

Joan Saslow
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Teen & Teen

Four

Student Book
& Workbook 4



Extra Practice
CD-ROM

OXFORD



Joan Saslow
Allen Ascher

TEEN 2 TEEN

Four

Student Book
& Workbook 4

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Learning Objectives

| Grammar | Vocabulary | Social language | Reading and Writing |
|---------|------------|-----------------|---------------------|
|---------|------------|-----------------|---------------------|

Welcome to **Teen 2 Teen** page 4

| | | | | |
|---|---|--|---|--|
| <p>1. My hobby is blogging. page 10</p> | <ul style="list-style-type: none"> • Gerunds | <ul style="list-style-type: none"> • Talents and hobbies | <ul style="list-style-type: none"> • Introduce two classmates • Suggest an activity | <p>Reading</p> <ul style="list-style-type: none"> • An online advice column • Skills / strategies: Recognize a point of view; Find supporting details; Understand meaning from context <p>Writing page 90</p> <ul style="list-style-type: none"> • Writing a title |
| <p>2. I want to change my bad habits. page 16</p> | <ul style="list-style-type: none"> • Infinitives | <ul style="list-style-type: none"> • Good and bad habits | <ul style="list-style-type: none"> • Compare your good and bad habits | <p>Reading</p> <ul style="list-style-type: none"> • A study guide for new students • Skills / strategies: Understand meaning from context; Skim for content <p>Writing page 90</p> <ul style="list-style-type: none"> • Parallel structure |
| <p>3. Teen 2 Teen Friends Things used to be different. page 22</p> | <ul style="list-style-type: none"> • Comparisons with <i>as ... as</i> • <i>used to / didn't use to</i> | <ul style="list-style-type: none"> • Expressions for talking about the past | <ul style="list-style-type: none"> • Compare how you were when you were little | <p>Reading</p> <ul style="list-style-type: none"> • A timeline • Skills / strategies: Skim for content; Scan for information <p>Writing page 91</p> <ul style="list-style-type: none"> • Topic sentences |

Review: Units 1–3 pages 28–29
All About You Progress Check

Cross-curricular Reading: Science page 96



Teen 2 Teen Friends Magazine 1 page 100

| | | | | |
|---|---|--|--|---|
| <p>4. Have you ever gone paragliding? page 30</p> | <ul style="list-style-type: none"> • The present perfect for indefinite past: statements • The present perfect: <i>yes / no</i> questions; <i>ever</i> and <i>never</i> | <ul style="list-style-type: none"> • Personality | <ul style="list-style-type: none"> • Ask about and react to someone's experience | <p>Reading</p> <ul style="list-style-type: none"> • An interview in a school newsletter • Skills / strategies: Confirm a text's content; Find supporting details <p>Writing page 91</p> <ul style="list-style-type: none"> • Summarizing a text |
| <p>5. Have you been to the doctor yet? page 36</p> | <ul style="list-style-type: none"> • The present perfect: <i>already, yet, just</i> • The present perfect with superlatives | <ul style="list-style-type: none"> • At the doctor or dentist • Ailments | <ul style="list-style-type: none"> • Show concern | <p>Reading</p> <ul style="list-style-type: none"> • A public health pamphlet • Skills / strategies: Identify the main idea; Scan for information; Confirm a text's content <p>Writing page 92</p> <ul style="list-style-type: none"> • Unity of content |
| <p>6. Teen 2 Teen Friends I've been here for a week. page 42</p> | <ul style="list-style-type: none"> • The present perfect: <i>for</i> and <i>since</i> • Information questions with <i>How long</i> | <ul style="list-style-type: none"> • Geographical features | <ul style="list-style-type: none"> • Apologize and provide a reason for being late • Accept an apology | <p>Reading</p> <ul style="list-style-type: none"> • A travel brochure • Skills / strategies: Confirm a text's content; Find supporting details; Scan for information <p>Writing page 92</p> <ul style="list-style-type: none"> • Organizing details in your writing |

Review: Units 4–6 pages 48–49
All About You Progress Check

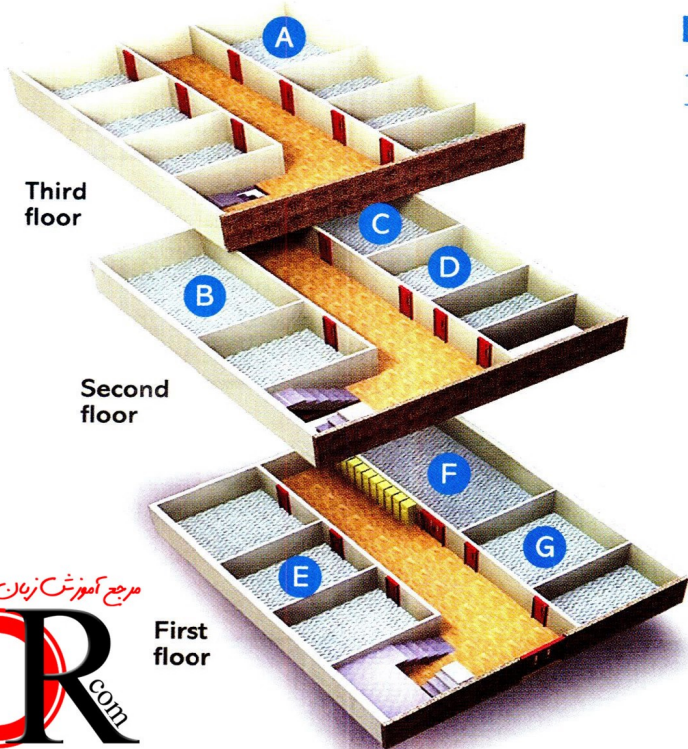
Cross-curricular Reading: Biology page 97

Teen 2 Teen Friends Magazine 2 page 101

| | Grammar | Vocabulary | Social language | Reading and Writing |
|---|---|---|--|--|
| 7. I have to get the tickets! <i>page 50</i> | <ul style="list-style-type: none"> • <i>have to / has to</i> • <i>must and must not</i> | <ul style="list-style-type: none"> • Some Olympic sports | <ul style="list-style-type: none"> • Adapt to rules | Reading <ul style="list-style-type: none"> • A newspaper article • Skills / strategies: Identify the main idea; Understand meaning from context; Confirm a text's content Writing <i>page 93</i> <ul style="list-style-type: none"> • Provide reasons to support an idea |
| 8. That might be a good idea. <i>page 56</i> | <ul style="list-style-type: none"> • <i>be supposed to</i> • <i>might</i> for possibility | <ul style="list-style-type: none"> • Ways to protect the environment | <ul style="list-style-type: none"> • Remind someone of expected behavior | Reading <ul style="list-style-type: none"> • An informational leaflet • Skills / strategies: Identify the main idea; Confirm a text's content Writing <i>page 93</i> <ul style="list-style-type: none"> • Conclusions |
| 9. Teen 2 Teen Friends You don't believe that, do you? <i>page 62</i> | <ul style="list-style-type: none"> • Tag questions: present • Tag questions: past | <ul style="list-style-type: none"> • Personal care products | <ul style="list-style-type: none"> • Express disbelief | Reading <ul style="list-style-type: none"> • A report • Skills / strategies: Identify the main idea; Understand meaning from context; Confirm a text's content Writing <i>page 94</i> <ul style="list-style-type: none"> • Persuasion |
| Review: Units 7–9 <i>pages 68–69</i> All About You Progress Check | | Cross-curricular Reading: History <i>page 98</i> | |  Magazine 3 <i>page 102</i> |
| 10. We should say something. <i>page 70</i> | <ul style="list-style-type: none"> • Indefinite pronouns: <i>someone, no one, anyone</i> • Indefinite pronouns: <i>something, nothing, anything</i> | <ul style="list-style-type: none"> • Bullying | <ul style="list-style-type: none"> • Express regret about not speaking up | Reading <ul style="list-style-type: none"> • A teen magazine article • Skills / strategies: Confirm a text's content Writing <i>page 94</i> <ul style="list-style-type: none"> • Using <i>this</i> to refer to an earlier idea |
| 11. My sister saw the guy who did it. <i>page 76</i> | <ul style="list-style-type: none"> • Relative clauses: <i>that</i> and <i>who</i> | <ul style="list-style-type: none"> • Verbs for crimes | <ul style="list-style-type: none"> • Insist emphatically • Make a suggestion | Reading <ul style="list-style-type: none"> • A crime prevention flier • Skills / strategies: Identify the main idea; Confirm a text's content Writing <i>page 95</i> <ul style="list-style-type: none"> • Agreement in number |
| 12. Teen 2 Teen Friends It's a day when we celebrate. <i>page 82</i> | <ul style="list-style-type: none"> • Relative clauses: <i>where</i> and <i>when</i> • Reflexive pronouns; <i>each other</i> | <ul style="list-style-type: none"> • Ways to celebrate a holiday | <ul style="list-style-type: none"> • Wish someone a happy holiday | Reading <ul style="list-style-type: none"> • Online encyclopedia entries • Skills / strategies: Classify information; Confirm a text's content Writing <i>page 95</i> <ul style="list-style-type: none"> • Agreement in person |
| Review: Units 10–12 <i>pages 88–89</i> All About You Progress Check | | Cross-curricular Reading: Astronomy <i>page 99</i> | |  Magazine 4 <i>page 103</i> |
| Reference <i>pages 104–106</i> | | | | |
| Workbook <i>pages W1–W37</i> | | | | |

Welcome to

TEEN 2 TEEN



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Locations and directions in a building

1. Read the locations and directions in a school building. Look at the picture and write the correct letter for each place.

- The main office is on the first floor. Go down the hall. It's the second door on the left, across from the lockers. E
- Where's the auditorium? It's across from the main office. _____
- Where's the library? It's on the second floor. Go down the hall. The library's on the left. _____
- Where's the computer lab? Take the stairs to the third floor. It's at the end of the hall, on the right. _____
- The science lab is on the second floor. It's on the right, across from the library. _____
- Downstairs, the cafeteria is on the right, next to the auditorium. _____
- Where's the gym? It's next to the science lab, on the second floor. You can't miss it! _____

be going to for the future

2. Write statements, using *be going to* for the future. Use contractions where possible.

- I / clean up my room / after dinner I'm going to clean up my room after dinner.
- I / walk the dog, and my sister / feed the cat _____
- We / set the table for dinner / tonight _____
- He / wash the dishes / three times a week _____
- Dad / take out the garbage / before breakfast _____
- I / do the laundry / this weekend _____
- I / not make my bed / today _____

3. Write questions with *be going to*. Begin questions with a capital letter and use a question mark (?).

- Are you going to send out invitations? (you / send out invitations)
- _____ (who / buy refreshments)
- _____ (when / you / put up decorations)
- _____ (they / make a cake)
- _____ (how many cups / we / need)
- _____ (there / be enough forks or spoons)
- _____ (how long / you / stay at the party)

Quantifiers: a lot of, many, much, a few, a little

4. Choose the correct quantifier to complete each statement.

- There aren't many / much eggs on the table.
- Can you bring a lot of / much napkins?
- There isn't many / much cheese in this sandwich.
- We don't have many / much bread.
- We're going to need a few / much paper plates.
- Is there many / much milk in the fridge?
- We need a few / a little strawberries and a few / a little orange juice.

Superlative adjectives

5. Complete each statement, using a superlative form of the adjective.

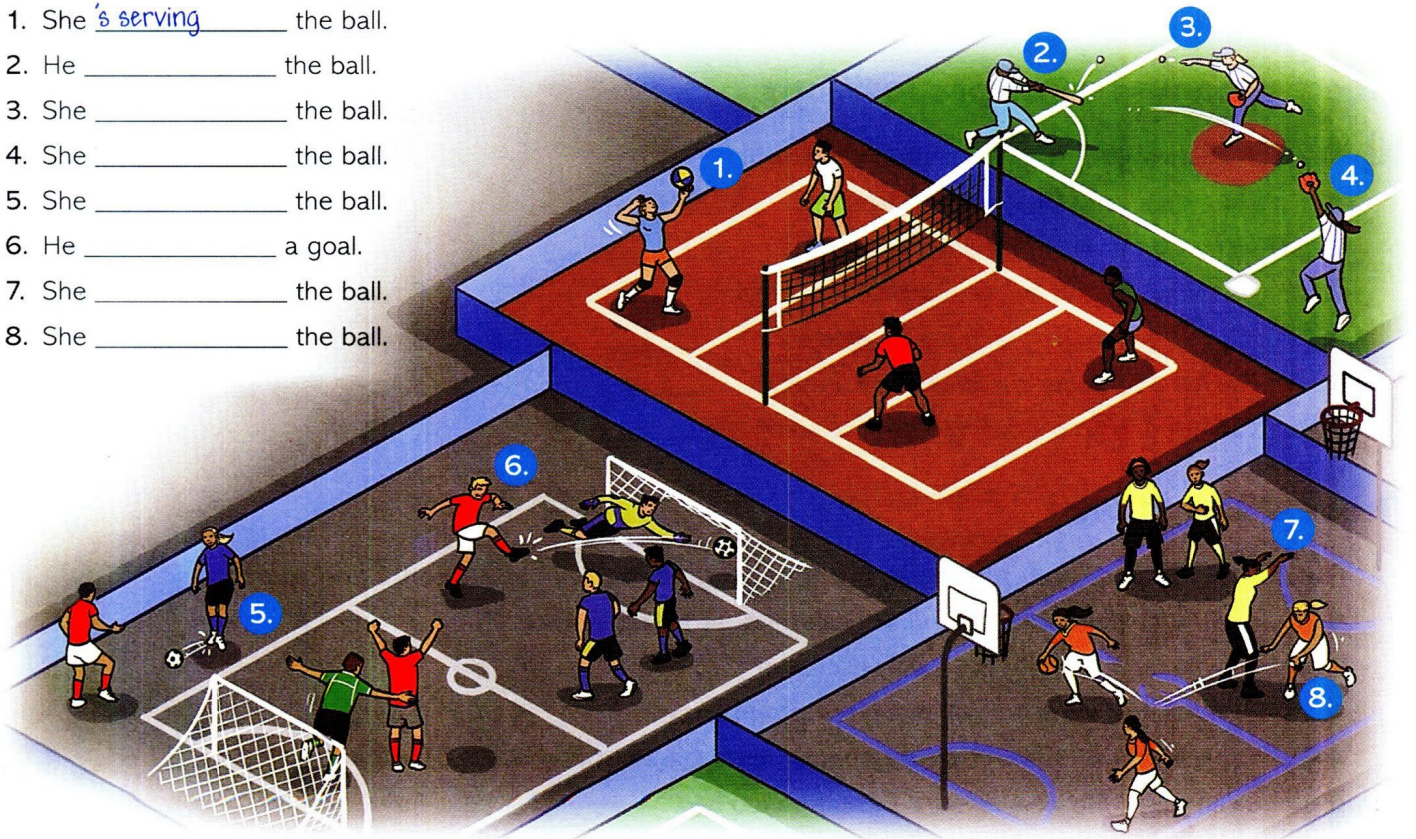
- These drawings are all great, but this one is the nicest (nice).
- That was _____ (funny) comedy on TV this week.
- We study all kinds of things, but I think history is _____ (interesting) subject.
- I think *Titanic* is _____ (good) Leonardo DiCaprio movie.
- Today was _____ (hot) day this year.
- The hurricane in October was _____ (bad) storm this year.

Action verbs for sports

6. Complete the statements, using the present continuous form of the verbs.

block catch hit kick pass score serve throw

- She 's serving the ball.
- He _____ the ball.
- She _____ the ball.
- She _____ the ball.
- She _____ the ball.
- He _____ a goal.
- She _____ the ball.
- She _____ the ball.



will for the future, requests, and offers to help

7. Complete the statements and questions with *will* or *won't*. Use contractions where possible.

1. We'll come (we / come) to your house at 6:00.
2. _____ (Lara / do) her homework before dinner.
3. _____ (you / go) surfing next month?
4. _____ (where / the school band / play) tomorrow?
5. _____ (when / they / finish) the report?
6. _____ (you / not see) me at the party next weekend.
7. _____ (the meeting / not be) at 3:00.

8. Write predictions, using *maybe*, *probably*, or *definitely*.

1. Our school orchestra will practice today. (probably) Our school orchestra will probably practice today.
2. I won't go fishing next week. (definitely) _____
3. Your team will win the game tomorrow. (maybe) _____
4. We'll see that new action movie this weekend. (probably) _____

9. Complete each conversation, using *will* for requests and offers. Use contractions.

1. A: Nick, will you please set (please / set) the table?
B: Sure, Mom. I 'll set (set) it for you.
2. A: Hey, Brian. _____ (please / clean up) the mess in your room?
B: Sure, Dad. And I _____ (take out) the garbage, too.
3. A: Can someone help me clean up after dinner?
B: Of course! I _____ (wash) the dishes.
4. A: This table is so big. I just can't move it!
B: Mom, I _____ (help) you with that.
A: Thank you!
5. A: Hey, I _____ (do) the laundry. OK?
B: Thanks for offering! Actually, I'm really busy.
_____ (please / walk) the dog, too?
A: No problem.

Object pronouns after prepositions

10. Replace each object with an object pronoun.

1. Let's buy a souvenir for ~~Mom and Dad~~. them
2. Did you send e-mails to me and my sister? _____
3. I'll make lunch for you and your cousin tomorrow. _____
4. I'm going to go kayaking with my classmates. _____
5. Did you get a call from our teacher, Mr. Frome? _____
6. Are you going to go snorkeling with your aunt? _____

The real conditional

11. Choose the correct verb phrase in the following conditional statements and questions.

1. If we go / will go mountain biking this weekend, we'll need helmets.
2. Will they go skiing if they visit / will visit Chile?
3. Who will call us if there 's / will be no school tomorrow?
4. If the school orchestra won't meet / doesn't meet this afternoon, what will you do?
5. I'll go camping if the weather isn't / won't be too bad.
6. If the concert is boring, we don't stay / won't stay.

The past tense of be

12. Complete the conversations with *was*, *were*, *wasn't*, or *weren't*.

1. A: Was that horror movie scary yesterday?
 B: No, it _____. It _____ pretty awful.
 But Nancy thought it _____ very funny.
 A: _____ your parents at the movie, too?
 B: No, they _____. They _____ too busy.
2. A: Why _____ you at the meeting last Saturday?
 B: There _____ traffic. _____ it a good meeting?
 A: Yes, it _____. There _____ some refreshments.
 B: Really? Why?
 A: It _____ Paul's birthday, so there _____ a nice cake.

The simple past tense

13. Complete each conversation, using the simple past tense.

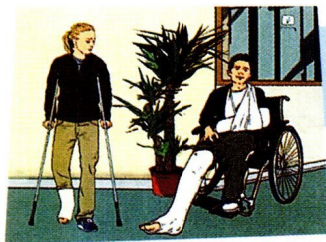
1. A: Did you finish _____ (you / finish) your homework?
 B: Yes, I did _____. I finished (finish) it in the computer lab.
2. A: _____ (Mark and Linda / go) kayaking last weekend?
 B: No, they _____. They _____ (go) hiking.
3. A: How _____ (you / get) to school today? By car?
 B: No, I _____ (not / get) there by car. I _____ (get) there by bus.
4. A: _____ (your father / send) you a text?
 B: No, he _____. He _____ (send) me an e-mail.
5. A: How many games _____ (the school soccer team / win) last month?
 B: Last month? Our team _____ (win) five games!
6. A: Who _____ (make lunch) for you and your sister today?
 B: My brother. He _____ (make) a great lunch.

Injuries; Parts of the body

14. Complete the statements with the simple past tense. Use the correct body parts.

break hurt burn cut

arm back finger foot hand knee leg neck shoulder wrist



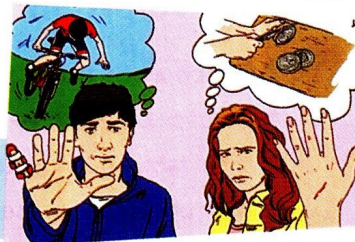
1. She broke her _____.
 He _____ his _____ and _____!



2. She _____ her _____, and
 he _____ his _____.



3. The boy _____ his _____ and his _____,
 and the girl _____ her _____.



4. He _____ his _____.
 She _____ her _____.

The past continuous

15. Complete the statements and questions with the past continuous.

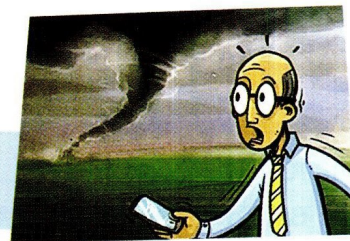
- Last weekend, we went kayaking while we were visiting (we / visit) my cousins.
- What _____ (you / wear) in this photo?
- _____ (I / talk) on the phone while _____ (my mom / make) lunch.
- What _____ (you / do) at 8:00 last night? I tried to call you.

16. Look at the pictures. Choose the past continuous or the simple past tense.



1. When Jay got / was getting to the bus stop, the bus left / was leaving.

2. Dad texted / was texting me when he saw / was seeing the tornado.



3. We hiked / were hiking when the thunder and lightning began / was beginning.



4. Luckily, my cousins wore / were wearing their seat belts when they had / were having the accident.



Negative yes / no questions

17. Complete the conversations with negative yes / no questions and short answers.

- A: Aren't you really into sci-fi movies?
B: That's right. I am!
- A: Don't you like pop?
B: _____ I hate it. I love pop music.
- A: _____ Liam on the soccer team last year?
B: Yes, he was. He helped them win a lot of games.
- A: _____ your sister play in the school band?
B: No, she didn't. You're thinking of my brother.
- A: _____ Taylor Lautner the greatest movie actor?
B: Are you kidding? I think his movies are kind of silly.
- A: Aren't you and your friends going skiing this year?
B: _____ We're too busy.

Information questions with Whose

18. Write Whose or Who's to complete the statements and questions.

- These photographs are beautiful! Whose are they?
- This chicken is amazing. _____ the chef?
- _____ snorkel and life vest are those?
- That new movie sounds great. _____ in it?
- _____ tablet is this? It looks new.
- _____ on your team this year?

Possessive pronouns

19. Replace each noun phrase with a possessive pronoun.

- Those sodas are ~~your sodas~~. yours
- This tablet is my sister's. _____
- Our photographs are down the hall. _____
- Are these your brother's shirts? _____
- Are those your classmates' uniforms? _____
- Are those my magazines? _____

Teen2Teen Friends

14:31

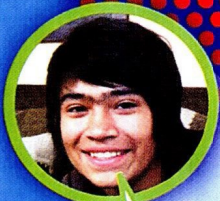
1.02 Connecting Teens Around the World!



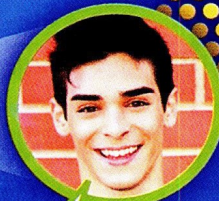
Hi! My name's Abby Morgan, and I'm from Chicago, in the United States. Do you know anything about Chicago? It's an awesome city! I'll post something about it on Teen2Teen Friends.



Hey, nice to meet everyone! My name's Carmela Artuso, and I'm from Rome, the capital of Italy. We're studying a lot of interesting things in school this year. Don't miss my report on advertising techniques on Teen2Teen Friends.



Hey, guys! I'm Jose Luis Pedrosa. I'm from Quito, the capital of Ecuador. You should plan to visit Ecuador sometime. I'd love to show you around! I posted something about my beautiful country. Check it out!



Hi, everyone! I'm Carlos Lombardi, from Mendoza in Argentina. Have you ever heard of Iguassu Falls? They're amazing! I'm planning to post some information about them on Teen2Teen Friends. Don't forget to look for my post!



I'm Chen Yi, from Shanghai, in China. Shanghai is the city that has the largest population in my country. I love practicing my English by sharing information about China. I'm going to post something about a Chinese holiday. Have fun studying English with Teen2Teen!

Meet the Teen2Teen Friends in Units 3, 6, 9, and 12, and in the Teen2Teen Friends Magazine.

1

My hobby is blogging.

Grammar: Gerunds
Vocabulary: Talents and hobbies
Social language: Introduce two classmates • Suggest an activity

Topic Snapshots

1.03

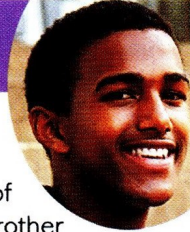
1. Snapshot 1 Read and listen to the students talk about their talents and hobbies.

Maria
 Monterrey, Mexico



I'm a people person and a good listener. I love meeting new people and helping them with their problems. My hobby is blogging, and in fact I have an online advice column called Ask Maria. Kids write me, often about friend problems, and I answer them.

Brian
 Boston, U.S.



I'm pretty good at putting things together right out of the box. My little brother got a train set for his birthday. The set came in a lot of pieces, but the instructions weren't good. I put the set together for him. He said, "Thanks, Brian! You're the best." That made me feel terrific!

Claire
 Vancouver, Canada



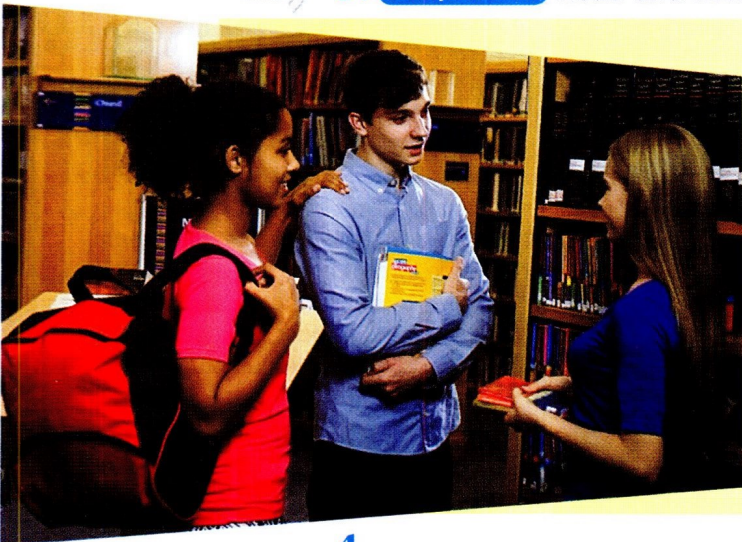
Some people are afraid of speaking in front of a lot of people, but not me. When there's a presentation in class, I'm usually the first one to stand up, and I enjoy helping my classmates. I also love acting in plays. After school I participate in the public speaking club and the drama club. They're both lots of fun.

2. Complete the statements about each person's abilities.

- If you need to build some furniture, Brian can help.
- If you don't have many friends and don't know what to do, write to _____.
- If you like watching plays, go and see _____ perform with her drama club this weekend.

1.04

3. Snapshot 2 Read and listen to the conversation.



Sophia: Hey, Sarah. This is Nick. He's a new student. Nick, this is my friend, Sarah.

Nick: Nice to meet you, Sarah.

Sarah: Same here. Welcome to our school.

Sophia: Nick's coming to karate club with me. He's got a black belt!

Sarah: Wow! That's incredible! But, Sophia, you're pretty good at karate, too.

Sophia: Not that good.

Nick: So, Sarah, are you going to karate club, too?

Sarah: Actually, no. I'm going to drama club. I love acting in plays.

Nick: Afterschool clubs are so cool.

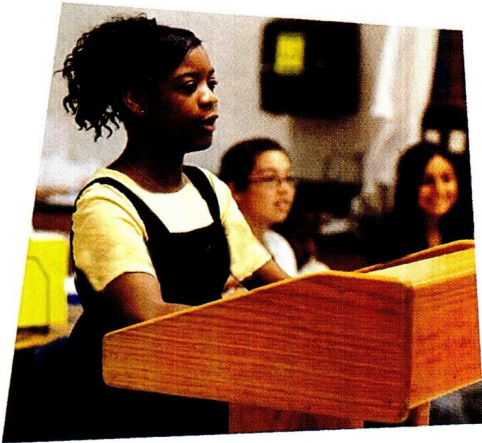
Sarah: Well, I don't want to be late. See you later, guys!

4. Answer the questions. Write *Sophia*, *Nick*, or *Sarah*.

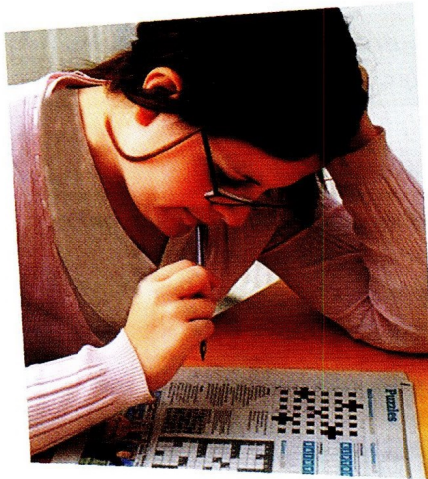
- Who's a new student? Nick
- Who's taking someone to karate club? _____
- Who's good at karate? _____ and _____
- Who's not going to karate club? _____
- Who's going to drama club? _____

Vocabulary Talents and hobbies

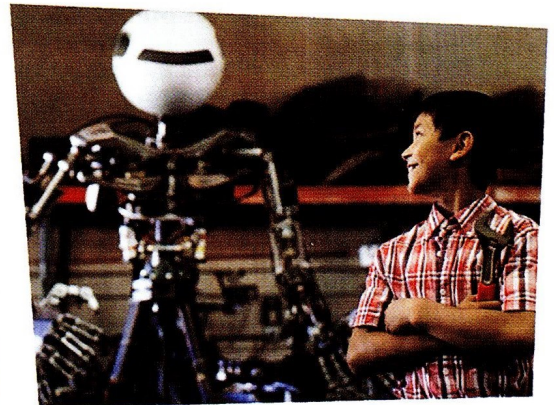
1.05 **1. Look at the photos. Read and listen.**



1. public speaking



2. solving puzzles



3. inventing things



4. meeting new people



5. putting things together

And don't forget ...

- making things
- selling things
- fixing things
- designing things
- helping people

1.06 **2. Pronunciation** Listen and repeat.

1.07 **3. Listening comprehension** Listen to five students talk about themselves. Complete the chart with their talents or hobbies, and favorite subjects.

| | Name | Talent or hobby | Favorite subject |
|----|-----------------|------------------------|------------------|
| 1. | Arielle Novak | <i>solving puzzles</i> | |
| 2. | Lee Brody | | |
| 3. | Celina Martinez | | |
| 4. | Kate Arnold | | |
| 5. | Sean Benson | | |

Grammar Gerunds

1. Study the grammar.

A gerund is the *-ing* form of a verb that functions as a noun. Use a gerund:

- as a subject
Biking is my favorite weekend activity.
- as the direct object after the verbs *like, love, enjoy, dislike, hate, can't stand, suggest, and stop*
I **don't like speaking** in public.
I'll never **stop doing** puzzles. I **love solving** them.
- after the verb *be*, to give information about the subject of a sentence
My father's hobby is **playing** tennis.
- after an adjective + preposition expression such as *good at, bad at, happy about, crazy about, and afraid of*
My friend is **good at putting** things together.



Language tip

- Don't confuse gerunds with other words that end in *-ing*:
– present participles: *playing* (I'm *playing* tennis.)
– adjectives: *exciting* (The movie was so *exciting*.)

1.08

2. Pronunciation Listen to the grammar examples. Repeat.

Do you like **speaking** in public?

No way. I'm afraid of **being** in front of a lot of people!

3. Circle the gerunds in the statements. Be careful! Not all the *-ing* words are gerunds.

- Clark enjoys playing the drums, but his parents can't stand hearing them.
- Selma is doing a crossword puzzle. She really enjoys solving them.
- My hobby is kayaking. It's so exciting.
- Watching horror movies is way too scary for me. I'm afraid of those kinds of movies!
- My friends are crazy about surfing. They're going to the beach this weekend.

4. Complete the statements and questions with gerunds.

- I don't like going (go) to the beach when it's cloudy.
- I can't stand _____ (listen) to pop music when I have a headache.
- My sister's favorite Sunday morning activity is _____ (cook).
- _____ (play) the piano really makes me happy.
- _____ (hike) can be really hard in hot weather.
- My sister's friend Alison hates _____ (practice) the piano.
- My family is crazy about _____ (watch) old movies.

5. Can you identify the grammar? Choose the function of each gerund.

| | | subject | direct object | gives information about subject | follows an adjective + preposition |
|----|---|---------|---------------|---------------------------------|------------------------------------|
| 1. | I hate <i>shopping</i> . | | ✓ | | |
| 2. | My mom is afraid of <i>flying</i> . | | | | |
| 3. | <i>Fixing</i> cars is hard. | | | | |
| 4. | I don't like <i>public speaking</i> . | | | | |
| 5. | <i>Swimming</i> is boring. | | | | |
| 6. | The best part of art class is <i>painting</i> . | | | | |

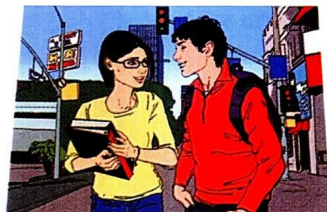
6. Write the correct gerunds and circle the correct Vocabulary to complete each conversation.



1. A: So, what do you enjoy doing (do) on weekends?
 B: Me? I like _____ (hang out) with my friends or _____ (go) to parties.
 A: You're so good at **meeting new people** / **putting things together**! This is my first year in this school, and I don't have a lot of friends like you do.
 B: No problem. I'll introduce you to some of mine!



2. A: Hey! *Life of Pi* is on TV tonight. Let's watch it on the new flat-screen TV! I'm crazy about _____ (watch) movies with special effects on a big screen.
 B: Me, too! But the table for the TV is still in the box. You know I'm not very good at **solving puzzles** / **putting things together**.
 A: Don't worry. I'll help you after work.



3. A: Hi, Terry. Are you going to talk about the movie at tomorrow's school meeting? I love _____ (listen) to your opinions about movies.
 B: Thanks! Yes, I am. But I'm a little worried about it. I can't stand _____ (talk) in front of so many people.
 A: Really? I think you're great at **public speaking** / **meeting new people**. Don't worry.



4. A: Sam, what's a nine-letter word for a scary pet with eight legs? The first letter is "T."
 B: Easy! Tarantula.
 A: Thanks! I'm really not good at **solving puzzles** / **inventing things**.
 B: Well, crosswords are one of my favorite hobbies. I really like _____ (do) them.



5. A: I don't like _____ (cook). It's too messy for me.
 B: Really? I like _____ (make) cakes for my friends. Right now, I'm making some cupcakes that are going to look like volleyballs for the team party.
 A: Awesome! You're so good at **inventing things** / **meeting new people**.



Do you have a special talent or hobby? Complete the statements with gerunds.

My hobby is _____. I love _____.

Reading An online advice column

1.09

1. Read Maria's advice column. What's Tom's problem?

2. **Recognize a point of view** After reading the advice column, check the statements that represent Maria's point of view. Write an X next to the statements that do not.

1. Making new friends is impossible for shy people.
2. Tom should stop being so shy.
3. A club can meet in school or outside of school.
4. There are probably other students in Tom's school who like puzzles and games.
5. Forming a club or a group is a good way to learn something new.

3. **Find supporting details** Answer the questions. Then underline information in the text that supports your answer.

1. Why does Tom have difficulty making new friends?

Because he's new and he's shy

2. Why does Maria think hobbies are a good idea?

3. What places does Maria suggest having a puzzle club?



16:00

83%



Ask Maria

Friends

Family

School

Fashion



I'm fifteen years old, and I have a problem. This is my first year in a new school, and I don't know many of the kids. I'm pretty lonely. I want to meet some new people and make some new friends, but I'm pretty shy, and I'm always a little afraid of starting conversations with people I don't know. Everyone else goes out on the weekends, and I stay home. What should I do?

Tom, Toronto, Canada



It's understandable that you're not happy about staying home on the weekends. And it can be hard for a shy person at a new school. If you're not great at starting conversations, maybe there's another way. Do you have any hobbies? Sometimes having a hobby can help you make friends with people who have the same interests.

Maria



I guess my hobby is solving puzzles. I love doing them, and the harder the better! In fact, I enjoy doing all kinds of puzzles and playing word games.

Tom, Toronto, Canada



Here's an idea: Why not start a puzzle club? If your school has afterschool clubs, you can have your club at school. If not, I suggest meeting at the food court at a mall or maybe in the park. The members of the club can even invent their own puzzles and games and have contests. I'm sure there are other kids at your school who enjoy puzzles and games. Joining a club is a great way to meet new people who have something in common with you.

Maria



...

4. Understand meaning from context Read each statement from Maria's column. Choose the sentence with the same meaning.

1. "I'm pretty lonely."
 - a. I'm sad because I don't have friends.
 - b. I love figuring things out.
2. "I love doing them, and the harder the better!"
 - a. I don't like trying to solve hard puzzles.
 - b. I enjoy trying to solve hard puzzles.
3. "Joining a club is a great way to meet new people who have something in common with you."
 - a. If you join a club, you can meet people who like the same things as you.
 - b. A great way to join a club is to meet people who have something in common with you.

About you!



In your notebook, write what you think Tom should do.



**Introduce two classmates;
Suggest an activity**

1.10 1. Read and listen to the conversation.

- A** Nina, this is my friend, Jason. Jason, Nina.
- B** Hi, Jason. Nice to meet you.
- C** Same here. This is your first time at English club, right?
- B** Yeah. It looks like fun. I love speaking English.
- C** Me, too. So, what other things do you like doing?
- B** Well, on weekends I like going to the movies and hanging out with my friends.
- A** Hey, why don't we all go to the movies this weekend?
- B** Great idea!



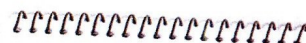
1.11 2. **Pronunciation** Listen and repeat.

3. Guided conversation Choose a club, or create your own. On the notepad, write your three favorite activities, in gerund form. Then create a NEW conversation, using your club and the activities on the notepad.

Ideas for clubs

- drama club
- photography club
- book club
- karate/yoga club
- public speaking club
- your own club:

- A** _____, this is my friend, _____.
- B** Hi, _____. Nice to meet you.
- C** Same here. This is your first time at _____, right?
- B** Yeah. It looks like fun. I love _____.
- C** Me, too. So, what other things do you like doing?
- B** Well, on weekends I like _____.
- A** Hey, why don't we all _____ this weekend?
- B** Great idea!



My favorite activities

*hiking, doing karate,
playing video games*

My favorite activities



Read your new conversation with two partners. Then take turns and read the conversation in your partners' books.

2

I want to change my bad habits.

Grammar: Infinitives
Vocabulary: Good and bad habits
Social language: Compare your good and bad habits

Vocabulary Good and bad habits

1.12 **1. Look at the pictures. Read and listen.**

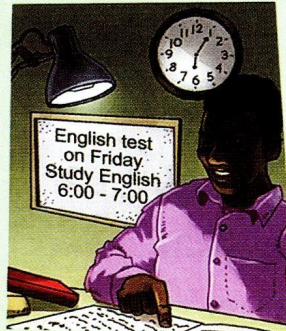
Some good habits



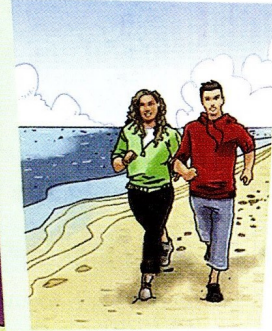
1. eating healthy food



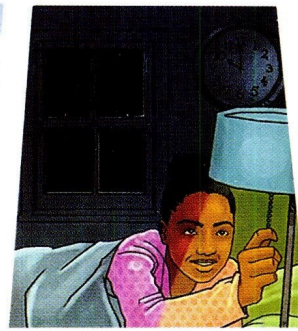
2. saving money



3. having good study habits



4. getting plenty of exercise



5. getting enough sleep

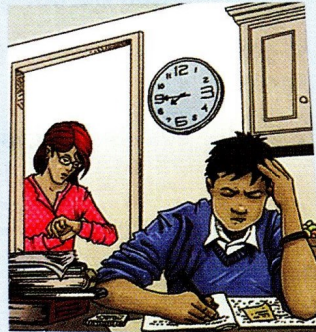
Some bad habits



6. eating junk food



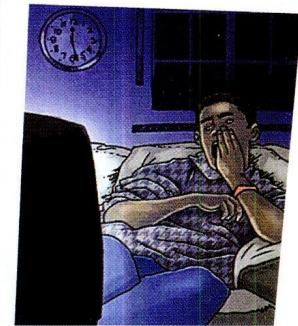
7. spending too much money



8. leaving things until the last minute



9. being lazy



10. staying up too late

1.13 **2. Pronunciation** Listen and repeat.

1.14 **3. Listening comprehension** Listen to the students talk about their good and bad habits. Complete the chart.

| | has good habits | has bad habits | has a mixture of both |
|----|-----------------|----------------|-----------------------|
| 1. | ✓ | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

Topic Snapshots

1.15

1. Snapshot 1 Read and listen to the conversation.

- Mom: Are you OK? You look really tired!
- Kevin: Yeah. I'm OK, Mom. I guess I stayed up too late last night. I was trying to finish my English homework. It's due today.
- Mom: Kevin, it's important to get enough sleep. Next time you should start doing your homework after dinner instead of watching TV. Don't you have a math test today?
- Kevin: Don't worry, Mom. It's on Wednesday. By the way, I'll be home a little late today.
- Mom: Really? Why's that?
- Kevin: I need to study for the math test. Some of my classmates and I plan to meet at the library after school. We're going to study together.
- Mom: What a great idea! It's fun to study together.
- Kevin: And tonight I'll get plenty of sleep. I promise!



2. Read the statements. Circle T (true) or F (false).

- | | |
|--|--------------------------------------|
| 1. Kevin stayed up late last night. | <input checked="" type="radio"/> / F |
| 2. Kevin was up late because he was working on his homework. | T / F |
| 3. Kevin's mom thinks studying with his classmates is a bad idea. | T / F |
| 4. Kevin doesn't plan to study for the test today. | T / F |
| 5. Kevin is going to study for the test after school on Wednesday. | T / F |

3. Snapshot 2 Take the survey. Complete the statements so that they are true about you. Write always, sometimes, or never.

Do you have good habits?

- | | |
|------------------------------|--|
| 1. I _____ eat healthy food. | 4. I _____ spend too much money. |
| 2. I _____ eat junk food. | 5. I _____ study before a test. |
| 3. I _____ save money. | 6. I _____ leave things until the last minute. |
| | 7. I _____ make plenty of time for exercise. |
| | 8. I _____ get plenty of sleep. |

About you!



Write about your good and bad habits. Use your survey for information.

I think I have pretty good habits. I don't eat a lot of junk food and I always get plenty of sleep.

Grammar Infinitives

1. Study the grammar.

An infinitive is **to +** the base form of a verb. Like a gerund, it functions as a noun in a sentence, often as a direct object.

- Always use an infinitive after these verbs: *choose, decide, learn, need, plan, want, and would like*.

I **want to get** more exercise.

We **plan to meet** after school.

They **need to save** money.

Jake **would like to have** better study habits.

- You can make general statements or express opinions using *It's + adjective and an infinitive*.

It's fun **to study** together.

It's better **to exercise** several times a week.

It's important **to get** enough sleep. It isn't easy **to change** your habits!

- You can use an infinitive or a gerund after these verbs: *like, love, hate, can't stand, start, stop, and try*.

I **love to sleep** late. = I **love sleeping** late.

They **started to learn** Chinese this week. = They **started learning** Chinese this week.



Language tips

- Never use an infinitive after *enjoy*. Use a gerund.
My parents enjoy eating dinner early. NOT My parents enjoy to eat dinner early.
- Never use a gerund after *want, decide, choose, need, learn, plan, or would like*. Use an infinitive.
I would like to go to the movies. NOT I would like going to the movies.

1.16

2. Pronunciation Listen to the grammar examples. Repeat.

Would you like **to go** to the movies?

Sure!



3. Complete the statements and questions with infinitives.

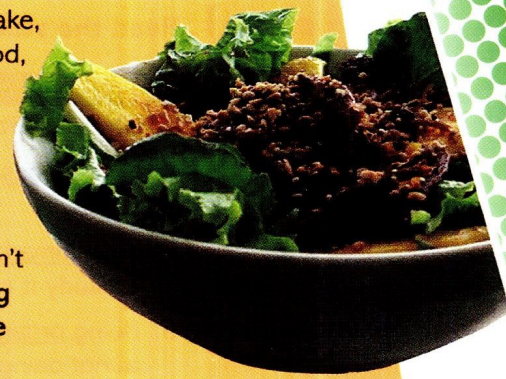
1. My cousin Alice learned to speak (speak) Russian last year.
2. Sometimes I want _____ (stay up) late because there's a good movie on TV.
3. Do you need _____ (study) for the test tonight?
4. I plan _____ (start) exercising three times a week.
5. Does your brother like _____ (play) basketball?
6. We would like _____ (introduce) you to our new teacher.
7. They decided _____ (play) in the school orchestra last year.

4. Write statements with infinitives. Begin each statement with a capital letter. Use contractions.

1. It's really boring to eat _____ (really boring / eat) beans all the time.
2. _____ (not smart / leave) things until the last minute.
3. _____ (pretty awesome / exercise) early in the morning.
4. _____ (not great / stay up) really late every night.
5. _____ (better / save) some money every week.
6. _____ (not cool / spend) too much money.

5. Read about Solange. Circle the gerund or infinitive to complete the paragraph.

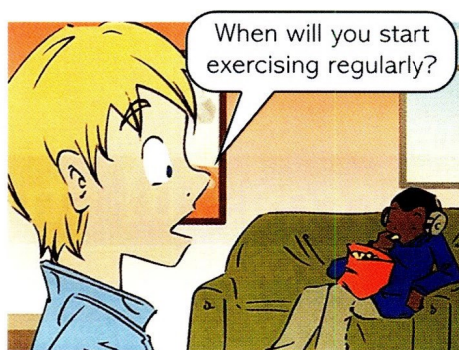
Solange really enjoys (1) to eat / eating sweet foods, like candy, cake, and cookies, but she knows it's important (2) to have / having good, healthy meals. She would like (3) to change / changing her habits and stop (4) to eat / eating so much junk food. Solange plans (5) to eat / eating only healthy foods on weekdays. She isn't crazy about (6) to eat / eating only healthy foods all week, so on the weekend, she plans (7) to have / having some sweet foods. She's learning (8) to change / changing her eating habits, but it isn't easy (9) to do / doing. Even though she wants (10) to eat / eating candy all the time, she knows it's better (11) choosing / to choose something healthy to eat.



6. Rewrite each statement or question, using an infinitive instead of a gerund.



1. I like to eat healthy foods.



2. _____



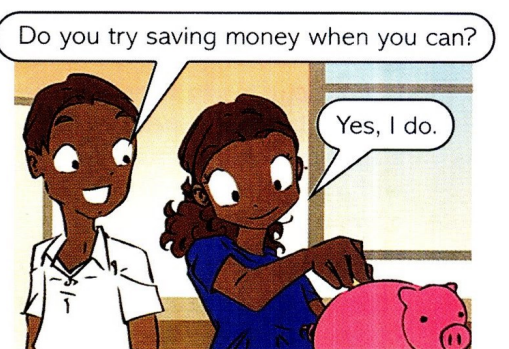
3. _____



4. _____



5. _____



6. _____

1.17 **7. Listening comprehension** Listen to each conversation and complete the statements. Use a gerund or an infinitive after the verbs.

1. He plans to visit his grandparents this weekend.
2. She doesn't want _____ a lot of money.
3. He wants to stop _____ all the time.
4. She enjoys _____ every day.
5. He would like _____ enough _____ every night.

Reading A study guide for new students

1.18

1. Read the study guide. Which study habits do you practice?

2. **Understand meaning from context** After reading the study guide, choose the word or phrase with a similar meaning.

- Distractions are things that make studying ...
 - easier.
 - more difficult.
 - more boring.
- To summarize something means to ...
 - study it carefully.
 - write down every word.
 - write down only the main ideas.
- Being organized means ...
 - not being messy.
 - being messy.
 - being tired.
- Taking a break means ...
 - stopping for a short time.
 - continuing what you are doing.
 - choosing a time to study.
- Developing a habit means ... a new way to do something.
 - teaching
 - forgetting
 - learning

Walton
High School

Tips for successful studying

It's important to develop good study habits. Here's how.

1. Preparing for homework assignments

Be sure you understand what the teacher expects. If you're not sure, ask questions before you leave class. Always write down the assignment and its due date in your notebook. Don't just try to remember it!

2. Creating a study space

Is it difficult to pay attention when you study? Do you surf the Internet instead, or text your friends? Create a quiet and neat place at home where you can study without distractions like loud music or the TV. Turn off your phone and computer when you can.

3. Taking notes

Make a habit of taking good notes during class. Don't try to write down every word your teacher says. Instead, summarize the main ideas. It's a good idea to write notes when you study from your textbooks, too. Write down the main ideas you need to remember.

4. Managing your time

Use your time well. Put a calendar on your wall and use it to keep track of your assignments. It will be easier to remember when things are due. Choose a time that's good for you to study: for example, when you get home from school or after dinner. And make sure you take regular breaks. For example, after an hour, take a walk or have a healthy snack.

A well-organized study space



5. Developing good personal habits

Let's face it. If you're tired or feel sick, studying will not be easy. Getting enough sleep and exercise and avoiding junk food are important. You will study better when you're rested and in good health.

3. Skim for content Write the paragraph number where you can find the following ideas.

- 1. It's not a bad idea to pay attention to your health. 5
- 2. It's better to pay attention to main ideas. _____
- 3. It's a good idea to know what your teacher expects. _____
- 4. It's smart to have a special place for studying. _____
- 5. It's important to plan your study time. _____



In your notebook, write the suggestions you think are the most useful. Explain why.



Compare your good and bad habits

1.19 1. Read and listen to the conversation.

- A** Do you have any bad habits?
- B** Of course! Everyone has some bad habits.
- A** That's true. But what's your worst habit?
- B** Let me think. I eat too much junk food. What's yours?
- A** Well, I hate to say it, but I never save money.
- B** That's not so bad. I'm sure you have some good habits, too.
- A** I do. I always try to get plenty of exercise. What about you?
- B** Me? I have pretty good study habits.



1.20 2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, write one of your bad habits and one of your good habits. Then create a NEW conversation, using your own habits.

- A** Do you have any bad habits?
- B** Of course! Everyone has some bad habits.
- A** That's true. But what's your worst habit?
- B** Let me think. I _____. What's yours?
- A** Well, I hate to say it, but I _____.
- B** That's not so bad. I'm sure you have some good habits, too.
- A** I do. I _____. What about you?
- B** Me? I _____.

| |
|--|
| Your bad habits I don't get enough sleep. |
| Your good habits I have good study habits. |
| Your bad habits |
| Your good habits |



Read your new conversation with your partner. Then read the conversation in your partner's book.