



**Dear Student,** have a great week! Remember you are the brightest star!  
 We have **LIVE CLASSES** during the week and you can find the recordings here too. Watch the videos and follow all the instructions. If you have questions write to me [englishteammva@gmail.com](mailto:englishteammva@gmail.com) Miss Gloria Cifuentes

	Content	Activities	Resource(s)
<b>MONDAY</b> <b>September 28th</b>	Phrasal Verbs, Idiomatic Meanings.	<ul style="list-style-type: none"> <li>WARM UP: Guess what is in the box?</li> <li>Phrasal Verbs, Idiomatic Meanings. Explanation and examples.</li> <li>Activity A: C1 Listening, page 419</li> <li>Activity B: C2 Rephrasing Phrasal Verbs, page 420</li> <li>Activity C: C3 Understanding Phrasal Verbs, page 420</li> </ul>	Notebook Book pages 418, 419, 420
<b>TUESDAY</b> <b>September 29th</b>	Gerunds, Infinitives, and Phrasal Verbs	<ul style="list-style-type: none"> <li>WARM UP: Hangman</li> <li>Gerunds, Infinitives, and Phrasal Verbs, Test</li> <li>Activity A: Test, pages 423 and 424</li> </ul>	Notebook Book Pages 423, 424
<b>WEDNESDAY</b> <b>September 30th</b>	Modals of Ability and Possibility	<ul style="list-style-type: none"> <li>WARM UP: Spot the differences</li> <li>Modals of Ability and Possibility. Explanation and examples.</li> <li>Activity A: A2/A3 Read and after read, page 156 and 157</li> </ul>	Notebook Book Pages 156, 157, 158, 159
<b>THURSDAY</b> <b>October 1st</b>	Modals of Ability and Possibility <b>Activity 3</b>	<ul style="list-style-type: none"> <li>WARM UP: Short film</li> <li>Modals of Ability and Possibility. Structure</li> <li>Activity A: B1 Listening for Form, page 160</li> <li>Activity B: B3 Forming Statements and Questions with Can and Could, page 161</li> <li>Activity C: B4 Completing conversations with Be Able To, page 161</li> </ul>	Notebook Book Pages 160, 161

**Estimados padres de familia,** de lunes a miércoles tenemos nuestras **clases de inglés en vivo**. En la plataforma pueden encontrar las grabaciones de las clases de la semana y retroalimentar en casa lo aprendido. El alumno que no cuente con sus textos puede trabajar las actividades en su cuaderno. Gracias por su incondicional apoyo.



<https://us04web.zoom.us/j/5924385255?pwd=OUZ2VlUrYmU4SEprc08yZ2h0OGRadz09> ID de reunión: 592 438 5255 Código de acceso: MissGloria

**C1 Listening for Meaning and Use**

▶ Note 1C

CD2 T53 Listen to each sentence. Choose the meaning of the phrasal verb you hear.

- |   |  |  |
|---|--|--|
| 1. take off<br>a. leave<br><b>b. remove</b> | 5. turn down<br>a. refuse<br>b. make lower | 9. make up<br>a. invent<br>b. end a fight  |
| 2. take off<br>a. leave<br>b. remove        | 6. turn down<br>a. refuse<br>b. make lower | 10. make up<br>a. invent<br>b. end a fight |
| 3. let out<br>a. finish<br>b. make bigger   | 7. work out<br>a. be OK<br>b. exercise     | 11. pick up<br>a. lift<br>b. learn         |
| 4. let out<br>a. finish<br>b. make bigger   | 8. work out<br>a. be OK<br>b. exercise     | 12. pick up<br>a. lift<br>b. learn         |

**C2 Rephrasing Phrasal Verbs**

▶ Note 1C

Replace the phrasal verb in each sentence with one of the verbs below.

choose    delay    postpone    remove    return    review

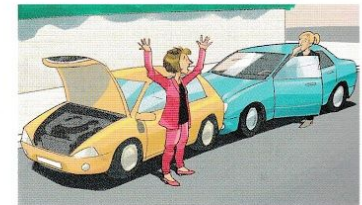
- If you need to go, I don't want to hold you up.  
*If you need to go, I don't want to delay you.*
- Before you give me your test, you should go over your work very carefully.  
\_\_\_\_\_
- If you've finished your dinner, I'll take away your plates.  
\_\_\_\_\_
- If some people can't come today, maybe we should put off the meeting.  
\_\_\_\_\_
- I need the dictionary for a minute; I'll give it back to you right away.  
\_\_\_\_\_
- Can you help me pick out a dress for tonight?  
\_\_\_\_\_

**C3 Understanding Phrasal Verbs**

▶ Notes 1A, 2

Complete this paragraph by choosing the correct phrasal verbs.

I (ran into)<sub>1</sub> / ran over) an old friend by accident the other day. I was going to (pick up / pick out)<sub>2</sub> my son from school, when suddenly my car (broke up / broke down)<sub>3</sub>. I (called up / called in)<sub>4</sub> my husband on my cell phone. While I was waiting for him to (turn down / turn up)<sub>5</sub>, another car crashed into my car. The driver (got into / got out)<sub>6</sub> of the car to (check in / check out)<sub>7</sub> the damage. It was my friend Alicia. I hadn't seen her since college. Fortunately, nobody was hurt. It was nice to (catch up / catch on)<sub>8</sub> while we were waiting for my husband and the tow truck.



**PART 9**  
**TEST** Gerunds, Infinitives, and Phrasal Verbs

Choose the correct word or words to complete each conversation.

1. **A:** Why is Jack late?  
**B:** He stopped (to buy / buying) chocolates.
2. **A:** I'll never forget (visiting / to visit) my grandmother.  
**B:** That's good. She was angry the last time you forgot.
3. **A:** (How do you get / Would you mind getting) the new bus schedules?  
**B:** By calling the bus company or checking on the Internet.

Choose a phrasal verb that has the same meaning as the word in bold in each sentence.

4. Can you see what's **delaying** traffic?  
a. holding up                      c. holding in  
b. holding on                      d. holding out
5. Remind me to **return** these CDs to Janet.  
a. give away                      c. give in  
b. give back                      d. give up

Complete each sentence with the gerund form of the word or words in parentheses.

6. \_\_\_\_\_ (not/have) a car isn't a problem in a big city.
7. \_\_\_\_\_ (prepare) your own meals can save you money.
8. \_\_\_\_\_ (fix) appliances was my grandfather's hobby.

Choose a particle or particle + preposition below to complete each phrasal verb.

out   down   on   by   out of   up   on

9. Can you figure \_\_\_\_\_ this text message?
10. Would you pick \_\_\_\_\_ my dry cleaning?
11. I'll drop \_\_\_\_\_ to visit you this week.

Match the sentence parts.

- |                            |                               |
|----------------------------|-------------------------------|
| _____ 12. Brian is talking | a. on going to Morocco.       |
| _____ 13. Sue is planning  | b. of not passing his finals. |
| _____ 14. He's ashamed     | c. for causing the crash.     |
|                            | d. to living here.            |
|                            | e. in saving the environment. |
|                            | f. about buying a car.        |
|                            | g. at keeping a secret.       |

Reorder each set of words to make a sentence. Remember to use a capital letter at the beginning of the sentence and a period at the end.

15. me/to/expects/English/speak/my teacher
- \_\_\_\_\_

16. expensive/go/to college/it's/to
- \_\_\_\_\_

17. want/lunch/to/at/restaurant/eat/I/new/that
- \_\_\_\_\_

Rewrite each sentence by putting the underlined words in a different position.

18. You left the subject out in that sentence.
- \_\_\_\_\_

19. Dad tried on the wrong size.
- \_\_\_\_\_

20. Look the number up in my address book.
- \_\_\_\_\_

**A**

**GRAMMAR IN DISCOURSE**

**Two Amazing People**

**A1 Before You Read**



Discuss these questions.

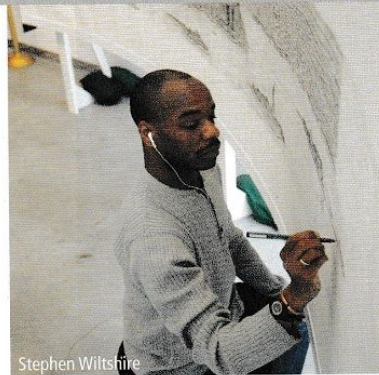
Who is someone you think is amazing? What makes this person amazing?

**A2 Read**

**CD1 T45** Read this magazine article to find out about two amazing people and why they are so amazing.

feature  
story

**Two Amazing People**



Stephen Wiltshire

Some people have exceptional abilities—they can do things that ordinary people cannot do. And for a very few people these abilities come with a lack of ability to do some other things that ordinary people take for granted.

Think about Stephen Wiltshire. He is able to draw a city after flying over it for a half hour or so in a helicopter. He has drawn huge pictures of cities including London, New York, Moscow, Tokyo, Rome, and Shanghai. In addition to drawing with great accuracy and detail

from memory (such as the right number of columns on the Pantheon in Rome), Stephen is able to show the feeling of each city. And yet Stephen has autism, a condition that affects various abilities, including language, intelligence, and the ability to interact with other people.

As a young child in London, Stephen could not speak. But he could draw amazing pictures. At the special school he attended, his artistic ability was clear by the time he was five years old. His first word was “paper”—he wanted drawing

paper. At 13, he published a book of drawings. He went on to study at the City and Guilds of London Art School. Since then, he has published three other books and has drawn and shown his art in cities around the world.



Tony DeBlois is an exceptionally talented jazz pianist. And he’s not just a pianist. He also can play 21 other instruments, many of them very well. He

can sing in 11 languages and is able to play over 8,000 pieces of music from memory.

Tony is autistic and has been blind from birth. His musical ability emerged when he was two. He wasn’t able to sit up, so his mother bought him a toy piano to encourage him. Music has been important to Tony in many ways. He learned to brush his teeth by learning to play the violin, and he learned to brush his hair by learning to play drums. He couldn’t button his clothes until he was 26, and he still can’t buckle his belt or tie his shoes.

Nevertheless, after attending a school for the blind, Tony went on to the Berklee College of Music in Boston, Massachusetts. He graduated with honors, and ever since he has been playing the piano—and inspiring audiences and other musicians.

**accuracy:** being correct  
**condition:** illness  
**emerge:** come out

**inspire:** give someone strong positive feelings  
**interact:** to communicate and mix with, relate to  
**take for granted:** to assume without thinking about

**A3 After You Read**

Write *T* for true or *F* for false for each statement.

- 1. Stephen Wiltshire usually draws cities.
- 2. Stephen Wiltshire draws cities after studying them for many days.
- 3. As a young child, Stephen drew pictures before he learned to speak.
- 4. Jazz pianist Tony DeBlois knows how to play only the piano.
- 5. Both Stephen Wiltshire and Tony DeBlois are autistic.

Thursday 1st,  
Activity A-B-C

**B1 Listening for Form**

CD1 T46 Listen to this paragraph. Write *can* or *can't*.

Michael is blind. He can't<sub>1</sub> see. He \_\_\_\_\_<sub>2</sub> do amazing things, however. He lives in Chicago, and he \_\_\_\_\_<sub>3</sub> walk around the city alone. Of course, he \_\_\_\_\_<sub>4</sub> read the street signs, so sometimes he asks for help. After he has been somewhere with a friend, he \_\_\_\_\_<sub>5</sub> go there again by himself. Michael is good at sports, too. He's the best player on his bowling team, even though he \_\_\_\_\_<sub>6</sub> see the bowling pins.

**B3 Forming Statements and Questions with *Can* and *Could***

In your notebook, write a statement and a question for each set of words and phrases. Punctuate your sentences correctly.

- |  |   |
|--|---|
| 1. Emily/house/can/our/come/to<br><i>Emily can come to our house.</i><br><i>Can Emily come to our house?</i> | 3. his/languages/can/parents/speak/several<br>4. sister/your/can/Mandarin/speak<br>5. problem/us/can/she/this/with/help |
| 2. them/airport/could/we/the/take/to   |   |

**B4 Completing Conversations with *Be Able To***

Complete these conversations with the words in parentheses and the correct form of *be able to*. Use contractions where possible.

- A: Were<sub>1</sub> you able to finish<sub>2</sub> (finish) the test yesterday?  
 B: No, \_\_\_\_\_<sub>3</sub> (not), but I \_\_\_\_\_<sub>4</sub> (do) 45 out of the 50 questions.
- A: Did David help you clean the attic?  
 B: No, he \_\_\_\_\_<sub>1</sub> (not/come) on Saturday. But I think he \_\_\_\_\_<sub>2</sub> (help) me this weekend.
- A: \_\_\_\_\_<sub>1</sub> Susan \_\_\_\_\_<sub>2</sub> (practice) the piano at college last year?  
 B: Well, not in the dorm, but she \_\_\_\_\_<sub>3</sub> (play) at the Student Center.
- A: \_\_\_\_\_<sub>1</sub> you \_\_\_\_\_<sub>2</sub> (call) me later?  
 B: No. I'm busy tonight, but I \_\_\_\_\_<sub>3</sub> (see) you tomorrow.

## Reference pages (structure and content)

Pages 418, 419

### Idiomatic Meanings

- **1A** Many phrasal verbs are like idiomatic expressions. Their meaning is different from the meaning of the individual words combined. See 22.3 for a list of phrasal verbs and their meanings.

Keep up the good work. (*keep up* = continue)

The plane took off late. (*took off* = left)

- **1B** Some phrasal verbs have more than one meaning. Some meanings may be transitive, and others may be intransitive.

#### Transitive

It was warm, so I took off my coat.  
(*took off* = removed)

He's not telling the truth. He made up that story.  
(*made up* = created, invented)

#### Intransitive

The plane took off at 10:00.  
(*took off* = left)

Last night they had a big fight.  
This morning they made up.  
(*made up* = became friends again)

- **1C** Many phrasal verbs have the same meaning as an equivalent one-word verb. Phrasal verbs are more common in conversation. Their one-word equivalents sometimes sound more formal.

#### Phrasal Verbs

I took off my coat because I was hot. = I removed my coat because I was hot.

The dress didn't fit so she took it back. = The dress didn't fit so she returned it.

#### One-Word Verbs

### Predictable Meanings

- **3B** With certain particles, you can use the meaning of the particle to guess the meaning of the phrasal verb. Some examples are *through* (from beginning to end), *over* (again), and *up/down* (completely). *Up* and *down* can also mean a change in amount (increase or decrease).

Don't make a quick decision. You need to think the problem through first.

My speech is finished, but I wish I could do it over. It was a disaster.

He tore up the letter. Then he threw all the little pieces in the garbage.

Their house burned down. They lost everything.

Turn down the music. It's too loud.

## Common Phrasal Verbs

### Separable Transitive Phrasal Verbs

Many two-word transitive phrasal verbs are separable. This means that a noun object can separate the two words of the phrasal verb or follow the phrasal verb. If the object is a pronoun (*me, you, him, her, us, it, or them*), the pronoun must separate the two words of the phrasal verb. Pronoun objects cannot follow the phrasal verb.

#### Noun Object

She turned the offer down.

She turned down the offer.

#### Pronoun Object

She turned it down.

✗ She turned down it. (incorrect)

These are some common separable transitive phrasal verbs and their meanings:

#### Phrasal Verb

bring (someone) up  
bring (something) up  
brush (something) off  
call (something) off  
call (someone) up  
clean (something) up  
do (something) over  
dry (something) off  
fill (something) out  
get (someone) up  
give (something) back  
hand (something) in  
hold (something) up  
leave (something) out  
let (something) out  
look (something) over  
look (something) up  
make (something) up  
mark (something) down/up  
pick (something) out  
pick (something/someone) up

put (something) away  
put (something) off  
put (something) together  
take (something) away  
take (something) back  
take (something) off

#### Meaning

raise someone (a child)  
introduce a topic  
remove something by brushing  
cancel something  
telephone someone  
clean something completely  
do something again  
dry something with a towel  
complete a form with information  
awaken someone  
return something  
give something to a person in authority  
delay something  
omit something  
alter clothes to make them larger  
examine something carefully or review it  
look for information in a book or on the Internet  
invent something  
decrease/increase the price of something  
choose something  
lift something or someone; stop to get something or someone  
put something in its usual place  
postpone something  
assemble something  
remove something  
return something  
remove an article of clothing

### Phrasal Verb

talk (something) over  
tear (something) up  
think (something) through  
throw (something) away  
try (something) on  
turn (something) down  
turn (something) in  
turn (something) off  
turn (something) on  
turn (something) over  
use (something) up

### Meaning

discuss something  
destroy something by ripping  
consider something thoroughly  
get rid of something  
put on clothing to see how it looks  
refuse a request; lower the heat or volume  
give something to a person in authority  
stop a machine or a light  
start a machine or a light  
turn something so that its top is facing down  
use something until no more is left

### Nonseparable Transitive Phrasal Verbs

Some two-word and most three-word transitive phrasal verbs cannot be separated. This means that a noun object or pronoun object cannot separate the parts of the phrasal verb.

#### Noun Object

The teacher **called on** Sally.  
**x** The teacher **called** Sally **on**.  
(incorrect)

#### Pronoun Object

The teacher **called on** her.  
**x** The teacher **called** her **on**.  
(incorrect)

These are some common nonseparable transitive phrasal verbs and their meanings:

### Phrasal Verb

break into (something)  
call on (someone)  
come across (something)  
come by for (someone)  
count on (someone)  
cut down on (something)  
do without (something)  
drop out of (something)  
end up with (something)  
find out (something)  
get around (something)  
get on with (something)  
go along with  
(someone/something)  
get over (something)  
go over (something)  
look after (someone)  
look into (something)

### Meaning

enter something illegally, such as a car or house  
ask someone to speak, especially in a class or meeting  
find something unexpectedly  
pick someone up, especially in a car  
depend on someone  
use less of something  
manage without having something  
quit something, especially school  
have or get something in the end  
discover something  
avoid something  
continue something  
agree with someone/something  
  
recover from something, such as an illness  
review something, such as a report  
take care of someone  
research a subject

### Phrasal Verb

look up to (someone)  
put up with (something/someone)  
run into (someone)  
take after (someone)

### Meaning

admire someone  
tolerate something or someone  
meet someone unexpectedly  
resemble someone; act like someone

### Intransitive Phrasal Verbs

Intransitive phrasal verbs do not take objects.

My car **broke down** yesterday.      What time do you usually **get up**?

These are some common intransitive phrasal verbs and their meanings:

### Phrasal Verb

blow up  
break down  
burn down  
catch up  
come back  
come over  
drop by  
eat out  
fall down  
get up  
give up  
go down  
  
go off  
  
grow up  
hold on  
look out  
make out  
move out  
  
pass out  
show up  
start out  
take off  
talk back  
turn up  
wake up  
work out

### Meaning

explode  
stop working properly  
burn completely  
find out the latest news  
return  
visit  
visit, especially unexpectedly  
eat in a restaurant  
suddenly stop standing  
get out of bed  
stop trying, lose hope  
(of computers) stop functioning; (of prices or temperature) become lower; (of ships) sink; (of the sun or moon) set  
(of lights or machines) stop functioning; (of alarms) start functioning; explode or make a loud noise  
become an adult  
wait on the telephone  
be careful  
manage or progress  
stop living somewhere, especially by removing all of your possessions  
lose consciousness  
appear  
begin  
leave (usually by plane)  
answer in a rude way  
appear or arrive  
stop sleeping  
exercise

## Modals of Ability: *Can* and *Could*; *Be Able To*

### ► *Can* for Present and Future Ability

AFFIRMATIVE STATEMENTS			
SUBJECT	MODAL	BASE FORM OF VERB	
I	can	play	the piano.
He		work	tomorrow.
They			

NEGATIVE STATEMENTS			
SUBJECT	MODAL + NOT	BASE FORM OF VERB	
I	cannot can't	play	the piano.
He		work	tomorrow.
They			

YES/NO QUESTIONS			
MODAL	SUBJECT	BASE FORM OF VERB	
Can	you	play	the piano?
	he	work	tomorrow?
	they		

SHORT ANSWERS					
YES	SUBJECT	MODAL	NO	SUBJECT	MODAL + NOT
Yes,	I	can.	No,	I	can't.
	he			he	
	they			they	

INFORMATION QUESTIONS				
W/W- WORD	MODAL	SUBJECT	BASE FORM OF VERB	
What	can	you	play?	tomorrow?
How long		he	work	
W/W- WORD (SUBJECT)	MODAL		BASE FORM OF VERB	
Who	can		work	tomorrow?
What			fly?	

- *Can* is a modal. Like all modals, it is followed by the base form of a verb and has the same form for all subjects.
- The negative form of *can* is *cannot*. Notice that *cannot* is written as one word.
- It is often difficult to hear the difference between *can* and *can't* because the final *t* in *can't* is not clearly pronounced. In sentences with *can* + verb, the vowel sound in *can* is very short and the stress is on the verb that follows *can*: I /kən/ go. In sentences with *can't* + verb, the stress is on *can't* and the *a* is pronounced like the *a* in *ant*: I /kæn/ go.

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### ► *Could* for Past Ability

AFFIRMATIVE STATEMENTS			
SUBJECT	MODAL	BASE FORM OF VERB	
I	could	read	in kindergarten.
He			
They			

NEGATIVE STATEMENTS			
SUBJECT	MODAL + NOT	BASE FORM OF VERB	
I	could not couldn't	read	in kindergarten.
He			
They			

YES/NO QUESTIONS			
MODAL	SUBJECT	BASE FORM OF VERB	
Could	you	read	in kindergarten?

SHORT ANSWERS					
YES	SUBJECT	MODAL	NO	SUBJECT	MODAL + NOT
Yes,	I	could.	No,	I	couldn't.

INFORMATION QUESTIONS				
WH- WORD	MODAL	SUBJECT	BASE FORM OF VERB	
What	could	she	read	in kindergarten?

WH- WORD (SUBJECT)	MODAL		BASE FORM OF VERB	
Who	could		read	in kindergarten?

- *Could* is a modal. Like all modals, it is followed by the base form of a verb and has the same form for all subjects.

### ► *Be Able To* for Past, Present, and Future Ability

AFFIRMATIVE STATEMENTS				NEGATIVE STATEMENTS			
SUBJECT	BE ABLE TO	BASE FORM OF VERB		SUBJECT	BE + NOT + ABLE TO	BASE FORM OF VERB	
He	was able to	work	yesterday.	He	was not able to	work	yesterday.
	is able to		today.		is not able to		today.
	will be able to		tomorrow.		will not be able to		tomorrow.

- *Be able to* is not a modal, but it has the same meaning as *can* and *could*. The verb *be* in *be able to* changes form and agrees with the subject.
- See 9.5 for contractions with *be* and *will*.