

to the top

intermediate stage

textbook

06



Version 1.0

TT 6 – TB – 1



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course plan

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

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

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

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

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

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

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

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 6

To The Top – Intermediate Stage – Book 6 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 3, 5, and 9. 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., all the way, not so fast, What gives?) 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 6 contains 288 new words.

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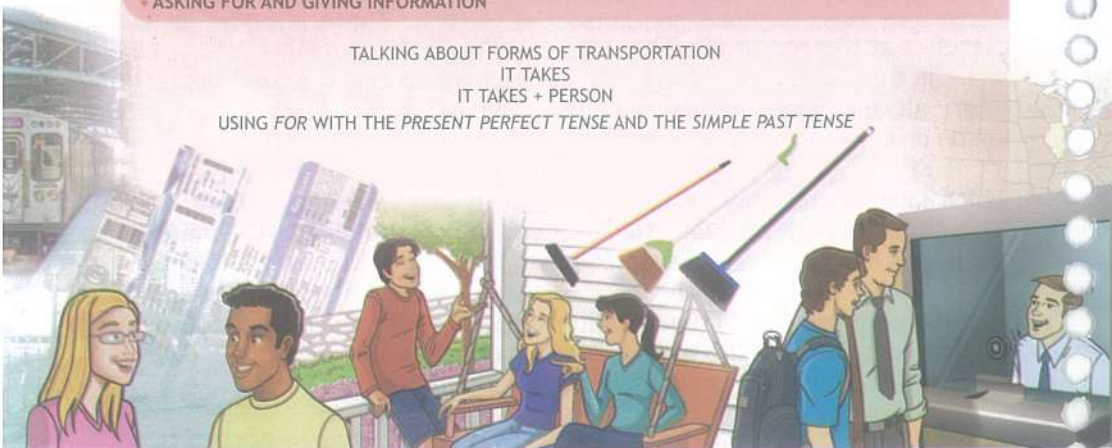
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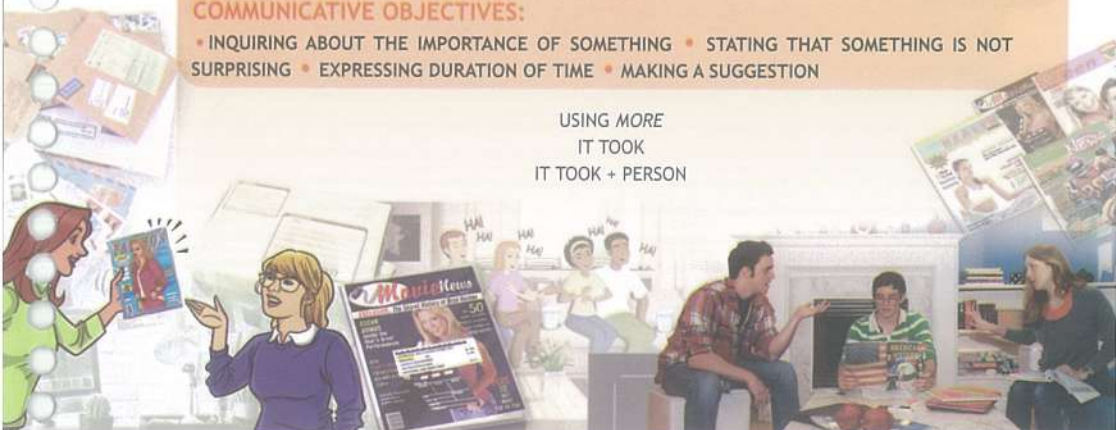
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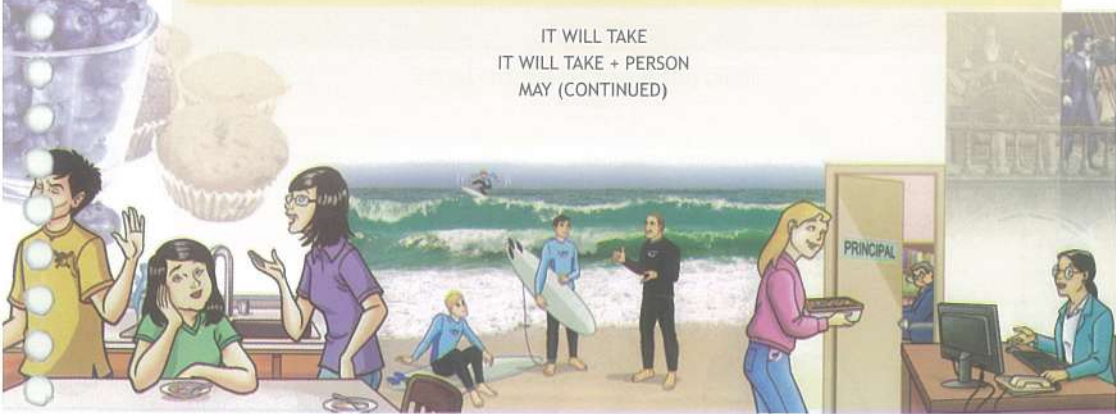
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LESSON 1

words in action

PLAY



LESSON 1

words in action



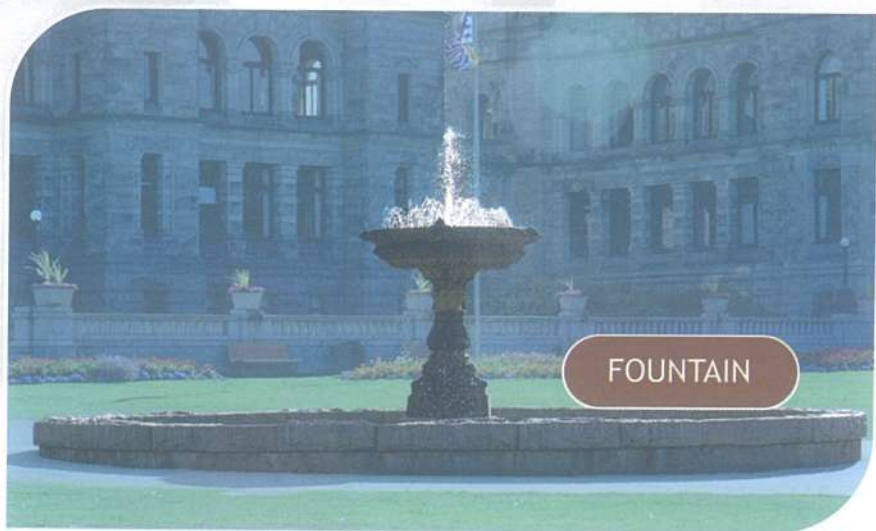
TRASH



DIFFERENT KINDS OF TRASH CANS

LESSON 1

words in action



FOUNTAIN



WATER FOUNTAINS OR
DRINKING FOUNTAINS



LESSON 1

text

situation 1

TOO LATE



WIB: So, how was the play on Saturday?



WIG: I missed it, thanks to Erica.
I'm so irritated!



M: What happened?

WIG: The play had already started when we got to the theater. So we couldn't get in.



WIB: How frustrating!

M: Why weren't you there on time?



WIG: When I got to Erica's house to pick her up, she hadn't finished her dinner yet. I had to wait for her for 20 minutes.

WIB = woman in black

WIG = woman in green

M = man

LESSON 1

text

situation 2

GOSSIP



GTC: Hey, you seem really tired.



GWF: I am! I didn't get enough sleep last night.

GWF: Actually, I had already fallen asleep when you called.

1:01 AM

GTC: Uh, I'm sorry.



GWF: Don't be! I'm glad you called.



GWF: You know I love to gossip.

1:02 AM

THURS

GTC: Then just wait till you hear the rest tonight!



GTC = girl by trash can

GWF = girl by water fountain

LESSON 1

reading text

GOSSIP: HAVE YOU HEARD THE NEWS?

by HEATHER MARTINEZ

Secrets! Scandals! **Gossip!** Some people like to gossip just for fun. But what about gossip that could make a person upset? Then it's not just for fun anymore—it's to talk trash behind a person's back. We all know that's not cool!



For Grace, a student at a high school in New York, some gossip caused the end of a friendship.*

"I was really good friends with Todd, who was very shy and sensitive, like I am. There was this girl, Kate, that had a crush on him, and I think she was jealous. So one day, she started to tease me and say that I was in love with Todd, stuff like that, you know. I told her that wasn't true, and that he and I were just friends. But that same day, she started to gossip about it with the other students. When I got to the cafeteria for lunch, everybody had already heard her story, even Todd. He didn't want to sit next to me at lunch that day because people were teasing him. That was last year. Now, he and I still talk sometimes, but we're not friends like before. Why couldn't people just mind their own business?"

* a situation in which two people are friends

Do you always know what's OK to gossip about and what's not OK? What if you find something out about a person, and you really want to tell all of your friends about it? If you're not sure what to do, then ask yourself these questions:

Would you like people to say those things about you? Put yourself in the other person's shoes!

Would the person be mad at you if he or she found out?

Here are some examples of gossip that probably wouldn't upset anyone:

The new guy at work is so nice. Lena's going to invite him to her party!

Helen's the prettiest girl at school. I heard she's going to the prom with Mark and is going to wear a gorgeous red dress.

Tony's such an amazing athlete. Everybody thinks he's going to win the triathlon.

Mrs. Sanders is so smart and talented. I think she would make a great director.

Remember, don't gossip about stuff that could make another person sad, upset, or embarrassed. Even if you think it's fun, it could be painful for the person you're talking about. So the next time you and your friends gossip, make sure that it's nice gossip. That would be the cool thing to do!



LESSON 1

going further

TALKING ABOUT PERIODS OF TIME

You already know that we can use **from . . . to** with *hours*. Take a look at this example.



Kate and Kim usually do their homework **from 7 p.m. to 9 p.m.**

In this lesson, you learned that, in spoken English and informal written English, we can use **till** instead of **until**. To talk about periods of time, we can also use **till** and **until** (**from . . . until** and **from . . . till**) with *hours*. Look at the example again.

Kate and Kim usually do their homework

- **from 7 p.m. to 9 p.m.**
- **from 7 p.m. until 9 p.m.**
- **from 7 p.m. till 9 p.m.**

You also already know that we can use **from . . . to** and **from . . . through** with *days, months, or years*.



The fountain in the park is only on

- **from Thursday to Sunday.**
- **from Thursday through Sunday.**

LESSON 1

going further



William plays baseball

from April to October.

from April **through** October.



Ms. Keyes went to college

from 1990 to 1994.

from 1990 **through** 1994.



TO SUM IT UP:

- We can use **from . . . to**, **from . . . until**, or **from . . . till** to refer to the *hours* an action starts and ends.
- We can use **from . . . to** or **from . . . through** to refer to the *days*, *months*, or *years* an action starts and ends.

LESSON 1

the grammar you need

The exercise is to be done and corrected in class.

THE PAST PERFECT TENSE

Making affirmative sentences

Look at this example based on the lesson.



Now let's take another look at this sentence.

I **had** already **fallen** asleep when you called last night.

↓ ↓
TO HAVE PAST PARTICIPLE
(PAST TENSE) OF THE VERB TO FALL

You have been introduced to a new verb tense. It is a combination of *had* and the past participle of the main verb in the sentence. (Remember that you learned about the past participle of verbs in a previous book.) This new tense is the **past perfect tense**.



REMEMBER THIS:

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

e.g., The stores **had** already **closed** when Jayden got to the mall.

↓ ↓
TO HAVE + PAST PARTICIPLE
(PAST TENSE) OF THE VERB TO CLOSE

LESSON 1

Look at this statement.

PART A – PAST PERFECT TENSE

PART B – SIMPLE PAST TENSE

The plane **had** already **left** when Charles **arrived** at the airport.

TO HAVE + PAST PARTICIPLE
(PAST TENSE) OF MAIN VERB

PAST TENSE
OF VERB



REMEMBER THIS:

A past perfect sentence has two parts:

- One part contains **had** + past participle of the main verb in the sentence.
- The other part contains a verb in the simple past tense. Any of these two parts can come first.

e.g., The plane **had** already **left** when Charles **arrived** at the airport.

or

When Charles **arrived** at the airport, the plane **had already left**.

LESSON 1

the grammar you need

Look at this table with the affirmative form of the **past perfect** tense.

I		
You		
He		
She		
It	had	already gotten to the park when it started to rain.
We		
You		
They		



Now look at this table with the affirmative contracted form of the **past perfect** tense. (Notice that we only contract *had*. The past participle does not change.)

I'd	
You'd	
He'd	
She'd	
—*	already gotten to the park when it started to rain.
We'd	
You'd	
They'd	

*There is no contracted form for *it had*.

Making negative sentences

Look at this example based on the lesson with the **past perfect** tense in the negative form.

When I got to Erica's house to pick her up, she **hadn't finished** her dinner yet.

Why weren't you there on time?



Now compare these sentences.

The game **had** begun when Joe got to the stadium.



AFFIRMATIVE

The game **had not** begun when Joe got to the stadium.

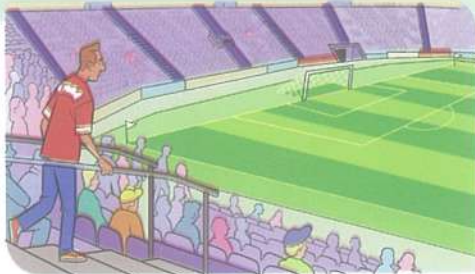


NEGATIVE

The game **hadn't** begun when Joe got to the stadium.



NEGATIVE
CONTRACTED



LESSON 1

the grammar you need

Take a look at this table with the negative form of the **past perfect** tense.

I		
You		
He		
She	had not	fallen asleep yet when the phone rang.
It		
We		
You		
They		



Now look at this table with the negative contracted form of the **past perfect** tense. (Notice that we only contract *had not*. The past participle does not change.)

I		
You		
He		
She	hadn't	fallen asleep yet when the phone rang.
It		
We		
You		
They		

LESSON 1

the grammar you need

Asking Questions

Compare these sentences.

When Jan arrived, class **had** already **started**. → AFFIRMATIVE

When Jan arrived, **had** class already **started**? → INTERROGATIVE

Ed **had** **finished** his chores when Mia showed up. → AFFIRMATIVE

Had Ed **finished** his chores when Mia showed up? → INTERROGATIVE

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

“**Had** the movie already **started** when Dad got to the movie theater?”

“Yeah, and Mom was really mad at him.”



LESSON 1

the grammar you need

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

Look at this example from the lesson.



Look at this sentence again.

The play **had already started** when we got to the theater.

In this sentence, two actions happened in the past.

1. The play started.
2. The women got to the theater.

Since both actions did not happen at the same time in the past, we used the **past perfect** tense to describe the action that happened first, and the *simple past* to describe the action that happened second. In the above sentence, first the play started; then the women got to the theater.



REMEMBER THIS:

We use the **past perfect** tense to describe an action that was completed before another action or time in the past.

the grammar you need



Use the information in parentheses to make affirmative or negative sentences or ask questions using the *past perfect* tense. The first two are done for you.

1. The movie had already ended when Kyle got to the movie theater.
(the movie; already; to end)

2. Guess what! When Edward got his first car, he hadn't learned how to drive yet.
(he; not; to learn how to drive; yet)

3. _____
when Dan showed up at the club. (the party; already; to begin)

4. _____
when we arrived at the station. (our bus; already; to leave)

5. "When Melissa and her family got to the theater,
_____"
(the play; already; to start)
"No, it hadn't."

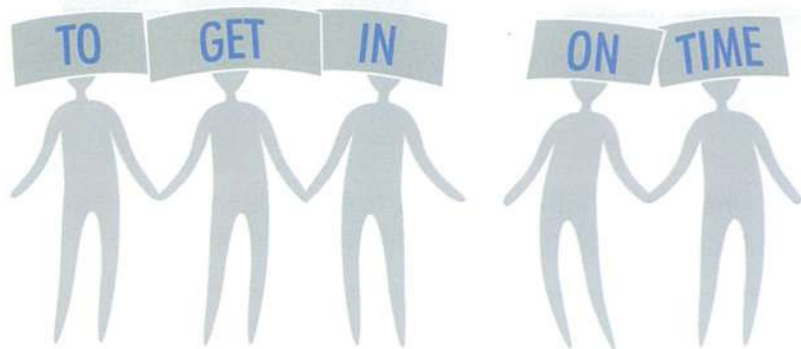
6. _____
when Michael answered a call on his cellphone. (Claire; not; to finish;
her presentation; yet)

LESSON 1

fixed



expressions



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 fixed expressions you learned in Lesson 1.

To get in ("My daughter arrived late at the SAT test center, so she couldn't get in to take the test." "That's too bad, but she can change her test date and try again.")

On time (Mr. Williamson is a school bus driver for Lincoln High School. Thanks to him, my kids get to class *on time* {punctually} every morning.)

Remember this fixed expression with *time* from a previous book?

We woke up late, but we still got to the airport *in time* (early enough, not late) to catch our flight.

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 emotions;



I'm so irritated!



... express sympathy;



How frustrating!



... comment on a person's health;



Hey, you seem really tired!



... apologize.



Uh, I'm sorry.



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

LESSON 1

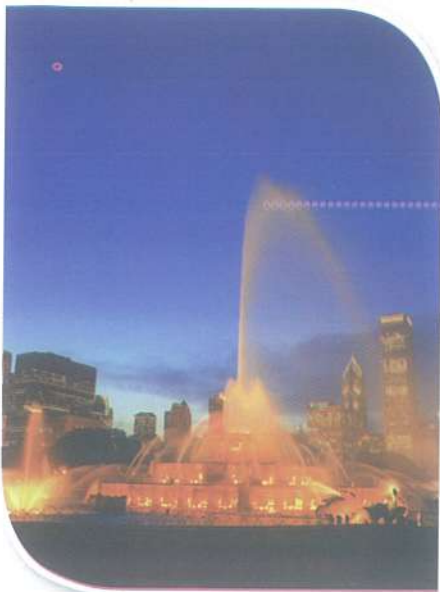
for your information

FYI



Buckingham Fountain is a famous fountain in Chicago, a big city in the state of Illinois. The fountain, in Grant Park, is one of the largest fountains in the world. Buckingham Fountain was a gift to

the city of Chicago from Kate Buckingham (1858-1937), an American art collector and philanthropist. Buckingham Fountain was officially opened in 1927.



From 8 a.m. to 11 p.m. (in good weather), the fountain marks every hour with a 150-foot (45.7 m) spout of water.

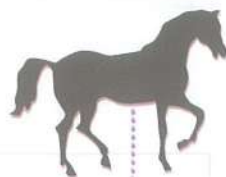
In the evening, people can enjoy a beautiful water show with music and lights.



The people who designed Buckingham Fountain wanted it to symbolize Lake Michigan, an important lake in the U.S. The beautiful sculpted sea horses* in the pool around the central fountain represent the four states around Lake Michigan (Illinois, Michigan, Indiana, and Wisconsin).



For residents of Chicago, this gorgeous fountain is one of their favorite places in the city, and of course it is visited by lots of tourists every year.

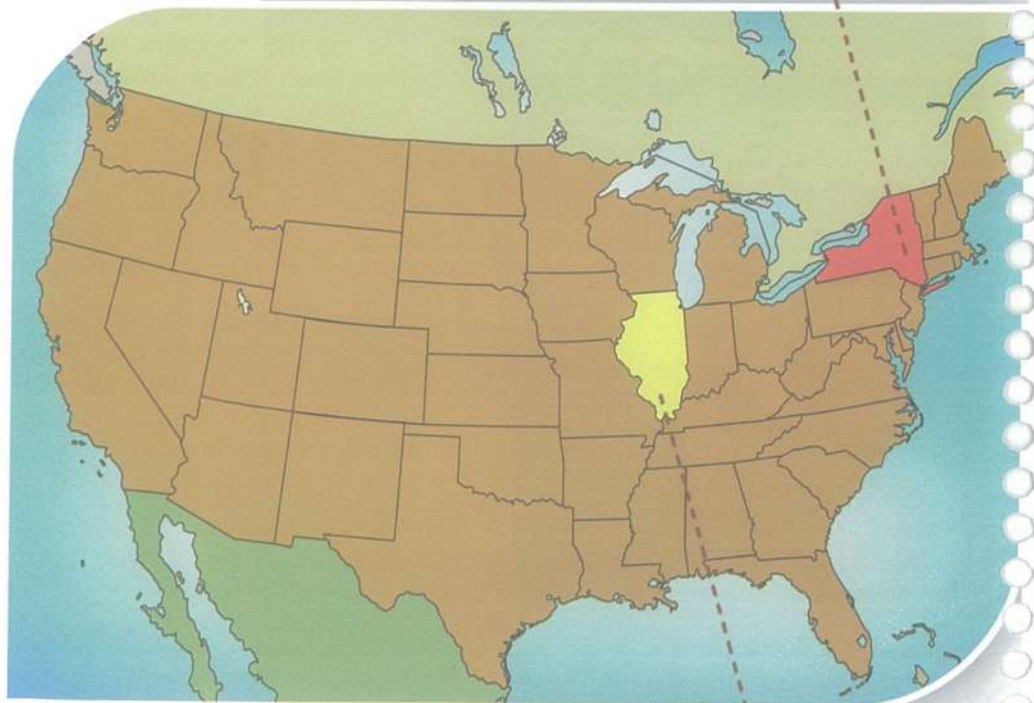


*sea horse—a mythical marine animal that is part horse and part fish

LESSON 2

words in action

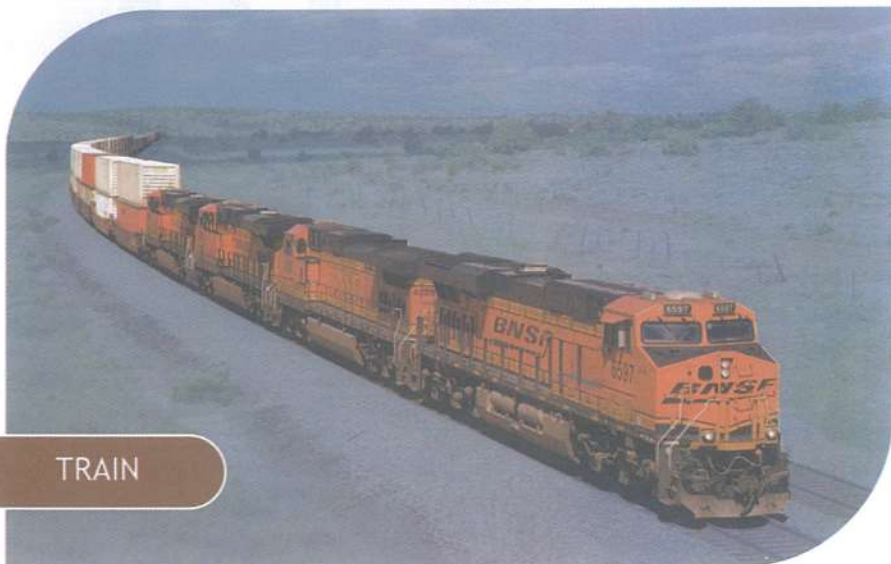
THIS IS THE STATE OF NEW YORK.



THIS IS THE STATE OF ILLINOIS.

LESSON 2

words in action



TRAIN

Van Buren Train Station, Chicago, Illinois.



TRAIN STATION OR RAILWAY STATION

LESSON 2

words in action

TICKETS



THEY'RE TICKET AGENTS.



LESSON 2

words in action

DIFFERENT KINDS
OF BROOMS

What's going on?



HE'S SWEEPING THE FLOOR.

LESSON 2

text

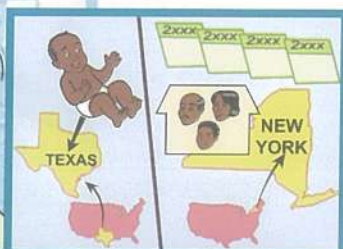
situation 1



NOMADS



G: So your family has moved a lot.



B: Yeah, I was born in Texas. After that we lived in New York for four years.



B: Then we lived in Illinois for three years, and now we've been here for a year.

G: Wow.

G = girl

B = boy

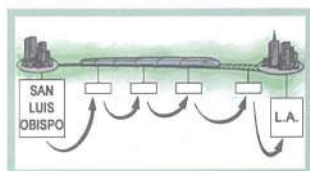
AT A RAILWAY STATION



F: I'd like two round-trip tickets to Los Angeles. How long does it take to get there?

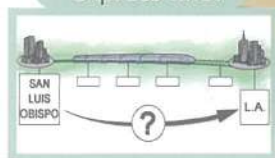


TA: The next train leaves at 3, and it takes six hours to get to L.A.



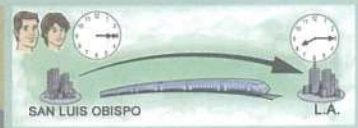
TA: But that's because it's a local and makes more stops.

S: Is there an express line?



TA: Yes.

TA: There's one at 3:15, and it only takes five hours.



S: Terrific.

LESSON 2

text

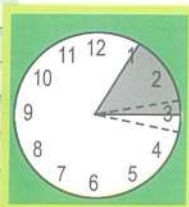
situation 3



JOHN'S TRICK



BG: How long does it take you to clean your room, Becky?



B: It usually takes me around two hours.

BG: How about you, John?



J: It doesn't take me that long.



B: Yeah, because all you do is sweep everything under the bed.

BG = blond girl

B = Becky

J = John

MAKING NEW FRIENDS ON THE TRAIN

Doug: Excuse me, is this seat taken?

Anne: No. You can sit here.

Doug: Thanks. I'm Doug. What's your name?

Anne: I'm Anne. Nice to meet you.

Doug: I think I saw you at the station—with your parents, right?

Anne: Yeah. I'm going to my grandma's place in Stamford. This is the first time I've ever taken the train.

Doug: Oh, it's definitely the best way to get there. This train makes a lot of stops, but it still only takes about an hour to get to Stamford.

Anne: Great. Are you going there too?

Doug: No, I don't get off till New Haven. It takes about another hour to get there.

Anne: Do you have relatives in New Haven?

Doug: No, I go to school there. I'm a junior at Yale University.

Anne: Oh. But it's summertime. Aren't you on vacation now?

Doug: Well, I'm going to take some summer classes. Let me explain. It usually takes college students at least four years to finish college, right? But I take classes every summer, so I'll be able to finish in only three years—I hope!

Anne: Maybe I'll try that when I go to college.

Doug: Good luck! Hey, I'll give you my number. If you need any help, just let me know.

Anne: Thanks, Doug!



LESSON 2

going further

TALKING ABOUT FORMS OF TRANSPORTATION

If you want to go somewhere and you aren't going to walk there, then you will have to use some form of transportation. Let's take a look at all the different forms of transportation you already know in English.



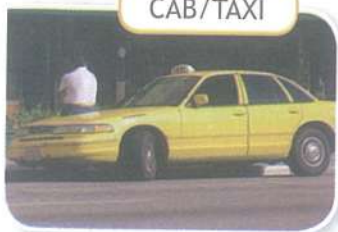
AIRPLANE/PLANE



TRAIN



BUS



CAB/TAXI

AUTOMOBILES/CARS



MOTORCYCLE/BIKE



BICYCLE/BIKE



SKATEBOARD

LESSON 2

going further



A lot of people use several of these different forms of transportation every day. For example, some parents give their kids a ride to and from school in their **car**, and after school, the kids can ride their **skateboards** or **bicycles** with friends.



In the U.S., some kids live close enough to school to use a **skateboard** or a **bicycle** to get there, but a lot of them take a special **bus** called a **school bus**.



And of course, some kids get a ride with adults on their **motorcycles** or in their **cars** to go to school and other places. But usually, American teenagers dream of the day they can get a driver's license and get their own **car**.

When Americans want to travel somewhere that's far away, they can take a **bus** or a **train**, or go by **car**. But if they want to travel somewhere that's very far away, they usually take a **plane** to get there.

What about you? Have you tried all of these forms of transportation? If you plan to visit the U.S., you will probably get there by **plane**, and then use a **taxi** in the city you are visiting. But you could also take a **bike** tour of the city, or maybe even take a short ride on a **train**. Each new form of transportation you try will be a different experience!

LESSON 2

the grammar you need

The exercises are to be done and corrected in class.

IT TAKES

Making affirmative sentences using IT TAKES

Look at this example based on the lesson.



From the ticket agent's statement, we understand that six hours are needed to get to L.A.



REMEMBER THIS:

It takes is an expression. **It takes** describes how much time is necessary to do a certain activity.

Here is another example with **it takes**.



Making negative statements using IT TAKES

Compare these sentences.

It takes a long time to sweep the kitchen floor. → AFFIRMATIVE

It doesn't take a long time to sweep the kitchen floor. → NEGATIVE

It takes more than ten minutes to get to the mall. → AFFIRMATIVE

It doesn't take more than ten minutes to get to the mall. → NEGATIVE



REMEMBER THIS:

- We make negative statements with **it takes** the same way as we do with most verbs—that is, by using *does* + *not*.
- We usually use the contracted form *doesn't*.

Look at this example with **it takes** in an affirmative and a negative statement.

LESSON 2

the grammar you need

Asking questions using IT TAKES

Compare these sentences.

It takes two hours to drive to Texas from here. → AFFIRMATIVE

Does it take two hours to drive to Texas from here? → INTERROGATIVE

It takes twelve hours to fly from L.A. to Rome. → AFFIRMATIVE

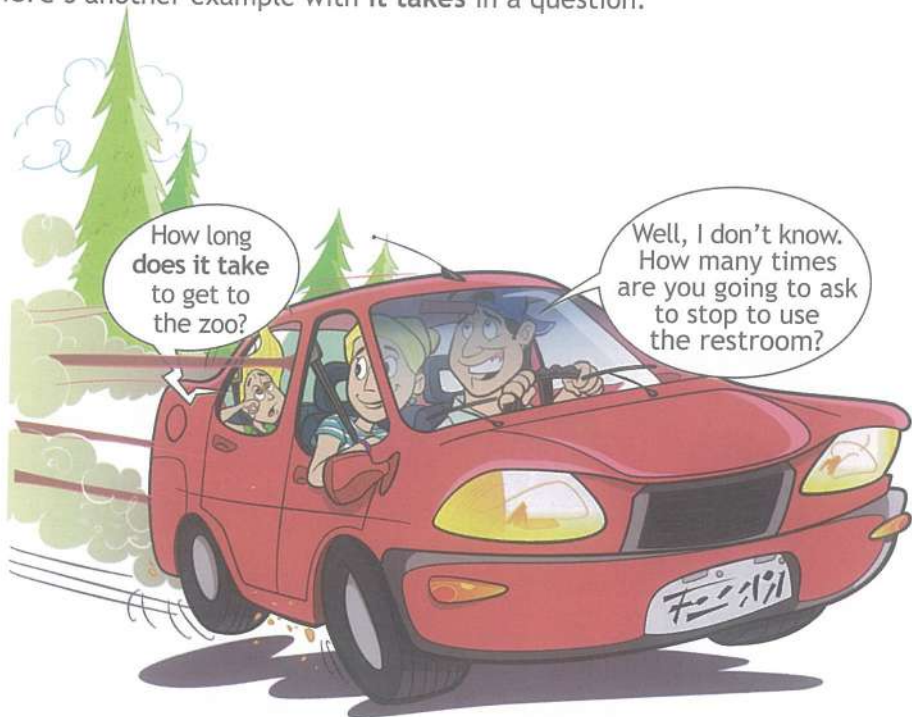
Does it take twelve hours to fly from L.A. to Rome? → INTERROGATIVE



REMEMBER THIS:

We make interrogative sentences with **it takes** the same way as we do with most verbs—that is, by using *does*.

Here's another example with **it takes** in a question.



the grammar you need

IT TAKES + PERSON

Look at this example from the lesson. Notice that when we mention *a person* after *it takes*, we want to describe how much time is necessary for *that person* to do a certain activity.

How long does it take you to clean your room, Becky?

It usually takes me around two hours.



Now compare these sentences.

How long does it take to clean your room, Becky?
It usually takes around two hours.

➤ IT TAKES

How long does it take you to clean your room, Becky?
It usually takes me around two hours.

➤ IT TAKES + PERSON



REMEMBER THIS:

We can mention *a person* after *it takes* to describe how much time *that person* needs to do a certain activity.

Here are some more examples with **it takes + person**.

"How long does it take you and Tim to get to work by bike?"

"Well, it only takes me five minutes, but it takes Tim a lot longer."

It doesn't take Joe very long to get ready for work in the morning.

NOTE

Americans also use the *nonstandard form* **person + take**.

Compare these examples with **person + take** and **it takes + person**.

I love to go out with my friends, but **they take** a really long time to get ready. (*nonstandard form*)

I love to go out with my friends, but **it takes them** a really long time to get ready. (*standard form*)

As a student, you should always use the grammatically correct *standard form* **it takes + person** when speaking and writing.

LESSON 2

the grammar you need



1. Write affirmative, negative, or interrogative sentences with *it takes* or *it takes + person* to complete the dialogues. Use complete sentences. Use contractions when possible. The first three are done for you.

1. "How long does it take to roast a chicken?"

"It takes about an hour to roast a chicken."

(about an hour)

2. "Does it take Marla a long time to finish her homework?"

"No, it doesn't take her a long time to finish her homework."

3. "How long does it take John to get ready for work?"

"It takes John 45 minutes to get ready for work."

4. "How long does it take to drive from San Diego to L.A.?"

"_____."

(two hours)

5. "How long does it take you to get ready in the morning?"

"_____."

(30 minutes)

6. "Does it take 20 minutes to get to the airport on the express line bus?"

"No, _____."

7. "_____?"

"It only takes about 15 minutes to learn this magic trick. It's easy!"

LESSON 2


USING FOR WITH THE PRESENT PERFECT TENSE AND THE SIMPLE PAST TENSE

Take a look at this example based on the lesson.



Look at the first part of the boy's sentence.

"We lived in Illinois for *three years* . . .




SIMPLE PAST TENSE PERIOD OF TIME

Here the boy uses the **simple past** tense (lived), so we understand that the duration of the action or situation (three years) *ended in the past*.

Now look at the second part of the boy's sentence.

... and now we've been here for *a year*."

PRESENT PERFECT TENSE PERIOD OF TIME

Here the boy uses the **present perfect** tense (have been), so we understand that the duration of the action or situation (a year) *continues in the present*.

NOTE

We can use FOR with:

- the simple past tense
- the present perfect tense

LESSON 2

the grammar you need

Here are some more examples of **for** with the **present perfect tense** and with the **simple past tense**.

Ms. Brown **has been** a ticket agent **for ten years**.
(She's still a ticket agent.)



Ms. Brown **was** a ticket agent **for ten years**.
(She's not a ticket agent anymore. She's a secretary now.)



Greg **has studied** at California State University **for two years**.
(He's still a student there.)



Greg **studied** at California State University **for two years**.
(He's not a student there anymore. He's a student at Harvard University now.)



the grammar you need



II. Write sentences with *for* in the *present perfect tense* or the *simple past tense*. The first two are done for you.

1. Mr. Flynn / to be / a teacher at Hamilton High School / 15 years
(the situation ended in the past)

Mr. Flynn was a teacher at Hamilton High School for 15 years.

2. Avery / to work / at the same company / twelve years
(the action continues in the present)

Avery has worked at the same company for twelve years.

3. Ms. Todd / to be / a ticket agent at the airport / seven years
(the situation continues in the present)

4. Megan / to know / about her surprise party / a week
(the situation continues in the present)

5. Juan Gomez / to be / my boss / ten years
(the situation ended in the past)

6. The city's baseball team / to play / at Central Stadium / six years
(the action continues in the present)

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 . . .



. . . talk about locations;



So your family has moved a lot.

Yeah, I was born in Texas. After that we lived in New York for four years.



Then we lived in Illinois for three years, and now we've been here for a year.



. . . ask for and receive information about rail travel;



I'd like two round-trip tickets to Los Angeles. How long does it take to get there?

The next train leaves at 3, and it takes six hours to get to L.A.



But that's because it's a local and makes more stops.



Is there an express line?

Yes.



There's one at 3:15, and it only takes five hours.



Terrific.



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

... ask for and give information.



How long does it take you to clean your room, Becky?

It usually takes me around two hours.



How about you, John?

It doesn't take me that long.



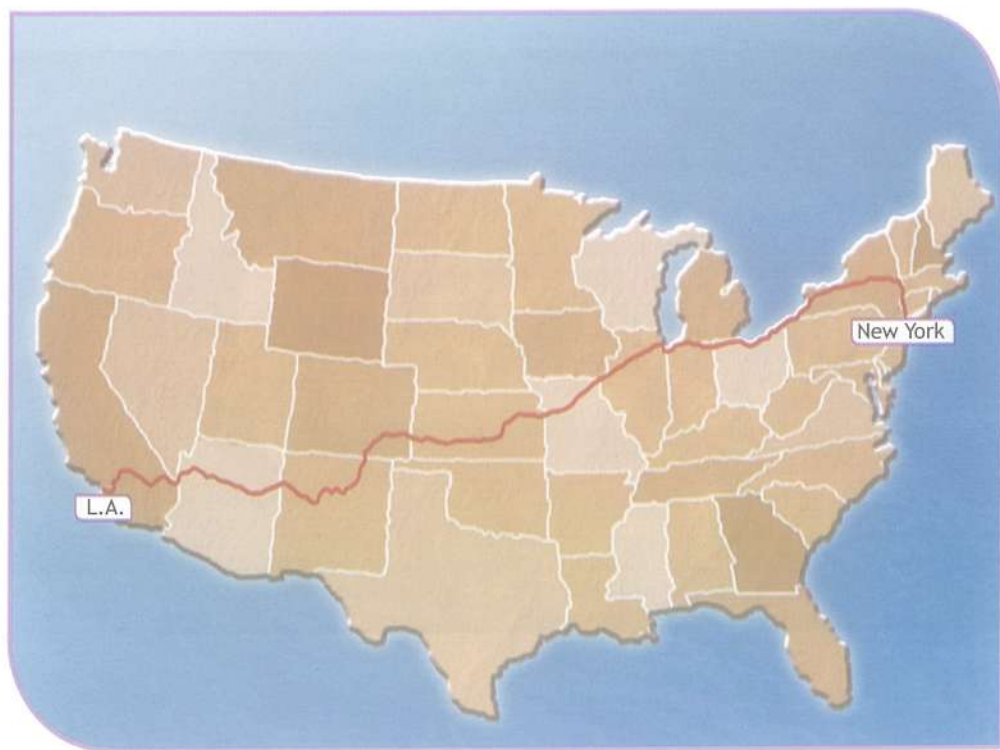
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LET'S TAKE THE TRAIN!

Lots of people like to travel to the U.S. to visit amusement parks in Florida or maybe to see a show in New York City. They usually arrive by plane in the city they are going to visit. Travel by plane is great because you can get to places quickly. But if you have some extra time on your next vacation in the U.S., you should take a trip by train.



You can travel to more than 500 cities in 46 states on Amtrak® passenger trains. In fact, you can cross the whole country on Amtrak®. It takes about two and a half days to get from L.A. to New York.



LESSON 2

FYI

You don't have to pay for a hotel when you travel by train. The seats are large and they recline, so you can sleep. There are big tables where you can play a game, read a book, or have a snack. There is also a lot of space to walk around on a train.



Several Amtrak® lines offer special rooms that are just like small hotel rooms, with seats that convert into beds. Some trains have a dining car, that is like a restaurant, where you can eat a tasty breakfast, lunch, or dinner.

Trains are not as fast as planes, so when you look out the large windows, you can actually see where you're going. As you travel between small cities and large cities, you'll see lots of new places and learn a lot about the country by train. (On a plane, all you can usually see are lots of clouds!)



Also, people are usually very friendly and talkative on trains, so you'll have lots of chances to make new friends!

LESSON 3

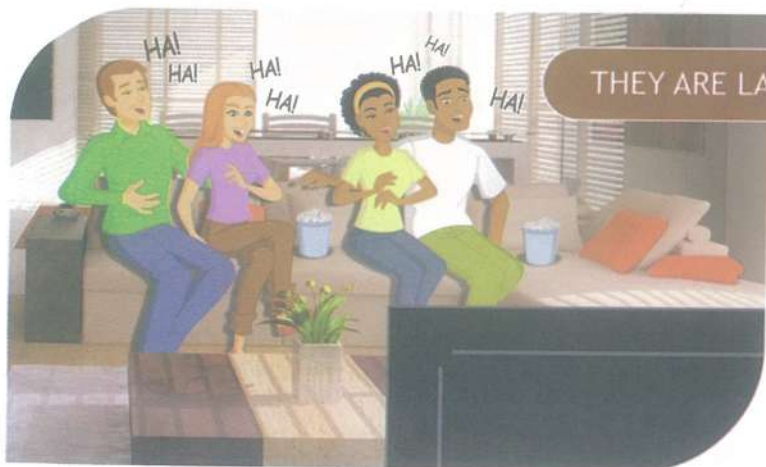
words in action

MAGAZINES



MAIL

What's going on?



THEY ARE LAUGHING.

LESSON 3

text

situation 1

A FOREIGN PUBLICATION

TFD: My magazine came today!

SFD: What's the big deal?



TFD: It came all the way from Italy!

SFD: Did it take long to arrive?



TFD: Yes, it took more than six months.

TFD: I was convinced it was lost in the mail.



SEPT
23

SFD: No wonder you've been so uptight lately.

TFD: Uptight?! OK, maybe a little stressed.



TFD = tall fashion designer

SFD = short fashion designer

LESSON 3

text

situation 2

A STUDY GROUP



B: Hi! Sorry I'm late. It took me twenty minutes to find my notes.



M: Better late than never.

B: Hey, you guys know Jack and Dan started a rock band a month ago.



L: Yeah, with their music teacher.



B: They're going to perform at our school dance next month!



L: Wow, it didn't take them very long to get their first job.

L = Luke

B = Barry

M = Megan

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Unit 3
 NATIONAL HOLIDAYS
 FESTIVAL
 NATIONAL HOLIDAYS

B: Someday we'll read about their band in the history books; it's amazing.

M: Ha, ha!

$B = \text{Barry}$

$M = \text{Megan}$

L = Luke

LESSON 3

reading text

PICTURES FROM THE SCHOOL DANCE

You look fabulous in these photos! Did it take you a long time to get ready?

No, just about an hour.

But it took more than a month to find the right dress . . . and then it took three weeks to find the perfect shoes.

Really?



Oh, and it took me two weeks to find my favorite ring* and necklace. I was convinced I had lost them! But I finally found them.

I bet you were stressed about that!

Finally, the dance was a week away, and I was totally ready—I was just missing one little thing.

What?



Well, I know this is difficult to believe, but I didn't have a guy to go with me.

Huh?!

You see, I was expecting Billy Saunders to ask me to go with him. It took me a couple of days to realize that he really wasn't going to ask me.

Oh, no!

So then I suggested to Mark Kelly, a very good friend of mine, that we go together, and he thought that was a cool idea. I was really glad, because there were only two days left before the dance.

Hey, don't laugh! I was really uptight about the whole thing.

Better late than never!

I'm sorry! It's just that you do the funniest things!

See you tomorrow!

Bye!

LESSON 3

going further

USING MORE

You already know that we can use **more** + *noun*, as in this example from a previous book.

Who wants some **more** meat loaf?

I do, please.



You also know some expressions that we can use with **more**. For example, **more** + *adjective*, and **more** + *adjective* + *than*, as in these examples based on lessons from a previous book.

That was an incredible dive!

Thanks. Do you know what's even **more** incredible? I didn't dive. Jerry pushed me.



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

Without a doubt.



LESSON 3

going further

Let's take a look at an example with **more** from this lesson. Notice that we can use **more + than + noun**. (In this example, the noun is an amount of time.)

Yes, it took **more than six months**.

Did it take long to arrive?



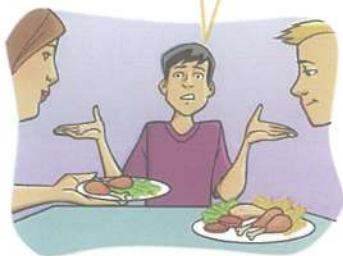
Now look at these examples with **more**. Notice that we can also use **more + noun + than**.

Ellen can speak **more languages than** I can. The only foreign language I know is Spanish. But Ellen knows Spanish, French, and Japanese. She has friends from all around the world!



Mom always gives you **more food than** she gives me. She likes you better!

Don't be silly. It's because I'm bigger than you are.



Notice that you already know lots of different ways to use **more**. When you realize how much you have already learned, you'll feel **more** confident when you speak English!

LESSON 3

the grammar you need

The exercise is to be done and corrected in class.

IT TOOK

You have already learned that when we want to talk about how much time is necessary to do a certain activity, we use the expression *it takes*.

Now you're going to learn how to say how much time was needed to do a certain past activity.

Making affirmative statements using IT TOOK

Look at this example.

A long time ago, it took days or weeks to travel to a foreign country.

Really?



From the woman's statement, we understand that in the past, days or weeks were needed to travel to a foreign country.



REMEMBER THIS:

- **It took** describes how much time was necessary to do a certain activity in the past.
- **It took** is the past tense of the expression **it takes**.

Here is another example with **it took** in an affirmative sentence.

"**It took** an hour to find a parking space at the mall yesterday. It was so crowded!"

"That's probably because everything's on sale this week."



the grammar you need

Making negative statements using IT TOOK

Compare these sentences.

It took an hour to get home from work yesterday. → AFFIRMATIVE

It didn't take an hour to get home from work yesterday. → NEGATIVE

It took a long time to buy tickets for the dance. → AFFIRMATIVE

It didn't take a long time to buy tickets for the dance. → NEGATIVE



REMEMBER THIS:

- We make negative statements with **it took** the same way as we do with most verbs—that is, by using *did* + *not*.
- We usually use the contracted form *didn't*.

Here are some more examples with **it took** in negative statements.

It didn't take a long time to find a great birthday present for Amy.



It didn't take very long to find a new guitarist for our rock band. And she's really cool!



LESSON 3

the grammar you need

Asking questions using IT TOOK

Compare these sentences.

It took two days to drive from New York to Florida. → AFFIRMATIVE

Did it take two days to drive from New York to Florida? → INTERROGATIVE

It took about an hour to get to school yesterday. → AFFIRMATIVE

Did it take about an hour to get to school yesterday? → INTERROGATIVE



REMEMBER THIS:

We make interrogative sentences with **it took** the same way as we do with most verbs—that is, by using *did*.

Here are some more examples with **it took** in questions.

“Did it take a long time to make dinner?”

“No, um, it was really fast and easy.”



“How long did it take to drive to summer camp?”

“A couple of hours.”



IT TOOK + PERSON

Look at this example from the lesson. Notice that when we mention *a person* after **it took**, we want to describe how much time was necessary for *that person* to do a certain activity.

Hi! Sorry I'm late. **It took me** twenty minutes to find my notes.

Better late than never.



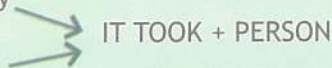
Now compare these sentences.

How long **did it take** to study
Unit 5 in your math book?
It took about two hours.



IT TOOK

How long **did it take you** to study
Unit 5 in your math book?
It took me about two hours.



IT TOOK + PERSON



REMEMBER THIS:

We can mention *a person* after **it took** to describe how much time *that person* needed to do a certain activity in the past.

Here are some more examples with **it took + person**.

It took Sylvia an hour to find the notes from her science class.

It took Mr. Reid a very long time to learn how to speak Chinese.

It didn't take Chris very long to find a part-time job.

How long **did it take Marcia** to get ready for the school dance?

LESSON 3

the grammar you need



Complete the dialogues with *it took* or *it took + person*.
The first three are done for you.

1. "In the 1800s, it took about four weeks to travel from New York to California by train."

"Wow! A whole month!"

2. "Did it take you a long time to finish your history assignment?"

"No, I found all the information I needed pretty fast."

3. "Mitchell looks great! He was so heavy the last time I saw him. How long did it take him to lose all that weight?"

"It didn't take him very long. He exercised every day and ate healthy food."

4. "It's a mess in here! Did you lose something?"

"Yes. I lost my keys. _____ an hour to find them."

5. "You got here so fast!"

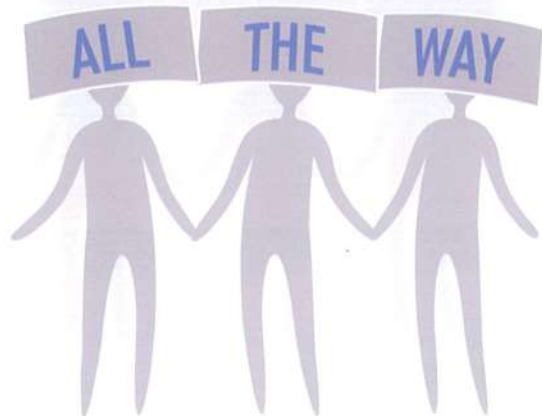
"Yeah, _____ very long. Just about 15 minutes on my bike."

6. "How long _____ to get to town by train last year?"

"Well, last year _____ over an hour. Now, with the new express line, it only takes me 20 minutes."

7. "_____ long to get dinner ready?"

"No, because everybody helped. You can help clean the kitchen!"



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.

All the way (Jade went all the way to Paris to buy her wedding dress.)

No wonder ("It's no wonder your son gets so stressed: he has to study all the time." "You're right.")

Better late than never. ("I know your birthday was last week, but here's your present." "Thanks! Better late than never.")

To cut a person off ("Why are you so uptight all the—" "Sorry to cut you off, but did you finish that work I gave you?")

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 . . .



. . . inquire about the importance of something;



What's the big deal?



. . . state that something is not surprising;



No wonder you've been so uptight lately.



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

*I know how to . . .***. . . express duration of time;**

Did it take long to arrive?

Yes, it took more than six months.



It took me twenty minutes to find my notes.

Wow, it didn't take them very long to get their first job.

**. . . make a suggestion.**

The dance—

Sorry to cut you off, but I suggest we get started.



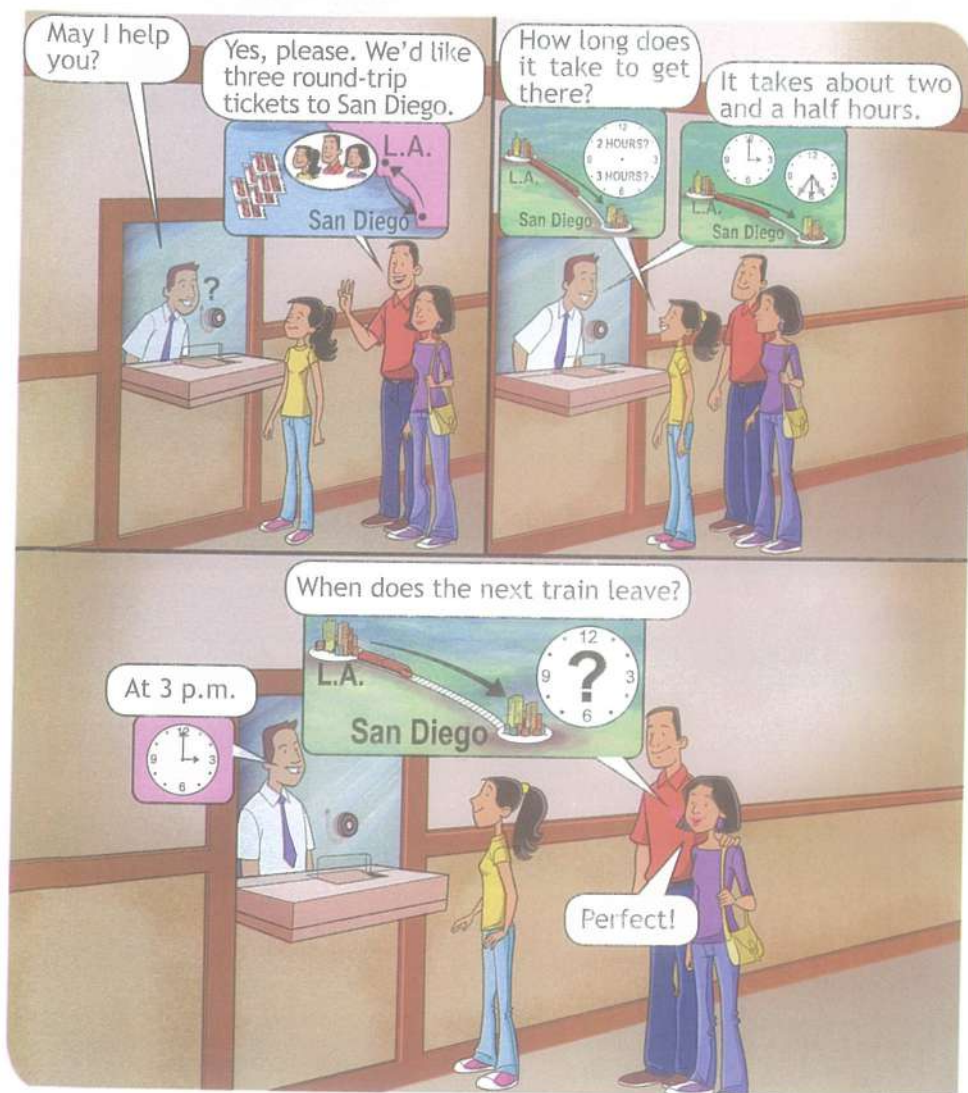
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 3

using what you've learned

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

AT A TRAIN STATION



LESSON 4

words in action



What's going on?



LESSON 4

words in action



SURFBOARD

What's going on?

SHE'S SURFING.



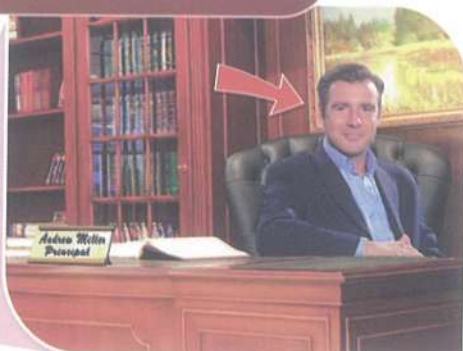
LESSON 4

words in action



THEY'RE INSTRUCTORS.

THE PERSON IN CHARGE OF A
SCHOOL IS THE PRINCIPAL.



LESSON 4

words in action



BLUEBERRIES (SING.: BLUEBERRY)



MUFFINS

FIRST THINGS FIRST

S: I'm off to watch the Pirates' game on TV.



M: Not so fast, Danny.

M: Aren't you forgetting the dishes?



S: Aw, Mom, it will take forever to do the dishes, and the game is about to begin.

D: I may be able to help you—for a small fee.



S: Forget it. I'm broke.



D: I'll accept an IOU.



LESSON 4

text

situation 2



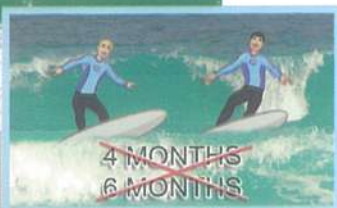
A SURFING LESSON

BHS: How long will it take us to learn how to surf?



4 MONTHS?

6 MONTHS?



~~4 MONTHS~~
~~6 MONTHS~~

SI: You guys are doing really well.
It won't take you long.

BSS: It'll take Jim a long time though.



8 MONTHS



BHS: And he thought surfing the waves
would be as easy as surfing the Net.

BHS = boy holding surfboard

SI = surf instructor

BSS = boy sitting on surfboard

SPECIAL DELIVERY



S: May I have a word with the principal?



S: That's too bad.

FRI

PA: He may not have time to see you today.



PA: Do you think I may be able to help you?

3:15 PM



S: Thanks, but Mom asked me to deliver these fresh blueberry muffins to Mr. Harrison personally.

P: Did somebody mention blueberry muffins?



S = student

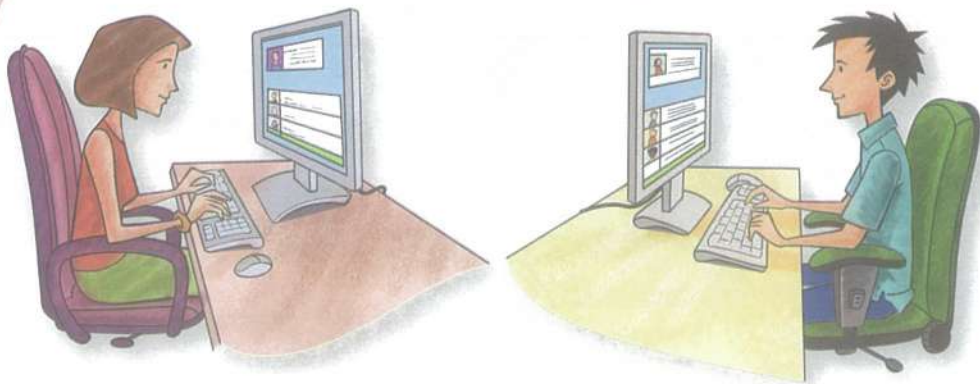
PA = principal's assistant

P = principal

LESSON 4

reading text

PENPALS



Andrew: Hi, Alice. How was your weekend?

Alice: Fine. How about you? Did you do anything fun?

Andrew: Yeah! We had a birthday party for my little sister.

Alice: How nice! I love birthday parties. Especially birthday cake!

Andrew: Actually, this year my sister wanted to serve cupcakes at her party.

Alice: Oh, I love cupcakes! Here in France we also call them petit gâteau.



Alice: Please tell me, what's the difference between muffins and cupcakes?

Andrew: Well, muffins are generally not as sweet as cupcakes. A lot of people like to have muffins for breakfast. Cupcakes are too sweet for breakfast, but they're perfect for dessert.



Alice: Do muffins and cupcakes come in lots of flavors in the U.S.?

Andrew: Yes! Gosh, it will take me forever to tell you all the different flavors they come in. Let me think . . . well, blueberry muffins and banana muffins are very popular here, and vanilla and chocolate are very popular flavors for cupcakes.

Alice: They sound delicious! I may have to visit you soon just to try some American cupcakes and muffins.

Andrew: That would be incredible! If you come, I'll ask my mom to make some for you.

Alice: Homemade! How special!

Andrew: A visit from you all the way from France would be pretty special too!

LESSON 4

the grammar you need

The exercises are to be done and corrected in class.

IT WILL TAKE

You've already learned that when we want to talk about how much time is necessary to do a certain activity, we use the expression *it takes*.

Now you're going to learn how to say how much time will be necessary to do a certain future activity.

Making affirmative statements using IT WILL TAKE

Look at these examples.

It will take three hours to drive to Smith College, so let's get started.

It'll take all day to clean up this mess from the party!

In the first sentence, we understand that three hours will be needed to get to Smith College. In the second sentence, we understand that a day will be needed to clean up after a party.

Now here's an example based on the lesson.

Aw, Mom, it will take forever to do the dishes.

Aren't you forgetting the dishes?



From the boy's statement, we understand that he thinks an extremely long time will be needed to do the dishes!



REMEMBER THIS:

- **It will take** is the future tense of the expression **it takes**. **It will take** describes how much time will be necessary to do a certain activity in the future.
- We usually use the contracted form *it'll*.

Making negative statements using IT WILL TAKE

Compare these sentences.

It will take an hour to drive to the beach. —————> AFFIRMATIVE

It won't take an hour to drive to the beach. —————> NEGATIVE

It will take a long time to learn how to surf. —————> AFFIRMATIVE

It won't take a long time to learn how to surf. —————> NEGATIVE



REMEMBER THIS:

- We make negative statements with **it will take** the same way as we do with most verbs—that is, by using *will* + *not*.
- We usually use the contracted form *won't*.

Look at this example with **it will take** in a negative statement.

Dad's been in the kitchen for hours, and I'm starving!

Me too. Don't worry. I just ordered a pizza from Pizza Hut®. **It won't take** long to get here.



LESSON 4

the grammar you need

Asking questions using IT WILL TAKE

Compare these sentences.

It will take a long time to do the dishes. → AFFIRMATIVE

Will it take a long time to do the dishes? → INTERROGATIVE

It will take thirty minutes to deliver these boxes. → AFFIRMATIVE

Will it take thirty minutes to deliver these boxes? → INTERROGATIVE



REMEMBER THIS:

We make interrogative sentences with **it will take** the same way as we do with most verbs in the future—that is, by using **will**.

Here's another example with **it will take** in a question.

How long will it take to make banana muffins?

Probably about an hour to make them—and about five minutes for you to eat them all!



IT WILL TAKE + PERSON

Look at this example from the lesson. Notice that when we mention *a person* after *it will take*, we want to describe how much time will be necessary for *that person* to do a certain future activity.

How long will it take us to learn how to surf?

You guys are doing really well.
It won't take you long.



Now compare these sentences.

How long will it take to mow the lawn?

It will take around half an hour.



IT WILL TAKE

How long will it take you to mow the lawn?

It will take me around half an hour.



IT WILL TAKE + PERSON



REMEMBER THIS:

We can mention *a person* after *it will take* to describe how much time *that person* will need to do a certain activity in the future.

Here is another example with *it will take + person*.

Your new computer's really cool, Grandpa. It won't take you long to learn how to use it.

Well, I don't know. You haven't even let me touch it since you turned it on!



LESSON 4

the grammar you need



1. Complete the dialogues with *it will take* or *it will take + person*. The first two are done for you.

1. "When will Claire's gift be delivered?"

"It will take three business days, so it should be here on Friday."

2. "Where's Thomas? Will it take him long to get here?"

"I hope not. We can't start the meeting without him."

3. "So, tell me about your surfing lessons."

"Oh, I think _____ forever to learn how to surf. I'm afraid of water!"

4. "The kitchen's a mess! _____ hours to clean it up and I'm so tired. What happened?"

"Olivia and her friends tried to make banana muffins."

5. "_____ long to finish the new bridge?"

"I don't think so. It looks like it's almost ready."

6. "I'm broke right now, but _____

long to pay you back, Sue."

"Don't worry about it. What are friends for?"

MAY (CONTINUED)

Here's an example with **may** from a lesson in Book 5. Notice that the teacher uses **may** to tell the students they can begin their test.

OK, class, you **may** begin.



Now look at an example with **may** from this lesson. Notice that the girl uses **may** to tell her brother it's possible that she'll be able to help him.

Forget it. I'm broke.

I **may** be able to help you—
for a small fee.



REMEMBER THIS:

As you already learned in Book 5:

- 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*.

LESSON 4

the grammar you need

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

I **may** need you to pick me up after the party ends, Mom.



Fine by me, Diane. You know I can't sleep until you get home.



Hey, Dad. I **may not** have time to do the dishes. I'm late to meet my buddies to go surfing.



I totally understand. Oh, and I **may** be late with your allowance this month.



So, are you looking for an apartment?

Well, I was, but then I realized that there **may** be no better place to live than right here with my parents.



the grammar you need

Now look at this example from the lesson with **may** used to ask a question.



NOTE

We use *Do you think . . . ?* with **may** when we want to ask if it is possible that something is true or that something will happen in the future.

Here are some more examples with **may** used to ask a question.

Do you think Charlie may get a new surfboard for his birthday?

Does Dad think it may rain tomorrow?

Do you think there may be an algebra quiz next week?

Do you think the principal may be ready to see me now?

LESSON 4

the grammar you need



II. Rewrite the sentences using *may*. The first two are done for you.

1. There's a possibility it will rain tomorrow.
It may rain tomorrow.

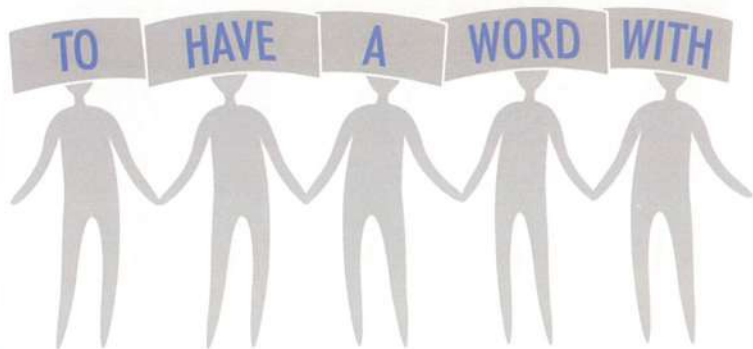
2. There's a possibility Bill won't be home before 8 p.m.
Bill may not be home before 8 p.m.

3. There's a possibility Mr. Jones will be our new principal.

4. There's a possibility Suzanne will get a new cellphone for her birthday.

5. There's a possibility the muffins won't be ready before breakfast.

6. Do you think there's a possibility it will snow tomorrow?



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 be off ("Where are you two off to in such a hurry?" "We're late! The movie starts in 20 minutes!")

Not so fast. ("Thanks for the blueberry muffins, dear." "Not so fast! Those are for Mrs. Graham.")

To surf the Net ("Are you surfing the Net again?" "No, I'm working on a project for school.")

To have a word with ("Mark, I need to have a word with you about the new assistant." "No problem, Stella. Let's talk in my office.")

That's too bad. ("I lost my assignment, Mrs. Brennan. I can't find it anywhere." "Oh, that's too bad. You know that it's due today.")

LESSON 4

I know how to ...

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

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

I know how to ...



... talk about possibility;



I may be able to help you—for a small fee.

Do you think I may be able to help you? ?



... offer help;



I may be able to help you—for a small fee.

Do you think I may be able to help you? ?



... express duration of time;



How long will it take us to learn how to surf?

It won't take you long.



It'll take Jim a long time though.



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

LESSON 4

I know how to ...

... give an opinion;



You guys are doing really well. It won't take you long.

It'll take Jim a long time though.



... ask for permission;



May I have a word with the principal?



... express disappointment.



That's too bad.



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

LESSON 4

FYI

WHAT'S IN A NAME?

Let's learn some interesting things about American names. A person who was born in the U.S. usually has three parts to his or her name: a **first name**, a **middle name**, and a **last name***.

FIRST NAME

A person's **first name** is generally used by friends and family in informal situations, and also by people who are older than he or she, like a person's teachers at school, for example.

MIDDLE NAME

A person's **middle name** is usually any name that his or her parents chose to sound nice with their first name.

People generally have only one **middle name**, which they usually abbreviate on formal documents. And some people don't ever use their middle name. So a person whose name is Lisa **Marie** Jones would probably write her name as Lisa **M.** Jones, or maybe even just Lisa Jones.

Some of the most common middle names in the U.S. are:

GIRLS		BOYS	
Ann	Lynn	Alan	Michael
Grace	Marie	Edward	Robert
Jane	Rose	James	William

*last name – also referred to as *family name* and *surname*

LAST NAME

In general, a person's **last name** is the same as his or her father's name. Notice that in one of the situations in this lesson, "Special Delivery," the student refers to the principal as *Mr. Harrison*, that is, *Mr.* plus the principal's *last name*. That's because in the U.S., titles like *Mr.*, *Mrs.*, *Ms.*, *Doctor*, and *President* are usually used with a person's **last name** (e.g., *Mr. Belvedere*, *Ms. King*, *Doctor Ruiz*, *President Kennedy*).

So the next time you go to the U.S., think about the best way to refer to the new people you meet. You can probably refer to a young person by his or her first name. But if you meet a person who is older than you are, like a teacher, a doctor, or the parents of a new friend, then you should probably use a title and their last name.

Here are some examples.

"Hello, I'm your new English teacher. My name's Tim Collins."

"Nice to meet you, **Mr. Collins**."

"This is my mother, Dr. Jane Long. She teaches history at the university."

"Hello, **Dr. Long**. I'd love to take some of your classes this semester."

"Hi, I'm Allen Chung. What can I do for you?"

"Well, **Dr. Chung**, I slipped and fell. I think there's something wrong with my ankle."

It's also helpful to know that in the U.S., lists of names are always in alphabetical order* by people's last names. For example:



You have learned a lot of new information about people's names in the U.S.: the parts of people's names, how to refer to people you meet, and the way people's names are usually arranged on a list. This information will be very helpful to you the next time you visit the U.S.!

*alphabetical order – (adj.) arranged in the order of the letters in the alphabet

LESSON 5

words in action

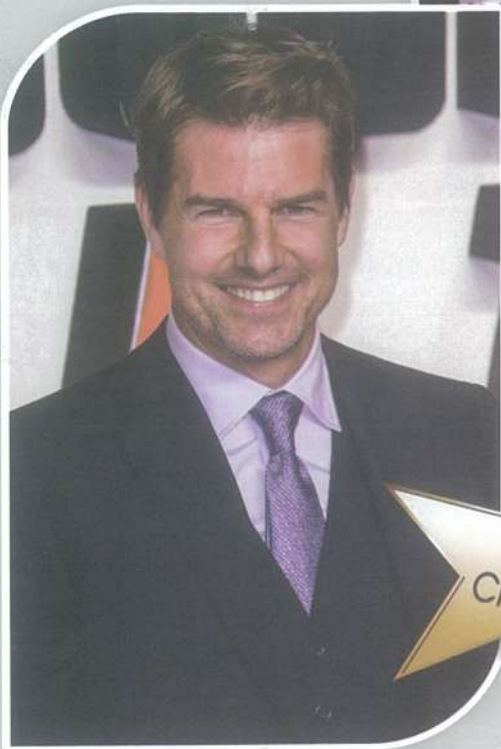
THERE ARE A LOT OF STARS IN THE SKY TONIGHT.



Taylor
Swift



Tom
Cruise



FAMOUS AND POPULAR PEOPLE ARE CALLED STARS.

LESSON 5

words in action

What's going on?



THEY'RE HOLDING THEIR BREATH UNDER THE WATER.

THE NEW COWORKER

YWYB: Bye, everyone.

YWGB: See you later, Grace.



YM: Bye!



YWGB: Grace is really nice.

YWWB: But she looks so odd.



YM: Yeah, the way she dresses isn't normal.



YWGB: Grace has a unique style. We're so trendy, but we all look identical.



YM: Anne does have a point, Olivia.

YWWB: I guess so.

YWYB = young woman in yellow blouse

YM = young man

YWGB = young woman in gray blouse

YWWB = young woman in white blouse

LESSON 5

text

situation 2

A CONFLICT OF INTEREST



M: OK, guys. Don't forget: Thursday at 5 p.m. We'll review everything then.



B: Uh-oh—that's the same time as the band's next rehearsal.



M: So what? You're not in the band.

B: But I promised to film it for them. What should I do?



L: Well, you have got to study for the test, but you can't let your friends down.



M = Megan

B = Barry

L = Luke

B: Um, what if we had our next study group on Wednesday instead of Thursday?



L: Fine with me!



M: Oh, all right.



M: You do have a promise to keep.



B: What a relief!

B: I'm sure the guys will remember you when they're big rock stars.



L: Cool!



M: Don't hold your breath, Luke.

... to be continued in Lesson 9.

B = Barry

L = Luke

M = Megan

LESSON 5

reading text

Monique's Unique Boutique

At Monique's Unique Boutique, we have cool clothes for people who have a unique style.

You don't want to wear the same thing as everyone else, so come shop at Monique's! After all, you do want to look cool, but you definitely don't want to look the same as all your friends, right?

Our new styles will make you look and feel like a star—we promise!



Every one of our clients is unique. Some are very short and some are pretty tall. Some are thin and some are heavy. All of them can find clothes that are a perfect fit at Monique's because we have sizes for everyone!

Take a look at what some of our clients have to say about us!

I like to wear all the popular new styles. But sometimes we all show up at school in almost the same clothes. I always feel ridiculous when that happens. But at Monique's, I know I can find gorgeous, trendy clothes for myself that are also just a bit different. I love it! Oh, and their salespeople are great. They always help me find the right size for a perfect fit.

—Rebecca



It's so embarrassing and frustrating when I walk into a party and see other women wearing the same style I'm wearing, but I still want to wear all the coolest fashions. It's a big problem, you know? But I found the solution: Monique's Unique Boutique. I love to shop there because they have beautiful, trendy styles that are also a bit unusual and special. Now I always look unique, but still really cool.

—Allison

Stop by Monique's this week and take a look at our newest styles!

LESSON 5

the grammar you need

The exercises are to be done and corrected in class.

SPECIAL VERBS

Look at this example from this lesson.

I'm sure the guys **will** remember you when they're big rock stars.



Now take a look at this dialogue.

I **could** lie here and look at the stars all night.

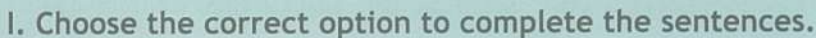


Me too.

Will and **could** are part of a special group of verbs that have unique characteristics. You are already familiar with most of these verbs which we have called special verbs. Later, you will see the ones you haven't learned yet.

There are sixteen special verbs.

be	do	must	should
can	have	need	used to
could	may	ought to	will
dare	might	shall	would



- "He's cute, smart, and funny. I think you and Dad will _____ him a lot when you meet him."

a. like
b. likes

c. liked
d. to like

- a. to skate
b. skates

c. skate
d. skated

- a. to surf
b. surf

c. surfed
d. surfs

- "I know! He promised to teach me some words in Thai."

a. speak
b. to speak

c. spoke
d. speaks

- "Right! That's one of the things I love about this place."

a. to see
b. saw

c. see
d. sees

- "Yes, I'll _____ a bacon cheeseburger and a salad instead of fries, please."

a. have
b. had

c. to have
d. has

LESSON 5

the grammar you need

USING DO, DOES, OR DID FOR EMPHASIS

Look at the sentences below.

You have a promise to keep. —————> NO EMPHASIS

You **do** have a promise to keep. —————> WITH EMPHASIS

Grace has a unique style. —————> NO EMPHASIS

Grace **does** have a unique style. —————> WITH EMPHASIS

I told you about the party. —————> NO EMPHASIS

I **did** tell you about the party. —————> WITH EMPHASIS



REMEMBER THIS:

- We use **do**, **does**, or **did** in affirmative sentences to give emphasis to what we are saying.
- After **do**, **does**, and **did**, the main verb is in the infinitive without *to*.

Take a look at this example from the lesson.



the grammar you need

Now here's another example. Notice how the woman uses *did* to give emphasis to what she is saying.



REMEMBER THIS:

We do not use *do*, *does*, and *did* for emphasis in sentences already containing a special verb. In these sentences, we can be emphatic orally by altering our tone of voice.

Look at these examples.

"You **should** study for the test."

"But I **am** studying for my test."

I really **must** go. I have a rehearsal at 8.

Don't worry. I'm telling you we **will** be on time for the show.

LESSON 5

the grammar you need



II. Write sentences using *do*, *does* or *did* for emphasis.
Use complete sentences. The first one is done for you.

1. "Why don't you like your coworkers?"

"What? I do like my coworkers. I think they're great people."

2. "I hate it that Charles doesn't keep his promises."

"_____."

You can always count on him."

3. "Why didn't you tell me about your new job?"

"_____."

I guess you forgot."

4. "It's too bad the kids don't like it here in Dallas."

"_____."

They just miss their old friends in New York."

5. "I'll never be a great writer if I don't have a unique writing style."

"_____."

I really love to read your stories."

6. "Leon should review his notes before every test."

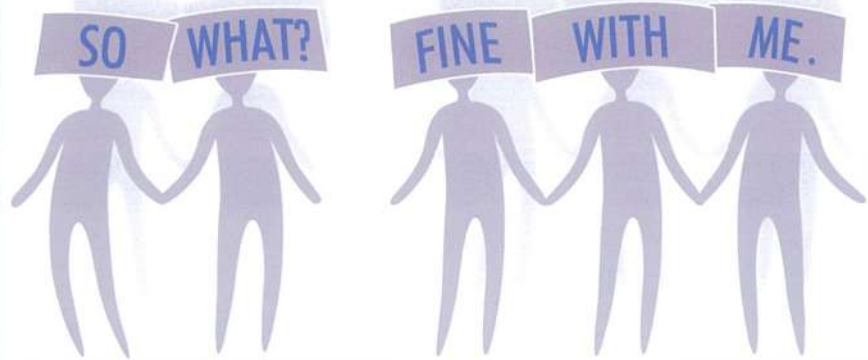
"_____,"

but he gets nervous during the tests and forgets things."

7. "Maggie never gets to rehearsal on time."

"That's not true. _____."

_____."



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

To have a point ("You know what time we have to leave, so why aren't you ready yet?" "Well, you do have a point there.")

I guess so. ("Do you like it here in New York City?" "I guess so. But sometimes I miss the small town where I went to college.")

a conflict of interest ("Mr. Simms wants us to buy our new computers from his wife's company, but she is not offering the best price for them." "Hmm. That sounds like a conflict of interest to me.")

So what? ("Oh, no! I forgot to go to rehearsal." "So what? You don't even want to be in that band.")

Instead of ("Let's go see a play instead of a movie." "Sounds good to me.")

Fine with me. ("I'm so tired. I really don't want to go out to dinner tonight." "Fine with me. I'll just order a pizza.")

LESSON 5

I know how to ...

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

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

I know how to ...



... say good-bye;



Bye, everyone.

See you later, Grace.



Bye!



... emphasize a statement;



Anne does have a point, Olivia.

You do have a promise to keep.



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

... ask for advice;



What should I do?



... express skepticism or doubt.



I guess so.



So what?

Don't hold your breath, Luke.

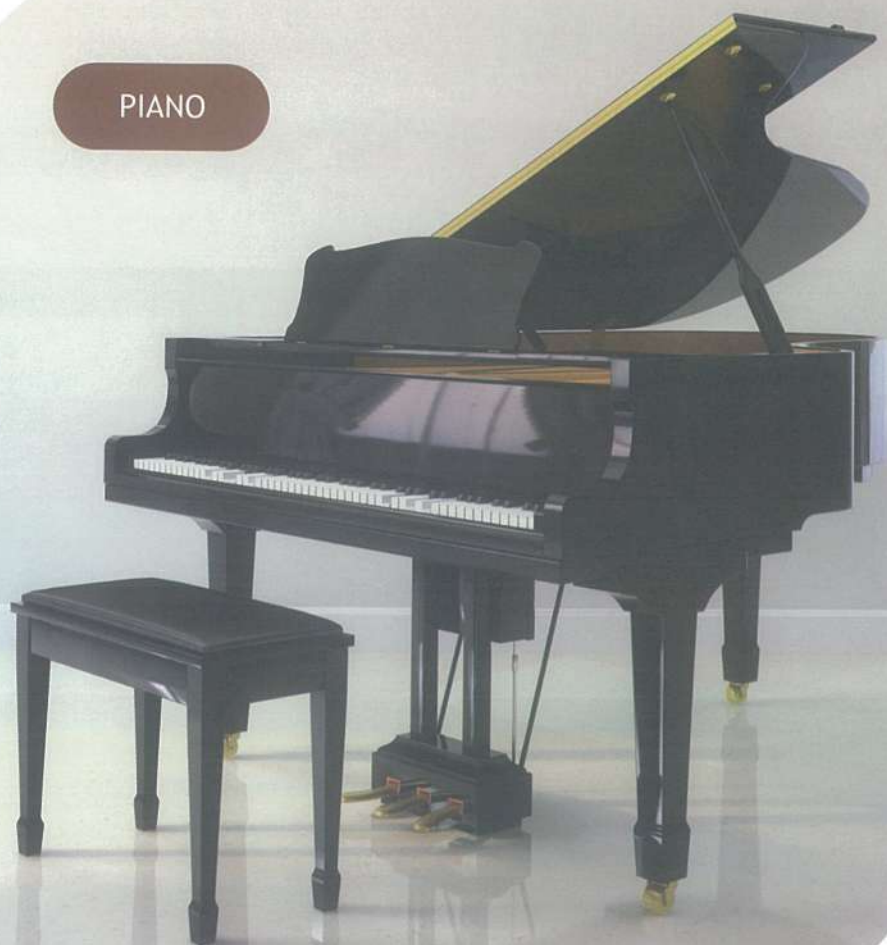


- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.

LESSON 6

words in action

PIANO



A FRIGHTENING PROGRAM



M: Are you following that new TV series about zombies?



W: I've only seen a few episodes.



M: Well, I've watched it many times, but only during the day.

W: Why?



M: Because it's too scary to watch late at night.

LESSON 6

text

situation 2



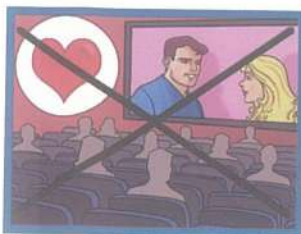
SNOOZING



TG: Are you going to the movies by yourself?



TB: Sure am. For the third time this week.



TG: Really? Not many people like to go by themselves.



TB: Well, we have a new baby at home, and she cries all night long.



TG: What's that got to do with it?



TB: The theater is a great place to take a nap!



TG = teenage girl

TB = teenage boy

LESSON 6

text

situation 3

THE PIANO PLAYER



G: So you study classical piano.



B: Yes. And I compose contemporary music too.

G: Neat.

G: Have you written many pieces?



B: I have. Do you want to hear one?

G: Sure.



G: Yikes! It's super complex. Did you write it by yourself?

G: Stravinsky?

B: Well, I had some help from Stravinsky on that one.

B: That's my cat!



G = girl

B = boy

LESSON 6

reading text

Local Youth Wins State Music Competition

By LANCE A. COLLINS

Miss Amanda Tremont, 15, a junior at Lakeside High School, has won this year's state music competition for compositions with a piece she composed for the piano: "Afternoon Memories."

Tremont doesn't just play the piano and compose music; she's also one of the best students in her class at Lakeside High and plays on the school's volleyball team. Every day, after volleyball practice, homework, dinner, and chores, she sits and practices at the piano for at least two hours. "Sometimes I feel like I could play the piano all night long, but I know I'll be super tired at school the next day," she said. When asked how she finds time for all of these activities, she explained that if she doesn't have something interesting to do all the time, she gets very bored.



Amanda Tremont

Frederick and Lorraine Baker, Amanda's grandparents, at her house for a visit, had no doubt that she would win the competition. "Are you kidding? I was 100 percent confident she would win," said Mr. Baker.

"My granddaughter is an amazing student, athlete, and piano player, and she's the best at everything she does. She's also very beautiful." Tremont laughed, and gave him a kiss.



Mr. and Mrs. Baker – Amanda's grandparents

Mrs. Baker started to give her granddaughter piano lessons when she was very young. "I could see that Amanda was an intelligent, curious child who loved to learn new things, so I decided to give her piano lessons though she was only 3 years old," said Mrs. Baker. "She was an excellent student, and she started to compose music before she was ten!"

"It's true that I've composed many pieces, even a few that were pretty complex, but when I finished 'Afternoon Memories,' I told myself, 'This one is really

special,' and I decided to submit* it to the competition because I thought it had a chance to win," said Tremont. "I sure am glad I did!"

Tremont explained that the piece is about her memories from when she was a child. "There weren't a lot of other kids in my neighborhood, and I'm an only child, so I played by myself in my backyard every day after school. I actually had a lot of fun out there with the trees and flowers. When I play this song I remember all of those wonderful afternoons."

*submit—(verb) to formally present something to someone to be reviewed or considered

LESSON 6

going further

USING LATE, LATER, LATEST, AND LATELY

Using late

You know that when a person is not on time for something, that person is **late**. Here's an example based on a lesson from Book 1.



We're **late** for school.



No, we aren't. It's 8 p.m., not 8 a.m.

Some people are never on time for anything. They are always **late**. For example, people like Barry from our lessons.

Barry! You finally got here!



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

Is Barry **late** again?



Ha! Is the sky **blue**?

Man, where's Barry?



Hi! Sorry I'm **late**. It took me twenty minutes to find my notes.

Better **late** than never.

LESSON 6

going further

Late is also used to say that something happens after the usual time. Here are some examples.

I usually get home from school at 5 o'clock, but I got home **late** yesterday. I got home at 6:30.

My wife usually finishes work at 5:30, but she works **late** on Tuesdays and Thursdays. On Tuesdays and Thursdays, she works until 8 o'clock.

The restaurant usually closes at 10 p.m., but it closes **late** on Fridays and Saturdays. On Fridays and Saturdays, it doesn't close until midnight.

We also say something happens **late** if it happens near the end of the evening or night. Take a look at this example.

Bye, Dad! We're going to a party. Don't worry. I won't be home **late**.

But it's already 11 o'clock at night!



Here are some more examples.

"Why are you studying so **late** in the evening, Anna?"

"I'm not studying. Actually, I'm writing a poem."

"You look really tired today, Dave."

"I am tired. I went to bed very **late** last night."

LESSON 6

going further

Using *later*

Remember that we use **later** to refer to some time in the future or some time after the time we are talking about. Take a look at this example from a previous lesson. Notice that the young woman in a gray blouse uses **later** to say that she expects to see Grace some time in the future.

Bye, everyone.



See you **later**, Grace.



Using *latest*

We can use **latest** to describe something that is the most recent of its kind.

“Scarlett Johansson is so amazing. I love all of her movies.”

“Me too. Have you seen her **latest** movie? It just came out last week.”



LESSON 6

going further

Using *lately*

You also learned that we use **lately** to say that something happened or started to happen a short time ago. Here's an example based on a previous lesson.



Let's finish with some more examples with *late*, *later*, *latest* and *lately*.

I'll get detention if I'm **late** for school again today. I was **late** twice already this week.

Eric is busy at the moment, but he promised to help me with my English homework **later** this afternoon.

Everyone says that Miranda's **latest** painting is her best, but I don't agree. I still prefer her first one.

I haven't seen you around **lately**. Where have you been?

LESSON 6

the grammar you need

The exercise is to be done and corrected in class.

MANY

Look at this example from the lesson.



Have you written **many** pieces?



Many means *a lot of*. Notice that, in this example, the girl uses **many** to talk about a plural, countable noun: *pieces (of music)*.

Now look at these examples with **many**.

Many people I know can play the piano very well.

There aren't **many** things to do in the small town where I live, so I usually just hang out with my friends.

"Do you have **many** students that like classical music, Mrs. Swift?"

"Yes, I do. A lot of them like to listen to it while they study."

In these examples, **many** is used to talk about the plural countable nouns *people*, *things*, and *students*.



REMEMBER THIS:

- **Many** is used in affirmative, negative, and interrogative sentences. **A lot of** can also be used.

e.g.,

There are **many** pianos on sale. = There are **a lot of** pianos on sale.

There aren't **many** pianos on sale. = There aren't **a lot of** pianos on sale.

Are there **many** pianos on sale? = Are there **a lot of** pianos on sale?

- **Many** means *a lot of* and is used with plural countable nouns.

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

A lot of my friends are going to be zombies or ghosts for Halloween. I want to wear something really scary too. But there aren't **many** costumes here in my size. What do you think of this one?

I don't think you even need a costume; you're scary enough without one!



NOTE

We can use **so** with **many** (but not with *a lot of*).

e.g., Tim has **so many** friends because he knows how to get along with everybody.

So many people were at Joan's party last night!

LESSON 6

the grammar you need

A FEW

Look at these examples.

My dad played in a **few** bands when he was in high school.

I've only seen a **few** horror movies in my life. I really prefer comedies.

"Do you have a **few** minutes to talk to me about this new assignment, Robert?"

"Sure, Stephanie."

A **few** means *some*. Notice that in the above examples, a **few** is used to talk about *bands*, *horror movies*, and *minutes*, which are all countable nouns.



REMEMBER THIS:

- A **few** means *some*.
e.g., There are a **few** muffins left. = There are **some** muffins left.
- We use a **few** with plural countable nouns.

Here's another example with a **few**.

Mr. Wilkinson caught me snoozing in class a **few** times yesterday.

Then you shouldn't go out with your friends this weekend. It sounds like you need to rest.



BY + REFLEXIVE PRONOUN

Remember that we use **reflexive pronouns** when both the author and the receiver of the action are the same. Look at this example.

“Who did you buy this new dress for, Sarah?”

“I bought it for **myself**. It’s a perfect fit, and it was on sale.”

Now let’s take a look at what happens when we use **by + reflexive pronoun**.

BY + REFLEXIVE PRONOUN used to mean *alone*

Take a look at this example from the lesson.



Here we understand that the boy is going to the movies *alone*.



REMEMBER THIS:

We can use:

BY + REFLEXIVE PRONOUN

to mean *alone*.

Here’s another example with **by + reflexive pronoun** used to mean *alone*.

“Tim, I can’t watch this scary movie **by myself**. Come here and watch it with me.”

“All right, Mom.”

LESSON 6

the grammar you need

BY + REFLEXIVE PRONOUN used to mean *without help*

Take a look at this example based on the lesson.

Did you write this piece **by yourself**?



Well, I had some help from Stravinsky on that one.



Here we understand that the girl wants to know if the boy wrote a piece of music *without help*.



REMEMBER THIS:

We can use:

BY + REFLEXIVE PRONOUN

to mean *without help*.

Here are some more examples with **by + reflexive pronoun** used to mean *without help*.

Harry's only three, but he already knows how to find his favorite games on his mom's cellphone **by himself**.

Some of my friends learned to play the guitar and the drums **by themselves**. Now they want to start their own rock band!

Let's get to work. This kitchen is not going to get clean **by itself**.

LESSON 6

the grammar you need

Now compare these sentences.

Mary and Todd can look after their baby brother **by themselves**.

or

Mary and Todd can look after their baby brother **themselves**.

NOTE

We can omit **by** when **BY + REFLEXIVE PRONOUN** is used to mean *without help*.

Here's another example.

My daughter learned to read **by herself**.

My son learned to play the piano **himself**.

So? My daughter learned to shop **by herself**!



LESSON 6

the grammar you need



Rewrite the parts in *italics* using *by + reflexive pronoun*. Remember that we can omit *by* when *by + reflexive pronoun* is used to mean *without any help*. The first two are done for you.

1. Are Zach and Rose going to make dinner *without help from anyone*?
Are Zach and Rose going to make dinner by themselves/themselves?

2. Theo hates to be *alone*, so he always makes plans with his friends.
Theo hates to be by himself, so he always makes plans with his friends.

3. Amanda learned how to play the drums *without any help*.
Amanda learned how to play the drums _____.

4. At just five, Mozart composed a piece of music *without help from anyone*.

At just five, Mozart composed a piece of music _____.



5. Did Mom's vase suddenly fall off the shelf *without anyone touching it*?
Did Mom's vase suddenly fall off the shelf _____?

6. My grandmother loves to travel *alone*.

My grandmother loves to travel _____.



7. Jimi Hendrix learned to play the electric guitar *without any help*.

Jimi Hendrix learned to play the electric guitar _____.



8. At what age can kids stay home *alone*?

At what age can kids stay 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 6.

All (night/day/week/year) long (Stephen works nights, so he usually sleeps all day long.)

What's that got to do with it? ("I think we should stay at the Madison Hotel on our vacation. There's a beautiful pool and even a water park."
"What's that got to do with it? It's the middle of winter!")

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 ...



... talk about entertainment;



Are you following that new TV series about zombies?

I've only seen a few episodes.



Are you going to the movies by yourself?

Sure am. For the third time this week.



... talk about habitual actions;



Are you going to the movies by yourself?

Sure am. For the third time this week.



... ask for and give information.



Have you written many pieces?

I have.



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

A Famous American Song

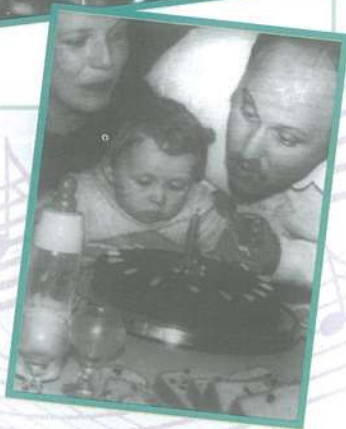


Let's learn a little about the history of the Happy Birthday song—the song we sing on a person's birthday and at birthday parties in the U.S.

There are several explanations for the origin of the song. The most accepted one is that it was written in 1893 by two sisters, Patty Hill and Mildred Jane Hill.

Patty was a school principal, and Mildred was a piano player and composer. Both sisters loved to work with little children and decided to compose a song that would be easy for them to sing. The song they wrote was called *Good Morning to All*.

Children loved the song, and the melody was successfully adapted to another version: *Happy Birthday to You*. By the early 1930s, people were singing the new song at birthday parties all around the country.



Happy Birthday to You
Happy birthday to you
Happy birthday to you
Happy birthday dear (name)
Happy birthday to you.

Now, you probably know many songs in English, and you can probably sing a lot of them too. But did you know that today, the Happy Birthday song is the most recognized song in the English language?* Also, the words to this song have been translated into at least 18 languages in countries around the world, so you probably know a version of the Happy Birthday song in your native language.



And so, one of the most famous songs in the world is not a piece of contemporary music, and it's not by a famous rock band. It's also not very complex or difficult. The Happy Birthday song is just a simple and adorable little tune that any child can sing.

*According to the Guinness Book of World Records

LESSON 7

words in action



THEY'RE COOKS.

LESSON 7

words in action

What's going on?



HE'S GETTING UP FROM THE CHAIR.

BE PREPARED



M: Hey, Baxter, what's with the umbrella?



B: It might rain.

M: The sky is pretty clear right now.



B: It is, but . . .

M: And, besides, I heard it's going to be a scorcher today.

B: But the weather forecast predicted sudden showers.



M: Do you think there might be a little room under that umbrella for one more?

LESSON 7

text

situation 2



PAYING A COMPLIMENT

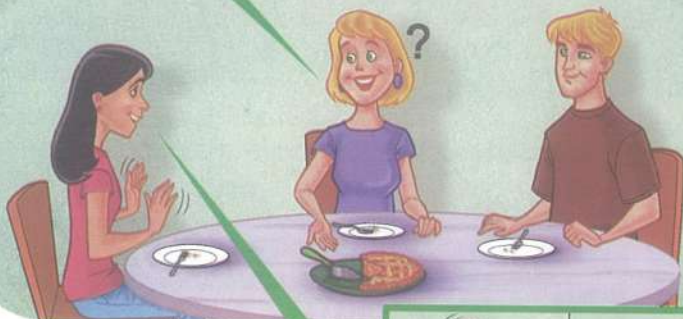


YW: You're a marvelous cook, Mrs. Kramer.



OW: Thanks, Lynn. It's very kind of you to say so.

OW: Would you like a little more dessert?



YW: No, thanks. If I eat any more, I might not be able to get up from this table.



YW = young woman

OW = older woman

LESSON 7

reading text

A LONG WEEKEND FOR CHARLIE

Charlie: I've got loads of homework to do this weekend.

Maxine: Really?

Charlie: Yeah. And I promised to help my parents straighten up our garage; it's a mess. Uh-oh. There's Mrs. Barnes in front of her house. Let's get out of here.

Maxine: Why? She's smiling at us. She seems like a nice, kind lady.

Charlie: She is, but she loves to talk. And when she starts, she never stops. The problem is I don't have much time. Come on!

Maxine: Too late.

Mrs. Barnes: Hello, Charles! Who's your friend?

Charlie: This is Maxine. She's new in town.

Mrs. Barnes: Oh! Welcome to the neighborhood, Maxine. Why don't you two come in for some fresh peach pie?

Charlie: Oh, gosh, I'd really like to, but—

Maxine: Mm! My favorite! I'd love some.

Mrs. Barnes: Then come right in.

*

*

*

Maxine: I have to say, this pie's incredible. It's the best I've ever had.

Charlie: Yeah. Thank you, Mrs. Barnes.

Mrs. Barnes: Oh, it's very nice of you to say so. The peaches are from the trees in my backyard. Do you think you might like to take some peaches home?

Maxine: Definitely!

Mrs. Barnes: Then come with me. I'll tell you all about my garden too.

Maxine: I love gardens! Come on, Charlie.

Charlie: Yeah, yeah. I'm coming.



TALKING ABOUT THE WEATHER

In the situation *Be Prepared* in this lesson, the boy and the man are talking about the weather. You have already learned many words that are helpful when you want to talk about the weather. Let's take a look.

We can ask:

"What's the *weather* like today?"

or

"What's the *weather forecast* for today?"

In the U.S., it's also very common to hear a person ask:

"Is it raining/snowing *outside*?"

or

"What's the *weather* like *outside*?"

Obviously, it's not necessary to use the word *outside* in questions like these, as it never rains or snows *inside*, right?

If it is *raining*, don't forget to put on your *raincoat*,
and get your *umbrella* before you go out.



Of course, if someone says there's a snowstorm heading your way, it's better to stay home!

LESSON 7

going further

It's also important to be able to talk about how **hot** or how **cold** the weather is. You already know that in the U.S., temperatures are measured in degrees **Fahrenheit**, not **Celsius**.

In the U.S., there are also different ways to talk about the temperature. For example, let's say someone asks you what the temperature is outside, and it's 83 degrees Fahrenheit. You can say that it's 83 degrees Fahrenheit, 83 degrees, or just 83. You can also say that the temperature is in the 80s.

If you don't know the exact temperature, you know some words you can use to explain that the weather is very hot or very cold.

It's really **hot** here—today's going to be a **scorcher**! I'm at the beach.

Really? It's **freezing** cold here!



Now let's take a look at some expressions you've learned in a previous book with words we use when we talk about the weather.

Megan: Is Barry late again?

Jack: Ha! **Is the sky blue?**

You know that when a person asks, "Is the sky blue?" he or she is not talking about the weather and does not really expect an answer either. You know that we use this ironic expression when we want to say that something is obviously true.

Now look at this one.

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

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

You also know that a person who says he or she's *on cloud nine* is not talking about clouds. You learned that this person is saying that he or she is extremely happy.

So the next time someone wants to talk to you about the weather in English, you will be able to answer in a very natural way. You should be on cloud nine about that!

the grammar you need

The exercises are to be done and corrected in class.

MUCH

Take a look at this example based on the lesson.



Much means *a lot of*. Notice that, in this example, the girl and the boy use **much** to talk about uncountable nouns: *time* and *patience*.

Now look at these examples with **much**.

Mrs. Simmons doesn't have **much** patience with students who are late to her class. She usually gives them detention.

"Is there **much** snow on the street?"

"No, just about an inch. It's OK to drive."

In these examples, **much** is used to talk about the uncountable nouns *patience* and *snow*.

LESSON 7

the grammar you need



REMEMBER THIS:

- **Much** is generally used in negative and interrogative sentences. **A lot of** can also be used. Look at these examples.

e.g.,

There isn't **much** food in the kitchen. = There isn't **a lot of** food in the kitchen.

Is there **much** food in the kitchen? = Is there **a lot of** food in the kitchen?

- When making affirmative statements, **a lot of** is generally used.

e.g., There is **a lot of** food in the kitchen.

- **Much** means *a lot of* and is used with uncountable nouns.

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

Can you give me a ride home, Scott?

Sure!

But I have to warn you, with all the stuff in my car, there isn't **much** room left for people!



NOTE

We can use **so** with **much** (but not with *a lot of*).

e.g., My kids always have **so much** fun when we go to the beach.

I have **so much** homework to do, I don't know when I'll be able to sleep!



I. Choose *much* or *many* to complete the sentences. Remember that we use *much* with countable nouns, and we use *many* with countable nouns.

1. I saw marvelous Broadway shows when I was in New York.

- a. much
- b. many

2. Lara is a full-time college student, so she doesn't have money to spend.

- a. much
- b. many

3. Not parents let their kids walk to school alone.

- a. much
- b. many

4. Dr. Fuentes doesn't have time to spend with her family.

- a. much
- b. many

5. people would love to learn to be better cooks.

- a. Much
- b. Many

LESSON 7

the grammar you need

A LITTLE

Take a look at this example based on the lesson.



A little means *a small amount of*. Notice that, in this example, the man uses **a little** to talk about the uncountable noun *room*.

Now look at these examples with **a little**.

"I bet you could use **a little** help with that."

"You're right. It looks simple, but it's actually pretty difficult to build."

"Here's **a little** more salad for you, Billy."

"This isn't **a little** more salad, Mom. This is a lot."

"Is there **a little** ice cream left for dessert?"

"No, there isn't. Dad ate the rest last night."

In these examples, **a little** is used to talk about the uncountable nouns *help*, *salad*, and *ice cream*.



REMEMBER THIS:

- A **little** means *a small amount of*.
e.g., I just have a **little** money to spend. = I just have a **small amount of** money to spend.
- We use a **little** with uncountable nouns.

Here's another example with a **little**.

Would you like a **little** more hot cocoa?

Well, I really shouldn't, but it's just so delicious!



LESSON 7

the grammar you need



II. Complete the sentences with a *little* or a *few*. Remember that we use *a little* with countable nouns, and we use *a few* with countable nouns. The first two are done for you.

1. Charlie doesn't speak Spanish, but he can speak a little Italian.

2. Liam can speak a few words in Chinese.

3. "I haven't finished the test yet."

"That's OK. You still have time left to finish it."

4. "Is it raining?"

"No. There are only clouds in the sky."

5. "My new job is so frustrating!"

"You just need to have patience."

6. When babies are born, they usually take naps every day.

7. "It's snowing! That means no school tomorrow."

"Hold on. snow is no reason to close school."

8. Stravinsky's Piano Store has pianos on sale this month.

9. "Is there room for me in the booth with you guys?"

"Sure! You can sit next to me, Jessica."

10. "What's the forecast for tomorrow?"

"Clear in the morning, with showers at night."

MIGHT

Take a look at this example from the lesson.

Hey, Baxter, what's with the umbrella?

It might rain.



Now look at these sentences.

It **might** rain.

=

It **may** rain.

Here's another example from the lesson.

Here comes Chelsea.



Uh-oh. She **might** want to talk. When she starts, she never stops.

Now look at these sentences.

She **might** want to talk.

=

She **may** want to talk.

We use **might** in the same way as **may** to talk about the possibility of something happening in the present or future.

LESSON 7

the grammar you need



REMEMBER THIS:

- We use **might** to express the possibility of something happening in the present or future.
- **Might** is a special verb.
 - We don't add an -s to **might** with *he*, *she*, and *it*.
 - The verb that comes after **might** does not take *to*.

Now look at this example with **might**.

We **might not** be able to play outside this afternoon; the weather forecast predicted sudden showers.

NOTE

- We use **not** after **might** to make a negative statement.
- We do not contract **might** and **not**.

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

I **might** ask Ann to go to the dance with me next week.

Her new boyfriend **might not** like that.



Now take a look at this example with **might**.

“Do you think it **might** snow soon?”

“Yes, I do. And I can’t wait; I love to play in the snow.”

NOTE

If we want to know if something **might** happen, we use an expression like *Do you think . . . ?* to ask the question.

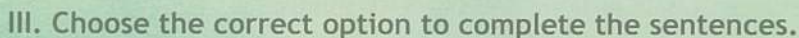
Here’s another example with the expression *Do you think . . . ?* to ask a question with **might**.

Do you think John **might** be late?
I’m afraid he **might** forget about our plans!

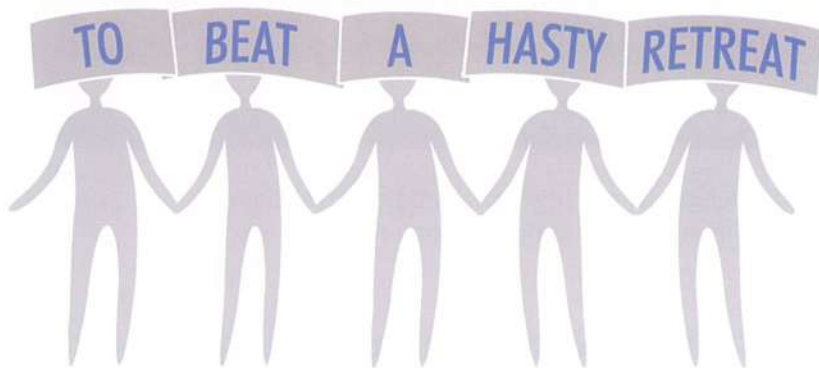
Have a little patience.
I’m sure he’s on his way.



the grammar you need



- 150 - TT 6 - L7 - 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 7.

It's very kind of you to say so. ("Your home is so lovely." "It's very kind of you to say so. Please come visit me again.")

To get up ("It's a beautiful day! Turn off the TV and get up from that sofa." "OK, I will . . . right after this show ends.")

To beat a hasty retreat (After fans and paparazzi recognized a famous actor at the restaurant, he had to beat a hasty retreat out the back door.)

Here comes ("Mr. Scanlon is extremely angry with me." "Uh-oh. Don't turn around, but here comes Mr. Scanlon right now.")

To get out of (a place) ("I'm bored. Let's get out of here." "Good idea. Let's try the party at Amanda's house.")

LESSON 7

I know how to ...

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

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

I know how to ...



... talk about possibility;



Do you think there might be a little room under that umbrella for one more?



If I eat any more, I might not be able to get up from this table.

Uh-oh. She might want to talk. When she starts, she never stops.



... talk about the weather;



It might rain.

The sky is pretty clear right now. And besides, I heard it's going to be a scorcher today.



But the weather forecast predicted sudden showers.



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

*I know how to ...***... offer, accept, and refuse food;**

? Would you like a little more dessert?

No, thanks. If I eat any more, I might not be able to get up from this table.

**... compliment and accept compliments.**

You're a marvelous cook, Mrs. Kramer.

Thanks, Lynn. It's very kind of you to say so.



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

LESSON 7

FYI

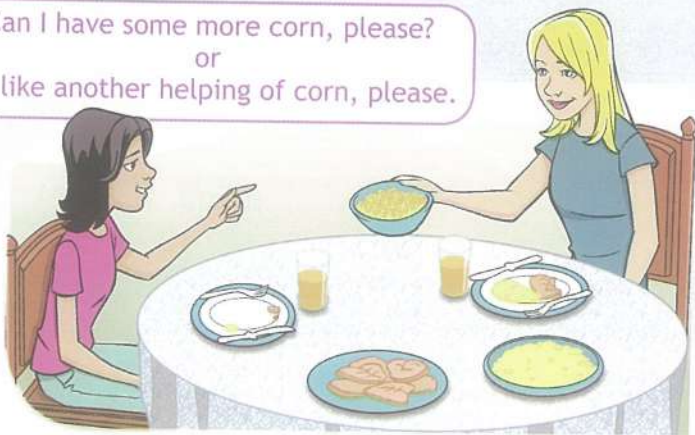
In the situation *Paying a Compliment* in this lesson, some people are finishing a meal. Let's talk about some information that might be helpful if you are ever invited to eat a meal in an American family's home.

In the U.S., dinner is usually the biggest and most important meal of the day. What can you expect to eat? For dinner, Americans sometimes have a salad or soup first, then they have some kind of meat (beef or pork), poultry (chicken or turkey), or fish; a vegetable; and a carbohydrate (rice*, potatoes or pasta). After that, they usually have dessert, as we saw in the situation. Of course, they also usually have something to drink with their meal. They might drink water, a beverage like Coke® or Sprite®, juice, or a glass of milk.

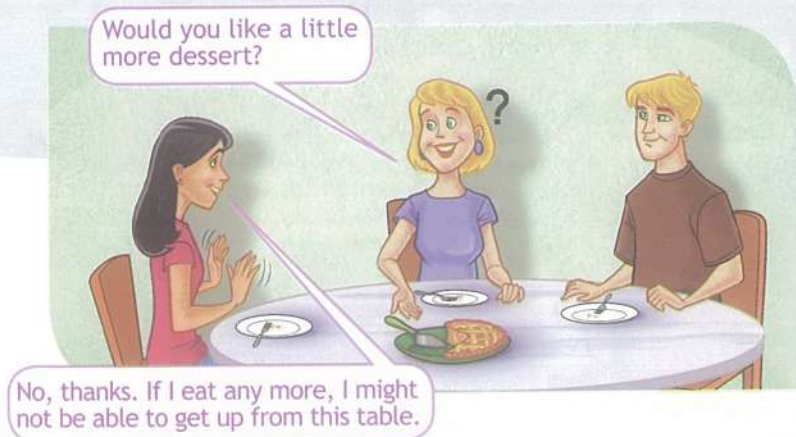
Now let's talk about how you can respond in certain situations while you are eating a meal.

If you thought the food was delicious and would like some more, you could say:

Can I have some more corn, please?
or
I'd like another helping of corn, please.



But what do you say if your host offers you some more food and you don't want any more? Of course you can just say that you've had enough. Or you could say something like the young woman said in the situation *Paying a Compliment*.



Here's another example based on a lesson in a previous book.

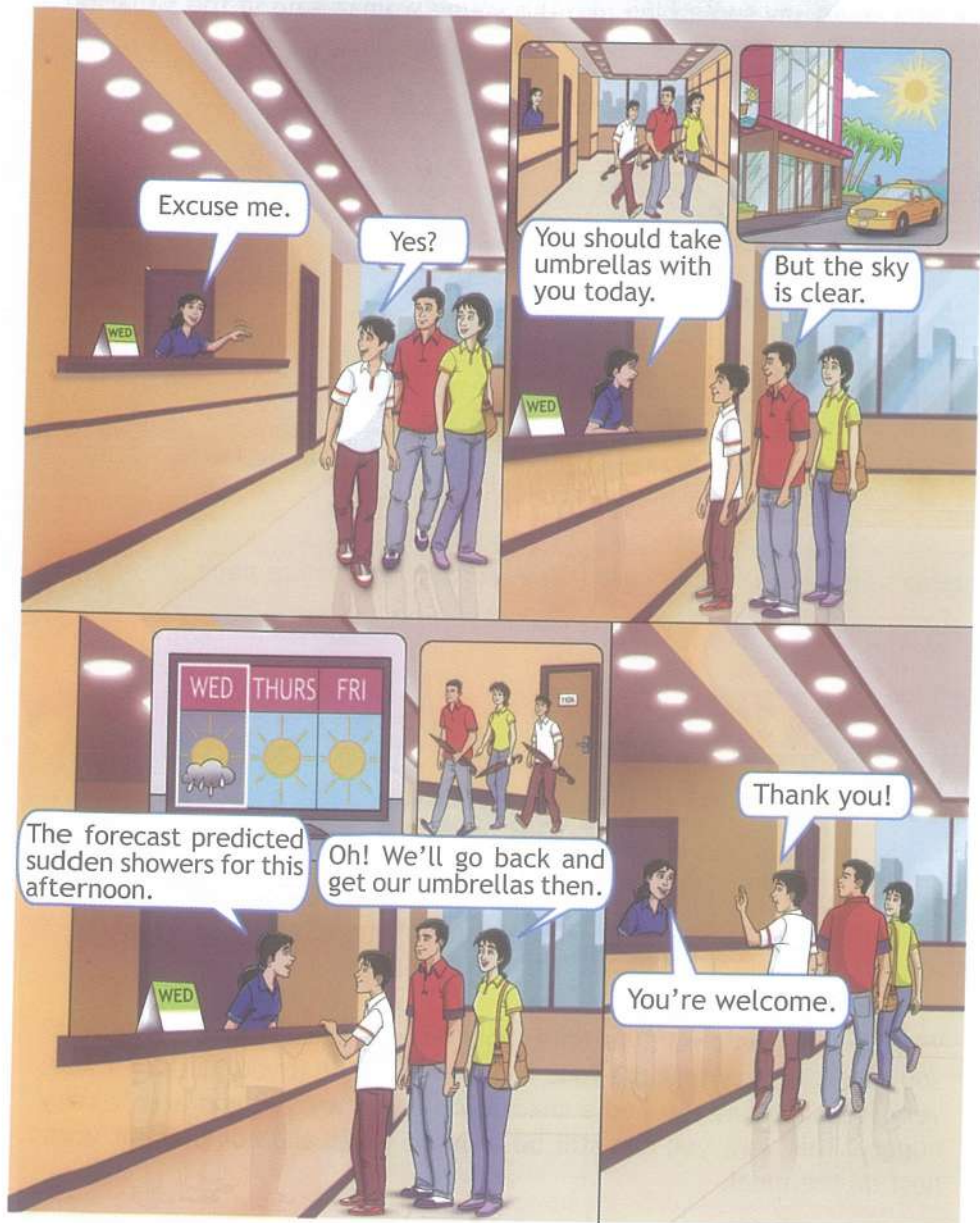


What if you don't want to finish your food because you don't like it? You could just say that the food is delicious but that you just don't feel very well, or that you had a snack before you arrived and aren't very hungry. This way, you can still be a polite guest and compliment your host on the meal.

LESSON 7

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.



LESSON 8

words in action

Los Angeles, California



A BALLPARK IS A PLACE TO PLAY BASEBALL.

LESSON 8

words in action



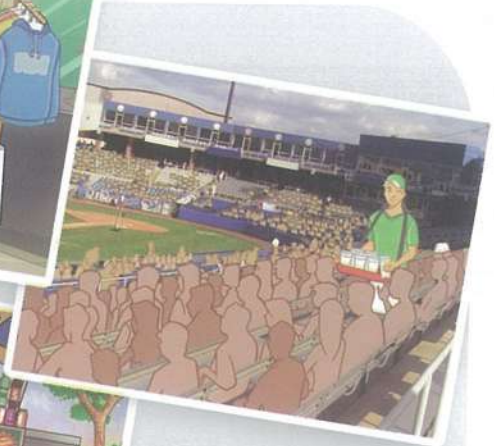
POLAND



THEY'RE POLISH.

LESSON 8

words in action



THEY'RE VENDORS.



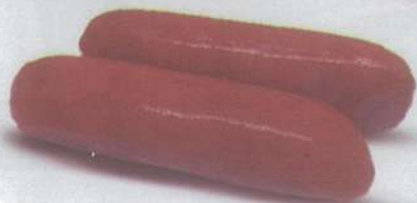
PEANUTS



LESSON 8

words in action

DIFFERENT KINDS OF SAUSAGES



DIFFERENT KINDS OF BOWLS



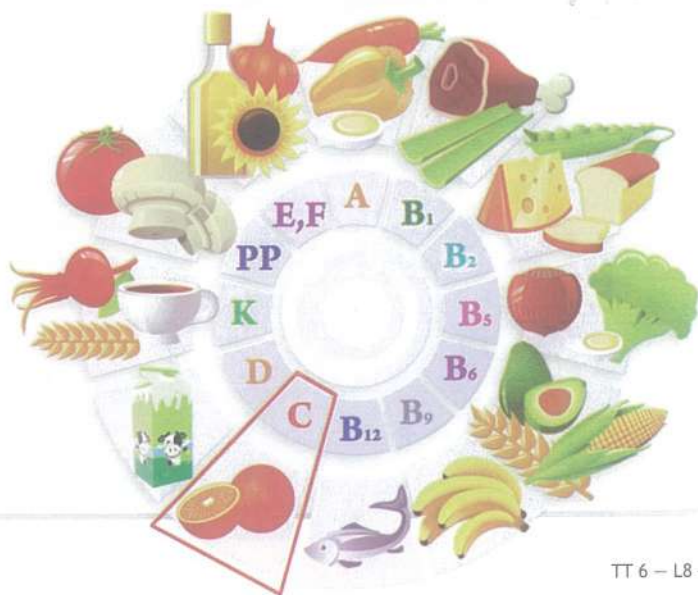
LESSON 8

words in action

SUGAR



ORANGES HAVE A LOT OF VITAMIN C.



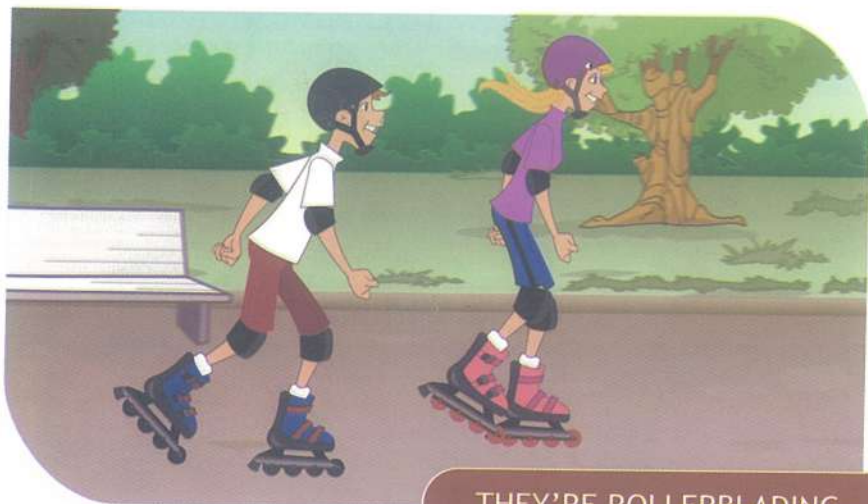
LESSON 8

words in action

A PAIR OF ROLLERBLADES®



What's going on?



THEY'RE ROLLERBLADING.

AT A BALLPARK



BB: Thanks for coming to the game with us.



G: That's OK. I used to go with my dad when I was little, but I don't know much about baseball.



BB: Well, I'm not great at explaining things, but I'll try.



G: OK, but first let's call a vendor and get some Polish sausages and peanuts.

DHB: Now that's what going to the park is all about.

LESSON 8

text

situation 2



A CONVERSATION AT BREAKFAST

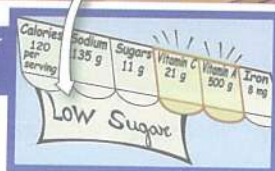


F: What gives? You never used to let the kids have more than one serving of sugary cereals or snacks.

M: I still don't. But this cereal is quite nutritious.



YG: Yeah, look! It's low in sugar and fortified with vitamins.



YG = young girl

M = mother

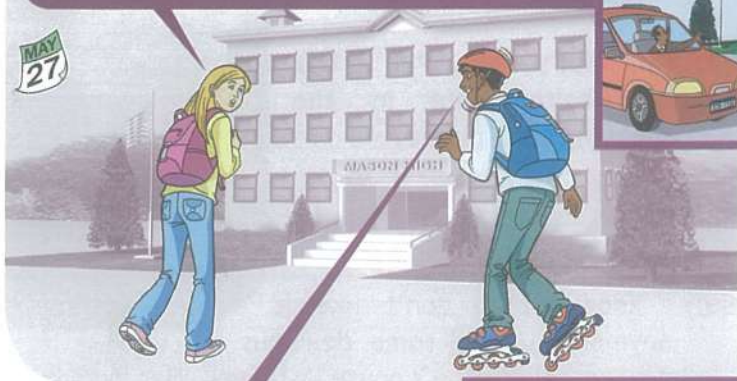
F = father

ENVIRONMENTALLY CORRECT



G: Didn't your dad use to drive you to school?

MAY 27



B: Yeah, but he's saving money and gas by carpooling to work.



G: And you're saving money by rollerblading to school.



B: And getting into shape too!



G = girl

B = boy

LESSON 8

reading text

A CONVERSATION AT THE SUPERMARKET

Annie: Hey, Mom, we need more cereal.

Mrs. Hill: Oh, that's right. Put a box of Healthy Life in the shopping cart, please.

Annie: Not Healthy Life again, Mom.

Mrs. Hill: What's the matter, Annie? You used to like it.

Annie: I know, but I don't like it anymore. I tried some delicious new cereal at Jane's house last week. Her mom buys Yum!

Mrs. Hill: Are you kidding? That cereal's disgusting.

Annie: No, it's not. It tastes like you're eating little chocolate cookies.

Mrs. Hill: Annie, it's like eating a bowl full of sugar. It's so bad for you. Healthy Life is good for you, and it's delicious too.

Annie: Come on, Mom. It tastes horrible, like eating leaves or something.

Mrs. Hill: Oh, please. Don't exaggerate. It tastes very good. It's also low in sugar and fortified with vitamins.

Annie: I guess you're right, Mom. It is important to eat nutritious food. So we definitely should not buy this vanilla ice cream.

Mrs. Hill: My ice cream!

Annie: Mom, it's full of sugar and not very nutritious. By buying this ice cream, you're not giving me a good example.

Mrs. Hill: Well, um, sometimes I have a craving for something sweet.

Annie: I know, Mom. But you said you wanted to get into shape this year, right? Everyone knows that ice cream is really fattening.

Mrs. Hill: Oh, OK, Annie. You do have a point. We'll get the ice cream and a box of the cereal you want.

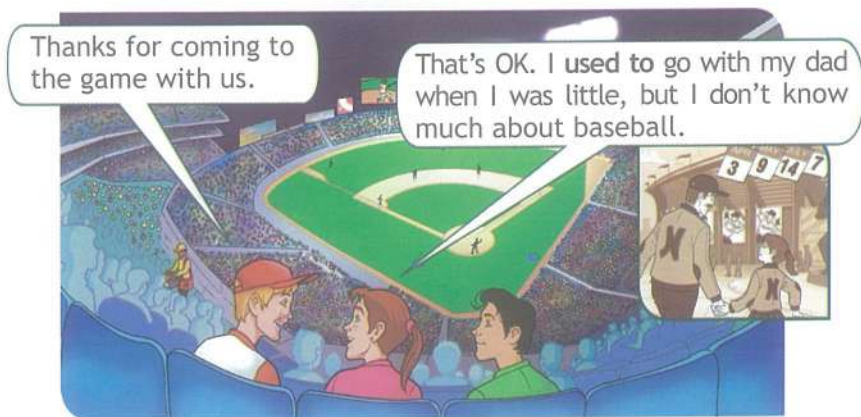
Annie: Thanks, Mom!



The exercises are to be done and corrected in class.

USED TO

Remember this from the lesson.



The girl went to baseball games with her dad many times in the past, but she doesn't go to baseball games with him anymore. The girl uses **used to** to talk about something she did regularly in the past but that she doesn't do anymore.



REMEMBER THIS:

Used to expresses a situation, habit, or regular activity that existed in the past but doesn't exist anymore.

LESSON 8

the grammar you need

Making affirmative sentences

Take a look at this table with **used to** in affirmative sentences.

I You He She	used to	<i>play</i>	a lot of sports years ago.
It	used to	<i>be</i>	very quiet in Glendale but not anymore.
We You They	used to	<i>live</i>	in Poland before moving to the U.S.



REMEMBER THIS:

This is how we make affirmative statements with **used to**.

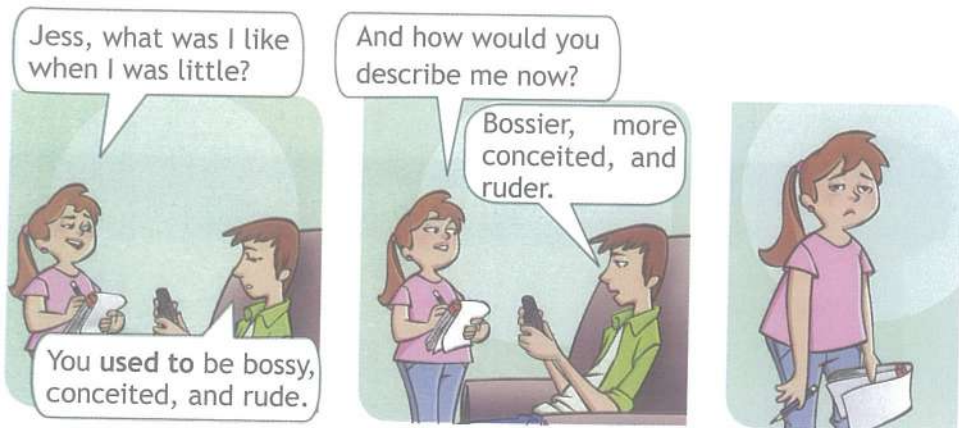
I **used to** go to the ballpark with my dad when I was little.

 ↓ ↓

 used to + verb in the

 infinitive form

Here's another example.



Asking Questions

Compare these sentences.

Your dad **used to** drive you to school. —————> AFFIRMATIVE

Did your dad **use to** drive you to school? —————> INTERROGATIVE



REMEMBER THIS:

We use *did* to make interrogative sentences with **used to** just like we do when we make questions in the simple past with most English verbs.

Look at this example:



LESSON 8

the grammar you need

Making negative sentences

There are two ways to make negative statements with **used to**. Look at this example from the lesson.

What gives? You **never used to** let the kids have more than one serving of sugary cereals or snacks.

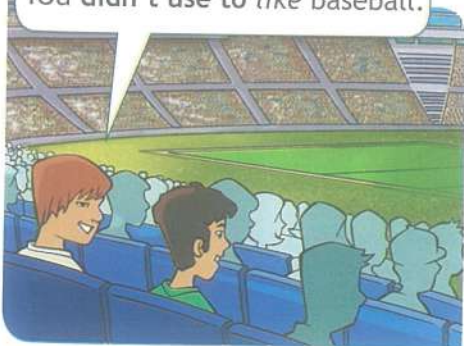
I still don't. But this cereal is quite nutritious.



Here's another example of a negative statement with **used to**. Notice how this statement is formed.

You **didn't use to** like baseball.

I still don't like baseball, but I love ballpark food.



You **used to** like baseball.

You never used to like baseball.

You **didn't** use to like baseball.

NEGATIVE



REMEMBER THIS:

There are two ways to make a negative statement with *used to*. You decide which form you feel more comfortable using.

You **never used to** worry about getting into shape.

never used to

- + verb in the infinitive form

You didn't use to like Polish sausages.

didn't use to

verb in the
infinitive form

Look at two more examples:

Do you know where I can park my bicycle? I'm not going to drive to work anymore.

Yeah, I **didn't use to** think about it that much because I still lived with my parents. This way I help the planet, and I help my bank account.



What gives? You **never** used to be so environmentally correct.



LESSON 8

the grammar you need



I. Complete the sentences with the correct form of *used to*.

1. "You _____ play basketball every day after work. Why did you stop?"

"I was in a car accident and broke my ankle. It's better, but it's still pretty sore."



2. "You never _____ take vitamins. You said that all you needed was to eat a healthy diet."

"I know. But I decided to try these vitamins. Now I have much more energy, and I don't get sick very often."



3. "Kai didn't _____ complain about the school bus. I didn't think he minded."

"No. But when some of his friends started to drive to school, he didn't think the bus was cool anymore. That's why he gets a ride with his friends now."



4. "Did you _____ work as a ballpark vendor?"

"Yes, that was my very first job. I loved it because I could watch the games while I worked."



PREPOSITION + VERB + -ING

Look at an example based on this lesson.



The boy's dad is saving money and gas by **carpooling** to work.

In the sentence above, we used the verb *carpool* in the **-ing** form because it comes **after** a **preposition** (by).

Now let's take a look at some more examples from the lesson.

Thanks **for** **coming** to the game with us.

↓
preposition verb **-ing**

I'm not great **at** **explaining** things, but I'll try.

↓
preposition verb **-ing**

Now look at these other examples.

"How **about** **buying** some peanuts for a snack?"

"Sounds good; I'm hungry!"

My chances **of** **winning** the game are very small.



REMEMBER THIS:

We use the verb in the **-ing** form when it comes **after** a **preposition**. Some of the prepositions you have already learned: about, at, by, for, in, of.

LESSON 8

the grammar you need



II. Choose the correct option to complete the sentences. Remember that we use the verb in the *-ing* form when it comes after a preposition.

1. "How about _____ to a restaurant for dinner tonight?"

"Sounds good. I'm too tired to cook."

- a. go
- b. going
- c. to go
- d. goes

2. "My chances of _____ a good job after college are great."

"You're right. The job market is excellent right now."

- a. to find
- b. find
- c. finding
- d. finds

3. "I'm not very good at _____ in public."

"Don't worry. Everyone's going to love your speech."

- a. speaks
- b. speaking
- c. to speak
- d. speak

4. "How do you prepare for your tests?"

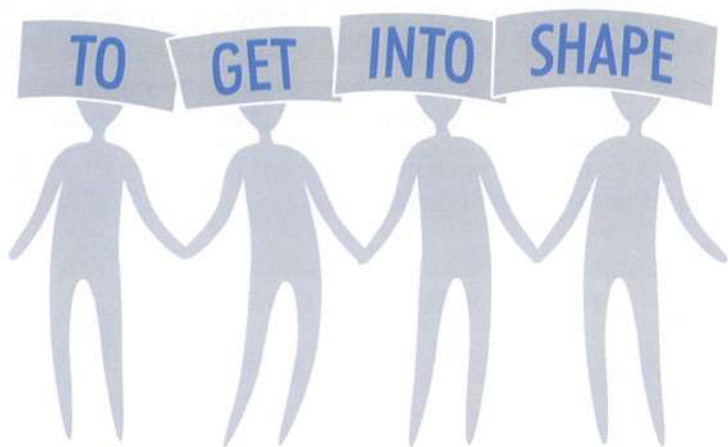
"I prepare by _____ a little bit every day. Then I do a review the day before the test."

- a. to study
- b. studying
- c. studies
- d. study

5. "Thanks for _____ to me. I needed to talk about how I feel."

"What are friends for? I will always be there for you."

- a. to listen
- b. listens
- c. listen
- d. listening



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.

That's what (something) is all about ("I just returned from my vacation in Europe. I saw amazing places, made a bunch of new friends, and tried a lot of delicious new food." "Sounds awesome. That's what traveling is all about.")

What gives? ("I hate Brett. He's so conceited." "What gives? You guys used to be best friends.")

To get into shape ("The office is on the fifth floor. Where's the elevator?" "You said you wanted to get into shape. Let's take the stairs. It's great exercise.")

LESSON 8

I know how to . . .

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

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

I know how to . . .



. . . talk about past habitual actions;

I used to go with my dad when I was little, but I don't know much about baseball.



You never used to let the kids have more than one serving of sugary cereals or snacks.

Didn't your dad use to drive you to school?



. . . talk about food and eating habits;

OK, but first let's call a vendor and get some Polish sausages and peanuts.



? Can I have some more cereal, Mom?



You never used to let the kids have more than one serving of sugary cereals or snacks.

I still don't. But this cereal is quite nutritious.



Yeah, look! It's low in sugar and fortified with vitamins.



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

... talk about environmentally aware habits.

Environmentally Correct



Didn't your dad use to drive you to school?

Yeah, but he's saving money and gas by carpooling to work.



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

Going to a baseball game in the U.S. isn't just for people who love the game. It's a fun activity for the whole family. American teams play baseball from April until October when the weather in the States is usually nice. So people like to go to the ballpark to enjoy a nice evening with a crowd and root for their city's team. And one of the things they like to do while they're watching the game is to eat.



Traditional ballpark food is generally not very healthy—hot dogs, peanuts, popcorn, pretzels, **soft drinks**, and **beer** are some of the things you see at every park. To make it easier for fans, vendors walk around the seats in the stadium selling these snacks and drinks, but there are also counters around the stadium that sell food and beverages.



Lately, though, ballparks have started to sell better food. There are 30 professional baseball teams in 27 different cities, and ballparks in every city now have restaurants that sell food that is typical of that city or part of the country. You can get barbecued ribs, fish sandwiches, pizza, **nachos**, and lots of other special treats at parks in the U.S.



So if you travel to the States, don't be afraid to go to a baseball game because you don't understand the sport—a trip to the park is fun even if you aren't a fan.



At baseball games in the U.S., it's a tradition to sing the national anthem, *The Star-Spangled Banner*, before the game starts. Everyone stands and lots of folks put their right hand over their heart when they do this. So make sure your hands and mouth aren't full of food and join in.



Another patriotic song, *America the Beautiful*, is so popular that it's like a second national anthem, and people often sing this song before baseball games instead of *The Star-Spangled Banner*. Lots of Americans say they prefer it because it's easier to sing, easier to understand, and has a prettier melody.

LESSON 8

let's sing

America the Beautiful was composed by Samuel Ward, and Katherine Lee Bates wrote the lyrics in 1893.

You can read the complete version of the lyrics below, but Americans usually only sing the first and fourth stanzas or just the first stanza. You will listen to a version of the song with just the first and fourth stanzas.

*O beautiful for spacious skies
For amber waves of grain
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good, with brotherhood
From sea to shining sea*

*O beautiful for Pilgrims' feet
Whose stern impassioned stress
A thoroughfare for freedom beat
Across the wilderness
America! America!
God mend thine every flaw
Confirm thy soul, in self-control
Thy liberty in law*

*O beautiful for heroes proved
In liberating strife
Who more than self their country loved
And mercy more than life
America! America!
May God thy gold refine
Till all success, be nobleness
And every gain divine*

*O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears
America! America!
God shed His grace on thee
And crown thy good, with brotherhood
From sea to shining sea*



LESSON 9

words in action

PUSH



PULL

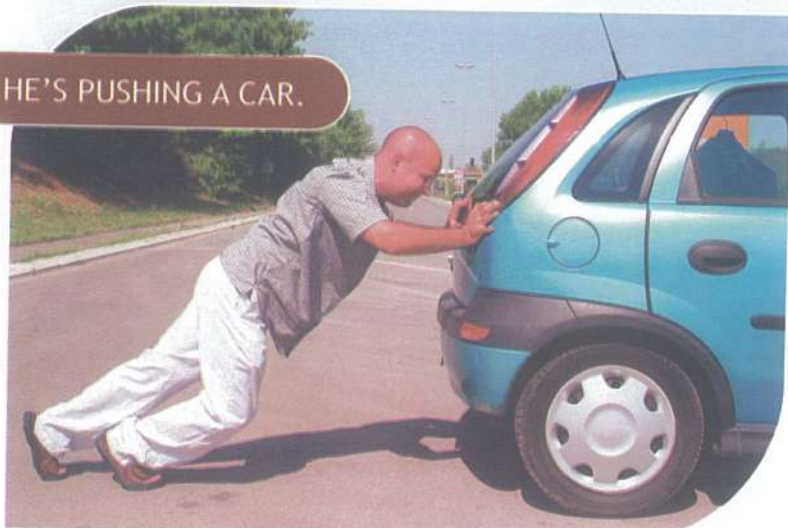


LESSON 9

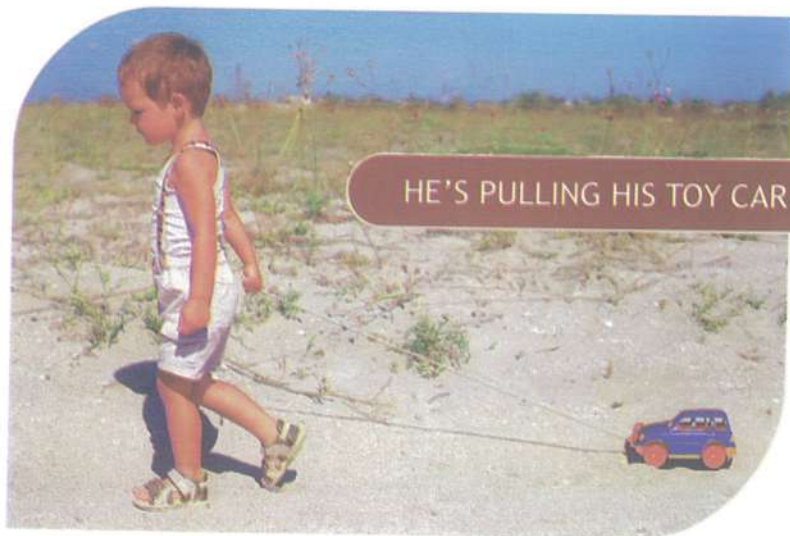
words in action

What's going on?

HE'S PUSHING A CAR.



HE'S PULLING HIS TOY CAR.



LESSON 9

words in action

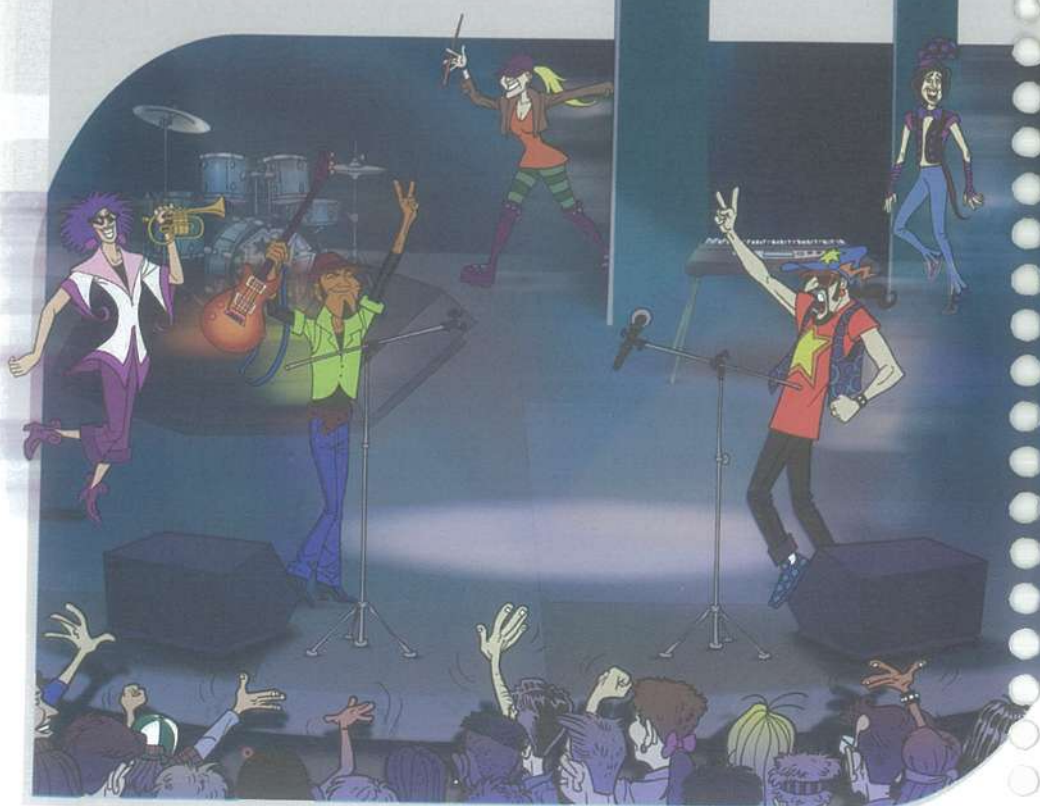
A photograph of a stage with red curtains. A spotlight illuminates the center of the stage floor. The word "STAGE" is written in a white oval in the center of the stage.

STAGE

LESSON 9

words in action

THE BAND IS WALKING ONSTAGE.



LESSON 9

words in action

What's going on?



THE PEOPLE IN THE AUDIENCE ARE CLAPPING.

LESSON 9

words in action

What's going on?

THEY'RE DANCING.



DISTRACTED

YMBS: You must be really preoccupied about something.

YMWS: I am. How can you tell?

YMBS: Well, you're pushing the door, and the sign says "pull."

YMBS: My advice is to just relax, man.

YMWS: That's easier said than done.

YMWS: I've had to work late every night to meet my deadline, and now my girlfriend wants to break up with me.

YMBS: Oh. That is pretty bad.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

LESSON 9

text

situation 2

AT THE DANCE

M: Great news, guys. Mr. Edwards said we did well on the history test.



L: All right!

B: Cool! Our study group paid off.



L: Look, the band's walking onstage.



B: It must be showtime. I'll get my camcorder ready.

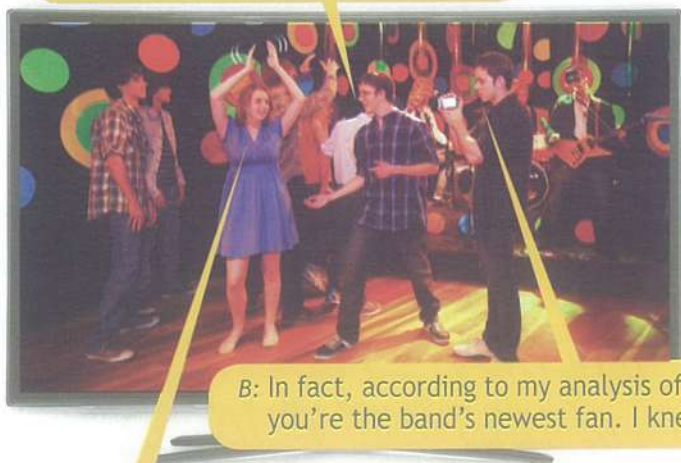


M = Megan

L = Luke

B = Barry

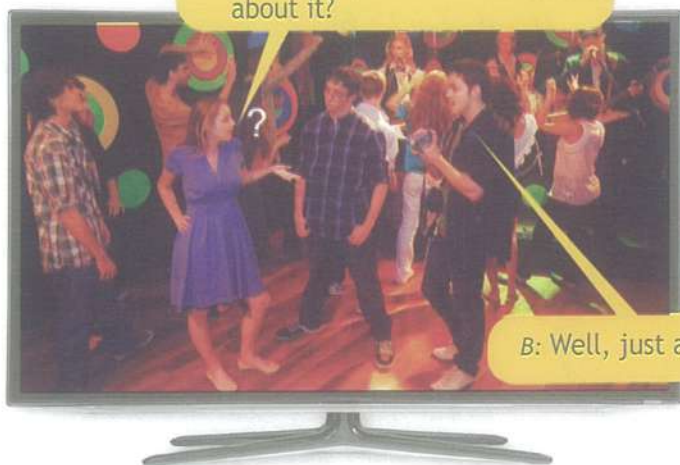
L: Hey! You're clapping and dancing!



B: In fact, according to my analysis of the evidence, you're the band's newest fan. I knew it!

M: Oh, please.

M: I admit you were right, Barry.
But must you be so obnoxious
about it?



B: Well, just a little.

THE END

L = Luke

B = Barry

M = Megan

LESSON 9

reading text

Take a look at what Amanda Jones wrote in her diary last week. She's been very stressed lately and isn't quite sure what to do about it.

Wednesday, Oct. 21

Dear Diary,

I must be the most stressed person in the world! I'm not exaggerating. I can't believe how difficult my life is right now.

First, I have a really big math test next week. If I don't do well on it, I'm afraid I might flunk the class! But that's not the worst thing that's happening.

I'm also really upset with Jack. You see, there was a big party last Friday. I couldn't go because I was grounded, but Jack went. Then on Monday a lot of people told me that Jack and Melissa had danced together all night at the party. When I asked him about it, he got mad.

He said that was just stupid gossip and to forget about it. Well, that's easier said than done! How can I forget about it?

He's the best boyfriend ever, and I really don't want to break up with him. But I'm very upset, and I don't know if he's telling the truth. Should I believe him?

I think I'm going to talk to Tina about it tomorrow. I'm so glad she's my friend, because I know I can always count on her for good advice.

Oh, and Karen knows how stressed I am this week, but she's still being totally obnoxious, of course. She must be the most horrible sister in the world.

Love,
Amanda

Friday, Oct. 23

Dear Diary,

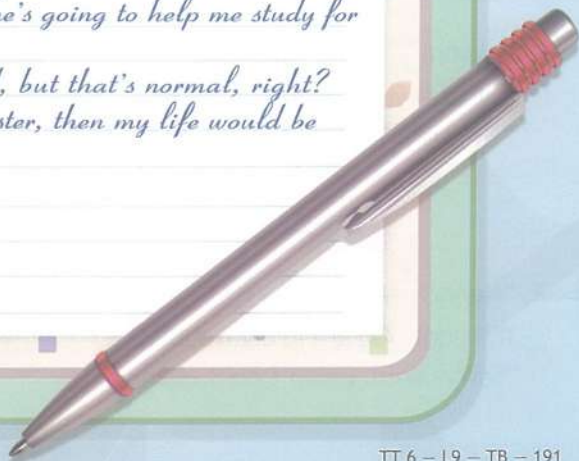
I'm so glad I talked to Tina yesterday! She's such a great friend. In fact, she said she could tell I was preoccupied about something and hoped I would tell her what was wrong. She's amazing!

Well, after I explained everything to her, she told me that when she's stressed, she tries to relax and concentrate on what's most important. I thought that was really good advice. I know that the most important thing to me should be my grades, but I also really needed to know what happened at that party!

Tina told me that the best thing to do was to ask Melissa about it, and I decided to follow her advice. Well, according to Melissa, she was at the party with her new boyfriend, who looks a lot like Jack. She thinks that someone probably thought she was dancing with Jack, and that's how the gossip started. So, I'm not mad at him anymore. In fact, tomorrow he's going to help me study for my math test.

I'm still a little stressed, but that's normal, right? Now, if I could get a new sister, then my life would be perfect!

Love,
Amanda



LESSON 9

going further

The exercise is to be done and corrected in class.

PUSH OR PULL?

You know that when you apply force to people or things and make them move *away* from you, you are **pushing** them.

You also know that when you apply force to people or things and make them move *in* your direction, you are **pulling** them.



He is **pushing** the box.

He is **pulling** the box.

Seems pretty simple, right? But students of the English language are often confused by the words **push** and **pull**. With a little practice, you will always know how to use them.



Complete the sentences with **push** or **pull**. Use the correct tense.

1. "Mommy! Uncle Todd just _____ a coin out of my ear!"
"Neat! He knows a lot of magic tricks."



2. "Henry! I saw you _____ your sister into the pool. You are in big trouble."
"Sorry, Mom. I won't do it again."



LESSON 9

going further

3. "If we can _____ the car to the gas station on the next block, maybe we can get some help."
"I hope so."



4. "Why does your cat always run away when he sees Jenny?"
"Because she always _____ his tail.
She's too young to understand that it's painful."



5. "Does it take a lot of work to keep your garden looking this great?"
"Not much, but I have to _____ weeds*
at least once a week."



6. "Charlene said she is _____ her hair out over her new job. What does that mean?"
"Oh, that's an expression we use when we are very anxious or stressed about something."



7. "Can I help at the supermarket, Dad?"
"Sure. You can _____ the cart."



LESSON 9

the grammar you need

The exercise is to be done and corrected in class.

MUST (CONTINUED)

Look at the dialogue below, based on a situation from Book 3.

Charlie's crying.
What's the matter?

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

RIDERS MUST BE AT LEAST 3'8"

Why did you say that to him?

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

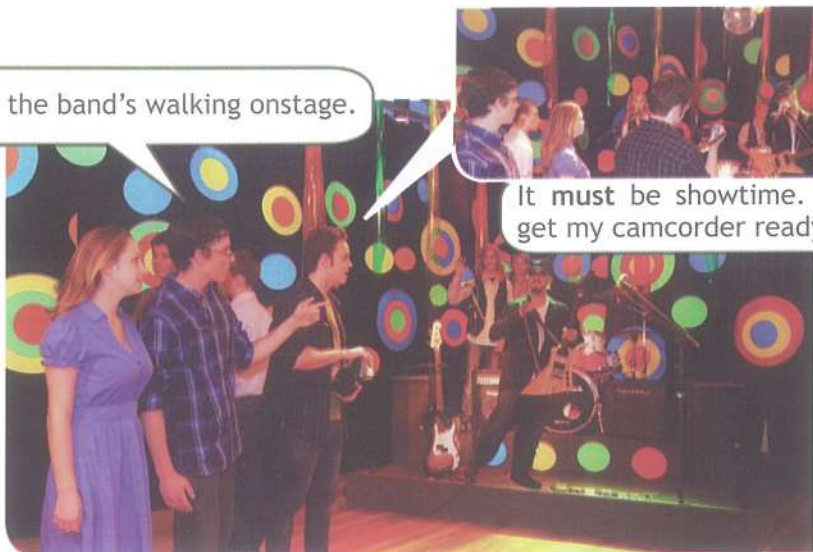
Notice that the sign the woman is talking about uses **must** to say that children *have to* be at least three eight to ride the roller coaster.

the grammar you need

Now take a look at a situation from this lesson.

Look, the band's walking onstage.

It **must** be showtime. I'll get my camcorder ready.



In the situation above, Luke tells Barry the band is walking onstage. From this information, Barry concludes that it's showtime. Barry uses **must** to express this.

Now look at some more sentences that use **must** in the same way.

You worked really late last night. You **must** be very tired today.

Sally always gets excellent grades at school. She **must** study a lot.

All the people in the audience are clapping. They **must** like the band.



REMEMBER THIS:

As you already learned in Book 3:

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

LESSON 9

the grammar you need

Here's another example.

You **must** be Suzy's sister.

Actually, I'm her mother.



Now take a look at another dialogue.

Looks like the kids aren't enjoying themselves.

Yeah, nobody's dancing.



From the evidence (the kids aren't enjoying themselves, and nobody's dancing), the guy playing the drums is almost sure the kids don't like the band's music. He uses **mustn't** to express this.

**REMEMBER THIS:**

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

Here are some more examples.

Eric: When I call Karissa's work number, no one answers the phone.

Ray: She **must not** be in the office right now. Try her cellphone.

Mother: Nina says she doesn't want any ice cream.

Father: She **mustn't** be hungry. She loves ice cream.

Ian: Could I borrow your history notes, Rita?

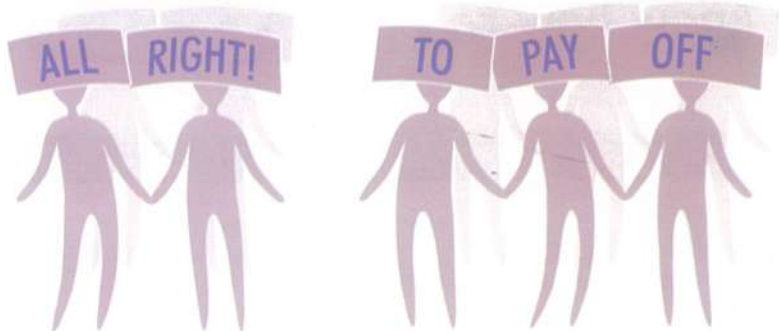
Rita: I'm afraid not. I lent them to Chuck, and he lost them.

Ian: You **mustn't** be very happy about that.

the grammar you need



- 198 - TT 6 - L9 - 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 9.

Easier said than done. ("This year I'm going to lose 15 pounds and to get into shape." "That sounds great, but it's easier said than done.")

To break up ("I'm so upset. My boyfriend just broke up with me." "You poor thing! Let's go out tonight. I'm going to cheer you up.")

All right! ("Guess what, Mom! I did really well on all my tests at school." "All right! That's great news, son.")

To pay off ("All our market analysis really paid off." "It sure did. Our new products are selling very well.")

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 . . .



. . . make an assumption;



You must be really preoccupied about something.

It must be showtime.



. . . offer advice;



My advice is to just relax, man.



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

I know how to...

... express satisfaction;



All right!

Cool!



... acknowledge that something is true.



Our study group paid off.

I admit you were right, Barry.



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

LESSON 9

let's sing

In a situation in this lesson, some friends—Barry, Luke, and Megan—are at a school dance. At the dance, they see two friends performing with their band. The band plays several great songs, including *Dance it Off* and *Yes You!* Here are the lyrics of these songs for your enjoyment. You can also listen to the songs.



Dance it Off¹ (Emmanuel Gilligan/Arthur Gilligan)

I wanted to take her hand and to dance
But I was afraid she would not understand
I wanted to take her hand and to dance
Dance!

Slipping from view² into the night
Darkness closing in on me
You came out of the shadows³ into sight
And a chance of hope came suddenly
Help me, I'm falling

I wanted to take her hand and to dance
But I was afraid she would not understand
I wanted to take her hand and to dance
Dance!

You try to dance it off!

But I see there's something different in your eyes
Yeah, I want to know, are you there for me?
Help me, I'm falling
I wanted to take her hand and to dance
But I was afraid she would not understand
I wanted to take her hand and to dance
Dance!

You came out of the shadows into sight
Yeah, I want to know, are you there for me?
Help me, I'm falling
Help me, I'm falling
Help me, I'm falling
Help me, I'm falling
This beat's going to break and I'm taking a chance
I wanted to take her hand and to dance



¹ dance it off — (expression) to forget about someone by dancing

² slip from view — (expression) to leave quickly and quietly so that no one can see you

³ shadow —



Yes You! (Emmanuel Gilligan)

Ah, it's in the wind
So you can't contain it
Ah, where to begin
When you can't explain it
But I won't wait a moment longer
When we ought to* be proud
To be saying out loud . . .

I love you, yes you!
I love you, yes you!

Hey, it's in your eyes
I could see it at first sight
Way up in the skies
Hope you're feeling it tonight
'Cause I won't wait a moment longer
When we ought to be proud
To be saying out loud . . .

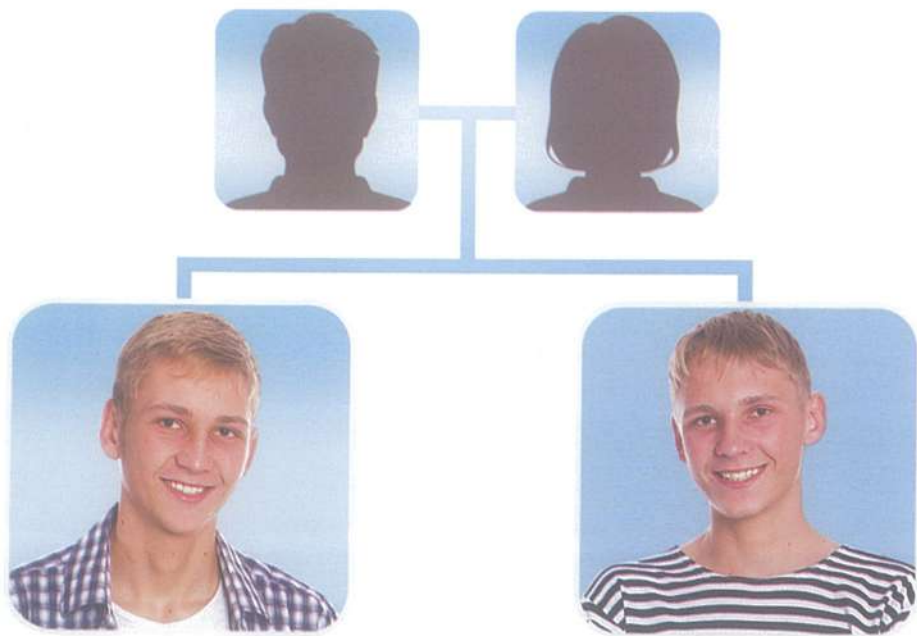
I love you, yes you!
I love you, yes you!

*ought to – (special verb) should



LESSON 10

words in action



THESE YOUNG MEN ARE TWINS.

LESSON 10

words in action

What's going on?



THIS FAMILY IS CAMPING.

LESSON 10

words in action



ARMS



WHEN I'M COLD, I WALK
WITH MY ARMS FOLDED.

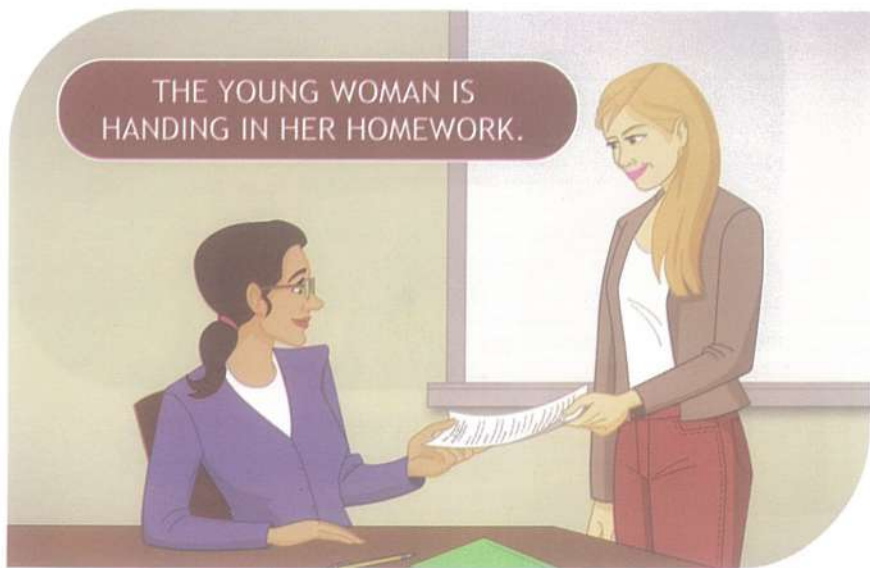
LESSON 10

words in action



THE GIRL HAS HER HANDS
ON HER HIPS.

What's going on?



THE YOUNG WOMAN IS
HANDING IN HER HOMEWORK.

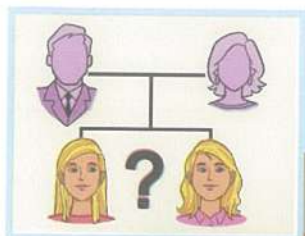
LESSON 10

text

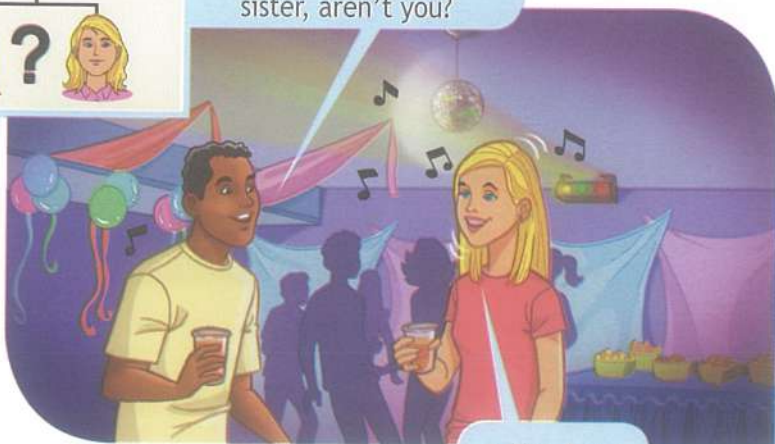
situation 1



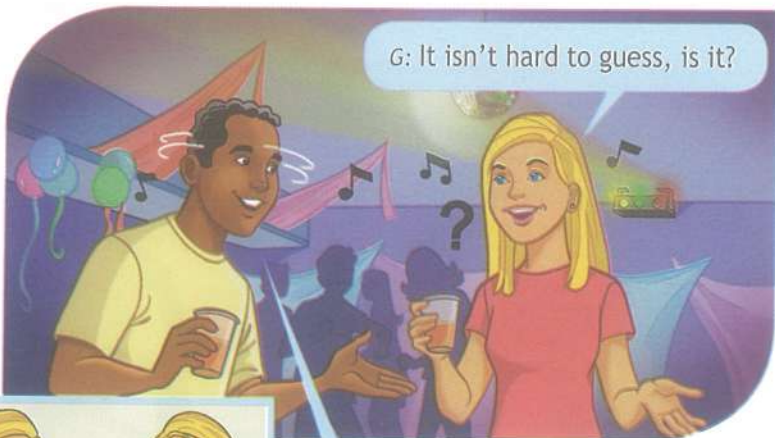
AT A PARTY



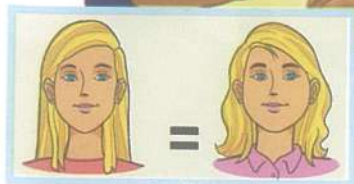
B: You're Katie Levine's sister, aren't you?



G: Yes, I am.



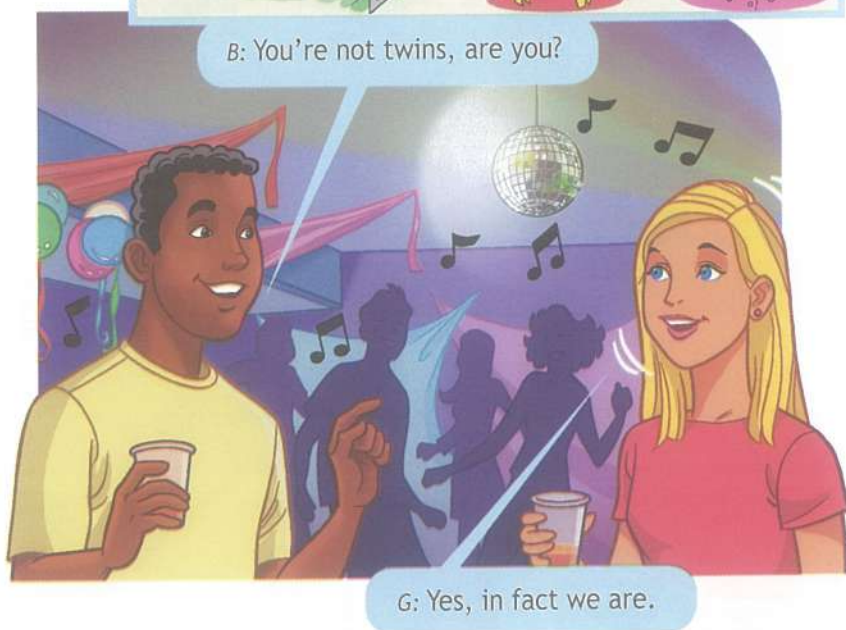
G: It isn't hard to guess, is it?



B: No, it's not. You and Katie look very alike.

B = boy

G = girl



LESSON 10

text

situation 2



PLANS FOR THE WEEKEND

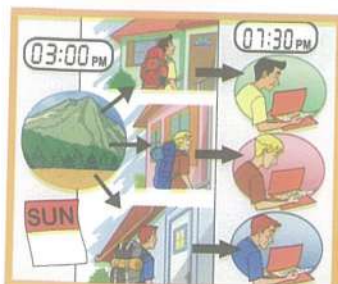
BD: We're going to spend the weekend in the mountains.



BWB: Yeah. We're going camping.



ST: You have finished your research papers, haven't you?



BBS: No, but we'll finish them when we get back.

BD = boy at door

BWB = boy with backpack

ST = science teacher

BBS = boy by bookshelf



ST: You realize you have to hand them in on Monday, don't you?



BWB: Don't worry. We have it covered.

ST: We'll see on Monday.

LESSON 10

text

situation 3

SALLY AND HER BIG MOUTH



GAF = girl with arms folded

GHH = girl with hands on hips

GHF = girl with hand on forehead



GAF: You can't keep a secret, can you?



GHF: I'm sorry, guys. It just slipped out.

GAF = girl with arms folded GHF = girl with hand on forehead

LESSON 10

reading text

HOW TO PLAN A GREAT SURPRISE BIRTHDAY PARTY

So, you're going to throw a surprise birthday party! Now, you know it's necessary to spend a lot of time planning for any birthday party, but before you throw a surprise birthday party for someone, there are some things you really need to do.

Make sure the person likes surprises.



Check that the person doesn't already have plans for his or her birthday.



Only invite guests who can keep a secret.



Remember, if you want to throw a great party, then you know that you should invite fun and interesting people, serve delicious food, and play great music. But if you want to throw a great surprise birthday party, then be sure to follow this advice. After all, the best part of a surprise birthday party is the look on the birthday girl or boy's face when he or she walks in the door!

LESSON 10

going further

USING LIKE AND ALIKE

Take a look at this situation from the lesson.



The boy thinks that the girl and Katie look very similar. He uses the word **alike** to express this. When people or things are a lot like each other in some way, we say they are **alike**.

Now take a look at these pairs of sentences that have the same meaning.

You look very **like** Katie.

Your bike looks **like** my bike.

You and Katie look very **alike**.

Your bike and my bike look **alike**.

Notice the position of the words **like** and **alike**. We use the word **like** in front of one of the people or things we are comparing. We use the word **alike** after the people or things we are comparing.

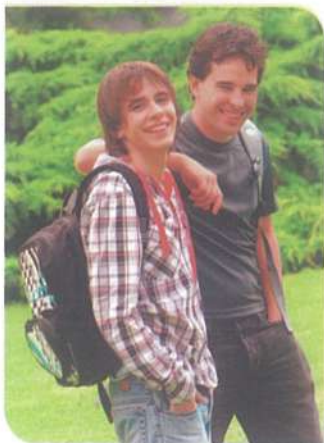
Here are some more examples. Notice the positions of **like** and **alike**.



Amy looks just **like** her mother. Some people even think they're sisters!

LESSON 10

going further



Tim and Richard are twins, but they don't look alike.



Gary's new guitar looks just like Betty's.



These bags look alike, but Jane's is a little smaller.

LESSON 10

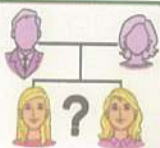
the grammar you need

The exercise is to be done and corrected in class.

TAG QUESTIONS

Look at a dialogue from this lesson.

You're Katie Levine's sister, aren't you?



Yes, I am.

The boy in the picture is almost sure that the girl he is talking to is Katie Levine's sister. He wants to confirm what he believes is true, so he uses a short question after his statement. This short question is called a tag question.

Let's take a look at another example.

It isn't hard to guess, is it?



No, it's not. You and Katie look very alike.

The girl believes that it isn't hard for the boy to see that she and Katie are sisters. She uses a tag question to confirm this.

Tag questions are short questions that are added to statements when we are looking for confirmation of what we have said.

Now compare the two examples we have just seen.

You're Katie Levine's sister, aren't you?

affirmative

+

negative

It isn't hard to guess, is it?

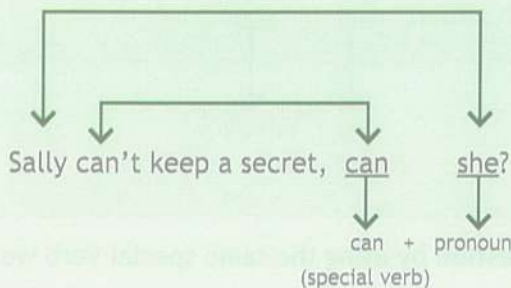
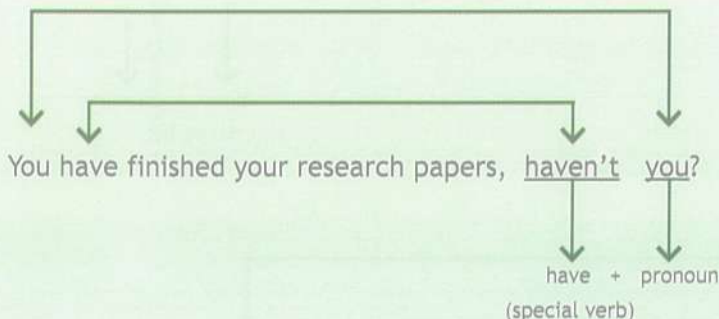
negative

+

affirmative

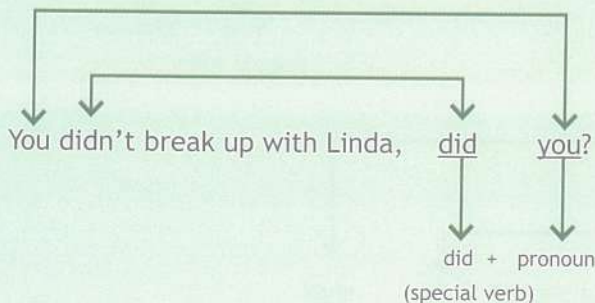
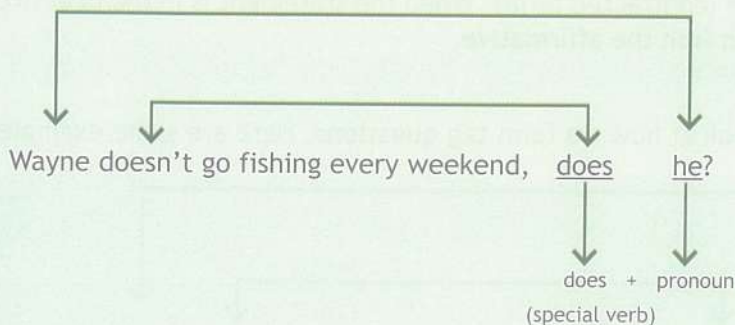
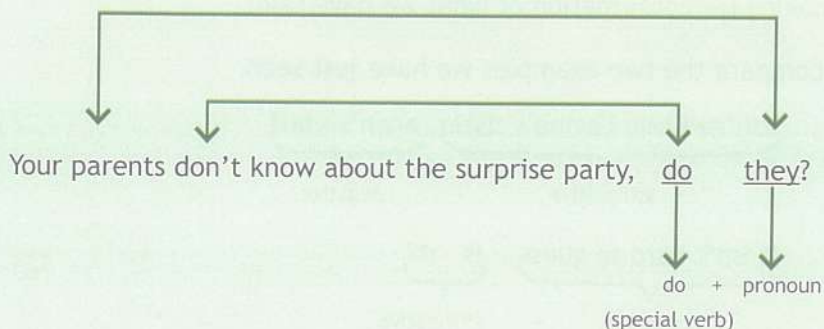
Notice that when the statement is in the affirmative, the **tag question** is in the negative (contracted form). When the statement is in the negative, the **tag question** is in the affirmative.

Now let's look at how we form **tag questions**. Here are some examples.



LESSON 10

the grammar you need



Notice that we form a **tag question** by using the same special verb we used in the statement + a pronoun.

LESSON 10

the grammar you need

If there is no special verb in the statement, then we use *do* or *does* in the **tag question** when the statement is in the simple present tense. We use *did* in the **tag question** when the statement is in the simple past tense.

Let's take a look at some examples.

You realize you have to hand in your papers on Monday, **don't you?**

Eric likes camping, **doesn't he?**

Mom and Dad enjoyed the surprise party we threw for them, **didn't they?**



REMEMBER THIS:

- We use **tag questions** when we are looking for confirmation of something we believe is true.
- When the statement is in the affirmative, the **tag question** is in the negative (contracted form).
- When the statement is in the negative, the **tag question** is in the affirmative.

LESSON 10

the grammar you need



Complete each statement with an appropriate tag question.

1. "You guys aren't going camping this weekend, _____? It's going to snow."
"That's OK. We love to camp in the snow."



2. "You haven't even started to work on your research paper, _____?"
"Of course I have. In fact, I'm going to finish it tonight."

3. "Tomorrow is Grandma and Grandpa's 50th wedding anniversary, _____?"
"Yes, it is. Fifty years . . . I wonder what their secret is."



4. "Albert knows he's going to get a car for his birthday. It was supposed to be a surprise, _____?"
"Yes, but we were talking about cars, and it just slipped out."

5. "Melissa and Carmen aren't twins, _____?"
"Yes, they are, but they aren't identical twins."



6. "The Smiths don't travel to Europe every year, _____?"
"Yes, they do. They have a lot of relatives in Europe, so they go there every year to visit them."



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

To hand something in (“Doug, the deadline for your history assignment is tomorrow.” “No problem. I handed that assignment in yesterday.”)

To have something covered (“It’s already 7 p.m. How are you going to get dinner ready for the whole family?” “I have it covered. I’m going to order pizza right now.”)

To throw a party (“Wow, Nathan really knows how to throw a party.” “This is nothing! The birthday party he threw for his son last year was even bigger.”)

To slip out (“Did you tell Albert that I like him?” “Sorry! We were talking about how cool you are, and it just slipped out.”)

LESSON 10

I know how to . . .

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

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

I know how to . . .



. . . ask for confirmation;



You're Katie Levine's sister, aren't you?

It isn't hard to guess, is it?



You're not twins, are you?

You have finished your research papers, haven't you?



You realize you have to hand them in on Monday, don't you?

Sally, you told them, didn't you?



You can't keep a secret, can you?



★ I need to study this a lot more.

★★ I need to study this a little more.

★★★ I know this very well.

LESSON 10

I know how to . . .

. . . apologize.



I'm sorry, guys. It just slipped out.



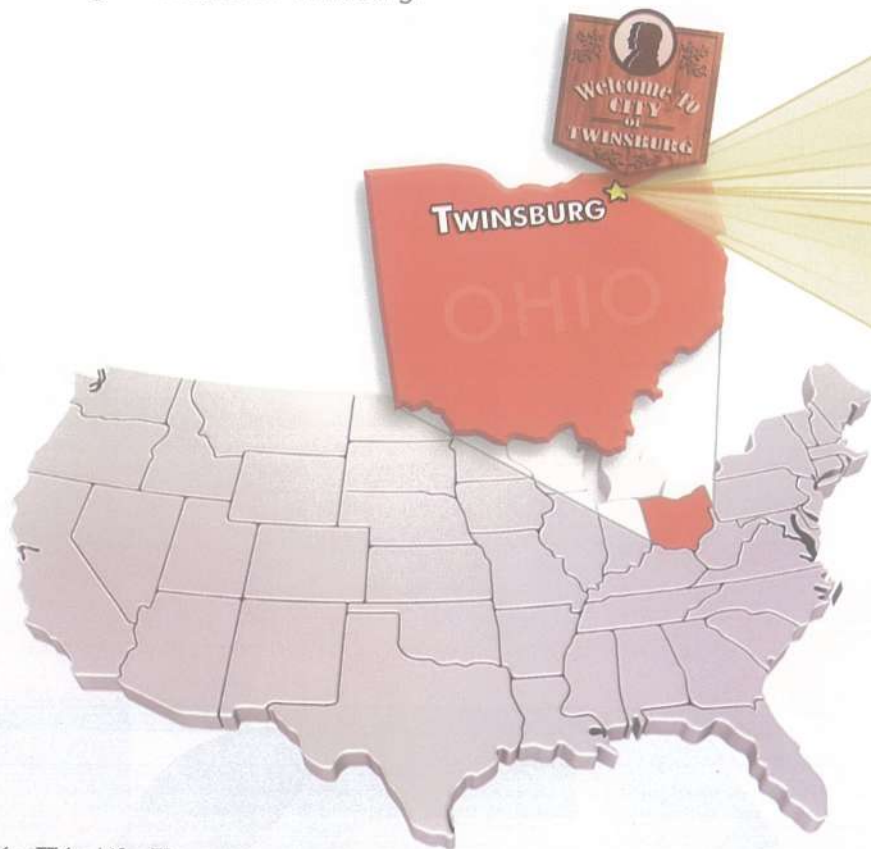
- ★ I need to study this a lot more.
- ★★ I need to study this a little more.
- ★★★ I know this very well.



TWINSBURG TWINS DAYS

In one of the situations in this lesson, a boy meets Katie Levine's twin sister. If you want to meet a lot of twins, you should visit Twinsburg, Ohio. The first weekend of every August, twins from the U.S. and all over the world arrive in Twinsburg for the Twins Days festival.

Let's find out a little about the history of the town of Twinsburg and Twins Days. The town got its name from identical twin brothers, Moses and Aaron Wilcox, who moved there in 1819. When they arrived, the town was called Millsville, but they convinced the town officials to change the name to Twinsburg.



Moses and Aaron lived almost identical lives. The twin brothers worked together, both married women who were sisters, both had nine children, and they even died¹ on the same day.

The first Twins Day was in 1976 with only 36 sets² of twins. But now, thousands of sets of twins come to Twinsburg for Twins Day every year, which makes it the world's largest annual gathering³ of twins. The Wilcox twins would definitely be happy about that!



Are you a twin? You should plan to go to the next Twins Days!

¹ die — (verb) to stop living

² set — in this text, a group of people (set of twins) that are related in some way

³ gathering — a meeting of a group of people

key to the exercises

LESSON 1

the grammar you need

PAGE 27

3. The party had already begun
4. Our bus had already left
5. had the play already started
6. Claire hadn't finished her presentation yet

LESSON 2

the grammar you need

PAGE 46

I.

4. It takes two hours to drive from San Diego to L.A.
5. It takes me 30 minutes to get ready in the morning
6. it doesn't take 20 minutes to get to the airport on the express line bus
7. How long does it take to learn this magic trick

PAGE 49

II.

3. Ms. Todd has been a ticket agent at the airport for seven years.
4. Megan has known about her surprise party for a week.
5. Juan Gomez was my boss for ten years.
6. The city's baseball team has played at Central Stadium for six years.

key to the exercises

LESSON 3

the grammar you need

PAGE 68

4. It took me / It took
5. it didn't take me / it didn't take
6. did it take / did it take you – it took / it took me
7. Did it take / Did it take you

LESSON 4

the grammar you need

PAGE 86

I.

3. it will take/take me
4. It will take/take me
5. Will it take
6. it won't take/take me

PAGE 90

II.

3. Mr. Jones may be our new principal.
4. Suzanne may get a new cellphone for her birthday.
5. The muffins may not be ready before breakfast.
6. Do you think it may snow tomorrow?

key to the exercises

LESSON 5

the grammar you need

PAGE 105

I.

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

PAGE 108

II.

2. Charles/He does keep his promises
3. I did tell you about my new job
4. The kids/They do like it here in Dallas
5. You do have a unique writing style
6. Leon/He does review his notes before every test
7. Maggie/She does get to rehearsal on time

LESSON 6

the grammar you need

PAGE 128

3. by herself/herself
4. by himself/himself
5. by itself/itself
6. by herself
7. by himself/himself
8. by themselves

key to the exercises

LESSON 7

the grammar you need

PAGE 143

I.

uncountable

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

PAGE 146

II.

uncountable

3. a little
4. a few
5. a little
6. a few
7. A little
8. a few
9. a little
10. a few

PAGE 150

III.

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

LESSON 8

the grammar you need

PAGE 172

I.

1. used to
2. used to
3. use to
4. use to

PAGE 174

II.

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

key to the exercises

LESSON 9

going further

PAGES 192 AND 193

1. pulled
2. push
3. push
4. pulls
5. pull
6. pulling
7. push

the grammar you need

PAGE 198

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

key to the exercises

LESSON 10

the grammar you need

PAGE 222

1. are you
2. have you
3. isn't it
4. wasn't it
5. are they
6. do they

vocabulary list

This list contains the new words in *To The Top—Intermediate Stage—Book 6* 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 few	L. 6
a lot	L. 2
accept, to	L. 4
according to	L. 9
admit, to	L. 9
advice	L. 9
after that	L. 2
alike	L. 10
all right (used to show we are happy about something that happened or that someone said)	L. 9
all the way	L. 3
analysis	L. 9
anniversary	L. 10
arm (WIA)	L. 10
as (e.g., <i>My backpack is the same color as yours.</i>)	L. 5
asleep	L. 1

B

ballpark (WIA)	L. 8
be about to, to	L. 4
be off, to = to leave	L. 4
be supposed to, to	L. 10
beat a (hasty) retreat, to	L. 7

besides	L. 7
Better late than never.	L. 3
big deal	L. 3
big mouth	L. 10
blueberry (WIA)	L. 4
bowl (WIA)	L. 8
break up, to	L. 9
broke (without money)	L. 4
broom (WIA)	L. 2
by oneself (alone)	L. 6

C

call, to (to ask a person to come closer)	L. 8
camp, to (WIA)	L. 10
carpool, to	L. 8
clap, to (WIA)	L. 9
classical	L. 6
clear	L. 7
complex	L. 6
compose, to	L. 6
conflict	L. 5
conflict of interest	L. 5
contemporary	L. 6
conversation	L. 8
convinced	L. 3
cook (WIA)	L. 7

vocabulary list

coworker
cut someone off, to

D

dance (a social event)
dance, to (WIA)
deadline
deliver, to
delivery
designer
do the dishes, to (WIA)
do well, to (e.g., *Those guys are doing really well at surfing.*)
do, does, did (used to give emphasis to the main verb)
Don't hold your breath.
dress, to
drinking fountain = water fountain (WIA)

E

each
easier said than done
environment
environmentally
episode
everyone
evidence
express line

L. 5
L. 3

F

fall asleep, to L. 1
fan (e.g., *My dad is a big baseball fan.*) L. 3
fashion L. 3
fashion designer L. 3
fee L. 4
feeling (an opinion that is not based on logic or evidence) L. 10
Fine with me. L. 5
first things first L. 4
folded (e.g., *folded arms*) (WIA) L. 10
follow, to (e.g., *Are you following that new TV series about zombies?*) L. 6
forecast L. 7
foreign L. 3
forever (an extremely long amount of time) L. 4
Forget it. L. 4
fortified L. 8
fountain (WIA) L. 1
fresh L. 4
frightening L. 6
frustrating L. 1

G

get back, to L. 10
get in, to L. 1
get into shape, to L. 8

vocabulary list

get out of, to	L. 7
get started, to	L. 3
get up, to = to stand up (WIA)	L. 7
glad	L. 1
go camping, to	L. 10
gossip	L. 1
gossip, to	L. 1
group	L. 3

H

hand sth. in, to (WIA)	L. 10
hard = difficult	L. 10
hasty	L. 7
have a feeling, to	L. 10
have a point, to	L. 5
have a word with, to	L. 4
have sth. covered, to	L. 10
Here comes . . .	L. 7
hip (WIA)	L. 10
hold one's breath, to (WIA)	L. 5
hon (short form of <i>honey</i>)	L. 8
honey = dear	L. 8

I

I guess so.	L. 5
identical	L. 5
Illinois (WIA)	L. 2
in fact	L. 9
instead of	L. 5
instructor (WIA)	L. 4

interest	L. 5
IOU = I owe you	L. 4
irritated	L. 1
It takes	L. 2
It takes + person	L. 2
It took	L. 3
It took + person	L. 3
It will take	L. 4
It will take + person	L. 4
It's/That's / It/That was very (kind) of you (to say so)	L. 7

K

keep a promise, to	L. 5
keep a secret, to	L. 10
kind = gentle	L. 7

L

late (e.g., <i>I'm tired today because I went to bed late last night. It was about 1 a.m. when I went to bed.</i>)	L. 6
lately	L. 3
later	L. 5
latest (the most recent)	L. 6
laugh, to (WIA)	L. 3
lesson = class	L. 4
let sby. down, to	L. 5
loads of	L. 7

vocabulary list

local (a train you take that stops

at all the stations on its way)

L. 2

long (e.g., *all night long*)

L. 6

lose, to

L. 3

lost

L. 3

low (e.g., *This cereal is low in*

sugar.)

L. 8

M

magazine (WIA)

L. 3

mail (e.g., *I receive mail at my*

house almost every day.) (WIA)

L. 3

mail (public system used for

sending and receiving things)

L. 3

Man (e.g., *Man! I can't believe*

you don't have a cellphone.)

L. 3

many

L. 6

marvelous

L. 7

may (possibility) (special verb)

L. 4

mean, to = to have the

intention

L. 10

meet, to (e.g., *I always do my*

best to meet my deadlines at

work.)

L. 9

mention, to

L. 4

might (possibility) (special verb)

L. 7

miss, to (not to go or participate

in an event or an activity)

L. 1

more than (e.g., *It took more*

than six months for my

magazine to arrive.)

L. 3

move, to

L. 2

muffin (WIA)

L. 4

must (probability) (special verb)

L. 9

N

nap

L. 6

neat = cool

L. 6

Net (the Internet)

L. 4

New York (state) (WIA)

L. 2

no wonder

L. 3

nomad

L. 2

normal

L. 5

Not so fast.

L. 4

note (e.g., *Students use their*

notes to study for their tests.)

L. 3

nutritious

L. 8

O

obnoxious

L. 9

odd = weird

L. 5

on time

L. 1

onstage (WIA)

L. 9

owe, to

L. 4

P

paper (e.g., *research paper*)

L. 10

park (stadium where baseball is

played)

L. 8

vocabulary list

patience	L. 7
pay off, to	L. 9
pay, to (e.g., <i>to pay a visit</i> , <i>a compliment</i>)	L. 7
peanut (WIA)	L. 8
perform, to	L. 3
personally (in person)	L. 4
piano (WIA)	L. 6
piece (e.g., <i>a piece of music</i>)	L. 6
pirate (WIA)	L. 4
Pirates (the Pittsburgh Pirates - baseball team)	L. 4
play (WIA)	L. 1
player (e.g., <i>piano player</i>)	L. 6
point (used to refer to sth. important that someone has said that should be considered)	L. 5
Poland (WIA)	L. 8
Polish (WIA)	L. 8
Polish sausage (WIA)	L. 8
predict, to	L. 7
preoccupied	L. 9
principal (person in charge of a school) (WIA)	L. 4
program	L. 6
promise	L. 5
publication	L. 3
pull, to (WIA)	L. 9

Q

quite (not extremely or very)	L. 8
-------------------------------	------

R

railway	L. 2
railway station = train station (WIA)	L. 2
rain, to	L. 7
rehearsal	L. 5
relief	L. 5
research	L. 10
research paper	L. 10
rest (e.g., <i>Then just wait till you hear the rest tonight!</i>)	L. 1
review, to	L. 5
rock (music)	L. 3
rollerblade, to (WIA)	L. 8
rollerblade® (WIA)	L. 8
room (empty space)	L. 7
round-trip (e.g., <i>round-trip ticket</i>)	L. 2

S

sausage (WIA)	L. 8
save, to (money)	L. 8
scary	L. 6
scorcher	L. 7
See you later.	L. 5

vocabulary list

see, to (e.g., *He may not have time to see you today.*)

seem, to

series (e.g., *TV series*)

serving (a helping of some food)

shape (physical condition)

shower = rain

showtime

sleep (e.g., *I get eight hours of sleep each night.*)

slip out, to

snooze, to

so (e.g., *It's very kind of you to say so.*)

So what?

someday

spend, to (time)

stage (WIA)

star (object in space) (WIA)

star (e.g., *rock star*) (WIA)

station (WIA)

stop (place where you get on or off the train)

Stravinsky

stressed

study (e.g., *a study group*)

style

sudden

sugar (WIA)

sugary

suggest, to

Sure am.

surf instructor (WIA)

surf the Net, to

surf, to (WIA)

surfboard (WIA)

surfing (e.g., *surfing lesson*)

surprise

sweep, to (WIA)

T

tell, to (e.g., *When a person is smiling, you can tell he or she is happy.*)

terrific

Texas

thanks to someone or sth.

That's too bad.

that's what sth. is all about

theater = movie theater

though

throw a party, to

ticket (e.g., *a train ticket*) (WIA)

ticket agent = agent (WIA)

till

tired

too late

train (WIA)

train station = railway

station (WIA)

trash (WIA)

trash can (WIA)

L. 6

L. 4

L. 4

L. 4

L. 4

L. 4

L. 10

L. 2

L. 1

L. 10

L. 6

L. 7

L. 5

L. 3

L. 10

L. 9

L. 5

L. 5

L. 2

L. 2

L. 6

L. 3

L. 3

L. 5

L. 7

L. 8

L. 8

L. 3

L. 9

L. 2

L. 2

L. 1

L. 4

L. 8

L. 6

L. 4

L. 10

L. 2

L. 2

L. 1

L. 1

L. 1

L. 2

L. 2

L. 1

L. 1

vocabulary list

trendy

L. 5

trick (e.g., *John has a trick that helps him clean his room.*)

L. 2

try, to (to make an effort to do sth.)

L. 8

twin (WIA)

L. 10

U

uh (used when people are hesitating)

L. 1

unique

L. 5

unit

L. 3

uptight

L. 3

used to (special verb)

L. 8

V

vendor (WIA)

L. 8

vitamin (WIA)

L. 8

W

water fountain = drinking fountain (WIA)

L. 1

way (how someone does sth.)

L. 5

What gives?

L. 8

What's that got to do with it?

L. 6

What's the big deal?

L. 3

What's with . . . ?

L. 7

word

L. 4

Y

Yikes! (e.g., *Yikes! That zombie is going to get those kids.*)

L. 6

Z

zombie

L. 6

This list contains the verbs that appear in Books 1 through 6.

verbs

Infinitive

Past Tense

Past Participle

A

to accept	accepted	accepted
to admit	admitted	admitted
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

verbs

Infinitive

Past Tense

Past Participle

C

to call	called	called
to camp	camped	camped
to carpool	carpooled	carpooled
to catch	caught	caught
to change	changed	changed
to check	checked	checked
to cheer	cheered	cheered
to chew	chewed	chewed
to chill	chilled	chilled
to clap	clapped	clapped
to clean	cleaned	cleaned
to close	closed	closed
to comb	combed	combed
to come	came	come
to compete	competed	competed
to complain	complained	complained
to compose	composed	composed
to concentrate	concentrated	concentrated
to convert	converted	converted
to cook	cooked	cooked
to count	counted	counted
to cross	crossed	crossed
to cry	cried	cried
to cut	cut	cut

D

to dance	danced	danced
to date	dated	dated
to daydream	daydreamed	daydreamed
to decide	decided	decided

Infinitive	Past Tense	Past Participle
to deliver	delivered	delivered
to deserve	deserved	deserved
to dive	dived; dove	dived
to do	did	done
to doubt	doubted	doubted
to dream	dreamed; dreamt	dreamed; dreamt
to dress	dressed	dressed
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	fit; fitted

verbs

Infinitive	Past Tense	Past Participle
to fix	fixed	fixed
to flunk	flunked	flunked
to follow	followed	followed
to fool	fooled	fooled
to forget	forgot	forgotten
to forgive	forgave	forgiven

G

to get	got	got; gotten
to give	gave	given
to go	went	gone
to gossip	gossiped	gossiped
to guess	guessed	guessed

H

to hand	handed	handed
to hang (hang out, hang around)	hung	hung
to happen	happened	happened
to hate	hated	hated
to have	had	had
to head	headed	headed
to hear	heard	heard
to help	helped	helped
to hide	hid	hidden
to hit	hit	hit
to hold	held	held
to hope	hoped	hoped
to hurry	hurried	hurried

Infinitive

Past Tense

Past Participle

I

to imagine
to introduce
to invite

imagined
introduced
invited

imagined
introduced
invited

J

to join

joined

joined

K

to keep
to kid
to kneel
to knock
to know

kept
kidded
kneeled; knelt
knocked
knew

kept
kidded
kneeled; knelt
knocked
known

L

to laugh
to lean
to learn
to leave
to lecture
to lend
to let
to lie (to be in a horizontal position)
to like

laughed
leaned
learned
left
lectured
lent
let
lay
liked

laughed
leaned
learned
left
lectured
lent
let
lain
liked

verbs

Infinitive	Past Tense	Past Participle
to listen	listened	listened
to live	lived	lived
to look	looked	looked
to lose	lost	lost
to love	loved	loved

M

to make	made	made
to mean	meant	meant
to meet	met	met
to mention	mentioned	mentioned
to mind	minded	minded
to miss	missed	missed
to move	moved	moved
to mow	mowed	mowed

N

to name	named	named
to need	needed	needed
to network	networked	networked
to notice	noticed	noticed

O

to open	opened	opened
to order	ordered	ordered
to organize	organized	organized
to owe	owed	owed

Infinitive

Past Tense

Past Participle

P

to panic
to pass
to pay
to pee
to perform
to pet
to pick
to play
to predict
to prefer
to pretend
to promise
to pull
to push
to put

panicked
passed
paid
peed
performed
petted
picked
played
predicted
preferred
pretended
promised
pulled
pushed
put

panicked
passed
paid
peed
performed
petted
picked
played
predicted
preferred
pretended
promised
pulled
pushed
put

R

to rain
to read
to realize
to receive
to recognize
to recommend
to record
to recycle
to relax
to remember
to require

rained
read
realized
received
recognized
recommended
recorded
recycled
relaxed
remembered
required

rained
read
realized
received
recognized
recommended
recorded
recycled
relaxed
remembered
required

verbs

Infinitive	Past Tense	Past Participle
to return	returned	returned
to review	reviewed	reviewed
to ride	rode	ridden
to ring	rang	rung
to rinse	rinsed	rinsed
to rollerblade	rollerbladed	rollerbladed
to root	rooted	rooted
to row	rowed	rowed
to run	ran	run

S

to save	saved	saved
to say	said	said
to see	saw	seen
to seem	seemed	seemed
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 snooze	snoozed	snoozed
to sound	sounded	sounded
to speak	spoke	spoken

Infinitive	Past Tense	Past Participle
to spell	spelled	spelled
to spend	spent	spent
to spit	spit; spat	spit; spat
to stand	stood	stood
to start	started	started
to stay	stayed	stayed
to stink	stank	stunk
to stop	stopped	stopped
to straighten	straightened	straightened
to study	studied	studied
to suggest	suggested	suggested
to surf	surf	surf
to swear	swore	sworn
to sweep	swept	swept
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

verbs

Infinitive

Past Tense

Past Participle

U

to uncover
to use

uncovered
used

uncovered
used

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
to write

waited
woke
walked
wanted
warned
washed
wasted
watched
wore
weighed
won
worked
worried
wrote

waited
waken
walked
wanted
warned
washed
wasted
watched
worn
weighed
won
worked
worried
written

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