

2<sup>nd</sup> edition

# Got it!

3

Teacher's Book

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# Welcome

## Vocabulary

Places around town  
Housework  
Personality adjectives  
Life events  
Experiences  
Internet activities  
Crime  
Human achievement

## Grammar

must  
Compounds: *some-* / *any-* / *no-* / *every-*  
*have to*  
*mustn't* / *don't have to*  
Gerunds / Verb + *-ing* form  
*be going to* (1)  
*be going to* (2)  
Verb + infinitive / *-ing* form  
*will*: future  
*will* / *be going to*  
First conditional  
Present perfect  
*ever* / *never*  
Present perfect / Simple past  
Present perfect + *yet* / *already*  
Present perfect + *just*  
Present perfect + *for* / *since*  
Past progressive  
Past progressive / Simple past  
Relative pronouns: *who* / *which* / *that*  
The infinitive of purpose  
*Which one ...?* / *Which ones ...?*

## Vocabulary


pages 4–5

### Aim

To present and practice vocabulary for places around town, housework, personality adjectives, life events, experiences, Internet activities, crime, and human achievement

### Warm-up

- Start by introducing yourself to the class, then ask individual students to introduce themselves, saying what their name is and how old they are.
- Ask individual students questions about some of the topics on pages 4–5, e.g., *Do you help with the housework at home? What do you do? How would you describe your personality? Where were you born? Do you download music from the Internet? What was the last piece of music you downloaded? Have you heard about any crimes recently? What were they?*




## Vocabulary


### Places around town

**1 Match the words in the box with the pictures. There is one word you do not need.**


bank
bus stop
library
parking lot
pharmacy
police station
post office




1 bank




1 parking lot




2 police station



3 bus stop



4 pharmacy



5 post office

**And you?** Which of the places around town do you go past on your way to school?

### Housework

**2 Choose the correct answers.**

After dinner, I load the dishes / dishwasher.

1 When I get up, I always make / do my bed.

2 My mom never does the cook / cooking.

3 Every evening, my brother gives / takes out the trash.

4 After lunch, my little sister clears / sets the table.

5 My grandpa always cleans / feeds the dog in the morning.

6 "What's Grandma doing?" "She's doing / making the ironing."

**And you?** Who does what types of housework in your house?

4 four

### Personality adjectives

**3 Complete the descriptions with the adjectives in the box.**

creative
lazy
organized
outgoing
patient
shy

Ellie hates doing any work. She's so lazy.

1 Ren is good at painting. He's very creative.

2 Lola always tries to help people when they don't understand. She's so patient.

3 Bella loves meeting new people. She's very outgoing.

4 Maria always does her homework on time. She's so organized!

5 Ne Siang doesn't like talking to people he doesn't know. He's quite shy.

**And you?** Describe your best friend's personality.


### Life events

**4 Write sentences about Rosa's life. Use the simple past form of a verb from list A and a word from list B.**


**A** be get get have start

**B** a job born children married school


1970 .....




1975 .....




1986 .....



1995 .....



1997 .....



Rosa was born in 1970.

1 She started school in 1975.

2 She got a job in 1986.

3 She got married in 1995.

4 She had children in 1997.

**And you?** Think of a relative you know well. Describe the main events in his / her life.

**Vocabulary and speaking**

I can identify and use education expressions. (p.12) **A2**

1 Complete the text with the verbs in the box. There is one verb you do not need.

answers asks does gets gives makes

My brother is a perfect student! He <sup>1</sup> answers all the teacher's questions, and he hardly ever <sup>2</sup> makes mistakes. He always <sup>3</sup> gets good grades when he <sup>4</sup> does a project or <sup>5</sup> gives a presentation. **/ 5**

I can ask and answer about rules. (p.14) **B2**

2 Complete the mini dialogues. Write questions, and affirmative (✓) or negative (X) answers.

- A Can we go on vacation? (we / can / go)
- B <sup>1</sup> Yes, you can. (✓)
- A <sup>2</sup> Were you allowed to take pictures on the school trip? (you / be allowed to / take)
- B <sup>3</sup> Yes, we were. (✓)
- A <sup>4</sup> Could you study on the beach? (you / could / study)
- B <sup>5</sup> No, I couldn't. (X) **/ 5**

I can compare the past and present. (p.17) **B2**

3 Complete the text with the correct form of used to and the verbs in parentheses.

What did your life use to be (your life / be) like when you were 8?  
 It used to be (be) very different! I didn't use to go (not go) to high school. I used to prefer (prefer) cartoons to soccer! I didn't use to have (not have) a cell phone. Wow! What did we use to do (we / do) before cell phones? **/ 5**

I can talk about vacation activities. (p.20) **A1**

4 Complete the text with the correct verbs.

On vacation, I'm going to <sup>1</sup> take pictures, <sup>2</sup> go hiking, <sup>3</sup> visit museums, <sup>4</sup> go sightseeing, and <sup>5</sup> take a tour. **/ 5**

I can express my opinion. (p.22) **B2**

5 Complete the answers with the word in parentheses and an idea from the box.

big crowded difficult friendly warm

- Q What was the weather in Rio like?
- A It was perfect. It was very warm. (very)
- Q What were the people like?
- A They were very friendly. (very)
- Q What was your hotel room like?
- A Small. It wasn't big enough. (enough)
- Q What was the beach like?
- A Busy! It was too crowded. (too)
- Q What was surfing like?
- A It was so difficult; I fell over! (so) **/ 5**

I can ask and answer about vacations. (p.25) **B2**

6 Look at the underlined words. Write the question.

- Where did you go on vacation?  
I went to Mexico on vacation.
- 1 When did you go?  
I went in August.
- 2 Who did you go with?  
I went with my mom and dad.
- 3 What did you do / What activities did you do?  
We sunbathed and went sightseeing.
- 4 Did you have any vacation "nightmares"?  
No, we didn't have any vacation "nightmares".
- 5 How did you feel?  
We felt very relaxed!

**Reading, listening, and writing**

- I can understand a web page about a circus school. (p.10) **B1**
- I can understand an interview about the American West. (p.17) **B1**
- I can write a short article about life in the past. (p.17) **B1**
- I can understand a review of a vacation for volunteers. (p.18) **B1**
- I can understand an interview about a school trip. (p.25) **B1**
- I can write a story about a vacation. (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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**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 the grammar chart on page 15, to review the form of *used to*. Then refer them to exercise 4 on page 17. Elicit some sentences about the pictures, using *used to*.
- 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 pictures to check understanding. Ask: *What do you usually do on vacation?*
- 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.
- Ask two confident students to read out the questions and answers. 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 (1.11) again for students to hear the phrases in context.
- Ask some questions using *What was it like?*, e.g., *What was the hotel like? What were the people like?*
- 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 can then write their own answers to the questions, and ask and answer them in pairs.
- If students did not do well with this exercise, refer them back to exercise 4 on page 25. Read out the questions in turn and elicit a range of possible answers.
- 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: *Are you usually on time for class? Do you sometimes fail tests? Do you always answer the teacher's questions? Do you like giving presentations? Do you worry about making mistakes?*

- 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.
- Ask two confident students to read out the completed dialogue. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 14.
- Play the audio (1.04) again for students to hear the phrases in context.
- Ask: *Can you use cell phones in class? Are you allowed to eat chewing gum in class?*
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

**Vocabulary and speaking**

I can talk about illnesses. (p.32) **B1**

1 Match the illnesses in the box with the advice.

- a backache a cold a rash
- a sore throat a toothache

- Don't drink so much soda! a toothache
- Use some cream. a rash
- Eat some honey lozenges. a sore throat
- Don't lift heavy objects. a backache
- Use a tissue when you blow your nose! a cold

I can explain a health problem to a doctor. (p.34) **B1**

2 Complete the dialogue with one word in each gap.

- A How <sup>1</sup>can I help you, Josie?  
 B I <sup>2</sup>have a pain in my foot.  
 A Where <sup>3</sup>does it hurt?  
 B Right here.  
 A How long <sup>4</sup>have you had it?  
 B I've had it <sup>5</sup>since last Friday.

I can give advice. (p.37) **B1**

3 Choose the correct answers.

- "He's hungry." "He should eats / eat."
- "I'm scared." "I m / think sure you'll be OK."
- "I'm sick!" "You should / shouldn't go out."
- "I'm bored! What should I do?" "Why / How don't you read a book?"
- "How can I improve my English?"  
 "Watching English movies is a great way improving / to improve."

I can talk about injuries. (p.40) **B2**

4 Complete the words.

Daria had a terrible time when she went trekking! She fell over, hit her head, and bruised her knee (it turned blue!). She got painful insect bites on her face and arms, and she got huge blisters on her feet because her boots were too tight. When she was making dinner, she cut her finger with a knife, and she burned her hand on a hot pan. She was very unlucky!

I can make an emergency call. (p.42) **B2**

5 Complete the dialogue with the correct form of the verbs in the box.

- hurry not move send
- you / can you / need

- A 911. Which emergency service <sup>1</sup>do you need?  
 B An ambulance. Please <sup>2</sup>hurry!  
 A <sup>3</sup>Can you tell me what's happened?  
 B My sister has fallen and she <sup>4</sup>isn't moving. We live at 31, Green Street.  
 A OK. I <sup>5</sup>'m sending an ambulance right now.

I can express opinions about a past event. (p.45) **B2**

6 Choose the correct answers.

**Situation:** Rowan's mom is worried about Rowan, so she checks his text messages when he's in his room. Rowan finds out. He is very angry and refuses to talk with his mom.  
 "Oh, dear! Rowan's mom shouldn't check / have checked his phone when he was in his room. It was a good advice / idea to try / trying to find out more about Rowan's situation, but she should have ask / asked Rowan first. If I'd been in Rowan's situation, I had / would have been angry, too."

**Reading, listening, and writing**

I can understand a health advice page giving advice about stress. (p.30) **B1**

I can understand a conversation between a teacher and a parent. (p.37) **B1**

I can write a reply to an online post, giving advice. (p.37) **B1**

I can understand an article about an Australian park ranger. (p.38) **B2**

I can understand a radio program about a heroic rescue. (p.45) **B2**

I can write an essay about a dilemma. (p.45) **B2**

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"/>

**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.
- Use the pictures to check that students understand all the vocabulary.
- 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.
- Students then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 34.
- Play the audio 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. Give students time to read Mia's problem. Ask students to write two pieces of advice for Mia, using the expressions in the box.
- Ask students in turn to read out their advice.
- 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.
- 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 expressions.
- 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.
- Ask two confident students to read out the dialogue. 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 (1.33) again for them 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.
- Ask: *What do you think Rowan's mom should have done? How should Rowan have reacted?* Elicit a few answers.
- If students did not do well, refer them back to exercise 5 on page 45. Ask students to read about Mercedes' choice. Ask: *What should she have done?* Elicit a range of answers, and review the form of *should have*.
- Repeat exercise 6 on page 49 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.

## Speculating

### Aim

To present and practice speculating

### Warm-up

- Point to the picture and ask: *Who do you think the people are? Where do you think they are? Why do you think they are standing there? What do you think they are looking at? Are they at work, or is this their free time?*
- Encourage students to speculate using *may, might, must, and can't*.

### Exercise 1 2-10

- Play the audio once for students to listen and complete the dialogue. Pause as necessary to allow students time to write.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.
- Play the audio again, pausing after each line for students to repeat chorally, then individually.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 111

### Exercise 2 Pronunciation 2-11

- Play the audio once for students to listen and notice the pronunciation of the modal verbs. Point out that *have* is pronounced with a weak vowel.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually. Encourage them to copy the pronunciation of the modal verbs.

**Audioscript** Student Book page 64

### Exercise 3 2-12

- Give students time to read the chart.
- Play the audio for students to listen and complete the chart.
- Check the answers with the class.

**Audioscript** Teacher's Book page 111–112

### Exercise 4 Pairwork

- Read through the ideas with the class.
- Read out the example answers. Elicit a few more examples.
- Students work in pairs to think of three ideas for each situation.
- Ask pairs in turn to tell the class their ideas. Ask other students: *Do you think this is possible? Why? / Why not?*

### Exercise 5 Pairwork

- Students work in pairs and write three dialogues about the situations in exercise 4.
- Students practice their dialogues in pairs.

# 6 Communication

## Speculating

**1 2-10** Listen and complete the dialogue with the expressions in the box. Listen again and check. Then listen and repeat.



couldn't have forgotten    **do you think**    may be late    may have left  
might have forgotten    might have missed    must have been

**Enzo** Where **do you think** Jen is? She's very late.  
**Alice** She **might have forgotten** about the movie.  
**Enzo** No, she **couldn't have forgotten**. I talked with her about it this morning. Her bus **may be late**.  
**Alice** Or she **might have missed** it!  
**Enzo** Let's call her.  
**Enzo calls Jen.**  
She isn't answering.  
**Alice** She **may have left** her phone at home. I don't know.  
**Enzo** Look! There she is. She's buying popcorn!  
**Jen** Hey, where have you guys been? I **must have been** here for half an hour. It's late! We're going to miss the movie!

### Learn it, use it!

You ask	You answer
Where do you think ...?	(He / She / It / They) <b>may / might be</b> ...
What do you think ...?	(He / She / It / They) <b>must be</b> ...
Who do you think ...?	(He / She / It / They) <b>can't be</b> ...
	(He / She / It / They) <b>may / might have</b> ...
	(He / She / It / They) <b>must have</b> ...
	(He / She / It / They) <b>couldn't have</b> ...

**2 2-11** **Pronunciation** Listen and repeat.

- She **might have** missed it.
- I **must have** been here for half an hour.
- She **may have** left her phone at home.
- She **couldn't have** forgotten.

**3 2-12** Listen to three conversations. Then complete the chart.

	1	2	3
what the person can't find	<b>his jacket</b>	<b>her MP3 player</b>	<b>his keys</b>
where they left it	<b>in the gym</b>	<b>in her bag</b>	<b>at Will's / his friend's house</b>

**4 Pairwork** What would you say if situations 1–3 happened? Think of three ideas. Use the expressions from the *Learn it, use it!* box.

- Your friend hasn't come to school.
  - Someone is late for your party.
  - You can't find your cell phone.
- 1** She might have missed the bus. / He's never late. He must be sick. / She couldn't have forgotten!

**5 Pairwork** Write dialogues like the one in exercise 1. Use your ideas from exercise 4. Then practice your dialogues.

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.

### ANSWERS

Students' own answers.

#### Extra activity

- Ask students to turn back to the picture of Stonehenge on page 63. Say: *Some of these huge stones were moved 400 kilometers to this site. The people who moved them had no carts and no wheels. How do you think they moved the stones and lifted them up to make them stand?*

- Elicit ideas using *may / might have*.
- Students work in pairs to speculate on how Stonehenge was built. Ask some pairs to tell the class their ideas.

#### Consolidation

- Suggest to students that they could prepare some questions using the sentence beginnings in the *Learn it, use it!* chart. They could record these on their phone, and practice listening and answering using modal verbs.

**Workbook page 36**

**Online Workbook Extra practice**

# Review D

## Grammar

The passive

The passive: Simple present (affirmative, negative, questions and short answers)

The passive: Simple past (affirmative, negative, questions and short answers)

Reported speech (1) (verb changes) *say* and *tell*

Reported speech (2) (pronouns, possessive adjectives, and time expressions)

## Vocabulary

Materials

Media activities

## Review D page 88

### Songs

*Somebody Told Me*, by The Killers (reported speech)

*I Was Made for Lovin' You*, by Kiss (the passive)

D
Review

### Vocabulary

**1** What materials are the items often made from? Match the items (1–7) with the materials (a–g).

1 cotton	a shoes
2 cardboard	b T-shirts
3 paper	c doors and furniture
4 woolen	d magazines
5 leather	e windows
6 glass	f scarves and gloves
7 wooden	g birthday cards

**2** Complete the ad with the correct form of the verbs in the box.

follow interview present publish  
report review update

iStudy-iChat

iStudy-iChat is an exciting new website for English-language students. We publish articles, blogs, and videos, and our journalists report all the latest news. Our critics review all the latest courses and tell you what's good – and what isn't! Our reporters interview teachers from around the world and ask them for their best tips. Our very own "English expert" Professor Smith also presents a fascinating vlog! We regularly update our site with new material. Visit us at [www.iStudy-iChat.au](http://www.iStudy-iChat.au), or why not follow us on Facebook or Twitter?

### Grammar

**3** Complete the dialogue. Write passive questions and answers.

A

Where is the Statue of Liberty located? (where / the Statue of Liberty / locate)

B

It's located in New York harbor. (it / locate / in New York harbor)

A

It's a strange color? Is the statue painted green every year? (the statue / paint / green / every year)

B

No, the statue isn't painted. (the statue / not paint) It's made from green copper metal. (it / make / from green copper metal)

A

Was the statue built in New York? (the statue / build / in New York)

B

No, it wasn't. It wasn't built anywhere in the U.S.! (it / not build / anywhere in the U.S.) The statue was given to the U.S. by France to celebrate the 100-year anniversary of the Declaration of Independence. (the statue / give / to the U.S. / by France)

**4** Complete the review. Choose *said* or *told* and change the words in parentheses into reported speech.

**Moneywatch Reviews**

Fun Fones – ★ ★★★★ by Marco

Avoid this company!

I saw an ad for a cell phone on the Fun Fones site, and it seemed like a good deal. The ad said / told ("it comes with") it came with a free case. On the phone, a saleswoman called Kate said / told me ("I've updated it") she'd updated it with all the latest software. But my phone arrived with an old version of the software and no case. I went to a store and a salesman said / told ("I'm going to talk to my manager") he was going to talk to his manager about the problem ("this afternoon") that afternoon. He said / told me ("I'll call you back tomorrow") he would call me back the next day, but he didn't. Eventually I got an e-mail which said / told ("we can't give you your money back") they couldn't give me my money back because the phone ("is working") was working.

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