

2<sup>nd</sup> edition

# Got it!

2

Teacher's Book

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# Welcome

## Vocabulary

- Musical genres and instruments
- Physical descriptions
- The weather
- Movies
- Food and drink
- Transportation
- Geography
- Feelings and emotions

## Grammar

- Simple present / Present progressive
- be: Simple past
- Simple past
- some / any with countable / uncountable nouns
- a lot of / much / many / a little / a few
- Present progressive for future
- How long ...? + take
- Comparative adjectives
- Superlative adjectives

## Vocabulary pages 4–5

### Aim

To present and practice vocabulary for musical genres and instruments, physical descriptions, the weather, movies, food and drink, transportation, geography, and feelings and emotions

### Warm-up

- Start by introducing yourself to the class, then ask individual students to introduce themselves.
- Ask individual students questions about some of the topics on pages 4–5, e.g., *What kind of music do you like? Can you describe yourself? What's the weather like today? What kinds of movies do you like? What's your favorite kind of food? How do you usually travel to school?*
- 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.

## Musical genres and instruments

### Exercise 1

- Students reorder the letters to write the musical instruments.
- Check the answers with the class.
- Elicit other musical instruments students know and write them on the board.
- Ask: *Who plays a musical instrument? What instrument do you play? Do you enjoy it? Why? / Why not?*

## Vocabulary

### Musical genres and instruments

**1** Reorder the letters and write the instruments.

1 u l t e f	<u>flute</u>
1 o p a n i	<u>piano</u>
2 d o r c e r r e	<u>recorder</u>
3 h a s e o n x o p	<u>saxophone</u>
4 r i t a u g	<u>guitar</u>
5 m e r t u p t	<u>trumpet</u>
6 s d u r m	<u>drums</u>

**2** 1:02 Listen and put the types of music in the correct order.

1 reggae	<u>a</u>	4 classical	<u>b</u>
2 heavy metal	<u>e</u>	5 rock	<u>d</u>
3 hip-hop	<u>c</u>	6 pop	<u>f</u>

**3 And you?** What is your favorite type of music? Who is your favorite singer / band?

### Physical descriptions

**4** Complete the descriptions of the two friends.

a

b

beard black blue brown curly freckles  
overweight short shoulder-length  
slim tall wavy

a She's <sup>1</sup> short and <sup>2</sup> slim. She has <sup>3</sup> shoulder-length <sup>4</sup> wavy blond hair, and <sup>5</sup> blue eyes. She has <sup>6</sup> freckles on her nose.

b He's <sup>7</sup> tall and a little <sup>8</sup> overweight. He has short, <sup>9</sup> black <sup>10</sup> curly hair, and <sup>11</sup> brown eyes. He has a <sup>12</sup> beard.

**5 And you?** Write a short description of yourself and one person in your family.

I'm tall and ...  
My brother is short and ...

**4** four

### The weather

**6** Match the words with the symbols.

cloudy	freezing	raining
snowing	sunny	windy

1

It's snowing.

1

It's raining.

2

It's sunny.

3

It's cloudy.

4

It's windy.

5

It's freezing.

**7 And you?** What is the weather like today? What was it like yesterday?

### Movies

**8** Match the movies with the definitions.

action movie	<u>6</u>	fantasy movie	<u>4</u>	love story	<u>5</u>
comedy	<u>3</u>	horror movie	<u>2</u>	cartoon	<u>1</u>

1 a movie with animated characters  
2 a very frightening movie with monsters  
3 a funny movie  
4 a movie about an imaginary world  
5 a movie about relationships and romance  
6 a movie with a lot of fast and exciting events

**9 And you?** What's your favorite type of movie? Why?

### Exercise 2 1:02

- Read through the list of musical genres with the class, but don't teach the meaning.
- Play the audio. Students listen and put the types of music in order.
- Check the answers with the class.
- Elicit other musical genres that students know.

### Exercise 3 And you?

- Ask individual students the questions. As students answer, ask other students: *What about you? Do you like this type of music? Do you like this singer / band?*

### ANSWERS

Students' own answers.

### Physical descriptions

#### Exercise 4

- Students work individually or in pairs to complete the descriptions.
- Check the answers with the class.
- Elicit other words that students know for physical descriptions, and write them on the board.

#### Exercise 5 And you?

- Students write a description of themselves and a member of their family.
- Ask some students to read their descriptions to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

**Vocabulary and speaking**

I can identify places in a town. (p.12) **A2**

**1 Complete the words. Then say true sentences to your partner.**

- You get money from the bank.
- I go to church every Sunday.
  - There's a park with a lake in my town.
  - I buy my clothes at the shopping mall.
  - My friends play basketball at the sports center.
  - My sister borrows books from the library.

\_\_\_ / 5

I can ask for and give directions. (p.14) **B1**

**2 Complete the dialogues. Then practice.**

- Ella** Excuse me. How do I get to the bus station, please?  
**Man** Go down Cameron Street as far as the post office. Then turn left.  
**Ben** Excuse me. Can you tell me the way to the church, please?  
**Girl** Go straight, and then take the first turn on the right. Cross the road and the church is near the bank.

\_\_\_ / 5

I can give directions to my house. (p.17) **B1**

**3 Reorder the words to make sentences.**

- the / bus / number / take / six .  
**Take the number six bus.**
- every / a / there / minutes / bus / twenty / is .
  - get / to / your / I / do / house / how ?
  - opposite / off / the / bus / get / library / the .
  - hospital / and / walk / right / the / past / turn .
  - house / to / is / a / next / my / café .

\_\_\_ / 5

I can identify different types of housework. (p.20) **A2**

**4 Reorder the letters and write the housework words. Then make questions and answers with your partner.**

- clear the table (b l t a e)  
 1 wash the dishes (s i e h s d)  
 2 do the ironing (n i r i n o g)  
 3 take out the trash (h a s r t)  
 4 do the laundry (r y n a l d u)  
 5 clean the bathroom (o b r m h a t o)

\_\_\_ / 5

I can ask for permission and respond. (p.22) **B1**

**5 Complete the sentences with the words in the box. Then practice the dialogue.**

but Can can't May of course sorry

- Lola** Can I go to the movies, Mom?  
**Mom** No, I'm sorry, you can't.  
 Lola. You have school tomorrow.  
**Lola** May I watch a movie on TV, then?  
**Mom** Yes, of course. but go to bed after the movie.

\_\_\_ / 5

I can ask people what housework they have to do. (p.25) **B1**

**6 Write the questions. Then write true answers.**

- your brother / make his bed?  
**Does your brother have to make his bed?**  
**Yes, he does. / No, he doesn't.**
- you / do the laundry?
  - your sister / load the dishwasher?
  - your parents / clean the kitchen?
  - your dad / take out the trash?
  - I / do the cooking?

\_\_\_ / 5

**Reading, listening, and writing**

- I can read and answer questions about a charity sports event. (p.16) **B1**
- I can understand people talking about a charity sports event. (p.17) **B1**
- I can write an e-mail with directions to my house. (p.17) **B1**
- I can read and answer questions about a summer camp. (p.24) **B1**
- I can understand a person talking about a summer camp. (p.25) **B1**
- I can write an e-mail about the rules on a school trip. (p.25) **B1**

	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"/>

**ANSWERS**

- There is a bus every twenty minutes.
- How do I get to your house?
- Get off the bus opposite the library.
- Walk past the hospital and turn right. / Turn right and walk past the hospital.
- My house is next to a café.

**Exercise 4**

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Brainstorm a few questions with the class, e.g., *How often do you wash the dishes?* Students then work in pairs to ask and answer questions.
- If students did not do well, refer them back to exercise 1 on page 20.
- 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. Students practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 22.
- Play the audio (1.15) again for students to hear the phrases in context.
- 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.
- Students then write true answers. Ask some students to read out their answers. Correct any mistakes.
- Students can then ask and answer the questions in pairs.
- If students did not do well, refer them back to exercise 4 on page 25. Ask two confident students to read out the example questions and answers. Elicit some more questions and answers, using the prompts.
- 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. Students then change the sentences so they are true for them, then read their sentences to each other in pairs.
- If students did not do well, refer them back to page 12. Ask: *Which of the places do you go to every week?*
- 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 dialogues in pairs.
- If students did not do well, refer them back to exercise 1 on page 14. Play the audio (1.07) again for students to hear the phrases in context.
- Repeat exercise 2 on page 29 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.
- If students did not do well, refer them back to exercise 3 on page 17. Play the audio (1.10) again for them to listen.
- Repeat exercise 3 on page 29 as a class. Explain and discuss the correct answers.

**Vocabulary and speaking**

I can describe people's personalities. (p.32) **B1**

**1** Read the descriptions and complete the personality adjectives.

- Kate wants to be President. ambitious  
 1 Tom studies for school every day. hard-working  
 2 He says he's better than his friends. arrogant  
 3 Pablo designs beautiful clothes. creative  
 4 Kelly never does any chores. lazy  
 5 Al doesn't think of other people. selfish

**5** / 5

I can check in at the airport. (p.34) **B1**

**2** Complete the dialogue with the words in the box. Then practice the dialogue.

baggage boarding pass Can here  
I'd like Would

- A Can I see your ticket and passport, please?  
 B Yes, here you are.  
 A Would you like a window or an aisle seat?  
 B I'd like a window seat, please.  
 A Do you have any baggage to check in?  
 B Yes, I have this suitcase.  
 A OK. Here's your boarding pass.

**5** / 5

I can talk about future plans. (p.37) **B1**

**3** Write the sentences in the correct order.

country / like / live / I'd / in / to / another  
I'd like to live in another country.

- 1 hopes / college / Ana / study / in / art / to  
 2 is / sister / get / going / my / to / married  
 3 like / internship / would / do / an / to / you ?  
 4 to / Arabic / learn / we're / going  
 5 be / Juan / wants / pilot / to / a

**5** / 5

I can talk about life events. (p.40) **B1**

**4** Complete the words.

- Ana and Juan got m a r r i e d last July.  
 1 Tom didn't p a s e his driving test.  
 2 I am going to a p p l y for a job in a bank.  
 3 My brother wants to h a v e children.  
 4 My dad is going to r e t i r e next year.  
 He's 65.  
 5 Her baby was b o r n last night.

**5** / 5

I can ask for information at the bus station. (p.42) **B1**

**5** Complete the dialogue. Then practice.

How long I'd like leaves  
takes What time Where

- A I'd like a ticket to New Haven, please.  
 B Here you are. That's \$15.  
 A What time is the next bus?  
 B The next bus leaves at ten-thirty.  
 A Where does it leave from?  
 B It leaves from gate 6.  
 A How long does it take?  
 B It takes about two hours.

**5** / 5

I can ask questions about the future. (p.45) **B1**

**6** Write questions. Then ask your partner.

people / live longer in the future?  
Will people live longer in the future?

- 1 the climate / change?  
 2 school / exist?  
 3 people / drive electric cars?  
 4 vacations in space / be popular?  
 5 everyone / speak the same language?

**5** / 5

**Reading, listening, and writing**

I can read and answer questions about internships. (pp.36-37) **B1**

I can understand people talking about their future plans. (p.37) **B1**

I can write about my future plans. (p.37) **B1**

I can read and answer questions about future predictions. (pp.44-45) **B1**

I can understand a radio interview about the future of the world. (p.45) **B1**

I can write about the future of the world. (p.45) **B1**

	Got it?		
	Yes	I'm not sure	No
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

forty-nine **49**

- Ask individual students the questions. When they answer, ask other students questions about their plans, e.g., *What does (Ana) hope to do?*
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

**ANSWERS**

- 1 Ana hopes to study in art college.
- 2 My sister is going to get married.
- 3 Would you like to do an internship?
- 4 We're going to learn Arabic.
- 5 Juan wants to be a pilot.

**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 40. Point to the pictures in turn and elicit the correct phrases. Ask individual students questions using the phrases.
- Repeat exercise 4 on page 49 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 42.
- Play the audio (1.36) again for students to hear the words and 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.
- Students can then ask and answer the questions in pairs.

**ANSWERS**

- 1 Will the climate change?
- 2 Will school exist?
- 3 Will people drive electric cars?
- 4 Will vacations in space be popular?
- 5 Will everyone speak the same language?

**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 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.
- Read through the vocabulary with the class and check students understand it all.
- 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 (1.29) 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.
- If students did not do well, refer them back to exercise 5 on page 37.

## At the visitor center

### Aim

To present and practice conversations in a visitor center

### Warm-up

- Focus on the picture and ask: *What can you see? Where are the people? Who are they? What are they doing?*
- Elicit that the girl is at a visitor center, asking for information, then ask: *What do you think she is saying? What's the best way to see a city when you visit it?* Elicit a few ideas, and try to elicit the idea of doing a city tour.

### Exercise 1 2-14

- Check that students understand *tour*, *sights* (= things to see), and *leaflet*.
- Play the audio for students to listen and choose the correct answers.
- Play the audio again, pausing after each line for students to repeat, individually and chorally. Check that students understand everything.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 112

### Exercise 2 2-15

- Read through the chart with the class. Check that students understand *Duration of tour* and *Departure from*.
- Play the audio. Students listen and complete the chart.
- Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

**Audioscript** Teacher's Book pages 112–113

### Exercise 3 Pairwork

- Give students time to read about the two tours. Check they understand everything.
- Model the activity with a confident student. Play the role of the assistant and get the student to ask you for information.
- Students then practice in pairs and take turns to ask for information.
- Students can choose the other tour and practice again with a different partner for extra practice.
- Ask some students 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.

# 6 Communication



## At the visitor center

**1** 2-14 Jenny is at a visitor center. Listen and choose the correct answer. Then listen and repeat.

Assistant: Good morning / afternoon. Can I help you?  
 Jenny: Yes, please. I'd like to do a tour of the city / old town.  
 Assistant: There are a lot of different tours. There's a walking tour, a bike tour, and a bus tour. What type of tour are you looking for?  
 Jenny: What do you recommend?  
 Assistant: The walking / bike tour is very good. And I think the best way to see the city is on foot / by bike.  
 Jenny: How much does it cost?  
 Assistant: The tickets are \$8 / \$18.  
 Jenny: How long does it take?  
 Assistant: It takes two / a few hours.  
 Jenny: Where does it start?  
 Assistant: It starts here at the visitor center. You visit the most important sights in the city.  
 Jenny: What time does it start?  
 Assistant: There are three tours every day – at 10 a.m., 2 p.m., and 4 p.m. Here's a leaflet with all the information / telephone numbers.  
 Jenny: Thank you. That's great.

### Learn it, use it!

You say	You hear
I'd like to do a tour of the city.	What type of tour are you looking for?
What do you recommend?	I think the best way to see the city is on foot / by bike.
How much does the tour cost?	The tickets are ...
How long does the tour take?	It takes ...
Where / What time does it start?	It starts at ... / There are three tours. They start at ...

**2** 2-15 Listen to two more people at the visitor center. Complete the chart.

	Person 1	Person 2
Type of tour	<u>A bus tour</u>	<u>A bike tour</u>
Price of ticket	<u>\$10</u>	<u>\$12</u>
Duration of tour	<u>Three hours</u>	<u>Two hours</u>
Departure from	<u>The bus station</u>	<u>The parking lot</u>
Times	<u>9:30 a.m.</u> , <u>2:30 p.m.</u>	<u>11 a.m.</u> , <u>3 p.m.</u>

**3 Pairwork** Look at advertisements for tours of San Francisco. Choose a tour and take turns to ask for information at the visitor center.

**San Francisco Duck Tour**

See San Francisco from land and water! Duck tours last 90 minutes and depart every hour from the beach. Tickets: Adults \$27, children \$20

**Helicopter Tour**

See San Francisco from the sky! Take a Helicopter Tour! This unique tour lasts 30 minutes. Tickets: Adults \$225, children \$170. Departs from the airport at 10 a.m. and 3 p.m.

64 sixty-four

Workbook p.36

Extra practice online

### Extra activity

- As a class, brainstorm some ideas for more tours of cities, e.g., a boat tour of London.
- Write these prompts on the board.  
*tour what / recommend how much / cost how long / take where / start what time / start*
- Ask students to close their books.
- Students then work in pairs and prepare a new dialogue using the prompts and ideas on the board.
- Ask some pairs to perform their dialogues for the class.
- If this is too difficult for your students, work as a class and use the prompts and ideas on the board to create a new dialogue. Students then practice the new dialogue in pairs.

### Consolidation

- Tell students it is a good idea to learn how to say and understand times and prices, so they can do this easily in English where necessary. Suggest that to practice, they could use their cell phone to record some of the sentences with times and numbers from this dialogue. They could record them more than once, with different times and prices. They could then listen a few days later and make notes on the times and prices they hear.

**Workbook page 36**  
**Online Workbook Extra practice**

# Review D

## Grammar

Past progressive (affirmative and negative, yes / no questions and short answers)

while

Past progressive and simple past + when / while

Relative pronouns: who / which / that

The infinitive of purpose

Which one ...? / Which ones ...?

## Vocabulary

Crime

Human achievement

## Review D

page 88

### Grammar

#### Exercise 5

##### ANSWERS

- 1 Ichiro wrote to his uncle who lives in Tokyo.
- 2 A chef is a person who cooks in a restaurant.
- 3 Jack bought a car which was ten years old.
- 4 Katie has a brother who is a pilot.
- 5 This is the photograph which was in the newspaper.
- 6 Salvador Dali was a Spanish painter who was an important surrealist artist.

### Songs

*Don't You Want Me*, by The Human League (past progressive)

*You're The One That I Want*, by John Travolta and Olivia Newton-John (relative pronouns)

## D Review

### Vocabulary

1 Complete the chart with the missing crimes or criminals.

Crime	Criminal
robbery	robber
<sup>1</sup> <u>vandalism</u>	vandal
burglary	<sup>2</sup> <u>burglar</u>
<sup>3</sup> <u>mugging</u>	mugger
shoplifting	<sup>4</sup> <u>shoplifter</u>
<sup>5</sup> <u>murder</u>	murderer

2 Answer the questions.

What do you call someone who ...

- |                               |                     |
|-------------------------------|---------------------|
| creates new machines?         | an <u>inventor</u>  |
| 1 writes novels and plays?    | a <u>writer</u>     |
| 2 writes music?               | a <u>composer</u>   |
| 3 plays music?                | a <u>musician</u>   |
| 4 travels to unknown places?  | an <u>explorer</u>  |
| 5 designs buildings?          | an <u>architect</u> |
| 6 debates and makes new laws? | a <u>politician</u> |
| 7 paints and draws pictures?  | an <u>artist</u>    |

### Grammar

3 Complete the dialogues with the past progressive form of the verbs and short answers.

- 1
 

**Police** What were you doing (do) at 7 p.m.?

**Suspect 1** I was watching (watch) TV at home. My wife was cooking (cook) dinner and the children were playing (play) video games.
- 2
 

**Police** Were you sitting (you / sit) in your car in Lyme Street at 8 p.m.?

**Suspect 2** No, I wasn't. I was walking (walk) my dog. We were going (go) to the park.
- 3
 

**Police** Were the men looking (the men / look) through the window? No, they weren't. They were standing (stand) on the sidewalk.

**Police** What were they wearing (they / wear)?

**Witness** They were wearing (wear) dark hoodies and jeans.

4 Complete the sentences with the simple past or the past progressive form of the verbs in parentheses.

- I was watching (watch) TV when the doorbell rang (ring).
- 1 While I was waiting (wait) for the bus, a pickpocket stole (steal) my wallet.
  - 2 Jake was eating (eat) candy when he broke (break) his tooth.
  - 3 When the phone rang (ring), I was taking (take) a shower.
  - 4 While they were shopping (shop), they saw (see) a bank robbery.
  - 5 Daniel was playing (play) tennis when he hurt (hurt) his arm.
  - 6 Mom's friend arrived (arrive) while we were cooking (cook) dinner.

5 Write complete sentences using who or which.

- I met a woman. (the woman was a famous writer)  
I met a woman who was a famous writer.
- 1 Ichiro wrote to his uncle. (his uncle lives in Tokyo)
  - 2 A chef is a person. (a chef cooks in a restaurant)
  - 3 Jack bought a car. (the car was ten years old)
  - 4 Katie has a brother. (her brother is a pilot)
  - 5 This is the photograph. (the photograph was in the newspaper)
  - 6 Salvador Dali was a Spanish painter. (he was an important surrealist artist)

6 Choose the correct answers.

- You use a search engine for / to find information.
- 1 He went to the hospital for / to see his grandpa.
  - 2 Which one / ones do you prefer? The red or the blue wallet?
  - 3 I called Maria for / to invite her to my party.
  - 4 "Which of these sweaters is yours?"  
"The one / ones with the hood."
  - 5 A USB stick is for / to storing information from your computer.
  - 6 I prefer these drawings to those one / ones.
  - 7 A book light is for / to reading in the dark.