

2<sup>nd</sup> edition

# Got it!

1

Teacher's Book

Sheila Dignen

**OXFORD**  
UNIVERSITY PRESS

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UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
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First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 446343 0	Teacher's Book
ISBN: 978 0 19 446434 5	Teacher's Access Card
ISBN: 978 0 19 446432 1	Pack

Printed in China

This book is printed on paper from certified and well-managed sources

**ACKNOWLEDGEMENTS**

*Cover photographs reproduced with permission from:* Corbis (Ventura, California,  
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background/Valenty).

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# Welcome

## Vocabulary

Countries and nationalities  
The family  
Daily routines and sports  
House and furniture  
Possessions  
School subjects  
Clothes and prices

## Grammar

be: Simple present  
There is / isn't, There are / aren't  
Demonstratives: this, that, these, those  
Simple present  
Adverbs of frequency  
How often ...?  
Imperatives  
can (ability)  
Present progressive

## Vocabulary pages 4-5

### Aim

To present and practice vocabulary for countries and nationalities, the family, daily routines and sports, house and furniture, possessions, school subjects, and clothes and prices

### Warm-up

- Start by introducing yourself to the class, then ask individual students to introduce themselves, saying: *Hello, my name's ... I'm ... years old.*
- Ask individual students questions about the topics on pages 4-5, e.g., *What's your nationality? Tell me about your family. What do you usually do after school? What's in your bedroom? What's your favorite school subject? What are you wearing today?*
- Do not worry about correcting students' answers, but use their answers to get an idea of the kind and level of vocabulary they already know.

## Countries and nationalities

### Exercise 1

- Point to the flags and teach the word *flag*. Students match the countries with the flags.
- Check answers, and model pronunciation of the countries, asking students to repeat. Elicit other countries that students know and write them on the board.

# W Welcome

## Vocabulary

### Countries and nationalities

1 Match the countries with the flags. Then write the nationalities.

Brazil Canada Japan South-Korea the United Kingdom the United States

		
1 <u>South Korea</u> <u>Korean</u>	2 <u>the United Kingdom</u> <u>British</u>	3 <u>Canada</u> <u>Canadian</u>
		
4 <u>Japan</u> <u>Japanese</u>	5 <u>the United States</u> <u>American</u>	6 <u>Brazil</u> <u>Brazilian</u>

### The family

2 Look at Alicia's family tree. Complete the sentences.

- Bruno is the children's grandpa
- 1 Bruno is David's dad
  - 2 Gabriel is Alicia's cousin
  - 3 Sophia is Hugo's sister
  - 4 Hugo is Alicia's brother
  - 5 Julia is Sophia's aunt
  - 6 David is Hugo's uncle
  - 7 Esther is Alicia's grandma
  - 8 Bruno and Esther are Sophia's grandparents
  - 9 Julia is Gabriel's mom
  - 10 Laura and Samuel are Hugo's parents



### Daily routines and sports

3 Look at the pictures. Complete the daily routine for Jackson Williams, high school sports star!

I have breakfast  at six thirty, then I go swimming   
before school. At school, I play tennis  - I'm on the team! After school,  
I get home  and do my homework . Then,  
I play basketball . I always go to bed  late. It's a long day!

4 four

- Students then write the nationalities.
- Check answers and model pronunciation of the nationalities, asking students to repeat. Elicit the nationalities for the countries on the board.

### The family

#### Exercise 2

- Focus on the family tree and read out the example answer. Point out the apostrophe 's for possession.
- Students work individually or in pairs to complete the sentences. If students are struggling with the exercise, do it with the whole class, using the family tree to teach the family vocabulary.
- Check the answers with the class.

- Ask individual students about their family, e.g., *How many brothers and sisters do you have? How many cousins do you have?*

### Daily routines and sports

#### Exercise 3

- Read out the heading and check that students understand *daily routines*.
- Students work individually or in pairs to look at the pictures and complete the daily routine.
- Check the answers with the class.
- Ask individual students about their daily routine and sports, e.g., *What time do you get up? What sports do you play? What do you do when you get home after school? What time do you go to bed?*



### Vocabulary and speaking

I can identify musical genres and instruments. (p.12) **A2**

**1** Reorder the letters to form musical genres and instruments.

- Dad's favorite music is e g a r g e reggae
- My sister plays the t r u m p e t trumpet
- I want a u g r t a i guitar for Christmas.
- Do you play the n a p i o piano?
- I like listening to r c o k rock music.

\_\_\_ / 5

I can make requests. (p.14) **A2**

**2** Complete the dialogue.

**Felipe** Can I open the window, please?

**Olivia** Yes, of course you can

**Felipe** And can I have a drink?

**Olivia** Yes. What do you want? Cola, or water?

**Felipe** Can I have a cola, please?

**Olivia** Yes. Here you go.

\_\_\_ / 5

I can ask and answer questions about a music festival. (p.17) **A2**

**3** Choose the correct answers.

**Fabio** Hi, Zoe, what are you doing / making at the moment?

**Zoe** Hi, Fabio! I'm at a festival. A lot of famous / favorite musicians are here.

**Fabio** Really? Who's listening / playing?

**Zoe** Tini Tempah – he's awesome!

**Fabio** And what / where is it?

**Zoe** It's in New York.

**Fabio** Well, I hope you're liking / having a great time! Talk soon!

**Zoe** Bye!

\_\_\_ / 5

I can identify words for physical description. (p.20) **A2**

**4** Complete the sentences.

- My hair isn't straight, or curly. It's wavy
- Tom's hair isn't long, or short. It's shoulder length.
- I get freckles on my nose in the summer.
- My grandpa eats a lot of pizza, so he's pretty overweight.
- This dress is very small. Only a slim person can wear it.

\_\_\_ / 5

I can describe people I know. (p.22) **A2**

**5** Reorder the dialogue.

**4** **Patty** And what's she like? Is she nice?

**1** **Bianca** There's a new girl in my class from Brazil.

**2** **Patty** From Brazil? What does she look like?

**3** **Bianca** She's slim with brown, curly hair.

**5** **Bianca** Yes, she's very friendly.

\_\_\_ / 5

I can ask and answer questions about famous people. (p.25) **A2**

**6** Complete the questions about a famous American celebrity. Then match them with the answers.

- What was her name? d
  - Where was she born? e
  - When was her birthday? b
  - Why was she famous? c
  - Which was her most famous movie? a
- a *The Wizard of Oz*  
 b June 10<sup>th</sup>  
 c She was a singer and an actress.  
 d Judy Garland.  
 e Minnesota, U.S.

\_\_\_ / 5

### Reading, listening, and writing

I can understand an article and answer questions about a music festival. (p.16) **A2**

I can understand a phone conversation and answer questions about a music festival. (p.17) **A2**

I can write a blog post about a music festival. (p.17) **A2**

I can understand an article and answer questions about famous Americans. (p.24) **A2**

I can understand a conversation and answer questions about a famous band. (p.25) **A2**

I can write short profiles of famous people. (p.25) **A2**

Got it?		
Yes	I'm not sure	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

twenty-nine 29

### Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 2 on page 17.
- Play the audio (1•11) again for them to listen. Ask questions about Bella, e.g., *Where is she? Who's playing at the festival? Is she having a great time?*
- Repeat exercise 3 on page 29 as a class. Explain and discuss the correct answers.

### Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 20. Use the picture to check that students understand all the words. Ask some questions, e.g., *Who has curly hair?*
- Repeat exercise 4 on page 29 as a class, eliciting the correct answers.

### Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 22.
- Play the audio (1•16) again for students to hear the phrases in context. Say to individual students: *What's your best friend like? What's your dad like? What does your cousin look like?* Elicit a range of answers from the *Learn it, use it!* chart.
- Repeat exercise 5 on page 29 as a class, eliciting the correct answers.

### Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice asking and answering the questions in pairs.
- If students did not do well, refer them back to exercise 3 on page 25.
- Elicit the questions and answers about Greta Garbo, and put students in pairs to practice asking and answering them.
- Repeat exercise 6 on page 29 as a class, eliciting the correct answers.

### Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

## My progress A page 29

### Aim

To review the language and skills learned in Units 1 and 2

### Vocabulary and speaking

#### Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 12. Give them a few minutes to study the vocabulary. Ask: *What kinds of music do you listen to? What's your favorite kind of music? What instruments can you play? What's your favorite instrument?*

- Repeat exercise 1 on page 29 as a class, eliciting the correct answers.

#### Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to page 14.
- Play the audio (1•07) again for students to hear the phrases in context. Say to individual students: *Can I open the window, please? Can I borrow your pen?* Elicit a range of answers from the *Learn it, use it!* chart.
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

### Vocabulary and speaking

I can identify weather types and temperature words (p.32) **A2**

- 1 Complete the sentences with the correct words.**
- It's -3°C today – it's freezing.
  - It was windy and my hat blew into the tree!
  - I hope this summer is sunny and hot.
  - When it's foggy, I can't see!
  - When it's cloudy, the sky is gray. **/ 5**

I can ask and answer questions about vacations. (p.34) **A2**

- 2 Match the questions and answers.**
- What was your hotel like? c
  - What was the weather like? b
  - What was the food like? e
  - Were the people nice? a
  - How was your vacation? d
- a Yes, they were. They were very friendly.  
 b It was warm and sunny.  
 c It was OK, but there wasn't a swimming pool.  
 d It was awesome!  
 e It was delicious! **/ 5**

I can describe important life events. (p.37) **A2**

- 3 Complete the events in Jen's life with the simple past form of the irregular verbs in the box.**
- go learn lose say win
- She said her first word when she was 2.
  - She learned to swim when she was 5.
  - She lost her first tooth in 2005.
  - She won her first race when she was 9.
  - She went on vacation in 2011. **/ 5**

I can identify movie types (p.40) **A2**

- 4 Reorder the letters to make movie types.**
- rrrhoo vimeo horror movie
  - demcoy comedy
  - veol trsyo love story
  - tonorac cartoon
  - cuismla musical **/ 5**

I can use language for going to the movies. (p.42) **A2**

- 5 Complete the dialogue.**
- Raul Let's go to the movies! Shock is playing.  
 Quique What type of movie is it?  
 Raul It's an action movie.  
 Quique Oh, no! What about a science fiction movie? Project Star is playing at the AMC.  
 Raul OK. What time does it start?  
 Quique It starts at 7:30 p.m.  
 Raul OK. Let's go! **/ 5**

I can ask and answer questions about going to the movies. (p.45) **A2**

- 6 Read the answers. Then complete the questions.**
- What movie did you see?  
We saw *Atlantic Adventure*.
  - What type of movie was it?  
It was an action movie.
  - Who did you go with?  
I went with Sarah.
  - Who starred in it?  
Nicole Kidman starred in it.
  - What did you think of the movie?  
I thought it was quite boring. **/ 5**

### Reading, listening, and writing

I can understand an article and answer questions about the discovery of Antarctica. (p.36)

I can understand a description of the life of an explorer and answer questions about him. (p.37)

I can write a paragraph about the events in my life. (p.37)

I can understand a web page and answer questions about Hollywood actors and movies. (p.44)

I can understand a conversation and answer questions about a trip to the movie theater. (p.45)

I can write a review of a movie I saw. (p.45)

	Got it?		
	Yes	I'm not sure	No
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

forty-nine **49**

## My progress B page 49

### Aim

To review the language and skills learned in Units 3 and 4

### Vocabulary and speaking

#### Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 32. Give them time to study the pictures and then ask them to write five sentences about the weather in different parts of the world.
- Ask some students to read their sentences to the class, and check that students understand everything.

- Repeat exercise 1 on page 49 as a class, eliciting the correct answers.

#### Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 34.
- Play the audio (1•32) again for students to hear the phrases in context.
- Repeat exercise 2 on page 49 as a class, eliciting the correct answers.

#### Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. Point out

that the verbs are all irregular. Check the answers with the class.

- If students did not do well, refer them to the irregular verbs list. Give them time to study the list, and remind them that they need to learn the irregular verb forms.
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

#### Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask individual students: *What types of movies do you like? Which do you hate?*
- If students did not do well, tell them you will test them on the vocabulary in the next lesson, and they must learn it.
- In the next lesson, write some jumbled words for movie types on the board, and ask students to reorder the letters.

#### Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 42.
- Play the audio (1•40) again for students to hear the phrases in context.
- Repeat exercise 5 on page 49 as a class, eliciting the correct answers.

#### Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice asking and answering the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class.
- Ask students to think of a movie, and prepare their answers to the questions.
- Students can ask and answer their questions in pairs.
- Ask some students to ask and answer their questions for the class. Ask other students: *Do you like this movie? Why?/ Why not?*

### Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.



## Inviting and making arrangements

### Aim

To present and practice inviting and making arrangements

### Warm-up

- With books closed, ask: *Do you usually see your friends on the weekend? What do you do together?*
- Elicit a few answers, then ask: *How do you make arrangements to see your friends? Do you call, or send messages? Do you make arrangements at school?* Elicit a range of answers.
- If necessary, briefly review how to say times in English. You could do this by drawing some simple clocks on the board and asking: *What time is it?*

### Exercise 1 2-06

- Give students time to read through the dialogues. Check they understand *shopping mall* and *babysitting*.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again. Students listen again and check.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the *Learn it, use it!* chart with the class, and check that students understand everything.
- Read the *My study skills* box with the class. Point out that recording expressions and then listening to them later is a good way to memorize them.

**Audioscript** Teacher's Book page 112

### Exercise 2 2-07

- Give students time to read through the sentences.
- Play the audio. Students listen and decide if the sentences are true or false.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 112

### Exercise 3 Pairwork

- Read through the notes with the class.
- Ask two confident students to read out the first example dialogue. Elicit ways to complete the dialogue.
- Ask two more students to read out the second example dialogue. Elicit ways to complete it.
- Students work in pairs to write their dialogues and practice them.

# 6 Communication

## Inviting and making arrangements

1 206 Listen to the dialogues and choose the correct answers. Listen again and check. Then listen and repeat.



1  
**Asahi** Hi, Maia. Are you free on Saturday?  
**Maia** Yes, I am. / No, I'm not.  
**Asahi** Great. Let's do something together.  
**Maia** Good idea. What do you want to do?  
**Asahi** How about going swimming / to the shopping mall?  
**Maia** OK. Where do you want to meet?  
**Asahi** Let's meet at the bus stop / subway.  
**Maia** Fine. At what time?  
**Asahi** Is 'nine / ten thirty OK?  
**Maia** Yes, that's fine. See you on Saturday!

2  
**Hugo** I'm going to 'the movies / a concert' on Friday. Amy, Are you free?  
**Amy** No, I'm sorry, I'm not. I'm meeting Jack / babysitting on Friday.  
**Hugo** Oh, OK. How about doing something on Saturday?  
**Amy** No, I'm sorry, it's my 'dad's / brother's' birthday on Saturday.  
**Hugo** Never mind. Let's go another time.  
**Amy** Yes, OK. Thanks, Hugo.

### My study skills

#### Memorizing expressions

It's a good idea to memorize *Learn it, use it!* expressions. You can use them in a lot of different situations and they help you to sound more fluent, too. When you see an expression for the first time, think about different situations you can use it in. This helps you to memorize the new language.

### Learn it, use it!

You ask	You answer
Are you free on ...?	Yes, I am. / No, I'm not.
What do you want to do?	Let's go / do / play ... How about doing / going ...? Why don't we go / do ...?
How about going / doing ...?	Yes. / OK. / All right. / Good idea. / No. / No, I'm sorry, I can't. / No, I don't like ...
Where do you want to meet?	Let's meet at ...

2 207 Listen to the conversations. Are the sentences true or false?

Correct the false sentences. Listen and check.

- Carlos invites Leo to get a pizza. False
- 1 Leo says no to the invitation. True
- 2 Leo is going to a football game with Ellie. False
- 3 Nina invites Juan to play tennis. True
- 4 Juan accepts the invitation. True
- 5 They're meeting at school on Saturday morning. False

3 **Pairwork** Read the instructions and make dialogues. Use the activities in the box and the dialogues in exercise 1 as a model.

go shopping go swimming go to a concert go to the movies play tennis

- 1  
**A** Invite your partner to one of the activities in the box. Say when you are doing it.  
**B** Accept the invitation. Plan when and where to meet.
- 2  
**B** Invite your partner to one of the activities in the box. Say when you are doing it.  
**A** Refuse the invitation. Give a reason: you are babysitting / meeting a friend / going to a party, etc.  
**A** I'm going swimming on Friday afternoon. Are you free? **B** I'm going to the movies on Saturday. Are you free?  
**B** Yes, I am. Where do you want to ...? **A** I'm sorry, I can't. I'm ...

64 sixty-four

Workbook p.36 Extra practice online

- Ask some pairs to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### Extra activity

- Write on the board:  
*Saturday morning:*  
*Saturday afternoon:*  
*Sunday morning:*  
*Sunday afternoon:*
- Ask students to make a plan for their weekend, without showing their partner. Tell them they should include two activities they can invite a friend to, and two times when they are free, e.g., *Saturday morning: free, Saturday afternoon: go shopping*, etc.

- Students can work in pairs to make a new dialogue, using their own plans, e.g., *I'm going swimming on Saturday afternoon. Are you free?*
- Ask who managed to make an arrangement.

### Consolidation

- Suggest to students that they could record the questions from the *Learn it, use it!* chart, and practice giving different replies, using the different expressions. Suggest that they do this with their books open to start with, then try to answer with their books closed.

Workbook page 36  
 Online Workbook Extra practice

# Review D

## Grammar

Comparative adjectives (regular and irregular adjectives)

as ... as

less ... than

Superlative adjectives (regular and irregular adjectives)

Comparative / Superlative

the least

## Vocabulary

Geography

Feelings and emotions

## Review D page 88

### Grammar

#### Exercise 7

##### POSSIBLE ANSWERS

Ed Sheeran is older than Connor Maynard. Bruno Mars is the oldest. Connor Maynard is the youngest. Bruno Mars is more talented than Ed Sheeran. Connor Maynard is the most talented. Ed Sheeran is the least talented. Connor Maynard is more popular than Ed Sheeran. Bruno Mars is the most popular.

### Songs

*River Deep, Mountain High*, by Tina Turner (geography, comparatives)

*Flashdance ... What A Feeling*, by Irene Cara (feelings and emotions)

*Feeling Good*, by Nina Simone (feelings and emotions)

## D Review

### Vocabulary

#### 1 Reorder the letters to form geography words.

- |            |           |
|------------|-----------|
| tinchnonte | continent |
| 1 kela     | lake      |
| 2 aes      | sea       |
| 3 dlsain   | island    |
| 4 conutyr  | country   |
| 5 verir    | river     |
| 6 ntmuaoni | mountain  |

#### 2 Complete the sentences with an adjective of feeling or emotion.

- Fabio was embarrassed because his cell phone rang in the movie theater.
- I get frightened if I hear a noise at night.
  - Mom's very nervous! The dog ate our dinner!
  - Sam is tired up because he can't go out with his friends.
  - We're very proud of our dad. He got a fantastic new job last week.
  - The girls are excited about their vacation.
  - Are you nervous about your audition?

#### 3 Complete the dialogue with the words in the box.

come go going so sucks terrible way

- Nick** How's it going ?  
**Ryo** I'm running in a race tomorrow! Do you want to do it too?  
**Nick** No! Way! I'm terrible at running. Are you ready?  
**Ryo** No, I'm not! I have a bad leg again.  
**Nick** Not again. That sucks.  
**Ryo** But we're collecting money for the hospital. We have about \$80 so far.  
**Nick** That's awesome. Go for it!  
**Ryo** Thanks. Tokyo 2020, here I come!

### Grammar

#### 4 Choose the correct answers.

- It's warmer / more warm today than yesterday.
- I think Beyoncé is better / gooder than Shakira.
  - Venezuela is larger / largger than Uruguay.
  - My cell phone was more expensive / expensier than my brother's.
  - Blue whales are heavier / heavyer than elephants.
  - Summer is hoter / hotter than spring.

#### 5 Complete the sentences with as ... as, less ... than, and the adjectives in parentheses.

 <p>price: \$499.00 weight: 852 g popularity rating: ★★★★★</p>	 <p>price: \$649.00 weight: 112 g popularity rating: ★★★★★</p>
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- The cell phone isn't as big as the tablet (big)
- The tablet is less expensive than the cell phone (expensive)
  - The cell phone is as popular as the tablet (popular)
  - The cell phone is less heavy than the tablet (heavy)

#### 6 Complete the dialogue with the superlative form of the adjectives in the box.

bad cool funny unfriendly unlucky

- Eva** You know Miguel, the coolest boy in class?  
**Maria** And the funniest. He makes me laugh!  
**Eva** I dropped my lunch on his pants!  
**Maria** Oh, no!  
**Eva** But that wasn't the worst thing. When I apologized, he just ignored me.  
**Maria** He's the most unfriendly boy in the class!  
**Eva** But also the most unlucky, too. He didn't have any other pants!

#### 7 Write sentences comparing the singers. Use the comparative and superlative forms of the adjectives in the box.

old popular short talented tall young

		
Name: Connor Maynard	Name: Ed Sheeran	Name: Bruno Mars
Birth date: Nov 21, 1994	Birth date: Feb 17, 1991	Birth date: Oct 8, 1985
Height: 179 cm	Height: 178 cm	Height: 165 cm

Ed Sheeran is taller than Bruno Mars. Connor Maynard is the tallest. Bruno Mars is the shortest.