letter to my best friend.
4. My dog (*sleep*) _____ under the bench.
5. Isabel and Rico (*ride*) _____ their bikes on the path.
6. Lauren (*skate*) _____ behind them.

The present continuous Yes/No questions

2 Look at the picture in Exercise 1. Write the questions and short answers.

1. Zachary / play soccer / ?
Is Zachary playing soccer?
No, he isn't.
2. Rico and Isabel / ride their bikes / ?

3. Lauren / rock climb / ?

4. Zachary / sit on the bench / ?

5. it / rain / ?

The present continuous Information questions

3 Look at the pictures. Then read the answers and write questions about the underlined words. Use *Who*, *What*, or *Where* and the present continuous.



1. What are Tran and Jose doing?
They're playing basketball.
2. _____
Carol is skating.
3. _____
He's sitting under a tree.
4. _____
He's reading a book.
5. _____
They're playing Frisbee.
6. _____
She's jogging.
7. _____
Bob is talking on the telephone.

4 Read the answers. Then write questions about the underlined words. Use *Who*, *What*, *Where*, or *Why* and the present continuous.

1. What is she making for lunch?

She's making a cheese sandwich for lunch.

2. _____

We're going to the movies tonight.

3. _____

They are riding their bikes in the park.

4. _____

I'm painting a picture now.

5. _____

Justin and Nick are playing basketball in the park now.

6. _____

I'm eating doughnuts because I love doughnuts!

7. _____

He's swimming in the pool at the gym.

8. _____

I'm laughing because you're funny.

9. _____

Mike is singing in the concert.

The simple present contrasted with the present continuous
Statements and questions

5 Complete the sentences with the simple present or the present continuous form of the verbs. Use contractions when possible.

1. How often do they (go) go to the beach?
2. My mom (swim) _____ in the pool every morning.
3. Pablo (play) _____ soccer right now.
4. I (study) _____. Please be quiet.
5. Tina and I (go) _____ to camp together every summer.
6. What time do you (practice) _____ the piano after school?
7. Excuse me. We (look for) _____ Room 507.
8. We can't play outside. It (rain) _____.
9. Josh (like) _____ computer games.

6 Write the answers to the questions using the cues. Use contractions when possible.

1. What is Pablo doing? (*clean / his room*)
He's cleaning his room.
2. Where is everybody? (*they / at the beach*)

3. What's that noise? (*Tom / play his guitar*)

4. Why are you happy? (*be / in Anita's class*)

5. How often do you go to the beach?
(*go / once a week*)

7 Write the simple present or the present continuous form of the verbs. Use contractions when possible.

August 20, 20__
Dear Aunt Clara,
Hi. How are you?

Mom, Dad, Felix, my friend Rebecca, and I (*enjoy*) are enjoying (1) the day at Clearwater Beach today. During the summer, we usually (*come*) _____ (2) to this beach on Saturdays.

Right now, Mom and Dad (*sit*) _____ (3) under an umbrella. They (*read*) _____ (4) their magazines. They usually (*read*) _____ (5) every day, even on Saturdays and Sundays. Felix (*love*) _____ (6) the ocean, so he (*ride*) _____ (7) the waves now. I can see him from my beach chair. I (*write*) _____ (8) this letter, and my friend Rebecca (*wait*) _____ (9) for me. She wants to walk down the beach. She and I always (*do*) _____ (10) lots of fun things together. Please write me soon.

Love,
Julia



8 Write a letter to a friend. Say what you and your family are doing now. Also say what you usually do. Use the letter in Exercise 7 as a model.

Dear _____,

Unit 6

Grammar Highlights

Too + adjective

This soup is **too hot**. I can't eat it.

Not + adjective + enough

This house **isn't big enough**. We need to move.

The present continuous for future arrangements

Affirmative statements

I'm **working** this weekend.

Yes/No questions

Are you practicing tonight?

Information questions

What time **are you going**?

Negative statements

I'm **not working** this weekend.

Short answers

Yes, I am. / No, I'm not.

Answers

I'm **going** at eight o'clock this evening.

Be going to + verb for future plans, intentions, and predictions

Statements

I'm **going to play** tennis this weekend.

He's **not going to be** happy about this.

You're **going to love** my new sneakers.

We're **going to have** a party next month.

Yes/No questions

Are you going to visit me in the hospital?

Is she going to go to college?

Information questions

Who's **going to make** dinner?

What **are you going to do** tomorrow?

When **are they going to come** over?

Answers

Yes, I am. / No, I'm not.

Yes, she is. / No, she isn't.

Answers

I am.

I'm **going to go** shopping.

At seven tonight.

Remember! Use *be going to* + verb to talk about future plans, intentions, and predictions.

Remember! *Be going to* is followed by the base form of a verb.

Grammar Practice

Too + adjective / Not + adjective + enough

1 Complete the sentences. Use *too* or *enough* and the words in the box.

busy	cold	comfortable	dark
expensive	far	heavy	old
quiet	sweet	tall	tired

1. I can't hear the TV. It's too quiet.
2. No, you may not see that horror movie.
You're not _____.
3. Don't buy those earrings. They're _____.
4. I'm not going to go to the gym today. I'm _____.
5. Please put more sugar in my tea. It's not _____.
6. He can't lift the box because it's _____.
7. This bed isn't _____. I can't sleep in it.
8. Let's take the bus home. It's _____ to walk.
9. I can't reach the book on the top shelf. I'm not _____.
10. She can't hang out tonight. She has a lot of homework, so she's _____.
11. I need a blanket. This room is _____.
12. He can't sleep because the sun is out. His room isn't _____.

2 Rewrite the sentences using *too* or *enough* and the adjective in parentheses.

1. It's too cold to go out. (*warm*)
It's not warm enough to go out.
2. I'm not tall enough. (*short*)
I'm too short.
3. The music isn't loud enough. (*quiet*)

4. Your sweater isn't long enough. (*short*)

5. Those jeans are too casual. (*dressy*)

6. The streets aren't safe enough. (*dangerous*)

7. This restaurant is too expensive. (*cheap*)

8. This shoe is too small. (*big*)



The present continuous for future arrangements

3 Write questions about the future using the cues and the present continuous.

- what time / you / get up / tomorrow / ?
What time are you getting up tomorrow?

- you / go out / tonight / ?

- your sister / work / this weekend / ?

- what / you / do / tomorrow night / ?

- when / you / go on vacation / ?

- what / you / eating / for dinner / tomorrow / ?

- what time / you / go to bed / tonight / ?

4 Answer the questions in Exercise 3.

- I'm getting up at 7:00 tomorrow.*

- _____
- _____
- _____
- _____
- _____
- _____

Be going to + verb for future plans, intentions, and predictions Statements

5 Write sentences with *be going to* and the cues. Use contractions.



- They / (not) take their coats
They're not going to take their coats.

- Ray / send / me a postcard from Barcelona

- Emilio and I / leave / for Mexico on September 3

- I / shop / in the mall this afternoon

- Ana / (not) see Shakira in concert this weekend

- It / (not) rain / today

- We / buy / new jeans next week

- She / wear / her new dress to the party

Be going to + verb for future plans, intentions, and predictions
Yes/No questions

6 Complete the conversations. Write questions with *be going to* and the verbs in parentheses. Then complete the answers.

- A: Are you (*study*) going to study after school today?
B: Yes, _____.
- A: _____ Van and Kevin (*be*) _____ at the game tonight?
B: Yes, _____.
- A: _____ Yoko (*swim*) _____ at the pool party today?
B: No, _____.
- A: _____ Carlos (*buy*) _____ a present for his sister tomorrow?
B: Yes, _____.
- A: _____ we (*go*) _____ to the movies on Sunday?
B: No, _____.
- A: _____ I (*sing*) _____ in the concert on Friday night?
B: No, _____.
- A: _____ you (*exercise*) _____ at the gym tomorrow?
B: Yes, _____.
- A: _____ they (*play*) _____ in the game on Saturday?
B: Yes, _____.
- A: _____ your mom (*cook*) _____ for the party?
B: No, _____.
- A: _____ Jo (*wait*) _____ for us?
B: No, _____.

Be going to + verb for future plans, intentions, and predictions
Information questions

7 Read the answers. Then write questions about the underlined words using *Who, What, When, Where, Why, or How* and *be going to*.



- When are they going to go to the beach?
They're going to go to the beach this afternoon.
- _____ Catherine is going to go to the mall.
- _____ I'm going to go downtown this evening.
- _____ Ana and I are going to play soccer on Sunday.
- _____ Marcia is going to go to the concert by car.
- _____ We're going to leave for school at 7:45 tomorrow.
- _____ He's going to study in the library because it's quiet there.

Peer editing checklist

- Is the first letter of each sentence capitalized? Are proper nouns capitalized?

she is a student. → She is a student.

Our director's name is paul. → Our director's name is Paul.

He lives in new york. → He lives in New York.

- Is there a period (.) or exclamation mark (!) at the end of each sentence?

I like Michele Wie () → I like Michele Wie.

She's awesome () → She's awesome!

- Is there a question mark (?) at the end of each question?

What is your name () → What's your name?

- Is the vocabulary correct?

Nicole Kidman is very high. → Nicole Kidman is very tall.

- Is the spelling correct?

That's a beautiful necklece. → That's a beautiful necklace.

- Do sentences and questions have the correct word order?

You are a student? → Are you a student?

- Are the verbs and their tenses correct?

I be fine. → I am fine.

He like rock climbing. → He likes rock climbing.

Did you went out yesterday? → Did you go out yesterday?

- Are sequence words such as *first*, *next*, or *after that* used if needed?

Toast the bread. Spread the butter. → First, toast the bread. Next, spread the butter.

- Are the paragraphs clear and easy-to-understand?

I like school. I meet my friends there. I don't sometimes like school. I get up early. We have a lot of fun. → I like school because I meet my friends there. We have a lot of fun. But sometimes, I don't like school because I have to get up early.

Illustration credits

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p. 20 "Becoming a Fat Nation," adapted from *USA TODAY*,
February 19, 2002; p. 40 Source of chart: U.S. Bureau of
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