

to the top

elementary stage

textbook

03



Version 1.0

TT 3 – TB – 1



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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:

- a) 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.
- b) 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:

- a) 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.
- b) 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 3

To The Top – Elementary Stage – Book 3 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., to hang around, black and white, to stop by) 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 as well as a list containing all the verbs learned during the Elementary Stage in their infinitive and simple past forms.

To The Top – Elementary Stage – Book 3 contains 321 new words.

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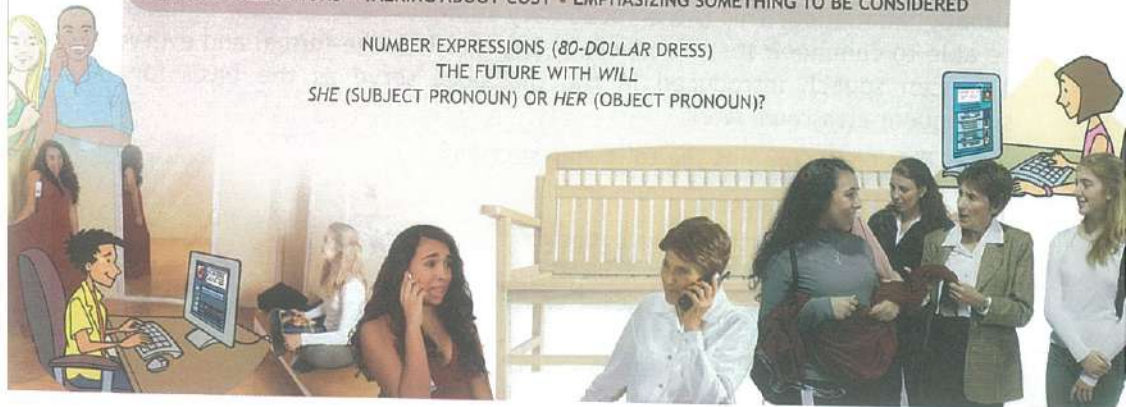
COMMUNICATIVE OBJECTIVES:

- MAKING PREDICTIONS • TALKING ABOUT COST • EMPHASIZING SOMETHING TO BE CONSIDERED

NUMBER EXPRESSIONS (80-DOLLAR DRESS)

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SHE (SUBJECT PRONOUN) OR *HER* (OBJECT PRONOUN)?



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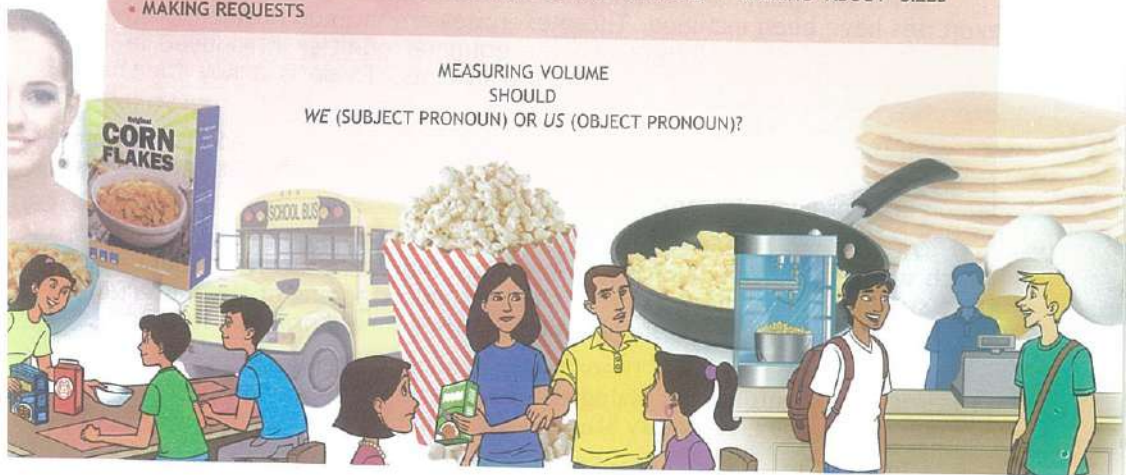
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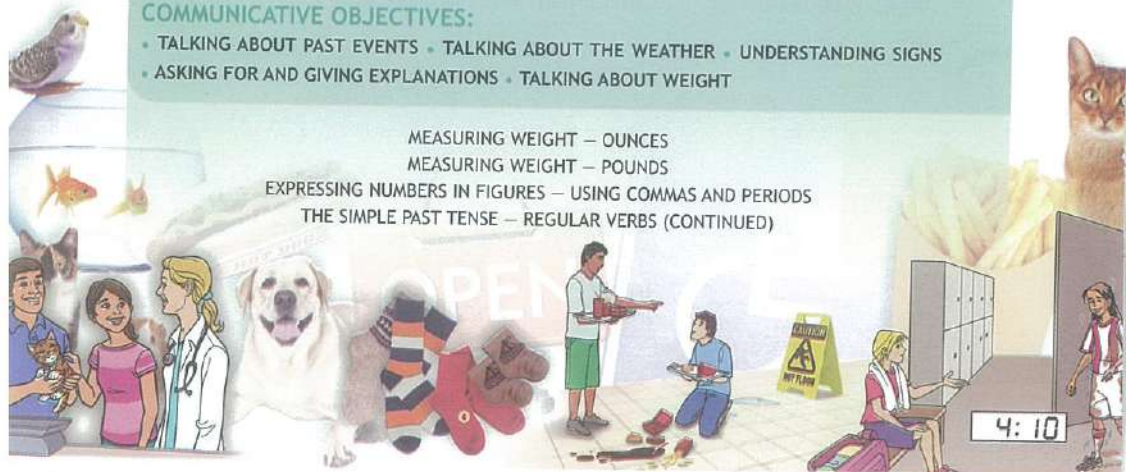
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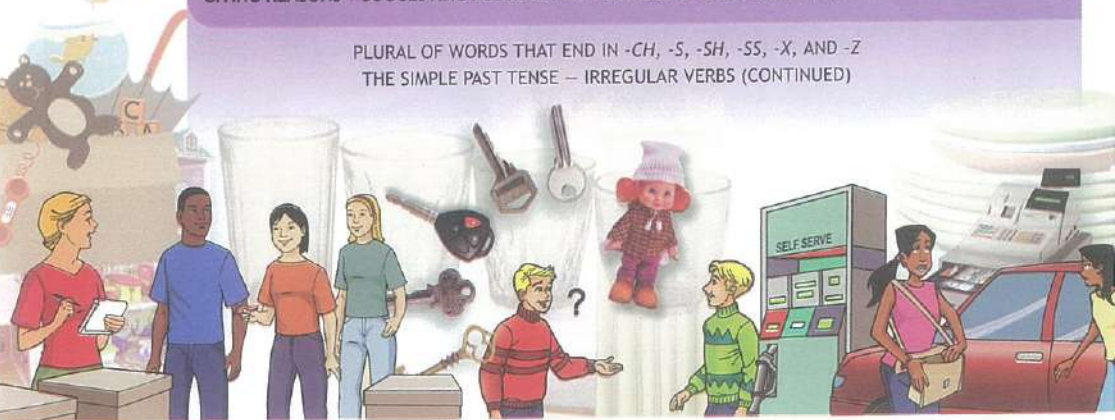
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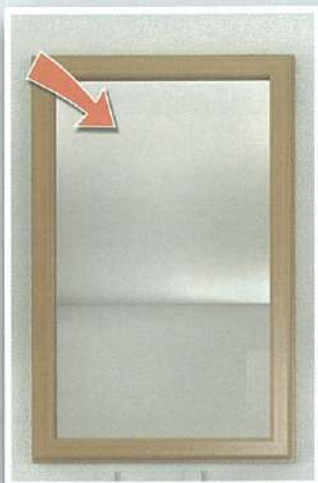
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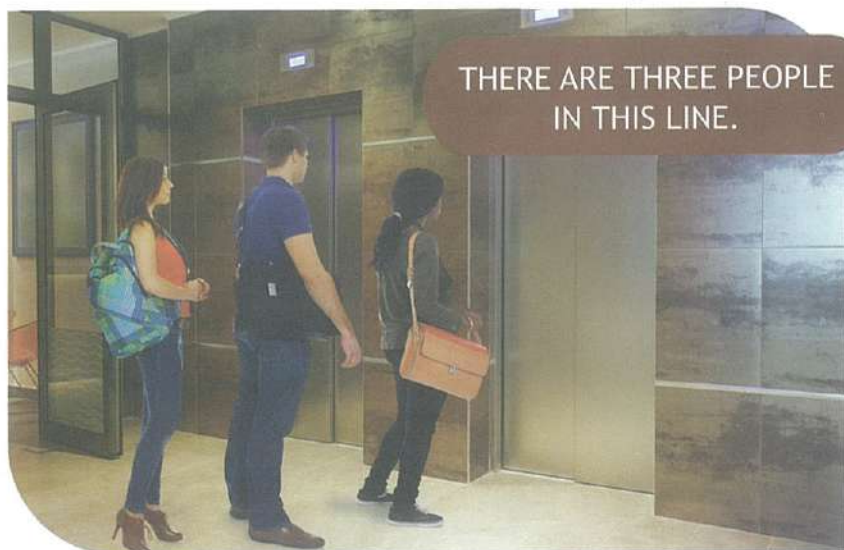
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words in action



MIRRORS



LESSON 1

words in action

DIFFERENT KINDS OF BENCHES (SING.: BENCH)



LESSON 1

text

situation 1

THE IDEAL DRESS



GBM: There's only one solution . . . Grandma!



GBM = girl by mirror

GOB = girl on bench

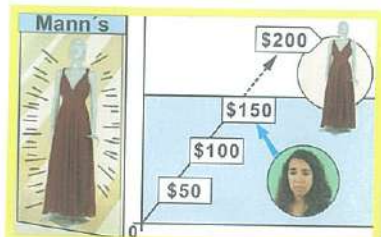
LESSON 1

text

situation 2



HELP FROM GRANDMA



GD: Grandma, there's a fabulous dress at Mann's, but it's \$50 over my 150-dollar spending limit.



GM: I can make up the difference.



GM: Let's meet in an hour.



GD: Thanks, Grandma!

GD = granddaughter

GM = grandmother

LESSON 1

text

situation 3

IN THE CHECKOUT LINE



GD: Will you say anything to Mom about this?



GM: No, I won't tell her. It'll be our little secret.



GM: After all, there's only one senior prom.



GD = granddaughter

GM = grandmother

LESSON 1

reading text



PENPALS

Alice: Hi, Andrew. How are you? It's prom season in the United States, right? Can you tell me a bit about it?

Andrew: Hey, Alice! That's right. And all the seniors at my high school are getting ready for the prom.

Prom is a very special night for American teenagers. It's a formal party for the seniors before they graduate.

For the ideal prom, first you need a person to go with you. I'm going with a girl from school named Suzanne. Second, you need the right clothes. For the guys, a really cool tuxedo,¹ and for the girls, the perfect formal dress.

Alice: Fabulous! And before the party?

Andrew: Well, I'll get ready and go to Suzanne's house. Her folks will be ready with their camera and will probably take lots of photographs.





Alice: And after that?

Andrew: Then Suzanne and I will go to dinner in a limousine,
and then we'll go to the party!



Alice: I'm impressed! New clothes, dinner, a limousine . . .
But what an expensive evening!

Andrew: Yeah, it's true that American teens spend a lot of money on
preparations for the prom. But it's an important day for
our parents too, so they usually help if we go over our
spending limit. After all, there's only one senior prom.

Alice: You're right. What a special day, Andrew!



LESSON 1

going further

NUMBER EXPRESSIONS

Take a look at these examples with number expressions.

Tina's going to wear an **80-dollar** dress to the party.

Compare:

a dress that costs 80 dollars (eighty dollars)

or

hyphen

an **80-dollar** dress (an eighty-dollar dress)



Erin has a **250-dollar** spending limit for new school clothes.

Compare:

a spending limit of 250 dollars (two hundred and fifty dollars)

or

hyphen

a **250-dollar** spending limit (a two-hundred-and-fifty-dollar spending limit)



LESSON 1

going further

My **90-year-old** grandmother loves to go to parties.

Compare:

a grandmother who is 90 years old

or

hyphens

a **90-year-old** grandmother



REMEMBER THIS:

Number expressions are always singular and hyphenated when they are used as adjectives.

Here are some more examples with **number expressions**.

We're going on a fabulous **two-week** vacation to France!

Every Sunday Greg takes a **one-hour** ride in the park on his bike.

Oh, no! There's always a **45-minute** wait in the checkout line at Mann's.

The Chins' new house has a **three-car** garage.

My parents have a **two-bedroom** apartment in New York near Central Park.

LESSON 1

the grammar you need

The exercises are to be done and corrected in class.

THE FUTURE WITH WILL

You know how to express future time using *going to* as in this example.

Grandma is **going to** *meet* me in an hour.

↓ ↓ ↓
verb *to be* + going to + verb

Now look at this sentence which also expresses future time.

Grandma **will** *meet* me in an hour.

↓ ↓
will + verb



REMEMBER THIS:

To express future time

→ TO BE + GOING TO + VERB

→ WILL + VERB

LESSON 1

the grammar you need

Making affirmative statements with *will*

Look at this example of an affirmative statement with *will*.

Pamela **will** need a new dress to wear to the prom.

Now take a look at this table.

| | | |
|------|-------------|---------------------------|
| I | | |
| You | | |
| He | | |
| She | will | |
| It | 'll | be here at noon tomorrow. |
| We | | |
| You | | |
| They | | |

Now compare these sentences. Notice the contraction.

I **will** meet you for lunch at Sizzler®.

I**'ll** meet you for lunch at Sizzler®.

Remember this.

will



Here are some more examples with *will* in affirmative statements.

Dad **will** say “no” to a new car.

“Derek’s late! Where is he?”

“Chill out. He**'ll** be here at 3:30.”

LESSON 1

the grammar you need

Making negative statements with *will*

Here are some examples.

| | | | |
|-------------------|---------------------------|--------|-------------|
| I will | go to the prom with Jake. | —————→ | AFFIRMATIVE |
| I will not | go to the prom with Jake. | —————→ | NEGATIVE |



Compare these negative sentences.

| | | | |
|-------------------|---------------------------|--------|----------|
| I will not | go to the prom with Jake. | —————→ | NEGATIVE |
| I won't | go to the prom with Jake. | —————→ | |

Now take a look at this table.

| | | |
|------|-----------------------|--------------------|
| I | will not won't | be here next week. |
| You | | |
| He | | |
| She | | |
| It | | |
| We | | |
| You | | |
| They | | |

Remember this.

will not

won't



Here are some more examples with *will* in negative statements.

My father **won't** like my new boyfriend.

"I **won't** tell your mother about this. It'll be our little secret."

"Thanks, Grandma!"

Asking questions with *will*

Compare these sentences.

| | | | | |
|----------|------|-------------------------|---|-------------|
| Mom | will | say "no" to this dress. | → | AFFIRMATIVE |
| Will Mom | | say "no" to this dress? | → | QUESTION |



Look at this table.

| | | |
|------|------|---------------------------|
| Will | I | need to be here tomorrow? |
| | you | |
| | he | |
| | she | |
| | it | |
| | we | |
| | you | |
| | they | |

Here are some more examples with *will* in questions.

"Will you call me when you get home, dear?"

"Yes, I will, Dad."

"So, Mark, who do you think will win the football game tomorrow?"

"I think the Tigers will."

LESSON 1

the grammar you need

Now look at some more dialogues. Note the short answers.

"Will you meet me at the mall in an hour, Joe?"
 "Yes, I will."
 "No, I won't."

"Will Eric say anything about my secret?"
 "Yes, he will."
 "No, he won't."

Here's another example.





I. Use the correct form of *will* to complete the dialogues, as in the example.

Example:

"Oh, no! What will Dad say when he sees the car?"

"I don't know, but it won't be anything good."

1. "Mary and Dylan _____ be on vacation with their family next week."

"Well, that _____ be nice!"

2. "What time _____ you guys be home from the party?"

"We _____ be home before 11 p.m., Mom."

3. "Do you think the science test _____ be easy?"

"No, I don't. It certainly _____ be easy, Kim."

4. "Where _____ you be 10 years from now?"

"Oh, I _____ be a doctor and have a big family."

5. "What _____ we do without Ms. Gonzalez in the office next month?"

"Well, we _____ just have to get a new receptionist."

LESSON 1

the grammar you need

SHE (SUBJECT PRONOUN) OR ***HER*** (OBJECT PRONOUN)?

Compare these examples.



She is Jim's friend.

↓ ↓
subject verb
pronoun



Jim ***knows*** ***her***.

↓ ↓
verb object
 pronoun



Jim's ***talking to*** ***her*** in line.

↓ ↓
preposition object
 pronoun



REMEMBER THIS:

We use ***she*** (subject pronoun) *before* a verb.

We use ***her*** (object pronoun) *after* a verb or a preposition.

Here is another example with **she** and **her**.



II. Use *she* or *her* to complete the dialogues, as in the example.

Example:

"The new girl at school is so cute."

"Polly? (a)She is in my Spanish class. I'll introduce you to (b)her."

- "Grandma will be here any minute. (a) _____ is never late."
"Look! There (b) _____ is now."
- "There's the new English teacher, Janet Philips."
"I know (a) _____. (b) _____ is a fabulous teacher."
- "Our daughter is so beautiful."
"Well, I always tell (a) _____ that, but (b) _____ spends a lot of money on make-up every month."
- "Jane's gorgeous. You're going to take (a) _____ to the prom, right?"
"No, I'm going with Katie. (b) _____ is really cool, and we always have a good time together."

LESSON 1

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 predictions;



But Mom will say “no” to a 200-dollar dress.



. . . talk about cost;



But Mom will say “no” to a 200-dollar dress.

Grandma, there’s a fabulous dress at Mann’s, but it’s \$50 over my 150-dollar spending limit.



. . . emphasize something to be considered.



After all, there’s only one senior prom.



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

FYI *for your information*

In the situation *In the Checkout Line*, the grandmother says to her granddaughter, "After all, there's only one **senior** prom." You know that, in this situation, a **senior** is a student in the final year of high school or university. Now let's review how Americans refer to the students in each of the four years of high school and university.

A **FRESHMAN** is a student in the **FIRST** year of

high school or **university.**

(14- or 15-year-old students)

(18- or 19-year-old students)

A **SOPHOMORE** is a student in the **SECOND** year of

high school or **university.**

(15- or 16-year-old students)

(19- or 20-year-old students)

I'm a freshman at
Fillmore High School.



I'm a freshman at
Harvard University.



LESSON 1

FYI

A **JUNIOR** is a student in the **THIRD** year of

high school

or

university.

(16- or 17-year-old students)

(20- or 21-year-old students)

A **SENIOR** is a student in the **FOURTH** year of

high school

or

university.

(17- or 18-year-old students)

(21- or 22-year-old students)

I'm a senior at
Jefferson High.



I'm a senior at
Princeton University.



LESSON 2

words in action



NECKLACE



A PAIR OF EARRINGS

LESSON 2

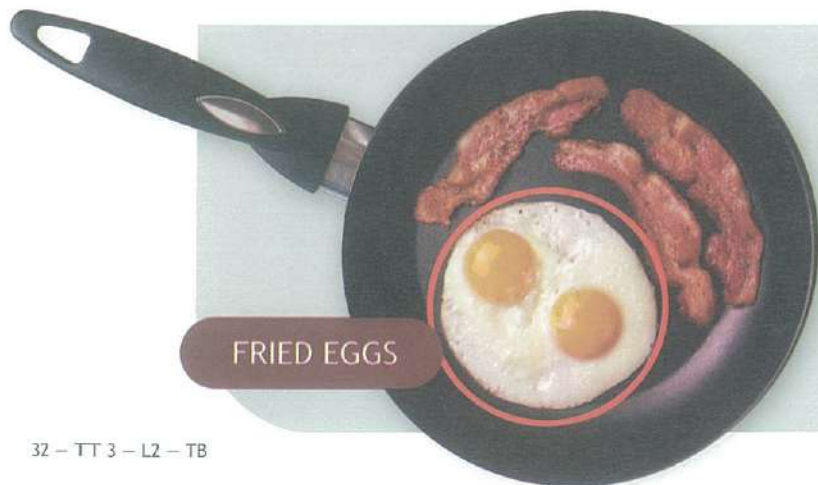
words in action



EGGS



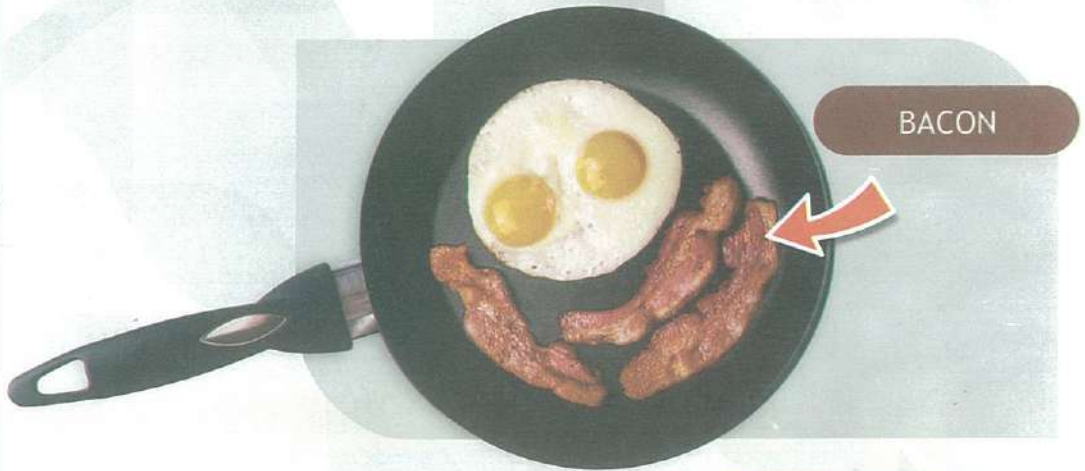
SCRAMBLED EGGS



FRIED EGGS

LESSON 2

words in action



LESSON 2

words in action



SCHOOL BUS

DAYDREAMING



GWN: No class tomorrow.
I'm so happy!



GWE: Let's hang around
the mall tonight!



M: You girls should stay home and
do your homework. Go to the mall
on the weekend.



F: Right. And you shouldn't make
any plans until you finish.



GWN = girl wearing necklace

GWE = girl wearing earrings

M = mother

F = father

LESSON 2

text

situation 2

SNACKS



TOL: Should we get 20- or 32-ounce drinks?



TOR: Let's go for the small ones.



TOL: Do we have enough money for popcorn?



TOR: Yeah. We can share a medium-size box.



TOL = teen on the left

TOR = teen on the right

LESSON 2

text

situation 3

IN THE KITCHEN



G: I'm in charge of breakfast.



BBT: Uh-oh.



BGT: Can you make us scrambled eggs and bacon?



G: Sorry . . . but the bus will be here in 20 minutes.



G: So we're all going to have cereal.



G = girl

BBT = boy in blue T-shirt

BGT = boy in green T-shirt

LESSON 2

reading text

A GOOD IDEA

Carol: Ah, Saturday morning.
I'm really hungry, and
I'm dreaming of a nice,
big breakfast.

Adam: Same here!

Jeremy: Then this is your lucky day,
because I'm in charge of breakfast.

Adam: You can't cook anything! You're too small.

Mrs. Brown: That's not nice. Be nice to your little brother.

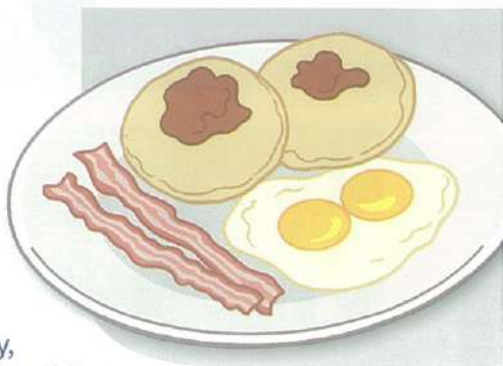
Jeremy: Yeah.

Mr. Brown: Well, Jeremy, you are in charge. Now what?

Jeremy: I think we should go to IHOP®.*

Mr. Brown: Then we're all going to IHOP® for breakfast.

Adam and Carol: Yay! We love you, Jeremy!



At the restaurant

Carol: Should I get 2 eggs or 3 eggs with bacon?

Adam: I don't know, but I'm so hungry. I'm going to get
10 pancakes.**

Mr. Brown: Wait a minute. Are you going to finish all that food?

Jeremy: Hmm. That's a lot of pancakes. Adam and I should share.

Mrs. Brown: Good idea!

Adam: Huh?

*IHOP = The International House of Pancakes®
is a restaurant in the U.S. that is
famous for its delicious breakfasts.

** pancakes



LESSON 2

going further

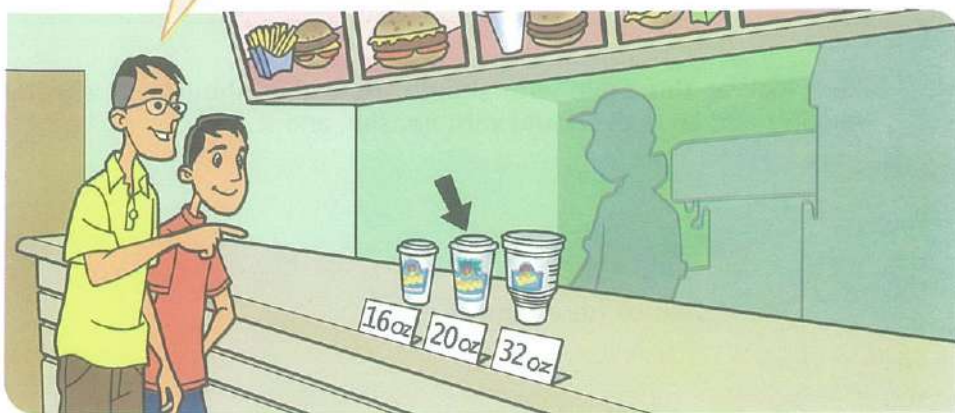
MEASURING VOLUME

Ounces

Americans use the (fluid) **ounce** as a unit of volume.

1 (fluid) ounce = 29.57 milliliters

I'll get a 20-ounce drink.



Notice how we abbreviate ounce(s):

1 ounce = 1 oz

2 ounces = 2 oz, etc.

The abbreviation **oz** for ounce comes from the old Italian word *onza*.

LESSON 2

the grammar you need

The exercises are to be done and corrected in class.

SHOULD

Making affirmative statements with *should*

Take a look at these examples.

You **should** eat breakfast every morning. It's good for your health!

Allison **should** do her homework before she goes to the mall.

You **should** try this new cereal, Tracy. It's delicious!

NOTE

We use *should* to express an opinion.

Now take a look at this table with *should*. Note that *should* is a special verb. We don't add an -s to *should* with *he*, *she*, and *it*.

I
You
He
She
It
We
You
They

should be here tonight.



REMEMBER THIS:

We use *should* with all persons—we don't add an -s to *should* with *he*, *she*, and *it*.

The verb that comes after *should* does not take *to*.

LESSON 2


the grammar you need

Making negative statements with *should*

Compare these statements with *should*.

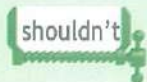
| | | |
|---|--------|-------------|
| I should make plans for tonight. | —————→ | AFFIRMATIVE |
| I should not make plans for tonight. | —————→ | NEGATIVE |

Now compare these negative sentences.

| | | |
|---|---|----------|
| I should not make plans for tonight. |  | NEGATIVE |
| I shouldn't make plans for tonight. | | |

Remember this.

should not



Now take a look at this table.

| | | |
|--|---|---------------------|
| I You He She It We You They | should not shouldn't | eat fattening food. |
|--|---|---------------------|



REMEMBER THIS:

In negative statements, we use *should not* or *shouldn't*.

LESSON 2

the grammar you need

Asking questions with *should*

Compare these sentences.

Zoe **should** wear her new dress today. → AFFIRMATIVE
Should Zoe wear her new dress today? → QUESTION

Look at this table.

| | | |
|--------|------|-----------------------|
| Should | I | be here this evening? |
| | you | |
| | he | |
| | she | |
| | it | |
| | we | |
| | you | |
| | they | |

Take a look at these dialogues. Note the short answers.

“Should Joe be in charge of breakfast?” → “Yes, he **should**.”
→ “No, he **shouldn’t**.”

“Should we get the large-size popcorn?” → “Yes, we **should**.”
→ “No, we **shouldn’t**.”

Now take a look at one more dialogue.

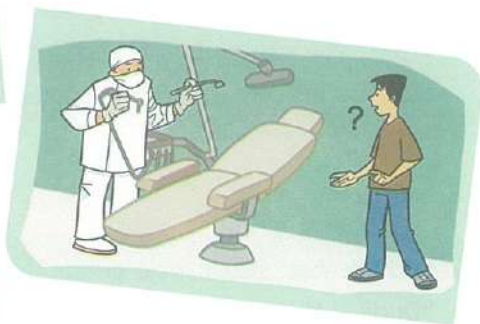
Eddy: **Should** I go to Princeton University or Harvard University?

Jay: Eddy, you **shouldn’t** spend your time daydreaming about those schools until you can pass your science class.

LESSON 2

the grammar you need

Use **should** to ask a question when you're not sure what to do and you want a person's opinion. Here are some funny situations in which a person can ask the question: "Should I stay or should I go?" What do you think each person should do?



LESSON 2

the grammar you need



II. Choose the correct option to complete the sentences.

1. "Why does Jack like to hang around with _____ all the time?"

"Because _____'re so cool, of course."

- a. we — us
- b. us — we

2. "_____ know you're 25 years old, but please call _____ when you get home."

"OK, Mom and Dad. I will."

- a. We — us
- b. Us — we



3. "So, can you tell _____ what you're going to get Grandma for her birthday?"

"No, because _____ can't agree on what to buy."

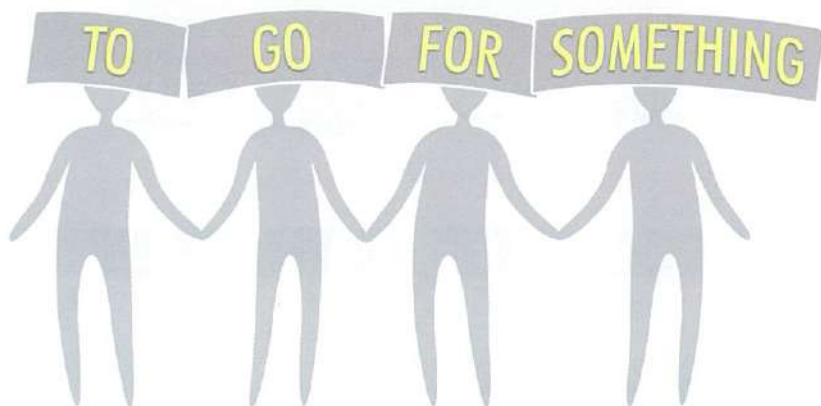
- a. we — us
- b. us — we

4. "Do you guys want to play soccer with _____?"

"No, thanks. _____'re watching the football game now."

- a. we — Us
- b. us — We





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 some of the fixed expressions you learned in Lesson 2.

To hang around ("Should we hang around the mall after school?"
"No way. Let's go to the park.")

To go for something ("Do you think I should get a small, medium, or
large cake for my birthday party?" "You should go for a large one!")

LESSON 2

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 for and give an opinion;



You girls should stay home and do your homework.

Right. And you shouldn't make any plans until you finish.



Should we get 20- or 32-ounce drinks?

Let's go for the small ones.



★ 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 . . .

. . . talk about sizes;



Should we get 20- or 32-ounce drinks?

Let's go for the small ones.



We can share a medium-size box.



. . . make requests.



Can you make us scrambled eggs and bacon?



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

LESSON 2

FYI

Read this information about breakfast in American homes. You can listen to it too.

Monday morning

It's 6 a.m. Time to get ready for school!* The bus will be here in a couple of** minutes! But what about breakfast? There's only time for foods that aren't difficult to prepare: cold cereal, hot cereal, toast¹ and muffins.² Take a look at what a typical American family has on the breakfast table during the week.



*Classes at American high schools usually begin around 7:30 a.m. or 8 a.m.

**a couple of – (informal) two or approximately two.

Saturday morning

Ah, the weekend is here! I hope you're hungry. Because now there's a lot of time to hang around the kitchen and prepare a big, delicious breakfast with all the foods you love, like eggs, bacon, pancakes ³ and waffles ⁴ with maple syrup ⁵. Yum!



LESSON 2

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 PARK



Yes, please. A small popcorn for me,
a large popcorn for my parents . . .

And three 20-ounce
Cokes®.

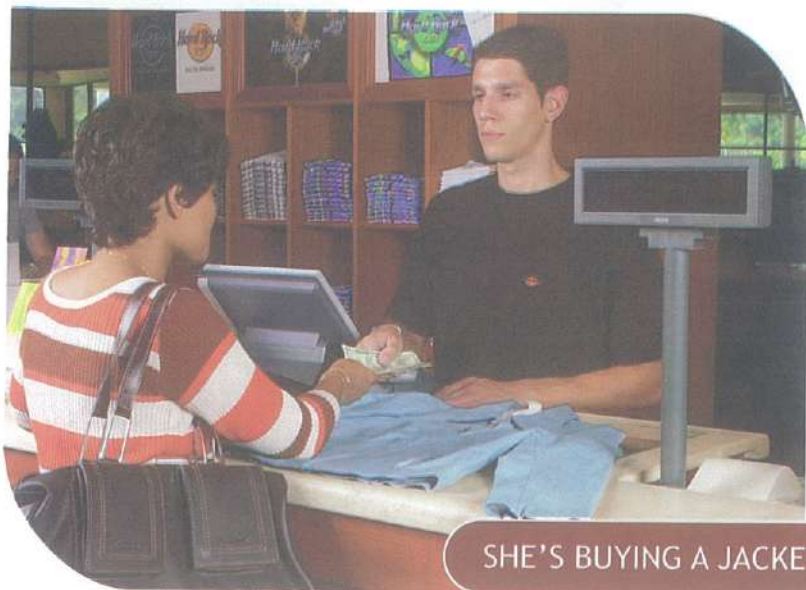




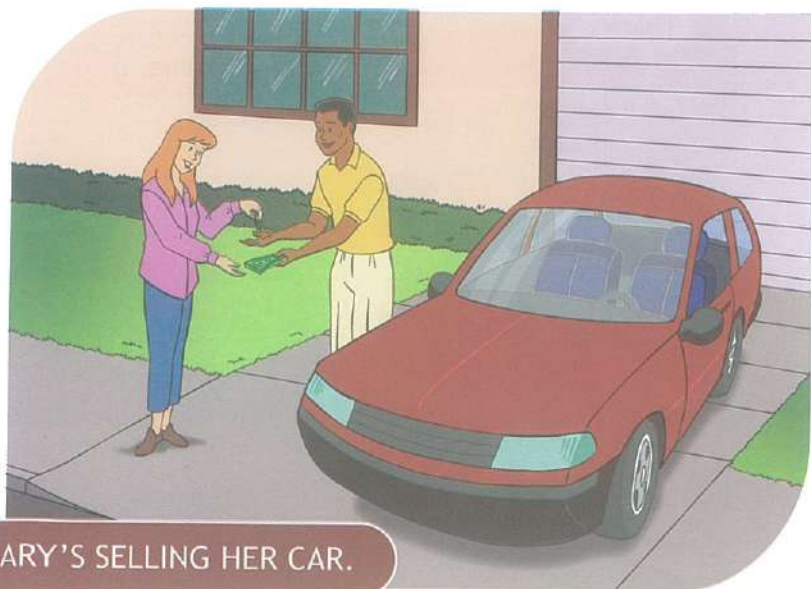
LESSON 3

words in action

What's going on?



SHE'S BUYING A JACKET.



MARY'S SELLING HER CAR.

LESSON 3

words in action



LESSON 3

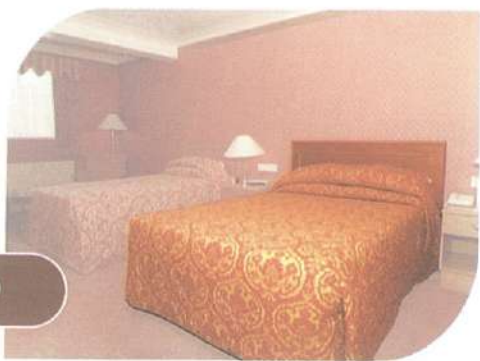
words in action



HOTEL ROOM



BEDS



DOUBLE BED

LESSON 3

text

situation 1

DAD'S DECISION



S: Dad, can I buy this laptop?
It's only \$1,200.



F: Absolutely not!

S: But there's \$4,329 in
my savings account.



F: That money's for your
college education.



S = son

F = father

LESSON 3

text

situation 2



HELPFUL CLASSMATES

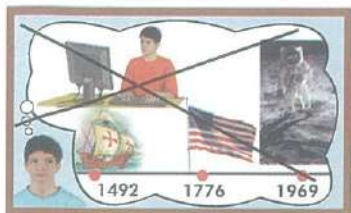


BOL: Was Jesse in class yesterday?

FRI
17



BOR: No, he wasn't.
He was absent.



BOL: Then he doesn't know about
this history assignment.



BOR: No, and it's due on Tuesday.
Let's call and tell him about it.

BOL = boy on the left

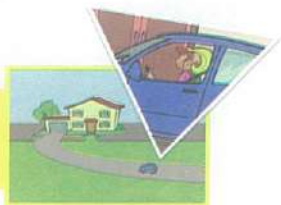
BOR = boy on the right

LESSON 3

text

situation 3

A RIDE HOME



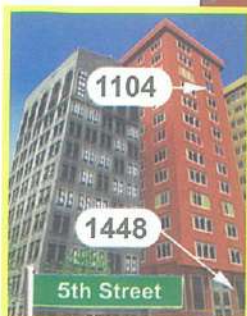
D: Mom, can you pick me up at Kim's?



M: Sure.



M: What's her address?



D: It's 1448 5th Street, apartment 1104.

D = daughter

M = mother

LESSON 3

text

situation 4



SPRING BREAK IN FLORIDA



YWL: Were you all in one hotel room during spring break?



YWM: Yes, we were.



YWR: It was a double room facing the pool.



YWL = young woman on the left YWM = young woman in the middle YWR = young woman on the right

SPRING BREAK

LESSON 3

reading text

Take a look at these messages between Rachel Kemp and her friend Lisa Diaz, old friends from high school.

Rachel: Hi, Lisa! How are things at Harris College?

Lisa: Hey, Rachel! Things are fine here. What about you? Tucker University is a big school with thousands of students. 😲 Do you like it?

Rachel: Yeah, I really like it, and people are so nice and helpful here. 😊 So, Lisa, how was spring break?

Lisa: Fine. My friend Cindy and I were in Daytona Beach for the week. 🏖️

Rachel: Daytona, huh? I was in Panama City Beach with my friend Maria. Daytona's nice, but I think Panama City Beach is really cool, Lisa. And our hotel, the Holiday Inn®, was perfect. Maria and I want to go there next year too. Hey! Let's all go together!

Lisa: Hmm. Was the hotel expensive? 🤔 I can't spend a lot of money.

Rachel: Well, it was \$1,034 per person for 7 nights for a double room facing the pool. But if we share the room, it won't be too expensive.

Lisa: Good idea. 👍 I'm going to talk to Cindy about it.

Rachel: OK! Cool! 😊

Send

LESSON 3

going further

NUMBERS (FROM 1,001 TO 5,000)

Listen to these numbers and then practice saying them.

1,001

one thousand (and) one
or
a thousand (and) one

1,083

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

2,016

two thousand (and) sixteen

3,405

three thousand, four hundred (and) five

4,909

four thousand, nine hundred (and) nine

5,000

five thousand

Wow! I have a lot of money! How many games can I get with two thousand pennies?



That's only twenty dollars, silly. You can buy one.

LESSON 3

going further

How to say four-digit numbers

Look at this example from the lesson:

“What’s her address?”

“It’s 1448 5th Street, apartment 1104.”

We say: fourteen forty-eight

We say: eleven-oh-four

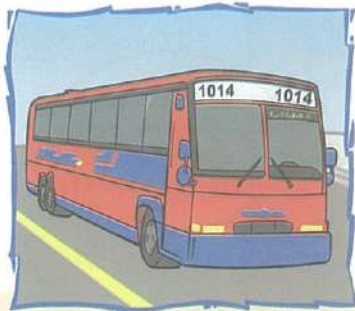
Now look at these examples.



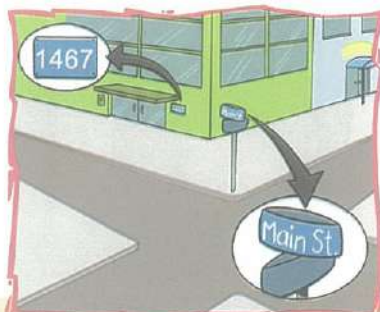
We say:
Fifty-nine thirty-four Oak Drive



We say:
Apartment twenty-two-oh-one



We say:
Bus number ten fourteen



We say:
Fourteen sixty-seven Main Street

LESSON 3

going further

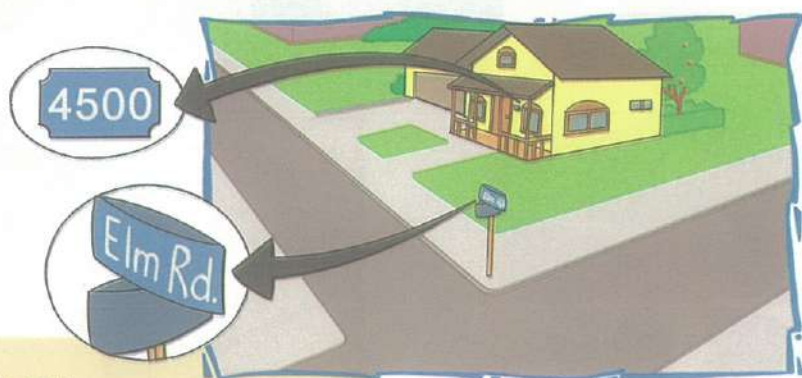
Now let's look at **four-digit numbers that end in 00**. Here's an example from the lesson.

"Dad, can I buy this laptop? It's only \$1,200."

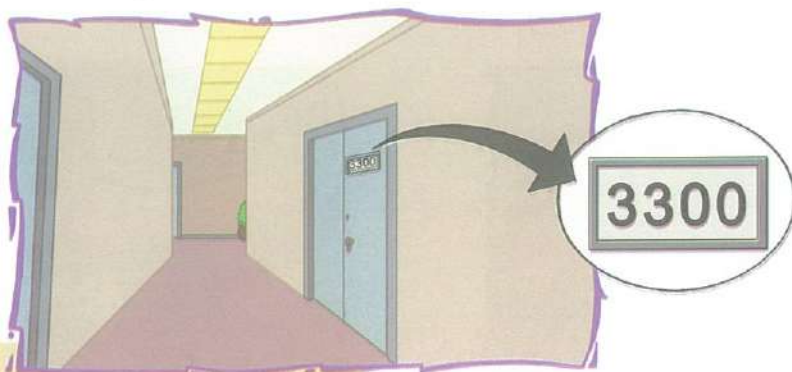
"Absolutely not!"

We say: *twelve hundred dollars*
(or *one thousand, two hundred dollars*)

Here are some more examples.



We say:
Forty-five hundred Elm Road



We say:
Room thirty-three hundred

The exercises are to be done and corrected in class.

THE SIMPLE PAST TENSE OF THE VERB *TO BE*

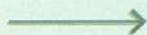
Compare these sentences.

I **am** in the office today.



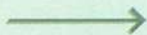
PRESENT

I **was** in New York on business yesterday.



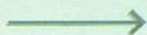
PAST

Lilly **is** in class today.



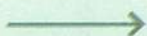
PRESENT

She **was** absent yesterday.



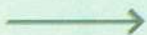
PAST

Ed and Bill **are** seniors this year.



PRESENT

They **were** juniors last year.



PAST



REMEMBER THIS:

Was and **were** are the past forms of the verb *to be*.

So, when we use **was** or **were**, we are talking
about the past.

LESSON 3

the grammar you need

Making affirmative statements

Take a look at these examples.

Tanya **was** on spring break in Florida in April. She **was** there with all of her classmates.

My science and history assignments **were** due yesterday. They **were** both pretty easy.



REMEMBER THIS:

In *affirmative* statements with *I*, *he*, *she*, and *it* we use **was**.

In *affirmative* statements with *you* (singular and plural), *we*, and *they*, we use **were**.

Here's another example.



Making negative statements

Here are some examples.

My new laptop **was** expensive. → AFFIRMATIVE

My new laptop **was not** expensive. → NEGATIVE

The science assignments **were** easy. → AFFIRMATIVE

The science assignments **were not** easy. → NEGATIVE

Compare these negative sentences.

My new laptop **was not** expensive.

My new laptop **wasn't** expensive.

NEGATIVE

The science assignments **were not** easy.

The science assignments **weren't** easy.

NEGATIVE

Note how we make contractions.

was not

wasn't

were not

weren't



REMEMBER THIS:

In *negative* statements with *I*, *he*, *she*, and *it*,
we use **was not** or **wasn't**.

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

LESSON 3

the grammar you need

Asking questions

Compare these sentences.

James **was** at the park yesterday. —————> AFFIRMATIVE
↓
Was James at the park yesterday? —————> QUESTION

It **was** hot yesterday. —————> AFFIRMATIVE
↓
Was it hot yesterday? —————> QUESTION

Al and Eve **were** in China in June. —————> AFFIRMATIVE
↓
Were Al and Eve in China in June? —————> QUESTION

Here are some more examples.

“How **was** your history class yesterday?”

“It **was** really interesting. Mr. Collins is a great teacher.”

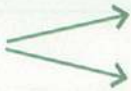
“**Were** you and Kevin on spring break in March?”

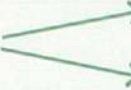
“Yeah, we **were**, and it **was** great!”

“**Were** you in class yesterday, Helen?”

“No, I **wasn't**. I **wasn't** well.”

Now take a look at these dialogues. Note the short answers.

"Was this assignment due on Monday?"  "Yes, it was."
"No, it wasn't."

"Were these books helpful for Anna?"  "Yes, they were."
"No, they weren't."

Here is a table with the verb *to be* in the past tense.

| | AFFIRMATIVE | NEGATIVE | | INTERROGATIVE |
|--------------------------------------|-------------|---------------|-----------------|-------------------|
| | | FULL FORM | CONTRACTED FORM | |
| S I N G U L A R | I was | I was not | I wasn't | Was I . . . ? |
| | You were | You were not | You weren't | Were you . . . ? |
| | He was | He was not | He wasn't | Was he . . . ? |
| | She was | She was not | She wasn't | Was she . . . ? |
| | It was | It was not | It wasn't | Was it . . . ? |
| P L U R A L | We were | We were not | We weren't | Were we . . . ? |
| | You were | You were not | You weren't | Were you . . . ? |
| | They were | They were not | They weren't | Were they . . . ? |

LESSON 3

the grammar you need



I. Complete with the past tense of the verb *to be*, as in the example.

Example:

All of my friends **are** in Florida for spring break this week.

All of my friends were in Florida for spring break in March.

1. **Are** Michael and Eric at volleyball practice now?

 Michael and Eric at volleyball practice yesterday?

2. I **am** so bored at home today.

I so bored at home yesterday.

3. John and Ava **are** in France on vacation this week.

John and Ava in France on vacation in May.

4. It's noon, but I **am not** hungry now.

I hungry at noon yesterday either.

ME, HIM, AND IT (OBJECT PRONOUNS)

Compare these groups of sentences.

Tell **me** about the science assignment.

↓ ↓
verb object
 pronoun

Is this new laptop **for me**?

↙ ↓
preposition object
 pronoun

Rick has a lot of chores. I'm going to **help him**.

↓ ↓
verb object
 pronoun

There's John. Ann's going to the prom **with him**.

↙ ↓
preposition object
 pronoun

Look at this cool bed!
Can you **buy it** for my room?

↙ ↓
verb object
 pronoun

Ellen has a big test tomorrow, and she needs to study **for it**.

↙ ↓
preposition object
 pronoun

Here are some more examples with **me**, **him**, and **it**.

"This is the watch I want for my birthday. Will you **get it for me**?"

"Sure, dear."

"Michael was absent from school today."

"You should call and **tell him** about your new assignments."

"Nick's assignment is due tomorrow!" "Chill out! I can **help him with it**."



REMEMBER THIS:

We use **me**, **him**, and **it** (object pronouns)
after a verb or a preposition.

LESSON 3

the grammar you need



II. Choose *me*, *him*, or *it* to complete the sentences.

1. "Will you buy this laptop for _____?"

"Yes, it's just what you need."

- a. me
- b. him
- c. it

2. "I'm late for football practice. Can you give _____ a ride, Mom?"

"Of course. Let's go."

- a. me
- b. him
- c. it

3. "Jacob wasn't at basketball practice today."

"Really? I'll call _____ to see if he's OK."

- a. me
- b. him
- c. it

4. "This dress is awesome! It's just perfect for the prom."

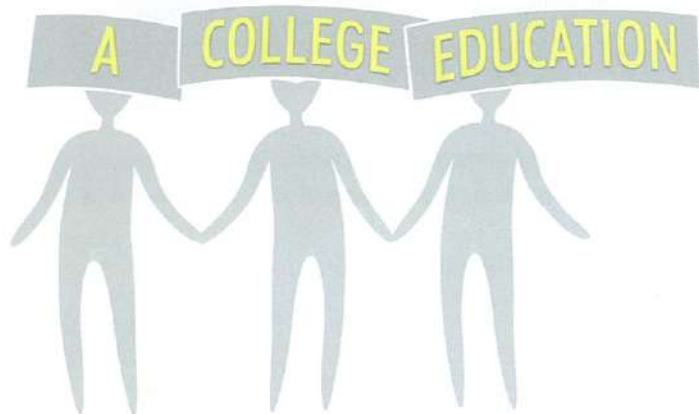
"You're right, Olivia. Let's buy _____."

- a. me
- b. him
- c. it

5. "Hannah, Ethan's at a party. Can you go pick _____ up?"

"What? It's 3 o'clock in the morning!"

- a. me
- b. him
- c. it



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.

a college education (“Do you think it’s good to get a college education?”
“Yes, I do. My son and daughter are students at the University of Virginia.”)

a ride home/to school/to work (“I can give you a ride to school today, but I can’t give you a ride back home.” “That’s OK, I can get a ride home with a friend.”)

LESSON 3

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 for and refuse permission;



Dad, can I buy this laptop?
It's only \$1,200.

Absolutely not!



. . . talk about the past;



Was Jesse in class yesterday?

No, he wasn't. He was
absent.



Were you all in one hotel room
during spring break?

Yes, we were.



- ★ 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 . . .***. . . make a request;**

Mom, can you pick me up at Kim's?

Sure.

**. . . talk about addresses;**

What's her address?

It's 1448 5th Street,
apartment 1104.

**. . . talk about accommodations.**

Were you all in one hotel
room during spring break?

Yes, we were.



It was a double room facing the pool.



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

UNIVERSITY vs. COLLEGE

What's the difference?

A university is:

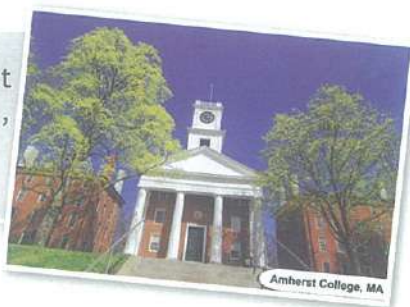
- an educational institution that offers bachelor's, master's and doctorate degrees. (e.g., Princeton University)



Princeton University, NJ

A college is:

- an educational institution that offers bachelor's degrees. (e.g., Amherst College)




Amherst College, MA




Harvard Law School, MA

- a division in a university that offers bachelor's degrees in a particular area of study. (e.g., the College of Law at Harvard University)



As in the lesson (“That money’s for your college education”), Americans also use the word *college* to talk about higher education in general. So even if a person is a student at a *university*, we say that he or she is a *college* student, is at *college*, is going to *college*, etc. For example:



“Is Jean going to college next year?”

“Yes, she’s going to Columbia University.”



“Great! And what about your son?”

“Henry’s a senior at Wellesley College now.”

“That’s excellent!”



LESSON 3

FYI

SPRING BREAK

You know that schools usually have a one-week vacation in March or April called spring break. The school year starts in September, so by the time spring arrives, college and university students really deserve a break from school. Panama City Beach, Daytona Beach, and Fort Lauderdale (in the state of Florida), and South Padre Island (in the state of Texas) are some traditional spring break destinations, famous for their awesome parties. International destinations like the Bahamas or Cancun, Mexico, are also very popular with students. Every year in the spring, these places prepare for thousands (or hundreds of thousands) of college and university students to arrive, hoping to relax a bit and party* a lot.



* to party (verb) e.g., "It's Friday night! Let's party!"

using what you've learned

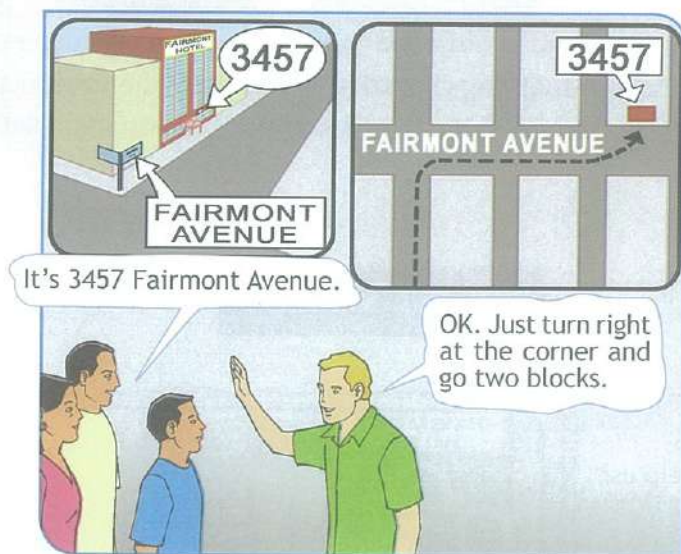
Here is an example of a situation you are likely to encounter when traveling in English-speaking countries. Notice how the vocabulary and communication skills you've learned are useful in a situation like this.

ON THE STREET



LESSON 3

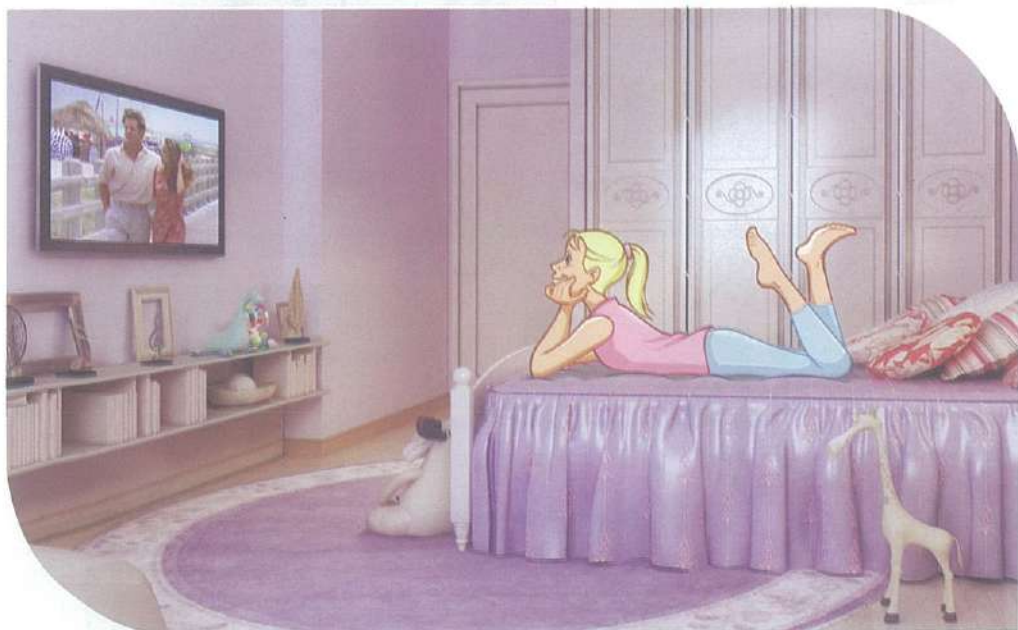
using what you've learned



LESSON 4

words in action

What's going on?



THIS GIRL IS WATCHING TV.

LESSON 4

text

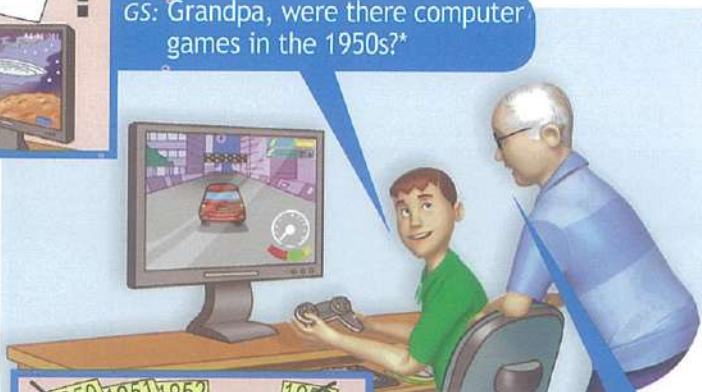
situation 1



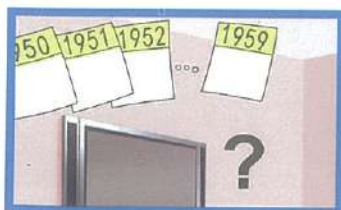
DIFFERENT TIMES



GS: Grandpa, were there computer games in the 1950s?*



GF: No, there weren't any personal computers then.



GS: Was there TV?



GF: Yes, there was, but only in black and white.

* One way of saying the 2010s is *the twenty-tens*.

GS = grandson

GF = grandfather



GS: Boy, there wasn't color TV!



GF: No, and there were only four channels.



GF: TVs were very different in those days. I'll show you.



GS: OK.

GS = grandson

GF = grandfather

LESSON 4

text

situation 2



MEMORIES



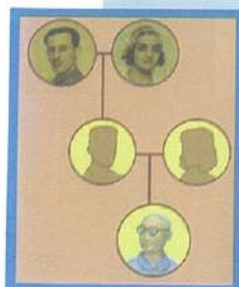
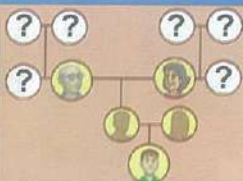
GF: See. Here we are watching TV on Thanksgiving.



GS: Gosh! That's Grandma!



GS: And who are these people, Grandpa? I don't recognize them.



GF: They're my grandparents.

GF = grandfather

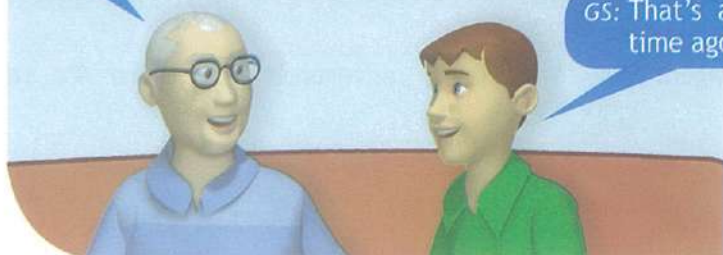
GS = grandson



GF: They were both born in 1900.



GS: That's a long time ago!



GS: Was it their wedding day?



GF: Yes. June 12, 1921.



GF = grandfather

GS = grandson

LESSON 4

reading text

A LONG TIME AGO

Karen: When were you born, Grandma Ida?

Grandma Ida: I was born in 1935.

Karen: Gosh! That's a long time ago. I know that times were very difficult* then.

Grandma Ida: Oh, times weren't always so difficult, but they were very different from now.

Karen: How were they different? Was there TV when you were a girl?

Grandma Ida: Yes, but TVs were very expensive then.
My family's first TV was a black and white one when I was a teenager in the 1940s.

Karen: Black and white!

Grandma Ida: That's right. There weren't any color TVs until the 1960s.
There weren't any remote controls either.**

Karen: What?!



* difficult – opposite of *easy*



Grandma Ida: And of course, there were no personal computers, laptops, or computer games then. Oh, and there were no cellphones.

Karen: Oh, no! I need my cellphone and my computer to talk to my friends every day. Were you bored all the time, Grandma Ida?

Grandma Ida: No, I wasn't, because there were always a lot of fun things to do with my friends.

Karen: Really? What kinds of things?

Grandma Ida: Well, there were basketball and football games at my high school, and there were fabulous parties. Oh, and there were lots of cute boys!

Karen: Grandma Ida!



LESSON 4

going further

DATES

How to say year numbers

To say a year number, we divide it into two parts. Remember this example from the lesson?

Was it their wedding day?



Yes. June 12, 1921.



Here are some more examples.

$\begin{array}{r} 1642 \\ \swarrow \quad \searrow \\ \text{sixteen} \quad \text{forty-two} \end{array}$

$\begin{array}{r} 1880 \\ \swarrow \quad \searrow \\ \text{eighteen} \quad \text{eighty} \end{array}$

$\begin{array}{r} 1756 \\ \swarrow \quad \searrow \\ \text{seventeen} \quad \text{fifty-six} \end{array}$

$\begin{array}{r} 1998 \\ \swarrow \quad \searrow \\ \text{nineteen} \quad \text{ninety-eight} \end{array}$

Look how we say year numbers that end in 00 through 09.

$\begin{array}{r} 1400 \\ \swarrow \quad \searrow \\ \text{fourteen} \quad \text{hundred} \end{array}$

$\begin{array}{r} 1709 \\ \swarrow \quad \searrow \\ \text{seventeen-oh-nine} \end{array}$

$\begin{array}{r} 1605 \\ \swarrow \quad \searrow \\ \text{sixteen-oh-five} \end{array}$

$\begin{array}{r} 1900 \\ \swarrow \quad \searrow \\ \text{nineteen} \quad \text{hundred} \end{array}$

But:

$\begin{array}{r} 2000 \\ \downarrow \\ \text{two thousand} \end{array}$
 $\begin{array}{r} 2017 \\ \swarrow \quad \searrow \\ \text{two thousand seventeen} \\ \text{or} \\ \text{twenty seventeen} \end{array}$

$\begin{array}{r} 2007 \\ \downarrow \\ \text{two thousand (and) seven} \end{array}$
 $\begin{array}{r} 2035 \\ \swarrow \quad \searrow \\ \text{two thousand thirty-five} \\ \text{or} \\ \text{twenty thirty-five} \end{array}$

How to say the date

You already know how to say dates using the **month** and the **day**. Now look at these examples with the **month**, the **day**, and the **year**.

My grandfather was born on **September 25, 1945**.

My little sister Hannah was born on **April 16, 2008**.

We write: → **September 25, 1945** or **9/25/1945**
or the **25th of September, 1945**

We say:
→ **September twenty-fifth, nineteen forty-five**
or
→ **the twenty-fifth of September, nineteen forty-five**

We write: → **April 16, 2008** or **4/16/2008**
or the **16th of April, 2008**

We say:
→ **April sixteenth, two thousand (and) eight**
or
→ **the sixteenth of April, two thousand (and) eight**



REMEMBER THIS:

When we *write* the date, we always use this order:
month / day / year

(except when you write *the + day in ordinal form*, e.g.,
the 4th of July, 1776.)

When we *say* the date, we always change the number of the day
to an ordinal number.

LESSON 4

the grammar you need

The exercises are to be done and corrected in class.

THERE WAS AND THERE WERE

Take a look at these examples. Note that we use **there is/there are** to talk about the present, and we use **there was/there were** to talk about the past.

There is a big barbecue at my grandparents' house *every summer*. → PRESENT

There was a big barbecue at my house *in June*. → PAST



There are some TVs on sale at Mann's *this week*. → PRESENT

There were some computers on sale at Mann's *yesterday*. → PAST



REMEMBER THIS:

THERE IS / THERE ARE → PRESENT

THERE WAS / THERE WERE → PAST



the grammar you need

Making affirmative statements

Take a look at these examples.

There was a big wedding at the Marriot® hotel *yesterday*.

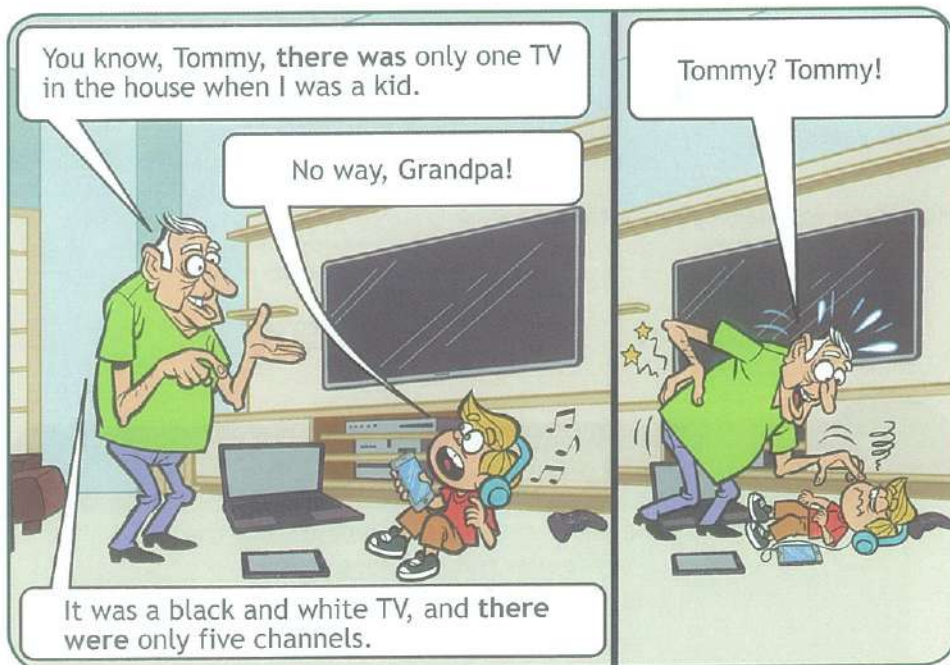
There were a lot of computer games on sale at Tech Town *in May*.



REMEMBER THIS:

In *affirmative* singular statements we use **there was**.

In *affirmative* plural statements we use **there were**.



LESSON 4

the grammar you need

Making negative statements

Here are some examples.

There was a party at my house *in July*. → AFFIRMATIVE

There was not a party at my house *in July*. → NEGATIVE

There were some great shows on channel 10 *yesterday*. → AFFIRMATIVE

There were not any great shows on channel 10 *yesterday*. → NEGATIVE

Compare these negative sentences.

There was not a party at my house *in July*. →
There wasn't a party at my house *in July*. → NEGATIVE

There were not any great shows on channel 10 *yesterday*. →
There weren't any great shows on channel 10 *yesterday*. → NEGATIVE

Note how we make contractions.

there was not

there **wasn't**

there were not

there **weren't**

REMEMBER THIS:

In *negative singular* statements, we use
there was not or **there wasn't**.

In *negative plural* statements, we use
there were not or **there weren't**.

Asking questions

Compare these sentences.

There **was** a game at the stadium *yesterday*. → AFFIRMATIVE

Was there a game at the stadium *yesterday*? → QUESTION

There **were** two holidays *in November*. → AFFIRMATIVE

Were there two holidays *in November*? → QUESTION

Here are some more examples.

"**Was there** a basketball game or a volleyball game at the stadium on Saturday?"

"**There was** a basketball game between the Lions and the Jets."

"**Were there** a lot of birthdays in your family in April?"

"Well, **there were** two: my mother's and my little brother's."

Now take a look at these dialogues. Note the short answers.

"**Was there** color TV when you were a kid?" → "Yes, there was."
→ "No, there wasn't."

"**Were there** any weddings in your family this year?" → "Yes, there were."
→ "No, there weren't."

LESSON 4

the grammar you need



I. Complete the sentences with the correct form of *there was* or *there were*. Use contractions when possible.

1. _____ some juice in the refrigerator this morning, but there isn't any now.



2. "_____ cellphones when you were a kid, Grandma?"
"No, only telephones."

3. _____ color TV when my grandfather was a boy, just black and white.



II. Choose the correct option to complete the sentences.

1. _____ any cellphones or computer games when I was young, but I was a very happy child.
- | | |
|-----------------|------------------|
| a. There isn't | c. There aren't |
| b. There wasn't | d. There weren't |



2. In my grandma's house, _____ a beautiful black and white photo of her when she was a little girl. I always look at it when I visit her.

- | | |
|--------------|---------------|
| a. there is | c. there are |
| b. there was | d. there were |



3. "_____ any cool skate parks near your house?"
"Yeah, the one on Jefferson Avenue is pretty cool."
- | | |
|--------------|---------------|
| a. Is there | c. Are there |
| b. Was there | d. Were there |



YOU (SINGULAR/PLURAL) AND THEM (OBJECT PRONOUNS)

Take a look at these groups of sentences.

This computer game is easy.
I'll **show you**, Gary.

↓
verb

↓
object
pronoun

Gosh! Who are all the girls
with you in this photograph?

↓
preposition

↓
object
pronoun

You have a lot of chores today,
guys. I'll **help you**.

↓
verb

↓
object
pronoun

Hey, Matt and Tina! This new
game is **for you**.

↓
preposition

↓
object
pronoun

Those kids aren't very nice.
I really don't **like them**.

↓
verb

↓
object
pronoun

I have some photos of my
grandparents, but I don't know
a lot **about them**.

↓
preposition

↓
object
pronoun

Here are some more examples.

Ben, I need to talk **to you** about some of the plans for our wedding.

There were a lot of great parties at my grandmother's high school in the 1950s. She has a lot of memories **of them**.

I don't know who those people are. Do you *recognize them*?



REMEMBER THIS:

We use the object pronouns
you (singular and plural) and **them**
after a verb or a preposition.

LESSON 4

the grammar you need

Now take a look at this table with all of the subject pronouns and object pronouns.

| SUBJECT PRONOUNS (BEFORE VERBS) | OBJECT PRONOUNS (AFTER VERBS OR PREPOSITIONS) |
|------------------------------------|---|
| I | me |
| you | you |
| he | him |
| she | her |
| it | it |
| we | us |
| you | you |
| they | them |



REMEMBER THIS:

We use **I**, **you** (singular and plural), **he**, **she**, **it**, **we**, and **they** *before* verbs.

We use **me**, **you** (singular and plural), **him**, **her**, **it**, **us**, and **them** *after* verbs or prepositions.

Here's an example with subject pronouns and object pronouns.



the grammar you need



III. Complete the sentences with an object pronoun: *me, you (singular), him, her, it, us, you (plural), or them.*



1. "I'll never play the guitar!"

"Of course you will. It's easy. I'll show _____."

2. "Wow, look at all the people at this party."

"Yeah, but I don't recognize any of _____!"



3. "I have a really big secret."

"Oh, please tell _____!"

4. "This is my wedding dress. What do you think?"

"It's just gorgeous. I love _____!"



5. "It's 9 p.m. and Jonas is watching TV."

"Please tell _____ it's time for bed."

LESSON 4

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 4.

black and white (*not* white and black) (“These color photos are nice.”
“Yes, but these black and white photos are gorgeous.”)

here we are (“Here we are! This is our new home.” “Gosh, it’s beautiful!”)

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 . . .*. . . refer to decades;*

Grandpa, were there computer games in the 1950s?

No, there weren't any personal computers then.

*. . . talk about the past;*

Was there TV?

Yes, there was, but only in black and white.



Boy, there wasn't color TV!

No, and there were only four channels.



They were both born in 1900.

That's a long time ago!

*. . . say dates.*

Was it their wedding day?

Yes. June 12, 1921.



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

In the situation *Memories*, the grandfather shows his grandson an old family photo from a past Thanksgiving. Here is some information about this very important American holiday.

THE FIRST THANKSGIVING

Let's go back in time to the year 1620.

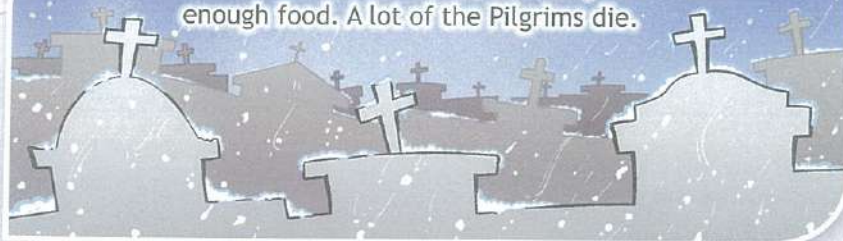
The Pilgrims leave England on the Mayflower.
Their destination: the New World and a new life in America.



They arrive in America.
For the Pilgrims, America is new and strange.



It's cold in America in the winter, and they don't have enough food. A lot of the Pilgrims die.



Now it's the year 1621.



Today, Thanksgiving is a very special holiday in the United States. American families, like the Pilgrims in 1621, get together on Thanksgiving Day to celebrate and to give thanks for all they have.

LESSON 4

FYI

This family tree shows some different ways we can refer to our family members.

Note that if both grandfathers are called “Grandpa,” people usually add a first name to avoid confusion (e.g., Grandpa Fred and Grandpa Joe). The same idea goes for grandmothers.

In general, only young children refer to their parents as Daddy/Papa or Mommy/Momma.

GRANDFATHER
GRANDPA
GRANDDAD
GRAMPS



Grandpa Fred

GRANDMOTHER
GRANDMA
GRANDMOM
GRANNY



Granny

GRANDFATHER
GRANDPA
GRANDDAD
GRAMPS



Grandpa Joe

GRANDMOTHER
GRANDMA
GRANDMOM
GRANNY



Grandma

FATHER
DAD
DADDY
PAPA



Dad

MOTHER
MOM
MOMMY
MOMMA



Mom



Scott



Vivian

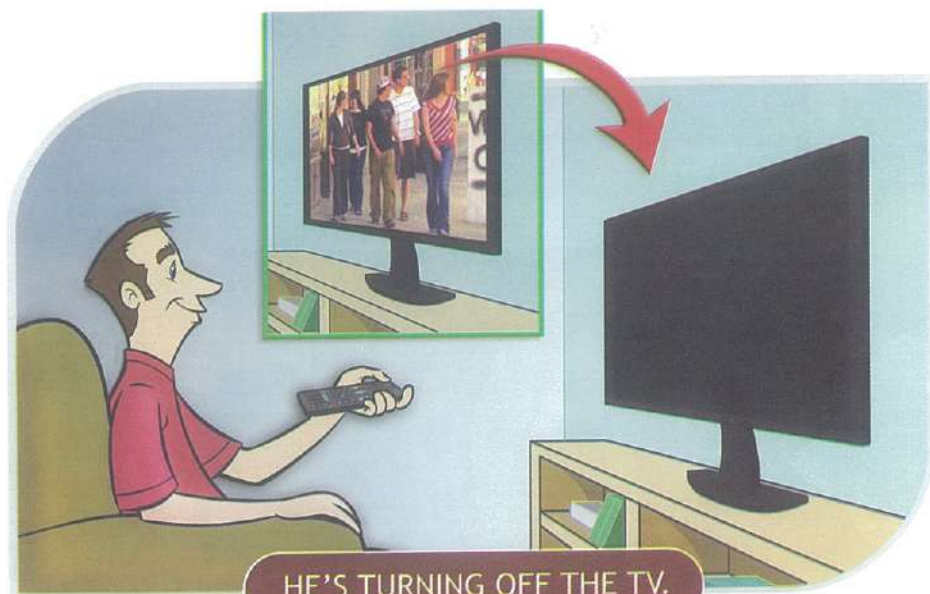
LESSON 5

words in action

What's going on?



HE'S TURNING ON THE TV.

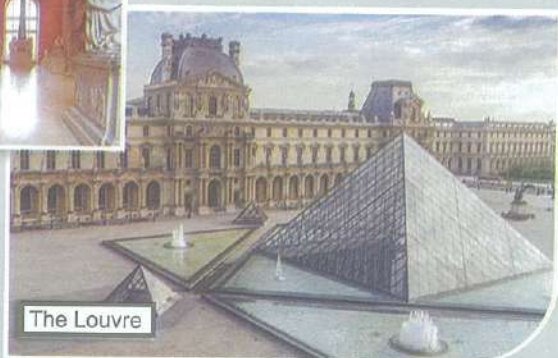


HE'S TURNING OFF THE TV.

LESSON 5

words in action

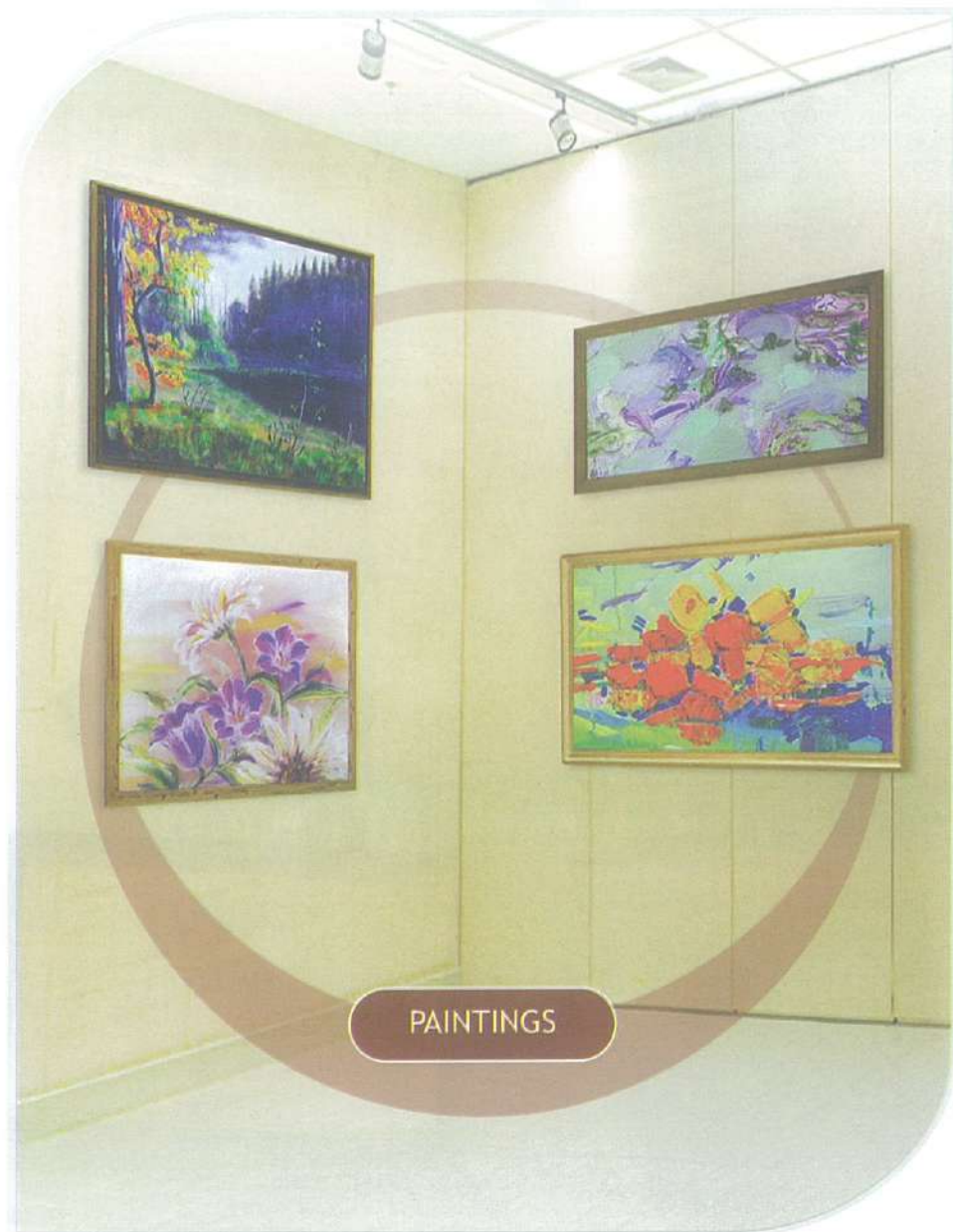
MUSEUMS



THE METROPOLITAN MUSEUM OF ART
OR THE MET

LESSON 5

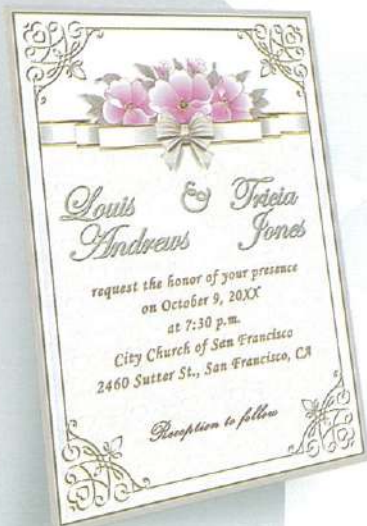
words in action



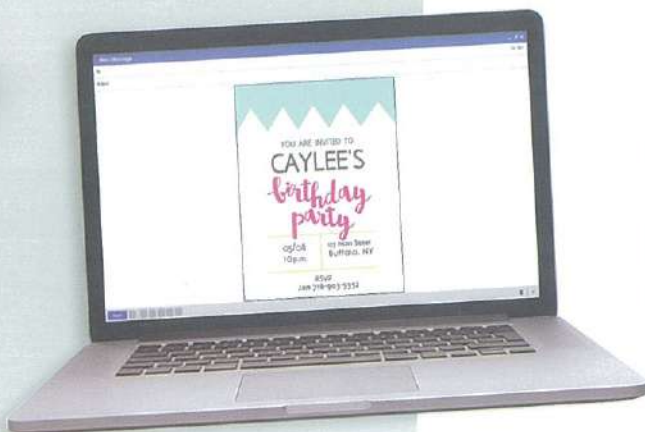
PAINTINGS

LESSON 5

words in action



INVITATIONS

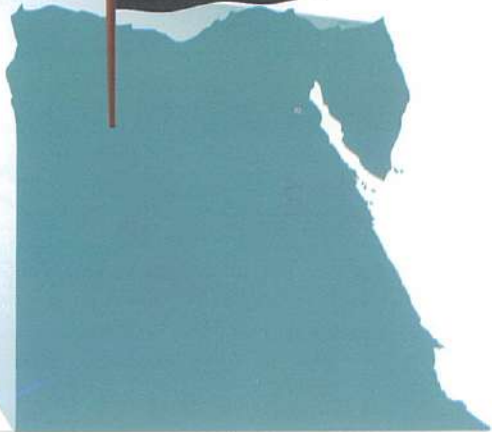


LESSON 5

words in action



EGYPT



THEY'RE EGYPTIAN.

LESSON 5

text

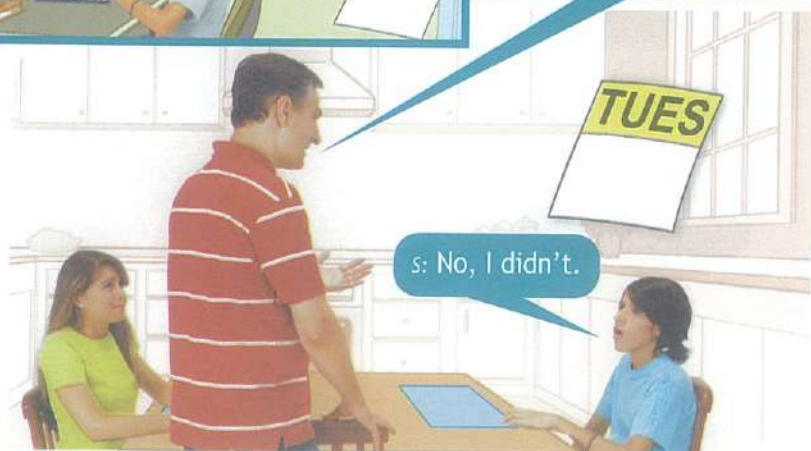
situation 1



DAD'S HOME OFFICE



F: Did you use my notebook last night?



S: No, I didn't.



D: I used it, Dad.



F: And you didn't turn it off afterward.

D: Oops!

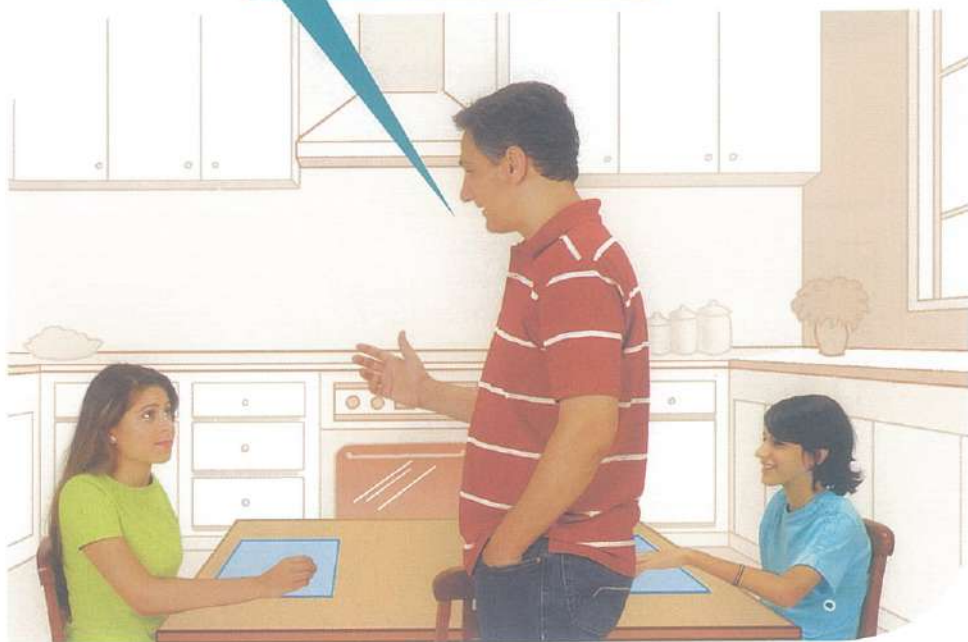
F = father

S = son

D = daughter



F: Please don't forget next time.
I use that notebook for work.



F = father

LESSON 5

text

situation 2

THE METROPOLITAN MUSEUM OF ART (THE MET)



M: Did you enjoy the Met?

5:30 PM



W: Yes, we did. We learned how the ancient Egyptians lived . . .



W: . . . and looked at hundreds of paintings.



G: But I especially liked one place—the gift shop!

M = man

W = woman

G = girl

LAST-MINUTE INVITATION



M: You look sad. What happened?



D: Leslie invited a bunch of girls to a sleepover. But she didn't invite me.



M: Cheer up. Leslie called 30 minutes ago to ask you too.



D: Yeah!

M = mother

D = daughter

LESSON 5

reading text

AT A SLEEPOVER



Mrs. Chen: Excuse me, girls.
Time for hot cocoa
and cookies!

(Girls): Yeah!

Jane: Tell us about your new
boyfriend!
Beth: Well, his name's Dave Witt.
He's a senior at Tate High.
Gail: And?
Beth: And he's tall, thin and
dark-haired. Here's a
photograph.
Gail: He's cute! How old is he?
Beth: He's 16, and he has a car.
Jane: Cool!



Gail: Let's go to the mall tomorrow.
Beth: Yeah!
Jane: I can't.
Gail: Oh, too bad.
Jane: So, did you guys pass that history test last week?
Gail: Yeah, I passed.
Beth: Me too.
Jane: Lucky you!

Gail: I want to show you guys my new make-up.

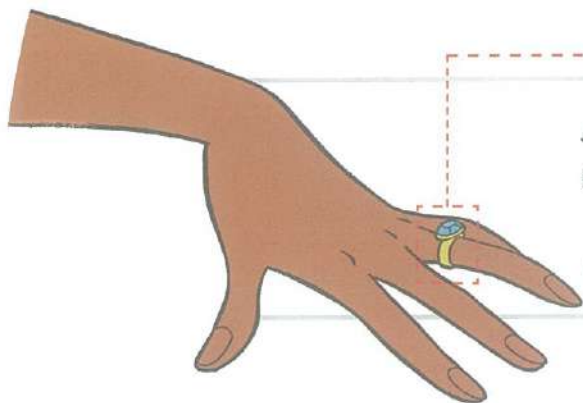
Beth: Cool!

Gail: This color is perfect for you, Jane. Try it!

Jane: OK. How do I look?

Beth: Fabulous! Here's a mirror.

Jane: I love it!



Jane: Is that a new ring?

Beth: Yes. It was a gift from Dave for my birthday.

Gail: Gosh, it's gorgeous!

Gail: Shh! My mom's coming!

Mrs. Chen: Come on, girls. It's 2 a.m. Go to sleep now.

Gail: OK, Mom. Good night!

(Beth and Jane): Good night, Mrs. Chen!

Mrs. Chen: Good night, girls.



LESSON 5

the grammar you need

The exercise is to be done and corrected in class.

THE SIMPLE PAST TENSE – REGULAR VERBS

Making affirmative statements

Compare these sentences.

I ask my mom for help with my homework *every day*. —→ PRESENT

I asked my mom for help with my homework *yesterday*. —→ PAST

Now look at some more examples.

My little sister learned three new words *last week*.

Shirley finished her history assignment *last Monday*.

Frederick passed all of his classes *last semester*.

In these sentences, we are talking about actions or situations that were completed in the past. We use the Simple Past Tense to talk about such actions or situations.

Notice that the past forms of the verbs in the sentences end in **-ed**. This is true of most English verbs. We call these verbs *regular verbs*.



REMEMBER THIS:

In *affirmative* statements expressing completed actions in the past, we add **-ed** to regular verbs that end in a **consonant**.

the grammar you need

Now look at this chart. Note that we use the same form of the verb for all persons.

| | | |
|------|--------|--------------------------|
| I | | |
| You | | |
| He | | |
| She | | |
| It | | |
| We | | |
| You | | |
| They | | |
| | played | at the park last Sunday. |



REMEMBER THIS:

In *affirmative* statements in the *simple past tense*,
with verbs ending in *vowel + y* we add **-ed** to the verb.

e.g., played, enjoyed, stayed

Take a look at this example with a regular verb in the past tense.



LESSON 5

the grammar you need

Now take a look at the past tense of some other regular verbs that you already know.

| INFINITIVE | PAST TENSE |
|----------------|---------------|
| to borrow | borrowed |
| to call | called |
| to clean | cleaned |
| to enjoy | enjoyed |
| to need | needed |
| to open | opened |
| to start | started |
| to talk | talked |
| to turn on/off | turned on/off |
| to wait | waited |
| to watch | watched |

Look at this example. Note the past tense of the verb *to invite*.

Tina invited five friends to her sleepover *last week*.



REMEMBER THIS:

In *affirmative* statements expressing completed actions in the past, we just add **-d** to regular verbs that end in **e**.

Here's an example with the verb *to use*.

There's a problem with my computer,

so I used your laptop to do my homework last night. Thanks, buddy!



Now take a look at this list with some other regular verbs in the past tense. Notice that in the infinitive form they all end in *e*.

| INFINITIVE | PAST TENSE |
|--------------|------------|
| to agree | agreed |
| to believe | believed |
| to close | closed |
| to hope | hoped |
| to like | liked |
| to live | lived |
| to love | loved |
| to recognize | recognized |
| to share | shared |

LESSON 5

the grammar you need

Making negative statements

Compare these sentences.

Mia **invited** me to a sleepover *yesterday*. → AFFIRMATIVE

Mia **did not invite** me to a sleepover *yesterday*. → NEGATIVE



Now compare these negative sentences.

Mia **did not invite** me to a sleepover *yesterday*. →

Mia **didn't invite** me to a sleepover *yesterday*. → NEGATIVE

Note how we make contractions.

did not

didn't



REMEMBER THIS:

In *negative* statements expressing completed actions in the past, we use

did not

or

didn't

(We do not add **-ed/-d** to the verb in *negative* statements.)

the grammar you need

This chart shows how we form negative sentences in the past tense.

| | | |
|------|----------------|------------------------------------|
| I | | |
| You | | |
| He | | |
| She | | |
| It | did not | play at the park yesterday. |
| We | didn't | |
| You | | |
| They | | |

Take a look at these examples with negative statements in the past tense.

It's too bad Jacob **didn't** join the triathlon team last year.

Allison **didn't** finish her science homework last night.

Kyle and I **didn't** visit Aunt Ethel yesterday because we weren't well.

Here is one more example.



LESSON 5

the grammar you need

Asking questions

Compare these sentences.

Max **invited** us to his party *yesterday*.

—————> AFFIRMATIVE

↓
Did Max **invite** us to his party *yesterday*?

—————> QUESTION



REMEMBER THIS:

In *questions* about completed actions in the past, we use
did
before the subject.

(We do **not** add **-ed/-d** to the verb in *questions*.)

Now look at this chart. Notice that we use the same form of the verb for all persons.

| | | |
|------------|--|---------------------------------------|
| Did | I you he she it we you they | play at the park last Tuesday? |
|------------|--|---------------------------------------|

Here are some more examples.

“Did you like the new French paintings at the museum yesterday?”

“Well, I **liked** the ones by Matisse and Manet.”

“What did you learn in history class last semester?”

“We **learned** about the ancient Egyptians. It was so interesting!”

the grammar you need

Now take a look at these dialogues. Note the short answers.

"Did Ann **enjoy** the sleepover at Eve's house *last weekend*?"

→ "Yes, she **did**."

→ "No, she **didn't**."

"Did you and Mike **borrow** your parents' car *yesterday*?"

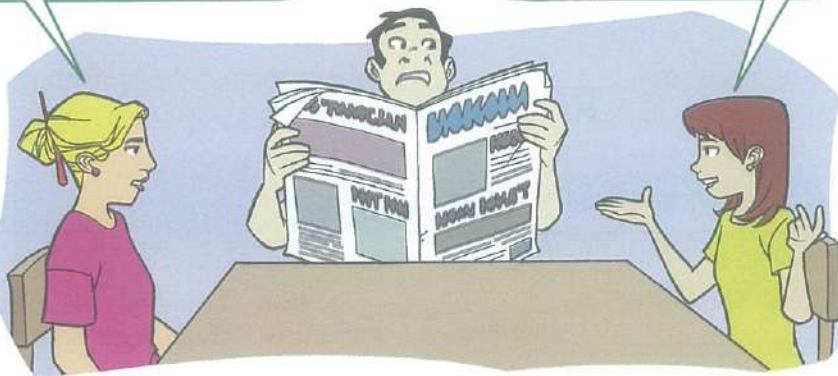
→ "Yes, we **did**."

→ "No, we **didn't**."

Here are some more examples with a short answer.

Did you **invite** all your friends to your sleepover yesterday?

No, I **didn't**. You know I have hundreds of friends, Mom. There wasn't enough time!



"Did you **watch** the basketball game on TV last night?"

"Yes, I **did**. It was a great game!"



LESSON 5

the grammar you need



Complete the sentences with the information in parentheses, as in the example.

Example:

"Did Bill recognize any people at the party?" (Bill; to recognize)

"No. But he only stayed there for a short time." (to stay)

1. "_____ in Spain when she was a child?" (Trina; to live)

"Yes. She _____ Spanish there too." (to learn)

2. "_____ any of your boyfriends when you were young?"
(your dad; to like)

"No. He always _____ about them." (to complain)

3. "_____ with you when you were little?" (your sister;
to play)

"No. She never _____ with me, and she never
_____ anything with me either." (to play; to share)

4. "_____ the new show on TV last night?" (you;
to watch)

"Yes. I _____ it! What a cool show." (to love)

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 past events;



Did you use my notebook last night?

No, I didn't.



I used it, Dad.

And you didn't turn it off afterward.



Did you enjoy the Met?

Yes, we did. We learned how the ancient Egyptians lived . . .



. . . give commands politely;

Please don't forget next time.



. . . express encouragement.



Cheer up.

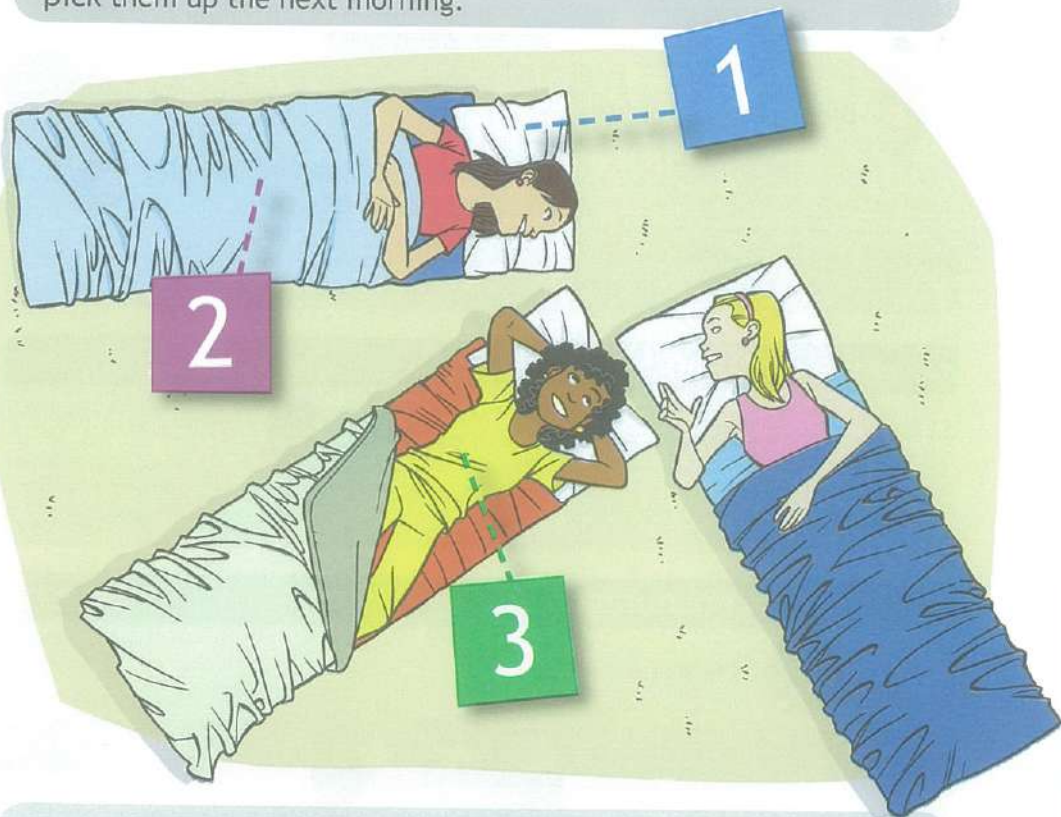


- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

SLEEPOVERS

A sleepover, also called a pajama party or a slumber party, is a kind of party that is very popular with American kids and teens (especially girls). People sometimes have a sleepover to celebrate a birthday or other special occasion.

Kids or teens who are invited to a sleepover should bring a pillow,¹ a sleeping bag,² and, of course, they shouldn't forget their pajamas!³ Parents usually take their kids to the party and pick them up the next morning.



At a sleepover, guests usually play games, eat, and talk for hours. Parents can complain, but sometimes guests never go to sleep!

At a sleepover, it is also common to have pillow fights,



order pizza and eat sweets.



4

At a sleepover for girls, guests sometimes like to put on nail polish⁴ and do their hair and make-up.




At a sleepover for boys, guests usually play sports and different kinds of games.



Are sleepovers popular in your country? If so, how are they different or similar to sleepovers in the U.S.?

LESSON 6

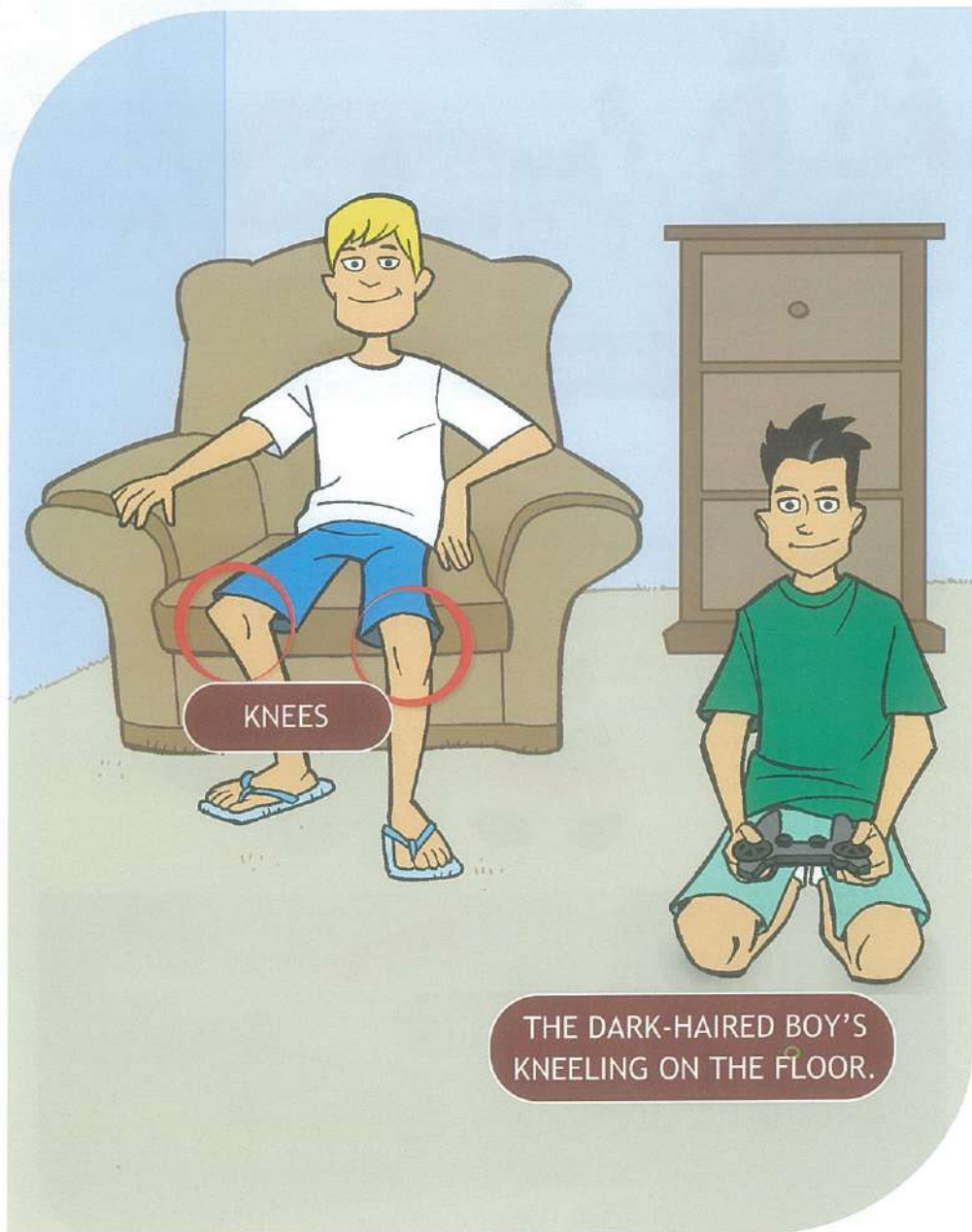
words in action

A young girl with brown hair is sitting on a grey sofa. She is wearing a colorful striped shirt and blue jeans. A large white dog is sitting on the floor next to her. A man with a beard, wearing a plaid shirt and dark pants, is standing next to the sofa. The background is a brick wall.

THE YOUNG GIRL IS SITTING
ON THE SOFA.

THE DOG IS SITTING
ON THE FLOOR.

THE MAN'S STANDING
BY THE SOFA.



LESSON 6

words in action



THEY'RE PLAYING SOCCER.

SOCKS



RAIN





DIFFERENT KINDS OF SIGNS

TRAY



LESSON 6

words in action



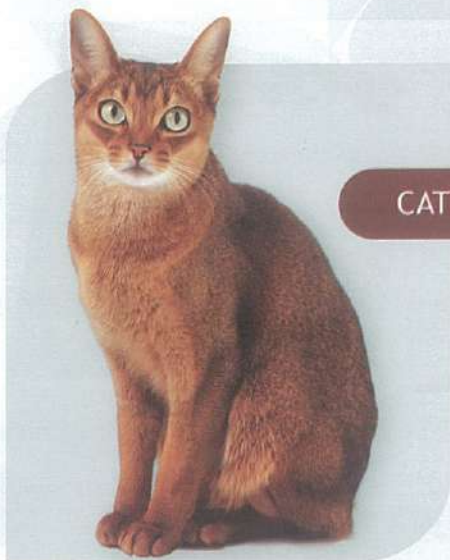
DIFFERENT KINDS OF
FAST FOOD



THEY'RE AT A FAST-FOOD RESTAURANT.

LESSON 6

words in action



CAT



PETS



SHE'S A VETERINARIAN.
OR
SHE'S A VET.

LESSON 6

words in action

What happened?



SHE SLIPPED
ON THE SNOW.

SHE DROPPED HER POPSICLE®
ON THE FLOOR.



LESSON 6

text

situation 1

BAD WEATHER



GS: Did you play soccer in the rain?



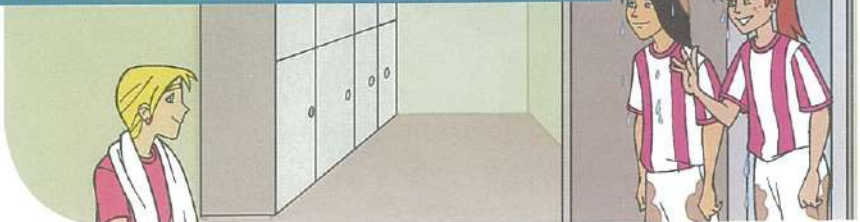
DG: Yeah. It started in the first half.

4:10

RG: And only stopped ten minutes ago.



RG: But we didn't mind because the game was really exciting.



GS = girl sitting

DG = dark-haired girl

RG = red-haired girl

LESSON 6

text

situation 2



AN ACCIDENT AT A FAST-FOOD RESTAURANT

BS: What happened?



BK: I slipped and dropped my tray.



BS: So you didn't notice the sign.



BK: What sign?



BS: That one. Look, it says "Caution: Wet Floor."



BS = boy standing

BK = boy kneeling

AT THE VET'S OFFICE



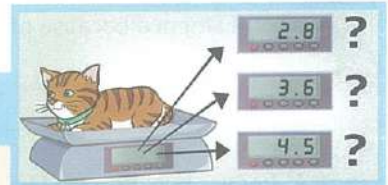
F: This is our new cat. We adopted him from the animal shelter the day before yesterday.



v: Congratulations on your new pet.



D: How much does he weigh?



F: Is that all? He eats nonstop!

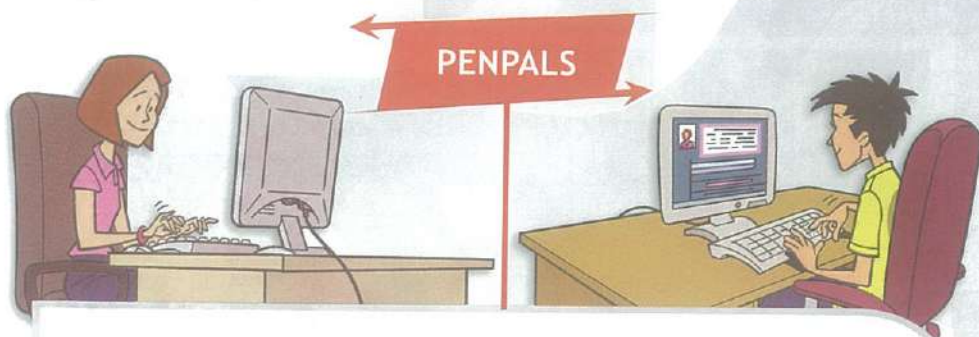
F = father

D = daughter

V = vet

LESSON 6

reading text



Alice: Hey, Andrew! What's your favorite American soccer team?

Andrew: Hi, Alice! Hmm, I have a favorite baseball team, a favorite football team, and a favorite basketball team. But I don't have a favorite soccer team.

Alice: Really? But soccer is such an exciting sport!

Andrew: You're right, and I love soccer. I played until last year, when I stopped because of a problem with my knee.

Alice: Oh, that's too bad. But if you love soccer, then you should have a favorite team.

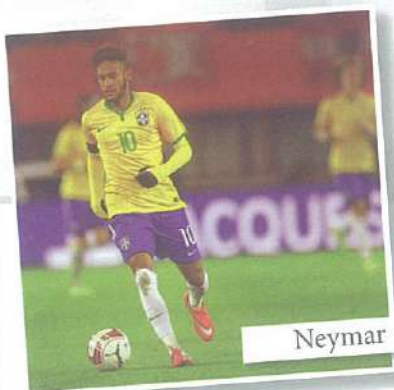
Andrew: I know, but in the U.S., soccer is a popular sport for kids and teenagers to play. It's not a very popular professional team sport.

Alice: Really? Gosh, it sure is a popular professional sport in France.

Andrew: And there are some impressive French soccer players!



Antoine Griezmann



Neymar

Alice: I really like the Brazilian players. They're great athletes, and they're cute too!

Andrew: But you don't have to be cute to be a great athlete, Alice. Listen, we're talking about sports, not about cute guys, OK?

Alice: OK, OK. Sorry, Andrew!

Andrew: That's all right. Well, I think it's too bad soccer isn't very popular here in the U.S. because there are some excellent American soccer players too.

Alice: Really?

Andrew: Yeah. My favorite ones are in the National Women's* Soccer League.

Alice: Cool!



Tobin Heath

* women = the plural of woman

LESSON 6

going further

MEASURING WEIGHT — OUNCES

Americans use the **ounce** as a unit of weight.

1 ounce = 28.35 grams

The abbreviation for ounce is **oz**.

e.g., 1 ounce = 1 oz

2 ounces = 2 oz

This 17-ounce box of cereal is on sale.



482 grams

NOTE

The **ounce**, a unit of **weight**, is different from the *fluid ounce*, a unit of volume (used to measure fluids).

In Lesson 2, there is a situation in which people talk about getting 20- or 32-ounce drinks. When it is understood that fluids are being measured, just the word **ounce** is often used.

MEASURING WEIGHT — POUNDS

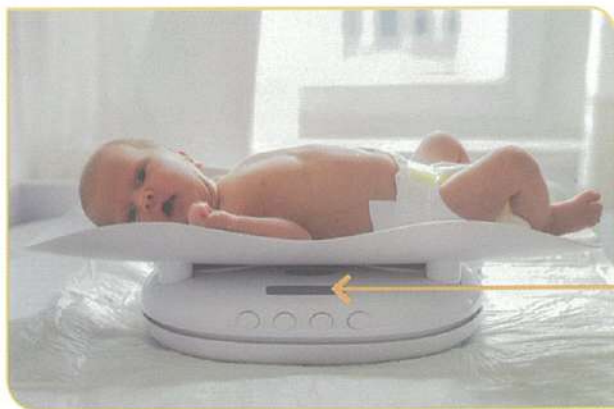
Americans also use the **pound** as a unit of weight.

1 pound = 16 ounces = 0.454 kilogram

The abbreviation for pound is lb.

e.g., 1 pound = 1 lb

2 pounds = 2 lb (often 2 lbs)



4 kilos

He weighs eight pounds and thirteen ounces. What a big baby!

LESSON 6

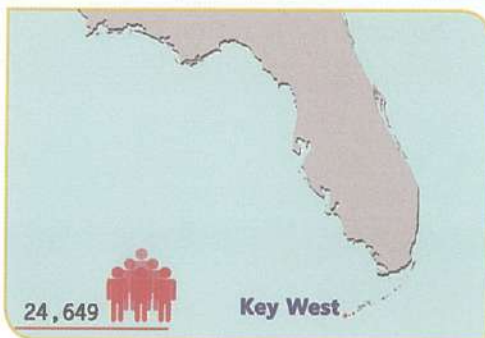
going further

EXPRESSING NUMBERS IN FIGURES — USING COMMAS AND PERIODS

Here is some information to help you know when to use commas and periods in numbers. You can listen to it too.

We usually use a comma (,) to separate every three digits in a number, as in these examples.

According to the U.S. Census, 24,649 people live in Key West, Florida.



In the U.S., about 36,117,000 families have pet cats.



LESSON 6

going further

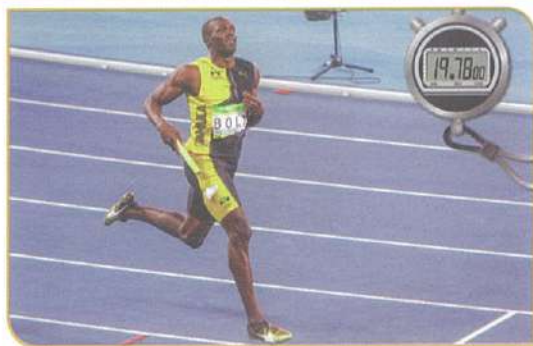
The punctuation mark at the end of a sentence is called a **period** (.), but it has other uses too. In the United States, it is used as a decimal mark in numbers, called a (decimal) **point**.

When we pronounce decimal numbers, we say **point** for the decimal mark.

“A temperature of 98.6° Fahrenheit is considered normal.” (Say: *ninety-eight point six.*)



At the Rio 2016 Olympic Games, Usain Bolt finished the 200-meter competition in 19.78 seconds to win first place. (Say: *nineteen point seventy-eight.*)



LESSON 6

going further

But when we pronounce prices, we don't say the word **point**.

"How much are these socks?"

"They're on sale: three pairs for only \$14.99." (Say: *fourteen ninety-nine*.)



"You don't need a lot of money to eat at a fast-food restaurant. The price of this meal was only \$17.50." (Say: *seventeen fifty*.)

"Yeah, but fast food is so bad for your health, and doctors can be very expensive."

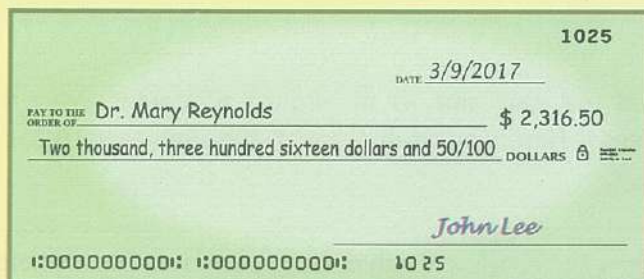


LESSON 6

going further

Notice the comma and decimal point in this example.

“Please give this check to Dr. Reynolds.”
“OK.”



(Say: two thousand, three hundred (and) sixteen dollars and fifty cents.)

When the period is used in Internet domain names, it's referred to as a **dot**, as in these examples.

“What’s your email address?”

“It’s annbaker@mymail.com.” (Say: ann baker at mymail dot com.)

“My cat Felix is not well. I don’t know what to do.”

“Well, you should take him to the vet then. Also, www.webvet.com is a great pet health information site.” (Say: w w w dot web vet dot com.)



LESSON 6

the grammar you need

The exercise is to be done and corrected in class.

THE SIMPLE PAST TENSE — REGULAR VERBS (CONTINUED)

You know that we can add *-d* or *-ed* to a regular verb to form the Simple Past Tense. Here's an example with the regular verb *to help*.



Special spelling rules

But for some regular verbs, there are special spelling rules to form the Simple Past Tense. Now let's look at some of these rules. Here's an example with the regular verb *to drop*.

"Hey, why is your little brother so sad?"
"Because he **dropped** his Popsicle®."

Look at how we form the past tense of *to drop*.

| INFINITIVE | PAST TENSE |
|---|---------------------------|
| to drop | dropped |
| ↙ ↘ one one vowel consonant | ↓ doubled consonant |



REMEMBER THIS:

If a regular verb has one syllable and ends in
one vowel + one consonant,
 we double that consonant and add **-ed** to form the past.

Take a look at this example.



LESSON 6

the grammar you need

Here are the regular verbs you know that end in one vowel + one consonant.

| INFINITIVE | PAST TENSE |
|------------|------------|
| to drop | dropped |
| to shop | shopped |
| to slip | slipped |
| to stop | stopped |

NOTE

For verbs that end in x and w,
we do not double the x or the w in the past tense.



to fix → fixed
to mow → mowed

Here's an example with the verb *to fix*.



the grammar you need

Now look at the past tense of the verb *to study*.

| INFINITIVE | PAST TENSE |
|--|---|
| to study | stud ied |
|  consonant + y |  |

Here are some examples.

My sister **tried** on her beautiful wedding dress for the first time last week.
 Yesterday was housecleaning day, so my kids **tidied** their rooms.



REMEMBER THIS:

In *affirmative statements* in the *simple past tense*,
 with verbs ending in a *consonant + y* we change the
y to *i* and add **-ed** to the verb.

These regular verbs you know end in a consonant + y.

| INFINITIVE | PAST TENSE |
|------------|------------|
| to hurry | hurried |
| to tidy | tidied |
| to try | tried |
| to try on | tried on |

LESSON 6

the grammar you need



Select the correct verbs from the box, then write them in the past tense to complete the sentences. The first one is done for you.

to adopt
to drop

to finish ✓
to hurry

to mow
to study

to try on

1. "My daughter finished medical school in June."

"Really? I'm going to ask her to take a look at my bad knees."

2. "Wow! The backyard looks great."

"That's because Eric just _____ the lawn."

3. I _____ for the big science test every day after school last week.

4. "Dad! Tim just _____ Mom's birthday cake on the floor!"

"Sorry. It was an accident, Dad!"

5. Emily _____ 10 different pairs of earrings at the store, but she didn't like any of them.

6. "How cute! Is this your new dog?"

"Yep. Meet Buddy. I _____ him from the shelter yesterday."

7. Grandpa's cat wasn't well yesterday, so he _____ home after work to take her to the veterinarian.

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 past events;



Did you play soccer in the rain?



Yeah. It started in the first half.



And only stopped ten minutes ago.



This is our new cat. We adopted him from the animal shelter the day before yesterday.



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

LESSON 6

I know how to . . .

. . . talk about the weather;

BAD WEATHER



Did you play soccer in the rain?

Yeah. It started in the first half.



. . . understand signs;

What sign?



That one. Look, it says 'Caution:
Wet Floor.'



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

. . . ask for and give explanations;

What happened?

I slipped and dropped my tray.

**. . . talk about weight.**

How much does he weigh?

He weighs 3 pounds and 6 ounces.



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

LESSON 6

FYI



In the lesson, a boy slipped because he didn't notice this sign:

Signs are important because they can help prevent accidents. Here are some important street signs that are common in the U.S.

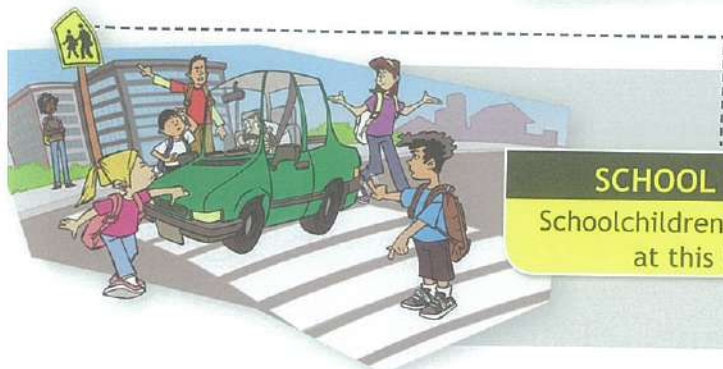
NO PARKING

Parking is not permitted.



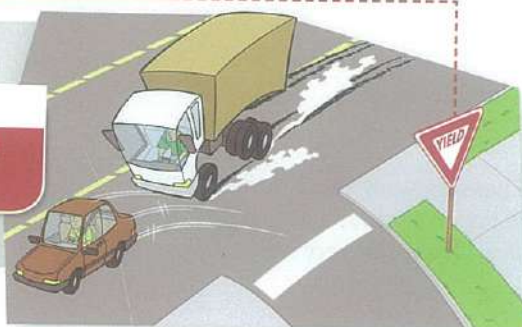
SCHOOL CROSSING

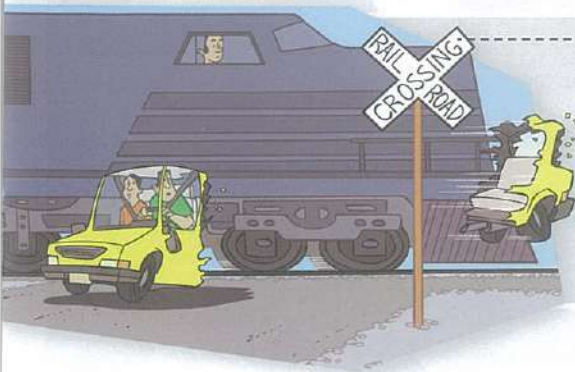
Schoolchildren cross the street at this location.



YIELD

To permit other vehicles on a principal road to go first.



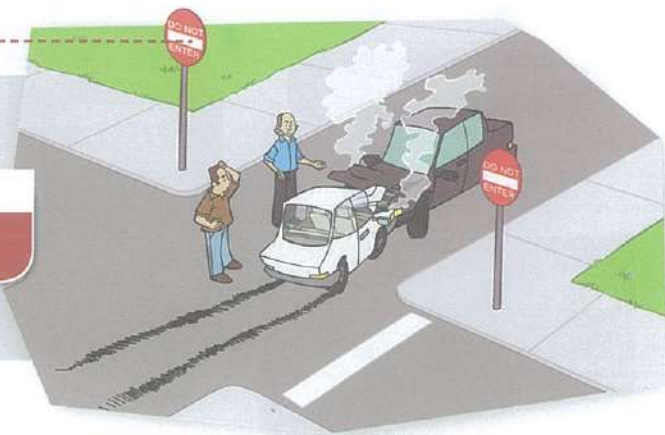


RAILROAD CROSSING

Trains cross the road at this location.

DO NOT ENTER

It is not permitted to enter.



DEAD END

This refers to a street that ends with no exit.

LESSON 7

words in action

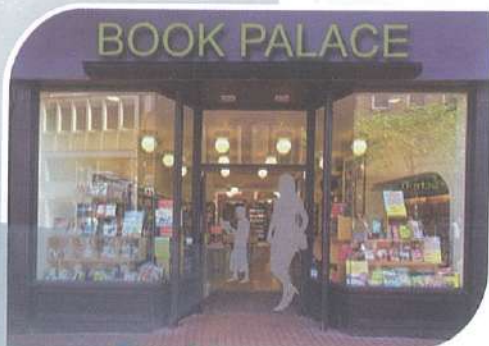


BRACELET

BOOKSTORE



BOOK PALACE



WOOD



LESSON 7

words in action



COTTON

A PURPLE COTTON DRESS



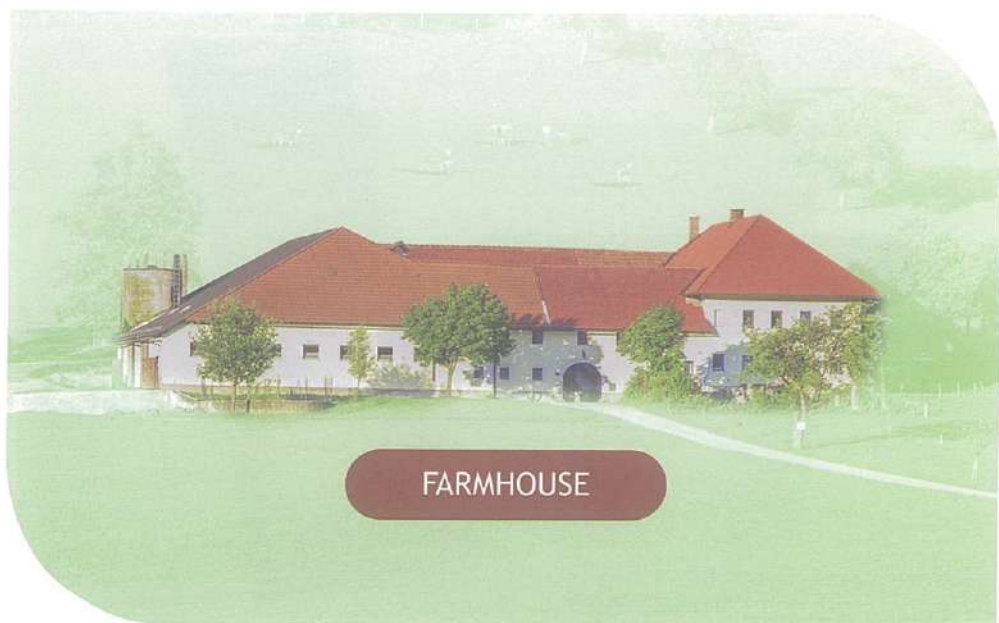
LESSON 7

words in action

FARM

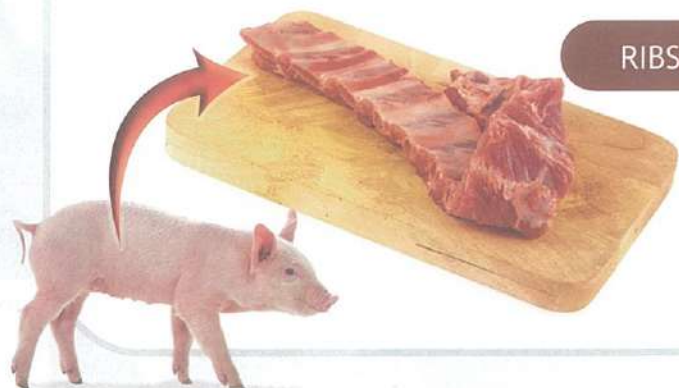


FARMHOUSE



LESSON 7

words in action



RIBS

BARBECUED RIBS

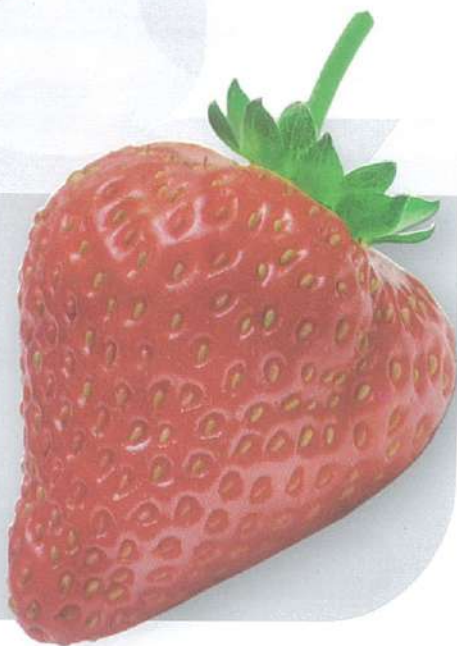


BAKED POTATOES

LESSON 7

words in action

STRAWBERRY
(PL.: STRAWBERRIES)



CHEESECAKE



SWEET-SIXTEEN GIFTS



GOR: Did you have fun last night?



GOL: I had a blast!



GOL: Did you see my presents?



GOR: I only saw one or two.

GOR: Hmm . . . I guess Alan gave you this bracelet.



GOL: Yes, he did! It was just perfect with my pink dress!

GOR = girl on the right

GOL = girl on the left

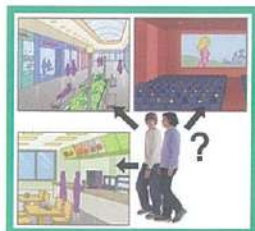
LESSON 7

text

situation 2



AT A BOOKSTORE



M: Where did you and Jim go yesterday?



S: We went to Jim's grandparents' place.



S: It's a white wooden farmhouse about 20 miles away.



M: What did they make for lunch?



S: They made barbecued ribs, baked potatoes . . .
Oh, and strawberry cheesecake for dessert.

M = mother

S = son

LESSON 7

reading text

GOOD FRIENDS

Jacob: Hey, Mike!

Mike: Hi, Jacob!

Jacob: Come here, Mike!



Jacob: Take a look at my birthday present, dude.

Mike: A car?

Jacob: Yep! Now that I'm 16, and a good driver, my parents gave me their old car.

Mike: Lucky you!

Jacob: Yeah. But until I'm 17, I can only use it to go to places that aren't very far away from home: Kayla's house, school, and the mall.

Mike: Hey, my place is only one or two miles from your house.

Jacob: And?

Mike: And so you can give me a ride to school every day, good buddy. The bus is for kids. I'm too cool to take the bus to school.

Jacob: Ha, ha. Very funny. OK, Mike. You can get a ride with me.

Mike: Thanks!

Jacob: No problem. After all, that's what friends are for.



LESSON 7

going further

MEASURING DISTANCE — MILES

Americans use the **mile** as a unit of distance.

1 mile = 1.609 kilometers

The abbreviations for mile are mi and m.

e.g., 1 mile = 1 mi or 1 m.

2 miles = 2 mi or 2 m.



LESSON 7

going further

ORDER OF ADJECTIVES (COLOR+MATERIAL+NOUN)

In one of our situations, a boy is talking with his mother about a farmhouse. He's talking about what color it is and what material it's made of.

Son: It's a **white wooden** farmhouse about 20 miles away.

↓ ↓ ↓
color + material + noun

When we are talking about something and we mention its color and the material it is made of, we first mention the color and then the material.

Here are some other examples.



LESSON 7

the grammar you need

The exercise is to be done and corrected in class.

THE SIMPLE PAST TENSE – IRREGULAR VERBS

Making affirmative sentences

Compare these sentences.

I **go** to soccer practice after school *every day*. —————→ PRESENT

I **went** to the bookstore after school *yesterday*. —————→ PAST

Now look at this.

| PRESENT | PAST |
|---------|------|
| go | went |

A lot of English verbs have irregular past tense forms, that is, the affirmative form of these verbs in the past does not end in *-ed*. In this lesson, we learned the past tense of several irregular verbs. In future lessons, we are going to learn others.

Here are some irregular verbs in the past tense.

| INFINITIVE | PAST TENSE |
|------------|------------|
| to forget | forgot |
| to give | gave |
| to have | had |
| to make | made |
| to see | saw |
| to go | went |

*the grammar you need***Making negative sentences**

Remember how we form the negative in the past? Take a look.

I **forgot** to buy a present for Lia yesterday. —→ AFFIRMATIVE

I **did not forget** to buy a present for Lia yesterday. —→ NEGATIVE



Now compare these sentences.

I **did not forget** to buy a present for Lia yesterday. —→ NEGATIVE

I **didn't** forget to buy a present for Lia yesterday. —→

**REMEMBER THIS:**

We form the negative of irregular verbs in the same way as for regular verbs.

Asking questions

Let's take a look at how we form the interrogative of an irregular verb in the past.

Alice **made** cheesecake for dessert last night. —→ AFFIRMATIVE

Did Alice **make** cheesecake for dessert last night? —→ INTERROGATIVE

**REMEMBER THIS:**

We form the interrogative of irregular verbs in the same way as for regular verbs.

LESSON 7

the grammar you need



Select the correct verbs from the box, then write them in the past tense to complete the sentences. The first one is done for you.

to adopt

to make

to forget

to see

to give

to stay ✓

to have

to study ✓

1. "Did you go to Jessica's sweet-sixteen party last weekend?"

"No. I stayed home and studied for my history test."

2. "My husband and I _____ a little girl last month."

"Congratulations! I _____ a picture of her in your office. She's really beautiful."



3. "What gorgeous earrings!"

"Thanks! My boyfriend _____ them to me for my birthday last year."

4. "How was Devon's party last night?"

"It was awesome. My friends and I _____ a blast!"

5. "Oh, no! I _____ my cellphone. It's in my room on my bed."

"Relax. I'll call Dad and ask him to bring it to you."

6. "That is a really cool bracelet."

"Thank you. I _____ it out of wood from my uncle's farm."



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 past events;**

Did you see my presents?

I only saw one or two.



Where did you and Jim go yesterday?

We went to Jim's grandparents' place.

**. . . express satisfaction;**

Hmm . . . I guess Alan gave you this bracelet.



Yes, he did! It was just perfect with my pink dress!

**. . . give information about location.**

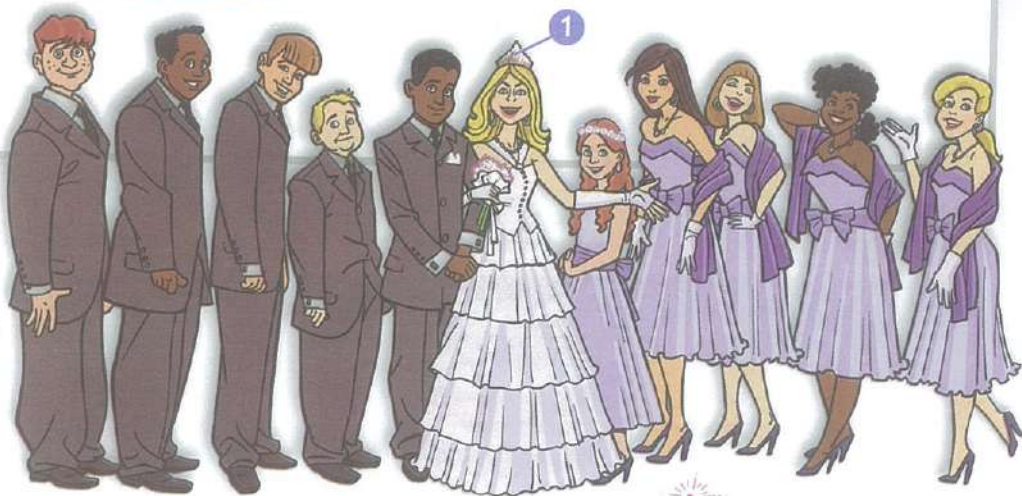
It's a white wooden farmhouse about 20 miles away.



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

You learned that in the United States, some teenagers (usually girls) have a special birthday party called a “sweet-sixteen party” or a “sweet sixteen” when they are 16 years old. Now let’s learn some more about this very special party.

Sometimes these sweet-sixteen parties are very formal occasions. The birthday girl usually wears a tiara¹ and a beautiful dress (or dresses) and is accompanied by a “royal court” of friends as we can see in this picture.



There are a lot of sweet-sixteen party traditions, such as lighting sixteen candles.²



Other sweet-sixteen parties are more informal events. They are just like regular birthday parties, but with “sweet sixteen” as the theme.



At 16, a lot of young Americans get their first car. That really makes a teenager's sixteenth birthday an important date!

LESSON 8

words in action



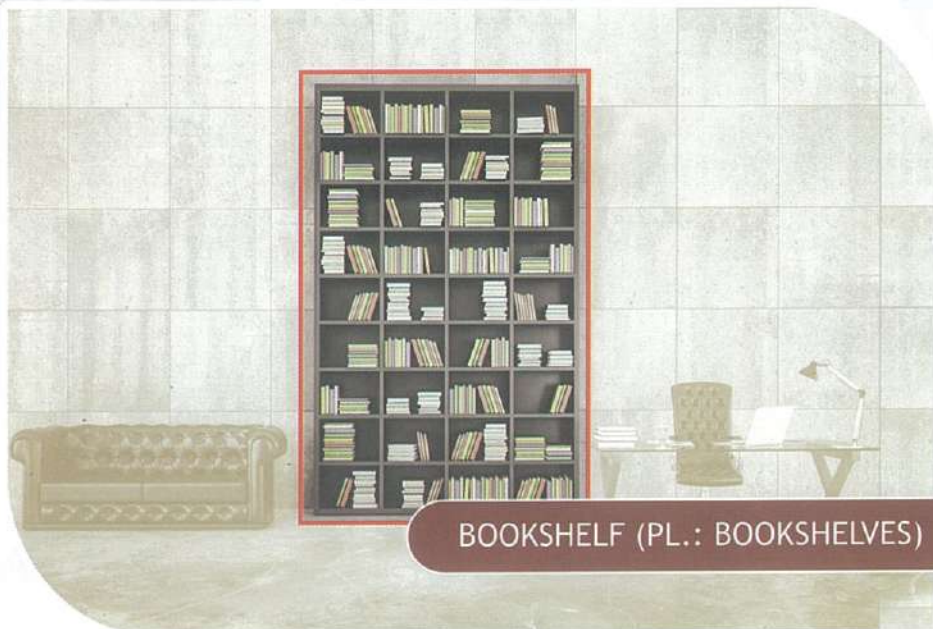
SKY



WINDOW

LESSON 8

words in action



BOOKSHELF (PL.: BOOKSHELVES)



MARKER

LESSON 8

words in action

STAIRS



BASEMENT



LESSON 8

words in action

GLASSES

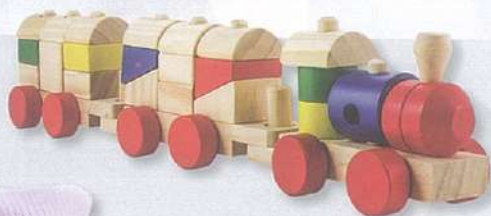


DISHES



LESSON 8

words in action



TOYS



KEYS

LESSON 8

words in action



RESTROOMS



CASH REGISTER OR REGISTER

LESSON 8

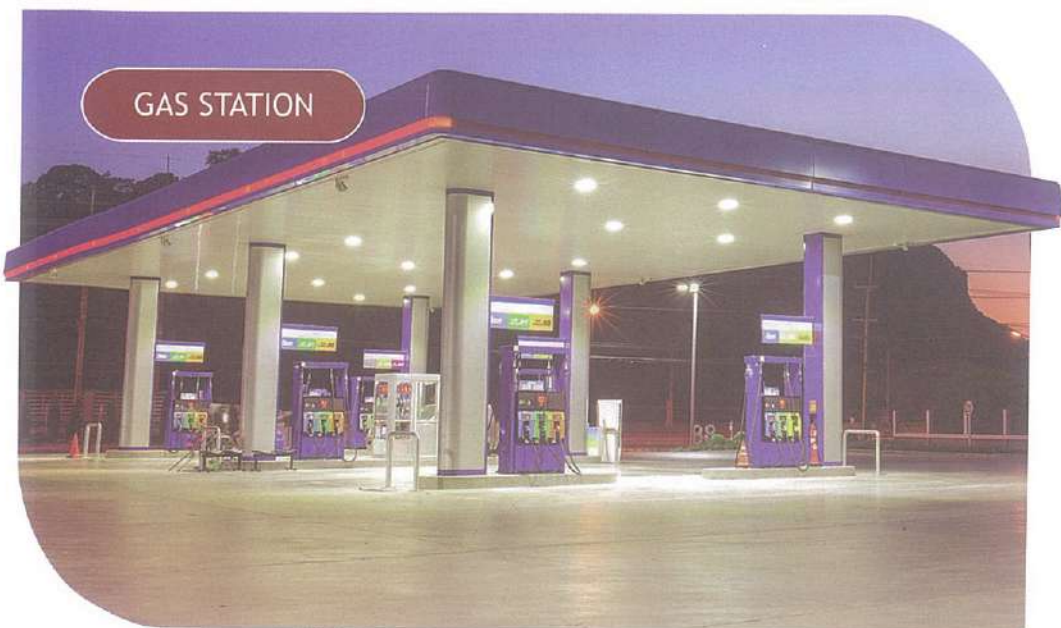
words in action



GASOLINE OR GAS



GAS STATION



LESSON 8

text

situation 1

ORGANIZING A GARAGE SALE



MG: Did you bring the dishes and glasses from the basement?



B: We brought them up yesterday.



MG: Did you get the boxes of toys too?



GOR: Yes, Mom. We got those too.



GM: And I put the prices on everything last night.



MG: Then we're ready for business!



MG = Mrs. Green

B = boy

GOR = girl on the right

GM = girl with a marker

LESSON 8

text

situation 2

WINTER SKY



BW: There's a snowstorm heading our way.



BB: Yeah. I hope it's like the one last month.



BW = boy by window

BB = boy by bookshelf

AT A GAS STATION

M: Hmm. I can't find my car key.



D: Maybe you left it in the restroom.



M: Or at the register when I paid for the gas.



D: Don't worry! I'll go check.



* self-service = self serve

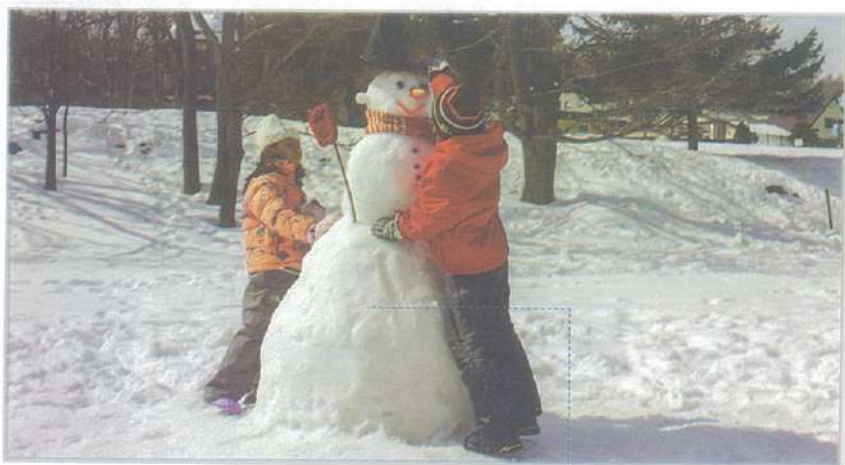
M = mother

D = daughter

Snowstorm Closes Businesses and Schools

By EMILY S. RUIZ and THERESA VEGA-JONES

A snowstorm together with cold temperatures (only 19°F in some areas of town) brought the city to a stop yesterday. Students were sent home and businesses closed early. City schools are also closed today.



Children of all ages, like James Friedberg, 13, enjoyed their day off on this cold winter morning. "My friends and I

love to play in the snow. There wasn't a lot of snow last winter, so we're really having a blast today!" His sister, Megan

Friedberg, 6, agrees. "This is a lot of fun! And James is going to help me make a snowman."

Authorities say the city is prepared for difficult weather like this but hope people will use caution when outside.

Police Officer Carlos Mitchell is worried about the situation.

“Because of all this snow and ice*, there were a bunch of car accidents yesterday, and a lot of people, especially elderly people, slipped on stairs and streets. So, I want to say

that you should just stay at home if you can.”

The National Weather Service says that another snowstorm is heading our way tonight and should be here by about 7 p.m.



LESSON 8

going further

PLURAL OF WORDS THAT END IN -CH, -S, -SH, -SS, -X, AND -Z

It's simple to form the plural of words that end in -ch, -s, -sh, -ss, -x, and -z. Just add -es.

Take a look at this example with dishes.



Here are some more examples.

We need these boxes for the garage sale.



There are two glasses of juice on the table.

Those cool watches are on sale.



Mark takes two buses to get to work.

Emilia loves to do quizzes with her friends.



the grammar you need

The exercise is to be done and corrected in class.

THE SIMPLE PAST TENSE – IRREGULAR VERBS (CONTINUED)

Look at the past tense of these verbs. Notice that these forms are irregular. They do not end in -ed.

| INFINITIVE | PAST TENSE |
|------------|------------|
| to bring | brought |
| to buy | bought |
| to do | did |
| to find | found |
| to get | got |
| to leave | left |
| to meet | met |
| to put | put |
| to send | sent |

Here are some examples.



LESSON 8

the grammar you need



Select verbs from the box; then write them in the past tense to complete the sentences. The first one is done for you.

to buy

to forget

to leave

to do

to get

to meet

to find

to go ✓

to send

1. "Mrs. Ox went home early yesterday, and she isn't here today."
"Really? I hope everything is OK. I'll call her now."

2. "I _____ these keys on the stairs after science class."
"Hm. I think they're my friend Christina's keys."



3. "Who's that woman with Mr. Rogers?"
"That's his new girlfriend. I _____ her yesterday."

4. "I _____ this old cash register at a garage sale yesterday."
"Wow! I think it's from the 1900s."



5. "I _____ you an email about your new work assignments yesterday."
"Great. I'll look at it now."

6. "Why isn't the car starting?"
"Uh-oh. I _____ to put gas in the car last night!"



7. "I _____ dinner on a plate in the refrigerator for you."
"Thanks, but I _____ some fast food after work."

8. "Did you do your homework?"
"Yes, I _____ it last night. I'm going to go to the mall with some friends now."



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 8.

to head my/your, etc., way ("Hey, are you heading my way?" "Yes, I am. Get in!")



to be ready for business ("My new restaurant is open and ready for business." "That's great!")

LESSON 8

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 for additional information;



Did you get the boxes of toys too?

Yes, Mom. We got those too.



. . . talk about the weather;



There's a snowstorm heading our way.



. . . asking for and giving reasons;



Why?

Because they sent us home early from school!



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

. . . suggest possibilities;



Hmm. I can't find my car key.



Maybe you left it in the restroom.



. . . offer to do something.



Don't worry! I'll go check.



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

LESSON 8

FYI

GARAGE SALES

Read this information about garage sales in the U.S. You can listen to it too.

What do you do when you have a lot of things you don't need or want?

In the U.S., people have a garage sale.



Garage sales, also called yard sales, are informal outside events where people sell items they don't need or want. People usually have garage sales in their garage or in the front yard of their home. National Garage Sale Day is the second Saturday of August, but it's common to see garage sales any day of the year if the weather is nice.

The Witt family is talking about having a garage sale.

Mr. Witt: What is all that stuff in the garage?

Mrs. Witt: Well, we have a lot of things we don't use.

Cindy: I know! We should have a garage sale.

Mr. Witt: Good idea! Maybe the car will fit in the garage after that.

Mrs. Witt: We can have the sale next Saturday. Let's make a sign.

GARAGE SALE

SAT, JUNE 3

8 a.m. – 2 p.m.

143 COOPER ST.

You can see signs like this one in towns and cities across the United States. You can usually find them at local stores and on street corners in residential areas.

**What can you buy at a garage sale?
Anything and everything!**

At a garage sale, you can usually find toys, games, books, and clothing. Sometimes you can also find things like sofas, armchairs, and bookshelves. If you are looking for interesting stuff to buy, you won't be disappointed!

Items for sale are usually in very good (or perfect) condition at very good prices. So garage sales are great for people like college students and young professionals who usually have a tight spending limit.

Of course, shopping at a garage sale is a little different from shopping at a store. For example, there are no taxes, and people usually have to pay with small bills to help make change.



Here's a moment from the Witts' garage sale.

Cindy: Mom, are you really going to sell Dad's armchair?
It's his favorite!

Mrs. Witt: Yep. It's so ugly. We'll get him a new one.

Young Man: Excuse me. What a cool armchair! It's perfect for my apartment. And it's only \$20! I'll take it.
Here are two fives and a ten.

Mrs. Witt: Great. Thanks!

At very large garage sales, people sometimes sell homemade lemonade and other simple food like hamburgers and hot dogs.



At the end of the day at the Witts' house.

Mrs. Witt: Well, that was a great garage sale. We made some money selling the things we didn't want. Now the car fits in the garage. And other people are happy to have all that stuff now.

Mr. Witt: That's right! Um . . . Where's my armchair?

Cindy: Uh-oh . . .

Are garage sales common where you live? What do you and your family usually do with things you don't want or need?

LESSON 9

words in action

AMUSEMENT PARK



ROLLER COASTER



THERE ARE A LOT OF
RIDES AT THIS
AMUSEMENT PARK.

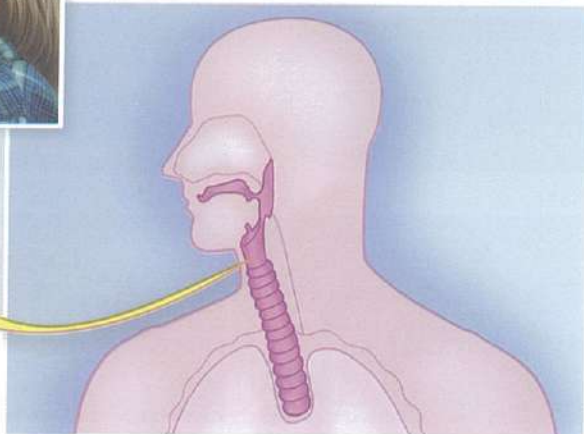


LESSON 9

words in action

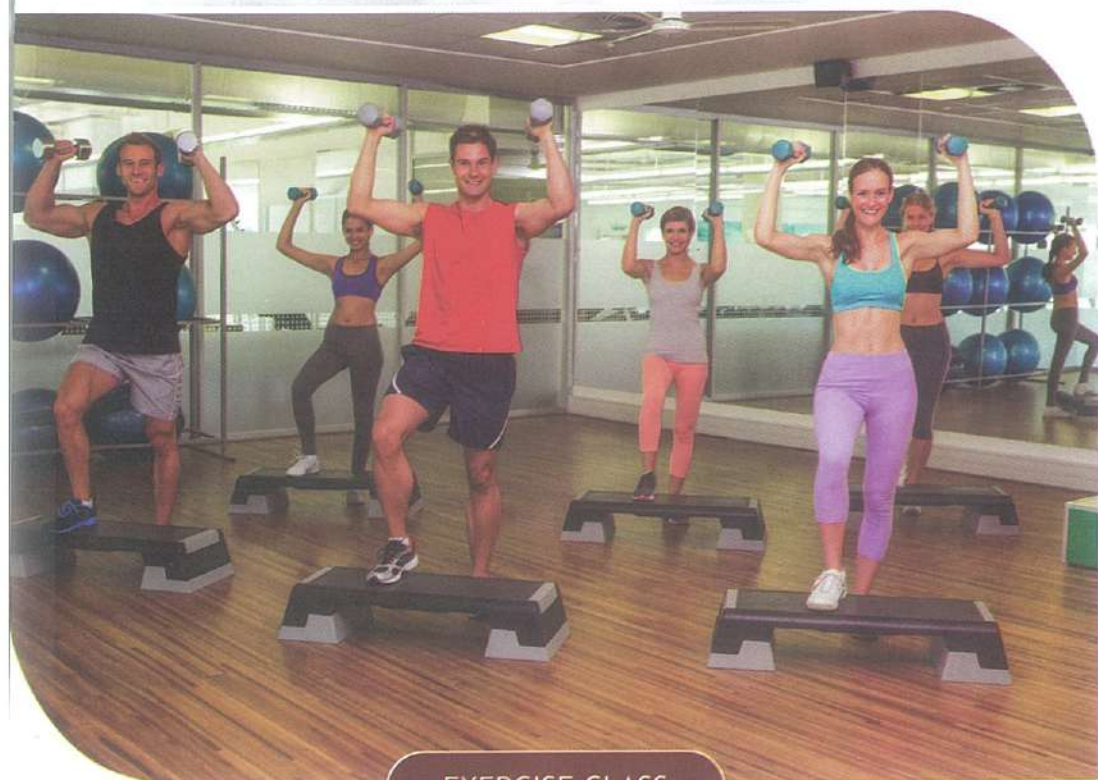


THROAT



LESSON 9

words in action



EXERCISE CLASS

LESSON 9

words in action

What's going on?



THE LITTLE GIRL IS CRYING.



HE'S SNEEZING.

LESSON 9

text

situation 1

AT THE AMUSEMENT PARK



M: Charlie's crying.
What's the matter?



w: Well, I just told him he's not tall
enough to ride the roller coaster.



M: Why did you say
that to him?



w: Look at the sign: Riders must
be at least three eight.

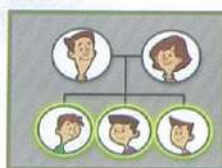
M = man

W = woman

LESSON 9

text

situation 2



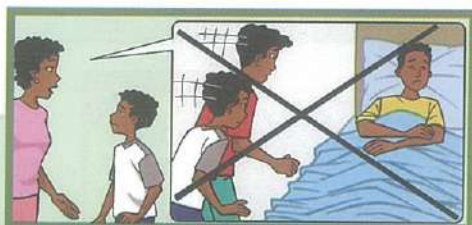
BROTHERS



BOL: Mom said John has a sore throat and a stuffy nose.



BOR: Yeah, he looks awful.



BOL: She also said we mustn't go near him.



BOR: Fine by me! I don't want to catch his cold.

BOL = boy on the left

BOR = boy on the right

NO HANGING OUT



GOL: Why must you always go straight home after school?



GOR: Because I have to look after my baby sister.



GOR: My mom has an exercise class at 4:30, and we don't have a baby-sitter.



GOL = girl on the left

GOR = girl on the right

LESSON 9

reading text

AN AWFUL COLD



Rick: Hi, Nicole!

Nicole: Hi, Rick! Hey, is your friend Alan absent today?

Rick: Yep. He had to stay home.

Nicole: Really? What's the matter with him?

Rick: He caught an awful cold.

Nicole: That's too bad!

Rick: Yeah. I went to visit him yesterday. He has a sore throat and a stuffy nose, and he's sneezing a lot. He just sleeps and watches TV all day, but he complains he's exhausted.

Nicole: Gosh!

Rick: His mom stayed home from work today to look after him.

Nicole: Oh, that's good.

Rick: I'm going to visit him after school. Do you want to come with me?

(Rick sneezes.)

Nicole: That's probably not a good idea, Rick. I think you caught Alan's cold, and I don't want to be next!

MEASURING HEIGHT — INCH

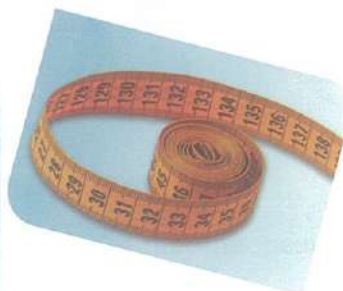
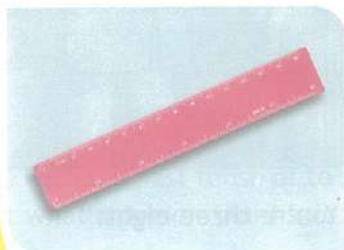
Americans use the **inch** as a unit of height.

1 inch = 2.54 centimeters (cm)

Notice how we abbreviate **inch(es)**:

e.g., 1 inch = 1 in or 1"

2 inches = 2 in or 2"



MEASURING HEIGHT — FOOT

Americans also use the **foot** as a unit of height.

1 foot = 12 inches = 30.48 centimeters (cm)

Notice how we abbreviate **foot (feet)**:

e.g., 1 foot = 1 ft or 1'

2 feet = 2 ft or 2'

LESSON 9

the grammar you need



REMEMBER THIS:

When the person being addressed is mentioned in the sentence,
we use **say to** or **tell**
in the appropriate tense.

(Most English speakers prefer to use **tell** instead of **say to**.)

Here are some examples with **said**, **said to**, and **told**.

Adam **said** he loves to ride roller coasters.

Doug **said** the banana pie is delicious.

Fred **said to** me he doesn't like to look after his baby brother.

Lucy **said to** Michelle she has two new dogs.

Bart **told** us he hung out at Tina's house after school yesterday.

Evan's mom **told** me he has a sore throat and a stuffy nose.

LESSON 9

the grammar you need

Take a look at these sentences.

Mr. Davis: **Do not talk** during class.

Mr. Davis **told** the students **not to talk** during class.

Mrs. Howard: Lucy, **do not forget** to call Aunt Marie today, please.

Mrs. Howard **said to** Lucy **not to forget** to call Aunt Marie today.



REMEMBER THIS:

We use **not to + verb**
when the statement was originally made using
do + not + verb
and was a *command* or *request*.

LESSON 9

the grammar you need

You learned the imperative form in a previous book. Look at these sentences in the imperative form.

Sarah, **go** to Kate's house after school.

Sarah, **don't go** to Kate's house after school.

Now look what happens when we use **say**, **say to** and **tell**.

Dad *said*, "Sarah, **go** to Kate's house after school."

Dad *said to* Sarah **to go** to Kate's house after school.

Dad *told* Sarah **to go** to Kate's house after school.

Dad *said*, "Sarah, **don't go** to Kate's house after school."

Dad *said to* Sarah **not to go** to Kate's house after school.

Dad *told* Sarah **not to go** to Kate's house after school.

Dad *said*, "Sarah, **don't forget to go** to Kate's house after school."

Dad *said to* Sarah **not to forget to go** to Kate's house after school.

Dad *told* Sarah **not to forget to go** to Kate's house after school.



- I. Complete the sentences with *said*, *said to* and *told*, as in the example.

Example:

Max: Try the chocolate cake.

Bob: Thanks.

Max said, "Try the chocolate cake."

Max said to Bob to try the chocolate cake.

Max told Bob to try the chocolate cake.



1. Dad: Go straight home after soccer practice.

Steve: Sure, Dad.

_____, "Go straight home after soccer practice."

_____ Steve to go straight home after soccer practice.

_____ Steve to go straight home after soccer practice.



2. Mom: Don't go near that dog.

Jane: OK, Mom.

_____, "Don't go near that dog."

_____ Jane not to go near that dog.

_____ Jane not to go near that dog.



3. Noah: Don't forget to buy some hamburgers at In-N-Out Burgers®.

Sophie: I won't forget.

_____, "Don't forget to buy some hamburgers at In-N-Out Burgers®."

_____ Sophie not to forget to buy some hamburgers at In-N-Out Burgers®.

_____ Sophie not to forget to buy some hamburgers at In-N-Out Burgers®.



LESSON 9

the grammar you need

MUST

Making affirmative statements with *must*

Take a look at these examples.

I **must** look after my little sister when my parents are not home.

We **must** stay home tonight and study for our test tomorrow.

Look at this table. Notice that **must** is a special verb. We don't add an *-s* to **must** with *he*, *she*, and *it*.

| | | |
|------|-------------|--------------------|
| I | | |
| You | | |
| He | | |
| She | | |
| It | must | be here next week. |
| We | | |
| You | | |
| They | | |



REMEMBER THIS:

We use **must** with all persons—we don't add an *-s* to **must** with *he*, *she*, and *it*.

The verb that comes after **must** does not take *to*.

Making negative statements with *must*

Compare these statements with *must*.

Gus **must** study for the test.

→ AFFIRMATIVE

He **must not** hang out with his friends.

→ NEGATIVE

Now compare these negative sentences.

Gus **must not** hang out with his friends.

→ NEGATIVE

Gus **mustn't** hang out with his friends.

Remember this.

must not



Now take a look at this table.

| | | |
|------|-----------------|-----------------------|
| I | | |
| You | | |
| He | must not | |
| She | | get here after 8 a.m. |
| It | mustn't | |
| We | | |
| You | | |
| They | | |



REMEMBER THIS:

In negative statements, we use **must not** or **mustn't**.

LESSON 9

the grammar you need

Asking questions with *must*

Compare these sentences.

Ray **must** go straight home after class. —→ AFFIRMATIVE

Must Ray go straight home after class? —→ INTERROGATIVE

Look at this table.

| | | |
|------|------|------------------|
| Must | I | be here tonight? |
| | you | |
| | he | |
| | she | |
| | it | |
| | we | |
| | you | |
| | they | |

Here's another example with *must*.





II. Use the correct form of *must* to complete the sentences.

1. "Yuck! I won't take this awful medicine."

"You have a very bad cold so you _____ take it, Jimmy."



2. "You _____ eat all this fast food, Katie."

"You're right. It's very bad for my health."

3. "_____ you play your drums every day after school?"

"Yes. I have to practice, Mom."



4. "You _____ finish your assignment today, Roger."

"OK, Susan."

5. "You _____ be late for work, Bob."

"Got it, Mr. Jenkins."

6. "I really don't want to catch your cold."

_____ you always sneeze on me?"

"Sorry, Hannah."

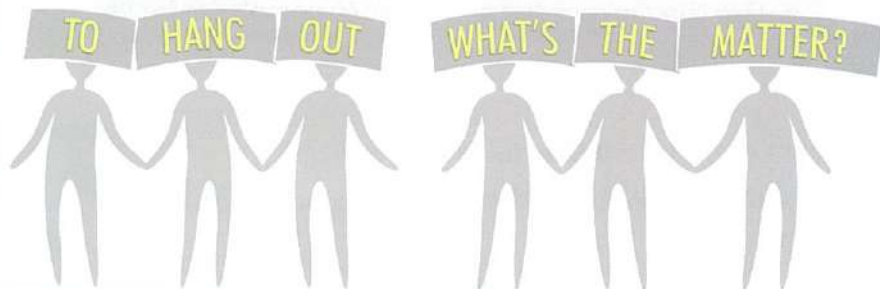


LESSON 9

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 9.

What's the matter? ("What's the matter with Devon?" "He has a sore throat.") ("What's the matter, Cynthia?" "I can't find my cellphone.")

to go near a person or thing ("Don't go near Mike." "I won't. I don't want to catch his cold.") ("Samantha always looks great." "That's because she gets lots of exercise and never goes near fattening food.")

Fine by me! ("You're not tall enough to go on the new roller coaster." "Fine by me! I don't like roller coasters.")

to hang out ("No hanging out tonight, guys." "You're right. We have to study for the test tomorrow.") (Jack and his friends like to hang out at the mall on the weekends.)

to look after (Alice looks after her little brother for two hours every afternoon.)

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 for and give explanations;



Why must you always go straight home after school?

Because I have to look after my baby sister.



. . . understand signs;



Look at the sign: Riders must be at least three eight.



. . . talk about health;



Mom said John has a sore throat and a stuffy nose.



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

LESSON 9

I know how to . . .

. . . talk about height;



Look at the sign: Riders must be at least three eight.



. . . report what someone said;



Mom said John has a sore throat and a stuffy nose.
She also said we mustn't go near him.



. . . express agreement;

Fine by me!



. . . talk about obligations.



Why must you always go
straight home after school?

Because I have to look after my baby sister.



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

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 AN AMUSEMENT PARK



Riders must be at least three ten.

Oh, so my sister isn't tall enough.



LESSON 10

words in action

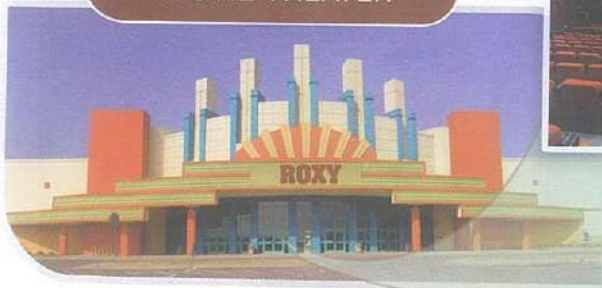


THEATER



Chicago Theater, Chicago, IL

MOVIE THEATER

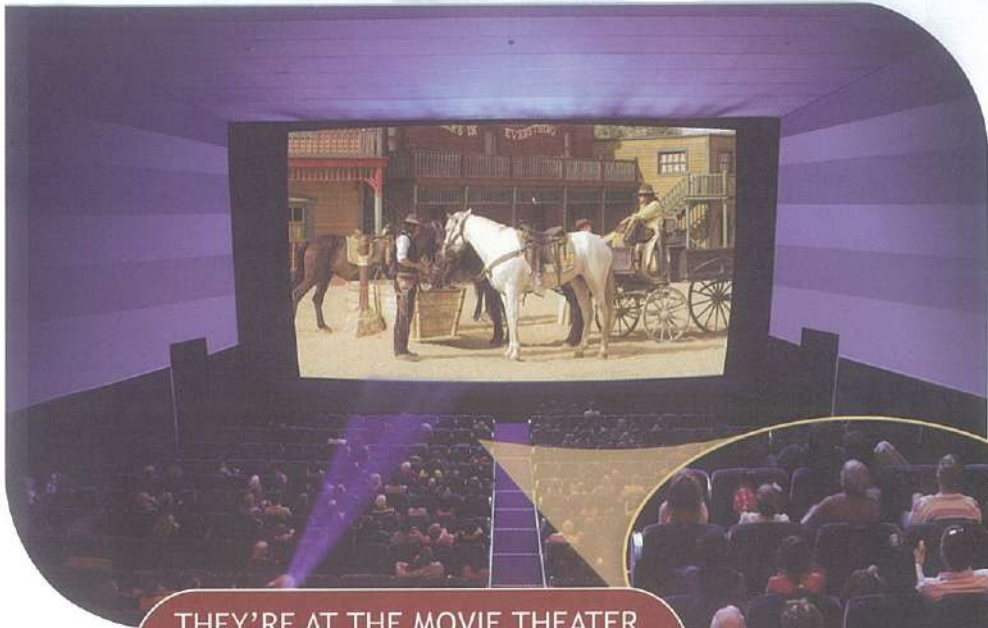


BOX OFFICE



LESSON 10

words in action



THEY'RE AT THE MOVIE THEATER.
OR
THEY'RE AT THE MOVIES.



THEY'RE WATCHING
A VERY FUNNY MOVIE.

LESSON 10

words in action



New York Public Library, New York, NY

LIBRARY

NEWSPAPER



LESSON 10

words in action

What's going on?



SHE'S GETTING UP.



LESSON 10

text

situation 1



BEDTIME?



GOL: Why is Chris going to bed now?



GOR: Because she has to get up early for her SAT.



SAT ???

GOL: What's that?



GOR: It's an exam you have to take before you apply to college.



GOL = girl on the left

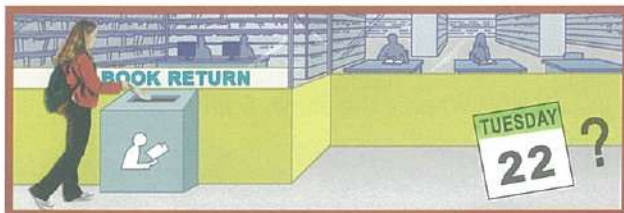
GOR = girl on the right

LESSON 10

text

situation 2

BORROWING A BOOK



MS: Do you have to return that library book today?

TUESDAY
22

FS: No, I don't.



MS: Can you lend it to me until tomorrow?

TUESDAY
22

FS: No problem.

MS = male student

FS = female student

LESSON 10

text

situation 3



CHECKING THE NEWSPAPER



SST: When's the show, Dad?



F: Performances are at 8 p.m. from Wednesday through Sunday.



SSI: What are the box office hours?



F: They're open from noon to 8 p.m. We can stop by this afternoon.

SST = son standing

F = father

SSI = son sitting

LESSON 10

reading text

HOW TO APPLY TO COLLEGE



Jen: Jill, can I ask you a question?

Jill: Sure. What is it?

Jen: How do you apply to college?

Jill: Well, there are a lot of things you need to do.

Jen: Like what?

Jill: Well, you have to take the SAT and decide which colleges to apply to. Those colleges will need to know your SAT score.

Jen: Is that all?

Jill: No, then you have to get your college recommendations.

Jen: Huh?

Jill: You ask your favorite teachers to write recommendations and send them to the colleges you're applying to.

Jen: Then you hope they'll write good things about you, right?

Jill: Absolutely! That's the idea. I got an excellent SAT score, I do well in school, and I hope I'll get great recommendations.

Jen: Then you can go to any college you want!

Jill: It's not so simple. You also have to send an application to every college you're applying to. On this application, you have to give a lot of personal information, and you also have to write about your extracurricular activities. That's what I'm doing now.

Jen: Extra what?

Jill: Extracurricular activities—the things you do when you're not in class.

Jen: Oh. But why do colleges want to know about that?

Jill: Well, there are a lot of students with good grades—maybe hundreds, or even thousands of them—all applying to the same places. So, colleges need to know: what makes me special?

Jen: Oh, I get it. No problem! You can write about how you're in the drama club and the science club, and on the triathlon team.

Jill: Yes, and I'm also going to tell them about my part-time job, and about how I help out at a home for elderly people on the weekends.

Jen: Your applications are going to be very impressive, Jill!

Jill: I hope you're right, Jen!



LESSON 10

going further

The exercise is to be done and corrected in class.

TALKING ABOUT PERIODS OF TIME USING FROM . . . TO AND FROM . . . TO/THROUGH

Look at these sentences.

The library is open from 8 a.m. to 6 p.m. → HOURS

We get the newspaper from Monday to/through Friday. → DAYS

Ann's going to take an SAT class from May to/through July. → MONTHS

My mom went to college from 1994 to/through 1998. → YEARS



REMEMBER THIS:

Use from . . . to with *hours*.



Use from . . . to or from . . . through with *days*,



months,



or *years*.

LESSON 10

going further



Complete the sentences with *from . . . to* or *from . . . to/through*.

1. The library on Main Street is open _____ 12:30 p.m. _____ 5:30 p.m. on Sundays.
2. Jack studies for the SAT every day _____ 5 p.m. _____ 7 p.m.
3. Performances of the new show at the Century Theater are at 7 p.m. _____ Thursday _____ Saturday.
4. The box office at the movie theater on Grand Street is open _____ 11 a.m. _____ 10 p.m.
5. My brother worked for the Monitor Newspaper _____ 2005 _____ 2015.
6. In the U.S., students are usually on vacation _____ June _____ August.

LESSON 10

the grammar you need

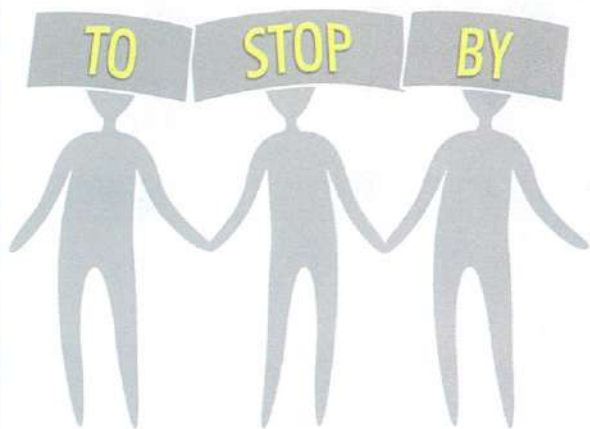
THE SIMPLE PAST TENSE – IRREGULAR VERBS (CONTINUED)

Look at the past tense of these verbs. Notice that these forms are irregular. They do not end in **-ed**.

| INFINITIVE | PAST TENSE |
|------------|------------|
| to take | took |
| to lend | lent |

Here are some examples.





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.

to get up (Bobby gets up every day at 6 a.m.)

to stop by ("Let's stop by the library after school." "Great idea.")
("Oh, no! Noah ate all the ice cream we bought for Dad's birthday!"
"Don't worry. I'll stop by Publix® and buy some more.")

No problem. ("I'm not ready yet." "No problem. The movie theater is nearby, and we have an hour before the movie starts.")

LESSON 10

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 for and give explanations;



Why is Chris going to bed now?

Because she has to get up early for her SAT.



. . . talk about obligations;



What's that?

It's an exam you have to take before you apply to college.



Do you have to return that library book today?

No, I don't.



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

... talk about using a library;

Do you have to return that library book today?

No, I don't.

**... talk about schedules.**

When's the show, Dad?

Performances are at 8 p.m. from Wednesday through Sunday.



What are the box office hours?

They're open from noon to 8 p.m.



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

LESSON 10

FYI

In this lesson we learned about a high school student who is going to take the SAT* (SAT Reasoning Test). Students take the SAT before they apply to college in the U.S.

The SAT is administered on Saturdays, seven times during the school year, by the Educational Testing Service (ETS). It is developed, published, and scored by the College Board. Both are private companies. (Students who cannot take the test on a Saturday for religious reasons can take it on a Sunday.) The SAT is designed to test students' general ability in three areas: Critical Reading, Mathematics, and Writing.

This table shows part of the American education system** and students' approximate ages. Students usually take the SAT in the last two years of high school.

COLLEGE

18-19 yrs. old to . . .

HIGH SCHOOL

(9th grade – 12th grade)
(14-15 yrs. old to 17-18 yrs. old)

MIDDLE SCHOOL

(6th grade – 8th grade)
(11-12 yrs. old to 13-14 yrs. old)

ELEMENTARY SCHOOL

1st grade – 5th grade
(6-7 yrs. old to 10-11 yrs. old)

KINDERGARTEN

(5-6 yrs. old)

*Originally, the Scholastic Aptitude Test or the Scholastic Assessment Test

**There are variations in this system. For example, in some school districts, Middle School is from the 5th/6th to the 8th/9th grade. Also, some school districts have a Junior High School (not a Middle School), which is from the 7th to the 8th/9th grade.

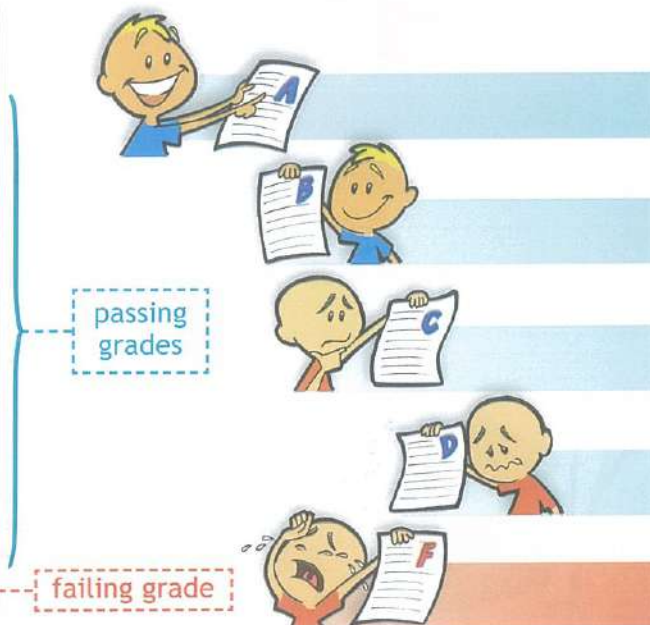
SAT scores are not the only number that colleges use to determine which students to accept. A student's GPA (Grade Point Average) is also a very important factor. Let's learn about what a GPA is and why it is so important.

First you need to understand the American system of grades. Teachers usually give letter grades (A, B, C, D, F) for a student's work, such as a project or a test, or for a student's performance in a class. These grades indicate the quality of the student's work.

| | |
|---|------|
| A | 👍👍👍👍 |
| B | 👍👍👍 |
| C | 👍👍 |
| D | 👍 |
| F | 👎 |

A letter grade can also refer to the quantitative value of a student's work. The following table shows letter grades and their corresponding percentage values. (Note that letter grades can also include a + or -.)

| GRADE | PERCENTAGE |
|-------|------------|
| A+ | 97 - 100 |
| A | 94 - 96 |
| A- | 90 - 93 |
| B+ | 87 - 89 |
| B | 84 - 86 |
| B- | 80 - 83 |
| C+ | 77 - 79 |
| C | 74 - 76 |
| C- | 70 - 73 |
| D+ | 67 - 69 |
| D | 64 - 66 |
| D- | 60 - 63 |
| F | 0 - 59 |



American high school and college students often refer to their GPA. A student's GPA (Grade Point Average*) is the average of his or her class grades.

| GRADE | GPA VALUE |
|-------|-----------|
| A | 4.0 |
| B | 3.0 |
| C | 2.0 |
| D | 1.0 |
| F | 0.0 |

Take a look at these students' grades and GPAs:

| MELISSA TATE | | |
|--------------|---|-----|
| SPANISH | A | 4.0 |
| GEOGRAPHY | B | 3.0 |
| MATH | B | 3.0 |
| ENGLISH | A | 4.0 |
| HISTORY | C | 2.0 |
| SCIENCE | C | 2.0 |
| | | |
| GPA: | | 3.0 |

| JACK RAMIREZ | | |
|--------------|---|-----|
| FRENCH | A | 4.0 |
| GEOGRAPHY | A | 4.0 |
| MATH | A | 4.0 |
| ENGLISH | A | 4.0 |
| HISTORY | A | 4.0 |
| SCIENCE | A | 4.0 |
| | | |
| GPA: | | 4.0 |

*average (noun)—e.g., the average of 4.0, 3.0, 3.0, 4.0, 2.0 and 2.0 is 3.0 ($4+3+3+4+2+2=18 \div 6=3$).



Having a 4.0 GPA can help a graduating high school student get accepted into an excellent college.

In addition to a student's SAT score and GPA, other factors that colleges use when selecting students are participation in activities, like sports and clubs, and volunteer work.

LESSON 1

the grammar you need

PAGE 25

I.

1. "Mary and Dylan will be on vacation . . ."
"Well, that'll/will be nice!"
2. "What time will you guys be home . . .?"
"We'll/will be home before 11 p.m., Mom."
3. "Do you think the science test will be easy?"
"No, I don't. It certainly won't/will not be easy, Kim."
4. "Where will you be 10 years from now?"
"Oh, I'll/will be a doctor and have a big family."
5. "What will we do without Ms. Gonzalez . . .?"
"Well, we'll/will just have to get . . ."

PAGE 27

II.

1. (a) She, (b) she
2. (a) her, (b) She
3. (a) her, (b) she
4. (a) her, (b) She

key to the exercises

LESSON 2

the grammar you need

PAGE 44

I.

1. stay
2. get
3. know
4. tell

PAGE 46

II.

1. b
2. a
3. b
4. b

LESSON 3

the grammar you need

PAGE 70

I.

1. Were
2. was
3. were
4. wasn't / was not

PAGE 72

II.

1. a
2. a
3. b
4. c
5. b

key to the exercises

LESSON 4

the grammar you need

PAGE 94

I.

1. There was
2. Were there
3. There wasn't

PAGE 94

II.

1. d
2. a
3. c

PAGE 97

III.

1. you
2. them
3. me
4. it
5. him

LESSON 5

the grammar you need

PAGE 122

1. Did Trina live – learned
2. Did your dad like – complained
3. Did your sister play – played – shared
4. Did you watch – loved

key to the exercises

LESSON 6

the grammar you need

PAGE 148

2. mowed
3. studied
4. dropped
5. tried on
6. adopted
7. hurried

LESSON 7

the grammar you need

PAGE 166

2. adopted – saw
3. gave
4. had
5. forgot
6. made

key to the exercises

Lesson 8

the grammar you need

PAGE 184

2. found
3. met
4. bought/found/got
5. sent
6. forgot
7. left — bought/got
8. did

Lesson 9

the grammar you need

PAGE 205

I.

1. Dad said
Dad said to
Dad told
2. Mom said
Mom said to
Mom told
3. Noah said
Noah said to
Noah told

PAGE 209

II.

1. must
2. mustn't/must not
3. Must
4. must
5. mustn't/must not
6. Must

key to the exercises

Lesson 10

going further

PAGE 223

1. from – to
2. from – to
3. from – to/through
4. from – to
5. from – to/through
6. from – to/through

vocabulary list

This list contains the new words in *To The Top—Elementary Stage—Book 3* 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.

| | | | |
|--|------|---|-------|
| 200-dollar (dress) | L. 1 | afterward | L. 5 |
| (first) half | L. 6 | ago | L. 4 |
| 1104 (apartment and house number, room number, page number) | L. 3 | agree, to | L. 1 |
| 1448 (address number) | L. 3 | all (e.g., <i>They're all going to have cereal.</i>) | L. 2 |
| 1900 (year number) | L. 4 | amusement park (WIA) | L. 9 |
| 1950 (year number) | L. 4 | ancient | L. 5 |
| 32-ounce drink | L. 2 | animal | L. 6 |
| | | apply, to | L. 10 |
| | | ask, to = to invite | L. 5 |
| | | assignment | L. 3 |
| | | at least | L. 9 |
| | | away (distant in place) | L. 7 |
| | | awful | L. 9 |
| A | | | |
| a bunch of | L. 5 | | |
| a long time ago | L. 4 | | |
| absent | L. 3 | | |
| absolutely | L. 3 | | |
| absolutely not | L. 3 | | |
| accident | L. 6 | | |
| address | L. 3 | | |
| adopt, to | L. 6 | | |
| after all | L. 1 | | |
| | | B | |
| | | baby sister | L. 9 |
| | | baby-sitter | L. 9 |
| | | bacon (WIA) | L. 2 |
| | | bad | L. 6 |
| | | bad weather | L. 6 |

vocabulary list

| | |
|--|-------|
| baked potato (WIA) | L. 7 |
| barbecued (barbecued ribs) (WIA) | L. 7 |
| basement (WIA) | L. 8 |
| be born, to | L. 4 |
| bed (WIA) | L. 3 |
| bedtime | L. 10 |
| bench (WIA) | L. 1 |
| blast (sth. that is a lot of fun) | L. 7 |
| bookshelf (WIA) | L. 8 |
| bookstore (WIA) | L. 7 |
| box office (WIA) | L. 10 |
| Boy! | L. 4 |
| bracelet (WIA) | L. 7 |
| break (spring break) | L. 3 |
| brought (past tense of <i>to bring</i>) | L. 8 |
| bus (WIA) | L. 2 |
| business | L. 8 |
| buy, to (WIA) | L. 3 |
| by (by bus, by car, etc.) | L. 2 |

C

| | |
|---|-------|
| cash register = register (WIA) | L. 8 |
| cat (WIA) | L. 6 |
| catch, to (a cold) | L. 9 |
| caution | L. 6 |
| cereal (WIA) | L. 2 |
| channel | L. 4 |
| check, to (to search through a newspaper) | L. 10 |
| check, to (to verify the correctness of) | L. 8 |
| checkout (area in a store where you pay for things) | L. 1 |
| cheer up, to | L. 5 |
| cheesecake (WIA) | L. 7 |
| classmate | L. 3 |
| cold | L. 9 |
| college | L. 3 |
| congratulations | L. 6 |
| cotton (WIA) | L. 7 |
| cry, to (WIA) | L. 9 |

vocabulary list

D

| | |
|---|------|
| daydream, to | L. 2 |
| decision | L. 3 |
| dessert | L. 7 |
| did (past tense; e.g., <i>Did you use my laptop last night?</i>) | L. 5 |
| difference | L. 1 |
| different | L. 4 |
| dishes (WIA) | L. 8 |
| do one's homework, to | L. 2 |
| double bed (WIA) | L. 3 |
| double room | L. 3 |
| dream, to | L. 2 |
| drink | L. 2 |
| drop, to (WIA) | L. 6 |
| due | L. 3 |
| during | L. 3 |

E

| | |
|------------------------------------|------|
| earring (a pair of earrings) (WIA) | L. 2 |
| education | L. 3 |
| egg (WIA) | L. 2 |

| | |
|------------------------------|-------|
| Egypt (WIA) | L. 5 |
| Egyptian (WIA) | L. 5 |
| enjoy, to | L. 5 |
| enough (enough money) | L. 2 |
| enough (tall enough) | L. 9 |
| everything | L. 8 |
| exam = test | L. 10 |
| exciting | L. 6 |
| exercise (physical activity) | L. 9 |
| exercise class (WIA) | L. 9 |

F

| | |
|----------------------------|-------|
| fabulous | L. 1 |
| face, to | L. 3 |
| farm (WIA) | L. 7 |
| farmhouse (WIA) | L. 7 |
| fast food (WIA) | L. 6 |
| fast-food restaurant (WIA) | L. 6 |
| feet (unit of height) | L. 9 |
| female | L. 10 |
| find, to | L. 8 |
| Fine by me. | L. 9 |
| finish, to | L. 2 |
| Florida (WIA) | L. 3 |

vocabulary list

| | |
|---|-------|
| foot (unit of height) | L. 9 |
| forget, to | L. 5 |
| fried eggs (WIA) | L. 2 |
| from . . . through/to (with days/months/years) | L. 10 |
| from . . . to (with hours) | L. 10 |

G

| | |
|--------------------------------------|-------|
| garage sale | L. 8 |
| gas = gasoline (WIA) | L. 8 |
| gas station (WIA) | L. 8 |
| gasoline = gas (WIA) | L. 8 |
| gave (past tense of <i>to give</i>) | L. 7 |
| get up, to (WIA) | L. 10 |
| get, to = to buy | L. 2 |
| gift = present | L. 5 |
| glass (drinking container) (WIA) | L. 8 |
| glasses (drinking containers) | L. 8 |
| go do something, to | L. 8 |
| go for, to | L. 2 |
| Gosh! | L. 4 |
| got (past tense of <i>to get</i>) | L. 8 |
| guess, to | L. 7 |

H

| | |
|-------------------------------------|------|
| had (past tense of <i>to have</i>) | L. 7 |
| hang around, to | L. 2 |
| hang out, to | L. 9 |
| happen, to | L. 5 |
| happy | L. 2 |
| have to, to | L. 9 |
| head, to | L. 8 |
| height | L. 9 |
| helpful | L. 3 |
| her (object pronoun) | L. 1 |
| him | L. 3 |
| history | L. 3 |
| home office | L. 5 |
| homework | L. 2 |
| hotel room (WIA) | L. 3 |
| how (in what manner or way) | L. 5 |
| hundreds of | L. 5 |

I

| | |
|-----------|------|
| ideal | L. 1 |
| in charge | L. 2 |
| in class | L. 3 |

vocabulary list

in the middle

L. 3

inch (unit of height)

L. 9

invitation

L. 5

invite, to

L. 5

Is that all?

L. 6

it (objective pronoun)

L. 3

J

just (completely)

L. 7

K

key (WIA)

L. 8

knee (WIA)

L. 6

kneel, to (WIA)

L. 6

L

laptop

L. 3

large

L. 2

last (last night)

L. 5

last-minute (e.g., *last-minute invitation*)

L. 5

learn, to

L. 5

leave, to (e.g., *I left my umbrella at the office.*)

L. 8

left (past tense of *to leave*)

L. 8

lend, to

L. 10

library (WIA)

L. 10

like (e.g., *This blouse is like the one Mom gave me on my birthday.*)

L. 8

limit (e.g., *spending limit*)

L. 1

line (e.g., *checkout line*) (WIA)

L. 1

live, to

L. 5

long (a long time ago)

L. 4

look after, to

L. 9

look, to (e.g., *You look sad.*)

L. 5

M

made (past tense of *to make*)

L. 7

make up, to (e.g., *The dress is \$30 over my spending limit, but Grandpa will make up the difference.*)

L. 1

male

L. 10

marker (WIA)

L. 8

maybe

L. 8

medium

L. 2

medium-size (e.g., *medium-size box of popcorn*)

L. 2

vocabulary list

meet, to (e.g., *Let's meet at the library in an hour.*)

L. 1

memory

L. 4

mile

L. 7

mind, to

L. 6

mirror (WIA)

L. 1

movie = film (WIA)

L. 10

movie theater (WIA)

L. 10

movies (at the movies, going to the movies) (WIA)

L. 10

museum (WIA)

L. 5

must (special verb)

L. 9

N

name, to

L. 6

necklace (WIA)

L. 2

newspaper (WIA)

L. 10

No problem.

L. 10

nonstop

L. 6

nose (WIA)

L. 9

notebook

L. 5

notice, to

L. 6

O

on (touching or attached to; e.g., *Look at the sign on the door of the boys' restroom.*)

L. 8

one (e.g., *Which popcorn should I get, the small or the large one?*)

L. 2

one or two

L. 7

Oops!

L. 5

organize, to

L. 8

ounce (fluid ounce)

L. 2

ounce (unit of weight)

L. 6

over (e.g., *This dress is over my spending limit.*)

L. 1

P

paid (past tense of *to pay*)

L. 8

painting (WIA)

L. 5

performance

L. 10

personal computer

L. 4

pet (WIA)

L. 6

pick somebody up, to

L. 3

place (apartment, house)

L. 7

place (e.g., *Miami is a nice place for a vacation.*)

L. 5

vocabulary list

| | | | |
|------------------------------------|-------|---|------|
| plan | L. 2 | savings account | L. 3 |
| popcorn (WIA) | L. 9 | saw (past tense of <i>to see</i>) | L. 7 |
| pound | L. 6 | say, to | L. 1 |
| present = gift | L. 7 | say, to (e.g., <i>That sign over there says, "Beware of the dog."</i>) | L. 6 |
| problem | L. 10 | school bus (WIA) | L. 2 |
| put (past tense of <i>to put</i>) | L. 8 | scrambled eggs (WIA) | L. 2 |
| put, to | L. 8 | secret | L. 1 |

R

| | | | |
|---------------------------------|------|--|------|
| rain (WIA) | L. 6 | senior prom | L. 1 |
| recognize, to | L. 4 | sent (past tense of <i>to send</i>) | L. 8 |
| register = cash register (WIA) | L. 8 | share, to | L. 2 |
| restroom (WIA) | L. 8 | shelter (animal shelter) | L. 6 |
| rib (WIA) | L. 7 | shop | L. 5 |
| ride (in amusement parks) (WIA) | L. 9 | should (special verb) | L. 2 |
| ride, to (a roller coaster) | L. 9 | show, to (e.g., <i>I'll show you my senior prom photographs.</i>) | L. 4 |
| rider | L. 9 | sign (public information) (WIA) | L. 6 |
| roller coaster (WIA) | L. 9 | sit, to (WIA) | L. 6 |

S

| | | | |
|--|-------|------------------|------|
| sad | L. 5 | sky (WIA) | L. 8 |
| said (past tense of <i>to say</i>) | L. 9 | sleepover | L. 5 |
| SAT (A standardized test used to evaluate applicants for college admissions in the U.S.) | L. 10 | slip, to (WIA) | L. 6 |
| | | sneeze, to (WIA) | L. 9 |
| | | snowstorm | L. 8 |
| | | soccer (WIA) | L. 6 |

vocabulary list

| | | | |
|-------------------------------|-------|--|-------|
| socks (a pair of socks) (WIA) | L. 6 | the Met = the Metropolitan Museum of Art (WIA) | L. 5 |
| solution | L. 1 | the Metropolitan Museum of Art = the Met (WIA) | L. 5 |
| sore | L. 9 | theater (WIA) | L. 10 |
| spend, to | L. 1 | them | L. 4 |
| spending (spending limit) | L. 1 | then | L. 4 |
| spring break | L. 3 | there was | L. 4 |
| stairs (WIA) | L. 8 | there were | L. 4 |
| stand, to (WIA) | L. 6 | three eight (height) | L. 9 |
| stop by, to | L. 10 | throat (WIA) | L. 9 |
| stop, to | L. 6 | times (e.g., <i>different times</i>) | L. 4 |
| straight = directly | L. 9 | told (past tense of <i>to tell</i>) | L. 9 |
| strawberry (WIA) | L. 7 | tonight | L. 2 |
| stuffy (nose) | L. 9 | toy (WIA) | L. 8 |
| sweet-sixteen (party) | L. 7 | tray (WIA) | L. 6 |
| | | turn off, to (WIA) | L. 5 |
| | | turn on, to (WIA) | L. 5 |
| T | | | |
| Ta-da! | L. 1 | | |
| take, to (a test) | L. 10 | U | |
| teen | L. 2 | uh-oh (used when you make a mistake or when sth. bad is going to happen) | L. 2 |
| tell, to | L. 1 | | |
| the day before yesterday | L. 6 | | |

vocabulary list

up (to a more elevated position)

L. 8

us

L. 2

use, to

L. 5

V

vet = veterinarian (WIA)

L. 6

veterinarian = vet (WIA)

L. 6

W

was (past tense of *to be*)

L. 3

watch, to (WIA)

L. 4

way = direction

L. 8

weather

L. 6

wedding

L. 4

weigh, to

L. 6

weight

L. 6

went (past tense of *to go*)

L. 7

were (past tense of *to be*)

L. 3

wet

L. 6

What happened?

L. 5

What's the matter?

L. 9

will (future tense; e.g., *Will you say*

anything to Mom about this?)

L. 1

window (WIA)

L. 8

wood (WIA)

L. 7

wooden

L. 7

worry, to

L. 8

Y

yesterday

L. 3

you (objective pronoun)

L. 4

you girls

L. 2

verbs

Infinitive

Past Tense

A

| | |
|-----------|---------|
| to adopt | adopted |
| to agree | agreed |
| to apply | applied |
| to arrive | arrived |
| to ask | asked |

B

| | |
|------------|-----------|
| to be | was; were |
| to believe | believed |
| to borrow | borrowed |
| to bring | brought |
| to browse | browsed |
| to buy | bought |

C

| | |
|----------|---------|
| to call | called |
| to catch | caught |
| to check | checked |
| to cheer | cheered |
| to chill | chilled |
| to clean | cleaned |

Infinitive

Past Tense

| | |
|-------------|------------|
| to close | closed |
| to comb | combed |
| to come | came |
| to complain | complained |
| to convert | converted |
| to cry | cried |

D

| | |
|-------------|-----------------|
| to daydream | daydreamed |
| to deserve | deserved |
| to do | did |
| to dream | dreamed; dreamt |
| to drink | drank |
| to drop | dropped |

E

| | |
|----------|---------|
| to eat | ate |
| to enjoy | enjoyed |

F

| | |
|---------|-------|
| to face | faced |
| to find | found |

Infinitive

Past Tense

| | |
|-----------|----------|
| to finish | finished |
| to fit | fitted |
| to fix | fixed |
| to flunk | flunked |
| to forget | forgot |

G

| | |
|----------|---------|
| to get | got |
| to give | gave |
| to go | went |
| to guess | guessed |

H

| | |
|---------------------------------|----------|
| to hang (hang out, hang around) | |
| hung | |
| to happen | happened |
| to have | had |
| to head | headed |
| to help | helped |
| to hope | hoped |
| to hurry | hurried |

Infinitive

Past Tense

I

| | |
|--------------|------------|
| to introduce | introduced |
| to invite | invited |

J

| | |
|---------|--------|
| to join | joined |
|---------|--------|

K

| | |
|----------|---------|
| to kneel | kneeled |
| to know | knew |

L

| | |
|----------|---------|
| to learn | learned |
| to leave | left |
| to lend | lent |
| to let | let |
| to like | liked |
| to live | lived |
| to look | looked |
| to love | loved |

verbs

Infinitive

Past Tense

M

| | |
|---------|--------|
| to make | made |
| to meet | met |
| to mind | minded |
| to mow | mowed |

N

| | |
|-----------|---------|
| to name | named |
| to need | needed |
| to notice | noticed |

O

| | |
|-------------|-----------|
| to open | opened |
| to organize | organized |

P

| | |
|------------|-----------|
| to pass | passed |
| to pay | paid |
| to pick | picked |
| to play | played |
| to pretend | pretended |
| to put | put |

Infinitive

Past Tense

R

| | |
|--------------|-------------|
| to recognize | recognized |
| to recommend | recommended |
| to relax | relaxed |
| to remember | remembered |
| to return | returned |
| to ride | rode |
| to run | ran |

S

| | |
|-----------|---------|
| to say | said |
| to see | saw |
| to sell | sold |
| to send | sent |
| to serve | served |
| to share | shared |
| to shop | shopped |
| to show | showed |
| to sit | sat |
| to sleep | slept |
| to slip | slipped |
| to sneeze | sneezed |
| to speak | spoke |

| Infinitive | Past Tense |
|------------|------------|
| to spell | spelled |
| to spend | spent |
| to stand | stood |
| to start | started |
| to stay | stayed |
| to stop | stopped |
| to study | studied |
| to swim | swam |

T

| | |
|----------|---------|
| to take | took |
| to talk | talked |
| to tell | told |
| to think | thought |
| to tidy | tidied |
| to try | tried |
| to turn | turned |

U

| | |
|--------|------|
| to use | used |
|--------|------|

V

| | |
|-----------|----------|
| to vacuum | vacuumed |
|-----------|----------|

| Infinitive | Past Tense |
|------------|------------|
| W | |
| to wait | waited |
| to want | wanted |
| to wash | washed |
| to watch | watched |
| to wear | wore |
| to weigh | weighed |
| to win | won |
| to work | worked |
| to worry | worried |

acknowledgments

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