

Contents

STUDENT BOOK	Vocabulary	Reading	Grammar
UNIT 5 Heroes pages 59-66 Final task: Report an accident or a disaster page 67	Accident and disasters Describing accidents and disasters	A true story about a hero	The past continuous The simple past and the past continuous
Crosscurricular: English for history, page 68			
UNIT 6 Delicious! pages 69-76 Review Units 5 and 6 page 77	Food groups Adjectives for describing food	Food in different cultures	Count and noncount nouns Expressing quantities Questions about quantities The present perfect: <i>Have/Has</i> + past participle
Crosscurricular: English for technology, page 78		Movie, page 79	
UNIT 7 Say please! pages 83-90 Final task: Plan your dream vacation page 91	Body language verbs Polite and rude behavior	Customs in the United States and Great Britain	<i>Have to/not have to</i> for obligation <i>Must</i> for rules <i>Should/shouldn't</i> for advice <i>Can/can't</i> for permission
Crosscurricular: English for citizenship, page 92			
UNIT 8 Art pages 93-100 Review Units 7 and 8 page 101	Talents Word building	A description about how a magic trick is done	<i>Be going to</i> for plans and intentions The present continuous for future plans <i>Will</i> for predictions and for spontaneous decisions The first conditional: <i>If</i> + the simple present
Crosscurricular: English for art, page 102		Movie, page 103	
Pair work activities, pages P 4 - P 6			
Fast finishers, pages F 5 - F 8			
Word list, pages Word list 3 - Word list 4			
Grammar reference, pages G 9 - G 14			
WORKBOOK pages W 30 - W 53			

Listening	Speaking	Pronunciation	Writing
<p>Listen to the sequence of events</p> <ul style="list-style-type: none"> – Listen for the sequence of events in a story 	<p>Tell a story</p> <ul style="list-style-type: none"> – Use expressions of surprise 	<p>Expressing surprise</p>	<p>Write a biography</p> <ul style="list-style-type: none"> – Including only important information – Giving dates of major events – Using chronological order

<p>Plan a day out</p> <ul style="list-style-type: none"> – Listen for specific information about plans 	<p>Talk about where to eat</p>	<p>The short /u/ sound</p>	<p>Write a recipe</p> <ul style="list-style-type: none"> – Starting a new line for each step – Using the imperative – Using abbreviations to express quantities
---	--------------------------------	----------------------------	--

Culture spot, pages 80-81

Break time, page 82

<p>Listen to an anecdote</p> <ul style="list-style-type: none"> – Listen for specific information in an anecdote 	<p>Use polite language</p>	<p>Polite intonation</p>	<p>Give advice to tourists</p> <ul style="list-style-type: none"> – Being clear and concise – Including only useful information – Using <i>should/shouldn't</i> to give advice – Using the imperative
---	----------------------------	--------------------------	---

<p>Listen to an interview</p> <ul style="list-style-type: none"> – Listen for information about a person's talent 	<p>Plan a school show</p>	<p>Word stress</p>	<p>Describe a picture</p> <ul style="list-style-type: none"> – Using expressions or prepositions of location – Using <i>there is/there are</i> – Using the present continuous
--	---------------------------	--------------------	--

Culture spot, pages 104-105

Break time, page 106

A

B

C

D

E

Communication

- Talk about heroes
- Describe what was happening at a specific time in the past

Grammar

- The past continuous
- The simple past and the past continuous

Vocabulary

- Accidents and disasters

- 1 What is a hero? Read each statement. Write *T* for *True* or *F* for *False*.


- T 1. A hero does something good or helpful.
 ___ 2. A hero wants to be famous.
 ___ 3. A hero is brave.
 ___ 4. A hero fights for what is right.

- 2 Match the sentences with the pictures.

- E 1. New York City firefighters saved many lives on September 11, 2001.
 ___ 2. Mother Teresa helped the poor and the sick in India.
 ___ 3. Martin Luther King, Jr., believed in equal rights for people of all races.
 ___ 4. Charles Lindbergh was the first person to fly alone across the Atlantic Ocean.
 ___ 5. Susan B. Anthony worked to get women the right to vote.

5 Vocabulary

Accidents and disasters

- 1  2.2 Look at the pictures as you listen and repeat.



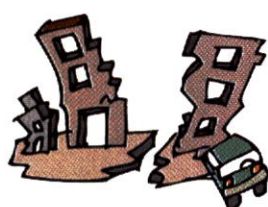
heavy rain



a thunderstorm



a fire



an earthquake



a tsunami



a flood



a traffic accident

- 2 Circle the best answers.

1. Watch out for lightning during a thunderstorm / flood.
2. The **tsunami** / **fire** burned down three houses.
3. The **earthquake** / **traffic accident** killed thousands of people.
4. **Heavy rain** / **An earthquake** flooded the city.
5. The truck driver hurt his back in the **thunderstorm** / **traffic accident**.
6. Houses on the beach were swept away by the **tsunami** / **fire**.

Describing accidents and disasters

- 3 Read the sentences. Circle the best definition for each underlined word.

1. The volunteers helped after the disaster. They weren't paid.
 a. work for free b. don't like to help
2. No one could live in the flooded town. Everyone was evacuated.
 a. left behind
 b. moved to another place
3. A firefighter rescued two people from the burning house.
 a. forgot b. saved
4. Many people panic in an emergency. They don't know what to do.
 a. afraid and unable to think clearly
 b. to cause a disaster
5. There was a big accident yesterday. Fortunately, everyone survived.
 a. worried b. lived
6. An earthquake destroyed the city. Roads cracked and buildings fell down.
 a. flooded b. made unlivable

- 4 Complete the sentences with the underlined words from Exercise 3.

1. The police evacuated the town after the earthquake.
2. Many _____ helped clean up after the flood.
3. People _____ during disasters because they are afraid.
4. A powerful earthquake can _____ a city in a few minutes.
5. Only one person _____ the plane crash.
6. Sometimes dogs help _____ people after a disaster.

1 Look at the article. Who do you think is “The Angel of the Beach”?

2  2.3 Read along as you listen.



The Angel of the Beach

On December 26, 2004, 10-year-old Tilly Smith was on vacation with her family in Phuket, Thailand. The British schoolgirl

5 was playing on the beach when she noticed a change in the sea. Tilly said later, “I was looking at the sea, and the water looked very strange. There were lots of bubbles, and the tide went out very quickly. I understood what was happening.”
10 Tilly told her mother that a tsunami was probably coming.

Tilly and her mother ran to tell the hotel manager. He quickly evacuated everyone in the area. A few minutes later, a tsunami hit the beach.

15 How did this young British girl know that a tsunami was coming? Not long before her trip, Tilly’s geography class watched a video of a tsunami. Tilly remembered what the sea looked

like. Her good memory saved her family and 20 hundreds of other people that day. The tsunami destroyed hotels, shops, schools, hospitals, and homes in more than a dozen countries. It also killed thousands of people.

The hotel manager called Tilly a hero. Her 25 geography teacher described her as a brave girl. The people of Phuket call her “The Angel of the Beach.”



3 Why is Tilly Smith a hero? Circle the best answer.

- a. Because she saved a child’s life.
- b. Because she saved many people’s lives.
- c. Because she rescued her family.

4 Answer the questions orally.

1. What country is Tilly from?
2. Where was Tilly on December 26, 2004?
3. Who did she tell about the tsunami first?
4. Where did Tilly learn about tsunamis?

5 Read the sentences. Number them to show the order of events.

- ___ a. Tilly told her mother that a tsunami was coming.
- ___ b. Tilly noticed something strange about the water.
- ___ c. Tilly became a hero.
- ___ d. Tilly and her mother told the hotel manager.
- ___ e. The hotel manager evacuated the people in the area.
- 1 f. Tilly’s family went to Phuket, Thailand, on vacation.

5 Grammar

The past continuous

Affirmative

Tilly **was playing**.
They **were running**
for help.

Negative

She **wasn't sleeping**.
They **weren't jogging**.

(See Grammar Reference, page G 9.)

- 1 Look at the picture and complete the paragraph. Use the past continuous.



The fire alarm went off at 7:00 A.M. Max (take) ¹ was taking a shower. Craig and Ali (eat) ² _____ breakfast. Sarah (watch) ³ _____ TV. Ben (do) ⁴ _____ his homework. Millie (talk) ⁵ _____ on the phone. Michel and Robbie (sleep) ⁶ _____ in their bedroom. Do you think they all heard the alarm?

Yes/No questions

Was Tilly **swimming**?

Were they **running** for help?

Information questions

What **was** she **doing**?

Why **were** they **running**?

Short answers

Yes, she **was**. /
No, she **wasn't**.

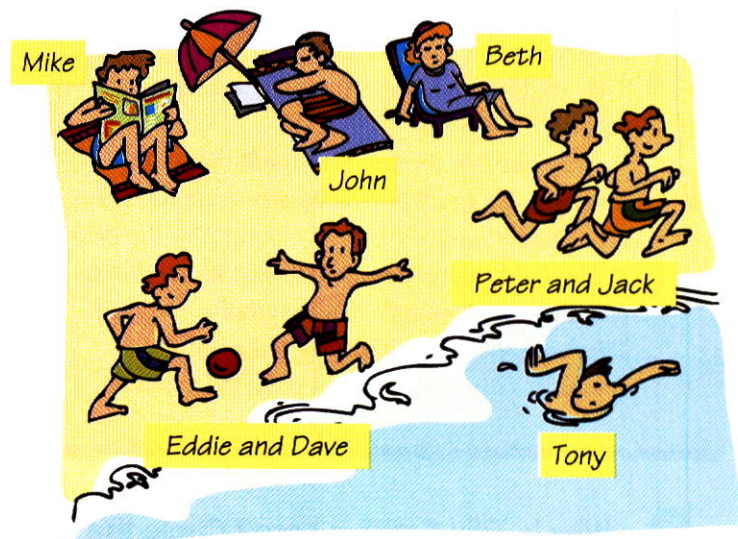
Yes, they **were**. /
No, they **weren't**.

Answers

She **was playing** on the beach.

They **were running** to tell the manager.

(See Grammar Reference, page G 10.)



- 2 PAIRS. Look at the picture of yesterday's day at the beach. Ask two yes/no questions and two information questions each.

Example:

A: Was Mike reading?

B: Yes, he was.

A: What was he reading?

B: He was reading a magazine.

The simple past and the past continuous

Affirmative	Negative
I was riding a bike when I fell .	I wasn't reading when the lights went out.
They were studying when the phone rang .	We weren't eating when you arrived .

(See Grammar Reference, page G 10.)

3 Circle the best answers.



1. Tzu-Lee **walked** / **was walking** near the river when her cell phone **fell** / **was falling** into the water.
2. Pat **drive** / **was driving** to work when he **crashed** / **was crashing** his car into a tree.
3. When the fire **started** / **was starting**, Ana **sleep** / **was sleeping**.
4. They **ride** / **were riding** their bikes when a cat **ran** / **was running** in front of them.
5. Mike **climbed** / **was climbing** a tree when he **fell** / **was falling**.
6. When you **called** / **were calling**, it **rained** / **was raining** very hard.

4 Complete the sentences with verbs from the box.

- ~~was shining~~
- smelled
- were driving
- happened
- were walking
- arrived
- was cooking
- left
- started
- were running

1. The sun was shining when we left the house.
2. They _____ fast when the accident _____.
3. We _____ along the beach when it _____ to rain.
4. When the firefighters _____, the people _____ out of the building.
5. I _____ in the kitchen when I _____ smoke.

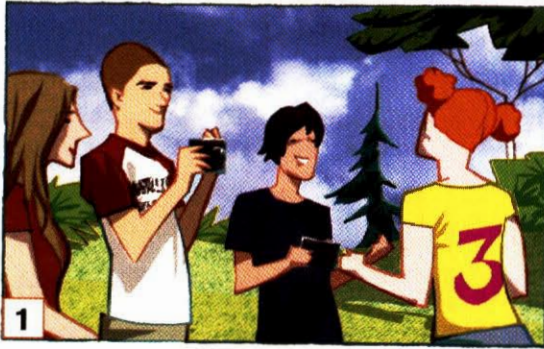
5 Complete the story. Use the simple past or past continuous form of each verb in parentheses.

One day, Tilly Smith (*sit*)¹ was sitting in geography class. Her teacher (*talk*)² _____ about tsunamis. Tilly (*listen*)³ _____ carefully.

In December, Tilly (*fly*)⁴ _____ with her family to Thailand. On December 26, the family (*go*)⁵ _____ to the beach. When Tilly (*see*)⁶ _____ bubbles in the water, she (*know*)⁷ _____ a tsunami was coming. Other people on the beach (*not understand*)⁸ _____ what (*happen*)⁹ _____. Tilly and her mother (*tell*)¹⁰ _____ the hotel manager. He (*evacuate*)¹¹ _____ many people before the tsunami (*hit*)¹² _____.

5

Listening and Speaking



گارڈو آن لائن



Listen to the sequence of events

1 Match the sentences to the pictures.

- ___ a. Jack climbed up the tree.
- ___ b. Jack was standing on a branch when it broke.
- ___ c. Teresa started to panic.
- ___ d. Then they started to climb down.
- 1 e. The Photography Club went to the park.
- ___ f. Jack fell and broke his ankle.
- ___ g. Jack tried to calm her down.
- ___ h. Teresa decided to climb up a tree.

2



2.4

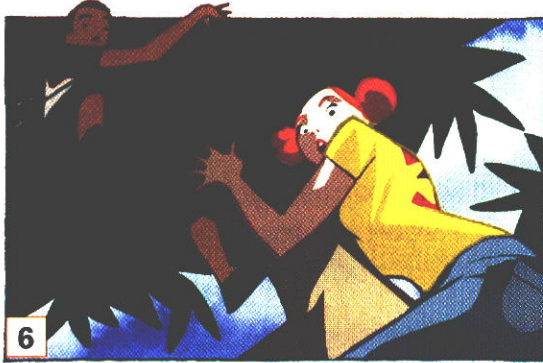
Listen to the conversation.

Who says what? Write *Tzu-Lee*, *Jack*, or *Teresa*.

- 1. What happened to you? Tzu-Lee
- 2. What were you doing? _____
- 3. No, I wasn't. _____
- 4. You're kidding! _____
- 5. Help! I'm going to fall! _____
- 6. What a hero you are. _____
- 7. It wasn't a big deal. _____



3



6



8

Tell a story

Pronunciation

Expressing surprise

a)  2.5 Listen and repeat.

What happened to you?

I don't believe it!

You're kidding!

b) Practice with a classmate.

A: What happened to you?

B: I fell out of my bedroom window.

A: You're kidding!

B: No, honest. It's true.

3 PAIRS. Make up a conversation about one of these situations. Use the conversation above as a model.

- You fell off your skateboard.
- You broke your nose in a traffic accident.
- You were outside in a thunderstorm.
- A dog bit your hand.

4 PAIRS. You did something brave. Tell your partner the story. Use these questions to help you.

- Where were you?
- Who were you with?
- What were you doing?
- What happened?
- What did you do?

5 Pair work.

Student A: Go to page P 4.

Student B: Go to page P 5.

Q: How did the elephant get down from the tree?

A: He sat on a leaf and waited for fall!



5 Writing

Write a biography

Writing rule

Writing a biography

- Include only important information.
- Give dates of major events.
- Use *chronological order* (the order in which events happened).

1 Read the biography.



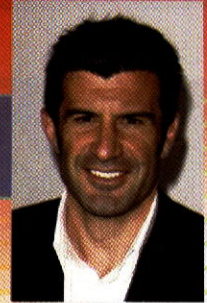
- 1 My hero is the actor Christopher Reeve. He was born in New York City on September 25, 1952. As a young man, Reeve starred in four *Superman* movies and many other movies.
- 2 On May 27, 1995, Reeve was riding his horse when he fell. After this terrible accident, he never walked again. But he continued to act. He also became a movie director.
- 3 Christopher Reeve worked hard to make life better for people with disabilities. Sadly, he died in 2004, when he was only 52. I think Christopher Reeve was a hero because he fought bravely against his disability and never stopped trying to help people.

2 Number the events in chronological order.

- ___ a. Christopher Reeve fell off his horse.
- ___ b. He died when he was only 52.
- ___ c. He starred in four *Superman* movies.
- 1 d. Christopher Reeve was born in New York City.
- ___ e. He tried to help other people with disabilities.

3 Read the information below. Then write a short biography about Luis Figo in your notebook.

LUIS FIGO



- Name:** Luis Filipe Madeira Caeiro Figo
- Birthday:** November 4, 1972
- Early life:** An only child; met wife Helen at a Spanish performance
- Major life events:**
- 1989: Wins FIFA World Under-16 championship with Portugal
 - 1992: Scored first goal for Portugal in a 2-1 victory over Bulgaria
 - 1997: Won Spanish Cup, Super Cup, and European Cup Winners Cup
 - 2000: moved from Barcelona to Real Madrid in a US\$56.1 million deal

Report an accident or a disaster

- 1 Find information about an accident or a disaster. Look in newspapers or on the Internet.
- 2 Complete the web with information about the accident or disaster. Start with the middle box.

a. Where did it happen?

b. When did it happen?

c. What did people do?

What happened?

d. Describe the damage.

e. Who arrived to help?

f. In your opinion, was there a hero? If yes, who and why?

- 3 **PAIRS.** Take turns asking and answering questions about the accident or disaster.

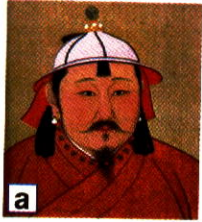
- 4 Write your own article about the accident or disaster. Use the information from your web.

Example:

In June 2006, there was heavy rain in the village of . . .

The Discovery of the Americas

1 Read the paragraphs. Then match them to the pictures.



The Vikings started exploring areas of the North Atlantic, including parts of Canada, in the 10th century. They wanted natural resources but never really created large colonies. Today, there is a monument in Boston to celebrate the presence of the Vikings in North America.

Some people believe Chinese explorer Zheng He visited North and South America around 1420, because of some old Chinese maps found in Europe that show sections of the Americas. Emperor Ming in China destroyed the records of Zheng He's last voyages, so nobody knows for a fact if he was really the first to explore the new continents.

Many believe that the navigator Christopher Columbus was the first European to discover the Americas. King Ferdinand and Queen Isabella, rulers of Spain, provided the money for the expedition. The Spanish had an economic interest in these expeditions and wanted to take metals, gold, wood, and spice to Europe.

Portugal and Spain wanted to control the new lands, so in 1494, the Treaty of Tordesillas divided the world in half between the two powers. Portugal "received" everything in the east (Africa, Asia, and eastern South America). Spain received everything in the west (the American continent plus the Pacific Ocean islands).

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

- T 1. The Vikings were the first to explore South America.
- ___ 2. The Vikings never created large colonies.
- ___ 3. The maps prove that Zheng He was the first explorer of the new world.
- ___ 4. The Spanish weren't interested in Columbus' expedition.
- ___ 5. The Treaty of Tordesillas divided the world between Portugal and Spain.
- ___ 6. Spain received the American continent through a treaty.

3 **PAIRS.** Read the paragraphs again. Who do you think was the first to explore the Americas? Why do you think so?



Communication

- Talk about food
- Plan a day out

Grammar

- Count and noncount nouns
- How much and How many
- The present perfect

Vocabulary

- Food groups
- Adjectives for describing food

1 Match the name of each food with its picture.


- | | |
|---------------------|--------------------|
| <u>D</u> 1. fajitas | ___ 4. Peking duck |
| ___ 2. cheeseburger | ___ 5. roast beef |
| ___ 3. sushi | ___ 6. couscous |

2 Which country does each food originally come from?

- | | |
|---------------------|------------------|
| <u>C</u> 1. sushi | a. Mexico |
| ___ 2. couscous | b. United States |
| ___ 3. roast beef | c. Japan |
| ___ 4. fajitas | d. China |
| ___ 5. Peking duck | e. Morocco |
| ___ 6. cheeseburger | f. England |

6 Vocabulary

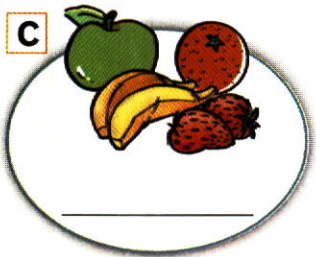
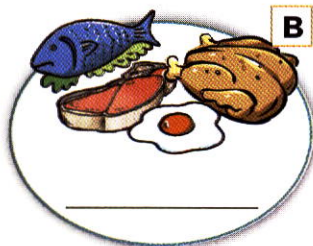
Food groups

1 a)  2.6 Look at the pictures as you listen and repeat.



- milk
- yogurt
- butter
- cheese

- fish
- beef
- chicken
- eggs



- apples
- oranges
- bananas
- strawberries

- carrots
- lettuce
- tomatoes
- onions
- potatoes




- pasta
- bread
- cereal
- rice

b) Write the name of each food group.

- grains
- vegetables
- fruit
- meat/fish
- dairy

Adjectives for describing food

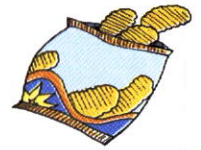
2  2.7 Look at the pictures as you listen and repeat.



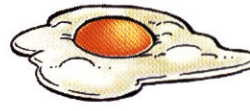
bitter



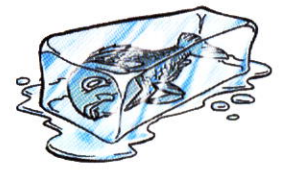
sweet



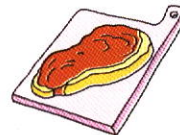
salty



fried



frozen / cold



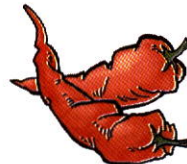
raw



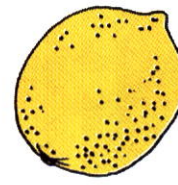
fresh



canned



spicy / hot



sour



hot

3 Write two adjectives to describe each food.

- fries salty, fried
- strawberries _____
- sushi _____
- a cup of coffee _____
- ice cream _____
- fish _____

1 Look at the pictures. Do these foods look *disgusting* or *delicious* to you?

2  2.8 Read along as you listen.

Disgusting or Delicious?

Would you like a bowl of fried flies for lunch? Or would you prefer a fish head, or a pizza? You and your friends would probably choose the pizza, but people in many parts of the world would make a different choice.

People in cold countries often eat raw (uncooked) fish. In Vietnam, fish heads are a special treat. In Nigeria, most people like fried insects, especially grasshoppers. Many people in France eat frogs' legs for special meals. If you travel around the world, you'll find people who eat rats, ants, cows' eyes, and spiders. Did you know that spiders have three times more protein than beef



— and that they taste like peanut butter?

What you think is disgusting or delicious depends on where you live and the customs of the people around you. If your mother doesn't like tomatoes, you probably won't like them either. If you don't have a refrigerator, you will always eat fresh or salted food. Every culture has special food customs and habits. This makes our world an interesting place to live.

Adapted from *It's Disgusting and We Ate It!* by James Solheim

3 Read the article again. Then check (✓) the best summary.

- Flies, grasshoppers, and other insects are disgusting.
- Everyone likes to eat pizza.
- What we eat depends on where we live and the culture around us.

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

- F 1. Fish heads are a special treat in Nigeria.
- ___ 2. *Raw* means "not cooked."
- ___ 3. Spiders taste like boiled potatoes.
- ___ 4. No one likes to eat grasshoppers.
- ___ 5. Beef has more protein than spiders.

5 Complete the sentences with words from the box.

- eel
- frog's legs
- cultures
- milk
- grasshoppers
- spiders

1. Many people in cold countries eat raw fish.
2. In Nigeria, most people like fried _____.
3. _____ are a special treat in France.
4. _____ taste like peanut butter.
5. People from different _____ like different foods.

6 Grammar

Count and noncount nouns

Count nouns		Noncount nouns
Singular	Plural	
apple	apples	milk (<i>no plural form</i>)
potato	potatoes	rice (<i>no plural form</i>)

(See Grammar Reference, page G 10.)

1 Write **C** for count nouns and **NC** for noncount nouns.

- NC 1. beef _____ 8. tomatoes
 _____ 2. bread _____ 9. oranges
 _____ 3. yogurt _____ 10. bananas
 _____ 4. eggs _____ 11. lettuce
 _____ 5. carrots _____ 12. burgers
 _____ 6. pasta _____ 13. vegetables
 _____ 7. cheese _____ 14. strawberries

Expressing quantities

Count nouns	Noncount nouns
We have some / a lot of apples.	They ate some / a lot of rice.
We don't have any / much rice.	They didn't eat any / many apples.

(See Grammar Reference, page G 11.)

2 Circle the best answers.

- Maria needs **much** / **a lot of** tomatoes.
- Donald bought **some** / **many** lettuce.
- Tito didn't eat **any** / **some** strawberries.
- Please make **some** / **any** sandwiches.
- We don't have **many** / **much** bread.

Questions about quantities

Count nouns	Noncount nouns
How many apples do we have? Do we have any / many apples?	How much rice did they eat? Did they eat any / much rice.

(See Grammar Reference, page G 11.)

3 a) Complete the questions with **much** or **many**. Then circle your answers.

- For each day, ...
- How much fresh fruit do you eat?
 a. A lot. b. Some. c. I don't eat any.
 - Do you eat _____ vegetables?
 a. Yes, a lot. b. Yes, some. c. No, not many.
 - How _____ fried food do you eat?
 a. A lot. b. Some. c. I don't eat any.
 - Do you eat _____ meat?
 a. Yes, a lot. b. Yes, some. c. No, not much.
 - How _____ water do you drink?
 a. A lot. b. Some. c. Not much.
 - How _____ eggs do you eat?
 a. A lot. b. Some. c. I don't eat any.

b) **PAIRS**. Compare your answers. Do you think your diet is healthy? Explain why or why not.

Example:

My diet is healthy because I eat a lot of fresh fruit. I don't eat much fried food, and I drink a lot of water.



The present perfect: Have/Has + past participle

Affirmative	Negative
I've eaten couscous.	I've never eaten sashimi.
She's/He's eaten couscous.	She's/He's never eaten sashimi.
We've/They've eaten couscous.	They've never eaten sashimi.
<i>I've = I have</i>	<i>He's = She has</i>
<i>You've = You have</i>	<i>We've = We have</i>
<i>She's = She has</i>	<i>They've = They have</i>

(See Grammar Reference, page G 11.)

4 Write the past participle for each verb.

- | | |
|---------------------|-----------------|
| 1. eat <u>eaten</u> | 6. study _____ |
| 2. do _____ | 7. meet _____ |
| 3. be _____ | 8. finish _____ |
| 4. go _____ | 9. have _____ |
| 5. see _____ | 10. write _____ |

5 Complete the sentences with the present perfect form. Use contractions.

- We (be) 've been to the Culinary Institute of America in New York.
- He (try) _____ frogs' legs.
- I (never/eat) _____ at a French restaurant.
- They (write) _____ several cookbooks.
- She (never/read) _____ your instructions.
- You (have) _____ too much to eat.

Yes/No questions	Short answers
Have you eaten sashimi?	Yes, I have . / No, I haven't .
Has she eaten sashimi?	Yes, she has . / No, she hasn't .
Have they eaten sashimi?	Yes, they have . / No, they haven't .

(See Grammar Reference, page G 12.)

6 Complete the questionnaire. Write Yes, I have or No, I haven't in the first column.

How adventurous are you?	
1. Have you eaten fried insects before?	_____
2. Have you tried chicken's feet?	_____
3. Have you drunk rain water?	_____
4. Have you eaten uncooked fish?	_____
5. Have you tasted fried intestines?	_____

7 a) PAIRS. Ask your classmate the questions in Exercise 6. Write the answers in the second column.

b) Count the number of yes answers. The more yes answers, the more adventurous you are. Who is more adventurous with food?

6 Listening and Speaking



Plan a day out

1 2.9 Listen to the conversation. Circle the correct answers.

- Where are they going to have their picnic?
 - at a pool
 - at a park
 - at Jack's house
- Who doesn't want to go to the beach?
 - Tzu-Lee
 - Tony
 - Jack
- Who is a vegetarian?
 - Tzu-Lee
 - Jack
 - Melanie
- Who is Jack going to call?
 - Tony
 - Melanie
 - Tzu-Lee

2 2.10 Listen again. List the food and drinks Tzu-Lee and Jack offer to bring.

Jack

Tzu-Lee

chicken salad

b) Which food does Jack decide not to bring? Cross the food out in the list above.




I'm really hungry.

What are you in the mood for?



Talk about where to eat

- 3  2.11 Read along as you listen to the conversation.

TZU-LEE: I'm really hungry!

JACK: Me too. What are you in the mood for?

TZU-LEE: I've never liked fried food, so fast food is out.

JACK: Have you tried Japanese food?

TZU-LEE: No, I haven't. Have you?

JACK: Oh yeah. I love Japanese food.

TZU-LEE: Japanese food it is. Let's go!

- 4 **PAIRS.** You're hungry. Talk about what you'd like to eat and which restaurant to go to. Use the conversation in Exercise 3 as a model.

Pronunciation

The short /ʊ/ sound

- a)  2.12 Listen and repeat.

/ʊ/ cook full

- b)  2.13 Listen. Circle the words with the short /ʊ/ sound.

- food
- fruit
- book
- put
- good
- shoes

- 5 **Pair work.**

Student A: Go to page P 4.

Student B: Go to page P 6.

Review Units 5 and 6

Vocabulary

① Complete each sentence with a word from the box. (2 points each)

- accident • earthquake • hero
• panic • tsunami • volunteers

1. The earthquake made the whole house shake.
2. Some _____ helped the firefighters put out the fire.
3. When the sea bubbles, a _____ may be coming.
4. Try not to _____ in an emergency.
5. She was a _____ because she saved many lives.
6. I saw a terrible _____.

② Unscramble the letters to form adjectives. (2 points each)

1. t e s e w sweet
2. o s r u _____
3. d e n a c n _____
4. a l y s t _____
5. r e h s f _____
6. e r d i f _____

Grammar

③ Write the present perfect form for each verb. (1 point each)

1. She (*be*) has been in Paris.
2. We (*meet*) _____ them.
3. I (*never have*) _____ a dog.
4. He (*not eat*) _____ yet.
5. They (*do*) _____ it before.
6. I (*not read*) _____ this book.

④ Complete the sentences with the past continuous or simple past form. (1 point each)

1. The girl (*play*) was playing on the beach when she (*notice*) noticed something strange.
2. She (*think*) _____ a tsunami (*come*) _____.
3. Everyone (*run*) _____ when the rescuers (*arrive*) _____.
4. Her family (*stay*) _____ calm, but some people (*cry*) _____ for help.
5. The water (*come*) _____ so fast, they (*have*) _____ no time to evacuate the beach.

⑤ Fill in the blanks with *much*, *many*, *some*, or *any*. (2 points each)

1. How much fruit do you eat?
2. How _____ apples did they buy?
3. We don't have _____ butter.
4. I'll have _____ cheese.
5. He didn't eat _____ carrots.

Writing

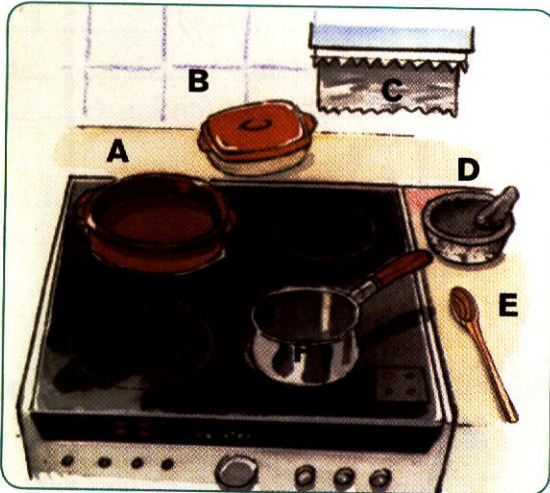
⑥ Number the events in chronological order. (2 points each)

- _____ a. He moved to London at the age of 16.
- 1 b. Orlando Bloom was born in Canterbury, England, in 1977.
- _____ c. He has starred in several movies.
- _____ d. His father died when he was four years old.
- _____ e. Bloom appeared in his first movie, *Wilde*, in 1997.

Metals, Non-metals, and Electricity

1 Find these materials in the picture.

- stone • wood • plastic
- aluminum • steel • clay



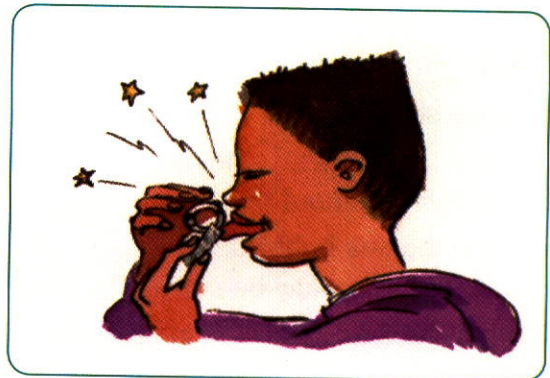
2 Write the items from Exercise 1 in the chart.

Metal	Non-metal

3 Read the paragraph. Underline the two inventions that changed how people ate.

The invention of pottery 5,000 years ago changed how people ate because people could make pots to cook food. Before that, people usually ate raw food. But the most important discovery was electricity. Today millions of people use electric stoves.

4 Try this simple experiment.



- a) You will need some aluminum foil and silver (for example, a silver earring or chain).
- b) Take the foil and touch it with your tongue. What happens?
- c) Now take the silver. Touch it with your tongue. What happens?
- d) Now take the aluminum foil and the piece of silver and put them together.
- e) Put your tongue at the place where they meet. What can you feel? Yes, what you feel on your tongue is a form of electricity!

Great movies of the past



- 1** Read the descriptions of some “great movies.” Do you know the names of these movies?

A movie directed by Michael Curtiz in 1942. Humphrey Bogart and Ingrid Bergman starred in this movie. The movie won 3 Oscars and is one of the most popular movies of all time.

A Sci-Fi movie directed by Steven Spielberg in 1982. The movie is the story of a group of Earth children trying to help a stranded alien botanist return home. This movie won 4 Oscars.

A movie based on the novel by Margaret Mitchell. This movie was released in 1940 with Vivien Leigh starring as Scarlett O'Hara. This is one of the best films ever made in the history of Hollywood. 8 Oscars were awarded to this magnificent movie.

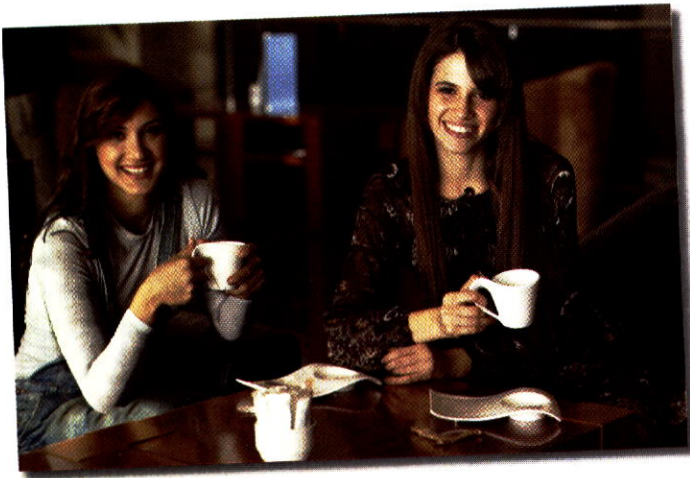
A thriller based on a series of comic books. This movie was released in 1989 and was based on the story of a superhero who is a “Dark Knight”. This crime fighter begins his war by facing the Joker as his first major enemy.

- 2** **GROUPS.** Choose one of the movies above and prepare a small presentation about this movie. Be sure to include pictures. Play a part of this movie for the class.

Drinking coffee

1 Look at the pictures and answer the questions.

1. What are these people drinking? _____
2. What is the most popular drink in your country? _____



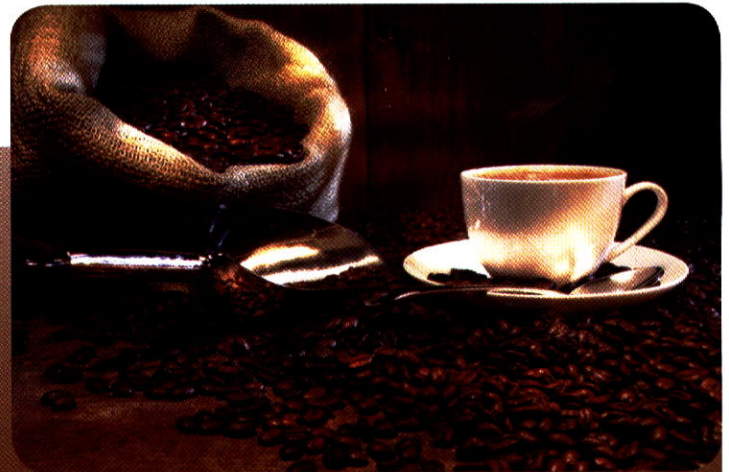
2  2.14 Read along as you listen. Match the headings to the paragraphs.

1. The origins of coffee
2. Types of coffee
3. Coffee drinking in the United States

THE STORY OF COFFEE

1 Coffee is one of the most popular drinks in the United States. Americans drink coffee all day: at breakfast, after lunch, at work, or after dinner. If you visit a friend's house, they will always ask, "Would you like some coffee?"

2 But when did coffee-drinking begin? Shepherds in Ethiopia in the 9th century noticed the effect of coffee beans when, after their goats ate some of the beans, the goats would "move" and show a



high level of energy. Soon people started roasting, grinding, and brewing the beans. This drink eventually became popular in many countries around the world.

³ When coffee reached the United States, it was not as successful as in Europe. The colonists thought it was a cheap substitute for alcohol. Today things are different in the United States. There are many coffee houses that serve coffee in a variety of ways. People drink iced coffee, lattes, espresso, and other coffee drinks. Many of these coffee houses import beans from different countries and serve them with different flavors such as almond, chocolate, and raspberry.



3 Read “The Story of Coffee” again and answer the questions.

1. How popular is coffee in the United States?
Very popular
2. At what time of the day do people drink coffee?

3. When did people start drinking coffee?

4. How did the Ethiopians discover coffee?

5. What are the three steps in preparing coffee?

6. Has coffee always been popular in the United States?

7. What are some ways coffee houses serve coffee?

4 Answer these questions.

1. When do people drink coffee in your country?

2. Do you like coffee? Why or why not?

3. What are the popular flavors and ways of serving coffee in your country?

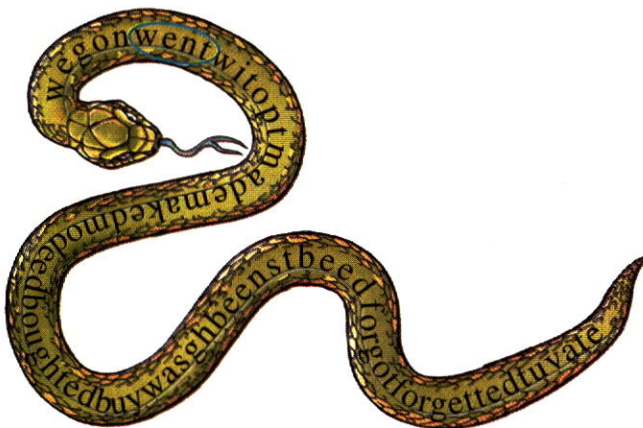
> Break time

1 Unscramble the letters to form the words for accidents and disasters.

- MISUTAN
- MROTRSHNUEDT
- OLDOF
- UETHQAERKA
- RIEF
- FRICATF CINACTED

2 Circle the past tense of these verbs in the word snake.

- | | |
|--------|-----------|
| 1. be | 4. go |
| 2. eat | 5. forget |
| 3. buy | 6. make |



3 Guess the name of the superhero.

- He is a photographer who is also a superhero. He spins webs and climbs walls. He is in love with Mary Jane.

- She is an Amazon princess from Greek mythology, who is one of the founding members of the Justice League. Her weapons include a lasso of truth and indestructible bracelets.

- He was born Kal-El on the alien planet Krypton. He was sent to Earth on a rocket as a baby by his father moments before Krypton's destruction.

- He was experimenting with radiation when something went wrong. When he is angry, he grows into a very big and powerful green giant.

- She is the queen of the fictional nation of Wakanda. She is able to control all forms of weather and can fly at high speeds. She can endure extreme cold and heat.

4 Find nine adjectives to describe food.

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

UNIT 7 > Say please!



Communication

- Use polite language

Grammar

- Have to/not have to for obligation
- Must for rules
- Should/shouldn't for advice
- Can/can't for permission

Vocabulary

- Body language verbs
- Polite and rude behavior

1 Match the people with the pictures.

- D 1. a father and his daughter
___ 2. business associates
___ 3. a grandfather
___ 4. sisters

2 What do you think the people in the pictures are saying?


- C 1. Hello, Grandpa. I'm so happy you could come.
___ 2. Nice to meet you.
___ 3. Thanks, Sarah! You're the best.
___ 4. Hi, Daddy!

3 2.15 Listen and match the greetings with the languages.

- | | |
|--------------------------|-------------|
| <u>d</u> 1. Konichiwa. | a. Italian |
| ___ 2. Bonjour. | b. Arabic |
| ___ 3. Al Salaam alikom. | c. French |
| ___ 4. Ciao! | d. Japanese |

7 Vocabulary

Body language verbs

- 1  2.16 Look at the pictures as you listen and repeat.



smile



stare



cry



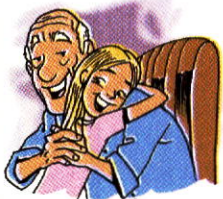
bow



kiss



yawn



hug



wave

- 2 Complete each sentence with a verb from Exercise 1.

- Some babies cry a lot.
- In many countries, people greet relatives and friends with a _____ on the cheek.
- Most people _____ when they're happy.
- In some countries, it's very rude to _____ at people.

- When you _____ to someone, you show respect.
- Parents often _____ their children.
- You can say good-bye with a _____ of your hand.
- A _____ usually means "I'm tired" or "I'm bored."

- 3 **PAIRS.** Take turns. Act out a verb from Exercise 1 for your partner to guess.

Polite and rude behavior

- 4 a) Is this behavior rude in your country? Write *yes* or *no*.

- To call a teacher by his/her first name _____
- To put your elbows on the table while you eat _____
- To cross your legs _____
- To interrupt when someone is speaking _____
- To eat with your fingers _____
- To kiss a person the first time you meet _____
- To yawn in class _____
- To point at someone _____
- To stare at someone _____

- b) Compare your answers with a partner. Then try to think of other polite and rude behavior.

Q: What's the longest word in the English language?

A: Smiles – because there's a *mile* between the first and the last letters!



- 1 Look at the pictures and the title of the article. Which men do you think are American? Which are British? Why?

American or British?



Every culture has different “rules” of behavior. Here are some tips to help you if you go to Britain.

- 1 If you think that customs in the United States and Great Britain are the same, think again. Americans and British people may speak the same language, but if you visit each country, you will notice some important differences in behavior.
- 2 When you meet someone in Great Britain, shake hands and say *How do you do?* In the United States, you can just smile and say *Nice to meet you.* North American men often shake hands, but women and young people usually don't.
- 3 Most British people hide their emotions more than Americans do. When you're in Britain, don't

- 2  2.17 Read along as you listen.



cry or laugh loudly in public. People will think you are rude. It is more common to be open with your feelings in the United States.

- 4 North Americans don't expect children to be quiet. You will see noisy children in U.S. parks, on the sidewalks, and even in some restaurants. You don't usually see this behavior in Britain.
- 5 Always be polite, and say *please* and *thank you* in both countries. If you make a mistake, say *sorry* in Britain and *I'm sorry* in the United States. If you disagree with an American, go ahead and say so — but if you disagree with a British person, just say *Yes, that's interesting.*
- 6 The two countries share some customs: Don't kiss or hug people you don't know well. Don't stand too close to people when you're talking. Don't yawn when someone is speaking to you, and don't stare at people.
- 7 If you follow these simple rules, you'll get along fine in either country.

- 3 Reread the article and match the topics to the numbered paragraphs.

- 4 1. children's behavior
 ___ 2. showing emotions
 ___ 3. speaking politely
 ___ 4. shared customs
 ___ 5. meeting people

- 4 Complete the sentences.

1. If you make a mistake in Britain, say sorry.
2. North Americans won't think you're rude if you show your _____.
3. In Britain, it's better to say *Yes, that's _____* even if you disagree.
4. Always be _____ in both countries.
5. Don't kiss or _____ people you don't know well.

7 Grammar

Have to/not have to for obligation

Affirmative	Negative
She has to wash the dishes.	She doesn't have to wash the dishes.
They have to leave at 4:00.	They don't have to leave at 4:00.
Yes/No questions	Short answers
Does she have to wash the dishes?	Yes, she does / No, she doesn't .
Do they have to leave at 4:00?	Yes, they do / No, they don't .

(See Grammar Reference, page G 13.)

- 1 a) Complete the sentences about Maiko's school. Use *has to*, *have to*, *doesn't have to*, or *don't have to*.



- The students have to bow when the teacher comes in.
- Maiko _____ change her shoes when she enters the school.
- The students _____ go to school on Saturday mornings.
- They (*not*) _____ go to school on Sundays.
- Maiko _____ wear a school uniform.

b) PAIRS. Take turns asking *yes/no* questions about the sentences in Exercise 1a.

Example:

A: Do the students have to bow when the teacher comes in?

B: Yes, they do.

Must for rules

Students **must** wear uniforms every day.
You **must** come to class on time.

(See Grammar Reference, page G 12.)

- 2 Unscramble the rules. Write them on the lines.

- must be / Children / seen and not heard / .
Children must be seen and not heard.
- before work / Employees / wash their hands / must / .

- in their classrooms / must be / when the bell rings / Students / .

- must be / Dogs / on a leash / at all times / .

- turn off / Passengers / their cell phones / must / .

- 3 Complete the sentences. Use *have to*, *has to*, or *must*.

- It's 5:00. I have to go now.
- Students _____ wear IDs during school hours.
- Sarah can't go out. She _____ clean her room.
- All drivers _____ stop when the light is red.
- Jacob _____ finish his homework.
- You _____ have a license to drive.

Should/shouldn't for advice

Affirmative	Negative
You should take an umbrella. It might rain.	You shouldn't talk when your mouth is full.
Yes/No questions	Short answers
Should I wear a tie?	Yes, you should . / No, you shouldn't .

(See Grammar Reference, page G 13.)

4 Match each problem with the best advice.

- c 1. I have a big exam tomorrow.
 ___ 2. I never have enough money.
 ___ 3. I lost my brother's CD.
 ___ 4. I have a sore throat.
 ___ 5. I don't understand this assignment.

- a. You should buy him a new one.
 b. You should rest and drink lots of water.
 c. You should study hard and then get plenty of sleep.
 d. You should ask your teacher for help.
 e. You should get a job.

5 Write some advice for these problems.

1. I'm always tired.
You should get more sleep.
 2. I got a bad grade on the science test.

 3. I lost my cell phone.

 4. I have a headache.

 5. I need money.

Can/can't for permission

Yes/No questions	Short answers
Can I go out tonight?	Yes, you can . / No, you can't .
Can you take me to the mall?	Yes, I can . / No, I can't .

(See Grammar Reference, page G 13.)

6 a) Write questions with *can*. Follow the cues.



1. (I / use your camera)
Can I use your camera?
 2. (we / have pizza for supper)

 3. (you / help me wash the car)

 4. (Diego / come to the party)


b) Complete each reply with *can* or *can't*. Then match it with a question from Exercise 6a.

- 3 a. No, I can't. I have to study for a test.
 ___ b. Yes, he _____. He's going to bring his guitar.
 ___ c. No, you _____. Sorry, but I'm using it.
 ___ d. No, we _____. I already made spaghetti.

7 Listening and Speaking



Listen to an anecdote

1  **2.18** Listen to Rita's anecdote. Then circle the correct answers.

- Who was Rita staying with?
 - her mother
 - a chef
 - a French family
- What did she offer to do?
 - fix supper
 - clean up the kitchen
 - buy them a present
- What did she see on the counter?
 - the dishes
 - a piece of cheese
 - an onion


- What did she do?
 - She threw it away.
 - She washed it.
 - She gave it to her mother.
- Why was Madame Monsigny unhappy?
 - Because she didn't like cheese.
 - Because the cheese was a present.
 - Because the kitchen smelled bad.

2  **2.19** **PAIRS.** Listen again. Then complete these sentences.

- Rita offered to clean _____.
- She saw _____.
- She _____ away.



Use polite language

- 3 a)  2.20 Listen to the conversations. Circle the answers you hear.

1. A: Do you need any help with the cooking?
B: No. / No, thanks. I'm all done.
2. A: Excuse me, but I think you have my bag.
B: Oh, I'm sorry. I thought it was mine. / No, I don't.
3. A: Can I get you something to drink?
B: No, I don't want anything to drink. / No, thanks. I've already had something.

4. A: Could you please pass me the salt?
B: Yes, of course. Here it is. / Here's the salt.

b) PAIRS. Discuss the answers in Exercise 3a. Which ones use polite language?

Pronunciation

Polite intonation

- a)  2.21 Listen and repeat.

- A: Excuse me. Could you please tell me what time it is?
B: Sure. It's five minutes to ten.

- b)  2.22 Listen and repeat.

1. A: Would you like any more to eat?
B: No, thanks. I'm full.
2. A: You're standing on my foot.
B: Oh, I'm so sorry!

- 4 a) Complete the conversations with polite answers.

1. A: Could I have a glass of water, please?
B: _____
(affirmative answer)
2. A: Would you like something to eat?
B: _____
(negative answer)

b) PAIRS. Role-play the conversations. Remember to use polite intonation.

- 5 Pair work.

Student A: Go to page P 4.
Student B: Go to page P 6.

7 Writing

Give advice to tourists

Writing rule

Giving advice

- Be clear and concise.
- Include only useful information.
- Use *should/shouldn't* to give advice.
- Use the imperative.

1 Read this article about Scotland.

Welcome to Scotland!

Scotland is a beautiful place. It has wonderful countryside and lovely cities such as Edinburgh. Before you visit Scotland, there are some things you should know.

Scotland doesn't have the best weather in the world. It is cold and wet in the winter, and it is often wet in the summer as well. Don't forget to bring a raincoat! The humidity attracts little insects called midges, so bring some insect repellent, too.

The food in Scotland is simple but delicious. You should try *haggis*, a traditional dish made from a sheep's stomach! People in Scotland also eat a lot of fish and a thick soup called Scotch broth.

In the summer there are a lot of cultural events. You shouldn't miss the Edinburgh festival. It's a fantastic arts festival for people of all ages.

Scotland is full of beautiful places, but I think the prettiest is the Highlands, in the northwest. Even if you don't have much time, try to visit this part of the country.

2 Check (✓) the topics that are discussed in the article.

- a. the weather in Scotland
- b. Scottish food
- c. the Scottish people
- d. sports
- e. cultural events
- f. transportation

3 What five things does the writer think visitors to Scotland should do?

1. bring a raincoat
2. _____
3. _____
4. _____
5. _____

4 a) Write your own advice for tourists. Choose a place you know well. Fill in the information below.

Name of city or place: _____

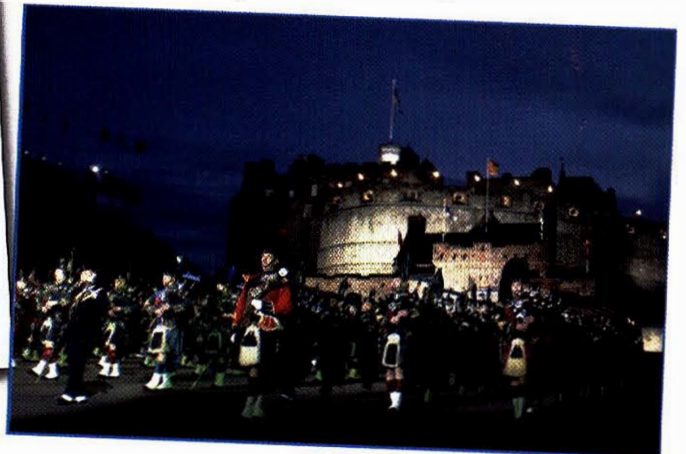
Beautiful sights: _____

Interesting events: _____

Weather: _____

Food: _____

b) Write your advice in your notebook.



Plan your dream vacation



1 Where would you like to go on vacation? Fill out the questionnaire.

a) I'd like to stay ...

- in a big hotel
- in a cabin
- at a resort
- in a tent
- other _____

b) My favorite sport is ...

- walking
- skiing
- swimming
- hiking
- other _____

c) I could spend a whole day ...

- visiting a museum
- shopping
- on the beach
- fishing
- other _____

d) At dinnertime, I'd like to ...

- dress up and go to an elegant restaurant
- go to a casual restaurant
- have a snack by the pool
- cook hot dogs over a campfire
- other _____

e) I prefer ...

- hot weather
- warm weather
- cool weather
- cold weather
- other _____



2 PAIRS. Compare answers with a partner. Then give your partner advice about where to go on vacation. Use *should* and *shouldn't*.

Example:

You should go to Mazatlán. The weather is hot there, so you could swim and play on the beach. You could stay at a resort and eat dinner in elegant restaurants.

3 Write a paragraph about where you'd like to go on vacation and why.

Example:

I'd like to go to New York City. I would stay in a big hotel and visit all the museums. I would go in October when the weather is cool. Then I could walk all over the city.

Culture quiz

1 What do you know about cultural habits around the world? Take the quiz and find out.

- | | |
|--|--|
| <p>1. In which culture do you greet someone by saying <i>Al Salaam alikom</i>?</p> <p>a) Arabic
b) Hindu
c) South African</p> <p>2. In which country do people bow when they meet?</p> <p>a) Germany
b) Japan
c) Russia</p> <p>3. Where is it common for men to hug each other?</p> <p>a) Scotland
b) Turkey
c) Holland</p> <p>4. Where should you serve frog legs as a dish?</p> <p>a) France
b) Italy
c) Argentina</p> <p>5. Where is it normal for children to take their shoes off when they enter a house?</p> <p>a) Britain
b) Spain
c) Portugal</p> | <p>6. In which country is it normal to have dinner after 10 P.M.?</p> <p>a) France
b) Italy
c) Spain</p> <p>7. In which country is it rude to touch someone on the head?</p> <p>a) Iraq
b) Finland
c) Thailand</p> <p>8. In which country is it not common to kiss someone when you greet him or her?</p> <p>a) England
b) Spain
c) France</p> <p>9. In which country do people move the head up and down to say "no"?</p> <p>a) Spain
b) Bulgaria
c) the United States</p> <p>10. In which country do people sometimes sit on the floor to eat?</p> <p>a) Ireland
b) Austria
c) Japan</p> |
|--|--|

2 Check your score. Are you ready to travel the world?

- | | |
|------|--|
| 8-10 | Congratulations! You're ready to travel the world. Have a good trip! |
| 4-7 | Not bad. You can go, but be very careful you don't offend anyone. |
| 1-3 | Sorry, but you need to learn more about other cultures before leaving your home. |

UNIT 8 > Art

A



B



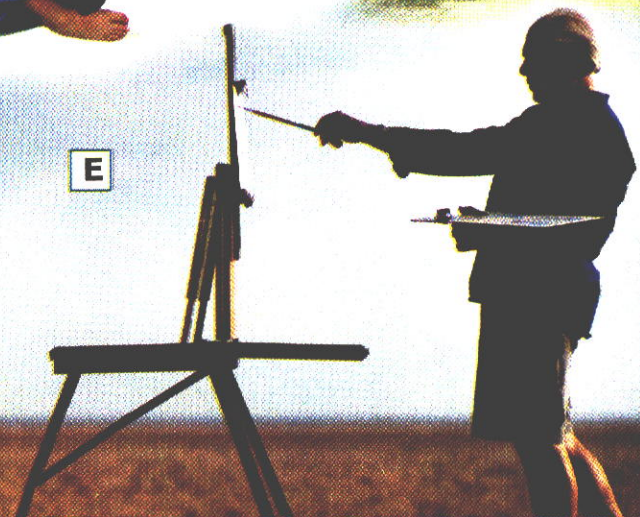
C



D



E



Communication

- Talk about plans

Grammar

- *Be going to* for plans and intentions
- The present continuous for future plans
- *Will* for predictions and for spontaneous decisions
- The first conditional

Vocabulary

- Talents
- Word building: Nouns and adjectives

1 Check (✓) the performers you see in the pictures.


- | | | |
|---|-------------------------------------|---|
| a clown <input checked="" type="checkbox"/> | a musician <input type="checkbox"/> | a photographer <input type="checkbox"/> |
| an acrobat <input type="checkbox"/> | a comedian <input type="checkbox"/> | an artist <input type="checkbox"/> |
| a magician <input type="checkbox"/> | | |

2 Match the sentences with the pictures.

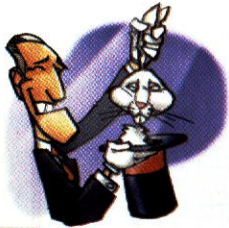
- C 1. She can take pictures of animals.
- ___ 2. He paints beautiful pictures.
- ___ 3. He can pull a rabbit out of his hat.
- ___ 4. He plays the piano.
- ___ 5. They make you laugh.

8 Vocabulary

Talents

1  2.23 Listen. Then complete the phrases.

- juggle
- do
- paint
- recite
- tell
- do



A do a magic trick



B _____ a picture



C _____ a card trick



D _____ a joke



E _____ poetry



F _____ objects

Q: Can a kangaroo jump higher than the Empire State Building?

A: Yes, because the Empire State Building can't jump!



Word building

2 a) Complete the chart.

Noun	Adjective	Person
music	<i>musical</i>	<i>musician</i>
art		
magic		
comedy		
poetry		

b)  2.24 Listen and check your answers.

3 Complete the sentences with words from the chart. Use one word from each row.


- Salvador Dalí was a Spanish artist.
- I can't play any _____ instruments.
- She's very funny. She should be a _____.
- Do you know how he did that _____ trick?
- You should read this book of _____. It's beautiful!

Pronunciation

Word stress

a)  2.25 Listen and repeat.

comedy comedian

b)  2.26 Listen. Underline the stressed syllable.

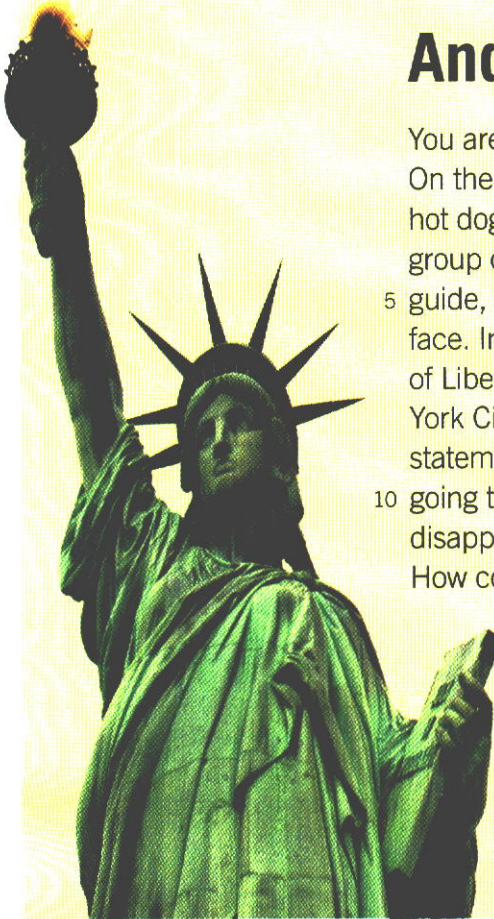
- music
- musician
- poet
- poetic



1 Look at the picture. What is the name of this statue? Where is it located?

2 Read the title of the article. What do you think it will be about?

3  2.27 Read along as you listen.



And for my next trick, I'm going to ...

You are sitting in an outdoor theater. On the stage you see a man selling hot dogs, some children playing, a group of tourists listening to a tour guide, and even a clown with a sad face. In the background is the Statue of Liberty. It's a normal day in New York City. Then you hear an amazing statement: "And for my next trick, I'm going to make the Statue of Liberty disappear." Impossible, you think. How could anyone do that?

A curtain closes, hiding the stage. The magician talks to the audience for a few minutes. The statue won't be easy to move, he says. The music gets louder. You can feel the tension in the air.

20 Then the curtain slowly opens ... and you can't believe your eyes. The Statue of Liberty is gone!

So how does the magician do this trick? Easy! While he's talking, the whole theater moves very, very slowly to a different position. The people in the audience can't feel the movement. Behind the curtains, the "actors" quickly move to a replica of the scene and stand in the same positions, but in front of an empty sky. When the curtain opens, you see the same hot dog seller, the same children, the same tourists, the same clown – all are actors. Everything is the same, but the Statue of Liberty isn't there. That's magic!

4 Find these words in the reading. Then use them to complete the sentences.

- audience
- curtain
- replica
- position

1. A replica is a copy of something.
2. The people who watch a show are called the _____.
3. Is there a _____ covering the window?
4. It's hard to stand in one _____ for a long time, without moving.

5 Read these steps from the article. Check (✓) the ones that take place at the same time.

- a. The whole theater moves very slowly.
- b. The curtain closes.
- c. The actors move to a replica of the scene.
- d. The magician says he's going to make the Statue of Liberty disappear.
- e. The curtain opens.

8 Grammar

Be going to for plans and intentions

Affirmative She's going to do a card trick.	Negative I'm not going to recite a poem.
Information question What are you going to do tomorrow?	Answer I'm going to visit my cousins.

(See Grammar Reference, page G 13.)

- 1 Write a sentence about each picture. Use *be going to* and the cues.



- He / dive / into the pool
He's going to dive into the pool.
- They / fly / to Los Angeles

- I / play / tennis

- We / watch / TV

- 2 PAIRS. Ask your partner about his or her plans for this summer.

Example:

- A: What are you going to do this summer?
B: I'm going to go to a summer camp.

The present continuous for future plans

Affirmative I'm sleeping late tomorrow. We're having a party tonight.	Negative I'm not getting up early. They're not coming to the party.
Information question What are you doing tonight?	Answer I'm staying home. I have to study.

(See Grammar Reference, page G 14.)

- 3 a) Tzu-Lee is working on a school show. Write sentences about what she's doing tomorrow.

- get up / at 6:30 A.M.
Tzu-Lee is getting up at 6:30 A.M.
- work on the lights / at 10:00 A.M.

- practice the play / at 11:00 A.M.

- help with costumes / at 6:30 P.M.

- sell tickets / at 7:30 P.M.

- b) PAIRS. Tell your partner about your plans for this weekend.

Example:

I'm visiting my grandparents on Saturday.

Will for predictions and for spontaneous decisions

Prediction	The school show will be fun. It won't be boring!
Spontaneous decision	I'll go with you to the show. I won't go .
Information question	Answer
What will you become ?	I'll be a famous actor. You'll see me on TV!

(See Grammar Reference, page G 14.)

- 4 Complete these predictions. Use *will* and the cues.

You (*work*)¹ will work hard, and you (*graduate*)² _____ from drama school with honors. You (*not be*)³ _____ very lucky at first, but later you (*find*)⁴ _____ the perfect part. You (*not act*)⁵ _____ on Broadway, but you (*perform*)⁶ _____ in many plays in London. You (*marry*)⁷ _____ a musician, but you (*not have*)⁸ _____ any children. You (*live*)⁹ _____ a long and happy life.

- 5 What will the world be like in 2050? Combine the sentence parts in your notebook to write predictions. Use *will*.

Cars	_____	_____
Robots	_____	_____
Students	_____	_____
Everyone	_____	_____
People	_____	_____

- 6 PAIRS. Student A, tell Student B two things you're going to do this weekend. Student B, make a spontaneous decision for each.

Example:

A: I'm going to go to the park this weekend.

B: I'll go with you.

The first conditional: If + the simple present

If + the simple present, will + base form

If you **study**, you **will pass** your exams.

If you **don't study**, you **won't pass**.

(See Grammar Reference, page G 14.)

- 7 Complete the sentences. Use the correct form of each verb in parentheses.

- If you (*go*) go to camp, you (*have*) will have fun.
- If you (*arrive*) _____ late, you (*miss*) _____ the bus.
- If they (*not know*) _____ how to swim, they (*learn*) _____.
- If he (*wear*) _____ sunscreen, he (*not get*) _____ a sunburn.
- If she (*have*) _____ time, she (*send*) _____ you a postcard.

- 8 PAIRS. Use the first conditional. Tell your partner what you will do if you:

- stay home on Saturday
- wake up early tomorrow
- lose your backpack
- don't have any homework tonight

Example:

If I stay home on Saturday, I'll play video games.

8


Listening and Speaking



Listen to an interview

1 Look at the picture. What activities or talents do you see? Put a check (✓) next to the activities or talents.


- 1. telling a joke
- 2. doing acrobatics
- 3. juggling balls
- 4. doing a card trick
- 5. jogging
- 6. being a living statue

2  2.28 Listen to the interview. Then write *T* for *True* or *F* for *False*.

- F 1. Kevin started juggling ten years ago.
- ___ 2. Kevin started juggling after he saw a school talent show.
- ___ 3. Using one hand to keep two balls in the air is juggling.
- ___ 4. Using two hands to keep two balls in the air is juggling.
- ___ 5. The juggling record is twenty objects.
- ___ 6. Kevin can juggle five balls.



Plan a school show

- 3 a)  2.29 Listen to the conversation. What are Tzu-Lee and Jack talking about? Check (✓) your answer.

1. a show at the movie theater
2. a talent show at school
3. a TV show

- b)  2.30 Listen again. Then circle the correct answers.

1. The **music / drama** teacher is organizing a talent show.
2. Jack usually **likes / doesn't like** talent shows.
3. Tzu-Lee imitates her **parents / teachers**.
4. Jack thinks Tzu-Lee's imitations are **good / terrible**.
5. Tzu-Lee can juggle **four / five** balls.
6. Jack can do **magic tricks / card tricks**.
7. He's going to make a card **appear / disappear**.

- 4 **GROUPS.** Plan a talent show. Tell your group what you can do. Then share your plans with the class.

Example:

A: (*to group*) I can sing and play the guitar.

B: (*to group*) I can do acrobatics.

A: (*to class*) I'm going to sing and play the guitar. B is going to do acrobatics.

- 5 **Pair work.**

Student A: Go to page P 5.

Student B: Go to page P 6.

Describe a picture

Writing rule

When you describe a picture, use:

- expressions or prepositions of location, such as *in front of*, *behind*, *next to*, *on*, *in the foreground*, *in the background*
- *there is/there are*
- the present continuous

- 1 a) Look at the painting and read the description.



The Potato Eaters is considered Van Gogh's first great work of art. The painting includes five people sitting around a table eating

potatoes with a dark background behind them. There are many details in the painting. One of the details is a large platter of potatoes with skinny fingers reaching for them. There is a woman pouring a drink similar to coffee and a man is holding his cup up next to her. This painting became Van Gogh's masterpiece after his death.

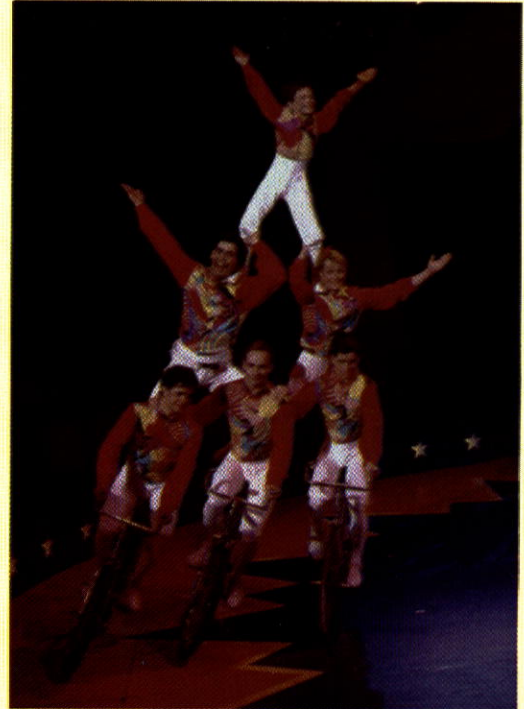
- b) Reread the description and the Writing rule. Then follow the directions.

1. Find three expressions or prepositions of location in the description. Write them here:

2. How many times does the writer use *there is* or *there are*? Write the number here: _____

3. Find a present continuous verb in the description. Write it here:

- 2 Complete the description of this photo. Circle your answers.



This is a photo of the Cirque du Soleil—the “Circus of the Sun.” The ¹ **background / foreground** is very dark, but ² **there are / there is** bright lights ³ **above / below**. You can see some ⁴ **jugglers / acrobats**. They are doing amazing ⁵ **acrobatics / card tricks**. The ⁶ **performers / musicians** are wearing ⁷ **blue / red** costumes. The ⁸ **show / description** looks very exciting!

- 3 Find a picture you like in a magazine or book. Write a description of the picture.

Review Units 7 and 8

Vocabulary

① Complete each sentence. (1 point each)

- | | | |
|--------|---------|--------|
| • bow | • hug | • kiss |
| • wave | • stare | • yawn |

- Will Dana wave goodbye from the train?
- Many Italians _____ three times when they meet.
- Don't _____ at him. He'll think you're rude!
- The teacher was so boring, I had to try hard not to _____ in class.
- People in Japan _____ to show their respect.
- Give my mom a big _____ from me when you see her.

② Match to complete the phrases. (1 point each)

- | | |
|------------------|------------------|
| <u>c</u> 1. do | a. a picture |
| _____ 2. imitate | b. poetry |
| _____ 3. paint | c. a magic trick |
| _____ 4. tell | d. a joke |
| _____ 5. recite | e. people |

③ Complete the chart. (2 points each)

Noun	Adjective	Person
art	¹ <u>artistic</u>	artist
poetry	poetic	²
³	musical	musician
⁴	magical	magician
comedy	comical	⁵

Grammar

④ Circle the best answer. (1 point each)

- Use must / should to state a rule.
- Use **have to** / **can** to ask permission.
- Use **can** / **should** to give advice.
- Use **must** / **have to** to talk about an obligation.

⑤ Write sentences. Use the present continuous. (3 points each)

- We / go / to Hawaii / next month
We're going to Hawaii next month.
- They / not come / with us

- He / have / a party / tonight

- He / not go / to the talent show

⑥ Complete the sentences. Use the correct form of each verb in parentheses. (2 points each)

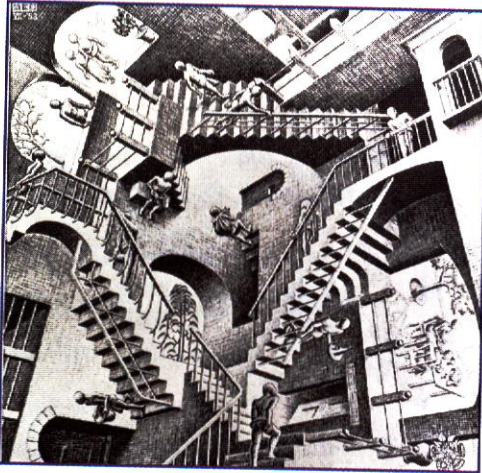
- If Don (*have*) has enough money, he (*buy*) will buy the tickets.
- If Laura (*be*) _____ sick, she (*stay*) _____ home.
- If you (*go*) _____ to bed now, you (*not be*) _____ tired tomorrow.
- If we (*study*) _____ hard, we (*pass*) _____ the test.

Writing

⑦ In your notebook, write three pieces of advice to tourists to your country. (3 points each)

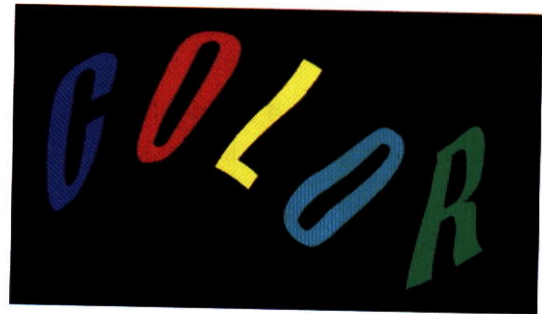
Optical Illusions

- 1 Look at the picture.
What is strange about it?



- 2 a) Look at the word *color* and answer the questions.

- a. Which letter seems largest?
b. Which seems smallest?
c. Which seems closest to you?



- b) Check your answers from Exercise 2a and read the explanation.

All the letters are the same. Color is a reflection of light frequencies. Light frequencies can be “loud,” “quiet,” or “soft.” For example, red and blue are louder frequencies than yellow, so these letters seem bigger or closer.

- 3 Read and match the explanations (a–b) to the illusions (1–2).

1



- a. When you first look at the picture it seems perfect. But really there are some missing lines and the picture is not logical. Our eye “automatically” includes the lines. We see what should be there, not what is there!

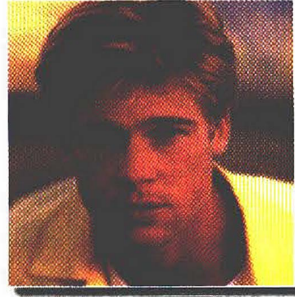
2



- b. If you look at the center circle for 10 seconds and then at a white page you will see the circles on the white page. This is called “persistence of vision.” You aren’t looking at the circles now, but your eye “remembers” the image and so you see it again!

- 4 Find an optical illusion on the Internet, print a copy, and bring it to class.

Top actors



- 1 Read the biographies. Who are these top actors? Write their names on the lines.

1. _____

She was born in a little town in Georgia. She had always wanted to be a veterinarian because of her love of animals but studied journalism when she grew up. She has a brother and a half-sister. She is now the most popular American actress and her smile is her trade mark.

2. _____

He was born in New York City. His parents divorced when he was young and he moved with his mother into his grandparents' house. He enjoyed repeating the voices and dialogues of the characters he had seen in movies. He started by acting in school plays and later selected acting as his career.

3. _____

He was born in Oklahoma and raised in Springfield, Missouri. He has a brother and a sister and was involved in sports and school musicals. Before becoming a successful actor, he made money by moving refrigerators and dressing up a chicken working for "el Pollo Loco."

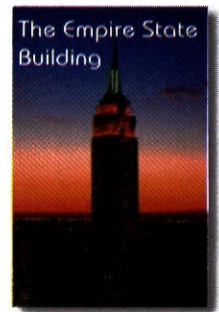
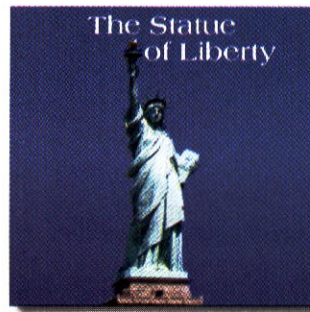
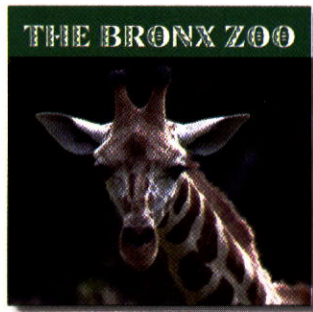
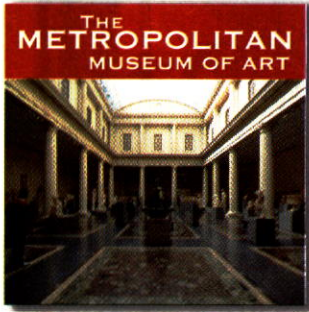
4. _____

She was born in Summit, New Jersey. She started performing in Opera and later enrolled in the Yale School of Drama. She performed her first film role in 1977 and is known by many to be the greatest film actress alive.

- 2 Who is your favorite actor? Prepare a presentation or poster about your favorite actor. Include a short biography like the ones above. After the presentation, play a part of one of your favorite actor's movies for the class.

Around New York

1 Read these leaflets. Where should you go if you like any of the following?



- a. Art from around the world _____
 b. American history _____
 c. Animals from all over the world _____
 d. Great views of New York City _____

2 Read the brochures and answer the questions.

THE METROPOLITAN MUSEUM OF ART

What to see: The Museum collection now contains more than two million works of art from ancient through modern times.

Guided tours: An audio guide is available in English and several other languages.

How to get there: **From West Side of Manhattan:** Take the 1 train to 86th Street, then the M86 crosstown bus across Central Park to Fifth Avenue. **From Penn Station:** Take the M4 bus to 83rd Street and Madison Avenue.



Opening Hours		Admission:	
Friday	9:30 A.M.–9:00 P.M.	Adult	\$20
Saturday	9:30 A.M.–9:00 P.M.	Senior (65 and older)	\$15
Sunday	9:30 A.M.–5:30 P.M.	Student	\$10
Monday	Closed	Members	Free
Tuesday	9:30 A.M.–5:30 P.M.	Children (under 12 with adult)	Free
Wednesday	9:30 A.M.–5:30 P.M.		
Thursday	9:30 A.M.–5:30 P.M.		
Closed	Mondays, January 1, Thanksgiving Day, December 25		

THE BRONX ZOO




What to see: Over 4,000 animals.

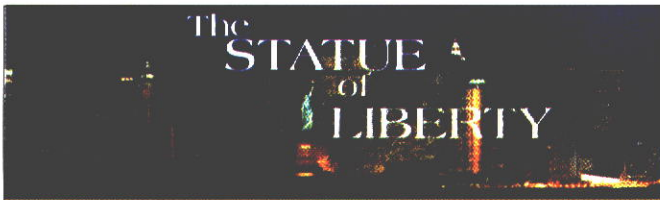
How to get there: 2 or 5 train to East Tremont Ave/West Farms Square. At street level, walk straight ahead on Boston Road 2½ blocks to the Zoo's Asia gate entrance (Gate A).

Admission:

Adult	\$14
Children (ages 3–12)	\$15
Senior (65+)	\$12

Opening Hours
 The Zoo is open 365 days a year!
 Monday–Friday 10:00 A.M.–5:00 P.M.
 Weekends & Holidays 10:00 A.M.–5:30 P.M.



What to see: See Manhattan from a boat on your way to see the symbol of the land of freedom and opportunity. Make sure you visit the Immigration Museum on Ellis Island.

How to get there: The park is accessible by Circle Line – Statue of Liberty Ferry. One round-trip ferry ticket includes visits to Liberty and Ellis Islands. Ferries depart from Battery Park in New York City and from Liberty State Park in Jersey City, New Jersey.

Admission: Free. Visits should be booked in advance.

Opening times: (subject to change) 8:30 A.M. to 5:15 P.M. (expanded hours in Summer)

The park is closed on December 25th.



What to see: Spectacular views of New York! There are two observatories, one on the 86th and another on the 102nd floor with unparalleled views of the city.

How to get there: Subway:

①, ②, or ③ (Seventh Avenue Lines); A, C or E (Eighth Avenue Subway) to 34th Street/Penn Station. Also B, D, F, N, Q, R, or PATH to 34th Street/Avenue of the Americas.

Admission:

Adult (18 – 61)	\$18
Youth (12 – 17)	\$16
Child (6 – 11)	\$12
Senior (62+)	\$16
Toddler (5 or younger)	Free

Opening times: Open daily 365 days a year.

8:00 A.M. to 2:00 A.M. 7 days a week.

Last elevators go up at 1:15 A.M.



- How much is it to get to the top of the Empire State Building? _____
- Where can you go every day of the year? _____
- Where can you get audio guides to help you? _____
- Which places are closed on December 25th? _____
- Which place can you enter for free? _____
- How can you get to the Statue of Liberty? _____

③ Which places in New York City would you like to visit?

> Break time

1 Read the poem and answer the question.



As I was going to Saint Ives I met a man
with 7 wives,
Each wife has 7 bags,
In each bag were 7 cats,
And each cat had 7 kittens (baby cats),
Wives, bags, cats, kittens,
How many were going to Saint Ives?

2 Read these sentences about manners in the United States. Check (✓) True or False.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Shake hands when you meet someone for the first time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Bring a present if someone invites you to his or her house. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Say "Excuse me" if you want someone to move. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stare at someone you don't know. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Speak with your mouth full of food. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Say "Please" and "Thank you." | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Greet people with a kiss. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Drive on the left side of the road. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Find the right patch to discover seven sentences. Always move forward. You can't move backward. Write the sentences in your notebook.

We	castles	are	tidy	than	houses.
Old	like	to	bigger	his	room.
He's	going	eating	in	that	exam.
She	would	like	for	an	restaurant
I	is	studying	to	visit	Salta.
Karate	you	good	exercise	cat	you.
Can	is	feed	the	for	please?



Pair work activities

Student A

Unit 5 Listening and Speaking, page 65

5 Take turns asking and answering questions to complete the table.

	Name of person in the story	Where did it happen?	What happened?	What happened next?	Conclusion
1.	Charlie Smalls		was riding his bike		returned the money to the owner
2.		Paris, France		jumped in the river	
3.	Alexis O'Hara		saw two men kidnap a little girl		got a present from the girl's parents
4.		Tijuca Forest, Rio		found a group of lost school children	

Example:

What's the name of the person in story number two?

Unit 6 Listening and Speaking, page 75

5 a) Answer your partner's questions until he or she correctly identifies the food items on your list.

- | | |
|------------|------------------------|
| 1. pizza | 3. spaghetti |
| 2. hot dog | 4. chocolate milkshake |

b) Ask you partner questions to find out which food items are on your partner's list. Write the food items.

Example:

A: *Do you eat this for breakfast?*

B: *No, I don't.*

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

Unit 7 Listening and Speaking, page 89

5 Say to your partner.

1. Excuse me. Where's the library please?
2. I'd like a burger and soda, please.
3. Would you like something to drink?
4. Could you open the window, please?
5. Can I borrow your bike, please?

b) Respond to your partner. Choose from these expressions.

- a. Don't worry. You'll pass.
- b. Let's buy him a present.
- c. He should get a summer job in California or Florida.
- d. Well, I don't think you should tell him.
- e. Well, you'll have to study really hard.

Pair work activities

Unit 8 Listening and Speaking, page 99

5 Take turns asking and answering questions to complete the table.

	Name	Type of entertainment	Price	Time
1.	<i>The Human Body</i>			from 2 P.M. to 8 P.M.
2.		circus jugglers	\$10.00	
3.	<i>Avenue Q</i>		\$30.00	
4.		modern performance		8:30 P.M.
5.	<i>Impressionists</i>		free	

Example:

What type of entertainment is number three going to be?

Student B

Unit 5 Listening and Speaking, page 65

5 Take turns asking and answering questions to complete the table.

	Name of person in the story	Where did it happen?	What happened?	What happened next?	Conclusion
1.		Louisville, Kentucky, USA		found a briefcase containing \$5,000	
2.	Bernard Giraud		saw skater fall in the river		took him to the hospital
3.		Adelaide, Australia		called the police immediately	
4.	Robert Williams		was walking in the forest		guided them back to town

Example:

What's the name of the person in story number one?

Pair work activities

Unit 6 Listening and Speaking, page 75

- 5** a) Ask your partner questions to find out which food items are on your partner's list. Write the food items.

Example:

A: *Do you eat this for breakfast?*

B: *No, I don't.*

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

b) Answer your partner's questions until he or she correctly identifies the food items on your list.

- | | |
|-----------------|-----------------|
| 1. French fries | 3. cheeseburger |
| 2. fruit salad | 4. yogurt |

Unit 7 Listening and Speaking, page 89

- 5** a) Respond to your partner. Choose from these expressions.

- a. Yes, please. Could I have some juice?
- b. It's over there, next to the bank.
- c. Yes, but look after it.
- d. I'm sorry but I'm a bit cold.
- e. Of course. That's \$ 6.50.

b) Say to your partner.

1. I'd like to be a doctor.
2. My brother wants to improve his English.
3. I'm really worried about the exam tomorrow.
4. It's David's birthday tomorrow.
5. I don't like Simon's new friend.

Unit 8 Listening and Speaking, page 99

- 5** Take turns asking and answering questions to complete the table.

Name	Type of entertainment	Price	Time
1.	science exhibition	\$4.00 with student ID	
2.	The Clark Brothers		7:30 P.M.
3.	musical		3 P.M., 8 P.M.
4.	Shaking!	free	
5.	19th century paintings		from 9 A.M. to 5 P.M.

Example:

What type of entertainment is number two going to be?



Fast finisher

activities

❁ Reading

1 Read about these superheroes. Can you guess who they are?

Superheroes

1. _____

I am an Amazon. I was awarded several gifts by the Olympian gods, including the Lasso of Truth and indestructible bracelets. I have superhuman strength, speed, stamina, durability, and hearing. I am described as "swifter than Mercury and stronger than Hercules."

2. _____

I have a secret identity as a wealthy business man. When I was a child, I saw my parents murdered. So I decided to train myself and study hard to fight crime. I do not possess any superpowers; I make use of intellect, detective skills, science, technology, and physical agility.

3. _____

I am sometimes called *Logan*, and my catchphrase is, "I'm the best there is at what I do, but what I do isn't very nice." I possess animal-like senses, special physical capabilities, and can recover from virtually any wound. Because of this, I was used in army experiments that changed my skeleton and gave me razor-sharp retractable claws. I am also a master of hand-to-hand combat and martial arts.

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

- F 1. Superhero 1 isn't very strong.
- _____ 2. Superhero 1 hears very well.
- _____ 3. Superhero 2 still lives with his father and mother.
- _____ 4. Superhero 2 was born with super powers.
- _____ 5. Superhero 3 can hear, see, and smell better than a normal human being.
- _____ 6. Superhero 3 uses many different weapons when fighting.

❁ Writing

3 Write about your favorite superhero. Use the paragraphs in Exercise 1 as a model. Use these ideas to help you.

- What's the name of the superhero?
- How was he or she created?
- Describe this superhero.
- What are his or her special powers?
- Does he or she have a catchphrase?

Handwriting practice lines with spiral binding on the left side.

Fast finisher activity 6

❖ Reading

Delicious!



1 Read this recipe.

CHOCOLATE MOUSSE

- 3 ounces of unsweetened chocolate
- 1/3 cup water
- 3/4 cup sugar
- 1/8 teaspoon salt
- 3 egg yolks
- 1 teaspoon vanilla
- 2 cups heavy cream

1. In a saucepan, place chocolate and water. Stir over low heat until blended.
2. Add sugar and salt. Simmer for three minutes, stirring constantly. Remove from heat.
3. In a bowl, beat egg yolks; stir in the chocolate mixture (stirring constantly). Add vanilla and cool to room temperature.
4. Beat heavy cream in a large bowl. With rubber spatula, fold in chocolate mixture gently.
5. Spoon into a container and refrigerate until firm.

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

- F 1. You can use regular chocolate for this recipe.
- ___ 2. You use more sugar than water.
- ___ 3. You need to mix water and eggs over heat.
- ___ 4. The sugar and the salt are added together.
- ___ 5. After adding the vanilla, you have to put the mixture in the fridge immediately.

❖ Writing

3 Think about your favorite dish. Write the recipe for it, using the recipe in Exercise 1 as your model. Use these questions to help you with ideas.

- What's the recipe for?
- What are the ingredients?
- What quantities do you need?
- What special instructions do you need to include?

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

✓ _____

❖ Reading

Say please!

1 Read the e-mails.

From: troubled
To: Liz advice
Subject: prisoner

Dear Liz,
I need help!
My mother makes me do chores after school. I have to do the dishes, vacuum the house, and do the laundry.
My mom is also very strict. I have to be home by eight o'clock on the weekends, and I'm not allowed to go out during the week. I'm fourteen years old and I feel like a prisoner! What should I do?

Sincerely,
Troubled

From: Liz advice
To: troubled
Subject: RE: prisoner

Dear Troubled,
Chores, no matter how unpleasant, have to be done. Sit down with your mother and make a list of chores that she needs help with. Agree which should be done every day and which ones can be done on weekends. Then agree to divide the chores among the family members.
Just because you aren't allowed to be out late doesn't mean that you can't have fun. Ask your mother if it's OK for your friends to come over to your house. I'm sure you'll have fun with your friends at your house, and your parents can relax.

2 Answer the questions.

1. What is the "name" of the person writing?

2. Who is she writing to?

3. What is she writing about?

4. What suggestion does Liz give her?

5. Did you like her suggestion?

6. What suggestion would you give Liz?

❖ Writing

3 PAIRS. Think of a teen problem and write an e-mail asking for device. Switch with your partner and give advice for his or her problem. Use these ideas to help you:

- Who are you writing to?
- What problem do you have?
- What do you think is the best solution?

• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____
• _____

❖ Reading

Art

- 1 Read the newspaper information about different exhibitions and shows. Check (✓) the ones you would like to see.



EXHIBITIONS & SHOWS



- _____ (1) **CHINESE IMAGES** – Discover the secrets of the Ancient Empire in this series of drawings. The paintings take you through many centuries of China's history with beautiful images of the past.
- _____ (2) **SPACE VISIONS** – Photographs taken from spaceships traveling through the galaxy. Enter a world you've never seen with this journey of images from far, far away.
- _____ (3) **SWAN LAKE**. – The classic performance created for children! Don't let your little ones miss this beautiful performance.
- _____ (4) **THE LION KING** – Disney's popular film becomes an unforgettable musical, live on stage.
- _____ (5) **FACES FROM THE PAST** – A journey through history. See the amazing images in sculptures of famous historical figures from history.
- _____ (6) **BEETHOVEN GOES POP** – An orchestra made up of children and teenagers play the great composer's most popular pieces. You can't miss this one!
- _____ (7) **FAMILY PORTRAITS** – A wonderful collection of paintings showing families and important moments from the lives of people from the 19th century.
- _____ (8) **THE MOUSETRAP** – A storm, twenty suspects, a detective, and a murder. How can this go wrong? And, on the stage, it is even more fun! Come see this mysterious masterpiece unfold.

❖ Writing

- 2 In your notebook, write about two exhibitions or shows you liked or didn't like. Use the texts above as your model. Use these questions to help you with ideas.

- What is the name of the show or exhibition?
- What kind of art is it?
- What is good (or bad) in each show or exhibition? Who are the artists?

Word list

UNIT 5

Vocabulary

a fire, 60
a flood, 60
a thunderstorm, 60
a traffic accident, 60
a tsunami, 60
an earthquake, 60
destroyed, 60
evacuated, 60
heavy rain, 60
panic, 60
rescued, 60
survived, 60
volunteers, 60

Social language

What happened to you?, 65
You're kidding!, 65
No, honestly, it's true., 65
Where were you?, 65
Who were you with?, 65
What were you doing?, 65
What happened?, 65
What did you do?, 65

UNIT 6

Vocabulary

apples, 70
bananas, 70
beef, 70
bitter, 70
bread, 70
butter, 70

canned, 70
carrots, 70
cereal, 70
cheese, 70
chicken, 70
dairy, 70
eggs, 70
fish, 70
fresh, 70
fried, 70
frozen, 70
fruits, 70
grains, 70
hot, 70
lettuce, 70
meat, 70
milk, 70
onions, 70
oranges, 70
pasta, 70
potatoes, 70
raw, 70
rice, 70
salty, 70
sour, 70
spicy, 70
strawberries, 70
sweet, 70
tomatoes, 70
vegetables, 70
yogurt, 70

Social language

I'm really hungry!, 75
Me, too., 75
What are you in the mood for?, 75
I've never liked [fried food], so [fast

food] is out., 75

Have you tried [Japanese food]?, 75

No, I haven't. Have you?, 75

I love [Japanese] food., 75

[Japanese] food it is!, 75

UNIT 7

Vocabulary

bow, 84
cry, 84,
hug, 84
kiss, 84
smile, 84
stare, 84
wave, 84
yawn, 84

Social language

Do you need any help with the cooking?, 89
No, thanks., 89
Excuse me, but I think you . . ., 89
Oh, I'm sorry., 89
Can I get you something to drink?, 89
Could you please . . .?, 89
Yes, of course., 89
Could I have [a glass of water], please?, 89
Would you like . . .?, 89

UNIT 8

Vocabulary

art, 94
artist, 94
artistic, 94
comedian, 94
comedy, 94
comical, 94
do a card trick, 94
do a magic trick, 94
imitate objects, 94
magic, 94
magical, 94
magician, 94
music, 94
musical, 94
musician, 94
paint a picture, 94
poet, 94
poetic, 94
poetry, 94
recite poetry, 94
tell a joke, 94

Social language

Are you going to be in
the show?, 99
I'm not sure. I don't usually like that
kind of thing., 99
I've got lots of ideas., 99
You're really good!, 99
You're a lot more talented than I
am., 99
I guess I could [imitate
someone],. 99

Grammar Reference

Grammar Reference

UNIT 5

► The past continuous

- Use the past continuous to talk about an action that was in progress at a specific time in the past.

What **were** they **doing** at six last night?

They **were walking** the dog.

- To form the past continuous, use **was** or **were** + verb **-ing**. Use **was** with *I, he, she, and it*. Use **were** with *you, we, and they*.
I / He / She / It **was working** just now.
You / We / They **were working** just now.

- Use **not** to change past continuous affirmative sentences into negative sentences.

It **wasn't working** at this time yesterday.

They **weren't working** at this time yesterday.

- The past continuous is not usually used with non-action verbs. (For a list of non-action verbs or verbs that are not normally used in the past continuous, see page G 3.)

Correct: We understood you perfectly.

Incorrect: We were understanding you perfectly.

Yes/No questions

- To change past continuous statements into Yes/No questions, switch the positions of the subject and *was/were*.

Statements

He **was** playing badminton.

They **were** playing badminton.

Yes/No questions

Was he playing badminton?

Were they playing badminton?

- Use **was** and **were** in affirmative short answers; **wasn't** or **weren't** in negative short answers.

Yes/No questions

Was Sarah working at this time yesterday?

Were they working at this time yesterday?

Short answers

Yes, she **was**./
No, she **wasn't**.

Yes, they **were**./
No, they **weren't**.

Information questions

- The word order in information questions is as follows:
Question word + **was/were** + subject + verb **-ing**.

Yes/No questions

Why was she crying this morning?

Who was she calling?

Short answers

Because she got a *D* in history.

Her mom.

- Use the past continuous with the simple past to describe an action that was in progress at a specific time in the past when it was interrupted by another action. Use the simple past in the *when* clause (the interrupting action).

I was doing homework **when** the doorbell **rang**.

- Use the past continuous in the *while* clause to introduce the action that was in progress and that was interrupted by another action.

While I was doing homework, the doorbell **rang**.

- When two actions were in progress at the same time in the past, use *while* in both clauses.

While I **was doing** homework, I **was listening** to music.

- The *when* and *while* clauses can come **at the beginning** or **at the end** of the sentence. The meaning is the same. Use a **comma** (,) when the *when* or *while* clause comes at the beginning of the sentence.

When the doorbell rang, I was doing homework.

I was doing homework **when the doorbell rang**.

▶ The simple past and the past continuous

- Use the past progressive to focus on the duration of an action, not its completion.
Robbie was writing his report last night.
(*We're not sure if Robbie finished writing the report.*)
- Use the simple past to focus on the completion of the action.
Robbie wrote his report last night.
(*Robbie finished writing his report.*)

UNIT 6

▶ Count and noncount nouns

- Common nouns are either **count** or **noncount**.
- Objects that can be counted are **count nouns**.
- Objects that cannot be counted are **noncount** nouns.
- Count nouns can be singular or plural.
- You can use *a* or *an* with singular count nouns.
- Do not use *a* or *an* with noncount nouns.

Count		Noncount
Singular	Plural	
a shirt	several shirts	fruit
a chair	several chairs	water
one car	three cars	music

- Noncount nouns do not have a plural form. They always take singular verbs and singular pronouns.
- Some noncount nouns are:
water milk juice coffee
soda bread pasta rice

▶ Expressing quantities

- Use *many*, *some* and *a lot of* with plural count nouns in affirmative statements.
Many people attended the party.
You have **a lot of** friends.
They bought **some** clothes.
- Use **any** with plural count nouns in negative statements and in questions.
I don't have **any** friends in my new school.
Do you have **any** new magazines?
- Use **any** with noncount nouns in negative statements and in questions.
We don't have **any** money.
Do we have **any** milk?
- Use *much* with noncount nouns in negative statements and in questions.
There's not **much** homework today.
Did she do **any** work at all?

Grammar Reference

► Questions about quantities

- Use **How much?** to ask about the quantity of noncount nouns.
How much money do you have?
How much milk do you need?
- Use **How many?** to ask about the quantity of plural count nouns.
How many posters do you have?
How many people are there?
- You don't need to repeat the noun after **How much** or **How many** if the noun was mentioned before.
A: I want some eggs.
B: How many do you want?
A: I need some money.
B: How much do you need?

► The present perfect: *have/has + past participle*

- Use the present perfect to talk about something that happened at an indefinite time in the past.
They **have eaten** octopus. (*We don't know when they ate octopus.*)
- To form the present perfect, use *have/has* + the past participle. Use **have** with *I, you, we, and they*. Use **has** with *he, she, and it*.
They **have been to** Thailand.
It **has gone** wrong before.
- To form the past participle of regular verbs, add **-d** or **-ed** to the base form. The spelling rules are the same as for the simple past.
- The past participle of irregular verbs varies. You have to memorize them. Here is a list of the past participles of some common irregular verbs:

Base form

be
buy
do
eat
get
give
go
have
know
make
meet
put
read
say
see
sleep
speak
tell
think
write

Past participle form

been
bought
done
eaten
gotten
given
gone
had
known
made
met
put
read
said
seen
slept
spoken
told
thought
written

- Use **never** to form the negative of the present perfect. **Never** comes between *have/has* and the past participle.
I've **never played** polo.
She's **never taken** the train.

Yes/No questions

- To change statements in the present perfect into *Yes/No* questions, switch the positions of the subject and *have/has*.

Statements

He **has played** golf before.
They **have taken** a plane before.

Yes/No questions

Has he played golf before?
Have they taken a plane before?

Grammar Reference

- Use **never** or **not** to give a negative answer.

Have you played golf before?	No, never . Or No, I haven't .
--	---

UNIT 7

▶ **Have to/not have to for obligation**

- Have to** expresses a necessity or an obligation that is imposed, for example, by another person or a company.
- To express obligation, use **have to/not have to** + the base form of a verb.
- Use **have** with *I, you, we,* and *they*. Use **has** with *he, she,* and *it*.
I / You / We / They **have to be** home at 5:00.
He / She / It **has to do** the dishes.
- Use **not have to** to say that something is not necessary.
You **don't have to** do the laundry today. I can do it tomorrow. • To make *yes/no* questions with *have to*, use **do** or **does** before the subject.

Yes/No questions

Do	{ I you we they	} have to eat dinner now?
-----------	-----------------------------	-------------------------------------

Yes,	}	I you we they	}	do.
No,	}	I you we they	}	don't.

Does	}	he she it	}	have to eat dinner now?
-------------	---	-----------------	---	-----------------------------------

Yes,	}	he she it	}	does.
No,	}	he she it	}	doesn't.

▶ **Must for rules**

Affirmative statements

- Must** is used in written rules, signs, and notices.
Students **must wear** uniforms at all times during school hours.
- In American English, **have to** is more commonly used to express necessity.
I **have to go** to school very early today.
- Must** is used in spoken English when the speaker is in a position of power.
You **must do** as I say! (*The person speaking is either a parent or an older person.*)

Grammar Reference

Negative statements

- **Must not** is used to express prohibition in writing such as in signs and notices.
Visitors **must not** enter the building without ID.
- **Can't** is more common than **must not** in American English.

Questions

- **Must** is rarely used for questions. To ask a question about an obligation or a necessity, use **have to**.
Do I **have to wear** a uniform today?

▶ Should/shouldn't for advice

- Use **should/shouldn't** to give advice.
- **Should** and **shouldn't** are followed by the base form of the verb.
- **Should** and **shouldn't** have the same form for *I, you, he, she, it, we, and they*.
We **shouldn't be** late for class.
He **should do** his homework every day.
- **Should** and **shouldn't** refer to the present or future.
You **should** call your mother now.
We **shouldn't** go to the mall tomorrow.

Yes/No questions

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

Statements

I **should play** basketball.

They **should take** the train.

Yes/No questions

Should I play basketball?

Should they take the train?

▶ Can/can't for permission

- Use **can** to ask for permission and to make requests. **May** is more formal. **Can** is used in informal situations.
Can we go to Maya's house?
Can I go to the bathroom?
- To make **Yes/No** questions with **can**, follow this order:
Can + subject + the base form of the verb.
Can we **go** to the movies tonight, Mom?
- Use **can** and **can't** in short answers.

Questions

Can Shelly come over today?

Short answers

Yes she **can**. /
No, she **can't**.

UNIT 8

▶ Be going to for plans and intentions

- Use **be going to** to talk about definite plans that were made before now.
What **are they going to do** tomorrow?
They're **going to** play in the soccer game.
- Use the base form of the verb after **be going to**.
We're **going to surf** next week.

▶ The present continuous for future plans

- You can use the present continuous form (**be + verb -ing**) to talk about future plans that have been prearranged. It is normally used with a future time reference to show that it is not happening at the time of speaking.
I'm **seeing** my cousin **on Thursday evening**.

► Will for predictions and for spontaneous decisions

- Use **will** to make predictions.
You **will** be very rich some day.
In fifty years, cars **won't need** gas to run.
- Use **will** to make spontaneous decisions.
A: I'm going for a walk.
B: I'll go with you.
- Use the base form of the verb after **will** or **won't**.
School will **be** fun tomorrow.
We will **get** home at 2:30.
- Below are the contractions of the subject pronouns and **will**.

states the condition, the main clauses states the result.

If you eat sweets every day, you'll **put on** weight.

If I don't get to bed before ten, I **won't get up** in time for school.

- The **if** clause can come at the beginning or at the end of the sentence. Use a comma (,) after the **if** clauses if it comes at the beginning.

If you clean my room today, I'll **clean** yours next week.

I'll **clean** your room today **if** you clean mine next week.

Affirmative

I will
You will
He will
She will
It will
We will
They will

Contractions

I'll
You'll
He'll
She'll
It'll
We'll
They'll

- The contraction of **will** not is **won't**.
- Use the contracted forms in speech and in informal writing.

► The first conditional: **if** + the simple present

- Use the first conditional to talk about future activities under certain conditions.
If there's no school tomorrow, I'll **get up** late.
- The first conditional has two parts: The **if** clause (**if** + subject + the simple present) and the main clause in the future (**will/won't** + base form of verb). The **if** clause