

# Teen & Teen

## Two

Student Book  
& Workbook 2



Extra Practice  
CD-ROM



OXFORD



# Teen **2** Teen

Two

Student Book  
& Workbook 2





# Learning Objectives

	Grammar	Vocabulary	Social language	Reading and Writing
Welcome to <b>Teen 2 Teen</b> page 4				
<b>1. We're wearing our new uniform!</b> page 10	<ul style="list-style-type: none"> <li>The present continuous: affirmative and negative statements</li> <li>The present participle: spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Family and other relationships</li> </ul>	<ul style="list-style-type: none"> <li>Ask if someone is busy; Offer to call back later</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A personal blog</li> <li><b>Skill / strategy:</b> Apply critical thinking</li> </ul> <b>Writing page 90</b> <ul style="list-style-type: none"> <li>Complete sentences</li> </ul>
<b>2. Are you doing your homework?</b> page 16	<ul style="list-style-type: none"> <li>The present continuous: <i>yes / no</i> questions and short answers</li> </ul>	<ul style="list-style-type: none"> <li>Activities at home</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what you're doing</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Instant messages</li> <li><b>Skill / strategy:</b> Identify main ideas</li> </ul> <b>Writing page 90</b> <ul style="list-style-type: none"> <li>Connecting two complete sentences with <i>and, but, or so</i></li> </ul>
<b>3. Teen 2 Teen Friends</b> <b>What are you doing this year?</b> page 22	<ul style="list-style-type: none"> <li>The present continuous for actions that continue in the present</li> <li>The present continuous: information questions</li> </ul>	<ul style="list-style-type: none"> <li>Extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Greet someone after a long time</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profiles to introduce new people</li> <li><b>Skill / strategy:</b> Compare information</li> </ul> <b>Writing page 91</b> <ul style="list-style-type: none"> <li>Using <i>Also</i> to add information</li> </ul>
<b>Review: Units 1–3 pages 28–29</b> <b>All About You</b> <b>Progress Check</b>	<b>Cross-curricular Reading:</b> <b>Sociology page 96</b>		<b>Teen 2 Teen Friends Magazine 1 page 100</b>	
<b>4. Are there any eggs?</b> page 30	<ul style="list-style-type: none"> <li>Plural nouns: spelling rules</li> <li><i>some</i> and <i>any</i></li> </ul>	<ul style="list-style-type: none"> <li>Food: count nouns</li> </ul>	<ul style="list-style-type: none"> <li>Plan a meal with someone</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A café menu</li> <li><b>Skill / strategy:</b> Scan for information</li> </ul> <b>Writing page 91</b> <ul style="list-style-type: none"> <li>Using <i>there is</i> and <i>there are</i> with singular and plural nouns</li> </ul>
<b>5. We need a box of rice.</b> page 36	<ul style="list-style-type: none"> <li>Count and non-count nouns; <i>How many</i> and <i>How much</i></li> <li>The simple present tense: statements</li> </ul>	<ul style="list-style-type: none"> <li>Drinks and more foods: non-count nouns</li> </ul>	<ul style="list-style-type: none"> <li>Discuss likes and dislikes</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A restaurant review</li> <li><b>Skill / strategy:</b> Scan for information</li> </ul> <b>Writing page 92</b> <ul style="list-style-type: none"> <li>Using details to make a description interesting</li> </ul>
<b>6. Teen 2 Teen Friends</b> <b>Do you eat dinner late?</b> page 42	<ul style="list-style-type: none"> <li>Frequency adverbs; The simple present tense: spelling rules</li> <li>The simple present tense: <i>yes / no</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>Daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a typical evening at home</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An online message board</li> <li><b>Skill / strategy:</b> Confirm a text's content</li> </ul> <b>Writing page 92</b> <ul style="list-style-type: none"> <li>Placement of frequency adverbs in a sentence</li> </ul>
<b>Review: Units 4–6 pages 48–49</b> <b>All About You</b> <b>Progress Check</b>	<b>Cross-curricular Reading:</b> <b>Science page 97</b>		<b>Teen 2 Teen Friends Magazine 2 page 101</b>	





	Grammar	Vocabulary	Social language	Reading and Writing
<b>7.</b> <b>How do you get there?</b> page 50	<ul style="list-style-type: none"> <li>The simple present tense: information questions</li> </ul>	<ul style="list-style-type: none"> <li>Transportation</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Ask about activities and transportation</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Interviews with students</li> <li><b>Skill / strategy:</b> Classify information</li> </ul> <b>Writing</b> page 93 <ul style="list-style-type: none"> <li>Placement of time expressions</li> </ul>
<b>8.</b> <b>What do your parents do?</b> page 56	<ul style="list-style-type: none"> <li>The present continuous and the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>Work activities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what you want to be when you grow up</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profiles of famous people</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing</b> page 93 <ul style="list-style-type: none"> <li>Time order</li> </ul>
<b>9. Teen2Teen Friends</b> <b>Feel better!</b> page 62	<ul style="list-style-type: none"> <li>The present continuous for the future</li> </ul>	<ul style="list-style-type: none"> <li>Ailments</li> </ul>	<ul style="list-style-type: none"> <li>Express sympathy and offer advice for an ailment</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A blog post</li> <li><b>Skill / strategy:</b> Confirm a text's content</li> </ul> <b>Writing</b> page 94 <ul style="list-style-type: none"> <li>Clauses with <i>because</i></li> </ul>
<b>Review: Units 7–9</b> pages 68–69 <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Environmental Science</b> page 98		<b>Teen2Teen Friends Magazine 3</b> page 102
<b>10.</b> <b>The key rings? I love them!</b> page 70	<ul style="list-style-type: none"> <li>Verbs of degree: <i>love, like, don't like, hate</i></li> <li>Object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Personal objects and souvenirs</li> </ul>	<ul style="list-style-type: none"> <li>Express a negative opinion</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A newspaper article</li> <li><b>Skill / strategy:</b> Identify the main idea</li> </ul> <b>Writing</b> page 94 <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>
<b>11.</b> <b>Can I borrow your charger?</b> page 76	<ul style="list-style-type: none"> <li><i>Can</i> for permission</li> </ul>	<ul style="list-style-type: none"> <li>Electronic devices</li> <li>Using electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Ask to borrow something</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An advertisement</li> <li><b>Skill / strategy:</b> Identify supporting details</li> </ul> <b>Writing</b> page 95 <ul style="list-style-type: none"> <li>Using correct punctuation</li> </ul>
<b>12. Teen2Teen Friends</b> <b>She's smarter than me!</b> page 82	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Comparative adjectives: form</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe people</li> </ul>	<ul style="list-style-type: none"> <li>Compare yourself with others in your family</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A travel blog</li> <li><b>Skill / strategy:</b> Confirm a text's content</li> </ul> <b>Writing</b> page 95 <ul style="list-style-type: none"> <li>Using <i>However</i> to introduce a contrast</li> </ul>
<b>Review: Units 10–12</b> pages 88–89 <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Geography</b> page 99		<b>Teen2Teen Friends Magazine 4</b> page 103
<b>Reference</b> pages 104–106				
<b>Workbook</b> pages W1–W37				





Welcome to

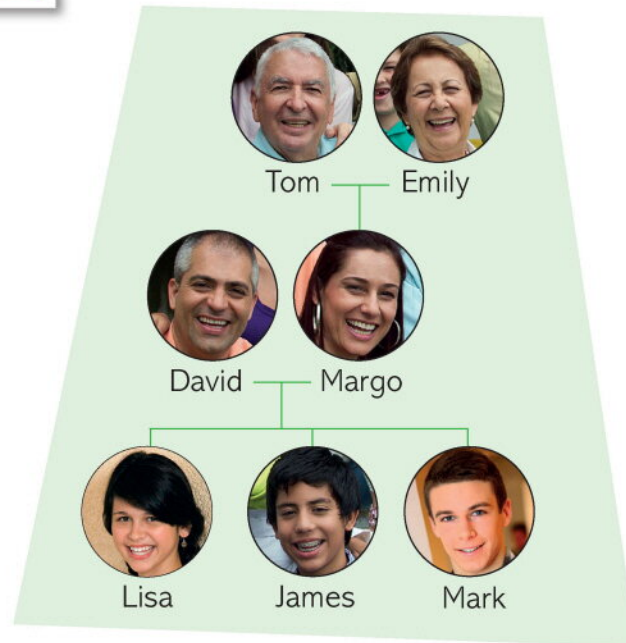
# TEEN 2 TEEN

## Vocabulary Review

### The family

1. Look at the family. Circle the correct words.

1. Mark is James's brother / sister.
2. Margo's mother / sister is Emily.
3. David is Lisa's father / brother.
4. Tom and Emily are James's grandparents / parents.
5. James and Mark's mother / sister is Lisa.
6. Tom is Margo's brother / father.



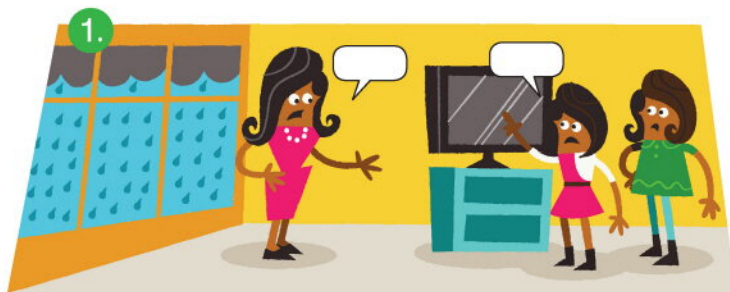
### Clock times

2. What's the time? Look at the clocks. Write the time in words.

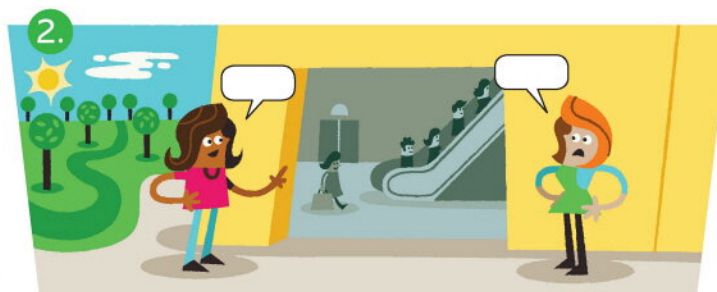
1. It's one twenty-five.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Free-time activities

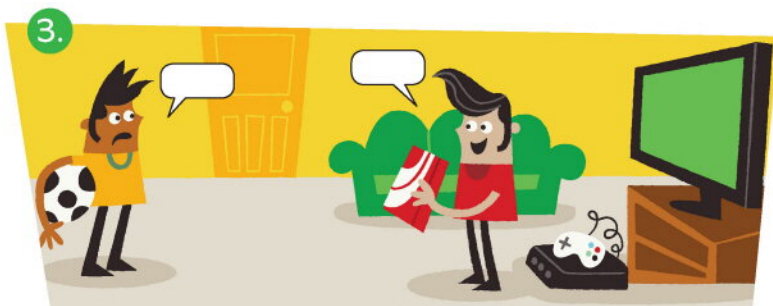
3. Complete each conversation. Circle the correct activity or place.



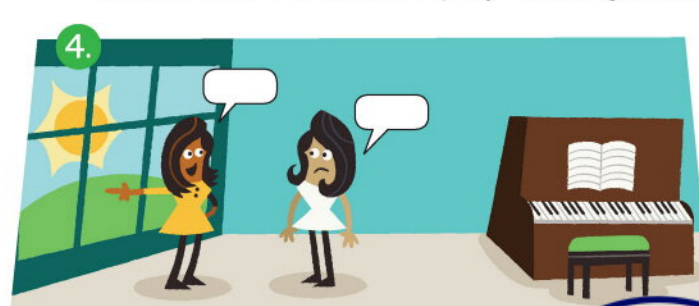
- A: It's rainy. We should stay home / go to the beach.  
B: OK. Let's watch TV / play volleyball.



- A: Let's go to the park / mall.  
B: No way! The weather's beautiful. We should ride our bikes / play video games.



- A: I'm bored! Let's go to the park / movie theater and watch TV / play soccer.  
B: Actually, let's not. Let's just play soccer / play video games.



- A: The weather is so nice today. We should play the piano / go to the beach.  
B: Let's not go to the beach. I can't ride a bike / swim.



## Clothes

4. Look at the pictures. Complete each statement about the clothes and the colors.



1. These shoes are green and white.

2. That \_\_\_\_\_ is \_\_\_\_\_.

3. Those \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_.

4. This \_\_\_\_\_ is \_\_\_\_\_.

## Grammar Review

### Verb *be*: statements and subject pronouns

1. Complete each statement with the correct form of *be* or a subject pronoun. Use contractions.

1. He's \_\_\_\_\_ short.

2. They \_\_\_\_\_ very pretty.

3. \_\_\_\_\_'s my grandma.

4. \_\_\_\_\_'m from Brazil.

5. We \_\_\_\_\_ late for math class.

6. \_\_\_\_\_'s a very big city.

7. You \_\_\_\_\_ my friend.

8. \_\_\_\_\_'re our notebooks.

2. Rewrite each statement in the affirmative. Write full forms.

1. Those shoes aren't too expensive.

Those shoes are too expensive.

2. Selma's boyfriend isn't very cute.

\_\_\_\_\_

3. Our family isn't big.

\_\_\_\_\_

4. I'm not Mary's sister.

\_\_\_\_\_

3. Rewrite each statement in the negative. Use contractions.

1. The homework is on the kitchen table.

The homework isn't on the kitchen table.

2. I'm Canadian.

\_\_\_\_\_

3. Your books are in your backpack.

\_\_\_\_\_

4. The weather is rainy today.

\_\_\_\_\_



## Possessive adjectives and possessive 's

### 4. Complete the statements with a possessive adjective or the possessive 's.

1. Patricia's \_\_\_\_\_ nickname is Pat. Her \_\_\_\_\_ hometown is Sydney, Australia.
2. We're in English class, but \_\_\_\_\_ teacher is late. It's 9:10 and she isn't here.
3. My mom and dad are from New York, but my mom \_\_\_\_\_ parents are from Toronto.
4. Mollie, \_\_\_\_\_ blouse is too big! Is it \_\_\_\_\_ blouse or \_\_\_\_\_ mom \_\_\_\_\_ blouse?
5. London is fantastic. \_\_\_\_\_ tourist attractions are awesome.

## Verb be: yes/ no questions and short answers

### 5. Complete the questions and short answers with the correct form of be.

- |   |   |  |
|---|---|--|
| 1. A: <u>Are</u> we late?<br>B: No, you're <u>not</u> . | 3. A: _____ I in your class?<br>B: Yes, you _____.    | 5. A: _____ Amy his sister?<br>B: Yes, she _____.    |
| 2. A: _____ he Matt's Dad?<br>B: No, he _____.          | 4. A: _____ they your students?<br>B: No, they _____. | 6. A: _____ you our new teacher?<br>B: Yes, I _____. |

## Verb be: information questions

### 6. Read the answers. Complete the questions with question words. Write full forms, not contractions.

1. When is \_\_\_\_\_ math class? (It's at 2:00.)
2. \_\_\_\_\_ jeans are too expensive? (The white ones.)
3. \_\_\_\_\_ their family name? (It's Caldor.)
4. \_\_\_\_\_ Ms. Halter? (She's the new math teacher.)
5. \_\_\_\_\_ students are in this class? (There are 36.)
6. \_\_\_\_\_ the bus stop in this neighborhood? (It's around the corner.)
7. \_\_\_\_\_ is your brother? (He's three.)
8. \_\_\_\_\_ are your parents from? (They're from Portugal.)

## there is/ there are

### 7. Complete the conversations with the correct form of there is or there are.

1. A: Is there \_\_\_\_\_ a movie theater in the neighborhood?  
B: No, there isn't \_\_\_\_\_.
2. A: \_\_\_\_\_ a park near the mall?  
B: Yes, \_\_\_\_\_ a big park right down the street.
3. A: How many good restaurants \_\_\_\_\_ in Sao Paulo?  
B: In Sao Paulo? \_\_\_\_\_ lots and lots!
4. A: When \_\_\_\_\_ a meeting for the new students?  
B: At school? \_\_\_\_\_ a meeting today. It's at 5:00.





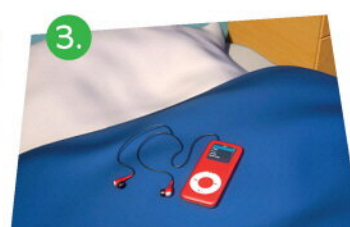
## Prepositions of time, location, and origin

### 8. Complete each statement with the prepositions *in*, *on*, *at*, or *from*.

1. My parents are at work.
2. Sarah's birthday's \_\_\_\_\_ April.
3. The movie's \_\_\_\_\_ Saturday.
4. The concert's \_\_\_\_\_ November 1st.
5. Kyungah is \_\_\_\_\_ South Korea, but she's in the U.S. now.
6. I'm \_\_\_\_\_ school from 7:30 to 3:00.
7. Where is he? He's \_\_\_\_\_ Los Angeles, \_\_\_\_\_ the U.S.
8. It's 7:00 p.m. The Smith family is \_\_\_\_\_ home.

### 9. Look at the pictures. Complete each statement with the words below and the correct preposition.

markers MP3 player pencil case phone

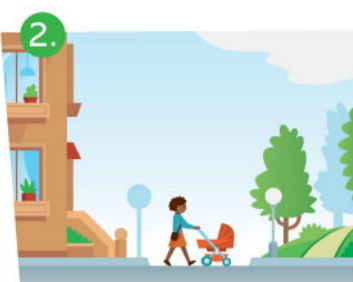


1. The markers are on the table.
2. The \_\_\_\_\_ is \_\_\_\_\_ the table \_\_\_\_\_ the kitchen.
3. The \_\_\_\_\_ is \_\_\_\_\_ the bed.
4. The \_\_\_\_\_ is \_\_\_\_\_ the backpack.

### 10. Look at the pictures. Complete the statements, using expressions of location and places in the neighborhood.

across the street from around the corner from between ~~in front of~~ in front of

apartment building bus stop house restaurant school

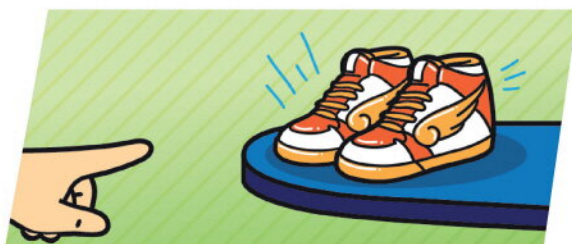


1. Josh is in front of \_\_\_\_\_ the school \_\_\_\_\_.
2. The \_\_\_\_\_ is \_\_\_\_\_ the park.
3. The \_\_\_\_\_ is \_\_\_\_\_ the mall.
4. The \_\_\_\_\_ is \_\_\_\_\_ the movie theater.
5. The \_\_\_\_\_ is \_\_\_\_\_ the school and the \_\_\_\_\_.

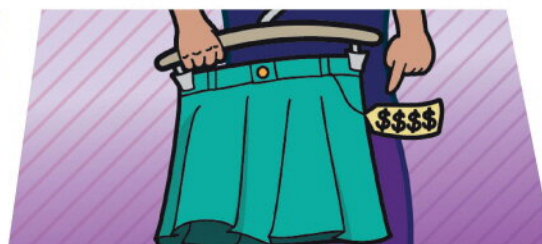


**this / that / these / those**

11. Look at the pictures. Complete the conversations with *this*, *that*, *these*, or *those*. Use *Let's* or *Let's not*, according to the statements.



1. Let's buy \_\_\_\_\_ shoes.  
They're so cool.



2. \_\_\_\_\_ buy \_\_\_\_\_ skirt.  
It's too expensive.



3. \_\_\_\_\_ go to \_\_\_\_\_ movie.  
It's not very good.



4. \_\_\_\_\_ go to \_\_\_\_\_ Chinese restaurant.  
It's awesome!

**can / can't**

12. Complete the grammar examples.

Affirmative	Negative
I can ride a bicycle.	I can't ride a horse.
We (1) <u>can</u> dance.	We (2) _____ swim.
She can speak Chinese.	She (3) _____ speak Korean.
yes / no questions	Short answers
Can you cook?	Yes, I can.                      No, I (4) _____.
(5) _____ he draw well?	Yes, he (6) _____.      No, he (7) _____.
(8) _____ they play the piano?	Yes, they (9) _____.    No, they (10) _____.

**should / shouldn't**

13. Complete the statements and conversations with *should* or *shouldn't*.

- I should buy those pants. They're great for school.
- We \_\_\_\_\_ go to the beach today. It's too cold and windy.
- They \_\_\_\_\_ listen carefully to the teacher. They \_\_\_\_\_ talk to their classmates in class.
- His mom's at work, and she can't talk on the phone. He \_\_\_\_\_ call his mom.
- A: \_\_\_\_\_ I stay home?    B: No, you \_\_\_\_\_. The weather's beautiful.
- A: What \_\_\_\_\_ I do first?    B: You \_\_\_\_\_ do your homework!





# Teen2Teen Friends

iPad

09:14 AM

1.02)) Connecting Teens Around the World!

Hi! I'm Julie Duclos.



Phil Campbell here.  
We should be friends!



Welcome to Teen2Teen  
Friends! I'm Gan Yu.



Hello! I'm Adam Lucas.



I'm Daniel Campos.  
How are you?



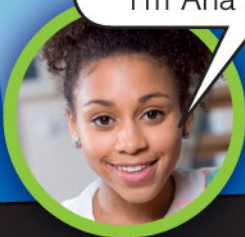
I'm Maya Ivanova.  
I'm new!



I'm Sandra Pacheco.  
Can you speak English?



Nice to meet you!  
I'm Ana Costa.



I'm Emi Sato.  
Hi! I'm new, too!



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





# We're wearing our new uniform!

**Grammar:** The present continuous: affirmative and negative statements • The present participle: spelling rules  
**Vocabulary:** Family and other relationships  
**Social language:** Ask if someone is busy • Offer to call back later

## Topic Snapshot

1.03 1. Read and listen to the phone conversation.



**Jake:** Hi, Mollie. Where are you?  
**Mollie:** Oh, hi, Jake. I'm at the mall with Sara.  
 We're shopping for new gym shoes.  
**Sara:** Hey, Mollie! What about these?



**Mollie:** Just a minute, Sara. My teammate  
 Jake's calling.  
**Jake:** Who's Sara?  
**Mollie:** She's my cousin. My mom's sister  
 is her mother.



**Jake:** Cool. Hey, guess what.  
**Mollie:** What?  
**Jake:** I'm wearing the new volleyball team  
 uniform! You should come now!



**Mollie:** The new uniforms are in? That's great!  
 Sara's buying a pair of shoes right now.  
 I can be there in about twenty minutes. OK?  
**Jake:** Great! See you soon.

2. Match the two parts of each statement, according to the Topic Snapshot.

1. Mollie is ...
  2. Jake is ...
  3. Sara is ...
- a. buying new gym shoes now.
  - b. shopping with her cousin, Sara.
  - c. calling his teammate on the phone.
  - d. speaking to her teammate on the phone.
  - e. not talking on the phone.
  - f. wearing the new uniform.





## Grammar The present continuous: affirmative and negative statements

### 1. Study the grammar.

- Use the present continuous for actions in progress now.
- Use a form of *be* and a present participle.

They're watching TV right now.

Affirmative statements	Negative statements
I <b>am doing</b> my homework.	I <b>am not playing</b> video games.
She <b>is visiting</b> her cousin.	He <b>is not staying</b> home.
We <b>are watching</b> TV.	They <b>are not listening</b> to music.



#### Language tip

- You can use *'re* and *'re not* with subject pronouns.  
*They're watching TV. / They're not watching TV.*
- Don't use *'re* and *'re not* with names or nouns. Use *are* and *aren't*.  
*My friends are playing video games. NOT My friends're playing video games.*  
*Megan and Ross aren't watching TV. NOT Megan and Ross're not watching TV.*

#### Reminder

Contractions with *be + not*  
*am not = 'm not*  
*is not = 's not OR isn't*  
*are not = 're not OR aren't*

1.04

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each statement with the present continuous. Write an affirmative or negative form of *be*. Use contractions.

1. Gail 's wearing the new soccer uniform. It's very nice!
2. My brothers \_\_\_\_\_ playing video games now. They're doing their homework.
3. I \_\_\_\_\_ calling my grandma right now. It's her birthday!
4. We \_\_\_\_\_ staying home today. It's too cold and windy outside.
5. My mom and dad \_\_\_\_\_ watching TV in the living room. They're in the kitchen.
6. Mr. York is usually our teacher, but Ms. Magid \_\_\_\_\_ teaching our class right now.

### 4. Complete the conversations. Write the present continuous forms of the verbs. Use contractions.

1. Are you at the park?

No, I'm not. I'm doing  
(I / do) my homework.

2. Hi, Jo. Where are you?

I'm at the beach with my friends.  
\_\_\_\_\_  
(we / play) volleyball.

3. Is Mom at home?

Yes, she is.  
\_\_\_\_\_  
(she / cook) right now. You're late!

4. So, how's Paris?

Awesome!  
\_\_\_\_\_  
(I / visit) the Eiffel Tower right now.



## Grammar The present participle: spelling rules

### 1. Study the grammar.

To form the present participle, add *-ing* to the base form of the verb.

base form		present participle
listen	→	listening
call	→	calling

If the base form ends in *-e*, drop the *-e* and add *-ing*.

write ~~e~~ → writing    dance ~~e~~ → dancing

If the base form ends in one vowel and one consonant, double the consonant and add *-ing*.

swim → swimming    shop → shopping

If the consonant is *w*, *x*, or *y*, don't double the consonant. Just add *-ing*.

draw → drawing    play → playing

#### Vowels

a e i o u

#### Consonants

b c d f g h j  
k l m n p q r  
s t v w x y z

#### Other present participles

cooking  
going  
reading  
teaching  
wearing

### 2. Write the present participle of each base form.

- |                            |               |                |
|----------------------------|---------------|----------------|
| 1. listen <u>listening</u> | 5. sing _____ | 9. go _____    |
| 2. practice _____          | 6. draw _____ | 10. cook _____ |
| 3. dance _____             | 7. ride _____ | 11. look _____ |
| 4. swim _____              | 8. play _____ | 12. stop _____ |

### 3. Complete each statement with the present continuous. Use contractions.

- It's cold and windy today, so I'm wearing \_\_\_\_\_ (I/wear) a warm jacket.  
\_\_\_\_\_ (I/not/wear) shorts.
- My dad isn't at work today. \_\_\_\_\_ (he/stay) home, and  
\_\_\_\_\_ (he/watch) TV.
- Look! \_\_\_\_\_ (Carla/dance) right now. What a good dancer!
- \_\_\_\_\_ (I/shop) for clothes at the mall.
- \_\_\_\_\_ (Marty/go) to the park right now. \_\_\_\_\_ (He/ride) his bike.

1.05

### 4. Listening comprehension Listen to the conversations. Circle the correct verb form.

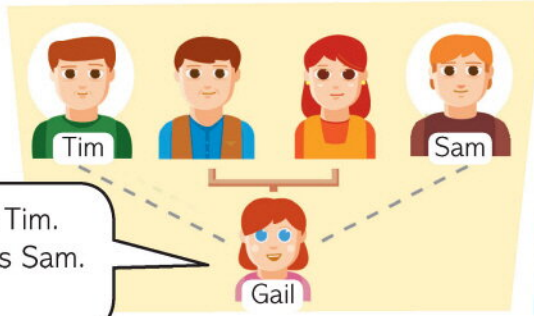
- He's doing / not doing his homework. He's watching / not watching TV.
- She's calling / not calling her friend. She's playing / not playing video games.
- He's visiting / not visiting his grandma. She's swimming / not swimming at the beach.
- He's wearing / not wearing his new T-shirt. His mom's writing / not writing an e-mail.





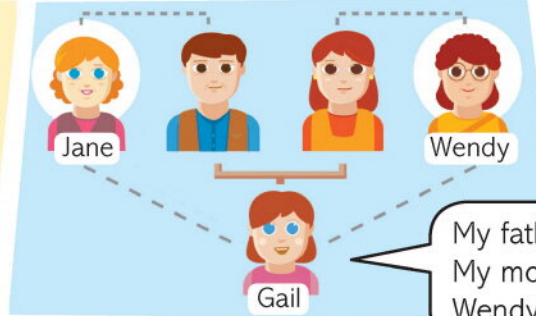
## Vocabulary Family and other relationships

1.06)) **1. Look at the pictures. Read and listen.**



My father's brother is Tim.  
My mother's brother is Sam.  
They're my uncles.

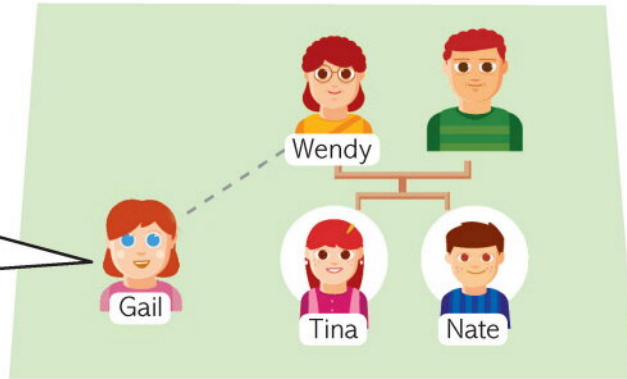
1. an uncle



My father's sister is Jane.  
My mother's sister is Wendy.  
They're my aunts.

2. an aunt

Tina and Nate are my Aunt Wendy's children.  
Tina is my Aunt Wendy's daughter. Nate is my Aunt Wendy's son.  
Tina and Nate are my cousins.



3. a child / two children
4. a son / a daughter
5. a cousin

The kids next door are Seth and Carla.  
They're my neighbors.



6. a neighbor



Lacey and Sue are on my team. They're my teammates.

7. a teammate

1.07)) **2. Pronunciation Listen and repeat.**

1.08)) **3. Listening comprehension Listen to the conversations.**

**Write the activity and the relationship.**

1. She 's playing soccer with her teammates.
2. He \_\_\_\_\_ with his \_\_\_\_\_.
3. She \_\_\_\_\_ her \_\_\_\_\_.
4. He \_\_\_\_\_ to music with his \_\_\_\_\_.

### And don't forget ...

- a mother / a father (parents)
- a grandmother / a grandfather (grandparents)
- a sister / a brother
- a friend
- a boyfriend / a girlfriend
- a classmate

About you!



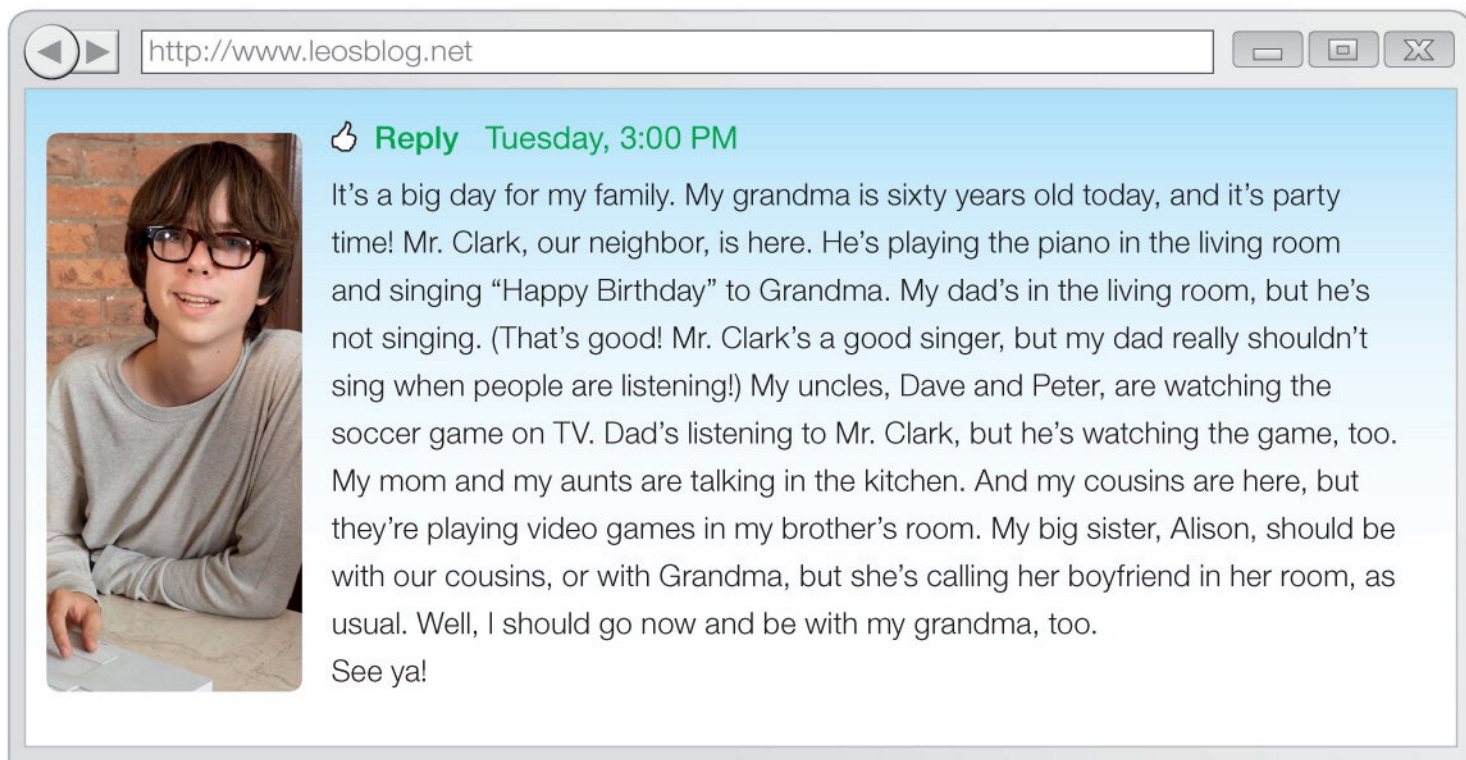
**Write two statements about people in your family or about other relationships.**

Uncle David is my father's brother. Jacob is my cousin.



## Reading A personal blog

### 1.09 1. Read Leo's blog. What is the event today?



http://www.leosblog.net

👍 Reply Tuesday, 3:00 PM

It's a big day for my family. My grandma is sixty years old today, and it's party time! Mr. Clark, our neighbor, is here. He's playing the piano in the living room and singing "Happy Birthday" to Grandma. My dad's in the living room, but he's not singing. (That's good! Mr. Clark's a good singer, but my dad really shouldn't sing when people are listening!) My uncles, Dave and Peter, are watching the soccer game on TV. Dad's listening to Mr. Clark, but he's watching the game, too. My mom and my aunts are talking in the kitchen. And my cousins are here, but they're playing video games in my brother's room. My big sister, Alison, should be with our cousins, or with Grandma, but she's calling her boyfriend in her room, as usual. Well, I should go now and be with my grandma, too.

See ya!

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

1. Leo's grandmother is playing the piano. T / **F**
2. Leo's uncles are playing soccer. T / F
3. There are five people in the living room. T / F
4. Leo's cousins are playing video games. T / F
5. Alison is calling her classmate. T / F
6. Leo's neighbor can sing and play the piano. T / F

### 3. Correct the false statements in Exercise 2.

- a. 1. Leo's neighbor is playing the piano.
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### 4. Read the information. Who are they?

1. She's with Leo's aunts. She isn't watching TV. Leo's mom
2. She's not in the living room or the kitchen. She's not playing video games. \_\_\_\_\_
3. He's with Grandma. He's listening, but he's watching TV, too. \_\_\_\_\_
4. She's with the neighbor. She isn't watching TV or playing the piano. \_\_\_\_\_
5. They're not singing. They're watching TV. \_\_\_\_\_
6. He's not at Leo's house. He's on the phone. \_\_\_\_\_





1.10) 1. Read and listen to the conversation.



- A** Hello?
- B** Hi, Mia. This is Jeff. Are you busy?
- A** Hey, Jeff. Actually, I am. I'm playing video games with my cousin right now.
- B** Oh, I'm sorry. Can I call you back later?
- A** Sure. How about at 3:00?
- B** OK. Talk to you then.
- A** Bye bye.

Ways to express a later time

- 1.11) How about at 3:00?  
in fifteen minutes?  
this afternoon?  
this evening?

1.12) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation.

Change the activity, the relationship, and the time to call back.

**A** Hello?

**B** Hi, \_\_\_\_\_. This is \_\_\_\_\_. Are you busy?

**A** Hey, \_\_\_\_\_. Actually, I am.  
I'm \_\_\_\_\_ with my \_\_\_\_\_ right now.

**B** Oh, I'm sorry. Can I call you back later?

**A** Sure. How about \_\_\_\_\_?

**B** \_\_\_\_\_. Talk to you then.

**A** Bye bye.

Activities



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

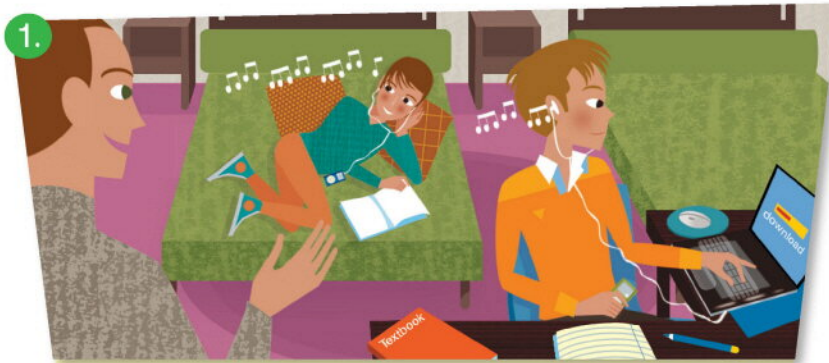


# Are you doing your homework?

**Grammar:** The present continuous: *yes/no* questions and short answers  
**Vocabulary:** Activities at home  
**Social language:** Talk about what you're doing

## Topic Snapshot

1.13 1. Read and listen to the conversation.



**Dad:** Hi, guys!  
**Brad:** Hi, Dad. What's up?  
**Dad:** Not much. Are you kids doing your homework? It's getting late.  
**Brad:** Really? What time is it?



**Dad:** Ten o'clock. Hey, guys. It's Sunday. Tomorrow's a school day.  
**Brad:** I *am* doing my homework, Dad! Really. I'm just reading a story for English class.



**Dad:** Matt? ... MATT! Hello!  
**Matt:** Oh, hi, Dad. What's up?  
**Dad:** Matt, are you listening to music?  
**Matt:** I am. And I'm doing my math homework. I'm just downloading this great song, too.



**Dad:** But you boys can't do your homework *and* listen to music at the same time!  
**Brad:** Sure we can, Dad. No problem!  
**Matt:** Dad, we're multi-tasking!

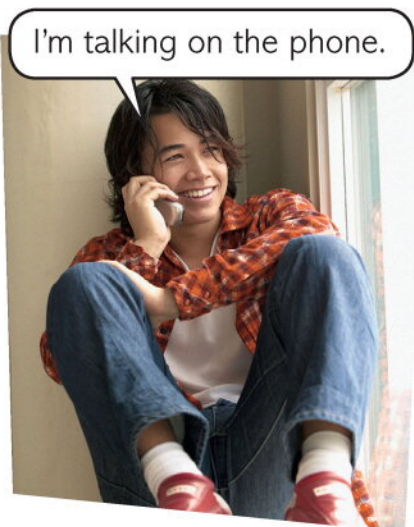
2. Complete each statement, according to the Topic Snapshot. Circle *a* or *b*.

- |  |  |                  |
|--|--|------------------|
| 1. The boys are ...                          | <input checked="" type="radio"/> a. at home. | b. at school.    |
| 2. ... listening to music.                   | a. Brad is                                   | b. Both boys are |
| 3. Brad and Matt ... doing their homework.   | a. aren't                                    | b. are           |
| 4. ... is doing math homework.               | a. Matt                                      | b. Brad          |
| 5. ... is reading a story for English class. | a. Matt                                      | b. Brad          |



## Vocabulary Activities at home

1.14)) **1. Look at the photos. Read and listen.**



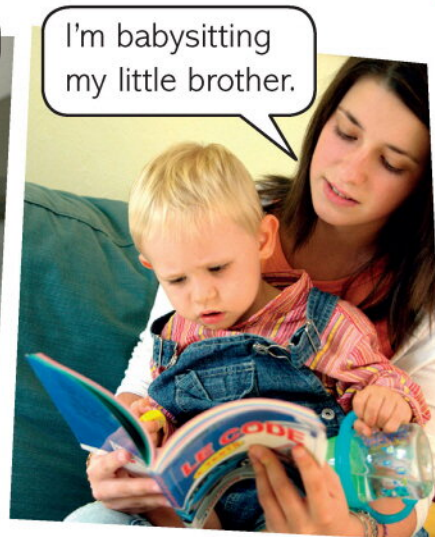
1. talk on the phone



2. play with my dog / cat



3. help my mom / dad



4. babysit my little brother / sister



5. eat breakfast



6. eat lunch



7. eat dinner

### And don't forget ...

- do my homework
- listen to music
- play video games
- read
- watch TV

1.15)) **2. Pronunciation Listen and repeat.**

1.16)) **3. Listening comprehension Listen to the conversations. Check the activity for each conversation.**

	a.	b.	c.	d.	e.
1.					
2.			✓		
3.					
4.					
5.					



## Grammar The present continuous: *yes / no* questions and short answers

### 1. Study the grammar.

yes / no questions	Short answers
<b>Are</b> you <b>talking</b> on the phone with Jo?	Yes, I am.      No, I'm not.
<b>Is</b> he <b>playing</b> video games?	Yes, he is.      No, he's not. <b>OR</b> No, he isn't.
<b>Is</b> she <b>watching</b> TV?	Yes, she is.      No, she's not. <b>OR</b> No, she isn't.
<b>Is</b> the cat <b>playing</b> with the dog?	Yes, it is.      No, it's not. <b>OR</b> No, it isn't.
<b>Are</b> you <b>eating</b> lunch now?	Yes, we are.      No, we're not. <b>OR</b> No, we aren't.
<b>Are</b> they <b>downloading</b> a song?	Yes, they are.      No, they're not. <b>OR</b> No, they aren't.



#### Language tip

- Don't contract affirmative short answers.

Yes, I am. **NOT** Yes, I'm.

Yes, it is. **NOT** Yes, it's.

1.17

### 2. Pronunciation Listen to the grammar examples. Repeat.

1.18

### 3. Listening comprehension Listen to the conversations. Circle the correct answer.

- Is Evan doing the geography homework?      Yes, he is. / No, he's not.
- Is Molly babysitting her little sister?      Yes, she is. / No, she's not.
- Is Mike helping his dad?      Yes, he is. / No, he's not.
- Are Marcia and Johnny reading?      Yes, they are. / No, they're not.
- Is Danny helping his little brother?      Yes, he is. / No, he's not.

### 4. Write questions and answers, using the present continuous.

- James / do homework?

No, he / help his mom.

*Is James doing homework?*

*No, he's helping his mom.*

- the girls / play with their cat and dog?

No, they / eat lunch now.

- you / talk on the phone?

Yes, and I / listen to music, too.

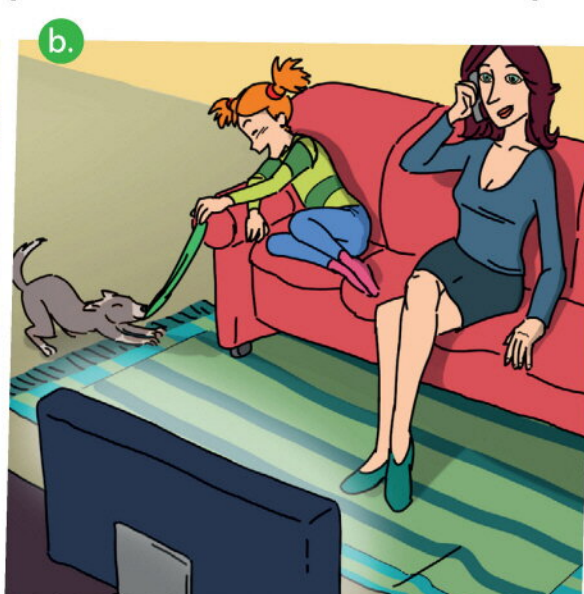
- Mom and Dad / watch TV in the living room?

Actually, Mom / help Adam with his homework, and Dad / shop.





5. Look at the pictures. Complete each *yes / no* question and short answer, according to the picture. Use contractions when possible.



**a. In the kitchen**

- A: Is Max helping \_\_\_\_\_ (help) his dad?  
B: No, he 's not.
- A: \_\_\_\_\_ his dad \_\_\_\_\_ (multi-task)?  
B: \_\_\_\_\_, he \_\_\_\_\_.
- A: \_\_\_\_\_ the cat \_\_\_\_\_ (eat) at the table?  
B: \_\_\_\_\_, it \_\_\_\_\_. It \_\_\_\_\_ under the table.

**b. In the living room**

- A: \_\_\_\_\_ Mom \_\_\_\_\_ (talk) on the phone on the sofa in the living room?  
B: \_\_\_\_\_, she \_\_\_\_\_.
- A: \_\_\_\_\_ she \_\_\_\_\_ (play) with the dog, too?  
B: \_\_\_\_\_, she \_\_\_\_\_. She \_\_\_\_\_ (watch) TV.
- A: And what about the dog? \_\_\_\_\_ it \_\_\_\_\_ (watch) TV, too?  
B: No, it \_\_\_\_\_. It \_\_\_\_\_ (play) with the little girl.

**c. In Maggie's bedroom**

- A: \_\_\_\_\_ Maggie \_\_\_\_\_ (babysit) her little sister?  
B: \_\_\_\_\_, she \_\_\_\_\_.
- A: \_\_\_\_\_ she \_\_\_\_\_ (play) video games and \_\_\_\_\_ (read)?  
B: \_\_\_\_\_, she \_\_\_\_\_.

About you!



Write a *yes / no* question in the present continuous for your partner. Then change books and answer the question in your partner's book. Write a short answer.

Your question

Is your mother working right now?

Your partner's answer

Yes, she is.



## Reading Instant messages

- 1.19 **1. Read the instant messages.**  
Who's Brooke's friend?



### 2. Complete each statement, according to the messages.

- |                     |                                  |
|---------------------|----------------------------------|
| 1. Zack             | a. is doing homework.            |
| 2. Brooke           | b. are helping Brooke.           |
| 3. The cats online  | c. are sending instant messages. |
| 4. The dog online   | d. are singing.                  |
| 5. Brooke's parents | e. is skateboarding.             |
| 6. Brooke and Zack  | f. isn't doing homework.         |

### 3. Answer each yes/no question with a short answer.

- |   |  |
|---|--|
| 1. Is Zack doing the math homework?<br><u>No, he's not.</u> | 5. Are the cats good singers?<br>_____         |
| 2. Is Brooke doing the homework?<br>_____                   | 6. Is the dog singing, too?<br>_____           |
| 3. Are the cats skateboarding online?<br>_____              | 7. Is Brooke helping her mom and dad?<br>_____ |
| 4. Are the cats singing?<br>_____                           | 8. Is Zack playing with his dog?<br>_____      |





## Talk about what you're doing

## 1.20 Read and listen to the conversation.



- A** Hello, Jake? Olivia. Where are you right now?
- B** Hey, Olivia. I'm at the mall.
- A** Are you shopping?
- B** No, actually, I'm not. I'm eating lunch. What about you?
- A** I'm at home. I'm babysitting my sister.
- B** Sorry, Olivia. I need to go now.
- A** OK. Bye!



## 1.21 2. Pronunciation Listen and repeat.

## 3. Guided conversation On the notepad, write activities you do in each place. Then create a NEW conversation, using your activities.

**A** Hello, \_\_\_\_\_? \_\_\_\_\_. Where are you right now?

**B** Hey, \_\_\_\_\_. I'm \_\_\_\_\_.

**A** Are you \_\_\_\_\_?

**B** No, I'm not. I'm \_\_\_\_\_.  
What about you. Where are you?

**A** I'm \_\_\_\_\_. I'm \_\_\_\_\_.

**B** Sorry, \_\_\_\_\_. I need to go now.

**A** OK. Bye!

at home
do my homework
at school
at a restaurant
at a store



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



# What are you doing this year?

**Grammar:** The present continuous for actions that continue in the present • Information questions  
**Vocabulary:** Extra-curricular activities  
**Social language:** Greet someone after a long time

## Topic Snapshot

1.22

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

# Teen2Teen Friends

The screenshot shows a social media interface. On the left is the profile of Sandra Pacheco, with a green frog on a red flower as a background. Below her name are buttons for 'Meet new friends', 'Question of the day', 'My blog', 'Favorite places', and 'Video webchat'. Underneath is a 'My Friends' section with a grid of six small profile pictures: Adam Lucas, Gan Yu, Maya Ivanova, Phil Campbell, Emi Sato, and a 'New Friend' placeholder. The main area on the right shows a list of posts from Sandra and her friends. The posts are: Sandra's welcome message; Adam's post about soccer; Gan's post about dancing; Sandra's post asking about new members; Maya's post introducing herself from Moscow; Phil's post about visiting Frankfurt; Emi's post from Tokyo; Phil's reply about school; and Adam's final welcome message. At the bottom of the post list is a 'Post a comment ...' field.

### 2. Complete each statement, according to the Topic Snapshot.

- |           |   |
|-----------|---|
| 1. Sandra | a. is taking dancing lessons.                 |
| 2. Adam   | b. is studying English in Moscow.             |
| 3. Gan    | c. is asking everyone about their activities. |
| 4. Maya   | d. is playing on a soccer team.               |

### 3. Why is Phil staying with his aunt? Check one answer.

- |   |  |
|---|--|
| 1. Because there's no school now. <input type="checkbox"/>        | 3. Because he's visiting family in Germany. <input type="checkbox"/> |
| 2. Because his parents aren't in London. <input type="checkbox"/> | 4. Because his uncle is in Germany. <input type="checkbox"/>         |



## Vocabulary Extra-curricular activities

1.23) 1. Look at the pictures. Read and listen.



1. take singing lessons



2. play in the school orchestra



3. play in the school band



4. play on the soccer team



5. learn a new language



6. collect money for charity

1.24) 2. **Pronunciation** Listen and repeat.

3. Look at the pictures. Complete each statement with the verbs from the Vocabulary. Use the present continuous. Use contractions.



1. We're collecting food for charity.



2. He \_\_\_\_\_ in a rock band.



3. They \_\_\_\_\_ on the basketball team.



4. I \_\_\_\_\_ dancing lessons.



5. She \_\_\_\_\_ Italian.



## Grammar The present continuous for actions that continue in the present

### 1. Study the grammar.

- **Reminder** You can use the present continuous for actions in progress now.

I'm **doing** my homework **right now**.

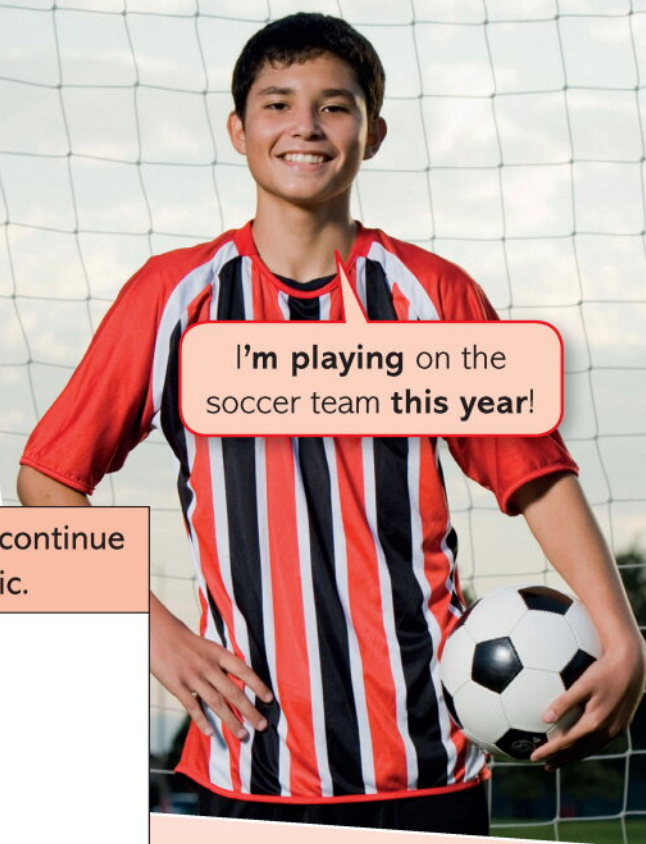
You can also use the present continuous for actions that continue in the present. You can use time expressions to be specific.

I'm **playing** on the soccer team **this year!**

The weather isn't good, so I'm **staying** home **today**.

She's **doing** her homework **this morning**.

We're **practicing** basketball **this afternoon**.



#### Language tip

- Time expressions can also be at the beginning of a statement.

*This year, I'm studying English.*

1.25

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each statement about actions that continue in the present.

Use contractions.

1. We're studying \_\_\_\_\_ (we / study) the geography of Africa this month. It's so interesting!
2. This year, \_\_\_\_\_ (my cousin / take) singing lessons. Now he can sing!
3. This week, \_\_\_\_\_ (we / collect) money for our school orchestra.
4. \_\_\_\_\_ (my sister / stay) with our grandparents this week. She's so lucky!
5. \_\_\_\_\_ (Mr. Mullin / teach) our math class this year. He's a nice teacher.
6. Martha isn't here this week. \_\_\_\_\_ (she / visit) her cousins in Canada.

1.26

### 4. Listening comprehension Listen and complete the statements with the present continuous, according to the conversations. Then listen again and complete each statement with the time expressions.

1. Janet is visiting \_\_\_\_\_ her cousins \_\_\_\_\_
2. Lucas \_\_\_\_\_ French \_\_\_\_\_
3. Their classmates \_\_\_\_\_ clothes for charity \_\_\_\_\_
4. Valerie \_\_\_\_\_ on the volleyball team \_\_\_\_\_
5. Ms. Winnow \_\_\_\_\_ the class \_\_\_\_\_

- a. this year.
- b. this week.
- c. today.
- d. this morning.
- e. this afternoon.

About you!



Complete the statement about your extra-curricular activities. Use the present continuous.

This year, I'm \_\_\_\_\_





## Grammar The present continuous: information questions

### 1. Study the grammar.

#### Information questions

What <b>are</b> you <b>doing</b> ?	(I'm working.)
What <b>is</b> your class <b>studying</b> this month?	(The geography of the United States.)
Where <b>is</b> Mr. Lake <b>teaching</b> this year?	(At our school.)
Why <b>is</b> David <b>wearing</b> the team uniform?	(Because there's a game today.)
Who <b>is</b> Karen <b>calling</b> ?	(She's calling her friend.)
<b>BUT</b> Who <b>is calling</b> Karen?	(Gary is calling Karen.)

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

I'm **doing** my homework.



#### Contractions with *is*

What's = What is    Why's = Why is    Where's = Where is    Who's = Who is



#### Language tip

- Don't contract *are*.

*What are you doing?* **NOT** *What're you doing?*

1.27

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Write information questions, using the cues. Use question marks. Use full forms, not contractions.

- (what / she / do / this morning) What is she doing this morning?
- (where / he / go / right now) \_\_\_\_\_
- (why / you / take / dancing lessons) \_\_\_\_\_
- (what / they / study / this month) \_\_\_\_\_
- (who / your cousin / babysit) \_\_\_\_\_

### 4. Complete the conversations. Write information questions in the present continuous. Use contractions when possible.

- A: What 's your brother doing \_\_\_\_\_ right now?  
B: My brother's playing video games in his room.
- A: Where \_\_\_\_\_ English this year?  
B: My cousins are studying English in Los Angeles.
- A: Why \_\_\_\_\_ now?  
B: I'm going to the beach now because it's so sunny!
- A: What \_\_\_\_\_ this week?  
B: This week my class is studying the geography of Europe.
- A: Where \_\_\_\_\_?  
B: My grandma's taking dancing lessons at a dancing school.
- A: Why \_\_\_\_\_?  
B: That man is writing on the board because he's our teacher!



## Reading Profiles to introduce new people

- 1.28) 1. Read about two new people on Teen2Teen Friends. What cities are Emi and Maya from?



Meet new friends

**Julie Duclos**  
Meet my new friend, Emi Sato!

Emi Sato is from Japan, and she's fourteen years old. Her hometown is the great city of Tokyo! Emi is taking violin lessons at a music school this year, and she can play really well. She's playing in her school orchestra for the first time. Her brother, Kenji, is staying with their aunt and uncle in the United States. They're both teachers at San Diego State University now, and he's studying computer science there. Emi and her brother are on Teen2Teen Friends every day, so they can speak by webcam.

**Gan Yu**  
Meet my new friend, Maya Ivanova!

Maya Ivanova is fourteen, and she's from the fantastic city of Moscow, in Russia. Maya is learning English at her school this year, and she's also taking art lessons after school. She can draw people really well. This week, people are buying her drawings of famous people, and she's collecting money for charity. Maya's father is a musician in a jazz band, and her mother is a dancer. Maya's sister, Olga, is ten, and she's studying English, too. Maya says, "Teen2Teen Friends is great! I can meet people, and I'm making new friends from all over the world."

### 2. Complete the statements about Emi and Maya and their families.

- Emi is taking violin lessons this year, and Maya is taking art lessons.
- Emi can \_\_\_\_\_ really well. Maya can \_\_\_\_\_ really well.
- Emi's brother is studying \_\_\_\_\_, and Maya's sister is studying \_\_\_\_\_.
- Emi's aunt and uncle are \_\_\_\_\_. Maya's mother is a \_\_\_\_\_, and her father is a \_\_\_\_\_.
- Maya's father is in a \_\_\_\_\_. Emi is playing in her \_\_\_\_\_ this year.

### 3. Read the statements. Circle T (true), F (false), or NI (no information).

- Kenji Sato is on Teen2Teen Friends every day. T / F / NI
- Olga Ivanova is on Teen2Teen Friends every day. T / F / NI
- Maya's parents can't speak English. T / F / NI
- Emi's aunt and uncle are teaching at San Diego State University now. T / F / NI
- Maya can't draw very well. T / F / NI
- Kenji is staying with his parents in the U.S. T / F / NI







## Greet someone after a long time

### 1.29)) 1. Read and listen to the conversation.

**A** Hey, Paula. Long time no see. What are you up to?

**B** Well, I'm playing on the soccer team this year.

**A** Really? That's great!

**B** What about you?

**A** Me? I'm taking dancing lessons.

**B** No kidding! Hey! We should get together after school.

**A** Great idea!



1.30))

### Positive adjectives

That's great!

That's nice!

That's cool!

That's awesome!

### 1.31)) 2. Pronunciation Listen and repeat.

### 3. Guided conversation Make a list of some things you are doing this year, this month, and this week. Then use your list and create a NEW conversation.

**A** Hey, \_\_\_\_\_. Long time no see.  
What are you up to?

**B** Well, \_\_\_\_\_.

**A** Really? That's \_\_\_\_\_!

**B** What about you?

**A** Me? \_\_\_\_\_.

**B** No kidding! Hey! We should get  
together after school.

**A** \_\_\_\_\_!

This year  
I'm studying English.

---

This month

---

This week



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



# Review: Units 1–3

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

Andy: Hello?

Jason: Hi, Andy. This is Jason. Where are you?

Andy: I'm at the mall. I'm shopping for school clothes. Why?

Jason: Because we're playing soccer in the park. You should come.

Andy: Now? I'm sorry, I can't. I'm not wearing my soccer shoes.

- Where is Andy? a. At the mall. b. At the park.
- What is Andy doing? a. He's playing soccer. b. He's shopping.
- What is Andy shopping for? a. Clothes. b. Shoes.
- Where is Jason? a. At the mall. b. At the park.
- Why can't Andy play right now? a. He's at the mall. b. He's not wearing soccer shoes.

## 2. Look at the pictures. Complete the statements with the present continuous form of the verbs below.

babysit   ~~cook~~   do   eat   help   learn   listen   play with the cat   play with the dog   talk on the phone



- In the kitchen, Jeffrey's Mom is cooking her. Jeffrey \_\_\_\_\_ her.
- In the living room, Dad \_\_\_\_\_, and he \_\_\_\_\_, too.
- Jenny is in her room. She \_\_\_\_\_ her homework. This year at school, Jenny \_\_\_\_\_ Chinese.
- Brian \_\_\_\_\_ his little brother, Scott, in the living room. Scott \_\_\_\_\_.
- They \_\_\_\_\_ dinner. They \_\_\_\_\_ to music, too.

## 3. Ask and answer the questions about activities. Use the present continuous with contractions when possible.

1. A: What / you / do this week?  
B: We / take singing lessons / after school.

What are you doing this week?

We're taking singing lessons after school.

2. A: What / your sister / study / in Mexico this year?  
B: She / study Spanish and English.

\_\_\_\_\_

\_\_\_\_\_

3. A: Why / your boyfriend / collect money?  
B: He / collect money for charity.

\_\_\_\_\_

\_\_\_\_\_

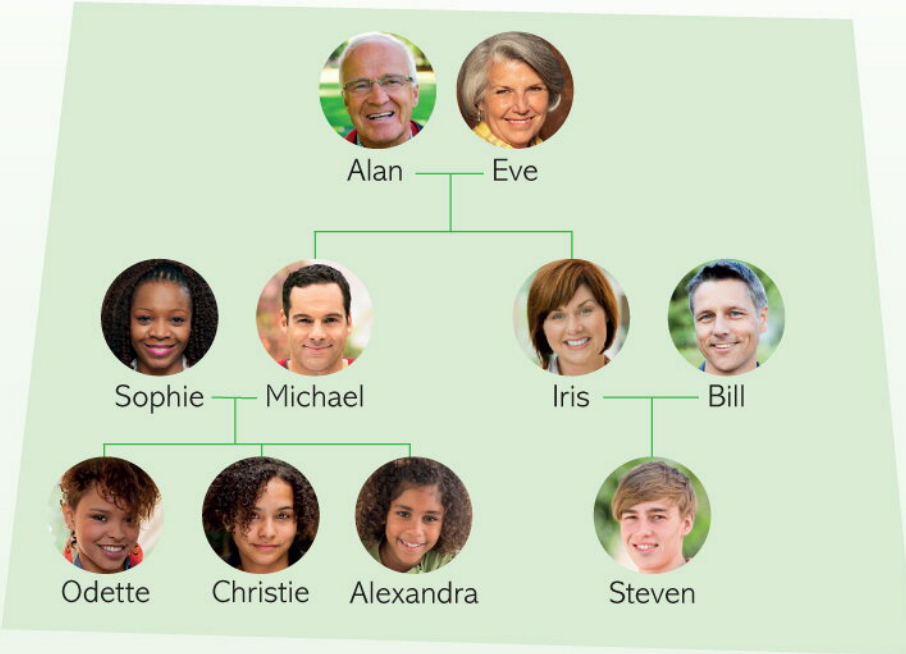
4. A: Where / your teammates / practice?  
B: Actually, they / not practice / this week.

\_\_\_\_\_

\_\_\_\_\_



4. Look at the family tree of Christie's family. Complete each statement with the name of the family relationship.



1. Odette and Alexandra are Christie's sisters.
2. Odette is Steven's \_\_\_\_\_.
3. Michael is Steven's \_\_\_\_\_.
4. Steven is Bill's \_\_\_\_\_.
5. Alan and Eve are Steven's \_\_\_\_\_.
6. Iris is Christie's \_\_\_\_\_.
7. Odette, Christie, and Alexandra are Sophie's \_\_\_\_\_.
8. Alexandra and Christie are Steven's \_\_\_\_\_.
9. Michael is Alan and Eve's \_\_\_\_\_, and Iris is their \_\_\_\_\_.

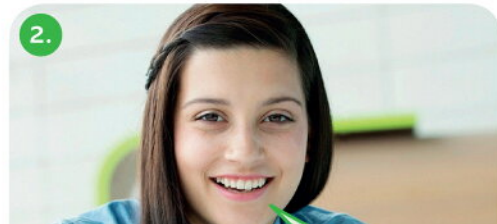
## All About You

1. Write your own response to each person.



1. What are the names of your favorite cousins, uncles, or aunts?

You \_\_\_\_\_  
\_\_\_\_\_



2. What are you wearing right now?

You \_\_\_\_\_  
\_\_\_\_\_



3. What language are you learning at school this year?

You \_\_\_\_\_  
\_\_\_\_\_

2. Write about what people are doing right now.

My mom is \_\_\_\_\_.

My classmates are \_\_\_\_\_.

My neighbors are \_\_\_\_\_.

## Progress Check

✓ Check what you can do.

Talk about the people in my family

Talk about what I'm doing

Discuss my activities at school and at home

Greet someone after a long time

Ask if someone is busy

www.miladcollege.com Use the Unit 1-3 grammar and vocabulary

You're awesome!





# Are there any eggs?

**Grammar:** Plural nouns: spelling rules • *some* and *any*  
**Vocabulary:** Foods: count nouns  
**Social language:** Plan a meal with someone

## Vocabulary Foods: count nouns

1.32) **1. Look at the pictures. Read and listen.**



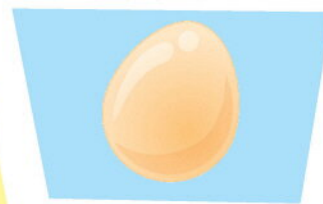
1. an apple



2. an orange



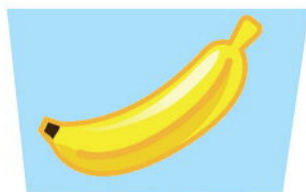
3. an onion



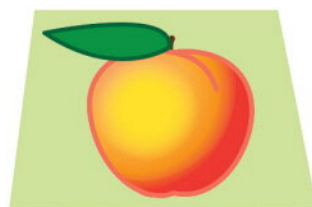
4. an egg



5. a mango



6. a banana



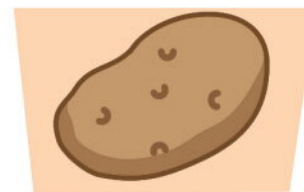
7. a peach



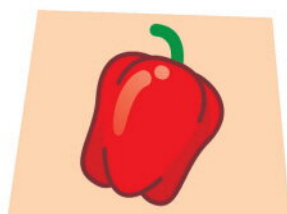
8. a strawberry



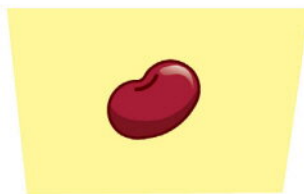
9. a tomato



10. a potato



11. a pepper



12. a bean



13. a sandwich



14. a salad

1.33) **2. Pronunciation Listen and repeat.**

1.34) **3. Listening comprehension Listen to the conversations. Check the food or foods in each conversation.**

	a.	b.	c.	d.	e.	f.	g.	h.
1.	✓					✓		
2.								
3.								
4.								
5.								
6.								



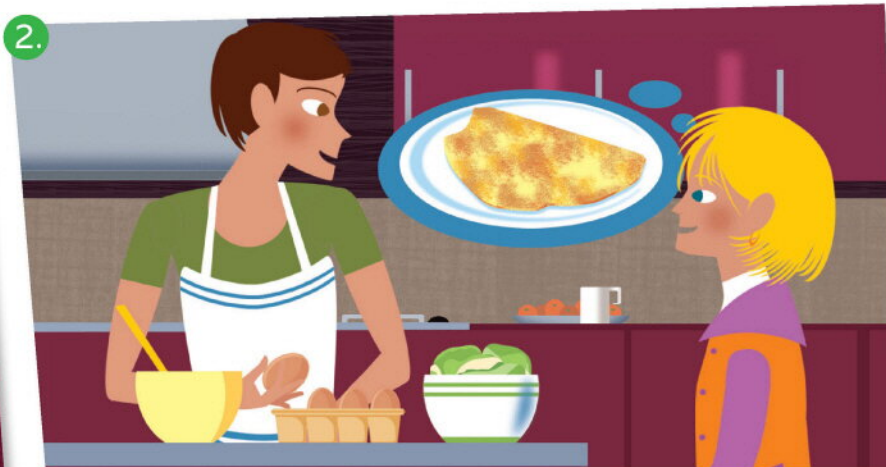


## Topic Snapshot

1.35 1. Read and listen to the conversation.



Karen: Hi, Mom. I'm home.  
 Mom: Oh, hi, Karen. You're a little early today.  
 Karen: Yeah. There's a teachers' meeting this afternoon. What's for lunch?



Mom: I'm making a salad and an omelet. Sound good?  
 Karen: Mmm. Can I help?  
 Mom: Sure! Do me a favor, OK?  
 Karen: Yup!



Mom: Check in the fridge. Are there any onions?  
 Karen: Just a minute. ... Yes, there are. Lots.  
 Mom: And what about potatoes?  
 Karen: No, Mom. There aren't any.



Mom: Oh! Wait a minute. Look in the cupboard, OK?  
 Karen: OK. ... Yeah, Mom. We're in luck. There are some potatoes here.  
 Mom: Great. Let's make a potato and onion omelet!

2. Complete each statement, according to the information in the Topic Snapshot. Circle *a* or *b*.

- |  |  |             |
|--|--|-------------|
| 1. Today Karen is home ...             | <input checked="" type="radio"/> a. early. | b. late.    |
| 2. Karen's teachers are ...            | a. in a meeting.                           | b. at home. |
| 3. Karen's mom is ... lunch.           | a. eating                                  | b. making   |
| 4. There aren't any ... in the fridge. | a. onions                                  | b. potatoes |
| 5. There are some ... in the cupboard. | a. potatoes                                | b. onions   |



## Grammar Plural nouns: spelling rules

### 1. Study the grammar.

Add -s to most nouns.

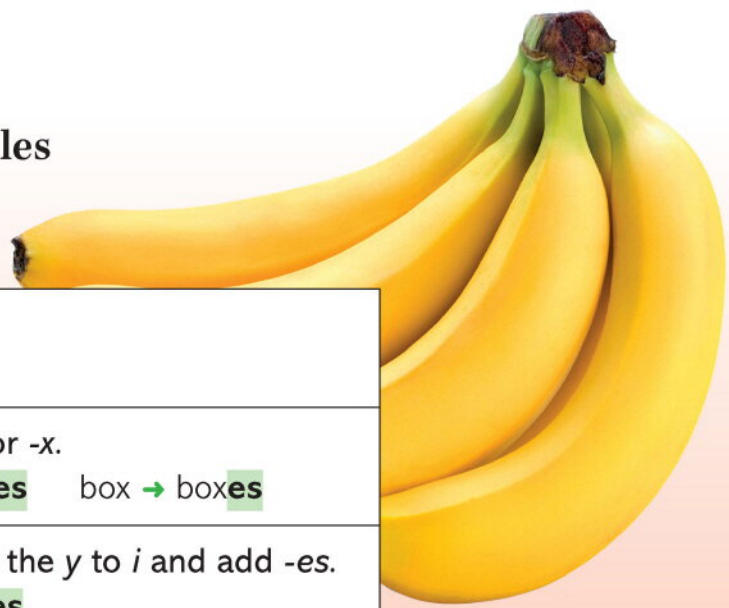
banana → bananas    bean → beans

Add -es to nouns that end in -ch, -o, -s, -sh, or -x.

tomato → tomatoes    sandwich → sandwiches    box → boxes

If a noun ends in a consonant and -y, change the y to i and add -es.

strawberry → strawberries    party → parties

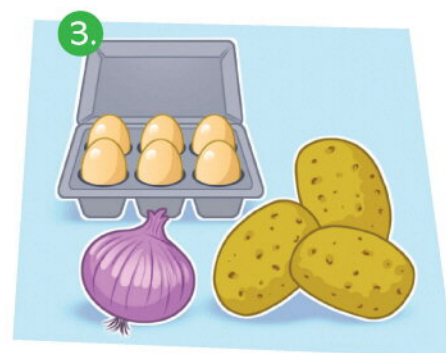


### 2. Complete the chart with the plural forms of the nouns below.

apple    banana    box    country    dress    egg    family    mango    nationality  
onion    orange    party    peach    potato    strawberry

Plural with -s	Plural with -es	Plural with -ies
apples	boxes	countries
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### 3. What can you see in each picture? Write the numbers as words.



1. three bananas, four peppers, and

2. \_\_\_\_\_

3. \_\_\_\_\_

About you!



What's your opinion? Answer each question with the names of foods.

What's good in an omelet? \_\_\_\_\_

What's good in a salad? \_\_\_\_\_



## Grammar *some* and *any*

### 1. Study the grammar.

There are **some** mangoes.

There aren't **any** apples.

Use *some* and *any* to describe indefinite quantities of plural nouns.

Use *some* in affirmative statements.

There are **some** apples in the fridge.

Use *any* in negative statements.

There aren't **any** peppers on the table.

Use *any* in questions.

Are there **any** onions in the omelet? (Yes, there are. / No, there aren't.)

**a definite quantity:**

four eggs

**an indefinite quantity:**

some eggs



#### Language tip

• For short answers, you can also say:

Yes, there are *some*. / No, there aren't *any*.

1.36

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the crazy kitchen. Choose *some* or *any* to complete each statement or question.



What a crazy kitchen! There are (1) some / any notebooks and markers in the fridge. There are also (2) some / any bananas. There aren't (3) some / any eggs in the fridge. But what's on the table? There are (4) some / any phones on the table, and there are (5) some / any eggs on the phones. There are also (6) some / any drums in this crazy kitchen, next to the fridge. In the fridge, there are also (7) some / any books. That's crazy! Are there (8) some / any peppers in the fridge? No, there aren't (9) some / any peppers there. But there are (10) some / any peppers under the chair. That's really crazy!

### 4. Complete the conversations with *some* and *any*.

- A: There aren't any tomatoes for our sandwiches.  
B: Oh, no! That's really too bad. Wait! Let's use \_\_\_\_\_ peppers in the sandwiches.  
A: Cool idea!
- A: I'm making a salad. Do me a favor?  
B: Sure!  
A: Please check the cupboard. Are there \_\_\_\_\_ onions?
- A: Mmm. What's in this? It's great!  
B: Well, there are \_\_\_\_\_ bananas and \_\_\_\_\_ strawberries in it.
- A: Hi, Stan. I'm at the store. Are there \_\_\_\_\_ oranges in the fridge?  
B: Let me check. ... No, sorry. There aren't \_\_\_\_\_ oranges.
- A: I'm making an egg salad sandwich. How many eggs are there in the fridge?  
B: I'm not sure. Just a minute. ... Oh, no! There aren't \_\_\_\_\_ eggs.



## Reading A café menu

1. Read the café menu. What's your favorite dish on the menu?

### The Cooking Club's International Lunch

#### When?

March 15, from 12:00-2:00

#### Where?

The Barker School Café

Bring your family and friends!

**Come, eat, and enjoy!**



### MENU

Please order all dishes by number!

#### International Salad Bar

1. American-style carrot salad
2. Brazilian tomato "vinaigrette" salad (tomatoes and onions)  
Great with eggs or a sandwich!
3. Cold Italian white bean and tomato salad
4. German potato salad
5. French egg salad (with no onions)
6. Russian egg salad (with onions)
7. Caribbean mango-peach-onion salad



#### Sandwich Bar

8. Swedish mini tomato and egg sandwiches
9. Egg salad sandwich with peppers, Mexican style
10. Grilled vegetarian sandwich (tomatoes, onions, carrots)



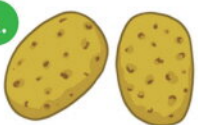
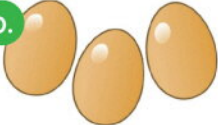



#### Egg Dishes

11. Spanish potato omelet
12. Brazilian quails' eggs
13. Peruvian "tacu-tacu" (eggs, onions, yellow peppers, beans, and more!)
14. Turkish "menemem" (eggs, tomatoes, peppers, and more!)

2. Circle T (true) or F (false), according to the menu.

1. There aren't any sandwiches on the menu. T /  F
2. There are eggs in some sandwiches. T / F
3. There are two egg dishes with carrots. T / F
4. There aren't any peaches on the menu. T / F
5. There are tomatoes in only three dishes. T / F
6. There aren't any egg dishes with onions. T / F
7. There aren't any banana omelets. T / F
8. There are beans in a salad and in an egg dish. T / F

3. Complete the chart. Write the numbers of the dishes from the menu.

	a. 	b. 	c. 	d. 	e. 
Two dishes that have some ...	4, 11				
Two dishes that don't have any ...					







1.37) 1. Read and listen to the conversation.



- A** Hey, Vickie. Let's make a big tomato and pepper salad for Mom and Dad.
- B** Great idea. Are there any tomatoes in the fridge?
- A** ... Uh-oh! There aren't any. But there are some peppers.
- B** Well, we can buy some tomatoes.
- A** OK. Let's go shopping!



1.38) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation.  
Choose a dish. Change the people and the places.

Places

in the kitchen  
in the fridge  
in the cupboard

**A** Hey, \_\_\_\_\_. Let's make a big \_\_\_\_\_  
for \_\_\_\_\_.

**B** Great idea. Are there any \_\_\_\_\_  
in the \_\_\_\_\_?

**A** ... Uh-oh! There aren't any. But there are  
some \_\_\_\_\_.

**B** Well, we can buy some \_\_\_\_\_.

**A** OK. Let's go shopping!

Ideas for dishes

Carrot salad  
(carrots and onions)

Two-bean salad  
(black beans and white beans)

Potato salad  
(potatoes and red peppers)

Potato omelet  
(eggs and potatoes)

Tomato omelet  
(eggs and tomatoes)

Banana and orange salad  
(bananas and oranges)



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



# We need a box of rice.

**Grammar:** Count and non-count nouns; *How many* and *How much* • The simple present tense: statements  
**Vocabulary:** Drinks and more foods: non-count nouns  
**Social language:** Discuss likes and dislikes

## Vocabulary Drinks and more foods: non-count nouns

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

### Drinks



1. coffee



2. juice



3. milk



4. soda



5. tea



6. water

### Foods



7. bread



8. cheese



9. chicken



10. fish



11. meat



12. pasta



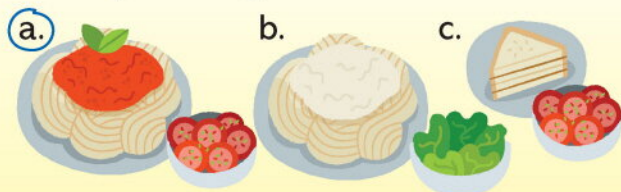
13. rice

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

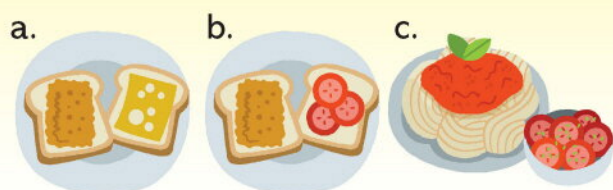
1.41 **3. Listening comprehension Listen to the conversations. Complete each statement.**  
**Circle a, b, or c.**

#### Conversation 1

1. The boy is eating ...

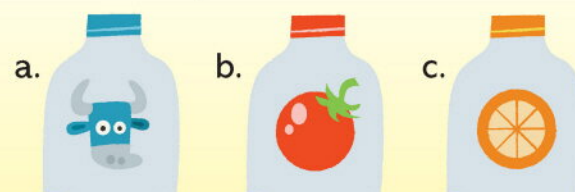


2. The girl is eating ...

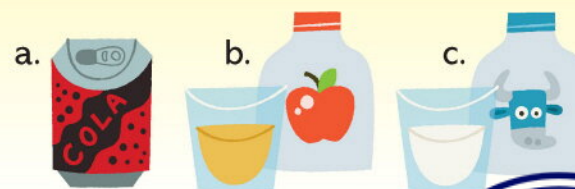


#### Conversation 2

3. There isn't any ...



4. There's some ...



About you!



**Complete the statements about your favorite foods and drinks.**

My favorite foods are \_\_\_\_\_. My favorite drinks are \_\_\_\_\_.



## Topic Snapshot

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



Dylan: Hey, look! They have Cowboy Cola!  
 Dad: Dylan, soda's bad for you. Let's buy some juice.  
 Dylan: Oh, please, Dad. Please!  
 Dad: Well, OK. But just two cans. One for you and one for your sister.



Dylan: Thanks, Dad. Oh. Here's the juice. Let's get some for breakfast.  
 Dad: OK. What kind?  
 Dylan: I want apple juice. OK, Dad?  
 Dad: All right. But your sister likes orange. Let's get a bottle of apple and a bottle of orange.



Dad: We need some chicken for dinner tonight. Oh! And we don't have any rice at home.  
 Dylan: I can get that. How many boxes should I get?  
 Dad: We only need one.



Dad: Oops! We need bread, too.  
 Dylan: How much?  
 Dad: Get one large loaf, please.  
 Dylan: No problem!

### 2. Choose the correct answer to each question. Circle *a* or *b*.

- |  |                      |                       |
|--|----------------------|-----------------------|
| 1. Where are Dylan and his dad?        | a. At home.          | <b>b.</b> At a store. |
| 2. What are they buying?               | a. Foods and drinks. | b. Drinks.            |
| 3. What kind of juice are they buying? | a. Apple and orange. | b. Coffee and tea.    |
| 4. What's for dinner?                  | a. Fish and rice.    | b. Chicken and rice.  |

### 3. Circle the foods and drinks that Dylan and his dad are buying.

- |                       |            |           |                 |          |          |
|-----------------------|------------|-----------|-----------------|----------|----------|
| 1. <u>apple juice</u> | 3. cheese  | 5. coffee | 7. milk         | 9. pasta | 11. soda |
| 2. bread              | 4. chicken | 6. fish   | 8. orange juice | 10. rice | 12. tea  |



## Grammar Count and non-count nouns; *How many* and *How much*


### 1. Study the grammar.

#### Containers and quantities


#### 1.43 Listen and repeat.

a glass of water 

a can of soda 

a bottle of water 

a box of pasta 

a loaf of bread 

two loaves of bread 

a kilo of onions 

Count nouns name things you can count. They can be singular or plural. Use *a* and *an* with singular count nouns.

**An apple is** nice in a salad. **Beans are** good for you.

Non-count nouns name things you can't count. They can't be plural. Don't use *a* and *an* with non-count nouns.

**Milk is** good in coffee. **Pasta isn't** my favorite food.

Use *How many* with count nouns. Use *How much* with non-count nouns.

**How many sandwiches** are there? (Two.)

**How much meat** is there in the fridge? (A kilo.)

Use containers and quantity words with non-count nouns to answer questions with *How much*.

There are **two bottles of water** on the table.



There's **a loaf of bread** in the cupboard.



#### Language tip

- Use *some* and *any* with both plural count nouns and non-count nouns.  
*There are some apples and some cheese on the table.*  
*Are there any onions or any potatoes for dinner?*

1.44

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Circle the correct singular or plural forms.

1. Is there / Are there any bread here?      3. Are there / Is there any eggs in this salad?
2. Is / Are potatoes OK for breakfast?      4. Is there / Are there any pasta or rice?

### 4. Complete each question and answer with *How much* or *How many* and the correct container and quantity.

1. How many eggs are there? There are four eggs.



2. How much bread is there? There are \_\_\_\_\_.



3. \_\_\_\_\_ peppers are there? There are \_\_\_\_\_.



4. \_\_\_\_\_ pasta should we buy? Let's buy \_\_\_\_\_.



5. \_\_\_\_\_ soda can we drink? We can drink \_\_\_\_\_.



6. \_\_\_\_\_ juice is there? There is \_\_\_\_\_.





## Grammar The simple present tense: statements

### 1. Study the grammar.



Affirmative			Negative		
I	like	tea.	I		milk.
You	want		You	don't	
We	need		We		
They	have		They		
He	likes	fish.	He		meat.
She	wants		She	doesn't	
	needs				
	has				

#### Contractions

does not → doesn't

do not → don't



#### Language tips

- Verbs with *he, she, and it* end with *-s*.  
*She needs cheese. NOT She need cheese.*
- Verbs with *I, you, we, and they* don't end in *-s*.  
*We like soda and juice. NOT We likes soda and juice.*
- For the verb *have*, use *has* with *he, she, and it*.  
*He has soda. NOT He haves soda.*

### 2. Circle the correct verb forms.

- Dad want / wants some tea.
- We need / needs eggs.
- I have / has lots of apples.
- Elaine don't / doesn't need any tomatoes for the salad.
- I like / likes soda, but I don't / doesn't like milk.
- He have / has two boxes of pasta in the kitchen.

1.45

### 3. Pronunciation Listen to the correct statements from Exercise 2. Repeat.

### 4. Complete each conversation with the simple present tense of the verbs.

- A: Some tea?  
B: No, thanks. I don't want (not want) tea. Is there any coffee?
- A: Kate \_\_\_\_\_ (like) soda. Here's a can of orange.  
B: But she \_\_\_\_\_ (not need) any! She \_\_\_\_\_ (have) a can on the table.
- A: Dad \_\_\_\_\_ (have) nice cheese from the store.  
B: Great! He can make some cheese sandwiches for lunch.
- A: Is Lisa eating fish?  
B: No way! Lisa \_\_\_\_\_ (not like) fish. She only \_\_\_\_\_ (like) pasta.



## Reading A restaurant review

- 1.46 1. Read the restaurant review. Are all the dishes Brazilian at the Kilo Kafé?

### Brazil Kilo Kafé

### Washington Night Life

There's a new Brazilian restaurant in the U.S. city of Washington: the Kilo Kafé. People in Washington really like this place! It's a "kilo restaurant." You weigh your plate. Is it a kilo? You pay for a kilo. Is it 500 grams? You pay for 500 grams. This kind of restaurant is new in the United States, but not in Brazil.

The Kilo Kafé has a variety of Brazilian specialties, and lots of American and international dishes, too. One favorite at the restaurant is an authentic *feijoada*, the famous Brazilian dish. At the Kilo Kafé, the *feijoada* has four different kinds of meat, and it has black beans, rice, and much, much more!

The *feijoada* at the Kilo Kafé also comes with *farofa* (manioc flour) and kale. Some people like orange slices with the *feijoada*, too. The colors of the *feijoada* are beautiful: the black beans, the yellow *farofa*, the white rice, the red-and-brown meat, and the green kale.



Buffet of Brazilian and international foods at the Kilo Kafé



For delicious food and friendly people, come to the Brazil Kilo Kafé. Owners Ana Luisa and Oscar Soares welcome you!

NOTE: The Kilo Kafé only has *feijoada* on Wednesdays and Saturdays and only for lunch.

## 2. Match the two parts of each statement, according to the restaurant review.

- |  |   |
|--|---|
| 1. <i>Feijoada</i> has ...                   | a. Brazil and other countries.          |
| 2. The Kilo Kafé is in the city of ...       | b. Brazil.                              |
| 3. <i>Feijoada</i> is a famous dish from ... | c. Washington.                          |
| 4. The Kilo Kafé has dishes from ...         | d. beans, meat, rice, and other things. |
| 5. Kilo restaurants are new in ...           | e. the United States.                   |

## 3. What's in the Kilo Kafé's *feijoada*? Complete the statements with the ingredients below.

bananas beans cheese chicken eggs farofa fish  
kale meat onions oranges potatoes rice

It has beans,

It doesn't have bananas,



1.47

## 1. Read and listen to the conversation.

- A** What are you in the mood for?
- B** Me? I want some juice. You too?
- A** Actually, no. I don't like juice very much.
- B** Well, how about some soda?
- A** Sounds good! I like soda a lot. It's delicious.



1.48

## 2. Pronunciation Listen and repeat.

## 3. Guided conversation On the notepad, write foods and drinks you like and ones you don't like. Then use your list and create a NEW conversation.

**A** What are you in the mood for?

**B** Me? I want some \_\_\_\_\_.  
You too?

**A** Actually, no. I don't like \_\_\_\_\_ very much.

**B** Well, how about some \_\_\_\_\_?

**A** Sounds good! I like \_\_\_\_\_ a lot.  
\_\_\_\_\_ delicious!

Foods	
I like meat	I don't like bananas

Drinks	
I like milk	I don't like tea



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



# Do you eat dinner late?

**Grammar:** Frequency adverbs • The simple present tense: spelling rules; yes/no questions  
**Vocabulary:** Daily routines  
**Social language:** Talk about a typical evening at home

## Topic Snapshot

1.49

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

# Teen 2 Teen Friends

16:04

**Maya Ivanova**  
 Meet new friends  
 Question of the day  
 My blog  
 Favorite places  
 Video webchat  
 My Friends:  
 Phil Campbell Adam Lucas  
 Ana Costa New Friend

Maya: I have a question for everyone. Do you exercise?

Adam: Well, I do. I usually exercise in the morning, before school.

Phil: Really? I never exercise.

Ana: Phil, you should! It's good for you.

Phil: I know. But it's not my thing.

Ana: Well, it's nice chatting with everyone, but I'm going. It's time for dinner.

Adam: Wait a minute. What time is it in Brasilia?

Ana: Nine o'clock in the evening. Why?

Adam: Dinner at nine? That's so late!

Maya: Adam, do you eat dinner early at your house?

Adam: We usually eat at six.

Ana: Six o'clock? That's way too early for me! See you later!

Post a comment ...

### Times of the day

in the morning  
 in the afternoon  
 in the evening  
**BUT** at night

### 2. Complete the statements about the posts. Write *Phil, Adam, Maya, or Ana*.

- Phil doesn't exercise at all.
- \_\_\_\_\_ exercises in the morning.
- \_\_\_\_\_ should exercise.
- \_\_\_\_\_ usually eats dinner late.
- \_\_\_\_\_ usually eats dinner early.
- \_\_\_\_\_ has a question for everyone.



## Vocabulary Daily routines

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



1. get up



2. brush my teeth



3. get dressed



4. brush my hair /  
comb my hair



5. go to school



6. hang out with  
my friends



7. come home



8. relax



9. exercise



10. get undressed



11. take a bath /  
take a shower



12. go to bed

### Prepositions *before* and *after*

1.51 **Listen and repeat.**

08:45 before 9:00

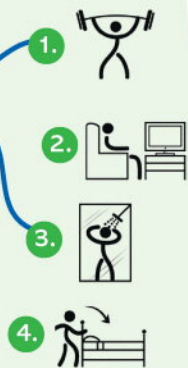
09:15 after 9:00

I eat breakfast **before** 9:00. I brush my teeth **after** breakfast.

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

1.53 **3. Listening comprehension Listen to the descriptions of daily routines. Match the time phrases with the pictures of the activities you hear.**

1.  
a. before dinner  
b. after dinner  
c. at 9:30



2.  
a. before 8:00  
b. after breakfast  
c. before dinner



3.  
a. after school  
b. at 6:00  
c. after dinner



About you!



**Describe your daily routines.**

Before breakfast, I \_\_\_\_\_

After dinner, I \_\_\_\_\_



## Grammar Frequency adverbs; The simple present tense: spelling rules

### 1. Study the grammar.

#### Frequency adverbs

In affirmative statements in the simple present tense, place a frequency adverb before the verb.

He **always takes** a shower in the morning.

I **usually brush** my teeth after dinner.

We **often go** to the park after school.

She **sometimes goes** to bed at 10:00.

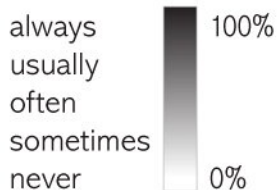
They **never do** their homework on time.

In affirmative statements with *be*, place the frequency adverb after the verb.

I'm **always** on time for school. I'm **never** late.

#### Frequency adverbs

1.54 Listen and repeat.



#### Language tip

- Don't use *never* with a negative verb.

*I never go to school late. NOT I don't never go to school late.*

#### Simple present tense: spelling rules

For statements with *he*, *she*, and *it*, add *-s* to the base form of most verbs.

come → comes    play → plays    exercise → exercises

Add *-es* to a base form that ends in *-ch*, *-o*, *-s*, *-sh*, or *-x*.

go → goes    brush → brushes    relax → relaxes

If a base form ends in a consonant and *-y*, change the *y* to *i* and add *-es*.

study → studies

The verb *have* is irregular.

have → has

### 1.55 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each statement with the simple present tense and the frequency adverb.

- I always get up late, but my cousin, Dan, always gets up (get up / always) early.
- I never exercise, but my sister, Stacey, \_\_\_\_\_ (exercises / usually) after dinner.
- My mom is never late for work, but my dad \_\_\_\_\_ (be / sometimes) very late.
- I sometimes relax in my room, but my dad \_\_\_\_\_ (relax / always) in front of the TV.
- I brush my hair in the bathroom, but my sister \_\_\_\_\_ (brush / sometimes) her hair in her room.
- I usually take a shower in the morning, but my mom \_\_\_\_\_ (take / always) \_\_\_\_\_





## Grammar The simple present tense: *yes / no* questions

### 1. Study the grammar.

- Use **do** or **does** and a base form to ask *yes / no* questions in the simple present tense.

yes / no questions			Short answers			
<b>Do</b>	I you we they	<b>need</b> new gym shoes?	Yes, I we they	<b>do.</b>	No, I we they	<b>don't.</b>
<b>Does</b>	he she	<b>have</b> lunch at 1:00?	Yes, he she	<b>does.</b>	No, he she	<b>doesn't.</b>

### 2. Complete the questions with *Do* or *Does*.

- Do you watch TV in the morning?
- \_\_\_\_\_ Barry wear jeans?
- \_\_\_\_\_ your sisters play volleyball?
- \_\_\_\_\_ your cousin like soccer?
- \_\_\_\_\_ Eva and Sue play video games?
- \_\_\_\_\_ Jim babysit his brother?

### 3. Complete the short answers.

- A: Do you get up early?  
B: Yes, I do.
- A: Do you and your sister play video games?  
B: No, \_\_\_\_\_.
- A: Do you take a shower in the morning?  
B: No, \_\_\_\_\_.
- A: Do your teammates go to bed early before a game?  
B: Yes, \_\_\_\_\_.
- A: Does your brother exercise?  
B: Yes, \_\_\_\_\_.
- A: Does your mom watch TV after dinner?  
B: No, \_\_\_\_\_.

1.56

### 4. Pronunciation Listen to the questions and answers from Exercise 3. Repeat.

### 5. Write *yes / no* questions. Use question marks.

- you / get up late in the morning  
Do you get up late in the morning?
- we / have soccer practice today  
\_\_\_\_\_
- her father / come home late in the evening  
\_\_\_\_\_
- your family / watch TV before dinner  
\_\_\_\_\_
- your classmates / stay at school late  
\_\_\_\_\_





## Reading An online message board

1.57

1. Read about Phil Campbell's daily routine.  
What time does Phil get up and go to bed?

# Teen2Teen Friends

💡 **Question of the day** Is exercise part of your daily routine?



**Phil Campbell:**  
Exercise isn't part of my daily routine because I don't really have time. But, here's my typical day at home here in London.

I always get up at 7:00, except on Saturday and Sunday, of course. I take a shower, brush my teeth, and get dressed before 7:30. I usually have breakfast with my family. I always have orange juice with breakfast, but I never drink tea or coffee because I don't like either one! We sometimes eat a typical English breakfast: that's eggs, potatoes, beans, tomatoes, and meat, such as bacon or sausages. But not always.

You know, my cousin Kevin in the U.S. says they have eggs and potatoes in the morning, but they never eat beans or tomatoes for breakfast. What about you guys? What's YOUR typical breakfast?

Right after breakfast, I go to school. Hey, guys, guess what! We're learning about Mexico in geography class this week! Daniel, do you learn about the U.K. in your classes? After school, I babysit my neighbor, Nathan. He needs help with his homework. His mom comes home at 7:00, so I usually eat dinner with my family at about 7:30 or 8:00. Then, after dinner, I do my homework, relax in my room, and check my messages on Teen2Teen Friends. At about 10:00, I go to bed. Hey, Ana eats dinner at 9:00! Brazil sounds like more fun than England!

Post a comment ...



*A typical English breakfast*

## 2. Circle the correct words or phrases, according to the blog post.

1. Before breakfast, Phil brushes his teeth / goes to school / does his homework.
2. Phil usually eats eggs, potatoes, beans, tomatoes / bread / oranges, and meat for breakfast.
3. Phil never drinks tea or coffee / soda or juice / coffee or soda.
4. Phil eats breakfast / lunch / dinner after Nathan's mom comes home.
5. Phil usually does his homework right after breakfast / school / dinner.

## 3. Cross out the verbs for activities that Phil doesn't talk about in his blog post.

- |  |                            |                   |
|--|----------------------------|-------------------|
| 1. babysit                                 | 6. get up                  | 12. ride his bike |
| 2. <del>brush his hair</del>               | 7. play video games        | 13. take a shower |
| 3. check his messages on Teen2Teen Friends | 8. eat lunch               | 14. take a bath   |
| 4. get dressed                             | 9. play in the school band | 15. eat dinner    |
| 5. get undressed                           | 10. eat breakfast          | 16. watch TV      |
|  | 11. practice basketball    |                   |





## Talk about a typical evening at home

### 1.58 1. Read and listen to the conversation.

**A** What are your evenings usually like?

**B** Well, it depends. I usually do my homework before dinner, but I sometimes help my mom or dad. We always have dinner at 8:00.

**A** What about after dinner?

**B** After dinner? I check my messages, or I play video games. Then I usually go to bed at 10:00.

**A** Your evenings are busy!



### 1.59 2. Pronunciation Listen and repeat.

### 3. Guided conversation On the notepad, make a list of your evening routines. Then create a NEW conversation, using your own routines.

**A** What are your evenings usually like?

**B** Well, it depends. I usually \_\_\_\_\_ before dinner, but I sometimes \_\_\_\_\_. We \_\_\_\_\_ have dinner at \_\_\_\_\_.

**A** What about after dinner?

**B** After dinner? I \_\_\_\_\_, or I \_\_\_\_\_. Then I usually go to bed at \_\_\_\_\_.

**A** Your evenings are busy!



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



# Review: Units 4–6

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

Glen: What are you in the mood for?

Judy: A western omelet.

Glen: A what?

Judy: A western omelet. It's an omelet with peppers and onions. It's delicious.

Glen: But I don't like onions. Can you make an omelet with peppers and cheese?

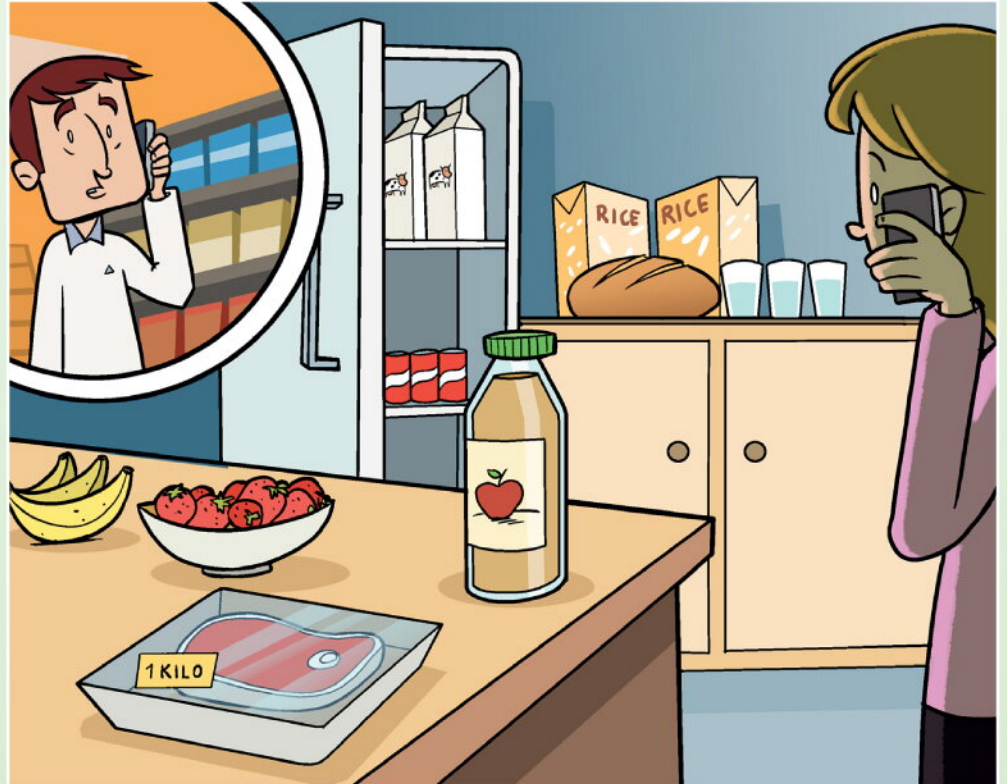
Judy: Sure. I can do that. But there isn't any cheese.

Glen: Let's go shopping. We need some bread, too.

- Where are Glen and Judy?
  - At the store.
  - At home.
- What is Judy in the mood for?
  - An onion and pepper omelet.
  - A pepper and cheese omelet.
- What is a western omelet?
  - An omelet with peppers and cheese.
  - An omelet with peppers and onions.
- What's wrong with a western omelet, according to Glen?
  - He doesn't like onions.
  - There isn't any cheese.
- Do they need any food from the store?
  - Yes. Peppers and onions.
  - Yes. Bread and cheese.

## 2. Look at the picture of the kitchen. Complete Jason's questions with *Are there* or *Is there*, and *any*. Write Jill's answers, according to the picture.

- Jason: Are there any bananas?  
Jill: Yes, there are.
- Jason: \_\_\_\_\_ peaches?  
Jill: \_\_\_\_\_.
- Jason: \_\_\_\_\_ milk?  
Jill: \_\_\_\_\_.
- Jason: \_\_\_\_\_ bread?  
Jill: \_\_\_\_\_.
- Jason: \_\_\_\_\_ pasta?  
Jill: \_\_\_\_\_.
- Jason: \_\_\_\_\_ cheese?  
Jill: \_\_\_\_\_.
- Jason: \_\_\_\_\_ strawberries?  
Jill: \_\_\_\_\_.
- Jason: \_\_\_\_\_ coffee?  
Jill: \_\_\_\_\_.



## 3. Look at the picture again. What's in the kitchen? Describe the quantities with containers.

- There is one bottle of juice.
- \_\_\_\_\_ of meat.
- \_\_\_\_\_ of soda.
- \_\_\_\_\_ of bread.
- \_\_\_\_\_ of rice.
- \_\_\_\_\_ of water.





**4. Complete each question with *How many* or *How much*.**

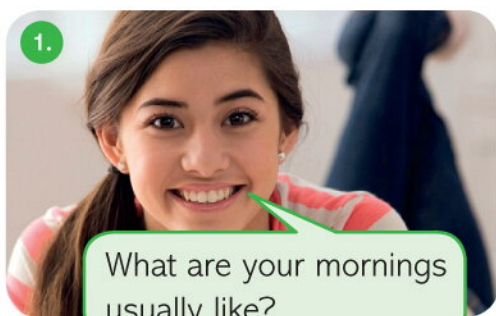
1. How many potatoes are in that omelet?
2. \_\_\_\_\_ cans of soda are there in the cupboard?
3. \_\_\_\_\_ cheese is there for my sandwich?
4. \_\_\_\_\_ meat is in the fridge?
5. \_\_\_\_\_ pasta is there for dinner?
6. \_\_\_\_\_ onions are there in the salad?

**5. Complete the conversations in the simple present tense.**

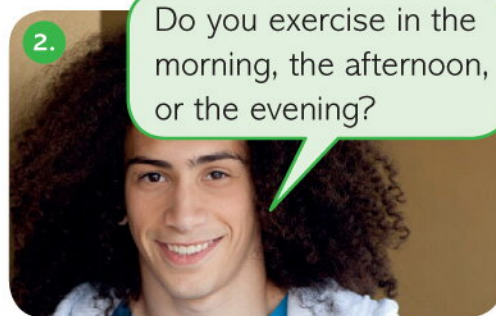
1. A: Do Tom's parents go \_\_\_\_\_ (Tom's parents / go) shopping every Friday?  
 B: No, they don't . They usually go \_\_\_\_\_ (they / go / usually) shopping on Saturday.
2. A: \_\_\_\_\_ (your neighbors / exercise) outside every morning?  
 B: No, \_\_\_\_\_ . \_\_\_\_\_ (they / exercise / usually) outside on weekends.
3. A: \_\_\_\_\_ (your mom / make) dinner at your house?  
 B: Yes, \_\_\_\_\_ . But \_\_\_\_\_ (my dad / make / sometimes) dinner, too.
4. A: \_\_\_\_\_ (you / brush) your teeth before breakfast?  
 B: Yes, \_\_\_\_\_ . \_\_\_\_\_ (I / brush / always) my teeth before breakfast.

**All About You**

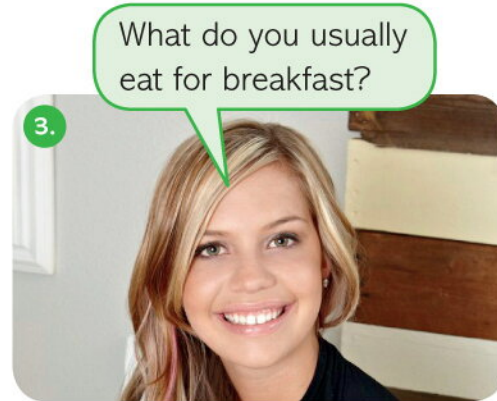
**1. Write your own response to each person.**

1.  What are your mornings usually like?

You \_\_\_\_\_  
 \_\_\_\_\_

2.  Do you exercise in the morning, the afternoon, or the evening?

You \_\_\_\_\_  
 \_\_\_\_\_

3.  What do you usually eat for breakfast?

You \_\_\_\_\_  
 \_\_\_\_\_

**2. Write a description of your typical day.**

After I get up, I usually \_\_\_\_\_ . After school, I sometimes \_\_\_\_\_ .  
 I always do my homework \_\_\_\_\_ . Before I go to bed at night, I usually \_\_\_\_\_ .

**Progress Check**

✓ Check what you can do.

Plan a meal with someone

Discuss my likes and dislikes

Describe my typical day

Use the Unit 4–6 grammar and vocabulary





# How do you get there?

**Grammar:** The simple present tense: information questions  
**Vocabulary:** Transportation • Time expressions  
**Social language:** Ask about activities and transportation

## Vocabulary Transportation

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



1. walk



2. drive



3. go by car



4. take a bus



5. ride a bike



6. take a taxi



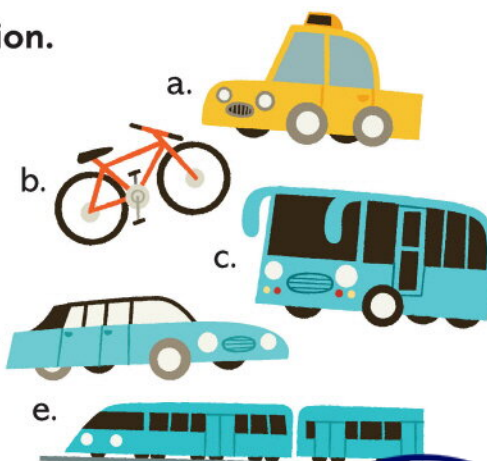
7. take a train

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

1.62 **3. Listening comprehension Listen to each conversation.**

**Choose a means of transportation to answer each question.**

1. How does she get to work?
2. How does his dad get home in the evening?
3. How should they get to the beach?
4. How should they get to the concert?
5. How should they get to the park?



About you!



How do you get to school? | \_\_\_\_\_

How do you get home? | \_\_\_\_\_



## Topic Snapshot

1.63 1. Read and listen to the conversation.



Ali: Hey, Mom. Where's Kenny?  
 Mom: He's on his way to Marty's for lunch. Marty's mom is driving the boys there.  
 Ali: Again? How often does Kenny have lunch at Marty's? This is the second time this week!  
 Mom: Uh-oh! Are you jealous of your brother?



Ali: Well, it's not fair. I can *never* go to a friend's house for lunch on a school day!  
 Mom: Ali ... Kenny and Marty are working on a geography project for school. It's their homework.  
 Ali: But Mom ...



Mom: Ali, when you have a class project, you can eat at your classmate's house, too.  
 Ali: Really?  
 Mom: I have an idea ...



Mom: Finish your homework after lunch, and you can invite your cousin Claudia here for an early dinner.  
 Ali: Well ...  
 Mom: Come on, Ali! Cheer up and call Claudia. Her dad gets home at 5:30 on Wednesdays. I'm sure he can drive Claudia here.

2. Circle T (true), F (false), or NI (no information), according to the Topic Snapshot.

- |   |   |
|---|---|
| 1. Kenny always eats lunch at home on school days.    | T / <input checked="" type="radio"/> F / NI |
| 2. Kenny is doing a project with a friend.            | T / F / NI                                  |
| 3. The food at Marty's house is delicious.            | T / F / NI                                  |
| 4. Ali often eats lunch at a friend's on school days. | T / F / NI                                  |
| 5. Claudia is Ali's cousin.                           | T / F / NI                                  |
| 6. Claudia's father is Ali's mom's brother.           | T / F / NI                                  |



## Vocabulary Time expressions

1.64)) **1. Look at the diagrams. Read and listen.**

**1.**

M	T	W	T	F	S	S
✓						

**once a week**  
I take singing lessons **once a week.**

**2.**

M	T	W	T	F	S	S
✓				✓		

**twice a week / two times a week**  
They have soccer practice **twice a week.**

**3.**

M	T	W	T	F	S	S
✓			✓	✓		

**three times a week**  
We have art class **three times a week.**

**4.**

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

**every day / every morning / every afternoon**  
I eat a good breakfast **every day.**

**5.**

M	T	W	T	F	S	S
				✓		
				✓		
				✓		

**on Fridays**  
There's always a new movie at the movie theater **on Fridays.**

**6.**

M	T	W	T	F	S	S
✓	✓	✓	✓	✓		

**on weekdays**  
We only have school **on weekdays.**

**7.**

M	T	W	T	F	S	S
					✓	✓

**on weekends**  
**On weekends,** I go to the mall with my friends.



### Language tip

- On Fridays, we eat lunch late.  
**OR** We eat lunch late **on Fridays.**

1.65)) **2. Pronunciation Listen and repeat.**

**3. Circle the correct time expressions.**

- I have art class on Mondays. I have art class ...  
a. once a week.      b. twice a week.
- Do you get up early on Saturdays and Sundays? Do you get up early ...  
a. on weekends?      b. on weekdays?
- They always eat dinner at 9:00. They eat dinner at 9:00 ...  
a. on weekdays.      b. every day.
- The restaurant has an international buffet on Wednesdays and Saturdays.  
The restaurant has an international buffet ...  
a. twice a week.      b. on weekdays.
- I'm a morning person! I get up early on Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, and Sundays. I get up early ...  
a. on weekdays.      b. every morning.
- When's lunch? In my family it's usually at 12:30, but on Sunday it's at 2:00. Lunch is at 2:00 ...  
a. twice a week.      b. once a week.





## Grammar The simple present tense: information questions

### 1. Study the grammar.

Use a question word and *do* or *does* + base form to ask questions in the simple present tense.

**What do** they **do** on Sundays? (They go to the mall.)

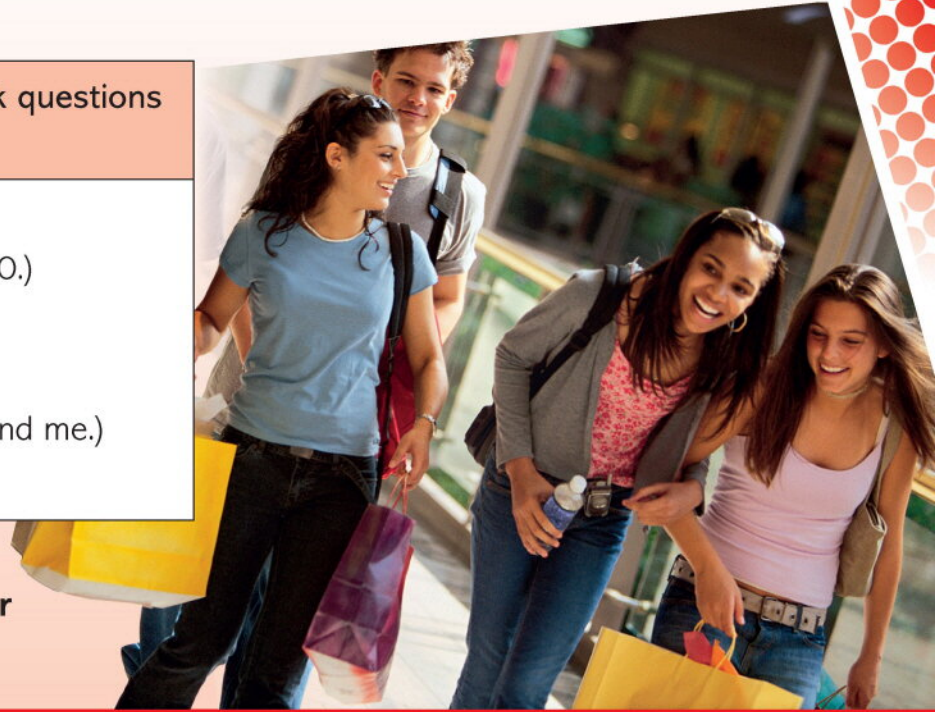
**When do** your parents **get** home on weekdays? (At 7:00.)

**How do** Lisa and Mike **get** to school? (They go by car.)

**How** often **does** Dakota **take** a taxi? (Twice a week.)

**Who does** your dad **drive** to school? (My two friends and me.)

**BUT Who takes** the bus to school? (Marco.)



1.66

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Write questions in the simple present tense.

- When / Finn / come home in the evening? When does Finn come home in the evening?
- Who / your dad / drive to school? \_\_\_\_\_
- How / your parents / get to work? \_\_\_\_\_
- How often / they / get home late? \_\_\_\_\_
- What / you / usually do after dinner? \_\_\_\_\_

1.67

### 4. Listening comprehension Listen and then circle *a* or *b*.

- How often does Tom have volleyball practice?
  - Once a week.
  - Three times a week.
- How often do they go to school with their mom?
  - Twice a week.
  - On Monday, Wednesday, and Friday.
- When does she go to her grandma's?
  - On weekends.
  - On weekdays.
- When does his sister have piano lessons?
  - Twice a week.
  - Once a week.

### 5. Look at the underlined words in the answers. Then write questions in the simple present tense. Use question marks.

- A: How often do you have geography class?  
B: Geography? We have geography class twice a week.
- A: \_\_\_\_\_  
B: My sister? My sister gets to volleyball practice by car.
- A: \_\_\_\_\_  
B: Where? My friends hang out at the mall on Saturdays.
- A: \_\_\_\_\_  
B: Me? I walk home from school.



## Reading Interviews with students

1.68 1. Read the interviews. How do the girls get to school?

How do teens get to school? The usual means of transportation are the traditional ones: city buses, school buses, trains, or cars. Some walk. Others go by car with their parents. These two girls commute in non-traditional ways.

**Teen  
Times  
Magazine**



by Hannah  
McIntyre

**HANNAH:** Binh is fourteen years old, and she lives in a small town in Vietnam. Binh, how do you get to school and home every day? Please tell our readers.

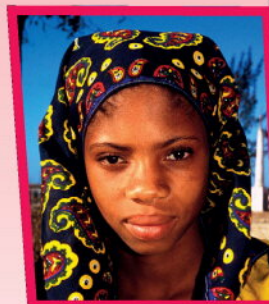
**HANNAH:** Now I'm talking to Micaela from Mozambique, in Africa. Micaela, how do you get to school every day?



**Binh:** Well, it's too far to walk, so we never walk to school. On Monday to Thursday, my dad drives my brother Cam, my friend Dao, and me to school in a small boat. When it's time to go to school, my mom always says, "Wear your life jacket!" But on Fridays, my dad can't take us in the boat because he goes to work early. On that day, we ride our bikes. The boat trip takes only five minutes. But the school is ten kilometers from our home, so when we go by bike it takes almost an hour!



**Micaela:** How do I get to school every day? I walk. But it's a really long walk. It takes an hour and fifteen minutes – and that's twice a day! I leave early in the morning with my two brothers, Sebastian and Robert, and we sing songs together while we walk. Then we sing songs again on our way home. We get home late, but when we get there, our parents always say, "Welcome home! Dinner is ready. Come to the table." It's really nice.



2. Complete each statement, according to the interviews. Circle the correct phrase.

1. Binh usually goes to school by boat / by bicycle.
2. Binh's mom and dad / Binh's brother and her classmate go in the boat with Binh.
3. The bicycle trip takes five minutes / almost an hour.
4. The boat trip takes five minutes / almost an hour.
5. Binh rides her bike to school once a week / four times a week.
6. Micaela drives / walks to school.
7. She goes with her brothers / her classmates.
8. It takes Micaela forty-five minutes / an hour and fifteen minutes to get to school.

3. Is it Binh or Micaela? Check the correct box.

1. She sometimes rides a bike to school.
2. She never walks to school.
3. Her dad doesn't go to school with the children.
4. She walks to school.
5. She goes to school with her brother and her friend.
6. She comes home from school with her brothers.

Binh



Micaela





1.69)) 1. Read and listen to the conversation.

- A** Hey, Katherine. How often do you go to the movies?
- B** About two or three times a month. What about you?
- A** Same here. And how do you get there?
- B** I take a bus.
- A** Do you want to go together sometime?
- B** Sure!



1.70)) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation, using other activities and transportation. Use the Activities list for ideas, or use a different activity. Say how often you go there.

**A** Hey, \_\_\_\_\_. How often do you \_\_\_\_\_?

**B** About \_\_\_\_\_ a \_\_\_\_\_. What about you?

**A** Same here. And how do you get there?

**B** I \_\_\_\_\_.

**A** Do you want to go together sometime?

**B** Sure!

Activities

go to the park  
go to the beach  
go to the mall  
go to school concerts  
go to soccer practice



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



# What do your parents do?

**Grammar:** The present continuous and the simple present tense  
**Vocabulary:** Occupations • Work activities  
**Social language:** Discuss what you want to be when you grow up

## Topic Snapshot

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



**Neal:** What do your parents do?  
**Amy:** Well, my dad's a chef. He works at an Italian restaurant.



**Neal:** Really? Which one?  
**Amy:** Bella Italia. On Tenth Street.  
**Neal:** No kidding! My parents always go there for my dad's birthday!  
**Amy:** Cool! Actually, I'm going there now. I'm meeting my mom.



**Neal:** So, do you want to be a chef when you grow up?  
**Amy:** A chef? No, not really.  
**Neal:** And what about your mom? What does she do?  
**Amy:** She's a homemaker.



**Neal:** Oh, she doesn't work?  
**Amy:** Are you kidding? She cleans the house, shops for food, and makes all our meals. Isn't that work?  
**Neal:** Oops. Sorry!

**2. Complete the statements, according to the Topic Snapshot.**  
**Circle the correct word or phrase.**

- Amy's father is / isn't a homemaker.
- Amy's father works / doesn't work at a restaurant.
- Amy is going / isn't going home right now.
- Amy's mother is / isn't a homemaker.
- Neal's parents sometimes / never go to Bella Italia.
- Amy wants / doesn't want to be a chef.



## Vocabulary Occupations

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

What do you want to be when you grow up?



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

2.05)) **3. Listening comprehension** Listen to the conversations.  
Match the people with their occupations.

- |                             |                        |
|-----------------------------|------------------------|
| 1. Her mother is ...        | a. a fashion designer. |
| 2. His aunt is ...          | b. a doctor.           |
| 3. Her neighbor is ...      | c. a flight attendant. |
| 4. His uncle is ...         | d. an artist.          |
| 5. Her cousin is ...        | e. an architect.       |
| 6. His brother Tommy is ... | f. a mechanic.         |

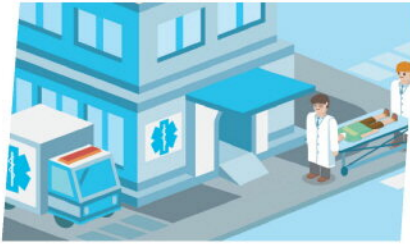
And don't forget ...

- an actor
- an athlete
- a homemaker
- a singer
- a dancer
- a student
- a teacher
- a chef



## Vocabulary Work activities

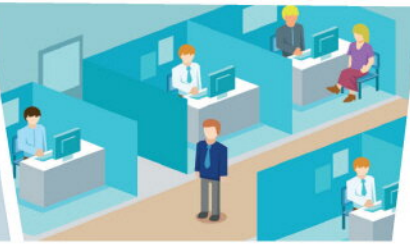
2.06 **1. Look at the pictures. Read and listen.**



1. work at a hospital



2. work at a factory



3. work at an office

And don't forget ...

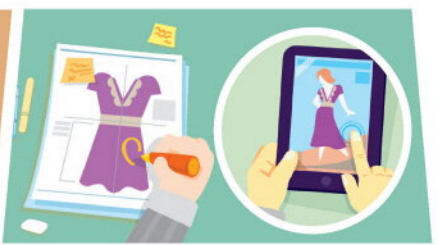
- cook     • drive     • study
- dance   • paint     • teach
- draw    • sing



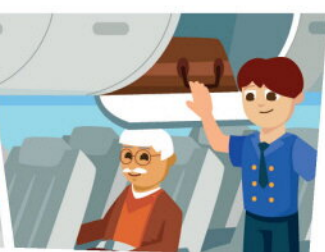
4. make things



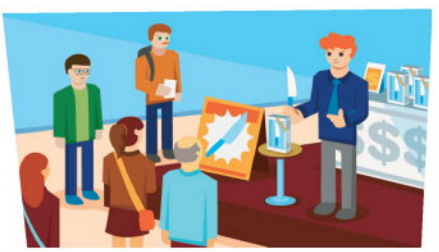
5. design things



6. help people



7. fix things



8. sell things

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

**3. What do they do? Complete the descriptions. Circle a, b, or c.**

- |   |   |                     |                       |
|---|---|---------------------|-----------------------|
| 1. A doctor ...                               | <input checked="" type="radio"/> a. helps people. | b. sells things.    | c. makes things.      |
| 2. An architect ...                           | a. sells clothes.                                 | b. fixes planes.    | c. designs buildings. |
| 3. A mechanic ...                             | a. fixes cars.                                    | b. designs cars.    | c. sells cars.        |
| 4. A fashion designer ...                     | a. sells clothes.                                 | b. designs clothes. | c. fixes clothes.     |
| 5. A salesperson ...                          | a. makes things.                                  | b. fixes things.    | c. sells things.      |
| 6. A chef ... at a restaurant.                | a. sells things                                   | b. makes food       | c. draws pictures     |
| 7. A computer programmer ...<br>at an office. | a. cooks  | b. teaches          | c. works              |

About you!



**Write about people in your family.**

*My father works at a hospital. He helps people.*

*My Aunt May is a salesperson. She works at Maxwell's Clothing Store.*



My mom's an artist. **She paints** pictures of people. Right now, **she's painting** my picture!

## Grammar The present continuous and the simple present tense

### 1. Study the grammar.



Use the present continuous for:	Use the simple present:
<ul style="list-style-type: none"> <li>actions in progress He's <b>working</b> at home right now.</li> <li>actions that continue in the present She's <b>designing</b> women's clothes this year.</li> <li>temporary situations They're <b>living</b> in Canada this year.</li> </ul>	<ul style="list-style-type: none"> <li>for habitual actions and routines He <b>works</b> at an office twice a week.</li> <li>with frequency adverbs She usually <b>designs</b> children's clothes.</li> <li>for permanent situations They <b>live</b> in Canada.</li> </ul>



#### Language tips

- Don't use the present continuous with frequency adverbs *often, sometimes, or never*.  
*He sometimes works at home. NOT He's sometimes working at home.*
- Don't use the present continuous with the verbs *want, have, need, or like*.  
*I want a new computer. NOT I'm wanting a new computer.*

### 2. Circle the correct verb forms. Complete each statement.

- Frida and Tim sometimes get / are getting to school by taxi.
- Mr. Brand fixes / is fixing my aunt's car this morning.
- They never have / are having dinner before 7:00.
- My sister babysits / is babysitting our cousin today.
- Greta never designs / is designing clothes for children.
- Our neighbors usually work / are working late.
- Ms. Howard teaches / is teaching our gym class this year.
- We go / are going to the beach on Saturdays.

### 3. Complete the statements with the simple present tense or the present continuous. Use contractions.

- John Aden is a fashion designer. He designs (design) beautiful clothes.  
This month, he 's designing (design) a new dress for a famous singer.
- Angela Schmidt is a chef. She \_\_\_\_\_ (work) at a French restaurant.  
Right now, she \_\_\_\_\_ (make) a tomato and potato omelet.
- Maxine Lewis is a salesperson. She \_\_\_\_\_ (sell) products at Good Buys.  
She \_\_\_\_\_ (talk) to a man about a TV right now.
- Nick Potter is a flight attendant. He \_\_\_\_\_ (work) every weekday.  
Right now, he \_\_\_\_\_ (help) a passenger.



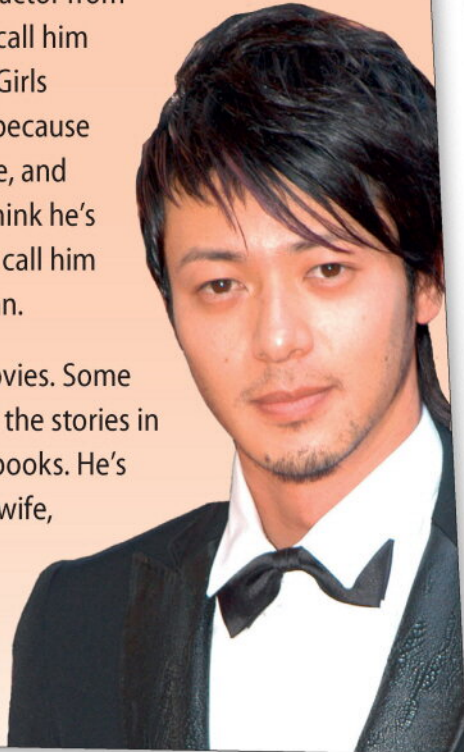


## Reading Profiles of famous people

2.08 1. Read about two famous people and their occupations. What do they do?

**Joe Odagiri** is an actor from Tsuyama, Japan. People call him by his nickname, Odajo. Girls are crazy about Odagiri because they think he's really cute, and they love his hair. Boys think he's really cool. Many people call him the Johnny Depp of Japan.

Odagiri makes lots of movies. Some of his movies come from the stories in Japanese manga comic books. He's also a singer. He and his wife, Yuko, have the same birthday on February 16th. She's an actor too, and they have one son.



**Stella McCartney** is a fashion designer from the U.K. Her friends call her Stelly or Stel for short. Her father is the famous Paul McCartney from the 1960s music group The Beatles. Celebrity actors like Gwyneth Paltrow and Anne Hathaway and famous singers like Rihanna and Madonna love her designs.

McCartney also designs clothes especially for athletes, including the British Olympic team. And now she's designing clothes for kids, too. McCartney and her husband, Alasdair, have four children.



2. Match the two parts of each statement, according to the profiles.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. Rihanna                   | a. he's cool.                   |
| 2. Alasdair                  | b. an actor and Odagiri's wife. |
| 3. Yuko is                   | c. clothes.                     |
| 4. Odagiri makes             | d. is McCartney's husband.      |
| 5. McCartney has four        | e. loves McCartney's designs.   |
| 6. Odagiri has               | f. children.                    |
| 7. Boys like Odagiri because | g. one son.                     |
| 8. McCartney designs         | h. movies and sings.            |

3. Complete the statements with the words below.

actor athletes child cute father nicknames

- Many girls like Odagiri because he is cute.
- Odagiri has one \_\_\_\_\_.
- McCartney has two \_\_\_\_\_.
- Anne Hathaway is an \_\_\_\_\_.
- McCartney designs clothes for children, actors, singers, and \_\_\_\_\_.
- McCartney's \_\_\_\_\_ is famous.





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

- A** So, what do you want to be when you grow up?
- B** I want to be a computer programmer.
- A** A computer programmer? That's awesome.
- B** What about you? Do you want to be a computer programmer, too?
- A** Me? Not really. I want to be a teacher.
- B** Wow! That's great. Teachers are cool.



2.10)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation.**  
Use the pictures of occupations for ideas.



**A** So, what do you want to be when you grow up?

**B** I want to be \_\_\_\_\_.

**A** \_\_\_\_\_? That's awesome.

**B** What about you? Do you want to be \_\_\_\_\_, too?

**A** Me? Not really. I want to be \_\_\_\_\_.

**B** Wow! That's great. \_\_\_\_\_ are cool.



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



# Feel better!

**Grammar:** The present continuous for the future  
**Vocabulary:** Ailments  
**Social language:** Express sympathy and offer advice for an ailment

## Topic Snapshot

2.11))

### 1. Read and listen to the video webchat.

# Teen2Teen Friends



**Ana:** Hey, Emi! I'm looking at my calendar. Your big baseball game is only six days away! Why aren't you practicing with the team?

**Emi:** I'm really sick. I'm staying home today.

**Ana:** Oh, no! For your first big game as team captain? What's wrong?

**Emi:** Look at me. I have the flu!

**Adam:** Hey, I'm sick, too. My mom thinks I have the flu. She's taking me to the doctor this afternoon.

**Ana:** Sorry you guys are so sick! Have some orange juice – or some hot tea! Or maybe some chicken soup?

**Emi:** Thanks for the suggestions, Ana. Mom's making me a special Japanese drink, *shogayu*. It usually helps. But it's hard to eat. I feel too sick.

**Adam:** Me, too! And tomorrow's my mom's birthday. My dad's making a special dinner for her!

**Ana:** Well, feel better, you two! I'm meeting my friends at the mall in an hour. We can chat again tomorrow, OK?

**Emi:** Thanks, Ana! Have fun.

### 2. Complete each statement, according to the Topic Snapshot. Circle *a* or *b*.

- |                            |                         |   |
|----------------------------|-------------------------|---|
| 1. ... is sick.            | a. Ana                  | <input checked="" type="radio"/> b. Emi |
| 2. She has ...             | a. the flu.             | b. a big game today.                    |
| 3. ... is sick, too.       | a. The team             | b. Adam                                 |
| 4. Adam is going to ...    | a. stay home.           | b. the doctor.                          |
| 5. Ana suggests ...        | a. juice, tea, or soup. | b. a visit to the doctor.               |
| 6. Tomorrow is ...         | a. Emi's big game.      | b. Adam's mom's birthday.               |
| 7. Ana is ... at the mall. | a. meeting her friends  | b. going to the games                   |











4. Today is Monday. It's 10:00 a.m. Look at Adam's plans for this week. Then read the paragraph, circle the correct time expressions, and complete the statements with the present continuous.

Monday <del>12:45: have lunch with Brandon</del> 3:30: go to the doctor	Thursday 1:00-4:30: study with Brandon at his house
Tuesday 10:00: meet the new international students 3:30-5:30: babysit Nicky (at Nicky's house)	Friday 6:00: go to the movies with Lane and Mike
Wednesday MOM'S BIRTHDAY! 6:00: make Mom's birthday dinner with Dad	Saturday 1:30: hang out with Ben at the mall EAT AT GIANT BURGER!
	Sunday

Today, Adam is sick. (1) This afternoon / This evening, he (2) is going (go) to the doctor. (3) Tomorrow / The day after tomorrow, Adam (4) \_\_\_\_\_ (meet) some new students at school. Then he (5) \_\_\_\_\_ (babysit) his neighbor's son, Nicky. (6) Tomorrow / The day after tomorrow, he (7) \_\_\_\_\_ (make) dinner with his dad for his mom's birthday. On Thursday, Adam and Brandon (8) \_\_\_\_\_ (study) at Brandon's house. (9) This weekend / This week, on Friday, Adam (10) \_\_\_\_\_ (go) to the movies with Lane and Mike. And on Saturday, he and Ben (11) \_\_\_\_\_ (hang out) at the mall, and they (12) \_\_\_\_\_ (eat) at Giant Burger.

5. Complete the questions about your partner's future plans. Use the present continuous. Then answer the questions in your partner's book.

Your questions

Are you staying home tomorrow?

What are you \_\_\_\_\_ doing on Sunday?

Are you \_\_\_\_\_ tomorrow?

What are you doing on \_\_\_\_\_?

Where are you \_\_\_\_\_ this weekend?

Your partner's answers

Yes, I am.

I'm studying.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

About you!



Complete the statements. Use the present continuous for the future.

Next week, I'm \_\_\_\_\_

Next year, I'm \_\_\_\_\_



## Reading A blog post

- 2.16 1. Read Emi's post on Teen2Teen Friends. What's her problem?

# Teen2Teen Friends

**My blog** Tell Teen2Teen Friends about what's happening





**Emi Sato** Hey, everybody! Next week's the big baseball game! And I'm soooooo excited about it! Baseball's very popular here in Japan. At school, girls usually play volleyball or tennis. But me? I love baseball. This year, I'm the captain of our team. Look at me in the photo!

Bad news! I have the flu, and the game is in only six days! All my friends are messaging me and calling me every day. My Teen2Teen Friends say, "Emi, drink orange juice. Emi, have lots of hot tea. Emi, eat chicken soup!" Everybody has a different idea.

When I have a cold or the flu, I usually just stay home and relax in my bed and drink lots and lots of *shogayu*.

*Shogayu* is a traditional hot drink that's good for a cold or the flu. It has ginger, and it really helps! But the flu can be serious, so this afternoon my parents are taking me to the doctor. They want to be sure that I feel better for the big game.



### 2. Circle T (true), F (false), or NI (no information), according to the blog post.

- |  |              |
|--|--------------|
| 1. Emi is captain of her baseball team.      | (T) / F / NI |
| 2. The big game is tomorrow.                 | T / F / NI   |
| 3. Emi plays volleyball and tennis, too.     | T / F / NI   |
| 4. The team is taking the train to the game. | T / F / NI   |
| 5. Emi's team has boys and girls.            | T / F / NI   |
| 6. Emi loves baseball.                       | T / F / NI   |
| 7. Emi is going to the doctor.               | T / F / NI   |
| 8. <i>Shogayu</i> is delicious.              | T / F / NI   |

### 3. Choose the correct answer to each question. Circle a or b.

- |  |  |
|--|--|
| <p>1. What sports do Japanese girls usually play?</p> <p>a. Volleyball and baseball.</p> <p>(b) Volleyball and tennis.</p> | <p>5. Who is calling Emi everyday?</p> <p>a. Her friends.</p> <p>b. Her parents.</p>   |
| <p>2. What sport does Emi really like?</p> <p>a. Baseball.</p> <p>b. Soccer.</p>   | <p>6. What do Emi's Teen2Teen Friends tell her?</p> <p>a. Drink <i>shogayu</i>.</p> <p>b. Drink orange juice and hot tea.</p>            |
| <p>3. When is the big game?</p> <p>a. This weekend.</p> <p>b. In six days.</p>   | <p>7. What does Emi usually do when she's sick?</p> <p>a. She stays home and drinks <i>shogayu</i>.</p> <p>b. She eats chicken soup.</p> |
| <p>4. What's Emi's problem?</p> <p>a. She's the team captain.</p> <p>b. She has the flu.</p>                               | <p>8. What is Emi doing this afternoon?</p> <p>a. She's going to the doctor.</p> <p>b. She's going to the big game.</p>                  |



2.17) 1. Read and listen to the conversation.



- A Hello?
- B Hey, Justin. This is Ryan. How are you?
- A I feel awful. I have the flu.
- B Oh, I'm sorry. I think you should have some juice. Or maybe you should go to the doctor.
- A Actually, I'm going to the doctor tomorrow.
- B That's good. Feel better!
- A Thanks, Ryan. Bye.



2.18) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Change the ailment, the advice, and the future time expression. Use the pictures for ideas.

A Hello?

B Hey, \_\_\_\_\_. This is \_\_\_\_\_. How are you?

A I feel awful. I \_\_\_\_\_.

B Oh, I'm sorry. I think you should \_\_\_\_\_. Or maybe you should go to the doctor.

A Actually, I'm going to the doctor \_\_\_\_\_.

B That's good. Feel better!

A Thanks, \_\_\_\_\_. Bye.

Advice

You should ...

- have some juice
- have some hot tea
- have some chicken soup
- relax
- stay home
- stay in bed



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



# Review: Units 7–9

## 1. Read the conversation on a school bus. Then complete each statement.

Gloria: Hey, Paul! You usually go to school by car, right?

Paul: Yes, I do. But today I'm taking the bus. My dad usually drives, but he can't this week.

Gloria: Why not?

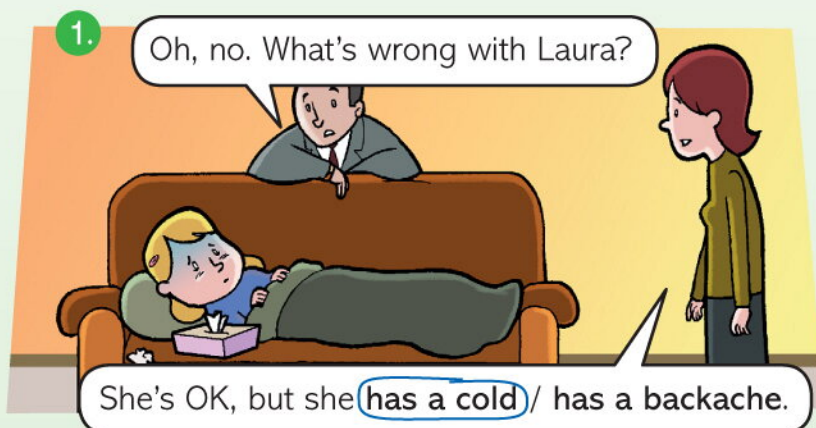
Paul: Because he's too busy at work. But what about you? You usually ride your bike. Why are you taking the bus?

Gloria: Because it's so windy, and I have a cold.

But tomorrow, I'm riding my bike.

- |  |                       |                  |                          |
|--|-----------------------|------------------|--------------------------|
| 1. Gloria and Paul are ... today.        | a. riding their bikes | b. going by car  | <b>c. taking the bus</b> |
| 2. Gloria doesn't usually ... to school. | a. go by car          | b. ride her bike | c. take the bus          |
| 3. Paul usually ... to school.           | a. goes by car        | b. drives        | c. takes the bus         |

## 2. Look at the pictures. Circle the correct ailments to complete the conversations.





**3. Complete each statement with the simple present tense or the present continuous.**

- Mary is a flight attendant, but she isn't working (not / work) right now.
- Our teacher \_\_\_\_\_ (teach) English twice a week.
- My uncle Len is an artist. He usually \_\_\_\_\_ (sell) his pictures at the mall, but tomorrow he \_\_\_\_\_ (sell) his pictures at my school.
- My big brother is a mechanic. He \_\_\_\_\_ (fix) our car this afternoon.
- We \_\_\_\_\_ (study) Europe in geography class this month.

**4. Write questions in the simple present tense.**

- (What / you / do / in the morning?) What do you do in the morning?
- (When / Sean / eat lunch?) \_\_\_\_\_
- (What time / your little sister / go to bed?) \_\_\_\_\_
- (Why / they / do their homework so late on Tuesdays?) \_\_\_\_\_
- (Who / your mom / drive to school in the morning?) \_\_\_\_\_
- (Where / your parents / shop for food?) \_\_\_\_\_

**All About You**

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



How do you get to school?

You \_\_\_\_\_  
\_\_\_\_\_



What are you doing tomorrow?

You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_

**2. Complete each personal statement about your activities.**

When I have a cold, I usually \_\_\_\_\_. Tonight, I'm \_\_\_\_\_.

On weekdays, I sometimes \_\_\_\_\_. Next weekend, I'm \_\_\_\_\_.

On weekends, I always \_\_\_\_\_.

**Progress Check**

✓ Check what you can do.

Discuss what I want to be when I grow up

Make and accept an invitation

Express sympathy and offer advice for an ailment

Use the Unit 6–9 grammar and vocabulary





# The key rings? I love them!

**Grammar:** Verbs of degree: *love, like, don't like, hate* • Object pronouns  
**Vocabulary:** Personal objects and souvenirs  
**Social language:** Express a negative opinion

## Topic Snapshot

2.19 1. Read and listen to the conversation.



**Kyle:** Let's get some souvenirs of our trip to Brazil.

**Dana:** Good idea! What do you think of these key rings with the Brazilian flag?

**Kyle:** I like them. How much are they?



**Dana:** Excuse me, sir. Do you speak English?

**Man:** Yes. Can I help you?

**Dana:** Yes, please. How much is this key ring?

**Man:** It's six *reais*. Very cheap.



**Dana:** Hey, Kyle. These are only six *reais* – that's only about three dollars. That is pretty cheap. Let's buy them as presents for Mom and Dad, too.

**Kyle:** But look at this cool mug. And it's only five *reais*.



**Kyle:** Whoa! Soccer ball key rings ... and they have the Brazilian flag!

**Dana:** And they're only four *reais*! That's so cheap!

**Kyle:** I love them! Let's get some for everyone.

2. Complete each statement, according to the Topic Snapshot. Circle *a* or *b*.

- |  |                         |   |
|--|-------------------------|---|
| 1. Kyle and Dana are in ...                          | a. the U.S.             | <input checked="" type="radio"/> b. Brazil. |
| 2. They're shopping for ...                          | a. a backpack.          | b. souvenirs and presents.                  |
| 3. They are ...                                      | a. brother and sister.  | b. classmates.                              |
| 4. The first key rings cost ...                      | a. about three dollars. | b. five <i>reais</i> .                      |
| 5. Dana thinks the first key rings are ...           | a. expensive.           | b. cheap.                                   |
| 6. They see other ...                                | a. mugs.                | b. key rings.                               |
| 7. They love them because they have a flag and a ... | a. soccer ball.         | b. mug.                                     |





## Grammar Verbs of degree: love, like, don't like, hate

### 1. Study the grammar.

1. She loves that T-shirt. 😊 !!!

2. She likes that T-shirt. 😊

3. She doesn't like that T-shirt. 😞

4. She hates that T-shirt. 😞 !!!

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

2.21 **3. Listening comprehension** Listen to the conversations. Circle the correct verb.

- Victoria likes / doesn't like the shoes.
- Emily loves / doesn't like chicken soup with rice.
- Andrew's dad doesn't like / hates Andrew's music.
- Maggie likes / loves the sweater.
- Clara doesn't like / hates orange juice.

### 4. Complete the statements, according to the faces.

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1. I 😞 !!! <u>hate</u> that key ring. | 4. We 😊 !!! _____ volleyball |
| 2. He 😊 !!! _____ video games.        | 5. They 😞 _____ math         |
| 3. My dad 😞 _____ coffee.             | 6. She 😊 _____ those jeans   |



## Vocabulary Personal objects and souvenirs

2.22) 1. Look at the pictures. Read and listen.



1. earbuds



2. a magazine



3. candy



4. earrings



5. a mug



6. a necklace



7. a wrist band



8. a phone case



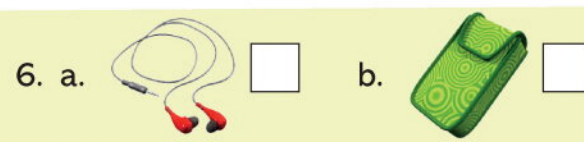
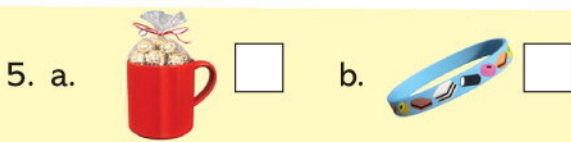
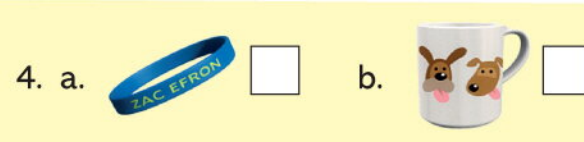
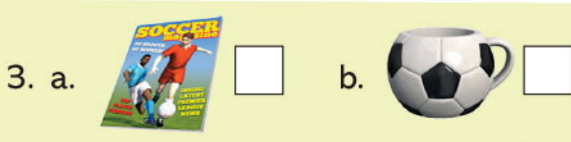
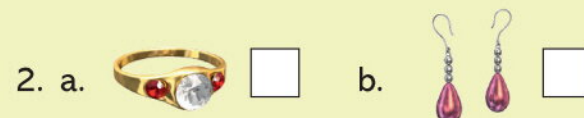
9. a ring

And don't forget ...

- a key ring
- a T-shirt

2.23) 2. Pronunciation Listen and repeat.

2.24) 3. Listening comprehension Listen to the conversations. What are they discussing? Check one or two pictures for each conversation.



4. Listen to the conversations again. Circle T (true) or F (false).

- |  |  |
|--|--|
| 1. They're buying the ring. <input checked="" type="radio"/> T / <input type="radio"/> F | 4. He's buying the Zac Efron wrist band. <input type="radio"/> T / <input type="radio"/> F |
| 2. He's buying the earrings. <input type="radio"/> T / <input type="radio"/> F           | 5. They're buying a mug with candy. <input type="radio"/> T / <input type="radio"/> F      |
| 3. She loves soccer magazines. <input type="radio"/> T / <input type="radio"/> F         | 6. He's buying the earbuds. <input type="radio"/> T / <input type="radio"/> F              |

About you!



Choose two objects from the Vocabulary. Complete two personal statements about them.

I love my phone case. It has a picture of a cute cat.

I love \_\_\_\_\_

I hate my sister's earrings.

I hate \_\_\_\_\_





## Grammar Object pronouns

### 1. Study the grammar.



In a sentence, the **subject** performs the action of the verb. The **direct object** receives the action of the verb. The subject and the direct object can be a noun, a name, or a pronoun.

subject	verb	direct object
Kurt	wants	that mug.
Kurt	wants	it.

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

### 2. Pronunciation Listen to the object pronouns. Repeat.

### 3. Underline the subject in each sentence. Circle the direct object.

- The store sells candy.
- She wants the earbuds.
- Peter and Anne like the phone case.
- We don't have a Hello Cutie wrist band.

### 4. Circle the correct object pronouns to complete the conversation.

1. I love these T-shirts.

I like they / them, too.

2. What do you think of this backpack?

I don't like him / it very much.

3. Are you calling your mom?

No. I'm not calling she / her. I'm calling my dad.

4. Is Jessica your girlfriend?

No. She doesn't even like I / me!

### 5. Rewrite the statements and questions. Change the underlined direct object nouns to object pronouns. Use periods and question marks.

- I like the key rings. I like them.
- Carla is calling her sister.
- We're making the salad for lunch.
- The team is wearing the new uniforms this weekend.
- Are you babysitting your little brother on Friday?
- Our parents are taking my sister and me to Disneyland.

### 6. Pronunciation Listen to the answers from Exercise 5. Repeat.





## Reading A newspaper article

2.27 1. Read the article. What is the problem in Bedford?

# MadisonJournal

September 15

## Madison Teens Help Bedford Neighbors

After a terrible flood, Bedford families are living in school gyms and friends' houses. Many families' homes, clothes, furniture, and food are under water. Both adults and teenagers in nearby Madison are collecting and donating necessities to help Bedford families through a terrible time.



Bedford families are living in school gyms in the area.



Bedford houses are under water because of the flood.

### You can help

Bedford teens urgently need backpacks, pencils, pens, markers, and notebooks.  
Call 914 555 7689.

Madison's teenagers are focusing on school-aged victims of the Bedford floods. Fourteen-year-old Sarah Corbin has a message for her classmates: "Next week, school is opening, and Bedford school children need backpacks and school supplies. You can help them. Do you have an extra backpack, or some pencils, pens, markers, or notebooks? Please



Madison teen Sarah Corbin

bring your donations to Madison Middle School any afternoon this week, from 3:30 to 5:00."

Teens who donate backpacks, school supplies, or other things such as magazines, can get a wrist band that says, "Friend of Bedford."



2. Which of the following sentences expresses the main idea of the article?

Check one box.

1. Teens who donate backpacks, school supplies, or other things such as magazines, can get a wrist band that says, "Friend of Bedford."
2. Next week, school is opening, and Bedford school children need backpacks and school supplies.
3. Both adults and teenagers in nearby Madison are collecting and donating necessities to help Bedford families through a terrible time.

3. Match the parts of the statements, according to the article.

- |   |                                 |
|---|---------------------------------|
| 1. Lots of Bedford houses are                         | a. can get a wrist band.        |
| 2. People from Madison are                            | b. need school supplies.        |
| 3. Furniture, clothing, and food are                  | c. helping people from Bedford. |
| 4. The school children in Bedford                     | d. necessities.                 |
| 5. When a teenager donates school supplies, he or she | e. under water.                 |





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

**A** Hey, Dan. I'm buying a present for my sister. What do you think of this phone case?

**B** Well, no offense, but I don't like it. I think it's ugly.

**A** Really? I like it. ... Hey, what about *this* phone case?

**B** Wow! It's awesome. I think you should get it.

**A** OK!

2.29))

**Ways to express a negative opinion**

It's ugly.

It's gross.

It's weird.

2.30)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation. Use the pictures. Express a different negative opinion. Use the correct object pronouns.**

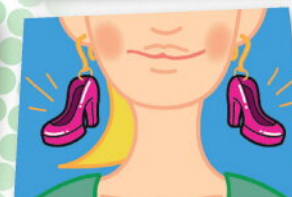
**A** Hey, \_\_\_\_\_, I'm buying a present for \_\_\_\_\_. What do you think of \_\_\_\_\_?

**B** Well, no offense, but I don't like \_\_\_\_\_. I think \_\_\_\_\_.

**A** Really? I like \_\_\_\_\_. ... Hey, what about \_\_\_\_\_?

**B** Wow! Now \_\_\_\_\_ awesome. I think you should get \_\_\_\_\_.

**A** OK!



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



# Can I borrow your charger?

**Grammar:** Can for permission  
**Vocabulary:** Electronic devices • Using electronic devices  
**Social language:** Ask to borrow something

## Vocabulary Electronic devices

2.31) 1. Look at the pictures. Read and listen.



1. a laptop



2. a tablet



3. a flash drive



4. a remote



5. a mouse



6. a camera



7. a game console



8. speakers



9. a charger



10. a battery

### And don't forget ...

- an MP3 player
- a phone
- a TV
- earbuds

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

2.33) 3. **Listening comprehension** Listen to the conversations. Circle the letter of the item each person needs.



a.

b.

c.



a.

b.

c.



a.

b.

c.



a.

b.

c.



a.

b.

c.



a.

b.

c.



## Topic Snapshot

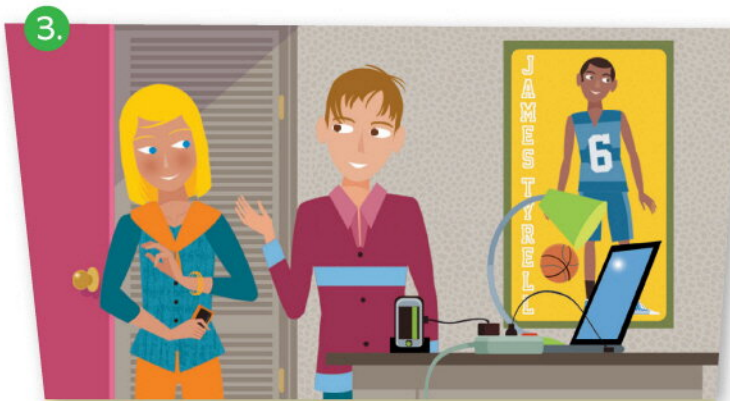
2.34 1. Read and listen to the conversation.



Emma: Hi, Tyler. Sorry to bother you.  
Tyler: Hey, sis! No problem. What's up?



Emma: The battery in my phone is dead.  
Can I borrow your charger?  
Tyler: Sure. It's on the desk. Next to my laptop.



Emma: Hey. Are you charging *your* phone?  
Tyler: Yeah, I am, but it's done. You can unplug it.



Emma: Thanks, Tyler.  
Tyler: Hey, you're welcome!

2. Choose the correct meaning for each statement in the Topic Snapshot. Circle *a* or *b*.

- "The battery in my phone is dead." a. I can use my phone now.  b. I can't use my phone now.
- "Can I borrow your charger?" a. Can I use it? b. Can I see it?
- "It's done." a. She can use it now. b. She can't use it now.

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

- Emma needs Tyler's phone. T /  Emma needs Tyler's charger.
- Tyler's charger is on the desk. T / F \_\_\_\_\_
- Tyler is charging his laptop. T / F \_\_\_\_\_
- Emma doesn't unplug Tyler's phone. T / F \_\_\_\_\_
- Emma is borrowing Tyler's charger. T / F \_\_\_\_\_



## Vocabulary Using electronic devices

2.35  1. Look at the pictures. Read and listen.



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

3. Look at the pictures. Complete the instructions. Use the Vocabulary.



1. First, replace the batteries in your remote. Then \_\_\_\_\_ the TV.

2. \_\_\_\_\_ your laptop. \_\_\_\_\_ the battery for two hours. Then \_\_\_\_\_ your laptop and use it for up to eight hours.



3. \_\_\_\_\_ your phone.  
\_\_\_\_\_ the charger.  
\_\_\_\_\_ the phone for an hour.



4. First, \_\_\_\_\_ your camera.  
\_\_\_\_\_ your camera to your laptop.  
\_\_\_\_\_ your photos.  
Then \_\_\_\_\_ your camera.

About you!



What do you usually charge? How often?

I charge my phone twice a week.



## Grammar Can for permission

### 1. Study the grammar.

Use *Can* and a base form to request permission.  
To give permission, use a short answer with *can*, or use other expressions of affirmation.

- Can** I **borrow** your charger? (Yes, you can.)
- Can** we **play** with your game console? (Sure. No problem.)
- Can** my brother **use** your phone? (OK.)

Can I borrow your charger?



Sure.



#### Language tip

- Use *please* to be polite. Place *please* before the base form.  
*Can I please borrow your charger?*

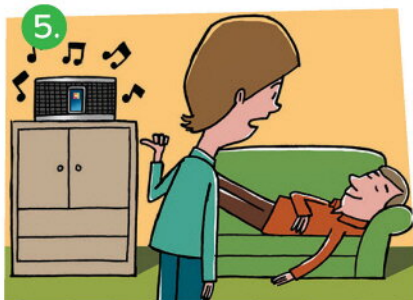
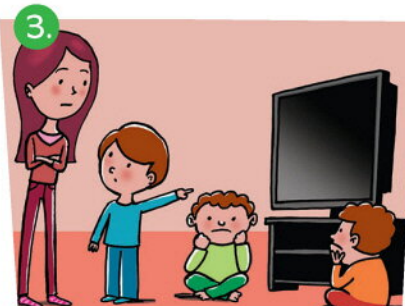
#### Reminder

You can also use *Can* to ask about ability.  
*Can you play the piano?*

2.37

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the pictures. Complete each request for permission.



1. Can I charge \_\_\_\_\_ (I / charge) my phone here?
2. \_\_\_\_\_ (we / borrow) your laptop?
3. \_\_\_\_\_ (we / turn on / please) the TV?
4. \_\_\_\_\_ (I / use) your charger?
5. \_\_\_\_\_ (I / turn off / please) the music?
6. \_\_\_\_\_ (I / disconnect / please) your camera now?
7. \_\_\_\_\_ (I / replace) these batteries?
8. \_\_\_\_\_ (I / upload / please) your photos to my tablet?





## Reading An advertisement

2.38 1. Read the advertisement. Do you want this new device? Why or why not?

**new!**

# The Fantablet

Say hello to the Fantablet –  
a fantastic tablet that does it all!

Like a phone, the Fantablet is small. You don't need a backpack to carry it. However, like a tablet, the screen is big. But who wants a small phone AND a big tablet? The Fantablet replaces many of the electronic products you have now. Call or text your friends from the mall. Surf the Internet from the park. Listen to your favorite music at the beach with the Fantablet wireless earbuds. And take photos of your friends at school with the Fantablet camera.

The Fantablet has a long battery life of up to twelve (yes, that's right ... **TWELVE**) hours!



Download your favorite magazines from the *Fantablet Center* and click on Read Me. It reads your magazines to you! Listen in any language you choose. Yes, the Fantablet can translate your article! With the Fantablet wireless speakers, you can play music in your room or in any room at home. Download new movies or your favorite TV shows and watch them with your friends. And when you need to go shopping, don't "go." Stay home and use the Fantablet's shopping center. How convenient is that? And wherever you go, keep in touch with your friends, or meet new ones, at *Fantablet Connections!*

2. Which of the following statements expresses the main idea of the advertisement? Check one box.

1. The Fantablet is small and easy to carry.
2. You can use the Fantablet as a phone or camera.
3. The Fantablet replaces many of the electronic products you have right now.
4. The Fantablet has a long battery life.

3. Read the true statements about the Fantablet. Then find and underline information from the advertisement that supports each statement.

1. It's not very big.
2. It has a big screen.
3. You can use the Fantablet as a phone to make calls or send messages.
4. You can listen to music when you are not at home.
5. The Fantablet can read articles to you in Portuguese.
6. You can listen to music in the kitchen with the Fantablet.
7. You can watch movies and TV with your friends.
8. You can shop at home with it.





2.39

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

- A** Hi, Connor. Can I come in?
- B** Sure. What's up?
- A** Can I borrow your laptop for a little while?
- B** Actually, I'm using it right now. I'm downloading some photos. Can I give it to you a little later?
- A** Of course. No problem. Thanks!

2.40

### 2. Pronunciation Listen and repeat.

- ### 3. Guided conversation
- On the notepad, write the names of two electronic devices. Imagine you are using the devices right now. Write a statement for each. Then create a NEW conversation, using one of the devices on your notepad.

#### Verbs

listen  
do  
send  
write  
play  
upload  
download  
charge

**A** Hi, \_\_\_\_\_. Can I come in?

**B** Sure. What's up?

**A** Can I borrow your \_\_\_\_\_  
for a little while?

**B** Actually, I'm using \_\_\_\_\_ right now.  
I'm \_\_\_\_\_.  
Can I give \_\_\_\_\_ to you a little later?

**A** Of course. No problem. Thanks!



Device	What are you doing?
MP3 player	I'm listening to music.
1	
2	



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



# She's smarter than me!

**Grammar:** Comparative adjectives • Comparative adjectives: form  
**Vocabulary:** Adjectives to describe people  
**Social language:** Compare yourself with others in your family


## Topic Snapshot

2.41






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

# Teen & Teen Friends


15:48





**Adam Lucas**


-  Meet new friends
-  Question of the day
-  My blog
-  Favorite places
-  Video webchat


My Friends:


  
Daniel Campos


  
Maya Ivanova


  
Julie Duclos


  
New Friend


 Adam: Hi, everyone! I'm visiting my cousins Ty and Will this week. What are you guys doing?


 Daniel: I'm at home, in Mexico City. I'm just hanging out with my family.


 Maya: Hi, guys. I'm babysitting my sister Olga. We're at my grandma's apartment here in Moscow. My parents are in London this week.


 Daniel: So what's your little sister like, Maya?


 Maya: Olga? Well, she's very smart. She's good at all her subjects at school. Actually, she's smarter than me. Much smarter!


 Julie: Hey, everyone! Adam, what are your cousins like?

 Adam: Well, Ty is pretty nice, but he's really messy. There are papers, magazines, and clothes everywhere in his room. But Will is really neat. His room is always nice and clean. And he's very smart, like Olga.

 Julie: And what about you, Adam? Are you neat?

 Adam: Me? Neat? No way. I'm kind of messy, actually.

 Julie: Really? Well, who's messier then? You or your cousin Ty?

 Adam: Oh, Ty's *definitely* much messier than me!

Post a comment ...

### 2. Match the two parts of the statements, according to the Topic Snapshot.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Maya</li> <li>2. Will's brother</li> <li>3. Ty</li> <li>4. Maya's sister</li> <li>5. Daniel</li> <li>6. Adam</li> <li>7. Will</li> </ol> | <ol style="list-style-type: none"> <li>a. has a neat cousin and a messy cousin.</li> <li>b. is smart.</li> <li>c. is smart and isn't messy.</li> <li>d. has a little sister.</li> <li>e. isn't neat, but is very nice.</li> <li>f. is at home with his family.</li> <li>g. is messier than Adam.</li> </ol> |
|--|---|



## Vocabulary Adjectives to describe people

2.42)) **1. Look at the pictures. Read and listen.**



Clara

1. Clara's messy.



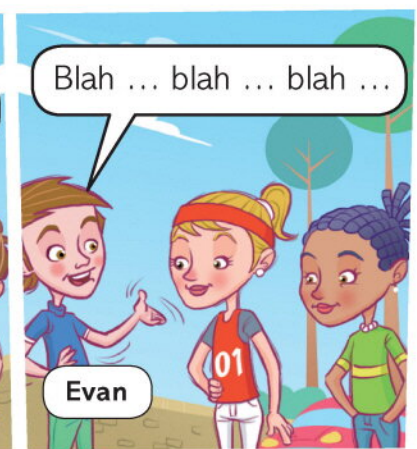
Eliza

2. Eliza's neat.



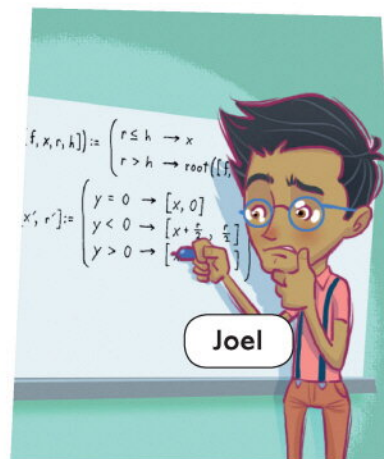
Drew

3. Drew's shy.



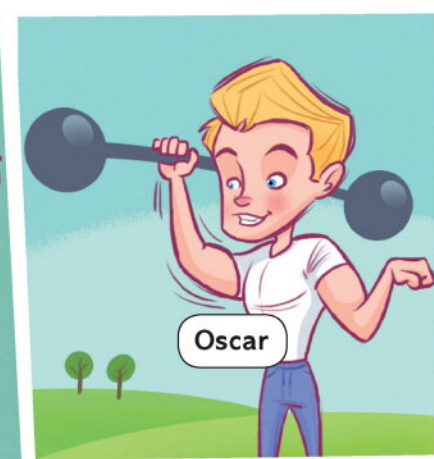
Evan

4. Evan's talkative.



Joel

5. Joel's smart.



Oscar

6. Oscar's strong.



Ashlie

Kira

7. Ashlie's funny.

8. Kira's serious.

2.43)) **2. Pronunciation** Listen and repeat the adjectives.

2.44)) **3. Listening comprehension** Listen to the conversations. Check the adjective that describes each person.

	smart	talkative	serious	funny	messy	strong	shy
1. Tina is ....							✓
2. Spencer is ....							
3. Lauren's dad is usually ....							
4. Ella is ....							
5. Steve is ....							
6. Olivia is ....							



Write two sentences about you. Use the Vocabulary.

I'm very funny and talkative. I'm not very strong, but I'm smart.





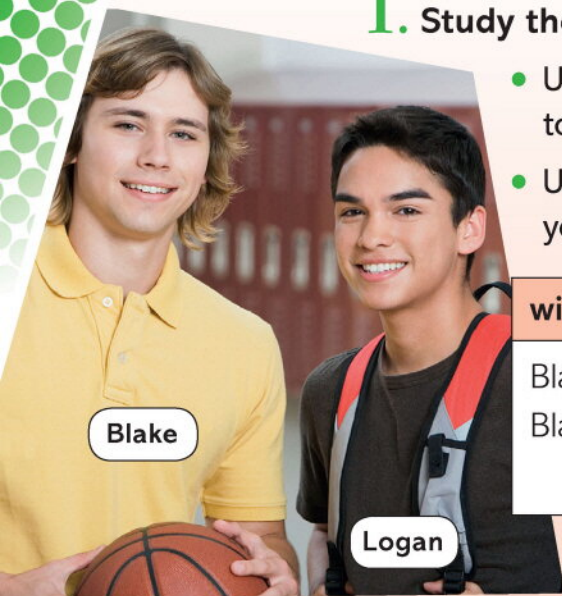
## Grammar Comparative adjectives

### 1. Study the grammar.

- Use a comparative adjective with the verb *be* to compare people, places, or things.
- Use *than* after a comparative adjective when you name the second person, place, or thing.



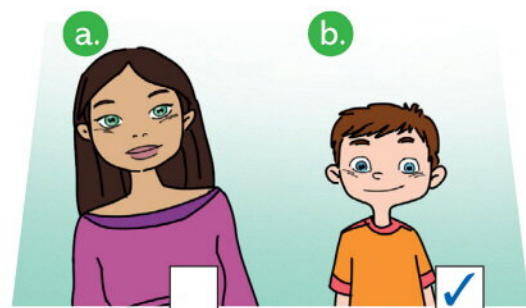
with <i>-er</i>	with <i>more</i>
Blake is <b>taller</b> .	The blue skirt is <b>more expensive</b> .
Blake is taller <b>than</b> Logan.	The blue skirt is more expensive <b>than</b> the green one.



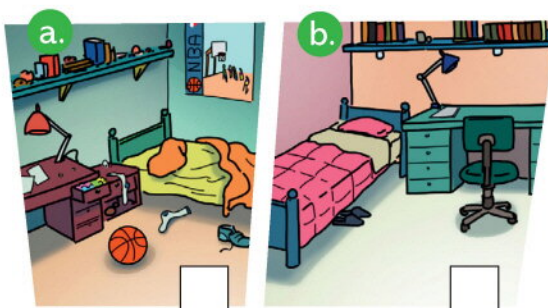
2.45

### 2. Pronunciation Listen to the grammar examples. Repeat.

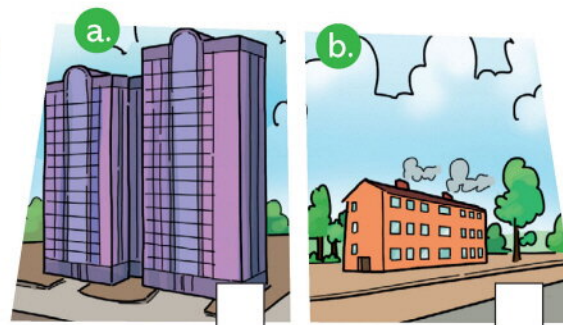
### 3. Check the correct answers.



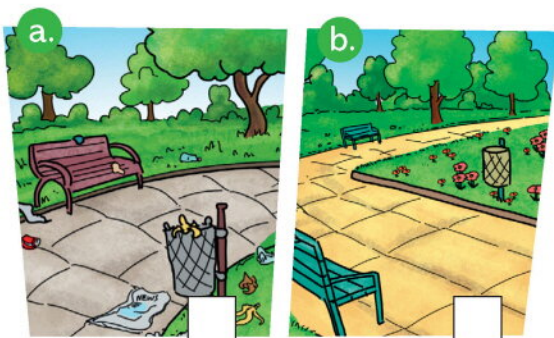
1. Which person is younger?



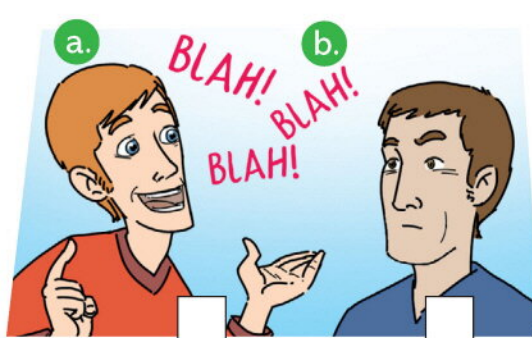
2. Which room is neater?



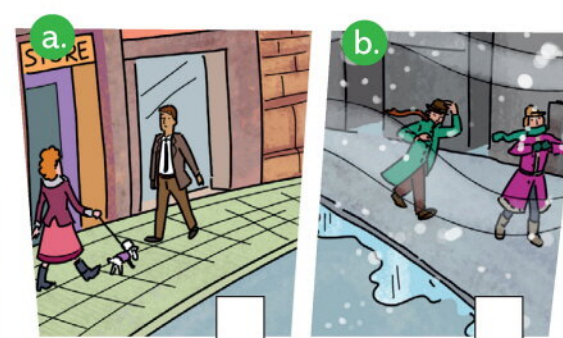
3. Which apartment building is taller?



4. Which park is more beautiful?



5. Which person is more talkative?



6. Which place is colder?

2.46

### 4. Listening comprehension Listen to the conversations. Circle T (true) or F (false).

1. Her cousin is smarter.  T /  F
2. His brother, Cody, is older.  T /  F
3. Her brother is taller.  T /  F
4. Her father is more serious than her mother.  T /  F
5. He is stronger than his teammate, Bruce.  T /  F





## Grammar Comparative adjectives: form

### 1. Study the grammar.

If an adjective has one syllable and ends in a consonant, add **-er**.

old → old**er**    strong → strong**er**    short → short**er**

If an adjective has one syllable and ends in consonant + **-e**, add **-r**.

late → late**r**    nice → nice**r**

If an adjective has two syllables and ends in **y**, drop **y** and add **-ier**.

pret**ty** → prett**ier**    mes**sy** → mess**ier**    wind**y** → wind**ier**

If an adjective has one syllable and consonant – vowel – consonant, double the consonant and add **-er**.

hot → hot**ter**    big → big**ger**

If an adjective has two, three, or four syllables, but doesn't end in **y**, use **more** before the adjective.

beau**ti**•ful    My mom is **more beautiful** than my aunt.

ex**pen**•sive    These pants are **more expensive** than the other ones.

#### Irregular forms

good → **better**

bad → **worse**

### 2. Write the comparative adjective forms.


- |                         |                     |                      |
|-------------------------|---------------------|----------------------|
| 1. small <u>smaller</u> | 5. delicious _____  | 9. interesting _____ |
| 2. cool _____           | 6. incredible _____ | 10. cold _____       |
| 3. bad _____            | 7. friendly _____   | 11. big _____        |
| 4. cute _____           | 8. early _____      | 12. good _____       |

### 2.47 3. Pronunciation Listen to the comparative adjectives from Exercise 2. Repeat.

### 4. Complete the statements and questions, using comparative adjectives and *than*.

Maya  My sister Olga is smarter than me.


1. My sister Olga / smart / me

Adam  \_\_\_\_\_


2. My cousin Ty / messy / my cousin Will

Julie  Maya, \_\_\_\_\_

3. your sister / tall / you?

Daniel  Julie, \_\_\_\_\_

4. Montreal / pretty / Vancouver?

Maya  Adam, \_\_\_\_\_

5. your cousins / old / you?

Adam  Maya, \_\_\_\_\_

6. your sister / talkative / you?



## Reading A travel blog

- 2.48 1. Read Adam's blog post. What does he like about San Antonio?

# Teen2Teen Friends



**Favorite places** Tell the kids on Teen2Teen Friends about your favorite places



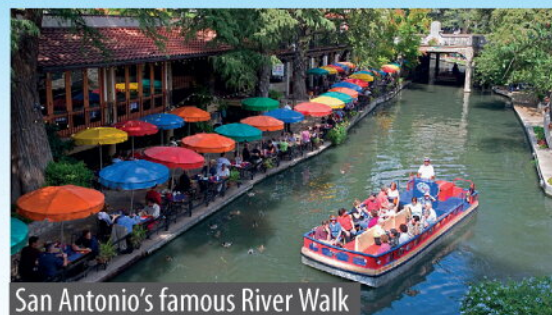
Adam Lucas

I'm visiting my cousins in the city of San Antonio, in the U.S. state of Texas.

San Antonio is much smaller than my hometown, Los Angeles. The population of L.A. is 3.8 million, but San Antonio only has 1.3 million people. In the U.S., only New York City is bigger, with 8.2 million people. But my cousins say San Antonio is getting bigger and bigger. And 26 million tourists visit San Antonio every year! Wow!

Both San Antonio and Los Angeles have hot and sunny weather. In my opinion, if you like beaches, Los Angeles is better. There are lots of beaches. For example, the beaches of Venice, a neighborhood of L.A., are world famous. San Antonio has a nice river, but no beaches. It's about a three-hour drive to the beaches in Corpus Christi on the Gulf of Mexico. However, I love the River Walk right here in San Antonio! There are lots of great stores for shopping, and the restaurants are fantastic.

San Antonio and Los Angeles both have lots of traffic, but I think the traffic in Los Angeles is much worse because it's a bigger city. San Antonio has a good bus system, and that helps with the traffic problems. It also has 219 kilometers of bike lanes. Whenever I visit here, my cousins and I ride on the bike lanes every day!



San Antonio's famous River Walk



## 2. Answer the questions. Check the correct box.

- |   |   |  |   |
|---|---|--|---|
| 1. What's another name for Los Angeles?         | <input type="checkbox"/> Corpus Christi.    | <input checked="" type="checkbox"/> L.A. | <input type="checkbox"/> The River Walk.    |
| 2. Where is San Antonio?                        | <input type="checkbox"/> In Texas.          | <input type="checkbox"/> In Los Angeles. | <input type="checkbox"/> In New York.       |
| 3. Where aren't there any beaches?              | <input type="checkbox"/> In San Antonio.    | <input type="checkbox"/> In Los Angeles. | <input type="checkbox"/> In Corpus Christi. |
| 4. Where is the River Walk?                     | <input type="checkbox"/> In Corpus Christi. | <input type="checkbox"/> In L.A.         | <input type="checkbox"/> In San Antonio.    |
| 5. How many people visit San Antonio each year? | <input type="checkbox"/> 3.8 million.       | <input type="checkbox"/> 1.3 million.    | <input type="checkbox"/> 26 million.        |

## 3. According to the travel blog, circle T (true), F (false), or NI (no information).

- |   |   |
|---|---|
| 1. The weather in San Antonio is great.             | <input checked="" type="radio"/> T / F / NI |
| 2. San Antonio doesn't have any trains.             | T / F / NI                                  |
| 3. The traffic in New York is worse than in L.A.    | T / F / NI                                  |
| 4. Venice is in Los Angeles.                        | T / F / NI                                  |
| 5. Corpus Christi is a neighborhood in San Antonio. | T / F / NI                                  |
| 6. There are bike lanes in L.A.                     | T / F / NI                                  |





## Compare yourself with others in your family

2.49

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

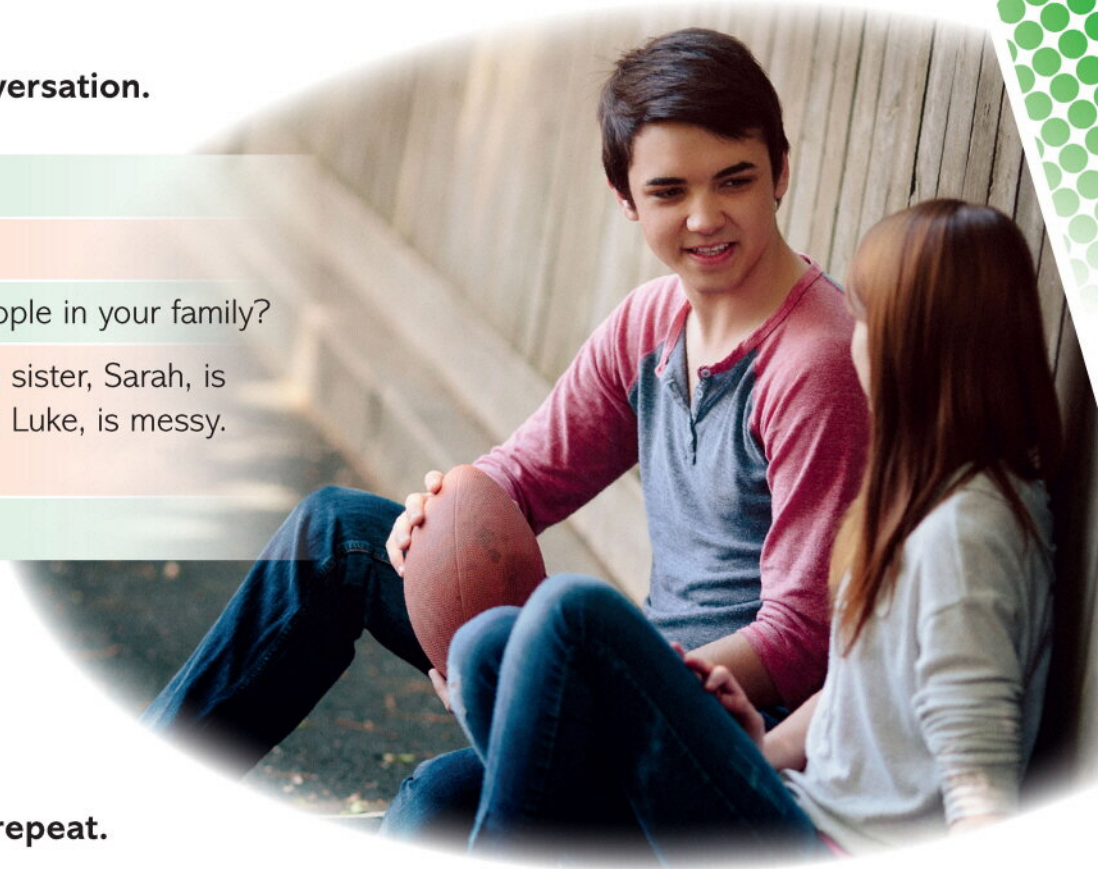
**A** Are you messy or neat?

**B** I'm pretty neat.

**A** And what about other people in your family?

**B** Let me think. Well, my big sister, Sarah, is neat, but my little brother, Luke, is messy. What about you?

**A** Me? I'm pretty messy.



2.50

### 2. Pronunciation Listen and repeat.

### 3. Guided conversation Choose two opposite adjectives from the list. On the notepad, write names of people from your family and an adjective for each one. Then create a NEW conversation about people in your family, using the information on your notepad.

**A** Are you \_\_\_\_\_ or \_\_\_\_\_?

**B** I'm pretty \_\_\_\_\_.

**A** And what about other people in your family?

**B** Let me think. Well, my \_\_\_\_\_ is \_\_\_\_\_, but my \_\_\_\_\_ is \_\_\_\_\_. What about you?

**A** Me? I'm pretty \_\_\_\_\_.

#### Adjectives

messy / neat  
talkative / shy  
funny / serious  
tall / short

Person	Adjective
Me!	talkative
Kate (sister)	shy
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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



# Review: Units 10–12

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

Mom: Lucy? Can I come in?

Lucy: I'm sorry. Please don't come in right now.

Mom: Why? What's wrong?

Lucy: My room is too messy.

Mom: Why is it so messy?

Lucy: I'm so busy. I'm studying.

Mom: But you're listening to music, too!

Lucy: That's OK, Mom. I can listen and study.

Mom: Lucy, that's not right. Please turn off the music.

Lucy: OK, Mom. ... Mom? What time is dinner?

Mom: In a little while.

- Who is Mom talking to?
  - Her sister
  - Her daughter
- What's the problem in Lucy's room?
  - The room is neat.
  - The room is messy.
- What's Lucy doing?
  - She's eating dinner.
  - She's studying.
- What else is Lucy doing?
  - She's listening to music.
  - She's watching TV.
- What does Lucy's mother think?
  - Lucy should turn off the music.
  - Lucy should eat dinner.

## 2. Complete the paragraph about Ted's family, using comparative forms of the adjectives.

What's my family like? Well, I have two sisters, one (1) younger (young) and one (2) \_\_\_\_\_ (old). Sara, my big sister, is very funny. She's (3) \_\_\_\_\_ (funny) my little sister and me. My little sister, Maddie, is very serious, like me. I'm pretty serious, but Maddie is much (4) \_\_\_\_\_ (serious) Sara and me. We're all good-looking, but people say Maddie is (5) \_\_\_\_\_ (beautiful) Sara. I actually don't think that's true. I think they're both pretty, and one is not (6) \_\_\_\_\_ (pretty) the other. Here's a way we're really different: the two girls are messy. They are definitely (7) \_\_\_\_\_ (messy) me or than their friends. I hate their room! I'm neat – (8) \_\_\_\_\_ (neat) the others in my family. And what else? Oh! We're all tall and strong, but I'm (9) \_\_\_\_\_ (tall and strong) my sisters.

## 3. Complete the conversations. Use object pronouns.

- A: Do you like that magazine?  
B: Yes, I like it.
- A: Do you like these phone cases?  
B: No, I don't like \_\_\_\_\_.
- A: Do you hate this wrist band?  
B: No, I like \_\_\_\_\_.
- A: Do you like Miley Cyrus?  
B: I love \_\_\_\_\_. She's an awesome singer!
- A: Are you calling your dad?  
B: No, I'm not calling \_\_\_\_\_. I'm calling my mom.
- A: Are you buying the celebrity key rings?  
B: Yes, I'm buying \_\_\_\_\_.

## 4. Write new sentences. Change the underlined direct object to an object pronoun.

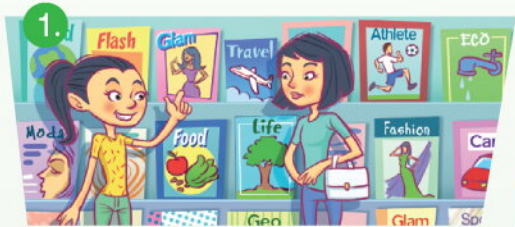
- I love your earbuds.  
I love them.
- Call your sister.  
\_\_\_\_\_
- My aunt is visiting me and my family this week.  
\_\_\_\_\_
- He's wearing the team T-shirt.  
\_\_\_\_\_
- She's babysitting my cousins.  
\_\_\_\_\_
- She's meeting my brother today.  
\_\_\_\_\_





5. Write requests for permission with **Can**. Use the pictures and the verbs below.

buy insert turn off turn on wear



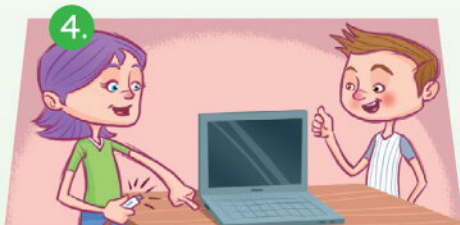
(I / that magazine)  
Can I buy that magazine?



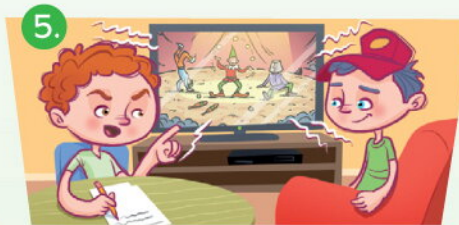
(I / your earrings)



(I / your laptop)



(I / my flash drive)



(I / the TV)

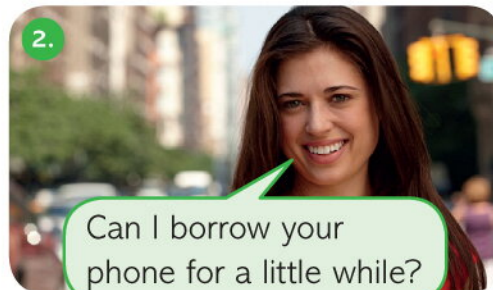
All About You

1. Write your own response to each person.



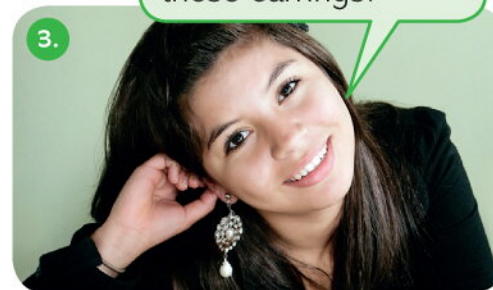
Can I please turn on the TV?

You \_\_\_\_\_  
\_\_\_\_\_



Can I borrow your phone for a little while?

You \_\_\_\_\_  
\_\_\_\_\_



What do you think of these earrings?

You \_\_\_\_\_  
\_\_\_\_\_

2. Complete the personal statements, using adjectives from the list.

funny handsome messy  
neat shy old pretty serious  
smart strong talkative tall

- I'm not really \_\_\_\_\_, but I'm very \_\_\_\_\_.
- My friend \_\_\_\_\_ is much \_\_\_\_\_ than me.
- My \_\_\_\_\_ is much \_\_\_\_\_ than me.

Progress Check

✓ Check what you can do.

- Express a negative opinion
- Ask to borrow something

- Compare myself with another person
- Use the Unit 10–12 grammar and vocabulary

Wow! You're great!





## Unit 1: A thank-you note

### 1. Study the writing rule.

#### Complete sentences

In writing, a complete sentence always begins with a capital letter and ends with one of these punctuation marks: a period (.), a question mark (?), or an exclamation point (!).

*Kyle is listening to songs on his MP3 player.*

A complete sentence always has a subject and a verb.

subject

verb

*Beth is watching TV in her room.*

### 2. Write a check mark (✓) for complete sentences. Write the error number to indicate errors.

#### Errors

- |                                       |               |
|---------------------------------------|---------------|
| 1. no capital letter at the beginning | 3. no subject |
| 2. no punctuation mark at the end     | 4. no verb    |

- a. We are playing video games right now.
- b. Are buying clothes at the mall.
- c. they are my cousins
- d. My teacher very good.
- e. We're wearing the new uniform today.
- f. She my teammate on the soccer team.

### 3. Read Chris's thank-you note. Find and correct seven errors.

from: chris@tmail.com  
subject: Thank you!  
date: 4 April  
to: gpas@tmail.com

Dear Grandma and Grandpa,  
How are you? Thank you so much for the beautiful shirt! I'm wearing the shirt right now? this is a really nice birthday. Mom is in the kitchen with Aunt Emma. they're cooking. uncle Larry and Dad in the living room. they're watching a soccer game on TV. My brother Nick and our cousin Jamal are playing video games in my room. they both say hello! Write soon!  
Love,  
Chris

### 4. Imagine it is your birthday. Write a thank-you note to your grandparents or aunt and uncle. Describe what your family is doing. Use Chris's thank-you note for ideas.

## Unit 2: A daily journal entry

### 1. Study the writing rule.

#### Connecting two complete sentences with *and*, *but*, or *so*

Connect two sentences with a comma and *and*, *but*, or *so*.

*And* presents an addition.

*The Smiths are at our house, and they're watching TV.*

*But* presents a contrast.

*We live in Brazil, but we're not Brazilian.*

*So* presents a result.

*San Sebastian has a very nice beach, so lots of people swim there.*

### 2. Read the sentences. Write A (addition), C (contrast), or R (result).

1. We have homework, so we can't watch TV. R
2. She's at the mall, but she's not buying any clothes. \_\_\_\_
3. My dad's not home, so I'm helping my mom. \_\_\_\_
4. It's Monday, and we're playing volleyball. \_\_\_\_

### 3. Read Michael's journal entry about his current activities. Notice how he connects complete sentences.

It's 3:00 on Wednesday, and I'm home now. It's early, so I'm not doing my homework. My sister Amy is at band practice, so she's not here. My other sister, Laura, is in the kitchen, and she's helping my dad with dinner. My mom is in the kitchen too, but she's not cooking today. She's playing with the cat.

### 4. Describe your current activities in a daily journal. Use *and*, *but*, and *so* to connect your ideas. Use Michael's journal entry for ideas.





## Unit 3: A school events announcement

### 1. Study the writing rule.

#### Using *Also* to add information

To add a sentence with more information, use *Also* at the beginning of the sentence. Use a comma after *Also*.

*This year I'm taking singing lessons. Also, I'm playing on the soccer team.*

The word *also* can come after *be* or before a main verb, too. Don't use a comma.

*Karen is my aunt. She's also a grandmother.*

*I'm taking singing lessons. I'm also playing on the soccer team.*

### 2. In your notebook, write each sentence two ways, but don't use *and*. Use (a) *Also* and a comma and (b) *Also* with the verb.

- This month, my class is studying geography, and we're learning a French song.
  - This month, my class is studying geography. Also, we're learning a French song.
  - This month, my class is studying geography. We're also learning a French song.
- I'm taking singing lessons, and my sister is taking dancing lessons.

- The weather is very rainy, and it's very windy.
- This year, my brother is studying economics, and he's working at a restaurant.
- My sister is playing in the school orchestra, and she is playing on the volleyball team.

### 3. Underline *also* in the events announcement.

This month is Brazil geography and culture month at our school. All classes are studying the geography of Brazil. They are using the Internet, and they are drawing maps of the states of Brazil. The school orchestra is also very busy this month. They are practicing for a concert of famous Brazilian music. Also, some students are making programs for the concert.

### 4. Write a school events announcement. Use *also*. Use the announcement in Exercise 3 for ideas.

## Unit 4: A description of a room

### 1. Study the writing rule.

#### Using *there is* and *there are* with singular and plural nouns

When there are two nouns, *there is* and *there are* agree with the first noun.

*There is a table and some chairs in the kitchen.*

*There are some chairs and a table in the kitchen.*

#### Reminder

Use *there is* with singular nouns.

Use *there are* with plural nouns.

*There is a potato on the table.*

*There are some onions in the cupboard.*

### 2. Complete the sentences with *there is* or *there are*.

- In my living room, there is a nice sofa.
- \_\_\_\_\_ also a chair and a desk.
- On the desk, \_\_\_\_\_ two books and a computer.
- \_\_\_\_\_ a backpack and two pencil cases.
- \_\_\_\_\_ a cat and a dog under the desk.

### 3. Read Angela's description of her bedroom. Underline all forms of *there is* and *there are* in the text.

In my bedroom, there are two beds - my sister Annie's bed and my bed. On Annie's bed, there aren't any books or notebooks, but on my bed, there are lots of things. There's my MP3 player and my books, and there's my cat and my dog. There are also two desks in our room. On my desk, there's my math book and my notebooks. On Annie's desk, there are also lots of things. There's her computer, her books, and her English homework.

### 4. Write a description of a kitchen. (It can be your kitchen or an imaginary kitchen.) Use *there is* and *there are*. Write about foods, furniture, and appliances. Use Angela's description for ideas.



## Unit 5: A description of a favorite food

### 1. Study the writing rule.

#### Using details to make a description interesting

A description is "a picture" in words. Use details to make your description interesting and a good picture. Compare the details in these two sentences:

*I like sandwiches.*

*I like **chicken salad** sandwiches **on white bread with lots of onions.***

Which sentence is a good picture? Which is more interesting?

### 2. Match the sentences to add details.

1. My favorite sandwich is a fish sandwich.
  2. It's 1:30. We're eating lunch.
  3. My dad's cooking breakfast today.
  4. I like omelets with lots of ingredients.
  5. I don't like meat every day.
- a. I want more variety. For example, I like chicken and fish, too.
  - b. My favorite omelets have onions, potatoes, and cheese.
  - c. I like my fish sandwiches with some hot Swiss cheese.
  - d. There's a big tomato salad, lots of rice and black beans, and orange juice.
  - e. He's making eggs with Italian bread and mangoes on the side.

### 3. Read about Felipe's favorite dish. Notice the details.

My favorite dish is ajiaco. Ajiaco is a famous dish from my country, Colombia. Ajiaco is so delicious! It has lots of ingredients: chicken, potatoes, cream, avocado, and capers. I like ajiaco on a cold day. In my family we have ajiaco for Sunday dinners in all kinds of weather, hot and cold. You should visit my country and eat ajiaco.



### 4. Write a description of your favorite dish. Include details about the ingredients. Use Felipe's description for ideas.

## Unit 6: A typical morning or evening routine

### 1. Study the writing rule.

#### Placement of frequency adverbs in a sentence

A frequency adverb usually comes before a verb in the simple present tense.

*I **sometimes** take a shower in the morning.*

However, a frequency adverb usually comes after the verb *be*.

*I **am sometimes** late for school.*

The frequency adverbs *sometimes*, *often*, and *usually* can also come at the beginning of a sentence for emphasis.

***Usually**, I take a shower in the morning.*

***Sometimes**, I am late for school.*

***Often**, we go to school by car.*

BUT the frequency adverbs *never* and *always* cannot come at the beginning.

**NOT** *Never* I take a shower in the morning. *Always* I take a shower in the morning.

### 2. In your notebook, correct the errors in these sentences.

1. My neighbors watch TV never in the morning.  
*My neighbors never watch TV in the morning.*
2. Always, I do my homework on time.
3. Jason hangs out always with his friends at the mall.
4. Never, teens go to bed early.

### 3. Read Sophie's morning routine. Underline the frequency adverbs.

This is my typical morning. I usually get up early, at 7:00. I always brush my teeth before breakfast. Sometimes, I take a shower before breakfast. After breakfast, I usually exercise for thirty minutes, but sometimes I don't have time. I never exercise on Saturday or Sunday. School is at 9:00, and I am always on time.

### 4. Write about your daily morning or evening routine. Use Sophie's routine for ideas.





## Unit 7: A typical weekly routine

### 1. Study the writing rule.

#### Placement of time expressions

Use a time expression at the beginning or end of a sentence.  
When a time expression begins a sentence, use a comma.

**On Mondays**, I take the school bus to school.

I take the school bus to school **on Mondays**.

**Writing tip** Don't use a time expression in the middle of a sentence.

Three times a week, we go to school by car.

**NOT** We go ~~three times a week~~ to school by car.

### 2. In your notebook, correct each error in two ways.

- My friends and I go once a week to the movies.
  - Once a week, my friends and I go to the movies.
  - My friends and I go to the movies once a week.
- We have twice a week English class.
- Susan babysits every afternoon her little sister.
- They eat every evening dinner with their parents.
- My dad on Sundays relaxes on the sofa.

### 3. Read Sari's description of her typical weekly routine. Underline the time expressions.

On weekdays, my family gets up early. My mom and dad take a shower and make breakfast. On Mondays, Wednesdays, and Fridays, we eat breakfast together. Then I say goodbye to my dad, and I go to school by car with my mom. On Tuesdays and Thursdays, my mom and dad go to work together in my mom's car, and I take the train. In the afternoon, I go to volleyball practice. At 4:00, I come home with my teammate Katie. We take a taxi because we live in the same apartment building. On weekends, I relax! That's my typical week.

### 4. Write about your typical weekly routine. You can include information about weekdays and weekends. Use Sari's description for ideas.

## Unit 8: A profile of a famous person

### 1. Study the writing rule.

#### Time order

Use *First*, *Then*, and *Finally* to show time order. Use a comma.

**First**, Brazilian artist Vik Muniz draws his ideas on paper.

**Then**, he paints a picture.

**Finally**, he takes a photo of the picture and sends it to people on the Internet.

### 2. Read the profiles of two famous people. Add *First*, *Then*, and *Finally* to show time order.

- Daniella Issa Helayel, a Brazilian fashion designer, designs clothes for the beach and the office. She also designs clothes for children. First, she draws a picture of a dress. \_\_\_\_\_, she makes the dress, and she fixes any mistakes. \_\_\_\_\_, she sells the design to famous stores.



- Write about a living actor, singer, fashion designer, athlete, or artist. Or imagine your own famous person. Use *First*, *Then*, and *Finally*.

- Sun Yang is an athlete from China. He swims in international competitions like the Olympics. Before an event, he practices for about five months. \_\_\_\_\_, he swims nine to eleven kilometers a week for about sixteen weeks. \_\_\_\_\_, he swims really fast for about six to eight weeks. \_\_\_\_\_, two weeks before the event, he only swims two days a week.





## Unit 9: A personal note to a friend

### 1. Study the writing rule.

#### Clauses with *because*

Use a clause with *because* to state a reason. You can combine a clause with *because* with a complete sentence.

complete sentence      clause with *because* (states a reason)

*I can't go to the party*      ***because I'm sick.***

The clause can also come at the beginning of a sentence. Use a comma.

clause with *because*      complete sentence

***Because Carlos has a project for English class,*** *he isn't going to the mall tonight.*

### 2. In your notebook, combine the sentences two ways, using *because* (a) at the end of the sentence and (b) at the beginning.

- I'm not going to school today. I have a cold.
  - I'm not going to school today because I have a cold.*
  - Because I have a cold, I'm not going to school today.*
- Ms. Lane is coming to class late. She has a meeting this morning.
- Robert is going to Los Angeles next year. The Teen Games are there.
- My brother can't play soccer this afternoon. He is really sick.
- I'm hanging out with my friends. There's no homework today!

### 3. Read Sherry's personal note to her friend, Teresa. Underline one clause where she states a reason.

Dear Teresa:

*I'm so sorry that I can't come to your party tomorrow afternoon because I'm really sick with the flu. In fact, I'm going to the doctor tomorrow. I hope it's a great party. Sorry I can't be there!*

Love, Sherry

### 4. Write a personal note to a friend, giving a reason for something. Use a clause with *because* in your note. Use Sherry's note for ideas.

## Unit 10: A letter of advice

### 1. Study the writing rule.

#### Avoiding sentence fragments

A complete sentence expresses a complete idea. Time expressions and clauses with *because* do not express complete ideas. They are sentence fragments.

(Time expression = fragment): *This afternoon after school.*

(Clause with *because* = fragment): *Because I feel sick.*

To correct a sentence fragment, connect it to a complete sentence.

*This afternoon after school, I'm playing volleyball with my friends.*

*Because I feel sick, I'm going to the doctor.*

### 2. In your notebook, connect the time expressions and clauses with *because* to the complete sentences. Use a comma when the time expression or clause with *because* comes first.

- Because I have a cold. I'm drinking hot tea.
 

*Because I have a cold, I'm drinking hot tea.*  
(OR: *I'm drinking hot tea because I have a cold.*)
- Three times a year. I go to the doctor.
- After school tomorrow. I'm hanging out with my friends.
- Because I'm too sick. I'm not going to school tomorrow.
- Every morning when I get up. I drink orange juice.

### 3. Read Eva's advice. Underline two time expressions and two clauses with *because*.

Hey, Toni:

*I'm so sorry you have a cold! Here's some advice. After dinner, you should go to bed. Eat lots of good food because your body needs it when you have a cold. Drink lots of water and juice. In the morning when you get up, drink some hot tea. Stay in your room and read or listen to music because quiet activities are good when you are sick. Feel better soon!*

Eva

### 4. Write advice to a friend who is sick. Use Eva's advice as a model. Include time expressions and clauses with *because*.





## Unit 11: A note to ask for a favor

### 1. Study the writing rule.

#### Using correct punctuation

Always end a complete sentence with a period (.), a question mark (?), or an exclamation mark (!). Never end a complete sentence with a comma.

**NOT** *I'm visiting my aunt this weekend, It's her birthday!*

Instead of a comma, use a period, a question mark, or an exclamation mark.  
OR Use a comma and *and*, *but*, *or*, or *so*, OR use *because*.

✓ *I'm visiting my aunt this weekend. It's her birthday!*

✓ *I'm visiting my aunt this weekend, **and** it's her birthday!*

✓ *I'm visiting my aunt this weekend **because** it's her birthday!*

### 2. The sentences are not correct. In your notebook, write them correctly two ways.

- It's rainy today, we're not going to the beach.
  - It's rainy today. We're not going to the beach.*
  - It's rainy today, so we're not going to the beach.*
- Can I go to the mall, should I stay home?
- We're visiting my cousins this week, there's no school.
- The teacher is sick today, there's no class.
- You can't play video games today, you can watch TV.
- He's not playing basketball today, he's sick.

### 3. Read Brett's note to Valerie. Circle the periods, commas, question marks, and exclamation points.

Hi Valerie,

Sorry! I'm really late for orchestra practice! Could you do me a favor? Please go to room 234 and get my violin. I need it for practice. Also, my notebook is there, and I need it for homework. Could you please find it and bring it to orchestra practice, too?

Thanks!

Brett

### 4. Write a note to a friend and ask for a favor. Punctuate your sentences correctly. Use Brett's note for ideas.

## Unit 12: A comparison of two people

### 1. Study the writing rule.

#### Using *However* to introduce a contrast

Use *However* to introduce a sentence with contrasting information. Use a comma after *However*.

*My brother and I are both tall. **However**, he is taller than me.*

#### Reminder

Use *Also* to introduce a sentence with additional information.

*My brother is very tall. **Also**, he's a great student.*

### 2. In your notebook, use the clues to write sentences with *However*.

- Bertha and Anita are pretty. (Anita / much prettier than)  
*Bertha and Anita are pretty. However, Anita is much prettier than Bertha.*
- The United States is a big country. (Canada / bigger than)
- My father is very funny. (my mother / funnier than)
- Math class is interesting. (geography class / more interesting than)
- My little brother is pretty strong. (I / stronger than)
- Buses are fast. (trains / faster than)

### 3. Read Andrew's description of his brother. Underline two sentences with *However*.

My brother Shawn is tall with brown eyes and short wavy hair. I'm tall, and I have brown eyes, too. However, my hair is longer and straighter. Shawn is pretty messy, and I'm messy, too. Also, we're both funny. However, he's a lot funnier than me.

### 4. Choose a family member or friend. Compare yourself with that person. Describe your looks, personalities, and habits. Use Andrew's description for ideas.

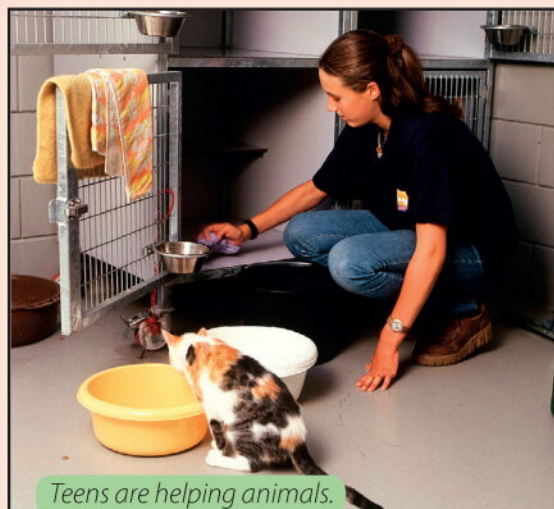




# Sociology: Community Service

2.51

## 1. Read the article about teens doing community service. Where are they helping animals?



Teens are helping animals.

There are millions of dogs and cats living in animal shelters around the world. However, some awesome teens are helping these animals.

In Italy, at the Happy Dog shelter in



Animals live in cages in animal shelters.

Rome, teens are cleaning the cages and playing with the dogs there, so the dogs are healthy and happy. "Greeting happy dogs each day is great!" says Mia Conti, 12.

In Ottawa, Canada, thirteen-year-old Marie Peltier is collecting money so the animal shelter in her neighborhood can buy food for the animals there. Marie says, "We're collecting money from students in my school, and I'm visiting people in my neighborhood."

In the U.S., teens at a shelter in the city of Oakland are taking photos of the cats and dogs so they can find homes. They are uploading and e-mailing photos to friends and classmates, and they are taking animals to games and other events. "The animals are really cute!" says thirteen-year-old Johnny Garcia. "Now many of these animals have homes."

## 2. Check the boxes to complete the statement, according to the article. In cities around the world, teens are ...

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> cleaning cages. | <input type="checkbox"/> going to meetings.    | <input type="checkbox"/> playing with the animals. |
| <input type="checkbox"/> cooking food.              | <input type="checkbox"/> collecting money.     | <input type="checkbox"/> bringing animals home.    |
| <input type="checkbox"/> taking photos of animals.  | <input type="checkbox"/> cleaning the animals. | <input type="checkbox"/> buying cages.             |

## 3. Choose the correct answer.

- Italian teens are cleaning the animals' cages, so the animals ...
  - are healthy.
  - can play.
  - find homes.
- Mia Conti says greeting the dogs is great because the dogs ...
  - are in cages.
  - are happy.
  - have homes.
- Marie Peltier is visiting people in her neighborhood so she can ...
  - collect money.
  - ask for dogs or cats.
  - meet new animals.
- Marie Peltier is asking people for money so the shelter can ...
  - buy food.
  - collect money.
  - buy cages.
- According to Johnny Garcia, people are ... because the animals are cute.
  - taking the animals home
  - going to events
  - buying photos of the animals



### Project Animal poster display

Make a poster about an animal. Take a photo or draw a picture. Write about the animal. Put the posters on the wall.



This is Naomi. She's my neighbor's cat. She is small and she is black and white. Her eyes are really beautiful. She's a great cat. She can run very fast.



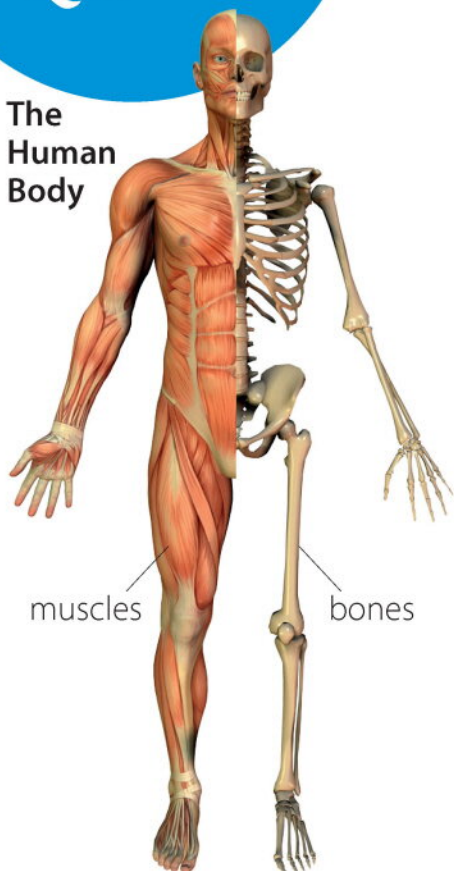


# Science: Nutrition in Fruits and Vegetables

- 2.52)) **1. Read the questions and answers about fruits and vegetables. Why are those foods important?**

## Nutrition Q and A

### The Human Body



**Q:** They say, "You are what you eat." Is that true?

**A:** Yes and no. No, it doesn't mean that a person who eats a banana *is* a banana! It means you should eat food that is good for your body. When you eat nutritious, or good, food, your body is strong with good muscles and bones.

**Q:** My parents always say, "Eat your fruits and veggies!" Why are fruits and vegetables so important?

**A:** Fruits, such as bananas, oranges, apples, and mangoes, and vegetables, such as peppers, onions, beans, and carrots, have lots of nutrients.

**Q:** What are nutrients?

**A:** Here's a very short answer to a very big question! Basically, nutrients are natural chemicals, or substances, in food that make our bodies strong so we can play sports and do well in school. Vitamins and minerals are two kinds of nutrients. Fruits and vegetables have three very important nutrients: vitamin A, vitamin C, and the mineral, potassium. So listen to your parents: you should eat your fruits and veggies!

Nutrient	Sources
Vitamin A	papayas carrots mangoes
Vitamin C	peppers strawberries tomatoes
Potassium	bananas avocadoes oranges

## 2. Choose the correct word to complete each statement.

- A food that is good for your body is ...  
a. strong.    **b.** nutritious.    c. a substance.
- If your body has good ... and bones, it is strong.  
a. food    b. vitamins    c. muscles
- Bananas and mangoes are ...  
a. fruits.    b. nutrients.    c. vegetables.
- Peppers and onions are ...  
a. chemicals.    b. fruits.    c. vegetables.
- ... is a nickname for vegetables.  
a. Potassium    **b.** Veggies    c. Fruits
- ... is a mineral.  
a. Vitamin A    **b.** Vitamin C    c. Potassium
- Vitamins and minerals are ...  
a. foods.    **b.** nutrients.    c. fruits and vegetables.



### Project Nutrition research

Make a list of your three favorite fruits and your three favorite vegetables. Then look on the Internet or in books for their nutrients. Make six charts with drawings or photos and nutrition facts.

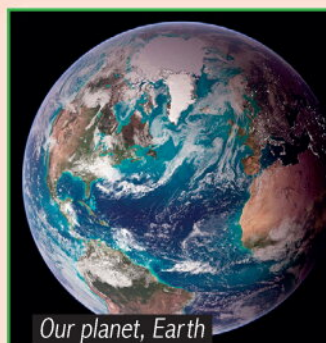




# Environmental Science: Recycling plastic

2.53

## 1. Read an article about plastic waste. What is the problem?



Our planet, Earth



Shoppers with plastic shopping bags

**Shoppers around the world use about five hundred billion (500,000,000,000) plastic bags every year.** That equals one million (1,000,000) bags every minute. And people use billions and billions of plastic bottles, too. Where does that plastic waste go? One hundred percent (100%) of the plastic stays in the environment: in the land, the air, and the water of our planet. According to the United Nations, 10% of all the plastic in the world goes into the oceans. Environmental scientists think there are over 70,000 pieces of plastic in every square kilometer of ocean. The plastic makes animals, fish, and birds in and near the oceans sick. Some die.

**What can you do about this environmental problem?** There are things you can do now: First, help recycle the plastic from your home. How often do you just throw your soda bottle or plastic bag in the garbage?

Second, you should look for products that people make from plastic waste. In Sao Paulo, Brazil, Juan Muzzi makes inexpensive bicycles from plastic bottles. In one year, Muzzi Cycles recycles more than 15,000,000 plastic bottles! Products that recycle plastic waste are good for the environment.



There are lots of ways to help the environment: by recycling, by volunteering for a project, even with artwork.



Temporary fish sculpture, 2012

This fish sculpture at a beach in Brazil is made of thousands of plastic bottles. It reminds us of our responsibility to take care of our planet, Earth.

## 2. Answer the questions, according to the article.

- What two plastic products does the article discuss?
  - Bags and bottles.
  - Fish and animals.
  - Water and air.
- How many plastic shopping bags do people use in a year?
  - One million.
  - One billion.
  - Five hundred billion.
- How much of the plastic waste on Earth goes into the oceans?
  - 100%. b. 10%. c. 50%.
- How many pieces of plastic are there in every square kilometer of the ocean?
  - Over 70,000.
  - Over 1,000,000.
  - Over 500,000,000,000.
- What makes animals near the ocean sick?
  - Birds and fish.
  - Plastic waste.
  - The environment.
- How can people help?
  - They can recycle the waste.
  - They can throw the waste in the garbage.
  - They can use plastic bottles and bags.
- What does the fish sculpture do?
  - It cleans up plastic waste.
  - It reminds people to take care of the environment.
  - It makes people and animals sick.



### Project Plastic waste research

**How many plastic bottles and plastic bags does your family use in a week? If you don't know, ask your mom or dad. Make a poster. With a pencil, shade one box for every 5 bottles or bags. How can you reduce the amount of waste?**





# Geography: Habitats

2.54 1. Read about two important habitats. How are they different?

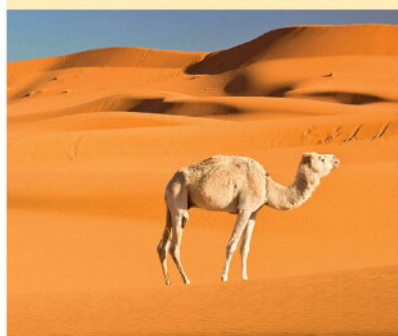
There are many different habitats in the world. Here are two famous ones.

## The Sahara

A desert is a habitat that is usually very hot. It is also dry because there is very little rain. In Arabic, Sahara means "great desert," and the Sahara Desert is very large. It is almost the same size as China or the United States! China and Australia have great deserts, but the Sahara is larger than both of them together! Some scientists say the Sahara is actually getting larger.



The Sahara is in North Africa.



A camel in front of a sand dune

Because it is dry and often windy, the Sahara has lots of sand dunes. In comparison to other habitats, there aren't a lot of plants and animals in the Sahara. Camels live in the Sahara because they don't need a lot of water.

## The Amazon Rainforest

This amazing habitat along the Amazon River in South America is very large. The Rainforest is in nine different countries, but about sixty percent is in Brazil. There are more species of plants, insects,



The Amazon Rainforest is in South America.

fish, birds, and other animals than in any other habitat in the world. Both the Sahara and the Rainforest are hot. However, the Rainforest is very green, and there's a lot of rain. Unfortunately, the Amazon Rainforest is getting smaller. This is not good for the animals and people who live there.



The Amazon is home to many plants, insects, and animals.

2. Check the habitat or habitats for each description.

	The Sahara	The Amazon Rainforest
in Africa	✓	
in South America		
very hot		
very dry		
very rainy		
very large		
lots of plants		
not a lot of animals		
getting smaller		
getting larger		

3. Circle T (true), F (false), or NI (no information).

- In Arabic, Sahara means "very dry." T / F / NI
- The desert in China is larger than the desert in Australia. T / F / NI
- The winds in the dry Sahara cause sand dunes. T / F / NI
- The Amazon Rainforest has more people than the Sahara. T / F / NI
- Camels need a lot of water. T / F / NI
- There's more of the Amazon Rainforest in Brazil than in other countries. T / F / NI



## Project Habitat research

Make a poster of a famous habitat. Find photos or draw your own pictures. Describe your habitat.

### Some ideas:

The Gobi Desert  
The Himalayan Mountains  
The Andes Mountains  
Antarctica's polar ice cap





2.55 1. Read Gan Yu's post on Teen2Teen Friends. What is the name of his neighborhood?

13:15
83%

**My blog** Tell the kids on Teen2Teen Friends about your neighborhood

Gan Yu:

I'm sitting in my room, and I'm writing about my neighborhood, Haidian, in my hometown, Beijing.

Beijing's Summer Palace

The shopping in Haidian is great, and there are some important universities here. One university, Beijing University, is very famous. My neighbors, Jiang and Li, are studying at the university this year. Jiang is taking classes in international studies, and Li is studying art. They say the university is great!

My aunt and uncle live in Haidian, too. My uncle is a high school teacher, and my aunt is teaching teachers at Beijing Normal University, another famous school here. My cousin Ning, their daughter, is learning English like me. It's Ning's birthday today! This afternoon, they are at one of Haidian's amazing restaurants, and they are eating delicious Beijing Duck!

Shopping is great at the malls in Haidian.

If you come to Beijing, you should visit the famous Summer Palace nearby. It's a really nice old park. And it's very big. My brother, Dong, and his girlfriend are visiting there right now. They are taking lots of photos.

Beijing Duck at one of Haidian's excellent restaurants

2. Cross out the things that Gan Yu does NOT write about.

- a. good stores
- b. ~~good museums~~
- c. good food
- d. nice movie theaters
- e. good schools
- f. good hotels
- g. nice parks
- h. great music

3. Choose the correct answers.

1. Gan's neighbors, Jiang and Li, are studying at ...
  - a. Beijing University.
  - b. Beijing Normal University.
  - c. Haidian University.
2. Gan's aunt is ...
  - a. a student.
  - b. a teacher.
  - c. a grandmother.
3. Gan's cousin is studying ...
  - a. a language.
  - b. international studies.
  - c. art.
4. Gan's brother is ...
  - a. studying English.
  - b. taking photos at the park.
  - c. eating Beijing Duck.
5. Gan's neighbor, Li, is ...
  - a. learning English.
  - b. visiting a park.
  - c. studying art.
6. Dong's girlfriend is ...
  - a. visiting a park.
  - b. eating Beijing Duck.
  - c. studying English.

100

one hundred

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شماره ثبت ۳۳۸۶۸۵  
مکتب زبان میلاد  
MILAD  
Language College  
Ottawa - Montreal



2.56 1. Read and listen to Ana's blog post. Is she in her hometown?

Here's a photo of our favorite beach.  
Beautiful, right?



## My blog

Tell the kids on Teen2Teen Friends about your vacation



Ana Costa:

Hey, Teen2Teen Friends! I'm on vacation in Rio. My cousins Vitor and Solange live here. My sister Daniela and I are staying in their apartment. Here's our typical day in Rio. It's so much fun!

We get up late because there's no school. Yay! My aunt and uncle go to work early, so we make our own breakfast. Well, not exactly. Solange and Daniela are nineteen, so THEY make breakfast (but Vitor and I usually help). We sometimes make sandwiches to take to the beach, but not always.

We usually take a shower in the evening when we get home from the beach or sightseeing. So right after breakfast, at about 11:00, we get dressed for the beach and go!

It's usually hot here in February: great swimming weather! But we do other things, too. Sometimes we ride bikes on the street across from the beach. We usually see some awesome sand castles. The sand castles of Rio are famous all over the world. Here's my own photo of a sand castle.

For lunch, we either eat our own sandwiches or buy some. They sell sandwiches and other food right on the beach. On the street next to the beach, they sell a delicious drink: coconut water! We always drink coconut water in the afternoon. And you don't need a glass. You can drink the water right from the coconut.

Rio is famous all over the world and famous in Brazil, too. Teen2Teen Friends: one day you should all visit Brazil. First, you should visit Brasilia, my hometown, but don't forget to visit Rio, too. It's always great!



Awesome sand castles!



Coconuts next to the beach

## 2. Complete each statement with *sometimes*, *usually*, or *always*.

- The cousins always get up late on vacation.
- Ana and Vitor \_\_\_\_\_ help Solange and Daniela with breakfast.
- The cousins \_\_\_\_\_ make sandwiches for lunch.
- In Rio, Ana and Daniela \_\_\_\_\_ take a shower in the evening.
- The weather in Rio is \_\_\_\_\_ hot in February.
- The kids \_\_\_\_\_ walk and ride their bikes on the street across from the beach.
- They \_\_\_\_\_ see great sand castles.
- They \_\_\_\_\_ drink coconut water in the afternoon.



2.57

1. Read Cali resident Sandra Pacheco's report for class. What is she writing about?

Traffic in Bogota is terrible! The *TransMilenio* helps!



Cable car and the funicular to Monserrate



A bike lane in Bogota, next to the street for cars

Bogota, our capital city, has lots of traffic. It's difficult to get to work and school by car. But Bogota has a world-famous public transportation system, the *TransMilenio* (or the "transmi"). The *TransMilenio*'s big red buses take two million people to and from work and school every day. The buses don't ride in traffic, so they're very fast. And when people take the *TransMilenio*, they don't use their cars. The *TransMilenio* isn't perfect, but it helps.

Another good means of transportation in Bogota is the bicycle. Some Bogota streets have special bike lanes. Bicycles are good because they don't cause air pollution. Bogota, like lots of cities, has air pollution.

Finally, Bogota has the funicular and cable car to Monserrate, a mountain right in the city. From Monserrate, you can get a spectacular view of this beautiful city! Bogota has some great means of transportation: cars, buses, bikes, funiculars, and cable cars!

2. Choose the correct answers, according to Sandra's report.

- Bogota has lots of ...  
 a. car traffic.    b. schools.    c. people.
- The *TransMilenio* uses ...  
 a. cars.    b. trains.    c. buses.
- ... takes lots of people to and from work each day.  
 a. A cable car    b. A transportation system    c. A funicular
- ... don't cause air pollution.  
 a. Cars    b. Taxis    c. Bicycles
- ... is a mountain in Bogota.  
 a. The cable car    b. Monserrate    c. The funicular
- The *TransMilenio*, the bicycle, the funicular, and the cable car are some ... in Bogota.  
 a. problems    b. traffic    c. means of transportation

3. Match the transportation with each statement.

- They cause lots of traffic problems.
- They can go on special lanes next to some streets.
- They are the means of transportation of the *TransMilenio*.
- They go to the top of Monserrate.

a.



b.



c.



d.





2.58 1. Read the posts on Teen2Teen Friends. Which items do you like?

### Our favorite things



**Adam Lucas:**  
Hey, guys! Let's post photos of our favorite things today. This is our new school key ring. It has a football (the American kind, of course!) because our school has a great football team. The key ring has a picture of our school mascot, Terry the Tiger. Look at him. Is he cool, or what? Terry is very strong, like our football team! Today, I have a fever, and I don't feel very strong. But I look at my key ring and I feel better ... and strong like Terry!






**Daniel Campos:**  
OK, Adam! This is my favorite thing – my Mexico wrist band. I'm actually wearing it right now! When I watch our national soccer team play on TV, I feel really good wearing my wrist band. I love my country! Go Mexico!





**Emi Sato:**  
One of my favorite things is my new phone case. I think it's really cute! All my friends and I love cute designs on everything ... notebooks, rings, T-shirts, necklaces ... you name it. Tomorrow, I'm buying a new mug! I want one with a cool new design!



## 2. Draw lines to complete the statements.

- |           |  |                                       |
|-----------|--|---------------------------------------|
| 1. Daniel |  | a. is sick today.                     |
| 2. Adam   |  | b. is Adam's school mascot.           |
| 3. Emi    |  | c. is wearing a wrist band.           |
| 4. Terry  |  | d. is Daniel's country.               |
| 5. Mexico |  | e. helps Adam feel better and strong. |
|           |  | f. likes cute designs.                |
|           |  | g. loves his country.                 |
|           |  | h. isn't Emi's country.               |

## 3. Choose the correct answers.

1. Adam is posting a photo because ...
  - a. it's his favorite thing.
  - b. it's really cute.
  - c. he loves his country.
2. Adam loves his key ring because ...
  - a. it's beautiful.
  - b. it has a picture of Terry the Tiger.
  - c. he has a fever.
3. When Daniel wears his wrist band, he ...
  - a. feels great.
  - b. goes to Mexico.
  - c. wants to play soccer.
4. Emi loves her phone case because ...
  - a. it's new.
  - b. she's buying a new mug.
  - c. she loves cute designs.



## Useful Words

### Countries and nationalities

Argentina	Argentinean	Guatemala	Guatemalan	Poland	Polish
Australia	Australian	Holland	Dutch	Portugal	Portuguese
Belgium	Belgian	Honduras	Honduran	Russia	Russian
Bolivia	Bolivian	Hungary	Hungarian	Saudi Arabia	Saudi
Brazil	Brazilian	India	Indian	South Korea	Korean
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Thailand	Thai
Costa Rica	Costa Rican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorean	Malaysia	Malaysian	(the) United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	(the) United States	American
El Salvador	Salvadoran	Nicaragua	Nicaraguan	Uruguay	Uruguayan
France	French	Panama	Panamanian	Venezuela	Venezuelan
Germany	German	Paraguay	Paraguayan		
Greece	Greek	Peru	Peruvian		

### Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

### Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

### Cardinal numbers and ordinal numbers

1	one	first	16	sixteen	sixteenth
2	two	second	17	seventeen	seventeenth
3	three	third	18	eighteen	eighteenth
4	four	fourth	19	nineteen	nineteenth
5	five	fifth	20	twenty	twentieth
6	six	sixth	21	twenty-one	twenty-first
7	seven	seventh	22	twenty-two	twenty-second
8	eight	eighth	30	thirty	thirtieth
9	nine	ninth	40	forty	fortieth
10	ten	tenth	50	fifty	fiftieth
11	eleven	eleventh	60	sixty	sixtieth
12	twelve	twelfth	70	seventy	seventieth
13	thirteen	thirteenth	80	eighty	eightieth
14	fourteen	fourteenth	90	ninety	ninetieth
15	fifteen	fifteenth	100	one hundred	one hundredth

### Large cardinal numbers

100	one hundred	10,000	ten thousand
101	one hundred one	1,000,000	one million
200	two hundred	1,000,000,000	one billion
1,000	one thousand		





Read the social language from the conversations in Teen2Teen.

### Unit 1

- A** Hello?
- B** Hi, Mia. **This is** Jeff. Are you busy?
- A** **Hey**, Jeff. **Actually**, I am. I'm playing video games with my cousin right now.
- B** **Oh, I'm sorry. Can I call you back later?**
- A** Sure. **How about** at 3:00?
- B** OK. **Talk to you then.**
- A** **Bye bye.**

### Unit 2

- A** **Hello**, Jake? Olivia. Where are you right now?
- B** **Hey**, Olivia. I'm at the mall.
- A** Are you shopping?
- B** No, **actually**, I'm not. I'm eating lunch.  
**What about you?**
- A** I'm at home. I'm babysitting my sister.
- B** **Sorry**, Olivia. **I need to go now.**
- A** **OK. Bye!**

### Unit 3

- A** **Hey**, Paula. **Long time no see. What are you up to?**
- B** **Well**, I'm playing on the soccer team this year.
- A** **Really? That's great!**
- B** **What about you?**
- A** **Me?** I'm taking dancing lessons.
- B** **No kidding! Hey! We should get together** after school.
- A** **Great idea!**

### Unit 4

- A** **Hey**, Vickie. **Let's** make a big tomato and pepper salad for Mom and Dad.
- B** **Great idea.** Are there any tomatoes in the fridge?
- A** ... **Uh-oh!** There aren't any. But there are some peppers.
- B** **Well**, we can buy some tomatoes.
- A** **OK. Let's** go shopping!

### Unit 5

- A** **What are you in the mood for?**
- B** **Me?** I want some juice. **You too?**
- A** **Actually**, no. I don't like juice very much.
- B** **Well, how about** some soda?
- A** **Sounds good!** I like soda a lot. It's delicious.

### Unit 6

- A** **What are your** evenings **usually like?**
- B** **Well, it depends.** I usually do my homework before dinner, but I sometimes help my mom or dad. We always have dinner at 8:00.
- A** **What about** after dinner?
- B** **After dinner?** I check my messages or I play video games. Then I usually go to bed at 10:00.
- A** Your evenings are busy!

### Unit 7

- A** **Hey**, Katherine. How often do you go to the movies?
- B** **About** two or three times a month.  
**What about you?**
- A** **Same here. And** how do you get there?
- B** I take a bus.
- A** **Do you want to go together sometime?**
- B** **Sure!**

### Unit 8

- A** **So**, what do you want to be when you grow up?
- B** I want to be a computer programmer.
- A** **A computer programmer? That's awesome.**
- B** **What about you?** Do you want to be a computer programmer, too?
- A** **Me? Not really.** I want to be a teacher.
- B** **Wow! That's great.** Teachers are cool.



## Unit 9

- A** Hello?
- B** Hey, Justin. **This is** Ryan. **How are you?**
- A** I feel awful. I have the flu.
- B** Oh, I'm sorry. **I think you should** have some juice. **Or maybe you should** go to the doctor.
- A** **Actually**, I'm going to the doctor tomorrow.
- B** **That's good. Feel better!**
- A** **Thanks**, Ryan. **Bye.**

## Unit 10

- A** Hey, Dan. I'm buying a present for my sister. **What do you think of** this phone case?
- B** Well, **no offense, but** I don't like it. **I think** it's ugly.
- A** **Really?** I like it. ... **Hey, what about** *this* phone case?
- B** **Wow!** It's awesome. **I think you should** get it.
- A** OK!

## Unit 11

- A** Hi, Connor. **Can I come in?**
- B** **Sure. What's up?**
- A** **Can I borrow** your laptop for a little while?
- B** **Actually**, I'm using it right now. I'm downloading some photos. Can I give it to you a little later?
- A** **Of course. No problem. Thanks!**

## Unit 12

- A** Are you messy or neat?
- B** I'm pretty neat.
- A** **And what about** other people in your family?
- B** **Let me think. Well**, my big sister, Sarah, is neat, but my little brother, Luke, is messy.
- A** **What about you?**
- B** **Me?** I'm pretty messy.

