

# to the top

elementary stage

textbook

02



Version 1.0

TT 2 – TB – 1



**PUBLISHING HOUSE®**

Rua Vinte e Quatro de Maio 347  
Riachuelo – Rio de Janeiro – RJ  
20950-090  
Brazil  
www.ccaa.com.br  
E-mail: sac@grupoccaa.com.br

In the USA:  
Phones: 1-800-704-8181  
1-305-529-8563  
Fax: 1-305-443-8538  
www.cclscorp.com  
E-mail: info@cclscorp.com

PRINTED IN BRAZIL

COPYRIGHT © 2018 by CCLS PUBLISHING HOUSE®

All rights reserved. According to copyright laws and international conventions, no part of this publication or related recordings may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior permission of the publisher.

#### Editorial Staff

- Content Supervisor:* Waldyr Lima  
*Storyline Editors:* Anna Estep, Jerry Spillane, John O'Neill,  
Kristine Stenzel  
*Development Editors:* Anna Estep, Jerry Spillane  
*Editorial Consultant:* Thomas Hasek  
*Production Supervisor:* Tatiana Miller  
*Layout:* Victor Brunnelle  
*Interior Artists:* Agnolds Alsiv, Carl Lewis, Carl Wippert,  
Mark Mouty, Mary Vallantyne,  
Walter Simpson, Willard Oliver  
*Executive Editor:* Anna McHugh  
*Production Executive Manager:* Sarah Stevenson  
*Editorial Manager:* Ann Milas  
*Editor in Chief:* Melanie Littlewood  
*Editorial Director:* Waldyr Lima

CIP-BRASIL. CATALOGAÇÃO NA PUBLICAÇÃO  
SINDICATO NACIONAL DOS EDITORES DE LIVROS, RJ

T55

To the top 2 : elementary stage : textbook / CCLS Publishing House. --  
Rio de Janeiro : CCLS Publishing House, 2018.

il.

ISBN 978-85-340-0747-4

1. Língua inglesa - Estudo e ensino.

17-41875

CDD: 428.24

CDU: 811.111'243

# course plan

*To The Top (TT)* is a nine-book series consisting of three stages: Elementary, Intermediate, and Advanced. Books 1 and 2 are also available in a one-volume condensed version. The *To The Top* series was designed with two main objectives in mind:

- To prepare students for the Test of English as a Foreign Language (TOEFL®), the most widely recognized international test that evaluates nonnative speakers' level of competence in English.
- To facilitate students' understanding of the spoken English of modern American media, principally TV, and enable them to use its expressions and speech patterns. In this way, students develop the ability to communicate naturally and effectively in current American English.

The main sources used in the selection of the basic vocabulary of *To The Top* were:

- Paul Nation's adaptation of the classic high-frequency word list known as the *General Service List* (GSL), which contains the 2284 most commonly used words in the English language.
- The *Academic Word List* (AWL) consisting of 570 words selected because of the frequency with which they appear in a broad range of academic texts.

The following table\* illustrates the importance of these words for the understanding of various types of speech and writing.

WORDS	CONVERSATION %	FICTION %	NEWSPAPERS %	ACADEMIC TEXTS %
First 1000	84.3	82.3	75.6	73.5
1001 to 2000	6.0	5.1	4.7	4.6
AWL	1.9	1.7	3.9	8.5
	92.2	89.1	84.2	86.6

\* This table is an adaptation of Table 1.7 in I. S. P. Nation, *Learning Vocabulary in Another Language*, Cambridge University Press, Cambridge, 2001, p. 17.

In order to accomplish the second main objective, CCLS has prepared a special list of 6253 words and expressions most frequently used in everyday speech and incorporated this vocabulary in the *TT* series. This list was extracted from CCLS's extensive corpus of approximately 6000 minutes of transcriptions of current American sitcoms.

Clearly, mastery of the vocabulary presented in *TT* will guarantee the learner an exceptional level of communicative competence in both general and academic English.

It should be pointed out that, at all levels of *TT*, the vocabulary presented is accompanied by the grammatical structures essential for communication. All of the material is presented in a dynamic, engaging way that respects the cultural aspect of the English language and ensures that the students' experience is a pleasant and enjoyable one.



## book 2

*To The Top – Elementary Stage – Book 2* is designed for teenagers and adults who have some previous knowledge of English.

Each lesson in this book contains a number of dynamically presented real-life situational dialogues. These dialogues familiarize students with the carefully chosen high-frequency vocabulary on the word frequency lists already mentioned. This is the vocabulary students need to know in order to be able to communicate effectively in English. Both the formal and everyday American speech introduced in the dialogues serve as the basis for all subsequent classroom work.

This book contains the following sections:

- Words in Action
- Text (Situational Dialogues)
- Reading Text
- Going Further
- The Grammar You Need
- For Your Information
- Using What You've Learned
- Fixed Expressions
- I Know How To . . .

After the grammar explanations in this Textbook (TB), simple grammar exercises have been included. These exercises are intended to help students make sure they have fully grasped the grammar point(s) introduced in the lesson and must be done and corrected in class. There is a Key for these exercises at the end of this TB.

In the *Fixed Expressions* section, students review the fixed expressions (e.g., get to work, kind of, same here) they have learned in the lesson or in previous lessons.

At the end of each lesson, there is a section named *I know how to*, which sums up the communicative objectives that were taught in the lesson. Here students have a chance to check their understanding of the material in the lesson and identify any specific point(s) they should practice further.

At the end of this book there is a list of all the new words and expressions presented in the situational dialogues.

*To The Top – Elementary Stage – Book 2* contains 378 new words.

# contents

PAGE

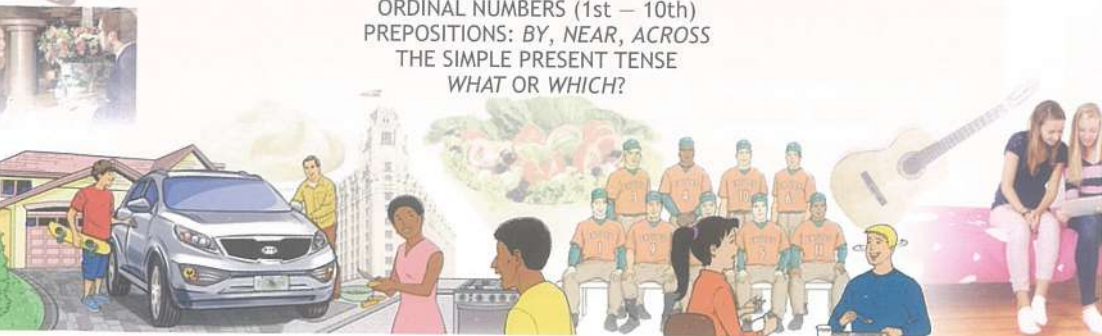
## LESSON 1

11

### COMMUNICATIVE OBJECTIVES:

- ASKING ABOUT AND EXPRESSING PREFERENCES • GIVING OPINIONS • GIVING DIRECTIONS • ASKING FOR SUGGESTIONS

ORDINAL NUMBERS (1st – 10th)  
PREPOSITIONS: *BY, NEAR, ACROSS*  
THE SIMPLE PRESENT TENSE  
*WHAT OR WHICH?*



## LESSON 2

40

### COMMUNICATIVE OBJECTIVES:

- TALKING ABOUT HABITUAL ACTIONS • TALKING ABOUT FREQUENCY • TALKING ABOUT HABITUAL EVENTS • ASKING ABOUT AND EXPRESSING FREQUENCY AND TIMES

THE DAYS OF THE WEEK  
THE SIMPLE PRESENT TENSE (CONTINUED)  
ADVERBS OF FREQUENCY: *ALWAYS, USUALLY, GENERALLY,*  
*AND NEVER*  
THE IMPERATIVE



# contents

PAGE

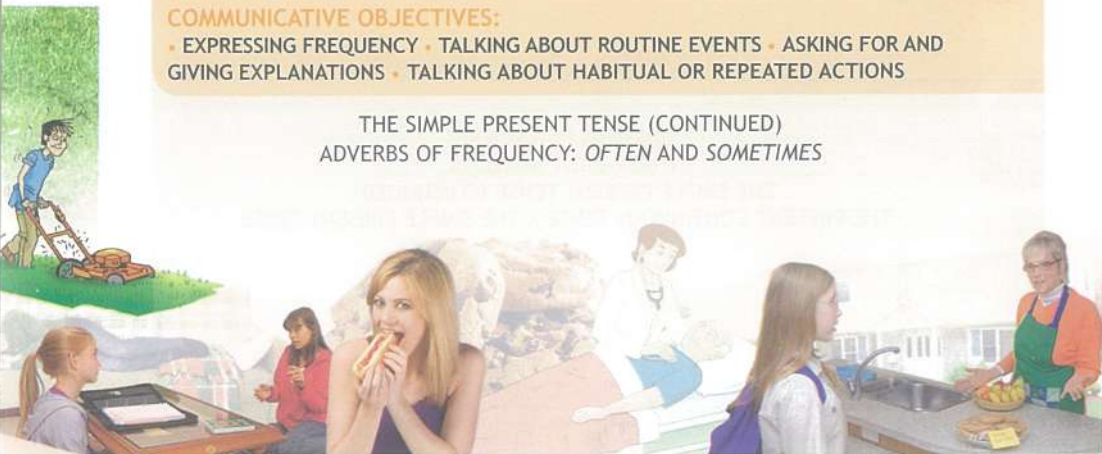
## LESSON 3

65

### COMMUNICATIVE OBJECTIVES:

- EXPRESSING FREQUENCY • TALKING ABOUT ROUTINE EVENTS • ASKING FOR AND GIVING EXPLANATIONS • TALKING ABOUT HABITUAL OR REPEATED ACTIONS

THE SIMPLE PRESENT TENSE (CONTINUED)  
ADVERBS OF FREQUENCY: *OFTEN* AND *SOMETIMES*



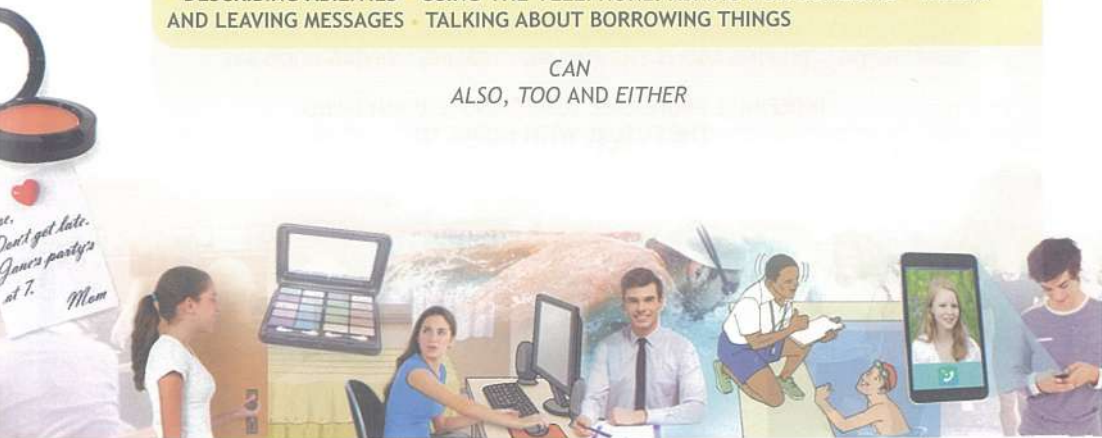
## LESSON 4

83

### COMMUNICATIVE OBJECTIVES:

- DESCRIBING ABILITIES • USING THE TELEPHONE: ASKING FOR SOMEONE • TAKING AND LEAVING MESSAGES • TALKING ABOUT BORROWING THINGS

CAN  
ALSO, TOO AND EITHER





## LESSON 5

110

### COMMUNICATIVE OBJECTIVES:

- TALKING ABOUT ROOM NUMBERS • GIVING DIRECTIONS • TALKING ABOUT HABITUAL ACTIONS

NUMBERS (101 – 500)

THREE-DIGIT NUMBERS

THE SIMPLE PRESENT TENSE (CONTINUED)

THE PRESENT CONTINUOUS TENSE X THE SIMPLE PRESENT TENSE



## LESSON 6

135

### COMMUNICATIVE OBJECTIVES:

- EXPRESSING AGREEMENT • TALKING ABOUT FOOD OR DRINK • EXPRESSING DISAPPROVAL • TALKING ABOUT THE FUTURE • TEASING • SAYING GOOD-BYE

INDEFINITE PRONOUNS: *SOMETHING AND ANYTHING*  
THE FUTURE WITH *GOING TO*





# contents

PAGE

## LESSON 7

157

### COMMUNICATIVE OBJECTIVES:

- GOING SHOPPING: TALKING ABOUT SHOPPING • TALKING ABOUT CLOTHING SIZES
- TALKING ABOUT TRYING ON CLOTHES

INDEFINITE PRONOUNS: *ANYTHING* AND *NOTHING*



## LESSON 8

169

### COMMUNICATIVE OBJECTIVES:

- MAKING AND ACCEPTING REQUESTS • MAKING AND ACCEPTING SUGGESTIONS
- OFFERING AND ACCEPTING SOMETHING • EXPRESSING AN OPINION • ASKING FOR HELP
- TALKING ABOUT THE WEATHER • OFFERING FOOD OR DRINK • ORDERING IN A RESTAURANT

USING *SOME* AND *SOMETHING* IN QUESTIONS



# contents

PAGE

## LESSON 9 ..... 192

### COMMUNICATIVE OBJECTIVES:

- TALKING ABOUT TEMPERATURE • EXPRESSING APPROVAL • TALKING ABOUT QUANTITIES
- MAKING AND ACCEPTING REQUESTS

NUMBERS (501 – 1,000)

USING ANY AND ANYTHING IN AFFIRMATIVE SENTENCES



## LESSON 10 ..... 211

### COMMUNICATIVE OBJECTIVES:

- USING ORDINAL NUMBERS • SAYING DATES

ORDINAL NUMBERS (11th – 31st)

DATES



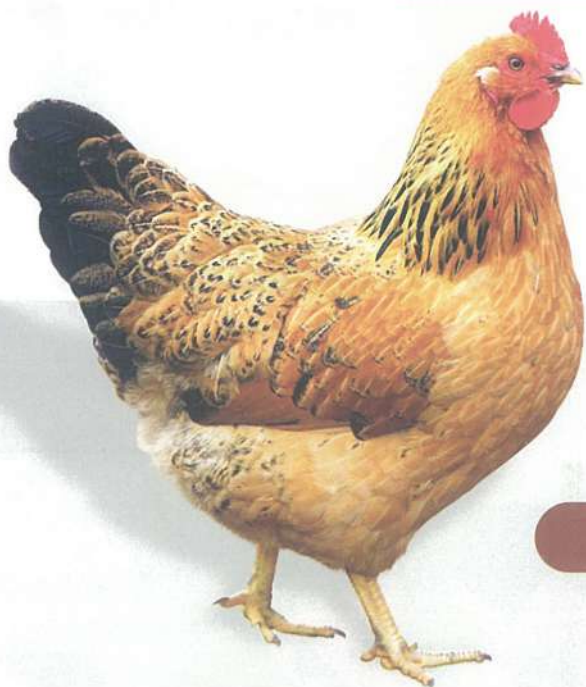
## Key to the Exercises ..... 233

## Vocabulary List ..... 243

## Acknowledgments ..... 254

# LESSON 1

*words in action*



CHICKEN



ROAST CHICKEN



# LESSON 1

## *words in action*

VEGETABLES



SALAD



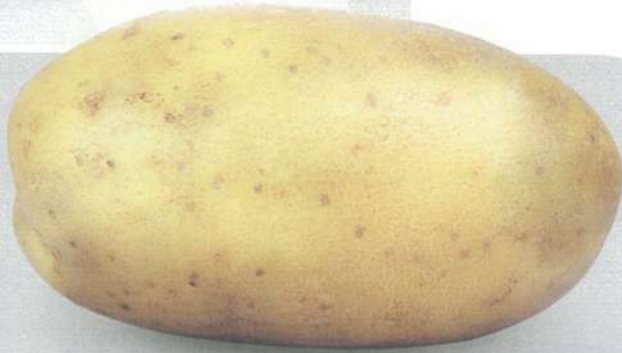
CORN



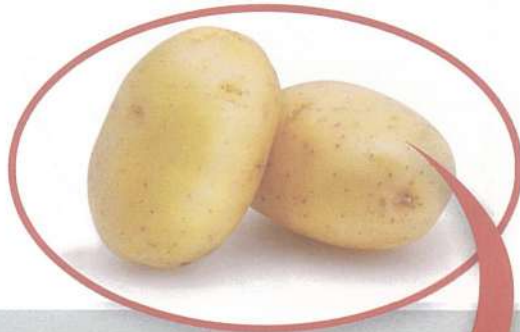


# LESSON 1

*words in action*



POTATO (PL.: POTATOES)



MASHED POTATOES



# LESSON 1

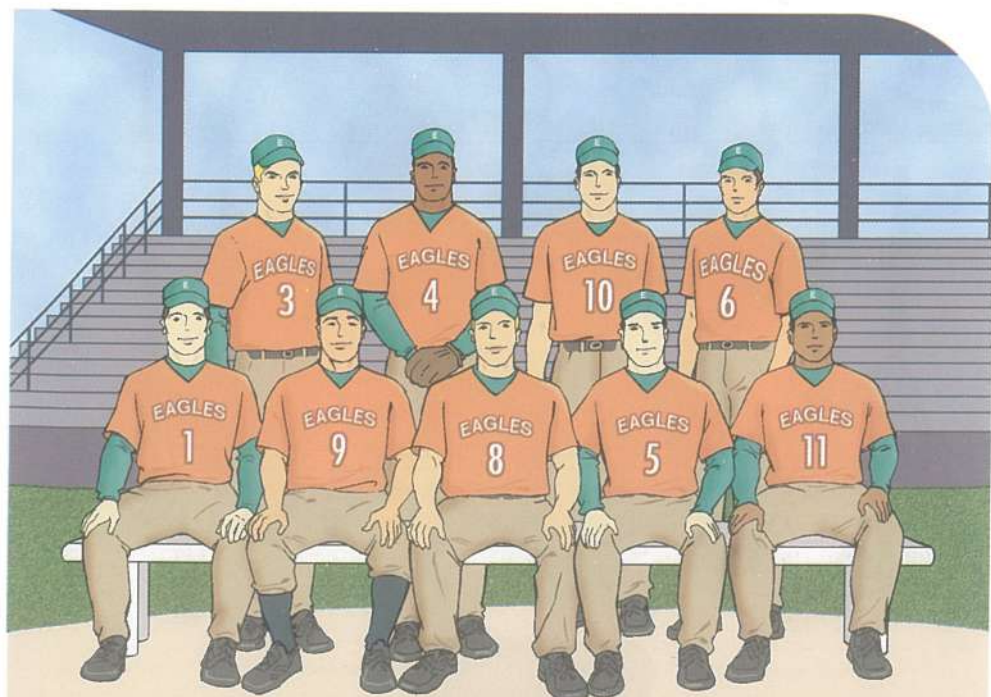
## *words in action*

### SPORTS



# LESSON 1

## *words in action*



A BASEBALL TEAM





# LESSON 1

## *words in action*



DRUMS





# LESSON 1

## *words in action*

*What's going on?*



HE'S PLAYING THE DRUM.



SHE'S PLAYING THE DRUMS.

# LESSON 1

## *words in action*



HOTEL



FRONT DESK

CLERK

# LESSON 1

## *words in action*



# LESSON 1

## *words in action*



RESTAURANTS



SKATE PARK





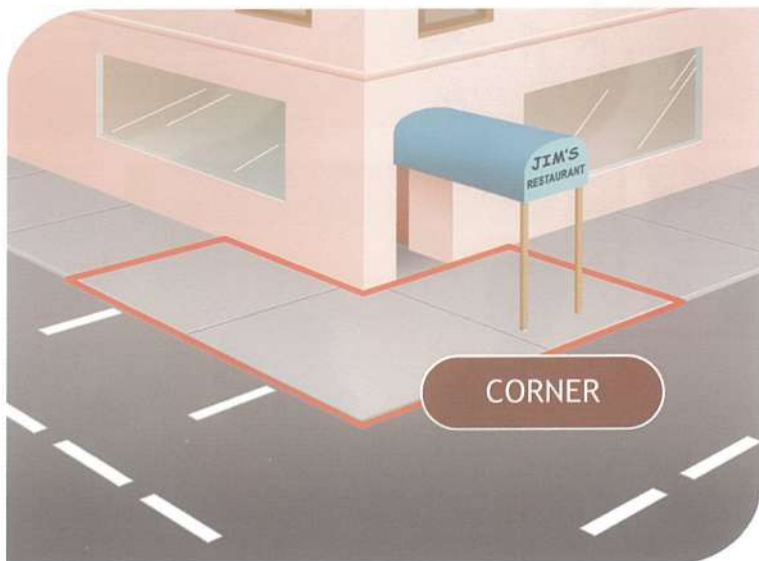
# LESSON 1

## *words in action*

TRAFFIC LIGHT  
OR  
LIGHT



CORNER



# LESSON 1

## text

### situation 1



#### A SPECIAL MEAL



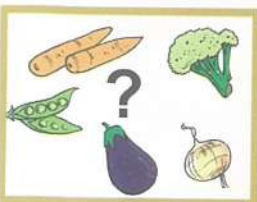
M: What do you want for your birthday dinner?



S: You know I love roast chicken and mashed potatoes.



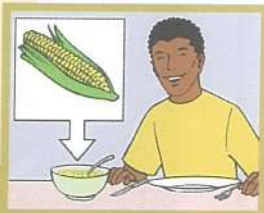
S: And I do not like salad.



M: Do you want any kind of vegetable?



S: Yes, I do. Corn!



M = mother

S = son

## HAVING LUNCH



TG: That's weird. Do you have friends on the team?

TB: No, I don't. I play the drum in the band.



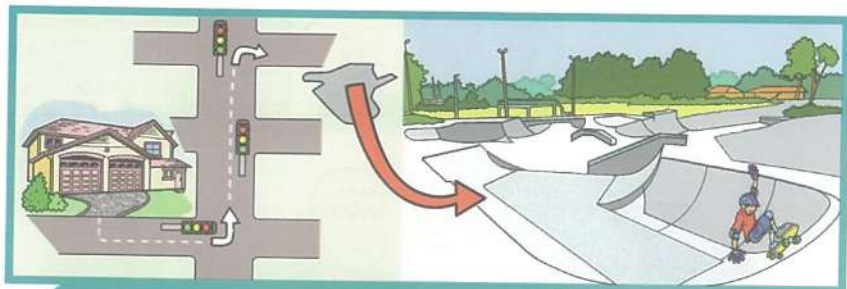


# LESSON 1

## text

### situation 3

## GIVING DIRECTIONS



B: To get to the new skate park, just turn left at the first light, then turn right at the second light.

M: Sounds easy. Let's go.



B = boy

M = man

# LESSON 1

## text

### situation 4

#### AT THE HOTEL FRONT DESK



G: Are there any good restaurants nearby?



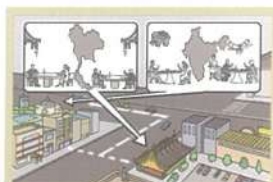
FDC: Yes, there are.



FDC: What kind of food do you like?



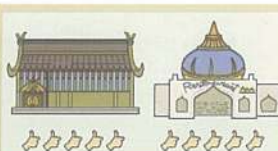
G: I like Italian food, Thai food, Indian food . . .



FDC: Well, there's a Thai restaurant across the street and an Indian restaurant just around the corner.



G: Which do you recommend?



FDC: They're both excellent.

# LESSON 1

## reading text

### AT THE CHANS' HOUSE

Mrs. Chan: Melissa! Charlotte! What are you girls doing?

Melissa: We're studying in my bedroom, Mom!

Mrs. Chan: OK!

Melissa: I love this band.

Charlotte: I do too. The Good Guys are awesome!  
Which one is your favorite?

Melissa: My favorite's Zack. He's gorgeous!

Charlotte: I like Jade, the guitarist.  
She's very cool,  
and I love her clothes.

Melissa: Oh, I do too.

Charlotte: I play the drums in a rock band.

Melissa: Really? That's so cool!

Charlotte: Thanks! It's—

Mrs. Chan: Well, girls, what are you studying now?

Melissa: Huh? Oh, sorry, Mom.



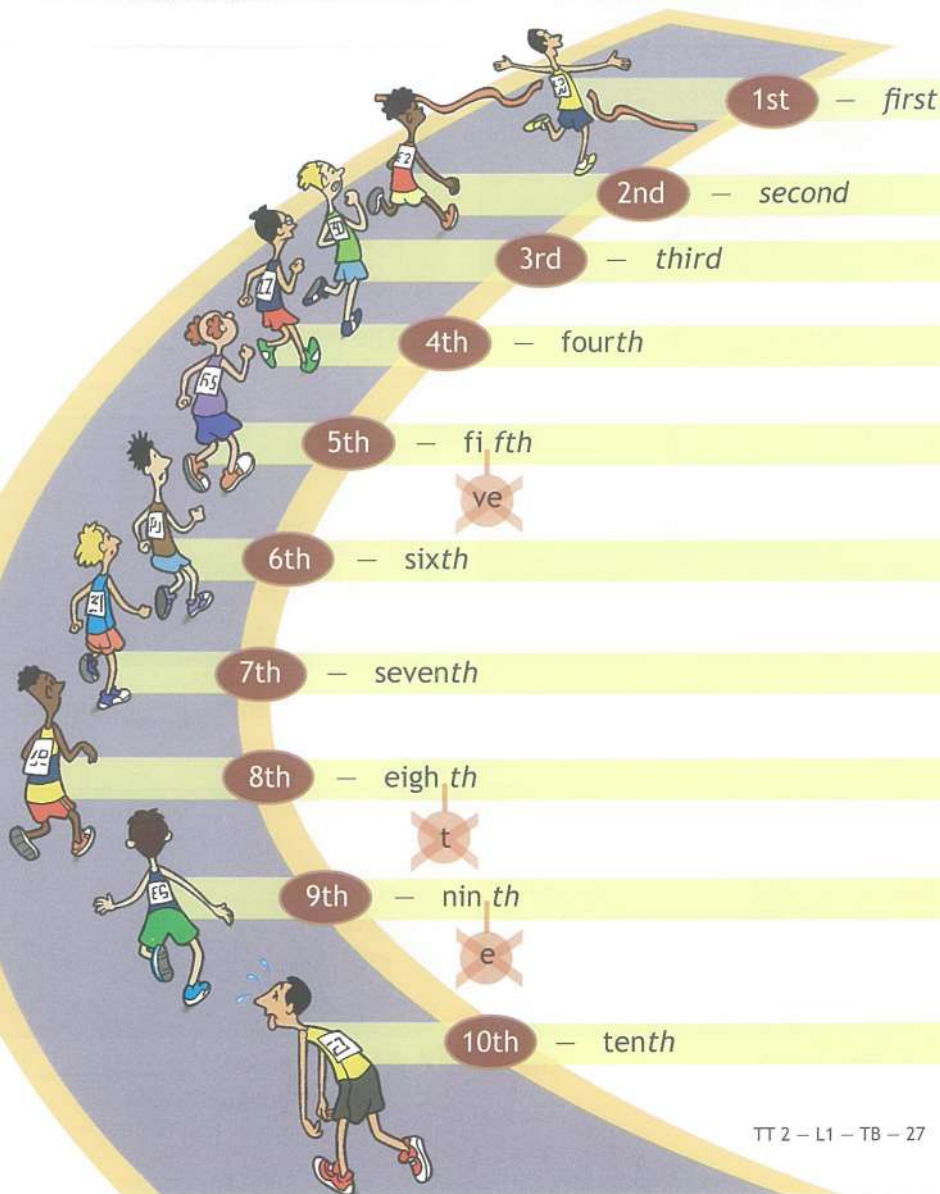


# LESSON 1

## going further

### ORDINAL NUMBERS

It's easy to form ordinal numbers: add *-th* to cardinal numbers. But notice that the ordinal numbers for 1, 2, and 3 are different. And, we modify the spelling when we make the ordinal numbers for 5, 8, and 9. Listen to these ordinal numbers, then practice saying them.



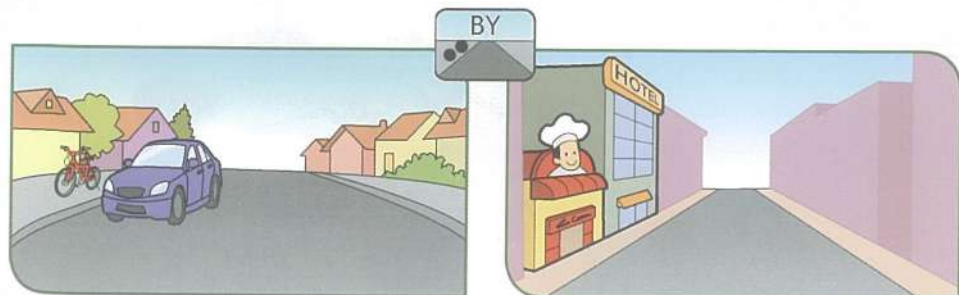
# LESSON 1

## going further

The exercise is to be done and corrected in class.

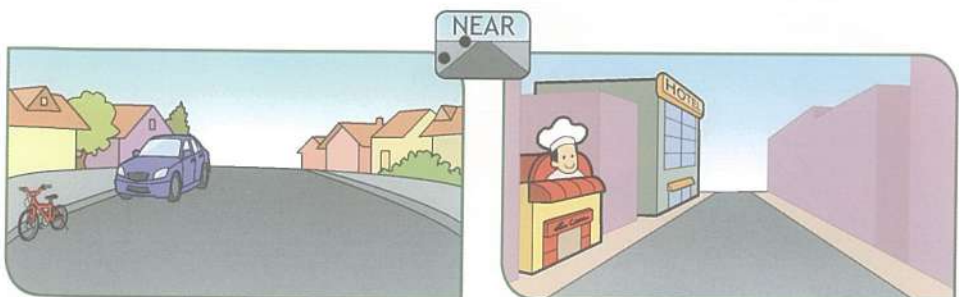
### PREPOSITIONS

Study and practice these prepositions.



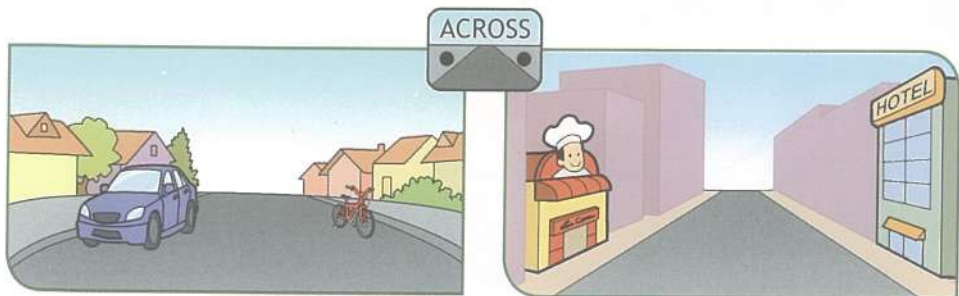
1. The bike's \_\_\_\_ the car.

2. The restaurant's \_\_\_\_ the hotel.



3. The bike's \_\_\_\_\_ the car.

4. The restaurant's \_\_\_\_\_ the hotel.



5. The bike's \_\_\_\_\_ the street from the car.

6. The restaurant's \_\_\_\_\_ the street from the hotel.

The exercises are to be done and corrected in class.

## THE SIMPLE PRESENT TENSE

### Making affirmative statements

Take a look at these examples.

I **love** potatoes. They're delicious!

"Hey! You **play** in the school band."

"Yeah. I **play** the drum."

Now take a look at this chart.

I	love	potatoes.
You	play	in the school band.

Here are some more examples.

"Dad, I **want** a guitar for my birthday."

"OK, son."

I **like** all kinds of vegetables.

Try the roast chicken, Abby. I **know** you **love** chicken.



# LESSON 1

## *the grammar you need*

### Making negative statements

Take a look at these transformations.

I	like sports.	→	AFFIRMATIVE
I do not like sports.	→		NEGATIVE

You	go to the school football games.	→	AFFIRMATIVE
You do not go to the school football games.	→		NEGATIVE

Now compare these sentences. Notice the contractions.

I do not like sports.

I **don't** like sports.

You do not go to the school football games.

You **don't** go to the school football games.

Look at this chart.

I	do not	like	sports.
You	don't	go	to the school football games.



### REMEMBER THIS:

In *negative statements*, we use  
**do not** or **don't**  
with *I* and *you*.

## Asking questions

Compare these sentences.

I **know** Sally's new boyfriend. —————→ AFFIRMATIVE

Do I **know** Sally's new boyfriend? —————→ QUESTION

You **play** on the football team. —————→ AFFIRMATIVE

Do you **play** on the football team? —————→ QUESTION

Now take a look at this chart.

Do	I you	know Sally's new boyfriend?
----	----------	-----------------------------



## REMEMBER THIS:

In *questions*, we use  
**do**  
with *I* and *you*.

# LESSON 1

## *the grammar you need*

Now look at these questions and answers. Note the complete answers.

“Do I **know** any of the guys in your new band?”

“Yes, you **know** the guitarist. He’s in our French class.”

“Do you **like** basketball?”

“Yes, I **love** basketball. I **love** all kinds of sports.”

“What **do** you **want** for your birthday, Lynn?”

“Hmm. I **want** a new cellphone, Mom.”

Take a look at some more questions and answers. Note the short answers.

“Do I **know** your new boss?”

“Yes, you **do**.” (NOT “Yes, you **know**.”)

“No, you **don’t**.”

(NOT “No, you **not know**.”)

“Do you **like** vanilla ice cream?”

“Yes, I **do**.” (NOT “Yes, I **like**.”)

“No, I **don’t**.”

(NOT “No, I **not like**.”)

Notice that short answers are only used with *yes/no questions* (questions we can answer with *yes* or *no*).





I. Complete the sentences with the information in parentheses. Use contractions.

1. “\_\_\_\_\_ hamburgers.” (I; not; to like)  
“Really? Well, I do.”



2. “\_\_\_\_\_ a great Italian restaurant near here.” (I; to know)  
“Great! Let’s go there for dinner.”

3. “\_\_\_\_\_ basketball or football?” (you; to play)  
“Football.”



4. “\_\_\_\_\_ two brothers and two sisters.” (I; to have)  
“What a big family!”

5. “\_\_\_\_\_ the guitar very well.” (I; not; to play)  
“What? Yes, you do! You’re an awesome guitarist.”



# LESSON 1

## the grammar you need

### WHAT OR WHICH?

Compare these dialogues.

**“What** is your favorite sport?”

“Volleyball’s my favorite sport.”

**“Which** sport do you play, football, volleyball, or basketball?”

“I play basketball.”



### REMEMBER THIS:

WHAT —————> UNLIMITED NUMBER OF ALTERNATIVES

WHICH —————> LIMITED NUMBER OF ALTERNATIVES

Here are some more examples with **what** and **which**.

**“What** is your favorite kind of ice cream?”

“I love vanilla ice cream.”

**“Which** kind of ice cream is your favorite, chocolate or vanilla?”

“Chocolate ice cream is my favorite! Do you have any?”

**“What** do you want for dinner?”

“How about roast chicken with potatoes?”

**“Which** kind of vegetable do you like with roast chicken, corn or potatoes?”

“Hmm. I like potatoes with roast chicken.”



## II. Choose the correct option to complete the sentences.

1. “\_\_\_ color is your backpack?”

“It’s black.”

- a. What
- b. Which

2. “\_\_\_ backpack is on sale, the blue one or the pink one?”

“The blue one.”

- a. What
- b. Which

3. “\_\_\_ time is football practice?”

“It’s at 5 p.m.”

- a. What
- b. Which

4. “\_\_\_ hotel do you recommend in Las Vegas, the Venetian® or the Bellagio®?”

“They’re both excellent.”

- a. What
- b. Which

5. “\_\_\_ is your sister’s name?”

“Her name is Emily.”

- a. What
- b. Which

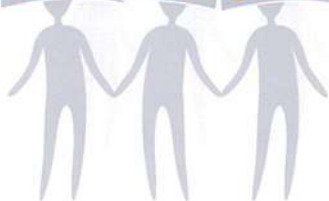


# LESSON 1

## *fixed expressions*



AROUND THE CORNER



ACROSS THE STREET



Some words in English are always together in groups, just like good friends. We call these word groups *fixed expressions*. At the end of certain lessons, we will list the fixed expressions you learned. This activity will help you learn to write and speak English in a natural way. Here are the fixed expressions you learned in Lesson 1.

To have lunch, dinner, a snack, etc. ("Allan is having lunch at the new Thai restaurant today." "That's great!")

To give . . . directions (Mr. Jones is giving Dad directions to the party.)

Across the street (There's a skate park across the street from my house.)

Around the corner (The new shopping mall is just around the corner.)

*I know how to . . .*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to . . .*



**. . . ask about and express preferences;**



What do you want for your birthday dinner?

You know I love roast chicken and mashed potatoes. And I do not like salad.



Do you want any kind of vegetable?

Yes, I do. Corn!



I don't like sports.



What kind of food do you like?



I like Italian food, Thai food, Indian food . . .



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

# LESSON 1

## I know how to ...

### ... give opinions;



That's weird.

Sounds easy.



They're both excellent.



### ... give directions;



To get to the new skate park, just turn left at the first light, then turn right at the second light.

Well, there's a Thai restaurant across the street and an Indian restaurant just around the corner.



### ... ask for suggestions.



Are there any good restaurants nearby?



Which do you recommend?



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



Mashed potatoes are not the only way to prepare potatoes. Take a look at the pictures below, and listen to some other delicious ways to have potatoes at an American restaurant.



potato salad



a baked potato



hash browns



French fries

## LESSON 2

### *words in action*

A HEAVY MAN



A THIN MAN



BRUNETTE



## LESSON 2

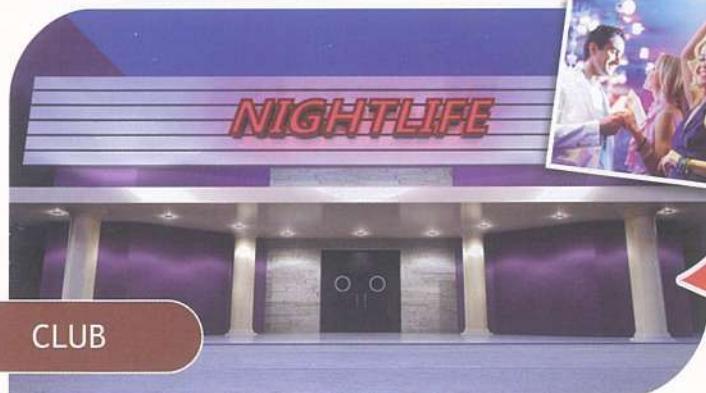
### *words in action*



ARMCHAIR



FIREPLACE



CLUB

DOORS





## LESSON 2

### *words in action*

TURKEY



ROAST TURKEY



*What's going on?*

SHE'S OPENING  
THE DOOR.



## LESSON 2

### *words in action*

THERE ARE SEVEN  
DAYS IN A WEEK.

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



# LESSON 2

## text

### situation 1

#### OLD BUDDIES



HM: It's so great we get together every year.



TM: Yeah, our annual reunion is always a lot of fun.



HM: That's strange. They always come, and they usually arrive early.



TM: But I don't see Kevin and Jane.

HM = heavy man

TM = thin man



# LESSON 2

## text

### situation 2

#### THANKSGIVING DAY



TA: Thanksgiving is my favorite holiday. Too bad it's only once a year.



TF: Yep, especially because it's always on a Thursday, and we never have school on Friday.



TA: Yeah, we deserve this long weekend to relax.



w: Hey, we need some help in here.



M: Yeah, get to work, you guys!



TA = teenager in armchair

TF = teenager by fireplace

W = woman

M = man

# LESSON 2

## text

### situation 3

#### AT A CLUB

SUN	MON	TUES	WED	THURS	FRI	SAT
?	?	?	?	?	?	?



BB: How often do you two come here?

SUN	MON	TUES	WED	THURS	FRI	SAT
					✓	
					✓	✓



BG: Once or twice a week.



DB: When do they open the doors?



B: Well, they generally let people in at 10.



BB: And what time is the show?

BG: Around 11.



BB = blond boy

BG = blond girl

DB = dark-haired boy

B = brunette

## LESSON 2

### reading text

#### PENPALS

Alice: Hi, Andrew. How are you?

Andrew: Fine, Alice. Today is Thanksgiving in the United States.

Alice: Thanksgiving? What is that? We don't have Thanksgiving here in France.



Andrew: Oh, yeah. Well, Thanksgiving is a very special holiday here in the U.S.!

It's a family holiday. From every part of the U.S., families get together on Thanksgiving Day. In my family, we generally get together at my grandparents' house. Friends are welcome too.



Thanksgiving is about food too. Some people refer to it as "Turkey Day"! Thanksgiving dinner is a delicious meal of roast turkey, mashed potatoes, and vegetables. Oh, apple pie and pumpkin\* pie too. Yum!

Before dinner, we usually play basketball with Grandpa in the backyard, and after dinner there's always a big football game on TV.

I love Thanksgiving!

Alice: Thanks a lot, Andrew!  
That's very interesting.  
Have a great Thanksgiving! ☺





## LESSON 2

### going further

#### THE DAYS OF THE WEEK

Take a look at Mr. Turner's and Mike's typical week.



**Sunday**  
SUN or Sun.



**Monday**  
MON or Mon.



**Tuesday**  
TUE(S) or Tue(s).



**Wednesday**  
WED or Wed.



**Thursday**  
THUR(S) or Thur(s).



**Friday**  
FRI or Fri.

**Saturday**  
SAT or Sat.



NOTE

We always use capital letters with the days of the week, e.g., Thursday, Sunday.

The exercises are to be done and corrected in class.

## THE SIMPLE PRESENT TENSE (CONTINUED)

### Making affirmative statements

Take a look at these examples.

We **study** French on Tuesdays and Thursdays.

Emily and John **love** vanilla ice cream.

My brothers **go** to football games every Saturday.

Now take a look at this chart:

I	<b>study</b>	French on Tuesdays and Thursdays.
You		
----	<b>love</b>	vanilla ice cream.
We		
You	<b>go</b>	to football games every Saturday.
They		

Here are some more examples.

My friends and I **get together** at my house every Friday night.

Come on, Tim and Bob! You **know** I don't like to be late for school.

The Garcias **have** beautiful children.

## LESSON 2

### *the grammar you need*

#### Making negative statements

Take a look at these transformations.

We need Dad's help. —————> AFFIRMATIVE

We do not need Dad's help. —————> NEGATIVE

You guys play volleyball well. —————> AFFIRMATIVE

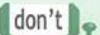
You guys do not play volleyball well. —————> NEGATIVE

They like chocolate. —————> AFFIRMATIVE


They do not like chocolate. —————> NEGATIVE

Now compare these sentences. Notice the contractions.

We do not need Dad's help.

We  don't need Dad's help.

You guys do not play volleyball well.

You guys  don't play volleyball well.

They do not like chocolate.

They  don't like chocolate.



Look at this chart.

I	do not	need	Dad's help.
You			
----			
We	don't	play	volleyball well.
You			
They		like	chocolate.



### REMEMBER THIS:

In *negative statements*, we use  
**do not** or **don't**  
 with *I, you* (singular and plural), *we*, and *they*.

Here are some more examples.

I **don't like** Indian food.

Sam and Eric **don't play** on the school basketball team.

## LESSON 2

### *the grammar you need*

#### Asking questions

Compare these sentences.

We **know** Tom's new neighbor.

—————→ AFFIRMATIVE

Do we **know** Tom's new neighbor?

—————→ QUESTION

You **go** to the park on Sundays.

—————→ AFFIRMATIVE

Do you **go** to the park on Sundays?

—————→ QUESTION

They **like** Emma Stern's new book.

—————→ AFFIRMATIVE

Do they **like** Emma Stern's new book?

—————→ QUESTION

Now take a look at this chart.

	I		
	you		
	----		
Do	we	know	Tom's new neighbor?
	you		
	they		



#### REMEMBER THIS:

In *questions*, we use

**do**

with *I*, *you* (singular and plural), *we*, and *they*.

Look at these questions and answers. Note the complete answers.

"How often **do** you and your family **get together**?"

"We all **go** to my grandmother's house every Sunday."

"What day **do** you and Harry **have** football practice?"

"Grandpa, we **don't play** football; we **play** basketball!"

"**Do** you guys **have** any old buddies from high school?"

"Yes, and they **go** to every high school reunion."

Now take a look at some more questions and answers. Note the short answers.

"Do we know the new French teacher?"

"Yes, you **do**."

"No, you **don't**."

"Do you guys like your new coach?"

"Yes, we **do**."

"No, we **don't**."

"Do they play on the football team?"

"Yes, they **do**."

"No, they **don't**."

Notice that short answers are only used with *yes/no questions* (questions we can answer with *yes* or *no*).



## LESSON 2

### *the grammar you need*



I. Choose the correct option to complete the sentences.

1. "The Millers \_\_\_\_\_ to their family reunion every year."

"That's great!"

- |             |          |
|-------------|----------|
| a. go       | c. to go |
| b. don't go | d. going |

2. "How often do you guys come here?"

"We \_\_\_\_\_ here every week."

- |            |               |
|------------|---------------|
| a. coming  | c. don't come |
| b. to come | d. come       |

3. "\_\_\_\_\_ you guys \_\_\_\_\_ the new club on Mercer Street?"

"Yes. We have a lot of fun there."

- |                |                 |
|----------------|-----------------|
| a. Do – liking | c. Are – like   |
| b. Do – like   | d. Do – to like |

4. "There's only one week of school left."

"Yeah! We \_\_\_\_\_ a vacation."

- |                  |              |
|------------------|--------------|
| a. don't deserve | c. deserving |
| b. to deserve    | d. deserve   |

### ADVERBS OF FREQUENCY: ALWAYS, USUALLY, GENERALLY, AND NEVER

We use adverbs like **always**, **usually**, **generally**, and **never** to describe the frequency of an event. Look at this example with **always** from the situation *Old Buddies*.



"It's so great we get together every year."

"Yeah, our annual reunion is **always** a lot of fun."



### KEEP THIS IN MIND:

	SUN	MON	TUES	WED	THURS	FRI	SAT	100%
ALWAYS	✓	✓	✓	✓	✓	✓	✓	
USUALLY or GENERALLY	✓	✓		✓	✓		✓	
NEVER								

Here are some more examples.

When I play a game with my little brother, I **always** win.

My family and I **usually** get together once a year at Thanksgiving.

The Jacksons **generally** go to France on vacation.

I **never** have salad with my meals. I don't like salad.

## LESSON 2

### *the grammar you need*

Look at the position of **always**, **usually**, **generally**, and **never** in these sentences.

I **am** **always** late for class.  
↓  
verb to be

Are you **usually** at the park after 5 p.m.?  
↓  
verb to be

We **are** **generally** on vacation in July.  
↓  
verb to be

I'm **never** at home in the mornings.  
↓  
verb to be



#### REMEMBER THIS:

ALWAYS  
USUALLY  
GENERALLY  
NEVER

} are used *after* the verb *to be*.

Take a look at some more examples.

"Is your brother **always** so strange?" "Yes, he is."

Angela's parties **are usually** great.

The clothes at this store **are generally** very expensive.



## the grammar you need

Now take a look at the position of **always**, **usually**, **generally**, and **never** in these sentences.

We **always** *have* fun when we're together!

↓  
verb (not to be)

You guys don't **usually** *get* to class early.

↓  
verb (not to be)

Do they **generally** *get together* at the skate park?

↓  
verb (not to be)

They **never** *need* their parents' help.

↓  
verb (not to be)



## REMEMBER THIS:

ALWAYS  
USUALLY  
GENERALLY  
NEVER

are used *before* verbs other than the verb *to be*.

Here are some more examples.

Do your brothers **always** *get* home late on Fridays?

I **generally** *love* the music at the clubs on Main Street.

We **never** *win* when we play basketball with Kenwood High School.

## LESSON 2

### *the grammar you need*



II. You know that we use adverbs of frequency a \_\_\_\_\_ the verb *to be*, and b \_\_\_\_\_ other verbs. For the following sentences, mark the correct position for the adverb of frequency in parentheses, as in the example.

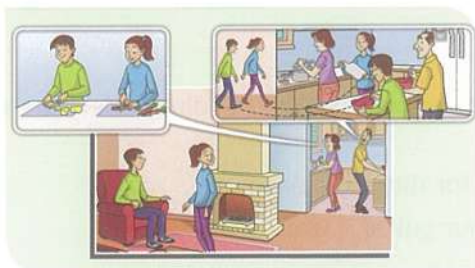
Example: Jim and his buddies ✓ get together \_\_\_\_\_ on Sundays. (always)

1. Richard \_\_\_\_\_ is \_\_\_\_\_ late for band practice. (usually)
2. I \_\_\_\_\_ go \_\_\_\_\_ to the skate park on the weekends. (always)
3. Bill and Sam love school and \_\_\_\_\_ are \_\_\_\_\_ bored in class. (never)
4. For Thai food, I \_\_\_\_\_ recommend \_\_\_\_\_ Phat Thai on Center Street, but Ayada, on Main Street, is good too. (generally)
5. Mary is so perfect, but she \_\_\_\_\_ is \_\_\_\_\_ conceited. (never)
6. My dogs \_\_\_\_\_ wait \_\_\_\_\_ at the door to go outside. (always)
7. Bob's pies \_\_\_\_\_ are \_\_\_\_\_ delicious, but this apple pie is not! (usually)

## THE IMPERATIVE

We usually use the **imperative** for suggestions, orders, or instructions. To form the imperative we use the infinitive of the verb without *to*.

Take a look at this example from the situation *Thanksgiving Day* with an imperative in the affirmative form.



"Hey, we need some help in here."

"Yeah, **get to work**, you guys!"

Here are some more examples with the imperative in the affirmative form.

**Try** this cake. It's delicious!

**Relax!** You're on vacation.

**Watch out** for that car!

**Come in.** How are you?

Are you OK? **Chill out**, buddy!

**Turn left** at the next traffic light.

To form the imperative in the negative, use *do + not + the infinitive of the verb without to*. Look at these examples.

**Do not get together** with your friends after school.

**Don't try** the hot dogs. They're a little strange.

**Don't be** late for class.



## LESSON 2

### *the grammar you need*

If you are included in the imperative, then use *let's* or *let's not* + the infinitive of the verb without *to*.

**Let's play** volleyball after class.

**Let's not be** late for band practice.

**Let's have** lunch.

**Let's not play** these games.

Use *please* to make the imperative less (—) direct. Here are some examples.

**Don't be** late for dinner, please.

Please **play** your guitar, Liza.

**Wait** here, please.

Please **come** here, Mr. Simmons.

**Play** with your little sister, please. She's bored.



#### REMEMBER THIS:

To form the **imperative in the affirmative**, we use  
the infinitive of the verb without *to*.

To form the **imperative in the negative**, we use  
**do + not + the infinitive of the verb without *to***.

If you are included in the imperative, use **let's/let's not + the infinitive of the verb without *to***.

Use *please* to make the imperative less (—) direct.



III. Read these improbable imperatives, then write them the way parents or teachers usually say them, as in the examples. Use contractions when possible.

Examples: **Don't study** for the test.  
Study for the test.

**Be conceited.**  
Don't be conceited.

1. **Don't come** home after school.

\_\_\_\_\_ home after school.

2. **Get** home late at night.

\_\_\_\_\_ home late at night.

3. **Don't watch out** for those cars!

\_\_\_\_\_ for those cars!

4. **Don't have** fun on your vacation.

\_\_\_\_\_ fun on your vacation.

5. **Be** late for class.

\_\_\_\_\_ late for class.

6. **Don't go** to school.

\_\_\_\_\_ to school.

7. **Have** cake for dinner.

\_\_\_\_\_ cake for dinner.

8. **Don't be** a good girl.

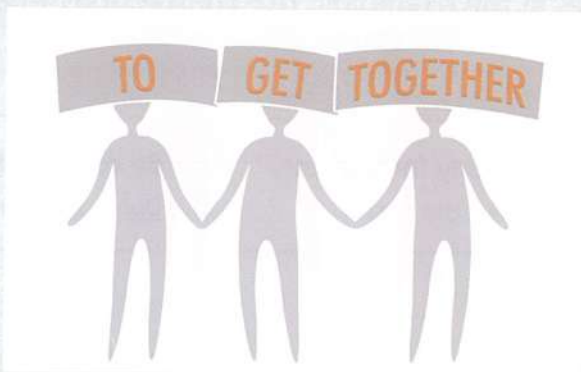
\_\_\_\_\_ a good girl.

## LESSON 2

*fixed*



*expressions*



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 2.

To get together (Maria and her friends get together every weekend.)

Get to work ("I love our new backyard. But look at all this stuff."  
"I know. Well, let's get to work.")

To let . . . in ("Matt, let Mrs. Jensen in, please. She's waiting at the door." "Oh. OK, Dad.")



*I know how to...*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to...*

... talk about habitual actions and events;



It's so great we get together every year.

Yeah, our annual reunion is always a lot of fun.



That's strange. They always come, and they usually arrive early.



... talk about frequency;



Thanksgiving is my favorite holiday. Too bad it's only once a year.

Yep, especially because it's always on a Thursday, and we never have school on Friday.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 2

### *I know how to ...*

... ask about and express frequency and times.



How often do you two come here?

Once or twice a week.



When do they open the doors?

Well, they generally let people in at 10.



And what time is the show?

Around 11.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 3

### *words in action*



HOSPITAL

SHE'S A DOCTOR.





## LESSON 3

### *words in action*



TABLE



COOKIES



LAWN



LAWNMOWER

## LESSON 3

### *words in action*

*What's going on?*

THE BOY IS SLEEPING.



SHE'S EATING A HOT DOG.



THE BOY IS MOWING THE LAWN.



# LESSON 3

## text

### situation 1



## DOCTORS' HOURS



GAT: Does your mom leave for work at 4?



SUN	MON	TUES	WED	THURS	FRI	SAT

GOF: Sometimes she does.

SUN	MON	TUES	WED	THURS	FRI	SAT



GOF: She works nights at the hospital three times a week. She starts at 5 p.m. and stays until 5 a.m.



GOF: Then she comes home, sleeps all morning and doesn't eat breakfast until noon!



GAT = girl at table

GOF = girl on floor



# LESSON 3

## text

### situation 2

IT PAYS TO BE NICE



MM: These cookies are for David.



DM: Oh, thanks, Mrs. Morgan.



D: Why does Mrs. Morgan always make cookies for David?



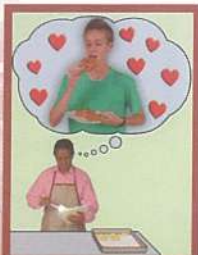
M: Because he often mows her lawn and helps with chores.



D: Does he ask for any money?



M: No, he doesn't. But she knows he loves her homemade cookies.



MM = Mrs. Morgan

DM = David's mother

D = daughter

M = mother

## LESSON 3

### reading text

#### CHORES

The McCann children all have chores to do at home.

Vincent McCann is 17. On Saturdays, Vincent helps his father in the backyard and mows the lawn in front of the house.



Kim McCann is 15, and her sister Tammy is 12. The two girls help in the kitchen. On Mondays, Wednesdays, and Fridays, Kim helps her mother make dinner.

On Tuesdays and Thursdays, Tammy helps. But when Mrs. McCann works nights, then Vincent, Kim, and Tammy make dinner for the family.



The McCann kids have a lot of other chores they need to do every week.



The only one who doesn't have any chores to do is Samson, the family dog. Samson just eats and sleeps.

The exercises are to be done and corrected in class.

## THE SIMPLE PRESENT TENSE (CONTINUED)

### Making affirmative statements

Take a look at these examples.

My father **leaves** for work at 8 a.m.

My little sister **leaves** for school at 8 a.m.

This new lawnmower **works** very well.

Now take a look at this chart.

I You	leave	at 8 a.m.
He She It	leaves	
We You They	leave	



### REMEMBER THIS:

In *affirmative statements*, we use  
**verb + s**  
 with *he, she, and it*.



## LESSON 3

### *the grammar you need*

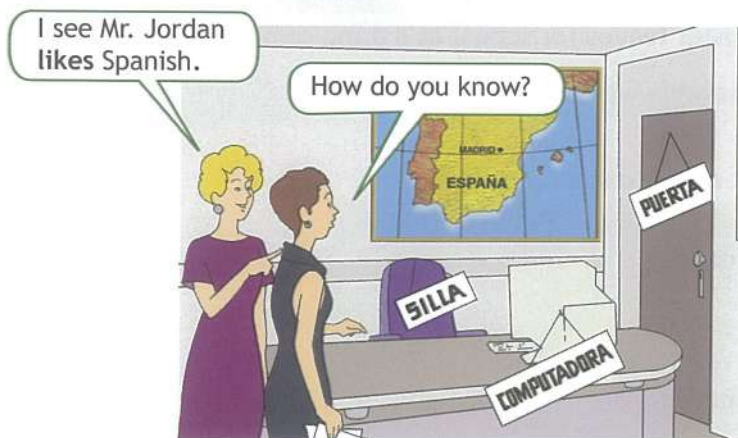
Here are some more examples.

Richard **makes** delicious chocolate cookies. Here, try one!

Amy always **sleeps** until 10 a.m. on Saturdays and Sundays.

My first class is Italian with Mr. Wallace, and it **starts** at 9 a.m.

Now have fun with these examples.





**Making negative statements**

Take a look at these transformations.

Ed **helps** Mom with the chores. —————> AFFIRMATIVE

Ed **does not help** Mom with the chores. —————> NEGATIVE

Mom **eats** breakfast at home. —————> AFFIRMATIVE

Mom **does not eat** breakfast at home. —————> NEGATIVE

The zoo **opens** at 8 a.m. —————> AFFIRMATIVE

The zoo **does not open** at 8 a.m. —————> NEGATIVE

Now compare these sentences. Notice the contractions.

Ed **does not** help Mom with the chores.

Ed **doesn't** help Mom with the chores.

Mom **does not** eat breakfast at home.

Mom **doesn't** eat breakfast at home.

The zoo **does not** open at 8 a.m.

The zoo **doesn't** open at 8 a.m.

## LESSON 3

### *the grammar you need*

Look at this chart:

I You	do not don't	like	vegetables.
He She It	does not doesn't		
We You They	do not don't		



#### REMEMBER THIS:

In *negative statements*, we use

**does not + verb**

or

**doesn't + verb**

for *he, she, and it*.

(Remember: we do **not** add -s to the verb in *negative statements*.)

Here are some more examples.

Harry **doesn't** like hot dogs.

My brother **doesn't** come home after school on Mondays.

Amanda **doesn't** do her chores until 9 o'clock at night.

Mom **doesn't** work on Saturdays.

## Asking questions

Compare these sentences.

Ed <b>likes</b> homemade cookies.	—————→	AFFIRMATIVE
<b>Does</b> Ed <b>like</b> homemade cookies?	—————→	QUESTION

Allison <b>works</b> for Apple®.	—————→	AFFIRMATIVE
<b>Does</b> Allison <b>work</b> for Apple®?	—————→	QUESTION

The game <b>starts</b> at 8 p.m.	—————→	AFFIRMATIVE
<b>Does</b> the game <b>start</b> at 8 p.m.?	—————→	QUESTION

Look at this chart.

Do	I you	eat dinner	at 8 p.m.?
Does	he she it		
Do	we you they		



## REMEMBER THIS:

In *questions*, we use  
**does**  
with *he*, *she*, and *it*.

Notice, we do not add -s to the verb.

## LESSON 3

### *the grammar you need*

Look at these questions and answers. Note the complete answers.

**“Does your brother **play** on the school basketball team?”**

**“No, he **plays** on the football team.”**

**“Where **does** your daughter **work**?”**

**“She **works** at West Valley Shopping Mall.”**

**“Does your friend Joanna usually **stay** after school?”**

**“Yes, she usually **stays** after school for band practice.”**

Now take a look at some more questions and answers. Note the short answers.

**“Does Mike always **come** home late?”**

**“Yes, he **does**.”**

**“No, he **doesn’t**.”**

**“Does Mrs. Brown **work** at the hospital?”**

**“Yes, she **does**.”**

**“No, she **doesn’t**.”**

**“Does Spanish class **start** at 3 p.m.?”**

**“Yes, it **does**.”**

**“No, it **doesn’t**.”**

Notice that short answers are only used with *yes/no questions* (questions we can answer with *yes* or *no*).





I. Choose the correct option to complete the sentences.

1. "Does James leave for work early in the morning?"

"No, he \_\_\_\_\_ nights."

- |              |            |
|--------------|------------|
| a. works     | c. to work |
| b. does work | d. working |

2. "What time does Charlotte get home after school?"

"She \_\_\_\_\_ home at 3:30."

- |            |             |
|------------|-------------|
| a. to get  | c. gets     |
| b. getting | d. does get |

3. "\_\_\_\_\_ English class \_\_\_\_\_ at 8 a.m.?"

"Yes, it does. So don't be late."

- |                    |                    |
|--------------------|--------------------|
| a. Does – starting | c. Is – start      |
| b. Does – start    | d. Does – to start |

4. "Does your mom make dinner every night?"

"No, she \_\_\_\_\_ dinner every night. We like to eat dinner at restaurants too."

- |                 |              |
|-----------------|--------------|
| a. don't make   | c. do make   |
| b. doesn't make | d. does make |

## LESSON 3

### the grammar you need

#### ADVERBS OF FREQUENCY: *OFTEN* AND *SOMETIMES*

STUDY THIS CHART:

	SUN	MON	TUES	WED	THURS	FRI	SAT	
ALWAYS	✓	✓	✓	✓	✓	✓	✓	100% ↓ 0%
USUALLY, GENERALLY or OFTEN	✓	✓		✓	✓		✓	
SOMETIMES		✓			✓			
NEVER								

Now take a look at these examples.

“Do you **often** eat dinner with your family?”

“Yes, I eat dinner with my family about four or five times a week.”

“Do your parents **always** leave for work at 8 a.m.?”

“Well, my mom **always** leaves at 8, but my dad **sometimes** leaves at 9.”

#### NOTE

It is possible to use some adverbs of frequency (e.g., often, usually, and sometimes) at the beginning of a sentence.

e.g., Sometimes Mary eats cookies for breakfast.

But for now, use these adverbs as explained in the grammar section.



II. You know that we use adverbs of frequency after the verb *to be*, and before other verbs. For the following sentences, mark the correct position for the adverb of frequency in parentheses, as in the example.

Example: Claire ☒ makes \_\_\_\_\_ cookies on the weekend. (often)

1. "Why does Noah \_\_\_\_\_ do \_\_\_\_\_ chores for Mrs. White?" (sometimes)  
"Because he likes to help people."

2. My friend Ava \_\_\_\_\_ is \_\_\_\_\_ so nice. (always)

3. My grandma \_\_\_\_\_ makes \_\_\_\_\_ apple pie for Thanksgiving. (often)

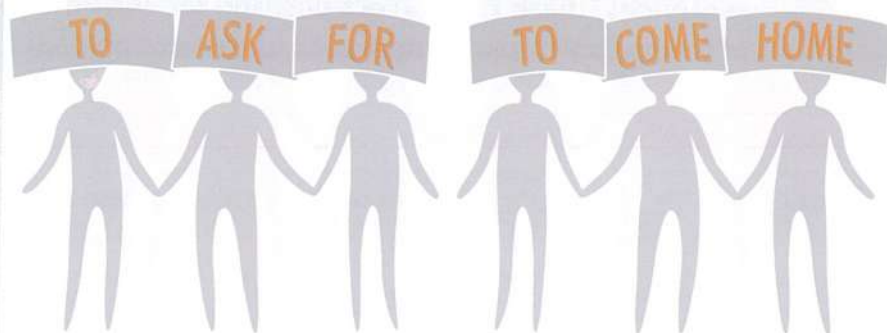
4. Owen \_\_\_\_\_ is \_\_\_\_\_ late for school in the morning. (never)

## LESSON 3

*fixed*



*expressions*



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 3.

To work nights/days/weekends (Karen's mom works days at a school, and her dad works nights at a hospital.)

To ask for (My son always asks for some vanilla ice cream with his apple pie.)

To come home (Hannah usually comes home after school, but today she has volleyball practice.)

To eat breakfast/lunch/dinner/a snack (William always eats lunch with his friends at school.)



*I know how to...*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

**... express frequency;**

Does your mom leave for work at 4?

Sometimes she does.



She works nights at the hospital  
three times a week.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 3

### *I know how to ...*

... talk about routine events and habitual actions;

She works nights at the hospital  
three times a week.



Why does Mrs. Morgan always make  
cookies for David?

Because he often mows her lawn and  
helps with chores.



... ask for and give explanations.



Why does Mrs. Morgan always make  
cookies for David?

Because he often mows her lawn and  
helps with chores.

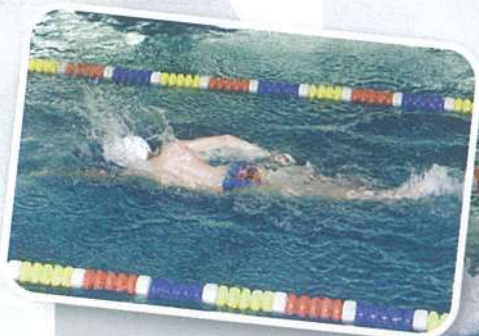


- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 4

### *words in action*

*What's going on?*



THEY ARE SWIMMING.



THEY'RE RUNNING.



THEY'RE RIDING THEIR  
BIKES IN THE PARK.



## LESSON 4

### *words in action*



SWIMMING POOL OR POOL

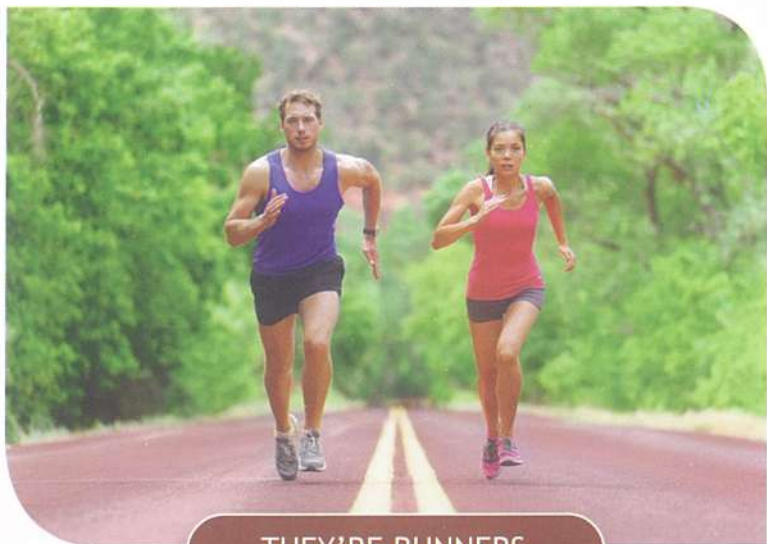
THEY ARE SWIMMERS.



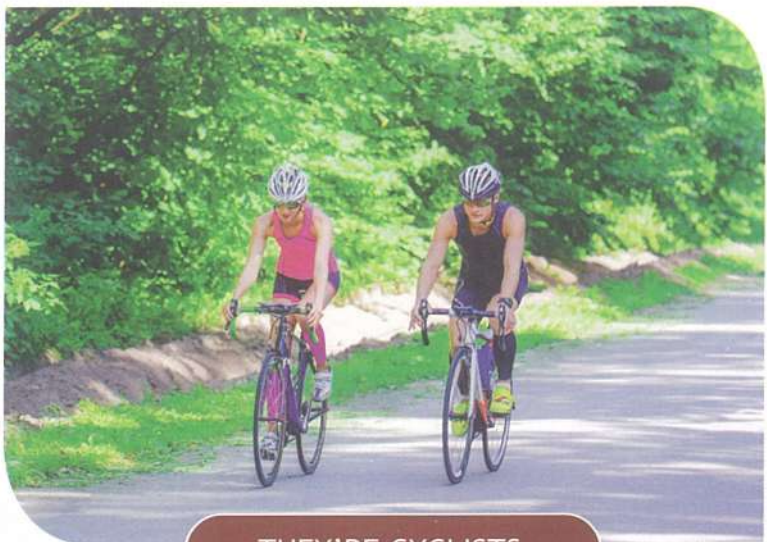


## LESSON 4

*words in action*




THEY'RE RUNNERS.




THEY'RE CYCLISTS.

## LESSON 4

### words in action



You are  
awesome!




Anna,  
There's chocolate cake in  
the refrigerator for you.  
Patty

#### MESSAGES



Joe,  
Don't be late.  
Jane's party's  
at 7.  
Mom

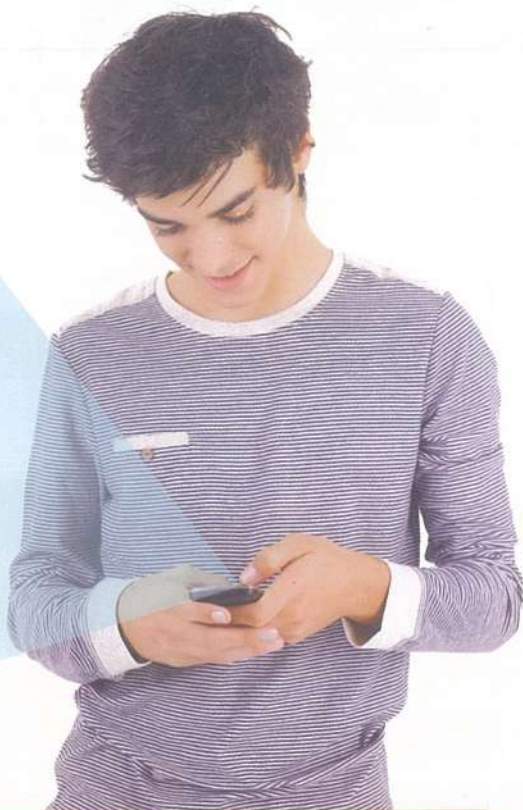


Happy  
Monday

## LESSON 4

### words in action

*What's going on?*



HE'S CALLING HIS GIRLFRIEND.



## LESSON 4

### *words in action*



THEY ARE RECEPTIONISTS.

THEY'RE AT A CONFERENCE.





## LESSON 4

### *words in action*



TOPS



MAKE-UP

# LESSON 4

## text

### situation 1

## A TALENTED ATHLETE

C: I'm impressed. You can swim really well. You're also an excellent runner.



C: You're a good cyclist too.



BSP: So, can I join the triathlon team?



C: Sure you can.

C = coach

BSP = boy in swimming pool

#### LEAVING A MESSAGE



W: Can I speak to Mr. Jones, please?



R: I'm sorry. I'm afraid you can't. Mr. Jones isn't in.



W: Well, can I talk to his assistant?



R: He isn't in either. They're at a conference.



R: Can I take a message?



W: Yes, please. Can you ask Mr. Jones to call Helen Peters? He has my number.



R: Sure.



# LESSON 4

## text

### situation 3

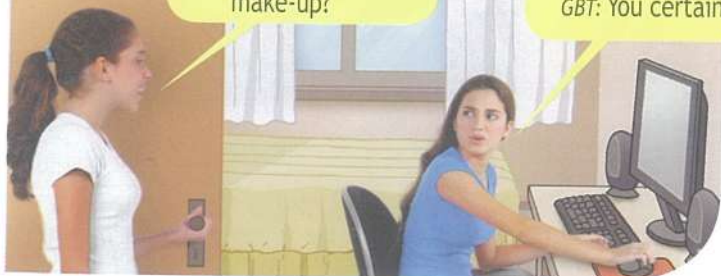


SISTERS



GWT: Can I borrow your make-up?

GBT: You certainly cannot.



GBT: You never return my things.



GWT = girl in white top

GBT = girl in blue top



ON THE PHONE

Mrs. Mitchell: Hello?

Karen: Hello. This is Karen Smith. Can I speak to Jane, please?

Mrs. Mitchell: I'm afraid Jane isn't at home at the moment, Karen. She's at her guitar class.

Karen: Well, is Scott there?

Mrs. Mitchell: He isn't here either, Karen. He's studying with his friends. I'm their mother. Can I take a message?

Karen: Yes, please. Well, I'm on the triathlon team at school, and Jane and Scott want to join the team too.

Mrs. Mitchell: No kidding?

Karen: Yeah. They can swim really well, and they're excellent runners and good cyclists. They're very talented athletes.

Mrs. Mitchell: Yes, they really love sports.

Karen: So, can you please ask Jane and Scott to call Karen at 707-465-9821? I have some information about the team.

Mrs. Mitchell: Just a minute, Karen. That's 707-465-9821.

Karen: That's right. Thanks, Mrs. Mitchell.

Mrs. Mitchell: You're welcome, Karen.



## LESSON 4

### *the grammar you need*

The exercises are to be done and corrected in class.

#### CAN

#### Making affirmative statements with *can*

Take a look at these sentences.

Samantha **can** speak French very well.

"I **can** help you mow the lawn, Dad."

"Great."

"You **can** have some of my Coke®, Andy. I don't want it all."

"Oh, thanks."

Take a look at this chart. Notice that **can** is a special verb. We don't add -s to **can** with *he*, *she*, and *it*.

I

You

He

She

It

We

You

They

**can** play outside.



#### REMEMBER THIS:

- We use **can** with all persons – we don't add an -s to **can** with *he*, *she*, and *it*.
- The verb that comes after **can** does not take *to*.

**Making negative statements with *can***

Take a look at these transformations.

My little brothers **can** swim. —————→ AFFIRMATIVE

My little brothers **cannot** swim. —————→ NEGATIVE

I **can** make dinner this evening. —————→ AFFIRMATIVE

I **cannot** make dinner this evening. —————→ NEGATIVE

You **can** borrow my guitar. —————→ AFFIRMATIVE

You **cannot** borrow my guitar. —————→ NEGATIVE

Now compare these sentences and notice how **cannot** is contracted.

My little brothers **cannot** swim.

My little brothers **can't** swim.

I **cannot** make dinner this evening.

I **can't** make dinner this evening.

You **cannot** borrow my guitar.

You **can't** borrow my guitar.

## LESSON 4

### *the grammar you need*

Look at this chart.



I  
You  
He  
She  
It  
We  
You  
They

cannot

can't

play outside.

Now take a look at some more examples.

Alex **can** play the drums, but he **can't** play the guitar.

Kevin **can't** go to Maria's party because he has band practice.

"Great! Apple pie. My favorite."

"That apple pie is for Mrs. Lawrence, Allison. You **can't** have any."



**Asking questions with *can***

Now look at these transformations.

Emily <b>can</b> play the guitar.	—————→	AFFIRMATIVE
Can Emily play the guitar?	—————→	QUESTION
Sarah <b>can</b> have a cookie now.	—————→	AFFIRMATIVE
Can Sarah have a cookie now?	—————→	QUESTION
Bill and Tyler <b>can</b> join the team.	—————→	AFFIRMATIVE
Can Bill and Tyler join the team?	—————→	QUESTION

Now take a look at this chart.

Can	I you he she it we you they	swim?
-----	--	-------

## LESSON 4

### *the grammar you need*

Look at these questions and answers. Note the complete answers.

"Can I have a hamburger, please?"

"I'm afraid you **can't**. There aren't any hamburgers left."

"Can I borrow your bike?"

"Sure you **can**. It's in the backyard."

"Can Elizabeth Lewis run well?"

"Yes, she **can**. She's an excellent runner."

Here are some more questions and answers. Note the short answers.

"Can you come to my party?"

→ "Yes, I **can**."

→ "No, I **can't/cannot**."

"Can Ruby and Alexander swim well?"

→ "Yes, they **can**."

→ "No, they **can't/cannot**."

Notice that short answers are only used with *yes/no questions* (questions we can answer with *yes* or *no*).

## the grammar you need



1. Write *can* or *can't* to complete the sentences. Then match the sentences to create dialogues. The first one is done for you.

1. "\_\_\_\_\_ Vincent borrow your car?" e
  2. "\_\_\_\_\_ we have band practice at Matt's house on Saturday?" \_\_\_\_\_
  3. "\_\_\_\_\_ I join the swimming team?" \_\_\_\_\_
  4. "\_\_\_\_\_ Leonard speak French?" \_\_\_\_\_
  5. "\_\_\_\_\_ I help you make the cake?" \_\_\_\_\_
  6. "Dr. Maria Reed isn't here. \_\_\_\_\_ I take a message?" \_\_\_\_\_
  7. "\_\_\_\_\_ you help make dinner now?" \_\_\_\_\_
- 
- a. "Yes! But you \_\_\_\_\_ eat any of it."
  - b. "No, I \_\_\_\_\_. I'm going to a club with my friends now."
  - c. "Sure you \_\_\_\_\_. You're an excellent swimmer."
  - d. "Yes, we \_\_\_\_\_. It's OK with his parents."
  - e. "Sure he can. But just for today."
  - f. "No, he \_\_\_\_\_. But he \_\_\_\_\_ speak Italian and Thai."
  - g. "Yes. \_\_\_\_\_ you ask Dr. Reed to call Cynthia Lopes?"

## LESSON 4

# the grammar you need

### ALSO, TOO AND EITHER

#### Using *also* and *too*

We use **also** and **too** in *affirmative statements* and *questions* when we want to add or ask for information similar to information already given.

Take a look at these *affirmative statements* with **also** and **too**.

I love cake. I **also** love pie.

=

I love cake. I love pie **too**.



Christopher's father is a doctor.  
His mother's **also** a doctor.

=

Christopher's father is a doctor.  
His mother's a doctor **too**.



Now look how we use **also** and **too** in *questions*.

You're a good swimmer.  
Are you **also** a good cyclist?

=

You're a good swimmer.  
Are you a good cyclist **too**?

Dana's a good athlete.  
Is she **also** a good student?

=

Dana's a good athlete.  
Is she a good student **too**?



### REMEMBER THIS:

#### ALSO and TOO

- have the same meaning.
- are used in *affirmative statements* and *questions*.



## the grammar you need

Now notice the position of **also** and **too** in these sentences.

Grace loves Indian food. Her husband **also** loves Indian food.



in the middle of the sentence

Grace loves Indian food. Her husband loves Indian food **too**.



at the end of the sentence

Ray's a talented athlete. Are his brothers **also** talented athletes?



in the middle of the sentence

Ray's a talented athlete. Are his brothers talented athletes **too**?



at the end of the sentence



## REMEMBER THIS:

- **ALSO** comes in the middle of the sentence.
- **TOO** comes at the end of the sentence.

## NOTE

It is possible to use *also* at the beginning of a sentence.

e.g., "Ask Mr. Lee to call Mrs. Mann. *Also*, call Mr. Rand about the conference in New York."

"OK, Ms. Dean."

But for now, use this adverb as explained in the grammar section.

## LESSON 4

### the grammar you need

Now compare the position of **also** in these two sentences.

Hailey is a great cyclist. She's **also** an excellent runner.

verb *to be*

We have new skateboards. We **also** *have* new bikes.

verb (not *to be*)



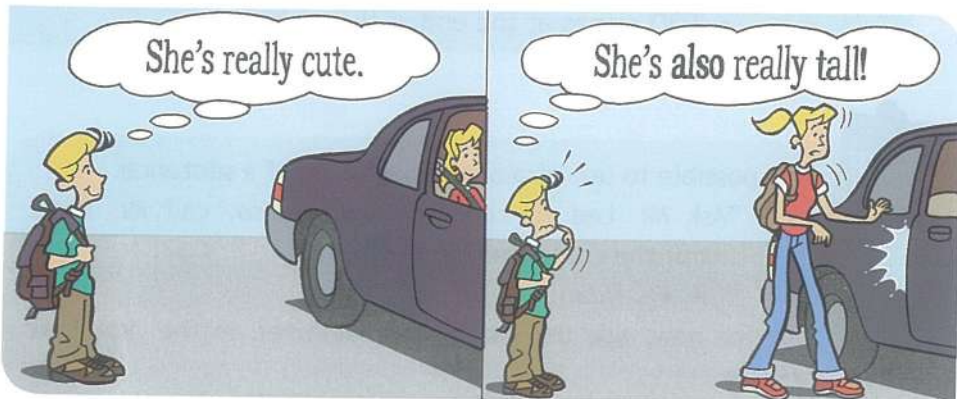
#### REMEMBER THIS:

**ALSO** is used in the middle of the sentence:

- *after* the verb *to be*,
- *before* other verbs.

(Remember: **TOO** comes at the end of the sentence.)

Now take a look at this comic strip.



Using *either*

Compare these statements.

Ted's in my class. Sean's **also** in my class.

Ted's in my class. Sean's in my class **too**.

Ted isn't in my class. Sean isn't in my class **either**.

AFFIRMATIVE

NEGATIVE



## REMEMBER THIS:

## EITHER

- is used in *negative statements*,
- comes at the end of the sentence.

Here are some more examples with **either**.

Gary's not a good swimmer. He's not a good cyclist **either**.

Ming doesn't speak English. Her parents don't speak English **either**.

Eve can't borrow my make-up. She can't borrow my clothes **either**.  
She never returns my things.

"I can't ride a bike."

"Really? I can't ride a bike **either**."

## LESSON 4

### the grammar you need



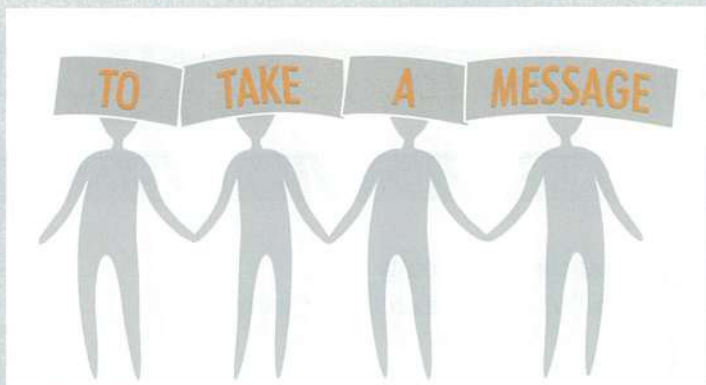
II. You know that we use:

- *also* and *too* in a \_\_\_\_\_ statements;
- *either* in n \_\_\_\_\_ statements.

Choose the correct option to complete the sentences.

1. Ellen can speak French. Her brother can \_\_\_\_\_ speak French.  
a. also  
b. too  
c. either
2. Isaac doesn't play the guitar very well. He doesn't play the drums very well \_\_\_\_\_.  
a. also  
b. too  
c. either
3. I always borrow my mom's make-up. My sister always borrows her make-up \_\_\_\_\_.  
a. also  
b. too  
c. either
4. My friend Ray isn't a good athlete. He isn't a good student \_\_\_\_\_.  
a. also  
b. too  
c. either
5. Lisa's from Italy. Antonio's from Italy \_\_\_\_\_.  
a. also  
b. too  
c. either
6. My children are adorable. They are \_\_\_\_\_ very talented.  
a. also  
b. too  
c. either





You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 4.

To leave a message (“Can I leave a message for Mr. Simmons?” “Sure you can.”)

To take a message (“Can I talk to John?” “Sorry, he’s not here. Can I take a message?”)

I’m afraid . . . (“Can I join the swimming team, Coach?” “Not this year. I’m afraid you’re not ready, Sam.”)

## LESSON 4

### I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### I know how to . . .



#### . . . describe abilities;



You can swim really well.  
You're also an excellent runner.



You're a good cyclist too.



#### . . . ask for someone on the telephone;



Can I speak to Mr. Jones, please?



Well, can I talk to his assistant?



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

*I know how to . . .***. . . take and leave messages on the telephone;**

Can I take a message?



Yes, please. Can you ask Mr. Jones to call Helen Peters? He has my number.

**. . . talk about borrowing things.**

Can I borrow your make-up?

You certainly cannot.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



## LESSON 4

### using what you've learned

Here are some examples of situations you are likely to encounter when traveling in English-speaking countries. Notice how the vocabulary and communication skills you've learned are useful in situations like these.

#### AT A RESTAURANT





*using what you've learned*

## ON THE STREET

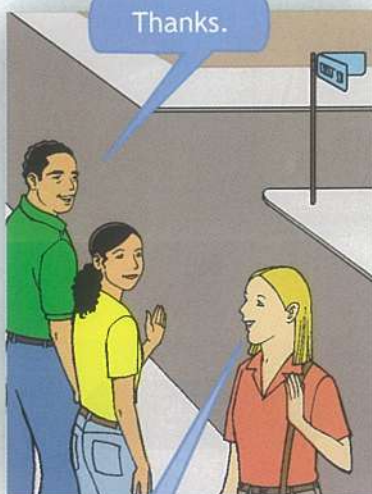
Is that Maple Street over there?



Maple Street is the third street on the right.



No, that's Baker Street.



Thanks.

You're welcome.

## LESSON 5

### words in action



Chicago, Illinois

STADIUM



BOXES



CHIPS



## LESSON 5

### *words in action*

ORANGE



JUICES



JUICE BOX





## LESSON 5

### *words in action*



SPAIN

SHE'S SPANISH.





114

ONE HUNDRED AND FOURTEEN

TWO HUNDRED AND SEVENTY-FIVE

275

369

THREE HUNDRED AND SIXTY-NINE

FOUR HUNDRED AND EIGHTY-SIX

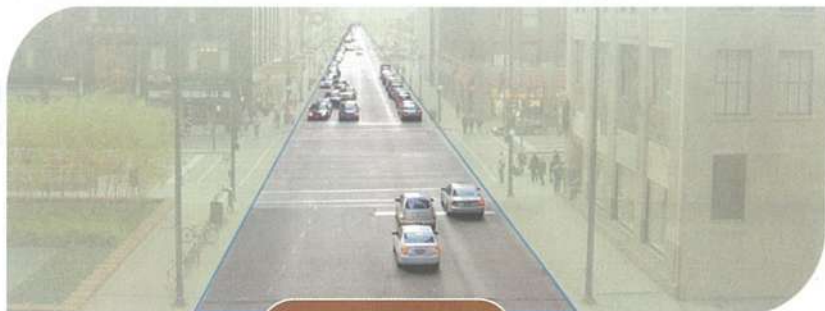
486

500

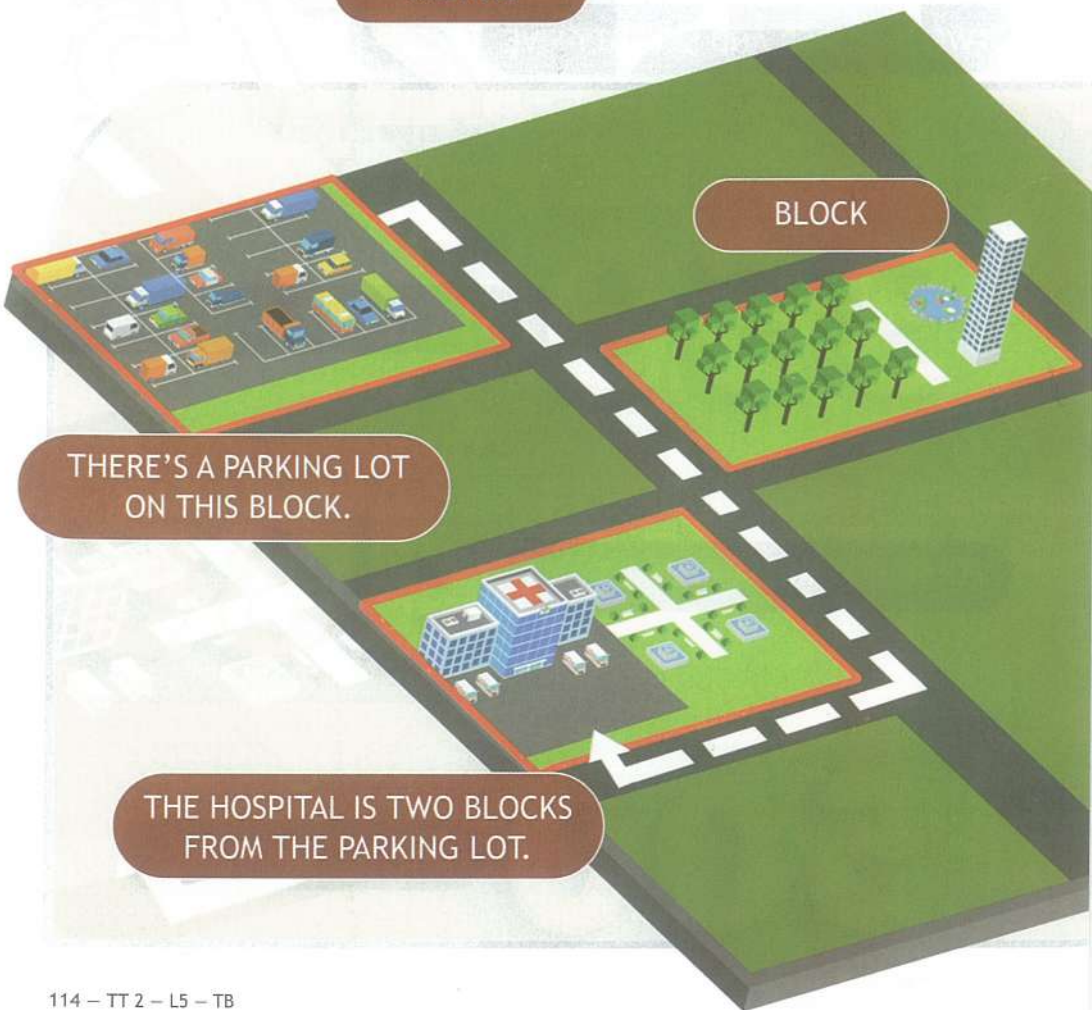
FIVE HUNDRED

## LESSON 5

### *words in action*



AVENUE



BLOCK

THERE'S A PARKING LOT  
ON THIS BLOCK.

THE HOSPITAL IS TWO BLOCKS  
FROM THE PARKING LOT.

## LESSON 5

### *words in action*



TAXI OR CAB



HE'S A TAXI DRIVER.  
OR  
HE'S A CAB DRIVER.



GARAGE



GARAGE



## LESSON 5

### *words in action*



MECHANIC

DIFFERENT KINDS  
OF ENGINES

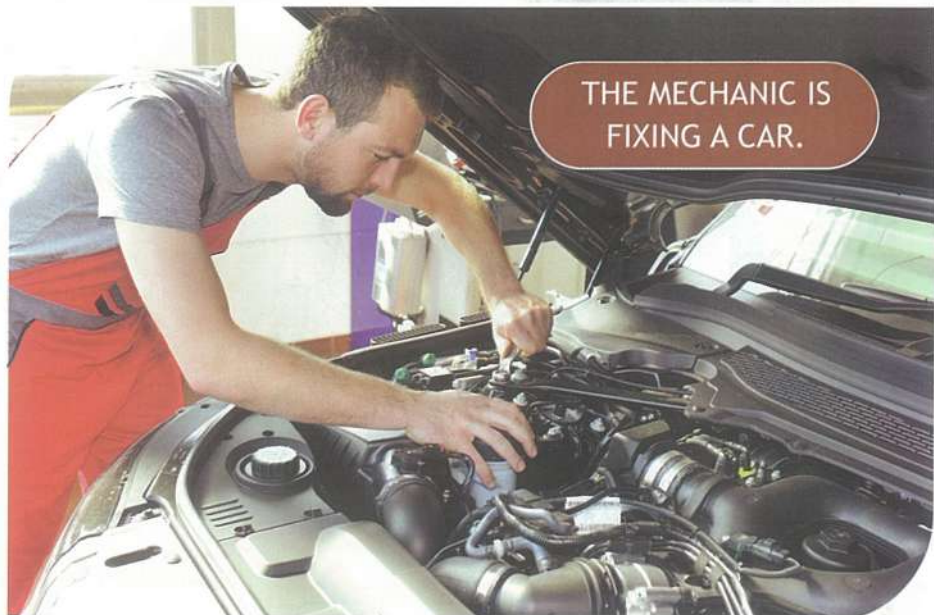




## LESSON 5

### *words in action*

*What's going on?*



THE MECHANIC IS  
FIXING A CAR.



THE BOY IS  
WASHING HIS CAR.

# LESSON 5

## text

### situation 1



A FAVOR



G: Where's your Spanish class?



B: Room 212.



G: Can you take this book to Mr. Hanes? He's in room 202.



B: Sure.

G = girl

B = boy

#### A CAB RIDE



F: Taxi!

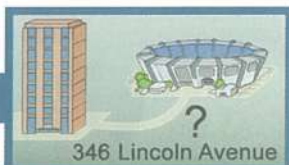


D: Where to?



F: 346 Lincoln Avenue.

D: Is that close to the stadium?



S: Kind of.

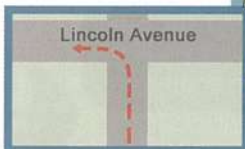
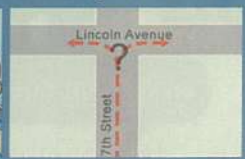


F: Go straight on Hollywood Drive up to Seventh Street.



F: Take a right on Seventh. Then go three blocks to Lincoln.

D: Left or right on Lincoln?



F: Turn left.



S: 346 is on the second block.

D: Got it.





# LESSON 5

## text

### situation 3

#### A PART-TIME JOB



BWC: Greg helps out at his dad's garage after school.



BWJB: What does he do?



BWC: He washes the cars after the mechanic fixes the engines.



BWC = boy with chips

BWJB = boy with juice box

## LESSON 5

### reading text

#### GOING OUT

Tom: Bye, Mom!

Mrs. Mitchell: Excuse me!

Where are you going,  
young man?

Tom: Relax, Mom.

I'm just going out.

Mrs. Mitchell: Where to?

Tom: I'm going to the park.

Mrs. Mitchell: Which park? The one on  
Pine Avenue or the one  
on Main Street?

Tom: The one on Richmond Street, close to Washington High.

Mrs. Mitchell: Why are you going there?

Tom: To play football with Jim, Ray, and Harry.

Mrs. Mitchell: But what about your part-time job at Mr. Jackson's garage?

Tom: Chill out, Mom. That's only on Mondays and Wednesdays.

Mrs. Mitchell: Oh, OK. Here, take some juice boxes for you and your friends.

Tom: No, thanks! And why all the questions, Mom? You know I'm  
not a little kid.

Mrs. Mitchell: I know, I know. But that's what moms do. I love you, Tom.

Tom: I love you too. Bye, Mom.

Mrs. Mitchell: Bye-bye! Have fun!



## LESSON 5

### going further

#### NUMBERS (FROM 101 TO 500)

Listen to these numbers, and then practice saying them.

101

one hundred (and) one  
or  
a hundred (and) one

183

one hundred (and) eighty-three  
or  
a hundred (and) eighty-three

216

two hundred (and) sixteen

345

three hundred (and) forty-five

499

four hundred (and) ninety-nine

500

five hundred

There's a Mother's Day and a Father's Day. So what day is children's day?

Oh, 365 days of the year.





## LESSON 5

### going further

### THREE-DIGIT NUMBERS

Take a look at these examples with three-digit numbers from the lesson.

We write:

We say:

Room 212



Room *two twelve*

Room 202



Room *two-oh-two*

346 Lincoln Avenue



*Three forty-six* Lincoln Avenue

Here are some more examples.



We say:

Room *seven ten*



We say:

Room *one-oh-five*

## LESSON 5

### *going further*



We say:

*Eight twenty-four* Primrose Drive



We say:

*Three forty-nine* Franklin Avenue

The exercises are to be done and corrected in class.

## THE SIMPLE PRESENT TENSE (CONTINUED)

### VERBS ENDING IN -Y, -O, -CH, -SH, -SS, AND -X

Take a look at the verbs in these sentences.

Daniel **goes** to Pizza Hut® every Saturday night.

My grandma always **watches** her favorite TV show in the afternoon.

Ed **washes** his motorcycle every week.

Evan **passes** Lakeview Park when he rides his bike to school.

Mr. Abbot **fixes** computers at his store.

After dinner, Mrs. Stein usually **relaxes** with a good book in her favorite armchair.

Now look at this chart.

I You	go	watch	wash	pass	fix	relax
He She It	goes	watches	washes	passes	fixes	relaxes
We You They	go	watch	wash	pass	fix	relax



### REMEMBER THIS:

In *affirmative statements*, with verbs ending in -o, -ch, -sh, -ss, and -x we use **verb + es** with *he, she, and it*.

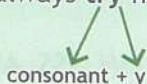


## LESSON 5

### the grammar you need

Now compare the verbs in these two sentences.

My parents always **try** new food at restaurants.



My grandpa always **tries** new food at restaurants.



Take a look at this chart.

I You	try
He She It	tries
We You They	try



#### REMEMBER THIS:

In *affirmative statements*, with verbs ending in a *consonant + y* we drop the *-y* and add *-ies* to the verb with *he*, *she*, and *it*.

Here are some more examples.

Jason **studies** Spanish every weekend.

My little sister always **studies** for an hour after school.

Compare the verbs in these sentences now.

Mike and Rick **play** in the school band.

vowel + y

Andrew **plays** in the school band too.

vowel + y + s



Now look at this chart.

I You	play
He She It	plays
We You They	play



### REMEMBER THIS:

In *affirmative statements*, with verbs ending in a *vowel + y* we add *-s* to the verb with *he*, *she*, and *it*.

Here are some more examples.

Amy **stays** with her grandparents when her parents are at work.

Mr. Harris **pays** Greg \$20 a week to help out at his garage.

That cute dog always **plays** with a red ball.

## LESSON 5

### *the grammar you need*



I. Choose the correct option to complete the sentences.

1. My parents usually \_\_\_\_\_ TV after dinner.

- a. watch                      b. watches

2. My neighbor's son often \_\_\_\_\_ with his dog at the park.

- a. play                      b. plays

3. Katherine usually \_\_\_\_\_ in her backyard after work.

- a. relax                      b. relaxes

4. My part-time job \_\_\_\_\_ for my Spanish classes.

- a. pay                      b. pays

5. The Smiths sometimes \_\_\_\_\_ to the stadium to watch a baseball game.

- a. go                      b. goes

6. Jane and her dad always \_\_\_\_\_ the family car on the weekend.

- a. wash                      b. washes

7. My little sister \_\_\_\_\_ to help out in the kitchen after dinner.

- a. try                      b. tries



## THE PRESENT CONTINUOUS TENSE X THE SIMPLE PRESENT TENSE

Compare these two situations.



- In the first situation, Greg is talking about what he is doing now, so he uses the present continuous tense.
- In the second situation, Greg is talking about what he does every day, so he uses the simple present tense.

**REMEMBER THIS:**

- The present continuous tense is used to express actions in progress.
- The simple present tense is used to express habitual actions.

## LESSON 5

### the grammar you need



II. Describe what some people are doing. Choose the option with the correct form of each verb in parentheses to complete the sentences.

1. Polly (*to wash*) her motorcycle now.

She (*to ride*) it to work every day.

- a. washes — is riding
- b. is washing — rides



2. Mr. Richards (*to know*) how to fix a lot of things. Here he (*to fix*) our car.

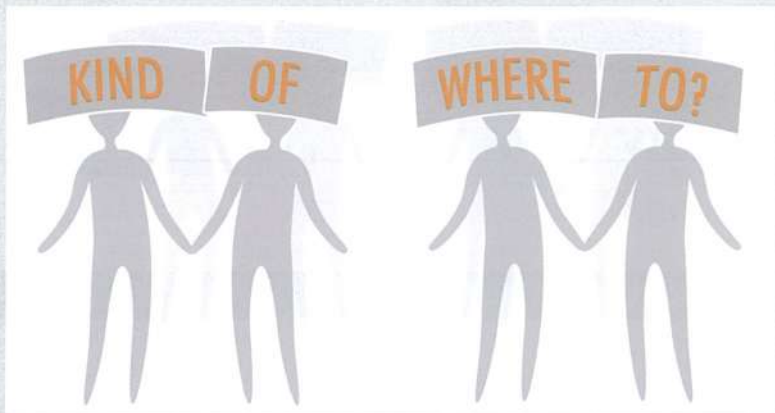
- a. knows — is fixing
- b. know — fixes



3. Mrs. Marks (*to take*) her son to school.  
She (*to work*) at his school too.

- a. takes — is working
- b. is taking — works





You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are the fixed expressions you learned in Lesson 5.

Where to? (“Where to?” “The airport, please.”)

Close to (San Diego is close to Los Angeles.)

Kind of (“I’m kind of bored.” “I am too. Let’s play a game.”)



## LESSON 5

### *I know how to . . .*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### *I know how to . . .*



#### . . . talk about room numbers;



Where's your Spanish class?

Room 212.



Can you take this book to Mr. Hanes?  
He's in room 202.

Sure.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

**... give directions;**

Go straight on Hollywood Drive  
up to Seventh Street.

Take a right on Seventh. Then go  
three blocks to Lincoln.

**... talk about habitual actions.**

Greg helps out at his dad's garage  
after school.



What does he do?

He washes the cars after the  
mechanic fixes the engines.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 5

### FYI

This dialogue can help introduce you to American handwriting. Two students, Troy and Irene, are passing notes. Take a look at the names Irene and Troy. Notice how Americans write the capital letters I and T. You can listen to the dialogue too.

#### PASSING NOTES

Irene, I need a big favor from you. Can I borrow your notes from Spanish class?

Sure, Troy. But until when?

Relax! Just for one day.

OK.

Thanks! You're awesome! Hey, let's go to the mall together after school.

Sorry, I need to study for the Spanish test.

Let's study together then!

But what about the mall?

Well, I really need your help in Spanish.

Then come to my house after school today. It's near the park, at 214 Redwood Avenue.

OK!



## LESSON 6

### *words in action*

#### HAIR



#### STRAIGHT HAIR



#### CURLY HAIR



#### A RED-HAIRED BOY



## LESSON 6

### *words in action*

FRUIT



BANANAS



FRUIT SALAD



# LESSON 6

## words in action

THESE ARE THE MONTHS OF THE YEAR.

**JANUARY** JAN

S	M	T	W	T	F	S
1	2	3	4	5		
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FEBRUARY** FEB

S	M	T	W	T	F	S
	1	2				
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

**MARCH** MAR

S	M	T	W	T	F	S
	1	2	3			
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**APRIL** APR

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**MAY** MAY

S	M	T	W	T	F	S
	1	2	3	4		
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**JUNE** JUNE

S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**JULY** JULY

S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**AUGUST** AUG

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**SEPTEMBER** SEPT

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**OCTOBER** OCT

S	M	T	W	T	F	S
	1	2	3	4		
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**NOVEMBER** NOV

S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**DECEMBER** DEC

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



## LESSON 6

### *words in action*

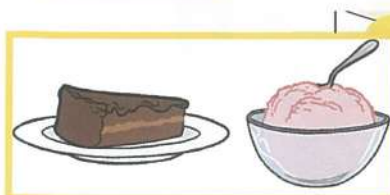
KIDS ARE ON VACATION IN THE SUMMER.



BOAT



## SNACKS



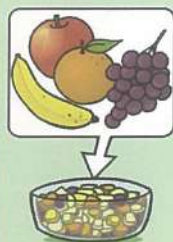
GSH: I have a craving for something sweet.



GCH: Same here!



GSH: But I can't eat anything fattening. Is there anything low-fat?



GCH: Yeah, I'm going to have some fruit salad.

GSH: Yuck! I don't like fruit.



GCH: But it's delicious and good for your health.

# LESSON 6

## text

### situation 2

#### LEAVING SCHOOL



B: See you tomorrow!



GIR: We aren't going to be here tomorrow, goofball.



GIG: Yeah, silly!

SUN	MON	TUES	WED	THURS	FRI	SAT
1	2	3	4	5	6	7

SUN	MON	TUES	WED	THURS	FRI	SAT
8	9	10	11	12	13	14

GIG: See you next week!

B: Oh, yeah.  
That's right.



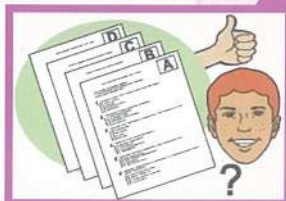
B = boy

GIR = girl in red

GIG = girl in gray



#### COMPLAINING



BB: Do you think you are going to pass this class?

RHB: I think so.

BB: Well, I don't think I am. I think I'm going to flunk. Tim's in the same boat.



BB: We're probably going to go to summer school.

RHB: What a bummer, dude!

G: Shh!



## LESSON 6

### *reading text*

#### THE HOLIDAY

Billy: I love holidays! What are you going to do tomorrow?

Doug: I'm not going to do anything special. I'm going to sleep late. Then I'm going to study all day and play some computer games in the evening.

Billy: That's not very interesting.

Doug: Yeah, but I think I'm going to flunk French, so I'm going to study tomorrow. I don't want to go to summer school.

Billy: Well, I think I'm going to do well in all my classes, so I'm not going to study on a holiday. I'm going to play football with Joe and Matt in the afternoon. Then we're going to get together with Maureen and Jeff and have a barbecue at their house.

Doug: You're all so lucky! You're going to have a great holiday, and I'm going to be really bored! What a bummer!

Billy: Sorry there isn't anything I can do to help you, dude. See you next week.

Doug: Yeah. See you.

## LESSON 6

### *the grammar you need*

The exercises are to be done and corrected in class.

#### INDEFINITE PRONOUNS — *SOMETHING* AND *ANYTHING*

Look at these sentences.

Jim            wants **something** to eat. —————> AFFIRMATIVE

Jim doesn't want **anything** to eat. —————> NEGATIVE



#### REMEMBER THIS:

**SOMETHING** —————> AFFIRMATIVE

**ANYTHING** —————> NEGATIVE

Here are some more examples.

My friend Stella always has **something** interesting to talk about.

“I have **something** special here for your birthday, dear.”

“A new football! Thanks, Mom!”

Bertha loves pie, but she can't eat **anything** fattening.

## LESSON 6

### *the grammar you need*

Now take a look at these sentences.

Do you have **something** to do after class?

Do you have **anything** to do after class?

QUESTION



#### REMEMBER THIS:

**SOMETHING**

**ANYTHING**

QUESTION

Here are some more examples.

"Is there **something/anything** fun to do here in the summer?"

"Yeah! My friends and I love to have pool parties and backyard barbecues in the summer."

"I don't want anything fattening. Is there **something/anything** low-fat in the kitchen?"

"Yes, there is. How about a banana, an apple, or an orange?"

Here's another example.



Notice that the mother can also say, "Do you know **anything** about it?"



## the grammar you need



I. Complete using *something*, *anything*, or *both*.

1. Where's the dog's ball? He wants \_\_\_\_\_  
to play with.



2. I don't like \_\_\_\_\_ at this  
restaurant. Let's go to the Italian restaurant on  
the corner.



3. "Is there \_\_\_\_\_ low-fat for lunch?"  
"Yes. You can have some salad."



4. Carlos doesn't want to go to a volleyball game because  
he doesn't know \_\_\_\_\_ about  
volleyball.



5. "Is there \_\_\_\_\_ sweet to eat in the kitchen?"  
"Yes, there is. You can have a delicious banana."



## LESSON 6

### *the grammar you need*

#### THE FUTURE WITH *GOING TO*

##### Making affirmative statements with *going to*

Take a look at these sentences. They all refer to future time.

I **am going to** **see** my grandma next week.

↓       ↓       ↓  
to be   going to   verb



Rich **is going to** **wash** his car tomorrow.

↓       ↓       ↓  
to be   going to   verb



We **are going to** **visit** France in April.

↓       ↓       ↓  
to be   going to   verb



#### REMEMBER THIS:

In *affirmative statements* expressing future time with *going to*, we use

**TO BE + GOING TO + VERB.**

Let's look at some more examples.

I'm **going to** *start* a new job in October.

Amanda's **going to** *call* her grandparents on Sunday.

You're a good student. I know you're **going to** *pass* this class.

## the grammar you need

Now take a look at this sentence with *going to* + the verb *to go*.

We're going to go to Italy on vacation next summer.



In sentences like this, Americans often omit the verb *to go*. So, here's another way of saying the same thing.

We're going to Italy on vacation next summer.



This is only possible with the verb *to go*.

### Making negative statements with *going to*

Look at these transformations.

I am **going to see** my grandma next week. —> AFFIRMATIVE

I am **not going to see** my grandma next week. —> NEGATIVE

Rich is **going to wash** his car tomorrow. —> AFFIRMATIVE

Rich is **not going to wash** his car tomorrow. —> NEGATIVE

We are **going to visit** France in April. —> AFFIRMATIVE

We are **not going to visit** France in April. —> NEGATIVE



### REMEMBER THIS:

In *negative statements* expressing future time with *going to*, we use

**TO BE + NOT + GOING TO + VERB.**



## LESSON 6

### *the grammar you need*

#### Asking questions with *going to*

Look at these transformations.

I am going to see my grandma next week. —→ AFFIRMATIVE

Am I going to see my grandma next week? —→ QUESTION

Rich is going to wash his car tomorrow. —→ AFFIRMATIVE

Is Rich going to wash his car tomorrow? —→ QUESTION

We are going to visit France in April. —→ AFFIRMATIVE

Are we going to visit France in April? —→ QUESTION

Look at these questions and answers. Note the complete answers.

“Is Molly going to go to summer school?”

“Probably. I think she’s going to flunk her Spanish class.”

“What are you going to make for dinner, Mom?”

“I’m going to make something low-fat.”

“Is John going to have a big party for his birthday next week?”

“No, he’s going to have a small party.”

Here are some more questions and answers. Note the short answers.

“Are you going to *study* this evening?”

→ “Yes, I am.”

→ “No, I’m not.”

“Is Dad going to *fix* your bike tomorrow?”

→ “Yes, he is.”

→ “No, he’s not.”

→ “No, he isn’t.”

“Is Mom going to *make* fruit salad?”

→ “Yes, she is.”

→ “No, she’s not.”

→ “No, she isn’t.”

“Are the kids going to *play* football after lunch?”

→ “Yes, they are.”

→ “No, they’re not.”

→ “No, they aren’t.”

## LESSON 6

### *the grammar you need*



#### II. Select the correct option to complete the sentences.

1. "I don't know anything about football."

"Let's watch a football game at the stadium next weekend.

You \_\_\_\_\_ it!"

a. love

b. 're going to love

2. "We don't know anything about baseball."

"Really? I always \_\_\_\_\_ to the stadium to watch baseball games. I love baseball."

a. go

b. am going to go

3. "My kids love fruit."

"Great, because we \_\_\_\_\_ fruit salad at the park tomorrow."

a. have

b. 're going to have

4. "I \_\_\_\_\_ a craving for something sweet now."

"Same here. Let's try some of this apple pie."

a. have

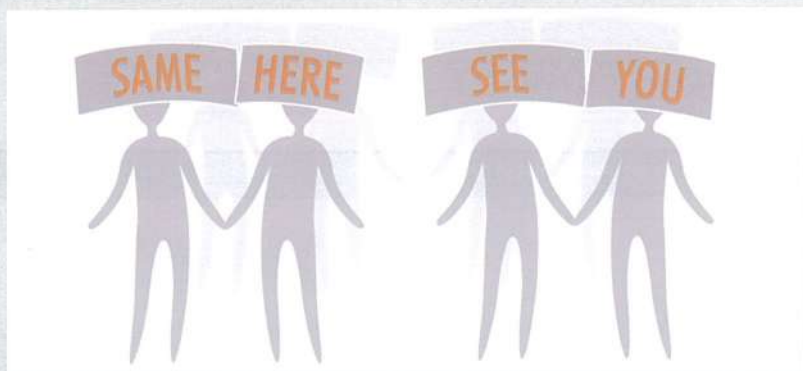
b. 'm going to have

5. "Next summer I \_\_\_\_\_ my uncle's boat every weekend."

"Cool!"

a. borrow

b. 'm going to borrow



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 6.

To have a craving for (“I have a craving for Italian food.” “Well, I don’t. I want to have a hamburger for lunch.”)

Same here. (“I’m going to India on vacation this summer.” “Same here! It’s going to be awesome.”)

See you (“Are you going to Lisa’s party tomorrow?” “Yeah, see you there.”)



## LESSON 6

### I know how to . . .

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### I know how to . . .



#### . . . express agreement;

Same here!



#### . . . talk about food;



But I can't eat anything fattening.  
Is there anything low-fat?

Yeah, I'm going to have  
some fruit salad.



#### . . . express disapproval;



Yuck! I don't like fruit.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

*I know how to ...***... talk about the future;**

See you tomorrow!

We aren't going to be here tomorrow, goofball.



Do you think you are going to pass this class?

I think so.



I think I'm going to flunk.  
We're probably going to go to summer school.

**... tease;**

We aren't going to be here tomorrow, goofball.

Yeah, silly!

**... say good-bye.**

See you next week!

See you tomorrow!



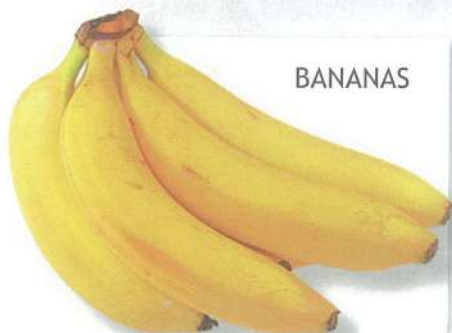
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 6

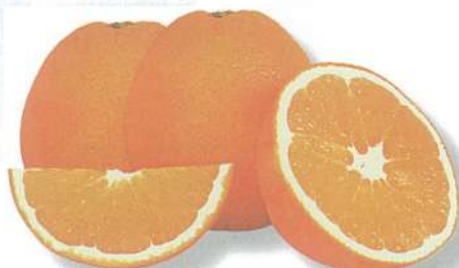
### FYI

Take a look at these different kinds of fruit. You can also listen to their names.

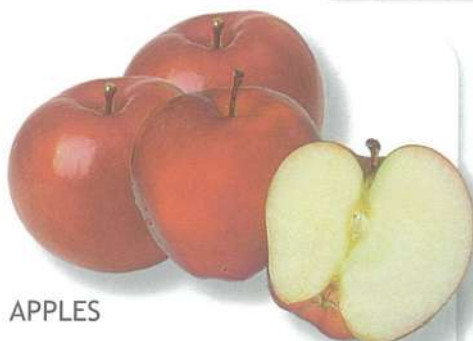
Let's look at Americans' favorite kinds of fruit.



BANANAS



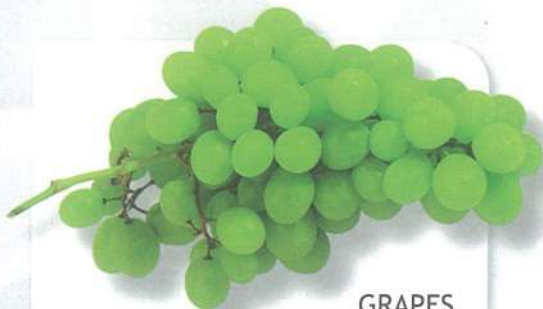
ORANGES



APPLES



PEACHES



GRAPES

What other kinds of fruit do Americans love to eat? Take a look!



PEARS



PLUMS



APRICOTS



CHERRIES



RASPBERRIES



BLACKBERRIES



BLUEBERRIES



GRAPEFRUIT



TANGERINES



WATERMELON



PINEAPPLE

What kinds of fruit do you like?



Now try this recipe for delicious fruit salad.

## INGREDIENTS

2 cups\* of yogurt



2 tablespoons of honey



1/2 teaspoon of vanilla extract



1/4 cup of orange juice

1 banana, sliced



2 cups of strawberries, sliced

1 cup of blueberries

1 cup of raspberries

1 cup of green grapes

\*1 cup = 240 ml

## DIRECTIONS

- Mix yogurt, honey, and vanilla in a bowl.



- In a separate bowl, mix fruit and orange juice together.
- Serve fruit in small bowls with the honey vanilla yogurt.



## LESSON 7

### *words in action*



FITTING ROOMS

### PANTS



# LESSON 7

## text



### SHOPPING FOR CLOTHES



M: There isn't anything here I like.



S = salesperson

M = mother

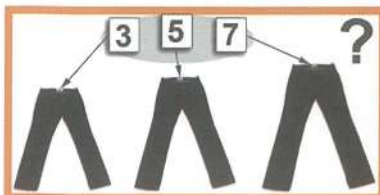
D = daughter



D: Excuse me. Do you have these in black?



S: Yes, we do.



S: What size do you wear?



D: I wear a size 5.



S: Here, try on this pair. The fitting rooms are over there.



D = daughter

S = salesperson



## LESSON 7

### text



M: How do they fit?



D: They're a bit tight.



D: Can you bring me a 7?



S: Of course. Here you are.

M = mother

D = daughter

S = salesperson

D: These are a perfect fit.



M: Yeah, and they look great on you!

D = daughter

M = mother

## LESSON 7

### *reading text*

#### AT HOME

Mother: What do you want for your birthday, Monica?

Daughter: I want some new clothes, Mom. Can we go shopping?

Mother: Hmm. Well, OK. Where do you want to go?

Daughter: Can we go to that new store on Washington Street? They have cool clothes there.

Mother: Sure.

#### AT THE STORE

Salesperson: Can I help you?

Daughter: Yes, do you have any Levi's® jeans?

Salesperson: Yes. What size are you?

Daughter: I'm a 5.

Salesperson: Here you are. We have some really cute T-shirts too. Do you wear a small?

Daughter: That's right.

Salesperson: How about this one?

Daughter: Oh, it's awesome.

Salesperson: Do you want to try on the jeans and the T-shirt? The fitting rooms are over there.

#### OUTSIDE THE FITTING ROOM

Mother: Well? How do they fit?

Daughter: They're a perfect fit!

Mother: They look great on you too. And the prices are pretty good. Happy birthday, Monica.

Daughter: Thanks, Mom.

## LESSON 7

# *the grammar you need*

The exercise is to be done and corrected in class.

### INDEFINITE PRONOUNS – ANYTHING AND NOTHING

Look at these statements with **anything** and **nothing**. Both statements have a negative meaning. Notice that:

- **ANYTHING** is used in negative statements when the verb is in the *negative* form.
- **NOTHING** is used in negative statements when the verb is in the *affirmative* form.



*“There isn’t anything here I like.”*

or

*“There’s nothing here I like.”*



### REMEMBER THIS:

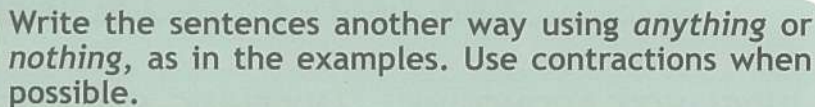
ANYTHING

NOTHING

NEGATIVE



*the grammar you need*



*There isn't anything I like at this restaurant.*

There's nothing I like at this restaurant.

Brianna *has nothing* cool to wear to the party.

Brianna doesn't have anything cool to wear to the party.

1. *There's nothing in my size at this store.*

\_\_\_\_\_ in my size at this store.

2. Mr. Black needs to write a message, but he *doesn't have anything* to write with.

Mr. Black needs to write a message, but he \_\_\_\_\_  
to write with.

3. *There isn't anything good to eat at this party.*

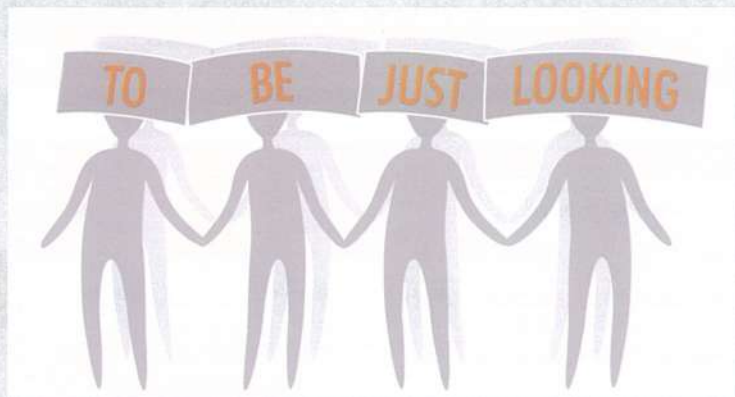
\_\_\_\_\_ good to eat at this party.

4. My sister speaks Italian, but she *knows nothing* about Italy.

My sister speaks Italian, but she \_\_\_\_\_ about Italy.

5. *There isn't anything* I can recommend at this restaurant.

I can recommend at this restaurant.



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 7.

To be just looking (“Can I help you?” “No, thanks. I’m just looking today.”)

In black/red/blue, etc. (“Do you have this shirt in red?” “Yes, we do.”)

To try on/To try . . . on (“Try on these pants. They’re really cute, and they’re in your size.” “Great! I’m going to try this blouse on too.”)

Of course. (“Are you going to Brian’s party tomorrow?” “Of course.”)

To be a size (I’m a size 8./I’m an 8.)

## LESSON 7

### *I know how to . . .*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to . . .*



#### *. . . talk about shopping;*



Can I help you?

No, thanks. We're just looking.



Do you have these in black?



#### *. . . talk about clothing sizes;*



What size do you wear?

I wear a size 5.



Can you bring me a 7?



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

**... talk about trying on clothes.**

Here, try on this pair. The fitting rooms are over there.

How do they fit?



They're a bit tight.



These are a perfect fit.



Yeah, and they look great on you!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



# LESSON 7

## FYI

### CLOTHING SIZES



DRESSES		
USA	ENGLAND	BRAZIL
6	8	38
8	10	40
10	12	42
12	14	44
14	16	46
16	18	48
18	20	50

SHIRTS		
USA	ENGLAND	BRAZIL
6	8	38
8	10	40
10	12	42
12	14	44
14	16	46
16	18	48
18	20	50



PANTS		
USA	ENGLAND	BRAZIL
0	30	36
2 or 3	32	38
4 or 5	34	40
6 or 7	36	42
8 or 9	38	44
10 or 11	40	46
12 or 13	42	48

PANTS		
USA	ENGLAND	BRAZIL
28	28	38
30	30	40
32	32	42
34	34	44
36	36	46
38	38	48
40	40	50

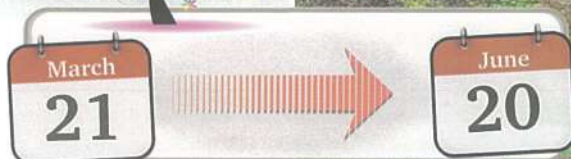


SUITS		
USA	ENGLAND	BRAZIL
34	34	44
36	36	46
38	38	48
40	40	50
42	42	52
44	44	54
46	46	56



## LESSON 8

### *words in action*



SPRING



GARDEN

## LESSON 8

### *words in action*



FLOWERS

ROSES



SUNFLOWERS



TULIPS





## LESSON 8

### *words in action*



AUTUMN OR FALL



A LEAF

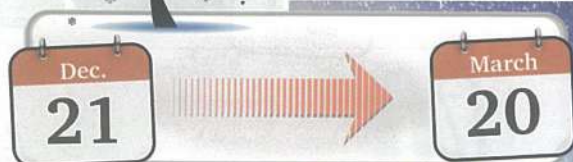


SOME LEAVES



## LESSON 8

### *words in action*



WINTER



THE KIDS ARE PLAYING IN THE SNOW.

## LESSON 8

### *words in action*



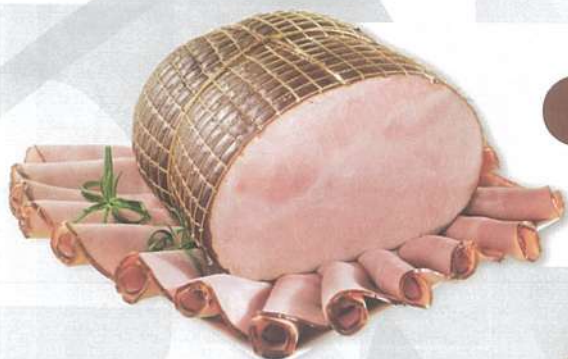
SPRING, SUMMER, AUTUMN, AND WINTER ARE  
THE FOUR SEASONS OF THE YEAR.



THEY'RE HAVING A PICNIC IN THE PARK.

## LESSON 8

### *words in action*



HAM

DIFFERENT KINDS  
OF CHEESE



SANDWICHES

A HAM AND CHEESE  
SANDWICH





## LESSON 8

*words in action*



TEA



ICED TEA



LEMON

LEMONADE





## LESSON 8

### *words in action*



COFFEE

CREAM



COCOA



HOT COCOA



COFFEE SHOP



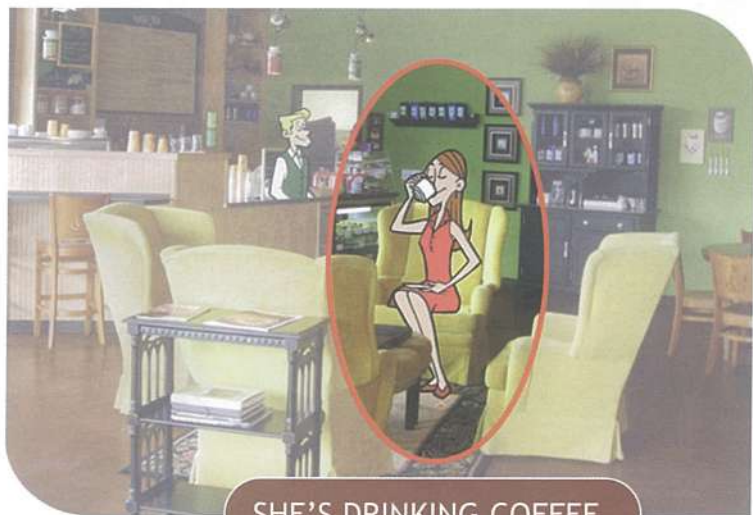
## LESSON 8

### *words in action*



HE'S A WAITER.

*What's going on?*




SHE'S DRINKING COFFEE.

# LESSON 8

## text

### situation 1

SPRING




G: Can I have some flowers from your garden, Mrs. Garcia?



w: Sure!



?



w: I have roses, sunflowers, tulips . . .  
Which do you want?

G = girl

W = woman



# LESSON 8

## text

### situation 2

#### SUMMERTIME



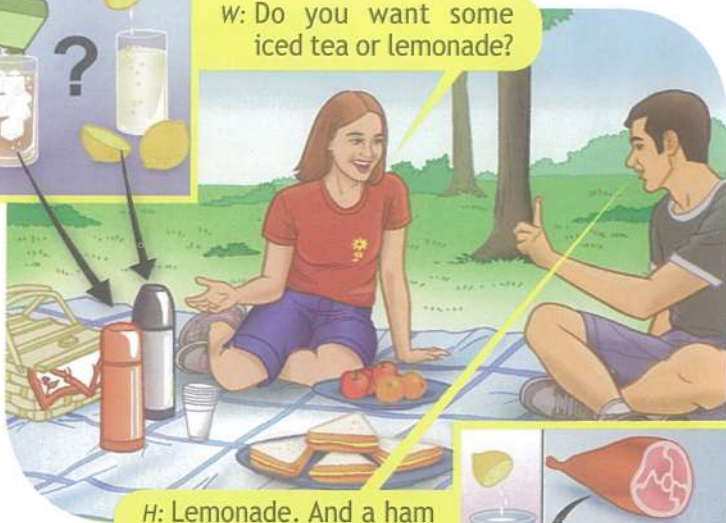
W: Let's have a picnic!



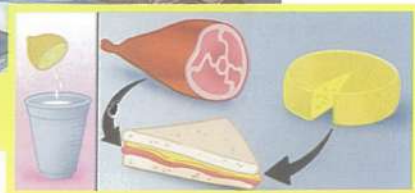
H: Good idea!



W: Do you want some iced tea or lemonade?



H: Lemonade. And a ham and cheese sandwich.



W = wife

H = husband



# LESSON 8

## text

### situation 3

## AUTUMN LEAVES



SEPT 23 → DEC 20

G: I love the fall!



B: I don't!



B: I'm exhausted! Can you please do something to help?



G: OK . . . this leaf's such a gorgeous color!

G = girl

B = boy

## WINTER

B: All this snow's really great!

w: Yeah, but it's too cold.



# LESSON 8

## text

### situation 5

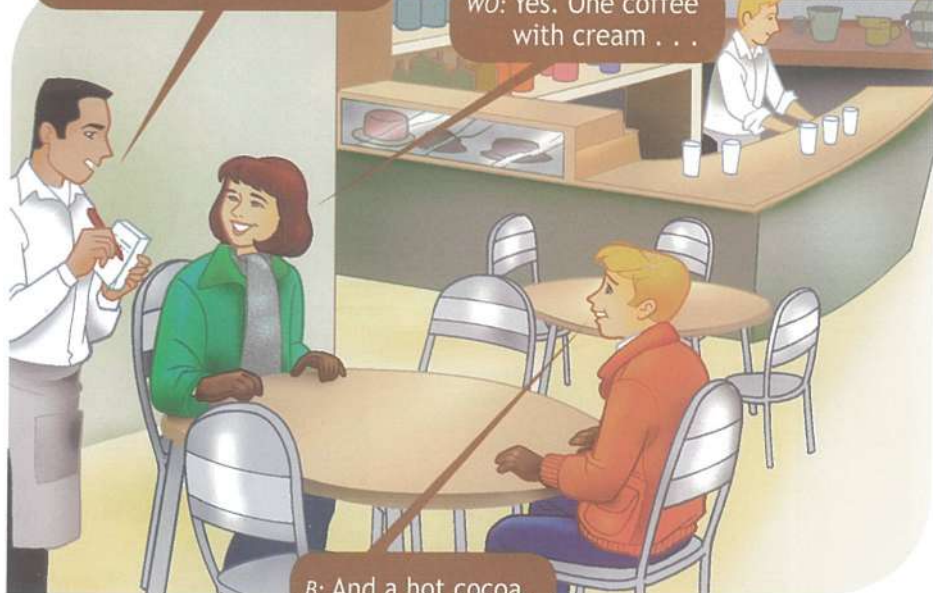
## AT A COFFEE SHOP



WA: Can I get you something to drink?



WO: Yes. One coffee with cream . . .



B: And a hot cocoa.



WA = waiter

WO = woman

B = boy



## A PICNIC IN THE PARK

### At Charlotte's house

Emily: What a beautiful day!

Charlotte: I know. Let's have a picnic!

Becky: OK.

Jenny: Great idea!

### In the park

Emily: I love summer. Do you guys have a favorite season?

Becky: I love spring. The flowers in our garden are beautiful in spring. I love the roses, sunflowers, and tulips.

Jenny: I like the fall. The colors of the leaves on the trees are so gorgeous in the fall.

Charlotte: I love the summer too, Emily. In the summer we can swim, play in the park, and have picnics. We have lots of ice cream and drink iced tea and lemonade because it's so hot. And we're on vacation from school!

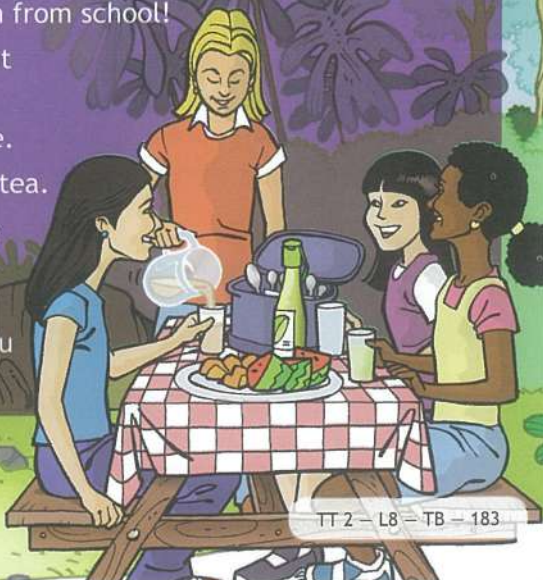
Becky: What do you guys want to drink?

Charlotte: I want some lemonade.

Jenny: And I want some iced tea.

Emily: Can we have some ice cream too? I love ice cream.

Charlotte: Hmm . . . I can see you all like summer too!





## LESSON 8

### *the grammar you need*

The exercise is to be done and corrected in class.

#### USING SOME AND SOMETHING IN QUESTIONS

We normally use **some** (not *any*) and **something** (not *anything*) when we make a request or an offer.

#### Making requests with *some/something*

Look at these examples.



#### REMEMBER THIS:

SOME

SOMETHING

are used in questions that express requests.

## LESSON 8



### *the grammar you need*

#### Making offers with *some/something*

Look at these examples.



#### REMEMBER THIS:

**SOME**  **SOMETHING**  are used in questions that express offers.

## LESSON 8

### the grammar you need



You know that we use *some* and *something* in questions to express requests and offers. Complete the following questions with *some* or *something*.

1. "Do you want \_\_\_\_\_ iced tea, Eric?"

It's really good."

"No, thanks. Not now."

- a. some                      b. something



2. "Can I get you \_\_\_\_\_ to drink?"

"Yes, please. A coffee with cream for me and a hot cocoa for my friend."

- a. some                      b. something



3. "Can I have \_\_\_\_\_ Coke®, please?"

"I'm afraid there isn't any left."

- a. some                      b. something



4. "Can I have \_\_\_\_\_ to eat?"

"Sure. There is a cake in the kitchen."

- a. some                      b. something



5. "Can you do \_\_\_\_\_ to help with the picnic?"

"Sure! I can make sandwiches."

- a. some                      b. something





*I know how to ...*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to ...*

... make and accept requests;



Can I have some flowers from your garden, Mrs. Garcia?

Sure!



... make and accept suggestions;



Let's have a picnic!

Good idea!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## LESSON 8

### *I know how to ...*

#### ... offer and accept something;



Do you want some iced tea or lemonade?

Lemonade.



Can I get you something to drink?

Yes. One coffee with cream ...



And a hot cocoa.



#### ... express an opinion;



I love the fall!

I don't!



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

*I know how to . . .***. . . ask for help;**

Can you please do something to help?



OK . . .

**. . . talk about the weather.**

All this snow's really great!

Yeah, but it's too cold.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

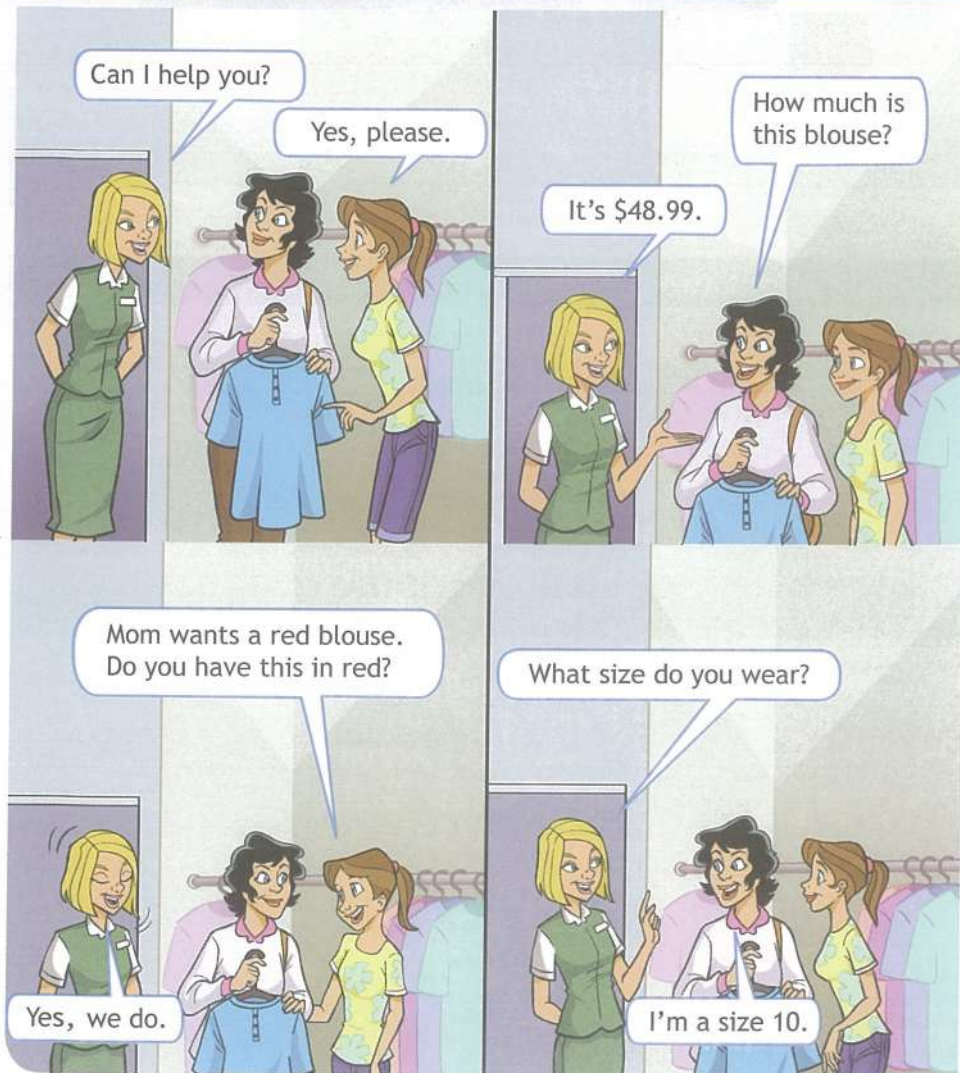


## LESSON 8

### *using what you've learned*

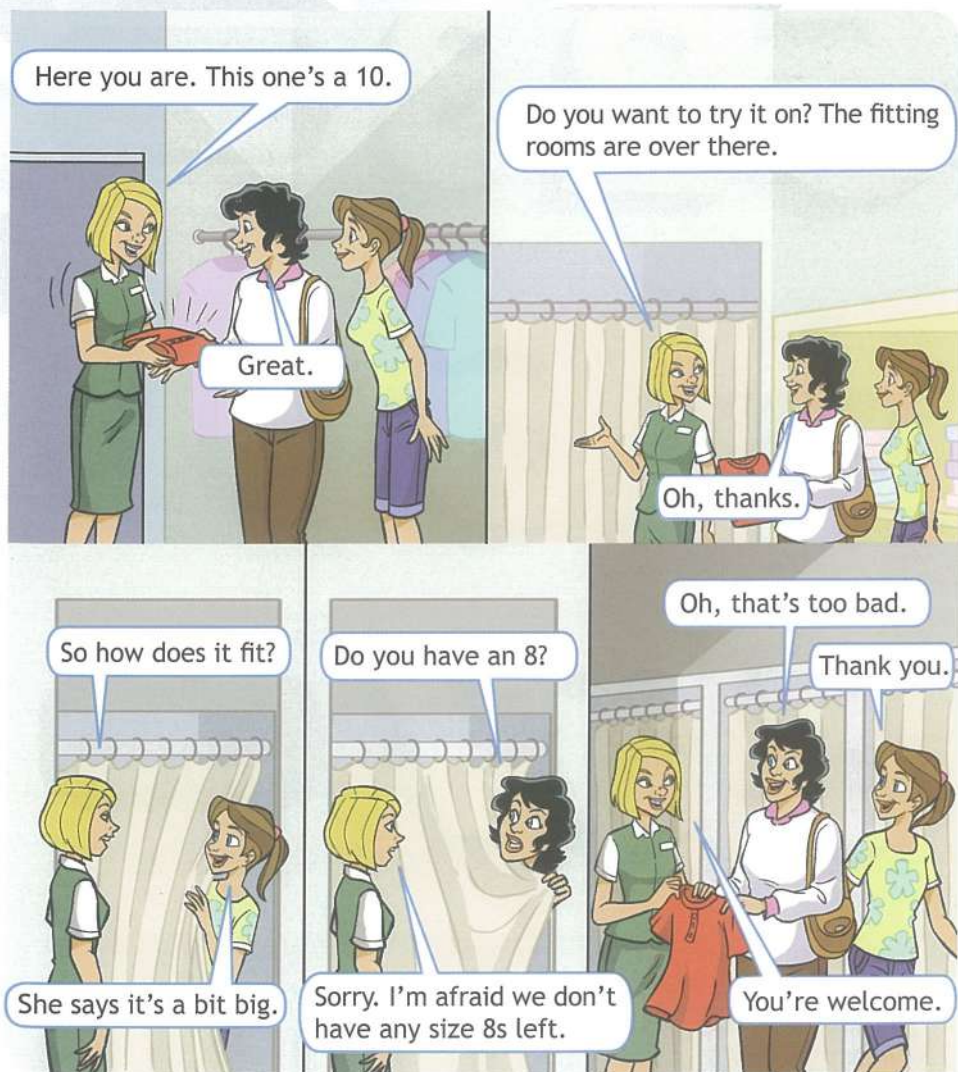
Here is an example of a situation you are likely to encounter when traveling in English-speaking countries. Notice how the vocabulary and communication skills you've learned are useful in a situation like this.

#### AT A CLOTHING STORE



## LESSON 8

### *using what you've learned*



## LESSON 9

### *words in action*

523

FIVE HUNDRED  
AND  
TWENTY-THREE

SIX HUNDRED

600

857

EIGHT HUNDRED  
AND  
FIFTY-SEVEN

ONE THOUSAND  
OR  
A THOUSAND

1000



## LESSON 9

*words in action*



CHINA



THEY'RE CHINESE.

## LESSON 9

### *words in action*



THIS RESTAURANT IS OPEN.



THIS RESTAURANT IS CLOSED.

## LESSON 9

### *words in action*

*What's going on?*

SHE'S CLOSING  
HER SPANISH BOOK.





# LESSON 9

## text

### situation 1

## A SCIENCE QUIZ



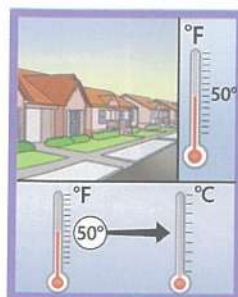
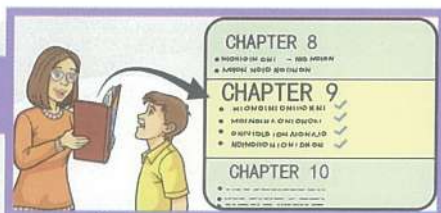
M: Are you prepared for your test?

S: I think so.



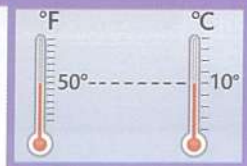
S: Ask me anything from Chapter 9.

M: OK.



M: Pretend it's 50 degrees Fahrenheit outside. Convert that to Celsius.

S: Let me see. Ten degrees Celsius.



M: Impressive.

M = mother

S = son

## BOOK LOVERS



*GIJ*: How many books do your folks have? A thousand?



*GID*: No, but there are six or seven hundred.



*GIJ*: You have an amazing collection, Mrs. Lawrence.

*W*: Thank you. Borrow any book you like.



*GIJ* = girl in jeans

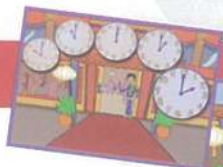
*GID* = girl in dress

*W* = woman

# LESSON 9

## text

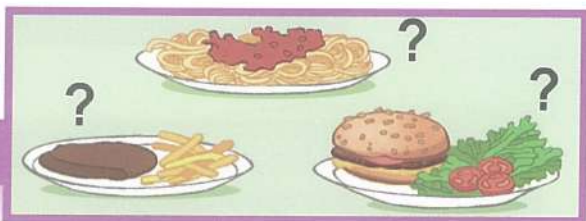
### situation 3



OPEN UNTIL 2 P.M.



N: Can we get something to eat, Aunt Mary? I'm hungry!



A: What are you hungry for?



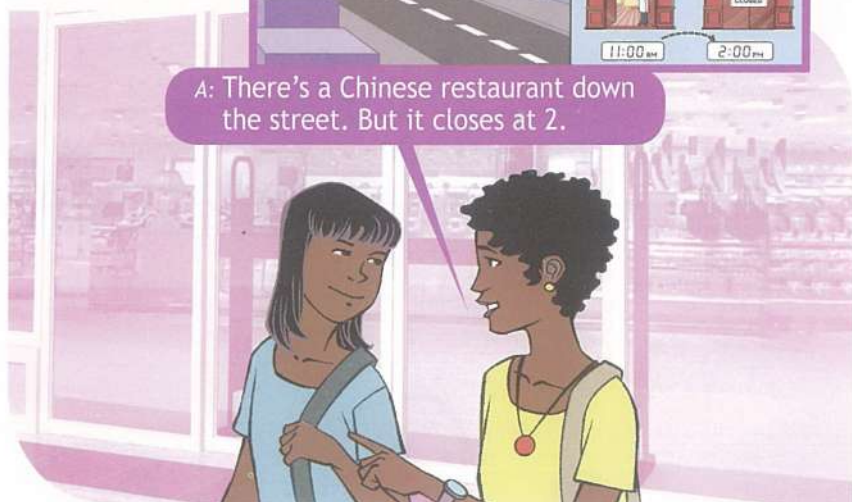
N = niece

A = aunt

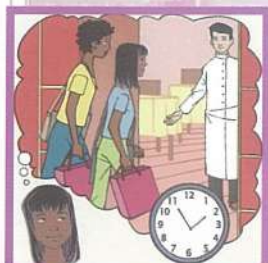




A: There's a Chinese restaurant down the street. But it closes at 2.



A: Let's hurry.



N: I hope we make it in time!



## LESSON 9

### reading text

#### STUDYING

Jeff: Before we start to study, can I get you something to drink? Do you want a Coke®?

Ann: Oh, sure. Anything's fine.





Jeff: I think I'm prepared for the quiz now. What about you?

Ann: I think I am too. Ask me any question from Chapter 7.

Jeff: OK. Convert 95 degrees Fahrenheit to Celsius.

Ann: Let me see. That's 35 degrees Celsius.

Jeff: Right. This quiz is going to be easy for you.





## LESSON 9

### *going further*

#### NUMBERS (FROM 501 TO 1,000)

Listen to these numbers and then practice saying them.

528

five hundred (and) twenty-eight

673

six hundred (and) seventy-three

708

seven hundred (and) eight

855

eight hundred (and) fifty-five

919

nine hundred (and) nineteen

1,000

one thousand  
or  
a thousand

## LESSON 9

### *going further*

Here are some examples with numbers.

Oh, no! What are you doing?

Guess what, Mom!  
There are 734 leaves here!



How many people are there in China?

I don't know, but I'm hungry and there are about 1,000 Chinese restaurants in this city. So let's eat!



## LESSON 9

### *the grammar you need*

The exercise is to be done and corrected in class.

#### USING ANY AND ANYTHING IN AFFIRMATIVE SENTENCES

Look at these dialogues:

Can I borrow one of your science books?

Of course. Borrow any book you like.



Are you OK?  
You know, dear, you can talk to me about **anything**.

Well, Mom, about the car . . .



#### REMEMBER THIS:

We use **any** and **anything** in *affirmative* sentences to talk about one or more things in general without specification or identification.



*the grammar you need*

Here are some more examples.

"Mom, can I have a hamburger for lunch?"

"Sure, Chris. You can have **anything** you want."

"What do you want for your birthday, Alex?"

"Oh, **any** cool shirt from one of my favorite stores."

"You can have **anything** you like from this store, dear. It's your birthday."

"Thanks a lot, Mom."

"When can we get together to study for our science test?"

"**Any** time you like. Is Saturday at noon OK?"

"Can I have something to drink?"

"Sure. Take a look in the refrigerator. Have **anything** you like."

"Is Jane a good guitarist?"

"Of course! Just ask **any** of the other guys in the band."

"Mr. Carter always gives his children **anything** they want."

"Really?"

**NOTE**

We can also use **any** to talk about one or more things in general of a group of things.

Have fun with this example with **any**.



"My son's going to be home at **any** moment—hurry, take his drums!"

## LESSON 9

### *the grammar you need*



Choose the correct option to complete the following sentences.

1. "Can I borrow one of your dresses?"

"Sure. You can borrow \_\_\_\_\_ dress you like."

- a. any                      b. anything

2. "Can you make Chinese food for dinner on my birthday?"

"Sure, dear. I can make \_\_\_\_\_ you want on your birthday."

- a. any                      b. anything

3. "Your garden is so beautiful, Uncle Billy. Look at all the flowers!"

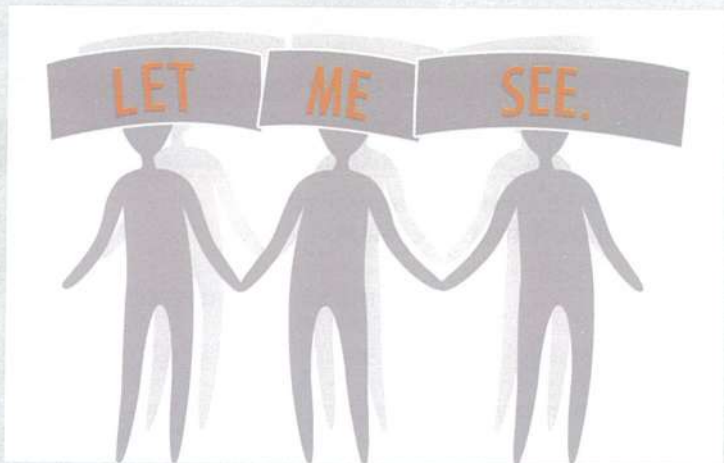
"Thanks, Ann. Well, you can have \_\_\_\_\_ flower you like."

- a. any                      b. anything

4. "Your favorite restaurant is closed today, but there's an Italian restaurant, a Thai restaurant, and a French restaurant on this block."

"Oh, I'm so hungry, \_\_\_\_\_ is OK with me."

- a. any                      b. anything



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 9.

Let me see. ("How old is your nephew?" "Let me see. I think he's 15 now.")

In time ("Am I late, Mr. Baker?" "Yes, Tommy. But you're just in time for the science quiz.")

To make it ("Our flight's going to leave in 15 minutes!" "Oh, no! We're never going to make it.")



## LESSON 9

### I know how to ...

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

### I know how to ...



#### ... talk about temperature;



Pretend it's 50 degrees Fahrenheit outside. Convert that to Celsius.

Let me see. Ten degrees Celsius.



#### ... express approval;



Impressive.



#### ... talk about quantities;



How many books do your folks have? A thousand?

No, but there are six or seven hundred.



#### ... make and accept requests.



Can we get something to eat, Aunt Mary? I'm hungry!

Sure we can.






- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

## TEMPERATURE

In this lesson we talk about measuring temperatures in Fahrenheit and Celsius. There are only some countries in the world that do not officially use the Celsius scale to measure temperature—and the U.S. is one of these countries! Take a look at this table:

C = Celsius

F = Fahrenheit

	°C	°F	°C	°F	
	-20	-4	45	113	
	-15	5	50	122	
	-10	14	55	131	
	-5	23	60	140	
	0	32	65	149	
	5	41	70	158	
	10	50	75	167	
	15	59	80	176	
	20	68	85	185	
	25	77	90	194	
	30	86	95	203	
	35	95	100	212	
	40	104	105	221	

## LESSON 9

### FYI

Take a look at these examples with temperatures in Fahrenheit.





## LESSON 10

### *words in action*



ELEVATORS



ELEVATOR LOBBY

# LESSON 10

## *words in action*

OFFICES



THIS APARTMENT IS ON  
THE THIRD FLOOR.

3rd

2nd

1st



## LESSON 10

### *words in action*

SOME DRAWERS



DIFFERENT KINDS OF  
COSTUMES



## LESSON 10

### *words in action*



BASKETS



LAUNDRY



## LESSON 10

### *words in action*

*What's going on?*



THE GIRL IS DOING  
THE LAUNDRY.



THE WOMAN IS VACUUMING  
THE BEDROOM.



SHE'S COMBING HER  
HAIR IN HER ROOM.

# LESSON 10

## text

### situation 1



## IN AN ELEVATOR LOBBY

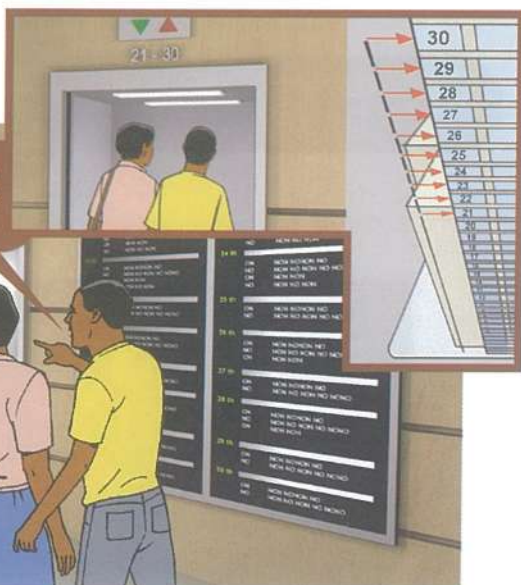


M: I think Dr. Shuler's office is on the 12th floor.



S: No, it isn't, Mom. Look, it's on the 22nd floor.

S: That's the elevator we need. It serves the 21st to the 30th floors.



M = mother

S = son



# LESSON 10

## text

### situation 2

#### HOUSECLEANING DAY



GLB: Wow! Jaime's tidying his room.



GV: I don't believe it. Jaime never tidies his room.

GV: What's today's date?

?????  
?

JULY  
23

GLB: It's July 23.

JULY  
23

B: That's not funny.



GV: The 23rd of July—a historic day!

GLB = girl with laundry basket

GV = girl vacuuming

B = boy

# LESSON 10

## text

### situation 3



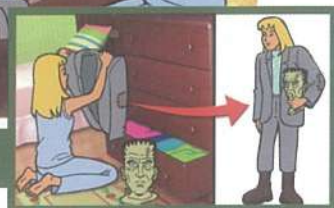
ALMOST  
HALLOWEEN



GCH: What are you  
looking for?



GLD: My Frankenstein costume.

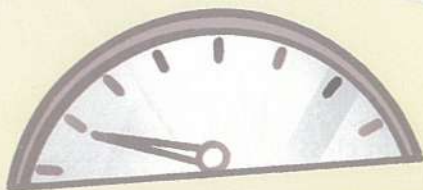


GLD: It's October 24. Halloween's  
only a week away.



GCH = girl combing her hair

GLD = girl looking in drawer



### IN THE LOBBY

Frank: What floor is your dad's office on?

Jimmy: On the 14th floor. The elevator we need is over there. This one only serves the 1st to the 10th floors. The other one serves the 11th to the 20th floors.

Frank: Oh, OK.

### IN THE ELEVATOR

Frank: What are you going to do on Halloween? You know it's only a week away.

Jimmy: I'm going to a party at Jill's house. I'm going to wear my Frankenstein costume.

Frank: I'm going to that party too. But I need a costume.

Jimmy: I think my brother has something you can wear.

Frank: Great.

### ON THE 14TH FLOOR

Jimmy: Well, here's my dad's office. Let's go in.

Frank: I love to go out to lunch with your dad. He's a really cool guy. You're lucky, Jimmy.

Jimmy: Yeah, he's super. But he's lucky too. He has a cool son.





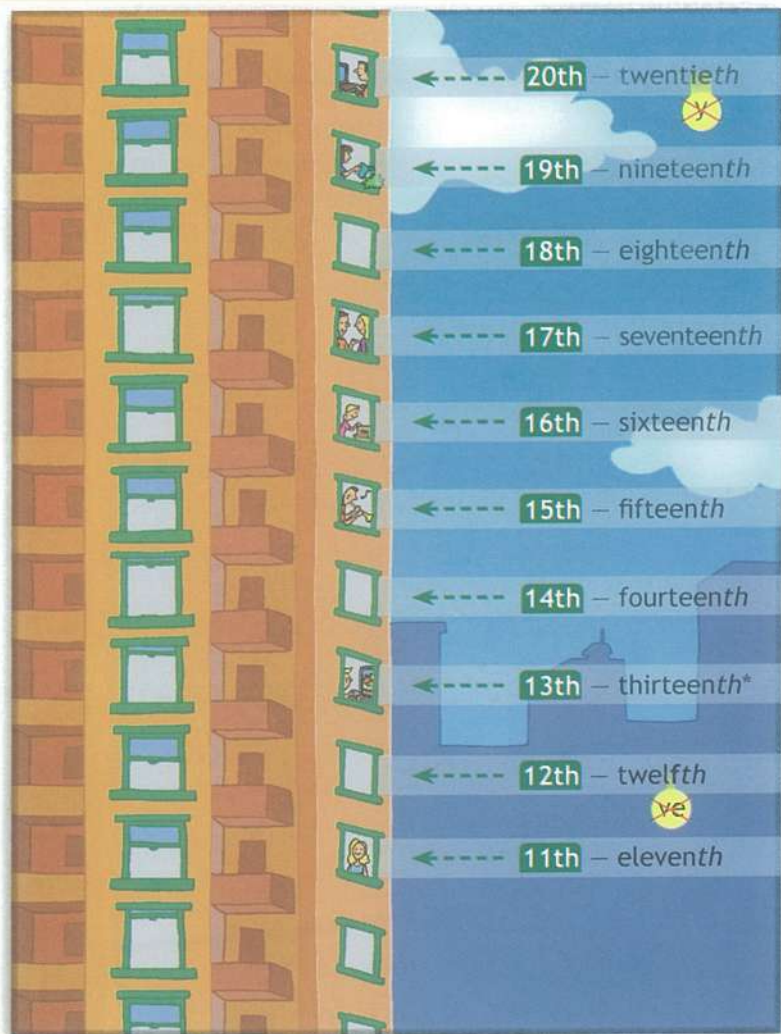
# LESSON 10

## going further

The exercise is to be done and corrected in class.

### ORDINAL NUMBERS

Listen to these ordinal numbers, then practice saying them.



\* In the U.S., there is often no thirteenth floor listed in an elevator. This is because the number 13 is considered bad luck by many Americans. So, the floor that comes after the 12th floor is often designated the 14th floor.

## LESSON 10

### going further

Listen to some more ordinal numbers, then practice saying them.

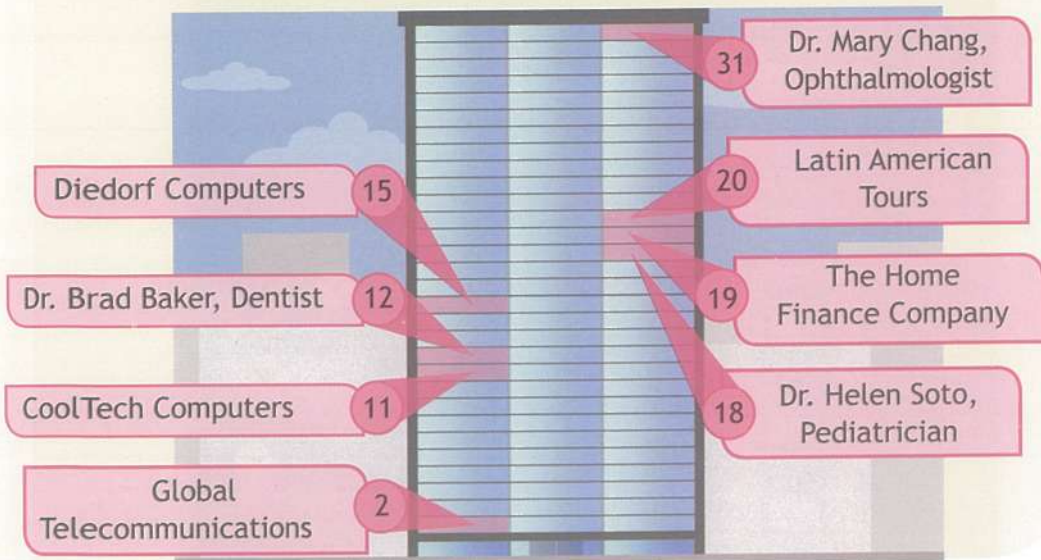


## LESSON 10

### going further



This information in an elevator lobby has the names of some offices and the floor the offices are on. Complete the statements, as in the example.



*Example: Diedorf Computers is on the fifteenth floor.*

1. CoolTech Computers is on the \_\_\_\_\_ floor.
2. Dr. Baker's office is on the \_\_\_\_\_ floor.
3. Global Telecommunications is on the \_\_\_\_\_ floor.
4. Dr. Soto's office is on the \_\_\_\_\_ floor.
5. Latin American Tours is on the \_\_\_\_\_ floor.
6. Dr. Chang's office is on the \_\_\_\_\_ floor.
7. The Home Finance Company is on the \_\_\_\_\_ floor.



## LESSON 10

### going further

#### DATES

##### HOW TO WRITE THE DATE

Look at how we can write dates using the month and the day. Take a look at these examples.

Today is **June 22**. (*say: June twenty-second*)

My mother's birthday is on **April 2**. (*say: April second*)

Halloween is on **the 31st of October**.

Independence Day is on **the 4th of July**.

In the U.S.A., we write the complete date like this: month / day / year. Here are some examples.

10/12/1492 or October 12, 1492 (*say: October twelfth, fourteen ninety-two*)

3/25/1972 or March 25, 1972 (*say: March twenty-fifth, nineteen seventy-two*)

##### REMEMBER HOW TO SAY THE DATE

When we say the date, we always say the number of the day as an ordinal number.

**We write:**

April 23  
the 23rd of April

May 16  
the 16th of May

**We say:**

April *twenty-third*  
the *twenty-third* of April

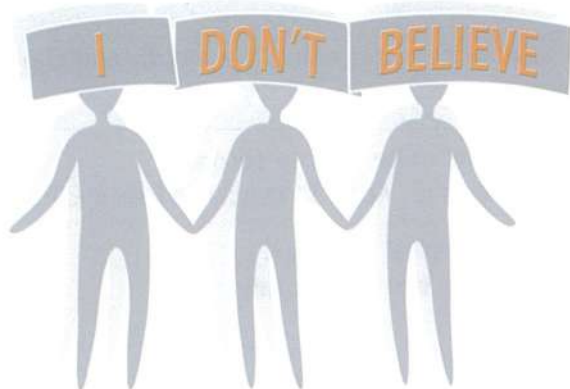
May *sixteenth*  
the *sixteenth* of May

## LESSON 10

### fixed



### expressions



You know that some words in English are always together in groups, just like good friends. Remember that we call these word groups *fixed expressions*. Here are some fixed expressions you learned in Lesson 10.

I don't believe . . . !/I don't believe it! (I don't believe that Anne is washing her car!) (I'm going to pass science class. I don't believe it!)

A week away, a day away, etc. (Dad's birthday's only a week away.) (The Spanish test is just three days away—let's get together to study after school.) (Dr. Smith's office is an hour away from here.)

*I know how to . . .*

Look at all the things you know how to say now.

Then fill in the stars to show how well you know these things.

*I know how to . . .**. . . use ordinal numbers;*

I think Dr. Shuler's office is on the 12th floor.



No, it isn't, Mom. Look, it's on the 22nd floor.

That's the elevator we need. It serves the 21st to the 30th floors.

*. . . say dates.*

It's July 23.

What's today's date?



The 23rd of July—a historic day!



It's October 24. Halloween's only a week away.



- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



# LESSON 10

FYI

## NATIONAL HOLIDAYS IN THE U.S.A.

*Americans do not go to work on national holidays.*

January 1



New Year's Day

Third Monday in January



Martin Luther King's birthday

Third Monday in February



Presidents' Day

Last Monday in May



Memorial Day

July 4



Independence Day

First Monday in September



Labor Day

November 11



Veterans Day

Fourth Thursday in November



Thanksgiving Day

December 25



Christmas

## CELEBRATIONS

*These are not national holidays,  
but they are very popular days in the U.S.!*

February 14



Valentine's Day

Second Sunday in May



Mother's Day

Third Sunday in June



Father's Day

October 31



Halloween



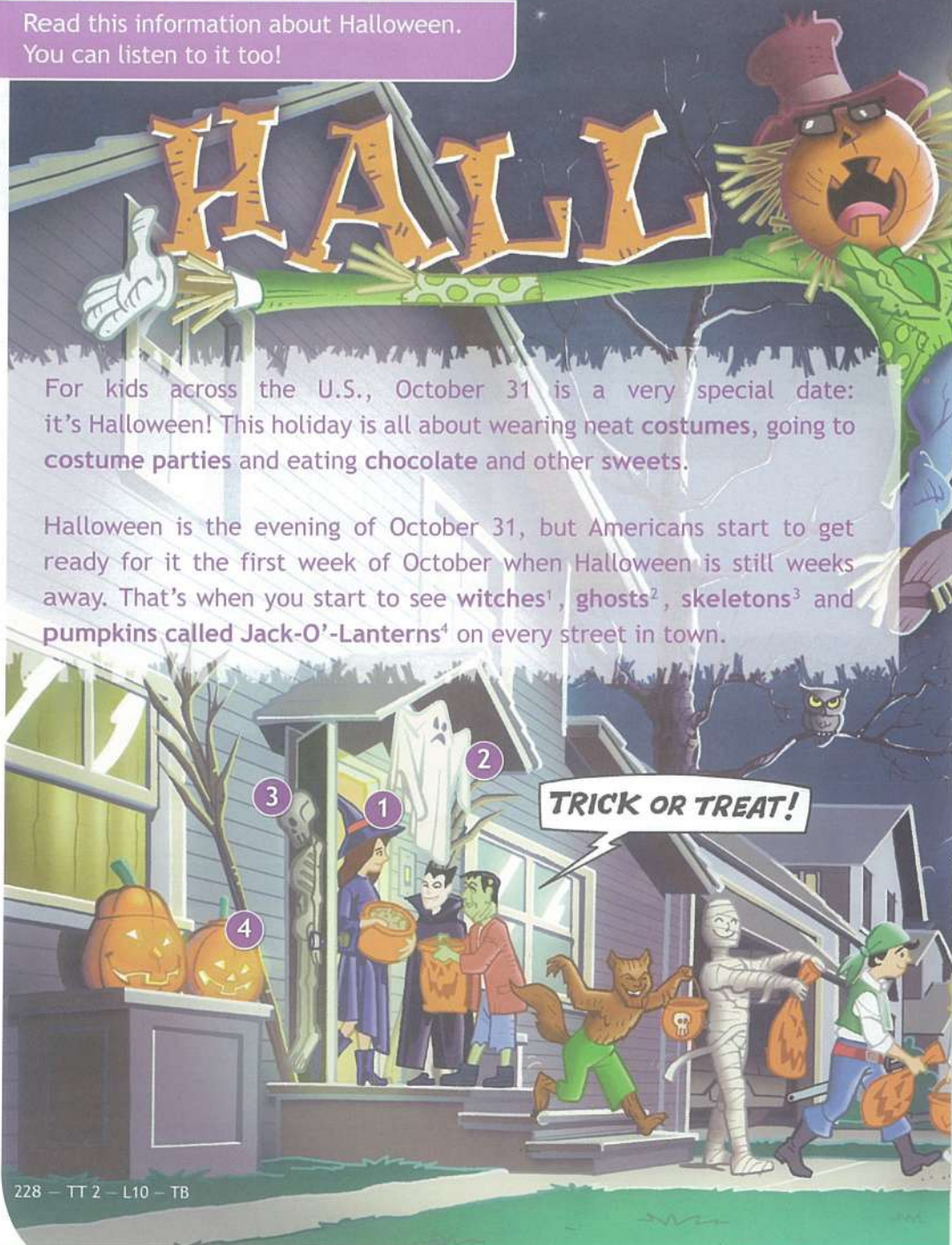
## LESSON 10

FYI

Read this information about Halloween.  
You can listen to it too!

For kids across the U.S., October 31 is a very special date: it's Halloween! This holiday is all about wearing neat **costumes**, going to **costume parties** and eating **chocolate** and other **sweets**.

Halloween is the evening of October 31, but Americans start to get ready for it the first week of October when Halloween is still weeks away. That's when you start to see **witches**<sup>1</sup>, **ghosts**<sup>2</sup>, **skeletons**<sup>3</sup> and **pumpkins** called **Jack-O'-Lanterns**<sup>4</sup> on every street in town.





# WEEN!

Now, to really enjoy Halloween you have to have a very cool Halloween costume. What for? For parties and for trick-or-treating!

On the evening of the 31st, children and teenagers in costumes and carrying large bags invade the sidewalks of America. They walk around to all of their neighbors' houses and ask for candy by saying "Trick or Treat!"

If all of this sounds good to you, then you are going to love Halloween too—but beware of the ghosts!

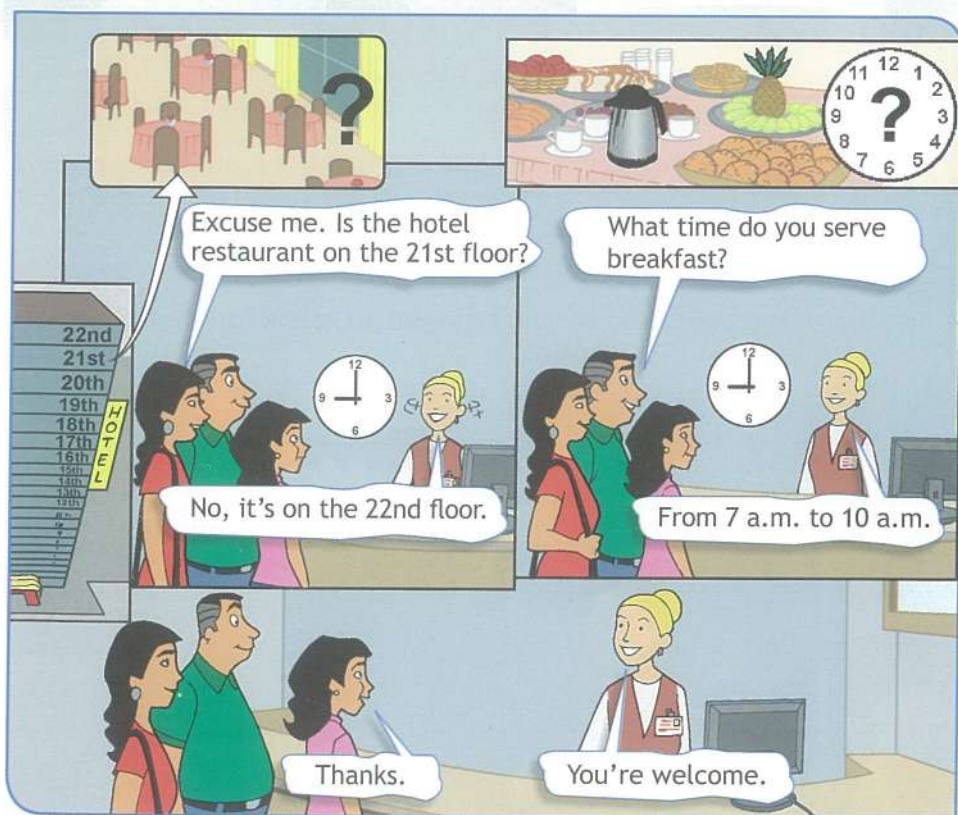


# LESSON 10

## using what you've learned

Here are some examples of situations you are likely to encounter when traveling in English-speaking countries. Notice how the vocabulary and communication skills you've learned are useful in situations like these.

### AT THE HOTEL



## using what you've learned

## IN THE LOBBY





## LESSON 10

### *using what you've learned*



## *key to the exercises*

### **LESSON 1**

#### **going further**

##### **PAGE 28**

1. by
2. by
3. near
4. near
5. across
6. across

#### **the grammar you need**

##### **PAGE 33**

###### **I.**

1. I don't like
2. I know
3. Do you play
4. I have
5. I don't play

##### **PAGE 35**

###### **II.**

1. a
2. b
3. a
4. b
5. a

# key to the exercises

## LESSON 2

### the grammar you need

#### PAGE 54

I.

1. a
2. d
3. b
4. d

#### PAGE 61

III.

1. Come
2. Don't get
3. Watch out
4. Have
5. Don't be
6. Go
7. Don't have
8. Be

#### PAGE 58

II.

after

before

1. Richard \_\_\_\_\_ is ☒ late . . .
2. I ☒ go \_\_\_\_\_ . . .
3. Bill and Sam love school and \_\_\_\_\_ are ☒ bored . . .
4. For Thai food, I ☒ recommend \_\_\_\_\_ . . .
5. Mary is so perfect, but she \_\_\_\_\_ is ☒ . . .
6. My dogs ☒ wait \_\_\_\_\_ . . .
7. Bob's pies \_\_\_\_\_ are ☒ . . .



## key to the exercises

### LESSON 3

#### the grammar you need

##### PAGE 77

##### I.

1. a
2. c
3. b
4. b

##### PAGE 79

##### II.

1. Why does Noah ☒ do \_\_\_\_\_ chores . . .
2. My friend Ava \_\_\_\_\_ is ☒ so nice.
3. My grandma ☒ makes \_\_\_\_\_ . . .
4. Owen \_\_\_\_\_ is ☒ late . . .

# key to the exercises

## LESSON 4

### the grammar you need

#### PAGE 99

I.

1. Can – e. can
2. Can – d. can
3. Can – c. can
4. Can – f. can't; can
5. Can – a. can't
6. Can – g. Can
7. Can – b. can't

#### PAGE 104

II.

**affirmative**

**negative**

1. a
2. c
3. b
4. c
5. b
6. a

**LESSON 5**

**the grammar you need**

**PAGE 128**

I.

1. a
2. b
3. b
4. b
5. a
6. a
7. b

**PAGE 130**

II.

1. b
2. a
3. b



# *key to the exercises*

## **LESSON 6**

### **the grammar you need**

#### **PAGE 145**

**I.**

1. something
2. anything
3. anything/something
4. anything
5. anything/something

#### **PAGE 150**

**II.**

1. b
2. a
3. b
4. a
5. b

## *key to the exercises*

### **LESSON 7**

#### **the grammar you need**

##### **PAGE 164**

1. There isn't anything
2. has nothing
3. There's nothing
4. doesn't know anything
5. There's nothing

# *key to the exercises*

## **LESSON 8**

### **the grammar you need**

#### **PAGE 186**

1. a
2. b
3. a
4. b
5. b



**LESSON 9**

**the grammar you need**

**PAGE 206**

1. a
2. b
3. a
4. b

# *key to the exercises*

## **LESSON 10**

### **going further**

#### **PAGE 222**

1. eleventh
2. twelfth
3. second
4. eighteenth
5. twentieth
6. thirty-first
7. nineteenth

## vocabulary list

This list contains the new words in *To The Top—Elementary Stage—Book 2* and the number of the lesson where they are introduced. The abbreviation WIA beside a word means that the word was presented in Words in Action.

### A

(a/one) thousand	L. 9
a bit	L. 7
across	L. 1
almost	L. 10
also = too	L. 4
always	L. 2
amazing	L. 9
annual	L. 2
any (in aff. sentences)	L. 9
anything (contrasting with nothing)	L. 7
anything (in aff. sentences)	L. 9
anything (in neg. and int. sentences)	L. 6
armchair (WIA)	L. 2
around (e.g., <i>The new restaurant is just around the corner.</i> )	L. 1

around (e.g., <i>The show is around 11.</i> )	L. 2
arrive, to	L. 2
ask for, to	L. 3
ask, to (to put a question to)	L. 9
ask, to (to make a request)	L. 4
assistant	L. 4
athlete	L. 4
aunt	L. 9
autumn = fall (WIA)	L. 8
avenue (WIA)	L. 5
away (e.g., <i>a week away</i> )	L. 10

### B

banana (WIA)	L. 6
band	L. 1
baseball (WIA)	L. 1
basket (WIA)	L. 10



# vocabulary list

be in, to (e.g., <i>Is Joe in?</i> )	L. 4	certainly	L. 4
because	L. 2	chapter	L. 9
believe, to	L. 10	cheese (WIA)	L. 8
birthday	L. 1	chicken (WIA)	L. 1
block (WIA)	L. 5	China (WIA)	L. 9
boat (WIA)	L. 6	Chinese (WIA)	L. 9
borrow, to	L. 4	chip = potato chip (WIA)	L. 5
both	L. 1	chore	L. 3
box (WIA)	L. 5	clean, to	L. 10
breakfast	L. 3	clerk (WIA)	L. 1
bring, to	L. 7	close = near	L. 5
browse, to	L. 7	close, to (WIA)	L. 9
brunette (WIA)	L. 2	closed (WIA)	L. 9
buddy	L. 2	club (WIA)	L. 2
		cocoa (WIA)	L. 8
		coffee (WIA)	L. 8
		coffee shop (WIA)	L. 8
		cold (opposite of <i>hot</i> )	L. 8
		collection	L. 9
		color	L. 8
		comb, to (WIA)	L. 10
		come, to	L. 2

## C

cab = taxi (WIA)	L. 5
call, to = to phone (WIA)	L. 4
can (special verb)	L. 4
Can I help you?	L. 7
Celsius	L. 9

## vocabulary list

complain, to	L. 6	doctor (WIA)	L. 3
conference (WIA)	L. 4	door (WIA)	L. 2
convert, to	L. 9	down (e.g., <i>down the street</i> )	L. 9
cookie (WIA)	L. 3	drawer (WIA)	L. 10
corn (WIA)	L. 1	drink, to (WIA)	L. 8
corner (WIA)	L. 1	Drive (e.g., <i>Hollywood Drive</i> )	L. 5
costume (WIA)	L. 10	driver (WIA)	L. 5
craving	L. 6	drum (WIA)	L. 1
cream (coffee with cream) (WIA)	L. 8	drums (WIA)	L. 1
curly (curly hair) (WIA)	L. 6	dude	L. 6
cyclist (WIA)	L. 4		

### D

date (e.g., <i>July 23, the 23rd of July</i> )	L. 10
day	L. 1
degree	L. 9
deserve, to	L. 2
dinner	L. 1
directions	L. 1
do a favor, to	L. 5
do the laundry, to (WIA)	L. 10

### E

early	L. 2
easy	L. 1
eat, to (WIA)	L. 3
either	L. 4
elevator (WIA)	L. 10
engine (WIA)	L. 5
especially	L. 2
every (every time)	L. 2
excellent	L. 1
exhausted	L. 8

# vocabulary list

## F

Fahrenheit	L. 9
fall = autumn (WIA)	L. 8
fattening	L. 6
favor	L. 5
fireplace (WIA)	L. 2
first (ordinal number)	L. 1
fit, to	L. 7
fitting room (WIA)	L. 7
fix, to (WIA)	L. 5
floor (e.g., <i>twelfth floor</i> ) (WIA)	L. 10
flower (WIA)	L. 8
flunk, to	L. 6
folks = parents	L. 9
Frankenstein	L. 10
Friday (WIA)	L. 2
front desk (WIA)	L. 1
fruit (WIA)	L. 6
fruit salad (WIA)	L. 6
fun	L. 2
funny	L. 10

## G

garage (mechanic's) (WIA)	L. 5
garden (WIA)	L. 8
generally	L. 2
get to work, to	L. 2
get together, to	L. 2
get, to (e.g., <i>It's easy to get to the new mall.</i> )	L. 1
get, to (e.g., <i>Can I get you something to drink?</i> )	L. 8
get, to (e.g., <i>Can I get that bike, Dad?</i> )	L. 9
give, to	L. 1
go, to	L. 1
going to (future with <i>going to</i> )	L. 6
goofball	L. 6
Got it.	L. 5
guest (hotel guest)	L. 1

# vocabulary list

## H

hair (WIA)	L. 6
Halloween	L. 10
ham (WIA)	L. 8
have, to (e.g., <i>to have lunch/dinner/a meal</i> )	L. 1
health	L. 6
heavy (e.g., <i>heavy man</i> ) (WIA)	L. 2
help	L. 2
help out, to	L. 5
help, to	L. 3
historic	L. 10
holiday	L. 2
homemade	L. 3
hope, to	L. 9
hospital (WIA)	L. 3
hot (opposite of <i>cold</i> )	L. 8
hot cocoa (WIA)	L. 8
hotel (WIA)	L. 1
housecleaning	L. 10

How often . . . ? L. 2

hungry L. 9

hurry, to L. 9

## I

I think so. L. 6

I'm afraid = I'm sorry L. 4

iced tea (WIA) L. 8

idea L. 8

impressed L. 4

impressive L. 9

in here L. 2

in the same boat L. 6

in time L. 9

India (WIA) L. 1

Indian (WIA) L. 1

It pays to be nice! L. 3

Italian (WIA) L. 1

Italy (WIA) L. 1



# vocabulary list

## J

jeans (WIA)	L. 7
job	L. 5
join, to	L. 4
juice (WIA)	L. 5
juice box (WIA)	L. 5

## K

kind = type	L. 1
kind of	L. 5
know, to	L. 1

## L

laundry (WIA)	L. 10
lawn (WIA)	L. 3
lawnmower (WIA)	L. 3
leaf (pl.: leaves) (WIA)	L. 8
leave, to (a message)	L. 4

leave, to (e.g., <i>I leave for work at 7.</i> )	L. 3
leaves (pl. of <i>leaf</i> ) (WIA)	L. 8
lemon (WIA)	L. 8
lemonade (WIA)	L. 8
Let me see.	L. 9
let someone in, to (e.g., <i>The club generally lets people in at 10.</i> )	L. 2
Let's	L. 8
light = traffic light (WIA)	L. 1
like, to	L. 1
lobby (elevator lobby) (WIA)	L. 10
long (e.g., <i>It's good to have a long weekend to relax.</i> )	L. 2
look for, to	L. 10
look great/good on a person, to	L. 7
love, to	L. 1
lover	L. 9
low-fat	L. 6
lunch	L. 1

## vocabulary list

### M

make it, to	L. 9
make, to	L. 3
make-up (WIA)	L. 4
mashed potatoes (WIA)	L. 1
me (e.g., <i>Can you bring me a Coke?</i> )	L. 7
meal	L. 1
mechanic (WIA)	L. 5
message (WIA)	L. 4
Monday (WIA)	L. 2
month	L. 6
mow, to (WIA)	L. 3

### N

nearby	L. 1
need, to	L. 2
nephew	L. 9
never	L. 2

next (e.g., *next week*) L. 6

nice (e.g., *It pays to be nice.*) L. 3

niece L. 9

nothing L. 7

numbers (501 to 1,000) (WIA) L. 9

### O

of course L. 7

office (WIA) L. 10

often L. 3

old (e.g., *Jeremy is an old buddy.*) L. 2

once L. 2

open (WIA) L. 9

open, to (WIA) L. 2

orange (fruit) (WIA) L. 5

ordinal numbers (1st - 10th) L. 1

ordinal numbers (11th - 31st) L. 10

# vocabulary list

## P

pants (WIA)	L. 7
part-time	L. 5
pass, to (a test)	L. 6
perfect fit	L. 7
picnic (WIA)	L. 8
play, to (an instrument) (WIA)	L. 1
pool = swimming pool (WIA)	L. 4
potato (WIA)	L. 1
prepared	L. 9
pretend, to	L. 9
probably	L. 6

recommend, to	L. 1
red-haired (WIA)	L. 6
restaurant (WIA)	L. 1
return, to (to return things)	L. 4
reunion	L. 2
ride (cab ride)	L. 5
ride, to (a bike) (WIA)	L. 4
roast chicken (WIA)	L. 1
room = bedroom	L. 10
room = classroom	L. 5
rose (WIA)	L. 8
run, to (WIA)	L. 4
runner (WIA)	L. 4

## Q

quiz	L. 9
------	------

## R

really = very	L. 4
receptionist (WIA)	L. 4

## S

salad (WIA)	L. 1
same	L. 6
Same here.	L. 6
sandwich (WIA)	L. 8
science	L. 9
season (WIA)	L. 8

# vocabulary list

second (ordinal number)	L. 1	stadium (WIA)	L. 5
serve, to	L. 10	start, to	L. 3
Shh!	L. 6	stay, to	L. 3
shop, to	L. 7	straight (e.g., <i>Go straight on Hollywood Drive.</i> )	L. 5
show	L. 2	straight (straight hair) (WIA)	L. 6
silly	L. 6	strange	L. 2
size (e.g., <i>I wear a size 7.</i> )	L. 7	such	L. 8
skate park (WIA)	L. 1	summer (WIA)	L. 6
sleep, to (WIA)	L. 3	summer school	L. 6
snow (WIA)	L. 8	summertime	L. 8
some (in int. sentences expressing offers and requests)	L. 8	sunflower (WIA)	L. 8
something (in aff. sentences)	L. 6	sure = yes	L. 4
something (in int. sentences expressing offers and requests)	L. 8	sweet (opposite of <i>salty</i> )	L. 6
sometimes	L. 3	swim, to (WIA)	L. 4
Sounds easy.	L. 1	swimmer (WIA)	L. 4
Spain (WIA)	L. 5	swimming pool = pool (WIA)	L. 4
Spanish (WIA)	L. 5		
speak, to	L. 4		
special	L. 1		
sports (WIA)	L. 1		
spring (WIA)	L. 8		

## T

table (WIA)	L. 3
take, to (a message)	L. 4



# ACKNOWLEDGMENTS

We have made reference in this book to certain trademarks for the sole purpose of rendering a more real-life flavor to the various situations presented to our students. We do not want to infer or imply in any manner that there exists a relationship or association between the authors and/or the publisher and the named entities. We wish to take this opportunity to acknowledge the trademark usage:

Apple Store — Apple Inc.

Bellagio — MGM Resorts International

Coke — The Coca-Cola Company

Pizza Hut — Pizza Hut of Titusville, Inc.

Venetian — Venetian Casino Resort, LLC

We are grateful to the following for permission to reproduce copyright material:

p. 14 © s\_fukumura, © Sirena Designs, © massimhokuto; p. 15 © Buriy; p. 18 © cbphoto, © omicron; p. 19 © mitgirl; p. 20 © krsmanovic, © justinbrotton, © artisticco; p. 21 © ほじん; p. 40 © contrastwerkstatt; p. 41 © artisan263, © Nikita Kuzmenkov, © prescott09; p. 67 © mocker\_bat; p. 83 © Africa Studio; p. 85 © belyjmishka; p. 86 © 5second, © sean824; p. 87 © sdecoret; p. 88 © Monkey Business, © kasto; p. 89 © photobalance, © srki66, © Khvost, © Robert Lehmann, © abidika, © imagehub, © DimplyDimity, © Angelika Smile, © amnachphoto, © elinque; p. 114 © macrovector; p. 117 © industrieblick, © Minerva Studio, © Coco Brown; p. 121 © highwaystarz; p. 157 © Alexandra Karamyshev; p. 168 © shutterman99; p. 170 © Nitr, © wolfelarry; p. 171 © funny face; p. 173 © BillionPhotos.com; p. 175 © taa22; p. 186 © maxsol7, © Africa Studio, © yury76, © blueringmedia, © radachynskyi, © Elenathewise / Fotolia

p. 11 © Aksenova Natalya, © stockphoto mania, © Andrey Armyagov; p. 12 © Daxiao Productions, © monticello, © Songtum Prakobtieng; p. 13 © urfin, © Svetlana Kuznetsova, © Viktor1; p. 14 © dotshock, © Monkey Business Images; p. 16 © focal point, © Dmitry Vinogradov; p. 18 © Eviled; p. 19 © tele52, © Robert Biedermann, © SLdesign, © Rido, © TENGLAO, © Filip Bjorkman; p. 20 © r1sha; p. 21 © Aleksandar Mijatovic; © Vitezslav Valka; p. 26 © Ivonnie Wierink; p. 33 © Master1305, © wizdata1, © AlexRoz, © KP Photograph, © valdis torma, © Mehmet Dilsiz, © Zdenka Darula, © yevgeniy11; p. 34 © Africa Studio; p. 40 © allstars, © 8Ariwasabi; p. 41 © Pressmaster, © David Papazian, © Kostsov, © Rakic; p. 42 © veleknz, © Bochkarev Photography; p. 48 © Iriana Shiyan, © ThreeRivers11, © pio3, © littleny, © Tupungato, © DW labs Incorporated, © EarthScape ImageGraphy; p. 65 © Pete Spiro, © Spotmatik

Ltd, © DK Arts; p. 66 © Elnur, © Moving Moment, © rSnapshotPhotos, © Andrey tiyk; p. 67 © Popova Valeriya, © Nagy-Bagoly Arpad; p. 83 © schankz, © dotshock; p. 84 © nexus 7, © bikeriderlondon, © BrunoRosa; p. 85 © Maridav; p. 86 © Evan Lorne, © Patty Chan; p. 87 © Brothers Good, © Dora Zett, © Hugo Felix; p. 88 © George Rudy; p. 89 © OZaiachin; p. 93 © Vector Draco; p. 94 © WDG Photo; p. 96 © 44111; p. 100 © michaeljung, © digitalvox, © indigolotos, © kurhan; p. 110 © Joseph Sohm, © Odua Images, © Picnote, © Irina Fischer, © ZaZa Studio, © xiaorui, © WitthayaP, © ARTvektor, © LOMUD, © wildfloweret, © doom-ko, © M Studio, © lecosta, © ONEVECTOR, © Jiri Hera, © nito, © Nuttapong; p. 111 © Valentyn Volkov, © Africa Studio, © Alesandro14, © Laboko, © donydon, © wanpatsorn, © Vivien, © tuulijumala, © mis-Tery, © spaxiax, © Odua Images, © Picnote; p. 112 © tele52, © Robert Biedermann, © SLdesign, © artjazz; p. 113 © Marish; p. 114 © Image\_Art, © studiovin; p. 116 © Himchenko-E, © nevenm, © Richard Thornton; p. 127 © Monkey Business Images; p. 130 © Scott Sanders, © GraphicsRF; p. 135 © DenisNata, © Kiselev Andrey Valerevich, © Minerva Studio, © stockymages, © Marina Rodrigues, © michaeljung, © luanateutzi, © Maksim Shmeljov; p. 136 © Taiga, © Nattika, © margouillat photo; p. 137 © dikobraziy; p. 138 © Brocreative, © FooTToo; p. 145 © Mega Pixel, © Vladislav Lyutov, © Svitlana-ua, © Lightspring, © Ian 2010; p. 146 © Monkey Business Images, © Billion Photos, © Ekaterina Pokrovsky; p. 147 © S.Borisov, © yvon52; p. 157 © Karkas, © vovan, © elenovsky; p. 168 © Borislav Bajkic, © elenovsky, © Karkas, © kedrov, © Studiolcon; p. 169 © Vjom, © Kudryashka, © Oakozhan, © 2009fotofriends, © Verena Matthew; p. 170 © Africa Studio, © Maksym Bondarchuk; p. 171 © Kudryashka, © Vjom, © Oakozhan, © Mny-Jhee, © Lotus Images; p. 172 © Vjom, © Kudryashka, © Oakozhan, © Creative Travel Projects, © Nadia Cruzova, © Maxim Petrichuk; p. 173 © Vjom, © Kudryashka, © Oakozhan, © 2009fotofriends, © Mny-Jhee, © Creative Travel Projects, © wavebreakmedia; p. 174 © bogumil, © Efired, © MEVIPHOTO, © Markus Mainka, © Valentina Razumova, © philip kinsey, © imstock; p. 175 © oizostudio, © motorolka, © Maks Narodenko, © Michael C. Gray; p. 176 © Mtsaride, © Andrii Gorulko, © DarkBird, © papi8888, © Coprid, © Picsfive, © Andrey Shtanko, © Julia-art; p. 177 © Ikonoklast Fotografie; p. 178 © Maxim Petrichuk; p. 192 © Marish; p. 193 © Saruny\_foto, © Aelius Aaron, © tele52, © Saruny\_foto, © wong yu liang; p. 194 © Vereshchagin Dmitry, © MicroOne, © Vasya Kobelev, © Vitezslav Valka; p. 209 © Monkey Business Images, © Suslik1983, © oliveromg, © aopsan, © baibaz, © OlegDoroshin; p. 211 © Macrovector, © Eviled; p. 212 © F.Schmidt, © Photographee.eu, © PhotoSerg, © ND700; p. 213 © Kutlayev Dmitry, © 3DMI, © Andrienko Anastasiya, © Didecs, © qingqing; p. 214 © Alexander Rath, © KristinaPix, © stockphoto-graf, © Kunertus, © David Carillet, © Africa Studio / Shutterstock

