

# WRITING 2



UNIT 1

WILL YOU

Friend Me?

## VOCABULARY

### REVIEW

Read the paragraph on the next page. Then fill in the blanks with words from the box.

advice	goal	peace	users
chat	laughed	personal	
community	males	safe	
females	meet	updates	

At 16, Bronwyn Polson's \_\_\_\_\_ <sup>1.</sup> *goal* \_\_\_\_\_ was to do something good for her \_\_\_\_\_ <sup>2.</sup> *community* \_\_\_\_\_ and for the world. Bronwyn called newspapers and social service organizations, but they just \_\_\_\_\_ <sup>3.</sup> *laughed* \_\_\_\_\_. They said she was too young to help.

So, she started a website called The Friendship Page. She believes in " \_\_\_\_\_ <sup>4.</sup> *peace* \_\_\_\_\_ through friendship." Both \_\_\_\_\_ <sup>5.</sup> *males* \_\_\_\_\_ and \_\_\_\_\_ <sup>6.</sup> *females* \_\_\_\_\_ use The Friendship Page. On The Friendship Page people \_\_\_\_\_ <sup>7.</sup> *meet* \_\_\_\_\_ new friends. They can \_\_\_\_\_ <sup>8.</sup> *chat* \_\_\_\_\_ about important things. They can share \_\_\_\_\_ <sup>9.</sup> *updates* \_\_\_\_\_ about new things in their lives. It also has \_\_\_\_\_ <sup>10.</sup> *advice* \_\_\_\_\_ for people with friendship problems.

Volunteers help Bronwyn. They want The Friendship Page to be \_\_\_\_\_ <sup>11.</sup> *safe* \_\_\_\_\_ for everyone. \_\_\_\_\_ <sup>12.</sup> *users* \_\_\_\_\_ do not give telephone numbers or \_\_\_\_\_ <sup>13.</sup> *personal* \_\_\_\_\_ information. The Friendship Page is a lot of work, but Bronwyn enjoys it very much.

## EXPAND

Study the chart. Pay attention to the boldfaced vocabulary from the unit.

<p>Some words are <i>nouns</i>. A <i>noun</i> can name: <i>a person</i> <i>a place</i> <i>a thing</i> <i>an idea</i></p>	<p>friends online, Australia <b>update</b> <b>peace, goal</b></p>
<p>Some words are <i>verbs</i>. Most <i>verbs</i> show action.</p>	<p><b>meet</b> <b>chat</b></p>
<p>Sometimes a noun and a verb can have the same word form.</p> <p>Noun:</p> <p>Verb:</p>	<p><b>update</b> chat friend laugh</p> <p>Bronwyn shares <b>updates</b> with her friends on The Friendship Page. Bronwyn <b>updates</b> her friends on The Friendship Page.</p>

Read the sentences. Fill in the blanks with words from the box. Then check (✓) *noun* or *verb*.

chat    friend    laugh    update

1. a. Bronwyn and her friends are happy. They **laugh** a lot.  
\_\_\_\_ noun      ✓ verb
- b. Bronwyn has a nice **laugh**. She sounds friendly.  
✓ noun      \_\_\_\_ verb
2. a. My family wants to know my news, so I send an **update** on Facebook® every day.  
✓ noun      \_\_\_\_ verb
- b. My family wants to know my news, so I **update** them every day.  
\_\_\_\_ noun      ✓ verb
3. a. I like Bronwyn. She is my best **friend**.  
✓ noun      \_\_\_\_ verb
- b. I will **friend** Bronwyn on Facebook®. I like her.  
✓ noun      \_\_\_\_ verb
4. a. My friend and I have a **chat** every day on the phone.  
✓ noun      \_\_\_\_ verb
- b. I **chat** with my friend every day on The Friendship Page.  
\_\_\_\_ noun      ✓ verb

## CREATE

Write three more sentences about people on The Friendship Page or Facebook®. Use one word from Review or Expand in each sentence.

### Examples

*People share personal photos on Facebook®.*

*My friend chats with me every night on The Friendship Page.*

1. People read advice on The Friendship Page.

2. I share updates on Facebook.

3. Users are safe on The Friendship Page.

## QUESTIONS WITH *BE*

1. For *yes / no* questions, use: the verb ***be*** + subject

You can answer *yes / no* questions with a short answer. Don't use contractions in short answers with *yes*.

[verb] [subject]  
Is The Friendship Page a website?

[subject] [verb]  
Yes, it **is**.

[verb] [subject]  
**Am** I too young to help?

[subject] [verb]  
Yes, you **are**.

NOT: ~~Yes, you're.~~

[subject] [verb]  
No, you're **not**.

[subject] [verb]  
No, you **aren't**.

2. For *wh-* questions, use: *Wh-* word + ***be*** + subject

[verb] [subject]  
Who **is** Bronwyn Polson?

[verb] [subject]  
What **is** The Friendship Page?

[verb] [subject]  
When **is** your birthday?

[verb] [subject]  
Where **are** they from?

[verb] [subject]  
How old **is** The Friendship Page?

## QUESTIONS WITH HAVE

1. For *yes / no* questions, use: **do / does + subject + have**

You can answer *yes / no* questions with a short answer.

Helping  
verb

[subject]

main  
verb

**Do**

I
you
we
they
she
he

**have** a lot of friends?

**Does**

**have** a goal?

**Does** she **have** a goal?

Yes, she **does**.

No, she **doesn't**.

**Do** you **have** a lot of friends?

Yes, I **do**.

No, I **don't**.

2. For *wh-* questions, use: **Wh- word + do / does + subject**

Remember to end questions with a question mark (?).

helping  
verb

[subject]

main  
verb

What **does** The Friendship Page **have** on it?

It **has** jokes, quotes, and much more.

helping  
verb

main  
verb

[subject]

How many friends **does** she **have**?

She **has** many friends.



**2** Write questions about The Friendship Page. Then give your questions to a partner. Ask your partner to write the answers.

1. The Friendship Page / be / a website?

Is The Friendship Page a website?

2. Friendship Page users / have / personal webpages?

Do Friendship Page have personal webpages?

3. The Friendship Page / have / a chat room?

Does the Friendship Page have a chat room?

4. Bronwyn Polson / have / a goal?

Does Bronwyn Polson have a goal?

5. What / be / Bronwyn's goal?

What is Bronwyn Polson's goal?

6. How old / be / The Friendship Page?

How old is the Frienship Page?

7. Who / be / Bronwyn Polson? Who is Bronwyn Polson?
8. Bronwyn / be / from England? Is Bronwyn from England?
9. Where / be / Bronwyn / from? Where is Bronwyn Polson?
10. Bronwyn Polson / have / people to help her? Does Bronwyn Polson have people to help her?
11. How old / be / you? How old are you?
12. Where / be / you / from? Where are you from?
13. You / have / one best friend? Do you have one best friend?
14. Who / be / your best friend(s)? Who is your best friends?
15. You / have / a personal webpage on Facebook®? Do you have a personal webpage on Facebook?

## FINAL WRITING TASK

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In this unit, you read about two websites where people meet and make friends.

Now you are going to *write a paragraph about a classmate and one of his or her friends*. Use the vocabulary and grammar from the unit.\*

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When you write your paragraph, you can organize the information in different ways. Here are two: (1) person by person or (2) by ideas.

- 1 Read Description One. It gives sentences about Fernando and then sentences about his friend, Ricardo. The order is “person by person.”

### **Description One**

My classmate’s name is Fernando. He is from Spain. He is 21 years old. He is a student in Chicago. Fernando is friendly. He likes going to parties. Fernando’s best friend is Ricardo. He is from Spain, too. He is 20 years old. He is a student in Madrid. Ricardo is friendly and athletic. He likes going to parties and playing sports.

- 2 Read Description Two. It gives information about Fernando and Ricardo together. The order is “by ideas.”

### **Description Two**

My classmate’s name is Fernando. His best friend is Ricardo. Fernando is from Spain. He is 21 years old. Ricardo is also from Spain. He is 20 years old. Fernando is a student in Chicago. Ricardo is a student in Madrid. Fernando and Ricardo are both friendly. They like going to parties. Ricardo also likes playing sports.

UNIT 2

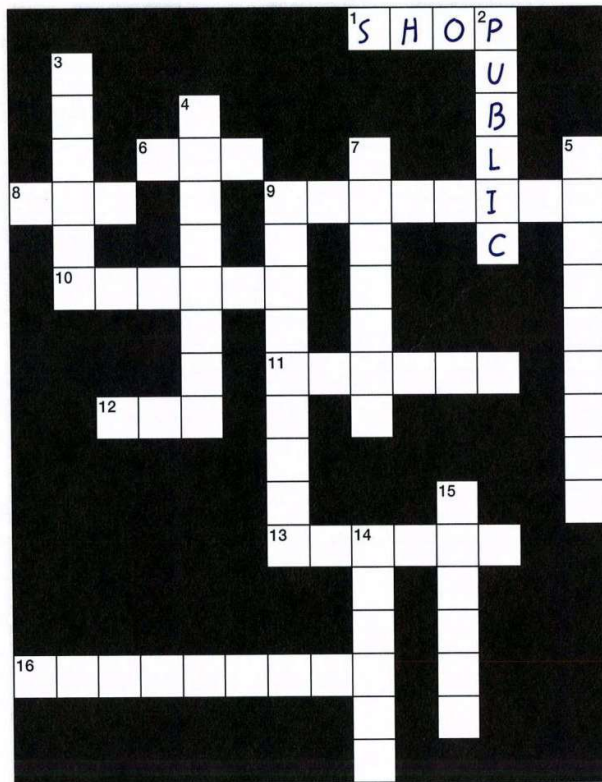
ART FOR  
Everyone

### 3 FOCUS ON WRITING

#### VOCABULARY

##### REVIEW

Complete the crossword puzzle with the words from the box on page 41.



ads	famous	painter	sculpture
art	galleries	pop	shop
different	graffiti	poster	social
drawings	museum	public	symbol
energy			

#### Across

- In 1988, Haring opened the Pop **shop** in Tokyo. It closed in 1989.
- He believed “**art** is for everyone.”
- The word **pop** is short for “popular.”
- Some people said, “That is not art. It’s just **graffiti**.”
- Social** issues were very important to Haring.
- Haring had a lot of **energy**. You can see it in his art. It “moves.”
- The word **ads** is short for “advertisements.”
- A wedding ring is a **symbol** of marriage.
- A **sculpture** a work of art made of materials such as metal, stone, or wood.

#### Down

- Haring made **public** art. He wanted everyone to see it.
- People around the world know Haring. He is a **famous** artist.
- Someone who draws makes **drawings**.
- Haring was **different** from other artists.
- A person who paints is a **painter**.
- By the mid-1980s, Haring’s work was in many art **galleries** around the world.
- El Prado* is a famous **museum** in Madrid, Spain.
- When I was a teenager, I had a *Happy Baby* **poster** on my bedroom wall.

## EXPAND

1 Study the two charts. The vocabulary from the unit is in bold.

NOUNS	ADJECTIVES	VERBS
<b>dance</b> dancer dancing	X	dance
<b>drawing</b>	X	draw
<b>energy</b>	energetic	energize
freedom	free	free
paint <b>painting</b> painter	X	paint
<b>politics</b> politician	political	X
<b>poster</b> post	posted	post
the public	<b>public</b>	publicize
<b>sculpture</b> sculptor sculpting	X	sculpt
<b>symbol</b> (of)	X	symbolize



A **noun** names:

a **person** (an artist, Pablo Picasso)

a **place** (a museum, London)

a **thing** (a drawing)

an **idea** (freedom) or **activity** (dancing)

Nouns for people end in *-ist*, *-er*, *-or*, or *-ian*

*Painting* and *drawing* have two meanings.

One is a **thing** (count noun) and one is an **activity** (non-count noun).

Note: A singular count noun usually has a word like *a*, *an*, or *the* before it.

A **person** who paints is called a **painter** or an **artist**. But a person who draws is only called an **artist**, not a “**drawer**.”

Thing: The *Mona Lisa* is a famous **painting**.  
My son made a **drawing** in his art class.

Activity: **Painting** is a popular hobby.  
She likes **drawing** pictures in art class.

A baby in Haring’s art is a symbol of life.

**The** man in **the** photo is Andy Warhol.

<p>An <b>adjective</b> describes a noun.</p> <p>Some adjectives, like <i>energetic</i>, <i>artistic</i>, and <i>public</i>, end in <i>-ic</i>.</p>	<p>a <b>large</b> picture a <b>famous</b> person</p>
<p>Most <b>verbs</b> show action.</p> <p>Other verbs like <i>be</i>, <i>have</i>, and <i>like</i> do not show action.</p>	<p>Sofia <b>paints</b> very well. She <b>draws</b> well, too.</p> <p>Sofia <b>is</b> from Australia. She <b>has</b> a sister and a brother. She <b>likes</b> to practice yoga.</p>

**2** Complete the sentences with the correct form of the words.

**1. (dance / dancing / dancer)**

The tango is a   **dance**   from Argentina.

Julio Bocca is a famous tango   **dancer**   from Argentina.

Bocca's   **dancing**   is beautiful.

**2. (draw / drawing)**

This is a good   **drawing**   of my father. It looks like him.

We   **draw**   every day in art class.

Children enjoy   **drawing**   in school.

**3. (energetic / energy / energize)**

Patrick is too tired to dance. He has no   **energy**  .

A cup of coffee will   **energize**   him.

If he sleeps well tonight, he will be more   **energetic**   tomorrow.

**4. (free / freedom)**

In this country, people are   **free**   to say almost anything.

Not every country has this   **freedom**  .

**5. (paint / painter / painting)**

I have to buy more   **paint**   at the art store.

I want to finish this   **painting**  . It's a picture of my house.

  **Painting**   is a fun activity.

I'm a good   **painter**  .

**6. (political / politics / politicians)**

I am not interested in politics.

My teacher's ideas are very political.

Many politicians are honest, but some are not.

**7. (post / posts / posters)**

My sister has five posters of her favorite movie actor on her bedroom wall.

My friends post photos of their vacations on Facebook®.

I like to read the posts on your blog. You are a good writer.

**8. (public / the public / publicize)**

The public likes the new show at the Shafrazi Gallery very much.

They publicize the big art shows on TV and in newspapers.

Mila likes to go to public places like parks and shopping malls.

**9. (sculptor / sculpture / sculpting)**

Constantin Brancusi is a famous sculptor.

"The Kiss" is a sculpture by Brancusi.

Sculpting was one way he made art.

**10. (symbol / symbolizes)**

The color red symbolizes both "stop" and "love."

A red ribbon is a symbol of AIDS awareness.

### THE SIMPLE PAST OF BE

1. The simple past forms of <i>be</i> are <i>was</i> and <i>were</i> .	Keith Haring <b>was</b> an artist. Social issues <b>were</b> important to him.
2. For negative sentences use: subject + <i>was / were</i> + <i>not</i>  In speaking and informal writing, use <i>wasn't / weren't</i> .	His art <b>was not</b> in museums in the early 1980s. His parents <b>were not</b> famous.  His art <b>wasn't</b> in museums in the early 1980s. His parents <b>weren't</b> famous.
3. For <i>yes / no</i> questions, use: <i>was / were</i> + subject	<b>Was Haring</b> different from other artists? Yes, he was. <b>Were his drawings</b> popular? Yes, they were. <b>Was Haring</b> famous in the 1970s? No, he wasn't.
4. For <i>Wh-</i> questions, use: <i>Wh-</i> word + <i>was / were</i> + subject	<b>Who was</b> Keith Haring? <b>What was</b> his art about? <b>How were</b> his pictures different?

### THE SIMPLE PAST OF HAVE

1. The simple past form of <i>have</i> is <i>had</i> .	Haring <b>had</b> a lot of energy.
2. For negative sentences, use: <i>did</i> + <i>not</i> + <i>have</i>  In speaking and informal writing, use: <i>didn't have</i>	Haring <b>did not have</b> a brother.  Haring <b>didn't have</b> a brother.
3. For <i>yes / no</i> questions, use: <i>did</i> + subject + <i>have</i>	<b>Did Haring have</b> fun with his art? Yes, he did. <b>Did Haring have</b> a long career? No, he didn't.
4. For <i>Wh-</i> questions, use: <i>Wh-</i> word + <i>did</i> + subject + <i>have</i>	<b>Where did Haring have</b> fun? <b>When did Haring have</b> the most success?

3 Complete each sentence with **was**, **wasn't**, **were**, **weren't**, **had**, or **didn't have**.

1. Keith Haring and Andy Warhol were famous artists in the 1980s.
2. Both Haring and Warhol were from Pennsylvania, but they were from different cities.
3. Haring and Warhol (not) weren't the same age. Warhol was 31 years older than Haring.
4. Warhol and Haring had a lot of friends.
5. Warhol was a student at the Carnegie Institute of Technology.
6. In the 1950s, Warhol had a job on Madison Avenue in New York.
7. He was an artist for *Vogue* and *Glamour* magazines.
8. He (not) didn't have a lot of money at that time.
9. By the early 1960s, Andy Warhol was a famous Pop artist.
10. Like Haring's art, Warhol's art was controversial.
11. Warhol was a painter, sculptor, writer, and filmmaker.
12. Keith Haring was a painter and a sculptor, but he (not) wasn't a writer or a filmmaker.
13. Warhol and Haring were good friends in the 1980s.
14. Haring was very sad when Warhol died in 1987.
15. Warhol was 58 years old when he died.
16. He (not) didn't have a very long life.

4 Work with a partner. Write questions about Keith Haring and his art. Use the past forms of **be** and **have**.

1. Who / be / Keith Haring? Who was Keith Haring?

2. Be / Haring / famous in the 1970s? Was Haring famous in the 1970s?

3. Be / Keith Haring / energetic? Was Keith Haring energetic?

4. In what city / be / Haring / born? In what city was Haring born?

5. Be / Haring / only a painter? Was Haring only a painter?

6. Why / be / his art / controversial? Why was his art controversial?

7. Be / the Pop Shop / a restaurant? Was the pop shop a restaurant?

8. Where / be / the two Pop Shops? Where were the two Pop Shops?

9. How old / be / Keith Haring / in 1990? Where were the two Pop Shops?

## FINAL WRITING TASK

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In this unit, you read a timeline and an interview about Keith Haring. You also looked at examples of Keith Haring's art.

You are going to ***write a biography paragraph about Keith Haring***. A biography is a story of a person's life. Use the grammar and vocabulary from the unit.\*

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UNIT 3

WHAT'S IT  
WORTH TO  
You?



## 3 FOCUS ON WRITING

### VOCABULARY

#### REVIEW

Complete the sentences with the correct words.

1. (condition / valuable)

I found some of my childhood toys in my mother's house. Maybe they are \_\_\_\_\_ **valuable** \_\_\_\_\_ today. They are all in good \_\_\_\_\_ **condition** \_\_\_\_\_.

2. (guest / worth)

My mother wants to be a \_\_\_\_\_ **guest** \_\_\_\_\_ on *Antiques Roadshow*. She wants to bring her antique watch. The watch isn't \_\_\_\_\_ **worth** \_\_\_\_\_ very much, but she enjoys wearing it.

3. (collection / collector / collect)

I began to \_\_\_\_\_ **collect** \_\_\_\_\_ stamps when I was ten years old. I plan to give my \_\_\_\_\_ **collection** \_\_\_\_\_ to my son when he is ten years old. I hope he wants to be a stamp \_\_\_\_\_ **collector** \_\_\_\_\_ like me.

4. (sentimental / rare / similar )

This was my grandparents' kitchen table. It is very \_\_\_\_\_ **rare** \_\_\_\_\_, so you can't buy a \_\_\_\_\_ **similar** \_\_\_\_\_ table today. It isn't a beautiful table, but I keep it because it has a lot of \_\_\_\_\_ **sentimental** \_\_\_\_\_ value.

5. (expert / items / favorite)

My father likes to read about the past. His \_\_\_\_\_ **favorite** \_\_\_\_\_ subject is the U.S. Civil War. He is an \_\_\_\_\_ **expert** \_\_\_\_\_ on the Civil War. He knows a lot about it, and he collects \_\_\_\_\_ **items** \_\_\_\_\_ from the war.

## EXPAND

Remember that a **noun** names a person, place, thing, or idea. An **adjective** is a word that describes a noun. A **verb** is a word that shows an action.

Many nouns end in *-tion*, *-ment*, *-ity*, and *-or*. Many adjectives end in *-ing*, *-ed*, *-al*, *-able*, and *-ible*.

Many words such as *expert* and *sports* are both a noun and an adjective.

Work with a partner. In your notebook, make a chart like the one below. Put the words into the correct group.

collect	collector	excited	<b>expert</b>	similar	valuable
collectible	condition	excitement	possession	similarity	value
collection	excite	exciting	sentimental	sports	

NOUNS	ADJECTIVES	VERBS
<i>expert</i>	<i>expert</i>	

## GRAMMAR

1 Read the excerpt from “My Secret.” Then answer the questions.

I am a sports writer, and I love my job because I love sports. But I have a little secret. Every Monday night I watch my favorite TV show. If the telephone rings,

I don't answer it. I tell my friends that I am watching *Monday Night Football*, but that isn't true.

1. How many verbs are there? Underline them.      ten( am, love, love, have,watch,rings, don't answer, tell am watching, and isn't)
2. Which verbs are negative? Circle them.      don't answer and isn't
3. These sentences are about \_\_\_\_\_.
  - a. the past
  - b. the present
  - c. the future

## THE SIMPLE PRESENT

1. Use the <b>simple present</b> for everyday actions or facts.	I <b>have</b> a secret. If the telephone <b>rings</b> , I <b>don't answer</b> it.
2. When the subject is <i>he, she, or it</i> , put an <i>-s</i> at the end of the regular verbs.  REMEMBER: <i>be</i> and <i>have</i> are irregular.	She collects antique jewelry.  <i>Antiques Roadshow</i> <b>is</b> my favorite show. Dan <b>has</b> a secret.
3. For negative sentences, use:  <b><i>do / does + not + the base form of the verb</i></b>  Use the contractions <b><i>don't</i></b> and <b><i>doesn't</i></b> in speaking and informal writing.	Dan <b>does not watch</b> football on Mondays. I <b>do not like</b> to play golf. If the telephone rings, I <b>don't</b> answer it.
4. For <b><i>yes / no</i></b> questions, use:  <b><i>Do / Does + subject + the base form of the verb</i></b>  Use <b><i>do</i></b> or <b><i>does</i></b> in short answers.	<b>Do diamonds cost</b> a lot? <b>Yes, they do.</b> <b>Does Dan Stone watch</b> football on Mondays? <b>No, he doesn't.</b>
5. For <b><i>wh-</i></b> questions, use:  <b><i>Wh-</i></b> word + <b><i>do / does + subject + the base form of the verb</i></b>	<b>What do you watch</b> on Monday nights? <b>Where do you like</b> to play golf? <b>How much does that car cost?</b>

**2** Complete the conversation with the simple present form of each verb.

**EXPERT:** Welcome to *Antiques Roadshow*. What do you  
have with you today?

**WOMAN:** I have my mother's diamond wedding ring. I love this ring! I  
remember my mother when I wear it.

**EXPERT:** Do you dance it often?

**WOMAN:** Yes, I do. I never take it off.

**EXPERT:** What do you know about this ring?

**WOMAN:** My father gave it to my mother in 1964. I don't know where he got it.

My husband doesn't think that it dance worth a lot  
of money. Does it look valuable to you?

**EXPERT:** Well, it is a beautiful ring, but I have some bad news. This  
isnt a real diamond. It is fake. It is  
worth about \$50.

**WOMAN:** Really? My husband was right! Well, I still love it.

My husband and I plan to give it to our daughter. We  
want this ring to stay in our family. It has

a lot of sentimental value. Thank you very much!

## FINAL WRITING TASK

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In this unit, you read about special possessions and collections. Now you are going to ***write a paragraph about your own special possession or collection.*** Use the vocabulary and grammar from the unit.\*

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UNIT 4

OPEN FOR  
Business



### 3 FOCUS ON WRITING

#### VOCABULARY

##### REVIEW

Complete the passage. Choose the correct word.

Hi. My name is Judy. I am an artisan, and I sell my handmade jewelry—mostly earrings and necklaces—on Etsy. For many years I made jewelry in my free time. Then my friends said, “Those are beautiful! You should sell them.” Now I do. I am the owner of a small business on Etsy. I opened my Etsy shop in September last year.



I enjoy being a vendor on Etsy. I have a full-time job during the day. I’m a waitress. At night and on weekends, I make jewelry and run my business. Etsy makes this possible for me. I have no employees. I make everything by myself. I am very busy, but I love it.

Today my business is growing. I sell my products in an international marketplace, not just local. I have customers in my neighborhood and around the world. I can communicate with people around the world.

I care about my jewelry. I enjoy making and selling it to people. With Etsy, I can give my customers personal attention—even if I can’t meet them in person.

Are the holidays coming? Or your mother’s birthday? Try shopping online at Etsy. You’ll find thousands of unique items for someone special. Be sure to visit Judy’s Jewels while you are on Etsy.

## EXPAND

### GERUNDS

A *gerund* is a noun that ends in *-ing*.

Gerunds name activities, such as *shopping*, *speaking*, or *riding*. In a sentence, a gerund can be a **subject** or an **object**.

*For example:*

[subject]

**Movies** are fun.

[object]

Sofia enjoys **movies**.

[gerund subject]

**Going** to the movies is fun.

[gerund object]

Sofia enjoys **going** to movies.

Verbs such as *enjoy* and *spend time* can have a gerund as an object.

NOTE: A *gerund phrase* is a gerund + the words that go with it.

Sofia enjoys **going to movies**.

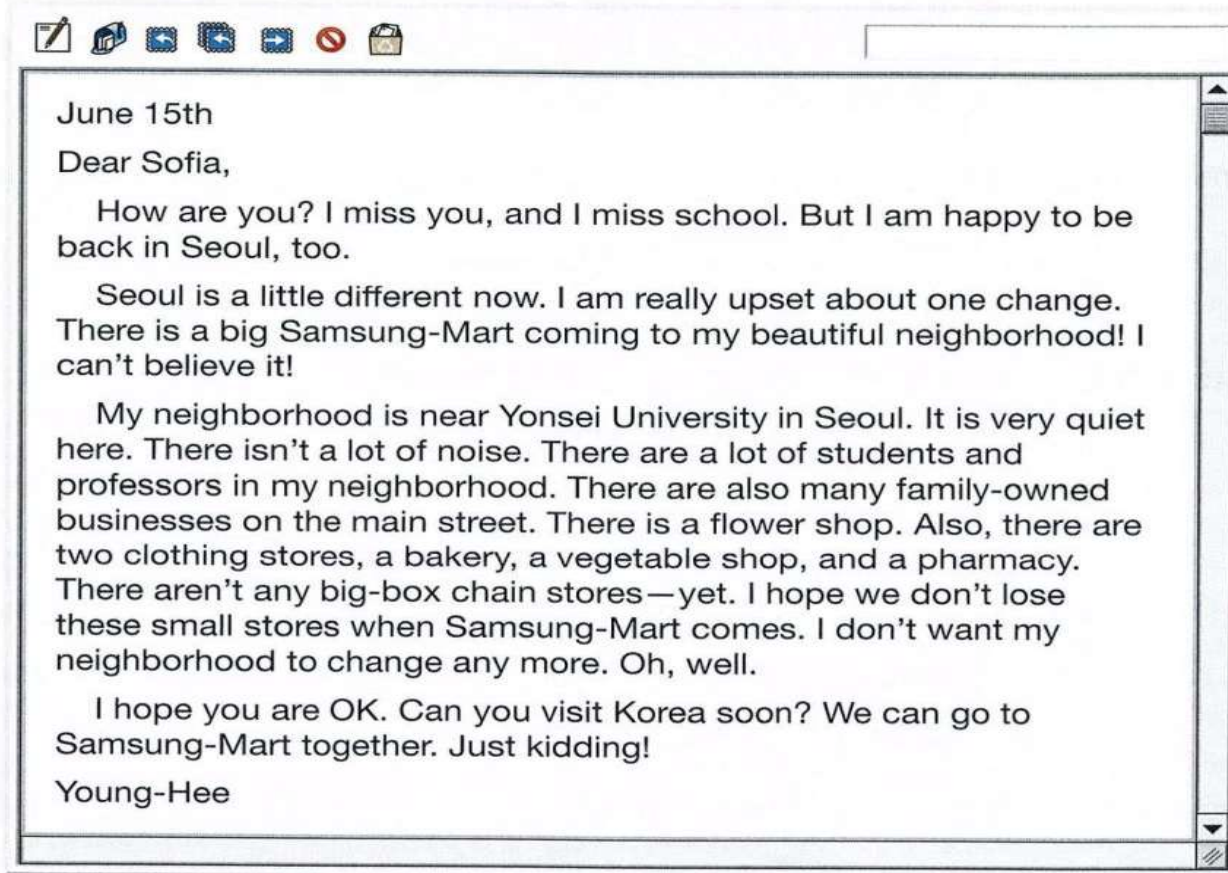
**Riding a bicycle** is good exercise.

**1** Match the beginning of the sentence with the end. Write the letter on the line.

	<b>Subject</b>	<b>Verb + Object</b>
<u>  e  </u>	1. Owning a business . . .	a. is interesting sometimes.
<u>  d  </u>	2. Shopping online . . .	b. but it is not the most important thing in life.
<u>  c  </u>	3. Saving money in the bank . . .	c. is important for your future.
<u>  b  </u>	4. Making money is important, . . .	d. is very convenient.
<u>  a  </u>	5. Communicating with people from other countries . . .	<del>e. is hard work for the owner.</del>
	<b>Subject + Verb</b>	<b>Object</b>
<u>  h  </u>	6. Every morning I enjoy . . .	f. going to the dentist.
<u>  g  </u>	7. My hobby is . . .	g. collecting coins.
<u>  f  </u>	8. I don't like . . .	h. reading the newspaper online.
<u>  j  </u>	9. My little sister likes . . .	i. riding our bikes around the city.
<u>  i  </u>	10. We spend a lot of time . . .	j. playing with her toys.

## GRAMMAR

- 1 Read the email from Young-Hee to her friend from university, Sofia. Answer the questions. Then discuss your answers with a partner.



## THERE IS /THERE ARE

1. Use **there is** or **there are** to state facts about something in the **present**.

*There is* + singular count noun

*There are* + plural count noun

*There is* + non-count noun

**There is a bank** on Main Street.

**There are a lot of students** in my neighborhood.

**There is a lot of traffic** in Seoul.

2. Use **there was** or **there were** to state facts about something in the past.

**There was** a flower shop on my street.

**There were** a lot of people on my street.

3. Use the contractions **isn't / aren't** and **wasn't / weren't** with **there** in the **negative**.

**There isn't** a McDonald's® nearby.

**There weren't** any big-box chain stores.

4. For **questions**, put **there** after **is / are** and **was / were**.

Use **any** with **yes / no** questions about **plural nouns** and **non-count nouns**.

**Is there** a movie theater nearby?

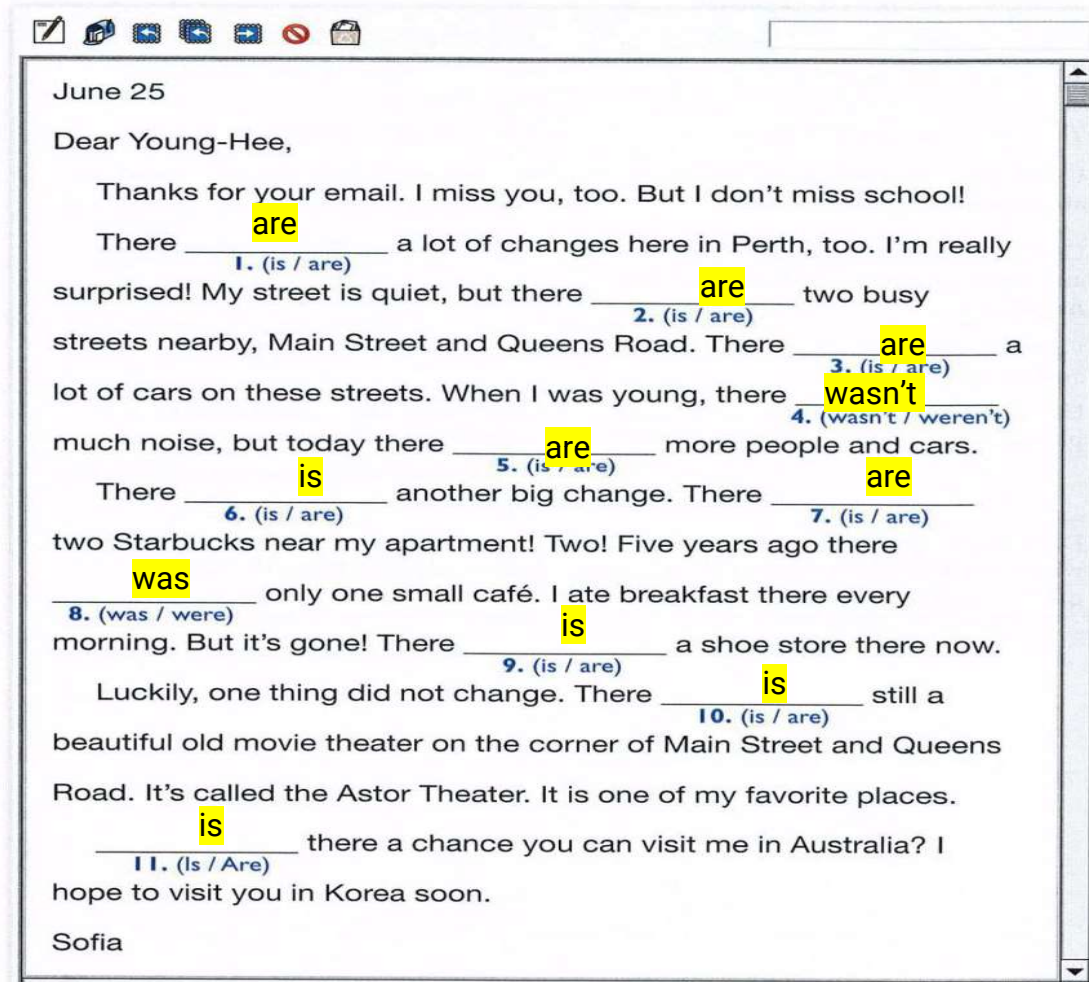
**Were there any restaurants** in your neighborhood?

**Is there any traffic** in your neighborhood at night?

5. Do not confuse **there is** and **there are** with **there** when you refer to place. **There** means "in that location."

Seoul is a beautiful city. There are some beautiful parks **there** (in Seoul).

2 Read Sofia's reply to Young-Hee. Then choose the correct verbs to complete her sentences.



June 25

Dear Young-Hee,

Thanks for your email. I miss you, too. But I don't miss school!

There are 1. (is / are) a lot of changes here in Perth, too. I'm really surprised! My street is quiet, but there are 2. (is / are) two busy streets nearby, Main Street and Queens Road. There are 3. (is / are) a lot of cars on these streets. When I was young, there wasn't 4. (wasn't / weren't) much noise, but today there are 5. (is / are) more people and cars.

There is 6. (is / are) another big change. There are 7. (is / are) two Starbucks near my apartment! Two! Five years ago there was 8. (was / were) only one small café. I ate breakfast there every morning. But it's gone! There is 9. (is / are) a shoe store there now.

Luckily, one thing did not change. There is 10. (is / are) still a beautiful old movie theater on the corner of Main Street and Queens Road. It's called the Astor Theater. It is one of my favorite places.

is 11. (Is / Are) there a chance you can visit me in Australia? I hope to visit you in Korea soon.

Sofia

## FINAL WRITING TASK

---

In this unit you read about locally-owned stores and large chain stores. You also read about the online marketplace, Etsy.

Now you are going to ***write a paragraph describing a business that you recommend or a place you like to shop***. Use the vocabulary and grammar from the unit.\*

---



UNIT 5

WHAT  
ARE YOU

Afraid Of?

## VOCABULARY

### REVIEW

Complete the paragraphs by unscrambling the words in parentheses.

Experts say that anyone can have a (pahibo) phobia 1. A (nlmrao) normal 2. person like you or me can have a fear. Even a famous person like Jackie Chan can have a fear.



Jackie Chan is a movie star from Hong Kong. In his movies, Jackie does dangerous things. For example, he may fall from a tall building. In real life, Jackie Chan is (arfdia) afraid 3. of something. He has a fear of (nedesle) needles 4.

Many people have this fear. These people (aswte) sweat 5. when they see a needle. They (pnica) panic 6. at the doctor's office. They (viaod) avoid 7. doctors. It is difficult for them to feel (raelxde) relaxed 8. They think that needles are (ugdsqtsini) disgusting 9.

If you think you have a phobia, talk about your (frae) fear 10. with friends or family. Don't feel (erambrssade) embarrassed 11. You are not alone.

## EXPAND

### ADJECTIVES + PREPOSITIONS

We can use some adjectives alone or with specific prepositions. These prepositions connect the adjectives to other words in the sentence.

#### Examples

I saw the spider, and I was **afraid**.

I am **afraid of** spiders.

**NOT:** *I am afraid about spiders.*

I felt **embarrassed** when my family laughed.

I am **embarrassed about** my phobia.

**NOT:** *I am embarrassed of my phobia.*

Study the list of adjective + preposition combinations.

afraid <b>of</b>	happy <b>about</b>	nervous <b>about</b>	scared <b>of</b>
embarrassed <b>about</b>	interested <b>in</b>	relaxed <b>about</b>	

Read the sentences. Circle the correct preposition.

1. Jackie Chan is afraid (~~of~~ / about) needles.
2. I'm happy (~~of~~ / about) your advice.
3. I am interested (~~about~~ / in) phobias.
4. Ann never feels relaxed (~~of~~ / about) spiders.
5. A person with acrophobia feels nervous (~~of~~ / about) high places.
6. Ali is scared (of / ~~in~~) public speaking.
7. You shouldn't be embarrassed (about / ~~of~~) your fear.
8. Some people are afraid (of / ~~in~~) dogs.

## GRAMMAR

**1** Max is a person who has a problem. On *answersforhealth.com*, Dr. Perry chats with people who need help. Read part of their online conversation. Pay attention to the boldfaced words. Underline the verbs. Then study the charts below.

**MAX:** **Can** you help me? My friend asked me to visit his house. But I **can't** go to my friend's house. I'm scared.

**DR. PERRY:** Why are you scared?

**MAX:** I'm afraid of cats. I **can't** go to my friend's house because he has a cat. The cat **may** hurt me.

**DR. PERRY:** I **can** help you. Tell me, is the cat mean? Did it hurt you in the past?

**MAX:** No, the cat isn't mean. But I'm afraid.

**DR. PERRY:** You **might** have a phobia. First, call your friend. Tell him about your fear. He **will** understand.

**MAX:** OK, but I still feel scared.

**DR. PERRY:** Read about cats. You **may** feel less scared.

- 2 Look again at the boldfaced words in Exercise 1. What form of verb comes after each boldfaced word?

**MODALS: CAN, MAY, MIGHT, AND WILL**

1. *Can, may, might, and will* are **modals**. Always use the **base form of the verb** after modals.

[base form]  
I **can** help you.

[base form]  
The cat **may** hurt me.

[base form]  
You **might** have a phobia.

[base form]  
He **will** understand.

2. The negative of modals is **modal + not**. Always use **the base form of the verb** after **modal + not**.

[base form]  
The cat **cannot** hurt you.

[base form]  
The cat **may not** hurt you.

[base form]  
The cat **might not** hurt you.

[base form]  
The cat **will not** hurt you.

3. Use **cannot** for **can + not**.

[base form]  
He **cannot** understand my fear.

4. Use **won't** for **will + not** in speaking and informal writing.

[base form]  
The cat **won't** hurt you.

5. Use **can't** in speaking and informal writing.

[base form]  
I **can't** go to my friend's house because he has a cat.

6. A modal changes the meaning of the verb that follows.

*Can* often means **ability**.

I **can** help you.  
I **can't** go to my friend's house.

*May* and *might* often mean **possibility**.

You **may** feel less scared.  
You **might** have a phobia.

*Will* means a **future prediction**.

He **will** understand.

## FINAL WRITING TASK

---

In this unit, you read about people who have phobias. Some people have phobias, but all people feel afraid of something.

You are going to *write a response giving suggestions* to someone who is afraid. Use the vocabulary and grammar from the unit.\*

---

Read the blog post from someone who wants help.



The screenshot shows a web browser window with a grey title bar and three colored window control buttons (red, yellow, green) on the left. The page content is white with a blue horizontal line at the top. The main heading is "Advice Bloggers" in bold black text. Below it are three navigation links: "Home", "About Us", and "Contact", all in bold black text. The main content area contains a blog post titled "Moving to London" by Brian, dated November 24, 2013. The post text reads: "I went to a job interview in London last week. I got the job! The company seems very good, and the work will be fun. Also, the people at the company are very nice. But the job is in London. That's so far away! I have always lived here in Charlotte, NC. My friends and family are here. I don't know anyone in London. I'm afraid of leaving my home and living in a new city. I need advice. Can you help?" followed by the signature "-Brian, Charlotte, NC, USA". At the bottom of the page, there is a blue horizontal line and a link that says "Leave a Comment". A vertical scrollbar is visible on the right side of the page.

**Advice Bloggers**

**Home**                      **About Us**                      **Contact**

Moving to London  
Posted by Brian  
Date: November 24, 2013

I went to a job interview in London last week. I got the job! The company seems very good, and the work will be fun. Also, the people at the company are very nice. But the job is in London. That's so far away! I have always lived here in Charlotte, NC. My friends and family are here. I don't know anyone in London. I'm afraid of leaving my home and living in a new city. I need advice. Can you help?

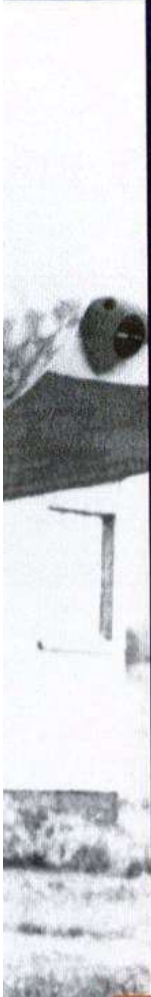
-Brian, Charlotte, NC, USA

---

[Leave a Comment](#)

UNIT 6

WHAT AN  
Adventure!





## VOCABULARY

### REVIEW

Read the story about Amelia Earhart. Choose the words that complete the sentences.

Amelia Earhart (1897–1937) was a pilot. She  
1. (pilot / writer)  
became interested in flying while working in Canada during  
World War I. She started flying in 1922.

In 1928, Earhart flew across the Atlantic Ocean. She  
2. (flew / fly)  
was the first woman to do this, but on this flight Earhart was not  
the pilot. She was only a passenger.

This flight made her very famous. She was a  
3. (flight / contest)  
hero to many women and girls. People called her “Lady Lindy.”  
4. (pilot / hero)

Then, in 1932, she set another record. She became the first woman to fly  
5. (set / flew)  
solo across the Atlantic. She took off from Harbour Grace, Newfoundland, and  
6. (took off / landed)



landed near Londonderry, Ireland. In 1935, she became the first person to fly  
7. (took off / landed) 8. (flew / fly)  
solo from Hawaii to California.

In 1937, Earhart and another pilot, Fred Noonan, decided to fly around the world.

This flight was risky, but the danger did not stop Earhart. She wanted more  
9. (lucky / risky)  
adventures.  
10. (adventures / events)

Sadly, their plane was lost in the Pacific Ocean. No one knows exactly what happened  
to them. It's a mystery. Even today there are stories in the media about Amelia  
11. (media / adventures)  
Earhart and her mysterious last flight.

Today people still read about Earhart's life. For them, her story is unforgettable.  
12. (lucky / unforgettable)

## EXPAND

### USING SYNONYMS

A **synonym** is a word that has a similar meaning to another word. Use synonyms to make your writing more interesting.

The **price** of the *Spirit of St. Louis* was \$10,580.

The **cost** of the *Spirit of St. Louis* was \$10,580.

The plane was **built** in San Diego, California.

The plane was **constructed** in San Diego, California.

Read each sentence. Change the underlined word to a synonym from Reading One on page 128 and Reading Two on page 132. Follow the example.

1. Lindbergh <sup>took off</sup> departed from New York on May 20, 1927.
2. The *Spirit of St. Louis* arrived in France on May 21, 1927. **landed**
3. He flew across the Atlantic alone. **solo**
4. Lindbergh won the competition that Orteig started in 1919. **contest**
5. The press gave Lindbergh a lot of attention in the newspapers and on the radio. **media**
6. Lindbergh became well known all over the world. **famous**
7. His historic trip changed his life. **flight**

pilot

8. Amelia Earhart was another famous flier.

decision

9. Sullenberger had to make a very fast choice.

risky

10. Trying to land an airplane on a river was very dangerous.

## GRAMMAR

- 1 Read the paragraph. Notice the boldfaced simple past verbs. Then answer the questions on the next page.

On March 1, 1932, someone **kidnapped** Charles and Anne Lindbergh's baby. The kidnapper **left** a note in the baby's bedroom. In the note, the kidnapper **asked** for \$50,000. Lindbergh **paid** the money. Unfortunately, on May 12, 1932, someone **found** the baby. He **was** dead. In 1935, the police **arrested** Bruno Richard Hauptmann. Hauptmann **said**, "I **didn't do** it!" Many people **did not believe** him. The court **decided** that he **did** it. As a result, Hauptmann **died** in the electric chair<sup>1</sup> on April 2, 1936. Today, some people believe that Hauptmann **did not kidnap** the Lindbergh baby.

*(continued on next page)*

1. Which past tense verbs are regular? Make a list.
2. Which past tense verbs are irregular? Make a list.
3. How do you form the simple past in negative sentences for regular verbs?

## THE SIMPLE PAST

<p>1. Use the <b>simple past</b> to talk about actions completed in the past.</p>	<p>People <b>called</b> Lindbergh “The Flying Fool.”</p>	
<p>2. To form the simple past: For <b>regular verbs</b>, add <b>-ed</b> to the <b>base form</b>. If the base form ends in <b>-e</b>, add only <b>-d</b>.  If the base form ends in a consonant followed by <b>-y</b>, change the <b>-y</b> to <b>-i</b> and add <b>-ed</b>.  If the base form ends with consonant-vowel-consonant, double the last consonant, then add <b>-ed</b>.</p>	<p><b>Base Form</b></p> <p>land return  receive live die  marry try  kidnap stop</p>	<p><b>Simple Past</b></p> <p>landed returned  received lived died  married tried  kidnapped stopped</p>
<p>3. Many verbs have irregular past forms.</p> <p><b>NOTE:</b> The simple past of <b>be</b> is <b>was</b> or <b>were</b>, and the simple past of <b>have</b> is <b>had</b>.</p>	<p>become buy do fly go make take think</p>	<p><b>became</b> <b>bought</b> <b>did</b> <b>flew</b> <b>went</b> <b>made</b> <b>took</b> <b>thought</b></p>
<p>4. To make <b>negative statements</b>, use: <b>didn't (did not) + the base form</b></p>	<p>Lindbergh <b>didn't have</b> a radio with him.</p>	
<p>5. To ask <b>wh- questions</b>, use: <b>Wh-</b> word + <b>did</b> + subject + <b>base form</b></p> <p><b>NOTE:</b> If you do not know the subject of the question, do not use <b>did</b>.</p>	<p>When <b>did</b> Earhart <b>disappear</b>? [subject]</p>	<p><b>Who kidnapped</b> the Lindberghs' baby? <b>What happened</b> to the Lindberghs' baby?</p>
<p>6. To ask <b>yes / no questions</b>, use: <b>Did</b> + subject + <b>base form</b></p>	<p><b>Did</b> Lindbergh <b>win</b> Orteig's contest?</p>	

**2** Complete the paragraphs with the simple past form of the verbs.

Raymond Orteig \_\_\_\_\_ **started** \_\_\_\_\_ the flying contest for two reasons. First, Orteig  
1. (start)  
\_\_\_\_\_ **wanted** \_\_\_\_\_ to build friendship between the United States and France. He also  
2. (want)  
\_\_\_\_\_ **thought** \_\_\_\_\_ it \_\_\_\_\_ **was** \_\_\_\_\_ important for people to have an interest in flying.  
3. (think) 4. (be)  
Five pilots \_\_\_\_\_ **tried** \_\_\_\_\_ to cross the Atlantic during the 1920s, but they  
5. (try)  
\_\_\_\_\_ **were not** \_\_\_\_\_ successful. The flight \_\_\_\_\_ **was** \_\_\_\_\_ very risky. Six men  
6. (not / be) 7. (be)  
\_\_\_\_\_ **died** \_\_\_\_\_ trying to win the contest. Finally, Lindbergh \_\_\_\_\_ **did** \_\_\_\_\_ it. After  
8. (die) 9. (do)  
Lindbergh \_\_\_\_\_ **arrived** \_\_\_\_\_ in Paris, people \_\_\_\_\_ **called** \_\_\_\_\_ him a hero. Later, he  
10. (arrive) 11. (call)  
\_\_\_\_\_ **became** \_\_\_\_\_ one of the most famous men in the world.  
12. (become)  
Lindbergh \_\_\_\_\_ **was** \_\_\_\_\_ very independent. He \_\_\_\_\_ **had** \_\_\_\_\_ strong  
13. (be) 14. (have)  
opinions. For example, he \_\_\_\_\_ **did not want** \_\_\_\_\_ the United States to enter World War II.  
15. (not / want)  
He \_\_\_\_\_ **believed** \_\_\_\_\_ that Germany \_\_\_\_\_ **was** \_\_\_\_\_ too strong. Many people  
16. (believe) 17. (be)  
\_\_\_\_\_ **did not agree** \_\_\_\_\_ with his opinions. At that time, they \_\_\_\_\_ **did not think** \_\_\_\_\_ Lindbergh  
18. (not / agree) 19. (not / think)  
\_\_\_\_\_ **was** \_\_\_\_\_ a hero at all.  
20. (be)



## FINAL WRITING TASK

---

In this unit, you read about Charles Lindbergh and his first solo, non-stop flight across the Atlantic Ocean. You also read about Captain Chesley “Sully” Sullenberger, who safely landed his plane on the Hudson River and saved the lives of the people on board.

Now you are going to ***write a narrative paragraph about a trip or adventure***. You can write about your own experience or that of another person. Use the vocabulary and grammar from this unit.\*

---

UNIT 7

WHAT  
NUMBER ARE  
You?

## VOCABULARY

### REVIEW

Complete the passage with the correct word from the box.

adults	confident	likely	misbehave	rules	stereotypes
born	expect	middle	neighbor	spoiled	strict

### The Only-Child Syndrome

An only child is a person with no siblings. Some people think only children are selfish, lonely, or unhappy. They say it is difficult for an only child to play or work with others. This is called the “Only-Child Syndrome.”

It is true that parents expect a lot from their only child—similar to the oldest child in other families. Only-children are often very responsible. They are also better at communicating because they speak mostly with adults at home.

Like middle children, only children are more likely to make friends outside the home. This is natural. They need to play with other kids.

Like the youngest children, only children may be a little spoiled by their parents. They get 100 percent of their parents’ time and attention.

Some parents are strict—their children have to follow a lot of rules. But no child is good all the time. All children misbehave sometimes.

(continued on next page)

Polly Hollingsworth is my next-door neighbor. We were also

9.

born on the same day. She is also an only child. Polly says that she was

10.

not lonely or unhappy. She doesn't fit the description of an only child. Today, Polly is very

confident. She can talk to people easily and she is not afraid of anything.

11.

Spoiled? Lonely? Unhappy? These may be stereotypes. There is no big difference

12.

between only children and people with siblings. Only children are just like other children.

## EXPAND

Read the idioms and expressions about families. Then complete the sentences with an idiom or expression about family. Use the correct form of the verb.

**sibling rivalry:** competition between brothers and sisters in a family

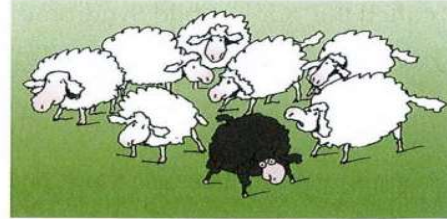
**the black sheep:** the family member who has a different life from the others

**raise a family/children:** care for and give your children the things they need. Parents raise a family. They raise their children.

**grow up:** get older. Children grow up and become adults.

**take after:** be similar to an older family member, such as a parent or sibling

**It runs in the family:** All the family members have something in common, such as hair color or personality.



1. Everyone in my family went to college. They all work in offices, and they all live in the city. I decided not to go to college. I live on a farm. I am definitely \_\_\_\_\_ of the family.  
**the black sheep**
2. Jane likes to play tennis. She **takes after** her father. He plays tennis often.
3. Mr. and Mrs. Sullivan were very friendly to their neighbors. Their children are friendly, too. Friendliness **runs in the family** **sibling rivalry**
4. Patrick and Peter are twins. There is a lot of \_\_\_\_\_ between them. One is always trying to be better than the other in school and in sports.  
**raise children**
5. You need a lot of money to \_\_\_\_\_. You need to pay for clothes, food, and school.
6. Raymond doesn't want to **grow up**. He wants to be a teenager forever.

## GRAMMAR

1 Molly and Holly are sisters. Read the chart. Then answer the questions.

	MOLLY	HOLLY
YOUNG	is 25 years old	is 24 years old
TALL	is 5'2" tall (157 cm.)	is 5'7" tall (170 cm.)
FRIENDLY	is friendly	is a little shy
ATHLETIC	was in the Olympics once	watched the Olympics on TV once

1. Which sister is younger, Molly or Holly? Holly is younger than Molly (is).
2. Which sister is taller? \_\_\_\_\_
3. Who is friendlier? \_\_\_\_\_
4. Which one is more athletic? \_\_\_\_\_

## COMPARATIVE ADJECTIVES

1. Use the comparative form of adjectives to compare two people, places, or things.

Use **than** when you are comparing two things in a sentence.

Holly is **taller than** her sister, Molly.  
Molly is **more athletic than** Holly.

2. For adjectives with one syllable, add **-er + than**.

cool    long    old    short  
shy    strict    tall    young

Notice the spelling change for adjectives that end in consonant-vowel-consonant:

big → bigger

thin → thinner

Molly is **shorter than** Holly.  
Holly is **younger than** Molly.

Sydney is a big city. Tokyo is **bigger than** Sydney.

Molly is **thinner than** Holly.

3. For adjectives with two or more syllables, use **more + adjective + *than***.

adventurous    athletic    boring  
exciting       handsome    interesting

Molly is **more intelligent than** Polly.

4. For adjectives with **two syllables** that end in **-y**, change the **-y** to **-i** and add **-er + *than***.

busy       friendly    funny       risky  
heavy      lucky       wealthy

Molly is **friendlier than** Holly.

5. Some adjectives have irregular comparative forms.

bad → **worse *than***

fun → **more fun *than***

good → **better *than***

likely → **more likely *than***

quiet → **quieter *than***

spoiled → **more spoiled *than***

Holly is a **good** cook.

Holly is a **better** cook **than** Molly (is).



**2** Phil and Bill are brothers. Study the chart. Pay attention to how they are similar and different.

<b>PHIL</b>	<b>BILL</b>
is 38 years old	is 40 years old
is 5' 10" (178 cm)	is 6' (183 cm)
is average looking	is handsome
is a brain surgeon	is a teacher
works 14 hours a day	works 10 hours a day
makes \$500,000 a year	makes \$50,000 a year
drives a new Ferrari	drives an old Hyundai
enjoys watching TV	enjoys traveling and climbing mountains

**3** Look at the information about Phil and Bill. Complete all the questions. Use the correct comparative form of the word in parentheses. Then, answer the questions.

1. Which brother is taller (tall)? Bill is taller than Phil.

2. Which one is more handsome (handsome)? Bill is more handsome than Phil.

3. Which one is better-looking (good-looking)? Bill is better-looking than Phil.

4. Which brother drives a cooler (cool) car? Phil drives a cooler car than Bill.

5. Who is older (old)?

Bill is older than Phil.

6. Which brother is busier (busy)?

Bill is busier than Phil.

7. Which one is more adventurous (adventurous)?

Bill is more adventurous

8. Which brother is more interesting (interesting)?

Bill is more interesting than Phil.

9. Which one has a more exciting (exciting) life?

10. Which is probably more fun (fun) to go on a date with?

## FINAL WRITING TASK

---

In this unit you read about stereotypes about birth order. You also read about the members of the Koh family.

Now you are going to ***write a comparison paragraph about two family members***. They can be members of your family or another family. You will write about how they are similar or different. Use the vocabulary and grammar from the unit.\*

---

UNIT 8

HOW  
YOUNG IS TOO  
Young?

## VOCABULARY

### REVIEW

Cross out one word, phrase, or sentence in each item that does not make sense.

1. Joe was a really good (~~cooking~~ / running / basketball) **coach**.
2. I think that Kelly **earns** (~~a good job~~ / good grades in school / a lot of money).
3. The girl who takes care of our children is only 15, but she is **mature**. (*She knows what to do in an emergency. / She stays calm if the kids are angry. / ~~She talks to her boyfriend on the phone while she babysits.~~*)
4. I want to have a big party after I **graduate** from (~~the supermarket~~ / college / high school).
5. Jennifer is a very **responsible** worker. When you ask her to do something, she (~~forgets~~ / does it well / makes sure the job is finished).
6. Aisha has great **talent** for (*singing* / ~~walking~~ / tennis).
7. After I graduated from high school, my family **recommended** that I (*go to college* / get a job / ~~do my homework~~).
8. Maresa has **experience** as a pro golfer. (*She can give advice to young golfers. / ~~She doesn't like playing professional golf.~~ / She knows how to live in the spotlight. )*
9. Scott had some **difficulties** after he became a pro basketball player. (*He didn't know how to deal with the media. / He hurt his arm and couldn't play any more. / ~~He made millions of dollars.~~*)
10. Scott also didn't know how to **deal with** the media. (*He got angry with their questions. / ~~He played basketball every day.~~ / He got upset about their comments about him.*)
11. Lydia was upset about the media's (*untrue* / ~~expensive~~ / negative) **comments**.

## EXPAND

- 1 Study the sports idioms. There is one example from sports and another from everyday school life for each one.

**hog the (ball):** *keep the (ball) to yourself, control use of something, not share (something) with your group or teammates*

Mary doesn't hog the ball. She passes the ball to her teammates when necessary.

Mary doesn't hog the paint in art class. She shares with other students.

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**call the shots:** *make all the decisions for a group*

Listen to the coach. He calls all the shots.

Bill is our class president. He calls all the shots on the student council.

---

**get the ball rolling:** *start something, like a conversation between people*

Let's get the ball rolling, team. Go out on the field and win this game!

Let's get the ball rolling, class. First, let's talk about last night's homework.

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**be / get on the ball:** *be / become intelligent, focused, ready to act*

On the tennis court, Vincent is always on the ball. He thinks only about the match.

Vincent! Wake up. Get on the ball! Pay attention! We are on page 204.

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**be a team player:** *work well with other people on a team or group members; cooperate with other people*

If you want to play on this team, you have to be a team player. Don't hog the ball and don't try to be a star.

If you want an "A" on your group project in this class, you have to be a team player.

**2** Match the situations with the correct responses.

**Situations**

1. Bryan always listens carefully and thinks about his group's opinions. You can say: **b**\_\_\_
2. You are working with a group of classmates. Your assignment is to discuss why Ronnie Elkhouly should or should not turn pro. You are the group leader. To begin, you say: **d**\_\_\_
3. You want to try to score a goal, but your teammate does not pass the ball to you or anyone. You say to your teammate: **a**\_\_\_
4. You forgot your mother's birthday, but your secretary remembered. She sent your mother some flowers. You say: **c**\_\_\_
5. You are the captain of the soccer team, and one of your teammates isn't listening to your instruction. You tell him: **e**\_\_\_

**Responses**

- a. "Hey, Jimmy. Don't hog the ball!"
- b. "He's a real team player."
- c. "Thanks for doing that for me, Dana. You are always on the ball."
- d. "OK, who wants to get the ball rolling? Debbie, how about you?"
- e. "I call all the shots during the game."



**CREATE**

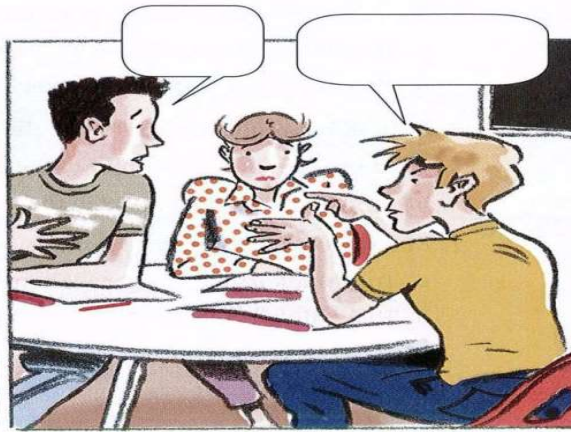
Study the pictures. What are the people saying? Write their words on the line. Use the vocabulary from Expand.



Teacher: \_\_\_\_\_



Student: \_\_\_\_\_



Student: \_\_\_\_\_

## FINAL WRITING TASK

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In this unit, you read about two young athletes. Now read the short newspaper article about another young player.

You are going to ***write a paragraph expressing your opinion*** about this young athlete and her plan to turn pro at age 12. Use the vocabulary and grammar from the unit.\*

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**THANK YOU**