

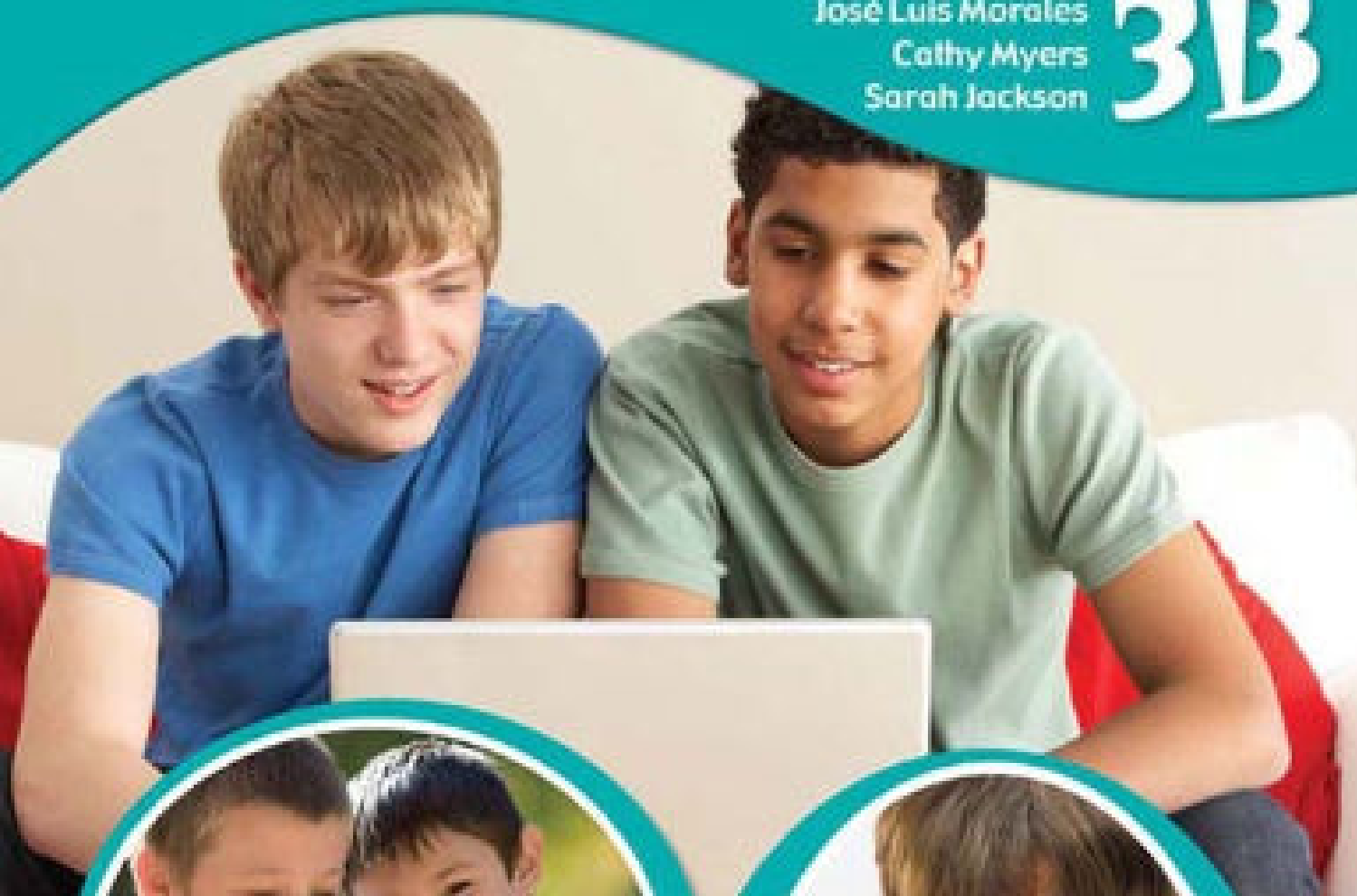
with Workbook and Student CD-ROM



Heg There!

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UNIT 5 > Lifestyles



Communication

- Talk about what someone has just done
- Express opinions

Grammar

- The present perfect: Questions
- The present perfect with *ever*, *never*, and *just*

Vocabulary

- Adjective suffixes: *-ful* and *-less*

1 a) The pictures above show different lifestyles. Circle the adjective that best describes each one.

- | | | | |
|----------------|----------|------------|-----------|
| A <u>rural</u> | urban | D relaxing | stressful |
| B formal | informal | E healthy | unhealthy |
| C quiet | busy | | |

b) PAIRS. Discuss other adjectives you would use to describe each lifestyle. Do you agree or disagree?


2 Match the sentences with the pictures.

- A 1. Nomadic people move from place to place.
- ___ 2. Some people enjoy living in small towns or villages.
- ___ 3. Life in the city is stressful.
- ___ 4. Bike riding is good exercise.
- ___ 5. A bus can provide shelter and transportation.

5 Reading and Vocabulary

1 a) Read the title of the story and study the picture. Predict what will happen.

b) Look at the boldfaced words in the story. Look up their meanings.

2  2.2 Read along as you listen. Do you agree with the city man or the ferryman? Explain your answer.



The Ferryman

A ferryman lived in a village by a river. His life was hard, but he was happy. He had time to think, and he learned a lot about life from his passengers.

One day a city man got into the ferryboat. He was wearing a **stylish** suit. While the ferryman was **rowing** across the river, the city man began to speak.

“Have you ever visited the city?” he asked.

“No, sir, I haven’t,” said the ferryman.

“What!” cried his passenger. “You haven’t visited Mumbai?”

10 “No, sir. I’ve never left this village.”

“But life here is boring and **worthless**! City life is exciting. There are wonderful things to see and do!” said the city man.

15 “City life may be exciting, but it is stressful,” said the ferryman. “I like village life. It’s peaceful, and I have everything I need.”

“But what can you learn about the world in this hopeless little town?” asked the city man. “Have you been to school? Have you studied geography or science?”

“*Si-hence*? What is *si-hence*, sir?”

20 “You don’t know what science is? But scientists are very important people. I’m a scientist. You village people don’t know anything!”

The ferryman was sad. He felt **ignorant** and useless. He looked up at the sky, away from the city man. There he saw
25 many dark clouds.

“A **storm** is coming!” he said. “Can you swim?”

The city man looked **frightened**. “Oh, no!” he cried. “I can’t swim. I never learned how!”

Adapted from an Indian folktale

3 Circle the best word to complete each sentence.

- The city man wore a _____ suit.
 a. stylish b. worthless
- The ferryman _____ his boat across the river.
 a. swam b. rowed
- The city man thought the villagers were _____.
 a. important b. ignorant
- The city man thought life in the village was _____.
 a. worthless b. fun
- The ferryman thought life in the village was _____.
 a. stressful b. peaceful
- The city man was _____ because he couldn't swim.
 a. frightened b. tired

4 Reread the story. Then correct the errors in these sentences.

- The ferryman lived by the ~~sea~~ ^{river}.
- The ferryman didn't have time to think.
- The ferryman had visited Mumbai many times.
- The city man said life in the village was exciting.
- The ferryman thought life in the city was peaceful.
- The city man was a teacher.

5 GROUPS. Discuss these questions.

- What did the ferryman know?
- What did the city man know?
- In your opinion, which of the two had a better lifestyle? Why do you think so?
- How do you think the story ends?
- Would you prefer to live in a small town or in a city? Why?

Adjective suffixes: -ful and -less

6  2.3 Listen and repeat.

-ful	-less
peaceful	useless
stressful	hopeless
wonderful	worthless

7 Circle the meaning of each adjective.

- peaceful
 a. full of peace b. without peace
- hopeless
 a. full of hope b. without hope
- colorless
 a. full of color b. without color
- beautiful
 a. full of beauty b. without beauty
- worthless
 a. valuable b. without value

8 Add -ful or -less to each noun in parentheses. Then complete the sentences.

- Be very careful when you ride a bicycle at night. (*care*)
- We had a _____ time at the beach. (*wonder*)
- Just throw away those old papers. They're _____. (*worth*)
- Mrs. Garcia is a _____ business owner. (*success*)
- This pen doesn't write. It's _____. (*use*)
- This is a great dictionary. It's very _____. (*use*)

5 Grammar

The present perfect: Questions

Yes/No questions	Answers
Has he lived in the city?	Yes, he has . / No, he hasn't .
Have you visited Italy?	Yes, I have . / No, I haven't .
Have they been to New York?	Yes, they have . / No, they haven't .

(See Grammar Reference, page G 6.)

1 Write the base form of the past participles.

- | | |
|----------------------|-----------------|
| 1. gotten <u>get</u> | 6. bought _____ |
| 2. seen _____ | 7. spoken _____ |
| 3. ridden _____ | 8. used _____ |
| 4. been _____ | 9. done _____ |
| 5. met _____ | 10. won _____ |

2 Write Yes/No questions in the present perfect. Use the cues.

- you / be / to Spain
Have you been to Spain?
- you / see / the movie

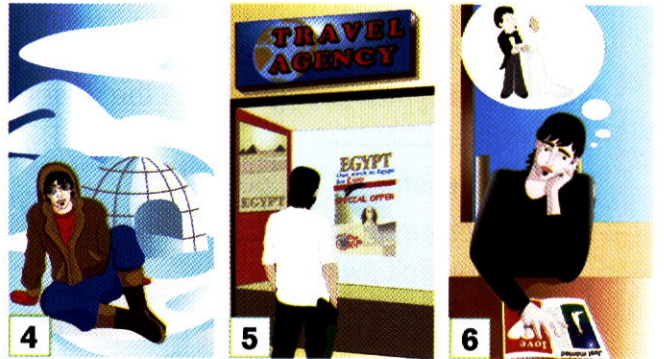
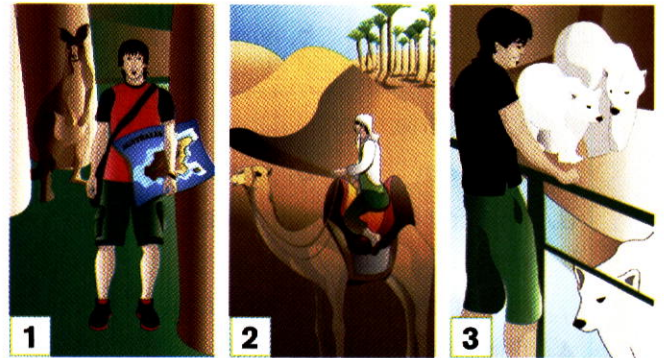
- she / learn / to swim

- he / finished / his homework

- you / speak / to your teacher

- they / visit / Japan

3 a) Look at the pictures. Write questions about what Frank has done in his life.



- be / Australia
Has he been to Australia?
- ride / camel

- see / polar bears

- live / igloo

- be / Egypt

- get / married

b) PAIRS. Say one thing you've done and one thing you haven't done in your life.

Example: I've eaten frogs' legs.
I haven't played the violin

Information questions

Answers

What languages **has** she **learned**?

She **has learned** English and French.

How **have** you **been**?

I've **been** very busy.

Where **have** they **gone**?

They've **gone** to school.

(See Grammar Reference, page G 6.)

4 Write an information question for each answer. Use the present perfect and the cues.

- Mark has won the prize. (*who*)
Who has won the prize?
- They've gone to the library. (*where*)

- I've played tennis and baseball.
(*what sports*)

- Janice has been to Hong Kong. (*who*)

- We've painted the living room. (*what*)

The present perfect with *ever*, *never*, and *just*

Ever

Has he **ever** flown a plane?
Have you **ever** ridden a train?

Never

He's **never** eaten Indian food.
They've **never** been to India.

Just

I've **just** eaten dinner.
She has **just** finished her homework.

(See Grammar Reference, page G 6.)

5 Fill in the blanks with *ever*, *never*, or *just*.

- It's 7:00 A.M. I've just woken up.
- Have you _____ been late for class?
- I've _____ ridden the bus to school. I always walk.
- A: Is Miss Flora here yet?
B: Yes, she has _____ arrived.
- Have you _____ played hockey?
- I've _____ liked sports. They're boring.
- His class has _____ ended. He's walking out now.

6 Complete the questions and statements.

- (*you / ever / be*) Have you ever been to Ecuador?
- (*she / never / eat*) _____ Japanese food.
- (*I / just / speak*) _____ to your mother.
- (*you / ever / see*) _____ the Great Wall of China?
- (*he / never / ride*) _____ a horse.
- (*they / just / buy*) _____ a new car.

7 PAIRS. Ask and answer these questions. In your notebook, write your partner's information.

- Have you ever been to the U.S.?
- Have you ever eaten in a Thai restaurant?
- Have you ever ridden in a limousine?

Example:

A: *Have you ever been to the U.S.?*

B: *No, I haven't.*

"A" WRITES: He's / She's never been to . . .

5 Listening and Speaking



Growing up in a circus

1 Check (✓) the things you see in the picture.

- | | | | |
|-------------|-------------------------------------|--------------|--------------------------|
| 1. clowns | <input checked="" type="checkbox"/> | 4. elephant | <input type="checkbox"/> |
| 2. tent | <input type="checkbox"/> | 5. jugglers | <input type="checkbox"/> |
| 3. trailers | <input type="checkbox"/> | 6. tightrope | <input type="checkbox"/> |

2 PAIRS. Ask and answer these questions.

1. Have you ever been to a circus?
2. What would you like to see at a circus?
3. Would you like to be part of a circus? Why or why not?


- 3 a)  2.4 Listen to the interview. How does Sonya feel about circus life? Circle the correct answer.

1. She's bored with it.
2. She's tired of it.
3. She loves it.

- b)  2.5 Listen again. Write T for True or F for False.

- F 1. Sonya has just joined the circus.
 ___ 2. Sonya's parents are circus clowns.
 ___ 3. Sonya is also a circus clown.
 ___ 4. She doesn't enjoy circus life.
 ___ 5. She loves traveling.
 ___ 6. She doesn't miss going to a regular school.

Talk about what people have just done

- 4  2.6 Listen to Jake and Rob. Then circle the best answer to each question.

1. What has Jake just done?
 - a. He's just been to the movies.
 - (b.)** He's just been to the circus.
2. What has Rob just seen?
 - a. Cirque du Soleil.
 - b. The Big Apple Circus.
3. Who has Jake just met?
 - a. A movie star.
 - b. The star performer of a circus.
4. Who has just invited Jake to her trailer?
 - a. the clown.
 - b. The circus star performer.
5. Who does Rob say he just met?
 - a. He says he just met an entertainer.
 - b. He says he just met the clown.

Pronunciation

Expressing strong emotions

- a)  2.7 Listen to the conversation.

- A: My parents have just bought me a new bike.
 B: Seriously? My parents have just bought me a new car!
 A: That's nice.

b) PAIRS. Practice the dialogue.

- A: I've just gotten a call from the swim coach. I'm on the team!
 B: Congratulations! I've just signed up for guitar lessons.
 A: That's great! You've always wanted to join a band!



- 5 **Make up your own dialogue.**
Use these topics or your own.

You've just . . .

- met a famous person
- won a contest
- lost your cell phone

- 6 **Pair work.**

Student A: Go to page P 4.

Student B: Go to page P 5.

5 Writing

Describe a lifestyle

Writing rule

To describe a person's lifestyle, ...

- Use the simple present to describe his or her life now.
- Use the present perfect to describe things he or she has done.
- Use the present perfect + *just* to describe things he or she has done very recently.

- 1 Read the description of Rosemary's lifestyle.



Rosemary Scott is a lawyer. She is very successful and earns a lot of money, but her job is very stressful. She lives in a wonderful country house with a pool. Rosemary has just bought a brand-new sports car because she loves fast cars. She has traveled to many countries and has met a lot of interesting people. She is married to David, and they have three children: Sam, Rachel, and Kelly.

- 2 Check (✓) the topics that are included in the description of Rosemary's lifestyle.

- | | | | |
|---------------|--------------------------|--------------------------|--------------------------|
| 1. her job | <input type="checkbox"/> | 4. her education | <input type="checkbox"/> |
| 2. her home | <input type="checkbox"/> | 5. her community service | <input type="checkbox"/> |
| 3. her family | <input type="checkbox"/> | 6. her recent activities | <input type="checkbox"/> |

- 3 Read the description again. Underline each verb in the present perfect.

- 4 Read these notes about Ben. Then write a description of Ben's lifestyle. Follow the model in Exercise 1.



Job: Lead guitar player in a band. Not famous. Not much money, but enjoys his job.

Home: Small apartment in the city.

Recent activities: Bought a motorcycle. Recorded a CD.

Likes: Traveling. Went to Morocco and Spain.

Family: Not married. Good friend named Peter.

Find the perfect lifestyle

1 Check (✓) what you like about each lifestyle.

Nomadic Life



- | | |
|---|--|
| <input type="checkbox"/> Move from place to place | <input type="checkbox"/> Know everyone in your small group |
| <input type="checkbox"/> Have no formal schooling | <input type="checkbox"/> Live in tents or trailers |
| <input type="checkbox"/> Work outside | <input type="checkbox"/> Live a quiet life |

Small-Town Life



- | | |
|--|---|
| <input type="checkbox"/> Stay in one place | <input type="checkbox"/> Know most of the people in your town |
| <input type="checkbox"/> Attend a small school | <input type="checkbox"/> Live in a house or apartment |
| <input type="checkbox"/> Work inside | <input type="checkbox"/> Live a quiet life |

City Life



- | | |
|--|--|
| <input type="checkbox"/> Stay in one place | <input type="checkbox"/> Know only a few people in your city |
| <input type="checkbox"/> Attend a large school | <input type="checkbox"/> Live in a house or apartment |
| <input type="checkbox"/> Work inside | <input type="checkbox"/> Live a busy life |

Circus Life



- | | |
|---|--|
| <input type="checkbox"/> Move from place to place | <input type="checkbox"/> Know the people in your circus family |
| <input type="checkbox"/> Study with a tutor when you travel | <input type="checkbox"/> Live in a trailer |
| <input type="checkbox"/> Work inside and outside | <input type="checkbox"/> Live an exciting life |

2 a) Count the checks in each box to see which lifestyle is best for you.

b) PAIRS. Discuss your lifestyle choices.

Example:

I checked "Attend a large school" because I like meeting a lot of people and having many choices for my classes.

3 Imagine that you have the lifestyle you chose in Exercise 2a. In your notebook, write a description of your lifestyle.

Example:

I live in an apartment in a big city. Even though I stay in one place, I have an exciting life because I see new people and new things every day! I attend a large school. I think my lifestyle is great!

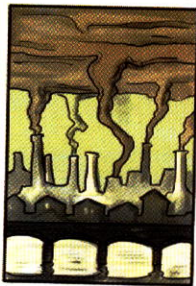
The Industrial Revolution

1 Read the text about the Industrial Revolution.

Lifestyles have changed dramatically over time. The Industrial Revolution is an example of a big change in people's lives. This revolution – or major change – started in Great Britain in the 1730s. At that time, many new industries, or businesses, were created. Most of these industries used new machines to produce goods.

The new industries in the cities needed workers. Many people moved from farms and small towns to the cities. People hoped for better lives in the cities.

The Industrial Revolution had positive and negative effects. Some people lived very well in the cities. The cities had better transportation and better communication. But they also had pollution, poverty*, bad working conditions for many people, and child labor.



*poverty: the condition of being very poor

2 Discuss these questions.

1. What were the positive effects of the Industrial Revolution?
2. When did the Industrial Revolution start?
3. In which country did the Industrial Revolution start?
4. What were the negative effects of the Industrial Revolution?

3 Recently, the world underwent a technological revolution. How has technology changed people's lifestyles in the past ten years? Write three more products or new technology in the chart. Then write the new technology's effects on people's lives.

Technology	Effect
<i>digital cameras</i>	<i>People can send photos over the Internet in just a few seconds.</i>

UNIT 6 > Solidarity



Communication

- Talk about a school project
- Ask for a favor

Grammar

- The present perfect with *for* or *since*
- *How long?*
- The present perfect and the simple past

Vocabulary

- Collocations with *make* and *do*
- Problems in the world

1 What is *solidarity*? Read each statement. Write *T* for *True* or *F* for *False*.

- T 1. Solidarity means working together as a community.
- ___ 2. People who think only about what is good for themselves demonstrate solidarity.
- ___ 3. A person who volunteers to help others shows solidarity.
- ___ 4. Working to protect the rights of others is a way of demonstrating solidarity.

2 How can people show solidarity? Match the descriptions with the pictures.

- D 1. by spending time with the elderly or the lonely
- ___ 2. by providing health care to children and the poor
- ___ 3. by rebuilding people's homes after a disaster
- ___ 4. by giving food to people in need
- ___ 5. by helping to educate children all over the world

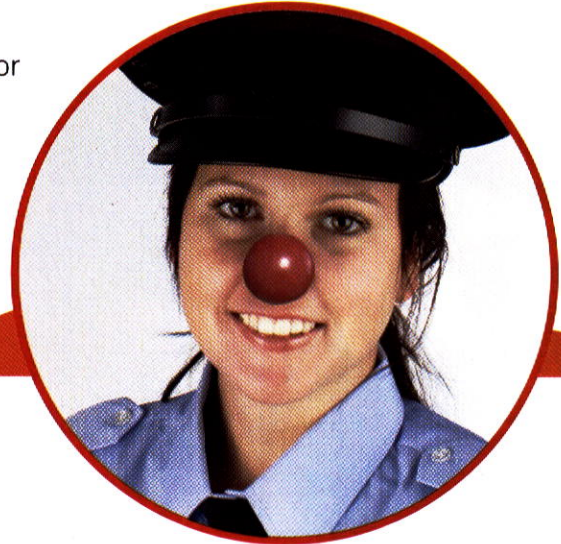
6 Reading and Vocabulary

1 Look at the picture and complete this sentence:

I think this woman is _____.

- a. a clown b. a police officer c. a doctor

2  2.8 Read along as you listen. What's Red Nose Day?



RED NOSE DAY

Red Nose Day, or RND, is a special day in Great Britain. On this day, there are events on TV and all over the country to raise money for needy people in Great Britain and Africa.

RND started in 1988. It was the brilliant idea of some British comedians from Comic Relief, a charity that uses entertainment to improve people's lives. Since 1985, Comic Relief has raised hundreds of millions of dollars. In Africa, the money has been used to vaccinate children against diseases, to feed the hungry, to educate people about AIDS, to teach people to read and write, and to rebuild communities.

In Great Britain, money raised from RND has helped the elderly and the homeless. It has also supported anti-racism and anti-bullying campaigns. RND has made a real difference in many people's lives.

So what happens on RND? People wear red noses and do crazy things to raise money for the needy. It's great fun to see police officers, salespeople, students, and even TV reporters wearing red noses! People all over Great Britain organize fun and original fund-raising activities in their neighborhoods, schools, and businesses.

One popular way to raise money on RND is by asking friends and relatives to pay you to do something. This is called *sponsorship*. Here are some things people have been paid to do:

- wear pajamas all day
- sing everything you say all day
- remain silent all day
- wash cars
- bake cookies
- see how many words you can spell correctly in an hour (a favorite in schools!)

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

- T 1. People have fun on RND.
___ 2. RND began in the United States.
___ 3. The money raised on RND is used only in Great Britain.
___ 4. Some of the money from RND is used for health and education.

___ 5. On RND, only clowns wear red noses.

4 Which RND sponsorship ideas do you like the best? What other ideas do you have?

Problems in the world



5 a) 2.9 Listen and repeat.

- famine • illiteracy • poverty
- war • disease • racism

b) Match each word with its definition.

1. the inability to read and write *illiteracy*
2. an existence with very little money _____
3. fighting among countries _____
4. an illness _____
5. believing that some races of people are better than others _____
6. a time when many people have little or no food _____

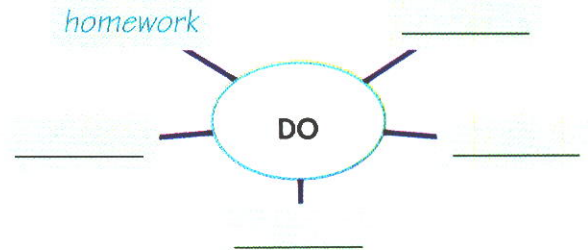
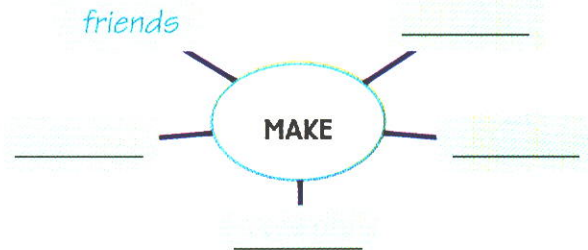
6 Complete the sentences with words from Exercise 4.

1. A long time with no rain can lead to a *famine*.
2. A _____ like cholera can kill thousands of people in a short time.
3. During a _____, both soldiers and civilians are killed.
4. Some people have more money than they need, while others live in _____.

Collocations with *make* and *do*

7 a) Add these words to the word webs.

- a mistake • a decision
- nothing • (someone) a favor
- noise • some shopping
- the dishes • plans



b) 2.10 Listen and check your answers.

8 Complete each sentence with *make* or *do*.

1. Did you *make* any mistake?
2. I can't _____ a decision right now. I need to think about it.
3. Could you please _____ me a favor?
4. Don't _____ so much noise!
5. It's your turn to _____ the dishes.
6. I have to _____ some shopping.
7. We're going to _____ our homework later.
8. Call me tonight so we can _____ plans for this weekend.

6

Grammar

The present perfect with *for* or *since*

For (+ a period of time)

I've lived here **for** five years.

He **hasn't seen** her **for** six months.

Since (+ a point in time)

I've lived here **since** 1999.

He **hasn't seen** her **since** last August.

(See Grammar Reference, page G 7.)

1 Complete the time expressions with *for* or *since*.

1. for five minutes
2. _____ three o'clock
3. _____ two weeks
4. _____ January 1
5. _____ 2005
6. _____ three years
7. _____ Monday
8. _____ a long time
9. _____ six hours
10. _____ the beginning of class

2 Write sentences using *for* or *since* and the present perfect.

1. We became friends two years ago. (*be*)
We've been friends for two years.
2. I bought this phone in January. (*have*)

3. He arrived here at 3:00 P.M. (*be*)

4. We left Japan ten years ago. (*not live*)

5. She started studying English in 2004. (*study*)

How long?

Q: **How long** have you lived here?

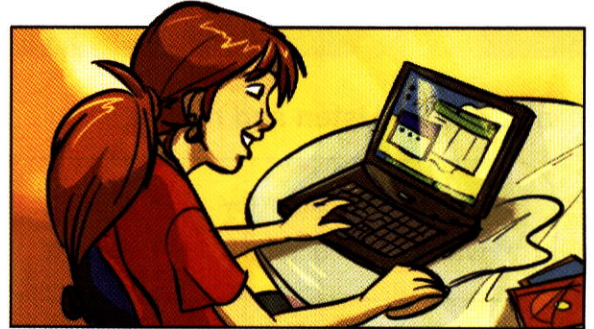
A: I've lived here **for** three years.

Q: **How long** has she had her bike?

A: She's had it **since** Christmas.

(See Grammar Reference, page G 7.)

3 Complete each answer with *for* or *since*. Then write *How long* questions.



1. How long has she had a computer?
She's had a computer for two years.
2. _____
They've lived in San José _____ six years.
3. _____
He's known Paul _____ a long time.
4. _____
I've worked for UNICEF _____ 2005.
5. _____
He's been in the hospital _____ a week.
6. _____
She's had a car _____ last summer.

4 PAIRS. Practice the dialogue. Replace the underlined parts.

- A: I like your jacket. How long have you had it?
B: I've had it for years!
A: Where did you get it?
B: I bought it at a shop in Oaxaca.

The present perfect and the simple past

The simple past (for a time that is past)

I **saw** Keith on Saturday.

She **worked** there last summer.

The present perfect (for a time that includes the present)

I've **known** Keith *since* third grade.

She's **worked** there *for* six months.

(See Grammar Reference, page G 7.)

- 5 Write each time expression in the correct column of the chart.

- for a week
- in 1999
- since 1999
- last week
- last year
- yesterday
- for three years
- since my birthday

Simple Past	Present Perfect
<i>in 1999</i>	<i>for a week</i>

- 6 Read the article and circle the correct verb forms.

Around the world, 250 million young children work. Many children ¹ **have worked** / **worked** since the age of five. Craig Kielburger ² **has heard** / **heard** about this when he ³ **has been** / **was** twelve years old, and he decided to do something to help the children. He ⁴ **has started** / **started** an organization called Free the Children (FTC) with his friends. Since 1995, they ⁵ **have helped** / **helped** a million children. They ⁶ **have built** / **built** more than 400 elementary schools in poor countries, and they ⁷ **have raised** / **raised** a lot of money.



- 7 Complete the sentences. Use the present perfect or simple past form.

- In 1995, Craig Kielburger learned about child labor. (*learn*)
- Since then, he _____ to help the children. (*work*)
- He and his friends _____ Free the Children in 1995. (*start*)
- He _____ a book in 1998. (*write*)
- Many people _____ the book since then. (*read*)
- Since 1995, FTC _____ a lot of children. (*help*)

- 8 Unscramble the words to form sentences.

- been / He / three / for / has / weeks / sick / .
He has been sick for three weeks.
- learned / read / to / year / last / She / .

- has / famine / lasted / long / How / the / ?

- started / war / in / 2002 / The / .

- helped / FTC / since / children / has / 1995 / .

- closed / park / How / has / the / long / been / ?

6 Listening and Speaking




Talk about a school project

1 a) Check (✓) the items you see in the picture.

- | | | | |
|------------|-------------------------------------|--------------|--------------------------|
| 1. balls | <input checked="" type="checkbox"/> | 4. chairs | <input type="checkbox"/> |
| 2. pencils | <input type="checkbox"/> | 5. pens | <input type="checkbox"/> |
| 3. boxes | <input type="checkbox"/> | 6. workbooks | <input type="checkbox"/> |

b) PAIRS. Talk about the picture. Answer these questions.

1. What is the poster about?
2. What are students asked to do?
3. What are in the boxes?

- 2**  **2.11** Listen to the conversation. Number the questions in the correct order.

- ___ a. What else do you do?
 ___ b. How long have you done this project?
 ___ c. Have you met any of the students?
 ___ d. What's a solidarity project?
1 e. What does our school do to raise money?
 ___ f. Can I join?
 ___ g. How do you adopt a school?

- 3**  **2.12** Listen again. Complete the sentences.

- Last year, we adopted a school in Kenya.
- So we are raising money to _____ it.
- We ask people and _____ to sponsor events.
- We ask businesses to sponsor _____.
- We also collect _____ textbooks.
- It's been _____ years now.
- Have you _____ of the students?

Ask for a favor

- 4** Look at the expressions.

Asking for a favor

Can / Could you do me a favor?
 Can / Could you please help me?

Responding

Of course. I'm sorry, I can't.
 Sure. I'm sorry, but I'm busy.

Pronunciation

Could you?

- a)  **2.13** Listen and repeat.

Could you do me a favor?
 Could you please help me?

- b)  **2.14** Listen to the conversation. Then practice it.

A: Could you do me a favor?
 B: Sure. What do you need?
 A: Could you help me with the printer?
 B: I'll try.

- 5** a)  **2.15** Listen and fill in the blanks.

JULIA: Hey, Patrick, ¹ Could you help me please?
 PATRICK: ² _____. How can I help?
 JULIA: ³ _____ you make some more posters?
 PATRICK: ⁴ _____. How many do you want?
 JULIA: About ten.
 PATRICK: OK. ⁵ _____ them right now.
 JULIA: Thanks.
 PATRICK: You're ⁶ _____.

b) PAIRS. Practice the conversation.

- 6** PAIRS. Take turns asking for a favor. Use these ideas or your own.

- Pass me the salt.
- Buy me a hamburger.
- Lend me a pencil.
- Help me with my homework.
- Take the dog for a walk.

- 7** Pair work.

Student A: Go to page P 4.
 Student B: Go to page P 6.

6 Writing

Describe an action group

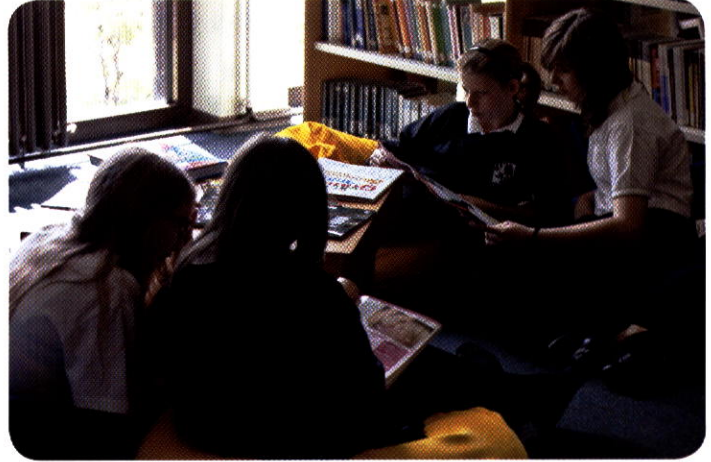
Writing rule

- Start your paragraph with a **topic sentence**. It should immediately tell the reader your main idea.

Example: Amnesty International defends human rights.

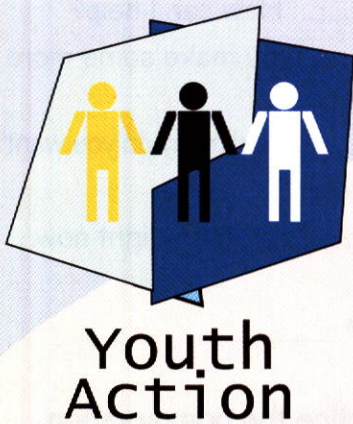
H.E.L.P. funds projects in poor countries.

- Don't include irrelevant information in your paragraph. All details should relate to your topic sentence.



1 Read the paragraph. Then answer the questions.

1. Which sentence is the topic sentence? Underline it.
2. Which sentence is irrelevant? Cross it out.



Youth Action raises money to help young people in our community. We organize events like sponsored marathons and karaoke nights. We like parties. We've raised almost \$3,000 since October, and we want to raise a total of \$10,000 this year. Our goal is to open a place where young people can relax, listen to music, talk, and make friends. We meet every Wednesday in the library at 6:00 P.M. We're looking for new members. Are you interested? Then come to the next meeting!

2 Fill in the blanks with information from the paragraph.

1. The name of the group: Youth Action
2. Who they help: _____
3. Their goal: _____
4. Money they want to raise: _____
5. Activities they organize: _____

6. Their meeting time: _____
7. Their meeting place: _____

3 Make up your own action group. Think about ...

- the name of the group
- who you help
- your goal
- the activities you organize
- when and where you meet
- how someone can get involved

4 In your notebook, write a paragraph about your action group. Be sure to start your paragraph with a topic sentence.

Review Units 5 and 6

Vocabulary

- ① Complete each sentence with a word from the box. (1 point each)

• useful • beautiful • wonderful
• homeless • careless • worthless

1. I went to a wonderful party last Friday. It was great!
2. They run a shelter for _____ people.
3. This old computer is _____. We need a new one.
4. You look _____. I love that dress.
5. Ben is so _____. He lost his keys again.
6. Cell phones are very _____. You should get one.

- ② Complete the sentences with the correct form of *make* or *do*. (2 points each)

1. Have you done your homework yet?
2. The baby's asleep! Try not to _____ any noise.
3. I only _____ three mistakes on the exam.
4. Could you _____ me a favor?
5. Have you _____ any plans for this weekend?
6. Sam always _____ the dishes.

Grammar

- ③ Write sentences using *for* or *since* and the present perfect. (3 points each)

1. Toby lives in Texas. (*two years*)
Toby has lived in Texas for two years.

2. Teresa has her driver's license. (*three days*)

3. Mel and Pat are at school. (*9:00 A.M.*)

4. My mother works in a bank. (*six years*)

5. I know Robert. (*2002*)

6. Julia takes piano lessons. (*last summer*)

- ④ Write questions using *How long* and the present perfect. (3 points each)

1. Kim teaches English in Japan.
How long has Kim taught in Japan?

2. Takashi is in New York.

3. They provide health care in rural areas.

4. The village has a school.

5. My father works for UNICEF.

Writing

- ⑤ Write a paragraph about your life. Include some of your achievements. Use the simple past or the present perfect where appropriate. (10 points)

Probability

1 a) Read the math problem.



Matt

Eddie

Matt and Eddie are doing an experiment. They each have a bag of candy. Matt has 3 red, 2 yellow, and 5 green candies. Eddie has 8 green and 2 yellow candies. They each take a candy out of their bag. They write down the name of the color, then return the candy to the bag. After 10 turns each, they compare results.

b) Complete the sentences using the words in the box.

• likely • unlikely • impossible

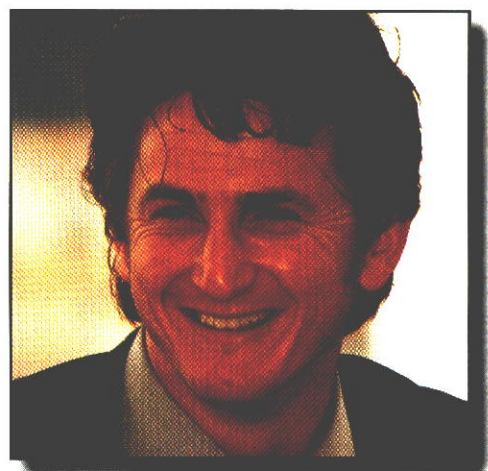
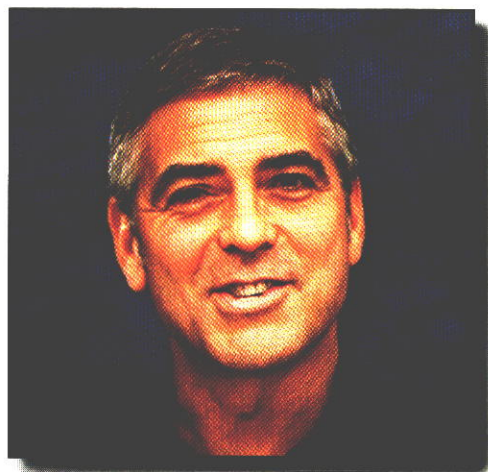
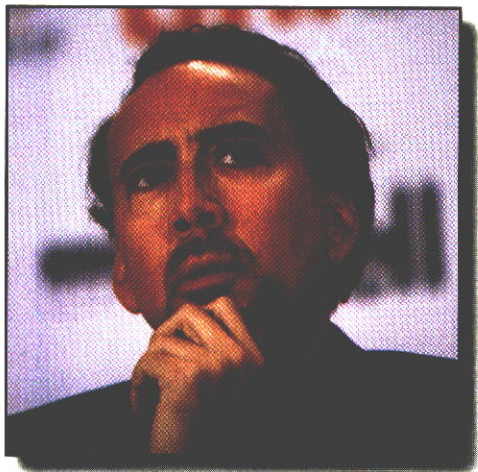
1. It is unlikely that Matt will take out more green candies than Eddie.
2. It is _____ that Eddie will take out more red candies than Matt.
3. It is very _____ that Eddie will take out a green candy.
4. It is _____ that Matt will take out more green candies than Eddie.
5. It is equally _____ that Matt or Eddie will take out a yellow candy.

2 Now do these probability problems.



- a. In your sock drawer, you have 5 pairs of blue socks, 4 pairs of brown socks, and 6 pairs of black socks. Close your eyes. What is the minimum number of socks you must take out to make sure you get a matching pair of the same color?
- b. Cathy has six pairs of red shoes and six pairs of brown shoes in her closet. If she closes her eyes, how many shoes must she take from the closet to be sure to get a pair that matches?

A decade of movies and actors



- 1** **GROUPS.** Do some research and find the following:
 - The top actors or actress from 2000 through the present
 - The number one movie for each actor or actress
 - Pictures of the actors or actresses
- 2** Create a list of the top five actors from 2000 through the present. Include the title of one top selling movie for each actor or actress.
- 3** Present your list to the class. If time permits, play a part of one movie from each actor or actress.
- 4** **CLASS.** Compare your lists. Are they the same? Whose lists are different? Do you agree with the other groups' lists?

A Different Lifestyle

1  2.16 Read along as you listen.

The Amish

The Amish are a group of Christians who live in rural areas in the United States. Most live in the state of Pennsylvania. They have a very interesting lifestyle. Those who belong in the "Old Order" of Amish live very simple lives. They live on farms, dress very simply, and refuse to use anything modern, such as electricity.

These Amish do not want to be part of modern society. They do not use cars or telephones and they don't have TVs or radios. They drive carriages pulled by horses.

The Amish believe in families and community. Families work together on the farms. Neighbors help each other. They build houses and barns together.

The Old Order Amish have very strict rules about clothes. Women and girls wear simple dresses with long sleeves and long skirts. They never cut their hair and they don't wear jewelry. Men and boys wear dark suits, black socks and shoes, and straw hats. Men can have beards, but not moustaches.

All Amish believe in living a peaceful and non-violent life.



2 Circle the correct answer.

1. The Old Order Amish live very **simple** / **complex** lives.
2. Their clothes are very **colorful** / **simple**.
3. They do not use **soap** / **electricity**.
4. The women **never** / **sometimes** cut their hair.
5. The men can have **moustaches** / **beards**.
6. The Amish try to live **interesting** / **peaceful** lives.

- 3** Circle the things in the article that the Old Order Amish don't have or don't use. Which of these things can't you live without? Which can you live without? Explain.

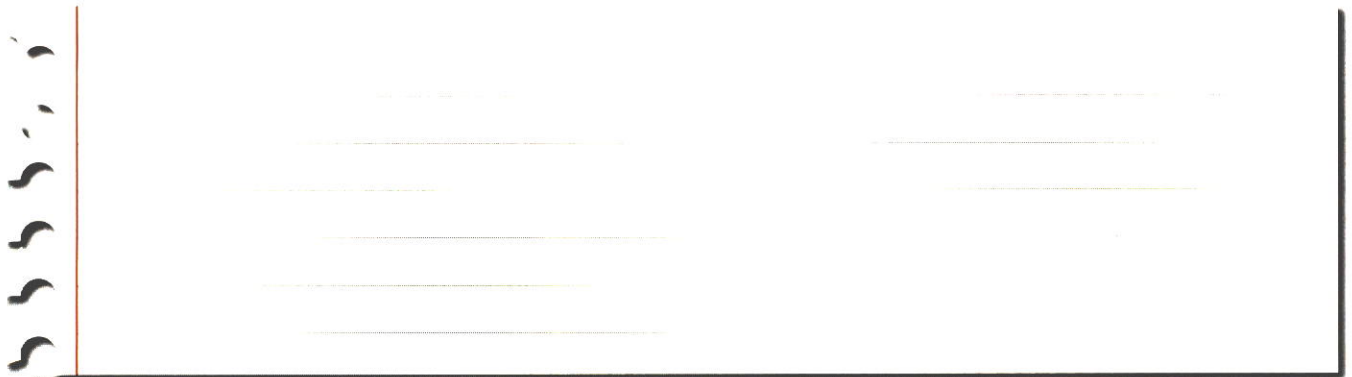
Things I can't live without:

1. *A phone. I don't think I can live without a phone, especially a cell phone. I need to talk to my friends all the time.*
2. _____
3. _____
4. _____

Things I can live without:

1. *A radio. I can get my news and music from the Internet.*
2. _____
3. _____
4. _____

- 4** a) **GROUPS. Homework:** Do research on the Internet. Find a group that has a unique lifestyle. Find pictures and write a description of the group's lifestyle.



- b) Share the information with the class. Show the pictures.

UNIT 7 > Future



Communication

- Current Technology
- Ask for a favor

Grammar

- Will / won't for predictions
- Might / might not
- Be going to
- The first conditional

Vocabulary

- Future
- Expressions with get

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

- | | | | |
|-------------------|-------------------------------------|----------------|--------------------------|
| 1. GPS Navigator | <input checked="" type="checkbox"/> | 4. Smartphone | <input type="checkbox"/> |
| 2. Laptop | <input type="checkbox"/> | 5. Solar Panel | <input type="checkbox"/> |
| 3. Digital Camera | <input type="checkbox"/> | 6. Video Game | <input type="checkbox"/> |

2 Match the sentences with the pictures.

- E 1. This might become the main source for generating energy in the near future.
- ___ 2. Every car will be equipped with a GPS Navigator.
- ___ 3. A laptop is used in most homes now.
- ___ 4. Smartphones are replacing regular mobile phones.

3 PAIRS. Discuss these questions.

1. Do you think we can predict changes in technology in the future? Why or why not?
2. Would you like to know more about future technology? Why or why not?

1. What is your opinion about life in 2030?

2.  2.17 Read along as you listen.

Fascinating Future

Most people want to know about the future, especially when it's about them. Where will I be in 20 years? What job will I have? But we also wonder what will happen to the world. Will people live until the age of 150? Will the polar ice caps melt? Will computers read our minds? These are fascinating questions. What do you think will happen in the next twenty years?

10 Education

- Computers will replace teachers.
- All students will have a personal laptop at school.
- Students will take their exams online.

15 Communication

- People won't send letters, they'll only send e-mails.
- Phone booths and post boxes will disappear completely.
- People can make calls from their watches.

Space

- People will live on the Moon.

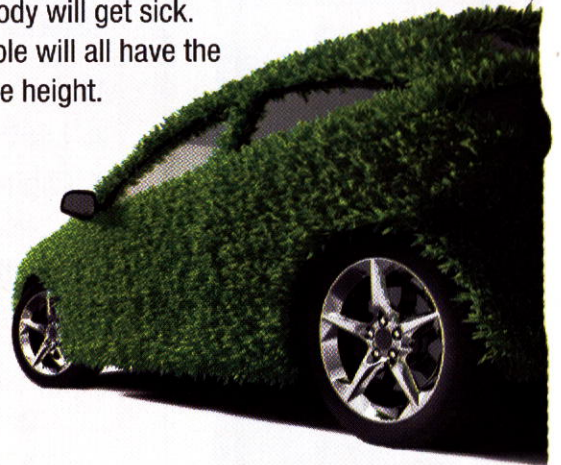
- Man will land on Mars.
- Tourists will be able to visit space in space shuttles.

Transport

- Cars won't use gasoline. They will all be hybrid.
- Planes will fly from London to Sydney in three hours.
- Trains will have speeds of up 600 kms/hour.

Health and Beauty

- People can go to a shop and choose a new face for themselves.
- Nobody will get sick.
- People will all have the same height.



3. Underline these words in the reading. Then use them to complete the sentences.

- phone booth
- polar
- hybrid
- fascinating

1. Not a lot of people use phone booth these days.
2. This is a _____ fact.
3. There are a lot of _____ cars.
4. White bears are called _____ bears.

4 PAIRS. Discuss the predictions in the reading.

Example:

Do you think that computers will replace teachers?


No, I don't think so. Computers can't think.

Pronunciation

The sounds /ʌ/ and /ɑ/

a)  **2.18** Listen and repeat.

/ʌ/ fund /ɑ/ astronomy

b)  **2.19** Listen. Write each word in the correct column.

money	country	pond
truck	project	enough

/ʌ/		/ɑ/
-----	--	-----

_____	_____
_____	_____
_____	_____

Probability

5 PAIRS. Complete the labels.

- certain • impossible • likely
- possible • unlikely



6 Read these predictions. Write an adjective from Exercise 5 to show your opinion about whether each prediction will come true.

1. You'll get very rich in 3 years.
unlikely
2. You'll live to be more than 70 years old. _____
3. You'll graduate from college. _____
4. You'll become a movie star. _____
5. You'll get married. _____
6. You'll travel to the moon. _____

Expressions with get

7 a) Study the phrases in the blue boxes.

get rich	get a ticket	
get wet	get to school	get ready
ARRIVE	BECOME	OBTAIN
get lost	get home	get up
get a good grade	get married	

b) Which phrases mean "arrive"? Which ones mean "become"? Which ones mean "obtain"? Draw lines. Follow the example.

7 Grammar

Will / won't for predictions

Affirmative statements

Danny **will** win the science competition.
You **will** have a great time at the party.

Negative statements

It **won't** rain tomorrow.
We **won't** be home until 9:30 P.M.

(See Grammar Reference, page G 8.)

1 Complete these predictions. Use *will* or *won't* and the cues.

1. In 2025, cars will run on hydrogen. (*affirmative*)
2. It _____ be very cold this winter. (*negative*)
3. In 2050, people _____ be living on the moon. (*affirmative*)
4. That shirt _____ fit him. It's too big. (*negative*)
5. Don't worry! We _____ get lost. (*negative*)
6. Soon every student _____ have a laptop computer. (*affirmative*)

2 Complete each sentence with *will* or *won't* and a verb from the box.

• go • play • have • like • pass

1. Sorry, I can't do it. I won't have enough time.
2. You've studied hard. I'm sure you _____ your exams.
3. Ken hates sports. He _____ to the gym with us.
4. Debbie loves tennis. She _____ with us.
5. That movie is really terrible! You _____ it.

Might / might not

Affirmative statements

I **might** be a lucky person.
(*It's possible that I'm a lucky person.*)

Negative statements

I **might not** have enough money to buy a car.
(*It's possible that I won't have enough money.*)

(See Grammar Reference, page G 8.)

3 Rewrite each sentence using *might* or *might not*.

1. It's possible that I'll pass my exam.
I might pass my exam.
2. It's possible that we'll go to the concert.

3. It's possible that it won't rain.

4. It's possible that they'll win.

5. It's possible that I won't go.

4 Complete the sentences with words from the box.

• will • won't • might • might not

1. Jane is a good student and will pass the exam if she studies hard.
2. Bill doesn't feel well and _____ take the test tomorrow.
3. Alan is the best student in our school and _____ fall this term.
4. Mike is not good at math, but he _____ pass the test if he studies hard.
5. John is on vacation and _____ miss the exam.

Be going to

We're **going to get** home late tonight.
 I'm **not going to get** wet. I brought an umbrella.
 Are you **going to eat** your whole cake?
 Where **are they going to go**?

(See Grammar Reference, pages G 8 and G 9.)

5 Unscramble the words to form sentences. Then match them with the pictures.

- a. are / They / going to / go skiing / .
They are going to go skiing. 6
- b. she / have / Is / a baby / going to / ?

- c. going to / The cars / are / crash / .

- d. they / Are / take / going to / the train / ?

- e. What / make / going to / is / he / ?

- f. fly / Sarah / going to / is / to the U.S.



The first conditional

If she **gets** a bonus, she **will buy** a new car.
 She **will buy** a new car **if** she **gets** a bonus.
 If she **doesn't win**, what **will** she **do**?
 What **will** she **do if** she **doesn't win**?

(See Grammar Reference, page G 9.)

6 a) Write sentences. Use the first conditional and the cues.

1. (we / run / not be late)
If we run, we won't be late. _____
2. (they / not take a map / get lost)

3. (it / rain / you / get wet)

b) Rewrite each sentence in Exercise 6a. Put the *if* clause at the end.

1. *We won't be late if we run.* _____
2. _____
3. _____

7 Write a question for each answer. Use the first conditional and the cues.

1. (What / do) *What will they do if the bus is late?* _____
 If the bus is late, they'll walk to school.
2. (What / do) _____

 If he studies hard, he will pass.
3. (Who / ask) _____

 If she needs help, she will ask Mr. Brown.
4. (Who / call) _____

 If they get lost, they will call you.

7 Listening and Speaking




In a restaurant

1 Look at the picture. Where are Patrick and Julia? Circle your answer.

- a. in a French restaurant
- b. in a Chinese restaurant
- c. in an Italian restaurant

2 Check (✓) what you see in the picture.

- | | | | |
|------------------|--------------------------|------------|--------------------------|
| 1. bread | <input type="checkbox"/> | 5. pizza | <input type="checkbox"/> |
| 2. waiter | <input type="checkbox"/> | 6. teacups | <input type="checkbox"/> |
| 3. cash register | <input type="checkbox"/> | 7. bowls | <input type="checkbox"/> |
| 4. chopsticks | <input type="checkbox"/> | 8. plates | <input type="checkbox"/> |

3  2.20 Listen to the conversation. Who is speaking? Write *P* for *Patrick* and *J* for *Julia*.

- P 1. I love Chinese food!
- ___ 2. I can't eat any more.
- ___ 3. I'll have to pass.
- ___ 4. What about a video game after here?
- ___ 5. What would you like to play?
- ___ 6. A game without violence.
- ___ 7. That's exciting!

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

- T 1. Patrick liked the meal.
 ___ 2. Julia didn't eat very much.
 ___ 3. Julia will play a video game.
 ___ 4. Patrick says Julia's choice is interesting.
 ___ 5. Patrick's suggestion is a violent game.
 ___ 6. Julia thinks Patrick's choice is boring.

- 5 PAIRS. Discuss: What kind of food do you like? Why?

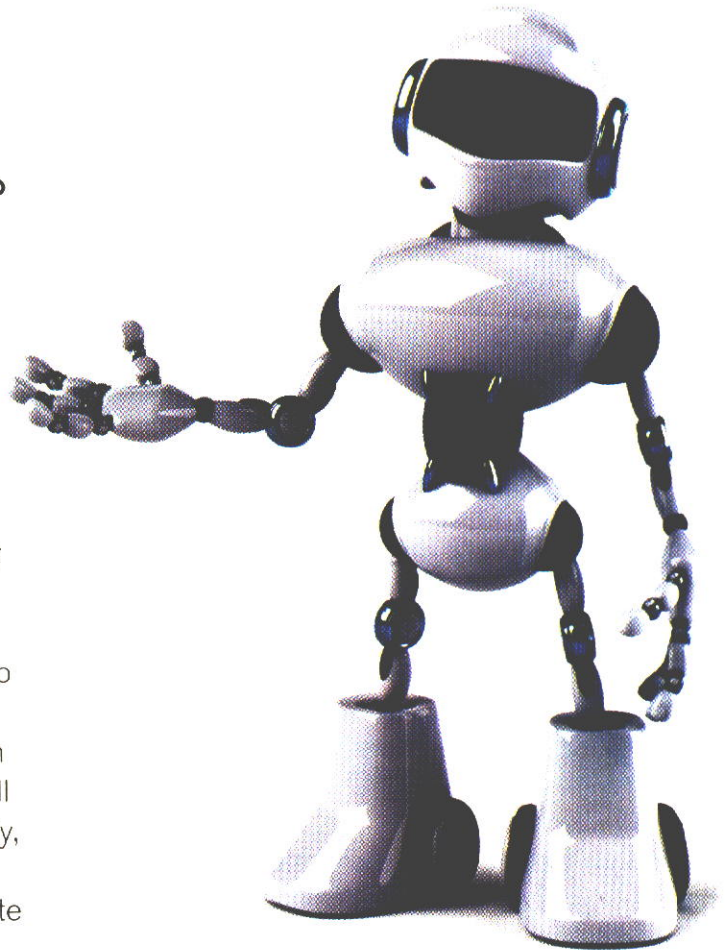
Predicting the future

- 6 a)  2.21 Listen to the passage about technology.

Technology develops all the time. Scientists predict that in the next twenty years, there will not be just one PC at home. Every person in the house will have several small computers that will do different things. People will wear them on their wrists, on their clothes and even under their skins. Smarter computers will help them shop on the internet. Currently, when people want to buy something on the internet, they have to go from website to website searching for an item. In the future, they will just show the computer a picture of what they are looking for and the computer will find it for them. People won't need a mouse or a keyboard to communicate with the PC. They will simply speak to it. It will understand people's emotions and feelings. It might even play a cheerful song if someone is feeling unhappy.

b) PAIRS. Discuss how you think computers have changed people's lives in this century.

- 7 PAIRS. You are making a personal robot. Give it a name and talk about what you would like your robot to do for you.



- 8 Pair work.

Student A: Go to page P 4.
 Student B: Go to page P 6.

7 Writing

Write about your future

Writing rule

For negative predictions, use *I don't think ...*

Example:

I don't think I'll get married.

I don't think it will rain this weekend.



1 Read Patrick's predictions about his life ten years from now.

Ten years from now, I'll be 25. This is what I predict: It's unlikely that I'll get married before then, but I might have a true friend. If I go back to the United States, I think I'll live in a big city, like Chicago. It's likely that I'll share an apartment with some friends. I'm certain that I'll have a job, but I'm not sure what it will be. Maybe I'll work as a computer programmer. I don't think I'll have a lot of money, but I'll probably have a car. I hope I'll be happy!

2 Circle the things and people Patrick mentions in his predictions.

- | | |
|----------------|----------|
| a. apartment | e. job |
| b. children | f. car |
| c. good friend | g. money |
| d. hobbies | h. pets |

3 Match to complete the sentences.

- c 1. Patrick is certain that
___ 2. Patrick doesn't think
___ 3. Patrick says he'll probably
___ 4. Patrick hopes that
___ 5. Patrick isn't sure

- a. what his job will be.
b. have a car.
c. he'll have a job.
d. he'll be happy.
e. he'll have a lot of money.

4 PAIRS. Patrick used ten different expressions to make his predictions. Find and circle them in the reading.

5 Make some predictions about your life ten years from now. Write them in a paragraph in your notebook. Use these questions to guide you.

- Where will you live?
- Will you be married?
- What type of job will you have?
- Will you be rich?
- What hobbies or interests will you have?
- What friends will you have?

Favorite Technologies



1 a) Which of the following technologies do you use at home.

laptop	<input type="checkbox"/>
smartphone	<input type="checkbox"/>
digital camera	<input type="checkbox"/>
video game	<input type="checkbox"/>
GPS navigator	<input type="checkbox"/>
hybrid car	<input type="checkbox"/>
the internet	<input type="checkbox"/>

2 a) Check the technologies that you think might become available in the future.

Robots	<input type="checkbox"/>
flying cars	<input type="checkbox"/>
talking computers	<input type="checkbox"/>
3D cameras	<input type="checkbox"/>
Digital schools	<input type="checkbox"/>
spaceships	<input type="checkbox"/>
Smart mirrors	<input type="checkbox"/>

b) Do you have any other technologies at home? If so, write them here:

c) Do you have any favorite technologies? If so, write them here:



3 PAIRS. Discuss your answers to Exercises 1 and 2. Use the words in the box to help you.

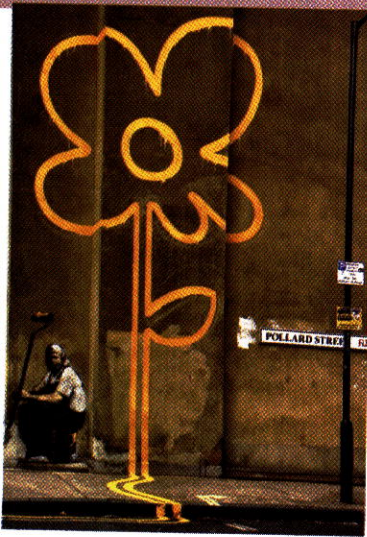
- certain
- possible
- might
- unlikely
- never
- likely
- always
- impossible
- sometimes
- might not

Example:

It's unlikely that robots will be able to clean the house in 20 years. I will never buy a robot because they are not smart.

Is it art?

- 1.** a) **PAIRS.** Look at the picture. Describe what you see.
b) Now read the article.



This is graffiti done by the British artist, Banksy. Banksy is a mysterious person – nobody is sure who he really is. His graffiti show up in different places around London and in different cities around the world.

Graffiti are drawings or words that are scratched, painted, or sprayed on walls or other surfaces in public places such as the sides of buildings, trains, or public property. Many people see graffiti as vandalism, while others appreciate its artistic value.

Banksy creates controversy with his graffiti. Not only does he create many of his images on public property, his pieces often make humorous statements about politics, ethics, and culture. Some people see these statements as inappropriate.

The graffiti Banksy creates can range from simple to complex. He once said “I use whatever it takes. Sometimes that just means drawing a moustache on a girl’s face on some billboard, sometimes that means sweating for days over an intricate drawing. Efficiency is the key.”

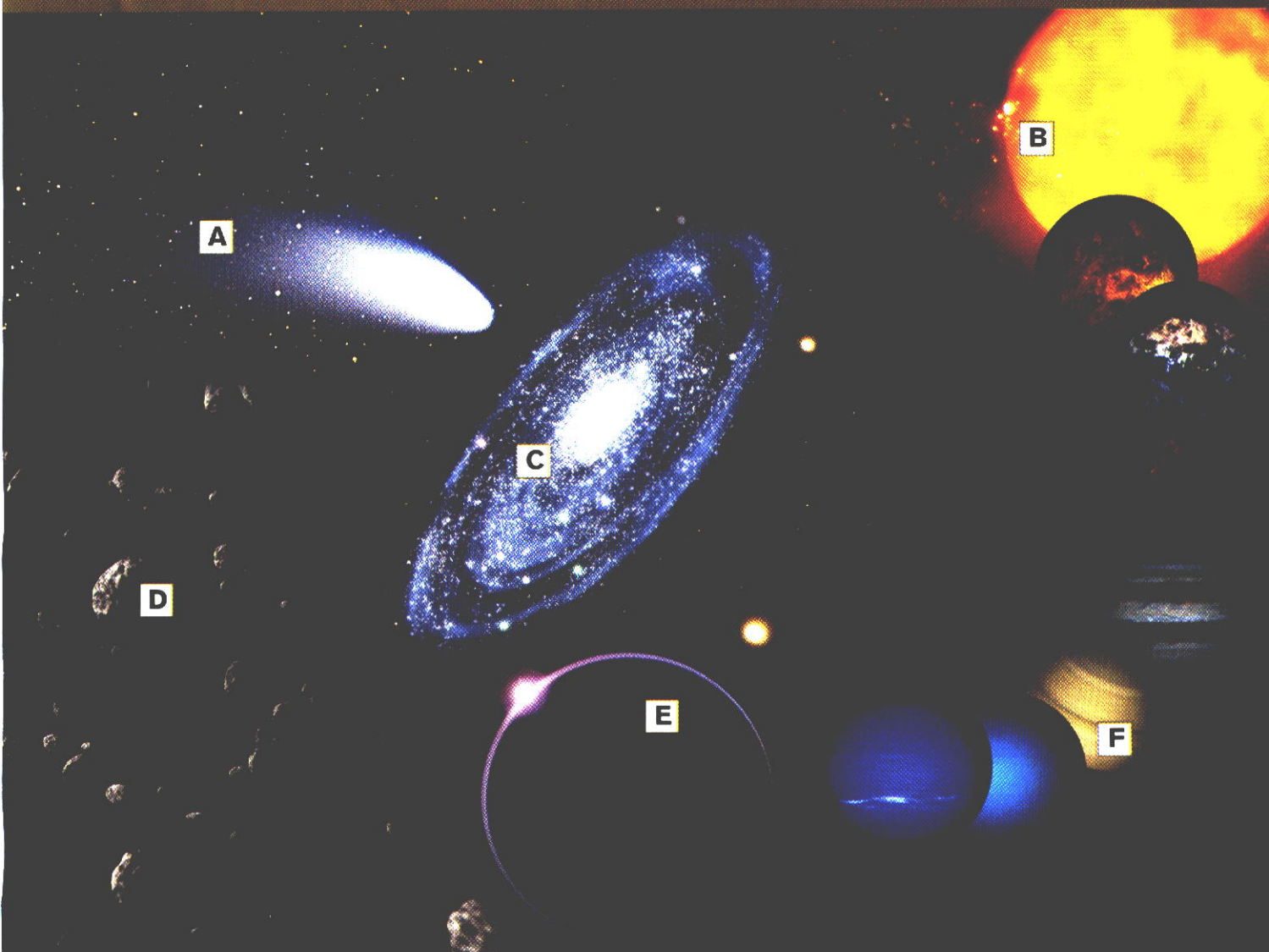
- 2.** Write **T** for True or **F** for False.

- T 1. Banksy is a British artist.
 ___ 2. People have seen Banksy all over London.
 ___ 3. *Graffiti* refers only to drawings in public places.
 ___ 4. Everybody agrees that graffiti are forms of art.
 ___ 5. Banksy makes political and social statements through his graffiti.
 ___ 6. His art is often humorous.

- 3.** **GROUPS.** Discuss these questions.

- Have you seen any graffiti in your area? Describe one of them.
- What statement do you think is the artist trying to say in that piece of graffiti?
- What’s your opinion of graffiti?

UNIT 8 > Space



Communication

- Plan a science project

Grammar

- Questions with *how* + adjective
- Comparative and superlative adjectives

Vocabulary

- Distance, size, and dimension
- Big numbers

1 Check (✓) the objects you see in the picture.

- | | | | |
|--|--------------------------------------|---|-------------------------------------|
| 1. comet <input checked="" type="checkbox"/> | 3. rocket <input type="checkbox"/> | 5. spaceship <input type="checkbox"/> | 7. planets <input type="checkbox"/> |
| 2. moon <input type="checkbox"/> | 4. asteroid <input type="checkbox"/> | 6. the Milky Way <input type="checkbox"/> | 8. Sun <input type="checkbox"/> |

2 Match the sentences with the pictures.

- F 1. The Earth is one of these.
- ___ 2. The Sun is part of this galaxy.
- ___ 3. It moves around the Earth.
- ___ 4. A small, rocky object that moves around the Sun.
- ___ 5. A ball of ice and dust with a long tail.
- ___ 6. It's the star at the center of our solar system.

8

Reading and Vocabulary


- 1 a)  2.23 First, read the answers in Exercise 1b. Then read and listen to the questions.

Space Quiz

1. When was our solar system formed?
2. Which star is the closest to the Earth?
3. How far from the Earth is the closest star?
4. The asteroid belt is located between which two planets?
5. The Earth's atmosphere is mainly composed of which gas?
6. What is Jupiter made of?
7. Which planet is known as the Red Planet?
8. Which planet was reclassified as a dwarf planet in 2006?
9. Which comet passes the Earth every 76 years?
10. What color is Neptune's ring?
11. How long does it take the Earth to move around the Sun?
12. What is another name for planet Earth?

b) Match these answers with the questions in the Space Quiz.

- ___ a. gas
- 1 b. about 4.6 billion years ago
- ___ c. Pluto
- ___ d. about 365 days
- ___ e. Mars and Jupiter
- ___ f. white
- ___ g. nitrogen
- ___ h. Halley's
- ___ i. about 150 million kilometers (93 million miles)
- ___ j. Mars
- ___ k. the sun
- ___ l. the Blue Planet


- c)  2.24 Listen and check your answers.

Big numbers

- 2 a) Write the correct numeral next to each number.

60,000	250,000	6,000,000,000,000
2,500	1,000,000	10,000,000,000

1. one million 1,000,000
2. six trillion _____
3. two hundred and fifty thousand _____
4. ten billion _____
5. sixty thousand _____
6. twenty-five hundred _____

- b)  2.25 Look at the numerals as you listen and repeat the words.

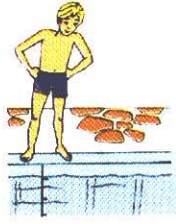
Distance, size, and dimension

3 a) Label the pictures.

- depth • distance • height
- length • speed • weight



1. length



2. _____



3. _____



4. _____



5. _____



6. _____

b) 2.26 Listen and repeat. Then match each word with its meaning.

- | | |
|-------------------|--|
| <u>f</u> 1. speed | a. how wide something is |
| ___ 2. size | b. how long something is (in time or distance) |
| ___ 3. length | c. how deep something is |
| ___ 4. width | d. how big something is |
| ___ 5. height | e. how far something is |
| ___ 6. depth | f. how fast something goes |
| ___ 7. distance | g. how much something weighs |
| ___ 8. weight | h. how tall something is |

4 a) 2.27 Listen and repeat. Then circle the correct abbreviation for each unit of measure.

- | | | |
|------------------------|--|---|
| 1. centimeter | <input checked="" type="radio"/> a. cm | <input type="radio"/> b. km |
| 2. kilometer | <input type="radio"/> a. cm | <input type="radio"/> b. km |
| 3. square meter | <input type="radio"/> a. sm | <input type="radio"/> b. m ² |
| 4. light year | <input type="radio"/> a. ly | <input type="radio"/> b. li |
| 5. kilogram | <input type="radio"/> a. k ² | <input type="radio"/> b. kg |
| 6. kilometers per hour | <input type="radio"/> a. kmh | <input type="radio"/> b. kph |
| 7. milliliter | <input type="radio"/> a. mil | <input type="radio"/> b. ml |
| 8. square centimeter | <input type="radio"/> a. cm ² | <input type="radio"/> b. scm |

b) Which unit would you use for these measurements? Circle the best answer.

- the length of your thumb
 a. kilometers b. centimeters
- the distance from the Sun to another star
 a. meters b. light years
- the area of your bedroom
 a. square meters b. meters
- the distance from Mexico City to Rio de Janeiro
 a. kilometers b. centimeters
- the area of a piece of paper
 a. square meters b. square centimeters

In the United States, most people do not use the metric system. They measure distance with these units:

- inches (1 inch = 2.54 cm)
- feet (1 foot = 30.48 cm)
- yards (1 yard = .91 m)
- miles (1 mile = 1.609344 km)

8 Grammar

Questions with *how* + adjective

Questions	Answers
How far is the bank from here?	It's about two kilometers.
How long is your hair?	It's about 20 centimeters long.
How high can you jump?	I can jump about a meter.
How big is his house?	It's huge.
How old is your sister?	She's ten years old.
How deep is that hole?	It's about three meters deep.

(See *Grammar Reference*, page G 9.)

- 1** Write questions. Start with *How* and follow the cues.



- long / a soccer field
How long is a soccer field?
- tall / your teacher
- big / the Milky Way
- old / our solar system
- far / the Sun from the Earth

Pronunciation

Intonation in *How* questions

- a) 2.28 Listen and repeat.

How old is the Earth?

How big is the universe?

- b) 2.29 Listen and repeat.

- How old are you?
- How tall are you?
- How fast can you run?
- How long have you attended this school?
- How big is this classroom?

- 2** a) What is each question asking about? Choose a word from the word box.

• length • depth • width
• size • height • distance

- How far is the moon from the Earth?
distance
- How long is an Olympic-size swimming pool? _____
- How wide is your bed? _____
- How deep is the ocean? _____
- How big is your room? _____
- How high is that mountain? _____

- b) Match these answers with the questions above.

- 5* a. 16 m²
 _____ b. 80 cm
 _____ c. about 3,200 m
 _____ d. about 3.5 km
 _____ e. about 400,000 km
 _____ f. 50 m

Comparative and superlative adjectives

Adjective

The red car is **fast**!
He is **talented**.
Her grade was **bad**.

Comparative

The blue car is **faster than** the red car.
She is **more talented than** he is.
His grade was **worse than** hers.

Superlative

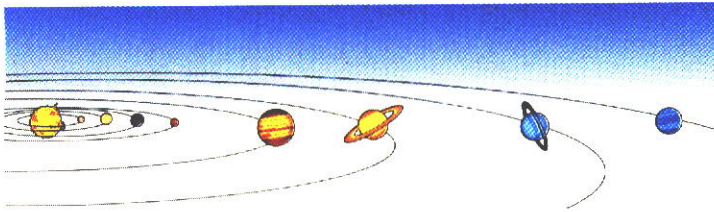
The black car is **the fastest**!
Dan is **the most talented** of the three.
My grade is **the worst**.

(See *Grammar Reference*, page G 10.)

3 Complete the chart.

Adjective	Comparative	Superlative
1. wide	wider than	
2. flat		the flattest
3. heavy		the heaviest
4. expensive	more expensive than	
5. good	better than	
6. far		the farthest

4 Complete the sentences. Use the comparative or superlative form of each adjective in parentheses.



- Venus is the nearest planet to the Earth. (*near*)
- Mars is _____ the Earth. (*small*)
- Neptune is _____ planet from the Sun. (*far*)
- Jupiter is _____ planet. (*big*)
- Mercury is _____ planet. (*hot*)
- Venus is _____ Mars. (*cloudy*)

5 a) Read the information below.

Space Shuttle *Endeavour*

Length: 56.14 m Width: 24 m
Cost to build: \$1.7 billion

Hubble Space Telescope

Length: 13.2 m Width: 4.2 m
Distance from the Earth: 589 km
Cost to build: \$6 billion

International Space Station

Length: 58.2 m Width: 44.5 m
Distance from the Earth: 347 km
Cost to build: \$30 billion

b) Write sentences comparing the space shuttle *Endeavour*, the Hubble telescope, and the International Space Station (ISS). (C = comparative and S = superlative)

- (short, C) The Hubble is shorter than the space shuttle.
- (long, S) The ISS is the longest.
- (narrow, C) _____
- (wide, S) _____
- (far, C) _____
- (expensive, C) _____
- (expensive, S) _____

8 Listening and Speaking




Visit an observatory

1 a) Check (✓) what you see in the picture.

- | | | | |
|----------------------|-------------------------------------|-----------------|--------------------------|
| 1. a Mars rover | <input checked="" type="checkbox"/> | 4. a television | <input type="checkbox"/> |
| 2. a picture of Mars | <input type="checkbox"/> | 5. a rocket | <input type="checkbox"/> |
| 3. an astronaut | <input type="checkbox"/> | 6. a telescope | <input type="checkbox"/> |

b) **PAIRS.** Discuss these questions.


1. Have you ever looked through a telescope? If so, what did you see?
2. Would you like to be an astronaut? Why or why not?

2  2.30 Patrick's science class is visiting an observatory. Listen and number the questions in the order you hear them.

- ___ a. Where's the Mars exhibit?
- ___ b. But we're not supposed to look at the Sun, are we?
- ___ c. Would you like to try it too, Julia?
- 1 d. Can we look through that telescope?
- ___ e. Would anyone here like to be an astronaut?

3  2.31 Listen again. Circle the correct answer to complete each sentence.

- The students can look at the Sun / the moon through a telescope.
- The telescope has **sun spots** / filters to protect their eyes.
- The Mars exhibit includes a model of a **rover** / spacewalk.
- Patrick thinks the simulation is **dangerous** / amazing.
- Julia** / Patrick doesn't want to try the space walk simulation.

4  2.32 Patrick and Julia are talking about a science project. Listen to their conversation. Write *T* for *True* or *F* for *False*.

- T 1. Patrick learned about satellites on the NASA Web site.
- ___ 2. There are three types of satellites.
- ___ 3. The moon is a natural satellite.
- ___ 4. The Hubble telescope is an artificial satellite.
- ___ 5. The Hubble telescope looks at the Earth.
- ___ 6. Weather satellites look out into space.

I don't know. I haven't decided. What about you?

What science project are you going to do?

Plan a science project

5 a)  2.33 Listen and complete the dialogue.

- A: 1 _____ we do for our science project?
- B: I don't know. 2 _____ any ideas?
- A: 3 _____ the effects of global warming on penguins?
- B: 4 _____ anything about it?
- A: 5 _____, but we can do some research and interviews.
- B: OK. 6 _____ we should watch some DVDs, too? I have some from Discovery Channel.
- A: Good idea!

b) PAIRS. Practice the conversation.

6 a) PAIRS. Plan a joint space project. Use the vocabulary and expressions from the box or your own ideas.

- comets
- Why don't we ... ?
- asteroids
- What about ... ?
- the Milky Way
- What do you know about ... ?
- the solar system
- Let's start with ...

b) PAIRS. Present your idea to the class.

7 Pair work.

- Student A: Go to page P 5.
Student B: Go to page P 6.

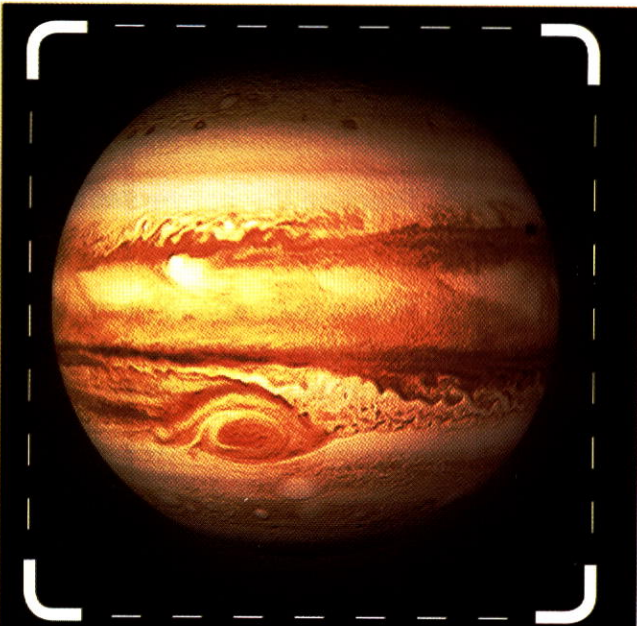
8 Writing

Describe a planet

Writing rule

- Factual or scientific descriptions should be clear, well-organized, and accurate.
- Scientific descriptions often answer *how* questions, such as *how far*, *how big*, *how fast*, *how long*, *how hot*, and *how cold*.
- Use the simple present tense to write a factual or scientific description.

- 1 a) Read this description of the planet Jupiter.



Jupiter is the biggest planet in the solar system. Its diameter is eleven times bigger than the Earth's. Astronomers don't know exactly what Jupiter is made of, but they think it is composed of gas – mostly hydrogen and helium.

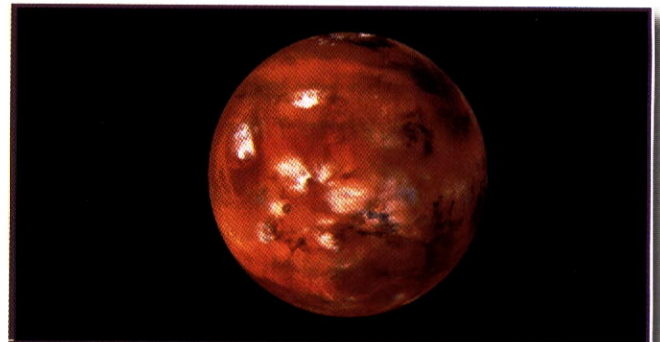
Gravity on Jupiter is stronger than gravity on the Earth. Jupiter has 49 named moons and several smaller satellites.

Temperatures on the planet's surface get as cold as -145°C (-229°F) and as hot as $+21^{\circ}\text{C}$ (70°F)! Because of these extreme temperature changes, scientists believe it is very unlikely that there is life on Jupiter.

- b) Complete the fact file about Jupiter.

Planet name	Jupiter
Size and diameter	
Composition	
Gravity	
Satellites	
Temperatures	
Life	

- 2 a) Read this fact file about Mars.



Planet name	Mars
Size and diameter	about half the size of the Earth
Surface	rocky and dusty; ice has been found below the surface
Atmosphere	mostly carbon dioxide (poisonous)
Gravity	less than half as strong as the Earth's gravity
Satellites (Moons)	2 (Phobos and Deimos)
Temperature	very cold; -87°C (-125°F) to -5°C (23°F)
Life	possible

- b) Now write a description of Mars in your notebook.

Example: Mars is about half the size of the Earth. It is a rocky, dusty planet. . .

Review Units 7 and 8

Vocabulary

- ① Complete the sentences. Use **get** plus a word or phrase from the box. (2 points each)

• rich • a ticket • ready
• wet • a good grade • home

- You won't get a good grade if you don't study for the test!
- It's time to _____ for school.
- If I _____, I'll buy you a new car.
- Teresa didn't _____ until 10 P.M.
- I hope I can _____ for Brad Paisley performance.
- It's raining, and I forgot my umbrella. I'm going to _____.

- ② Match the words to the questions. (1 point each)

- | | |
|--------------------|---------------------|
| <u>e</u> 1. length | a. How wide is it? |
| ___ 2. height | b. How deep is it? |
| ___ 3. width | c. How fast is it? |
| ___ 4. distance | d. How tall is it? |
| ___ 5. size | e. How long is it? |
| ___ 6. depth | f. How heavy is it? |
| ___ 7. speed | g. How big is it? |
| ___ 8. weight | h. How far is it? |

Grammar

- ③ Complete the sentences. Use **will**, **won't**, **might**, or **might not**. (1 point each)

- I'm certain that in the year 2025, everyone will have a computer.
- Sarah _____ be at the party tonight. She's at her grandparents.
- I _____ join the astronomy club. I'm not sure yet.

- I don't think anyone _____ smoke cigarettes in fifty years.
- My friends are going to the movies, but I _____ go. I haven't decided.
- He _____ stay up too late. He always goes to bed at 9:00.

- ④ Complete the sentences. Use the correct form of each verb in parentheses. (1 point each answer)

- If we (*miss*) miss the bus, we (*be*) will be late for school.
- My parents (*be*) _____ angry if I (*get*) _____ home late.
- Margo (*take*) _____ lot of photos if she (*go*) _____ to Disneyland.
- Frank (*not have*) _____ any money left if he (*buy*) _____ that camera.
- If you (*not buy*) _____ a ticket, you (*not see*) _____ the movie!
- If Julia (*not help*) _____, Patrick (*not be*) _____ happy.

- ⑤ Complete the chart. (1 point each answer)

Adjective	Comparative	Superlative
1. long	<u>longer than</u>	<u>the longest</u>
2. wide		
3. good		
4. bad		
5. expensive		

Writing

- ⑥ In your notebook, write three sentences explaining what will happen if you don't study English. (1 point each)

Solid, Liquid, or Gas?

1. Read the text. Circle the three states of matter. Underline the processes by which one state changes into another.

Matter has three different states: solid, liquid, and gas. The shape of a solid stays the same. A solid takes up the same amount of space all the time. A liquid flows and takes the shape of its container. A gas also takes the shape of its container. A gas expands to completely fill its container.

Matter can change from one state to another. A solid can change to a liquid, and a liquid can change to a gas. For example, ice is solid, but it melts and changes into liquid. The melting point of water is 32°F (0°C). A liquid can also turn into a solid. For example, water turns into ice when it gets cold enough. This is called freezing. When a gas changes into a liquid, the process is called condensation. For example, have you ever noticed the drops of water on a cold bottle of soda? That's due to condensation — water vapor from the air changes to a liquid when it comes in contact with the cold bottle. And when liquid changes into gas, we call it evaporation. For example, a puddle of water that is formed after a rain gradually dries up in a few days.

2. Look at the pictures Write *S* for *solid*, *L* for *liquid*, or *G* for *gas*.



a. solid



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____

3. Write the process that is happening in each picture.



a. _____

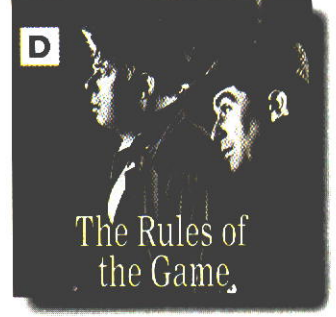
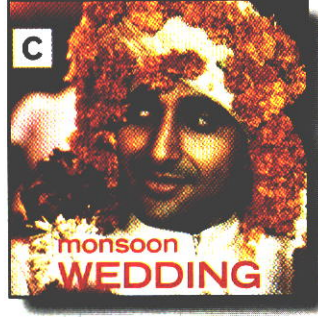
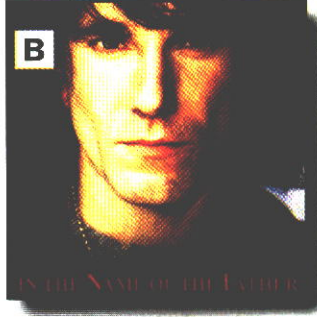


b. _____

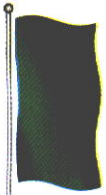


c. _____

Movies around the world



1 Match the CD covers with the flags and countries the artists are from.



a. Ireland _____

b. France _____

c. India _____

d. Italy _____

2 **GROUPS. Research:** Choose a country and movie from that country. You may choose from the countries in exercise 1 or choose your own. Then discuss these questions.

- What types of movies do the teenagers in that country watch?
- Try to watch some of the movies from that country. Which ones do you like?
- What types of movies are made in the country that you chose? Find information about the movies in that country.

3 **GROUPS.** Present the information that you found about your assigned country to the class. If possible, play a small part of one of the movies from that country.

4 **CLASS.** Did you like any of the movies from the other countries? Why or why not?

Space travel

1  2.34 Read along as you listen.

Space tourism

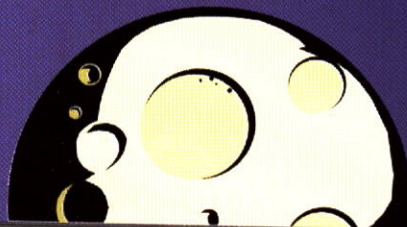
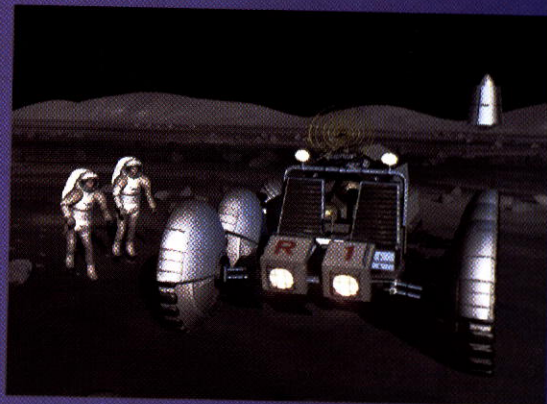
Are you thinking about where you want to go on vacation next year? The United States, Europe . . . or how about a vacation in space? It's true! On April 28, 2001, Dennis Tito became the first space tourist. He visited The International Space Station (ISS) for seven days. Since then, several more people have flown to the International Space Station through the space tourism company, *Space Adventures*. The International Space Station is in the Earth's orbit and can be seen with the naked eye.

So how expensive is this vacation? The current cost for a flight to the space station is \$30 million. If you have this kind of money and want to fly into space, you'll have to get in line. Flights to the International Space Station are booked through 2009.

But what if you want to go further? *Space Adventures* has planned the first commercial flight to the far side of the moon (the side we can't see from Earth). If you go, you will experience weightlessness, view the Earth from 250,000 miles away, and travel in the footsteps of the first space explorers. There are only two seats available for the mission. The price? \$100 million each!

Several other space tourism companies would like to create more affordable ways to travel to space, and they're very close to making this a reality. They would like to create short trips where passengers would experience a few minutes of weightlessness and a view of the Earth below. The cost is expected to be about \$200,000 per passenger, and the trip is expected to be about an hour. Other companies want to construct "space hotels." One organization has announced a new project and plans on having 20,000 people on a "space island" by 2020. This space tourism option would cost about \$60,000 per passenger.

Interested? Start saving now!



2 Write the correct numbers.

1. The first space tourist visited the International Space Station for 7 days.
2. A visit to the International Space Station costs _____.
3. If you travel to the far side of the moon, you can see the earth from _____ miles away.
4. A trip to the far side of the moon costs _____.
5. To experience weightlessness and a short trip, you will have to pay about _____.
6. A "space island" is being planned for the year _____.
7. Visiting the space island will cost about _____ per passenger.

3 PAIRS. Discuss these questions.

- Would you like to be a space tourist? Why or why not?
- Which of the space tourism options mentioned in the article do you like the best? Why?
- Which option do you like the least? Why?
- If you had the money, would you spend it on a trip to space?

4 PAIRS. Create an ad for your own space tourism company. Use your imagination and these questions for ideas:

- What's the name of your company?
- What sort of space trips will your company provide?
- How will it be different from the space trips that already exist?
- How much will the trip cost?





Pair work activities

STUDENT A

Unit 5 Listening and Speaking, page 65

- 6** a) Listen to your partner's questions. You have to answer "Yes, I have" to the first question. You should invent answers to the other questions to get your partner to believe you.

Example: 1. eat kangaroo meat

A: Have you ever eaten kangaroo meat?

B: Yes, I have.

A: Where did you eat it?

B: In Australia.

A: When did you go to Australia?

B: I can't remember!

A: You're not telling the truth!

b) Now ask your partner questions using the prompts. Your partner will always answer "Yes, I have" to the first question. Then ask for more information. Is your partner telling the truth?

1. eat kangaroo
2. chat on the Internet
3. travel abroad
4. cheat in an exam
5. drive a car
6. be in love

Unit 6 Listening and Speaking, page 75

- 7** a) Ask your partner questions to complete your text.

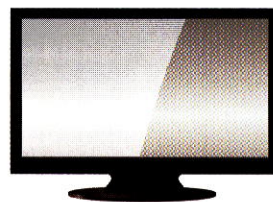
Example: When did Patch Adams attend medical school?

Inspired to become a doctor while institutionalized for depression, Patch Adams attended the Medical College of Virginia ¹_____. After graduation, he formed the ²_____, dedicated to a personalized approach to medicine. He began receiving media coverage about his peculiar clinic ³_____ and eventually wrote a book about ⁴_____ in 1993.

- b) Answer your partner's questions.

Unit 7 Listening and Speaking, page 89

- 8** a) Ask your partner to choose three numbers between 1 and 4. Look at the devices chosen and help him or her to guess what they are.



1. Flat Screen TV



2. Smart Phone



3. Laptop



4. GPS Navigator

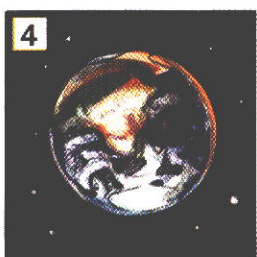
Example: In this picture, I can see a big black screen. . . .

Pair work activities

b) Choose three numbers between 1 and 4 and tell your partner. Now listen to your partner describing the devices.

Unit 8 Listening and Speaking, page 99

7 a) Ask your partner questions using the prompts.



Example: How old is the oldest tree?

1. age – the oldest tree?
2. height – Eiffel Tower?
3. distance – Earth from sun?
4. size – Earth?

b) Answer your partner's questions.

- a. 29,035 feet above the sea.
- b. 82 feet.
- c. About 98.4 feet.
- d. About 4.6 billion years old.

STUDENT B

Unit 5 Listening and Speaking, page 65

6 a) Ask your partner questions using the prompts. Your partner will always answer "Yes, I have" to the first question. Then ask for more information. Is your partner telling the truth?

Example: 1. eat grasshoppers

B: Have you ever eaten grasshoppers?

A: Yes, I have.

B: Where did you eat them?

A: In Nigeria.

B: When did you go to Nigeria?

A: I can't remember!

B: You're not telling the truth!

1. eat grasshoppers
2. receive a Valentine's card
3. speak to someone famous
4. go to the theater
5. see a ghost
6. ride an elephant

b) Now listen to your partner's questions. You have to answer "Yes, I have" to the first question. You should invent answers to the other questions to get your partner to believe you.

Pair work activities

Unit 6 Listening and Speaking, page 75

7 a) Answer your partner's questions.

Inspired to become a doctor while institutionalized for ¹_____. Patch Adams attended the Medical College of Virginia in the late '60s and early '70s. After graduation, he formed the Gesundheit Institute, dedicated to ²_____. He began receiving media coverage about his peculiar ³_____ in the mid-80s and eventually wrote a book about his work in ⁴_____.

b) Ask your partner questions to complete your text.

Example: Why was Patch Adams institutionalized?

Example: In this picture I can see a pair of small loudspeakers . . .

Unit 8 Listening and Speaking, page 99

7 a) Answer your partner's questions.

- a. Over 4,600 years old.
- b. 985.9 feet.
- c. About 93 million miles.
- d. About 8,000 miles in diameter.

b) Ask your partner questions using the prompts.

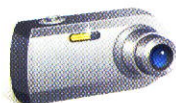
Example: How high is Mount Everest?

1. height – Mount Everest?
2. length – blue whale?
3. width – Olympic swimming pool?
4. age – the Earth?

Unit 7 Listening and Speaking, page 89

8 a) Choose three numbers between 1 and 4 and tell your partner. Now listen to your partner describing the devices.

b) Ask your partner to choose three numbers between 1 and 4. Look at the devices chosen and help him or her to guess what they are.



1. Digital Camera



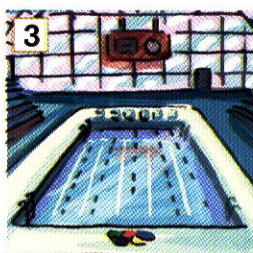
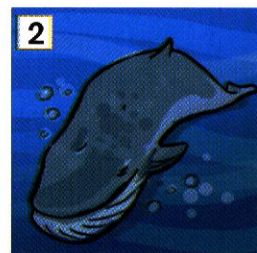
2. Headphones



3. Xbox



4. MP5 Player



❖ Reading

Lifestyles

1 Read the interview.

Bob Steele is an athlete, singer, and songwriter. He's only 17 but he has it all. He's adventurous and fearless. Last week, Teen Life (TL) interviewed Bob.

TL: What's the most exciting thing you have ever done, Bob?

BOB: Hmm. I've done so many wonderful things. But the most exciting thing that I've ever done was skydiving over the Kalahari Desert. It is so peaceful out there in the desert!

TL: Have you ever felt afraid or stressed out?

BOB: Of course! But I can't let fear stop me. And life in general is stressful.

TL: I agree. So what have you done recently?

BOB: I've just finished a new album. That was a bit stressful. And I've climbed a mountain in Tibet. The time in Tibet was a meaningful experience for me. I've never met such wonderful people!

TL: Interesting! Well, thank you for your time, Bob.

2 Circle the correct answer.

1. Bob Steele is **adventurous** / graceless.
2. Bob says that she has done many **wonderful** / beautiful things.
3. Bob says the Kalahari Desert is **wonderful** / peaceful.
4. Bob thinks that life are **stressful** / limitless.
5. Recently, Bob has **gone skydiving** / recorded an album.
6. Bob says that the people in Tibet are **peaceful** / wonderful.

❖ Writing

3 Write a paragraph about what you have done. Use *ever*, *never*, and *just*. Try to use adjectives with the suffixes *-ful* and *-less*.

Handwriting practice lines for writing a paragraph.

❖ Reading

Helping others

1 Read the text.

Angelina Chavez has worked as a volunteer since she was ten years old. She has done many different things. She has helped her school collect food for homeless people. She has washed cars with her classmates to earn money for people in need. Two years ago, she spent two weeks in a small town in Mississippi. She went there with her church. They built a house for a poor family.

"I've learned a lot in the past few years," Angelina says. "I've helped people—but I've also helped myself. It makes me feel really good about myself when I help people."

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

- F 1. Angelina has volunteered since she was six years old.
- 2. She has collected food for her classmates.
- 3. Two years ago, she went to Mississippi.
- 4. She built a house in Missouri.
- 5. She feels good about helping other people.

❖ Writing

3 a) What have you done in the past two years to help people? Complete the chart.

When?	What?	Why?
<i>September</i>	<i>sold cookies</i>	<i>to raise money for the homeless</i>

b) Now write a short paragraph about what you have done to help people. Use the present perfect and the simple past.

Handwritten lines for writing a paragraph.

❖ Reading

Predictions



1 Read the students' predictions.

What will your classmates be doing in a year? In five years? In ten years? We asked some students for their predictions. This is what they said.

Stella: Stella is going to move to New York next year.

Eric: Eric will be named the Most Valuable Player on his soccer team next year. He's going to go to college in California.

Ridley: Ridley will have his own computer company in ten years.

Tina: Tina will be a famous actress in five years. She will be happy.

Daniel: Daniel might be a pop star in ten years. He's going to give concerts all over the world.

2 Write statements in the conditional for each person. Use your own ideas.

1. **Stella:** *If Stella moves to New York next year she's going to study at NYU.*

2. **Eric:** _____

3. **Ridley:** _____

4. **Tina:** _____

5. **Daniel:** _____

❖ Writing

3 a) Complete the chart with your predictions about three classmates.

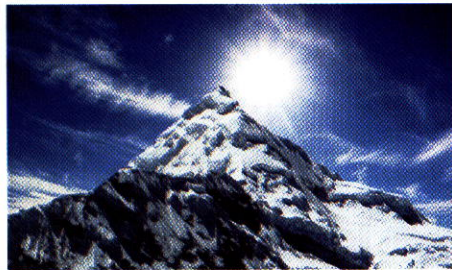
Name	In one year	In five years	In ten years
1.			
2.			
3.			

b) In your notebook, write a paragraph about your classmates. Use *will/won't*, *might/might not*, and *be going to*.

❖ Reading

That's amazing!

1 Read the text.



Do you want to know some amazing facts about our planet? Read on!

What is the highest point on Earth?

Mt. Everest in the Himalayas, on the border of Nepal and Tibet. Its height is 29,035 feet (almost 9 kilometers) above sea level!

How far is it to the center of the Earth?

The distance is about 3,963 miles (6,378 kilometers).

How hot is the Earth's center?

Pretty hot! Scientists estimate that it's at least 7,000 degrees Fahrenheit (3,870 Celsius).

Where's the hottest place on Earth?

In El Azizia, Libya. The temperature reached 136 degrees Fahrenheit (57.8 Celsius) on September 13, 1922.

Where's the coldest place on Earth?

You guessed it – Antarctica! The temperature in Vostok, Antarctica fell to -129 Fahrenheit (-89 Celsius) on July 21, 1983.

How deep is the deepest ocean?

The deepest point is in the Pacific Ocean, south of Japan. It has a depth of 36,201 feet (6.9 miles or 11 kilometers)!

2 Circle the correct answers.

1. Mt. Everest is the **hottest** / **highest** point on Earth.
2. The Earth's center is **hotter** / **colder** than El Azizia, Libya.
3. The **coldest** / **hottest** place on Earth is in Libya.
4. Antarctica is the **lowest** / **coldest** place on Earth.
5. The **Atlantic** / **Pacific** Ocean is the deepest ocean in the world.

❖ Writing

3 Look for information about the solar system. Then write a fun quiz about it. Try to get varied pieces of interesting and fun information. Use comparatives, superlatives, and *How* questions whenever appropriate.

Lined writing area for the student to write a fun quiz.

UNIT 5

Vocabulary

careful, 61
frightened, 60
hopeless, 61
ignorant, 60
peaceful, 61
rowing, 60
storm, 60
stressful, 61
stylish, 60
successful, 61
useful, 61
useless, 61
wonderful, 61
worthless, 60

Social language

[She's] just [flown a plane], 65
[They've] just [finished a race], 65
Congratulations!, 65
That's great!, 65

UNIT 6

Vocabulary

disease, 71
do (someone) a favor, 71
do nothing, 71
do the dishes, 71
famine, 71
illiteracy, 71
make a decision, 71
make a mistake, 71

make a plan, 71
make noise, 71
poverty, 71
racism, 71
so some shopping, 71
war, 71

Social language

Can / Could you do me a favor?, 75
Can / Could you please help me?, 75
I'm sorry, but I'm busy., 75
I'm sorry, I can't., 75
Of course., 75
Sure., 75

UNIT 7

Vocabulary

certain, 85
get a good grade, 85
get a ticket, 85
get home, 85
get lost, 85
get married, 85
get ready, 85
get rich, 85
get to school, 85
get up, 85
get wet, 85
hybrid, 84
impossible, 85
likely, 85
phone booth, 84
possible, 85

unlikely, 85

Social language

I can't eat any more., 88
I really can't., 88
It will understand [people's emotions]., 89
I'll have to pass., 88
I'm so full., 88
People want to buy [something on the internet]., 89
People will wear them [on their wrists]., 89
People won't need [a mouse or keyboard]., 89
That was delicious!, 88
They have to go [from website to website]., 89
What do you suggest?, 88

UNIT 8

Vocabulary

billion, 94
centimeter, 95
depth, 95
distance, 95
foot, 95
height, 95
hundred, 94
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kilogram, 95
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kilometers per hour, 95
length, 95
light year, 95
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Word list

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million, 94
size, 95
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square centimeter, 95
square meter, 95
thousand, 94
trillion, 94
weight, 95
width, 95
yard, 95

Social language

I haven't decided., 99
Let's start with [Mars]., 99
What about [asteroids]?, 99
What about you?, 99
What do you know about [the
Milky Way]?, 99
What should we do for our [space]
project?, 99
Why don't we [study the solar
system]?, 99

Break time, page 106

Answers:

- | | |
|------|-------|
| 1. a | 6. b |
| 2. b | 7. c |
| 3. a | 8. b |
| 4. c | 9. b |
| 5. b | 10. c |

UNIT 5

Information questions

► **The present perfect: Questions**

Yes/No questions

- To form *Yes/No* questions in the present perfect, switch the positions of the subject and *has/have*.

Statements	Yes/No questions
She has eaten octopus.	Has she eaten octopus?
We have been surfing.	Have we been surfing?

- Use *have/has* or *haven't/hasn't* in short answers to present perfect *Yes/No* questions.

Yes/No questions	Short answers
Have I	Yes, I have . / No, I haven't .
Have you	Yes, you have . / No, you haven't .
Has he	Yes, he has . / No, he hasn't .
Has she	Yes, she has . / No, she hasn't .
Have we	Yes, we have . / No, we haven't .
Have they	Yes, they have . / No, they haven't .

} **done** this before?

- The word order in present perfect information questions is:
Question word + *has/have* + subject + past participle + complement.

Questions	Answers
What have I done ?	You've broken the window.
Where has he/she been ?	He's/She's been to the movies.
Why haven't you visited ?	Because I've been busy.
How often have we been here?	We've been here a few times.
How have they been ?	They've been OK.

► **The present perfect with *ever, never, and just***

- Use **ever** with the present perfect to ask questions.
Have you ever been to Hawaii?
- Use **never** with the present perfect to answer in the negative or to say something in the negative.
No, I've **never been** to Hawaii. *OR*
I **haven't been** to Hawaii.
- Use **just** with the present perfect to talk about an action or event in the very recent past.
We've **just arrived**.

UNIT 6

► **The present perfect with *for* or *since***

- Use **for** and **since** with the present perfect to talk about an activity that began in the past and continues into the present.
 - We've **lived** in Mexico **since** 1995. (*We're still living in Mexico.*)
 - We've **lived** in Mexico **for** 12 years. (*We're still living in Mexico.*)

Note: We **lived** in Mexico **for** 12 years. (*We no longer live in Mexico. We're now living in another place.*)
- Use the present perfect with **since** + a specific point in time (for example, time of day, day, month, or year).
 - I've worked here **since ten o'clock**.
 - I've worked here **since Monday**.
 - I've worked here **since January**.
 - I've worked here **since 1998**.
 - I've worked here **since last week**.
- Use the present perfect with **for** + a length of time (for example, *an hour, several days, weeks, months, years, a long time*, and so on).
 - They've known each other **for a long time**.
 - They've known each other **for two days**.
 - They've known each other **for ten years**.
 - They've known each other **for five months**.

► **How long?**

- **How long?** asks for information about time.
- The word order in *How long?* questions is: *How long* + helping verb + subject + main verb + complement.
- Use *for* or *since* to answer questions with *How long?*
 - A:** How long have you had your bike?
 - B:** I've had it **for** two years. *OR*
I've had it **since** February.

► **The present perfect and the simple past**

- The simple past is used to talk about activities that started and were completed in the past. We usually use past-time expressions such as *yesterday, last month*, and *several years ago* with the simple past.
 - I **studied** in the U.S. several years ago. (*I'm no longer studying in the U.S.*)
- The simple past is used to talk about activities that were completed at a specified time in the past.
 - She **went** to bed **at 10 o'clock**.
- The present perfect is used to talk about activities that started in the past, continue up to the present, and may continue into the future.
 - We've **lived** here **for ten years**. (*We still live here and may continue living here in the future.*)
- The present perfect is used to talk about activities that started at an unspecified time in the past.
 - She **has gone** to bed.

UNIT 7

► **Will / won't for predictions**

- Use **will** + the base form of a verb to talk about the future.
- **Will** has the same form for all subjects.
She will like her present.
They will be at the game.
- The negative form of **will** is **will not (won't)**.

Affirmative		Negative	
I	} 'll be successful.	I	} won't fail.
You		You	
He		He	
She		She	
We		We	
They		They	

- Contractions are usually used in speech and in informal writing.

Contractions

I'll = I will	we'll = we will
you'll = you will	they'll = they will
he'll = he will	won't = will not
she'll = she will	

- Use **will** to talk about future plans or to make predictions.
We'll be here tomorrow.
It'll snow tomorrow.
- You can use **probably** with **will** to make predictions that you aren't 100% sure about.
It'll probably snow tomorrow.

- We often use **will** after such verbs as **think, know,** and **hope**.

I think it'll snow tomorrow.

I know it'll snow tomorrow.

I hope it'll snow tomorrow.

► **Might / might not**

- Use **might** + the base form of a main verb to talk about a small possibility (especially the chance of something happening in the future).
It might snow tomorrow.
- **Might not** expresses the possibility that something will not happen. We usually do not contract **might not**.
It might not snow tomorrow.
- **Might** can be used alone in short answers to *Yes/No* questions.
A: Will you be home tonight?
B: I **might**.

► **Be going to**

- Just like **will**, **be going to** + the base form of a main verb expresses future time.

I'm	} (not) going to stay.
You're	
He's	
She's	
It's	
We're	
They're	

Grammar Reference

- You can also use **be going to** + the base form of a main verb to make predictions.

It's **going to snow** tomorrow.

You're **going to be** very successful.

Note: **Be going to** and **will** have the same meaning when they are used to make predictions.

It'll **snow** tomorrow.

You'll **be** very successful.

- Use **be going to** to talk about plans and intentions.

I'm **going to go** shopping this afternoon.

- To change statements with *be going to* into *Yes/No* questions, switch the positions of the subject and *be*.

Statements

She is going to study.

We are going to see Jack.

Yes/No questions

Is she going to study?

Are we going to see Jack?

- The word order in information questions with *be going to* is:
Questions word + *be* + subject + *going to* + main verb
When **are** you **going to** go to the mall?

► The first conditional

- The **first conditional** consists of an *if* clause (the condition) and a result clause. The *if* clause states the condition for the result to happen.
- Use the simple present in the *if* clause. Use *will* + the base form of a main verb in the result clause.

If you **get up** early, you'll **have** time for breakfast.

- You can also use *might* or *could* in the result clause.

If you study hard, you **might** get an A.

If you study hard, you **could** get an A.

- The *if* clause can come either before or after the result clause. Use a comma after the *if* clause if it begins a conditional sentence.

If you pay for the tickets, I'll pay for dinner.

I'll pay for dinner **if** you pay for the tickets.

- Use the first conditional to talk about what will happen under certain conditions.

If you **get** here by 10:00, we'll **have** time for coffee.

- Use the first conditional to give advice.

You'll **feel** better **if** you **apologize**.

UNIT 8

► Questions with *how* + adjective

- How** is often used with adjectives and adverbs to ask questions.

Questions

How well does he speak English?

How tall is your dad?

How tired are you?

How fast can you get here?

How hungry are you?

Answers

He's fluent in it.

He's 6'2".

I'm very tired.

I'll be there in five minutes.

I'm starving.

Grammar Reference

▶ Comparative and superlative adjectives

- Use **comparative adjectives** to say that two people, things, or places are unequal in a particular way. A comparative adjective is followed by **than**.

Britney is **older than** Cristina.

She is **more intelligent than** her brother.

- Use **superlative adjectives** to say that a person, thing, or place in a group is outstanding in a particular way.

Bill Gates is **the richest man** in the world.

Alicia Keys is **the most talented** of all the young artists of her generation.

- There is more than one way to form comparative and superlative adjectives:

Short adjectives

- For most one-syllable adjectives:

Adjective	Comparative	Superlative
cheap	cheaper than	the cheapest
safe	safer than	the safest
near	nearer than	the nearest

- When a one-syllable adjective ends in a consonant, a vowel, and a consonant (CVC) (but not *-w* or *-y*), double the final consonant.

Adjective	Comparative	Superlative
hot	hot ter than	the hot test

Long adjectives

- For most adjectives with two-syllables or more: **more** + adjective + **than / the most** + adjective

Adjective	Comparative	Superlative
famous	more famous than	the most famous
intelligent	more intelligent than	the most intelligent

- For two-syllable adjectives ending in a consonant + *-y*, change *-y* to *-i* and add *-er / -est*.

Adjective	Comparative	Superlative
happy	happier than	the happiest
curly	curlier than	the curliest

- For two-syllable adjectives ending in *-le* and *-ow*, we can use either form.

Adjective	Comparative	Superlative
gentle	gentler than	the gentle st
	more gentle than	the most gentle
narrow	narrower than	the narrow est
	more narrow than	the most narrow

More / less, the most / the least

- For long adjectives (three or more syllables), use **more** or **less** to form the comparative; use **the most** or **the least** to form the superlative.

Comparative

more important **than**
less expensive **than**

Superlative

the most important
the least expensive

Irregular adjectives

- Some adjectives do not follow a rule. You should memorize them.

Adjective

good
bad
far

Comparative

better than
worse than
farther than

Superlative

the best
the worst
the farthest