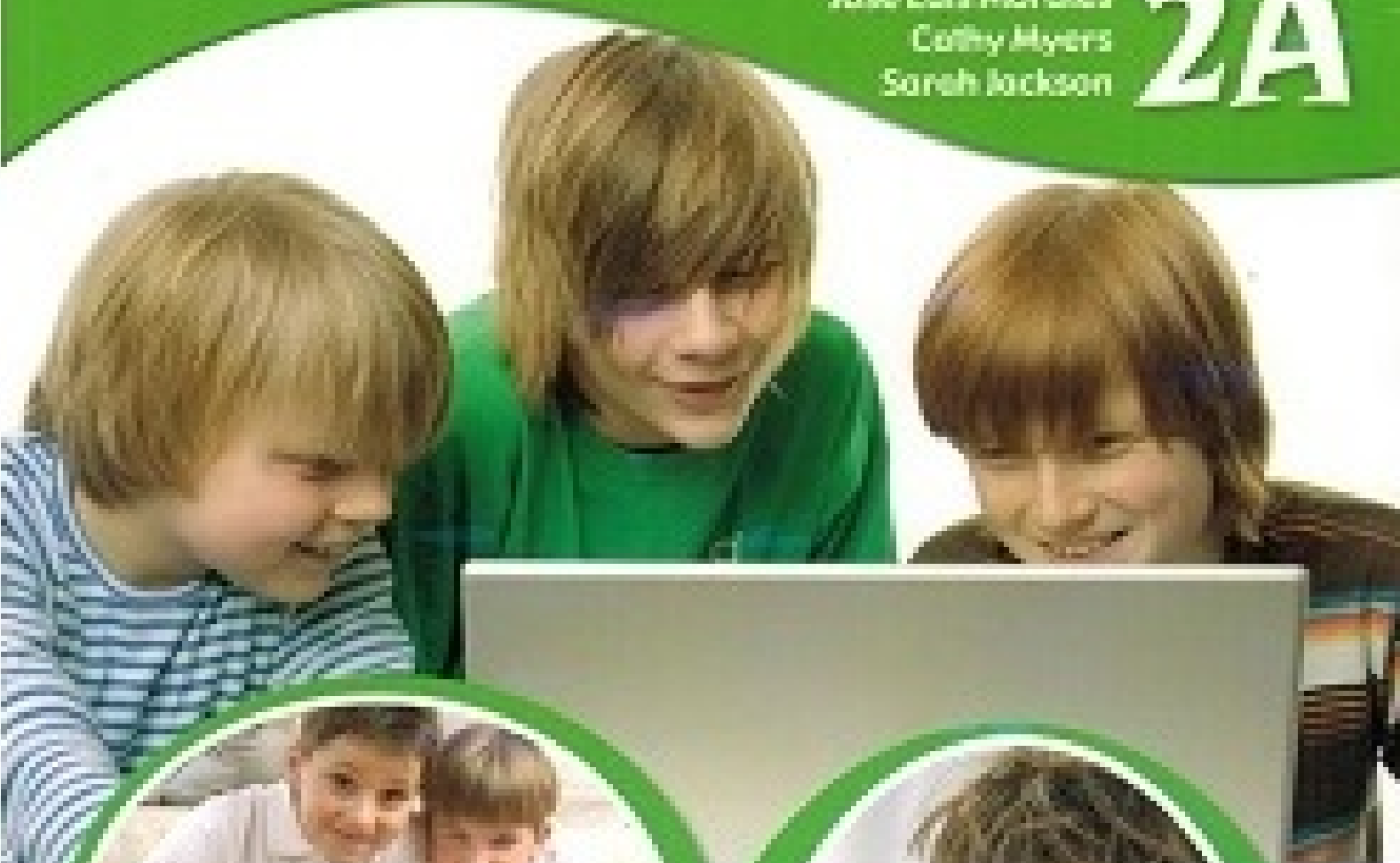




Hey There!

José Luis Morales
Cathy Myers
Sarah Jackson

2A



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Listening

Speaking

Pronunciation

Writing

> Clock times

> Things in a bedroom

> Spot the differences

pages 8-10

Talk about joining a club

- Listen to a conversation about joining a club
- Listen for days and times of club meetings

Talk about free-time activities

The final /z/sound

Design a poster

- Creating a poster that is simple, clear, and attractive
- Including information that answers *what, where, when, and who*
- Ordering the information logically

Teenagers at work

- Listen to a teen talk about his job

Talk about jobs

- A job interview

Stressed and unstressed *was*

You and your ambitions

- Using sentence variety for interest with *and, but, and because*

Culture spot, pages 32-33

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An interview about special effects

- Listen for specific information about sound effects

Talk about movies

- Give an opinion about a movie

The sounds /d/, /θ/ and /ð/

Describe your favorite movie

- Words that sound the same

Talk about music

- Listen for a teen's musical preferences

Accept and refuse invitations

- Expressions for inviting someone; accepting and refusing an invitation

The sound /ɔ/

Describe your favorite music

- Using *also* and *too*

Culture spot, pages 56-57

Break time, page 58

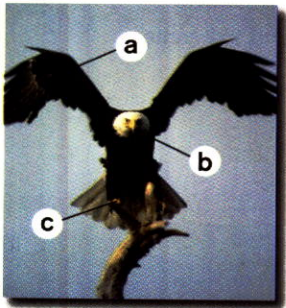
> Welcome!

Animal parts

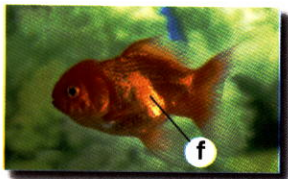
- 1 a) Unscramble the letters to find the animal parts.

- h 1. nutrk trunk
 _____ 2. lasces _____
 _____ 3. scwal _____
 _____ 4. nohr _____
 _____ 5. ugotne _____
 _____ 6. lati _____
 _____ 7. aekb _____
 _____ 8. aefreht _____

- b) Now match the animal parts with the pictures.



eagle

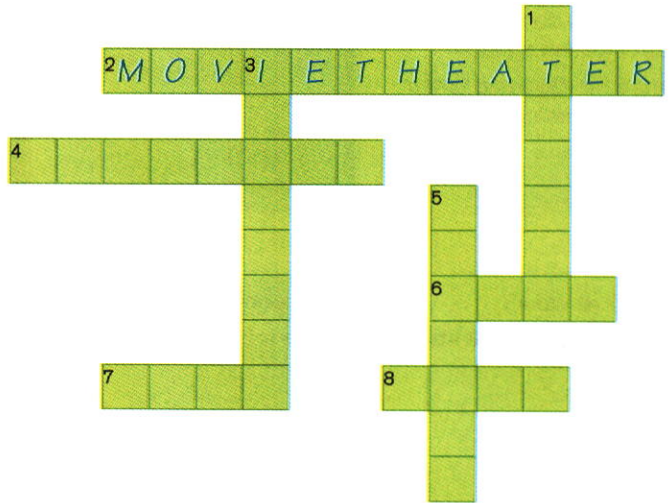


- c) Label the animals in Exercise 1b with words from the box.

- bull
- eagle
- fish
- elephant
- snake

Places in town

- 2 Do the crossword.



Across

2. You can see a movie at the _____.
4. You can see a doctor at the _____.
6. You can withdraw money at the _____.
7. You can mail a letter at the _____ office.
8. There are lots of different stores at the shopping _____.

Down

1. You can buy gas at the gas _____.
3. You can send an email at the _____ café.
5. You can borrow books at the _____.

Clock times

- 3 Write the clock times in numbers.

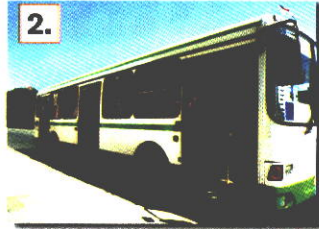
1. five to six 5:55
2. one forty-five _____
3. three o'clock _____
4. eleven thirty _____
5. two oh five _____
6. ten forty _____

Forms of transportation

4 Complete the labels.



1. _____ a _____



2. _____ u _____



3. _____ ai _____



4. b _____ c _____ cl _____



5. _____ a _____ i _____



6. _____ a _____ e _____

Things in a bedroom

5 a) Find these ten items in the puzzle.

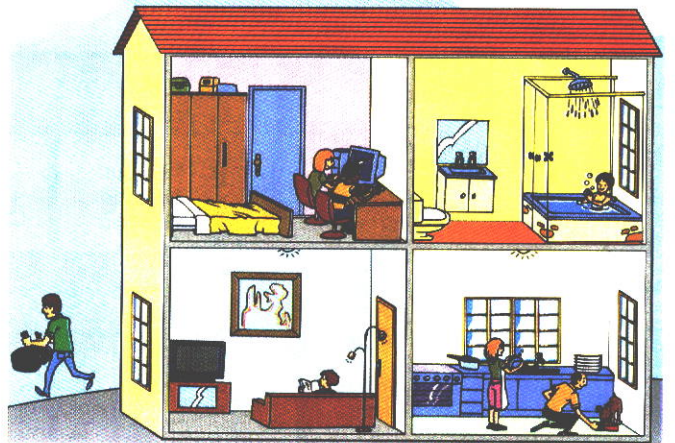
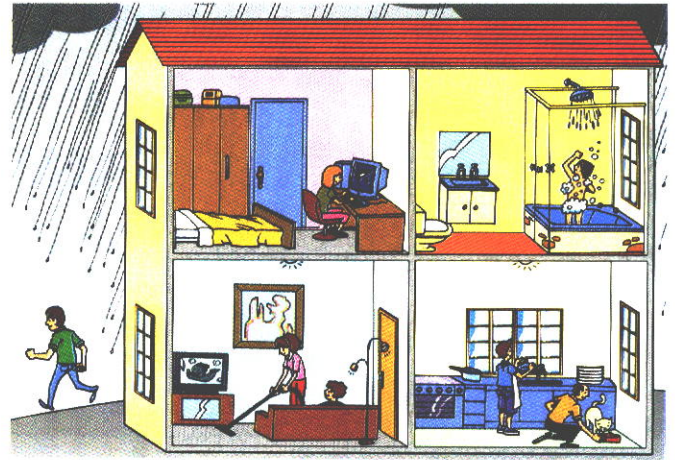
- bed
- blanket
- chair
- closet
- computer
- desk
- lamp
- poster
- shelf
- stove



b) Which item is not usually found in a bedroom? _____

Spot the differences

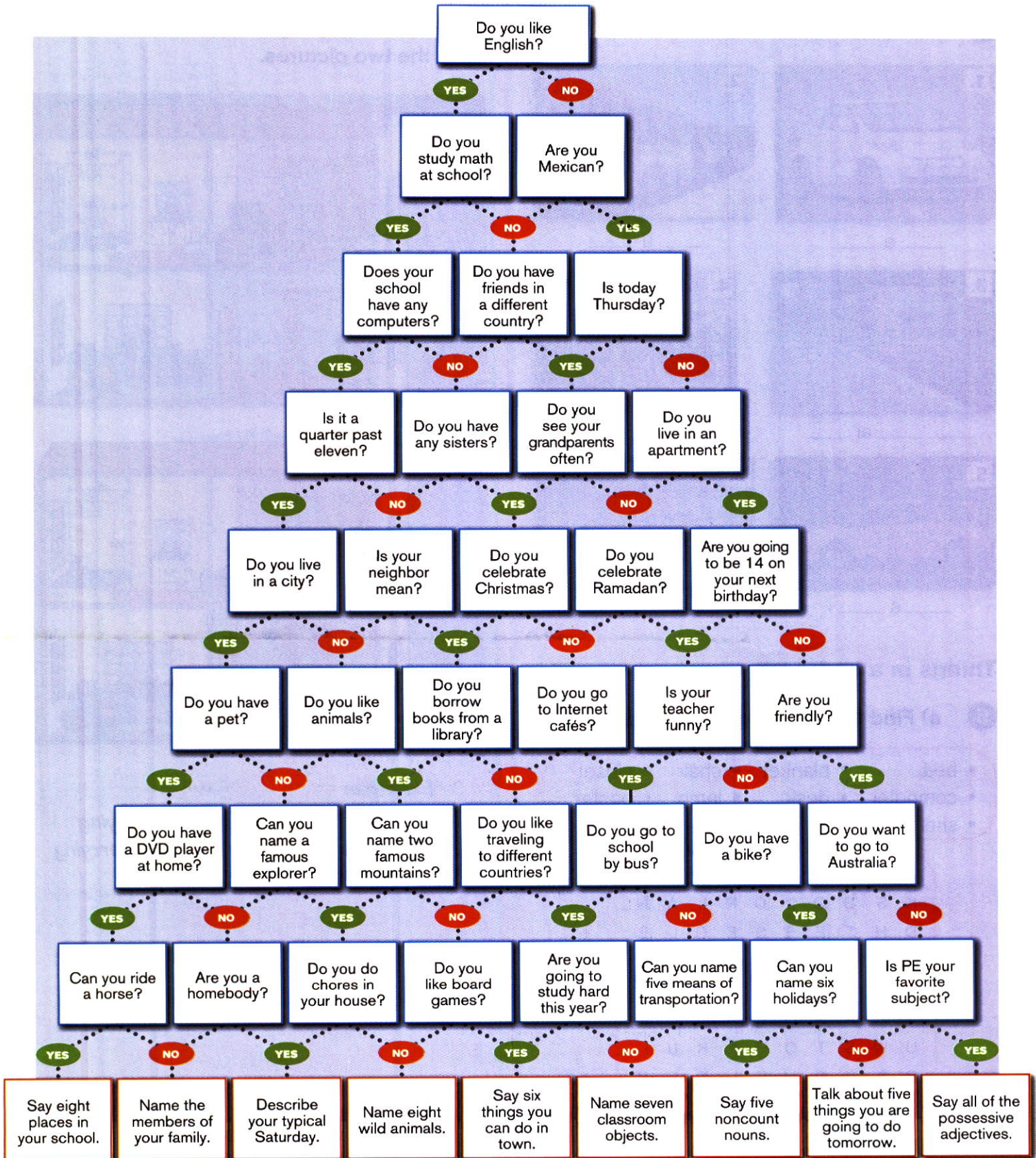
6 PAIRS. Say eight differences between the two pictures.



Example:

A: In Picture 1, the boy isn't carrying anything. In Picture 2, he is carrying something.

7 PAIRS. Do the question puzzle. Take turns asking and answering the questions.



1 > Free time



A

B

C

D

Communication

- Talk about school clubs
- Talk about free-time activities

Grammar

- The simple present
- *How often*; Adverbs of frequency
- *Like / don't like + gerund*

Vocabulary

- Free-time activities
- Adjectives to describe activities

1 Which of these activities do you see in the pictures? Check (✓) the boxes.


- | | | | | | | | |
|----------|--------------------------|------------|--------------------------|---------|--------------------------|--------------|--------------------------|
| bowling | <input type="checkbox"/> | jet-skiing | <input type="checkbox"/> | biking | <input type="checkbox"/> | jumping | <input type="checkbox"/> |
| swimming | <input type="checkbox"/> | surfing | <input type="checkbox"/> | walking | <input type="checkbox"/> | bodyboarding | <input type="checkbox"/> |

2 What do you do in your free time? Check (✓) the boxes.

- | | | | |
|---------------------|--------------------------|--------------------------|--------------------------|
| I watch TV. | <input type="checkbox"/> | I hang out with friends. | <input type="checkbox"/> |
| I download music. | <input type="checkbox"/> | I read. | <input type="checkbox"/> |
| I play video games. | <input type="checkbox"/> | I listen to music. | <input type="checkbox"/> |
| I surf the Web. | <input type="checkbox"/> | I go to the beach. | <input type="checkbox"/> |
| I go to the movies. | <input type="checkbox"/> | | |

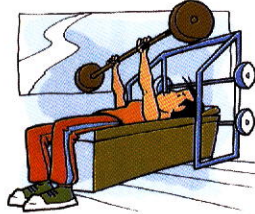
1 Vocabulary

Free-time activities

1  1.2 Look at the pictures as you listen and repeat.



photography



exercise



karate



chess



track and field



skateboarding



table tennis



shopping (for CDs)

2 **Play, do, or go?** Write the words in the correct columns.

- track and field
- photography
- table tennis
- skateboarding
- swimming
- shopping
- yoga
- volleyball
- karate
- chess
- biking
- soccer

Play + ball games and board games	Go + activities that end in <i>-ing</i>	Do + other activities
<i>soccer</i>	<i>swimming</i>	<i>karate</i>

Adjectives to describe activities

3 Mark the statements as positive (+) or negative (-).

1. It's boring.
2. It's fun.
3. It's relaxing.
4. It's creative.
5. It's dangerous.
6. It's very difficult.
7. It's good exercise.
8. It's interesting.
9. It's very expensive.
10. It's easy.

4 a) **PAIRS.** Interview a classmate about his or her favorite free-time activities.

Example:

A: Do you do karate?

B: No, I don't.

A: Why not?

B: I don't like it. I think it's dangerous.

b) **GROUP.** Tell another pair about your classmate's favorite free-time activities.

Example:

Mario doesn't do karate.

He thinks it's dangerous.

1  **1.3** Read along as you listen.

Life isn't easy!

Tzu-Lee



People think that teenagers have a lot of free time, but it's not true. We get a lot of homework. But this semester I'd like to do some acting, so I'll probably join the Drama Club. I think it's important to do different things, not just study, study, study all the time. A teenager's life isn't easy!



Jack

I don't have much free time. After school I help my dad. He's a mechanic. I like learning about cars. I don't have any special hobbies, but I like listening to music and making CDs for my friends.



Jack's mom

I'm a working mom, so I don't have much free time. When I get home, I cook dinner, watch a little TV, and then go to bed. On the weekends, I like spending time with my kids. We go bowling or biking if the weather's nice. I like walking, too, but the kids always say that it's boring.

We have a lot of free time because we're retired. There are many activities for retired people in our town. On Mondays, we play chess. On Thursdays, we go swimming. On Fridays, we go for long walks. Sometimes, we go on short bus trips to different places or visit a museum. We're never bored. It's not a bad life!



Tzu-Lee's neighbors

3 Read each statement. Write **T** for **True** or **F** for **False**.

- F 1. Tzu-Lee thinks teenagers have a lot of free time.
- ___ 2. She thinks it's a good idea to study all the time.
- ___ 3. Tzu-Lee's neighbors are not very active.
- ___ 4. They have a good life.
- ___ 5. Jack plays sports after school.
- ___ 6. Jack likes music.
- ___ 7. Jack's mom has a job.
- ___ 8. Jack's mom likes doing activities with the family on the weekends.

2 Match each word with its meaning.

- | | |
|------------------|-----------------------|
| <u>d</u> 1. trip | a. 13 and above |
| ___ 2. retired | b. not interesting |
| ___ 3. boring | c. small city |
| ___ 4. hobby | d. short travel |
| ___ 5. town | e. free-time activity |
| ___ 6. teenager | f. over 65 |

1 Grammar

The simple present: Statements

Affirmative statements

I **play** soccer.
 You **play** chess.
 He/She **plays** chess.
 We/They **play** soccer.

Negative statements

I **don't play** chess.
 You **don't play** soccer.
 He/She **doesn't play** soccer.
 We/They **don't play** chess.

Adverbs of frequency

Always Usually Often Sometimes Never
 100% _____ 0%

I **always get up** early. I **am never** late for school.

(See Grammar Reference, page G 1.)

- 1** Complete the sentences with the simple present form of the verbs in the box.

• call • go • look • do
 • have • eat • study • watch


- He calls me every day.
- We (*not*) _____ swimming on Mondays.
- She (*not*) _____ a lot of free time.
- He _____ lunch at school.
- We _____ karate on Fridays.
- They (*not*) _____ TV on school days.
- I _____ all the time.
- You _____ great!

Pronunciation

The final /z/ sound

- a)  **1.4** Listen and repeat.

goes plays lives

- b)  **1.5** Listen. Circle the words with the /z/ sound.

- He plays sports.
- She loves swimming.
- He does the laundry.
- He has an iPhone.

- 2** Insert the correct adverb of frequency in each sentence. Use the cues.

1. I do my homework. (*always*)
I always do my homework.

2. Yoko cleans her room. (*usually*)

3. We watch TV. (*often*)

4. He is late for karate class. (*never*)

5. We play tennis. (*sometimes*)

6. Paula is home. (*always*)

- 3** Write sentences about activities you do. Use *sometimes*, *always*, *usually*, *often*, and *never*.

- I sometimes read in bed.
- I _____ stay up late.
- I _____ play computer games.
- I _____ go out with friends.
- I _____ go skiing in the winter.
- I _____ do my homework.



The simple present: Questions

Yes/No questions	Short answers
Do you play sports?	Yes, I do . / No, I don't .
Does he play chess?	Yes, he does . / No he doesn't .

Information questions	Short answers
How often does he visit ?	Once a week.
Where do you work ?	In the city.
When does school start ?	At 9 A.M.
Who gets up early?	Tzu-Lee.

(See Grammar Reference, page G 1.)

- 4** a) Read the paragraph. In your notebook, write five **yes/no** questions about Tzu-Lee's routine.

Tzu-Lee gets up at 6:45 every day. First, she takes a shower. Then she has breakfast. She usually has toast for breakfast. Classes start at nine o'clock. Lunch is at 12:45. She usually has lunch in the cafeteria. After classes, Tzu-Lee and her friends attend the Drama Club meeting once a week.

1. Does Tzu-Lee get up at 6:45?

- b) Complete the information questions about Tzu-Lee's routine.

1. What time _____?
2. What _____ after taking a shower?
3. What _____ for breakfast?
4. Where _____ have lunch?
5. How often _____ the Drama Club meeting?

Like/Don't like + verb -ing

Affirmative statements	Negative statements
I } like reading.	I } don't like shopping.
You } like reading.	You } don't like shopping.
He } likes reading.	He } doesn't like shopping.
She } likes reading.	She } doesn't like shopping.
We } like reading.	We } don't like shopping.
They } like reading.	They } don't like shopping.

(See Grammar Reference, page G 2.)

- 5** a) **PAIRS.** Ask and answer **yes/no** questions about the activities in the box.

- window-shopping
- surfing the Web
- cleaning your room
- going to the movies
- reading

Example:

A: Do you like window-shopping?

B: No, I don't. I hate it. How about you?

A: I like window-shopping. Do you like ...?

- b) **GROUPS.** Join another pair. Tell the other pair what you and your classmate like doing.

Example:

A: I like _____. I don't like _____.

Dave likes _____. He doesn't like _____.


1 Listening and Speaking



Talk about joining a club

1 Look at the picture. Answer the questions.

1. What clubs are there at this school?
2. Which club would you join? Why?

2  1.6 Listen to the conversation. Then answer the questions.

1. Does Jack like after-school clubs? Why or why not?

2. What club does Tzu-Lee want to join? Why?



Talk about free-time activities

4 a) 1.8 Listen to the conversation. Then complete the missing parts.

A: So what do you do during your free time?

B: _____.

A: You cook for fun?

B: Yup. Believe it or not, I enjoy cooking.

A: _____?

B: Once a week. Usually on weekends.

A: _____?

B: Desserts. I make really good desserts!

A: Yum! _____ do you usually make?

B: Pies and cookies. How about you? _____ doing in your free time?

B: Me. I like eating. Can I come by when you're making those pies and cookies?

A: Sure!

b) 1.9 Listen again and check your answers.

c) Role-play the conversation.

5 PAIRS. In your notebook, rewrite the conversation in Exercise 4a, but use your favorite activities. Then role-play the conversation.

6 Pair work.

Student A: Go to page P 1.

Student B: Go to page P 2.

3 1.7 Listen again. Complete the chart.

Club	Day	Time
Riding	Saturdays	10:00

1 Writing

Design a poster

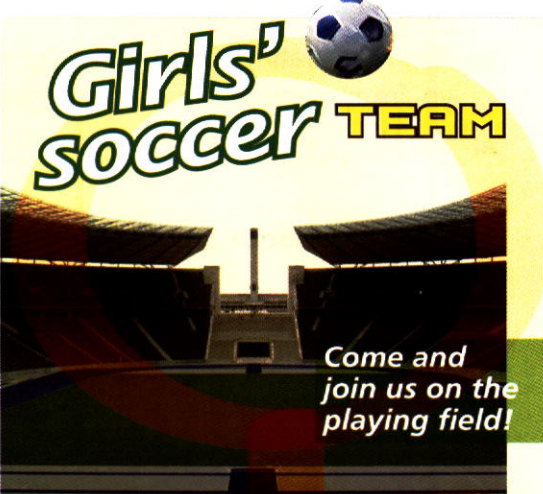
Writing rule

Creating a poster

- Posters must be simple and clear. They must also be attractive.
- Use short sentences.
- Use exclamation marks and capital letters to attract attention.
- Include information that answers *what*, *where*, *when*, and *who*.
- Order the information logically. Give the *what* information first.
- Use colorful drawings, photos, and other decorative elements to make your poster attractive.

- 1 a) Read the information in the posters.

A



Girls' soccer TEAM

Come and join us on the playing field!

Wednesdays and Fridays at 4:30 P.M.
Wear proper attire and shoes.
For more information, contact Claire.
(Grade 6, Room 11)

It's FUN & it's FREE!

- B** You must pay \$2 every time to come to our club.



We meet every Wednesday at five o'clock in the afternoon in the computer room. This is a new school club for people who like computer games. You can bring your favorite games to play. If you want more information, please see Sandy. Sandy is in fifth grade, and her classroom is Room 10.

- b) Which poster do these sentences describe? Write *A* or *B*.

- B 1. The sentences are long.
___ 2. It is easy to find the information.
___ 3. The name of the activity comes first.
___ 4. The cost of the activity comes first.
___ 5. There are exclamation marks to attract attention.
___ 6. The design is not very colorful.
___ 7. Some words are capitalized to attract attention.

- c) Which poster follows the writing rules? ___

- 2 a) PAIRS/GROUPS. Think of a school club. Design a poster for this club. Use any big piece of paper. Follow the writing rules.

- b) PAIRS/GROUPS. Show your poster to the class. Ask the class to comment on your poster.



- 1** a) Look at the different types of activities in the chart.
- b) Choose two activities you like and one you don't like. Write them in the blue boxes below.
- c) Write the reasons why you like or don't like them. Write them in the orange boxes below.

Sports activities	Social activities	Personal activities
biking	going to the restaurant	watching TV
horseback riding	going to the theater	downloading music
bowling	hanging out with friends	playing computer games
playing basketball	going to the club	taking photographs
playing volleyball	surfing the Web	reading
skateboarding	going to the movies	going to the movies
swimming	going to fairs	hanging out with family
other: _____	other: _____	other: _____

I like and . I don't like .

↓

↓

↓

d) In your notebook, write a paragraph about the two activities you like. Use the questions in the diagram to help you with ideas.

e) PAIRS. Share the information with a classmate. Ask questions about your classmate's information. Use the questions in the diagram.



Soccer

1 Do you like team games? Why or why not?

2 Look up the meanings of these words related to soccer.

• corner • kick • off-side • tackle
• goalie • half-time • penalty • referee

3 What do you know about soccer? Take the quiz and find out.

- A soccer match is _____.
a. 90 minutes b. 80 minutes
- The first touch of the ball must go _____.
a. sideways b. forward
- The players cannot move the ball with their _____.
a. hands b. head
- The soccer ball weighs _____.
a. about 2.2 lb (1 kg) b. about 1 lb (453 g)
- The first soccer club was in _____.
a. Sheffield, England
b. Madrid, Spain
- The person responsible for the game is the _____.
a. referee b. goalie
- A foul is _____.
a. a good play b. a bad play
- They play extra time ____ of the game.
a. at the end b. in the middle
- How many players can go inside the penalty area? _____.
a. two b. one
- The half-time break is _____.
a. 10 minutes b. 15 minutes

Score

7-10 You know a lot about soccer!

4-6 Good, but you probably prefer another sport.

0-3 Do you even know what soccer is?



UNIT 2 > At work



Communication

- Talk about jobs
- Describe what people are doing

Grammar

- The simple present and the present continuous
- The simple past of *be*

Vocabulary

- Jobs
- Verbs to describe jobs


1 Which of these jobs can you see in the pictures? Write A, B, C, D, E, or F.

- | | |
|------------------------------|---------------------------|
| <u> A </u> 1. a pharmacist | _____ 5. a teacher |
| _____ 2. a doctor | _____ 6. a farmer |
| _____ 3. a baker | _____ 7. a factory worker |
| _____ 4. an architect | _____ 8. a truck driver |

2 Which job(s) would you like to do?

2 Vocabulary

Jobs

1  1.10 Look at the pictures as you listen and repeat.



firefighter



car mechanic



pilot



salesperson



architect



lawyer



waiter



web designer



veterinarian



mail carrier

2 Match the sentences with the pictures in Exercise 1.

- J 1. This person delivers letters.
 ___ 2. This person helps animals.
 ___ 3. This person works on cars.
 ___ 4. This person puts out fires.
 ___ 5. This person works on the computer.
 ___ 6. This person designs houses.
 ___ 7. This person works in a restaurant.
 ___ 8. This person works in a store.
 ___ 9. This person helps with legal problems.

Verbs to describe jobs

3 Use the verbs from the box to complete the sentences.

- repair • serve • sell • deliver
 • design • treat • fly • create

1. Veterinarians treat animals.
 2. Architects _____ houses.
 3. Salespeople _____ things at a store.
 4. Car mechanics _____ cars.
 5. Pilots _____ airplanes.
 6. Mail carriers _____ letters and packages.
 7. Web designers _____ Internet sites.
 8. Waiters _____ people in restaurants.



Q: Who designed Noah's ark?

A: An ark-itect!



1 Look at the picture of a living statue. Why is he called a “living statue”?

2  1.11 Read along as you listen.

An unusual job

- 1 **My name is Adam. I work as a living statue, or street statue.** It's a good way to earn money and watch the world at the same time. As a living statue, I have to be patient, strong, and fit. It's not easy to stay still for long hours. I usually stay for two hours in one place. Then I go and find a new place.
- 2 In the picture, I am standing on a platform in the street. People usually watch me for a few minutes and then put some money in the box. Some people put money in the box; some don't. There are always a few people who try to annoy me or make me move. They touch me or they talk to me. Of course, I try hard not to react.
- 3 I also work in restaurants and cafés. I sit at a table like a customer, or I stand like a waiter. Sometimes, I work at birthday parties and other special events.
- 4 My job is not boring because I often change my appearance. Sometimes I'm a cowboy or a Roman emperor or Charlie Chaplin. Of course, I don't always want to be a street statue. I hope to be a movie actor someday. Then at least I can move!



3 Write the number of the paragraph where you can find the following information.

- 4 1. Adam's future plan
 ___ 2. Qualities of a street statue
 ___ 3. Places where Adam works
 ___ 4. People's reactions

4 Find words in the reading that match these definitions or synonyms.

1. get money for work (1) earn
 2. in good physical condition (1) _____
 3. not moving (1) _____
 4. that makes you angry (2) _____
 5. ruler of an empire (4) _____

5 Read the article again. Circle the correct answers.

1. Adam works as **an actor** / **a living statue**.
 2. He thinks his job is **easy** / **difficult**.
 3. He usually **stays in one place** / **goes to different places**.
 4. People **always** / **sometimes** give him money.
 5. He **talks** / **doesn't talk** when he is working.
 6. He **often** / **never** changes his appearance.
 7. He wants to be **an actor** / **a street statue** in the future.

2 Grammar

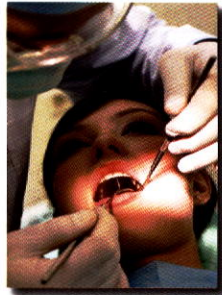
The present continuous

Affirmative statements	Negative statements
I'm working.	I'm not working.
He's working.	He isn't working.
They're working.	They aren't working.
Information questions	Answers
What are they doing ?	They're working.
Where is he working ?	In a restaurant.

(See Grammar Reference, page G 2.)

1 Write sentences in the present continuous. Use the cues.

1. dentist / treat / patient
The dentist is treating a patient.



2. construction worker / build / house
- _____
- _____

3. waiter / serve / food / at the restaurant
- _____
- _____

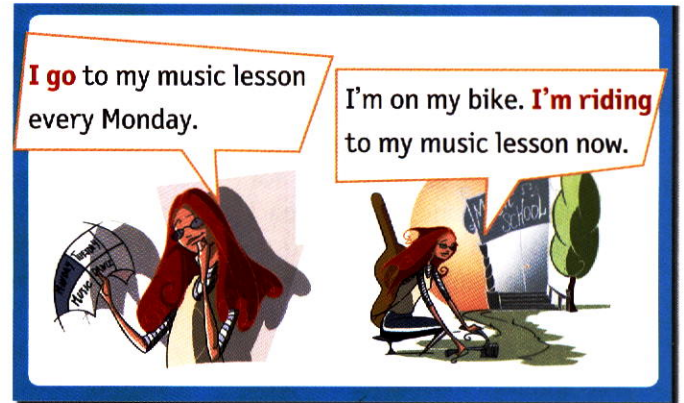


4. teacher / teach / math
- _____
- _____

2 Complete the information questions about the sentences in Exercise 1.

- Who *is the dentist treating* _____?
- What _____?
- Where _____?
- What _____?

The simple present and the present continuous



(See Grammar Reference, page G 3.)

3 Circle the correct answers.

Hi Mom and Dad.

We ¹ *have / are having* a great time here in New York City. We ² *stay / are staying* at the YMCA downtown. We usually ³ *walk / are walking* everywhere. We ⁴ *have / are having* an English class every morning. Every afternoon, we ⁵ *do / are doing* some interesting activities. We ⁶ *visit / are visiting* different places in the city. I ⁷ *don't understand / am not understanding* English very well, but I really ⁸ *like / am liking* New York. It's an exciting place! Come and visit us.

Love,
Paulo

The simple past of *be*

Affirmative statements	Negative statements
I was here yesterday.	I wasn't at the game.
You were here yesterday.	You weren't at the game.
He was here yesterday.	He wasn't at the game.
They were here yesterday.	They weren't at the game.

(See *Grammar Reference*, page G 4.)

- 4 Fill in the blanks with *was*, *wasn't*, *were*, or *weren't*.

Leif Eriksson ¹ *was* a Norwegian explorer. He ² _____ probably the first European in North America. He ³ _____ a Viking. He ⁴ _____ (*not*) the first person to see the North American continent, but he and his men ⁵ _____ the first people to arrive there by boat. At first, they ⁶ _____ (*not*) happy because the place ⁷ _____ cold and empty. Later when the weather ⁸ _____ good, they realized it ⁹ _____ a good place to live.

Pronunciation

Stressed and unstressed *was*

a)  1.12 Listen and repeat.

Stressed

I **was** here.

Unstressed

I was **studying**.

b) Read each sentence. Write **S** for stressed, **U** for unstressed.

- _____ 1. She was happy.
 _____ 2. He was sleeping.
 _____ 3. It was good.

Yes/No questions	Short answers
Was I here yesterday?	Yes, you were . / No, you weren't .
Were you here yesterday?	Yes, I was . / No, I wasn't .
Was he/she here yesterday?	Yes, he/she was . / No, he/she wasn't .
Were we/they here yesterday?	Yes, we/they were . / No, we/they weren't .

(See *Grammar Reference*, page G 4.)

- 5 **PAIRS. Take turns. Ask and answer the questions about Leif Eriksson.**

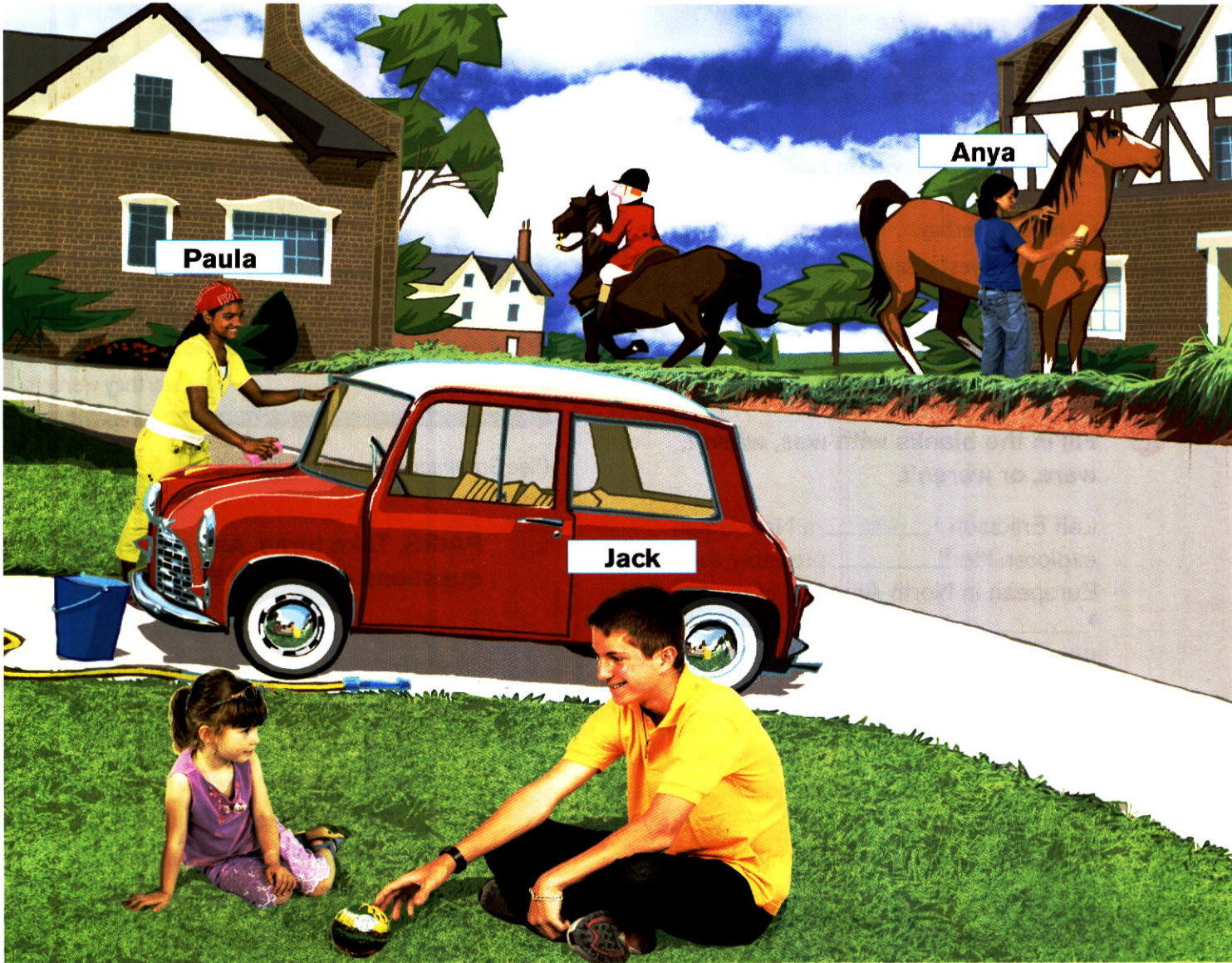
- A: *Was Leif Eriksson Swedish?*
B: *No, he wasn't. He was Norwegian.*
- A: Was he a Viking?
- A: Were he and his men the first to see North America?
- A: Were they happy at first?
- A: Was North America warm?
- A: Were there a lot of people?

- 6 In your notebook, write a paragraph about Jacques Cousteau. Use the information below.

- a biologist and oceanographer
- a French citizen
- as a child, good at swimming
- famous for his underwater adventures
- the creator of the documentary *The Undersea World of Jacques Cousteau*
- my hero

Jacques Cousteau was a biologist and an oceanographer. He...

2 Listening and Speaking




Teenagers at work

1 Look at the pictures. Check (✓) the activities you see.

- mowing the lawn
- grooming a horse
- delivering newspapers
- babysitting
- washing the car

2 Answer these questions.

1. Do teenagers work in your country?
2. What kinds of jobs do teenagers usually do in your country?

3 a)  1.13 Listen to Sam talk about his job. Fill in the information.

- Sam's job: _____
Time he gets up: _____
Number of customers: _____
Time he finishes: _____



b) 1.14 Listen again.

Answer **Yes, he does** or **No, he doesn't**.

1. Does Sam get up at 6:00 A.M.?
Yes, he does.
2. Does he drive a car to deliver the newspapers?

3. Does he have 30 customers?

4. Does it take Sam an hour to deliver the newspapers?

Talk about jobs

4 a) Look at the job advertisement.

Days: Fridays and Saturdays
Hours: 8:00 P.M. to midnight
Responsibilities: play games with two children, read stories at bedtime, put them to bed
Salary: \$12 an hour

Job: **Horse groom needed!**
Hours: 6:00-7:00 A.M.; 5:00-7:30 P.M.
Responsibilities: clean and brush the horses twice a day
Salary: \$14 per hour

b) Read the interview.

- A: Are you working right now?
 B: No, I'm not.
 A: So which job are you applying for?
 B: The babysitter.
 A: Do you have any experience?
 B: Yes, I do. I have two little sisters at home.
 A: That's great! Can you work on weekends, too?
 B: Yes, sure.
 A: Excellent. Can you start tomorrow?
 B: Why not! Thanks.

c) **PAIRS. Role-play the conversation.**

5 **Pair work.**

- Student A: Go to page P 1.
 Student B: Go to page P 2.

2 Writing

You and your ambitions

Writing rule

Using sentence variety for interest

To add variety and interest in your writing, use sentences that provide additional information. Include sentences that use **and**, **but**, and **because**.

And adds information.

I like working, **and** I enjoy earning money.

But shows contrast.

I like my job, **but** I don't like getting up early.

Because gives a reason.

I like my job **because** it pays well.

1 Combine these sentences. Use *and*, *but*, or *because*.

1. I deliver papers. I work in my mom's store.

2. I want to make a lot of money. I don't want to work hard.

3. Carlos wants to leave school at 16. He doesn't like studying.

4. They work very hard. They don't have much money.

5. Sophia wants to be an architect. She likes designing buildings.

2 Read Christina's story. Combine some sentences to make it more interesting. Use *and*, *but*, and *because*.



Hi. My name's Christina. I'm fourteen. I'm in ninth grade. Right now, I'm practicing gymnastics. I'm on the school team. We practice every day after school. I was a school champion last year! My mom was also good at sports when she was young. She was a champion tennis player. She was also a great swimmer. She was an Olympic medalist. When I was a little girl, my dream was to compete in the Olympics. Now, I want to go to college. I'd like to work for a big company. Wish me luck!

3 Write a similar text about yourself. Include the following pieces of information:

- your name and your grade level
- what you're doing right now and why
- what you're good at
- what your dream was as a child
- what you'd like to do in the future

Review Units 1 and 2

Vocabulary

① Read the descriptions. Then write the occupations. (1 point each)

1. Luke serves food in a restaurant.
He's a waiter.
2. Ally treats animals. She's a _____.
3. Mario designs buildings. He's an _____.
4. Tony creates beautiful pages on the Internet. He's a _____.
5. Rebecca takes care of sick people.
She's a _____.
6. Charlie works at a department store.
He's a _____.

② Write *I* for *individual sport* or *T* for *team sport*. (1 point each)

- I 1. skateboarding 4. skiing
_____ 2. basketball _____ 5. table tennis
_____ 3. swimming _____ 6. soccer

Grammar

③ Write one simple present sentence and one present continuous sentence for each number. (3 points each)

1. J.K. Rowling / write books
J.K. Rowling writes books.
She is writing a book right now.
2. Michael Moore / make films

3. Brad Pitt / act in movies

4. Tiger Woods / play golf in tournaments

5. JLo and Marc Antony / act and sing in movies

6. David Beckham / play soccer

④ Complete the sentences with the simple past of *be*. (1 point each)

1. Years ago, J.K. Rowling was poor.
2. I _____ the champion swimmer last year.
3. They _____ (*not*) happy at all.
4. He _____ my coach two years ago.
5. We _____ in Texas last summer.
6. _____ you at school this morning?

Writing

⑤ Combine some sentences to make the paragraph interesting. Use *and*, *but*, and *because*. (5 points)

● My hero is Steve Irwin. He was an _____
● Australian wildlife expert. He loved _____
● animals. He grew up with animals. His _____
● parents started a reptile and animal _____
● park in Queensland.
● Steve Irwin was rich and famous. He _____
● didn't have a college education. He _____
● became a celebrity. His honeymoon _____
● documentary called *Crocodile Hunter* _____
● was watched by millions of people.
● _____

FRACTIONS & PERCENTAGES

- 1** a)  1.15 Read and listen to the fractions.

1. three-quarters	a. $\frac{1}{2}$
2. a half	b. $\frac{1}{4}$
3. a third	c. $\frac{3}{4}$
4. a quarter	d. $\frac{1}{3}$
5. five-sixths	e. $\frac{2}{3}$
6. two-thirds	f. $\frac{1}{8}$
7. an eighth	g. $\frac{3}{8}$
8. a fifth	h. $\frac{1}{5}$
9. three-eighths	i. $\frac{5}{6}$

b) Now match the words to the numbers.

- 2** Write the answers.

- $\frac{1}{3} + \frac{1}{6} = \underline{\hspace{2cm}}$
- $\frac{3}{4} - \frac{1}{8} = \underline{\hspace{2cm}}$
- $\frac{2}{5} + \frac{2}{10} = \underline{\hspace{2cm}}$
- $\frac{1}{2} - \frac{1}{4} = \underline{\hspace{2cm}}$

- 3** Write the fractions in percentages.

- A half = 50%
- Three-quarters =
- Two-thirds =
- A fifth =
- Three-tenths =

- 4** Look at the pie chart and answer these questions.

- What percentage of the diagram is red? 25%
- What fraction is blue?
- What percentage is blue?
- What fraction is not white?
- What fraction is white or black?

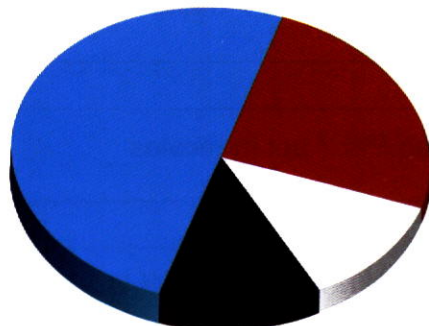
- 5** Solve the problems.

1 Jack has a Saturday job in a book store. He earns \$40 a day. He puts $\frac{1}{4}$ of the money in the bank, gives 10% to his mother, and spends the rest. How much does Jack spend?

2 The mechanic repairs your father's car. It costs \$250 + 16% tax. The bill is \$300. Is the bill correct?

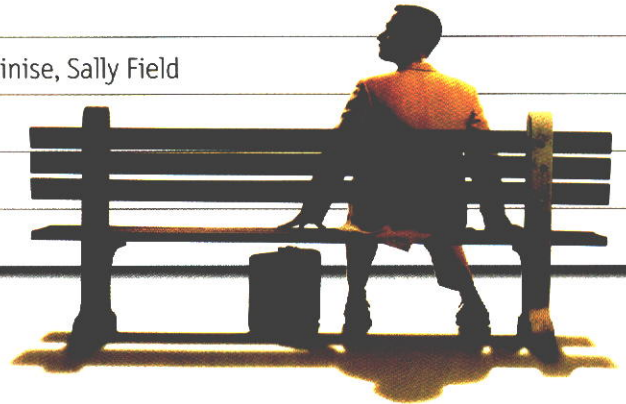
3 Sarah has a weekend job delivering pizzas. On Saturday evening, she delivers 27 pizzas. This is 50% more than on Friday. How many pizzas does she deliver on Friday?

4 Sue's mother has a candy store. She gives Sue 40 pieces of candy to eat with her friends. One half are lollipops, $\frac{3}{8}$ are gum drops, and the rest are jellybeans. What percentage are lollipops? What percentage are gum drops and jellybeans?



Movie cast and crew

Forrest Gump	
Country of origin:	USA
Release Date:	6 July 1994
Cast:	Tom Hanks, Robin Wright, Gary Sinise, Sally Field
Director:	Robert Zemeckis
Movie genre:	Drama, Romance
Runtime:	142 minutes



1 Read the chart and answer the questions.

- Where was the movie made?

- When was the movie released?

- Who is the supporting actress in the movie?

- Who directed this movie?

- What is the main genre for Forrest Gump?

2 What is the story behind each of these movies? Match each description.

a. Clarice Starling is a young FBI agent who is assigned to find a psychopathic serial killer who skins his victims. The genre of this movie is "Thriller".	<input type="checkbox"/> Saving Private Ryan
b. A mother's three sons are killed at war and 8 men are sent out to find the fourth brother, Private James Ryan and send him home to his mother. This is an "Action" movie.	<input type="checkbox"/> The Prestige
c. A family of three take a new job as the caretaker of an isolated hotel. The father, Jack starts to slip into insanity and the son, Danny, sees visions of the hotel's past. The genre of this movie is "Horror".	<input type="checkbox"/> The Silence of the Lambs
d. The story of this movie relates to a Scottish rebel called William Wallace who started leading an uprising against the English leader. This movie is considered to be within the "Action" genre.	<input type="checkbox"/> The Shining
e. This story goes back to the end of the Nineteenth Century in London about two magicians who become enemies after the death of Robert Angier's wife. The genre of this movie is "Drama".	<input type="checkbox"/> Braveheart

3 What is the story behind your favorite movie? Do some research on the Internet and prepare a short presentation to tell the class the story.

New Year around the world



The New Year is very important in **Scotland**. It's called "Hogmanay." In the evening, there's a gigantic street party in Edinburgh. One of the traditions is "first-footing." Just after midnight, people visit each other to say "Happy New Year." It's very lucky if the first person to visit you is tall and dark. Traditionally, visitors take some shortbread to eat.

In **Venezuela**, people usually wear yellow underwear on New Year's Day because they think that it's lucky. Many people also eat twelve grapes at midnight for good luck. People take a suitcase and carry it around the house if their dream is to travel. Some people write wishes in a letter, and then they burn the letter.




Many cultures think that anything that has a round shape is lucky because it represents the complete cycle of the year. In **Holland**, people think that eating donuts on New Year's Day will bring good fortune. Another custom in Holland is putting the Christmas trees in the street on New Year's Day and burning them.



In the **United States**, celebrating the New Year is very important. Many people go to parties with lots of great food. Sometimes, people celebrate with fireworks. In New York City, a large crystal ball is lowered in Times Square. People all over the country watch this on TV while counting down to the New Year.



In **Iran**, the New Year, or Norouz, is celebrated in March. Just before the New Year, Iranians put grains of cereal in small dishes and water them. The young plants represent spring and a new year of life.

- 1**  **1.16** Read along as you listen.
Match the New Year traditions to the countries.

- d 1. A large crystal ball is lowered.
___ 2. People visit their neighbors.
___ 3. People grow small plants.
___ 4. Eating doughnuts is lucky.
___ 5. People eat twelve grapes at midnight.
- a. Venezuela
b. Scotland
c. Holland
d. The United States
e. Iran

- b)  **1.17** Listen and sing along.

Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And auld lang syne?

Chorus

For auld lang syne, my dear,
For auld lang syne,
We'll take a cup of kindness yet,
For auld lang syne.

- 3** **PROJECT.** Choose a country. Find out how people celebrate the New Year in that country.

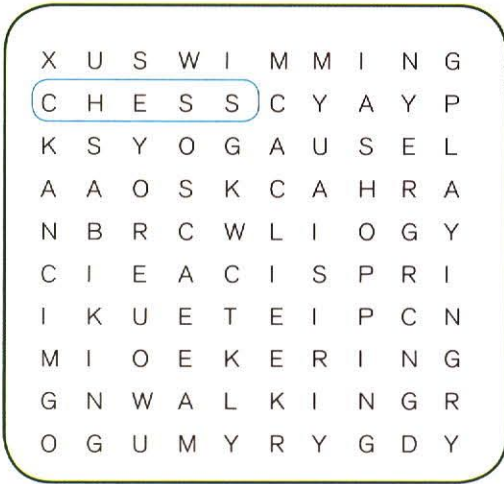
- 2** a) Read the article about *Auld Lang Syne*.

Auld Lang Syne is a traditional Scottish song that people all over the world sing at midnight on New Year's Eve. The title means "the old times." The message of the song is that we shouldn't forget old friends and old times. While singing, everyone stands in a circle and links arms. When they get to the chorus, everyone moves in and out of the circle, making the circle bigger or smaller.



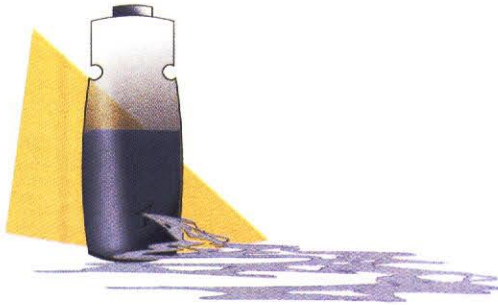
> Break time

- 1** Circle the eight free-time activities in the puzzle.



- 2** Read and guess.

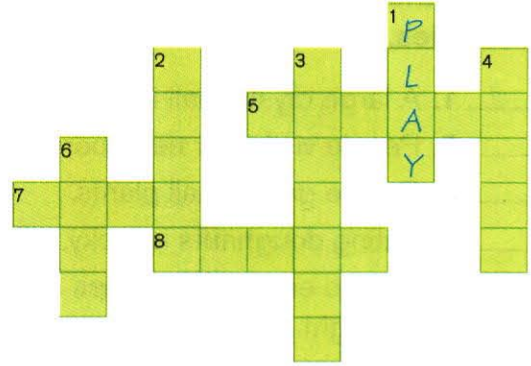
1. A plastic bottle of water weighs 1 pound (.45 kg). What can you add to it to make it lighter?



2. On Monday morning a snail falls into a bowl 4 inches (10.2 cm) high. Every day it climbs 2 inches (5.1 cm) but falls down 1.5 inches (3.8 cm). On which day does it get to the top?



- 3** Do the crossword puzzle.



DOWN

- Musicians ____ music.
- Builders ____ houses.
- Mail carriers ____ mail.
- Doctors ____ sick people.
- Pharmacists ____ people get medicine.

ACROSS

- Mechanics ____ cars.
- Salespeople ____ things.
- Race car drivers ____ cars.

- 4** Write the correct consonants to complete the professions.

- ____ire____i____er
- ____e____anic
- ____ilo____
- ____a____es____e____so____
- a____i____e____t
- ____ai____e____
- ____o____or
- ____ui____de____

UNIT 3 > Movies



Communication

- Talk about a past experience

Grammar

- The simple past: Regular and irregular verbs

Vocabulary

- People in movies
- Words to describe movies

1 Read the words for different types of movies. Check (✓) the ones you see in the pictures.

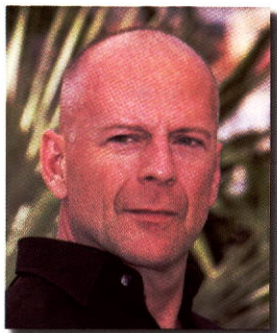
animated musical comedy science fiction
 historical thriller action romantic

2 Which types of movies in Exercise 1 do you usually watch? Underline them.

3 PAIRS. Talk about the types of movies you like and why you like them.

3 Vocabulary

People in movies



1 a) 1.18 Listen and repeat.

- audience • director • lead stars
- character • producer • stunt man/woman

b) Complete each definition with a word from Exercise 1a.

1. A character is the person portrayed by an actor in a movie or a play.
2. A _____ replaces the lead star in dangerous scenes.
3. A _____ supervises the making of a movie and controls the budget.
4. The _____ directs the performance of actors.
5. The _____ are the main actors in a movie.
6. An _____ consists of people who watch the movie.

2 Use the words from Exercise 1a to complete the sentences.

1. Steven Spielberg is a famous director.
2. Daniel Radcliffe is the _____ in the *Harry Potter* movies.
3. My favorite _____ in *Shrek* was the talking donkey.
4. Daniel Arrias is a _____. He did the dangerous scenes for Bruce Willis in the *Die Hard* movies.

5. The _____ loved Matt Damon's latest *Bourne* movie.

Words to describe movies

3 a) Read the words in the chart.

	(+)	(-)
1. The acting	great	bad/terrible
2. The special effects	amazing	bad/so-so
3. The story	interesting	boring
4. The ending	surprising/happy	sad

b) PAIRS. Talk about a movie. Use the adjectives in Exercise 3a.

Example:

A: So how was the movie last night?

B: It was awesome! Bruce Willis' acting was great! And the special effects were amazing!

Pronunciation

The sounds /d/, /θ/, and /ð/

a) 1.19 Listen and repeat.

/d/	/θ/	/ð/
director	thriller	the

b) 1.20 Listen. Write the words in the correct columns.

/d/	/θ/	/ð/
<u>dead</u>	_____	_____
_____	_____	_____
_____	_____	_____

1 What do you know about Count Dracula?

2  1.21 Read along as you listen to the Dracula legend.

The Dracula legend



In his 1897 book, the writer Bram Stoker created the character of Count Dracula, the most famous vampire in the world. Count Dracula didn't like light, hated garlic and crucifixes, and loved human blood!

The first Dracula movie appeared in 1931. The director was Tod Browning, and the actor who played Dracula was Bela Lugosi. Today, there are Dracula movies in about 50 different languages, and there are more than 700 horror movies based on the Dracula legend. In *Interview with the Vampire*, Tom Cruise, Brad Pitt, and Antonio Banderas all played the role of vampires.

Dead and loving it!

A horse-drawn carriage drove through the night. "We must get to the hotel before it's too late!" said the driver. But at the hotel, the English passenger, Mr. Renfield, wanted to continue his journey: "I have a meeting with Count Dracula, I cannot be late." An old lady gave him a crucifix: "Wear this for protection."

Renfield arrived at Dracula's castle at midnight. In a dark room, the coffin opened and Dracula got up. His face was white and his clothes were black. He smelled the fresh blood of the Englishman and smiled.



3 a) Write *T* for *True* or *F* for *False*.

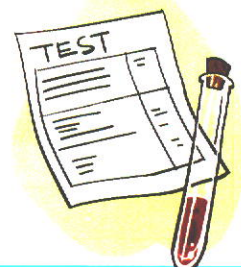
- T 1. Dracula isn't real.
- 2. The Dracula novel is more than 100 years old.
- 3. Dracula enjoyed sunlight.
- 4. The director of the first Dracula movie was Steven Spielberg.
- 5. There are Dracula movies in 50 different languages.
- 6. In *Interview with a Vampire*, Tom Cruise was a journalist.

b)  1.22 Read along as you listen to "Dead and loving it!" Discuss these questions.

- 1. Why do you think Count Dracula was happy when he saw Mr. Renfield?
- 2. What do you think happened to Mr. Renfield?

Q: What happens if you cross a vampire and a teacher?

A: A lot of blood tests!



3 Grammar

The simple past: Regular and irregular verbs

Affirmative statements		Negative statements	
I	} watched a movie last night.	I	} didn't watch TV.
He		He	
They		They	
I	} went to the movies last night.	I	} didn't go to the mall.
He		He	
They		They	

(See Grammar Reference, page G 4.)

1 Write these verbs in the correct column. Then write their simple past form.

- arrive • get • have • smell
- be • give • invent • see
- drive • hate • open • stand

Regular	Simple past form
arrive	arrived
Irregular	Simple past form
be	was, were

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

- We (*buy*) bought ten movie tickets yesterday.
- The tickets (*cost*) _____ \$50.
- The movie (*not start*) _____ at 4:00 P.M.
- You (*not like*) _____ the music.
- He (*enjoy*) _____ the special effects.
- She (*not think*) _____ the acting was great.
- I (*visit*) _____ my friend after the show.
- We (*meet*) _____ outside the theater.

3 Complete the note with the simple past form of the verbs in parentheses.

Mom and Dad,
 I (*go*) ¹ went to Rob's house.
 Don't worry. I (*do*) ² _____ my homework and (*finish*) ³ _____ my project before I (*leave*) ⁴ _____ the house. I also (*send*) ⁵ _____ Grandma an e-mail and (*remind*) ⁶ _____ her about our plans for the weekend. See you later.
 Dean

The simple past: Yes/No questions

Yes/No questions	Short answers
Did you watch a movie last night?	Yes, I did . / No, I didn't .
Did she watch a movie last night?	Yes, she did . / No, she didn't .
Did he go to the movies last night?	Yes, he did . / No, he didn't .
Did they go to the movies last night?	Yes, they did . / No, they didn't .

(See *Grammar Reference*, page G 5.)

- 4 a) Write *yes/no* questions about what the three people did yesterday.

	Pam	José	Lori
go to the movies	✓	✗	✗
watch a thriller	✗	✓	✓
play video games	✗	✓	✓
listen to music	✗	✗	✓

1. Pam / go to the movies
Did Pam go to the movies yesterday?

2. José and Lori / go to the movies

3. Pam / watch a thriller

4. José / play video games

5. José and Lori / watch a thriller

b) **PAIRS.** Ask and answer the questions in Exercise 4a.

Example:

A: Did Pam go to the movies yesterday?

B: Yes, she did. Did José and Lori . . . ?

The simple past: Information questions

Information questions	Answers
What movie did she watch ?	A thriller.
When did she watch a movie?	Last night.
Where did he go last night?	To the movies.
Why did they go to the movies?	Because they had nothing to do.

(See *Grammar Reference*, page G 5.)

- 5 a) Read Tzu-Lee's postcard. Circle the verbs in the simple past.

Hi, everybody!

We arrived in Tenerife in the Canary Islands yesterday. As soon as we arrived, we set up our tents at a campsite near the sea. We're going to camp here for two weeks. Two weeks without TV, movies, and cell phones!

At seven this morning, my parents and I went for a swim. Then we had breakfast on the beach. We enjoyed our first day in Tenerife because the weather was beautiful.

Wish you were all here!

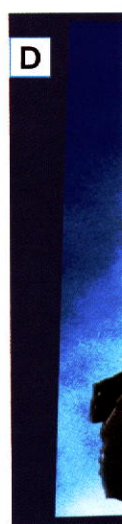
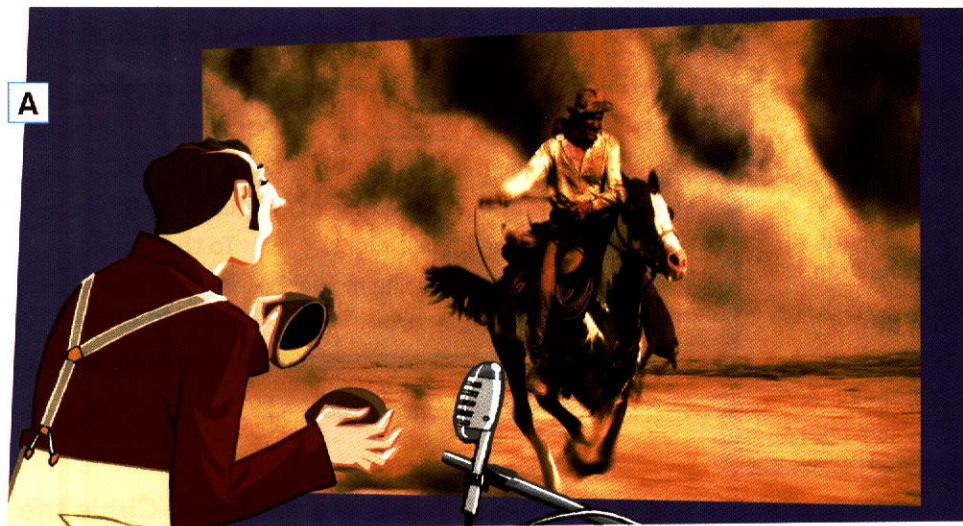
Tzu-Lee



b) Complete the information questions about the postcard.

- When did Tzu-Lee arrive in Tenerife?
- What _____ as soon as they arrived?
- Where _____ at seven this morning?
- Where _____ breakfast?
- Why _____ their first day in Tenerife?


3 Listening and Speaking



An interview about special effects

1 Find these things in the pictures.
Write the letters.

- | | |
|-----------------|----------------------|
| ___ baby cereal | ___ a kitchen glove |
| ___ coconuts | ___ a sheet of metal |

2 a)  1.23 Listen to the interview.
Write the object from Exercise 1 for each sound effect.

1. an explosion _____
2. flowing lava _____
3. a galloping horse _____
4. a storm _____

b)  1.24 Listen again. Then circle the correct answers.

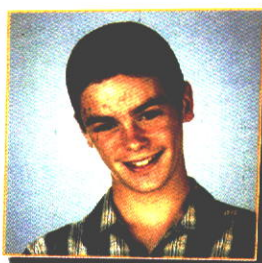
1. The special effects in *The Matrix* were / weren't very expensive.
2. In the past they used / didn't use computers to make special effects.
3. Coconuts / Gloves sound like a horse trotting.
4. A sheet of metal sounds / doesn't sound like a thunder storm.
5. Mr. Roberts' favorite special effect is kitchen gloves / baby cereal.



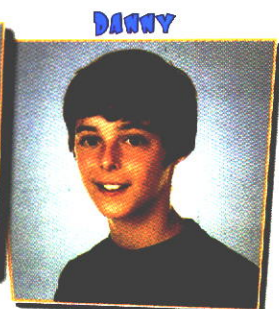
Talk about movies

3 a) 1.25 Listen to the conversation. Answer the questions.

1. Where did Jack and Danny go?
2. What kind of movie did they see?
3. What did they think of the movie?



JACK



DANNY

b) 1.26 Listen again. Write *J* for Jack or *D* for Danny.

- J 1. He laughed during the movie.
- ___ 2. He thought the movie was boring.
- ___ 3. He ate all the popcorn.
- ___ 4. He thought the acting was great.
- ___ 5. He couldn't see the screen.
- ___ 6. He wants to see an action movie next time.

c) 1.27 Listen again. Check (✓) the expressions you hear.

- 1. It was excellent!
- 2. I thought it was great!
- 3. I didn't like it at all.
- 4. It was really funny.
- 5. The acting was fantastic.
- 6. I really liked the movie.
- 7. That's a good idea.

4 **PAIRS.** Write a conversation. It can be about a movie you both liked or only one of you liked. Try to use some of the expressions in Exercise 3c.

A: What did you think of the movie?
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____

5 **Pair work.**

Student A: Go to page P 1.
 Student B: Go to page P 3.

3 Writing

Describe your favorite movie

Writing rule

Words that sound the same

When you write, be careful with the spelling of words that sound similar.

Example:

it's and **its** **their**, **there**, and **they're**
too and **two** **were** and **where**

1 Circle the correct words.

- a. **There** / **Their** were two movies I liked.

b. **There** / **Their** favorite place is the beach.

c. **They're** / **Their** watching a movie right now.
- a. He's number **two** / **too** on my list of favorites.

b. I'd love **to** / **too**!

c. I want to see it **to** / **too**.
- a. **Where** / **Were** are the tickets?

b. **Where** / **Were** you home yesterday?
- a. **It's** / **Its** a great movie!

b. **It's** / **Its** color is black.

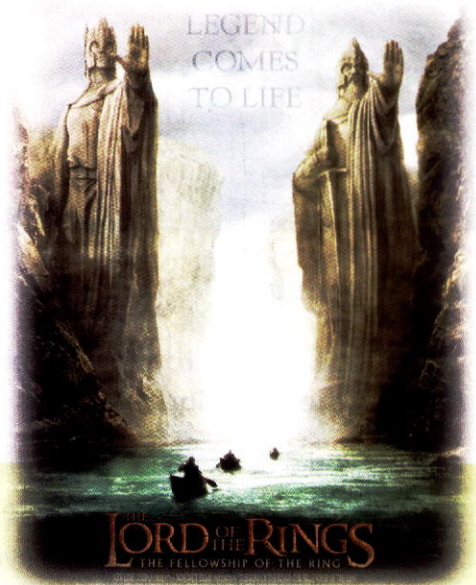
2 Read the paragraphs. Correct the mistakes.

- My favorite movie is The Lord of the Rings.
¹It's a story about the search for a magic ring.
²Its full of adventure and action.
- I also read the books, and I really loved them. ³Their so exciting and easy ⁴too read. When I saw the movie, I was surprised. The characters ⁵where as I imagined them to be – especially Gollum. The special effects ⁶where amazing.
- The acting was fantastic. Liv Tyler and Orlando Bloom are ⁷too of my favorite actors. ⁸Their were lots of other actors, but I can't remember all ⁹there names.
- Lord of the Rings has everything: romance, adventure, and action. It has mystery ¹⁰to. ¹¹Its excellent!

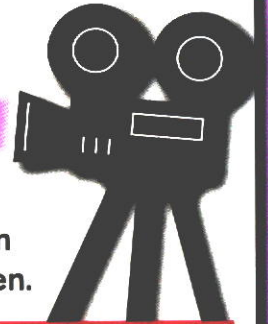
3 Write about your favorite movie. Include the following information.

- the title of the movie
- why you like it
- what the story is about
- who are the lead stars
- what you think of the acting, the special effects, and the ending

● My favorite movie is The story
● is about
● _____
● _____
● _____
● _____
● _____
● _____
● _____



Discuss and compare movies



1 PAIRS. Choose two movies of the same type that you have seen. Then complete the chart with information about the movies you have chosen.

		Movie 1	Movie 2
The movie	Type		
	Stars		
	Director		
The story	What was it about?		
	Describe what happened in your favorite scene.		
	Who was your favorite character? Why?		
	What did you think of the ending?		
Your opinion	Acting		
	Music		
	Special effects		
	Costumes		
Score	☆☆☆☆☆		

2 GROUPS. Join another pair. Discuss the movies you wrote about in Exercise 1. Say when, where, and how many times you saw the movies.

3 Share your information with the rest of the class. Which is the most popular movie in your class?

Sound

1 Read the article on sound.

What is sound?

Sound is a type of energy made by vibrations. When an object vibrates, it moves the air particles around it. These particles bump into more air particles close to them, which makes those air particles vibrate, too. These sound waves keep going until they run out of energy. If you're near the vibrations, you hear the sound. Sound doesn't travel as fast as light does. This is why we see lightning before we hear the thunder.

Can sound travel in water?

Yes, sound can travel in water. Just like air particles vibrate other air particles around them, water particles vibrate other water particles around them, too. Actually, sound moves much faster through water than through air. Sound can also travel longer distances in water. This is why whales can hear each other when they are far apart.

Is there sound in outer space?

No, there is no sound in space. Sound needs something to travel through like air or water. Since there is no air or water in space, there is no sound.

2 Write *T* for *True* or *F* for *False*.

1. You always see an explosion before you hear it.
2. Sound travels through the air.
3. Sound travels faster than light.
4. Sound is made by vibrations.
5. Sound travels faster through the air than water.
6. You can hear sound on the moon.
7. If you are very far away from lightning, you see the lightning at the same time that you hear the thunder.

THE 4 > Music



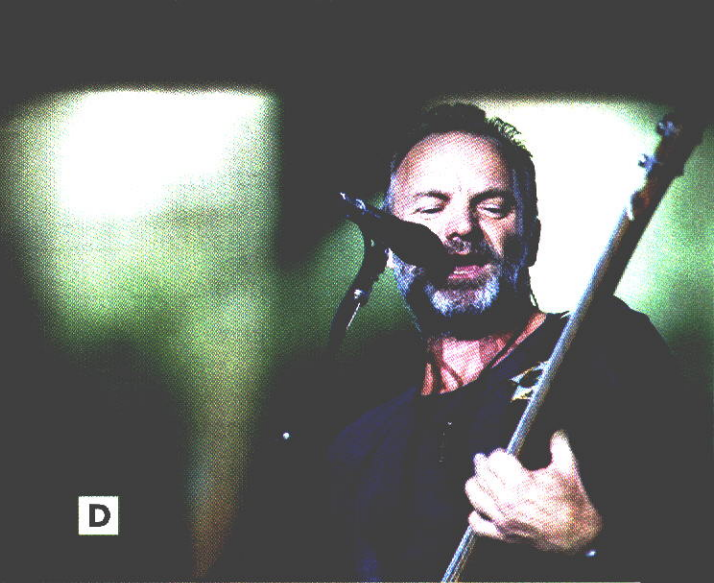
A



B



C



D

Communication

- Talk about music

Grammar

- Comparative and superlative forms of adjectives

Vocabulary

- Music and musical instruments
- Likes and dislikes

1 Look at the pictures. What kinds of music do you think the musicians are playing? Check (✓) all that apply.


- | | | | | | |
|-----------|--------------------------|-------------|--------------------------|-------|--------------------------|
| classical | <input type="checkbox"/> | traditional | <input type="checkbox"/> | pop | <input type="checkbox"/> |
| country | <input type="checkbox"/> | jazz | <input type="checkbox"/> | black | <input type="checkbox"/> |

2 Which group or musicians in the pictures would you like to listen to? Explain your answer.

3 Do you like listening to music? How does music make you feel?

4 Vocabulary

Music and musical instruments

- 1 a)  1.28 Look at the pictures as you listen and repeat.



bass



guitar



violin



piano



drums



clarinet



trumpet



tuba

- b)  1.29 Listen and repeat.

country guitar classical _____
 traditional _____ pop _____
 black _____ jazz _____


- c) Write one musical instrument for each type of music in Exercise 1b.

Pronunciation

The sound /ɔ/

- a)  1.30 Listen and repeat.

/ɔ/
 chorus soft

- b)  1.31 Listen. Circle the word with the /ɔ/ sound.

1. poor 3. door 5. song
 2. more 4. opera 6. pop

Likes and dislikes



- 2 Complete the sentences with types of music or names of musicians.

- I can't stand _____.
- I don't like _____.
- I don't mind _____.
- I prefer _____.
- I'm crazy about _____.

- 3 **PAIRS.** Talk about types of music you like or don't like. Use the verbs in Exercise 2.

Example:

A: What type of music do you like?

B: Opera. I'm crazy about it. What about you?

A: I can't stand opera. I prefer pop.

Record breakers

1 **Guess: Who holds the record for the longest opera?**

2  **1.32** Now read along as you listen. Was your guess correct?



Record breakers

There are many different records in the world of music. A new record was recently achieved for the most pieces of music performed by a solo artist. Yukio Yokoyama, a Japanese pianist performed these pieces in 24 hours in Tokyo, Japan. The largest playable accordion in the world is in Italy and weighs approximately 200 kg.

Many people have been able to break music records. For example, Charles Wright, a music instructor, had this career for 76 years. The longest drum marathon lasted 84 hours, and the largest music lesson involved

1,377 participants who were all learning to play the guitar.

There are other record holders in music. The largest orchestra consisted of 6,452 musicians at a concert in Canada, and the biggest choir had 60,000 singers. The longest opera is by the German composer Wagner; it lasts five hours and fifteen minutes. Composer John Cage's composition 4'33 has the smallest number of notes in a classical composition. It has no notes at all! The "music" consists of noises from the audience!

Adapted from www.guinnessworldrecords.com

3 **Write the word from the reading that the definition describes.**

1. One performing musician (line 4)
solo artist
2. A person who teaches music (line 10) _____
3. A group of classical musicians (line 16) _____
4. A group of singers (line 17) _____
5. Someone who writes music (line 19) _____
6. Musical sounds (line 22) _____

4 **Read the article again. Then answer the questions orally.**

1. Who holds the record for the most pieces of music performed by a solo artist?
2. How many years was Charles Wright a music teacher?
3. How long was the longest drum marathon?
4. How many musicians did the largest orchestra have?
5. How many members did the biggest choir have?
6. How long is the longest opera?

4 Grammar

Comparative forms of adjectives

Regular adjectives

John is **taller than** Val.

My jokes are **funnier than** your jokes.

Pop music is **more exciting than** opera.

Irregular adjectives

bad **worse than**

good **better than**

far **further/farther than**

(See *Grammar Reference*, page G 6.)

1 Write the comparative form of each adjective.

1. A trumpet is (*small*) smaller than a piano.
2. A piano is (*big*) _____ a guitar.
3. A trombone is (*loud*) _____ a violin.
4. Classical music is (*calming*) _____ jazz.
5. His story is (*silly*) _____ your story.

2 Look at the pictures on the right. Complete the sentences with the comparative form of the adjectives in the box.

- fast
- slow
- sad
- happy
- short
- tall

1. Sam is taller than Rob.
2. Rob is _____ Sam.
3. Gary is _____ Meg.
4. Meg is _____ Gary.
5. A car is _____ a tractor.
6. A tractor is _____ a car.

3 Write sentences comparing each pair. Use the cues.

1. A town / a village (*big*)
A town is bigger than a village.
2. Pico Mulhacén (3,480 m) / Mount Everest (8,848 m) (*low*)

3. Pele (born 1940) / Federer (born 1981) (*old*)

4. Marco (120 kg) / Carlos (110 kg) (*heavy*)

5. fall / winter (*cold*)

4 Write comparative sentences. Use the cues.

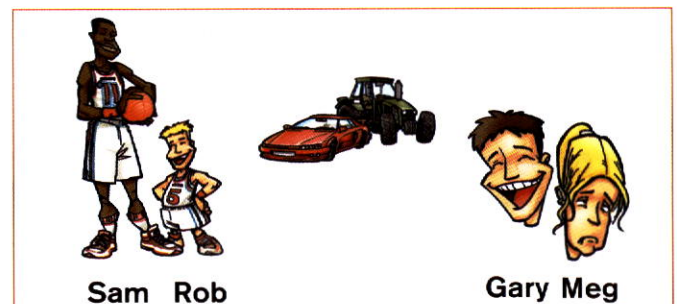
1. Chinese / difficult / English
Chinese is more difficult than English.
2. a firefighter's job / dangerous / a policeman's job

3. my school / good / your school

4. Dracula / scary / a monster

5. roses / pretty / dahlias

6. New York / far from Mexico / Texas



Superlative forms of adjectives

Regular verbs

Mount Everest is **the highest** mountain in the world.
Macy's is **the most famous** store in New York.

Irregular adjectives

bad	the worst
good	the best
far	the furthest/the farthest

(See *Grammar Reference*, page G 7.)

- 5** Complete the sentences with the superlative form of these adjectives.

• famous	• exciting	• bad
• expensive	• beautiful	• far

- Pele is the most famous soccer player in the world.
- That mansion costs \$70 million. It is _____ house ever.
- For me, Ipanema Beach is _____ beach in the world.
- That movie is terrible. It's _____ movie ever.
- Jan lives 10 miles away. Her house is _____ from school.
- I think skydiving is _____ sport of all.



- 6** a) Write the questions in the questionnaire. Use the superlative form and the cues.

- Who / tall person in the class?
- Who / young person in the class?
- Who / has / long hair in the class?
- Who / funny person in the class?
- Who / athletic person in the class?
- Who / artistic person in the class?
- Who / good singer in the class?
- Who / good actor in the class?

1. Who is the tallest person in the class?

2. _____

3. _____

4. _____

5. _____

6. _____

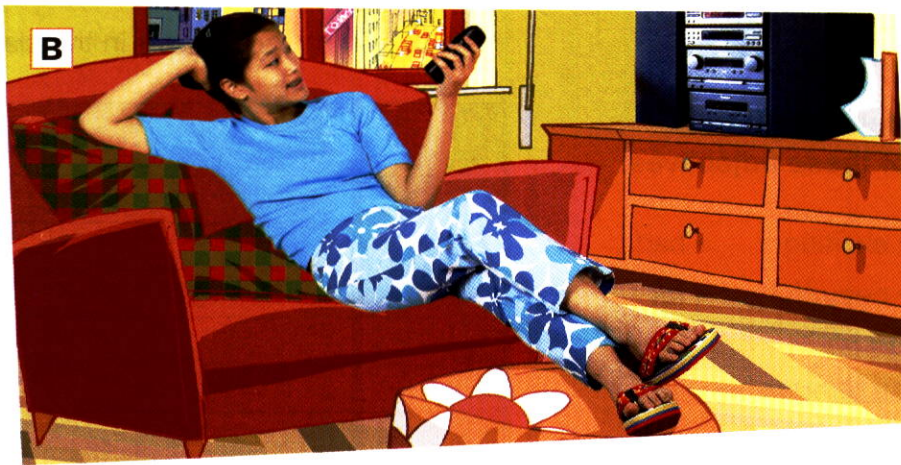
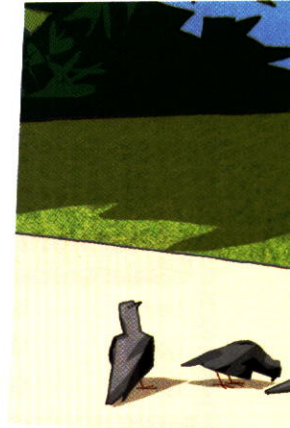
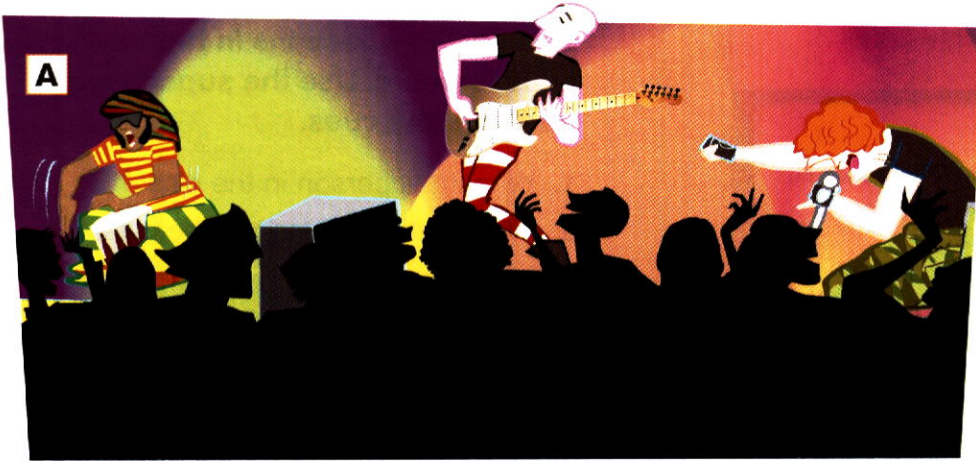
7. _____

8. _____

b) **PAIRS.** Write your answers to the questionnaire.

c) **GROUP.** Join another pair. Compare your answers. Which answers are different?

4 Listening and Speaking




Talk about music

1 a) Look at the pictures. Where are the people? Write the letters.

- ___ 1. on the street
- ___ 2. in a park
- ___ 3. at a concert
- ___ 4. in a living room

b) What are they doing? Put a check (✓) next to the activities.

- | | |
|----------------------------------|---|
| sitting <input type="checkbox"/> | eating <input type="checkbox"/> |
| reading <input type="checkbox"/> | watching TV <input type="checkbox"/> |
| jogging <input type="checkbox"/> | listening to music <input type="checkbox"/> |

2  1.33 Listen. Check the answers you hear.

1. What types of music do Jamaicans usually listen to?

a. classical <input type="checkbox"/>	c. country <input type="checkbox"/>
b. pop <input type="checkbox"/>	d. jazz <input type="checkbox"/>
2. What types of music does Jared like?

a. classical <input type="checkbox"/>	c. country <input type="checkbox"/>
b. pop <input type="checkbox"/>	d. jazz <input type="checkbox"/>
3. Does Jared prefer music in English?

a. No, he doesn't. <input type="checkbox"/>
b. Maybe. <input type="checkbox"/>
c. Yes, he does. <input type="checkbox"/>
d. He isn't sure. <input type="checkbox"/>
4. What can't Jared stand?


a. classical <input type="checkbox"/>	c. jazz <input type="checkbox"/>
b. country <input type="checkbox"/>	d. opera <input type="checkbox"/>



Accept and refuse invitations

- 3  1.34 Listen to the conversation. Complete Tzu-Lee's answers to Jack's invitation.

- _____, but I'm available tomorrow.
- _____. Where would you like to study?
- _____. See you tomorrow then.

- 4 a)  1.35 Read along as you listen. Underline the two ways Ruth refuses the invitation.

TZU-LEE: Ruth, would you like to go shopping with me this afternoon?

- RUTH:** I'm sorry, Tzu-Lee, but I have to babysit my neighbor's baby.
- TZU-LEE:** How about in the morning?
- RUTH:** I don't think I can. I'm helping my mom at home.
- TZU-LEE:** All right. How about tonight? Can you come to my house tonight?
- RUTH:** Sure! What time?
- TZU-LEE:** How about six?
- RUTH:** Great! See you at six then.

- b)  1.36 Listen to these expressions.

Inviting someone

- Would you like to ... ?
- Can you ... ?
- Do you want to ... ?

Accepting an invitation

- Sure!
- Of course!
- That's a great idea!
- Good idea!

Refusing

- I'm sorry I can't.
- I don't think I can.

c) PAIRS. Role-play this situation.

Student A: Invite Student B to an event.

Student B: Refuse and give a reason.

Student A: Suggest another activity.

Student B: Accept. Ask what time.

5 Pair work.

Student A: Go to page P 2.

Student B: Go to page P 3.

4 Writing

Describe your favorite music

Writing rule

Using *also* and *too*

Also comes between the pronoun and the verb, but it comes after the verb **be**.

Example:

*I like pop, and I **also** like opera.*

*He's a good singer, and he's **also** a good song writer.*

Too comes at the end of a sentence.

*I like pop, and I like opera, **too**.*

1 Combine the sentences two ways. Use *also* and *too*.

1. I love opera. I like jazz.

I love opera, and I also like jazz.

I love opera, and I like jazz, too.

2. My mother hates country music.
She hates classical.

3. I like singing opera. I love singing country songs.

4. My friends are crazy about jazz.
They love classical music.

5. I play the violin. I compose music.

2 Read the paragraphs below.



1 I like many kinds of music. I like pop, and I also like classical music. But I can't stand jazz music.

2 In my opinion, one of the best musicians of the world is Ludwig Van Beethoven who made some of the most beautiful symphonies of the music history.

3 Beethoven lost his hearing ability when he was young, yet he continued to compose, conduct and even perform symphonies till his death.

4 I like listening to his music when I'm doing my homework in my bedroom and when I'm on the phone with my friends.

3 Write the number of the paragraph where you find each of the following pieces of information.

- _____ a. The writer's favorite musician
- _____ b. Music the writer likes/doesn't like
- _____ c. When the writer listens to music
- _____ d. Why the writer likes the particular artist

4 In your notebook, write about your favorite music and favorite singer. Use the outline in Exercise 3 to help you with ideas. Paste the singer's picture next to your paragraph.

Review Units 3 and 4

Vocabulary

① Complete the sentences with the words from the box. (2 points each)

- animated • director • comedies
- thriller • stunt actors

- That was a really funny movie. Comedies always make me laugh.
- I love _____ movies. They are exciting.
- In action movies, _____ perform dangerous scenes.
- Finding Nemo* is an _____ movie.
- Alfred Hitchcock was a great movie _____.

② Circle the correct answers. (2 points each)

- Jimmy gives classical 0 points. He _____ it.
 a. can't stand b. loves
- Mandy gives classical music 9 points. She _____ it.
a. can't stand b. loves
- Jennifer gives jazz music 10 points. She _____ it.
a. is crazy about b. prefers
- Aretha gives pop music 5 points. She _____ it.
a. is crazy about b. doesn't mind

③ Match the opposites. (1 point each)

- | | |
|-------------------|-----------|
| <u>c</u> 1. old | a. boring |
| _____ 2. heavy | b. fast |
| _____ 3. loud | c. young |
| _____ 4. exciting | d. light |
| _____ 5. slow | e. soft |

Grammar

④ Complete the sentences with the simple past of the verbs in parentheses. (1 point each)

- She (*buy*) bought her ticket yesterday.
- We (*enjoy*) _____ the special effects.
- Daniel (*not see*) _____ that movie.
- They (*think*) _____ the acting was great.
- It (*be*) _____ a terrible movie.
- We (*not like*) _____ it at all.

⑤ Complete the sentences. Use the comparative and superlative forms of the adjectives in parentheses. (2 points each answer)

- Mark is taller than Jane, but Simon is the tallest. (*tall*)
- His jokes are _____ yours, but mine are _____. (*funny*)
- Spiderman 2* was _____ *Spiderman 3*, but *Spiderman 1* was _____. (*exciting*)
- Shrek 2* was _____ than *Shrek 3*, but *Shrek 1* was _____. (*good*)
- Her new album is _____, but the previous one was _____. (*bad*)

Writing

⑥ In your notebook, write about your favorite vacation. Use the comparative and superlative forms of adjectives. Use *too* and *also*. (10 points)

Traditional music and performance

1) a) Read the descriptions of performances from around the world.


1. **Russia:** This performance is best known as the "trio" and several groups of three perform at once. This performance involves the copying of horse-like movements.

2. **North America:** These performance steps imitate animal movements. Warriors and hunters invented these steps to tell the stories of their adventures.

3. **Iran:** Turkmen people started this performance in their new country, Iran. It combines movement, singing and carrying daggers.

4. **China:** This performance tells the story of an emperor. He dreams that he is in a moon palace. There are people singing and performing around him. _____

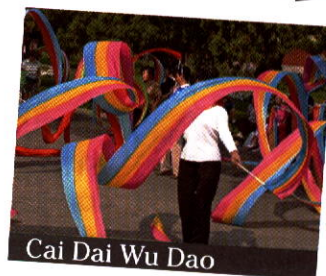
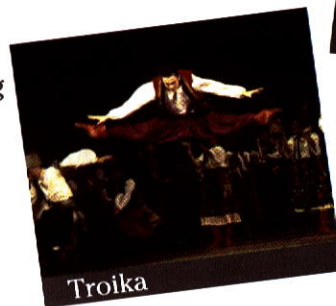
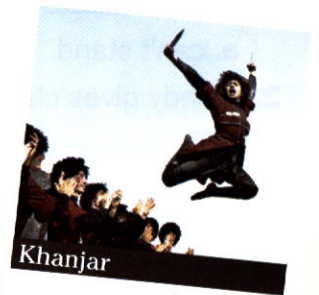
b) Now match the descriptions to the pictures.

2)  1.37 Do you want to perform with the music? Listen and try to find a matching performance.

3) a) Answer these questions.

1. What kind of music do you like to perform with?
2. What traditional performances do you know?

b) Ask the older members of your family what traditional performances they know.



Actors/Actresses



1 Look at the movie posters. Have you seen any of them? Do you remember the names of any of the actors/actresses?

2 Look at the list of names below. Can you match them with the movies?

Actor/Actresses	Movie
a. Macaulay Culkin	<input type="checkbox"/> <i>Jurassic Park</i>
b. Nicole Kidman	<input type="checkbox"/> <i>Charlie and the Chocolate Factory</i>
c. Sam Neill	<input type="checkbox"/> <i>Home Alone</i>
d. Johnny Depp	<input type="checkbox"/> <i>The Golden Compass</i>

3 Now read the descriptions and write the names of the movies.

1. Lyra Belacqua is a young girl who is destined to win an extremely dangerous battle. She is forced to get help from clans and armored bears to win this terrible struggle to save her best friend and other missing children.

2. The family has left for vacation in Paris and their eight year old child is accidentally left at home. Now he has to defend the home against the burglars who are about to rob his house on Christmas eve.

3. Willy Wonka decides to allow five children have a tour of his chocolate factory. One of the tickets is found by a very special boy and he will have the most amazing experience of his life.

4. An island full of living dinosaurs has been created and four individuals were invited to see the park. Many strange things happen and everyone is trying to survive and get off the island.

4 Think of an actor/actress from one of your favorite movies.

1. Prepare a short presentation or poster about the movie.
2. Follow the presentation with the actor/actress who plays in the movie.

Video games

1 What are your favorite video games?

2  1.38 Read and listen to the article about the history of video games.

The History of Video Games

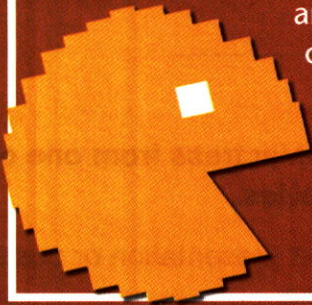
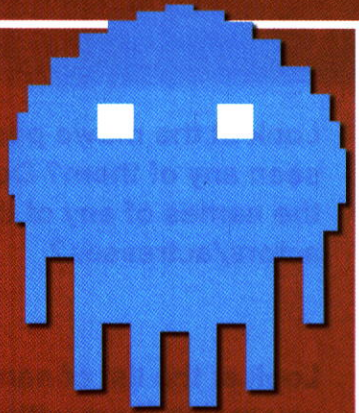
The first video games appeared in 1971. Today they are an important entertainment industry in the United States, Japan, and Europe.

Al Alcorn was Atari's first game engineer. In 1972 he created a tennis game called *Pong*. It was a success in many game arcades. The next popular game was *Tank*. By the end of the 1970s other popular games followed, like *Space Invaders* and *Pac-Man*.

The technology used in making games became more complex. These more complex games were called platform games. In platform games, the character can jump or fall onto platforms. The first popular platform game was *Donkey Kong* (1981), by Nintendo. Soon, new technology was created to store more data, and games like *Dragon's Lair* (1983) were created. By the end of the 1980s, many companies created domestic consoles. This meant that games could be played at home, too.

Many video game companies were created in the 1990s, and they began competing with each other for business. With the help of video games like *Resident Evil*, *Final Fantasy*, and *Grand Theft Auto*, these companies found lots of video game fans.

Today games are played online (like *The Sims*), on home computers and consoles, and in video arcades. They are also portable with consoles such as Game Boy. The game industry today is a ten-billion-dollar industry — almost as important as the film industry.





3 Answer these questions.

1. Where did people first play video games?

2. In which decade did the games become more interactive?









3. Which of the games from the article have you played?

4 GROUPS. Read the statements below. Do you agree with them? Why or why not?

- Most video game players are adults.
- A lot more boys play video games than girls.
- Playing violent video games can make a normal person become violent.
- Playing video games is a social activity.
- Playing video games allows kids to express their feelings.

> Break time

1 Unscramble the letters to form words for people in movies.

1. INEUADCEC 
2. ROPRECUD 
3. ROTDICER 
4. NUSTT NOMAW  
5. REACACHTR 
6. OMIEV RATS  

2 Guess the answers to these questions.

1. What is faster than a car and slower than a plane?
2. Which planet is hotter than Earth and colder than Mercury?
3. What is smaller than a city and bigger than a village?

3 Math trick. Follow the instructions.

1. Choose a three-digit number. The first and the last digits must be different.
2. Reverse the number.
3. Subtract the smaller number from the bigger number. What's the answer?
4. Now reverse the answer. If the number is less than 100, add a 0 (zero) at the end. What's the answer?
5. Add the answers from 3 and 4 together. Your final answer should be 1089. It works every time!

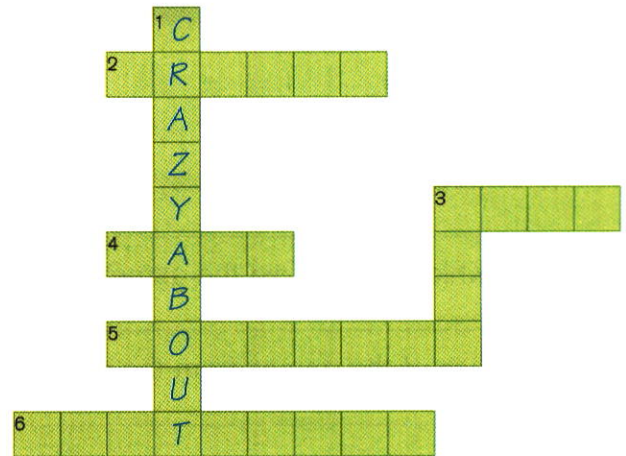
4 Do the crossword puzzle.

DOWN

1. I'm _____ Brad Pitt. He's my favorite actor.
3. They _____ country music. They listen to it all the time.

ACROSS

2. We _____ action movies to comedies. They're more interesting to watch.
3. I _____ that song. It has a nice beat.
4. I _____ that song. I can't believe they call that music!
5. We _____ horror movies. They're too scary!
6. He _____ that song. He thinks it's the worst song ever made.





Pair work activities

Student A

Unit 1 Listening and Speaking, page 17

- 6** a) **Guess the sports on your partner's list. Ask your partner questions.**

Example:

A: *Is it a team sport?*

B: *No, it's not.*

- b) Answer your partner's questions. Don't say the name of the sport.**

1. Soccer / 11 players in each team / ball / two periods of 45 minutes
2. Basketball / 5 players in each team / ball / two periods of 30 minutes
3. Tennis / singles or doubles / ball and racquet / 3 sets of 7 points

Unit 2 Listening and Speaking, page 27

- 5** a) **Answer your partner's questions. Don't say what profession it is.**

1. engineer
2. teacher
3. lawyer
4. farmer

- b) Guess the professions on your partner's list. Ask your partner questions.**

Example:

A: *Does this person work outdoors?*

B: *No, this person doesn't work outdoors.*

Unit 3 Listening and Speaking, page 41

- 5** **You want to go out with your friend to the movies, but you need more information to make a decision. Talk to your partner to fill in the missing information.**

	Name of movie	Description	Showings
1.	<i>Invasion of the Robots</i>		2:00, 5:00, 8:00 P.M.
2.		The ending was happy.	
3.	<i>Crazy People</i>		
4.		The acting was terrible.	1:30, 3:30, 5:30 P.M.
5.		The ending was sad.	

Example:

What kind of movie is number one?

Pair work activities

Unit 4 Listening and Speaking, page 51

- 5** You are working on a movie Web page for your class but you need more information to complete it. Ask and answer questions to complete the table.

	Name of the movie	Release date	Actors	Genre
1.		1991	Dustin Hoffman, Robin Williams	Adventure
2.	Jumanji			Fantasy
3.		1994	Susan Sarandon, Winona Ryder	
4.	Are we there yet?			

Example:

What is the name of movie number one?

Student B

Unit 1 Listening and Speaking, page 17

- 6** a) Answer your partner's questions. Don't say the name of the sport.
- Volleyball / 6 players in each team / ball and net / five sets of 25 points each
 - Swimming / singles or teams / lanes in a pool / different styles and distances
 - Ice hockey / 6 players in each team / puck and sticks / three periods of 20 minutes each
- b) Guess the sports on your partner's list. Ask your partner questions.

Example:

A: Is it a team sport?

B: No, it's not.

Unit 2 Listening and Speaking, page 27

- 5** a) Guess the professions on your partner's list. Ask your partner questions.

Example:

A: Does this person work outdoors?

B: No, this person doesn't work outdoors.

- b) Answer your partner's questions. Don't say what profession it is.

- builder
- dentist
- architect
- farmer

Pair work activities

Unit 3 Listening and Speaking, page 41

- 5** You want to go out with your friend to the movies, but you need more information to make a decision. Talk to your partner to fill in the missing information.

	Name of movie	Description	Showings
1.		The special effects were amazing.	
2.	<i>My Secret Diary</i>		4:30, 7:30, 10:30 P.M.
3.		The story was interesting.	12:00, 2:45, 5:15 P.M.
4.	<i>Evil Eyes</i>		
5.	<i>The Story of a Mother</i>		6:00, 8:25, 10:10 P.M.

Example:

What kind of movie is number four?

Unit 4 Listening and Speaking, page 51

- 5** You are working on a movie Web page for your class but you need more information to complete it. Ask and answer questions to complete the table.

	Name of the movie	Release date	Actors	Genre
1.	Hook			
2.		1995	Robin Williams, Jonathan Hyde	Fantasy
3.	Little Women	1994		
4.		2005	Ice Cube, Nia Long	Adventure

Example:

What is the name of movie number one?



Fast finisher

activities

Fast finisher activity 1



❖ Reading

Free time

- 1** Read about these free-time activities. Can you guess what they are?

1. _____

This is a good activity for the summer. The equipment is a little expensive, and you need to have space in your garage to keep it. You can do this activity in the ocean, in rivers, and on lakes, but you have to watch out for other people who are having fun in the water, too.

2. _____

This is an excellent activity for you and your friends. You need a lot of technique and coordination. You can do it in special places where they have the right lanes and equipment. You do not need to buy the equipment; you usually rent it for the time you will play. You also need to wear special shoes.

3. _____

It's both a sport and a great way to get around city streets. Most big cities have special paths for this activity. The price of the equipment varies: some are inexpensive and some are very expensive. Many people wear a helmet and protection for the knees, hands, and elbows.

- 2** Write *T* for *True* or *F* for *False*.

- T 1. Activity 1 is a water activity.
_____ 2. You can keep the equipment for Activity 1 in an apartment.
_____ 3. It is important to have your own equipment for Activity 2.
_____ 4. Activity 2 is good for groups of people.
_____ 5. Activity 3 is also a means of transportation.
_____ 6. Special equipment is optional for Activity 3.

❖ Writing

- 3** Write about a free-time activity. Use the paragraphs in Exercise 1 as a model. Use these ideas to help you:

- What's the name of the activity?
- What special equipment do you need?
- Describe it.
- Why do you like it?

• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____

Fast finisher activity 2

❖ Reading

Work

- 1 Read the paragraph about technology and the work place.

In today's world, more and more companies require their workers to know something about computer technology. As technology becomes a regular part of our lives, almost every job requires some knowledge of technology. No matter what job you do, you need to be familiar with some kind of computer technology. For example, if you work as a cashier in a store, you need to know how to use a cash register, track inventory and store data on a computer. If you work in construction, project schedules and construction designs are usually done on computers. In other words, whatever you do and whichever field you are working in, computers are sure to be part of any workplace.

- 2 Write *T* for *True* or *F* for *False*.

- T 1. Information technology is everywhere.
_____ 2. Companies don't require workers to know computers.
_____ 3. It's easy to find a job that doesn't use technology.
_____ 4. Waiters and cashiers never need to use technology.
_____ 5. Construction designs are always done on computers.

❖ Writing

- 3 Think about one kind of technology you use (for example, the Internet, e-mail, iPods). Write about it. Use the text about computer technology as your model. Use these questions to help you with ideas:

- What's the name of the technology?
- Is it a recent invention?
- Why is it important?
- What can you do with it?

• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____

❁ Reading

Cinema

1 Read the newspaper reviews about different movies.

 MOVIES 

_____ (1) RATATOUILLE — Great story and amazing computer animation: Pixar never gets it wrong.

_____ (2) HARRY POTTER AND THE ORDER OF THE PHOENIX — Another chapter in the saga that never ends. Not as fun as the previous movies.

_____ (3) TRANSFORMERS — Spectacular special effects, but the story is silly. This movie would be interesting only to those who are into Transformer toys.

_____ (4) WILLY WONKA AND THE CHOCOLATE FACTORY — A fascinating story with fascinating visuals. Johnny Depp is magic!

_____ (5) STAR WARS - THE REVENGE OF THE SITH — The last film, finally. Lots of special effects, but not as good as the original *Star Wars*.

_____ (6) BATMAN BEGINS — An interesting way to tell the story of the caped crusader. Christian Bale is an excellent Batman.

_____ (7) HIGH SCHOOL MUSICAL — The story is silly, but the songs are catchy and you can't stop listening to them.

_____ (8) SPIDER-MAN 3 — Three villains, two girls, and two spider men do not make a great film. Less is more.

2 Do you agree with the review? Check (✓) the reviews you agree with.

❁ Writing

3 Write about two movies you saw. Use the reviews above as your model. Use these ideas to help you.

- What is the title of each movie?
- What are the movies about?
- What is good (or bad) in each movie?
- Who are the actors?
- What is your final opinion of each movie? Which do you recommend?

❖ Reading

Music

1 Read this e-mail and answer the questions.

From: Deirdre
To: Dr. Movie
Subject: I disagree!

Hi, Dr. Movie.
I am writing about your post on the "I Hate This" blog.
I don't agree with your terrible comments about the singers from *American Idol*. I love that show, and I think the finalists are very talented and wonderful singers. I don't think they are "little robots" that "silly teenagers" love and who sell records that are "exactly the same." What makes *American Idol* a great show is that the audience can vote and make a decision — not only three or four judges who, I have to say, are sometimes exactly like you. Remember "AI" contestants please the public. If they didn't, it wouldn't be such a popular show.
Please try to understand that people have different tastes!
Bye,
Deirdre

1. What is the name of the blog?

2. Who is Deirdre writing to?

3. What show is she writing about?

4. What's the opinion of Dr. Movie about the show?

5. What does Deirdre like about the show?

❖ Writing

2 Write an e-mail response to a show or an album review from the Internet, a magazine, or a newspaper. It can be a response to something good or bad that was written or said about the the show or the album. Use the e-mail in Exercise 1 as your model. Use these ideas to help you:

- What is the name of the review?
- Is it on the Internet, in a magazine, or in a newspaper?
- Who are you writing to?
- Mention parts of the review that you disagree with.
- Write about your opinions to parts of the review.

Word list

WELCOME!

Vocabulary

bank, 8
beak, 8
bed, 9
bike, 8
blanket, 9
bus, 8
car, 8
claws, 8
closet, 9
computer, 9
chair, 9
desk, 9
eagle, 8
elephant, 8
eleven thirty, 9
feather, 8
ferry, 8
fish, 8
five to six, 9
gas station, 8
horn, 8
hospital, 8
Internet café, 8
lamp, 9
library, 8
movie theater, 8
one forty-five, 9
ox, 8
plane, 8
post office, 8
poster, 9
scales, 8
shelf, 9
shopping mall, 8

snake, 8
stove, 9
subway, 8
tail, 8
taxi, 8
ten forty, 9
three o'clock, 9
tongue, 8
train, 8
trunk, 8
two oh five, 9

UNIT 1

Vocabulary

boring, 12
chess, 12
creative, 12
dangerous, 12
difficult, 12
easy, 12
exercise, 12
expensive, 12
fun, 12
interesting, 12
karate, 12
photography, 12
relaxing, 12
shopping, 12
skateboarding, 12
table tennis, 12

Social language

How about you?, 17
How often do you . . ., 17
I sometimes . . ., 17
Once a week., 17
So what do you do during your free time?, 17
Usually on weekends., 17
What do you like doing in your free time?, 17

UNIT 2

Vocabulary

architect, 22
build, 22
car mechanic, 22
deliver, 22
drive, 22
firefighter, 22
help, 22
mail carrier, 22
pilot, 22
play, 22
repair, 22
salesperson, 22
sell, 22
treat, 22
veterinarian, 22
waiter, 22
web designer, 22

Social language

Are you working right now?, 27
Can you start . . .?, 27
Can you work on . . .?, 27
Do you have experience
with . . .?, 27
That's fine., 27
That's great!, 27
Which job are you applying
for?, 27

UNIT 3

Vocabulary

acting, 36
amazing, 36
audience, 36
bad, 36
boring, 36
character, 36
director, 36
ending, 36
great, 36
happy, 36
interesting, 36
lead stars, 36
producer, 36
sad, 36
special effects, 36
story, 36
stunt man, 36
stunt woman, 36
surprising, 36
terrible, 36

Social language

I didn't like it at all., 41
I really liked the movie., 41
I thought it was great!, 41
It was excellent!, 41
It was really funny., 41
That's a good idea., 41
The acting was fantastic., 41

UNIT 4

Vocabulary

be crazy about, 46
can't stand, 46
clarinet, 46
classical, 46
country, 46
don't like, 46
don't mind, 46
drums, 46
guitar, 46
hate, 46
jazz, 46
like, 46
love, 46
piano, 46
pop, 46
prefer, 46
trumpet, 46
tuba, 46
violin, 46

Social language

All right., 51
Great!, 51
How about . . .?, 51
I don't think I can., 51
I'm sorry, but I have to . . ., 51
See you at . . ., 51
Sure!, 51
What time?, 51
Would you like to go . . . with me
this afternoon?, 51

Grammar Reference

Grammar Reference

UNIT 1

► The simple present

- Use the simple present to talk about activities that happen regularly, such as habits, customs, routines.

People in the United States **celebrate** Thanksgiving.

I **get up** at six every morning.

- Use adverbs of frequency (*always, usually, often, sometimes, never*) or adverbial expressions of frequency (*twice a week, every day, and so on*) with the simple present tense to say how often an activity happens.

She **never** drinks coffee.

We **usually** go out on Saturdays.

I go to the swimming pool **twice a week**.

- Use the simple present to talk about perceived permanent situations.

My father **works** in a bank.

- Use the simple present to talk about scientific facts.

Water **boils** at 100° Celsius.

- Use the simple present to talk about schedules.

The flight to Miami **takes off** at 3 P.M.

Affirmative statements

- For third person singular subjects (*he, she, it*), use the base form of a verb + **-s** or **-es**.

He	}	runs	fast.
She			
It			

- For *I, you*, and plural subjects, use the base form of a verb.

I	}	run	fast.
You			
We			
They			

Negative statements

- To form negative statements with third person singular subjects (*he, she, it*), use **does + not** + the base form of a verb.

He	}	doesn't (does not) run	fast.
She			
It			

- To form negative statements with *I, you*, and plural subjects, use **do + not** + the base form of a verb.

I	}	don't (do not) run	fast.
You			
We			
They			

Yes/No questions

- The word order in *Yes/No* questions is: **Do/does** + subject + base form of a main verb.

Do	}	I	}	run	fast?
		you			
		we			
		they			

Does	}	he	}	run	fast?
		she			
		it			

Grammar Reference

- Use *do* or *does* in short answers.

Do you **run** fast?

Yes, I **do**.

Does she **run** fast?

Yes, she **does**.

Information questions

- The word order in information (*Wh-*) questions is:
Question word + *do/does* + subject + base form of a main verb.

What	}	do	}	I	eat?
How often				you	
Where				we	
When				they	

What	}	does	}	he	eat?
How often				she	
Where				it	
When					

Spelling of the simple present verbs: Third person singular (*he, she, it*)

- For most verbs, add **-s**.
run = runs eat = eats ride = rides
- For verbs that end in **-s**, **-x**, **-sh**, **-ch** or **-z**, add **-es**.
kiss = kisses catch = catches
mix = mixes buzz = buzzes
rush = rushes
- Add **-es** to *do* and *go*.
do = does go = goes
- With verbs that end in a consonant + **-y**, change **-y** to **-i** and add **-es**.
try = tries fry = fries

Adverbs of frequency

- Adverbs of frequency are used to give information about **how often** an action takes place.

I play tennis **every Wednesday**.

They are **sometimes** late for school.

- Adverbs of frequency come before the main verb of a sentence.
We **often go** to concerts.
- Adverbs of frequency come after the verb *be*.
I **am always** on time.

► Like/don't like + *-ing*

- Like* and *don't like* can be followed by a gerund (base form of verb + *-ing*). A gerund is a verb that ends in *-ing* but that functions as a noun.
- Other verbs that can be followed by verb + *-ing* are *love*, *like*, *enjoy*, *prefer*, *don't mind*, and *hate*.

I **love** skiing.

I **like** playing in the snow.

I **enjoy** relaxing on the beach.

I **prefer** reading a book to watching a movie.

I **don't mind** feeling hot.

I **hate** cooking.

UNIT 2

► The present continuous

- Use the present continuous to talk about activities that are happening now, at the time you are speaking.
We're **studying** the present continuous.

Grammar Reference

- Use the contracted form in speech and in informal writing.
- These are some verbs that we don't normally use in the present continuous:
 - Verbs of thinking and opinion
agree, believe, expect, forget, imagine, know, mean, prefer, realize, remember, suppose, think, understand
 - Verbs of emotion and feeling
feel, hate, hope, need, like, love, want, wish
 - Verbs of the senses
hear, look, notice, recognize, see, seem, smell, taste
 - Verbs of having and being
be, belong, contain, have, own
- To form the present continuous, use the verb **be** + the **-ing** form of the main verb.
We're **eating** dinner.
He's **playing** volleyball.
- To form the **-ing** form of most verbs, just add **-ing** to the infinitive.
eat = **eating**
watch = **watching**
- When the verb ends in **-e**, delete the **-e** and add **-ing**.
have = **having**
write = **writing**
- When a one-syllable verb ends in a consonant, a vowel, and a consonant (CVC), double the last consonant before adding **-ing**.
put = **putting**
sit = **sitting**
- When the consonant is a **-y** or a **-w**, just add **-ing**.
say = **saying**
row = **rowing**

- The word order for information questions is this:

Question word + a form of *be* + subject + verb *-ing*

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

► The simple present and the present continuous

- Use the **present continuous** to talk about an action that is happening now.
I'm **studying** English this year.
She's **watching** TV right now.
- Use the **simple present** to talk about personal information, general statements of truth, permanent situations, routines and habits, and fixed times and schedules.
I **live** in Texas.
The sun **rises** in the east.
She **teaches** English.
I **usually visit** her once a month.
School **starts** at 7:30.
- Use the **simple present** with verbs like *know*, *believe*, and *understand*. These verbs are not normally used in the present continuous.

► The simple past of *be*

- Use the simple past of *be* to talk about states or situations that are finished.
They **were** at the movies yesterday.
- Use **was** with *I*, *he*, *she*, and *it*.

I	}	was at the movies.
He		
She		
It		

Grammar Reference

- Use **were** with *you*, *we*, and *they*.

You We They	} were at the movies.
-------------------	------------------------------

- In informal writing and speaking, use **wasn't** and **weren't** in negative statements and short answers.
He **wasn't** at home.
Was he at home? No, he **wasn't**.
- Use past time phrases like *yesterday*, *last night*, and *last month* with simple past statements with *be*.
She was at Julie's house **yesterday**.
We were at the movies **last night**.
- To change statements with the simple past of *be* into *Yes/No* questions, switch the positions of the subject and the form of *be*.

Statements

He **was** sick.

They **were** happy.

Yes/No questions

Was he sick?

Were they happy?

UNIT 3

► The simple past: Regular and irregular verbs

- ξ Use the simple past to talk about a completed action in the past.
- Past-time expressions such as *yesterday*, *last month*, *last night*, and *last weekend* are frequently used with the simple past.
We **enjoyed** the concert **last night**.
 - *Today*, *this morning*, and *this afternoon* can be used with the simple past if they mean "before now."
I walked to school **this morning**.

- For negative statements in the simple past, use *did not (didn't)* + the base form of the verb.
They **didn't like** the movie.

Regular verbs

- To form the simple past of many regular verbs, add **-ed** to the base form of the main verb.
work = worked
play = played
- If the verb ends in a consonant + **-y**, replace **-y** with **-i** and add **-ed**.
carry = carried
- If the verb ends in **-e**, add **-d**.
arrive = arrived
invite = invited
- If a one-syllable verb ends in a consonant, a vowel, and a consonant (CVC), double the last consonant and add **-ed**.
tap = tapped
shrug = shrugged

Irregular verbs

- The simple past form of irregular verbs varies. You should memorize them.
Last night I **went** to my favorite restaurant.
She **heard** a noise.

Grammar Reference

- Here are some irregular verbs in the simple past:

Base form	The simple past form
become	became
begin	began
bring	brought
buy	bought
catch	caught
choose	chose
come	came
do	did
drink	drank
eat	ate
fall	fell
feel	felt
find	found
get	got
give	gave
go	went
have	had
know	knew
leave	left
make	made
say	said
see	saw
sit	sat
sleep	slept
speak	spoke
take	took
teach	taught
tell	told
think	thought
write	wrote

Yes/No questions

- The word order in *Yes/No* questions is: *Did* + subject + the base form of a main verb.

Did	I you he she it we they	work?
------------	---	--------------

- Use *did* or *didn't* in short answers.

Did she **eat** lunch?

Yes, she **did**.

Did they **go** to the sports complex?

No, they **didn't**.

Information questions

- In information questions about the subject, the word order is:
Question word + the simple past form.

Subject	Verb
Who	came to the mall?
What	happened last night?

- In other information questions, the word order is:
Question word + *did* + subject + the base form of a verb.

Question word	<i>Did</i>	Subject	Base form of verb
Where	did	I	put my phone?
How often		you	call her?
Who		he / she	see ?
What		it	look like?
When		we	eat lunch?
Why		they	go to the park?

UNIT 4

▶ Comparative forms of adjectives

- Use the **comparative** form of an adjective + **than** to compare two people, two places, or two things.

Sandy is **taller than** Maria.

China is **bigger than** Japan.

The black phone is **nicer than** the red one.

Rules for forming the comparative

Short adjectives

- For most one-syllable adjectives, add **-er** and **than** to form the comparative.

Adjective	Comparative form
high	higher than
long	longer than
small	smaller than
strong	stronger than
tall	taller than
warm	warmer than

Long adjectives

- For adjectives that have more than one syllable, use **more** + adjective + **than**.

Adjective	Comparative form
beautiful	more beautiful than
comfortable	more comfortable than
expensive	more expensive than
useful	more useful than

Irregular adjectives

- The comparative forms of irregular verbs vary. You should memorize them.

Adjective	Comparative form
bad	worse than
good	better than
far	farther than

Spelling rules: comparative adjectives

- Some adjectives change their spelling in the comparative:

a) When a one-syllable adjective ends in a consonant, vowel, and consonant (CVC), double the last consonant and add **-er**.

Adjective	Comparative form
big	bigger than
hot	hotter than

b) When a two-syllable adjective ends in **-y**, change **-y** to **-i** and add **-er**.

Adjective	Comparative form
busy	busier than
easy	easier than

c) When the adjective ends in **-e**, just add **-r**.

Adjective	Comparative form
large	larger than
nice	nicer than

Grammar Reference

- There are some exceptions to these rules. *Fun* and *tired* are one-syllable adjectives that follow the rule for long adjectives.

Adjective	Comparative form
fun	more fun than
tired	more tired than

- Quiet* and *simple* are two-syllable adjectives that follow the rule for one-syllable adjectives.

Adjective	Comparative form
quiet	quieter than
simple	simpler than

► Superlative forms of adjectives

- Use the **superlative** form of an adjective to say that one person, place, or thing in a group is outstanding.

Sandy is **the tallest** girl in our family.

China is **the biggest** country in Asia.

The black phone is **the nicest** one of all.

Rules for forming the superlative

Short adjectives

- For most one-syllable adjectives, use **the** and the suffix **-est** to form the superlative.

Adjective	Superlative form
high	the highest
long	the longest
small	the smallest
strong	the strongest
tall	the tallest
warm	the warmest

Long adjectives

- For adjectives that have more than one syllable, use **the most** + adjective.

Adjective	Superlative form
beautiful	the most beautiful
comfortable	the most comfortable
expensive	the most expensive
useful	the most useful

Irregular adjectives

- The superlative forms of irregular verbs vary. You should memorize them.

Adjective	Superlative form
bad	the worst
good	the best
far	the farthest

Spelling rules: the superlative form

- Some adjectives change their spelling in the superlative:
 - When a one-syllable adjective ends in a consonant, a vowel, and a consonant (CVC), double the last consonant, then add **-est**.

Adjective	Superlative form
big	the biggest
hot	the hottest

- When a two-syllable adjective ends in **-y**, change **-y** to **-i**, then add **-est**.

Adjective	Superlative form
busy	the busiest
easy	the easiest

Grammar Reference

c) When the adjective ends in **-e**, just add **-st**.

Adjective	Superlative form
large	the largest
nice	the nicest

- There are some exceptions to these rules. *Fun* and *tired* are one-syllable adjectives that follow the rule for long adjectives.

Adjective	Superlative form
fun	the most fun
tired	the most tired

- *Quiet* and *simple* are two-syllable adjectives that follow the rule for one-syllable adjectives.

Adjective	Superlative form
quiet	the quietest
simple	the simplest



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