

to the top

intermediate stage

textbook

04



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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.

course plan

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 4

To The Top – Intermediate Stage – Book 4 is designed for teenagers and adults who have some prior knowledge of the English language.

Each lesson in this book contains a number of dynamically presented real-life situational dialogues. Real-life dialogues are also present in a mini-sitcom, the content of which appears in Lessons 1, 4, 7, and 10. 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, Mini-sitcom)
- Reading Text
- Going Further
- The Grammar You Need
- Fixed Expressions
- I Know How To . . .
- Using What You've Learned
- For Your Information
- Just for Fun

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 shut up, to have a crush on, right now) 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 – Intermediate Stage – Book 4 contains 360 new words.

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COMMUNICATIVE OBJECTIVES:

- TALKING ABOUT ELECTIONS • GIVING REASONS • OFFERING, ACCEPTING, AND REFUSING FOOD
- COMPLIMENTING

ASKING WHO-QUESTIONS

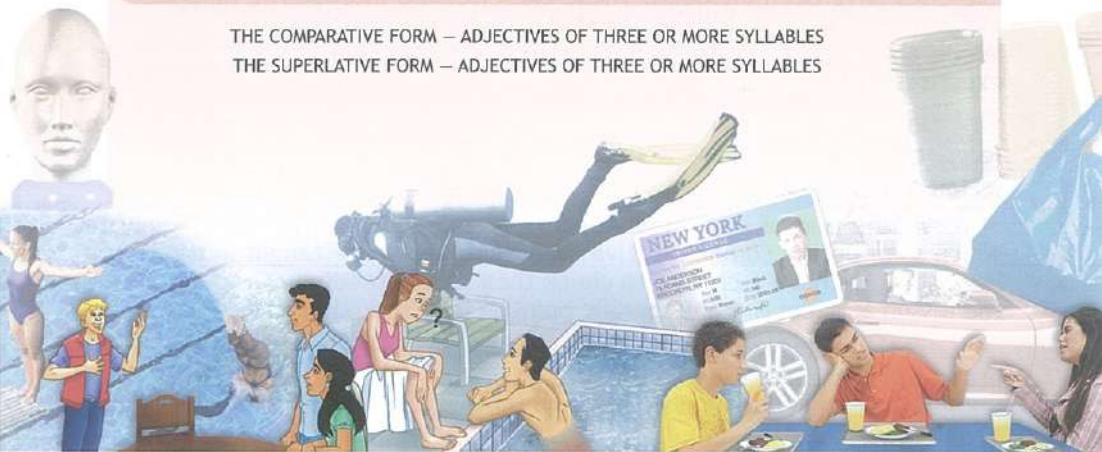


LESSON 2 30

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- MAKING COMPARISONS • AGREEING • EXPLAINING THINGS • PRAISING SOMEONE

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THE SUPERLATIVE FORM — ADJECTIVES OF ONE OR TWO SYLLABLES



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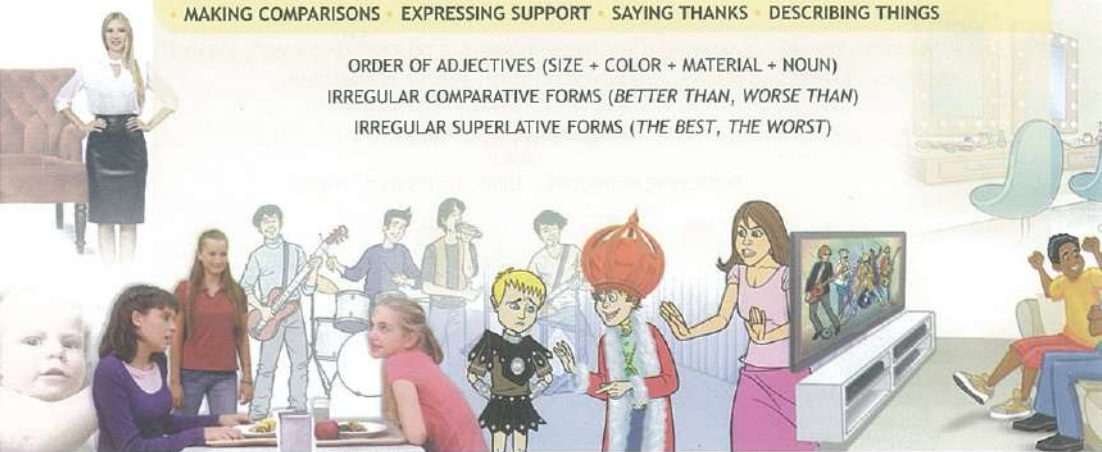
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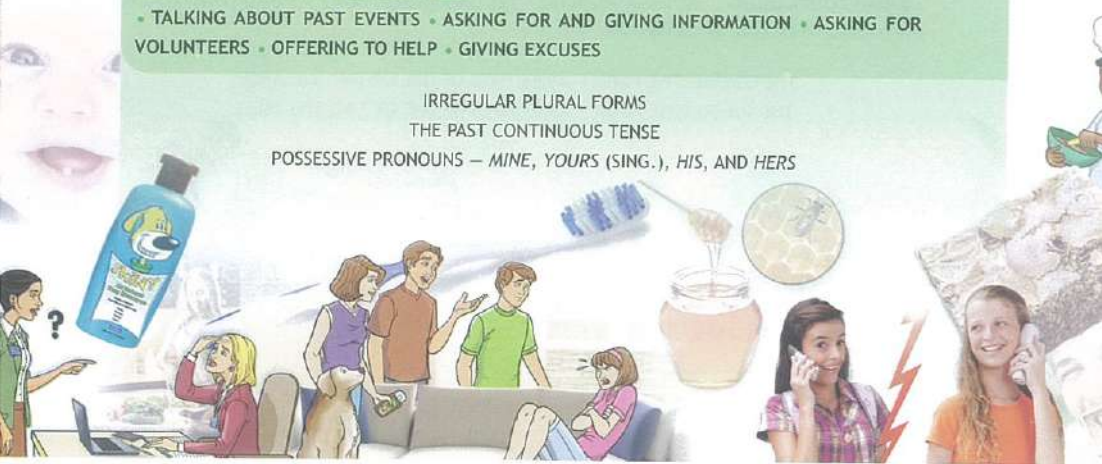
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POSSESSIVE PRONOUNS — MINE, YOURS (SING.), HIS, AND HERS



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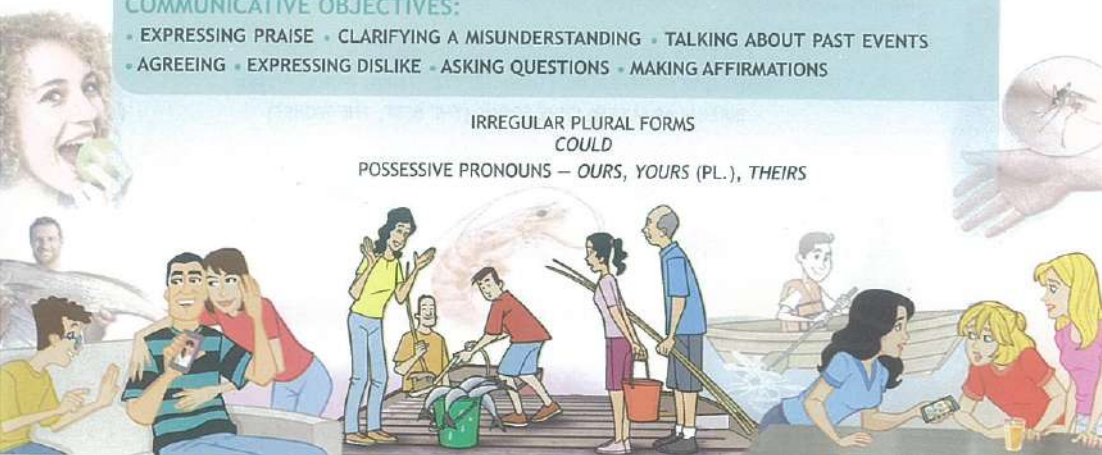
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IRREGULAR PLURAL FORMS
COULD

POSSESSIVE PRONOUNS — OURS, YOURS (PL.), THEIRS



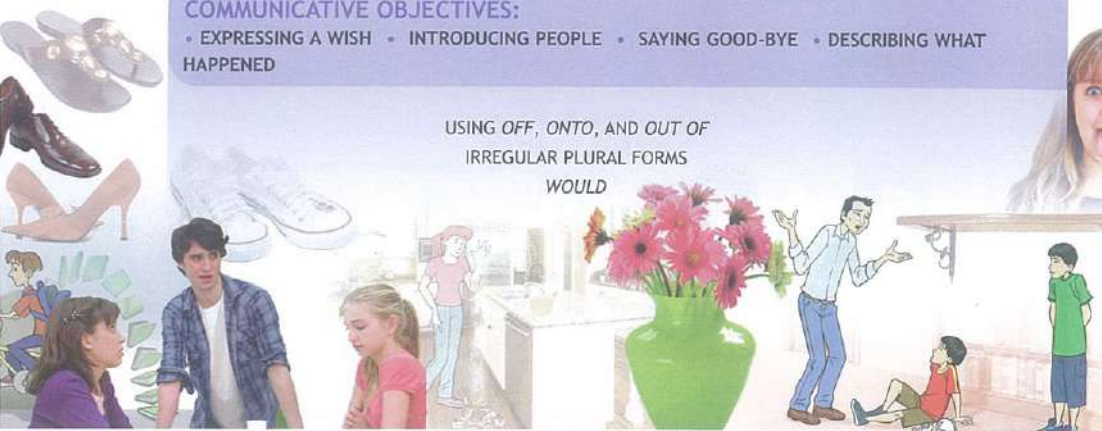
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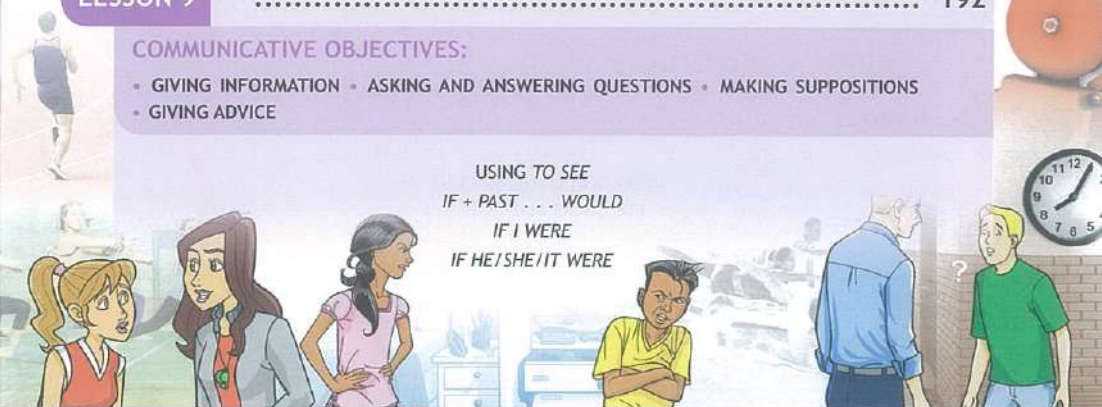
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IF I WERE
IF HE/SHE/IT WERE



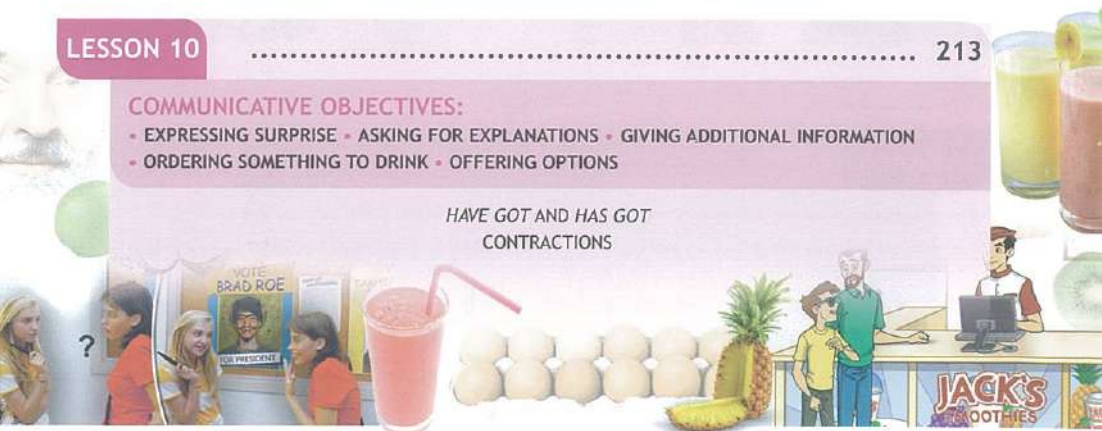
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LESSON 1

words in action



FLIERS



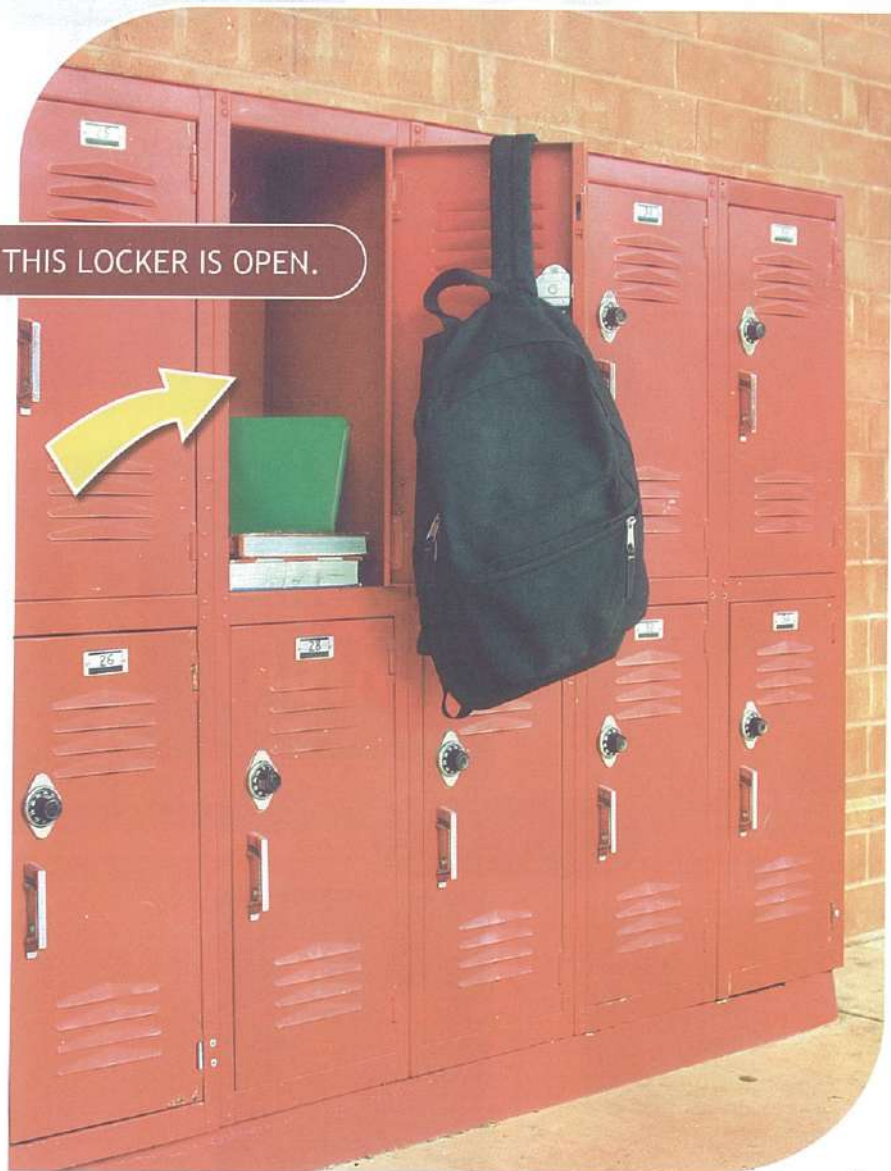
POSTERS



LESSON 1

words in action

THIS LOCKER IS OPEN.



LESSON 1

words in action



ELECTION DAY

What's going on?



SHE'S VOTING.



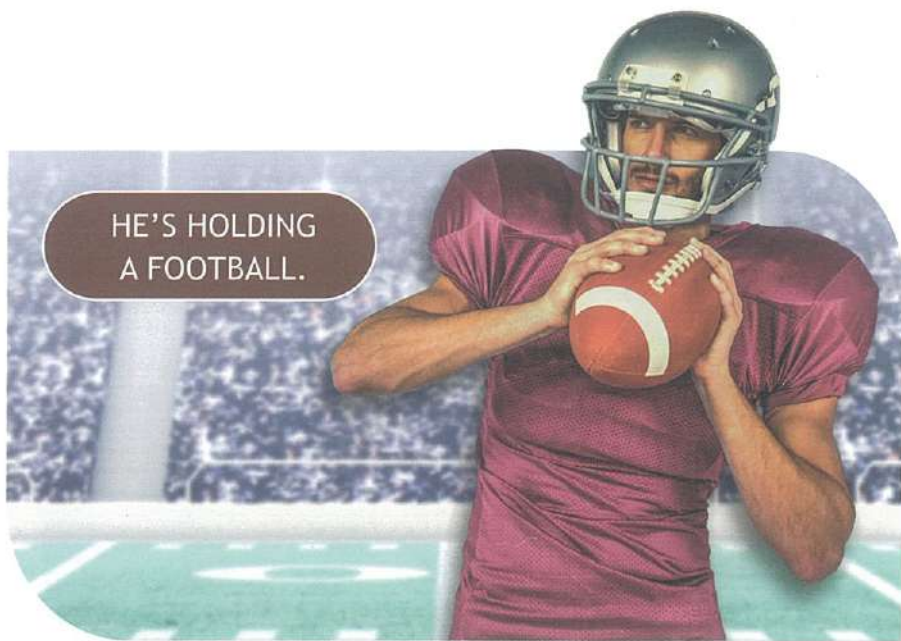
LESSON 1

words in action

HANDS



HE'S HOLDING
A FOOTBALL.



LESSON 1

words in action



FORK



KNIFE (PL.: KNIVES)



SPOON

MEAT LOAF



LESSON 1

text

situation 1



STUDENT COUNCIL ELECTION AT GRANT HIGH

1	BRAD ROE	?
2	TAMMY GOODSSELL	?
3	LENNY BENTON	?



1	BRAD ROE	
2	TAMMY GOODSSELL	X
3	LENNY BENTON	

GOL (W): Who did you vote for?

GHF (L): I voted for Tammy Goodsell.

L: She's confident, she has lots of energy,
and she gets along with everybody.



w: I loved her speech yesterday.



L: So, you voted
for her too?

w: No. My vote went to Brad Roe.

1	BRAD ROE	X
2	TAMMY GOODSSELL	
3	LENNY BENTON	

L: Why?



w: Oh, Laura. Just look
at that poster. He's so
handsome!

... to be continued in Lesson 4.

LESSON 1

text

situation 2

A SECOND HELPING?



GHK: Who wants some more meat loaf?



w: I do, please. I bet Tina will have some more too.

w: Look, her plate's empty.



GHF: No more for me, thanks. I'm full.



GHF: It was really tasty, Ally. Did you make it all on your own?

GHK: Yes, I did.



GHK: Well, actually, Mom gave me a hand.



LESSON 1

reading text

THE NEXT SENIOR STUDENT COUNCIL PRESIDENT

Tina: I'll never be president of the senior student council!

Mr. Lott: Oh, don't say that.

Tina: But I think Allison Rivera is going to win.

Mr. Lott: Why?

Tina: Because she has lots and lots of friends. And who are they all going to vote for? For Allison, of course!

Mr. Lott: Don't be silly. I know you can win, and I know you're going to make a great president. Look, the election's going to be next week. Are you prepared? Is your speech ready?

Tina: No. And I don't know how to start.

Mr. Lott: I can give you a hand with it.

Tina: Really?

Mr. Lott: Certainly! You should try to write a one- to two-minute speech.

Tina: Just one or two minutes? That's not very long.

Mr. Lott: Well, sometimes people get bored with long speeches.

Tina: Oh, OK.

Mr. Lott: And you should be confident. Tell your friends about all the excellent plans you have.

Tina: Right.

Mr. Lott: And your speech should be a bit funny.

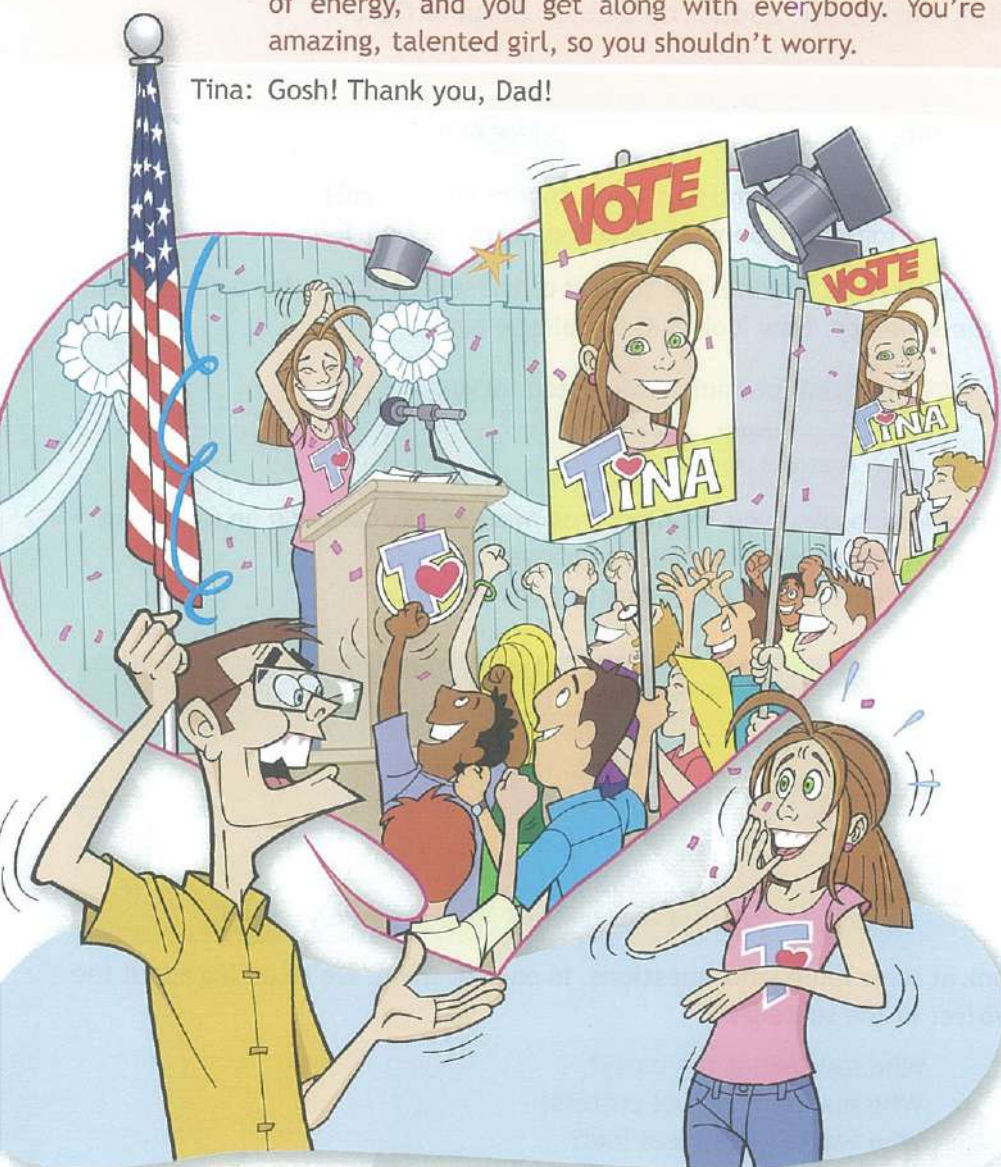
Tina: Funny?

Mr. Lott: Yes! That way it will be fun to listen to; people will enjoy it more.

Tina: Got it! But there's one more thing, Dad. I'm really worried; how am I going to give my speech in front of everybody?

Mr. Lott: Worried? Don't be silly. You have fabulous ideas, you're full of energy, and you get along with everybody. You're an amazing, talented girl, so you shouldn't worry.

Tina: Gosh! Thank you, Dad!



LESSON 1

the grammar you need

The exercise is to be done and corrected in class.

ASKING WHO-QUESTIONS

Using *who* to ask about the author of an action

Take a look at this dialogue.

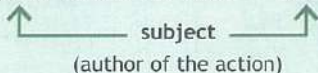
“Who voted for Ann?” “Joe voted for Ann.”

Who voted for Ann? (Who was the author of the action?)

Joe voted for Ann. (Joe was the author of the action.)

The author of an action is the *subject* of the sentence. So, Joe is the *subject* of the sentence. Now look at this dialogue again.

“Who voted for Ann?” “Joe voted for Ann.”



In previous books, you learned that we use *do/does/did* in questions. But *did* is not used in the question above. Why not?

Because *who* refers to the *subject* of the sentence.



REMEMBER THIS:

When we ask a *who*-question
and *who* refers to the *subject*,
we don't use
do, does, or did.

e.g., Who voted for Ann? NOT Who did vote for Ann?

Look at some more *who*-questions. In each of them, we're asking about the *subject* of the sentence.

Who saw Jim at the party?

Who made those cool posters?

Who wants more meat loaf?

LESSON 1

the grammar you need

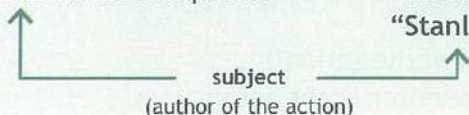
Take a look at these dialogues with **who**-questions in which **who** refers to the *subject*. Remember: when **who** refers to the *subject*, we don't use *do*, *does*, or *did*. Note the possible responses.

"Who wrote this poem?"

"Stanley wrote it."

"Stanley did."

"Stanley."*

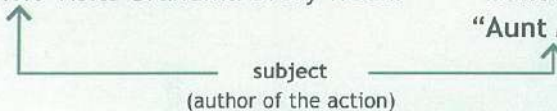


"Who visits Grandma every week?"

"Aunt Meg visits her."

"Aunt Meg does."

"Aunt Meg."*

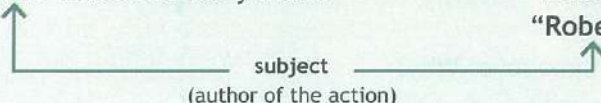


"Who made this tasty meal?"

"Robert made it."

"Robert did."

"Robert."*



NOTE

* In everyday speech, when answering a **who**-question and **who** refers to the *subject*, people generally drop *do*, *does*, or *did* from their answer.

Here's another example in which **who** refers to the *subject* of the sentence.



LESSON 1

the grammar you need

Using *who* to ask about the receiver of an action

Take a look at this dialogue.

“Who did Joe vote for?” “Joe voted for Ann.”

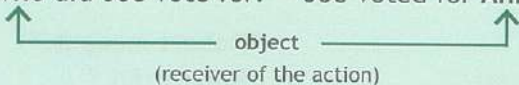
Who did Joe vote for? (Who received the action?)

Joe voted for Ann. (Ann was the receiver of the action.)

The receiver of the action is the *object* of the sentence. So, Ann is the *object* of the sentence.

Now look at this dialogue again.

“Who did Joe vote for?” “Joe voted for Ann.”



Did is used in the question above. Why?

Because *who* refers to the *object* of the sentence.



REMEMBER THIS:

When we ask a *who*-question
and *who* refers to the *object*,
we use
do, *does*, or *did*.

Let's look at some more *who*-questions. In each of them, we're asking about the *object* of the sentence.

Who *do* you ask for help when you have a problem?

Who *does* Alice invite to all her parties?

Who *did* you hang out with after school yesterday?

LESSON 1

the grammar you need

Now take a look at these dialogues with **who**-questions in which **who** refers to the *object*. Remember: when **who** refers to the *object*, we use **do**, **does**, or **did**.

"Who **do** you love?"

"I love my **family**."

"My **family**."

object
(receiver of the action)

"Who **does** Tim live with?"

"He lives with his **parents**."

"His **parents**."

object
(receiver of the action)

"Who **did** Bob and Ellie meet yesterday?"

"They met **Mr. Bond**."

"**Mr. Bond**."

object
(receiver of the action)

LESSON 1

the grammar you need



Who-questions ask about the author of an action (subject) or about the receiver of an action (object). Complete the following *who*-questions with *do/does/did* when necessary, as in the examples. Remember that we use *do/does/did* in *who*-questions when *who* refers to the object.

Examples:

"Who does Mary live with?"

"Mary lives with her parents."

"Who wants another helping of dessert?"

"Richard wants another helping of dessert."

1. "Who _____?"

"Alice wants more cookies."

2. "Who _____?"

"Joan studies English with her friend Lucas."

3. "Who _____?"

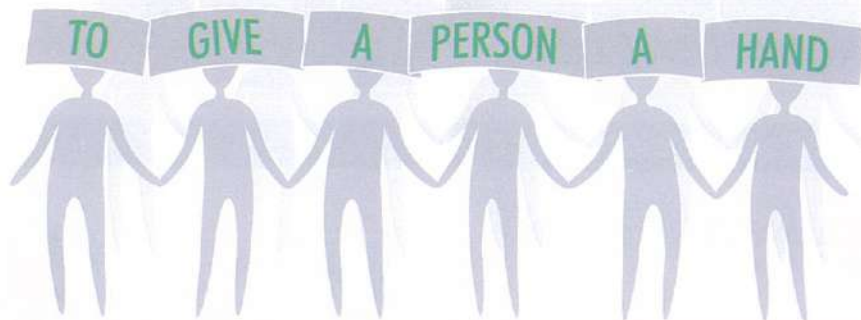
"Alex left class early last Monday."

4. "Who _____?"

"Timothy made these election posters."

5. "Who _____?"

"Mark invited all of his friends to his party."



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 1.

To vote for ("Please vote for me for student council president. Here's my flier." "Thanks, Samantha.")

To get along with ("I just can't get along with Doug." "Really? He's a great guy. We get along just fine.")

no more ("Can I watch just one more show, Mom?" "No more TV for you, dear. It's time for bed.")

on one's own ("Does Angela live with her parents?" "No, she lives on her own now in an apartment in the city.")

To give a person a hand ("Can you give me a hand in the garden, dear?" "Sure, I love to help out.")

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 . . .



. . . talk about elections;



Who did you vote for?

I voted for Tammy Goodsell.



So, you voted for her too?



No. My vote went to Brad Roe.



. . . give reasons;



Why?



Oh, Laura. Just look at that poster.
He's so handsome!



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

LESSON 1

I know how to ...

... offer, accept, and refuse food;



Who wants some more meat loaf?

I do, please.



No more for me, thanks. I'm full.



... give a compliment.

It was really tasty.



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

LESSON 1

for your information FYI

Read this information about student councils in the U.S.
You can listen to it too.

STUDENT COUNCIL

The student council is a group of students at a school that makes decisions about student activities. Student councils are very common in American schools, especially high schools.

The student council is the right place to be for students who really want to be involved in their school, working together with teachers, the principal¹, parents, and classmates.

The student council helps students share their ideas with the school's teachers and principal. The student council works together with the school administration and other students to plan and raise² money for activities, like the prom, for example. The student council also sometimes participates in community events, like parades and festivals.

Of course, participating in the student council is a lot of work. Kids in the student council should be very organized. They must also have enough time to dedicate to things like homework, studying for tests, playing sports, and hanging out with friends!

¹ principal – (noun) the director of a primary school or high school

² to raise (money) – (verb) to collect money for something

At high schools, students in each grade vote to elect each member of their student council. The members of a student council are:

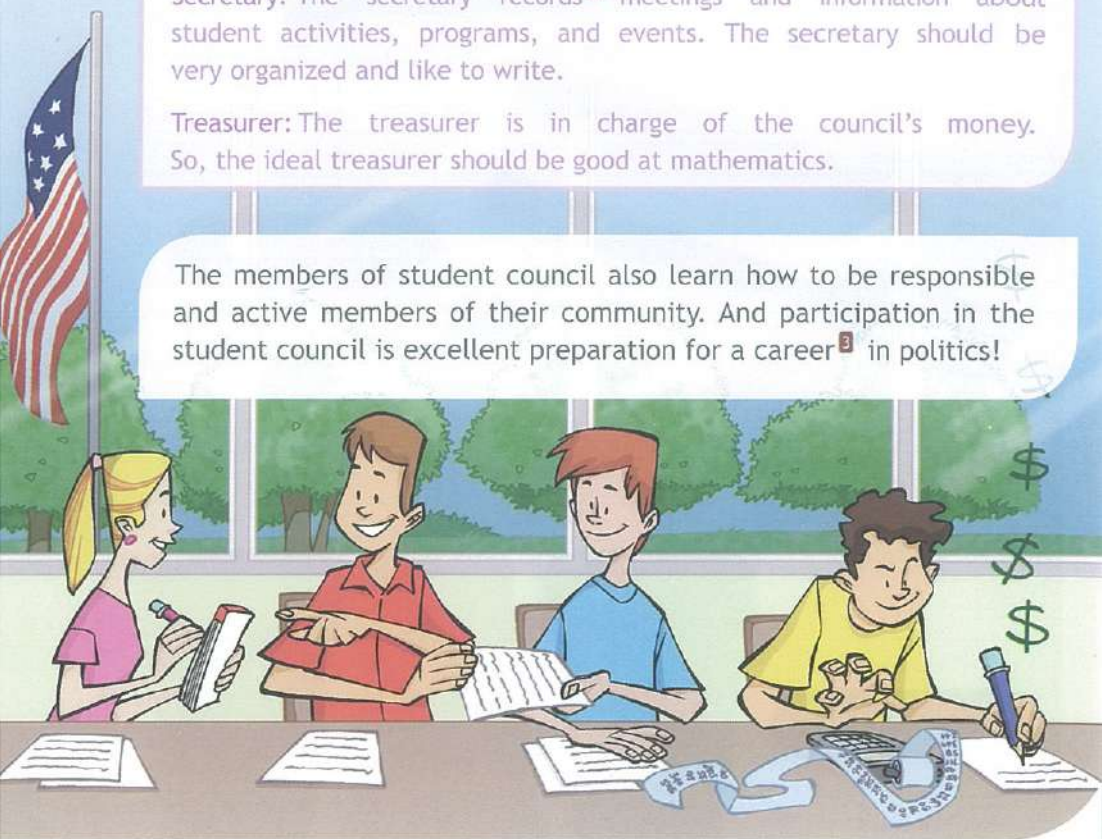
President: The president is the leader of the student council. The president should get along with everybody at school—both students and administration. The president sometimes represents the students in meetings¹ with teachers and the principal.

Vice President: The vice president helps the president.

Secretary: The secretary records² meetings and information about student activities, programs, and events. The secretary should be very organized and like to write.

Treasurer: The treasurer is in charge of the council's money. So, the ideal treasurer should be good at mathematics.

The members of student council also learn how to be responsible and active members of their community. And participation in the student council is excellent preparation for a career³ in politics!



¹ meeting – (noun) an event at which people meet to decide things

² to record – (verb) to write information for future reference

³ career – (noun) a job or profession

LESSON 2

words in action

A PLASTIC BAG



PLASTIC FORKS

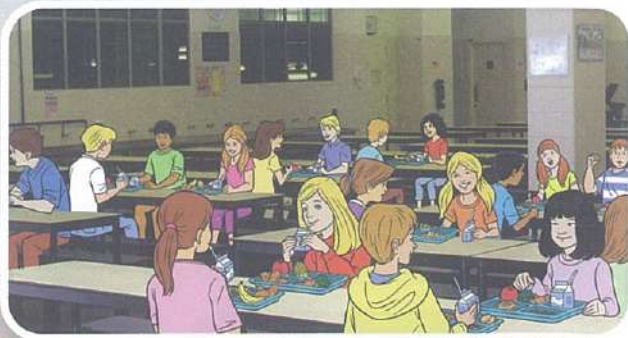


PLASTIC CUPS

LESSON 2

words in action

CAFETERIA



LESSON 2

words in action



DRIVER'S LICENSE



THE YOUNG WOMAN IS
LEANING ON THE CAR.

What's going on?

SHE'S DRIVING.



LESSON 2

words in action

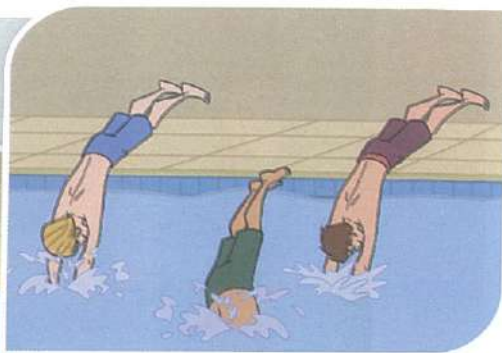


DIVERS



What's going on?

THEY'RE DIVING.



LESSON 2

words in action

HEAD



What's going on?



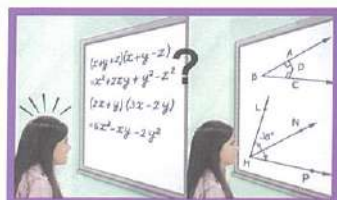
THE GIRL IS PUSHING THE BOY.

LESSON 2

text

situation 1

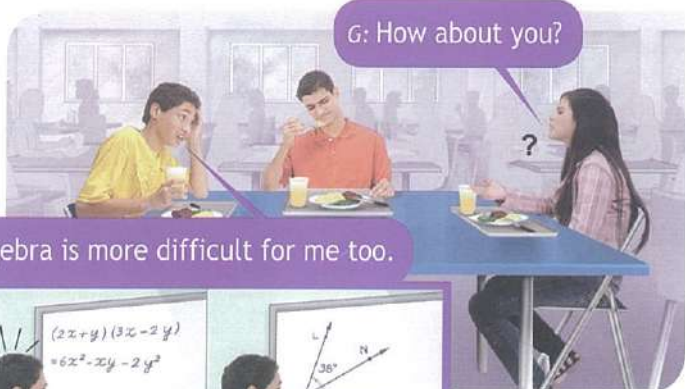
SCHOOL SUBJECTS



BHPC: Do you think algebra is more difficult than geometry?

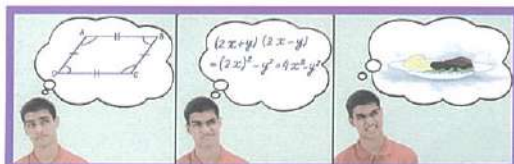
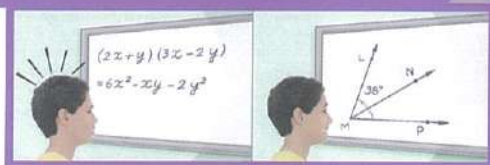


G: Without a doubt.



G: How about you?

BHPC: Algebra is more difficult for me too.



BLHH: Forget about classes. The most difficult thing at this school is to eat this cafeteria food.



G: You can say that again.

BHPC = boy holding plastic cup

G = girl

BLHH = boy leaning head on hand

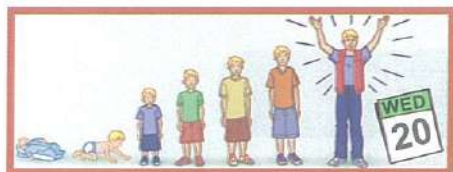
LESSON 2

text

situation 2



READY TO GET A
DRIVER'S LICENSE



BD: Today is the most
important day of
my life.

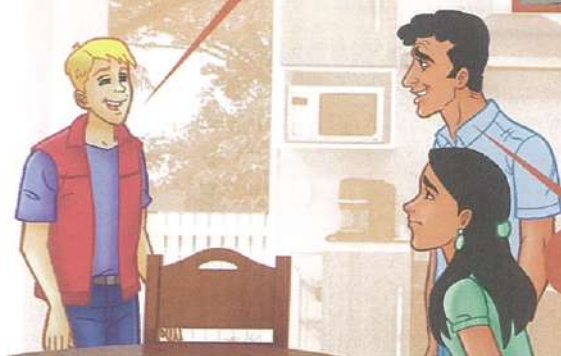


BD: My 16th birthday.

G: What's today?



BD: I'm old enough to drive today.



M: Thanks for the warning.

BD = boy at the door

G = girl

M = man

THE EXPERT DIVER



rw: That was an incredible dive!



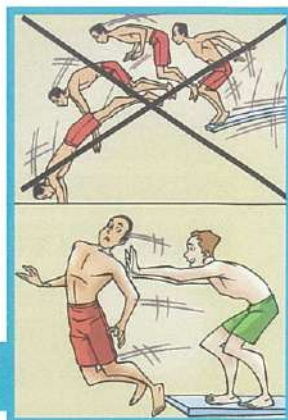
YM: Thanks.

YM: Do you know what's even more incredible?



rw: What?

YM: I didn't dive. Jerry pushed me.



LESSON 2

reading text



READY TO DRIVE

Scott: So, when are you going to get your driver's license, Lauren?

Lauren: Next week. When are you going to get your license?

Scott: Oh, I got it last week.

Lauren: No kidding!

Brad: Cool! You guys must be really excited.

Lauren: Well, I'm not, because my parents warned me that they aren't going to let me drive until I pass geometry.

Scott: Well, my parents said I can't drive to school until next year. But I'm really happy because they said I can use one of their cars during the day on the weekends, at least.

Lauren: That's nice!

Brad: Um, are you going to pass geometry, Lauren?

Lauren: Maybe. It's my most difficult class this year. Can you help me, Scott?

Scott: No problem. I'm an expert in geometry. It really isn't a difficult subject for me. Now the most difficult thing in my life is to wait until next year so I can drive to school. I don't like to take the school bus with all the "babies."

Lauren: I don't like to take the bus either.

Brad: Hey, guys, I'm not a baby!

Scott: OK, OK. Chill out, little brother.

Lauren: I know! Maybe Harry can give us a ride. His parents gave him a new car for his birthday.

Brad: Gosh! What an incredible gift!

Scott: You can say that again.

the grammar you need

The exercises are to be done and corrected in class.

THE COMPARATIVE FORM – ADJECTIVES OF THREE OR MORE SYLLABLES

Let's compare these sunglasses.



Both pairs of sunglasses are expensive, but we can see that the pair of sunglasses on the right is **more expensive than** the pair on the left.

Now let's compare the books these guys are reading.



Both books are interesting, but the book on the right is probably **more interesting than** the book on the left.

LESSON 2

the grammar you need

Now look at these examples.

Lauren thinks geometry is **more difficult than** algebra.

Deborah's earrings are **more beautiful than** Linda's earrings.

Joe is so conceited. He thinks he's **more intelligent than** Einstein!

My cat Tiger is **more adorable than** Kate's cat.

Mr. Fry thinks that New York City is **more interesting than** Miami.

Wow! This movie is **more exciting than** the movie we saw last week.

In each sentence above, we used **more . . . than** to make a comparison.

Notice that all the adjectives we used (difficult, beautiful, intelligent, adorable, interesting, and exciting) are long words, that is, they all have *three or more syllables*.



REMEMBER THIS:

We use **more + adj.** (3 or more syllables) + **than** to compare people, animals, places, and things.

Now let's take a look at this dialogue based on the lesson.

Do you think algebra is **more difficult than** geometry?

Without a doubt.
How about you?

Algebra is **more difficult** for me too.



Because the boy on the left used “**than geometry**” in his question, notice that he does not need to repeat those words when he speaks again, because it is clear from the context that he is comparing algebra with geometry.



1. Complete the sentences with the comparative form of the adjectives in parentheses, as in the example.

Example: Dresses are usually more expensive than blouses. (expensive)

1. Cake is _____ fruit salad for dessert. (fattening)

2. A lot of people think that work experience is _____ a college degree. (important)

3. Jake is _____ Erika. I think that's why the students elected him student council president and not her. (confident)

4. After the big basketball game, Elizabeth looked _____ Erin. (exhausted)

LESSON 2

the grammar you need

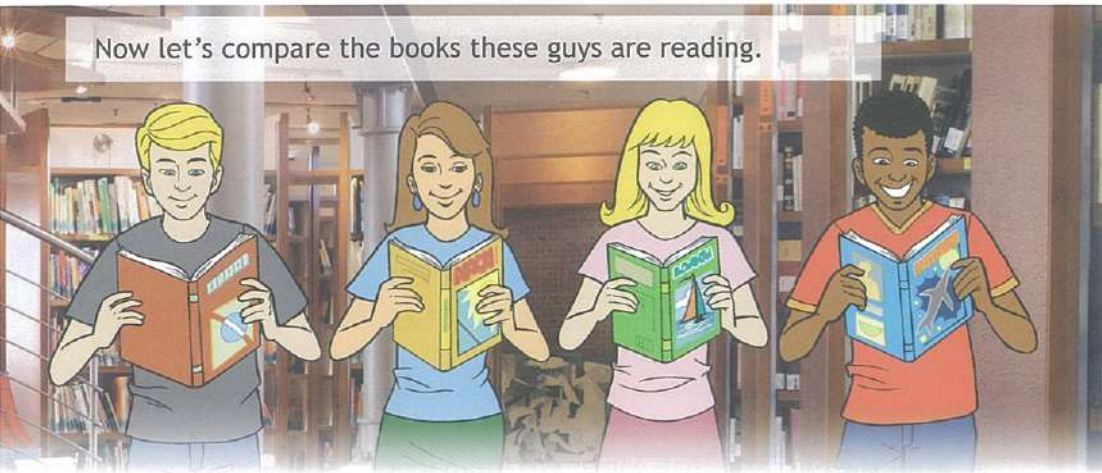
THE SUPERLATIVE FORM — ADJECTIVES OF THREE OR MORE SYLLABLES

Let's look at these sunglasses.



All of these sunglasses are expensive, but we can see that the pair of sunglasses on the far right is the *most expensive* of the group.

Now let's compare the books these guys are reading.



All of these books are interesting, but the book on the right is probably the *most interesting* of the group.

LESSON 2

the grammar you need

Let's look at some more examples.

I think Albert Jones is the **most talented** boy at Mondale High.

Wendy's® hamburgers are the **most delicious** hamburgers in town.

Hillary's little brother is the **most adorable** baby I know!

In all of the sentences above, we used (the) **most** to say that *one member of a group is more of something than all the others*. (We usually use *the* before **most**.)

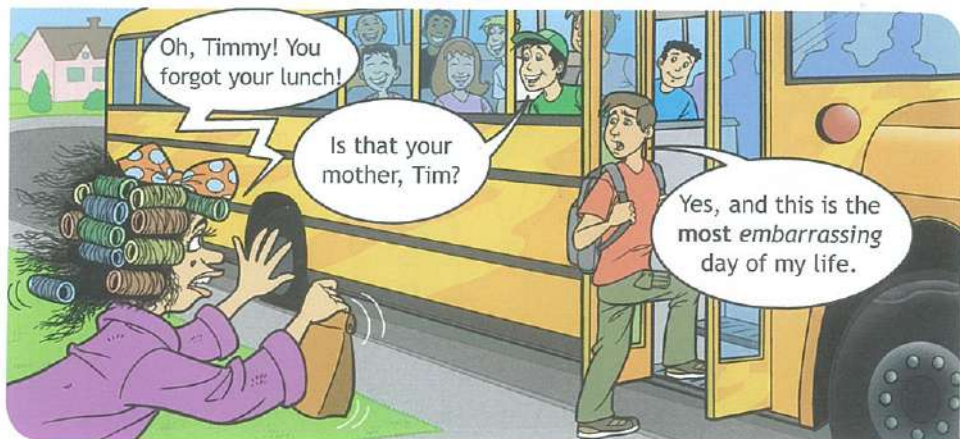
Notice that all the adjectives we used (talented, delicious, and adorable) are long words, that is, they all have *three or more syllables*.



REMEMBER THIS:

We use (the) **most** + *adj.* (3 or more syllables) to say that one member of a group is more of something than all the others.

Now take a look at this example with (the) **most** + *adjective*.



LESSON 2

the grammar you need

Now look at these examples.

Gosh! That was *Walter's most* impressive dive!

"This is *my most* beautiful necklace. Do you like it?"

"Yes. It's gorgeous!"

In the examples above, *the* was not used before **most**. We generally use *the* before **most**, but we can also use other words like possessive adjectives (*my, your, his, her, its, our, your, and their*) or names (such as *Walter* in the first example).

Here are some more examples with a possessive adjective and a name used before **most**.

Mr. Lee's algebra class is *our most* difficult class this semester.

I think *Woman in a Garden* is *Monet's most* impressive painting.

Here's one more example with possessive adjectives used before **most**.





II. Complete the sentences with the superlative form of the adjectives in parentheses, as in the example. Use *the* when necessary.

Example:

"This is our most fabulous dress." (fabulous)

"I love it. It's perfect for the prom!"

1. My friend Luke is very intelligent and is a great athlete. But he is also _____ person I know.
(conceited)

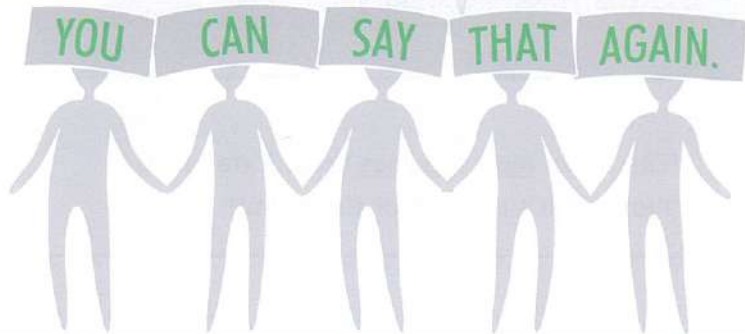
2. I slipped on the stairs in front of everybody at work today. It was _____ moment of my life!
(embarrassing)

3. "This is Rob Walsh's _____ book."
(impressive)
"I can't wait to read it."

4. "What was your _____ experience during your time in France?" (amazing)
"It was when I visited the Eiffel Tower in Paris."

LESSON 2

fixed expressions



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

Without a doubt (Without a doubt, Mrs. Haley is the most intelligent person I know.)

To forget about a person or thing.

("I think about my old boyfriend all the time." "What? Forget about him!")

("Where's your assignment? It's due today." "Oh, no! I forgot about that assignment!")

You can say that again.

("Picasso was such an incredible artist." "You can say that again. His work is amazing.")

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 . . .



. . . make comparisons;



Do you think algebra is more difficult than geometry?



. . . agree;

How about you?



Without a doubt.



Algebra is more difficult for me too.

You can say that again.



- ★ 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 . . .

. . . explain things;



Today is the most important day of my life.

What's today?



My 16th birthday.

Do you know what's even more incredible?



What?

I didn't dive. Jerry pushed me.



. . . praise a person.



That was an incredible dive!

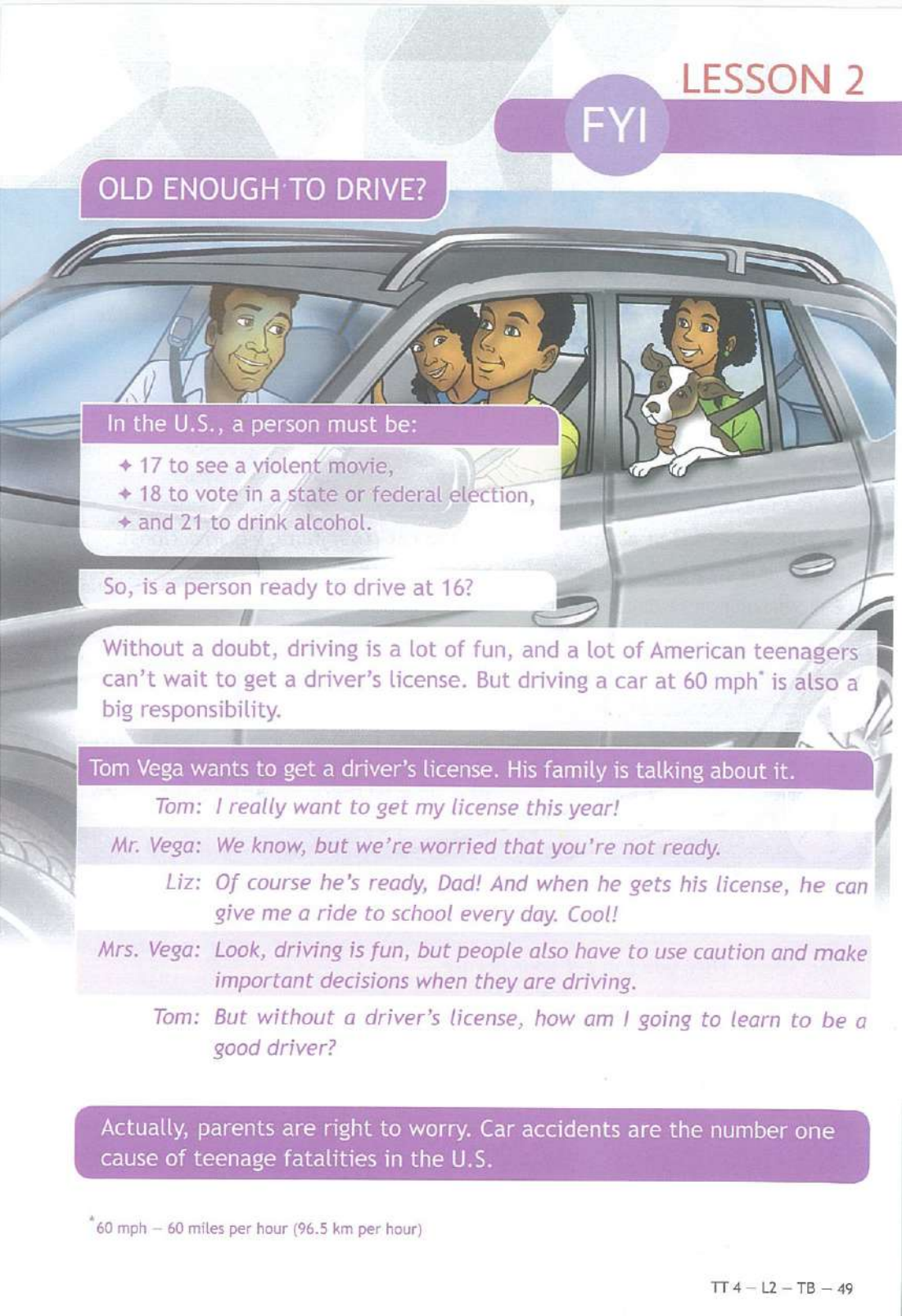


★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

OLD ENOUGH TO DRIVE?

An illustration of a family of four in a silver SUV. The father is driving, smiling. The mother is in the front passenger seat, also smiling. Two children are in the back seat; a boy is leaning forward, and a girl is holding a small white dog with brown spots. The car is shown from a side-front perspective, parked on a light blue surface.

In the U.S., a person must be:

- ♦ 17 to see a violent movie,
- ♦ 18 to vote in a state or federal election,
- ♦ and 21 to drink alcohol.

So, is a person ready to drive at 16?

Without a doubt, driving is a lot of fun, and a lot of American teenagers can't wait to get a driver's license. But driving a car at 60 mph* is also a big responsibility.

Tom Vega wants to get a driver's license. His family is talking about it.

Tom: I really want to get my license this year!

Mr. Vega: We know, but we're worried that you're not ready.

Liz: Of course he's ready, Dad! And when he gets his license, he can give me a ride to school every day. Cool!

Mrs. Vega: Look, driving is fun, but people also have to use caution and make important decisions when they are driving.

Tom: But without a driver's license, how am I going to learn to be a good driver?

Actually, parents are right to worry. Car accidents are the number one cause of teenage fatalities in the U.S.

* 60 mph – 60 miles per hour (96.5 km per hour)

LESSON 2

FYI

The Vega family finds a solution to their problem.

Mr. Vega: We know you need experience, son, but we want you to get it in a safe¹ way.

Mrs. Vega: There are some driving rules² that help teenagers just like you. We want to talk to you about them, Tom.

Tom: Really? Like what? I'll try anything.

Liz: I want to learn too!

Here are some examples of safe driving rules parents can give teens:

- ✦ Only one friend at a time can ride in the car (to minimize distractions).
- ✦ Be home by a specific time (that parents decide on).
- ✦ No driving on Friday and Saturday nights (when accidents are frequent).
- ✦ No phone calls or text messages when driving.
- ✦ Absolutely no drugs or alcohol.

When parents insist on simple but important rules like these, the number of teenage driving accidents can be reduced. After all, getting a driver's license is very exciting, but it's also a time to learn something new: how to be a confident, expert driver.

Now everybody's happy!

Tom: I agree to always respect these rules.

Mr. Vega: Then you can get your license.

Mrs. Vega: And I know you'll be an excellent driver.

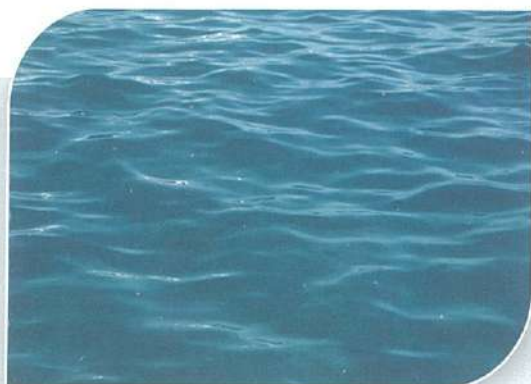
Liz: Yay, Tom!

¹ safe — (adj.) without risk to a person's health

² rule — (noun) an official instruction

LESSON 3

words in action



WATER



WAVES



LESSON 3

words in action



SAND



BEACH

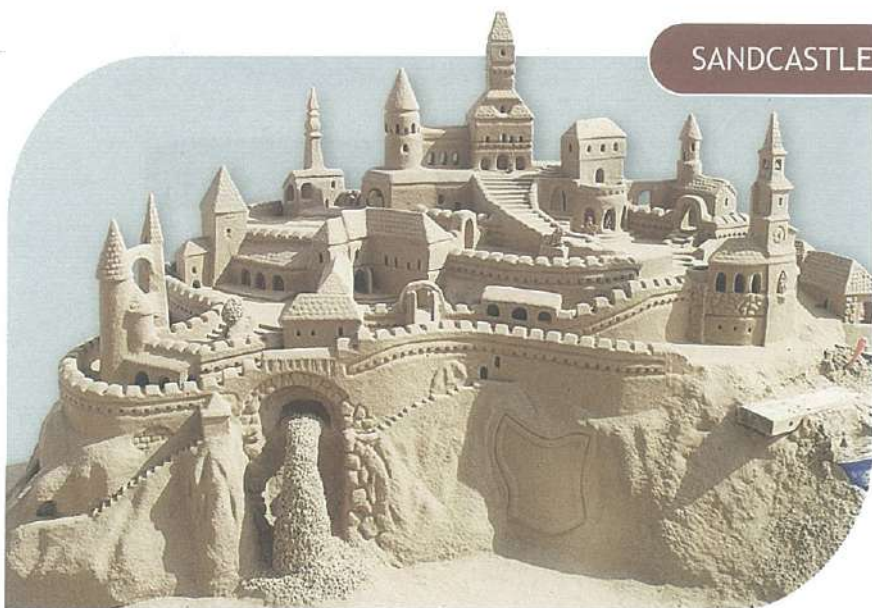
LESSON 3

words in action

CASTLE



SANDCASTLE



LESSON 3

words in action



DIFFERENT KINDS OF SHELLS

LESSON 3

words in action

THE SUN



SUNSCREEN



FACE



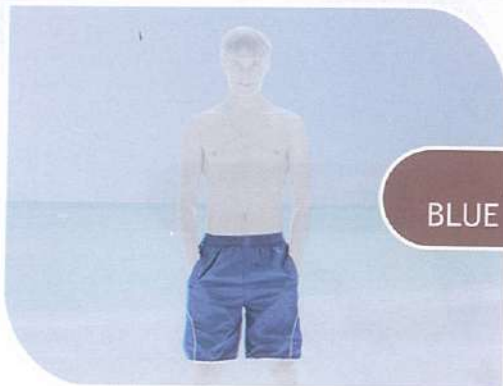
LESSON 3

words in action

BATHING SUITS
OR SWIMSUITS



HE'S WEARING
BLUE SWIMMING TRUNKS.

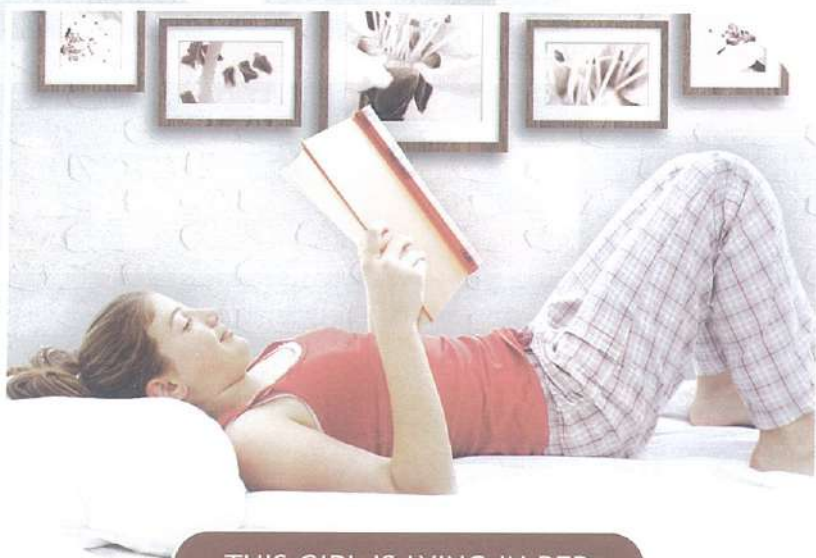


SHE'S WEARING
A PINK BIKINI.



LESSON 3

words in action



THIS GIRL IS LYING IN BED.

What's going on?

SHE'S PUTTING ON SOME SUNSCREEN.



LESSON 3

text

situation 1



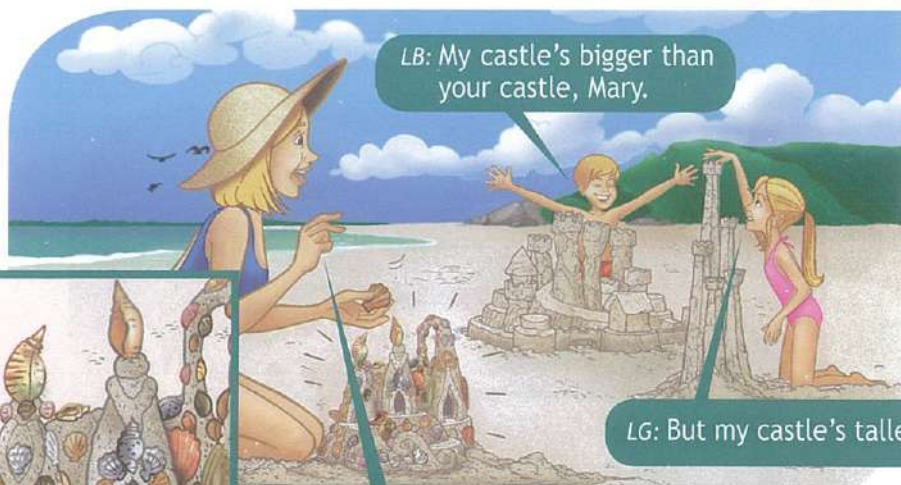
PLAYING ON THE BEACH



M: Let's build sandcastles, kids.

LB: OK, Mom!

LG: Oh, that'll be fun.



LB: My castle's bigger than your castle, Mary.

LG: But my castle's taller!

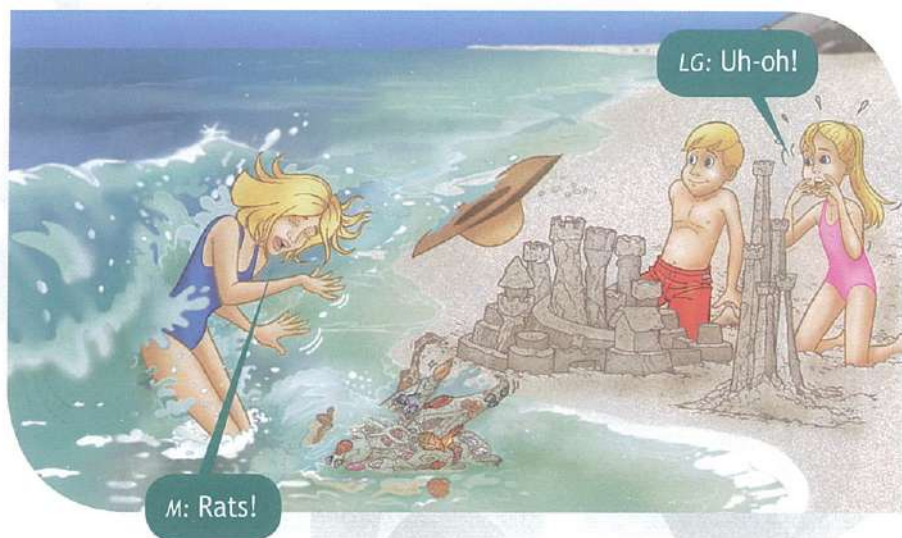
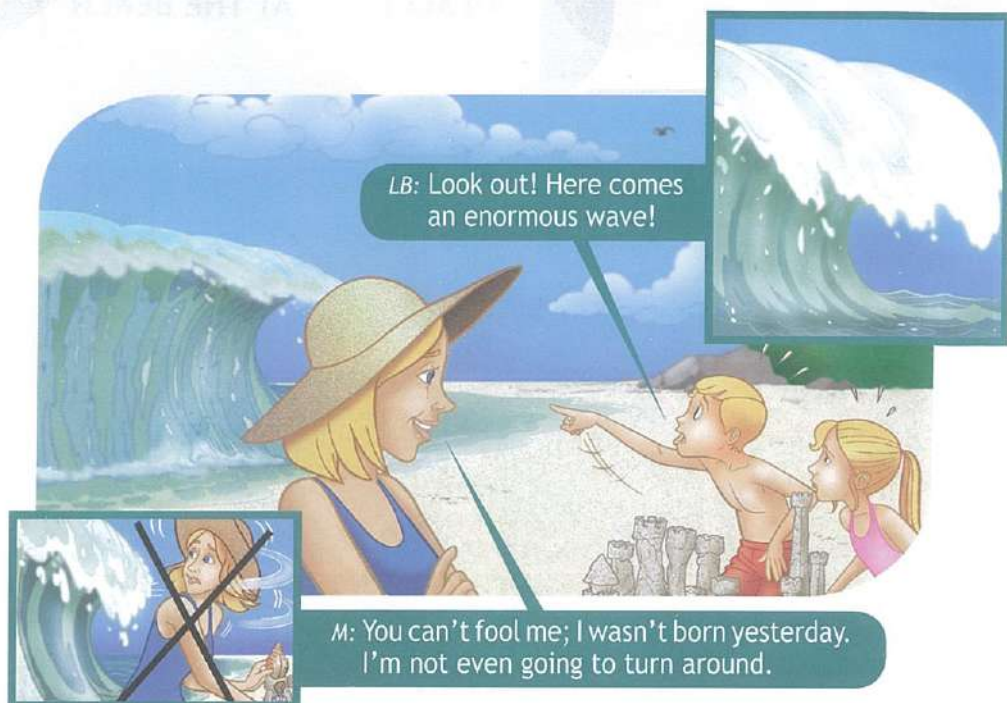
M: Your castles are very nice, but my castle's the prettiest. See? It's decorated with shells.



M = mother

LB = little boy

LG = little girl



LB = little boy

M = mother

LG = little girl

LESSON 3

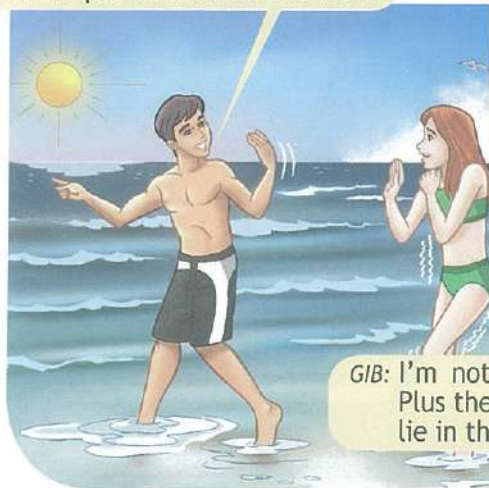
text

situation 2



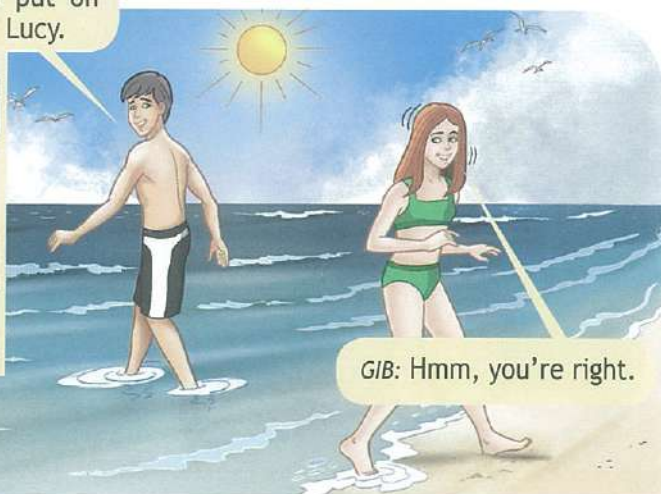
AN ACCIDENT AT THE BEACH

BST: The water's too shallow here.
It's deeper out there. Come on!



GIB: I'm not allowed to swim out there.
Plus the water's freezing! I'm going to
lie in the sun.

BST: Hey, you should put on
some sunscreen, Lucy.



GIB: Hmm, you're right.

BST = boy in swimming trunks

GIB = girl in bikini



GIB: My skin is extremely delicate . . .



GIB: . . . and sensitive, especially my face.

LESSON 3

reading text

ON A FAMILY VACATION

Mrs. Kim: Heather, your dad and I are going to go for a run.
Look after your little brother, OK?

Heather: No problem, Mom.

Mr. Kim: And please don't go near the water.
You know Matthew isn't a very good swimmer.

Heather: OK, Dad. Don't worry.

Matthew: Will you help me build a sandcastle, Heather?

Heather: Sure, buddy. We'll build the coolest
sandcastle on this beach.

Matthew: Yay!



Heather: Our sandcastle is perfect!

Matthew: Let's look for shells now.

Heather: OK, Matt*.

*Matt—a short form of the name Matthew



Matthew: Wow, I bet this is the biggest shell on the beach!

Heather: It is really big. It's very pretty too.

Matthew: Heather, where are America's prettiest beaches?

Heather: Hmm, people say there are really beautiful beaches in Hawaii. There are even black sand beaches there. But I think this beach right here in **Florida**¹ is the prettiest one.

Matthew: Oh. Me too. And do you know where the tallest waves in the U.S. are?

Heather: Sure, that's not difficult. Some of the tallest waves are in **California**², **Hawaii**³, and **North Carolina**⁴.

Matthew: Oh. And—

Heather: Matt, sorry to interrupt. But why are you asking me all these questions?

Matthew: Well, you're older than I am, Heather. So I guess you know a lot of things about life.

Heather: OK, Matt, you're right. Hey, look! It's Mom and Dad.

Mrs. Kim: Hi! Is everything OK?

Matthew: Yeah!

Mr. Kim: We're going to run to the other end of the beach now.

Heather: Fine by me! I'm having a great time hanging out with my little brother.



LESSON 3

the grammar you need

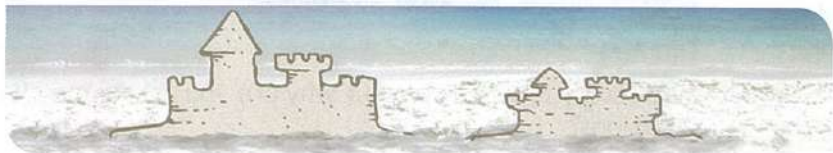
The exercises are to be done and corrected in class.

THE COMPARATIVE FORM – ADJECTIVES OF ONE OR TWO SYLLABLES

We use the comparative form to compare people, animals, places, and things. Let's take a look at how we make the comparative forms of one-syllable adjectives and two-syllable adjectives.

The comparative form of one-syllable adjectives

Look at these sandcastles. Let's use the one-syllable adjective *tall* to compare them.



The sandcastle on the left is *taller than* the sandcastle on the right.

Here are some more examples.

I'm 13 and Randall is 12. So I'm *older than* he is.

Debbie thinks Miami is *cooler than* Hollywood.

Chocolate cake is *sweeter than* apple pie.

In each sentence above, we used *adjective* + *er* + *than* to make the comparative form.

Notice that all the adjectives we used (old, cool, and sweet) have *one syllable* and end with a *consonant*.



REMEMBER THIS:

If a *one-syllable adjective* ends in a *consonant*,
we use *adjective* + *er* + *than*
to make its comparative form.

the grammar you need

Now look at these examples.

Ms. Cook is very nice, but Mr. Tate is *nicer* than she is.

“Do you both live near Glenn High School?”

“Yes, but Tammy’s house is *closer* than my house.”

In each example above, we used *adjective* + *r* + *than* to make the comparative form.

Notice that the adjectives we used (nice and close) have *one syllable* and end in *-e*.



REMEMBER THIS:

If a *one-syllable adjective* ends in *-e*,
we use *adjective* + *r* + *than*
to make its comparative form.

Here’s another example with the comparative form of a *one-syllable adjective* that ends in *-e*.

Pattie Pie is *cuter* than Sweet Sally.

But I think Sweet Sally is *cuter* than Pattie Pie.



LESSON 3

the grammar you need

Now let's compare these shells using the one-syllable adjective *big*.



We can see that the shell on the right is *bigger* than the shell on the left.

The adjective *big* ends in *only one vowel* + *only one consonant*. Notice how we make its comparative form.

ADJECTIVE

BIG

ONLY ONE VOWEL

ONLY ONE CONSONANT

COMPARATIVE FORM

BIGGER

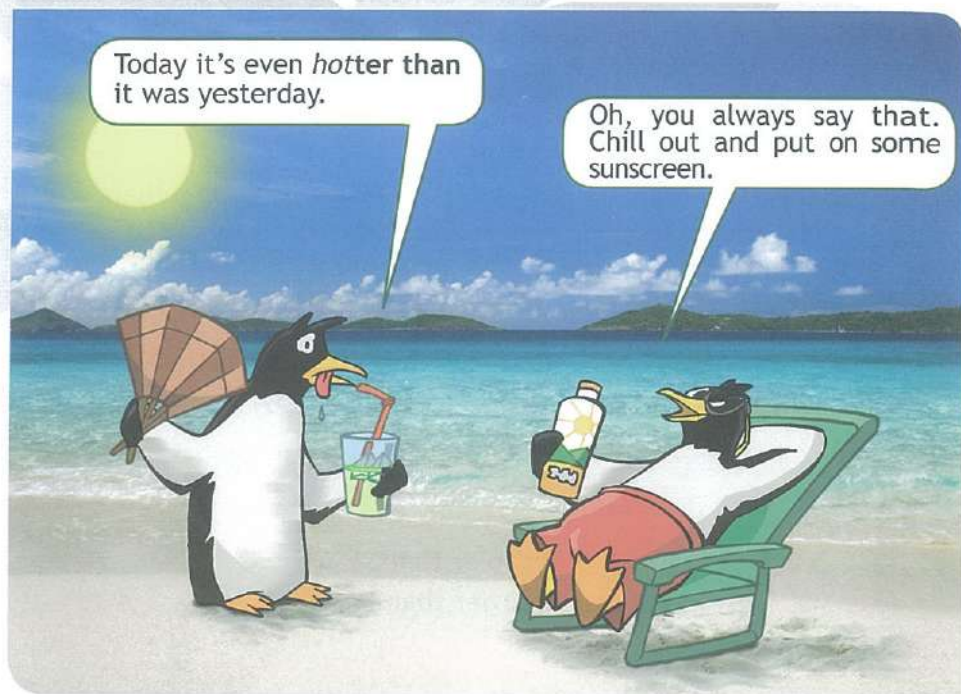
DOUBLED CONSONANT

REMEMBER THIS:

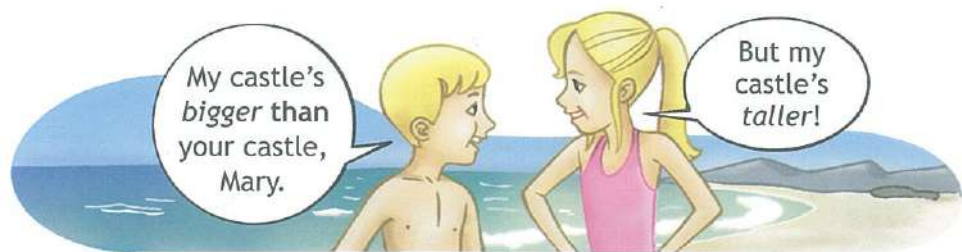
If a *one-syllable adjective* ends in *only one vowel* + *only one consonant*, we *double* that consonant and add *-er* to make its comparative form.

the grammar you need

Here's another example with the comparative form of a *one-syllable adjective* that ends in *only one vowel + only one consonant*.



Now let's take a look at this dialogue from the lesson.



It's clear from the context that the little girl on the right is comparing her castle with the little boy's castle. That's why it's not necessary to use "than your castle" in the comparison.

LESSON 3

the grammar you need

The comparative form of two-syllable adjectives

There's no official rule to make the comparative form of two-syllable adjectives, but we can divide them into three general categories.

- a. Here are examples of how we make the comparative form of some two-syllable adjectives:

e.g., *more awful than*
more famous than
more helpful than

more handsome than
more freezing than
more perfect than

- b. Here are examples of how we usually make the comparative form of two-syllable adjectives which end in -y, such as *easy*, *funny*, *happy*, and *heavy*:

e.g., *easier than*
funnier than
happier than
heavier than

- c. For some two-syllable adjectives, there is more than one way to make the comparative form:

e.g., *more shallow than*
more simple than
more gentle than

OR
OR
OR

shallower than
simpler than
gentler than

NOTE

A simple rule for making the comparative form of two-syllable adjectives is to use

more + adjective + than
except for adjectives which end in -y.

the grammar you need

- I. Complete the sentences with the comparative form of the adjectives in parentheses, as in the example.

Example: Yale University is older than Princeton University. (old)

1. Dad's homemade apple pie is _____
the ones we usually get from the store. (tasty)



2. My sister is _____ my brother. She always has time to help me. (nice)

3. "It's going to be 95 degrees today."
"Wow, that's even _____ it was yesterday." (hot)



4. "This cellphone is _____ your last one. It's really easy to use." (simple)
"I know. I just love it."

5. "Ocean Beach is _____ Pacific Beach,
but the waves at Pacific Beach are awesome." (close)
"Then let's go to Pacific Beach."



LESSON 3

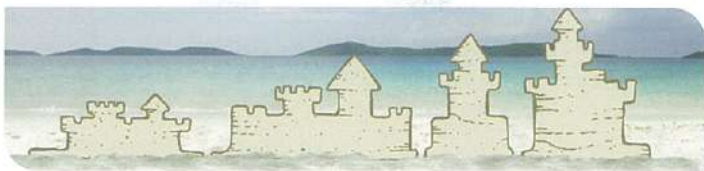
the grammar you need

THE SUPERLATIVE FORM – ADJECTIVES OF ONE OR TWO SYLLABLES

We use the superlative form to say that one member of a group is more of something than all the others. Let's look at how we make the superlative forms of one-syllable adjectives and two-syllable adjectives.

The superlative form of one-syllable adjectives

Let's look at these sandcastles.



All of these sandcastles are tall, but we can see that the sandcastle on the far right is the *tallest* of the group.

Here are some more examples.

I like Michael a lot, but he's the *weirdest* boy I know.

Morehouse is the *smallest* town in New York. Only 86 people live there.

Where's my coat, Mom? This is probably the *coldest* day of the year!

In each sentence above, we used *adjective* + *est* to make the superlative form. (We usually use *the* before the adjective.)

Notice that all the adjectives we used (weird, small, and cold) have *one syllable* and end in a *consonant*.



REMEMBER THIS:

If a *one-syllable adjective* ends in a *consonant*,
we use (the) *adjective* + *est*
to make its superlative form.

the grammar you need

Now take a look at these examples.

Mr. Walsh is the *niciest* man I know. He's so helpful!

That pink house is the *cutest* house on this street.

In each sentence above, we used *adjective* st to make the superlative form.

Notice that the adjectives we used (nice and cute) have *one syllable* and end in *-e*.



REMEMBER THIS:

If a *one-syllable adjective* ends in *-e*,
we use *adjective* st
to make its superlative form.

Here's another example.



LESSON 3

the grammar you need

Now let's compare these shells using the one-syllable adjective *big*.



We can see that the shell on the right is the *biggest* one in this group of shells.

Remember that the adjective *big* ends in *only one vowel* + *only one consonant*. Notice how we make its superlative form.

ADJECTIVE

BIG

ONLY ONE VOWEL

ONLY ONE CONSONANT

SUPERLATIVE FORM

BIGGEST

DOUBLED CONSONANT



REMEMBER THIS:

If a *one-syllable adjective* ends in *only one vowel* + *only one consonant*, we *double* that consonant and add *-est* to make its superlative form.

the grammar you need

The superlative form of two-syllable adjectives

There are three general categories of rules that we can use to make the superlative form of two-syllable adjectives.

- a. Here are examples of how we make the superlative form of some two-syllable adjectives:

e.g., (the) **most** *awful*
 (the) **most** *famous*
 (the) **most** *helpful*

(the) **most** *handsome*
 (the) **most** *freezing*
 (the) **most** *perfect*

- b. Here are some examples of how we make the superlative form of two-syllable adjectives which end in -y, such as *easy*, *funny*, *happy*, and *heavy*:

e.g., (the) **easiest**
 (the) **funniest**
 (the) **happiest**
 (the) **heaviest**

- c. For some two-syllable adjectives, there is more than one way to make the superlative form:

e.g., (the) **most** *shallow*
 (the) **most** *simple*
 (the) **most** *gentle*

OR (the) **shallowest**
 OR (the) **simplest**
 OR (the) **gentlest**

NOTE

A simple rule for making the superlative form of two-syllable adjectives is to use

(the) **most** + *adjective*
except for adjectives which end in -y.

LESSON 3

the grammar you need

Take a look at these examples. Notice that *the* is not used before the superlative form of the adjective.

All of my cats are a little heavy, but Furball is *my heaviest* cat.

This is *Harley-Davidson's® coolest* motorcycle. What an engine!

Wow! That is *Diana's most gorgeous* dress!

We generally use *the* before the superlative form of the adjective, but we can also use other words like possessive adjectives (*my, your, his, her, its, our, your, and their*) or names (such as *Harley-Davidson®* and *Diana* in the examples above).

Here's one more example with a name used before the superlative form of the adjective *handsome*.



the grammar you need

II. Complete the sentences with the superlative form of the adjectives in parentheses, as in the example. Use *the* when necessary.

Example:

The city of Barrow, Alaska, is one of the coldest cities in the U.S. (cold)

1. Samantha is _____ girl at school, but she's my friend. (weird)

2. "Excuse me, where is _____ restroom?" (close)
"It's just around the corner."

3. _____ park in New York City is not Central Park, it's Pelham Bay Park. (big)

4. Let's play here, kids. It's _____ part of the beach. (shallow)

5. "How was your math test?"

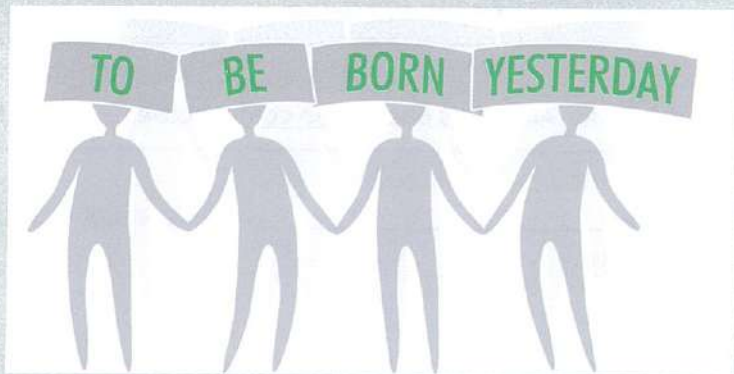
"It was _____ test of the semester." (easy)

6. One of _____ zoos in the U.S. is the San Diego Zoo. (famous)

7. All of John's dogs are gentle, but Rex is his _____ dog. (gentle)

LESSON 3

fixed expressions



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

Look out! ("Look out! There's a bus coming!" "Oh! Thanks for the warning.")

Here comes ("Here comes Ms. Klein, our new boss." "Great, I really want to meet her.")

To be born yesterday ("Wow! You look so beautiful today, Mom. Oh, can I help you with those bags?" "Hmm. I wasn't born yesterday. What do you need?")

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 comparisons;*

My castle's bigger than your castle, Mary.

But my castle's taller!



Your castles are very nice, but my castle's the prettiest.



The water's too shallow here. It's deeper out there. Come on!

*. . . give a warning;*

Look out! Here comes an enormous wave!

*. . . make suggestions;*

Hey, you should put on some sunscreen, Lucy.



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

LESSON 3

I know how to . . .

. . . state intentions;

I'm going to lie in the sun.



. . . provide personal information.



My skin is extremely delicate . . . and sensitive, especially my face.



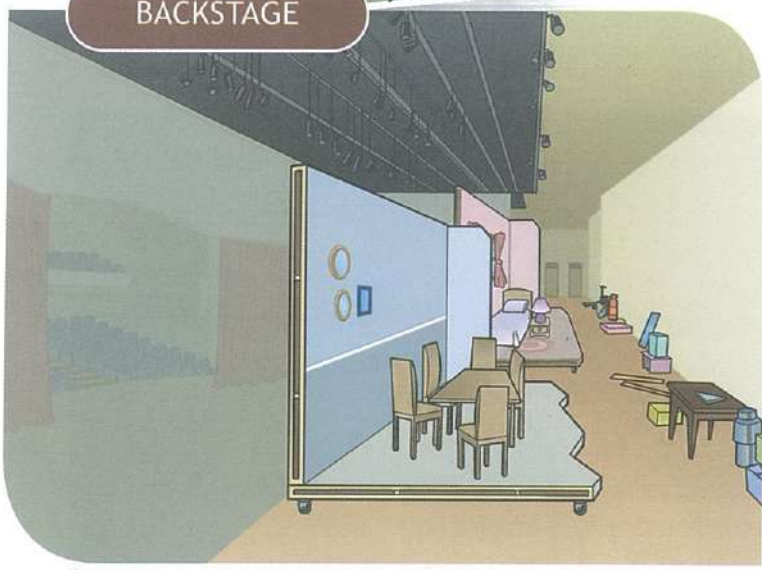
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 4

words in action



BACKSTAGE



LESSON 4

words in action



A RED VELVET ARMCHAIR



HE'S WEARING A CROWN.

LESSON 4

words in action



LESSON 4

words in action



SHE'S CLEANING
HER BABY'S EAR.

LESSON 4

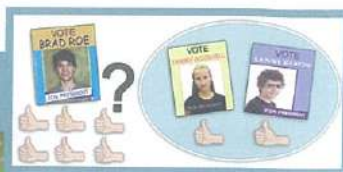
text

situation 1

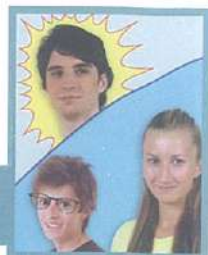
IN THE CAFETERIA



L: I can't believe you wasted your vote. Do you really think Brad Roe is better than the other candidates?



w: He's definitely better-looking than the others!



T: Hi, girls. How's it going?



w: Great. We're both rooting for you, Tammy.



T: Thanks. I appreciate your support.

L: Wendy!



w: Before you lecture me, I didn't say I voted for her.



... to be continued in Lesson 7.

LESSON 4

text

situation 2



BACKSTAGE

BOL: You look ridiculous in that huge red velvet crown.



BOR: Oh, shut up.



BOR: You look worse than I do in your little black leather skirt.



T: Hey, knock it off, guys!

BOL = boy on the left

BOR = boy on the right

T = teacher

LESSON 4

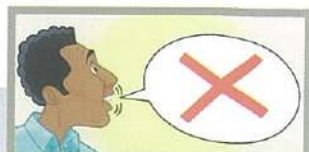
text

situation 3

SEVERE CRITIC



S: What do you think of the sound, Dad?



F: I'm speechless.



S: That's the best band in the world.



F: I can't imagine what the worst band in the world sounds like.



S: Aw, Dad. You just don't have an ear for music.

LESSON 4

reading text

BACKSTAGE WITH THE BAND

Do you love the Boyd Brothers?
Of course!

Want to go to their show next month and sit right in front?
Without a doubt!

And how about this: hang out backstage
with the band afterward?
Sounds incredible!

Then here's what you have to do:

Write a poem about why you think the Boyd Brothers are the world's best band.

If the Boyd Brothers think your poem is the best, you and a friend will be invited to the show. Then, after the performance you'll hang out with them at this year's coolest backstage party!



Hurry! Send your poem to: poem@boydbrothers.com by June 26.



Sophie: Look at this flier!

Emma: Super!

Sophie: After the show, you go straight to a party backstage to hang out with the band.

Emma: Can you imagine us with the Boyd Brothers?

Sophie: Absolutely. It'll be fabulous!

Emma: Yeah! I really want to meet them. Especially Mark Boyd. He's so handsome!

Sophie: I don't think any of the brothers are handsome. I just think the band has a cool sound, that's all. You know I have an ear for really great music.

Emma: Oh, come on, Sophie.

Sophie: OK, OK. They're kind of cute. Well, I bet one of us is going to win.

Emma: Definitely. What am I going to wear? Oh, I know: my little red velvet dress.

Sophie: Um, I think you should write your poem first.

Emma: Oh, you're right. I'm going to start tonight!

Sophie: Me too!



LESSON 4

going further

ORDER OF ADJECTIVES (SIZE + COLOR + MATERIAL + NOUN)

In this dialogue, based on the lesson, two boys are talking about what they are wearing. Let's take a look.

You look ridiculous in that
huge red velvet crown.



Oh, shut up. You look
worse than I do in your
little black leather skirt.



Notice that the boys use adjectives to describe the **size**, **color**, and **material** something is made of.

huge red velvet crown

↓ ↓ ↓ ↓
SIZE COLOR MATERIAL NOUN

little black leather skirt

↓ ↓ ↓ ↓
SIZE COLOR MATERIAL NOUN

REMEMBER THIS:

When we are talking about something and we mention its size and color and the material it's made of, we first mention the **size**, then the **color**, and then the **material**.

LESSON 4

going further

Here are some more examples.



"How about these
short pink cotton skirts?"

↓ ↓ ↓ ↓
SIZE COLOR MATERIAL NOUN

"They're nice, but I don't think
pink is your color, Dad."



"Are you sure you know
where Julie lives?"

"Yes! She lives on this street, in a
small white wooden house."

↓ ↓ ↓ ↓
SIZE COLOR MATERIAL NOUN

LESSON 4

the grammar you need

The exercises are to be done and corrected in class.

IRREGULAR COMPARATIVE FORMS (BETTER THAN, WORSE THAN)

There is a special way to make the comparative forms of the adjectives *good* and *bad*. Here are some examples.

"Chris Logan is a very *good* candidate."

"Yeah, but I think Amy Martin is **better than** Chris."

"Gosh, this band is really *bad*."

"Just wait. The next band is even **worse than** this one."

Now look at this chart.

ADJECTIVE	COMPARATIVE FORM
<i>good</i>	better + than
<i>bad</i>	worse + than

Here's another example in this dialogue based on the lesson.

You look ridiculous in that huge red velvet crown.



Oh, shut up. You look worse than I do in your little black leather skirt.



Note that the boy on the right uses the comparative form of the adjective *bad*.

the grammar you need

We do not always need to use **than** to make a comparison. Here's an example with the comparative form of *bad*.

Jim: Your costume looks ridiculous!

Bob: You're right, but your costume looks **worse**.



It's clear from the context that Bob is comparing his costume with Jim's costume. That's why it's not necessary to use "**than my costume**" in the comparison.

Now look at this example with the comparative form of *good*.

Terry: So, what do you think of my apple pie?

Kent: Well, it's pretty good. But Jean's apple pie is **better**.

It's clear from the context that Kent is comparing Jean's apple pie with Terry's apple pie. That's why it's not necessary to use "**than your apple pie**" in the comparison.

LESSON 4

the grammar you need

There are other situations in which we do not use **than** to make a comparison. Here's an example with the comparative form of *good*.



Ann: Which will fit me **better**, these tight black leather pants or these jeans?

Jane: Um, the jeans.

Ann does not use **than** because she is asking Jane to make a comparison. In this case, a comparison between leather pants and jeans.

Here's an example with the comparative form of *bad*.

Eric: Which dessert is **worse** for my health, the chocolate cake or the strawberry pie?

Ben: They are both bad for your health. Have some fruit.

Eric does not use **than** because he is asking Ben to make a comparison. In this case, a comparison between two desserts.

the grammar you need



1. Complete with the correct comparative form of *good* (*better than*, *better*) or *bad* (*worse than*, *worse*).

1. "I think Jack Garner is _____ the other candidates."
"Well, you should definitely vote for your favorite candidate."

2. "The Sharks are an awful baseball team."
"Yeah. But the Lions are _____."

3. There's nothing _____ a nice, cold lemonade on a hot day.



4. "Samantha is really good at her job. She's a great salesperson."
"But Max is _____. He was salesperson of the month last month."

5. "Is there anything _____ rain when you're at the beach?"
"Yeah. No snow when you're in the mountains in the winter."

6. "Which is _____, Mayfield Park or Timmons Park?"
"Mayfield Park, without a doubt. My kids love it there."



LESSON 4

the grammar you need

IRREGULAR SUPERLATIVE FORMS (THE BEST, THE WORST)

There is also a special way to make the superlative forms of the adjectives *good* and *bad*. Here are some examples.

"Allison is a really *good* diver."

"You're right. The coach says she's the *best* diver on the team."

"I got a pretty *bad* grade on my test. What a bummer."

"Oh, don't be so sad. I got the *worst* grade in the class."

Now look at this chart.

ADJECTIVE	SUPERLATIVE FORM
<i>good</i>	(the) <i>best</i>
<i>bad</i>	(the) <i>worst</i>

Here's another example in this dialogue based on the lesson.

That's the *best* band
in the world.

I can't imagine what
the *worst* band in the
world sounds like.

Note that the boy uses the superlative form of the adjective *good* and the man uses the superlative form of the adjective *bad*.

the grammar you need

You learned that we do not always use *the* before the superlative form of an adjective. Here are some examples with the superlative forms of the adjectives *good* and *bad*.

"This is *my* best painting. What do you think?"

"Sorry, but it looks like *your worst* painting to me. I think you need more practice."

"I really appreciate all of Mrs. Kemp's help."

"Me too. She's *Lincoln High's* best teacher."

We generally use *the* before the superlative form of the adjective, but notice in the examples above that we can also use words like possessive adjectives (e.g., *my*, *your*), and names (e.g., *Lincoln High*).

Here's an example with *my* used before **best** and **worst**.



LESSON 4

the grammar you need



II. Complete with the correct superlative form of *good* (*the best*, *best*) or *bad* (*the worst*, *worst*).

1. "Who was _____ athlete at the 2016 Olympic Games?"

"With 23 gold medals, it was definitely American swimmer Michael Phelps."

2. "I was in an accident this morning, so now my car will be in the garage for about a month. This is _____ day of my life!"

"Forget about the car. You're lucky that you're OK."

3. "The Beach Boys are _____ rock band in history."

"Who, Grandpa?"

"No, not The Who, the Beach Boys."

4. "Georgia O'Keefe was so talented. I love all of her paintings."

"I do too, but I think that *Red Canna* is her _____ painting."

5. "What a great show, dear!"

"Thanks, Mom. But I know I didn't play very well. Actually that was my _____ performance of the year."



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.

How's it going? ("How's it going, Max?" "Pretty good, Rick.")

To shut up ("Can I tell my brother to shut up?" "No, that's not nice. But you can ask him to stop talking.")

To knock it off ("You really need to study more for your SAT, Jane." "Knock it off, Ann. You're my sister, not my mom, so stop lecturing me.")

An ear for music ("Abigail learned to play the guitar in about a week." "Wow, she really has an ear for music.")

LESSON 4

I know how to . . .

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

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

I know how to . . .



. . . make comparisons;



Do you really think Brad Roe is better than the other candidates?

He's definitely better-looking than the others!



You look worse than I do in your little black leather skirt.



That's the best band in the world.

I can't imagine what the worst band in the world sounds like.



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

. . . express support;

We're both rooting for you, Tammy.

**. . . say thanks;**

Thanks. I appreciate your support.

**. . . describe things.**

You look ridiculous in that huge red velvet crown.

You look worse than I do in your little black leather skirt.



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

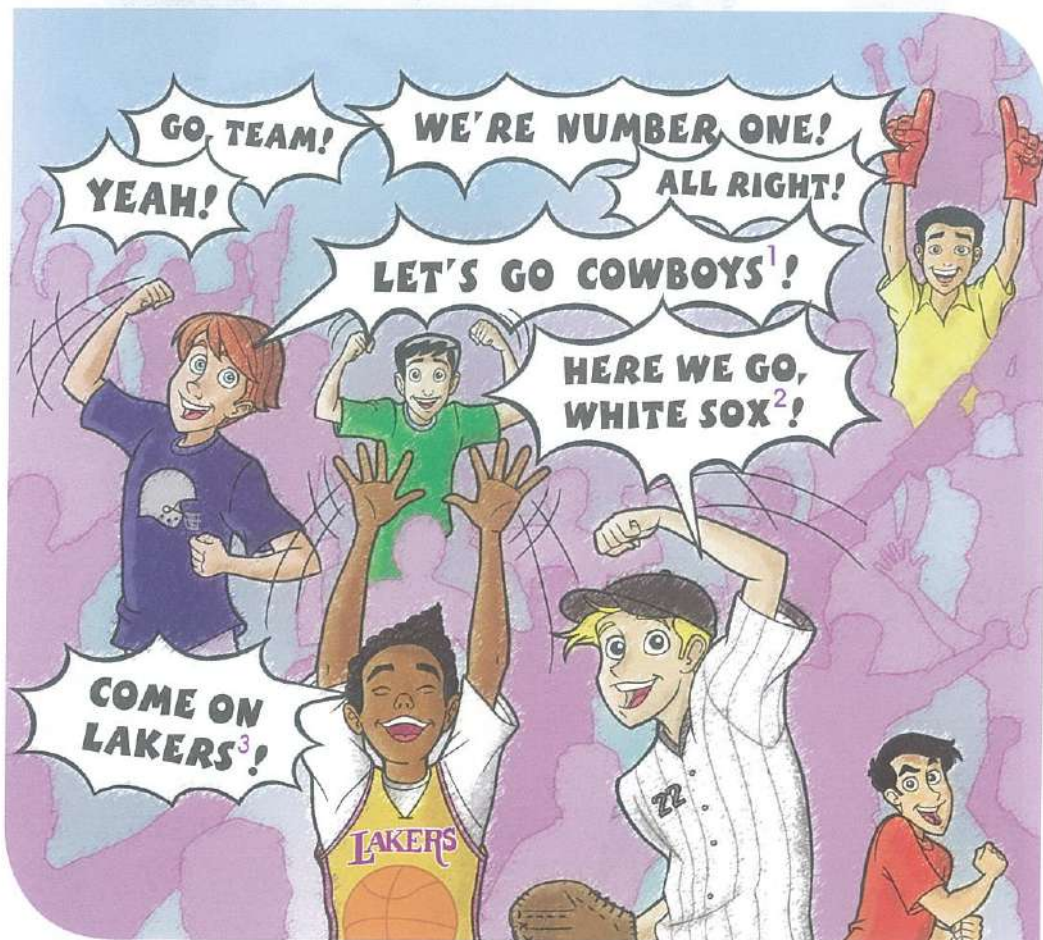
LESSON 4

just for fun

Here's a cartoon with the superlative form of the adjective *bad*. These kids think their dads' band is awful, but the kids' moms think it's great!



Almost all Americans love sports (especially football, baseball, and basketball), and they love to root for their favorite teams. Here are some examples of things people usually say when they are rooting for their teams.



¹ Cowboys — a football team from Dallas, Texas

² White Sox — a baseball team from Chicago, Illinois

³ Lakers — a basketball team from Los Angeles, California

LESSON 5

words in action

THIS SHAMPOO
IS FOR DOGS.



DIFFERENT KINDS OF BRUSHES

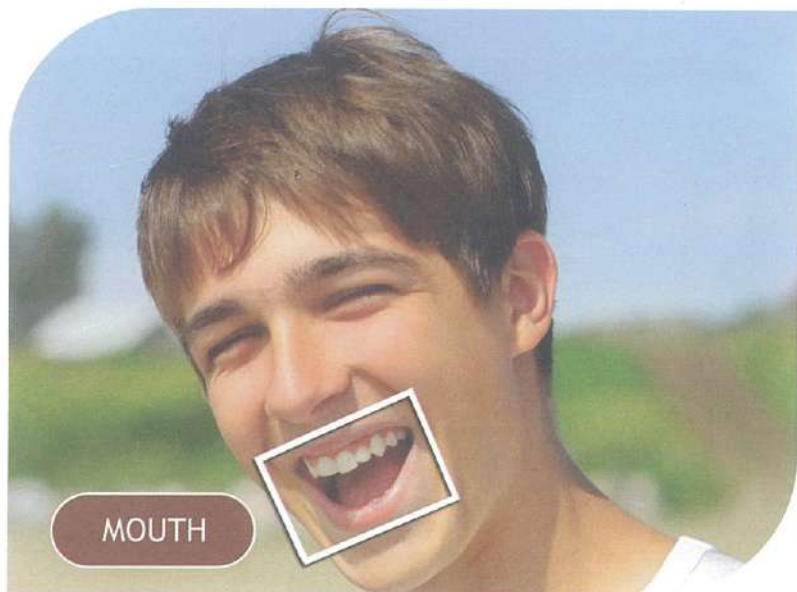
What's going on?



SHE'S BRUSHING HER HAIR.

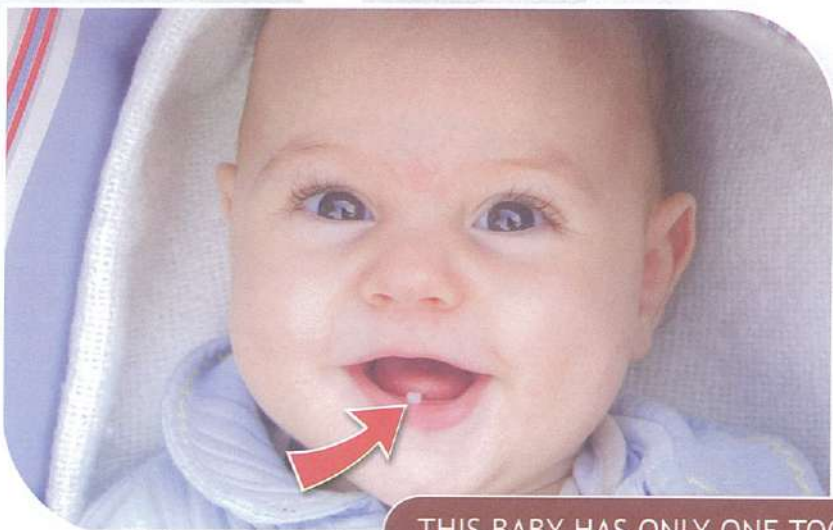
LESSON 5

words in action

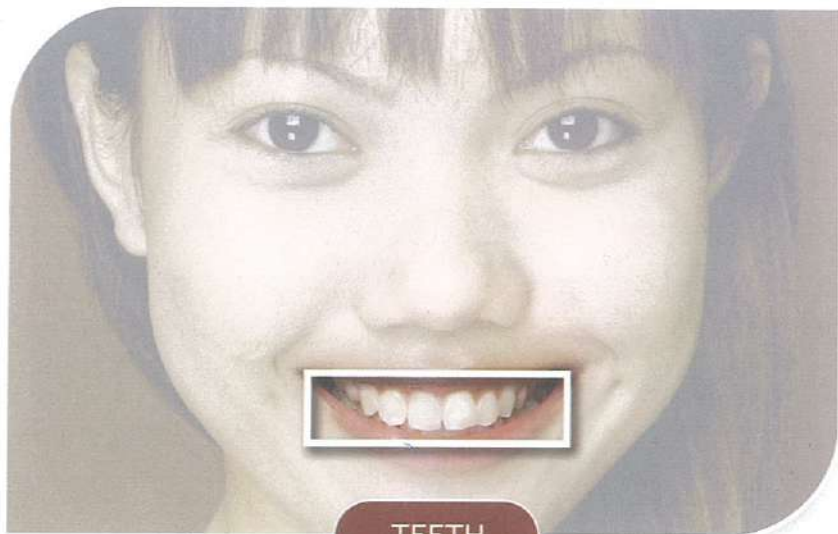


LESSON 5

words in action



THIS BABY HAS ONLY ONE TOOTH.



TEETH

LESSON 5

words in action



TOOTHBRUSH



TOOTHPASTE

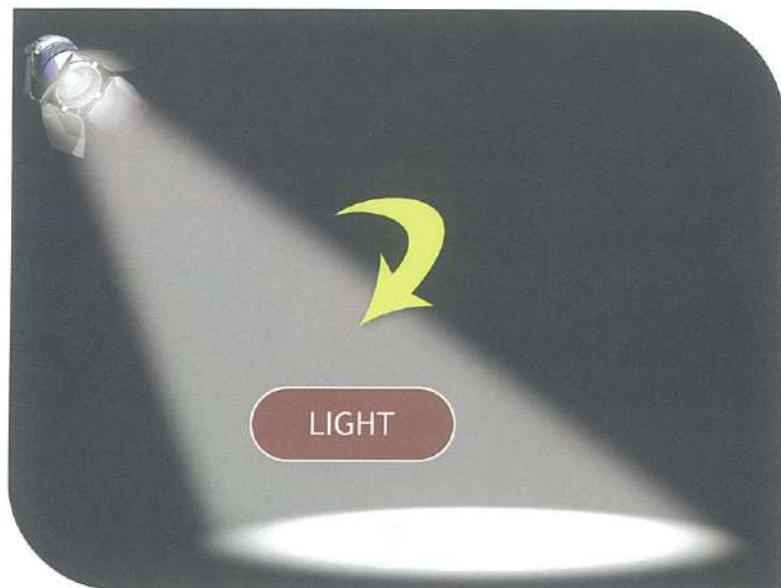
What's going on?

HE'S BRUSHING
HIS TEETH.



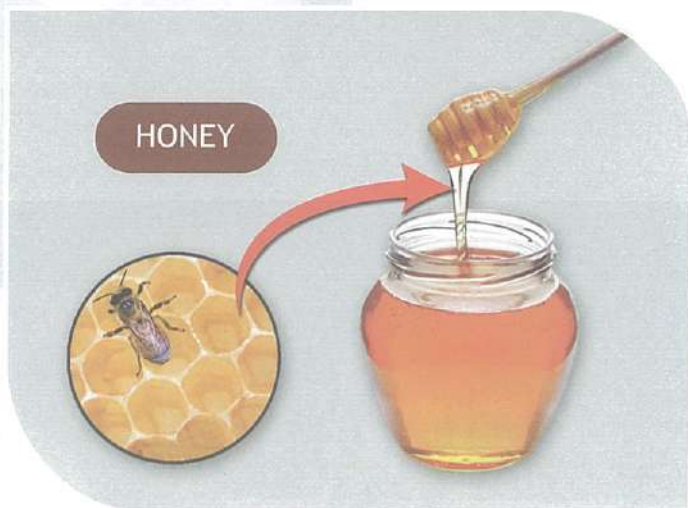
LESSON 5

words in action



LESSON 5

words in action



LESSON 5

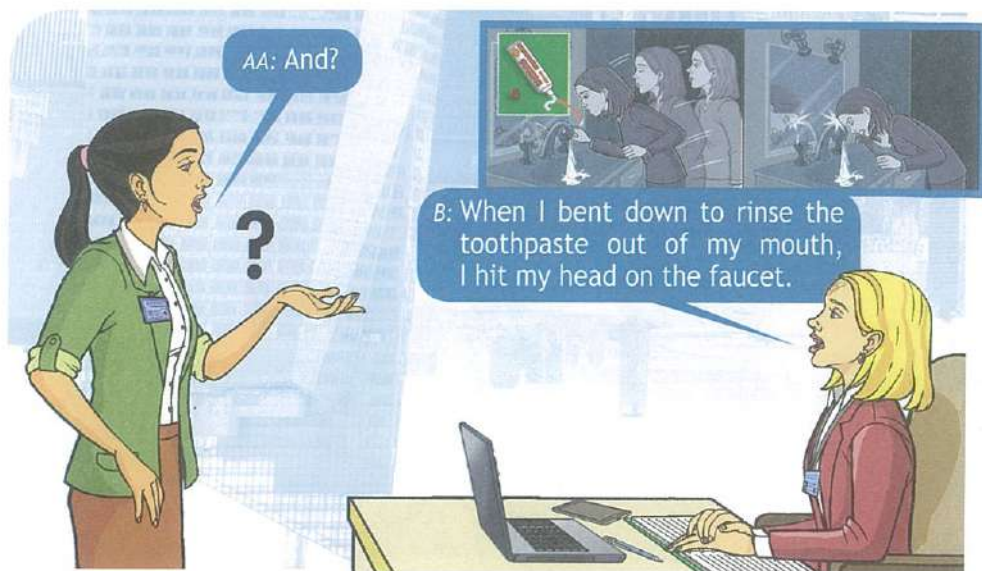
words in action

What's going on?



THEY'RE COOKING.

AN ACCIDENT



LESSON 5

text

situation 2

A TOUGH JOB

M: Who wants to give Rocky his bath? This shampoo and brush are his.



D: I don't. Count me out.



M: Is it Julie's turn or is it yours, Ben?

SAT
14



S: It's hers. It was mine last time.



D: Gosh! I hate to wash Rocky.



F: Come on, honey. I'll help you.



D: Thanks, Dad! I know I can always count on you.



M = mother

D = daughter

S = son

F = father

LESSON 5

text

situation 3

OCCUPIED



B: What were you doing when I called you before?



BG: I was watching TV.



B: So you blew me off because of some stupid sitcom?



BG: I wasn't watching a sitcom; it was a cooking show.



BG: I was learning how to make brownies.



B: Yummy! Give me one when I see you tomorrow, and I'll forgive you.



LESSON 5

reading text

Johnson's House of Sweets — Very Tasty!

By FRANK BROWN

I was out running near my place last Saturday morning when I noticed a new store on Martin Street: Johnson's House of Sweets. The sign in the window said, "Today's Specials: Banana Cream Pie and Double Chocolate Brownies." At that moment a sign in my head said, "Warning! Beware of Fattening Food! Don't Stop Running, Frank!" But then, I thought, "Wait a minute. I have an important job to do here." So I went right in. That was my first good decision of the day!



In the shop a nice man in a pink shirt welcomed me. On the left, I saw the cashier and a lot of happy people holding medium-size pink boxes waiting in line.



I looked around and saw every kind of dessert, all baked and perfectly decorated in the shop early that morning.

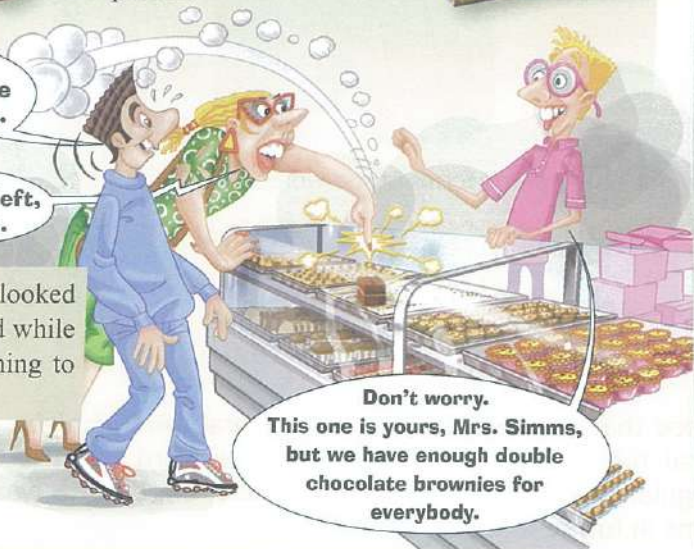


But which one should I try? Some dark chocolate cheesecake or strawberry cheesecake? An enormous chocolate cookie? Or maybe one of those delicate little cream pies? Cake, definitely cake. Orange chocolate cake or lemon vanilla? This was going to be difficult, so I got one of the specials.

I'll have a double chocolate brownie, please.

There's only one left, and it's not his.

A tall woman looked at me for a second while she was complaining to the man in pink.



Don't worry. This one is yours, Mrs. Simms, but we have enough double chocolate brownies for everybody.

Lucky me! The brownie was fabulous, so I asked for 15 more to take home and got in line. Yes, I was one of those happy people waiting in line holding a pink box—and mine was heavy with brownies!

While I was leaving the shop, I started to think about how life is full of important decisions to make. For example, what should I try next time?

Johnson's House of Sweets also serves great coffee and hot cocoa.

*Johnson's House of Sweets,
1234 Martin St. (222) 345-0091*

LESSON 5

going further

IRREGULAR PLURAL FORMS

Some words have an irregular plural form; that is, we do not add -s or -es to make the plural forms of these words. Take a look at this dialogue from the lesson.

What happened to your forehead?

The power went out last night while I was brushing my *teeth*.



Now look at the plural forms of the words *night* and *tooth*.

SINGULAR

PLURAL

night

nights

tooth

teeth

Notice that we add -s to make the plural form of *night*. This is a regular plural form. But the plural form of the word *tooth* is *teeth*. This is an irregular plural form. You will learn about more words with irregular plural forms in future lessons.

Here's another example with the singular and plural forms of *tooth*.



The exercises are to be done and corrected in class.

THE PAST CONTINUOUS TENSE

Making affirmative sentences

We use the **past continuous** tense to talk about an action in progress at a specific moment in the past. This moment in the past can be expressed by a *short action* or a *time expression*.

Take a look at this example.

Sam: I was watching my favorite sitcom on TV when Jill called.

↓
WAS + VERB -ING

↓
SHORT ACTION

Sam is using the **past continuous** tense to talk about an action (watching TV) that was in progress at a specific moment in the past. This moment is expressed by a *short action*.

Now look at this example.

Sam: I was watching my favorite sitcom on TV at 8 p.m. last night.

↓
WAS + VERB -ING

↓
TIME EXPRESSION

Again, Sam is using the **past continuous** tense to talk about an action (watching TV) that was in progress at a specific moment in the past. In this example, the moment is represented by a *time expression*.



REMEMBER THIS:

We use the **past continuous** tense, that is, the past tense of *to be* + verb -ing, to talk about actions that were in progress at a specific moment in the past.

LESSON 5

the grammar you need

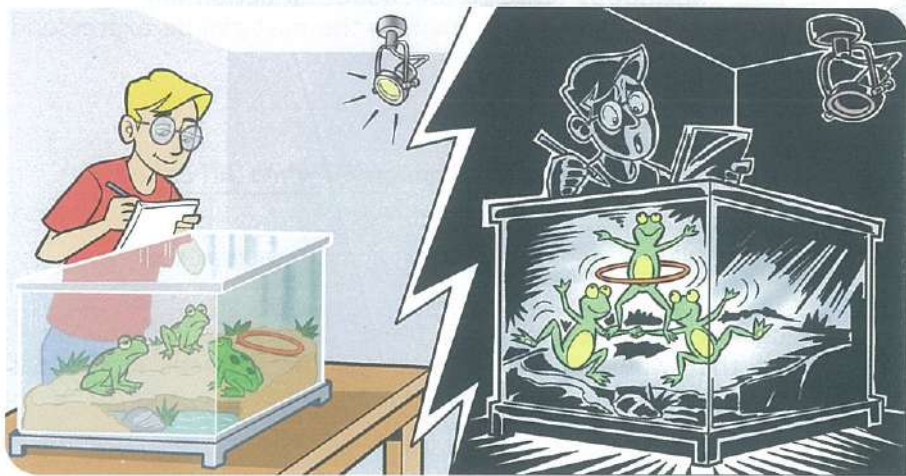
Note that the *short action* is always expressed in the **simple past**.

Sam: I was watching my favorite sitcom on TV when Jill called.

PAST CONTINUOUS

SIMPLE PAST

Now take a look at this example of the **past continuous** tense with both a *time expression* and a *short action*.



Bob **was working** on his science experiment at 9 p.m. last night when the power went out.

Do you want to know what happened when the lights came on?



the grammar you need

Making negative sentences

Take a look at this example with the **past continuous** tense based on the lesson. Remember that when the girl on the cellphone called earlier, her friend blew her off.



Compare these sentences.

I **was watching** a sitcom when Ann called. —————> AFFIRMATIVE

I **was not** watching a sitcom when Ann called. >>> NEGATIVE

I **wasn't** watching a sitcom when Ann called. >>> NEGATIVE

We **were watching** a sitcom when Ann called. —————> AFFIRMATIVE

We **were not** watching a sitcom when Ann called. >>> NEGATIVE

We **weren't** watching a sitcom when Ann called. >>> NEGATIVE

Look at these transformations.

was not



were not



LESSON 5

the grammar you need

Asking questions

Take a look at this example.

Ted: Mr. Fry **was fixing** the kitchen faucet when Joan got home from school.

Now compare these sentences.

Mr. Fry was fixing the faucet.	—————→	AFFIRMATIVE
↓		
Was Mr. Fry fixing the faucet?	—————→	QUESTION

Mr. Fry and Jim were fixing the faucet.	—————→	AFFIRMATIVE
↓		
Were Mr. Fry and Jim fixing the faucet?	—————→	QUESTION

Here's another example with the **past continuous** tense.

What **were you doing** when I called you last night?
Were you watching TV? **Were you reading** a book?
Were you hanging out with friends? Because you didn't sound very happy to be interrupted.

It was 1 o'clock in the morning.
I was sleeping when you called!!



the grammar you need

I. Use the information in parentheses to make sentences in the past continuous tense. Use contractions when possible.

1. While Mike was at a party last night, _____
for my science test. (I; to study)

2. _____ on her cellphone when she got in a
car accident last week? (Alice; to talk)

3. I saw Mr. and Mrs. McGregor at the movies on Saturday.
_____ in line to buy snacks. (they; to wait)

4. What did Elizabeth and Billy do last week while
_____ our family in Boston? (we; to visit)

5. _____ at the beach this morning when you
called her. She was at work. (Belle; not; to hang out)

LESSON 5

the grammar you need

POSSESSIVE PRONOUNS — *MINE, YOURS (SING.), HIS, AND HERS*

Look at this dialogue:

Boy: Whose pink toothbrush is this?

Girl: It's my toothbrush.

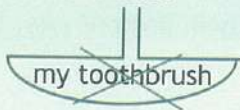


When the girl answered the boy's question, she repeated the word *toothbrush*.

Now look at the dialogue again. Pay attention to how the girl answers the boy's question this time.

Boy: Whose pink toothbrush is this?

Girl: It's *mine*.



Notice that this time the girl answered in a more simple way, and she did not unnecessarily repeat any of the words from the boy's question.

LESSON 5

the grammar you need

Now let's look at this example from the lesson.



The mother asks, "Is it Julie's turn or is it **yours**, Ben?" She doesn't say, "Is it Julie's turn or is it *your turn*, Ben?" She uses **yours** to avoid repeating *turn*.

The boy says, "It's **hers**." He doesn't say, "It's *her turn*." He uses **hers** to avoid repeating *turn*.

Here's an example with the possessive pronoun **his**.



LESSON 5

the grammar you need



NOTE

We call
mine, yours (sing.), his, and hers
possessive pronouns.

Now take a look at this table comparing subject pronouns, possessive adjectives, and possessive pronouns.

SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	—*
--	--	--
--	--	--
--	--	--

* There is no possessive pronoun that corresponds to the subject pronoun it.



II. Complete the sentences with the possessive pronouns *mine*, *yours*, *his*, and *hers*. The first one is done for you.

1. "This shampoo is amazing! My hair looks gorgeous!"

"Hey! I bought that shampoo yesterday. It's mine!"

2. "Is this John's toothbrush?"

"Yes, the blue toothbrush is _____."

3. "Is that your bag or is it my bag?"

"It isn't my bag, so I guess it's _____."

4. "Is Diana going to give the dog a bath?"

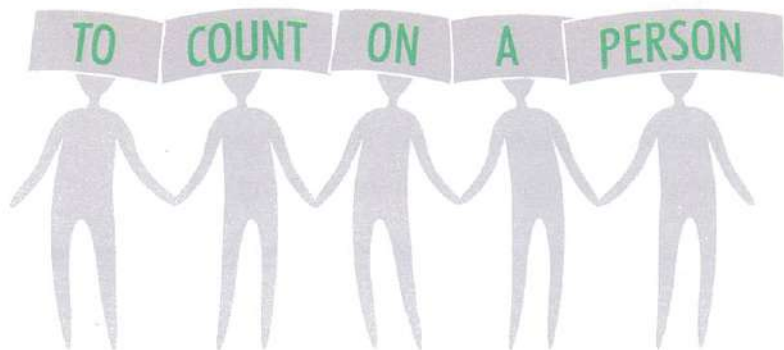
"Well, the dog is _____, so she should do it."

5. "Yummy! I love brownies. Is this one for me?"

"I'm afraid this brownie is _____. Carlos gave it to me."

LESSON 5

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 5.

To go out ("It's really dark in here, Mom. What happened?" "The lights went out, honey. Don't worry.")

To bend down (Children like it when their parents bend down to talk to them.)

To count a person (people) out ("We're going to have a birthday party for Grandma Pat on Sunday afternoon." "Count me and Uncle Bill out; he's going to help me study for my math test on Sunday afternoon.")

To count on a person (Samantha is so helpful. We can always count on her to help out around the office.)

To blow off a person or thing/To blow a person or thing off (Yesterday Max blew off his best friend to go to a party.) (After lunch, Mariah and Kevin blew off work and went to the beach.) ("I can't believe you blew me off on my birthday to hang out with your boyfriend." "I'm sorry, Emily!") (Sarah always blows her chores off to watch TV.)

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 and ask for and give information;



What happened to your forehead?

The power went out last night while I was brushing my teeth.



And?

When I bent down to rinse the toothpaste out of my mouth, I hit my head on the faucet.



What were you doing when I called you before?

I was watching TV.



So you blew me off because of some stupid sitcom?

I wasn't watching a sitcom; it was a cooking show.



I was learning how to make brownies.



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

LESSON 5

I know how to . . .

. . . ask for volunteers;



Who wants to give Rocky his bath?



. . . offer to help;



I'll help you.



. . . give excuses.

So you blew me off because of
some stupid sitcom?



I wasn't watching a sitcom; it
was a cooking show.



- ★ 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.

IN A HOTEL ROOM

Good morning. They told me there's a problem here.

9:35

402



Oh, yeah. I called about our faucet.

402



Oh, I see.

Can you fix it?

Definitely.



Thanks a lot.

You're welcome.



LESSON 5

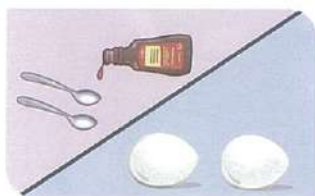
just for fun



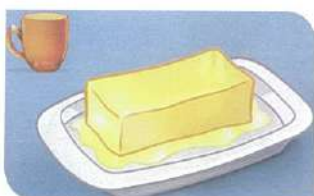
Hey, guys! How about some delicious chocolate brownies? They're very simple to make, so you can try this recipe at home. Oh, and don't forget to share some with your friends!



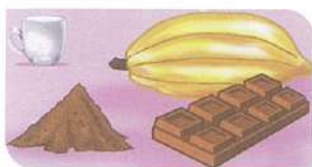
Ingredients



2 teaspoons vanilla
2 eggs



1 cup butter (softened)



1 cup cocoa powder



$\frac{1}{2}$ teaspoon salt



1 cup flour



1 $\frac{1}{2}$ cup sugar

Directions

Grease a 9" x 11" (23 cm x 28 cm) baking dish.



Mix butter and sugar together in a bowl.



Beat in eggs one at a time.



Add vanilla, flour, salt and cocoa powder, and mix.



Spread in the baking dish.



Bake at 350°F (175° C) for about 20 minutes.



Wait about five minutes before you cut them. (Makes 12 brownies.)



LESSON 6

words in action



What's going on?



THIS BOY IS ROWING.

LESSON 6

words in action

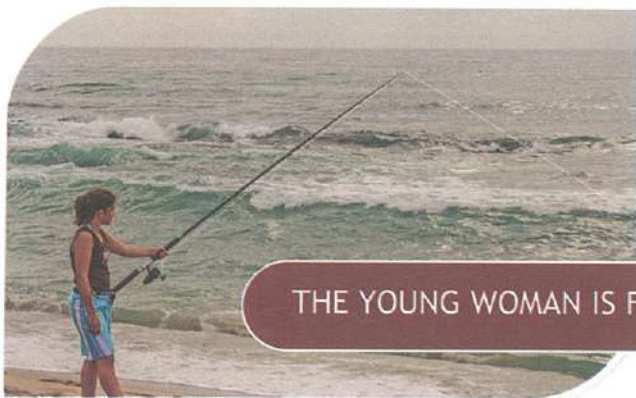


FISH (PL.: FISH)



SHRIMP (PL.: SHRIMP)

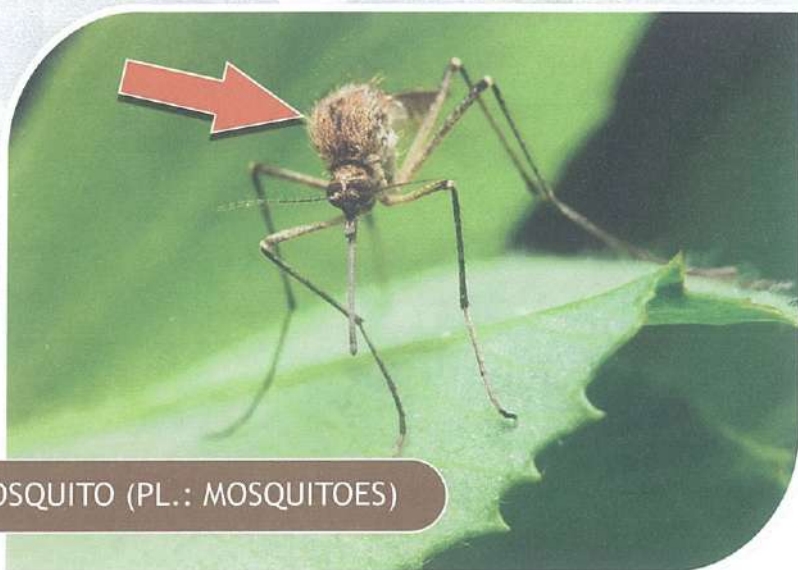
What's going on?



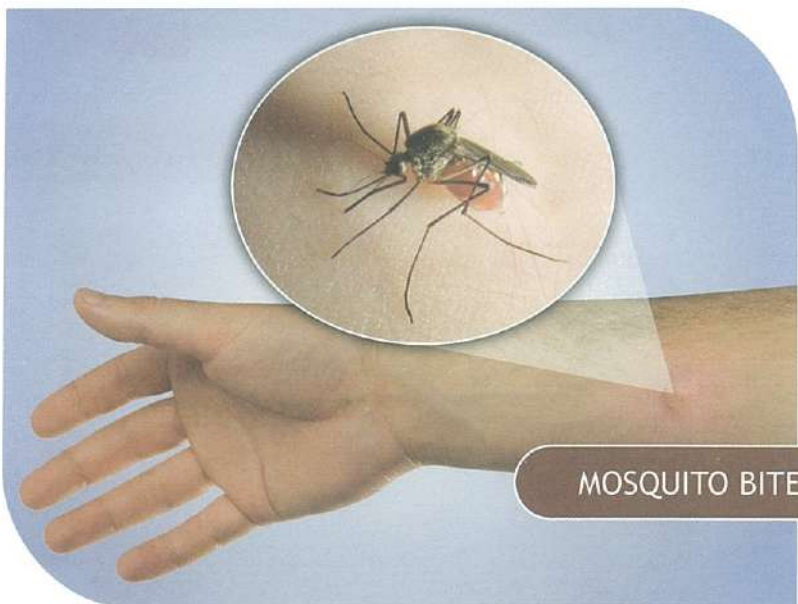
THE YOUNG WOMAN IS FISHING.

LESSON 6

words in action



MOSQUITO (PL.: MOSQUITOES)



MOSQUITO BITE

LESSON 6

words in action

PICTURE
OR
PHOTOGRAPH
OR
PHOTO



What's going on?



THIS GIRL'S BITING
AN APPLE.

LESSON 6

text

situation 1



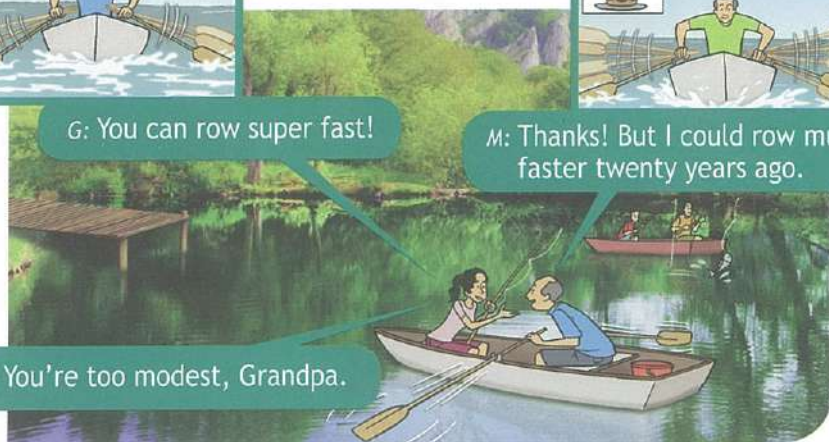
A DAY AT THE LAKE



G: You can row super fast!



M: Thanks! But I could row much faster twenty years ago.



G: You're too modest, Grandpa.



W: Way to go, guys!

G: Um . . .

G: Actually, this fish is ours.



M: Those fish are theirs.

G = girl

M = man

W = woman

VACATION MEMORIES



GIB: Are these yours?



GIR: Mm-hm. From our vacation.



GIB: You look awful!

GIR: Well, I had a reaction to a mosquito bite.



GIP: And I had some bad shrimp one night. I got pretty sick.



GIR: She couldn't breathe for a second.



GIB: Sounds terrible!



LESSON 6

text

situation 3



DAD'S GIRLFRIEND



B: Could you date when you were my age?



M: Yep!



M: Here's a picture of my high school sweetheart.

B: Wow!



B: That's funny; she looks like Mom. Hang on. That is Mom!

M: I was lucky to find such a lovely person. I hope you will be too.

B = boy

M = man

LESSON 6

reading text

PENPALS



Andrew: Hi, Alice. I'm on vacation this week! My family and I are staying in a big, beautiful house by a lake. We come here every year with my aunts, uncles, cousins, and grandparents.*

Alice: How nice! I bet you're having a lot of fun.

Andrew: Well, there are a lot of mosquitoes, but that's OK because I'm having a blast hanging out with everybody. I love to play football, ride bikes, and swim in the lake with my cousins. Guess what! Last year I couldn't row very fast, but this year I can row faster than any of my cousins! But I especially like to see my grandparents. My grandma is so sweet, and my grandpa takes me and my cousins out on the lake every day to go fishing. Gosh, it's too bad I can't see them more often. But they all live pretty far away.

Alice: Really? My grandparents live in the same town where I live, so I see mine almost every week.

Andrew: How lucky! You see, in the U.S., people usually go away to college; after college, they often look for the best job they can find, even if it's in a city far away from home. So sometimes people in the same family only get together once a year; maybe at Thanksgiving or Christmas.

Alice: Oh. That sounds kind of sad.

Andrew: Well, that's just the way it is here. Oh, I'm going to send you a picture of me and my grandpa fishing yesterday! The fish were really biting, and there was enough for everybody to have fish for dinner. It was delicious!

Alice: Way to go! OK, have a great time with your family, Andrew. Bye!

Andrew: Thanks, Alice! Bye!



*A person's cousins are the children of that person's aunts and uncles.

LESSON 6

going further

IRREGULAR PLURAL FORMS

In the previous lesson, you learned that the word *tooth* has an irregular plural form: *teeth*. Now let's learn about some more words with irregular plural forms.

Look at the plural forms of the words *boy* and *person*.

	SINGULAR	PLURAL
REGULAR	boy	boys
IRREGULAR	person	people

Notice that we add *-s* to make the plural form of *boy*. This is a regular plural form. But the plural form of the word *person* is *people*. This is an irregular plural form.

Here's an example with *person* and *people*.



Now take a look at this dialogue based on the lesson.



Notice that the plural form of *fish* is identical to its singular form. Take a look at these singular and plural forms.

	SINGULAR	PLURAL
REGULAR	apple	apples
IRREGULAR	fish	fish
	food	food
	fruit	fruit
	shrimp	shrimp

We add *-s* to make the plural form of *apple*. This is a regular plural form. The plural forms of *fish*, *food*, *fruit* and *shrimp* are identical to their singular forms. These are irregular plural forms.

NOTE

We can add *-s* (foods, fruits) or *-es* (fishes) to make the plural forms of *food*, *fruit* and *fish* when we are talking about different kinds of these things. Here are some examples.

Gosh! There is a lot of **food** in the refrigerator.
Jill's favorite **foods** are meat loaf and roast chicken.

Liam doesn't like sweets. He prefers **fruit** for dessert.
You should eat different **fruits** and vegetables every day.

Wow! The **fish** are really biting today.
There are 15 species of **fishes** in this lake.

LESSON 6

going further

Let's look at some more plural forms. Some words that end in -o have two possible plural forms.

+ -es OR + -s

SINGULAR	PLURAL
mosquito	mosquitoes OR mosquitos
zero	zeros OR zeroes

Some words that end in -o have only one plural form. Look at these examples.

+ -s

SINGULAR	PLURAL
photo	photos
piano	pianos
zoo	zoos

+ -es

SINGULAR	PLURAL
potato	potatoes
tomato	tomatoes

the grammar you need

The exercises are to be done and corrected in class.

COULD

Making affirmative statements with *could*

Take a look at this dialogue based on the lesson.



Here are more examples with **could**.

Carlos **could** swim pretty fast last year, but this year he can swim even faster.

Last semester Betty **could** hang out at the mall after school, but this semester she has volleyball practice after school.

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

I
You
He
She
It
We
You
They

could run very fast last year.



REMEMBER THIS:

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

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

LESSON 6

the grammar you need

Making negative statements with *could*

Compare these statements with *could*.

Ben **could** date when he was 14. —————> AFFIRMATIVE

Ben **could not** date when he was 14. —————> NEGATIVE

Now compare these negative sentences.

Ben **could not** date when he was 14. —————> NEGATIVE

Ben **couldn't** date when he was 14. —————> NEGATIVE

Remember this.

could not

couldn't

Take a look at this table.

I		
You		
He		
She	could not	
It	couldn't	run for very long without a rest last year.
We		
You		
They		

REMEMBER THIS:

In negative statements, we use **could not** or **couldn't**.

*the grammar you need***Asking questions with *could***

Compare these sentences.

Dad **could** row very fast when he was younger. → AFFIRMATIVE
 Could Dad row very fast when he was younger? → INTERROGATIVE

Look at this table.

Could	I you he she it we you they	sleep all day last Sunday?
-------	--	----------------------------

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

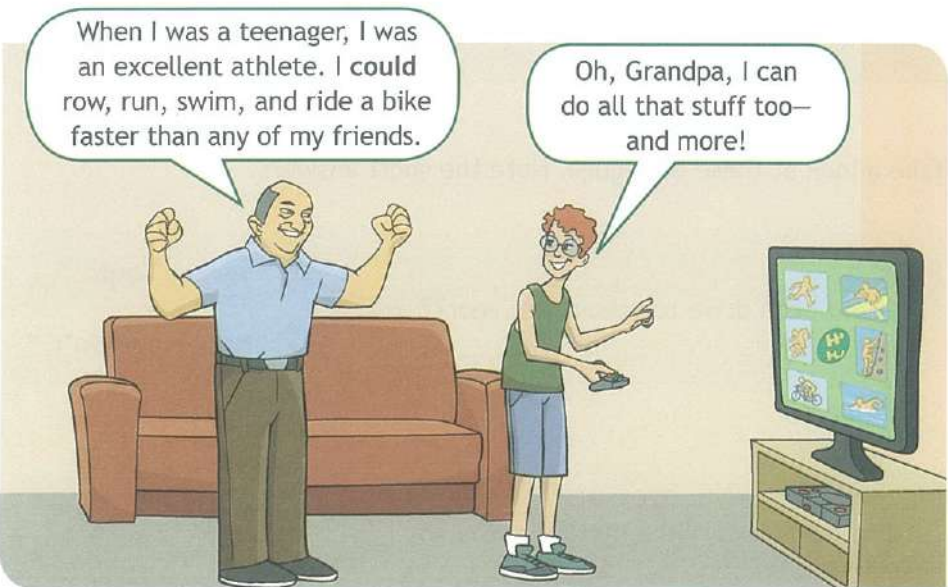
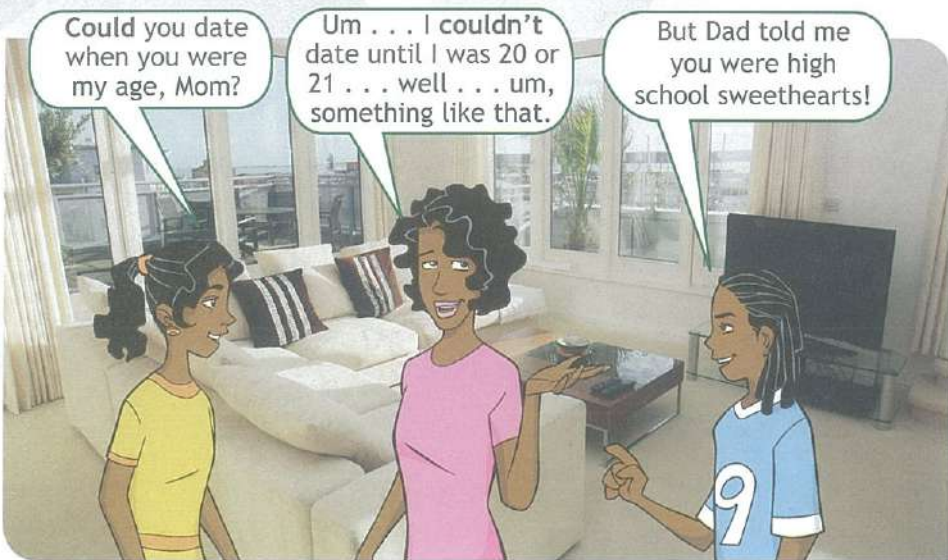
"**Could** Leon drive to school last year?"
 → "Yes, he **could**."
 → "No, he **couldn't**."

"**Could** you two ride a motorcycle when you were 16?"
 → "Yes, we **could**."
 → "No, we **couldn't**."

LESSON 6

the grammar you need

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



the grammar you need



I. Write *could* or *couldn't* to complete the sentences.

1. "I _____ name all 50 states when I was only 6."
"Wow!"



2. "_____ you date when you were a senior in high school, Dad?"
"Of course."

3. "When I was 25, I _____ wear a size 2."
"Those are just numbers. You look great in a size 6 now."

4. William _____ drive until he was 17, but he got a car for his birthday.

5. "Juan _____ read when he was only four years old."
"That's amazing. What an intelligent child!"

6. "_____ Grandma wear jeans to school?"
"No. In those days, girls had to wear skirts or dresses to school."

7. "In high school, Mr. Wood _____ run a mile in just 4 minutes."
"Gosh! That's pretty fast."



8. "_____ you see the beach from your hotel room?"
"Yes, it was so lovely."



LESSON 6

the grammar you need

NOTE

We call
**mine, yours (sing.), his, hers,
ours, yours (plural), and theirs**
possessive pronouns.

Take a look at this table comparing subject pronouns, possessive adjectives and possessive pronouns.

SUBJECT PRONOUNS	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	—*
we	our	ours
you	your	yours
they	their	theirs

* There is no possessive pronoun that corresponds to the subject pronoun it.

the grammar you need



II. Complete the sentences with the possessive pronouns *ours*, *yours* (pl.), and *theirs*. The first one is done for you.

1. "Mark and Ella! It looks like all this stuff is yours. Please clean it up."
"Sorry, Mom. We will."

2. "Is this your and Billy's dog? He's so cute!"
"Yes, he's _____. Thanks!"

3. "Excuse me! Those are our bags!"
"Oh, are these _____? Sorry. They all look the same to me."

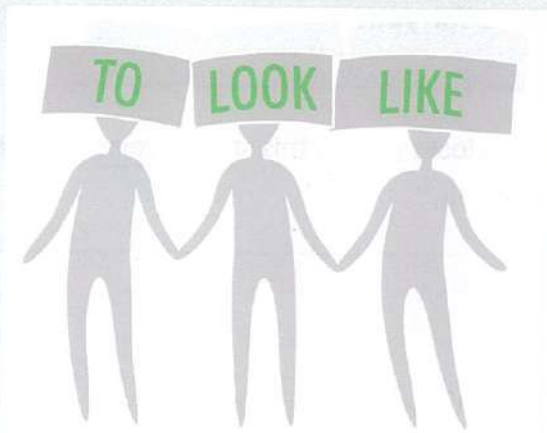
4. "Are those your girlfriends?"
"No, they aren't. But Kent and I just gave them our phone numbers, and they gave us _____."

LESSON 6

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 6.

Way to go! (“We rowed across the lake in just 10 minutes.” “That’s really fast. Way to go, guys!”)

Hang on (“Let’s go home now.” “Hang on. I can’t breathe very well. I think I’m having a bad reaction to the shrimp.”)

To look like (“Look at this picture of John’s old girlfriend.” “Wow! His new girlfriend really looks like her.”)

I know how to . . .

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

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

I know how to . . .**. . . express praise;**

You can row super fast!

Way to go, guys!

**. . . clarify a misunderstanding;**

Actually, this fish is ours.

Those fish are theirs.

**. . . talk about past events;**

But I could row much faster twenty years ago.

Well, I had a reaction to a mosquito bite.



And I had some bad shrimp one night. I got pretty sick.

She couldn't breathe for a second.



- ★ 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 ...

... agree;



Are these yours?

Mm-hm.



... express dislike;



You look awful!

Sounds terrible!



... ask questions and make affirmations;



Are these yours?

Mm-hm.



Could you date when you were my age?

Yep!



... make affirmations.



That is Mom!



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

LESSON 6

just for fun

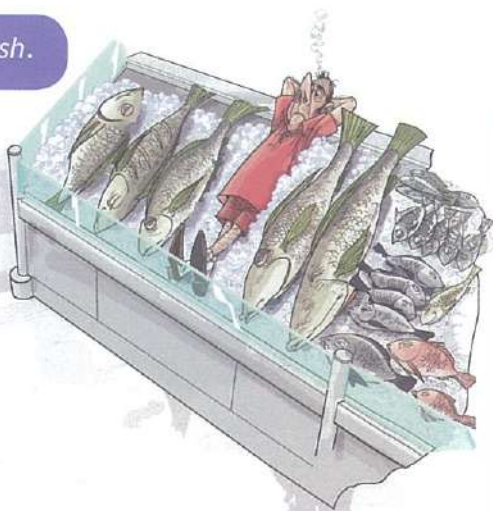
Americans use lots of expressions about **fish** and **fishing**. Take a look at these funny examples.

In this small town, everybody knows everything about my life! It's like *living in a fishbowl**.



*fishbowl—(noun) a round glass container for fish to live in

Bert's not very nice. He's such a *cold fish*.



LESSON 6

just for fun

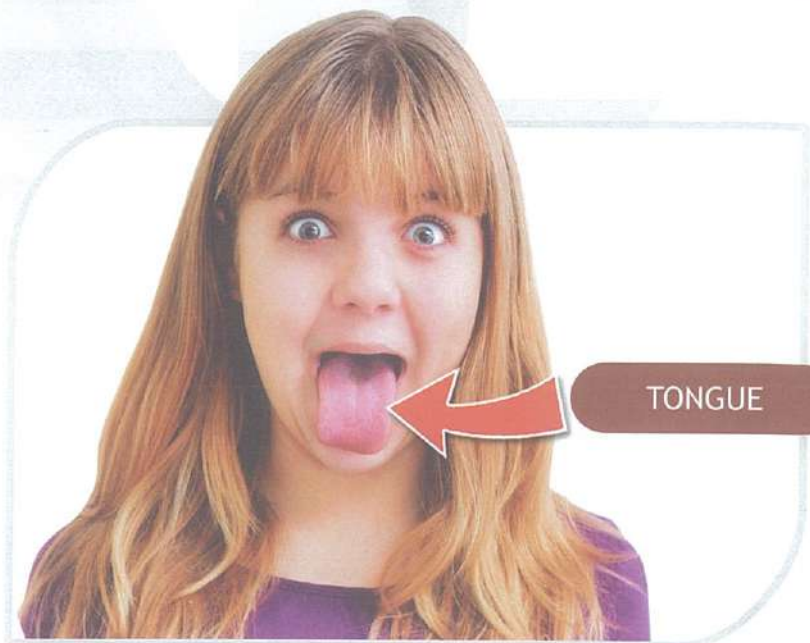
Now enjoy this cartoon.

By Mark Mouty



LESSON 7

words in action



LESSON 7

words in action

SHELF (PL.: SHELVES)



DIFFERENT KINDS OF SHOES



LESSON 7

words in action

What happened?



HIS BOOK FELL OUT
OF HIS BACKPACK.



THE PEN FELL OFF THE TABLE.



SHE DROPPED THE GLASS,
AND IT BROKE.

LESSON 7

text

situation 1



TONGUE-TIED



L: Hey, you have a crush on Brad Roe!



W: I know. I would love to meet him.



L: Well, there's no time like the present.

L: Hey, Brad. I'd like you to meet my friend Wendy.



B: How're you doing, Wendy?

B: You're looking at the future student council president.



L: Don't be so sure.

L = Laura

W = Wendy

B = Brad

L: It's not going to be easy to beat Tammy Goodsell.



B: Oh, Tammy's no competition for me.



B: Well, girls, have to go. See you around.



L: See ya.



B: Is your friend always so talkative?



L: She's just shy, that's all.

... to be continued in Lesson 10.

LESSON 7

text

situation 2



IN TROUBLE

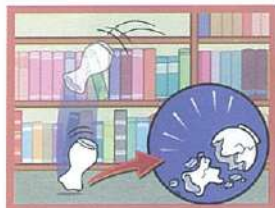
F: Would you two tell me what's going on here?



BSF: Andy pushed me against the bookshelf.



BSF: Mom's vase fell off the shelf onto the floor and broke.



BS: Mom will be really angry.



F: I wouldn't like to be in your shoes.



F = father

BSF = boy sitting on floor

BS = boy standing

LESSON 7

reading text

RIVALS



Jack: What's going on, Gary?

Gary: I'm so angry at Bob! He knows I have a crush on Grace, but he told me he's going to ask her to the prom.

Jack: Then you should ask her first.

Gary: I'd like to, but I'm too shy, I guess. Grace is such a great person. She's really pretty. She's not conceited like a lot of the other girls. But I get tongue-tied when I try to talk to her.

Jack: There's no time like the present to try again.

Gary: Huh?

Jack: Here she comes!

Grace: Hi, guys!

Jack and Gary: Hi!

Jack: Gosh, I really have to go now. See you two around.

Grace: Bye, Jack. Um, Gary, are you going to the prom?

Gary: Well, actually, um, um—

Grace: Would you like to go to the prom together?

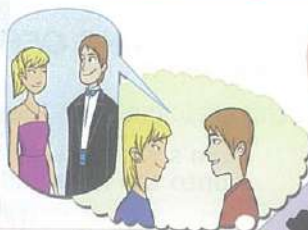
Gary: Yeah! That would be great.

Grace: Oh, cool. Look, here's my phone number. Call me tonight, OK?

Gary: OK, Grace.

Bye, Grace.

*No way! I'm so lucky!
And that's just too bad
for Bob.*



LESSON 7

going further

USING OFF, ONTO, AND OUT OF

Look at this dialogue from the lesson with the words *off* and *onto*.

Mom's vase fell **off** the shelf
onto the floor and broke.

Mom will be
really angry.



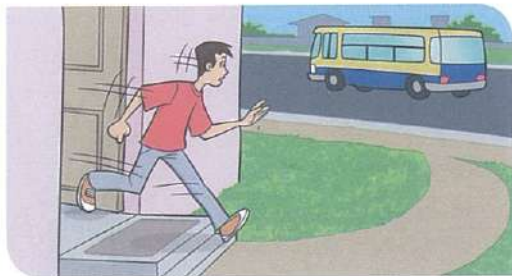
You learned that *off*, *onto*, and also *out of* indicate in what direction a person or thing is moving. It's sometimes difficult to understand the difference between these words, but pictures can help. So let's take a look at these examples.



Judy's falling **off** her bed.



The pencils are rolling **off** the
table **onto** the floor.



Mike's running **out of** his house.

LESSON 7

going further

IRREGULAR PLURAL FORMS

You know that some words have an irregular plural form; that is, we do not add -s or -es to make the plural forms of these words. Take a look at the irregular plural form of the words *shelf*, *bookshelf*, and *life*.

SINGULAR	PLURAL
shelf	shelves
bookshelf	bookshelves
life	lives

Notice that we make the plural form of these words by changing the *f* to *v* and adding -es. This is an irregular plural form.

You already know a lot of irregular plural forms. Very impressive!

SINGULAR	PLURAL
bookshelf	bookshelves
child	children
fish	fish
food	food
fruit	fruit
leaf	leaves
life	lives
person	people
shelf	shelves
shrimp	shrimp
tooth	teeth

LESSON 7

the grammar you need

The exercise is to be done and corrected in class.

WOULD

Making affirmative statements with *would*

Take a look at this dialogue from the lesson.

Hey, you have a crush on Brad Roe!



I know. I *would* love to meet him.

Here are more examples with *would*.

"Oh! Mom *would* love this necklace, Dad."

"You're right! Let's get it for her."

"I *would* really like to visit France and Spain one day."

"Me too! It *would* be fun to go together."

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

I
You
He
She
It
We
You
They

would like to eat now.



REMEMBER THIS:

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

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

LESSON 7

the grammar you need

Let's compare these statements with **would**. Note the contraction.

I **would** like to meet the new girl in school, but I'm too shy.

I'd like to meet the new girl in school, but I'm too shy.

Now take a look at this table.

I		
You		
He	would	
She		
It	'd	love to have lunch now.
We		
You		
They		

Remember this.

would



Here are some more examples with the contraction of **would**.

"Too bad we can't get these shoes for Lucy. She'd love them!"

"Yeah, but they're so expensive. Let's wait until they're on sale."

"Max is pretty shy, but he'd like to ask you to go out with him."

"Really? I'd love to!"

"Fred, your mother and I know you're occupied with soccer and baseball, but we'd really like you to do better this semester."

"I definitely will."

LESSON 7

the grammar you need

Making negative statements with *would*

Compare these statements with *would*.

I **would** like to go shopping for new shoes. → AFFIRMATIVE

I **would not** like to go shopping for new shoes. → NEGATIVE

Now compare these negative sentences.

I **would not** like to go shopping for new shoes. → NEGATIVE

I **wouldn't** like to go shopping for new shoes. → NEGATIVE

Remember this.

would not

wouldn't

Take a look at this table.

I		
You		
He		
She	would not	
It	wouldn't	like to go home now.
We		
You		
They		



REMEMBER THIS:

In negative statements, we use **would not** or **wouldn't**.

Asking questions with *would*

Compare these sentences.

Grandma **would** like a new vase for her birthday. → AFFIRMATIVE

↓
Would Grandma

like a new vase for her birthday? → INTERROGATIVE

Look at this table.

Would	I	be a good teacher?
	you he she it	like some water?
	we you they	like to play in the snow?

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

"Would Dad get me a new backpack?"

"Yes, he would."
 (NOT "Yes, he'd.")
 "No, he wouldn't."
 (NOT "No, he'd not.")

"Would you and Anne like a ride to school?"

"Yes, we would."
 (NOT "Yes, we'd.")
 "No, we wouldn't."
 (NOT "No, we'd not.")

LESSON 7

the grammar you need

Here is another example with would.

Would you please tell me
what you're doing in front
of my locker?

Um . . . nothing, Marla!

I'd really like
to tell you . . .
but I'm just too shy.



the grammar you need

Complete the dialogues with the correct form of *would*. Use contractions when possible. The first one is done for you.

1. "What would you like to drink?"

"I'd like a hot cocoa, please."

2. "Are you going to vote for Richard for student council president?"

"No way. He _____ be a very good president. He's too shy."

3. "I _____ love to win first place in the math competition."

"And you will if you study enough."

4. "_____ you like to learn how to ride a skateboard, Grandma?"

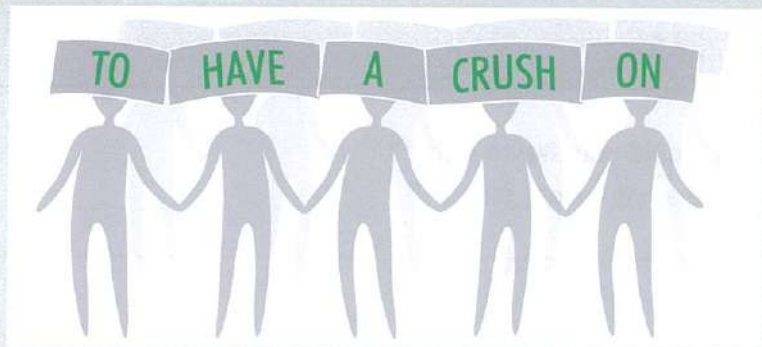
"Yes, I _____. Can you teach me?"

5. "I _____ like to work for Mrs. Hill. They say she's a difficult person."

"Well, she can be a tough boss, but I'm learning a lot from her."

LESSON 7

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 7.

There's no time like the present ("I really need to get some exercise."
"Well, there's no time like the present. Let's start now!")

To have a crush on ("Evan has a crush on you." "Really? I think he's pretty cute too.")

See you around ("See you around, David." "Yeah, see you, Mike.")

To be in a person's shoes ("Mary is in big trouble with Mr. Timms." "Yep. I wouldn't like to be in her shoes.")

I know how to . . .

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

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

I know how to . . .**. . . express a wish;**

I would love to meet him.

**. . . introduce people;**

I'd like you to meet my friend Wendy.



How're you doing, Wendy?

**. . . say goodbye;**

Well, girls, have to go. See you around.

See ya.

**. . . describe what happened.**

Andy pushed me against the bookshelf.

Mom's vase fell off the shelf onto the floor and broke.



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

LESSON 8

words in action



THERMOMETERS
(SING.: THERMOMETER)



DIFFERENT KINDS OF MEDICINE

LESSON 8

words in action



SHE'S STANDING
ON ONE FOOT.



FEET

TOES



LESSON 8

words in action



HER HANDS ARE DIRTY.



HIS HANDS ARE CLEAN.

LESSON 8

words in action

What's going on?



THE GIRLS ARE TAKING A BATH.



THIS BOY IS TAKING A SHOWER.

LESSON 8

words in action

What's going on?

THE GIRL IS
SMELLING A ROSE.



THESE ROSES
SMELL GOOD.



LESSON 8

words in action



THIS SHOE SMELLS BAD.

LESSON 8

text

situation 1



A JEALOUS BROTHER



LB: Wake up!



F: What's wrong?



LB: Ben's sick, Daddy.



BB: I don't feel well.



M: I'll get the thermometer.

LB = little boy

F = father

BB = big boy

M = mother

F: You have a high fever: 103.



M: If you take this medicine, you'll feel better.



BB: Yuck! It tastes horrible.

M: Oh! My poor little boy.



LB: Hey, I thought I was the baby around here.

F = father

M = mother

BB = big boy

LB = little boy

LESSON 8

text

situation 2



COMPLAINING



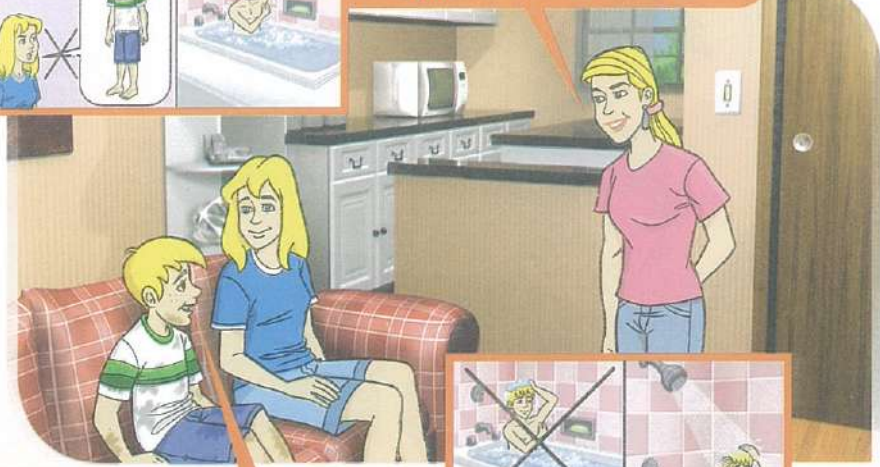
B: Mommy! Mary said my feet stink!



S: It's true, Mom. He's so dirty.



M: Well, Mary won't say that anymore if you take a bath.



B: Fine. But I'll take a shower instead.



B = brother

S = sister

M = mother



B = brother

M = mother

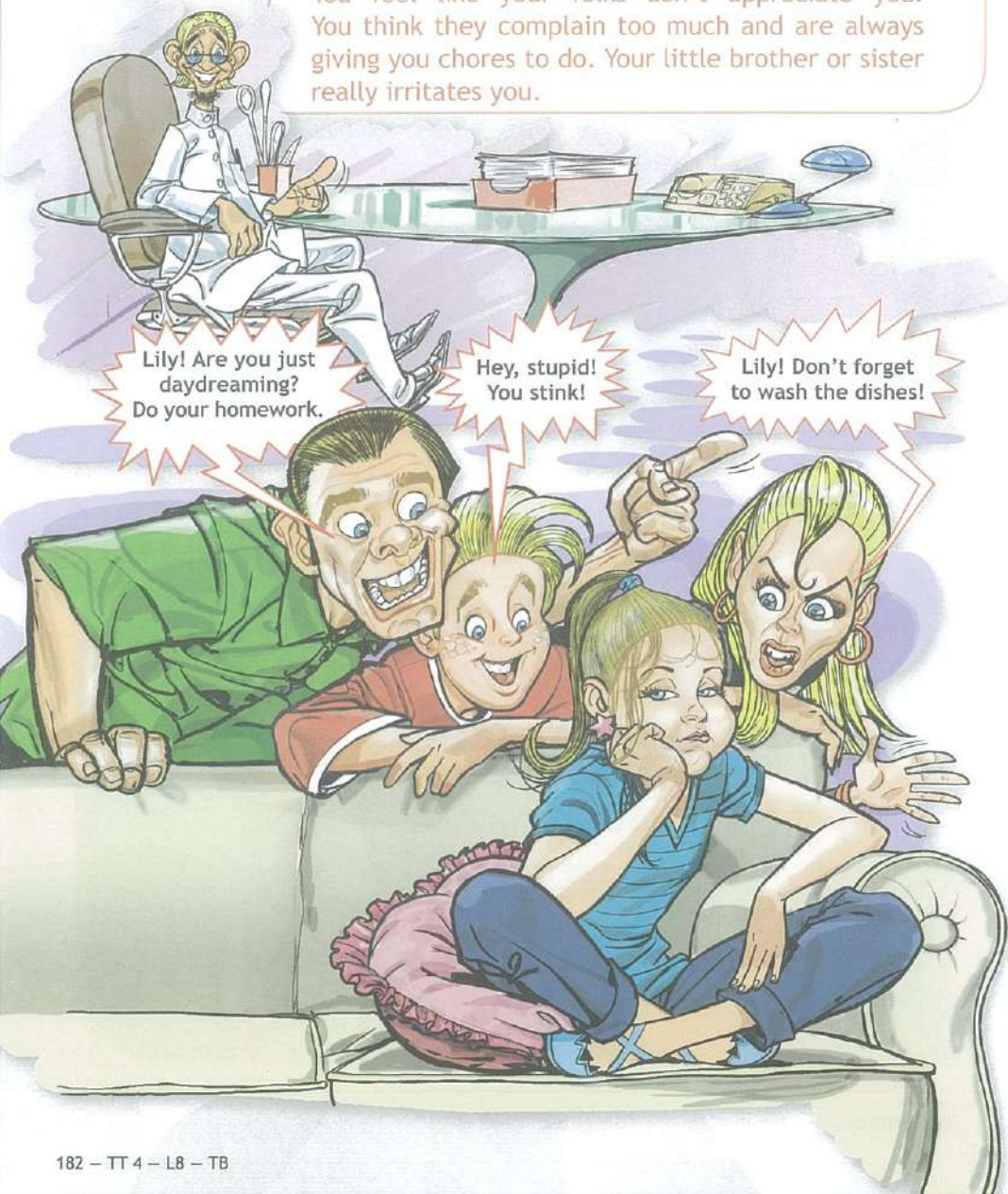
S = sister

LESSON 8

reading text

THE SOLUTION TO YOUR PROBLEMS

You feel like your folks don't appreciate you. You think they complain too much and are always giving you chores to do. Your little brother or sister really irritates you.



Does this sound like your life? Then we have the solution:

Dr. Morfeus's Magic Medicine!



That's right! You won't have these problems anymore if you give your family Magic Medicine. If you just give it to them twice a day, you'll see a fantastic difference. Emma Tate gave Magic Medicine to her family, and look at what her life is like now!

You're the best daughter in the world! Go hang out with your friends, and come home when you want to!

Those horrible teachers gave you too much homework. Poor baby! I'll do it for you, OK?

Can I do your chores, Emma?

Thanks, Dad. And you can do all my chores, Billy, because Mom is going to take me shopping this afternoon.

Does that sound good? Well, if you get Dr. Morfeus's Magic Medicine for your family, this life will be yours too! Your friends will be so jealous. After all, they're probably in the same boat. What are you waiting for? Buy some for your family today.

LESSON 8

the grammar you need

The exercise is to be done and corrected in class.

IF + PRESENT . . . WILL

Take a look at this dialogue from the lesson.



We can divide the boy's mother's sentence into two parts: the part that expresses a condition (with **if**), and the part that says what the consequences will be.

If you **take** this medicine,



IF + PRESENT TENSE

you'll feel better.



WILL

The first part begins with **if**, and the verb is in the present tense.

In the second part, the verb is in the future with **will**.



REMEMBER THIS:

IF + PRESENT → WILL

LESSON 8

the grammar you need

Here are some more examples of sentences expressing conditions. Notice the two parts of each sentence.

If you **don't study** for your math test, you **will** get a bad grade.

If Allie **takes** this medicine, she **won't** feel sick anymore.

If my dog **goes** outside in the rain, he **will** smell horrible.

If you **eat** a snack now, you **won't** be hungry for dinner.

If I **wake up** early, I'll have more time for breakfast.

The *if*-part of the sentence doesn't have to come first. It can come after the *will*-part. In this dialogue based on the lesson, pay attention to the negative sentence on the right. Notice that the *if*-part of the sentence comes after the *will*-part (*won't*).

Mommy! Mary said
my feet stink!



Well, Mary **won't** say that
anymore if you **take** a bath.



Now compare the sentence from the dialogue with the second one below. Both have the same meaning.

Well, Mary **won't** say that anymore if you **take** a bath.

Well, if you **take** a bath, Mary **won't** say that anymore.

LESSON 8

the grammar you need

Look at these examples from the previous page again. Each one is written two different ways. But remember that both versions of the sentence have the same meaning.

If you **don't study** for your math test, you **will** get a bad grade.

You **will** get a bad grade if you **don't study** for your math test.

If Allie **takes** this medicine, she **won't** feel sick anymore.

Allie **won't** feel sick anymore if she **takes** this medicine.

If my dog **goes** outside in the rain, he **will** smell horrible.

My dog **will** smell horrible if he **goes** outside in the rain.

If you **eat** a snack now, you **won't** be hungry for dinner.

You **won't** be hungry for dinner if you **eat** a snack now.

If I **wake up** early, I'll have more time for breakfast.

I'll have more time for breakfast if I **wake up** early.

Here's one more example with **if + present . . . will**.



the grammar you need

Complete the dialogues with *if*, *'ll* or *won't*, and the information in parentheses. Use contractions when possible. The first one is done for you.

1. "If you don't take (not; to take) a shower now, you'll be late for work, honey."

"You're right! I was on my cellphone, and I didn't notice the time."

2. "Adam, you _____ feel sick _____ you _____ (to eat) all that chocolate."

"Oh, OK. Then I'll just eat a little bit."

3. "When I was in high school, I never had to study for my tests."

"The tests were easier then. Now you're in college. You _____
pass your tests _____ you _____ (not; to study)."

4. "My dog Bob is jealous of my new cat, Lucy. But she's just so cute."

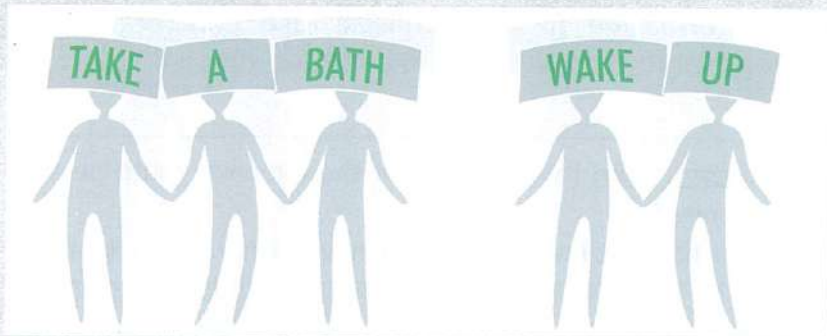
"Well, _____ you _____ (to spend) more time with Bob, he
_____ be jealous of her."

5. "We _____ have more time to play _____ we _____ (to wake up) early on Saturday morning."

"Good idea! Let's ask Mom to wake us up at 5 a.m."

LESSON 8

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 8.

Wake up ("Wake up, Neal. It's 8 o'clock. If you don't wake up now, you'll be late for work." "What? Oh, no. I thought it was Saturday!")

What's wrong? ("You look awful. What's wrong?" "Well, I felt really sick yesterday, and I feel even worse today. I think I have a bad cold.")

Take a bath ("Where are you going?" "To take a bath. I need to relax in some nice, hot water for about an hour.")

Take a shower ("Tom just got home from soccer practice." "Great. There's time for him to take a shower before dinner.")

I know how to . . .

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

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

I know how to . . .



. . . express concern;



Ben's sick, Daddy.

What's wrong?



Oh! My poor little boy.



. . . express consequences;



If you take this medicine, you'll feel better.

Well, Mary won't say that anymore if you take a bath.



. . . express disgust;



Yuck! It tastes horrible.



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

LESSON 8

I know how to . . .

. . . confirm facts;



It's true, Mom.



. . . agree;



Fine.



. . . express delight.



Wonderful!

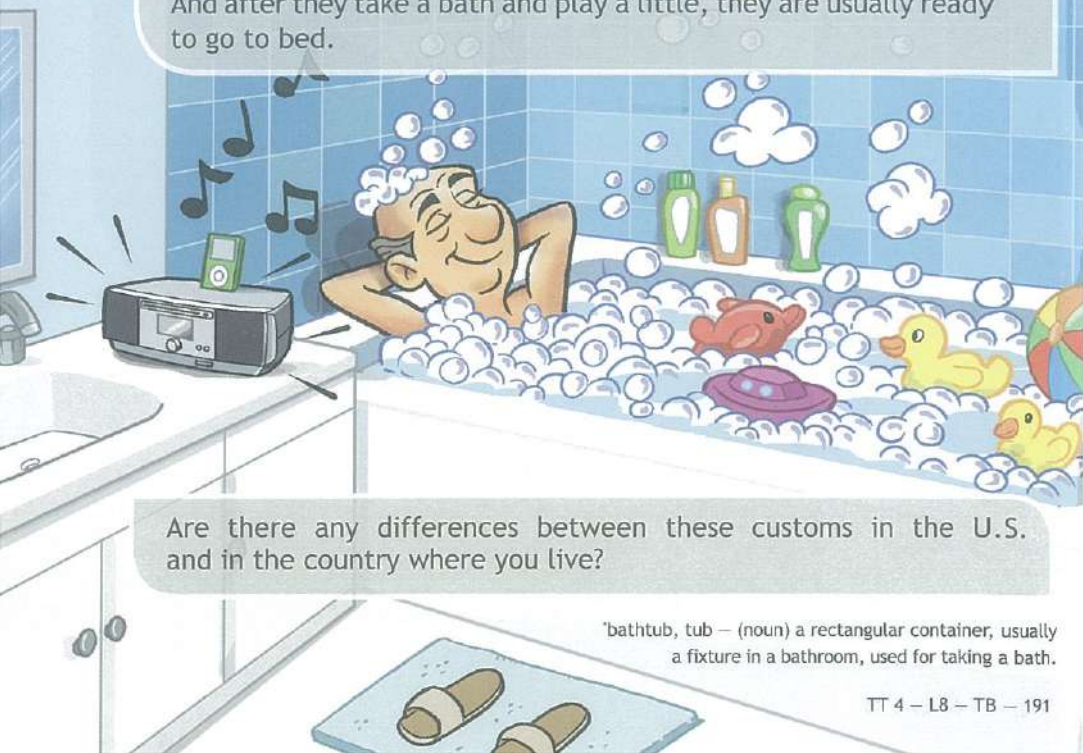


- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

Here's some information about taking baths and showers in the U.S.

Most homes in America, and almost all hotel rooms, have a bathtub*, or tub*, with a shower in it. So people take their baths and showers in the same place. Adults and teenagers in the States usually take a shower in the morning before they go to work or school, and after they go to a gym and exercise. So why do Americans consider it very important to have a bathtub?

Adults generally only take a bath when they have a lot of time, and when they have the time, they love to take a nice, hot bath to relax. And children don't usually take showers. They take baths, and they often take their bath in the evening right before bedtime. Why? Well, some small children don't like to take a bath to get clean, but they usually love to play in the water. During a bath, children can wash and play with their toys at the same time. There are even a lot of toys designed especially for children to play with in the tub. And after they take a bath and play a little, they are usually ready to go to bed.

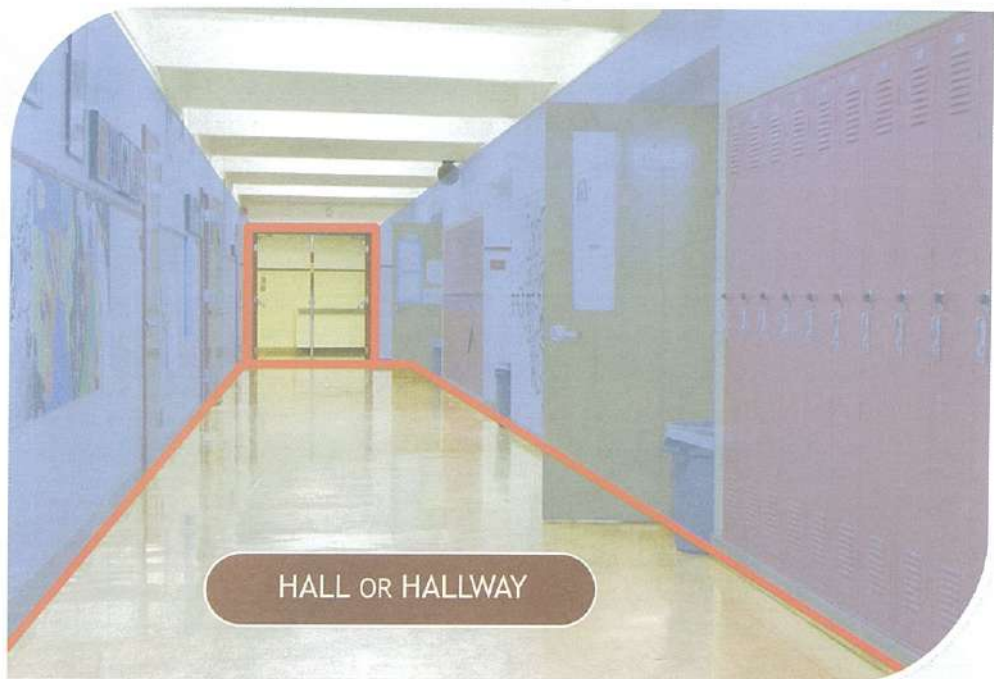


Are there any differences between these customs in the U.S. and in the country where you live?

*bathtub, tub — (noun) a rectangular container, usually a fixture in a bathroom, used for taking a bath.

LESSON 9

words in action



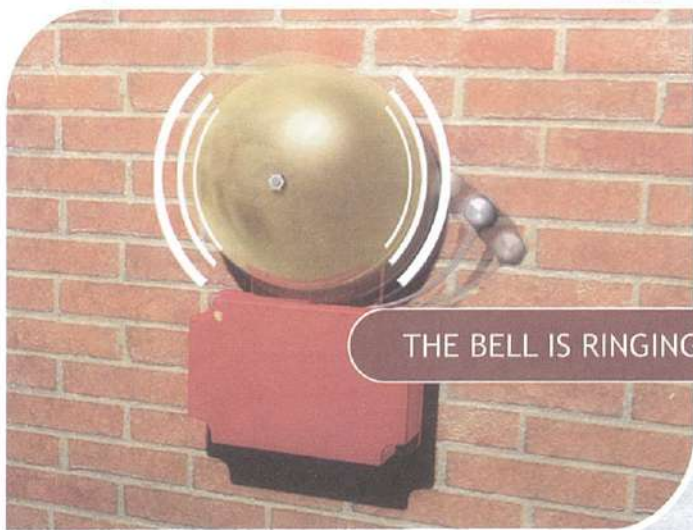
HALL OR HALLWAY

LESSON 9

words in action

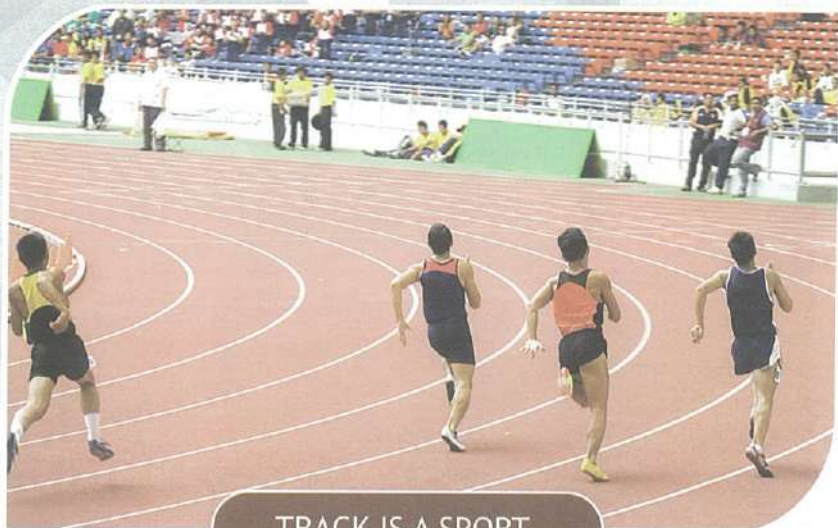


What's going on?



LESSON 9

words in action



TRACK IS A SPORT.

What's going on?



THEY'RE WORKING OUT.



LESSON 9

text

situation 1

AFTER-SCHOOL ACTIVITIES

G: I'm beat!



GT: That's because you don't work out enough.



GT: Regular exercise is an essential part of a healthy lifestyle.



G: True. If I had more time, I would join the track team.



GT: What do you do after school?



G: I do homework and some social networking, listen to music . . .



GT: I see.

G = girl

GT = gym teacher

LESSON 9

text

situation 2

SIBLINGS



S: If Mom were here, she'd order you to straighten up your room.



B: Well, she isn't here, Sue, so mind your own business.



S: You're so rude!



B: And you're very bossy!



S = sister

B = brother

LESSON 9

text

situation 3

UPSET

HM: What's the matter?



DS: My parents cut off my allowance, my computer's broken . . . my life's a mess.



HM: Well, if I were you, I wouldn't worry about that right now.



DS: Why not?

HM: Because the bell rang five minutes ago, and you're late for class.



LESSON 9

reading text

SIBLINGS

Kevin and Kristin Tate go to Westfield High. School ends every day at 3 p.m. Kevin and Kristin are usually home by 3:30, but their mother isn't home until 6 p.m. Kristin is older than Kevin, so she's in charge from 3:30 to 6.

Kevin: It's so good to be home. I'm beat!

Kristin: That's too bad, because you have some work to do now. Straighten up the mess in here, and then give the dog a bath; he really stinks. That's an order.

Kevin: Huh? Look, Kristin, you can't tell me what to do just because you're in charge.

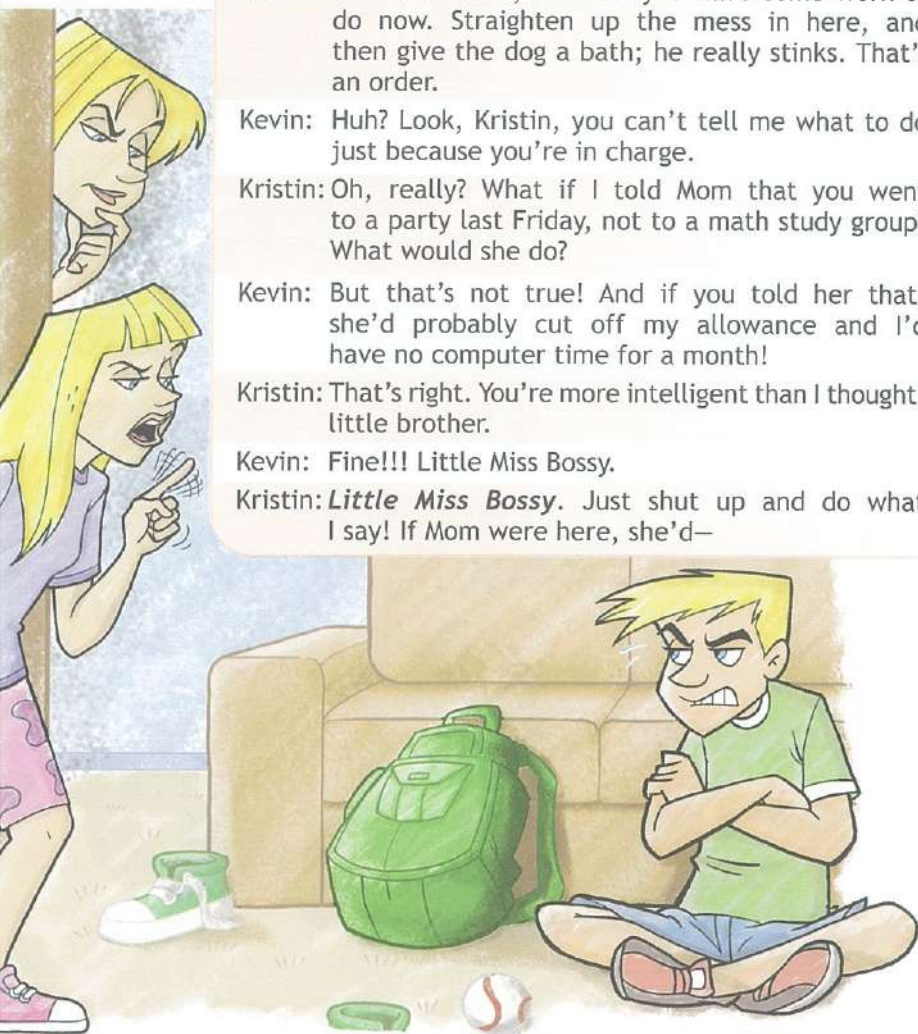
Kristin: Oh, really? What if I told Mom that you went to a party last Friday, not to a math study group? What would she do?

Kevin: But that's not true! And if you told her that, she'd probably cut off my allowance and I'd have no computer time for a month!

Kristin: That's right. You're more intelligent than I thought, little brother.

Kevin: Fine!!! Little Miss Bossy.

Kristin: **Little Miss Bossy.** Just shut up and do what I say! If Mom were here, she'd—





Ms. Tate: I'd do what?

Kristin: Hi, Mom! Um, you're home early today. I was just telling Kevin what a great little brother he is.

Ms. Tate: You can't fool me, Kristin. I saw everything.

Kevin: I'm going to rest a little before dinner, Mom.

Ms. Tate: OK, sweetheart. Kristin, you're in big trouble.

Kristin: Rats.

LESSON 9

going further

USING TO SEE

In this situation from the lesson, you learned that the word *see* can mean *understand*.



Here are some more examples with the word *see* used different ways.



LESSON 9

going further

Here are some examples with expressions you know with the word **see**.



See? You know how to use the word **see** in some different ways now.

LESSON 9

the grammar you need

The exercises are to be done and corrected in class.

IF + PAST . . . WOULD

Take a look at this dialogue from the lesson.



The girl is not going to join the track team because she doesn't have the time. Having enough time is the condition necessary for her to join the track team. The girl doesn't have the time, but if she had the time, then she would join the track team.

We can divide the girl's sentence into two parts: the part that expresses a condition (with *if*), and the part that says what the result would be.

If I **had** more time,



IF + PAST TENSE

The first part begins with *if*, and the verb is in the **past tense**.

I **would** join the track team.



WOULD

In the second part, the verb is in the conditional with **would**.



REMEMBER THIS:

IF + PAST —————> WOULD

the grammar you need

Here are some more examples of sentences expressing conditions. Notice the two parts of each sentence.

If I **got** an allowance, I **would** go to the movies every week.

If we **didn't do** the homework for Ms. Ball's class, she'd be upset.

If Curtis **straightened up** his room, Mom **wouldn't** complain anymore.

"If you **didn't have** to look after your little brother, **would** you have time for after-school activities?"

"Definitely!"

The *if*-part of the sentence doesn't have to come first. It can come after the *would*-part. Let's take another look at this dialogue from the lesson. Notice that the *if*-part of the girl's sentence can come after the *would*-part.



Now compare both sentences. Note that both have the same meaning.

If I **had** more time, I **would** join the track team.

I **would** join the track team if I **had** more time.

LESSON 9

the grammar you need

Look at these examples from the previous page again. Each one is written in two different ways. But remember that both versions of the sentence have the same meaning.

If I **got** an allowance, I **would** go to the movies every week.
I **would** go to the movies every week if I **got** an allowance.

If we **didn't do** the homework for Ms. Ball's class, she'd be upset.
Ms. Ball **would** be upset if we **didn't do** the homework for her class.

If Curtis **straightened up** his room, Mom **wouldn't** complain anymore.
Mom **wouldn't** complain anymore if Curtis **straightened up** his room.

"If you **didn't have** to look after your little brother, **would** you have time for after-school activities?"

"Definitely!"

"**Would** you have time for after-school activities if you **didn't have** to look after your little brother?"

"Definitely!"

Here's another example with **if + past . . . would**.



the grammar you need

I. Match the parts to form complete sentences. The first one is done for you.

1. If I had enough money,

c

a. she'd be bored all the time.

2. Ben would have more energy

—

b. if he didn't need to look after his little sister.

3. Karl would do more after-school activities

—

c. I would buy some expensive new shoes.

4. If Nina didn't have any siblings,

—

d. if you did your chores every week.

5. You would get an allowance

—

e. if he worked out every week.

LESSON 9

the grammar you need

IF I WERE

IF HE/SHE/IT WERE

Look at these dialogues from the lesson.

If Mom were here,
she'd order you to
straighten up your room.



Well, she isn't here, Sue,
so mind your own
business.

My parents cut off my
allowance, my computer's
broken . . . my life's a mess.



Well, if I were you,
I wouldn't worry about
that right now.



We normally use *was* after *I*, *he*, *she*, and *it* in the simple past tense of the verb *to be*. But notice that we used *were* after *she* (Mom) and *I* in the examples above.

REMEMBER THIS:

When we use
if + simple past tense of the verb *to be*,
we use ***were*** for all persons.

LESSON 9

the grammar you need

Here are some more examples.

I'd definitely join the track team if I **were** good at sports.

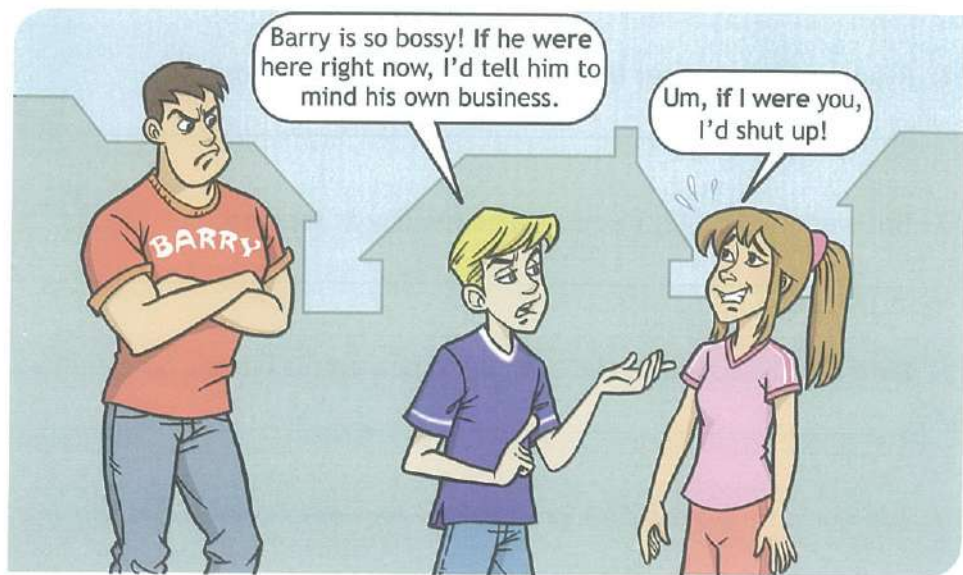
If I **weren't** so beat, I'd go to the gym and work out right now.

Mom would order you to eat your vegetables if she **were** here.

If ice cream **weren't** so fattening, it would be my favorite food.

We'd go to the park and play soccer now if it **weren't** raining.

Now look at these examples with **if he were** and **if I were**.



LESSON 9

the grammar you need



II. Write the sentences another way. The first two are done for you.

1. If Bill weren't so rude and conceited, he would have more friends.
Bill would have more friends if he weren't so rude and conceited.

2. I'd visit my girlfriend every weekend if she didn't live so far away.
If my girlfriend didn't live so far away, I'd visit her every weekend.

3. If Dad weren't so upset with me, he would let me go to the party.

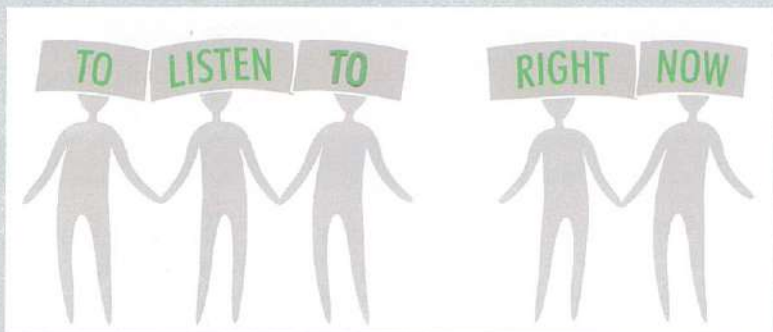
4. Ryan would be a great big brother if he weren't so bossy.

5. If it weren't so cold, I would spend the day at the beach.

6. Daniel would straighten up his room if he weren't playing now.

7. Mia would be a great class president if she were more confident.

8. If this dress weren't so expensive, Grandma would buy it for me.



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.

To work out (Jackie works out three times a week after work and runs in the park every weekend.)

To listen to (My kids like to listen to music while they study.)

To straighten up (If I don't straighten up my office right now, it will be very difficult to find my work in there.)

To mind a person's own business ("I'm worried that Dave is making a big mistake." "You just mind your own business. He isn't a child anymore.")

To cut off ("My parents are going to cut off my allowance if I don't pass all my classes." "That's tough, dude.")

Right now ("I'll finish this work later." "I'd finish it right now if I were you.")

LESSON 9

I know how to . . .

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

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

I know how to . . .



. . . give information;



I'm beat!

Regular exercise is an essential part of a healthy lifestyle.



. . . ask and answer questions;



What do you do after school?

I do homework and some social networking, listen to music . . .



What's the matter?

My parents cut off my allowance, my computer's broken . . . my life's a mess.



. . . make suppositions;



If Mom were here, she'd order you to straighten up your room.



. . . give advice.




Well, if I were you, I wouldn't worry about that right now.



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

GETTING AN ALLOWANCE



In the U.S., it's common for kids to do certain chores every day to help their parents. Because of this, their parents generally give them an allowance. In the U.S., children of about 5 or 6 years old usually get an allowance of \$1 to \$5 a week. By age 13, they usually get about \$10 to \$15 a week.

A lot of parents help their children decide the best way to spend their allowance. Are they going to spend it all on candy and toys? Or are they going to wait and buy something better when they have more money? Some children even open a simple savings account with their allowance. Parents hope that learning how to administer money at an early age will prepare children to be financially responsible when they get older.



LESSON 9

FYI

Even very young children can help out around the house. Here are some examples of some chores that American children do.

- make the bed
- pick up toys and books
- help with laundry
- look after pets
- vacuum
- wash the dishes
- clean the refrigerator
- wash the car

- mow the lawn
- wash windows
- help cook and prepare the family's meals
- look after a younger sibling (if old enough)



LESSON 10

words in action



LANDSLIDE

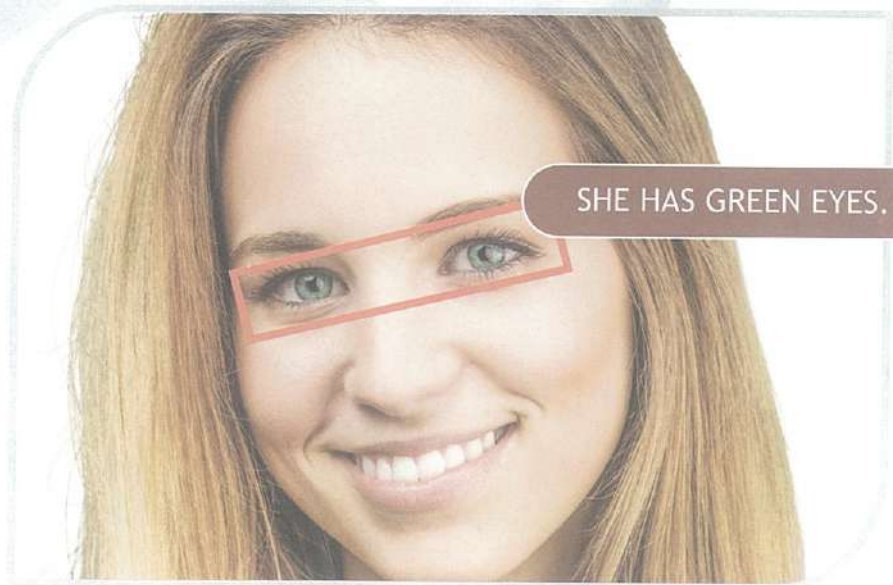


COUNTER



LESSON 10

words in action



SHE HAS GREEN EYES.

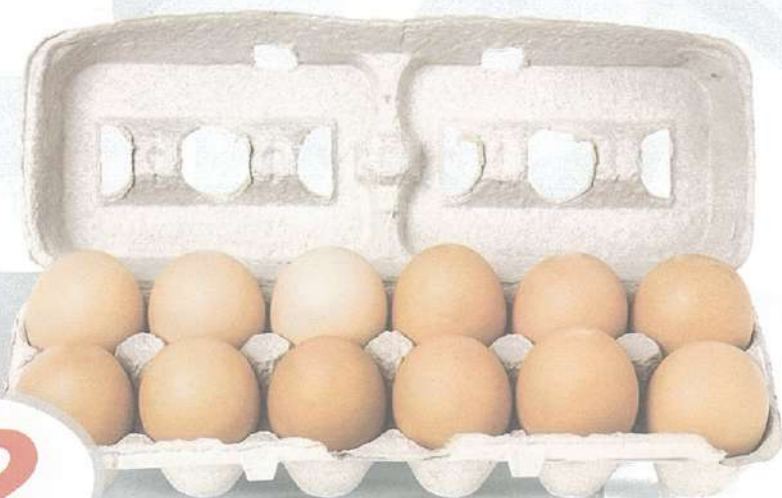


BEARD

LESSON 10

words in action

12



A DOZEN EGGS

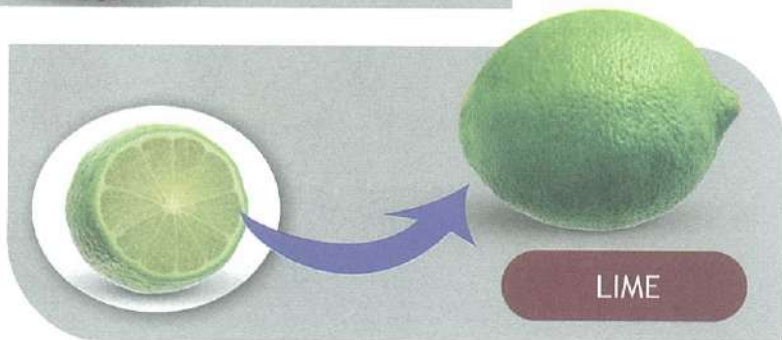
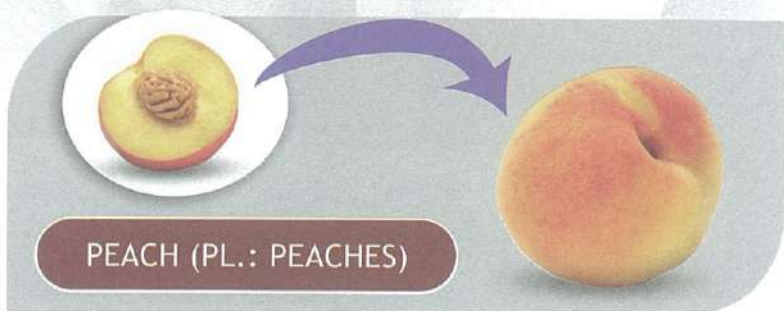
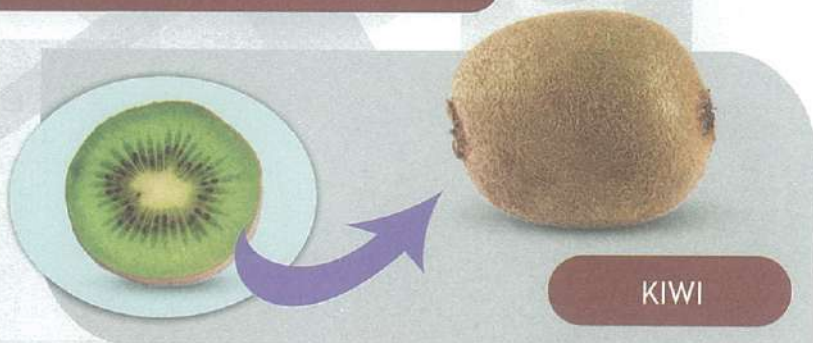
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HALF A DOZEN EGGS

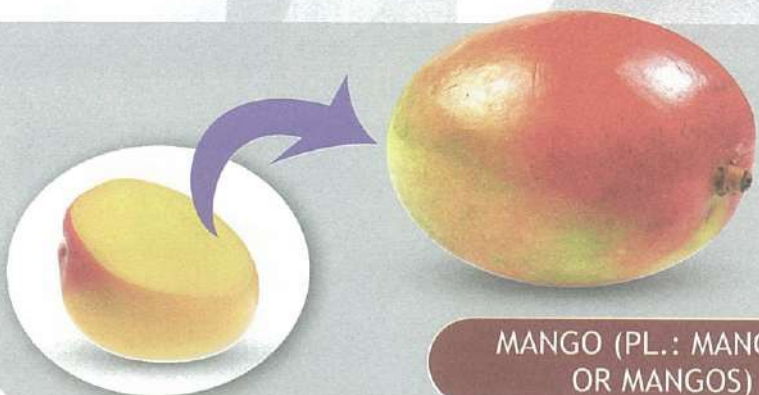
LESSON 10

words in action



LESSON 10

words in action



MANGO (PL.: MANGOES
OR MANGOS)



COCONUTS



SMOOTHIE

LESSON 10

text

situation 1



SWITCHING SIDES



W: Hey, Laura. The election results are out.



L: Really? Who won?

W: Why, Tammy of course.



L: That's great news.



W: Yeah. It was a landslide victory. Brad only got a handful of votes.

L: Hold on. I thought you were a big Brad Roe supporter.

W: I was.



W = Wendy

L = Laura



Orange
Mango
PUMPKIN PUMPKIN
PUMPKIN PUMPKIN
PUMPKIN PUMPKIN
PUMPKIN PUMPKIN
PUMPKIN PUMPKIN
PUMPKIN PUMPKIN

A cartoon illustration showing a whole mango on the left and a clear plastic cup on the right. The cup has a blue lid with a white straw and the text "JACK'S SMOOTHIES" in red and black. A large black curved arrow points from the mango towards the cup, indicating it is being added to the smoothie.


An illustration of a white cup with a blue lid and a straw, labeled "JACK'S SMOOTHIES". A lime wedge is being squeezed into the cup, and a small bottle of dressing is being poured into it.

TT 4 - L10 - TB - 221

LESSON 10

reading text

SUPER SMOOTHIES



Super Smoothies is the place to go for the world's most delicious smoothies in all the tastiest, yummiest flavors, right?

But Super Smoothies is also a really cool and exciting place to work!

We're looking for people who are friendly, helpful, and full of energy to work with us—people just like you!

And like Tina Riley, for example. Meet Tina!



Hi! I'm Tina! I'm so happy I applied for a job at Super Smoothies. I started to work here part-time last summer. I was a little shy when I first started, but now I feel pretty confident. It's just a really fun workplace; I make new friends all the time. The best part of my job is helping people when they don't know what to order. And they really need help because we've got lots of fantastic flavors to choose from! My favorite is Perfect Peach. Yum!

**So stop by one of our stores and apply today.
We need super people like you on the
Super Smoothies team!**

LESSON 10

the grammar you need

The exercises are to be done and corrected in class.

HAVE GOT AND HAS GOT

Making affirmative statements with *have got* and *has got*

Take a look at this dialogue based on the lesson.



Now compare these sentences with *have got* and *has got*.

I **have got** three uncles. = I **have** three uncles.

Jim **has got** a nice beard. = Jim **has** a nice beard.



Note that **have got** and **has got** mean the same thing as **have** and **has**.

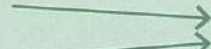
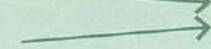


REMEMBER THIS:

- **Have got** and **has got** mean the same thing as **have** and **has**.
- **Have got** and **has got** are *generally* used in *spoken* English.

Now compare these sentences.

This restaurant **has got** great smoothies.  **AFFIRMATIVE**
This restaurant's **got** great smoothies. 

We **have got** a lot of cool posters.  **AFFIRMATIVE**
We've **got** a lot of cool posters. 

LESSON 10

the grammar you need

Look at this.

have got

've got

has got

's got

Take a look at these tables.

FULL FORM			CONTRACTED FORM		
I	have got	lots of friends.	I	've got	lots of friends.
You					
He	has got		He	's got	
She					
It					
We	have got	We	've got		
You					
They					



REMEMBER THIS:

In *affirmative* statements, we use

- have got

or

've got

full form

contracted form

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

- has got

or

's got

full form

contracted form

with *he*, *she* and *it*.

the grammar you need

Making negative statements with *have got* and *has got*

Compare these sentences.

I **have** got a new guitar. → AFFIRMATIVEI **have not** got a new guitar. → NEGATIVEI **haven't** got a new guitar. → NEGATIVEMelissa **has** got a very good job. → AFFIRMATIVEMelissa **has not** got a very good job. → NEGATIVEMelissa **hasn't** got a very good job. → NEGATIVE

Look at these transformations.

have not got

haven't got

has not got

hasn't got

Take a look at this table.

I	haven't got	any toys.
You		
He	hasn't got	
She		
It		
We	haven't got	
You		
They		

Now compare these sentences with **have got** and **has got**.I **haven't got** any aunts. = I **don't have** any aunts.Wally **hasn't got** a bicycle. = Wally **doesn't have** a bicycle.

LESSON 10

the grammar you need

Asking questions with *have got* and *has got*

Compare these sentences.

Jill has got homework to do.	→ AFFIRMATIVE
Has Jill got homework to do?	→ QUESTION

Ted's folks have got a peach tree.	→ AFFIRMATIVE
Have Ted's folks got a peach tree?	→ QUESTION

Take a look at this table.



Have	I you	got any problems?
Has	he she it	
Have	we you they	

Now compare these questions with *have got* and *has got*.

Have we **got** any kiwis, Mom? = **Do** we **have** any kiwis, Mom?

Has Jenny **got** a dog? = **Does** Jenny **have** a dog?

Look at these dialogues. Note the short answers.

	"Have you got coconut smoothies?"	→ "Yes, we have ." → "No, we haven't ."
	"Has this fruit salad got peaches in it?"	→ "Yes, it has ." → "No, it hasn't ."

NOTE

We don't use **got** with short answers.



I. Select the correct option to complete each dialogue.

1. "Ruth _____ only a handful of supporters in the election."
"That's too bad. She'd make a great president."

a. has got
b. have got

2. "Jack and Chloe really don't want to study this weekend, but they
_____ any other options."
"You're right."

a. hasn't got
b. haven't got

3. "Excuse me, _____ you _____ the time?"
"Sure, it's 9 o'clock."

a. has . . . got
b. have . . . got

4. "My husband and I _____ any children, but we plan to
start a family next year."
"Well, that's good news."

a. hasn't got
b. haven't got

LESSON 10

the grammar you need

CONTRACTIONS

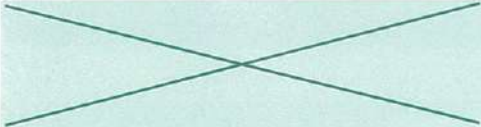
Like speakers of other languages, native English speakers often combine two words into one word (a contraction). Contractions such as *I'm* (I + am), *they'll* (they + will), and *wouldn't* (would + not) are examples of this.

Contractions are very common in spoken English. They are also common and correct in informal writing. Let's take a look at the contractions you already know:

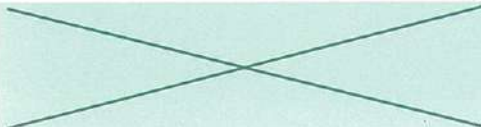
THE VERB *TO BE* (Present tense)

AFFIRMATIVE CONTRACTIONS	NEGATIVE CONTRACTIONS
I am → I'm You are → You're He is → He's She is → She's It is → It's We are → We're You are → You're They are → They're	are not → aren't is not → isn't

THE VERB *TO BE* (Past tense)

AFFIRMATIVE CONTRACTIONS	NEGATIVE CONTRACTIONS
	was not → wasn't were not → weren't

CONTRACTED FORMS OF *DO*, *DOES*, AND *DID*

AFFIRMATIVE CONTRACTIONS	NEGATIVE CONTRACTIONS
	do not → don't does not → doesn't did not → didn't

the grammar you need

THE FUTURE WITH WILL

AFFIRMATIVE CONTRACTIONS

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

NEGATIVE CONTRACTION

will not → won't

HAVE GOT / HAS GOT

AFFIRMATIVE CONTRACTIONS

I have got	→	I've got
You have got	→	You've got
He has got	→	He's got
She has got	→	She's got
It has got	→	It's got
We have got	→	We've got
You have got	→	You've got
They have got	→	They've got

NEGATIVE CONTRACTIONS

have not got → haven't got
has not got → hasn't got

WOULD

AFFIRMATIVE CONTRACTIONS

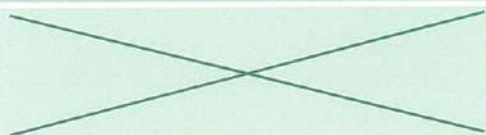
I would	→	I'd
You would	→	You'd
He would	→	He'd
She would	→	She'd
It would	→	It'd
We would	→	We'd
You would	→	You'd
They would	→	They'd

NEGATIVE CONTRACTION

would not → wouldn't

OTHER SPECIAL VERBS YOU ALREADY KNOW

AFFIRMATIVE CONTRACTIONS



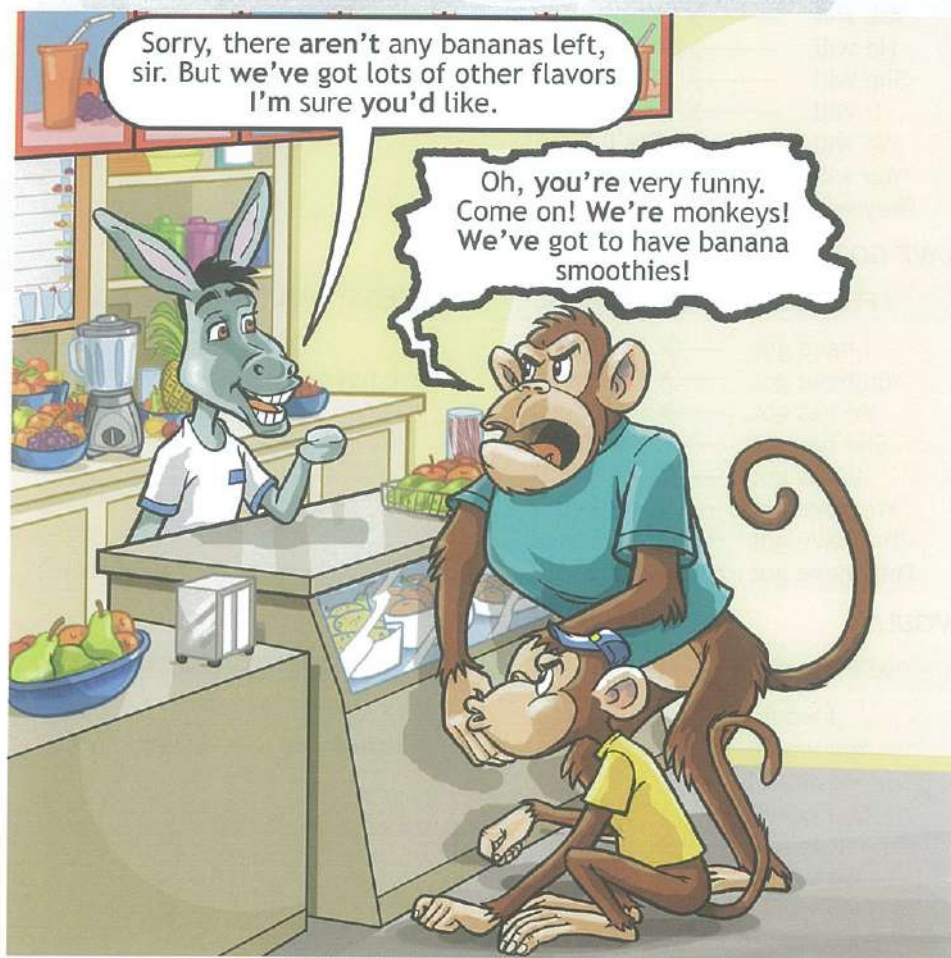
NEGATIVE CONTRACTIONS

cannot → can't
should not → shouldn't
must not → mustn't
could not → couldn't

LESSON 10

the grammar you need

Here is an example with some of the contractions you know.



**II. Rewrite the sentences using contractions.**

1. I am not from Florida; I am from California.

2. Erika was not a candidate in the election.

3. Fred does not have a good attitude. He is always upset about something.

4. Lily and Theo did not have smoothies; they had iced tea.

5. Mom is not home right now. She will be home by 8 p.m.

6. Grandpa has not got a beard anymore.

7. You would be a great counter clerk at my new coffee shop.

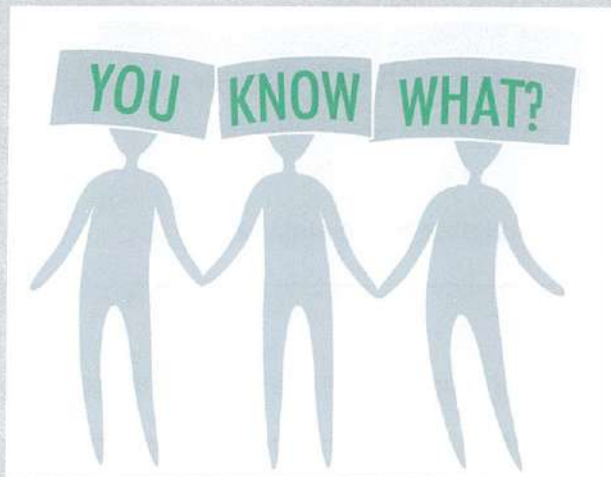
8. I cannot believe how big-headed my brothers are.

LESSON 10

fixed



expressions



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

To change a person's mind ("I said I was going to vote for John, but I changed my mind. I'm going to vote for Eric instead." "Me too.")

In person (You must apply in person for a job at Mary's Restaurant.)

You know what? ("You know what? You're a great teacher." "Oh, thanks!")

That's for me. ("We have chocolate cake and orange cake." "Ooh, chocolate! That's for me.")

I know how to . . .

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

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

I know how to . . .**. . . express surprise;**

Really?

**. . . ask for explanations;**

What made you change your mind?

Brad's attitude. I didn't realize he was so big-headed.

**. . . give additional information;**

And you know what?



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

LESSON 10

I know how to . . .

. . . order something to drink;



Ooh, mango! That's for me.

Would you care for a smoothie too, sir?



Yes, please. I'll have a vanilla-lime.



. . . offer options.



But they've got peach, pineapple, coconut, mango . . .



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

SMOOTHIES

Here's some interesting information about smoothies for you to read. You can listen to it too!

In the late 1960s, American ice cream vendors and health food stores began to sell a new drink called a smoothie. Today, smoothies are very popular in the U.S. People like them because they are a good option for a healthy snack, and they are also delicious on a hot summer's day.

Of course you can get a tasty smoothie in any flavor at most American coffee shops, shopping mall restaurants and even in stores, but a lot of people know that they don't have to leave their home to have a smoothie because they are so easy to make right in their own kitchen! If you've got fruit, juice and ice, then you have everything you need to make one too. Here are some of the most popular flavors in the U.S.

- 
- An illustration at the top of the page shows a blender, a bottle of milk, a container of yogurt labeled 'YOGU', a bunch of bananas, a coconut, and an ice cream scoop. Below the text, there are several glasses of smoothies in various colors (green, yellow, pink, orange) with striped straws. At the bottom, there is a collection of fresh fruits including apples, kiwis, bananas, peaches, and oranges.
1. Green Apple
 2. Banana
 3. Strawberry
 4. Peach
 5. Coconut

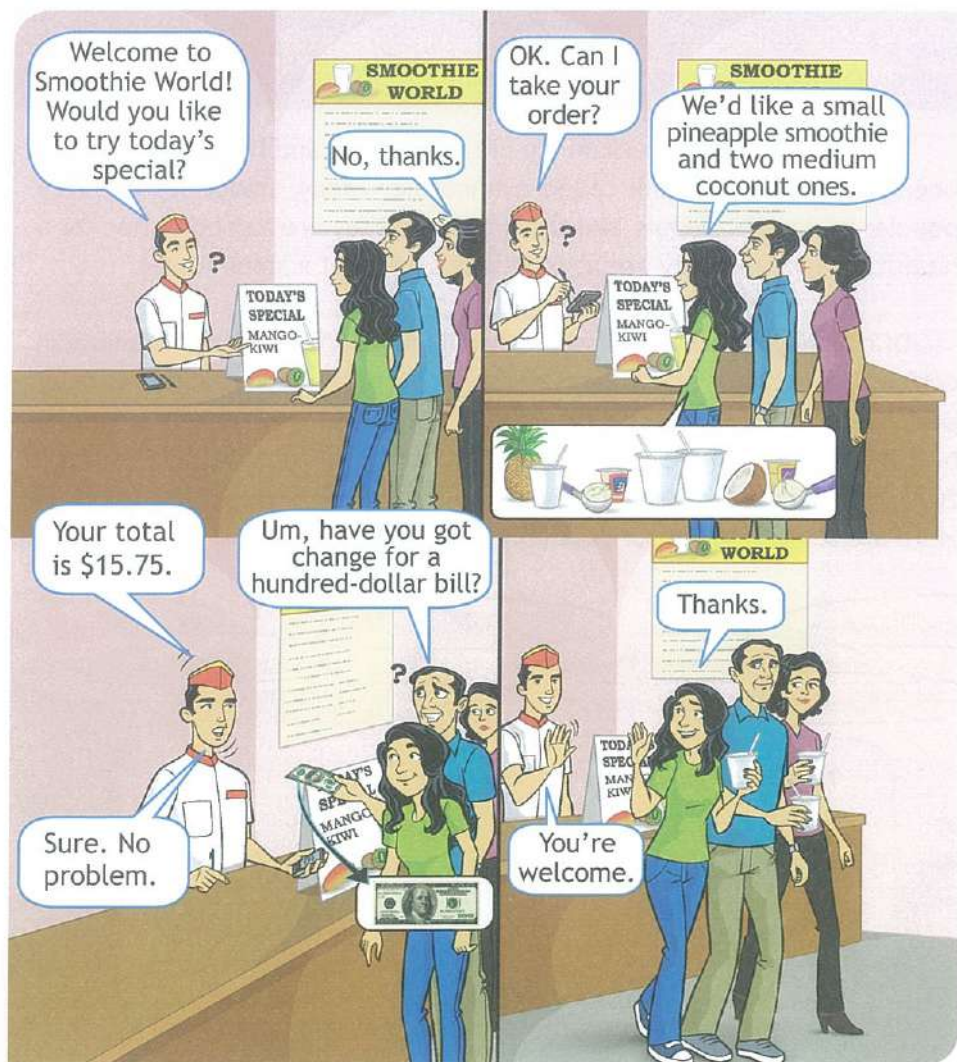
6. Lime
7. Orange
8. Strawberry-Kiwi
9. Pineapple
10. Vanilla-Lime

LESSON 10

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.

ORDERING SOMETHING TO DRINK



key to the exercises

LESSON 1

the grammar you need

PAGE 24

1. wants more cookies
2. does Joan study English with
3. left class early last Monday
4. made these election posters
5. did Mark invite to his party

LESSON 2

the grammar you need

PAGE 41

I.

1. more fattening than
2. more important than
3. more confident than
4. more exhausted than

PAGE 45

II.

1. the most conceited
2. the most embarrassing
3. most impressive
4. most amazing

key to the exercises

LESSON 3

the grammar you need

PAGE 69

I.

1. tastier than
2. nicer than
3. hotter than
4. more simple than/simpler than
5. closer than

PAGE 75

II.

1. the weirdest
2. the closest
3. The biggest
4. the shallowest/the most shallow
5. the easiest
6. the most famous
7. gentlest/most gentle

key to the exercises

LESSON 4

the grammar you need

PAGE 93

I.

1. better than
2. worse
3. better than
4. better
5. worse than
6. better

PAGE 96

II.

1. the best
2. the worst
3. the best
4. best
5. worst

LESSON 5

the grammar you need

PAGE 119

I.

1. I was studying
2. Was Alice talking
3. They were waiting
4. we were visiting
5. Belle wasn't hanging out

PAGE 123

II.

2. his
3. yours
4. hers
5. mine

key to the exercises

LESSON 6

the grammar you need

PAGE 145

I.

1. could
2. Could
3. could
4. couldn't
5. could
6. Could
7. could
8. Could

PAGE 149

II.

2. ours
3. yours
4. theirs

key to the exercises

LESSON 7

the grammar you need

PAGE 169

2. wouldn't
3. 'd
4. Would - would
5. wouldn't

LESSON 8

the grammar you need

PAGE 187

2. Adam, you'll feel sick if you **eat** . . .
3. You **won't** pass your tests if you **don't** study.
4. Well, if you **spend** more time with Bob, he **won't** . . .
5. We'll have more time to play if we **wake up** early . . .

key to the exercises

LESSON 9

the grammar you need

PAGE 205

I.

2. e
3. b
4. a
5. d

PAGE 208

II.

3. Dad would let me go to the party if he weren't so upset with me.
4. If Ryan weren't so bossy, he would/'d be a great big brother.
5. I would/'d spend the day at the beach if it weren't so cold.
6. If Daniel weren't playing now, he would/'d straighten up his room.
7. If Mia were more confident, she would/'d be a great class president.
8. Grandma would buy this dress for me if it weren't so expensive.

key to the exercises

LESSON 10

the grammar you need

PAGE 227

I.

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

PAGE 231

II.

1. I'm not from Florida; I'm from California.
2. Erika wasn't a candidate in the election.
3. Fred doesn't have a good attitude. He's always upset about something.
4. Lily and Theo didn't have smoothies; they had iced tea.
5. Mom isn't home right now. She'll be home by 8 p.m.
6. Grandpa hasn't got a beard anymore.
7. You'd be a great counter clerk at my new coffee shop.
8. I can't believe how big-headed my brothers are.

vocabulary list

This list contains the new words in *To The Top—Intermediate Stage—Book 4* and the number of the lesson where they are introduced. The abbreviation WIA beside a word means that the word was presented in Words in Action.

A

activity	L. 9	bath	L. 5
actually (e.g., "Here's \$100." "Well, actually, the dress is \$150.")	L. 1	bathing suit (WIA)	L. 3
administrative assistant	L. 5	be born yesterday, to	L. 3
after-school (e.g., after-school activities)	L. 9	be in someone's shoes, to	L. 7
again	L. 2	be in trouble, to	L. 7
against (e.g., Ted hit his head against the shelf this morning.)	L. 7	be out, to (e.g., The election results are out.)	L. 10
age	L. 6	beach (WIA)	L. 3
algebra	L. 2	beard (WIA)	L. 10
allowance	L. 9	beat = exhausted	L. 9
allowed	L. 3	beat, to (e.g., Our team is probably going to beat the Cubs tomorrow.)	L. 7
And? (e.g., "There are a lot of clothes in your closet that don't fit you." "And?" "You should organize a garage sale.")	L. 5	bell (WIA)	L. 9
angry	L. 7	bend down, to	L. 5
anymore	L. 8	bet, to	L. 1
appreciate, to	L. 4	better (than)	L. 4
around (e.g., around here)	L. 8	between	L. 8
attitude	L. 10	big (e.g., I thought you were a big Brad Roe supporter.)	L. 10
attractive	L. 10	big-headed	L. 10
Aw	L. 4	bikini (WIA)	L. 3
		bite (e.g., mosquito bite) (WIA)	L. 6
		bite, to (WIA)	L. 6
		blind	L. 10
		blow someone off, to	L. 5
		bossy	L. 9
		break, to (WIA)	L. 7
		breathe, to	L. 6
		broke (past simple of to break) (WIA)	L. 7
		brownie (WIA)	L. 5
		brush (WIA)	L. 5

B

backstage (WIA)	L. 4
bad (e.g., I had some bad shrimp last night.)	L. 6

vocabulary list

brush, to (WIA)

build, to

C

cafeteria (WIA)

candidate

castle (WIA)

change one's mind, to

change, to

clean (WIA)

coconut (WIA)

competition

confident

cook, to (WIA)

cooking (e.g., *cooking show*)

could (special verb)

count on somebody, to

count somebody out, to

counter (WIA)

critic

crown (WIA)

cut off, to

D

daddy

date, to

decorated

deep

definitely

delicate

difficult

dirty (WIA)

distracted

L. 5

L. 3

L. 2

L. 4

L. 3

L. 10

L. 10

L. 8

L. 10

L. 7

L. 1

L. 5

L. 5

L. 6

L. 5

L. 5

L. 10

L. 4

L. 4

L. 9

L. 8

L. 6

L. 3

L. 3

L. 4

L. 3

L. 2

L. 8

L. 9

dive

dive, to (WIA)

diver (WIA)

doubt

dozen (WIA)

drive, to (WIA)

driver's license (WIA)

E

ear (WIA)

elect, to

election (WIA)

empty

energy (e.g., *Tammy has lots of energy.*)

enormous

essential

even (e.g., *History is even more interesting than geography.*)

even (e.g., *The vegetables were so tasty that even the children liked them.*)

everybody

expert

extremely

eye (WIA)

F

face (WIA)

fall, to (WIA)

fast

faucet (WIA)

feel, to

feet (body part) (WIA)

L. 2

L. 2

L. 2

L. 2

L. 10

L. 2

L. 2

L. 4

L. 1

L. 1

L. 1

L. 1

L. 3

L. 9

L. 2

L. 3

L. 1

L. 2

L. 3

L. 10

L. 3

L. 7

L. 6

L. 5

L. 8

L. 8

vocabulary list

[illegible]

vocabulary list

J

jealous

K

kiwi (WIA)

knife (WIA)

Knock it off.

L

lake (WIA)

landslide (WIA)

landslide victory

lean on, to (WIA)

leather (WIA)

lecture, to

lie, to (e.g., *The dog is lying on the floor.*) (WIA)

life

lifestyle

light (e.g., *People should read in places where there is a lot of light.*) (WIA)

lime (WIA)

listen, to

locker (WIA)

look like, to

Look out!

lots of

lovely

M

mango (WIA)

math = mathematics

mathematics = math

meat loaf (WIA)

medicine (e.g., *What medicine do you take when you have a fever?*) (WIA)

meet, to = to be introduced to

mess

mind

mind one's own business, to

mine

Mm-hm

modest

mommy

monitor

more

more . . . than

mosquito (WIA)

most (e.g., *the most*)

mouth (WIA)

much

N

network, to

networking

news

no competition

L. 8

L. 10

L. 1

L. 4

L. 6

L. 10

L. 10

L. 2

L. 4

L. 4

L. 3

L. 2

L. 9

L. 5

L. 10

L. 9

L. 1

L. 6

L. 3

L. 1

L. 6

L. 10

L. 2

L. 2

L. 1

L. 8

L. 7

L. 9

L. 10

L. 9

L. 5

L. 6

L. 6

L. 6

L. 8

L. 9

L. 1

L. 2

L. 6

L. 2

L. 5

L. 6

L. 9

L. 9

L. 10

L. 7

vocabulary list

O

occupied	L. 5
off (e.g., <i>Get those books off of the table, please.</i>)	L. 7
on someone's own	L. 1
onto	L. 7
Ooh	L. 10
option	L. 10
order, to (e.g., <i>My parents ordered me to stay home.</i>)	L. 9
order, to (e.g., <i>Would you like to order something to drink?</i>)	L. 10
ours	L. 6
out of (e.g., <i>Dennis can't speak now. He's rinsing the toothpaste out of his mouth.</i>)	L. 5
out there	L. 3

P

peach (WIA)	L. 10
person	L. 6
picture (WIA)	L. 6
pineapple (WIA)	L. 10
plastic (WIA)	L. 2
plastic cup (WIA)	L. 2
plus = and	L. 3
poor (e.g., <i>My poor little boy.</i>)	L. 8
poster (WIA)	L. 1
power (energy)	L. 5
present = now	L. 7
president	L. 1

pretty = good-looking	L. 3
pretty = a bit (e.g., <i>I was pretty sick last week.</i>)	L. 6
push, to (WIA)	L. 2
put on, to (e.g., <i>She's putting on sunscreen.</i>) (WIA)	L. 3

R

rang (past simple of <i>to ring</i>)	L. 9
Rats!	L. 3
reaction	L. 6
realize, to	L. 10
regular (e.g., <i>Regular exercise is good for your health.</i>)	L. 9
remember, to	L. 8
result	L. 10
ridiculous	L. 4
right now	L. 9
ring, to (WIA)	L. 9
rinse, to	L. 5
root, to	L. 4
row, to (WIA)	L. 6
rude	L. 9

S

sand (WIA)	L. 3
sandcastle (WIA)	L. 3
second = moment	L. 6
See you around.	L. 7
see, to = to understand	L. 9
sensitive	L. 3
severe	L. 4

vocabulary list



vocabulary list

tongue-tied
tooth (WIA)
toothbrush (WIA)
toothpaste (WIA)
tough
track (a sport) (WIA)
trouble
true
turn (e.g., *It is my turn to wash the dishes after lunch today.*)
turn around, to

U

Um (e.g., *Um, let me think.*)
upset

V

vase (WIA)
velvet (WIA)
victory
vote
vote, to (WIA)

W

wake up, to
warn, to
warning
waste, to
water (WIA)

L. 7	wave (WIA)	L. 3
L. 5	Way to go!	L. 6
L. 5	What's going on?	L. 7
L. 5	What's wrong?	L. 8
L. 5	while	L. 5
L. 9	why (e.g., "Let's meet at the mall at	
L. 7	3 o'clock." "Three o'clock? Why,	
L. 8	that's in half an hour!")	L. 10
	Without a doubt.	L. 2
L. 5	wonderful	L. 8
L. 3	work out, to (WIA)	L. 9
	world	L. 4
	worse (than)	L. 4
	would (special verb)	L. 7
L. 6	Would you care for . . . ?	L. 10
L. 9	Would you like . . . ?	L. 10
	wrong	L. 8

Y

ya (you – informal)	L. 7
You can say that again.	L. 2
You know what?	L. 10
yours (possessive pronoun, plural)	L. 6
yours (possessive pronoun, singular)	L. 5
youth	L. 10
yummy	L. 5

This list contains the verbs that appear in Books 1 through 4.

verbs

Infinitive

Past Tense

A

to adopt	adopted
to agree	agreed
to apply	applied
to appreciate	appreciated
to arrive	arrived
to ask	asked

B

to be	was; were
to beat	beat
to believe	believed
to bend	bent
to bet	bet
to bite	bit
to blow	blew
to borrow	borrowed
to break	broke
to breathe	breathed
to bring	brought
to browse	browsed
to brush	brushed
to build	built
to buy	bought

C

to call	called
to catch	caught

Infinitive

Past Tense

to change	changed
to check	checked
to cheer	cheered
to chill	chilled
to clean	cleaned
to close	closed
to comb	combed
to come	came
to complain	complained
to convert	converted
to cook	cooked
to count	counted
to cry	cried
to cut	cut

D

to date	dated
to daydream	daydreamed
to deserve	deserved
to dive	dived; dove
to do	did
to dream	dreamed; dreamt
to drink	drank
to drive	drove
to drop	dropped

E

to eat	ate
to elect	elected
to enjoy	enjoyed

verbs

Infinitive

Past Tense

F

to face	faced
to fall	fell
to feel	felt
to find	found
to finish	finished
to fish	fished
to fit	fit; fitted
to fix	fixed
to flunk	flunked
to fool	fooled
to forget	forgot
to forgive	forgave

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 hate	hated
to have	had
to head	headed
to help	helped

Infinitive

Past Tense

to hit	hit
to hold	held
to hope	hoped
to hurry	hurried

I

to imagine	imagined
to introduce	introduced
to invite	invited

J

to join	joined
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K

to kneel	kneeled; knelt
to know	knew

L

to lean	leaned
to learn	learned
to leave	left
to lecture	lectured
to lend	lent
to let	let
to lie (to be position)	in a horizontal lay

Infinitive

Past Tense

to like	liked
to listen	listened
to live	lived
to look	looked
to love	loved

M

to make	made
to meet	met
to mind	minded
to mow	mowed

N

to name	named
to need	needed
to network	networked
to notice	noticed

O

to open	opened
to order	ordered
to organize	organized

P

to pass	passed
to pay	paid
to pick	picked

Infinitive

Past Tense

to play	played
to prefer	preferred
to pretend	pretended
to push	pushed
to put	put

R

to realize	realized
to recognize	recognized
to recommend	recommended
to relax	relaxed
to remember	remembered
to return	returned
to ride	rode
to ring	rang
to rinse	rinsed
to root	rooted
to row	rowed
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 shut	shut

verbs

Infinitive	Past Tense
to sit	sat
to sleep	slept
to slip	slipped
to smell	smelled
to sneeze	sneezed
to sound	sounded
to speak	spoke
to spell	spelled
to spend	spent
to stand	stood
to start	started
to stay	stayed
to stink	stank
to stop	stopped
to straighten	straightened
to study	studied
to swim	swam
to switch	switched

T

to take	took
to talk	talked
to taste	tasted
to tell	told
to think	thought
to tidy	tidied
to try	tried
to turn	turned

Infinitive Past Tense

U

to use	used
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V

to vacuum	vacuumed
to visit	visited
to vote	voted

W

to wait	waited
to wake	woke
to want	wanted
to warn	warned
to wash	washed
to waste	wasted
to watch	watched
to wear	wore
to weigh	weighed
to win	won
to work	worked
to worry	worried

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