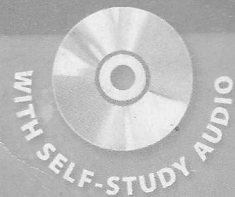


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# Connect

SECOND EDITION

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تنها مرکز تهیه آزمون و فروش کتابهای الکترونیکی زبان



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**Jack C. Richards**  
**Carlos Barbisan**  
with Chuck Sandy

Student's Book

2

# Connect

SECOND EDITION

**Jack C. Richards**  
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# Syllabus

## Connect Student's Book 2

### Unit 1 All About You and Me

Lesson	Function	Grammar	Vocabulary
<b>Lesson 1</b> New friends	Asking about others	Negative statements / Questions with the verb <i>be</i>	Name, age, country of origin, likes
<b>Lesson 2</b> Neighborhoods	Describing your neighborhood	<i>There is / There are...</i> <i>Is there a / Are there any...?</i>	Recreational, commercial and public places
<b>Lesson 3</b> Talents	Describing someone's talents	<i>'be good at</i>	Talents
<b>Lesson 4</b> Our pets	Talking about likes and dislikes	<i>like + a lot / very much / a little don't like + very much / at all</i>	Animals and adjectives to describe them
<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>	Make a poster about things you like and things you're good at.		

### Unit 2 Our Lives and Routines

Lesson	Function	Grammar	Vocabulary
<b>Lesson 5</b> School days	Describing daily routines	Simple present statements with <i>I</i>	Daily routines
<b>Lesson 6</b> Free time	Asking about free-time activities	<i>Do you + (verb)...?</i>	Free-time activities
<b>Lesson 7</b> People I admire	Talking about people's lives	Simple present statements with <i>I / he / she</i>	Activities
<b>Lesson 8</b> The weekend	Talking about weekend activities	<i>doesn't</i>	Weekend activities
<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>	Make a booklet about teachers in your school.		

### Unit 3 Sports and Activities

Lesson	Function	Grammar	Vocabulary
<b>Lesson 9</b> Sports fun	Asking what sports someone does	<i>Does he / she...?</i>	Sports verbs
<b>Lesson 10</b> Sports equipment	Talking about sports equipment	<i>They + verb: statements</i> <i>Do they + verb: questions</i>	Sports equipment
<b>Lesson 11</b> Off to camp	Talking about rules	Imperatives	Camp supplies
<b>Lesson 12</b> At camp	Talking about when activities happen	<i>What time / When...?</i>	Camp activities
<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>	Make a sports card.		


### Unit 4 My Interests

Lesson	Function	Grammar	Vocabulary
<b>Lesson 13</b> I like music.	Talking about music preferences	<i>her / him / it / them</i>	Types of music
<b>Lesson 14</b> Let's look online.	Asking about prices	<i>How much is / are...?</i>	Items in a natural science catalog
<b>Lesson 15</b> Our interests	Talking about free-time activities	<i>like / don't like + to (verb)</i>	Free-time activities and interests
<b>Lesson 16</b> In and out of school	Talking about habits and routines	Adverbs of frequency	Habits and daily activities
<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>	Make a booklet of advertisements.		

Unit 5 Favorite Activities	Lesson	Function	Grammar	Vocabulary
	<b>Lesson 17</b> In San Francisco	Describing vacation activities	Present continuous affirmative statements	Vacation activities
	<b>Lesson 18</b> At the park	Describing how someone is not following rules	Present continuous negative statements	Rules at a park
	<b>Lesson 19</b> At the beach	Asking what someone is doing	Present continuous <i>Yes / No</i> questions	Beach activities
	<b>Lesson 20</b> At the store	Asking what someone is doing	Present continuous <i>What</i> questions	Store items
	<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>		Make a city guide for tourists.		
Unit 6 Entertainment	Lesson	Function	Grammar	Vocabulary
	<b>Lesson 21</b> Where are you going?	Asking where someone is going	<i>Where + (be) ... going?</i>	Entertainment events and adjectives to describe them
	<b>Lesson 22</b> Birthday parties	Talking about special events	Simple present vs. present continuous	Favorite birthday activities
	<b>Lesson 23</b> Let's see a movie.	Talking about types of movies to see	<i>want / don't want + to (verb)</i>	Types of movies
	<b>Lesson 24</b> In line at the movies	Asking what someone looks like	<i>What</i> questions about people	Adjectives to describe appearance
	<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>		Make a weekend activity poster.		
Unit 7 What We Eat	Lesson	Function	Grammar	Vocabulary
	<b>Lesson 25</b> I'm hungry!	Talking about food	Countable and uncountable nouns	Food
	<b>Lesson 26</b> Picnic plans	Asking about quantities	<i>How much / How many ...?</i>	Picnic foods and utensils
	<b>Lesson 27</b> A snack	Planning menus	<i>some / any</i>	Condiments
	<b>Lesson 28</b> On the menu	Ordering from a menu	<i>would like</i>	Menu items
	<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>		Make a group menu.		
Unit 8 The Natural World	Lesson	Function	Grammar	Vocabulary
	<b>Lesson 29</b> World weather	Talking about the weather	<i>What's the weather like?</i>	Adjectives to describe the weather
	<b>Lesson 30</b> Natural wonders	Talking about outdoor activities	<i>can (for possibility)</i>	Water and land forms
	<b>Lesson 31</b> World of friends	Asking who does different activities	<i>Who + (verb) ...?</i>	Languages and countries
	<b>Lesson 32</b> International Day	Asking about personal information	<i>What + (noun) ...?</i>	Numbers 101 +
	<b>Get Connected</b>	Reading • Listening • Writing		
<b>Theme Project</b>		Make an informational poster about a country.		

# New friends

## 1 Vocabulary review

 **A** Read about the new students at Kent International School.  
Then listen and practice.

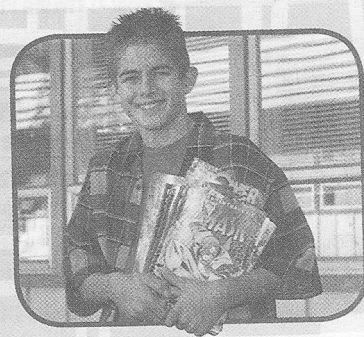
### New Students at Kent International School



I'm Zach. I'm from the U.S., and I'm 12. I like baseball and volleyball.



Hello. I'm from Puerto Rico. My name is Ana, and I'm 13. I like movies and concerts.



My name is Tommy. I'm from Australia. I like music and comic books. I'm 13.



Hi. I'm Kate. I'm 13. I'm from Canada. I like computers and math.



Hello there! My name is Claudia. I'm 13. I'm from Colombia. My favorite sports are Ping-Pong and tennis.



My name is Rafael. I'm from Brazil. I like soccer and video games. I'm 13.

**B** Complete the chart with information from Part A.

Name	Age	Place	Likes
1. <u>Claudia</u>	<u>13</u>	<u>Colombia</u>	<u>Ping-Pong and tennis</u>
2. _____	_____	<u>Brazil</u>	_____
3. _____	_____	<u>the U.S.</u>	_____
4. _____	_____	_____	<u>computers and math</u>
5. _____	_____	<u>Puerto Rico</u>	_____
6. _____	<u>13</u>	_____	_____

## 2 Language focus review

**A** Review the language in the chart.

### Negative statements / Questions with the verb *be*

She's <b>not</b> my art teacher.	They're <b>not</b> my classmates.	My name's <b>not</b> Anita.
<b>Who's she?</b> She's my math teacher.	<b>Who are they?</b> They're my friends.	<b>What's your name?</b> My name's Ana.
It's <b>not</b> in July.	It's <b>not</b> in Brazil.	I'm <b>not</b> from São Paulo.
<b>When's your birthday?</b> It's in November.	<b>Where's San Juan?</b> It's in Puerto Rico.	<b>Where are you from?</b> I'm from San Juan.
He's <b>not</b> fourteen.	<b>Is he nice?</b> Yes, he is. No, he's <b>not</b> .	<b>Are you in her class?</b> Yes, I am. No, I'm <b>not</b> .
<b>How old is he?</b> He's thirteen.		

**B** Complete the conversation. Listen and check. Then practice.

**Zach** Hi. What's (What's / Where's) your name?

**Ana** My name's Ana. \_\_\_\_\_ (I'm / He's)  
from San Juan.

**Zach** Hi, Ana. My name's Zach.

So, \_\_\_\_\_ (who's / where's) San Juan?  
\_\_\_\_\_ (Is / Are) it in Brazil?

**Ana** No, \_\_\_\_\_ (it's / it's not). It's in Puerto Rico.

**Zach** Oh, right. How old \_\_\_\_\_ (is / are) you, Ana?

**Ana** I'm 13. My birthday is in May.

\_\_\_\_\_ (Where's / When's) your birthday?

**Zach** It's in June. Hey, \_\_\_\_\_ (who's / what's) she?

**Ana** \_\_\_\_\_ (They're / She's) my math teacher,  
Mrs. Archer.

**Zach** \_\_\_\_\_ (Are / Is) you in Ms. Kelley's science class?

**Ana** No, \_\_\_\_\_ (she's not / I'm not). I'm in  
Mr. Perez's class.

**Zach** \_\_\_\_\_ (Is / Are) he nice?

**Ana** Yes, he is. Actually, \_\_\_\_\_ (I'm / he's) my father.



## 3 Speaking

Think of a country, a hobby, or a school subject. Give clues. Your classmates guess.

**You** It's a country. It's not the U.S.

**Classmate 2** Is it Canada?

**Classmate 1** Is it Peru?


**You** Yes, it is!

**You** No, it's not.

# Lesson 2

# Neighborhoods

## 1 Language focus review

 What are Carson's and Johnny's neighborhoods like? Look at the pictures, and complete the sentences. Then listen and check.

*There is / There are . . .*

**There's a park. / There's no park.**

**There are basketball courts. / There are no basketball courts.**

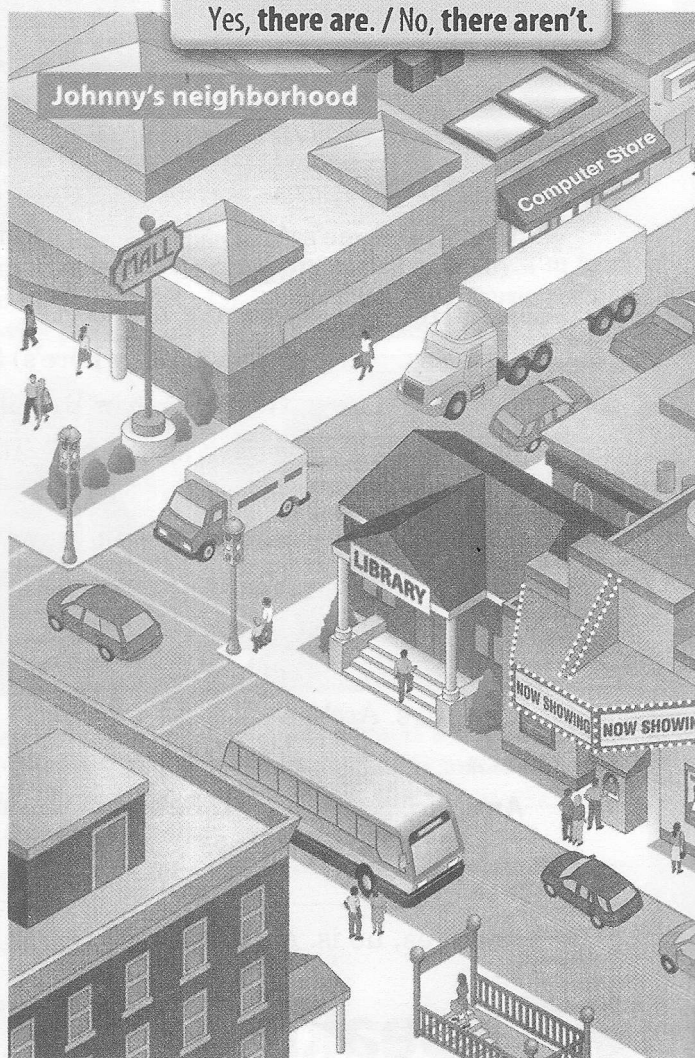
*Is there a / Are there any . . . ?*

**Is there a mall?**

**Yes, there is. / No, there isn't.**

**Are there any stores?**

**Yes, there are. / No, there aren't.**



**Carson's neighborhood**

1. There's a beautiful park.
2.  tennis courts.
3.  basketball courts.

**Johnny's neighborhood**

4.  gym.
5.  many stores.
6.  big mall.

## 2 Listening

What other places are in Johnny's neighborhood?  
Listen and check (✓) the correct places.



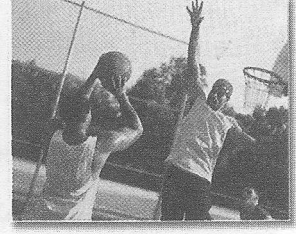
☒ music store



☐ video arcade



☐ park



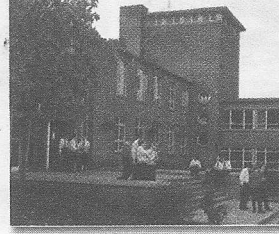
☐ basketball court



☐ swimming pool



☐ library



☐ school



☐ bookstore

## 3 Speaking

**A** Complete survey questions 1–6 with *Is there a* or *Are there any*.  
Write questions 7 and 8 with your classmates.

**B** Complete the survey for yourself.  
Then ask a classmate the questions.

Neighborhood Survey		You		Your classmate	
		Yes	No	Yes	No
1. <u>Is there a</u>	school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	movie theaters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	swimming pool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	mall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	restaurants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there a school in your neighborhood?

Yes, there is.

**C** Tell your classmates about your neighborhood.  
Use the words below or your own ideas.

big exciting great nice  
boring fun interesting small

There's a big music store in my neighborhood. There are ...

# Mini-review

## 1 Language check

**A** Read Kate's and Rafael's bulletin boards. Then write questions and answers.



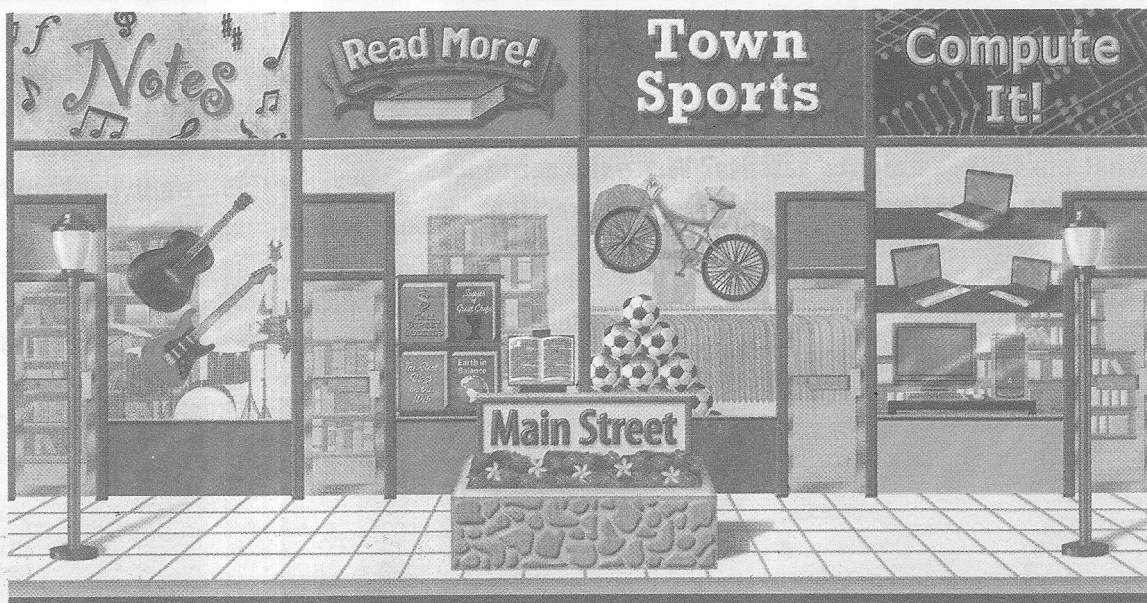
1. Q: *Where's Kate from?*  
A: She's from Canada.
2. Q: *Is Rafael from Brazil?*  
A: \_\_\_\_\_
3. Q: \_\_\_\_\_  
A: It's in Canada.
4. Q: *How old is Kate?*  
A: \_\_\_\_\_
5. Q: \_\_\_\_\_  
A: He's 13.
6. Q: *Where's São Paulo?*  
A: \_\_\_\_\_
7. Q: *Is Kate from Canada?*  
A: \_\_\_\_\_
8. Q: *Are Rafael and Kate in the same French class?*  
A: \_\_\_\_\_

**B** Now ask and answer questions about Kate and Rafael.

Is Kate 13?

Yes, she is.

- C** What's in the stores on Main Street? Complete the questions and answers with *there is*, *there isn't*, *there are*, *there aren't*, *are there*, or *is there*.



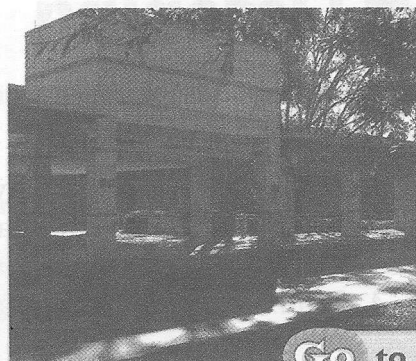
1. Is there a bookstore on Main Street?  
Yes, there is. Read More! is a bookstore.
2. Are there any comic books in the bookstore?  
No, there aren't. There are no comic books at the bookstore.
3. Is there a bicycle at Town Sports?  
Yes, there is. There are soccer balls at the store, too.
4. Is there a music store on Main Street?  
Yes, there is. Notes is next to the bookstore.
5. Are there any video games in the computer store?  
No, there aren't. But, look, there are some new laptops.

## 2 Listening

- Monica describes her new school. Listen and check (✓) Yes or No.


1. Is there a big library?
2. Is there a swimming pool?
3. Are there any basketball courts?
4. Are there any tennis courts?
5. Is there a music room?

Yes	No
<input checked="" 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"/>

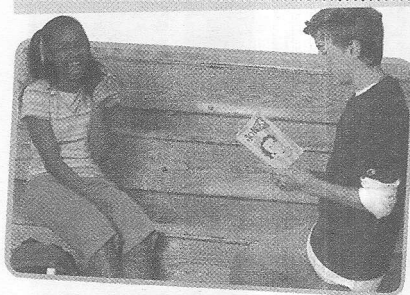


**Go** to page 114  
for the  
Game.

# 1 Vocabulary

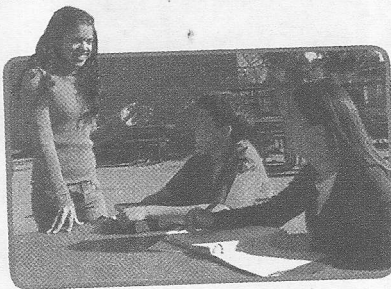
 What are these students' talents? Write the sentences below the correct people. Then listen and practice.

- ☐ She's artistic.   ☐ She's friendly.   ☐ He's musical.  
☐ She's athletic.   ☒ He's funny.   ☐ He's smart.

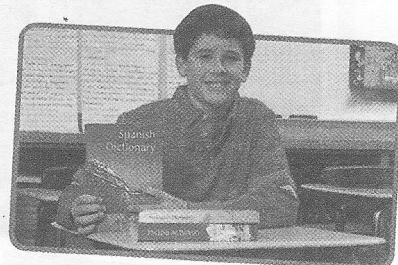


1. He can tell jokes.

He's funny.



2. She can make friends easily.



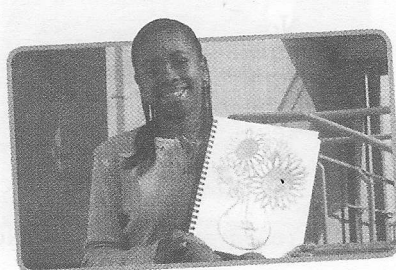
3. He can speak three languages.



4. She can play a lot of sports.




5. He can play a lot of instruments.



6. She can draw great pictures.

# 2 Listening

 A What do you think these students can do? Listen and check (✓) the correct activities.

- |            |                                                           |                                                   |
|------------|-----------------------------------------------------------|---------------------------------------------------|
| 1. Silvio: | <input type="checkbox"/> He can play basketball.          | <input type="checkbox"/> He can play video games. |
| 2. Beth:   | <input type="checkbox"/> She can play the guitar.         | <input type="checkbox"/> She can play volleyball. |
| 3. Tony:   | <input type="checkbox"/> He can speak a lot of languages. | <input type="checkbox"/> He can dance.            |
| 4. Lina:   | <input type="checkbox"/> She can play soccer.             | <input type="checkbox"/> She can draw.            |

B Look at your answers to Part A. Write the word that describes each student.

1. athletic      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_

### 3 Language focus

#### A Who's good at soccer? Listen and practice.

- Kate** Hey, Claudia! You're good at soccer!  
You're really athletic!
- Claudia** Thanks.
- Kate** Who's that?
- Claudia** That's Zach.
- Kate** He's pretty good at soccer.
- Claudia** Yeah.
- Kate** Oh, no! Who's that?
- Claudia** Uh, that's Tommy. He's not good at soccer.
- Kate** No. But he can play a lot of instruments. He's very musical.

#### B What are you good at? Write sentences. Use the words below or your own ideas.

**Subjects:** English history  
math science art

**Sports:** volleyball soccer  
tennis basketball

(good at) *I'm good at English.*

1. (good at) \_\_\_\_\_
2. (pretty good at) \_\_\_\_\_
3. (not good at) \_\_\_\_\_

#### C What are different students in your class good at? Tell your classmates.

Heather's good at volleyball.

#### be good at

You're **good at** soccer.  
He's **pretty good at** soccer.  
Tommy's **not good at** soccer.

thumbs up good at  
thumbs up pretty good at  
thumbs down not good at

Tommy's = Tommy is



### 4 Pronunciation Stress

#### Listen. Notice the stress in the sentences. Then listen again and practice.

I'm **good** at drawing. I'm **artistic**. I'm **not** good at drawing. I'm **not** artistic.  
I'm **good** at sports. I'm **athletic**. I'm **not** good at sports. I'm **not** athletic.  
He's **good** at the guitar. He's **musical**. He's **not** good at the guitar. He's **not** musical.

# Our pets

## 1 Vocabulary

- A** Students describe their pets at the school pet show. Match the students to the correct texts. Then listen and practice.



☐ Binky and Cleo are boring. They're my brother's rabbits

☐ Hans and Terry are my two spiders. They're very interesting.

☐ Daisy is my cat. She's my favorite pet. She's really cute.

☒ Polly is my parrot. She can speak English. She's messy.

☐ Max is my dog. He's very active. I love dogs.

☐ I like my snake. His name is Ollie. He's not dangerous.

- B** Which pets in Part A do you think are great? Which pets are not so great? Complete the chart. Then tell your classmates.

Great	Why	Not so great	Why
dogs	cute		

Dogs are great pets. They're cute.

Snakes are not so great. They're boring.

## 2 Language focus

**A** Dora shows Ned the animals at the pet show. Listen and practice.

**Dora** Hey, Ned. Look at the cute cat. I like cats a lot.

**Ned** You do? I don't like cats very much. They're boring.

**Dora** But you like dogs, right?

**Ned** Yeah, they're really friendly.

**Dora** Well, I like dogs a little.

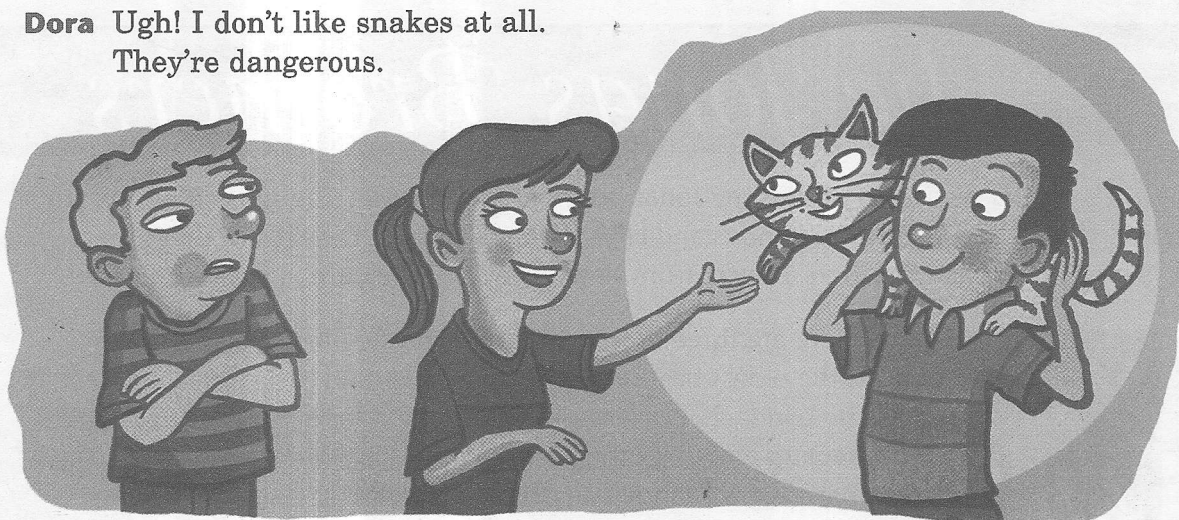
**Ned** Wow! Look at that snake over there.

**Dora** Ugh! I don't like snakes at all. They're dangerous.

*like + a lot / very much / a little*  
*don't like + very much / at all*



I like cats a lot.  
I like rabbits very much.  
I like dogs a little.  
I don't like spiders very much.  
I don't like snakes at all.



**B** Complete these sentences with the correct words. Then listen and check.

1. Rabbits are boring. I don't like rabbits at all (a little / at all).
2. Parrots are OK. I like parrots \_\_\_\_\_ (at all / a little).
3. Cats aren't very nice. I don't like cats \_\_\_\_\_ (a little / very much).
4. Dogs are cute. I like dogs \_\_\_\_\_ (a lot / at all).
5. Snakes are very bad pets. I don't like snakes \_\_\_\_\_ (a little / at all).
6. Spiders are interesting. I like spiders \_\_\_\_\_ (at all / very much).

## 3 Speaking

Learn what animals four of your classmates like and don't like.

**You** I like dogs a lot. How about you?

**Classmate 1** I don't like dogs at all. I like cats very much.

**Classmate 2** Well, I don't like cats at all. I like snakes a lot.

**Classmate 3** Really? I don't like snakes at all. I like spiders a little.

**Classmate 4** Hmm. I don't like ...

# Get Connected

## UNIT 1

### Read

**A** Read the article quickly. Check (✓) the statements that are true.

- ☐ 1. The Jonas Brothers play in a band.
- ☐ 2. Jessica is a friend of the Jonas Brothers.
- ☐ 3. Kevin, Joe, and Nick all write songs.

## The Jonas Brothers

Hi, I'm Jessica and this is my Jonas Brothers' fan Web site. The Jonas Brothers are a cool band. They're famous and I like their music a lot. They're not only a band, they're also brothers. They're from New Jersey, but they live in Hollywood now.



There are three brothers in the band: Kevin, Joe, and Nick. Kevin is the oldest brother. He's 21. Joe is 19, and Nick – the youngest in the band – is 16. Nick and Joe are both **lead** singers. Kevin sings **backup** and plays the guitar. All three brothers write songs. Their first song – “Mandy” – is about a **special** girl they know. Their other songs are about **typical** teenage things like friends.



All three brothers are good at acting, too. Sometimes, they're on TV or in a **Broadway musical**. They're amazing.

There's one more Jonas brother – Frankie. He plays the **drums**, but he's not in the band. He's only 8!

**Go** to page 122  
for the  
**Vocabulary  
Practice.**

**B** Read the article slowly. Check your answers in Part A.

**C** Answer the questions.

1. What's the name of the band? The name of the band is The Jonas Brothers.
2. Where are they from? \_\_\_\_\_
3. Are there four brothers in the band? \_\_\_\_\_
4. Are the brothers good at acting? \_\_\_\_\_
5. How old is Frankie? \_\_\_\_\_

# That's not very important!

## Listen

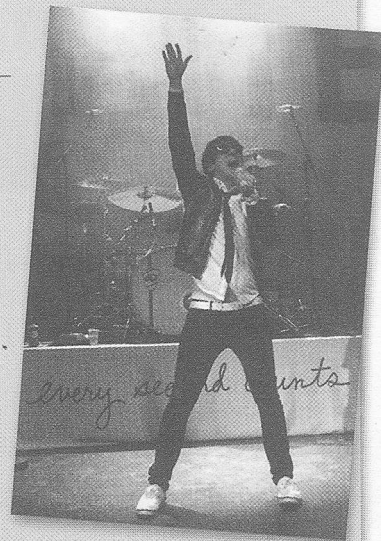


**A** Alex and Anna talk about a band. Listen and answer the questions.

1. Is Anna on a science Web site? No, she isn't.
2. Are the Plain White T's Anna's favorite band? \_\_\_\_\_
3. Are they from New York? \_\_\_\_\_
4. What's the lead singer's first name? \_\_\_\_\_
5. Are Alex and Anna classmates? \_\_\_\_\_

**B** What do you think? Write *I agree, I disagree, or I'm not sure.*

1. Fan Web sites are great. \_\_\_\_\_
2. The Plain White T's are a cool band. \_\_\_\_\_
3. Mariah Carey is a great singer. \_\_\_\_\_
4. Music Web sites are interesting. \_\_\_\_\_
5. Homework is fun. \_\_\_\_\_



## Your turn

**A** Answer the questions about your favorite band.

1. What's the name of the band? \_\_\_\_\_
2. Where are they from? \_\_\_\_\_
3. Who are the members in the band? \_\_\_\_\_
4. How old are the band members? \_\_\_\_\_
5. What's your favorite song? \_\_\_\_\_

**B** Write an article for your fan Web site. Use the answers in Part A to help you.

## Write



Hi, I'm \_\_\_\_\_ and this is my fan Web site for \_\_\_\_\_

---

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## Language chart review

The verb <i>be</i>			
Statements	Wh- and How questions	Yes / No questions	Short answers
I'm from Brazil. I'm <b>not</b> from Peru.	Where are you from?	Are you in my class?	Yes, I am. No, I'm <b>not</b> .
She's 12. She's <b>not</b> 13.	How old is she?	Is he from Australia?	Yes, he is. No, he's <b>not</b> .
We're at the mall. We're <b>not</b> at the park.	Where are you?	Are you brothers?	Yes, we are. No, we're <b>not</b> .
They're my friends. They're <b>not</b> my sisters.	Who are they?	Are they fun?	Yes, they are. No, they're <b>not</b> .
<i>is not = isn't / 's not</i>		<i>are not = aren't / 're not</i>	

***be good at***

You're **good at** sports. Jason's **pretty good at** music. We're **not good at** science.

*Jason's = Jason is*

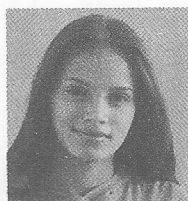
**A** Tom, Alex, and Eliza are in a new TV show. Complete the sentences.

Meet the kids from **City Middle School**

My name's (name / name's) Tom Pond.

(I'm / He's) on a cool, new television show on Teen TV. The show is called *City Middle School*. My friends and I \_\_\_\_\_ (am / are) students at City Middle School. City Middle School \_\_\_\_\_ (is / are) in Lake City.

\_\_\_\_\_ (This is / These are) my friends. This is Alex. Alex is \_\_\_\_\_ (good is / good at) art. \_\_\_\_\_ (He's / She's) not good at math. \_\_\_\_\_ (They're / We're) in the same math class. Our teacher \_\_\_\_\_ (isn't / aren't) happy with Alex.



Say hello to Eliza. \_\_\_\_\_ (He's / She's) not from Lake City. \_\_\_\_\_ (She's / We're) Alex's cousin from Brazil. \_\_\_\_\_ (She / She's) pretty and very smart. Eliza's \_\_\_\_\_ (pretty good / is pretty) at sports, too.

**B** Write questions with the correct forms of *be*. Then look again at Part A, and answer the questions.

1. Tom's last name / Pond

Q: *Is Tom's last name Pond?*

A: *Yes, it is.*

2. where / City Middle School

Q:

A:

3. who / Alex and Eliza

Q:

A:

4. Eliza / good at sports

Q:

A:

## Language chart review

### There is / There are ...

There's a tennis court.

There's no basketball court.

Is there a mall?

Yes, there is. / No, there isn't.

There are restaurants.

There are no movie theaters.

Are there any music stores?

Yes, there are. / No, there aren't.

### a lot / very much a little / not at all

I like science a lot.

I like geography a little.

I don't like math very much.

I don't like P.E. at all.

**C** Sam and Ann are at a pet store. Complete the conversation with *are*, *is*, *there's*, and *they're*.

Sam There are a lot of animals here!

Ann I know. is there a parrot?

Sam Yes, there is. Look!

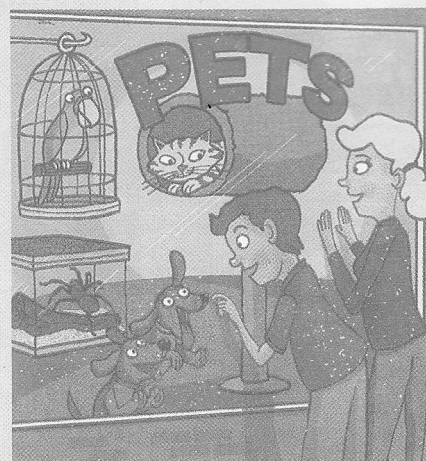
Ann Oh, it's beautiful! And is a very cute cat.

Sam Cats aren't friendly.

Ann Oh, cats aren't bad. Look! is a black spider.

Sam Ugh! I don't like spiders at all. are there any dogs?

Ann Yes, there are in front of you.



**D** What do you think Sam and Ann say? Look again at Part C. Then write sentences with *like* or *don't like*.

1. (parrots / a lot)

Ann *I like parrots a lot.*

2. (cats / a little)

Ann

3. (cats / at all)

Sam

4. (dogs / a lot)

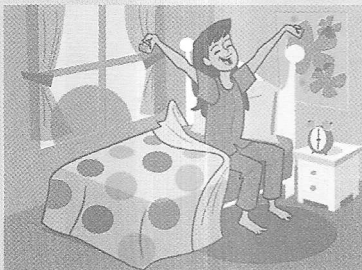
Sam

**Go** to page 126  
for the  
Theme Project.

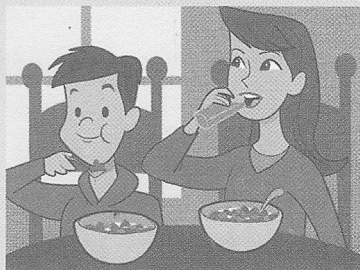
# School days

## 1 Vocabulary

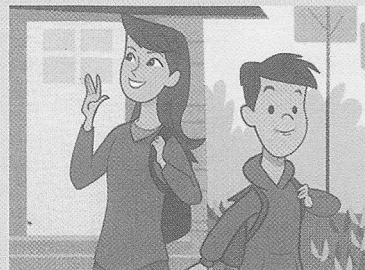
**A** Read about Marcia's day. Then listen and practice.



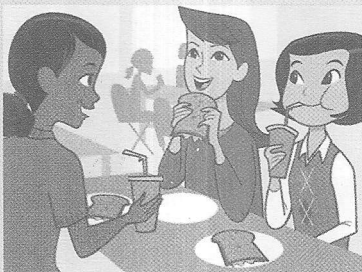
Every day, I get up at 6:00 in the morning.



I eat breakfast at home.



Then I go to school with my brother.



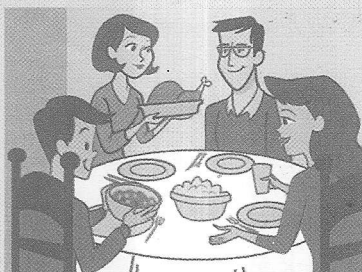
I eat lunch with my friends in the cafeteria.



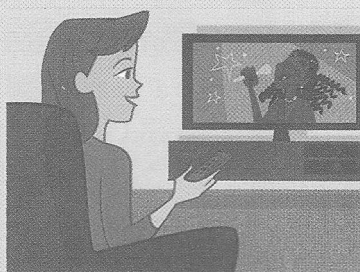
At 4:00, I go home.



Then I do my homework.



At 7:30, I eat dinner with my family.



Then I watch TV.



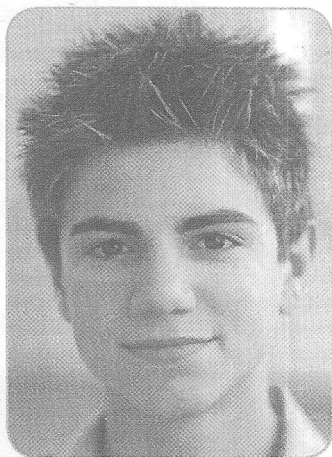
I go to bed at 10:00.

**B** Imagine you are Marcia. Complete her sentences with the correct words from Part A.

- |                                 |                          |
|---------------------------------|--------------------------|
| 1. I <u>get up</u> at 6:00 a.m. | 5. I _____ at 12:30 p.m. |
| 2. I _____ at 8:00 p.m.         | 6. I _____ at 10:00 p.m. |
| 3. I _____ at 6:35 a.m.         | 7. I _____ at 4:00 p.m.  |
| 4. I _____ at 4:30 p.m.         | 8. I _____ at 7:30 p.m.  |

## 2 Language focus

**A** How are Roberto's and Cindy's days different from Marcia's? Listen and practice.



www.avasshop.ir  
Roberto – Brazil

I don't go home after school.  
I go home after my guitar lesson.  
I don't watch TV after dinner.  
I do my homework.

Simple present statements with I

I go home after my guitar lesson.

I don't go home after school.

don't = do not



Cindy – Australia

I don't go to school with my brother.  
I go to school with my friends.  
I don't eat dinner at 7:30.  
I eat dinner at 6:00.

**B** How about you? Is your day like Marcia's day? Write sentences.

(get up at 6:00) I get up at 6:00, too. OR I don't get up at 6:00. I get up at 7:00.

1. (eat lunch with my friends) \_\_\_\_\_
2. (eat in the cafeteria) \_\_\_\_\_
3. (go home at 4:00) \_\_\_\_\_
4. (go to bed at 10:00) \_\_\_\_\_

**C** Now tell your classmates how your day is different from Marcia's day.

I don't get up at 6:00. I get up at 7:00.

## 3 Listening

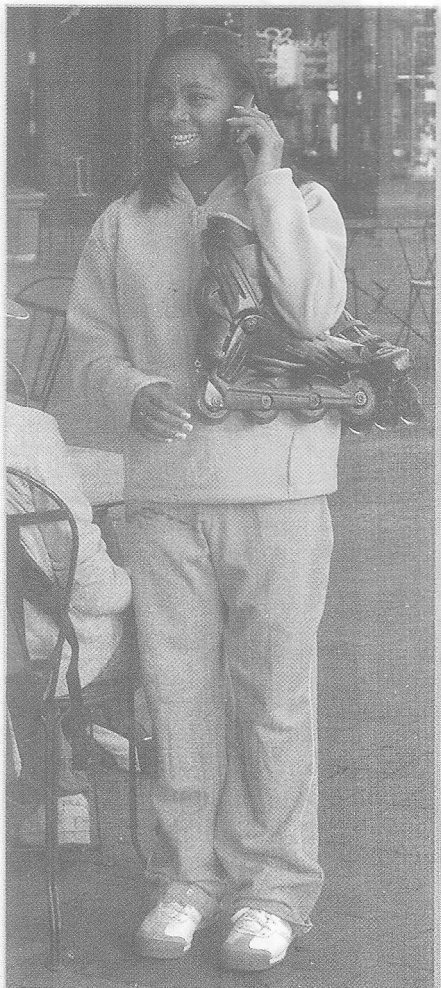
**A** Claudia talks about her day. What does she say?  
Listen and check (✓) the correct information.

- |                      |                                               |                                     |
|----------------------|-----------------------------------------------|-------------------------------------|
| 1. I get up at       | <input checked="" type="checkbox"/> 7:00 a.m. | <input type="checkbox"/> 8:00 a.m.  |
| 2. I go to school at | <input type="checkbox"/> 8:30 a.m.            | <input type="checkbox"/> 9:00 a.m.  |
| 3. I eat lunch at    | <input type="checkbox"/> school.              | <input type="checkbox"/> home.      |
| 4. I go home at      | <input type="checkbox"/> 2:30.                | <input type="checkbox"/> 3:45.      |
| 5. I watch TV with   | <input type="checkbox"/> my brother.          | <input type="checkbox"/> my sister. |

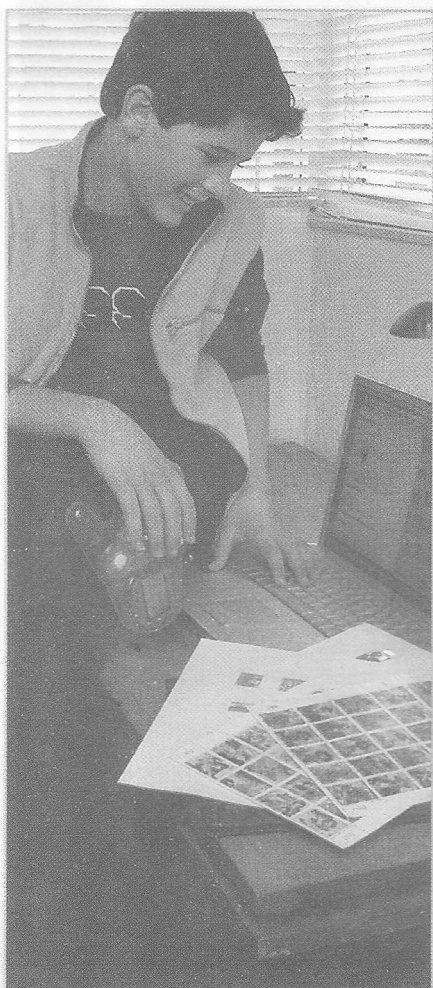
## 1 Vocabulary

**A** Who does these free-time activities? Write *K* (Kate), *R* (Rafael), or *A* (Ana). Then listen and practice.

I collect stamps. <u>R</u>	I listen to music. _____	I take dance lessons. _____
I hang out at the mall. _____	I play video games. _____	I use the Internet. _____
I in-line skate. _____	I talk on the phone. _____	I watch videos and DVDs. _____



Kate



Rafael



Ana

**B** What do you do in your free time? Write two things you do and two things you don't do.

Things I do	Things I don't do
<u>I...</u>	<u>I don't...</u>
_____	_____

## 2 Language focus

**Kate and Rafael take a survey. Complete the conversation. Listen and check. Then practice.**

**Kate** Oh, look! A survey!

**Rafael** Cool. Let's take it.

**Kate** Um, do you collect trading cards?

**Rafael** Yes, I do.

**Kate** OK . . . Do you take piano lessons?

**Rafael** No, I don't.

**Kate** Do you use  
the Internet?

**Rafael** Yes, \_\_\_\_\_.

**Kate** \_\_\_\_\_ you \_\_\_\_\_ TV?

**Rafael** No, \_\_\_\_\_. But I watch videos.

**Kate** \_\_\_\_\_ you \_\_\_\_\_ to music?

**Rafael** \_\_\_\_\_, I do. My favorite  
singer is Jennifer Lopez.

**Kate** \_\_\_\_\_ you \_\_\_\_\_  
video games?

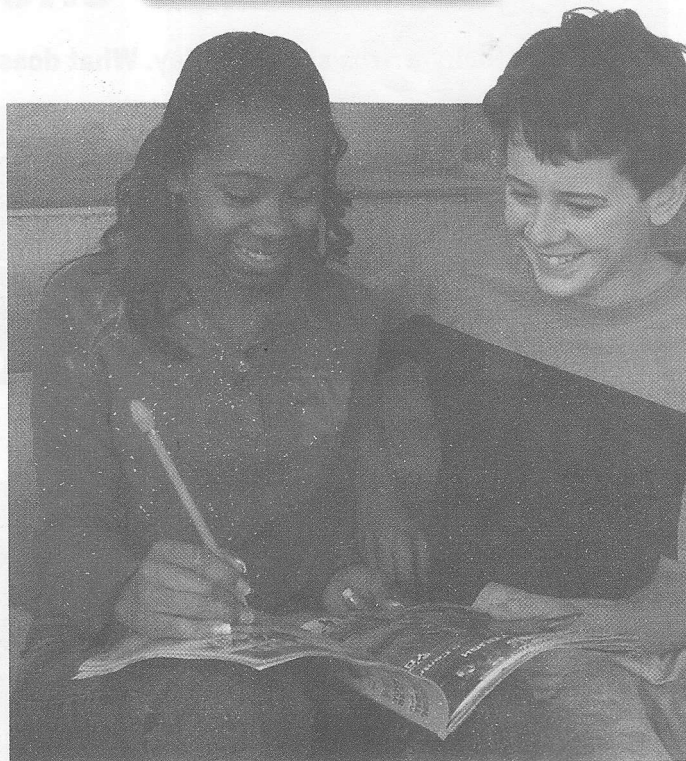
**Rafael** \_\_\_\_\_, \_\_\_\_\_. I play  
video games every weekend.

**Do you + (verb) . . . ?**

**Do you collect trading cards?**

**Yes, I do.**

**No, I don't.**



## 3 Speaking

**A Read the survey. Write questions 8 and 9 with your classmates.**

**B Complete the survey for yourself. Then ask a classmate the questions.**

**What do you do in your free time?**

1. Do you use the Internet?
2. Do you collect stamps?
3. Do you listen to music?
4. Do you play video games?
5. Do you talk on the phone?
6. Do you hang out at the mall?
7. Do you collect trading cards?
8. \_\_\_\_\_
9. \_\_\_\_\_

**You**

**Your classmate**

**Yes**

**No**

**Yes**

**No**

☐
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Do you use the Internet?

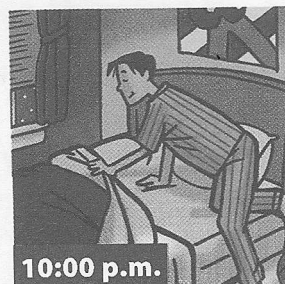
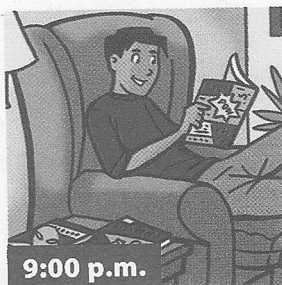
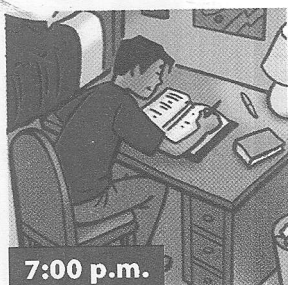
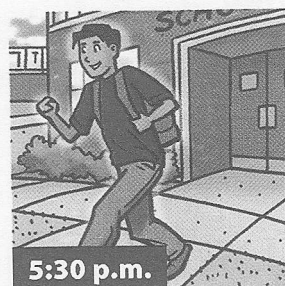
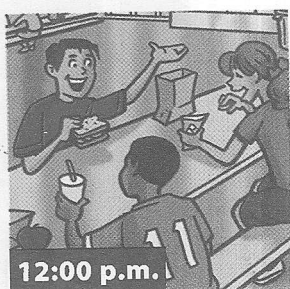
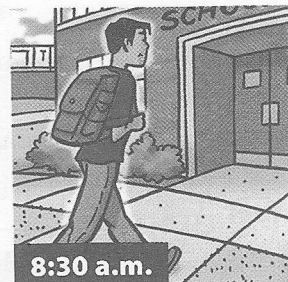
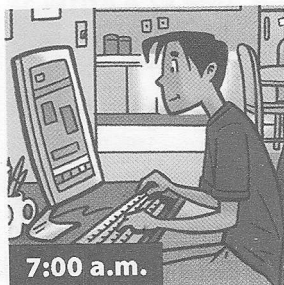
No, I don't.

## 1 Language check

A Ricky writes about his day. What does he say? Write sentences.



I get up at 6:30 a.m.



B You are going to interview Ricky. Look at Part A, and write four questions you can ask. Then act out the interview with a classmate.

1.	
2.	
3.	
4.	

**You** Do you get up at 6:30 a.m.?

**Classmate** Yes, I do.

**You** Do you play basketball at 7:00 p.m.?

**Classmate** No, I don't. I play basketball at 3:00 p.m.

**C Circle the correct words to complete the conversation.**

**Carlos** Hi, I'm Carlos.

**Sally** Hi, Carlos. My name's Sally.

**Carlos** Can I ask you questions for a survey?

**Sally** Uh, yeah.

**Carlos** (Are / Do) you in the 8th grade?

**Sally** Yes, I (am / do).

**Carlos** (Are / Do) you collect things?

**Sally** Yes, I (do / am). I collect stamps.

**Carlos** (Are / Do) you play video games after school?

**Sally** No, (I'm not / I don't). I listen to music.

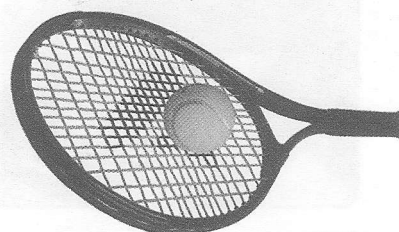
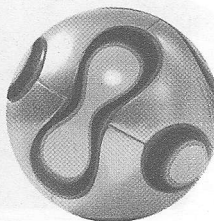
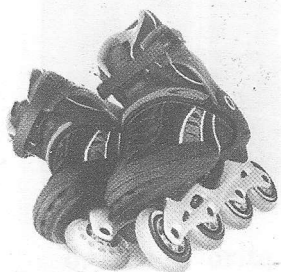
**Carlos** Oh, who's your favorite singer?

**Sally** Well, I like Kylie Minogue, but (I'm not / I don't) like Clay Aiken.



## 2 Listening

**Sylvia, Kenji, Adam, and Cindy talk about their free time. Listen and check (✓) Yes or No.**



1.	Sylvia	
	Yes	No
Read comic books	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In-line skate	<input type="checkbox"/>	<input type="checkbox"/>
Hang out at the mall	<input type="checkbox"/>	<input type="checkbox"/>
Take dance lessons	<input type="checkbox"/>	<input type="checkbox"/>

2.	Kenji	
	Yes	No
Play video games	<input type="checkbox"/>	<input type="checkbox"/>
Collect stamps	<input type="checkbox"/>	<input type="checkbox"/>
Collect trading cards	<input type="checkbox"/>	<input type="checkbox"/>
Talk on the phone	<input type="checkbox"/>	<input type="checkbox"/>


3.	Adam	
	Yes	No
Take piano lessons	<input type="checkbox"/>	<input type="checkbox"/>
Play soccer	<input type="checkbox"/>	<input type="checkbox"/>
Hang out at the mall	<input type="checkbox"/>	<input type="checkbox"/>
Read books	<input type="checkbox"/>	<input type="checkbox"/>

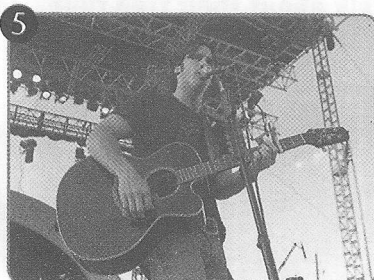
4.	Cindy	
	Yes	No
Use the Internet	<input type="checkbox"/>	<input type="checkbox"/>
Watch DVDs	<input type="checkbox"/>	<input type="checkbox"/>
Play tennis	<input type="checkbox"/>	<input type="checkbox"/>
Talk on the phone	<input type="checkbox"/>	<input type="checkbox"/>

**Go** to page 115  
for the  
Game.

# People I admire

## 1 Vocabulary

 Tommy admires his brother, Jordan. What does Jordan say about his life? Match the photos to the correct sentences. Then listen and practice.


☐

I go to concerts every Saturday.

☐

I have a piano, a bass, and an electric keyboard.

☒

I live in an apartment.

☐

I play in a jazz band.

☐

I practice the piano every day.

☐

I work at Bradley Music School.  
I teach music to high school students.

## 2 Language focus

 **A** Read what Tommy says. Study the language chart. Then listen and practice.

My brother, Jordan, is great. He works at Bradley Music School. He teaches the piano to students from all over the world. Jordan has a piano in his apartment, and he practices every day. At night, he plays in jazz clubs. He really loves music!

### Simple present statements with I/he/she

With *he* and *she*, add -s or -es to most verbs.

I live

I work

I teach

I do

I go

Exception:

he lives

he works

he teaches

he does

he goes

he has

she lives

she works

she teaches

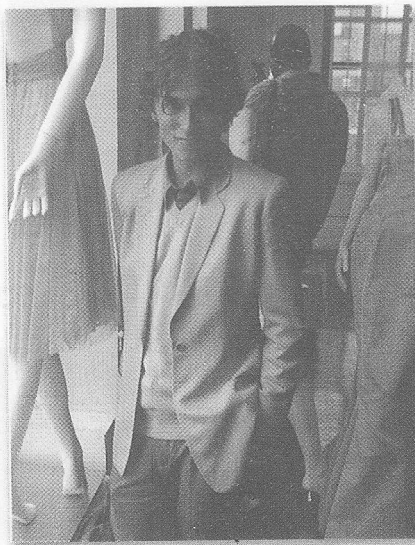
she does

she goes

she has

- B** Tommy also admires Esteban Cortazar. Complete Tommy's text with the correct forms of the verbs. Then listen and check.

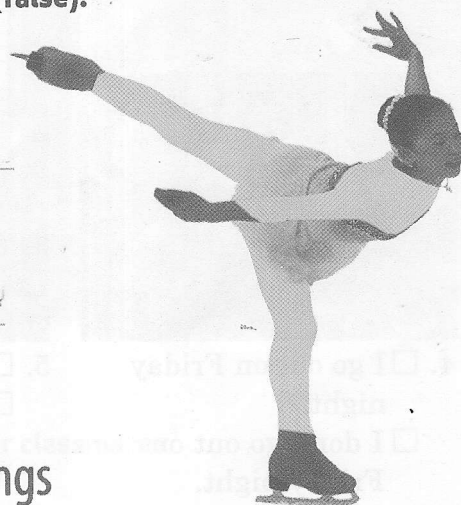
I admire Esteban Cortazar. He's from Colombia, but he \_\_\_\_\_ (live) in Miami. Esteban is a fashion designer. He's talented, and he \_\_\_\_\_ (work) hard. He \_\_\_\_\_ (make) clothes for department stores. He \_\_\_\_\_ (go) to fashion shows, and he sees his own clothing!



### 3 Listening

- A** Caroline Zhang is a famous skating star. Are these sentences true or false about her? Listen and write T (true) or F (false).

1. Caroline Zhang is American. T
2. She has a sister. \_\_\_\_\_
3. She lives with her family in New York. \_\_\_\_\_
4. She practices four days a week. \_\_\_\_\_
5. She plays the piano and the violin. \_\_\_\_\_
6. Her favorite singer is Jennifer Lopez. \_\_\_\_\_



### 4 Pronunciation -s endings

- A** Listen. Notice the -s endings. Then listen again and practice.

s = /s/	s = /z/	s = /ɪz/
takes	plays	practices
collects	goes	guesses

- B** Listen. Write these verbs in the correct columns: *lives, works, teaches, eats, watches, and has*.

s = /s/	s = /z/	s = /ɪz/
_____	_____	_____
_____	_____	_____

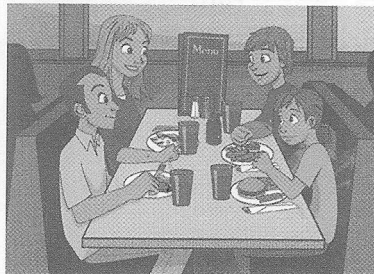
# The weekend

## 1 Vocabulary

-  **A** What do you do on the weekend? Check (✓) the correct boxes. Then listen and practice.



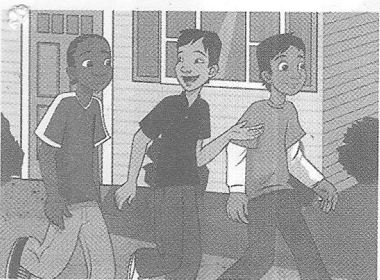
1. ☐ I sleep late.  
☐ I don't sleep late.



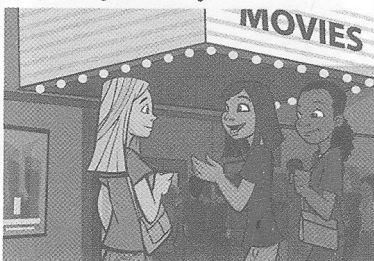
2. ☐ I eat out with my family.  
☐ I don't eat out with my family.



3. ☐ I stay up late.  
☐ I don't stay up late.



4. ☐ I go out on Friday night.  
☐ I don't go out on Friday night.



5. ☐ I go to the movies.  
☐ I don't go to the movies.



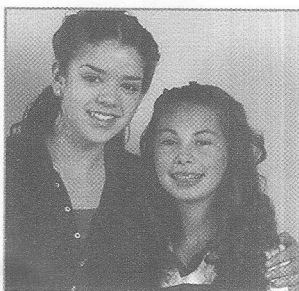
6. ☐ I stay home on Sunday.  
☐ I don't stay home on Sunday.

- B** Tell your classmates about your weekend. Use sentences from Part A.

I sleep late. I eat out with my family. I don't . . .

## 2 Language focus

-  **A** Ana and her sister, Clara, do different things on the weekend. Listen and practice.



My sister and I are very different. On the weekend, I go out with my friends. I go to the movies, or I go to a concert. Clara doesn't go out at all. She stays home and watches videos. On Sunday, I don't sleep late. I get up at 7:30 a.m. Clara sleeps late. She gets up at 10:30 a.m.

*doesn't*

**She doesn't go out on Friday night.  
 Clara doesn't go out at all.**

*doesn't = does not*

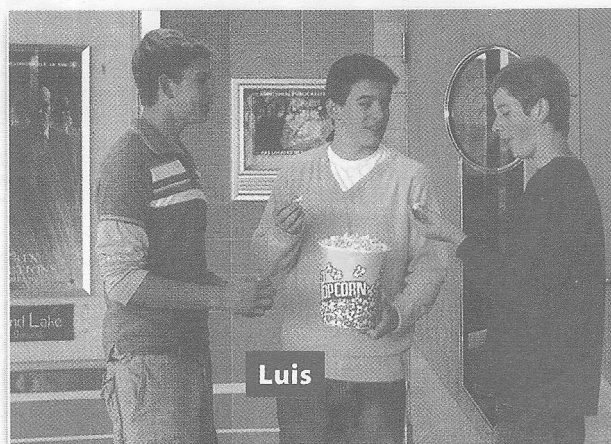
**B** Rafael and his brother, Luis, are different, too. Look at the photos. Are these sentences true or false? Write **T** (true) or **F** (false).

1. Luis goes out with his parents. F
2. Luis goes to concerts. \_\_\_\_\_
3. Rafael stays home. \_\_\_\_\_
4. Rafael goes to bed early. \_\_\_\_\_
5. Rafael watches videos in the living room. \_\_\_\_\_
6. Luis likes popcorn. \_\_\_\_\_



**C** Correct the false sentences in Part B. Then listen and check.

1. Luis doesn't go out with his parents.  
He goes out with his friends.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## 3 Speaking

**A** Read the survey. Write questions 7 and 8 with your classmates.

**B** Ask a classmate the questions.

What do you do on the weekend?	Your classmate	
	Yes	No
1. Do you sleep late?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you stay home?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you go to the movies?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you do your homework?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you go out with friends?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you play video games?	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>

**C** Tell the class about your classmate's weekend activities.

Carla eats out. She doesn't sleep late. She ...

# Get Connected

## UNIT 2

### Read



**A** Read the article quickly. Check (✓) the words you find.

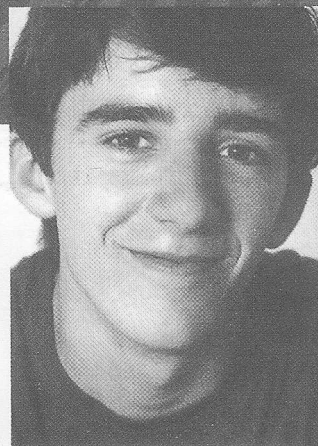
☐ answers ☐ eats ☐ has ☐ helps ☐ lives ☐ lunch ☐ makes ☐ takes ☐ works

## Quizlet

Do you have quizzes in school? Are they fun? If not, **check out** the quizzes on *Quizlet* – a cool Web site with lots of quizzes. *Quizlet* makes learning vocabulary words fun and exciting. And it's free!

The quizzes on *Quizlet* help students **review** languages (like Japanese, Spanish, and Korean) and school subjects (like history, biology, and math). The quizzes are like games, so they're fun to do. Many students use *Quizlet* – over 130,000 students in 14 months!

Andrew Sutherland is the **creator** of *Quizlet*. *Quizlet* is so popular now, Andrew has a **company**, too. Its name is Brainflare. It helps him with important things, like **marketing** and computer **software** questions about *Quizlet*. Andrew is really great – he answers all the Web site **messages** from hundreds of people every week. It takes a lot of time, but it's important to him.



**Go** to page 122  
for the  
Vocabulary  
Practice.


**B** Read the article slowly. Check your answers in Part A.

**C** Are these statements true or false? Write *True* or *False*. Then correct the false statements.

1. *Quizlet* makes learning fun and exciting. True.
2. The quizzes on *Quizlet* are for languages only. \_\_\_\_\_
3. Many teachers use *Quizlet*. \_\_\_\_\_
4. Andrew has a company, too. \_\_\_\_\_
5. He answers 50 messages every week. \_\_\_\_\_

# We can study together.

## Listen

**A**  Julia and Ben talk about their schedules. Listen and check (✓) the correct words.

- |                                      |                                       |                                                        |
|--------------------------------------|---------------------------------------|--------------------------------------------------------|
| 1. Ben has a lot of                  | <input type="checkbox"/> homework.    | <input checked="" type="checkbox"/> quizzes.           |
| 2. Ben doesn't have                  | <input type="checkbox"/> a Spanish    | <input type="checkbox"/> an English quiz on Wednesday. |
| 3. On Monday Julia has               | <input type="checkbox"/> dance class. | <input type="checkbox"/> soccer practice.              |
| 4. On Tuesday Julia doesn't have any | <input type="checkbox"/> homework.    | <input type="checkbox"/> extra classes.                |
| 5. Julia doesn't like                | <input type="checkbox"/> math.        | <input type="checkbox"/> English.                      |

**B** What do you think? Write *I agree*, *I disagree*, or *I'm not sure*.

- Quizzes are fun. \_\_\_\_\_
- It's good to use computers in class. \_\_\_\_\_
- It's good to study with classmates. \_\_\_\_\_
- Math is important. \_\_\_\_\_

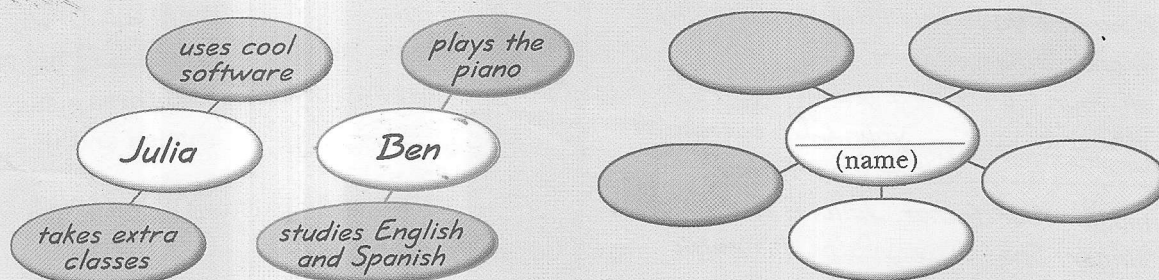


## Your turn

## Write

**A** Think of a person who does interesting things. Use the words in the box or your own ideas to complete the web about one person.

collect eat go hang out have play read take use watch work write



**B** Write a paragraph about an interesting person. Use your ideas in Part A to help you.

\_\_\_\_\_ does a lot of interesting things. He \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Language chart review

## Simple present

Statements: I / He / She	Yes / No questions: Do you ... ?	Short answers
I take piano lessons. I don't take violin lessons.	Do you take piano lessons?	Yes, I do. No, I don't.
He lives in an apartment. He doesn't live in a house.		
She gets up late. She doesn't get up early.		
doesn't = does not		

**A** Carly writes a fan letter to Enrique Iglesias. Complete Carly's letter and Enrique's reply. Use the verbs in the box.

do	don't live	have	live
doesn't have	has	listens to	sing

Dear Enrique,

How are you? This letter is from my grandmother and me. I have all your CDs. My grandmother doesn't have your CDs, but she listens to all of your father's music. Your father, Julio, is her favorite singer. She listens to his music every day. Can you please answer some questions?

Do you live you live in Spain? Do you have you have any brothers and sisters? Do you live you live in English and in Spanish?

You're the best!

Love,  
Carly

Dear Carly,

Hi! Here are pictures of my dad and me.

No, I live in Spain.

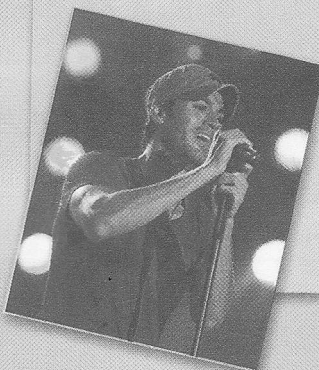
I live in the U.S. - in Miami, Florida. Yes, I have a big family.

I have two brothers and three sisters! Yes,

I live in English and in Spanish.

Thanks for your letter! And thanks to your grandmother, too!

Enrique



**B Write Do you questions. Use Part A to help you. Then write short answers using your own information.**

1. (live / Spain)

Q: Do you live in Spain? A: Yes, I do. OR No, I don't.

2. (listen / CDs)

Q: \_\_\_\_\_ A: \_\_\_\_\_

3. (have / brothers and sisters)

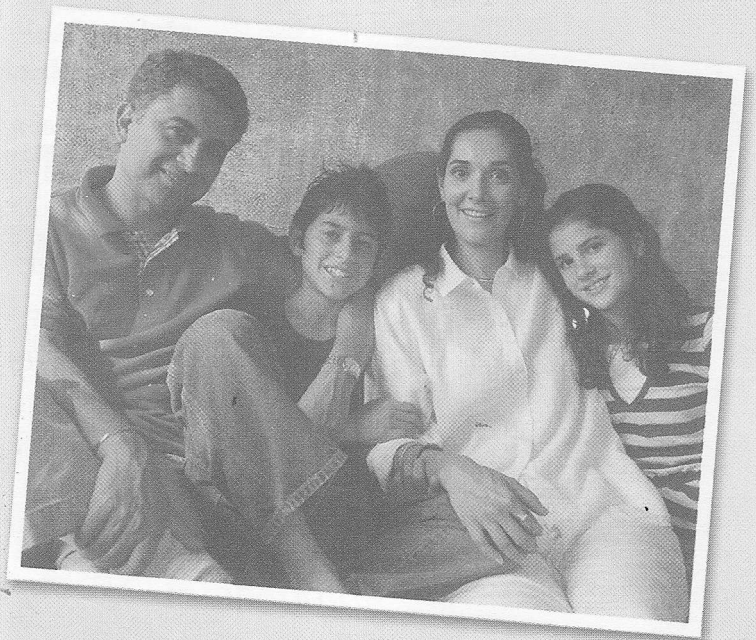
Q: \_\_\_\_\_ A: \_\_\_\_\_

4. (sing / songs in English)

Q: \_\_\_\_\_ A: \_\_\_\_\_

**C Read about Antonio. Then correct the sentences.**

I'm Antonio Burgos. I live in Buenos Aires, Argentina, with my parents and my little sister, Monica. I go to a small school in the city. My first language is Spanish, but I speak English, too. In my free time, I play video games and listen to music. I don't like rap music very much, but I love rock. On weekends, I hang out at the park with my friends, but I eat dinner with my family.



1. Antonio lives in the United States.

Antonio doesn't live in the United States. He lives in Argentina.

2. He has a little brother.

\_\_\_\_\_

3. He speaks French and Portuguese.

\_\_\_\_\_

4. Antonio plays soccer and watches TV.

\_\_\_\_\_

5. He likes rap music.

\_\_\_\_\_

6. He hangs out at the mall on weekends.


\_\_\_\_\_

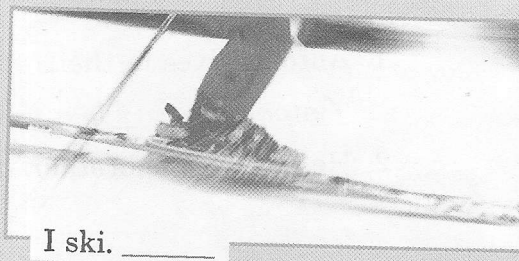
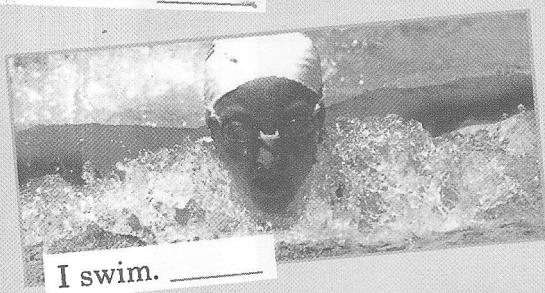
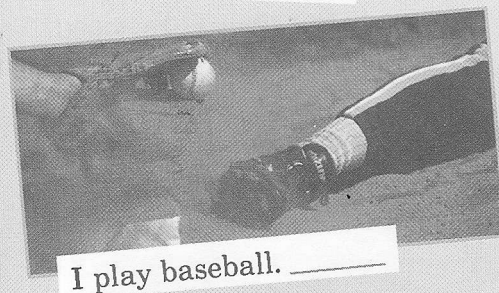
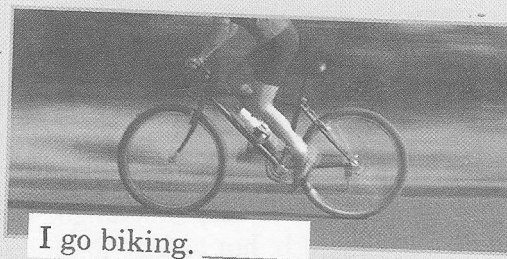
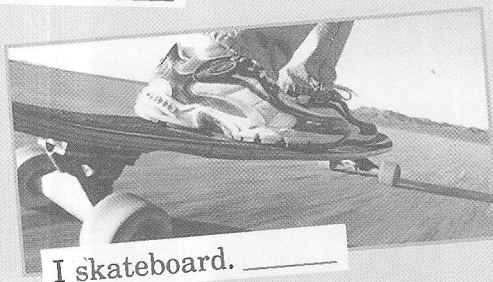
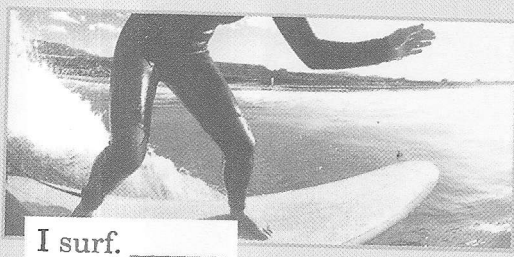
**Go** to page 127  
for the  
Theme Project.

Lesson  
9

## Sports fun

## 1 Vocabulary

-  **A** Who does these sports, Claudia or Zach? Listen and write C (Claudia) or Z (Zach).



-  **B** Listen and practice.

- C** What sports do you do? What sports don't you do? Write sentences.

Sports I do

I skateboard.

Sports I don't do

I don't ski.

## 2 Language focus

Does he / she ... ?

Does he do karate?  
Yes, he does.  
No, he doesn't.

- A** Claudia and Zach talk about a new student.  
Listen and practice.

**Claudia** Hey, that guy's new. Who is he?

**Zach** That's Chris.

**Claudia** Does he like sports?

**Zach** Well, ...

**Claudia** Does he do karate?

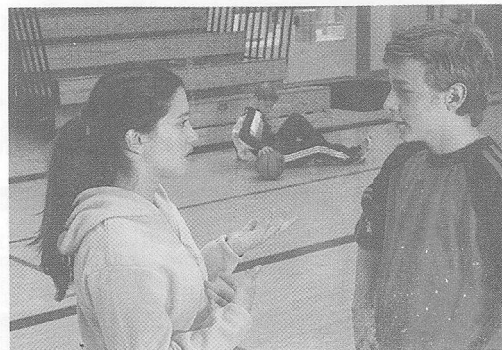
**Zach** No, he doesn't.

**Claudia** Does he play baseball?

**Zach** No, he doesn't.

**Claudia** Does he surf?

**Zach** Uh ... yes, he does. He surfs the Internet!



- B** Chris and Zach talk about Claudia. Complete the conversation. Listen and check. Then practice.

**Chris** Wow! Your friend Claudia is good at basketball.

Does she play other sports?

**Zach** , she does. She's very athletic.

**Chris** she play soccer?

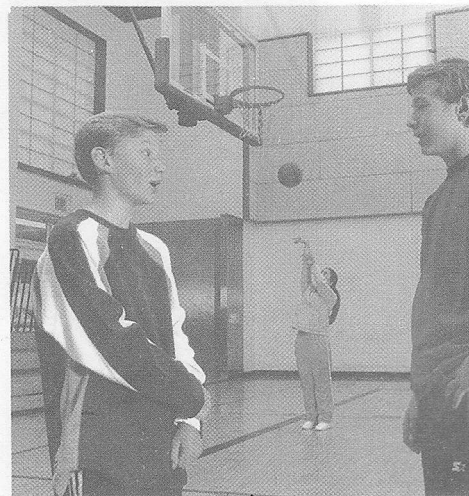
**Zach** Yes, she . She likes it very much.

**Chris** she have a gym partner?

**Zach** No, she .

**Chris** Hey, maybe she can be my partner!

She can help me!



## 3 Pronunciation Intonation

- Listen.** Notice the rising intonation in Yes / No questions.  
Then listen again and practice.

Does he swim? Does he surf? Does she do karate? Does she play soccer?

## 4 Speaking

Think of a sports star. Give clues. Your classmates guess. Use the correct intonation.

**Classmate 1** Does he ski?

**You** No, he doesn't.

**Classmate 2** Does he skateboard?

**You** Yes, he does.

**Classmate 3** Is he American?

**You** Yes, he is.

**Classmate 4** Is he Ryan Sheckler?

**You** Yes, he is!

# Sports equipment

## 1 Vocabulary

**A** Where does Claudia wear this sports equipment? Write the correct word next to each body part. Then listen and practice.

1. head helmet

2. eye(s) \_\_\_\_\_

3. hand(s) \_\_\_\_\_

4. knee(s) \_\_\_\_\_

5. foot / feet \_\_\_\_\_

☐ glove(s)

☐ goggles

☐ ski boot(s)

☐ knee pad(s)

☒ helmet

**B** What sports equipment do these athletes wear? Make guesses and complete the chart.

A skateboarder	A skier	A cyclist
<u>helmet</u>	_____	_____
_____	_____	_____
_____	_____	_____

## 2 Language focus

**They + (verb): statements**

**They wear goggles.**

**They don't wear helmets.**

**Do they + (verb): questions**

**Do they wear gloves?**

**Yes, they do.**

**No, they don't.**

**A** Claudia's little brother, Oscar, helps get the sports equipment. Listen and practice.

**Claudia** Oscar, can you help me, please?  
I need the sports equipment for the swim team.

**Oscar** Sure! Here is the helmet . . .

**Claudia** Huh? Swimmers don't wear helmets.

**Oscar** Um, do they wear gloves?

**Claudia** No, they don't. They wear goggles.

**Oscar** Oh! Um, do swimmers wear knee pads?

**Claudia** No, they don't. They don't wear knee pads!

**Oscar** Sorry. I don't know a lot about sports.

**Claudia** No kidding!

**B** How much do you know about sports? Answer the questions. Listen and check. Then practice.

1. **Q:** Do skiers wear sneakers?

**A:** No, they don't. They wear ski boots.

2. **Q:** Do soccer players have uniforms?

**A:** \_\_\_\_\_

3. **Q:** Do baseball players play on a court?

**A:** \_\_\_\_\_

4. **Q:** Do cyclists wear hats?

**A:** \_\_\_\_\_

5. **Q:** Do skateboarders use knee pads?

**A:** \_\_\_\_\_

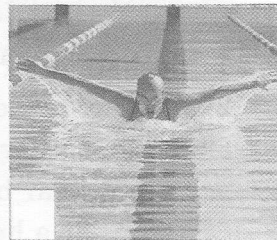
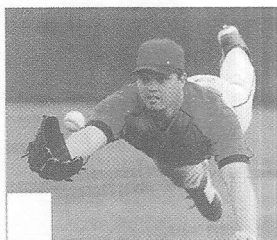
6. **Q:** Do basketball players play on a field?

**A:** \_\_\_\_\_



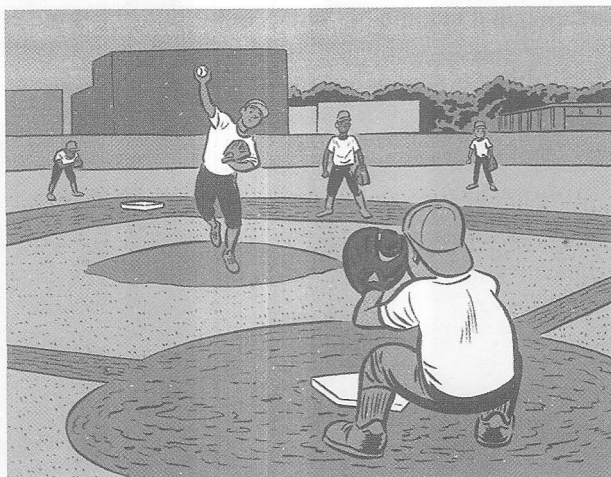
## 3 Listening

**Claudia plays a game with Oscar. What athletes do they talk about? Listen and number the pictures.**



## 1 Language check

**A** Look at the pictures. Write sentences with *wear* or *don't wear*.



1. They wear baseball gloves. (glove)  
They don't wear boots. (boots)



2. \_\_\_\_\_ (knee pads)  
 \_\_\_\_\_ (goggles)



3. \_\_\_\_\_ (hats)  
 \_\_\_\_\_ (uniforms)



4. \_\_\_\_\_ (helmets)  
 \_\_\_\_\_ (goggles)

**B** Complete the sentences with the words in the box.

☐ eyes ☐ feet ☒ hands ☐ head ☐ knees

- Cyclists wear gloves on their hands.
- Swimmers wear goggles over their \_\_\_\_\_.
- Skateboarders wear pads on their \_\_\_\_\_.
- Skiers wear boots on their \_\_\_\_\_.
- You wear a helmet on your \_\_\_\_\_.

- C Complete the interview with Angela Moya, a champion skateboarder.**  
Use *do, does, don't, and doesn't*.

## SPORTS FOR KIDS

**Interviewer** Hi, Angela. Nice to meet you.

**Angela** Hi!

**Interviewer** Angela, we know you love sports. Do your parents like sports, too?

**Angela** Yes, they do. My dad likes outdoor sports.

**Interviewer** \_\_\_\_\_ he go biking?

**Angela** Yes, he \_\_\_\_\_. He goes biking every day, actually.

**Interviewer** And your mother? \_\_\_\_\_ she go biking, too?

**Angela** No, she \_\_\_\_\_. She swims and water-skis.

**Interviewer** And your sisters? \_\_\_\_\_ they skateboard?

**Angela** No, they \_\_\_\_\_. They like team sports, like soccer and basketball.

**Interviewer** What about you? \_\_\_\_\_ you play team sports?

**Angela** No, I \_\_\_\_\_. I skateboard, of course. And I run every day, too.



**Champion Skateboarder**  
Angela Moya, 13 – Denver, Colorado

## 2 Listening

- A Listen to more of the interviewer's questions from Exercise 1C.**  
Check (✓) the correct responses.

1. ☒ No, they don't. They don't like water sports.  
☐ Yes, they do. They play every weekend.
2. ☐ Yes, I do. It's fun.  
☐ Yes, they do. They love the mountains.
3. ☐ No, it isn't.  
☐ Yes, she does. She's a great player.
4. ☐ Yes, she does. She's on the team.  
☐ Yes, she does. She likes it very much.
5. ☐ Yes, we do. Every summer.  
☐ No, he doesn't. He doesn't like the water.

- B Now listen to the complete interview in Part A. Check your answers.**

**Go** to page 116  
for the  
Game.

# Off to camp

## 1 Vocabulary

**A** Megan packs to go to camp. Match the items in Megan's room to the correct items on the checklist. Then listen and practice.

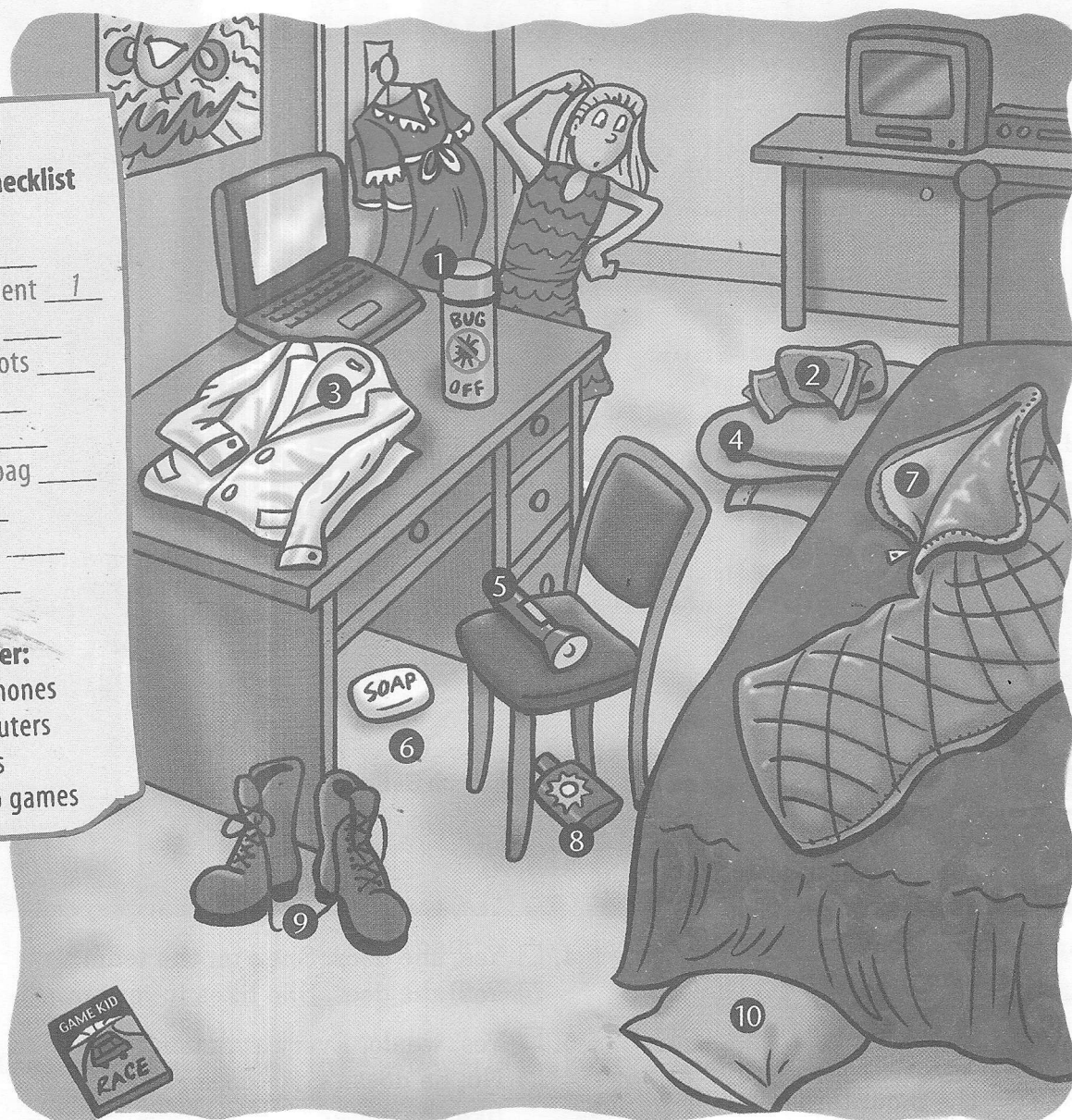
### Camp Coby Camper Checklist

#### Bring:

blanket \_\_\_\_\_  
bug repellent 1  
flashlight \_\_\_\_\_  
hiking boots \_\_\_\_\_  
pillow \_\_\_\_\_  
raincoat \_\_\_\_\_  
sleeping bag \_\_\_\_\_  
soap \_\_\_\_\_  
sunscreen \_\_\_\_\_  
towel \_\_\_\_\_

#### Remember:

No cell phones  
No computers  
No radios  
No video games



**B** Complete the sentences with the words in Part A.

- |                                             |                                     |
|---------------------------------------------|-------------------------------------|
| 1. The <u>bug repellent</u> is on the desk. | 6. The _____ is on the bed.         |
| 2. The _____ is under the desk.             | 7. The _____ is under the bed.      |
| 3. The _____ is on the desk.                | 8. The _____ is under the chair.    |
| 4. The _____ is on top of the blanket.      | 9. The _____ is on the chair.       |
| 5. The _____ is next to the bed.            | 10. The _____ are next to the desk. |

## 2 Language focus

- A** Megan's mother helps Megan pack for camp. Listen and practice.

**Megan** Let's go. Hurry up, Mom.

**Mom** Just a minute, Megan. Don't wear a dress. Wear something comfortable.

**Megan** But this *is* comfortable, Mom.

**Mom** Fine, Megan, but read the checklist again. It says "No computers." Leave your computer at home, please.

**Megan** But I use my computer at night, Mom.

**Mom** I know, but there are camp activities at night.

**Megan** Oh, good! I can stay up until midnight.

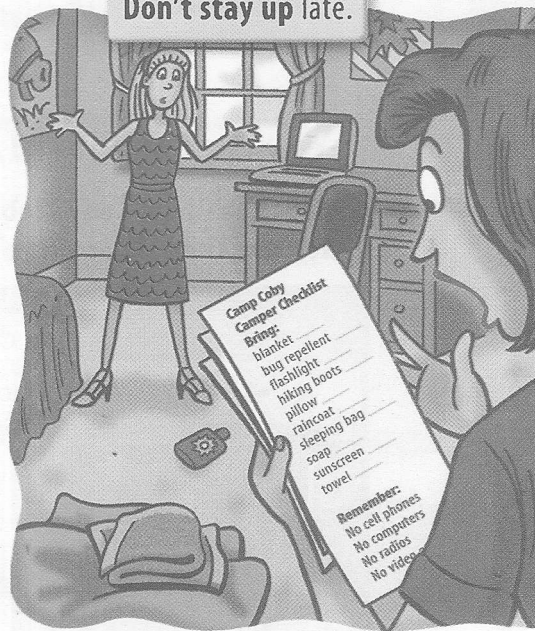
**Mom** No, Megan! It's camp. Don't stay up late.

**Megan** Mom, please stop. Camp is supposed to be fun!

### Imperatives

Hurry up.

Don't stay up late.



- B** Look at the checklist in Exercise 1A. Can you guess the Camp Coby rules? Complete the rules. Then listen and check.

### Camp Coby Rules

1. Don't play video games. (play / don't play)
2. \_\_\_\_\_ hiking boots. (wear / don't wear)
3. \_\_\_\_\_ to the radio. (listen / don't listen)
4. \_\_\_\_\_ cell phones. (bring / don't bring)
5. \_\_\_\_\_ computers. (use / don't use)
6. \_\_\_\_\_ a flashlight. (bring / don't bring)
7. \_\_\_\_\_ sunscreen. (use / don't use)


## 3 Speaking

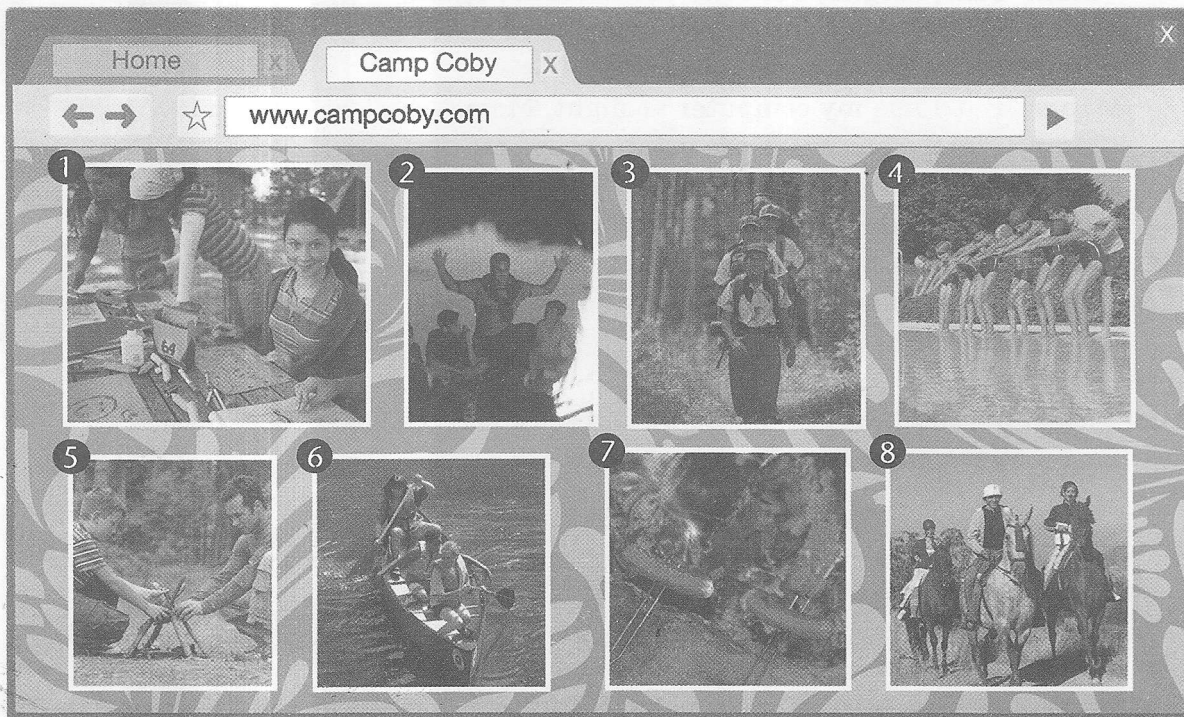
Write four crazy rules for Camp Coby. Close your book and tell your rules to your classmates. Who has the craziest rules?

Get up at 11:00 every day.

## At camp


## 1 Vocabulary

-  **A** Look at the Camp Coby Web site. Match the photos to the correct activities. Then listen and practice.



Campers ...

- |                                                           |                                               |                                           |                                                 |
|-----------------------------------------------------------|-----------------------------------------------|-------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> cook hot dogs.                   | <input type="checkbox"/> go canoeing.         | <input type="checkbox"/> go hiking.       | <input type="checkbox"/> take swimming lessons. |
| <input checked="" type="checkbox"/> 1 do arts and crafts. | <input type="checkbox"/> go horseback riding. | <input type="checkbox"/> make a campfire. | <input type="checkbox"/> tell stories.          |

-  **B** What do campers do at Camp Coby? Listen and write an activity for each time.

8:00 a.m. *They go horseback riding.*

10:00 a.m. \_\_\_\_\_

1:15 p.m. \_\_\_\_\_

3:30 p.m. \_\_\_\_\_

4:45 p.m. \_\_\_\_\_

8:15 p.m. \_\_\_\_\_

8:30 p.m. \_\_\_\_\_

9:00 p.m. \_\_\_\_\_

## 2 Language focus

### What time / When ... ?

**What time** does Megan get up?

She gets up **at 6:30**.

**At 6:30.**

**When** do they go hiking?

They go hiking **in the afternoon**.

They go hiking **at 2:00**.

**At 2:00.**

*in the morning* = about 5 a.m. to 12 p.m.

*in the afternoon* = about 12 p.m. to 6 p.m.

*in the evening* = about 6 p.m. to 10 p.m.

*at night* = about 10 p.m. to 5 a.m.

**A** Megan's parents read her letter.

Listen and practice.

**Mom** Wow! Megan is very busy at Camp Coby!

**Dad** Great! What time does she get up?

**Mom** She gets up at 6:30.

**Dad** Wow. Campers get up early. What do they do every day?

**Mom** Let's see. They do arts and crafts, they go canoeing, they go hiking ...

**Dad** When do they go hiking?

**Mom** They go hiking in the afternoon.

**Dad** It sounds like fun! Can parents go to camp, too?

**B** Look at the schedule in Exercise 1B. Write questions about Megan. Use *When* or *What time*. Listen and check. Then practice.

1. Q: *When does Megan take swimming lessons?* OR

*What time does Megan take swimming lessons?*

A: She takes swimming lessons at 10:00.

2. Q: \_\_\_\_\_

A: She goes canoeing in the afternoon.

3. Q: \_\_\_\_\_

A: At 4:45.

4. Q: \_\_\_\_\_

A: At 8:15.

5. Q: \_\_\_\_\_

A: She tells stories in the evening.



## 3 Listening

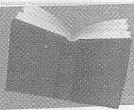
**Listen** to the activities at another camp - Camp Oakley. When do campers do these activities? Check (✓) the correct times of the day.

	In the morning	In the afternoon	In the evening	At night
1. go hiking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. go horseback riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. do arts and crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. take swimming lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. tell stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Get Connected

## UNIT 3

### Read



Read the article quickly. Check (✓) the main idea.

- ☐ 1. Apolo Anton Ohno is a famous speed skater.
- ☐ 2. Apolo Anton Ohno doesn't have a big family.
- ☐ 3. Apolo Anton Ohno is a talented speed skater and a dancer, too.

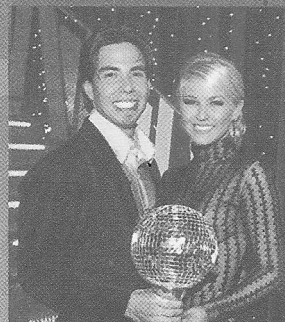
## Apolo Anton Ohno

Meet the very talented Apolo Anton Ohno! Apolo is a **world champion speed skater**. He has five Olympic **medals**. Apolo is from Seattle, Washington, but now he lives in Colorado. His father is Japanese. He has an older **half brother**, but he doesn't have any sisters.

Apolo loves speed skating, and he practices two or three hours every day. Speed skating is a dangerous sport, so he always wears a helmet. But Apolo doesn't only like skating. He likes other things, too.

Apolo likes dancing. He's an awesome dancer. He's the May 2007 champion of the American TV show, *Dancing with the Stars*. People love him – he's handsome and friendly.

Apolo is really famous. He's a TV star, a sports star, and an **author**. His book, *A Journey*, is about his life. He's a cool guy! So, what do you think? Do you like him?



Go

to page 123  
for the  
Vocabulary  
Practice.

Read the article slowly. Check your answer in Part A.


Answer the questions.

- 1. Does Apolo like speed skating? Yes, he does.
- 2. Does he have a sister? \_\_\_\_\_
- 3. Does he practice speed skating every day? \_\_\_\_\_
- 4. Does he wear any special sports equipment? \_\_\_\_\_
- 5. Does he sing? \_\_\_\_\_

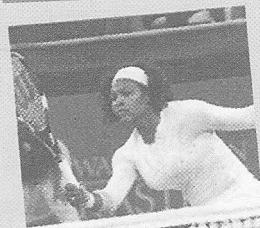
# She's good at two different things.

## Listen



**A**  Sam and Amy talk about Serena Williams. Listen and answer the questions.

1. Does Serena have a sister? Yes, she does.
2. Does Venus design clothes? \_\_\_\_\_
3. Does Serena have a company? \_\_\_\_\_
4. Does her company have offices in Paris? \_\_\_\_\_
5. Is Amy at Sam's house? \_\_\_\_\_



**B** What do you think? Answer the questions.

1. Do you think tennis matches on TV are interesting? \_\_\_\_\_
2. Do you think it's easy to be athletic? \_\_\_\_\_
3. Do you think fashion design is a cool subject? \_\_\_\_\_
4. Do you think it's important to be good at two things? \_\_\_\_\_

## Your turn

## Write



**A** Think about a person who is good at two things. Answer the questions.

1. What's his / her name? \_\_\_\_\_
2. Who is he / she? A friend? A family member? A classmate? A teacher? \_\_\_\_\_
3. What does he / she do? \_\_\_\_\_
4. What other special thing can he / she do? \_\_\_\_\_
5. What's he / she like? \_\_\_\_\_

**B** Write a paragraph about a person who's good at two things. Use the answers in Part A to help you.

\_\_\_\_\_ is good at two things. She's good at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Language chart review

## Simple present

They + (verb): statements

Yes / No questions:  
he / she / they

Short answers

Skateboarders wear helmets.  
They don't wear goggles.

Does he swim?

Yes, he does.

No, he doesn't.

Does she do karate?

Yes, she does.

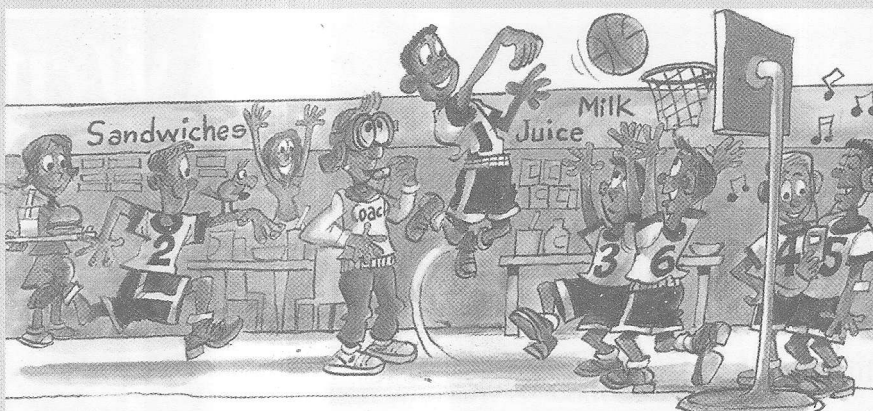
No, she doesn't.

Do they like sports?

Yes, they do.

No, they don't.

**A** The basketball team at Ryder School is very unusual. Look at the picture. Write *Do* or *Does* questions about the team. Use the correct forms of the verbs. Then answer the questions.



1. the players / play in the gym

Q: *Do the players play in the gym?*A: *No, they don't. They play in the cafeteria.*

2. the players / wear sneakers

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. the coach / wear goggles

Q: \_\_\_\_\_

A: \_\_\_\_\_

4. player 2 / have a basketball

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. players 4 and 5 / listen to music

Q: \_\_\_\_\_

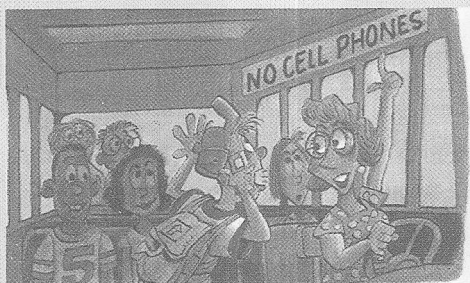
A: \_\_\_\_\_

# Language chart review

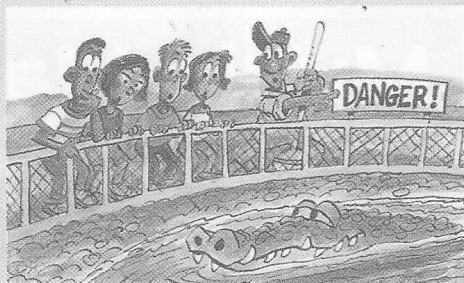
Imperatives	What time ... ?	When ... ?
Read a book. Don't play video games.	What time does he go hiking? He goes hiking <b>at 5:00.</b> <b>At 5:00.</b>	When do they use their computers? They use their computers <b>at night.</b> They use their computers <b>at 7:30.</b> <b>At 7:30.</b>

## B Write imperatives with the verb phrases in the box.

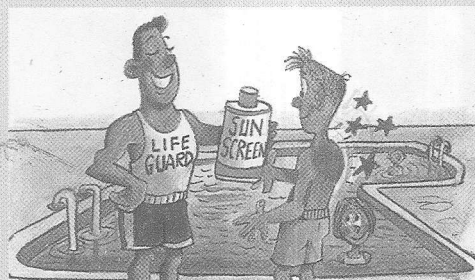
☐ go to bed early   ☐ swim there   ☒ talk on your cell phone   ☐ use sunscreen



1. Don't talk on your cell phone.



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

## C Two swimming coaches are talking about their teams. Complete the conversation with the sentences in the box.

- ☐ a. What time do they eat breakfast?   ☒ d. Does Maggie Ferre swim on your team?  
☐ b. So, when do your swimmers practice?   ☐ e. What about her brother, Joe? Does he swim, too?  
☐ c. What time do they swim?

Coach Sala d  
 Coach Hanes Yes, she does.  
 Coach Sala \_\_\_\_\_  
 Coach Hanes No, he doesn't.  
 He's on the  
 baseball team.  
 Coach Sala \_\_\_\_\_

Coach Hanes They practice in  
 the morning.  
 Coach Sala \_\_\_\_\_  
 Coach Hanes Very early. At 6:30.  
 Coach Sala \_\_\_\_\_  
 Coach Hanes After they  
 practice. At 8:00.

**Go** to page 128  
 for the  
**Theme Project.**

# I like music

## 1 Vocabulary

 **A** Listen to these kinds of music and practice.

classical country hip-hop jazz pop reggae rock

 **B** Work with your classmates. Look at the photos, and complete the labels with words from Part A. Then listen and practice.

**Music Magazine**  
**Top Musicians of the Year**



1. hip-hop singer

2. \_\_\_\_\_ musician

3. \_\_\_\_\_ singer

4. \_\_\_\_\_ singer

5. \_\_\_\_\_ singer

6. \_\_\_\_\_ group

7. \_\_\_\_\_ musician

**C** Learn what kinds of music four of your classmates like and don't like.

**You** Yumi, what's your favorite kind of music?

**Classmate 1** My favorite kind of music is jazz.

**You** What's your favorite kind of music, Leah?

**Classmate 2** My favorite kind of music is . . .

## 2 Language focus

**A** Daisy Fines of *Music Magazine* interviews Ana.  
Listen and practice.

**Daisy** So, Ana, what's your favorite kind of music?

**Ana** Well, I think country is cool. The Dixie Chicks are great. I really like them.

**Daisy** I do, too! They're a *great* country group!  
How about other kinds of music? Do you like jazz?

**Ana** No, I don't like it at all.

**Daisy** Really? What about Wynton Marsalis?  
A lot of people like him.

**Ana** Well, yeah, I guess he's OK. But I don't listen to much jazz. I like country, pop, and rock.

**Daisy** Do you listen to Pink?

**Ana** Yes! I love her! She's my favorite pop singer.

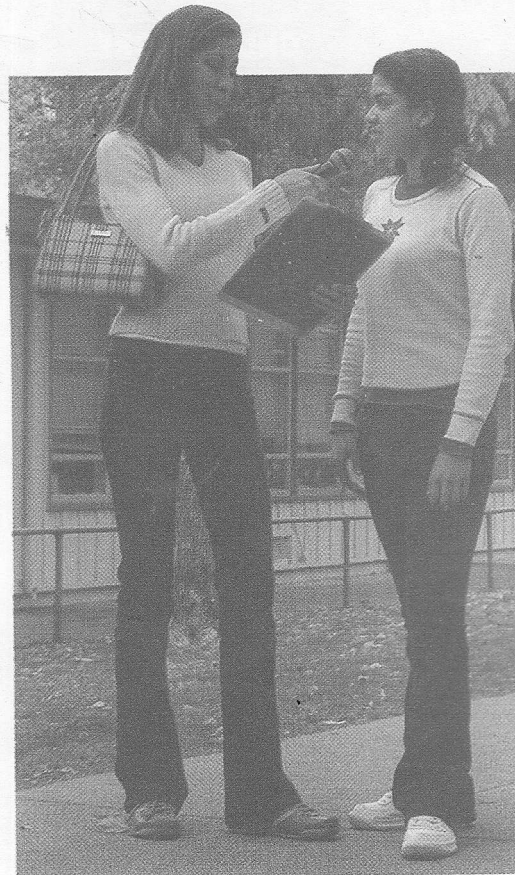
*her / him / it / them*

She's great. I like **her** a lot.  
He's my favorite. I like **him** a lot.

Hip-hop is cool. I like **it**.  
They're boring. I don't like **them** at all.

**B** What do other teens tell Daisy? Complete their sentences with *her, him, it, or them*.  
Then listen and check.

- Pop music isn't interesting. I don't like it.
- The Dixie Chicks are cool. I like \_\_\_\_\_ a lot.
- Kanye West is my favorite hip-hop singer.  
I love \_\_\_\_\_.
- Classical music is boring. I don't like \_\_\_\_\_ at all.
- Pink is an interesting singer. I like \_\_\_\_\_.
- Sean Paul is great. I love \_\_\_\_\_.



## 3 Speaking

Complete questions 6, 7, and 8. Then ask a classmate the questions.

Do you like ... ?	A lot	A little	Not at all
1. jazz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. rock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. hip-hop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. reggae	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ (male singer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ (female singer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ (group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peter, do you like jazz?

No, I don't like it at all.

## 1 Language check

**A** Bryan and Ashley shop for a birthday present for their friend, Matt. Complete the conversation with the correct words. Then practice.

**Bryan** It's Matt's birthday on Sunday. What can we get him (her / him)?

**Ashley** How about a CD? Does he like reggae?

**Bryan** No, he doesn't like it (it / them) at all.

**Ashley** Well, what about pop? Does he like pop?

**Bryan** Yes. Actually, he loves it (it / them). His favorite singer is Pink.

**Ashley** Really? I like her (him / her), too.

**Bryan** Oh, look. Here's a CD by the Dixie Chicks.

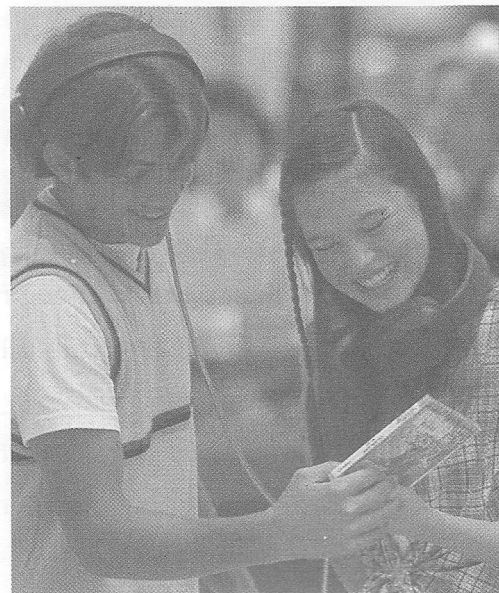
**Ashley** Does Matt like the Dixie Chicks?

**Bryan** Yes, he loves it (it / them).

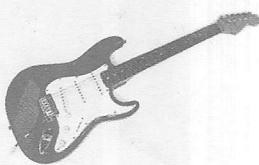
**Ashley** Great. How much is (is / are) the CD?

**Bryan** It's (It's / They're) \$13.95.

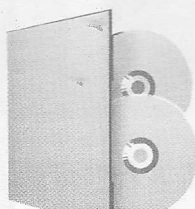
**Ashley** OK. Let's buy it (it / them).



**B** Bryan asks Ashley about the prices of other things in the music store. Write their questions and answers.



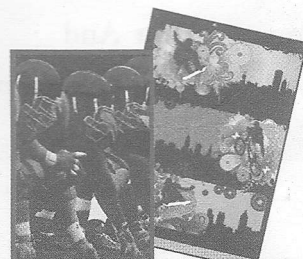
electric guitar  
\$98.99



DVDs \$32.99



T-shirt \$8.99



posters \$10.99 each

1. **Bryan** How much is the electric guitar?

**Ashley** It's ninety-eight ninety-nine. OR It's ninety-eight dollars and ninety-nine cents.

2. **Bryan** \_\_\_\_\_

**Ashley** \_\_\_\_\_

3. **Bryan** \_\_\_\_\_

**Ashley** \_\_\_\_\_

4. **Bryan** \_\_\_\_\_


**Ashley** \_\_\_\_\_

**C Complete the sentences with the words in the box.**

☐ are   ☐ him   ☐ is   ☐ it's   ☐ them  
☐ her   ☐ how   ☒ it   ☐ much   ☐ they're

1. Country music is boring. I don't like it at all.
2. much the wall calendars?
3. Rihanna's my favorite singer. I like her a lot.
4. The science kits are very expensive. they're \$89.99 each!
5. How much the star map?
6. The Jonas Brothers are great. I really like them !
7. Rob Thomas is my favorite singer. I like him a lot.
8. This puzzle is cool. And it's only \$12.99.

## 2 Listening

 **Rick and Beverly talk about music at Beverly's birthday party.**  
**Listen and check (✓) the correct answers.**

1. Beverly's favorite kind of music  
is pop.  
☐ hip-hop   ☒ pop
2. Rick thinks Carrie Underwood isn't interesting.  
☐ isn't interesting   ☐ is great
3. Beverly likes country music.  
☐ likes   ☐ doesn't like
4. Yo-Yo Ma is a classical musician.  
☐ jazz   ☐ classical
5. Rick and Beverly buy a lot of music  
at the mall.  
☐ at the mall   ☐ online
6. On the Internet, one song is \$0.99.  
☐ \$0.99   ☐ \$99.00

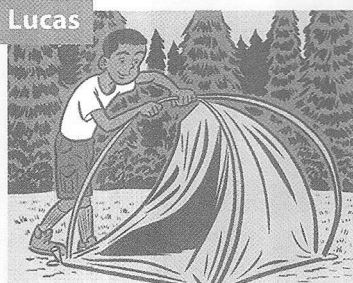


**Go** to page 117  
for the  
Game.

## 1 Vocabulary

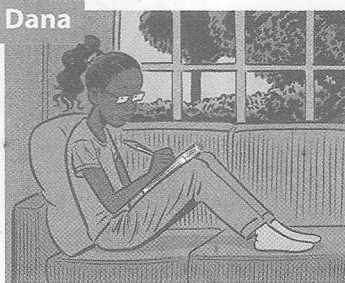
**A** These students sign up for a summer exchange program. Read about their free-time activities. Then listen and practice.

Lucas



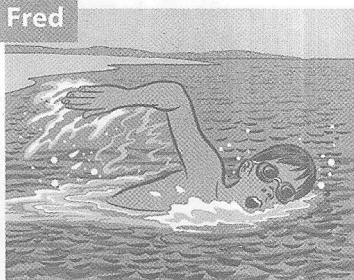
I go camping.

Dana



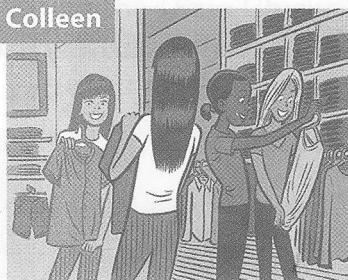
I write poetry.

Fred



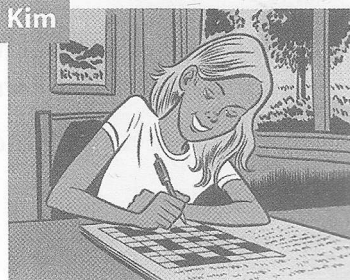
I spend time at the beach.

Colleen



I go shopping with my friends.

Kim



I do crossword puzzles.

**B** Match two students in Part A to the host student below with similar interests. Then write their names.

I love the outdoors.  
I'm a very active person.



Celso, Brazil

I stay home a lot. I like quiet activities.



Kelly, Canada

I go out, and I do a lot of things with my friends.



Marta, Puerto Rico

**C** You want to be a host student. How do you describe yourself? Tell your classmates. Use words from Part A or your own ideas.

I like sports. I play tennis a lot. I spend time with my friends. I ...

## 2 Language focus

- A** Daniela applies to an exchange program. Read her application form. Then listen and practice.

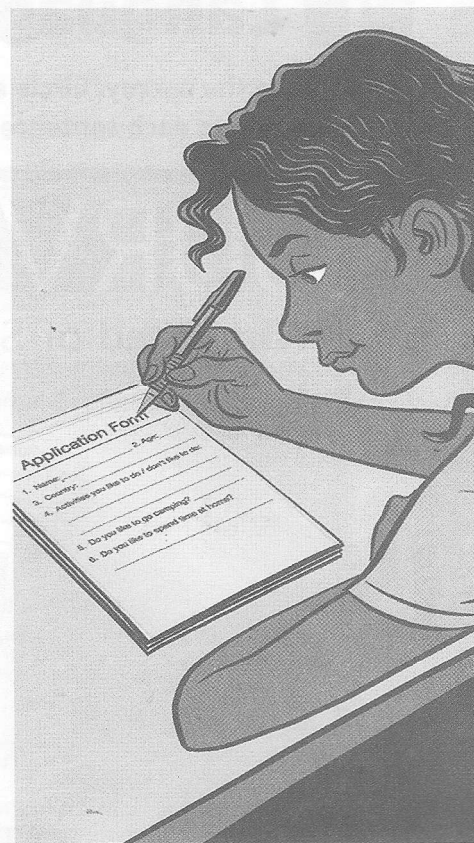
1. Name: Daniela da Costa 2. Age: 16
3. Country: Brazil
4. Activities you like to do / don't like to do:  
I like to go swimming. I also like to go shopping. I don't like to watch TV.
5. Do you like to go camping? No, I don't.
6. Do you like to spend time at home?  
Yes, I do.

**like / don't like + to (verb)**

I like to go shopping.  
I like to play video games.  
I don't like to practice the piano.

- B** Complete the form with your own information.

1. Name: \_\_\_\_\_ 2. Age: \_\_\_\_\_
3. Country: \_\_\_\_\_
4. Activities you like to do / don't like to do:  
\_\_\_\_\_
5. Do you like to go camping? \_\_\_\_\_
6. Do you like to spend time at home? \_\_\_\_\_



- C** Tell your classmates things you like and don't like to do. Use Exercise 1A or your own information.

I like to listen to music. I don't like to go camping. I ...

## 3 Listening

- An exchange student, Karen, is staying with Marta's family. Marta is talking to her friend Eve about the experience. Who likes to do these activities? Listen and check (✓) the correct boxes.

	Karen	Marta	Karen and Marta
1. go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. go shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. play tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. go to the movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 Language focus

**A** Take the survey. Circle a letter to complete each sentence.

### SURVEY

What Kind of Student Are You?

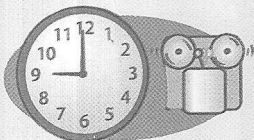
1. I \_\_\_\_\_ do my homework.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



2. I \_\_\_\_\_ come to class on time.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



3. I \_\_\_\_\_ listen to the teacher.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



4. I \_\_\_\_\_ answer a lot of the teacher's questions.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



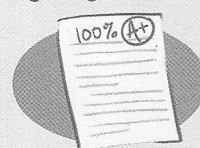
5. I \_\_\_\_\_ listen to music on my headphones in class.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



6. I \_\_\_\_\_ get good grades.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



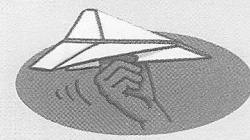
7. I \_\_\_\_\_ sleep in class.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



8. I \_\_\_\_\_ throw paper airplanes in class.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



### Adverbs of frequency

100%	I <b>always</b> do my homework. I <b>usually</b> come to class on time. I <b>Sometimes</b> talk in class. I <b>sometimes</b> talk in class. I <b>hardly ever</b> sleep in class.
0%	I <b>never</b> throw paper airplanes.

**B** Zach completes the survey in Part A. Listen and write his answers on the lines. Then practice.

**C** Talk to four of your classmates. Find out their responses to the survey items.

**You** I always do my homework. How about you, Mario?

**Classmate 1** I usually do my homework.

**You** I hardly ever sleep in class. How about you, Jen?

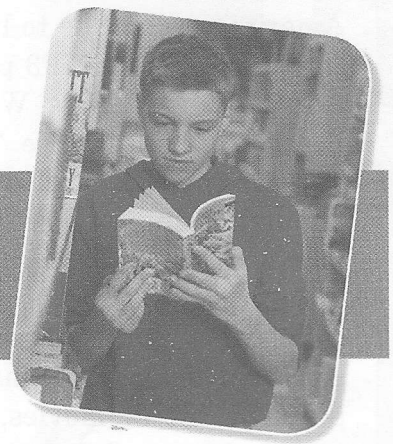
**Classmate 2** I always answer a lot of the teacher's questions. How about you, . . . ?

## 2 Listening

**A** Ana talks about her weekend activities. How often does she do these things? Listen and write A (Ana) in the correct columns.

Weekend activities	Always	Usually	Sometimes	Hardly ever	Never
1. go dancing			A		
2. go shopping					
3. sleep late					
4. read books					
5. go bowling					

**B** How often does Charlie do the things in Part A? Listen again and write C (Charlie) in the correct columns in Part A.



## 3 Speaking

**A** What do you do after school? Write sentences. Use the activities in the box or your own ideas.

☐ do my homework   ☐ go shopping   ☐ play the guitar   ☐ use the Internet   ☐ watch TV

(always) *I always watch TV after school.*

- (always) \_\_\_\_\_
- (usually) \_\_\_\_\_
- (sometimes) \_\_\_\_\_
- (hardly ever) \_\_\_\_\_
- (never) \_\_\_\_\_

**B** Work with a classmate. Read your sentences from Part A to each other. Then tell the class two things about your classmate.

Nadia always goes to soccer practice after school. She hardly ever goes shopping.

# Get Connected

## UNIT 4

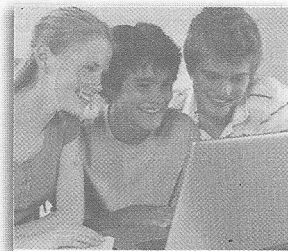
### Read

**A** Read the article quickly. Check (✓) the words you find.

- |                                    |                                      |                                         |
|------------------------------------|--------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 1. boring | <input type="checkbox"/> 3. exciting | <input type="checkbox"/> 5. interesting |
| <input type="checkbox"/> 2. cool   | <input type="checkbox"/> 4. fun      | <input type="checkbox"/> 6. popular     |

## Check Out the iTunes Store!

American teens like to listen to music. They usually listen to music on their MP3 players and spend 30 minutes a day **downloading** songs. Where do they download songs from? From the iTunes Store. This store is the number one music store in the U.S., and it's all on the Internet. And it's not only popular in the U.S. People from many countries now buy and download songs from this store.



The iTunes Store is amazing. It has more than six **million** songs – from rock to classical to rap to country. And it also **sells** TV shows, movies, iPod games, and **audio books**. How much are songs? One song is usually \$0.99 and an **album** is about \$9.99. TV shows are around \$1.99, and you can **rent** a new movie for \$3.99.



You don't need to go to a music store or a bookstore. Check out the iTunes Store. It's really **convenient** . . . and it's fun.

**Go** to page 12 for the Vocabulary Practice.

**B**  Read the article slowly. Check your answers in Part A.

**C** Answer the questions.

1. Do American teens like to listen to music? Yes, they do.
2. Do American teens usually spend 30 minutes a day downloading songs?  
\_\_\_\_\_
3. How many songs does iTunes have? \_\_\_\_\_
4. How much is one song? \_\_\_\_\_
5. How much are new movies? \_\_\_\_\_

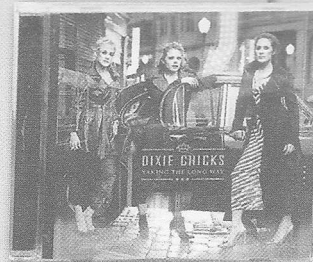
# I always listen to country.

## Listen



**A**  Yuki and Carlos talk about music. Listen and answer the questions.

1. Does Carlos often go to music stores? No, he doesn't.
2. Does Yuki have an MP3 player? \_\_\_\_\_
3. Does Carlos like to listen to country music? \_\_\_\_\_
4. Does Yuki like to listen to country music? \_\_\_\_\_
5. Does Yuki often go to music stores on Mondays? \_\_\_\_\_



**B** What do you think? Write *I agree*, *I disagree*, or *I'm not sure*.

1. It's fun to listen to music on MP3 players. \_\_\_\_\_
2. Downloading music online is easy. \_\_\_\_\_
3. Music stores (not online) are convenient. \_\_\_\_\_
4. Country music is cool. \_\_\_\_\_
5. Rock music is exciting. \_\_\_\_\_






## Your turn

## Write

**A** Think about your musical habits. Answer the questions.

1. What kind of music do you like? \_\_\_\_\_
2. Do you usually listen to CDs? \_\_\_\_\_
3. Do you listen to music online? \_\_\_\_\_
4. Do you have an MP3 player? \_\_\_\_\_
5. How much time do you usually spend downloading songs?  
\_\_\_\_\_

**B** Write about your musical habits. Use the answers in Part A to help you.

I like \_\_\_\_\_ music a lot, and I like \_\_\_\_\_ music, too.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Language chart review

**her / him / it / them**She's cool. I like **her**.He's a pop singer. I like **him** a lot.Jazz is boring. I don't like **it**.These CDs are great. I like **them**.**like / don't like + to (verb)**I **like to hang out** with friends.I **don't like to stay** home.**A Read these sentences. Then write sentences with like or don't like.**

1. My new neighbors are great!

I like them.

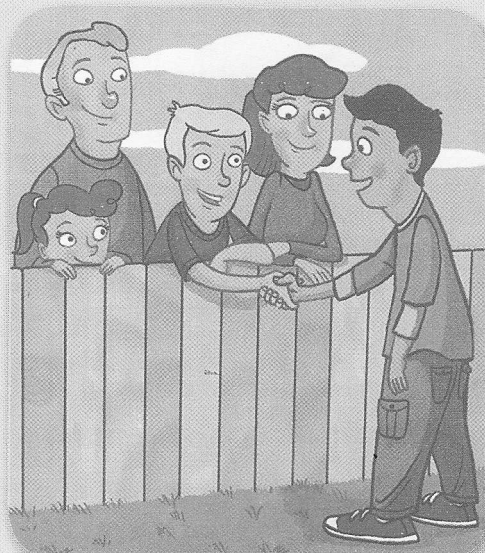
2. That book is boring.

3. She's my best friend.

4. My baby brother is really cute.

5. Snakes are dangerous.

6. I think rock is cool.

**B Josh writes an e-mail message to you. Read Josh's message.**

Then complete your message to him. Tell him about your free-time activities.

Hi!

My name's Josh. Here are some of the things I like to do: listen to music, go camping, spend time with my family, and play the piano.

But I don't dance. I don't play basketball or soccer. I'm musical, but I'm not athletic! How about you? What are your interests?

Your friend,  
Josh

Dear Josh,

Hi! My name's \_\_\_\_\_.

Here are some of the things I like to do:

Here are some of the things I don't like to do:

Please write again soon.

Your friend, \_\_\_\_\_

# Language chart review

## How much is / are ... ?

How much is this DVD?

It's \$29.99.

How much are those boots?

They're \$60.00.

## Adverbs of frequency

100% I **always** get good grades.

I **usually** get up early.

**Sometimes** I / I **sometimes** hang out with friends.

I **hardly ever** go to bed early.

0% I **never** stay home on Friday night.

**C** Complete the questions with *How much is* or *How much are*.  
Then look at the photos, and answer the questions.



1. Q: *How much are* \_\_\_\_\_ those puzzles?

A: *They're six ninety-five each.*

2. Q: \_\_\_\_\_ the skateboard?

A: \_\_\_\_\_

3. Q: \_\_\_\_\_ that science kit?

A: \_\_\_\_\_

4. Q: \_\_\_\_\_ those cameras?

A: \_\_\_\_\_

**D** How often does Sam do these things? Look at his schedule. Then write sentences with *always, usually, sometimes, hardly ever, or never*.

WEEKLY SCHEDULE							
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
P.M. <i>Sleep late</i> <i>Practice piano</i> <i>Do homework</i>	A.M. <i>Practice piano</i> P.M. <i>Do homework</i>	P.M. <i>Do homework</i>	A.M. <i>Practice piano</i> P.M. <i>Do homework</i>	A.M. <i>Practice piano</i> P.M. <i>Do homework</i>	A.M. <i>Practice piano</i> P.M. <i>Do homework</i>	P.M. <i>Sleep late</i> <i>Do homework</i>	

1. (do homework at night)

*I always do my homework at night.*

2. (sleep late)

\_\_\_\_\_

3. (practice the piano in the morning)

\_\_\_\_\_

4. (practice the piano in the afternoon)

\_\_\_\_\_

5. (go bowling)

\_\_\_\_\_

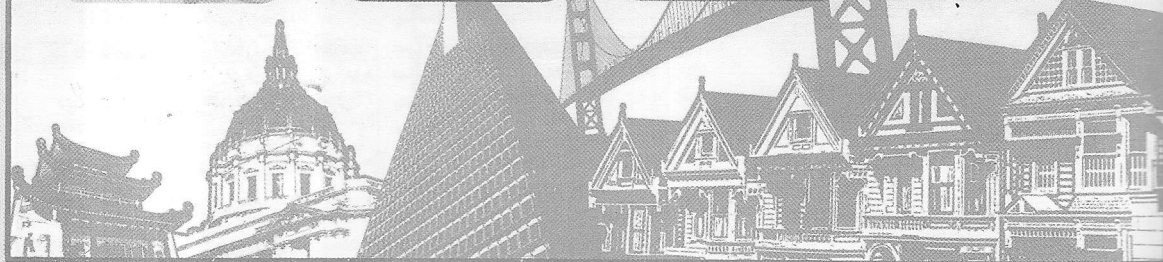
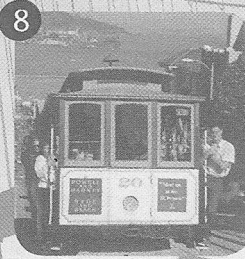
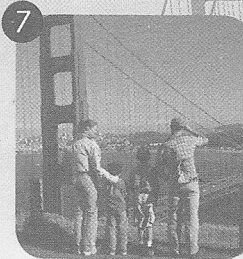
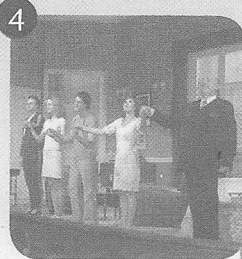
**Go** to page 129  
for the  
Theme Project.

# In San Francisco

## 1 Vocabulary

**A** Claudia and her family are on vacation in San Francisco.  
What do they do there? Match the photos to the correct activities.  
Then listen and practice.

## Visit San Francisco



In San Francisco, they ...

- |                                         |                                         |                                           |                                                      |
|-----------------------------------------|-----------------------------------------|-------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> buy souvenirs  | <input type="checkbox"/> ride a trolley | <input type="checkbox"/> take a boat ride | <input checked="" type="checkbox"/> 1 visit a museum |
| <input type="checkbox"/> go sightseeing | <input type="checkbox"/> see a show     | <input type="checkbox"/> take pictures    | <input type="checkbox"/> walk in the park            |

**B** What can people do in your town or city? Write the activities.  
Use Part A or your own ideas.

- |                             |          |
|-----------------------------|----------|
| 1. <u>Take a boat ride.</u> | 4. _____ |
| 2. _____                    | 5. _____ |
| 3. _____                    | 6. _____ |

## 2 Language focus

### Present continuous: affirmative statements

I'm **videotaping** our trip.  
She's **taking** pictures.  
We're **visiting** Fisherman's Wharf.  
You're **skateboarding**.  
They're **buying** souvenirs.

*buying = buy + ing*  
*taking = take + ing*

### A Claudia is videotaping her trip to San Francisco. Listen and practice.

Today is our first day in San Francisco. I'm videotaping our trip. Right now, we're visiting Fisherman's Wharf. Let's see . . . There are Mom and Dad. They're buying souvenirs. My cousin, Ruben, is eating lunch over there. My brother, Oscar, is taking pictures with his new camera. And now you see me. You can do so much in San Francisco. It's a great city!



### B Everybody's doing different things now. Write the sentences with the correct forms of the verbs. Then listen and check.

1. (Ruben / go sightseeing) He's going sightseeing.
2. (Mom and Dad / see a show) \_\_\_\_\_
3. (Oscar / take pictures) \_\_\_\_\_
4. (Oscar and I / take a boat ride) \_\_\_\_\_

## 3 Speaking

### A Work with two classmates. Imagine you are on vacation right now. Where are you? What are you doing?

**You** I'm in San Francisco. I'm visiting a museum.

**Classmate 1** I'm at the beach. I'm swimming.

**Classmate 2** I'm in Puerto Rico. I'm taking pictures.


### B Tell the class about your classmates.

**You** Mario is at the beach. He's swimming.

Tori is in Puerto Rico. She's taking pictures.

## At the park






## 1 Vocabulary

 **A** Ms. Nolan and Mr. Brown take their students to the park. Match the rules in the box to the correct signs in the picture. Then listen and practice.

- |                           |                          |                                 |
|---------------------------|--------------------------|---------------------------------|
| 1 Eat in the picnic area. | 3 Stand in line.         | 5 Throw trash in the trash can. |
| 2 Sit down in the boat.   | 4 Stay on the bike path. | 6 Wait for the green light.     |



**B** Look at Part A again. Read the sentences and check (✓) T (true) or F (false).

- |                                                                                        |                                               |                                     |                          |
|----------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------|--------------------------|
| 1.  | They're waiting for the green light.          | T                                   | F                        |
| 2.  | Molly and Peter are staying on the bike path. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3.  | The girls are eating in the picnic area.      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4.  | Dan is standing in line.                      | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5.  | He's throwing trash in the trash can.         | <input type="checkbox"/>            | <input type="checkbox"/> |

## 2 Language focus

### Present continuous: negative statements

I'm **not paying** attention.  
You **aren't standing** in line.  
He **isn't standing** in line.  
We **aren't following** the rules.  
They **aren't staying** on the bike path.

aren't = are not    isn't = is not

- A** The students aren't following the rules.  
Listen and practice.

**Ms. Nolan** Oh, no. The students aren't following the rules! Look at Dan. He isn't standing in line.

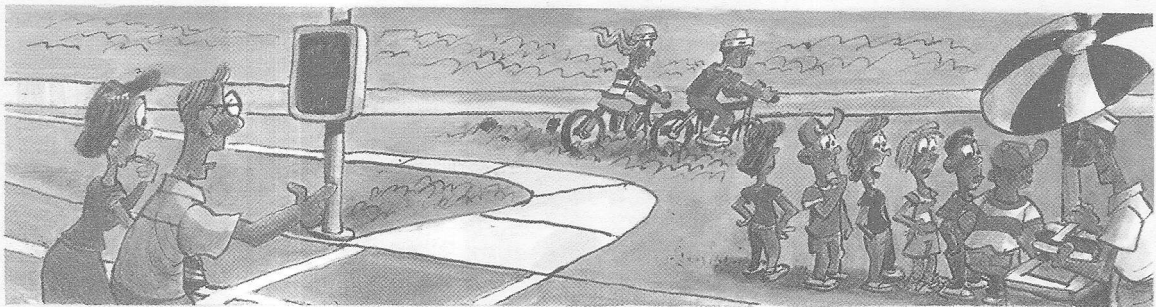
**Mr. Brown** Hey, Dan! You aren't standing in line!

**Ms. Nolan** And look at Molly and Peter. They aren't staying on the bike path.







**Mr. Brown** Molly! Peter! Please stay on the bike path.

**Ms. Nolan** Oh, no, wait! It's a red light. I'm not paying attention.

**Mr. Brown** You're right. Now *we* aren't following the rules!



- B** Look at the picture in Exercise 1A again. What are the students doing wrong?  
Complete the sentences. Then listen and check.

- |                                                                                       |                                      |                                                                                         |
|---------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------|
| 1  | 1. Dan <u>isn't standing in line</u> | 2  |
|                                                                                       | 2. Molly and Peter _____             |                                                                                         |
| 3  | 3. Fred _____                        | 4  |
|                                                                                       | 4. Brad and Jeff _____               |                                                                                         |
| 5  | 5. Lisa _____                        | 6  |
|                                                                                       | 6. Nan _____                         |                                                                                         |

## 3 Listening

- Now what are the students doing wrong? Listen and match the two parts of each sentence.**

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. Nan and Lisa aren't <u>b</u> | a. sitting down in the boat.        |
| 2. Jeff isn't _____             | b. eating in the picnic area.       |
| 3. Dan and Fred aren't _____    | c. standing in line.                |
| 4. Brad isn't _____             | d. staying on the bike path.        |
| 5. Molly isn't _____            | e. throwing trash in the trash can. |

## 1 Language check

### A Write the present continuous form of the verbs.

- |                       |                |               |
|-----------------------|----------------|---------------|
| 1. sit <u>sitting</u> | 4. throw _____ | 7. ride _____ |
| 2. skate _____        | 5. pay _____   | 8. swim _____ |
| 3. wait _____         | 6. stay _____  | 9. go _____   |

### B Helena and her family are on vacation in New York City. Complete Helena's postcard to her friend Jane.

Dear Jane,

Hello from New York City. Right now, my sister Hannah and I are in Central Park. I \_\_\_\_\_ ('m / is) writing to my friends. Hannah \_\_\_\_\_ (is / are) taking pictures with her new camera. Dad and my brother Marcos \_\_\_\_\_ (isn't / aren't) at the park. They \_\_\_\_\_ (is / 're) visiting a museum. Mom \_\_\_\_\_ (isn't / aren't) visiting the museum. She \_\_\_\_\_ ('s / are) buying souvenirs for our friends at home. New York is a great city! We \_\_\_\_\_ (is / 're) having a lot of fun here. See you soon!  
Helena



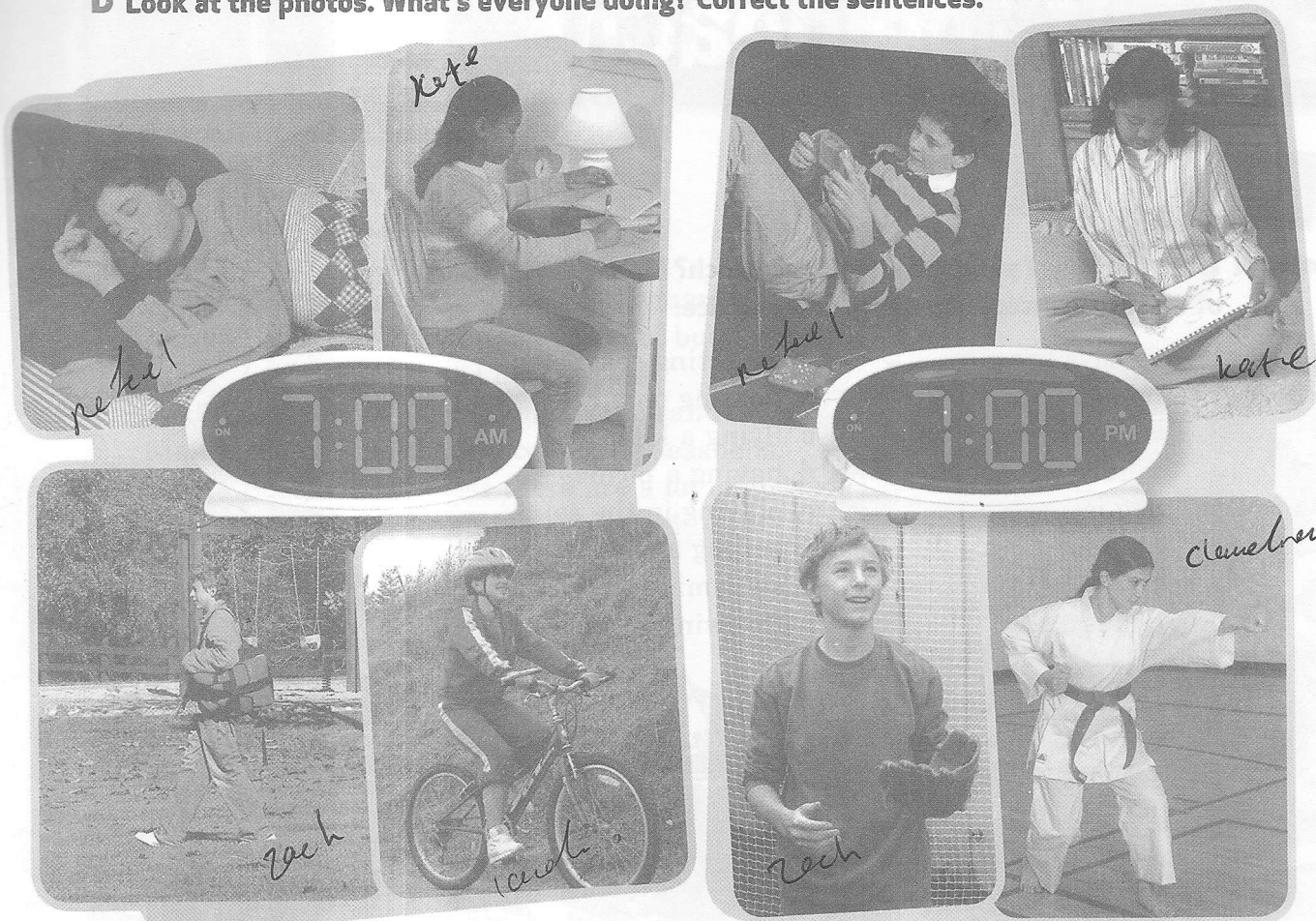
Jane Brown  
123 Front Street  
Miami, FL 33123

### C Use the cues to write sentences: ✓ = yes, X = no.

- Joe / wait for the green light (✓)  
Joe is waiting for the green light.
- Alicia / sit down in the boat (X)  
\_\_\_\_\_
- Dmitri / stand in line (X)  
\_\_\_\_\_
- Ginny / eat in the picnic area (✓)  
\_\_\_\_\_
- Laura / stay on the bike path (X)  
\_\_\_\_\_
- Tony / throw trash in the trash can (X)  
\_\_\_\_\_



**D** Look at the photos. What's everyone doing? Correct the sentences.



**7:00 a.m.**

1. Kate's reading a book. She isn't reading a book. She's doing her homework.
2. Rafael's taking a boat ride. \_\_\_\_\_
3. Claudia's visiting a museum. \_\_\_\_\_
4. Zach's watching a video. \_\_\_\_\_

**7:00 p.m.**

5. Rafael's walking in the park. \_\_\_\_\_
6. Zach's taking pictures. \_\_\_\_\_
7. Kate's standing in line. \_\_\_\_\_
8. Claudia's eating lunch. \_\_\_\_\_

## 2 Listening

Kate is busy today. Where is she? Listen and number the sentences from 1 to 4.

She's in the park. \_\_\_\_\_ She's at the movie theater. \_\_\_\_\_

She's in a store. \_\_\_\_\_ She's in school. \_\_\_\_\_

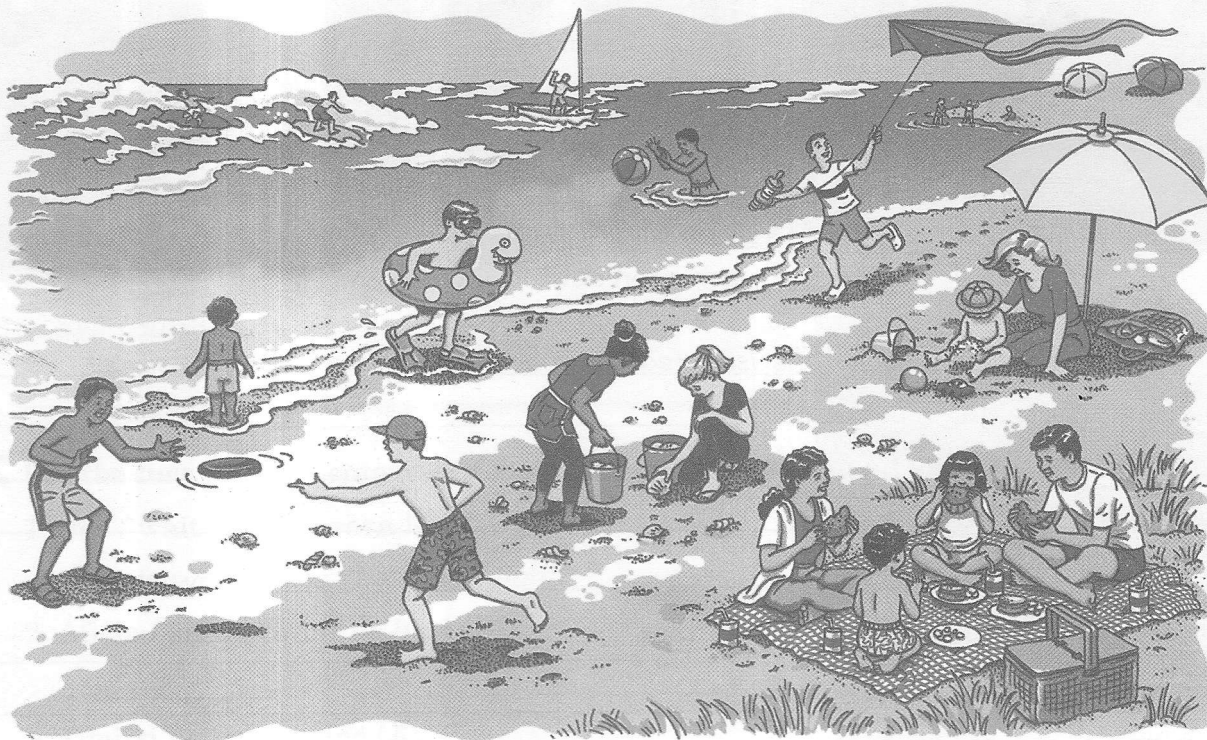
**Go** to page 118  
for the  
Game.

## At the beach

## 1 Vocabulary

**A** What are these people doing at the beach? Match the two parts of each sentence. Then listen and practice.

- |                          |                           |
|--------------------------|---------------------------|
| 1. Two boys are <u>h</u> | a. collecting seashells.  |
| 2. A baby is _____       | b. floating on a raft.    |
| 3. Two girls are _____   | c. flying a kite.         |
| 4. A family is _____     | d. having a picnic.       |
| 5. A dog is _____        | e. playing in the sand.   |
| 6. A man is _____        | f. sailing a boat.        |
| 7. A boy is _____        | g. swimming in the ocean. |
| 8. A girl is _____       | h. throwing a Frisbee.    |



**B** What do you do at the beach? Write sentences about two things you do and two things you don't do.

Things I do at the beach

I swim in the ocean.

Things I don't do at the beach

I don't collect seashells.

## 2 Language focus

Present continuous:  
Yes / No questions

Is she **playing** in the sand?

Yes, she **is**.

No, she **isn't**.

Are they **throwing** a Frisbee?

Yes, they **are**.

No, they **aren't**.



**A** Marty and Ella look for each other at the beach. Listen and practice.

**Ella** Hi, Marty. It's Ella. I'm at the beach. Where are you?

**Marty** Hi, Ella. I'm at the beach, too.

**Ella** Really? I'm sitting near a lifeguard chair.

**Marty** Hmm. Me, too. I don't see you, but I see a little girl in a red bathing suit.

**Ella** Me, too. Is she playing in the sand?

**Marty** No, she isn't. She's collecting seashells.

**Ella** Seashells? I guess there are a lot of girls in red bathing suits here today!

**B** Complete the rest of the conversation. Listen and check. Then practice.

**Ella** OK, are you sitting near two boys?

**Marty** Yes, I am.

**Ella** \_\_\_\_\_ they \_\_\_\_\_ a Frisbee?

**Marty** No, they \_\_\_\_\_. They're eating lunch on the beach.

**Ella** Hmm. \_\_\_\_\_ a boy \_\_\_\_\_ a kite?

**Marty** Um, no. Do you see two girls near the ocean?

**Ella** Yes, I do.

**Marty** \_\_\_\_\_ they \_\_\_\_\_ seashells?

**Ella** \_\_\_\_\_, they aren't. They're having a picnic. Hey! \_\_\_\_\_ we talking about the same beach?

## 3 Listening

Lee calls Hannah from the beach. Are these sentences true or false? Listen and check (✓) T (true) or F (false).

	T	F
1. Naomi is swimming in the ocean.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Tom and Ken are playing ball.	<input type="checkbox"/>	<input type="checkbox"/>
3. Dave is sailing a boat.	<input type="checkbox"/>	<input type="checkbox"/>
4. Megan is floating on a raft.	<input type="checkbox"/>	<input type="checkbox"/>
5. Lee is taking a boat ride.	<input type="checkbox"/>	<input type="checkbox"/>
6. Hannah is doing homework now.	<input type="checkbox"/>	<input type="checkbox"/>

## 1 Vocabulary

**A** Ana, Clara, Rafael, Zach, and Tommy are at the store.  
Listen and practice.



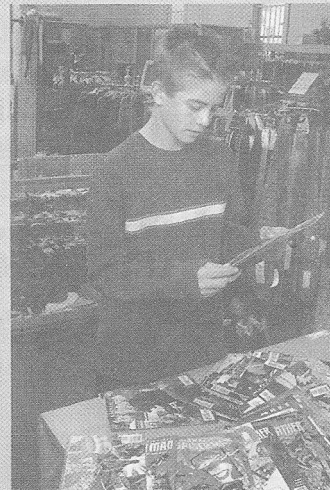
1. Ana and Clara are shopping for jewelry.



2. Rafael is trying on a jacket.



3. Zach is paying for a baseball glove.

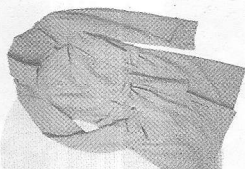


4. Tommy is looking at comic books.

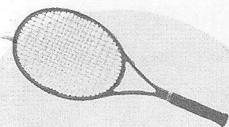
**B** Look at the items for sale at the store. Listen and practice.



1. a bracelet



2. a coat



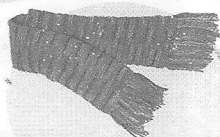
3. a tennis racket



4. a surfboard



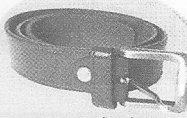
5. a ring



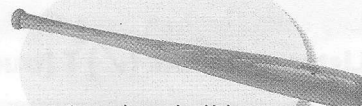
6. a scarf



7. a necklace



8. a belt



9. a baseball bat

**C** Write the name of each item from Part B in the correct column.

Jewelry	Clothes	Sports equipment
bracelet		

## 2 Language focus

**A** Ana sees Zach at the store.  
Listen and practice.

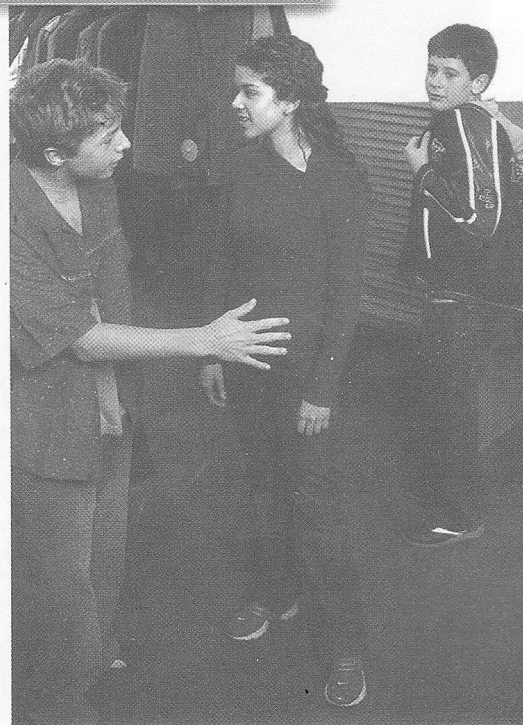
**Zach** Hi, Ana. What are you doing?  
**Ana** I'm here with Clara. We're shopping for jewelry. How about you?  
**Zach** Oh, I'm just looking at everything here.  
**Ana** Rafael and Tommy are here, too.  
**Zach** Really? What are they doing?  
**Ana** Well, Tommy's looking at comic books, and Rafael's trying on clothes.  
**Zach** Oh. What's he trying on?  
**Ana** He's trying on a jacket. It's red and black. It's really cool.  
**Zach** I have a red and black jacket, too. Hey, Rafael! That's my jacket!

**Present continuous:**  
**What questions**

**What are you doing?**  
I'm looking at everything.  
**What are you doing?**  
We're shopping for jewelry.  
**What's he trying on?**  
He's trying on a jacket.  
**What are they doing?**  
They're looking at comic books.

**B** The friends continue to shop. Write questions.  
Listen and check. Then practice.

- Tommy** What's Ana trying on? (Ana / try on)  
**Rafael** She's trying on a bracelet.
- Rafael** \_\_\_\_\_ (you / look at)  
**Ana** We're looking at some jewelry.
- Ana** \_\_\_\_\_ (you / do)  
**Zach** I'm shopping for a surfboard.
- Clara** \_\_\_\_\_ (Rafael / pay for)  
**Tommy** He's paying for a belt.
- Zach** \_\_\_\_\_ (Ana and Clara / try on)  
**Tommy** They're trying on some clothes.



## 3 Pronunciation Stress

**Listen.** Notice the stress. Then listen again and practice.

**What are you doing?**

**What's he trying on?**

**What are you looking for?**

**What's she buying?**

## 4 Speaking

**Work with a classmate.** Name two of your family members. Then ask and answer questions about what they are doing now. Use the correct stress in the questions.

I have a sister.

What's she doing now?

She's studying.

# Get Connected

## UNIT 5

### Read

**A** Read the letter quickly. Are these statements true or false? Write *True* or *False*.

1. It's Paulo's third trip to Japan. \_\_\_\_\_
2. Okayama is a really beautiful city. \_\_\_\_\_
3. The apples in Okayama are delicious. \_\_\_\_\_

### Our Trip So Far

Dear Rodrigo,

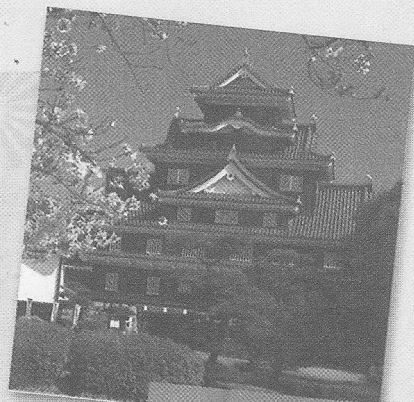
Today is my family's third day in Japan, and we're really enjoying our trip. Right now, I'm sitting in a park and writing about our trip so far. Today, we're in Okayama. There are many interesting things here - museums, a **castle**, parks, shops, and restaurants. It's a really beautiful city.

We're near the castle right now. My mother is looking at everything and taking pictures. Oh, and my father's buying souvenirs - some postcards and some books. My sister's with him. She's standing in line, but she isn't buying souvenirs. She's buying **tickets** for a show tonight - a **traditional Japanese play**. Cool!

In the shop next to me, people are buying Momotaro ("Peach Boy") dolls. Momotaro is an important boy in some old Japanese stories. He's from Okayama. And the peaches in Okayama are famous. They're *delicious*. I'm eating one now. Talk to you later!

Bye-bye,

Paulo



**Go** to page 12  
for the  
**Vocabulary  
Practice.**

**B**  Read the letter slowly. Check your answers in Part A.

**C** Answer the questions.

1. Is Paulo's family enjoying their trip? \_\_\_\_\_
2. What's Paulo doing? \_\_\_\_\_
3. Is his mother taking pictures? \_\_\_\_\_
4. Is his father buying tickets for a play? \_\_\_\_\_
5. What's his sister doing? \_\_\_\_\_

# I'm really bored.

## Listen

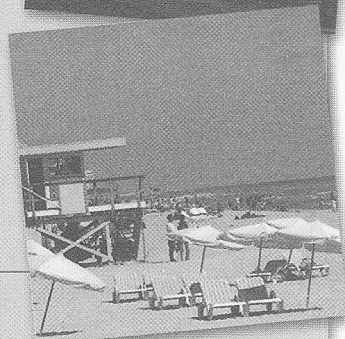
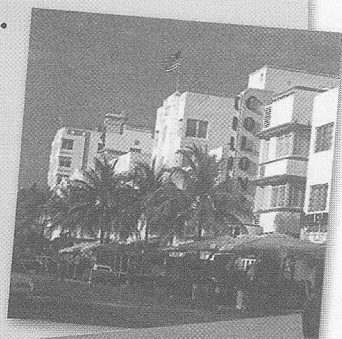


**A**  Luisa and Matt talk about a vacation. Listen and answer the questions.

1. Is Matt enjoying the trip? No, he isn't.
2. What's Matt doing? \_\_\_\_\_
3. Is Matt's father collecting seashells? \_\_\_\_\_
4. Is Timmy swimming in the ocean? \_\_\_\_\_
5. What are Matt's mom and sister buying? \_\_\_\_\_
6. What are Matt's grandparents doing? \_\_\_\_\_

**B** What do you think? Answer the questions.

1. Do you think family trips are fun? \_\_\_\_\_
2. Do you think a beach trip is exciting? \_\_\_\_\_
3. Do you think traditional shows are interesting? \_\_\_\_\_
4. Do you think souvenirs are fun gifts? \_\_\_\_\_



## Your turn

## Write



**A** Imagine you and your family are sightseeing on a trip. Answer the questions.

1. Where are you? \_\_\_\_\_
2. What's the place like? \_\_\_\_\_
3. Where are you sitting and writing the postcard? \_\_\_\_\_
4. What are your family members doing? \_\_\_\_\_
5. Are you and your family enjoying the trip? \_\_\_\_\_

**B** Write a postcard to your friend about your trip. Use the answers in Part A to help you.

---

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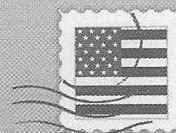
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## Language chart review

## Present continuous statements

## Affirmative

I'm **buying** a bracelet.  
 You're **standing** in line.  
 She's **walking** in the park.  
 We're **having** a picnic.  
 They're **visiting** a museum.

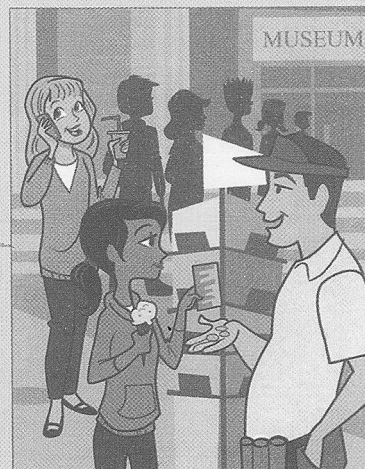
## Negative

I'm **not looking at** souvenirs.  
 You **aren't eating** lunch.  
 She **isn't sleeping**.  
 We **aren't sitting** at the beach.  
 They **aren't taking** a boat ride.

**A Complete the stories. Be sure to use the correct forms of the verbs and verb phrases.**

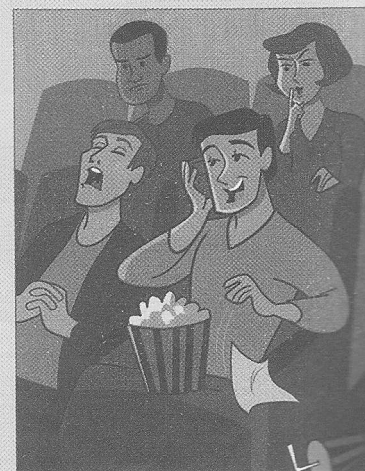
## Story 1

Hi! I'm Rachel. I'm not going to school (I / not / go to school) today. \_\_\_\_\_ (I / hang out) with my friend, Lissa, today. \_\_\_\_\_ (we / go sightseeing) in the city. Right now, \_\_\_\_\_ (we / visit) a museum. \_\_\_\_\_ (Lissa / buy) souvenirs, and \_\_\_\_\_ (I / stand) in line. I'm really thirsty, so \_\_\_\_\_ (I / have) a soda. \_\_\_\_\_ (Lissa / eat) an ice-cream cone while we wait to go into the museum.



## Story 2

Some people \_\_\_\_\_ (see) a show, but one man \_\_\_\_\_ (not / listen) to the actors. He \_\_\_\_\_ (not / follow) the theater's rules. He \_\_\_\_\_ (not / throw) his trash in the trash can. Another man \_\_\_\_\_ (not / watch) the show. He's asleep!



# Language chart review

## Present continuous Yes / No and What questions

Are you **listening** to music?

Yes, I am. / No, I'm not.

What are you **listening to**?

I'm **listening to** my new CD.

Is he **walking** in the park?

Yes, he is. / No, he isn't.

What's he **doing**?

He's **walking in** the park.

Are they **trying on** clothes?

Yes, they are. / No, they aren't.

What are they **trying on**?

They're **trying on** coats.

## B Look again at Part A. Write questions and answers.

1. Rachel and Lissa / visit a museum today

Q: Are Rachel and Lissa visiting a museum today?

A: Yes, they are.

2. Lissa / stand in line

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. Rachel / wear jeans

Q: \_\_\_\_\_

A: \_\_\_\_\_

4. the people / see a show

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. the man / talk on the phone

Q: \_\_\_\_\_

A: \_\_\_\_\_

## C Write questions to complete the conversations.

1. A What are your friends doing?

B My friends? They're throwing a Frisbee in the yard.

2. A \_\_\_\_\_

B No, we aren't eating. We're doing homework.

3. A \_\_\_\_\_

B He's wearing jeans.

4. A \_\_\_\_\_

B My mom's painting the kitchen.

5. A \_\_\_\_\_

B I'm eating a sandwich. I'm hungry!

6. A \_\_\_\_\_

B They're listening to rock music.

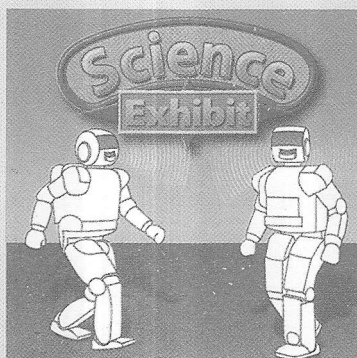
**Go** to page 130  
for the  
Theme Project.

# Where are you going?

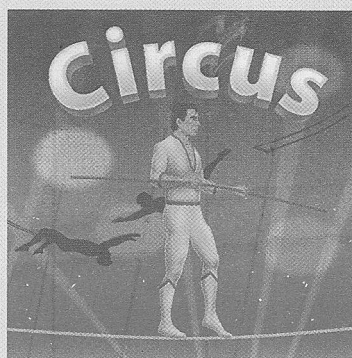
## 1 Vocabulary

**A** Look at these events. Complete the sentences with the words in the box. Then listen and practice.

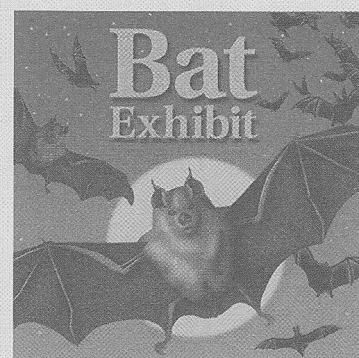
- |                                                    |                                              |                                          |
|----------------------------------------------------|----------------------------------------------|------------------------------------------|
| <input checked="" type="checkbox"/> amazing robots | <input type="checkbox"/> fascinating animals | <input type="checkbox"/> popular movies  |
| <input type="checkbox"/> awesome musicians         | <input type="checkbox"/> incredible teams    | <input type="checkbox"/> thrilling shows |



1. Amazing robots walk and talk!



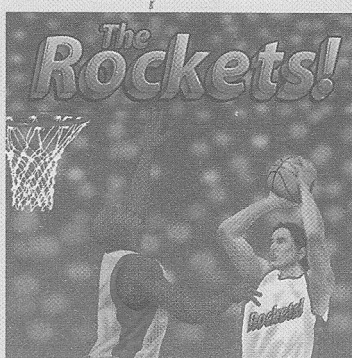
2. These \_\_\_\_\_ are fun for children and adults!



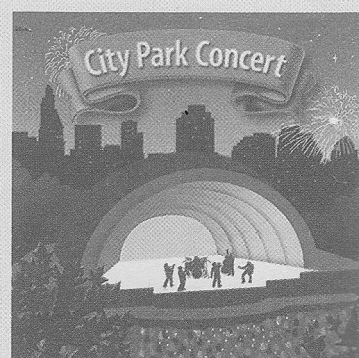
3. Learn about these \_\_\_\_\_



4. See six \_\_\_\_\_ for only \$18.00.



5. Two \_\_\_\_\_ play on Saturday.



6. \_\_\_\_\_ play rock and country music!

**B** Complete the sentences with your opinions. Then tell a classmate.

- Roberto Carlos is an incredible athlete.
- \_\_\_\_\_ is a thrilling movie.
- \_\_\_\_\_ are amazing animals.
- \_\_\_\_\_ is an awesome singer.
- \_\_\_\_\_ is a fascinating class.
- \_\_\_\_\_ is a popular song.

Roberto Carlos is an incredible athlete.

## 2 Language focus

**A** Claudia and her little brother, Oscar, meet Rafael. They talk about where they're going. Listen and practice.

**Rafael** Claudia! Oscar!

**Claudia** Rafael? What a surprise!  
Where are you going?

**Rafael** I'm going to the basketball game. I want to see the Rockets. They're an incredible team!

**Claudia** Yeah, I know! They're awesome!

**Rafael** How about you two? Where are you going?

**Claudia** We're going to the Nature Center.

**Oscar** There's a bat exhibit today!

**Rafael** Really? Do you like bats?

**Claudia** I hate bats, but Oscar thinks they're fascinating.

**Where + (be) ... going?**

**Where are you going?**

**I'm going** to the basketball game.

**We're going** to the Nature Center.



**B** Where are these people going? Write questions and answers. Listen and check. Then practice.

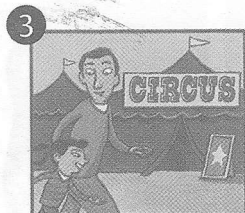


1. Q: *Where's he going?*

A: *He's going to the movies.*

2. Q: \_\_\_\_\_

A: \_\_\_\_\_



3. Q: \_\_\_\_\_

A: \_\_\_\_\_

4. Q: \_\_\_\_\_

A: \_\_\_\_\_

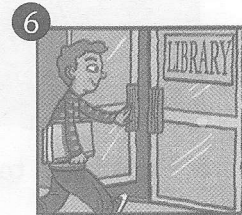
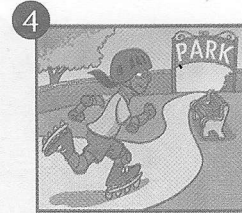


5. Q: \_\_\_\_\_

A: \_\_\_\_\_

6. Q: \_\_\_\_\_

A: \_\_\_\_\_



## 3 Listening

**Where are these people going? Listen and check (✓) the correct information.**

- |            |                                         |                                               |
|------------|-----------------------------------------|-----------------------------------------------|
| 1. Joanne  | <input type="checkbox"/> to a concert   | <input type="checkbox"/> to her piano lesson. |
| 2. Jerome  | <input type="checkbox"/> home           | <input type="checkbox"/> to soccer practice   |
| 3. Cynthia | <input type="checkbox"/> to the library | <input type="checkbox"/> to Sarah's house     |
| 4. Ruben   | <input type="checkbox"/> to the circus  | <input type="checkbox"/> to the beach         |

# Birthday parties

## 1 Vocabulary

**A** What do these people like to do on their birthdays?  
Complete the sentences with the verb phrases in the box.  
Then listen and practice.

- |                                                    |                                          |                                           |                                        |
|----------------------------------------------------|------------------------------------------|-------------------------------------------|----------------------------------------|
| <input type="checkbox"/> celebrate at a restaurant | <input type="checkbox"/> have a barbecue | <input type="checkbox"/> play cards       | <input type="checkbox"/> relax at home |
| <input checked="" type="checkbox"/> eat cake       | <input type="checkbox"/> open presents   | <input type="checkbox"/> play party games | <input type="checkbox"/> sing songs    |



1. Sarah likes to  
eat cake



2. Tim likes to  
\_\_\_\_\_



3. Diana likes to  
\_\_\_\_\_



4. Greg likes to  
\_\_\_\_\_



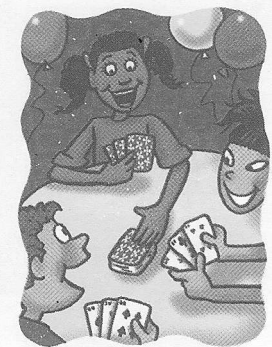
5. Paul likes to  
\_\_\_\_\_



6. Jack likes to  
\_\_\_\_\_



7. Rita likes to  
\_\_\_\_\_



8. Hilary likes to  
\_\_\_\_\_

**B** Work with two classmates. Talk about what you like to do on your birthdays.

**You** What do you like to do on your birthday, Nellie?

**Classmate 1** I like to open my presents! How about you?

**Classmate 2** I like to ...

## 2 Language focus

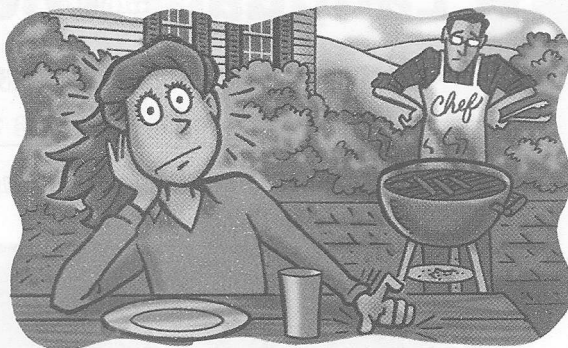
### Simple present vs. present continuous

My mom **usually cooks**.

My dad **is cooking** hot dogs now.

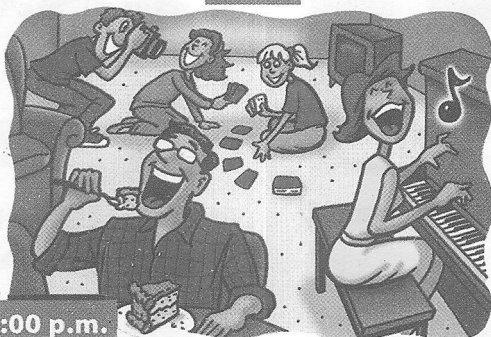
We usually eat in the kitchen, but not today. My mom usually cooks. But my dad is cooking hot dogs now. He always cooks on my birthday.

We usually eat at 6:00. But it's 7:30 now, and we're still waiting for our dinner. My dad is a good cook. But he's very slow!



- B Rita's family is relaxing after the barbecue. What are they doing now? What do they usually do after dinner? Write sentences. Then listen and check.**

**NOW**



8:00 p.m.

**USUALLY**



8:00 p.m.

1. Rita is playing cards . She usually practices the violin.
2. Mr. Cookson \_\_\_\_\_ . \_\_\_\_\_
3. Mrs. Cookson \_\_\_\_\_ . \_\_\_\_\_
4. Peter \_\_\_\_\_ . \_\_\_\_\_
5. Lucy \_\_\_\_\_ . \_\_\_\_\_

## 3 Listening

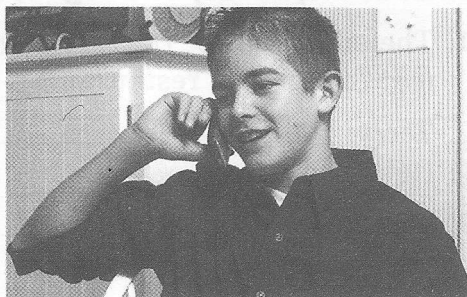
- Tommy's aunt calls on his birthday. Does Tommy talk about what people in his family usually do or about what they are doing now? Listen and check (✓) the correct column.**

1. Tommy's brother
2. Tommy's little sister
3. Tommy's mother
4. Tommy's father

**Usually**

☐
☐
☐
☐

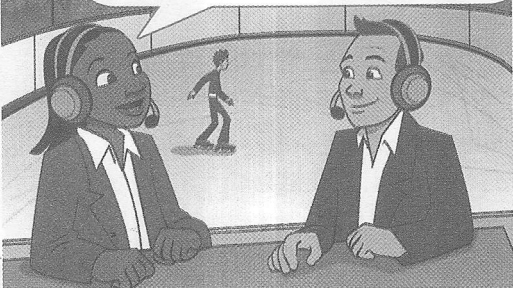
**Now**

☐
☐
☐
☐


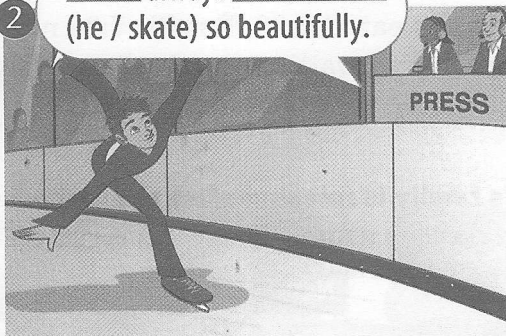
## 1 Language check

**A** The sports announcers are at an ice-skating event. Complete their sentences with the correct forms of the verbs.

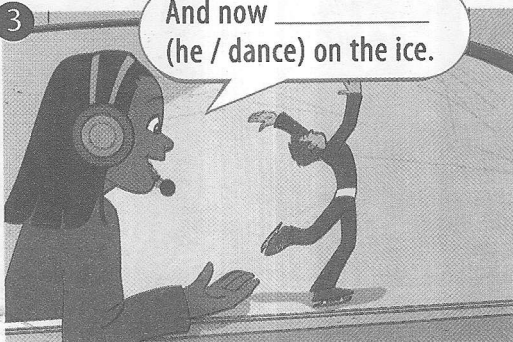
1 Look! Here's Terry. He's skating  
(he / skate) across the rink.




2 \_\_\_\_\_ always \_\_\_\_\_  
(he / skate) so beautifully.



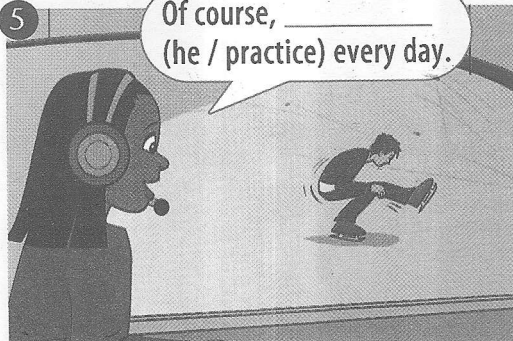
3 And now \_\_\_\_\_  
(he / dance) on the ice.



4 Oh! Look! \_\_\_\_\_  
(he / jump)! Amazing!



5 Of course, \_\_\_\_\_  
(he / practice) every day.



6 OK. Now \_\_\_\_\_  
(he / wait) for his scores.




**B** The competition is finished. What are these people doing now?  
What do they usually do at night? Write sentences.

1. The announcers: They're eating dinner at a restaurant. They usually stay home.  
(eat dinner at a restaurant) (stay home)
2. Terry: \_\_\_\_\_  
(talk to fans) (watch TV)
3. Diana, the coach: \_\_\_\_\_  
(sleep) (read sports magazines)

## C Choose the correct words to complete the conversations.

1. **Jack** Hi, Sarah. Where (What / Where) are you?  
**Sarah** \_\_\_\_\_ (I'm / She's) on the bus.  
**Jack** On the bus? Where \_\_\_\_\_ (is / are) you going?  
**Sarah** I'm with Joanna. \_\_\_\_\_ (He's / We're) going to the mall.  
**Jack** But today's Monday. What about school?  
**Sarah** Well, we usually \_\_\_\_\_ (go / are going) to school on Monday, but today's a holiday.  
**Jack** Oh, yeah, that's right. Well, have fun!
2. **Greg** Hi, Paul. Where \_\_\_\_\_ (are / is) you going today?  
**Paul** \_\_\_\_\_ (I'm / She's) going to the park  
**Greg** Really? You usually \_\_\_\_\_ (work / is working) on Saturday.  
**Paul** I know, but there's a concert today.  
**Greg** Cool! Well, have a good time.  
**Paul** Thanks. Oh . . . the concert \_\_\_\_\_ (starts / is starting) now.  
 Talk to you later.

## 2 Listening

-  **Mariah is talking about her birthday party. What does she usually do? What's she doing now? Listen and check (✓) Usually or Now.**



1. have a party at home
2. celebrate at a restaurant
3. eat cake at a restaurant
4. relax at home
5. have a barbecue
6. sing songs

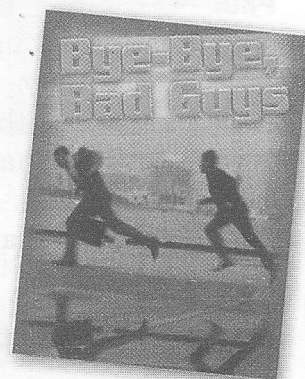
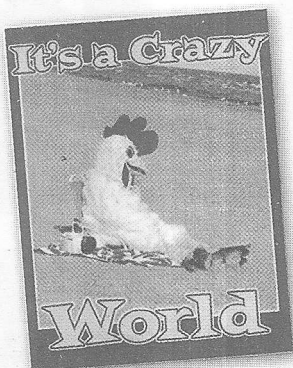
Usually	Now
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**Go** to page 119  
for the  
Game.

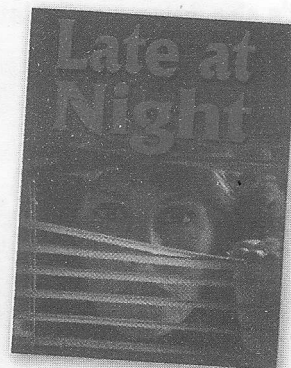
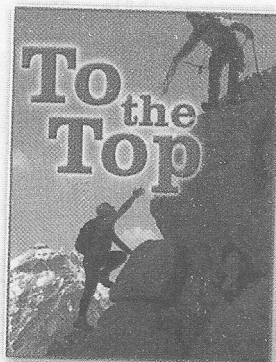
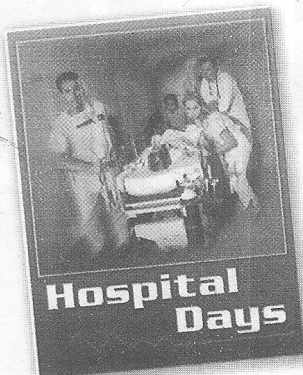
## 1 Vocabulary

**A** Label the movies with the words in the box.  
Then listen and practice.

- |                                            |                                              |                                         |
|--------------------------------------------|----------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> an action movie   | <input checked="" type="checkbox"/> a comedy | <input type="checkbox"/> a drama        |
| <input type="checkbox"/> an animated movie | <input type="checkbox"/> a documentary       | <input type="checkbox"/> a horror movie |



1. This is a comedy. 2. This is \_\_\_\_\_. 3. This is \_\_\_\_\_.



4. This is \_\_\_\_\_. 5. This is \_\_\_\_\_. 6. This is \_\_\_\_\_.

**B** Write the plural form of each kind of movie. Then write your opinion using *like* or *don't like*.

Singular	Plural	Your opinion
1. a comedy	<u>comedies</u>	<u>I like comedies.</u>
2. a horror movie	_____	_____
3. an action movie	_____	_____
4. a drama	_____	_____
5. a documentary	_____	_____
6. an animated movie	_____	_____

## 2 Language focus

- A** Rafael invites Ana to a movie.  
Listen and practice.

**Rafael** I want to go to the movies tonight.  
Do you want to come?

**Ana** Well, what do you want to see?

**Rafael** I want to see a horror movie –  
*Late at Night*. It's a new movie.  
It's very popular. Julia James  
is in it. She's awesome!

**Ana** Well, thanks, but I don't want to see a horror  
movie. I want to stay home and watch TV.

want / don't want + to (verb)

I want to go to the movies tonight.  
I don't want to see a horror movie.

Do you want to come?

Yes, I do. / No, I don't.

What do you want to see?

I want to see a horror movie.

- B** Now Rafael invites Kate. Complete the conversation.  
Listen and check. Then practice.

**Rafael** Do you want to go to  
the movies?

**Kate** No. I \_\_\_\_\_ to go to the movies.

**Rafael** Are you sure? I want to see *Late at Night*.

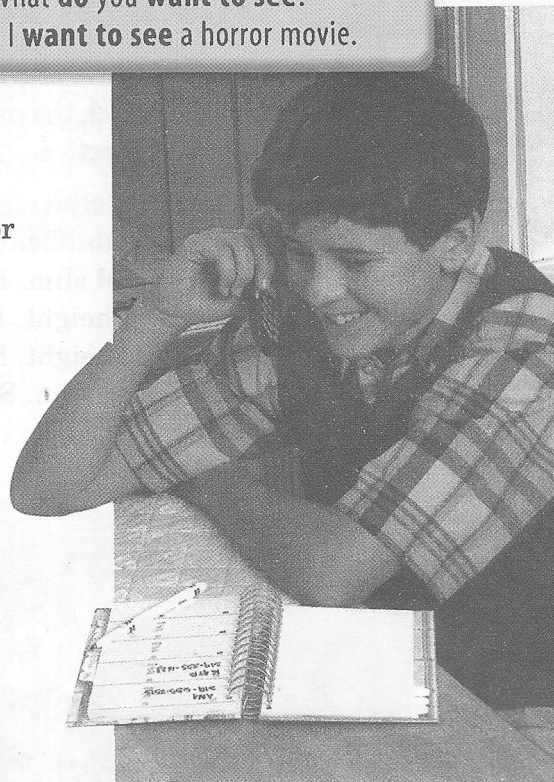
**Kate** Sorry. I really \_\_\_\_\_ go.

**Rafael** OK. \_\_\_\_\_ you  
a drama on TV?

**Kate** No. I don't like dramas.

**Rafael** Well, what \_\_\_\_\_ you \_\_\_\_\_ do?

**Kate** I \_\_\_\_\_ stay home and sleep.



## 3 Pronunciation Reduction

- Listen.** Notice how *want to* is reduced in conversation. Then listen  
again and practice.

I **wanna** see an action movie.

They **wanna** go to the concert.

We **wanna** have a picnic.

I **wanna** play video games.


## 4 Listening

- What does each person want to see? Listen and check (✓)  
the correct kind of movie.**

	A comedy	A horror movie	An action movie	A drama	A documentary	An animated movie
1. Ted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Joe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maggie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Connie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# In line at the movies

## 1 Vocabulary

-  **A** Read the descriptions and look at the people waiting in line at the movies. Match the people to the correct sentences. Then listen and practice.

Carlos is tall and slim. He has wavy, black hair. \_\_\_\_\_

Carolyn is short and heavy. She has short, straight, red hair. \_\_\_\_\_

David is short and slim. He has curly, black hair and blue eyes. \_\_\_\_\_

Kevin is average height. He has short, brown hair. \_\_\_\_\_

Marci is average height. She has medium-length hair and brown eyes. \_\_\_\_\_

Sandra is tall and slim. She has long, blond hair. 1



- B** Complete the chart. Use the words from Part A.

Height	Body type	Hair length	Hairstyle	Hair color	Eye color
tall	slim	long	curly	blond	blue

## 2

## What questions about people

**Sandra** Where's John? I don't see him.

**Marci** What does John look like?

**Sandra** He's tall and slim.

**Marci** What color is his hair?

**Sandra** It's blond. He has short, curly hair.

**Marci** I think I see him. He's near the end

**Sandra** What does the girl look like?

**Marci** She has long, brown hair, and she's

**Sandra** Yes, I see her. I see John, too! He's not

### What does John look like?

**He's tall and slim.**

**He has** short, curly hair.

He has brown eyes.

## What's his hair like?

It's short and curly.

**What color is his hair?**

**It's blond.**

**What color are his eyes?**

**They're blue.**



1. What does she look like? She's short and heavy.

2. It's short and straight.

3. It's red.

4. They're brown.

**C** Complete the questions with names of your classmates.

1. (boy) What does \_\_\_\_\_ look like? \_\_\_\_\_

2. (boy) What color is his hair?

3. (girl) What's \_\_\_\_\_'s hair like?

4. (girl) What color are her eyes?

## 3

**Play a game. Think of a teacher in your school. Your classmates**

**Classmate 1** Is it a man or a woman?

**You** It's a man.

**Classmate 2** What color is his hair?

**You** It's blond.

### Classmate 3 Is it curly?

**You** No. It's short and straight.

**Classmate 4** Is it Mr. Santos?

**You** Yes, it is!

# Get Connected

## UNIT 6

### Read

**A** Read the article quickly. Check (✓) the things you can do at the fair.

- |                                                    |                                           |                                                     |
|----------------------------------------------------|-------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> eat great food | <input type="checkbox"/> listen to music  | <input type="checkbox"/> see a movie                |
| <input type="checkbox"/> have a barbecue           | <input type="checkbox"/> play party games | <input type="checkbox"/> see thrilling talent shows |

### Come to the Fair!

It's August in Des Moines, Iowa. What are people doing? They're going to the famous Iowa State Fair. Every year in August, people from around the world go to this fair. For 11 days, people eat great food, listen to incredible music, and see thrilling talent shows and fascinating **farm** animals. But there's one thing that *everyone* wants to see at the fair: the **butter cow**!

The butter cow is a very popular exhibit. Every year someone – these days, Sarah Pratt – makes the butter cow. She uses a lot of butter and **wire**. It usually takes about 24 hours to make it. The cow is tall and very big. It **weighs 600 pounds**. And, of course, it's yellow! Both young and old people love to watch Sarah make it. You can't eat the butter cow, but it's amazing to look at it!



**B**  Read the article slowly. Check your answers in Part A.

**C** Answer the questions.

1. Where do people come from to go to the Iowa State Fair?

They come from around the world.

2. What do people usually do at the fair? Write two things.

3. What does everyone at the fair want to see?

4. Who makes the butter cow these days?

5. What's the butter cow like?

**Go** to page 12  
for the  
Vocabulary  
Practice.

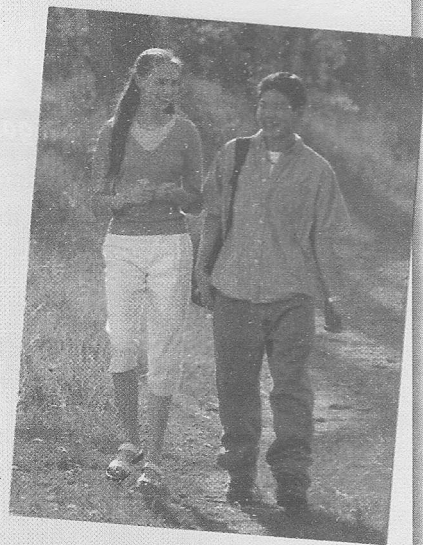
# Forget the bookstore!

## Listen



**A** Jean and Chris are talking about the town fair. Listen and answer the questions.

1. Where's Chris going? He's going to the bookstore.
2. Where's Jean going? \_\_\_\_\_
3. What's the fair like? \_\_\_\_\_
4. Are the bands at the fair famous? \_\_\_\_\_
5. Does Chris want to go to the fair? \_\_\_\_\_



**B** What do you think? Write *I agree, I disagree, or I'm not sure*.

1. Fairs are fun. \_\_\_\_\_
2. Free concerts are a good idea. \_\_\_\_\_
3. The music of every famous band is great. \_\_\_\_\_
4. It's good to do things with friends. \_\_\_\_\_

## Your turn

## Write

**A** Imagine your ideal fair or festival. Answer the questions.

1. What's the name of the fair or festival? \_\_\_\_\_
2. When is it? \_\_\_\_\_
3. Where is it? \_\_\_\_\_
4. What fun things are there to do? \_\_\_\_\_
5. What can you eat there? \_\_\_\_\_
6. Who do you want to go with? \_\_\_\_\_

**B** Write about your ideal fair or festival. Use the answers in Part A to help you.

I'm going to the \_\_\_\_\_ Fair.

## Language chart review

<i>Where + (be) ... going?</i>	<i>want / don't want + to (verb)</i>
<b>Where are you going?</b> I'm <b>going</b> to the circus. We're <b>going</b> home.	<b>Do you want to come</b> to my house? Yes, I <b>do</b> . / No, I <b>don't</b> . What <b>do you want to do</b> ? I <b>want to stay</b> home tonight. I <b>don't want to go</b> out.
<b>Where's Sarah going?</b> She's <b>going</b> to the concert.	

**A** Blake Winters from *Connect! TV News* talks to people for a report called "Where Are You Going?" Complete the conversations with the correct forms of the verbs.

1. **Blake** Hi! *Where are you going?*  
(where / you / go?)

**Hugo** \_\_\_\_\_  
(I / go / to my karate class.)

**Blake** \_\_\_\_\_  
(where / your friend / go?)

**Hugo** \_\_\_\_\_  
(she / go / to the mall.)

**May** Yeah, I want to find some new sneakers.

**Blake** Awesome!

2. **Blake** And \_\_\_\_\_  
(where / you / go?)

**Lori** \_\_\_\_\_  
(we / go / to the movies. )

**Blake** \_\_\_\_\_  
(what / you / want / to see?)

**Lori** We want to see the new James Bond movie.

Hey, Blake! \_\_\_\_\_  
(you / want / to come / with us?)

**Blake** No, thanks. But have fun!



# Language chart review

## Simple present vs. present continuous What questions about people

I usually **practice** the piano after school.

Today, I'm **reading** a book.

We usually **sing** songs in music class.

Today, we're **listening** to CDs.

**What does Claire look like?**

**She's** short and slim.

**She has** long, brown hair.

**What's her hair like?**

**It's** long and straight.

**What color is her hair?**

**It's** black.

**What color are her eyes?**

**They're** brown.

## B Complete the sentences. Use the correct forms of the words in the box.

eat play talk wear

1. My name's Eddie. I usually wear jeans, but today I'm wearing nice clothes. I always wear nice clothes on my

2. Ramon is usually very shy. He hardly ever talks in class, but today he's playing a lot.

3. I'm Grace, and this is my family. We usually eat dinner at home, but today is special. We're playing in a restaurant. The cake at this restaurant is great!

4. Paula is wearing cards with Tony right now. They usually eat cards on Sunday, but this week they're wearing on Saturday.

## C Complete the conversations.

1. **Joe** My cousin wants to visit me. She wants to come in December.

**Lee** Cool! What does she look like?

**Joe** She's pretty. She's tall and slim. She has short, red hair.

**Lee** What's color are her eyes?

**Joe** They're blue.

2. **Cara** There's a new boy in my class.

**Dora** Really? What does he look like?

**Cara** He's cute. He's short and heavy.

**Dora** What's his hair like?

**Cara** He has curly, brown hair. Oh, and he has eyes that are brown.

3. **Val** I think my brother is in your English class.

**Dina** Really? What does he look like?

**Val** He's tall and slim.

**Dina** A lot of boys in the class are tall and slim!

**Val** He has black hair, and he has eyes that are brown.

**Dina** Oh, I know him!

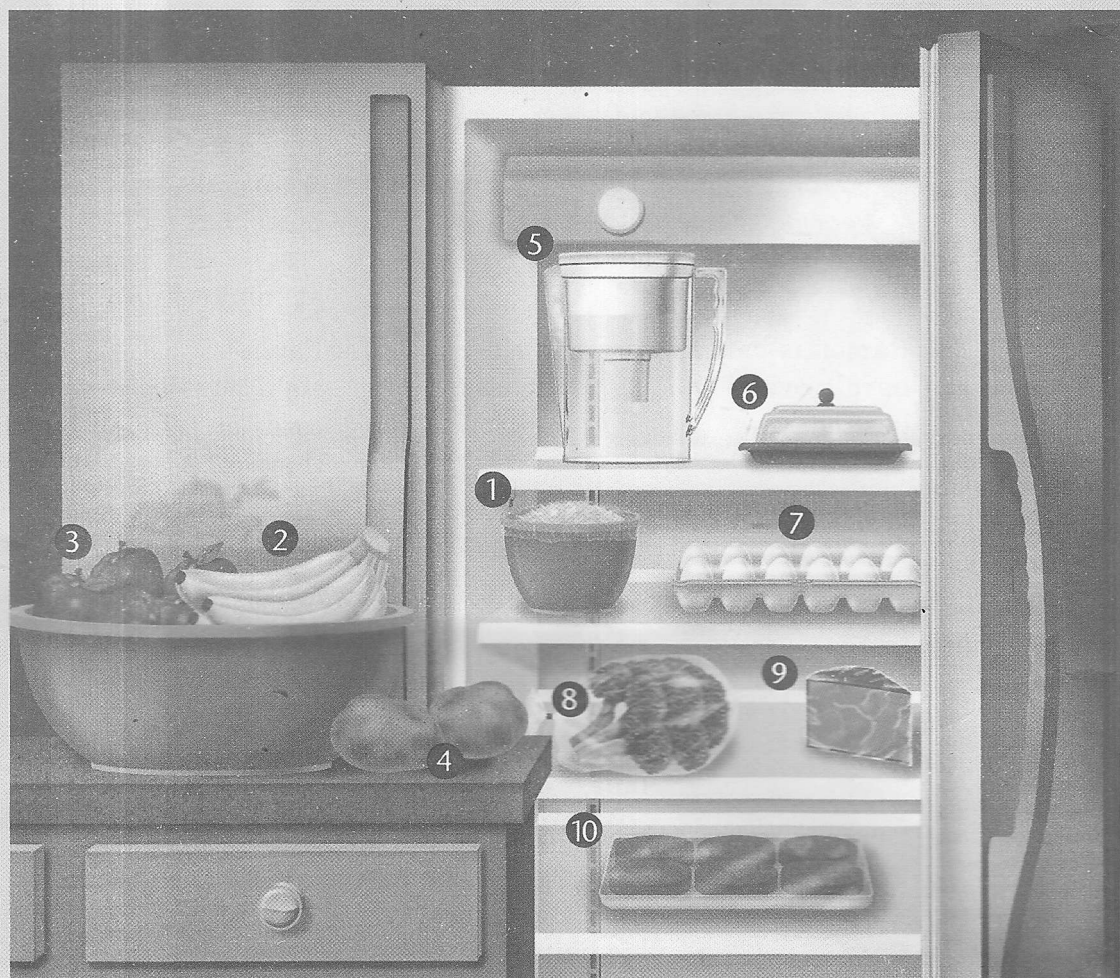
**Go** to page 131  
for the  
Theme Project.

# I'm hungry!

## 1 Vocabulary

**A** Match the items in the kitchen to the correct words.  
Then listen and practice.

apples \_\_\_\_\_ broccoli \_\_\_\_\_ cheese \_\_\_\_\_ meat \_\_\_\_\_ rice 1  
bananas \_\_\_\_\_ butter \_\_\_\_\_ eggs \_\_\_\_\_ potatoes \_\_\_\_\_ water \_\_\_\_\_



**B** How often do you eat or drink the items in Part A at lunchtime?  
Write the items in the correct columns. Then tell your classmates.

Always	Sometimes	Never
_____	<i>rice</i> _____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I sometimes eat rice.

## 2 Language focus

### Countable and uncountable nouns

Countable nouns (things you can count)  
Specific: There's **an egg** in the refrigerator.  
General: I like **eggs**.

Uncountable nouns (things you cannot count)  
Specific: There's **cheese** in the refrigerator.  
General: I don't like **cheese**.

#### A Zach is hungry. Listen and practice.

- Zach** Hey, Mom! I'm hungry, but there's nothing to eat.  
**Mom** Nothing to eat? Look in the refrigerator. There's cheese . . .  
**Zach** Yuck! I don't like cheese. Do we have ice cream?  
**Mom** No, but we have bananas and apples, and . . .  
**Zach** Mom, you know I don't like bananas!  
**Mom** What about eggs? There's an egg. You can make an egg sandwich.  
**Zach** No, thanks. I want a hot dog or a cookie.  
**Mom** Oh, Zach. How about some healthy food for a change?

#### B Look at the items in the kitchen in Exercise 1A. Write the items in the correct columns. Then listen and check.

Countable nouns	Uncountable nouns
apples	



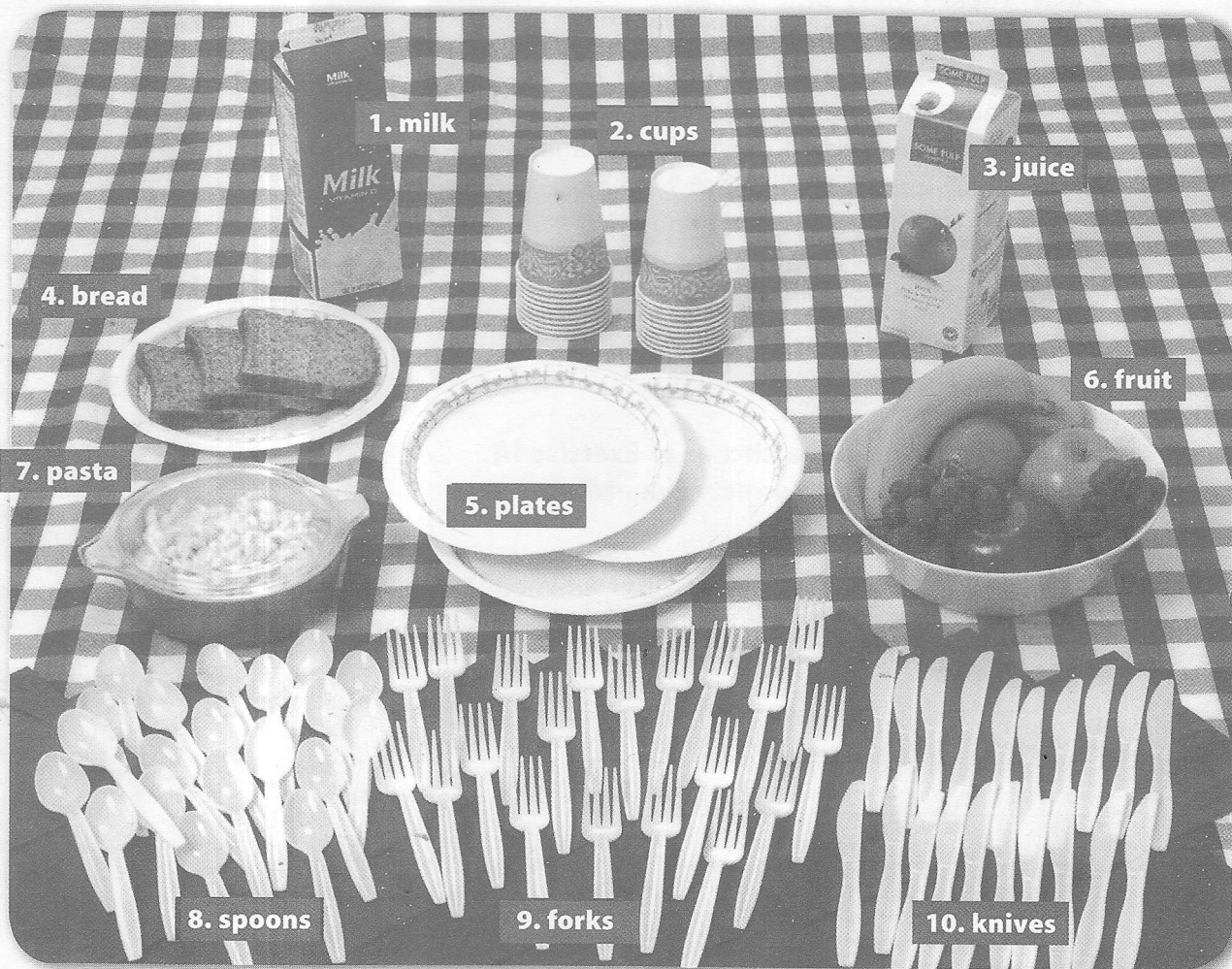
## 3 Speaking

Learn what foods four of your classmates like and don't like.

- You** I like carrots. I don't like broccoli. How about you, Kim?  
**Classmate 1** Well, I like pizza. I don't like meat. How about you, Freddie?  
**Classmate 2** Hmm. I like apples. I don't like eggs.  
**Classmate 3** Well, I like rice. I don't like bananas. How about you, Luis?  
**Classmate 4** I like cheese. I don't like . . .

## 1 Vocabulary

 **A** Ana and Rafael plan a picnic. Listen and practice.



**B** Where do the items in Part A belong? Write the items in the correct columns.

Food	Drinks	Supplies
		cups

## 2 Language focus

- A** The friends decide what they need for their picnic. Listen and practice.

**Rafael** OK, what do we need for the picnic?  
Um, how many cups do we have?

**Ana** Let's see. We have about 20 cups.  
But there are only 3 plates.  
We need plates.

**Rafael** OK. What about food? How much pasta is there?

**Ana** Um, there's a little pasta. We need pasta and a lot of milk. There's a little bread, but let's buy bread, too.

**Rafael** What else? How much juice do we have?

**Ana** I think we have a lot of juice.

**Rafael** Wait! Look at Zach! We need juice *now*!

### How much / How many...?

#### Countable nouns

**How many** cups do we have?

We have **20** cups.

We have **a lot of** cups.

There are **3** plates.

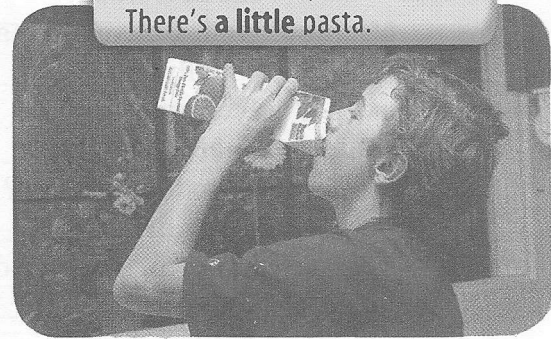
There are **a few** plates.

#### Uncountable nouns

**How much** pasta is there?

There's **a lot of** pasta.

There's **a little** pasta.



- B** Look at the photos. Complete the questions and answers. Listen and check. Then practice.

1. Q: How many spoons are there?

A: There are 4 spoons.

4. Q: \_\_\_\_\_

A: There's a lot of fruit.

2. Q: \_\_\_\_\_

A: There's a little juice.

5. Q: \_\_\_\_\_

A: There are 4 knives.

3. Q: \_\_\_\_\_

A: There are 3 cups.

6. Q: \_\_\_\_\_

A: There's a lot of bread.

## 3 Listening

- Another group plans a picnic. How much or how many of each thing do they need? Write the number or check (✓) the correct column.**

	Number	A few	A little	A lot
1. hot dogs	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. fruit	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. cheese	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. pasta	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. cups	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. cookies	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 Language check

**A** Choose the correct words to complete the conversation.

**Doctor** Do you eat healthy food?

**Michiko** Well, yeah. I eat a lot of (a lot of / a few) fruit.

**Doctor** How (many / much) fruit do you eat in a week?

**Michiko** Well, I have a banana for breakfast every day, and I usually eat (a few / a little) apples each week, too.

**Doctor** That's good. How (many / much) soda do you drink?

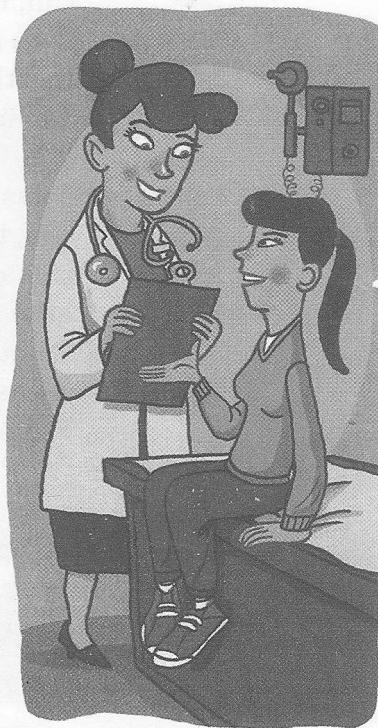
**Michiko** I only drink (a few / a little) soda. I know it's not good for me.

**Doctor** Great. How (many / much) hot dogs do you eat in a week?

**Michiko** Oh, maybe about eight. I eat (a lot of / a little) hot dogs.

**Doctor** Yes, you do! How about cookies?

**Michiko** Well, I don't like cookies, but I eat (a few / a little) ice cream on Sundays.



**B** Check (✓) four things you eat or drink. Put an X next to four things you don't eat or drink. Then write sentences.

I eat eggs.

I don't eat meat.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

- |                                          |                                          |
|------------------------------------------|------------------------------------------|
| <input type="checkbox"/> apples          | <input type="checkbox"/> ice cream       |
| <input type="checkbox"/> bananas         | <input type="checkbox"/> juice           |
| <input type="checkbox"/> bread           | <input checked="" type="checkbox"/> meat |
| <input type="checkbox"/> broccoli        | <input type="checkbox"/> milk            |
| <input type="checkbox"/> butter          | <input type="checkbox"/> pasta           |
| <input checked="" type="checkbox"/> eggs | <input type="checkbox"/> potatoes        |
| <input type="checkbox"/> hamburgers      | <input type="checkbox"/> rice            |
| <input type="checkbox"/> hot dogs        | <input type="checkbox"/> water           |

**C Answer these questions about yourself. Write a number or use a lot, a little, or a few.**

1. How much rice do you eat in a week?

I eat a lot of rice.

2. How many books do you have in your bag?

3. How much homework do you do every day?

4. How many T-shirts do you have?


5. How many magazines do you read in a month?

6. How much TV do you watch in a week?

7. How many DVDs do you have?

8. How much water do you drink every day?

## 2 Listening

 **Minnie and Amanda talk about what they need for a class party. Listen and check (✓) the correct answers.**

1. There are \_\_\_\_\_ plates.

☒ a lot of   ☐ a few

2. Minnie and Amanda have \_\_\_\_\_ students in their class.

☐ 25   ☐ 20

3. There's \_\_\_\_\_ juice.

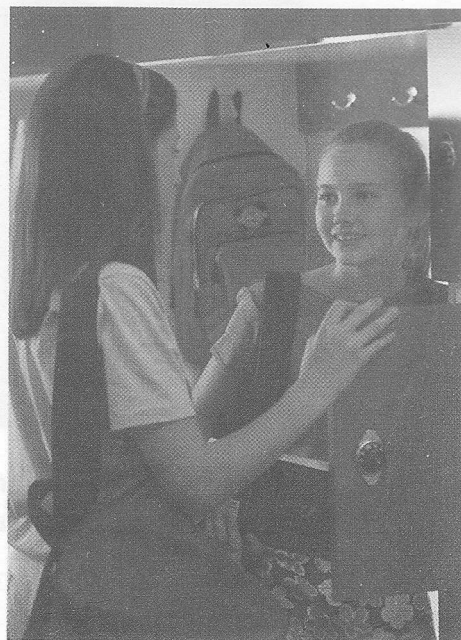
☐ a few   ☐ a little

4. Minnie and Amanda need some \_\_\_\_\_.

☐ cookies   ☐ bananas and apples

5. \_\_\_\_\_ is Amanda's favorite food.

☐ Fruit   ☐ Ice cream

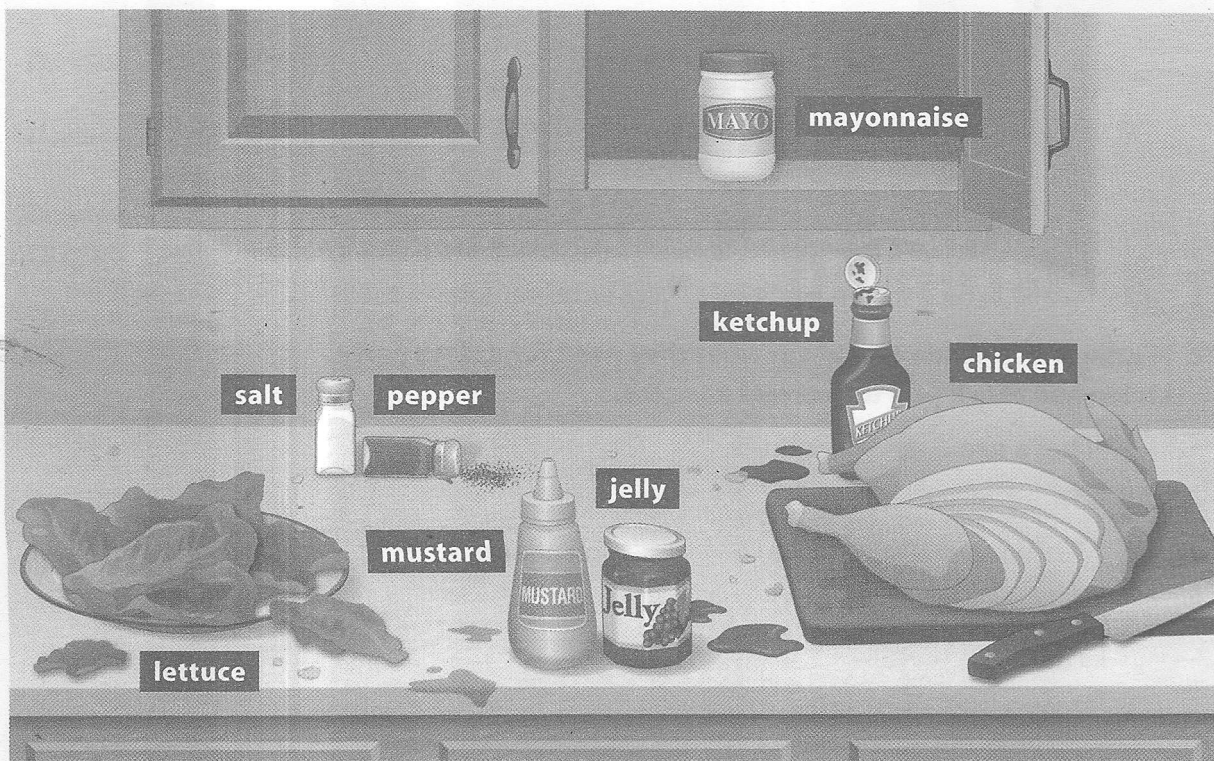


**Go** to page 120  
for the  
Game.

## 1 Vocabulary

**A** Look at the messy kitchen. Match the two parts of each sentence. Then listen and practice.

- |                            |                             |
|----------------------------|-----------------------------|
| 1. The chicken is <u>e</u> | a. next to the salt.        |
| 2. The jelly is _____      | b. next to the jelly.       |
| 3. The ketchup is _____    | c. behind the chicken.      |
| 4. The lettuce is _____    | d. in the cabinet.          |
| 5. The mayonnaise is _____ | e. in front of the ketchup. |
| 6. The mustard is _____    | f. next to the pepper.      |
| 7. The pepper is _____     | g. next to the mustard.     |
| 8. The salt is _____       | h. on a plate.              |



**B** What do people put on the food items below? Write two things for each item. Use words from Part A or your own ideas.

- sandwich: mustard, lettuce
- eggs: \_\_\_\_\_
- hamburger: \_\_\_\_\_
- hot dog: \_\_\_\_\_
- meat: \_\_\_\_\_

## 2 Language focus

**A Wendy makes a sandwich. Listen and practice.**

**Wendy** I'm hungry. Let's make a sandwich!

**Luke** Good idea. I'm hungry, too.

**Wendy** Um, there's some chicken here.

**Luke** Good! I like chicken sandwiches.

**Wendy** There's some mustard, but there isn't any mayonnaise.

**Luke** That's OK. Mustard is fine.

**Wendy** There's some pepper. Oh, no! There aren't any potatoes!

**Luke** What? Potatoes on a sandwich?

**Wendy** Sure! Oh, look! There are some bananas...

**Luke** What kind of sandwich is that?

**Wendy** It's my favorite! Do you want one?

**Luke** No, thanks. I'm not hungry now.

*some / any*

**Countable nouns**

There **are some** bananas.

There **aren't any** potatoes.

**Uncountable nouns**

There's **some** mustard.

There **isn't any** mayonnaise.



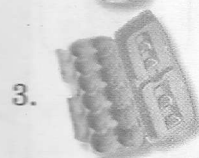
**B Look at the photos. Write sentences with some or any. Then listen and check.**



There isn't any salt.  
(salt)



\_\_\_\_\_  
(mustard)



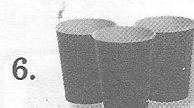
\_\_\_\_\_  
(eggs)



\_\_\_\_\_  
(chicken)



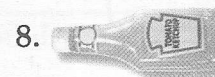
\_\_\_\_\_  
(apples)



\_\_\_\_\_  
(cups)



\_\_\_\_\_  
(bananas)



\_\_\_\_\_  
(ketchup)

## 3 Speaking

**Think of your refrigerator. Tell a classmate what is and what isn't in it. Use the words in the box or your own ideas.**

There's some juice. There isn't any water.

There's some ice cream. There isn't any mustard.

juice

milk

ice cream

eggs

ketchup

mustard

meat

apples

chicken

water

## 1 Vocabulary

**A** Look at the restaurant menu. Write the names of the items in the correct places on the menu. Then listen and practice.



### Lunch Menu

#### *Appetizers*

salad .....\$3.00  
 .....\$2.50  
 .....\$2.50

#### *Main Dishes*

hamburger .....\$4.50  
 .....\$5.00  
 .....\$5.00  
 chicken sandwich .....\$6.00  
 today's fish .....\$4.50  
 rice and beans with meat .....\$6.50


☐ baked potato


☐ black bean soup


☐ cheeseburger


☐ steak sandwich


☐ vegetable soup

#### *Side Orders*

French fries .....\$2.00  
 .....\$1.50

#### *Desserts*

ice cream .....\$1.50  
 cookies .....\$1.00  
 .....\$2.00  
 .....\$2.00  
 .....\$2.00

#### *Drinks*

soda .....\$1.50  
 .....\$2.00  
 milk .....\$1.00  
 .....\$2.00


☐ carrot cake


☐ chocolate cake


☐ iced tea


☐ milk shake


☐ pie

**B** What are some of your favorite foods in a restaurant?  
Complete the chart. Then compare with your classmates.

Favorite appetizer	_____
Favorite main dish	_____
Favorite side order	_____
Favorite dessert	_____
Favorite drink	_____

What's your favorite appetizer?

My favorite appetizer is ...

## 2 Language focus

### A Tommy orders lunch. Listen and practice.

- Server** Hi. Are you ready to order?  
**Tommy** Yes, I am.  
**Server** OK. Would you like an appetizer?  
**Tommy** Yes. I'd like vegetable soup, please.  
**Server** OK. What else?  
**Tommy** I'd like a chicken sandwich, please.  
**Server** And would you like a side order?  
**Tommy** No, thanks.  
**Server** Would you like a drink?  
**Tommy** Yes, please. I'd like a milk shake  
 and some water. I'm really thirsty!

### would like

I'd like vegetable soup, please.

Would you like a drink?

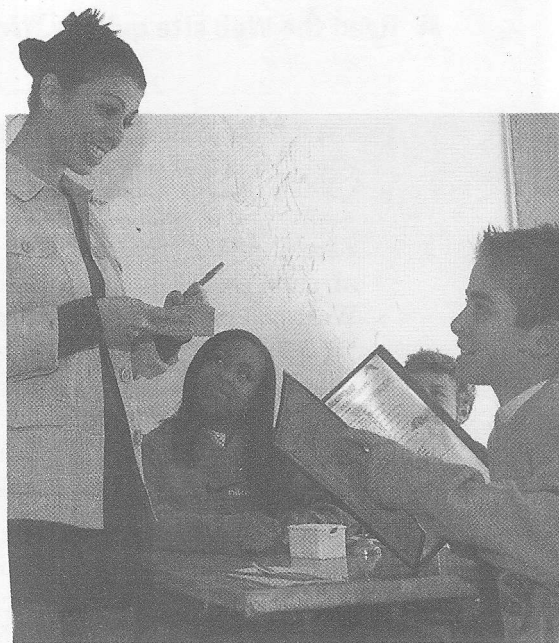
Yes, please. I'd like some water.

No, thanks.

I'd = I would

### B Tommy orders dessert. Complete the conversation. Listen and check. Then practice.

- Server** Would you like anything else?  
**Tommy** Yes. \_\_\_\_\_ some cake.  
**Server** What kind of cake \_\_\_\_\_ you \_\_\_\_\_?  
**Tommy** \_\_\_\_\_ chocolate cake.  
 And \_\_\_\_\_ some ice cream,  
 too, please.  
**Server** OK.  
**Tommy** Oh! \_\_\_\_\_ some cookies, too.  
**Server** Wow! That's a lot of dessert!



## 3 Pronunciation Intonation

### Listen. Notice the intonation. Listen again and practice.

Would you like an appetizer?

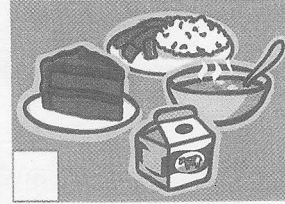
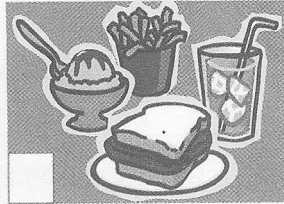
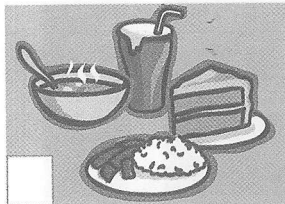
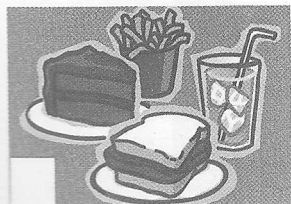
Would you like a drink?

Would you like a side order?

Would you like anything else?

## 4 Listening

### What do Ana, Kate, Rafael, and Zach order? Listen and write A (Ana), K (Kate), R (Rafael), or Z (Zach).



# Get Connected

## UNIT 7

### Read

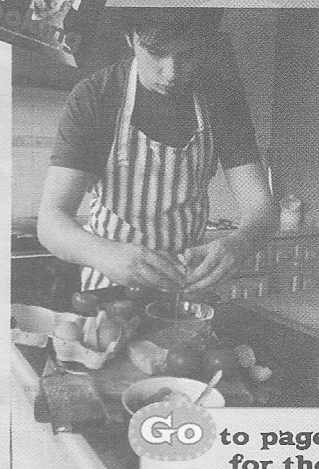
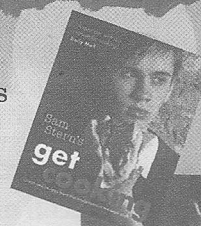
**A** Read the Web site quickly. Write the names of five foods in *Get Cooking*.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### *Get Cooking* with Sam Stern

Sam Stern is from Yorkshire, England. He's only 17, and he's already a cooking star. He has three **cookbooks** and a cool Web site. He also writes a **column** – "Sam's Super Kids" – for *First News*, a British **newspaper** for teens. Sam doesn't only like cooking, though. He also likes hanging out with his friends. So he put the two things (food and friends) together in his third cookbook, *Get Cooking*.

In *Get Cooking*, there aren't the usual **sections** in a cookbook – appetizers, main dishes, desserts. Instead, there are eight sections – one for each of his seven friends, and one for Sam. Each section has some special **recipes** using his friends' favorite foods – tomatoes (Jess), cheese (Henry), pasta (Ariyo), vegetables (Joe), meat (Andy), potatoes (Liv), and desserts (Vez). In the eighth section, there are some recipes for one of Sam's favorite foods – chocolate. There are also a lot of great cooking and **nutrition** tips in *Get Cooking*. Check it out the next time you cook.



**Go** to page 125  
for the  
Vocabulary  
Practice.

**B**  Read the Web site slowly. Check your answers in Part A.

**C** Are these statements true or false? Write *True* or *False*. Then correct the false statements.

1. Sam Stern has one cookbook and a Web site.

False. He has three cookbooks, a Web site, and a column.

2. There's one recipe for each of his seven friends' favorite foods.


3. Henry's favorite food is pasta.

4. There are chocolate recipes in the last section.

5. There aren't any cooking or nutrition tips.

# It's only pasta!

## Listen

**A**  Nick and Rachel talk about cooking. Listen and answer the questions.

1. What do Nick and Rachel want to make?

*They want to make some pasta.*

2. How many tomatoes do they have? \_\_\_\_\_

3. How much cheese is there? \_\_\_\_\_

4. How much pasta is there? \_\_\_\_\_

5. How many cans of soup are there? \_\_\_\_\_



**B** What do you think? Answer the questions. Give reasons.

1. Do you think cooking with friends is fun? \_\_\_\_\_

2. Do you think cooking is easy or difficult? \_\_\_\_\_

3. Do you think it's a good idea to use a cookbook? \_\_\_\_\_

4. Would you like to be a good cook? \_\_\_\_\_

## Your turn

## Write

**A** Think about a dish you like to make. Complete the chart.

Name of the dish	
Things you need to make it	
How much you need	

**B** Write about making a dish. Use the answers in Part A to help you.

*I can make* \_\_\_\_\_ *. It's really delicious! You need*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Language chart review

## Countable and uncountable nouns

## Countable

Specific: There are **two apples**.  
General: I love apples.

## Uncountable

There's **broccoli** on the table.  
I don't like **broccoli**.

## some / any

## Countable nouns

There **are some** cups.  
There **aren't any** plates.

## Uncountable nouns

There's **some** salt.  
There **isn't any** rice.

## How much / How many...?

## With countable

**How many** apples do we need?  
We need **a few** apples.  
We need **three** apples.

## With uncountable

**How much** bread do we have?  
We have **a little** bread.  
We have **a lot of** bread.

**A Betty and Jacob make breakfast for their family.**  
**Complete the conversation.**

**Betty** Let's make breakfast.

**Jacob** Good idea. How about eggs? We all like  
\_\_\_\_\_ eggs (eggs / ten eggs).

**Betty** OK. \_\_\_\_\_ (How much / How many)  
eggs do we need?

**Jacob** Well, I think we need eight eggs. And  
we need \_\_\_\_\_ (a little / a few) cheese, too.

**Betty** We don't have \_\_\_\_\_ (some / any) cheese.

**Jacob** Oh. So let's put \_\_\_\_\_ (a little / a few)  
potatoes in the eggs.

**Betty** But Mom doesn't like \_\_\_\_\_ (potatoes / the potatoes)  
in her eggs.

**Jacob** That's true. How about \_\_\_\_\_ (a little / a lot)  
chicken? There's \_\_\_\_\_ (some / any) chicken in  
the refrigerator.

**Betty** Yes! And let's put \_\_\_\_\_ (some / any) milk  
in the eggs, too. \_\_\_\_\_ (How much / How many)  
milk do we need?

**Jacob** We just need \_\_\_\_\_ (a little / a few) milk.  
Do we want bread, too?

**Betty** Yes, we do. And there's \_\_\_\_\_ (a lot / a lot of)  
bread here.

**Jacob** OK! Let's cook!



**B** Write questions about Betty and Jacob with *How much* or *How many*. Then look again at the picture in Part A, and answer the questions. Use *a few*, *a little*, or *a lot of*.

1. milk

Q: *How much milk do they have?*

A: *They have a little milk.*

4. fruit

Q: \_\_\_\_\_

A: \_\_\_\_\_

2. potatoes

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. bread

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. chicken

Q: \_\_\_\_\_

A: \_\_\_\_\_

6. eggs

Q: \_\_\_\_\_

A: \_\_\_\_\_

## Language chart review

### would like

I'd like a sandwich.

Would you like a side order?

Yes, please. I'd like french fries.

No, thanks.

**C** Molly orders lunch. Complete the questions. Then write answers. Use the sentences in the box.

☐ I'd like a chicken sandwich.

☐ I'd like chocolate ice cream.

☐ No, thanks.

☒ Yes. I'd like a sandwich.

☐ Yes. I'd like some ice cream.

☐ Yes, please. I'd like apple juice.

**Server** Hi. Are you ready to order?

**Molly** *Yes. I'd like a sandwich.*

**Server** What kind of sandwich *would* you *like* ?

**Molly** \_\_\_\_\_  
**Server** \_\_\_\_\_ a side dish?

Maybe some french fries?

**Molly** \_\_\_\_\_

**Server** Would you like a drink?

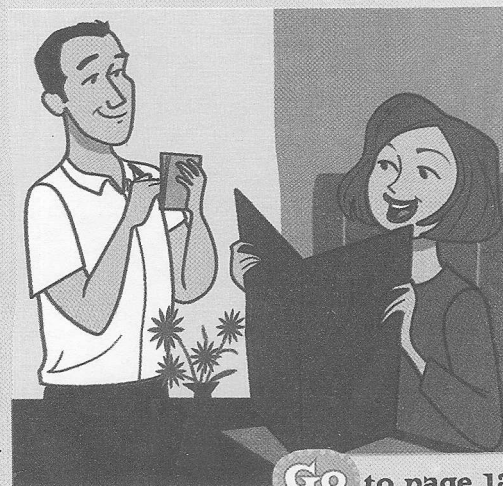
**Molly** \_\_\_\_\_

**Server** \_\_\_\_\_ you \_\_\_\_\_ dessert?

**Molly** \_\_\_\_\_

**Server** What kind of ice cream \_\_\_\_\_ ?

**Molly** \_\_\_\_\_



**Go** to page 132  
for the  
Theme Project.

# World weather

## 1 Vocabulary

**A** Match the symbols to the sentences describing weather and temperature. Then listen and practice.

Weather

1.  d

2.  \_\_\_\_\_

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5.  \_\_\_\_\_

a. It's cloudy.


b. It's rainy.

c. It's snowy.

d. It's sunny.

e. It's windy.

Temperature

6.  \_\_\_\_\_

7.  \_\_\_\_\_

8.  \_\_\_\_\_

9.  \_\_\_\_\_

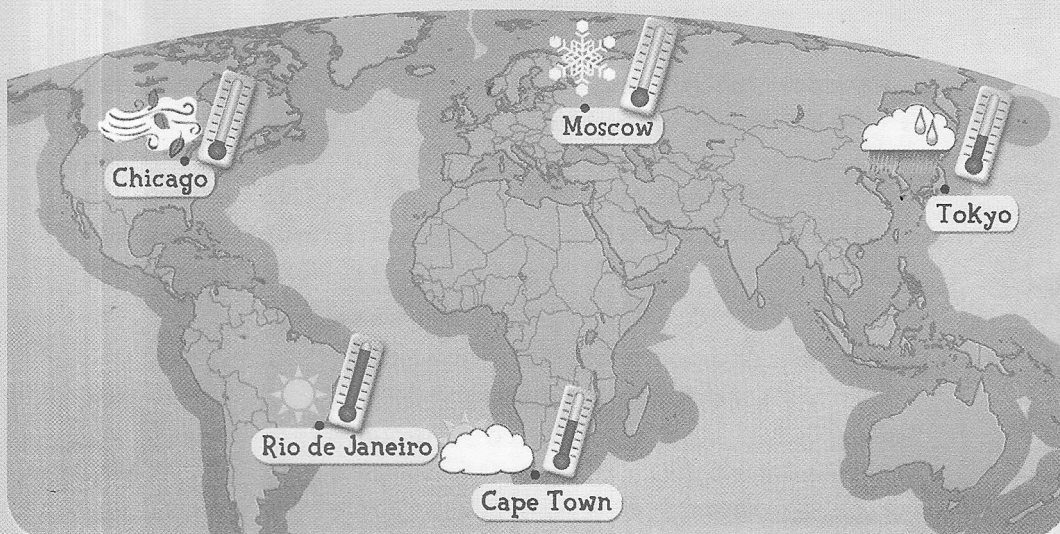
f. It's cold.

g. It's cool.

h. It's hot.

i. It's warm.

**B** It's December. Look at the weather map, and complete the sentences with words from Part A. Then listen and practice.



1. It's cold and snowy in Moscow.

2. It's \_\_\_\_\_ and \_\_\_\_\_ in Chicago.

3. It's \_\_\_\_\_ and \_\_\_\_\_ in Tokyo.

4. It's \_\_\_\_\_ and \_\_\_\_\_ in Rio de Janeiro.

5. It's \_\_\_\_\_ and \_\_\_\_\_ in Cape Town.

**C** What kind of weather do you like?  
What kind of weather don't you like?  
Tell your classmates.

I like hot, sunny weather. I don't like . . .

## 2 Language focus

**A** It's Sunday afternoon. Tommy is in an online chat room. Listen and practice.

**What's the weather like?**

**What's the weather like** in April?

It's usually rainy.

**What's the weather like** today?

It's warm and sunny today.

### International Chat

Tommy: Hi, everyone! I'm doing my science homework. I need information about April weather around the world.

Josie: Hi, Tommy! I can help you.

Tommy: Great! Where do you live, Josie?

Josie: In Santiago, Chile.

Tommy: What's the weather like in Santiago in April?

Josie: It's usually warm. But it's not warm today.

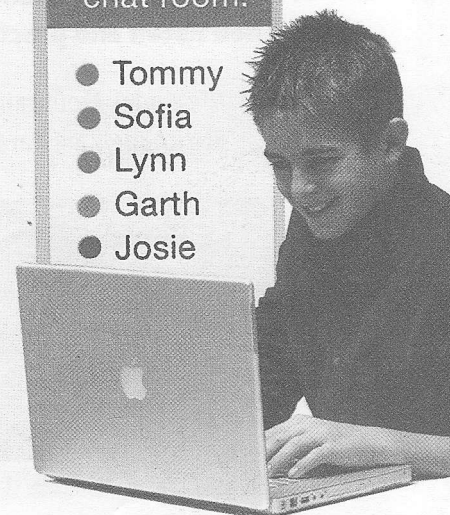
Tommy: What's the weather like today?

Josie: It's hot and sunny. I want to go to the park later.

Tommy: That sounds fun! Thanks for your help! Sofia, can you help me, too? Where do you live?

Now in chat room:

- Tommy
- Sofia
- Lynn
- Garth
- Josie



**B** Complete more of Tommy's questions and answers from the chat. Listen and check. Then practice.

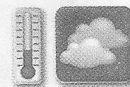
1. **Tommy** What's the weather like in Chicago in April?

**Sofia** It's usually warm and rainy.



2. **Tommy** What's the weather like in New York in April?

**Lynn** \_\_\_\_\_ and \_\_\_\_\_.



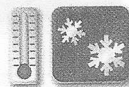
3. **Tommy** What's the weather \_\_\_\_\_ in New York today?

**Lynn** \_\_\_\_\_ and \_\_\_\_\_ today.



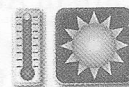
4. **Tommy** \_\_\_\_\_ in Winnipeg in April?

**Garth** \_\_\_\_\_ and \_\_\_\_\_



5. **Garth** \_\_\_\_\_ in Darwin in April?

**Tommy** \_\_\_\_\_ and \_\_\_\_\_, but it's



cool and cloudy now.

## 3 Speaking

Work with a classmate. Ask and answer questions about the weather in your town or city in different months.

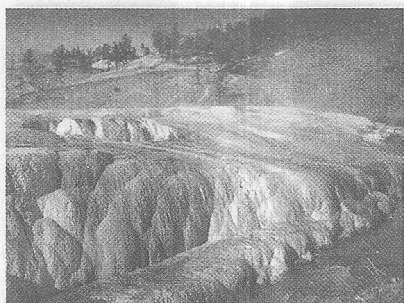
What's the weather like in Rio in February?

It's usually hot and sunny.

## 1 Vocabulary

**A** Complete the sentences with the words in the box.  
Then listen and practice.

- |                                                |                                                |                                                         |
|------------------------------------------------|------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> the Andes Mountains   | <input type="checkbox"/> the Galápagos Islands | <input checked="" type="checkbox"/> Mammoth Hot Springs |
| <input type="checkbox"/> El Yunque Rain Forest | <input type="checkbox"/> the Jenolan Caves     | <input type="checkbox"/> the Mississippi River          |



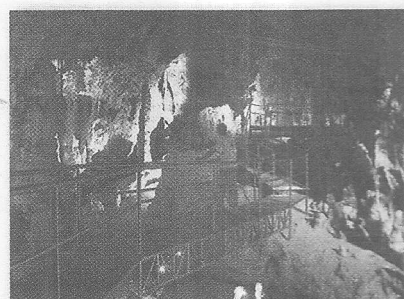
1. Mammoth Hot Springs  
are in Yellowstone National  
Park in the United States.



2. Some people live on  
houseboats on \_\_\_\_\_.



3. \_\_\_\_\_  
are in the Pacific  
Ocean.



4. \_\_\_\_\_  
are in Australia.



5. \_\_\_\_\_  
is in Puerto Rico.



6. People ski in  
\_\_\_\_\_.

**B** Kate loves the outdoors. Complete her sentences with  
the words in the box.

- |                               |                                     |                                 |                                   |                                      |                                           |
|-------------------------------|-------------------------------------|---------------------------------|-----------------------------------|--------------------------------------|-------------------------------------------|
| <input type="checkbox"/> cave | <input type="checkbox"/> hot spring | <input type="checkbox"/> island | <input type="checkbox"/> mountain | <input type="checkbox"/> rain forest | <input checked="" type="checkbox"/> river |
|-------------------------------|-------------------------------------|---------------------------------|-----------------------------------|--------------------------------------|-------------------------------------------|

- I want to go canoeing on a river.
- I want to climb a really big \_\_\_\_\_.
- I want to take a boat ride around an \_\_\_\_\_ in the sea.
- I want to take pictures of birds and other animals in a \_\_\_\_\_.
- I want to see the inside of a big, underground \_\_\_\_\_.
- I want to sit and relax in a \_\_\_\_\_.

## 2 Language focus

**A** Kate visits Yellowstone National Park. She's talking with a guide. Listen and practice.

**Guide** You can see a lot of amazing things in this park.

**Kate** So, what can you see on this trail?

**Guide** You can see some incredible mountains, hot springs, rivers . . .

**Kate** Can you see any animals?

**Guide** Yes, you can. You can see snakes and wolves. And sometimes you can see bears.

**Kate** I don't want to see any bears right now!

**Guide** And they don't want to see you!

**Kate** I'm hungry. Can you buy any food around here?

**Guide** No, you can't. You can buy food at hotels and at the souvenir shops. You were supposed to bring lunch!

**Kate** Oh, no! I forgot!

**can (for possibility)**

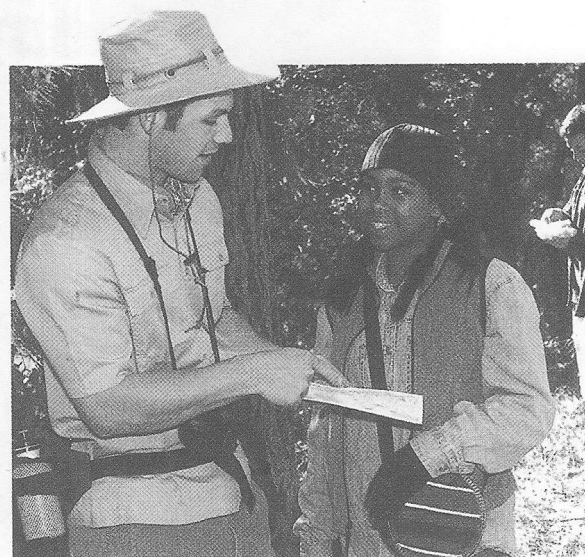
You **can** see a lot of amazing things. What **can** you see on this trail?

You **can** see some incredible mountains.



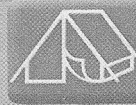


Can you buy any food around here?

Yes, you **can**.

No, you **can't**.



**B** What can you do at these parks? Look at the chart, and write sentences. Then listen and check.

Park Facilities and Activities					
Kent Park	✓		✓	✓	
Ranch Park			✓		
Thunder Park	✓			✓	✓

1. (Kent Park) You **can** go canoeing. You **can** go camping. You **can** see birds.

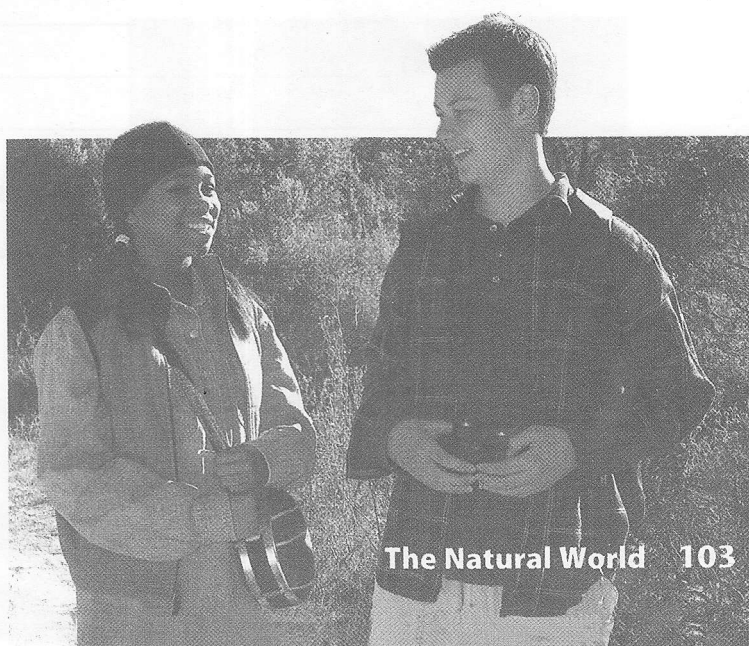
2. (Ranch Park) \_\_\_\_\_

3. (Thunder Park) \_\_\_\_\_

## 3 Listening

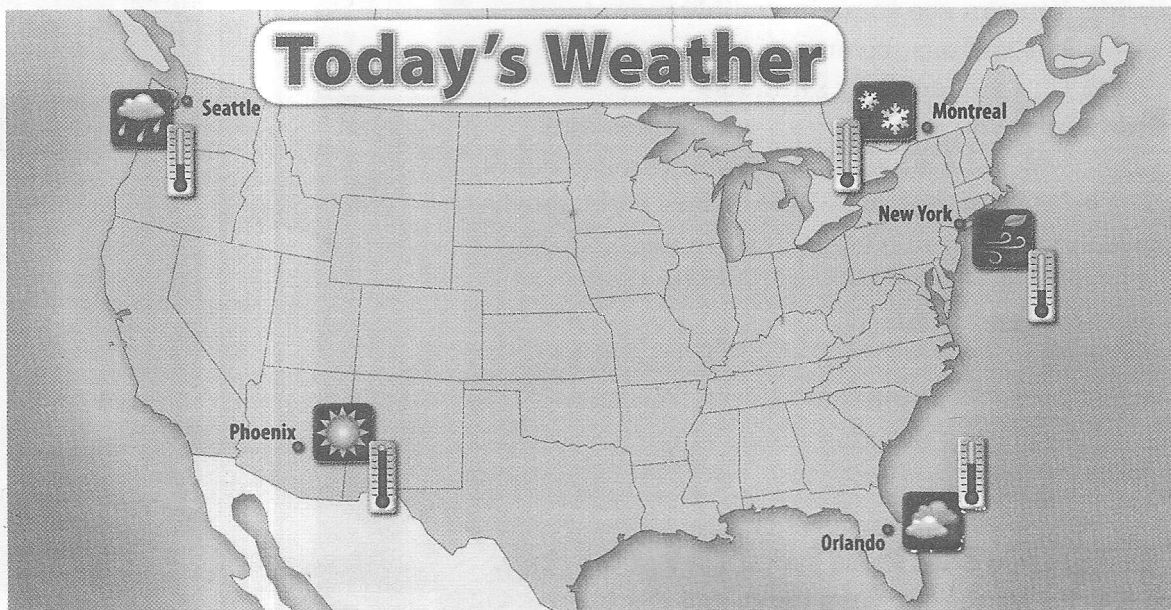
**Can people do these activities near Kate's hometown? Listen and check (✓) Yes or No.**

	Yes	No
1. go canoeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. climb mountains	<input type="checkbox"/>	<input type="checkbox"/>
3. visit caves	<input type="checkbox"/>	<input type="checkbox"/>
4. go to hot springs	<input type="checkbox"/>	<input type="checkbox"/>
5. go dancing	<input type="checkbox"/>	<input type="checkbox"/>



## 1 Language check

**A** Look at the weather map for the United States and Canada.  
Write questions and answers about the weather in the cities.

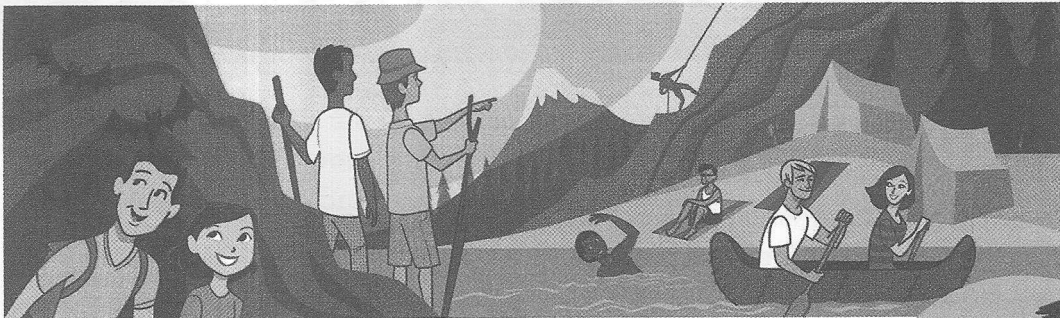


1. (Montreal) What's the weather like in Montreal?  
It's cold and snowy.
2. (Orlando) \_\_\_\_\_  
\_\_\_\_\_
3. (New York) \_\_\_\_\_  
\_\_\_\_\_
4. (Seattle) \_\_\_\_\_  
\_\_\_\_\_
5. (Phoenix) \_\_\_\_\_  
\_\_\_\_\_

**B** Match the words to complete the sentences.

- |                                           |               |
|-------------------------------------------|---------------|
| 1. You can sit and relax in that _____.   | a. caves      |
| 2. You can go canoeing on that _____.     | b. beach      |
| 3. You can climb that _____.              | c. hot spring |
| 4. You can go underground in those _____. | d. mountain   |
| 5. You can go dancing in _____.           | e. river      |
| 6. You can go swimming at the _____.      | f. town       |

**C** Jesse and his father talk about vacation plans. Complete their conversation with *you can*, *you can't*, *what can you*, and *can you*.



**Jesse** I don't know, Dad. The park sounds a little boring.

**Mr. Willis** Boring? The park sounds really interesting!

**Jesse** But what can you do there?

**Mr. Willis** \_\_\_\_\_ do a lot of things.  
\_\_\_\_\_ hike and camp . . .

**Jesse** You can hike and camp here in our town!

**Mr. Willis** Yes, \_\_\_\_\_. But \_\_\_\_\_ climb mountains in our town? \_\_\_\_\_ see caves in our town?

**Jesse** No, \_\_\_\_\_. Maybe the park is OK. \_\_\_\_\_ see bats in the caves?

**Mr. Willis** Yes, and \_\_\_\_\_ see them fly out of the caves at night. There's also a great beach.

**Jesse** \_\_\_\_\_ do at the beach?

**Mr. Willis** \_\_\_\_\_ go swimming. Or \_\_\_\_\_ take a boat ride to an island.

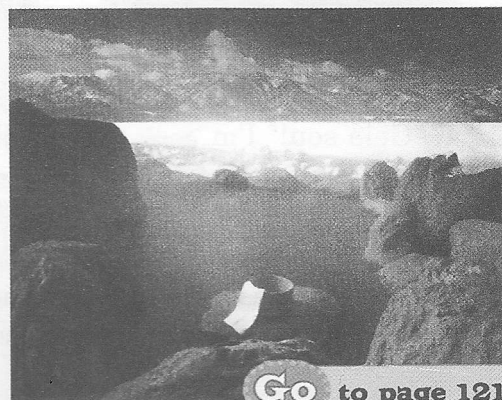
**Jesse** OK. I want to go. Let's tell Mom we have a plan!



## 2 Listening

 **Jesse and his father watch *Adventure Vacations* on TV. This week's show is in northern Japan. Listen and number the places in the correct order.**

- \_\_\_\_\_ cave
- \_\_\_\_\_ hot spring
- \_\_\_\_\_ island
- 1 \_\_\_\_\_ mountain
- \_\_\_\_\_ river



**Go** to page 121 for the Game.

# World of friends

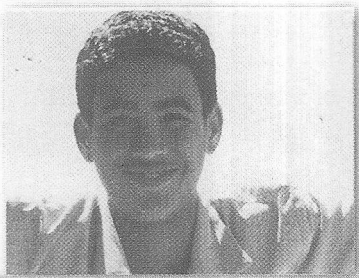
## 1 Vocabulary

**A** Can you say "hello" in other languages? Match the languages to the correct greetings. Then listen and practice.

- |                    |                     |                 |                  |
|--------------------|---------------------|-----------------|------------------|
| 1. Arabic <u>c</u> | 4. Italian _____    | a. Buon giorno! | d. Geia sou!     |
| 2. German _____    | 5. Portuguese _____ | b. Olá!         | e. Zdravstvuite! |
| 3. Greek _____     | 6. Russian _____    | c. Ahalan!      | f. Guten Tag!    |

**B** Tommy meets a lot of friends online. Where are they from? Complete their sentences with the words in the box. Then listen and practice.

☐ Germany ☐ Greece ☐ Italy ☒ Morocco ☐ Portugal ☐ Russia



1. My name is Khalil.  
I live in Morocco.  
"Ahalan!"



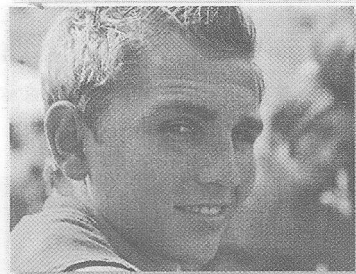
2. I'm Karl. I live in \_\_\_\_\_.  
"Guten Tag!"



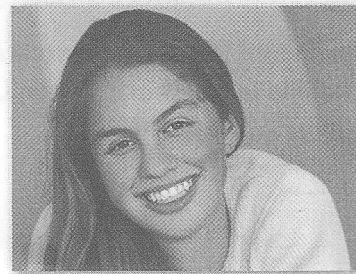
3. "Buon giorno!"  
I'm Carlotta. I live in \_\_\_\_\_.



4. "Geia sou!" I'm Christina. I live in \_\_\_\_\_.



5. I'm Ivan. I live in \_\_\_\_\_.  
"Zdravstvuite!"



6. I'm Emilia. I live in \_\_\_\_\_.  
"Olá!"

**C** Work with a classmate. Look at Part B. Ask and answer questions about where Tommy's friends are from and what languages they speak.

Is Ivan from Russia?

Yes, he is.

Does Emilia speak Italian?

No, she doesn't. She speaks Portuguese.

## 2 Language focus

- A** Claudia wants new e-pals. She asks Tommy about his online friends. Listen and practice.

**Claudia** Can you help me find some new e-pals?

**Tommy** Well, maybe you can write to my e-pals. Karl, Emilia, Ivan, and Carlotta are really interesting.

**Claudia** Do they like sports?

**Tommy** Sure. One of them plays tennis, two of them play soccer, and . . .

**Claudia** Who plays soccer?

**Tommy** Karl and Emilia do. Karl lives in Germany. The others live in Greece, Morocco, Italy . . .

**Claudia** Oh! Who lives in Italy?

**Tommy** Carlotta does.

**Claudia** Great! I'll write to Karl and Carlotta. I love soccer, and I want to learn German and Italian.

**Who + (verb) . . . ?**

**Who lives in Italy?**  
Carlotta **does**.

**Who plays soccer?**  
Karl and Emilia **do**.



- B** Read these messages from Tommy's newest e-pals. Write questions and answers. Listen and check. Then practice.

● From: Khalil

I like music, and I watch a lot of American movies. I go camping a lot. Do you like to go camping?

● From: Christina

I live near beautiful islands. You can swim and relax on the beach. I like music. I play the guitar and the piano.

- Who lives near beautiful islands?
- Who watches movies?
- Who plays the guitar?
- \_\_\_\_\_
- \_\_\_\_\_

*Christina does.*

Khalil does.

Both Christina and Khalil do.

## 3 Listening

- Tommy talks about his e-pals, Ivan, Emilia, and Christina. Who does these things? Listen and check (✓) the correct name or names.**

	Ivan	Emilia	Christina
1. take photographs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. speak four languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. swim every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. play the guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# International Day

## 1 Vocabulary

### A Listen and practice.

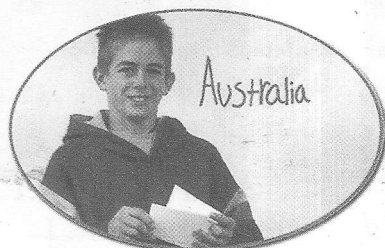
100 one hundred  
1,000 one thousand  
10,000 ten thousand  
100,000 one hundred thousand

167 one hundred and sixty-seven  
2,412 two thousand, four hundred and twelve  
85,000 eighty-five thousand  
960,102 nine hundred sixty thousand,  
one hundred and two

### B Listen and practice.

☐ 154   ☐ 17,000   ☐ 20,000   ☒ 25,000   ☐ 90,000   ☐ 100,000

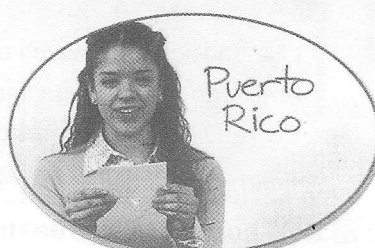
### C This Sunday is International Day at school. Students are giving presentations. Listen and complete their sentences with the correct numbers from the box in Part B.



1. Every year, 25,000 people run from Sydney to Bondi Beach in the Fun Run.



2. There are \_\_\_\_\_ kinds of birds in my country.



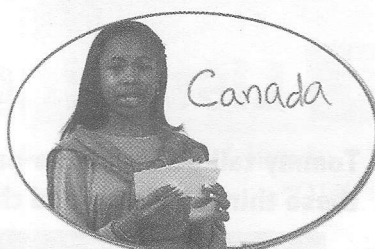
3. There are \_\_\_\_\_ people in the city of Guaynabo.



4. \_\_\_\_\_ people can watch a soccer game in Maracanã Stadium.



5. There are \_\_\_\_\_ national forests in the United States.



6. There are \_\_\_\_\_ "Mounties" – a special group of police officers – in Canada.

## 2 Language focus

**A** Zach's father, Mr. Baker, asks Claudia some questions. Listen and practice.

**Mr. Baker** Great presentation, Claudia! Are there really 17,000 species of birds in the Colombian rain forest?

**Claudia** At least! Some scientists think there are 20,000. And there are 130,000 species of plants.

**Mr. Baker** You know a lot, Claudia! What school subjects do you like?

**Claudia** I like math and science.

**Mr. Baker** And Zach says you're athletic. What sports do you play?

**Claudia** Well, I play soccer, Ping-Pong, basketball, tennis . . .

**Mr. Baker** Wow! And your brother? What sports does he like?

**Claudia** He doesn't like sports.

**Mr. Baker** What about your parents? What sports do they play?

**Claudia** Well, they play tennis and golf. My father plays golf 365 days a year!

**What + (noun) . . . ?**

**What subjects** do you like?

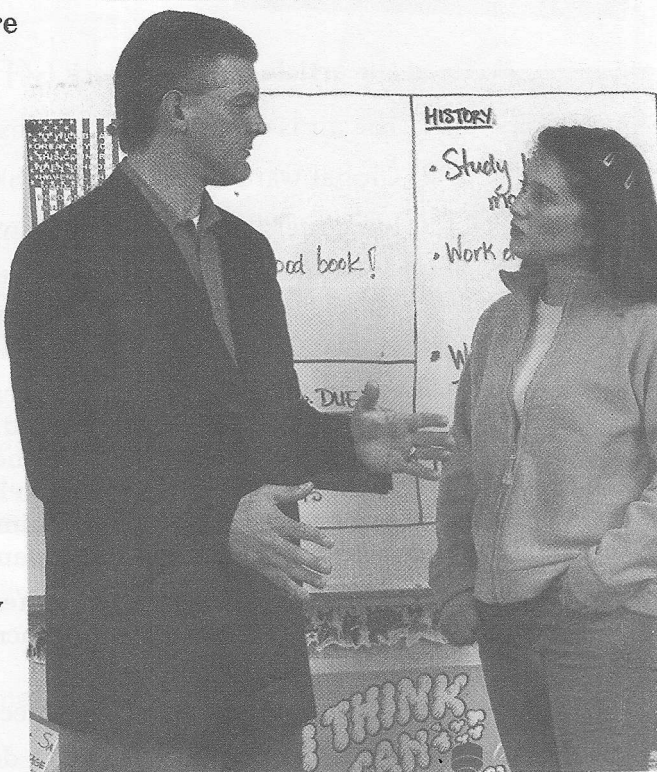
I like math and science.

**What sports** does he like?

He doesn't like sports.

**What sports** do they play?

They play all sports.



**B** Now Mr. Baker talks with Rafael. Complete their conversation. Listen and check. Then practice.

**Mr. Baker** What sports do you like, Rafael?

**Rafael** I like soccer, tennis, and basketball. How about you?  
\_\_\_\_\_, Mr. Baker?

**Mr. Baker** Oh, I like all sports, especially baseball.

**Rafael** I want to introduce you to my father, but his English isn't very good.

**Mr. Baker** \_\_\_\_\_ speak? Portuguese?

**Rafael** Yes. \_\_\_\_\_ Portuguese and some Spanish.

**Mr. Baker** Great! I speak a little Spanish, too. Let's find him!

## 3 Speaking

Ask your classmates questions. Use the words in the box or your own ideas.

colors

music groups

subjects

video games

foods

sports

What sports do you like?

I like basketball.

# Get Connected

## UNIT 8

### Read

**A** Read the article quickly. Check (✓) the main idea.

- ☐ 1. The air is dirty and the oceans are rising.
- ☐ 2. Global warming is a big problem, but everyone can help.
- ☐ 3. It's hotter these days and many animals are dying.

## Global Warming

Look around you. What's the weather like these days? In many places like Antarctica and Greenland it's usually cold, but now it's hotter. The ice in these cold places is **melting**, and the water in the oceans is **rising**. The air is **dirty**. Many species of plants and animals are **dying**. This is a serious problem and it has a name – *global warming*.

Can we stop global warming? Yes, we can. Scientists think there's still time to **save** our incredible planet. So, what can we do? Here are some ideas:

- Use less water, paper, and electricity.
- Walk, bike, or take the bus – don't drive.
- **Recycle** paper and **plastic** items.
- Ask your classmates, friends, and family for ideas.

And don't forget . . . our actions can save the world for many years to come. Let's start today.



to page 12  
for the  
Vocabulary  
Practice.

**B**  Read the article slowly. Check your answer in Part A.

**C** Answer the questions.

1. What's the weather usually like in Greenland? It's usually cold.
2. What's the ice doing in cold places? \_\_\_\_\_
3. What's the air like around the world? \_\_\_\_\_
4. Can we stop global warming? \_\_\_\_\_
5. What can you do to help? Name one thing. \_\_\_\_\_

# That's a really serious problem.

## Listen

**A**  Jeff and Isabel talk about their projects. Listen and answer the questions.

1. What's Isabel making? She's making a poster.
2. Who's doing a project for the science fair? \_\_\_\_\_
3. Who can enter the recycling contest? \_\_\_\_\_
4. What can the winners of the contest do? \_\_\_\_\_
5. Who wants to enter the contest? \_\_\_\_\_

**B** What do you think? Answer the questions. Give reasons.

1. Do you think global warming is a serious problem? \_\_\_\_\_
2. Is recycling a good idea? \_\_\_\_\_
3. Do you think students can help save the planet? \_\_\_\_\_
4. Would you like to enter a recycling contest? \_\_\_\_\_
5. Do you think TV shows about our planet are interesting? \_\_\_\_\_



## Your turn

## Write

**A** Think about some things you can do to help our planet. Answer the questions.

1. What do you think about global warming? \_\_\_\_\_
2. What's one thing you can do to help? \_\_\_\_\_
3. What's one thing your family can do to help? \_\_\_\_\_
4. What can you and your classmates do to help? \_\_\_\_\_
5. Do you think there's still time to save our planet? \_\_\_\_\_

**B** Write about your plans to help the planet. Use the answers in Part A to help you.

*I think global warming is* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

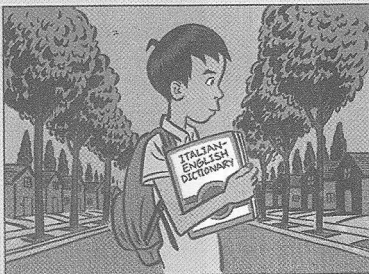
## Language chart review

**Who + (verb) ... ?****Who goes camping a lot?**I **do**.Pablo **does**.Sarah and Tim **do**.**What + (noun) ... ?****What colors** do you like?

I like blue and yellow.

**What languages** does he speak?

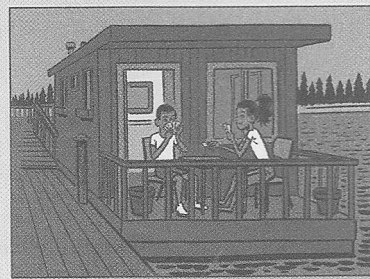
He speaks French and Italian.

**A** Look at the pictures. Write questions and answers about the people.

Ken



Vicky



Sonya and Miguel



Marc



Kwan and Dave



Betsy

1. speak Italian

Q: Who speaks Italian?A: Ken does.

2. have a pet parrot

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. eat a lot of ice cream

Q: \_\_\_\_\_

A: \_\_\_\_\_

4. live on a houseboat

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. like to play soccer

Q: \_\_\_\_\_

A: \_\_\_\_\_

6. collect comic books

Q: \_\_\_\_\_

A: \_\_\_\_\_

**B** Look again at Part A. Write *What* questions with the words. Then answer the questions.

1. dessert / Betsy / like

Q: *What dessert does Betsy like?*

A: *She likes ice cream.*

2. instrument / Marc / play

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. game / Sonya and Miguel / like

Q: \_\_\_\_\_

A: \_\_\_\_\_

4. languages / Ken / speak

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. sport / Vicky / play

Q: \_\_\_\_\_

A: \_\_\_\_\_

6. color / Kwan and Dave / like

Q: \_\_\_\_\_

A: \_\_\_\_\_

## Language chart review

### What's the weather like?

What's the weather like?

It's usually **sunny**.

What's the weather like?

It's **cool** and **rainy**.

### can (for possibility)

What **can you** do here?

**You can** go hiking.

**Can you** see any animals?

Yes, **you can**. / No, **you can't**.

**C** Betsy asks Sonya about life on a houseboat. Look again at the language charts. Then complete the conversation.

**Betsy** Do you like living on a houseboat in Florida, Sonya?

**Sonya** Well, yes, I do. It's a lot of fun.

**Betsy** What's it like? What can you do on a houseboat?

**Sonya** A lot of things! \_\_\_\_\_ go swimming,  
and \_\_\_\_\_ go canoeing.

**Betsy** \_\_\_\_\_ the weather \_\_\_\_\_ in Florida?  
Is it always warm?

**Sonya** Yes, it's usually warm. Actually, today it's very hot!

**Betsy** Wow! What \_\_\_\_\_ do in Florida?

**Sonya** Well, \_\_\_\_\_ visit Miami. It's a great city.

**Betsy** What \_\_\_\_\_ do there?

**Sonya** \_\_\_\_\_ go to the Miami Aquarium. It's an  
interesting place.

**Betsy** What \_\_\_\_\_ see there?

**Sonya** \_\_\_\_\_ see a lot of fish and learn about  
the ocean.

**Betsy** Wow! That's fascinating. I want to go to Florida.



**Go** to page 133  
for the  
Theme Project.

# Unit 1

# Game What's wrong?

Work with a classmate. What's wrong with the picture? Write sentences with the words in the box. The pair that finishes first is the winner.



- |                                  |                                 |                                              |                                       |
|----------------------------------|---------------------------------|----------------------------------------------|---------------------------------------|
| <input type="checkbox"/> bed     | <input type="checkbox"/> guitar | <input checked="" type="checkbox"/> sandwich | <input type="checkbox"/> sneakers     |
| <input type="checkbox"/> bicycle | <input type="checkbox"/> pizza  | <input type="checkbox"/> skirt               | <input type="checkbox"/> soccer balls |

1. There's a sandwich in the home store.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

# Unit 2

# Game Who is it?

Read what these students do in their free time. Then play a game with a classmate.

**Classmate 1** Choose a person in the picture. Don't tell your classmate.  
**Answer** Classmate 2's questions.

**Classmate 2** Classmate 1 is thinking of a person in the picture.  
**Ask** Classmate 1 questions. **Guess** the person.

**Classmate 2** Do you watch DVDs?

**Classmate 1** Yes, I do.

**Classmate 2** Are you Miyoko?

**Classmate 1** No, I'm not.

**Classmate 2** Do you take guitar lessons?

**Classmate 1** Yes, I do.

**Classmate 2** Are you Eric?

**Classmate 1** Yes, I am.

I watch DVDs.  
I hang out at the mall.  
I talk on the phone.  
I read books.  
I draw pictures.

I collect trading cards.  
I listen to music.  
I use the Internet.  
I play video games.  
I read magazines.

I watch DVDs.  
I take guitar lessons.  
I use the Internet.  
I play soccer.  
I hang out with my friends.

I take guitar lessons.  
I listen to music.  
I in-line skate.  
I play video games.  
I draw pictures.

Miyoko

Felix

Bruno

Eric

I collect trading cards.  
I talk on the phone.  
I play video games.  
I read books.  
I hang out with my friends.

Janice

Lucia


I hang out at the mall.  
I take guitar lessons.  
I in-line skate.  
I play soccer.  
I read magazines.

# Unit 3

# Game Play ball!

**A** Work with a classmate. Read the clues. Then write the correct words on the ball. The pair that finishes first is the winner!

a. A biker wears a  on his or her head.


b. A lot of people do  in Asia.


c. Skateboarders wear knee .


d. Tennis players wear  on their feet.


e. People  at the beach.


f. You can  in a park.


g. A baseball player has a .

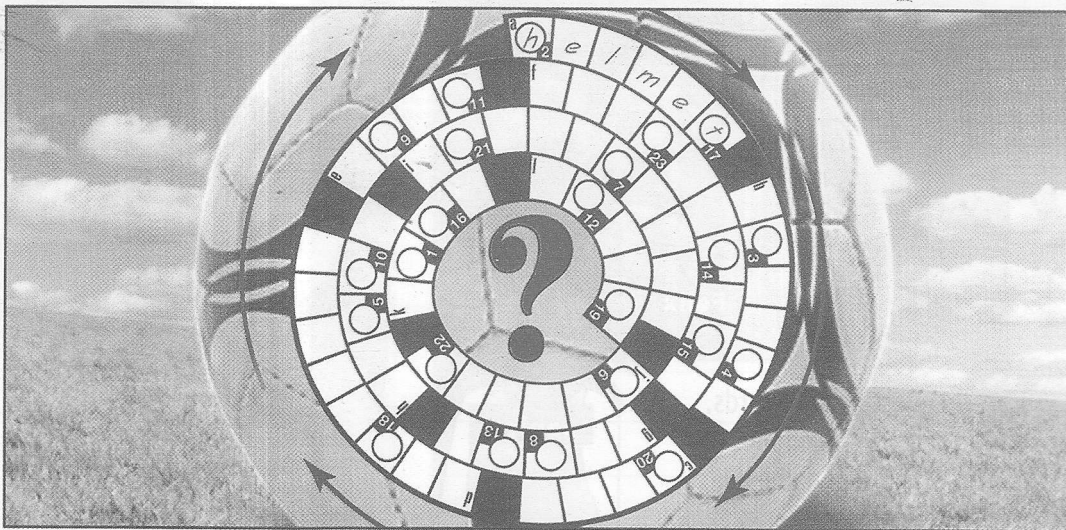
h. Each player wears a  with a number.

i.  is a fun sport.

j.  teams play on a field.

k. People  in a pool or at the beach.

l. People wear gloves on their .



**B** Write each numbered letter from the puzzle. Then write the answer.

Q: 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20 21 22 23 ?

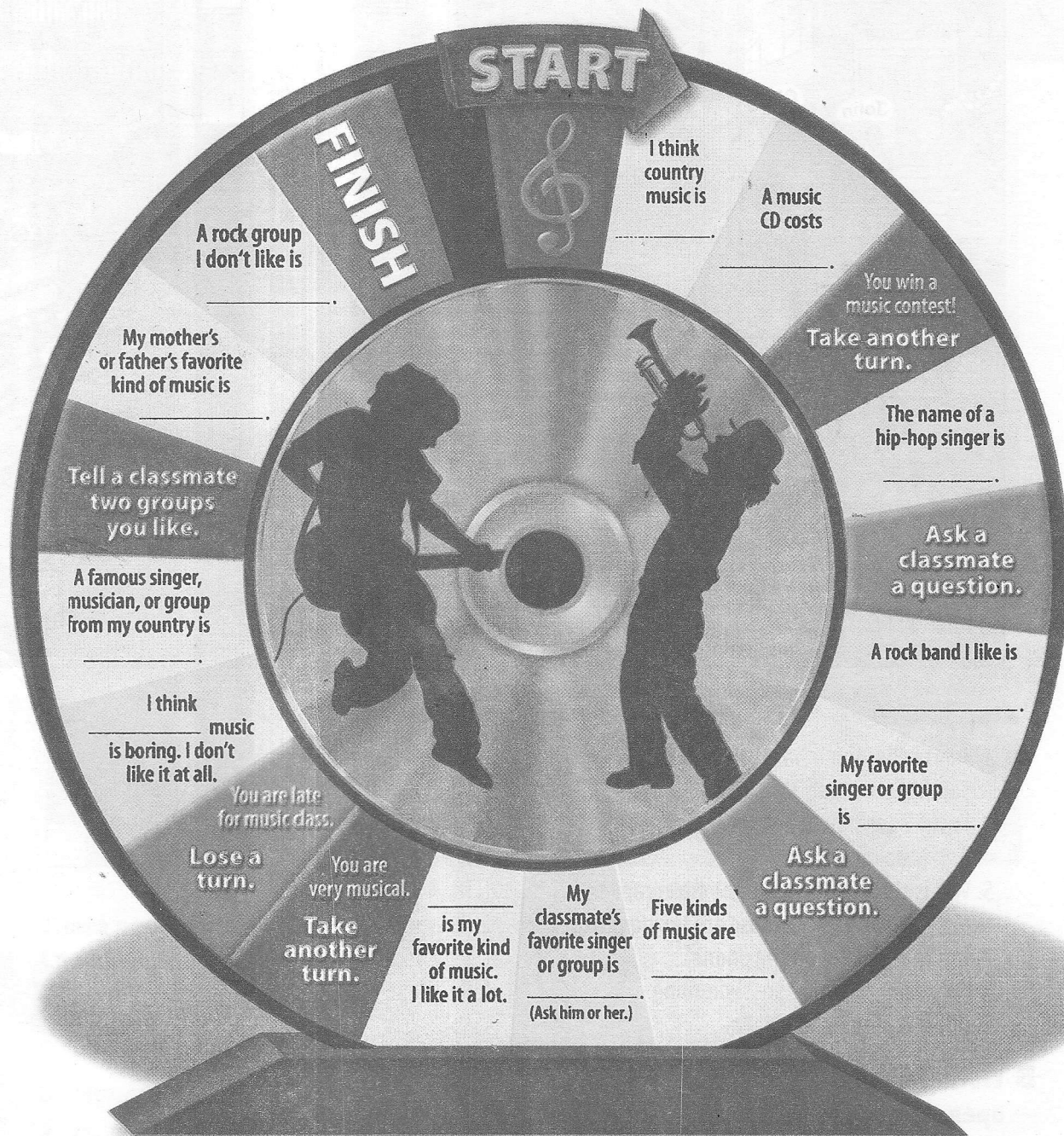
A: \_\_\_\_\_

# Unit 4

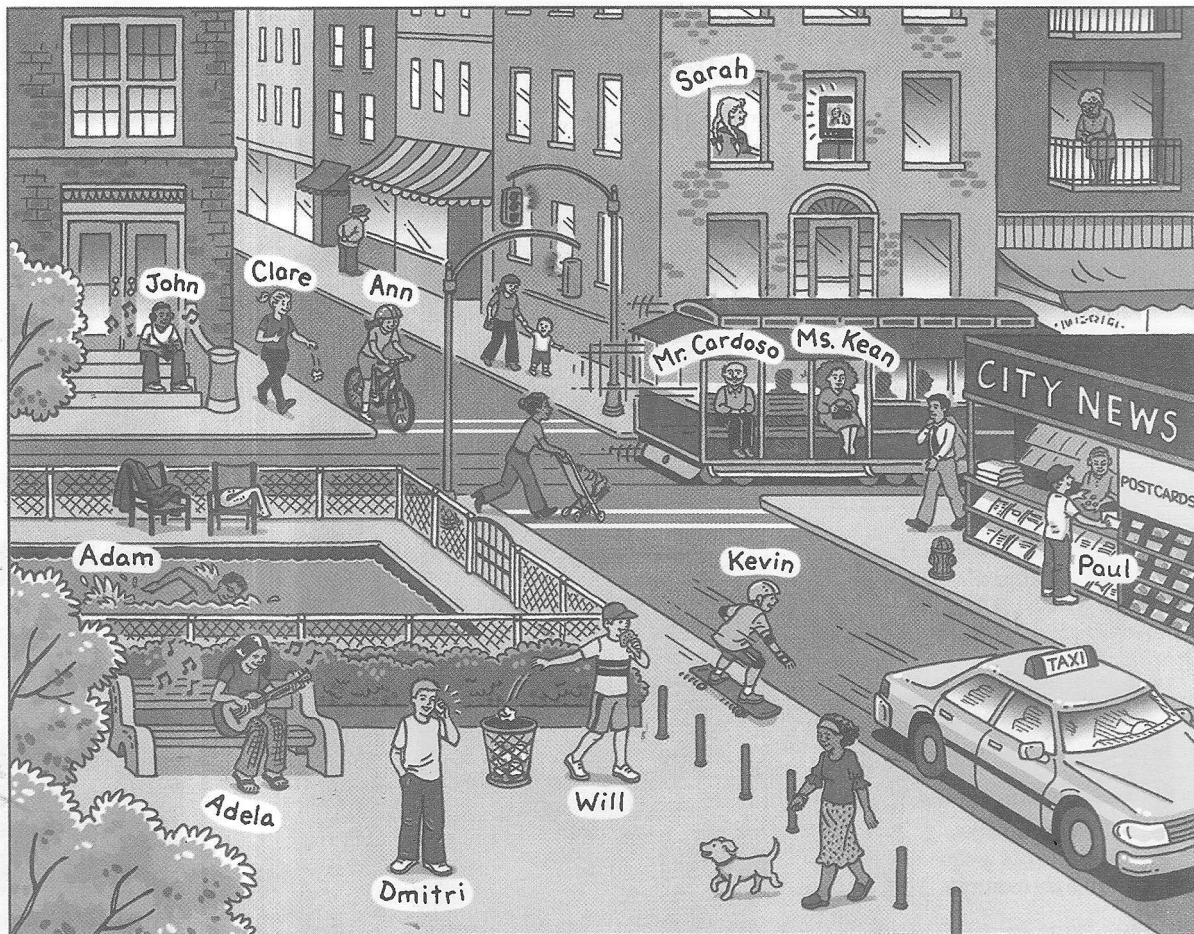
# Game All about music

Play the game with a classmate. Use things in your bag as game markers.  
Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

- Take turns. Flip a coin and move your marker to the correct space.
- Complete the sentence or follow the directions.
- The person who gets to FINISH first, wins.



# Game What are they doing



- [illegible]

**B** Work with a classmate. Close your book. Your classmate's book is open. How many things can you remember from the picture? Tell your classmate. Your classmate says Yes or No. Then switch roles.

John is reading a book.

No, he isn't. He's listening to music.

**A Play the game with a classmate. Take turns.**

One person is *X* and one person is *O*. *X* starts.

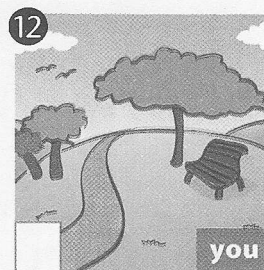
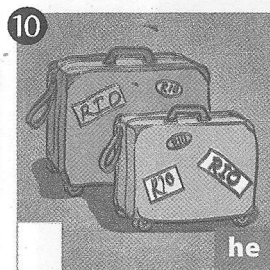
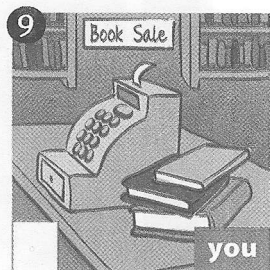
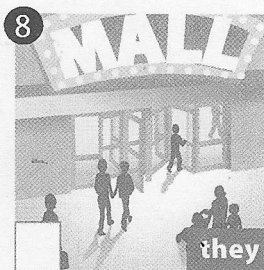
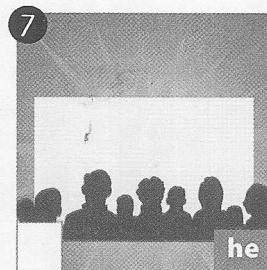
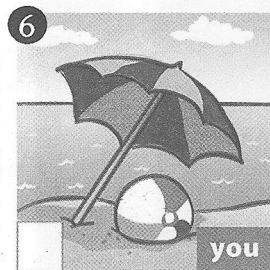
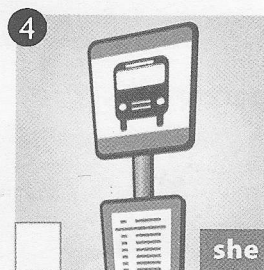
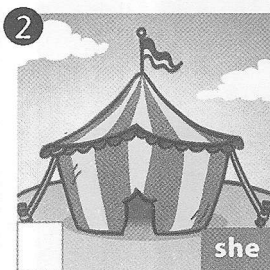
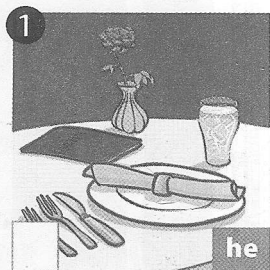
**Classmate X** Point to a picture. Ask *Where's / Where are* \_\_\_\_\_ *going?*

**Classmate O** Answer the question.

- ▶ Is the answer correct? Mark the picture with an *O*.
- ▶ Not correct? Do not mark the picture.

Now Classmate *O* points to a picture and asks a question.

Classmate *X* answers. Continue playing until all the pictures are marked *X* or *O*. The player with the most marks wins.



**B These people are all on a bus. Where are they going?**  
**Complete the sentences.**

1. Bill is going to the circus \_\_\_\_\_.
2. Jed and Mindy \_\_\_\_\_.
3. Henry \_\_\_\_\_.
4. Carl \_\_\_\_\_.
5. Pierre and Paulette \_\_\_\_\_.



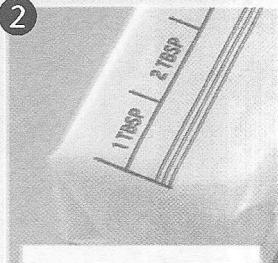
# Unit 7

# Game Food puzzle

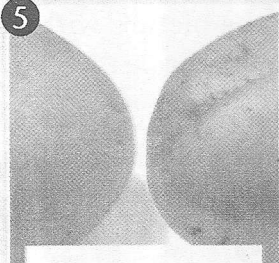
Work with a partner. Look at the photos. Guess the names of the items, and label the photos. Then write the names of the food items to complete the puzzle. The pair that finishes first is the winner.

## ACROSS

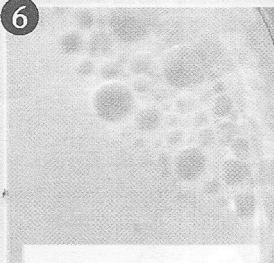
2



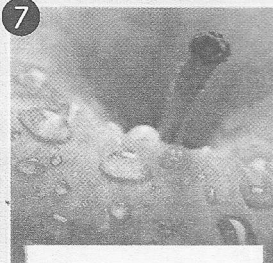
5



6



7



## DOWN

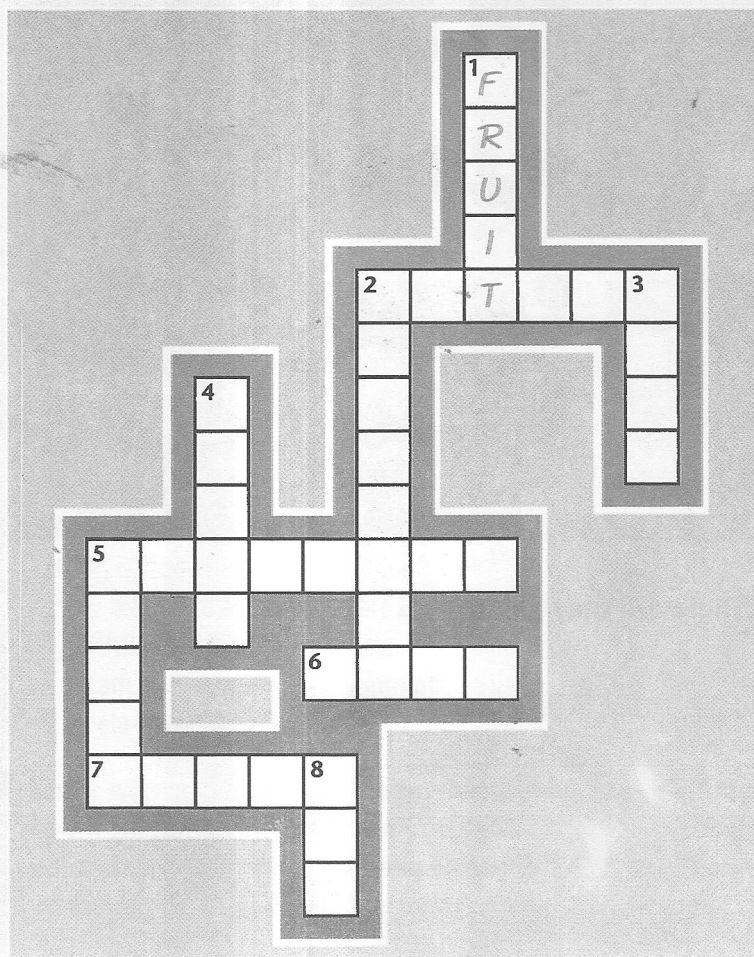
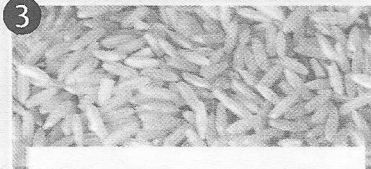
1



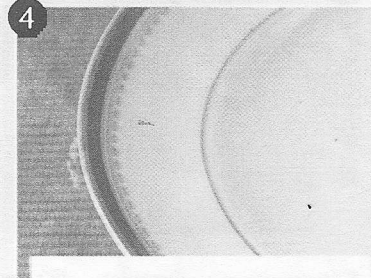
2



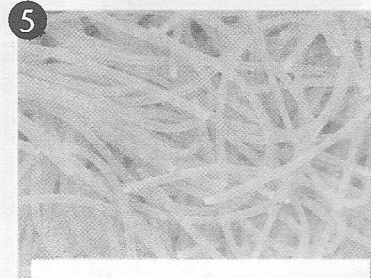
3



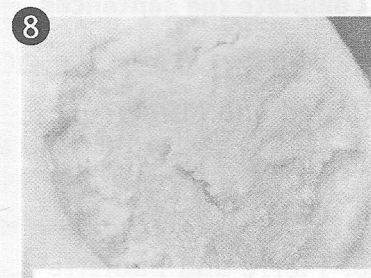
4



5



8



Play the game with a classmate. Use things in your bag as game markers.

Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

- Take turns. Flip a coin and move your marker to the correct space.

**Classmate 1** Ask a question about the weather, using the words in the space.

**Classmate 2** Answer the question.

June. What's the weather like in June?

It's usually warm and rainy.

- The person who gets to FINISH first, wins.



# Get Connected Vocabulary Practice

## Unit 1

Complete the sentences with the words in the box.

☐ backup (n.)   ☐ Broadway musical (n.)   ☐ drums (n.)   ☒ lead (adj.)   ☐ special (adj.)   ☐ typical (adj.)

1. My friend is the main singer in the band. She's the lead singer.
2. My cousin isn't the lead singer in the band. He sings \_\_\_\_\_.
3. Many people have dogs and cats. They're \_\_\_\_\_ pets.
4. Brian plays the \_\_\_\_\_ in our school band.
5. We like our English teacher a lot. She's a very kind and \_\_\_\_\_ person to us.
6. *Lion King* is a great \_\_\_\_\_. The actors sing, dance, and act.

## Unit 2

The underlined words belong in other sentences. Write the words where they belong.

1. That company has a lot of good review (v.) ideas. marketing
2. There's a quiz tomorrow. Can you help me marketing (n.)? \_\_\_\_\_
3. That's a great creator (n.). They make very good computer games. \_\_\_\_\_
4. Do you answer all of your e-mail company (n.) every day? \_\_\_\_\_
5. This computer check out (v.) helps me study math. \_\_\_\_\_
6. That man is the messages (n.) of a really cool video game. \_\_\_\_\_
7. Software (n.) this cool video game. Look! You can play it online. \_\_\_\_\_

# Unit 3

Complete the sentences with the words in the box.

1. Speed skaters skate fast, so they wear helmets.
2. You can win \_\_\_\_\_ at our school's Sports Day.
3. Henry is my \_\_\_\_\_. We have the same father.
4. He's a great \_\_\_\_\_. His books are really famous.
5. She's the 2008 \_\_\_\_\_ skateboarder.

- ☐ author (n.)
- ☐ half brother (n.)
- ☐ medals (n.)
- ☒ speed skaters (n.)
- ☐ world champion (adj.)

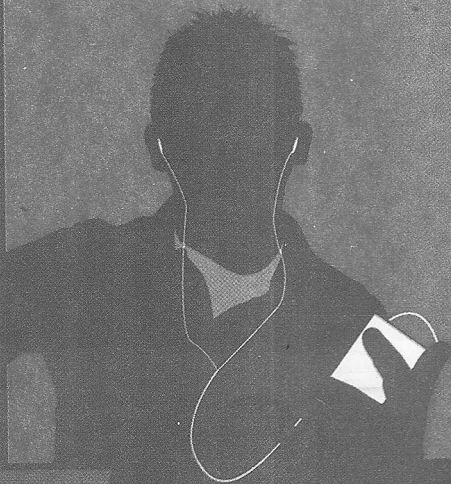
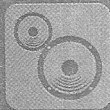
# Unit 4

Complete the advertisement with the words in the box.

- ☐ album (n.)
- ☐ convenient (adj.)
- ☐ million (n.)
- ☐ sell (v.)
- ☐ audio books (n.)
- ☒ download (v.)
- ☐ rent (v.)

## ROXY'S

Rock,  
Pop, and  
More!



Visit the new Roxy's Rock, Pop, and More Web site! You can

download songs, and it's cheap!

We have over one \_\_\_\_\_ new

rock and pop hits. Buy a song or

an \_\_\_\_\_. But wait, there's

more! We \_\_\_\_\_ TV shows

and \_\_\_\_\_, too. Or you can

\_\_\_\_\_ a movie for \$2.99.

So visit our Web site - it's easy

and \_\_\_\_\_!

## Unit 5

Circle the correct words to complete the sentences.

1. My little sister has a lot of very cute ((dolls) / peaches).
2. We have tickets to walk around in that old (play / castle). It's very big
3. I love this candy. It's (traditional / delicious)!
4. Buy two (tickets / dolls) at the movie theater.
5. Let's dance to this (delicious / traditional) Mexican song.
6. The actors in that (castle / play) are very good.
7. Apples, bananas, and (candy / peaches) are healthy foods.

## Unit 6

Complete the sentences with the words in the box.

☐ butter (n.)   ☐ cows (n.)   ☐ farm (n.)   ☐ pounds (n.)   ☐ weighs (v.)   ☒ wire (n.)

1. That wire is for Ken's new radio-controlled airplane.
2. I want to buy two \_\_\_\_\_ of potatoes to make some potato salad.
3. \_\_\_\_\_ give us milk.
4. Do you like \_\_\_\_\_ on your popcorn?
5. My mother isn't heavy. She only \_\_\_\_\_ 120 pounds.
6. My aunt and uncle live on a \_\_\_\_\_. They have lots of animals.

# Unit 7

Complete the sentences with the words in the box.

- |                                        |                                                    |                                        |
|----------------------------------------|----------------------------------------------------|----------------------------------------|
| <input type="checkbox"/> column (n.)   | <input checked="" type="checkbox"/> newspaper (n.) | <input type="checkbox"/> recipe (n.)   |
| <input type="checkbox"/> cookbook (n.) | <input type="checkbox"/> nutrition (n.)            | <input type="checkbox"/> sections (n.) |

1. Some people think it's important to know world news. They read a newspaper every day.
2. He's a great cook. His new \_\_\_\_\_ has a lot of great dishes in it.
3. There's a lot of sugar in candy and soda. They aren't very healthy. There isn't much \_\_\_\_\_ in them.
4. Our Sunday newspaper is big. There are ten \_\_\_\_\_ in it.
5. That cookbook has an amazing \_\_\_\_\_ for chocolate cake. I want to make it.
6. She writes a \_\_\_\_\_ for her high school newspaper. She writes about teen fashion.

# Unit 8

What sentence is next? Match the sentences on the left with the sentences on the right.

- |                                                           |                                               |
|-----------------------------------------------------------|-----------------------------------------------|
| 1. Clean up your room. <u>f</u>                           | a. It's in that <b>plastic</b> (adj.) bottle. |
| 2. You have a lot of paper. _____                         | b. They're <b>dying</b> (v.)!                 |
| 3. It's hot today. Hurry up and eat your ice cream. _____ | c. The water is <b>rising</b> (v.).           |
| 4. There's more water in the oceans these days. _____     | d. Can someone <b>save</b> (v.) it?           |
| 5. The neighbor's pet snake is very sick. _____           | e. It's <b>melting</b> (v.).                  |
| 6. The soda is in the refrigerator. _____                 | f. It's really <b>dirty</b> (adj.).           |
| 7. Give those plants water! _____                         | g. <b>Recycle</b> (v.) it!                    |

# Unit 1

**Theme Project:** Make a poster about things you like and things you're good at.

**Theme:** Citizenship

**Goal:** To create stronger relationships in your classroom community

## At Home

Read about Valeria.

Hi! I'm Valeria Dias, and I'm 14. I'm athletic. I'm pretty good at soccer and volleyball. I'm also good at dancing. I like sports very much. I like gym a lot, too.



Complete the chart. Use your dictionary, if necessary.

Things I'm good at	Things I like
1.	1.
2.	2.
3.	3.

Draw pictures or bring photos of the things you are good at and the things you like to class.

## In Class

**1** Make a poster. Use the sample poster as a model.

**2** Tell your group about the things you are good at and the things you like.

I'm musical. I'm good at the piano and the violin. I'm pretty good at English, too. I like ...

**3** Display the posters in your classroom. Walk around and look at all of them. Who likes the same things you like? Who's good at the same things you're good at?

**Things I'm good at**

**Things I like**

I'm musical. I'm good at the piano and the violin. I'm pretty good at English, too. I like cats. I like math a lot. I like basketball, too.

(name) \_\_\_\_\_

Sample poster

# Unit 2

**Theme Project:** Make a booklet about teachers in your school.

**Theme:** Citizenship

**Goal:** To become better acquainted with your school community

## At Home

**Read about Mr. Ramos.**

This is Mr. Ramos. He teaches science. He gets up at 6:30 a.m. He eats breakfast at home. Then he goes to school. He doesn't go home at 2:30 p.m. – he coaches soccer after school. He eats dinner with his family at 6:30 p.m. He plays with his son in the evening. He reads in his free time.



Mr. Ramos

## Before Class

- i** Talk to a teacher at your school. Ask questions and complete the chart.  
Use your dictionary, if necessary.

	Name	Subject	Morning	Afternoon	Evening	Free time
Questions:			<i>Do you eat breakfast at school?</i>			
Answers:						

**Draw a picture or bring a photo of the teacher to class.**

## In Class

- i** Look at all the charts. Choose two teachers.
  - i** Make a page for each teacher. Use the sample page as a model.
  - i** Choose a group leader. Present your teachers to another group.
- This is Mrs. White. She teaches art class. She eats . . .
- i** Give your group's pages to the teacher. The teacher staples together the pages.

- i** Pass around the booklet. Which teacher do you want to know more about?

This is Mrs. White. She teaches art class. She eats breakfast at home. She goes to school at 7:30 a.m. She goes home at 4:00 p.m. She eats dinner at 7:00 p.m. Then she helps her children with their homework. She goes to the movies in her free time.

Sample booklet page

# Unit 3

**Theme Project:** Make a sports card.

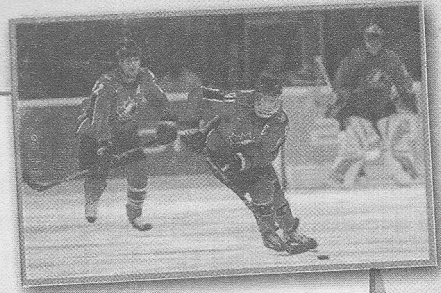
**Theme:** Cultural diversity

**Goal:** To learn about sports in different countries

## At Home

Read about ice hockey in Canada.

Ice hockey is very popular in Canada. Canadians like it a lot. Ice hockey is exciting. Teams play on a skating rink. Players wear helmets and kneepads. They use hockey sticks and a puck.



Complete the chart. Use your dictionary and the Internet, if necessary.

Country	Popular sport	Information

Draw pictures or bring photos of the sport to class.

## In Class



**Make a sports card. Use the sample sports card as a model.**



**Tell your group about your sport.**

Baseball is very popular in Japan. Teams play on a field. They use a . . .



**Don't show your card to the group. Say the name of your country. The other group members ask questions, and guess the sport.**

Japan

Do they wear uniforms?

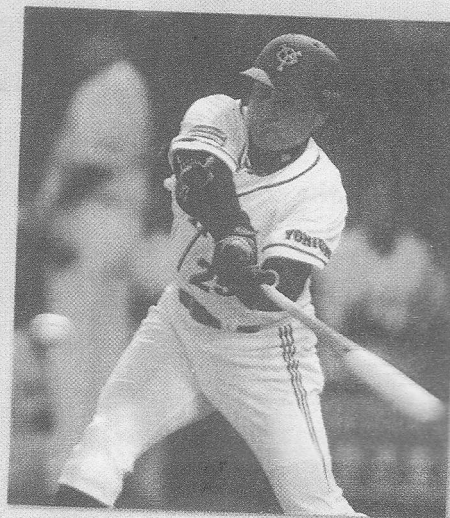
Yes, they do.

Is it baseball?

Yes, it is.



**Display the sports cards in your classroom. Walk around and look at all of them. Vote on the most interesting sport.**



Baseball is a popular sport in Japan. Teams play on a field. They use a ball and a glove. They wear uniforms and helmets.

Sample sports card

# Unit 4

**Theme Project:** Make a booklet of advertisements.

**Theme:** Consumer awareness; cultural diversity

**Goal:** To learn the price of common items in dollars; to share interests

## At Home

Read the advertisement.

Hi! I'm Lydia. In my free time, I paint pictures. I need special things for painting. Look at this advertisement from my favorite art store.

### Martin's Art Store

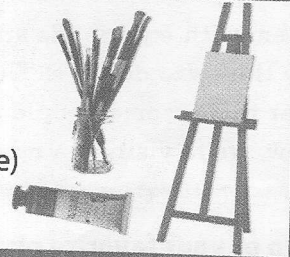
#### Art Supply Sale

Canvas \$25.25

Brushes \$9.99

Paints \$18.70 (each tube)

Easel \$129.99



Choose an activity. My activity is .

What do you need for your activity? Write four items and their prices. Use your dictionary or the Internet, if necessary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Draw pictures or bring photos of the items above to class.

## In-Class

**i** Choose a name for your store. Make an advertisement for your store. Use the sample advertisement as a model.

**g** Tell your group about the items in your store.

I like skiing. Skis are \$600.00. Boots are \$350.00. A jacket is ...

**g** Give your group's pages to the teacher. The teacher staples together the pages.

**g** Pass around the booklet. What equipment and activities are the coolest? Why?

### Diego's Ski Store

Skis \$600.00

Boots \$350.00

Jacket \$220.00

Goggles \$50.00

Sample advertisement

# Unit 5

**Theme Project:** Make a city guide for tourists.

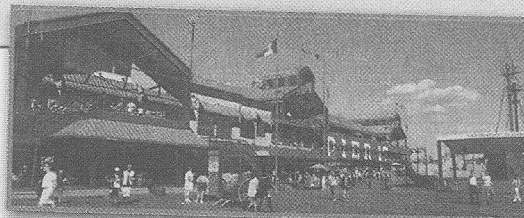
**Theme:** Citizenship

**Goal:** To create awareness of your city or town; to provide information for visitors

## At Home

Read about Julie's favorite place in New York.

Today, I am with my friends at South Street Seaport. There are many things to do here. There are people taking a boat ride. Over there, some people are watching street performers. Right now, we're visiting a museum. It's really interesting.



What are two of your favorite places in your city? Write their names. Then write three things you do in each place. Use your dictionary, if necessary.

Place 1: _____	Place 2: _____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Draw pictures or bring photos of the places and the activities to class.

## In Class



Look at all the places. Choose two places.



Make a page for each place. Use the sample page as a model.



Choose a group leader. Present your places and activities to another group.

This is Central Park. These people are walking on a path. These people are ...



Give your group's pages to the teacher. The teacher staples together the pages.



Pass around the guide. What are your favorite activities? Why?

### Central Park

Walk on a path!



Go biking!



Visit the zoo!



Sample city guide page

## Unit 6

**Theme Project:** Make a weekend activity poster.

**Theme:** Relationships; citizenship

**Goal:** To create stronger relationships in your classroom community

### At Home

**Read about Hyun's weekend activities.**

I usually relax at home on weekends, but I like to do other things, too. This Saturday, I want to see the new horror movie. I love horror movies. On Sunday, I want to go to a concert with my friends. I want to eat at a restaurant before the concert. Weekends are great!



**Write four activities you want to do this weekend. Use your dictionary, if necessary.**

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_

**Draw pictures or bring photos of the activities to class.**

### In Class



**Look at all the activities. Choose one activity for each person.**



**Make a poster. Use the sample poster as a model.**



**Choose a group leader. Present your poster to another group.**

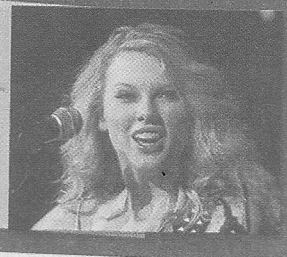
Keiko likes to go to concerts. This weekend, she wants to see the Taylor Swift concert. She's awesome!



**Display the posters in your classroom. Walk around and look at all of them. What do you want to do this weekend?**

Keiko

I want to see the Taylor Swift concert. She's awesome!



Cindy

I want to go to the city nature center. The birds there are beautiful.



Raul

I want to go to a Chicago Bulls basketball game. They're cool!



Sample poster

# Unit 7

**Theme Project:** Make a group menu.

**Theme:** Healthy food

**Goal:** To share information about healthy foods

## At Home

**Read about Home Cooking Restaurant's menu.**

Welcome to our restaurant! On today's menu, we have two healthy dishes for lunch. Try our vegetable soup or our chicken sandwich. There are carrots, peas, beans, and onions in the soup. There isn't any mayonnaise on the sandwich — there's only chicken, lettuce, and tomato on it. Both dishes are delicious!



**Complete the chart. Use your dictionary, if necessary.**

Healthy dish	What's in it?
1.	1.
2.	2.

**Draw pictures or bring photos of the foods to class.**

## In Class



**Look at all the healthy dishes. Choose four dishes. Make a menu. Use the sample menu as a model.**

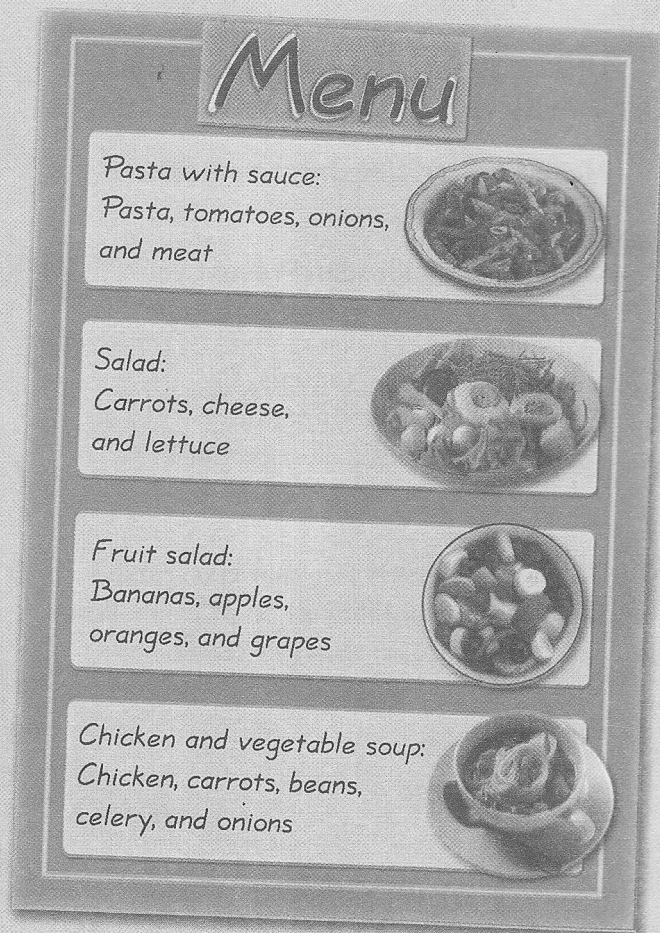


**Choose a group leader. Present your menu to another group.**

On our menu, we have pasta with sauce. There are tomatoes, onions, and meat in the sauce. We also have a salad. There are carrots, cheese, and lettuce in it. We also have ...



**Display the menus in your classroom. Walk around and look at all of them. Vote on the healthiest dish.**



Sample menu

# Unit 8

**Theme Project:** Make an informational poster about a country.

**Theme:** Cultural diversity

**Goal:** To learn about different countries around the world

## At Home

**Read about Peru.**

Visit Peru in South America. Go to Lima, an important city in Peru. It's sometimes sunny and cool there. You can go to Machu Picchu from Lima. It's a famous place in the mountains. It's very old and beautiful. You can also see the rain forest in Peru. So, check out Peru. It's a really fun place to visit.



Machu Picchu

**Write the information. Use your dictionary, if necessary.**

Country: _____	Things you can do: _____
Important city: _____	Continent: _____
Famous place: _____	Weather in that city: _____

**Draw three pictures or bring three photos of the things in your chart to class.**

## In Class

**1** Make a poster. Use the sample poster as a model.

**2** Read the information on your poster. The other group members guess the country.

This country is in Central America.  
Cancun is . . .

Is it Costa Rica?

**3** Choose a group leader. Present your places to another group. Try to guess the country on each poster. Finally, write the correct countries on the posters.

**4** Display the posters in your classroom. Walk around and look at all of them. Vote on the most interesting place.

This country is in Central America.  
Cancun is an important city there.  
It's hot and sunny there.

You can visit  
Chichen-Itza.

You can go to  
beautiful beaches.

You can listen to  
mariachi music.

\_\_\_\_\_

(country)

Sample poster

# Word List

This list includes the key words and phrases in *Connect Second Edition* Student's Book 2. The numbers next to each word are the page numbers on which the words first appear.

## Key Vocabulary

### Aa

action movie (78) \_\_\_\_\_  
 active (10) \_\_\_\_\_  
 activities (37) \_\_\_\_\_  
 actually (3) \_\_\_\_\_  
 admire (22) \_\_\_\_\_  
 adult (72) \_\_\_\_\_  
 adventure DVDs (46) \_\_\_\_\_  
 afternoon [in the ...] (39) \_\_\_\_\_  
 again (37) \_\_\_\_\_  
 age (51) \_\_\_\_\_  
 air (110) \_\_\_\_\_  
 album (54) \_\_\_\_\_  
 all [at all] (11) \_\_\_\_\_  
 almost (47) \_\_\_\_\_  
 amazing (72) \_\_\_\_\_  
 animated movie (78) \_\_\_\_\_  
 answer (52) \_\_\_\_\_  
 anything (95) \_\_\_\_\_  
 appetizer (94) \_\_\_\_\_  
 apple (86) \_\_\_\_\_  
 Arabic (106) \_\_\_\_\_  
 artistic (8) \_\_\_\_\_  
 arts and crafts (38) \_\_\_\_\_  
 asleep (70) \_\_\_\_\_  
 At least! (109) \_\_\_\_\_  
 at night (37) \_\_\_\_\_  
 athlete (72) \_\_\_\_\_  
 athletic (8) \_\_\_\_\_  
 attention (61) \_\_\_\_\_  
 audio (54) \_\_\_\_\_  
 average (80) \_\_\_\_\_  
 awesome (72) \_\_\_\_\_

### Bb

baby (64) \_\_\_\_\_  
 backup (12) \_\_\_\_\_  
 baked potato (94) \_\_\_\_\_  
 ball (65) \_\_\_\_\_  
 banana (86) \_\_\_\_\_  
 barbecue (74) \_\_\_\_\_  
 baseball bat (66) \_\_\_\_\_  
 baseball player (33) \_\_\_\_\_  
 basketball court (5) \_\_\_\_\_  
 bass (22) \_\_\_\_\_  
 bat [animal] (72) \_\_\_\_\_  
 bathing suit (65) \_\_\_\_\_  
 beans (94) \_\_\_\_\_  
 bear (103) \_\_\_\_\_  
 beautifully (76) \_\_\_\_\_

belt (66) \_\_\_\_\_  
 bike path (60) \_\_\_\_\_  
 biking (30) \_\_\_\_\_  
 bird (102) \_\_\_\_\_  
 black bean soup (94) \_\_\_\_\_  
 blanket (36) \_\_\_\_\_  
 blond (80) \_\_\_\_\_  
 boat (60) \_\_\_\_\_  
 boat ride (58) \_\_\_\_\_  
 body (type) (80) \_\_\_\_\_  
 bowling (53) \_\_\_\_\_  
 bracelet (66) \_\_\_\_\_  
 bread (88) \_\_\_\_\_  
 breakfast (16) \_\_\_\_\_  
 bring (36) \_\_\_\_\_  
 broccoli (86) \_\_\_\_\_  
 bug repellent (36) \_\_\_\_\_  
 busy (39) \_\_\_\_\_  
 butter (86) \_\_\_\_\_  
 butter cow (82) \_\_\_\_\_

### Cc

cake (74) \_\_\_\_\_  
 camp (36) \_\_\_\_\_  
 campers (39) \_\_\_\_\_  
 campfire (38) \_\_\_\_\_  
 camping (50) \_\_\_\_\_  
 canoeing (38) \_\_\_\_\_  
 cards (74) \_\_\_\_\_  
 carrot cake (94) \_\_\_\_\_  
 castle (68) \_\_\_\_\_  
 cat (10) \_\_\_\_\_  
 catalog (47) \_\_\_\_\_  
 cave (102) \_\_\_\_\_  
 CD (28) \_\_\_\_\_  
 celebrate (74) \_\_\_\_\_  
 cents (46) \_\_\_\_\_  
 champion (40) \_\_\_\_\_  
 checklist (36) \_\_\_\_\_  
 check out (26) \_\_\_\_\_  
 cheese (86) \_\_\_\_\_  
 cheeseburger (94) \_\_\_\_\_  
 chicken (92) \_\_\_\_\_  
 chicken sandwich (94) \_\_\_\_\_  
 chocolate cake (94) \_\_\_\_\_  
 circus (72) \_\_\_\_\_  
 climb (102) \_\_\_\_\_  
 clothes (23) \_\_\_\_\_  
 clothing (23) \_\_\_\_\_  
 cloudy (100) \_\_\_\_\_

coat (66) \_\_\_\_\_  
 cold (100) \_\_\_\_\_  
 collect (18) \_\_\_\_\_  
 column (96) \_\_\_\_\_  
 come (52) \_\_\_\_\_  
 comedy (78) \_\_\_\_\_  
 comfortable (37) \_\_\_\_\_  
 company (26) \_\_\_\_\_  
 convenient (54) \_\_\_\_\_  
 cook [noun] (75) \_\_\_\_\_  
 cook [verb] (38) \_\_\_\_\_  
 cookbook (96) \_\_\_\_\_  
 cookie (87) \_\_\_\_\_  
 cool (100) \_\_\_\_\_  
 country (music) (44) \_\_\_\_\_  
 creator (26) \_\_\_\_\_  
 crossword puzzles (50) \_\_\_\_\_  
 cup (88) \_\_\_\_\_  
 curly (80) \_\_\_\_\_  
 cyclist (33) \_\_\_\_\_

### Dd

dance lessons (18) \_\_\_\_\_  
 dancing (50) \_\_\_\_\_  
 dangerous (10) \_\_\_\_\_  
 delicious (68) \_\_\_\_\_  
 dessert (94) \_\_\_\_\_  
 die (110) \_\_\_\_\_  
 diner (94) \_\_\_\_\_  
 dinner (16) \_\_\_\_\_  
 dirty (110) \_\_\_\_\_  
 discover (46) \_\_\_\_\_  
 documentary (78) \_\_\_\_\_  
 dog (10) \_\_\_\_\_  
 doll (68) \_\_\_\_\_  
 dollars (46) \_\_\_\_\_  
 download (54) \_\_\_\_\_  
 drama (78) \_\_\_\_\_  
 dress (37) \_\_\_\_\_  
 drinks [noun] (88) \_\_\_\_\_  
 drums (12) \_\_\_\_\_  
 DVD (18) \_\_\_\_\_

### Ee

each (46) \_\_\_\_\_  
 early (25) \_\_\_\_\_  
 easily (8) \_\_\_\_\_  
 eat (16) \_\_\_\_\_  
 eat out (24) \_\_\_\_\_  
 egg (86) \_\_\_\_\_

egg sandwich (87) \_\_\_\_\_  
 electric keyboard (22) \_\_\_\_\_  
 else (89) \_\_\_\_\_  
 and (81) \_\_\_\_\_  
 especially (109) \_\_\_\_\_  
 evening [in the ...] (39) \_\_\_\_\_  
 everyone (101) \_\_\_\_\_  
 everything (67) \_\_\_\_\_  
 exhibit (72) \_\_\_\_\_  
 expensive (47) \_\_\_\_\_  
 eye (32) \_\_\_\_\_

## Ff

farm (82) \_\_\_\_\_  
 fascinating (72) \_\_\_\_\_  
 fashion designer (23) \_\_\_\_\_  
 feet (32) \_\_\_\_\_  
 fence (40) \_\_\_\_\_  
 festival (72) \_\_\_\_\_  
 few [a few] (89) \_\_\_\_\_  
 find (107) \_\_\_\_\_  
 fish (94) \_\_\_\_\_  
 flashlight (36) \_\_\_\_\_  
 float (64) \_\_\_\_\_  
 fly (64) \_\_\_\_\_  
 follow (61) \_\_\_\_\_  
 foot (32) \_\_\_\_\_  
 for a change (87) \_\_\_\_\_  
 forget (103) \_\_\_\_\_  
 fork (88) \_\_\_\_\_  
 free time (18) \_\_\_\_\_  
 french fries (94) \_\_\_\_\_  
 Frisbee (64) \_\_\_\_\_  
 fruit (88) \_\_\_\_\_

## Gg

German (106) \_\_\_\_\_  
 Germany (106) \_\_\_\_\_  
 get up (16) \_\_\_\_\_  
 glove(s) (32) \_\_\_\_\_  
 giggles (32) \_\_\_\_\_  
 golf (109) \_\_\_\_\_  
 Good! (93) \_\_\_\_\_  
 good (at something) (9) \_\_\_\_\_  
 go out (24) \_\_\_\_\_  
 grade (eighth grade) (21) \_\_\_\_\_  
 grades (52) \_\_\_\_\_  
 Greece (106) \_\_\_\_\_  
 Greek (106) \_\_\_\_\_  
 group (44) \_\_\_\_\_  
 guess (23) \_\_\_\_\_  
 guitar lesson (17) \_\_\_\_\_  
 guy (31) \_\_\_\_\_

## Hh

hair (80) \_\_\_\_\_  
 hairstyle (80) \_\_\_\_\_  
 hand (32) \_\_\_\_\_  
 hang out (18) \_\_\_\_\_  
 hard [work hard] (23) \_\_\_\_\_  
 hardly ever (52) \_\_\_\_\_  
 hate (73) \_\_\_\_\_

head (32) \_\_\_\_\_  
 headphones (52) \_\_\_\_\_  
 healthy (87) \_\_\_\_\_  
 heavy (80) \_\_\_\_\_  
 height (80) \_\_\_\_\_  
 helmet (32) \_\_\_\_\_  
 help [noun] (101) \_\_\_\_\_  
 help [verb] (31) \_\_\_\_\_  
 high school [adjective] (22) \_\_\_\_\_  
 hike (38) \_\_\_\_\_  
 hiking boots (36) \_\_\_\_\_  
 hip-hop (music) (44) \_\_\_\_\_  
 horror movie (78) \_\_\_\_\_  
 horseback riding (38) \_\_\_\_\_  
 hotel (103) \_\_\_\_\_  
 hot spring (102) \_\_\_\_\_  
 houseboat (102) \_\_\_\_\_  
 how [How old is he?] (3) \_\_\_\_\_

## Ii

ice cream (70) \_\_\_\_\_  
 iced tea (94) \_\_\_\_\_  
 idea (93) \_\_\_\_\_  
 incredible (72) \_\_\_\_\_  
 information (101) \_\_\_\_\_  
 in-line (skate) (18) \_\_\_\_\_  
 instrument (8) \_\_\_\_\_  
 interests (50) \_\_\_\_\_  
 island (102) \_\_\_\_\_  
 Italy (106) \_\_\_\_\_

## Jj

jazz (44) \_\_\_\_\_  
 jazz band (22) \_\_\_\_\_  
 jazz club (22) \_\_\_\_\_  
 jelly (92) \_\_\_\_\_  
 jewelry (67) \_\_\_\_\_  
 jokes (8) \_\_\_\_\_  
 juice (88) \_\_\_\_\_  
 just a minute (37) \_\_\_\_\_

## Kk

karate (30) \_\_\_\_\_  
 ketchup (92) \_\_\_\_\_  
 kind [what kind of] (45) \_\_\_\_\_  
 kite (64) \_\_\_\_\_  
 knee (32) \_\_\_\_\_  
 knee pad(s) (32) \_\_\_\_\_  
 knives [sing. knife] (88) \_\_\_\_\_

## Ll

language (8) \_\_\_\_\_  
 lead (12) \_\_\_\_\_  
 learn (72) \_\_\_\_\_  
 leave (37) \_\_\_\_\_  
 lesson (17) \_\_\_\_\_  
 lettuce (92) \_\_\_\_\_  
 lifeguard chair (65) \_\_\_\_\_  
 light (60) \_\_\_\_\_  
 line [in line] (60) \_\_\_\_\_  
 listen (18) \_\_\_\_\_  
 lives (16) \_\_\_\_\_

long (80) \_\_\_\_\_  
 look (like) (81) \_\_\_\_\_

## Mm

main dish (94) \_\_\_\_\_  
 make (8) \_\_\_\_\_  
 man (64) \_\_\_\_\_  
 many [how many] (89) \_\_\_\_\_  
 marketing (26) \_\_\_\_\_  
 maybe (31) \_\_\_\_\_  
 mayonnaise (92) \_\_\_\_\_  
 meat (86) \_\_\_\_\_  
 medium-length (80) \_\_\_\_\_  
 melt (110) \_\_\_\_\_  
 menu (94) \_\_\_\_\_  
 messages (26) \_\_\_\_\_  
 messy (10) \_\_\_\_\_  
 midnight (37) \_\_\_\_\_  
 milk (88) \_\_\_\_\_  
 milk shake (94) \_\_\_\_\_  
 million (54) \_\_\_\_\_  
 morning [in the ...] (16) \_\_\_\_\_  
 Morocco (106) \_\_\_\_\_  
 mountain (102) \_\_\_\_\_  
 much [adjective] (45) \_\_\_\_\_  
 much [how much] (47) \_\_\_\_\_  
 much [very much] (11) \_\_\_\_\_  
 musical [adjective] (8) \_\_\_\_\_  
 musical [noun] (12) \_\_\_\_\_  
 musician (44) \_\_\_\_\_  
 mustard (92) \_\_\_\_\_

## Nn

national forest (108) \_\_\_\_\_  
 Nature Center (73) \_\_\_\_\_  
 nature puzzles (46) \_\_\_\_\_  
 near (65) \_\_\_\_\_  
 necklace (66) \_\_\_\_\_  
 need (33) \_\_\_\_\_  
 never (52) \_\_\_\_\_  
 newspaper (96) \_\_\_\_\_  
 No kidding! (33) \_\_\_\_\_  
 nothing (87) \_\_\_\_\_  
 nutrition (96) \_\_\_\_\_

## Oo

ocean (64) \_\_\_\_\_  
 off (to) (36) \_\_\_\_\_  
 one hundred thousand (108) \_\_\_\_\_  
 one thousand (108) \_\_\_\_\_  
 on time (52) \_\_\_\_\_  
 open (74) \_\_\_\_\_  
 or (17) \_\_\_\_\_  
 order (95) \_\_\_\_\_  
 outdoors (50) \_\_\_\_\_  
 over (11) \_\_\_\_\_  
 own [his own] (23) \_\_\_\_\_

## Pp

paper airplanes (52) \_\_\_\_\_  
 parrot (10) \_\_\_\_\_  
 party game (74) \_\_\_\_\_

pasta (88) \_\_\_\_\_  
 pay (attention) (61) \_\_\_\_\_  
 pay for (66) \_\_\_\_\_  
 peach (68) \_\_\_\_\_  
 pepper (92) \_\_\_\_\_  
 person (50) \_\_\_\_\_  
 pet (10) \_\_\_\_\_  
 phone (18) \_\_\_\_\_  
 photograph (107) \_\_\_\_\_  
 piano (22) \_\_\_\_\_  
 piano lesson (19) \_\_\_\_\_  
 picnic area (60) \_\_\_\_\_  
 picture (8) \_\_\_\_\_  
 pie (94) \_\_\_\_\_  
 pillow (36) \_\_\_\_\_  
 plan [noun] (88) \_\_\_\_\_  
 plant [noun] (109) \_\_\_\_\_  
 plastic (110) \_\_\_\_\_  
 plate (88) \_\_\_\_\_  
 play [noun] (68) \_\_\_\_\_  
 poetry (50) \_\_\_\_\_  
 police officer (108) \_\_\_\_\_  
 pop (music) (44) \_\_\_\_\_  
 popcorn (25) \_\_\_\_\_  
 Portuguese (106) \_\_\_\_\_  
 potato (86) \_\_\_\_\_  
 pounds (82) \_\_\_\_\_  
 practice (22) \_\_\_\_\_  
 present [noun] (74) \_\_\_\_\_  
 presentation (109) \_\_\_\_\_  
 pretty (good at) (9) \_\_\_\_\_

## Qq

question (21) \_\_\_\_\_

## Rr

rabbit (10) \_\_\_\_\_  
 race car driver (36) \_\_\_\_\_  
 radio (36) \_\_\_\_\_  
 radio-controlled airplane (46) \_\_\_\_\_  
 raft (64) \_\_\_\_\_  
 raincoat (36) \_\_\_\_\_  
 rain forest (102) \_\_\_\_\_  
 rainy (100) \_\_\_\_\_  
 read (37) \_\_\_\_\_  
 recipe (96) \_\_\_\_\_  
 recycle (110) \_\_\_\_\_  
 refrigerator (87) \_\_\_\_\_  
 reggae (music) (44) \_\_\_\_\_  
 relax (74) \_\_\_\_\_  
 remember (36) \_\_\_\_\_  
 rent (54) \_\_\_\_\_  
 review (26) \_\_\_\_\_  
 rice (86) \_\_\_\_\_  
 ride (58) \_\_\_\_\_  
 ring (66) \_\_\_\_\_  
 rise (110) \_\_\_\_\_  
 river (102) \_\_\_\_\_  
 robot (72) \_\_\_\_\_  
 routine (16) \_\_\_\_\_  
 rules (61) \_\_\_\_\_  
 run (108) \_\_\_\_\_

Russia (106) \_\_\_\_\_  
 Russian (106) \_\_\_\_\_

## Ss

sail (64) \_\_\_\_\_  
 salad (94) \_\_\_\_\_  
 salt (92) \_\_\_\_\_  
 sand (64) \_\_\_\_\_  
 save (110) \_\_\_\_\_  
 say (37) \_\_\_\_\_  
 scarf (66) \_\_\_\_\_  
 science kit (46) \_\_\_\_\_  
 scientist (109) \_\_\_\_\_  
 score (76) \_\_\_\_\_  
 sea (102) \_\_\_\_\_  
 seashells (64) \_\_\_\_\_  
 section (96) \_\_\_\_\_  
 sell (54) \_\_\_\_\_  
 shop for (66) \_\_\_\_\_  
 shopping (50) \_\_\_\_\_  
 side order (94) \_\_\_\_\_  
 sightseeing (58) \_\_\_\_\_  
 skate (18) \_\_\_\_\_  
 skateboarder (33) \_\_\_\_\_  
 skating [adjective] (23) \_\_\_\_\_  
 ski (30) \_\_\_\_\_  
 ski boot(s) (32) \_\_\_\_\_  
 skier (33) \_\_\_\_\_  
 sleep (24) \_\_\_\_\_  
 sleeping bag (36) \_\_\_\_\_  
 slim (80) \_\_\_\_\_  
 slow (75) \_\_\_\_\_  
 snack (92) \_\_\_\_\_  
 snake (10) \_\_\_\_\_  
 snowy (100) \_\_\_\_\_  
 soap (36) \_\_\_\_\_  
 soccer (2) \_\_\_\_\_  
 soccer practice (53) \_\_\_\_\_  
 soda (94) \_\_\_\_\_  
 software (26) \_\_\_\_\_  
 something (37) \_\_\_\_\_  
 song (49) \_\_\_\_\_  
 sound (101) \_\_\_\_\_  
 sound (like) (39) \_\_\_\_\_  
 souvenir (58) \_\_\_\_\_  
 souvenir shop (103) \_\_\_\_\_  
 special (12) \_\_\_\_\_  
 species (109) \_\_\_\_\_  
 spend (time) (50) \_\_\_\_\_  
 spider (10) \_\_\_\_\_  
 spoon (88) \_\_\_\_\_  
 sports equipment (32) \_\_\_\_\_  
 stadium (108) \_\_\_\_\_  
 stamps (18) \_\_\_\_\_  
 stand (60) \_\_\_\_\_  
 star map (46) \_\_\_\_\_  
 start (77) \_\_\_\_\_  
 stay (home) (24) \_\_\_\_\_  
 stay on (60) \_\_\_\_\_  
 stay up (24) \_\_\_\_\_  
 steak sandwich (94) \_\_\_\_\_

stop (37) \_\_\_\_\_  
 stories (38) \_\_\_\_\_  
 straight (80) \_\_\_\_\_  
 student (22) \_\_\_\_\_  
 study (47) \_\_\_\_\_  
 sunny (100) \_\_\_\_\_  
 sunscreen (36) \_\_\_\_\_  
 supplies (88) \_\_\_\_\_  
 supposed (to be) (37) \_\_\_\_\_  
 sure (79) \_\_\_\_\_  
 Sure! (33) \_\_\_\_\_  
 surf (30) \_\_\_\_\_  
 surfboard (66) \_\_\_\_\_  
 surprise (73) \_\_\_\_\_  
 survey (19) \_\_\_\_\_  
 swim (30) \_\_\_\_\_  
 swimmer (33) \_\_\_\_\_  
 swimming (51) \_\_\_\_\_  
 swimming lessons (38) \_\_\_\_\_  
 swim team (33) \_\_\_\_\_

## Tt

take (18) \_\_\_\_\_  
 talented (23) \_\_\_\_\_  
 talk (18) \_\_\_\_\_  
 teach (22) \_\_\_\_\_  
 telescope (46) \_\_\_\_\_  
 temperature (100) \_\_\_\_\_  
 tennis (2) \_\_\_\_\_  
 tennis racket (66) \_\_\_\_\_  
 ten thousand (108) \_\_\_\_\_  
 theater (70) \_\_\_\_\_  
 then (16) \_\_\_\_\_  
 there [Hello there!] (2) \_\_\_\_\_  
 thrilling (72) \_\_\_\_\_  
 throw (52) \_\_\_\_\_  
 ticket (68) \_\_\_\_\_  
 today's [adjective] (94) \_\_\_\_\_  
 tonight (79) \_\_\_\_\_  
 too bad (47) \_\_\_\_\_  
 towel (36) \_\_\_\_\_  
 traditional (68) \_\_\_\_\_  
 trail (103) \_\_\_\_\_  
 trash (60) \_\_\_\_\_  
 trash can (60) \_\_\_\_\_  
 travel vest (46) \_\_\_\_\_  
 trip (59) \_\_\_\_\_  
 trolley (58) \_\_\_\_\_  
 trophy (40) \_\_\_\_\_  
 try on (66) \_\_\_\_\_  
 twenty-five thousand (108) \_\_\_\_\_  
 two thousand (108) \_\_\_\_\_  
 typical (12) \_\_\_\_\_

## Uu

underground (102) \_\_\_\_\_  
 until (37) \_\_\_\_\_  
 us (81) \_\_\_\_\_  
 use (18) \_\_\_\_\_

**Vv**

vegetable soup (94) \_\_\_\_\_  
video (18) \_\_\_\_\_  
videotape [verb] (59) \_\_\_\_\_  
violin (23) \_\_\_\_\_

**Ww**

wait (for) (60) \_\_\_\_\_  
walk (58) \_\_\_\_\_  
wall calendar (46) \_\_\_\_\_  
want (79) \_\_\_\_\_

warm (100) \_\_\_\_\_  
watch [verb] (16) \_\_\_\_\_  
water (86) \_\_\_\_\_  
water-ski (30) \_\_\_\_\_  
wavy (80) \_\_\_\_\_  
wear (32) \_\_\_\_\_  
weather (100) \_\_\_\_\_  
Web site (12) \_\_\_\_\_  
week (23) \_\_\_\_\_  
weekend (19) \_\_\_\_\_

weigh (82) \_\_\_\_\_  
win (40) \_\_\_\_\_  
windy (100) \_\_\_\_\_  
wire (82) \_\_\_\_\_  
wolves [*sing.* wolf] (103) \_\_\_\_\_  
woman (81) \_\_\_\_\_  
work (22) \_\_\_\_\_  
would (95) \_\_\_\_\_

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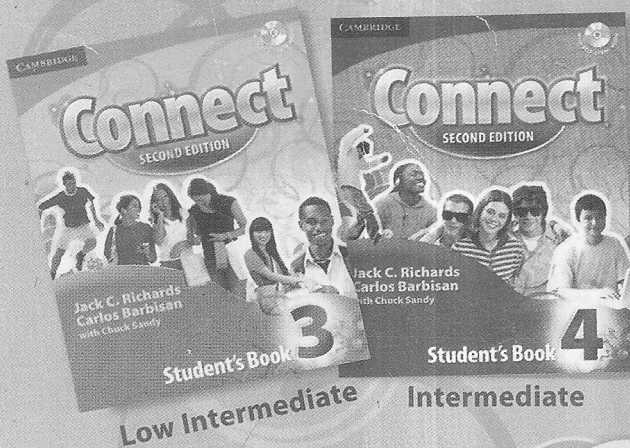
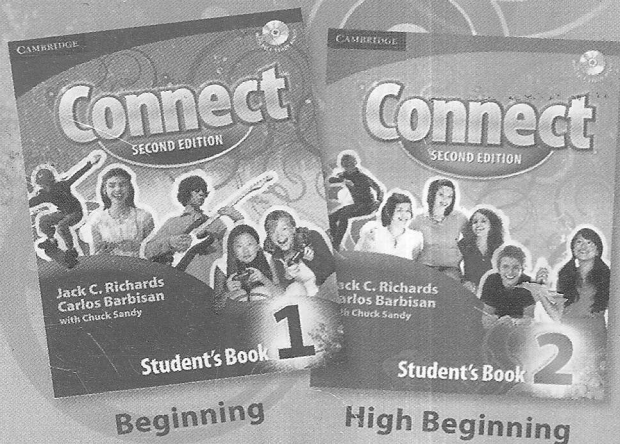
Track	Unit	Lesson	Exercise
1			
2	1	1	1A
3	1	2	1
4	1	3	1
5	1	3	3A
6	1	4	1A
7	1	4	2A
8	1	Get Connected	Read B
9	2	5	1A
10	2	5	2A
11	2	6	1A
12	2	6	2
13	2	7	1
14	2	7	2A
15	2	8	1A
16	2	8	2A
17	2	Get Connected	Read B
18	3	9	1A
19	3	9	2A
20	3	10	1A
21	3	10	2A
22	3	11	1A
23	3	11	2A
24	3	12	1A
25	3	12	2A
26	3	Get Connected	Read B
27	4	13	1A
28	4	13	2A
29	4	14	1A
30	4	14	1B
31	4	14	2A
32	4	15	1A
33	4	15	2A
34	4	16	1B
35	4	Get Connected	Read B
36	5	17	1A
37	5	17	2A

Track	Unit	Lesson	Exercise
38	5	18	1A
39	5	18	2A
40	5	19	1A
41	5	19	2A
42	5	20	1A
43	5	20	1B
44	5	20	2A
45	5	Get Connected	Read B
46	6	21	1A
47	6	21	2A
48	6	22	1A
49	6	22	2A
50	6	23	1A
51	6	23	2A
52	6	24	1A
53	6	24	2A
54	6	Get Connected	Read B
55	7	25	1A
56	7	25	2A
57	7	26	1A
58	7	26	2A
59	7	27	1A
60	7	27	2A
61	7	28	1A
62	7	28	2A
63	7	Get Connected	Read B
64	8	29	1A
65	8	29	2A
66	8	30	1A
67	8	30	2A
68	8	31	1B
69	8	31	2A
70	8	32	1A
71	8	32	1B
72	8	32	2A
73	8	Get Connected	Read B

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