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WITH SELF-STUDY AUDIO

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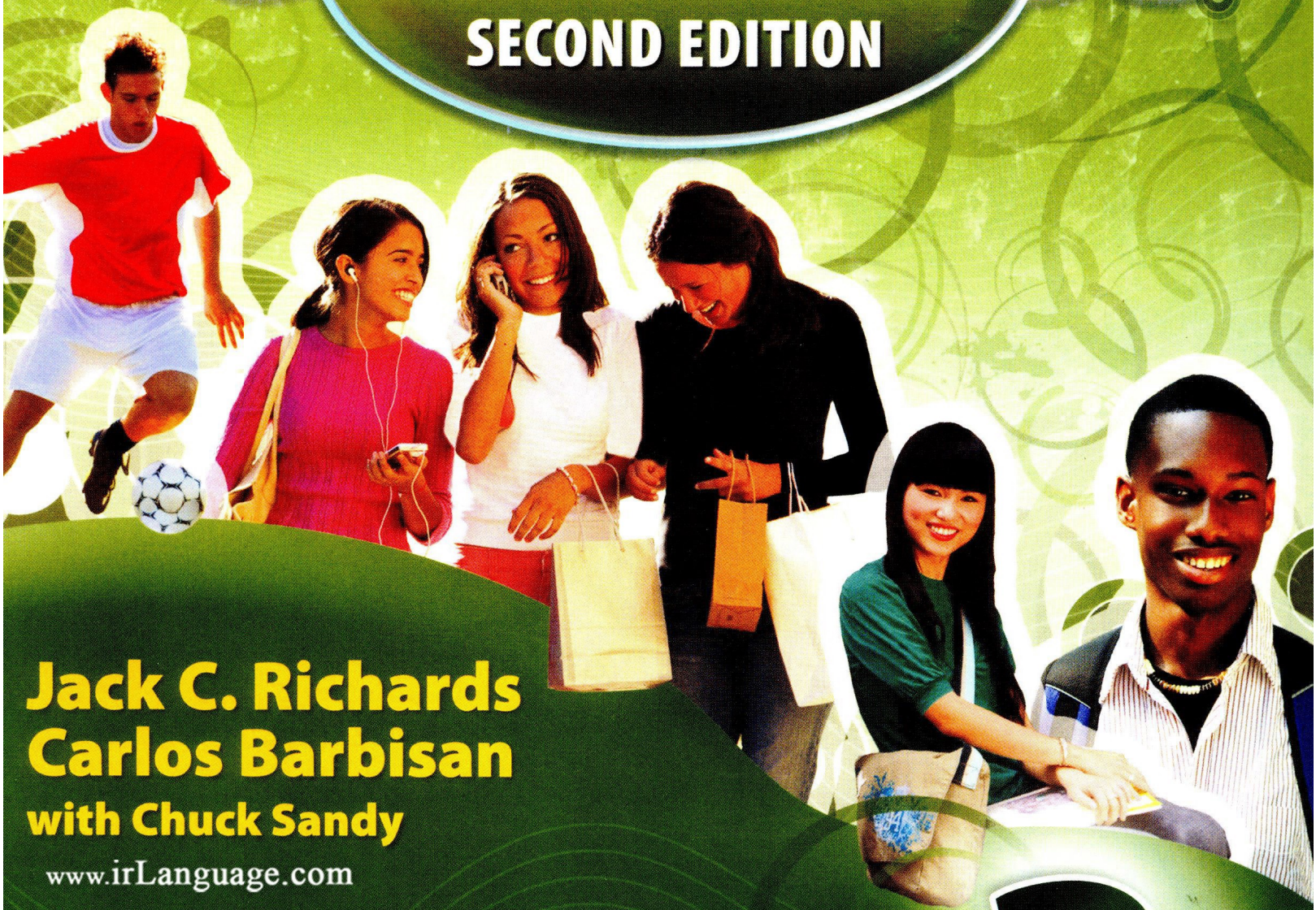

Jack C. Richards
Carlos Barbisan
with Chuck Sandy

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Student's Book 3

Connect

SECOND EDITION

Jack C. Richards
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with Chuck Sandy

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Student's Book 3

CAMBRIDGE
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Connect Student's Book 3 Syllabus

Unit	Lesson	Function	Grammar	Vocabulary
Unit 1 Back to School	**Lesson 1** New friends	Introducing oneself	Simple present: *Yes / No* questions and short answers; *What, Who,* and *How* questions and answers	Name, age, country of origin, habits, likes
	Lesson 2 School dinner	Describing what someone is doing; talking about habits	Present continuous and simple present	Common activities
	Lesson 3 My new school	Talking about obligations and rules related to school	*have to / don't have to*	Common activities
	Lesson 4 After school	Talking about preferences related to after-school clubs	*would like* + *to* (verb)	After-school clubs
	Get Connected	Reading · Listening · Writing		
	Theme Project	Make a brochure for a field trip.		
Unit 2 Fun Times	**Lesson 5** Summer fun	Describing a vacation	Simple past statements: regular verbs	Vacation activities
	Lesson 6 Our trip to Peru	Describing a vacation	Simple past statements: irregular verbs	Vacation activities
	Lesson 7 School festival	Asking about weekend activities	Simple past *Yes / No* questions	School festivals
	Lesson 8 Weekend fun	Talking about weekend activities	Simple past statements: negative	Weekend activities
	Get Connected	Reading · Listening · Writing		
	Theme Project	Make a group photo album.		
Unit 3 Going Places	**Lesson 9** A homestay	Talking about feelings	*was / were* statements	Feelings
	Lesson 10 Getting away	Talking about past travel experiences	*Was / Were . . . ?*	Popular travel activiti and destinations
	Lesson 11 Explorers	Asking about school projects	*Wh-* questions with *did*	Research and exploration
	Lesson 12 Up and away	Asking about explorers' lives	*Wh-* questions with *was / were* vs. with *did*	Biographical information
	Get Connected	Reading · Listening · Writing		
	Theme Project	Make a bookmark about an interesting person.		
Unit 4 Comparisons	**Lesson 13** Fun facts	Making comparisons	Comparative adjectives	Descriptive words
	Lesson 14 My opinion	Making comparisons	Comparative adjectives: *more . . . than*	Descriptive words
	Lesson 15 World trivia	Describing things with superlatives	Superlative adjectives: *-est*	Descriptive words for animals, places, and cities
	Lesson 16 The most	Expressing opinions with superlatives	Superlative adjectives: *the most*	Descriptive words
	Get Connected	Reading · Listening · Writing		
	Theme Project	Make fact cards.		

Unit 5 Your Health

Lesson	Function	Grammar	Vocabulary
Lesson 17 Yoga class	Describing how to do exercises	Adverbs of manner	Parts of the body
Lesson 18 I don't feel well.	Talking about remedies for illnesses	Clauses with *when*	Common illnesses
Lesson 19 Are you healthy?	Talking about how often someone does healthy activities	*How often . . . ?*	Healthy activities
Lesson 20 Teen health tips	Giving advice about healthy habits	*should / shouldn't*	Advice about healthy activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a booklet of home remedies for illnesses.		

Unit 6 Special Events

Lesson	Function	Grammar	Vocabulary
Lesson 21 School fund-raiser	Talking about plans for a fund-raiser	*be going to*	Fund-raiser activities
Lesson 22 A farewell party	Talking about party plans	*Wh-* questions with *be going to*	Parties
Lesson 23 Dance clothes	Describing what people are wearing	*Which one / Which ones . . . ?*	Adjectives to describe clothing
Lesson 24 After the dance	Asking who something belongs to	*Whose . . . ?* Possessive pronouns	Party items
Get Connected	Reading • Listening • Writing		
Theme Project	Make a poster of things to put in a time capsule.		

Unit 7 Our Stories

Lesson	Function	Grammar	Vocabulary
Lesson 25 The blackout	Describing experiences	Past continuous statements	Past events and actions
Lesson 26 Scary experiences	Describing experiences	Past continuous + *when*	Past events and actions
Lesson 27 Close calls	Asking about past experiences	Past continuous questions	Past events and actions
Lesson 28 Sharing stories	Sharing opinions about books	Past continuous vs. simple past	Words to describe books
Get Connected	Reading • Listening • Writing		
Theme Project	Finish a story to make a book.		

Unit 8 In the City

Lesson	Function	Grammar	Vocabulary
Lesson 29 How do I get there?	Giving directions to places; describing the location of places	Directions; locations	Locations in a downtown area
Lesson 30 Street fair	Talking about a street fair	*There was a / There were some; There wasn't any / There weren't any; Was there a / Were there any . . . ?*	Items found at a street fair
Lesson 31 Things to do	Making suggestions for activities; expressing preferences about activities	*Why don't we / We could* for suggestions; *I'd rather* for preferences	Popular tourist activities
Lesson 32 We didn't go . . .	Describing the reasons someone did or didn't do something	Clauses with *because*	Tourist activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a map for an ideal neighborhood.		

Lesson 1

New friends

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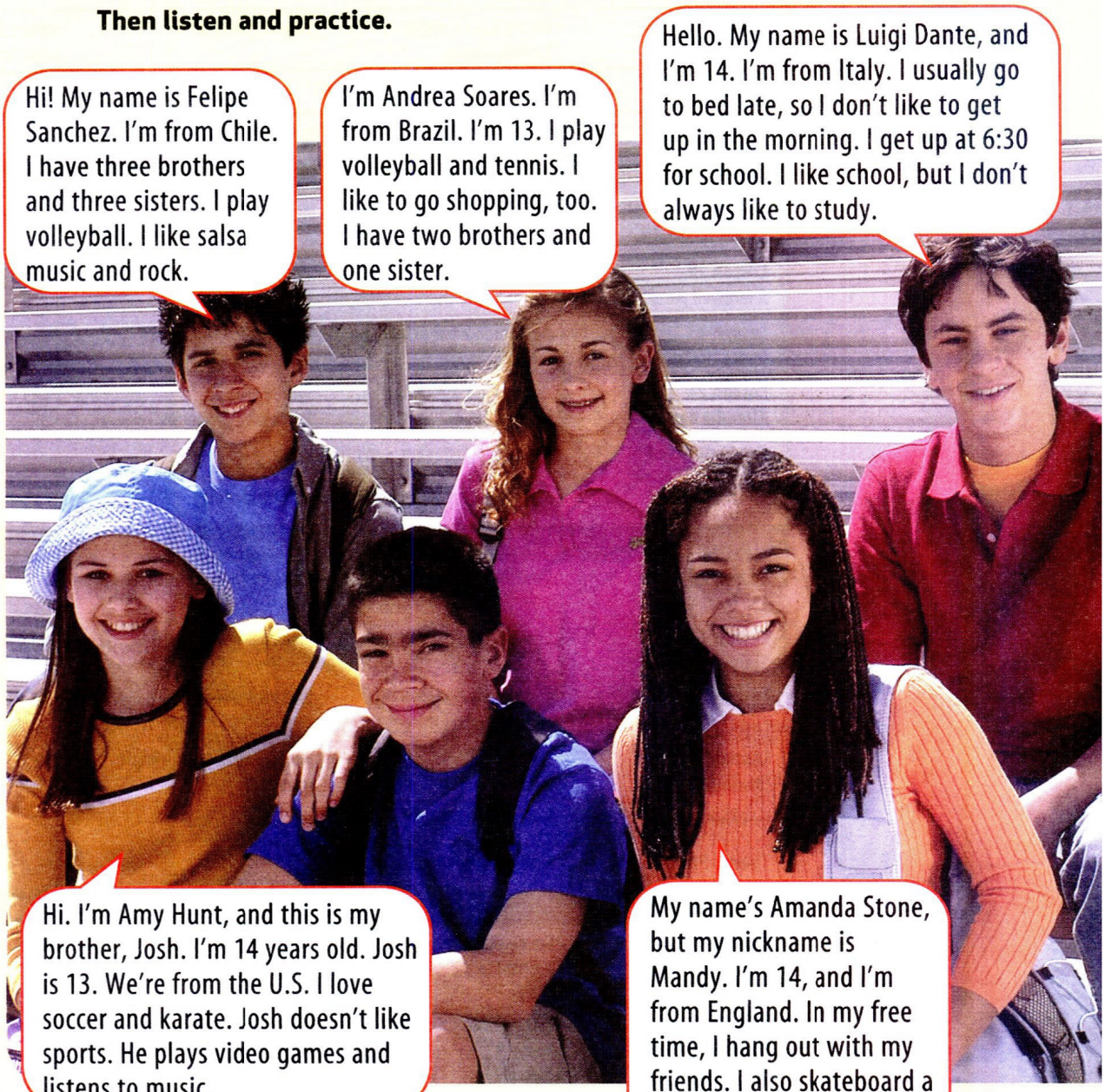
1 Talking about yourself

A Read about these students at Wells International School. Then listen and practice.



B Introduce yourself to the class. Use Part A to help you.

Hi. My name's Bonny. I'm 14 years old. I have one sister and two brothers. I like soccer and music. I don't like swimming. I take pictures for the school newspaper.

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2 Language focus review

Study the chart and complete the questions. Answer them with information from Exercise 1A. Then listen and check.

Simple present			
***Yes / No* questions and short answers**		***What, Who,* and *How* questions and answers**	
Do you **have** any brothers?	**Yes**, I **do**.	**What sport** does she play?	She **plays** soccer.
Does she **play** a sport?	**Yes**, she **does**.	**What time** does he get up?	He **gets** up at 11:00.
Does he **get up** early?	**No**, he **doesn't**.	**Who** has a camera?	Carl **does**.
Do they **like** pizza?	**No**, they **don't**.	**How many** brothers do you have?	I **have** two brothers.
Do you **want to go shopping**?	**Yes**, I **do**.	**How old** is Josh?	He's 13.

1. **Q:** Does Mandy skateboard? **A:** Yes, she does.
2. **Q:** _____ loves soccer and karate? **A:** _____
3. **Q:** _____ brothers does Andrea have? **A:** _____
4. **Q:** _____ does Luigi get up? **A:** _____
5. **Q:** _____ is Andrea? **A:** _____
6. **Q:** _____ Josh like sports? **A:** _____
7. **Q:** _____ does Felipe play? **A:** _____
8. **Q:** _____ Felipe and Mandy like rock music? **A:** _____

3 Speaking

A Can you find someone who does these things? Write the questions. Then ask different classmates the questions. Write the names of classmates who answer *Yes, I do.*

Find someone who . . .	Questions	Classmates who answer *Yes, I do.*
1. plays volleyball	Do you play volleyball?	
2. likes rock music		
3. stays up late		
4. has a nickname		
5. has two brothers		

B Ask your classmates about their surveys.

Who plays volleyball? Jason does.

Lesson 2

School dinner

1 Language focus review

A **It's Saturday afternoon before the school dinner. Listen and practice.**

Luigi Hey, Amy. It's Luigi. What are you doing?
Amy I'm making a cake.
Luigi Oh, are you making a chocolate cake? I love chocolate cake.
Amy Yes, I am. It's for the school dinner.
Luigi Oh, no! I forgot about the school dinner! I need to make something, too. What can I make?
Amy How about pasta salad? Everyone likes pasta salad.
Luigi Good idea! Thanks, Amy.

B **Study the chart. Complete the conversation with the correct forms of the verbs. Then listen and check.**

Present continuous		Simple present
Is Amy **making** a cake?	**Yes,** she **is.** / **No,** she **isn't.**	She **makes** great cakes.
What**'s** Amy **doing**?	She**'s talking** to Luigi.	She often **talks** to Luigi.

Note: Nonaction verbs do not usually take the continuous *-ing*.
Examples: *have, know, like, need, want*

Luigi Mom, what are you ___doing___ (do)?
Mom I'm _____ (cook) dinner.
Luigi Are you _____ (make) pasta salad, by any chance?
Mom Yes, I am. Why?
Luigi Well, I _____ (need) some pasta salad for the school dinner tonight.
Mom Oh, that's right – the school dinner! But the *students* always _____ (make) the food for the dinner.
Luigi I know. But I don't _____ (have) time!
Mom OK. You can take this. Does everyone _____ (like) pasta salad?
Luigi Sure. Thanks, Mom!

C **Josh is in his room before the school dinner. Look at the photo, and write sentences.**

What is he doing now?

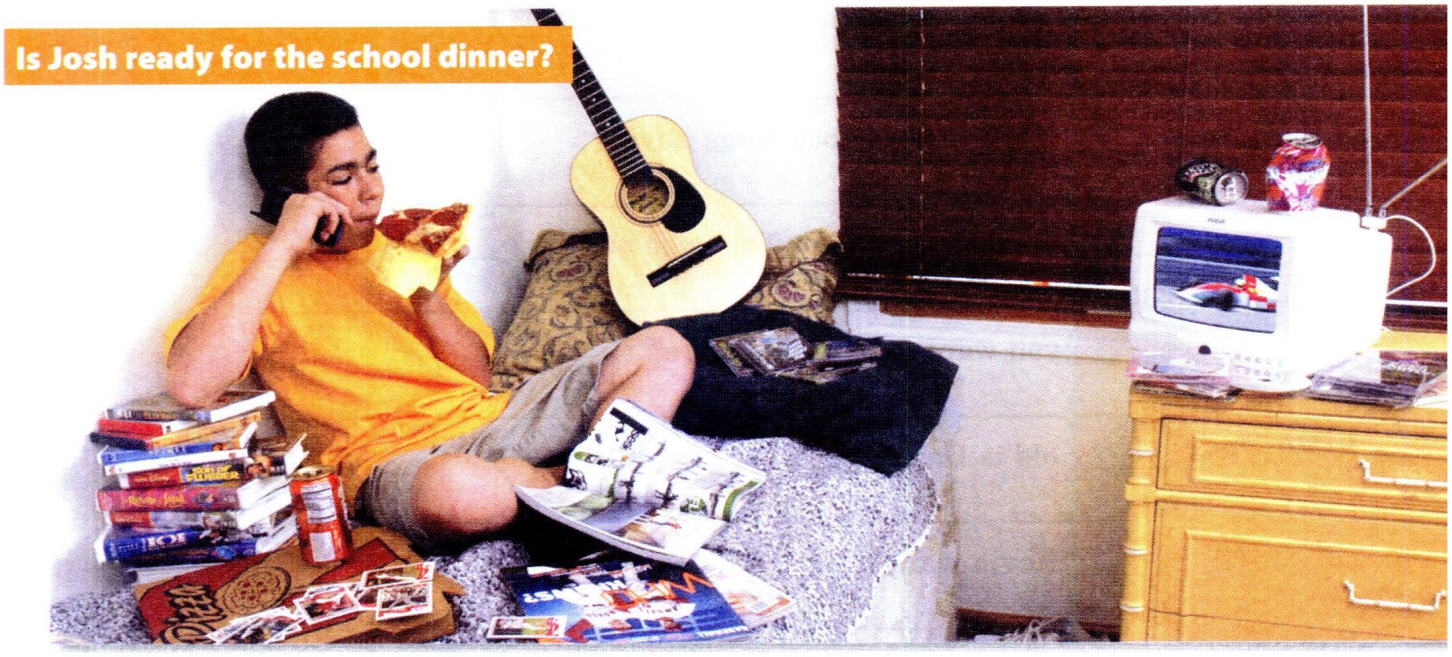
(phone) He's talking on the phone. (TV) _____

(pizza) _____ (bed) _____

What else does he do in his free time?

(magazines) He reads magazines. (CDs) _____

(guitar) _____ (trading cards) _____



2 Listening

It's 30 minutes before the school dinner. Some students aren't there yet. What are they doing? Listen and check (✓) the correct sentences.

1. ☐ Joey is riding his bike to school.
   ☐ Joey is walking to school.
2. ☐ Sally is walking the dog.
   ☐ Sally is feeding the dog.
3. ☐ Jake is getting ready.
   ☐ Jake is playing video games.
4. ☐ Buffy is buying drinks.
   ☐ Buffy is buying candy.

3 Speaking

Tell two classmates what you usually do for dinner.

I usually eat with my family. My mother usually cooks, and we eat at about 7:00. We sit at a table in the kitchen. We talk about school and other things.

Mini-review

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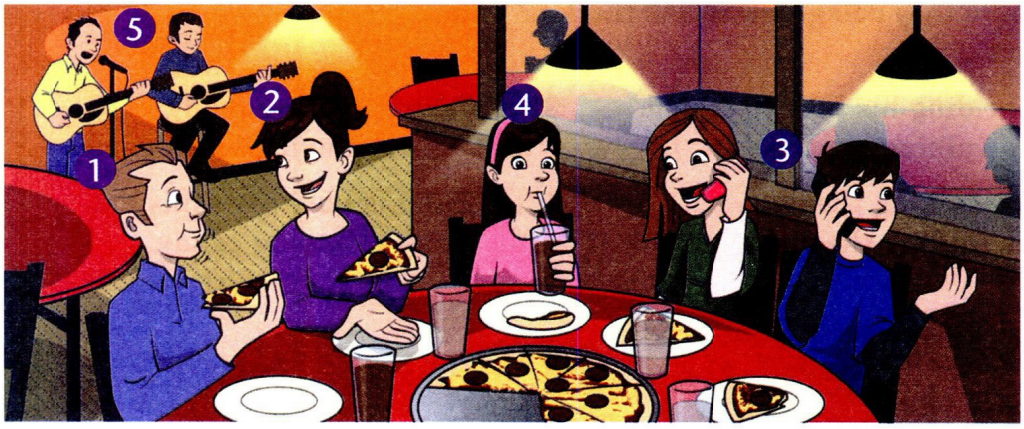
1 Language check

A **Complete the questions with *do*, *does*, *what*, *how*, or *who*. Then answer the questions.**

1. __Does__ Kendra play basketball?
   (yes) Yes, she does.
2. _____ Bob and Robin like rap music?
   (yes) _____
3. _____ many sisters does Jorge have?
   (three) _____
4. _____ time _____ Mr. Travis go to work? _____
   (8:30) _____
5. _____ you want to go to the store?
   (no) _____
6. _____ old is Dana?
   (17) _____
7. _____ Kevin want to play soccer?
   (no) _____
8. _____ has an MP3 player?
   (Tanya) _____

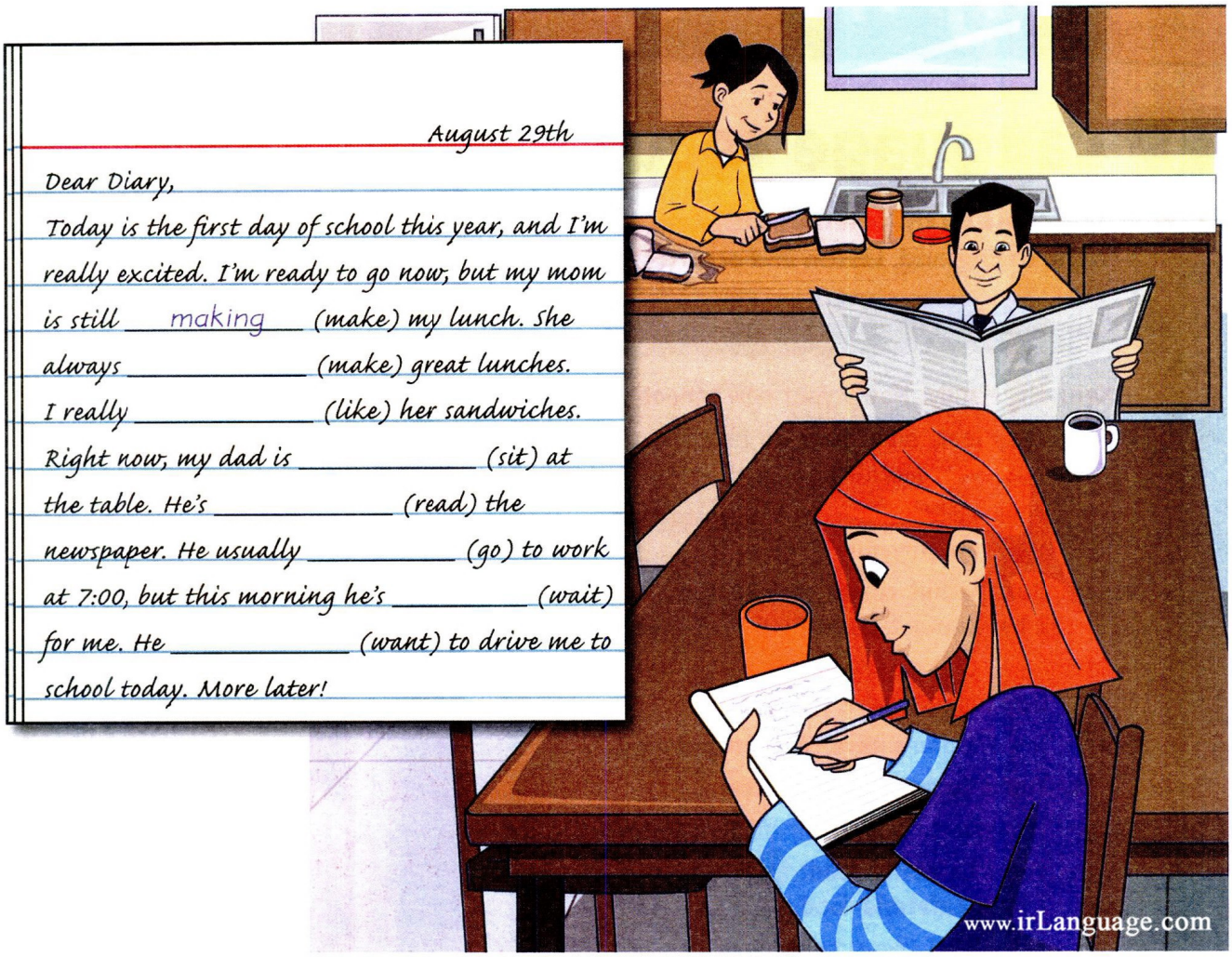
B **Look at the picture. Then match the parts of the sentences.**



1. Mr. Clark __e__
2. Mrs. Clark _____
3. Jasmine and Mark _____
4. Miranda _____
5. The musicians _____

a. is drinking.
b. are talking on their phones.
c. is talking to Mr. Clark.
d. are playing guitars.
e. is eating.

C **Complete Francesca's diary entry with the correct forms of the verbs.**



August 29th

Dear Diary,

Today is the first day of school this year, and I'm really excited. I'm ready to go now, but my mom is still making (make) my lunch. She always _____ (make) great lunches. I really _____ (like) her sandwiches. Right now, my dad is _____ (sit) at the table. He's _____ (read) the newspaper. He usually _____ (go) to work at 7:00, but this morning he's _____ (wait) for me. He _____ (want) to drive me to school today. More later!

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2 Listening

A **Francesca is at school now. A student interviews her. How will she answer the questions? Listen and check (✓) the correct responses.**

1. ☑ Yes, I do.
   ☐ Yes, I am.
2. ☐ No, I don't.
   ☐ I play tennis and soccer.
3. ☐ My father is.
   ☐ My father does.
4. ☐ I don't have any brothers or sisters.
   ☐ No, I don't.
5. ☐ Yes, I am.
   ☐ Yes, I do.
6. ☐ Yes, I do.
   ☐ Yes, I have.
7. ☐ I'm from the United States.
   ☐ I speak English and Spanish.
8. ☐ Yes, I am. I'm Fran.
   ☐ Yes, I do. It's Fran.

B **Now listen to the complete interview in Part A. Check your answers.**

Go to page 114 for the Game.

Lesson 3

My new school

1 Language focus

A **Mandy chats on the Internet with Ken, a friend in England. Listen and practice.**

Ken: Hi, Mandy. How's your new school?

Mandy: It's great, but I have to take the bus every morning.

Ken: Well, at least you don't have to take the train anymore!

Mandy: But the bus comes at 6:30 a.m.! I have to get up at 5:45, or I miss it.

Ken: Wow, that's early! What about clothes? Do students have to wear uniforms?

Mandy: No. We don't have to wear uniforms.

Ken: You're lucky! What about lunch?

Mandy: We have to buy lunch in the cafeteria.

Ken: Yuck! Cafeteria food! I hate cafeteria food.

Mandy: Actually, I like school lunch. It's good.

have to / don't have to

I **have to** take the bus.
I **don't have to** take the bus.
Do you **have to** take the bus?
Yes, I do.
Yes. I **have to** take the bus.
No, I don't.
No. I **don't have to** take the bus.
Does Mandy **have to** wear a uniform?
Yes, she does.
Yes. She **has to** wear a uniform.
No, she doesn't.
No. She doesn't **have to** wear a uniform.

B **Write sentences about Mandy. Use *has to* or *doesn't have to*. Then listen and check.**

1. (get up at 5:45) She has to get up at 5:45.
2. (bus) _____
3. (train) _____
4. (uniform) _____
5. (lunch) _____

C **Take turns asking your classmates questions. Ask about the activities in Part B, or use your own ideas.**

Do you have to take the bus to school?

Yes, I do.

Do you have to eat in the cafeteria?

No. I don't have to eat in the cafeteria. I usually go home for lunch.

2 Word power

A **Find two words or phrases that are usually paired with each verb. Then write them next to the verbs.**

☐ a math class	☑ at school early	☐ my classroom	☐ on time for class	☐ special gym clothes
☐ an instrument	☐ a uniform	☐ my room	☐ soccer	☐ the bus

1. be *at school early* _____ _____
2. play _____ _____
3. wear _____ _____
4. take _____ _____
5. clean _____ _____

B **Write three things you have to do and three things you don't have to do. Use words and verb phrases from Part A. Then tell a partner.**

I have to . . .	I don't have to . . .

I have to . . . . . I don't have to . . . . . .

3 Listening

A **Keiko is an exchange student at Wells International School. Mandy talks to her about her school in Japan. Listen and check (✓) four things she says students have to do there.**

☑ wear uniforms
☐ bring lunch
☐ eat in the cafeteria
☐ stay in classrooms after lunch
☐ clean the school
☐ attend school baseball and basketball games
☐ go to club activities on weekends

B **Look at Part A. Tell a classmate what students have to do and don't have to do at Keiko's school.**

Students have to . . . They don't have to . . .

Lesson 4

After school

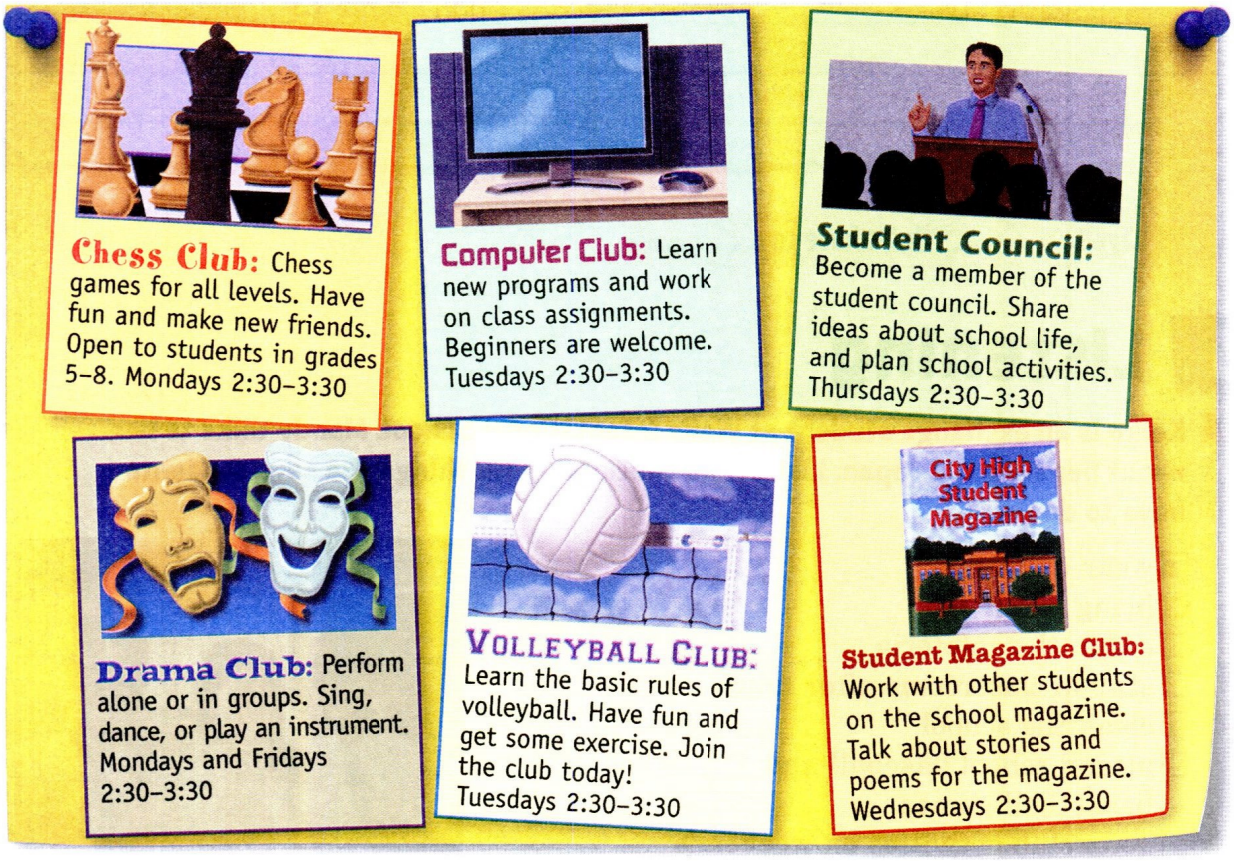
1 Word power

A **Match each verb phrase to its meaning. Then listen and practice.**

1. have fun __e__
2. join a club _____
3. make new friends _____
4. plan activities _____
5. share ideas _____
6. work on class assignments _____

a. meet new people
b. do your homework
c. decide what things to do
d. become a member of a special group
e. have a good time
f. talk about your thoughts with other people

B **Read about after-school activities at Wells International School. Then imagine you are a student at the school. Write sentences with the verb phrases.**



1. have fun *I can have fun in the volleyball club.*
2. sing songs _____
3. talk about stories and poems _____
4. work on class assignments _____
5. make new friends _____

2 Language focus

would like + to (verb)

I'd like to join the volleyball club.
Would you **like to join** the drama club?
Yes, I would.
No, I wouldn't.

I'd = I would

A Felipe and Andrea are reading about the after-school activities. Listen and practice.

Felipe Hey, Andrea, look at all these after-school activities!

Andrea Yeah. I'd like to join the volleyball club. I want to exercise and have fun. Would you like to join the club with me?

Felipe Gee, I'd like to, but I can't. I go to the computer club on Tuesdays. How about the drama club? That sounds like fun, and it meets on Mondays. Would you like to join?

Andrea No, I wouldn't! I don't like drama. I like sports. Too bad there isn't a soccer club.

Felipe You can start one! Ask your friends. I'm sure they'd like to join.

Andrea That's a good idea. Would *you* like to join?

Felipe Yes, I would. In fact, I'd like to be the president!

B Look at the clubs in Exercise 1B. Which club would each student like to join? Write sentences. Then listen and check.

1. **Nick** I want to perform in plays.
   I'd like to join the drama club.
2. **Nina** I like to read and write.
   _____
3. **Rachel** I want to learn how to make a Web site.
   _____
4. **Sam** I want to talk about our school and school life.
   _____
5. **Emily** I want to get some exercise and have fun, too.
   _____

3 Speaking

What clubs in Exercise 1B would you like to join? Ask and answer questions with a classmate.

Would you like to join the volleyball club?

No, I wouldn't. I'd like to join the student council.

Get Connected
UNIT 1

Read

A Read the blog quickly. Are these statements true or false? Write *True* or *False*.

1. The students learn a lot about the waters around New York City. _____
2. A very big, old boat is one of the classrooms at the Urban Assembly New York Harbor School. _____
3. The students don't learn important life skills. _____

School on the Water

The students at Urban Assembly New York Harbor School in New York City don't have to sit in a classroom all day. So, what do they do? They spend a lot of time on the **waters** around New York City studying its history, fish, and **ecology**.

One of their classrooms is the *Lettie G. Howard*, a very large 125-year-old boat. Students learn how to swim, **row** a boat, and even **navigate** a boat up and down a river. And as part of their schoolwork, they have to eat an **oyster**!

What other things do students learn? They learn important life skills, like **overcoming fear**. This helps them feel more sure of themselves. Jennifer Mendez, **afraid of** the water before Harbor School, writes in her school journal, "I feel as if I can do anything." She'd like to study marine biology after high school. And another student, Jennifer Charles, 14, says "I love the *Lettie*. She's like an actual person. She's like our grandmother." So, what do you think? Would you like to go to this school?

Go to page 122 for the Vocabulary Practice.

B Read the blog slowly. Check your answers in Part A.

C Answer the questions.

1. Do the students at the school have to sit in a classroom all day? No, they don't.
2. Where do the students spend a lot of time? _____
3. What do the students learn how to do? _____
4. Would Jennifer Mendez like to study marine biology? _____
5. Does Jennifer Charles like the *Lettie G. Howard*? _____

Does he like it?

Listen

A **Nick and Elena talk about school. Listen and answer the questions.**

1. Would Elena like to go to the library with Nick? Yes, she would.
2. Who's homeschooled? _____
3. Do Joe's parents teach him everything? _____
4. Does Elena have to take the bus to school and eat cafeteria food? _____
5. Does Nick like school? _____

B **What do you think? Write *I agree* or *I disagree*. Give reasons.**

1. It's fun to learn school subjects outside of a classroom. _____
2. Homeschooling is a good idea. _____
3. After-school activities are necessary. _____
4. It's important to have classmates. _____

Your turn

Write

A **Imagine your perfect school. Answer the questions.**

1. Where's the school? (the beach, the mountains, . . .) _____
2. What time do classes start? _____
3. What classes do you have? _____
4. What things do you not have to do? _____
5. What kinds of after-school activities are there? _____
6. What time do you go home? _____

B **Write a paragraph about your perfect school. Use the answers in Part A to help you.**

The school is _____. Classes start at _____.
I have _____

Unit 1 Review

Language chart review

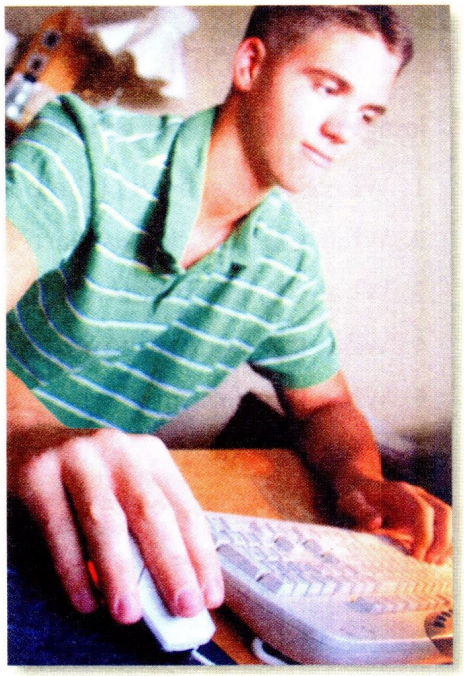
Simple present	
***Yes / No* questions**	**Short answers**
Do you **like** pizza?	**Yes**, I **do**. / **No**, I **don't**.
Does she **swim**?	**Yes**, she **does**. / **No**, she **doesn't**.

Simple present	
***What, Who, How* questions**	**Answers**
What music does he listen to?	He **listens** to rock music.
Who has a computer?	Anna **does**.
How old are Sam and Alex?	They**'re** 14 years old.

Present continuous vs. simple present		
Present continuous		**Simple present**
Is Joe **talking** on the phone?	**Yes**, he **is**. / **No**, he **isn't**.	Joe **talks** on the phone a lot.
What**'s** Grace **doing**?	She**'s reading** a book.	Grace **enjoys** books.

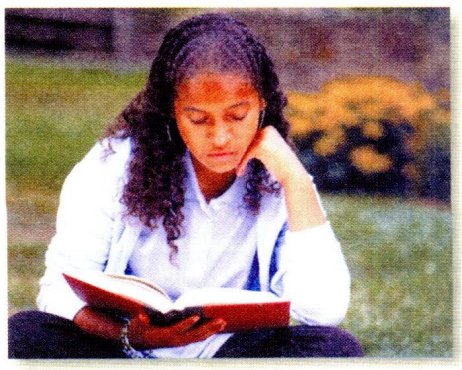
A **Read about Peggy and Luiz. Then complete the questions, and write answers.**

Peggy	Luiz
14 years old	lives in Rio de Janeiro
lives in Boston	has a computer
always reads	likes to send e-mail messages
likes hot dogs and pasta	always eats hot dogs and pasta



1. **Q:** Does Luiz have a computer?
   A: Yes, he does.
2. **Q:** _____ is Peggy?
   A: _____
3. **Q:** _____ lives in Rio de Janeiro?
   A: _____
4. **Q:** _____ Peggy and Luiz like hot dogs?
   A: _____

B **Complete the conversations.**



1. **A** What's Peggy doing?
   B She's reading a book.
   A She _____ every day!
2. **A** _____ Luiz eating?
   B _____ hot dogs and pasta.
   A He always _____ hot dogs and pasta.

Language chart review

have to / don't have to www.irLanguage.com

She **has to** go to the library.
She **doesn't have to** go to soccer practice.
Do you **have to** go to the library?
Yes, I do. / No, I don't. / No. I don't **have to** go to the library.

would like + to (verb)

I'**d like to learn** another language.
Would you **like to learn** French?
Yes, I would. / No, I wouldn't.

C **Look at Sonia and Aldo's schedules. Then write questions and answers.**

Sonia's Schedule

5:30 a.m. *get up*
6:00 a.m. *make breakfast*
7:00 a.m. *take little brother to the park*

Aldo's Schedule

11:00 a.m. get up
11:30 a.m. make breakfast
12:30 p.m. clean room

1. **Q:** (Aldo / get up early) *Does Aldo have to get up early?*
   A: *No. He doesn't have to get up early.* OR *No, he doesn't.*
2. **Q:** (Sonia / get up early) _____
   A: _____
3. **Q:** (Aldo and Sonia / make breakfast) _____
   A: _____

D **Write conversations.**

1. **A** (I / take a trip) *I'd like to take a trip.*
   B (Miami) *Would you like to take a trip to Miami?*
   A (Yes) *Yes, I would.*
2. **A** (I / join a club) _____
   B (join the chess club) _____
   A (No) _____
3. **A** (I / go to a concert) _____
   B (Smoosh concert) _____
   A (Yes) _____

Take another look!

Circle the correct answer.

Which sentence is closest in meaning to "I'd like to go to the movies after school"?

a. I like to go to the movies after school.
b. I want to go to the movies after school.

Go to page 126 for the Theme Project.

Lesson 5

Summer fun

1 Language focus

A **Jasmine went on a beach vacation. Read her travel blog. Then listen and practice.**

www.jasmine_blog.com

MONDAY, **JULY 7**

Our first day of vacation in Porto Seguro! We arrived at our hotel at noon, and we walked to the beach.

My dad rented a dune buggy, and we raced on the sand.

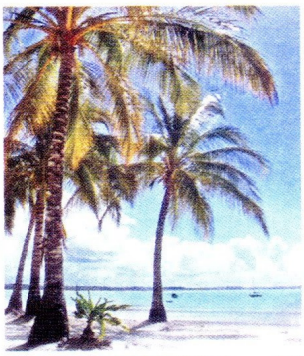
We stopped at a quiet spot, and we stayed there all afternoon.

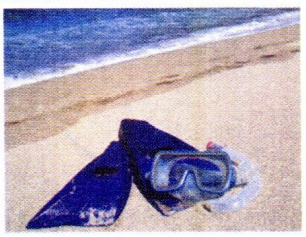
We snorkeled and played volleyball. What fun!

After dinner, we shopped for souvenirs. We enjoyed looking at all the shops.

Then my sister and I listened to great Brazilian music at a dance club. I danced with some kids from Rio. I even tried a new dance – the samba. It's a lot of fun.

Now it's after midnight, and I have to go to bed. I want to get up early tomorrow. There's so much to do here!





B **Study the chart. Then circle 12 more simple past verbs in Part A. Can you find them all?**

Simple past statements: regular verbs	
I **walked** to the beach. Dad **rented** a dune buggy. My sister and I **tried** a new dance. You **stayed** there. We **shopped**. They **danced** with some kids.	Note: To spell most simple past verbs, add *-ed*: *walk* → *walked* For verbs that end in consonant + *y*, change *y* to *i* and add *-ed:* *try* → *tried* For verbs that end in short vowel + consonant, double the consonant and add *-ed:* *shop* → *shopped*

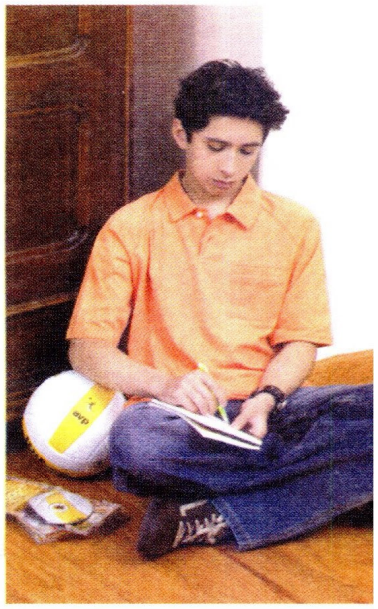
C **Felipe also kept a diary last summer. Complete the sentences from his diary with the correct form of the verbs. Then listen and check.**

Monday, July 7 9:30 p.m.

Another vacation day at home. I _stayed_ (stay) in bed until nine, and then I _____ (walk) to the park. I _____ (practice) volleyball with my friends. Our park volleyball championship game is in September.

In the afternoon, I _____ (listen) to music, and I _____ (clean) my room.

In the evening, I _____ (want) to go out. I _____ (call) Luigi's house, but no one _____ (answer). So I _____ (stay) home and _____ (watch) an old movie on TV. I was so bored. Well, tomorrow is another day.



2 Pronunciation Regular simple past verbs

A **Listen. Notice the pronunciation of simple past endings. Then listen again and practice.**

/t/		/d/		/ɪd/	
stopped	watched	stayed	cleaned	visited	waited

B **Listen. Write these verbs in the correct columns.**

☐ arrived	☐ called	☐ needed	☐ rented	☐ skated	☐ walked
☑ asked	☐ listened	☐ practiced	☐ shopped	☐ studied	☐ wanted

/t/		/d/		/ɪd/	
asked	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

3 Speaking

Work with four classmates. Talk about what you did last summer.

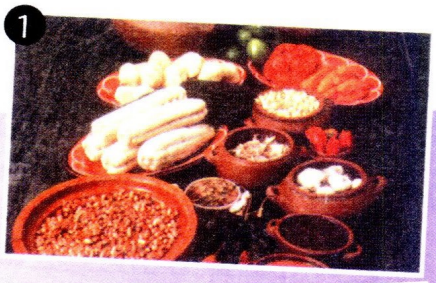
You I visited my cousins, and I played volleyball.
Classmate 1 I stayed home, and I watched a lot of TV.
Classmate 2 I played volleyball, and I cleaned my room a lot.
Classmate 3 I practiced soccer, and I snorkeled.
Classmate 4 I tried in-line skating, and I studied English.

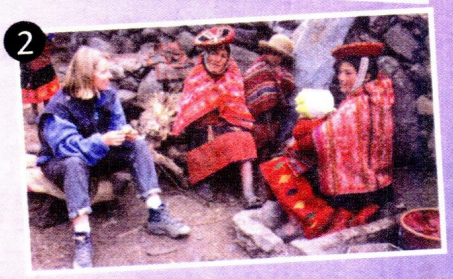
Lesson 6

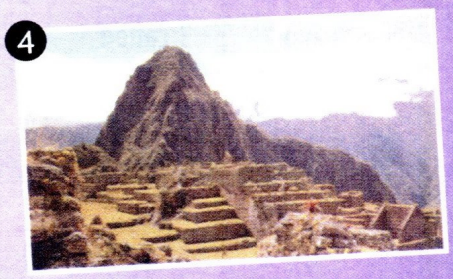
Our trip to Peru

1 Language focus

A **Read about Olivia's trip to Peru last summer. Match the photos to the correct texts. Then listen and check.**







☐ Olivia Smith and her family went to Peru last summer. They flew to Lima, the capital. They visited the old Spanish Quarter, and they went shopping for souvenirs. Olivia bought some jewelry. They also saw a lot of beautiful old things at the Gold Museum.

☐ From Lima, the Smiths flew to Cuzco, an old Incan city. They ate the local food, and Olivia drank maté, a special Incan tea. Olivia's sister got some postcards to send to her friends.

☐ The next day, Olivia and her family took the train to Machu Picchu. Olivia slept on the train. Her sister wrote postcards. At Machu Picchu, a guide gave them a tour of the Incan ruins. Olivia's brother took a lot of pictures.

☐ Olivia really enjoyed her vacation. She met some nice Peruvian people on the trip, and she made some new friends. She had a great time.

B **Find the simple past forms of these verbs in Part A. Write them next to the verbs. Then listen and check.**

buy	*bought*	have	
drink		make	
eat		meet	
fly		see	
get		sleep	
give		take	
go		write	

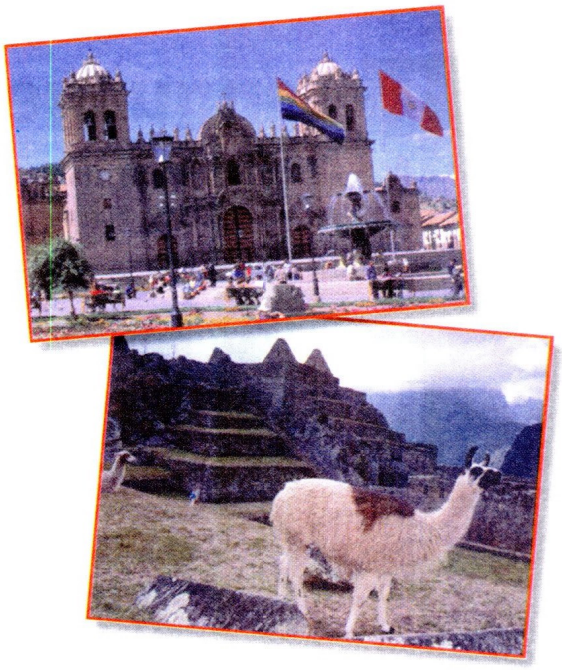
Simple past statements: irregular verbs

I **had** a great time.
She **drank** maté.
He **took** pictures.
We **went** to Peru last summer.
They **ate** the local food.

C **Complete the sentences about the Smiths' trip to Peru. Use the simple past form of the verbs in the box. Then listen and check.**

☐ buy	☐ give	☐ have	☐ sleep
☐ fly	☑ go	☐ see	☐ take

1. The Smiths *went* to Lima first.
2. Olivia's brother _____ more than 100 pictures.
3. Olivia _____ llamas in Machu Picchu.
4. They _____ fun with their Peruvian friends.
5. Olivia's sister _____ a lot of souvenirs.
6. Their guide _____ them a tour of Cuzco.
7. The Smiths _____ home from Lima.
8. Olivia's parents _____ all the way home.



2 Listening

Olivia talks about her trip to Peru. Listen and check (✓) the things she did there.

1. ☑ danced
   ☐ listened to music
2. ☐ watched soccer
   ☐ played soccer
3. ☐ wrote postcards
   ☐ bought postcards
4. ☐ saw a ring
   ☐ bought a ring
5. ☐ walked
   ☐ rested
6. ☐ slept on the train
   ☐ ate on the train

3 Speaking

A **What did you do on your last vacation? Write two true sentences and two false sentences. Use the verbs in Exercise 1B.**

True: I had a great time.	False: I slept until 11:00 every day.
1.	1.
2.	2.

B **Take turns reading your sentences. Your classmates say *True* or *False*. For false sentences, give the correct information.**

You I slept until 11:00 every day.
Classmate True.
You That's false. I got up at 8:00 every morning.

Lessons 5 & 6

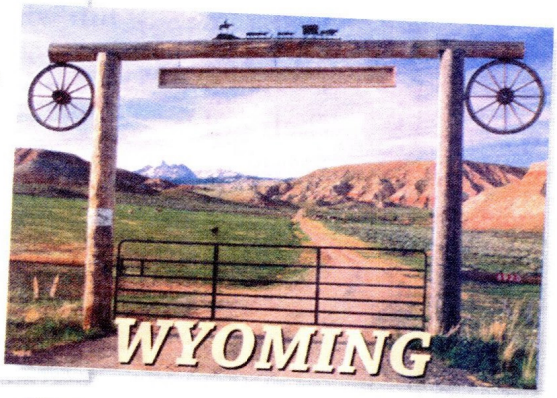
Mini-review

1 Language check

A **Read the postcards Martin and Lisa wrote on vacation. Complete each postcard with the simple past form of the verbs in the box.**

- [x] arrive
- [ ] eat
- [ ] go
- [ ] see
- [ ] sleep
- [ ] take

Hi, Liz!
I'm at the Big Z Ranch in Wyoming. We *arrived* here yesterday morning. In the afternoon, I _____ cowboys at work on the ranch. For dinner, we _____ outdoors – there was a big barbecue. Last night, we _____ in our own small cabin. Earlier today, we _____ to a rodeo. The cowboys can do some amazing tricks. I _____ a lot of pictures. I'm having a great time! –Martin



- [ ] buy
- [ ] eat
- [ ] have
- [ ] play
- [ ] shop
- [ ] walk

Dear Ben,
I can't believe I'm really in Japan! Yesterday, I _____ a great time. I _____ video games at the Sony Building. Then I _____ for souvenirs for awhile. I _____ some Japanese comic books. I can't read them, but the pictures are cool! I _____ sushi for dinner. Yum! Then we _____ around. I love Tokyo! –Lisa

B **Who do you think did the activities below on their vacation, Martin or Lisa? Write sentences.**

- [x] eat in restaurants
- [ ] go on a hike
- [ ] learn about nature
- [ ] see tall buildings
- [ ] sleep in a sleeping bag
- [ ] take a subway

1. *I think Lisa ate in restaurants.*
2. _____
3. _____
4. _____
5. _____
6. _____

C **Look at Valerie's calendar for last week. Then write sentences about her week.**

WEEKLY CALENDAR 2009

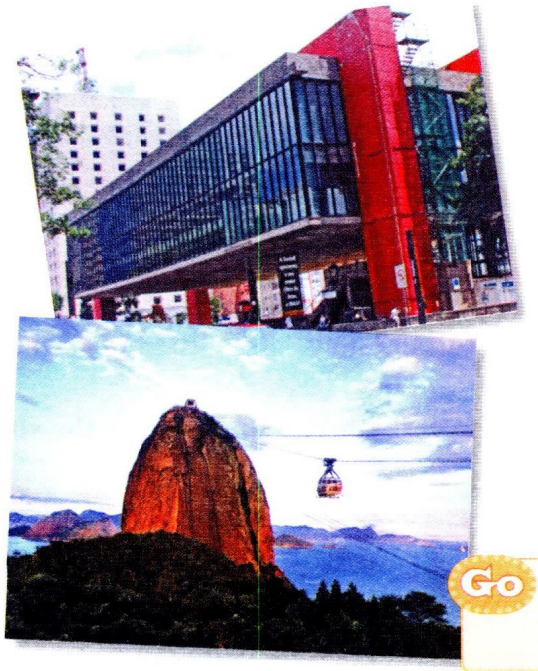
Monday	visit Aunt Rita
Tuesday	go on a hike with Francis
Wednesday	have a party for Tim
Thursday	shop at the mall
Friday	sleep at my grandmother's house
Saturday	take a dance class
Sunday	

1. She visited Aunt Rita on Monday.
2. _____
3. _____
4. _____
5. _____
6. _____

2 Listening

Josh talks about his trip to Brazil. Listen and number the events in the correct order.

_____ visited a mountain
_____ bought souvenirs
_____ ate lunch with his father's friends
_____ saw art
__1__ flew to São Paulo
_____ went to a museum
_____ wrote e-mails
_____ flew to Rio



Go to page 115 for the Game.

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Lesson 7 School festival

1 Word power

A Look at the picture. What can you do at the Jefferson School Festival? Match the activities to the correct verb phrases. Then listen and practice.

- [ ] buy raffle tickets
- [ ] go on rides
- [ ] play games
- [1] watch the fireworks
- [ ] eat cotton candy
- [ ] listen to a band
- [ ] visit a fun house
- [ ] win prizes

B Write the verb phrases in Part A in the simple past.

1. watched the fireworks
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

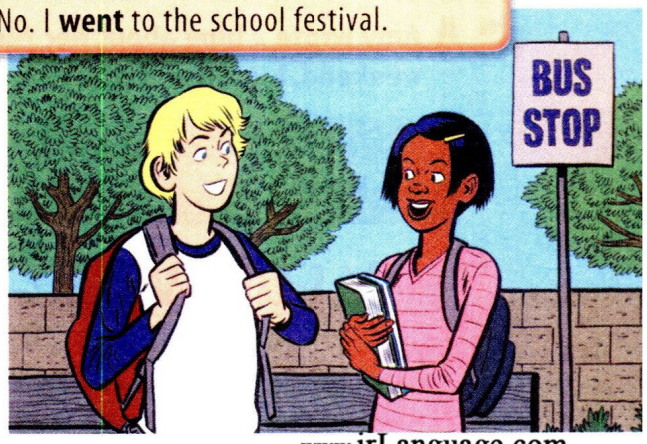
2 Language focus

A **Evan and Sandy talk about their school festival. Listen and practice.**

Evan Did you have a good weekend?
Sandy Yes, I did. I had a great weekend.
Evan Did you go anywhere?
Sandy Yes. I went to school on Sunday.
Evan Did you go to a special class?
Sandy No, I didn't. I went to our school festival. I listened to a band and danced, and I ate a lot of cotton candy . . .
Evan Oh, no! I can't believe it! I forgot about the festival. I really wanted to go!
Sandy That's too bad. Did you do anything special on Sunday?
Evan No. I just stayed home all day.

Simple past *Yes / No* questions

Did you **have** a good weekend?
Yes, I **did**. I **had** a great weekend.
Yes. I **had** a great weekend.
Did you **go** to a special class?
No, I **didn't**. I **went** to the school festival.
No. I **went** to the school festival.



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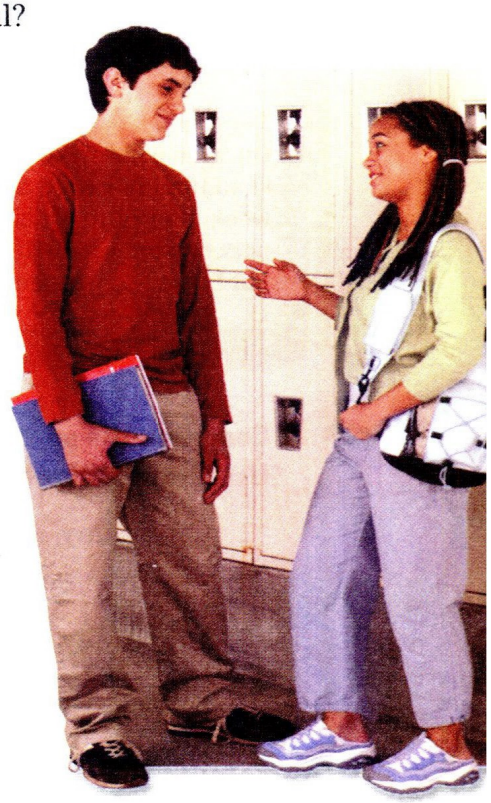
B **Luigi and Mandy talk about their school festival. Complete their conversation. Then listen and check.**

Luigi Hey, Mandy. Did you go to the school festival?
Mandy Yes, I _____ . _____ you go?
Luigi No, I _____ . I had to study.
Mandy That's too bad.
Luigi _____ you _____ a raffle ticket?
Mandy No, I _____ . I never buy raffle tickets. I never win!
Luigi _____ you _____ the fireworks?
Mandy Yes, I _____ . That was the best part!
Luigi Cool! _____ you _____ on any rides?
Mandy Yes, I _____ . I _____ on the bumper cars. I played a lot of games, too.
Luigi Really? _____ you _____ any prizes?
Mandy Yes, I _____ . I won two stuffed animals.
Luigi _____ you _____ to a band?
Mandy Yes, I _____ . I really liked the guitar player.



3 Listening

Amy also went to the festival. What did she do? Listen and check (✓) the things she did.

- ☐ go on rides
- ☐ played games
- ☐ won prizes
- ☐ bought a raffle ticket
- ☐ ate cotton candy
- ☐ ate ice cream
- ☐ danced
- ☐ watched the fireworks

Lesson 8

Weekend fun

1 Language focus

Simple past statements: negative

I **didn't study**.
Amy **didn't clean** her room.
They **didn't go** to the party.

didn't = did not

A Amy wrote a blog about her fun weekend. Listen and practice.

www.amy_blog.com

MY FUN WEEKEND . . .

Friday
On Friday night, I played a new video game. I didn't study. I didn't clean my room. I didn't go out of the house. I played my new game all night.

Saturday
I didn't want to stay home on Saturday. I left the house at 9 a.m. I went downtown with Jan. We saw a movie and ate pizza at Mario's. Then I went to the school dance. I had a lot of fun. I didn't do any homework.

Sunday
On Sunday, I stayed home all day. I didn't go out, but I had fun. I practiced the guitar for the concert next week. I didn't go to Sally's party, but Josh and I made popcorn and listened to music. I didn't check my e-mail, but I called some friends.

B Complete the sentences with the simple past form of the verbs. Use the negative when necessary. Then listen and check.

1. On Friday, Amy _____played_____ (play) a video game all night.
2. She _____didn't clean_____ (clean) her room on Friday night.
3. On Friday, she _____ (go) out of the house.
4. She _____ (want) to stay home on Saturday.
5. She _____ (go) downtown with Jan.
6. She _____ (do) homework on Saturday.
7. On Sunday, she _____ (go) out.
8. She _____ (have) fun on Sunday.
9. She _____ (listen) to music.
10. She _____ (check) her e-mail.

2 Word power

Make verb phrases. Find words or phrases from the box that are usually paired with each verb.

☐ a cake	☐ a lot of homework	☐ a party	☐ some phone calls
☐ dancing	☐ a movie	☐ shopping	☐ to the mall
☑ a great weekend	☐ a new friend	☐ some DVDs	☐ TV

1. have *a great weekend*
2. go _____
3. make _____
4. watch _____

3 Speaking

A Write four things you did and four things you didn't do last weekend. Use the verb phrases from Exercise 2 or use your own ideas.

Things I did last weekend

1. _____
2. _____
3. _____
4. _____

Things I didn't do last weekend

1. _____
2. _____
3. _____
4. _____

B Work with four classmates. Can they guess the four things you did last weekend?

Classmate 1 You watched music videos.
You No. I didn't watch music videos.
Classmate 2 You went shopping.
You Yes. I went shopping.

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Get Connected
UNIT 2

Read

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A **Read the electronic postcard quickly. Write the names of three animals from the Galapagos Islands.**

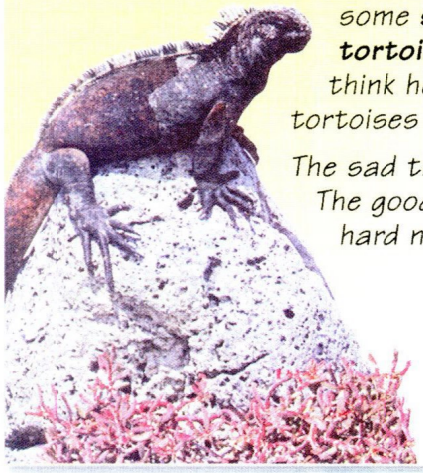
1. _____ 2. _____ 3. _____

The **Amazing Animals** of the **Galapagos**

Dear Lauren,

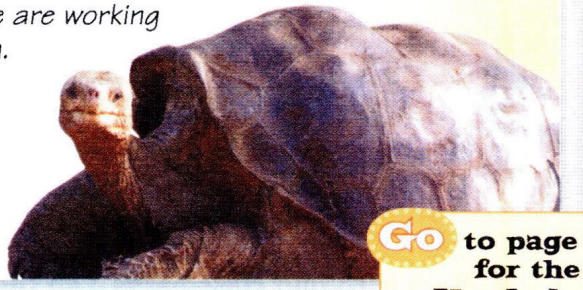
Hello from the Galapagos Islands. My family and I are here on vacation. We flew here two days ago, and we're taking a ten-day boat trip around the islands on the "National Geographic Polaris."

*The **scenery** and the animals here are amazing. We saw **marine iguanas** yesterday. They're cool, and they only live in the Galapagos. And did you know they only eat vegetables? We saw some beautiful birds, too. They had red feet.*



*What did we do today? This morning we swam and **snorkeled** with some **sea lions**. Later, we met Lonesome George, a **giant** Pinta **tortoise**. He weighs 194 pounds (88 kilograms). Scientists think he's between 60 and 90 years old! We didn't see any other tortoises like him. He's the only Pinta tortoise in the world.*

*The sad thing is a lot of the animals here are **endangered**. The good thing is many people are working hard now to help save them.*



See you soon!
Manuel

Go to page 122 for the Vocabulary Practice.

B **Read the electronic postcard slowly. Check your answers in Part A.**

C **Are these statements true or false? Write *True* or *False*. Then correct the false statements.**

1. ~~Lauren~~ Manuel and his family went to the Galapagos Islands. False
2. They saw marine iguanas and beautiful birds. _____
3. The birds had blue feet. _____
4. They swam and snorkeled with sea lions. _____
5. They met the only giant Pinta sea lion in the world. _____

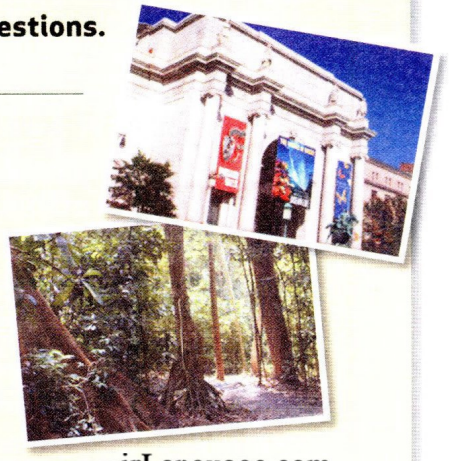
Did you have a good time?

Listen

A **Ricardo and Mia talk about vacations. Listen and answer the questions.**

1. Did Ricardo go to Pam's party? Yes, he did.
2. Did Mia go to the party, too? _____
3. Did Mia have fun in New York City? _____
4. Did she go to Costa Rica last year? _____
5. Did she eat Japanese food in Costa Rica?

_____



B **What do you think? Answer the questions.**

1. Do you think it's good to try the local food?

_____

2. Do you think it's good to visit museums?

_____

3. Would you like to hike in a rain forest or visit a big city?

_____

4. Do you think people with different interests can be good friends?

_____

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Your turn

Write

A **Think about your favorite vacation. Answer the questions.**

1. Where did you go? _____
2. Where did you stay? _____
3. What did you do? _____
4. What didn't you do? _____
5. What did you see, eat, and buy? _____

_____

B **Write an e-mail to your friend about your favorite vacation. Use the answers in Part A to help you.**

Hello _____ !

I had a great time on my vacation. I went to . . .

_____

_____

_____

Unit 2 Review

Language chart review

Simple past affirmative and negative statements

Regular verbs

I **played** volleyball. I **didn't play** soccer.
You **watched** TV. You **didn't watch** a video.
He **listened** to jazz. He **didn't listen** to rock.

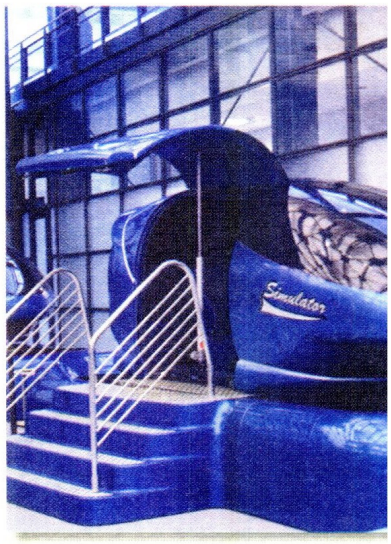
Irregular verbs

I **went** to the beach. I **didn't go** to the park.
You **had** pizza. You **didn't have** a hamburger.
She **read** a magazine. She **didn't read** a newspaper.

A Look at the information. Then write sentences in the simple past about Lynn's trip.

Things to do in Washington, D.C.

take a ride in a flight simulator
listen to a talk about the solar system
see a rock sample from the moon
eat space food
go to the planetarium
buy souvenirs



1. Lynn took a ride in a flight simulator.
2. _____
3. _____
4. _____
5. _____
6. _____

B Look at Part A again. Correct these false statements about Lynn's trip.

1. Lynn visited New York. Lynn didn't visit New York. She visited Washington, D.C.
2. Lynn ate hamburgers. _____
3. Lynn went to the park. _____
4. Lynn listened to music. _____
5. Lynn took a ride in a car. _____
6. Lynn bought movie tickets. _____

Language chart review

Simple past *Yes / No* questions	
Questions	**Answers**
Did you **go** to the dance?	Yes, I **did**. I **went** with Paul.
	Yes. I **went** to the dance.
Did you **have** fun?	No, I **didn't**. I **didn't have** fun at all.
	No. I **had** a terrible time.

C **Look at Parts A and B again. Then write questions and answers.**

1. **Molly** Hey, Lynn. Welcome back!

   Did you have a good vacation?

   Lynn Yes, I did. I had a great vacation.

2. **Molly** _____

   Lynn No. I didn't go to California. I went to Washington, D.C.

   Molly _____

   Lynn Yes. I ate space food. It was terrible!

   Molly _____

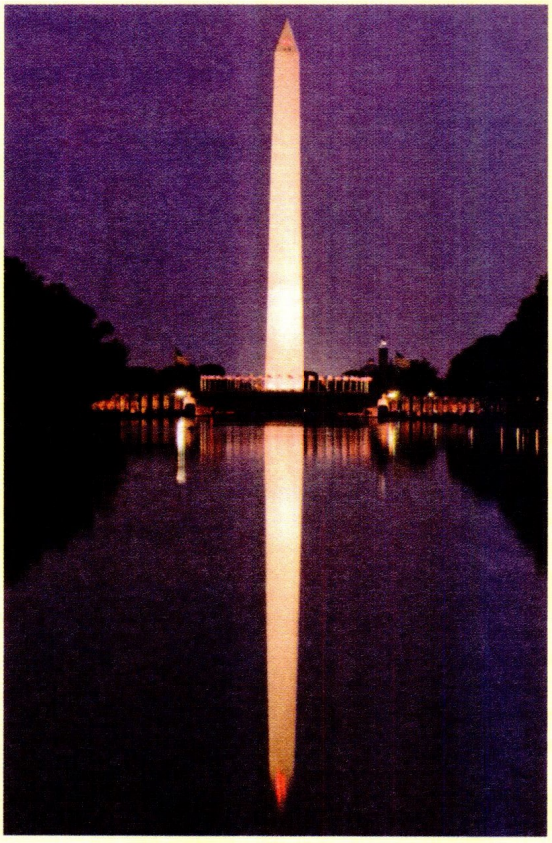
   Lynn No. I didn't buy movie tickets. I bought souvenirs.

   Molly Did you listen to CDs?

   Lynn _____

   Molly Did you take a ride in a flight simulator?

   Lynn _____



Take another look!

Circle the correct answer.

1. The simple past forms of regular verbs _____ end in *-ed*.
   a. always b. sometimes c. never
2. The simple past forms of irregular verbs _____ end in *-ed*.
   a. always b. sometimes c. never

Go to page 127 for the Theme Project.

A homestay

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1 Word power

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Beverly and Peter went on a homestay to Puerto Rico. Look at the pictures. Complete the sentences with the words in the box. Then listen and practice.

☐ embarrassed	☐ exhausted	☐ glad	☐ relaxed	☐ worried
☑ excited	☐ frustrated	☐ homesick	☐ surprised	

Getting to Puerto Rico

1. She's *excited*.
2. She's _____.
3. He's _____.

In Puerto Rico

4. She's _____.
5. He's _____.
6. She's _____.

Leaving Puerto Rico

Arriving home

7. He's _____.
8. They're _____.
9. He's _____.

2 Language focus

was / were statements

I **was** excited.	We **were** glad.
He **was** worried.	We **weren't** homesick.
She **wasn't** worried.	
wasn't = was not	*weren't = were not*

A Beverly kept a diary of her trip. Listen and practice.

July 22

Today we flew to Puerto Rico to begin our homestay. I was really excited. My friend, Peter, was worried on the plane, but I wasn't.

July 23

I was very happy to meet my host family. Pablo and Sonia were really friendly, but they spoke very fast. I can't speak Spanish very well, so I was a little frustrated today. Peter's Spanish is excellent, so he wasn't frustrated at all.

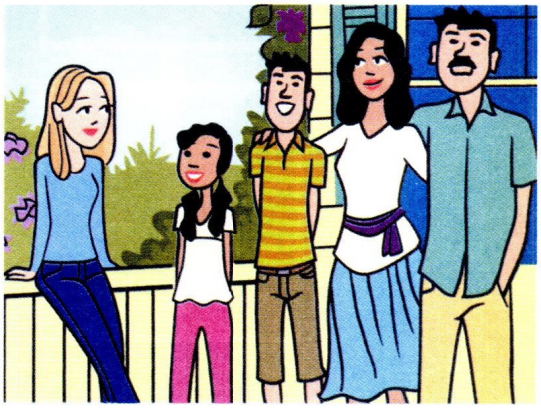
August 4

Wow! The two weeks are over. I didn't write in my diary very much. We were really busy every day, so I was too exhausted to write at night.

After the first few days, Peter and I weren't homesick at all. We were glad we came to Puerto Rico. We want to come again next year!

B Read Part A again. Complete the sentences with *was, wasn't, were,* or *weren't*. Then listen and check.

1. Peter and Beverly *weren't* on a school trip.
2. Beverly _____ worried on the plane, but Peter _____ .
3. Pablo and Sonia _____ friendly.
4. Peter's Spanish was good, so he _____ frustrated.
5. Beverly and Peter _____ homesick after the first few days.
6. Beverly _____ glad she went to Puerto Rico.



3 Listening

A Other students talk about their homestays. How did they feel? Listen and match their names to their feelings.

1. Howard *d*	a. excited
2. Maureen _____	b. exhausted
3. Mitch _____	c. frustrated
4. Tracy _____	d. homesick
5. Wendy _____	e. surprised

B Work with a classmate. Compare how the students in Part A felt.

Howard was homesick.

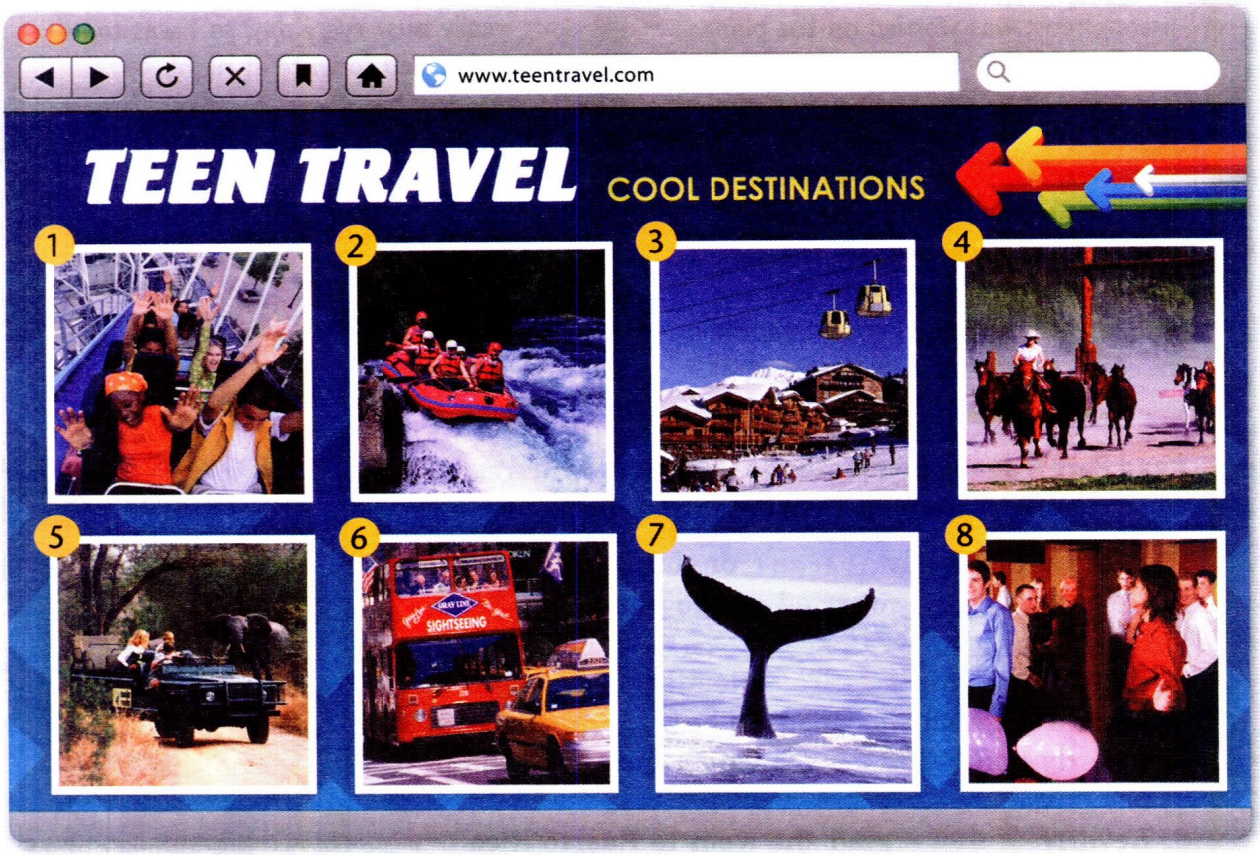
Tracy wasn't homesick. She was . . .

Lesson 10

Getting away

1 Word power

A **Look at this travel Web site, and match the photos to the correct sentences. Then listen and practice.**



- [ ] Dance at a teen club.
- [ ] Discover New York on a city tour.
- [ ] Enjoy wild animals on a safari.
- [ ] Experience the outdoors at a dude ranch.
- [ ] Go white-water rafting on a river.
- [1] Have fun at a theme park.
- [ ] Watch whales from a tour boat.
- [ ] Spend a week at a ski resort.

B **Choose three things from the Web site that you would like to do. Then write sentences.**

I'd like to have fun at a theme park.

1. _____
2. _____
3. _____

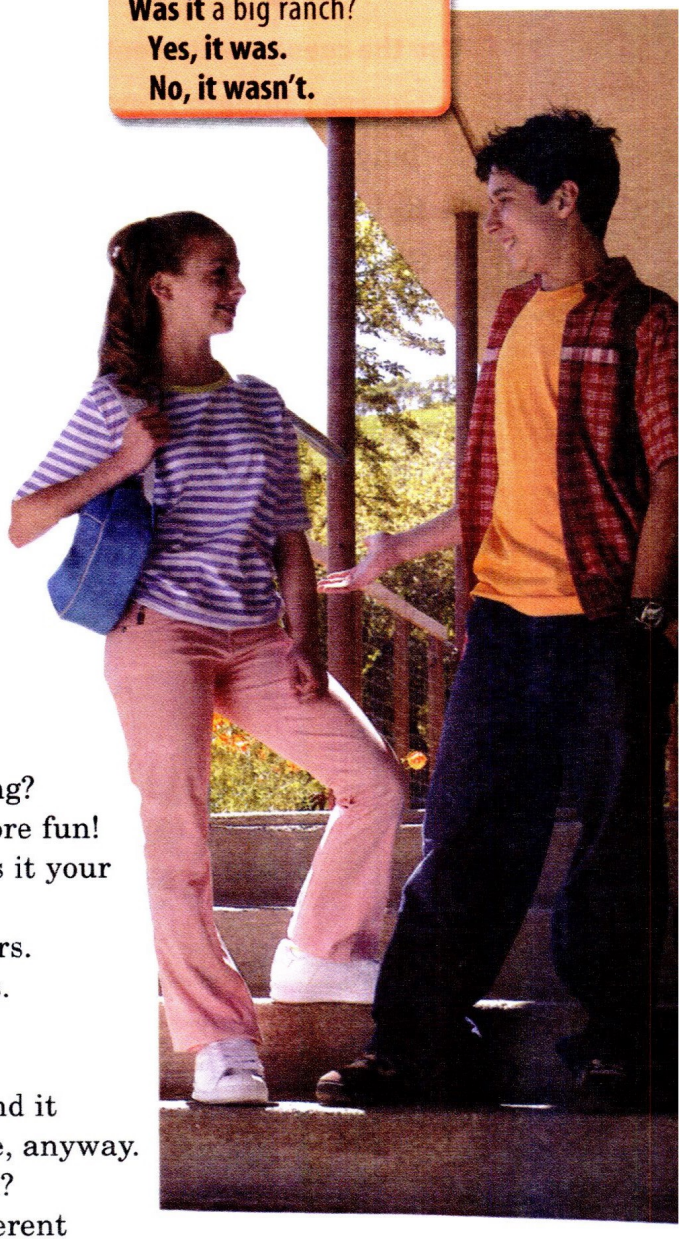
2 Language focus

A Andrea and Felipe are back at school after Thanksgiving break. Listen and practice.

Andrea Hi, Felipe. How was your break? Was it exciting?
Felipe Yeah, very. I went to a dude ranch with my friends.
Andrea Cool! Were you there all week?
Felipe Yes, I was.
Andrea Was it a big ranch?
Felipe No, it wasn't, but I was never bored. We rode horses every day and had campfires every night. What about your break? Was it fun?
Andrea Yes, it was terrific. I went to New York with my family.
Felipe Great! . . . Oh, no! The bell's ringing. We have to go to class. Let's talk more later.

Was / Were . . . ?

Were you there all week?
Yes, I was.
No, I wasn't.
Was it a big ranch?
Yes, it was.
No, it wasn't.



B Andrea and Felipe meet again. Complete their conversation. Then listen and check.

Felipe Hi, again! __Was__ your class interesting?
Andrea It was OK. New York _____ much more fun!
Felipe Yeah. Tell me more about your trip! Was it your first trip to New York?
Andrea Yes, it _____ . We went with Top Tours. We went to the theater and to museums. We shopped a lot, too.
Felipe _____ the weather good?
Andrea No, it _____ . It was a little chilly. And it rained one day. But we had a great time, anyway.
Felipe _____ you in the same hotel all week?
Andrea No, we _____ . We stayed in two different hotels. They were both really nice.

3 Speaking

Imagine you were on one of the trips in Exercise 1A. Tell your classmates how you felt. Can they guess where you were?

You I was very relaxed.
Classmate 1 Were you at a dude ranch?
You No, I wasn't.
Classmate 2 Were you on a whale-watching tour boat?
You Yes, I was.

Lessons 9 & 10

Mini-review

1 Language check

A **Use the cues to write sentences: ✓ = Yes, ✗ = No**

1. George / hungry / last night (✓) George was hungry last night.
2. Tonya / frustrated / yesterday (✗) _____
3. Kyle and Millie / excited at the concert (✗) _____
4. Shane and Carl / surprised / at the party (✓) _____
5. You / homesick / in France (✗) _____
6. We / worried / on the bus (✓) _____
7. I / embarrassed / at the dance (✗) _____
8. We / relaxed / on the trip (✓) _____

B **Complete the conversation with *was*, *wasn't*, or *were*.**

Ned Hi, Lilly. How ___was___ your weekend?

Lilly It _____ exciting. I went to a theme park with my family.

Ned _____ you there all weekend?

Lilly Yes, I _____ .

Ned _____ it a big theme park?

Lilly No, it _____ , but I _____ happy. I love roller coasters!
How _____ your weekend?

Ned It _____ OK.

Lilly _____ you at the Big Mountain Ski Resort with your family?

Ned No, I _____ . I _____ at the library. I had to study.
We have a big English test today.

Lilly Oh, no! I forgot! Can you help me study at lunch?

Ned Sure. No problem!

C **Jeff sent an e-mail to his friend, Pedro. Circle *was* or *were* to complete the sentences.**

To: pedrofernandez@mr.net
From: jeffmarshall@mr.net
Subject: Spring break

Hi, Pedro!

Last week, my classmates and I (was / were) on spring break. I went on a white-water rafting trip. It (was / were) fun! I (was / were) on a raft for the first time. I fell out of the raft twice. I (was / were) embarrassed, but later I learned how to stay in the raft.

A lot of my friends went on awesome vacations. Kyle and his dad went camping in the mountains. Kyle likes to camp and hike. He (was / were) very excited about the trip.

Angela took a city tour for three days. She walked and walked. She (was / were) exhausted at the end.

Libby and Gil had fun at a great beach. They (was / were) outside in the sun all day.

On Monday, we (was / were) all sad our break was over. How (was / were) your break? Keep in touch!

Your friend,

Jeff

2 Listening

A **Read Jeff's e-mail in Exercise 1C again. Then listen to the questions. Check (✓) the correct responses.**

1. ☐ Yes, it was.
   ☑ No, it wasn't.
2. ☐ Yes, it was.
   ☐ No, it wasn't.
3. ☐ Yes, they were.
   ☐ No, they weren't.
4. ☐ Yes, he was.
   ☐ No, he wasn't.
5. ☐ Yes, she was.
   ☐ No, she wasn't.
6. ☐ Yes, they were.
   ☐ No, they weren't.
7. ☐ Yes, they were.
   ☐ No, they weren't.
8. ☐ Yes, they were.
   ☐ No, they weren't.

B **Now listen to the questions and responses in Part A. Check your answers.**

Go to page 116 for the Game.

Lesson 11

Explorers

1 Language focus

A Luigi tells Josh about a school project. Listen and practice.

Luigi Hey, Josh. I'm exhausted! I stayed up late last night to finish my project.
Josh When did you start it?
Luigi Actually, I started it two weeks ago, but I changed my topic last week.
Josh Why did you do that?
Luigi Well, I started to write about mountain climbing, but I really didn't think it was very interesting.
Josh So, what did you choose for a new topic?
Luigi The *Apollo 11* flight to the moon.
Josh Cool! Where did you get your information?
Luigi I got it at the library. I found some great books and an interesting Web site about Neil Armstrong. He was the first person to walk on the moon.

Wh- questions with *did*

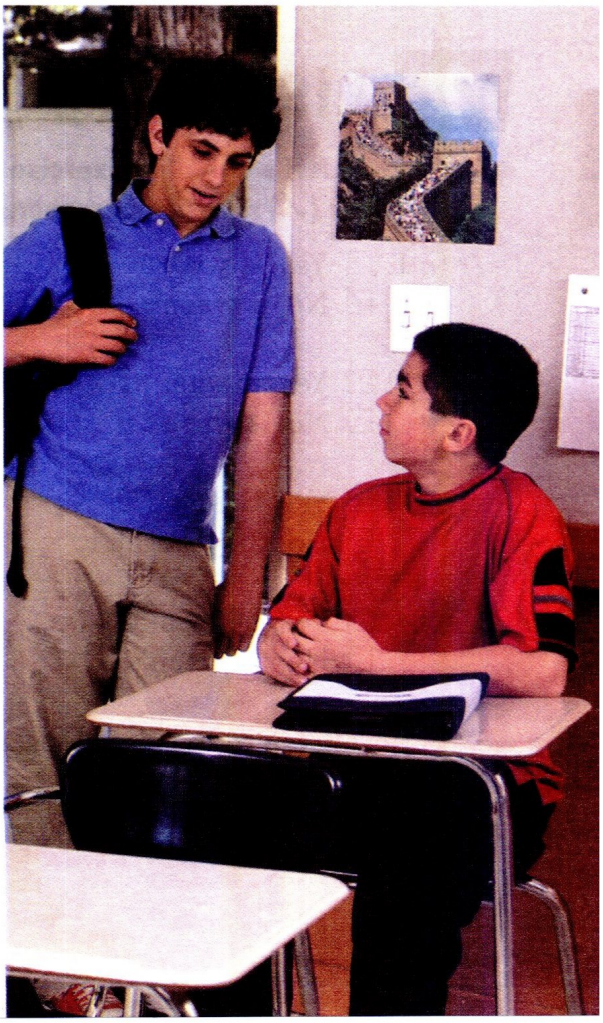
When did you **start**?
I **started** two weeks ago.
Where did you **get** your information?
I **got** it at the library.

Time expressions

this week	*a month ago*
last week	*a year ago*
two weeks ago	

B Complete the rest of the conversation with the correct words. Then listen and check.

Josh Were you at the library yesterday? I was there, but I didn't see you.
Luigi I was there. When ___did___ (do / did) you leave?
Josh I _____ (leave / left) around 5:00 p.m.
Luigi Oh – I got there at 7:00. How did you _____ (go / went) home?
Josh My mom _____ (drive / drove) me.
Luigi Are you doing a project in your class, too?
Josh Yeah. I just started working on it.
Luigi What did you _____ (choose / chose) for a topic?
Josh I _____ (choose / chose) Shackleton's incredible trip.
Luigi I don't know anything about Shackleton. Where did he _____ (go / went)?
Josh He _____ (go / went) to Antarctica almost 100 years ago.



2 Listening

A Two students give their presentations. Listen and number the sentences in the order in which you hear the information.

Christopher Columbus

- [ ] Columbus arrived in North America in 1492.
- [ ] He wanted to find India, but he didn't.
- [ ] Columbus left home at the age of 14 and went to sea.
- [ ] He took four long trips.
- [1] He was a very famous explorer.

Lewis and Clark

- [ ] They found new plants and saw a lot of animals.
- [1] Lewis and Clark traveled across North America.
- [ ] They made maps.
- [ ] They traveled on foot and by boat.
- [ ] Their trip took two years.

B Luigi's teacher asks questions about the presentations. Listen and check (✓) the correct answers.

1. ☐ He left home and went to school.
   ☑ He left home and went to sea.
2. ☐ He wanted to find India.
   ☐ He wanted to learn to read.
3. ☐ In 1492.
   ☐ For two months.
4. ☐ Two.
   ☐ Four.
5. ☐ From 1804 to 1806.
   ☐ By boat.
6. ☐ They danced.
   ☐ They camped.

3 Speaking

Tell your classmates about a trip or an adventure of your own. Your classmates ask questions.

You I took a trip with my family.
Classmate 1 Where did you go?
You We went to Colombia.
Classmate 2 When did you go?
You We went two years ago.
Classmate 3 What did you do?
You We visited parks and museums. We snorkeled, too.

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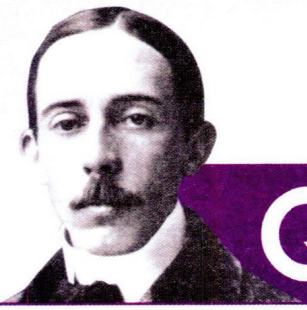
Lesson 12 Up and away

1 Language focus

A **The students had a quiz after their presentations. Listen and practice.**

Wh- questions with *was / were* vs. with *did*

Who was Santos-Dumont?
He **was** one of the first people to fly.
Where did he grow up?
He **grew up** in Brazil.
When were his most famous flights?
His most famous flights **were** in 1901 and 1906.



QUIZ

Alberto Santos-Dumont

1. **Who was Alberto Santos-Dumont?**
   He was one of the first people to fly. He built and flew balloons and airplanes. In his home country, people call him the father of aviation.
2. **Where did he grow up?**
   He grew up in Brazil. When he was 18 years old, he went to Paris to study.
3. **When did he take his first balloon flight?**
   He took his first balloon flight in 1898.
4. **What was the name of his first balloon?**
   The name of his first balloon was Brazil.
5. **When were his most famous flights?**
   His most famous flights were in 1901 and 1906. In 1901, he flew a balloon around the Eiffel Tower. In 1906, he flew a plane 715 feet in 21 seconds.
6. **What did he do with the prize money from his 1901 flight?**
   He gave half of it to his assistants and half of it to poor people in Brazil.

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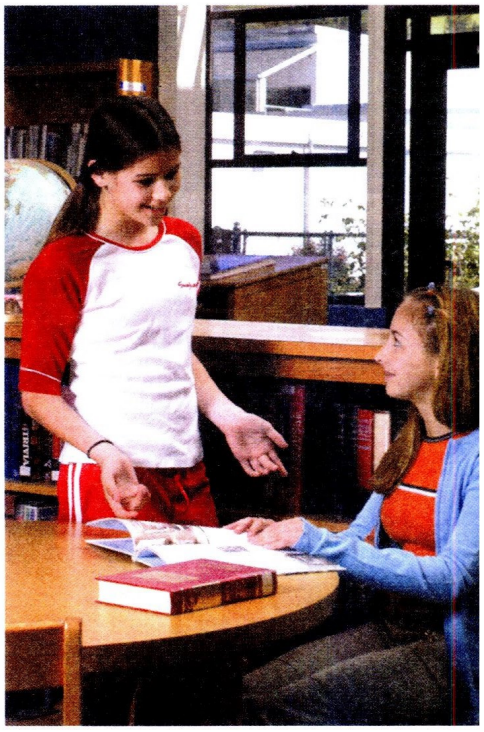
B **Amy is talking to Andrea the day after the quiz. Complete their conversation. Then listen and check.**

Amy Hey, Andrea! We had a quiz yesterday. Where were (Where were / Where did) you?
Andrea I _____ (was / did) at home. I didn't feel well.
Amy Oh, that's too bad. Are you OK now?
Andrea Yeah. _____ (How was / How did) the quiz?
Amy It _____ (wasn't / didn't) too difficult. Do you have to take it today?
Andrea I think so. And I didn't study much, so I'm worried.
Amy Why didn't you study? _____ (What were / What did) you do all day?
Andrea I _____ (sleep / slept)!



C **Complete the quiz questions about Lewis and Clark with *Wh-* question words and *was, were,* or *did*. Then listen and check.**

1. **Q:** Who were Lewis and Clark? **A:** They were American explorers.
2. **Q:** _____ they start their exploration? **A:** They started their exploration in May 1804.
3. **Q:** _____ they find? **A:** They found new plants and animals.
4. **Q:** _____ they meet? **A:** They met many Native American people.
5. **Q:** _____ their guide? **A:** Their guide was Sacagawea, a Native American woman.

2 Speaking

A **Think of a school project or a report you did about a famous person in history. Write answers to the questions.**

1. Who was your project about? _____
2. Where did he or she live? _____
3. What did he or she do? _____
4. Where did you get your information? _____
5. Who were your listeners or readers? _____

B **Ask and answer the questions in Part A with a classmate.**

Who was your project about? It was about Henry Ford.

Get Connected
UNIT 3

Read

A **Read the article quickly. Check (✓) the false statement.**

☐ 1. Benedict explores places by airplane.

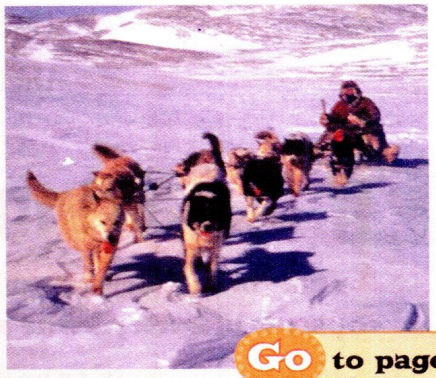
☐ 2. Benedict learns skills from the local people but travels alone.

☐ 3. Benedict's Siberia to Alaska adventure was one of his favorites.

Benedict Allen, A Modern Day Explorer

Benedict Allen was born in England in 1960. His father was a **pilot**, and Benedict dreamed of traveling around the world like his dad. His dream came true – Benedict became an explorer. But he doesn't travel the world in an airplane. He finds a place he wants to explore, and then he lives with the local people. He learns important **skills** from them, and then uses those skills to explore the place he's visiting. He doesn't use **modern** things like cell phones, and he likes to travel alone.

Benedict's explorations are often dangerous, but he likes them. One of his favorite adventures was in 2001. He wanted to be the first person to travel alone across the ice from Siberia to Alaska. So, he went to Siberia and lived with the Chukchi people. He learned how to drive a dog team and live like the people. He traveled 622 **miles** (1,000 kilometers) with only a dog team. The weather was really bad. There was a lot of snow, wind, and ice, so the **journey** was very difficult. Benedict almost lost the dog team, and he almost died, so he **ended** his journey early. It was **scary**, but he learned a lot.



Go to page 123 for the Vocabulary Practice.

B **Read the article slowly. Check your answer in Part A.**

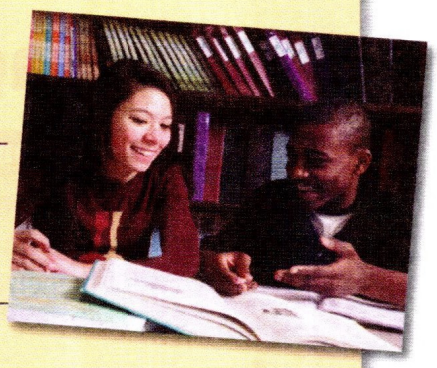
C **Answer the questions.**

1. Where was Benedict Allen born? He was born in England.
2. Was Benedict's father a doctor? _____
3. Where did Benedict go in 2001? _____
4. What did he learn how to do? _____
5. How was the weather on Benedict's journey in Siberia? _____

It was really an adventure!

Listen

A **Laurie and Will talk about an adventure. Listen and answer the questions.**



1. Who did Laurie go mountain climbing with?
   She went mountain climbing with her uncle.
2. When did Laurie go mountain climbing? _____
3. Was Laurie scared? _____
4. Where did Laurie and her uncle stay? _____
5. Was Laurie sad to see the other climbers? _____

B **What do you think? Write *I agree* or *I disagree*. Give reasons.**

1. All adventures are dangerous. _____
2. It's good to have an adventure on vacation. _____
3. Mountain climbing is a dangerous sport. _____
4. Cell phones can always help people. _____

Your turn

Write

A **Imagine you were just on an amazing adventure. Answer the questions about your adventure.**

1. Where did you go? _____
2. When did you go? _____
3. Who did you go with? _____
4. What did you take with you? _____
5. What happened on your adventure? _____
6. Were you excited to get home? Why or why not? _____

B **Write a paragraph about your adventure. Use the answers in Part A to help you.**

I went to . . . _____

_____

_____

_____

_____

Unit 3 Review

Language chart review

was / were statements
I **was** home. I **wasn't** at the party.
He **was** excited. He **wasn't** worried.
They **were** friendly. They **weren't** shy.

Wh- questions with *did*	
When did you **get** here?	**What time did** you **go** to bed?
I **got** here two days ago.	I **went** to bed at 11:00.

A **Write *Wh-* questions with *did*, and complete the answers. Use the words in the box. Pay attention to the underlined words.**

☐ get home / exhausted	☐ go / homesick	☐ spill / embarrassed
☐ go / glad	☑ meet / excited	☐ talk to / bored

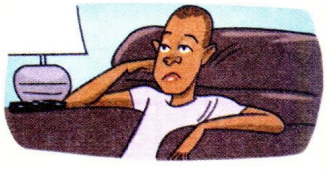
1. **A** Who did you meet?
   B I met my favorite basketball player.
   I was excited.

2. **A** _____
   B I spilled my juice all over the table.
   _____

3. **A** _____
   B I got home at 2:00 a.m.!
   _____

4. **A** _____
   B I went to the beach yesterday. It was a beautiful day.
   _____

5. **A** _____
   B I didn't talk to anyone last night.
   _____



6. **A** _____
   B We went to camp. We missed our families.
   _____

Language chart review

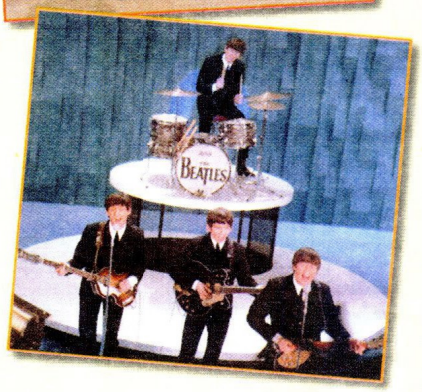
Was / Were . . . ?

Were you in class last Monday?
Yes, I was. / No, I wasn't.
Was it fun?
Yes, it was. / No, it wasn't.

Wh- questions with *was / were* www.irLanguage.com

Where were you born?
I **was** born in San Juan.
When was your first concert?
It **was** in 2002.
What was his name?
His name **was** George Harrison.
Who was the drummer for the Beatles?
Ringo Starr **was** the drummer.

B **Read the answers. Then write questions about the underlined words.**



1. **Q:** What was the Model T Ford?
   A: The Model T Ford was a car.
   Q: _____
   A: The first Model T Ford was black.
   Q: _____
   A: No, it wasn't. The first Model T Ford wasn't fast.
2. **Q:** _____
   A: The Beatles were a British musical group.
   Q: _____
   A: They played rock music.
   Q: _____
   A: They came to the U.S. in 1964.

C **Look at Part B again. Use the information to write questions and short answers.**

1. (the Model T Ford / an airplane)
   Q: Was the Model T Ford an airplane? **A:** No, it wasn't.
2. (the first Model T Ford / slow)
   Q: _____ **A:** _____
3. (The Beatles / a hip-hop group)
   Q: _____ **A:** _____
4. (The Beatles / in the U.S. in 1964)
   Q: _____ **A:** _____

Take another look!

Circle the correct answer.

We _____ use *did* in questions with *was / were*.
a. always b. sometimes c. never

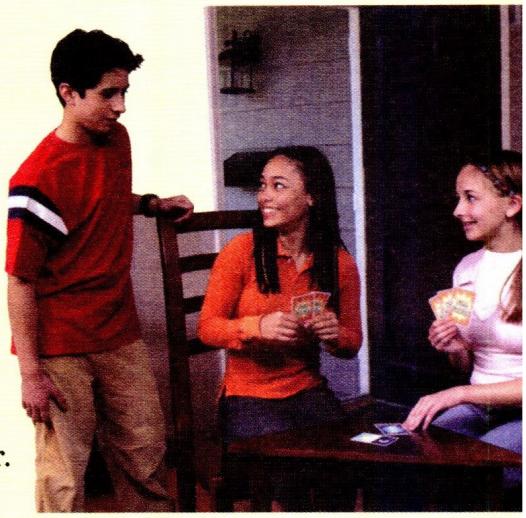
Go to page 128 for the Theme Project.

Fun facts

1 Language focus

A **Andrea and Mandy are playing Fun Facts. Felipe joins them. Listen and practice.**

Felipe Hey! What are you guys doing?
Andrea We're playing Fun Facts. Come and join us.
Mandy OK, Andrea. It's your turn. The moon is bigger than the sun. True or false?
Andrea That's easy. It's false. The moon is smaller than the sun.
Mandy Right. That's five points for you.
Andrea This one's for you, Felipe. Which is warmer, the North Pole or the South Pole?
Felipe I think the South Pole is warmer.
Andrea No, sorry. That's wrong. The North Pole is warmer than the South Pole.



B **Study the chart. Write the comparative forms of the adjectives.**

Comparative adjectives

For regular one-syllable adjectives:
small → *smaller* *warm* → *warmer*

For adjectives ending in consonant + vowel + consonant:
big → *bigger* *hot* → *hotter*

For adjectives ending in *y*:
easy → *easier* *busy* → *busier*

Comparative adjectives are followed by *than*.
The moon is **smaller than** the sun.

1. warm	warmer	5. cold		9. short	
2. hot		6. tall		10. big	
3. easy		7. hard		11. busy	
4. slow		8. fast		12. long	

C **Complete the sentences with your own ideas. Then tell a classmate.**

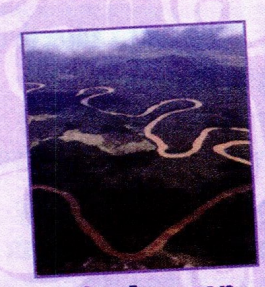
1. _____ is warmer than _____ .
2. _____ is easier than _____ .
3. _____ is slower than _____ .
4. _____ is bigger than _____ .
5. _____ is longer than _____ .

Miami is warmer than Chicago

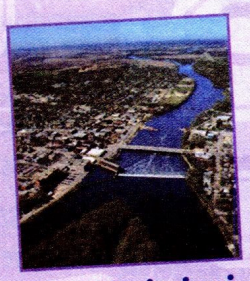
D **Write two sentences about the sets of photos. Use the pairs of words in the box. Then listen and check.**

☐ big – small ☐ fast – slow ☐ cold – hot ☑ long – short

1



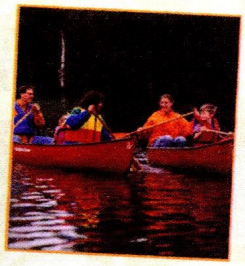
the Amazon River



the Mississippi River

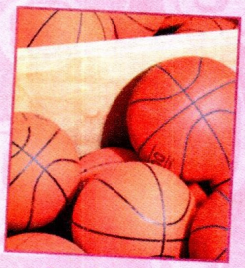
2

speedboats

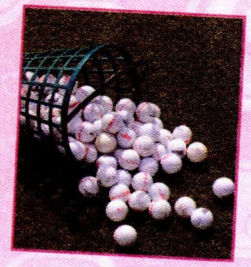


canoes

3

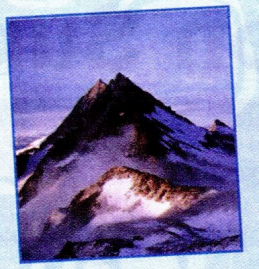


basketballs



golf balls

4



the Alps

the Sahara

1. *The Amazon River is longer than the Mississippi River.*
   The Mississippi River is shorter than the Amazon River.
2. _____
   _____
3. _____
   _____
4. _____
   _____

2 Listening

Kelly is a very curious little girl. She asks her father a lot of questions. Listen to their conversation. Then circle the correct words.

1. Germany is (larger / smaller) than England.
2. Bears are (faster / slower) than lions.
3. The Euphrates River is (longer / shorter) than the Nile River.
4. Water is (lighter / heavier) than snow.
5. Miami is (warmer / cooler) than Quito.

Lesson 14

My opinion

1 Language focus

A **Read the survey. Listen and practice. Then check (✓) your opinions.**

Comparative adjectives: *more . . . than*

Use *more . . . than* with adjectives of two or more syllables:

popular → *more popular*

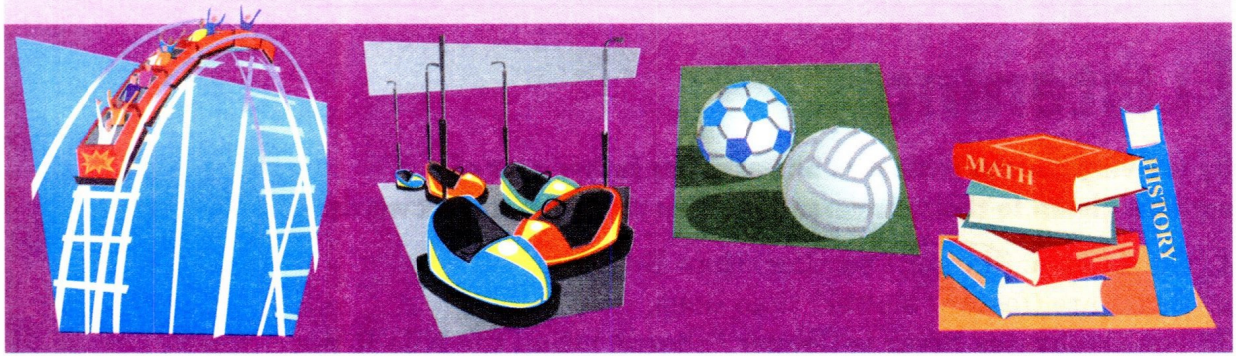
Soccer is **more popular than** volleyball.

interesting → *more interesting*

Books are **more interesting than** video games.

TEEN Opinion Survey

Do you agree or disagree?	I agree.	I disagree.
1. Soccer is more popular than volleyball.	☐	☐
2. Books are more interesting than video games.	☐	☐
3. Roller coasters are more exciting than bumper cars.	☐	☐
4. Math is more useful than history.	☐	☐
5. Saturdays are more relaxing than Sundays.	☐	☐
6. Movies are more entertaining than TV shows.	☐	☐
7. Pizza is more delicious than spaghetti.	☐	☐
8. Surfing is more challenging than tennis.	☐	☐
9. Elephants are more dangerous than lions.	☐	☐
10. Science is more important than history.	☐	☐



B **Compare your opinions from Part A with a classmate.**

I think soccer is more popular than volleyball.

I disagree. I think volleyball is more popular than soccer.

C **What do you think? Compare these things. Use the words in the box or your own ideas.**

☐ dangerous ☐ delicious ☐ entertaining ☐ important ☑ popular

1. (T-shirts / sweaters)

   T-shirts are more popular than sweaters.

2. (chocolate ice cream / strawberry ice cream)

   _____

3. (books / newspapers)

   _____

4. (karate / hockey)

   _____

5. (rap music / country music)

   _____

2 Speaking

What's your opinion? Compare these things using the words in the box or your own ideas. Then tell a classmate.

☐ difficult ☐ exciting ☐ important ☐ popular ☐ relaxing ☐ useful

I think comic books are more popular than newspapers.

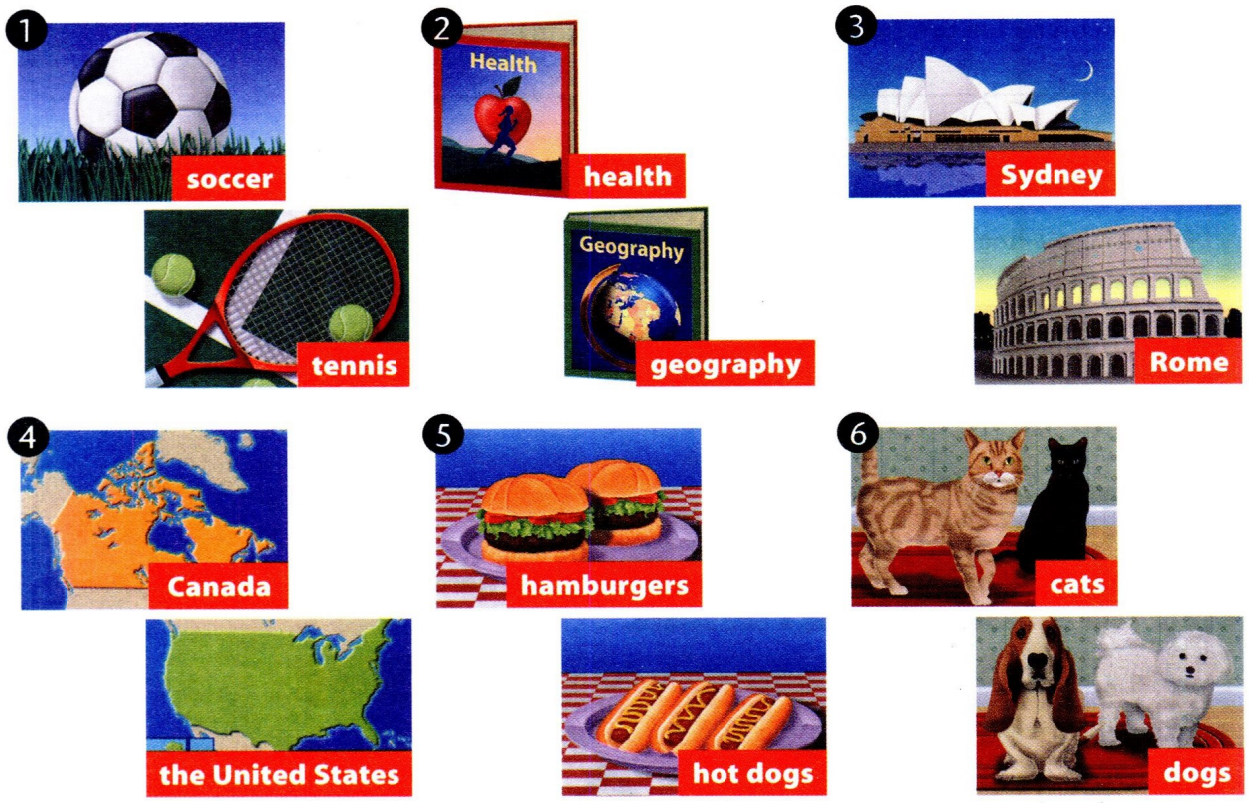
Really? I think newspapers are more popular than comic books.

Lessons 13 & 14

Mini-review

1 Language check

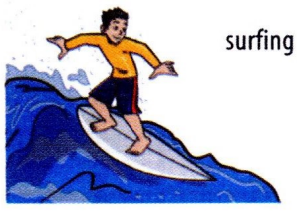
A **Compare each of the two things. Write sentences.**



1. (difficult) Soccer is more difficult than tennis.
   OR Tennis is more difficult than soccer.
2. (important) _____
3. (beautiful) _____
4. (interesting) _____
5. (delicious) _____
6. (intelligent) _____

B **Compare the two sports using the words in the box or your own ideas.**

☐ challenging ☑ dangerous ☐ difficult ☐ exciting ☐ interesting


surfing

skateboarding

1. Surfing is more dangerous than skateboarding.
2. _____
3. _____
4. _____
5. _____

C Use the cues to make sentences.

1. Race cars / fast / bumper cars

   Race cars are faster than bumper cars.

2. A soccer ball / big / a golf ball

3. Theme parks / exciting / school festivals

4. Portugal / small / France

5. MP3 players / popular / CD players

6. New York City / busy / Chicago

7. Libraries / relaxing / malls

8. English / useful / science

2 Listening

Joe writes Penny an e-mail from camp. Listen and circle the correct words.

TO: pennypen@mr.net
FROM: joejohnson@mr.net
SUBJECT: My summer

Hi, Penny!

How are you? I'm at summer camp. Camp is more (difficult / exciting) than school!

There are a lot of things to do. The outdoor activities are (hotter / harder) than the indoor activities. But the outdoor activities are more (interesting / challenging). The horseback riding lessons are more (difficult / relaxing) than the swimming classes.

My favorite part of the day is lunch. The hamburgers are more (delicious / popular) than the hot dogs. And the cake is great, too!

In the afternoon, we have sports. Soccer is (harder / easier) than baseball. My favorite sport is tennis. Coach Ito is (friendlier / nicer) than Coach Martin, but Coach Johnson is my favorite coach. She's also my mom!

See you in August.

Your friend,

Joe

Go to page 117 for the Game.

Lesson 15 World trivia

1 Language focus

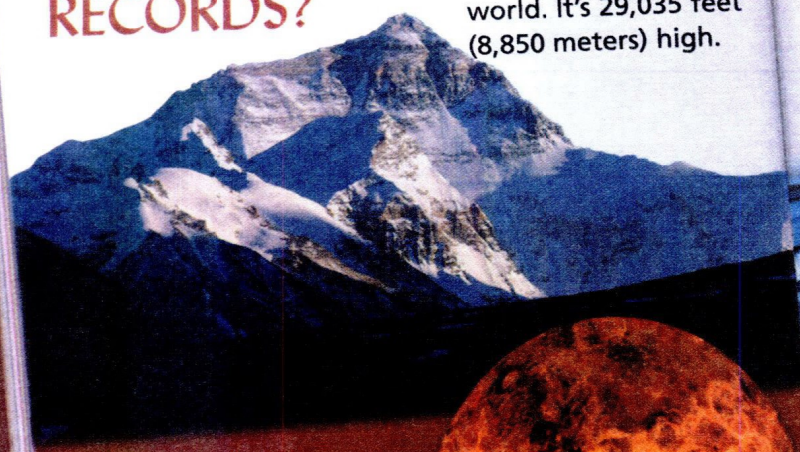
A **Read these pages from a world trivia book. Complete the sentences. Listen and check. Then practice.**

Superlative adjectives: *-est*

What's **the highest** mountain in the world?
Mount Everest is **the highest** mountain in the world.
Mount Everest is **the highest** mountain.

DO YOU KNOW ABOUT THESE
WORLD RECORDS?

1. Mount Everest is the *highest* (high) mountain in the world. It's 29,035 feet (8,850 meters) high.

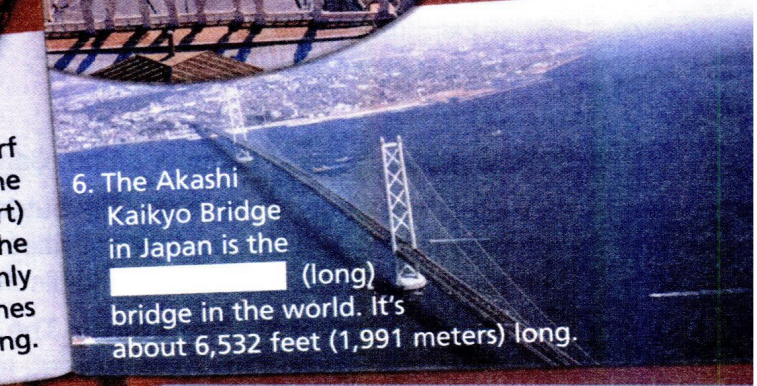


2. Venus is the _____ (hot) planet in the solar system. It can be 900 degrees Fahrenheit (482 degrees Celsius).

3. The dwarf gecko is the _____ (short) reptile in the world. It's only 0.63 inches (1.6 centimeters) long.

4. The blue whale is the _____ (heavy) animal in the world. It weighs about 110 tons (99,790 kilograms).

5. Vatican City is the _____ (small) country in the world. It's 0.15 square miles (0.4 square kilometers). About 880 people live there.



6. The Akashi Kaikyo Bridge in Japan is the _____ (long) bridge in the world. It's about 6,532 feet (1,991 meters) long.

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www.IR.com
irLanguage.com

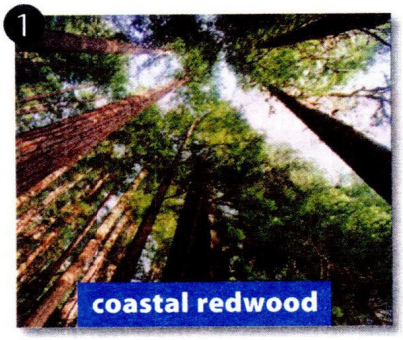
B **Write the superlative form of each adjective.**

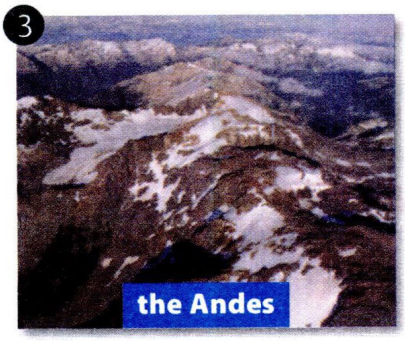
1. high	*highest*	4. short	_____
2. long	_____	5. cold	_____
3. cute	_____	6. large	_____

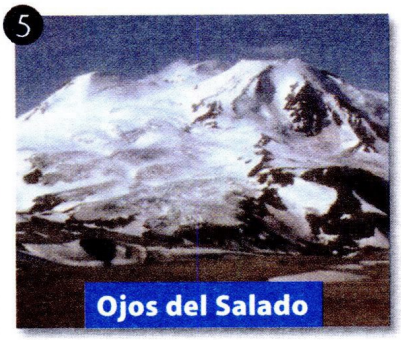
Spelling superlatives

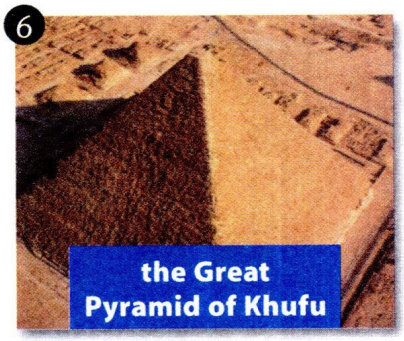
small → *smallest*
big → *biggest*
late → *latest*
heavy → *heaviest*

C **Look at the photos. Write questions and answers. Then listen and check.**









1. (tall / tree) **Q:** *What's the tallest tree in the world?*
   A: *The coastal redwood is the tallest tree in the world.*
2. (fast / land animal) **Q:** _____
   A: _____
3. (long / mountain range) **Q:** _____
   A: _____
4. (light / bird) **Q:** _____
   A: _____
5. (high / volcano) **Q:** _____
   A: _____
6. (large / pyramid) **Q:** _____
   A: _____

2 Listening

Three people are playing a trivia game. Listen to each question. Check (✓) the correct answer.

1. ☑ the Statue of Liberty	☐ the Eiffel Tower	☐ the Empire State Building
2. ☐ an Airbus A380	☐ a Boeing 747	☐ a McDonnell Douglas MD-11
3. ☐ the United States	☐ Russia	☐ Canada
4. ☐ Seoul	☐ Tokyo	☐ Mexico City
5. ☐ Australia	☐ Antarctica	☐ Europe

Lesson 16

The most

1 Language focus

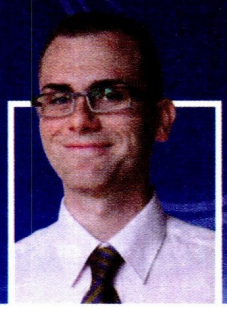
A **Read Mr. In-the-Know's Web site. Then listen and practice.**

Superlative adjectives: *the most*

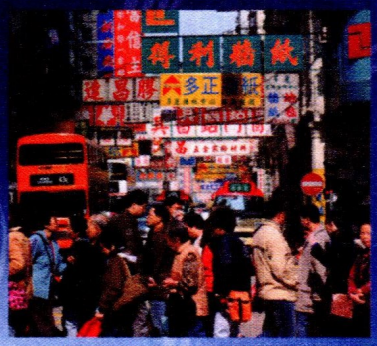
Use *the most* with adjectives of two or more syllables:
expensive → *the most expensive*

What's **the most expensive** city in the world?
The most expensive city in the world is Moscow.
The most expensive city is Moscow.
Moscow is **the most expensive** city.

http: //www.mr.in-the-



Ask Mr. In-the-Know!



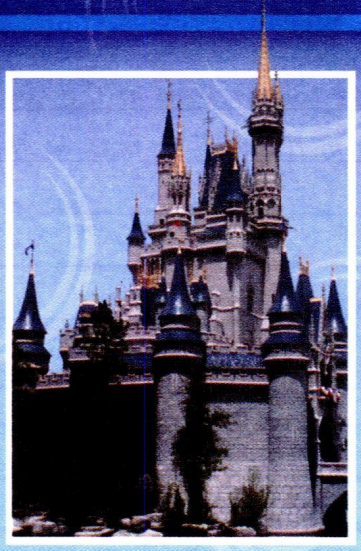
Here's what I think . . .

Q: What's the most expensive city in the world?

A: Moscow, Russia is the most expensive city in the world. A cup of coffee costs more than $5.00!

Q: What's the most populous country in the world?

A: The most populous country is China. There are more than one billion people.



Q: What's the most thrilling city in the world?

A: Orlando, Florida is the most thrilling city. There are more than 13 theme parks there.

Q: What's the most interesting city in the world?

A: Washington, D.C. is the most interesting city. Both the largest museum and the largest library in the world are there.

B **Write questions and answers about places in your country. Use the adjectives in the box.**

☑ beautiful ☐ crowded ☐ expensive ☐ interesting ☐ popular

1. What's the most beautiful city in Brazil? The most beautiful city in Brazil is Rio. OR The most beautiful city is Rio. OR Rio is the most beautiful city.
2. _____
3. _____
4. _____
5. _____

2 Word power

A **Check (✓) the word that does NOT belong in each list.**

1. the most thrilling
   - ☐ movie
   - ☑ sand
   - ☐ book

2. the most crowded
   - ☐ sport
   - ☐ city
   - ☐ country

3. the most popular
   - ☐ music store
   - ☐ café
   - ☐ kitchen

4. the most expensive
   - ☐ shop
   - ☐ restaurant
   - ☐ library

5. the most beautiful
   - ☐ beach
   - ☐ flower
   - ☐ ball

6. the most famous
   - ☐ movie star
   - ☐ singer
   - ☐ dining room

7. the most interesting
   - ☐ bathroom
   - ☐ book
   - ☐ museum

8. the most dangerous
   - ☐ table
   - ☐ city
   - ☐ animal

B **Write sentences using *the most*. Use ideas from Part A or your own ideas.**

1. *The most popular café in my town is Carrine's Café.*
2.
3.
4.
5.
6.
7.
8.

3 Speaking

A **What's in your classmate's bag? Complete the questions. Then interview your classmate.**

	Interview questions	Answers
1. important	*What's the most important thing in your bag?*	
2. beautiful		
3. expensive		
4. interesting		
5. useful		

B **Share your classmate's answers with the class.**

Money is the most important thing in Monica's bag.

Get Connected
UNIT 4

Read

A **Read the facts quickly. Check (✓) the words you find.**

☑ the fastest ☐ larger ☐ longer ☐ the oldest ☐ the slowest ☐ the youngest

Fun Amusement Park Facts

The biggest amusement park in the world is Walt Disney World in Florida in the U.S. About 54,000 people work there.

The oldest amusement park in the world is Bakken in Denmark. It **opened** in 1583.

Cedar Point in Ohio is one of the oldest amusement parks in the U.S. The park's first roller coaster opened in 1892 and **traveled** 10 **miles per hour** (16 kilometers per hour).

Kingda Ka at Six Flags Great Adventure in New Jersey in the U.S. is the tallest and fastest **outdoor** roller coaster in the world. It's 456 feet (139 meters) high, and it goes 128 miles per hour (206 kilometers per hour).

The Steel Dragon 2000 roller coaster in Japan is slower than Kingda Ka, but it's longer. It's the longest outdoor roller coaster in the world. It's 8,133 feet (2,479 meters) long.

What amusement park in the world has the most **rides**? Cedar Point in Ohio. It has 75 rides.

Go to page 123 for the Vocabulary Practice.

B **Read the facts slowly. Check your answers in Part A.**

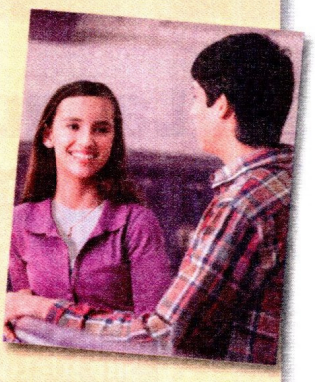
C **Answer the questions.**

1. What's the biggest amusement park in the world?
   The biggest amusement park in the world is Walt Disney World in Florida.
2. What's the oldest amusement park in the world?
   _____
3. What's the fastest outdoor roller coaster in the world?
   _____
4. What's the longest outdoor roller coaster?
   _____
5. What amusement park has the most rides?
   _____

I love roller coasters!

Listen

A **Lisa and Kevin talk about amusement parks. Listen and write *True* or *False*. Then correct the false statements.**



called Kevin yesterday but no one answered.

1. Lisa ~~went to Kevin's house yesterday but he wasn't home~~. False
2. Kevin went to an amusement park with his cousins. _____
3. Kevin likes amusement parks a lot. _____
4. Lisa thinks bumper cars are more exciting than roller coasters. _____
5. Kevin and Lisa think amusement parks are expensive. _____

B **What do you think? Write *I agree* or *I disagree*. Give reasons.**

1. It's better to go somewhere to celebrate your birthday than to celebrate it at home. _____
2. Roller coasters are safe. _____
3. Expensive food always tastes good. _____
4. Very young children should go on roller coasters. _____

Your turn

Write

A **Think of a place you went for fun. Answer the questions.**

1. What's the name of the place? _____
2. When did you go there? _____
3. What was the most exciting thing you did there? _____
4. What was the most boring thing you did there? _____
5. What were the most expensive things there? _____

B **Write a paragraph about the place. Use the answers in Part A to help you.**

I went to _____ for fun. I went there . . .

Unit 4 Review

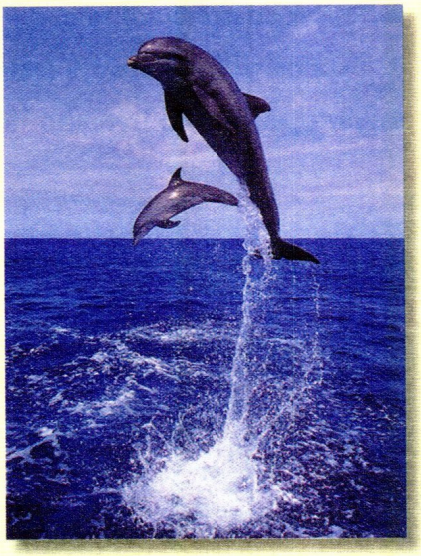
Language chart review

Comparative adjectives

short → *shorter* Ellie is **shorter than** Paula.
busy → *busier* Ms. Peterson is **busier than** Ms. Stevens.

Superlative adjectives: *-est*

What's **the longest** river in the United States?
The Mississippi River is **the longest** river in the United States.



A Rewrite the sentences so they are true.

1. Whales are bigger than dolphins.
   (small) *Dolphins are smaller than whales.*
2. Dolphins are slower than whales.
   (fast) _____
3. Sawsharks are smaller than white sharks.
   (large) _____
4. Dolphins are lighter than whales.
   (heavy) _____
5. Black bears are shorter than grizzly bears.
   (tall) _____

B Complete the conversations with the superlative forms of the adjectives in the box.

☐ fast ☑ large ☐ slow ☐ tall

1. **A** What's *the largest* mammal in the ocean?
   B The whale is *the largest* mammal in the ocean.
2. **A** What's _____ mammal on land?
   B The cheetah is _____ mammal on land.
   The cheetah is even faster than some cars!
3. **A** What's _____ mammal in the world?
   B The giraffe is _____ mammal in the world.
   Many giraffes are more than 16½ feet (5 meters) tall.
4. **A** What's _____ fish in the ocean?
   B The sea horse is _____ fish in the ocean.
   It only travels 0.01 miles (0.016 kilometers) per hour.

Language chart review

Comparative adjectives: *more . . . than*

expensive → *more expensive*	Cars are **more expensive than** bikes.
difficult → *more difficult*	English is **more difficult than** science.

Superlative adjectives: *the most*

What's **the most famous** bridge in California?
The most famous bridge in California is the Golden Gate Bridge.
The most famous bridge is the Golden Gate Bridge.
The Golden Gate Bridge is **the most famous** bridge.

C **Look at the results in Part 1 of the class survey. Then write sentences with comparative adjectives and *more*.**

Mr. King's Class Survey – Topics and Votes

PART 1								PART 2							
Movies:		Sports:		Desserts:		Music:		Popular singers:		Delicious snacks:		Thrilling sports:	
comedies	17	tennis	14	cookies	18	pop	11	Beyoncé	9	chips	12	waterskiing	10
dramas	1	soccer	4	cake	0	hip-hop	7	Carrie Underwood	6	fruit	4	soccer	6
								David Cook	3	vegetables	2	skateboarding	2

1. (movies / entertaining) Comedies are more entertaining than dramas.
2. (sports / exciting) _____
3. (desserts / delicious) _____
4. (music / popular) _____

D **Now look at the results in Part 2 of the class survey. Write questions and answers using superlatives.**

1. **Q:** Who's the most popular singer?
   A: Enrique is the most popular singer.
2. **Q:** _____
   A: _____
3. **Q:** _____
   A: _____

Take another look!

Circle T (true) or F (false).

1. Comparative adjectives end in *-est*.	T	F
2. We use *the most* in superlative questions and statements.	T	F
3. We only use *-er* with two-syllable words that end in *y*.	T	F

Go to page 129 for the Theme Project.

Lesson 17

Yoga class

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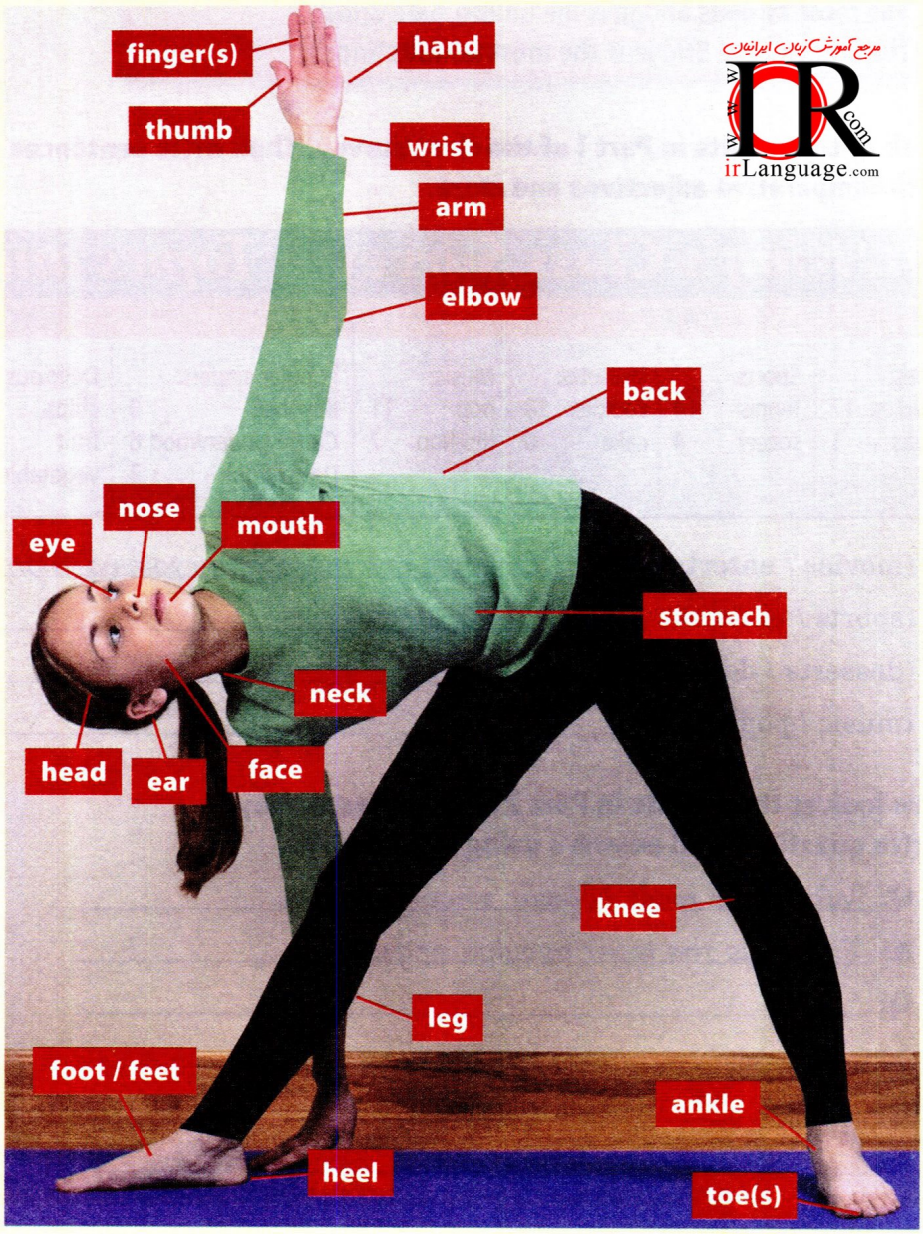
1 Word power

A **Andrea joined a yoga class to make her body more relaxed and flexible. How many parts of the body do you know? Listen and practice.**



B **Close your book. Ask a classmate to name and point to the parts of the body labeled in Part A.**

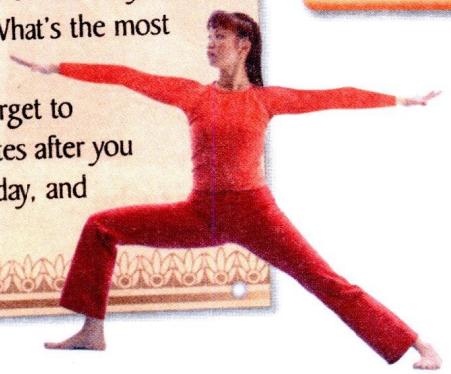
You Point to your neck.
Classmate This is my neck. Point to your feet.
You These are my feet. Point to your . . .

2 Language focus

A Read the introduction to Andrea's new yoga book. Then listen and practice.

Do you want to make your body stronger? Would you like to move more flexibly? Try yoga. It's a great way to exercise, and it helps relax your body and mind. Yoga can improve your health. It can help you play sports. Yoga can even help you think more clearly!

Do each pose slowly and carefully. Don't move too fast. Hard, fast movements can hurt your body. Wear loose clothing so you can move comfortably, and don't eat before you practice. What's the most important thing? Remember to breathe regularly! And don't forget to relax peacefully for a few minutes after you finish. Practice patiently every day, and enjoy a healthier life!



Adverbs of manner

Adverbs are often formed by adding *-ly* to the adjective form of a word.
slow → *slowly*
quiet → *quietly*
Do each pose **slowly** and **carefully**.
Practice **patiently** every day.

Note:
Change *y* to *i* and add *-ly*:
happy → *happily*
Drop silent final *e* and add *-ly*:
flexible → *flexibly*
Exception:
fast → *fast*

B Complete this advice from Andrea's yoga teacher by changing the adjectives to adverbs. Then listen and check.

1. Dress *comfortably* (comfortable).
2. Don't move too _____ (fast).
3. Practice _____ (regular).
4. Choose your teacher _____ (careful).

C Match the sentences from Part B to the sentences below.

1. *Practice regularly.* _____ Try to do it every day.
2. _____ It's important to go slowly.
3. _____ You need a good instructor.
4. _____ Never wear shoes or a belt.

3 Speaking

Think of an activity and choose an adverb from the box. Act out the activity in the manner of the adverb. Your classmates guess what you are doing.

Classmate 1 Are you surfing happily?
You No, I'm not.
Classmate 2 Are you dancing crazily?
You Yes, I am.

carefully correctly crazily
happily quietly
quickly
sadly slowly

Lesson 18

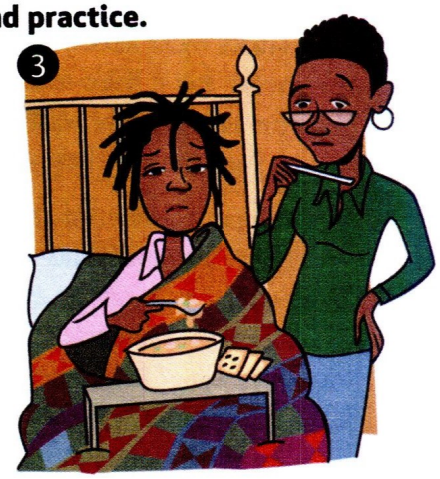
I don't feel well.

1 Word power

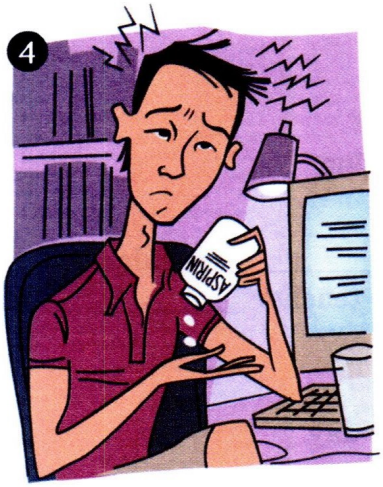
A **These people don't feel well. What's the matter? Listen and practice.**

a cold

an earache

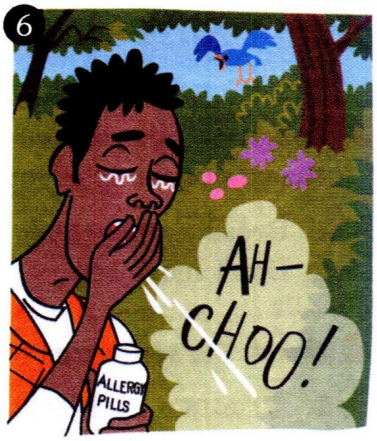


the flu



a headache

a sore throat



allergies

B **The people in Part A are following their doctors' advice. Complete the advice with words from Part A.**

Doctors' Advice*

1. For *the flu*, try chicken soup or some soda and crackers, and stay in bed.
2. For _____, use warm eardrops every four hours.
3. For _____, take some cold medicine, and drink a lot of water.
4. For _____, try hot tea with lemon – and try not to talk too much!
5. For _____, take some allergy pills. Use eyedrops, too!
6. For _____, take two aspirin. Try to rest in a quiet place with your eyes closed.

*This advice should not replace the advice of your own doctor.

2 Language focus

Clauses with *when*

What do you do **when you have a cold**?
I take cold medicine **when I have a cold**.
When I have a cold, I take cold medicine.
I take cold medicine.

A Josh calls Felipe to invite him to a basketball game. Listen and practice.

Josh Hi, Felipe. It's Josh. Do you want to go to the basketball game tonight?

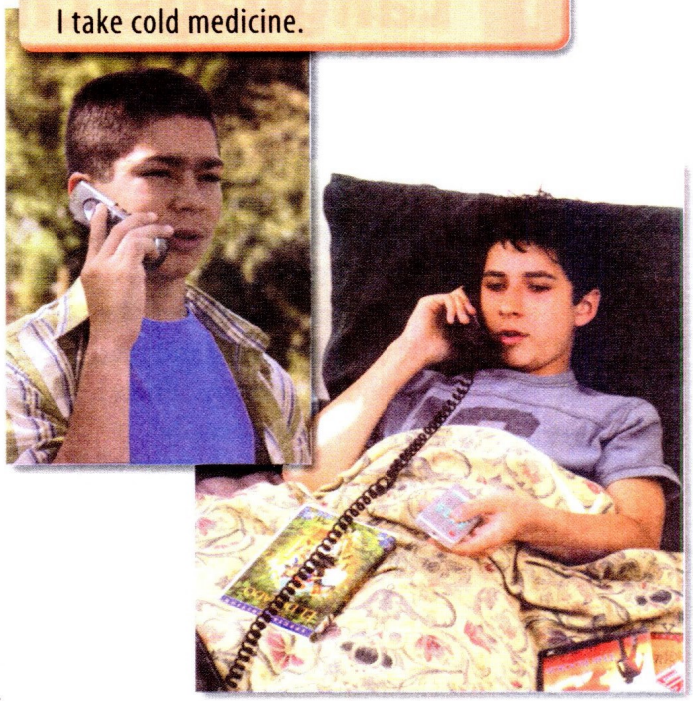
Felipe No, thanks. I have a bad cold. What do you do when you have a cold?

Josh I take cold medicine and drink a lot of orange juice. I also stay in bed.

Felipe I do, too. I can stay in bed and watch videos. When I don't feel well, my dad rents them for me.

Josh That's really nice. My dad doesn't do that when I have a cold . . .

Felipe Well, he does a lot of other nice things for you. I bet he's driving you to the game tonight, right?



B Write questions and answers about the pictures. Use *when* in the questions. Then listen and check.

1. **Q:** *What does she do when she has a headache?*
   A: *When she has a headache, she takes aspirin.*
   OR *She takes aspirin when she has a headache.* OR *She takes aspirin.*
2. **Q:** _____
   A: _____
3. **Q:** _____
   A: _____
4. **Q:** _____
   A: _____

3 Listening

A Listen to the radio health program. According to the doctor, do these people do the correct things when they have health problems? Write *Yes* or *No*.

1. Diego _____ 2. Stella _____ 3. Craig _____ 4. Sheila _____

B Talk to a classmate about what you do when you have health problems.

What do you do when you have the flu? I usually go to the doctor.

Lessons 17 & 18

Mini-review

1 Language check

A **Readers sent their special remedies to *Teen Health Magazine*. Read the remedies. Then write sentences starting with *When*.**

*What special remedies do you use when you are sick?**

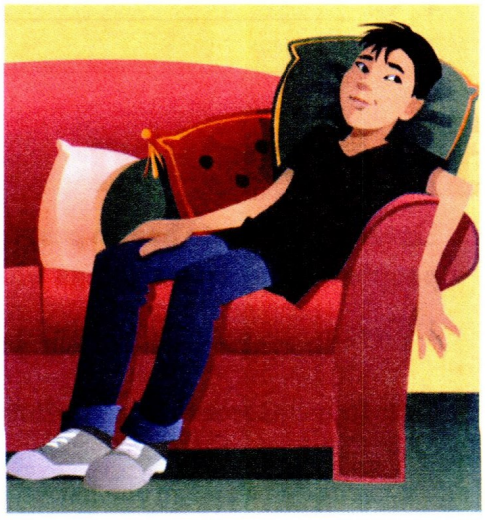
1. Sometimes I have insomnia. I can't sleep. I drink warm milk and read something boring. Then I can go to sleep easily! *– Liz*
2. For a sore throat, I eat a banana before bed. I always feel better in the morning. *– Tommy*
3. For an earache, I put drops of warm olive oil in my ears. It sounds strange, but it really works! *– Marta*
4. For a headache, I put a warm cloth on my head. *– Jeff*
5. I don't really like orange juice, but I drink a lot of it when I have a cold. *– Anita*
6. To fight the flu, I drink hot water with lemon. My family always does this. Why don't you try it? *– Ray*

*This advice should not replace the advice of your own doctor.

1. When Liz has insomnia, she drinks warm milk and reads something boring.
2. _____
3. _____
4. _____
5. _____
6. _____

B **Write the adverbs of manner for each adjective.**

1. comfortable comfortably
2. correct _____
3. patient _____
4. peaceful _____
5. regular _____
6. happy _____
7. safe _____
8. quiet _____
9. slow _____
10. careful _____



C Use the adverbs in Part B to complete the health and fitness advice.

1. Choose snacks __carefully__ . Think about what you want to eat. Do you really need junk food?
2. Eat _____ . When people eat too quickly, they usually eat too much.
3. Sit and stand _____ . The right way is to keep your back and shoulders straight.
4. Exercise _____ . Do something active for 30 minutes every day.
5. Play sports _____ . Use the right equipment, and follow the rules of the game.
6. It's not healthy to be frustrated when you have to wait for something. It's good to wait _____ .
7. It's not good to be uncomfortable when you study. Sit _____ at your desk.
8. Live your life _____ ! It's not good to be sad.
9. Talk _____ when you are in the library.
10. After a long day at school, relax _____ before bed time. Then you can go to sleep easily.

2 Listening

Dr. Sita talks to Melanie about her problems. What does Dr. Sita say? Listen and number the sentences in the correct order.

_____ You worry less when you're relaxed.
_____ You need to sit comfortably when you study.
__1__ When you don't sleep regularly, you get tired.
_____ Take two aspirin when you get a headache.
_____ When you're tired in the afternoon, eat a healthy snack.
_____ When you study for an hour, get up and move around for a few minutes.

Go to page 118 for the Game.

Lesson 19 Are you healthy?

1 Language focus

A **Andrea completes the online quiz. Listen and underline her answers. Then practice.**

How often . . . ? and time expressions

How often do you eat vegetables?
I eat vegetables **twice a day**.
I **never** eat vegetables.

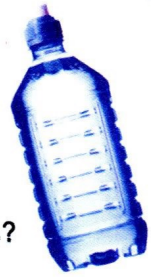
every day / week / month / year
three times a day / week / month / year
twice a day / week / month / year
once a day / week / month / year

www.how-healthy-are-you?

How healthy are you?

1 How often do you drink water?

three or more times a day	3
twice a day	2
once a day	1
never	0



2 How often do you eat vegetables?

three or more times a day	3
twice a day	2
once a day	1
never	0

3 How often do you drink soda?

never	3
one to three times a week	2
four to six times a week	1
every day	0

4 How often do you eat sweets?

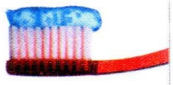
never	3
once or twice a week	2
three to five times a week	1
every day	0

5 How often do you exercise?

every day	3
four to six times a week	2
one to three times a week	1
never	0

6 How often do you brush your teeth?

three times a day	3
twice a day	2
once a day	1
never	0



7 How often do you get eight or more hours of sleep?

six to seven times a week	3
four to five times a week	2
one to three times a week	1
never	0

8 How often do you wash your hands?

three or more times a day	3
twice a day	2
once a day	1
never	0

Add the numbers next to your answers to get your score!

20 – 24 points	Great! You care a lot about your health. Keep up the good work!
15 – 19 points	You do a lot for your health, but you can do a little more. Think about exercise and eating habits.
10 – 14 points	You need to think more about your health. Get more sleep and exercise, and eat better foods.
0 – 9 points	You don't take good care of your health. You can do better! Start today!

B **Take the health quiz. Circle your answers. What's your score?**

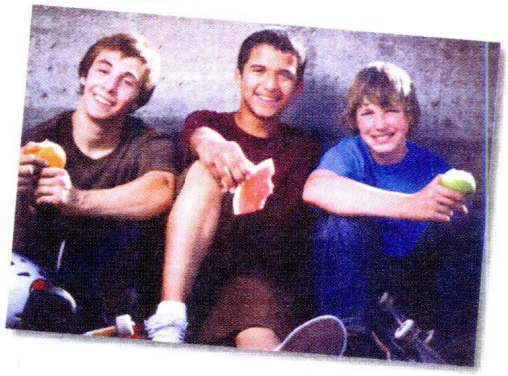
C **Write how often you do the things in Part A. Then tell a classmate.**

I exercise about six times a week.

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

I exercise about six times a week.

That's great. I exercise about three times a week.



2 Speaking

A **Write *How often* questions about other healthy activities. Use the activities in the box or your own ideas.**

dance	have sports practice
drink water	ride a bicycle
go to the doctor for a checkup	run
have gym class	swim

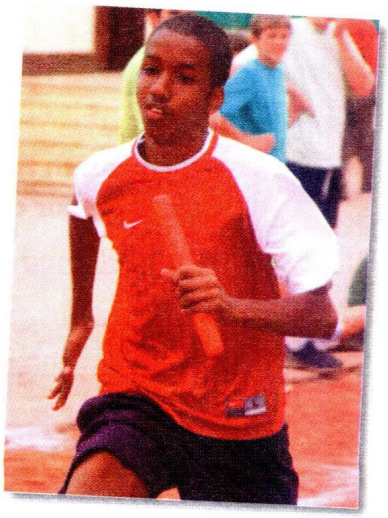
How often do you have gym class?

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

B **Ask a classmate your questions.**

How often do you have gym class?

I have gym class three times a week.



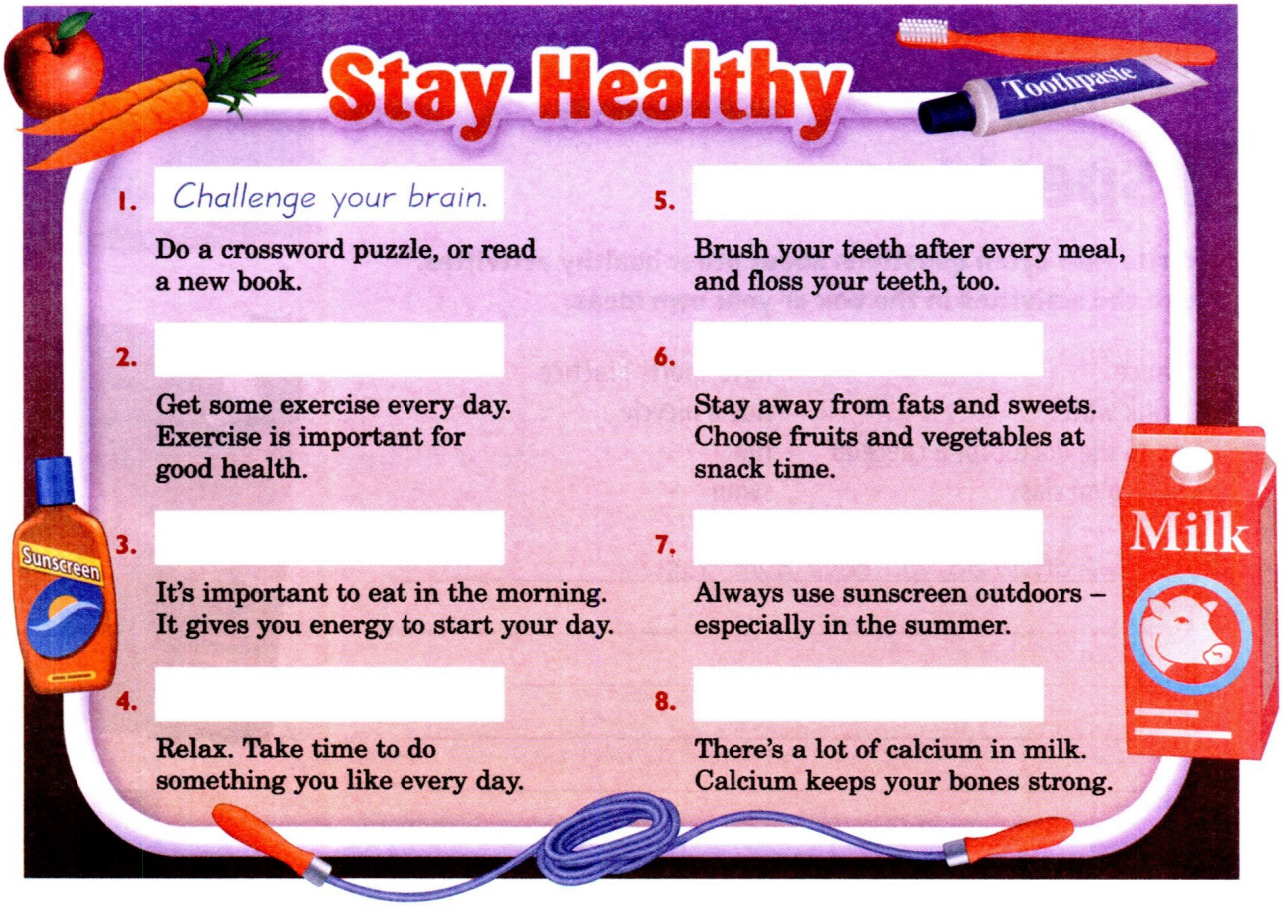
Lesson 20

Teen health tips

1 Word power

A **Read the health tips in the box, and write them above the correct advice. Then listen and practice.**

☐ Be active.	☐ Don't skip breakfast.	☐ Protect your skin.
☑ Challenge your brain.	☐ Get your vitamins and minerals.	☐ Reduce stress.
☐ Don't eat junk food.	☐ Prevent cavities.	



1. *Challenge your brain.*
   Do a crossword puzzle, or read a new book.
2. _____
   Get some exercise every day. Exercise is important for good health.
3. _____
   It's important to eat in the morning. It gives you energy to start your day.
4. _____
   Relax. Take time to do something you like every day.
5. _____
   Brush your teeth after every meal, and floss your teeth, too.
6. _____
   Stay away from fats and sweets. Choose fruits and vegetables at snack time.
7. _____
   Always use sunscreen outdoors – especially in the summer.
8. _____
   There's a lot of calcium in milk. Calcium keeps your bones strong.

B **Which health tips do you follow? Write sentences. Then tell your classmates.**

I challenge my brain. I read a lot of new books.

1. _____
2. _____
3. _____
4. _____

I challenge my brain. I read a lot of new books. I . . .

2 Language focus

should / shouldn't

You **should** eat a good breakfast.
You **shouldn't** skip breakfast.

A Josh did not eat breakfast. He is running out the door. Listen and practice.

Amy Josh, wait. Don't go yet. You should eat a good breakfast.
Josh I don't have time! I'm late!
Amy Josh, you shouldn't skip breakfast. It gives you energy.
Josh But I'm not hungry. I had some pizza at 11:30 last night.
Amy At 11:30? What time did you go to bed?
Josh Oh, at about 1:00 a.m.
Amy Josh, you shouldn't stay up so late. You're not taking care of yourself.
Josh Sure I am. I had to study for a test. I want to get to school early so that I can study a little more.
Amy How are you getting to school?
Josh I planned to walk, but actually, now I have to *run*!
Amy Well, good. You should be more active.

B Rewrite the sentences. Use *should* or *shouldn't*. Then listen and check.

1. Don't skip breakfast. *You shouldn't skip breakfast.*
2. Prevent cavities. *You should prevent cavities.*
3. Be active. _____
4. Don't eat junk food. _____
5. Challenge your brain. _____
6. Protect your skin. _____
7. Reduce stress. _____
8. Get your vitamins and minerals. _____

3 Listening

The school nurse is talking to students. Complete her health advice with *should* or *shouldn't*.

1. To Nadia: You _____ eat lunch.
2. To Lenny: You _____ go home.
3. To Beth: You _____ take yoga.
4. To Sylvia: You _____ stay indoors.

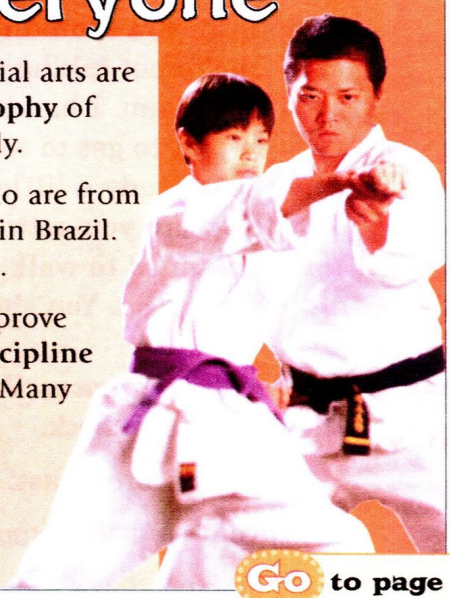
Get Connected
UNIT 5

Read

A **Read the article quickly. Write the names of five martial arts.**

1. _____ 3. _____ 5. _____
2. _____ 4. _____

Martial Arts for Everyone



The study of **martial arts** is popular around the world. Martial arts are good for **self-defense** and they're good exercise. The **philosophy** of martial arts can help people live more happily and peacefully.

There are many kinds of martial arts. Karate, aikido, and judo are from Japan. Tae kwon do is from Korea, and Capoeira is popular in Brazil. Kung fu and tai chi are two popular martial arts from China.

The study of martial arts has many **benefits**. Martial arts improve flexibility and make people stronger. Also, the skills and **discipline** people learn doing a martial art often improve **self-esteem**. Many people study martial arts to learn self-defense.

Martial arts can be a lot of fun. So, try a martial art. With martial arts schools in almost every country, you can **probably** find one near you.

Go to page 124 for the Vocabulary Practice.

B **Read the article slowly. Check your answers in Part A.**

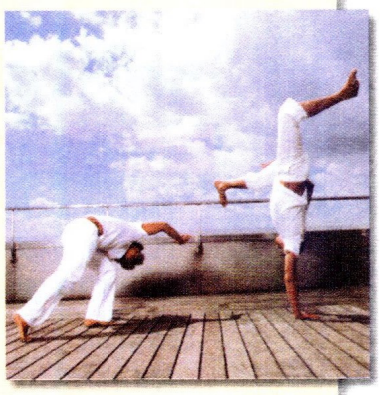
C **Are these statements true or false? Write *True* or *False*. Then correct the false statements.**

1. Martial arts aren't a good form of exercise.
   False. *Martial arts are good for self-defense and they're good exercise.*
2. Karate, aikido, and judo are all from Japan.
   _____ _____
3. When you practice martial arts regularly, they improve your flexibility.
   _____ _____
4. You should try a martial art to improve your self-esteem and have fun.
   _____ _____
5. There are martial arts schools only in Japan.
   _____ _____

You should try Capoeira.

Listen

A **Alex and Isabel talk about Capoeira. Listen and answer the questions.**



1. What's Capoeira? *It's a martial art.*
2. How often does Isabel have class? _____
3. Is Isabel strong? _____
4. Does Isabel always do her homework now? _____
5. Does Alex want to try Capoeira? _____

B **What do you think? Answer the questions. Give reasons.**

1. Do you think doing martial arts is a cool hobby?

   _____

2. Would you like to try a martial arts class?

   _____

3. Do you believe that martial arts can help improve your grades?

   _____

4. Do you think it's a good idea to learn self-defense?

   _____

Your turn

Write

A **Think about a sport or activity that teaches discipline. Answer the questions.**

1. What's the name of the sport / activity? _____
2. Where's it from? _____
3. What are its benefits? _____
4. What kind of equipment do you need? _____
5. How often should you practice this sport / activity? _____

B **Write an article for a teen magazine about sports or activities that teens learn discipline from. Use the answers in Part A to help you.**

_____ *is a great sport / activity to learn discipline. It's from . . .*

_____

_____

_____

Unit 5 Review

Language chart review

Adverbs of manner

quick → *quickly*
quiet → *quietly*
Please walk **quickly** and **quietly**.

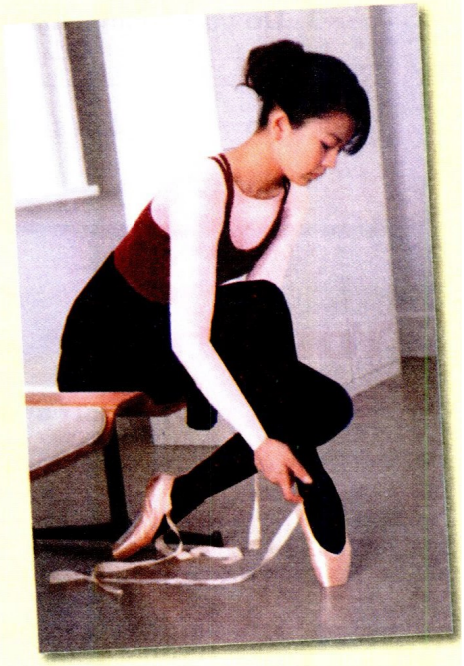
Exception:
fast → *fast*
Don't drive too **fast**.

***How often . . . ?* and time expressions**

How often do you eat fruit?
I eat fruit **twice a day**.
I **never** eat fruit.

A Complete the sentences by changing the adjectives to adverbs.

This is Tonya. She's 14. She takes dance classes four times a week. She practices *regularly* (regular). Tonya tries to get ten hours of sleep at least six nights a week. But sometimes, when she's tired, she doesn't dance as _____ (quick) or as _____ (careful) as she should. Tonya always stretches before class so that she can move _____ (slow) and _____ (easy). And, she always dances _____ (correct) so that she doesn't hurt herself. Tonya eats healthy food every day, but she eats dessert three times a week.



B Complete the questions. Then answer the questions with the information in Part A.

1. **Q:** *How often* does Tonya take dance classes?
   A: *She takes dance classes four times a week.*
2. **Q:** _____ does Tonya stretch before class?
   A: _____
3. **Q:** _____ does Tonya eat healthy food?
   A: _____
4. **Q:** _____ does Tonya get ten hours of sleep?
   A: _____
5. **Q:** _____ does Tonya eat dessert?
   A: _____

Language chart review

Clauses with *when*

When I have a headache, I take aspirin.
I take aspirin **when I have a headache**.
What do you do **when you have a headache**?
I rest in a quiet place.

should* / *shouldn't

You **should** sleep eight hours a night.
You **shouldn't** stay up late.

C **Look at the chart, and complete the conversations. Use clauses with *when*.**

	Andrew	Jessica	Dr. Melvin
a cold	skip breakfast	eat junk food	take cold medicine
the flu	go swimming	go shopping	stay in bed
a sore throat	drink milk shakes	drink soda	drink tea with lemon

1. **Dr. Melvin** (you / a cold) *What do you do when you have a cold?*
   Andrew *When I have a cold, I skip breakfast.* OR *I skip breakfast when I have a cold.* OR *I skip breakfast.*
   Jessica _____
2. **Dr. Melvin** (you / the flu) _____
   Andrew _____
   Jessica _____
3. **Dr. Melvin** (you / a sore throat) _____
   Andrew _____
   Jessica _____

D **Dr. Melvin doesn't agree with Andrew's and Jessica's remedies. Look at Part C again. Write the doctor's advice. Use *should* and *shouldn't*.**

1. (Andrew / a cold) *Andrew shouldn't skip breakfast. He should take cold medicine.*
2. (Jessica / the flu) _____
3. (Andrew / a sore throat) _____
4. (Jessica / a cold) _____
5. (Andrew / the flu) _____

Take another look!

Circle the correct answer.

Which sentence means the same as "Don't talk."?
a. You should talk. b. You shouldn't talk. c. I never talk.

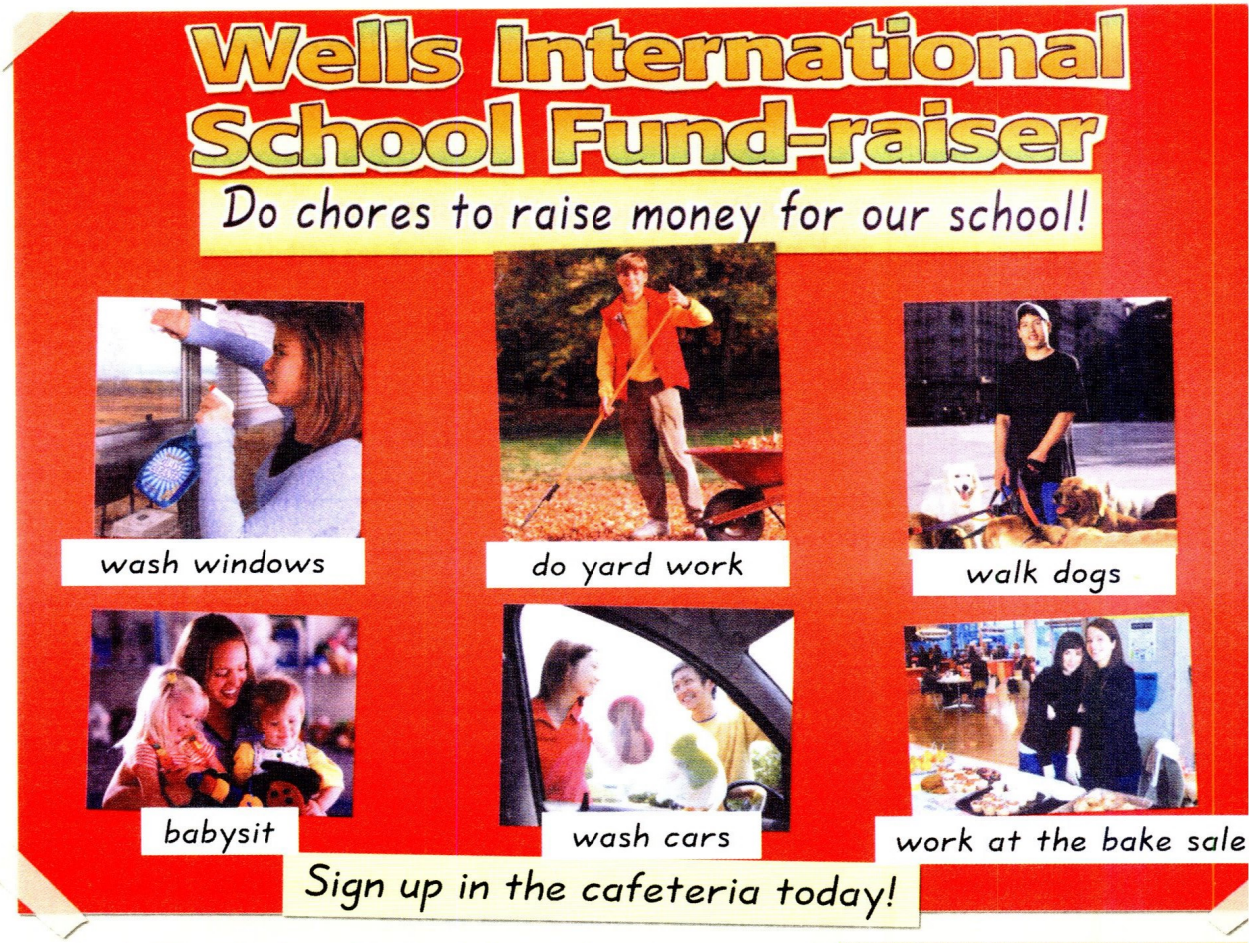
Go to page 130 for the Theme Project.

Lesson 21

School fund-raiser

1 Language focus

A **Look at the poster. Josh and Andrea talk about raising money for their school. Listen and practice.**



Josh Hey, Andrea. Look at the poster. Are you going to do anything for the fund-raiser?

Andrea Yeah. I'm going to do yard work.

Josh Really? Is Luigi going to do yard work, too?

Andrea No, he isn't. He's going to wash windows. How about you? Are you going to sign up for anything?

Josh I'm going to sign up, but I'm not going to wash windows! I'm not going to do yard work, either. It's too much work.

Andrea Are you going to walk dogs? That sounds easy.

Josh No, I'm not. I'd like to babysit or work at the bake sale.

Andrea Well, I think you should work at the bake sale. Babysitting is hard work!

be going to

I'**m going to** do yard work.
He'**s going to** wash windows.
Are you **going to** walk dogs?
Yes, I am. / No, I'm not.
Is Luigi **going to** do yard work?
Yes, he is. / No, he isn't.

B **What will students do for the fund-raiser? Write sentences. Then listen and check.**

School Fund-raiser					
Babysit	Do yard work	Walk dogs	Wash cars	Wash windows	Work at the bake sale
Mandy	Andrea	Felipe	Vince	Justin	Josh
Kevin			Emily	Luigi	Marta

1. (Mandy and Kevin) Mandy and Kevin are going to babysit.
2. (Andrea) _____
3. (Vince and Emily) _____
4. (Felipe) _____
5. (Josh and Marta) _____
6. (Justin and Luigi) _____

C **Read the sign-up sheet in Part B again. Write questions and short answers. Then listen and check.**

1. (Andrea / babysit) **Q:** Is Andrea going to babysit? **A:** No, she isn't.
2. (Felipe / walk dogs) **Q:** _____ **A:** _____
3. (Justin and Luigi / wash cars) **Q:** _____ **A:** _____
4. (Emily / wash windows) **Q:** _____ **A:** _____

2 Pronunciation Reduction of *going to*

Notice how *going to* is reduced to *gonna*. Listen and practice. Then practice the conversation on page 72 focusing on *going to (gonna)*.

Q: Are you **gonna** wash cars?
A: No, I'm not. I'm **gonna** wash windows.

Q: Is she **gonna** babysit?
A: No, she isn't. She's **gonna** work at the bake sale.

3 Listening

Andrea and her brother and sister have a birthday surprise for their father. They are going to do chores for him. Listen and match the chores to the correct names.

1. Fernando d ____
2. Bruna ____ ____
3. Andrea ____ ____

a. do yard work
b. clean the garage
c. wash the car
d. walk the dog
e. organize books
f. make dinner

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Lesson 22 A farewell party

1 Word power

A **Mrs. Delgado is leaving Wells International School. Her students are planning a farewell party. Complete their to-do list with the verbs in the box. Then listen and practice.**

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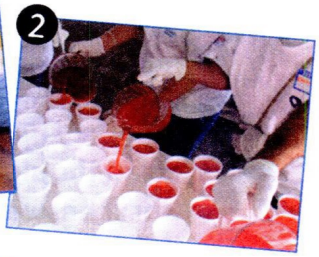
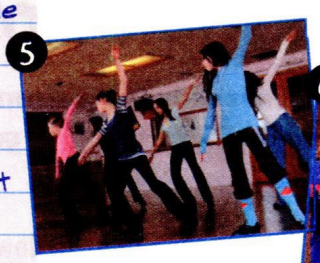
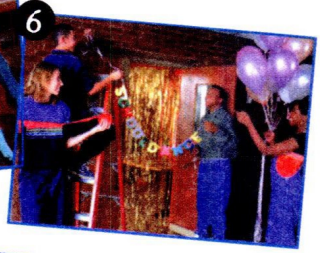
☐ decorate	☐ perform	☐ serve	☑ sign
☐ make	☐ pour	☐ set up	☐ wrap

Mrs. Delgado's Farewell Party To-Do List

NAMES	THINGS TO DO	
Everyone	1. sign	the card
Andrea	2.	the drinks
Amy, José	3.	the snack table
Mandy	4.	the gift
Everyone	5.	a special sport
Everyone	6.	the cafeteria
Felipe	7.	a speech
Josh	8.	the pizza







B **When will students do the activities in Part A? Complete the chart.**

Before the party	At the party
sign the card	pour the drinks

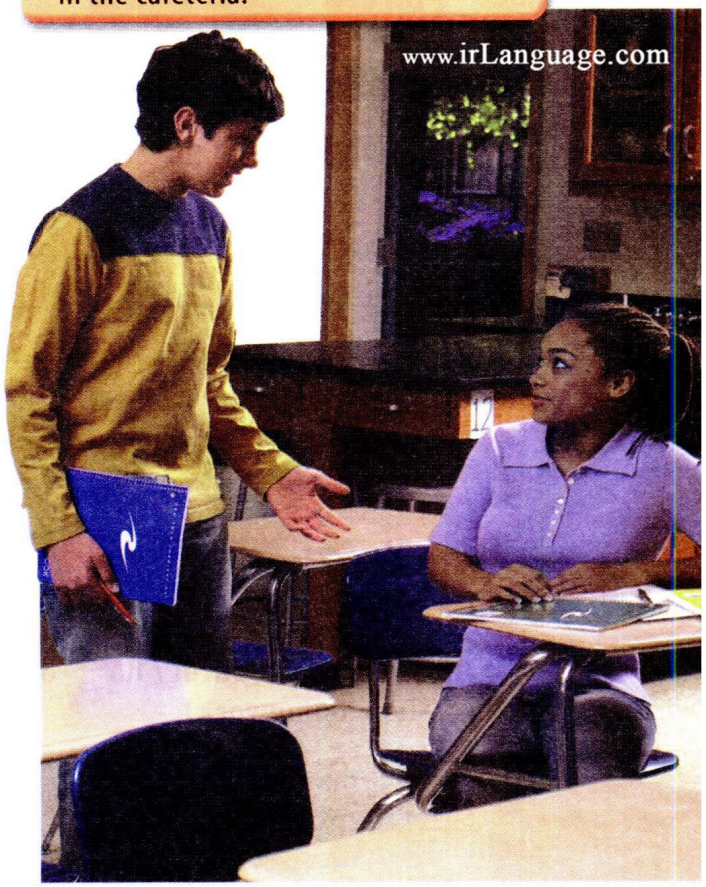
2 Language focus

A Luigi asks Mandy about the party plans. Listen and practice.

Luigi Hi, Mandy. Sorry I missed the meeting about Mrs. Delgado's farewell party.
Mandy That's OK. I think we're all set.
Luigi Where are we going to have the party?
Mandy In the cafeteria.
Luigi Why do we need so much space? What are we going to do?
Mandy We're going to perform a special dance.
Luigi Great! What are we going to eat?
Mandy Pizza. We're going to eat right after the speech.
Luigi Who's going to make the speech?
Mandy Felipe is.

Wh- questions with *be going to*

Who's going to make the speech?
Felipe **is going to** make the speech.
Felipe **is**.
Felipe.
What are we going to eat?
We**'re going to** eat pizza.
Pizza.
Where are we going to have the party?
We**'re going to** have it in the cafeteria.
In the cafeteria.



B Look at the list in Exercise 1A again. Write questions for these answers. Pay attention to the underlined words. Then listen and check.

1. **Q:** What's Amy going to do?
   A: She's going to set up the snack table.
2. **Q:** _____
   A: Josh is going to serve the pizza.
3. **Q:** _____
   A: They're going to sign the card in the classroom.
4. **Q:** _____
   A: She's going to wrap the gift.
5. **Q:** _____
   A: They're going to have the party on Friday from 3 to 5 p.m.

3 Speaking

Imagine a party you would like to have. Think about people to invite, the location, the day, and the food. Answer your classmates' questions.

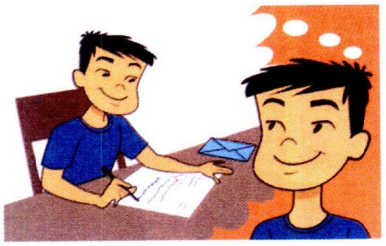
Classmate 1 Where are you going to have the party?
You I'm going to have it at my house.
Classmate 2 When are you going to have it?
You Next Saturday.
Classmate 3 Who are you going to invite?
You I'm going to invite . . .

Lessons 21 & 22

Mini-review

1 Language check

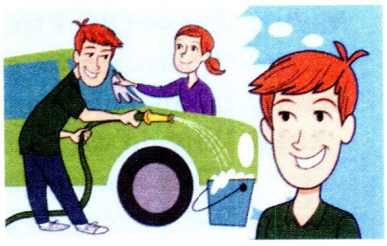
A **Look at the pictures. Then write sentences.**



1. (Doug / wrap a gift)

Doug isn't going to wrap a gift. He's going to write a letter.

2. (Jenna / walk her dog)



3. (John and Ali / wash their father's car)

4. (Susan and Carol / do their homework)

5. (Ms. Johnson / wash the windows)

6. (Kyle and Betti / have a bake sale)

B **Write questions about tomorrow. Then answer them with your own information.**

1. **Q:** (do homework) Are you going to do homework tomorrow?
   A: _____
2. **Q:** (play soccer) _____
   A: _____
3. **Q:** (walk a dog) _____
   A: _____
4. **Q:** (see a friend) _____
   A: _____

C **Look at Andrea's calendar. Write questions and answers about her plans for the next week using the correct form of *be going to*.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
• Meet Lynn yoga class – 6:00 p.m.	• soccer practice in the park – 4:00	• soccer practice – 4:00 • babysit – 8:00	• soccer practice – 4:00 • walk Mrs. Kimball's dog – 6:30	• soccer practice – 4:00 • meet John – 7:00 at the movie theater	• yard work for fund-raiser – 9:00 a.m. • buy birthday card for Dad	???

1. **Q:** (What time / have yoga class / Monday)
   What time is she going to have yoga class on Monday?
   A: She's going to have yoga class at 6:00 p.m.
2. **Q:** (Where / have soccer practice / Tuesday) _____
   A: _____
3. **Q:** (When / walk / Mrs. Kimball's dog) _____
   A: _____
4. **Q:** (Who / meet / movie theater) _____
   A: _____
5. **Q:** (What time / do yard work / Saturday) _____
   A: _____
6. **Q:** (What / buy / for her dad) _____
   A: _____

2 Listening

Deanna and Mandy make plans for next week. Check (✓) the best answer to each question.

1. What's Deanna going to do on Monday?
   ☑ go to the library ☐ go to the gym
2. When's she going to give her presentation?
   ☐ on Monday ☐ on Wednesday
3. Who's she going to meet on Thursday?
   ☐ Steve ☐ Sherri
4. Where's she going to go on Friday?
   ☐ to a movie ☐ to yoga class
5. When are they going to go to the mall?
   ☐ on Saturday ☐ on Sunday

Go to page 119 for the Game.

Lesson 23 Dance clothes

1 Word power

A **What are they wearing? Complete the sentences with the words in the box. Then listen and practice.**

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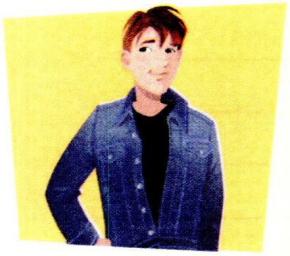
☐ checked	☐ flowered	☐ polka-dot	☑ striped
☐ denim	☐ plaid	☐ solid	☐ tie-dyed

1. He's wearing _striped_ socks.

2. She's wearing a _____ skirt.

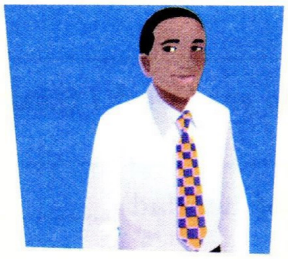
3. He's wearing _____ pants.

4. She's wearing a _____ hat.



5. He's wearing a _____ jacket.

6. She's wearing a _____ T-shirt.



7. He's wearing a _____ tie.

8. She's wearing a _____ dress.

B **Which clothes in Part A are casual? Which clothes are formal? Complete the chart.**

Casual clothes	Formal clothes
the striped socks	the solid skirt

C **Tell a classmate your opinions of the clothes in Part A.**

I really like the denim jacket. I don't like . . .

2 Language focus

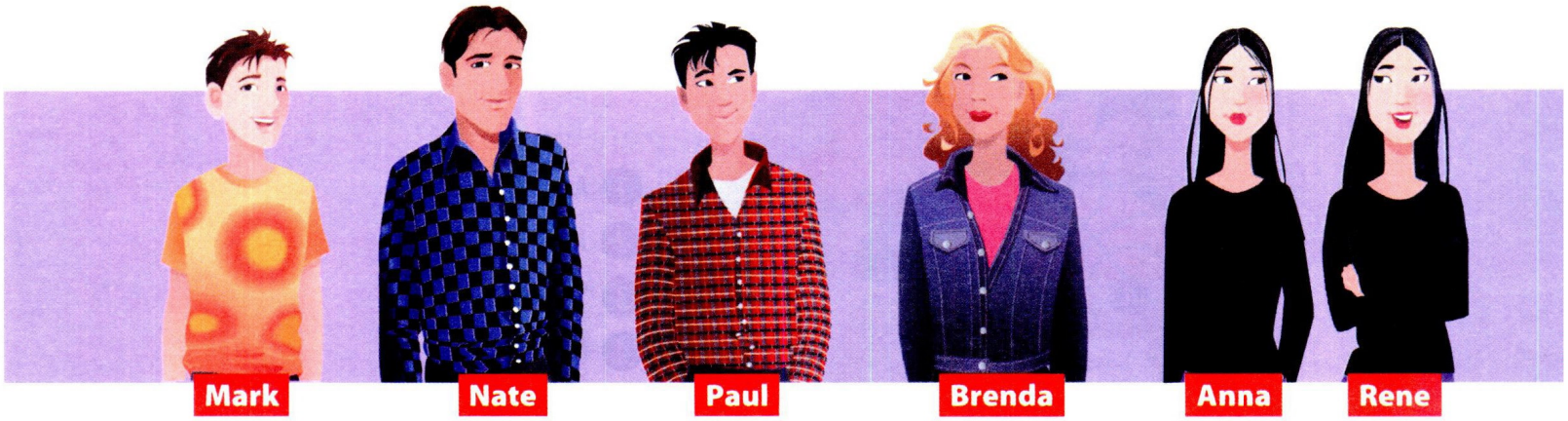
A **Olivia and Eddie are talking at the dance. Listen and practice.**

Olivia I'm nervous. I don't know anybody here. How can you be so relaxed?
Eddie Well, I know some of the people here. I know Tom . . .
Olivia Which one is Tom?
Eddie He's the one in the checked shirt.
Olivia Oh, I see him. He's cute.
Eddie And I know the Patten sisters, and . . .
Olivia Whoa! Slow down. Which ones are the Patten sisters?
Eddie They're the ones in the tie-dyed T-shirts. Do you want me to introduce you?
Olivia Sure. But introduce me to Tom first!
Eddie OK. Come on. Let's catch him right now.

Which one / Which ones . . . ?

Which one is Tom?
He's **the one** in the checked shirt.
Which ones are the Patten sisters?
They're **the ones** in the tie-dyed T-shirts.

B **Look at the picture. Write questions and answers about the people. Then listen and check.**



1. (Mark) **Q:** Which one is Mark?
   A: He's the one in the tie-dyed T-shirt.
2. (Nate) **Q:** _____
   A: _____
3. (Paul) **Q:** _____
   A: _____
4. (Brenda) **Q:** _____
   A: _____
5. (Anna and Rene) **Q:** _____
   A: _____

Lesson 24

After the dance

1 Language focus

Whose . . . ?

Whose denim jacket is this?
It's **Andrea's**.

A Amy and Felipe clean up after the dance. Listen and practice.

Amy Hi, Felipe. What are you doing?
Felipe I'm looking for my CDs. I brought five to the dance.
Amy Let's look over there by the snack table.
Felipe OK. Hey! Whose denim jacket is this?
Amy It's Andrea's. I guess she forgot it. And look! Whose CDs are these?
Felipe They're mine. But there were two more.
Amy Well, maybe someone took them by mistake. Let's go and check at the Lost and Found tomorrow.
Felipe OK. I hope we find them. Those are my favorite CDs.

Possessive pronouns

Whose CDs are these?
They're **mine** / **his** / **hers** / **yours** / **theirs** / **ours**.

B Look at the items at the Lost and Found. Whose are they? Write questions and answers. Then listen and check.

1 Andrea
2 Josh
3 Sarah
4 Mandy
5 Jenna
6 Andy

1. **Q:** Whose hat is this?
   A: It's Andrea's.
2. **Q:** _____
   A: _____
3. **Q:** _____
   A: _____
4. **Q:** _____
   A: _____
5. **Q:** _____
   A: _____
6. **Q:** _____
   A: _____

C **Read the sentences and use the words in the box to write sentences with the same meaning. Then listen and check.**

☐ hers ☐ his ☑ mine ☐ ours ☐ theirs ☐ yours

1. It's my backpack. It's mine.
2. It's your cell phone. _____
3. They're his CDs. _____
4. It's her wallet. _____
5. They're our books. _____
6. They're their magazines. _____

2 Word power

A **Look at the other things students left in the room after the dance. What should the students do with them? Write the items in the correct columns.**

☑ cell phone	☐ digital camera	☐ paper tablecloth	☐ serving forks
☐ chairs	☐ dirty paper decorations	☐ plaid sweater	☐ two tickets to the dance
☐ clean paper cups	☐ dirty paper plates	☐ punch bowls	☐ wallet

Put away	Throw away	Take to the Lost and Found
		cell phone

B **Talk to a classmate about what the students should do with the items.**

What should they do with the cell phone? They should take it to the Lost and Found.

3 Listening

People are waiting for their rides home. Listen and match the people to the correct cars.

☐ Amy ☐ Andrea ☐ Luigi ☑ Mandy ☐ Mr. Garcia

1

2

3

4

5

Mandy _____ _____ _____ _____

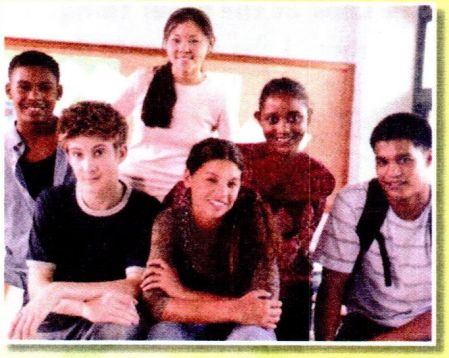
Get Connected
UNIT 6

Read

A **Read the e-mail quickly. Check (✓) the fund-raiser activities you find.**

- ☐ clean up the school
- ☐ donate money
- ☐ eat breakfast
- ☐ have a recycling contest
- ☐ present a play
- ☐ sell snacks

Go-Green Club Fund-raiser



Hi, Jimmy!

I have some exciting news. I joined the Go-Green Club at school last week, and it's a lot of fun! We help to clean up the school, and we also help the neighborhood recycling programs.

We're going to hold the East High Go-Green Fund-raiser next Saturday in the school gym. It's going to start at 9:00 a.m. Can you come? We're going to **donate** the money to the town's **recycling center**.

At the fund-raiser we're going to have a recycling contest, so please bring your **used** cell phones, **computer ink cartridges**, and old clothes. The person who brings the most items wins a T-shirt. We're also going to present a play – *Don't Trash It, Reuse It!* The actors are all Go-Green Club members, and I'm one of the actors. Tickets are $15 each. And we're also going to sell a lot of delicious **organic** snacks, so don't eat breakfast!

Please tell your family and friends about the fund-raiser. We want to raise a lot of money.

Hope to see you there!

Kimberly

Go to page 124 for the Vocabulary Practice.

B **Read the e-mail slowly. Check your answers in Part A.**

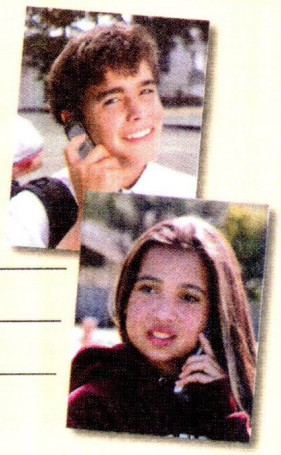
C **Answer the questions.**

1. Who's going to hold a fund-raiser?
   The East High Go-Green Club is going to hold a fund-raiser.
2. When's it going to start? _____
3. Are they going to donate the money to the school? _____
4. What are they going to present? _____
5. What are they going to sell? _____

We're going to . . .

Listen

A **Ryan and Elsa talk about a clean-up project. Listen and answer the questions.**



1. What's the Go-Green Club going to clean up?
   They're going to clean up the park behind the school.
2. Who's Ryan going to take to a piano lesson? _____
3. What time is the clean up going to start? _____
4. Is Ryan going to help Elsa? _____
5. What are they going to do after the cleanup? _____

B **What do you think? Write *I agree* or *I disagree*. Give reasons.**

1. Student clubs are a good idea. _____
2. It's important to donate money to good programs. _____
3. Fund-raisers are a good idea. _____
4. It's important to recycle. _____

Your turn

Write

A **Imagine you're a member of a new club. You're going to plan a fund-raiser or a club project. Answer the questions.**

1. What kind of club is it? _____
2. What's the name of your club? _____
3. What kind of fund-raiser or project are you going to have? _____
4. When and where is it? _____
5. Why are you going to have it? _____

B **Write an e-mail to a friend about your fund-raiser or club project. Use the answers in Part A to help you.**

Hello _____ ! I'm going to plan . . .

Unit 6 Review

Language chart review

be going to
I'**m going to** use the Internet.
Are you **going to** do your homework?
Yes, I am.
Is Buster **going to** take the bus?
No, he isn't.

Wh- questions with *be going to*
Who's going to walk the dogs?
Kat **is going to** walk the dogs. / Kat **is**. / Kat.
What's Art going to write about?
He'**s going to** write about Ronaldo.
Ronaldo.

A **Look at the picture. Then write *Yes / No* questions with *be going to* and answer them.**

1. (Teddy / read a book)

   Q: Is Teddy going to read a book?

   A: No, he isn't. He's going to play music.

2. (Melanie and Georgia / serve the sandwiches)

   Q: _____

   A: _____

3. (Bethany / wrap gifts)

   Q: _____

   A: _____

B **Look at the picture in Part A again. Then write questions and answers. Pay attention to the underlined words.**

1. **Q:** Where are they going to have the party?

   A: They're going to have the party <u>in the cafeteria</u>.

2. **Q:** _____

   A: Melanie and Georgia are going to serve <u>the sandwiches</u>.

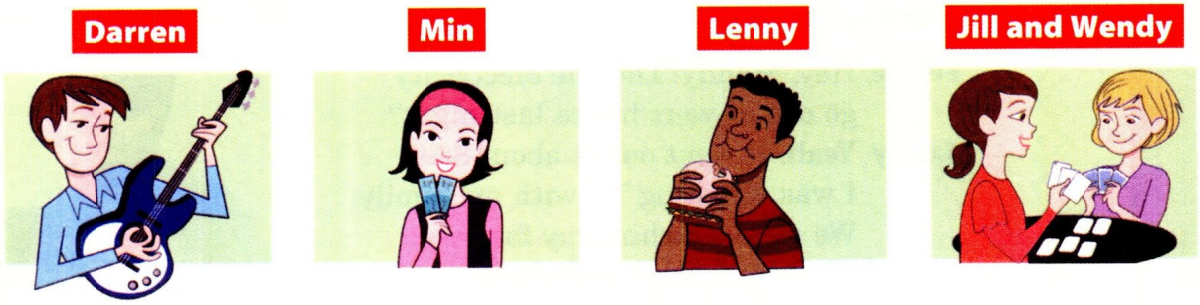
3. **Q:** Who's going to pour the drinks?

   A: _____

Language chart review

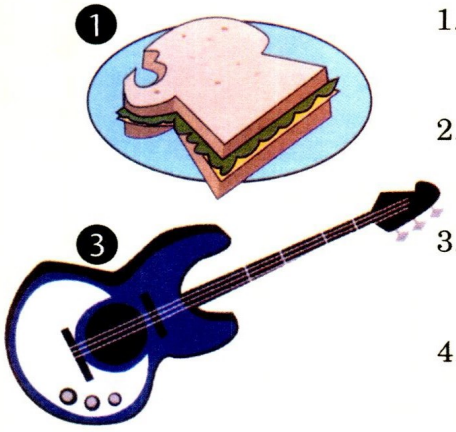
Which one / Which ones . . . ?	Whose . . . ?	Possessive pronouns
Which one is Matt? He's **the one** with the guitar.	**Whose notebook** is this? It's **Mary's / hers.**	It's **mine / his / hers / yours / theirs / ours.**

C **Look at the picture. Then write questions and answers.**

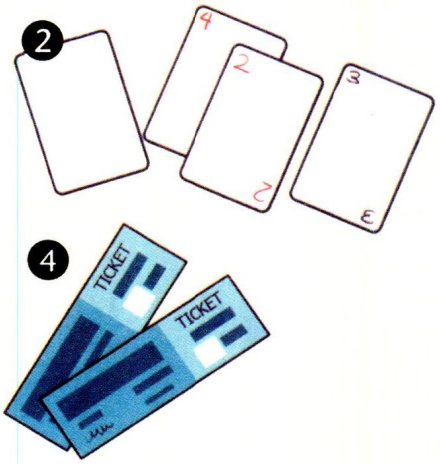


1. **Q:** (Darren) *Which one is Darren?* **A:** *He's the one with the guitar.*
2. **Q:** (Min) _____ **A:** _____
3. **Q:** (Lenny) _____ **A:** _____
4. **Q:** (Jill and Wendy) _____ **A:** _____

D **Look at the pictures below and the information in Part C. Write questions. Then complete the answers with possessive pronouns.**



1. **Q:** *Whose sandwich is this?*
   A: It's *his* .
2. **Q:** _____
   A: They're _____ .
3. **Q:** _____
   A: It's _____ .
4. **Q:** _____
   A: They're _____ .



Take another look!

Circle the correct answer.

1. We _____ use a form of the verb *be* in sentences and questions with *going to*.
   a. always b. sometimes c. never
2. Which word or phrase best completes this question: " _____ pink sneakers are these?"
   a. Who is b. Who's c. Whose

GO to page 131 for the Theme Project.

The blackout

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1 Language focus

Past continuous statements

I **was watching** TV with my family.
We **were riding** the elevator.
We **weren't moving**.

A Felipe and Mandy share stories about the blackout last night. Listen and practice.

Felipe Hey, Mandy! Did the electricity go out at your house last night?

Mandy Yeah. It went out at about 8:30. I was watching TV with my family. We were watching my favorite show. Was there a blackout in your neighborhood, too?

Felipe Yes! I had a terrible experience. I was going home with my sister. We were riding the elevator up to our apartment. There were no other people in the elevator. Suddenly, it stopped. There wasn't any light. We weren't moving. We were really scared.

Mandy How awful! Were you in the elevator for a long time?

Felipe No, only about five minutes, but it seemed like five hours! It was so dark!

B What were these students doing at 8:30? Complete the sentences with the past continuous. Then listen and check.

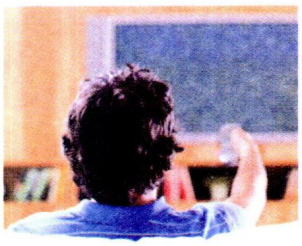
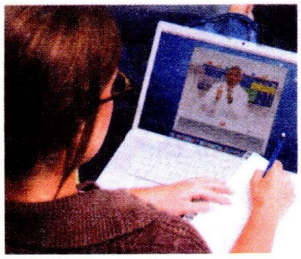
1. **Annie** At 8:30, my sister and I *were watching* (watch) a basketball game in the gym. Our school team _____ (play) really well, and we _____ (win). Then the lights went out, and the game stopped. We were very disappointed.

2. **Kevin** I was at a concert. The band _____ (play) my favorite song, "Love and Tears." I _____ (not dance), but I was singing with the band. Everybody _____ (have) a great time. Then the lights went out, and the music stopped!

3. **Shanya** My friends and I were at an amusement park. We _____ (have) fun. We _____ (not think) about our school or homework! We _____ (ride) the roller coaster, and we _____ (scream). Suddenly, the ride stopped. We began to scream even louder!

2 Listening

A **What were Amy, Josh, Luigi, and Andrea doing at 8:30? Listen and write the correct name under each photo.**

_____ _____ _____ _____

B **Where were they at the time of the blackout? Listen again. Then write the places.**

1. Amy: *in her room*
2. Josh: _____
3. Luigi: _____
4. Andrea: _____

3 Pronunciation Contrastive stress

A **Listen. Notice the change in the meaning of a sentence when different words are stressed. Then listen again and practice.**

Q: Was your **brother** riding the elevator?
A: No, my **sister** was riding the elevator.

Q: Was your brother **riding the elevator**?
A: No, he was **walking up the stairs**.

B **Circle the words you think will be stressed. Then listen and check.**

1. **Q:** Were you and your mother watching a movie at home?
   A: No, we were watching a TV show.
2. **Q:** Were you and your mother watching a movie at home?
   A: No, we were watching a movie at the movie theater.

4 Speaking

Ask your classmates what they were doing at these times. Complete the chart. Then share your information with the class.

What were you doing . . . ?	Classmate	Activity
1. an hour ago		
2. at 6:00 this morning		
3. at 9:00 last night		
4. yesterday at noon		

Billy was eating lunch an hour ago.

Lesson 26

Scary experiences

1 Language focus

A **Study the chart. Ted went white-water rafting last summer. Look at the pictures and number the sentences in the correct order. Then listen and check.**

Past continuous vs. simple past (*when*)		
Action in progress		**Completed action**
We **were talking**	**when**	the water **got** rough.
I **was heading** toward some rocks	**when**	I **saw** the branch.

Note: The completed action can begin the sentence.
When the water **got** rough, we **were eating** lunch.
My friends **found** me **when** I **was resting** under a tree.

____ When the water got rough, we were eating.
_1_ We were having a great time. It was a beautiful day.
____ My friends found me when I was resting under the tree and trying to get dry.
____ I was reaching for an oar when a big wave hit our raft. I fell into the river.
____ I was heading toward some rocks when I saw the branch of a big tree in front of me. I grabbed the branch and held onto it.

B **Complete these sentences about scary experiences. Use one verb in the simple past and one in the past continuous. Then listen and check.**

1. A bad storm *started* (start) when I *was walking* (walk) home from school yesterday.
2. We _____ (cook) hot dogs over our campfire when a bear _____ (come) into our camp!
3. I _____ (read) in bed late last night when someone _____ (knock) on the door.
4. My sister and I _____ (visit) the zoo when a lion _____(escape) from its cage!
5. When the big dog _____ (jump) on him, Paulo _____ (go) to the mall.
6. Jessica _____ (fly) home from vacation last summer when suddenly the plane _____ (drop) 1,000 feet.
7. I _____ (watch) a horror movie on TV when my cat _____ (jump) out the window.
8. When the tree _____ (fall) on our house, I _____ (study).

C **Write sentences about scary experiences. Use the past continuous and the simple past. Then listen and check.**

1. (eat dinner / strange man / come to the door)

   I was eating dinner when a strange man came to the door.

   OR *When I was eating dinner, a strange man came to the door.*

2. (read in bed / lights / go out)

   _____

3. (talk on the phone / hear someone scream)

   _____

4. (walk to school / man / grab my bag)

   _____

5. (watch TV / storm / hit)

   _____

2 Listening

People are describing scary experiences. Listen and check (✓) what happened.

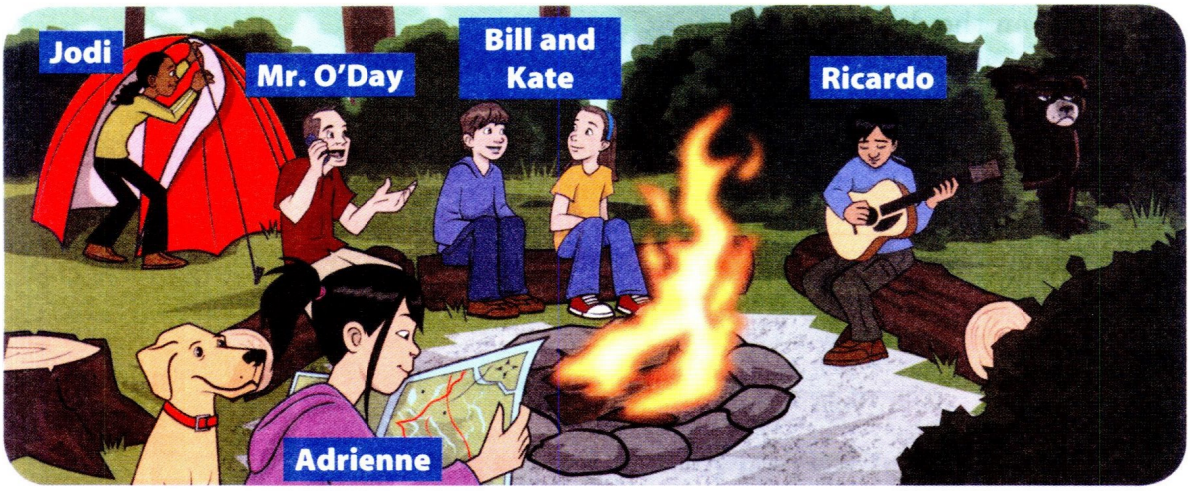
1. ☐ They heard a noise.
   ☐ They made a noise.
2. ☐ It began to rain.
   ☐ It began to snow.
3. ☐ She was lost.
   ☐ She lost her backpack.
4. ☐ His board broke.
   ☐ He fell into the water.

Lessons 25 & 26

Mini-review

1 Language check

A **Last night was Jodi's first night at camp. What were the campers doing at 6:00?**



1. (Jodi) She was setting up the tent.
2. (Adrienne) _____
3. (Bill and Kate) _____
4. (Mr. O'Day) _____
5. (Ricardo) _____

B **Complete Jodi's diary entries about camp. Use the simple past or the past continuous.**

Monday 8:30 p.m.

The sun was shining (shine) when we arrived (arrive) today. But it _____ (get) cloudy in the afternoon. We _____ (make) our campfire when it _____ (start) to rain. The fire went out, so we ate cold hot dogs in our tents. Yuck!

Wednesday 9:00 p.m.

Yesterday was OK. We _____ (have) a great morning today, but trouble started in the afternoon. I _____ (sit) at a picnic table when a large branch from a big tree _____ (fall) on my tent. I was frustrated, but I guess I was lucky! Later, I _____ (set up) my tent again when a bear _____ (come) into our campsite. Mr. O'Day _____ (talk) on the phone. The bear _____ (eat) our hot dogs, and it _____ (look) in our bags! Finally, it _____ (leave).

Friday 4:30 p.m.

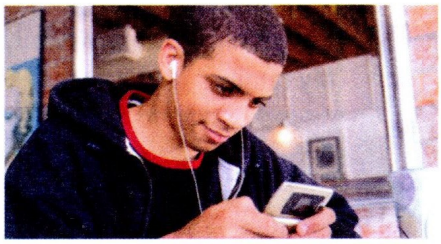
I _____ (sleep) all day yesterday. Today is my last day at camp. I'm going home tomorrow, and I'm glad!

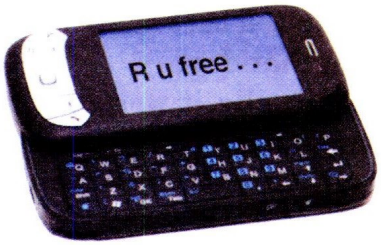
C **Choose the correct ending for each sentence.**

1. I was watching TV when _____
   - ☑ my parents came home.
   - ☐ my parents were coming home.
2. When the bell rang, _____
   - ☐ Mr. Ito gave us homework.
   - ☐ Mr. Ito was giving us homework.
3. Carla and Dan were washing the windows when _____
   - ☐ it started to rain.
   - ☐ it's starting to rain.
4. I was swimming _____
   - ☐ when the water's getting rough.
   - ☐ when the water got rough.
5. When my dog barked, _____
   - ☐ Julian was knocking on my door.
   - ☐ Julian is knocking on my door.
6. When then lights went out, _____
   - ☐ we played a video game.
   - ☐ we were playing a video game.

2 Listening

A **Jack sent text messages to four friends. Listen and check (✓) what each person was doing when Jack sent the text messages.**





	Playing a video game	Walking home	Cooking dinner	Shopping
1. Tina		✓		
2. Sophia				
3. Mark				
4. Leo				

B **Write sentences for each item in Part A.**

1. *Tina was walking home when Jack sent her a text message.*
   OR *When Jack sent Tina a text message, she was walking home.*
2. _____
   OR _____
3. _____
   OR _____
4. _____
   OR _____

Go to page 120 for the Game.

Lesson 27 Close calls

1 Language focus

A **A talk-show host interviews a teen who survived an avalanche. Listen and practice.**

Host So, David, you survived the biggest avalanche in ten years! We're glad that you're here.
David Thanks.
Host I'd like to ask you some questions. First, what were you doing on Cannon Mountain?
David We were skiing on the north side of the mountain. It has the best snow.
Host Was it snowing that day?
David No, it wasn't. Actually, it was very sunny.
Host Who were you skiing with?
David I was skiing with my family – my parents and my sister.
Host Were many other people skiing?
David No. We were the only ones.

Past continuous questions

***Yes / No* questions**

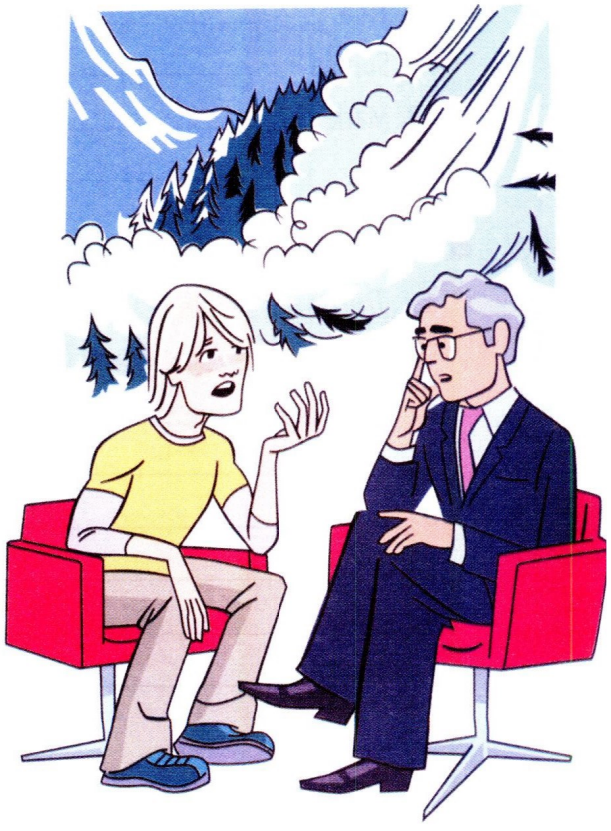
Was it **snowing**?
Yes, it was.
No, it wasn't.
Were other people **skiing**?
Yes, they were.
No, they weren't.

***Wh-* questions**

What were you **doing**?
We were skiing.
Who were you **skiing** with?
I was skiing with my family.
My family.

B **Complete the interview questions. Then listen and check.**

Host What *were* you *doing* (do) when the avalanche hit?
David My father and I were climbing up the trail.
Host _____ you _____ (carry) your skis?
David Yes, we were.
Host Where _____ your mother and sister _____ (walk)?
David They were walking behind us, lower down the trail. They saw the avalanche first and started shouting.
Host What _____ they _____ (shout)?
David They were shouting, "Go right! Go right!" I looked, and I saw the snow coming down the mountain.
Host _____ it _____ (come) down the mountain very quickly?
David Yes, it was. It was coming really fast. We moved to the right – just in time.



C **Marilyn was on a frozen lake last winter when the ice cracked. A talk-show host is asking her questions. Read her answers and write his questions. Then listen and check.**

1. **Q:** (What) *What were you doing on the lake?*
   A: I was skating on it.
2. **Q:** (Were) _____
   A: No, I wasn't skating alone.
3. **Q:** (Who) _____
   A: I was skating with my friend, Sarah. My father and brother were near the lake, too.
4. **Q:** (What) _____
   A: They were throwing snowballs at each other.
5. **Q:** (Was) _____
   A: No, it wasn't snowing, but it was really cold.
6. **Q:** (Where) _____
   A: Sarah was skating on the other side of the lake. But she saw me fall in, and she screamed loudly. My father found a rope and pulled me out. I'm lucky to be alive!

2 Speaking

Imagine a bad experience. Use an idea from the box or your own idea. Your classmates ask questions about it, using the past continuous.

You I broke my arm.
Classmate 1 What were you doing when you broke it?
You I was playing basketball.
Classmate 2 Were you shooting the ball?
You No. I was running.
Classmate 3 Where were you playing?
You I was playing in the gym.
Classmate 4 Who were you playing with?
You Trish and Carmen.

The electricity went out.
I broke my arm.
A bad storm hit my town.
My computer crashed.
I broke my leg.
A woman on a bicycle ran into me.

Lesson 28

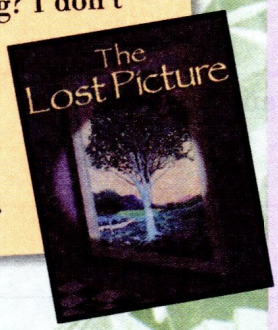
Sharing stories

1 Word power

A **Read the students' opinions of these books. Then listen and practice.**

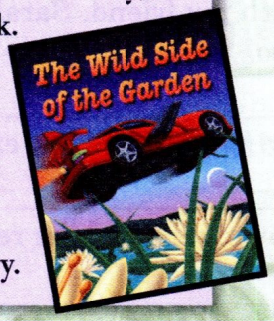
Name: Josh
Title: *The Lost Picture*
Type of book: Mystery

The book really keeps your attention. Who has the missing painting? I don't think you can guess. You have to read to the surprising end.



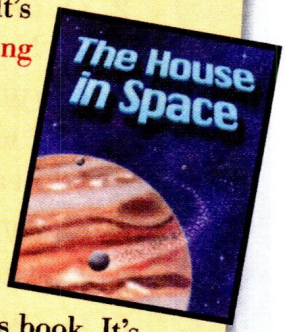
Name: Andrea
Title: *The Wild Side of the Garden*
Type of book: Fantasy

The author creates an unusual world. Cars fly, and dogs talk. Everyone is reading this delightful book. Get it from the school library.



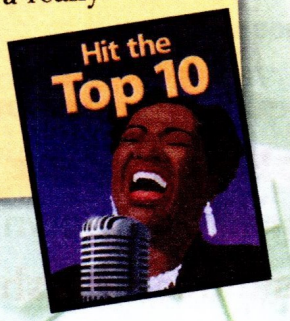
Name: Felipe
Title: *The House in Space*
Type of book: Science fiction

The book is about a family on Jupiter. It's very confusing. There are too many characters. You don't know who is who. Don't even start this book. It's very disappointing.



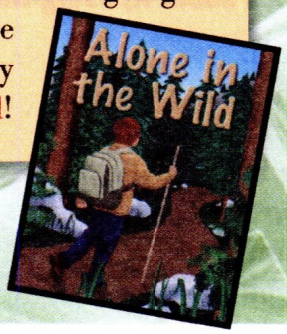
Name: Amy
Title: *Hit the Top 10*
Type of book: Nonfiction

The book has great information about the music business. It's a really informative book. You're going to like it a lot.



Name: Luigi
Title: *Alone in the Wild*
Type of book: Adventure

A boy is lost in the woods. How is he going to survive? What danger is he going to face? The book is very suspenseful!



Name: Mandy
Title: *Sarah at School*
Type of book: Realistic fiction

The book is dull. It has too much information on Sarah's family. I wanted to know more about Sarah. There are better books about teens.

B **Tell your partner the types of books you like and don't like. Use the adjectives from Part A to explain why.**

I like mystery books. They're surprising. I don't like . . .

2 Language focus

Past continuous vs. simple past (*while*)

Action in progress	Completed action
While they **were flying**,	a bird **hit** the windshield.

Note: The completed action can begin the sentence.
A bird **hit** the windshield **while** they **were flying**.

A Mandy wrote a book report about *Blind Flight*. Listen and practice.

Name: *Mandy*
Title: *Blind Flight*
Type of book: *Realistic fiction*

This is an amazing story. Thirteen-year-old Debbie Whitfield had to fly and land a plane, but she was blind.

While Debbie and her uncle were flying, a large bird hit the windshield. The glass broke and hurt her uncle. He didn't move.

Debbie turned the radio controls until she heard a pilot. Soon she was flying while he gave her instructions.

While Debbie was flying, two other planes came to help her. They guided her to the airport. Her friends and family were waiting when she and her uncle arrived.

B Read another student's book report about *Arnie and the Flood*. Complete the sentences using *while* and verbs in the simple past or the past continuous. Then listen and check.

While Arnie *was driving* (drive) home, it _____ (start) to rain very hard. Arnie got to a bridge near his house, and he slowly started to cross it. _____ he _____ (cross) the bridge, the water suddenly _____ (get) higher. It reached his car, and it took his car into the river. Luckily, he got out of the car. A woman _____ (see) him _____ he _____ (try) to swim to land. She helped him to safety.

3 Listening

Students are talking about books. How do they describe them? Check (✓) the correct adjectives.

Book 1	Book 2	Book 3	Book 4	Book 5
☑ interesting	☐ informative	☐ delightful	☐ dangerous	☐ surprising
☐ unusual	☐ dull	☐ confusing	☐ suspenseful	☐ disappointing

Get Connected
UNIT 7

Read

A **Read the article quickly. Check (✓) the true statements.**

☐ 1. Some animals help their owners when they are in danger.

☐ 2. Dogs and cats are really the only amazing animals.

☐ 3. The people rescued the animals and the animals rescued the people.

Pet Heroes

This story is about two amazing pets, one dog and one cat. Both are **heroes**. Toby, a two-year-old dog, saved Debbie Parkhurst's life. Debbie was eating an apple when she started to **choke**. Toby **pushed** her down to the floor. He jumped up and down on her **chest** until the apple came out of her throat. Debbie knows that Toby saved her life. She says, "I keep looking at him and saying 'You're amazing.'"

Winnie, a 14-year-old cat, saved her family from dangerous **carbon monoxide**. While Cathy and Eric Keesling were sleeping, Winnie came to their bed. Winnie **meowed** loudly and pushed her nose into Cathy's ear until she **woke up**. Cathy tried to tell her husband and son to leave the house, but they wouldn't wake up. Cathy called 911 for help. They're OK today because Winnie saved their lives!

Both owners **rescued** Toby and Winnie when they were very young. Years later, both Toby and Winnie saved Debbie and the Keesling family. That's really incredible!

Go to page 125 for the Vocabulary Practice.

B **Read the article slowly. Check your answers in Part A.**

C **Are these statements true or false? Write *True* or *False*. Then correct the false statements.**

1. Debbie was eating an apple when she started to choke.

   True.

2. Toby pushed Debbie down to the floor.

3. While Cathy and Eric were sleeping, Winnie meowed loudly.

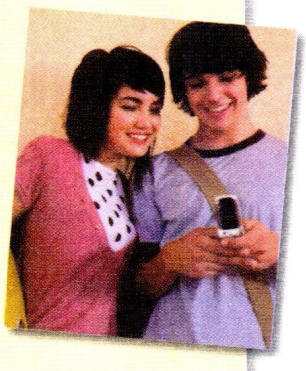
4. Cathy's husband and son woke up easily.

5. Toby and Winnie were rescued when they were old.

We were hiking when . . .

Listen

A **Kathy and Hiro talk about a camping trip. Listen and answer the questions.**



1. Why is Max amazing? *He saved Hiro's life last summer.*
2. What was Hiro's family doing when he decided to go hiking? _____
3. Was Hiro climbing the biggest rock when he fell? _____
4. Was Max quiet while Hiro was shouting? _____
5. When did Hiro's dad find him? _____

B **What do you think? Answer the questions.**

1. Do you think pets can be heroes? _____
2. Do you think pets are smart? _____
3. Do you think it's good to go hiking alone? _____
4. Do you think it's important for families to go on vacation together? _____

Your turn

Write

A **Think of an amazing story. Answer the questions.**

1. Who / What is it about? _____
2. When did it happen? _____
3. Where did it happen? _____
4. What was the amazing thing about it? _____
5. How does it end? _____

B **Write about an amazing story. Use the answers in Part A to help you.**

This is an amazing story about . . _____

Unit 7 Review

Language chart review

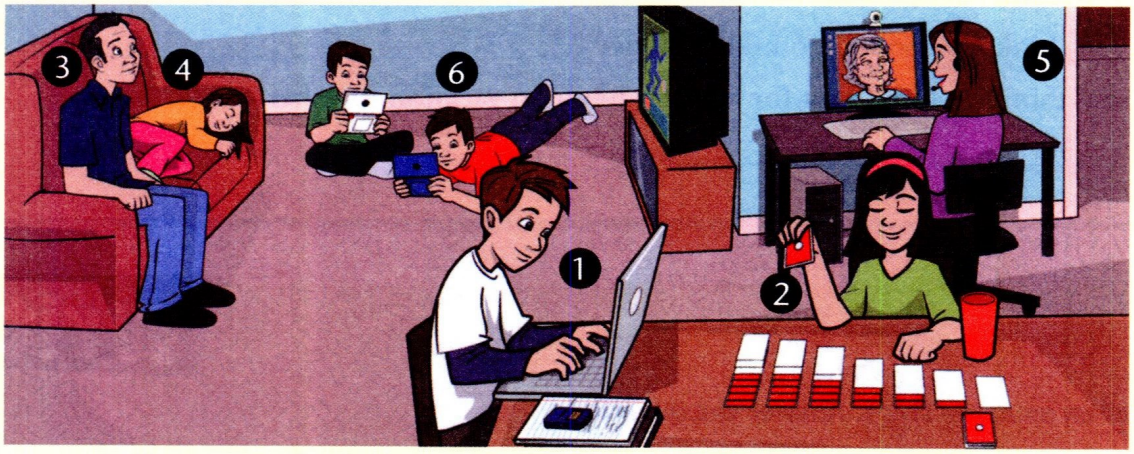
Past continuous statements

I **was studying** at the library.
She **wasn't eating** cake at the party.

Past continuous questions

Yes / No questions	*Wh-* questions
Were the boys **playing** baseball?	**What was** the baby **doing**?
Yes, they were. / No, they weren't.	She was playing.

A **Daniel's family was very busy yesterday at 4:00 p.m. Complete the sentences with the affirmative or negative past continuous.**



1. Daniel *wasn't reading* a book.
2. Kathy _____ cards.
3. Mr. Jones _____ TV.
4. Kelly _____ TV.
5. Mrs. Jones _____ a soda.
6. Max and Liam _____ video games.

B **Look at the picture and information in Part A. Then complete the questions with *Was, Were, Who,* or *What* and the correct verb forms.**

1. **Q:** *Was* Mr. Jones *listening* to music? **A:** No, he wasn't.
2. **Q:** _____ was Mrs. Jones _____ to on the computer? **A:** She was talking to her mother.
3. **Q:** _____ Kathy _____ cards with Daniel? **A:** No, she wasn't.
4. **Q:** _____ Kelly _____ ? **A:** Yes, she was.
5. **Q:** _____ was Daniel _____ ? **A:** He was doing his homework on his computer.
6. **Q:** _____ Max and Liam _____ TV? **A:** No. They were playing video games.

Language chart review

Past continuous vs. Simple past (*when*)

I **was reading** a book **when** the phone **rang**.
When he **came** home, I **was sleeping**.

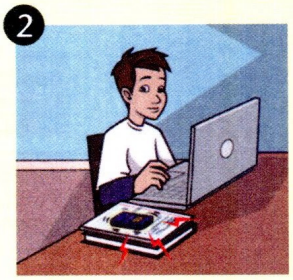
Past continuous vs. simple past (*while*)

She **listened** to music **while** she **was doing** chores.
While I **was walking** in the park, I **met** an old friend.

C **Look at the pictures. Then write sentences with the past continuous + *when* and the simple past.**

1. Kelly / sleep / the cat jump on her

   Kelly was sleeping when the cat jumped on her.



2. Daniel / do homework / his phone ring

   _____

3. Kathy / play cards / get hungry

   _____

4. Mrs. Jones / talk on the computer / the power go out

   _____

Rewrite the sentences in Part C with *while*. Then circle the action in progress and underline the completed action in each sentence.

1. *While (Kelly was sleeping,) the dog jumped on her.*
2. _____
3. _____
4. _____

Take another look!

Circle the correct answer.

1. In past continuous sentences with *when*, the action in progress goes _____ the completed action of the sentence.
   a. only before b. only after c. before or after
2. Verb forms that refer to actions in progress end in _____ .
   a. *-ing* b. *-ed* c. *-'s*

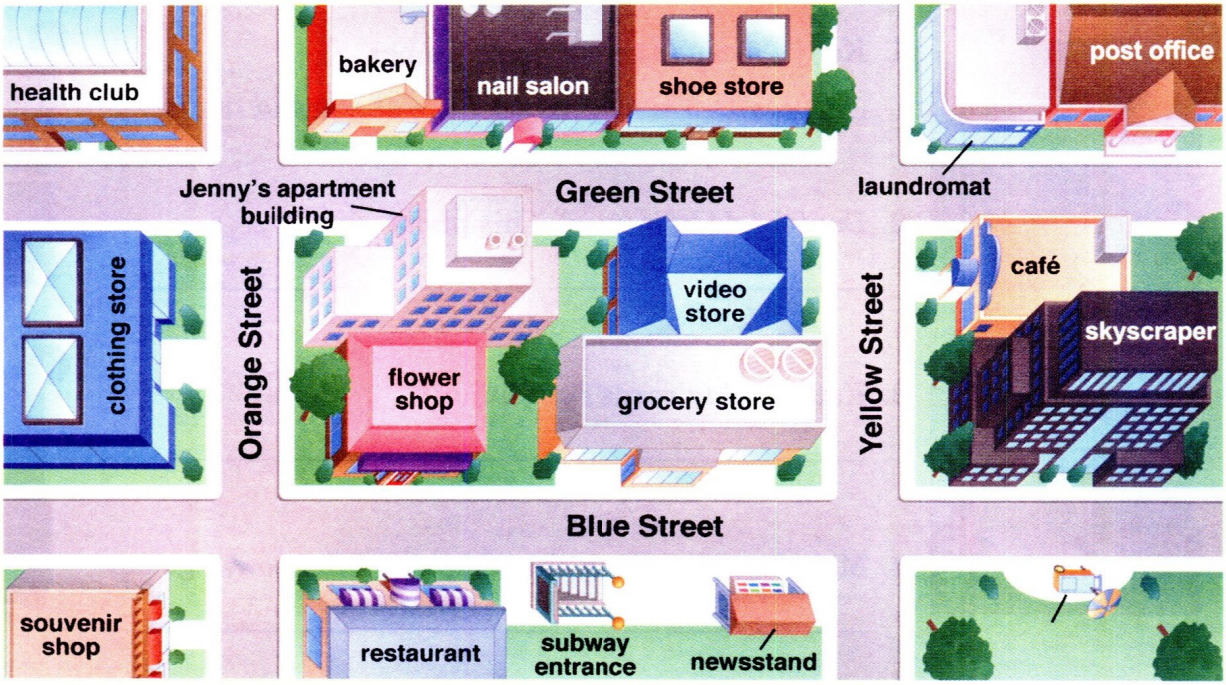
Go to page 132 for the Theme Project

Lesson 29

How do I get there?

1 Word power

A **Look at the map. Complete each sentence with the correct place. Then listen and practice.**



1. The grocery store is across from the newsstand.
2. The _____ is next to the post office.
3. The _____ is across from Jenny's apartment building.
4. The _____ is between the shoe store and the bakery.
5. The _____ is between the restaurant and the newsstand.
6. The _____ is next to the apartment building.
7. The street vendor is across from the _____ .
8. The _____ is on Orange Street, between Blue and Green Streets.
9. The _____ is behind the apartment building.
10. The souvenir shop is across from the _____ .

B **Think of a place in Part A. Can your classmate guess the place?**

You It's across from the grocery store.
Classmate Is it the newsstand?
You No, it's not.
Classmate Is it the subway entrance?
You Yes, it is.

2 Language focus

A Jenny lives in the neighborhood in Exercise 1A. Amy calls Jenny to get directions. Listen and practice.

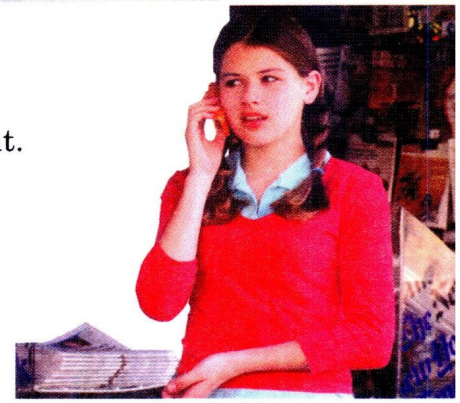
Amy Hi, Jenny. I just got off the subway. How do I get to your apartment?
Jenny Where are you exactly?
Amy I'm on Blue Street, in front of a newsstand.
Jenny OK. Cross the street and turn left. Go straight ahead to the first intersection. There's a flower shop on the corner, on your right.
Amy Uh-huh.
Jenny Turn right on Orange Street, and go straight ahead.
Amy Yeah.
Jenny My apartment building is on the next corner, on your right. To get to the entrance, turn right. It's across from the bakery. Got it?
Amy I think so. I can call you again if I get lost.

Directions

Turn right on Orange Street.
Turn left at the first corner.
Go straight ahead.
Go past the subway entrance.
Cross the street.

Locations

It's **on the corner**.
It's **on the left / on your left**.
It's **on the right / on your right**.
It's **across from** the bakery.



B Complete the directions from Jenny's apartment to the following places. Use the map in Exercise 1A. Then listen and check.

1. **street vendor:** Go outside and turn right. Go to the first corner and _____ the street. Turn _____ . Go _____ the café to the first intersection. _____ the street and _____ left. It's _____ from the skyscraper.

2. **souvenir shop:** Go outside and turn left. At the first corner, turn _____ again. Then go straight to the intersection and _____ the street. There's a restaurant on the _____ . The souvenir shop is across from the restaurant.

3 Listening

A Listen. Jenny is giving Amy directions from her apartment. Where does Amy want to go? Look at the map in Exercise 1A. Then check (✓) the correct places.

1. ☐ video store	☐ laundromat	☐ health club
2. ☐ flower shop	☐ grocery store	☐ post office
3. ☐ bakery	☐ clothing store	☐ restaurant
4. ☐ subway entrance	☐ laundromat	☐ café

B Give a classmate directions to one of the places Amy didn't go to in Part A. Your classmate says the place.

Go outside and cross Green Street. Then cross Orange Street. It's on the corner.

It's the health club.

Yes.

Lesson 30

Street fair

1 Language focus

A **Amy is telling Luigi about her visit with Jenny. Listen and practice.**

Luigi Did you have fun with Jenny?
Amy Yeah! We had a great time, especially on Sunday. There was a street fair in her neighborhood.
Luigi What was the fair like? Were there a lot of people? Was there any good food?
Amy It was crowded, but it was fun. The food was *great*! I had grilled chicken and potato salad.
Luigi Was there a raffle?
Amy No. There wasn't a raffle. There weren't any rides, either, but there were some cool things for sale. I bought a necklace and a tie-dyed T-shirt.

There was a / There were some
There wasn't any / There weren't any

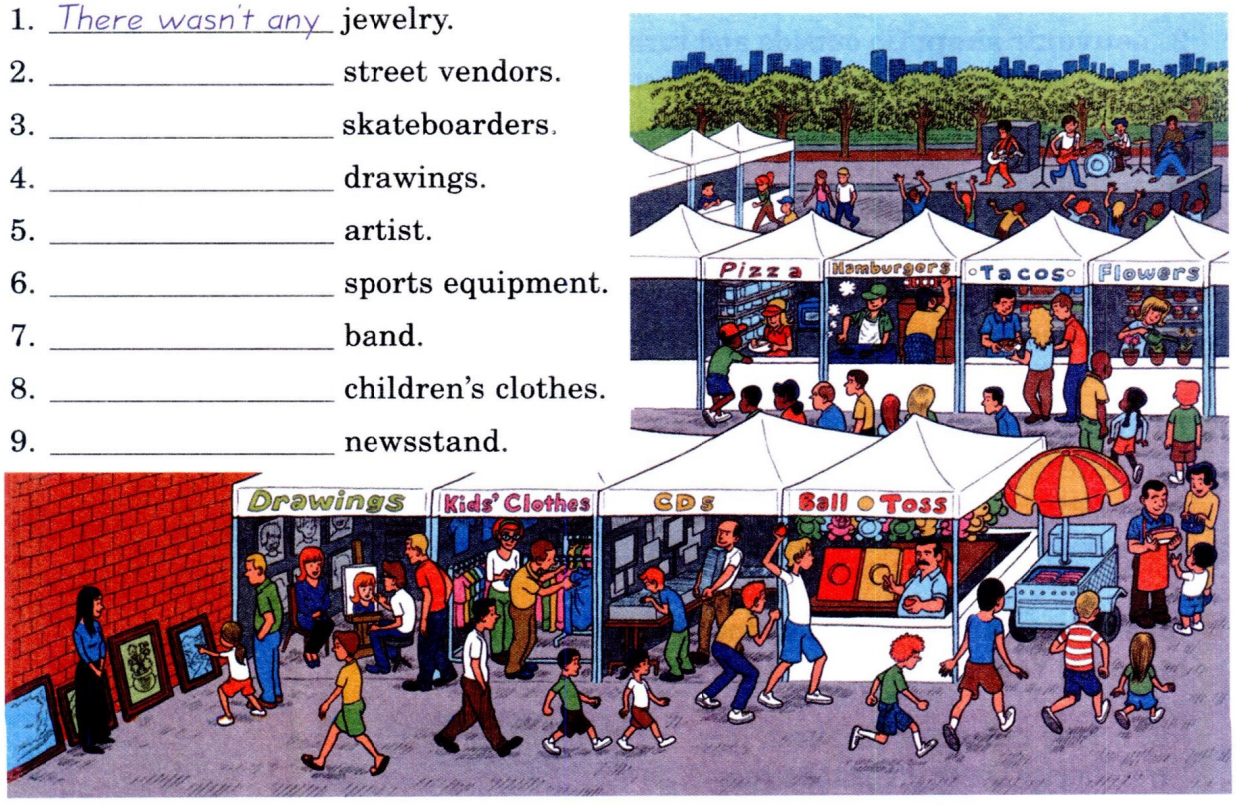
There was a street fair.
There were some cool things for sale.
There wasn't a raffle.
There wasn't any ice cream.
There weren't any rides.

Was there a / Were there any . . . ?

Was there a raffle?
Yes, there was. / No, there wasn't.
Was there any good food?
Yes, there was. / No, there wasn't.
Were there any rides?
Yes, there were. / No, there weren't.

B **Complete the sentences about the fair. Then listen and check.**

1. *There wasn't any* jewelry.
2. _____ street vendors.
3. _____ skateboarders.
4. _____ drawings.
5. _____ artist.
6. _____ sports equipment.
7. _____ band.
8. _____ children's clothes.
9. _____ newsstand.



C **What did Amy see at the fair? Write questions, and look again at the picture on page 102 to answer them. Then listen and check.**

1. (a hot-dog stand) **Q:** *Was there a hot-dog stand?* **A:** *Yes, there was.*
2. (rides) **Q:** _____ **A:** _____
3. (music) **Q:** _____ **A:** _____
4. (books for sale) **Q:** _____ **A:** _____
5. (dogs) **Q:** _____ **A:** _____
6. (a police officer) **Q:** _____ **A:** _____
7. (flowers) **Q:** _____ **A:** _____

2 Pronunciation Stress

A **Listen. Notice how *was* and *wasn't* are generally unstressed in questions and affirmative statements but stressed in short answers. Then listen again and practice.**

Unstressed	Stressed
Q: Was there a street fair yesterday?	A: Yes, there **was**.
Q: Was there any country music?	A: No, there **wasn't**.
There was a great band.	
There was a table with clothes for sale.	

B **Practice the questions and answers in Exercise 1C in pairs. Focus on the stress.**

3 Speaking

A **Complete the survey questions with *Was there* or *Were there*.**

B **Complete the survey for yourself. Then ask a classmate the questions.**

Event survey		You		Classmate	
		Yes	No	Yes	No
1. *Was there* _____	any good food?	☐	☐	☐	☐
2. _____	any music?	☐	☐	☐	☐
3. _____	any cool things to buy?	☐	☐	☐	☐
4. _____	any games?	☐	☐	☐	☐
5. _____	any rides?	☐	☐	☐	☐
6. _____	a lot of people?	☐	☐	☐	☐

C **Tell the class about your classmate's event in Part B.**

Tim went to a carnival last summer. There were great rides! There weren't any . . .

Lessons 29 & 30

Mini-review

1 Language check

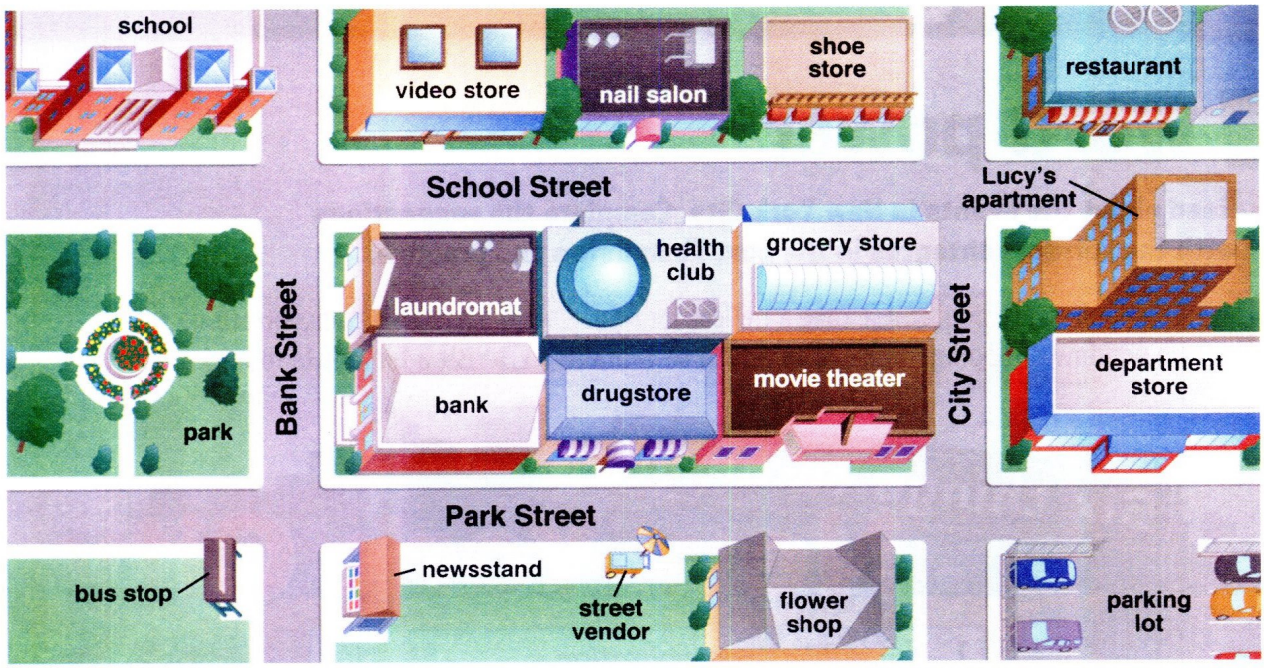
A **Complete the sentences with *a*, *an*, *any*, or *some*.**

1. There wasn't ___any___ pizza at the fair.
2. There were _____ good singers at the concert.
3. There were _____ potato chips at the hot-dog stand.
4. There wasn't _____ artist at the street fair.
5. There weren't _____ jeans in the store.
6. There was _____ band at my school last week.
7. There wasn't _____ ice cream at the party.
8. There was _____ raffle at the school festival.

B **Look at the picture. Then complete the questions and write the answers about the amusement park.**

1. **Q:** Were there any _____ roller coasters? **A:** Yes, there were. _____
2. **Q:** _____ ice cream? **A:** _____
3. **Q:** _____ concert? **A:** _____
4. **Q:** _____ hot-dog stands? **A:** _____
5. **Q:** _____ dogs? **A:** _____
6. **Q:** _____ police officer? **A:** _____
7. **Q:** _____ lot of people? **A:** _____
8. **Q:** _____ fun house? **A:** _____

C **Lucy is having a party. Her friends are calling to get directions to her house. Complete the conversations.**



1. **Marta** Hi, Lucy? It's Marta. I'm lost.
Lucy Where are you?
Marta I'm on Bank Street. I'm in front of the laundromat and *across from* the park. I'm looking at the park.
Lucy Oh, you're close. Walk to the _____ of Bank and School Streets. Then _____ on School Street. _____ the health club. After the health club, there's a grocery store on the corner. _____ City Street and _____ . My apartment entrance is on your _____ .

2. **Jake** Hi, Lucy? It's Jake. How do I get to your apartment?
Lucy Hi, Jake. Where are you?
Jake I'm _____ of Park Street and Bank Street in front of the bus stop. I'm looking at the newsstand.
Lucy OK. Cross Bank Street and _____ on Park Street. _____ to the next intersection. _____ City Street and turn left. _____ Park Street and _____ to School Street. _____ , and you'll see my apartment on your _____ . It's _____ the restaurant.

2 Listening

Five friends came to Lucy's house early to help. She sent them to buy things for the party. Listen and follow her directions on the map in Exercise 1C. Where did each friend go? Number the places.

☐ flower shop ☐ grocery store ☐ video store

[1] street vendor ☐ drugstore

Go to page 121 for the Game.

Things to do

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1 Word power

A **Read about the events in New York City. Complete the suggestions with the correct sentences in the box. Then listen and practice.**

☐ Go people-watching.	☐ Take a helicopter ride.	☑ Try public transportation.
☐ Go window-shopping.	☐ Try an ethnic restaurant.	☐ Visit a famous landmark.

1. *Try public transportation.*
   Take a subway and then a ferry to Staten Island. Enjoy a great view of the Statue of Liberty.

2. Go to Queens. _____
   Eat dishes from India, Greece, or Colombia.

3. _____
   This is the most expensive way to see the city, but the view from the sky is amazing.

4. _____
   The Empire State Building is one of the most popular sights in the city.

5. _____
   Everyone visits Times Square. There are always lots of people, and it's never dull.

6. See the latest fashions on Fifth Avenue. No money? No problem. _____
   You don't have to buy – you can just look!

B **Which three things would you most like to do in New York City? Why? Tell a classmate.**

I'd like to go to Queens. I'd like to try an ethnic restaurant. I'd also like to . . .

2 Language focus

Why don't we / We could for suggestions

Why don't we take the ferry?
We could take the subway.

***I'd rather* for preferences**

I'd rather go to Little Italy.

A Lisa is visiting her friend Kate in New York. Listen and practice.

Kate Are there any special things you want to do in New York?
Lisa Yes. I want to see the Statue of Liberty. Why don't we take the Staten Island Ferry?
Kate OK. That's a fun thing to do. Then let's try an ethnic restaurant. You know, public transportation here is great. We could take the subway to Chinatown.
Lisa Actually, I'd rather go to Little Italy. I really want some pizza.
Kate Oh, you *always* want pizza.
Lisa Well, I'm not going to change just because I'm in New York!

B Complete Kate's suggestions and Lisa's preferences. Then listen and check.

1. **Kate** (take a ferry) We *could take a ferry* .
   Lisa (take a helicopter ride) *I'd rather take a helicopter ride.*
2. **Kate** (take the subway) Why _____ ?
   Lisa (walk) _____
3. **Kate** (go to a museum) We _____ .
   Lisa (see a play) _____
4. **Kate** (go window-shopping) Why _____ ?
   Lisa (go people-watching) _____
5. **Kate** (try an Indian restaurant) We _____ .
   Lisa (try Greek food) _____

3 Speaking

Imagine your classmate is a visitor to your city or town. Write names of places to go. Then make suggestions to a classmate.

1. a store _____
2. an ethnic restaurant _____
3. a good view _____
4. a museum _____
5. a landmark _____
6. a park _____

Why don't we go to Haru Sushi?

I'd rather go to a concert at the high school.

Lesson 32 We didn't go . . .

1 Language focus

Clauses with *because*

We went to Faneuil Hall Marketplace **because we wanted to shop**.

We didn't stay long **because the weather was bad**.

A **Martin is on a class trip to Boston. Read his e-mail to his friend Larry. Then listen and practice.**

Tuesday, May 16

Hi, Larry!

We're having a great time, and we're seeing all the sights. We visited two famous landmarks – Paul Revere's House and the John F. Kennedy National Historic Site. Yesterday we went to Faneuil Hall Marketplace because we wanted to shop. It was great! I bought lots of souvenirs. Today, we went to Boston Common – a big park. We didn't stay long because the weather was bad. We're going to go again tomorrow. See you soon.

Martin

B **What else did Martin do or not do on Tuesday? Why or why not? Complete the sentences with *because* + the reasons in the box. Then listen and check.**

☐ he couldn't get tickets	☐ he wanted to see a special exhibit	☑ it rained
☐ he wanted Chinese food	☐ he wanted to shop	☐ public transportation was faster

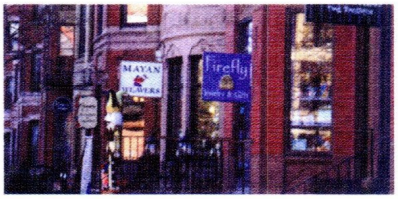
1. He didn't take a walking tour *because it rained* .

2. He went to Chinatown _____ .

3. He didn't see a baseball game _____ .

4. He didn't take taxis _____ .

5. He went to the museum _____ .



6. He went to the stores on Newbury Street _____ .

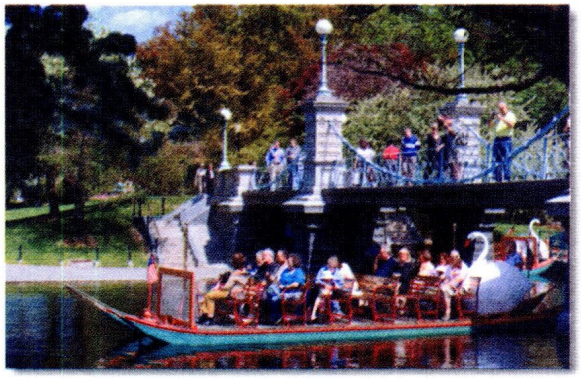
C Martin and his group went back to their hotel on Tuesday night. Complete the sentences with the simple past. Use the negative when necessary. Then listen and check.

1. Martin and his friends ___walked___ (walk) back to their hotel because there were no taxis.
2. The kids ___didn't take___ (take) a walk after dinner because it was raining.
3. The kids _____ (eat) dinner in a fast-food restaurant near the hotel because it was cheap.
4. Val and Ollie _____ (get) stamps because the hotel shop was closed.
5. Steve _____ (call) home because he promised to call his parents every day.
6. Penny _____ (buy) the T-shirt because it was too expensive.
7. Greg _____ (write) postcards because he forgot.
8. Bailey _____ (write) in her diary because she didn't want to forget about her trip.
9. Martin _____ (watch) the news on TV because he wanted to know about the weather for the next day.
10. The kids _____ (go) to bed early because they had to wake up at 6:00 a.m.

2 Listening

Martin met a new friend, Carla, in the lobby of his hotel. Did Carla do the things in the chart? Listen and check (✓) the things she did.

1. ☐ She went to Boston Common.
2. ☐ She walked the Freedom Trail.
3. ☐ She went to a science museum.
4. ☐ She went to a classical concert.
5. ☐ She went to a rock concert.



3 Speaking

A Look at the chart. Check (✓) the things you *didn't* do last weekend. Then write three more things you *didn't* do.

☐ call a friend	☐ do homework	☐ go to the beach
☐ clean my room	☐ go shopping	☐ go to the movies
_____	_____	_____

B Now tell the class about the things you didn't do. Give reasons.

I didn't go to the movies because there weren't any new ones.

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Get Connected
UNIT 8

Read

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A **Read the article quickly. Answer the question.**

What's a famous landmark you can see? _____

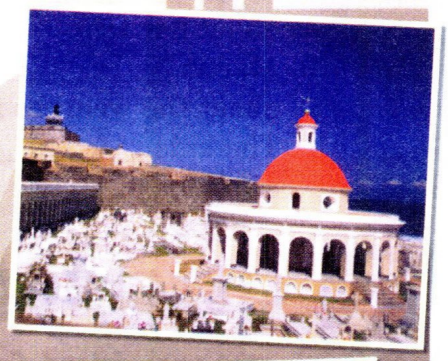
Old San Juan

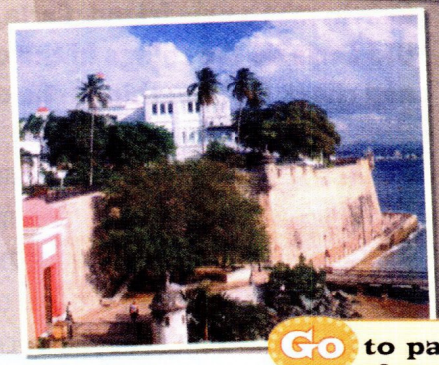
A walking tour of Old San Juan is the best way to see the beautiful, **historic** houses, museums, and shops. The streets can get crowded, but you can stop and rest at one of the delightful outdoor cafés.

First, go to the Plaza Colón. There is a famous landmark in the **plaza** – a statue of Christopher Columbus. He came to America in 1492.

Walk past the beautiful Tapia Theater to the **harbor**. Visitors can enjoy drama and dance at the theater. At the harbor, you can see giant **cruise ships**. There's a beautiful, old post office near the harbor. In front of the post office, there's a small **tourist information office**. You can get maps and other information there.

And don't forget to see the **forts** in San Juan, including La Fortaleza, a famous fort built in 1553. It's a **national historic site**. Do you want to see skyscrapers, too? Then you have to leave Old San Juan. Read on . . .





Go to page 125 for the Vocabulary Practice.

B **Read the article slowly. Check your answer in Part A.**

C **Answer the questions.**

1. Where's the statue of Christopher Columbus? It's in the Plaza Colón.
2. Where can visitors enjoy drama and dance? _____
3. What's in front of the post office? _____
4. What can you get there? _____
5. What's the name of a very famous fort? _____

Why don't you go there!

Listen

A **Julie and Andreas talk about San Diego. Listen and write *True* or *False*. Then correct the false statements.**

1. ~~Julie~~ Andreas went to San Diego two summers ago. False
2. Everyone in Andreas's family likes to do the same things. _____
3. Julie doesn't like shopping. _____
4. There are 13 museums near the park. _____
5. Andreas thinks the most interesting place in San Diego is the zoo. _____

B **What do you think? Write *I agree* or *I disagree*. Give reasons.**

1. It's a good idea to try new things. _____
2. It's important to travel to learn about different cultures. _____
3. Visiting museums is an interesting way to learn about a country's culture. _____
4. Shopping isn't good to do on a vacation. _____

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Your turn

Write

A **Write a suggestion for a place to go on vacation. Then write four suggestions of things you can do there. Use *Why don't you* or *You could*.**

Why don't you go to _____ (place)

1. _____
2. _____
3. _____
4. _____

B **Write an e-mail to your friend about a place to go on vacation. Use the answers in Part A to help you.**

Hi, _____ ! I have a great suggestion for a place to go on vacation. Why don't you go to . . .

Unit 8 Review

Language chart review

Directions

Turn left at the second corner.
Go past the grocery store.

Locations

The flower shop is **on the corner**.
The bakery is **on the left / on your left**.

Clauses with *because*

We went to the bakery **because we wanted to buy some bread**.
I didn't buy the dress **because it was too expensive**.

A Stacy is asking her grandmother how to get to different places in town. Look at the map. Then circle the correct phrases to complete the conversations.

1. **Stacy** How do I get to the flower shop?
   Grandmother (Go past / Keep going) the bakery. Cross Center Street. (Turn right / Turn left) and cross Park Street. It's (across the street / on your right).
2. **Stacy** How do I get to the restaurant?
   Grandmother (Go straight on / Cross) Park Street. Cross Center Street. It's (on the right / on the left), across from the parking lot.
3. **Stacy** How do I get to the post office?
   Grandmother (Cross / Go straight on) Park Street. Cross Center Street. Then (turn left / turn right). The entrance is (on your left / on your right).

B Write sentences about Stacy. Use the simple past and *because*.

1. go / flower shop / want to buy flowers
   Stacy went to the flower shop because she wanted to buy flowers.
2. go / bakery / be hungry
   _____
3. go / post office / want to send some letters
   _____
4. not go / restaurant / be closed
   _____
5. not go / park / be cold
   _____

Language chart review

Why don't we / We could for suggestions

Why don't we go to the movies?
We could go to the movies.

Was there a / Were there any . . . ?

Were there any good restaurants?
Yes, there were. / No, there weren't.

I'd rather for preferences

I'd rather go to a museum.

There was a / There were some / There wasn't any / There weren't any

There was an Italian restaurant. / **There weren't any** cafés.

C **Stacy's grandmother is making suggestions, and Stacy is expressing preferences. Complete the conversations with the verb phrases in the box.**

☑ eat Chinese food / Mexican food
☐ take the subway / ferry ☐ try the cake / ice cream

1. **Grandmother** Why don't we eat Chinese food? OR We could eat Chinese food.
   Stacy I don't like Chinese food. I'd rather eat Mexican food.
2. **Grandmother** _____
   Stacy I don't like the subway. _____
3. **Grandmother** _____
   Stacy It's too sweet. _____

D **Complete Stacy's e-mail to her friend. Use *there was, there were, there wasn't, there weren't,* and *were there.***

Hi, Kira,

I'm having a wonderful time visiting my grandmother. We visited a small town yesterday. There were a lot of fun things to do there. There were great clothing stores. I didn't buy any jewelry, because _____ any interesting jewelry stores. _____ a cheap music store, so I didn't buy any new CDs. _____ any good restaurants? Yes, _____ .
My grandmother and I ate at a cool Mexican place. I tried some delicious cookies, too. _____ an awesome bakery in town.

Stacy

Take another look!

1. **Which sentence is a suggestion? Circle the correct answer.**
   a. We'd rather eat pizza. b. We shouldn't eat pizza. c. We could eat pizza.
2. **Write the suggestion in number 1 another way.**
   _____

Go to page 133 for the Theme Project.

Unit 1 Game Memory game

Look at the picture for two minutes. Then write six more questions about the picture on a separate piece of paper. Close your book. Take turns asking a classmate your questions. Who remembers the most?

What are Lenny and Ellie doing?

Who plays tennis?

What color is Chuck's T-shirt?

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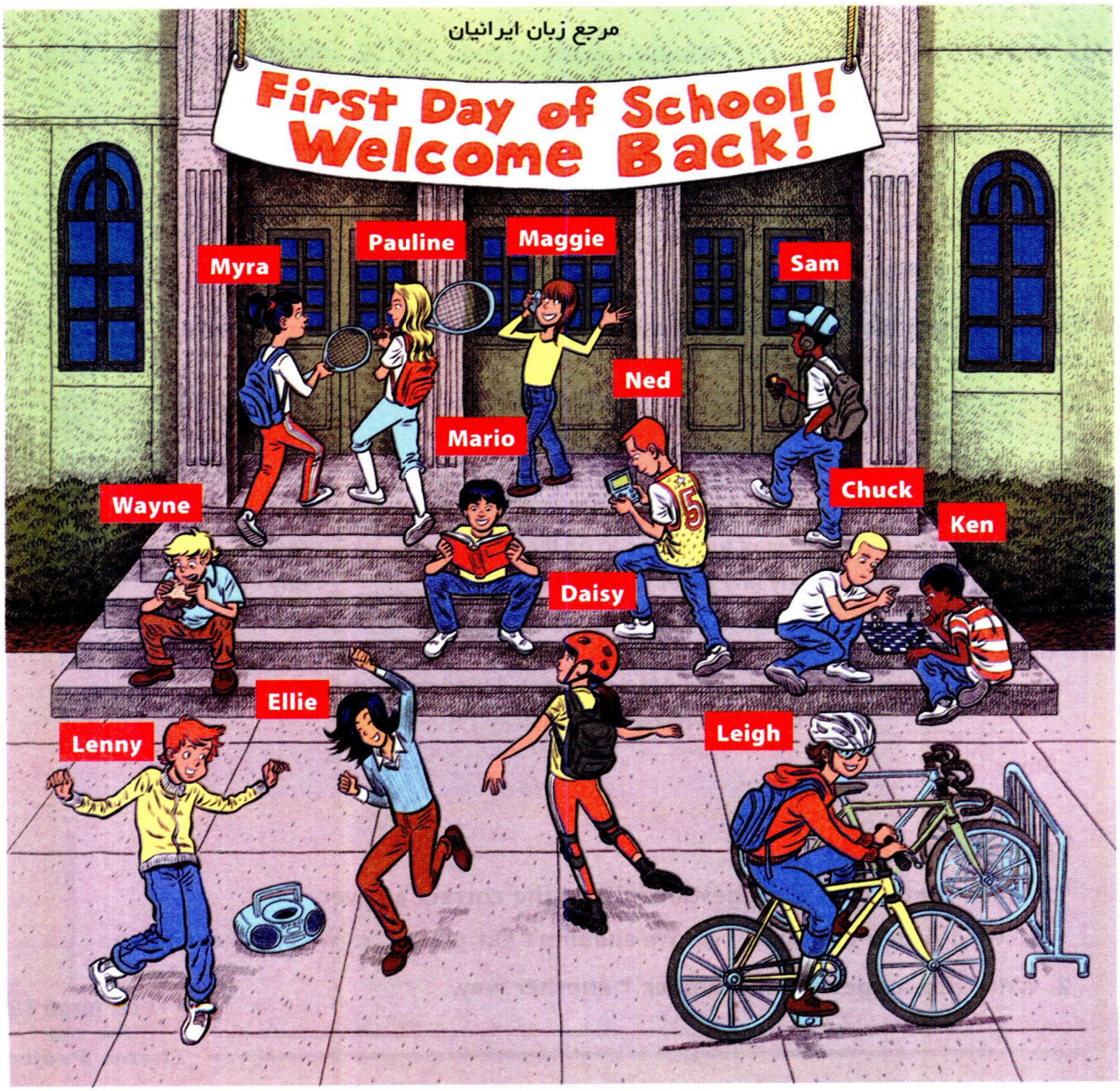


Unit 2 Game My trip to France

Play the game with a classmate. Use things in your bag as game markers.
Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

Rules:

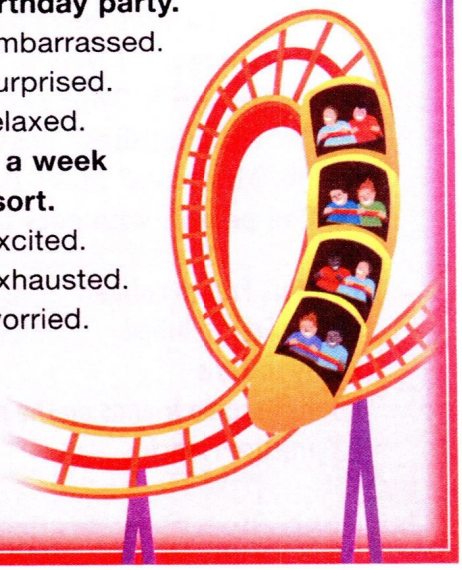
- Take turns. Flip a coin and move your marker to the correct space.
- Look at the picture. Make sentences about what you did on your trip using the verb phrases in the box.
  Classmate 1 *I flew to Paris.*
  Classmate 2 *That's correct!*
  ▶ No mistakes? Stay on that space.
  ◀ Mistakes? Move back one space.
- The person who gets to FINISH first, wins.

☐ drink French coffee	☐ rent inline skates	☐ take many pictures
☐ eat French bread	☐ see the Eiffel Tower	☐ try French food in a restaurant
☐ fly to Paris	☐ shop for souvenirs	☐ visit the museum
☐ make some friends on the plane	☐ sleep in a hotel	☐ walk around the city
☐ practice French	☐ take a boat ride	☐ write postcards

Unit 3 Game How would you feel?

A **Imagine you do each thing below. How would you feel? Circle the answers so they are true for you.**

1. **You spend ten hours at a theme park.**
   a. You're exhausted.
   b. You're glad.
   c. You're frustrated.
2. **You go on a city tour of New York City.**
   a. You're relaxed.
   b. You're worried.
   c. You're excited.
3. **You go to a summer camp for a month.**
   a. You're homesick.
   b. You're worried.
   c. You're glad.
4. **Your friends give you a surprise birthday party.**
   a. You're embarrassed.
   b. You're surprised.
   c. You're relaxed.
5. **You spend a week at a ski resort.**
   a. You're excited.
   b. You're exhausted.
   c. You're worried.



B **Circle the points below for your answers in Part A.**

Question	Answer *a*	Answer *b*	Answer *c*
1	2 points	3 points	1 point
2	2 points	1 point	3 points
3	2 points	1 point	3 points
4	1 point	3 points	2 points
5	3 points	2 points	1 point

Add the points for your answers: _____ How much fun do you have?

11 – 15 points	You have a lot of fun. You enjoy everything.
6 – 10 points	You have fun, but sometimes you worry.
1 – 5 points	You have a little fun, but you worry a lot.

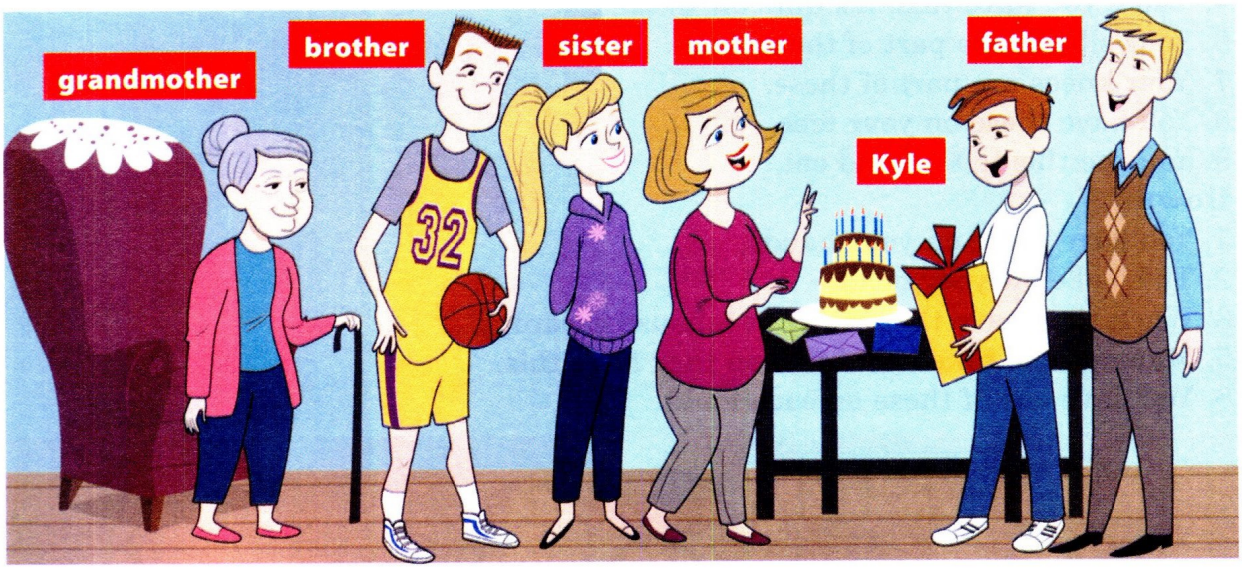
C **Work with a classmate. Compare your answers in Part A.**

You You spend ten hours at a theme park. You're . . .
Classmate . . . Well, I'm exhausted. And you?
You I'm glad.

D **Walk around the classroom. How many people have the same score as you?** _____

Unit 4 Game Comparison race

Kyle and Lydia have the same birthday, but their families are different. How? Work with a classmate. Write seven more sentences comparing people. The pair that finishes first is the winner.



Kyle's father is taller than Lydia's father.

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

relaxed
thin
active
athletic
old
short
tall

Unit 5 Game Crossword puzzle

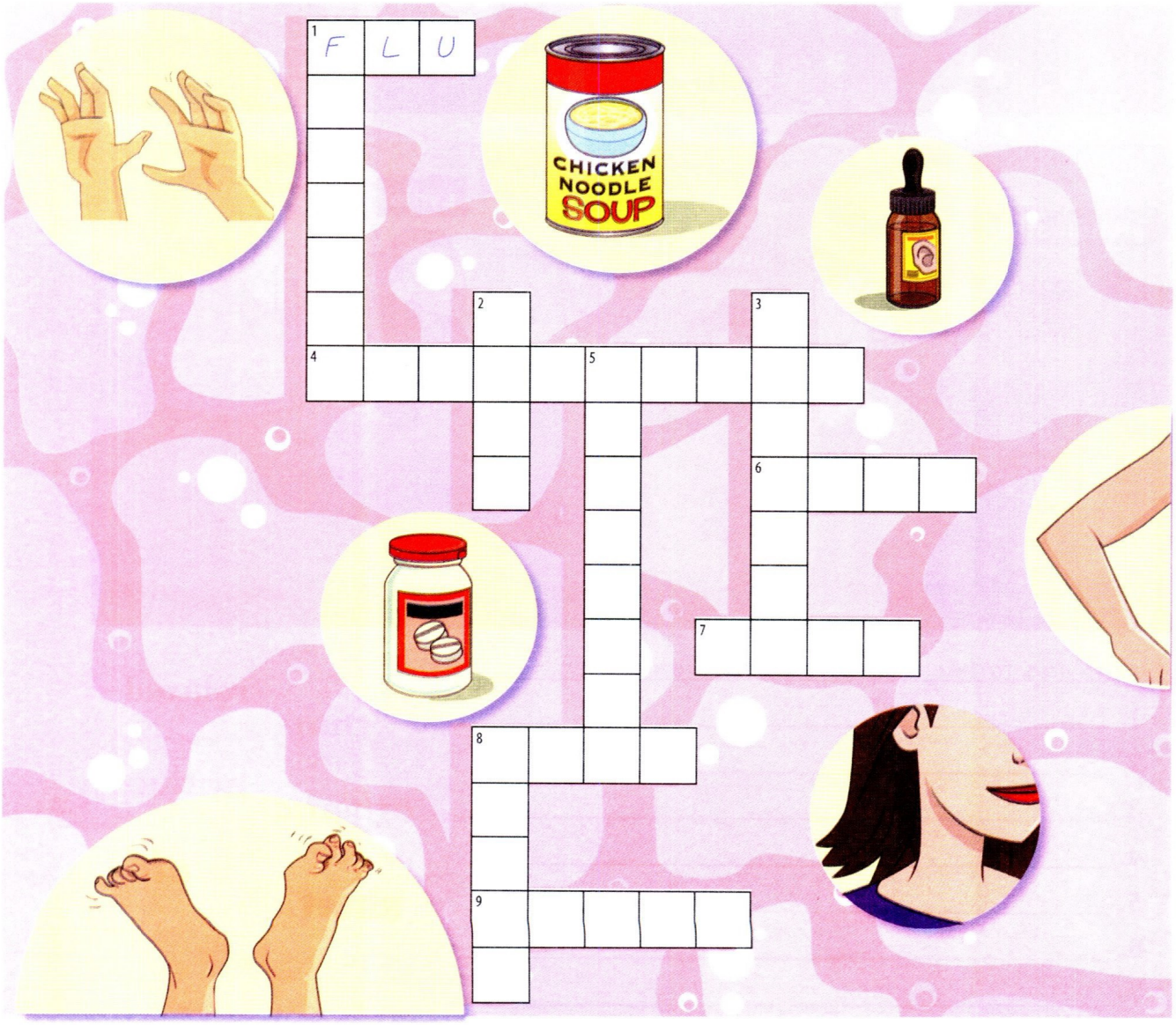
Read the clues and write your answers in the puzzle.

Across

1. Try warm chicken soup when you have this.
4. When you have this, it's difficult to talk.
6. Your elbows are part of these.
7. Your knees are part of these.
8. You have these on your feet.
9. You use this to talk and eat.

Down

1. You have these on your hands.
2. This is below your head.
3. When they have this, many people use eardrops.
5. Many people take aspirin when they have this.
8. You have one of these on each hand.



Unit 6 Game Big plans

Play the game with a classmate. Use things in your bag as game markers.
Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

Rules:

- Take turns. Flip a coin and move your marker to the correct space.
- Answer the question or follow the directions.
  Classmate 1 *I'm go to walk my dog after school.*
  Classmate 2 *That's a mistake! It's* "I'm going to." *Move back 1 space.*
  ▶ No mistakes? Stay on that space.
  ◀ Mistakes? Move back one space.
- On a "free space," ask a classmate any question. Keep your marker on that space until your next turn.
- The person who gets to FINISH first, wins.

Unit 7 Game What was happening . . . ?

Play with a classmate.

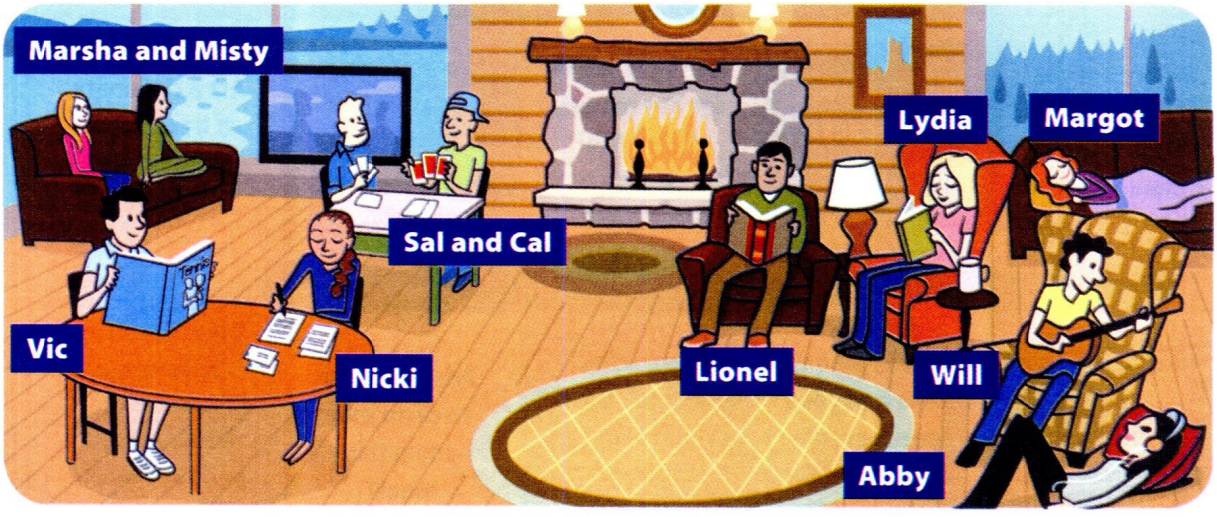
Classmate 1 Look at Picture 1 for one minute. What was everyone doing when the rain started? Close your book and write as many things as you can remember in two minutes.

Classmate 2 Look at Picture 2 for one minute. What was everyone doing when the rain stopped? Close your book and write as many things as you can remember in two minutes.

Tell your classmate what you wrote. Check each other's information. Who remembered the most?

Picture 1: When the rain started

Picture 2: When the rain stopped



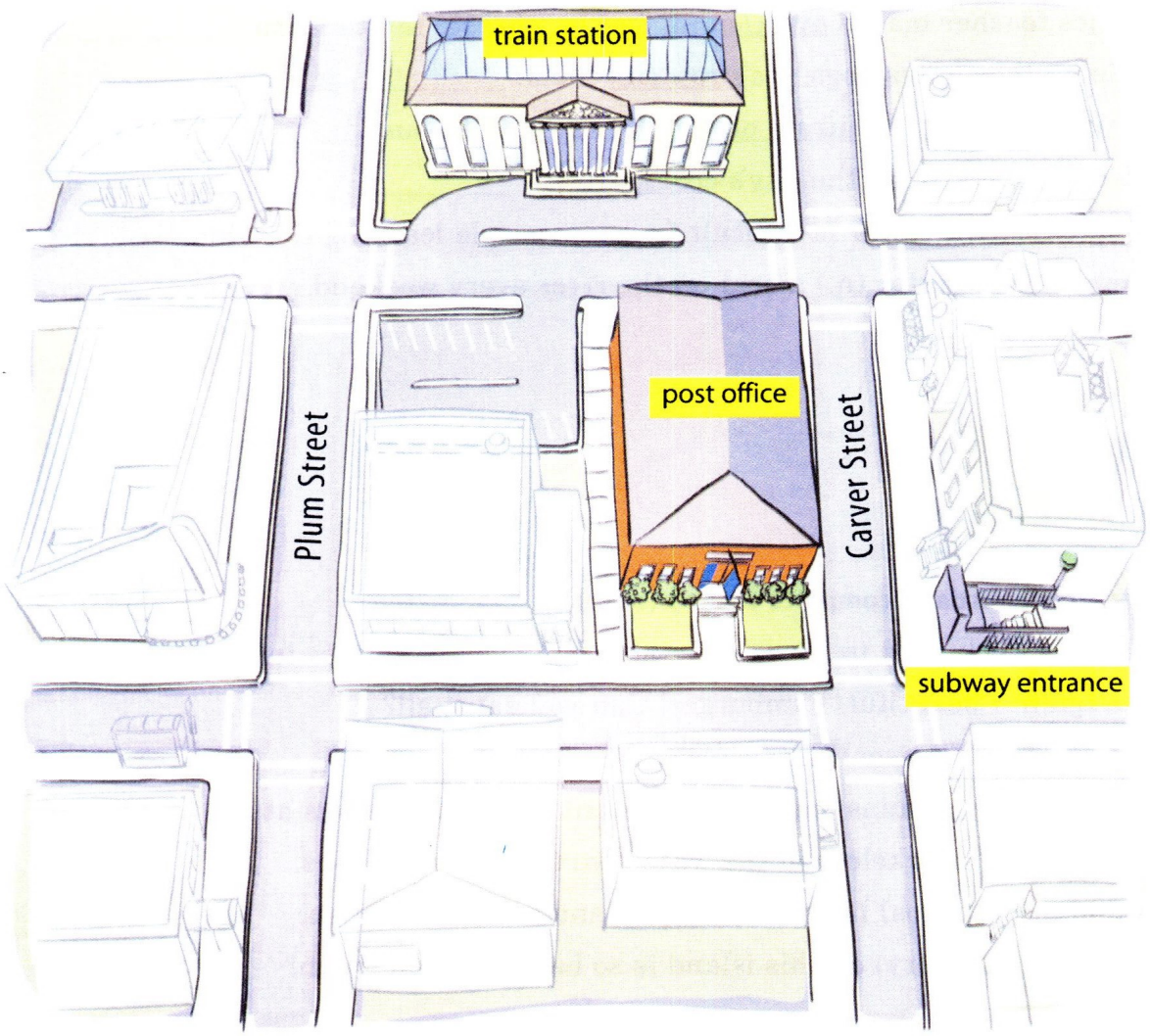
Nicki was water-skiing when the rain started.

Yes. One point!

Unit 8 Game What's missing?

A **Look at the map of the town center. It's almost empty now, but it wasn't ten years ago. Imagine what was in the town center. Label six buildings with words from the box.**

supermarket	restaurant	flower shop	gas station	skating rink
apartment building	movie theater	drugstore	shoe store	department store



B **Work with a classmate.**

Classmate 1 Guess what places are on Classmate 2's map. Ask *Was there* and *Were there* questions.

Classmate 2 Guess what places are on Classmate 1's map. Ask *Was there* and *Were there* questions.

Was there a restaurant? Yes, there was. Were there any flower shops? No, there weren't.

Who can identify all of the places with the fewest guesses?

Get Connected Vocabulary Practice

Unit 1

The underlined words belong in other sentences. Write the words where they belong.

1. It's difficult to waters (n.) a sailboat in bad weather. navigate
2. My science teacher makes overcoming fear (v. phrase) fun to learn. _____
3. My little brother hates dogs. He's row (n.) them. _____
4. Would you like to try an afraid of (adj.)? They're delicious! _____
5. Let's take a boat trip on the city's ecology (n.). _____
6. Navigate (v.) of the water is difficult for some people learning to swim. _____
7. My friends and I oyster (n.) a boat on the river every weekend. _____

Unit 2

Circle the correct words to complete the sentences.

1. Some people work hard to save (amazing / endangered) species in Africa.
2. That's a (giant / beautiful) hamburger! Can you eat it all?
3. Giant (persons / tortoises) can live over 200 years.
4. (Islands / Marine iguanas) eat vegetables and aren't dangerous at all.
5. Before we (flew / snorkeled) in the water, we took a few lessons.
6. A (sea lion / Galapagos) lives in the water and eats a lot of fish.
7. The (scientist / scenery) on this island is so beautiful and green!

Unit 3

Match the words to the meanings.

1. skills (n.) __g__	a. stopped
2. modern (adj.) _____	b. trip
3. miles (n.) _____	c. frightening
4. ended (v.) _____	d. one of these is 1,609 meters
5. journey (n.) _____	e. new; popular now
6. scary (adj.) _____	f. a person who flies an airplane
7. pilot (n.) _____	g. the ability to do something well

Unit 4

Complete the sentences with the words in the box.

☐ miles per hour (n.) ☐ opened (v.) ☑ outdoor (adj.) ☐ rides (n.) ☐ traveled (v.)

1. We don't swim in our pool in the winter. It's an __outdoor__ pool and it's too cold.
2. The bus _____ very slowly. It took one hour to go from my house to school.
3. Some race horses can run 40 _____ .
4. A lot of teens think the _____ at amusement parks are exciting.
5. A Mexican restaurant _____ last month in my neighborhood.

Unit 5

What words mean the same as the underlined words? Circle the correct answers.

1. Christina's <u>self-esteem (n.)</u> grew when she got an A on her history report.
   a. health (b.) good feelings about herself
2. My <u>philosophy (n.)</u> of life is to be a good friend.
   a. what someone believes is a good way to live life b. a way to reduce stress
3. With more practice and <u>discipline (n.)</u>, Kayla has a good chance to win the singing contest.
   a. control b. doing something in a flexible way
4. Regular exercise is a good <u>benefit (n.)</u> for your health.
   a. helpful thing b. relaxing thing
5. Vincent studies <u>martial arts (n.)</u> three times a week.
   a. ways to create art b. sports that teach self-defense
6. Joe has the flu so <u>he probably (adv.)</u> can't go to school tomorrow.
   a. he's pretty sure he b. he's especially sad he
7. Mrs. Torres teaches a class on <u>self-defense (n.)</u> at the community center.
   a. challenging yourself b. protecting yourself

Unit 6

Complete the advertisement with the words in the box.

☐ computer ink cartridges (n.) ☐ donate (v.) ☐ organic (adj.) ☑ recycling center (n.) ☐ used (adj.)

Come to Centerville's *recycling center* for a fund-raiser this Saturday afternoon between 1:00 and 3:00. We're going to have contests, games, and lots of information on recycling. We're going to sell _____ fruits and vegetables from local farmers. Bring your _____ cell phones, bottles, cans, and newspapers to recycle. Also, bring your old _____ and get a free black one! We're going to _____ all the money to build a new and better recycling center. Come and help our planet!

Unit 7

Circle the correct words to complete the sentences.

1. My sisters (jumped up / woke up) very early Saturday morning.
2. He couldn't move because a big branch fell across his (owner / chest).
3. My uncle (rescued / started) a little girl from the rough water.
4. A lot of young kids (choke / save) on small toys.
5. I think the teens who saved the baby's life are (owners / heroes).
6. (Carbon monoxide / Throat) is very dangerous.
7. The cat (meowed / pushed) until we gave her some milk.
8. Look! That boy (smiled / pushed) that girl on the bike. That wasn't nice!

Unit 8

Circle the correct answers.

1. Lewis and Clark made _____ journey.
   a. a new (adj.) b. an historic (adj.)
2. There was a festival in the town _____ .
   a. flower shop (n.) b. plaza (n.)
3. There are a lot of boats in the _____ .
   a. street (n.) b. harbor (n.)
4. We took a two-week vacation on a big _____ .
   a. cruise ship (n.) b. canoe (n.)
5. Let's get maps at the _____ .
   a. tourist information office (n.) b. post office (n.)
6. That country has really strong _____ . No one can easily come into the country.
   a. forts (n.) b. cruise ships (n.)
7. The Statue of Liberty in New York City is a _____ .
   a. skyscraper (n.) b. national historic site (n.)

مرجع زبان ایرانیان

Unit 1

Theme Project: Make a brochure for a field trip.
Theme: Citizenship
Goal: To learn more about rules for visiting a place in your community

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At Home

Read the rules for a farm field trip.

Good Food Farm is a popular place for school field trips. Students can learn about farm animals and about growing food there. They can also enjoy time outdoors. Here are some rules students have to follow at the farm:
Students . . .
1. have to stay in small groups and stay with the guide.
2. have to bring their own lunch.
3. can touch some of the animals, but they have to ask the guide first.
4. can't feed the animals.

Where would you like to go on a field trip? What rules would there be on the trip? Complete the chart. Use your dictionary, if necessary.

Place:

Rule 1 _____

Rule 2 _____

Rule 3 _____

Rule 4 _____

Draw pictures or bring photos to class of where you would like to go on a field trip.

In Class

Look at all of the field trips and the rules. Choose one field trip.

Make a brochure. Use the sample brochure as a model.

Choose a group leader. Present your brochure to another group.

We'd like to visit the City Art Museum.
You have to bring money for lunch.
You have to . . .

Display the brochures in your classroom. Walk around and look at all of them. Which field trip would you like to go on?

Sample brochure

Unit 2

Theme Project: Make a group photo album.
Theme: Diversity; citizenship
Goal: To learn about events that are special to your classmates

At Home

Read about school vacation activities.

What did students around the world do on their last school vacation? Some students took care of their younger brothers or sisters. Others worked, attended school classes, or went to camps, like theater camps, music camps, or sports camps. Some teens volunteered in their community, and they did not get paid. Some students stayed home and relaxed or studied. And, of course, many students took trips with their families.

Write four things you did on vacation. Use your dictionary, if necessary.

1. _____ 3. _____
2. _____ 4. _____

Draw pictures or bring photos of the things you did on vacation to class.

In Class

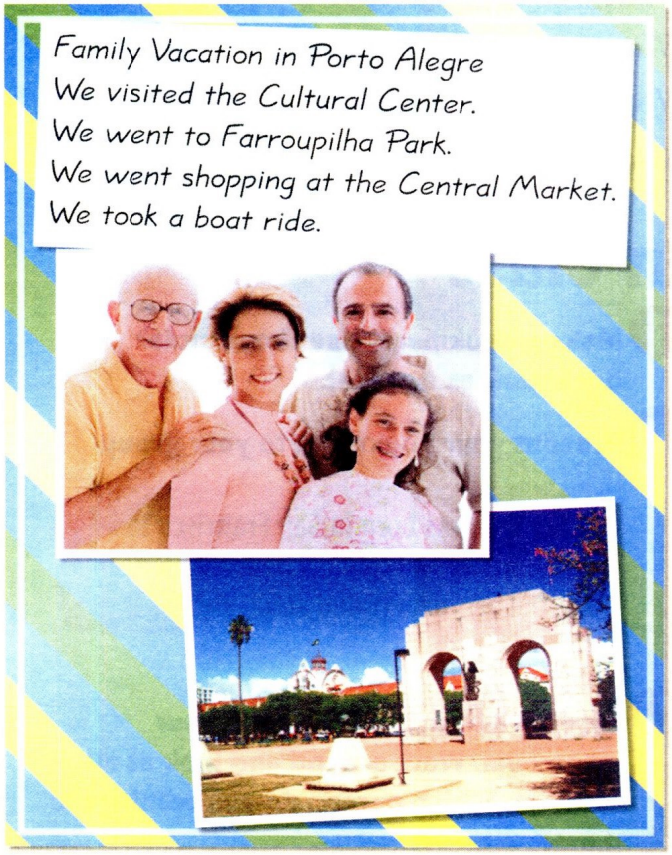
Make a photo album page of your vacation. Use the sample album page as a model.

Tell your group about your vacation.

I went with my family to Porto Alegre. We visited the Cultural Center. We went to . . .

Make a group photo album. Make a cover for your photo album. Then staple together all of your pages and the cover to make your album.

Display the photo albums in your classroom. Walk around and look at all of them. How many students took trips on their last vacation?



Sample photo album page

Unit 3

Theme Project: Make a bookmark about an interesting person.
Theme: Citizenship; diversity
Goal: To learn more about interesting people

At Home

Read about an interesting person.

Annie Taylor, a teacher, was born in Michigan in the United States in 1838. She wanted to be famous. One day, in 1901, Annie went over Horseshoe Falls in a barrel. (Horseshoe Falls is part of Niagara Falls. It's about 170 feet or 52 meters high.) Annie was 63 when she went over Horseshoe Falls. She was very brave. After she went over the falls, she spoke to many people about this experience, and became famous. She died 20 years later in 1921 at the age of 83.

Choose a person who did something amazing. Answer the questions. Use your dictionary or the Internet, if necessary.

Name: _____

Where was he / she born? (city and / or country) _____

What was his / her special accomplishment? _____

When was his / her special accomplishment? _____

Why do you think this person is interesting? _____

Draw pictures or bring photos of the person to class.

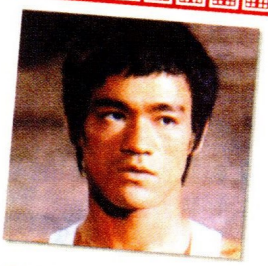
In Class

Make a bookmark. Use the sample bookmark as a model.

Present your bookmark to your group.

Bruce Lee was born in San Francisco in 1940. He was a famous Chinese American martial arts expert and actor. He . . .

Display all the bookmarks in your classroom. Walk around and look at all of them. Which person do you admire the most?



BRUCE LEE

- He was born in San Francisco in 1940.
- He was a famous Chinese American martial arts expert and actor.
- He started acting, and soon he was a star. He was in *Enter the Dragon*, but he died before the movie opened.

Sample bookmark

Unit 4

Theme Project: Make fact cards.
Theme: Cultural diversity
Goal: To learn facts about places, people, and things around the world

At Home

Read about how to find out new facts.

- The highest waterfall in the world is Angel Falls in Venezuela.
- The largest island in the world is Greenland.
- The continent of Europe is smaller than the continent of South America.
- The Andes Mountains are taller than the Rocky Mountains.

Where can you find this kind of information? Well, you can find many facts like these in an almanac – a book that gives information about travel, music, sports, countries, and other topics. *TIME Almanac with Information Please* is a popular almanac. You can find it in libraries and bookstores. You can also use *infoplease®* online – it's free!

Find two interesting facts. Look in reference books or on the Internet. Write the facts below. Use a dictionary, if necessary.

1. (comparative) Fact: _____

2. (superlative) Fact: _____

Draw pictures or bring photos of the facts to class.

In Class

Look at all of the facts. Choose six facts.

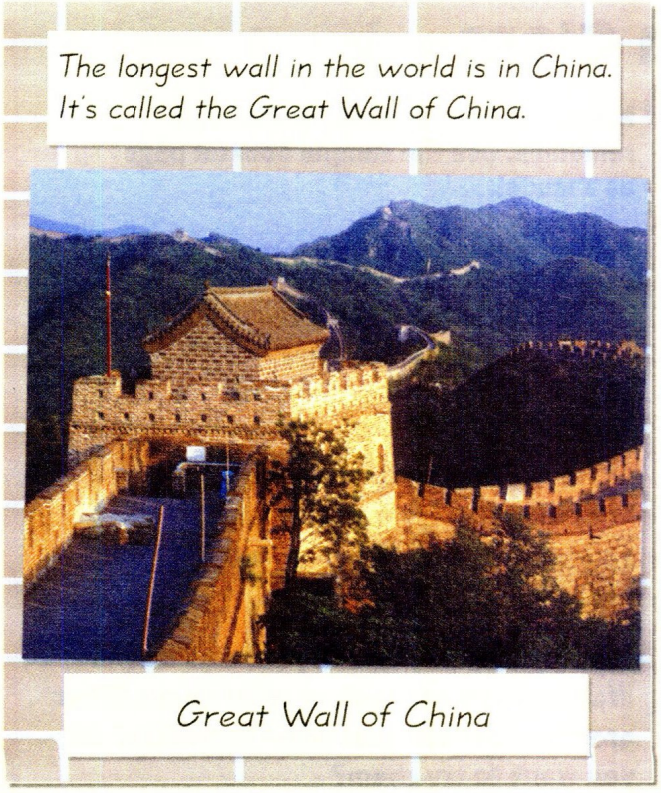
Make six fact cards. Use the sample fact card as a model.

Exchange cards with another group. Read the other group's cards.

Come back to your group. Tell your group a new fact that you learned.

The longest wall in the world is in China.
It's called the Great Wall of China.

Display the fact cards in your classroom. Walk around and look at all of them. Vote on the three most interesting facts.



Sample fact card

Unit 5

Theme Project: Make a booklet of home remedies for illnesses.
Theme: Health
Goal: To learn about different ways to get better when you're sick

At Home

Read about things people do when they are sick.

When you get sick, do you take medicine right away or do you try some other things first? Many people use remedies they know from their family or friends for things like colds, earaches, toothaches, insect bites, sunburns, or other problems. Some families use common remedies, like hot tea for a cold or salt and warm water for a sore throat. But others use unusual remedies. For example, some people put oatmeal on their skin when they have a rash. Other people drink vinegar or garlic and orange juice when they have a cold.

Write two sicknesses or health problems. Then ask someone for a remedy for each one. Complete the chart. Use your dictionary, if necessary.

	Sickness or problem	Person	Remedy
1.			
2.			

Draw pictures or bring photos of your two family members or friends to class.

In Class

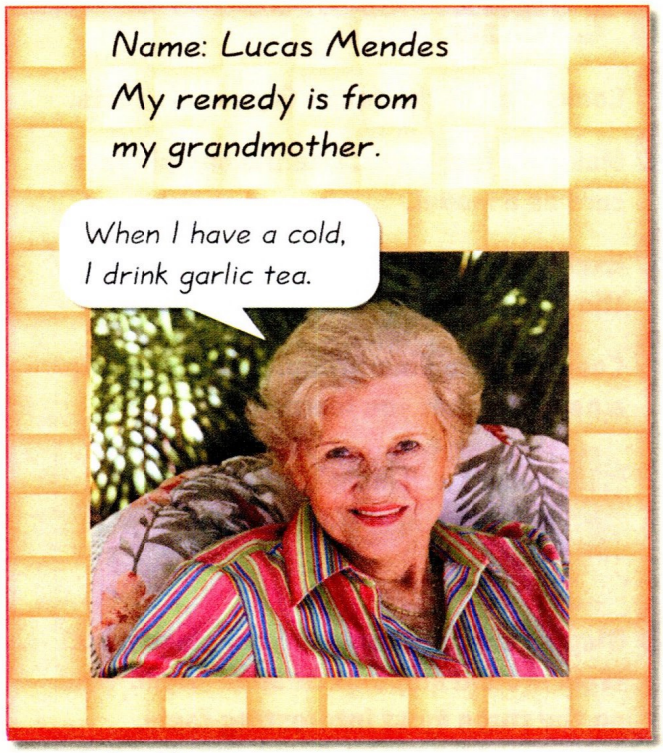
Make a booklet page for one of your remedies. Use the sample booklet page as a model.

Tell your group about your remedy.

When my grandmother has a cold, she drinks garlic tea.

Make a group booklet. Make a cover for your booklet. Then staple together all of your pages and the cover to make your booklet.

Display the booklets in your classroom. Walk around and look at all of them. What are the most unusual home remedies? Do you want to try them?



Sample booklet page

Unit 6

Theme Project: Make a poster of things to put in a time capsule.
Theme: Citizenship; multiculturalism
Goal: To think of things that would describe life today to people in the future

At Home

Read about what students at Lincoln High School are going to put in a time capsule.

Students at Lincoln High School are going to create a time capsule. They are going to bury the capsule in front of City Hall. Other students are going to open the capsule – in 50 years!

What are the students going to put in the capsule? Anything that shows what life is like right now. Some students are going to put in popular magazines. Some are going to put in current books and DVDs. Other students are going to bring their own photos and videos to put in the capsule. Students are also going to write letters to the students of the future. They are going to describe their daily lives, popular culture, and world events and problems.

Write five things you would like to put in a time capsule. Use your dictionary, if necessary.

1. _____ 3. _____ 5. _____
2. _____ 4. _____

Draw pictures or bring photos of the things to class.

In Class

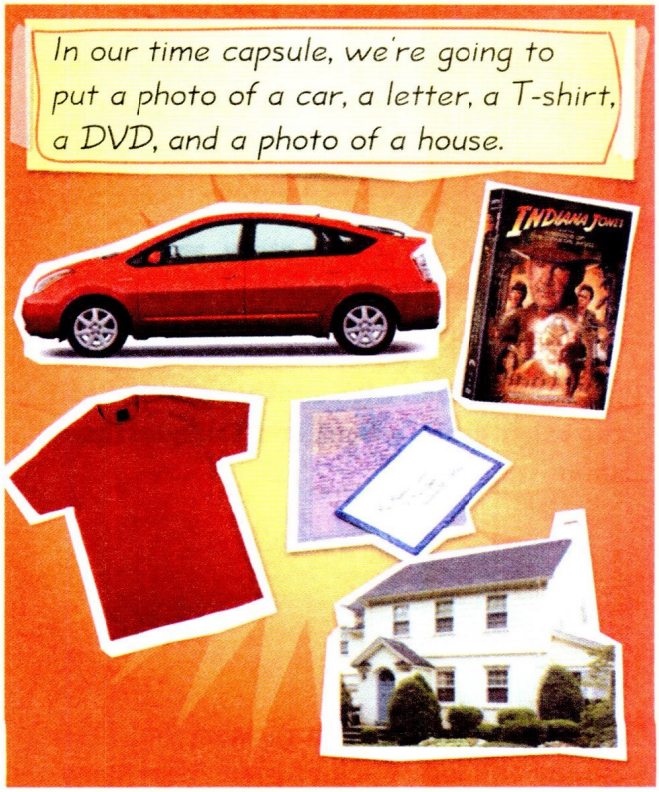
Look at all of the things to put in a time capsule. Choose the six most interesting things.

Make a poster. Use the sample poster as a model.

Choose a group leader. Present your poster to another group.

We are going to put in a photo of a car, a letter, . . .

Display the posters in your classroom. Walk around and look at all of them. What are the most interesting things your classmates are going to put in their time capsules?



Sample poster

Unit 7

Theme Project: Finish a story to make a book.
Theme: Ethics; citizenship
Goal: To write a story

At Home

Read the story and check (✓) the correct beginning for the first sentence.

_____ when he heard a noise outside in the yard. He sat up in bed and turned on the light. The noise stopped. Mike turned out the light again and tried to go to sleep. After a few minutes, he heard the noise again. Mike called for his father, but his father didn't answer. Mike was afraid. He got up and went downstairs. Mike found the front door open, so he looked outside. He was very surprised when he saw his father in the yard. Mike's father was using Mike's birthday present — a large telescope. He was looking at stars!

☐ 1. Mike isn't really sleeping
☐ 2. When Mike was sleeping
☐ 3. While someone was outside Mike's house
☐ 4. Mike was sleeping in his bed

Write the beginning sentence of a story. Start with *When* and use the past continuous. Use your dictionary, if necessary.

_____

In Class

Read all of the beginning sentences. Choose one sentence for your story.

Write the beginning and the middle of the story. Write the end of the story. Draw pictures to illustrate the story. Use the sample book pages as a model.

Think of a title for your story, and make a cover. Then staple together all of your pages and the cover to make your book.

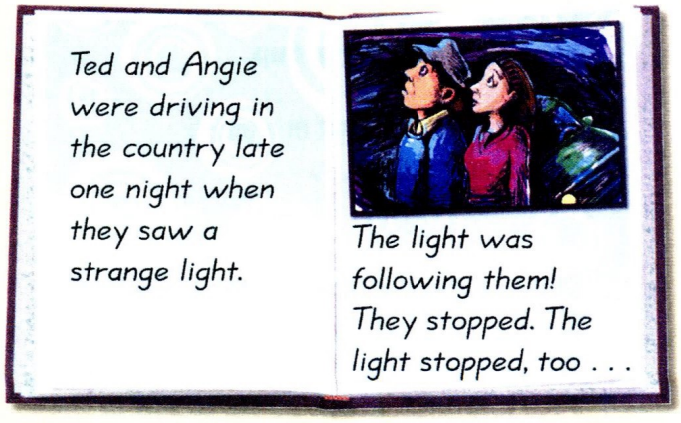
Exchange books with another group. Read the other group's book and ask questions about it.

How old are Ted and Angie?

They're 20.

Display the books in your classroom. Walk around and look at all of them. How many stories are similar to yours?

Sample book cover



Sample book pages

Unit 8

Theme Project: Make a map for an ideal neighborhood.
Theme: Citizenship; environment
Goal: To plan and present your ideal neighborhood

At Home

Read about ideal neighborhoods.

What's an ideal neighborhood like?

Different people have different ideas about what makes an ideal neighborhood. Some people want a neighborhood with everything close to their homes. They want stores, restaurants, a doctor's office, a library, and a playground they can easily walk to.

Others would rather live in a quieter environment. They want a neighborhood they can walk or bicycle in. They also want parks and other places where they can play and walk their dogs and meet other people. They're happy to drive a *little* way to get to the stores, the library, or the doctor's office.

What do you want in your ideal neighborhood? Write four things. Use your dictionary, if necessary.

1. _____ 3. _____
2. _____ 4. _____

Draw pictures or bring photos of the things to class.

In Class

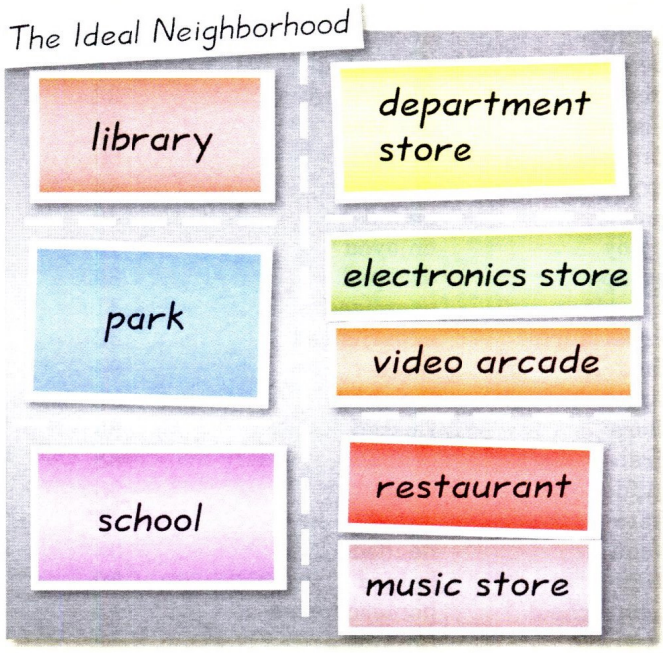
Look at all of the things for an ideal neighborhood. Choose eight things.

Draw a map of your ideal neighborhood. Use the sample map as a model.

Choose a group leader. Present your map to another group.

There's a big music store in our neighborhood. It has a lot of cool music. There's a . . .

Display the maps in your classroom. Walk around and look at all of them. How many maps have the same things?



Sample map

Verb List

Verbs are listed with the page number on which they first appear.

Regular Verbs

Present	Past	Page
add	added	64
agree	agreed	46
answer	answered	17
arrive	arrived	16
ask	asked	11
attend	attended	9
believe	believed	23
breathe	breathed	59
brush	brushed	64
call	called	17
camp	camped	37
care	cared	64
carry	carried	92
challenge	challenged	66
change	changed	36
chat	chatted	8
check	checked	24
choke	choked	96
clean	cleaned	9
cook	cooked	4
crash	crashed	93
create	created	94
cross	crossed	95
dance	danced	10
decide	decided	10
decorate	decorated	74
discover	discovered	32
donate	donated	82
drop	dropped	89
dry	dried	88
end	ended	40
enjoy	enjoyed	16
escape	escaped	89
exercise	exercised	11
experience	experienced	32
face	faced	94
finish	finished	36
floss	flossed	66
grab	grabbed	88
guide	guided	95
hate	hated	8
head	headed	88
help	helped	59
homeschool	homeschooled	13
improve	improved	59
introduce	introduced	79
invite	invited	75
join	joined	10
jump	jumped	89
knock	knocked	89
land	landed	95
learn	learned	10
like	liked	2
listen	listened	2
live	lived	39
look	looked	11
love	loved	2
meow	meowed	96
miss	missed	8
move	moved	59
navigate	navigated	12
need	needed	4
open	opened	10
organize	organized	73
perform	performed	10
plan	planned	10
play	played	2
point	pointed	58
pour	poured	74
practice	practiced	17
prevent	prevented	66
promise	promised	109
protect	protected	66
pull	pulled	93
push	pushed	96
race	raced	16
rain	rained	33
reach	reached	88
reduce	reduced	66
relax	relaxed	59
remember	remembered	59
rent	rented	16
rescue	rescued	96
rest	rested	19
row	rowed	12
scream	screamed	86
seem	seemed	86
serve	served	74
share	shared	10
shine	shined	90
shop	shopped	16
shout	shouted	92
sign	signed	72
skate	skated	17
skateboard	skateboarded	2
ski	skied	92
skip	skipped	66
slow	slowed	79
snorkel	snorkeled	16
snow	snowed	89

Present	Past	Page
sound	sounded	11
spill	spilled	42
start	started	11
stay	stayed	9
stop	stopped	16
study	studied	2
survive	survived	92
talk	talked	4
travel	traveled	16
try	tried	16
turn	turned	95
use	used	60
visit	visited	17
wait	waited	17
walk	walked	5
want	wanted	11
wash	washed	64
watch	watched	17
weigh	weighed	50
work	worked	10
wrap	wrapped	74

Irregular Verbs

Present	Past	Page
babysit	babysat	72
be	was	9
become	became	10
begin	began	31
bet	bet	61
break	broke	89
bring	brought	9
build	built	38
buy	bought	5
can	could	4
catch	caught	79
choose	chose	36
come	came	8
cost	cost	52
do	did	23
drink	drank	6
drive	drove	7
eat	ate	5
fall	fell	88
feed	fed	5
feel	felt	39
fight	fought	62
find	found	36
fly	flew	18
forget	forgot	4
get	got	2
give	gave	18
go	went	2
grow	grew	38
hang [out]	hung [out]	2
have	had	2
hear	heard	89
hit	hit	88
hold	held	88
hurt	hurt	59
keep	kept	64
know	knew	36
leave	left	24
lose	lost	89
make	made	4
meet	met	10
overcome [fear]	overcame [fear]	12
put	put	62
read	read	5
ride	rode	5
ring	rang	33
run	ran	65
see	saw	18
send	sent	14
set	set	74
shoot	shot	93
sing	sang	10
sit	sat	7
sleep	slept	18
speak	spoke	31
spend	spent	32
swim	swam	14
take	took	2
teach	taught	13
tell	told	33
think	thought	36
throw	threw	93
wake up	woke up	96
wear	wore	8
will	would	11
win	won	22
write	wrote	11

Word List

This list includes the key words and phrases in *Connect Second Edition* Student's Book 3. The numbers next to each word are the page numbers on which the words first appear.

Key Vocabulary

Aa

across (37)
across from (101)
activity (10)
add (64)
adventure (94)
advice (60)
afraid of (12)
after-school [adjective] (11)
ago [two weeks ago] (36)
agree (46)
ahead (101)
airplane (38)
airport (95)
alive (93)
allergies (60)
allergy pills (60)
alone (10)
amusement park (86)
ankle (58)
another (17)
answer [noun] (64)
Antarctica (36)
anybody (79)
anymore (8)
anyone (42)
anything (23)
anyway (33)
anywhere (23)
apartment building (100)
arm (58)
arrive (16)
artist (102)
ask (11)
aspirin (60)
assistant (38)
attend (9)
author (94)
avalanche (92)
aviation [father of . . .] (38)
awful (86)

Bb

babysit (72)
babysitting [noun] (72)
back (58)
bakery (100)
bake sale (72)
balloon flight (38)
basic (10)
be (9)
because (107)
become (10)
bee hummingbird (51)
before (59)
begin (31)
beginner (10)
be going to (72)
believe (20)
bell (33)
benefit (68)
best (23)
best [the best] (92)
bet (61)
better (64)
bike (5)
billion (52)
blackout (86)
blind (95)
board (89)
body (59)
bones (66)
born (43)
both (52)
brain (66)
branch (88)
break [noun] (33)
break [verb] (89)
breathe (59)
bridge (50)
brush [verb] (64)
build (38)
bumper car (23)
bus (8)
bus driver (104)
by (80)

Cc

cabin (20)
cage (89)
calcium (66)
call (17)
camp [verb] (37)
capital (18)
car (28)
carbon monoxide (96)
care about (64)
carefully (59)
carnival (103)
carry (92)
catch (79)
cavities (66)
Celsius (50)
centimeters (50)
challenge (66)
challenging (46)
championship (17)
chance [by any chance] (4)
change (36)
character (94)
chat (8)
cheap (109)
check (24)
checked (78)
checkup (65)
cheetah (51)
chess club (10)
chess game (10)
chest (96)
chicken soup (60)
Chile (2)
chilly (33)
choke (96)
choose (36)
chores (73)
city tour (32)
class assignment (10)
clean [adjective] (81)
clean [verb] (9)
clearly (59)
close call (92)
closed (60)
cloth (62)
clothing store (100)
club (10)
coastal redwood (51)
coffee (52)
cold [noun] (60)
cold medicine (60)
comfortably (59)
comparison (44)
computer club (10)
computer ink cartridge (82)
confusing (94)
controls (95)
corner (101)
correctly (59)
cost (52)
cotton candy (22)
could (107)

cowboy (20)
cracker (60)
crash (93)
crazily (59)
create (94)
cross (95)
cruise ships (110)

Dd

dance [adjective] (78)
dance [noun] (16)
dangers (94)
dark (86)
decide (10)
decorate (74)
degrees (50)
delicious (46)
delightful (94)
denim (78)
diary (31)
did (22)
digital camera (81)
dirty (81)
disagree (46)
disappointed (86)
disappointing (94)
discipline (68)
discover (32)
doctor (61)
dolphin (56)
donate (82)
door (89)
down (92)
drama club (10)
drink [noun] (5)
drink [verb] (18)
drive (7)
drop (89)
dry (88)
dude ranch (32)
dull (94)
dune buggy (16)
dwarf gecko (50)

Ee

each other (93)
ear (58)
earache (60)
eardrops (60)
eating habits (64)
ecology (12)
either (72)
elbow (58)
electricity (86)
elephant (46)
elevator (86)
embarrassed (30)
endangered (26)
energy (66)
enjoy (14)
entertaining (46)
entrance (101)
escape (89)
ethnic restaurant (106)
even [adverb] (16)
exactly (101)
excellent [adjective] (31)
exercise [noun] (10)
exercise [verb] (11)
exhausted (30)
expensive (52)
experience [noun] (86)
experience [verb] (32)
exploration (39)
explorers (36)
eyedrops (60)

Ff

face [noun] (58)
face [verb] (94)
fact (44)
fact [in fact] (11)
Fahrenheit (50)
fall (89)
fall in (88)
false (19)
famous landmark (106)
fantasy (94)
farewell party (74)
fashions (106)
fast [adverb] (31)
fast-food restaurant (109)
fats (66)
feed (5)
feel (39)
feet [measurement] (38)
ferry (107)
festival (22)
fight (62)
finally (90)
finger (58)
finish (36)
fireworks (22)
flexibly (59)
flight (36)
flight simulator (28)
floss (66)
flower (108)
flowered (78)
flower shop (100)
flu (60)
foods (64)
forts (110)
frustrated (30)
fund-raiser (73)
fun house (22)

Gg

garden (94)
get (5)
get lost (101)
get off (101)
get ready (5)
giant (26)
gift (74)
giraffe (56)
give (18)
glad (30)
glass (95)
gold (18)
golf ball (45)
go out (24)
go past (101)
go straight (101)
grab (88)
grilled chicken (102)
grocery store (100)
grow [up] (38)
guide [noun] (18)
guide [verb] (95)
guitar player (23)
guy [you guys] (44)
gym [adjective] (9)

Hh

happily (59)
harbor (110)
hard [adjective] (44)
have to (8)
head [verb] (88)
headache (60)
health club (100)
health tip (66)
hear (89)
heel (58)
helicopter ride (106)
hero (96)
hers (80)
hey (4)
high (50)
his (80)
historic (110)
hit (88)
hockey (47)
hold (88)
homesick (30)
homestay (30)
hope [verb] (80)
horse (33)
host family (33)
hot-dog stand (103)
hotel [adjective] (16)
hour (60)
How often . . . (64)
hurt (59)

Ii

important (46)
improve (59)
inches (50)
indoors (67)
informative (94)
insomnia (62)
instruction (95)
instructor (59)
intersection (101)

interview (53) _____
into (93) _____
invite (75) _____

Jj

jeans (104) _____
join (89) _____
journey (40) _____
jump (89) _____
junk food (62) _____

Kk

keep (66) _____
keep up (64) _____
kid (16) _____
kilogram (50) _____
kilometers per hour (56) _____
knock (64) _____

Ll

lake (93) _____
land [noun] (37) _____
land [verb] (95) _____
large (51) _____
laundromat (100) _____
leg (58) _____
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1			
2	1	1	1A
3	1	2	1A
4	1	3	1A
5	1	4	1A
6	1	4	2A
7	1	Get Connected	Read B
8	2	5	1A
9	2	6	1A
10	2	7	1A
11	2	7	2A
12	2	8	1A
13	2	Get Connected	Read B
14	3	9	1
15	3	9	2A
16	3	10	1A
17	3	10	2A
18	3	11	1A
19	3	12	1A
20	3	Get Connected	Read B
21	4	13	1A
22	4	14	1A
23	4	15	1A
24	4	16	1A
25	4	Get Connected	Read B
26	5	17	1A
27	5	17	2A

Track	Unit	Lesson	Exercise
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29	5	18	2A
30	5	19	1A
31	5	20	1A
32	5	20	2A
33	5	Get Connected	Read B
34	6	21	1A
35	6	22	1A
36	6	22	2A
37	6	23	1A
38	6	23	2A
39	6	24	1A
40	6	Get Connected	Read B
41	7	25	1A
42	7	26	1A
43	7	27	1A
44	7	28	1A
45	7	28	2A
46	7	Get Connected	Read B
47	8	29	1A
48	8	29	2A
49	8	30	1A
50	8	31	1A
51	8	31	2A
52	8	32	1A
53	8	Get Connected	Read B

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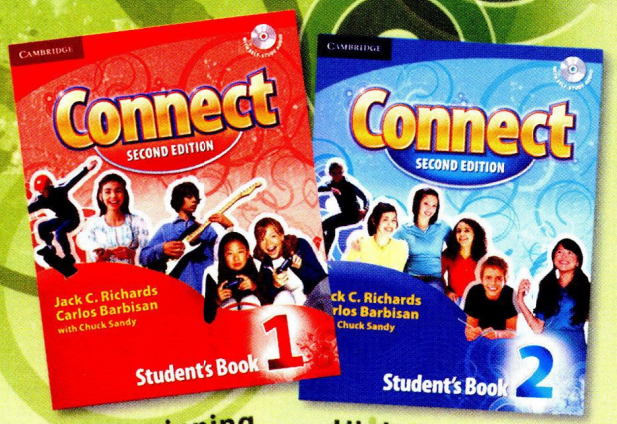

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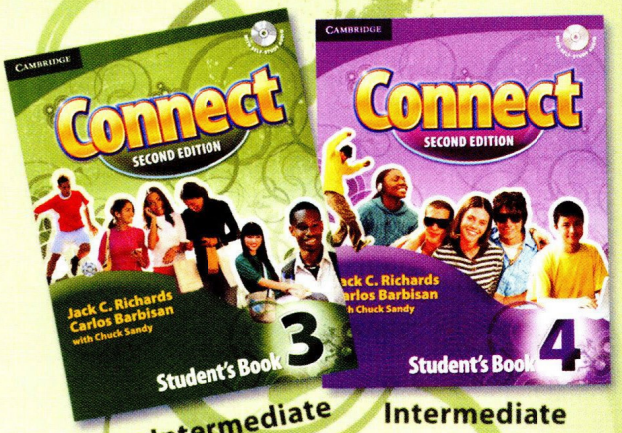

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