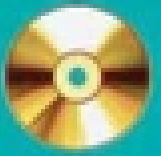


with Workbook and Student CD-ROM



Heg There!

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3A



KHAZAELI SCHOOL OF LANGUAGES

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Listening**Speaking****Pronunciation****Writing****At the airport**

- Listen for specific information about flights

Welcome a visitor**The short /ʊ/****Post information on websites**

- Giving only general information about yourself
- Not giving too much personal information

Talk about a problem

- Listen to two teens talk about a problem and how to solve it

Take a quiz**The sounds /ɪ/ and /i/****Write an email**

- Making sure your message is short, clear, and to the point
- Addressing the person you are writing politely

Culture spot, pages 32-33**Break time, page 34****Talk about why we wear clothes**

- Listen to a fashion expert explain why we wear clothes

An argument**The sounds /aɪ/ and /eɪ/****Express your opinion in writing**

- Stating the topic and your opinion clearly
- Presenting main ideas in order
- Supporting ideas
- Writing a conclusion

Talk about sports

- Listen to a fan talk about joining his favorite team's fan club

Give your opinion**Scores****Describe a sport**

- Including the name of the sport, description, number of players, objective of the game, main rules, and qualities of a good player

Culture spot, pages 56-57**Break time, page 58**

> Welcome!

START

1 Tell your partner two free-time activities you do on weekends. Use *go*, *do*, or *play* and frequency adverbs.



2 Ask your partner what a classmate is doing right now.

3 Ask your partner where he or she was last weekend.



16 Invite your partner to go to the movies this weekend.



17 Who puts out fires?

18 What do you call a person who helps without pay during emergencies and disasters?



7 Name a famous movie director.



6 Relax and miss a turn!



5 What is $3/4 + 1/3$? Write your answer but don't tell your partner! Compare your answers.



15 Which is heavier, a kilo (2.2 lbs) of cotton candy or a kilo of chocolate?

8 Describe the story in any *Harry Potter* book. Don't use the word good.

9 Ask your partner where he or she went or what he or she did last summer.

10 Go back two squares!



11 Name two types of music. Then ask your partner to name two more.



12 What type of music do you love? What can't you stand? Tell your partner. Ask him or her the same questions.



13 Which is more exciting, soccer or American football? Answer in a complete sentence.

14 Who is the funniest person in your class?



23 Give two examples of dairy food.

19 What were you doing when the bell rang for the next period?



20 In which country does sushi originally come from?



21 Back to square one!



28 Have you eaten frog's legs before?



27 What food didn't you eat at all this week?



26 What food did you eat a lot of this week?



24 Hotspot! Shake again!



22 Give two adjectives to describe ice cream.

29

Have you used chopsticks before?

30 What kind of food are you in the mood for today? Ask your partner the same question.



31

Invite your partner to eat at a restaurant of your choice.



32

Relax and miss a turn!



33

Say "Hello" in French.

34

Wave to your teacher.



37

Make a prediction about the future.

36

What do you have to do after school?

35

Hotspot! Shake again!



38



Back to square one!

39

What are you going to do this weekend? Ask your partner the same question.



40

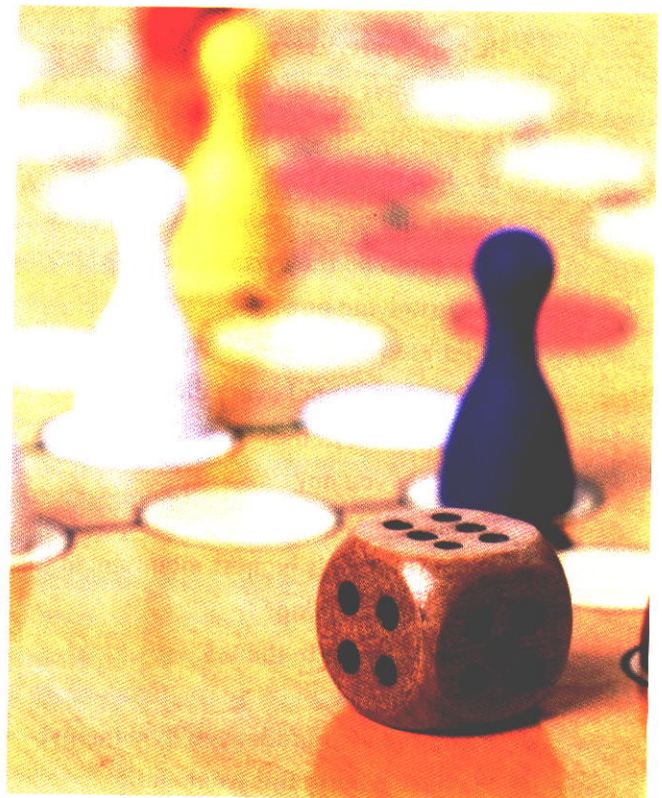
Well done!



FINISH

Board game

- 1 Look at the questions on the game board. You have ten minutes to think about your answers.
- 2 Read these instructions and practice saying them.
 - Shake the dice.
 - Go back to square one.
 - Miss a turn.
 - Shake again.
 - Whose turn is it?
 - It's my turn.
 - Don't cheat!
- 3 Now listen to your teacher's instructions and play the game. Good luck!



Right or wrong?

1 a) Read the instructions.

1. Read each sentence in Exercise 2 carefully. Decide if each sentence is right or wrong, then check (✓) the appropriate box next to each sentence.
2. Make a bet from between 10 to 100 points on each sentence, depending on how sure you are about your answer. If you are sure that a sentence is right (or that it is wrong), make a high bet (for example, 100 points). If you're not sure about your answer, make a low bet (for example, 10 points).
3. Your teacher will tell you the answers.
 - You WIN the points you bet on a sentence if your answer is right.
 - You LOSE the points if your answer is wrong.
4. Add up the columns. Subtract the points you lost from the points you won.

b) Look at the examples below.

	Right	Wrong	Bet	Win	Lose
I've seen him last week. (wrong)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50		50
I saw him yesterday. (right)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	100	
He likes her. (right)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10		10
			Total	100	60
			Score	100 - 60 = 40	

Adapted from activity 96 of *Grammar Games and Activities for Teachers* by Peter Watcyn Jones (Penguin).

2 Now play the game.

	Right	Wrong	Bet	Win	Lose
1 He play sports every Friday.	<input type="checkbox"/>	<input type="checkbox"/>			
2 They always get up early.	<input type="checkbox"/>	<input type="checkbox"/>			
3 I read sometimes on the bus.	<input type="checkbox"/>	<input type="checkbox"/>			
4 You like movies?	<input type="checkbox"/>	<input type="checkbox"/>			
5 Where she goes to school?	<input type="checkbox"/>	<input type="checkbox"/>			
6 How often do they visit?	<input type="checkbox"/>	<input type="checkbox"/>			
7 They studying now.	<input type="checkbox"/>	<input type="checkbox"/>			
8 What are you doing?	<input type="checkbox"/>	<input type="checkbox"/>			
9 We walk to school every day.	<input type="checkbox"/>	<input type="checkbox"/>			
10 Did she went home?	<input type="checkbox"/>	<input type="checkbox"/>			
11 What did you do?	<input type="checkbox"/>	<input type="checkbox"/>			
12 He taller than Marie.	<input type="checkbox"/>	<input type="checkbox"/>			
13 Mount Everest is highest mountain in the world.	<input type="checkbox"/>	<input type="checkbox"/>			
14 Why they laughing?	<input type="checkbox"/>	<input type="checkbox"/>			
15 She have been to the U.S.	<input type="checkbox"/>	<input type="checkbox"/>			
16 I go with you.	<input type="checkbox"/>	<input type="checkbox"/>			
17 If you see your grade, you'll be happy.	<input type="checkbox"/>	<input type="checkbox"/>			
18 We have a party this weekend.	<input type="checkbox"/>	<input type="checkbox"/>			



Communication

- Talk about present and past abilities
- Make small talk

Grammar

- Like / love / don't like / hate / don't mind + verb -ing
- Can / can't
- Could / couldn't for past abilities

Vocabulary

- Similar words
- "Borrowed" words

1 Where are the people in ...


- Picture A? _____
- Picture B? _____
- Picture C? _____
- Picture D? _____

2 What language(s) do you think they are speaking?
Explain your answers.



1

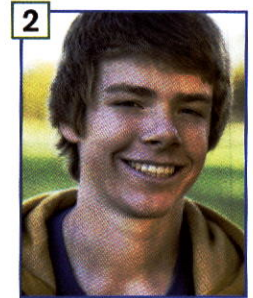
Reading and Vocabulary

- 1 a)  1.2 Listen. Match the person speaking with these sentences.

- ___ English is necessary to find a good job.
- ___ English is cool.
- ___ English is useful for meeting new people.
- ___ English is not difficult.




Alicia

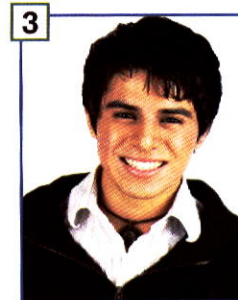


Albert

- b) Do you agree with them?

- 2  1.3 Now read along as you listen. Match the main ideas a-d to paragraphs 1-4.

- ___ a. English is the language of international communication.
- ___ b. English has words from many different languages.
- ___ c. There are other major languages apart from English.
- ___ d. English is the language of science and information technology.



Gustav



Arik

English is everywhere!

- 1 Why do so many people around the world learn English? One reason is that English is the language of international communication. People use English to communicate in many fields, such as business, technology, science, and international relations. It is also the principal language used in sports, music, advertising, and air travel.
- 2 More than half of the world's technical and scientific documents are in English. More than three-quarters of the data on the computers of the world is in English. Around seventy-five percent of all Internet users communicate in English.
- 3 English has many "borrowed" words from other languages. Some words come from Spanish, such as *adiós*, *pronto*, and *rodeo*. Others are from Italian, such as *piano*, *pizza*, and *volcano*. *Algebra* and *coffee* come from Arabic. *Aspirin* and *hamburger* come from German. People are always creating new words in English, as they do in other languages. The names of many new technical inventions are in English, such as *iPod* and *MP3*.
- 4 There are other major world languages, of course. For example, there are more speakers of Mandarin Chinese than speakers of English in the world. Spanish is spoken by millions of people in many different countries. Here is an interesting fact about the English language: Less than half of all the people who speak English are native speakers. Most people who speak English had to study it, just like you!

Adapted from British Council website and <http://anthro.palomar.edu/language/language1.htm>

3 Write T for True or F for False.

- T 1. English is spoken by many people around the world.
- ___ 2. Most people communicate in English on the Internet.
- ___ 3. English does not have words from other languages.
- ___ 4. Spanish is a major world language.
- ___ 5. There are more non-native speakers of English than native speakers.

Similar words

4 Underline these words in the reading. Read the sentences that use them. Are they similar to words in your language?

- communicate
- data
- scientific
- technical
- international

5 Complete the sentences using the words in Exercise 4.

1. English is an international language.
2. His computer holds a lot of _____.
3. I use e-mail to _____ with my friends in other countries.
4. We do _____ experiments in our biology class.
5. He is going to a _____ school to study computers.

“Borrowed” words

6 Look at the borrowed words. Match each word to the language it comes from.

- | | |
|---------------------|------------|
| <u>b</u> 1. volcano | a. German |
| ___ 2. iPod | b. Italian |
| ___ 3. pizza | c. English |
| ___ 4. hamburger | d. Arabic |
| ___ 5. adiós | e. Spanish |
| ___ 6. coffee | |

7 Are these words the same in your language or different? Write S for same or D for different.

- | | |
|-------------------|------------------|
| ___ 1. general | ___ 6. invention |
| ___ 2. legal | ___ 7. major |
| ___ 3. visual | ___ 8. relations |
| ___ 4. tropical | ___ 9. language |
| ___ 5. technology | ___ 10. computer |



1 Grammar

Like / love / don't like / hate / don't mind + verb -ing

Affirmative statements

I **like watching** movies in English.
 He **loves watching** action movies.
 They **hate watching** action movies.

Negative statements

I **don't like watching** French movies.
 He **doesn't like watching** romantic movies.
 They **don't hate watching** historical movies.

Note: Use **I don't mind** when you do not have a strong opinion about something.

I **don't mind watching** movies in English.

(See Grammar Reference, page G 1.)

- 1 Mishal is learning English. Write sentences about what she likes and doesn't like.

Key

like: (+)	don't like: (-)
love: (++)	hate: (- -)
don't mind: (=)	

- memorize verbs (-)
She doesn't like memorizing verbs.
- speak English (++)
- role-play dialogues (=)
- study grammar (- -)
- read stories (+)
- learn vocabulary (-)

- 2 PAIRS. Talk about what you like and don't like doing in English class.

Yes/No questions

Do you **like watching** movies in English?

Does she **hate watching** action movies?

Do they **mind watching** movies in English?

Short answers

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

Yes, she **does**. /
No, she **doesn't**.

Yes, they **do**. /
No, they **don't**.

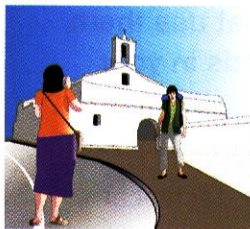
(See Grammar Reference, page G 1.)



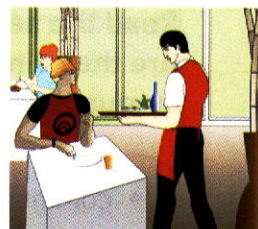
1. Luis and Carmen



2. Ami and Nola



3. Tara



4. Mario

- 3 PAIRS. Ask and answer questions about the pictures. Use the names in the pictures and the cues.

- like / writing
A: *Do Luis and Carmen like writing?*
B: *Yes, they do.*
- enjoy / have coffee together
- love / take pictures
- hate / work at the restaurant

- 4 PAIRS. Choose two activities from Exercise 3. Find out if your classmate enjoys these activities.

Example: A: *Do you like . . . ?*

B: _____

Can / Can't for present abilities

Affirmative statements	Negative statements
I can skate.	I can't ski.
Yes/No questions	Short answers
Can you skate ?	Yes, I can . / No, I can't .

(See Grammar Reference, page G 1.)

5 PAIRS. What can Victor do in English? Look at the "Now" column of the chart. Take turns saying what Victor can do now.

Example: A: Victor can talk in English about his hobbies.
 B: He can tell a joke in English.

	Now	Last year
1 talk about hobbies	✓	
2 tell a joke	✓	
3 ask questions	✓	✓
4 read a magazine		
5 buy something in a store	✓	✓
6 tell the time	✓	✓
7 understand a movie		
8 understand a song	✓	

6 Look at the chart in Exercise 5 again. What can't Victor do in English?

- _____
- _____

7 PAIRS. Think about three things you can now do in English. Tell your classmate about them.

Could / Couldn't for past abilities

Affirmative statements	Negative statements
I could swim when I was three.	I couldn't dive when I was three.
Yes/No questions	Yes/No answers
Could you swim when you were three?	Yes, I could . / No, I couldn't .


(See Grammar Reference, page G 1.)

Pronunciation

The short /ʊ/

a)  1.4 Listen and repeat.

/ʊ/ could couldn't
 I could read a book. I couldn't write a book.

b)  1.5 Listen. Circle the words with the /ʊ/ sound.

- He's a good soccer player.
- Put your backpacks on the floor, please.
- She took her sister to school this morning.

8 Look at the chart in Exercise 5. What could Victor do in English last year? Write two more sentences.

- Victor could ask questions in English.
- _____
- _____

9 PAIRS. What couldn't Victor do in English last year?

Example: A: Victor couldn't talk in English about hobbies.

10 PAIRS. Think of two things you couldn't do in English before. Tell your classmate about them.

1 Listening and Speaking



At the airport

1 Look at the picture. Where are the people?


2 Put a check (✓) next to the things you see in the picture.

- | | | | |
|------------|--------------------------|-------------------|--------------------------|
| suitcases | <input type="checkbox"/> | restaurants | <input type="checkbox"/> |
| airplanes | <input type="checkbox"/> | check-in area | <input type="checkbox"/> |
| passengers | <input type="checkbox"/> | flight attendants | <input type="checkbox"/> |

3 Answer the questions.

1. How do you usually travel?
2. Do you often travel by plane?
3. Do you like airports?
4. What airports have you been to?

4 1.6 Listen and complete the missing information.

 Airport		
PLACE	FLIGHT NO.	GATE
1.	18216	
2. QUEBEC		
3.		DELAYED
4.		
5.		

Greetings and introductions

5 a) 1.7 Listen to the conversation. Then answer the questions.

1. How many people meet Patrick at the airport?
2. Does he know the people well?

b) 1.8 Listen again and answer the questions.

1. How do the Sinclairs greet Patrick?
2. Who is Nick?
3. Is it Patrick's first time in England?
4. What is in his suitcase?
5. Who is waiting in the car?

Welcome a visitor

6 a) Complete the conversation. Use the expressions below.

- It was OK, but a bit long.
- Yes, I am.
- Yes, it is.
- How do you do?
- Thanks!
- Lots of presents.

A: Excuse me. Are you Tom?

B: 1 _____

A: Hi, Tom. How are you? I'm Chris, and this is my father.

B: 2 _____

A: Welcome to England.

B: 3 _____

A: How was your trip?

B: 4 _____

A: Is this your first time in England?

B: 5 _____

C: Let me take your suitcase. Hey, what's in it? It's heavy!

B: 6 _____

C: I see. Well, let's go!

b) Role-play the conversation.

7 Pair work.

Student A: Go to page P 1.

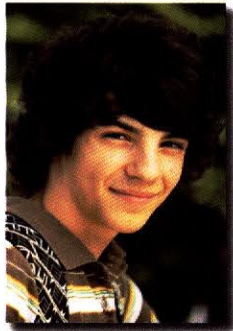
Student B: Go to page P 2.

1 Writing

Post information on websites

Writing rule

When you join social networking websites, do not give sensitive personal information such as your telephone number or your home address. Give only general personal information such as your first name, your town or country, your hobbies, and your favorite movies and songs.



THE FACTS:	
Name	Rudy
Age	15
Town/Country	Veracruz/Mexico
Hobbies	karate, skateboarding, playing pop music

INTERESTS:	
General	skateboarding, playing pop music, practicing karate
Music	Maná, Los Planetas, Mono
Movies	<i>Transformers, Lord of the Rings, Shrek</i>
TV shows	<i>Naruto, La Academia, CSI Miami</i>
Internet sites	iTunes, youtube, purevolume, freetranslation

About Me:

Hi! My name is Rudy, and I live in Veracruz, Mexico. It's a cool city! I love skateboarding and playing pop music. I like to practice karate every day. I hate cleaning my room. I love watching TV and listening to music.

What do you like? Write to me!

- 1 Complete the form with your own information.

THE FACTS:	
Name	
Age	
Town/Country	
Hobbies	

- 2 Write about your interests.

INTERESTS:	
General	
Music	
Movies	
TV shows	
Internet sites	

- 3 Now write about yourself.

About Me:

Filling out forms

- 1 Look at the form. Check the meaning of the different headings.

Immigration Form

1. First name *Michael*
2. Last name
3. Date of birth
4. Place of birth
5. Nationality
6. Occupation
7. Home address
8. Address in the U.S.
9. Reason for coming to the U.S.
10. Length of stay in the U.S.

- 2 Write the following information in the immigration form.

- a. Michael
- b. 84 Chestnut Street, Quebec, Canada, VA 94133
- c. 14 Oak Road, New City 10611
- d. To spend a year with an American family
- e. Ten months
- f. Dylan
- g. August 20, 1991
- h. Quebec, Canada
- i. Canadian
- j. Student

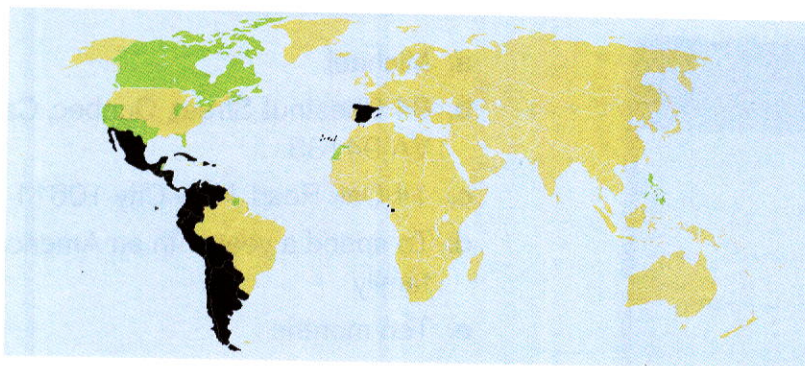
- 3 Fill out the form with your information.

1. First name
2. Last name
3. Date of birth
4. Place of birth
5. Nationality
6. Occupation
7. Home address
8. Temporary address in the city you are visiting
9. Reason for your visit
10. Length of stay



Spanish Speakers

- 1 Look at the map. What do you think the areas in green represent?



- Countries in which Spanish is the official language.
- Countries and regions in which there are many Spanish speakers, but Spanish is not the official language.

Hispanophones

Hispanophone is a term used to talk about Spanish speakers in the world. It refers to people who speak Spanish, regardless of geographical or ethnic differences. There are about 417 million Spanish speakers, which makes it the third most spoken language in the world. Spanish is the official language in many countries — Spain, much of Central and South America, and several countries in the Caribbean — but Spanish speakers can be found all over the world. There are large groups of Spanish speakers living in Canada, northern Morocco, Equatorial Guinea, and the Philippines. Hispanics are also the largest minority in the United States.

Spanish has had an influence on the English language. Throughout time, some Spanish words have become part of English, such as *cafeteria*, *guitar*, and *tomato*.

- 2 Answer the questions.

1. What is a "hispanophone"?
2. How many people speak Spanish in the world?
3. In what countries or regions is Spanish the official language?
4. What other countries have large Spanish-speaking populations?

- 3 a) Which of these English words come from Spanish? Circle them.

- | | | | |
|-----------|--------------|-------------|-------------|
| 1. pronto | 3. pizza | 5. mosquito | 7. broccoli |
| 2. rodeo | 4. hamburger | 6. volcano | 8. burro |

- b) Do you know any English words that come from your language?

UNIT 2 > Genius



Communication

- Talk about the past
- Talk about problems

Grammar

- The simple past
- *Too much / too many*
- *A few / a little / a lot*

Vocabulary

- Personality adjectives

1 Identify the people in the pictures. Write the letters.

- D 1. Thomas Edison ___ 4. Stephen Hawking
___ 2. Marie Curie ___ 5. Charles Darwin
___ 3. Pablo Picasso

2 Write the name of the person or people described below.

- a. The inventor _____
b. The scientists _____, _____,

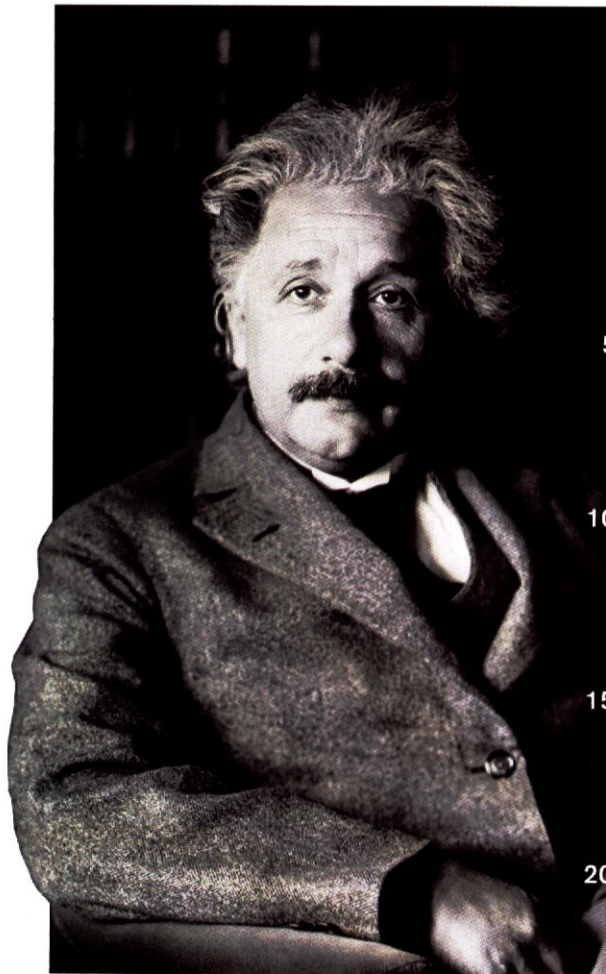
c. The painter _____

2

Reading and Vocabulary

1 a) Look at the man in the picture. Who is he? What do you know about him?

b)  1.9 Read along as you listen. Was Einstein a serious or a funny man?



Albert Einstein

Albert Einstein was a great man and a great scientist. He was a small man with long hair and a moustache. His famous theory of relativity explained some of the mysteries of the universe and changed how we understand the physical world. Einstein used his imagination and creativity. He believed that imagination and creativity were more important than learning things by heart. American reporters once asked him, "What is the speed of light?" "I don't know," he replied. "I never remember information that I can easily find in books."

But who was Einstein really? We know he was a genius, but he was also a funny, modest man. Here are two funny anecdotes. When he moved into a new office at work, he asked, "Can I have a desk, a chair, some pens, and a large bin to throw away all my mistakes?" Another time, Einstein was with a five-year-old boy who was his neighbor. They were good friends, and the boy liked asking him questions. One day, the boy asked him, "Did you go to the toilet this morning?" Einstein laughed and said, "At last, a question I can answer!" Einstein transformed our understanding of nature and the cosmos. Now, nearly a century later, we are still exploring his universe.

2 Read the text again. Write *T* for *True* or *F* for *False*.

- ___ 1. Einstein was a tall man with a beard.
- ___ 2. His theories changed our understanding of the universe.
- ___ 3. He was a creative person.
- ___ 4. He was a very serious man.
- ___ 5. He believed that learning things by heart was important.
- ___ 6. His neighbor was a curious little boy.

3 Find words from the text that mean the same as the words below.

- 1. from memory (line 7) learn by heart
- 2. journalists (line 7) _____
- 3. velocity (line 8) _____
- 4. funny incidents (line 13) _____
- 5. big (line 14) _____
- 6. finally (line 19) _____
- 7. space (line 21) _____
- 8. 100 years (line 21) _____

Personality adjectives

4 a) Match the adjectives to the definitions. Write the letters.

- | | | |
|--------------|--------------|----------|
| a. shy | d. stubborn | g. moody |
| b. bossy | e. confident | h. lazy |
| c. sensitive | f. selfish | |

- b 1. You love telling people what to do.
 ___ 2. You're a timid person.
 ___ 3. You won't change your mind.
 ___ 4. Your feelings are delicate.
 ___ 5. One day you're happy, the next you're sad.
 ___ 6. You only think about yourself.
 ___ 7. You are sure of yourself.
 ___ 8. You don't like working.

b) PAIRS. Describe your personality to a classmate.

5 Read the descriptions of Einstein's and Picasso's personalities according to their astrological signs. Do you agree?



Einstein

Pisces. Feb 19th - March 20th
 Pisces are shy and sensitive and not very practical. They are dreamers.



Picasso

Scorpio. Oct 24th - Nov 22nd
 Scorpions are emotional and moody, and they don't share their feelings. They are secretive people.

6 PAIRS. Follow these instructions.

1. Student A, tell Student B your astrological sign (e.g., Libra).
2. Student B, invent a personality description for Student A.
3. Do you agree with the description?

Pronunciation

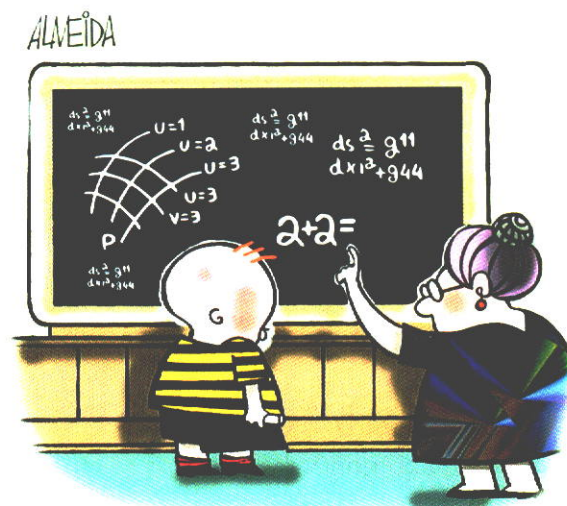
The sounds /ɪ/ and /i/

a) 1.10 Listen and repeat.

/ɪ/	/i/
brilliant	genius
timid	Leo
silly	believe

b) 1.11 Now listen and circle the words you hear.

- | | | | |
|----------|-------|---------|------|
| 1. reach | rich | 4. sit | seat |
| 2. feet | fit | 5. seen | sin |
| 3. live | leave | 6. fill | feel |



"EINSTEIN!!! Stop fooling around and pay attention!"



2 Grammar

The simple past

Affirmative statements

I **played** baseball yesterday.
He **went** to Brazil three years ago.
They **were** great scientists.

Negative statements

I **didn't watch** TV yesterday.
He **didn't go** to Oaxaca three days ago.
They **weren't** good at math.

Information questions

What **did** you **do** yesterday?
When **did** he **leave**?
Where **did** they **go** three years ago?

Answers

I **studied**.
Yesterday.
They went to Rio.

(See *Grammar Reference*, pages G 1 and G 2.)

(See *Grammar Reference*, pages G 1 and G 2.)

- 1** Complete the sentences using the past form of the verbs in the box.

• get up • see • go
• meet • be • play

- I got up at 9:00 two days ago.
- I _____ my friend at 11:00.
- We _____ games online until 2:00.
- We (*not*) _____ a movie last night.
- We (*not*) _____ there until five.
- Then we _____ to the park.

- 2** In your notebook, write sentences using the simple past and *ago*.

- be upset
I was upset two days ago.
- buy a book
- tell a joke
- go to a party
- help someone
- have a great idea

- 3** a) Read the article about Mozart.



Mozart was three years old when he learned to play the piano. At five years old, he started to compose music. At age six, little Mozart performed before royalty.

When he was a teenager, Mozart wrote his own opera. Mozart lived for many years in Vienna. He died a poor man in 1791.

- b) **PAIRS.** Write as many information questions as you can about Mozart's life.

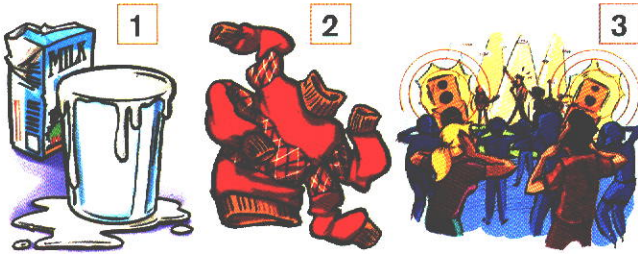
- c) Compare your questions. Who had the most questions?

Too much / Too many

We eat **too much** candy.
There are **too many** cars on the road.

(See Grammar Reference, page G 3.)

4 Write a sentence about each picture.



1. there / milk
There's too much milk.

2. it / has / sleeves

3. band / make / noise

5 PAIRS. Take turns. Say sentences about yourself using *too much* or *too many*.

*Example: I eat too many doughnuts.
I don't drink too much soda.*

6 Write sentences about yourself using *too much* and *too many*. Use the cues.

Example: I eat too many sweets.

do
spend
eat
drink
play

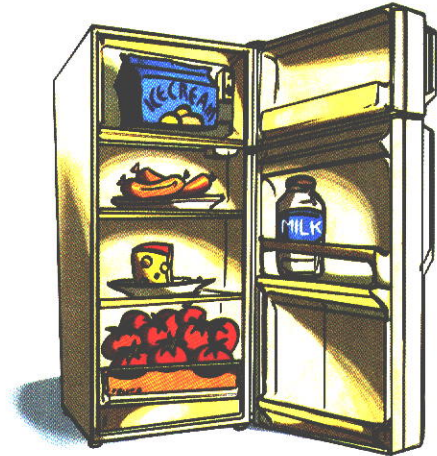
water
exercise soda
sweets fruit
money on clothes
time in front of the TV
time shopping

A few / a little / a lot of

She has **a few** good ideas.
All I want is **a little** love.
You have **a lot of** clothes.

(See Grammar Reference, page G 3.)

7 Look at what is in the refrigerator. In your notebook, write sentences using *a little*, *a few*, and *a lot of*.



Example: There is a little cheese in the refrigerator.

8 Complete the conversation with *a few*, *a little*, or *a lot of*.

1. **A:** What do you think of this sweater?
B: It's great. But look at the price! That's a lot of money for a sweater!
2. **A:** Do you have some paper clips?
B: Yes I have _____. How many do you need?
A: Just _____. Maybe three.
3. **A:** I need more shirts. I don't have _____ shirts!
B: Well, you only need _____. Good shirts. Just buy a couple.

2 Listening and Speaking



Talk about a problem

1 Point to these things in the picture.

- a French dictionary
- an atlas
- a microwave
- a refrigerator
- a washing machine
- a stove
- an ironing board
- a kettle

2 a)  1.12 Listen. What are Patrick and Julia talking about? Put a check (✓) next to the correct topic.

1. Patrick's English homework
2. Julia's French homework
3. Their geography homework

b)  1.13 Listen again and answer the questions.

1. What problem does Julia have?
2. Why does Patrick know French?
3. How does Patrick help Julia?

- 3 a) Complete the conversation. Use these expressions.

- a. What do you have to do?
b. Any time.
c. What's the problem?
d. Don't worry. I'll help you.

A: Can you help me?

B: Sure. ¹ _____

A: It's my homework.

B: ² _____

A: I have to translate this into Portuguese.

B: ³ _____

A: Oh, thanks. You're a genius!

B: ⁴ _____

- b) Role-play the conversation.

Take a quiz

- 4 a)  1.14 Listen to Patrick and Julia. Complete the questions.

1. What do you like _____?
_____?
2. What do you have _____?
_____?
3. What's your _____?
_____?
4. Who's your _____?
_____?
5. How do your friends _____?
_____?

- b) Read the questionnaire in Exercise 5a. Write the questions in the questionnaire.

- 5 a)  1.15 Listen again. Write *P* next to Patrick's answers; *J* next to Julia's.

1. *What do you like to do after school?*

- a Listen to music.
b Hang out with friends.
c Read.
d Play sports.

2. _____

- a CDs and clothes.
b Photos of friends.
c Books.
d Old shoes.

3. _____

- a Japanese food.
b Pizza.
c Vegetables and fruit.
d Burgers and fries.

4. _____

- a Einstein.
b Picasso.
c Tom Hanks.
d Beckham.

5. _____

- a Shy and quiet.
b Confident and bossy.
c Responsible and sensitive.
d Bossy and stubborn.

- b) PAIRS. Take turns. Ask your partner the questions in the quiz. Underline his or her answers.

- 6 Pair work.

Student A: Go to page P 1.

Student B: Go to page P 3.

2 Writing

Write an e-mail

Writing rule

Follow these rules when writing e-mail messages:

- Check the addressee's e-mail address for accuracy.
- In the subject box, write the topic of your e-mail, for example, "science homework."
- Address the person you are writing to politely, for example, "Hi, Marcia."
- Make sure your message is short, clear, and to the point.
- End your e-mail and key in your name.

1 a) Complete the headers with the information below.

- A great idea!
- john@heythere.com

To:

Subject:

b) Read the e-mail.

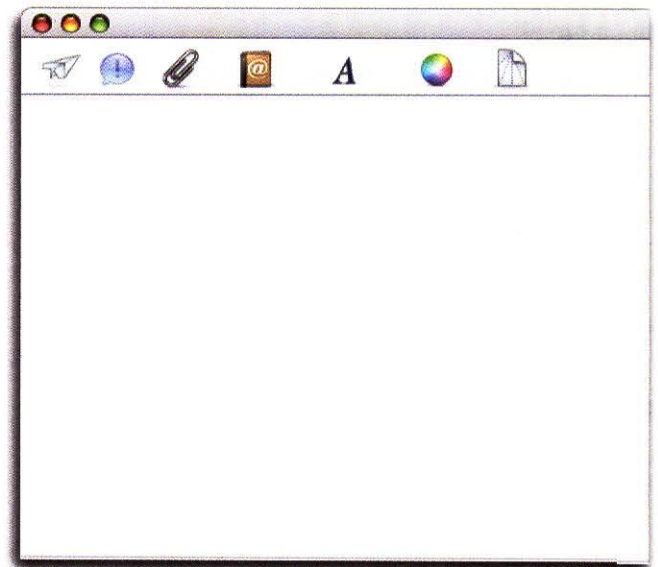
Hi, John. What's up?

Guess what happened the other day! I was in the garden when an apple fell on my head. All of a sudden, I realized something. I think I know why we don't fall off the planet and why the moon moves around the Earth! It's because of gravity! I'll tell you about it when I see you. Why don't we meet for coffee next week?

See you soon!
Isaac Newton

2 Write an e-mail to a friend. Write about a good piece of news or a great idea. Follow these instructions.

- Greet your friend.
- Say where you were when you heard about the good news or when you thought of the great idea.
- Tell him or her the news or explain the idea.
- Suggest a meeting.
- End your e-mail.



Review Units 1 and 2

Vocabulary

① Circle the word that does not belong. (1 point each)

1. swim, skate, communicate
2. book, data, magazine
3. bossy, moody, scientific
4. bedroom, kitchen, cosmos
5. yesterday, today, century
6. teacher, reporter, student

② Complete each sentence with the correct adjective. (2 points each)

1. Jan never thinks about other people's feelings. He's _____.
2. Mike doesn't like getting up before 2:00 P.M.! He's _____.
3. Eric changes from happy to sad very quickly. He's _____.
4. Julia has very delicate feelings. She's _____.
5. Paul is impossible! He never changes his mind. He's _____.
6. Marie loves telling people what they have to do. She's _____.

Grammar

③ Use the cues to write sentences. (3 points each)

1. Lali / like / read / books
Lali likes reading books.
2. Her brother / love / play / baseball

3. I / not like / clean / my room

4. Her father / hate / drive / in traffic

④ Write information questions for the underlined answers. (3 points each)

1. Sundar went to the park yesterday.
Where did Sundar go yesterday?
2. He met Amar at ten o'clock.

3. He and Amar played basketball.

4. They said good-bye at one o'clock.

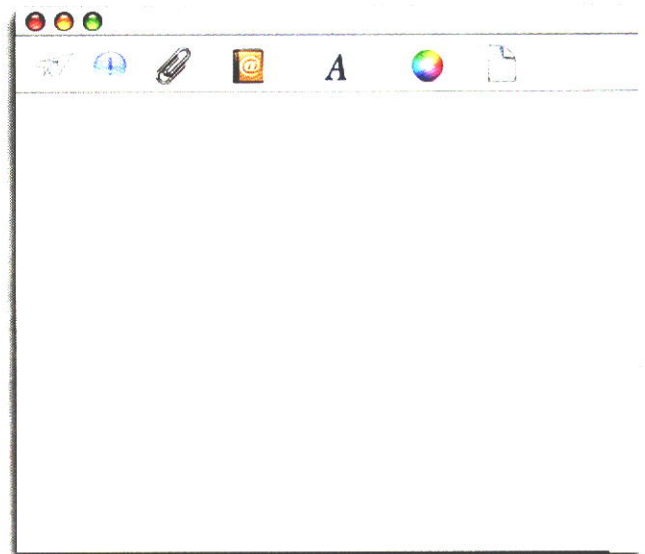
5. He called because he missed you.

6. I saw them at the restaurant.

Writing

⑤ You were at the party last weekend. Tell a friend about it in an e-mail. Be sure to end your e-mail and put in your name. (10 points)

- Where was the party?
- Were there a lot of people?
- Did you have fun?
- Was there a lot of food?
- What did you eat a lot of?



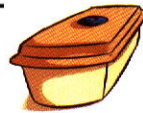
Magnets

1 a) Look at the pictures. Which of these two objects do you think a magnet would attract? Circle your answer.

a.



b.



b) PAIRS. Compare your answers.

2 Now read the text.

Magnets are usually made of iron and steel and attract metals containing iron, nickel, and cobalt. For example, a paper clip contains iron. So if you put a paper clip near a magnet, the paper clip will stick to it. In other words, the magnet will **attract** the paper clip (**attraction**). But if you put a T-shirt close to a magnet, nothing will happen. There is nothing in the T-shirt that will attract a magnet.

A magnet has a north pole and a south pole. Opposite poles attract. For example, the north and the south poles will stick together if you put them close to each other. However, two like poles repel each other. For example, if you put the north pole and the south pole of two magnets together, they will **repel** each other (**repulsion**).

3 a) Check your answer in Exercise 1. Did you answer correctly?

b) Now take the quiz. Which of these objects does a magnet attract?



1. nail



2. cup



3. car



4. spoon



5. sweater



6. chair

c) Look at these magnetic combinations. Which of these combinations attract? Which of them repel? Write *A* for attraction or *R* for repulsion.

- ___ 1. **N S N S** ___ 2. **S N N S**
 ___ 3. **S N S N** ___ 4. **N S S N**

> Movie

1 Find these types of movie in the puzzle.

- horror
- drama
- history
- musical
- western
- thriller
- documentary
- action
- comedy
- sport

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

2 GROUPS. Form groups of three. Follow these instructions.

- a. Choose one type of movie for your group. You have to select a different type from the other groups.
- b. **Homework:** Choose an actor and a movie from that actor. Look on the Internet for information about the actor and the movie. Bring both to class.
- c. Present your actor and the movie to the class.

3 CLASS. Discuss these questions:

1. Which type of movie did you like best?
2. Which type(s) of movie would you never watch on your own? Why not?

4 Option: Exchange movies with another group and transform that movie into the type of movie you choose in Exercise 2a. For example, if the other group's movie is horror and yours is musical, try to re-write it as a musical, and vice versa.



1  1.16 Read along as you listen.

Learning English On-line

The Internet is a great resource for learning English.
Here are some useful websites.

A

Do you want to know the meaning of a word in English? Longman has a great online dictionary. Go to www.ldoceonline.com and click the icon for the online dictionary. You'll see multiple definitions, see the words used in sentences, and hear the sentences spoken. The speakers are British.

B

Do you want help with grammar? Go to your search browser and type in "English grammar." You'll find links to many websites that offer help on numerous grammar topics. You can find help with topics such as *can and can't for present abilities* and *the simple past*, among many other topics. You can also learn idioms, colloquial English, and other useful everyday expressions. Many of these grammar websites also offer links to other English-language resources such as pronunciation, vocabulary, listening, and speaking.

C

Want to learn about another country? Go to www.cia.gov/library/publications/the-world-factbook/index.html and select the country you're interested in from the list. You can see a map of the country, read about its background, geography, people, government, economy, communications, transportation, and military. If you're interested in what the CIA (Central Intelligence Agency) really does every day or just want to have fun, click on their "Kid's page," where you'll find games and other pieces of information about the CIA.

2 Find the best websites (A–C) for these people. Write the letters.

- a 1. **Rosa:** I want to look up a word.
- ___ 2. **Matt:** I want to find out about the people in India.
- ___ 3. **Sam:** I want to listen to the pronunciation of a word.
- ___ 4. **Emilio:** I'm having trouble with the simple past in English.
- ___ 5. **Maddy:** I'd like to know some colloquial English for my visit to New York this summer.
- ___ 6. **Jeff:** I have to write a report on the United States.

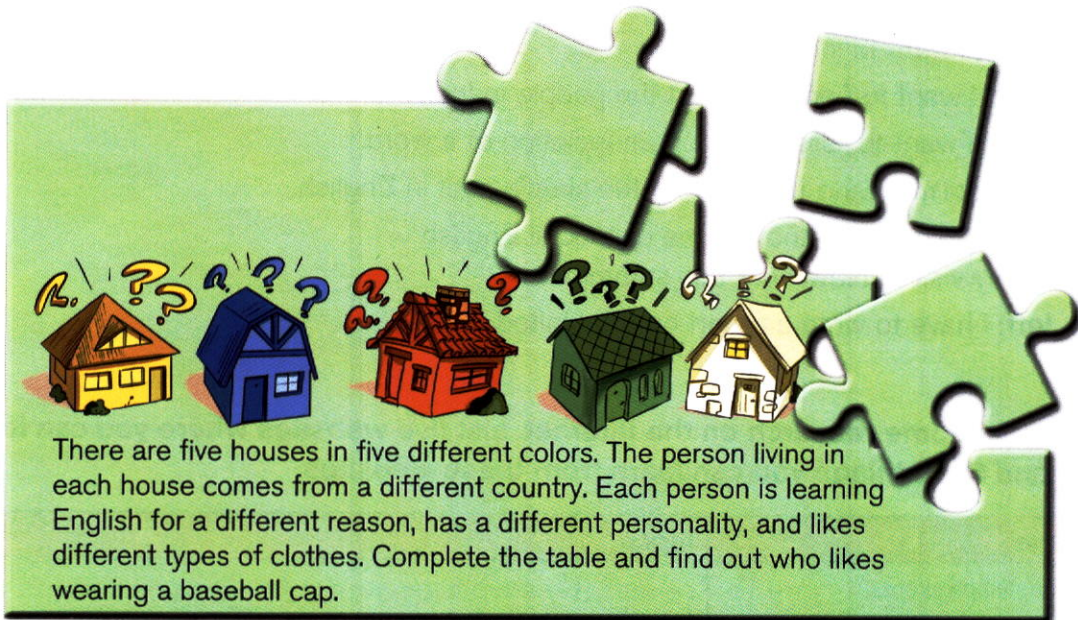
3 GROUPS. Do some research on the Internet. List five websites where you can learn English and 5–10 things you can learn from these websites.

Websites	Topics
www.englishpage.com/	<i>vocabulary, verb tenses, conditionals, modals, irregular verbs</i>

4 GROUPS. What English language websites do you visit? Do they help you learn English?

> Break time

Read and complete the chart.



1. The person in the middle house is learning English to pass an exam.
2. A Japanese lives in the first house.
3. The French is moody. His or her neighbor enjoys chatting on the Internet.
4. The Japanese likes wearing striped jeans. His or her next door neighbor is moody.
5. The white house is the last one. Next door is the green house.
6. The French loves traveling.
7. The person in the green house loves reading scientific documents.
8. The Dutch lives in the red house.
9. The Japanese lives next door to the blue house.
10. The person in the yellow house is bossy.
11. The German is very shy and lives in the green house.
12. The bossy person's neighbor likes wearing miniskirts.
13. The middle house is red.
14. The person in the white house is sensitive and likes to be an actor.
15. The stubborn person loves baggy sweatshirts.
16. The Spaniard loves wearing checked jackets.
17. The person who likes wearing a baseball cap lives next door to the Spaniard.

	1st house	2nd house	3rd house	4th house	5th house
Nationality					
Color of house					
Hobbies, activities, interests					
Personality					
Favorite clothes					

UNIT 3 > Fashion



Communication

- Talk about clothes
- Express opinions

Grammar

- *Too + adjective / not + adjective + enough*
- Object pronouns
- Possessive pronouns

Vocabulary

- Clothes
- Adjectives for clothes

1 Match the decades to the pictures.

- 1950s ____
- 1960s ____
- 1970s ____
- 1980s ____
- 1990s ____

2 Answer these questions.

1. Did your parents wear any of the clothes you see in the pictures? Which ones?
2. Would you wear these clothes if they were back in style? Which ones would you wear? Which ones would you not wear?

3

Reading and Vocabulary



1 Discuss these questions.

1. What's in fashion at the moment?
2. Who do you think decides what is fashionable?
3. Do you follow fashion? Why or why not?

2 a) 1.17 Read along as you listen. What does "fashion trap" mean?

The Fashion Trap and How to Avoid It

Those expensive moccasin boots you bought last January are "out"! But those awful vests your dad wore in the 1980s and your mom's old platform shoes are now "in"! Fashion changes fast, and we spend a lot of money on it. Last year, American teenagers spent more than \$80 billion dollars! But is it really necessary? Here are a few ideas to escape the fashion trap.

1. Find your own style. Don't wear the latest fashion or what everyone else is wearing. Wear what you like and what suits you.

b) Where do these opinions appear in the text? Write the tip number.

- 1 1. You shouldn't always wear what your friends wear.
- ___ 2. Secondhand clothes can be fashionable.
- ___ 3. Clothes do not make people interesting.
- ___ 4. Good quality clothes last a long time.

c) PAIRS. Discuss: Which tips do you agree with? Which tips don't you agree with?

3 Find the boldfaced words in the reading that fit these definitions. Write them next to the definitions.

1. stores with low prices discount stores
2. not expensive _____
3. pieces of advice _____
4. looks good _____
5. in fashion _____

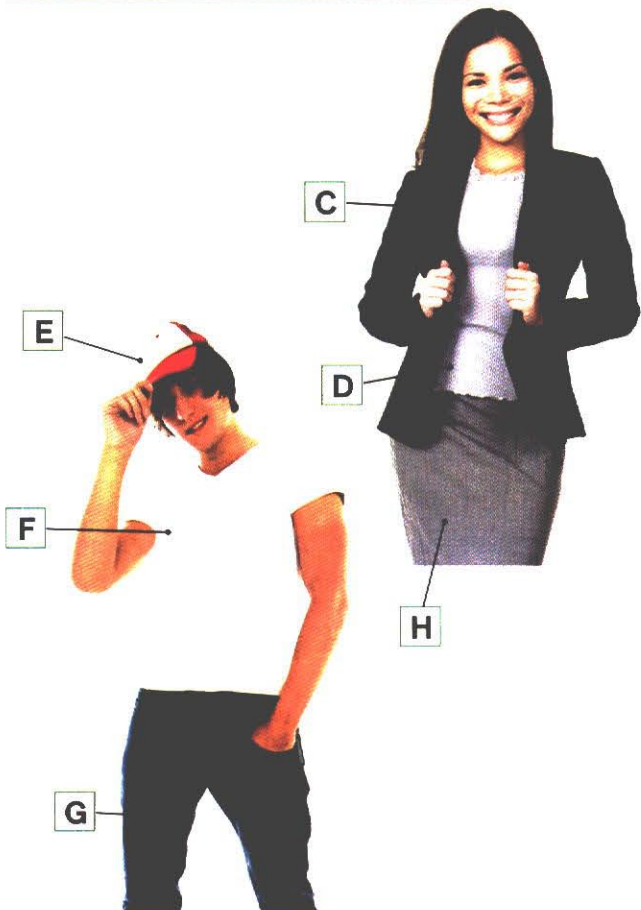
2. Don't let your clothes define you. Remember, clothes are just clothes! They don't make you an interesting, funny, or happy person! A \$200 pair of jeans isn't going to make your life better.
3. Shop at **discount stores**, secondhand shops, and online. A lot of secondhand clothes are **cheap** and **back in style**. Brand-new clothes are a lot more expensive. Remember, what you need is more important than where you buy it.
4. If you buy something expensive, make sure it is really of good quality. A few good quality things, like a winter coat or a leather jacket, can last for years.

Follow these **tips**, and you will save money and be in style at the same time!

Clothes

4 Look at the pictures. Write the letter next to the article of clothing.

- | | |
|-----------------------|------------------|
| <u>D</u> 1. top | _____ 5. T-shirt |
| _____ 2. sneakers | _____ 6. shoes |
| _____ 3. baseball cap | _____ 7. jeans |
| _____ 4. skirt | _____ 8. jacket |



5 Look at the pictures in Exercise 4 again. Complete the sentences with words from the box.

- | | | |
|---------|----------|---------|
| • short | • casual | • big |
| • long | • dressy | • small |

- Ana's clothes are dressy.
- David's clothes are _____.
- Ana's jacket is _____.
- David's T-shirt is _____.
- Ana's skirt is _____.
- David's jeans are _____.

Pronunciation

The sounds /aɪ/ and /eɪ/

a) 1.18 Listen and repeat.

/aɪ/	/eɪ/
style	plain

b) 1.19 Listen. Write the words in the correct columns.

Pronunciation	
/aɪ/	/eɪ/
<u>tight</u>	<u>day</u>

3 Grammar

Too + adjective / not + adjective + enough

I wear size 6 jeans but these are a 10.
They're **too big** for me.
These jeans are size 2.
They're **not big enough** for me.

(See Grammar Reference, page G 3.)

1 Use too and the cues to write sentences about the pictures.



- these jeans / be / big
These jeans are too big.
- these platform shoes / be / high

- this T-shirt / be / long

- this sweatshirt / be / small

- this outfit / be / dressy

- this jacket / be / short

2 Rewrite the sentences from Exercise 1 using not + adjective + enough.

- These jeans are not big enough.
- _____
- _____
- _____
- _____
- _____

Object pronouns

Subject pronouns	Object pronouns
I	me
he	him
she	her
it	it
we	us
you	you
they	them

(See Grammar Reference, page G 4.)

3 Complete the sentences with object pronouns.

- I have his phone number. I'll call him.
- Where's my phone? I can't find _____.
- Are you going to the store? Can I come with _____?
- We'll arrive at six o'clock. Can you come and meet _____?
- She's very nice. Where did you meet _____?
- These songs are great. I really love _____.
- What happened? Please tell _____.
- He's very nice. I like _____.
- Your grandma is cool! I like _____.
- The games are fun. We enjoyed _____.

Possessives

Possessive adjectives	Possessive pronouns
my	mine
his	his
her	hers
our	ours
your	yours
their	theirs

Whose sandals are these?
They're my sandals. They're **mine**.

Whose top is this?
It's her top. It's **hers**.

(See Grammar Reference, page G 4.)

4 Complete the chart.

PRONOUNS			
Subject	Object	Possessive adjective	Possessive pronoun
I			mine
	you	your	
He		his	
	her	her	
We			ours
	them	their	

5 Look at the pictures. The answer the questions. Use possessive adjectives.

- Are these Paolo's sunglasses?
Yes, they're his sunglasses.
- Do these T-shirts belong to Tim and Bart?

- Whose jeans are these?

- Is this your backpack?

- Whose dress is this?

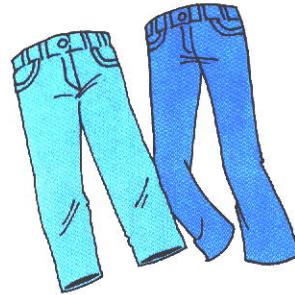
- Do these sneakers belong to me?



Paolo



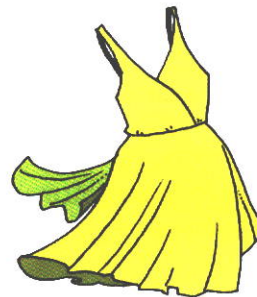
Tim and Bart



You and your friend



You



Tara



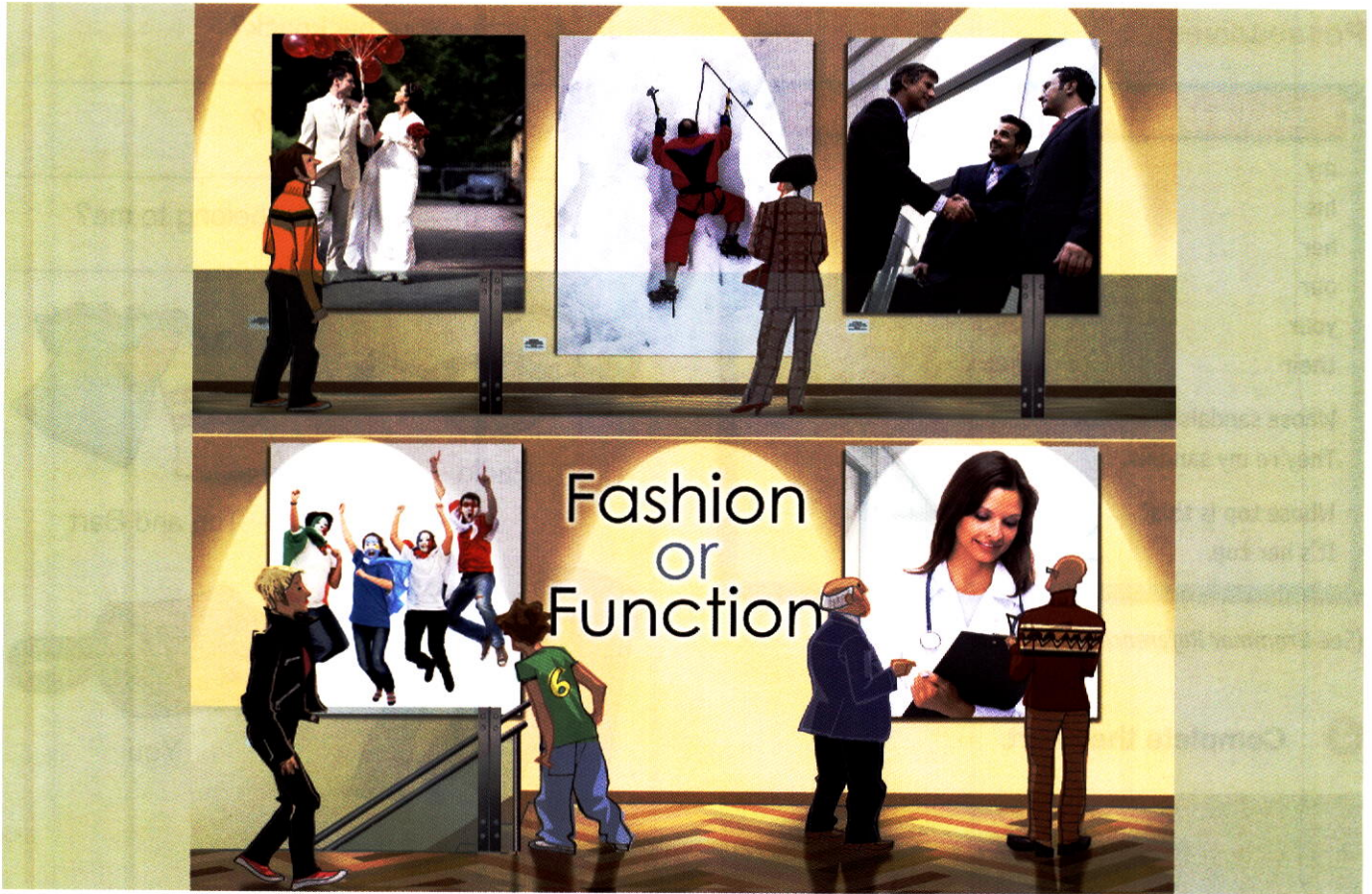
Me

6 Rewrite your answers from Exercise 5 using possessive pronouns.

- Yes, they're his.
- _____
- _____
- _____
- _____
- _____

3

Listening and Speaking



Talk about why we wear clothes

1 a) Look at the five photos on the wall of a museum.

b) What are the people in the pictures wearing? Put a check (✓) next to the clothes you see.

- | | | | |
|--------------|--------------------------|-----------------|--------------------------|
| a long skirt | <input type="checkbox"/> | a suit and tie | <input type="checkbox"/> |
| pajamas | <input type="checkbox"/> | a wedding dress | <input type="checkbox"/> |
| a T-shirt | <input type="checkbox"/> | a sweater | <input type="checkbox"/> |

2 a) 1.20 Listen to a fashion expert talk about why we wear clothes. Put the reasons in the order you hear them.

- ___ 1 a. To protect us from the weather.
 ___ b. Tradition.
 ___ c. To show how we are feeling.
 ___ d. To identify the group we belong to.

b) 1.21 Listen again and answer the questions.

1. What colors do we tend to wear when we're happy?

2. What colors do we tend to wear when we're sad?

3. Why don't middle-aged people and teenagers dress the same?

4. What examples of uniforms does Lizzie give?

5. Why are uniforms important?


3 PAIRS. Talk about what clothes you wear in these situations.

- a. in the summer c. to a party
b. in the winter d. to school

In the summer, I wear _____. During winter, I wear _____. But some people wear _____.

When I go to a party, I usually wear _____. I never wear _____ to school. I prefer wearing _____. Some people wear _____.

An argument

4 a)  1.22 Listen to Julia and her mom. Check (✓) the expressions you hear.

1. You look ridiculous!
 2. That looks ridiculous.
 3. They're the latest fashion.
 4. They're "in" now.
 5. You can go out in those.
 6. You can't go out in those.
 7. Tight jeans are really cool.
 8. Tight jeans are not very cool.

b) Circle the correct answers.

1. Julia / Julia's mom is going out.
2. Julia is wearing blue / tight jeans.
3. Julia's mother thinks Julia looks cool / ridiculous.
4. Julia / Julia's mom thinks the jeans are cool.
5. Julia's mom wore similar jeans / tops.

5 a) Complete the conversation.

- A: Bye, Mom. See you later!
B: Wait a minute. What are you wearing? You look ¹ _____.
A: All my friends are ² _____. They're ³ _____ now.
B: Well, you can't go out in those.
A: Mom, ⁴ _____ are really cool. You wore them when you were my age.
B: Yes, but not ⁵ _____. How were you even able to get into those? Look at how tight ⁶ _____ is, too. Go back and change. Or at least, put on a ⁷ _____.
A: Oh, Mom!

b)  1.23 Listen again and check your answers.

c) Role-play the conversation.

6 Pair work.

- Student A: Go to page P 2.
Student B: Go to page P 3.



3 Writing

Express your opinion in writing

Writing tips

- State the topic and your opinion clearly in the first two sentences.
- Present your main ideas in order.
- Support your ideas with reasons and details.
- Write a short conclusion.

1 a) Read Ernesto's opinion about fashion.

Is fashion important?
by Ernesto

Some people think that fashion is very important, but *in my opinion*, it isn't.

First of all, fashionable clothes can be expensive, and I prefer to spend my money on music or books.

Second, I like wearing clothes that show my personality. Some people think you have more friends if you are fashionable. But I choose my friends because they make me laugh, not because they are wearing designer jeans!

In conclusion, I think we should wear what we like and forget what's fashionable at the moment.

b) Circle the best answers.

1. What is the topic?
 - a. The importance of expensive clothes.
 - b. Ernesto's opinions on the importance of fashion.

2. What is Ernesto's opinion about fashion?
 - a. It's important.
 - b. It's not important.
3. What detail does Ernesto offer first to support his opinion?
 - a. Fashionable clothes are expensive.
 - b. Fashionable clothes show your personality.
4. What is Ernesto's conclusion about the topic?
 - a. We should wear designer jeans.
 - b. We should wear what we like.

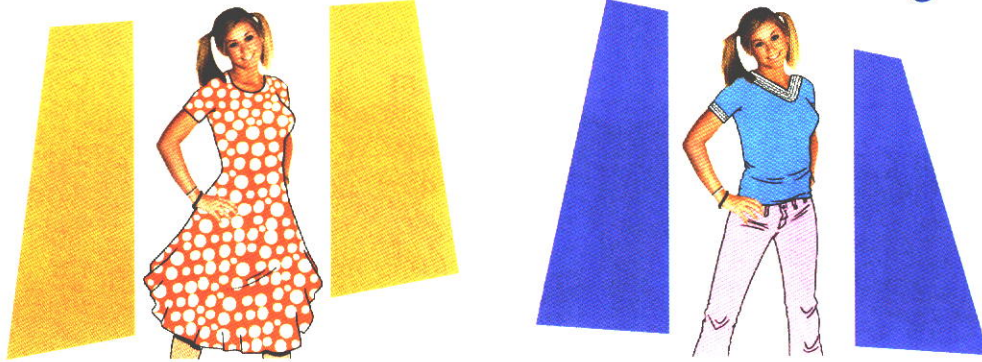
2 Read Lena's opinion about school uniforms. Number the paragraphs in the correct order.

- ___ a. First of all, our school uniform is an ugly gray color and very unfashionable. Sometimes students from other schools laugh at us.
- ___ b. Many people think school uniforms are a good thing, but in my opinion they are not.
- ___ c. In conclusion, I think it is better to wear your own clothes to school because it makes school more interesting and fun.
- ___ d. Second, school uniforms don't express the individual's style and taste. Everyone looks the same. It's very boring.

3 a) Do you think students should wear uniforms? Write a paragraph expressing your opinion. Follow the writing tips. Give at least two details for your opinion.

b) PAIRS. Share your opinions with a classmate.

Real-Life Style Star #7: Graciela Putnam, Age 14



What she's wearing:	Red polka-dot party dress from Rue 21, blue lace-ribbed cami
Loves:	dressy lace tops, his shirts
Hates:	anything too big
Her spring style:	long shirts, skirts and dresses, flats
How she describes her personal style:	"Casual is out!"

1 a) Copy these headings onto a piece of paper.

Name	What (he/she)'s wearing	Loves	Hates	(His/Her) spring style
------	-------------------------	-------	-------	------------------------

b) Interview five classmates. Write their names in the first column. Then complete the information about each person.

Example:

Name	What (he/she)'s wearing	Loves	Hates	(His/Her) spring style
Alonso	jeans, sweatshirt, sneakers	baggy pants	dressy clothes	baggy jeans, T-shirt, leather jacket, boots

2 Using the information you have gathered, write a fashion report about your class.

Example:

Most teenagers in my school are wearing baggy jeans and T-shirts this spring. They love baggy pants, and they hate dressy clothes....

Design

- 1 a) Look at the pictures. What are the people wearing? Would you wear any of them? Why or why not?



- b) **GROUPS.** Discuss the designs in Exercise 1a. Talk about the following:

1. Are they practical and useful?
2. Are they attractive?
3. What are the advantages of each design?
4. What's wrong with each design?

- 2 a) **PAIRS.** Choose one design from Exercise 1a. Discuss how you can improve it so it's attractive, useful, and practical.

- b) Share your ideas with the class.

- 3 a) **GROUPS.** Below are some products we use every day. Choose one to redesign and improve.

1. computers
2. laptops
3. cell phones
4. MP3 players

- b) **GROUPS.** Discuss the following:

1. Describe the product you chose in Exercise 3a.
2. How would you improve the product?
3. What new features would you add to it?
4. Explain the uses and advantages of the new features.

UNIT 4 > Goal!



Communication

- Talk about sports
- Describe past events

Grammar

- The past continuous
- The past continuous with *when* and *while*
- The present perfect

Vocabulary

- Words related to a sports game
- Verbs used in a sports game

1 Which of these things can you see in the photos?

- | | | | | | |
|---------|--------------------------|------------|--------------------------|---------|--------------------------|
| players | <input type="checkbox"/> | goalkeeper | <input type="checkbox"/> | whistle | <input type="checkbox"/> |
| trophy | <input type="checkbox"/> | referee | <input type="checkbox"/> | ball | <input type="checkbox"/> |

2 What are the people in the pictures doing?

3 Why do you think soccer is such a popular sport?

4 Reading and Vocabulary

- 1  1.24 Read along as you listen. Underline the reasons soccer is popular.

The Power of Soccer



1 Soccer is the most popular team sport in the world. Millions of fans regularly go to soccer stadiums to see their home team; millions more watch the game on television, and hundreds of millions of people play soccer in over 200 different countries.

2 But why is soccer so popular? First of all, the rules are simple, and very little equipment is necessary. So everyone, rich or poor, can play. Second, soccer is a good way to make friends. It's a team sport in which everyone is equal, and all the players depend on each other.

3 Soccer also unites people in countries where there is war or poverty. In Brazil, where soccer is a national passion, millions of children do not go to school. A program called "Spaces of Hope" helps children in

the poorest and most violent areas of Rio de Janeiro and São Paulo. One of the organizers explained, "These young people were living on the streets. We offered them the chance to play soccer, and we use soccer's popularity to get them off the streets and into the classroom. At first, they came to play soccer, but after a few weeks, they also wanted to join the other programs, such as music and theater, and use the other facilities, such as libraries and computers with free Internet access."

4 Some people say that soccer is just a business. It is true that professional soccer is a big business. As explained above, it is more than that. It is also true that, without soccer, the world would be a less interesting place.

Adapted from *Spaces of Hope*, <http://www.unicef.org>

- 2 Match the topic sentences to the paragraphs. Write the paragraph numbers.

- 4 1. Soccer isn't just a business.
___ 2. Soccer is the most popular sport in the world.
___ 3. In some countries, soccer is used to help and encourage the poor.
___ 4. Soccer has several advantages.

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

- F 1. Only rich people can play soccer.
___ 2. You need special equipment to play soccer.
___ 3. "Spaces of Hope" helps poor young people.
___ 4. Soccer can be used to encourage kids to go to school.
___ 5. Professional soccer isn't a big business.

Words used in soccer

4 Use the words in the box to complete the sentences about the rules in soccer.

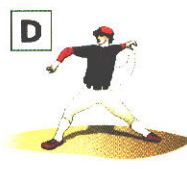
- goals
- tie
- periods
- scores
- kick
- touch
- players
- goalkeeper

1. Each team can have from five to eleven players.
2. There are two _____, one at each end of the playing field.
3. Each team has one _____.
4. A team _____ a goal when it gets the ball into their opponent's goal net.
5. There are two 45-minute _____ in a game, totaling 90 minutes.
6. Players cannot _____ the ball with their hands.
7. They can _____ the ball, "head" it (bounce it off their head), or bounce it off their bodies.
8. A game in which both teams have the same score is called a _____.

Verbs used in sports

5 Write the verbs under the pictures.

- throw
- head
- kick
- tackle
- score



6 Circle the correct answers.

1. Five minutes before the end of the match, Germany was winning / **beating** 2 – 0.
2. Yesterday Finland **beat** / **won** Norway in an exciting final.
3. Scotland **beat** / **lost to** Portugal, but they played very well.
4. Italy **tied** / **lost** yesterday against Morocco. The final score was 2 – 2.
5. At half-time England was **losing** / **beating**, but they **won** / **beat** the match.

Pronunciation

Scores

a) 1.25 Listen and repeat.

We write

We say

- | | |
|-------|--------------------------|
| 0 – 0 | zero – zero, a tie |
| 2 – 0 | two – nothing |
| 3 – 3 | tied at three; three all |
| 3 – 2 | three – two |

b) 1.26 Listen and complete the scores.

	Brazil	–			England	
	Germany	–			France	
	Italy	–			Argentina	
	Nigeria	–			Morocco	

4 Grammar

The past continuous

Affirmative statements	Negative statements
Our team was losing .	He wasn't playing very well.
They were winning the match.	The fans weren't cheering .
Yes / No questions	Short answers
Was he running toward the ball?	Yes, he was . / No, he wasn't .
Were they scoring any goals?	Yes, they were . / No, they weren't .

(See Grammar Reference, page G 4.)

- 1 a) Look at Anne's agenda. What was Anne doing and not doing yesterday?

<input type="checkbox"/>	9 A.M.–11 A.M.		
<input type="checkbox"/>	play soccer	<input checked="" type="checkbox"/>	sleep <input checked="" type="checkbox"/>
<input type="checkbox"/>	11 A.M.–1 P.M.		
<input type="checkbox"/>	study	<input checked="" type="checkbox"/>	surf the Internet <input checked="" type="checkbox"/>
<input type="checkbox"/>	1 P.M.–5 P.M.		
<input type="checkbox"/>	do gymnastics	<input checked="" type="checkbox"/>	watch a movie <input checked="" type="checkbox"/>
<input type="checkbox"/>	5 P.M.–7 P.M.		
<input type="checkbox"/>	shop with Stella	<input checked="" type="checkbox"/>	help Mom <input checked="" type="checkbox"/>

- At 10 A.M., she was sleeping.
- At 12 A.M., _____.
- At 3 P.M., _____.
- At 6 P.M., _____.

- b) PAIRS. Ask yes/no questions about Anne's activities.

Example: A: Was Anne playing soccer at 10 A.M.?

B: No, she wasn't.

The past continuous with *when* and *while*

Statements
I was watching the game when he called.
It started to rain while we were playing soccer.
Questions
Where were you looking when he scored the goal?
What happened while you were playing?

(See Grammar Reference, page G 5.)

- 2 In your notebook, write two sentences for each group of pictures.



- read on the bus / phone ring / answer the phone
He was reading on the bus when his cell phone rang. When his cell phone rang, he answered it.
- walk in the country / start to rain / open umbrella
- sit on the beach / see a big wave / run

3 Ask and answer two questions for each story from Exercise 2.

1. *A: What was the man doing when his cell phone rang?*

B: He was reading on the bus.

The present perfect

Affirmative statements	Negative statements
He's (has) scored three goals.	He hasn't touched the ball.
They've (have) won the game.	They haven't seen the results.
Questions	Answers
Has he seen the stadium?	Yes, he has . / No, he hasn't .
Have they gone to a game?	Yes, they have . / No, they haven't .
Where have you lived before?	I've (have) lived in Argentina.

(See Grammar Reference, page G 5.)

4 Complete the sentences with the past participle form of the verb in parentheses.

- Have you visited (visit) New York City?
Yes, I have. I've visited (visit) New York City two times.
- Have you _____ (play) on your school soccer team?
No, I haven't. I've _____ (play) soccer with my friends, but not on the team.
- Has Tony _____ (score) many winning goals?
Yes, he has. He has _____ (score) all our winning goals this year.

4. Have your brothers _____ (come) home from their vacation?

No, they haven't _____ (come) home yet.

5. Has your mother _____ (see) your new haircut?

No, she hasn't _____ (see) it yet.

5 a) Put a check (✓) under Yes or No for each activity on the list.

Have you . . . ?	Yes	No
played tennis before?	✓	
jogged 10 miles before?		
swam in the ocean?		
done gymnastics?		
surfed the Internet before?		
watched a movie in English?		

b) Write one sentence for each activity. Use I have or I haven't + the past participle.

- Yes, I've played tennis a few times.
- _____
- _____
- _____
- _____
- _____

6 PAIRS. Tell your partner two sports you've played before.

4 Listening and Speaking



Talk about sports

- 1** Discuss these questions about the picture.
1. How many kinds of flags can you see?
 2. Some people are wearing red-and-white scarves. Others are wearing red scarves. Why?
 3. Why do you think the people are standing up, rather than sitting down?

- 2**  1.27 Listen to Sam. Then answer the questions.

1. When did he join the fan club?
2. What games does he go to?
3. Which games does he prefer?
4. Does he support his team when they lose?

3 a)  1.28 Listen to Sam and Elsa talk about a game. Circle the problem.

- a. Violence
- b. Racist supporters
- c. Foul play

b)  1.29 Listen again. Write *T* for True or *F* for False.

- T 1. Patrick and Julia saw the game.
- 2. Sam's team wasn't playing very well.
- 3. Sam's team scored a goal very quickly.
- 4. The home team fans shouted racist insults at a player.
- 5. The referee didn't do anything.
- 6. The players stopped playing.
- 7. Elsa doesn't agree with the players' action.
- 8. Sam disagrees with Elsa.

4 a) First, choose the options that apply to you. Then complete the dialogue.

A: What ¹ _____ (soccer / basketball, etc.) team do you support?

B: I support ² _____.

A: Do you go to any games?

B: (Yes / No,) I ³ _____.

A: Do you have any special clothes or objects from the team?

B: (Yes / No,) ⁴ _____.

A: Do you prefer watching _____ or playing?

B: I prefer ⁵ _____.

b) PAIRS. Practice the conversation with a partner.

Give your opinion

5 a) Look at these expressions for giving opinions.

- I think ...
- In my opinion ...
- Honestly, ...
- If you ask me ...

b) PAIRS. Discuss your opinion on these questions. Use any of the expressions in Exercise 5a.

1. Do you like soccer? Why or why not?
2. Who are your favorite players? Why?
3. Do you think there is too much soccer on TV?
4. Do you think soccer players earn too much money?
5. Do more boys play soccer than girls?

c) GROUPS. Join another pair. Compare your answers.

6 a) Answer these questions.

1. What's your favorite team?
2. Which country has the best soccer team?
3. Who's the best soccer player in the world?

b) GROUPS. Compare and discuss your answers with two other students.

7 Pair work.

Student A: Go to page P 2.

Student B: Go to page P 3.

4 Writing

Describe a sport

Writing rule

To describe a sport you should include:

- The name and a short definition of the sport
- The number of players
- The objective of the game
- The main rules
- The qualities of a good player

- 1 a) Read the description of basketball as a sport.

Basketball

- 1 Basketball is a fast ball game for two teams of five players.
- 2 The objective of the game is to score points by throwing the ball into the basket. You can pass the ball in different ways, but you can't kick the ball with your feet or run with the ball, and you can't block a player.
- 3 Many basketball players are very tall, but you don't have to be tall to be a good player. You have to run fast and pass the ball accurately. Basketball is an exciting game!

b) Number the parts of the text in the order they appear in the reading.

- ___ a. the qualities of a good player
- ___ b. the objective of the game
- ___ c. conclusion
- 1 d. the name and a short definition of the sport
- ___ e. the main rules
- ___ f. the number of players

- 2 a) Read the fact file about five-a-side soccer.



Name of sport: Five-a-side soccer

Number of players: Five on each team

Objective of sport: Score goals

Rules: No contact, no heading, pass the ball a lot, have fun

Good players: Have quick reflexes, think fast, pass ball accurately

Spectator or player sport? Exciting for both

b) Write a description of the sport. Use the tips in the Writing rule box. Use the description in Exercise 1 as a model.

Review Units 3 and 4

Vocabulary

① Write the letter next to the description. (2 points each)

- a. jeans c. baseball cap e. T-shirt
b. sweatshirt d. shoes f. skirt

- e 1. This has short sleeves.
___ 2. This keeps you warm.
___ 3. These protect your feet.
___ 4. You wear this on your head.
___ 5. These are usually blue.
___ 6. Women wear this.

② Circle the word that does not belong. (2 points each)

1. match, game, **fun**
2. player, kick, team
3. stadium, field, rules
4. zero, tie, watch
5. win, head, lose
6. skiing, soccer, basketball
7. goal, audience, goalkeeper
8. cheer, kick, throw

Grammar

③ Complete these sentences with the past continuous form of the verbs in the box. (2 points each)

- touch • talk • run
• win • watch • yell

1. The team from Mexico was winning the match.
2. They were _____ down the field with the ball.

3. The goalkeeper _____ something to another player.
4. One of the players _____ the ball when the referee blew his whistle.
5. While the referee _____ to the players, it started to rain.
6. We were glad that we _____ the game at home on TV.

④ Circle the correct answer. (1 point each)

1. My parents gave **mine** / **me** a skirt for the holidays.
2. I like **him** / **it**, but it's too **short** / **blue**.
3. That's OK – you can have **his** / **mine**.
4. That's **my** / **mine** bag.
5. It's too **long** / **style** for me.
6. The baseball caps they gave my brothers are not **tight** / **big** enough for **him** / **them**.
7. Oh, well. Then give **you** / **them** two of **your** / **yours**!

Writing

⑤ Write three sentences describing an activity that took place in the past. Use the past continuous with *when* and *while*. (3 points each)

1. While he was throwing the ball, the referee blew the whistle.
2. _____
3. _____
4. _____

Exercise and fitness

1 Read the text.

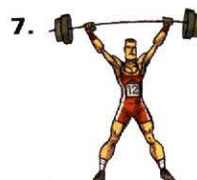
Some exercises improve your **flexibility**. They help you to bend and move more easily. Some exercises improve your **muscular strength**. They help build your muscles and make you strong. **Cardiovascular exercises** improve the functioning of your heart and lungs. These exercises usually involve exercising vigorously.

2 Write the name of each fitness activity below its picture. Use the words and phrases in the box.

- biking
- doing push-ups
- jogging
- doing pull-ups
- doing sit-ups
- lifting weights
- stretching



jogging



3 Look at the pictures in Exercise 2. Write what each fitness activity improves most. Write *F* for *flexibility*, *MS* for *muscular strength*, or *CS* for *cardiovascular strength*. Some exercises develop more than one.

1. CS 3. _____ 5. _____ 7. _____
 2. _____ 4. _____ 6. _____



Love, peace, hope

1 a) **GROUPS.** Look at the pictures. Discuss these questions:

What's your reaction to each one?

- the sleeping baby?
- the sunset?
- the cat kissing the dog?

b) **GROUPS.** Look at the themes below. Which do you think appropriately matches the picture above? Explain your answers.

1. love: _____ 2. peace: _____ 3. hope: _____

For example:

We think that the picture of _____ matches the theme of _____ because...

c) **Homework:** Find three of the actors in one of these movies or find other movies about peace, love, or hope.

- "Forrest Gump"
- "The Prestige"
- "Gladiator"
- "Braveheart"

2 **GROUPS.** Discuss the message of the movies and do the following:

1. Create a poster consisting of pictures of the actors of your chosen movie.
2. Put up your poster for the class to see. Then play a part of the movie for the class.
3. Finally, explain why you chose the pictures.

1 Read the guide to skateboarding fashion.

A GUIDE TO SKATEBOARDING FASHION

Is skateboarding a sport? A lifestyle? A fashion statement? It's all of these. But there's not just *one* skateboarding style – there are many. Here are some tips for how to achieve the right look for three different skater styles.



Skater Style	Shoes	Top	Pants	Hat
Plain Old Skater	Any skate shoe will do. The simpler, the better.	T-shirts with skateboard company logos only! Hoodies (sweatshirts with hoods) are best.	Baggy pants, with a skateboard company logo	Baseball caps – usually with a skateboard company logo
Punk Skater	Skate shoes ... preferably with holes in them.	Old and tight T-shirts with music band logos are best. Hoodies or nylon jackets when it's cold.	Not too baggy, not too tight	Mesh baseball caps of all types worn backwards
Artsy Skater	Almost any kind – but they MUST be black.	Tight T-shirts and long-sleeved shirts are good. So are button-down shirts with collars. Buttoned jackets, plain and simple are the best.	Slim-fitting	Beanies





2 Write *AS* for *Artsy Skater*, *PS* for *Plain Skater*, or *PU* for *Punk Skater* for each item of clothing.

PU 1. tight music band T-shirts

___ 2. button-down shirts

___ 3. hoodies

___ 4. mesh baseball caps

___ 5. beanies

___ 6. black shoes

___ 7. baggy pants with skateboard company logo

___ 8. shoes with holes

___ 9. tight pants

3 **PAIRS.** Do the following:

- Think of a sport that is strongly influenced by fashion. Look for pictures that show the different styles of clothing and shoes the players wear.
- Find out if these styles have special names.
- Create a poster. Paste the pictures you find showing the different styles. Label each one if possible.
- Present your poster to the class, describing the outfit and shoes in the pictures.

> Break time

- 1** a) In the text below, letter e is missing in many words. Insert the letter e where it is needed.

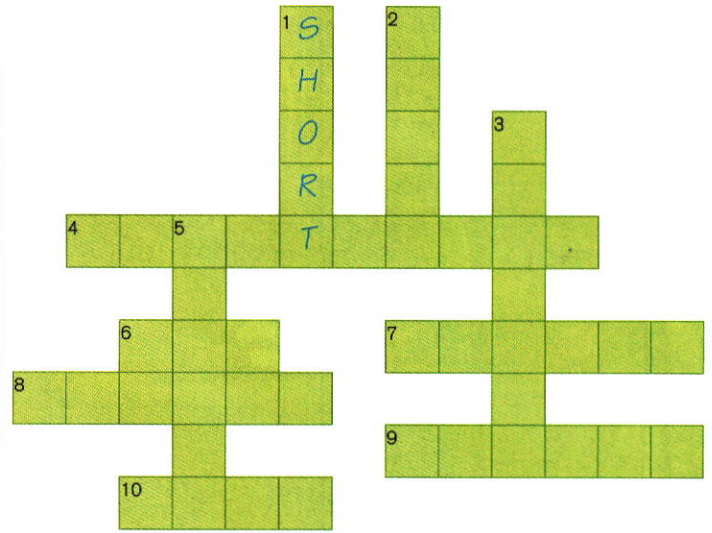
	My nam is Marcia. I liv in
	São Paulo, a big city in Brazil.
	I lov rading. I larnd how to
	rad whn I was vry young. I
	could rad whn I was four. I
	could rad but I hatd school,
	can you bliv it?
	I lik to play soccer and surf
	th Intrnt, too. I've playd on
	th school tam for thr yars. I'm
	rally into fashion, too. I lik
	to war jans with drssy jackts,
	but I also war swatshirts and
	snakrs. I hat waring skirts! My
	mothr wants m to, but I won't.
	What about you?

- b) PAIRS. Compare with a classmate.**

- 2** Unscramble the letters to form articles of clothing.

1. ritks skirt
2. rsekasne _____
3. takjec _____
4. esohs _____
5. risth _____
6. opt _____
7. ebalslba pac _____
8. eahwtsrist _____

- 3** Do the crossword puzzle.



Down

1. This skirt is too short. My mother would never let me wear it!
2. In soccer, you can't _____ the ball with your hands.
3. There are two _____ in a soccer game.
5. This shirt is a size 0. It isn't big _____ for me.

Across

4. When it's cold, I like to wear a big _____.
6. This hat is a size 12. You're a size 14. It's _____ small for you.
7. We were so happy when you _____ the winning goal for our team!
8. The opposite of *dressy* is _____.
9. At half-time our team was _____, but we came back and won the game.
10. The object pronoun for *they* is _____.



Pair work activities

STUDENT A

Unit 1 Listening and Speaking, page 17

- 7** a) You and your partner are spending some time in the United States. This is your information. Answer your partner's questions.

First name: Roberto/a
Last name: Suarez
Nationality: Mexican
U.S. address: 323 Hollywood Street
 Los Angeles, California
Occupation: student
Free-time activities: photography, ice-skating
Length of stay: 6 months

- b) Now ask your partner questions using the prompts. Complete the form with your partner's information.

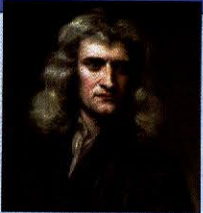
Example: 1. What is your first name?

1. What / first name?
2. What / your last name?
3. Where / you from?
4. What / address in the United States?
5. What / you doing here?
6. What / you do in your free time?
7. How long / you staying?

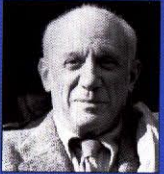
First name:
Last name:
Nationality:
U.S. address:
Occupation:
Free-time activities:
Length of stay:

Unit 2 Listening and Speaking, page 27

- 6** a) Read this fact file and answer your partner's questions.

FULL NAME Sir Isaac Newton	
DATE OF BIRTH January 4th, 1643	
PLACE OF BIRTH Woolsthorpe, England	
PARENTS' OCCUPATION Farmers	
CHILDREN None	
TYPE OF GENIUS Science	
RECORDS SOLD Over one billion records	
DIED March 31st, 1726 in London, England	

- b) Ask your partner questions to complete the fact file about Pablo Picasso.

FULL NAME What ... ?	
DATE OF BIRTH When ... ?	
PLACE OF BIRTH Where ... ?	
PARENTS' OCCUPATION What ... ?	
CHILDREN How many ... ?	
TYPE OF GENIUS What ... ?	
PAINTINGS How many ... ?	
DIED When ... ? / Where ... ?	

Pair work activities

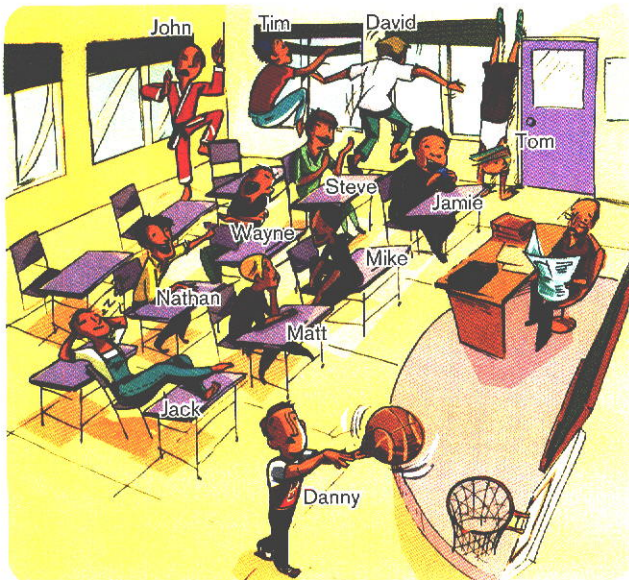
Unit 3 Listening and Speaking, page 41

- 6** There are differences between your partner's picture and yours. Ask questions to find the differences.



Unit 4 Listening and Speaking, page 51

- 7** There are differences between your partner's picture and yours. Ask questions to find the differences.



STUDENT B

Unit 1 Listening and Speaking, page 17

- 7** a) You and your partner are spending some time in the United States. Ask your partner questions using the prompts. Complete the form with your partner's information.

Example: 1. What is your first name?

1. What / first name?
2. What/ last name?
3. Where / you from?
4. What / address in the United States?
5. What / you doing here?
6. What / you do in your free time?
7. How long / you staying?

First name:

Last name:

Nationality:

U.S. address:

Occupation:

Free-time activities:

Length of stay:

b) This is your information. Now answer your partner's questions.

First name: Francesca/o

Last name: Agnelli

Nationality: Italian

U.S. address: 1410 Sunset Boulevard
Los Angeles, California

Occupation: working for an Italian Company

Free-time activities: handball, sailing

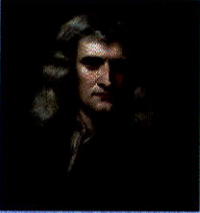
Length of stay: 3 months

Pair work activities

Unit 2 Listening and Speaking, page 27

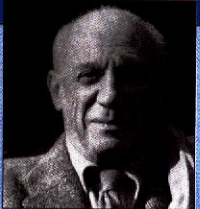
- 6** a) Ask your partner questions to complete the fact file about Elvis Presley.

FULL NAME	<input type="text"/>
What ... ?	
DATE OF BIRTH	<input type="text"/>
When ... ?	
PLACE OF BIRTH	<input type="text"/>
Where ... ?	
PARENTS' OCCUPATION	<input type="text"/>
What ... ?	
CHILDREN	<input type="text"/>
How many ... ?	
TYPE OF GENIUS	<input type="text"/>
What ... ?	
RECORDS SOLD	<input type="text"/>
How many ... ?	
DIED	<input type="text"/>
When ... ? / Where ... ?	



- b) Read this fact file and answer your partner's questions.

FULL NAME	Pablo Ruiz y Picasso
DATE OF BIRTH	October 25th, 1881
PLACE OF BIRTH	Malaga, Spain
PARENTS' OCCUPATION	Father - painter Mother - wife and mother
CHILDREN	Two daughters and two sons
TYPE OF GENIUS	Artistic
PAINTINGS	More than 20,000
DIED	April 8th, 1973 in Mougins, France



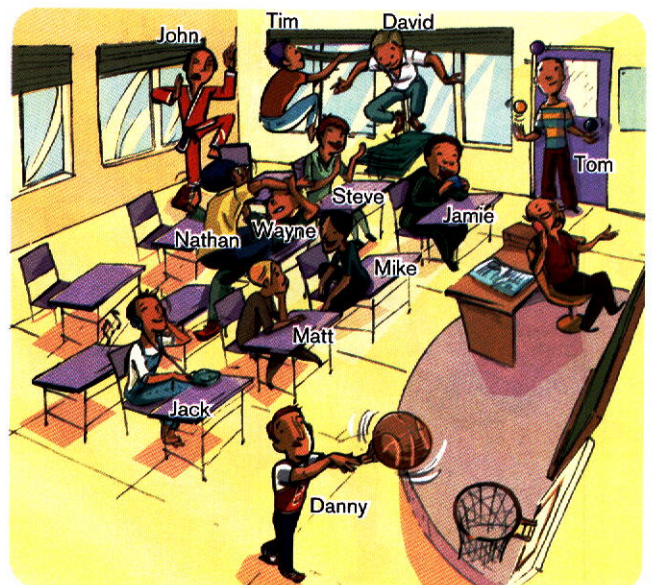
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- 6** There are differences between your partner's picture and yours. Ask questions to find the differences.



Unit 4 Listening and Speaking, page 51

- 7** There are differences between your partner's picture and yours. Ask questions to find the differences.





Fast finisher

activities



❖ Reading

Things to do

1 Read the e-mail.

From: DanielaD@aol.com
 To: LauraCruz@hotmail.com
 Subject: This is great!

Hi, Laura.
 California is great!
 There's a lot to do here. On weekends, I like going to the beach. Of course, I can also go to the mountains if I get tired of the beach. I also like going to the movies here and watching movies on DVD. There are so many movies to watch in California that I could probably see a different movie every day for a month without repeating one!
 My favorite is the free concert at the park every weekend. I love lying on the grass while watching the concert!
 How are things there? E-mail soon, OK?

2 Complete the chart with information from Daniela's e-mail. Then fill in your information.

	Where?	Outdoor activities	Indoor activities	Favorite activity
Daniela	California			
_____ (your name)				

❖ Writing

3 Write an e-mail to Daniela. Use your information from the chart in Exercise 2.

❖ Reading

Genius



1 Read the text.

Genius

When you think of the word “genius,” who do you think of? You probably think of famous scientists, like Albert Einstein or famous writers, like Cervantes.

But who can we consider a genius?

A genius is someone who has extraordinary intellectual ability and creative originality. For example, Mozart was a child genius at music, but he wasn't smart like Einstein. Both are geniuses in their own field.

Geniuses are all around us. For example, there's Xavier. He's a genius at soccer. He thinks fast, sees an opening, and kicks the ball in the right direction. There's Sylvia. She's a genius with food. She can make a meal using anything—and it's delicious! There's Rosalia. She's a genius with computers. She can fix any computer.

Do you know anyone who is a genius?

2 Think of at least two geniuses you know of. Complete the chart.

Name	What they do well

❖ Writing

3 Write about a genius you know. Describe what he or she does well. Use the information in Exercise 2.

Handwriting practice lines with spiral binding on the left side.

❖ Reading

Fashion

1 Read the fashion survey.

Fashion Survey



What fashions do teenagers really like to wear? What don't they like? We interviewed some teenagers to find the answers.

Rosalia Cruz: "I really love to wear long coats with nice skirts. I like soft jeans and long sweaters."

Emilio Bloom: "I like anything casual – jeans, sneakers, sweatshirts. My favorite jeans are really old and comfortable. I don't like suits and ties – they're too formal."

Laura Santos: "I really hate big clothes! I think they look dumb. My clothes fit well – they aren't too loose or too tight. I love nice shoes, too – I have 19 pairs of shoes!"

Steve Paley: "I don't think fashion is important. I think what is important is what kind of person you are. People are too focused on clothes. My clothes are comfortable and clean. That's good enough for me."

2 Answer the questions about the article. Write T for True or F for False.

- 1. Laura loves shoes.
- 2. Steve likes suits and ties.
- 3. Laura hates big clothes.
- 4. Emilio's favorite jeans are comfortable.
- 5. Emilio likes casual clothes.
- 6. Steve loves formal clothes.

❖ Writing

3 What fashions do you really like? What do you hate? Write a short paragraph.

Handwritten notes on lined paper:

What you think of the work

You probably think I'm a bit of a nerd

I like to wear long coats with nice skirts

I like soft jeans and long sweaters

I like anything casual – jeans, sneakers, sweatshirts

My favorite jeans are really old and comfortable

I don't like suits and ties – they're too formal

I really hate big clothes!

I think they look dumb

My clothes fit well – they aren't too loose or too tight

I love nice shoes, too – I have 19 pairs of shoes!

I don't think fashion is important

I think what is important is what kind of person you are

People are too focused on clothes

My clothes are comfortable and clean

That's good enough for me

❖ **Reading**

Goal!

1 Read the article.



West High School Wins Again!

West High School's Kickers defeated Eastland's Bulls 2-1 yesterday. It was a big victory for the Kickers. They are now in first place in the league.

During the early part of the game, the Kickers were losing, 1-0, in the first half of the game. The Kickers' fans weren't cheering. It wasn't looking good for the Kickers.

Then everything changed. The Bulls were running down the field with the ball when Emilio got it. While his teammates guarded him, he kicked the ball over everyone's heads - and straight into the goal! Go, Emilio!

Minutes later, the referee called a foul when Max Sanchez of the Bulls ran into José Cardona of the Kickers.

Emilio got the ball again when Sanchez fell. Everyone was cheering when Emilio scored the second goal. Two goals in six minutes - amazing!

It was a great game for the Kickers. Go, team!

2 Complete the sentences with *when* or *while*.

1. The Bulls were winning _____ Emilio got the ball.
2. He scored a goal _____ his teammates guarded him.
3. _____ Max ran into José, the referee called a foul.
4. The Kickers got the ball again _____ Sanchez fell.
5. The spectators were cheering _____ Emilio scored his second goal.

❖ **Writing**

3 Write a short article about a sports game. Use the past continuous with *when* and *while*.

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Word list

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You can't go out in those., 41
You look ridiculous!, 41

Grammar Reference

UNIT 1

► *Like / love / don't like / hate / don't mind + verb -ing*

- Some verbs can be followed by a verb *-ing* (gerund).
 - I **like skiing**.
 - I **love eating** out.
 - I **don't like** fishing.
 - I **hate waiting** in line.
 - I **don't mind doing** homework.
- **Note:** *I like* + infinitive is also correct and more common in American English.
- The verbs *enjoy* and *dislike* are also followed by verb *-ing* (gerund).
 - I **enjoy reading**.
 - I **dislike getting** stuck in traffic.

► *Can / can't for present abilities*

- Use **can** + the base form of a verb to talk about ability in the present.
- The negative form of *can* is **cannot (can't)**.
 - I **can swim**.
 - We **can swim**.
 - He **can't swim**.
 - They **can't swim**.
- The word order in *Yes/No* questions with **can** is:
Can + subject + main verb.
 - Can** you ski?
- Use **can** or **can't** in short answers to *Yes/No* questions.
 - Can you swim?
Yes, I **can**. / No, I **can't**.

► *Could / couldn't for past abilities*

- Use **could** + the base form of a verb to talk about abilities in the past.
 - I **could walk** when I was two years old.
- The negative form of *could* is **could not (couldn't)**.
 - I **couldn't** walk when I was six months old.
- The word order in *Yes/No* questions with *could* is:
Could + subject + main verb.
 - Could** you speak English three years ago?
- Use *could* or *couldn't* in short answers to *Yes/No* questions.
 - A: **Could** you **walk** when you were two years old?
B: Yes, I **could**. / No, I **couldn't**.

UNIT 2

► *The simple past*

- Use the **simple past** to talk about activities and situations that began and ended in the past.
 - I **watched** a movie last Saturday.
- Use the simple past to talk about events which occurred at a definite point of time in the past.
 - We **arrived** at two o'clock yesterday.
- Use the simple past with past time expressions such as **ago**, **yesterday**, **last month**, **in 2005**, and so on.
 - They arrived **three days ago**.
 - We moved to the U.S. **in 2005**.
- Use *did* + *not (didn't)* in simple past negative statements.
 - I **didn't go** out last weekend.
 - We **didn't go** out last weekend.

Grammar Reference

Regular verbs

- To form the simple past of many regular verbs, add **-ed** to the base form of the 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
- The simple past form of the verb does not change in the third person singular (**he, she, it**).
He worked yesterday.
She worked yesterday.
It worked yesterday.

Irregular verbs

- The simple past form of irregular verbs vary. You should memorize them.

Base form	Simple past
be	was, were
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



Grammar Reference

Questions

- The word order in *Yes/No* questions in the simple past for both regular and irregular verbs is:

Did + subject + base form of main verb + complement.

Did you watch the show last night?
(*regular verb*)

Did you go out last weekend?
(*irregular verb*)

- Use *did* or *didn't* in short answers to simple past *Yes/No* questions.
- The word order in information questions in the simple past is:

Question word + *did* + subject + base form of main verb.

When **did** you **arrive**?

What **did** you **do** last weekend?

► *Too much / too many*

- **Too much** and **too many** both mean an excess of something.
- **Too much** is used with noncount nouns.
There was **too much sugar** in my coffee.
- **Too many** is used with plural count nouns.
There were **too many people** at the party.

► *A few / a little / a lot of*

- **A few** and a **little** both mean a small quantity of something.
- **A few** is used with plural count nouns.
I just have **a few** friends in my neighborhood.
- **A little** is used with noncount nouns.
There's **a little** milk in the refrigerator.
- **A lot of** means a large quantity of something.
- **A lot of** is used with both count and noncount nouns in affirmative sentences.
There was **a lot of food** at the party.
I have **a lot of shoes**.

UNIT 3

► *Too + adjective / not + adjective + enough*

- **Too + adjective** means that something is excessive. It implies a negative result.
The test was **too hard**. (*It was almost impossible to pass it.*)
- We use **adjective + enough** to mean that something is sufficient.
The bedroom is **big enough** for Sue and her sister.
- We use **not + adjective + enough** to mean that something is insufficient.
He isn't **strong enough** to carry the box.



UNIT 4

► Object pronouns

- Subject pronouns (*I, you, he, she, it, we, they*) come before verbs.
John and Rudy are classmates. **They're** also best friends.
- **Object pronouns** (*me, you, him, her, it, us, them*) are used as either objects of verbs or of prepositions.
I met your mom. I like **her**. (object of verb *like*)
We talk about **you** a lot. (object of the preposition *about*)

► Possessive pronouns

- Adjective pronouns (*my, his, her, our, your, their*) and **possessive pronouns** (*mine, his, hers, ours, yours, theirs*) both show possession.
- Adjective pronouns are always followed by nouns.
His computer is new.
- **A possessive pronoun** replaces a possessive adjective and a noun. It is used alone.
This is my notebook. *OR*
This notebook is **mine**.
These aren't our T-shirts. *OR*
These are **theirs**.
- The possessive **its** is used only with a noun following it. It has no apostrophe.
I just saw a beautiful bird! **Its** colors are red, blue, and yellow.

► The past continuous

- Form the past continuous with **was/were** + **verb -ing**.
I **was having** lunch at this time yesterday.
We **were having** lunch at this time yesterday.
- Use the past continuous to talk about an activity that was in progress at a particular time in the past.
He **was jogging** at 5:00 yesterday.
- Use the past continuous to emphasize that an activity was in progress at every moment during a period of time in the past.
I **was studying** all day last Saturday.

Yes/No questions

- To change statements in the past continuous into *Yes/No* questions, switch the positions of the subject and *was/were*.

Statements	Yes/No questions
He was playing tennis.	Was he playing tennis?
They were going back to school.	Were they going back to school?

- Use **was/were** or **wasn't/weren't** in the answers to past continuous *Yes/No* questions.
A: Were you using the phone at 10:00 last night?
B: Yes, I **was**. / No, I **wasn't**.
- The word order in past continuous information questions is:
Question word + *was/were* + subject + verb *-ing*.
Why **were** you **running**?

Grammar Reference

► The past continuous with *when* and *while*

- We often use the past continuous together with the simple past to talk about two activities in the past: one activity (*the shorter one*) interrupts the other (*the longer one*).
- Use the simple past to refer to the shorter activity; use the present continuous to refer to the longer activity. Use **while** with the past continuous (*the longer activity*). Use **when** with the simple past (*the shorter activity*).

Julie and Ian **were jogging when they saw an accident.**

While I was doing the dishes, someone **knocked** at the door.

- **When** and **while** clauses come before or after the main clauses. Use a comma after the *when* and *while* clauses if they come before the main clause. Don't use a comma if they come after the main clause.
- The word order in past continuous questions with **while** is:
Question word + *was/were* + subject + verb *-ing* + *while* + subject + *was/were* + verb *-ing*.

What were you doing while I was doing the dishes?

- The word order in past continuous questions with **when** is:
Question word + *was/were* + subject + verb *-ing* + *when* + subject + the simple past.

What were you doing when she called?

► The present perfect

- Form the **present perfect** with **has/have** + the past participle of a main verb.

Affirmative

I've
You've
He's **done** this
She's before.
We've
They've

Negative

I **haven't**
You **haven't**
He **hasn't** **done**
She **hasn't** this
before.
We **haven't**
They **haven't**

Contractions

I've = I have	we've = we have
you've = you have	they've = they have
he's = he has	haven't = have not
she's = she has	hasn't = has not

- Use **have/has** or **haven't/hasn't** to answer present perfect *Yes/No* questions.
- Use the present perfect to talk about a finished activity that is connected with the present.
We've met. (We now know each other.)
- Use the present perfect to talk about activities that happened at an indefinite time in the past.
- To change statements in the present perfect into *Yes/No* questions, switch the positions of the subject and *has/have*.

Statements

He **has** been to India.
They **have** been here.

Yes/No questions

Has he been to India?
Have they been here.

