<table>
<thead>
<tr>
<th></th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My hobby is blogging.</td>
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<td></td>
<td>Gerunds</td>
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<td></td>
<td>Talents and hobbies</td>
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<td></td>
<td>Introduce two classmates</td>
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<td>Suggest an activity</td>
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<td></td>
<td><strong>Reading</strong></td>
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<td></td>
<td>An online advice column</td>
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<td></td>
<td><strong>Skills / strategies:</strong> Recognize a point of view; Find supporting details; Understand meaning from context</td>
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<td></td>
<td><strong>Writing</strong> page 90</td>
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<td></td>
<td>Writing a title</td>
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<td>2.</td>
<td>I want to change my bad habits.</td>
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<td>Infinitives</td>
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<td></td>
<td>Good and bad habits</td>
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<td></td>
<td>Compare your good and bad habits</td>
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<td></td>
<td><strong>Reading</strong></td>
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<td></td>
<td>A study guide for new students</td>
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<tr>
<td></td>
<td><strong>Skills / strategies:</strong> Understand meaning from context; Skim for content</td>
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<td></td>
<td><strong>Writing</strong> page 90</td>
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<td></td>
<td>Parallel structure</td>
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<td>3.</td>
<td>Things used to be different.</td>
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<td>Comparisons with as ... as</td>
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<td></td>
<td>used to / didn’t use to</td>
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<td>Expressions for talking about the past</td>
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<td>Compare how you were when you were little</td>
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<td><strong>Reading</strong></td>
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<td>A timeline</td>
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<td></td>
<td><strong>Skills / strategies:</strong> Skim for content; Scan for information</td>
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<td></td>
<td><strong>Writing</strong> page 91</td>
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<td></td>
<td>Topic sentences</td>
</tr>
</tbody>
</table>

**Review: Units 1–3 pages 28–29**

**Cross-curricular Reading: Science page 96**

**Teen2Teen friends Magazine 1 page 100**

| 4. | Have you ever gone paragliding? |
|   | 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? |
|   | 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. | I’ve been here for a week. |
|   | 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**

**Cross-curricular Reading: Biology page 97**

**Teen2Teen friends Magazine 2 page 101**
### Grammar
- have to / has to
- must and must not
- be supposed to
- might for possibility
- indefinite pronouns: someone, no one, anyone
- indefinite pronouns: something, nothing, anything
- relative clauses: that and who
- relative clauses: where and when
- reflexive pronouns; each other

### Vocabulary
- Some Olympic sports
- Ways to protect the environment
- Tag questions: present
- Tag questions: past
- Personal care products
- Verbs for crimes
- Ways to celebrate a holiday

### Social Language
- Adapt to rules
- Remind someone of expected behavior
- Express disbelief
- Express regret about not speaking up
- Insist emphatically
- Make a suggestion

### Reading and Writing
- 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
- Reading
  - An informational leaflet
  - Skills / strategies: Identify the main idea; Confirm a text’s content
- Writing page 93
  - Conclusions
- Reading
  - A report
  - Skills / strategies: Identify the main idea; Understand meaning from context; Confirm a text’s content
- Writing page 94
  - Persuasion
- Reading
  - A crime prevention flier
  - Skills / strategies: Identify the main idea; Confirm a text’s content
- Writing page 95
  - Agreement in number
- Reading
  - Online encyclopedia entries
  - Skills / strategies: Classify information; Confirm a text’s content
- Writing page 95
  - Agreement in person

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Review: Units 7–9 pages 68–69
All About You Progress Check

Cross-curricular Reading: History page 98

Magazine 3 page 102
Teen2Teen friends

Review: Units 10–12 pages 88–89
All About You Progress Check

Cross-curricular Reading: Astronomy page 99

Magazine 4 page 103
Teen2Teen friends

Reference pages 104–106

Workbook pages W1–W37
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. __F_
   3. Where’s the library? It’s on the second floor. Go down the hall. The library’s on the left. __G_
   4. Where’s the computer lab? Take the stairs to the third floor. It’s at the end of the hall, on the right. __H_
   5. The science lab is on the second floor. It’s on the right, across from the library. __I_
   6. Downstairs, the cafeteria is on the right, next to the auditorium. __J_
   7. Where’s the gym? It’s next to the science lab, on the second floor. You can’t miss it! __K_

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 __I’m going to walk the dog, and my sister’s going to feed the cat._
   3. We / set the table for dinner / tonight __We’re going to set the table for dinner tonight._
   4. He / wash the dishes / three times a week __He’s going to wash the dishes three times a week._
   5. Dad / take out the garbage / before breakfast __Dad’s going to take out the garbage before breakfast._
   6. I / do the laundry / this weekend __I’m going to do the laundry this weekend._
   7. I / not make my bed / today __I’m not going to 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? __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)
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.
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 (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 is / 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.
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 ______.
The past continuous

15. Complete the statements and questions with the past continuous.
   1. Last weekend, we went kayaking while we
      _______ (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 _______ (get / was getting) to the
      bus stop, the bus _______ (left / was leaving).
   2. Dad _______ (text / was texting) me when
      he _______ (see / was seeing) the tornado.
   3. We _______ (hike / were hiking) when the thunder
      and lightning _______ (begin / was beginning).
   4. Luckily, my cousins _______ (wear / were wearing)
      their seat belts when they _______ (have / were having)
      the accident.

Negative yes / no questions

17. Complete the conversations with negative yes / no questions and short answers.
   1. A: _______ 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! _______ 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 _______. 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? _______
**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, 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!

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.

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.
My hobby is blogging.

**Topic Snapshots**

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.

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. 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

2. **Pronunciation** Listen and repeat.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Talent or hobby</th>
<th>Favorite subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arielle Novak</td>
<td>solving puzzles</td>
<td></td>
</tr>
<tr>
<td>2. Lee Brody</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Celina Martinez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Kate Arnold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sean Benson</td>
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</tr>
</tbody>
</table>
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)

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

<table>
<thead>
<tr>
<th></th>
<th>subject</th>
<th>direct object</th>
<th>gives information about subject</th>
<th>follows an adjective + preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I hate shopping.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>My mom is afraid of flying.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Fixing cars is hard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I don’t like public speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Swimming is boring.</td>
<td></td>
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<tr>
<td>6.</td>
<td>The best part of art class is painting.</td>
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</tbody>
</table>

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.

About you!

Do you have a special talent or hobby? Complete the statements with gerunds.
My hobby is ___________________________. I love ___________________________.
Reading An online advice column

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?
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.

---

**Teen2Teen**

**Introduce two classmates; Suggest an activity**

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!

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.

   **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!

---

**Ideas for clubs**

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

---

**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.**
Vocabulary  Good and bad habits

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

2. Pronunciation  Listen and repeat.

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

<table>
<thead>
<tr>
<th>has good habits</th>
<th>has bad habits</th>
<th>has a mixture of both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**About you!**

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.
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.

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  to stay up  (stay up) late because there’s a good movie on TV.
   3. Do you need  to study  (study) for the test tonight?
   4. I plan  to start  (start) exercising three times a week.
   5. Does your brother like  to play  (play) basketball?
   6. We would like  to introduce  (introduce) you to our new teacher.
   7. They decided  to play  (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. don’t leave  (not smart / leave) things until the last minute.
   3. exercise early in the morning.  (pretty awesome / exercise)
   4. He’s not great  (not great / stay up) really late every night.
   5. spend too much money.  (better / save)
   6. It’s not cool  (not cool / spend) too much money.
5. Read about Solange. Circle the gerund or infinitive to complete the paragraph.

Solangé 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 eating healthy foods.
   I **to eat** healthy foods.

2. When will you start exercising regularly?
   When you **to start** exercising regularly?

3. I really don’t like listening to loud music.
   I **to listen** to loud music.

4. Don’t you love getting up early in the morning?
   Do you **to love** getting up early in the morning?

5. I hate leaving things until the last minute!
   I **to leave** things until the last minute!

6. Do you try saving money when you can?
   Do you **to try** saving money when you can?

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 **to have** a lot of money.
   3. He wants to stop **to drink** all the time.
   4. She enjoys **to run** every day.
   5. He would like **to eat** enough **to eat** every night.
Reading  A study guide for new students

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.
   a. easier.
   b. more difficult.
   c. more boring.

   1. Distractions are things that make studying …
      a. study it carefully.
      b. write down every word.
      c. write down only the main ideas.

   2. To summarize something means to …
      a. not being messy.
      b. being messy.
      c. being tired.

   3. Being organized means …
      a. stopping for a short time.
      b. continuing what you are doing.
      c. choosing a time to study.

   4. Taking a break means …
      a. teaching
      b. forgetting
      c. learning


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.

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.
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.

---

**Teen 2 Teen**

Compare your good and bad habits

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.

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. ________________. What about you?
   **B** Me? ________________.

Read your new conversation with your partner. Then read the conversation in your partner’s book.
1. Read and listen to the post.

**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!

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.” **Today**
   3. Chicago has the tallest skyscraper in the world. **In the past**
   4. Chicago is very cold in the winter. **Today**
   5. Los Angeles has more people than Chicago. **Today**
   6. People visit Cloud Gate in Millennium Park. **Both**
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.

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 ____________________________________.
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?

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 X for the incorrect ones. Correct the errors.

used to

1. The weather use to be cooler than it is today. X
2. Did your grandma used to wear pants to school? □
3. The school band didn’t use 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 (have) smartphones. Now a lot of people do.
3. In the past, most people live (live) in cities, but now a lot of people do.
4. Before e-mail and texting, people write (write) letters to their friends by hand.
5. Outside Japan, most people eat (eat) sushi. Now it’s popular everywhere.
1. Look at the photos. Read and listen.

2. **Pronunciation** Listen and repeat.

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

   1. When his grandpa was young,  
   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,  

   __________________________________________________________________________  
   __________________________________________________________________________  
   __________________________________________________________________________  
   __________________________________________________________________________  
   __________________________________________________________________________
Reading  A timeline

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 …
   2. Computers in people’s homes were bigger than they are now …
   3. People started listening to disco music …
   4. Long hair for men became popular …

   a. in the sixties.
   b. in the seventies.
   c. in the eighties.
   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.
3. Scan for information Complete each statement with the correct word or phrase.

1. In the seventies, people wore bell-bottom _______ and platform _______.
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.

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

Teen 2 Teen

Compare how you were when you were little

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!

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.

   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!

Adjectives
talkative shy funny serious good at … bad at …

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

<table>
<thead>
<tr>
<th>put things together</th>
<th>invent things</th>
<th>solve puzzles</th>
<th>eat a lot of junk food</th>
</tr>
</thead>
</table>

1. She’s awesome at _______.
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 an engineer, it’s important to be good at to put / putting things together.
2. It’s good to get enough sleep, especially if you need to get up early in the morning.
3. It’s best to be friendly if you want to meet 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.
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 ____________ 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

   1. What do you like doing in your free time?
   __________________________________________________________________________

   2. What are your good and bad habits?
   __________________________________________________________________________

   3. What were you like when you were little?
   __________________________________________________________________________

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 __________________________________________________.
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. Look at the pictures. Read and listen.

Nouns

- We’re going to win!
- We’re going to lose.

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.

Adjectives

- Grace
- Ryan

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

- Natalie
- Andrew

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.

- Chris
- David

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.

2. Pronunciation  Listen and repeat.

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 a brave person.
3. Fran is almost always brave. 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 nervous about new experiences.
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 teenage 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?
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.

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>You</td>
</tr>
<tr>
<td>You have chatted with her before.</td>
<td>You haven’t watched many movies.</td>
</tr>
<tr>
<td>We</td>
<td>They</td>
</tr>
<tr>
<td>They has looked at the photos.</td>
<td>He hasn’t visited Peru.</td>
</tr>
</tbody>
</table>

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.

![Reminder](image)

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)

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 **played** (play) the piano in a few school concerts.
   3. My sister **wrote**/written (write) several text messages to Laura, but Laura **got**/got (get) any of them.
   4. I **chatted**/chatted (chat) online with all of my friends this week.
   5. Claire **shopped** (shop) at the downtown mall a few times this month.
   6. My dad **burned** (burn) his hands in the kitchen two or three times.
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.

<table>
<thead>
<tr>
<th>yes / no questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I you we ever <strong>taken</strong> this bus?</td>
<td>Yes, we have. No, we haven't.</td>
</tr>
<tr>
<td>Have you we ever <strong>taken</strong> this bus?</td>
<td>Yes, we have. No, we haven't.</td>
</tr>
<tr>
<td>Have they ever <strong>taken</strong> this bus?</td>
<td>Yes, they have. No, they haven't.</td>
</tr>
<tr>
<td>Has he <strong>been</strong> late a lot?</td>
<td>Yes, he has. No, he hasn't.</td>
</tr>
<tr>
<td>Has she <strong>been</strong> late a lot?</td>
<td>Yes, she has. No, she hasn't.</td>
</tr>
<tr>
<td>Has it <strong>been</strong> late a lot?</td>
<td>Yes, it has. No, it hasn't.</td>
</tr>
</tbody>
</table>

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.

---

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: **Have you ever taken the train to the city?** (the train / Have / taken / ever / to the city / you)
   B: **Yes**. (Yes)

3. A: **Has your teacher ever been to Europe?** (to Europe / your teacher / Has / been / ever)
   B: **No / never**. (No / never)

4. A: **Have you ever cooked for your parents?** (cooked / you / ever / Have / for your parents)
   B: **No / never**. (No)

5. A: **Have you ever touched a tarantula?** (a tarantula / touched / ever / Have / you)
   B: **No / never**. (No / never) I’m not brave enough! Have you?

---

3. **Pronunciation** Listen to questions and answers from Exercise 2. Repeat.
Reading An interview in a school newsletter

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.  
2. Soojin has three brothers.  
3. She is the youngest child in the family.  
4. Soojin’s parents are in South Korea right now.  
5. Soojin hasn’t met any new friends in Colombia.  
6. Soojin hasn’t joined the English Club.

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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!
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. **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.

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.
Vocabulary  Going to the doctor or dentist

1. Look at the photos. Read and listen.

- 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

2. Pronunciation  Listen and repeat.

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

1. Naomi has an appointment for a ___________.
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 ___________.

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
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  
   - headache  
   - stomach ache  
   - sore throat  
   - cough  
   - rash  
   - other pain
   
   **When did your symptoms begin?** March 13  
   **Are you a smoker?**  
   - YES  
   - 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?
      -  

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.  
   b.  
   c.  
   d.  


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.)

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.

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 __________ 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.
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.

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.

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).

About you! 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) ____________________________
Reading  A public health pamphlet

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

How does smoking harm your body?

- 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
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.

In your notebook, write more tips for stopping smoking.

Show concern

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.

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: _________. 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.
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

1. Read and listen to the post.

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!

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.

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.
**Vocabulary** Geographical features

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. **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
   f. an island

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

<table>
<thead>
<tr>
<th>places that are hot</th>
<th>places that are cold</th>
<th>places with very little water</th>
</tr>
</thead>
<tbody>
<tr>
<td>a desert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good places for hiking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good places for rock climbing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>places with lots of water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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. 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.
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.
   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.
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.


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?
Reading  A travel brochure

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! José 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

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).
- Iguazu 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.

When to visit
- The best months to visit are April, May, September, or October. December through March is summer, and temperatures average from 23°C to 32°C. Humidity is often more than 90 per cent – very uncomfortable!
- June through August is winter, with average temperatures from 10°C 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.

River rafting at Iguassu Falls

Visitors take photos of the falls.
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.

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**Teen2Teen**

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. **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.

   Read your new conversation with your partner.
   Then read the conversation in your partner's book.
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 _______________ (never / go) surfing or scuba diving. She thinks those activities are too scary.
      She’s not very _______________ / _______________.

   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 _______________ / _______________!

   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 a _______________ / _______________.

   4. Billie’s mom _______________ (call) him three times in the last hour to see if he’s OK.
      She’s a really _______________ / _______________ person!

   5. Niki is so friendly and talkative. She _______________ (make) lots of friends this year.
      She’s really _______________ / _______________.

   6. Michelle _______________ (eat) some very strange things – even snails! She’s very _______________ / _______________.

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

   1. Have you ever traveled to another country? (you / travel to another country) _______________.
   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.
   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?
   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.

   1. [What’s the grossest thing you’ve ever eaten?]
      You ____________________________
   2. [Have you already been to the dentist this year?]
      You ____________________________
   3. [How long have you studied English?]
      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
Vocabulary Some Olympic sports

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. Pronunciation Listen and repeat.

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

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.
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.

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.
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.

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td></td>
</tr>
<tr>
<td>He/She</td>
<td></td>
</tr>
<tr>
<td><strong>have to</strong> study.</td>
<td><strong>don’t have to</strong> study.</td>
</tr>
<tr>
<td><strong>has to</strong></td>
<td><strong>doesn’t have to</strong></td>
</tr>
</tbody>
</table>

**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. **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?
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.

   ![Image](All_spectators_must_enter_the_stadium_before_9:00.)

   ![Image](Athletes_must_not_be_late_to_events.)

   - 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. **Pronunciation** Listen to the grammar examples. Repeat.

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

   **Hometown Teen Olympics**

   **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* 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.
Reading A newspaper article

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 _________.

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.
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.

---

**Adapt to rules**

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. **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.

   **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!

---

**Possible solutions**

borrow … from someone
get … and come back later
rent …
call …

Another idea:

---

**A**

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

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.
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!

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

1. Look at the pictures. Read and listen.

![Recycling bin]

1. recycle bottles  
2. reuse shopping bags  
3. use less water  
4. pick up litter

2. **Pronunciation** Listen and repeat.

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

   1. They’re going to **revisit** their ________.
   2. They’re going to ______________ after school.
   3. They’re going to ___________ their ________.
   4. They should ________________.
Grammar  be supposed to

1. Study the grammar.
   - Use be supposed to + a base form
     to express an expectation of
     correct behavior.

<table>
<thead>
<tr>
<th>Affirmative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>We're supposed to use less electricity!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're not supposed to put cans in there.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yes / no questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are we supposed to recycle glass bottles?</td>
</tr>
</tbody>
</table>

2. Pronunciation  Listen to the grammar examples. Repeat.

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.

   1. Am I supposed to put (I / put) paper in the regular garbage?
   2. (we / use) less water now!
   3. ________________ (they / not throw) litter on the ground!
   4. (we / reuse) shopping bags?
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. **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 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 have a lot of homework today.* (I/come) I have a lot of homework today.
   3. A: Are you going to recycle that soda bottle?
      B: Yes, *I will reuse it for water instead*. (I/reuse /it for water instead)
   4. A: Where is the Environment Club going to meet this morning?
      B: Actually, *we’re all too busy*. (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.*
Reading  An informational leaflet

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 bury 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.

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.
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.

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**Teen 2 Teen**

**Remind someone of expected behavior**

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. **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.

---

Read your new conversation with your partner. Then read the conversation in your partner’s book.
**You don’t believe that, do you?**

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

---

**Topic Snapshot**

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

   **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.
Vocabulary  Personal care products

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. 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 _______ 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.

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

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______

About you!

Do you use any personal care products? Which ones?
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.

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm late, aren't I?</td>
<td>I'm not late, am I?</td>
</tr>
<tr>
<td>You're Justin, aren't you?</td>
<td>You're not Justin, are you?</td>
</tr>
<tr>
<td>He's in the band, isn't he?</td>
<td>He isn't in the band, is he?</td>
</tr>
<tr>
<td>They speak Chinese, don't they?</td>
<td>They don't speak Chinese, do they?</td>
</tr>
<tr>
<td>She has a pet cat, doesn't she?</td>
<td>She doesn't have a pet cat, does she?</td>
</tr>
</tbody>
</table>

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. 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,  a. are they?
   2. Budget Brand personal care products aren’t very good,  b. aren’t i?
   3. Sean uses hair gel every day,  c. isn’t it?
   4. Mom, I’m getting the Neanderthal Diet book for my birthday,  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.
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.

<table>
<thead>
<tr>
<th>Affirmative statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was late yesterday, wasn't I?</td>
<td>I wasn't late yesterday, was I?</td>
</tr>
<tr>
<td>It was very rainy yesterday, wasn't it?</td>
<td>It wasn't very rainy yesterday, was it?</td>
</tr>
<tr>
<td>She bought the makeup, didn't she?</td>
<td>She didn't buy the makeup, did she?</td>
</tr>
<tr>
<td>You used all the hair spray, didn't you?</td>
<td>You didn't use all the hair spray, did you?</td>
</tr>
</tbody>
</table>

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
Reading  A report

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.

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.
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**

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

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**Teen 2 Teen Express disbelief**

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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. **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.
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 have to finish their project tonight!
3. She’s worried because she has to go to the dentist at 4:00 to get a filling.
4. He can’t go out with his friends because he has to pick up his little brother.

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

1. What time do you have to 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 must wear seat belts.
   a. has to
   b. they must
   c. must
3. The rule is students must 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 have to take the bus to the stadium?
   a. must
   b. have to
   c. having
5. Don’t his parents always say he must use less electricity?
   a. has to
   b. have to
   c. must to
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, do they? B: No, they don’t.
3. A: Lara’s dad made a great dinner for her birthday, didn’t he? B: Yes, he did.
4. A: Jose Luis’s photos of Ecuador on Teen2Teen Friends were fantastic, weren’t they? B: Yes, they were.
5. A: You don’t have to babysit this Friday, do you? B: No, I don’t.
6. A: Your sisters turned off all the lights before they went out, didn’t they? B: No, they didn’t.

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. They are supposed to speak only English in English class.
3. Our family might to go to Quito on our next vacation. Our family is supposed to go to Quito on our next vacation.
4. They’re not supposed to go hiking without good hiking boots. 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? Do you have 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. If the weather is terrible, we might not go to the beach.

All About You

1. Write your own response to each person.

1. What chores are you supposed to do at home?
2. What do you do to protect the environment?
3. Which personal care products do you think are the most important?

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
- Express disbelief
- Remind someone of expected behavior
- Use the Unit 7–9 grammar and vocabulary
We should say something.

Topic Snapshots

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.

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.
   2. Someone was bullying these two people.
   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.

   - Tristan
     _______ and _______

   - _______

   - _______

   - _______
1. Look at the pictures. Read and listen.

- gossip about someone
- tell a lie about someone
- ignore someone
- tease someone
- play a joke on someone
- threaten someone

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.

About you!

Have you ever seen someone bully another person? What happened?
A boy in my neighborhood threatened my friend. I told my parents.
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?

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?
Grammar Indefinite pronouns: something, nothing, and anything

1. Study the grammar.

<table>
<thead>
<tr>
<th>Affirmative statements: something, nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>He put something in his backpack.</td>
</tr>
<tr>
<td>There's nothing in this locker.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative statements and yes/no questions: anything</th>
</tr>
</thead>
<tbody>
<tr>
<td>They didn't say anything.</td>
</tr>
<tr>
<td>I'm not going to do anything.</td>
</tr>
<tr>
<td>Is there anything in the fridge?</td>
</tr>
<tr>
<td>Are you going to say anything?</td>
</tr>
</tbody>
</table>

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

2. Pronunciation Listen to the grammar examples. Repeat.

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

1. Jake put _______ in your bag.
2. There isn't _______ in the cupboard.
3. There's _______ on the chair.
4. Did your friend say _______ to that bully?
5. I'm going to say _______ to Brian.
6. Don't eat _______ before soccer practice.

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

Dear students,
As you know, there will be a school play at the end of the month. Last year, we didn’t ask (1) _______ for their help. However, this year, if you have the time, we ask that you please do (2) _______ to help us prepare for this event.

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

After the play, we will have refreshments in the cafeteria. We need (5) _______ to bring sandwiches and other snacks. If you are good at making sweet things like cake or cookies, please make (6) _______ and bring it to the cafeteria. If you don’t want to cook (7) _______, you can help serve the food and drinks.

I know (8) _______ has a lot of free time, so we are very grateful for your help.

Thank you!
Ms. Gilford

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

1. _______ 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.
Reading  A teen magazine article

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.
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.

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**Teen2Teen**

**Express regret about not speaking up**

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. **Pronunciation** Listen and repeat.

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

   **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.**
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

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.

   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?

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**
**Vocabulary** Verbs for crimes

1. Look at the pictures. Read and listen.

- "Someone **stole** my phone when I was in Rome."
- "A woman **shoplifted** a blouse at that new store."
- "A guy **pickpocketed** my brother last week."
- "Someone **snatched** my mom’s purse."
- "A burglar **broke into** my apartment and stole the TV."
- "A man **robbed** my uncle at an ATM and took his money."
- "Some kids **vandalized** the school last night."
- "They lied and took his money. They **cheated** him."

1. steal  
2. shoplift  
3. pickpocket  
4. snatch  
5. break into  
6. rob  
7. vandalize  
8. cheat

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.

Write about a crime that you heard about.

Three months ago, someone **stole** my friend’s car.
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 shoplifted those sweaters*?
   *(The boy shoplifting those sweaters.)*

   His brother is the one *who 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. **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.
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 ________________?

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.
Reading  A crime-prevention flier

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!
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.

---

### Teen 4 Teen

**Insist emphatically; Make a suggestion**

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. **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 it isn’t ___________?
   **A** Oh. Maybe you’re right.
   **B** You should check there. OK?

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

---

**Item:** my tablet
**Where you think you put it:**
- in my backpack
**Where it might actually be:**
- in my desk
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
1. Read and listen to the post.

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!

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.
Vocabulary  Ways to celebrate a holiday

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

2. Pronunciation  Listen and repeat.

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  
   - 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?

**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.)

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 *where* many people go to see the world-famous Carnaval parade.
   3. October is the month *when* kids celebrate Halloween in the U.S.
   4. Valentine’s Day is a holiday *where* people send cards to the people that they love.
   5. Japan is the place *where* you can see the Cherry Blossom Festival.
   6. Arlington National Cemetery is a place *where* 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. *where* people wear costumes for the Mardi Gras holiday.
   2. Australia and New Zealand are the two countries *where* they remember the dead on Anzac Day.
   3. This is the time *when* people buy gifts for their friends and families.
   4. Fifth Avenue is a famous street in New York *where* there are many holiday parades.
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.)

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 himself to another student.
3. They’re helping each other get dressed in costumes.
4. He’s getting dressed in his costume by himself.
5. She’s looking at herself in the mirror.
6. They’re wishing each other a happy holiday.

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 themselves cards.
3. They gave themselves gifts.
4. He saw himself in the newspaper.
Reading Online encyclopedia entries

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.

<table>
<thead>
<tr>
<th>Day of the Dead</th>
<th>Holi</th>
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<tbody>
<tr>
<td>1. People celebrate it in November.</td>
<td>✔</td>
</tr>
<tr>
<td>2. People do wild and crazy things.</td>
<td></td>
</tr>
<tr>
<td>3. People greet each other.</td>
<td></td>
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<tr>
<td>4. People tell each other stories.</td>
<td></td>
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<tr>
<td>5. People buy gifts.</td>
<td></td>
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<tr>
<td>6. Other countries have a similar holiday.</td>
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</table>

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.

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.
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.

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### Wish someone a happy holiday

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.

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.

Read your new conversation with your partner. Then read the conversation in your partner’s book.
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. no one  
   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 when people need to be careful about walking in the street.  
   (People need to be careful about walking in the street.)

3. Ms. Olsen is the teacher where someone robbed her in the park last night.  
   (Someone robbed her in the park last night.)

4. Those are the costumes where people wear them during the holiday celebrations.  
   (People wear them during the holiday celebrations.)
4. Look at the pictures. Complete each statement with a reflexive pronoun or each other.

1. He isn’t talking to **himself**. He’s talking on the phone.

2. We gave _________ cards.

3. My son wants to get dressed by _________.

4. Our neighbors don’t like _________.

5. Look, Mom! We can see _________ on TV!

6. I hurt _________.

All About You

1. Write your own response to each person.

1. Is gossiping a problem at your school? **You**

2. Do you know anyone who has been the victim of a crime? What happened? **You**

3. What special foods do you eat on your favorite holiday? **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
- Wish someone a happy holiday
- Suggest a course of action
- Use the Unit 10–12 grammar and vocabulary
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?

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.
   • Infinitives in a series
     ✓ 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.

2. Read Amy’s paragraph. Correct three errors in parallel structure.
   This is a busy year for me. I really love to cook, 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?
Unit 3: A comparison of life today and in the past

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

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?
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

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?
Unit 7: A paragraph about your favorite athlete

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

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.

Check your work

- Did I include a topic sentence?
- Did I include several suggestions?
- Did I include a conclusion?

Topics

- protecting the environment
- keeping your neighborhood clean
- welcoming a new student to your school
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?

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?
Unit 11: Provide advice

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.
   
   **Correct:** Burglars often break into people’s homes during the day because they know that people are not usually home.
   
   **Incorrect:** Burglars often break into people’s homes during the day because they know 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

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.
   
   - 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?
Science: The importance of sleep

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.

**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.

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.

- [ ] 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?
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
   2. dominant
   3. recessive
   4. environment
   5. theory
   6. genetic

   a. interactions with other people
   b. about genes
   c. stronger than others
   d. change or growth
   e. not dominant
   f. something people believe is true

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.
History: The Olympics in Ancient Greece

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.

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 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.
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.

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.

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.
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.

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.
1. Read Chen’s post about skin care. What are some different ways to treat acne, according to the article?

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.

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
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 X if you think the writer might disagree.

1. Send your passwords to your friends in an e-mail.  
   
   X

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 ___________ can help you stay safe online.
   - privacy settings
   - personal information
   - computer viruses

2. There are people online who want to ___________ other people’s information.
   - change
   - steal
   - protect

3. A computer virus might make your computer work ___________.
   - better
   - badly
   - faster

4. You should ___________.
   - share
   - e-mail
   - change

5. Be careful with attachments because they might contain ___________.
   - a photo
   - a virus
   - an ad
### Verbs with irregular past forms

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### Pronouns

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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.
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.

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.
My hobby is blogging.

1. Review the Vocabulary. Write your own study notes (or translation) for each word or phrase.

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<th>My study notes</th>
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<tbody>
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<td>public speaking</td>
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<td>a talent</td>
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<tr>
<td>putting things together</td>
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<td>a club</td>
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</table>

2. Look at the pictures and complete the conversations with the Vocabulary.

1. A: What are we going to do with all these parts?
   B: Let me help. I’m pretty good at **putting things together**.

2. A: You know, Elena is really popular!
   B: Well, she’s really nice. And she’s so good at ____________.

3. A: I don’t know how you do that. I think it’s a real talent.
   B: Really? ____________ is my hobby, so I have lots of practice!

   B: Well, Mark doesn’t. He’s so good at ____________.

3. Complete the statements and questions with the prepositions **at**, **about**, or **of**.

   1. I’m not crazy **about** soup. Can I have some salad instead?
   2. Janet is afraid ________ kayaking.
   3. Why are you smiling? What are you so happy ________?
   4. Wow! Your mom’s so good ________ karate! Does she have her black belt?
   5. The team is really sad ________ losing the game. They thought they were going to win.

4. Choose the correct answers to complete each statement or question.

   1. I stopped … soccer when I started middle school.
      a. play  b. playing
   2. My friend Eleanor always … the hardest puzzles.
      a. solving  b. solves
   3. Lane’s not crazy about … in front of a lot of people.
      a. speaks  b. speaking
   4. The mechanic here is great at … old cars.
      a. fixing  b. fixes
   5. We can’t … new people at our school.
      a. meeting  b. meet
5. Complete the statements with gerunds. Then write them in the puzzle.

Across ▶
1. My brother Adam’s hobby is … (draw).
4. Alma doesn’t like … (shop).

Down ▼
1. I like … (do) puzzles after class.
2. Do your parents dislike … (go) to bed early?
3. I’m not really crazy about … (cook).
5. My classmates aren’t bad at … (play) tennis.

6. Complete each statement with the gerund form of the verbs below.
   buy  camp  help  meet  put  ride  set  sleep  speak  watch  wear

1. My grandpa loves **buying** _______ new cars, but they’re so expensive!
2. I like ___________ my mom and dad, but I can’t stand ___________ the table.
3. Some people dislike __________ because they like ___________ at home in their own bed.
4. I love ___________ my bike, but I don’t like ___________ a helmet.
5. I don’t have a lot of friends; my big brother suggests ___________ new people at a club.
6. My sisters are crazy about ___________ old movies.
7. You’re so good at ___________ things together!
8. She’s afraid of ___________ English with people she doesn’t know.

7. Correct four more errors in the e-mail message. Use gerunds correctly.

Hey, Bella!

We’re going to the beach. I love **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean. I’m afraid of **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean. I’m afraid of **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean. I’m afraid of **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean. I’m afraid of **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean. I’m afraid of **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean. I’m afraid of **sitting** on the beach in the sun, but I’m not crazy about swim in the ocean.

8. Underline the gerunds in the following sentences. Be careful! Not all the sentences have gerunds. Write an X in the box if the sentence does not have a gerund.

1. We suggest **leaving** early for the beach
   X  
2. It’s really hard to stop eating so much candy.
   X  
3. Running in the evening is a good idea because it’s not so hot then.
   X  
4. They were driving to the park when they had an accident.
   X  
5. My little dog likes catching the ball when I throw it.
   X  
6. My boyfriend’s hobby is playing the guitar.
   X  
7. I’m going to the mall to hang out with my friends.
   X  
8. My friend is afraid of speaking in front of a lot of people.
   X  
9. Read the conversation. Then circle A, B, or C to answer the questions. More than one answer may be possible.

A. Michael, this is my friend, David. David, Michael.
B. Hi, David. Nice to meet you.
C. Same here. This is your first time at photography club, right?
B. Yeah. It sounds like fun. I love taking pictures.
C. Me, too. … So, what other things do you like doing in your free time?
B. Well, on weekends I like running and playing tennis.
A. Hey! Why don’t we all go running together this weekend?
B. Great idea!

1. Who suggests going running this weekend?  
   A / B / C
2. Who is new at photography club?  
   A / B / C
3. Who enjoys taking pictures?  
   A / B / C
4. Who introduces David and Michael?  
   A / B / C

10. Put the conversation in order. Write the numbers.
   ___ Awesome idea!
   ___ Hey! Why don’t we all go to the beach together this weekend?
   ___ Hi, Mark. Nice to meet you.
   ___ Lisa, this is my friend, Mark. Mark, Lisa.
   ___ Me, too. … So, what other things do you like doing in your free time?
   ___ Same here. This is your first time at soccer practice, right?
   ___ Well, on weekends I like hanging out with my friends at the beach.
   ___ Yeah. It sounds like fun. I love playing soccer.

11. Choose the appropriate response. Write a check mark.
   1. Why don’t we all have lunch together?
      a. ☑ That sounds like fun.
      b. ☑ This is your first time, right?
   2. I love kayaking on weekends.
      a. ☑ What do you do on weekends?
      b. ☑ Me, too!
   3. This is your first time here, right?
      a. ☑ Same here.
      b. ☑ Yeah.
   4. This is my friend, Jennie.
      b. ☑ Hi, Jennie. Me, too.
   5. I love dancing.
      a. ☑ Awesome idea.
      b. ☑ Same here.
   6. What other things do you like doing in your free time?
      a. ☑ Well, I love going to the movies.
      b. ☑ That sounds like fun.
I want to change my bad habits.

1. Review the Vocabulary. Write your own study notes (or translation) for each word or phrase.

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<tbody>
<tr>
<td>a habit</td>
<td></td>
<td>eating junk food</td>
<td></td>
</tr>
<tr>
<td>eating healthy food</td>
<td></td>
<td>spending too much money</td>
<td></td>
</tr>
<tr>
<td>saving money</td>
<td></td>
<td>leaving things until the last minute</td>
<td></td>
</tr>
<tr>
<td>having good study habits</td>
<td></td>
<td>being lazy</td>
<td></td>
</tr>
<tr>
<td>getting plenty of exercise</td>
<td></td>
<td>staying up too late</td>
<td></td>
</tr>
<tr>
<td>getting enough sleep</td>
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</tbody>
</table>

2. Complete each statement with the correct word or phrase from the Vocabulary.

1. Eating junk food is important for your body.
2. Rebecca spends / saves too much money. She never has any money at the end of the week.
3. When Julia has a lot of homework, she starts working on it right after school.
   Julia has good study habits / leaves things until the last minute.
4. James goes to bed every night at 10:00 after he finishes his homework.
   He doesn’t get enough sleep / stays up too late.

3. Complete each statement.

1. Josh eats lots of pretzels, chips, and soda every day. He ...
2. Sue never has enough money when she wants to buy something. She ...
3. Mary Beth never exercises, and she watches way too much TV. She ...
4. Mark goes mountain biking three times a week, and he swims regularly at the gym. Mark ...
5. Peter is tired in the morning because he goes to bed very late. He ...
6. Kate only starts her homework on the day it’s due. She ...

   a. doesn’t get enough sleep.
   b. is pretty lazy.
   c. can’t save any money.
   d. leaves things until the last minute.
   e. eats too much junk food.
   f. gets plenty of exercise.

4. Complete each conversation with the correct phrase from the Vocabulary.

1. Leo: Victor, are you just starting your homework?
   Victor: Sorry. I know I shouldn’t leave things until the last minute.
2. Eileen: Mmm! These chips and pretzels are so good.
   Mom: Eileen! Those foods aren’t good for you. I suggest you stop and have a healthy snack.
3. Max: I really want to buy that new X80 tablet, but it’s so expensive.
   Lester: Well, if you start now, you can buy it later.
4. Sophia: I’m so tired. I didn’t ____________________________ last night.
   Mr. Tyler: I suggest ____________________________, like running or swimming. It helps you sleep better.
5. Write statements, using It’s and an infinitive.
1. better/save money/than to spend it It’s better to save money than to spend it.
2. hard/change a bad habit
3. a lot of fun/exercise with friends
4. bad idea/eat junk food all the time
5. good/eat a lot of healthy food

6. Complete Scott’s message to his cousin, using the correct form of the verb and an infinitive.

Hey, Cousin! Exciting news! I (1) **am learning to play** (learn/play) the drums during vacation because I (2) **will be** (want/be) in the school band next year. I (3) **will plan to start** (plan/start) lessons this weekend. People ask, “Scott, why did you (4) **choose to play** (choose/play) the drums, of all instruments?” And I tell them I (5) **would like to make** (would like/make) a lot of noise so people will notice me! I couldn’t decide between the drums and the guitar. Finally, I (6) **decide to study** (decide/study) the drums because they’re easier to learn. They say I (7) **need to take** (need/take) lessons for two or three months. So, what’s new with you? Scott

7. Choose the correct verb form to complete each sentence.
   1. Every night at the dinner table, our parents enjoy about our day at school.
      a. hearing
      b. to hear
   2. My classmates are crazy about to hip-hop music.
      a. dancing
      b. to dance
   3. They’d really like a party at the beach.
      a. having
      b. to have
   4. After school, my classmates decided community service together.
      a. doing
      b. to do
   5. All children need healthy food every day.
      a. eating
      b. to eat
   6. We suggest the outdoor concert by bike.
      a. going
      b. to go
   7. I’ve decided to stop so much junk food.
      a. eating
      b. to eat
   8. After a few years of staying up too late, I’ve learned that it’s important enough sleep.
      a. getting
      b. to get

8. Complete each conversation with the correct verb phrase. Use contractions where possible.
   1. A: So, what **do you plan to do** (plan/do) today? It’s pretty rainy outside.
      B: You know I **would like to clean** (would like/clean) the house.
   2. A: Oh, no! The math project is due tomorrow, but I **want to hang out** (want/hang out) at the mall with Max. What should I do?
      B: I **suggest call** (suggest/call) Max and telling him you can’t go today. Tell him you **would like to meet** (would like/meet) him tomorrow instead.
   3. A: So, what **do you enjoy to do** (you/enjoy/do) in your free time?
      B: I think it’s fun **go bike riding** (go bike riding) with my friends.
   4. A: Did you decide **to get** (get) a pet?
      B: Well, I need **my parents first** (ask) my parents first. They’re not crazy about
      **I need to walk** (walk) dogs and **I need to feed** (feed) cats.
      A: No problem. Tell them you’ll do all that!
9. Rewrite each statement or question, correcting any errors with gerunds and infinitives. Be careful! Not all statements and questions have errors.

1. My sister loves to play video games on a rainy day. But if the weather is good, she enjoys to be outside.
   My sister loves to play video games on a rainy day. But if the weather is good, she enjoys being outside.

2. My dad says he really needs getting enough sleep. He doesn’t like feeling tired in the morning.

3. My doctor told me I need to get plenty of exercise, but I can’t stand to go to the gym.

4. We all should stop to eat so much junk food. It’s OK to eat it sometimes, but not always.

10. Read the conversation. Then circle T (true) or F (false).

   A  So, Nicole… do you have any bad habits?
   B  Are you kidding? Everyone has some bad habits.
   A  That’s true. But what’s your worst habit?
   B  Let me think… I leave things for until the last minute.
      OK, Beth, so what’s yours?
   A  Well, I hate to say it, but I spend too much money.
   B  That’s not so bad. I’m sure you have some good habits, too.
   A  I do. I always get plenty of sleep. What about you?
   B  Me? I usually eat healthy food.

   1. Nicole probably does her homework early.  T  / F
   2. Beth spends too much money.  T  / F
   3. Both girls have some bad habits.  T  / F
   4. Only Nicole has good habits.  T  / F
   5. Nicole thinks Beth’s bad habit is really bad.  T  / F

11. Choose the appropriate response. Write a check mark.

   1. 📚 Do you have any bad habits?
      a. ☐ That’s true.
      b. ☐ Well, I hate to say it, but yes.

   2. 📚 I eat a lot of junk food.
      a. ☐ What about you?
      b. ☐ Well, I’m sure you have some good habits, too.

   3. 📚 I spend too much money.
      a. ☐ That’s not so bad.
      b. ☐ So, do you have any bad habits?

   4. 📚 Do you have any bad habits?
      a. ☐ That’s not so bad.
      b. ☐ I hate to say it, but I do.

   5. 📚 You have some good habits, too.
      a. ☐ That’s true.
      b. ☐ Let me think.

   6. 📚 Do you have any bad habits?
      a. ☐ Yes. Everyone does.
      b. ☐ Me? I usually eat lots of healthy food.
1. Review the Vocabulary. Write your own study notes (or translation) for each word or phrase.

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<td>Years ago, ...</td>
<td></td>
<td>When I was little, ...</td>
<td></td>
</tr>
<tr>
<td>In the old days, ...</td>
<td></td>
<td>Before I started ...</td>
<td></td>
</tr>
<tr>
<td>When my dad was younger ...</td>
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</tbody>
</table>

2. Unscramble the words to write a statement with past time expressions. Capitalize and punctuate the sentences correctly.

1. the / in / days / old, / no one read digital books
   In the old days, no one read digital books.

2. met, / mom and dad / my / before / my mom was studying to be a nurse

3. when / were / my sister and brother / little, we got our first computer

4. ago, / years / twenty / we got all our news from newspapers

5. when / children, / were / my grandparents / TV images were in black and white

6. my sister and I left everything until the last minute / younger / we were / when

7. people didn’t have cars / century / before / 20th / the

3. Complete the statements with as or than.

1. Women’s dresses aren’t as long today as they were in the 19th century.

2. Mexico City is larger than New York City.

3. I think Italian food is better than American food.

4. In some countries, basketball is as popular as soccer.

5. Los Angeles is as large as Calcutta.

6. The city of Athens is older than the city of Rio de Janeiro.

4. Complete the statements, using as ... as, and the correct form of be.

1. My father isn’t as old as (not/old) his brother, but he’s older than his sister.

2. I’m hungry, and my sisters and brother (hungry) I am! Let’s eat!

3. Our math class (not/early) our English class on Fridays.

4. I saw Avatar 2 and Transformers 4. I thought Transformers 4 (good) Avatar 2. I liked both.

5. Many people think people in big cities (not/friendly) people in small cities and towns, but I don’t agree.
5. Look at the photos. Read the information. Then complete each statement with an affirmative or negative form of as ... as.

1. Barry and Garry are both exactly 1.8 meters tall.  
   Garry _________ Barry.

2. The Brown Palace Hotel is older than the Drake Hotel.  
   The Drake _________ the Brown Palace.

3. Sao Paulo is big, but Tokyo is bigger.  
   Sao Paulo _________ Tokyo.

4. Mary and Carey both have long hair. Mary's hair _________ Carey's.

5. The dog and the puppy are both cute, but I think the puppy is cuter. The dog _________ the puppy.

6. Crossword puzzles and Sudoku puzzles are both pretty hard. But crosswords are harder. I think Sudoku puzzles _________ crosswords.

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

1. My parents _________ go to the movies every weekend, but now they only go about once a month.
2. Susan _________ hang out at the mall, but now she goes every weekend.
3. Our school _________ have afterschool clubs, but now it does.
4. Chicago _________ have the world’s tallest building, but now it doesn’t.
5. I _________ like doing puzzles, but now I love them.
6. My sister _________ be good at meeting new people, but now she has a lot of new friends.
7. They _________ be lazy, but now they exercise every morning and they look great.
8. My classmate Rory _________ stay up late, but now he goes to bed at 10:00 and gets plenty of sleep.
7. Look at Glen’s family pictures. Write sentences with used to/didn’t use to. Remember to use periods.

1. I be crazy about bananas.
   I used to be crazy about bananas.

2. I don’t have many friends. I have a dog.
   Our family had a wall phone. We didn’t have cell phones.

3. We live in a house, not an apartment.

4. Our family have a wall phone. We not have cell phones.

8. Read the conversation. Then choose the correct word or phrase to complete the statements.

   A. So, Dave, what were you like a few years ago?
   B. Well, I used to be a little silly.
   A. You mean you weren’t as serious as you are now?
   B. No, I wasn’t. What about you? What were you like?
   A. Me? I used to be kind of boring.
   B. No way, Jackie! You’re so interesting now!

1. Dave used to be silly / serious.
2. He’s not as silly / serious as he used to be.
3. He thinks he’s more silly / serious now than he was in the past.
4. Jackie used to be very interesting / kind of boring.
5. Dave thinks Jackie is pretty boring / interesting now.

9. Choose the appropriate response. Write a check mark.

   1. So, what were you like when you were little?
      a. ✔ Pretty crazy.
      b. ❌ Yes, I was.
   2. Well, I used to be pretty shy.
      a. ❋ What were you like?
      b. ✔ You mean you didn’t use to be so confident?
   3. What about you?
      a. ☑ Me? I wasn’t as talkative as I am now.
      b. ☑ What were you like?
   4. You mean you used to be messy?
      a. ❌ No way. I’ve always been neat.
      b. ✔ What about you?
Have you ever gone paragliding?

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<td></td>
<td>brave</td>
<td></td>
</tr>
<tr>
<td>an introvert</td>
<td></td>
<td>calm</td>
<td></td>
</tr>
<tr>
<td>an optimist</td>
<td></td>
<td>cautious</td>
<td></td>
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<tr>
<td>a pessimist</td>
<td></td>
<td>nervous</td>
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</tbody>
</table>

2. Complete the statements with the Vocabulary. Then write them in the puzzle.

Across ►

1. She isn’t afraid of anything. She’s very ....
7. He’s pretty shy and doesn’t talk much. He’s an ....
8. He thinks everything is going to be great in the future. He’s an ....

Down ▼

2. She never gets nervous about things. She’s very ....
3. He doesn’t want to go to the game because he thinks their team will lose. He’s a ....
4. He’s very talkative and loves to meet new people. He’s an ....
5. She doesn’t like to try new dishes. She’s very .... about what she eats.
6. He’s a .... person. He worries about almost everything.

3. Write the past participle of each verb. Then find and circle the past participles in the puzzle.

1. be    been
2. buy
3. do
4. eat
5. get
6. go
7. have
8. meet
9. ride
10. see
11. speak
12. take
13. win
14. write

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4. Complete the statements and questions with the correct present perfect form of the verbs.

1. Our volleyball team **has won** (win) six games this year!

2. My mom **is** (be) an extrovert all her life.

3. I feel great! I **haven’t drunk** (not/drink) coffee for several weeks.

4. Margo **has had** (have) the flu twice this year!

5. **Has** your little brother ever **rided** (ride) a bike?

6. My parents **have gone** (go) to New York several times.

5. Complete the statements. Use the present perfect for actions that occurred at an indefinite time in the past. Use the simple past tense for actions that occurred at a definite time.

1. Our team **has played** (play) against the Scarboro soccer team many times this year.

   Actually, we **played** (play) a great game with them last night.

2. My family and I **have gone** (go) surfing several times. In fact, we **went** (go) surfing last week.

3. Bob **sent** (send) me two text messages this morning. He **sent** (send) me so many this week!

4. My aunt and uncle **visited** (visit) Paris twice. They **visited** (go) once in 2002, and again last year.

5. We **ate** (eat) at several of the restaurants in town, but last night we **ate** (eat) at our favorite.

6. Complete each conversation. Use ever in questions and never in negative short answers.

   Remember to use a capital letter for the first word in a sentence.

1. A: **Have you ever taken** (you/take) a taxi to school?

   B: No, I **never took**. They’re a little too expensive.

2. A: **Has Will Smith been** (Will Smith/be) in an action movie?

   B: Yes, **he has**. He **has** (have) in several action movies.

3. A: **Have you met** (your teacher/meet) your parents?

   B: No, **I haven’t met**. But he will next week.

4. A: **Have your teammates practiced** (your teammates/practice) in the park?

   B: No, **they haven’t practiced**. But it’s a good idea.

5. A: **Have you made** (you/make) tomato and potato soup?

   B: Yes, **I’ve made**! It’s really good and easy to make.
7. Read the conversation. Then circle T (true), F (false), or NI (no information).

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<table>
<thead>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>Hey, Denise. Have you ever done anything really exciting?</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Yes, I have.</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>What was it?</td>
<td></td>
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<tr>
<td><strong>B</strong></td>
<td>I went rock climbing in Grant Park.</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>You’re kidding!</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>No, it’s true. I took a class there two years ago.</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Wow! Rock climbing sounds scary. You’re pretty brave!</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>You think so?</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Definitely.</td>
<td></td>
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</table>

1. He thinks Denise is very cautious.   
2. He took a rock climbing class two years ago.   
3. He has never done anything exciting.   
4. Denise is really good at rock climbing.   
5. He thinks rock climbing is scary.   

8. Put the conversation in order. Write the numbers.

   ___ No, really! I sang two songs.
   ___ What was it?
   ___ Wow! That’s amazing. You’re such an extrovert!
   ___ Have you ever done something really crazy?
   ___ You think so?
   ___ I sang in a contest on TV.
   ___ Totally!
   ___ Yes, I have.
   ___ No way!

9. Choose the appropriate response. Write a check mark.

   1. 👤 Have you ever done something funny?   
      a. ☑ No. Have you?   
      b. ☐ You’re really brave.   
   2. 👤 I taught my dog to dance.   
      a. ☐ What was it?   
      b. ☑ You’re kidding!   
   3. 👤 That sounds really scary!   
      a. ☑ You think so?   
      b. ☐ Wow!   
   4. 👤 You’re pretty smart!   
      a. ☑ You think so?   
      b. ☐ No, it’s true!   
   5. 👤 Wow! That’s terrific!   
      a. ☑ You think so?   
      b. ☑ You’re pretty brave!   
   6. 👤 You think so?   
      a. ☑ Wow!   
      b. ☑ Definitely!
Have you been to the doctor yet?

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<td>have a sore throat</td>
<td></td>
<td>have a shot</td>
<td></td>
</tr>
<tr>
<td>have a cough</td>
<td></td>
<td>have an X-ray</td>
<td></td>
</tr>
<tr>
<td>have a rash</td>
<td></td>
<td>take medicine</td>
<td></td>
</tr>
<tr>
<td>have a toothache</td>
<td></td>
<td>have a cleaning</td>
<td></td>
</tr>
<tr>
<td>have a check-up</td>
<td></td>
<td>get a filling</td>
<td></td>
</tr>
<tr>
<td>have a vaccination</td>
<td></td>
<td>get braces</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete each statement with words and phrases from the Vocabulary.

1. Maybe you broke your arm! You should have an X-ray so you can be sure.
2. Maybe you have the flu. You need to ____________.
3. You’re really sick! And you ____________, too. You should definitely see a doctor.
4. Look! I _____________. Maybe I should go see Dr. Smith.
5. The orthodontist says I need to ____________ so my teeth will look great in a year or two.
6. I’ll call the dentist. Maybe you need to ____________ for that tooth.

3. Complete the statements, using superlatives and the present perfect with ever. Use contractions where possible.

1. This is the best (good) song I’ve ever heard (hear)!
2. That’s ____________ (funny) movie we ____________ (see)!
3. Meena is ____________ (nice) person I ____________ (meet)!
4. This is ____________ (bad) pasta they ____________ (eat)!
5. These are ____________ (juicy) peaches he ____________ (buy)!
6. It’s ____________ (beautiful) picture she ____________ (paint)!
4. Read the conversations. Choose already, just, or yet.

1. A: Has the orthodontist called you just / yet?  
   B: Yes. I've just / yet spoken with her. She’s finally going to take off my braces.

2. A: Has the teacher already / just told us about today’s homework?  
   B: Yes, he has. He told us about it this morning.  
   A: Oh, you’re right. I forgot.

3. A: I haven’t seen the new Angelina Jolie movie yet / already. Have you?  
   B: No, I haven’t. But I’ve yet / already seen the new horror movie with Taylor Lautner.

4. A: Has your dad taken your baby sister to see the doctor just / yet?  
   B: Actually, Dad took her about an hour ago. She’s probably just / yet had her first vaccination.

5. A: I’ve already / yet done all my homework. How about you?  
   B: Well, I’ve already / yet done the math homework, but I haven’t finished the science homework already / yet.

5. Complete each question or statement with already or yet.

1. A: Have you had a check-up ________?  
   B: Yes, I’ve ________ had one.

2. A: Has your sister ________ gone to the dentist to have a cleaning?  
   B: No, she hasn’t gone _________. She’s going at 3:00.

3. A: Hasn’t your brother ________ gotten braces?  
   B: Yes, he got them last week. But I haven’t gotten mine _________.

4. A: Have your brothers had their flu vaccinations ________?  
   B: No, not yet. But they’ve ________ been to the doctor for their yearly check-up.

6. Complete the conversations with the present perfect. Use the words to write statements and questions.

1. (yet/the school band/practice for the concert)

   **Has the school band practiced for the concert yet?**  
   Yes, they have. ________.
   (already/they/meet three times)

2. (already/you/finish the homework for math class)

   ________?  
   Are you kidding? ________.
   (just/I/start it)

3. (yet/your dad/leave the office)

   Hi, Sue. ________?  
   Hi, Mom. Actually, he’s going to be a little late. ________.
   (just/he/text me)
7. Read the conversation. Choose the correct answers to the questions.

A: Hey, Grant! Looks like we go to the same dentist.
B: Hi, June! I guess so! What are you here for?
A: I have a toothache. It’s the worst toothache I’ve ever had.
B: Oh, I’m sorry to hear that.
A: What about you?
B: I’m here for a cleaning and an X-ray. Oh, they’re calling my name. See you later!
A: Take care!

1. Whose tooth hurts?
   a. Grant’s.  b. June’s.
2. Why is Grant seeing the dentist?
   a. He has a toothache.
   b. He needs a cleaning and an X-ray.
3. Why is June seeing the dentist?
   a. She has a toothache.
   b. She needs a cleaning and an X-ray.
4. Who sees the dentist first?
5. How bad is the toothache?
   a. Very bad.
   b. Not very bad.

8. Complete the conversations. Use the pictures.

**Conversation 1**
A: Hey! Looks like we go to the same doctor.
B: I guess so! What are you seeing the doctor for?
A: (1) I have a rash. It’s the worst (2) ________________.
B: Oh, (3) ________________ to hear that.
A: What about you?
B: I’m here to have (4) ________________. See you later!

**Conversation 2**
A: Hey! Do we go to the same doctor? What are you here for?
B: (5) I _________________. It’s the worst (6) ________________.
A: Oh, that’s too (7) ___________.
B: What about you?
A: I’m here to have (8) ________________ … Well, they’re calling me. Feel better!

9. Choose the appropriate response. Write a check mark.

1. 🗣 Looks like we go to the same dentist!
   a. ☑️ I guess so.
   b. 😞 I’m sorry to hear that!
2. 🗣 I have a backache.
   a. ☑️ What about you?
   b. 😞 I’m sorry to hear that.
3. 🗣 It’s the worst cold I’ve ever had.
   a. ☑️ That’s too bad.
   b. 😞 What about you?
4. 🗣 They’re calling my name.
   a. ☑️ OK. Bye!
   b. ☑️ Thanks. You, too.
I’ve been here for a week.

1. Review the Vocabulary. Write your own study notes (or translation) for each word or phrase.

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<th>Vocabulary</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a canyon</td>
<td></td>
<td>an island</td>
<td></td>
<td>a valley</td>
<td></td>
</tr>
<tr>
<td>a desert</td>
<td></td>
<td>a jungle</td>
<td></td>
<td>a volcano</td>
<td></td>
</tr>
<tr>
<td>a forest</td>
<td></td>
<td>a river</td>
<td></td>
<td>a waterfall</td>
<td></td>
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<tr>
<td>a glacier</td>
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</tbody>
</table>

2. Look at the photos. Complete the names of these places around the world, using a capital letter.

1. Rarotonga Island (Pacific Ocean)
2. The Grand Canyon (the U.S.)
3. The Valley of Flowers National Park (India)
4. The Black Forest (Germany)
5. Jeongbang Waterfall (South Korea)
6. The Misti Volcano (Peru)
7. The San Rafael Swamps (Chile)
8. The Yellow River (China)
9. Sinharaja Forest Reserve (Sri Lanka)
10. The Sahara Desert (North Africa)

3. Circle the simple past tense or the present perfect.

1. I was / have been on the phone since 6:00.
2. I visited / have visited the United States in 2013.
3. We were / have been Mr. Mason’s students for two years. He’s still our teacher.
4. Did you go / Have you gone kayaking last weekend?
5. She was / has been in the school orchestra since July.
6. They had / have had that cat for about six months.
7. The national park was / has been a World Heritage Site since 1985.
8. They decided / have decided to make our city a World Heritage Site in 2003.
4. Complete the conversations with for, since, at, in, or on. Capitalize the first letter of words that begin sentences.
   1. A: Sorry I'm late! Have you been here long?
      B: Not that long. I got here at 6:00. The movie hasn't started yet.
      A: Great. Let's buy tickets. I've wanted to see this movie for a long time!
      B: Me, too!
   2. A: How long have you been on the team?
      B: Me? about two months. I started January.
      A: Well, you're really good. That goal you scored was awesome!
   3. A: Have you ever been to New York City?
      B: Yes, I have. The last time I was there was 2010. We used to go there once a year to visit my cousins. But I haven't been back there a couple of years.
      A: Well, I've wanted to go there I was a little kid.

5. Write statements in the present perfect with for or since. Don't forget to use a period.

1. We've visited my aunt and uncle in Mexico City every year since 2009.
   we/visit my aunt and uncle in Mexico City every/year/2009

2. _____________________________
   we/not go scuba diving/three years

3. _____________________________
   Machu Picchu/be a World Heritage Site/1983

4. _____________________________
   the Great Pyramids of Egypt/be there/thousands of years

5. _____________________________
   Brasilia/be capital of Brazil/April 21st, 1960

6. 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: _____________________________? (be a teacher)
      B: Ms. King? I'm not sure. But she's been a teacher at our school for a long time!
   2 A: _____________________________ (have his new tablet)
      B: Ryan? He's had his new tablet since March, I think.
   3 A: _____________________________ (play on the team)
      B: My sister? She's played on the team for two years.
   4 A: _____________________________ (live in your apartment)
      B: My family? We've lived in our apartment since 2012.
7. Read the conversation. Then complete the statements.

A: Hey, Walter! Have you been here long?
B: Hey, Ryan. For about 30 minutes, actually. What happened?
A: I’m really sorry. I got up late. Have we missed the tour?
B: Well, we missed the morning tour.
A: I’m so sorry. I really wanted to see the canyon!
B: It’s OK. The afternoon tour leaves after lunch.
A: Great! Let’s get tickets.

1. Walter …  
2. Ryan …  
3. Walter and Ryan …  
4. The morning tour …  
5. The afternoon tour …  

a. got up late.  
b. has already left.  
c. suggests buying tickets.  
d. leaves after lunch.  
e. has been there for about 30 minutes.  
f. can still take the afternoon tour.  
g. missed the morning tour.

8. Put the conversation in order. Write the numbers.
   ____ I’m really sorry! My mom drove me here, but there was a lot of traffic.
   ____ Have we missed the tour? I really wanted to see this place!
   ____ Hi, Mike. Sorry I’m late! Have you been here long?
   ____ Don’t worry. No problem.
   ____ Oh, that’s perfect! Let’s get tickets.
   ____ Only for about 20 minutes. What happened?
   ____ Well, we missed the 10:00 tour. But it’s OK. The next one’s at 11:30.

9. Choose the appropriate response. Write a check mark.

1. 🗣️ Have you been here long?
   a. ☑ No. Only for a minute or two.
   b. ☐ No. I’m really sorry.

2. 🗣️ What happened? I’ve been here for about 30 minutes!
   a. ☐ Oh, let’s get tickets.
   b. ☑ I’m sorry. I missed my bus.

3. 🗣️ Have we missed the tour?
   a. ☑ Well, we missed the morning tour.
   b. ☐ Oh, that’s OK.

4. 🗣️ I really wanted to see the canyon!
   a. ☐ I’m sorry to hear that.
   b. ☑ Well, there’s another tour in an hour.

5. 🗣️ There’s another tour in an hour.
   a. ☑ Let’s get tickets.
   b. ☐ Oh, no!
I have to get the tickets!

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<tbody>
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<td>boxing</td>
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<td>long jump</td>
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<tr>
<td>diving</td>
<td></td>
<td>sailing</td>
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<td>high jump</td>
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<td>table tennis</td>
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<tr>
<td>hurdles</td>
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<td>weightlifting</td>
<td></td>
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<tr>
<td>judo</td>
<td></td>
<td>100-meter run</td>
<td></td>
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</tbody>
</table>

2. Look at the pictures. Write the names of the sports in the puzzle. Then copy the letters in the numbered boxes into the mystery statement at the end.

1. BOXING

2.

3.

4.

5.

6.

7. Mystery statement

3. Complete each statement or question with the affirmative or negative form of have to.

1. We can’t go to the movies today. We ______________ finish our homework. It’s due tomorrow.
2. Arthur ______________ be at school early on Saturday morning. The bus for the game leaves at 7:30.
3. ______________ your friends ______________ play in the orchestra concert on Friday?
4. Yay! Ellen can come to the party on Friday. She ______________ babysit her brother.
5. Who ______________ your dad ______________ drive to the judo match?
6. Who ______________ bring the decorations to the party?
7. I ______________ do the dishes tonight. My sister’s doing them.
8. ______________ Gerry ______________ get up early tomorrow because of the game?
4. Read Logan's agenda. Complete the statements with the correct form of have to, according to his plans.

Monday
12:00: meet Mom for lunch
12:30: judo team lunch
6:00: Make dinner for everyone

Tuesday
8:00: dental
9:15 judo team meeting - school gym
7:00: dinner at Charlotte's house

Wednesday
3:00: judo practice
after school: shop for dad's birthday present
CANCELED

Thursday
9:00-10:00: go running with dad
12:00: judo practice

Friday
6:30: Dad's birthday party!

1. Logan has to meet ______ (meet) his mom for lunch on Monday, so he can't have lunch at school with the judo team.
2. On Monday afternoon, he ______ (go) shopping for food because he's making dinner for his family.
3. He also ______ (call) the dentist to reschedule his appointment on Tuesday. He can't go because there's a team meeting at 9:15.
4. He ______ (make) dinner on Tuesday night because he's going to eat with Charlotte.
5. On Wednesday afternoon, Logan ______ (shop) for his dad's present.
6. Thursday's going to be fun. Logan ______ (practice) judo. He has the afternoon free.
7. Charlotte wants to go to the movies with Logan on Friday evening, but he can't. He ______ (be) home for his dad's birthday party.

5. Complete the conversations with a form of have to.

1. A: Hey, Ben. we be / at school / early tomorrow? Do we have to be at school early tomorrow?  
   B: Yeah. We have to be in Room 200 at 8:00.  
2. A: Where / we / go / for boxing practice today?  
   B: It's going to be in the South Street School Gym.

3. A: I'm not sure what time the game starts. Can you call for information?  
   B: Sure! What number / I / call?  

4. A: Hi, Jackie. Did you buy the movie tickets online yet?  
   B: No, not yet. But we / get the tickets / so early?  

We can just get them later.

6. Choose the correct word or phrase to complete each statement.

1. Theatergoers ... tickets before coming to the theater.  
   a) must buy   b) must to buy   c) must buying

2. Athletes ... at the stadium two hours before their event.  
   a) must arrives   b) must to arrive   c) must arrive

3. Soccer players ... lunch in school on the day of the game.  
   a) not must eat   b) must not eat   c) must not to eat

4. All kayakers ... a life vest and a helmet.  
   a) must wearing   b) must to wearing   c) must wear

5. Students ... their library books back to the library late.  
   a) must not bring   b) must to not bring   c) must not bringing
7. Correct the errors with have to and must.
   1. Passengers must to wear seat belts in the car.  Passengers must wear seat belts in the car.
   2. We not have to be in school tomorrow morning.
   3. Elaine must not go to work today. She can stay home.
   4. Do you must get up early on weekdays?
   5. If you want to see the game, you must to have a ticket.

8. Read the conversation. Then circle T (true) or F (false).

   A: Oh, no! Sophie, I forgot my helmet in your mom’s car!
   B: Are you sure it’s in the car?
   A: Definitely.
   B: Well, we can’t go biking. We have to wear helmets.
   A: What are we going to do?
   B: I’ll have to call my mom. Maybe she can bring it.
   A: Good idea. Here. Use my phone.

   1. All bikers have to wear helmets.  T / F
   2. Both girls have their helmets.  T / F
   3. Sophie is going to rent a helmet.  T / F
   4. Sophie’s friend is going to call her mom.  T / F
   5. The helmet is in the car.  T / F

9. Put the conversation in order. Write the numbers.

   ___ We’ll just have to go hiking instead of camping.
   ___ Are you sure?
   ___ OK. That sounds like a plan!
   ___ Oh, no! Look at the sign. You have to bring your own tent. I wanted to rent one.
   ___ Well, what are we going to do?
   ___ Definitely. It says, “Campers must bring their own tent. No rentals.”

10. Choose the appropriate response. Write a check mark.

    1. Why can’t we go kayaking?
       a. ☑ You have to wear a bathing suit.
       b. ☐ Definitely.
    2. Are you sure?
       a. ☑ Yes. Look at the sign.
       b. ☐ Well, what are we going to do?
    3. Well, what are we going to do?
       a. ☑ Definitely.
       b. ☐ We’ll come back later.
    4. Maybe we can rent a helmet.
       a. ☑ Good idea.
       b. ☐ What are we going to do?
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<tbody>
<tr>
<td>recycle bottles</td>
<td></td>
<td>use less water</td>
<td></td>
</tr>
<tr>
<td>recycle cans</td>
<td></td>
<td>use less electricity</td>
<td></td>
</tr>
<tr>
<td>recycle paper</td>
<td></td>
<td>pick up litter</td>
<td></td>
</tr>
<tr>
<td>reuse shopping bags</td>
<td></td>
<td>protect the environment</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete each conversation with the Vocabulary.

1. **Mom:** Jessie! How long have you been in that shower?
   **Jessie:** About a half hour, Mom. Why?
   **Mom:** Jessie, that’s a long time. We really need to __________.

2. **Josh:** Mr. Nelson, what’s our project for environment day?
   **Mr. Nelson:** Well, people throw a lot of cups and napkins on the street outside of Monster Burger. Today we’re going to help __________.

3. **Melanie:** Wow! That was an epic run!
   **Katherine:** Right. Hey! You can’t throw that in the garbage.
   **Melanie:**Oops. You’re right. I almost always remember to __________.

4. **Clerk:** Paper or plastic?
   **Customer:** Actually, I brought my own. I always __________ at the supermarket. But thanks, anyway.
   **Clerk:** No problem!
3. Unscramble the statements. Use contractions where possible.
1. shopping bags. / Everyone / recycle / is supposed to
   Everyone’s supposed to recycle shopping bags.

2. pick up litter. / In our school, / are supposed to / students

3. are supposed to / At home, / we / use less water and electricity.

4. we / In our school, / are not supposed to / eat snacks in class.

4. Choose the correct verb phrase to complete each statement.
   1. Let’s go to the library. They … some new DVDs.
      a. might having       b. might to have       c. might have
   2. Mom and Dad aren’t here yet. We … eat dinner later.
      a. might have to      b. might to have to     c. might having to
   3. If we don’t recycle plastic waste, it … the environment.
      a. might to damage    b. might damage        c. mights damage
   4. Let’s look at the movie listings online. There … a good movie at Cinema City.
      a. might be          b. might to being      c. might to be
   5. It’s raining really hard. They … the game this afternoon.
      a. might not play     b. might not playing   c. might to play

5. Look at the pictures. Complete each statement about what the people might and might not do.
   Use a verb from the list.
   buy   fall   go   make   ride   take

1. She might fall ________.

2. He ____________
   a hamburger.

3. She ____________ a salad
   for lunch.

4. They ____________ their
   bikes.

5. They ____________ to
   Machu Picchu.

6. She ____________ the bus.
6. Read the conversation. Then circle T (true), F (false), or NI (no information).

A: Hi, Dale. What’s up?
B: Not much. Hey, Arthur, did you leave the water running?
A: Oops. I guess I did. The phone rang, and I left it running.
B: No problem. Sometimes I forget, too.
A: Well, thanks for reminding me. I know we’re supposed to use less water.
B: Actually, it might be a good idea to put up a note. Then everyone will remember.

1. Dale left the water running.  T / F / NI
2. Dale was taking a shower.  T / F / NI
3. Arthur was talking on the phone.  T / F / NI
4. Dale never forgets to turn off the water.  T / F / NI
5. Dale reminds Arthur to turn off the water.  T / F / NI
6. Dale is going to put up a note.  T / F / NI

7. Put the conversation in order. Write the numbers.
   ___ Actually, it might be a good idea to put up a note.
   ___ Hey, Martina. What’s up?
   ___ Don’t worry. Sometimes I forget, too.
   ___ Oops. I guess I did. I was talking on the phone, and I forgot.
   ___ Well, thanks for reminding me. I know we’re supposed to recycle cans.
   ___ Not much. Hey, Chris, did you throw your soda can in the garbage?

8. Choose the appropriate response. Write a check mark.

1. 🗣 Did you just drop that paper?
   a.  ❓ What’s up?
   b.  ☑️ Oops. I’m sorry.
2. 🗣 Did you leave the lights on?
   a.  ❓ I guess I did.
   b.  ☑️ That might be a good idea.
3. 🗣 Let’s put up a note.
   a.  ❓ Not much.
   b.  ☑️ That might be a good idea.
4. 🗣 Sometimes I forget to turn off the TV.
   a.  ❓ Thanks for reminding me.
   b.  ☑️ Don’t worry. Sometimes I do, too.
5. 🗣 You know we’re supposed to use less electricity.
   a.  ❓ You’re right. Thanks for reminding me.
   b.  ☑️ Sometimes I forget, too.
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<tbody>
<tr>
<td>body lotion</td>
<td></td>
<td>hair spray</td>
<td></td>
<td>shaving cream</td>
<td></td>
</tr>
<tr>
<td>deodorant</td>
<td></td>
<td>makeup</td>
<td></td>
<td>soap</td>
<td></td>
</tr>
<tr>
<td>face wash</td>
<td></td>
<td>nail polish</td>
<td></td>
<td>sunscreen</td>
<td></td>
</tr>
<tr>
<td>hair gel</td>
<td></td>
<td>shampoo</td>
<td></td>
<td>toothpaste</td>
<td></td>
</tr>
</tbody>
</table>

2. Classify the Vocabulary by the part of your body where you use each personal care product. If you use a product on more than one part of your body, write it in both columns.

<table>
<thead>
<tr>
<th>on my skin</th>
<th>on my hair</th>
<th>on my hands and feet</th>
<th>on my teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>body lotion</td>
<td></td>
<td></td>
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</table>

3. Complete each statement. Write the answers in the puzzle.

Down ⬇️
1. You can decorate your fingers and toes with ....
2. You put .... under your arms.
4. Keep the skin on your face clean with ....
5. .... can totally change the look of your eyes and face.

Across ➤
3. You wash your hands with ....
6. Use .... to keep your teeth white.
7. Put .... on your hair for a nice style.
8. Wash your hair with ....
4. Complete each statement with the correct present tense tag question.
   1. The products in this store are too expensive, ...  
      a. they aren’t?  
      b. aren’t they?  
      c. are they?
   2. Ms. Blake is your new teacher, ...  
      a. isn’t Ms. Blake?  
      b. isn’t she?  
      c. is?
   3. I’m on the team, ...  
      a. am I?  
      b. I am?  
      c. aren’t I?
   4. Your mom doesn’t wear much makeup, ...  
      a. doesn’t your mom?  
      b. doesn’t she?  
      c. does she?
   5. Elaine, you’re here for orchestra practice, ...  
      a. aren’t you?  
      b. are you?  
      c. isn’t Elaine?
   6. Marlena and Roberto speak English, ...  
      a. do they?  
      b. don’t they?  
      c. doesn’t she?

5. Choose the correct tag question to complete each conversation.

   1. A: Your class won the contest, didn’t it? / didn’t it win?  
      B: Yes, it did! I’m so happy!
   2. A: Selma and Emmie went to the mall to get cosmetics, did they? / didn’t they?  
      B: I think so.
   3. A: There are too many brands of soap to choose from, isn’t it? / aren’t there?  
      B: You’re right.
   4. A: Ms. Kendrick gives a great presentation, doesn’t she? / doesn’t our teacher?  
      B: Yes, she does.
   5. A: The music at Brad’s party on Friday was great, wasn’t it? / was it?  
      B: Definitely!
   6. A: Oh, no! We were supposed to get to school early this morning, weren’t we? / didn’t we?  
      B: Yes! I totally forgot.

6. Complete each statement by matching the correct present tense tag question.
   1. You use Healthy Hair shampoo, ...  
      a. aren’t they?
   2. Your little brother is too young to use shaving cream, ...  
      b. don’t you?
   3. A good face wash prevents pimples, ...  
      c. don’t they?
   4. Most product ads are ridiculous, ...  
      d. isn’t it?
   5. Soft Skin body lotion is the best, ...  
      e. doesn’t it?
   6. They sell sunscreen at the beach, ...  
      f. isn’t he?
   7. You don’t use hair gel, ...  
      g. do you?
7. Complete the conversations with tag questions. Use present or past, according to the statement.

1. Aaron: We have to bring our uniforms today, don’t we?
   Alex: Today? But the game’s tomorrow, ____________?
   Aaron: I’m not sure. I’ll call Steve and ask.

2. Claire: That was a great horror movie, ____________?
   Tim: Yeah! And it wasn’t too scary, ____________?
   Claire: Not at all. Actually, that’s why I liked it!

3. Sarita: You bought that nail polish yesterday, ____________?
   Mina: No. I just found it in the bathroom.

4. Victor: Wow! The paintings in the ninth grade art show were fantastic, ____________?
   Miranda: Yes, but it’s too bad there weren’t any photos.

8. Read the conversation. Then answer the questions.

A Hey, Logan. Do you see this ad for No More Pimples face wash?
B Yes. What about it?
A It says you can have perfect skin in just two hours.
B That’s crazy, Peter. You don’t believe that, do you?
A Why not? They say it’s guaranteed.
B Logan, think. It says in just two hours. Do you really think that’s possible?
A I guess not. It is pretty silly.

1. What kind of a product is the ad for? ________________
   face wash

2. What does the ad claim you can have in just two hours? ________________

3. What’s Logan’s opinion of the claim? ________________

4. Who believes the claim at first? ________________

5. Why does he believe it? ________________

9. Choose the appropriate response. Write a check mark.

1. ☐ You don’t believe that, do you?
   a. ☐ That’s crazy.
   b. ☑ Actually, I do.

2. ☐ That’s crazy, isn’t it?
   a. ☐ Why not?
   b. ☐ I guess so.

3. ☐ Do you really think that’s possible?
   a. ☐ I guess not.
   b. ☐ What about it?

4. ☐ Do you see this ad?
   a. ☐ Why not?
   b. ☐ Yeah. What about it?
1. Review the Vocabulary. Write your own study notes (or translation) for each word or phrase.

<table>
<thead>
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<tbody>
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<td></td>
<td>play a joke on someone</td>
<td></td>
</tr>
<tr>
<td>bully someone</td>
<td></td>
<td>tease someone</td>
<td></td>
</tr>
<tr>
<td>gossip about someone</td>
<td></td>
<td>tell a lie about someone</td>
<td></td>
</tr>
<tr>
<td>ignore someone</td>
<td></td>
<td>threaten someone</td>
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</table>

2. Look at the pictures. Complete each statement, using the Vocabulary.

1. When you __play a joke on__ someone, you might hurt that person’s feelings!

2. Don’t ___________ kids who are different from you.

3. If you see someone ___________ another person, you should tell someone.

4. You shouldn’t ___________ about people.

5. It’s not nice to ___________ someone, especially when that person is a new student.

6. Don’t ___________ about someone. It’s really not cool!

3. Choose the correct indefinite pronouns.

1. … didn’t turn off the lights!
   - a. No one  
   - b. Someone

2. They didn’t invite … from our class to the event.
   - a. anyone  
   - b. no one

3. … told me about the party.
   - a. No one  
   - b. Anyone

4. Didn’t … do the homework last night?
   - a. anyone  
   - b. no one

5. Why didn’t she tell … about her injury?
   - a. no one  
   - b. anyone

6. … called you a few minutes ago.
   - a. Someone  
   - b. Anyone
4. Complete each statement or question with something, anything, or nothing.
   1. I put something on your desk. It's really cool. Go look!
   2. Hey, where are my things? There isn't ____________ in my locker!
   3. Is it your mom's birthday tomorrow? You should buy ____________ for her.
   4. Wait a minute! There's ____________ in my backpack. I'm sure I put my laptop in here!
   5. There's ____________ in my soda! What is that?
   6. Kevin thinks I was gossiping about him. But I didn't say ____________ about him!

5. Choose the best way to complete each conversation.

1. A: Look! Anyone / Someone is threatening Oscar!
   B: That's terrible! Let's say someone / something to the teacher.

   B: Oh, it's probably something / someone for Mom.

3. A: Do you hear that? I think something / someone left the TV on. Anyone / Someone should turn it off.
   B: Oh, I'll do it.

4. A: Hey! Someone / Anyone put this in the recycling bin!
   B: Don't look at me! I didn't put nothing / anything in there.

5. A: Did anyone / no one remember to bring photos to class today?
   B: I looked at home, but I couldn't find anything / nothing interesting.
6. Read the conversation. Then complete the statements.

A  Connie, are you OK?
B  Oh. Hi, Graham. Actually, I feel terrible about something.
A  What?
B  My friend Laura was bullying that new girl, Julie, today, and I didn’t say anything.
A  Really? What happened?
B  Well, Julie tried to be friendly, but Laura teased her. And later, Laura told lies about her to my other classmates.
A  Well, it’s not too late. Say something now.
B  You’re right. I will.

1. Connie …
   a. suggested something.
   b. teased someone.
   c. feels bad about something.
   d. tried to be nice.
   e. agrees to do something.
   f. didn’t say anything.

2. Graham …

3. Connie’s friend …

4. Julie …

7. Put the conversation in order. Write the numbers.

   ____ Mark and his friends were bullying Victor after school today, and no one said anything.
   ____ You’re right. I will.
   ____ That’s terrible! Well, it’s not too late. You should tell someone.
   ___ I feel really bad about something.
   ___ Mark told Victor to give him some money. But when Victor said no, Mark and his friends threatened him.
   ___ Really? What happened?
   ___ What?

8. Choose the appropriate response. Write a check mark.

1. 😞 I feel awful about something.
   a. ☑️ What happened?
   b. ☐ Why not?

2. 😞 Someone was really mean to that new student.
   a. ☐ Really? What happened?
   b. ☑️ Well, it’s not too late.

3. 🤖 Marlene was gossiping about that new girl.
   a. ☐ Well, it’s not too late.
   b. ☑️ Really?

4. 🙆 It’s not too late. Do something now.
   a. ☐ You’re right.
   b. ☑️ Really? What happened?
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<td></td>
<td>shoplift</td>
<td></td>
<td>a burglar</td>
<td></td>
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<tr>
<td>cheat</td>
<td></td>
<td>snatch</td>
<td></td>
<td>a burglary</td>
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<tr>
<td>pickpocket</td>
<td></td>
<td>steal</td>
<td></td>
<td></td>
<td>vandalize</td>
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<tr>
<td>rob</td>
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</tbody>
</table>

2. Complete the statements with the Vocabulary. Then write them in the puzzle. Use the simple past tense.

**Down**

1. Someone ... two blouses from Marty's Clothes.
2. Someone ... the bank. They got about $500,000!
3. Someone ... my dad. When he got home, his money was gone!
4. A burglar ... into our house and took the TV.
5. Someone ... my sister. They said the ring was real gold, but it wasn't.
6. Someone ... my backpack from my locker.
7. Someone ... six cars on Main Street and broke their windows.
8. Someone ... her necklace and ran away.

**Across**

1. **SHOPLIFTED**
2. **SHOPLIFTED**
3. **SHOPLIFTED**
4. **SHOPLIFTED**
5. **SHOPLIFTED**
6. **SHOPLIFTED**
7. **SHOPLIFTED**
8. **SHOPLIFTED**

3. Look at the pictures and complete the captions in the present continuous. Use each word once.

<table>
<thead>
<tr>
<th>Caption</th>
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<tbody>
<tr>
<td>snatch</td>
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<tr>
<td>vandalize</td>
</tr>
<tr>
<td>rob</td>
</tr>
<tr>
<td>break into</td>
</tr>
<tr>
<td>pickpocket</td>
</tr>
<tr>
<td>shoplift</td>
</tr>
</tbody>
</table>

1. Someone **is shoplifting** a shirt.
2. Someone **is shoplifting** the man.
3. Someone **is shoplifting** a house.
4. Someone **is shoplifting** the man.
5. Someone **is shoplifting** the computer lab.
6. Someone **is shoplifting** the woman's purse.
4. Look at the pictures. Complete the relative clauses and cross out the pronoun that isn’t correct.

1. Isn’t that the boy who we met him at the park last week?

2. Hey! That’s that the laptop ______ someone stole it yesterday!

3. Isn’t this the earring ______ you lost it a year ago?

4. Are those the two friends ______ you were telling me about them this morning?

5. Hey, that’s the waterfall ______ we visited it last April.

6. These are the cameras ______ we saw them on TV.

5. Complete the relative clauses. Use who for people.

1. A burglar stole the TV ______ we bought last month. (We bought the TV last month.)

2. Someone broke into the house __________________________. (The house is down the street.)

3. She saw the girl __________________________. (The girl took my backpack.)

4. They told someone about the boy __________________________. (The boy threatened their friend.)

5. Those are the shoes __________________________. (Someone stole the shoes yesterday.)

6. Write questions using a relative clause with that or who. Capitalize correctly and use a question mark.

1. who broke into the apartment / it’s on the second floor
   __________________________

2. is that the dress / you bought it online
   __________________________

3. is Max the friend / you called him this morning
   __________________________

4. is she the actor / she’s in that new action movie
   __________________________

5. who is the doctor / he took your X-rays
   __________________________
7. Read the conversation. Then choose the correct answers to complete the statements.

A Hey, Rita! Someone took my tablet!
B No way! Are you sure?
A Positive! I put it on my desk, and now it’s gone!
B Wait a minute, Samantha. Are you sure it isn’t in your locker?
A Oh. Maybe it is.
B You should check there. OK?
A Good idea. I will.

1. ... can’t find her tablet.
   a. Samantha       b. Rita
2. She says ... put it on her desk.
   a. maybe she       b. she definitely
3. She thinks someone ... her tablet.
   a. stole           b. pickpocketed
4. ... thinks the tablet might be in the locker.
   a. Samantha        b. Rita
5. Samantha is going to ....
   a. check her locker  b. check her desk

8. Put the conversation in order. Write the numbers.
   ___ You should call Jan now and make sure. OK?
   ___ Wait a minute. Didn’t Jan borrow it this morning?
   ___ Hey, who stole my camera?
   ___ Oh, you’re right. I forgot.
   ___ Positive! It was in my backpack, and now it’s gone!
   ___ Are you sure someone took it?
   ___ OK. I will.

9. Choose the appropriate response. Write a check mark.

1. 📧 Hey, someone pickpocketed me!
   a. ☑ Positive!
   b. ☑ No way!
2. 📧 Someone stole my phone!
   a. ☑ Oh, no! I’m sorry to hear that!
   b. ☑ Yes. Now it’s gone!
3. 📧 Are you sure someone cheated you?
   a. ☑ I forgot.
   b. ☑ Positive!
4. 📧 I put it in my locker, and now it’s gone!
   a. ☑ Are you sure it’s not at home?
   b. ☑ OK. I will.
5. 📧 My backpack is gone!
   a. ☑ Wait a minute. Didn’t you put it in your locker?
   b. ☑ Wait a minute. Where is it?
6. 📧 You should check your locker.
   a. ☑ Oh. Maybe it is.
   b. ☑ OK. I will.
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<td></td>
<td>watch a parade</td>
<td></td>
</tr>
<tr>
<td>remember the dead</td>
<td></td>
<td>watch fireworks</td>
<td></td>
</tr>
<tr>
<td>send a card</td>
<td></td>
<td>wear a costume</td>
<td></td>
</tr>
<tr>
<td>take the day off</td>
<td></td>
<td>wish each other a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>happy holiday</td>
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</tbody>
</table>

2. Complete the statements with the Vocabulary.

1. On some holidays, when people meet, they wish each other a happy holiday.
2. People often remember the dead by putting flowers on the graves of their loved ones.
3. No one works or goes to school on this day. We wish each other a happy holiday.
4. People used to send a card to each other for the holiday, but now we only send e-mail messages.
5. On national holidays, people send a card in the street during the day, and they fly a kite in the sky at night.
6. People go shopping early so they can make a card to each of their friends and family members.
7. At party during this holiday, each person wish each other a happy holiday. Everybody looks amazing.

3. Complete each statement with a relative clause. Use when or where.

1. Times Square is the place in New York City where thousands of people come to celebrate the New Year.
   (thousands of people come to celebrate the New Year)

2. In Guatemala, November 1st, All Saints Day, is the day people celebrate by flying giant kites.

3. Buñol is a town in Spain where people throw tomatoes at each other to celebrate the Tomatina Festival.

4. Most countries have a national holiday where people watch fireworks and parades.
4. Write statements with relative clauses using where or when and the correct form of the verb be.

1. Next weekend / the time / everyone buys holiday gifts for their families.
   
   Next weekend is the time when everyone buys holiday gifts for their families.

2. This / the place / the school soccer team practices.

3. Canada and the U.S. / the two countries / you can see Niagara Falls.

4. 2010 / the year / the World Cup was in South Africa.

5. Australia / the only place / you can see kangaroos that aren’t in a zoo.

6. March, April, and May / the months / most tornadoes occur in the U.S.

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

1. Kyle usually does the laundry with his mom, but today he’s doing the laundry by _______.

2. Around the world, people greet _______ in different ways.

3. Sara saw _______ in a photo in the newspaper today.

4. Hillary and Justin showed _______ their injuries.

5. We walked along the beach by _______ this morning.

6. Louis and Myra asked _______ for their phone numbers.
6. Read the conversation. Then answer the questions.

A Hey, Brian!
B Hey, Alexis. What’s your family doing for the holiday?
A We’ll probably go to the park. That’s where we usually celebrate.
B That sounds nice. How do you usually celebrate the holiday?
A Well, we always eat a lot and relax. Sometimes we play volleyball or sing songs. Then at night, we usually watch fireworks. What about your family?
B We do almost the same thing. But sometimes we go to the beach.
A That’s great. Well, enjoy the holiday!
B Thanks, Alexis! You, too.

1. Where is Alexis’s family probably going to go for the holiday? They’re probably going to go to the park.
2. Where does Brian’s family sometimes go for the holiday?
3. What does Alexis’s family always do on the holiday during the day?
4. What does Alexis’s family sometimes do during the day?
5. What do they usually do at night?

7. Put the conversation in order. Write the numbers.

___ That’s great. Well, have a happy holiday!
___ Oh, that’s too bad. How do you usually celebrate the holiday?
___ So, what are you doing for the holiday?
___ Well, we usually go into the city and watch the parade. After that, we eat at a restaurant. What about your family?
___ Thanks! You, too.
___ Nothing special. My mom has the flu, so we’re going to stay home this year.
___ My family? We do almost the same thing.

8. Choose the appropriate response. Write a check mark.

1. ☐ So, what are you doing for the holiday?
   a. ☐ Nothing special.
   b. ☐ That sounds nice.
2. ☐ We’re going to wear costumes!
   a. ☐ Thanks! You, too.
   b. ☐ That’s great!
3. ☐ We’re going to watch fireworks at the park.
   a. ☐ How do you usually celebrate?
   b. ☐ That sounds nice!
4. ☐ I usually send cards to my friends.
   a. ☐ I do the same thing.
   b. ☐ That’s when we usually celebrate!
5. ☐ Have a nice holiday!
   a. ☐ We’ll probably have a party.
   b. ☐ Thanks! You, too.
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