

Joan Saslow  
Allen Ascher

# Teen & Teen

## Three

Student Book  
& Workbook 3



Extra Practice  
CD-ROM

OXFORD

# Teen **2** Teen

Three

Student Book  
& Workbook 3



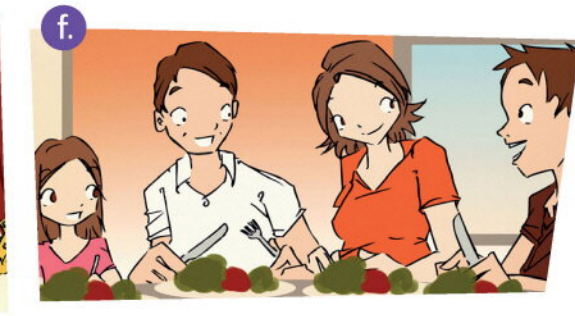
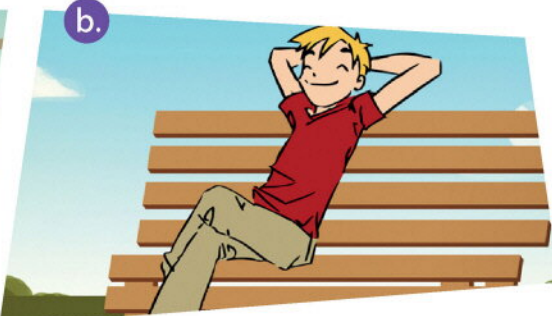
# Learning Objectives

	Grammar	Vocabulary	Social language	Reading and Writing
Welcome to <b>Teen 2 Teen</b> page 4				
<b>1. We're going to have a party!</b> <i>page 10</i>	<ul style="list-style-type: none"> <li>• <i>be going to</i> for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Party activities and supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Offer to help with a party</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• A magazine article</li> <li>• <b>Skills / strategies:</b> Identify the main idea; Classify information; Confirm a text's content</li> </ul> <b>Writing page 90</b> <ul style="list-style-type: none"> <li>• Joining independent clauses</li> </ul>
<b>2. How do I get to the gym?</b> <i>page 16</i>	<ul style="list-style-type: none"> <li>• <i>be going to:</i> information questions</li> </ul>	<ul style="list-style-type: none"> <li>• Places at school</li> <li>• Locations and directions in a building</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for and give directions</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• A school handbook</li> <li>• <b>Skills / strategies:</b> Transfer information visually; Infer information</li> </ul> <b>Writing page 90</b> <ul style="list-style-type: none"> <li>• Phrases of location</li> </ul>
<b>3. Teen 2 Teen friends</b> <b>There are a few pretzels.</b> <i>page 22</i>	<ul style="list-style-type: none"> <li>• Quantifiers: <i>a lot of, many, much, a few, a little</i></li> <li>• Superlative adjectives: usage and form</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives to describe snacks and other food</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what to eat</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• A blog post</li> <li>• <b>Skills / strategies:</b> Identify the main idea; Confirm a text's content; Recognize point of view</li> </ul> <b>Writing page 91</b> <ul style="list-style-type: none"> <li>• The paragraph</li> </ul>
<b>Review: Units 1–3 pages 28–29</b> <b>All About You Progress Check</b>		<b>Cross-curricular Reading: Architecture page 96</b>		<b>Teen 2 Teen friends Magazine 1 page 100</b>
<b>4. They'll probably win the game!</b> <i>page 30</i>	<ul style="list-style-type: none"> <li>• The future with <i>will</i></li> <li>• <i>will</i> for prediction</li> <li>• Degrees of certainty</li> </ul>	<ul style="list-style-type: none"> <li>• Action verbs for sports</li> </ul>	<ul style="list-style-type: none"> <li>• Leave a message for someone</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• An interview</li> <li>• <b>Skills / strategies:</b> Identify the main idea; Confirm a text's content</li> </ul> <b>Writing page 91</b> <ul style="list-style-type: none"> <li>• Future time markers</li> </ul>
<b>5. I'll help you clean up.</b> <i>page 36</i>	<ul style="list-style-type: none"> <li>• <i>will</i> for requests and offers to help</li> <li>• Object pronouns after prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to help at home</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for and agree to do a favor</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• A magazine article</li> <li>• <b>Skills / strategies:</b> Identify the main idea; Confirm a text's content</li> </ul> <b>Writing page 92</b> <ul style="list-style-type: none"> <li>• Organizing information in a paragraph</li> </ul>
<b>6. Teen 2 Teen friends</b> <b>If you visit, you'll have fun!</b> <i>page 42</i>	<ul style="list-style-type: none"> <li>• The real conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor sports and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Make and accept an invitation</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• A blog post</li> <li>• <b>Skills / strategies:</b> Identify the main idea; Recognize point of view; Understand meaning from context</li> </ul> <b>Writing page 92</b> <ul style="list-style-type: none"> <li>• Organizing information to persuade</li> </ul>
<b>Review: Units 4–6 pages 48–49</b> <b>All About You Progress Check</b>		<b>Cross-curricular Reading: Earth Science page 97</b>		<b>Teen 2 Teen friends Magazine 2 page 101</b>

	Grammar	Vocabulary	Social language	Reading and Writing
<b>7.</b> <b>Were you at the movies?</b> <i>page 50</i>	<ul style="list-style-type: none"> <li>The past tense of <i>be</i></li> </ul>	<ul style="list-style-type: none"> <li>Movie genres</li> <li>Adjectives to describe movies, books, and other media</li> </ul>	<ul style="list-style-type: none"> <li>Describe a movie</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A magazine article</li> <li><b>Skills / strategies:</b> Confirm a text's content; Understand meaning from context</li> </ul> <b>Writing page 93</b> <ul style="list-style-type: none"> <li>Planning key details</li> </ul>
<b>8.</b> <b>She hurt her shoulder.</b> <i>page 56</i>	<ul style="list-style-type: none"> <li>The simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Injuries</li> </ul>	<ul style="list-style-type: none"> <li>Discuss an injury</li> <li>Express concern</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Biographies of two athletes</li> <li><b>Skills / strategies:</b> Identify the main idea; Find supporting details</li> </ul> <b>Writing page 93</b> <ul style="list-style-type: none"> <li>Organizing information with past time markers</li> </ul>
<b>9. Teen &amp; Teen Friends</b> <b>Did you hear about the storm?</b> <i>page 62</i>	<ul style="list-style-type: none"> <li>The simple past tense: questions</li> </ul>	<ul style="list-style-type: none"> <li>Severe weather and weather-related events</li> <li>How to prepare for severe weather</li> </ul>	<ul style="list-style-type: none"> <li>Discuss a storm experience</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An informational website</li> <li><b>Skills / strategies:</b> Classify information; Scan for information</li> </ul> <b>Writing page 94</b> <ul style="list-style-type: none"> <li>Using viewpoint adverbs</li> </ul>
<b>Review: Units 7–9 pages 68–69</b> <b>All About You Progress Check</b>		<b>Cross-curricular Reading: Life Science page 98</b>		<b>Teen &amp; Teen Friends Magazine 3 page 102</b>
<b>10.</b> <b>Were you wearing your seat belt?</b> <i>page 70</i>	<ul style="list-style-type: none"> <li>The past continuous</li> <li>The past continuous and the simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>Staying safe</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a new topic</li> <li>Express concern</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An essay</li> <li><b>Skills / strategies:</b> Understand meaning from context; Recognize point of view</li> </ul> <b>Writing page 94</b> <ul style="list-style-type: none"> <li>Organizing information with a title and headings</li> </ul>
<b>11.</b> <b>Where were you going yesterday?</b> <i>page 76</i>	<ul style="list-style-type: none"> <li>The past continuous: information questions</li> <li>Negative <i>yes / no</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>Expressing musical tastes</li> </ul>	<ul style="list-style-type: none"> <li>Compare musical tastes</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A live TV interview</li> <li><b>Skills / strategies:</b> Identify the main idea; Scan for information</li> </ul> <b>Writing page 95</b> <ul style="list-style-type: none"> <li>Providing specific supporting details</li> </ul>
<b>12. Teen &amp; Teen Friends</b> <b>Whose drawing is this?</b> <i>page 82</i>	<ul style="list-style-type: none"> <li>Information questions with <i>Whose</i></li> <li>Possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Ask for an opinion</li> <li>Give a compliment</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profile of an artist</li> <li><b>Skills / strategies:</b> Understand meaning from context; Scan for information</li> </ul> <b>Writing page 95</b> <ul style="list-style-type: none"> <li>Comparisons and contrasts</li> </ul>
<b>Review: Units 10–12 pages 88–89</b> <b>All About You Progress Check</b>		<b>Cross-curricular Reading: Media page 99</b>		<b>Teen &amp; Teen Friends Magazine 4 page 103</b>
<b>Reference pages 104–106</b>				
<b>Workbook pages W1–W37</b>				

## Daily and other activities

1. Look at the pictures. Write the correct letter and complete each statement with a present participle.



1. He's playing with his dog. d      4. They're \_\_\_\_\_ dancing lessons. \_\_\_\_\_  
 2. She's \_\_\_\_\_ her mom. \_\_\_\_\_      5. I'm \_\_\_\_\_ in the school band. \_\_\_\_\_  
 3. We're \_\_\_\_\_ dinner. \_\_\_\_\_      6. He's \_\_\_\_\_ at the park. \_\_\_\_\_

## The present continuous and the simple present; Frequency adverbs

2. Complete each conversation in the present continuous.

1. A: Is Dad cooking (cook) dinner right now?      4. A: Who \_\_\_\_\_ you \_\_\_\_\_ (call)?  
 B: Yes, \_\_\_\_\_ .      B: My friend, Sara.  
 2. A: \_\_\_\_\_ you \_\_\_\_\_ (read) that new fashion magazine?      5. A: \_\_\_\_\_ your parents \_\_\_\_\_ (take) dancing lessons?  
 B: Yes, \_\_\_\_\_ .      B: No, \_\_\_\_\_ .  
 3. A: \_\_\_\_\_ they \_\_\_\_\_ (eat) breakfast now?      6. A: What \_\_\_\_\_ your brother \_\_\_\_\_ (do) tomorrow?  
 B: Yes, \_\_\_\_\_ .      B: I don't know, actually.

3. Complete each statement. Use the correct simple present tense form of a verb below.

brush   ~~drive~~   exercise   get up   hang out   take

1. Louis drives his kids to school every day.      4. Paul \_\_\_\_\_ with his friends at the park.  
 2. Alex \_\_\_\_\_ his teeth after breakfast.      5. Mary always \_\_\_\_\_ a train to work.  
 3. Dave \_\_\_\_\_ before he goes to bed.      6. Jamie usually \_\_\_\_\_ late.

#### 4. Complete each statement in the simple present tense.

1. He doesn't want soda. He wants water. (want)
2. They don't \_\_\_\_\_ volleyball. They \_\_\_\_\_ soccer. (like)
3. Ferris doesn't \_\_\_\_\_ new clothes. He \_\_\_\_\_ new shoes. (need)
4. We don't \_\_\_\_\_ in the morning. However, Martin always \_\_\_\_\_ in the morning. (exercise)
5. My sister \_\_\_\_\_ lots of friends, but she doesn't \_\_\_\_\_ a boyfriend. (have)

#### 5. Write statements in the simple present tense. Use the frequency adverb and the correct form of each verb.

1. (always / Jake / his / twice a day. / teeth / brush)

Jake always brushes his teeth twice a day.

2. (usually / at 1:00. / eat / We / lunch)

3. (always / on Mondays. / Karl / late / for / class / be)

4. (at school. / often / Amy / tablet / her / use)

5. (sometimes / my / brother / little / on Sundays. / I / babysit)

6. (never / My parents / on weekdays. / at a restaurant / eat)

#### 6. Complete the conversations. Circle the correct verb forms.

1. A: Do / Does your dad work / works in an office?  
B: No, he do / doesn't.
2. A: What do / does you usually do / does on rainy weekends?  
B: I stay / stays home, but I sometimes go / goes to the movies.
3. A: Do / Does your friends hang / hangs out at the mall a lot?  
B: Yes, they do / does.
4. A: How often do / does you play / plays basketball?  
B: About twice a week.

#### 7. Complete each statement in the simple present tense or the present continuous. Use contractions if possible.

1. Will usually borrow my laptop on Fridays, but this Friday he 's borrowing Karen's laptop. (borrow)
2. Lana always \_\_\_\_\_ e-mails to her aunt, but today she \_\_\_\_\_ a letter. (send)
3. The kids in the school band \_\_\_\_\_ this morning, but they sometimes \_\_\_\_\_ in the afternoon. (practice)
4. We \_\_\_\_\_ geography today, but we usually \_\_\_\_\_ it on Tuesdays. (study)
5. We always \_\_\_\_\_ our team volleyball uniforms at practice, but next weekend we \_\_\_\_\_ One Direction T-shirts. (wear)

## Foods and drinks; Count and non-count nouns

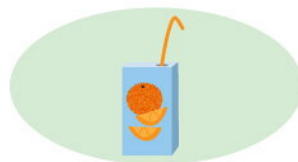
8. Look at the pictures. Write the container and the drink.



1. a glass  
of milk



2. a \_\_\_\_\_  
of \_\_\_\_\_



3. a \_\_\_\_\_  
of \_\_\_\_\_

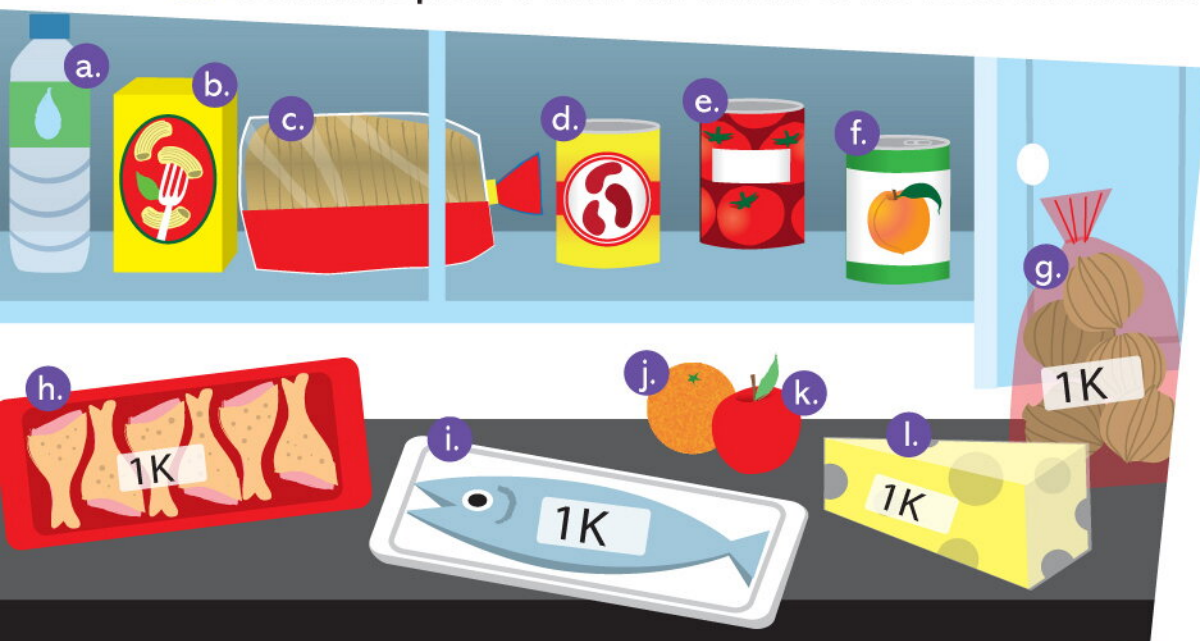


4. a \_\_\_\_\_  
of \_\_\_\_\_



5. a \_\_\_\_\_  
of \_\_\_\_\_

9. Look at the picture. Write the letters of the foods and drinks.



1. a can of beans d
2. a bottle of water \_\_\_\_\_
3. a kilo of fish \_\_\_\_\_
4. a box of pasta \_\_\_\_\_
5. a can of peaches \_\_\_\_\_
6. a loaf of bread \_\_\_\_\_
7. a can of tomatoes \_\_\_\_\_
8. a kilo of chicken \_\_\_\_\_
9. a kilo of onions \_\_\_\_\_
10. an apple \_\_\_\_\_
11. an orange \_\_\_\_\_
12. a kilo of cheese \_\_\_\_\_

10. Circle the correct words.

1. Pasta is / are delicious with tomato sauce.
2. Are there **some** / **any** potatoes in the cupboard?
3. Is / **Are** there two cans of soda on the table?
4. How **many** / **much** cheese is in this dish?
5. There's **some** / **any** milk in the fridge.
6. How **many** / **much** onions do you need?
7. Is there **some** / **any** bread on the table?
8. There **isn't** / **aren't** any Colombian coffee at the store.

## Personal objects and electronic devices

11. Complete the statements. Use the words below.

candy ~~earbuds~~ charger magazine tablet wrist band

1. I have my MP3 player, but where are my earbuds?
2. I'm reading a cool soccer \_\_\_\_\_.
3. \_\_\_\_\_ isn't good for your teeth.
4. I don't need a laptop. I have a new \_\_\_\_\_.
5. When my phone's battery is dead, I use a \_\_\_\_\_.
6. Look at what I'm wearing – a \_\_\_\_\_ with the Canadian flag on it!

## Adjectives to describe people

### 12. Choose the correct adjective to complete each description.

- Marty isn't shy / talkative at all. He's very friendly. He talks to everyone.
- Melinda exercises every day. She helps her mom shop for food and carries two huge bags of groceries. She's really **strong** / smart.
- In Lucy's bedroom, her clothes are on the desk. Her laptop is on the floor. Her homework is on the bed and under the bed! She isn't very **neat** / messy.
- Charlie is a lot of fun at parties. Sometimes he does some crazy things, and everyone has a good time. When they're with Charlie, they feel good. Charlie isn't a very **funny** / serious person.
- Kyle is very nice, but he doesn't like to be with other people. He doesn't talk a lot. He isn't very **shy** / talkative.
- Janice is very **smart** / strong. She's really good at math and science. Her classmates always ask her for help with their homework.

## Comparative adjectives

### 13. Look at the pictures. Write statements. Use the correct comparative forms.



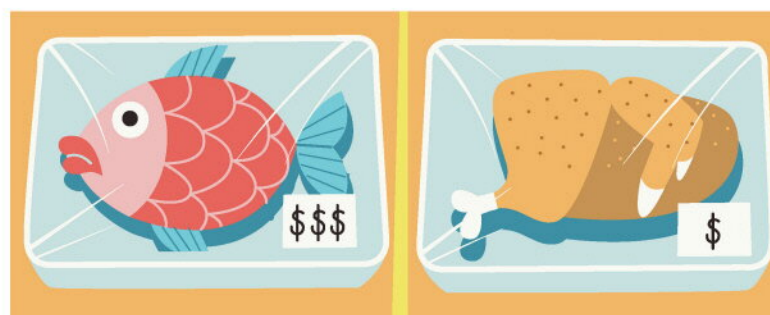
- (fruits and vegetables / good for you / cake)  
Fruits and vegetables are better for you than cake.



- (the hotel on the left / tall / the one on the right)  
\_\_\_\_\_



- (Lance / strong / his brother, Seth)  
\_\_\_\_\_



- (that fish / expensive / the chicken)  
\_\_\_\_\_



- (Miami / usually / hot / Boston)  
\_\_\_\_\_



- (my little sister, Gail, / talkative / me)  
\_\_\_\_\_



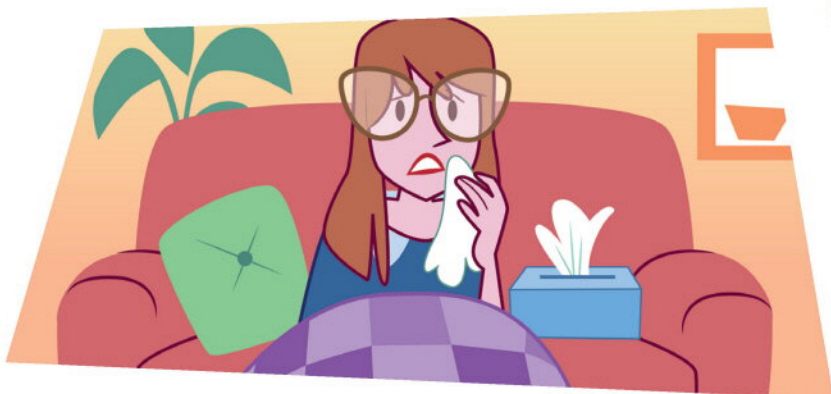
## Object pronouns

### 14. Complete each conversation with an object pronoun.

- A: What's that? Is that your phone?  
B: Yeah. My aunt's calling me.
- A: I love your dress!  
B: Really? I like \_\_\_\_\_, too.
- A: Are you calling your brother?  
B: No. I'm not calling \_\_\_\_\_. I'm calling a friend.
- A: How are you and your sister getting to the concert tomorrow?  
B: My dad is driving \_\_\_\_\_.
- A: Do you like those key rings?  
B: Are you kidding? I love \_\_\_\_\_!
- A: Hey, there's a Lady Gaga concert next week.  
B: For real? I love \_\_\_\_\_!

## Can for permission; Ailments

### 15. Look at the pictures. Choose the ailment. Complete each request for permission with *Can*.



- I have a cold / a headache.  
Can I please have (please / have) some hot tea?
- I feel dizzy / have the flu.  
\_\_\_\_\_ (sit) over there?



- I have a backache / a headache.  
\_\_\_\_\_ (turn off) the TV?
- Karl has a cold / a fever. I should call a doctor.  
\_\_\_\_\_ (please / use) your phone?

# Teen2Teen Friends

16:00

## 1.02 Connecting Teens Around the World!

Hi! Welcome to Teen2Teen Friends! I'm Charlotte Cook, and I'm from Anchorage, Alaska, in the United States. Alaska's fantastic! You should visit sometime!



I'm Vivian Lin, from the city of Taichung. I'm on Teen2Teen Friends every day. It's great! Let's have a video webchat together!



What's up? I'm Arturo Ortega. I'm from beautiful Santo Domingo, in the Dominican Republic. When are you coming to my country? Hey, we should chat by e-mail, OK?



Cooper Brown here, from Sydney, Australia. Do you know anything about Australia? It's really big. Hey, let's chat together on Teen2Teen Friends soon!



My name is Ana Maria Flores. I'm from Lima, the capital of Peru. In my country, we have some amazing tourist attractions. You should come to Peru!



Hey, nice to meet you! My name's Vitor Mota, and I'm from Salvador in Brazil. We call Salvador the "capital of happiness" because the people are friendly, the music is beautiful, and the food is delicious! Listen, I sometimes post on Teen2Teen Friends, so check it out!

Meet the Teen2Teen Friends in Units 3, 6, 9, and 12, and in the Teen2Teen Friends Magazine.

# We're going to have a party!

**Grammar:** *be going to* for the future  
**Vocabulary:** Party activities and supplies  
**Social language:** Offer to help with a party

## Topic Snapshot

1.03 1. Read and listen to the conversation.



**Hannah:** Hey, Emma! We're going to have a surprise party for my cousin Peter on Saturday night at about 8:00. Can you come?  
**Emma:** Your cousin Peter? The cute tall guy with the curly hair?



**Hannah:** That's right. Saturday's his sixteenth birthday.  
**Emma:** I can definitely come! Is it going to be at your house?  
**Hannah:** Yes, it is.  
**Emma:** Great. What can I do to help? Are you going to have a cake?



**Hannah:** Mm-hmm. My mom and I are going to make one on Friday.  
**Emma:** Well, I can get some paper plates and stuff.  
**Hannah:** OK, thanks!  
**Emma:** Great! I can bring them to your house on Saturday afternoon. What about balloons?



**Hannah:** We've got some balloons. Thanks for offering, Emma.  
**Emma:** You're welcome! See you on Saturday.  
**Hannah:** Great. And don't forget: it's a surprise. Don't tell Peter, OK?

## 2. Choose the person. Write the letter or letters.

1. This person is going to be sixteen on Saturday.   b
2. This person is going to have a party at her house.
3. This person is going to bring paper plates for the party.
4. These people are going to make a cake for the party.
5. These people know there's going to be a party.
6. This person doesn't know there's going to be a party.

- a. Emma
- b. Peter
- c. Hannah
- d. Hannah's mom

## Vocabulary Party activities and supplies

1.04 1. Look at the pictures. Read and listen.

Activities



1. send out invitations



2. buy refreshments



3. put up decorations



4. make a cake

Supplies



5. a balloon

6. a spoon

7. a cup

9. a napkin

10. a plate

11. a fork

12. a knife

8. a tablecloth

1.05 2. Pronunciation Listen and repeat.

1.06 3. Listening comprehension Listen to the conversations. Complete each statement.  
Circle *a* or *b*.

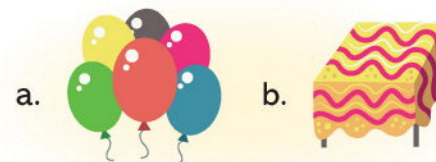
1. He's going to get some ... .



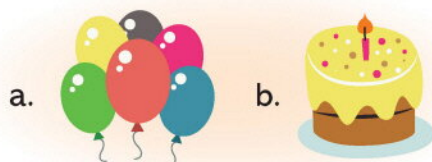
2. The girls are going to send out ... .



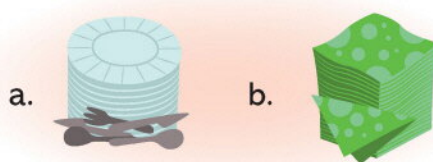
3. He has ... at home.



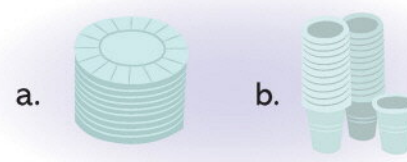
4. They're going to put up decorations and ... .



5. They need ... .



6. She's going to bring ... .



## Grammar *be going to* for the future

### 1. Study the grammar.

- Use *am / is / are going to* + a base form to express future actions, plans, or events.

Affirmative statements	Negative statements
I'm You're He's She's <b>going to make</b> a cake. We're You're They're	I'm You're He's She's <b>not going to make</b> a cake. We're You're They're
yes / no questions	Short answers
<b>Are</b> your parents <b>going to buy</b> the decorations? <b>Is</b> Emma <b>going to bring</b> paper plates? <b>Is</b> the party <b>going to be</b> a surprise? <b>Are</b> you <b>going to get</b> the refreshments after school?	Yes, they are. No, they're not. <b>OR</b> No, they aren't. Yes, she is. No, she's not. <b>OR</b> No, she isn't. Yes, it is. No, it's not. <b>OR</b> No, it isn't. Yes, we are. No, we're not. <b>OR</b> No, we aren't.

### 1.07 2. Pronunciation Listen to the grammar examples. Repeat.

### 1.08 3. Listening comprehension Listen to the conversations about parties again. Write a short answer to each question, according to the conversations.

- Is Cecilia going to bring the refreshments? No, she isn't.
- Are the girls' parents going to make the invitations? \_\_\_\_\_
- Is he going to bring a tablecloth from home? \_\_\_\_\_
- Is Mark going to bring balloons to the party? \_\_\_\_\_
- Are they going to need napkins? \_\_\_\_\_
- Is she going to bring paper plates for the pizza? \_\_\_\_\_

### 4. Complete each statement about Emma's plans with an affirmative or negative form of *be going to*. Use contractions when possible.

- Emma 's going to go \_\_\_\_\_ (go) to orchestra practice on Monday.  
And then she \_\_\_\_\_ (call) her friends to invite them to Peter's party.
- She \_\_\_\_\_ (babysit) her little brother on Tuesday.
- On Wednesday, Emma \_\_\_\_\_ (take) the bus with Hannah because her mom can't drive her to school that day.
- There \_\_\_\_\_ (be) school on Thursday.
- Peter's party \_\_\_\_\_ (be) at 8:00 on Saturday.  
Emma \_\_\_\_\_ (get) there early to help.
- On Sunday, she \_\_\_\_\_ (work) on her science project.
- Emma \_\_\_\_\_ (not / have) lunch at her aunt's house on Saturday.

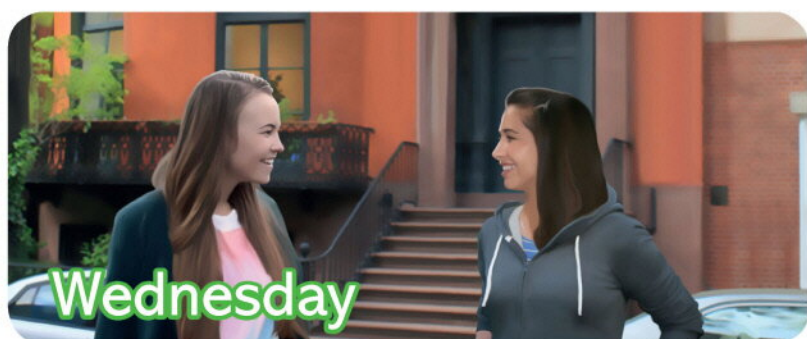
5. Complete Emma's conversations with the correct form of *be going to*.



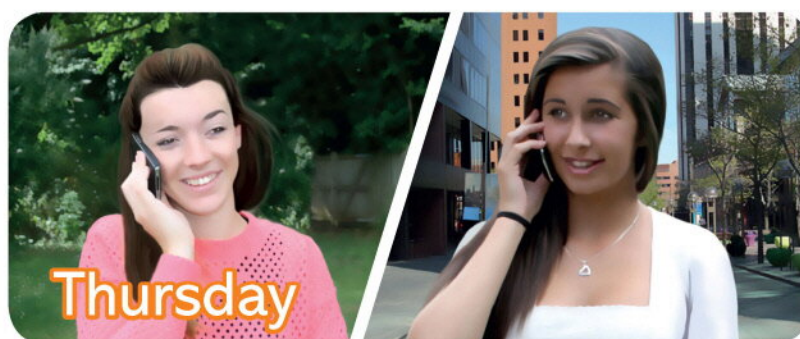
1. Dani: Are you going to go (you / go) to orchestra practice this afternoon?  
 Emma: Yes, I am.  
 Dani: Me too! Let's go together.



2. Zach: \_\_\_\_\_ (we / hang out) at the park this afternoon. Can you come with us?  
 Emma: No, I'm sorry. I can't. \_\_\_\_\_ (I / babysit) my little brother.  
 Zach: Too bad!



3. Hannah: Hey, Emma. \_\_\_\_\_ (your mom / drive) you home today?  
 Emma: No, she isn't. \_\_\_\_\_ (I / take) the bus! Do you want to take the bus with me?  
 Hannah: Sure!



4. Sandy: \_\_\_\_\_ (you / have) lunch with Evan and me?  
 Emma: Yup. Then after lunch \_\_\_\_\_ (my dad / meet) me at the party store.  
 Sandy: \_\_\_\_\_ (you / get) the decorations?



5. Karen: So, Emma, what's the plan for after school today?  
 Emma: Today? \_\_\_\_\_ (I / buy) some paper plates and stuff for Peter's party.



6. Mom: Emma, \_\_\_\_\_ (you / do) your science project this weekend?  
 Emma: Yes, Mom. \_\_\_\_\_ (I / do) the project after lunch tomorrow.  
 Mom: Well, what about today?  
 Emma: But, tonight's the party. \_\_\_\_\_ (I / decorate) Hannah's living room with her.

About you!



Complete each statement with your plans for the week.

Tomorrow, I'm going to \_\_\_\_\_.

The day after tomorrow, \_\_\_\_\_.

## Reading A magazine article

- 1.09
1. Read the article. How are the two birthdays different?
  2. **Identify the main idea** After reading the article, circle the statement that expresses its main idea.
    - a. Youngsu and Adriana have the same birthday.
    - b. Youngsu and Adriana are both going to celebrate a special birthday.
    - c. Youngsu and Adriana are both going to wear special clothes at their parties.

### Some birthdays are just special!

It's August 3. All over the world, today is someone's birthday. Here are two special traditional birthday parties in South Korea and Brazil.



Presents



#### Seoul, South Korea

Oh Mija and Si Yongjo are very happy because today is their son Youngsu's first birthday. The family is going to have a big party for Youngsu at a restaurant this afternoon. There are going to be lots of people there. Youngsu is going to wear a traditional Korean *hanbok*. There are going to be beautiful traditional rice cakes and lots of other delicious foods.

In Youngsu's family there's a tradition about presents. Youngsu's parents put presents on a table. Then they watch Youngsu to see which present he chooses first. If he chooses rice cakes, it means he's going to have a long life. If he chooses a pencil, paper, or a book, it means he's going to be a scholar.



#### Vitoria, Brazil

Adriana is very excited because today is her fifteenth birthday party, her  *festa de quinze anos*. In Brazil and other countries, the fifteenth birthday is a special occasion. There are going to be lots of people at her party tonight, and there are going to be beautiful decorations.

Adriana's family and friends and her boyfriend, Cristiano, are all going to be at the restaurant. They're going to dance three times. Adriana can dance with her relatives and her boyfriend. There's going to be delicious food and a beautiful cake, also with decorations. Everyone is going to watch a video about Adriana's life. It's traditional for girls to wear a formal dress at this special party, and Adriana's dress is beautiful!

### 3. Classify Write Y for Youngsu's party, A for Adriana's party, or Y and A for both parties.

1. Lots of people are going to come. Y and A
2. It's going to be at a restaurant. \_\_\_\_\_
3. The people are going to dance. \_\_\_\_\_
4. There's going to be delicious food. \_\_\_\_\_
5. They're going to wear special clothes. \_\_\_\_\_
6. There's going to be a video. \_\_\_\_\_

### 4. Confirm a text's content Circle T (true), F (false), or NI (no information).

1. Youngsu's party is going to be at home. T / **F** / NI
2. Youngsu is going to wear a *hanbok*. T / F / NI
3. Youngsu is going to choose a present. T / F / NI
4. Adriana is going to dance at her party. T / F / NI
5. Cristiano is going to make a video. T / F / NI
6. Adriana's parents like Cristiano. T / F / NI

About you!



What does your family do for birthday celebrations?

## Teen 2 Teen

### Offer to help with a party

#### 1.10 Read and listen to the conversation.

- A** We're going to have a party at my house on Saturday. Can you come?
- B** Sure! Can I help?
- A** Well, my mom's going to make the food. And I'm going to buy soda.
- B** Do you need plates or napkins?
- A** No, but we need cups for the soda.
- B** I can bring those. Anything else?
- A** Not really, but thanks for offering!



#### 1.11 Pronunciation Listen and repeat.

### 3. Guided conversation Create a NEW conversation. Change the date, the location, and the party supplies.

- A** We're going to have a party at \_\_\_\_\_ on \_\_\_\_\_. Can you come?
- B** Sure! Can I help?
- A** Well, \_\_\_\_\_ going to \_\_\_\_\_, and I'm going to \_\_\_\_\_.
- B** Do you need \_\_\_\_\_?
- A** No, but we need \_\_\_\_\_.
- B** I can bring \_\_\_\_\_. Anything else?
- A** Not really, but thanks for offering!



A

B

Read your new conversation with your partner.  
Then read the conversation in your partner's book.



# How do I get to the gym?

**Grammar:** *be going to*: information questions  
**Vocabulary:** Places at school • Locations and directions in a building  
**Social language:** Ask for and give directions

## Vocabulary Places at school

1.12)) **1. Look at the photos. Read and listen.**



1. the main office



2. the cafeteria



3. the auditorium



4. the gym



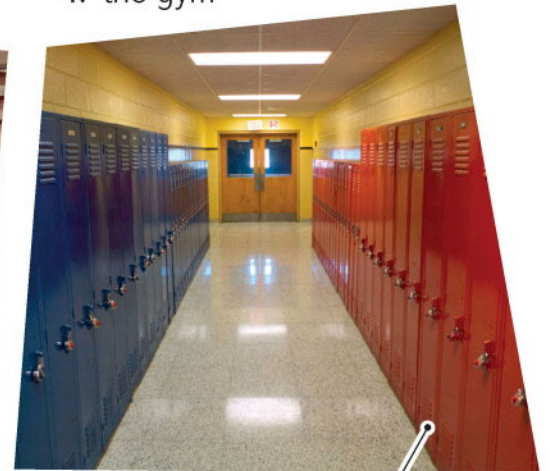
5. the computer lab



6. the science lab



7. the library



8. the hall

9. lockers

1.13)) **2. Pronunciation Listen and repeat.**

**3. Complete the statements with the Vocabulary.**

- Olivia's class is doing research on the Internet in the computer lab.
- Martha is eating lunch in \_\_\_\_\_.
- Every morning when I get to school, I put my jacket in my \_\_\_\_\_.
- All the lockers in my school are in \_\_\_\_\_ near the main office.
- Paul needs a book for a project. He's in \_\_\_\_\_.
- Katie is playing basketball in \_\_\_\_\_.
- Ms. Pearson, the school director, is speaking to all the students in \_\_\_\_\_.
- Jorge is doing a science project in \_\_\_\_\_.
- New students should visit \_\_\_\_\_ before class.

## Topic Snapshot

1.14

### 1. Read and listen to the conversation.



2. Later



Valerie: Hi, Amanda. I'm Valerie. You're going to love our class. Mr. Walder is a great teacher!

Amanda: Nice to meet you, Valerie. Mr. Walder seems very nice.

Valerie: Hey, there's going to be a band concert tomorrow afternoon at 4:00. You should come.



Amanda: That sounds great. Where's it going to be?

Valerie: In the auditorium.

Amanda: The auditorium? How do I get there?

4.



Valerie: Oh, that's easy. It's next to the main office. Near the library.

Amanda: You mean across from the lockers?

Valerie: That's right. Let's go together, OK?

Amanda: Great! Thanks.

### 2. Complete the statements.

1. There's a new student in the class.
2. There's going to be a \_\_\_\_\_ tomorrow afternoon at 4:00.
3. A band is going to play in the \_\_\_\_\_.
4. Valerie and Amanda are going to go to the \_\_\_\_\_ together.
5. The \_\_\_\_\_ is across from the auditorium.
6. The \_\_\_\_\_ is next to the main office.

## Grammar *be going to*: information questions

### 1. Study the grammar.

#### Information questions

When <b>is</b> she <b>going to go</b> to the library?	(After school.)
How long <b>is</b> your brother <b>going to study</b> in Canada?	(For two years.)
What <b>are</b> you <b>going to put</b> in your locker?	(My team jacket.)
Where <b>are</b> your friends <b>going to do</b> their homework?	(In the cafeteria.)
How long <b>are</b> they <b>going to stay</b> in the science lab?	(For about an hour.)
Who <b>are</b> we <b>going to meet</b> this afternoon?	(We're going to meet a new student.)
<b>BUT</b> Who <b>is going to visit</b> us?	(Your cousin is going to visit us.)

How long **are** you **going to be** here?

For about fifteen minutes.



1.15

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Unscramble the information questions with *be going to*.

- are / going to / you / When / have lunch?  
When are you going to have lunch?
- your brother / do / What / going to / is / after soccer practice?  
\_\_\_\_\_
- you / are / study / going to / How long / for the test?  
\_\_\_\_\_
- is / in the cafeteria? / going to / Who / meet us  
\_\_\_\_\_
- they / Why / going to / are / stay / late at school?  
\_\_\_\_\_
- home today? / is / your mom / going to / Who / drive  
\_\_\_\_\_

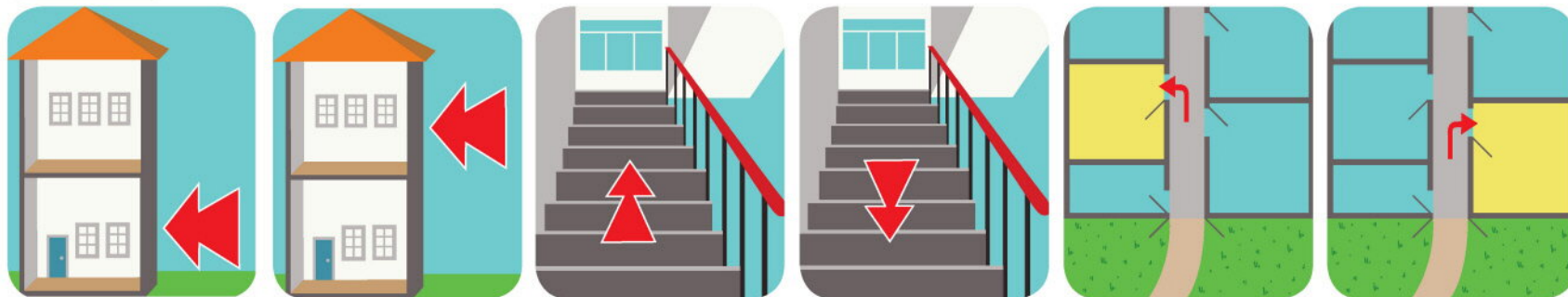
### 4. Complete the information questions with *be going to*.

- A: When are they going to go \_\_\_\_\_ to the science lab?  
B: They're going to go to the science lab tomorrow.
- A: How long \_\_\_\_\_ video games?  
B: I'm going to play for about an hour.
- A: Who \_\_\_\_\_ your sister this afternoon?  
B: Our neighbor, Olivia. She's going to babysit her.
- A: What \_\_\_\_\_ in Boston next week?  
B: James? He's going to visit his cousins.
- A: Where \_\_\_\_\_ today?  
B: The school director is going to speak in the auditorium.
- A: Why \_\_\_\_\_ home early?  
B: She's going to go home early because she has the flu.
- A: Who \_\_\_\_\_ this afternoon?  
B: This afternoon? I'm going to meet my teammates.

## Vocabulary Locations and directions in a building

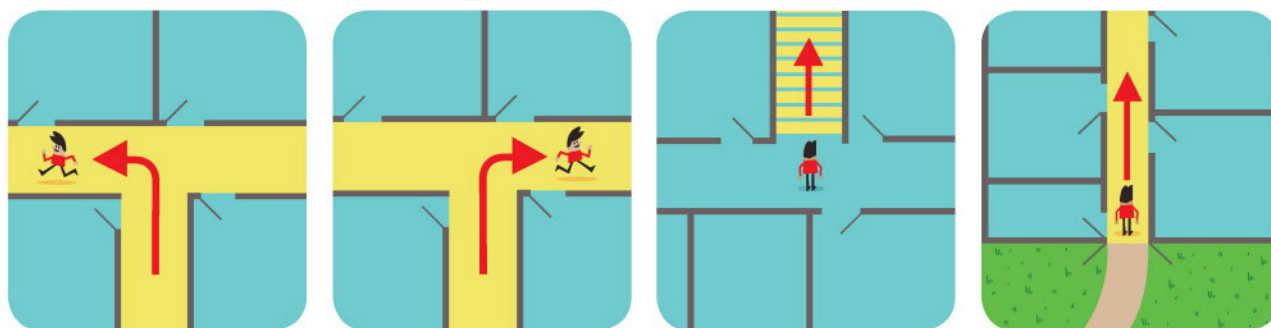
1.16) 1. Look at the pictures. Read and listen.

**Locations**



1. It's on the first floor.
2. It's on the second floor.
3. It's upstairs.
4. It's downstairs.
5. It's on the left.
6. It's on the right.

**Directions**



7. Turn left.
8. Turn right.
9. Take the stairs.
10. Go down the hall.

**And don't forget ...**

- It's across from the ...
- It's next to the ...
- It's in front of the ...

1.17) 2. **Pronunciation** Listen and repeat.

1.18) 3. **Listening comprehension** Listen to the conversations. Complete the locations for each conversation.

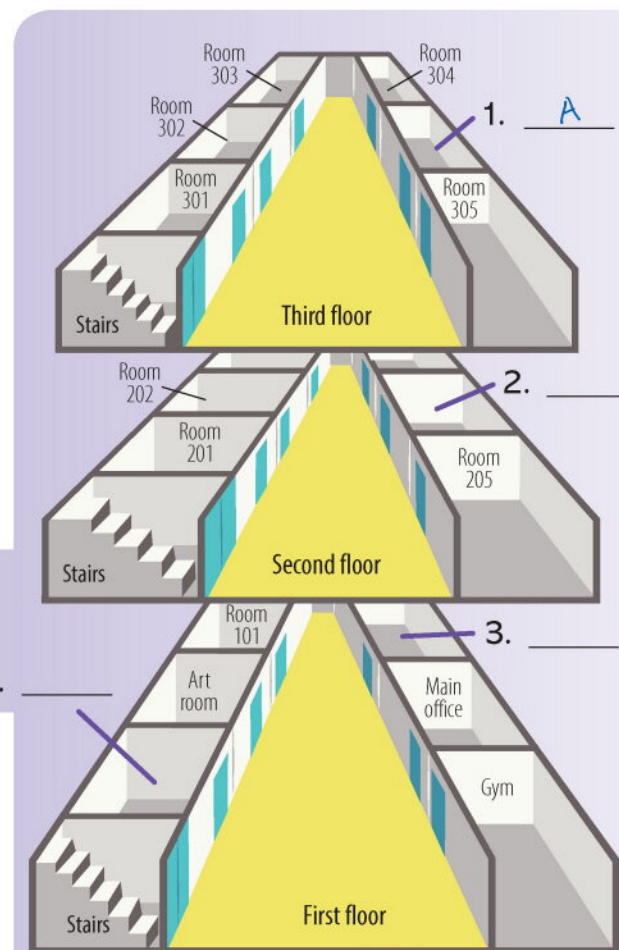
**Conversation A** The science lab is on the ...  
 a. first floor.    b. second floor.    **c. third floor.**

**Conversation B** The computer lab is ...  
 a. downstairs.    b. upstairs.    c. on the second floor.

**Conversation C** The auditorium is on the ...  
 a. first floor.    b. second floor.    c. third floor.

**Conversation D** The library is ...  
 a. downstairs.    b. upstairs.    c. on the first floor.

4. Look at the diagram. Listen again. Write the letter of the conversation in the correct location.



**About you!**



Write the locations of two places at your school.

The library is on the second floor. It's next to the cafeteria.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading A school handbook

1.19) 1. Read the school handbook. Would you like to study at this school? Why or why not?

2. **Transfer information visually** After reading the handbook, find these places in the diagram. Write the numbers on the picture.

- |                    |                     |                    |                   |
|--------------------|---------------------|--------------------|-------------------|
| 1. the main office | 3. the gym          | 5. the science lab | 7. the music room |
| 2. the cafeteria   | 4. the computer lab | 6. the art room    |                   |



### Welcome to all our new students at the International School

Do you know that the International School is only a year old? Our science and computer labs are new, modern, and easy to use. We also have excellent facilities for art and music. Our cafeteria (we call it "The Restaurant"! ) is better than the cafeterias in many other schools. It has delicious and healthy food. Our gym is huge so more students can use it. Here are directions to some important places around school.

#### Can't find it? We can help!

Use the school diagram on the right to remember these important locations.

##### 1 THE MAIN OFFICE

When you enter the school, go down the hall. The main office is the last door on the left, across from the science lab.

##### 2 "THE RESTAURANT"

Take the stairs to the second floor. Turn left. The cafeteria is the second door on the right.

##### 3 THE GYM

Take the stairs to the third floor. Turn left. The gym is down the hall. It's the second door on the right.

##### 4 THE COMPUTER LAB

The computer lab is next to the cafeteria and across from the stairs.

##### 5 THE SCIENCE LAB

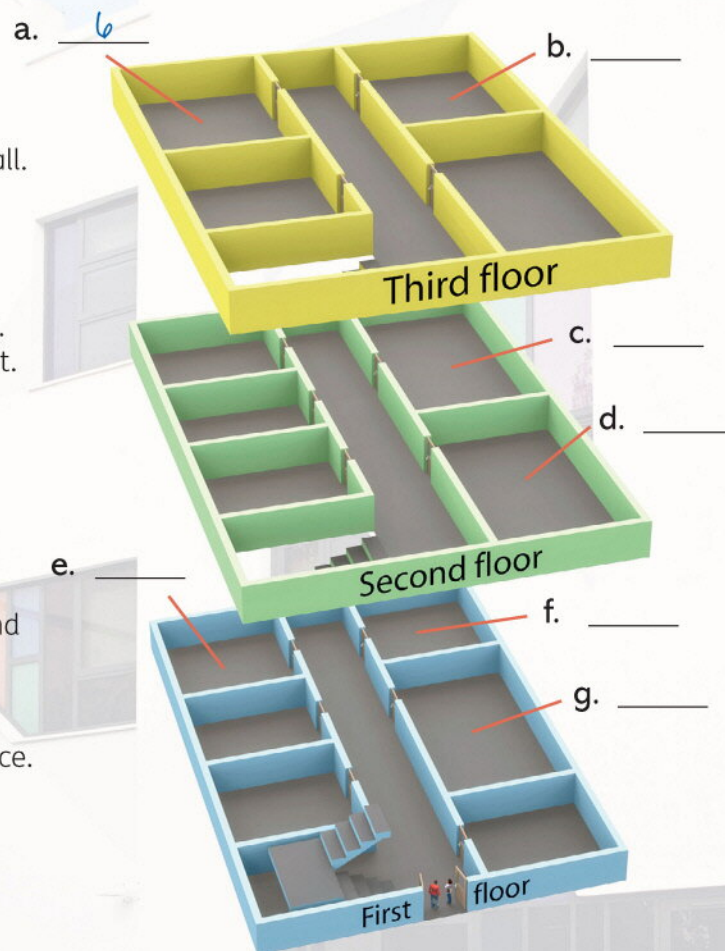
The science lab is across from the main office.

##### 6 THE ART ROOM

The art room is across from the gym.

##### 7 THE MUSIC ROOM

The music room is next to the science lab.



**You're going to have a lot of fun at your new school! And you're going to learn a lot.**

### 3. Infer information Match each activity with its location. Write the letters.

- |  |               |                                      |
|--|---------------|--------------------------------------|
| 1. Your class is going to paint posters.                   | <u>  d  </u>  | a. It's across from the art room.    |
| 2. Your class is going to watch a basketball game.         | <u>      </u> | b. It's next to the cafeteria.       |
| 3. Your class is going to practice English grammar online. | <u>      </u> | c. It's across from the science lab. |
| 4. Your class is going to learn about air and water.       | <u>      </u> | d. It's across from the gym.         |
| 5. Your teammates are going to meet for lunch.             | <u>      </u> | e. It's next to the computer lab.    |
| 6. You are going to go to orchestra practice.              | <u>      </u> | f. It's next to the science lab.     |
| 7. You are going to speak to the school director.          | <u>      </u> | g. It's next to the music room.      |

About you!



### What's your opinion? Answer the question.

How is the International School like your school? How is it different?

---



---

## Teen 2 Teen

### Ask for and give directions

1.20

#### 1. Read and listen to the conversation.

- A** Are you a new student?
- B** Yes, I am. And I think I'm lost.
- A** I can help you. I'm Mason.
- B** Nice to meet you, Mason. I'm Devin. How do I get to the science lab?
- A** Oh, that's easy. Take the stairs to the second floor. It's on the right. Room 212. You can't miss it.
- B** Great. Thanks!

1.21

#### 2. Pronunciation Listen and repeat.

#### 3. Guided conversation Create a NEW conversation, describing the locations of places in your school. Use the pictures for ideas.

- A** Are you a new student?
- B** Yes, I am. And I think I'm lost.
- A** I can help you. I'm \_\_\_\_\_.
- B** Nice to meet you, \_\_\_\_\_. I'm \_\_\_\_\_.  
How do I get to the \_\_\_\_\_?
- A** Oh, that's easy. \_\_\_\_\_.  
You can't miss it.
- B** Great. Thanks!



**A**

**B**

Read your new conversation with your partner.  
Then read the conversation in your partner's book.

# There are a few pretzels.

**Grammar:** Quantifiers: *a lot of, many, much, a few, a little* • Superlative adjectives: usage and form  
**Vocabulary:** Adjectives to describe snacks and other foods  
**Social language:** Discuss what to eat

## Topic Snapshot

1.22

### 1. Read and listen to the posts.

# Teen 2 Teen Friends

## Open question: What's Peruvian food like?



Vitor Mota

My school band is going to Arequipa, Peru for music camp. We're going to stay with families there for a whole week! I hear Peruvian food is very different from Brazilian food. Can someone tell me about it?



Ana Maria Flores

Hey, Vitor. I think Peruvian food is the most interesting and delicious food in the world – but maybe that's because I'm Peruvian! There are a lot of special dishes in Peru, so it's hard to choose one to describe, but here are a few.

First, our food is pretty regional. In Lima, the capital of Peru, there's great fish because Lima is on the Pacific coast. The most famous fish dish is *ceviche*.

In some parts of the country, especially in the north near the city of Chiclayo, there are many dishes with rice and meat. The most popular is with duck.

But you're going to Arequipa, and a regional specialty there is a dish with rocoto peppers, but it's very spicy!

In Peru, a lot of dishes have potatoes. There are more than 3,000 varieties of potato in Peru! You can find lots of recipes online for these famous dishes. This is making me hungry! So bye for now!



*Ceviche*: Pacific ocean fish with corn, red onions, sweet or white potatoes, hot red pepper, and a lot of lemon juice.



Rice with duck.



Stuffed rocoto peppers: a spicy hot red pepper with meat and cheese.



*Causa*: cold potatoes with fish (or chicken), avocado, and eggs.



Potatoes Huancayo style: cold potatoes, eggs, and olives with a spicy yellow pepper and cheese sauce.

### 2. Circle *a* or *b*, according to the Topic Snapshot.

- Vitor is going to stay with a family in ...  
 a. Arequipa.      b. Brazil.
- ... is from Peru.  
 a. Ana Maria      b. Vitor
- Peruvian food has regional ...  
 a. fish.              b. dishes.
- ... is on the Pacific coast.  
 a. Lima              b. Arequipa
- One great Peruvian ... dish is *ceviche*.  
 a. fish                      b. rice and meat
- A famous dish from ... is a hot red pepper with meat.  
 a. Arequipa              b. Chiclayo
- In Chiclayo, a popular dish is ... with rice.  
 a. duck                      b. fish
- Chiclayo is a ... in the north of Peru.  
 a. dish                      b. city

## Grammar Quantifiers: *a lot of, many, much, a few, a little*

### 1. Study the grammar.

a lot of = lots of



#### Large quantities and amounts

**a lot of:** Use with all nouns in affirmative and negative statements and in questions.

We have **a lot of soda and crackers**, but we don't have **a lot of chips**.

Do we have **a lot of coffee and milk**?

**many:** Use with count nouns in affirmative and negative statements and in questions.

There were **many brands** of coffee, but there weren't **many kinds** of tea.

Are there **many eggs** in the fridge?

**much:** Use with non-count nouns in negative statements and in questions.

We don't have **much orange juice** for breakfast. Do we have **much bread**?

#### Small quantities and amounts

**a few:** Use with count nouns in affirmative statements and in questions.

There are **a few apples** in the fridge. Are there **a few bananas**, too?

**a little:** Use with non-count nouns in affirmative statements and in questions.

I need **a little sugar** for my tea. Do you want **a little sugar**, too?



#### Language tip

- Don't use *much* in affirmative statements. Use *a lot of*.  
*There's a lot of milk in the fridge. NOT There's much milk in the fridge.*

1.23

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete the statements with *much* or *many*.

- Some countries have many regional dishes.
- My mom doesn't like \_\_\_\_\_ milk in her tea.
- Do you eat \_\_\_\_\_ rice?
- We don't eat \_\_\_\_\_ potatoes.
- There isn't \_\_\_\_\_ coffee in the kitchen.
- In many countries, there isn't \_\_\_\_\_ fish, so people eat a lot of meat.

### 4. Complete the statements with *a few* or *a little*.

- I only need a few eggs for this dish.
- There's only \_\_\_\_\_ soda in the fridge.
- We're buying \_\_\_\_\_ loaves of bread.
- We're eating \_\_\_\_\_ pasta with tomato sauce.
- There are \_\_\_\_\_ mangoes in the fridge.

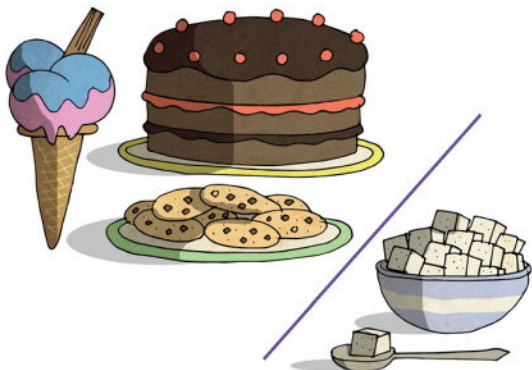
### 5. Complete the conversations. Circle the correct quantifiers.

- A: What kind of juice is this? It's delicious.  
B: It has two kinds of fruit. There's a few / a little orange juice in it, and there's much / a lot of mango juice.
- A: Is there much / many pasta on the menu?  
B: No, but there's much / a lot of meat.
- A: Can I make a sandwich?  
B: Sure, but there isn't much / many bread.  
A: What about cheese?  
B: You're in luck. There's much / a lot of cheese.
- A: How do you make this salad?  
B: It's easy. I use a few / a little cold potatoes, eggs, and a few / a little chicken.

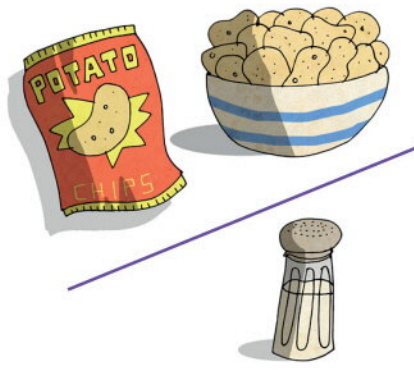


## Vocabulary Adjectives to describe snacks and other foods

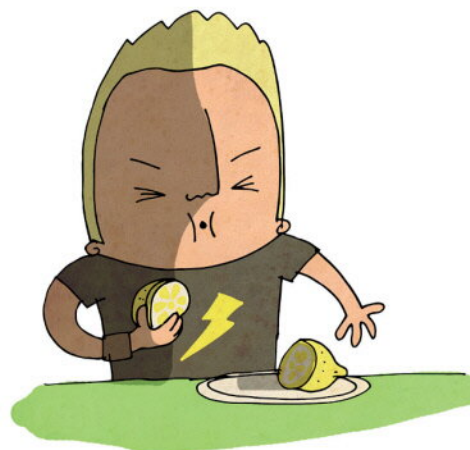
1.24)) 1. Look at the pictures. Read and listen.



1. Ice cream, cake, and cookies are **sweet**.



2. Chips are **salty**.



3. Lemons are **sour**.



4. Hot peppers are **spicy**.



5. Pretzels, nuts, and crackers are **crunchy**.



6. Mangoes and oranges are **juicy**.

1.25)) 2. **Pronunciation** Listen and repeat.

3. Complete each statement with the correct adjective.

- |   |   |
|---|---|
| 1. Bananas are <u>sweet</u> / sour.       | 5. Good peaches are juicy / spicy.                  |
| 2. Carrots are crunchy / salty.           | 6. Pretzels are usually sweet / salty.              |
| 3. Peaches and mangoes are spicy / sweet. | 7. Cookies are salty / sweet.                       |
| 4. Lemons are always sweet / sour.        | 8. Some peppers are salty / spicy and some are not. |

1.26)) 4. **Listening comprehension** Listen to the conversations. Circle T (true) or F (false).

- |                                       |              |   |       |
|---------------------------------------|--------------|---|-------|
| 1. They're both going to have cake.   | T / <b>F</b> | 5. He doesn't like peaches.               | T / F |
| 2. He's going to have chips.          | T / F        | 6. The pretzels are too salty for Ron.    | T / F |
| 3. Kate would like ice cream.         | T / F        | 7. They don't like the nuts in the salad. | T / F |
| 4. The peppers are too spicy for her. | T / F        | 8. He likes sweet mangoes.                | T / F |

About you!



Complete the statements about your tastes.

My favorite crunchy snack is \_\_\_\_\_.

My favorite sweet foods are \_\_\_\_\_.

## Grammar Superlative adjectives: usage and form

### 1. Study the grammar.

- Use *the* + a superlative adjective with the verb *be* to compare three or more people, places, or things.  
The chips are **the saltiest** snack at this party, and they're **the most delicious** one, too!

Formation
If an adjective has one syllable and ends in a consonant, add <i>-est</i> . sweet → <b>the sweetest</b>
If an adjective has one syllable and ends in a consonant + <i>e</i> , add <i>-st</i> . nice → <b>the nicest</b>
If an adjective has two syllables and ends in <i>-y</i> drop <i>-y</i> , and add <i>-iest</i> . crun•chy → <b>the crunchiest</b>
If an adjective has one syllable and consonant – vowel – consonant, double the consonant and add <i>-est</i> . hot → <b>the hottest</b>
If an adjective has two, three, or four syllables, but doesn't end in <i>-y</i> , use <i>the most</i> before the adjective. de•li•cious → <b>the most</b> delicious



#### Irregular forms

good → **the best** bad → **the worst**

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Write the superlative form of the following adjectives.

- |              |                    |              |       |
|--------------|--------------------|--------------|-------|
| 1. big       | <u>the biggest</u> | 7. messy     | _____ |
| 2. spicy     | _____              | 8. funny     | _____ |
| 3. large     | _____              | 9. beautiful | _____ |
| 4. salty     | _____              | 10. neat     | _____ |
| 5. cute      | _____              | 11. late     | _____ |
| 6. fantastic | _____              | 12. early    | _____ |

### 4. Complete the statements and questions, using the superlative form of the adjectives.

- These chips are the crunchiest (crunchy) ones. Let's get them.
- Let's get \_\_\_\_\_ (good) ice cream for Mom's birthday party. She loves ice cream.
- We only use \_\_\_\_\_ (hot) peppers when we make this sauce.
- No way! I'm not going to buy that cheese. It's \_\_\_\_\_ (expensive) cheese in the store! Let's get something else.
- In my opinion, \_\_\_\_\_ (important) things at a birthday party are the presents and the cake.
- I really don't like Happy Cola. I think it's \_\_\_\_\_ (bad) soda there is.
- \_\_\_\_\_ (delicious) dish from my country is *feijoada*.

## Reading A blog post

- 1.28)) 1. Read Charlotte's answer to the open question on Teen2Teen Friends. What's Charlotte's favorite lunch?
2. **Identify the main idea** After reading Charlotte's answer, circle the number of the statement that expresses its main idea.
1. Claire doesn't like peanut butter.
  2. Peanuts and peanut butter are very popular in the U.S.
  3. French bread is the best bread in the world.



Snails are a popular food in France.



**Open question:** What's the most popular food in your country?



Charlotte:

Some people think we're crazy, but we Americans love peanut butter, especially in peanut butter and jelly sandwiches. For me, the totally best lunch is a peanut butter and jelly sandwich on white bread with a glass of milk. Yum!

My cousin Claire is from France. She likes some of our typical dishes, especially hot dogs and hamburgers. But Claire thinks many American foods are terrible. She thinks our worst food is peanut butter and jelly sandwiches. She says, "No offense, but I don't think sweet foods and salty foods go together. And I don't really like American white bread either. Come to France if you want to taste the best bread in the world!"

Well, I do go to France sometimes and Claire is right about the bread. French bread is delicious. But a few of the things they eat in France are (to me) a little gross, like snails!!

Americans love peanuts, peanut products, and peanut butter. Here's something I found on a website about peanuts in American food:



In the U.S., more than 90% of all families eat peanut butter. More than 40% of American candy bars have peanuts or peanut butter in them. And the average American eats more than 2.5 kilos of peanuts and peanut butter a year.

That's a lot of peanuts and peanut butter!



### 3. Confirm a text's content Circle T (true), F (false), or NI (no information).

- Charlotte and Claire are from the United States. T / **F** / NI
- Americans like peanuts and peanut butter. T / F / NI
- Hot dogs and hamburgers are more popular than peanut butter. T / F / NI
- Claire doesn't like sweet and salty foods together. T / F / NI
- Charlotte doesn't like any French foods. T / F / NI
- Claire likes snails. T / F / NI

### 4. Recognize point of view Cross out the statements that don't represent Claire's opinions.

- Some American food is good.
- Peanut butter and jelly sandwiches are good.
- French bread is the best bread in the world.
- American white bread is great.

About you!



### What's your opinion? Complete the statements.

In my opinion, the best dishes in my country are \_\_\_\_\_.

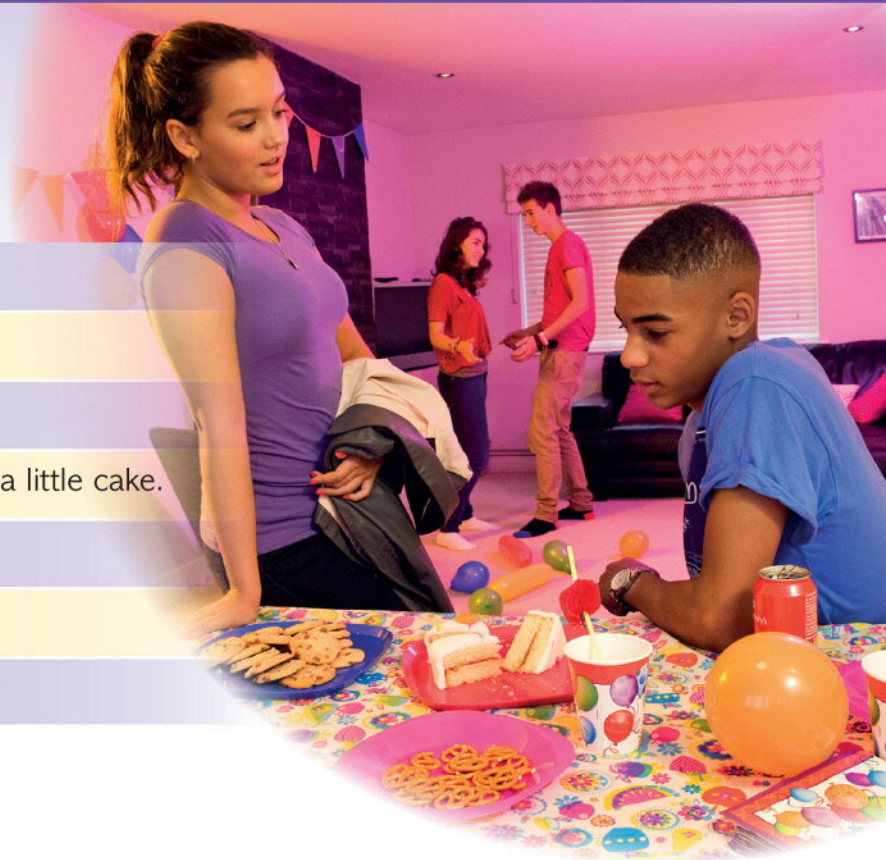
The worst dishes in my country are \_\_\_\_\_.

## Teen 2 Teen

### Discuss what to eat

#### 1.29 Read and listen to the conversation.

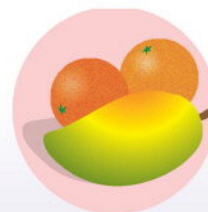
- A** Hey, Jeff. Sorry I'm late! I'm starving!
- B** Me too. Let's have something to eat.
- A** OK! What is there?
- B** Well, there are lots of cookies, and there's a little cake.
- A** What about pretzels?
- B** Oh, yeah. There are a few pretzels.
- A** Great. I'm in the mood for something salty!



#### 1.30 Pronunciation Listen and repeat.

### 3. Guided conversation Make a list of foods and drinks for a party. Write an adjective from the Vocabulary on page 24 for each food. Then create a NEW conversation at a party, using your notes.

- A** Hey, \_\_\_\_\_. Sorry I'm late! I'm starving!
- B** Me too. Let's have something to eat.
- A** OK! What is there?
- B** Well, there are lots of \_\_\_\_\_, and there's a little \_\_\_\_\_.
- A** What about \_\_\_\_\_?
- B** Oh, yeah. There are a few \_\_\_\_\_.
- A** Great. I'm in the mood for something \_\_\_\_\_!



**A**

**B**

Read your new conversation with your partner.  
Then read the conversation in your partner's book.

# Review: Units 1–3

## 1. Read the conversation. Choose the correct answer to each question.

Grace: We're going to have a surprise party for Sylvie after school on Friday.

Jared: Great! Where's it going to be?

Grace: At the Downtown Mall. They have a special party room. Is that cool or what?

Jared: Where is it?

Grace: It's down the hall from Monster Burger. On the second floor.

Jared: OK. What can I bring? I have cookies and chips at home.

Grace: Thanks for offering, but we have everything. Can you bring Sylvie?  
You can say you need advice for a present for your mom, OK?

Jared: That's a great idea! I can do that.

Grace: Remember: the party's a surprise. Don't say anything to Sylvie!

Jared: Don't worry!

- Who is the party for?
  - Jared
  - Sylvie
- When is the party?
  - It's Sylvie's birthday.
  - After school on Friday.
- Where is it going to be?
  - At Monster Burger.
  - At the Downtown Mall.
- Where's the special party room?
  - Down the hall from Monster Burger.
  - In the hall on the second floor.
- What does Grace ask Jared to do?
  - Bring Sylvie.
  - Bring food.
- What is Jared going to tell Sylvie?
  - "Please help me buy a present for my mom."
  - "There's going to be a party for you."

## 2. Complete the conversation with the correct form of *be going to*.

A: Hey, Melissa! I 'm going to bring (bring) two classmates here to work on a project.

B: Who \_\_\_\_\_ (bring)?

A: Bart and Carter. Their parents \_\_\_\_\_ (not be) home for dinner.  
They \_\_\_\_\_ (bring) a pizza for us. Do me a favor?

B: Sure, what?

A: Please tell Mom not to make dinner for me, OK?

B: OK. How \_\_\_\_\_ Bart and Carter \_\_\_\_\_ (get) home?

A: Bart \_\_\_\_\_ (call) his dad, and his dad can drive  
both of them home.

## 3. Look at the diagram of the school. Complete the conversation with directions and locations.

Nick: Excuse me. Where's the science lab?

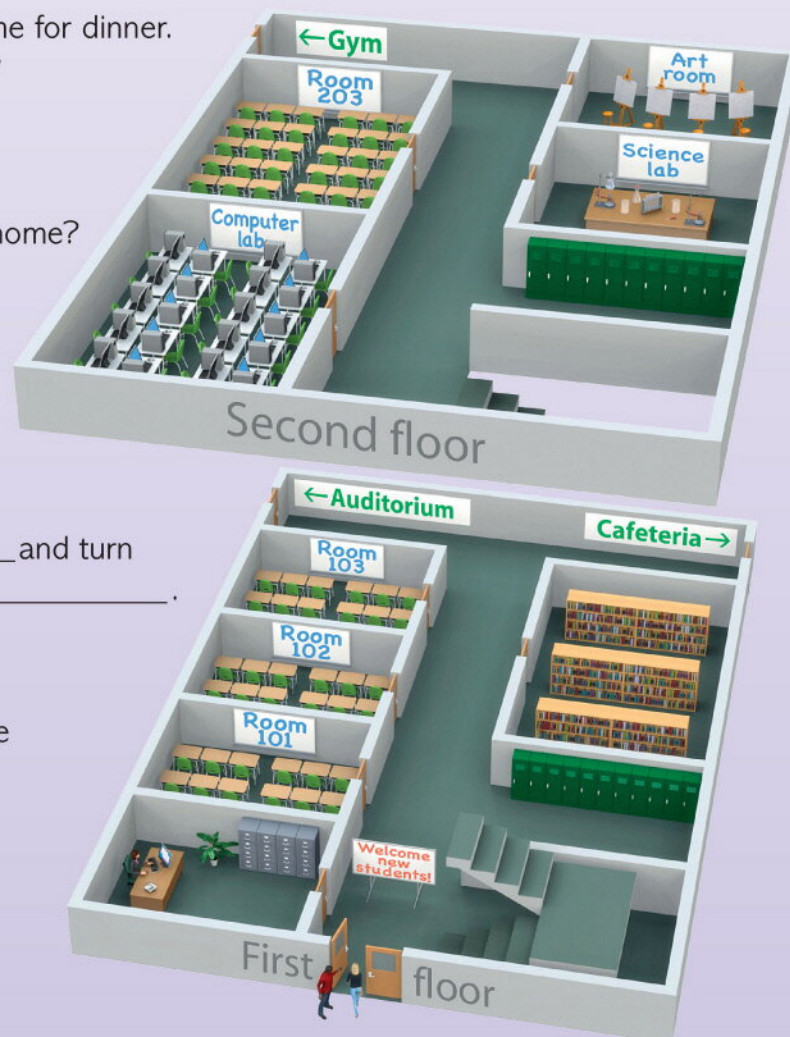
Lily: It's on the (1) second floor. Take the (2) \_\_\_\_\_ and turn  
(3) \_\_\_\_\_. It's the first door on the (4) \_\_\_\_\_.  
It's (5) \_\_\_\_\_ the art room.

Nick: Thanks. And where's the library?

Lily: The library? That's on the (6) \_\_\_\_\_, down the  
(7) \_\_\_\_\_.

Nick: Is it on the left?

Lily: No, it's the first door on the (8) \_\_\_\_\_.  
It's (9) \_\_\_\_\_ Room 103.



#### 4. Complete the paragraph with the correct quantifiers.

(1) Much / **Many** schools have a cafeteria. In the cafeteria, you can eat (2) a lot of / much dishes that are good for you. You can't buy (3) many / much snacks like chips or pretzels. In our school, there are (4) a few / a little sweet things like ice cream and cookies, but in (5) a lot of / much schools they don't sell sweet things at all. Personally, I think (6) a few / a little cake or ice cream is OK, but not too (7) much / many.

#### 5. Complete the statements with superlative forms of the adjectives.

- I love spicy food. Which of these peppers are **the spiciest** (spicy)?
- The weather here is awful every day. But today's weather is \_\_\_\_\_ (bad). Today is definitely the \_\_\_\_\_ (cold) and \_\_\_\_\_ (wet) day of the year.
- There are lots of good kinds of ice cream, but this one is really good. I think it's \_\_\_\_\_ (good). It's \_\_\_\_\_ (delicious) ice cream you can buy.
- I don't want to buy that cake with all the decorations. It's \_\_\_\_\_ (expensive) one. Which one is \_\_\_\_\_ (cheap)?
- What kind of chips do I like? \_\_\_\_\_ (salty) and \_\_\_\_\_ (crunchy) ones, of course.

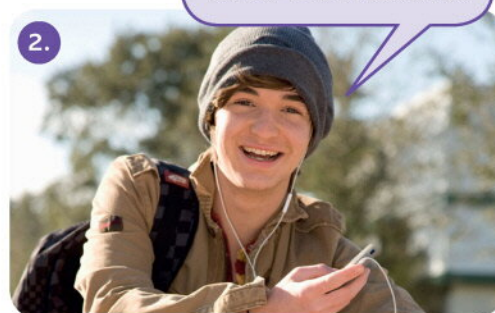
### All About You

#### 1. Write your own response to each person.



You \_\_\_\_\_

\_\_\_\_\_



You \_\_\_\_\_

\_\_\_\_\_



You \_\_\_\_\_

\_\_\_\_\_

#### 2. Complete the personal statement and two descriptions of locations in your school.

Today after school, I'm \_\_\_\_\_.

In my school, the library is \_\_\_\_\_.

My English classroom is \_\_\_\_\_.

### Progress Check

✓ Check what you can do.

Offer to help with a party

Ask for and give directions in a building

Describe foods and discuss what to eat

Use the Unit 1–3 grammar and vocabulary



You're amazing!

# They'll probably win the game!

**Grammar:** The future with *will* • *will* for prediction • Degrees of certainty  
**Vocabulary:** Action verbs for sports  
**Social language:** Leave a message for someone

## Topic Snapshot

1.31 1. Read and listen to the conversation.



**Carrie:** Hello?

**Nate:** Hi, Carrie. Nate. Hey, what are you going to do this weekend?

**Carrie:** I'm not sure. Maybe I'll go shopping. What about you?

**Nate:** Me? Not much. I think I'll probably stay home and watch the game.



**Carrie:** So who do you think will win? The Athletics or the Nationals?

**Nate:** Well, the Athletics are a much better team. They'll probably win. They always do!



**Carrie:** Yeah. I think you're right ... Nate, is your sister there?

**Nate:** Anita? Not right now. But she'll be back at around 7:00.

**Carrie:** Well, can you give her a message? Tell her I'll call her Saturday morning. OK?

**Nate:** Sure. No problem.

2. Match the parts of the sentence to complete the statements, according to the Topic Snapshot.

- |                    |   |
|--------------------|---|
| 1. Nate            | a. will be there after 7:00.              |
| 2. Carrie          | b. will probably win the game.            |
| 3. Nate and Carrie | c. think the Athletics will win the game. |
| 4. Nate's sister   | d. will get a phone call from Carrie.     |
| 5. The Athletics   | e. will call Nate's sister.               |
| 6. Anita           | f. will watch a game on TV.               |

## Grammar The future with *will*

### 1. Study the grammar.

- Use *will* or *won't* with a base form of a verb for future actions and events.

Affirmative statements	Negative statements
We'll <b>get</b> to the game late. She'll <b>finish</b> her homework tonight. There'll <b>be</b> a soccer game on Monday.	We <b>won't see</b> the start of the game. She <b>won't do</b> it tomorrow. There <b>won't be</b> a team meeting today.
yes / no questions	Short answers
<b>Will</b> you <b>stay</b> home this weekend? <b>Will</b> your sister <b>go</b> to the movies? <b>Will</b> your friends <b>go</b> shopping?	Yes, I will.      No, I won't. Yes, she will.      No, she won't. Yes, they will.      No, they won't.
Information questions	
How <b>will</b> you <b>get</b> home from school? Where <b>will</b> she <b>meet</b> her friends? When <b>will</b> the team <b>play</b> ? Who <b>will</b> he <b>call</b> ?	(I'll take the bus.) (At the mall.) (After school.) (He'll call his sister.)

#### Contractions

will → 'll  
will not → won't

Will you **be** home tonight?

Yes, I **will**.  
Call me!

#### Reminder

To express future actions and events, you can also use *be going to*.

*We're going to get to the game late.*



#### Language tip

- Don't contract *will* in affirmative short answers.  
Yes, I *will*. **NOT** Yes, *I'll*.

1.32 )) 2. **Pronunciation** Listen to the grammar examples. Repeat.

1.33 )) 3. **Listening comprehension** Listen to the conversations. Then listen again and choose the correct verb phrase, according to the conversation.

- She 'll go / won't go to volleyball practice.
- He and his cousins will go / won't go to a game.
- Her brother will be / won't be home at 6:00.
- His sister will play / won't play soccer this weekend.

4. Complete the statements and questions with *will* or *won't*.  
Use contractions when possible.

- We'll do \_\_\_\_\_ (we / do) our geography homework in the computer lab.
- \_\_\_\_\_ (I / finish) my homework after dinner.
- \_\_\_\_\_ (Tina / meet) her boyfriend in the cafeteria?
- \_\_\_\_\_ (there / not be) a lot of spicy food at the party.
- \_\_\_\_\_ (where / your team / play) volleyball today?
- \_\_\_\_\_ (when / Grant / call) his parents?
- \_\_\_\_\_ (my parents / not go) to the movies tonight.
- \_\_\_\_\_ (the game / not be) on Tuesday.



## Vocabulary Action verbs for sports

1.34)) 1. Look at the pictures. Read and listen.



1. catch the ball



2. hit the ball



3. throw the ball



4. kick the ball



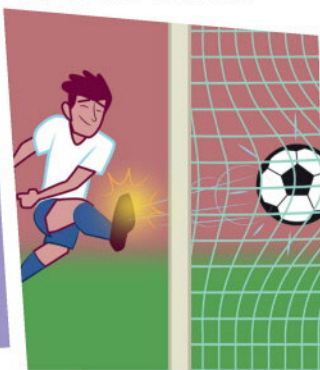
5. serve the ball



6. pass the ball



7. block the ball



8. score



9. win the game



10. lose the game

1.35)) 2. **Pronunciation** Listen and repeat.

3. Look at the pictures. Complete the statements.



1. She's catching / kicking / serving the ball.



2. He's catching / blocking / kicking the ball.



3. She's catching / hitting / blocking the ball



4. He's passing / blocking / throwing the ball.



5. She's passing / hitting / kicking the ball.



6. She's scoring / catching / blocking.



7. He's hitting / catching / throwing the ball.



8. He's catching / blocking / hitting the ball.

## Grammar *will* for prediction; Degrees of certainty

### 1. Study the grammar.

- We often use *will* to make predictions or guesses about the future.

You can use the adverbs *definitely*, *probably*, and *maybe* to express different degrees of certainty.

Our team **will definitely win** the game.

Their team **definitely won't score**.

My brother **will probably be** on the team this year.

My sister **probably won't play** volleyball this year.

**Maybe** she'll **pass** the ball to her teammate.

**Maybe** she **won't catch** the ball.

100%



**definitely**  
(absolutely certain)

**probably**  
(pretty certain)

**maybe**  
(not very certain)

0%

Who'll win the game tomorrow?

#### Placement

In affirmative statements, place the adverbs *definitely* and *probably* between *will* and the main verb.

They'll **definitely** win. **NOT** Definitely they'll win.

They'll **probably** score. **NOT** Probably they'll score.

Place the adverb *maybe* before the subject.

**Maybe** they'll win. **NOT** They'll maybe win.

In negative statements, place the adverbs *definitely* and *probably* before *won't*. Place *maybe* at the beginning of the statement.

They **definitely** won't win. **NOT** They won't definitely win.

They **probably** won't score. **NOT** They won't probably score.

**Maybe** they won't score. **NOT** They maybe won't score.

Our team **will definitely win**. We're really good!

1.36

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Write predictions, using *maybe*, *definitely*, or *probably*.

- Our team will win the game tomorrow. (probably)

Our team will probably win the game tomorrow.

- They won't play on the school team next year. (definitely)

\_\_\_\_\_

- The other team will lose the game today. (maybe)

\_\_\_\_\_

- The Mexican volleyball team will visit Brazil in April. (probably)

\_\_\_\_\_

- My sister won't swim on the school team. (definitely)

\_\_\_\_\_

About you!



**Complete each statement about what you'll do after school today.**

Maybe I'll \_\_\_\_\_.

I probably won't \_\_\_\_\_.

I'll definitely \_\_\_\_\_.

## Reading An interview

- 1.37) 1. Read the interview. How will athletes' uniforms be different in the future?
2. **Confirm a text's content** After reading the interview, write a check mark for the predictions Professor Benson makes in the interview. Write an X for those he does not.
1. People will play soccer in the sky.
  2. Robots will be safer than they are today.
  3. Many athletes will use technology to compete better.
  4. More people will compete in high-altitude skydiving.
  5. Most athletes will exercise more to play better.
  6. There will be kinds of competitions that we don't have today.



### The Future of Sports by Olivia Hartley



Baumgartner broke the record for high-altitude skydiving.



People will pay to watch robots compete.



Athletes will wear an exoframe to improve performance.

#### Olivia Hartley interviews futurologist Professor Paul Benson

**Hartley:** I'm talking with futurologist Paul Benson. Welcome, Professor Benson. So, will sports competitions be different in the future?

**Benson:** Definitely. We'll probably see a variety of new sports such as high-altitude skydiving, like Felix Baumgartner's amazing 2012 jump from a balloon more than 36 kilometers above the Earth. In the future, skydives will be from even greater heights. And inventions such as jet packs will allow athletes to fly and play games like soccer in the sky!

**Hartley:** That's incredible. What else do you predict?

**Benson:** Well, thanks to advances in medical technology, athletes will be faster and stronger than they are today. Many will, in fact, be bionic. That is, they will be part human and part machine. They'll have a bionic arm or leg that can hit or kick a ball farther, or a bionic eye that can help them see more accurately, which will help them catch a ball more easily.

**Hartley:** And what will the role of robots be in sports of the future?

**Benson:** Good question! As a matter of fact, we'll probably watch robot athletes play in competitions that are too dangerous for humans. At the same time, there will be new technology to make most sports safer. Athletes' uniforms will be lighter and stronger, and some will actually improve an athlete's performance. Athletes will wear an exoframe – like a pair of "robot pants" – that will help them run, jump, and climb more easily and safely.

### 3. Understand meaning from context Choose the word or phrase with a similar meaning.

1. High-altitude means ...
  - a. above the Earth.
  - b. a new kind of sport.
  - c. a kind of balloon.
2. A jet pack is something that will help an athlete ...
  - a. fly.
  - b. kick a ball.
  - c. catch a ball.
3. Something that is bionic is both human and ...
  - a. dangerous.
  - b. machine.
  - c. strong.
4. Advances are ...
  - a. a kind of medicine.
  - b. a kind of technology.
  - c. new changes.
5. A robot is something that is ...
  - a. human.
  - b. a machine.
  - c. dangerous.

About you!



#### What's your opinion? Answer the questions.

Which advances do you think will be good for athletes? \_\_\_\_\_.

Which will be bad? \_\_\_\_\_.

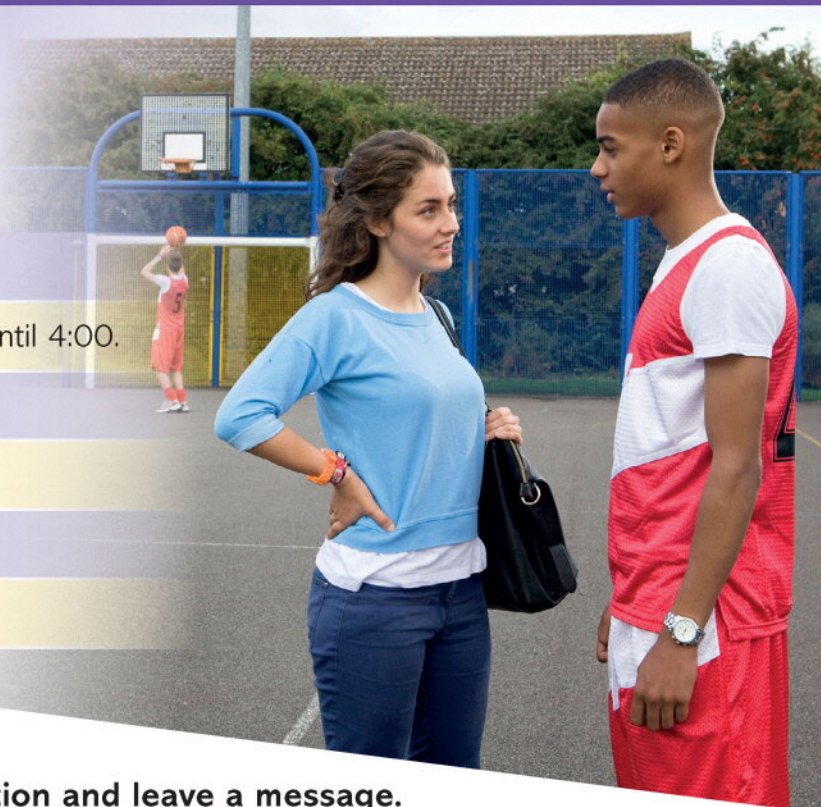
## Teen 2 Teen

### Leave a message for someone

1.38

#### 1. Read and listen to the conversation.

- A** Excuse me. I'm looking for Jason.
- B** I'm sorry. He's not here right now. He probably won't be back until 4:00.
- A** Oh, OK. Can you give him a message?
- B** Sure.
- A** Please tell him I'll be at the gym at 5:00. I'm his friend, Cora.
- B** OK, Cora. No problem.

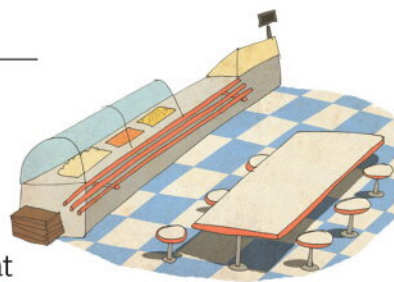


1.39

#### 2. Pronunciation Listen and repeat.

#### 3. Guided conversation Create a NEW conversation and leave a message. Change the names, times, and places. Use the pictures for ideas.

- A** Excuse me. I'm looking for \_\_\_\_\_.
- B** I'm sorry. \_\_\_\_\_'s not here right now. \_\_\_\_\_ probably won't be back until \_\_\_\_\_.
- A** Oh, OK. Can you give \_\_\_\_\_ a message?
- B** Sure.
- A** Please tell \_\_\_\_\_ I'll be \_\_\_\_\_ at \_\_\_\_\_ . I'm \_\_\_\_\_ friend, \_\_\_\_\_.
- B** OK, \_\_\_\_\_ . No problem.



A

B

Read your new conversation with your partner.  
Then read the conversation in your partner's book.

## I'll help you clean up.

**Grammar:** *will* for offers and requests to help • Object pronouns after prepositions  
**Vocabulary:** Ways to help at home  
**Social language:** Ask for and agree to do a favor

## Topic Snapshot

1.40

## 1. Read and listen to the conversation.



**Mom:** Nick. This room's a mess!

**Nick:** I know, Mom. But I have a ton of homework, and this science project is due on Monday. I don't have time to clean up my room right now.



**Mom:** Nick, how can you possibly concentrate on your schoolwork in this mess?

**Nick:** Don't worry, Mom. The mess doesn't bother me.



**Mom:** Come on, Nick. I'll help you clean up. I'll do it with you.

**Nick:** Thanks for the offer, Mom. But I'm almost finished with the science project.



**Mom:** Nick ...

**Nick:** I'll clean up the room after I finish the homework, OK?

**Mom:** Well ...

**Nick:** Relax, Mom. Trust me ... It'll be fine.

## 2. Choose the best answer to each question, according to the Topic Snapshot.

- What's the problem, in Nick's mom's opinion?
  - Nick has too much homework.
  - Nick's room is a mess.
- Why can't Nick clean up his room right now?
  - He has a lot of homework.
  - He's talking to his mom.
- When is Nick's science project due?
  - On Monday.
  - Today.
- Why does Nick's mom think the messy room is a problem?
  - Because it's impossible to work there.
  - Because she should clean up the room.
- When will Nick clean up his room?
  - Before he does his science project.
  - After he finishes his homework.

## Vocabulary Ways to help at home

1.41) 1. Look at the pictures. Read and listen.



1. make my bed



2. clean up my room



3. feed the cat



4. walk the dog



5. set the table



6. wash the dishes



7. take out the garbage



8. do the laundry

1.42) 2. **Pronunciation** Listen and repeat.

1.43) 3. **Listening comprehension** Listen to the conversations. Then listen to each conversation again and circle T (true) or F (false).

- |  |  |
|--|--|
| 1. Michael is feeding the dog.                           | T / <input checked="" type="radio"/> F |
| 2. Scott's mom is walking the dog.                       | T / F                                  |
| 3. Ella's mom is going to set the table.                 | T / F                                  |
| 4. Brad's sister is going to wash the dishes.            | T / F                                  |
| 5. Jonathan is going to clean up Sarah's room with her.  | T / F                                  |
| 6. Dave and his dad are going to take out the garbage.   | T / F                                  |
| 7. Laura's grandma is doing the laundry for Laura's mom. | T / F                                  |
| 8. The kids are making their beds.                       | T / F                                  |

4. Correct the false statements in Exercise 3. Listen again if necessary.

- a. 1. Michael is feeding the cat. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

About you!



How do you help at home? Complete the statement.

In my house, I \_\_\_\_\_.

## Grammar *will* for offers and requests to help

### 1. Study the grammar.

- You can use *will* to make offers to help or request help.
- You can use *please* to make the request more polite.

A: I'll **help** you clean up your room.  
B: Thanks! I really appreciate it.

A: **Will** you **make** your little sister's bed for her?

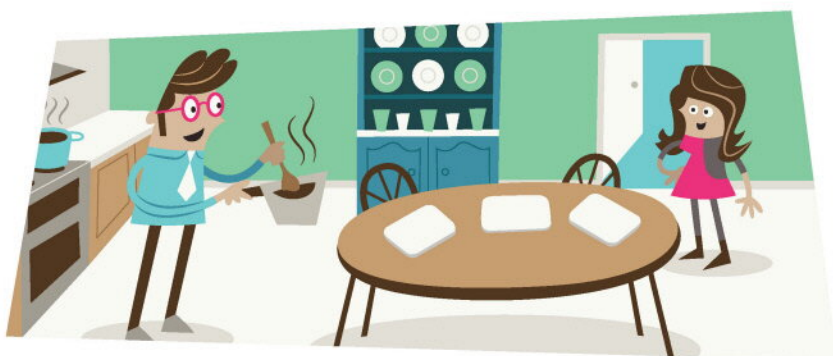
B: Yes, I **will**. No problem.

James, **will** you **please set** the table for me?

Sure, Mom. I **will**.

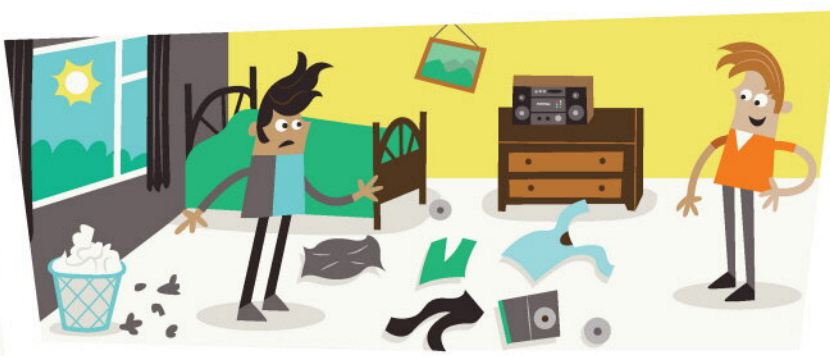
### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Read the conversations. Complete each offer, using *will*. Use contractions.



1. Dad: Hey, Beth. Will you please set the table?  
I know it's your brother's turn, but he's coming home late today.

Beth: Sure, Dad. I'll set (set) it for you.



2. Jeremy: Uh-oh! Mom and Dad aren't going to like this mess. I \_\_\_\_\_ (take out) the garbage.

Dean: And I \_\_\_\_\_ (clean up) the room.



3. Mom: Look at the mess in this kitchen!  
Can someone help me clean up?

Emma: I can! I \_\_\_\_\_ (wash) the dishes!



4. Peter: Wow! You look busy. I \_\_\_\_\_ (do) the laundry.

Liz: And I \_\_\_\_\_ (walk) the dog.

### 4. Complete the requests with *will*.

- Will you please take out the garbage \_\_\_\_\_ (please take out the garbage)? There are a lot of paper plates and stuff from the party.
- \_\_\_\_\_ (walk the dog)? He needs to go outside.
- Your room's a big mess. \_\_\_\_\_ (clean up your room) when you get home from school?
- \_\_\_\_\_ (please help your little sister) with her English homework? She's at the kitchen table.
- \_\_\_\_\_ (please feed the cat), Andy? She's starving!

## Grammar Object pronouns after prepositions

### 1. Study the grammar.

- Use object pronouns after prepositions.

Dad is going to set the table **for us**.  
 Will you please give these cups **to him**?  
 Can you walk the dogs **for me**?  
 You can go to the park **with them**.  
 Please give your clothes **to her**.  
 Eric's brother is making his bed **for him**.

#### Reminder

##### Object pronouns

me	it
you	us
him	you
her	them

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Rewrite each phrase in parentheses with object pronouns and prepositions.



1. My dad is cooking dinner, so I'll take out the garbage for him (for my dad).



2. My mom sometimes gives crackers and cheese \_\_\_\_\_ (to my little brother).



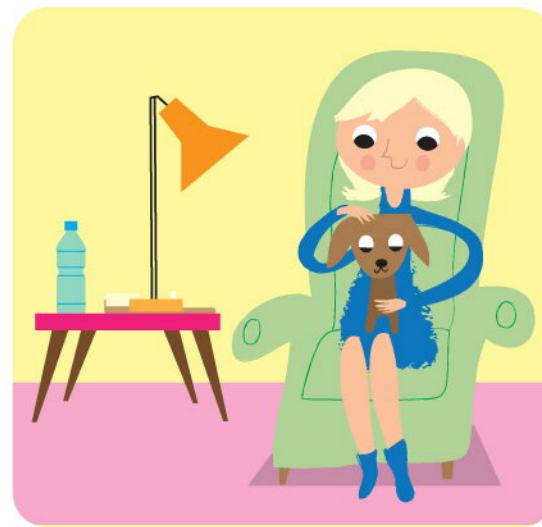
3. Are you going to clean up the art room \_\_\_\_\_ (with your classmates)?



4. Does mom have the e-mail \_\_\_\_\_ (from your sister and you)?



5. We always do the laundry \_\_\_\_\_ (with Dad and you).



6. The dog is a birthday present \_\_\_\_\_ (from my grandma).



## Reading A magazine article

- 1.46) 1. Read the article. How is family life hard in some small African villages?
2. **Identify the main idea** After reading the article, circle the statement that expresses its main idea.
1. The invention of the Q Drum can make life easier for families in small African villages.
  2. It is the responsibility of women to fetch water for families in small African villages.
  3. When children fetch a lot of water, they sometimes miss school.

# The Challenges of Small Village Life

All over the world, families wash, cook, and clean their homes. When people have water in their houses, they can wash with it, cook with it, do the laundry with it, and drink it. They don't even think about it!

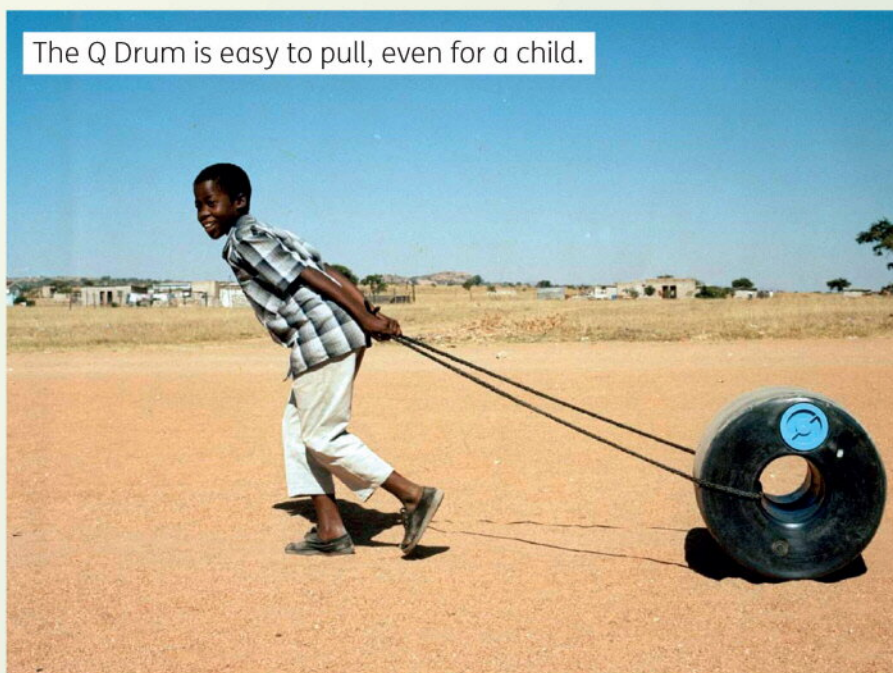
However, in many small villages in Africa, far away from the big cities, the houses don't have water. In those villages, it is usually the responsibility of women to fetch water for the family home. Children help their mothers and older sisters with this important chore. But often the water is far from home. It can take many hours and more than one person to fetch the water. And when children are fetching water once or twice a day, they sometimes miss school.

But now there is a new invention that can help save time for them: the Q Drum. The Q Drum can carry 50 liters of water, and it is easy to pull. Instead of two trips to get water, a woman or a child can make only one trip. This makes life easier for the families in these villages. And if children only carry water home once a day or once every two days, they can go to school.

In small villages in Africa, it is the job of women to fetch water for their families.



The Q Drum is easy to pull, even for a child.



### 3. Confirm a text's content Circle T (true), F (false), or NI (no information).

1. Some families don't have water at home. T / F / NI
2. Women don't like to fetch water. T / F / NI
3. Children help the women in the family with the water. T / F / NI
4. Children never go to school. T / F / NI
5. The Q Drum saves time. T / F / NI
6. Many people in Africa have Q Drums. T / F / NI

About you!



Write one or two ways that life in a small African village is different from life in your hometown.

## Teen 2 Teen

### Ask for and agree to do a favor

#### 1.47 Read and listen to the conversation.

- A** Hey, Carly. Will you do me a favor?
- B** That depends. What kind of favor?
- A** Well, today it's my turn to set the table, but I don't have time. Will you do it for me?
- B** Sure, I'll set the table. But will you walk the dog for me tomorrow?
- A** OK. It's a deal.



#### 1.48 Pronunciation Listen and repeat.

### 3. Guided conversation Create a NEW conversation. Use the pictures. Change the activities.

- A** Hey, \_\_\_\_\_. Will you do me a favor?
- B** That depends. What kind of favor?
- A** Well, today it's my turn to \_\_\_\_\_, but I don't have time. Will you do it for me?
- B** Sure, I'll \_\_\_\_\_. But will you \_\_\_\_\_ for me \_\_\_\_\_?
- A** OK. It's a deal.



A

B

Read your new conversation with your partner.  
Then read the conversation in your partner's book.

# If you visit, you'll have fun!

**Grammar:** The real conditional  
**Vocabulary:** Outdoor sports and equipment  
**Social language:** Make and accept an invitation

## Topic Snapshot

1.49

### 1. Read and listen to the post.

# Teen 2 Teen Friends



**Open question:** Which country has the best outdoor activities and sports?



Cooper Brown:

G'day mates! I vote for Australia! And so do tons of tourists who come here every year. Here's one reason why: we're famous for our outdoor activities. I love mountain biking because it's good exercise, and you can go alone or with your family and friends. And the camping in the outback is awesome. If you're lucky, you'll see kangaroos!

Along Australia's coasts, there's spectacular surfing and lots of other popular water sports. Sometimes people hear news stories about sharks near the beaches of Australia. But there's no reason not to go in the water, even though most people think sharks are pretty scary.

Do you know that sharks almost never attack anyone? Thousands and thousands of people surf and swim here safely. If you come to Australia, you'll see more sharks in the Sea Life Aquarium than at the beach!

Lots of people travel to faraway places on vacation. But not me. I stay here. If you visit, you'll have a great time. Australia rocks!



Surfing in Australia



A shark is a scary, but beautiful, fish.



Ayers Rock in the Australian outback



If you're lucky, you'll see a kangaroo near your tent.

### 2. Complete the statements, according to Cooper's blog post.

1. Australia has great outdoor activities \_\_\_\_\_.
2. Two popular land activities are \_\_\_\_\_ and camping.
3. Cooper likes mountain biking because it's good \_\_\_\_\_.
4. Sometimes you can see \_\_\_\_\_ when you go camping.

### 3. Choose the word or phrase with a similar meaning.

1. I vote for Australia!  
 a. choose    b. live in
2. And so do tons of tourists who come here every year.  
 a. few        b. lots of
3. Thousands of people surf and swim here safely.  
 a. with no problems  
 b. with lots of problems
4. You'll probably see more sharks in the Sea Life Aquarium than at the beach!  
 a. an ocean  
 b. a place where you can see things from the ocean
5. Australia rocks!  
 a. has beautiful mountains  
 b. is awesome

## Vocabulary Outdoor sports and equipment

1.50 **1. Look at the pictures. Read and listen.**



1.51 **2. Pronunciation Listen and repeat.**

**3. Write the activities or sports.**

- In or on the water, you can go snorkeling.
- On land, you can \_\_\_\_\_.

**4. Look at the pictures of the sports equipment. Complete each statement with an outdoor sport.**



1. a snorkel  
You need this to  
go snorkeling.



2. a mountain bike  
You need this to \_\_\_\_\_.



3. a kayak  
You need this to \_\_\_\_\_.



4. skis  
You need these to \_\_\_\_\_.



5. a fishing rod  
You need this to \_\_\_\_\_.



6. a tent  
You need this to \_\_\_\_\_.



7. hiking boots  
You need these to \_\_\_\_\_.



8. a surfboard  
You need this to \_\_\_\_\_.



9. ice skates  
You need these to \_\_\_\_\_.

1.52 **5. Pronunciation Listen and repeat the sports equipment Vocabulary.**



Choose your favorite outdoor activities. Put them in order from 1 (most favorite) to 4 (least favorite).

camping  mountain biking  snorkeling  surfing  other: \_\_\_\_\_

## Grammar The real conditional

### 1. Study the grammar.

- Use the real conditional to express the result of an action or a condition.

#### Statements

Use the simple present tense or the present of *be* in the *if*-clause.

Use the future with *will* in the result clause.

#### if-clause

If I **go** to Australia,

If the weather **isn't** good,

#### result clause

I'll **visit** Cooper.

they **won't go** kayaking.

When the *if*-clause comes first, use a comma. When the result clause comes first, don't use a comma.

If I go to Australia, I'll visit Cooper. OR I'll visit Cooper if I go to Australia.

#### Questions

Will you **go** mountain biking if you **get** a new bike?

Will they still **be** home if we're late?

What **will** we **do** if it **rains**?

Where **will** she **go** if she **goes** surfing?

How **will** you **get** home if your mom **doesn't drive** you?

Who **will** he **call** if we're late?

If I go to Peru, I'll visit Ana Maria in Lima.



#### Language tip

- Don't use a future form in the *if*-clause.  
*If it's sunny, I'll go kayaking.*  
**NOT** *If it will be sunny, I'll go kayaking.*

### 1.53 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each sentence with one of the choices in the chart on the left.

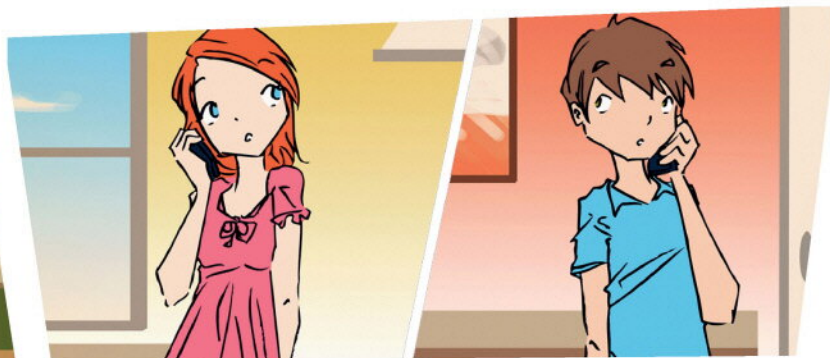
- will you go mountain biking
- Sandra's friends will go surfing
- who will answer
- if we have a kayak for the trip
- will you go camping
- we won't go ice skating**
- if your classmates don't have hiking boots,

- If the weather is too cold, we won't go ice skating.
- \_\_\_\_\_ if your parents get you a new tent?
- If there isn't school tomorrow, \_\_\_\_\_.
- \_\_\_\_\_ if they fix your bike?
- \_\_\_\_\_ they won't go hiking.
- If she calls the main office after four o'clock, \_\_\_\_\_?
- When will we know \_\_\_\_\_?

### 4. Choose the correct verb phrase in the following conditional statements and questions.

- If we **go** / **will go** snorkeling, we'll need snorkels.
- Will they stay home if there **isn't** / **won't be** a bus to the beach?
- Will they take the bus if the train **is** / **will be** late?
- What will you do if your hiking boots **are** / **will be** too small?
- Janice will go surfing if the weather **isn't** / **won't be** too cold.
- I **go** / I'll **go** with you if you go mountain biking this weekend.

5. Complete the conversations with the correct form of the verbs.



1. Regina: Hey, Claire. Why do you have your mountain bike? Isn't it going to rain?

Claire: Well, if it rains (rain),  
I won't go (not go) mountain biking.  
I' ll go (go) to the movies!

2. Marjorie: They say it's going to be really cold tomorrow.

Lucus: Well, if it' \_\_\_\_\_ (be) cold,  
we \_\_\_\_\_ (not go) hiking.



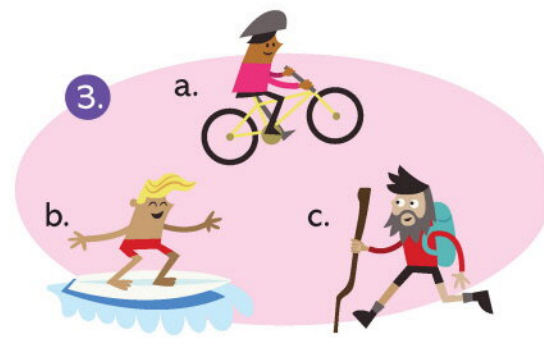
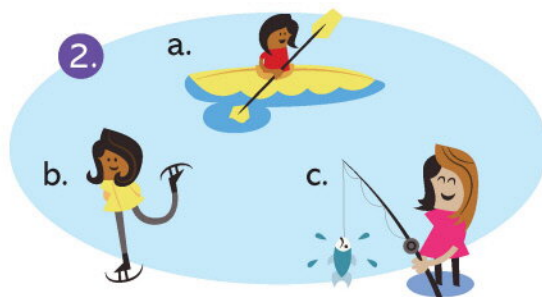
3. Stella: What \_\_\_\_\_ we \_\_\_\_\_ (do) if there  
\_\_\_\_\_ (not be) any kayaks for us?

Anne: If that \_\_\_\_\_ (happen),  
we' \_\_\_\_\_ just \_\_\_\_\_ (go) fishing!

4. Sam: Aunt Ella, if you and Uncle Felix  
\_\_\_\_\_ (go) to Australia, \_\_\_\_\_  
you \_\_\_\_\_ (go) snorkeling?

Aunt Ella: We' \_\_\_\_\_ (go) snorkeling if  
we \_\_\_\_\_ (have) time.

1.54 6. Listening comprehension Listen to the conversations. Circle the activity for each conversation.



7. Listen to the conversations again. Write true statements in the real conditional.

1. If Todd / finish his homework / go snorkeling

If Todd finishes his homework, he'll go snorkeling.

2. If Mom / need the car / they / go kayaking

\_\_\_\_\_

3. If Danny / find / his hiking boots / he / not go hiking.

\_\_\_\_\_

## Reading A blog post

- 1.55) 1. Read Charlotte's answer to the Teen2Teen open question.  
Why does she think Alaska is a good place for tourists to visit?
2. **Identify the main idea** After reading Charlotte's post, circle the statement that expresses its main idea.
1. In Alaska, there are some exciting things to do.
  2. Tourists come to Alaska to see the Iditarod race.
  3. Alaska has a lot of grizzly bears.

### Open question: Why do tourists visit your country?



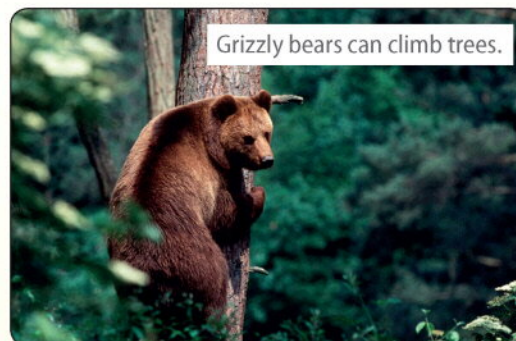
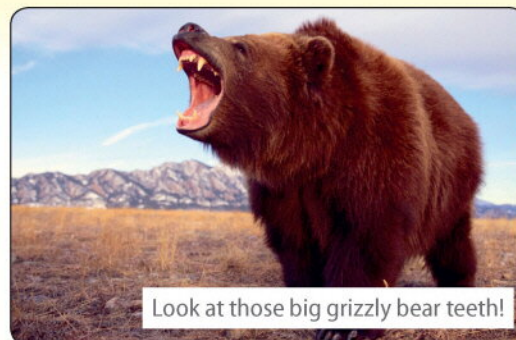
Charlotte:

I'm from the state of Alaska in the U.S., and (no offense to Cooper) I think Alaska is way more exciting than Australia. Between May and September (our warmer months), more than 1.5 million tourists come here. They take boats and airplanes to see our dramatic scenery and our awesome wildlife, like moose and gray wolves. But we have dangerous animals, too. In the Denali National Park, there are grizzly bears. I think they're much scarier than sharks.

I can tell you: these bears are definitely not cute. And you can't just sit in a kayak or climb a tree to escape from a grizzly bear: they can swim, and they can climb trees!

So what amazing outdoor activities attract tourists to Alaska? Of course, like in Australia, hiking, mountain biking, and kayaking are popular. But people can go snowmobiling here. And lots of people come to see the exciting Iditarod dog sled race. The race is in early March, when the weather is extremely cold and snowy. It's so cold that the dogs wear shoes!

When it's vacation time for me, I just stay in Alaska. Come and visit. If you do, you won't be sorry! Alaska rocks!



3. **Recognize point of view** Cross out the statements that don't represent Charlotte's opinions.

1. ~~Australia is more exciting than Alaska.~~
2. Grizzly bears are scarier than sharks.
3. Grizzly bears are really cute.
4. Moose are really cute.
5. The Iditarod is boring.
6. Both Australia and Alaska have exciting outdoor activities.

4. **Understand meaning from context** Write the word or phrase with a similar meaning.

a lot animals awesome go up very

1. I think Alaska is way more exciting than Australia. a lot
2. They come to see our awesome wildlife, like moose. \_\_\_\_\_
3. Grizzly bears can swim, and they can climb trees! \_\_\_\_\_
4. So what amazing outdoor activities bring tourists to Alaska? \_\_\_\_\_
5. The race is in early March, when the weather is extremely cold and snowy. \_\_\_\_\_

About you!



**What's your opinion? Complete the statement.**

The best places to visit in my country are \_\_\_\_\_.

**Teen 2 Teen**

**Make and accept an invitation**

1.56

1. **Read and listen to the conversation.**

- A** Hey, Alex. Are you free this weekend?
- B** Yes, I am. Why?
- A** Would you like to go mountain biking?
- B** I'd love to. But I don't have a mountain bike.
- A** That's no problem. We have an extra one. You can use it.
- B** Thanks so much! If I can use your bike, I'll go.

1.57

2. **Pronunciation** Listen and repeat.

3. **Guided conversation** Create a NEW conversation. Change the time or day. Change the activity and equipment. Use the pictures for ideas.

- A** Hey, \_\_\_\_\_. Are you free \_\_\_\_\_?
- B** Yes, I am. Why?
- A** Would you like to \_\_\_\_\_?
- B** I'd love to. But I don't have a \_\_\_\_\_.
- A** That's no problem. We have an extra one. You can use it.
- B** Thanks so much! If I can use your \_\_\_\_\_, I'll go.



**A**

**B**

**Read your new conversation with your partner.**

**Then read the conversation in your partner's book.**





#### 4. Complete the requests with *will*.

- We're going biking in the park. Will you please tell (please / tell) Mom and Dad?
- \_\_\_\_\_ (give) Ray a message? Tell him I'll be back at 2:00.
- \_\_\_\_\_ (please / clean up) the science lab? It's a mess!

#### 5. Read the conversations. Circle the correct verb forms for the real conditional.

- A: If I go / will go camping on Thursday, I need / will need a tent.  
B: No problem! We have an extra one.
- A: If I don't / won't find my fishing rod this morning, I don't / won't go fishing with you this afternoon.  
B: Don't worry. I'll help you find it.
- A: Do / Will you go kayaking with my family if we drive / will drive you to the beach?  
B: Definitely! Thanks for offering!
- A: Who is / will be at home if we get / will get there early tonight?  
B: I'm not sure. Maybe Dad will be there. I'll give him a call.

### All About You

#### 1. Write your own response to each person.



You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_

#### 2. Complete each personal statement with your plans.

When I get home today, I'll \_\_\_\_\_.

If the weather is good this weekend, I'll \_\_\_\_\_.

This afternoon at 5:00, I'll \_\_\_\_\_.

### Progress Check

✓ Check what you can do.

Leave a message for someone

Make and accept an invitation

Ask for and agree to do a favor

Use the Unit 4–6 grammar and vocabulary

You rock!



# Were you at the movies?

**Grammar:** The past tense of *be*

**Vocabulary:** Movie genres • Adjectives to describe movies, books, and other media

**Social language:** Describe a movie

## Topic Snapshot

1.58

### 1. Read and listen to the conversation.

1.



**Sam:** Hey, Brett! You weren't at the mall yesterday afternoon after school. Where were you?

**Brett:** It was my girlfriend Diana's birthday, so we were at the movies.

**Sam:** Really? What was the movie?

**Brett:** *Remember Me*. It was at the Cinelux.

2.



**Sam:** What was it about?

**Brett:** It was a love story. Diana really likes love stories. Actually, it was pretty good.

**Sam:** Really? Love stories aren't for me. I think they're a little boring. I only go to action movies.

3.



**Brett:** By the way, there's a new action movie opening next week. *Colorado Jones*.

**Sam:** *Colorado Jones*? Cool! Who's in it?

**Brett:** John Newson!

4.



**Sam:** No way! I love his movies!

**Brett:** Well, let's go see it. They say it's epic.

**Sam:** It's a deal!

### 2. Circle T (true), F (false), or NI (no information) according to the Topic Snapshot.

- |   |   |
|---|---|
| 1. Sam was at the mall after school.                      | <input checked="" type="radio"/> T / F / NI |
| 2. Sam was at the movies with Brett.                      | T / F / NI                                  |
| 3. <i>Remember Me</i> is a love story.                    | T / F / NI                                  |
| 4. Sam doesn't like love stories.                         | T / F / NI                                  |
| 5. <i>Colorado Jones</i> is a love story.                 | T / F / NI                                  |
| 6. Sam and Brett are going to see <i>Colorado Jones</i> . | T / F / NI                                  |
| 7. <i>Colorado Jones</i> is a very scary movie.           | T / F / NI                                  |

## Vocabulary Movie genres

1.59) 1. Look at the photos. Read and listen.



1. an action movie



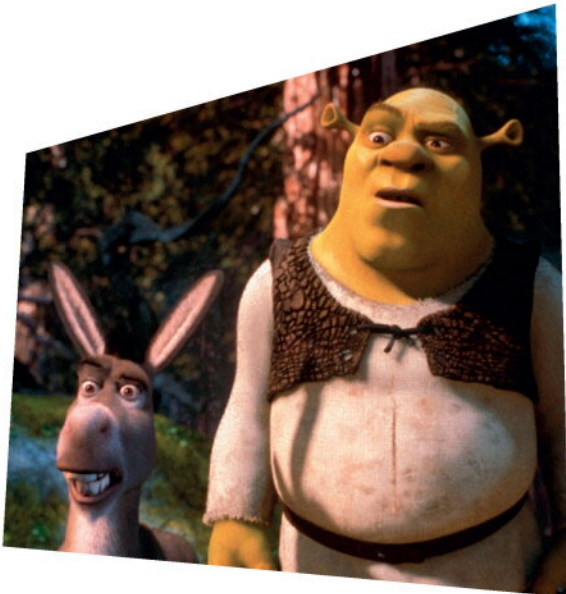
2. a love story



3. a comedy



4. a sci-fi movie



5. an animated movie



6. a horror movie



7. a musical

1.60) 2. **Pronunciation** Listen and repeat.

1.61) 3. **Listening comprehension** Listen to the conversations. Then listen again and write the genre of each movie.

1. Movie 1 is an action movie.
2. Movie 2 is \_\_\_\_\_.
3. Movie 3 is \_\_\_\_\_.
4. Movie 4 is \_\_\_\_\_.
5. Movie 5 is \_\_\_\_\_.

4. Listen to the conversations again. Write a check mark for the movies the people will see.

Fast Car  Little Fish  Crazy Dancing  Silly Billy  Grizzly City

## Grammar The past tense of *be*

### 1. Study the grammar.

- Use *was* and *were* to express the past of *be*. You can use a time expression.

#### Contractions

was not → **wasn't**

were not → **weren't**

#### Past time expressions

1.62 Listen and repeat the past time expressions.

Today is Tuesday, November 3.

Yesterday was Monday, November 2.

The day before yesterday was Sunday, November 1.

Three days ago was Saturday, October 31.

Last month was October.

Affirmative statements	Negative statements
I He <b>was</b> at the movies last night. She	I He <b>wasn't</b> at the party. She
We You <b>were</b> bored. They	We You <b>weren't</b> excited. They
Questions	
<b>Were</b> you at the movies last night?	Yes, I <b>was</b> . No, I <b>wasn't</b> .
<b>Was</b> the movie a comedy?	Yes, it <b>was</b> . No, it <b>wasn't</b> .
<b>Were</b> your parents at home?	Yes, they <b>were</b> . No, they <b>weren't</b> .
Where <b>were</b> you this morning?	(I was at school.)
When <b>was</b> she at the mall?	(On Friday.)
Who <b>were</b> you with?	(My boyfriend and his brother.)
Who <b>was</b> at the party?	(All my classmates.)
How <b>was</b> the party?	(Awesome!)

### 1.63 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the calendar. Today is December 17. Complete each statement with the correct past time expression.

- December 15 was the day before yesterday.
- \_\_\_\_\_ it was November 17.
- \_\_\_\_\_ was December 16.
- \_\_\_\_\_ was November.
- \_\_\_\_\_ was December 14.



### 4. Complete the conversations with *was*, *were*, *wasn't*, or *weren't*.

- A: Was Lisa at the party last night?  
B: No, she \_\_\_\_\_. But her sisters \_\_\_\_\_ there.  
A: Who else \_\_\_\_\_ there?  
B: The kids in the school band \_\_\_\_\_ there, too.
- A: I \_\_\_\_\_ late for school this morning.  
B: Really? Why?  
A: There \_\_\_\_\_ a lot of traffic.  
B: So, \_\_\_\_\_ the other kids late, too?  
A: Some \_\_\_\_\_. But there \_\_\_\_\_ a movie in music class. It was so cool!  
B: A movie? What movie \_\_\_\_\_ it?  
A: It \_\_\_\_\_ a musical called *The Singing Teacher*.

### 5. Write questions, using the past tense of *be*.

- be / you / on time for the movie?  
Were you on time for the movie?
- who / be / in that great sci-fi movie about the future?  
\_\_\_\_\_
- be / there / two action movies on TV last night?  
\_\_\_\_\_
- where / be / Sara / last weekend?  
\_\_\_\_\_
- be / your parents / at home yesterday?  
\_\_\_\_\_
- when / be / you / at the movie theater?  
\_\_\_\_\_
- what day / be / the game on TV?  
\_\_\_\_\_
- how / be / the horror movie about grizzly bears?  
\_\_\_\_\_

## Vocabulary Adjectives to describe movies, books, and other media

### 1.64 1. Look at the pictures. Read and listen.



1. The TV program was **exciting**.



2. The talk was **boring**.



3. The documentary was **interesting**.



4. The comedy was **really funny**.



5. The horror movie was so **scary**.

### 1.65 2. Pronunciation Listen and repeat.

### 3. Complete each statement with the correct adjective.

- Nora's parents don't like love stories. They think they are really **boring** / interesting.
- Horror movies are just too **interesting** / scary for me.
- My little brother likes action movies. He loves **exciting** / funny stories.
- That comedy was so **scary** / funny. But it wasn't ridiculous or silly.
- There was a **boring** / an interesting program about animals in zoos on TV last night. I really want to see it again.

#### And don't forget ...

- serious
- silly
- ridiculous
- awful
- weird
- great
- awesome

About you!



**What's your opinion? Write the name of a movie for each adjective.**

The funniest movie: \_\_\_\_\_

The scariest movie: \_\_\_\_\_

The most interesting movie: \_\_\_\_\_

The most boring movie: \_\_\_\_\_

The most exciting movie: \_\_\_\_\_

## Reading A magazine article

- 1.66) 1. Read the article. What's your favorite movie with "special effects"?
2. **Confirm a text's content** After reading the article, circle T (true), F (false), or NI (no information).
- |   |                   |
|---|-------------------|
| 1. <i>Titanic</i> was the first movie to use special effects.                                   | T / F / <b>NI</b> |
| 2. Moviegoers today like movies with special effects.   | T / F / NI        |
| 3. Special effects can create very real images.   | T / F / NI        |
| 4. The special effects in <i>Titanic</i> come from the most advanced computer technology today. | T / F / NI        |
| 5. <i>Inception</i> and <i>Rio</i> use more advanced technology than <i>Titanic</i> .           | T / F / NI        |

## More than a Movie



Every year, as technology advances, movies become more amazing. Moviegoers come to the theater for more than a movie – they expect computer animations and other exciting special effects such as 3D (with special glasses!). When spectators sit in a movie theater, the special effects on the screen can sometimes be so real that it's hard to believe that a computer created them. Today's movies aren't the first, however, to use the latest technology to create a fantastic reality.

In 1997, *Titanic* was a blockbuster movie with exciting special effects. Even today, when we watch *Titanic*, we believe we are seeing the real ship going down in the ocean. If we look at the photograph of the filming of *Titanic* below, we can see that the image of the ship comes from a small model. It's the movie camera that creates the impression of a much larger ship.

Fifteen years after *Titanic*, two movies, *Inception* and *Rio*, use a greatly advanced computer animation technology. Today's directors and producers can create "reality" with only a computer. The action movie *Inception* shows realistic, scary images of a city exploding. And *Rio* creates beautiful, lovable characters through the most advanced animation.

What will the next great advances in computer technology bring to our movie experience in the future?



*Titanic* (1997). Was the model *Titanic* the same size as the actual ship?



*Inception* (2010). Buildings explode. Were the buildings real or computer-generated?



*Rio* (2011). Does this animation look real?

3. **Understand meaning from context** Choose the word or phrase with a similar meaning.

advances believe a model moviegoers special effects

1. Every year moviemaking gets better and more modern. advances
2. People who go to the movies like exciting images. \_\_\_\_\_
3. We love movies with computer images that look real. \_\_\_\_\_
4. We think it's real, but we're not sure. \_\_\_\_\_
5. Sometimes directors use a small object that represents a larger object. \_\_\_\_\_

About you!



**What's your opinion? Complete the statement.**

Movies with a lot of special effects are **better than / not better than** other movies because \_\_\_\_\_.

**Teen 2 Teen**

**Describe a movie**

1.67 **1. Read and listen to the conversation.**

- A** There was a great horror movie at the City Center last night.
- B** Really? I love horror movies. What was it?
- A** *Shark Attack.*
- B** Who was in it?
- A** Janet Sykes and Steve Cooper.
- B** Was it scary?
- A** Yes, it was.



1.68

**If you don't know**

I don't know.....  
I can't remember.

1.69 **2. Pronunciation** Listen and repeat.

**3. Guided conversation** On the notepad, describe two movies. Use one of your movies to create a **NEW** conversation. Use the name of a real movie theater in your hometown.

- A** There was \_\_\_\_\_ at the \_\_\_\_\_.
- B** Really? I love \_\_\_\_\_s. What was it?
- A** \_\_\_\_\_.
- B** Who was in it?
- A** \_\_\_\_\_.
- B** Was it \_\_\_\_\_?
- A** \_\_\_\_\_, it \_\_\_\_\_.

	movie title	genre	adjectives	actors
1.				
2.				

**A**

**B**

**Read your new conversation with your partner. Then read the conversation in your partner's book.**



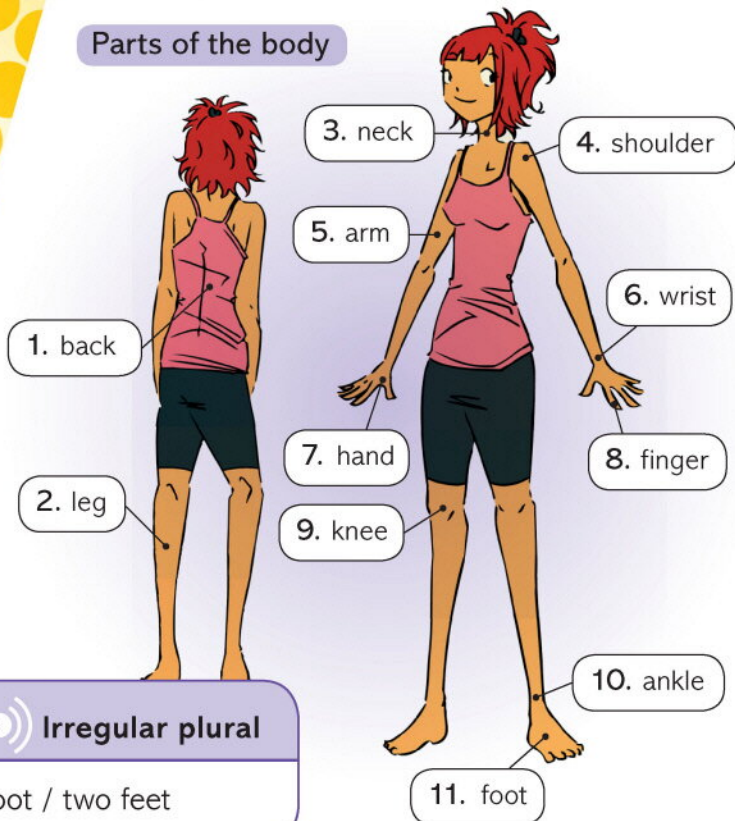
# She hurt her shoulder.

**Grammar:** The simple past tense  
**Vocabulary:** Parts of the body • Injuries  
**Social language:** Discuss an injury • Express concern

## Vocabulary Parts of the body; Injuries

2.02)) **1. Look at the pictures. Read and listen.**

### Parts of the body



### 2.03)) Irregular plural

a foot / two feet

### Injuries



12. He broke his arm.



13. She burned her hand.



14. I cut my finger.



15. She hurt her ankle.

2.04)) **2. Pronunciation Listen and repeat.**

**3. Look at the pictures. Choose the correct verb to complete each statement.**



1. I burned / **broke** my leg.



2. I hurt / cut my back.



3. I burned / cut my knee.



4. I cut / broke my wrist.



5. I broke / burned my arm.

2.05)) **4. Listening comprehension Listen to the conversations.**

**Complete each statement with the correct part of the body.**

- The man burned his finger.
- Sophie hurt her \_\_\_\_\_.
- The girl cut her \_\_\_\_\_.
- The woman hurt her \_\_\_\_\_.
- Jake broke his \_\_\_\_\_.
- The man cut his \_\_\_\_\_.

## Topic Snapshot

2.06

### 1. Read and listen to the conversation.



**Marcus:** This is amazing. Check out this article about Shun Fujimoto.

**Lisa:** Who's that?

**Marcus:** He's a Japanese gymnast. He broke his knee in the 1976 Olympics, but he still competed.



**Lisa:** Really? That is amazing.

**Marcus:** He didn't tell anyone about the injury because he wanted to compete. His last event was the rings, and he scored a 9.7!

**Lisa:** With an injury like that? No way!

**Marcus:** Incredible, right? He was in a lot of pain, but because of his 9.7 score, Japan won the gold medal in gymnastics!



**Lisa:** Can I see that? Hey, here's Cristiane!

**Marcus:** Cristiane ... She's a soccer player, right?

**Lisa:** Yeah, she was in the 2012 Olympics, playing for Brazil. She's my hero.



**Marcus:** Oh yeah, I remember! She hurt her shoulder. Really badly.

**Lisa:** Right. But she scored a goal and Brazil won! This was her eleventh Olympic goal, a world record!

**Marcus:** That's amazing!

### 2. Complete the statements with words and phrases below.

athletes broke competed gymnast hurt injuries knee shoulder soccer player won

- Marcus and Lisa are reading articles about two Olympic athletes.
- The athletes \_\_\_\_\_ in the Olympics with bad \_\_\_\_\_.
- Fujimoto is a \_\_\_\_\_, and Cristiane is a \_\_\_\_\_.
- Cristiane \_\_\_\_\_ her \_\_\_\_\_, and Fujimoto \_\_\_\_\_ his \_\_\_\_\_.
- Their teams \_\_\_\_\_ their events.

## Grammar The simple past tense

### 1. Study the grammar.

Cristiane hurt her shoulder, but she played the game, scored a goal, and broke the world record.

#### Formation: regular verbs

Add *-ed* to the base form:

play → played

want → wanted

If the base form ends in *-e*, add *-d*:

like → liked

score → scored

Exceptions:

study → studied

stop → stopped

shop → shopped

chat → chatted

#### Contraction

did not → didn't

#### Regular verbs

##### Affirmative statements

I  
You  
He / She **played.**  
We  
They

##### Negative statements

I  
You  
He / She **didn't play.**  
We  
They

#### Irregular verbs

##### Affirmative statements

Our team **won.**

##### Negative statements

We **didn't win** the medal.

break → **broke**

buy → **bought**

come → **came**

cut → **cut**

do → **did**

eat → **ate**

feel → **felt**

get → **got**

give → **gave**

go → **went**

have → **had**

hurt → **hurt**

make → **made**

run → **ran**

say → **said**

see → **saw**

sit → **sat**

speak → **spoke**

take → **took**

win → **won**

See page 104 for a complete list.



#### Language tips

- Regular and irregular verbs all have the same form in negative statements. They all use *didn't* + base form.  
*I didn't break my arm* **NOT** *I didn't broke my arm.*
- The past form of *can* is *could*.  
*I could watch the game online, but I couldn't watch it on TV.*

2.07

### 2. Pronunciation Listen to the irregular past tense forms. Repeat.

### 3. Re-read the Topic Snapshot on page 57. Write all the verbs that express the past.

broke,

### 4. Write the simple past tense form of these regular verbs.

/d/  
1. listen listened  
2. play \_\_\_\_\_  
3. live \_\_\_\_\_

/t/  
4. dance \_\_\_\_\_  
5. wash \_\_\_\_\_  
6. watch \_\_\_\_\_

/ɪd/  
7. want \_\_\_\_\_  
8. need \_\_\_\_\_  
9. text \_\_\_\_\_

2.08

### 5. Pronunciation Listen to the three different sounds of the verb endings in Exercise 4. Then listen again and repeat.

## 6. Complete the conversations with verbs in the simple past tense.

1. Was Lucas at the game yesterday?



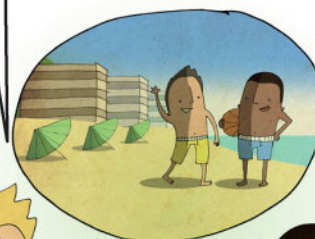
Yes, he was. And his team won (win)!

2. Where were your sisters last night?



They \_\_\_\_\_ (go) to the movies.

3. How was the weather in Fortaleza?



It was fantastic!. We \_\_\_\_\_ (stay) at the beach all day.

4. Was your dad's birthday dinner good?



It was terrific, but my mom \_\_\_\_\_ (burn) her hand.

5. Were you at the Adele concert?



No, I wasn't. I \_\_\_\_\_ (listen) online.

6. Who was at the park this morning?



My classmates. Everyone \_\_\_\_\_ (come).

## 7. Rewrite each statement in the simple past tense.

1. I have dinner with my family at 7:00. We don't eat very late.

I had dinner with my family at 7:00. We didn't eat very late.

2. My parents say happy birthday to me, and they get me nice presents.

\_\_\_\_\_

3. I can see that the gymnast has a bad injury.

\_\_\_\_\_

4. We do our homework before we go home in the evening.

\_\_\_\_\_

5. I don't go to the doctor when I burn my hand.

\_\_\_\_\_

About you!



Write two statements in the simple past tense about what you did yesterday.

Yesterday, I watched a great movie on TV with my sister.

\_\_\_\_\_

\_\_\_\_\_

## Reading Biographies of two athletes

- 2.09))
1. Read the biographies. In what ways are the athletes' lives similar?
  2. **Identify the main idea** After reading the biographies, choose the statement that expresses the main idea.
    1. Athletes who compete with physical problems teach us that talent and hard work are important for success.
    2. Jessica and Alan competed in sports when they were children.
    3. Jessica had no fibula bones when she was born.

# No Limits



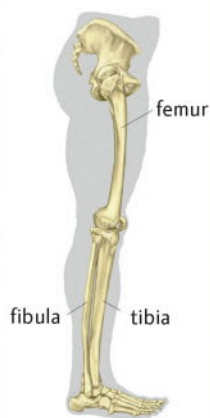
Jessica walks with prosthetic legs, but she swims without them.



Alan wins the 2012 Paralympics Gold Medal in London.

**Paralympic swimmer Jessica Long was born in 1992** with no fibula bones in her legs. It is impossible to walk without fibulas, so doctors amputated her legs below her knees when she was eighteen months old. Doctors gave Jessica prosthetic legs, and she learned to walk with them. As a child and a teenager, she participated in many sports, including gymnastics, ice skating, biking, and rock climbing.

When she was very young, Jessica learned to swim in her grandparents' pool. Jessica walks on her prosthetic legs, but she swims without them. In 2004, she joined the U.S. Paralympic Swimming team in Athens, Greece. At only twelve years old, she was the youngest swimmer on the team and won three gold medals!



The bones of the leg

**When Alan Oliveira was only 21 days old,** he was very sick with a bacterial infection. To save his life, doctors amputated his legs below his knees. Like Jessica, Alan was an athletic child. When he was eight, he wanted to run in races, but his prosthetic legs were made of wood and were not very efficient. When he was fifteen, he received carbon fiber blades. A year later, he ran in the Beijing Paralympics and won a silver medal.

Both athletes continue to compete in races and continue to win medals for their countries. In 2012, Jessica won a gold medal at the London Paralympics, and Alan won the Gold Medal in his 200-meter race! These two athletes teach us that there are no limits when we have talent and determination.

3. **Find supporting details** Complete the statements. Then underline information in the biographies that supports each statement.

1. Jessica Long was born with a prosthetic leg / a physical problem.
2. Alan Oliveira was born with normal legs / no legs.
3. After the amputation, doctors gave Jessica prosthetic legs / fibula bones.
4. Jessica participated / didn't participate in sports when she was a teenager.
5. Alan's first prosthetic legs were made of wood / carbon fiber.
6. Carbon fiber blades / Wooden legs are more efficient for races.

About you!



**What's your opinion? Complete the statement.**

The two athletes' lives are interesting to me because \_\_\_\_\_

## Teen 2 Teen

### Discuss an injury; Express concern

2.10 **1. Read and listen to the conversation.**

- A** What happened to you?  
**B** I hurt my arm.  
**A** That's terrible. Are you OK?  
**B** I guess so. But I can't play in the concert.  
**A** That's too bad. Get better soon, OK?  
**B** Thanks, Devin.

2.11

#### Express concern

That's terrible!  
 That's awful!  
 That's too bad!  
 I'm so sorry to hear that!  
 Oh, no!

2.12 **2. Pronunciation** Listen and repeat.

**3. Guided conversation** Create a NEW conversation, using a different injury and stating a different problem. Use the list of injuries and problems for ideas. Express concern in a different way.

- A** What happened to you?  
**B** I \_\_\_\_\_ my \_\_\_\_\_.  
**A** \_\_\_\_\_! Are you OK?  
**B** I guess so. But I can't \_\_\_\_\_.  
**A** That's too bad. Get better soon, OK?  
**B** Thanks, \_\_\_\_\_.

#### Injuries

I cut ...  
 I burned ...  
 I hurt ...  
 I broke ...

#### Problems

I can't ... play in the [game / concert].  
 go to [band / orchestra] practice.  
 go to [volleyball / soccer] practice.

**A**

**B**

Read your new conversation with your partner. Then read the conversation in your partner's book.

# Did you hear about the storm?

**Grammar:** The simple past tense: questions  
**Vocabulary:** Severe weather and weather-related events • How to prepare for severe weather  
**Social language:** Describe a storm experience

## Topic Snapshot

2.13

### 1. Read and listen to the posts.

# Teen 2 Teen Friends

18:46
3%

My blog: Bad weather



**Vivian Lin:**  
 Hey guys! Did you hear about the storm in my city, Taichung, a few days ago? We had a huge typhoon! Don't worry, we're fine. The electricity was out for a while, but I'm back online now. The wind did some damage to cars and trees, though. Part of a tree fell on our building during the storm and broke a window in my sister's room. And there was a ton of rain and lots of flooding.

After the storm, we went outside, and the water was up to our knees! Luckily, our car was on the second floor of the garage. Because there was no electricity, all the schools were closed for two days. (Yay!) But everything's back to normal now. And actually I'm happy we're back in school again. I was really bored! So, do any of you guys get typhoons where you live?



Flooding in Taichung



**Arturo Ortega:**  
 Wow! What a storm! We sometimes get storms like that in the Dominican Republic, but we call them hurricanes, not typhoons. We had one a few years ago called Hurricane Sandy. There were lots of injuries and even two deaths. It's really awful when people actually die in a storm. It was pretty scary! But I guess we were lucky.



After Hurricane Sandy, in Santo Domingo, the Dominican Republic



### 2. Circle T (true), F (false), or NI (no information) according to the Topic Snapshot.

- |  |            |
|--|------------|
| 1. There was some damage to Vivian's building.                   | T / F / NI |
| 2. Vivian didn't go to school for two days.                      | T / F / NI |
| 3. There was some damage to Vivian's school.                     | T / F / NI |
| 4. Vivian's family car was under water during the typhoon.       | T / F / NI |
| 5. No one died during the typhoon in Taichung.                   | T / F / NI |
| 6. No one died in the Dominican Republic during Hurricane Sandy. | T / F / NI |
| 7. There was no electricity during the typhoon in Taichung.      | T / F / NI |

## Vocabulary Severe weather and weather-related events

2.14) 1. Look at the pictures. Read and listen.



2.15) 2. **Pronunciation** Listen and repeat.

3. Complete each statement about a storm or weather-related event.

- There was so much ... during the blizzard that people couldn't walk in the streets.  
a. wind and rain    **b. wind and snow**
- There was ... during the storm last night, so I couldn't sleep.  
a. thunder and lightning    b. a little rain
- During the thunderstorm, there was ... for about ten minutes. It broke a window in our car!  
a. rain    b. hail
- There was a terrible drought. There was no ... for three months.  
a. wind    b. rain

2.16) 4. **Listening comprehension** Listen to the conversations. Check the kind of storm or event.

	a.	b.	c.	d.	e.	f.	g.
1.							
2.			✓				
3.							
4.							
5.							
6.							



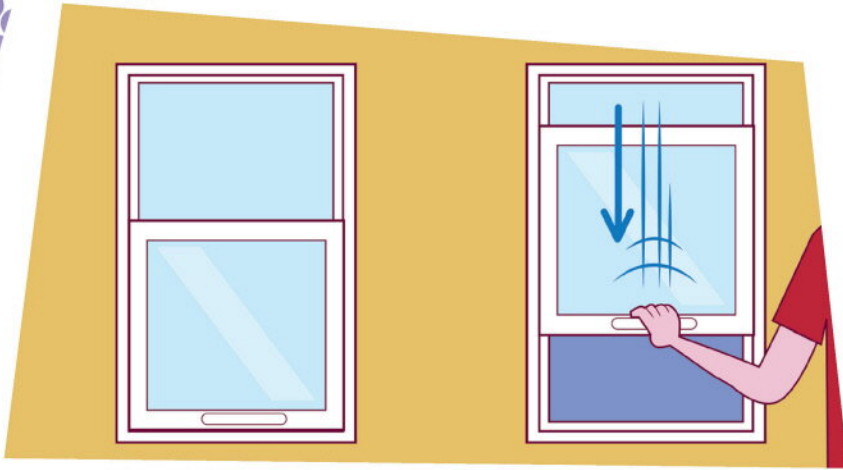
What severe weather events do you know about?

There was a flood in Maryville last year. There was also a typhoon in Japan.

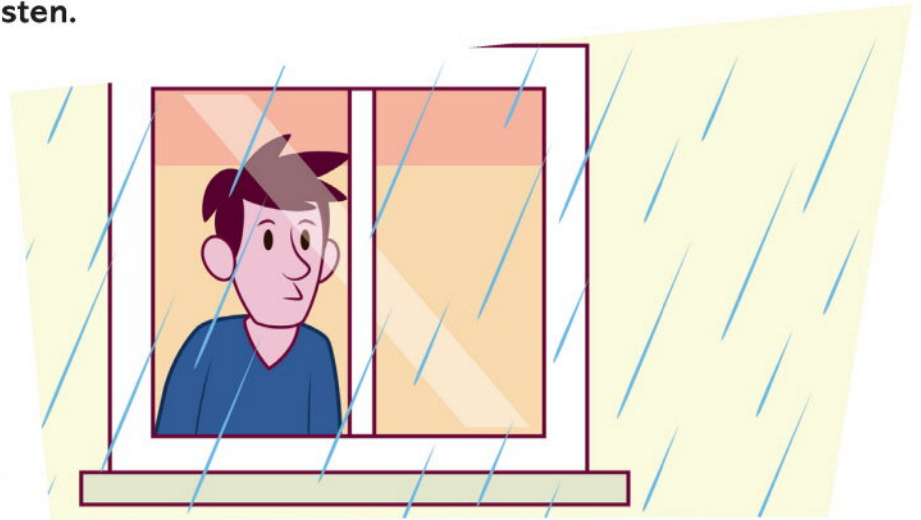


## Vocabulary How to prepare for severe weather

2.17)) 1. Look at the pictures. Read and listen.



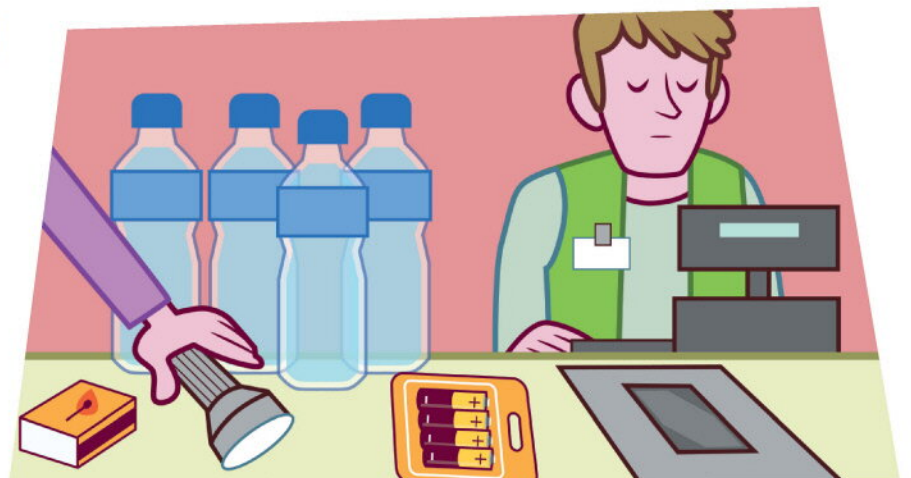
1. close the windows



2. stay inside



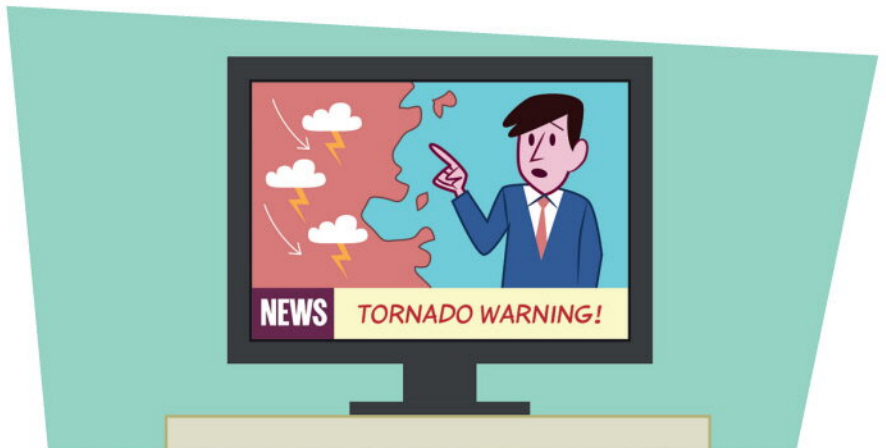
3. take shelter



4. buy supplies



5. evacuate



6. watch the weather report

2.18)) 2. **Pronunciation** Listen and repeat.

2.19)) 3. **Listening comprehension** Listen to each weather report. Then listen again.  
After each report, use imperative forms of the Vocabulary to complete the instructions.

1. Buy supplies \_\_\_\_\_ before, and take shelter \_\_\_\_\_ during, the storm.
2. \_\_\_\_\_ and \_\_\_\_\_ during the storm.
3. \_\_\_\_\_ and \_\_\_\_\_.
4. \_\_\_\_\_ now and \_\_\_\_\_ at schools in Nayerton.

## Grammar The simple past tense: questions

### 1. Study the grammar.

yes / no questions		Short answers	
Did	the tornado <b>do</b> a lot of damage?	Yes, it did.	No, it didn't.
	they <b>go</b> outside during the blizzard?	Yes, they did.	No, they didn't.
	she <b>buy</b> supplies before the storm?	Yes, she did.	No, she didn't.
	you <b>watch</b> the weather report last night?	Yes, we did.	No, we didn't.

Information questions	
Where <b>did</b> they <b>stay</b> during the storm?	(They stayed in the school gym.)
When <b>did</b> they <b>evacuate</b> the city?	(This morning.)
Who <b>did</b> Paul <b>call</b> before the storm?	(He called his mother.)
<b>BUT</b> Who <b>called</b> his mom before the storm?	(Paul did.)
How many people <b>died</b> during the typhoon?	(Three people died.)

2.20

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each question with the correct verb.

- Did the storm **do** / **did** a lot of damage?
- Did they **watched** / **watch** the news on TV?
- Who **did call** / **called** during the hurricane?
- Did any trees **fall** / **fell** on the car?
- Where did you **took** / **take** shelter during the storm?
- Who did you **see** / **saw** outside during the blizzard?

### 4. Change each statement into a yes / no question in the simple past tense.

- I listened to the news last night. Did you listen to the news last night ?
- She bought supplies after work. \_\_\_\_\_ ?
- We closed the windows before the storm. \_\_\_\_\_ ?
- We watched the weather report after dinner. \_\_\_\_\_ ?
- They stayed inside during the blizzard. \_\_\_\_\_ ?

### 5. Complete the conversations with questions in the simple past tense. Use the cues.

- A: What did they do during the blizzard ? (What / do)  
B: During the blizzard? They stayed inside.
- A: \_\_\_\_\_ ? (Where / go)  
B: During the flood? We went to my aunt's house.
- A: \_\_\_\_\_ ? (How many / die)  
B: In the mudslide? Two people died.
- A: \_\_\_\_\_ ? (When / begin)  
B: The drought? It began in April.
- A: \_\_\_\_\_ ? (Who / close)  
B: The windows? I closed them.

## Reading An informational website

- 2.21
1. Read the informational website. Which weather-related event, in your opinion, was the worst? Explain your reasons.
  2. **Classify information** After reading the website, match each weather-related event with the facts.
    1. The Bhola Typhoon
    2. The Vargas Mudslide
    3. The Joplin Tornado
    - a. It happened in the twenty-first century.
    - b. It damaged thousands of people's homes.
    - c. There weren't any floods.
    - d. It didn't occur in the U.S.
    - e. Rain was the cause.
    - f. The largest number of people died.

### My blog: Weather around the world



Vivian Lin

Hi guys! I researched some really terrible storms. Here's what I found.



#### The Bhola Typhoon

One of the worst storms in the twentieth century was the huge Bhola Typhoon in Bangladesh in November 1970. Very high winds caused water from the sea to flood villages and farms. Houses were completely under water. Approximately 300,000 to 500,000 people died in this awful storm.



#### The Nova Friburgo Mudslide

Over a period of 24 hours in January 2011, more than 140 millimeters of rain fell on the mountainous state of Rio de Janeiro in Brazil. That was more rain than the area usually gets in the entire month of January. From high in the mountains, flooding from the rain began to carry dirt and rocks toward the cities and towns below. This caused massive mudslides that destroyed cars, homes, and buildings. The mudslides killed more than 800 people in Nova Friburgo, Teresopolis, and Petropolis. It was one of Brazil's worst disasters.

#### The Joplin Tornado

A huge tornado hit the city of Joplin, located in the center of the United States, in May 2011. It was 1.6 kilometers wide, and terrible damage occurred in the southern part of the city. One hundred fifty-eight people died, and there were a lot of injuries. It was the worst tornado to occur in the U.S. in many years. It severely damaged Joplin's nine-story hospital as well as hundreds of homes, businesses, cars, and trees.



### 3. Scan for information Write the letter to answer each question.

- |  |          |                   |
|--|----------|-------------------|
| 1. In what country did the typhoon occur?            | <u>g</u> | a. November       |
| 2. Where did the mudslide occur?                     | ___      | b. December       |
| 3. In what month of the year did the typhoon occur?  | ___      | c. 1.6 kilometers |
| 4. In what city did the tornado occur?               | ___      | d. 158            |
| 5. How many people died in the tornado?              | ___      | e. Joplin         |
| 6. In what month of the year did the mudslide occur? | ___      | f. 1999           |
| 7. How wide was the tornado?                         | ___      | g. Bangladesh     |
| 8. In what year did the mudslide occur?              | ___      | h. Venezuela      |



About you!

Write the names of some of the worst storms you know. Where did they occur?

## Teen 2 Teen

### Describe a storm experience

#### 2.22 1. Read and listen to the conversation.

- A** You won't believe what happened here yesterday.
- B** What happened?
- A** We had a huge tornado! There was a ton of wind and hail.
- B** Really? Did it do any damage to your house?
- A** Nothing serious, but it was really scary.



#### 2.23 2. Pronunciation Listen and repeat.

#### 3. Guided conversation Create a NEW conversation.

Change the storm and the time of the storm.

Change the description of the weather.

#### Weather

rain  
wind  
snow  
hail  
lightning  
thunder

- A** You won't believe what happened here \_\_\_\_\_.
- B** What happened?
- A** We had a huge \_\_\_\_\_. There was a ton of \_\_\_\_\_ and \_\_\_\_\_.
- B** Really? Did it do any damage to your house?
- A** Nothing serious, but it was really scary.



- A** Read your new conversation with your partner.
- B** Then read the conversation in your partner's book.



### 3. Complete the conversations with the simple past tense or the past of *be*.

- A: What kind of movie did you see (you / see) last night?  
 B: We \_\_\_\_\_ (see) a really good love story with Matt Mone and Suzie Swift.
- A: Why \_\_\_\_\_ (be) you so late for band practice yesterday?  
 B: Me? Because I \_\_\_\_\_ (have) a bike accident and I \_\_\_\_\_ (hurt) my knee.
- A: Which team \_\_\_\_\_ (win) the game last weekend?  
 B: Which team? The Bobcats, of course! They always win.
- A: \_\_\_\_\_ (you / watch) that soccer game on TV last night?  
 B: Yes I did. Unbelievable! One player \_\_\_\_\_ (break) his foot.
- A: What \_\_\_\_\_ your mom \_\_\_\_\_ (make) for dinner tonight?  
 B: My mom? She \_\_\_\_\_ (make) a really delicious chicken dish with rice.
- A: What \_\_\_\_\_ you \_\_\_\_\_ (buy) for your sister's birthday?  
 B: I \_\_\_\_\_ (buy) her a beautiful necklace.

## All About You

### 1. Write your own response to each person.



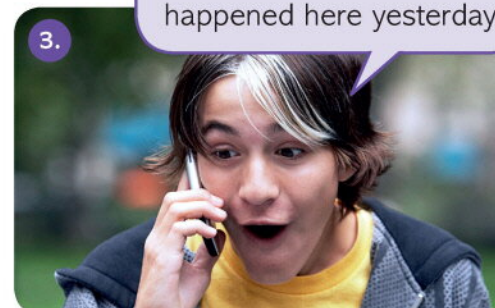
You \_\_\_\_\_

\_\_\_\_\_



You \_\_\_\_\_

\_\_\_\_\_



You \_\_\_\_\_

\_\_\_\_\_

### 2. Complete each personal statement with your interests and past activities.

My favorite kinds of movies are \_\_\_\_\_.

After school yesterday, I \_\_\_\_\_.

The last time we had a storm, there was \_\_\_\_\_.

## Progress Check

✓ Check what you can do.



Describe a movie



Discuss a storm experience



Discuss an injury and express concern



Use the Unit 7–9 grammar and vocabulary



# Were you wearing your seat belt?

**Grammar:** The past continuous • The past continuous and the simple past tense  
**Vocabulary:** Staying safe  
**Social language:** Introduce a new topic • Express concern

## Topic Snapshot

2.24 1. Read and listen to the conversation.



**David:** You're not going to believe what happened to us yesterday.  
**Kathy:** What?  
**David:** Well, my mom was driving my brother and me to school, and we had an accident.



**Kathy:** Oh, no! What happened?  
**David:** Well, my mom stopped at a red light, but the driver behind us didn't see the light in time. He hit the back of our car!  
**Kathy:** You're kidding!  
**David:** No. The guy was texting! It's a good thing he wasn't going too fast.



**Kathy:** That's so scary.  
**David:** Yeah. But we're all OK.  
**Kathy:** Were you wearing your seat belts?  
**David:** Of course!



**David:** The guy apologized to my mom. He said it was totally his fault.  
**Kathy:** Well, that's good. Was there a lot of damage to your car?  
**David:** No, thank goodness. Just a small dent.

2. Circle T (true), F (false), or NI (no information), according to the Topic Snapshot.

- |   |   |   |            |
|---|---|---|------------|
| 1. David's mother had an accident on the way to school.     | <input checked="" type="radio"/> T / F / NI | 5. The other driver was wearing a seat belt.            | T / F / NI |
| 2. David and his brother were in the car.                   | T / F / NI                                  | 6. There was a lot of damage to the other driver's car. | T / F / NI |
| 3. David and his brother had injuries.                      | T / F / NI                                  | 7. The accident was David's mom's fault.                | T / F / NI |
| 4. The people in David's car were wearing their seat belts. | T / F / NI                                  |   |            |

## Vocabulary Staying safe

2.25) 1. Look at the pictures. Read and listen.



1. wear a seat belt



2. wear a helmet



3. wear a life vest



4. look both ways



5. follow the rules

2.26) 2. **Pronunciation** Listen and repeat.

2.27) 3. **Listening comprehension** Listen to the conversations. Choose the answer to each question, based on the Vocabulary.

1. What should they wear?    2. What should they wear?    3. What's she going to get?    4. What is she wearing?



4. Complete each statement with the correct form of a verb phrase from the Vocabulary.

- When you go kayaking, you should always wear a life vest.
- If you have a bike accident and you aren't \_\_\_\_\_, you can have bad injuries.
- When you are going to cross the street, you should \_\_\_\_\_.
- If there's a "Don't Walk" light, it's important to \_\_\_\_\_. So don't walk. When the light changes, look both ways before you walk.
- It's always necessary to \_\_\_\_\_ when you are riding in or driving a car.

About you!



Write about what you do to stay safe when you cross the street or ride a bike.

When I cross the street, I always \_\_\_\_\_.

When I ride my bike, I always \_\_\_\_\_.



At 3:00 this afternoon, Ken **was riding** his bike while Laura **was running**.

# Grammar The past continuous

## 1. Study the grammar.

- Use the past continuous to express an action that was in progress at a specific time or for a period of time in the past.

To form the past continuous, use *was* or *were* and a present participle.

At 8:00, my dad **was driving** me to school.

(at 8:00 = a specific time)

I **was watching** TV all last night.

(all last night = a period of time)

Use *while* with the past continuous to indicate that two actions were in progress at the same time in the past.

I **was watching** TV **while** I **was downloading** music.



### Statements

I **was watching** TV last night while my sisters **were playing** video games.

Anna **wasn't talking** on the phone while her parents **were eating** dinner.

### yes / no questions

**Were** they **walking** home from school at 2:30? Yes, they **were**. No, they **weren't**.

**Was** the car **going** too fast before the accident? Yes, it **was**. No, it **wasn't**.

## 2. Pronunciation Listen to the grammar examples. Repeat.

## 3. Complete each statement with the correct form of the verb.

- I ... to the game at 7:00 on Friday.
  - going
  - was going**
- My parents ... driving me to the mall while I was talking on my phone.
  - are
  - were**
- Thank goodness we ... our seat belts in the car.
  - was wearing
  - were wearing**
- ... your friends talking during the movie?
  - Were
  - Did**
- Your sister was wearing her helmet while she ... her bike to the beach.
  - was riding
  - rides**

## 4. Complete the conversations with the past continuous.

- Leah: Was your dad wearing (your dad / wear) a life vest while he was kayaking?  
 Marie: Of course! And \_\_\_\_\_ (he / wear) a helmet, too.  
 The water was very rough!
- Mom: \_\_\_\_\_ (you / talk) on the phone?  
 Paul: Me? No. \_\_\_\_\_ (I / not talk) on the phone.  
 \_\_\_\_\_ (I / play) with my dog.
- Beth: \_\_\_\_\_ (you / watch) TV at 8:00 last night?  
 Kevin: Actually, \_\_\_\_\_ (I / not watch) TV.  
 \_\_\_\_\_ (My sister and I / make) dinner while \_\_\_\_\_ (we / listen) to music.  
 \_\_\_\_\_ (We / were / multi-task)!

## Grammar The past continuous and the simple past tense

### 1. Study the grammar.

- Sometimes an action is in progress and then another action interrupts it.  
To describe the action in progress, use the past continuous.  
To describe the interrupting action, use the simple past tense.
- Use *while* with the past continuous. Use *when* with the simple past tense.
- If the clause with *when* or *while* comes first, use a comma.

- an action in progress happens over a period of time
- an interrupting action occurs once and stops

Action in progress: past continuous	Interrupting action: simple past tense
While they <b>were watching</b> TV, (They were watching TV. Then their friends arrived.)	their friends <b>arrived</b> .
She <b>was driving</b> too fast (She was driving too fast. Then she had the accident.)	when she <b>had</b> the accident.

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Read the sentences. Underline the action that began first.

1. My sister was wearing her life vest when she got in the kayak.
2. It was raining when Jack went outside.
3. While she was taking a shower, her mom called her.
4. My dad phoned my mom while she was driving home.

### 4. Look at the pictures. Choose the past continuous or the simple past tense.



1. When Jason got / was getting to class, his classmates watched / were watching a video.



2. He talked / was talking to his friend when he had / was having an accident.



3. Martha and Nina went / were going mountain biking when the storm began / was beginning.



4. A dog crossed / was crossing the street and the bus stopped / was stopping. Luckily, the children wore / were wearing their seat belts at the time.

## Reading An essay

- 2.30)) **1. Read the essay. What can we do to reduce injuries in accidents?**
- 2. Understand meaning from context** After reading the essay, complete each statement with the correct word or phrase.

1. Another way to say wasn't looking is ...
  - a. didn't stop at a stop sign.
  - b. wasn't paying attention.**
2. Cars, bicycles, trucks, buses, planes, and boats are ...
  - a. kinds of vehicles.    **b. kinds of accidents.**
3. Texting, talking, and listening to music can be ...
  - a. factors that cause accidents.
  - b. factors that prevent accidents.**
4. Another way to say drive a car is ...
  - a. ride in a car                      **b. operate a car**
5. When something is not our fault it is ...
  - a. not in our control.
  - b. our responsibility.**
6. Seat belts, helmets, life vests, and child safety seats are kinds of ...
  - a. safety problems.
  - b. safety equipment.**
7. Another way to say if an accident happens is ...
  - a. in the event of an accident.
  - b. to prevent an accident.**

## Whose fault was the accident?

Whenever we hear or read about a traffic or bike accident, we want to know what caused it. Was the operator of the vehicle – the driver or the bike rider – at fault? Or was the accident someone else's fault?

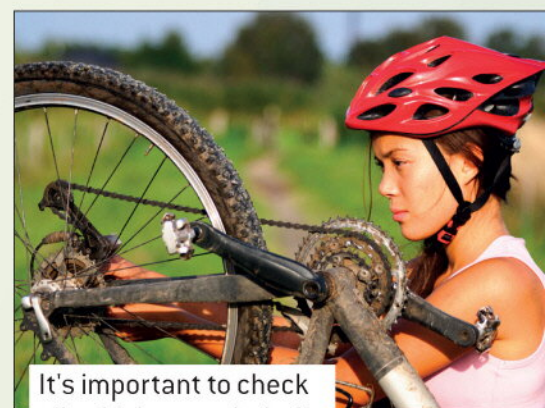
Did a person, a dog, or another animal unexpectedly cross the road? Was it the weather or the condition of the road? Or was something else responsible? Often there's more than one factor that causes an accident.

In some accidents, the operator of the vehicle wasn't paying attention, but was texting or talking on the phone. Maybe he or she was driving too fast or not following safety rules, such as stopping at stop signs and traffic lights. In other cases, maybe there was a mechanical reason for the accident. Or perhaps the driver or bike rider suddenly became sick.

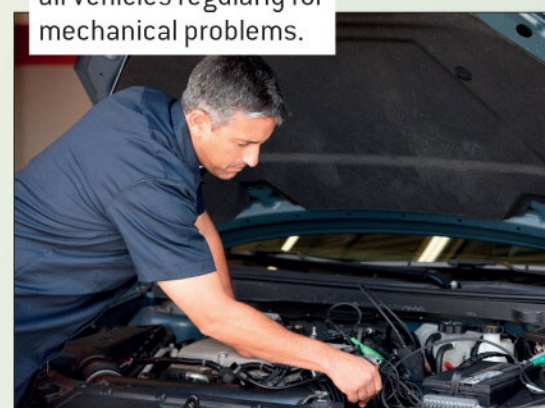
What we know, however, is that as long as people operate cars, boats, bikes, or any other machine or vehicle, there will be accidents. So what can we do to prevent injuries to ourselves or to others? First, we should pay attention when we operate a vehicle or ride a bike. Second, we should be sure to use safety equipment, such as seat belts, helmets, life vests, and child safety seats. In the event of an accident, safety equipment can save lives and prevent serious injuries. Finally, we should take good care of our vehicles to prevent dangerous mechanical problems. We can't prevent all accidents or control all factors, but paying attention, following rules, and using safety equipment are things that can help.



Young children and babies should always use a child safety seat in a car.



It's important to check all vehicles regularly for mechanical problems.



3. **Recognize point of view** Which of the following statements express the point of view of the writer of the essay? Write check marks.

1.  Operators of vehicles are sometimes the cause of accidents.
2.  There can be more than one cause of an accident.
3.  It's possible to prevent all injuries in accidents.
4.  Seat belts and child safety seats can help prevent injuries.
5.  There are actions people can take to prevent some accidents.

About you!



**What's your opinion? Complete the statement.**

The most important idea in the essay is \_\_\_\_\_.



**Introduce a new topic;  
Express concern**

2.31 **1. Read and listen to the conversation.**

**A** You're not going to believe this. Larry was in a car accident!

**B** Oh, no! What happened?

**A** Well, his dad was driving him to school when another car hit them. The other driver was talking on his phone!

**B** Are they OK?

**A** Yes, they are. Luckily, they were wearing their seat belts.



2.32 **2. Pronunciation** Listen and repeat.

3. **Guided conversation** Create a NEW conversation.

**Change the name of the person in the accident. Change the name of the person who was driving and the reason for the accident.**

**A** You're not going to believe this. \_\_\_\_\_ was in a car accident!

**B** Oh, no! What happened?

**A** Well, \_\_\_\_\_ was driving \_\_\_\_\_ to \_\_\_\_\_ when another car hit them.  
The other driver \_\_\_\_\_!

**B** Are they OK?

**A** Yes, they are. Luckily, they were wearing their seat belts.

**Reasons for accidents**

The other driver was ...  
texting.  
talking on the phone.  
driving too fast.

The other driver wasn't ...  
paying attention.  
looking.



**Read your new conversation with your partner.**

**B**

**Then read the conversation in your partner's book.**

# Where were you going yesterday?

**Grammar:** The past continuous: information questions • Negative yes / no questions  
**Vocabulary:** Expressing musical tastes  
**Social language:** Compare musical tastes

## Topic Snapshot

2.33 **1. Read and listen to the conversation.**



**Caleb:** Hey, Lana. I saw you at the bus stop yesterday. I waved, but you didn't see me.

**Lana:** You did?

**Caleb:** Yup. Where were you going?



**Lana:** Oh, I was on my way to Martina's house for the *Sing Out International* finals. Did you watch it?

**Caleb:** Oh, no! I forgot all about it. Who was competing last night?

**Lana:** Well, there were three finalists: the Canadian girl, Lucy McDonald; that cute Mexican guy, Roberto Fernandez; and that older British singer, Sarah Cooper.



**Caleb:** So who won?

**Lana:** Sarah. She took first place. The Canadian came in second, and the Mexican guy came in third. Too bad. I'm crazy about Roberto!

**Caleb:** Well, Sarah's more my style. I'm happy she won!



**Lana:** In my opinion, Roberto was the best. He was singing really well last night. I don't know why the audience chose Sarah. What were they thinking?

**Caleb:** Don't you like her?

**Lana:** Sorry, but I can't stand pop music! I'm more into rock.

**Caleb:** Really? I'm actually a huge pop music fan.

## 2. Answer each question with a name or names, according to the Topic Snapshot.

- Who saw someone at the bus stop?
  - Lana.
  - Caleb.**
  - Roberto Fernandez.
- Who was going to Martina's house?
  - Lana.
  - Caleb.
  - Roberto Fernandez.
- Who was Lana's favorite in the competition?
  - Lucy McDonald.
  - Roberto Fernandez.
  - Sarah Cooper.
- Which singer came in second?
  - Lucy McDonald.
  - Roberto Fernandez.
  - Sarah Cooper.
- Who won?
  - Lucy McDonald.
  - Roberto Fernandez.
  - Sarah Cooper.
- Who took third place?
  - Lucy McDonald.
  - Roberto Fernandez.
  - Sarah Cooper.

## Vocabulary Expressing musical tastes

2.34)) **1. Look at the pictures. Read and listen.**



1. rock music



2. hip-hop music



3. Latin music



4. classical music



5. traditional music



6. jazz

### Expressing musical tastes

I like =

I'm really into ... ☺

I'm a real ... fan. ☺

I'm crazy about ... ☺☺

I don't like =

I'm not into ... ☹

I'm not a real ... fan. ☹

I can't stand ... ☹☹

2.35)) **2. Pronunciation Listen and repeat.**

**3. Look at the pictures. Complete each statement with the correct kind of music.**



1. My brother and I are crazy about rock music.



2. I can't stand \_\_\_\_\_, but my parents are really into it.



3. I listen to \_\_\_\_\_ sometimes, but I'm not really into it.



4. I listen to \_\_\_\_\_ all the time, but my parents can't stand it.



5. I think \_\_\_\_\_ is cool. This group is my favorite.



6. My sister and I are really into \_\_\_\_\_. These guys are the best!

2.36)) **4. Listening comprehension Listen to each conversation.**

**Then listen again and check the true statement in each pair.**

- |  |   |
|--|---|
| 1. She's a real jazz fan. <input type="checkbox"/>               | She's not into jazz. <input checked="" type="checkbox"/>    |
| 2. He's crazy about hip-hop music. <input type="checkbox"/>      | He can't stand hip-hop music. <input type="checkbox"/>      |
| 3. She's really into traditional music. <input type="checkbox"/> | She can't stand traditional music. <input type="checkbox"/> |
| 4. He's a real classical music fan. <input type="checkbox"/>     | He can't stand classical music. <input type="checkbox"/>    |

About you!



**What kind of music are you into? Is there any music you can't stand?**

# 11

## Grammar The past continuous: information questions

### 1. Study the grammar.

#### Information questions

Where <b>were</b> you <b>going</b> when I saw you?	(I was on my way to the park.)
Why <b>were</b> they <b>watching</b> that TV show?	(Because a great jazz band was performing.)
Who <b>was</b> <b>singing</b> at the concert last night?	(Several performers from Colombia.)
What <b>were</b> they <b>playing</b> on the radio a few minutes ago?	(It was a traditional Ecuadorian song.)

#### Reminder

The simple past tense expresses a completed, not continuing, past action.

*What did you eat for dinner yesterday?*

2.37

### 2. Pronunciation Listen to the grammar examples. Repeat.

What **were** you **doing** last night? I called you three times.



### 3. Complete the information questions in the past continuous.

- Why was Karl downloading (download) jazz to his tablet?  
Does he like that kind of music?
- What \_\_\_\_\_ you \_\_\_\_\_ (play) on your phone a few minutes ago?  
Was it that new song by Adele?
- Where \_\_\_\_\_ Lana Del Rey \_\_\_\_\_ (sing) last week?  
I can't believe I missed her. I'm crazy about her music!
- When \_\_\_\_\_ Jack White \_\_\_\_\_ (talk) about his new songs?  
Was he on the radio or on TV?
- Who \_\_\_\_\_ (dance) with Juanes at his concert last night?  
She was very pretty!

### 4. Complete the conversations with the past continuous.

- A: What were you watching \_\_\_\_\_ on TV last night while we were talking on the phone?  
B: Last night? I was watching *Brazil's Got Talent*.
- A: \_\_\_\_\_ in the talent show finals this afternoon?  
B: My best friend, Todd, and my neighbor, Cara. They were competing for first prize.
- A: \_\_\_\_\_ all those songs this morning?  
B: Why? Rick's an Alejandro Sanz fan. He was downloading his new songs.
- A: \_\_\_\_\_ last Friday night?  
B: Peter and Mark? They were going to a Coldplay concert.
- A: \_\_\_\_\_ to a few minutes ago? I loved it!  
B: Lara? She was listening to the Brazilian hip-hop singer, Flora Matos.
- A: \_\_\_\_\_ at the award ceremony?  
B: Rihanna? She was wearing a really cute red dress.

## Grammar Negative yes / no questions

Isn't Bruno Mars cool?

### 1. Study the grammar.

#### Use negative questions in the present, past, or future:

- to confirm that something is true.

**Didn't** Justin Timberlake win the Video of the Year award? (Yes, he did.)

**Isn't** Ricky Martin in the movie *Les Miserables*? (No, he isn't.)

**Weren't** you listening to an Ellie Goulding song a few minutes ago? (No, I wasn't.)

**Aren't** you going to go to a Luan Santana concert this weekend? (Yes, I am.)

- to confirm that someone agrees with your opinion.

**Isn't** the Brazilian singer Ceu awesome? (Yes, she is.)

**Wasn't** the Latin Grammy Award show last night fantastic? (Yes, it was!)

**Weren't** my brothers singing really well today? (Yes, they were.)

- to express surprise.

A: Could you please turn off that music?

B: **Don't** you like Taylor Swift?

A: Actually, no, I can't stand her.



#### Language tip

- Answer negative yes / no questions the same way as affirmative yes / no questions.

*Do you like the singer Taylor Swift?* Yes, I do. / No, I don't.  
*Don't you like the singer Taylor Swift?* Yes, I do. / No, I don't.

2.38

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Read each negative yes / no question. Choose the correct affirmative or negative short answer.

- A: Isn't Zayn Malik in the band One Direction?  
B: **Yes, he is.** / No, he isn't. There are four other singers, too.
- A: Weren't you and your friends watching the Grammy Awards show on TV last night?  
B: **Yes, we were.** / No, we weren't. It was fun!
- A: Aren't your friends going to a Karmin concert tomorrow?  
B: **Yes, they are.** / No, they aren't. They're going next weekend.
- A: Don't you like traditional Latin music?  
B: **Yes, I do.** / No, I don't. But I'm not a mariachi fan.
- A: Didn't the singer Shakira act in TV shows when she was younger?  
B: **Yes, she did.** / No, she didn't. She was in several shows.
- A: Doesn't your mom listen to rock music?  
B: **Yes, she does.** / No, she doesn't. She can't stand it.

### 4. Read each response. Complete the negative yes / no question, using present or past forms.

- A: **Aren't** you really into hip-hop music?  
B: That's right. I am!
- A: \_\_\_\_\_ One Direction come from the U.S.?  
B: No. Actually the singers are from the U.K. and Ireland.
- A: \_\_\_\_\_ the Jonas Brothers performing together a few years ago?  
B: Yes, they were. They don't usually perform together now.
- A: \_\_\_\_\_ the British singer Birdy record the song *Skinny Love*?  
B: I think you're right. She did.
- A: \_\_\_\_\_ the singer Philip Phillips on American Idol?  
B: Yes, he was. And he won!
- A: \_\_\_\_\_ Jennifer Lopez the greatest?  
B: Are you kidding? She's epic!



## Reading A live TV interview

- 2.39)) 1. Read the TV interview. How does Scott Bradley describe his musical tastes?
2. **Identify the main idea** After reading the interview, choose the statement that expresses its main idea.
- Scott Bradley performs around the world.
  - Scott Bradley talks about his music.
  - Scott Bradley was into hip-hop music when he was young.
  - Scott Bradley likes Brazilian music.
  - Scott Bradley wants to perform with other artists.

# Music World

with Ian Smith

## This Year's Winner!

**Smith:** I'm chatting with Scott Bradley, a young singer from the U.S., and winner of this year's *iSong* finals. Congratulations, Scott! What were you thinking when they announced your name?

**Bradley:** Thank you. I was totally shocked! I couldn't believe it.

**Smith:** Two years ago, only American audiences knew you. But all last year you were performing around the world in London, Tokyo, Rio, and other great cities. People love your performances everywhere. Where does your musical style come from?

**Bradley:** Well, when I was younger, I was singing hip-hop music all the time. That was all I was into. But as I got older, I tried rock music. And then later, I decided that jazz was more my style. Today, my music is really a mix of these different styles. I think that's why people from so many different places like my stuff. I mean, there's so much great music out there!

**Smith:** Scott, aren't you a big fan of Brazilian music? I read somewhere that you're really into the music of singer-songwriter Djavan.

**Bradley:** I am! I'm crazy about his amazing songs. And I enjoy other Latin American artists, like Argentina's Diego Torres and Colombia's Bomba Estereo. They have completely different styles. But I'm crazy about music from other parts of the world, too, such as Africa and Asia. That's how I learn and grow as an artist.

**Smith:** Thanks so much for taking the time to chat with us today.

**3. Scan for information** Complete each statement.

1. Bradley's musical style is ...
  - a. hip-hop.
  - b. rock.
  - c. jazz.
  - d. a mix.**
2. When Bradley was ... , he was into hip-hop music.
  - a. singing in the finals
  - b. older
  - c. younger
  - d. in Brazil
3. Bradley says he likes ...
  - a. Brazil.
  - b. Djavan's music.
  - c. American audiences.
  - d. Ian Smith's TV show.
4. Bradley wants to ... other artists' musical styles.
  - a. change
  - b. learn from
  - c. sing about
  - d. make a video about
5. Bradley thinks people like his music because ...
  - a. he likes hip-hop music.
  - b. it's a mix of styles.
  - c. he's crazy about Brazilian music.
  - d. jazz is more their style.

About you!



**What's your opinion? Answer the question.**

Where do you think your musical tastes come from? \_\_\_\_\_.

**Teen 2 Teen**

**Compare musical tastes**

**2.40** 1. Read and listen to the conversation.



2.41

**Positive adjectives**

Fantastic! Epic! .....  
 Awesome! Beautiful!  
 Cool! Amazing!  
 Excellent!

- A** Did you see the Michael Bublé concert on TV last night?  
**B** No. I was watching a movie. How was it?  
**A** Epic! I'm crazy about his music. You too?  
**B** Actually, I'm more into Bruno Mars.  
**A** Don't you like Michael Bublé?  
**B** He's OK. But Bruno Mars is more my style.

**2.42** 2. Pronunciation Listen and repeat.

**3. Guided conversation** On the notepad write the names of two performers you like. Write a statement about each, expressing your musical tastes. Then create a NEW conversation, using your notepad.

Performers you like

Michael Bublé  
 I'm a real Michael Bublé fan.

1. \_\_\_\_\_  
 2. \_\_\_\_\_

- A** Did you see the \_\_\_\_\_ concert on TV last night?  
**B** No. I was \_\_\_\_\_. How was it?  
**A** \_\_\_\_\_! I'm \_\_\_\_\_. You too?  
**B** Actually, I'm more into \_\_\_\_\_.  
**A** Don't you like \_\_\_\_\_?  
**B** \_\_\_\_\_'s OK. But \_\_\_\_\_  
 is more my style.

**Expressing musical tastes**

I'm crazy about ...  
 I'm really into ...  
 I'm a real ... fan.

**A**

**B**

**Read your new conversation with your partner. Then read the conversation in your partner's book.**

# Whose drawing is this?

**Grammar:** Information questions with *Whose* • Possessive pronouns  
**Vocabulary:** Art  
**Social language:** Ask for an opinion • Give a compliment

## Topic Snapshot

2.43

### 1. Read and listen to the posts.

# Teen Friends



**Cooper Brown**


My blog

Open question


My friends:



Vivian Lin



Arturo Ortega



New Friend



New Friend



Cooper: Hey! This is from an article my Aunt Adelle wrote. (She's an art teacher in the U.S.) Do you agree with her?

**Think you can't draw? Yes, you can!**

My students of all ages always come to me and say, "I can't draw!" But I tell them there are only four things people need to do to draw well.

**1.** Practice every day. **2.** Be patient and take time to look carefully and learn. **3.** Be confident that you can improve. And **4.** don't listen to people who say you can't draw! So when my students say they can't draw, I always reply, "Nonsense! Anyone can draw!"







Vivian: Interesting opinion! But I'm not sure I can draw. Hey, what do you all think of this drawing? It's mine. I just did it this morning in art class. We're having an art show at school next week. Do you think I should enter it? I don't know if it's good enough.




Cooper: That's yours? Vivian, it's awesome! You should enter it in the school art show.



Arturo: I agree. You should. Maybe you'll win!



Vivian: Thanks! I didn't think I could draw. Maybe Cooper's aunt is right!



### 2. Circle T (true), F (false), or NI (no information), according to the Topic Snapshot.

1. Vivian wants to hear other people's opinions about her art.  T / F / NI
2. Vivian is certain that she can draw.  T / F / NI
3. Vivian is thinking about entering the art show.  T / F / NI
4. Vivian will definitely enter the art show.  T / F / NI
5. Cooper thinks Vivian should definitely enter the art show.  T / F / NI

### 3. Which of these statements do you think represent Adelle White's opinion?

1. If you want to draw, do it every day.
2. If someone else thinks you can't draw, don't try.
3. If you want to draw, use your eyes to learn how.

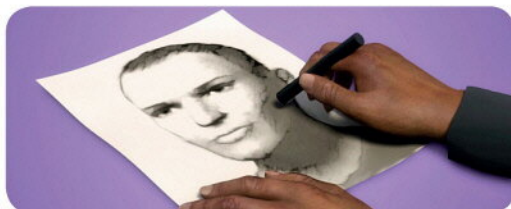
82

## Vocabulary Art

2.44) 1. Look at the pictures. Read and listen.



1. a painting



2. a drawing



3. a sculpture



4. a photograph / a photo



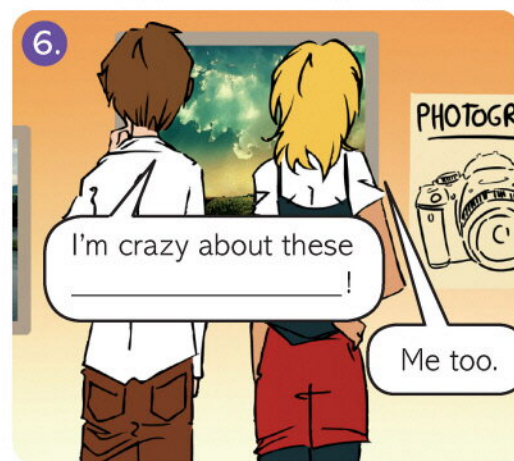
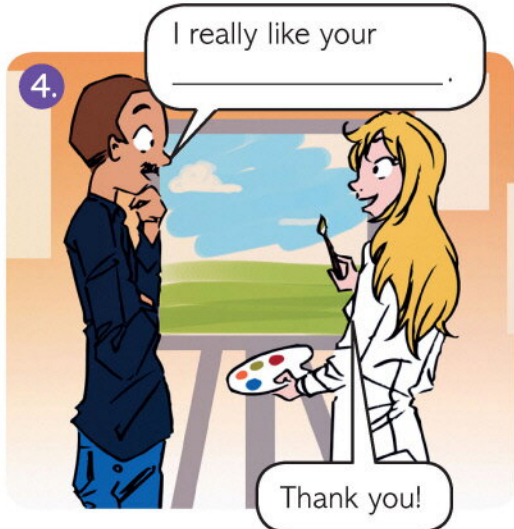
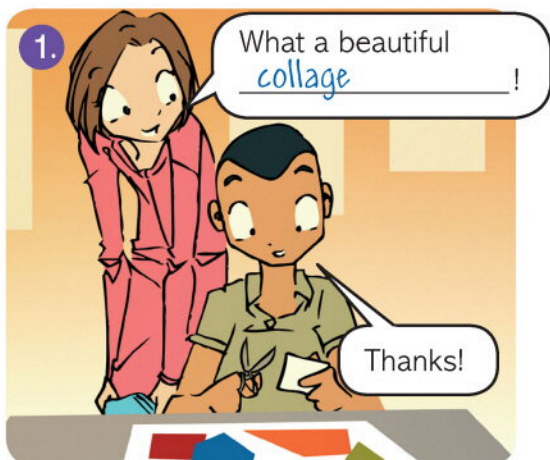
5. a collage



6. a digital image

2.45) 2. Pronunciation Listen and repeat.

3. Complete the conversations with the Vocabulary.



About you!



What kind of art do you like?

I like paintings. I think they're beautiful!

I like \_\_\_\_\_.

I don't like \_\_\_\_\_.

# Grammar Information questions with *Whose*

## 1. Study the grammar.

- Ask about possessions with *Whose* and a noun or noun phrase.

**Whose drawing** is that?  
It's my dad's.

**Whose photographs** of the beach are in the hall?  
They're Aiden's.

**Whose paper sculpture** is this?  
It's my brother's.

**Whose digital images** are on your tablet?  
Oh, those are my two classmates'.



### Language tip

- Don't confuse *Whose* and *Who's*.  
*Whose painting is this?* **NOT** ~~*Who's painting is this?*~~  
*Who's your art teacher?* **NOT** ~~*Whose your art teacher?*~~



## 2. Pronunciation Listen to the grammar examples. Repeat.

## 3. Listening comprehension Listen to the conversations. Then listen again and complete the information questions with *Whose*.

Conversation 1

a. Whose painting is \_\_\_\_\_ it? (It's his friend Katie's.)

b. \_\_\_\_\_ it? (It's Jake's.)

Conversation 2

c. \_\_\_\_\_ they? (They're her sister's.)

d. \_\_\_\_\_ they? (They're Taylor's.)

Conversation 3

e. \_\_\_\_\_ it? (It's his brother's.)

f. \_\_\_\_\_ it? (It's Gordon's.)

## 4. Write *Whose* or *Who's*.

1. These paintings are nice. Whose are they?
2. I like that sculpture. \_\_\_\_\_ the artist?
3. \_\_\_\_\_ making that collage? Is one of your classmates making it?
4. I'm crazy about that photograph. \_\_\_\_\_ is it?
5. \_\_\_\_\_ notebook is this? There are some great drawings in it.
6. \_\_\_\_\_ your art teacher this year? Is it Ms. Samuels?
7. There are some markers on the table. \_\_\_\_\_ are they?
8. \_\_\_\_\_ going with you to the art show?

## Grammar Possessive pronouns

### 1. Study the grammar.

- Use a possessive pronoun to replace a possessive adjective and a noun.

Possessive adjectives	Possessive pronouns
<b>My pen</b> is on the table.	<b>Mine</b> is on the table.
<b>Your drawing</b> is nice.	<b>Yours</b> is nice.
Is that <b>his sculpture</b> ?	Is that <b>his</b> ?
<b>Her painting</b> is awesome.	<b>Hers</b> is awesome.
Those are <b>our photographs</b> .	Those are <b>ours</b> .
<b>Their work</b> is in the hall.	<b>Theirs</b> is in the hall.



#### Language tips

- Don't replace a noun with a possessive adjective.  
*Is this mine? NOT Is this my?*
- Don't use a possessive pronoun before a noun.  
*Is this yours? NOT Is this yours painting?*

Is this collage **yours**?

No. It's **his**.

2.48

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Choose a possessive pronoun or a possessive adjective.

- A: Whose painting is hanging in the hall next to the main office – your / yours or my / mine?  
B: I think it's your / yours painting.
- A: Where should we work on our art project – in Jena's classroom or our / ours?  
B: Let's meet in her / hers. OK?
- A: Are those their / theirs color pens?  
B: No, those are our / ours.
- A: Are these your brothers' art supplies?  
B: No, they aren't. Their / Theirs are over there.

### 4. Replace the noun phrases with possessive pronouns.

- Those pencils are (our pencils) ours.
- This sculpture is (my brother's) \_\_\_\_\_.
- (Your drawings) \_\_\_\_\_ are on the table.
- Are those your photographs or (your sister's) \_\_\_\_\_?
- Is this your teacher's work or (your classmates' work) \_\_\_\_\_?
- Are these (our magazines) \_\_\_\_\_?
- Where are (my drawings) \_\_\_\_\_?

2.49

### 5. Listening comprehension Listen to the conversations. Complete the statements with possessive pronouns.

- The painting isn't his.
- The pencils aren't \_\_\_\_\_.
- The sculpture is \_\_\_\_\_.
- The photographs are \_\_\_\_\_, and the digital images are \_\_\_\_\_.

## Reading Profile of an artist

2.50

1. Read the profile of a young artist. How does Elizabeth express what she sees and feels?

2. **Understand meaning from context** After reading the profile, complete each statement.

- |   |                                  |                           |
|---|----------------------------------|---------------------------|
| 1. If you become interested in art, you ... | 3. If art is a habit, you ...    | 5. A sketch is a ...      |
| a. want to learn about it.                  | a. do it a little.               | a. simple pencil drawing. |
| b. don't want to learn about it.            | b. do it a lot.                  | b. kind of painting.      |
| 2. If you doodle, you ...                   | 4. Watercolors are a kind of ... |                           |
| a. draw little pictures.                    | a. pencil.                       |                           |
| b. put your art in art shows.               | b. painting.                     |                           |

### My blog: Artists



Vitor Mota:

Hi everyone! Here's someone I met on Teen2Teen Friends. I think she's an awesome artist!



Elizabeth Cui:

Hi! My name's Elizabeth, and I'm from Mount Kisco, a small town near New York City, in the United States. I go to school at Fox Lane High School. I first became interested in art when I was about four years old. My parents told me that my grandfather was a writer and a painter in China.

When I was in elementary school, we did all kinds of art projects, and my teacher put some of my drawings, sculptures, and collages in school art shows. I liked to read, so I sometimes drew pictures of the characters I read about in books. I also liked to doodle. I drew little pictures on everything – inside my textbooks, for example. So I guess art just became sort of a habit for me.

When I started high school, I told my mom that I really wanted to study art. So she found me an art teacher. Her name is Renee, and she's actually one of our neighbors. She's originally from France. She paints with watercolors, and we paint pictures of the flowers in her garden together. She taught me to draw a sketch first with a pencil. Then I paint over the sketch.

I also like to write stories. I think it's similar to drawing and painting. In both writing and art, you express what you see and feel. When I write, I paint a picture in words. So now I want to be an artist and a writer, just like my grandfather!



### 3. Scan for information Complete each statement with information from the article.

1. When she was young, Elizabeth's teacher / grandfather thought she was a good artist.
2. Elizabeth liked to doodle in her own stories / textbooks.
3. Now Elizabeth studies art with her grandfather / a neighbor.
4. Elizabeth paints pictures of flowers / her teacher now.
5. Elizabeth thinks writing stories is similar to / different from art.
6. Elizabeth wants to be a writer and a painter like her neighbor / grandfather.

About you!



**What's your opinion? Complete the statement.**

Writing and painting are similar / different because \_\_\_\_\_.

## Teen 2 Teen

### Ask for an opinion; Give a compliment

#### 2.51 1. Read and listen to the conversation.

- A** Can I ask you a question?  
**B** Sure.  
**A** What do you think of this drawing?  
**B** I think it's fantastic. Is it yours?  
**A** Yes, it is.  
**B** Wow! You're pretty good!  
**A** Do you mean that?  
**B** Of course!

2.52

#### Ways to give a compliment

You're pretty good!  
 You're really talented!  
 You're amazing!  
 You're fantastic!



#### 2.53 2. Pronunciation Listen and repeat.

#### 3. Guided conversation Create a NEW conversation. Ask for an opinion about one of the pieces of art in the pictures.

- A** Can I ask you a question?  
**B** Sure.  
**A** What do you think of this \_\_\_\_\_?  
**B** I think it's \_\_\_\_\_. Is it yours?  
**A** Yes, it is.  
**B** Wow! \_\_\_\_\_!  
**A** Do you mean that?  
**B** Of course!



A

B

Read your new conversation with your partner.

Then read the conversation in your partner's book.



# Review: Units 10–12

## 1. Read the phone conversation. Choose the correct answer to each question.

Blake: Hello?

Ella: Hi, Blake. This is Ella. How was the singing competition last night?

Blake: Not great. We had a small car accident on our way back home.

Ella: Oh, no! Are you OK?

Blake: I'm fine. My dad was driving, but it wasn't his fault. The other driver didn't stop at the stop sign. Luckily, we were both wearing seat belts.

Ella: Thank goodness. But what about the competition? Who won?

Blake: You're not going to believe this. Jake Jasper did!

Ella: No way! You sing much better than he does.

Blake: Do you think so?

Ella: I know so! You're really talented. I'm sorry I wasn't there.

Blake: Thanks, Ella.

1. ... sang in the competition.

- a. Blake  
b. Ella

2. Blake's father had an accident on the way ...

- a. to the competition.  
b. home.

3. The accident was ... fault.

- a. the other driver's  
b. Blake's father's

4. Blake and his father were wearing ...

- a. seat belts.  
b. helmets.

5. The other driver was ...

- a. paying attention.  
b. not paying attention.

6. ... won the competition.

- a. Another singer  
b. Blake

7. Ella thinks Blake is a better ... than Jake Jasper.

- a. singer  
b. driver

8. Ella ... at the competition.

- a. was  
b. wasn't

## 2. Look at the pictures. What was each person doing wrong? Complete the statements, using the negative form of the past continuous.



1. She wasn't wearing a helmet.



2. He \_\_\_\_\_.



3. They \_\_\_\_\_.



4. He \_\_\_\_\_.



5. They \_\_\_\_\_.

## 3. Change each statement to a negative yes / no question.

- Your brother's into hip-hop music. Isn't your brother into hip-hop music?
- You were wearing a seat belt. \_\_\_\_\_
- Your parents like rock music. \_\_\_\_\_
- Your dad drew this picture. \_\_\_\_\_

**4. Read the statements. Choose the correct expressions.**

- Beth isn't really into / is really into Indian food. She thinks it's too spicy.
- She 's not really into / 's really into Harry Potter. She saw all the movies and is reading the sixth book.
- My friends are crazy about / can't stand Kesha's music. They play her songs all the time.
- Mario isn't a real / 's a real Pelé fan. He thinks Pelé is way too old.
- My parents can't stand / are crazy about hip-hop music. They always tell me to turn it off.

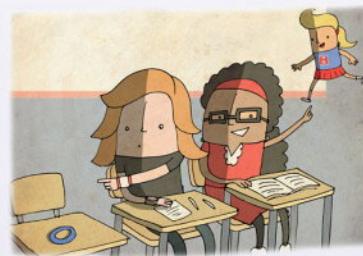
**5. Look at the pictures. Complete each conversation. Write the possessive pronouns.**



1. A: Whose phone is that?  
B: I think it's his.



2. A: Whose uniforms are these?  
B: Those uniforms? They're \_\_\_\_\_.



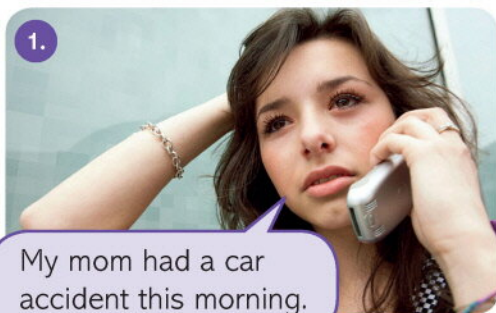
3. A: Whose wrist band is that? Isn't it yours?  
B: No, it isn't \_\_\_\_\_. It's \_\_\_\_\_.



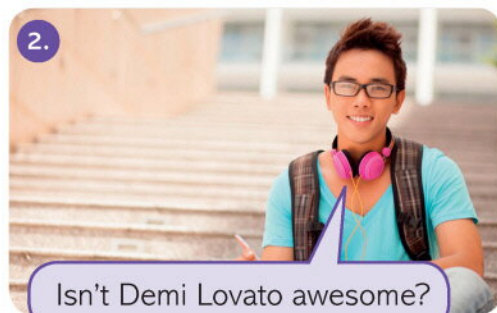
4. A: Whose helmets are these?  
B: Oh, they're \_\_\_\_\_. Thanks!

**All About You**

**1. Write your own response to each person.**



You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_

**2. Complete each personal statement.**

- At about 7:00 this morning, I was \_\_\_\_\_.
- The music I'm really into is \_\_\_\_\_. I'm not really into \_\_\_\_\_.
- My favorite kind of art project is ...  
 painting.  drawing.  sculpture.  other: \_\_\_\_\_

**Progress Check**

✓ Check what you can do.

- Talk about an accident
- Give a compliment
- Discuss my musical tastes
- Use the Unit 10–12 grammar and vocabulary



## Unit 1: An informal e-mail invitation

### 1. Study the writing rule.

#### Review: Joining independent clauses with *and*, *so*, *but*, and *or*

A complete sentence, or an "independent clause," contains a subject and a verb, or verb phrase, and it expresses a complete thought.

#### subject      verb phrase

They      have                      lots of refreshments at home. (independent clause)

They      are going to have a party.                      (independent clause)

Use a comma AND a coordinating conjunction such as *and*, *so*, *but*, or *or* to join two independent clauses. Don't join two independent clauses with only a comma.

They have lots of refreshments at home, **and** they are going to have a party.

### 2. In your notebook, join the independent clauses with a comma and the coordinating conjunction.

- Paul is studying English this year. He isn't studying Chinese. (but)  
*Paul is studying English this year, but he isn't studying Chinese.*
- They're going to Jessica's party. They're bringing the refreshments. (and)
- My parents are going to be at work. I'm going to put up the decorations. (so)
- We're going to have sandwiches. We're going to have ice cream. (or)
- The Red Cafe is a great place for a party. It isn't open this weekend. (but)

### 3. Read Melissa's e-mail invitation to Connie. Notice and circle the conjunctions *and*, *so*, and *but*.

Hey, Connie!

There's going to be a party on Friday at 8:00 at the gym. Please come! Can you bring some paper plates? Allie is going to bring two large pizzas, **and** Danny and I are going to make a cake because my mom's too busy. Terri's a great artist, so she's going to decorate the cake. I'm going to bring soda, juice, forks, etc., but we need balloons. Can you come, and bring some balloons, too?

Melissa xoxo

### 4. Imagine you are planning a party. Write an e-mail, inviting a friend and asking for help. Use Melissa's e-mail for ideas.

## Unit 2: A school brochure for new students

### 1. Study the writing rule.

#### Phrases of location

Phrases of location can go at the beginning or end of a sentence. When they go at the beginning of a sentence, use a comma.

You can find the main office and the library **on the first floor**.

**Upstairs**, there are only classrooms.

#### Examples

On the [second floor],

Upstairs,

Downstairs,

Down the hall,

On the left,

On the right,

Next to the [gym],

Across from the [main office],

Between the [gym] and the [art room],

### 2. In your notebook, rewrite each sentence so the phrase of location is at the beginning of the sentence. Use a comma.

- There is an art room on the right. *On the right, there is an art room.*
- There's a new computer lab between the cafeteria and the library.
- There are bathrooms across from the main office.
- There is a large classroom next to the music room.
- There's a huge gym downstairs.
- You can find the auditorium on the left.

### 3. Read the school brochure. Circle the phrases of location.

Welcome to our school! Our school building is awesome, and the teachers and staff are really cool. **On the first floor**, you can find the main office. Ms. Green works there, and she's very nice. Across from the main office, there's a great library. A lot of students study there between classes. Next to the library, you can find the cafeteria. There's a great library across from the main office! Upstairs, on the second floor, there are ten classrooms and a new computer lab. You're going to love it here!

### 4. Write a brochure for new students at your school. Describe your school, using phrases of location. Use the brochure in Exercise 3 for ideas.

## Unit 3: A descriptive paragraph about food

### 1. Study the writing rule.

#### The paragraph

A paragraph is a group of sentences about a topic. All the sentences in the paragraph give information about that topic. Indent the first sentence of a paragraph. When there is more than one paragraph, the indent makes it easy to see where each new paragraph begins.



### 2. Read the topic sentence. Cross out the sentence that isn't about the topic.

1. Vegetables are very good for your health.
  - a. Green vegetables, like broccoli, contain lots of vitamins.
  - b. When I was younger, I hated carrots.
2. It's good for families to eat dinner together.
  - a. I really like good food.
  - b. It's always a lot of fun.

### 3. Read Luigi's paragraph about pasta. Cross out two more sentences that are not about the topic of the paragraph.

We eat lots of pasta in my country. ~~There are lots of wonderful fruits here, like apples and oranges.~~ There are so many kinds of pasta here, and it comes in a lot of different forms. Some are long, like spaghetti, and others are short, like macaroni. And there is no limit to the ways you can eat pasta. But the most wonderful thing about pasta is the sauce. We eat lunch at about 2:00 on weekends. My favorite pasta dish is spaghetti with tomato sauce. In my family, we eat dinner together two or three times a week. Sometimes I like pasta with cheese, or even with tomato sauce and cheese. When we go to my grandma's house for Sunday lunch, she always makes pasta with sauce, but sometimes she makes it with meat or fish. That's delicious, too!

### 4. In your notebook, write a paragraph about the best dish or the most delicious food from your country. Only include details about the topic. Indent your paragraph. Use Luigi's paragraph as a model.

## Unit 4: Personal predictions for the future

### 1. Study the writing rule.

#### Future time markers

Use future time markers to describe actions and events in the future. Future time markers can go at the beginning or end of a sentence. When they go at the beginning of a sentence, use a comma.

**Next month**, I'll probably play on the basketball team.

**After my last day in school**, I'll definitely visit my grandparents in Miami.

**Next year**, my friends will probably be a lot taller.

Maybe my parents will get me a new tablet **before my birthday**.

### 2. The following sentences have errors. In your notebook, rewrite the sentences, placing the future time markers correctly.

1. I'll next week make plans for my brother's birthday party.
  1. Next week, I'll make plans for my brother's birthday party.
  - OR I'll make plans for my brother's birthday party next week.
2. Maybe I'll after dinner send an e-mail to my uncle in Germany.
3. I'll definitely learn before September some French.
4. My teacher will probably next year teach in a different school.

### 3. Read Max's personal predictions for the future. Circle the future time markers.

Next year, things will be different for me at school. In the new school year, English class will definitely be easier than before. Why? After the end of this school year, my family and I will visit my aunt and uncle in Miami, and I'll probably have a lot of chances to practice my English there. We'll also have a new English teacher, Ms. White, and I hear she's really nice. I'm not on the soccer team now, but maybe I'll be on the team next year. I'm practicing every day now so I can play really well at our first game. I think school will be fun next year!

### 4. In your notebook, write your predictions for this weekend, next month, or next year. Use Max's predictions in Exercise 3 for ideas.

## Unit 5: A paragraph about helping at home

### 1. Study the writing rule.

#### Organizing information in a paragraph

Clear writing is organized by topic. The sentences in a paragraph should be about one idea. Here are two different ways to organize a paragraph about the same topic.

#### 1: information organized by schedule

Everyone in our family helps at home. On Mondays, we always follow the same schedule. My dad makes breakfast for the family. My mom puts the dishes in the sink, and we all leave at 7:30. After school, I wash the breakfast dishes, and my sister sets the table for lunch. However, on Tuesdays, our schedule is completely different. We ...

#### 2: information organized by person

Everyone in our family helps at home. My sister and I clean up our rooms. I always set the table because I like that job! My sister walks the dog every morning before school, and she feeds the dog and the cat every day. My mom goes shopping for food once a week, and she does the laundry. My dad always makes dinner. ...

### 2. Imagine a family (or use *your* family) where everyone helps in the house. Who does what?

Name:	Relationship:	Chore:
Sandra	sister	walks the dog

#### Some chores:

shop for food  
cook  
set the table  
wash the dishes  
do the laundry  
make the beds  
feed the dog or cat  
walk the dog

### 3. Use the information from the notepad to write a paragraph about helping at home. Use the two paragraphs in Exercise 1 for ideas.

## Unit 6: A paragraph about tourist attractions in your country

### 1. Study the writing rule.

#### Organizing information to persuade

When you want to convince or persuade someone about an idea, organize your writing with reasons and examples. Use the following organizing words to introduce each reason:

First, ... Second, ... Third, ... Fourth, ... Finally, ...

### 2. Read Rafael's paragraph about tourist attractions in Chile. Circle the organizing words he gives to convince the reader to visit his country. Underline the reasons.

You should visit my country, Chile. Lots of people come here every year. They visit for many reasons. First Chile has a lot of natural beauty. There are gorgeous mountains, a beautiful long coast, and a magnificent central valley. If you like natural beauty, you'll find it in Chile. Second, if you like sports and outdoor activities, you'll find those here, too. You can go skiing in July, whitewater kayaking in December, and hiking and camping all year round. There's an activity for everyone! Third, the people are friendly and helpful to tourists. If you get lost in one of our big cities, like Santiago or Valparaiso, someone will offer to help you find your way. Finally, if you like good food, you can eat a variety of delicious dishes, both traditional and international. If you come to Chile, you'll have a great time.

### 3. In your notebook, list at least four reasons to visit your country. Then write a paragraph to persuade someone to visit. Use your notes and Rafael's paragraph for ideas. Use organizing words to introduce your reasons.

## Unit 7 A movie review

### 1. Study the writing rule.

#### Planning key details

A movie review helps persuade someone to see (or not see) a movie. The reviewer uses adjectives and key details to “paint a picture” in words about the movie. Make notes to plan key details by asking and answering questions with *who*, *what*, *when*, and *where*; for example:

What is the title? **Avatar**

What is the genre? **Sci-fi**

Who are the main characters in the movie?

**John Sully, Neytiri, Parker Selfridge**

Who is the director?

**James Cameron**

When does the story take place?

**In the year 2154**

Where does the story take place?

**On the planet of Pandora**

What is it about?

**A bad man wants to eliminate Pandora's people so he can take precious material from the rainforest habitat where they live.**

Adjectives: **visually beautiful, too long, ridiculous**



### 2. Read Vanessa's review of *Avatar*. Underline the adjectives in her review.

I saw James Cameron's classic sci-fi movie, *Avatar*. The main character, Jake Sully, travels to the distant planet Pandora. There he learns that Parker Selfridge, a bad man, wants to eliminate Pandora's Na'vi people, so he can take precious material from the rainforest habitat where they live. Jake can't use his legs because of a bad injury. Jake becomes a Na'vi so he can walk again and help protect his people. Jake falls in love with Neytiri, but soon there is an epic battle for the future of Pandora. This movie is visually beautiful from beginning to end, but it is too long, and the story is a bit ridiculous. If you want to watch a good movie on TV tonight, *Avatar* isn't the one.

### 3. Choose a movie you like or a movie you don't like. In your notebook, write key details that answer *who*, *what*, *when*, and *where* questions about the movie. Use your notes to write a review. Use Vanessa's review of *Avatar* for ideas.

## Unit 8 A short autobiography

### 1. Study the writing rule.

#### Organizing information with past time markers


When you describe the past, time markers can help organize your information. If the markers come first, use a comma.


- in 2002
- ten years ago
- before [I went to school]
- before [I was born]
- when [I started school]
- when [I was three years old]
- [a few] years later
- [two] months later
- the same [year, month, day]
- after [I finished primary school]
- all [last year]
- all [his life]

### 2. Read Renata's autobiography and underline the past time markers.

I was born in Newark, New Jersey in the U.S. in 1998. When I was born, my parents were both teachers, but now my mom is an artist. I have no brothers or sisters. When I was five years old, I started school. My first school was Madison Avenue School. I went there for six years. I finished primary school in 2010. Later, my family moved to the nearby town of South Orange, and I went to South Orange Middle School. After I finished middle school, when I was fifteen years old, I went to Columbia High School.

### 3. Look at Renata's fact file. Then complete the fact file for yourself.

NAME:	Renata Tavares	
Was born in (year):	1998	
Was born in (place):	Newark, the U.S.	
Occupations of parents:	teachers, mom: artist	
First school (name):	Madison Avenue School	
Finished primary school (year):	2010	

NAME:		
Was born in (year):		
Was born in (place):		
Occupations of parents:		
First school (name):		
Finished primary school (year):		

### 4. Use your fact file to write your own short autobiography. Use Renata's autobiography for ideas. Use past time markers.

## Unit 9 A description of the weather

### 1. Study the writing rule.

#### Using viewpoint adverbs

Use an adverb at the beginning of a sentence to express a viewpoint. The "viewpoint" adverbs below introduce good or bad news. Use a comma after the adverb.

Good news	Bad news
<b>Fortunately</b> , there wasn't a lot of lightning.	<b>Unfortunately</b> , there was a lot of flooding.
<b>Luckily</b> , there were no injuries.	<b>Sadly</b> , there were two deaths.

### 2. Choose the correct adverb to begin each statement.

1. Fortunately, / Unfortunately, the drought will continue for months.
2. Luckily, / Unfortunately, my aunt's house was under water.
3. Fortunately, / Sadly, there wasn't a lot of damage to most people's houses.
4. Luckily, / Sadly, there were three deaths because of the hurricane.
5. Fortunately, / Unfortunately, there wasn't any rain when we went to the beach last weekend.
6. Luckily, / Sadly, there weren't any droughts in our country last year.

### 3. Read Jonah's description of the weather last weekend. Circle the adverbs that introduce good news or bad news.

Last weekend, my family and I went to the beach. Fortunately, it was really sunny on Saturday afternoon. However, Saturday night there was a huge thunderstorm. There was lots of thunder and lightning. I couldn't sleep all night! Unfortunately, it was cloudy and rainy all day on Sunday.

### 4. Write a description of a past weather-related event such as a storm, a flood, or a drought. Use viewpoint adverbs. Use Jonah's description for ideas.

## Unit 10 An instructional flier

### 1. Study the writing rule.

#### Organizing information with a title and headings

A title and headings can provide a "map" for the reader. They announce the content and topics in your writing.

2. Read the Game Instructions flier. How does the writer organize the information? Underline the title and the headings.
3. Imagine your class is taking a class trip like to go hiking, biking, or kayaking. In your notebook, prepare a flier for the students, giving them information about clothing, equipment, and rules for the trip. Use the flier in Exercise 2 for ideas for a title and headings.

#### Game Instructions

March 15

##### Before the game

A week before the game, buy some healthy snacks and drinks. Put them in a special place so you will find them on the morning of the game. There won't be any food at the field so plan ahead.

##### The morning of the game

You will only have your snacks at the field, so it's important to have a good breakfast so you're not hungry during the game. Put on your team uniform at home. There is no place to get dressed at the field. Ask your parents to bring you to the school no later than 8:45. The van will leave at 9:15 sharp. So don't be late!

##### After the game

After the game, the van will bring you back to school. Tell your parents you will arrive between 4:00 and 4:30.

## Unit 11 A description of a favorite performer

### 1. Study the writing rule.

#### Providing specific supporting details

Use *For example* and *For instance* to support a statement with specific examples. Use a comma after each phrase.

Shakira does a lot of charity work and wins awards. **For example**, in 2011 she received the Person of the Year award at the Latin Grammys for her work with children.

Luan Santana sometimes performs with other singers. **For instance**, in 2010 he performed with the Spanish singer Belinda, and in 2011 he performed with fellow Brazilian singer Ivete Sangalo.

### 2. In your notebook, rewrite the sentences, using *For example* or *For instance*.

- There are many styles of jazz. There's the cool jazz of British singer Sade, and there's the hot jazz of New Orleans.
  - There are many styles of jazz. For instance, there's the cool jazz of British singer Sade, and there's the hot jazz of New Orleans.
- Korean pop singer Lee Hyori sings in TV ads for several companies. She promotes health drinks, phones, and clothes.

- I like all kinds of rock music. I like heavy metal, rock, electro punk, and classic rock.
- U.S. singer Esperanza Spaulding's music is a mix of styles. She's into jazz, classical music, American pop music, and Brazilian music.

### 3. Read Emily's description of U.S. singer, Esperanza Spaulding. Underline the two sentences that provide supporting details.

Esperanza Spaulding's my favorite singer!

Her family comes from different places.

For example, her father is African-American, and her mother's family comes from England and Latin America. She can sing in many languages. For instance, she often sings in English, Spanish, and Portuguese. She says she sang in the shower when she was young. Now she's world famous!



### 4. In your notebook, write a description of a favorite performer. Provide specific supporting details. Use Emily's description for ideas.

## Unit 12 A comparison of two pictures

### 1. Study the writing rule.

#### Comparisons and contrasts

Use *like* and *similarly* to compare two things that are the same or almost the same.

**Like** my partner's picture, mine came from a magazine. My partner's picture is a magazine ad for a car. **Similarly**, mine is an ad for clothes.

Use *unlike* and *although* to contrast two things that are different.

**Unlike** my color photo, Joe's photo is black and white. **Although** my drawing is of people, Joe's has no people in it.

### 2. In your notebook, rewrite the sentences.

- My partner's drawing is a picture of an animal. My drawing is a picture of a animal. (like)
  - Like my partner's drawing, my drawing is a picture of an animal.
- My partner's photograph is a picture of a car. My photograph is a picture of a taxi. (similarly)
- My partner's picture came from a magazine. I actually drew my picture. (although)
- My partner's painting is beautiful. My painting isn't beautiful. (unlike)

### 3. Read Brian's comparison of two pictures. Circle the words that introduce similarities. Underline the words that introduce differences.



My partner's picture is of the Eiffel Tower in the morning. You can see people sitting in front of it. Similarly, my photo is a picture of a famous place. It shows the Great Wall of China. Like my partner's photograph, mine is a picture in the morning. Unlike his photo, there are no people. In mine, you can see the sun in the mountains. Although both photos have similarities, the places in the photos are very different.

### 4. Bring in a magazine picture, or your own drawing or painting. Write about its similarities and differences with a partner's picture. Use Brian's comparison for support.

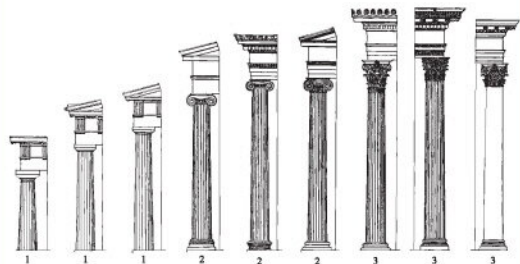


# Architecture: Columns, Arches, and Domes

2.54 1. Read the article about three key structures architects use. Which buildings do you like?

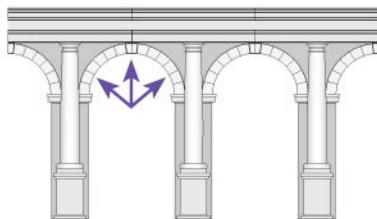
The earliest buildings are stone structures of only one floor. It's difficult to build more than one floor because construction materials such as stone are very heavy. Soon people want taller buildings.

## The column



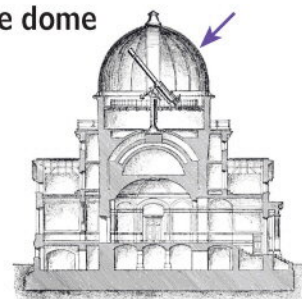
The Egyptians, Persians, and other ancient civilizations use columns as early as 2600 BC. The earliest columns are inside of buildings to support the weight of the roof at the top. Later, the Ancient Greeks and Romans appreciate columns for their beauty, and they create a variety of column designs.

## The arch



Arches can support more weight than an individual column. Architects use arches as early as 2000 BC in Mesopotamia, but later we see arches in architecture all over the world, even in new buildings today.

## The dome

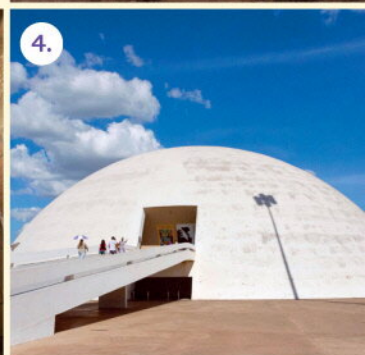


Domes provide structural strength and can be very beautiful. Domes exist in a variety of forms, from hemispheres, to ones that look like onions.



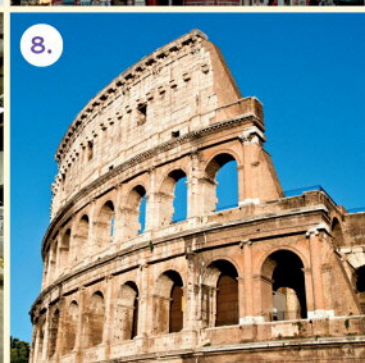
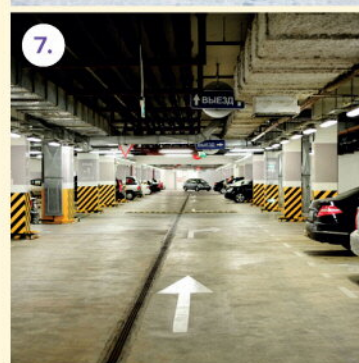
2. Check the architectural feature or features you see in the picture of each building.

	column(s)	arch(es)	dome(s)
1. Parthenon, Greece	✓		
2. Amer Fort, India			
3. Casa Mila, Spain			
4. National Museum, Brazil			
5. Inuit igloo, the Arctic			
6. St. Basil's Cathedral, Russia			
7. City garage, the U.S.			
8. Coliseum, Italy			



3. Circle the numbers of the statements which are true.

1. Architectural features can be decorative and functional.
2. The Ancient Greeks and Romans use columns only for function, not decoration.
3. Of all the ancient civilizations, only the Ancient Greeks and Romans use columns.
4. The Coliseum is a building from Ancient Rome.
5. Columns, arches, and domes can have a variety of styles.

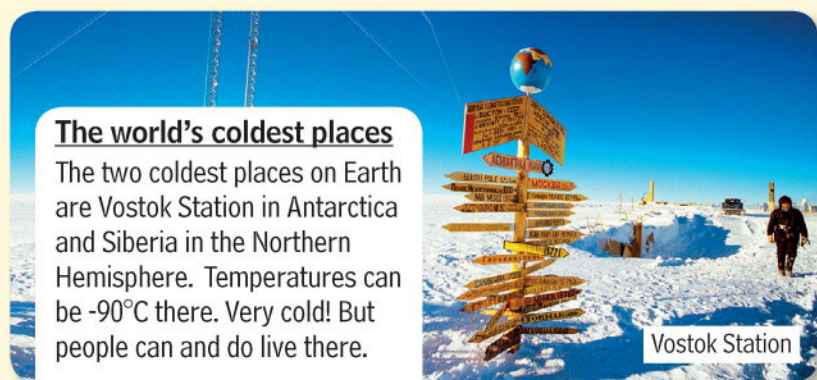


## Project Architecture posters

Work in three groups. Find photos on the Internet of examples of columns, arches, and domes from all over the world. Make posters for your classroom.

# Earth Science: Habitable and Uninhabitable Environments

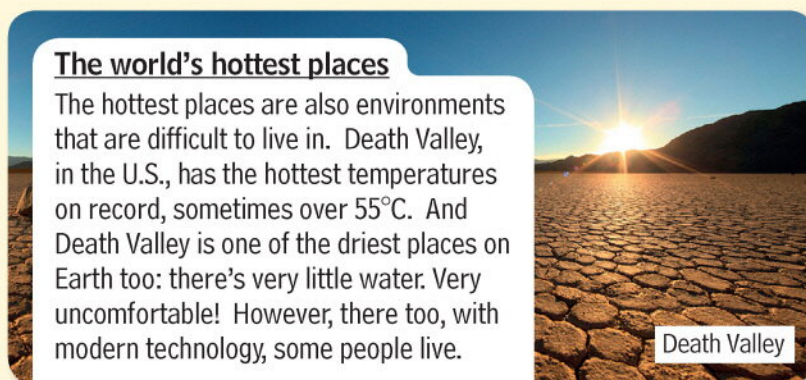
2.55 1. Read the article. Will people live on another planet in the future? Why or why not?



### The world's coldest places

The two coldest places on Earth are Vostok Station in Antarctica and Siberia in the Northern Hemisphere. Temperatures can be  $-90^{\circ}\text{C}$  there. Very cold! But people can and do live there.

Vostok Station



### The world's hottest places

The hottest places are also environments that are difficult to live in. Death Valley, in the U.S., has the hottest temperatures on record, sometimes over  $55^{\circ}\text{C}$ . And Death Valley is one of the driest places on Earth too: there's very little water. Very uncomfortable! However, there too, with modern technology, some people live.

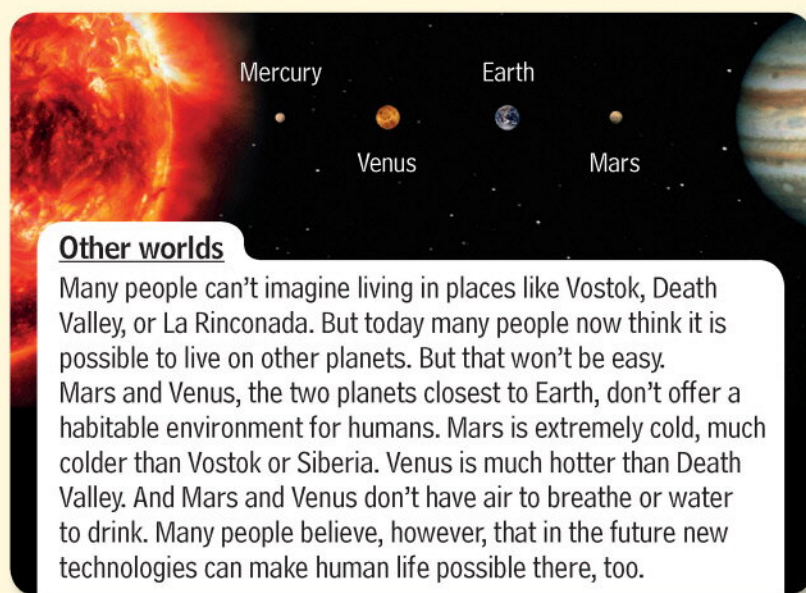
Death Valley



### The world's highest cities

The two highest cities in the world are La Rinconada in Peru, and Wenquan, a city in northwest China. Both cities are at an elevation of more than 5,000 meters above sea level. But even though there is little oxygen in those places in comparison with sea level, many people live there. La Rinconada has a population of more than 30,000 people.

La Rinconada



### Other worlds

Many people can't imagine living in places like Vostok, Death Valley, or La Rinconada. But today many people now think it is possible to live on other planets. But that won't be easy. Mars and Venus, the two planets closest to Earth, don't offer a habitable environment for humans. Mars is extremely cold, much colder than Vostok or Siberia. Venus is much hotter than Death Valley. And Mars and Venus don't have air to breathe or water to drink. Many people believe, however, that in the future new technologies can make human life possible there, too.

2. Complete each statement, according to the article.

- The coldest places in the world are Vostok Station and Siberia.
- \_\_\_\_\_ and \_\_\_\_\_ are the two highest cities in the world.
- Death Valley is one of the \_\_\_\_\_ and \_\_\_\_\_ environments on Earth.
- The \_\_\_\_\_ nearest Earth are Venus and Mars.
- Mars is extremely \_\_\_\_\_, and \_\_\_\_\_ is extremely hot.
- Another problem with Mars and Venus is that they don't have \_\_\_\_\_ or \_\_\_\_\_.

3. Circle the best title for this article.

- Is Death Valley a habitable environment?
- Can people live in Siberia?
- Can humans live in difficult and uncomfortable environments?
- Will people live on Mars in the future?
- How cold is it in Antarctica?



## Project Uninhabitable environments map

In small groups, choose your country or another country. Find the most difficult places to live (the highest, lowest, hottest, and coldest) and draw a simple map. Write the elevations and average temperatures. Share your map with your class.

# Life Science: The Skeletal System

- 2.56 1. Read the questions and answers about the skeletal system.  
What is the purpose of our bones?

Did you know that smoking cigarettes can make your bones weaker? It's true. So don't smoke!

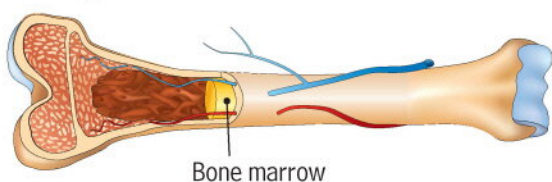
## Q & A Bones

### Why do we have bones?



You have more than 200 bones in your body. Most of your bones give your body shape and help you move. Some of your bones protect the internal organs of your body from injury.

Bones are incredibly strong. The outside part of a bone is hard and keeps it from breaking easily. The soft inside of a bone – the marrow – is important for producing blood for the body.



Bone marrow

### Why do bones break?



A hairline fracture



A complete fracture

Bones are strong, but they can break in an accident or while playing sports. A break can be anything from a hairline fracture to a complete fracture into two or more pieces. That is why it is important to exercise regularly and eat right to keep your bones strong. Weightlifting is very good for your bones. Calcium from milk, cheese, fruits, and green vegetables is also good.

### What should I do if I think I have a broken bone?



A cast for a broken arm

The worst thing to do to a broken bone is to move it. Stay where you are and ask someone to call a doctor. At the hospital, a doctor will take an X-ray to examine the bone. In most cases, the doctor will put a cast on the injury. For the first few days, you will probably need to take some medication for pain. It will probably take about six weeks for the bone to heal. During that time, you shouldn't play any sports or do anything that may break the bone again.

## 2. Circle the letter to complete each statement.

- There are more than ... bones in your body's skeleton.
  - two hundred
  - twenty
  - two thousand
- ... are good for your bones.
  - Weightlifting and an X-ray
  - Calcium and an X-ray
  - Exercise and calcium
- The inside of a bone is ...
  - hard.
  - soft.
  - strong.
- A hairline fracture and a complete fracture are two ways a bone can ...
  - break.
  - heal.
  - produce blood.
- The best thing to do if you break a bone is ...
  - drink milk.
  - don't move.
  - go home.
- It will take about ... for the bone to heal.
  - six weeks.
  - a few days.
  - six months.

## 3. Match the words and phrases to the descriptions.

- cheese
  - internal organs
  - weightlifting
  - medication
  - six weeks
  - milk
  - an X-ray
- a drink that is good for your bones
  - something you can take for pain
  - the amount of time it takes for a broken bone to heal
  - the parts of the body some bones protect
  - a food that is good for bones
  - something that helps a doctor examine a bone
  - an exercise that is good for bones

## Project Bone poster

Choose a part of the body, such as a hand, an arm, or a leg. Make a poster of its bones. Use a dictionary or the Internet, so you can label the bones with their names.

# Media: The Internet

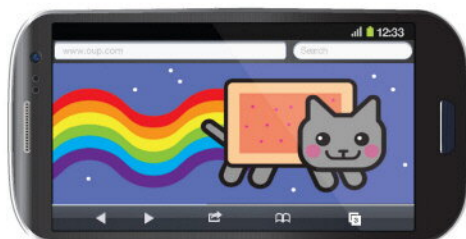
- 2.57) 1. Read the article about posting videos on the Internet.  
What are some reasons a video goes viral?

## Going Viral

The Internet connects people around the world in ways that weren't possible only a few years ago. Anyone can post a video online today for others to watch and enjoy. If people think it's interesting, they share it with family and friends. In a very short time, that video can become popular worldwide. Just as a virus can spread illness from person to person around the world, we say that a video "goes viral" when this happens.

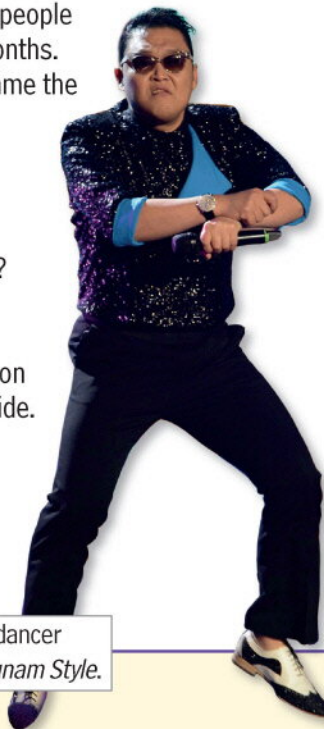


Many videos of animals or babies go viral because people think they are cute or funny. People post them again and again to share them with friends and family. The Internet is full of videos of cats playing the piano, babies dancing, and dogs singing. Animations are popular, too. In one instance, someone in the U.S. posted a video of an animated flying cat in 2011. Soon after, another person added a Japanese song using the Japanese word for the sound a cat makes (*nya*). The video was called *Nyan Cat*, and in a year and a half, the video had more than 90 million views worldwide.



In July 2012, a Korean performer named PSY posted a music video called *Gangnam Style*. It immediately went viral, and 1.2 billion people viewed it in its first six months. *Gangnam Style* soon became the number one hit song in over thirty countries, and everyone was learning to dance *Gangnam Style*.

Why do videos go viral? No one knows for sure. Kevin Alloca, a YouTube manager, points out that, on the Internet, viewers decide. Today, anyone can post a video for a worldwide audience. And when people share the video, it goes viral.



Korean singer and dancer PSY performs *Gangnam Style*.

## 2. Scan the article for the following specific information.

- the year the animated cat video was posted. 2011
- the number of people who viewed *Nyan Cat* by 2013. \_\_\_\_\_
- the month PSY's video was posted in 2012. \_\_\_\_\_
- the number of countries in which *Gangnam Style* was number one. \_\_\_\_\_
- the number of months before 1.2 billion people viewed PSY's video. \_\_\_\_\_
- the sound of a cat in Japanese. \_\_\_\_\_

## 3. Choose the correct answers.

- What does *going viral* on the Internet mean?
  - Becoming popular very fast.
  - Spreading illness.
  - Watching videos.
- Which of the following types of videos are NOT mentioned as popular on the Internet?
  - Sports and food.
  - Animations and songs.
  - Animals and babies.
- What kinds of videos do people think are funny or cute?
  - Music videos.
  - Animal and baby videos.
  - Sports videos.
- According to the article, who do people generally share videos with on the Internet?
  - Friends and family.
  - Animals and babies.
  - YouTube managers.
- Why does Alloca think videos go viral on the Internet?
  - Because everyone on the Internet can decide.
  - Because performers on the Internet decide.
  - Because some people on the Internet decide.



## Project Video research

Research the Internet for popular videos. Make a poster with pictures. Explain why you think certain videos are popular.

2.58

### 1. Read Vivian's post on Teen2Teen Friends. What utensils do you eat with?



Vivian

Hey, Teen2Teen Friends! Check out this interesting article. It has some crazy new inventions for eating!



"a spork"

People can use their hands to eat.

chopsticks

Injera from Ethiopia

"a trong"

### Can you eat with this?

Chopsticks and flatware, such as knives, forks, and spoons, are probably the most common eating utensils around the world. But are they the only ones?

Definitely not! In places such as India, Nepal, and Pakistan, and in some African and Southeast Asian countries, the tradition is to pick up food with your hand, almost always the right hand.

But people all over the world eat certain foods with their hands, too. Think of pizza, sandwiches, and tacos! Lots of people even eat sushi with their hands. Many snacks and smaller foods are called "finger foods" because people usually eat them with their hands.

There are some utensils that you can actually eat, usually kinds of bread, such as tortillas from Mexico and a number of Indian flat breads. These "edible utensils" are delicious and practical. One famous one is *injera*, from Ethiopia. *Injera* has three uses: it's a plate, it's a utensil for picking up food, and it's a delicious, pleasantly sour, bread.

Two crazy new inventions are the spork and the trong. They're a bit silly, and not many people use them. What are these two weird things adaptations of? The spork is a fork, a spoon, and a knife, all in one! The trong is an adaptation of our own hands so we can keep our fingers clean!

There's more than one way to eat your food. What's your favorite utensil?

### 2. Read each statement. Check the ones that are true, according to the article.

- There are lots of kinds of utensils for eating.
- A hand can be an eating utensil.
- Flatware is more common in Asia than chopsticks.
- "Finger foods" are foods you usually eat with your hands.
- Sporks and trongs are very popular around the world.
- Two utensils you can eat are *injera* and tortillas.

### 3. Answer the questions about the utensils. Use the list of foods for ideas. Add your own ideas.

cheese meat pasta potatoes salad soup sushi

1. What can you eat with them?

\_\_\_\_\_

\_\_\_\_\_

spoonsticks



2. What can you eat with them?

\_\_\_\_\_

\_\_\_\_\_

tortillas



3. What can you eat with them?

\_\_\_\_\_

\_\_\_\_\_

"chopfork" and "chopknife"



2.59

1. Read Vitor's post on Teen2Teen Friends. Which is the best pet in the article?



Vitor

Hey, Teen2Teen Friends. Check out this article about weird pets.

## UNUSUAL PETS!

Lots of families around the world have pets in their homes. Some popular and traditional pets include dogs and cats. Most people don't usually think of dangerous animals, such as sharks or grizzly bears, as pets. However, there are some people who like pets that are unusual, maybe a bit dangerous or scary. They think those pets are interesting and that you can learn a lot about animals from unusual pets.

Would you like to have an unusual pet?



Definitely! Awesome pet!



No way! Too scary for me!



An alligator, a kind of crocodile



Jamal Winston, Jamaica

A tarantula? Awesome! I would really like to have a tarantula for a pet! We have lots of spiders in Jamaica, but there aren't any tarantulas. There's a pet store that sells them, but my parents always say no. They say tarantulas are too scary.

A crocodile? We have alligators (a kind of crocodile) in the Okefenokee Park near my home. Alligators are beautiful in a scary way, and some people have alligators for pets, but I definitely don't want one. They're dangerous!



Emmy Montayne, the U.S.



Sonia Moran, Venezuela

A scorpion for a pet? Forget about it! That's just crazy in my opinion!



A tarantula

If my parents say I can have a pet, I'll get a snake. Snakes aren't popular pets in Sweden, but I like them a lot. Not all snakes are dangerous. I don't think they're scary at all.



Peter Ahlgren, Sweden



A snake



A scorpion

2. Circle the statement that expresses the main idea of the article.

1. Many people have cats and dogs as pets.
2. Some people like to have scary pets.
3. Jamal would like to have a pet tarantula.

3. Circle T (true), F (false), or NI (no information), according to the article.

1. Dogs are popular pets in lots of countries.  T /  F /  NI
2. Some people like dangerous animals for pets.  T /  F /  NI
3. An alligator is friendlier than a crocodile.  T /  F /  NI
4. People never have alligators for pets.  T /  F /  NI
5. There are lots of tarantulas in Jamaica.  T /  F /  NI
6. Jamal's parents like dogs and cats.  T /  F /  NI
7. Sonia would like to have a pet scorpion.  T /  F /  NI
8. Peter's parents say he can have a pet snake.  T /  F /  NI



Ana Maria

2.60

## 1. Read Ana Maria's post on Teen2Teen Friends. Why do many actors use a stunt double?

How do they make movies look real? Look at this explanation I found!

### Stunt Doubles and Green Screens

Movie directors use a number of techniques to make movies look real and to protect actors from danger. One method used since the early days of movies is the stunt double. A stunt double does things in the movie that are too dangerous for an actor, like having a car accident or jumping from a plane. Some actors, like Christian Bale and Angelina Jolie, do many of their own stunts. But most actors prefer to use a double.

Sometimes, though, directors need close-ups of actors, so they can't use stunt doubles. In these cases, they use a green screen. Most people are familiar with green-screen technique from TV weather reports. When a weather reporter gives a forecast with a map, the reporter is actually standing in front of a green screen, and someone adds the map digitally. The reporter sees the map on a TV screen. In a movie, a director films the real actor against a green (or sometimes blue) screen and then, later, adds a moving image behind the actor. It's easy to do this with digital tools on a computer, and the image looks so real we believe it is real.

There is one problem with a green screen, though. If the actor wears anything green, you can't see it! So a green shirt, for example, will disappear. In a scene in one of the *Harry Potter* movies, which used a green screen, the main character wears something green over his face and body so no one can see him!

A dangerous scene from the action movie *Fast and Furious 6*.

Actor Chris Evans (right) with his stunt double.



Chris Evans is Captain America on a green screen.

## 2. Circle the correct technique to answer each question.

Which technique ...

1. did movie directors use in the early days of movies? stunt double / green screen
2. can make something disappear? stunt double / green screen
3. uses a computer? stunt double / green screen
4. uses a person who looks like the actor? stunt double / green screen
5. works well if there are no close-ups of the actor? stunt double / green screen

## 3. Choose the correct way to complete each statement.

1. Actor Christian Bale ... to use stunt doubles.
  - a. prefers
  - b. doesn't like**
2. Directors ... actors to act in dangerous scenes.
  - a. want
  - b. don't want**
3. Actor Angelina Jolie ... in many dangerous scenes in her movies.
  - a. acts
  - b. doesn't act**
4. ... often use green screens.
  - a. TV weather reports
  - b. Car accidents**
5. If actors ... in front of a green screen, audiences can't see them.
  - a. use stunt doubles
  - b. wear green clothes**

- 2.61 1. Read Cooper's post on Teen2Teen Friends. What kinds of pictures did people paint in caves?

When did people start painting pictures? Read this!



Cooper

## Cave Paintings

Long ago, people began painting pictures on the walls of caves. There are more than 350 caves in France and Spain that have paintings in them. Scientists believe the oldest paintings in the world are in a cave in El Castillo, in northern Spain. They were painted more than 40,000 years ago!

What pictures did people paint in caves? Most cave paintings around the world represent the animals that people hunted for food. There are very few paintings of people. The cave paintings on the Whitsunday Islands in Australia have pictures that are more abstract than the ones in France and Spain. The shapes don't look like people or animals. Today, no one knows what those images represent.

There are many cave paintings all over the world, in Africa, Asia, and North and South America. In Santa Cruz, Argentina, there are beautiful cave paintings of hands. Scientists believe that male teenagers made these paintings, using their own hands. And on the other side of the world, in Indonesia, there are hand paintings, too!



France and Spain have some of the oldest cave paintings in the world.



Paintings of hands in Cueva de las Manos in Argentina.

2. Check the feature or features that you can find in a lot of cave paintings. Underline the parts of the magazine that support your answer.

- |              |                                     |
|--------------|-------------------------------------|
| 1. hands     | <input checked="" type="checkbox"/> |
| 2. fruits    | <input type="checkbox"/>            |
| 3. animals   | <input type="checkbox"/>            |
| 4. people    | <input type="checkbox"/>            |
| 5. young men | <input type="checkbox"/>            |
| 6. clothes   | <input type="checkbox"/>            |

3. Complete the statements.

- The oldest cave paintings in the world are in Spain.
- The oldest cave paintings in the world are more than \_\_\_\_\_ years old.
- There are more than \_\_\_\_\_ caves with cave paintings in France and Spain.
- Most cave paintings have the animals that people hunted for \_\_\_\_\_.
- There are very few cave paintings of people, but some paintings around the world show people's \_\_\_\_\_.
- It's possible that \_\_\_\_\_ painted the caves in Santa Cruz, Argentina.



## Useful Words

### Countries and nationalities

Argentina	Argentinean	Guatemala	Guatemalan	Poland	Polish
Australia	Australian	Holland	Dutch	Portugal	Portuguese
Belgium	Belgian	Honduras	Honduran	Russia	Russian
Bolivia	Bolivian	Hungary	Hungarian	Saudi Arabia	Saudi
Brazil	Brazilian	India	Indian	South Korea	Korean
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Thailand	Thai
Costa Rica	Costa Rican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorean	Malaysia	Malaysian	(the) United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	(the) United States	American
El Salvador	Salvadoran	Nicaragua	Nicaraguan	Uruguay	Uruguayan
France	French	Panama	Panamanian	Venezuela	Venezuelan
Germany	German	Paraguay	Paraguayan		
Greece	Greek	Peru	Peruvian		

### Verbs with irregular past forms

Base form	Simple past	Base form	Simple past	Base form	Simple past
be	was / were	fly	flew	run	ran
become	became	forget	forgot	say	said
begin	began	get	got	see	saw
break	broke	give	gave	sell	sold
bring	brought	go	went	send	sent
build	built	grow	grew	sing	sang
buy	bought	have	had	sit	sat
catch	caught	hear	heard	sleep	slept
choose	chose	hit	hit	speak	spoke
come	came	hurt	hurt	swim	swam
cost	cost	keep	kept	take	took
cut	cut	know	knew	teach	taught
do	did	leave	left	tell	told
draw	drew	let	let	think	thought
drink	drank	lose	lost	throw	threw
drive	drove	make	made	understand	understood
eat	ate	meet	met	wake up	woke up
fall	fell	pay	paid	wear	wore
feed	fed	put	put	win	won
feel	felt	read	read	write	wrote
find	found	ride	rode		

Read the social language from the conversations in Teen2Teen.

### Unit 1

- A** We're going to have a party on Saturday at my house. **Can you come?**
- B** Sure! Can I help?
- A** Well, my mom's going to make the food. And I'm going to buy soda.
- B** Do you need plates or napkins?
- A** No, but we need cups for the soda.
- B** I can bring those. **Anything else?**
- A** Not really, but thanks for offering!

### Unit 2

- A** Are you a new student?
- B** Yes, I am. And I think I'm lost.
- A** I can help you. I'm Mason.
- B** Nice to meet you, Mason. I'm Devin. How do I get to the science lab?
- A** Oh, that's easy. Take the stairs to the second floor. It's on the right. Room 212.
- B** Great. Thanks!

### Unit 3

- A** Hey, Jeff. Sorry I'm late! I'm starving.
- B** Me too. Let's have something to eat.
- A** OK! What is there?
- B** Well, there are a lot of cookies, and there's a little cake.
- A** What about pretzels?
- B** Let me check. Oh, yeah. There are a few pretzels.
- A** Great. I'm in the mood for something salty!

### Unit 4

- A** Excuse me. I'm looking for Jason.
- B** I'm sorry. He's not here right now. He probably won't be back until 4:00.
- A** Oh, OK. Can you give him a message?
- B** Sure.
- A** Please tell him I'll be at the gym at 5:00. I'm his friend, Cora.
- B** OK, Cora. No problem.

### Unit 5

- A** Hey, Carly. Will you do me a favor?
- B** That depends. What kind of favor?
- A** Well, today it's my turn to set the table, but I don't have time. Will you do it for me?
- B** Sure, I'll set the table. But will you walk the dog for me tomorrow?
- A** OK. It's a deal.

### Unit 6

- A** Hey, Alex. Are you free this weekend?
- B** Yes, I am. Why?
- A** Would you like to go mountain biking?
- B** I'd love to. But I don't have a mountain bike.
- A** That's no problem. We have an extra one. You can use it.
- B** Thanks so much! If I can use your bike, I'll go.

### Unit 7

- A** There was a great horror movie at the City Center last night.
- B** Really? I love horror movies. What was it?
- A** Shark Attack.
- B** Who was in it?
- A** Janet Sykes and Steve Cooper.
- B** Was it scary?
- A** Yes, it was.

### Unit 8

- A** What happened to you?
- B** I hurt my arm.
- A** That's terrible. Are you OK?
- B** I guess so. But I can't play in the concert.
- A** That's too bad. Get better soon, OK?
- B** Thanks, Mason.

## Unit 9

- A** You won't believe what happened here yesterday.
- B** What happened?
- A** We had a huge tornado! There was a ton of wind and hail.
- B** Really? Did it do any damage to your house?
- A** Nothing serious, but it was really scary.

## Unit 10

- A** You're not going to believe this. Larry was in a car accident!
- B** Oh, no! What happened?
- A** Well, his dad was driving him to school when another car hit them. The other driver was talking on his phone!
- B** Are they OK?
- A** Yes, they are. Luckily, they were wearing their seat belts.

## Unit 11

- A** Did you see the Michael Bublé concert on TV last night?
- B** No. I was watching a movie. How was it?
- A** Epic! I'm crazy about his music. You too?
- B** Actually, I'm more into Bruno Mars.
- A** Don't you like Michael Bublé?
- B** He's OK. But Bruno Mars is more my style.

## Unit 12

- A** Can I ask you a question?
- B** Sure.
- A** What do you think of this drawing?
- B** I think it's fantastic. Is it yours?
- A** Yes, it is.
- B** Wow! You're pretty good!
- A** Do you mean that?
- B** Of course!