

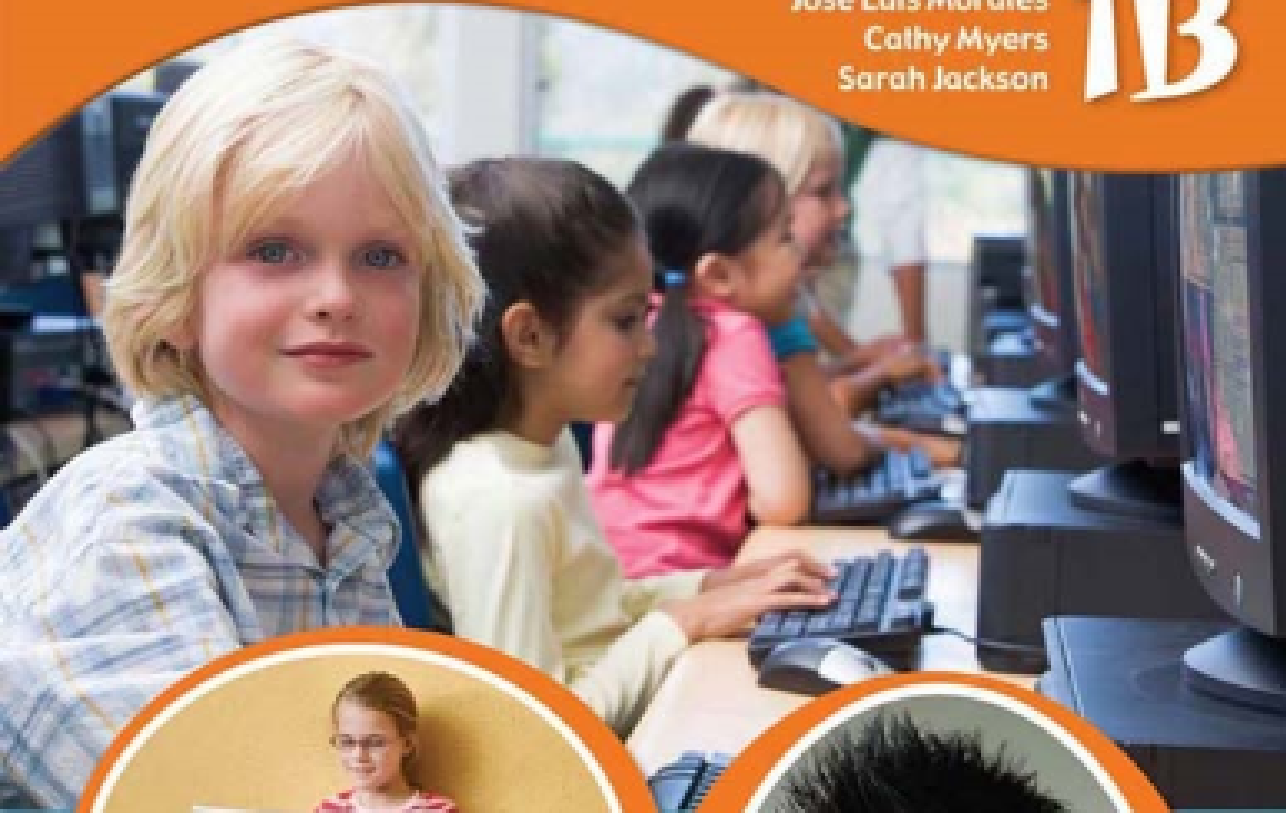
with Workbook and Student CD-ROM



Hey There!

José Luis Morales
Cathy Myers
Sarah Jackson

1B



Hey There 1B with Workbook and Student CD-ROM

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Listening

- Talk about dangerous animals
- Listen for specific information about a dangerous animal

Speaking

- Guess the animal
- Ask questions to find out about an animal

Pronunciation

Does and doesn't

Writing

- Describe wild animals
- Using a period at the end of a sentence and commas to separate a list
 - Using conjunctions *and*, *but*, and *because*

At the mall

- Listen for specific information about clothing, food, and prices.
- Identify expressions for making a suggestion

Make a suggestion

The short /i/ sound

Describe a place

- Using *a/an* and *the*
- Subject-verb agreement

Culture spot, pages 82-83

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Buy a ticket

- Listen for specific and general information about modes of transportation, prices, and travel time

Decide on a means of transportation

Intonation for items in a series

Write a postcard

Houses around the world

- Listen for information about different houses around the world

Invite someone:
Would you like to . . . ?

The /ə/ sound

Describe my bedroom

- Using adjectives to make a description more interesting.

Culture spot, pages 106-107

Break time, page 108

UNIT 5 > Animals



Communication

- Ask and answer questions about animals
- Talk about what people and animals can do
- Talk about what you can do

Grammar

- The simple present: Questions
- Yes/No questions with *Can*

Vocabulary

- Animals and animal parts
- Animal activities

1 Read the words and point to the parts of the body in the pictures.


- head
- arm
- feet
- nose
- ears
- mouth
- hand
- toes
- fingers
- teeth
- eyes
- face

2 Guess the part of the body for each action word.

1. walk: feet 3. smell: _____ 5. eat: _____ 7. think: _____
2. talk: _____ 4. write: _____ 6. listen: _____ 8. see: _____

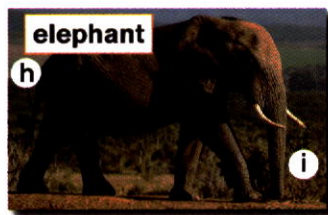
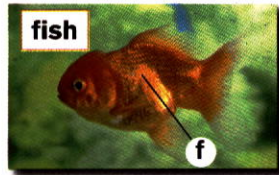
5 Vocabulary

Animals and animal parts

1 a)  2.2 Look at the pictures and the words in the box as you listen and repeat.

b) Match the parts to the pictures. Write the letters.


- feather _____
- claws _____
- horn _____
- beak _____
- tongue _____
- tail _____
- wing _____
- scales _____
- trunk _____



2 Write the animal part for each activity. You can use some parts more than once.

1. swat away insects: tail
2. fly: _____, _____
3. catch food: _____, _____
4. taste food: _____
5. hold food: _____, _____, _____
6. protect the body: _____, _____
7. fight: _____, _____, _____, _____

Animal activities

3 a)  2.3 Look at the words as you listen and repeat.

- adapt • hibernate • hunt • hide
- build • migrate • lay • sting



b) Circle the words. Then match the sentences to the pictures.

- _____ 1. Snakes **hide** / **hunt** small animals.
- _____ 2. Foxes **adapt** / **migrate** to their environment. They can live in warm or cold places. Arctic foxes **lay** / **hibernate** in winter.
- _____ 3. Scorpions **hide** / **build** under stones or in sand. They **hunt** / **sting** insects to kill them.
- _____ 4. Birds don't like cold weather. They **migrate** / **adapt** to warm places in winter.
- _____ 5. Birds usually **build** / **hide** nests in trees. They **lay** / **hunt** eggs in their nests.

1 a) What do you know about piranhas?

1. Are they mammals or fish?
2. Are they big or small?
3. Where do they live?

b)  **2.4 Find out the answers.**
Read along as you listen.



Piranhas are a very special type of fish. They are usually small, about 2 to 4 inches (5 to 10 centimeters) long. Their natural habitat is the Amazon River. Piranhas have lots of sharp teeth and can be dangerous, so you shouldn't put your fingers near a piranha's mouth. They can transform a chicken into a skeleton in two and a half minutes! Not all piranhas are carnivores. Some species don't eat meat. They are herbivores; they eat aquatic plants.



The Amazon Indians hunt piranhas for food. They usually cook the piranhas with vegetables and eat them with their fingers. They also use piranhas for other things. They use the sharp teeth to cut hair, and they use the scales to make paint to decorate their faces. Piranhas are useful because they clean the water around dead animals in the river. There are some people who love piranhas and don't think they are dangerous. They even swim with them! But it's not recommended!

2 Read the first paragraph again. Then write T for True or F for False.

- T 1. Piranhas are not very big.
 ___ 2. Piranhas live in oceans.
 ___ 3. Piranhas can be dangerous.
 ___ 4. Piranhas eat very quickly.
 ___ 5. All piranhas are carnivores.

3 Read the second paragraph again. Circle the correct answers.

1. The Amazon Indians _____.
 - a. hunt and sell piranhas
 - b. buy and eat piranhas
 - c. hunt and eat piranhas**
2. They use the teeth to _____.
 - a. cut hair
 - b. brush hair
 - c. dry hair

3. They use the scales to _____.
 - a. make food
 - b. make paint
 - c. make clothes
4. Piranhas keep the river water _____.
 - a. warm
 - b. clean
 - c. cold
5. Some people _____.
 - a. play with piranhas
 - b. swim with piranhas
 - c. talk to piranhas

4 Complete the chart about piranhas.

Habitat	
Size	
Food	
Uses	

5 Grammar

The simple present: Yes/No questions

Yes/No questions

Short answers

Do you **like** animals? Yes, I **do**. / No, I **don't**.

Does he **like** animals? Yes, he **does**. / No, he **doesn't**.

(See Grammar Reference, page G 7.)

1 Complete the Yes/No questions with the simple present.

1. Does a tiger listen to music?
(listen)
2. _____ a panda _____ bamboo?
(eat)
3. _____ butterflies _____? (sting)
4. _____ a spider _____?
(hibernate)
5. _____ penguins _____ at the North Pole? (live)
6. _____ leopards _____ meat?
(eat)

2 PAIRS. Look at the picture. Ask and answer questions about what Ms. Jackson likes and doesn't like.

Example: A: Does she like snakes?
B: Yes, she does.



Information questions

Wh- questions

Answers

What **does** it **eat**?

It **eats** plants.

Where **do** they **live**?

They **live** in the ocean.

(See Grammar Reference, page G 7.)

3 Read and complete the interview.

HOST: So Robby, tell us about your job. Where ¹ _____ (you / film) animals?

ROBBY: We film them in their natural habitat.

HOST: What animals ² _____ (you / watch)?

ROBBY: Birds and mammals.

HOST: ³ _____ (you / like) one bird in particular?

ROBBY: Yes, I love the giant condor.

HOST: Where ⁴ _____ (it / live)?

ROBBY: In the Andes.


HOST: What ⁵ _____ (it / hunt and eat)?

ROBBY: ⁶ _____ (it / eat) meat, so it hunts small mammals or birds.

HOST: What animals don't you like?

ROBBY: Mosquitoes! They love me, but I hate them!

Pronunciation

a)  **2.5** Listen to the pronunciation of **does** and **doesn't**.

Does she work in a zoo? Yes, she **does**.

Does she like all the animals? No, she **doesn't**.

b)  **2.6** Listen again and repeat.

4 Write *Wh-* questions for the underlined part of the sentence.

- Owls hunt at night.
When do owls hunt?
- Turtles lay eggs on the beach.
- Crocodiles live in rivers.
- Koala bears eat eucalyptus leaves.
- Birds usually wake up at about four o'clock in the morning.

Yes/No questions with Can

Yes/No questions	Short answers
Can you sing ?	Yes, I can . / No, I can't .
Can Jack swim ?	Yes, he can . / No, he can't .
Can they speak Japanese ?	Yes, they can . / No, they can't .

(See Grammar Reference, page G 8.)

5 Complete the questions. Use the cues.

- Can you* speak English? (*you*)
- _____ sing? (*David*)
- _____ swim? (*she*)
- _____ cook? (*my sister*)
- _____ speak Arabic? (*they*)



Q: What kind of fish can't swim?
A: The one on your plate!



6 Write *Yes/No* questions and answers with *can*. Use the cues. Use capital letters where necessary.

- penguins / fly
A: *Can penguins fly?*
B: *No, they can't.*
- dogs / climb trees
A: _____
B: _____
- elephants / jump
A: _____
B: _____
- camels / survive for days without water
A: _____
B: _____
- birds / sing
A: _____
B: _____

7 a) Write three things you can do and three things you can't do.

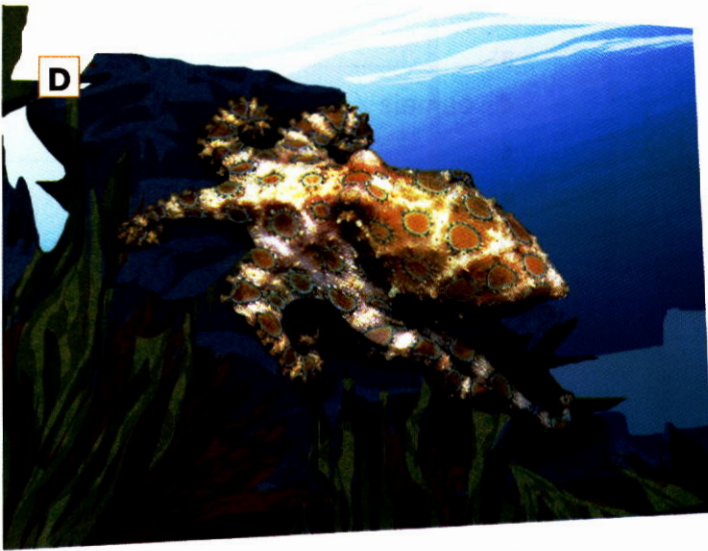
Things I can do:	Things I can't do:
<i>I can cook.</i>	<i>I can't swim.</i>
_____	_____
_____	_____
_____	_____

b) PAIRS. Ask and answer *Yes/No* questions with *can*. Use your list in Exercise 7a.

Example: A: *Can you swim?*
B: *Yes, I can.*

c) Can you and your partner do the same things?

5 Listening



Talk about dangerous animals

1 a) What can a poisonous animal do?

b) Match the names to the pictures.
Are these animals poisonous or not?

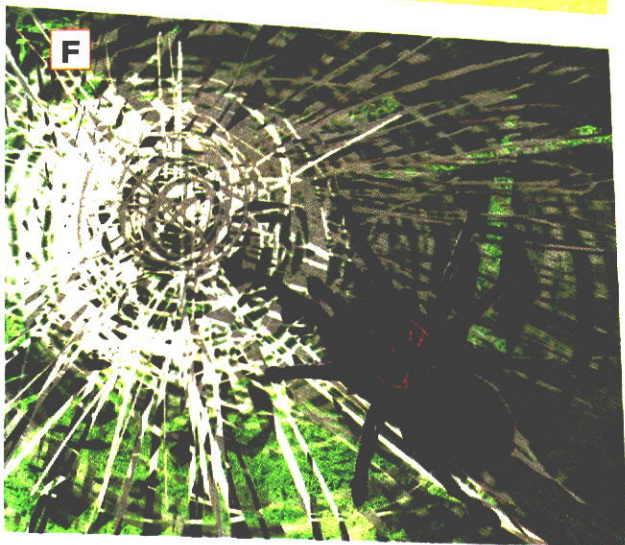
- | | |
|--|---|
| <input checked="" type="checkbox"/> B scorpion | <input type="checkbox"/> African killer bee |
| <input type="checkbox"/> taipan snake | <input type="checkbox"/> poison dart frog |
| <input type="checkbox"/> redback spider | <input type="checkbox"/> blue-ring octopus |

2 2.7 Listen. Complete the statements.


1. This week Jeff is in _____.
2. The redback spider, the blue-ring octopus, and the _____ are very poisonous.

3 2.8 Listen. Write *T* for *True* or *F* for *False*.

- _____ 1. It's easy to identify a redback spider.
- _____ 2. A redback spider has a red head.
- _____ 3. Redback spiders are big.
- _____ 4. Redback spiders live in the desert.
- _____ 5. You can find a redback spider in your house.



Guess the animal

1 a)  2.9 Listen to Amar's clues. Circle the clues you hear. What is the animal?

1. It lives **on land** / in the sea.
2. It's **rare** / common.
3. It is **always white** / has different colors.
4. It eats **plants and meat** / only meat.
5. It can **fly** / can't fly.
6. It's a **mammal** / a bird.
7. It has **four legs** / two legs.

b) Complete the questions for the answers in Exercise 1a.

1. Where does it live ?
2. Is it _____ ?
3. What color _____ ?
4. What _____ ?
5. Can it _____ ?
6. Is it _____ ?
7. Does it _____ ?

2 PAIRS. Think of an animal. Play a guessing game about your animal.

Example:

A: I'm thinking of an animal.

B: Where does it live?

A: It lives on land.

B: Does it have two legs?

A: Yes, it does.

B: Can it fly?

A: Yes, it can but not very far.

B: Does it lay eggs?

A: Yes, it does.

B: I know. It's a chicken!

A: Right. Your turn.

3 Pair work.

Student A: Go to page P 4.

Student B: Go to page P 5.

5 Writing

Describe wild animals

Writing rule

Use a **period** (.) at the end of a sentence.

Use **commas** (,) to separate a list.

Example: Penguins, whales, sharks, and seals all live in the ocean.

Writing rule

Conjunctions

And gives extra information.

Example: I have a cat **and** he is sweet.

But gives different information.

Example: I don't like piranhas, **but** I love dolphins.

Because gives a reason.

Example: I like horses **because** they're friendly.

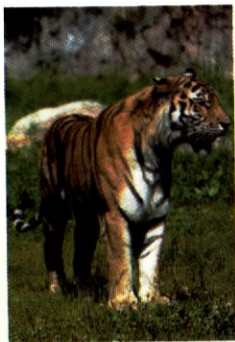
2 Read the article.



Hawks live in swamps and in deserts. They build their nests very high up in trees. They eat mice, squirrels, snakes, and other birds. They want to protect their chicks from other animals.

Pale Male is a red-tailed hawk. He doesn't live in a desert. He lives in a nest on a very expensive building on Fifth Avenue in Manhattan, New York! Pale Male's building is across from Central Park. There are hundreds of pigeons in Central Park. Pale Male eats pigeons every day. There are a lot of pigeons where he lives.

1 Fill in the blanks with the correct conjunctions.



The Bengal tiger can be found in India, Bangladesh, Nepal, _____ Burma. It lives in rainforests _____ in grasslands. Bengal tigers usually live alone, _____ sometimes they travel in groups of three or

four. They are carnivores, _____ they eat meat. They eat deer, pigs, _____ cattle. Male Bengal tigers are up to 10 feet long, and female Bengal tigers are up to 9 feet long. Their fur is orange-brown with black stripes. We should protect white Bengals _____ they are rare.

3 Rewrite the article in Exercise 2. Combine sentences to make them more interesting. Use *and*, *but*, and *because*.

Hawks live in swamps and in deserts, and they build their nests in trees.

A poster about an endangered animal

1 Read the poster.

Pandas are endangered animals! Help protect them!



How many pandas are there in the world?

There are about 1,000. They live in bamboo forests in the mountains of central China. In the winter, they come down to low areas. They don't hibernate.

What are pandas like?

Pandas are cute, but they are big! They are black and white, and they have black eye patches. Pandas are bears. They can climb trees, and they can sit like people. They are quiet and they like to be alone. They aren't aggressive, but you shouldn't go near them. They are dangerous because they are very strong!

Why are pandas in danger?

Pandas eat 65 pounds (30 kilos) of green bamboo every day. Today, there are many towns and villages in central China and there aren't many bamboo forests left. Pandas can't find enough food.

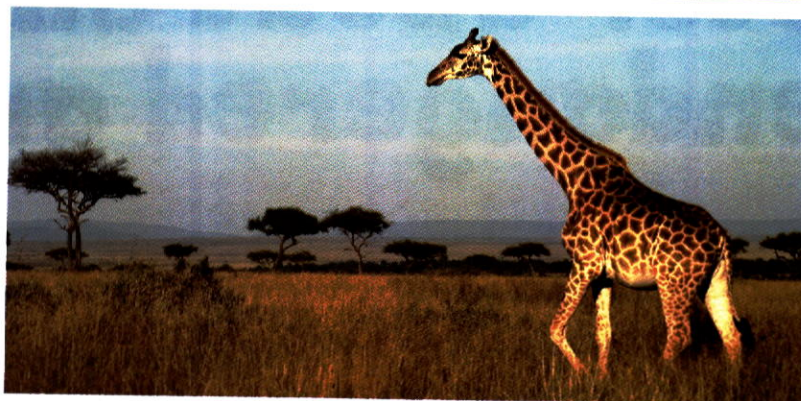
Pandas are beautiful animals and we must protect them!

2 Complete the chart with information from the poster.

Name of animal	Panda
Appearance	
Habitat	
Population	
Food	
Abilities	
Special characteristics	
Reason why it is in danger	

3 Choose an endangered animal. Write notes about it in your notebook. Use the chart in Exercise 2 as a model.

4 Create a poster about your endangered animal. Use colors and pictures to make your poster attractive. Use questions and exclamation points to make the information in your poster interesting.



1. Many scientific words are similar in different languages. Which words below are similar in your language?

• bird • mammal • amphibian • fish • reptile • insect

2. Read the sentences. Then write the name of the animal group(s).

- They can adapt to many different climates and conditions. Mammal
- They have short legs or no legs. _____
- They are invertebrates. _____
- They often fly south in the fall. _____
- They live on water and on land. _____
- They have six legs. _____
- The baby is very different from the adult. _____
- They are cold-blooded. _____
- They always live in water. _____
- They are warm-blooded. _____
- They have fur or hair. _____
- They take oxygen from water not from air. _____

3. a) Classify these animals under the correct category. Can you find the extra word? Which category is it from?

• toad • eel • bat • ostrich • tortoise • bee • salmon
• spider • seal • vulture • lizard • ant • frog

Bird	Mammal	Amphibian	Fish	Reptile	Insect
ostrich					

- b)  2.10 Listen and check your answers.

UNIT 6 > About town



Communication

- Suggest going to a place
- Ask for things in a store
- Ask for and give personal information

Grammar

- Singular and plural nouns
- Count and noncount nouns
- A/an, some, any

Vocabulary

- Places and activities in town
- Verbs

1 Look at these photos. Match the stores with the pictures.

- | | |
|-------------------|--------------------|
| ___ 1. newsstand | ___ 3. book store |
| ___ 2. drug store | ___ 4. supermarket |

2 Where can you buy these things? Write the letters.

- | | | |
|----------------------|--------------|---------------|
| <u>D</u> a newspaper | ___ cereal | ___ CDs |
| ___ cheese | ___ milk | ___ food |
| ___ books | ___ medicine | ___ magazines |

3 What time do most stores open and close in your country?

6 Vocabulary

Places and activities in town

- 1  2.11 Listen and point to the places on the map.



Verbs

- 2 Where can you ...

1. **get** a haircut? _____
2. **borrow** a book? _____
3. **buy** gasoline? _____
4. **see** a movie? _____
5. **send** e-mails? _____
6. **mail** a letter? _____
7. **play** tennis? _____
8. **withdraw** money? _____
9. **go** shopping? _____
10. **see** a doctor? _____

Pronunciation

The *i* in *Internet* and *hospital* are pronounced with a short /ɪ/

- a)  2.12 Listen and repeat.

i Internet

- b)  2.13 Listen and repeat.

1. hospital
2. post office
3. play tennis
4. withdraw money

- 3 Complete the sentences with the verbs in Exercise 2.

1. I want to go to the library and _____ a book.
2. I need to _____ a haircut.
3. Let's _____ a movie.
4. You can _____ e-mails here.
5. I like to _____ shopping at the mall.
6. We can _____ money at the bank.
7. Let's _____ football.
8. You can _____ the doctor now.
9. _____ this letter, please.

- 4 **PAIRS.** Ask each other these questions.

1. Where do you sometimes go on weekends?
2. What do you do there?

1  **2.14** Read along as you listen.

shopping malls

Shopping malls are **everywhere**. Do you want to meet your friends, go shopping, eat something, see a movie or go bowling? You can do all these things and more in some shopping malls. But are shopping malls a good thing or a bad thing? In this week's magazine, we ask teenagers what they think.

*"They are a **great** place to hang out with friends. On Saturdays, we are usually here all day. We shop, we **chat**, and we have fun. There are lots of things to do here."*

– Joanne, 14

*"I really **hate** shopping malls. They're **expensive**, and they're all the same. I prefer playing sports or going to the movies. Here it's just **spend, spend, spend!** I don't usually come here."*

– Emily, 13

So there. As you can see, there are different opinions about shopping malls. Are they good or bad? You decide!



2 Read the article again. Write **T** for **True** or **F** for **False**.

- ___ 1. The text is from a magazine for young people.
- ___ 2. You can't do many things in a mall.
- ___ 3. You can only find shops in a mall.
- ___ 4. Joanne and Emily are teenagers.
- ___ 5. Joanne likes malls.
- ___ 6. Joanne goes to malls on Sundays.
- ___ 7. Emily loves malls.
- ___ 8. Emily thinks malls are expensive.
- ___ 9. Emily goes to malls a lot.

3 Look at the words in blue. Match them with these definitions.

- 1. use your money: spend
- 2. the opposite of *love*: _____
- 3. talk (informally): _____
- 4. very good: _____
- 5. in lots of different places: _____
- 6. costs a lot of money: _____

4 Do you like shopping malls? Why / Why not?

6 Grammar

Singular and plural nouns

Singular	Plural
store	stores
newspaper	newspapers
bus	buses
dish	dishes
watch	watches
box	boxes
city	cities

(See *Grammar Reference*, page G 8.)

- 1** Label the pictures with the singular or plural forms. Use the words from the box.

- newspaper
- store
- baby
- present
- watch
- dish



1. watches



4. _____



2. _____



5. _____



3. _____



6. _____

- 2** Complete the sentences with the plurals of the nouns in the box.

- city
- sandwich
- cat
- book
- library
- box

1. There are two libraries in this town.
2. I'm hungry. I want three _____.
3. I read a lot of _____.
4. London and New York are big _____.
5. What is inside those _____?
6. We have two _____ at home. They are our pets.

Count and noncount nouns

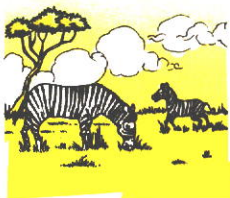
Count	
Singular	Plural
a / one biscuit	two biscuits
a / one CD	two CDs
a / one sandwich	two sandwiches
Noncount	
milk	juice
	bread

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

- 3** Write **C** for *count* or **NC** for *noncount*.

- | | |
|-------------------|---------------------|
| _____ 1. bread | _____ 7. store |
| _____ 2. magazine | _____ 8. money |
| _____ 3. pasta | _____ 9. dog |
| _____ 4. fruit | _____ 10. music |
| _____ 5. friend | _____ 11. hamburger |
| _____ 6. milk | _____ 12. medicine |

- 4 Look at the pictures. Write sentences using the cues.



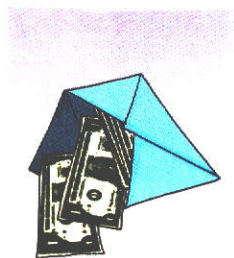
1. zebra / beautiful
The zebras are beautiful.

2. bread / old
-



3. magazine /
on the table
-

4. money / in the
envelope
-



5. your friends /
at the mall
-

6. the pasta / delicious
-



A, an, some, any

A, an

There's **a** cat on the table.
It's **an** English book.

Some

There are **some** hamburgers on the table.
There is **some** milk on the table.

Any

We don't have **any** money.
Do you have **any** bread?

(See Grammar Reference, page G 9.)

- 5 Circle the correct word.

- Do you have **a / any** pets?
- I'm thirsty. Can I have **some / a** milk?
- I don't have **any / some** friends.
- There are **any / some** magazines on the table.
- Do you have **an / some** eraser?
- Can I buy **a / some** new books?
- She wants **a / some** dog.

- 6 Complete the conversation with **a, an, some, or any**.


- A: Hi. Can I help you?
B: Yes, please. Do you have ¹_____ Gunther CDs?
A: Yes, we have ²_____ over here.
B: Great. Do you have ³_____ computer magazines?
A: Yes, there are ⁴_____ here.
B: Can I have ⁵_____ paper too, and ⁶_____ pen?
A: I'm sorry, we don't have ⁷_____ pens.

6 Listening




At the mall

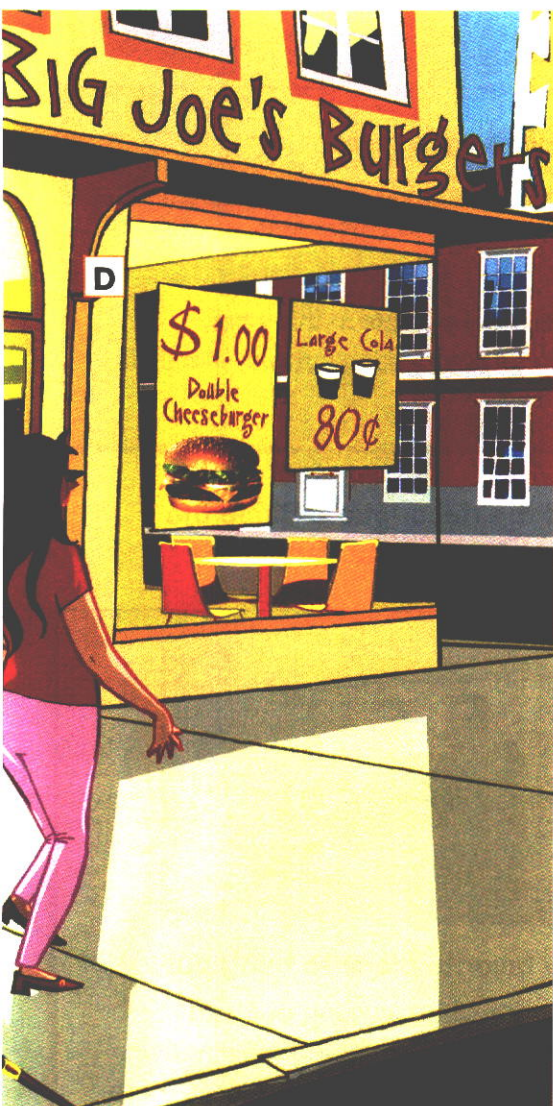
1 Name the different places you see in the picture.

2  2.15 Listen and match the conversations to the places (A–D) in the picture.

- Conversation 1 _____
Conversation 2 _____
Conversation 3 _____
Conversation 4 _____

3  2.16 Listen again. Circle the correct answers.

1. Jenny wants to buy a blue **shirt** / skirt.
2. The price is **\$45** / \$35.
3. Jenny and Amar have a **pizza** / sandwich.
4. The drinks cost **80¢** / \$2.25.
5. Jenny wants a **video** / DVD.
6. They see Jenny's **mom** / friend.
7. Jenny likes **long** / short hair.
8. Amar's father likes **long** / short hair.



Make a suggestion

- 1** Match suggestions 1–4 with answers a–d.

- ___ 1. Let's go to the movies.
- ___ 2. Why don't we have a drink?
- ___ 3. Do you want to go shopping?
- ___ 4. Let's go home.

- a. I'm not very thirsty.
- b. OK, I'm tired too.
- c. Yes, let's go to the mall.
- d. OK. What movie do you want to see?

- 2** 2.17 Complete the conversations.

At the store

- JENNY: Excuse me, do you have ¹_____ shirts? Size ²_____, please.
- CLERK: Yes, we do. There are some over there.
- JENNY: Thanks.
- AMAR: Look, Jenny. There are some really nice ³_____ here.
- JENNY: Yeah, but check out the ⁴_____! This one's \$35!
- AMAR: Yeah. Too bad. It's a really nice shirt. Oh, well. Let's try another ⁵_____.

At the coffee shop

- AMAR: Let's take this table, Jenny.
- JENNY: OK. What would you like to eat?
- AMAR: Let me see. I only have five dollars.
- JENNY: Well, why don't you have a ¹_____ and a can of ²_____?
- AMAR: ³_____ is the cheeseburger and ⁴_____?
- JENNY: A cheeseburger is only a dollar and a soda is only ⁵_____.
- AMAR: OK. ⁶_____ a cheeseburger and a soda then. How about you?
- JENNY: I guess I'll have the same.

- 3** PAIRS. Take turns. Suggest two activities each.

- rent a DVD
- have some ice cream
- have a pizza
- play volleyball
- go to the park

Example: A: Hey, why don't we rent a DVD?

B: Good idea. Let's go!

6 Writing

Describe a place

Writing rule

Using **a, an, or the**

Use **a/an** + noun the first time you mention someone or something. Then use **the** + noun.

Example:

A: This restaurant has **a** great tomato salad.

B: I'll have **the** tomato salad then.

1 Complete the conversation with **a, an, or the**.

CARRIE: This is a nice restaurant. Look at the menu. Everything looks so good!

JACK: I know! Let's order. Excuse me. We're ready to order.

WAITER: What would you like to drink?

CARRIE: I'll have a glass of iced tea, please.

WAITER: And you?

JACK: I'll have _____ can of soda.

WAITER: OK. Would you like to hear the specials? We have _____ tasty spaghetti dish with meatballs; _____ chicken salad; and _____ cheeseburger with fries.

CARRIE: Mmm. I'll have _____ cheeseburger and fries.

JACK: Not me. I want _____ spaghetti and meatballs.

WAITER: OK. I'll bring _____ iced tea and _____ soda right away.

Writing rule

Subject-verb agreement

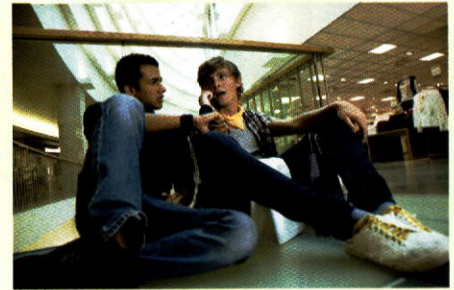
Always check that the subject and verb in your sentences are in agreement.

Example:

There **are** many **people** in this store.

My favorite **place** to hang out with friends **is** the sports center.

2 Read the description. Circle the correct form of the verb.



My favorite place to hang out

My favorite place to hang out with my friends **is / are** the shopping mall in town. There **is / are** lots of different stores there. There **is / are** a great Internet café in the mall. The Internet café **has / have** a lot of computers. We often **go / goes** there to surf the web and hang out. It's a great place!

3 Write a paragraph describing your favorite place to hang out in town. Use **a, an, or the**.

Review Units 5 and 6

Vocabulary

① Circle the word that doesn't belong in the group. (1 point each)

1. elephant horse eagle sheep
2. scales beak wings claws
3. butterfly ant bee cow
4. beak feathers wing horn
5. horse cow pig chicken

② Write the correct verb to go with each noun. Use the verbs in the box. Then match the verb phrases with the places. (2 points each)

- borrow • get • go • mail
- play • see • send

1. send e-mail a. mall
2. _____ a movie b. post office
3. _____ tennis c. Internet café
4. _____ shopping d. hairdresser's
5. _____ a letter e. sports center
6. _____ a book f. movie theater
7. _____ a haircut g. library

Grammar

③ In your notebook, write a Yes/No and information question for each sentence. Use the cues. (3 points each)

1. Monarch butterflies migrate to Mexico in the fall.

Yes/No: Do monarch butterflies migrate to Mexico in the fall?

Where: Where do monarch butterflies migrate to in the fall?

2. Snakes eat small animals.
3. Bears hibernates in winter.
4. An elephant doesn't climb trees.
5. Chickens don't produce milk.

④ Complete the sentences with *is/isn't* or *are/aren't* and *a, an, some, or any*.

1. There are some cookies on the table. Help yourself.
2. There _____ milk left. I'll go buy some.
3. There _____ eagle on the tree.
4. There _____ good movies this weekend. Let's go next weekend instead.
5. There _____ presents for you. Happy birthday!
6. There _____ juice in the refrigerator. Would you like some?

Writing

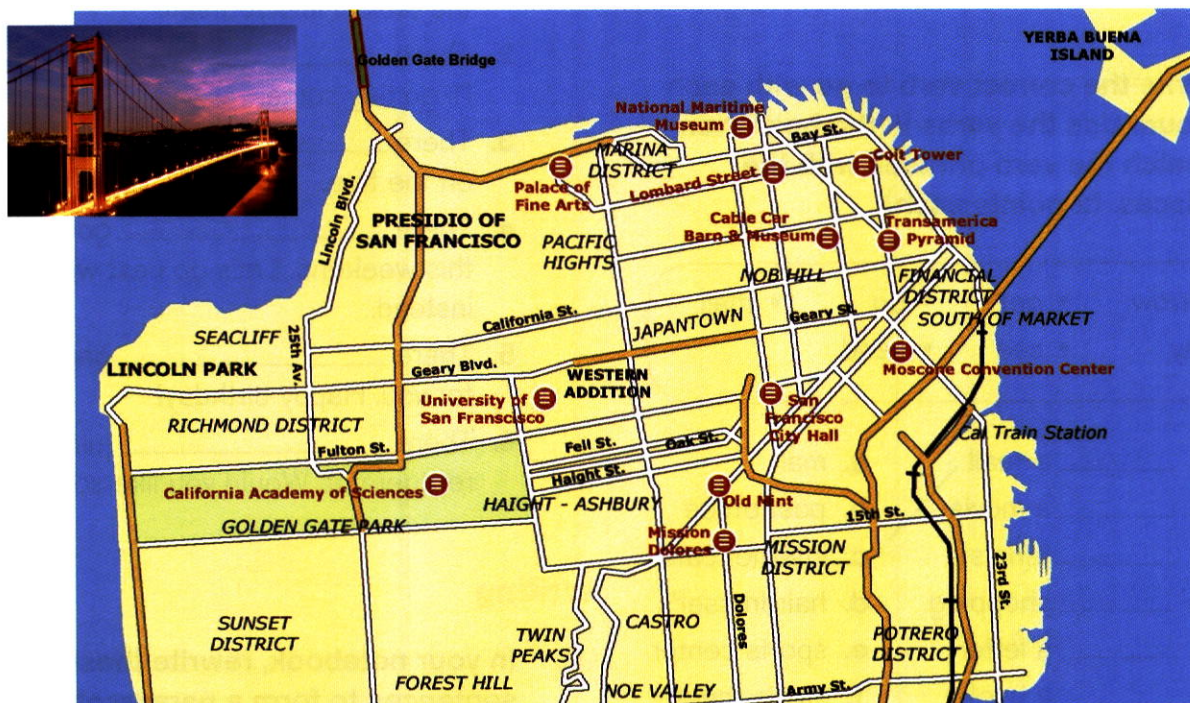
⑤ In your notebook, rewrite these sentences to form a paragraph. Combine some sentences by using *and, but, or because*.

1. Chocolate chip cookies are my favorite snack. My mom bakes the best chocolate chip cookies.
2. I love them for snacks. My mom says they're not good for me.
3. I can eat cookies only on weekends. I drink milk with them.
4. Cookies and milk are great together!

San Francisco, CA

San Francisco is in California, on the west coast of the United States. It is a popular international tourist destination. Famous landmarks include the Golden Gate Bridge, Alcatraz Island, the cable cars, and Coit Tower.

1a) Look at the map of San Francisco.



b) Find these places on the map and write the name.

1. This famous street is between the National Maritime Museum and the Cable Car Museum. _____
2. This place is in Golden Gate Park. _____
3. This place is near the Golden Gate Bridge. _____
4. This place is behind the Cable Car Museum. _____
5. This place is to the right of Lombard Street. _____
6. This place is across from Mission Dolores. _____

2 PAIRS. Look at the map in Exercise 1a again. Take turns talking about where the places on the map are.

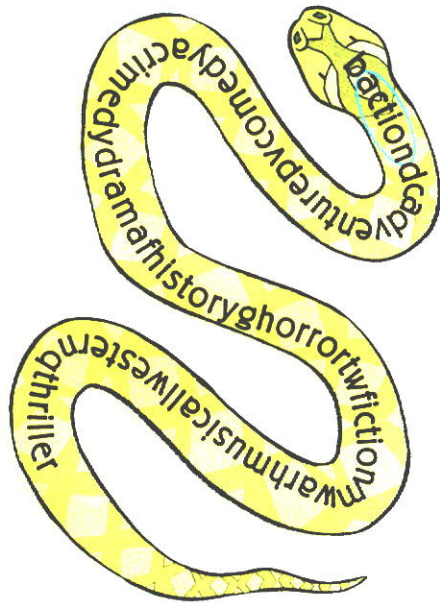
Example: The Transamerica Pyramid is to the right of the Cable Car Museum.

Types of Movie

1 PAIRS. Discuss these questions with your partner.

1. What's your favorite kind of movie?
2. What kind of movie do you like to watch with your friends?
3. What kind of movie is popular in your country?
4. What kind of movie don't you like very much?
5. What kind of movie do your parents prefer? Do you like it, too?

2 Circle twelve types of movie below:

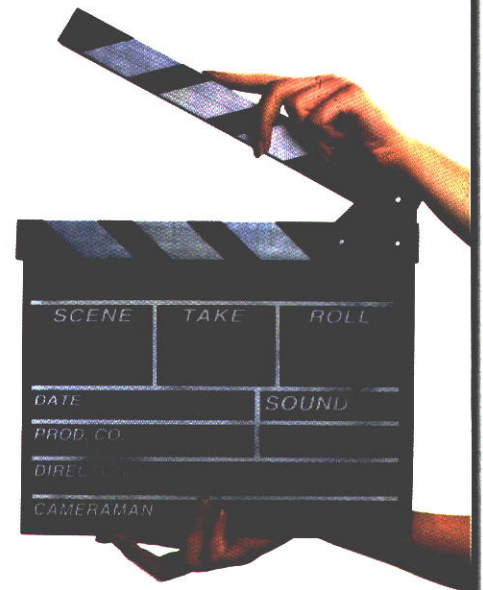


3 Choose five types of movie from Exercise 2 and write them in the box. Think of a famous actor for each. (If you don't know anyone, ask your friends and teacher for help.)

Example: Terminator / Arnold Schwarzenegger

Type of movie	Actor
1.	
2.	
3.	
4.	
5.	

4 **GROUPS.** Choose a type of movie. Talk about some actors who have performed in these movies. Then bring a picture or a clip as an example to watch in class.



Sandwiches

1 Discuss with your partner.

1. How many different kinds of sandwiches can you think of?
2. What is your favorite sandwich?
3. How often do you eat a sandwich?
4. Do you make your own sandwiches?
5. Where do you like to buy your sandwiches?

2 2.18 Read and listen to the article.

Answer the questions.

1. Who invented the sandwich?
2. Who eats sandwiches?
3. Where do they eat them?
4. What is a good sandwich?



The Great Sandwich

In 1762, the Earl of Sandwich sat at a table with his friends, talking. It was lunchtime and he was hungry but he didn't want to stop and have lunch. "Bring me some bread with some meat!" he said to his servant. And so the great sandwich was born!

Today, the sandwich is the most popular lunch in the United States. Children take them to school, office workers eat them in the office, students eat them in the park, and families eat them on picnics. There are coffee shops, restaurants, and sandwich shops with an incredible variety of delicious sandwiches. There are even sandwich competitions!

So what is the secret of a good sandwich? "The bread and the ingredients must be super-fresh," says Chris Brown, manager of the sandwich shop EAT. "There must be two or more ingredients – one dense, like cheese or meat, and the other light, like tomato. You must make the sandwich just before you want to eat it, not three hours before. And it's very important to use your imagination. Two pieces of dry bread with some dry cheese between them is not a sandwich!"



- 3 Here are the recipes for two delicious sandwiches. Which do you prefer?

Lettuce, cheese, burger!



The cheeseburger is one of the most popular sandwiches in the United States.

Ingredients

- 1 large white bun
- 1 burger
- lettuce leaves
- 1 slice of cheese
- 1 sliced tomato
- 1 spoonful of mayonnaise

Peanut butter and jelly!



American soldiers invented this sandwich during World War II. It's a popular afternoon snack for children in the United States.

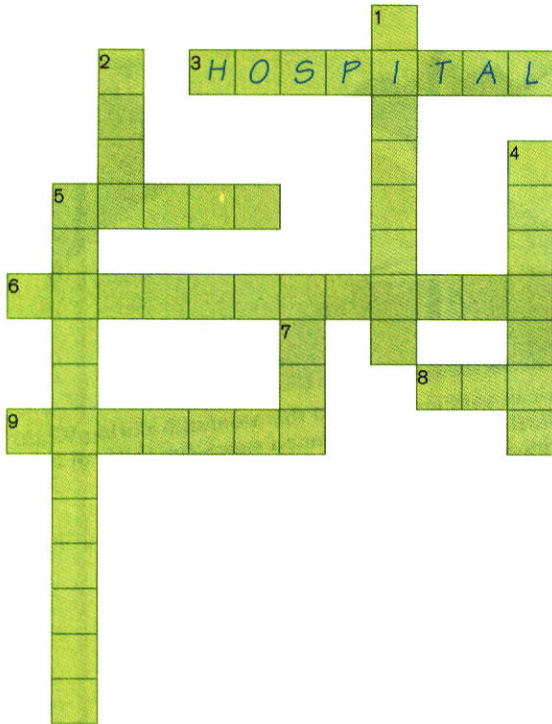
Ingredients

- 2 slices of white bread
- 2 spoonfuls of strawberry jam or jelly
- 2 spoonfuls of peanut butter

- 4 What type of sandwiches are typical in your country?
- 5 PAIRS. Invent an original sandwich. Tell your partner the ingredients.

> Break time

1 Do the crossword puzzle.



Across

3. Where you go to see a doctor.
5. It hurts when bees ____.
6. Where you go to see a movie.
8. ____ a haircut.
9. Where you go to borrow a book.

Down

1. Go to a bank to ____ money.
2. Lions ____ for their food.
4. Birds ____ to warm places in the winter.
5. Where you go to shop.
7. ____ gas for your car

2 What are these animal parts?

1. _____ (an elephant has this)
2. _____ (a cow has two on its head)

3. _____ (birds have these)
4. _____ (fish have these)
5. _____ (a snake has a long one)
6. _____ (a bird has one)
7. _____ (a hawk has these)

3 Make sentences using the cues. Then write *T* for *True* or *F* for *False*.

1. carnivores / piranhas / All / are

2. Spiders / food / to kill / sting / their / it

3. You / the movie theater / go to / a movie / to see

4. in a library / buy / can / People / books

5. buy / a dress / You / at the hairdresser's / can

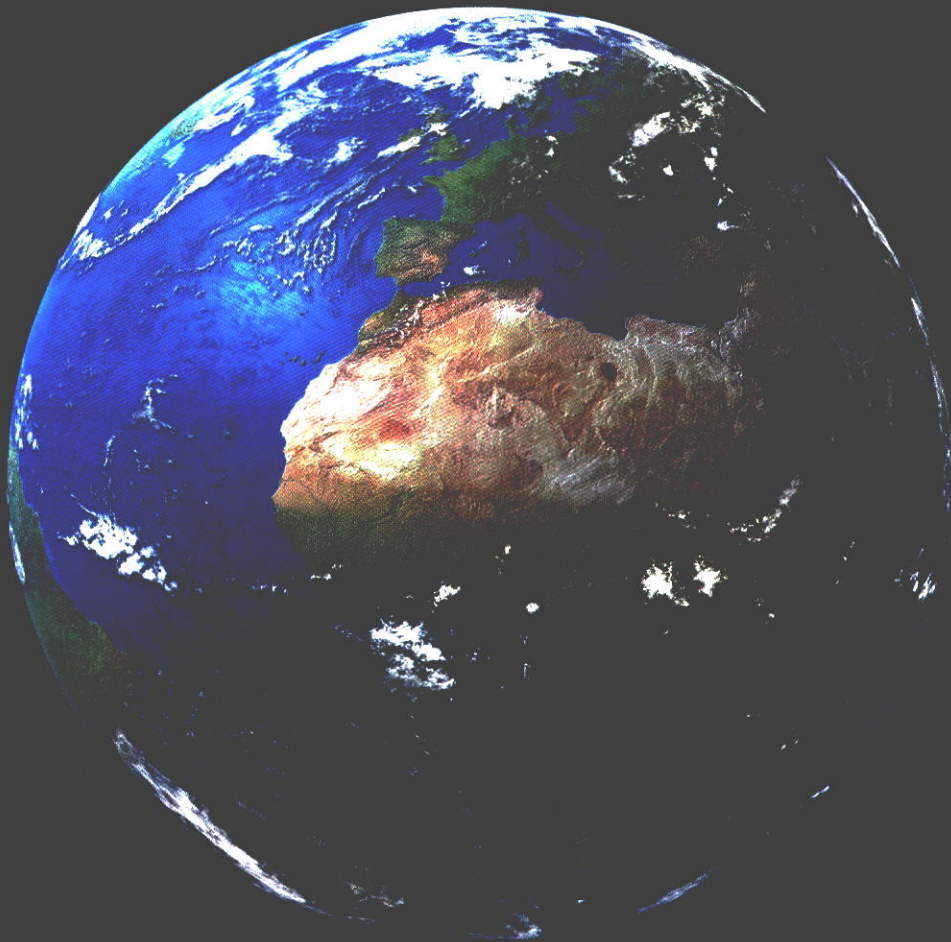
4 Spelling trick.

Student A:

Ask your partner to spell the word *silk*.
Then ask: What do cows drink?

Student B:

Ask your partner to spell the word *eat*.
Then ask: What do herbivores eat?



Communication

- Talk about vacation activities

Grammar

- The present continuous
- The simple present and the present continuous

Vocabulary

- Forms of transportation
- Clock times

1 Answer the questions about Earth.


1. Name the seven continents. Africa, _____,
_____, _____, _____,
_____.
2. Name three oceans. Atlantic, _____, _____.

2 How many continents are in the picture? _____

3 What two countries would you like to go to? Which continent(s) are they in? _____, _____

7 Vocabulary

Forms of transportation

1  2.19 Look at the pictures as you listen and repeat.



bicycle



car



plane



ferry



subway



taxi




train



bus

2 Which of the forms of transportation in Exercise 1 have you taken? Put a check (✓) under the pictures.

Clock times

3  2.20 Look at the clock times as you listen and repeat.



nine o'clock



nine oh five



nine thirty



nine forty



nine forty-five



five to ten

4 a) Look at the train schedule.

SATURDAYS, SUNDAYS, & HOLIDAYS			
Leave	Arrive	Leave	Arrive
White Plains	NYC	NYC	White Plains
S 12:27 E	S 1:06	7:08 L	8:01
S 12:30	S 1:14	H 7:43 E	H 8:20
12:59	1:34	7:59	8:34
1:08 L	2:01	8:08 L	9:04

Reference notes:
 E = Express S = Saturdays only
 L = Local H = holidays only

b)  2.21 Read along as you listen.

A: Is there an Express train to New York on Saturdays?

B: Yes, there is.

A: What time does it leave?

B: At 12:27.

A: What time is it now?

B: It's 12:00.


A: I'd better hurry.

c) PAIRS. Ask and answer questions about the train schedule. Use the conversation above as a guide.


1  **2.22** Read and listen to Jenny's postcards.

Postcards from Australia


Tuesday, January 12th
Well, we're in Sydney! It's three o'clock in the afternoon, and we're very tired. The flight from New York takes 21 hours. I'm sitting in Grandma's yard right now. We're having a barbecue. Tom and the boys are watching an Australian-rules football match. It's like football but with different rules.
Jenny




Wednesday, January 27th
I'm sitting on Bondi Beach right now. It's near my grandmother's house, and it's amazing! People come here from all over the world to go surfing. Tom and the boys are swimming. They are wearing wetsuits because there are jellyfish in the sea. Those jellyfish are small but they sting!
Jenny



Sunday, January 24th
Today we are in Queensland. We are driving through the country. In Australia, they call it "the bush." A lot of kangaroos live here. They are jumping around all over the place! Tom isn't with us today. He doesn't like long car trips, so he stayed in Sydney. I think he's watching TV.
Jenny



Friday, January 29th
Today we are camping. It's great! Grandma comes to this place with the family every summer. It's twelve noon, and it's really hot today. It's over 100 degrees! Tom is out hiking, and the boys are playing soccer. Our flight home is on Monday. I don't want to leave this place.
Jenny



2 Write **T** for **Tuesday**, **S** for **Sunday**, **W** for **Wednesday**, or **F** for **Friday**.

- W 1. go to the beach
- ___ 2. play soccer
- ___ 3. have a barbecue
- ___ 4. see kangaroos
- ___ 5. go to a football match
- ___ 6. drive in the bush
- ___ 7. cook burgers
- ___ 8. go camping
- ___ 9. watch TV

3 Read these facts about Australia. Write **T** for **True** or **F** for **False**.

- F 1. Australian-rules football has no rules.
- ___ 2. Tom likes long car trips.
- ___ 3. There is a beach near Sydney.
- ___ 4. There aren't any jellyfish on Bondi Beach.
- ___ 5. It's very hot in the summer.

4 Compare Australia with your country.

Example:

In Australia, there are kangaroos. There aren't any kangaroos in my country.

7 Grammar

The present continuous

Affirmative	Negative
I'm studying.	I'm not reading.
You're studying.	You aren't reading.
He's studying.	She isn't reading.
We're studying.	They aren't reading.

(See Grammar Reference, page G 10.)

1 Complete the sentences. Use the phrases in the box.

- waiting for a bus
- reading a magazine
- listening to a band
- buying a t-shirt
- eating lunch
- ~~buying a CD~~



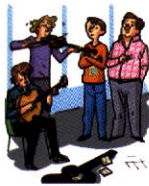
1. Josh and Hannah are
buying a CD.



2. Lilly _____.



3. Mel _____.



4. Steve and Andy _____.



5. Amy _____.



6. Alice _____.

2 Now write negative statements about the pictures.

1. Josh and Hannah / eat lunch
Josh and Hannah aren't eating lunch.

2. Lilly / watch TV

3. Mel / have a barbecue

4. Steve and Andy / play soccer

5. Amy / cook burgers

6. Alice / drive

Information questions

What **are** you **doing**?

What **is** she **doing**?

Why **are** they **running**?

Answers

I'm **reading**.

She's **studying**.

Because there's an emergency.

(See Grammar Reference, page G 10.)

3 PAIRS. Ask and answer two questions each about what the people are doing.

Example: A: What are Josh and Hannah doing?

B: They're buying a CD.

4 Complete the conversation with the present continuous. Use the cues.

MOM: Hello, Anna? What ¹ are you doing (you/ do) ?

ANNA: Hi, Mom. We ² _____ (shop) at the mall.

MOM: And what ³ _____ (Charlie/ do) ?

ANNA: He ⁴ _____ (shop) with his friends, too.

MOM: What ⁵ _____ (they/ buy) ?

ANNA: They ⁶ _____ (buy) some sports things.

MOM: I hope you ⁷ _____ (not/ buy) expensive things!

ANNA: Don't worry. I ⁸ _____ (not/ spend) all my money.

MOM: Good. Be home by six-thirty.

ANNA: OK. Bye, Mom!



6. It usually **doesn't rain / isn't raining** in June.
7. David **wears / is wearing** his hat today.
8. I **don't have / am not having** a hat.

6 Complete the postcard with the correct form of the verbs. Use the cues.

The simple present and the present continuous

The simple present

She **drives** to school every day.

I **play** soccer on Saturdays.

The present continuous

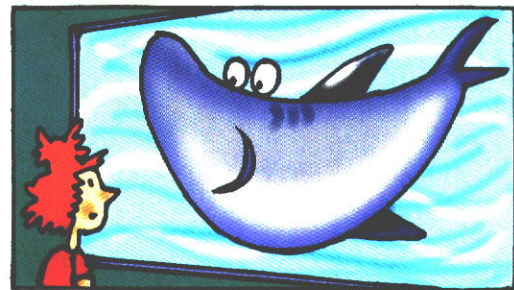
She **is driving** right now.

I **'m not playing** soccer at the moment.

(See Grammar Reference, page G 11.)

5 Circle the correct form of the verbs.

1. We go / are going camping every June.
2. We **cook / are cooking** burgers at the moment.
3. I **love / am loving** burgers.
4. It **rains / is raining** now.
5. We **don't like / aren't liking** the rain.



Hi, John
I'm on vacation in Monterey, California, with my family.
We ¹ re visiting (visit) the aquarium right now. It ² _____ (be) fantastic!
I ³ _____ (look) at a shark right now. It ⁴ _____ (swim) around in an enormous tank. Some people ⁵ _____ (say) sharks are horrible animals, but I ⁶ _____ (think) they are beautiful.
My brothers ⁷ _____ (watch) the dolphins at the moment. But I ⁸ _____ (stay) here because I ⁹ _____ (love) sharks!

7 Listening



گارڈو آن لائن

Buy a ticket

1 Find these things in the picture.

- E a bus _____ a train
 _____ a ticket _____ a backpack
 _____ a taxi _____ a plane

2 a) 2.23 Listen to Part 1. Where are Jamie and Rob? _____

b) 2.24 Listen to Part 1 again and complete the table.

	Round-trip ticket	Travel time
plane		
train		
bus		



Decide on a means of transportation

- 1 a) 2.25 Listen to the conversation. Complete the dialogue.

JAMIE: So Rob, 1 _____ should
2 _____? Should we take the
train, the plane, or the bus?

ROB: 3 _____ the train.

JAMIE: But a train ticket is very expensive!
4 _____ the bus instead.

ROB: 5 _____! I hate taking the
bus. 6 _____ the train. It's fast
and it's comfortable.

JAMIE: You're right. The bus is so slow, too. How much is the ticket for Manchester again?

ROB: A hundred pounds.

JAMIE: All right then. 7 _____ our train tickets. But you'll pay for our food. OK?

ROB: No problem.

b) Role-play the conversation.

- 2 Look at the information in the chart. Decide on a means of transportation.

	Round-trip ticket	Travel time
plane	\$ 349	45 minutes
train	\$ 325	3 hours
bus	\$ 85	6 hours

Pronunciation

When you have three or more items in a series, use rising intonation on the first items, and falling intonation on the last item.

- a) 2.26 Listen and repeat.

Should we take the [↑]train, the [↑]plane, or the [↓]bus?

- b) 2.27 Listen and repeat.

- Do you want to go to the mall, the park, or the sports center?
- I want to be a teacher, a doctor, or a lawyer.
- They are going to Portugal, Spain, and Morocco.
- Should we play tennis, soccer, or basketball?

- 3 Pair work.

Student A: Go to page P 4.

Student B: Go to page P 6.

7 Writing

Write a postcard

Writing rule

- They usually include information about the food, the weather, the places you visit, the hotel, the people, and the activities.
- The notes on a postcard should be short and informal.

1 Read Chloe's postcard to Tony. What things from the Writing rule box does she mention? Check (✓) the phrases she uses.

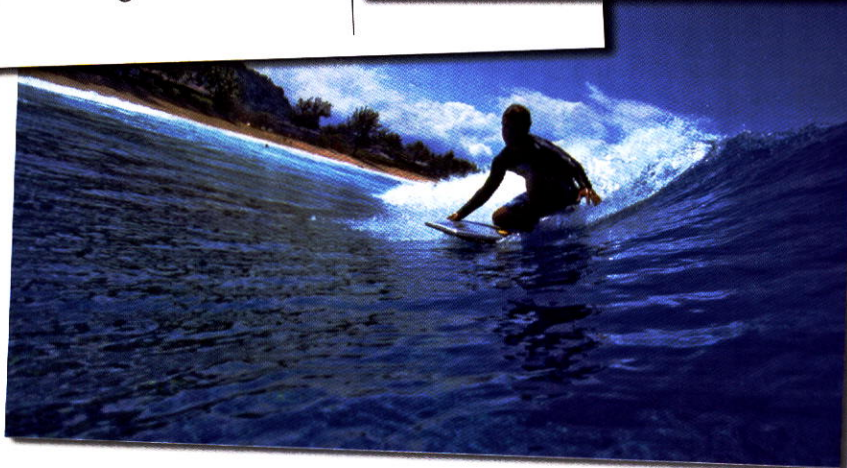
1. Hi!
2. I'm having a great time.
3. Wish you were here.
4. Cheers,

Hi Tony!
I'm having a great time here in Hawaii. We're staying at my grandparents' place in Maui. It's really hot here - not like Chicago! Right now I'm sitting outside a café near the beach. My friends are here, too. I'm drinking soda, and my friends are eating ice cream. I'm not eating because I'm not hungry, but the ice cream looks delicious! This is a wonderful place. Wish you were here!
Chloe

2 Complete the postcard.

Hi _____.
We're having a(n) ¹_____ time here in ²_____. We're staying in a ³_____ hotel. The weather is ⁴_____ - it's ⁵_____ every day. The food is ⁶_____. The people are really ⁷_____ and the ⁸_____ are really ⁹_____.
Right now I'm ¹⁰_____.
Wish you were here!
Cheers,

3 Imagine you are on vacation. Write a postcard to a friend. Use the model in Exercise 1 to help you.




Diary about a vacation

1 Imagine you are in one of the situations below.

- At the beach
- At a friend's house
- At the shopping mall
- Camping at night
- Having a barbecue
- At the zoo

2 a) Think about the situation you are in. Take notes.

b) Imagine what is happening. Complete these sentences and/or write your own.

<p>The place _____</p> <p>The weather _____</p> <p>The food _____</p> <p>The people _____</p> <p>What do/don't you like about the situation?</p> <p>What is happening?</p> <p>What are you doing?</p> <p>What are others doing?</p>		<p>I am in _____</p> <p>The weather is _____</p> <p>It is _____</p> <p>The food is _____</p> <p>We are eating _____</p> <p>I like/don't like _____</p> <p>The people/My friends are _____</p> <p>I am _____</p> <p>Some people are _____</p>
---	---	--

3 In your notebook, write a diary entry describing what is happening. Use the simple present and the present continuous.

4 PAIRS. Tell your partner about the situation. Ask questions to get more information.

- 1** Different cultures have different habits and traditions. Think of another culture that is different from yours. Compare the two cultures (for example, the school system, holidays, and food).

Example:

In my country, schools don't offer any school clubs, but U.S. schools have many clubs.



- 2** Read about Roberto's family. Then complete the chart.

I'm Brazilian. My family lives in Rio de Janeiro. My parents are from Brazil, but my relatives are from different countries.

My grandmother is originally from Germany. Her house is very clean and organized, and she loves to tell stories about the old days in Germany. She also loves to feed us meat and potatoes.

My grandfather is from Spain. He loves to sing in Spanish, and he sings so loudly, too! He also loves to talk.

One of my cousins is from the UK, but her family now lives in Rio, too. She still speaks with a British accent, which I think is pretty cool.

Holiday parties are always fun and interesting in my family! My grandmother cooks German and Spanish food, my mom prepares special Brazilian dishes, and my aunt brings special tea, cakes, and cookies from the UK. After dinner, we all gather in the living room, and we try to sing Spanish and German songs. We always have a great time!

What do you know about Roberto's ...	Country of origin	Description
grandmother?		
grandfather?		
cousin?		

- 3** Research.

1. Talk to the members of your family about where they are from (countries, states, or cities).
2. Write a paragraph about the origin of your family and their different traditions.

UNIT 8 > At home



Communication

- Talk about your house
- Invite someone to your house

Grammar

- Expressing the future with *be going to*
- The simple past of *be*

Vocabulary

- Things in a bedroom
- Household chores

1 Find these places in the pictures. Write the letter.

B 1. kitchen ___ 3. dining room ___ 5. yard/lawn
 ___ 2. living room ___ 4. bathroom ___ 6. garden

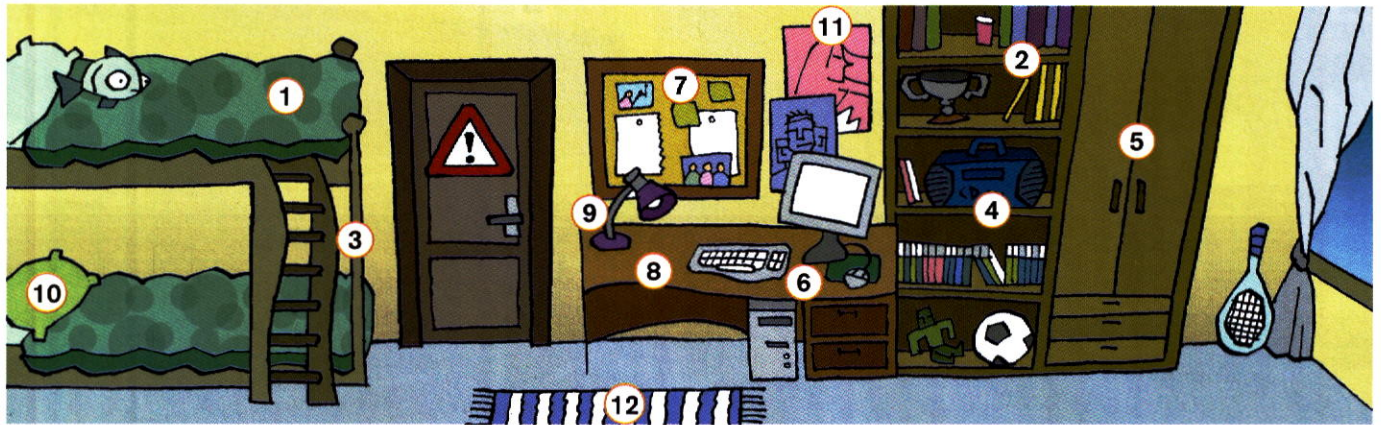
2 Find these things in the pictures. Write the letter.

E bathtub ___ table ___ plants ___ sofa
 ___ chair ___ mirror ___ stove ___ chandelier

8 Vocabulary

Things in a bedroom

- 1  2.28 Look at the picture as you listen.




- | | | |
|--------------|--------------|-------------|
| 1. blanket | 5. closet | 9. lamp |
| 2. bookshelf | 6. computer | 10. pillow |
| 3. bunk beds | 7. corkboard | 11. posters |
| 4. CD player | 8. desk | 12. rug |


- 2 Which of the things in Exercise 1 can you find in your room? Circle the words.

Pronunciation

The /ə/ sound

- a)  2.29 Listen and repeat.

CD player poster computer

- b)  2.30 Listen to the sentences and repeat.

1. My sister has a CD player.
2. Peter has a new computer.
3. My teacher likes that poster.

Household chores

- 3  2.31 Listen and read the list of household chores.

- clean the table
- do the laundry
- feed the pets
- iron the clothes
- make the bed
- set the table
- take out the garbage
- vacuum the floor
- wash or do the dishes

- 4 a) Look at the household chores in Exercise 3 again. Which ones do you do at home? Put a check (✓) next to the items.
b) Which ones don't you do? Put an X next to the items.

- 5 PAIRS. Take turns. Act out a household chore for your partner to guess.

Example: A: What am I doing?

B: You're washing the dishes.

- 6 PAIRS. Tell your classmate what you do or don't do to help in your home.

Example: I sometimes set the table.
I don't wash the dishes.

- 1 Before you read, look up the meanings of these words.

• washing machine • laundry basket • neat and tidy • messy

- 2 a)  2.32 Find out if you're a homebody. Listen to the questionnaire. Circle your answers.

Are you a homebody?

1. It's Sunday afternoon. What are you going to do?

a. Watch a DVD at home with the family.
b. Invite a friend to come to your house.
c. Meet some friends and go to the movies.

2. It's almost dinnertime. Your mother asks for help to prepare dinner.

a. You say, "Sorry, Mom. I'm watching my favorite show."
b. You go and help your mother.
c. You go to your room.

3. Your father asks you, your brother, and your sister, "Who's going to take out the garbage?" You say, . . .

a. "I hate taking out the garbage."
b. "Not me. I have a lot of homework to do."
c. "I'll do it!"

4. Your parents are going to be home late. You're very hungry.

a. You look in the fridge and make a sandwich.
b. You cook a delicious dinner for the family.
c. You have a snack of cookies and chips.



5. You're preparing to go to bed. Where do you put your dirty clothes?

a. On the bedroom floor.
b. In the laundry basket.
c. In the washing machine.

6. Your aunt and uncle are coming for lunch. What's your reaction?

a. Great! I like them a lot.
b. Great! They always give me money!
c. Oh, no!

7. Which sentence describes your room?

a. It's a bit messy, but I like it.
b. It's very neat and tidy.
c. I don't spend much time there. I go there only to sleep, so it's really messy.

b) Turn to page P 6. Then add up your score. Compare your score with your classmates' scores.

- 3 Read your results. Do you agree with them?

7-11 Friends are great, but your family is important, too. Try to help more in the house.

12-16 You divide your time between your family and friends, but sometimes you're a bit lazy. Try a little harder.

17-21 You really are a homebody! Go out more with your friends – sometimes it's fun!

8 Grammar

Expressing the future with *be going to*

Affirmative	Negative
I'm going to do the dishes.	I'm not going to do the laundry.
He's going to do the dishes.	He isn't going to do the laundry.
They're going to do the dishes.	We aren't going to do the laundry.

(See Grammar Reference, page G 11.)

1 a) What are the people in the pictures going to do? Complete the sentences.



watch a horror movie



play soccer



buy an ice cream cone



go for a swim



call up his friend



buy a CD

- He 's going to watch a horror movie.
- They _____
- She _____
- They _____
- He _____
- We _____

b) What aren't the people going to do? Use the cues.

- watch a funny movie
He's not going to watch a funny movie.
- play baseball

- buy hot dogs

- read a book

- call his parents

- buy books

2 a) Complete the rap with the words in the box.

- clean • help • wash • clean
- vacuum • iron • take

I'm going to ¹ _____ my mom,
 She's the best in town,
 I'm going to ² _____ the house till I fall
 right down.
 I'm going to ³ _____ the floor,
 I'm going to ⁴ _____ the dishes,
 I'm going to ⁵ _____ the clothes exactly
 like she wishes.
 I'm going to ⁶ _____ out the garbage
 every single day,
 But I won't ⁷ _____ my room no matter
 what she says.

b) 2.33 Listen and check your answers. Then practice the rap with a classmate.

Expressing the future with *be going to*: Questions

Yes/No questions	Short answers
Am I going to do the dishes?	Yes, you are. / No, you aren't.
Is he going to do the dishes?	Yes, he is. / No, he isn't.
Are we going to do the dishes?	Yes, we are. / No, we aren't.
Wh- questions	Answers
What is she going to do ?	She's going to do the dishes.
Where are they going to put the garbage?	They're going to put it outside.

(See *Grammar Reference*, pages G 11 and G 12.)

- 3 PAIRS.** Take turns. Ask and answer two Yes/No questions each. Use the cues.

- call me tonight
- clean your room later
- do your homework
- watch *NBC* tonight
- IM your friends

Example: A: Are you going to call me tonight?

B: No, I'm not. I'm going to go out with my mom.

- 4** Complete the conversation about your future plans. Use *be going to* and the verbs in parentheses.

- A: What ¹ _____ (do) when you're 18?
 B: I ² _____ (go) to college.
 A: Really? Where ³ _____ (go)?
 B: I think I ⁴ _____ (study) at the University of Madrid.

- A: Awesome! Where ⁵ _____ (stay) in Madrid?
 B: I ⁶ _____ (stay) at the dormitory. How about you? What ⁷ _____ (do)?
 A: Well, I ⁸ _____ (get) a job and save some money for college.
 B: That's cool!

The simple past of *be*

Affirmative	Negative
I was here yesterday.	I wasn't at school.
You were here yesterday.	You weren't at school.
He/She was here yesterday.	He/She wasn't at school.
We/They were here yesterday.	We/They weren't at school.

(See *Grammar Reference*, page G 12.)

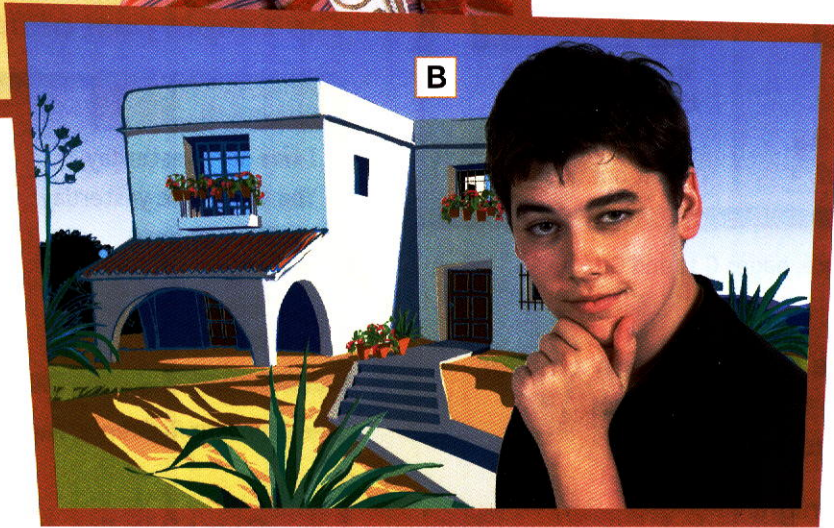
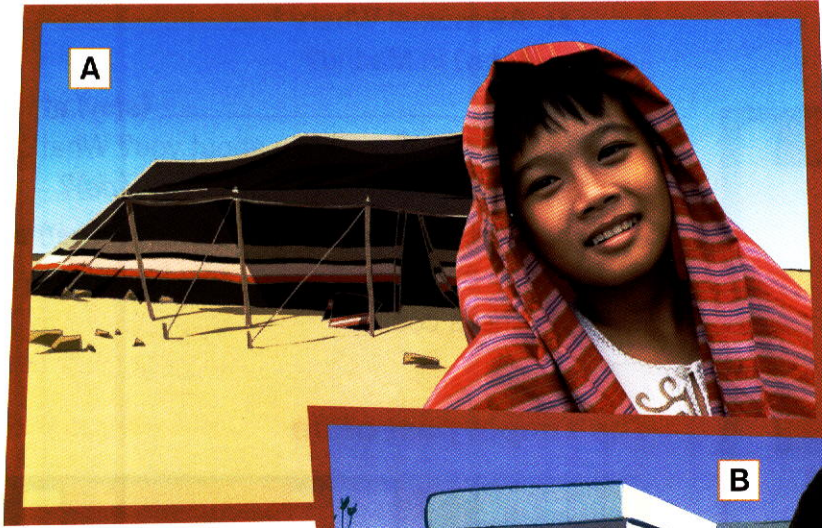
- 5** Complete the sentences with *was*, *wasn't*, *were*, and *weren't*.

Last year ¹ was my first time at a school dormitory. There ² _____ four of us to a room. The room ³ _____ that big. There ⁴ _____ two bunk beds. My bed ⁵ _____ the top one. It ⁶ _____ very close to the ceiling. There ⁷ _____ a television in the bedroom, so we couldn't watch TV. There ⁸ _____ just the beds and two study tables.

My roommates ⁹ _____ nice, but they ¹⁰ _____ serious about school. They ¹¹ _____ always out partying or having fun in the other rooms. And me? I ¹² _____ always in the room, studying. After the first year, all my roommates ¹³ _____ in summer classes. And me? I ¹⁴ _____ on the beach all summer long. Pretty cool!

8

Listening



Houses around the world

1 2.34 Listen. Where do these people live? Write the letters.

- ___ Sahara desert
- ___ Switzerland
- ___ Spain
- ___ Thailand

2 2.35 Listen. Which house does each person live in?

Speaker 1: ___ Speaker 3: ___
 Speaker 2: ___ Speaker 4: ___

3 **PAIRS.** Which house would you like to live in? Why?

4 2.36 Listen again. Write *T* for *True* or *F* for *False*.

Speaker 1

- ___ 1. The snow keeps the house warm.
- ___ 2. The house has five bedrooms.

Speaker 2

- ___ 3. They live near the sea.
- ___ 4. She has a big family.

Speaker 3

- ___ 5. His house only has one room.
- ___ 6. There isn't a kitchen.

Speaker 4

- ___ 7. There are plants on the patio.
- ___ 8. They open the windows during the day.



Invite someone: *Would you like to ... ?*

1 a) 2.37 Listen. What are Jenny and Amar talking about?

- a. a movie b. homework c. a party

b) 2.38 Listen to the conversation again. Circle the response you hear.

1. What are you going to do tonight?
a. A lot. b. Nothing.
2. Do you have any plans?
a. Yes. b. No.
3. Would you like to come?
a. No way. b. Sure.

4. Would Jack like to come?
a. I don't know. b. I'll ask him.
5. See you at six. Bye.
a. Bye. b. See you.

2 a) Complete the conversation.

KATE: Hi, Ted. It's Kate. What ¹ _____ do tonight?

TED: Nothing really. Why?

KATE: Well, Mark ² _____ come over to my house. He ³ _____ bring his new computer games. ⁴ _____ to come to my house, too?

TED: Sure! What time is Mark ⁵ _____ be at your house?

KATE: Around seven. ⁶ _____ your sister ⁷ _____ to come, too?

TED: She can't. She's ⁸ _____ help Mom do the dishes.

KATE: Oh, OK. So see you at seven?

TED: Yup. Bye.

b) **PAIRS.** Role-play the conversation.

3 Pair work.

Student A: Go to page P 5.

Student B: Go to page P 6.

8 Writing

Describe my bedroom

Writing rule

Use adjectives to make a description more interesting.

- Use adjectives before nouns.

Example:

I have a **red** sofa.

- Use adjectives after the verb *be*.

Example:

The sofa is **big** and **comfortable**.



- 1 Read the description of a bedroom. Circle the things in the bedroom.

My bedroom as a child

When I was a child, my bedroom was next to my parents' room. I was the baby in the family, so I was always close to my parents. It was a very cool bedroom. There was a red sofa bed. During the day, it was a sofa. In the evening, it was a bed — my bed! In front of the sofa were three round rugs — all red! There was a red rocket lamp on the desk. You guessed right. My favorite color as a child was red.

On the walls were colorful posters of my favorite bands and singers. There was also a corkboard above my desk. On the corkboard were my favorite drawings. Around the room was a string of colored lights — red, yellow, blue, green. My room looked really cool when the lights were on.

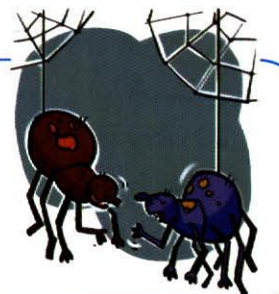
Oh yeah. There was a big television in my room and a computer, too. But only my mom could turn them on. I didn't really care. For me, my room was the coolest because it was mine.

- 2 Underline all the adjectives in the description in Exercise 1.
- 3 Imagine that you are now an adult, and thinking about the bedroom you had when you were younger. Write about it in your notebook. Use these questions to help you with ideas:
 - What objects were in the room?
 - What colors were these objects?
 - Where was each object located?
 - What adjectives would you use to describe the room?
- 4 **PAIRS.** Show your paragraph to your classmate. What things are similar? What things are different?



Q: Do you have a website?

A: Yes, it's behind the stove.



Review Units 7 and 8

Vocabulary

- ① Unscramble the letters to find the forms of transportation. (2 points each)

- kibe bike
- nitra _____
- rac _____
- xati _____
- enalp _____
- refry _____
- yawbus _____
- sub _____

- ② Cross out the things that don't belong in a bedroom. (2 points each)

- bed • ~~dishwasher~~ • stove • clean
• pillows • blanket • rug • bathtub

- ③ Write the correct verb that goes with each noun. (2 points each)

- set the table
- _____ the bed
- _____ the laundry
- _____ the clothes
- _____ the floor

Grammar

- ④ Complete the sentences with the correct form of the verb in parentheses. (2 points each)

- We usually go (go) to Mexico on vacation.
- Jenny _____ (make) her bed at the moment.
- They _____ (be) at the park yesterday.
- The children _____ (play) soccer in the yard right now.

- You can't go out because it _____ (rain).
- There _____ (be) many people at the movies last night.
- She wasn't at school yesterday. She _____ (be) home sick.

- ⑤ Complete the sentences with *was*, *wasn't*, *were*, or *weren't*. (3 points each)

- I was home yesterday. I wasn't at the mall.
- She _____ here last week. She was on vacation.
- We _____ the first students at school this morning.
- They _____ at a concert last night.

Writing

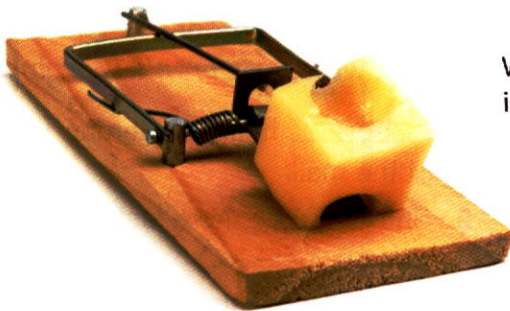
- ⑥ Imagine that you are on vacation. Write a postcard to a friend about what you're going to do during your vacation. Use adjectives to make your postcard more interesting. (5 points)

Dear _____,
I'm in _____. Today, I



1 Look at this ad and discuss the questions with your partner.

Mouse Control



What do you do when you have a mouse in the house?

Do you worry about your food when there is a mouse around?

Does the mouse sometimes get into the kitchen cabinets?

The extraordinary Mouse Control can help you when you want to keep the mouse out of your house! It is very useful and practical!

Well, not anymore!

1. In your opinion, is this product real?
2. Is it useful?
3. Would you buy it? Why / Why not?

2 Project: Inventing a product.

1. **GROUPS.** Think about an invention. Use your imagination to invent something useful and original.
2. Draw your invention.
3. Use your drawing to prepare an ad.
4. Present the invention to your class, using your ad.
5. **CLASS.** Choose your favorite invention and your favorite ad.

1 Match these words with their definitions.

1. movie	_____ a person who guides the directions of the movie.
2. script	_____ a place with a big screen made for showing movies.
3. actor	_____ a story told through moving images.
4. director	_____ a person who performs in a movie.
5. cinema	_____ a work that is specially written for a movie.



2 Discuss these questions with your partner:

1. Do you know the actors of your favorite movies?
2. Do you sometimes translate parts of the English script of the movies that you like?
3. Do you use the Internet to find the name of the actors of your favorite movies?
4. What websites do you use?

3 GAME.

1. Can you think of a movie title that contains the word FRIEND?
2. Do your classmates know other movies that have this word in the title?
3. What about the words below? How many of these words can you find in a movie title?

LOVE

WORLD

HAPPY

GOOD

LIFE

BEAUTIFUL

DAY

DREAM

TIME

Mardi Gras

1 How many American holidays do you know of?

2 Find seven holidays in the puzzle.

- Christmas
- Independence day
- Mardi Gras
- Thanksgiving
- Easter
- Boxing day
- Halloween

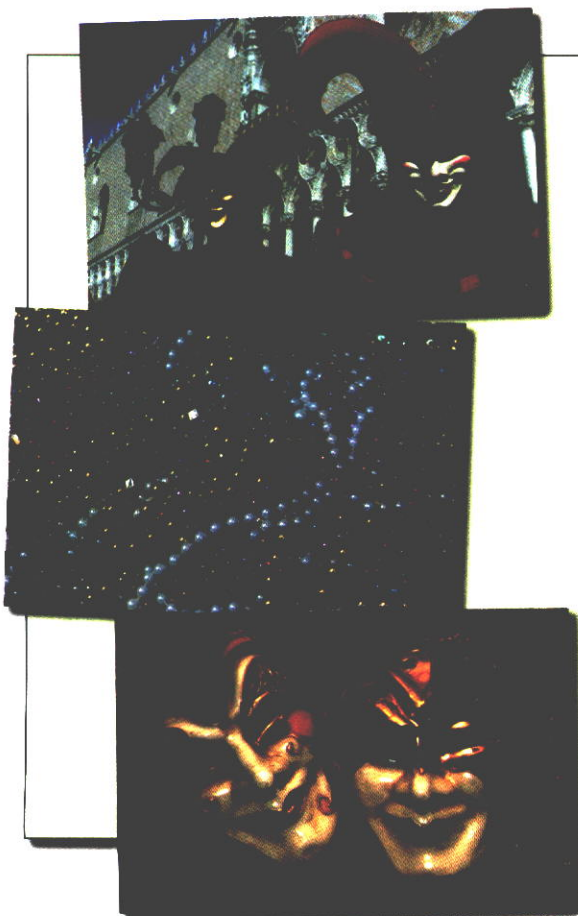
I I N J E I A S D T O U P L M
 T N I M A R D I G R A S T E S
 H K D T R U W E F H K L B E I
 A C E E T S O A E W T I O L D
 N E F F P R Y B M E I O X J A
 K L R C S E A S T E R R I W Y
 S F T C E F N O O S N E N R F
 G R I H T A W D T E T C G T R
 I T W R P L E O E T E V D A R
 V S Q I F R E W I N A X A E A
 I L U S T H O I L R C Z Y S I
 N P Y T A L D A B F U E S T U
 G O T M L W E I T L I R D G T
 E I E A F R I L T I O E A A S
 Y U H S T R E N T O P S Y T Y

3 Which of the holidays in Exercise 2 do you have in your country?

4 PAIRS. How many traditional celebrations and holidays do you know of?
 Complete the table.

Celebration/Holiday	Where celebrated?	When?	Traditions
1. <i>Christmas</i>	<i>All over the world.</i>	<i>December 25th</i>	<i>We give presents, eat turkey, and sing Christmas carols.</i>
2.			
3.			
4.			
5.			

- 5  2.39 How much do you know about Mardi Gras in the United States? Read and listen to the article.



Mardi Gras

Mardi Gras means *Fat Tuesday* in French, and it is the final day of Carnival. It is a very popular traditional Catholic celebration in Rio de Janeiro, Venice, and New Orleans.

Mardi Gras has been celebrated for over three hundred years in the United States. Tourists from many countries travel to New Orleans. They go to the parades and the parties, especially on Bourbon Street.

On Mardi Gras, people wear masks of many colors, but the official colors of the holiday are gold, green, and purple. They also wear and exchange bead necklaces. There's a lot of music, and people play on the streets. Mardi Gras is a very beautiful holiday.

6 Circle the correct answers.

- Mardi Gras is always celebrated on a _____.
a. Monday c. Wednesday
b. Tuesday d. Saturday
- In the United States, Mardi Gras is very popular in _____.
a. Orlando c. New Orleans
b. Washington d. Boston
- Many people wear masks and costumes on Mardi Gras.
a. True b. False

- The traditional colors of Mardi Gras are _____.
a. purple, green, and gold
b. yellow, pink, and black
c. blue, silver, and white
- People often give and receive bead necklaces during Mardi Gras.
a. True b. False

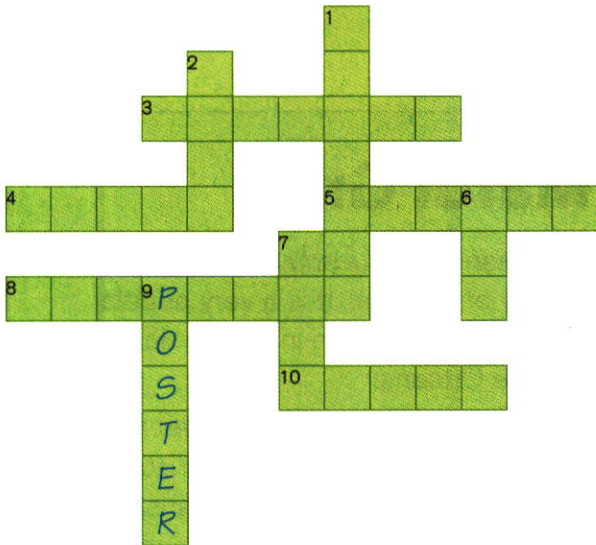
7 Is there a similar celebration in your country?

8 Write a quiz about your favorite holiday. Exchange quizzes with a partner and see how much you know!

Answer Key: 1. b 2. c 3. a 4. a 5. a

> Break time

1 Do the crossword puzzle.



Across

3. Take out the _____.
4. To fly to another country, take a _____.
5. 9:30 = nine _____
8. You can do homework, e-mail friends, or surf the Internet on a _____.
10. In your room, you can put all of your books on a book _____.

Down

1. 7:45 = _____ to eight.
2. You should _____ your bed every morning.
6. A _____ usually lies on the floor.
7. bunk _____
9. Many kids have a _____ hanging on the wall with a picture of their favorite band or singer.

2 Find these objects in the puzzle.

- armchair
- television
- wardrobe
- chair
- fridge
- table
- stove
- cupboard
- sofa
- bed

Q F S T Y C T M M O N O Y Z
 R K O P Z U S T O V E F Q X
 G R F E F S A I T T A O S O
 R A A N R R G E H G S O L G
 H I Y G I **A R M C H A I R** E
 G A C L D C G E E O P T E M
 I P R I G U A E H G E H G R
 R S E S E P A R T R L M A T
 N H M H N B A P P A I C I P
 T E Y E O O E G H P L H E H
 E S C H E A W A R D R O B E
 L A P A E R I R M Y R M R A
 E I T R P D C I E N C E C E
 V T M I S H P E I E C S O G
 I L T N B I R R Y C E S T C
 S O I P E S H P E H T I T A
 I G N M D T H Y T A B L E N
 O L C G L O O T H Y G H P S
 N C H A I R Y S E R L S P S

3 Find five forms of transportation in the letters from the quote and the author's name.

“The World is a book, and those who do not travel read only a page.”

— Saint Augustine

train _____
 _____ _____

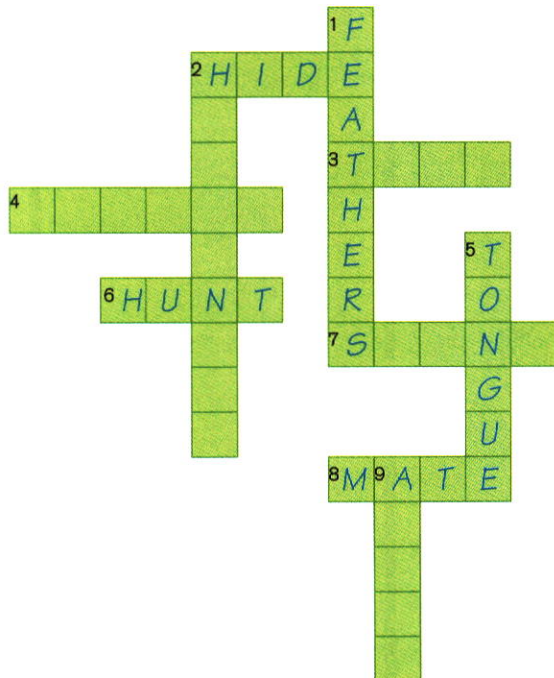


Pair work activities

Student A

Unit 5 Speaking, page 67

- 3 a) Answer your partner's questions. You must describe the word, not say it.



- b) Now ask your partner about the missing words.

Example:

- A: What's 2 down?
 B: It's what some animals do in the winter.

Unit 7 Speaking, page 91

- 3 You and your partner are thinking about going on vacation together. Think about where you want to go and write it in the chart below. Now have a conversation with your partner about his/her trip. Follow the model below and complete the chart.

Example:

- A: Where can we go?
 B: Let's go to _____.
 A: When can we go?
 B: Let's go _____.
 A: Should we go by ____?
 B: No, let's go by _____.
 A: Where should we stay?
 B: Let's stay _____.

	Your trip	Your partner's trip
Where?	_____	
When?	next summer	
How / get there?	by plane	
Where / stay?	in a hotel	

Pair work activities

Unit 8 Speaking, page 101

- 3 Ask your partner questions to find the differences in the pictures. How many differences can you find?

Example: Are there any posters on the wall in the bedroom?



1. Is there a / any ... in the ... ?
2. Is there a ... in ... ?
3. Are there any ... ?
4. How many ... are there?
5. Is the (chair) (blue)?
6. Is (the person) in (the kitchen) next to ... ?

Student B

Unit 5 Speaking, page 67

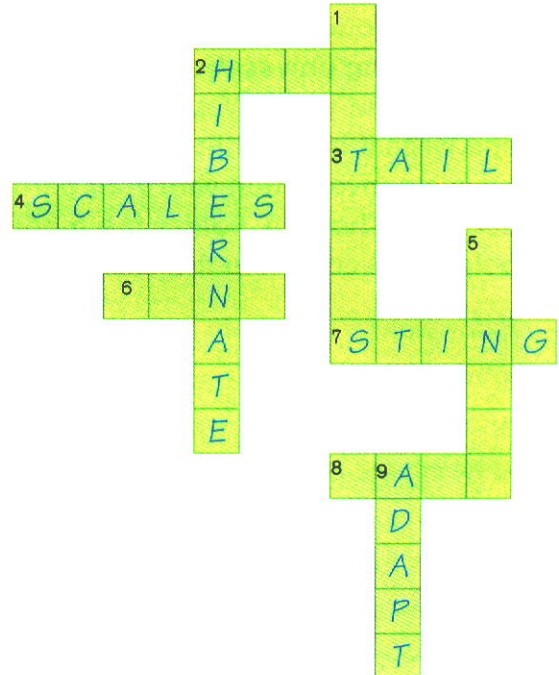
- 3 a) Ask your partner about the missing words.

Example:

A: What's 1 down?

B: It's what birds have to keep them warm.

- b) Now answer your partner's questions. You must describe the word, not say it.



Pair work activities

Student B

Unit 7 Speaking, page 91

- 3** You and your partner are thinking about going on vacation together. Think about where you want to go and write it in the chart below. Now have a conversation with your partner about his/her trip. Follow the model below and complete the chart.

Example:

A: Where can we go?

B: Let's go to ____.

A: When can we go?

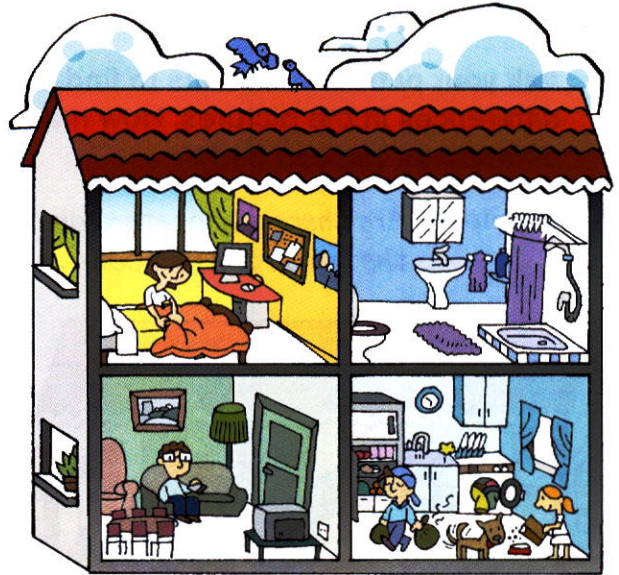
B: Let's go ____.

A: Should we go by ____?

B: No, let's go by ____.

A: Where should we stay?

B: Let's stay ____.



1. Is there a / any ... in the ... ?
2. Is there a ... in ... ?
3. Are there any ... ?
4. How many ... are there?
5. Is the (chair) (blue)?
6. Is (the person) in (the kitchen) next to ... ?

	Your trip	Your partner's trip
Where?	_____	
When?	in January	
How / get there?	by car	
Where / stay?	with friends	

Unit 8 Speaking, page 101

- 3** Ask your partner questions to find the differences in the pictures. How many differences can you find?

Example: Is there a corkboard in the bedroom?

Are you a homebody? Page 97

Scoring guide:

- | | | |
|----------|-------|-------|
| 1. a = 3 | b = 2 | c = 1 |
| 2. a = 1 | b = 3 | c = 2 |
| 3. a = 3 | b = 2 | c = 1 |
| 4. a = 2 | b = 3 | c = 1 |
| 5. a = 1 | b = 2 | c = 3 |
| 6. a = 1 | b = 2 | c = 3 |
| 7. a = 2 | b = 3 | c = 1 |

❖ Reading



1 Read about Portobello Road Market in London.

Famous place

Portobello Road Market, near Notting Hill in London, is always very busy with thousands of tourists and locals. There are more than 2,000 stands selling antiques, jewelry, paintings, coins, medals, silverware and other collectibles. There are also arcades, galleries, stores, and cafés as well as fruit and vegetable stands in Portobello.

The section around Westbourne Park Road and Talbot Road is now famous because the movie *Notting Hill* was filmed there.

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

- T 1. Portobello Road Market is a street market.
- ___ 2. Portobello Road Market sells only fruit and vegetables.
- ___ 3. You can buy almost everything in Portobello Market.
- ___ 4. Portobello Road Market is famous because of the movie *Notting Hill*.
- ___ 5. There's a movie theater in Portobello

❖ Writing

3 Think about a famous place in your area. Describe the place. Use the text about Portobello Road Market as your model. Use these questions to help you with ideas.

- What's the name of the place?
- Where is it?
- Why is it famous?
- What can you find there?
- When is it open?

A set of ten horizontal lines for writing, with a spiral binding on the left side.

Fast finisher activity 7

❖ Reading

- 1 Read the e-mail. Then answer the questions.

What a vacation!



Hi, Helen!

How are you doing? I'm on vacation right now. Today's my first day at the beach, and here I am e-mailing you. No, I'm not really on the beach. I'm inside! It's raining right now. Can you believe it?

The house I'm staying in is quite small. There are eight other people in the house. Yes, they're all on vacation like me. I'm in a room with four people, and there's only one bathroom for everybody!

It's really bad here. The TV isn't working, and there's nothing to do. We can't go to the beach because it's raining. I'm bored!

I have to go. I hope the weather improves soon, so I can at least go swimming or just lie down on the beach!

See you soon.

Carol

1. Where is Carol now?
She's on vacation.
2. Who is she writing to?

3. Is she having a good time?

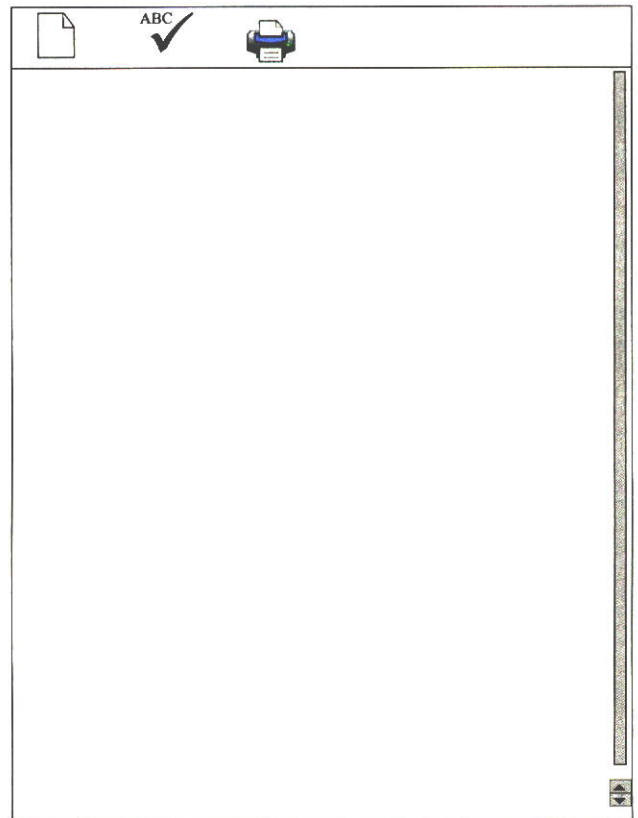
4. What's the weather like?

5. Does she like the house she's staying in? _____
6. Is the TV working? _____
7. What is Carol going to do if it stops raining? _____

❖ Writing

- 2 Write an e-mail to a friend about a terrible vacation. Use the e-mail in Exercise 1 as your model. Use these ideas below to help you:

- Where are you?
- Describe the weather.
- Describe the place.
- What are you doing right now?
- What forms of entertainment are there?



A blank e-mail interface with icons for document, checkmark, and printer at the top. The main body is empty for writing.

UNIT 5**Vocabulary**

adapt, 62
 beak, 62
 build, 62
 claws, 62
 feather, 62
 hibernate, 62
 hide, 62
 horn, 62
 hunt, 62
 lay, 62
 migrate, 62
 scales, 62
 sting, 62
 tail, 62
 tongue, 62
 trunk, 62
 wing, 62

Social language

Can it [fly]?, 67
 Does it [lay eggs]?, 67
 What color is it?, 67
 Where does it live?, 67

UNIT 6**Vocabulary**

bank, 72
 borrow a book, 72
 buy gasoline, 72
 gas station, 72
 get a haircut, 72

go shopping, 72
 hairdresser, 72
 hospital, 72
 Internet café, 72
 library, 72
 mail a letter, 72
 movie theater, 72
 play [tennis], 72
 post office, 72
 see a doctor, 72
 see a movie, 72
 send e-mails, 72
 shopping mall, 72
 sports center, 72
 withdraw money, 72

Social language

Do you want to [go shopping]?, 77
 Excuse me, do you have any [shirts]?, 77
 Good idea!, 77
 How about you?, 77
 I guess I'll have the same., 77
 I'll have [a soda]., 77
 It's a really nice [shirt]., 77
 Let's [go to the movies]., 77
 Let's try another [store]., 77
 Oh, well., 77
 Size [6], please., 77
 There are some over there., 77
 There are some really nice [clothes] here., 77
 Too bad., 77
 Why don't we [play volleyball]?, 77
 Yeah, but check out the [prices]!, 77

UNIT 7**Vocabulary**

bike, 86
 bus, 86
 car, 86
 ferry, 86
 five to ten, 86
 nine forty, 86
 nine forty-five, 86
 nine o'clock, 86
 nine oh five, 86
 nine thirty, 86
 plane, 86
 subway, 86
 taxi, 86
 train, 86

Social language

[The train] is fast and comfortable., 91
 All right then., 91
 I hate taking [the bus]., 91
 Let's take [the bus]., 91
 Should we take [the train] or [the bus]?, 91
 What should we do?, 91
 You're right., 91

UNIT 8**Vocabulary**

blanket, 96
 bookshelf, 96
 bunk beds, 96
 CD player, 96

Word list

clean the table, 96
closet, 96
computer, 96
corkboard, 96
desk, 96
do the laundry, 96
feed the pets, 96
iron the clothes, 96
lamp, 96
make the bed, 96
pillow, 96
posters, 96
rug, 96
set the table, 96
take out the garbage, 96
vacuum the floor, 96
wash or do the dishes, 96

Social language

Do you have any plans?, 101
What are you going to do
tonight?, 101
Would you like to [go to
the movies]?, 101
Would you like to come?, 101

UNIT 5

► The simple present: **Yes/No questions**

Yes/No questions	Short answers
Do I	Yes, you do . No, you don't .
Do you	Yes, I do . No, I don't .
Does he	Yes, he does . No, he doesn't .
Does she } work?	Yes, she does . No, she doesn't .
Does it	Yes, it does . No, it doesn't .
Do we	Yes, we do . No, we don't .
Do they	Yes, they do . No, they don't .

- For simple present *yes/no* questions, use **do** or **does** before the subject. Use the base form of the main verb after the subject.
- The sequence of the subject and the verb in *yes/no* questions is: **Do** or **Does** + subject + main verb (base form).
- Use **do** or **does** for the short answers.
- Use **do** with *I, you, we, and they*.

► The simple present: **Information questions**

Information questions	Answers
Where do you work ?	I work at the bank.
Why does he work hard?	Because he wants to be successful.
When does she work ?	On weekends.
What do they do ?	They're students.

- As the name implies, information questions (or *Wh*-questions) ask for information.
- For information questions in the simple present, follow this sequence: Question word + **do** or **does**, + subject + main verb (base form).
- Use the third person singular form of the verb when **who** or **what** begins a question about the subject.
 - Who likes** math?
 - What comes** after February?
- Do not use **do** or **does** when *who* or *what* begins a question about the subject.

Grammar Reference

► Yes/No questions with *Can*

- To change the statements with **can** into Yes/No questions, switch the position of the subject and *can*.

Statements

I can ice skate.

They can juggle.

Yes/No questions

Can you ice skate?

Can they juggle?

- Use **can** to ask about the ability to do something.
Can he swim?
Can they speak Chinese?
- Use **can** or **can't** in short answers.

UNIT 6

► Singular and plural nouns

- The plural form of most nouns is formed by adding **-s**.
dog = dogs
student = students
- To form the plural of nouns ending in **-ss**, **-ch**, **-sh**, or **-x**, add **-es**.
class = classes
match = matches
dish = dishes
box = boxes
- To form the plural of nouns ending in a consonant + **-y**, change the **-y** to **-i** and add **-es**.
country = countries
- To form the plural of nouns ending in a vowel + **-y**, add **-s**.
key = keys
toy = toys

- To form the plural of nouns ending in **-f** or **-fe**, remove the **-f** or **-fe** and add **-ves**.
knife = knives
- To form the plural of nouns ending in a consonant + **-o**, add **-es**.
tomato = tomatoes
- To form the plural of nouns ending in a vowel + **-o**, add **-s**.
stereo = stereos
- Some nouns have an irregular plural form.
foot = **feet**
man = **men**
child = **children**
- Some nouns have the same plural and singular form.
There is a sheep on his farm.
There are two **sheep** on his farm.
- Some nouns are always plural and are used with a plural verb form.
pajamas pants clothes

Grammar Reference

► Count and noncount nouns

- Nouns can be classified into two groups: **count** (singular and plural) and **noncount**.

Count	Noncount
cat	bread
dog	pasta
apple	fruit
magazine	money
hamburger	medicine
book	milk
dollar	music
friend	water

- **Count** nouns can be counted.
 - one pear
 - two apples
 - three sandwiches
- **Count** nouns can be singular or plural.
- Use *a*, *an*, or *one* before a singular count noun. Use *a* before a consonant sound. Use *an* before a vowel sound.
 - There's **a** tomato in the basket.
 - There's **an** apple in the basket.
- Before **plural count** nouns use the article *the*, numbers (*two*, *three*, *four*, etc.), the word *some*, or nothing.
 - There are two apples.
 - There are some people.
 - I like tomatoes.

- **Noncount** nouns cannot be counted. Noncount nouns have no plural form and always go with the singular form of a verb.
 - Ice cream is delicious.
 - There's milk in the refrigerator.
- Do not use *a*, *an*, or a number (*one*, *two*, *three*, and so on) before a noncount noun.
 - There are **some** apples in the basket.
 - There's **some** milk in the refrigerator.
- Use *some* with plural count nouns and noncount nouns in affirmative sentences.

► A / An, some, any

- **Some** and **any** are used to express indefinite quantities.
 - I have **some** pears.
 - Do you have **any** pencils?
- **Some** is normally used before count nouns in the plural or noncount nouns.
 - I have **some** candy for you.
 - Who wants **some** jelly beans?
- **Some** is used to offer something or make polite requests.
 - Would you like **some** tea?
 - Could I have **some** water, please?
- **Any** is used with plural count nouns and noncount nouns. It is normally used in questions and negative sentences.
 - Are there **any** eggs in the fridge?
 - There isn't **any** sugar in the coffee.

Grammar Reference

► The simple present and the present continuous

- Use the **simple present** to talk about habits or usual activities. Use the **present continuous** to talk about actions that are happening right now.

The simple present

You always **wear** jeans.

He usually **wears** jeans.

We **live** in California.

They **study** Chinese.

The present continuous

You're **wearing** jeans today.

He's **wearing** jeans today.

We're **living** in California this year.

They're **studying** Chinese this semester.

- Adverbs of frequency are often used with the simple present. They are rarely used with the present continuous.

We **always** take the bus.

They are **usually** late for school.

- We don't usually use the present continuous with stative verbs such as *be*, *like*, *love*, *hate*, *need*, *want*, *hear*, *see*, *look*, *seem*, *have*, *own*, and *remember*.

I **want** a hamburger right now.

UNIT 8

► Expressing the future with *be going to*

- Use *be going to* to talk about general future plans, intentions, and predictions.

My brother **is going to go** to college next year.

The party this weekend **is going to be** great!

- To form the future with *be going to*, use a form of the verb *to be* + *going to* + the base form of the verb.

Affirmative

I **am going to wear** jeans.

You **are going to watch** a movie.

He **is going to call** Mike.

She **is going to have** a yogurt.

It **is going to snow**.

We **are going to go** to a concert.

They **are going to make** pancakes.

Contractions

I'm

You're

He's

She's

It's

We're

They're

Negative

I **am not going to wear** jeans.

You **are not going to watch** a movie.

He **is not going to call** Mike.

She **is not going to have** a yogurt.

It **is not going to snow**.

We **are not going to go** to a concert.

They **are not going to make** pancakes.

Contractions

I'm not

You aren't or You're not

He isn't or He's not

She isn't or She's not

It isn't or It's not

We aren't or We're not

They aren't or They're not

- Always use the base form of the verb after *be going to*. The base form does not change.
- Use contractions in speaking and informal writing.

Yes/No questions

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

Statements

They **are going to eat** lunch.

He **is going to play** tennis.

Yes/No questions

Are they going to eat lunch?

Is he going to play tennis?

Information questions

- The word order for most information questions is this:
Question word + **be** + subject + **be going to** + the base form of the main verb

Statements	Information questions
We are going to do homework.	What are we going to do?
They are going to go home.	Why are they going to go home?

► The simple past of *be*

- Use the simple past of *be* to talk about states or situations that are finished.
I **was** tired last night.
- There are two forms of *be* in the simple past: **was** and **were**.
- Use **was** with *I, he, she, and it*. Use **were** with *you, we, and they*.
I / He / She / It **was** cold.
You / We / They **were** cold.
- In informal writing and speaking, use the contractions **wasn't** and **weren't** in negative statements and short answers.
They **weren't** at school.
Were they at school? No, they **weren't**.
- Use past time phrases like *yesterday, last night, and last month* with simple past statements with *be*.
I was at the movies **last night**.
We were in Mexico **last month**.