Joan Saslow
Allen Ascher

Teen 2 Teen

Four

Student Book & Workbook 4

Extra Practice CD-ROM

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Learning Objectives

	Grammar	Vocabulary	Social language	Reading and Writing
Welcome to Teen2Teen *page 4*				
1. My hobby is blogging. *page 10*	• Gerunds	• Talents and hobbies	• Introduce two classmates • Suggest an activity	**Reading** • An online advice column • **Skills / strategies:** Recognize a point of view; Find supporting details; Understand meaning from context **Writing** *page 90* • Writing a title
2. I want to change my bad habits. *page 16*	• Infinitives	• Good and bad habits	• Compare your good and bad habits	**Reading** • A study guide for new students • **Skills / strategies:** Understand meaning from context; Skim for content **Writing** *page 90* • Parallel structure
3. Teen2Teen friends Things used to be different. *page 22*	• Comparisons with *as … as* • *used to / didn't use to*	• Expressions for talking about the past	• Compare how you were when you were little	**Reading** • A timeline • **Skills / strategies:** Skim for content; Scan for information **Writing** *page 91* • Topic sentences
Review: Units 1–3 *pages 28–29* All About You Progress Check	**Cross-curricular Reading: Science** *page 96*			**Teen2Teen friends Magazine 1** *page 100*
4. Have you ever gone paragliding? *page 30*	• The present perfect for indefinite past: statements • The present perfect: *yes / no* questions; *ever* and *never*	• Personality	• Ask about and react to someone's experience	**Reading** • An interview in a school newsletter • **Skills / strategies:** Confirm a text's content; Find supporting details **Writing** *page 91* • Summarizing a text
5. Have you been to the doctor yet? *page 36*	• The present perfect: *already, yet, just* • The present perfect with superlatives	• At the doctor or dentist • Ailments	• Show concern	**Reading** • A public health pamphlet • **Skills / strategies:** Identify the main idea; Scan for information; Confirm a text's content **Writing** *page 92* • Unity of content
6. Teen2Teen friends I've been here for a week. *page 42*	• The present perfect: *for* and *since* • Information questions with *How long*	• Geographical features	• Apologize and provide a reason for being late • Accept an apology	**Reading** • A travel brochure • **Skills / strategies:** Confirm a text's content; Find supporting details; Scan for information **Writing** *page 92* • Organizing details in your writing
Review: Units 4–6 *pages 48–49* All About You Progress Check	**Cross-curricular Reading: Biology** *page 97*			**Teen2Teen friends Magazine 2** *page 101*

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	Grammar	Vocabulary	Social language	Reading and Writing
7. **I have to get the tickets!** *page 50*	• *have to / has to* • *must* and *must not*	• Some Olympic sports	• Adapt to rules	**Reading** • A newspaper article • **Skills / strategies:** Identify the main idea; Understand meaning from context; Confirm a text's content **Writing** *page 93* • Provide reasons to support an idea
8. **That might be a good idea.** *page 56*	• *be supposed to* • *might* for possibility	• Ways to protect the environment	• Remind someone of expected behavior	**Reading** • An informational leaflet • **Skills / strategies:** Identify the main idea; Confirm a text's content **Writing** *page 93* • Conclusions
9. Teen2Teen Friends **You don't believe that, do you?** *page 62*	• Tag questions: present • Tag questions: past	• Personal care products	• Express disbelief	**Reading** • A report • **Skills / strategies:** Identify the main idea; Understand meaning from context; Confirm a text's content **Writing** *page 94* • Persuasion
Review: Units 7–9 *pages 68–69* All About You Progress Check	**Cross-curricular Reading: History** *page 98*		Teen2Teen Friends **Magazine 3** *page 102*	
10. **We should say something.** *page 70*	• Indefinite pronouns: *someone, no one, anyone* • Indefinite pronouns: *something, nothing, anything*	• Bullying	• Express regret about not speaking up	**Reading** • A teen magazine article • **Skills / strategies:** Confirm a text's content **Writing** *page 94* • Using *this* to refer to an earlier idea
11. **My sister saw the guy who did it.** *page 76*	• Relative clauses: *that* and *who*	• Verbs for crimes	• Insist emphatically • Make a suggestion	**Reading** • A crime prevention flier • **Skills / strategies:** Identify the main idea; Confirm a text's content **Writing** *page 95* • Agreement in number
12. Teen2Teen Friends **It's a day when we celebrate.** *page 82*	• Relative clauses: *where* and *when* • Reflexive pronouns; *each other*	• Ways to celebrate a holiday	• Wish someone a happy holiday	**Reading** • Online encyclopedia entries • **Skills / strategies:** Classify information; Confirm a text's content **Writing** *page 95* • Agreement in person
Review: Units 10–12 *pages 88–89* All About You Progress Check	**Cross-curricular Reading: Astonomy** *page 99*		Teen2Teen Friends **Magazine 4** *page 103*	
Reference *pages 104–106*				
Workbook *pages W1–W37*				

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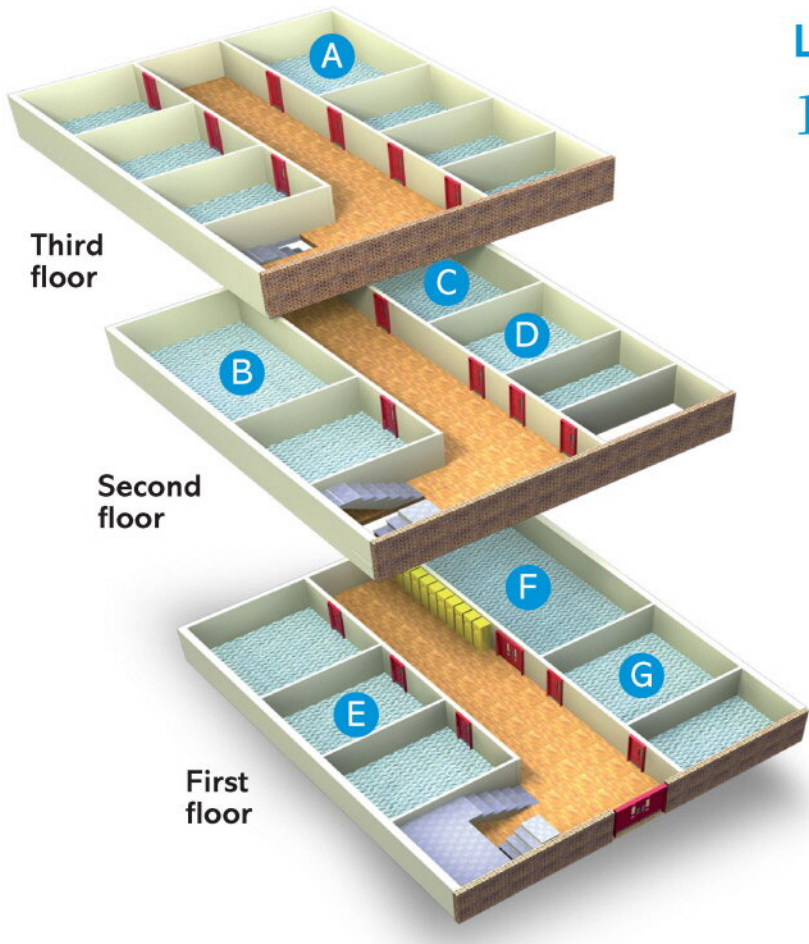
Welcome to Teen2Teen



Locations and directions in a building

1. Read the locations and directions in a school building. Look at the picture and write the correct letter for each place.

1. The main office is on the first floor. Go down the hall. It's the second door on the left, across from the lockers. E
2. Where's the auditorium? It's across from the main office. _____
3. Where's the library? It's on the second floor. Go down the hall. The library's on the left. _____
4. Where's the computer lab? Take the stairs to the third floor. It's at the end of the hall, on the right. _____
5. The science lab is on the second floor. It's on the right, across from the library. _____
6. Downstairs, the cafeteria is on the right, next to the auditorium. _____
7. Where's the gym? It's next to the science lab, on the second floor. You can't miss it! _____

be going to for the future

2. Write statements, using *be going to* for the future. Use contractions where possible.

1. I / clean up my room / after dinner I'm going to clean up my room after dinner.
2. I / walk the dog, and my sister / feed the cat _____
3. We / set the table for dinner / tonight _____
4. He / wash the dishes / three times a week _____
5. Dad / take out the garbage / before breakfast _____
6. I / do the laundry / this weekend _____
7. I / not make my bed / today _____

3. Write questions with *be going to*. Begin questions with a capital letter and use a question mark (?).

1. Are you going to send out invitations? (you / send out invitations)
2. _____ (who / buy refreshments)
3. _____ (when / you / put up decorations)
4. _____ (they / make a cake)
5. _____ (how many cups / we / need)
6. _____ (there / be enough forks or spoons)
7. _____ (how long / you / stay at the party)

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

4. Choose the correct quantifier to complete each statement.

1. There aren't **many** / **much** eggs on the table.
2. Can you bring **a lot of** / **much** napkins?
3. There isn't **many** / **much** cheese in this sandwich.
4. We don't have **many** / **much** bread.
5. We're going to need **a few** / **much** paper plates.
6. Is there **many** / **much** milk in the fridge?
7. We need **a few** / **a little** strawberries and **a few** / **a little** orange juice.

Superlative adjectives

5. Complete each statement, using a superlative form of the adjective.

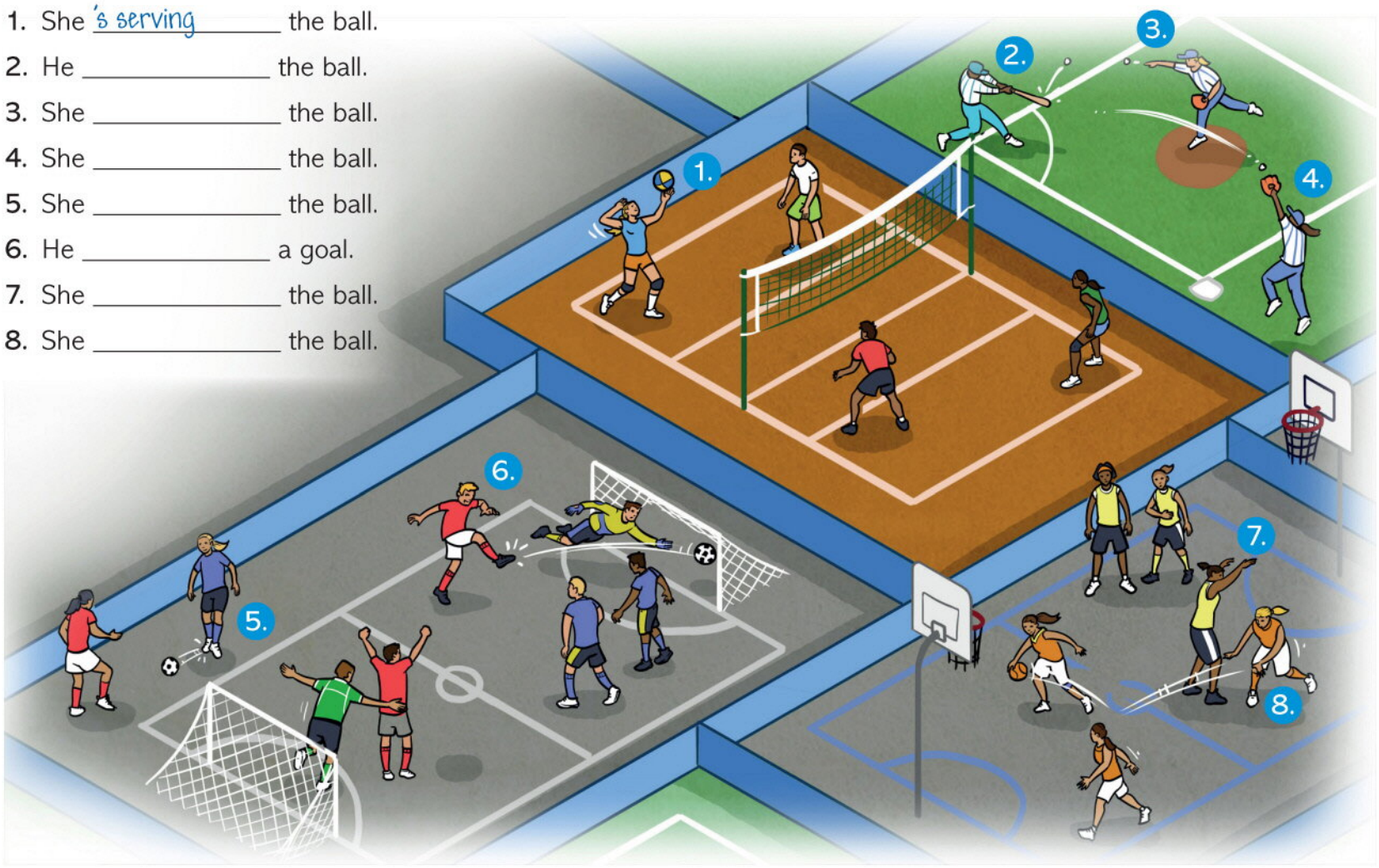
1. These drawings are all great, but this one is the nicest (nice).
2. That was _____ (funny) comedy on TV this week.
3. We study all kinds of things, but I think history is _____ (interesting) subject.
4. I think *Titanic* is _____ (good) Leonardo DiCaprio movie.
5. Today was _____ (hot) day this year.
6. The hurricane in October was _____ (bad) storm this year.

Action verbs for sports

6. Complete the statements, using the present continuous form of the verbs.

block catch hit kick pass score ~~serve~~ throw

1. She 's serving the ball.
2. He _____ the ball.
3. She _____ the ball.
4. She _____ the ball.
5. She _____ the ball.
6. He _____ a goal.
7. She _____ the ball.
8. She _____ the ball.



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will for the future, requests, and offers to help

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

1. We'll come (we / come) to your house at 6:00.
2. _____ (Lara / do) her homework before dinner.
3. _____ (you / go) surfing next month?
4. _____ (where / the school band / play) tomorrow?
5. _____ (when / they / finish) the report?
6. _____ (you / not see) me at the party next weekend.
7. _____ (the meeting / not be) at 3:00.

8. Write predictions, using *maybe*, *probably*, or *definitely*.

1. Our school orchestra will practice today. (probably) Our school orchestra will probably practice today.
2. I won't go fishing next week. (definitely) _____
3. Your team will win the game tomorrow. (maybe) _____
4. We'll see that new action movie this weekend. (probably) _____

9. Complete each conversation, using *will* for requests and offers. Use contractions.

1. A: Nick, will you please set (please / set) the table?
   B: Sure, Mom. I 'll set (set) it for you.
2. A: Hey, Brian. _____ (please / clean up) the mess in your room?
   B: Sure, Dad. And I _____ (take out) the garbage, too.
3. A: Can someone help me clean up after dinner?
   B: Of course! I _____ (wash) the dishes.
4. A: This table is so big. I just can't move it!
   B: Mom, I _____ (help) you with that.
   A: Thank you!
5. A: Hey, I _____ (do) the laundry. OK?
   B: Thanks for offering! Actually, I'm really busy. _____ (please / walk) the dog, too?
   A: No problem.

Object pronouns after prepositions

10. Replace each object with an object pronoun.

1. Let's buy a souvenir for ~~Mom and Dad~~. them
2. Did you send e-mails to me and my sister? _____
3. I'll make lunch for you and your cousin tomorrow. _____
4. I'm going to go kayaking with my classmates. _____
5. Did you get a call from our teacher, Mr. Frome? _____
6. Are you going to go snorkeling with your aunt? _____

The real conditional

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

1. If we **go** / **will go** mountain biking this weekend, we'll need helmets.
2. Will they go skiing if they **visit** / **will visit** Chile?
3. Who will call us if there **'s** / **will be** no school tomorrow?
4. If the school orchestra **won't meet** / **doesn't meet** this afternoon, what will you do?
5. I'll go camping if the weather **isn't** / **won't be** too bad.
6. If the concert is boring, we **don't stay** / **won't stay**.

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The past tense of *be*

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

1. A: Was that horror movie scary yesterday?
   B: No, it _____. It _____ pretty awful.
   But Nancy thought it _____ very funny.
   A: _____ your parents at the movie, too?
   B: No, they _____. They _____ too busy.

2. A: Why _____ you at the meeting last Saturday?
   B: There _____ traffic. _____ it a good meeting?
   A: Yes, it _____. There _____ some refreshments.
   B: Really? Why?
   A: It _____ Paul's birthday, so there _____ a nice cake.

The simple past tense

13. Complete each conversation, using the simple past tense.

1. A: Did you finish _____ (you / finish) your homework?
   B: Yes, I did. I finished (finish) it in the computer lab.
2. A: _____ (Mark and Linda / go) kayaking last weekend?
   B: No, they _____. They _____ (go) hiking.
3. A: How _____ (you / get) to school today? By car?
   B: No. I _____ (not / get) there by car. I _____ (get) there by bus.
4. A: _____ (your father / send) you a text?
   B: No, he _____. He _____ (send) me an e-mail.
5. A: How many games _____ (the school soccer team / win) last month?
   B: Last month? Our team _____ (win) five games!
6. A: Who _____ (make lunch) for you and your sister today?
   B: My brother. He _____ (make) a great lunch.

Injuries; Parts of the body

14. Complete the statements with the simple past tense. Use the correct body parts.

~~break~~ hurt burn cut

arm back finger foot hand knee leg neck shoulder wrist

1. She broke her _____.
   He _____ his _____ and _____!

2. She _____ her _____, and
   he _____ his _____.

3. The boy _____ his _____ and his _____,
   and the girl _____ her _____.

4. He _____ his _____.
   She _____ her _____.

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The past continuous

15. Complete the statements and questions with the past continuous.

1. Last weekend, we went kayaking while we were visiting (we / visit) my cousins.
2. What _____ (you / wear) in this photo?
3. _____ (I / talk) on the phone while _____ (my mom / make) lunch.
4. What _____ (you / do) at 8:00 last night? I tried to call you.

16. Look at the pictures. Choose the past continuous or the simple past tense.

1. When Jay **got** / **was getting** to the bus stop, the bus **left** / **was leaving**.
2. Dad **texted** / **was texting** me when he **saw** / **was seeing** the tornado.

3. We **hiked** / **were hiking** when the thunder and lightning **began** / **was beginning**.
4. Luckily, my cousins **wore** / **were wearing** their seat belts when they **had** / **were having** the accident.

Negative *yes / no* questions

17. Complete the conversations with negative *yes / no* questions and short answers.

1. A: Aren't you really into sci-fi movies?
   B: That's right. I am!
2. A: Don't you like jazz?
   B: _____ I hate it. I love rock music.
3. A: _____ Liam on the soccer team last year?
   B: Yes, he was. He helped them win a lot of games.
4. A: _____ your sister play in the school band?
   B: No, she didn't. You're thinking of my brother.
5. A: _____ Taylor Lautner the greatest movie actor?
   B: Are you kidding? I think his movies are kind of silly.
6. A: Aren't you and your friends going skiing this year?
   B: _____ We're too busy.

Information questions with *Whose*

18. Write *Whose* or *Who's* to complete the statements and questions.

1. These photographs are beautiful! Whose are they?
2. This chicken is amazing. _____ the chef?
3. _____ snorkel and life vest are those?
4. That new movie sounds great. _____ in it?
5. _____ tablet is this? It looks new.
6. _____ on your team this year?

Possessive pronouns

19. Replace each noun phrase with a possessive pronoun.

1. Those sodas are ~~your sodas~~. yours
2. This tablet is my sister's. _____
3. Our photographs are down the hall. _____
4. Are these your brother's shirts? _____
5. Are those your classmates' uniforms? _____
6. Are those my magazines? _____

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Teen2Teen Friends

14:31

1.02 **Connecting Teens Around the World!**

Hi! My name's Abby Morgan, and I'm from Chicago, in the United States. Do you know anything about Chicago? It's an awesome city! I'll post something about it on Teen2Teen Friends.

Hey, nice to meet everyone! My name's Carmela Artuso, and I'm from Rome, the capital of Italy. We're studying a lot of interesting things in school this year. Don't miss my report on advertising techniques on Teen2Teen Friends.

Hey, guys! I'm Jose Luis Pedrosa. I'm from Quito, the capital of Ecuador. You should plan to visit Ecuador sometime. I'd love to show you around! I posted something about my beautiful country. Check it out!

Hi, everyone! I'm Carlos Lombardi, from Mendoza in Argentina. Have you ever heard of Iguassu Falls? They're amazing! I'm planning to post some information about them on Teen2Teen Friends. Don't forget to look for my post!

I'm Chen Yi, from Shanghai, in China. Shanghai is the city that has the largest population in my country. I love practicing my English by sharing information about China. I'm going to post something about a Chinese holiday. Have fun studying English with Teen2Teen!

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

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1 My hobby is blogging.

Grammar: Gerunds
Vocabulary: Talents and hobbies
Social language: Introduce two classmates • Suggest an activity

Topic Snapshots

1.03 **1. Snapshot 1 Read and listen to the students talk about their talents and hobbies.**

Maria
Monterrey, Mexico

I'm a people person and a good listener. I love meeting new people and helping them with their problems. My hobby is blogging, and in fact I have an online advice column called Ask Maria. Kids write me, often about boyfriend and girlfriend problems, and I answer them.

Brian
Boston, U.S.

I'm pretty good at putting things together right out of the box. My little brother got a train set for his birthday. The set came in a lot of pieces, but the instructions weren't good. I put the set together for him. He said, "Thanks, Brian! You're the best." That made me feel terrific!

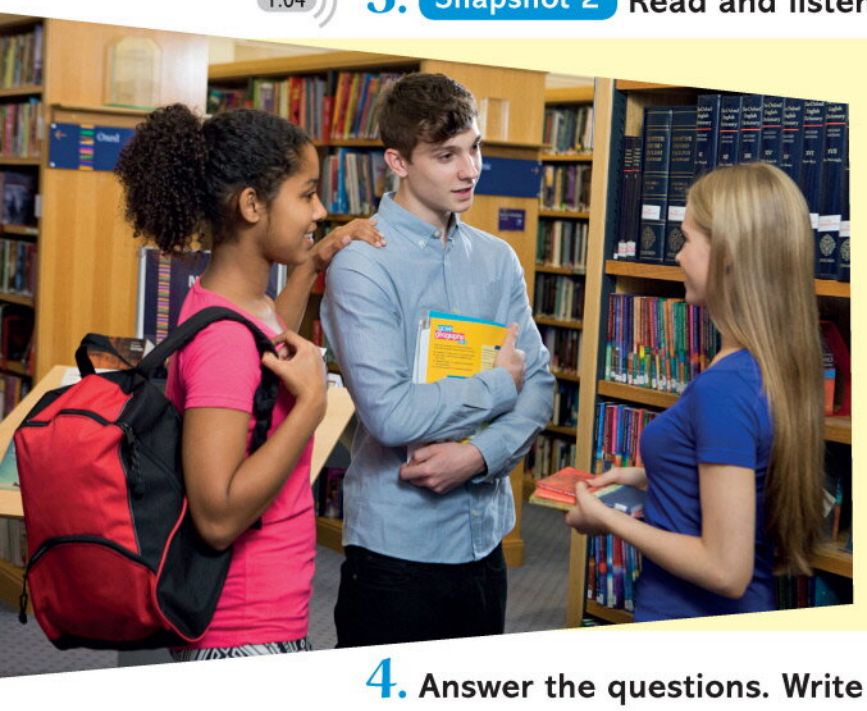
Claire
Vancouver, Canada

Some people are afraid of speaking in front of a lot of people, but not me. When there's a presentation in class, I'm usually the first one to stand up, and I enjoy helping my classmates. I also love acting in plays. After school I participate in the public speaking club and the drama club. They're both lots of fun.

2. Complete the statements about each person's abilities.

1. If you need to build some furniture, Brian can help.
2. If you don't have many friends and don't know what to do, write to _____.
3. If you like watching plays, go and see _____ perform with her drama club this weekend.

1.04 **3. Snapshot 2 Read and listen to the conversation.**



Sophia: Hey, Sarah. This is Nick. He's a new student. Nick, this is my friend, Sarah.
Nick: Nice to meet you, Sarah.
Sarah: Same here. Welcome to our school.
Sophia: Nick's coming to karate club with me. He's got a black belt!
Sarah: Wow! That's incredible! But, Sophia, you're pretty good at karate, too.
Sophia: Not that good.
Nick: So, Sarah, are you going to karate club, too?
Sarah: Actually, no. I'm going to drama club. I love acting in plays.
Nick: Afterschool clubs are so cool.
Sarah: Well, I don't want to be late. See you later, guys!

4. Answer the questions. Write *Sophia*, *Nick*, or *Sarah*.

1. Who's a new student? Nick
2. Who's taking someone to karate club? _____
3. Who's good at karate? _____ and _____
4. Who's not going to karate club? _____
5. Who's going to drama club? _____

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Vocabulary Talents and hobbies

1.05 **1. Look at the photos. Read and listen.**

1. public speaking

2. solving puzzles

3. inventing things

4. meeting new people

5. putting things together

And don't forget ...

- making things
- selling things
- fixing things
- designing things
- helping people

1.06 **2. Pronunciation Listen and repeat.**

1.07 **3. Listening comprehension Listen to five students talk about themselves. Complete the chart with their talents or hobbies, and favorite subjects.**

	Name	Talent or hobby	Favorite subject
1.	Arielle Novak	solving puzzles	
2.	Lee Brody		
3.	Celina Martinez		
4.	Kate Arnold		
5.	Sean Benson		

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Grammar Gerunds

1. Study the grammar.

A gerund is the *-ing* form of a verb that functions as a noun. Use a gerund:
• as a subject **Biking** is my favorite weekend activity.
• as the direct object after the verbs *like, love, enjoy, dislike, hate, can't stand, suggest, and stop* I **don't like speaking** in public. I'**ll** never **stop doing** puzzles. I **love solving** them.
• after the verb *be*, to give information about the subject of a sentence My father's hobby is **playing** tennis.
• after an adjective + preposition expression such as *good at, bad at, happy about, crazy about*, and *afraid of* My boyfriend is **good at putting** things together.

Language tip

- Don't confuse gerunds with other words that end in ***-ing***:
  – present participles: ***playing*** (*I'm playing tennis.*)
  – adjectives: ***exciting*** (*The movie was so exciting.*)

1.08 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Circle the gerunds in the statements. Be careful! Not all the *-ing* words are gerunds.

1. Clark enjoys playing the drums, but his parents can't stand hearing them.
2. Selma is doing a crossword puzzle. She really enjoys solving them.
3. My hobby is kayaking. It's so exciting.
4. Watching horror movies is way too scary for me. I'm afraid of those kinds of movies!
5. My friends are crazy about surfing. They're going to the beach this weekend.

4. Complete the statements and questions with gerunds.

1. I don't like going (go) to the beach when it's cloudy.
2. I can't stand _____ (listen) to hip-hop music when I have a headache.
3. My sister's favorite Sunday morning activity is _____ (cook).
4. _____ (play) the piano really makes me happy.
5. _____ (hike) can be really hard in hot weather.
6. My sister's friend Alison hates _____ (practice) the piano.
7. My family is crazy about _____ (watch) old movies.

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5. Can you identify the grammar? Choose the function of each gerund.

		subject	direct object	gives information about subject	follows an adjective + preposition
1.	I hate *shopping*.		✓		
2.	My mom is afraid of *flying*.				
3.	*Fixing* cars is hard.				
4.	I don't like *public speaking*.				
5.	*Swimming* is boring.				
6.	The best part of art class is *painting*.				

6. Write the correct gerunds and circle the correct Vocabulary to complete each conversation.

1. A: So, what do you enjoy doing (do) on weekends?
   B: Me? I like _____ (hang out) with my friends or _____ (go) to parties.
   A: You're so good at **meeting new people / putting things together**! This is my first year in this school, and I don't have a lot of friends like you do.
   B: No problem. I'll introduce you to some of mine!

2. A: Hey! *Life of Pi* is on TV tonight. Let's watch it on the new flat-screen TV! I'm crazy about _____ (watch) movies with special effects on a big screen.
   B: Me, too! But the table for the TV is still in the box. You know I'm not very good at **solving puzzles / putting things together.**
   A: Don't worry. I'll help you after work.

3. A: Hi, Terry. Are you going to talk about the movie at tomorrow's school meeting? I love _____(listen) to your opinions about movies.
   B: Thanks! Yes, I am. But I'm a little worried about it. I can't stand _____ (talk) in front of so many people.
   A: Really? I think you're great at **public speaking / meeting new people**. Don't worry.

4. A: Sam, what's a nine-letter word for a scary pet with eight legs? The first letter is "T."
   B: Easy! Tarantula.
   A: Thanks! I'm really not good at **solving puzzles / inventing things**.
   B: Well, crosswords are one of my favorite hobbies. I really like _____ (do) them.

5. A: I don't like _____ (cook). It's too messy for me.
   B: Really? I like _____ (make) cakes for my friends. Right now, I'm making some cupcakes that are going to look like volleyballs for the team party.
   A: Awesome! You're so good at **inventing things / meeting new people.**

Do you have a special talent or hobby? Complete the statements with gerunds.

My hobby is _____. I love _____.

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Reading An online advice column

1.09 **1. Read Maria's advice column. What's Tom's problem?**

2. Recognize a point of view After reading the advice column, check the statements that represent Maria's point of view. Write an ✗ next to the statements that do not.

1. Making new friends is impossible for shy people. ✗
2. Tom should stop being so shy. ☐
3. A club can meet in school or outside of school. ☐
4. There are probably other students in Tom's school who like puzzles and games. ☐
5. Forming a club or a group is a good way to learn something new. ☐

3. Find supporting details Answer the questions. Then underline information in the text that supports your answer.

1. Why does Tom have difficulty making new friends?
   Because he's new and he's shy.
2. Why does Maria think hobbies are a good idea?
   _____.
3. What places does Maria suggest having a puzzle club?
   _____.

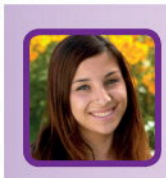
16:00 83%

Ask Maria

Friends | Family | School | Fashion

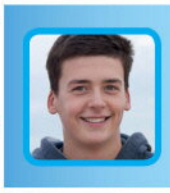
I'm fifteen years old, and I have a problem. This is my first year in a new school, and I don't know many of the kids. I'm pretty lonely. I want to meet some new people and make some new friends, but I'm pretty shy, and I'm always a little afraid of starting conversations with people I don't know. Everyone else goes out on the weekends, and I stay home. What should I do?

Tom, Toronto, Canada



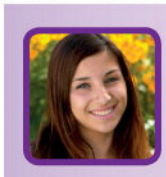
It's understandable that you're not happy about staying home on the weekends. And it can be hard for a shy person at a new school. If you're not great at starting conversations, maybe there's another way. Do you have any hobbies? Sometimes having a hobby can help you make friends with people who have the same interests.

Maria



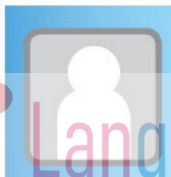
I guess my hobby is solving puzzles. I love doing them, and the harder the better! In fact, I enjoy doing all kinds of puzzles and playing word games.

Tom, Toronto, Canada



Here's an idea: Why not start a puzzle club? If your school has afterschool clubs, you can have your club at school. If not, I suggest meeting at the food court at a mall or maybe in the park. The members of the club can even invent their own puzzles and games and have contests. I'm sure there are other kids at your school who enjoy puzzles and games. Joining a club is a great way to meet new people who have something in common with you.

Maria



...

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4. Understand meaning from context **Read each statement from Maria's column. Choose the sentence with the same meaning.**

1. "I'm pretty lonely."
   a. I'm sad because I don't have friends.
   b. I love figuring things out.
2. "I love doing them, and the harder the better!"
   a. I don't like trying to solve hard puzzles.
   b. I enjoy trying to solve hard puzzles.
3. "Joining a club is a great way to meet new people who have something in common with you."
   a. If you join a club, you can meet people who like the same things as you.
   b. A great way to join a club is to meet people who have something in common with you.

In your notebook, write what you think Tom should do.

Introduce two classmates; Suggest an activity

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

A Nina, this is my friend, Jason. Jason, Nina.
B Hi, Jason. Nice to meet you.
C Same here. This is your first time at English club, right?
B Yeah. It looks like fun. I love speaking English.
C Me, too. So, what other things do you like doing?
B Well, on weekends I like going to the movies and hanging out with my friends.
A Hey, why don't we all go to the movies this weekend?
B Great idea!

1.11 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **Choose a club, or create your own. On the notepad, write your three favorite activities, in gerund form. Then create a NEW conversation, using your club and the activities on the notepad.**

Ideas for clubs

drama club
photography club
book club
karate / yoga club
public speaking club
your own club:
_____

A _____, this is my friend, _____. _____, _____.
B Hi, _____. Nice to meet you.
C Same here. This is your first time at _____, right?
B Yeah. It looks like fun. I love _____.
C Me, too. So, what other things do you like doing?
B Well, on weekends I like _____.
A Hey, why don't we all _____ this weekend?
B Great idea!

My favorite activities
hiking, doing karate, playing video games

My favorite activities

Read your new conversation with two partners. Then take turns and read the conversation in your partners' books.

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2 I want to change my bad habits.

Grammar: Infinitives
Vocabulary: Good and bad habits
Social language: Compare your good and bad habits

Vocabulary Good and bad habits

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

Some good habits

1. eating healthy food

2. saving money

3. having good study habits

4. getting plenty of exercise

5. getting enough sleep

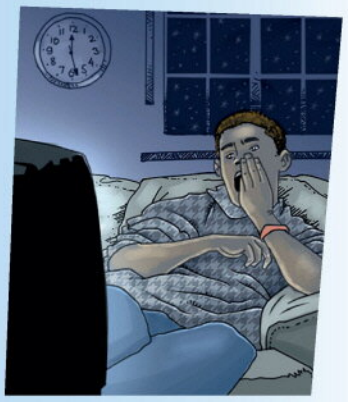
Some bad habits

6. eating junk food

7. spending too much money

8. leaving things until the last minute

9. being lazy



10. staying up too late

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

1.14 **3. Listening comprehension Listen to the students talk about their good and bad habits. Complete the chart.**

	has good habits	has bad habits	has a mixture of both
1.	✓		
2.			
3.			
4.			

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Topic Snapshots

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

Mom: Are you OK? You look really tired!

Kevin: Yeah. I'm OK, Mom. I guess I stayed up too late last night. I was trying to finish my English homework. It's due today.

Mom: Kevin, it's important to get enough sleep. Next time you should start doing your homework after dinner instead of watching TV. Don't you have a math test today?

Kevin: Don't worry, Mom. It's on Wednesday. By the way, I'll be home a little late today.

Mom: Really? Why's that?

Kevin: I need to study for the math test. Some of my classmates and I plan to meet at the library after school. We're going to study together.

Mom: What a great idea! It's fun to study together.

Kevin: And tonight I'll get plenty of sleep. I promise!

2. Read the statements. Circle T (true) or F (false).

1. Kevin stayed up late last night. (T) / F
2. Kevin was up late because he was working on his homework. T / F
3. Kevin's mom thinks studying with his classmates is a bad idea. T / F
4. Kevin doesn't plan to study for the test today. T / F
5. Kevin is going to study for the test after school on Wednesday. T / F

3. Snapshot 2 Take the survey. Complete the statements so that they are true about you. Write *always*, *sometimes*, or *never*.

Do you have good habits?

1. I _____ eat healthy food.
2. I _____ eat junk food.
3. I _____ save money.
4. I _____ spend too much money.
5. I _____ study before a test.
6. I _____ leave things until the last minute.
7. I _____ make plenty of time for exercise.
8. I _____ get plenty of sleep.

Write about your good and bad habits. Use your survey for information.

I think I have pretty good habits. I don't eat a lot of junk food and I always get plenty of sleep.

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Grammar Infinitives

1. Study the grammar.

An infinitive is *to* + the base form of a verb. Like a gerund, it functions as a noun in a sentence, often as a direct object.

- Always use an infinitive after these verbs: *choose*, *decide*, *learn*, *need*, *plan*, *want*, and *would like*.

  I **want to get** more exercise. We **plan to meet** after school.
  They **need to save** money. Jake **would like to have** better study habits.

- You can make general statements or express opinions using *It's* + adjective and an infinitive.

  It's fun **to study** together. It's better **to exercise** several times a week.
  It's important **to get** enough sleep. It isn't easy **to change** your habits!

- You can use an infinitive or a gerund after these verbs: *like*, *love*, *hate*, *can't stand*, *start*, *stop*, and *try*.

  I **love to sleep** late. = I **love sleeping** late.
  They **started to learn** Chinese this week. = They **started learning** Chinese this week.

Language tips

- Never use an infinitive after *enjoy*. Use a gerund.
  *My parents enjoy **eating** dinner early.* **NOT** *My parents enjoy ~~to eat~~ dinner early.*
- Never use a gerund after *want*, *decide*, *choose*, *need*, *learn*, *plan*, or *would like*. Use an infinitive.
  *I would like **to go** to the movies* **NOT** *I would like ~~going~~ to the movies.*

1.16 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Complete the statements and questions with infinitives.

1. My cousin Alice learned to speak (speak) Russian last year.
2. Sometimes I want _____ (stay up) late because there's a good movie on TV.
3. Do you need _____ (study) for the test tonight?
4. I plan _____ (start) exercising three times a week.
5. Does your brother like _____ (play) basketball?
6. We would like _____ (introduce) you to our new teacher.
7. They decided _____ (play) in the school orchestra last year.

4. Write statements with infinitives. Begin each statement with a capital letter. Use contractions.

1. It's really boring to eat (really boring / eat) beans all the time.
2. _____ (not smart / leave) things until the last minute.
3. _____ (pretty awesome / exercise) early in the morning.
4. _____ (not great / stay up) really late every night.
5. _____ (better / save) some money every week.
6. _____ (not cool / spend) too much money.

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5. Read about Solange. Circle the gerund or infinitive to complete the paragraph.

Solange really enjoys (1) **to eat** / **eating** sweet foods, like candy, cake, and cookies, but she knows it's important (2) **to have / having** good, healthy meals. She would like (3) **to change / changing** her habits and stop (4) **to eat / eating** so much junk food. Solange plans (5) **to eat / eating** only healthy foods on weekdays. She isn't crazy about (6) **to eat / eating** only healthy foods all week, so on the weekend, she plans (7) **to have / having** some sweet foods. She's learning (8) **to change / changing** her eating habits, but it isn't easy (9) **to do / doing**. Even though she wants (10) **to eat / eating** candy all the time, she knows it's better (11) **choosing / to choose** something healthy to eat.

6. Rewrite each statement or question, using an infinitive instead of a gerund.

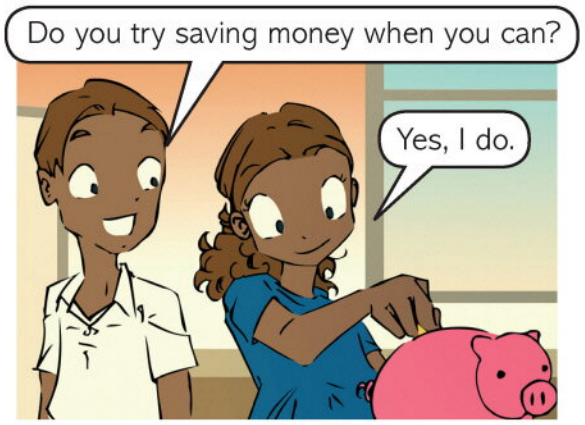
1. I like to eat healthy foods. _____

2. _____

3. _____

4. _____

5. _____



6. _____

1.17 **7. Listening comprehension** **Listen to each conversation and complete the statements. Use a gerund or an infinitive after the verbs.**

1. He plans to visit his grandparents this weekend.
2. She doesn't want _____ a lot of money.
3. He wants to stop _____ all the time.
4. She enjoys _____ every day.
5. He would like _____ enough _____ every night.

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Reading A study guide for new students

1.18 **1. Read the study guide. Which study habits do you practice?**

2. Understand meaning from context After reading the study guide, choose the word or phrase with a similar meaning.

1. Distractions are things that make studying …
   a. easier. b. more difficult. c. more boring.
2. To summarize something means to …
   a. study it carefully. b. write down every word. c. write down only the main ideas.
3. Being organized means …
   a. not being messy. b. being messy. c. being tired.
4. Taking a break means …
   a. stopping for a short time. b. continuing what you are doing. c. choosing a time to study.
5. Developing a habit means … a new way to do something.
   a. teaching b. forgetting c. learning

Walton High School

Tips for successful studying

It's important to develop good study habits. Here's how.

1. Preparing for homework assignments

Be sure you understand what the teacher expects. If you're not sure, ask questions before you leave class. Always write down the assignment and its due date in your notebook. Don't just try to remember it!

2. Creating a study space

Is it difficult to pay attention when you study? Do you surf the Internet instead, or text your friends? Create a quiet and neat place at home where you can study without distractions like loud music or the TV. Turn off your phone and computer when you can.

3. Taking notes

Make a habit of taking good notes during class. Don't try to write down every word your teacher says. Instead, summarize the main ideas. It's a good idea to write notes when you study from your textbooks, too. Write down the main ideas you need to remember.

4. Managing your time

Use your time well. Put a calendar on your wall and use it to keep track of your assignments. It will be easier to remember when things are due. Choose a time that's good for you to study: for example, when you get home from school or after dinner. And make sure you take regular breaks. For example, after an hour, take a walk or have a healthy snack.

A well-organized study space

5. Developing good personal habits

Let's face it. If you're tired or feel sick, studying will not be easy. Getting enough sleep and exercise and avoiding junk food are important. You will study better when you're rested and in good health.

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3. Skim for content **Write the paragraph number where you can find the following ideas.**

1. It's not a bad idea to pay attention to your health. 5
2. It's better to pay attention to main ideas. ____
3. It's a good idea to know what your teacher expects. ____
4. It's smart to have a special place for studying. ____
5. It's important to plan your study time. ____

In your notebook, write the suggestions you think are the most useful. Explain why.

Compare your good and bad habits

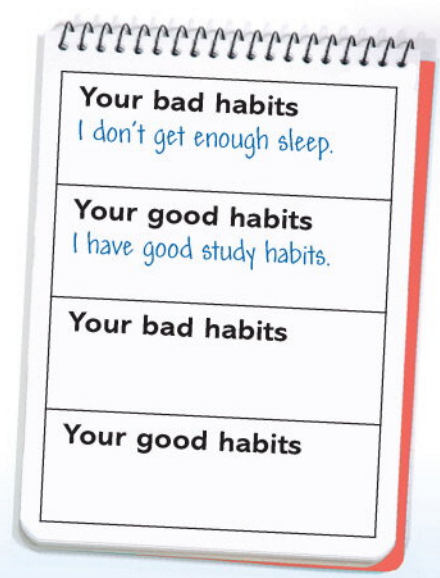
1.19 **1. Read and listen to the conversation.**

A Do you have any bad habits?
B Of course! Everyone has some bad habits.
A That's true. But what's your worst habit?
B Let me think. I eat too much junk food. What's yours?
A Well, I hate to say it, but I never save money.
B That's not so bad. I'm sure you have some good habits, too.
A I do. I always try to get plenty of exercise. What about you?
B Me? I have pretty good study habits.

1.20 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **On the notepad, write one of your bad habits and one of your good habits. Then create a NEW conversation, using your own habits.**

A Do you have any bad habits?
B Of course! Everyone has some bad habits.
A That's true. But what's your worst habit?
B Let me think. I _____. What's yours?
A Well, I hate to say it, but I _____.
B That's not so bad. I'm sure you have some good habits, too.
A I do. I _____. What about you?
B Me? I _____.



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

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3 Things used to be different.

Grammar: Comparisons with *as … as* • *used to / didn't use to*
Vocabulary: Expressions for talking about the past
Social language: Compare how you were when you were little

Topic Snapshot

1.21

1. Read and listen to the post.

Teen2Teen Friends

Open question: What was your city like years ago?

Abby Morgan: Hi, everyone! I'm new to Teen2Teen Friends. I'm posting from Chicago, in the United States. I asked my dad that question. Here's what he told me.

My dad says when he was a boy, Chicago used to have the second biggest population in the U.S., after New York City. That's why people gave Chicago the nickname "Second City." Today, the population is getting smaller, and Chicago isn't as big as Los Angeles, the new "number two." But people still call Chicago "Second City."

My dad also says Chicago wasn't as awesome as it is now. For example, it didn't use to have Millennium Park. Today, the park is one of Chicago's greatest tourist attractions. It's huge and has incredible sculptures, like the famous Cloud Gate. I posted a picture. Is that cool or what?

Our city's tallest building, the Willis Tower, used to be the tallest building in the world. However, today it isn't as tall as some skyscrapers in other countries.

One thing that's still the same, though, is the weather. In the winter, Chicago can get very, very cold and windy. That's because it's next to a huge lake called Lake Michigan. As a matter of fact, Chicago has another nickname in addition to "Second City." Everyone calls it the "Windy City." But in the summer, when it's really hot, the wind from the lake helps keep things cooler!

Chicago is on Lake Michigan – beautiful!

Cloud Gate in Millennium Park

The Willis Tower used to be the world's tallest skyscraper.

2. Read each statement. Write *In the past*, *Today*, or *Both*.

1. Chicago is the second largest city in the U.S. In the past
2. People call Chicago "Second City." _____
3. Chicago has the tallest skyscraper in the world. _____
4. Chicago is very cold in the winter. _____
5. Los Angeles has more people than Chicago. _____
6. People visit Cloud Gate in Millennium Park. _____

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Grammar Comparisons with *as ... as*

1. Study the grammar.

Use *as* + adjective + *as* to say that two things are equal or the same.
My classmates this year **are as nice as** my classmates last year.
Miami **is as hot as** New Orleans in August.

Use *not as* + adjective + *as* to say that two things are not equal or not the same.
Willis Tower in Chicago **isn't as tall as** One World Trade Center.
Jazz and classical music **aren't as popular as** hip-hop music.

Reminder

Comparative adjectives also show that things are not equal.

One World Trade Center is taller than Willis Tower.

1.22 **2. Pronunciation** Listen to the grammar examples. Repeat.

3. Look at the pictures. Write statements with *as ... as* or *not as ... as* and the adjective.

1. The U.S. state of Texas isn't as large as the state of Alaska. (large)

2. The red motorcycle _____ the blue one. (modern)

3. Michelle Williams, the movie actor, _____ the actor Mila Kunis. (tall)

4. Playing golf _____ playing soccer. (exciting)

5. The weather in Montreal _____ the weather in Edmonton this week. (cold)

6. Basketball player Jeremy Lin _____ player Kobe Bryant. (big)

4. Combine the statements with *as ... as* and the correct form of *be*.

1. John's party on Friday was awesome. Peter's party on Saturday was awesome, too.
   Peter's party on Saturday was as awesome as John's party on Friday.
2. Nick's new dog is cuter than Mona's dog.
   Mona's dog _____.
3. Riding a bike in the street is more dangerous than riding a bike in the park.
   Riding a bike in the park _____.
4. Drinking juice is healthier than drinking soda.
   Drinking soda _____.

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Grammar *used to / didn't use to*

1. Study the grammar.

Use *used to* + a base form of a verb for things in the past that are different now. Chicago **used to be** the second biggest city in the U.S.
Use *didn't use to* + a base form for negative statements. I **didn't use to like** eating fish, but now I love it.
Use *Did* + *use to* + a base form for questions. **Did** you **use to take** the bus to soccer games? (Yes, I did. / No, I didn't.)

Language tips

- Write *used to*, not *use to*, for affirmative statements.
  *I **used to** play soccer.* **NOT** *I ~~use to~~ play soccer.*
- Write *use to*, not *used to*, for negative statements and questions.
  *She **didn't use to** wear jeans.* **NOT** *She didn't ~~used to~~ wear jeans.*
  *Did you **use to** go running every day?* **NOT** *Did you ~~used to~~ go running every day?*

1.23 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Circle the correct answers to complete the statements.

1. Mexico City **use to** / **used to** be the largest city in the world, but now Tokyo is the largest.
2. There **use to** / **used to** be a lot more fish in the ocean than there are now.
3. I didn't **use to** / **used to** have good study habits, but now I do.
4. Brasilia didn't **use to** / **used to** be the capital of Brazil. Until 1960, the capital was Rio de Janeiro.
5. People didn't **use to** / **used to** have computers in their homes.
6. Did computers **use to** / **used to** be a lot bigger than they are now?

4. Read the statements and questions with *used to*. Write a check mark for the correct statements. Write an ✗ for the incorrect ones. Correct the errors.

1. The weather ~~use to~~ used to be cooler than it is today. ☐ ✗
2. Did your grandma used to wear pants to school? ☐
3. The school band didn't used to wear special uniforms, but now they do. ☐
4. Did your parents use to save money when they were young? ☐
5. Didn't you use to like vegetables when you were little? ☐
6. Their family use to live in Italy, but now they live here. ☐

5. Complete the statements, using *used to* or *didn't use to*.

1. Before there were cars, many people used to ride (ride) horses.
2. Most kids _____ (have) smartphones. Now a lot of people do.
3. In the past, most people _____ (live) in cities, but now a lot of people do.
4. Before e-mail and texting, people _____ (write) letters to their friends by hand.
5. Outside Japan, most people _____ (eat) sushi. Now it's popular everywhere.

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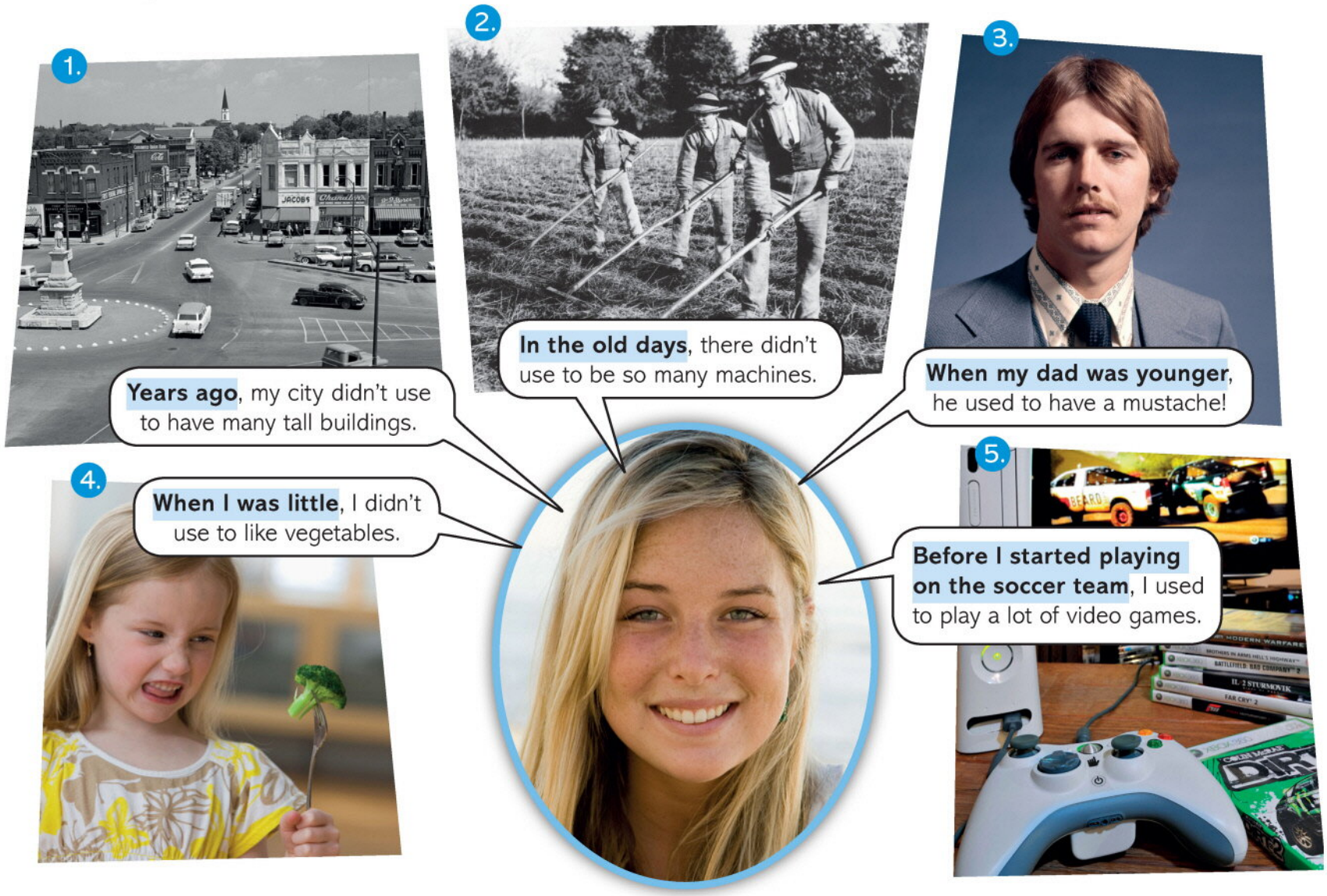
Vocabulary Expressions for talking about the past

1.24 **1. Look at the photos. Read and listen.**



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

1.26 **3. Listening comprehension Listen to the conversations. Write the letter of the phrase that completes each statement.**

1. When his grandpa was young, b
2. Before Trish started playing on the volleyball team, ____
3. When Greg was little, ____
4. In the old days, ____
5. Years ago, ____

a. she used to have more time to hang out at the mall.
b. he used to listen to rock music.
c. there didn't use to be a mall on Center Street.
d. people used to walk more.
e. he used to hate drawing.

About you!

Write your own statements about your past, using *used to* and *didn't use to*.

1. When I was little, _____.
2. When my _____ was younger, _____.
3. In the old days, _____.
4. Years ago, _____.
5. Before I started going to school, _____.

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Reading A timeline

1.27 **1. Read the timeline. What are the main differences in fashion and technology now, compared with the past?**

2. Skim for content After reading the timeline, write the letter of the decade to complete each statement.

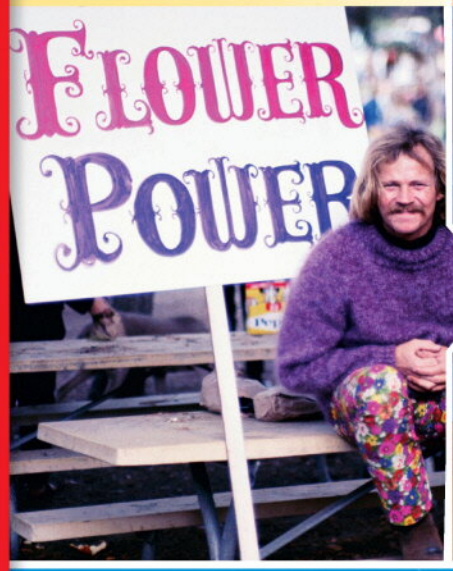
1. People used to wear baggy clothes … ____ a. in the sixties.
2. Computers in people's homes were bigger than they are now … ____ b. in the seventies.
3. People started listening to disco music … ____ c. in the eighties.
4. Long hair for men became popular … ____ d. in the nineties.

Open question: How was life different in the past?

Abby: Hey, guys. Abby here again. Sometimes I think things aren't as interesting today as they were back in the 20th century. Check out this timeline of changing trends in fashion and technology!

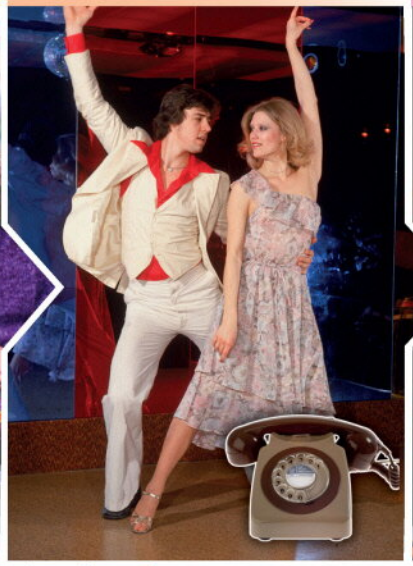
The 60s

In the 1960s, men and women wore clothes with wild colors, and it was fashionable for men to have beards and mustaches and long hair. Computers were huge, and no one had one at home.



The 70s

In the 1970s, disco music was popular, and people wore bell-bottom pants and platform shoes, and men wore colorful suits. People didn't have cell phones, so they used to talk to their friends on the phone at home.



The 80s

In the 1980s, the decade of "big hair," young people started watching music videos on TV. People started buying computers for their homes, but they were much bigger than computers today.

The 90s

In the 1990s, young men and women started wearing baggy jeans and hoodies. People started using the Internet, and laptops started to become popular. People started to buy music on CDs, and they also used CDs to save documents on their computers.

Now

Young people are wearing fashions from the last six decades. More and more people are using smartphones for communicating and apps for entertainment. People use flash drives with their computers instead of CDs. And computers are getting smaller and smaller. Tablet computers are becoming more popular than laptops.

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3. **Scan for information** **Complete each statement with the correct word or phrase.**

1. In the seventies, people wore bell-bottom pants and platform shoes.
2. People now use _____ on their smartphones for entertainment.
3. People in the nineties started using _____ and _____. In the 21st century, tablet computers are becoming more popular.
4. People in the seventies started liking _____ music.
5. In the eighties, people started to watch _____ on TV.

About you! **In your notebook, write about some things that used to be different in the past.**

Compare how you were when you were little

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

A So, what were you like when you were little?
B Well, I used to be pretty shy.
A You mean you weren't as talkative as you are now?
B No, I wasn't. What about you? What were you like?
A Me? I used to be kind of serious.
B Really? Well, you're pretty funny now!

1.29 **2.** **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **Choose a time in the past. Write it on the notepad. Then write two statements about yourself then and now. Use *used to* or *didn't use to*. Use your notepad to create a NEW conversation.**

Adjectives
talkative
shy
funny
serious
good at …
bad at …

A So, what were you like when you were little?
B Well, I used to be pretty _____.
A You mean you weren't as _____ as you are now?
B No, I wasn't. What about you? What were you like?
A Me? I used to be kind of _____.
B Really? Well, you're pretty _____ now!

Time expression	THEN	NOW
When I was young	I used to be very funny.	I'm more serious.

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

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Review: Units 1–3

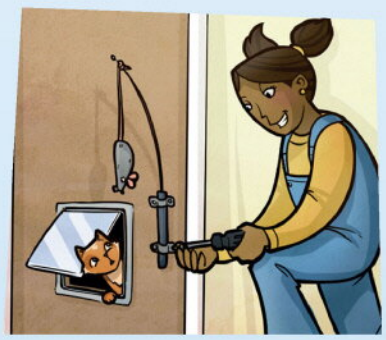
1. Read the conversation. Choose the correct answer to each question.

Allie: I really need to start getting more sleep. I can't stand feeling tired all the time.
Scott: You should just go to bed earlier.
Allie: I can't. I have so much homework.
Scott: Do you start doing your homework as soon as you come home?
Allie: Not really. I usually leave it until the last minute. I know it's a bad habit, but I just like doing other things.
Scott: Like what?
Allie: Well, I love to watch TV, and I'm crazy about shopping online. But, actually, I know I should stop spending all my money on clothes. That's another bad habit!

1. What does Allie say she needs?
   a. To feel tired all the time.
   b. To get more sleep.
2. Who goes to bed too late?
   a. Scott.
   b. Allie.
3. Why can't Allie get to bed earlier?
   a. She comes home too late.
   b. She does her homework too late.
4. What does she love to buy online?
   a. Clothes.
   b. Computers.

2. Look at the pictures. Complete the statements with the gerund forms of the Vocabulary below.

put things together | ~~invent things~~ | solve puzzles | eat a lot of junk food



1. She's awesome at inventing things.

2. They're good at _____ _____.

3. Amy and Emma like _____ _____.

4. They're great at _____ _____.

3. Complete the statements with gerunds.

1. Eating (eat) a lot of junk food is a bad habit.
2. My parents are great at _____ (save) money.
3. _____ (have) good study habits helps you do well at school.
4. We started _____ (get) plenty of exercise this year.
5. I'm not afraid of _____ (speak) in front of a large audience.

4. Choose the correct verb phrases in each of the following statements.

1. If you want **to be** / **being** an engineer, it's important **to be** / **being** good at **to put** / **putting** things together.
2. It's good **to get** / **getting** enough sleep, especially if you need **to get** / **getting** up early in the morning.
3. It's best **to be** / **being** friendly if you want **to meet** / **meeting** lots of new people.
4. I enjoy **to travel** / **traveling**, but I know it's ridiculous **to spend** / **spending** a lot of money on trips.

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5. **Complete the descriptions with affirmative and negative forms of *as … as*.**

The Omni ST (1) _____ (expensive) the Legion LX, but the Legion LX is the fastest car you can buy. The Omni ST (2) _____ (fast) the Legion LX. The Legion LX (3) _____ (old) the Omni ST. The Omni ST is several years old, but many people still want to buy one. It is (4) _____ (popular) most modern cars.

6. **Complete each statement with *used to* or *didn't use to*.**

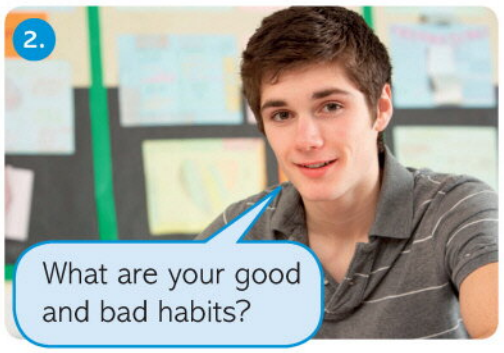
1. My parents used to go to the movies every weekend, but now they only go about once a month.
2. Did the bus _____ stop in front of your school?
3. I _____ be afraid of animals, but I saw a bear on vacation and it scared me a lot.
4. Didn't this school _____ have a science lab on the second floor?

All About You

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

You _____

_____



You _____

_____

You _____

_____

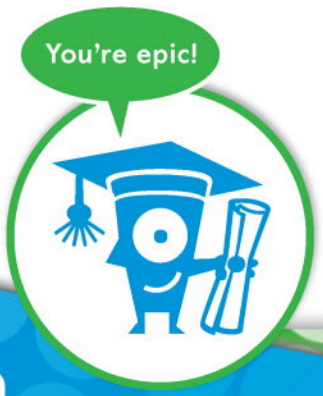
2. **Complete the personal statements.**

My hobbies are _____.

I'm pretty good at _____.

I'm not so good at _____.

Before I started school, I used to _____.



Progress Check

✓ **Check what you can do.**

- ◯ Introduce two classmates
- ◯ Suggest an activity
- ◯ Compare things
- ◯ Use the Unit 1–3 grammar and vocabulary

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4 Have you ever gone paragliding?

Grammar: The present perfect for indefinite past: statements • *yes / no* questions • *ever* and *never*
Vocabulary: Personality
Social language: Ask about and react to someone's experience

Vocabulary Personality

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

And don't forget ...

- neat
- messy
- serious
- funny
- talkative
- shy

Nouns

1. Nick is **an optimist.** He usually thinks things will be OK.
2. Olivia is **a pessimist.** She usually thinks things won't be OK.

3. Grace is **an extrovert.** She likes socializing with her friends.
4. Ryan is **an introvert.** He enjoys being alone.

Adjectives

5. Natalie is a **calm** person. She likes to sit quietly.
6. Andrew is a **nervous** person. It's hard for him to sit quietly.

7. Chris is a **cautious** person. He's not very adventurous and is afraid of new things.
8. David is pretty **brave.** He's usually not afraid of new or strange experiences.

1.31 **2. Pronunciation Listen and repeat.**

1.32 **3. Listening comprehension Listen to the conversations. Circle the correct Vocabulary words.**

1. She's pretty **cautious** / **brave**, but he's **cautious** / **brave**.
2. She's **calm** / **nervous**, but he's **calm** / **nervous**.
3. Lauren is an **extrovert** / **introvert**, but Emily is an **extrovert** / **introvert**.
4. He's an **optimist** / **pessimist**, but she's an **optimist** / **pessimist**.

4. Complete each profile with the correct noun or adjective from the Vocabulary.

1. Vanessa likes to eat the same thing every day. She's not very brave when it comes to food!
2. Winston always makes his teammates feel better when they lose a game. He says "Don't worry! I'm sure we'll do great next time." He's such _____.
3. Fran is almost always _____. She's definitely not a nervous person.
4. Oscar is a good biker, but he has his first long bike ride tomorrow, so he's a little worried. He's always _____ about new experiences.

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Topic Snapshots

1.33 **1.** **Snapshot 1** **Read and listen to the conversation in an English class in Bogota, Colombia.**

Mr. Pinto: Diana, have you ever spoken English outside of English class?

Diana: Actually, no, Mr. Pinto. I haven't. It's not easy to find teenaged English speakers here!

Mr. Pinto: Well, have you met Soojin, the new student from South Korea? She just got here last week. She speaks English.

Diana: I've seen her. But I haven't spoken to her.

Mr. Pinto: Well, she doesn't speak much Spanish yet, but her English is pretty good. I'm sure she'd like to meet some people here.

Diana: Well, I'd like to speak to her, but speaking English is a little scary for me. I'm afraid of making mistakes.

Mr. Pinto: Diana, your English is excellent. And you're not a shy person. Be brave! Soojin won't care if you make a few mistakes. Believe me. She'll make some, too! Everything will be fine.

2. **Answer each question, according to the conversation.**

1. Does Diana usually speak English with people outside of class? No
2. Where is the new student from? _____
3. Has Diana seen her? _____
4. What's Diana afraid of? _____
5. Is Diana an introvert? _____
6. Is Mr. Pinto an optimist or a pessimist? _____

3. **Snapshot 2** **How brave are you? Take the quiz and find out. Check *Yes* or *No*.**

1.

I have spoken English with someone who doesn't speak my language.

○ Yes ○ No

2.

I have tried a food that people don't usually eat in my country.

○ Yes ○ No

3.

I have acted in a play in front of a large audience.

○ Yes ○ No

4.

I have done an extreme sport, such as paragliding.

○ Yes ○ No

5.

I have stood near a scary animal (not in a zoo).

○ Yes ○ No

Add up your **Yes** answers.
How brave are you?

0–1 You're pretty cautious.
2–3 You're willing to try some new things.
4–5 You're very brave!

How many *yes* answers did you have? Do you think you are brave?

_____

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Grammar The present perfect for the indefinite past: statements

1. Study the grammar.

- Use the present perfect for actions that occurred and ended at an *indefinite time* in the past.
  Greg **has acted** in three plays. (indefinite time = we don't know exactly when)
- Form the present perfect with *have* or *has* and the past participle of a verb.
  For regular verbs, the past participle is the same form as the simple past tense.

Affirmative statements	Negative statements
I / You / We / They **have chatted** with her before.	I / You / We / They **haven't watched** many movies.
She **has looked** at the photos.	He **hasn't visited** Peru.
Many verbs have irregular past participles. We**'ve eaten** snails. We **haven't eaten** peanut butter. He**'s gone** paragliding. He **hasn't gone** snorkeling.	

1.34 Irregular verbs past participles

be	→ **been**	have	→ **had**
come	→ **come**	meet	→ **met**
do	→ **done**	see	→ **seen**
eat	→ **eaten**	speak	→ **spoken**
get	→ **gotten**	take	→ **taken**
go	→ **gone**	win	→ **won**

See page 114 for a complete list.

1.35 Contractions

We have gone. → We**'ve gone**.
She has won. → She**'s won**.

Reminder

We use the simple past tense for actions that occurred and ended at a *definite* time in the past.

I posted a comment yesterday. (yesterday = a definite time)

1.36 **2. Pronunciation** Listen to the grammar examples. Repeat.

3. Choose the correct past participle of the irregular verb to complete the statements.

1. Our friends have **come** / **came** to all our basketball games.
2. Matt's mom and dad have **gone** / **went** kayaking once or twice, but I'm not sure when.
3. Your class hasn't **took** / **taken** the English test, right?
4. Melanie's family hasn't **ate** / **eaten** at the new American restaurant in town, but they are planning to.
5. All my classmates have **seen** / **saw** the new *Transformers* movie. They say it's great.
6. I've **spoke** / **spoken** English to visitors to my country, but only a few times.

4. Complete the statements with the present perfect. Write full, not contracted, forms.

1. Our team has scored _____ (score) only two goals in the last three games.
2. My friend Len _____ (play) the piano in a few school concerts.
3. My sister _____ (write) several text messages to Laura, but Laura _____ (get) any of them.
4. I _____ (chat) online with all of my friends this week.
5. Claire _____ (shop) at the downtown mall a few times this month.
6. My dad _____ (burn) his hands in the kitchen two or three times.

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5. **Circle the correct verbs. Choose the present perfect for indefinite times and the simple past tense for definite times.**

1. I've gone / **went** camping twice. I **have gone** / **went** in 2013 with my aunt and uncle, and then I **have gone** / **went** again last weekend.
2. My parents **haven't eaten** / **didn't eat** snails. But I **have eaten** / **ate** them on Friday when I **have gone** / **went** to a French restaurant with my French class.
3. We **have gone** / **went** kayaking on our school trip two years ago. My brother **hasn't gone** / **went** kayaking, but he **has gone** / **went** mountain biking on his trip last year.
4. My cousin Tim **has asked** / **asked** his parents for a bike last year. They **have given** / **gave** him one on his birthday.
5. I **have posted** / **posted** on Teen2Teen Friends many times. But my sister **hasn't ever done** / **didn't ever do** that.

Grammar The present perfect: *yes* / *no* questions; *ever* and *never*

1. **Study the grammar.**

yes / *no* questions			Short answers					
Have	I you we they	ever **taken** this bus?	Yes,	I you we they	**have**.	No,	I you we they	**haven't**.
Has	he she it	**been** late a lot?	Yes,	he she it	**has**.	No,	he she it	**hasn't**.

We often use *ever* when we ask about someone's life experiences, especially to mean "in your entire life." You can answer with or without *never*.

Have you **ever** seen a grizzly bear? No, I haven't. OR No, I **never** have.

Language tip • Place *ever* before the past participle. Place *never* before *have* or *has*.

2. **Unscramble the *yes* / *no* questions and complete the short answers.**

1. A: Has your country ever won the World Cup? (the World Cup / your country / Has / won / ever)
   B: Yes, it has. (Yes)
2. A: _____? (the train / Have / taken / ever / to the city / you)
   B: _____. (Yes)
3. A: _____? (to Europe / your teacher / Has / been / ever)
   B: _____ she _____. (No / never)
4. A: _____? (cooked / you / ever / Have / for your parents)
   B: _____. (No)
5. A: _____? (a tarantula / touched / ever / Have / you)
   B: _____. (No / never) I'm not brave enough! Have you?

1.37 **3.** **Pronunciation** **Listen to questions and answers from Exercise 2. Repeat.**

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Reading An interview in a school newsletter

1.38 **1. Read the interview. Why is English Club a good club for Soojin?**

2. Confirm a text's content After reading the interview, circle T (true) or F (false).

1. This year, Soojin is studying at college in Seoul. T / F
2. Soojin has three brothers. T / F
3. She is the youngest child in the family. T / F
4. Soojin's parents are in South Korea right now. T / F
5. Soojin hasn't met any new friends in Colombia. T / F
6. Soojin hasn't joined the English Club. T / F

Get to know **Soojin Kim** from Seoul, South Korea

English Club *Newsletter*

March 25

Soojin has recently moved here with her family. Her father works at the South Korean consulate, so her family will live here for a few years. She started here at our school two weeks ago. Here's Ivan's interview with Soojin about her experiences.

Ivan: On behalf of English Club, Soojin, welcome to our school!

Soojin: Thanks! It's great to be here. Colombia is so cool!

Ivan: I'm glad you like it! So, Soojin, have you ever traveled outside of South Korea before?

Soojin: Actually, no. My parents have always been cautious about letting me travel. They're pretty nervous in general.

Ivan: Why do you think that is?

Soojin: Well, I'm the baby of the family. I think that's why they usually worry about me more than about my two older brothers. But because I came here with them, there's nothing for my parents to worry about now!

Ivan: That's good! Are your brothers here with you, too?

Soojin: No. They stayed in Seoul. They're both in college now.

Ivan: And have you made any new friends here?

Soojin: Actually, I have. Diana Ortiz invited me to English Club, and she's introduced me to a couple of the kids. It's great for all of us because we can practice our English and have fun at the same time!

Ivan: Have you learned any Spanish?

Soojin: A little. I started studying Spanish back in Seoul. But I'm more comfortable speaking in English. But it's still a little scary to use it in "real life." I'm not much of an extrovert, so it's hard, especially when I'm talking to new people!

Ivan: Well, it sounds to me like you're doing really well. We wish you the best, Soojin!

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3. **Find supporting details** **Circle the correct information, according to the interview. Underline the information in the interview that supports each answer.**

1. There are **two** / **three** children in Soojin's family.
2. The "baby" of the family is **the youngest child** / **one or two years old**.
3. Soojin's parents are very **brave** / **cautious**.
4. Soojin **thinks** / **doesn't think** she's an extrovert.

In your notebook, write a comparison between you and Soojin. Use some or all of the words below.

brave calm cautious extrovert introvert nervous optimist pessimist

Ask about and react to someone's experience

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

A Have you ever done something really unusual?
B Yes, I have.
A What was it?
B I ate alligator.
A You're kidding!
B No, I'm not. I ate it in Florida two years ago.
A Wow! You're pretty brave!
B You think so?
A Totally.

1.40 **2.** **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **Using the ideas and the pictures, choose something brave you have done. Use the information to create a NEW conversation, saying when you did it.**

A Have you ever done something really unusual?
B Yes, I have.
A What was it?
B I _____.
A You're kidding!
B No, I'm not. I _____.
A Wow! You're pretty brave!
B You think so?
A Totally.

Ideas for unusual experiences

you ate something weird
you traveled to an unusual place
you acted in a play in front of a lot of people
another experience: _____

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

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5 Have you been to the doctor yet?

Grammar: The present perfect: *already*, *yet*, and *just* • The present perfect with superlatives
Vocabulary: At the doctor or dentist; Ailments
Social language: Show concern

Vocabulary Going to the doctor or dentist

1.41 **1. Look at the photos. Read and listen.**

Ailments

1. have a sore throat

2. have a cough

3. have a rash

4. have a toothache

And don't forget ...

- have a cold
- have a fever
- have the flu
- have a backache
- have a headache
- have a stomachache
- feel dizzy
- feel nauseous

At the doctor or dentist

5. have a check-up

6. have a vaccination / have a shot

7. have an X-ray

8. take medicine

9. have a cleaning

10. get a filling

11. get braces

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

1.43 **3. Listening comprehension Listen to the conversations. Complete each statement with the Vocabulary words.**

1. Naomi has an appointment for a check-up.
2. Ellis has a bad _____.
3. She has a _____ on her arms.
4. Clare needs one _____ today.
5. The _____ shows that he didn't break his arm.
6. He's not going to school because he has a _____.

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Topic Snapshots

1. Snapshot 1 **Read Dylan's form. Why has he come to see the doctor?**

Get Well Clinic

Patient: Dylan Quinn Date: March 15

Symptoms:

- [ ] nausea
- [ ] backache
- [x] sore throat
- [ ] rash
- [ ] headache
- [ ] stomach ache
- [x] cough
- [ ] other pain _____

When did your symptoms begin? March 13

Are you a smoker? [ ] YES [x] NO

2. **Answer each question about Dylan's form with a statement.**

1. What's the date of Dylan's appointment? It's March 15.
2. What are Dylan's symptoms? _____.
3. How many days ago did he get sick? _____.

1.44 **3.** Snapshot 2 **Read and listen to the conversation between Dylan and Dr. Jones.**

Dr. Jones: Good morning, Dylan. Are you here for your yearly check-up today?

Dylan: No, actually, I'm not. I have a really bad sore throat and a cough. It's about the worst sore throat I've ever had.

Dr. Jones: Oh, I'm sorry to hear that. Let's have a look. Open wide and say "AH."

Dylan: AH.

Dr. Jones: Yeah, your throat is a little red. Have you taken any medicine?

Dylan: No, not yet.

Dr. Jones: OK, Dylan. I don't think you need to take any medicine. Stay home from school for a few days. Stay warm and drink a lot of liquid. Call me if you're not better in a day or two.

4. **Read the conversation again. Circle T (true) or F (false).**

1. Dylan came for a check-up. T / F
2. Dylan has no symptoms. T / F
3. The doctor looked at Dylan's throat. T / F
4. She gave Dylan some medicine. T / F
5. She told Dylan to call if he's better. T / F

5. **Correct the statements in Exercise 4 that are not true.**

a. 1 – Dylan came because he has a bad sore throat.

b. _____

c. _____

d. _____

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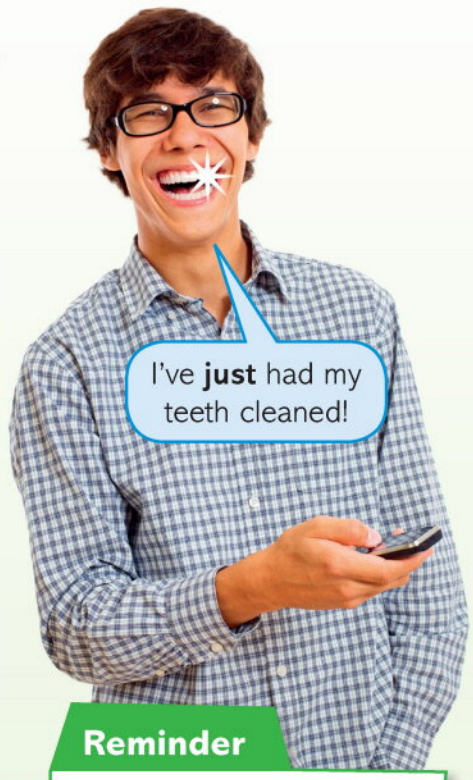
Grammar The present perfect: *already*, *yet*, and *just*

1. Study the grammar.

Questions
• Use *already* and *yet* with the present perfect to ask questions about recent actions or experiences. Place *already* before the past participle or at the end of the question. Have you **already** seen the doctor? OR Have you seen the doctor **already**? (Yes, I have. / Yes, I already have. / No, I haven't.)
• Always place *yet* at the end of the question. Have you been to the clinic **yet**? (Yes, I have. / No, not yet.)
Statements
• Use *already* in affirmative statements. Place *already* before the past participle or at the end of the statement. I've **already** had my shots OR I've had my shots **already**.
• Use *yet* in negative statements. Place *yet* at the end of the statement. He hasn't had the X-ray **yet**.
• You can use *just* when you describe an extremely recent action. Place *just* before the past participle. I've **just** spoken to the doctor. (He says I don't need an X-ray.)



Reminder

We use the simple past tense for actions that occurred and ended at a definite time in the past.

I had my yearly check-up yesterday.

Language tips

- Don't use *already* in negative statements.
  She hasn't spoken to me ***yet****.* **NOT** *She hasn't spoken to me* ~~*already*~~*.*
- Don't use *yet* in affirmative statements.
  My brother has gotten his braces ***already****.* **NOT** *My brother has gotten his braces* ~~*yet*~~*.*

1.45 **2. Pronunciation** Listen to the grammar examples. Repeat.

3. Unscramble the statements and questions with *already*, *yet*, and *just*.

1. A: Have you been to the doctor yet (yet / you / have / to / doctor / the / been)? Your mom said you were getting your vaccinations today.
   B: Actually, _____ (there / just / I've / been). I'm on my way home now.
2. A: _____ (done / I've / already) the science project for Monday. Have you?
   B: No, _____ (yet / haven't / I / it / done). Was it hard?
3. A: Hey, Sue. _____ (home / yet / the kids / gotten / have)?
   B: Yes, _____ (arrived / they've / just). They're in the kitchen.
4. A: The doctor gave you some medicine for your sore throat this morning. _____ (you / taken / yet / have / it)?
   B: Yes, _____ (have / I / already). It's almost time to take it again.

4. Complete each statement or question with *already* or *yet*.

1. I haven't had the flu yet this year, but a lot of my classmates have had it _____.
2. Has your sister _____ gotten her braces?
3. They've _____ seen the doctor, but he hasn't given them any medicine _____.
4. We haven't gotten our shots _____, but we've _____ had our X-rays.

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5. **Circle *already* or *yet* and the correct verb phrase. Remember to use the simple past for completed actions in the past.**

1. A: I haven't gotten my class schedule **already** / **yet**. Have you?
   B: Yes, I **have gotten** / **got** it yesterday.
2. A: Has the dentist **already** / **yet** called you?
   B: No, he **hasn't** / **didn't** yet.
3. A: I haven't seen the new doctor **already** / **yet**. Have you?
   B: No, but I've **just** / **yet** made an appointment. I'm seeing her this afternoon.
4. A: I've had all my vaccinations **already** / **yet**.
   B: Me, too. I **have had** / **had** the last one this morning.

1.46 **6.** **Listening comprehension** **Listen to the conversations. Then listen again and complete each statement with a verb phrase in the present perfect and *already* or *yet*.**

1. She hasn't called the doctor yet.
2. Nicole _____ the doctor _____.
3. He _____ any medicine _____.
4. Miles _____ his check-up _____.
5. Her dad _____ an X-ray _____.

Grammar The present perfect with superlatives

1. **Study the grammar.**

- It's common to express an opinion with the present perfect and superlative adjectives. To strongly emphasize your opinion, you can use *ever*.

> She's **the best** dentist I'**ve been** to.
> My mom says this is **the worst** headache she'**s** ever **had**.
> This science project is **the hardest** one we'**ve** ever **done**.

1.47 **2.** **Pronunciation** **Listen to the grammar examples. Repeat.**

3. **Use the cues to write opinions, using superlatives and the present perfect.**

1. Ms. Hamilton is the best (good) English teacher _____ (we / ever / have).
2. Dr. Ort is _____ (nervous) dentist _____ (I / ever / go to). His hands shake!
3. My mom says my room is _____ (messy) room _____ (she / ever / see).
4. I'm not _____ (talkative) person _____ (you / ever / meet), but I'm not really an introvert.
5. This month's *Bike Magazine* has _____ (good) article on mountain bikes _____ (I / ever / read).

Write three statements with your own opinion, using the present perfect with *the best*, *the worst*, *the most difficult*.

Frozen is the best animated movie I've ever seen.

(the best) _____

(the worst) _____

(the most difficult) _____

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Reading A public health pamphlet

1.48 **1. Read the public health pamphlet. Why is smoking a serious health problem?**

2. Identify the main idea After reading the pamphlet, choose the statement that expresses its main idea.

1. Most cigarette smokers start smoking when they are teenagers.
2. Smoking is harmful and hard to stop.
3. Quitting with a buddy is the best way to stop smoking.

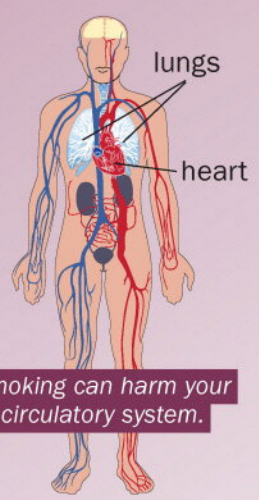
3. Scan for information Read the article again and look for numbers to answer the questions.

1. Out of every 10 smokers, how many started smoking before they were 18? 9
2. How many young people in the U.S. start smoking every day? _____
3. How many of those become daily cigarette smokers? _____
4. How many years of life do smokers lose on average? _____

Smoking and you

Smoking can make you smell bad.

How does smoking harm your body?



Smoking can harm your circulatory system.

- When you smoke a cigarette, the smoke irritates your lungs and can make you cough.
- The chemicals in cigarette smoke can also affect your heart and your entire circulatory system.
- Because smoking damages your lungs, it makes it harder to breathe when you do exercise. And exercise is important for your health.
- Smoking can also affect your social life. For one thing, it makes you, your clothes, and your hair smell like smoke, and it makes your teeth yellow. Not very attractive!

Smoking can become an addiction. That means it's hard to stop smoking, even if you want to. Here are some tips:

- Find a new activity to do whenever you want to smoke. Starting an exercise program can help.
- Keep healthy snacks nearby and eat them instead of smoking a cigarette.
- Find a "quitting buddy" – a friend who wants to stop smoking, too. Remind each other not to smoke.
- Put the money you usually spend on cigarettes in a box. You will be surprised how much money you can save by not buying cigarettes. Spend the money on something you have wanted for a long time.
- Practice saying, "No thank you. I don't smoke" and say it every time someone offers you a cigarette.

Did you know ...?

- Most smokers start smoking when they are in their teens. Almost 9 out of every 10 smokers start smoking by the age of 18, and almost no one starts smoking after age 25.
- Each day in the U.S., over 3,800 young people under 18 years of age smoke their first cigarette, and over 1,000 youths under age 18 become daily cigarette smokers.
- On average, smokers die 14 years earlier than non-smokers.

I smoked for a year, and I had a real "smoker's cough." Stopping is the hardest thing I've ever done. But I've succeeded. I'll never touch a cigarette again.

Natalia Barbosa, Belo Horizonte, Brazil

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4. Confirm a text's content **What can help a person stop smoking, according to the pamphlet? Write a check mark.**

a. Talking to a doctor about how to stop smoking. ☐
b. Eating healthy snacks. ☐
c. Reminding a friend not to smoke. ☐
d. Telling people you don't smoke. ☐
e. Brushing your teeth so they're not yellow from smoking. ☐
f. Exercising instead of smoking. ☐

About you! **In your notebook, write more tips for stopping smoking.**

Show concern

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

A Hey, Pete! Looks like we go to the same doctor.
B I guess so! What are you here for?
A I have a cough. It's the worst cough I've ever had.
B Oh, I'm sorry to hear that.
A What about you?
B I'm here for a check-up and a shot. …
Oh, they're calling my name. Take care, Lucy!
A Thanks. You, too.

1.50
Show concern
I'm sorry to hear that.
That's too bad.
How awful.

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

3. Guided conversation **Create a NEW conversation in a doctor or dentist's waiting room. Change the ailments and procedures. Use the pictures for ideas.**

A Hey, _____! Looks like we go to the same _____.
B I guess so! What are you here for?
A I _____. It's the worst _____.
B I'm sorry to hear that.
A What about you?
B I'm here for _____. … Oh, they're calling my name. Take care, _____!
A Thanks. You, too.

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

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6 I've been here for a week.

Grammar: The present perfect: *for* and *since* • Information questions with *How long*
Vocabulary: Geographical features
Social language: Apologize and provide a reason for being late • Accept an apology

Topic Snapshot

2.02

1. Read and listen to the post.

Teen2Teen Friends

Open question: Does your country have any World Heritage Sites?

Jose Luis:

Hi, everyone! My country, Ecuador, has four World Heritage Sites: the cities of Quito and Cuenca, the Galapagos Islands, and Sangay National Park. I'm currently visiting Cuenca with my grandparents. It's beautiful!

I've gone to the Galapagos twice – once with my family and once on a school trip. These islands in the Pacific Ocean are amazing. There's an incredible number of different animals there, like the famous giant tortoises. Some of these tortoises have been alive for more than 150 years! Can you believe that?

For many years, tons of tourists have visited the Galapagos Islands, and environmentalists are afraid that they damage the environment and affect the animals and plants. But now the islands are a World Heritage Site, and there are limits on the number of people who can visit each year.

I haven't visited Sangay National Park yet, but I'd like to. People say that if you like spectacular scenery, this is the best place to go. One of the famous volcanoes there, Sangay, is Ecuador's most active volcano. It has erupted continually since 1934, and it continues erupting today!

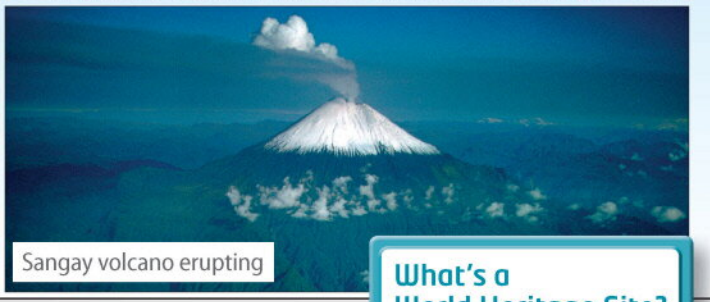
People who like beautiful places should visit Ecuador and see our World Heritage Sites – and the rest of the country as well. Do any other Teen2Teen Friends live in a place with a World Heritage Site? Share your information and upload your photos!

Later!

Cuenca

Quito

Galapagos: a giant tortoise



Sangay volcano erupting

What's a World Heritage Site?
A place of historical, cultural, or natural importance, recognized by UNESCO in order to protect it for the future.

2. Complete each statement, according to the post.

1. Jose Luis is …
   a. from the Galapagos.
   b. from Ecuador.
2. Cuenca is …
   a. in the Sangay National Park.
   b. a World Heritage Site.
3. Ecuador has … World Heritage Sites.
   a. four
   b. two
4. Quito and Cuenca are …
   a. national parks.
   b. cities.
5. The Galapagos Islands have many wonderful and interesting …
   a. tourists.
   b. animals.
6. Of the four World Heritage Sites in Ecuador, Jose hasn't visited …
   a. the Galapagos Islands.
   b. Sangay National Park.

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Vocabulary Geographical features

2.03 **1. Look at the photos. Read and listen.**

1. a glacier

2. a volcano

3. an island

4. a waterfall

5. a river

6. a jungle

7. a valley

8. a canyon

9. a desert

10. a forest

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

3. Match the places with the definitions.

1. a place where a lot of water falls down from a high place
2. a place you need a boat or an airplane to get to
3. a place where there is snow and ice
4. a mountain that can erupt
5. a place that is very hot and has very little water
6. a kind of forest in a place that is hot and rainy

a. a volcano
b. a desert
c. a glacier
d. a waterfall
e. a jungle
g. an island

4. Complete the chart with geographical features from the Vocabulary.

places that are hot	places that are cold	places with very little water
a desert		
good places for hiking	**good places for rock climbing**	**places with lots of water**

2.05 **5. Listening comprehension Listen to the tour guides. Circle the correct geographical feature from the Vocabulary.**

1. They're visiting a **glacier** / **jungle**.
2. They won't see the **forest** / **volcano** today.
3. The **waterfall** / **valley** is beautiful.
4. They are visiting a **canyon** / **glacier**.
5. They're going to see a **river** / **waterfall**.

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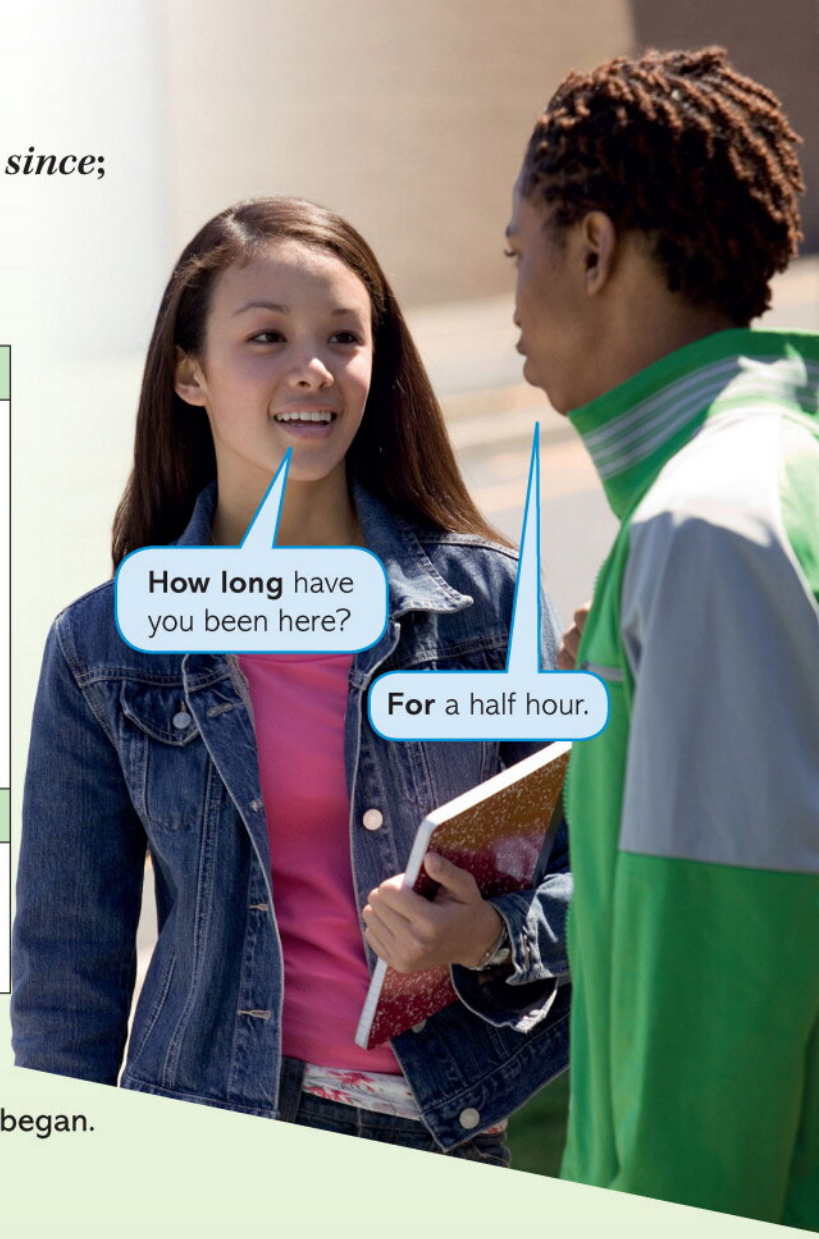
Grammar The present perfect: *for* and *since*; Information questions with *How long*

1. Study the grammar.

for and *since*
When you describe actions that began in the past and continue in the present use *for* and *since* to clarify the length of time. • Use *for* for periods of time. I've lived in Mexico City **for two years**. Have you been here long? No, only **for a few minutes**. • Use *since* when you state the time or date when the action began. Jose Luis has been in Cuenca **since last week**. My dad hasn't worked **since I was born**.
Information questions with *How long*
• Use *How long* with the present perfect to ask questions about something that began in the past and continues in the present. **How long** have you been on the island?



Language tip

- Don't use *since* if you don't say when the action began.
  Jose Luis has been in Cuenca ***for a week****.*
  NOT *Jose Luis has been in Cuenca ~~since~~ a week.*

2.06 **2. Pronunciation** Listen to the grammar examples. Repeat.

3. Read the statements. Write a check mark next to the statements that describe actions or states that continue in the present.

1. Jose Luis has been in Cuenca for a week. ☑
2. His grandparents have lived in Cuenca since 2010. ☐
3. He has visited three of the Ecuadorean World Heritage Sites. ☐
4. Our cousins in the U.S. visited Independence Hall in Philadelphia in 2004. ☐
5. Independence Hall has been a World Heritage Site since 1979. ☐
6. A river created this canyon millions of years ago. ☐

4. Complete the conversations with *for* or *since*.

1. A: Hey, Larissa, sorry I'm late! How long have you been here?
   B: Well, I've been here since 8:30. That's the time the tour began.
   A: Oh, no! It's 9:00. You've been here for a half hour! I'm so sorry.
2. A: Are you watching this documentary? This man is traveling on a really dangerous river.
   B: How long has he been in that kayak?
   A: _____ two days, I think! It's really crazy. He hasn't eaten or slept _____ he left home!
3. A: Is that a new bike?
   B: No, actually. I've had it _____ about a year. Is yours new?
   A: Yes. I've had it _____ my birthday. It'll be fun riding in this forest!
4. A: Is that volcano active?
   B: I don't think so. It says here that it hasn't erupted _____ 1960.
   A: So it hasn't been active _____ more than 50 years! That's good. Volcanoes scare me.

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5. Write statements in the present perfect with *for* or *since*.

1. I / not go hiking / last July.
   I haven't gone hiking since last July.
2. It / not rain / in the Atacama Desert / hundreds of years.
   _____
3. Hawaii / be / a U.S. state / 1959.
   _____
4. Native Americans / live / near the Grand Canyon / thousands of years.
   _____
5. People / know / about the river below the Amazon / a few years.
   _____
6. We / not see / our cousins / 2012.
   _____

6. Complete each conversation with a question with *How long*. Remember to use a capital letter and a question mark.

1. A: How long have you lived in the U.S.?
   _____ (how long / you / live / in the U.S.)
   B: Me? I've lived here for two years.

2. A: _____
   _____ (how long / Sucre, Bolivia / be / a World Heritage Site)
   B: It's been a World Heritage Site since 1991.

3. A: _____
   _____ (how long / have the giant heads of the Easter Islands / exist)
   B: For at least 500 years, maybe even more than a thousand years.

4. A: _____
   _____ (how long / the Eiffel Tower / be here)
   B: It's been here for over 120 years. Isn't it spectacular?

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Reading A travel brochure

2.07 **1. Read about Iguassu National Park. Would you like to visit? Explain your reasons.**

2. Confirm a text's content After reading the brochure, decide which of the following statements is true.

1. Iguassu Falls is the most popular tourist site in Argentina.
2. You can see Iguassu Falls from more than one place.
3. If you like to take pictures, it's probably better to visit Iguassu Falls in July than in October.

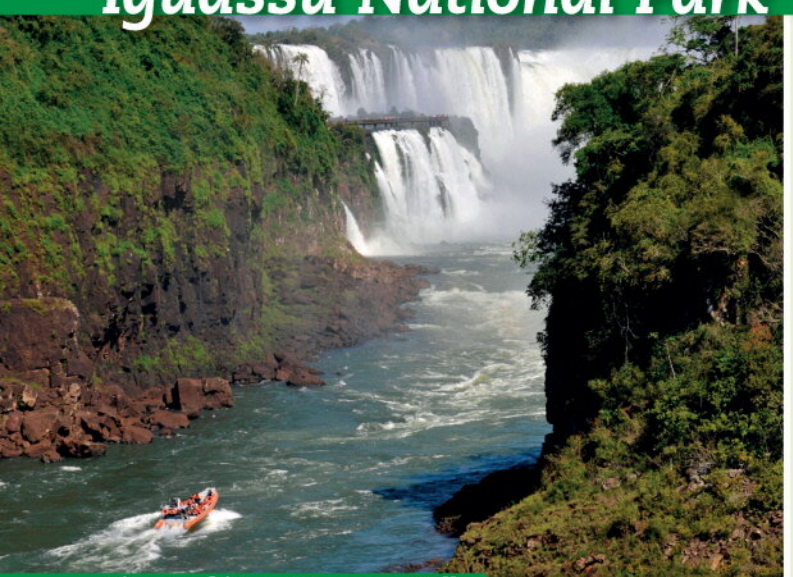
3. Find supporting details Read the brochure again. Circle T (true), F (false), or NI (no information). Underline the information in the brochure that supports each T or F answer.

1. Both Argentinean and non-Argentinean tourists visit Iguassu National Park. (T) / F / NI
2. You can visit the falls from Argentina, but not from Brazil. T / F / NI
3. May is the best month to visit Iguassu Falls. T / F / NI
4. More tourists visit the Argentinean side than the Brazilian side. T / F / NI
5. There's a canyon in the upper section of the Iguassu River. T / F / NI

My blog: Places of interest in my country

Carlos Lombardi:
Hi, guys! Jose Luis asked if we have any World Heritage Sites in our countries. Iguassu National Park is my favorite World Heritage Site in Argentina. Check out the brochure I got from the travel agent.

Iguassu National Park



River rafting at Iguassu Falls

The park is the site of the world famous Iguassu Falls, located on the Argentina–Brazil border. The waterfall system has 275 waterfalls along 2.7 kilometers of the Iguassu River. The falls divide the river into an upper and a lower section, and the water in the lower section collects in a deep canyon. Leaving the canyon, the water enters the Parana River. Hundreds of thousands of tourists from all over the world visit this popular site every year.

Quick facts:

- Tourists can see the falls from the Argentinean side or the Brazilian side.
- The name of the falls has different spellings: Iguazu (in Spanish), Iguaçu (in Portuguese), and Iguassu (in English).
- Iguaçu National Park in Brazil has been a World Heritage Site since 1987, while Argentina's Iguazu National Park has been on the list for three more years, since 1984.
- Aside from the falls, visitors can also see many species of amazing birds and animals in the subtropical rainforest, and enjoy river rafting expeditions.

Visitors take photos of the falls.

When to visit

- The best months to visit are April, May, September, or October. December through March is summer, and temperatures average from 23° to 32°C. Humidity is often more than 90 per cent – very uncomfortable!
- June through August is winter, with average temperatures from 10° to 23°C, with approximately 60 per cent humidity – so, it's sometimes cold, but usually comfortable. In winter, however, the skies are often cloudy, so your photos might not be as beautiful as on clear days.

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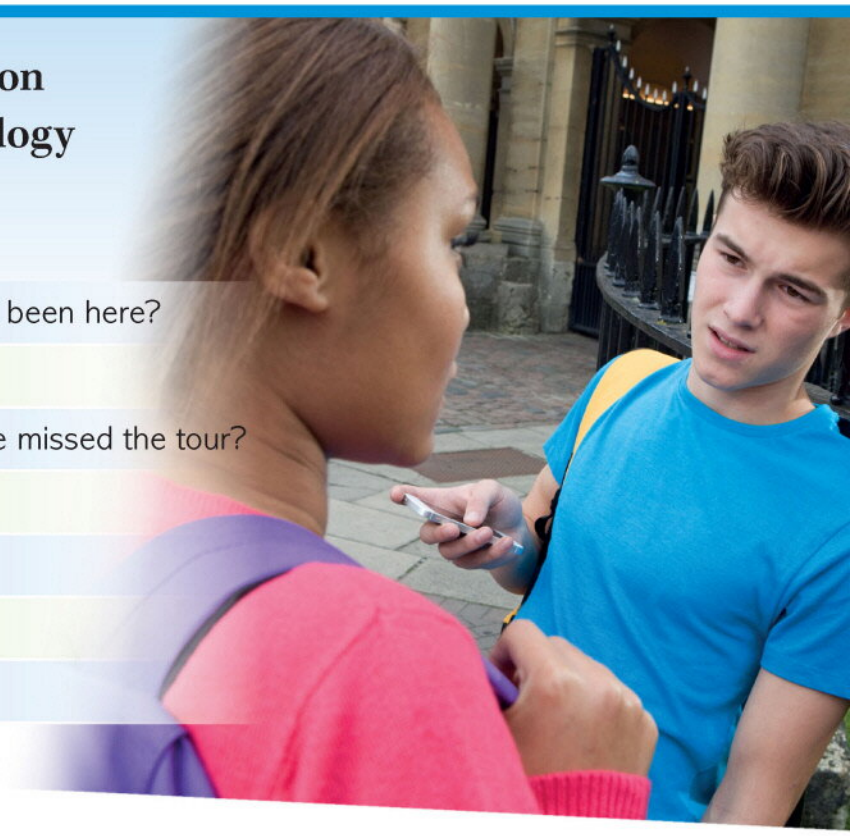
4. **Scan for information** **Complete each statement with the correct word or phrase.**

1. The Iguassu River has two …
   a. sections. b. waterfalls.
2. Tourists can see the falls from … place.
   a. one b. more than one
3. The … at the falls is more comfortable in the winter months than in the summer months.
   a. weather b. water
4. There are fewer clear days at the falls in …
   a. winter. b. summer.
5. Two popular tourist activities in the National Parks are …
   a. hiking and swimming.
   b. viewing animals and rafting on the river.
6. The Brazilian park has been a World Heritage Site for … than the Argentinean park.
   a. a shorter time
   b. a longer time

In your notebook, write which of these activities you would like to do at Iguassu: view the falls, go river rafting, or take photos of birds and animals. Explain why.

Apologize and provide a reason for being late; Accept an apology



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

A Hey, Ryan! Sorry I'm late! How long have you been here?
B For about fifteen minutes. What happened?
A I wasn't paying attention to the time. Have we missed the tour?
B Well, we missed the 3:00 tour.
A I'm so sorry. I really wanted to see the park!
B It's OK. The 4:00 tour hasn't started yet.
A Great! Let's get tickets.

2.09 **2.** **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **On the notepad, write the name of some places you have wanted to visit for a long time. Use one of those places to create a NEW conversation. Change the tour times and use your own reason for being late.**

Possible reasons for being late

I wasn't paying attention to the time.
I went to the wrong place.
I got up too late.
The bus was late.
Another reason: _____

A Hey, _____! Sorry I'm late! How long have you been here?
B For _____. What happened?
A _____. Have we missed the tour?
B Well, we missed the _____ tour.
A I'm so sorry. I really wanted to see _____!
B It's OK. The _____ tour hasn't started yet.
A Great! Let's get tickets.

Places I've wanted to visit for a long time

Bird Park
_____
_____
_____

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

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Review: Units 4–6

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

Gavin: I hear you're going on a trip next week. Where are you going?
Riley: Actually, I'm going to visit my cousins in Monterrey.
Gavin: You're going to Mexico? That's great! Are you excited?
Riley: I guess so. But I'm a little nervous about speaking to people in Spanish.
Gavin: Well, you've studied Spanish for three years now. What's the problem?
Riley: I can write in Spanish, but I'm not so good at speaking it.
Gavin: You know, you're not exactly an introvert. I'm sure you'll do fine.
Riley: You're probably right. But there's another problem.
Gavin: What's that?
Riley: I think I'm getting a sore throat. I'm worried about getting the flu.
Gavin: Oh no! I'm sorry to hear that. You should definitely see a doctor before you go.
Riley: That's a good idea.

1. Who is feeling a little nervous?
   a. Gavin.
   b. Riley.
2. Where is he going?
   a. To a city in another country.
   b. To another city in his country.
3. What is he nervous about?
   a. Meeting new people.
   b. Speaking another language.
4. How long has Riley studied Spanish?
   a. For several years.
   b. For a short time.
5. Who has an ailment?
   a. Gavin.
   b. Riley.
6. What does his friend suggest?
   a. Going to see a doctor.
   b. Going to visit his cousins.

2. Complete the statements. Use the present perfect and choose the correct personality vocabulary.

1. Joyce has never gone (never / go) surfing or scuba diving. She thinks those activities are too scary. She's not very **cautious / brave**.
2. Oscar _____ (not / watch) any of the school soccer team's games this year. He always thinks the team will lose. He's such **a pessimist / an optimist**!
3. Paula _____ (not / come) to any of my parties this year! She says she doesn't like meeting lots of new people. I think she's **an extrovert / an introvert**.
4. Billie's mom _____ (call) him three times in the last hour to see if he's OK. She's a really **calm / nervous** person!
5. Niki is so friendly and talkative. She _____ (make) lots of friends this year. She's really **an introvert / an extrovert**.
6. Michelle _____ (eat) some very strange things – even snails! She's very **cautious / brave**.

3. Write questions with *ever*. Complete the short answers.

1. Have you ever traveled to another country? (you / travel to another country) Yes, _____.
2. _____? (your grandparents / play video games) No, _____.
3. _____? (your sister / go to a rock concert) Yes, _____.
4. _____? (you / see a shark) No, _____.
5. _____? (your little brother / have an X-ray) Yes, _____.

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4. Circle the correct word to complete each statement or question.

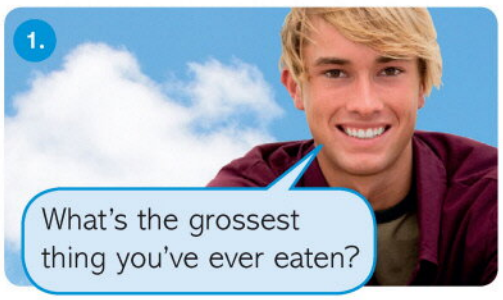
1. I haven't seen the new Tom Cruise movie **yet** / **already**, but most of my friends have **yet** / **already** seen it.
2. *Star Trek* is the best sci-fi movie I've **already** / **ever** downloaded.
3. My sister has been in the school band **for** / **since** two years.
4. I've finished doing my homework for science **yet** / **already**, but I haven't done my English homework **yet** / **already**.
5. Has the soccer team **ever** / **already** practiced for the game this Friday?
6. My brother's room is the neatest room I've **ever** / **yet** seen.
7. I've **ever** / **just** listened to that new Rihanna song. It's the best song I've **ever** / **already** heard.
8. Jason's father has been a teacher **for** / **since** 1990.

5. Complete each conversation with a question with *How long* and the present perfect. Remember to use a capital letter and a question mark.

1. A: How long have you studied English?
   B: Me? I've studied English for three years.
2. A: _____
   B: Jim? He's been a tour guide since 2013.
3. A: _____
   B: My friend Sabrina? I've known her since we were about five years old.
4. A: _____
   B: My grandmother? She's used a tablet for just a week. We got her one for her birthday!

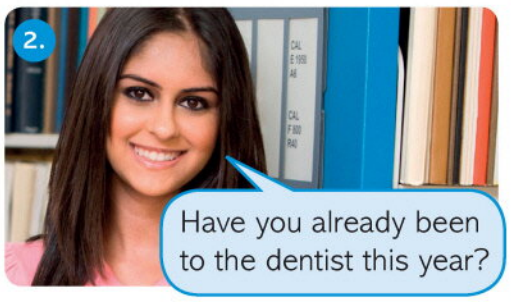
All About You

1. Write your own response to each person.



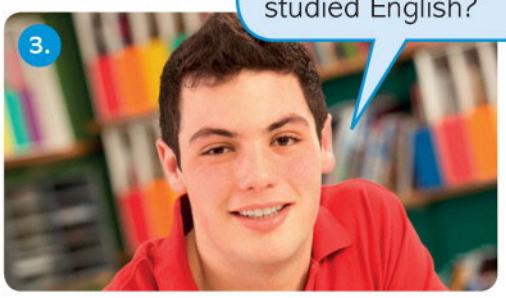
You _____

_____



You _____

_____



You _____

_____

2. Complete the personal statements.

I've never _____, but I'd like to.

I've never _____, and I don't want to.

I've _____ many times.

_____ is the best place I've ever visited.

Progress Check

✓ Check what you can do.

- ◯ Accept an apology
- ◯ Ask about and react to someone's experience
- ◯ Show concern
- ◯ Use the Unit 4–6 grammar and vocabulary

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7 I have to get the tickets!

Grammar: *have to / has to • must* and *must not*
Vocabulary: Some Olympic sports
Social language: Adapt to rules

And don't forget ...

- swimming
- gymnastics
- tennis
- volleyball
- basketball
- soccer
- kayaking

Vocabulary Some Olympic sports

2.10 **1. Look at the photos. Read and listen.**

1. boxing

2. weightlifting

3. diving

4. sailing

5. table tennis

6. judo

7. high jump

8. long jump

9. hurdles

10. 100-meter run

2.11 **2. Pronunciation Listen and repeat.**

2.12 **3. Listening comprehension Listen to the announcers at Olympic sports events. Check the sport.**

1.					✓
2.					
3.					
4.					
5.					

2.13 **4. Listening comprehension Listen to the conversations. Choose the correct event to complete each statement.**

1. They're discussing the **sailing** / **diving** event.
2. They're discussing the **weightlifting** / **high jump** event.
3. They're discussing the men's **100-meter run** / **table tennis** event.
4. They're discussing the **swimming** / **sailing** event.
5. They're discussing the women's **long jump** / **boxing** event.

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Topic Snapshots

2.14 **1. Snapshot 1** **Read and listen to facts about the history of the Olympics.**

Did you know ...?

- People in Ancient Greece used to have an athletics competition at Olympia every four years until the year 393 AD. The first modern Olympic Games were in Athens, Greece, in 1896.
- Until 1900, there were no Olympic events for women. Gradually, though, women began participating in more and more events. Since the 1960s, women have taken part in most events.
- Olympic participation continues to grow. There are now more than 200 countries that take part in the Games.
- Since 1924, the Winter Olympics have taken place every four years. The Winter Olympics feature skiing and ice skating, among other winter sports, so the Games take place in countries with cold winters.
- There are now two new kinds of Olympic Games: the Paralympic Games (for athletes with disabilities) and the Youth Olympic Games (for teenaged athletes).

2. Read each statement. Write *In the past* or *Now*.

1. Women athletes take part in most events in the Olympic games. Now
2. Most events are for male athletes only. _____
3. Lots of countries send athletes to the Olympics. _____
4. There are no Winter Olympics. _____
5. Only Greek athletes take part in the Olympic Games. _____
6. There are Olympic Games for teenagers. _____

2.15 **3. Snapshot 2** **Read and listen to the conversation.**

Carla: Oh, no! We're late!
Paul: No, we're not. The game doesn't start until 11:15.
Carla: But look at the sign. We're not going to make it.
Paul: Carla, it's only 11:00. There's time.
Carla: But we still have to buy the tickets!
Paul: You're right. Do you want to just skip the whole thing? We can watch the game on my tablet.
Carla: OK. And we can use the money we save to go get some lunch!
Paul: That sounds like a plan! Let's go.

4. Complete each statement, according to the conversation.

1. Carla thinks they're ... (a.) late. b. on time.
2. Carla doesn't think there's enough time to ... a. see the game. b. buy the tickets.
3. Spectators can't enter the stadium ... a. after 11:00. b. before 11:00.
4. Carla and Paul decide to watch the event ... a. in the stadium. b. on Paul's tablet.
5. They'll use the money they save to ... a. get lunch. b. see another event.

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Grammar *have to / has to*

1. Study the grammar.

- Use *have to / has to* + a base form to say something is necessary.
  We don't have tickets yet. We **have to buy** them.
- Use *don't have to / doesn't have to* + a base form to say something is not necessary.
  We **don't have to go** to school tomorrow. It's Saturday.

Affirmative statements			Negative statements		
I / You / We / They He / She	**have to** **has to**	**study**.	I / You / We / They He / She	**don't have to** **doesn't have to**	**study**.

Questions	
Do I **have to take** the bus to the event?	(Yes, you do. / No, you don't.)
Does Lara **have to buy** new gym shoes?	(Yes, she does. / No, she doesn't.)
When **do** they **have to get** to the stadium?	(At 9:00.)
Where **does** Amy **have to go** to get the tickets?	(At the ticket office.)
Who **do** you **have to call** if you're late?	(My dad.)
Who **has to bring** the refreshments to the game?	(Tom's parents.)

Language tip

- It's polite to provide a reason with *have to* when you say no to an invitation with *can*.
  A: *Can you meet me at 3:00?*
  B: *I'm sorry, I can't. I* ***have to*** *go to my grandma's house this afternoon.*

2.16 **2. Pronunciation** **Listen to the grammar examples. Repeat.**

3. Complete the conversation with forms of *have to*.

Ed: Ann, let's get together this week, OK? How about dinner on Monday?

Ann: Sorry, Ed, I can't. I (1) have to have (have) dinner with my mom.

Ed: Well, can you have lunch on Tuesday? I (2) _____ (be) at work until 2:00.

Ann: I wish! I (3) _____ (go) to the dentist. And then I (4) _____ (study). How about Wednesday?

Ed: Wednesday's no good. I (5) _____ (work) all day.

Ann: Well, they canceled running practice on Thursday, so I (6) _____ (do) that. Come to my house and we can watch the game. It starts at 5:00.

Ed: Unfortunately, I can't go out on Thursday. My dad (7) _____ (paint) the kitchen, and I promised to help.

Ann: Well, that leaves the weekend. Let's meet for a movie on Saturday.

Ed: It's a deal! See you at the Cine Lux at 7:00.

About you! **What time do you have to be home on weekend evenings?**

_____

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Grammar *must* and *must not* to express rules and prohibitions

1. Study the grammar.

- Use *must* + a base form to express rules and prohibitions, especially in writing and on signs. In spoken English, *have to / has to* is more common for expressing rules.

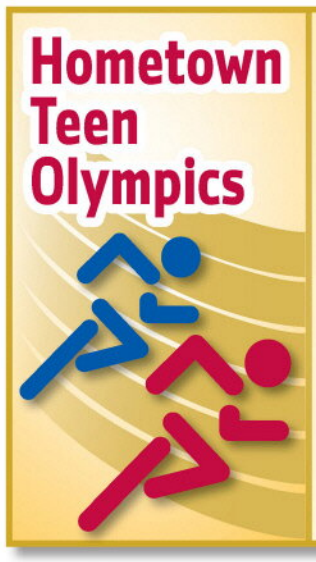
• For questions about rules, use *have to / has to,* not *must.* Do we **have to bring** two uniforms to the event?
• Use negative statements with *must* to express *prohibition.* Students **must not be** late for the exam = It's prohibited (against the rules) to be late.

Language tip

- Always use a base form, not an infinitive, after *must.*
  *Passengers **must be** at the airport one hour before their flight.*
  NOT *Passengers ~~must to be~~ at the airport one hour before their flight.*

2.17 **2. Pronunciation** Listen to the grammar examples. Repeat.

3. Complete the rules with *must* or *must not.*



Athletes...

(1) must check the updated schedule online every morning and evening.

(2) _____ be late for their event. Players who are late can't play in the event.

(3) _____ be at school one hour before their event for pre-game practice.

(4) _____ text their coaches the night before their event to confirm that they are OK to play.

(5) _____ come to school in the team uniform, ready to play. Athletes _____ wear street clothes to school on the day of their event.

(6) _____ bring any mobile devices to school the day of their event.

Note: If you are sick and will miss your event, get a letter when you are better from your doctor saying you are OK to play. You (7) _____ come to the next event without a doctor's letter. No exceptions!

4. Circle the correct verb phrases and sports from the Vocabulary.

1. A: We **don't have to** / **must not** wear the team bathing suits for **diving** / **weightlifting** practice, right?
   B: Right. But we **have to** / **must to** wear them for the diving competition.
2. A: Hey! The sign says, "Athletes **must not** / **don't have to** wear shoes for the **100-meter run** / **judo** practice."
   B: Oops! You're right. I forgot I **have to** / **must** take my shoes off.
3. A: Mr. Barber, do we **have to** / **must** bring our own rackets to the **hurdles** / **table tennis** event?
   B: Please bring your own.

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Reading A newspaper article

2.18 **1. Read the article about the Jamaican bobsled team. What is surprising about the team?**

2. Identify the main idea After reading the article, choose the statement that expresses its main idea.

1. Jamaica is a tropical country with no snow or ice.
2. Pushcarting is similar to bobsledding.
3. You don't have to come in first to be a success.

3. Understand meaning from context Read the article again and find the words from the list. Complete each statement.

compete race root for shocked similar ~~underdogs~~

1. Underdogs are teams or athletes that people expect will lose.
2. A _____ is a kind of competition.
3. A word that means "almost the same" is _____.
4. A verb that means take part in a contest or game is _____.
5. When you _____ a team, you want the team to win.
6. An adjective with the same meaning as "surprised" is _____.

Pushcarting

WINTER OLYMPICS UNDERDOGS

Does a country have to have lots of snow and ice in order to send athletes to compete in the Winter Olympic Games? Not necessarily!

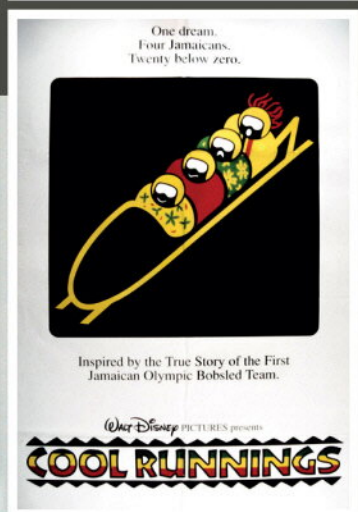
Jamaica, a tropical country with no snow or ice, first entered a team in the bobsled event in the 1988 Olympic Games in Calgary, Canada. Since then, a Jamaican team has competed in several Olympic Games and continues competing today. There is even a famous movie, *Cool Runnings*, about the team.

How and why did a Jamaican team enter a sport that they couldn't easily practice at home? There are two factors that encouraged the Jamaicans: Jamaica has almost always entered fast runners in the Olympics, and every year there is a big pushcart race in Jamaica. Pushcarting is similar to bobsledding: athletes have to run and push the cart fast and then jump onto it. So maybe the idea wasn't so crazy!

When the Jamaicans arrived at the 1988 Olympics, the world was shocked. They were the underdogs: no one thought they could win. Unfortunately, the team didn't finish the race because their sled crashed. But their story became world famous, and the Jamaican bobsled team keeps trying. The world is rooting for them to win an Olympic Gold Medal one day.

What has the story of the Jamaican bobsled team taught us? You don't always have to win to be a success.

Jamaica's 1988 bobsled team



The team in a race

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4. **Confirm a text's content** **Write a check mark for the statements that are true, according to the article.**

1. You have to be a good runner to be good at bobsledding. ✓
2. A Jamaican pushcart team won a gold medal in the Olympics. ☐
3. The Jamaican Bobsled Team won the gold medal in 1988. ☐
4. Jamaicans don't practice on snow at home. ☐
5. In 1988, the Jamaican bobsled crashed, and the Jamaicans lost. ☐
6. Today, Jamaica doesn't have a bobsled team. ☐

About you! **What's your favorite Olympic sport? In your notebook, explain why.**

Teen 2 Teen — Adapt to rules

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

A Oh, no! We can't go kayaking. We have to wear bathing suits!

B Are you sure?

A Definitely. The sign says, "Renters must wear bathing suits."

B Well, I guess we should call home. Maybe my mom can bring the bathing suits.

A That sounds like a plan!

2.20 **2.** **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **Choose a sign and use it to create a NEW conversation. Use the ideas for what you can do to solve the problem.**

Possible solutions

- borrow … from someone
- get … and come back later
- rent …
- call …
- Another idea: _____

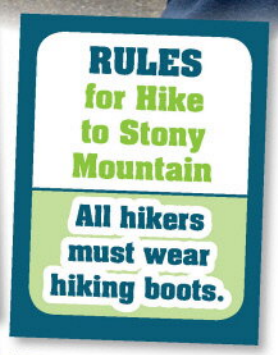
A Oh, no! We can't go _____.
We have to _____!

B Are you sure?

A Definitely. It says, "_____ must _____."

B Well, I guess we should _____ _____.

A That sounds like a plan!



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

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8 That might be a good idea.

Grammar: *be supposed to* • *might* for possibility
Vocabulary: Ways to protect the environment
Social language: Remind someone of expected behavior

Topic Snapshots

2.21 **1.** **Snapshot 1** **Read and listen to the recycling checklist. Check the things you recycle.**

What can you recycle?

☐ **Food products**
Put egg shells, coffee grounds, tea bags, fruits and vegetables, and other leftover food from meals into a compost bin outside.

You can use leftovers to make garden soil so you can grow your own vegetables.

☐ **Glass and plastic**
Put glass and plastic bottles for milk, juice, soda, and water in special recycling bins. You can also recycle certain plastic food containers if they have the recycle symbol on them.

☐ **Aluminum**
After drinking soda and juice from cans, recycle them. You can also recycle old bikes and other metal products made of aluminum.

☐ **Paper products**
Tie newspapers, magazines, old letters, printer paper, and empty food boxes together and recycle them.

☐ **Electronic products**
Some electronics stores will take your old TVs, phones, computers, and more.
Don't put these in the garbage!

2. **Choose the correct answer, according to the checklist.**

1. If we recycle food, what can we do with it?
   a. Use it to make garden soil.
   b. Use it to make paper.
2. Can you recycle all plastic food containers?
   a. Yes, you can.
   b. No, you can't.
3. What should you do with old paper products before you recycle them?
   a. Tie them together.
   b. Put them in the garbage.
4. Are soda or juice cans the only way to recycle aluminum?
   a. Yes. You can only recycle soda and juice cans.
   b. No. You can also recycle old bikes and other products.
5. Should you put old electronic products in the garbage?
   a. Yes, you should.
   b. No, you shouldn't.

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2.22 **3. Snapshot 2 Read and listen to the conversation.**

Dad: Who left the water running?

Gary: Oops. I guess I forgot.

Dad: Gary, you're wasting water. Think about the environment. What if everyone left their water running?

Gary: You're right, Dad.

Dad: And don't forget to recycle that soda can, OK? We're not supposed to put soda cans in the regular garbage.

Gary: OK. Hey, you know what? Maybe I should write a note and put it over the garbage can. That might help us all remember.

Dad: Excellent idea!

A recycling bin

4. Circle T (true), F (false), or NI (no information), according to the conversation.

1. Gary's dad never leaves the water running. **T / F / NI**
2. Gary didn't remember to do something. **T / F / NI**
3. They're supposed to recycle newspapers. **T / F / NI**
4. They're not supposed to recycle soda cans. **T / F / NI**
5. Wasting water is good for the environment. **T / F / NI**
6. A note might help them remember to recycle. **T / F / NI**

Vocabulary Ways to protect the environment

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

1. recycle bottles

2. reuse shopping bags

3. use less water

4. pick up litter

2.24 **2. Pronunciation Listen and repeat.**

2.25 **3. Listening comprehension Listen to the conversations. Complete the statements.**

1. They're going to reuse _____ their _____.
2. They're going to _____ after school.
3. They're going to _____ their _____.
4. They should _____.

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Grammar *be supposed to*

1. Study the grammar.

- Use *be supposed to* + a base form to express an expectation of correct behavior.

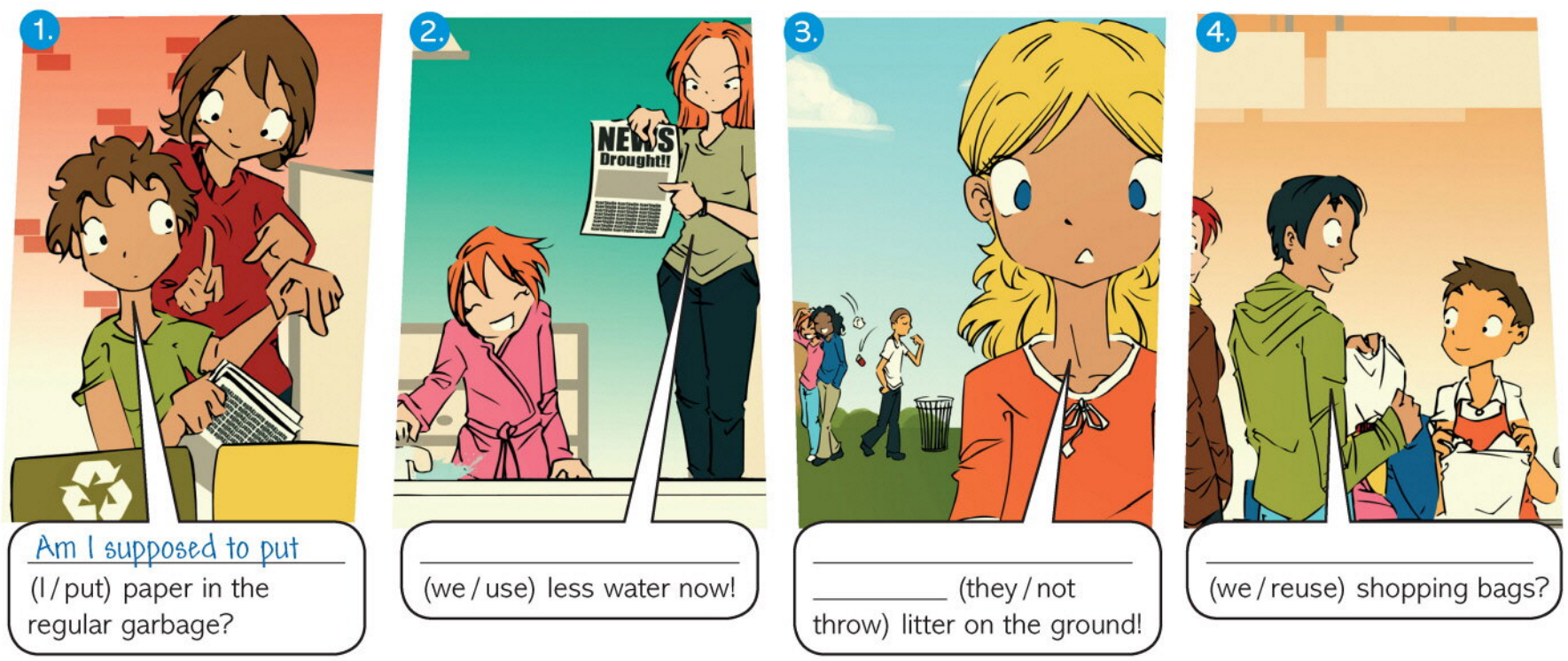
Affirmative statements
We'**re supposed to** **use less** electricity!
Negative statements
You'**re not supposed to** **put** cans in there.
***yes / no* questions**
Are we **supposed to** **recycle** glass bottles?

2.26 **2. Pronunciation Listen to the grammar examples. Repeat.**

2.27 **3. Listening comprehension Listen to the conversations and complete the statements. Use affirmative or negative forms of *be supposed to*. Use contractions.**

1. She's supposed to _____ come home before 6:00.
2. They_____ call their mom now.
3. He_____ eat here.
4. They_____ wear their Recycling Day T-shirts tomorrow.
5. He_____ text his friends in class.

4. Look at the pictures. Use the cues to write statements and questions using *be supposed to*.



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Grammar *might* for possibility

1. Study the grammar.

- Use *might* + a base form to express possibility.

We **might meet** after school to pick up litter.
(= It's possible that we'll meet after school.)
He **might forget** to put cans in the recycling bin.
(= It's possible that he'll forget.)

- Use *might not* to express a negative possibility.

They **might not use** paper bags at this store.
(= It's possible they don't use paper bags.)
If we waste water now, we **might not have** enough water later.
(= It's possible we won't have enough water.)

2.28 **2. Pronunciation** Listen to the grammar examples. Repeat.

3. Complete each statement, using *might* and the base form.

1. We might ride (ride) our bikes to the park if the weather is good.
2. Making small changes at home _____ (be) good for the environment.
3. If we take showers instead of baths, we _____ (use) less water.
4. We _____ (not / have) time to pick up litter today.
5. If we recycle paper now, they _____ (not / have to / cut) down so many trees.

4. Complete the conversations, using *might* or *might not*.

1. A: What are you going to do tomorrow?
   B: I might stay home and do my homework. (I / stay home / and do my homework)
2. A: Are you going to come to the meeting about recycling?
   B: _____. (I / come) I have a lot of homework today.
3. A: Are you going to recycle that soda bottle?
   B: Yes, _____. (I / reuse / it for water instead)
4. A: Where is the Environment Club going to meet this morning?
   B: Actually, _____. (the club / meet / today) We're all too busy.
5. A: Why are we using less water right now?
   B: Because _____. (there / be / a drought in the future)
6. A: When are you going to start recycling your old newspapers?
   B: Actually, _____. (we / start / recycling them today)

Write about two things you might do today.

I might go to the mall after school.

_____

_____

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Reading An informational leaflet

2.29

1. Read the leaflet. What is a landfill?

2. Identify the main idea After reading the leaflet, check the statement that expresses its main idea.

1. Cities need to manage their landfills well to protect the environment. ☐
2. Some landfills are really huge. ☐
3. In some landfills, people look for reusable materials. ☐
4. Landfills can cause problems for the environment. ☐

What are we supposed to do with all that garbage?

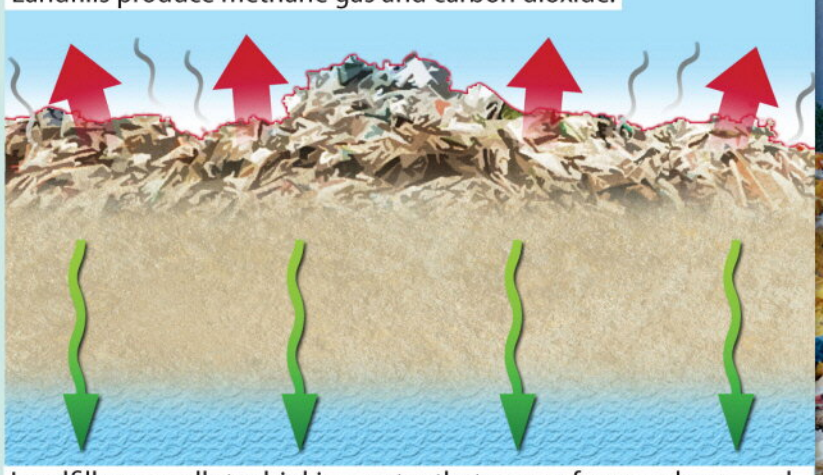
At school, you finish lunch in the cafeteria, and the paper plates and napkins, the plastic cups and forks, the cans or bottles, and everything you didn't eat, all go into the garbage. At home, you take out the garbage and someone takes it away. Then what? What happens to all that stuff? Multiply that by the number of people in your city, and that's a lot of garbage every day!

Cities are supposed to manage their garbage, and most of a city's garbage ends up in a huge landfill. The city might burn some of the garbage. And it might decide to recycle some of it. But most of the garbage stays in that landfill year after year, and the landfill just gets bigger and bigger. Some landfills are almost as high as mountains.

But here's the issue. Landfills might cause more problems for the environment than they solve:

1. The water we drink comes from under the ground. A landfill might pollute that water so people can't drink it safely.
2. Burning mountains of garbage contributes to air pollution. However, even if a city doesn't burn its garbage, landfills still produce harmful methane gas and carbon dioxide.
3. All that garbage attracts animals and insects, such as rats and flies. Many people worry that this might spread disease.
4. Landfills are just plain ugly! There are few things as ugly as a landfill.

Landfills produce methane gas and carbon dioxide.



Landfills can pollute drinking water that comes from underground.

Nevertheless, in spite of their disadvantages, landfills can also be good places to find materials for recycling. At some landfills, cities recycle the gases so they can use them to produce energy to run factories. At others, city workers look for reusable materials and things the city can recycle.

Today, many people are separating recyclable materials such as paper, glass, and plastic before they go into the garbage and end up in a landfill. If more people do this, it might reduce the negative impact of landfills.

Langloovesh

3. **Confirm a text's content** **Circle T (true) or F (false), according to the leaflet.**

1. If a city doesn't manage a landfill well, it might cause air and water pollution. T / F
2. A landfill might attract animals and diseases. T / F
3. Some landfills are really beautiful. T / F
4. A landfill can produce energy for factories. T / F
5. It's a good idea to recycle garbage before it goes to a landfill. T / F

In your notebook, write some ways you can reduce the negative impact of a city's landfill.

Remind someone of expected behavior

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

A Hey, Kevin, did you leave the lights on?

B Oops. I guess I did.

A Don't worry. Sometimes I forget, too.

B Well, thanks for reminding me. I know we're supposed to use less electricity.

A Actually, it might be a good idea to put up a note. Then everyone will remember.

2.31 **Ways to reassure**
Don't worry.
It's OK.
No problem.

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

3. **Guided conversation** **Look at the mistakes on the notepad. Write an expected behavior for each one. Then choose one and create a NEW conversation, practicing *be supposed to*.**

A Hey, _____, did you _____?

B Oops. I guess I did.

A _____. Sometimes I forget, too.

B Well, thanks for reminding me. I know _____.

A Actually, it might be a good idea to put up a note. Then everyone will remember.

1. **Mistake:** leave the lights on
   Expectation: We're supposed to use less electricity.
2. **Mistake:** leave the water on
   Expectation:
3. **Mistake:** throw your soda cans in the garbage
   Expectation:
4. **Mistake:** leave the TV on
   Expectation:

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

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9 You don't believe that, do you?

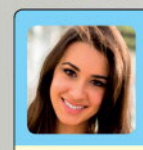
Grammar: Tag questions: present • Tag questions: past
Vocabulary: Personal care products
Social language: Express disbelief

Topic Snapshot

2.33

1. Read and listen to the posts.

Teen2Teen Friends



Carmela:
Hey, guys. I'm studying advertising techniques in my social studies class this year. Have a look at these ads from the Internet, and let me know which products look good to you.

Abby: Thanks, Carmela! I'd really like a product like Clear Skin because I actually have skin problems. But two hours doesn't sound very realistic, does it? So I guess I like the product, but I don't believe the claim. What do the rest of you guys think?

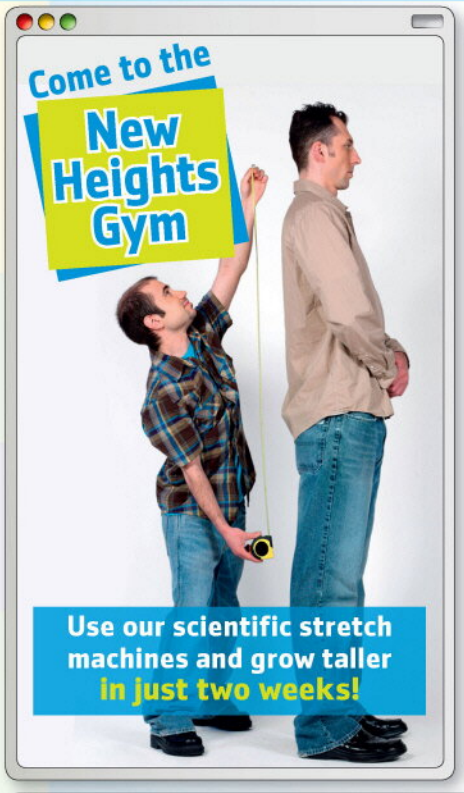
Carlos: I hate to say it, but I think Clear Skin's claim is ridiculous. It's important to think before spending money on a product that won't work.

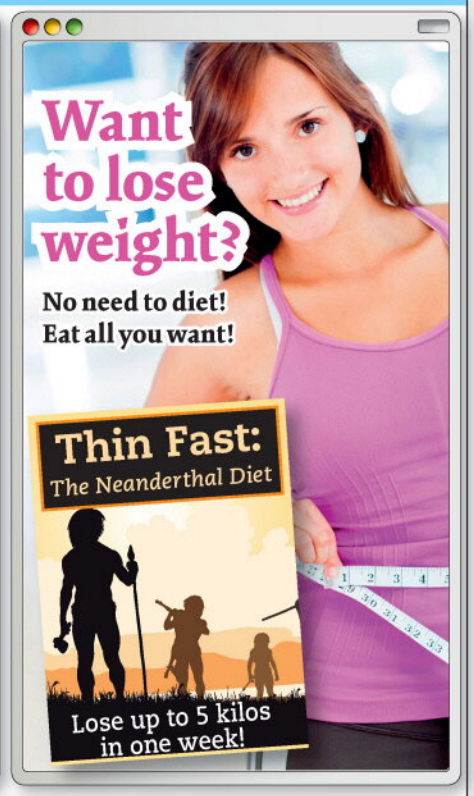
Chen: Well, I'm not fat, but I'd like to lose a little weight, so I think the *Neanderthal Diet* book sounds great. It says you don't have to diet! Dieting is so unhealthy.

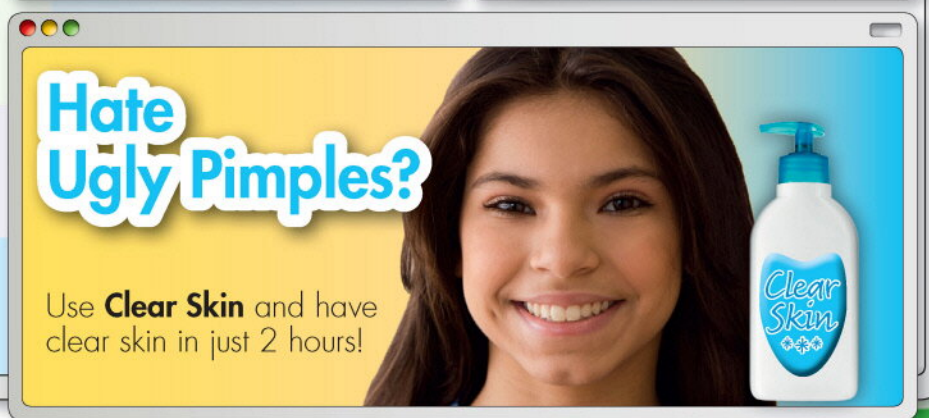
Carlos: Come on, Chen! You don't believe that, do you? It's called the Neanderthal Diet. Hello! How do they even know what Neanderthals ate? They should call that book *Think Fast*, not *Thin Fast*! And the New Heights Gym? That's the most ridiculous claim of them all.

Chen: I guess you're right. Now that I think about it, Carmela, I guess all these ads are a little silly. I don't want any of these products!

Carmela: Thanks, guys! That'll help me with my project. The kids on Teen2Teen are pretty smart.







2. Complete each statement with the name of a Teen2Teen Friend.

1. Abby has pimples and would like to have better skin.
2. _____ thinks the Clear Skin ad is ridiculous.
3. _____ thinks dieting is unhealthy.
4. _____ doesn't believe the claim in the New Heights Gym ad.

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Vocabulary Personal care products

2.34 **1. Look at the photos. Read and listen.**

Personal Hygiene

1. soap

2. deodorant

3. shampoo

4. toothpaste

Skin Care

5. body lotion

6. shaving cream

7. sunscreen

8. face wash

Hair Styling

9. hair gel

10. hair spray

Cosmetics

11. makeup

12. nail polish

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

3. Complete each statement with a personal care product from the Vocabulary.

1. If you want to smell nice (even after soccer practice!), use deodorant every day.
2. A lot of girls and women use _____ on their faces, even if they are already beautiful.
3. If your skin is dry, _____ can help.
4. Washing your hands with _____ several times a day can help prevent a cold.
5. My dad says I can borrow his _____. I don't really need to shave every day yet, but I like to practice.

2.36 **4. Listening comprehension Listen to the ads. Write the kind of personal care product each ad is selling.**

1. hair spray
2. _____
3. _____
4. _____
5. _____
6. _____

Do you use any personal care products? Which ones?

_____

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Grammar Tag questions: present

1. Study the grammar.

- Use a tag question at the end of a statement to confirm information.
- Use a negative tag with an affirmative statement.
- Use an affirmative tag with a negative statement.

Affirmative statements	Negative statements
I'm late, **aren't I?**	I'm not late, **am I?**
You're Justin, **aren't you?**	You're not Justin, **are you?**
He's in the band, **isn't he?**	He isn't in the band, **is he?**
They speak Chinese, **don't they?**	They don't speak Chinese, **do they?**
She has a pet cat, **doesn't she?**	She doesn't have a pet cat, **does she?**
Short answers to tag questions	
This brand of hair gel is great, isn't it? (Yes, it is. / No, it isn't.)	
You don't use hair spray, do you? (Yes, I do. / No, I don't.)	

Language tips

- Always contract negative tag questions.
  It's raining, isn't it? **NOT** *It's raining, ~~is it not~~?*
- Always use subject pronouns, not nouns or names, in tag questions.
  Mr. Ade is your teacher, isn't he?
  NOT *Mr. Ade is your teacher, isn't ~~Mr. Ade~~?*

2.37 **2. Pronunciation** **Listen to the grammar examples. Repeat.**

3. Choose the correct tag question to complete each statement.

1. Awesome Nails is the best nail polish,
2. Budget Brand personal care products aren't very good,
3. Sean uses hair gel every day,
4. Mom, I'm getting the *Neanderthal Diet* book for my birthday,

a. are they?
b. aren't I?
c. isn't it?
d. doesn't he?

4. Circle the correct tag questions to complete the conversations.

1.

A: Jason doesn't use shaving cream, **does he?** / **isn't it?**
B: No. I don't think he does. Maybe he's buying it for his dad.

2.

A: Burn-No-More sunscreen really works, **isn't it?** / **doesn't it?**
B: Yes, I think it does.

3.

A: My new shampoo is awesome, **isn't it?** / **doesn't it?**
B: No offense, Lily, but no, it isn't.

4.

A: Face washes don't prevent pimples, **do they?** / **aren't they?**
B: My doctor says they don't. But they help clear them up.

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5. Complete each conversation with a tag question and a short answer.

1. A: You use Miracle brand hair gel, don't you?
   B: Yes, I do.
2. A: Oops. I'm too late to buy sunscreen, _____? I'm going to the beach really early tomorrow.
   B: Well, actually yes, _____. The stores are closed. But you can use mine.
3. A: Exercising makes you really strong, _____?
   B: Yes, _____, especially if you exercise every day.
4. A: This store doesn't sell nail polish, _____?
   B: No, _____. I'm sorry.
5. A: This is the body lotion you like, _____?
   B: No, _____. I like Sweet Skin better. You should try it.

Grammar Tag questions: past

1. Study the grammar.

Affirmative statements	Negative statements
I was late yesterday, **wasn't I?**	I wasn't late yesterday, **was I?**
It was very rainy yesterday, **wasn't it?**	It wasn't very rainy yesterday, **was it?**
She bought the makeup, **didn't she?**	She didn't buy the makeup, **did she?**
You used all the hair spray, **didn't you?**	You didn't use all the hair spray, **did you?**

This hair gel was expensive, **wasn't it**?

2.38 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Write statements with tag questions and short answers. Use the past of *be* and the simple past tense. Don't forget to use commas and question marks.

1. Your brother / buy / hair gel for the party
   Your brother bought hair gel for the party, didn't he?
2. Joanna / not shop / for cosmetics at the mall
   _____
3. The Clean Feeling toothpaste / not be / too expensive
   _____
4. There / be / a few brands of shampoo at the cosmetics store
   _____
5. They / not have / the body lotion with the flower on the bottle
   _____
6. It be / crazy / to buy two kinds of face wash
   _____
7. Your mom / not use to buy / makeup when she / be a teenager
   _____

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Reading A report

2.39 **1. Read Carmela's report on Teen2Teen Friends. What do advertisers think about when they create ads for teens?**

2. Identify the main idea After reading the report, choose the statement that expresses its main idea.

1. Teens spend a lot of time online.
2. Use critical thinking skills before believing an ad's claims.
3. Advertisers pay to put their brands in TV programs and movies.

3. Understand meaning from context Read the report again. Choose a word or phrase to complete each statement.

1. When you're online, you might see **pop-up ads** / **TV programs** on the side of the screen.
2. Teens spend a lot of time in digital environments such as **social media sites** / **advertisements**.
3. Coca-Cola and Apple are two examples of **advertisers** / **brands**.
4. When advertisers promote a product, they are trying to **sell it** / **buy it**.
5. Product placement is one kind of **claim** / **advertisement**.
6. When you are **gullible** / **skeptical**, you believe everything you see.
7. A skeptical person **doesn't think** / **thinks** before believing an advertiser's claims.

Open question: Do you have a school project you'd like to share?

Carmela: Hey, guys. Here's my report about advertising techniques. Thanks for your help!

Think critically when you see an ad

If you are a teen between the ages of twelve and seventeen, advertisers know how to find you and how to promote their products to you. Teens see thousands of advertisements every day: in magazines, on outdoor signs, as pop-ups online, and on TV. Some ads don't even appear to be ads; advertisers hide them in TV programs and movies in a practice called "product placement." We see our favorite actor using a company's brand of computer or drinking a certain brand of soda, and this makes us think the product is cool.

Advertisers understand how to motivate teens to buy. They know that people in our age group are sensitive about our appearance and want to have the coolest products. And advertisers know that we spend much of the day in a digital environment, so they put ads online, especially on social media sites. They can also see the recommendations we make when we hit "Like."

Many ads make untrue claims, and the products are often a waste of money. Learn to look at each ad critically so you can make a good decision to buy or not buy the product.

We see ads on outdoor signs every day.

Pop-up ads sell products online.

Be "ad savvy"

1. Advertisers know it's easy to make us worry about our weight, our skin, our height, and the clothes we wear. Check to see if the ad uses pictures or words that make you feel bad about your appearance.

2. Don't be gullible. If a claim sounds too good to be true, it probably is. Instead, be skeptical: think carefully before you believe a claim that the advertiser says is a "miracle" or guaranteed.

3. Recognize product placement. When you see a brand name in a TV program or a movie, remember that it's not accidental; an advertiser paid to put that brand in front of your eyes.

Langooyesh

4. **Confirm a text's content** **Circle T (true), F (false), or NI (no information), according to the report.**

1. Advertisers know how to sell to teens. (T) / F / NI
2. The most effective ads are pop-up ads. T / F / NI
3. Advertisers understand what teens worry about. T / F / NI
4. Teens are more gullible than adults. T / F / NI
5. When you see a product in a movie, an advertiser probably wants you to see it. T / F / NI

About you! **In your notebook, describe the best ad you've ever seen. Explain why it was so good.**

Express disbelief

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

A Hey, Carly. Look at this ad for Hollywood Shampoo.
B OK. What about it?
A It says you can have long hair in just one month.
B That's crazy. You don't believe that, do you?
A Why not? They say it's guaranteed.
B Paula, think. It says in just one month. Do you really think that's possible?
A I guess not. It is pretty silly.

2.41 **Ways to express disbelief**
That's crazy.
That's ridiculous.
That's silly.
That's illogical.
That's impossible.

2.42 **2.** **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **Choose an ad and use it to create a NEW conversation. Change the way you express disbelief.**

A Hey, _____. Look at this ad for _____.
B OK. What about it?
A It says you can _____ in just _____.
B _____. You don't believe that, do you?
A Why not? They say it's guaranteed.
B _____, think. It says _____. Do you really think that's possible?
A I guess not. It is pretty _____.

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

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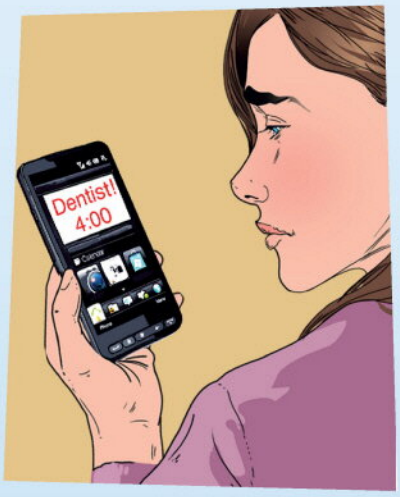
Review: Units 7–9

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

Tina: Oops. I think I forgot to turn off the TV! We have to go home.
Nick: Oh, Tina! We're almost at the beach now. Are you sure you forgot?
Tina: Definitely. Let's go back. We use way too much electricity in our house.
Nick: You don't really think that, do you?
Tina: Of course I do! We use a ton of electricity. Listen, you don't have to come with me. Have some lunch, and I'll meet you later, OK?
Nick: No problem. I'll go with you. We can have a quick lunch at home and save a little money. We'll go to the beach after that.
Tina: That sounds like a plan!

1. What did Tina forget to do?
   a. Go back.
   b. Turn off the TV.
2. What does Tina suggest?
   a. She can go home alone.
   b. Nick should go home.
3. What's a problem, in Tina's opinion?
   a. They're supposed to use too much electricity.
   b. Their family uses too much electricity.
4. What do they decide to do?
   a. To eat lunch at home and go to the beach later.
   b. To eat lunch when they get to the beach.

2. Complete each statement, using a form of *have to*.



1. They can't watch TV right now because they have to do their homework.
2. The students can't hang out tonight because they _____ their project.
3. She's worried because she _____ to the dentist at 4:00 to get a filling.
4. He can't go out with his friends because he _____ his little brother.

3. Complete each statement or question with correct forms of *have to* or *must*.

1. What time … meet your dad for dinner tonight? a. do you have to b. must you c. do you have
2. The law says that all passengers in the car … wear seat belts. a. has to b. they must c. must
3. The rule is students … bring a note from their parents if they want to go on the trip. a. must to b. must c. has to
4. Do your classmates … take the bus to the stadium? a. must b. have to c. having
5. Don't his parents always say he … use less electricity? a. has to b. have to c. must to

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4. Complete each statement with the correct present or past tag question. Complete each short answer.

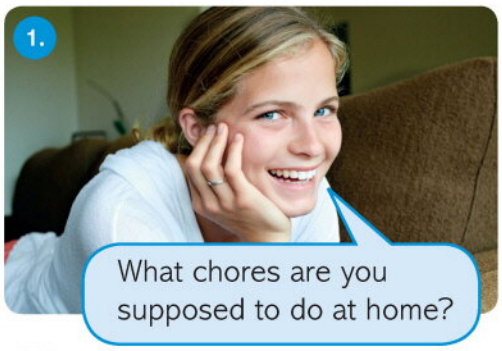
1. A: They sell great athletic shoes here, don't they ?
   B: Yes, they do .
2. A: The kids on the soccer team don't have to get to school early on the day of the game, _____?
   B: No, _____.
3. A: Lara's dad made a great dinner for her birthday, _____?
   B: Yes, _____.
4. A: Jose Luis's photos of Ecuador on Teen2Teen Friends were fantastic, _____?
   B: Yes, _____.
5. A: You don't have to babysit this Friday, _____?
   B: No, _____.
6. A: Your sisters turned off all the lights before they went out, _____?
   B: No, _____.

5. Rewrite the statements, correcting the errors with *be supposed to* and *might*.

1. We not might win the game tomorrow. We might not win the game tomorrow.
2. They supposed to speak only English in English class. _____
3. Our family might to go to Quito on our next vacation. _____
4. They're not supposed to go hiking without good hiking boots. _____
5. Do you supposed to wear a seat belt when you're in a car? _____
6. If the weather is terrible, we don't might go to the beach. _____

All About You

1. Write your own response to each person.

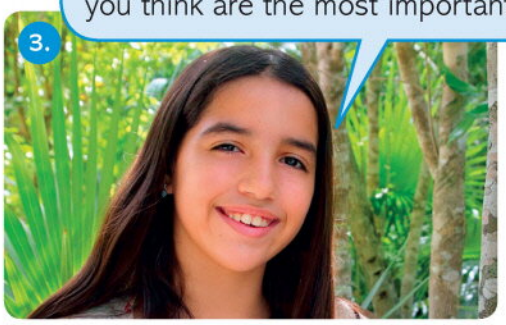


You _____

_____

You _____

_____



You _____

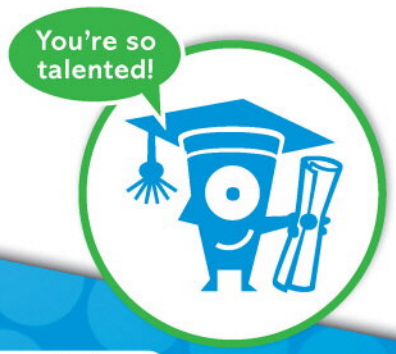
_____

2. Complete the personal statements.

I **like** / **don't like** most ads because _____.

At home, my family recycles _____.

My favorite Olympic sports are _____.



Progress Check

✓ Check what you can do.

- ◯ Explain rules to someone
- ◯ Remind someone of expected behavior
- ◯ Express disbelief
- ◯ Use the Unit 7–9 grammar and vocabulary

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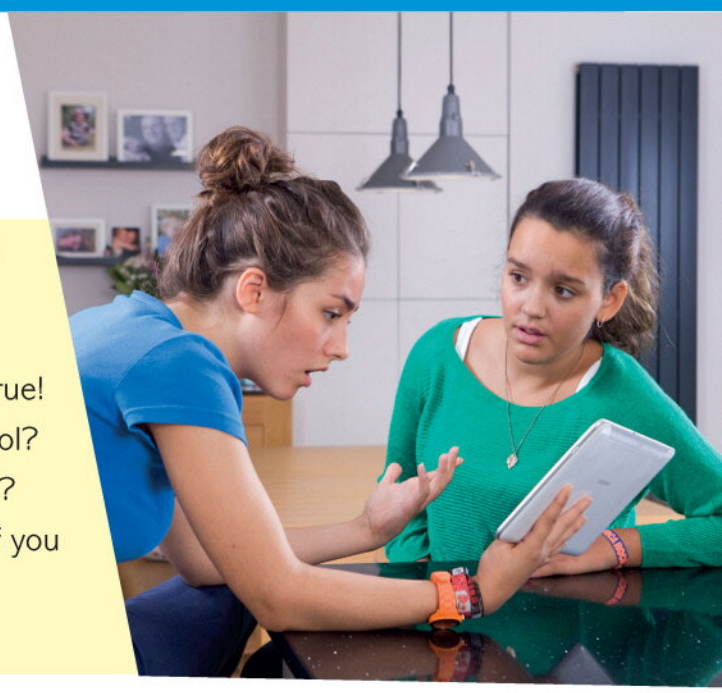
10 We should say something.

Grammar: Indefinite pronouns: *someone, no one, anyone • something, nothing, anything*
Vocabulary: Bullying
Social language: Express regret about not speaking up

Topic Snapshots



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

Bree: I can't believe this! Someone just posted something terrible about me again!
Sherry: Again? What does it say?
Bree: It says all kinds of things about me that just aren't true!
Sherry: Well, who do you think posted it? Someone at school?
Bree: I don't know. Do you think I should post a comment?
Sherry: Actually, no. I don't think you should say anything. If you ignore bullies, they just lose interest after a while.
Bree: I guess you're right. Thanks!

2. Circle the correct options to complete the statements.

1. Someone posted comments about **Bree** / **Sherry** online.
2. This **was** / **wasn't** the first time.
3. The person who posted this **is definitely** / **might be** someone from school.
4. Sherry thinks Bree **should** / **shouldn't** post a comment to reply.
5. Sherry calls the person a bully because that person **made Bree feel bad** / **is online**.

2.44 **3. Snapshot 2 Read and listen to three students' experiences.**

Norma, 15

"I changed schools last year, and some girls weren't very friendly. When I said hello, they didn't say anything back. Sometimes they laughed at the clothes I wore. I felt so bad, I just didn't want to come to school. Luckily, I met some really nice kids who made me feel welcome. That helped a lot."

Tristan, 16

"Some guys in my neighborhood were bullying me all the time. So then I started giving kids here at school a hard time. I said I was going to hurt them. It made me feel stronger and more important. But then a good friend reminded me how I felt when those guys in my neighborhood were bullying me, so I don't pick on other kids anymore."

Beth, 16

"My friend Krista was saying mean things about Mona, a girl in our class. She was telling everyone that Mona wore too much makeup and had ugly clothes. I told Krista I didn't like that, and I invited Mona to hang out with me and my other friends. I'm glad I said something to Krista about it."

4. Read the statements. Write *Norma*, *Tristan*, or *Beth*.

1. This person was bullying other kids. Tristan
2. Someone was bullying these two people. _____ and _____
3. This person asked someone to stop bullying others. _____
4. This person's friend was saying bad things about someone. _____
5. Someone was nice to this person. _____

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Vocabulary Bullying

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

1. gossip about someone

2. tell a lie about someone

3. ignore someone

4. tease someone

5. play a joke on someone

6. threaten someone

2.46 **2. Pronunciation Listen and repeat.**

3. Choose the Vocabulary words and phrases that best complete each description.

1. Nick is telling everyone that Lisa is my girlfriend. That's not true! He needs to stop **telling lies about** / **threatening** me!
2. No one says hello to me. Why is everyone **threatening** / **ignoring** me?
3. Mark told Garret he's going to do something bad to him if Garret doesn't give him money for lunch. He needs to stop **threatening** / **playing jokes on** people!
4. Mindy tells everyone about my problems at home. People shouldn't **tease** / **gossip about** their friends. It's not right!
5. Yuck! Who put salt in my soda? It's not nice to **tease** / **play jokes on** people!
6. Greg always laughs at me in gym class and says I'm not good at sports. I really don't like it when he **teases** / **plays jokes on** me in front of other people.

4. Look at Exercise 3 on page 70 again. Complete each statement about the three students, using the Vocabulary.

1. Sometimes other kids ignored Norma, and sometimes they _____ her.
2. Tristan sometimes _____ other kids.
3. Beth's friend Krista _____ another girl.

About you!

Have you ever seen someone bully another person? What happened?

A boy in my neighborhood threatened my friend. I told my parents.

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Grammar Indefinite pronouns: *someone, no one,* and *anyone*

1. **Study the grammar.**

Affirmative statements: *someone, no one*
Someone told the teacher a lie. **No one** was friendly to the new kid. I heard **someone** threaten your brother.
Negative statements: *someone, anyone*
I didn't see **anyone** tease the new girl. **Someone** didn't tell the truth.
yes / no* questions: *anyone
Did **anyone** talk to her? Are you going to tell **anyone** about it?

Language tips

- Use *someone* or *anyone* in negative statements, not *no one*.
  Someone didn't tell the truth. **NOT** *~~No one~~ didn't tell the truth.*
  They didn't speak to ***anyone****.* **NOT** *They didn't speak to ~~no one~~.*
- Always use a singular verb with an indefinite pronoun.
  Has *anyone met the new student?* **NOT** *~~Have~~ anyone met the new student?*

someone **anyone**	**= a person**
no one	**= no person**

2.47 **2.** **Pronunciation** **Listen to the grammar examples. Repeat.**

3. **Circle the correct indefinite pronouns to complete each statement or question.**

1. **Anyone** / **Someone** told me a lie today.
2. **No one** / **Someone** didn't remember to turn off the water.
3. They didn't see **no one** / **anyone** in the hall.
4. **No one** / **Anyone** told the teacher about what happened.
5. Did your brother tell **no one** / **anyone** about it?
6. We talked to **someone** / **anyone** in the main office today about Tom.
7. **No one** / **Anyone** saw Grace play a joke on Ted.

4. **Complete the conversations with indefinite pronouns *someone*, *no one*, or *anyone*.**

1. A: I just saw Leo bullying a boy in the cafeteria.
   B: That's terrible! Let's go tell someone.
2. A: Kathy was teasing Marie about her new hair style.
   B: Well, that's really mean! _____ should tell her to stop.
3. A: Was there _____ from our class at the party yesterday?
   B: No, there wasn't. _____ invited us.
4. A: Nick told me that _____ from our class was gossiping about me. Is that true?
   B: Really? Well, _____ has said anything to me about you.
5. A: I don't know _____ at my new school yet.
   B: Well, I'll introduce you to some of my friends this weekend, OK?

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Grammar Indefinite pronouns: *something*, *nothing*, and *anything*

1. **Study the grammar.**

Affirmative statements: *something, nothing*	
He put **something** in his backpack. There's **nothing** in this locker.	
Negative statements and *yes / no* questions: *anything*	
They didn't say **anything**. I'm not going to do **anything**.	Is there **anything** in the fridge? Are you going to say **anything**?

Language tip

- Don't use *nothing* in negative statements.
  I know ***nothing*** *about that.* **NOT** ~~*I don't know nothing*~~ *about that.*

2.48 **2.** **Pronunciation** **Listen to the grammar examples. Repeat.**

3. **Circle the correct indefinite pronoun to complete each statement or question.**

1. Jake put **something** / **anything** in your bag.
2. There isn't **anything** / **nothing** in the cupboard.
3. There's **anything** / **nothing** on the chair.
4. Did your friend say **nothing** / **anything** to that bully?
5. I'm going to say **anything** / **something** to Brian.
6. Don't eat **anything** / **nothing** before soccer practice.

4. **Read the e-mail from a teacher to her students. Circle the correct indefinite pronouns.**

Ms. Gilford

Dear students,

As you know, there will be a school play at the end of the month. Last year, we didn't ask (1) **anyone** / **someone** for their help. However, this year, if you have the time, we ask that you please do (2) **something** / **nothing** to help us prepare for this event.

First, we will definitely need (3) **someone** / **anyone** to sell tickets at the door. Secondly, can (4) **anyone** / **anything** play the piano? We still need a piano player!

After the play, we will have refreshments in the cafeteria. We need (5) **anyone** / **someone** to bring sandwiches and other snacks. If you are good at making sweet things like cake or cookies, please make (6) **anything** / **something** and bring it to the cafeteria. If you don't want to cook (7) **nothing** / **anything**, you can help serve the food and drinks.

I know (8) **someone** / **no one** has a lot of free time, so we are very grateful for your help.

Thank you!

Ms. Gilford

2.49 **5.** **Listening comprehension** **Listen to the conversations. Complete the statements. Use *something*, *someone*, *anything*, *anyone*, *nothing*, or *no one*.**

1. Someone is going to be late today.
2. He didn't say _____ to his friend.
3. She brought _____ for lunch today.
4. _____ was friendly to the new student.
5. He bought _____ for his sister.
6. _____ is late for class today.

Langooyesh

Reading A teen magazine article

2.50

1. Read the article. What is cyberbullying?

2. Confirm a text's content After reading the article, check the statements that the writer of the article mentions.

1. You should tell an adult if you are the victim of cyberbullying. ☑
2. One effective way to deal with a bully is to respond to his or her posts. ☐
3. It's a cyberbully's fault, not the victim's fault, that there's a problem. ☐
4. Cyberbullying isn't as bad as regular bullying. ☐
5. You should never be friends with a cyberbully. ☐
6. It's important to take a stand if a friend is cyberbullying someone. ☐

Take a stand! Stop cyberbullying

Peter Lantos started seeing the ugly messages someone posted about him on his social networking site when he was only fourteen. He didn't know who they were from, only that the posts came from someone called Guess9. The posts continued into high school, and the messages got uglier. Whenever Peter went online, day or night, any day of the week, he would always find more terrible posts. He felt like it was his fault, so he didn't say anything to his parents at first. Sometimes the bullying made him feel so bad he didn't want to go to school. Peter was the victim of cyberbullying. A U.S. survey found that 16% of all high school students are the victims of cyberbullying at some time.

In a number of ways, cyberbullying is even worse than face-to-face bullying. A cyberbully can post anonymously, using an online name, like Guess9, instead of his or her real name. A cyberbully might use his or her posts to gossip about, tell lies about, tease, or even threaten someone. A cyberbully can post someone's personal information or post photos or videos that might be embarrassing to the victim. Hundreds, thousands, or even millions of people might see the message on their laptops, tablets, or smartphones.

What should you do if you're a victim? The most important thing anyone can do is tell someone. Talk to an adult about it. Don't deal with cyberbullying alone! There are ways to block a cyberbully's posts, and someone can help you do that. And one of the most effective things you can do might be to do nothing. Ignoring the bully, rather than replying to his or her posts, puts you in control. Instead of responding, take a break, or go for a walk. Remember that the cyberbully has done something wrong. You haven't. And what if you have a friend who is bullying someone online? Take a stand! Tell your friend how hurtful it is. You might make a difference.

"I'm glad I finally told my parents about what was happening to me online. No one should have to deal with cyberbullying alone."

Peter Lantos, 16, Houston, U.S.

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3. **Confirm a text's content** **Circle T (true), F (false), or NI (no information), according to the article.**

1. Peter didn't talk with anyone about his problem at first. **T** / **F** / **NI**
2. Peter's problem stopped when he went to high school. **T** / **F** / **NI**
3. Most high school students in the U.S. have never experienced cyberbullying. **T** / **F** / **NI**
4. A cyberbully can't change his or her behavior. **T** / **F** / **NI**
5. The ability to post anonymously makes cyberbullying worse than regular bullying. **T** / **F** / **NI**
6. You have to pay someone to block a cyberbully's posts. **T** / **F** / **NI**
7. If you take a stand and talk to a cyberbully, he or she might stop. **T** / **F** / **NI**

About you! **What are some ways you might help someone who is a victim of cyberbullying? Write some ideas in your notebook.**

Teen 2 Teen Express regret about not speaking up

2.51

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

A I feel pretty awful about something.
B What?
A Liz and her friends were bullying someone today, and I didn't say anything.
B Really? What happened?
A They were teasing Julia. I know she felt really bad.
B Well, it's not too late. Say something now.
A You're right. I will.

2.52

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

3. **Guided conversation** **Create a NEW conversation. Express regret about not speaking up about bullying. Use the ideas.**

Ideas
threatening
gossiping about
ignoring
teasing
telling lies about

A I feel pretty awful about something.
B What?
A _____ was bullying someone today, and I didn't say anything.
B Really? What happened?
A _____. I know _____ felt really bad.
B Well, it's not too late. Say something now.
A You're right. I will.

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

Langooyesh

11 My sister saw the guy who did it.

Grammar: Relative clauses: *that* and *who*
Vocabulary: Verbs for crimes
Social language: Insist emphatically • Make a suggestion

Topic Snapshots

2.53 **1. Snapshot 1** Read and listen to the facts about burglaries in the U.S.

In the U.S., there's a burglary somewhere every 15.4 seconds. Here are some facts:

- **63%** of home burglaries take place during the day.
- **57%** of business burglaries take place at night.
- **81%** of all burglaries take place on the first floor.
- **57%** of all burglars enter through either the front door or a first-floor window.

What are the most popular items burglars steal?

- jewelry and watches
- laptops and tablets
- money
- TVs and DVD players

2. What do you think? Explain your answers.

1. Why do you think most home burglaries take place during the day?

_____

2. Why do you think most business burglaries take place at night?

_____

3. Why do you think most burglars prefer to enter on the first floor?

_____

2.54 **3. Snapshot 2** Read and listen to the conversation.

Shaun: Cole, did you hear? Someone broke into our neighbors' apartment yesterday.
Cole: No way! Were they at home?
Shaun: They were out. But my sister saw the guy who did it! She looked out the window and saw him running away with a bag of stuff.
Cole: Wow! What did he take?
Shaun: He only took an old laptop that doesn't work and some cheap plastic jewelry!
Cole: Well, he wasn't very smart. Did they catch the guy?
Shaun: Yeah. It was in the newspaper this morning.

4. Read each statement about the conversation in Exercise 3. Circle T (true) or F (false).

1. The burglary was in Shaun's neighbors' apartment. (T) / F
2. The family was home when the burglary took place. T / F
3. The burglar stole some important things. T / F
4. Shaun's sister was in the neighbors' apartment. T / F
5. Shaun's sister saw the burglar. T / F
6. Cole saw the story in the newspaper. T / F

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Vocabulary Verbs for crimes

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

"Someone **stole** my phone when I was in Rome."

1. steal

"A woman **shoplifted** a blouse at that new store."

2. shoplift

"A guy **pickpocketed** my brother last week."

3. pickpocket

"Someone **snatched** my mom's purse."

4. snatch

"A burglar **broke into** my apartment and stole the TV."

5. break into

"A man **robbed** my uncle at an ATM and took his money."

6. rob

"Some kids **vandalized** the school last night."

7. vandalize

"They lied and took his money. They **cheated him**."

8. cheat

2.56 **2. Pronunciation Listen and repeat.**

3. Read the stories about crimes. Circle the correct word or phrase.

"I was taking a photo of my sister at the park, and some guy ran past me really fast and – boom! – my camera was gone!"

1. Someone **snatched** / **vandalized** the camera.

"I paid a lot for a necklace. They told me it cost $100. But it was actually a $20 necklace. I paid way too much for it."

2. Someone **stole** / **cheated** her.

"Someone went into the school locker room and painted ugly pictures all over the lockers. Why would anyone do something like that?"

3. Someone **vandalized** / **shoplifted** the school locker room.

"When I was shopping for clothes at the mall, I saw a woman put a skirt in her bag. She didn't pay for it!"

4. Someone **pickpocketed** / **shoplifted** something from the store.

"Last weekend, my friend Ron went to the movies with his family, and when they came back home, the window was broken, and their TV was gone."

5. Someone **broke into** / **shoplifted** their house.

"My aunt was at the bank and she heard this guy yell, "Give me all the money!" She said it was really scary."

6. Someone **stole** / **robbed** the bank.

About you! **Write about a crime that you heard about.**

Three months ago, someone stole my friend's car.

Langooyesh

Grammar Relative clauses: *that* and *who*

1. Study the grammar.

- Use a relative clause to identify or add information about a noun.
- Introduce a relative clause with *that* for things.

> Someone stole the laptop **that** **was on my desk**.
> (The laptop was on my desk.)
>
> Who snatched the necklace **that** **your mom gave you**?
> (Your mom gave you the necklace.)

- Introduce a relative clause with *who* or *that* for people. There is no difference in meaning.

> Where's the boy **who** / **that** **shoplifted those sweaters**?
> (The boy shoplifted those sweaters.)
>
> His brother is the one **who** / **that** **someone robbed last week**.
> (Someone robbed his brother last week.)

Language tip

- Don't use a subject or object pronoun in a relative clause.
  He's the one who shoplifted the camera yesterday.
  NOT *He's the one who ~~he~~ shoplifted the camera yesterday.*
  That's the camera that the man shoplifted yesterday.
  NOT *That's the camera that the man shoplifted ~~it~~ yesterday.*

2.57 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Complete the relative clauses. Write *that* for things and *who* for people.

1. They're the people who cheated my brother.
2. Yesterday, a boy stole the necklace _____ my sister bought during her trip to Miami.
3. My friend has a cousin _____ saw someone pickpocketing a tourist.
4. Last night, someone broke into the apartment _____'s on the third floor.
5. Those are the guys _____ vandalized the train station!
6. At the mall, I saw someone shoplift some jeans _____ were near the door.

4. In your notebook, rewrite the statements with *who* in Exercise 3, changing *who* to *that*.

5. Each relative clause has an error. Cross out the pronoun that doesn't belong.

1. Someone broke into the house that ~~it~~ is down the street.
2. We saw the woman who she stole Eric's MP3 player.
3. They found the camera that the burglar stole it last week.
4. I know the person who he broke into the main office.
5. Is that the apartment that someone broke into it last month?
6. Someone pickpocketed a tourist who she was visiting the art museum.

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6. Write statements or questions, using a relative clause with *who* or *that*.

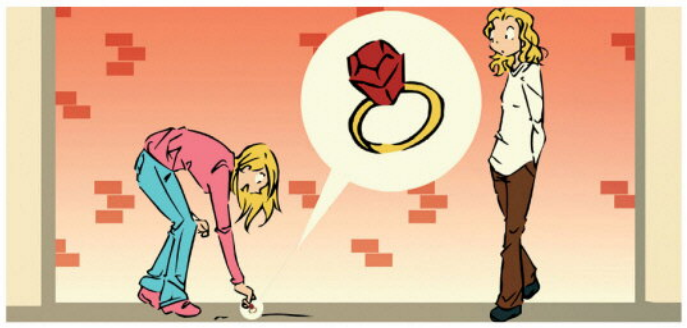
1. Someone robbed the old man / lives next door
   Someone robbed the old man who (OR that) lives next door.
2. Is that the person / stole your money
   _____
3. This is the laptop / they found in the burglar's car
   _____
4. Someone broke into the apartment / is down the hall
   _____
5. Where is the man / shoplifted the gold watch
   _____
6. Did you speak to the man / saw the burglary
   _____

7. Look at the pictures. Complete the relative clauses. Use *who* for people.

1. (The car is in this photo.)
   Hey! That's the car that's in this photo !

2. (The woman shoplifted a sweater at the store yesterday.)
   Isn't she the woman _____ _____?

3. (The man broke into our neighbor's apartment.)
   I saw the man _____ _____.



4. (Someone stole the ring from Grandma.)
   Isn't this the ring _____ _____?

2.58

8. Listening comprehension Listen to the conversations. Complete the statements with relative clauses.

1. He saw the man who (OR that) robbed a store.
2. She saw a boy _____ clothes at the mall.
3. He saw the car _____ a few days ago.
4. No one saw the person _____ his notebook.

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Reading A crime-prevention flier

2.59

1. **Read the flier. What shouldn't a visitor do in a new city?**

2. **Identify the main idea** **After reading the flier, choose the statement that expresses its main idea.**

   a. People who visit big cities can avoid becoming crime victims.

   b. You shouldn't wear an expensive watch or valuable jewelry in public.

   c. There are millions of people who visit big cities every day.

Enjoy your visit

Avoid being a crime victim

Visiting a new city can be exciting, but every big city has crime. Nevertheless, that shouldn't stop you from having a great time. Here are some tips so that you don't become a victim.

1. Let's start with the obvious. Day or night, don't hang out in areas that don't seem safe. And remember: It's always better to be with other people than to be alone.

2. We all want to look our best, but it's not a good idea to wear an expensive watch or valuable jewelry in public. Carry those in a pocket or bag where no one can see them.

3. Don't act like you're from out of town. Walk like you live there! Pay attention to your "personal space," and know what the people around you are doing. Earbuds are cool, but, let's face it, you can't pay attention to others while you're listening to music.

4. Always bring your phone with you, but don't make it easy for someone to steal it. Wait to call or text until you're inside a restaurant or some other safe place. Before you take any photos, be aware of who's nearby.

5. Be especially careful if you use an ATM or cash machine at a bank or when you're buying souvenirs or tickets. Don't let other people see your money.

There are millions of people who visit cities all over the world every day. Someone somewhere will probably become the victim of a crime. But it doesn't have to be you!

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3. Confirm a text's content **Complete each statement, according to the flier.**

1. In a new city, you shouldn't …
   a. hang out in areas that seem safe.
   b. go places alone.
   c. go out at night.
2. Go inside a restaurant when you want to …
   a. wear valuable jewelry.
   b. have lunch.
   c. use your phone.
3. It's best to …
   a. buy valuables while you are traveling.
   b. carry your valuables in a pocket.
   c. wear your valuables.
4. Don't text in public because someone might …
   a. steal your money.
   b. steal your phone.
   c. take a photo.
5. Pay attention to your "personal space" so …
   a. you can listen to music.
   b. you won't be alone.
   c. you don't become a crime victim.
6. Don't listen to music in public because …
   a. you won't be able to pay attention.
   b. earbuds aren't cool.
   c. music sounds better at home.

About you! **Which suggestions do you think are the best? Explain why in your notebook.**

Insist emphatically; Make a suggestion

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

A Hey! Someone stole my phone!
B No way! Are you sure?
A Positive! I put it in my locker, and now it's gone!
B Wait a minute. Are you sure it isn't in your backpack?
A Oh. Maybe you're right.
B You should check there. OK?

2.61 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **On the notepad, imagine an item that's "gone." Write where you think you put it, and where it might actually be. Create a NEW conversation. Use the ideas on the notepad.**

A Hey! Someone stole my _____!
B No way! Are you sure?
A Positive! I put it _____, and now it's gone!
B Wait a minute. Are you sure you it isn't _____?
A Oh. Maybe you're right.
B You should check there. OK?

Item: my tablet
Where you think you put it: in my backpack
Where it might actually be: in my desk

Item:
Where you think you put it:
Where it might actually be:

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

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12 It's a day when we celebrate.

Grammar: Relative clauses: *where* and *when* • Reflexive pronouns; *each other*
Vocabulary: Ways to celebrate a holiday
Social language: Wish someone a happy holiday

Topic Snapshot

3.02

1. Read and listen to the post.

Teen 2 Teen Friends

13:15

Open question: What festivals do you celebrate in your country?

Chen: Hey, everyone! We're celebrating the Spring Festival here in China next week. We celebrate it in February or early January. It's the time of the year when we welcome the Chinese New Year. It's my favorite holiday! Here's a website that explains all about it.

The Chinese Spring Festival

Chinese people have celebrated the Spring Festival (or Chinese New Year) for more than 4,000 years! This holiday usually takes place in February, but sometimes it occurs in January, according to the Chinese calendar.

For every Chinese family, it is important to prepare for the holiday before it begins. For good luck, people clean their homes, and they buy themselves new clothes. And, of course, they buy lots of food to eat during the festival, including fish, meat, fruit, and candy. Red is an important color on this holiday. People put up red paper decorations on their front doors and windows.

Everyone in China travels home so family members can see each other for this festival. In fact, it's the largest number of people traveling at the same time in the whole world! Families prepare special holiday foods together, such as dumplings or rice cakes. And the best part? Parents and grandparents give children red envelopes with money inside!

During the holiday, people are very careful not to break anything because it might bring bad luck. Beginning on the evening before the New Year, "dragon dancers" in beautiful costumes go from door to door, beating drums and setting off fireworks all night long. It gets really loud, and it's impossible to sleep!

Even if you can't come to China to experience this fun holiday, there are Chinese New Year celebrations all over the world. If you visit neighborhoods where Chinese people live in your country, you can enjoy the celebrations, too!

Dragon dancers

New Year decorations

Red envelopes

Chinese dumplings

2. Complete each statement about the Spring Festival, according to the website.

1. An important color on this holiday is red.
2. People go _____ for this holiday to visit their families.
3. Many people give their children envelopes with _____ during the Spring Festival.
4. During the holiday, it's bad luck to _____ things.
5. Because of the drums and fireworks, it isn't easy to _____ at night.
6. People celebrate the Spring Festival in other _____ outside of China, too.

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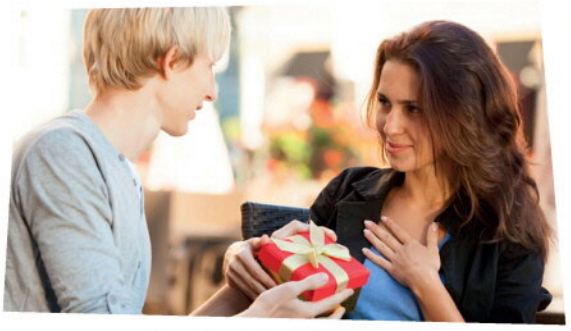
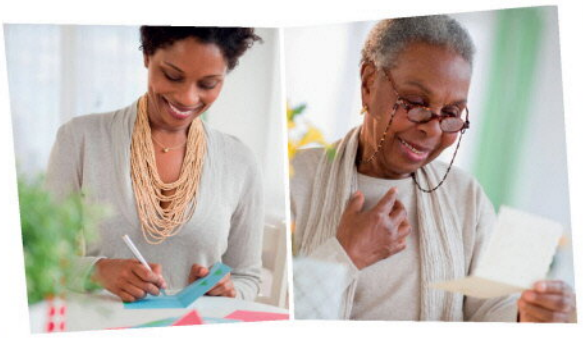
Vocabulary Ways to celebrate a holiday

3.03 **1. Look at the photos. Read and listen.**


1. give a gift

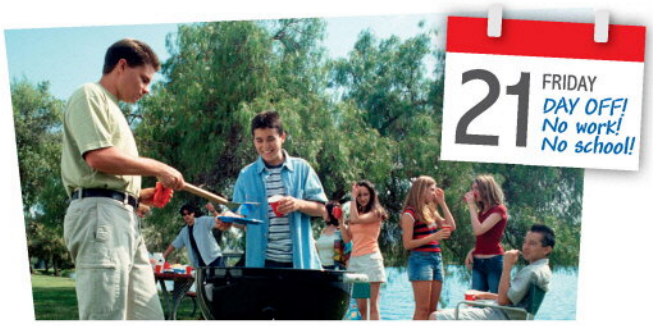

2. send a card

3. wear a costume

4. watch a parade

5. watch fireworks

6. remember the dead



7. take the day off

8. wish each other a happy holiday

3.04 **2. Pronunciation Listen and repeat.**

3.05 **3. Listening comprehension Listen to the radio interview about three holidays. Check the ways people celebrate each holiday, according to the descriptions.**

1. On Bastille Day, people in France …
   - [ ] put up decorations
   - [x] watch parades
   - [ ] wish each other a happy holiday
   - [ ] watch fireworks
   - [ ] wear costumes
   - [ ] remember the dead

2. On Obon, people in Japan …
   - [ ] remember the dead
   - [ ] have parties
   - [ ] put up decorations
   - [ ] dance
   - [ ] send cards
   - [ ] wear costumes

3. On Halloween, people in the U.S. …
   - [ ] wear costumes
   - [ ] watch parades
   - [ ] have parties
   - [ ] send cards
   - [ ] give gifts
   - [ ] take the day off

Write about holidays you know about. What do people do?

On National Day, people watch parades and wear historical costumes.

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Grammar Relative clauses: *where* and *when*

1. Study the grammar.

Relative clauses with *where* and *when*
• Use *where* to identify or describe a place. This is the place **where people usually watch fireworks**. (People watch fireworks **at this place**.)
• Use *when* to identify or describe a time. The Spring Festival is the time **when we eat special foods**. (Many families buy new clothes **at that time**.)

3.06 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Complete each relative clause with *when* or *where*.

1. July 1st is the day when Canadians celebrate their country's birthday.

2. Rio is the city _____ many people go to see the world-famous Carnaval parade.

3. October is the month _____ kids celebrate Halloween in the U.S.

4. Valentine's Day is a holiday _____ people send cards to the people that they love.

5. Japan is the place _____ you can see the Cherry Blossom Festival.

6. Arlington National Cemetery is a place _____ Americans remember the dead on Memorial Day.

4. Write sentences with relative clauses, using *where* or *when*.

1. New Orleans is the city in the U.S. / people wear costumes for the Mardi Gras holiday.
   New Orleans is the city in the U.S. where people wear costumes for the Mardi Gras holiday.
2. Australia and New Zealand are the two countries / they remember the dead on Anzac Day.
   _____
3. This is the time / people buy gifts for their friends and families.
   _____
4. Fifth Avenue is a famous street in New York / there are many holiday parades.
   _____

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Grammar Reflexive pronouns; *each other*

1. Study the grammar.

Reflexive pronouns

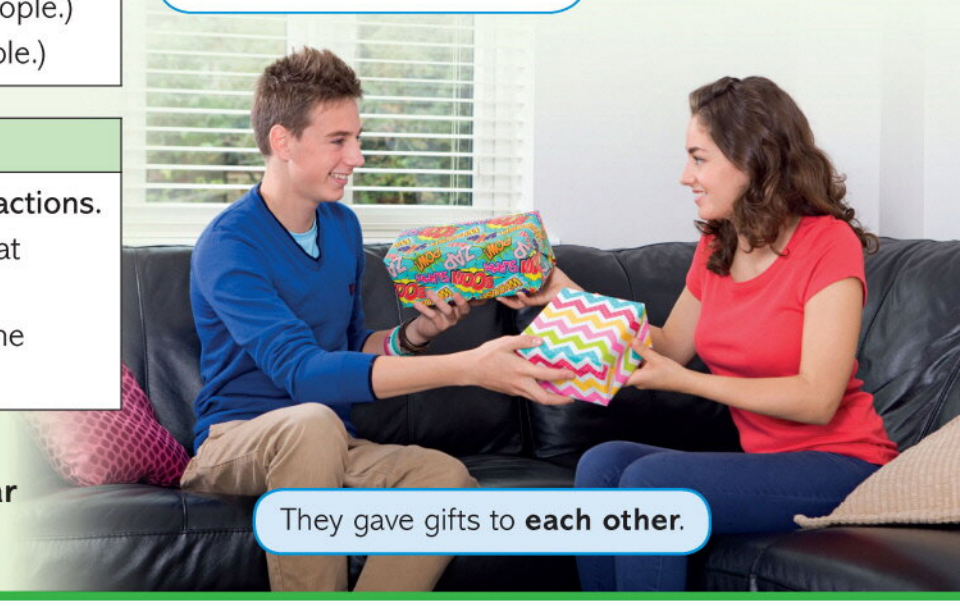
- When a subject and object are the same person or thing, use a reflexive pronoun.
  Some people hurt **themselves** when they set off fireworks.
  If you wear a great costume, **you** might see **yourself** on TV.
  She wrote a note to **herself** so she would remember.
- Use *by* + a reflexive pronoun to describe a solo activity.
  I went to the parade by **myself**. (= I didn't go with other people.)
  We celebrated by **ourselves**. (= We didn't invite other people.)

each other

- Use *each other* with plural subjects to express reciprocal actions.
  We gave **each other** gifts. (= I gave someone a gift, and that person gave me a gift.)
  Kate and Sam texted **each other**. (= She texted him, and he texted her.)

3.07 Reflexive pronouns

Singular	Plural
myself	ourselves
yourself	yourselves
himself	
herself	themselves
itself	



3.08 **2. Pronunciation Listen to the grammar examples. Repeat.**

3. Look at the pictures. Complete each statement with a reflexive pronoun or *each other*.

1. They're sending each other cards for the holiday.

2. He's introducing _____ to another student.

3. They're helping _____ get dressed in costumes.

4. He's getting dressed in his costume by _____ .

5. She's looking at _____ in the mirror.

6. They're wishing _____ a happy holiday.

3.09 **4. Listening comprehension Listen to the conversations. Complete the statements with reflexive pronouns or *each other*.**

1. They introduced themselves to each other.
2. They sent _____ cards.
3. They gave _____ gifts.
4. He saw _____ in the newspaper.

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Reading Online encyclopedia entries

3.10

1. **Read the two entries. How are the holidays the same or different?**

2. **Classify information** **After reading the encyclopedia entries, check the correct holiday (or holidays), according to the information.**

		Day of the Dead	Holi
1.	People celebrate it in November.	✓	
2.	People do wild and crazy things.		
3.	People greet each other.		
4.	People tell each other stories.		
5.	People buy gifts.		
6.	Other countries have a similar holiday.		

Open blog: Let's research holidays in other countries!

Jose Luis: In Ecuador, we have a holiday when we remember the dead. It's in November. In Mexico, they celebrate this holiday, too. Here's some information about the Day of the Dead.

In early November, Mexicans celebrate the Day of the Dead to remember their dead relatives and friends. This tradition began more than 2,000 years ago.

Before celebrations begin, family members go the cemetery to clean the graves of their loved ones and decorate them with flowers. Then the whole family visits the cemetery and brings gifts, including food and drinks. Stores sell *pan de muerto*, a special bread for the holiday, and sugar skulls that people can leave as gifts on the graves. People eat together, play music, and take turns telling stories about their loved ones all through the night. In the morning, the family often leaves one of the loved one's possessions on the grave, such as a piece of clothing or a watch. Holidays in which people visit family graves are common in many cultures around the world.

People buy sugar skulls.

Families decorate graves with flowers.

Abby: I found a wild and crazy holiday in India! It's called Holi. Check this out!

Holi, or the Festival of Colors, is an Indian religious festival in February or March that celebrates the arrival of spring.

The festival begins in the evening with a huge fire. It is a time for friendship. People greet each other and wish each other a happy Holi. And then the fun begins. It's a wild and crazy time when people throw a kind of color powder and water at each other. It doesn't matter if you are not a friend or family member: someone will throw colors at you. Of course, the colors go everywhere on the street, on the houses, and on the cars and buses. Tourists come from all over to watch and participate! Some people worry that Holi wastes too much water, both for throwing and for cleaning up afterwards. But nothing stops people from having fun on this holiday. India isn't the only place with a fun holiday like Holi. Thailand, for example, has Songkran, a day when people throw water at each other.

The holiday begins with a huge fire.

Holi is a wild and crazy holiday!

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3. Confirm a text's content **Circle T (true), F (false), or NI (no information), according to the encyclopedia entries.**

1. People have celebrated the Day of the Dead for more than 2,000 years. (T) / F / NI
2. In Mexico, people clean and decorate graves only in November. T / F / NI
3. No one celebrates the Day of the Dead at night. T / F / NI
4. To begin Holi, people watch fireworks. T / F / NI
5. On Holi, people only throw color powder at people they know. T / F / NI
6. Some people think it's dangerous to light fires on Holi. T / F / NI

Choose one of the two holidays. In your notebook, compare it with another holiday you know.

Wish someone a happy holiday

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

A What's your family doing for National Day?

B We're going to my grandparents' house. That's the place where my family usually celebrates National Day.

A So, how do you usually celebrate?

B Sometimes we just stay home and relax, and sometimes we have lunch at the park. What about you?

A We do the same thing!

B That's great. Well, have a nice National Day!

A Thanks! You, too.

3.12 **Ways to wish someone a happy holiday**

Have a nice holiday!
Have a great holiday!
Enjoy the holiday!

3.13 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **On your notepad, write the name of a holiday you like. List the ways you usually celebrate the holiday. Then create a NEW conversation.**

A What's your family doing for _____?

B We're going to _____. That's the place where my family usually celebrates _____.

A So, how do you usually celebrate?

B _____. What about you?

A We do the same thing.

B That's great. Well, _____!

A Thanks! You, too.

Name of the holiday:

Where do you usually celebrate it?

How do you usually celebrate it?

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

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Review: Units 10–12

1. Read the online conversation. Then complete the statements. More than one answer may be possible.

Pia: Hi, everyone! You won't believe this! Someone broke into my friend's apartment right before the holiday and stole some of her things!

Tony: That's terrible! Were they at home?

Pia: No, she and her family were watching a holiday parade near the park, and when they got home, the door was open.

Carla: Wow! That's scary. You know, my cousin had something bad happen before the holiday.

Pia: What happened?

Carla: She went shopping to buy some gifts, and someone cheated her! She wanted to buy a gold necklace. The salesperson said it was gold, but that was just a lie.

Pia: No way! Did she pay a lot of money for it?

Carla: Yeah, she did. She feels awful about it.

1. Pia …
2. Pia's friend …
3. A burglar …
4. Carla …
5. Carla's cousin …

a. broke into Pia's friend's apartment.
b. was watching a parade with her family.
c. describes a crime.
d. was buying holiday gifts.
e. was a victim of crime.

2. Choose the correct indefinite pronoun to complete each statement or question.

1. Did you tell … about the party?
   a. no one b. anyone c. nothing
2. The burglar took … valuable.
   a. nothing b. anything c. no one
3. Why didn't your friend say … to that bully?
   a. someone b. anything c. no one
4. We don't do … special on this holiday.
   a. nothing b. someone c. anything
5. You should tell … about the burglary.
   a. someone b. anything c. anyone
6. There's … in her locker. Everything's gone!
   a. something b. nothing c. no one

3. Write statements using a relative clause with *that*, *who*, *where*, or *when*. Use *that* for things and *who* for people.

1. *Celebrations* is the store where someone shoplifted a gold necklace.
   (Someone shoplifted a gold necklace.)
2. After 10:00 p.m. is the time _____.
   (People need to be careful about walking in the street.)
3. Ms. Olsen is the teacher _____.
   (Someone robbed her in the park last night.)
4. Those are the costumes _____.
   (People wear them during the holiday celebrations.)

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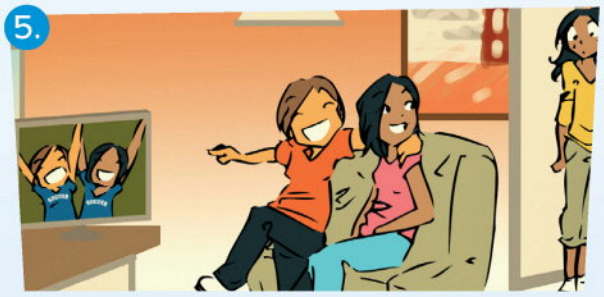
4. **Look at the pictures. Complete each statement with a reflexive pronoun or *each other*.**

He isn't talking to himself.
He's talking on the phone.

We gave _____ cards.

My son wants to get dressed by _____.

Our neighbors don't like _____.

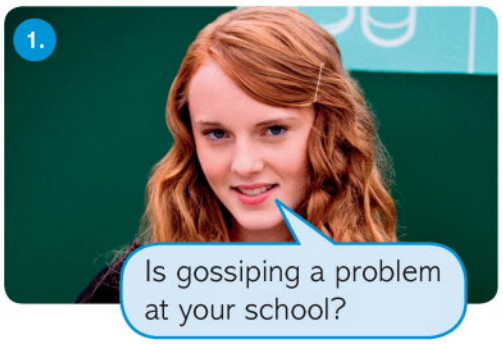


Look, Mom! We can see _____ on TV!

I hurt _____.

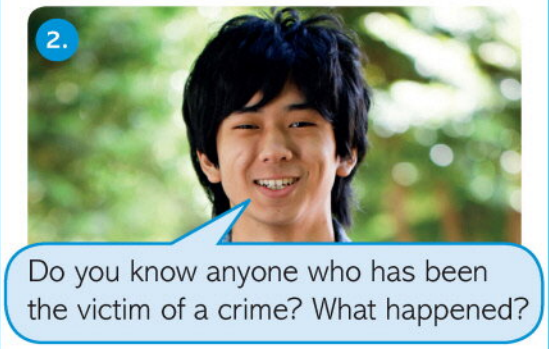
All About You

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



You _____

_____



You _____

_____

You _____

_____

2. **Complete the personal statements.**

If you see someone bullying another person, you should _____.

If you don't want to be the victim of a crime, you should _____.

My favorite holiday is _____ because people _____.

Progress Check

✓ **Check what you can do.**

- ◯ Express regret
- ◯ Suggest a course of action
- ◯ Wish someone a happy holiday
- ◯ Use the Unit 10–12 grammar and vocabulary

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Writing

Unit 1: A paragraph about your talents or hobbies

1. Study the writing rule.

Writing a title
A good title creates interest. A title can be just a word or two, or it can be a sentence or question. But the title should reflect the main idea of your writing, and not just a detail. For title style, capitalize the first and last word, and all other words except: • articles (*the*, *a*, and *an*) • conjunctions (*and*, *or*, and *but*) • prepositions.

2. Write these titles in title style.

1. I have a new hobby!
   I Have a New Hobby!
2. what am I good at?
3. my greatest talent
4. a profile of my talents and hobbies

3. Read Joaquin's paragraph. Choose the best title.

☐ I'm Just the Opposite ☐ My Friends
☐ How Do I Make Friends?

Am I good at solving puzzles or inventing things? No way. My talent is making friends! When my classmates ask me how it's possible that I have so many friends, I tell them, "It's easy. Show interest in other people. Ask them questions and listen to their answers." I never start by talking about myself. I'm just the opposite. I begin by asking questions and listening. When you listen to others with interest, it makes them feel important and happy, and they want to be friends with you.

4. In your notebook, write a paragraph of between five to ten sentences, describing one or more of your talents or hobbies. Give your paragraph a title. Use Joaquin's paragraph for support.

Check your work

- Does my writing have a title?
- Does the title reflect the main idea?
- Does the title use the correct title style?

Writing

Unit 2: A paragraph about your habits

1. Study the writing rule.

Parallel structure
Use the same grammatical form for all the words or phrases in a series.
• Gerunds in a series ✓ I love **drawing**, **painting**, and **playing** the piano. (All words are gerunds.) **NOT** I love drawing, painting, and ~~to play~~ the piano. ✓ I like **to swim**, **to play soccer**, and **to ride my bike**. (All phrases are infinitives.) **NOT** I like to swim, ~~playing soccer~~, and to ride my bike.
• Infinitives in a series ✓ I like **to** swim, **to** run, and **to** ride my bike. OR With infinitives, it's OK to use *to* with the first verb only. ✓ I like **to** swim, run, and ride my bike. **NOT** I like ~~to swim, run, and to ride my bike~~.

2. Read Amy's paragraph. Correct three errors in parallel structure.

This is a busy year for me. I really love ~~to cook~~ cooking, acting in plays, and doing karate. Unfortunately, I have a problem: my study habits. When I get home from school, I don't do my homework right away. Instead, I like to have a snack, watching TV, to check my e-mail, and texting my boyfriend. I know it's important to start my homework, work on my projects, and to check my schedule for the next day before I do other things, but it's not easy!

3. In your notebook, write a paragraph about your good and bad habits. Use the Vocabulary on page 16 for ideas. Include at least two sentences with a series of gerunds or infinitives. Be sure to use parallel structure.

Check your work

- Did I write about my good and bad habits?
- Did I write two sentences with a series of gerunds or infinitives?
- Did I use parallel structure?

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Unit 3: A comparison of life today and in the past

Writing

1. Study the writing rule.

Topic sentences
A *topic sentence* expresses the main idea of a paragraph. A topic sentence usually comes at the beginning of the paragraph, although not always. Other sentences in the paragraph support or provide details about the main idea.

2. Read Audrey's paragraph about electronic devices. Find and underline the topic sentence.

Today we can buy electronic devices that our grandparents couldn't even imagine when they were young. Back then, cell phones didn't exist, so people used public telephones on the street if they were late and wanted to call home. Very few people had computers or the Internet at home, so they used to go to the public library for information. Although they had TVs, there was no video on demand, so they watched programs at the same time as everyone else.

3. In your notebook, write a paragraph comparing an aspect of life today with the past. Start your paragraph with a topic sentence. Use Audrey's paragraph for support.

Some ideas:

- Your city or country in the past and now
- Activities your family did in the past and now
- The things you used to have or do and the things you have or do now
- Your tastes in food, clothes, music, or movies years ago and now

Check your work

- Does my writing compare the past and the present?
- Is there a topic sentence?
- Do the other sentences provide details about the topic?

Unit 4: A summary of a text

Writing

1. Study the writing rule.

Summarizing a text
A summary presents, in your own words, the main ideas of a text you have read. A summary is shorter than the original text. To write a good summary of a written text, take notes of the most important facts. Then use your notes to write sentences in a short paragraph.

2. Read Abby's article about Chicago on page 22. Then look at Connor's notes and summary. Find two facts in Abby's article that Connor didn't include. Why didn't he include them?

- big city in the U.S. – used to be 2nd largest city
- tourist attractions: park, with sculptures/Willis Tower
- on Lake Michigan
- cold, windy in winter / cool in summer

Summary

Chicago is a big city in the U.S. Chicago used to be the second largest city in the U.S., but it's not any more. However, Chicago is a wonderful city with great tourist attractions. There's a beautiful park with sculptures, and there's Willis Tower, the second tallest building in the U.S. Chicago is cold and windy in the winter because it's on Lake Michigan, but in the summer the weather is cool.

3. Read the interview with Soojin on page 34. Complete the notes, according to details in the interview, using Connor's summary for support.

- from South Korea
- arrived at the school two weeks ago

_____

_____

_____

4. In your notebook, write a summary of the interview, using your notes. Your summary should be between five and ten sentences.

Check your work

- Is my summary shorter than the original text on page 34?
- Is the summary in my own words?
- Does my summary present the most important facts of the interview?

Langooyesh

Writing

Unit 5: A paragraph giving advice

1. **Study the writing rule.**

Unity of content
All the sentences in a paragraph should support the main idea. Don't include ideas in your paragraph that are not related to the main idea. If you think other details are important or interesting, you can write an additional paragraph with a new topic sentence.

Reminder

Indent the first sentence of a paragraph.

2. **Read Gloria's paragraph about how to have healthy teeth. Her title and her topic sentence express the main idea. There are two sentences that are not related to that idea. Find them and cross them out.**

How to Have Healthy Teeth

If you don't want to have problems with your teeth, there are some very important things you should do. First, visit your dentist at least once a year, twice a year if necessary. Brush your teeth twice a day, in the morning and before you go to bed at night. Don't eat a lot of sweet foods like candy and cake. Birthday cake is delicious. I had my birthday last week, and my mom made a beautiful cake. If you eat sweet things, brush your teeth right after eating them because sugar can damage your teeth.

3. **In your notebook, write a paragraph giving advice about smoking. Write a title for your paragraph. Include a topic sentence that expresses your main idea. Use Gloria's paragraph for support.**

Ideas:
- why smoking is bad for your health
- why smoking is bad for your social life
- ways to stop smoking

Check your work
- Is there a title?
- Is there a topic sentence?
- Did I indent the first word?
- Is there unity of content? Do all the sentences relate to the topic?

Writing

Unit 6: A short visitor's guide to your city or town

1. **Study the writing rule.**

Organizing details in your writing
If your writing topic includes different subtopics, group the details about each subtopic together.

2. **Tony has grouped the details in his paragraph into three subtopics: natural beauty, art, and food. Read his guide to Benton and put a slash (/) where each new subtopic starts.**

Benton: A Nice Place to Visit

Benton is a great place to visit if you like natural beauty, art, and good food./ The beautiful Hudson River is nearby. You can see the Hudson from Green Woods, a lovely forest near town. You can also see the Hudson from Mount Marie, a small mountain only one hour by car from downtown Benton. If you like art, there are actually two nice museums downtown: the Benton Art Museum and the museum at Eastchester College. And for food lovers, on the first weekend of each month there is a food festival at local restaurants. All restaurant meals are half price before 6:00 and after 9:00. So come to Benton. There's something here for everyone!

3. **In your notebook, write a one-paragraph visitor's guide to your city or town. Choose two or three subtopics and group the details for each subtopic together. Begin your paragraph with a topic sentence that introduces the subtopics of your paragraph. Use Tony's paragraph as a model.**

Check your work
- Does my guide have a topic sentence that introduces the ideas that will be in the paragraph?
- Does my guide include subtopics?
- Are the details of each subtopic organized so they are grouped together?

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Unit 7: A paragraph about your favorite athlete

Writing

1. Study the writing rule.

Provide reasons to support an idea

When you express an idea or opinion, support your idea or opinion with reasons.

Kerri Walsh is one of the most exciting volleyball players in the history of the sport. **One reason is** she has helped her team win more games than any other player. **Another reason is** she has played in the Olympics four times and won three gold medals. **Furthermore**, she has her own radio show now and it's fantastic!

Other ways to provide reasons

The main reason is …
For one thing, …
For another, …
Besides, …

2. Read Jessica's description of a favorite athlete. Underline the reasons she provides to support her ideas.

My favorite athlete is the British soccer player David Beckham. He has stopped playing now, but I'm still a huge fan. The main reason is he helped make soccer more popular in the U.S. For another, he has had an interesting life. He married a famous singer and he is the father of four children. Furthermore, he's a huge celebrity.

3. Write a paragraph about your favorite athlete. Include specific reasons why he or she is your favorite. Use the description in Exercise 2 for support.

Check your work

- Does my paragraph have a topic sentence?
- Did I provide more than one reason to support my topic sentence?
- Did I use at least two of the ways to introduce reasons?

Unit 8: Suggest a course of action

Writing

1. Study the writing rule.

Conclusions

End a paragraph with a conclusion by restating your ideas. Introduce a conclusion with any one of the following expressions:

In short, … In summary, …
In conclusion, …

2. Read Odette's paragraph. Underline the conclusion.

Protecting the environment is a big job, but there are a lot of things you can do to help. For one thing, you can make sure your family recycles bottles, cans, and paper every day. If someone forgets to turn off the water, you can talk to that person about it. You can also collect money to help organizations that work to protect the environment. In short, if we do little things to help protect the environment, we might make a huge difference.

3. In your notebook, write each statement below as a conclusion. Introduce each with a different expression.

1. If we work to help protect the environment, we might make a huge difference.
   In summary, if we work to help protect the environment, we might make a huge difference.
2. We shouldn't think there isn't anything we can do to help.
3. People can help protect the environment if they want to.

4. Write a paragraph to suggest a course of action. Choose a topic. Include a conclusion at the end of your paragraph. Use Odette's paragraph for support.

Topics

- protecting the environment
- keeping your neighborhood clean
- welcoming a new student to your school

Check your work

- Did I include a topic sentence?
- Did I include several suggestions?
- Did I include a conclusion?

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Writing

Unit 9: A persuasive paragraph

1. Study the writing rule.

Persuasion
In a persuasive paragraph, you try to convince someone to agree with a point of view. Here are two ways to persuade someone: • State the benefits of your idea If everyone recycles household waste, there will be less waste in our landfills. • Compare your idea with alternatives Clear Skin face wash gives faster results than any other.

2. Read the advertisement. Underline three benefits and one comparison with other products.

Hairshine Shampoo

Hairshine Shampoo is simply the best shampoo you can buy. With Hairshine, your hair will look better and it's also good for the environment! With every purchase of Hairshine, we donate a percentage of our earnings to environmental organizations. *There aren't many other brands that can say that!*

3. Choose a product you know. In your notebook, write a benefit statement for the product and a comparison statement.

Benefit: The Sammy 520 smartphone looks really cool and it's easy to use.

Comparison: The Nanny 335 looks pretty cool, but the Sammy 520 doesn't cost as much.

4. Write a persuasive paragraph about the product you chose in Exercise 3. Begin with a topic sentence introducing the product or idea. Use the Hairshine ad as a model.

Check your work

- Did I write a topic sentence introducing the topic I'm writing about?
- Did I state the benefits of my product?
- Did I compare my product with alternatives?

Writing

Unit 10: Describe the consequences of a social problem

1. Study the writing rule.

Using *this* to refer to an earlier idea
Use *this* to refer to an idea you stated earlier. One typical kind of bullying is gossiping about others. **This** is a problem both at school and online. Cyberbullying has become a serious problem. There have been two recent articles in the newspaper about **this**.

2. In your notebook, change the underlined phrases to *this*. Write the sentences.

1. The huge number of cars and factories in our city is causing serious air pollution. The air pollution is causing health problems.
   This is causing health problems.
2. Many bullies have experienced being victims of bullying, too. It's important to talk to bullies about their experience as victims.
3. Students who are victims of bullying sometimes have difficulty sleeping. The lack of sleep causes problems for them in school because they can't concentrate on their work.

3. Read Louis's paragraph. Circle two uses of *this* as a reference to an earlier idea.

Bullying in school causes a lot of problems. For example, the victims of bullying feel very uncomfortable socially. Because of this, they don't want to go to school. Another problem is that the stress that comes from bullying means that students can't sleep. This is why many victims have trouble with their studies.

4. Write a paragraph about one of these social problems. Start with a list of consequences and then write four to six sentences. Use *this* to refer to at least one earlier idea. Use Louis's paragraph for support.

Social problems
- bullying
- littering
- gossiping
- pollution

Check your work

- Did I include a topic sentence?
- Did I use *this* to refer to an earlier idea?
- Did I include a conclusion?

Langooyesh

Unit 11: Provide advice

Writing

1. Study the writing rule.

Agreement in number
Be sure nouns and pronouns agree in number (singular or plural) with their *antecedents* – the earlier words or phrases they refer to. **Burglars** often break into people's homes during the day because **they** know that people are not usually home. **NOT** Burglars often break into people's homes during the day because ~~he~~ knows that people are not usually home.

2. Read each pair of sentences. Circle the word or words that agree in number with their antecedent.

1. Stores sometimes put video cameras where **it** / **they** can film people while they shop.
2. Burglars enter houses through first-floor windows because many people don't lock **them** / **it**.
3. Tourists want to visit interesting places in a city. Sometimes **this place is** / **these places are** in dangerous neighborhoods.
4. The boys from my school were **the one** / **the ones** who vandalized your school last year.

3. Read Oliva's paragraph. Correct two errors with singular/plural agreement.

You don't have to worry all the time about crime, but it's important to pay attention to them. Here's what I do to avoid being a victim of crime. When I go out, I never carry a lot of money with me. I only bring what I need. I always pay attention to other people to see if he is acting strangely. At night, I never go out alone. In short, if you are careful, you can relax and have a good time when you go out.

4. In your notebook, write a list of suggestions for avoiding crime. Then write a paragraph about the topic. Use Oliva's paragraph for support.

Check your work

- Did I include a topic sentence?
- Did I check for errors in agreement in number?

Unit 12: A description of a holiday

Writing

1. Study the writing rule.

Agreement in person
Be sure all pronouns agree "in person." Don't mix them. These sentences do not agree in person. ✗ There are some things **you** can do to avoid becoming a victim of crime. For example, **you** should pay attention to the people around **us**. You can correct them two ways. ✓ There are some things **you** can do to avoid becoming a victim of crime. For example, **you** should pay attention to the people around **you**. OR ✓ There are some things **we** can do to avoid becoming a victim of crime. For example, **we** should pay attention to the people around **us**.

2. Choose the correct pronouns in the following sentences.

1. We celebrate April Fool's Day on April 1st. It's a day when **we** / **they** play jokes on other people.
2. Songkran is a cool festival in Thailand. People celebrate **them** / **it** by throwing water at each other.
3. You should visit Canada's Balloon Festival in August. **We** / **You** can see hundreds of huge balloons there.

3. Read Gretchen's paragraph. Correct two errors in pronoun agreement.

My favorite holiday in my country, Sweden, is "Midsommar." During this holiday in June, we celebrate the longest day of the year. Early in the day, you decorate our homes and cars with flowers. In the afternoon, we all meet at the park and we dance traditional dances. In the evening, we make delicious dishes with fish and potatoes, and you eat strawberries.

4. Write a description of your favorite holiday. Use Gretchen's corrected paragraph as a model.

Check your work

- Did I include a topic sentence?
- Did I check that all pronouns agree in person?
- Did I check that all nouns and pronouns agree in number?

Langooyesh

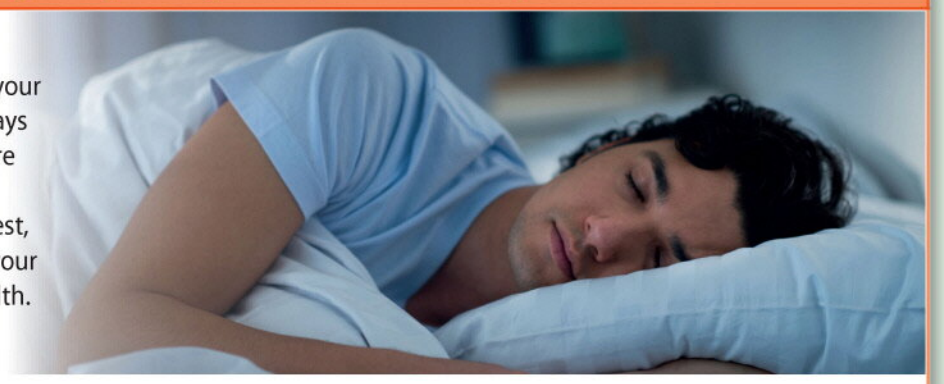
Science: The importance of sleep

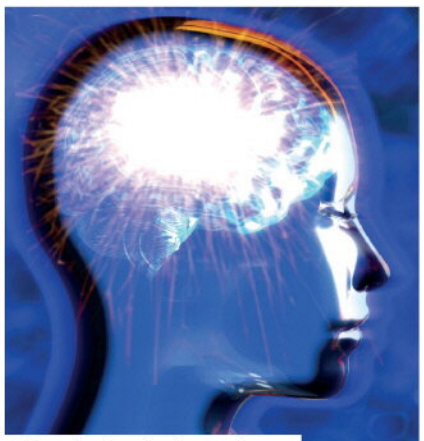
3.14 **1. Read the article about sleep. How does sleep deficiency affect people?**

It's essential to get enough sleep. Getting enough sleep can help protect your mental health, physical health, quality of life, and safety. Sleep deficiency – not getting enough sleep – can lead to problems.

Brain Health and Emotional Well-Being

Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming neural pathways to help you learn and remember information – whether you're learning math, English vocabulary, or how to play the piano. When you're sleep deficient, the brain doesn't have time to rest, so you may have problems paying attention. This can affect your progress at school. Sleep is also important for emotional health. Young people who are sleep deficient often have problems getting along with their friends and other people.





Sleep helps the brain form neural pathways.

Physical Health

Sleep supports the body's growth and development in children and teens. And your body's immune system, which fights illness, needs sleep to stay strong. When people are sleep deficient, they can have trouble fighting common ailments, such as colds and the flu.

Daytime Performance and Safety

Because sleeping at night helps you pay attention during the day, it helps you make decisions. People who don't get enough sleep make more mistakes. Sleep deficiency has played a role in many terrible accidents. In the U.S., sleep deficiency causes approximately 100,000 road accidents every year. It's important for all of us to get enough sleep.

How much sleep is enough?

This chart shows the amount of sleep people need at different ages.

Age	Recommended amount of sleep
0–5 year olds	11–12 hours a day
6–12 year olds	At least 10 hours a day
Teens	9–10 hours a day
Adults	7–8 hours a day

2. Choose the correct word or phrase to complete each statement, according to the article.

1. Getting along with others is an example of **physical health** / **emotional health.**
2. Sleep deficiency is a term for **getting** / **not getting** enough sleep.
3. Having trouble fighting ailments is an example of **a physical** / **an emotional** problem.
4. A good night's sleep helps **the brain** / **the immune system** prepare to learn and remember information.
5. Many road accidents occur each year because of **sleeping**/ **sleep deficiency**.
6. People of different ages require different **amounts of** / **kinds of** sleep.

3. Write a check mark for the topics you can learn about in the article.

- [x] the importance of sleep
- [ ] the importance of a good diet for a healthy immune system
- [ ] the number of sleep hours necessary for people of different ages
- [ ] the consequences of sleep deficiency
- [ ] the right method for learning math, English vocabulary, and the piano

Project A sleep diary

Every night for one week, write down the number of hours you sleep. Then calculate the average number of hours you sleep. Compare your own average with that of your classmates. Do you sleep more or fewer hours than the class average?

Langooyesh

Biology: Genetics and you

3.15 **1. Read the article about genetics. What are some characteristics or traits that come from genes?**

Genes carry instructions for the development of our bodies. Our genes come from our parents in pairs – one from our mother and one from our father.

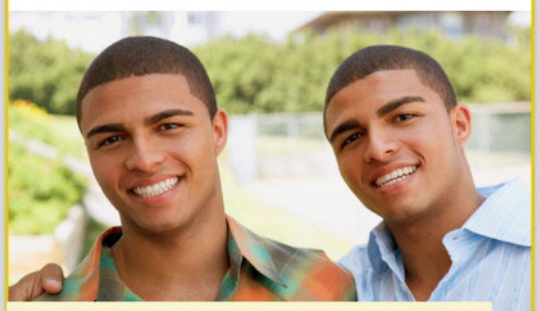
Physical characteristics come from genes. According to scientists, it's not clear yet if our personalities do too.

Scientists have proven that our genes determine our physical characteristics and traits such as height, hair color, and eye color. For example, we get two genes from our parents to determine the color of our eyes. The gene for brown eyes is *dominant*, or stronger than, the gene for blue eyes. Genes that are not dominant, such as the gene for blue eyes, are called *recessive* genes. In order to have blue eyes, we need to have two genes for blue eyes.

What about our personalities? Our personalities affect how we act in all our social interactions with other human beings – family members, friends, colleagues, and strangers. We can change our behavior, but our individual personalities don't change much throughout our entire lives.

Some people believe that our personalities do not come from genes. They argue that they are a result of the environment we grow up in – our interactions with others. However, people who grow up in the same environment often have completely different personalities. So this theory cannot be entirely correct.

A U.S. study of identical twins who grew up separately found that many shared the same personality traits. This is interesting because identical twins share the same genes. However, while scientists have successfully identified genes that determine physical traits, they have not yet discovered a gene that determines personality. In other words, there is no proof that our personalities come from genes. Nevertheless, most scientists today believe personalities come from both genetic and environmental factors.



Identical twins share the same genes. Often, they also share similar personality traits.

2. Choose the best way to complete each statement, according to the article.

1. Our genes determine …
   a. what we look like.
   b. who our parents are.
   c. our social interactions.
2. … determine our eye color.
   a. Our father's genes
   b. Our mother's genes
   c. Both parents' genes
3. If the gene for black hair is dominant, a person who gets one gene for black hair and one for blond hair will have … hair.
   a. black b. blond c. brown
4. The U.S. study of identical twins suggests that our environment … an important factor in developing our personalities.
   a. probably is
   b. probably isn't
   c. definitely is
5. There is scientific proof that … from genes.
   a. physical traits come
   b. personality comes
   c. personality doesn't come
6. Most scientists today believe that our personalities come from …
   a. our genes.
   b. the environment we grow up in.
   c. our genes and our environment.

3. Match each word from the article with its definition.

1. development	a. interactions with other people
2. dominant	b. about genes
3. recessive	c. stronger than others
4. environment	d. change or growth
5. theory	e. not dominant
6. genetic	f. something people believe is true

This is my friend Emmie and her sister, Mia. Emmie is tall, but Mia is short. Emmie has brown hair and blue eyes. Mia has blue eyes too, but she has blond hair. Emmie is an extrovert, and she's very funny. Mia is very serious. Their mother, on the other hand, …

Project A family poster

Make a poster with photos about physical and personality traits in the same family. It can be about your family, a friend's family, or a famous family.

Langooyesh

History: The Olympics in Ancient Greece

3.16

1. Read about the Olympics in Ancient Greece. Who could compete in the Ancient Olympic Games?

The first Olympic Games were in 776 BC in Olympia, Greece. The Olympics used to take place every four years, just as they do today. But unlike today, the Games were always in the same place in Greece, a valley called Olympia. Athletes and spectators traveled over land and sea to arrive at the Games from all parts of Greece and their colonies far and near. The map shows the large distances between some of the colonies and Olympia. Travel took a long time in ancient times.

The colonies of Ancient Greece (in red)

What were the most important sporting events?

Some sports in the modern Olympics come to us directly from the Olympics thousands of years ago. The famous *pentathlon*, a five-event combination of jumping, running, and wrestling, and the throwing events of discus and javelin, contained sports that still exist in the Olympics of today!

The equestrian events – those involving horses, such as riding and chariot racing – were some of the most exciting events of the Ancient Games.

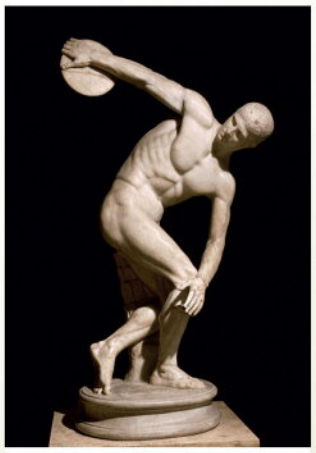
Who competed in the ancient Olympics?

Only men and boys who spoke Greek could compete in the Olympics. Women and girls could not compete. In fact, married women couldn't even be spectators. If a married woman even entered the stadium, she could receive the death penalty!

In almost all events, athletes didn't wear any clothes, so there were no colorful uniforms as in today's Olympics.

Did women ever participate in athletic contests?

In the 6th century BC, the Heraean Games began and were the first official women's athletic competition. The Heraean Games also took place every four years in the stadium of Olympia. The only sport was running, on a track one-sixth shorter than the men's track. Why? Because according to the Ancient Greeks, a woman's stride (the distance between the left and right foot when running) was one-sixth shorter than a man's.



The discus event was also a part of the Ancient Olympics.

A four-horse chariot

2. Complete each statement, according to the article. Use the words below.

chariot discus equestrian javelin ~~pentathlon~~ track

1. The pentathlon is a group of five sports events.
2. _____ and _____ are two events where athletes throw objects.
3. An _____ event is one with horses.
4. _____ racing was an equestrian event in the Ancient Games.
5. The place where a running event takes place is a _____.

3. Circle T (true), F (false), or NI (no information), according to the article.

1. Spectators and athletes traveled long distances to the games. (T) / F / NI
2. The games were in a different location every four years. T / F / NI
3. Married women could watch the men compete. T / F / NI
4. Women competed in the equestrian events. T / F / NI
5. The women's track wasn't the the same as the men's. T / F / NI
6. Women athletes wore uniforms. T / F / NI

Project History research

Research the sports of the Ancient Olympics. In small groups, choose one of the sports of the pentathlon, and make a poster with facts and pictures about it.

Langooyesh

Astronomy: Solstices and the phases of the moon

3.17 **1. Read the article. Why did people in ancient times celebrate the sun and moon?**

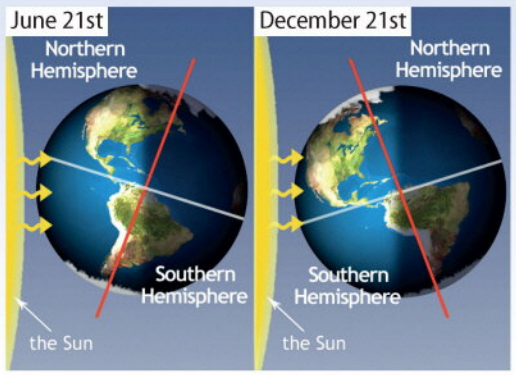
Throughout history, people have paid special attention to astronomical events, such as the position of the sun in the sky and the phases of the moon.

One of these events, a solstice, occurs twice a year – in December and June – as the earth rotates around the sun. December 21st is the year's shortest day in the Northern Hemisphere, and it's the longest day in the Southern Hemisphere. June 21st is the opposite: it's the longest day in the Northern Hemisphere and the shortest in the Southern Hemisphere.

Many cultures around the world have always celebrated the solstices for many years. In ancient times, people recognized that the sun was necessary for life. It provided light during the day and helped food grow. The solstices marked the time of year when the days began to become shorter or longer.

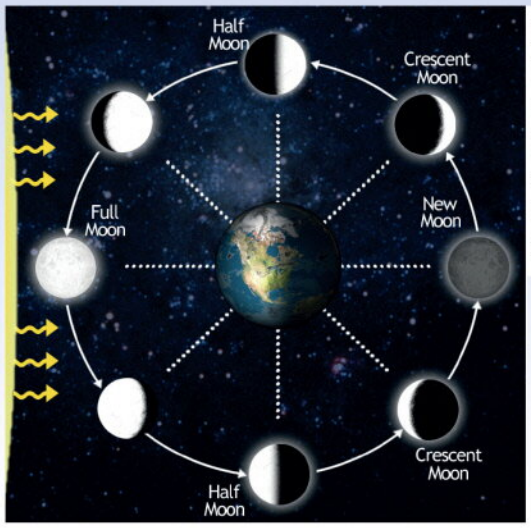
There are many holidays today that began as celebrations of a solstice. For example, in Sweden, people celebrate Midsummer's Eve on or around the June solstice.

The solstices



Ancient people also paid special attention to another important set of astronomical events – the phases of the moon. Every month, as the moon rotates around the earth, the sun's light moves across the moon. A new moon – the phase when we don't see the moon – occurs when the moon is between the sun and the earth.

In the past, people used the shape of the moon to decide when to plant their food. Some used the moon to organize their calendars. Many holidays today, such as China's Moon Festival in September or October, are based on a lunar (or moon) calendar.



Phases of the moon

The light on the moon changes as it rotates around the earth. A full moon is farthest from the sun.

2. Choose the correct way to complete each statement, according to the article.

1. A solstice occurs …
   a. once a year.
   b. in December and June.
   c. every month.
2. A solstice is … day of the year.
   a. the shortest
   b. the longest
   c. the shortest or the longest
3. The moon changes from new moon to full moon …
   a. once a year.
   b. twice a year.
   c. every month.
4. A … moon occurs when the moon is closest to the sun.
   a. full b. new c. half
5. Ancient people thought both the solstice and the phases of the moon were important for …
   a. studying the night sky.
   b. growing their food.
   c. having lots of light.

3. Circle the correct word or phrase to complete each statement.

1. The earth rotates around the **sun** / **moon** / **hemisphere**.
2. The moon rotates around the **sun** / **earth** / **solstice**.
3. The Chinese Moon Festival is based on **a solstice** / **a lunar calendar** / **the light.**
4. When it is the longest day of the year in North America, it is the **shortest** / **longest** / **warmest** day in South America.
5. The moon appears smallest when it is a **full** / **half** / **crescent** moon.

Project Phases of the moon poster

At the beginning of the next month, keep track of the phases of the moon for the whole month. Create a poster with pictures showing the changing phases of the moon and the dates they occur.

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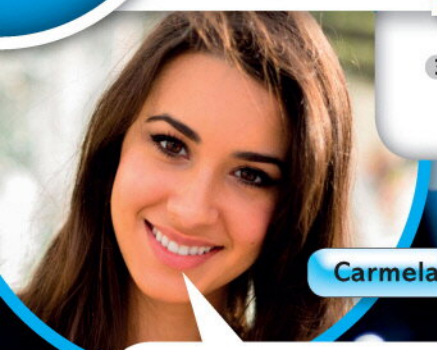
Teen2Teen Friends Magazine



Carmela

I just saw Abby's post about trends of the past. Check out this interesting information I found about the history of phones.

3.18 **1. Read Carmela's post on Teen2Teen Friends. When did the purpose of telephones start to change?**

The origin of the telephone

In the 1870s, electricity was the most exciting technology of the day. In the U.S., scientist Alexander Graham Bell had a thought: maybe it was possible to transmit sounds, such as the human voice, over an electrical wire. Within four years, in 1876, Bell succeeded in making that possible, and the telephone was born.

Bell's "Box" Telephone (1876)

Form and function over the years

For the next 150 years, the telephone just kept developing. At first, to make a call, people used to pick up the phone and tell an operator the name of the person they wanted to call. Then the operator made the call for you.

A telephone operator

An early phone

A rotary dial phone

A numbered keypad

Later, telephones began having dials and then numbered keys so people could make their own calls without an operator. For a long time, people only used phones in their homes or offices. Very few phones were portable, so to make a call outside the home or office, people used a public pay phone.

A public pay phone

Modern developments

Even with these developments, until the 1990s, the telephone had only one use: to permit people to speak to others. In 1993, however, a new phone (the "Simon") that could send and receive e-mails appeared. Not many people bought this phone at the time, but it changed our idea of what a telephone could do.

The "Simon" (1993)

Today, our concept of "phone" includes more than making calls. To us, a telephone is a wireless cellular device for downloading and listening to music; for watching videos; for taking photos; for uploading pictures to social media; and for texting and e-mailing. It's a device that allows us to navigate from place to place, using GPS technology. What do you think the next development of the telephone will be?

Today's smartphones

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

1. Bell's telephone used an electrical wire. **T** / **F** / **NI**
2. Bell invented other things, too. **T** / **F** / **NI**
3. The earliest telephones had dials. **T** / **F** / **NI**
4. Early telephones had more than one use. **T** / **F** / **NI**
5. Keypad phones aren't as old as dial phones. **T** / **F** / **NI**

3. Choose the correct word or phrase to complete each statement.

1. Bell invented the **dial** / **telephone**.
2. Bell's invention permitted the transmission of **sounds** / **humans** through a wire.
3. Before there were dials, **operators** / **keypads** made phone calls for people.
4. Something you can move is **portable** / **a public phone**.
5. A smartphone has more than one **development** / **function**.

Langooyesh

3.19 **1. Read Abby's post about glaciers. Why are glaciers so important?**

I've always wanted to visit a glacier. However, I've read about them online, and apparently there are some huge problems affecting many of the world's glaciers. Look at this.

All about glaciers

Much of the world's fresh drinking water comes from glaciers. As glaciers melt during the warmer months, the water feeds great rivers with fresh water. You can find glaciers in about 50 countries around the world, on every continent except Australia.

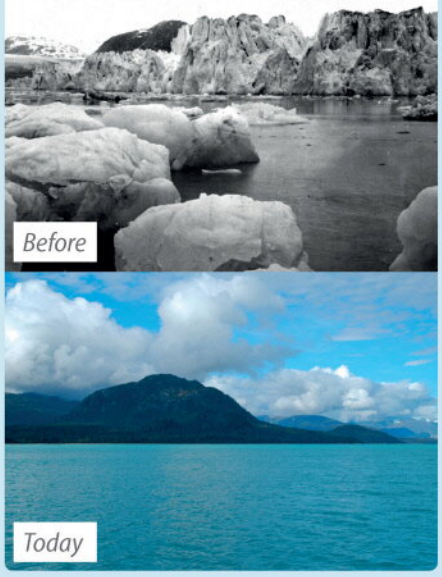
Glaciers are like "rivers" of ice.

While glaciers are made of ice, they are in fact a lot like rivers. They are constantly moving down mountainsides or across continents toward large bodies of water, such as rivers, lakes, or oceans. However, they move too slowly for us to see. In some places, where a glacier meets the ocean, huge pieces of the glacier break off and fall into the water.

Huge pieces of ice break off and fall into the ocean.

Unfortunately, because of global warming, temperatures are getting higher, and the world's glaciers are melting very quickly. This is also causing the level of the ocean to rise, which will cause flooding and be a problem for people and animals in coastal areas. Research has revealed this warming and melting trend in many areas of the world.

China's Qinghai-Tibet Plateau



A recent study showed that glaciers on China's Qinghai-Tibet Plateau have gotten shorter by 196 kilometers over the last 40 years. These glaciers are the source of three of the great rivers in the world: the Yangtze River in China, the Indus River in India, and the Mekong River in Southeast Asia.

2. Choose the best way to complete each statement, according to the article.

1. A glacier … like a river.
   a. moves b. melts c. gets warmer
2. … doesn't have any glaciers.
   a. China b. Australia c. Africa
3. People need glaciers for …
   a. ice. b. drinking water. c. research.
4. Global warming is causing glaciers to …
   a. move. b. feed rivers. c. melt too fast.
5. Glaciers provide water for …
   a. global warming. b. rivers and lakes. c. research.

3. Based on the information in the article, what are three possible predictions? Write check marks (✓).

1. ☑ There will be flooding in places close to the ocean.
2. ☐ Huge pieces of ice will continue to fall into the ocean.
3. ☐ There will be less fresh drinking water.
4. ☐ There will be a lot more beaches.
5. ☐ There will be more drinking water for everyone.
6. ☐ Glaciers will stop providing water to the world's great rivers.

Langooyesh

Chen

Hey, guys! Here's an article I found about what causes acne, and some possible ways of treating it. I think it's pretty interesting.

3.20 **1. Read Chen's post about skin care. What are some different ways to treat acne, according to the article?**

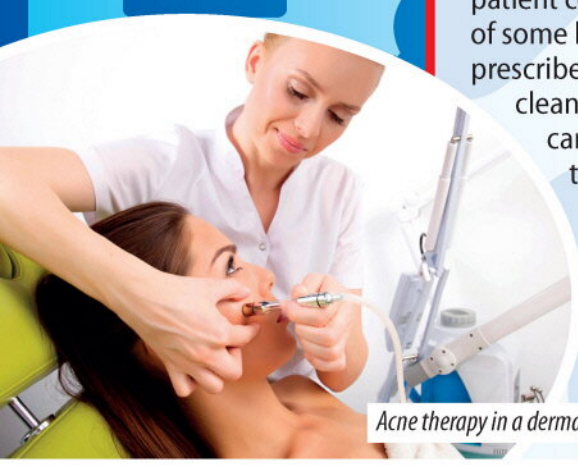
Acne treatments

Many, or even most, teenagers get acne: a combination of pimples and blackheads that can be mild, moderate, or severe. Although most acne is mild and will get better over time, treatment is sometimes necessary for severe cases. Conventional medicine and traditional Chinese medicine (TCM) are both used all over the world, but offer somewhat different views of acne causes and treatments.

Both approaches recommend that a patient consult a medical professional of some kind. Dermatologists often prescribe lotions and face washes to clean the skin because bacteria can cause acne. In some cases, they might also prescribe antibiotics and other medications that work inside the body to fight the bacteria that cause acne.

Unlike conventional medicine, TCM teaches that there are actually two types of acne, one caused by too much heat in the body, and another caused by poor circulation of the blood. Depending on which kind of acne a patient has, the treatment might be a change in diet, acupuncture, or face washes – but unlike those in conventional medicine, TCM face washes are usually made with herbs or flowers.

There are many popular myths about acne. Many people believe that eating chocolate and other foods causes acne. Another myth is that stress causes it. There is no scientific evidence that either of these actually cause acne, although everyone agrees that it's a good idea to keep skin clean and that stress might make acne worse.



Acne therapy in a dermatologist's office

Traditional Chinese medicines often come from herbs.

Acupuncture, a technique of traditional Chinese medicine, is used all over the world.

2. Choose the correct word or phrase to complete each statement.

1. Pimples and blackheads are symptoms of an ailment called …
   a. skin. (b.) acne.
2. Most teens who have skin problems … with no medical treatment.
   a. get better b. have more problems
3. Both conventional and traditional Chinese medicine offer … for acne.
   a. acupuncture b. face washes
4. … is a kind of medication.
   a. A dermatologist b. An antibiotic
5. The belief that chocolate causes acne is …
   a. a myth. b. true.
6. If an ailment isn't a big problem, it is …
   a. severe. b. mild.

3. Circle T (true), F (false), or NI (no information), according to the article.

1. There is more than one kind of treatment for acne. (T) / F / NI
2. Chen thinks traditional Chinese medicine is better than conventional medicine. T / F / NI
3. All over the world, many teenagers get acne. T / F / NI
4. Not all acne is severe. T / F / NI
5. Some adults get acne. T / F / NI
6. Traditional Chinese doctors sometimes use acupuncture for acne. T / F / NI
7. A major cause of acne is the food a person eats. T / F / NI
8. Bacteria can cause acne. T / F / NI

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3.21 **1. Read Carlos's post about staying safe online. What are some things you should NOT do online?**

Hi, people! It's important to know how to stay safe online. Here are some smart tips I found!

Stay safe from cybercrime!

The Internet is a great place to meet new people and find information. However, it's important to pay attention to the information you share and who you communicate with online. Here are some tips to stay safe.

Think before you post

It's fun to share photos with your friends, but don't post photos of yourself where strangers can see them. Check your privacy settings and make sure that only your friends can see your information or photos.

Protect your personal information

We use passwords to log onto a lot of websites, and we often need to register at those sites, using personal information. But be careful! There are people online who want to steal your information, so make sure you don't share your passwords with anyone. Choose passwords carefully and change them often.

Don't talk to strangers

There are a lot of great people communicating on the Internet, but some people online are not so nice. If you receive posts or e-mails from someone you don't know, think carefully before you respond. And if someone invites you to meet somewhere, tell your parents about it before you make a decision.

Think before you open attachments

Someone you don't know might send you an e-mail with an attachment that contains a computer virus. A virus can cause all kinds of trouble. It can stop your computer from working normally or it might make it work very slowly. Never open a file or message from someone you don't know! Be safe by hitting "Delete" instead.

Don't believe everything you see on the Internet

Pop-up advertisements are annoying, but they might also be a way for someone to cheat you. In many programs you can choose to block these ads so you don't have to see them. Most importantly, if an online advertisement sounds too good to be true, it probably is. Be careful where you spend your money online.

So have fun when you use the Internet. But remember to stay safe!

2. Check the tips that you think the writer of the article might agree with. Write an ✗ if you think the writer might disagree.

1. Send your passwords to your friends in an e-mail. [✗]
2. Read online advertisements carefully before you buy anything. [ ]
3. It's a good idea to block pop-up advertisements. [ ]
4. Protect your password and don't ever change it. [ ]
5. Don't worry about posting photos online. [ ]
6. If you get an attachment from someone you don't know, don't open it. [ ]

3. Choose the best way to complete each statement, according to the article.

1. Your **privacy settings** / **personal information** / **computer viruses** can help you stay safe online.
2. There are people online who want to **change** / **steal** / **protect** other people's information.
3. A computer virus might make your computer work **better** / **badly** / **faster**.
4. You should **share** / **e-mail** / **change** your passwords often.
5. Be careful with attachments because they might contain **a photo** / **a virus** / **an ad**.

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Verbs with irregular past forms

Base form	Simple past	Past participle	Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was / were	been	hear	heard	heard	take	took	taken
begin	began	begun	hit	hit	hit	teach	taught	taught
break	broke	broken	hurt	hurt	hurt	tell	told	told
bring	brought	brought	know	knew	known	think	thought	thought
buy	bought	bought	leave	left	left	throw	threw	thrown
catch	caught	caught	lose	lost	lost	understand	understood	understood
choose	chose	chosen	make	made	made	wake up	woke up	woken up
come	came	come	meet	met	met	wear	wore	worn
do	did	done	pay	paid	paid	win	won	won
draw	drew	drawn	put	put	put	write	wrote	written
drink	drank	drunk	read	read	read			
drive	drove	driven	ride	rode	ridden			
eat	ate	eaten	run	ran	run			
fall	fell	fallen	say	said	said			
feed	fed	fed	see	saw	seen			
feel	felt	felt	sell	sold	sold			
find	found	found	send	sent	sent			
fly	flew	flown	sing	sang	sung			
forget	forgot	forgotten	sit	sat	sat			
get	got	gotten	sleep	slept	slept			
give	gave	given	speak	spoke	spoken			
go	went	gone	spend	spent	spent			
grow	grew	grown	steal	stole	stolen			
have	had	had	swim	swam	swum			

Pronouns

Subject	Object	Possessive	Reflexive
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

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Teen2Teen Social Language

Read the social language from the conversations in Teen2Teen.

Unit 1

A Nina, **this is my** friend, Jason. **Jason, Nina.**
B **Hi,** Jason. **Nice to meet you**.
C **Same here**. This is your first time at English club, **right**?
B **Yeah**. It looks like fun. I love speaking English.
C **Me, too**. **So,** what other things do you like doing?
B **Well**, on weekends I like going to the movies and hanging out with my friends.
A **Hey**, **why don't we all** go to the movies this weekend?
B **Great idea**!

Unit 2

A Do you have any bad habits?
B **Of course**! Everyone has some bad habits.
A **That's true.** But what's your worst habit?
B **Let me think**. I eat too much junk food. What's yours?
A **Well**, **I hate to say it, but** I never save any money.
B That's not so bad. I'm sure you have some good habits, too.
A I do. I always try to get plenty of exercise. **What about you?**
B **Me?** I have pretty good study habits.

Unit 3

A **So,** what were you like when you were little?
B **Well**, I used to be pretty shy.
A **You mean** you weren't as talkative as you are now?
B No, I wasn't. **What about you**? What were you like?
A **Me?** I used to be kind of serious.
B **Really? Well,** you're pretty funny now.

Unit 4

A Have you ever done something really unusual?
B Yes, I have.
A What was it?
B I ate alligator.
A **You're kidding!**
B No, I'm not. I ate it in Florida two years ago.
A **Wow!** You're pretty brave!
B **You think so?**
A Totally.

Unit 5

A **Hey**, Pete! **Looks like** we go to the same doctor.
B **I guess so**. What are you here for?
A I have a cough. It's the worst cough I've ever had.
B **Oh, I'm sorry to hear that**.
A **What about you?**
B I'm here for a check-up and a shot. … **Oh,** they're calling my name. **Take care**, Lucy!
A **Thanks**. **You, too.**

Unit 6

A **Hey**, Ryan! **Sorry I'm late**! How long have you been here?
B For about fifteen minutes. **What happened**?
A I wasn't paying attention to the time. Have we missed the tour?
B **Well**, we missed the 3:00 tour.
A **I'm so sorry**. I really wanted to see the park!
B **It's OK**. The 4:00 tour hasn't started yet.
A **Great! Let's** get tickets.

Unit 7

A **Oh, no!** We can't go kayaking. We have to wear bathing suits!
B Are you sure?
A **Definitely**. The sign says, "Renters must wear bathing suits."
B **Well**, **I guess** we should call home. Maybe my mom can bring the bathing suits.
A **That sounds like a plan**.

Unit 8

A **Hey**, Kevin, did you leave the lights on?
B **Oops**. **I guess** I did.
A **Don't worry**. Sometimes I forget, too.
B Well, **thanks for** reminding me. I know we're supposed to use less electricity.
A **Actually**, it might be a good idea to put up a note. Then everyone will remember.

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Unit 9

A Hey, Carly. Look at this ad for Hollywood Shampoo.
B OK. What about it?
A It says you can have long hair in just one month.
B That's crazy. You don't believe that, do you?
A Why not? They say it's guaranteed.
B Paula, think. It says in just one month. Do you really think that's possible?
A I guess not. It is pretty silly.

Unit 10

A I feel pretty awful about something.
B What?
A Liz and her friends were bullying someone today, and I didn't say anything.
B Really? What happened?
A They were teasing Julia. I know she felt really bad.
B Well, it's not too late. Say something now.
A You're right. I will.

Unit 11

A Hey! Someone stole my phone!
B No way! Are you sure?
A Positive! I put it in my locker, and now it's gone.
B Wait a minute. Are you sure it isn't in your backpack?
A Oh. Maybe you're right.
B You should check there. OK?

Unit 12

A What's your family doing for National Day?
B We're going to my grandparents' house. That's the place where my family usually celebrates National Day.
A So, how do you usually celebrate?
B Sometimes we just stay home and relax, and sometimes we have lunch at the park. What about you?
A We do the same thing!
B That's great. Well, have a nice National Day!
A Thanks! You, too.

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