

to the top

intermediate stage

textbook

05



Version 1.0

TT 5 – TB – 1



PUBLISHING HOUSE®

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

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

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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 5

To The Top – Intermediate Stage – Book 5 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., for here or to go, after you, not yet) 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 and the mini-sitcom as well as a list containing all the verbs learned since the beginning of the Elementary Stage in their infinitive, past, and past participle forms.

To The Top – Intermediate Stage – Book 5 contains 334 new words.

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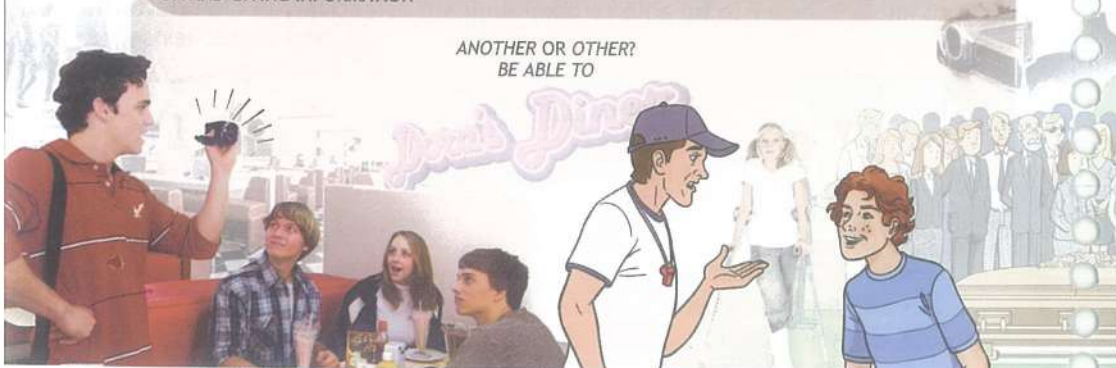
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ANOTHER OR OTHER?
BE ABLE TO



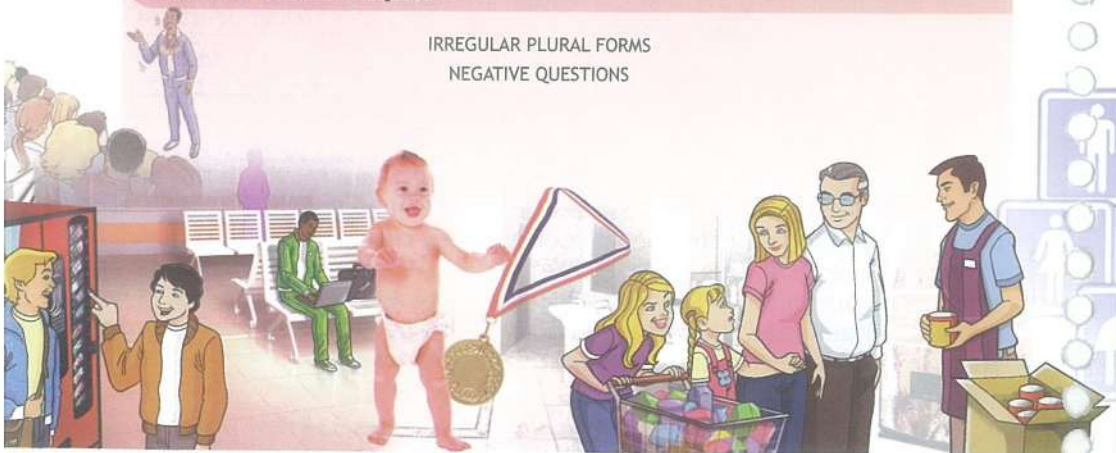
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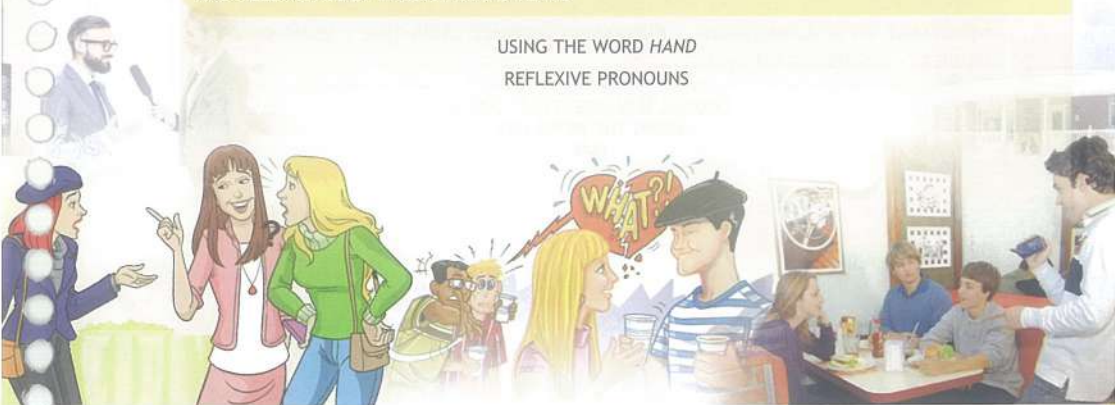


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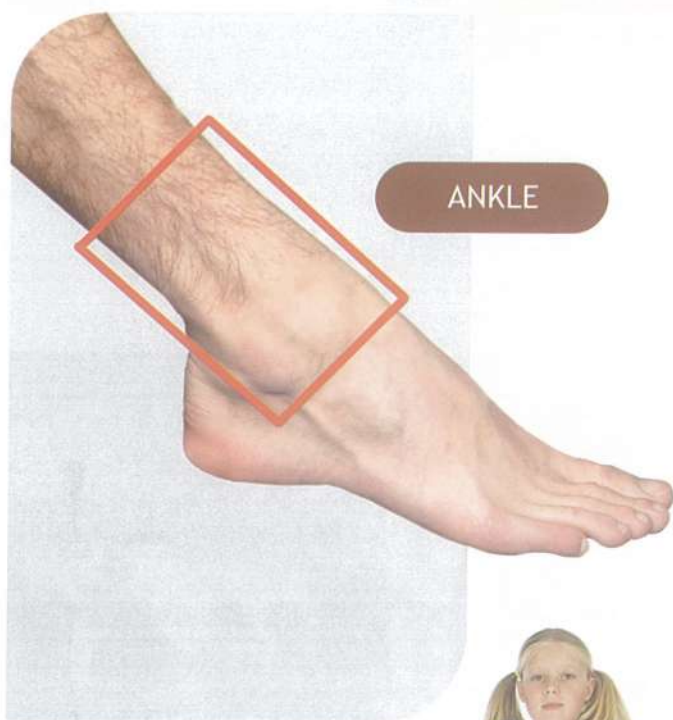
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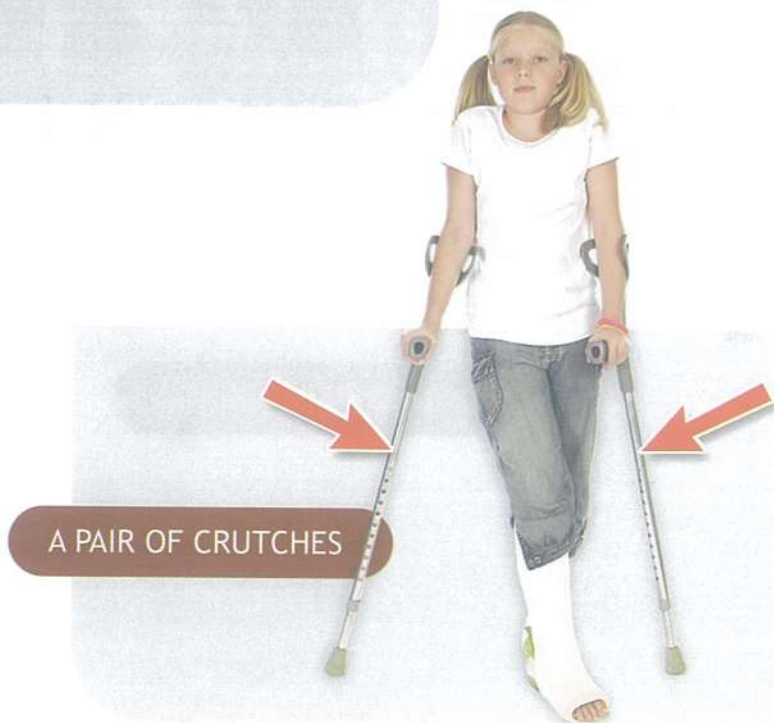
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LESSON 1

words in action



ANKLE



A PAIR OF CRUTCHES

LESSON 1

words in action

What's going on?



THEY'RE WALKING.

LESSON 1

words in action



DINER



CAMCORDER



LESSON 1

words in action

CLOUD



THESE PEOPLE ARE AT A FUNERAL.



A PAINFUL INJURY

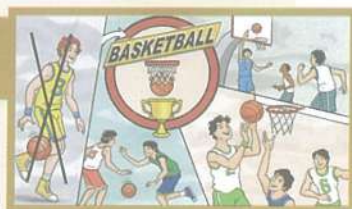


C: Thank goodness you're able to walk without crutches now.



B: Yeah, but my ankle is still weak. I won't be able to run for a while.

B: It's a shame I wasn't able to play in the basketball tournament.



C: I know, but you're only a junior. You'll have another chance next year.

LESSON 1

text

situation 2



AT THE DINER

J: Barry! You finally got here!



M: That's Barry. He'll be late for his own funeral.



B: Go ahead and make jokes. I'm on cloud nine.



BN: And I know why. I heard you got a camcorder for Christmas.

J = Jack

M = Megan

B = Barry

BN = Ben



... to be continued in Lesson 4.

M = Megan

B = Barry

LESSON 1

reading text



We serve all of your favorites – fast, fresh, and delicious.
So say good-bye to fast food!

Hi! We heard that after a long day at work, you want a friendly place you can go to get a nice hot meal.

Well, we're inviting you to stop by Dora's Diner, where you and your family will be able to relax and enjoy our homemade food.



We're on cloud nine here at Dora's! Why? Because our burger is this year's winner of the Best Burger in Town competition. That's right! Our delicious burgers are the best you can get. And they're perfect with our tasty salads.

And if you have a craving for bacon and eggs, that's no problem; we serve breakfast all day!

Do you usually like to have something sweet after a meal? Go ahead, order dessert! We're famous for our amazing fruit and cream pies. We have other desserts too, like chocolate cake, ice cream, and brownies. Another option is our healthy and delicious fruit salad. Give it a try!



Here's what people are saying about our diner!

"My kids love Dora's because everybody is so nice there. I love it because they have good food, generous helpings, and great prices." -Chuck Sherman

"My favorites at Dora's are the roast chicken and the roast beef sandwich. And you've got to try their strawberry pie—it's fabulous!" -Susan Ortega

"I always see friends and neighbors when I'm at Dora's. I like to sit at the counter, have a great cup of coffee and some pie, and hang out for a while." -Jordan Lee

So stop by Dora's Diner any time for breakfast, lunch, or dinner. You won't be disappointed!

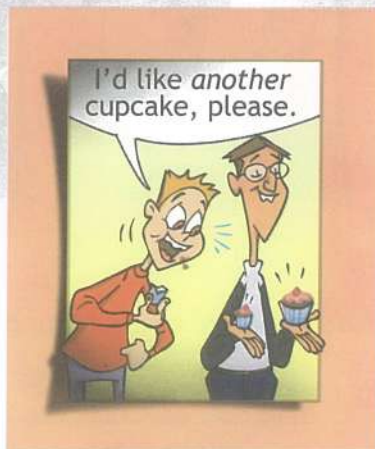
346 River Road / Open Mon. through Fri. from 7 a.m. to 1 a.m.

LESSON 1

going further

ANOTHER OR OTHER?

It's sometimes difficult to understand when to use *another* and when to use *other*, but pictures can help. Take a look at this example.



NOTE

another = one more

We only use *another* before a singular noun.

We **do not** use words like
the, any, our, etc.,
before *another*.

Here are some more examples with *another*.

I'm still hungry. Can I have *another* hamburger?

Danny and I both have our driver's licenses now, so my parents decided to buy *another* car.

LESSON 1

going further

Now look at this dialogue.



NOTE

We can use *other* before a singular or plural noun.

We can use words like
my, the, any, our, etc.,
before *other*.

These are some more examples with *other*.

My brother Jeff is a teacher. My brother Adam is a doctor. My *other* brother, Max, is still in college.

This elevator serves the 1st to the 10th floors. The *other* one serves the 11th to the 20th floors.

"There are some gorgeous girls in my drama class this semester. And guess what! There aren't any *other* boys in the class!"



"Lucky you."



"What a great party! Are all of your friends here?"

"No, just our friends from school. Our *other* friends couldn't come."

Wilson Park's a great place to play soccer, football, and *other* sports.

LESSON 1

the grammar you need

The exercise is to be done and corrected in class.

BE ABLE TO

Using **be able to** is very simple. We just have to conjugate the verb *to be*. Look at these examples. Notice that they are all in the present tense.

I live very close to school, so I **'m able to** walk there.

We're only 13, but we **'re able to** cook dinner.

→ AFFIRMATIVE

Wait for me! I **'m not able to** run very fast.

→ NEGATIVE

Jim has a lot of after-school activities.

Is he **able to** do all of his chores?

→ INTERROGATIVE

Here's an example with **be able to** from the lesson. Notice that **be able to** is the same as *can*.

Thank goodness you're **able to** walk without crutches now.

=
Thank goodness you **can** walk without crutches now.

Now look at this example from the lesson with **be able to** in the past tense.

It's a shame I **wasn't able to** play in the basketball tournament.

I know, but you're only a junior. You'll have another chance next year.



Note that we can write this sentence from the example two ways:

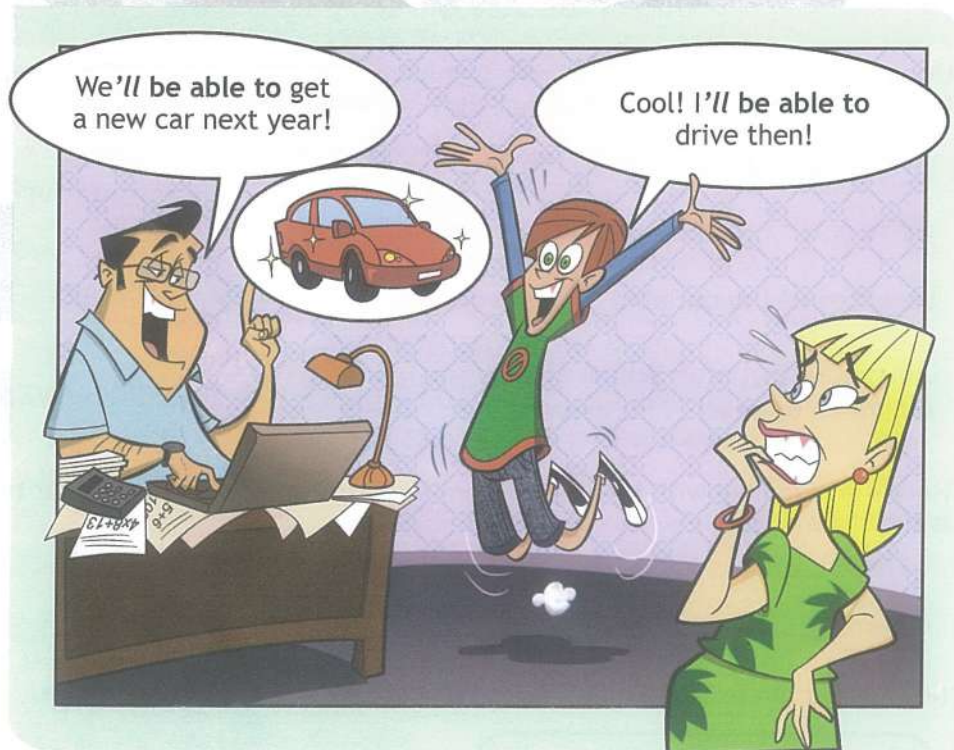
It's a shame I **wasn't able to** play in the basketball tournament.

=
It's a shame I **couldn't** play in the basketball tournament.

LESSON 1

the grammar you need

Take a look at this example with **be able to** in the future with **will**.



Here are some more examples with **will be able to**.

"Brian caught a cold last week, and he's still a bit weak. But I think he'll be able to play in the soccer tournament next month."

"That's good news."

"Look at the awesome camcorder I got for my birthday."

"Wow! You'll be able to make some cool movies with that."

LESSON 1

the grammar you need



In the dialogues below, substitute *can/could* with the correct form of *to be able to*. Use contractions whenever possible. The first one is done for you.

1. "I'm so glad Dave **can** walk without crutches now."

's able to

"Yeah. But it's a shame he **couldn't** run in the track tournament last month."

wasn't able to

2. "It's really cool that you and Grandma saw a lot of famous people while you were in Hollywood."

"Too bad we **couldn't** get off our tour bus to ask for their autographs."



3. "What a bummer you **couldn't** join the soccer team."

"Yeah, but with my bad ankle, there's just no way. The coach told me to try again next year."



4. "When Dad was in high school, he **could** run a mile in under 5 minutes."

"But with his foot injury, he **can't** run anymore. It's just too painful."



LESSON 1

fixed expressions



THANK GOODNESS



TO GO AHEAD



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.

Thank goodness ("I'm exhausted." "I am too. Thank goodness tomorrow is Friday.")

To be late for a person's own funeral ("Charlie is always late for everything." "Yeah. He'll probably be late for his own funeral.")

To go ahead ("Can I use your new camcorder to make a movie?" "Go ahead. I'm sure it'll be a great movie.")

To be on cloud nine ("I'm on cloud nine. I asked Julia out to dinner, and she said yes!" "That's great!")

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 satisfaction;**

Thank goodness you're able to walk without crutches now.

**... talk about personal health;**

Yeah, but my ankle is still weak.

**... express disappointment;**

It's a shame I wasn't able to play in the basketball tournament.

**... ask for and give information.**

I heard you got a camcorder for Christmas.

Really?



Yep! Here it is.



★ I need to study this a lot more.

★★ I need to study this a little more.

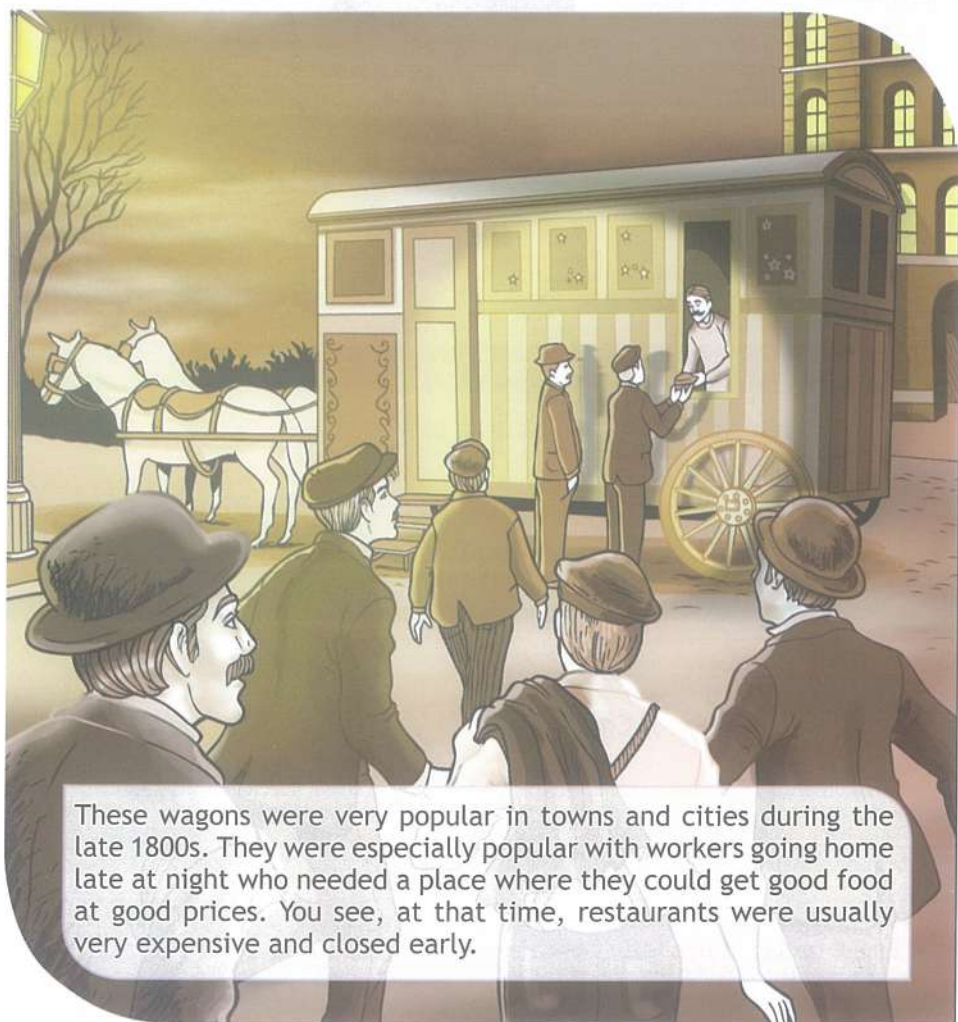
★★★ I know this very well.

LESSON 1

for your information FYI

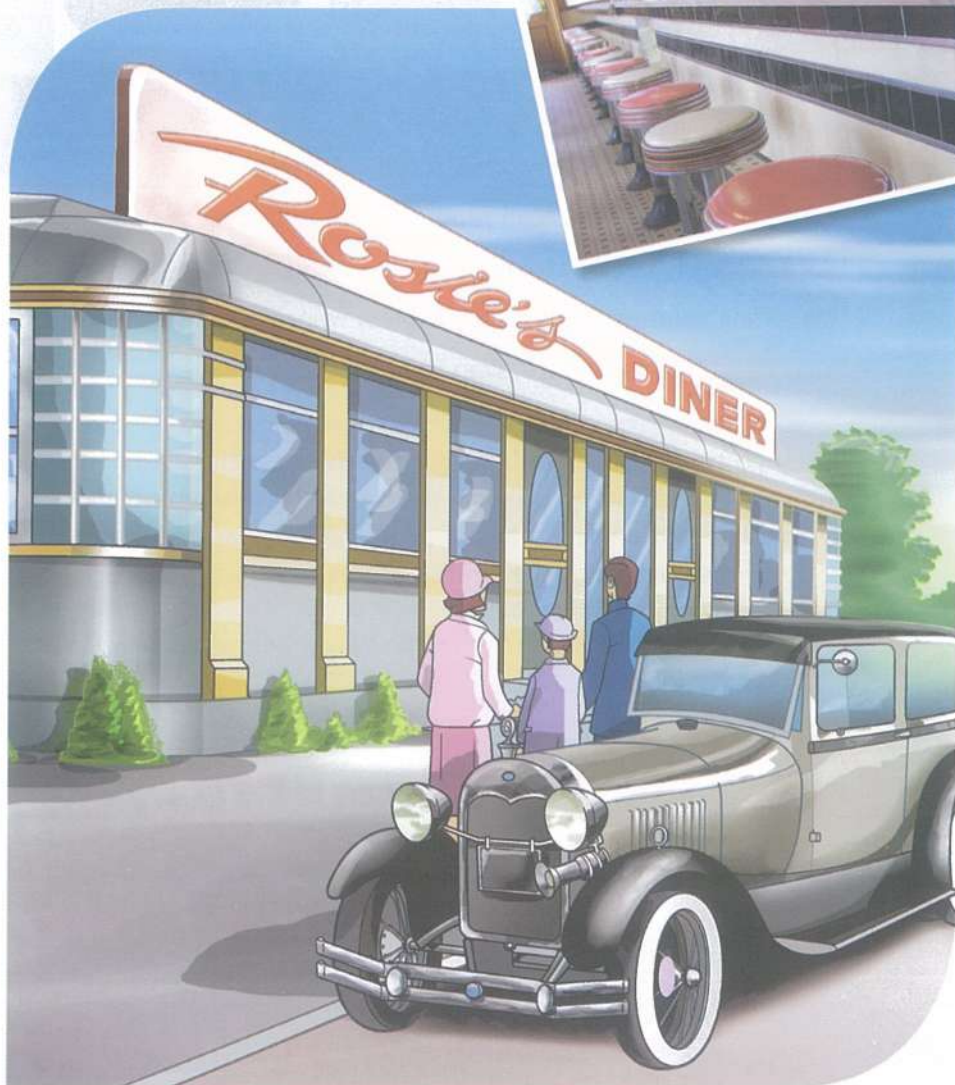
DINERS

You know that a diner is a small restaurant that sells simple food that isn't expensive. But did you know that diners were an important part of the history of American restaurants? Diners evolved from wagons like the one below.



These wagons were very popular in towns and cities during the late 1800s. They were especially popular with workers going home late at night who needed a place where they could get good food at good prices. You see, at that time, restaurants were usually very expensive and closed early.

By the 1920s, people could eat at simple restaurants called diners. This new kind of restaurant also served good food at good prices and stayed open late at night, just like the wagons. At a diner, people could eat at a long counter. The food was cooked on a grill behind the counter.



LESSON 1

FYI

But diners weren't just restaurants, they were friendly places where any person was welcome to come in, have a good meal, and feel at home.



People still love diners! Even today, a typical diner:

- Serves traditional American food at good prices.
- Has a relaxed, family atmosphere.
- Has a long counter (and usually tables) where people can sit.
- Stays open late (some are even open 24 hours a day).

So if you go to the U.S., don't forget to stop by a classic diner where you will be able to get a great meal and a taste of America's past. Another option is to try one of the popular, modern, diner-style restaurants in the United States, such as Denny's®, Johnny Rockets®, and Silver Diner®.



LESSON 2

words in action



SOME MEN



SOME WOMEN

LESSON 2

words in action



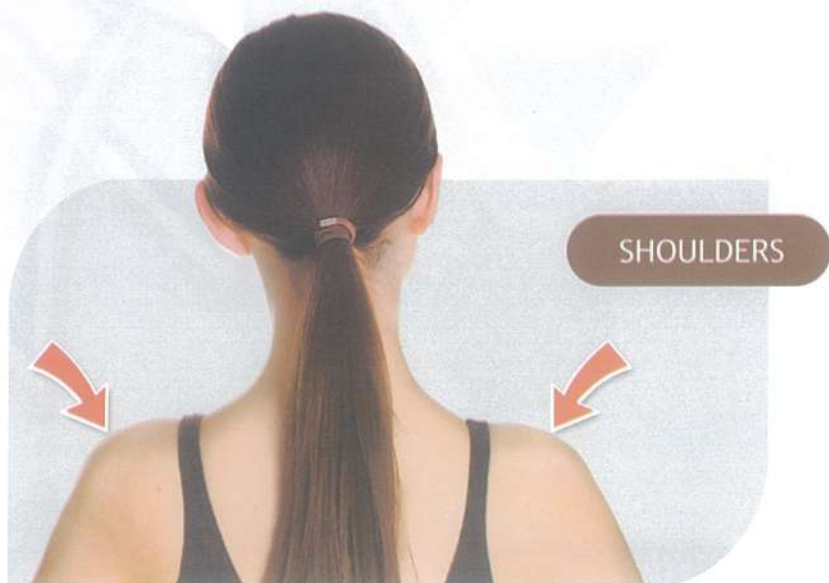
MEN'S ROOM



WOMEN'S ROOM

LESSON 2

words in action



LESSON 2

words in action



MEDALS



GOLD MEDAL



SILVER MEDAL



BRONZE MEDAL

LESSON 2

words in action

SUPERMARKET



SHOPPING CART



What's going on?

SHE'S PUSHING A SHOPPING CART.



LESSON 2

words in action



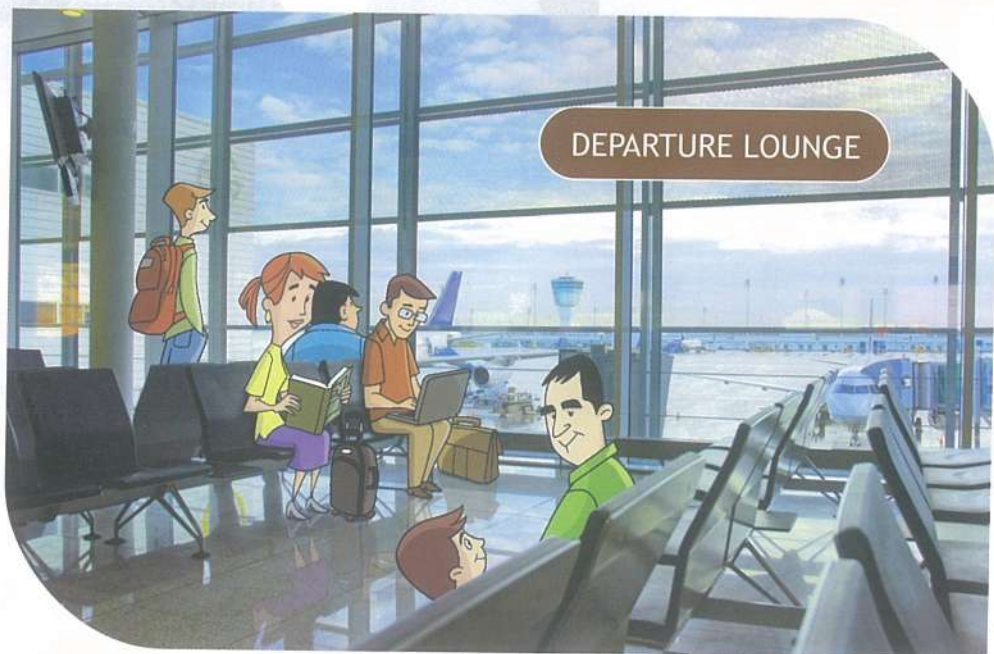
MACHINES



VENDING MACHINES

LESSON 2

words in action



LESSON 2

text

situation 1



IN A DEPARTURE LOUNGE

BSB: Hey, isn't that Andy Jackson, the runner?



BVM: How would I know?
You're the sports nut.



BSB: That's him all right.

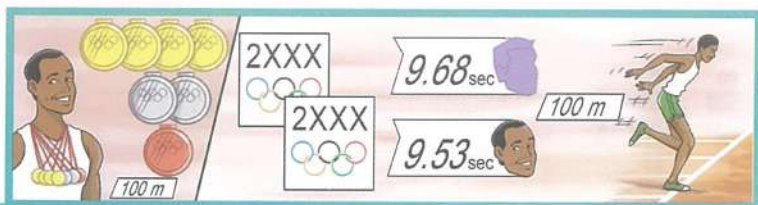
BVM: Andy Jackson? Didn't he win a stack of medals in the last Olympic Games?

BSB: He sure did.



BSB = boy with shoulder bag

BVM = boy using vending machine



BSB: He won four gold, two silver, and a bronze. And he set a new world record in the 100-meter sprint.



BVM: Why don't you go ask him for his autograph?



BSB: You know, I think I'll do that.

LESSON 2

text

situation 2

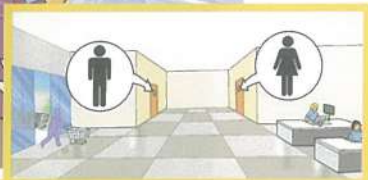


AT A SUPERMARKET

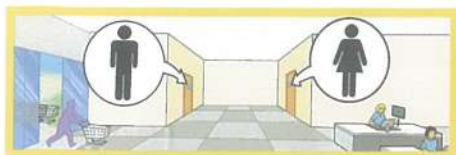


RESTROOMS

F: Excuse me. Where are the restrooms, please?



SE: They're at the front of the store, sir, near the entrance.



SE: The men's room is on the left, and the women's is on the right.





GHMH: Aren't there any kids' restrooms?



GPSC: No, but there's probably a diaper-changing room, if that's what you need.



GHMH: Mom, Jenny's teasing me.



M: Jenny, can't you leave your sister alone?

LESSON 2

reading text

Olympic Athlete Speaks at High School

By GINA TATE



Andy Jackson won a stack of medals and set a new world record in the last Olympic Games. Of course, he's very happy about that. But he's also very happy that he has lots of new friends at Wilson High School.

Andy Jackson talked to hundreds of students yesterday in Wilson High's gym. During his speech, he told students that exercise and sports should always be a part of their lives. Jackson wore all of his medals—four gold, two silver, and a bronze. The students were very impressed.

Jackson's worried that kids and young people aren't exercising enough. "I'm an athlete and a sports nut now, but when I was a kid, I had problems with my weight. Actually, I was pretty heavy. Some of the kids at school teased me a lot, you know? Well, I was lucky; the coach at my high school helped me change my life. It makes me sad when I see a lot of kids who have the same problem I had. One day I thought, 'Isn't there anything I can do to help?' So, I started to visit high schools and talk to students."

After Jackson's speech, a lot of Wilson High students, including Camille Richardson, asked him for his autograph. "I almost got tongue-tied because he's so famous! But he's not conceited at all. Yeah, Andy Jackson's cool, all right."

LESSON 2

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 this dialogue based on the lesson. Notice the irregular plural forms of *man* and *woman*.

Where are the restrooms, please?

They're at the front of the store. The **men's** room is on the left, and the **women's** is on the right.



Now look at these regular and irregular plural forms, including the plural forms of the words *man* and *woman*.

SINGULAR	PLURAL
boy	boys
girl	girls
child	children
man	men
woman	women
person	people

You learned that we add -s to make the plural form of *boy* and *girl*. This is a regular plural form. But the plural form of the word *man* is **men**, and the plural form of the word *woman* is **women**. These are irregular plural forms. You also learned that the plural forms of *child* (**children**) and *person* (**people**) are irregular too.

LESSON 2

the grammar you need

The exercise is to be done and corrected in class.

NEGATIVE QUESTIONS

Take a look at this dialogue from the lesson.

Hey, **isn't** that Andy Jackson, the runner?

How would I know?



The boy on the left is asking a negative question. Negative questions are pretty common in English.

Now let's learn how we form negative questions. Look at these examples. (You'll learn how to form more negative questions in another lesson.)

Is that pretty girl your neighbor? —————> SIMPLE QUESTION

Isn't that pretty girl your neighbor? —————> NEGATIVE QUESTION

Are there any restrooms here? —————> SIMPLE QUESTION

Aren't there any restrooms here? —————> NEGATIVE QUESTION

Was the supermarket open Sunday night? —————> SIMPLE QUESTION

Wasn't the supermarket open Sunday night? —————> NEGATIVE QUESTION

Do you have a new shoulder bag? —————> SIMPLE QUESTION

Don't you have a new shoulder bag? —————> NEGATIVE QUESTION

Did Bill go to the last Olympic Games? —————> SIMPLE QUESTION

Didn't Bill go to the last Olympic Games? —————> NEGATIVE QUESTION

Can Mary push the shopping cart? —————> SIMPLE QUESTION

Can't Mary push the shopping cart? —————> NEGATIVE QUESTION

**REMEMBER THIS:**

We usually use contracted forms to ask negative questions.

Here are some more examples with negative questions.



LESSON 2

the grammar you need



Form negative questions in the dialogues below.
The first one is done for you.

1. "Is that man your English teacher?"

"Isn't that man your English teacher?"

"Yes. That's Mr. Kennedy, all right—my English teacher."

2. "Are there any family restrooms in this supermarket?"

"_____ there any family restrooms in this supermarket?"

"Yes, sir. There's one to the left of the entrance."



3. "Excuse me. Do you have any shoulder bags on sale?"

"Excuse me. _____ you have any shoulder bags on sale?"

"Yes, we do. They're at the front of the store."

4. "Can you give me a ride to school today, Mom?"

"_____ you give me a ride to school today, Mom?"

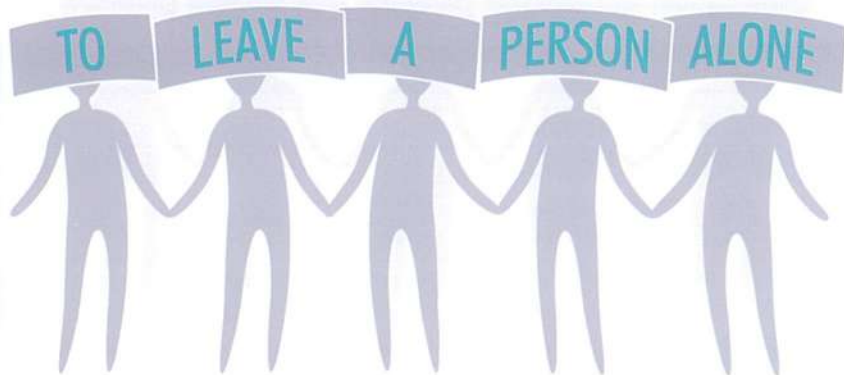
"Sorry, honey. I know it's raining, but I'm late for work."

5. "Was Aunt Sarah an athlete in college?"

"_____ Aunt Sarah an athlete in college?"

"She sure was. She even set several records in track events."





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.

You know (“You should tell Alex to stop teasing you all the time.”
“You know, you’re right. I’m going to tell him today.”)

All right (“Is your brother home from college?” “He’s home, all right.
And he’s getting all the attention.”)

To leave a person alone (“Mom! Bonnie doesn’t want to play with me.”
“Leave your sister alone for now. She’s studying for a big test.”)

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 sure information is correct;



Hey, isn't that Andy Jackson, the runner?

How would I know?



... make suggestions;



Why don't you go ask him for his autograph?

You know, I think I'll do that.



... ask for and give directions;



Excuse me. Where are the restrooms, please?

They're at the front of the store, sir, near the entrance. The men's room is on the left, and the women's is on the right.



... make a request.



Jenny, can't you leave your sister alone?



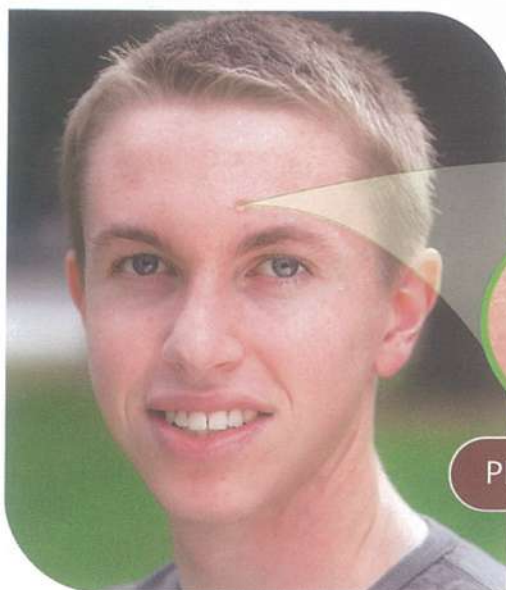
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 3

words in action



CHIN



PIMPLE OR ZIT

LESSON 3

words in action

A SLICE OF PIZZA



CHEESE PIZZA IS A TASTY SNACK.

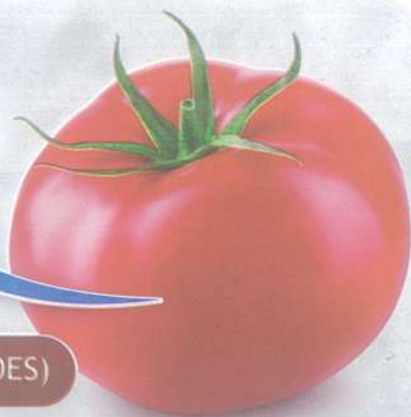


LESSON 3

words in action



PEPPERONI

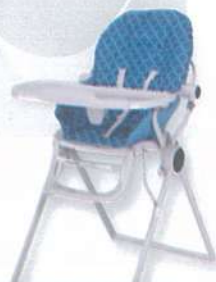


TOMATO (PL.: TOMATOES)

LESSON 3

words in action

DIFFERENT KINDS OF CHAIRS



HIGH CHAIR



DINING CHAIR



SLIPPER CHAIR



ROCKING CHAIR



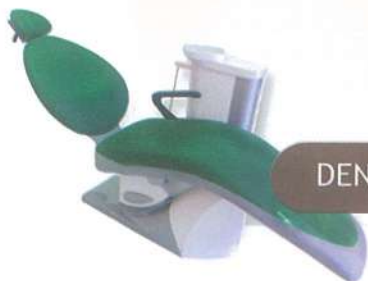
BEACH CHAIR OR DECK CHAIR



CHAISE LOUNGE



DIRECTOR'S CHAIR



DENTIST'S CHAIR



FOLDING CHAIR

LESSON 3

words in action

WHEELCHAIR



LESSON 3

words in action

BOTTLES



PHOTOGRAPHER



LESSON 3

text

situation 1

ORDERING FOOD



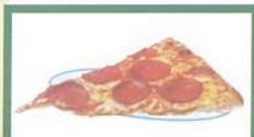
C: Welcome to Giant Pizza.
Can I take your order?



H: Yeah. One slice of pepperoni,
two slices of cheese, a Sprite®,
and a bottle of water, please.



w: I'm starving! Won't we still be hungry?
Shouldn't we get more?



H: Uh-uh. Everything here's gigantic!

w: OK.



C: That comes to \$15.18.
For here or to go?



H: For here.

C = clerk

H = husband

W = wife

LESSON 3

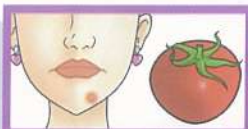
text

situation 2



PICTURE DAY

GW: What's wrong?



GC: There's a zit as big as a tomato on my chin. I'm so bummed out.



GC: Haven't you got any concealer?

GW: Oh, sure!



GW: Ta-da!



GC: No more pimple!

P: Great smile!



GC: Thanks.

GW = girl in wheelchair

GC = girl on chair

P = photographer

CURIOUS ABOUT THE EXCHANGE STUDENT



B: So, what's your new brother like?



G: Tony's friendly, polite, smart, and very focused on academics.



B: What about sports? Wouldn't he like to play on the soccer team?



G: I doubt it. He's not as crazy as you are about sports. He has other goals in mind.

LESSON 3

reading text

THE SCHOOL PICTURE



At school . . .



*



Two months later . . .



LESSON 3

the grammar you need

The exercise is to be done and corrected in class.

NEGATIVE QUESTIONS (CONTINUED)

Take a look at this dialogue from the lesson.



In the previous lesson, we learned how to form some negative questions. Now let's look at these examples with more negative questions.

Will three pizzas be enough for us? —————> SIMPLE QUESTION
Won't three pizzas be enough for us? —————> NEGATIVE QUESTION

Would you like some more Sprite®? —————> SIMPLE QUESTION
Wouldn't you like some more Sprite®? —————> NEGATIVE QUESTION

Could you lend me your cellphone? —————> SIMPLE QUESTION
Couldn't you lend me your cellphone? —————> NEGATIVE QUESTION

Should I focus more on academics? —————> SIMPLE QUESTION
Shouldn't I focus more on academics? —————> NEGATIVE QUESTION

Have we got any tomatoes? —————> SIMPLE QUESTION
Haven't we got any tomatoes? —————> NEGATIVE QUESTION

the grammar you need

Is your brother able to vote this year? —> SIMPLE QUESTION

Isn't your brother able to vote this year? —> NEGATIVE QUESTION

Does Zoe have to study this weekend? —> SIMPLE QUESTION

Doesn't Zoe have to study this weekend? —> NEGATIVE QUESTION

Here's another example with **wouldn't** in a negative question.



You learned about negative questions in the previous lesson and in this lesson. Now take a look at this.

**TO SUM IT UP:**

You usually use a negative question

- to check if a person agrees with you;
- to suggest surprise.

LESSON 3

the grammar you need



Form negative questions in the dialogues below.
The first one is done for you.

1. "Would Edward look awesome in this suit?"

"Wouldn't Edward look awesome in this suit?"

"Definitely. Let's buy it for him."

2. "Have you got any cheese pizza?"

"_____ you got any cheese pizza?"

"Sorry, we only have pepperoni pizza left."

3. "Could you show me how to take better photos with my camera?"

"_____ you show me how to take better photos with my camera?"

"Of course, Diana. But I think you're a great photographer."

4. "Does David have a motorcycle?"

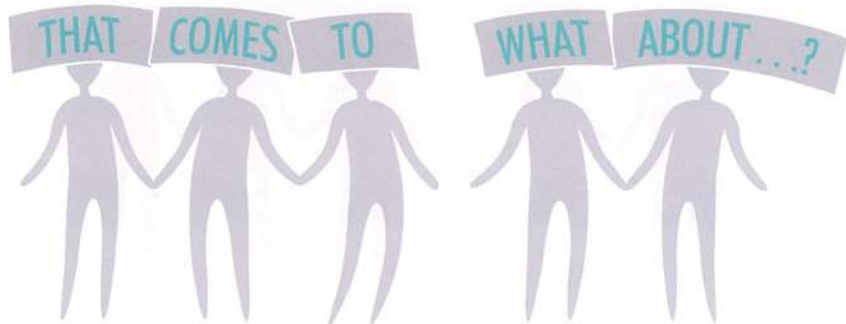
"_____ David have a motorcycle?"

"Not anymore. He was in a motorcycle accident about five years ago.
Now he only drives cars."

5. "Should you put some concealer on that big pimple on your face?"

"_____ you put some concealer on that big pimple on your face?"

"Yes, but I forgot all of my make-up at home."



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.

For here or to go ("Two cheeseburgers and a Coke®, please." "For here or to go?" "For here.")

To be bummed out ("What's the matter?" "I'm really bummed out because I didn't score any goals in my soccer game yesterday.")

That comes to ("I'd like a roast chicken sandwich and a green salad, to go, please." "OK, sir, that comes to \$12.45 with tax.")

What about . . . ? ("There's not one person in this company who can do this work assignment." "What about Maria White? She's smart and very focused.")

In mind ("What do you and Robin have in mind for your wedding?" "Well, we're planning a small, simple wedding with friends and family.")

LESSON 3

I know how to ...

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

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

I know how to ...



... order food;



Can I take your order?

Yeah. One slice of pepperoni, two slices of cheese, a Sprite®, and a bottle of water, please.



... make suggestions;



Shouldn't we get more?

Wouldn't he like to play on the soccer team?



... talk about emotions;



I'm so bummed out.



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

... ask for assistance;

Haven't you got any concealer?

Oh, sure!

**... ask for information;**

So, what's your new brother like?

**... describe a person.**

Tony's friendly, polite, smart, and very focused on academics.



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

LESSON 3

FYI

An **exchange student** is a student who goes to a different country to study. Here are some essential things an exchange student should know.

- An exchange student should get along with his or her host family.

Your host parents will probably do things like tell you not to stay out too late at night or ask you to help with housecleaning, just as they would do if you actually were their son or daughter. When you cooperate, you show them you want to get along and be a real part of the family.

Juan is from Spain. He's prepared to have a great time during his experience as an exchange student in a small town in the U.S. His host family is Sarah and Harry Clark and their daughter Ruby. They think he's very nice and are impressed that he's so helpful.

Mrs. Clark: Who wants a second helping of pie?

Juan: Oh, I would, but I'm full. You're really an amazing cook!

Mrs. Clark: Thanks, Juan!

Ruby: Yeah, that was a great dinner, Mom. Well, I'll wash the dishes.

Juan: And I'll help!

- An exchange student should be friendly.

You'll be at a new school with new teachers and students. You'll have to make a lot of new friends! (If you're a little shy, that's OK too! This is a chance for you to learn to be more talkative around people you don't know.)

Juan wants to make lots of new friends. A great way to meet new people in the U.S. is to join after-school activities like sports teams or social clubs.

Juan: Hi! I'm Juan. I'm new here, and I'd like to play football.

Coach Hill: That's great! I'm Coach Hill. Do you know how to play, Juan?

Juan: No, but I love sports, and I'd like to learn.

Coach Hill: Well, come to practice tomorrow at 4. I'll introduce you to the boys on the team.

Juan: Great! Thanks, Coach.

- An exchange student should be confident.

It can be difficult to live in a different country with a new culture and language. These changes will be easier to administer if you're a confident person. (But if you're not, this is your chance to learn to be more sure of who you are.)

Juan asks for help when he isn't familiar with something common in American culture. He knows that you shouldn't be afraid to learn something new.

Mr. Clark: We're going to get two or three inches of rain tomorrow, and it's going to be around 45 degrees. Winter's coming!

Juan: Hmm, how cold is that? I'm afraid I'm not really familiar with inches or degrees in Fahrenheit.

Mr. Clark: Oh! Well, let me show you.

Juan: Thanks! I'd really appreciate it. Oh, and could you help me learn how to play football?

Mr. Clark: Sure, Juan! I'd love to!



Now you know that an exchange student in the U.S. should try to get along with his or her host family, and be friendly and confident. Would you like to be an exchange student in the U.S. one day?

LESSON 3

FYI

In this lesson we saw a man order a bottle of water. Now let's learn some more about how to order water in the U.S.

If you order water like this, "I'd like a glass of water, please," the waiter or waitress¹ will bring you a large glass of cold tap water², and it's usually free. At some restaurants, the waiter or waitress will automatically bring some water for everybody at the table, even if you don't ask for it (also free).

If you prefer a bottle of water, you have to order it. Take a look at this dialogue.



¹ waitress — (noun) the feminine form of *waiter*; a woman who serves food and drinks at a restaurant

² tap water — (noun) water you can drink that comes from a regular faucet

³ sparkling water — (noun) water with carbon dioxide gas in it (also *soda water*, *carbonated water*)

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 A MEAL TO GO

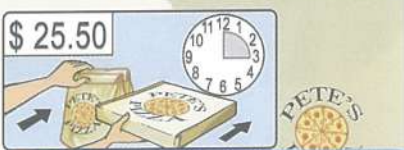
Welcome to Pete's Pizza! Would you like to try our meat-lover's pizza with pepperoni, ham, and bacon?



How many slices are there in the medium-size pizza?



Then we'd like a medium cheese pizza, two small Sprites®, and a large lemonade. To go, please.



Your order comes to \$25.50. It'll be ready in about fifteen minutes.



LESSON 4

words in action

PORCH



REPORTER



A MAN'S BACK



AT A PARTY

RHG: Why are you looking at yourself every five minutes?



BG: I want to make sure I look nice. I'm expecting Joe Parsons to show up.



RHG: Joe Parsons? Hand me that mirror. I need to take a quick peek at myself.

BG: Back off, Tracy! Don't compete with me.



BGS: Hey, I know you guys are busy looking at yourselves, but Joe's already here.



?

RHG: Where?

BGS: He's out on the porch talking to Melanie.



BG: What?

RHG = red-haired girl

BG = blond girl

BGS = blond girl's sister

LESSON 4

text

situation 2

AT THE DINER



M: Is Barry late again?



J: Ha! Is the sky blue?



BN: Aren't we going to film today?



M: Yeah, if Barry ever gets himself together.



BN: What's the film about again?



M: It's a documentary about our school.



M = Megan

J = Jack

BN = Ben



J: Barry wants to be an investigative reporter and uncover a scandal or some kind of corruption.



BN: He's nuts!



BN: Nothing like that ever happens around here.



B: Maybe not, but I just recorded you guys talking trash behind my back.



... to be continued in Lesson 7.

J = Jack

BN = Ben

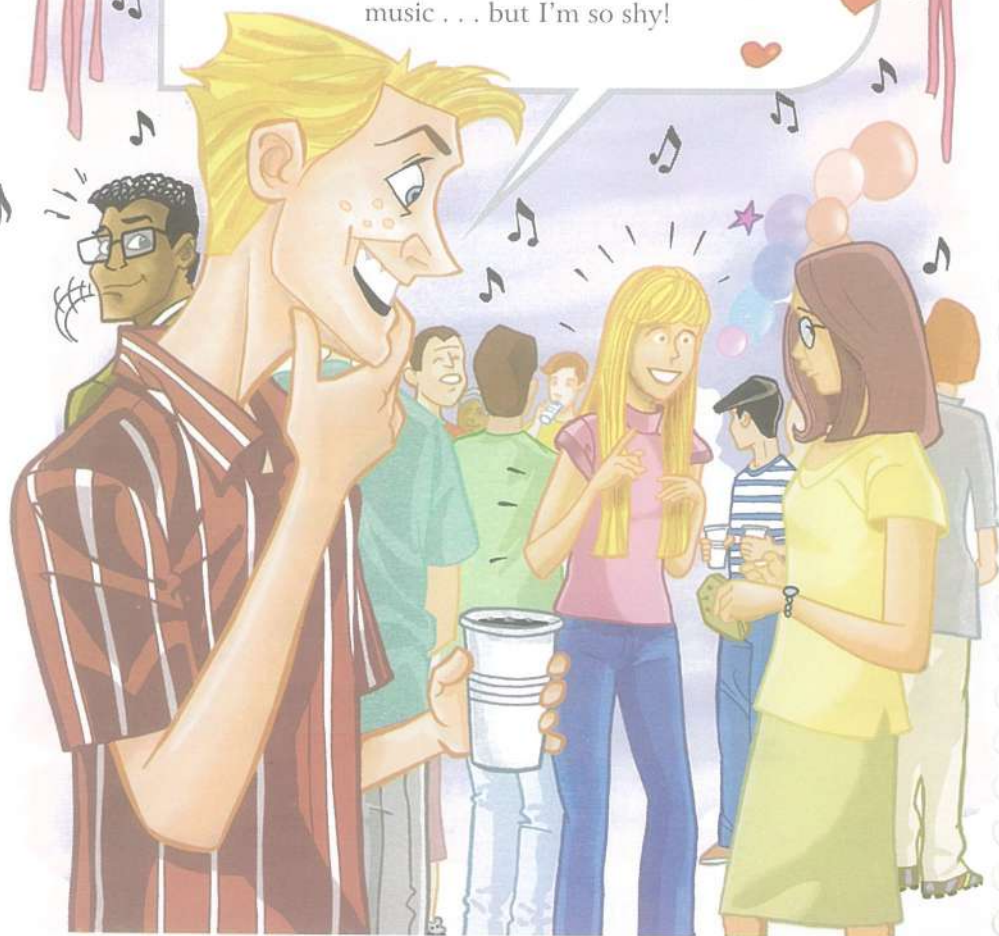
B = Barry

LESSON 4

reading text

DISAPPOINTED

Lucy's already here! Oh, I need to take a quick peek at myself in a mirror; I think there's some food in my teeth! Wait a minute, I need to get myself together! I'm just going to walk over there and then . . . then what am I going to say? Well, I could ask her some questions about herself—about her classes, her after-school activities, her favorite music . . . but I'm so shy!



Dude,
are you nuts?
Who are you
talking to?

Huh? Oh.
Hi, Johnny. Oops, I guess
I was talking to myself.
Hey, um, Lucy Jones is here.
You know, I think
she likes me.



You? Ha! I don't think so.
She's here with her
new boyfriend, Pierre,
the exchange student
from France.



LESSON 4

going further

USING THE WORD *HAND*

You already know the word **hand**, as in this example.



You also know how to use the word **handful** to talk about a small number of people or things. Look at this example.



LESSON 4

going further

Now look at these expressions you know with the word **hand**. This example with **to hand** is based on the lesson.

Hand me that mirror.



Here are two examples with the expression **to give a person a hand**.

The porch is really dirty. Let me give you a hand.

Thanks!



This homework is really difficult. Can you give me a hand, Dad?

Sure!



You communicate in a very natural way when you use words and expressions like these. So if you meet people from an English-speaking country who need your help, you can really **give them a hand**!

LESSON 4

the grammar you need

The exercise is to be done and corrected in class.

REFLEXIVE PRONOUNS

Look at this example.

I have Martha Spencer's new book. I finished it last week. Want to borrow it?

Definitely! I was going to buy it.



The boy is talking to the girl.

↑
AUTHOR OF
THE ACTION

↑
RECEIVER OF
THE ACTION

Notice that the author of the action “to talk” and the receiver of the action “to talk” are *not the same*.

Now look at this example.

Um, where did I put my sunglasses?



The man is talking to himself.

↑
AUTHOR OF
THE ACTION

↑
RECEIVER OF
THE ACTION

Notice that the author of the action and the receiver of the action are *the same*. That is, the man is the author and the receiver of the action “to talk.” That’s why we used the *reflexive pronoun himself*.

the grammar you need^o

Take a look at this dialogue based on the lesson.



Again, in this sentence the author of the action “to look” and the receiver of the action *are the same*. The red-haired girl and the blond girl are the authors and the receivers of the action “to look,” so the blond girl’s sister uses the word **yourselves**.

Take a look at this table with subject pronouns and reflexive pronouns.

SUBJECT PRONOUNS	REFLEXIVE PRONOUNS
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

LESSON 4

the grammar you need



REMEMBER THIS:

- We use reflexive pronouns when both the author and the receiver of the action are the same.
- Singular reflexive pronouns end in *-self*.
- Plural reflexive pronouns end in *-selves*.

Here's an example with the *reflexive pronoun myself*.

Look, I got **myself** all ready for the party!
Do I look pretty?





Complete the sentences with the correct subject pronouns or reflexive pronouns. The first one is done for you.

1. "Did you already have breakfast?"

"Yes, I made some delicious bacon and eggs for myself this morning."

2. "I'm really impressed with your wife's documentaries. They're amazing."

"Well, _____ can tell her that _____. Here she comes right now."

3. "Did you give Cynthia that gorgeous bracelet?"

"No. Actually, _____ made it for _____. She's very talented."

4. "I love the new suit that David's wearing. Is it Italian?"

"Yeah. _____ bought it for _____ in Italy last month."

5. "Mr. Baker's students look pretty upset."

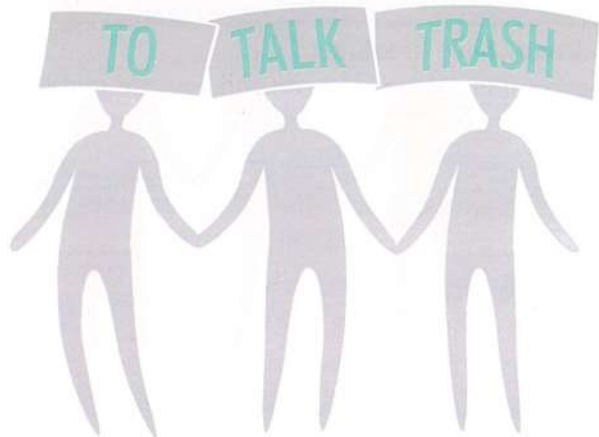
"Well, _____ are upset with _____ for not studying enough for the test."

6. "Coach, _____ are so angry with _____ for not winning the game."

"That's OK. I know you guys will play better next time."

LESSON 4

fixed expressions



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

To show up ("Alan didn't show up for work today." "Oh, he called to say he wasn't feeling well.")

To back off ("Mmm! Brownies! My favorite." "Back off, Dad. I made these for my boyfriend.")

Is the sky blue? ("Is Gerald hungry again?" "Is the sky blue? He's always hungry.")

To talk trash ("Why do you hang out with Robert? He's shallow, conceited, and bossy." "Stop talking trash about him, Linda. He's my friend.")

I know how to...

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

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

I know how to...**... ask for and give explanations;**

Why are you looking at yourself every five minutes?

I want to make sure I look nice.

**... ask for and give information;**

Where?

He's (Joe's) out on the porch talking to Melanie.



What's the film about again?

It's a documentary about our school.

**... ask and tell about interests and plans.**

Aren't we going to film today?

Yeah, if Barry ever gets himself together.



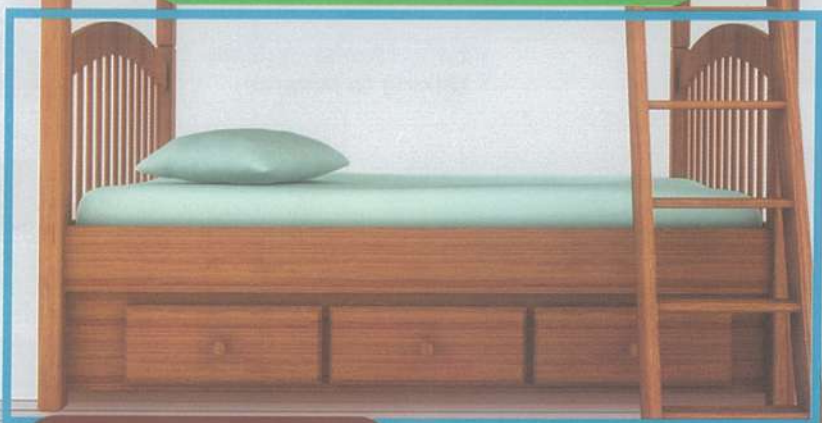
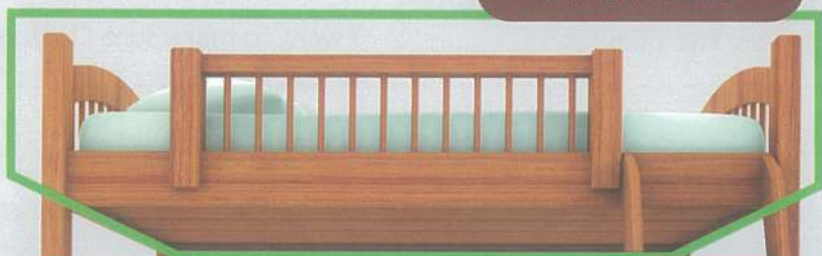
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 5

words in action

BUNK BEDS

TOP BUNK BED



BOTTOM BUNK BED

LESSON 5

words in action



DIFFERENT KINDS
OF HELMETS



ROPE

LESSON 5

words in action



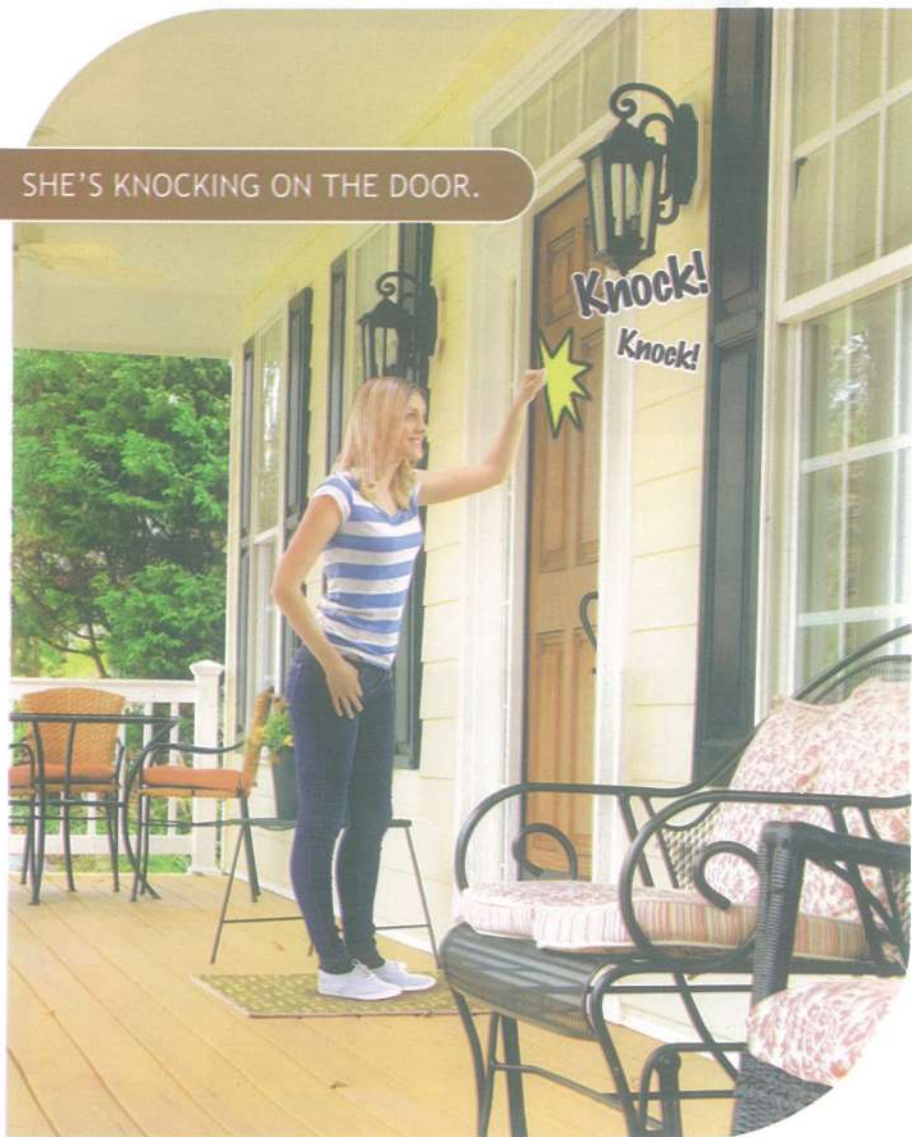
DIFFERENT KINDS
OF BRIDGES

LESSON 5

words in action

What's going on?

SHE'S KNOCKING ON THE DOOR.



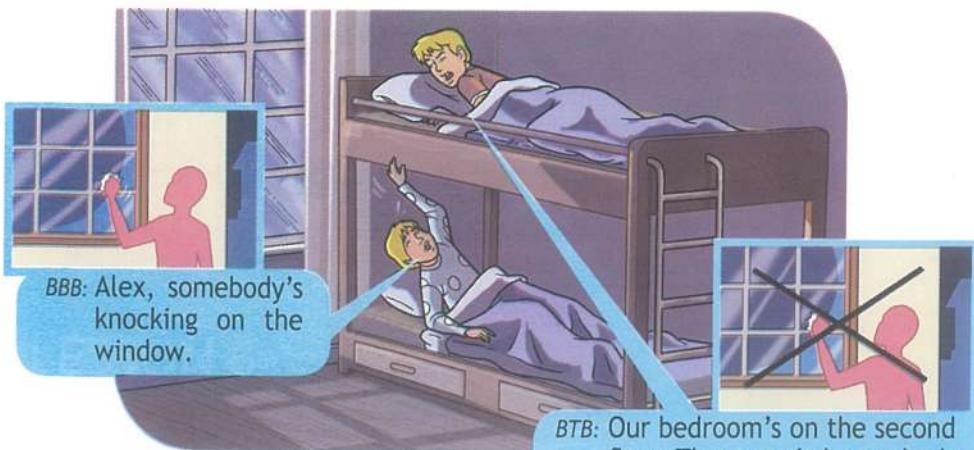
LESSON 5

text

situation 1



CAUGHT



BBB: Alex, somebody's knocking on the window.

BTB: Our bedroom's on the second floor. There can't be anybody at the window.



BBB: I'm sure I heard someone.



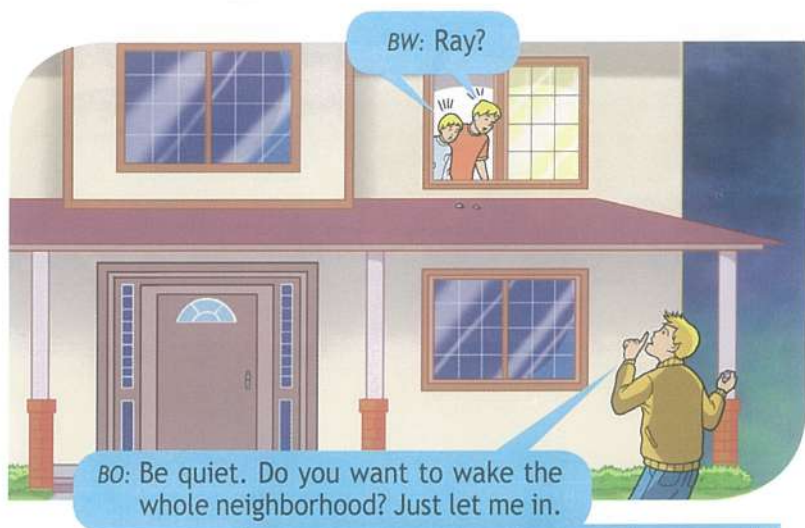
BTB: Hello! Is there anyone out there?



BTB: See. No one answered.

BBB = boy in bottom bunk bed

BTB = boy in top bunk bed



BW = boys at window

BO = boy outside

BRW = boy on the right at window

MFD: You're absolutely right, young man.



BO: Dad!

BO: I can explain.

MFD: Not a word. Get inside at once. You're grounded.



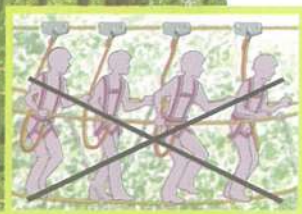
MFD = man at front door

BO = boy outside

OUTDOOR ADVENTURE



BBH: What's the problem?



BRH: Nobody wants to cross the rope bridge.

BBH: What a bunch of cowards! It's not that difficult. Anybody can do it.



BYH: OK. After you.

BBH: Somebody help me!



BRH: So, it's not that difficult, eh?

LESSON 5

reading text

HELPFUL HANNAH CAN HELP ANYONE!



To: Helpful Hannah
From: The Coward of Carter High

Hi, Hannah,

I have a big problem. I'm too embarrassed to talk to anyone, and I really need your help!

Last week, some of my friends and I went to a park that has a really high rope bridge. Two guys crossed it, and then it was my turn. I started to feel really sick, and I just couldn't do it. I told them that I couldn't cross it because I didn't feel well.

My friends told me not to worry about it, that I could try again next time. But then one of them said, "He's not sick; he's just a big coward!"

Well, I don't know; maybe he was right. I guess I was afraid.* But everybody knows that I'm a pretty shy, sensitive guy. So I just can't believe that somebody would say that to me! I really thought this person was my friend. Now I think the whole school knows what happened.

* afraid-(adj.) we say a person is afraid when he or she worries that something bad is going to happen.



To: The Coward of Carter High
From: Helpful Hannah

First, let me just say that you are not a coward. What happened to you on the rope bridge could happen to anyone. The guy who said that was really rude.

In a perfect world, no one would be rude to anyone. But . . . sometimes it happens. It's bad enough when it's a person you don't know, but when it's a friend, it's terrible.

I think you really have to talk to him. This would be a difficult thing to do for anyone, and because you're shy, it could be especially difficult for you. So just be honest and tell him how you feel; then let him explain what happened.

You know what? I bet he just wanted to tease you. He probably doesn't even realize that you are so upset about what he said! I'm sure you guys will be good friends again.

LESSON 5

the grammar you need

The exercises are to be done and corrected in class.

INDEFINITE PRONOUNS

SOMEBODY AND SOMEONE

Look at this example from the lesson.

Alex, **somebody's** knocking on the window.



Now compare these sentences.

Alex, **somebody's** knocking on the window.

Alex, **someone's** knocking on the window.



REMEMBER THIS:

- **Somebody** and **someone** are derivatives of *some*, and mean *some person*.
- We can use **somebody** or **someone** in a sentence because they both have the same meaning.

NOTE

SOMEBODY/SOMEONE is used in **AFFIRMATIVE SENTENCES**.

ANYBODY AND ANYONE

Take a look at this example from the lesson.

There can't be **anybody** at the window.



Now compare these sentences.

There can't be **anybody** at the window.

There can't be **anyone** at the window.



REMEMBER THIS:

- **Anybody** and **anyone** are derivatives of *any*, and mean *any person*.
- We can use **anybody** or **anyone** in a sentence because they both have the same meaning.

NOTE

ANYBODY/ANYONE is used in **NEGATIVE SENTENCES**.

LESSON 5

the grammar you need

SOMEBODY / SOMEONE OR ANYBODY / ANYONE?

There's **somebody/someone** knocking on the door. —→ AFFIRMATIVE

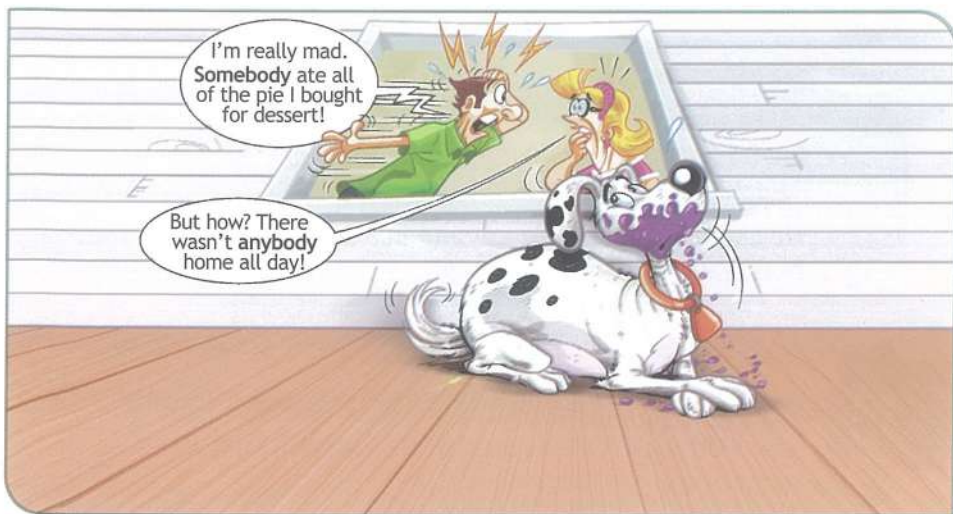
There isn't **anybody/anyone** knocking on the door. —→ NEGATIVE



REMEMBER THIS:

- We use **somebody/someone** in affirmative sentences.
- We use **anybody/anyone** in negative sentences.

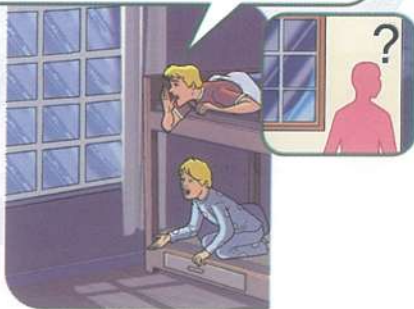
Now take a look at this example.



Asking questions

Take a look at this example from the lesson.

Hello! Is there **anyone** out there?



Now compare these sentences.

Is there **anybody/anyone** out there?

Is there **somebody/someone** out there?

INTERROGATIVE



REMEMBER THIS:

In interrogative sentences, we can use
somebody/someone or **anybody/anyone**
because they all have the same meaning.

Here are some more examples.

Is there **anybody/anyone** who can explain this homework?

Is there **somebody/someone** who can explain this homework?

Is **anybody/anyone** from our neighborhood going to the party?

Is **somebody/someone** from our neighborhood going to the party?

LESSON 5

the grammar you need

Making offers and requests

Compare these sentences.

Would you like **somebody/someone** to help you ———→ OFFER
cross the rope bridge, Alicia?

Could **somebody/someone** help me ———→ REQUEST
cross the rope bridge, please?



REMEMBER THIS:

Somebody/Someone (*not anybody/anyone*) are normally used in interrogative sentences to make offers and requests.

Making affirmative statements with anybody/anyone

You already know that we use *any* and *anything* in affirmative statements to refer to one or more things in general without distinction.

Now look at this example from the lesson. Notice that **anybody/anyone** also refers to any person without distinction.

It's not that difficult.
Anybody (Anyone) can do it.

OK. After you.



REMEMBER THIS:

Anybody and **anyone** are used in affirmative sentences to refer to any person, without distinction.

NOBODY AND NO ONE

Take a look at this example from the lesson.

What's the problem?

Nobody wants to cross the rope bridge.



Now compare these sentences.

Nobody wants to cross the rope bridge.

No one wants to cross the rope bridge.



REMEMBER THIS:

- **Nobody** and **no one** are derivatives of *no*, and mean *no person*.
- We can use **nobody** or **no one** in a sentence because they both have the same meaning.

NOTE

NOBODY/NO ONE is used in
SENTENCES with a **NEGATIVE MEANING**.

LESSON 5

the grammar you need

ANYBODY / ANYONE OR NOBODY / NO ONE?

Anybody/anyone or nobody/no one?

Compare these sentences.

There *isn't* anybody/anyone at home now.

↑
VERB IN NEGATIVE FORM

There *is* nobody/no one at home now.

↑
VERB IN AFFIRMATIVE FORM

→
NEGATIVE



REMEMBER THIS:

In sentences with a negative meaning, use:

verb in the negative form + anybody/anyone

verb in the affirmative form + nobody/no one

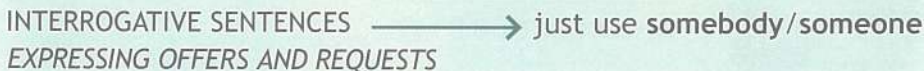
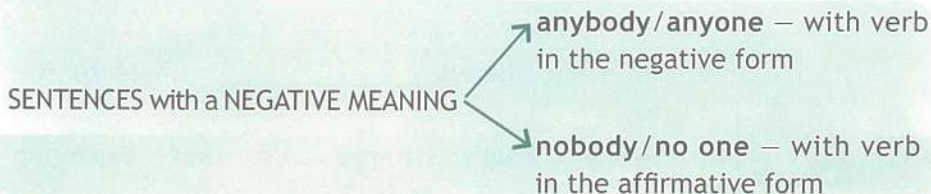
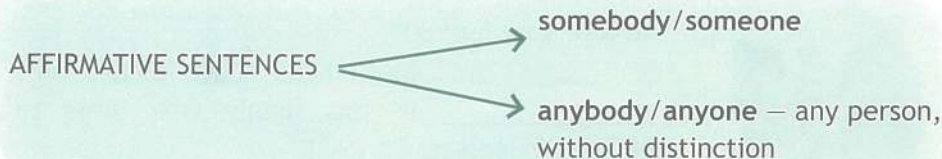
Take a look at this example with **anyone** and **nobody**.



the grammar you need

Look at these summaries of the indefinite pronouns you learned in the lesson. The same information is organized differently in each summary. You can study them both or choose the one that is more helpful for you.

Somebody and someone	Anybody and anyone	Nobody and no one
<ul style="list-style-type: none"> in affirmative sentences 	<ul style="list-style-type: none"> in affirmative sentences to express the idea of any person, without distinction 	
	<ul style="list-style-type: none"> in sentences with a negative meaning and a verb in the negative form 	<ul style="list-style-type: none"> in sentences with a negative meaning and a verb in the affirmative form
<ul style="list-style-type: none"> in interrogative sentences in interrogative sentences expressing offers and requests 	<ul style="list-style-type: none"> in interrogative sentences 	



LESSON 5

the grammar you need



1. Complete the following sentences with an indefinite pronoun. You know that we can use *somebody/someone* in a _____ sentences, and that we can use *anybody/anyone* (with the verb in the negative form), and *nobody/no one* (with the verb in the affirmative form) in sentences with a n_____ meaning.



1. "Shh! I think there's _____ in our apartment. I'm going to call the police!"



2. "We love you, Buster!"
"Of course we love him. But there isn't _____ in this family who loves to clean up his messes."



3. "Mr. Kelly, there's _____ here to see you."
"Really? That's strange. I'm not expecting _____ today."



4. _____ wants to go outside today because of all this rain.



II. Complete the sentences with an indefinite pronoun. You know that we can use *somebody/someone* or *anybody/anyone* in i_____ sentences, but that in interrogative sentences expressing o_____ and r_____, we normally use just *somebody/someone*.

1. "Would you like _____ to take these bags to your room?"

"Yes, please. I'm in room 203."

2. "Is there _____ in your family who can speak Spanish?"

"Yes. My father can speak Spanish."

3. "Could _____ please explain what happened in the kitchen?"

"The kids tried to make a cake for you. But they made a big mess."

4. "Do you know _____ in the Outdoor Adventure Club at school?"

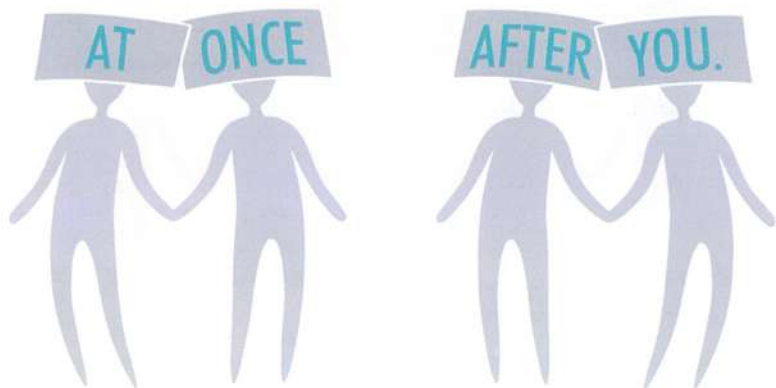
"Yeah, my older brother is in that club. He really enjoys it."

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.

Be quiet. (“Harry, please be quiet. I’m on the phone.” “OK, Mom.”)

At once (“Mark, I need to see you in my office at once. We have a big problem.” “OK, I’ll be right there.”)

After you. (“After you, Mrs. Bridges.” “Oh, thank you for holding the door for me. You are so polite, Devon.”)

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 deductions;



Our bedroom's on the second floor. There can't be anybody at the window.



... ask for and give information;



Are you just getting home now?

Yes, and if Dad finds out, he'll be mad.



What's the problem?

Nobody wants to cross the rope bridge.



... give orders;



Be quiet.
Just let me in.

Get inside at once.



... make requests.



Somebody help me!

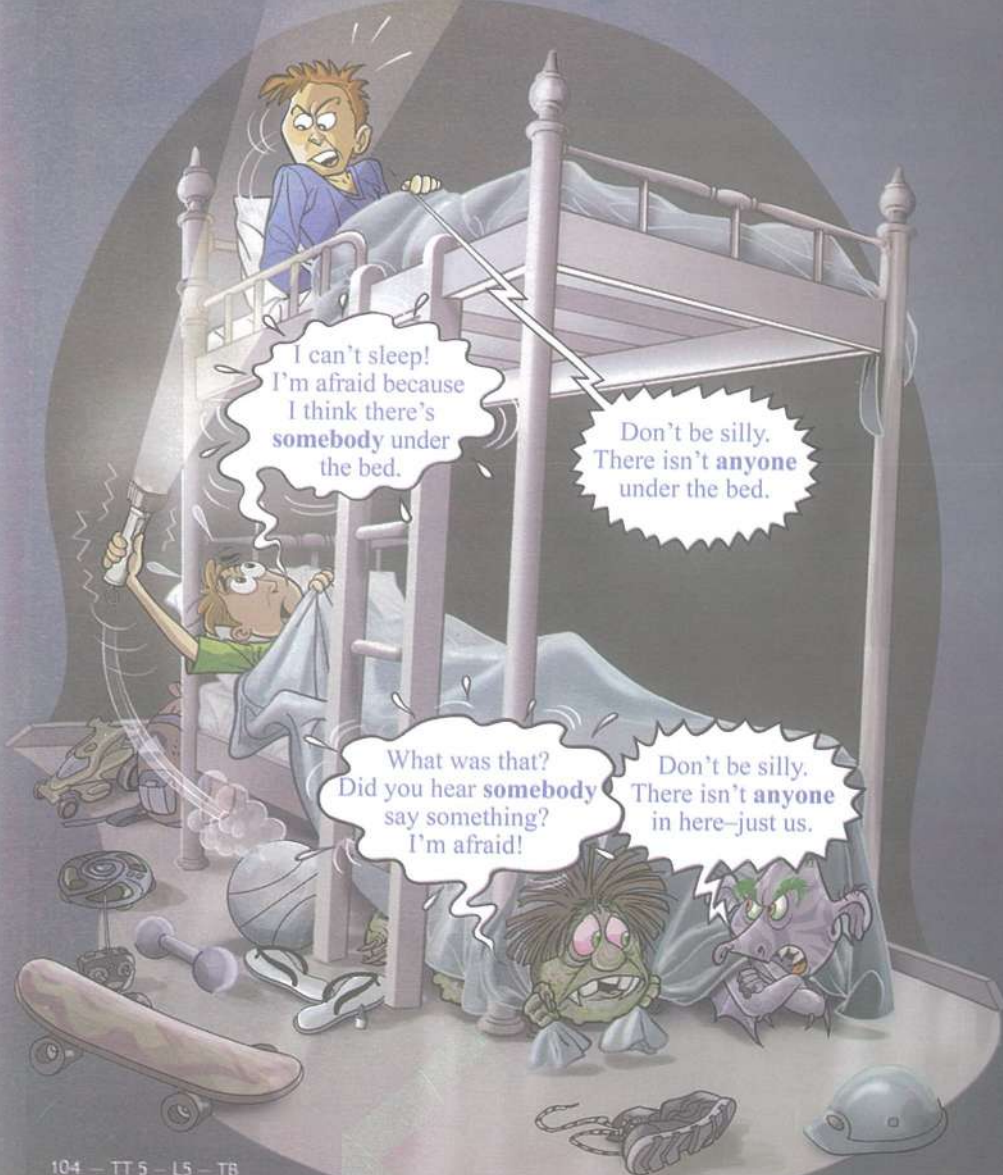


- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 5

just for fun

When you were younger, were you ever afraid of monsters? Well, in this situation there's a monster who's afraid of a child! (Note the indefinite pronouns in the dialogues.) You can listen to it too.



LESSON 5

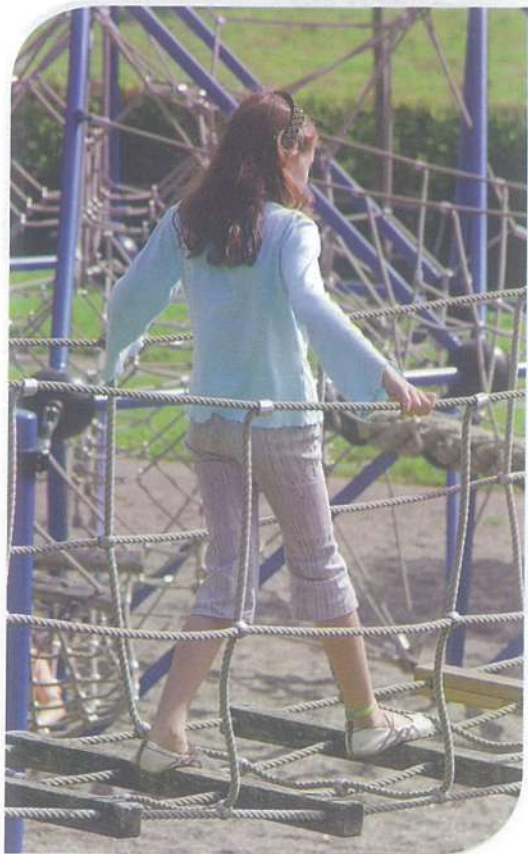
just for fun

If you have a brother or sister, you probably get mad at him or her sometimes. How do you think the girl in this situation feels? (Note the indefinite pronouns in the dialogues.)



OUTDOOR ADVENTURE PARKS

When the weather is nice, people usually like to do fun things outside. For example, you can go swimming or ride a bike or maybe play soccer with your friends.



But if you want to do something fun outside that's different and exciting, then you should try an outdoor adventure park.

A lot of outdoor adventure parks have a rope bridge like the one in this lesson.

Some rope bridges are very high, near the tops of the trees.

Outdoor adventure parks also usually have a zip line. On a zip line, you can move quickly through the trees.

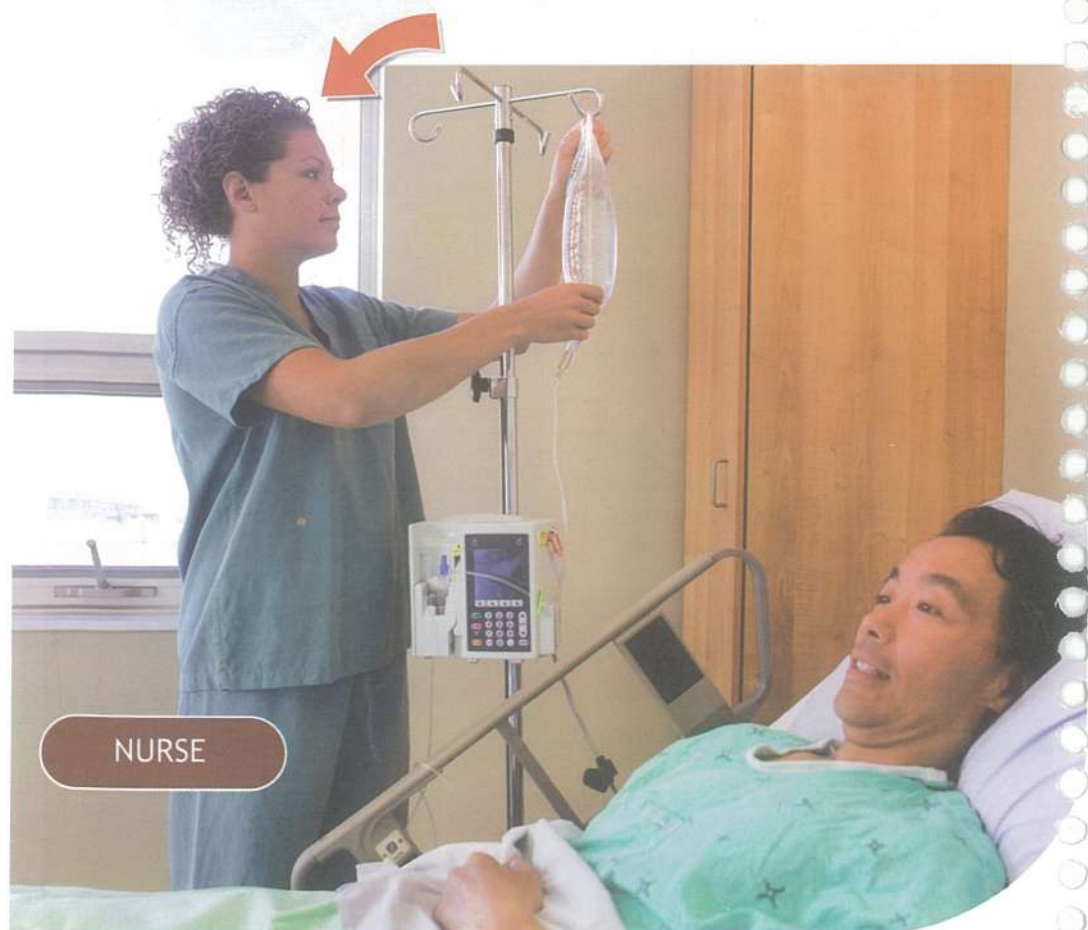
Sometimes there are places where you can stop and look at what life is like for the animals that live in the trees. This activity is usually called going on a treetop walk.

There are a lot of great outdoor adventure parks in the U.S. you can visit on your next vacation!



LESSON 6

words in action



NURSE

LESSON 6

words in action



GUM



What's going on?



SHE'S CHEWING GUM.

LESSON 6

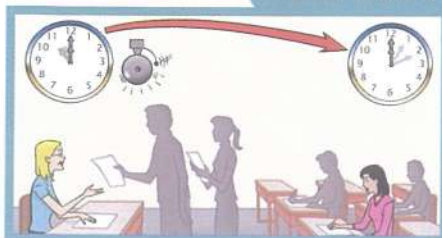
text

situation 1



PANIC

T: I'm passing out your exam now. You may stay after class if you require more time to finish.



T: OK, class, you may begin.

s: Oh, no! The whole thing is on the chapter I didn't study.



T: Yes, Sarah?



s: May I go see the nurse? Suddenly, I don't feel well.

T = teacher

S = student

DISGUSTING



T: Stuart, you may not chew gum in class.



MS: Sorry! I'll spit it out.



MS: Hey! Gum's not allowed in class.



FS: Yuck! There's something sticky under here—gum!

T: Stuart, you've got after-school detention.



MS: Darn.

LESSON 6

text

situation 3



ON A TRIP



J: Are we almost there?



F: No. We still have an hour to go.



A: That was, like, the 200th time you asked that question.



J: Actually, it was only the 199th.

M: Alan, you shouldn't exaggerate so much.
And Jamie, don't be ironic.

J = Jamie

F = father

A = Alan

M = mother

LESSON 6

reading text

ON A FAMILY TRIP

Last summer, Mr. and Mrs. Ortega decided to take a family trip to a national park in Florida, where they live. Mr. and Mrs. Ortega and their young son Robert were very excited about the trip, but the Ortegas' teenage daughter Rebecca was not.

Mrs. Ortega: Becky¹, are you ready? We need to leave!

Rebecca: Almost, Mom. But are you sure I really have to go? May I please, please, please stay with my friend Stacy? Her parents said I could.

Mrs. Ortega: No, you may not. This is going to be a family trip, and we're going to have fun together as a family.

Rebecca: Great. I'm sure I'm going to have lots of fun sitting in a car with my, like, adorable little brother for hours.

Robert: Hey!

Mr. Ortega: Rebecca Anne Ortega, don't complain so much, and don't be ironic. Now hurry up and get ready!

Finally, everybody was ready to leave, and the family began their trip. But after only half an hour, Robert asked his father to stop the car.

Robert: Are we almost there? Because I really need to use a restroom!

Mrs. Ortega: No need to panic, dear. There's a gas station about five minutes from here.

Rebecca: What's the matter, Robbie²? Did you forget your diapers at home?

Robert: Mom, Becky's teasing me!

Mr. Ortega: Knock it off, Becky! And we're all going to get out and use the restroom at the gas station—that's an order. I don't want to have to stop again for another hour at least.



¹Becky—a short form of the name Rebecca

²Robbie—a short form of the name Robert

LESSON 6

reading text

After the Ortega family stopped at the gas station, they still had a long way to go. Rebecca started to get bored.

Mrs. Ortega: Isn't this a beautiful day, Becky? Becky?

Robert: She's listening to music, Mom. She can't hear you.

Mr. Ortega: Turn that off right now, Becky!

Rebecca: OK. Then may I please just try to sleep for a while?

Mrs. Ortega: No, you may not. I told you, we're going to have fun together.
Oh, I know, let's sing! We all know some great songs.

Robert: Um, now are we almost there?

Rebecca: What's your problem, stupid? I think that was the 300th time you asked that question.

Mr. Ortega: I'm not going to warn you again, Becky. Be nice to your brother.
And the way you exaggerate all the time is ridiculous.

Rebecca: Right. Hey, there's something in my hair! Yuck! Robbie put gum in my hair!

Mrs. Ortega: That is enough! I'm very disappointed in you two.

Robert: But she started it.

Rebecca: Oh, my hair! I hate you, Robbie.



After another hour, the family's car suddenly started to make a very strange sound. Mr. Ortega found a garage at the next town and stopped there to check it out. The news was not good: there was a problem with the engine that needed to be fixed. They would probably have to wait at least two or three hours.

Rebecca: Perfect! This is, like, the best trip ever. I'm so happy that I'm going to be here in this stupid little town for hours with nothing to do.

Mr. Ortega: Yeah, me too. I'm, like, so happy there's a problem with the car. Oh, and I just, like, love to be with a person who complains about everything all the time.

Rebecca: Gosh, Dad. I guess I am being pretty awful today. I'm sorry.

Mr. Ortega: It's OK, honey.

Mrs. Ortega: Look! There's a diner across the street. Let's get something to eat.

Robert: Yeah! I want some ice cream!

Rebecca: Me too.

Mr. Ortega: That's a great idea.

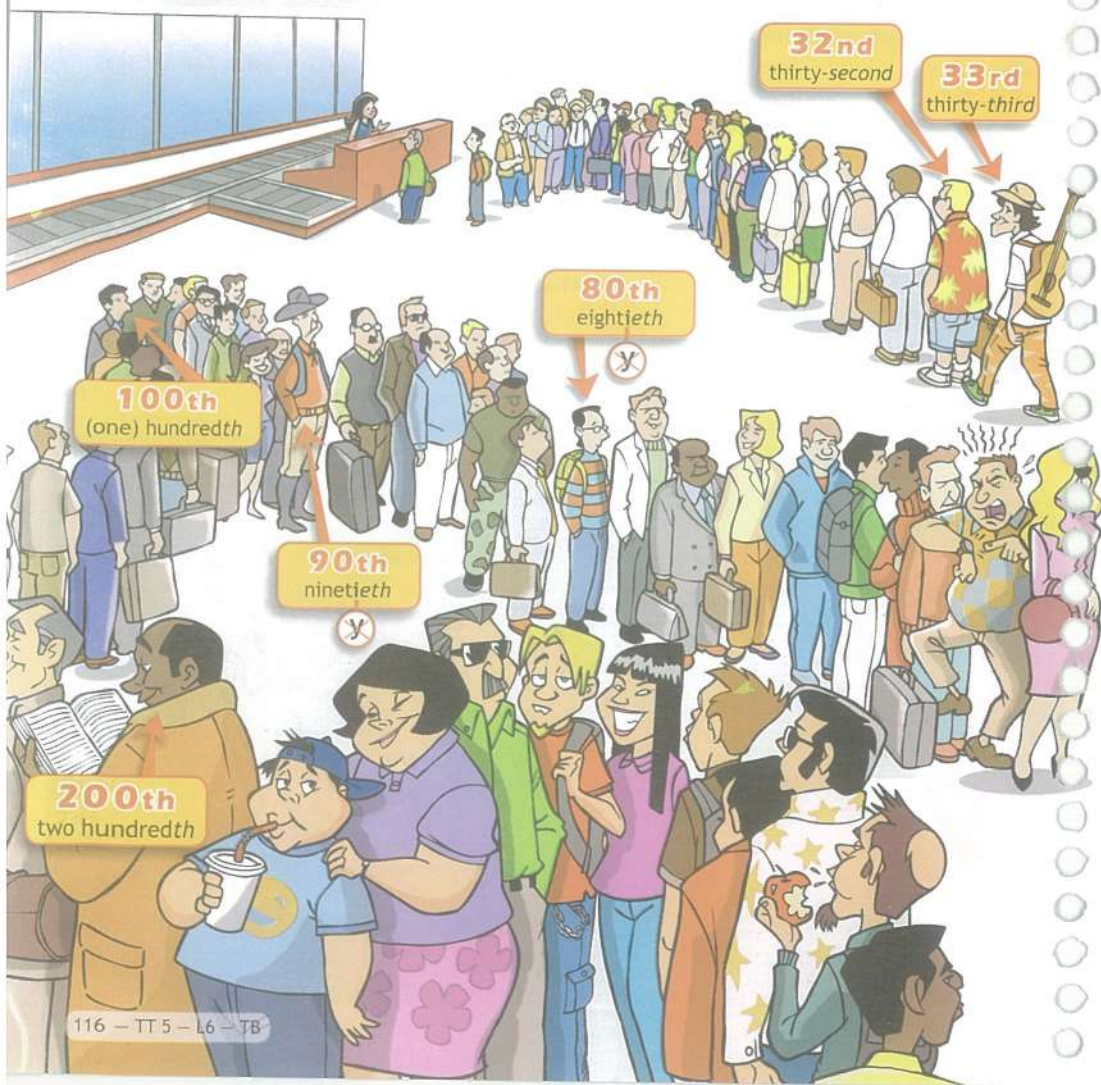


LESSON 6

going further

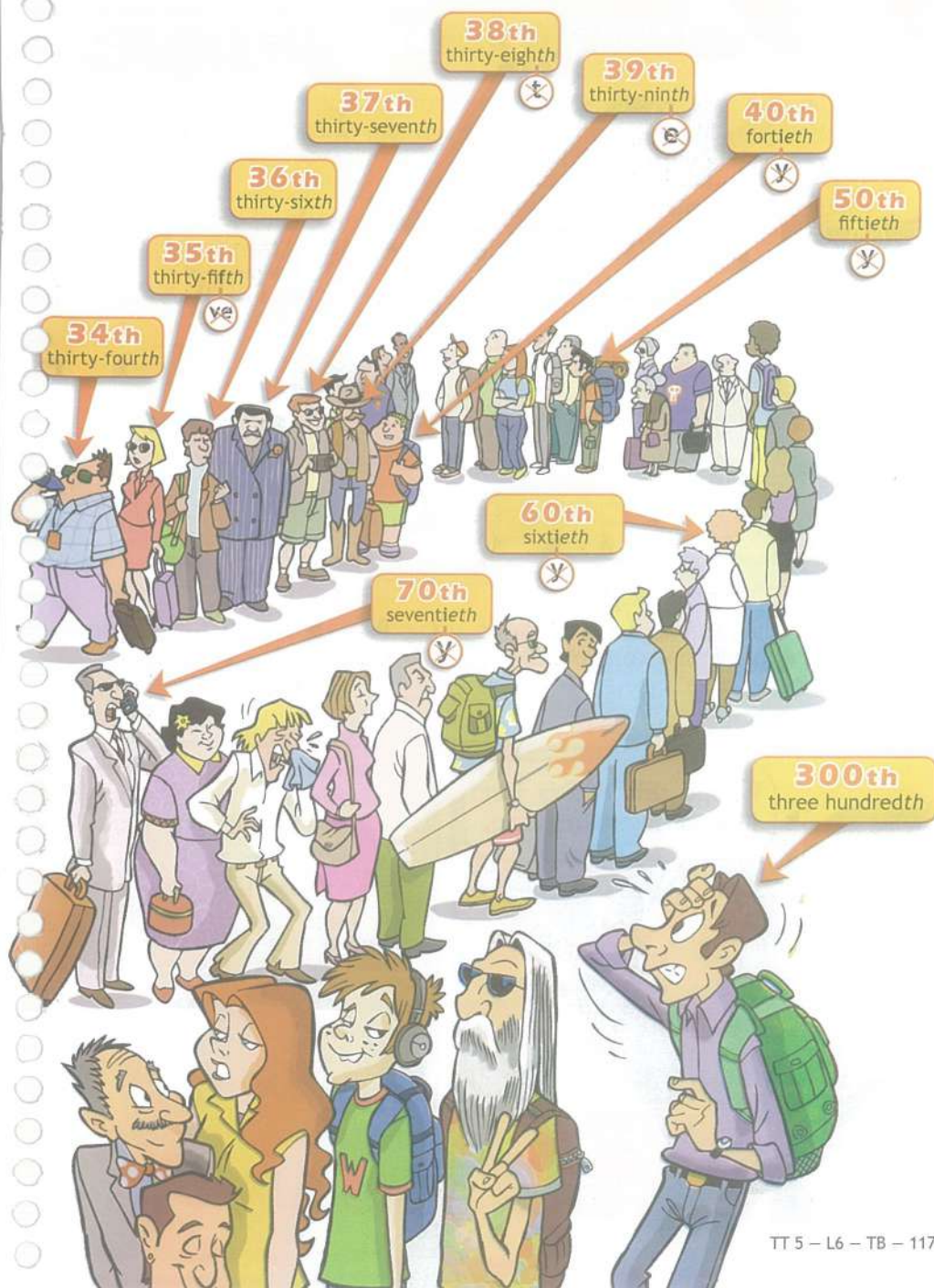
ORDINAL NUMBERS

You already know the ordinal numbers from first to thirty-first. Now let's learn some more. The boys Jamie and Alan in the situation *On a Trip* got really bored in the car during the long trip. It's much better to go by plane . . . or is it? Look at all these people waiting in line at check-in! How do you think the 300th person in line feels? Listen to the ordinal numbers, then practice saying them.



LESSON 6

going further



LESSON 6

going further

USING THE WORD *LIKE*

Let's look at the ways you already know how to use the word **like**. The following dialogues illustrate different uses of the word. This first example is with **like** used as a verb.



Now look at this example. The boy is using **like** to say that he hopes something will be similar to another thing.



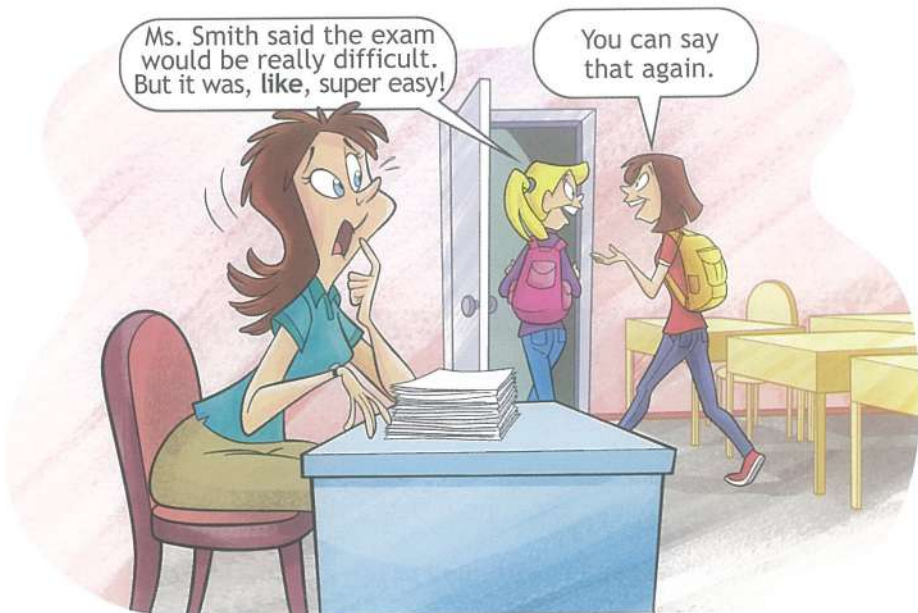
LESSON 6

going further

In this example based on the lesson, **like** is added to make a pause in the sentence.



You can also use **like** to add emphasis in a sentence, as in this last example.



You can use **like** a lot to communicate in, **like**, a really natural way!

LESSON 6

the grammar you need

The exercises are to be done and corrected in class.

MAY

Making affirmative statements with *may*

Here's an example from the lesson.



Take a look at this table with **may**. Notice that **may** is a special verb, so we don't add an -s to **may** with *he*, *she*, and *it*.

I	may have a treat.
You	
He	
She	
It	
We	
You	
They	



REMEMBER THIS:

- We use **may** with all persons—we don't add an -s to **may** with *he*, *she*, and *it*.
- The verb that comes after **may** does not take *to*.
- **May** is more polite and formal than the special verb *can*.

Here are some more examples with **may** in the affirmative form.

Fran **may** have a second helping of dessert if she finishes her dinner.

Edward **may** play computer games after he does his homework.

the grammar you need

Making negative statements with *may*

Look at this example from the lesson.

Stuart, you **may not** chew gum in class.

Sorry! I'll spit it out.



Now take a look at how we make negative statements with *may*.

You **may** listen to music outside of class. ———→ AFFIRMATIVE

You **may not** listen to music in class. ———→ NEGATIVE

Take a look at this table with *may*.

I		
You		
He		
She		
It		
We		
You		
They		
	may not	sit on Dad's favorite chair.

NOTE

We do not contract **may** and **not**.

Here are some more examples with *may* in the negative form.

"Remember, Bill, you **may not** stay out after midnight."

"I know, Dad. I'll be home before then."

"Mom, Tina **may not** borrow any of my clothes or make-up!"

"OK, Debbie. But it would be nice of you to share things with her."

LESSON 6

the grammar you need

Asking questions with *may*

Look at this example from the lesson.



Compare these sentences.

We **may** stay after class to finish the test. —→ AFFIRMATIVE

May we stay after class to finish the test? —→ INTERROGATIVE

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

“**May** I go on a trip this weekend, Dad?”
→ “Yes, you **may**.”
→ “No, you **may not**.”

“**May** Jane have another cupcake, Ms. Hill?”
→ “Yes, she **may**.”
→ “No, she **may not**.”

“**May** Tom and Ed stay for dinner tonight, Mom?”
→ “Yes, they **may**.”
→ “No, they **may not**.”

the grammar you need

Parents usually tell their kids what they **may** do and what they **may not** do. But the kids in this example are telling their parents what they **may not** do. Does this ever happen in your family?

Listen, guys, you **may not** bring a bunch of work home every Friday and spend the whole weekend on the computer.

Yeah, we don't do anything together anymore!

You're absolutely right, kids!

OK.



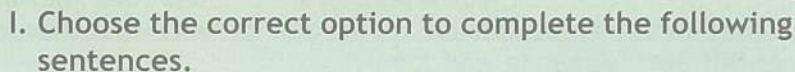
In this silly example, parents use **may** in a question to ask if they may enter their bossy son's room.

May we come in? You wanted to see us . . .

Yes. We need to talk about my allowance. You see, the present situation is just ridiculous and definitely requires a solution.



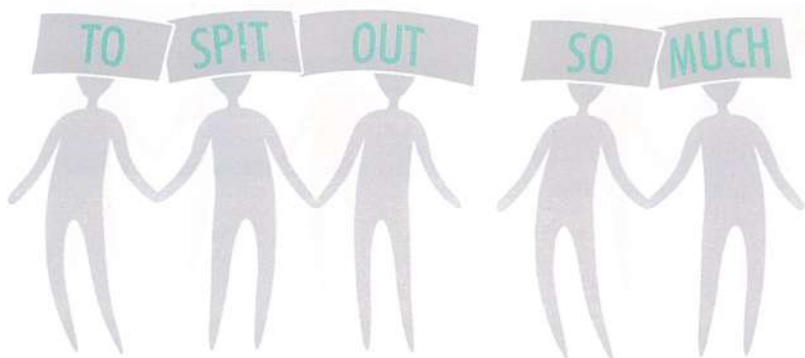
the grammar you need



- 

II. Rewrite the sentences in a more polite and formal way using *may*.

- 124 — TT 5 — L6 — TB



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

To pass out ("Can you help me pass out these invitations? I want everybody to come to my party." "Sure! I can help.")

To spit out ("Why did you spit out your food? That's disgusting." "Sorry. But it tastes really strange. I'm going to ask the waiter to send it back.")

To go ("Three months to go before my birthday. It feels like an eternity." "I think you're exaggerating a bit, son.")

So much ("Why are you in such a panic?" "Because I have so much to do, and so little time.")

LESSON 6

I know how to . . .

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

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

I know how to . . .



. . . give permission;



You may stay after class if you require more time to finish.

OK, class, you may begin.



. . . ask for permission;



May I go see the nurse?



. . . deny permission;



Stuart, you may not chew gum in class.



. . . express annoyance or disappointment;



Darn.



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

... express distance using time;

We still have an hour to go.

**... use ordinal numbers;**

That was, like, the 200th time you asked that question.

Actually, it was only the 199th.

**... discuss behavior.**

Alan, you shouldn't exaggerate so much.
And Jamie, don't be ironic.



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

DETENTION AT SCHOOLS IN THE U.S.

At any school, there are some things that students are not allowed to do. In the U.S., when students are caught doing something that is not allowed, what happens? Well, sometimes they get detention, just like in one of the situations in this lesson.

You know that when students get detention, they have to stay at school for a time after their regular classes. During detention, students usually stay in a classroom with a teacher and study, do their homework, or write about what they did and why it was wrong.



There are different kinds of detention, such as:

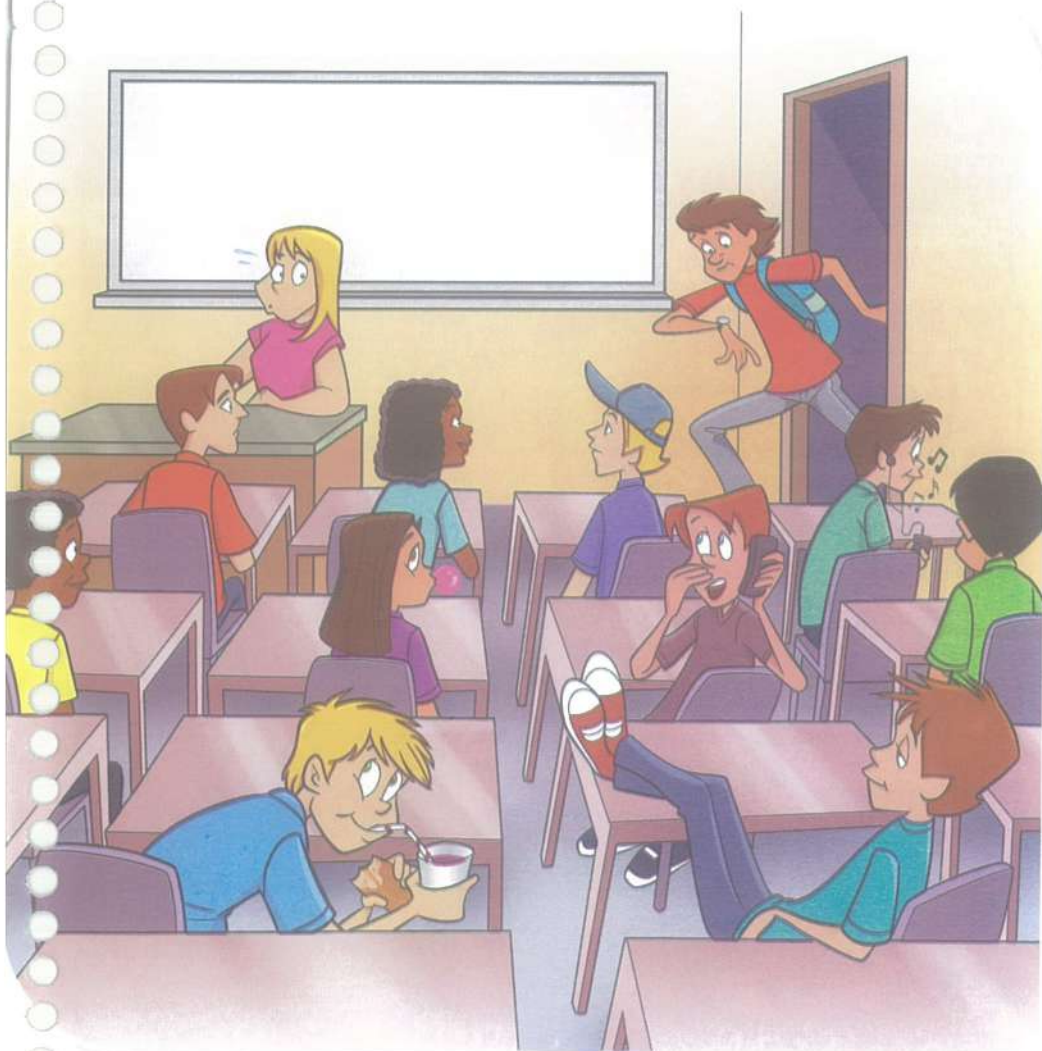
- *After-school detention (like in this lesson).*
- *Lunch detention (students eat lunch in the classroom during detention).*
- *Saturday detention (students must go to their school on Saturday).*

You're probably curious about what kinds of things are generally not allowed in American classrooms. Of course, students should always be polite to their teachers and to other students. So students can get detention if they are rude. Students can also get detention if a teacher asks them to be quiet but they just won't calm down. Here are some other things that are not allowed:



- | | | | |
|----------------|------------------------|--|---------------------------|
| • Being late. | • Drinking and eating. | • Putting one's feet up on a chair or table. | • Using a cellphone. |
| • Chewing gum. | • Listening to music. | | • Wearing a hat in class. |

Uh-oh! What's going on in this class? Try to find all the students who are probably going to get detention.



LESSON 6

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.

ASKING FOR DIRECTIONS AT A GAS STATION



LESSON 7

words in action



LESSON 7

words in action



FRENCH FRIES



MILK SHAKES

LESSON 7

words in action



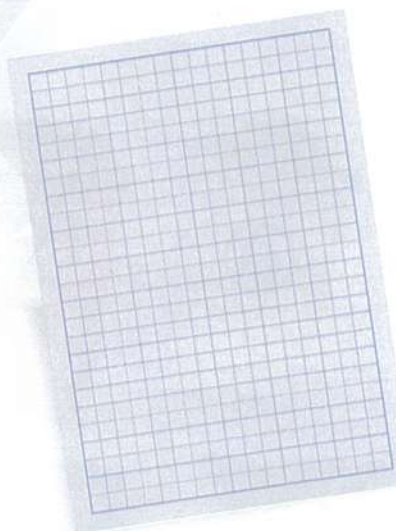
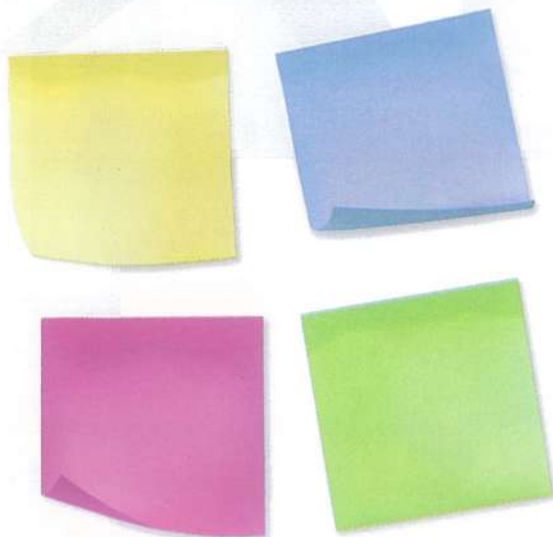
DIFFERENT KINDS OF BINS

THESE ARE RECYCLING BINS.



LESSON 7

words in action



PAPER

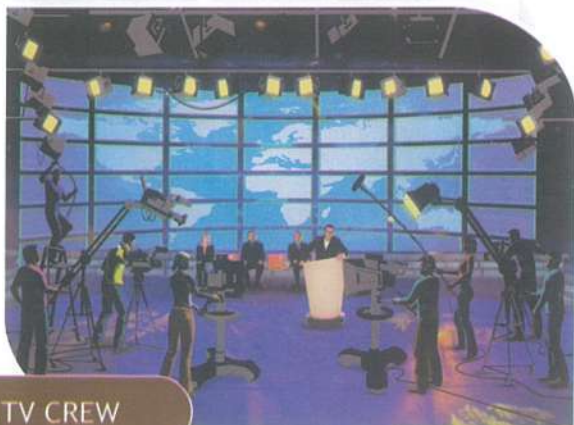


LESSON 7

words in action



A FLIGHT CREW



A TV CREW



A LANDSCAPING CREW

LESSON 7

words in action



SPRINKLER

TRAVEL PLANS



WOL: My husband and I are going to Europe on vacation next month.



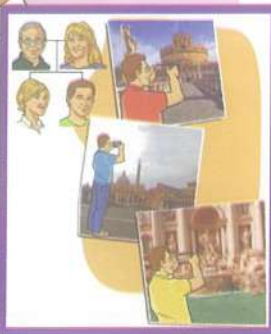
WOR: How nice! I've been to several European countries. We have relatives in Germany and Belgium.



WOL: Have you seen Rome?



WOR: No, I haven't. But my brother's gone there a couple of times, and he says it's fantastic.



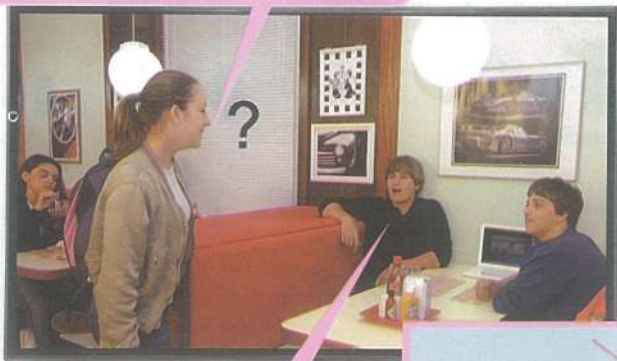
LESSON 7

text

situation 2

AT THE DINER

M: Hi, guys. Have you ordered anything?



J: Yeah, we have. French fries and milk shakes.



B: Where's Barry?



M: When I left school, he was hiding in one of the recycling bins.



M = Megan

J = Jack

B = Ben



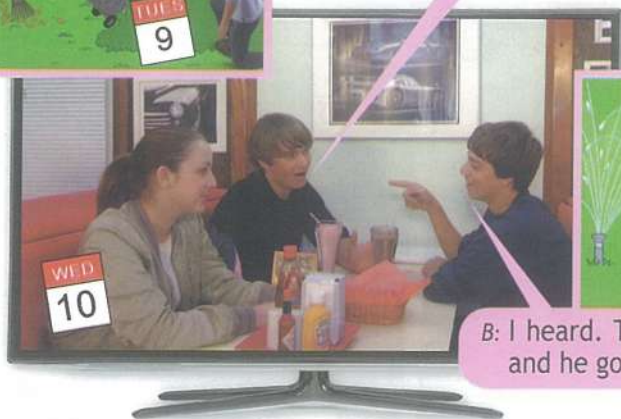
J: Ooh, was he waiting for a kid to throw paper in the container for metal?



M: Something like that.



J: Listen to this. Yesterday he was outside taping the landscaping crew . . .



B: I heard. The sprinklers came on, and he got soaked.

. . . to be continued in Lesson 10.

J = Jack

M = Megan

B = Ben

LESSON 7

reading text

EUROPEAN VACATIONS

Some of the students in Mr. Baker's geography class at Miller High have been to Europe. He asked them to bring pictures from their trip and then talk about some of the things they remembered about one of the countries they visited, so that all the students in the class could learn something new about those places.



I've been to Belgium. I went there last year with my parents. I've had a lot of chocolate in my life, but the chocolate I had in Belgium was the best. My mom thought it was the best too. I also had lots of Belgium's world-famous French fries. It rained a lot, and we all got soaked a couple of times, but we still had lots of fun on our trip. Belgium's a great place to visit. (Ryan)

I've been to France. I went there last summer with my grandmother. We loved all of the impressive museums and, of course, all of the cool shops. I had a lot of delicious French breads and cheeses. (Belle)



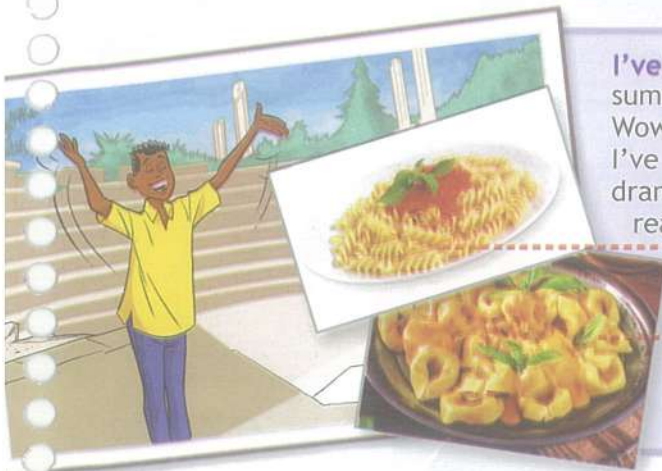


I've been to Spain. I went there two years ago with my family. We visited a lot of amazing museums, but I especially loved Spain's beautiful beaches. (Jack)

I've been to Germany. I went there a couple of years ago with my mom and dad. We took lots and lots of pictures of all the gorgeous castles we visited there. And I ate yummy German desserts every day of our trip! (Grace)



I've been to Italy. I went there last summer with my grandparents. Wow, Italy's such a historic place. I've always loved drama—I take drama class every semester—so I really loved it when we visited a theater in Rome that was thousands of years old. And, of course, we ate lots of delicious pasta and pizza, and wonderful Italian ice cream. (Greg)



LESSON 7

going further

TALKING ABOUT RELATIVES

You know that your relatives are all the people in your family, especially the ones that don't live with you. Take a look at the people in this diagram. We say that a diagram like this is a *family tree*.



LESSON 7

going further

Several of these people are going to tell us about their family (the people they live with) and some of their relatives.



John: My wife, Maria, and I have two children. Our son's name is Tom, and our **daughter's** name is Linda. And we're **grandparents!** Tom and his wife, Wendy, have two children: Katie and Mike. Linda and her **husband**, Bob, also have two children: Adam and Sarah. So we have two **grandsons** and two **granddaughters**.



Linda: I don't have any **sisters**, but I have one **brother**, Tom. We don't get together that often, but he's my best friend in the world. He and his wife have two sweet kids, my **nephew**, Mike, and my **niece**, Katie. My husband, Bob, and I also have a boy and a girl: Adam and Sarah. Adam's already a teenager, and he loves to help look after his baby sister, Sarah.



Katie: I have lots of **relatives**. We get together every year at Thanksgiving. I love to see my **grandfather**, **Grandpa** John, and my **grandmother**, **Grandma** Maria. They're so nice! Oh, and Aunt Linda is really nice too. I have two **cousins**, Adam and Sarah. Adam likes to play soccer with my **brother**, Mike, and me. Sarah can't play soccer with us because she's still too little.



Adam: I only have one sibling: my baby **sister**, Sarah. She's really cute. My **parents'** names are Linda and Bob. They're the best! My **mother** always helps me with my homework, and my **father** can fix anything. I guess my favorite relative is **Uncle** Tom. He knows everything about computers!

Your family and relatives are the most important people in your life. Do you have a lot of relatives? Now you can talk about them all in English!

LESSON 7

the grammar you need

The exercise is to be done and corrected in class.

THE PAST PARTICIPLE

In this lesson you learned the **present perfect** tense. We use the **past participle** of a verb to form this tense.

Look at this table with regular verbs.

INFINITIVE	PAST TENSE	PAST PARTICIPLE
to recycle	recycled	recycled
to soak	soaked	soaked
to tape	taped	taped
to travel	traveled	traveled

Now look at this table with irregular verbs.

INFINITIVE	PAST TENSE	PAST PARTICIPLE
to be	was/were	been
to go	went	gone
to hear	heard	heard
to leave	left	left
to see	saw	seen

(Remember that there is a verb list at the end of this book.)



REMEMBER THIS:

REGULAR VERBS

- The **past participle** of regular verbs is the same as the past tense form.

IRREGULAR VERBS

- For some irregular verbs, such as *to hear* and *to leave*, the **past participle** is the same as the irregular past tense form.
- For other irregular verbs, such as *to be*, *to go*, and *to see*, the **past participle** is completely different from the past tense form of these verbs.

THE FORMATION OF THE PRESENT PERFECT TENSE

Making affirmative sentences

Look at this example based on the lesson.



Now let's take another look at this sentence.

I **have been** to several European countries.

↓ ↓

TO HAVE PAST PARTICIPLE
(PRESENT TENSE) OF THE VERB TO BE

You have been introduced to a new verb tense. It is a combination of *have* or *has* and the past participle of the main verb in the sentence. This new tense is the **present perfect tense**.



REMEMBER THIS:

To form the **present perfect** tense, we use the verb *to have* in the present tense and the past participle of the main verb.

e.g., Lucas **has traveled** a lot in Europe.

↓ ↓

TO HAVE + PAST PARTICIPLE
(PRESENT TENSE) OF THE VERB TO TRAVEL

LESSON 7

the grammar you need

Now look at this table with the **present perfect** tense.

I You	have been to summer school.
He She It	has gone to the park.
We You They	have visited Italy.

Affirmative Contractions

We only contract *have* and *has*. The past participle does not change.

I <i>have</i> finished . . .	—————→	I've finished . . .
You <i>have</i> listened . . .	—————→	You've listened . . .
He <i>has</i> ordered . . .	—————→	He's ordered . . .
She <i>has</i> taped . . .	—————→	She's taped . . .
It <i>has</i> waited . . .	—————→	It's waited . . .
We <i>have</i> traveled . . .	—————→	We've traveled . . .
You <i>have</i> studied . . .	—————→	You've studied . . .
They <i>have</i> gone . . .	—————→	They've gone . . .

Making negative sentences

Here's an example with the **present perfect** tense in a negative sentence.

I **have not** used the new recycling bins.



Now compare these sentences.

They **have** seen the new movie. —————> AFFIRMATIVE

They **have not** seen the new movie. —————> NEGATIVE

Fred **has** heard the news about Jim. —————> AFFIRMATIVE

Fred **has not** heard the news about Jim. —————> NEGATIVE

Take a look at this table.

I	have not studied for the math test.
You	
He	has not gone to the park.
She	
It	
We	have not been to France.
You	
They	

Negative Contractions

Remember that we only contract *have not* and *has not*. The past participle does not change.

She **has not** called . . . —————> She **hasn't** called . . .

They **have not** left . . . —————> They **haven't** left . . .

LESSON 7

the grammar you need

Asking Questions

Look at this example from the lesson with the **present perfect tense**.

Have you ordered anything?



Now compare these sentences.

Devon **has** ordered a milk shake.

—————> AFFIRMATIVE

Has Devon

ordered a milk shake?

—————> INTERROGATIVE

They **have** seen photos from my trip.

—————> AFFIRMATIVE

Have they

seen photos from my trip?

—————> INTERROGATIVE

Here's another example with the **present perfect tense** in a question.

I went to Belgium last month.
The French fries I had there
were amazing!

Oh, really? But **have you tried** the
French fries at Doug's Diner? I'm
sure they're the world's best fries!



USING THE PRESENT PERFECT TENSE

Now you know *how* to form the **present perfect** tense. So now let's learn *when* to use this tense.

Look at these examples.

I **have been** to Europe.

Sally **has traveled** to Belgium and Germany.

In both of the sentences above, something happened in the past, but we do not know exactly when it happened.

What happened was more important than when it happened.



REMEMBER THIS:

Remember how we form the **present perfect** tense:

have/has + past participle of the main verb

We use the **present perfect** tense when we want to talk about something that happened in the past, without saying exactly when it happened.

When we don't say exactly when something happened because it is not necessary, not important, or not known, we use the **present perfect** tense.

LESSON 7

the grammar you need

Here are some funny examples with the **present perfect** tense.

I've seen some really incredible things in my life, Grandma.



I'm sure you have, Tommy.



You know, Jill, I've traveled a lot. I can't even remember all the places I've been.

Wow!
Cool.



Maybe I can help you remember, big brother: Aunt Connie's house, Uncle Tim's house, our grandparents' house—all here in town.



the grammar you need



Complete the following sentences with the verbs in the past tense and present perfect tense. Use contractions when possible. The first one is done for you.

1. TO BE

Rachel and Henry were in New York last weekend.

Rachel and Henry have been to New York several times.



2. TO HEAR

I _____ some crazy things at Mia's party last night.

I _____ some crazy things in my life.

3. TO GO

My kids _____ to bed 20 minutes ago.

My kids _____ to bed for the night.



4. TO LEAVE

"Where's Leo?" / "He _____ about an hour ago."

"Where's Leo?" / "He _____ for the day. He'll be back tomorrow."

5. TO SEE

Johnny _____ a lot of famous paintings when he was in Rome last year.

Johnny _____ a lot of famous paintings in Europe.

6. TO EAT

I _____ pizza for lunch today.

I _____ at the new pizza restaurant several times and it's great.

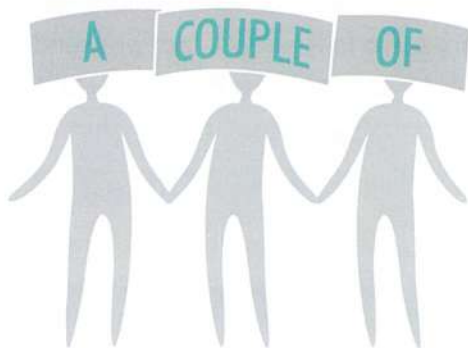


LESSON 7

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.

a couple of (“I’ve talked to that new girl, Sasha, several times. She’s pretty cool.” “She sure is. I’ve been to a couple of parties at her house.”)

something like that (“You’re always working out! What’s going on, dude? Are you training for the Olympics®?” “Something like that. I’m actually getting ready for a big triathlon next month.”)

to come on (“I was working on an important assignment last night, when the power went out.” “The power went out at my place last night too, but after a couple of minutes it came on again.”)

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 travel;



My husband and I are going to Europe on vacation next month.

How nice! I've been to several European countries.



Have you seen Rome?

No, I haven't.



. . . ask about and describe things that happened.



Have you ordered anything?

Yeah, we have. French fries and milk shakes.



Where's Barry?

When I left school, he was hiding in one of the recycling bins.



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


FRENCH FRIES?

Americans have always loved to eat these long, thin slices of fried potatoes they call *French fries*, *fries*, or *French-fried potatoes*.



But why do Americans call them *French fries*?

Well, it's not certain, but some people think it's because of a letter written by U.S. President Thomas Jefferson in the early 1800s. He wrote that he liked to eat the long, thin slices of fried potatoes prepared by his *French* chef.



French fries have always been popular in American cooking, and there are lots of different ways to prepare and eat them.

For example, you know what curly hair is, but have you ever heard of curly fries?

Curly fries are fries that people make with a special spiral knife. In the U.S., you can find curly fries on the menu at diners and fast-food restaurants like Arby's® and Hardee's®.

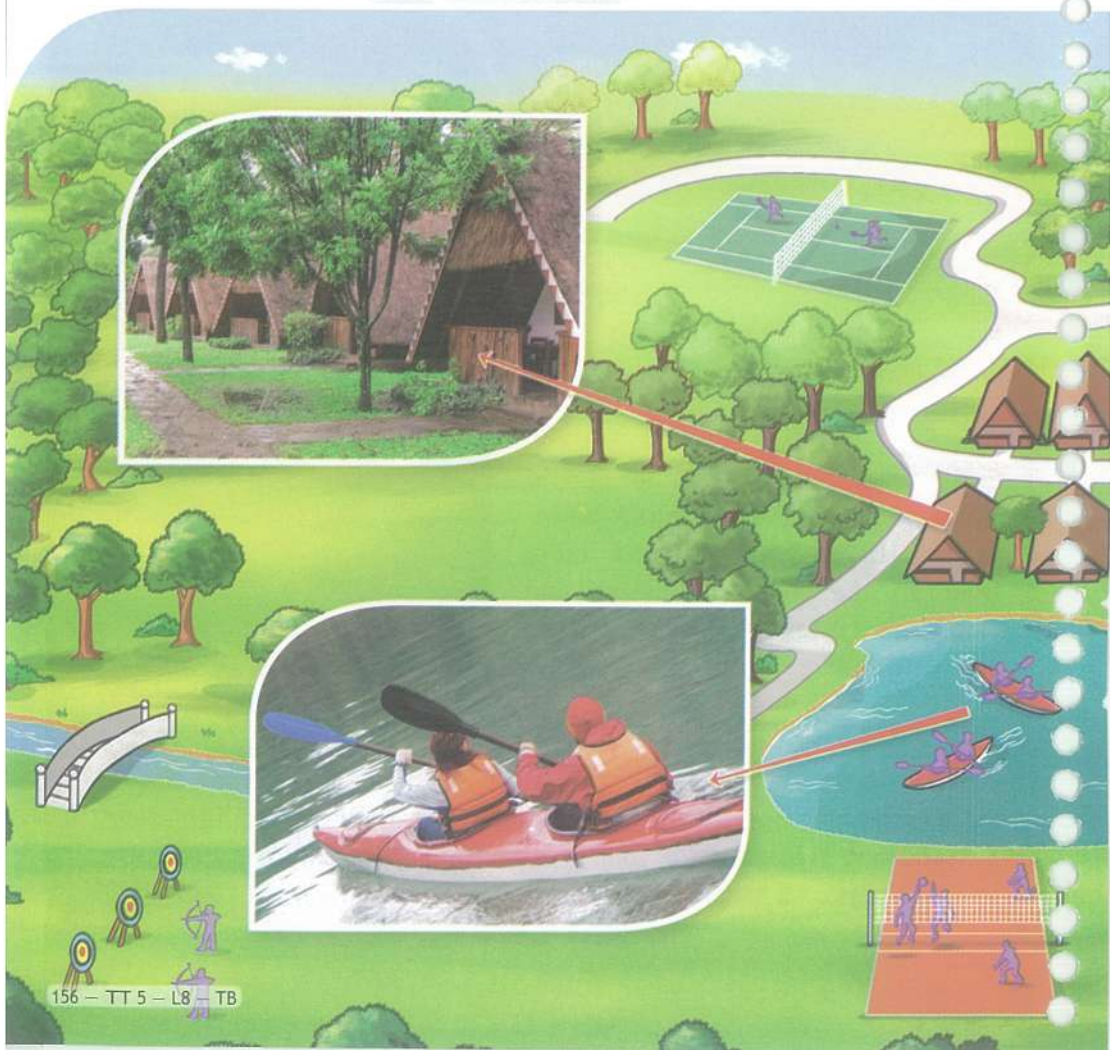


Remember, French fries are yummy, but they're also fattening and not very good for your health. You should only eat them for an occasional snack.

LESSON 8

words in action

DIFFERENT KINDS OF CAMPS



LESSON 8

words in action

SUMMER CAMP



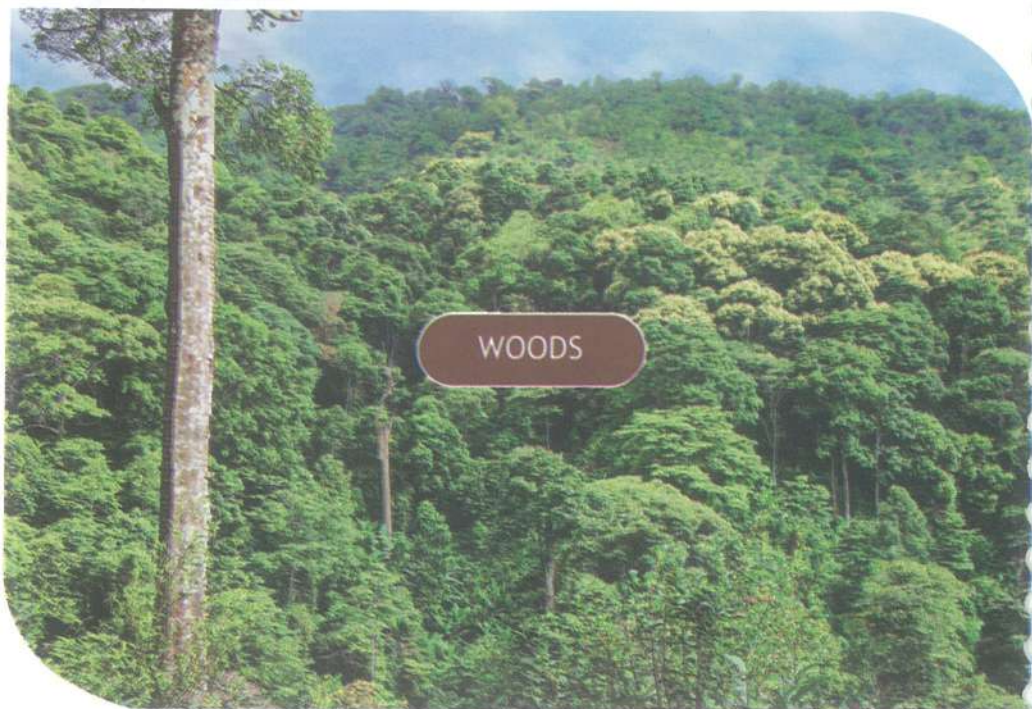
LESSON 8

words in action

FLASHLIGHT



WOODS



LESSON 8

words in action

HAT



LESSON 8

words in action



DRESS SHIRT



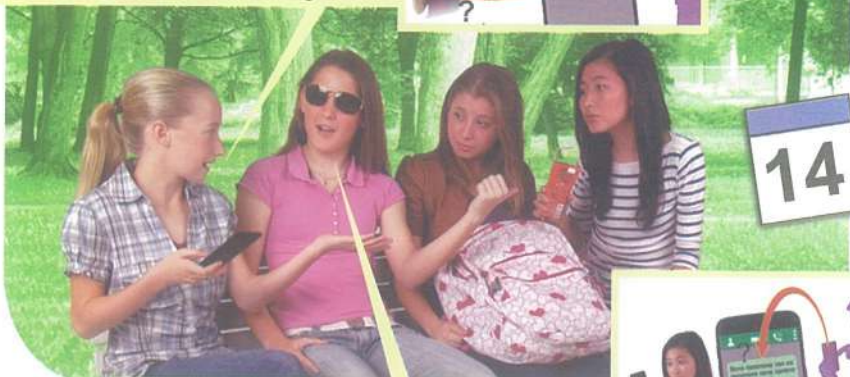
TIE



SUIT

A FOOLISH QUESTION

GHC: Has anyone here ever received an anonymous text message?



GWS: I've never received one, but Shelly received one last week.



GHB: Really? Who was it from, Shelly?



GJB: I don't know. It was anonymous, dummy.

LESSON 8

text

situation 2



AT SUMMER CAMP



GF: Have you ever seen a ghost?



GH: Of course, I haven't.

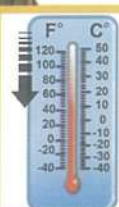
GH: Ghosts only exist in horror movies.



GF: Well, Annie saw a ghost here last summer. She swears these woods are haunted.

?

GF: Hey, where are you going?



GH: Back to camp. It's, um, it's getting cold out here.

GF = girl with flashlight

GH = girl wearing hat

BEFORE A PRESENTATION

MST: I'm nervous. I've never spoken in public before.



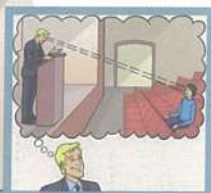
MWDS: Calm down. Take three deep breaths before you begin.



MWDS: Then, find a friendly face in the audience.



MST: OK. And then what?



MWDS: Just speak to that person. Pretend there's no one else in the room.



MST: You've obviously spoken in public before.

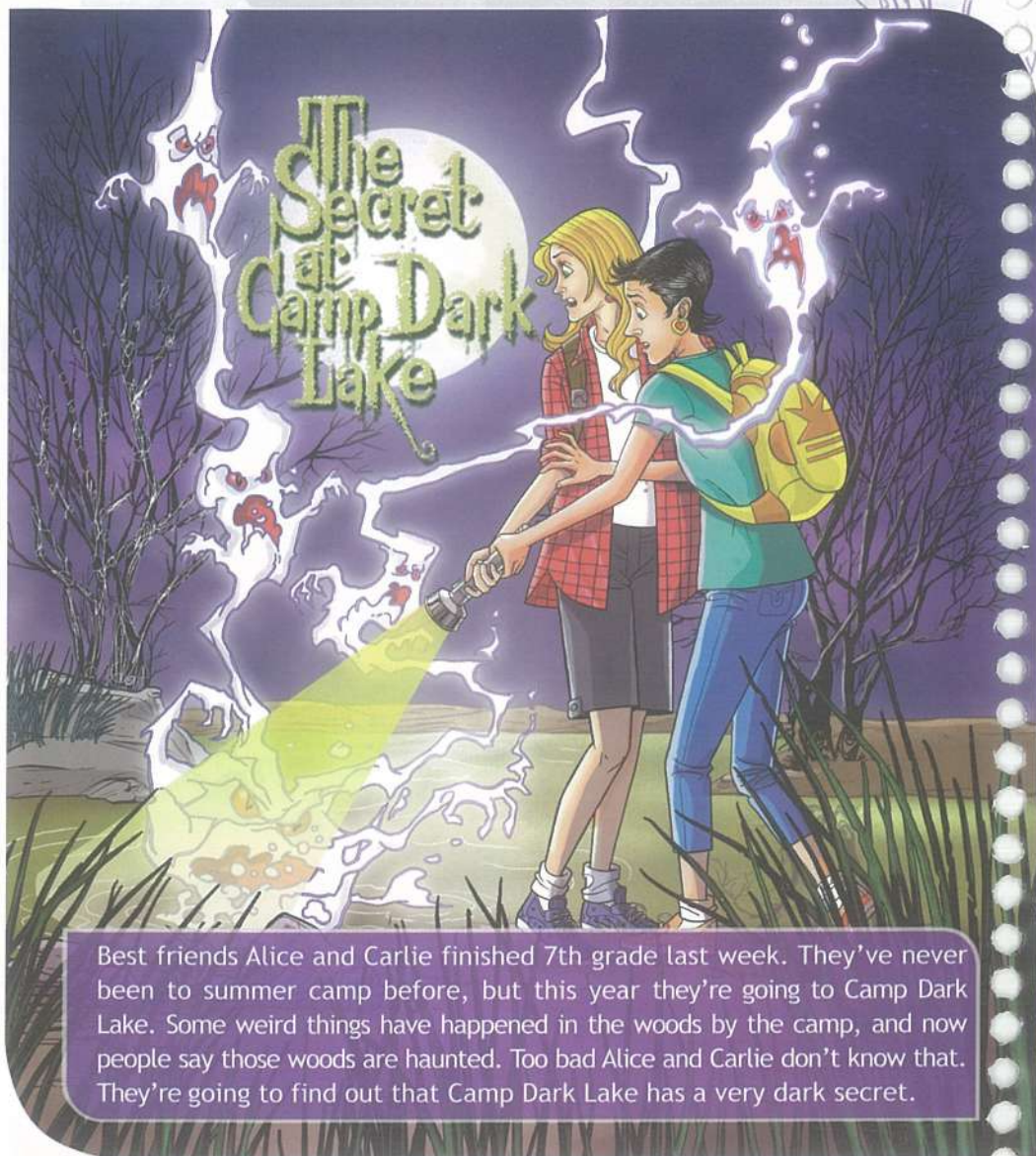


MWDS: Are you kidding? I've never spoken in front of a crowd in my life.

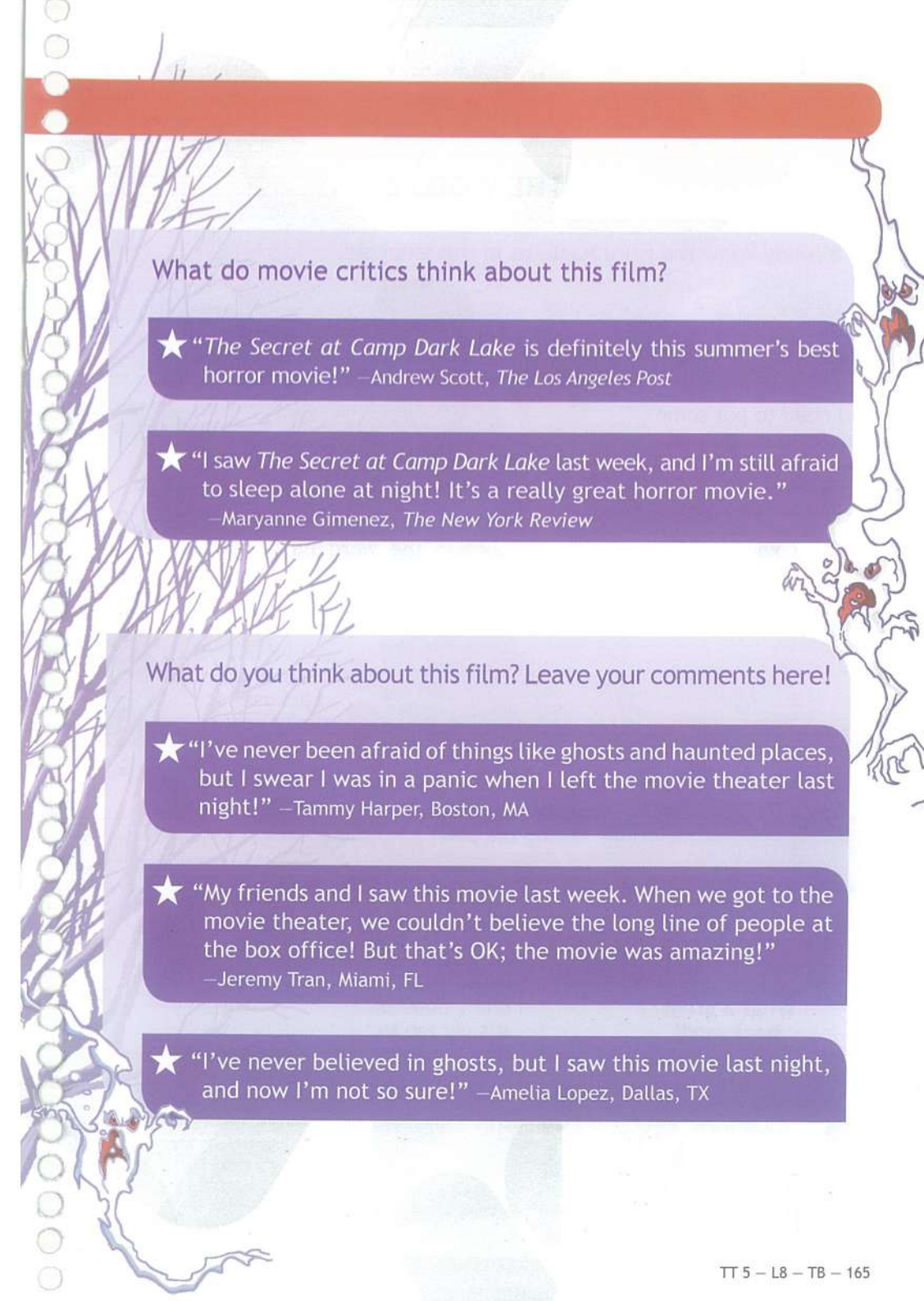
LESSON 8

reading text

Jim and his friends want to see a movie, but they're not sure which one. Yesterday they found this information on the Internet about a new horror movie. Check it out!



Best friends Alice and Carlie finished 7th grade last week. They've never been to summer camp before, but this year they're going to Camp Dark Lake. Some weird things have happened in the woods by the camp, and now people say those woods are haunted. Too bad Alice and Carlie don't know that. They're going to find out that Camp Dark Lake has a very dark secret.



What do movie critics think about this film?

★ “*The Secret at Camp Dark Lake* is definitely this summer’s best horror movie!” —Andrew Scott, *The Los Angeles Post*

★ “I saw *The Secret at Camp Dark Lake* last week, and I’m still afraid to sleep alone at night! It’s a really great horror movie.”
—Maryanne Gimenez, *The New York Review*

What do you think about this film? Leave your comments here!

★ “I’ve never been afraid of things like ghosts and haunted places, but I swear I was in a panic when I left the movie theater last night!” —Tammy Harper, Boston, MA

★ “My friends and I saw this movie last week. When we got to the movie theater, we couldn’t believe the long line of people at the box office! But that’s OK; the movie was amazing!”
—Jeremy Tran, Miami, FL

★ “I’ve never believed in ghosts, but I saw this movie last night, and now I’m not so sure!” —Amelia Lopez, Dallas, TX

LESSON 8

going further

USING THE WORD *BACK*

You already know the word **back**, as in this example.



You also know several words that contain the word **back**. Look at these examples.



LESSON 8

going further

In this lesson, you learned that if you go **back** to a place, you return to where you were before. Look at this example from the lesson.

Hey, where are you going?

Back to camp. It's, um, it's getting cold out here.



Here's another example.

I have to go **back** home.



You also know how to use the word **back** as a verb.

Yum!

Back off. This milk shake is all mine!



Have you ever been to the U.S.? Well, if you have, the next time you go, be sure to tell people you meet there that you are happy to be **back**!

LESSON 8

the grammar you need

The exercises are to be done and corrected in class.

THE PRESENT PERFECT TENSE OR THE SIMPLE PAST TENSE?

Let's compare these sentences.

Janice: I **have been** to summer camp.

Janice: I **went** to summer camp *when I was a kid*.

In the first sentence, Janice says she has been to summer camp, but she does not say when. That's why the first sentence is in the **present perfect** tense.

In the second sentence, Janice says when she went to summer camp: *when I was a kid*. That's why the second sentence is in the **simple past** tense.

Now compare these sentences.

Alfred **has received** an anonymous phone call.

Alfred **received** an anonymous phone call *last night*.

The first sentence states that Alfred has received an anonymous phone call, but it does not say when. That's why the first sentence is in the **present perfect** tense.

The second sentence states when he received an anonymous phone call: *last night*. That's why the second sentence is in the **simple past** tense.



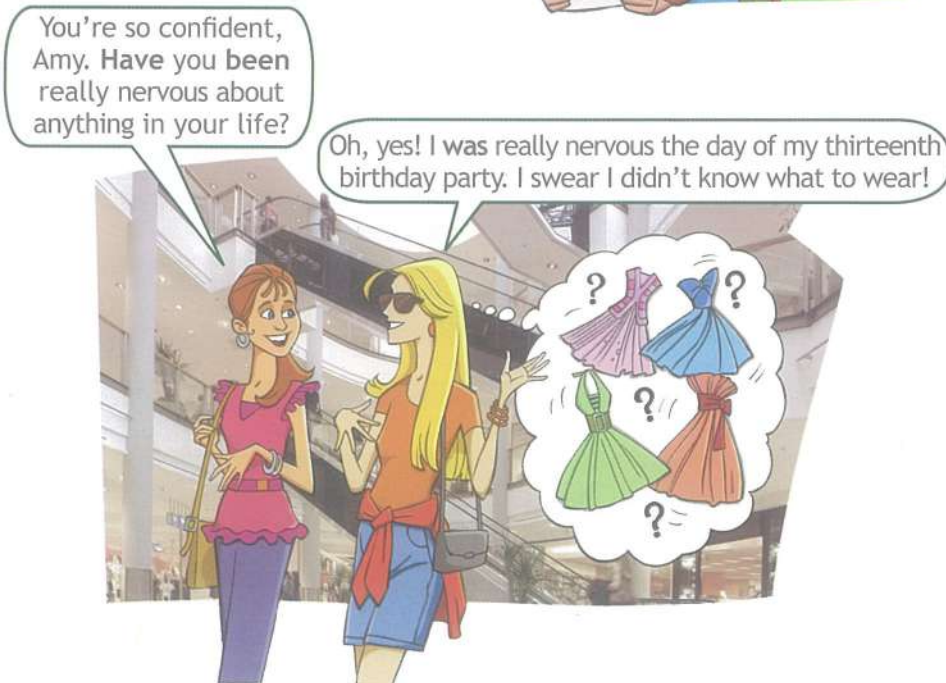
REMEMBER THIS:

- When you **do not specify** the time of an action in the past, use the **present perfect** tense.
- When you **specify** the time of an action in the past, use the **simple past** tense.

LESSON 8

the grammar you need

Here are some more examples which show the difference between the **present perfect tense** and the **simple past tense**.



LESSON 8

the grammar you need



1. Write sentences using the *present perfect tense* or the *simple past tense*. The first two are done for you.

1. Thomas / go to Orlando / last month / ?

Did Thomas go to Orlando last month?

2. Alexa / travel around the world / .

Alexa has traveled around the world.

3. Wyatt / have a pet / when he was a kid / .

4. Chloe / hear about John's birthday party / ?

5. You / be in a band / in high school / ?

6. Mr. Jenkins / speak to me about the new job / .

THE PRESENT PERFECT TENSE WITH
EVER AND NEVER

You already know that we can use **ever** to talk about something that can happen *at any time*. Take a look at these examples from a previous lesson.

Aren't we going to film today?



Yeah, if Barry **ever** gets himself together.

Barry wants to be an investigative reporter and uncover a scandal or some kind of corruption.



Nothing like that **ever** happens around here.



Here's an example from this lesson with the **present perfect** tense and **ever**.

Have you **ever** seen a ghost?

Of course, I haven't.



The girl with a flashlight uses the **present perfect** tense with **ever** because she wants to know if her friend has seen a ghost *at any time* in the past.



REMEMBER THIS:

- **Ever** means *at any time*.
- We often use **ever** with the **present perfect** tense when we talk about the past.

LESSON 8

the grammar you need

Now look at this example from the lesson with **ever** and **never**.

Has anyone here **ever** received an anonymous text message?

I've **never** received one, but Shelly received one last week.



REMEMBER THIS:

- **Never** means *not ever* or *at no time*.
- We often use **never** with the **present perfect** tense to talk about something that has not happened in the past.
- We use **never** with the *verb in the affirmative form*.

Compare:

e.g., Henry has **never** seen a ghost.

Henry hasn't **ever** seen a ghost.

Here are some more examples with the **present perfect** tense with **ever** and **never**.

Laurie **hasn't ever** spoken in front of an audience. She's pretty shy.

I've **never** been a coward. I'm not afraid of anything!

Alex **has never** received a bad grade on an assignment.



II. Complete the sentences with *never* or *ever*. Use contractions when possible. The first one is done for you.

1. Maddie's **never been** to summer camp.

Maddie hasn't ever been to summer camp.

2. Professor Lee says he **hasn't ever heard** a foolish question from his students.

Professor Lee says he _____ a foolish question from his students.

3. Maryanne says she hates horror movies, but she's **never seen** one.

Maryanne says she hates horror movies, but she _____ one.

4. Noah swears he **hasn't ever sent** me a text message, but that's not true.

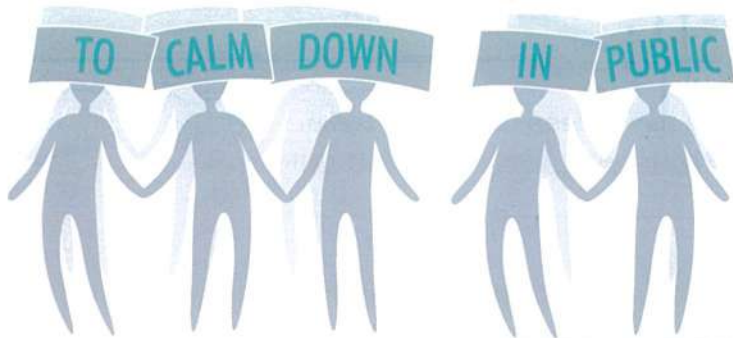
Noah swears he _____ me a text message, but that's not true.

5. Mrs. Soto just gave such a great speech, and she's **never spoken** in front of an audience before.

Mrs. Soto just gave such a great speech, and she _____ in front of an audience before.

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.

To calm down (“I’m really upset. I think I just saw a ghost!” “Try to calm down, and tell me what happened.”)

In public (“I get really nervous when I have to speak in public.” “Same here. But I just take a couple of deep breaths and try to do my best.”)

Now look at these fixed expressions. The first one is from this lesson, and the second one is from a previous book.

Out here (“Out here in our own backyard is my favorite place to be.” “I agree. It’s such a beautiful backyard.”)

Out there (“Could you please mow the lawn, Paul?” “I can’t go out there now! It’s just too hot, Mom.”)

I know how to . . .

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

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

I know how to . . .**. . . ask about and describe past experiences;**

Has anyone here ever received an anonymous text message?



I've never received one, but Shelly received one last week.



Have you ever seen a ghost?

Of course, I haven't.

**. . . give advice;**

Calm down. Take three deep breaths before you begin.

Then, find a friendly face in the audience. Just speak to that person. Pretend there's no one else in the room.



- ★ 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 . . .

. . . ask for further information.



OK. And then what?



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

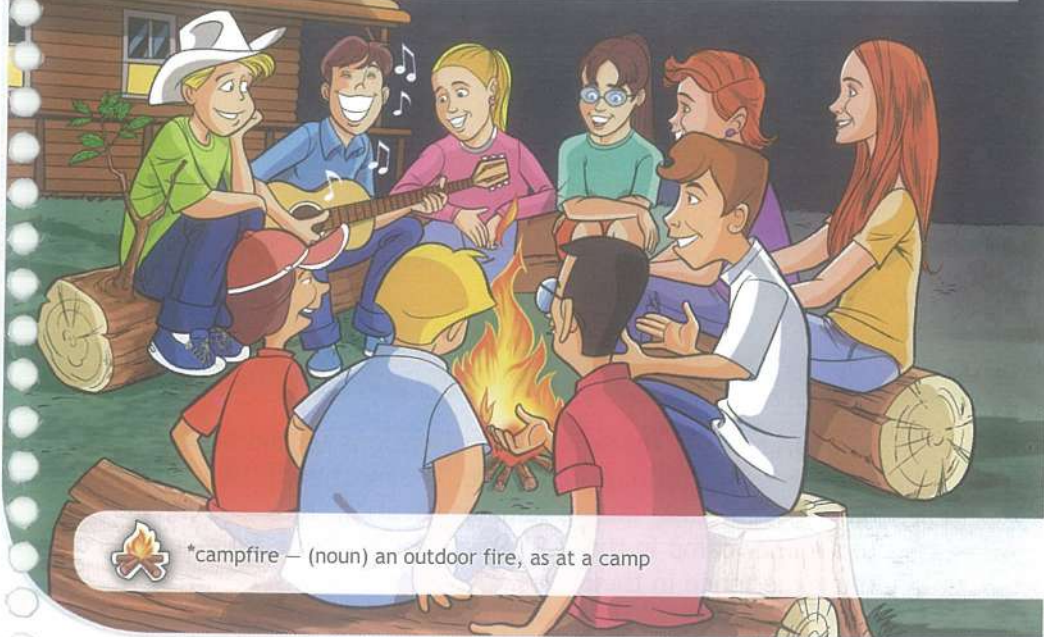
SUMMER CAMPS

AN AMERICAN TRADITION

In the U.S., kids are usually on vacation from school in the summer. This is when a lot of parents send their kids to summer camp for several days or weeks. 🎵

These camps are very popular in the U.S. About ten million kids go to summer camp every year! Sometimes they're kind of sad the first couple of days because they're a long way from home, but then they begin to make new friends, participate in different outdoor and social activities, learn new things, and have lots of fun!

There are about 12,000 summer camps in the U.S., and they're usually in very beautiful places near a lake. Some common outdoor activities at traditional summer camps are boating, fishing, swimming, and walking in the woods. Another traditional activity at summer camps is to sing lots of silly songs and tell ghost stories around a campfire*.



*campfire — (noun) an outdoor fire, as at a camp

LESSON 8

FYI

Sometimes kids prefer to go to a special camp that's focused on one kind of activity. Here are some examples.

ACADEMIC CAMPS or **STUDY CAMPS** are focused on education. They're for kids who want to learn more about specific subjects like journalism, international studies, languages, math, public speaking, debate, SAT preparation, and science.

At an **ARTS CAMP**, kids can focus on art and performance activities like dance, drama, film production, music, painting, photography, and singing.

SPORTS CAMPS are perfect for kids who love sports. There are camps for any sport you can imagine, like baseball, basketball, football, golf, soccer, surfing, tennis, track, and a lot more!

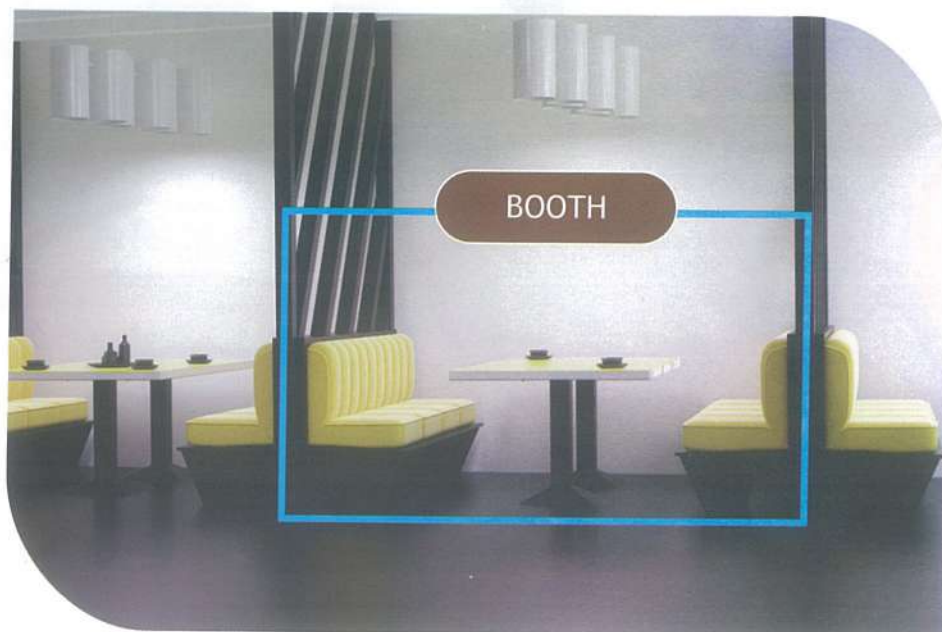
Kids who go to a **TECHNOLOGY CAMP** learn about fun subjects like animation, game design, web design, and even robotics. These camps usually operate at colleges (which are generally empty in the summer).

At a **WEIGHT-LOSS CAMP**, heavy kids can lose weight, learn how to have a healthy lifestyle, and still have a fun summer-camp experience.

As you can see, there are lots of options to choose from, and sometimes it's difficult to decide. The most important thing is to have a great time during summer vacation. Kids who have been to summer camp in the U.S. always have wonderful memories of this experience in their lives.

LESSON 9

words in action



LESSON 9

words in action



RAT



HAMSTER



CAGE

LESSON 9

words in action

What's going on?



LESSON 9

text

situation 1

A NEW PET



S: I can't find Harvey anywhere!

08:30 PM



B: But I just put him back into his cage.



08:29 PM



08:30 PM

S: Well, he's not in there now.



S: He's got to be somewhere around here.



AJ: Help!

B: Apparently, Aunt Julia's already found him.



B: Pet him, Aunt Julia.



AJ: I won't touch a rat!



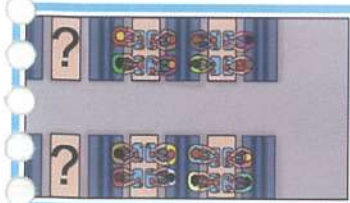
S: He's a hamster!

S = sister

B = brother

AJ = Aunt Julia

A PLAN



G: It's really crowded. Is there anywhere we can sit?



B: Yeah! I see an empty booth over there!



G: Have you already finished this?



B: Ha! I haven't even begun to read it yet.



G: You're kidding, right? The test is next week!



B: No problem! I've already seen the movie.

G: Unbelievable.

LESSON 9

text

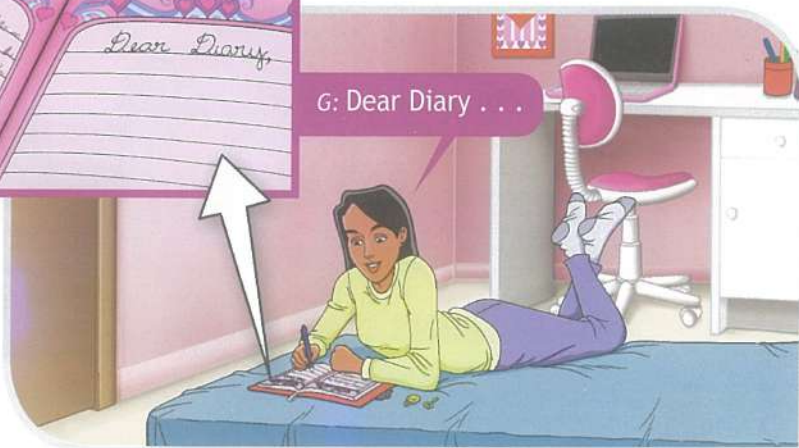
situation 3



A LITTLE PRIVACY



G: Dear Diary . . .



M: Have you started your homework yet?



G: Not yet, I'm concentrating on something totally important right now.

G = girl M = man



M: Let's talk about your priorities, young lady.



M: OK.



G: No lecture, please! I promise I'll start soon.

G: There's nowhere in this house I can be alone!



LESSON 9

reading text

Take a look at what Amanda Jones wrote in her diary last week. She complained a lot about her younger sister Karen.

May 6

Dear Diary,

I don't want to share a room with Karen anymore! Listen to this. My friend Tina let me borrow her new bracelet last Friday, and I told her I'd give it back on Monday. But I couldn't find it anywhere! I finally found it last night on Karen's bed with a bunch of her stuff. Apparently she thought it was mine and took it, then forgot to return it. Unbelievable! I've already told her not to touch my things!

Why do I have to share a room with her? I'm organized and she's totally different. I'm 1.5 and in high school. She's only 10—just a child! Plus, I really need some privacy! I haven't talked to Mom about this yet, but I've already made a decision: I need my own room!

Love,

Amanda

May 9

Dear Diary,

Well, I talked to Mom last night. I said, "Mom, I need my own room because I need to have somewhere I can concentrate on my homework. I also hate to share a room with a person who makes such a mess and never straightens up her things."

Guess what! Mom totally agreed with me! So she's going to let me have my own room! Wow! I'm so happy! Oh, and Mom gave Karen a big lecture. Ha, ha!

Love,

Amanda

LESSON 9

going further

USING INTO AND IN

Remember this example from the lesson?



Let's compare these sentences.

But I just put him back **into** his cage.

But I just put him back **in** his cage.



We can use both **into** and **in** to say what the boy did with the hamster, but **into** is more precise.

Now look at this example.

Harvey is **in** his cage.



We can only use **in** to say where the hamster is.

LESSON 9

going further

Here are some more examples in this chart.

INTO/IN 	IN 
I just put my diary into/in my backpack.	My diary is in my backpack.
Sam went into/in his room a minute ago.	Sam is in his room.



REMEMBER THIS:

- We can use **into** or **in** to say that something or someone goes inside of a place or another thing (movement), but **into** is more precise.
- We use **in** (NOT **into**) to say where a person, an animal, or a thing is (location).

The exercises are to be done and corrected in class.

THE PRESENT PERFECT TENSE WITH ALREADY AND YET

Look at these examples.

I've **already** finished all of my homework.

Dad has **already** begun to make dinner for us.

➤ AFFIRMATIVE



REMEMBER THIS:

We use **already** in affirmative sentences.

Here's another example with **already** in an affirmative sentence.



LESSON 9

the grammar you need

Now look at these examples.

I haven't had time to do any of my chores **yet**.

Max hasn't given his pet hamster a name **yet**.

NEGATIVE



REMEMBER THIS:

We use **yet** in negative sentences.

Here's another example with **yet** in a negative sentence.

Isn't that a great book? When I got to the end and found out that Linda was Timothy's secret girlfriend, and that Mrs. Smith was really a man, it was unbelievable!

Shh! Marla hasn't finished it **yet**!



Look at this example from the lesson.



Now compare these sentences.

Have you **already** finished this?

Have you finished this **yet**?

Haven't you finished this **yet**?

INTERROGATIVE



REMEMBER THIS:

We can use **already** or **yet** in questions.

e.g., *Have you . . . ?*, *Has it . . . ?*

We only use **yet** in negative questions.

e.g., *Haven't you . . . ?*, *Hasn't it . . . ?*

Here are some dialogues with **already** and **yet** in questions.

"Have you **already** cleaned your hamster's cage?"

or

"Have you cleaned your hamster's cage **yet**?"

"Yes, I cleaned it when I got home from school."

"Hasn't Mom found a place for us to sit **yet**?"

"No, she's still looking for an empty booth."

LESSON 9

the grammar you need

Using NOT YET in short answers

Here's an example from the lesson with a short answer.

Have you started your homework yet?

Not yet.



Notice that the girl used **not yet** to give a short negative answer.



REMEMBER THIS:

We can use **not yet** for a short negative answer.

Here are some dialogues with **not yet** in short negative answers.

"Have you already finished all of your chores, Fred?"

"**Not yet.** I promise I'll finish them after dinner, Dad."

"Have you bought my birthday present yet, Mommy?"

"**Not yet.** But I know what I'm going to get, and you're going to love it!"

"Have you started to prepare the new business plan?"

"**Not yet.** I'm still working on these employee manuals."

Position of **ALREADY** and **YET** in the sentenceLook at this example with **already**.It's only 10:30, but Matt *is* **already** ready for lunch!**REMEMBER THIS:**We usually use **already** after the verb *to be*.Here are some more examples with **already** after the verb *to be*.Wow, Stevie is so tall for his age. He's **already** five ten!Helen's exhausted. It's only 8 p.m. and she's **already** in bed.Now look at this example with **already**.Evelyn is only 13 years old, but she **already** speaks two languages.**REMEMBER THIS:**We usually use **already** before other verbs (NOT the verb *to be*).Here are some more examples with **already** before a verb.Jason and Tiffany **already** *began* to study for the SAT last month.

Joe: I'm going to ask Ann Jones to go to the prom with me.

Bob: You're too late. Seth **already** *asked* her yesterday—and she said yes.

LESSON 9

the grammar you need

Let's look at this example with **already** now.

Melissa *has already seen* the new horror movie.



REMEMBER THIS:

When we use **already** in a sentence in the present perfect tense, it usually comes between *have/has* and the other verb.

Here are some more examples with **already** between *have/has* and another verb.

I've **already** *decided* that I want a new diary for my birthday.

Heather's history assignment isn't due until next month, but she's **already** *started* to work on it.

Apparently, Carl and Laura *have* **already** *finished* their homework, because they're watching TV now.

the grammar you need

Here's an example with **already** at the end of the sentence.

"How is your little boy doing?"

"Little boy? He's graduated from college **already!**"

**REMEMBER THIS:**

We can use **already** at the end of an affirmative sentence or a question for emphasis or to show surprise.

Here are some more examples with **already** at the end of a sentence.

Jim's not on vacation anymore. He's started classes **already**.

"Has Olivia finished all of her Christmas shopping **already?**"

"Yes! And it's only the beginning of November. She's so organized."

Now let's look at these examples with **yet**.

Tessa is looking for a new assistant, but she hasn't found the perfect one **yet**.

Roy hasn't begun to read the first chapter in his math book **yet**.

"Alyssa, have you straightened up your room **yet?**"

"Yes, Mom."

**REMEMBER THIS:**

We usually use **yet** at the end of a sentence.

LESSON 9

the grammar you need



I. Rewrite the sentences with *already* or *yet*. The first two are done for you.

1. John has not had dinner.

John has not had dinner yet.

2. Eliza has done her work.

Eliza has already done her work.

or

Eliza has done her work already.

3. Mario has not cleaned the hamster's cage.

4. Dad has given me three lectures this week!

5. Have you read my new book?

INDEFINITE PRONOUNS – SOMEWHERE AND ANYWHERE / ANYWHERE OR NOWHERE?

SOMEWHERE OR ANYWHERE?

Somewhere and anywhere refer to an indefinite place or places.

The same rules you learned for *someone/somebody* and *anyone/anybody* apply to **somewhere** and **anywhere**.

Compare these sentences.

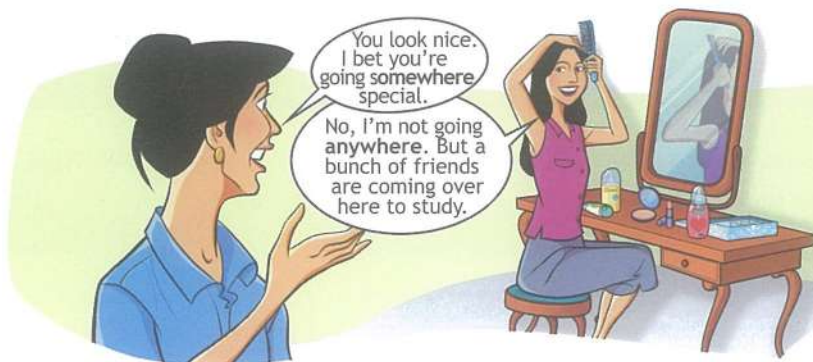
My hamster is somewhere in my room.	—————>	AFFIRMATIVE
My hamster isn't anywhere in my room.	—————>	NEGATIVE



REMEMBER THIS:

- We use **somewhere** in affirmative sentences.
- We use **anywhere** in negative sentences.

Here is another example with **somewhere** and **anywhere**.



LESSON 9

the grammar you need

Interrogative sentences

Is there **somewhere** I can get a little privacy?

Is there **anywhere** I can get a little privacy?

INTERROGATIVE



REMEMBER THIS:

We can use **somewhere** or **anywhere** in a question.

Offers and requests

Take a look at the questions in these dialogues.

“Do you want to go **somewhere** fun with me tomorrow?” → OFFER

“Yeah! That sounds great!”

“Could you practice with your band **somewhere** else?” → REQUEST

“Sure, Mom. We’ll go to Erica’s house.”



REMEMBER THIS:

We use **somewhere** (NOT **anywhere**) in questions to make offers and requests.

*the grammar you need***Making affirmative statements with *anywhere***

Look at this example with **anywhere** in an affirmative statement.

You can sit and read a book **anywhere** in the library.

This example states that you can sit and read a book any place in the library.

Here's another one.

Mrs. Jones: George, you can leave your bike **anywhere** in the garage.

George: Thanks, Mrs. Jones.

In this example, Mrs. Jones tells George that he can leave his bike any place in her garage.

**REMEMBER THIS:**

We can use **anywhere** in affirmative sentences to refer to any place without distinction.

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

Waiter: Welcome to Big Betty's! You can sit **anywhere** you want.

Brenda: Well, that's great. But it's so crowded in here; I don't see any empty tables!

Allen: Come on in! Just put your backpack **anywhere**.

Mark: Thanks, but I really don't see any place where I can put it. Your room's a mess, dude!

LESSON 9

the grammar you need

ANYWHERE OR NOWHERE?

Take a look at this example from the lesson.

There's **nowhere** in this house I can be alone!



Now compare these statements.

There *isn't* **anywhere** in this house I can be alone!

↓
VERB IN THE NEGATIVE FORM

There *is* **nowhere** in this house I can be alone!

↓
VERB IN THE AFFIRMATIVE FORM

→ NEGATIVE



REMEMBER THIS:

In sentences with a negative meaning, use:

verb in the negative form + **anywhere**

verb in the affirmative form + **nowhere**

the grammar you need

Here's another example with **anywhere** and **nowhere**.

My room's such a mess. I *don't have* **anywhere** to put my stuff.

or

My room's such a mess. I *have* **nowhere** to put my stuff.

Take a look at one more example with **anywhere**.

I *never go* **anywhere** without my cellphone.

NOTE

When we use *never*, we use:

verb in the affirmative form + **anywhere** (NOT **nowhere**)

LESSON 9

the grammar you need



II. Complete the following sentences with the indefinite pronoun *somewhere*, *anywhere* or *nowhere*.

1. "What are you looking for in that bag?"

"I know my car key is _____ in here!"

2. "Andre said he found a great table for all of us."

"But I don't see him _____!"

3. "Where should I sit?"

"People can sit _____ they like on this bus."

4. "This party is too crowded."

"Yeah. There isn't _____ we can dance."

5. "There's _____ in this town I can find a really good burger."

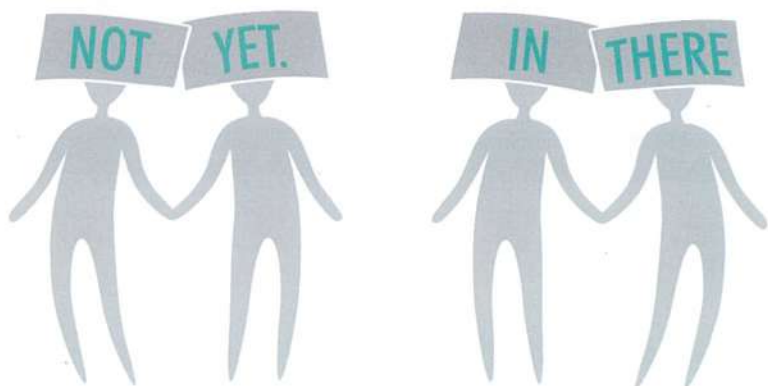
"What? The hamburgers at In-N-Out Burger® are delicious!"

6. "Is there _____ we can get great Thai food around here?"

"Yes. Taste of Thai has amazing Thai food."

7. "Could you help me find _____ quiet to study?"

"Hmm. I think the library on Henderson Street would be perfect for you."



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.

Not yet. (“Is your assignment ready? It’s due today.” “Not yet. I just need one more hour to finish it.”)

Now look at these fixed expressions. The first one is from this lesson, and the second one is from a previous book.

In there (“What’s going on in there? Can I come in?” “Not yet! I’m almost ready.”)

In here (“I don’t feel well. It’s too hot in here.” “You’re right. I’ll turn on the air conditioner.”)

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 . . .



. . . express fear;



Help!



. . . express disgust;



I won't touch a rat!



. . . express surprise;



You're kidding, right?



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

LESSON 9

I know how to . . .

. . . express disbelief;



Unbelievable.



. . . make a request;



Let's talk about your priorities, young lady.



. . . make a promise.



I promise I'll start soon.

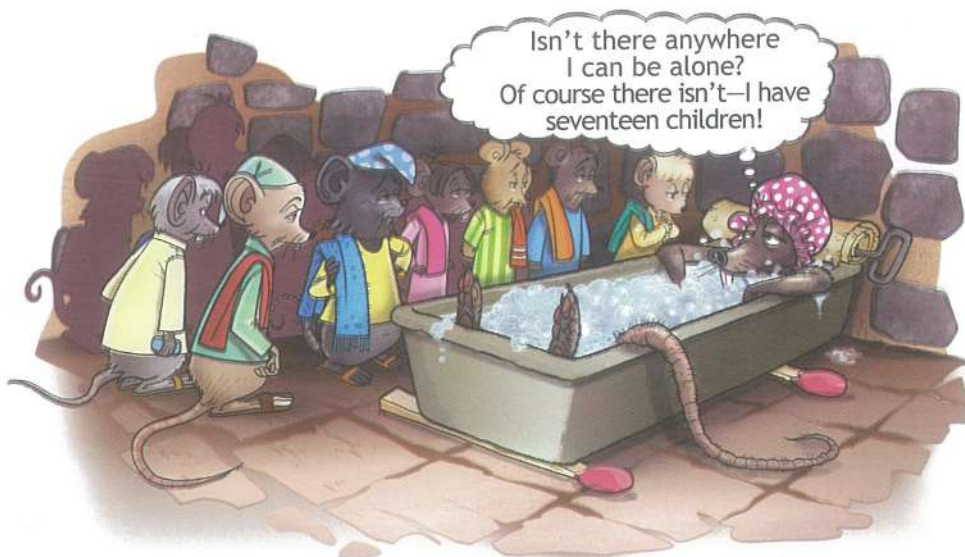


- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 9

just for fun

Here are some funny examples with new vocabulary from this lesson.



TALKING ABOUT BEVERAGES

The next time you go to a restaurant in an English-speaking country, you will be able to recognize lots of kinds of beverages on the menu. Look at how many you already know.

HOT BEVERAGES



HOT COCOA



COFFEE



TEA

COLD BEVERAGES



WATER



MILK



ICED TEA



MILK SHAKE



JUICE



SMOOTHIE



COKE®, SPRITE®



LESSON 9

FYI

Take a look at this dialogue. The girl can't decide what she wants to drink. What do you usually like to order to drink at restaurants?



LESSON 10

words in action



SHE'S A HAIRDRESSER.

LESSON 10

words in action

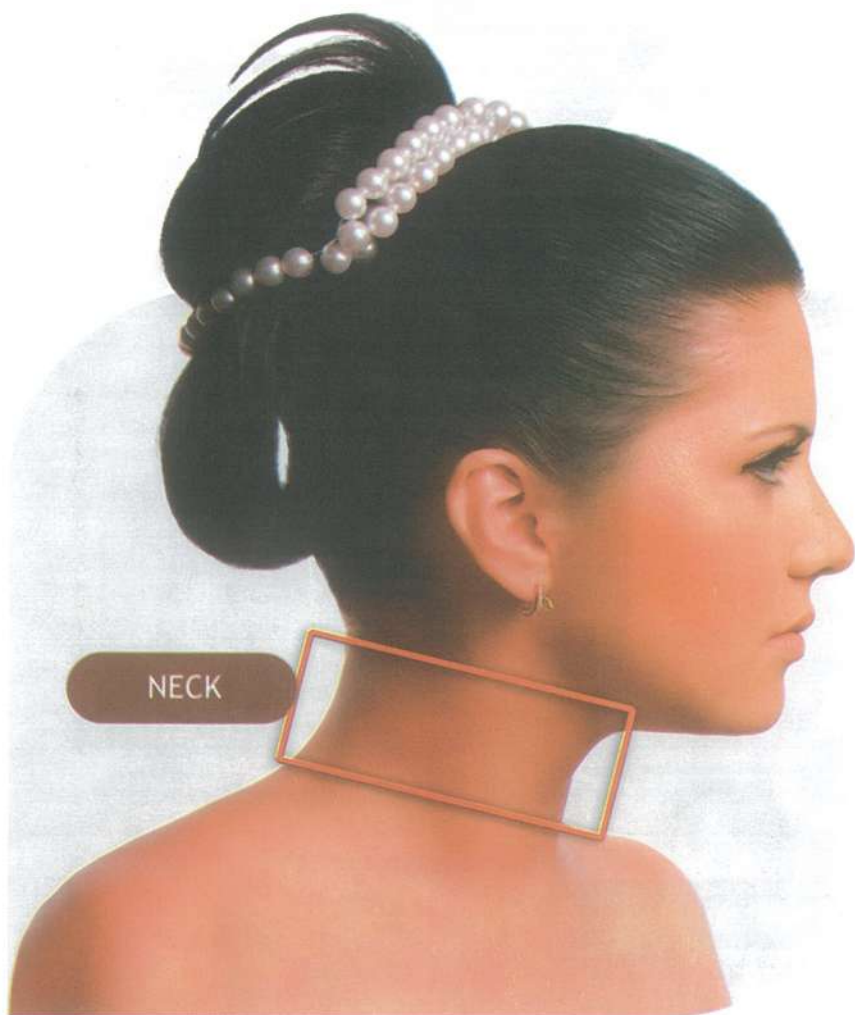
What's going on?



THIS GIRL IS GETTING A HAIRCUT.

LESSON 10

words in action



LESSON 10

words in action



HOTEL LOUNGE



AIRPORT LOUNGE



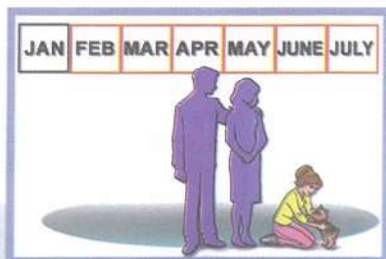
TEACHERS' LOUNGE



A PAIN IN THE NECK



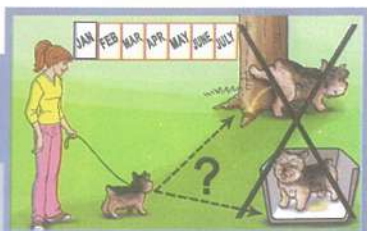
FG: How long have you had a dog?



G: We've had Buster since February.



MG: You've had him for six months, and he's still not housebroken?



GM: Oh, no!

FG = female guest

G = girl

MG = male guest

GM = girl's mother

LESSON 10

text

situation 2

AT THE DINER

BN: Haven't you guys finished the film yet?



M: Well, there've been a number of setbacks.

J: Yesterday I heard you snuck into the teachers' lounge.



B: Yeah, but I got caught before I could see anything unusual.



B: But Monday I had a brilliant idea while I was getting a haircut.



J: Let me guess. You decided to become a hairdresser.



B: Seriously. I've filmed some great stuff. But not for a documentary.

BN = Ben

M = Megan

J = Jack

B = Barry



M: We've done a lot of editing since Tuesday.



BN: So, what kind of film is it now?

M: It's a comedy.



B: Get ready for the premiere of *Crazy Daze* at Wilson High.



J: I'm sure it'll be hilarious.



THE END

M = Megan

BN = Ben

B = Barry

J = Jack





LESSON 10

reading text










DOG SCHOOL

People who have a dog know what the advantages are:

-  Dogs are loyal friends.
-  Your dog will always love you.
-  Your dog will always be happy to see you.
-  Dogs need to go for a walk outside every day, so you get more exercise.

People who have a dog also know about all of the disadvantages:

-  A lot of time is required to look after a dog. Even when you are exhausted, you will need to make sure your dog has enough food and water, you will need to play with it, and you will need to take it outside.
-  You should take your dog outside for a walk every day, even when it's raining or snowing.
-  Your dog will need someone to look after it while you're on vacation.
-  If a dog isn't housebroken, your home will start to stink. Imagine dog pee (and worse) on your new shoes!
-  Did somebody say stink? You should give your dog a bath at least once a month.
-  Sometimes dogs bite. This could be a big problem for you.
-  Dogs make messes. They break things, eat your favorite shoes, and leave dog hair on the bed, on the sofa, and all around your house.



So, if you've had your new puppy or dog for a while, and all you can think about are the disadvantages, call us—we can help!

With us, your dog will learn how to be a **GOOD DOG**. You can also leave your dog with us during the day, or while you are on vacation. Call to learn more!

(619) **GOOD DOG** (466-3364)



Here's what people are saying about **GOOD DOG** Dog School!

"I've had my dog, Bandit, since last year. My parents and I really tried, but after six months, Bandit was still not housebroken. Plus, he liked to bite people and other dogs when I took him for walks! He was a very bad little dog. Well, he's been a 'student' at Good Dog for just two months, and he's a totally different dog! Now he's housebroken, and he never bites. The people at Good Dog are brilliant." —Annie Baker

"Before I heard about Good Dog, my dog Princess had to stay home alone all day while my husband and I were at work and our kids were at school. We live in an apartment, so she didn't have any room to run and play. And she often got bored and chewed up things in our home. Believe me, that was a big pain in the neck! Now Princess goes to Good Dog every day while we're out. She's loved it since the first day! There, she plays all day with other dogs and has a great time. It's hilarious the way they play together—just like little kids. We're happy, and she's happy!" —Rebecca Lee

LESSON 10

going further

USING ADJECTIVES TO DESCRIBE PEOPLE

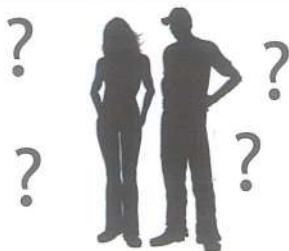
Every person in the world is different, so it's a good thing that there are a lot of words we can use to describe people. Take a look at some of the words you know that you can use to describe what a person is like.

TALKING ABOUT PERSONALITY

positive characteristics		negative characteristics	neutral characteristics
brilliant confident friendly funny helpful	hilarious modest nice polite smart	big-headed bossy conceited crazy foolish nuts rude stupid	curious quiet sensitive shy talkative

TALKING ABOUT THE PHYSICAL APPEARANCE OF:

a girl or a woman	a man	both	a person's hair
beautiful lovely pretty	handsome	attractive cute good-looking gorgeous heavy / thin short / tall big / little	blond brown brunette (a brunette girl/ woman) dark-haired (a dark-haired boy/man/girl/woman) red-haired (a red-haired boy/man/girl/woman) red curly / straight long / short



LESSON 10

going further

Take a look at this dialogue. Cynthia's father wants to know what her friends Ann and Brett are like. Notice all the adjectives in the dialogue that describe Cynthia's friends.

Mr. Tate: Tell me about your friends Ann and Brett.

Cynthia: Let me see. Ann's a **brilliant** student and is also really **popular** at school. She is a little **conceited**, but she's also very **friendly** and **helpful**. She complains that she's too **heavy**, but she's really not. Oh, and she has **long**, **blond** hair that's just **beautiful**.

Mr. Tate: And what's Brett like?

Cynthia: Let's see. He's very **tall**, has **brown**, **curly** hair, and a **gorgeous** smile. He's very **handsome**, but he's usually extremely **shy** around girls. He's a pretty **quiet** person, and he only has a couple of friends. But when he's around them, he's **hilarious**! You wouldn't believe how **funny** he is.

Mr. Tate: They both sound very **nice**. I'd like to meet them some day.



You know lots of adjectives you can use to describe a person's personality and physical appearance. Pretend you have a new friend on the Internet that only speaks English. How many of these words can you use to describe yourself?

LESSON 10

going further

TALKING ABOUT JOBS AND PROFESSIONS

You know that when a person works somewhere, we can say that person has a **job**. You know about lots of different kinds of jobs, like the ones below.

BABY-SITTER



CASHIER



FRONT DESK CLERK



SALESPERSON



WAITER



LESSON 10

going further

A job that requires advanced education or preparation is a **profession**. You also know about a lot of different professions. Take a look!

DOCTOR



NURSE



COACH



TEACHER



REPORTER



LESSON 10

going further

HAIRDRESSER



PHOTOGRAPHER



Take a look at this dialogue between Ann and Kim.

Ann: Where does your mom work, Kim?

Kim: She's a salesperson at a store at the mall. She really likes her **job**.

Ann: That's nice. So, how's your brother doing?

Kim: Great! He's a junior in college now. Oh, and he got a part-time **job**. He's a waiter at a restaurant in town. He makes some extra money and still has time to study for classes. He wants to be a doctor, you know.

Ann: That's the perfect **profession** for him, but I bet it's a really tough **job**.

In your opinion, what is the most difficult **profession** in the world? And how about you? What's your dream **job**?

LESSON 10

the grammar you need

The exercises are to be done and corrected in class.

THE PRESENT PERFECT TENSE WITH FOR AND SINCE

FOR

Take a look at this example with **for**.

Kayla has had Buster for six months. He's still a puppy.

PRESENT PERFECT TENSE

PERIOD OF TIME



REMEMBER THIS:

- We can use **FOR** with the present perfect tense.
- We use:
FOR + PERIOD OF TIME
to indicate the *duration* of an action or situation.

Here's another example with **for**.



LESSON 10

the grammar you need

SINCE

Take a look at this example with **since**.

Lila has been ready for the movie premiere **since** this morning.

PRESENT PERFECT TENSE

POINT IN TIME



REMEMBER THIS:

- We usually use **SINCE** with the **present perfect tense**.
- We use:

SINCE + POINT IN TIME

to indicate *when* an action or situation that's still in progress began.

Here's another example with **since**.



FOR OR SINCE?

Take a look at these examples with **for** and **since**.

Tina's new kitten has been housebroken **for** three weeks.



↓
PERIOD OF TIME

Tina's new kitten has been housebroken **since** last month.

↓
POINT IN TIME

**REMEMBER THIS:**

- We use **FOR** to emphasize the *duration* of an action or situation.
- We use **SINCE** to emphasize *when* an action or situation that's still in progress began.

Here are some more examples with **for** and **since**.

Jim has been a student at Ford High **for** *one year*.

Jim has been a student at Ford High **since** *September*.

Amy has lived in Florida **for** *two years*.

Amy has lived in Florida **since** *June*.

LESSON 10

the grammar you need



I. Complete the sentences with *for* or *since*.

1. "How long have you lived in Australia?"

"Hmm, _____ about three years. And I just love it."



2. "How long have you been in Europe, Alexa?"

"Ever _____ I graduated from college. I love to travel. I'll look for a job when I get back."



3. "What's James Cunningham like?"

"Well, I've known Jim _____ 15 years. He's the most brilliant, and the most unusual, person I've ever met."



4. "_____ I got a dog five years ago, I've woken up early every day to take him for a walk."
"What a pain in the neck. That's why I don't want a pet."



LESSON 10

the grammar you need

USING THE PRESENT PERFECT TENSE TO EXPRESS CONTINUING ACTIONS

Look at these examples.

Sheila has been a student at Ohio University for three years.
(*Sheila has been a student at Ohio University for three years, and she is still a student there.*)

She has lived in Ohio since 2016.
(*She has lived in Ohio since 2016, and she still lives there.*)



REMEMBER THIS:

We also use the **present perfect tense** when we refer to an action that started in the past and continues up to the present.

Here are some more examples.

“How long have Mr. and Mrs. Radisson lived in London?”
“They’ve lived there for 20 years.” (*And they still live there.*)

“How long has your son been a professor at Princeton University?”
“He’s been a professor there for about six years.” (*And he is still a professor there.*)

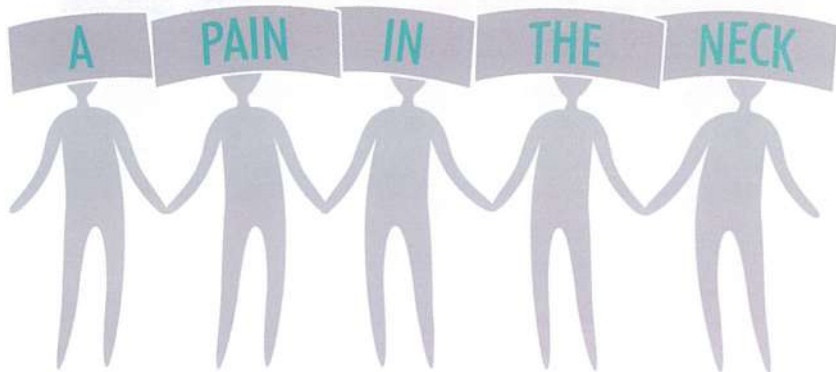
LESSON 10

the grammar you need



II. Answer the questions about actions that started in the past and continue up to the present. Use contractions when possible. The first two are done for you.

1. "How long has your friend Serena worked at Apple®?" (four years)
"She's worked there for four years. She really loves her job."
2. "How long have your parents been in Hawaii?" (July 6)
"They've been there since July 6. They sent me some amazing photos of the beach near their hotel this morning."
3. "How long has Angelo lived in Hollywood?" (2015)
"_____
I visit him all the time. We go to movie premieres to see all the famous actors."
4. "You only got your cats two months ago. How long have they been housebroken?" (two months)
"_____
Cats are really clean animals. They make great pets."
5. "How long has your wife been sick?" (last week)
"_____
She felt a little better when she woke up this morning."



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.

How long . . . ? (“How long have you been a hairdresser?” “For about 15 years. I love my job because when I give people the right haircut, I can help them look and feel great.”)

A pain in the neck (“What happened, Oliver?” “I fell off my bike and broke my nose. It’s a real pain in the neck because sometimes it’s difficult to breathe.”)

LESSON 10

I know how to . . .

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

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

I know how to . . .



. . . talk about situations that started in the past and continue up to the present;



How long have you had a dog?

We've had Buster since February.



You've had him for six months, and he's still not housebroken?

Oh, no!



. . . discuss plans.

So, what kind of film is it now?



It's a comedy.



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

LESSON 1

the grammar you need

PAGE 23

2. weren't able to
3. weren't able to
4. was able to – isn't able to

LESSON 2

the grammar you need

PAGE 44

2. Aren't
3. Don't
4. Can't
5. Wasn't

key to the exercises

LESSON 3

the grammar you need

PAGE 60

2. Haven't
3. Couldn't
4. Doesn't
5. Shouldn't

LESSON 4

the grammar you need

PAGE 79

2. you – yourself
3. she – herself
4. He – himself
5. they – themselves
6. we – ourselves

LESSON 5

the grammar you need

PAGE 100

I.

affirmative – negative

1. somebody/someone
2. anybody/anyone
3. somebody/someone – anybody/anyone
4. Nobody/No one

PAGE 101

II.

interrogative – offers – requests

1. somebody/someone
2. somebody/someone/anybody/anyone
3. somebody/someone
4. somebody/someone/anybody/anyone

key to the exercises

LESSON 6

the grammar you need

PAGE 124

I.

1. c
2. a
3. b

PAGE 124

II.

1. May I wear my hat in class?
2. You may go see the nurse if you don't feel well.
3. Students may not chew gum in class.
4. May we go to the mall after class?

key to the exercises

Lesson 7

the grammar you need

PAGE 151

2. heard – 've heard
3. went – have gone
4. left – 's left
5. saw – 's seen
6. ate – 've eaten

key to the exercises

Lesson 8

the grammar you need

PAGE 170

I.

3. Wyatt had a pet when he was a kid.
4. Has Chloe heard about John's birthday party?
5. Were you in a band in high school?
6. Mr. Jenkins has spoken to me about the new job.

PAGE 173

II.

2. 's never heard
3. hasn't ever seen
4. 's never sent
5. hasn't ever spoken

Lesson 9

the grammar you need

PAGE 196

I.

3. Mario has not cleaned the hamster's cage yet.
4. Dad has already given me three lectures this week!
or
Dad has given me three lectures this week already!
5. Have you already read my new book?
or
Have you read my new book already?
or
Have you read my new book yet?

PAGE 202

II.

1. somewhere
2. anywhere
3. anywhere
4. anywhere
5. nowhere
6. anywhere/somewhere
7. somewhere

key to the exercises

Lesson 10

the grammar you need

PAGE 226

I.

1. for
2. since
3. for
4. Since

PAGE 228

II.

3. He's lived there since 2015
4. They've been housebroken for two months
5. She's been sick since last week

vocabulary list

This list contains the new words in *To The Top—Intermediate Stage—Book 5* and the number of the lesson where they are introduced. The abbreviation WIA beside a word means that the word was presented in Words in Action.

A

a couple of	L. 7
a little	L. 9
a pain in the neck	L. 10
academics	L. 3
acne	L. 3
adventure	L. 5
after you	L. 5
all right (e.g., <i>That's him all right.</i>)	L. 2
alone	L. 2
already	L. 4
And then what?	L. 8
ankle (WIA)	L. 1
anonymous	L. 8
another (e.g., <i>This sandwich is delicious. I'm going to have another one.</i>)	L. 1
answer, to	L. 5
anybody = anyone	L. 5
anyone = anybody	L. 5
anywhere	L. 9
apparently	L. 9
Are you kidding?	L. 8
as + adj. + as (e.g., <i>There's a zit as big as a tomato on my chin.</i>)	L. 3
at once	L. 5
audience	L. 8
autograph	L. 1

B

back (e.g., <i>Back to camp.</i>)	L. 8
back (part of the body) (WIA)	L. 4
back off, to	L. 4
be able to, to	L. 1
be late for one's own funeral, to	L. 1
Be quiet.	L. 5
be, to (only used in perfect tenses)	
= to visit (e.g., <i>I have been to Europe.</i>)	L. 7
become, to	L. 10
been (past participle of <i>to be</i>)	L. 7
begin, to	L. 6
begun (past participle of <i>to begin</i>)	L. 9
behind someone's back	L. 4
Belgium (WIA)	L. 7
bin (WIA)	L. 7
booth (WIA)	L. 9
bottle (WIA)	L. 3
bottom (WIA)	L. 5
breath	L. 8
bridge (WIA)	L. 5
brilliant	L. 10
bronze (e.g., <i>bronze medal</i>) (WIA)	L. 2
bummed out	L. 3
bunk bed (WIA)	L. 5
busy	L. 4

vocabulary list

C

cage (WIA)	L. 9
Calm down.	L. 8
camcorder (WIA)	L. 1
camp (WIA)	L. 8
catch, to (e.g., <i>Did your dad catch you getting home late last night?</i>)	L. 5
caught (past simple and past participle of <i>to catch</i>)	L. 5
chair (WIA)	L. 3
chance	L. 1
chew, to (WIA)	L. 6
chin (WIA)	L. 3
Christmas	L. 1
cloud (WIA)	L. 1
come on, to = to start to work	L. 7
come to sth., to (e.g., <i>That comes to \$15.18.</i>)	L. 3
comedy	L. 10
compete, to	L. 4
concealer	L. 3
concentrate, to	L. 9
container	L. 7
corruption	L. 4
country	L. 7
coward	L. 5
crazy	L. 3
crazy about sth.	L. 3
crew (WIA)	L. 7
cross, to	L. 5
crowd	L. 8
crowded	L. 9

crutch (WIA)	L. 1
curious	L. 3

D

darn	L. 6
daze	L. 10
dear (used in the beginning of a letter or a message)	L. 9
decide, to	L. 10
deep breath	L. 8
departure lounge (WIA)	L. 2
detention	L. 6
diaper (WIA)	L. 2
diaper-changing room (WIA)	L. 2
diary (WIA)	L. 9
diner (WIA)	L. 1
disgusting	L. 6
documentary	L. 4
doubt, to	L. 3
dress shirt (WIA)	L. 8
dummy = a stupid person	L. 8

E

edit, to	L. 10
editing	L. 10
eh (e.g., <i>It's really hot today, eh?</i>)	L. 5
else	L. 8
employee	L. 2
entrance	L. 2
Europe (WIA)	L. 7

European	L. 7
ever (e.g., <i>Have you ever visited a castle?</i>)	L. 4
exaggerate, to	L. 6
exchange student	L. 3
exist, to	L. 8
expect, to	L. 4
explain, to	L. 5

F

famous	L. 1
fantastic	L. 7
film	L. 4
film, to	L. 4
finally	L. 1
find sth. out, to	L. 5
flashlight (WIA)	L. 8
flight crew (WIA)	L. 7
focused	L. 3
foolish	L. 8
for (e.g., <i>He has had his hamster for three months.</i>)	L. 10
for here (e.g., <i>For here or to go?</i>)	L. 3
French fries (WIA)	L. 7
friendly	L. 3
front (e.g., <i>They're at the front of the store.</i>)	L. 2
funeral (WIA)	L. 1

G

Germany (WIA)	L. 7
get a haircut, to (WIA)	L. 10

get oneself together, to	L. 4
get, to (e.g., <i>It's getting cold out here.</i>)	L. 8
get, to (e.g., <i>I usually get to school at 7.</i>)	L. 1
ghost	L. 8
giant	L. 3
gigantic	L. 3
go ahead, to	L. 1
goal	L. 3
gold (e.g., <i>gold medal</i>) (WIA)	L. 2
gone (past participle of <i>to go</i>)	L. 7
grounded	L. 5
guest (e.g., <i>We're going to have a guest for dinner tonight. I invited a friend from work.</i>)	L. 10
gum (WIA)	L. 6

H

Ha! (e.g., <i>Ha! Don't be ridiculous.</i>)	L. 4
haircut (WIA)	L. 10
hairdresser (WIA)	L. 10
hamster (WIA)	L. 9
hand someone sth., to	L. 4
hat (WIA)	L. 8
haunted	L. 8
have sth. in mind, to	L. 3
hear, to	L. 1
helmet (WIA)	L. 5
Here it is.	L. 1
herself	L. 4
hide, to	L. 7
hilarious	L. 10

vocabulary list

himself	L. 4
horror (e.g., horror movie)	L. 8
housebroken	L. 10
how long	L. 10
How nice!	L. 7

I

in mind	L. 3
in public	L. 8
in there	L. 9
injury	L. 1
inside	L. 5
into	L. 9
investigative	L. 4
ironic	L. 6
Is the sky blue?	L. 4
itself	L. 4

J

joke	L. 1
junior (a student in the third year of high school or college/university)	L. 1
just (a very short time ago)	L. 9

K

kid, to	L. 8
knock, to (WIA)	L. 5

L

lady	L. 9
------	------

landscaping (WIA)	L. 7
landscaping crew (WIA)	L. 7
leave someone or sth. alone, to	L. 2
lecture	L. 9
let, to = to allow	L. 10
like (e.g., <i>It's, like, really disgusting.</i>)	L. 6
lounge (WIA)	L. 10

M

machine (WIA)	L. 2
mad = angry	L. 5
make sure, to	L. 4
may (special verb)	L. 6
medal (WIA)	L. 2
men (WIA)	L. 2
men's room = restroom (WIA)	L. 2
metal	L. 7
meter	L. 2
milk shake (WIA)	L. 7
myself	L. 4

N

neck (WIA)	L. 10
neighborhood	L. 5
nervous	L. 8
no one = nobody	L. 5
nobody = no one	L. 5
Not a word.	L. 5
not as + adj. + as (e.g., <i>He's not as crazy as you are about sports.</i>)	L. 3

vocabulary list

not yet	L. 9
nowhere	L. 9
nurse (WIA)	L. 6
nut (e.g., <i>sports nut</i>)	L. 2
nuts = crazy	L. 4

O

obviously	L. 8
Olympic Games = Olympics	L. 2
on cloud nine	L. 1
order (e.g., <i>Can I take your order?</i>)	L. 3
ordinal numbers (32nd - 300th)	L. 6
ourselves	L. 4
out here	L. 8
outdoor	L. 5
own	L. 1

P

pain	L. 1
painful	L. 1
panic	L. 6
panic, to	L. 6
paper (WIA)	L. 7
pass out, to (e.g., <i>I'm passing out your exam now.</i>)	L. 6
pee, to	L. 10
pepperoni (WIA)	L. 3
pet, to (WIA)	L. 9
photographer (WIA)	L. 3
pimple = zit (WIA)	L. 3
pizza (WIA)	L. 3
polite	L. 3

porch (WIA)	L. 4
premiere	L. 10
presentation	L. 8
priority	L. 9
privacy	L. 9
promise, to	L. 9
public (people in general)	L. 8
push, to (e.g., <i>The girl is pushing the shopping cart.</i>) (WIA)	L. 2
put sth. back, to (e.g., <i>Hey, what are you doing with my diary? Put it back in my bedroom now!</i>)	L. 9

Q

question	L. 6
quick	L. 4
quiet	L. 5

R

rat (WIA)	L. 9
read, to	L. 9
receive, to	L. 8
record (e.g., <i>He set a new Olympic record.</i>)	L. 2
record, to (e.g., <i>My parents always recorded my birthday parties when I was a kid.</i>)	L. 4
recycle, to	L. 7
recycling	L. 7
relative (member of your family)	L. 7
reporter (WIA)	L. 4

vocabulary list

require, to	L. 6
Rome (WIA)	L. 7
rope (WIA)	L. 5
rope bridge (WIA)	L. 5

S

scandal	L. 4
see, to (e.g., <i>I have an ankle injury.</i> <i>I need to see a doctor.</i>)	L. 6
seen (past participle of <i>to see</i>)	L. 7
seriously (not joking)	L. 10
set, to (e.g., <i>He set a new world</i> <i>record.</i>)	L. 2
setback	L. 10
several	L. 7
shame (e.g., <i>It's a shame you weren't</i> <i>able to play in the basketball</i> <i>tournament.</i>)	L. 1
shopping cart (WIA)	L. 2
shoulder (WIA)	L. 2
shoulder bag (WIA)	L. 2
show up, to	L. 4
silver (e.g., <i>silver medal</i>) (WIA)	L. 2
since	L. 10
slice (WIA)	L. 3
smart	L. 3
smile	L. 3
smile, to	L. 3
sneak, to	L. 10
snuck (simple past and past participle of <i>to sneak</i>)	L. 10
so much	L. 6
soaked	L. 7

somebody = someone	L. 5
someone = somebody	L. 5
something like that	L. 7
somewhere	L. 9
soon	L. 9
spit sth. out, to	L. 6
spoken (past participle of <i>to speak</i>)	L. 8
sprinkler (WIA)	L. 7
sprint	L. 2
Sprite®	L. 3
stack (e.g., <i>a stack of books</i>)	L. 2
starving	L. 3
sticky	L. 6
still (e.g., <i>I can't go out now. I'm still</i> <i>studying for the French test.</i>)	L. 1
suddenly	L. 6
suit (WIA)	L. 8
summer camp (WIA)	L. 8
supermarket (WIA)	L. 2
swear, to	L. 8

T

take a (quick) peek, to	L. 4
take a breath, to	L. 8
talk trash, to	L. 4
tape, to	L. 7
tease, to	L. 2
text	L. 8
text message	L. 8
Thank goodness.	L. 1
themselves	L. 4
throw, to	L. 7
tie (WIA)	L. 8

vocabulary list

to go (e.g., <i>For here or to go?</i>)	L. 3
to go (e.g., <i>We still have an hour to go.</i>)	L. 6
tomato (WIA)	L. 3
top (WIA)	L. 5
totally	L. 9
touch, to (WIA)	L. 9
tournament	L. 1
travel	L. 7
travel, to	L. 7
trip	L. 6
TV crew (WIA)	L. 7

U

uh-uh (Used to indicate negation.)	L. 3
unbelievable	L. 9
uncover, to	L. 4
unusual	L. 10

V

vending machine (WIA)	L. 2
-----------------------	------

W

walk, to (WIA)	L. 1
weak	L. 1
What about . . . ?	L. 3
What is someone/sth. like?	L. 3
wheelchair (WIA)	L. 3
while (e.g., <i>for a while</i>)	L. 1
whole	L. 5
women (WIA)	L. 2

women's room = restroom (WIA)	L. 2
woods (WIA)	L. 8

Y

yet	L. 9
you know = you know what	L. 2
yourself	L. 4
yourselves	L. 4

Z

zit = pimple (WIA)	L. 3
--------------------	------

verbs

This list contains the verbs that appear in Books 1 through 5.

Infinitive

Past Tense

Past Participle

A

to adopt	adopted	adopted
to agree	agreed	agreed
to answer	answered	answered
to apply	applied	applied
to appreciate	appreciated	appreciated
to arrive	arrived	arrived
to ask	asked	asked

B

to back (back off)	backed	backed
to be	was; were	been
to beat	beat	beaten
to become	became	become
to begin	began	begun
to believe	believed	believed
to bend	bent	bent
to bet	bet	bet
to bite	bit	bitten
to blow	blew	blown
to borrow	borrowed	borrowed
to break	broke	broken
to breathe	breathed	breathed
to bring	brought	brought
to browse	browsed	browsed
to brush	brushed	brushed
to build	built	built
to buy	bought	bought

Infinitive

Past Tense

Past Participle

C

to call
to catch
to change
to check
to cheer
to chew
to chill
to clean
to close
to comb
to come
to compete
to complain
to concentrate
to convert
to cook
to count
to cross
to cry
to cut

called
caught
changed
checked
cheered
chewed
chilled
cleaned
closed
combed
came
competed
complained
concentrated
converted
cooked
counted
crossed
cried
cut

called
caught
changed
checked
cheered
chewed
chilled
cleaned
closed
combed
come
competed
complained
concentrated
converted
cooked
counted
crossed
cried
cut

D

to date
to daydream
to decide
to deserve
to dive
to do
to doubt
to dream

dated
daydreamed
decided
deserved
dived; dove
did
doubted
dreamed; dreamt

dated
daydreamed
decided
deserved
dived
done
doubted
dreamed; dreamt

verbs

Infinitive	Past Tense	Past Participle
to drink	drank	drunk
to drive	drove	driven
to drop	dropped	dropped

E

to eat	ate	eaten
to edit	edited	edited
to elect	elected	elected
to enjoy	enjoyed	enjoyed
to exaggerate	exaggerated	exaggerated
to exist	existed	existed
to expect	expected	expected
to explain	explained	explained

F

to face	faced	faced
to fall	fell	fallen
to feel	felt	felt
to film	filmed	filmed
to find	found	found
to finish	finished	finished
to fish	fished	fished
to fit	fit; fitted	fitted
to fix	fixed	fixed
to flunk	flunked	flunked
to fool	fooled	fooled
to forget	forgot	forgotten
to forgive	forgave	forgiven

Infinitive

Past Tense

Past Participle

G

to get
to give
to go
to guess

got
gave
went
guessed

got; gotten
given
gone
guessed

H

to hand
to hang (hang out, hang around)
to happen
to hate
to have
to head
to hear
to help
to hide
to hit
to hold
to hope
to hurry

handed
hung
happened
hated
had
headed
heard
helped
hid
hit
held
hoped
hurried

handed
hung
happened
hated
had
headed
heard
helped
hidden
hit
held
hoped
hurried

I

to imagine
to introduce
to invite

imagined
introduced
invited

imagined
introduced
invited

J

to join

joined

joined

verbs

Infinitive

Past Tense

Past Participle

K

to kid
to kneel
to knock
to know

kidded
kneeled; knelt
knocked
knew

kidded
kneeled; knelt
knocked
known

L

to lean
to learn
to leave
to lecture
to lend
to let
to lie (to be in a horizontal position)
to like
to listen
to live
to look
to love

leaned
learned
left
lectured
lent
let
lay
liked
listened
lived
looked
loved

leaned
learned
left
lectured
lent
let
lain
liked
listened
lived
looked
loved

M

to make
to meet
to mind
to mow

made
met
minded
mowed

made
met
minded
mowed

N

to name
to need

named
needed

named
needed

Infinitive	Past Tense	Past Participle
to network to notice	networked noticed	networked noticed
O		
to open to order to organize	opened ordered organized	opened ordered organized
P		
to panic to pass to pay to pee to pet to pick to play to prefer to pretend to promise to push to put	panicked passed paid peed petted picked played preferred pretended promised pushed put	panicked passed paid peed petted picked played preferred pretended promised pushed put
R		
to read to realize to receive to recognize to recommend to record to recycle to relax	read realized received recognized recommended recorded recycled relaxed	read realized received recognized recommended recorded recycled relaxed

verbs

Infinitive	Past Tense	Past Participle
to remember	remembered	remembered
to require	required	required
to return	returned	returned
to ride	rode	ridden
to ring	rang	rung
to rinse	rinsed	rinsed
to root	rooted	rooted
to row	rowed	rowed
to run	ran	run

S

to say	said	said
to see	saw	seen
to sell	sold	sold
to send	sent	sent
to serve	served	served
to set	set	set
to share	shared	shared
to shop	shopped	shopped
to show	showed	showed; shown
to shut	shut	shut
to sit	sat	sat
to sleep	slept	slept
to slip	slipped	slipped
to smell	smelled	smelled
to smile	smiled	smiled
to sneak	snuck	snuck
to sneeze	sneezed	sneezed
to sound	sounded	sounded
to speak	spoke	spoken
to spell	spelled	spelled
to spend	spent	spent
to spit	spit; spat	spit; spat
to stand	stood	stood
to start	started	started

Infinitive	Past Tense	Past Participle
to stay	stayed	stayed
to stink	stank	stunk
to stop	stopped	stopped
to straighten	straightened	straightened
to study	studied	studied
to swear	swore	sworn
to swim	swam	swum
to switch	switched	switched

T

to take	took	taken
to talk	talked	talked
to tape	taped	taped
to taste	tasted	tasted
to tease	teased	teased
to tell	told	told
to think	thought	thought
to throw	threw	thrown
to tidy	tidied	tidied
to touch	touched	touched
to travel	traveled	traveled
to try	tried	tried
to turn	turned	turned

U

to uncover	uncovered	uncovered
to use	used	used

verbs

Infinitive

Past Tense

Past Participle

V

to vacuum
to visit
to vote

vacuumed
visited
voted

vacuumed
visited
voted

W

to wait
to wake
to walk
to want
to warn
to wash
to waste
to watch
to wear
to weigh
to win
to work
to worry

waited
woke
walked
wanted
warned
washed
wasted
watched
wore
weighed
won
worked
worried

waited
waken
walked
wanted
warned
washed
wasted
watched
worn
weighed
won
worked
worried

acknowledgments

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