

Joan Saslow • Allen Ascher

Daria Ruzicka

Teen & Teen

Three

Teacher's Edition 3



Teacher's Resource
CD-ROM

OXFORD

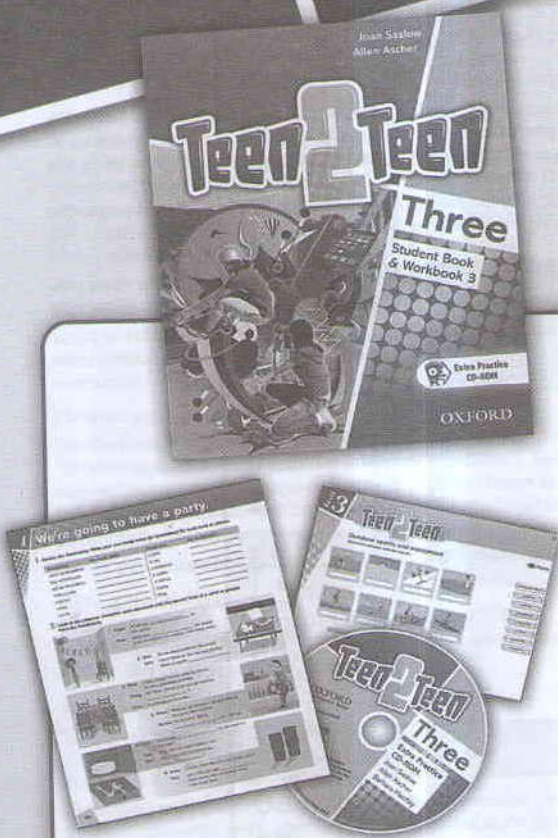
Teen2Teen To the Teacher

Teen2Teen is an original four-level course for teenagers in lower secondary. Each level of **Teen2Teen** is designed for 40–60 hours of classroom instruction. **Teen2Teen** covers levels A1 through B1 in the Common European Framework for Reference (CEFR).

Key instructional features

Student support

- A carefully-paced grammar syllabus that students of all ability levels can master
- Explicit, illustrated vocabulary presentations with audio – for study, review, and test preparation
- Easy-to-understand exercise directions that don't require teacher translation
- Listening comprehension activities that help students cope with real spoken language
- Extensive pronunciation exercises that model correct speech
- Controlled, comprehensible readings and exercises that help prepare students for authentic texts and standardized tests
- A bound-in Workbook and a ready-to-use interactive Extra Practice CD-ROM to extend practice outside of the classroom
- **Exclusive for Teen2Teen Plus** Users of **Teen2Teen Plus** have access to exclusive Online Practice on an easy-to-use learning management system, with more than 250 activities. See page xiii for more information.



Student appeal

- “Teen2Teen Friends” – a fictional online social network with a cast of international characters who use English to communicate with each other – just as people do in the real world
- An emphasis on up-to-date conversational social language that appeals to teens’ social nature
- A contemporary teen perspective that addresses teens’ reality and interests



Teacher support

- Step-by-step Teaching Notes, with at-a-glance answer keys for easy lesson planning
- Picture-dictionary-style captioned vocabulary illustrations for memorable and effective presentations
- Concise grammar charts with simple explanations, clear examples, and warnings about common errors
- A flexible methodology for teachers with a variety of teaching approaches
- Course components:
 - **Student Book and Workbook** with **Extra Practice CD-ROM**
 - **Teacher's Edition** with **Teacher's Resource CD-ROM**, with a variety of *Worksheets* for further support, *Interactive Grammar Presentations* for classroom presentation, extensive photocopiable and editable *Tests*, and printable *Vocabulary Flashcards*.



Approach and methodology

The **Teen2Teen Student Book** was written specifically for teenagers learning English outside of the English-speaking world, where exposure to English and opportunity to practice take place almost entirely in the setting of a classroom. This **Teacher's Edition** was written specifically for you, the teacher in the foreign language setting, who is the most important model of English for students and their guide in becoming English speakers.

In order to help students notice, remember, and use English, the 12 units in the **Teen2Teen Student Book** integrate and recombine target language in all parts of the unit. Following is a description of the parts of a unit and general teaching suggestions for maximizing their value in the classroom setting. In addition to the general suggestions in this section, you will find specific step-by-step teaching procedures for each page of **Teen2Teen Three** in the *Teaching Notes* section (pages 4–103) of this **Teacher's Edition**.

Topic Snapshot

All units contain a *Topic Snapshot*, in which students read and listen to an illustrated natural conversation. *Topic Snapshots* introduce the topic of the unit and include one or more examples of target vocabulary, grammar, and social language. Pictures aid comprehension of any new language that appears in the conversation. *Topic Snapshots* also familiarize students with the language of the unit, and whet their appetites for the teen-relevant topic. It is not a model of productive language so there is no direction for students to repeat it. The audio recording of the *Topic Snapshot* promotes comprehension of real spoken English by providing a listening model of natural rhythm and intonation.

General teaching suggestions

Note: The suggestions in this *Approach and methodology* section are general. Specific teaching procedures are suggested for every exercise in the *Teaching Notes* section of this **Teacher's Edition**.

As a warm-up, ask students to study the pictures. Depending on the ability and level of your class, you can ask questions about one or more of the pictures, or ask students to describe what they see. This helps to build students' expectations and thereby aids their comprehension when they begin to read and / or listen to the conversation. In some classes, and particularly at the earlier levels of instruction, you may wish to ask students to summarize what they see in the pictures in their first language.

Next, have students read and listen to the entire conversation from the audio. (As an alternative, you can read the conversation aloud.) Don't pause the audio (or stop), but rather let students get the "main idea" of the conversation as they follow the pictures and words. Ask them if they would like to read and listen again. Playing the audio a second time permits students to pay attention to parts they may not have fully understood the first time. If there are questions about the meaning of unknown words, check to see if the picture contains clues to meaning. The illustrations were especially drawn to support meaning of new words. Look at the following example of how embedded pictures define the meaning of words and expressions:

1. Read and listen to the conversation.



Hannah: Hey, Emma! We're going to have a surprise party for my cousin Peter on Saturday night at about 8:00. Can you come?

Emma: Your cousin Peter? The cute tall guy with the curly hair?

Hannah: That's right. Saturday's his sixteenth birthday.

Emma: I can definitely come! Is it going to be at your house?

Hannah: Yes, it is.

Emma: Great. What can I do to help? Are you going to have a cake?

In the second picture of this excerpt from a *Topic Snapshot* about a birthday party, Emma asks if Hannah is going to have a cake for the party. *Cake* is a new word, so a picture of a cake is shown in Emma's thought balloon, taking the guesswork out of meaning.

In this way, translation of new language can be kept to a minimum, decreasing the need for students' first language in the English class and increasing exposure to English, which is so important for learners in the foreign language setting. Throughout the illustrated *Topic Snapshot* conversations in **Teen2Teen**, students observe background pictures and gestures that help them build the skill of understanding meaning from context, a key reading strategy.

After the initial presentation via reading and listening, you may wish to play the audio and permit students to listen again, either with books open or closed. Listening again helps accustom students to the rhythm and intonation of natural spoken English.

If you choose to ask comprehension questions, avoid giving the impression that the questions are a "test." Rather, permit students to keep their books open to search in the text for answers. Interacting with the text in this way increases students' exposure to, and familiarity with, the new language and helps build their confidence in approaching a text with some unknown language. Provide encouragement, always reminding students that they do not need to know or understand every word in order to get the gist of what they hear. Specific suggestions for each *Topic Snapshot* can be found in the *Teaching Notes*.

To present with a "listening first" focus

Sometimes, you may wish to vary procedures and present the *Topic Snapshot* initially with books closed, while students listen to the audio. A "listening-first" presentation is substantially more challenging, so it is suggested that students have a few moments to become familiar with the pictures before listening to the audio. Discourage reading of the conversation at this time, however. Students will need to listen several times. Again, if you ask comprehension questions, avoid giving the impression that your questions are a "test." Avoid detail questions, concentrating only on the main idea of the "story." If appropriate, you can let students listen again to confirm their understanding. (Note: Every unit of **Teen2Teen** includes carefully-written *Listening comprehension* activities that are designed to build students' listening skills. It is not necessary to use the *Topic Snapshot* as a *Listening comprehension* activity. However, if you prefer to do so, a full discussion of methodology of *Listening comprehension* can be found on pages xi–xii.)

Learners almost always want to translate every word they hear or read, believing that not "knowing" the translation of each word into their own language means that they have not "understood." One of the most important listening skills grows out of knowing that understanding and translating are two separate things, and that one can get meaning from hearing or reading in a foreign language without being able to translate all the details.

As a follow-up to the procedures described above, students can complete the comprehension exercise that follows. Since the goal of the *Topic Snapshot* is exposure and comprehension, not active production of language, exercises only check comprehension. Exercises come in a variety of formats: multiple choice; true / false; true / false / no information; matching; classifying; and the like. Answers to all *Topic Snapshot* exercises in the unit can be found in the *Teaching Notes*.

In Teen2Teen Friends units

In every third unit (Units 3, 6, 9, and 12), the *Topic Snapshots* are set in the fictional *Teen2Teen Friends* social media website. Continuing characters from around the world use English to communicate with each other on the site. These characters are all introduced in the Welcome Unit.

Vocabulary

Each unit's vocabulary contains key words and phrases for the unit's topic. *Teen2Teen's* approach is to teach vocabulary explicitly: each new word or phrase is illustrated and captioned to ensure students recognize meaning, and the pronunciation is modeled on the audio. This approach is especially effective for students learning English in the foreign language setting, where students have few opportunities to learn vocabulary outside of an English class.

Because no prior knowledge of vocabulary is expected, students are not asked to match the new vocabulary with pictures. Rather, the explicit presentation of meaning and pronunciation described above precedes any practice of vocabulary. Teaching always precedes "testing."


The vocabulary pictures and audio serve several purposes:

1. They make it unnecessary for teachers to translate new words into students' first language or to search for pictures to present vocabulary on their own;
2. They help students achieve accurate pronunciation and avoid confusion about English spelling;
3. They remain in the book for students to review and use to prepare for exams. Vocabulary sections contain a variety of exercises.

As students' vocabularies grow, a feature called *And don't forget ...* reminds them of previously-learned related vocabulary, ensuring adequate recycling:

Vocabulary Adjectives to describe movies, books, and other media

1. Look at the pictures. Read and listen.



1. The TV program was exciting.
2. The talk was boring.
3. The documentary was interesting.
4. The comedy was really funny.
5. The horror movie was scary.

And don't forget ...

- serious - weird
- silly - great
- ridiculous - awesome
- awful

General teaching suggestions

Understanding meaning

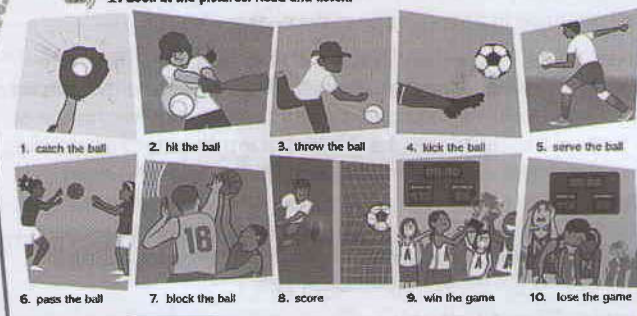
An essential step in the learning of new vocabulary is hearing it, especially while seeing it in print as well. In each vocabulary section, students are first directed to *Look at the pictures. Read and listen.* Focus students' attention on the pictures and the captions. Make sure students understand what is being shown. Ask them if they understand the meaning of each word. Because the illustrations have been carefully designed to "define" each word or phrase, there should be few doubts. If any occasionally exist, you can use a gesture, mime meaning, or provide an example relating to people or objects in the classroom to help confirm meaning of the new word or phrase. Suggestions are included in the *Teaching Notes*.

It is tempting for teachers to "check comprehension" of the vocabulary words by asking students to state the meaning of each new word in the students' first language. Indeed, students themselves often expect such a translation of each new word from the teacher. Although it is not harmful to occasionally translate words, observation has shown that when every new word is automatically translated into students' first language, learners listen for that rather than the new English word. If students do not pay attention to the new English word, the impact and memorability of the vocabulary presentation suffers.

The following example of a *Teen2Teen Vocabulary* presentation demonstrates why translation of vocabulary is not necessary or helpful. Each captioned picture clarifies meaning effectively, leaving no doubts. Translation into first language would only divert students' attention away from the English words or phrases they are learning.

Vocabulary Action verbs for sports

1. Look at the pictures. Read and listen.



1. catch the ball
2. hit the ball
3. throw the ball
4. kick the ball
5. serve the ball
6. pass the ball
7. block the ball
8. score
9. win the game
10. lose the game

2. Pronunciation Listen and repeat.

You may wish to vary your presentation of *Vocabulary*. On occasion, you can have students cover the captions with a piece of notebook paper, looking at the illustrations or photographs while they listen to the audio or to you read the words. Another way to make vocabulary memorable is to have students make their own flashcards, drawing their own pictures or using their own photographs or ones from the Internet or magazines similar to the ones in the *Teen2Teen Student Book*. Students can use their flashcards to quiz each other, further reinforcing the language. Alternatively, student-made flashcards can be posted on the walls of the class as a "word wall" to continually remind students of meaning.

Pronouncing the vocabulary

After students understand the meaning of each new word and phrase, a *Pronunciation* exercise directs students to *Listen and repeat*. Learners in the foreign language setting, unlike learners in an English-speaking environment, need an opportunity to say the new words. The value of repetition cannot be exaggerated: for its ability to cement meaning; enable accurate pronunciation; and memorialize the sound of a word without the confusion of English spelling. The *Pronunciation* exercise should never be skipped. *Pronunciation* can be done easily as whole-class choral repetition because each *Vocabulary* item is short and there is a pause on the audio in which students can repeat.

Practicing the vocabulary

A variety of exercises permits practice of the new words and phrases. Often these include a *Listening comprehension* exercise. In the example below, following a presentation of movie genre vocabulary, students listen to a series of conversations about movies, then demonstrate their understanding and ability to use the vocabulary.

3. Listening comprehension Listen to the conversations. Then listen again and write the genre of each movie.

1. Movie 1 is an action movie.
2. Movie 2 is _____.
3. Movie 3 is _____.
4. Movie 4 is _____.
5. Movie 5 is _____.

Vocabulary exercises are graded in difficulty and include a variety of receptive and productive responses. This grading builds students' confidence and mastery of new words and phrases. In the example below, students move from understanding (Exercise 1), to pronouncing (Exercise 2), to a receptive exercise (Exercise 3), to a more challenging *Listening comprehension* exercise (Exercise 4). In the last exercise *About you!*, students can demonstrate their ability to use the vocabulary in free, personalized expression. There are

specific teaching suggestions for each *Vocabulary* exercise in the *Teaching Notes*.

Vocabulary Severe weather and weather-related events

1. Look at the pictures. Read and listen.

2. Listen and repeat.

3. Complete each statement about a storm or weather-related event.

- There was so much ... during the blizzard that people couldn't walk in the streets.
 - wind and rain
 - wind and snow
- There was ... during the storm last night, so I couldn't sleep.
 - thunder and lightning
 - a little rain
- During the thunderstorm, there was ... for about ten minutes. It broke a window in our car!
 - rain
 - hail
- There was a terrible drought. There was no ... for three months.
 - wind
 - rain

4. Listen to the conversations. Check the kind of storm or event.

1.									
2.									
3.									
4.									
5.									
6.									

What severe weather events do you know about?
 There was a flood in Maracalla last year. There was also a typhoon in Japan.

Printable Vocabulary Flashcards

You'll find printable *Vocabulary Flashcards* on the **Teacher's Resource CD-ROM**, in this **Teacher's Edition**. Use these as a tool to present, practice, and test the key vocabulary items in *Teen2Teen*.

At least one time in each unit, following *Vocabulary* or *Grammar*, an exercise called *About you!* appears. It is important for students to have opportunities to personalize what they have learned. In the following *About you!* exercise, students use the *Vocabulary* they have just learned to make personal statements.

About you!

Write about what you do to stay safe when you cross the street or ride a bike.

When I cross the street, I always _____.

When I ride my bike, I always _____.

General teaching suggestions

Students should complete *About you!* activities individually. If you feel it is appropriate for your class, you can invite individual students to share what they wrote with the whole class. Each time you do this, you can ask different students to speak so that all students get an opportunity to express themselves in English throughout the school year.

Grammar

Although English course books commonly present grammar solely with examples and paradigms in a chart, students often have questions about the grammar being taught: when to use it, what its purpose is, how it differs from other grammar points. When grammar presentations do not explain the grammar, but merely list examples of it, teachers often find it necessary to conduct grammar lessons entirely in the students' first language. Though there is no harm in clarifying rules in the first language when questions exist, it is the goal of *Teen2Teen* to provide understandable rules in English

in order to reduce the necessity for first language instruction – so as to increase students' exposure to English, which is so important in the foreign language setting.

Every new grammar point is presented with a chart containing examples of the grammar as well as, when appropriate and necessary, simple clear rules that students can understand. Target grammar is color highlighted to focus students' attention on each relevant structure.

In the following example, the grammar rule explains at a level understandable to students the usage and form of the real conditional. The clauses are color highlighted and the sentence examples are clear.

Grammar The real conditional

1. Study the grammar.

Use the real conditional to express the result of an action or a condition.

Statements

Use the simple present tense or the present of *be* in the *if*-clause. Use the future with *will* in the result clause.

If-clause: If I go to Australia, ...
 Result clause: I'll visit Cooper. they won't go kayaking.

When the *if*-clause comes first, use a comma. When the result clause comes first, don't use a comma.

If I go to Australia, I'll visit Cooper. OR I'll visit Cooper if I go to Australia.

Questions

Will you go mountain biking if you get a new bike?
 Will they still be home if we're late?
 What will we do if it rains?
 Where will she go if she goes surfing?
 How will you get home if your mom doesn't drive you?
 Who will he call if we're late?

Language tip

Don't use a future form in the *if*-clause.
 If it's sunny, I'll go kayaking.
 NOT: If it will be sunny, I'll go kayaking.

Also in this example, a *Language tip* warns students of a common learner error with the real conditional.

As you can see, the clarity and simplicity of explanations makes translation of the grammar lesson into students' first language unnecessary. An added benefit to providing grammar explanations in the *Student Book* is that students have a ready reference at their fingertips for review and test preparation.

Furthermore, throughout *Teen2Teen*, whenever students may need to recall previously learned grammar, a *Reminder* brings that back for them. In this example, students are working on the past continuous. A *Reminder* note reinforces the difference between the past continuous and the simple past tense, which they have learned previously.

1. Study the grammar.

Information questions

Where were you going when I saw you? (I was on my way to the park.)
 Why were they watching that TV show? (Because a great jazz band was performing.)
 Who was singing at the concert last night? (Several performers from Colombia.)
 What were they playing on the radio a few minutes ago? (It was a traditional Ecuadorian song.)

Reminder

The simple past tense expresses a completed, not continuing, past action.
 What did you eat for dinner yesterday?

2. Pronunciation Listen to the grammar examples. Repeat.

General teaching suggestions

Focus students' attention on the grammar chart. If it contains an illustration or photo showing the grammar in a conversational context, read the conversation aloud so students can see a "living" example of the grammar. Read any grammar rules aloud. Before explaining further, have students look at the examples in the chart. You may wish to copy one or more of the examples on the board, circling the forms that are color highlighted in the examples in the chart, to be sure students visualize the grammar being presented. All learners benefit from visual presentations, so using colored markers can be an effective way to focus attention on the main forms you are pointing out. (For example, you could write the sentence in black, but write the verbs in blue or red.) You may wish

to add your own examples and invite students to come to the board to circle the target forms. In stronger groups, students can come to the board and create additional examples of their own that exhibit the grammar point. Specific suggestions are made in the *Teaching Notes*.


So that students will have a permanent grammar reference in their **Student Book** from which to study and review grammar, the grammar charts follow a deductive approach: a grammar rule is explicitly presented and then followed by clear examples that illustrate the "rule." If you prefer an inductive approach, you can easily vary the order of how you present the material by pointing out the examples first and then asking questions in English or the students' first language to encourage them to infer a "rule."

Noticing activities: *Topic Snapshots* at the beginning of each unit always contain at least one example of the unit's grammar point. One helpful noticing activity is to ask students to return to the *Topic Snapshot* near the beginning of the unit and find one or more examples of the grammar within the conversation.

For example, here is the grammar presentation of the past continuous:

Grammar The past continuous

At 3:00 this afternoon, Ken was riding his bike while Laura was running.



1. Study the grammar.

- Use the past continuous to express an action that was in progress at a specific time or for a period of time in the past.

To form the past continuous, use **was** or **were** and a present participle.

At 8:00, my dad **was driving** me to school.
(at 8:00 = a specific time)

I **was watching** TV all last night.
(all last night = a period of time)

Use **while** with the past continuous to indicate that two actions were in progress at the same time in the past.

I **was watching** TV **while** I **was downloading** music.

Statements

I **was watching** TV last night while my sisters **were playing** video games.
Anna **wasn't talking** on the phone while her parents **were eating** dinner.

yes / no questions

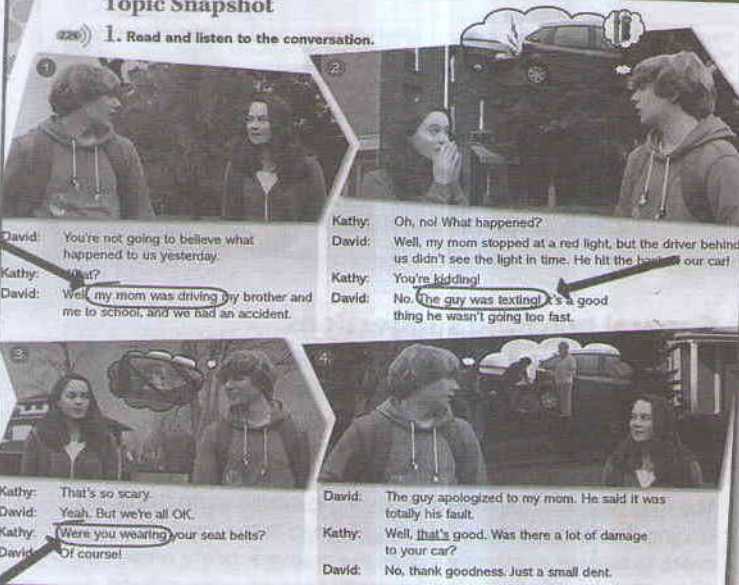
Were they walking home from school at 2:30?	Yes, they were .	No, they weren't .
Was the car going too fast before the accident?	Yes, it was .	No, it wasn't .

size 2. **Pronunciation** Listen to the grammar examples. Repeat.

After presenting this grammar, you can ask students to revisit the *Topic Snapshot* from the beginning of the unit to find examples of the grammar in the context of the conversation:

Topic Snapshot

size 1. Read and listen to the conversation.



David: You're not going to believe what happened to us yesterday.

Kathy: What?

David: Well, my mom was driving my brother and me to school, and we had an accident.

Kathy: Oh, no! What happened?

David: Well, my mom stopped at a red light, but the driver behind us didn't see the light in time. He hit the back of our car!

Kathy: You're kidding!

David: No, the guy was texting. It's a good thing he wasn't going too fast.

Kathy: That's so scary.

David: Yeah. But we're all OK.

Kathy: Were you wearing your seat belts?

David: Of course!

David: The guy apologized to my mom. He said it was totally his fault.

Kathy: Well, that's good. Was there a lot of damage to your car?

David: No, thank goodness. Just a small dent.

Identifying the target grammar in the context of the *Topic Snapshot* conversation provides more exposure to the grammar, helping to make it memorable and providing a model of the use of the grammar in real communication. Many specific teaching suggestions accompany the grammar charts in the *Teaching Notes*.

Pronunciation

A *Pronunciation* exercise is included in grammar sections, permitting students to hear the pronunciation, rhythm, and intonation of the grammar examples from the grammar chart or from one of the grammar exercises that follow it. Hearing and repeating the examples of the grammar further reinforces the grammar itself and provides a memorable model of how that grammar is used in natural spoken English.

Grading of exercises

Grammar exercises are carefully graded from easier to more challenging. They generally move, when appropriate, from ones requiring recognition to ones requiring production of the target grammar. For that reason, it is suggested that the exercises be done in order. All exercises require a written response. Many have a picture stimulus. Some exercises require listening. Whenever possible, the grammar exercises also integrate the unit's vocabulary for memorability and further reinforcement of meaning and use. Answers to all *Grammar* exercises are in the *Teaching Notes*.

Some *Grammar* exercises are presented through *Listening comprehension*. Students listen to conversations or monologues that use the target grammar, and they demonstrate understanding with a written response.

Grammar exercises can be done by students working individually, or, as an alternative, you may wish to do the exercises with the class as a whole, with students providing answers aloud. All *Grammar* exercises provide the first answer so students can understand what is expected. It is recommended that you complete the first item with or for the students to be sure they understand the task. Before completing the first item, be sure to focus students' attention on it in the book so they understand what you are demonstrating. It can even be helpful to copy the first item on the board and handwrite the example answer for all students to see. In this way, you will reduce the need to explain the exercise as students work on it. Circulate around the room to provide help and answer questions that may nevertheless come up.

On occasion, in large classes where it is difficult to do oral work with students, you may wish to divide the class into two groups with one group completing the exercise independently while you do oral work with the other one. Then the two groups can change activities, giving the second group a chance to do the exercise while you do oral work with the first group. This procedure gives you an opportunity to provide more individual attention to each student and to evaluate oral progress more efficiently.

When the *Grammar* exercises are complete, you can review answers with the whole class, either checking answers as students read them out orally or having students write their answers on the board. If time is short, you can write the answers on the board as students check and correct their own work. For variety, students can exchange books and check their partners' work.

Interactive Grammar Presentations

On the **Teacher's Resource CD-ROM** and **iTools**, there is one *Interactive Grammar Presentation* per grammar point in the **Student Book**. The presentations are organized by unit, and for each grammar point there are three sections. The first section is an exact copy of the grammar charts from the **Student Book**, with the *Pronunciation* audio where relevant. The second section is a controlled activity which practices the grammar, while the third section is a freer activity, often using visual prompts to elicit the grammar point. These last two sections are new material which is exclusive to the *Interactive Grammar Presentations*, and can be completed orally as an open class activity, or individually.

Reading

The approach to reading in **Teen2Teen** meets several key needs for the effective development of reading skills and strategies. Students are exposed to a variety of authentic reading genres, representing both print and digital text types. *Reading* texts integrate and reinforce vocabulary and grammar from the unit and previous units. The texts engage student interest through topics appropriate to teens. Each *Reading* text includes illustrations or photos that support comprehension. The exercises that follow each text have been carefully designed so students apply key reading skills and strategies they will need for exams and understanding authentic texts.

Level of language within Reading texts

In order for students to continuously improve their ability to read authentic texts in English, it is important that reading texts in course materials be neither too easy nor too challenging. If *Reading* texts are written strictly with known language, students do not develop the ability to guess new words from context or cope with unknown words. However, if *Reading* texts are written at a level higher than students can handle, that leads to frustration and over-dependence on translation. The *Reading* texts in **Teen2Teen** have been carefully written to be comprehensible to students, and to include a small amount of unknown language that is understandable from context.

Most of the *Reading* texts in **Teen2Teen** are on the **Class Audio CDs**, for several reasons:

1. Students get additional practice listening to natural spoken language, but in this case, in a narrative (rather than a conversational) format;
2. Hearing a reading text aloud increases awareness of how language is "chunked," so students become familiar with English collocations (words that normally go together);
3. Although the use of the audio of the *Reading* is optional, reading while listening to the audio increases reading speed because students pace themselves to keep up with what they hear.

In the *Teen2Teen Friends* units (3, 6, 9, and 12), *Readings* are usually blog posts by the fictional **Teen2Teen** characters.

The directions that precede each *Reading* include a question that helps students focus their attention as they read. In the example below, students read facts and look at the pictures to help focus their attention on the seriousness of each weather event. The reading integrates and expands the weather vocabulary students have learned, and uses examples of the unit grammar: the past simple tense. Specific suggestions for pre-reading, reading, and post-reading, as well as answers to all the activities, are made in the *Teaching Notes*.

9

Reading An informational website

1. Read the informational website. Which weather-related event, in your opinion, was the worst? Explain your reasons.

2. Classify information After reading the website, match each weather-related event with the facts.

1. The Bhola Typhoon
 - a. It happened in the twenty-first century.
 - b. It damaged thousands of people's homes.
 - c. There weren't any floods.
 - d. It didn't occur in the U.S.
 - e. Rain was the cause.
 - f. The largest number of people died.
2. The Vargas Mudslide
3. The Joplin Tornado

My blog: Weather around the world!

Hi guys! I researched some really terrible storms. Here's what I found.

The Bhola Typhoon

One of the worst storms in the twentieth century was the huge Bhola Typhoon in Bangladesh in November 1970. Very high winds caused water from the sea to flood villages and farms. Houses were completely under water. Approximately 300,000 people died in the awful storm.

The Nova Friburgo Mudslide

Over a period of 24 hours in January 2011, more than 140 millimeters of rain fell on the mountainous state of Rio de Janeiro in Brazil. That was into a rain that the area usually gets in the same month of January, from high in the mountains. Running from the rain began to carry dirt and rocks toward the cities and towns below. This caused massive mudslides that destroyed cars, houses, and buildings. The mudslides killed more than four people in Nova Friburgo, Teresopolis, and Paraty. It was one of Brazil's worst disasters.

The Joplin Tornado

A huge tornado hit the city of Joplin, located in the center of the United States, in May 2011. It was 1.6 kilometers wide, and terrible damage occurred in the western part of the city. One hundred fifty-eight people died, and there were a lot of injuries. It was the worst tornado to occur in the U.S. in many years. A severely damaged Copple Observatory Hospital as well as hundreds of homes, businesses, cars, and trees.

A variety of activity types accompany each reading text across the units. These exercises are designed to ensure comprehension as well as apply unit target language.

Reading skills and strategies

The *Reading* exercises in each unit have been designed to help students develop specific reading skills and strategies. In **Teen2Teen Three** and **Four**, these are labeled right on the unit page. As an example, in the Unit 9 *Reading* shown here, there are two skills / strategies practiced: *Classify information* (Exercise 2) and *Scan for information* (Exercise 3):

3. Scan for information Write the letter to answer each question.

1. In what country did the typhoon occur?
2. Where did the mudslide occur?
3. In what month of the year did the typhoon occur?
4. In what city did the tornado occur?
5. How many people died in the tornado?
6. In what month of the year did the mudslide occur?
7. How wide was the tornado?
8. In what year did the mudslide occur?

a. November
b. December
c. 1.6 kilometers
d. 158
e. Joplin
f. 1999
g. Bangladesh
h. Venezuela

All exercises can be used as traditional comprehension activities. However, if you wish to raise your students' awareness of these skills and strategies, there are specific teaching suggestions included in the *Teaching Notes*. All reading skills and strategies can be seen in the *Learning Objectives* on pages 2–3.

9. Teen2Teen	• The simple past tense: questions	• Severe weather and weather-related events	• Discuss a storm experience	Reading
Did you hear about the storm?		• How to prepare for severe weather		• An informational website
page 64				• Skills / strategies: Classify information
				• Scan for information
				Writing page 94
				• Using clearest adverbs

General teaching suggestions

Before reading, ask students to notice the accompanying art or photos. For example, students should recognize any previously taught *Vocabulary*. Ask them to describe what they see in the pictures, and ask them specific questions to elicit *Vocabulary* or *Grammar*.

Read the direction line for the first activity aloud, including the “focus” question. Ask students to look for the answer to the question as they read the article the first time. Then follow up and ask them to confirm that they have been able to answer the question. Suggestions for follow-up questions for Exercise 1 are made in the *Teaching Notes*. Allow students to read the text more than once if necessary to answer further questions.

You may wish to vary your approach to introducing the *Reading* text. For example, instead of having students listen as they read, you can ask them to read without listening for the first time they read. Use the follow-up questions suggested in the *Teaching Notes*. Then ask them to read along with the audio for the second or third time they read.

Another approach, for a stronger class, would be to have students listen first with books closed. You can follow the listening with some general questions and then ask students to read along with the audio afterward to confirm their answers. And of course you can skip the audio altogether if you are more comfortable with silent reading only.

Reading exercises are designed to be completed individually. However, it is a good idea to vary your approach from unit to unit. Students can work in pairs afterwards to compare and discuss their answers, or they can work together from the beginning to complete the exercise. Another approach is to write the exercise items on the board and invite students to come individually to complete them. Or you can do an exercise as a whole class activity and ask the class to give you the answers to write on the board.

Whenever you can, use the board as a way to help students see their answers in a different way. For example, in Exercises 2 and 3 for the Unit 9 *Reading* on weather events, you can invite students to write the answers on the board as complete statements.

Teen2Teen

Every unit concludes with a model conversation that provides a social application of the language in the unit, using appealing authentic language appropriate to “teen-to-teen” communication. Teens are very social beings, so it is important for them to be able to apply the language they have learned in a communicative context that has social relevance to them. Although some unit grammar and vocabulary is included in the conversation, the primary purpose of the conversation is not grammar, but social language. **Teen2Teen** conversation models are short and easy to remember. An example follows:

Teen2Teen Ask for an opinion: Give a compliment

1. Read and listen to the conversation.

A: Can I ask you a question?
 B: Sure.
 A: What do you think of this drawing?
 B: I think it's fantastic. Is it yours?
 A: Yes, it is.
 B: Wow! You're pretty good!
 A: Do you mean that?
 B: Of course!

Ways to give a compliment
 You're pretty good!
 You're really talented!
 You're amazing!
 You're fantastic!

2. Pronunciation Listen and repeat.

Although this conversation is from a unit that presents art vocabulary and possessive pronouns, the conversation's primary purpose is to model and practice the following social language: politely introduce a subject; solicit someone's personal opinion; agree to offer an opinion; give someone a compliment; and ask for confirmation.

All actors on the **Teen2Teen Class Audio CDs** are native speakers of standard American English. The pace of the conversations is slow, yet natural and authentic, so students will be able to imitate the speakers comfortably, yet accurately.

General teaching suggestions

Warm up

Teen2Teen conversations are all accompanied by photographs that help set the scene for the conversation and give it a reality. The photos also serve an instructional purpose: they can be used to activate the language of the conversation. You can begin by directing students' attention to the photos and asking questions. When formulating your own questions, it is important to be realistic about what students are able to produce in their answer. As students become more advanced, more questions can elicit fuller and more complex responses. For the conversation above, realistic questions such as *Are they at home or at school? Are they friends? What are they doing in the photo?* are appropriate because students have enough language to answer, based on the information in the photo. Specific questions for each *Teen2Teen* conversation are provided for you in the *Teaching Notes*.

As an alternative, you could ask students to formulate their own questions about the photos. In this way, students are building an awareness of what the conversation will be about and developing an interest in reading and listening to it.

Have students listen to the conversation as they read along in their books. As an alternative with stronger groups, you can vary and have students listen with books closed. An advantage of presenting the conversation with books closed is that students are not distracted by the written word and are therefore more attentive to the pronunciation, rhythm, and intonation of the language in the conversation. The closed-book presentation process also gives students additional practice in comprehending spoken language that integrates the vocabulary and grammar of the unit. It is a good idea to vary your initial presentation of the conversation, with an eye to keeping class sessions fresh and interesting.

As an optional noticing activity, ask students to find and circle the target grammar they learned in this unit within the *Teen2Teen* conversation model. In this way, students will see the social and communicative value of having learned the grammar, rather than seeing it just as random course content with no practical use.

Pronunciation

All *Teen2Teen* conversations are followed by a *Pronunciation* activity. In this activity, students listen and repeat the conversation line by line. Tell students to listen carefully to and to imitate the pronunciation, rhythm, and intonation of the speakers on the audio.

When conducting *Pronunciation* exercises, it is important to keep the pace of the repetition lively and to vary the procedure, in order to keep the process from becoming boring and meaningless. Several alternative procedures are:

1. Have the whole class repeat each line after the audio;
2. Divide the class into two groups, with the group on one side of the class reading A's lines and the group on the other side of the class reading B's lines, and then reversing roles of the groups;
3. Divide the class into boys and girls, with the boys reading A's lines and the girls reading B's lines, and then reversing roles of the groups;
4. Have students read together in pairs as A and B and then reversing roles. The goal is to permit students several opportunities to repeat, which further builds their memory of the social language and increases the accuracy and comprehensibility of their pronunciation, rhythm, and intonation.

It is also important to pay attention to the effect students' pronunciation has on the social nature and intent of these conversations. Make sure students use socially appropriate intonation and pitch with each line. For example, if one speaker is politely asking if the other is busy, students should not speak in a monotone. They should sound friendly and polite.

Guided conversation

It is important to bridge the gap between simply repeating a conversation mechanically and expecting students to role-play freely using the language within it. Although we all want students to be able to engage in conversation, expecting students (especially teenagers) to be able to engage in free uncontrolled role-play in a large classroom is somewhat unrealistic. Students need time and a safe and confidence-building opportunity to experiment with a conversation model, personalizing it and altering it in minimal ways before being able to use it freely. *Guided conversation*, which follows every *Teen2Teen* conversation, gives students that opportunity.

3. Guided conversation Create a NEW conversation. Ask for an opinion about one of the pieces of art in the pictures.

A: Can I ask you a question?
 B: Sure.
 A: What do you think of this _____?
 B: I think it's _____ is it yours?
 A: Yes, it is.
 B: Wow! _____
 A: Do you mean that?
 B: Of course!

A Read your new conversation with your partner.
B Then read the conversation in your partner's book.

In this example of a *Guided conversation* activity (which is an individual rather than a pair-work activity), each student has a chance to personalize the original conversation, changing certain parts of it – but with changes that only elicit previously learned language. In this case, students write their own conversation, using their own adjectives and a different kind of art, based on one of the picture cues.

When conducting the *Guided conversation* activity, be sure students understand that they are expected to change the conversation, not write in the words that were in the original model. You may need to remind students of this several times until they understand that the *Guided conversation* is not a memory activity in which you are checking whether they remember the words of the original conversation. One way to do this is to read the directions aloud *Create a NEW conversation. Ask for an opinion about one of the pieces of art in the pictures.* Note that the pictures don't have captions. Ask students to notice and review the name of each kind of art, which reinforces their memory of the vocabulary from the unit.

Another approach is to write the *Guided conversation* with its blanks on the board. Ask students to provide language for the blanks. If a student provides the exact same words that were in the original model, say *Let's change that. What else can you say?* Encourage students to think of additional alternatives for the blanks. In some groups, it may be necessary for you to model a change, writing your words into the blanks. Then, as students work individually on the *Guided conversation* activity, circulate around the room checking whether students are actually changing the conversation as required. Give praise for encouragement to students as they complete the exercise.

The final exercise in the Unit is an optional extension and practice of the *Guided conversation*. Students take turns reading with a partner the conversations they created in their *Guided conversation* exercise, providing more exposure to and practice of the social language of the unit. Specific suggestions are provided in the *Teaching Notes*. If you choose to include this activity, there are two alternative approaches. Students can work on their own or in pairs while you walk around the class and listen in. Or you can invite pairs of students to read their conversations aloud for the class.

A Read your new conversation with your partner.
B Then read the conversation in your partner's book.

Oral pair work

Another optional extension of the *Guided conversation* is to use it as an oral pair-work activity. Put students into pairs and have each one of them take one of the roles, either "A" or "B." Have students each personalize their own roles, responding to the changes made by their partner, but always following the *Guided conversation* as a "script." In this way students will improvise more spontaneously because they have to listen to what their partner says, but the activity will still be adequately controlled so students do not require any unknown language that will make the activity (or classroom management) difficult. When presenting the *Guided conversation* as a pair-work activity, ask students to change roles and practice the conversation again. Because each student will have made different changes to the conversation, they will in effect have produced two different conversations based on the same controlled model. If time permits, you may wish to have students "perform" their conversations for the class.

Listening comprehension

Suggested methodology

In every unit there is at least one exercise labeled *Listening comprehension* dedicated to the listening skills. These exercises occur in both *Vocabulary* and *Grammar* sections. In addition to building the skill of understanding real spoken language, these exercises also enhance students' growth in other skill areas and help them remember target language they are learning.

As with the other receptive skill, reading, students benefit from being exposed to a small amount of comprehensible, yet previously unknown, language. The exercises labeled *Listening comprehension* are carefully controlled to challenge yet not frustrate students. The language students hear in any *Listening comprehension* activity is comprehensible to students at that level.

The audio is recorded at a natural, authentic pace. *Listening comprehension* tasks range from auditory discrimination to more inferential tasks. Most tasks require a receptive response, but some require a more productive one. The following is an example of an exercise with a receptive response (students choose the correct pictures).

6. Listening comprehension Listen to the conversations. Circle the activity for each conversation.

And the following exercise has a productive response (students write statements):

- 7. Listen to the conversations again. Write true statements in the real conditional.**
- If Todd / finish his homework / go snorkeling
 If Todd finishes his homework he'll go snorkeling.
 - If Mom / need the car / they / go kayaking
 - If Danny / find / his hiking boots / he / not go hiking.

General teaching suggestions

It is extremely important to avoid approaching a *Listening comprehension* exercise as a test. On the contrary, the purpose of the task is to build the *Listening comprehension* skill, not simply to test it. To that end, students should always be given the opportunity to listen more than once, and often more than twice. With each listening, students' fear of listening decreases and ability to understand grows.

As discussed above, language learners instinctively fear being confronted with language they cannot easily translate. It is helpful to make students understand that in real life they will never be able to control the level of what they hear, nor will they ever be able to listen "fast enough" to be able to translate into their own language. For those reasons, it is counterproductive to ask students to translate what they hear on the audio or to translate it for them.

Explain to students that listening comprehension is the ability to get meaning even when they do not understand every word. Encourage students to ignore unknown words and to listen to get the main idea or to listen selectively for specific details if that is what the task entails. Your encouragement will reduce their fear of listening and permit them to listen actively and with a positive attitude.

It is useful to permit students to listen a first time without expecting them to complete the exercise. This gives them time to become familiar with the speakers, the length, and general content. Encourage them to read the directions to be aware of the task before they listen the first time. This clarifies what they are expected to do, and focuses their attention. Specific suggestions are included in the *Teaching Notes*.

It is important for students to have opportunities to personalize what they have learned. In every unit of **Teen2Teen**, there is one *About you!* activity which asks students to write about themselves, using the language they are learning in that unit.

General teaching suggestions

Students should complete *About you!* activities individually. If you feel it is appropriate for your class, you can invite individual students to share what they wrote with the whole class. Each time you do this, you can ask different students to speak so that all students get an opportunity to express themselves in English throughout the school year.

Other parts of the Teen2Teen Student Book

Workbook

For convenience, the **Teen2Teen Workbook** is included at the back of the **Student Book**. The **Workbook** includes extensive additional exercises, puzzles, and integrated practice of *Vocabulary*, *Grammar*, and *Social Language* for each of the 12 Student Book units. All answers are included in the **Teacher's Edition**.

General teaching suggestions

All exercises require a written response. The **Workbook** exercises can be assigned as homework or can be included in class activities. If time permits, review of exercise answers can be a class activity. Four alternative ways to check answers are:

1. Teacher writes the answers on the board, and students correct their own **Workbook** answers;
2. Students come to the board and write answers, with the teacher or other students correcting mistakes and the remainder of students correcting answers in the **Workbooks**;
3. Students exchange **Workbooks** and compare and discuss their answers;
4. On **iTools**, teachers can reveal answers by clicking on the link on the **Workbook** page. Answers are shown on screen.

Review Units

After every three units, a *Review Unit* integrates and reviews language from those units.

One important feature that occurs at the end of every *Review Unit* is *All About You*. In *All About You*, students respond to questions in "virtual" conversations, and they personalize what they have learned by writing statements about their own lives.

It is important for students to reflect on their own learning and recognize their achievement of the goals of each unit. A *Progress Check* invites students to write check marks to confirm the goals they have achieved in the previous three units, demonstrating to themselves the progress they are making and motivating them to continue learning.

Writing Lessons

If writing is part of your curriculum, there is an optional *Writing* lesson for every unit in **Teen2Teen**. Each lesson presents a specific practical writing skill. A complete list of the skills covered in this level can be found in the *Learning Objectives* on pages 2–3. Each skill is presented and then followed by several exercises in which students practice that skill. The final writing activity gives students an opportunity to apply the skill in a short original writing of their own. Specific teaching suggestions are made in the *Teaching Notes*.

Writing assignments vary in genre and build new skills over the four levels, include practice of capitalization, punctuation, writing correct sentences and paragraphs, and organizing ideas.

Cross-curricular Readings

To provide additional reading tied to school curriculum subjects, there are four optional *Cross-curricular Reading* lessons. They are designed to be used with each *Review Unit*. The *Readings* offer opportunities to read content covering academic areas including geography, science, social studies, art, and other subjects. They are written to be motivating and highly comprehensible and to recycle key language from the **Student Book** lessons. The general teaching suggestions in the section on *Reading* on page ix can be used with the *Cross-curricular Readings* as well. Specific teaching suggestions are made in the *Teaching Notes*.

Teen2Teen Friends Magazines

Four optional *Teen2Teen Friends Magazines* offer additional high-interest reading. The magazines are presented by the characters from *Teen2Teen Friends*. Specific teaching suggestions are made in the *Teaching Notes*. The general teaching suggestions in the section on *Reading* on page ix can be used with the magazines as well.

We wish you success and fun with *Teen2Teen!*

Joan Saslow & Allen Ascher

Teen2Teen Plus users can access exclusive **Online Practice** material on tablets or computers using the access code on a card found in the **Student Book**, and in this **Teacher's Edition**. The **Online Practice** material offers additional practice of Grammar, Vocabulary, Reading, and Writing.

For each main unit of the **Student Book**, there is:

- One grammar lesson for each grammar point, comprising five activities per lesson
- One vocabulary lesson per vocabulary set, comprising five activities per lesson
- One *Teen2Teen* lesson per unit, comprising five activities per lesson

For each review unit of the **Student Book**, there is:

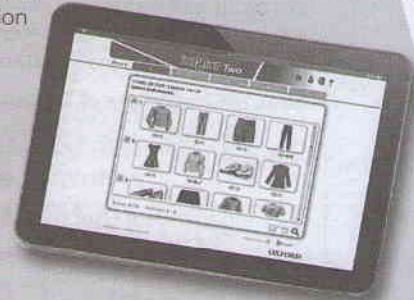
- One reading lesson with five activities
- One *All About You!* lesson with five short writing activities

Teachers are able to create online classes for the course, assign work to students, and track their students' progress.

All exercises, except writing, are automatically graded and scores are recorded in a progress report for the teacher. Teachers can easily view and compare student and class progress.

Teachers and students can post and reply to questions in the discussion forum for further written English practice.

The e-mail functionality allows teachers and students to message anyone in their **Online Practice** class, giving students opportunities to practice their language skills in a protected, real-world environment.



Are you using Teen2Teen Plus?

Use the step-by-step guide below to help with Registration.

Teacher Registration

Make sure you do this before your students register.

1. Go to www.teen2teenplus.com
2. Click "Register."
3. Select a language.
4. Agree to the terms of use. Click "I Agree."
5. Find your **Online Practice Teacher Access Card** in the inside front cover of this **Teen2Teen Teacher's Edition**. Find your access code under the peel-off strip.



6. Enter your 11-digit code. Click "Enter."
7. Enter your personal information (your first and last names, your e-mail address, and a password). Click "Next."
8. Please select your **Teen2Teen** book. You can add more books later. If you don't know which book to select, **STOP**. Continue when you know your book. **IMPORTANT** – Make sure that the book you choose is the correct one. You can't change this later.
9. If you have an Institution ID Code, enter it here. This is a code that your administrator can give you. This code links your class records with your school or institution. Click "Next." If you do not have an Institution ID Code, click "Skip."
10. Enter a name for your first class. Click "Next."
11. You will get a Class ID Code. This is the Class ID Code for the class you named in the previous screen. Give this code to your

students during student registration so they can join your class, and you can see their work.

12. You have finished Teacher Registration. Your Registration Information will be shown. Print this screen for your records.

Student Registration

1. Tell students to go to www.teen2teenplus.com
2. Tell students to click "Register."
3. Select a language.
4. Agree to the terms of use. Click "I Agree."
5. Tell students to open their **Teen2Teen Plus Student Books**. They can find their **Online Practice Student Access Cards** in the inside front cover. They can find their access codes under the peel-off strip.



6. Tell students to enter their 11-digit codes. Click "Enter."
7. Tell students to enter their personal information (their first and last names, their e-mail addresses, and passwords). Click "Next."
8. Tell students to select their **Teen2Teen** book. **IMPORTANT** – Make sure that students choose the correct book. They can't change this later.
9. Give students the 11-digit Class ID Code you generated for your class during Teacher Registration.
10. Students have finished Registration. Their Registration Information will be shown. Print this screen for their records.

Common European Framework of Reference (CEFR)

The Common European Framework of Reference (CEFR) was designed to promote a consistent interpretation of foreign-language competence among the member states of the European Union. Today, the use of the CEFR has expanded beyond the boundaries of Europe, and it is used in other regions of the world, including Latin America, Asia, and the Middle East.

The Common European Framework of Reference (CEFR) is a description of linguistic competence at six levels: A1, A2, B1, B2, C1, and C2. The descriptors were written to help both learners and education professionals to standardize assessment.

The CEFR definitions of linguistic competence are as follows:

A Basic User	A1 Breakthrough
	A2 Waystage
B Independent User	B1 Threshold
	B2 Vantage
C Proficient User	C1 Effectiveness
	C2 Mastery

The CEFR provides teachers with a structure for assessing their students' progress as well as monitoring specific language objectives and achievements.

Teen2Teen aims to enable students to move from no English or level A1 and into level B1.

Descriptions of the CEFR levels covered in *Teen2Teen*.

Basic User

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.

Independent User

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his / her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Language Portfolio

The Portfolio, as proposed by the Council of Europe, is a folder kept by students, which details their experiences of languages and language learning. This includes the student's native tongue as well as any other languages with which the student has had contact. A Portfolio comprises the following:

A Language Biography

Checklists for students to assess their own language skills in terms of "What I can do". In *Teen2Teen*, students respond to the CEFR statements in the *All About You* and *Progress Check* sections at the end of each *Review Unit*.

A Language Passport

An overview of the level attained by the student in English at the end of the year.

A Dossier

Samples of the student's work, including tests, written work, projects, or other student-generated materials.

In brief, the **Biography** details day-to-day experience of language. The **Passport** summarizes the experiences, and the **Dossier** is evidence of the experience.

In order to assist students in compilation of a Language Portfolio, you may ask them to record their answers to the CEFR checklist on a separate sheet of paper and keep it in a folder. Encourage students to choose several pieces of their work from different points in the year to compile the dossier of their portfolio.

Student Record Sheet

Name _____

Class / Grade _____

Classwork: Continuous Assessment

Date	Grammar	Vocabulary	Skills				Test Results
			Reading	Listening	Speaking	Writing	
Unit 1							/ 50
Unit 2							/ 50
Unit 3							/ 50
Review: Units 1-3	Review Unit Test Listening Test						/ 50 / 6
Unit 4							/ 50
Unit 5							/ 50
Unit 6							/ 50
Review: Units 4-6	Review Unit Test Listening Test						/ 50 / 6
Mid-Year							/ 80
Unit 7							/ 50
Unit 8							/ 50
Unit 9							/ 50
Review: Units 7-9	Review Unit Test Listening Test						/ 50 / 6
Unit 10							/ 50
Unit 11							/ 50
Unit 12							/ 50
Review: Units 10-12	Review Unit Test Listening Test						/ 50 / 6
End-of-Year							/ 100



Learning Objectives

Grammar

Vocabulary

Social language

Reading and Writing


Welcome to **Teen 2 Teen** page 4

<p>1. We're going to have a party! page 10</p>	<ul style="list-style-type: none"> • <i>be going to</i> for the future 	<ul style="list-style-type: none"> • Party activities and supplies 	<ul style="list-style-type: none"> • Offer to help with a party 	<p>Reading</p> <ul style="list-style-type: none"> • A magazine article • Skills / strategies: Identify the main idea; Classify information; Confirm a text's content <p>Writing page 90</p> <ul style="list-style-type: none"> • Joining independent clauses
<p>2. How do I get to the gym? page 16</p>	<ul style="list-style-type: none"> • <i>be going to</i> information questions 	<ul style="list-style-type: none"> • Places at school • Locations and directions in a building 	<ul style="list-style-type: none"> • Ask for and give directions 	<p>Reading</p> <ul style="list-style-type: none"> • A school handbook • Skills / strategies: Transfer information visually; Infer information <p>Writing page 90</p> <ul style="list-style-type: none"> • Phrases of location
<p>3. Teen 2 Teen Friends There are a few pretzels. page 22</p>	<ul style="list-style-type: none"> • Quantifiers: <i>a lot of, many, much, a few, a little</i> • Superlative adjectives: usage and form 	<ul style="list-style-type: none"> • Adjectives to describe snacks and other food 	<ul style="list-style-type: none"> • Discuss what to eat 	<p>Reading</p> <ul style="list-style-type: none"> • A blog post • Skills / strategies: Identify the main idea; Confirm a text's content; Recognize point of view <p>Writing page 91</p> <ul style="list-style-type: none"> • The paragraph
<p>Review: Units 1–3 pages 28–29 All About You Progress Check</p>		<p>Cross-curricular Reading: Sociology page 96</p>		<p>Teen 2 Teen Friends Magazine 1 page 100</p>
<p>4. They'll probably win the game! page 30</p>	<ul style="list-style-type: none"> • The future with <i>will</i> • <i>will</i> for prediction • Degrees of certainty 	<ul style="list-style-type: none"> • Action verbs for sports 	<ul style="list-style-type: none"> • Leave a message for someone 	<p>Reading</p> <ul style="list-style-type: none"> • An interview • Skills / strategies: Identify the main idea; Confirm a text's content <p>Writing page 91</p> <ul style="list-style-type: none"> • Future time markers
<p>5. I'll help you clean up. page 36</p>	<ul style="list-style-type: none"> • <i>will</i> for requests and offers to help • Object pronouns after prepositions 	<ul style="list-style-type: none"> • Ways to help at home 	<ul style="list-style-type: none"> • Ask for and agree to do a favor 	<p>Reading</p> <ul style="list-style-type: none"> • A magazine article • Skills / strategies: Identify the main idea; Confirm a text's content <p>Writing page 92</p> <ul style="list-style-type: none"> • Organizing information in a paragraph
<p>6. Teen 2 Teen Friends If you visit, you'll have fun! page 42</p>	<ul style="list-style-type: none"> • The real conditional 	<ul style="list-style-type: none"> • Outdoor sports and equipment 	<ul style="list-style-type: none"> • Make and accept an invitation 	<p>Reading</p> <ul style="list-style-type: none"> • A blog post • Skills / strategies: Identify the main idea; Recognize point of view; Understand meaning from context <p>Writing page 92</p> <ul style="list-style-type: none"> • Organizing information to persuade

Review: Units 4–6 pages 48–49
All About You Progress Check

Cross-curricular Reading:
Earth Science page 97


Teen 2 Teen Friends Magazine 2 page 101

	Grammar	Vocabulary	Social language	Reading and Writing
7. Were you at the movies? <i>page 50</i>	<ul style="list-style-type: none"> The past tense of <i>be</i> 	<ul style="list-style-type: none"> Movie genres Adjectives to describe movies, books, and other media 	<ul style="list-style-type: none"> Describe a movie 	Reading <ul style="list-style-type: none"> A magazine article Skills / strategies: Confirm a text's content; Understand meaning from context Writing page 93 <ul style="list-style-type: none"> Planning key details
8. She hurt her shoulder. <i>page 56</i>	<ul style="list-style-type: none"> The simple past tense 	<ul style="list-style-type: none"> Parts of the body Injuries 	<ul style="list-style-type: none"> Discuss an injury Express concern 	Reading <ul style="list-style-type: none"> Biographies of two athletes Skills / strategies: Identify the main idea; Find supporting details Writing page 93 <ul style="list-style-type: none"> Organizing information with past time markers
9.  Did you hear about the storm? <i>page 62</i>	<ul style="list-style-type: none"> The simple past tense: questions 	<ul style="list-style-type: none"> Severe weather and weather-related events How to prepare for severe weather 	<ul style="list-style-type: none"> Discuss a storm experience 	Reading <ul style="list-style-type: none"> An informational website Skills / strategies: Classify information; Scan for information Writing page 94 <ul style="list-style-type: none"> Using viewpoint adverbs

Review: Units 7–9 *pages 68–69*
 All About You Progress Check


Cross-curricular Reading:
 Life Science *page 98*

 Magazine 3 *page 102*

10. Were you wearing your seat belt? <i>page 70</i>	<ul style="list-style-type: none"> The past continuous The past continuous and the simple past tense 	<ul style="list-style-type: none"> Staying safe 	<ul style="list-style-type: none"> Introduce a new topic Express concern 	Reading <ul style="list-style-type: none"> An essay Skills / strategies: Understand meaning from context; Recognize point of view Writing page 94 <ul style="list-style-type: none"> Organizing information with a title and headings
11. Where were you going yesterday? <i>page 76</i>	<ul style="list-style-type: none"> The past continuous: information questions Negative <i>yes / no</i> questions 	<ul style="list-style-type: none"> Expressing musical tastes 	<ul style="list-style-type: none"> Compare musical tastes 	Reading <ul style="list-style-type: none"> A live TV interview Skills / strategies: Identify the main idea; Scan for information Writing page 95 <ul style="list-style-type: none"> Providing specific supporting details
12.  Whose drawing is this? <i>page 82</i>	<ul style="list-style-type: none"> Information questions with <i>Whose</i> Possessive pronouns 	<ul style="list-style-type: none"> Art 	<ul style="list-style-type: none"> Ask for an opinion Give a compliment 	Reading <ul style="list-style-type: none"> Profile of an artist Skills / strategies: Understand meaning from context; Scan for information Writing page 95 <ul style="list-style-type: none"> Comparisons and contrasts

Review: Units 10–12 *pages 88–89*
 All About You Progress Check

Cross-curricular Reading:
 Media *page 99*

 Magazine 4 *page 103*

Reference *pages 104–106*

Workbook *pages W1–W37*

Welcome

Vocabulary review

- Daily and other activities
- Foods and drinks
- Personal objects and electronic devices
- Ailments

Grammar review

- The present continuous and the simple present
- Frequency adverbs
- Count and non-count nouns
- Adjectives to describe people
- Comparative adjectives
- Object pronouns
- Can for permission

Social language

- Introducing the Teen2Teen characters

Values and cross-curricular topics

- Foreign language

Suggestions

The *Welcome* unit reviews the core vocabulary and grammar areas that the students studied in *Teen2Teen Two*. If your students used a different book, find out which sections in the *Welcome* unit should be reviewed and which, if any, will be new. You can then plan your use of this *Welcome* unit appropriately.

The vocabulary and grammar exercises on pages 4–8 of the Student Book do not require the CD, so they could be set for homework if time is short.

Warm-up

Write your title and / or name on the board and say *Hi! / Hello! I'm (Name)*. Then go round the class asking *What's your name?* and replying *Hi, (Name)* or *Hello, (Name)*. If there are any new students, find out where they are from and introduce them saying *This is (Name)*. *He's / She's from (Place)*.

Daily and other activities

Exercise 1

- Tell students to look at the pictures. Ask *What are the people doing?*
- Read the direction line aloud and focus on the example. Write *playing* on the board and explain that this word is a present participle. Review that we use *be + present participle* to create the present continuous to talk about something happening right now.
- Have students do the exercise. Circulate and help with spelling of the participles if necessary.
- Go over the answers as a class.

Welcome to

TEEN 2 TEEN

Daily and other activities

1. Look at the pictures. Write the correct letter and complete each statement with a present participle.



1. He's playing with his dog. d
2. She's helping her mom. a
3. We're eating / having dinner. f
4. They're taking dancing lessons. c
5. I'm playing in the school band. e
6. He's relaxing at the park. b

The present continuous and the simple present; Frequency adverbs

2. Complete each conversation in the present continuous.

1. A: Is Dad cooking (cook) dinner right now?
B: Yes, he is.
2. A: Are you reading (read) that new fashion magazine?
B: Yes, I am.
3. A: Are they eating (eat) breakfast now?
B: Yes, they are.
4. A: Who are you calling (call)?
B: My friend, Sara.
5. A: Are your parents taking (take) dancing lessons?
B: No, they aren't.
6. A: What 's your brother doing (do) tomorrow?
B: I don't know, actually.

3. Complete each statement. Use the correct simple present tense form of a verb below.

brush drive exercise get up hang out take

1. Louis drives his kids to school every day.
2. Alex brushes his teeth after breakfast.
3. Dave exercises before he goes to bed.
4. Paul hangs out with his friends at the park.
5. Mary always takes a train to work.
6. Jamie usually gets up late.

The present continuous and the simple present; Frequency adverbs

Exercise 2

- On the board write: *I am teaching a class.* Ask *Am I teaching a class right now?* (yes). Review that the present continuous describes actions performed at the moment of speaking.
- Read the direction line aloud.
- Ask two volunteers to read the first conversation. Review that you invert *be* and the subject to create a question in the present continuous. Remind students that you can only use contractions in negative short answers, and not in affirmative short answers.
- Have students do the exercise and then compare answers with a partner.
- Go over the answers as a class.
- **Option:** Students can practice reading the conversations in pairs.

Suggestion

If students need to review simple present forms, list pronouns *I, You, He / She / It, We, You, They* on the board. Then elicit the correct forms of the verb *want* and write these on the board. Ask *Are these affirmative or negative forms?* (affirmative). Elicit negative forms and write these on the board as well.

Exercise 3

- Have students scan the verbs in the box. Clarify any meanings as needed.
- Read the direction line aloud.
- Have students do the exercise.
- Go over the answers as a class.

4. Complete each statement in the simple present tense.

1. He doesn't want soda. He wants water. (want)
2. They don't like volleyball. They like soccer. (like)
3. Ferris doesn't need new clothes. He needs new shoes. (need)
4. We don't exercise in the morning. However, Martin always exercises in the morning. (exercise)
5. My sister has lots of friends, but she doesn't have a boyfriend. (have)

5. Write statements in the simple present tense. Use the frequency adverb and the correct form of each verb.

1. (always / Jake / his / twice a day / teeth / brush)
Jake always brushes his teeth twice a day.
2. (usually / at 1:00. / eat / We / lunch)
We usually eat lunch at 1:00.
3. (always / on Mondays. / Karl / late / for / class / be)
Karl is always late for class on Mondays.
4. (at school. / often / Amy / tablet / her / use)
Amy often uses her tablet at school.
5. (sometimes / my / brother / little / on Sundays. / I / babysit)
I sometimes babysit my little brother on Sundays.
6. (never / My parents / on weekdays. / at a restaurant / eat)
My parents never eat at a restaurant on weekdays.

6. Complete the conversations. Circle the correct verb forms.

1. A: Do / Does your dad work / works in an office?
B: No, he do / doesn't
2. A: What do / does you usually do / does on rainy weekends?
B: I stay / stays home, but I sometimes go / goes to the movies.
3. A: Do / Does your friends hang / hangs out at the mall a lot?
B: Yes, they do / does.
4. A: How often do / does you play / plays basketball?
B: About twice a week.

7. Complete each statement in the simple present tense or the present continuous. Use contractions if possible.

1. Will usually borrow my laptop on Fridays, but this Friday he 's borrowing Karen's laptop. (borrow)
2. Lana always sends e-mails to her aunt, but today she 's sending a letter. (send)
3. The kids in the school band are practicing this morning, but they sometimes practice in the afternoon. (practice)
4. We re studying geography today, but we usually study it on Tuesdays. (study)
5. We always wear our team volleyball uniforms at practice, but next weekend we re wearing One Direction T-shirts. (wear)

Exercise 6

- Read the direction line and example aloud. Tell students to think carefully about each structure.
- Students complete the exercise.
- Then have students compare answers.
- Go over the answers. Ask *Which are "yes" / "no" questions? (1, 3) Which are information questions? (2, 4).*
- **Option:** Elicit other types of information questions. Write *Where, What, When* on the board and have students suggest questions.

Exercise 7

- Write on the board:
I always ___ the bus to work, but today I ___ the train. (take)
Ask *In which blank should we use the simple present and which blank the present continuous?* Invite a volunteer to complete the sentence.
- Bring students' attention to *always*. Explain that frequency adverbs are used with the simple present. This is your hint that the simple present should be used in the first blank. Ask *Which word hints that the present continuous needs to be used in the second blank? (today).*
- Read the direction line aloud. Then focus on the example. Ask *Which words hint which tense to use? (usually, this Friday).* Encourage students to look for these hints when doing the exercise.
- Have students complete the blanks.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud. Call on a volunteer to read the example. Ask *Which sentence is negative? (the first one) Which sentence is affirmative? (the second one).* Have students notice that the verb form differs.
- Ask students to complete the blanks and then compare answers in pairs.
- Go over the answers as a class.

Exercise 5

- Review frequency adverbs by writing vertically on the board:
always, usually, often, sometimes, never
Point out that the words are listed in order of how frequent something happens. Say *I always come to work on time.* Invite students to make up other sentences. Contrast this with *I never go out for lunch.* Leave the list on the board.

- Read the direction line aloud. Focus on the example. Point out that students have to put the words in the correct order and use the correct simple present form of the verb.
- Have students make the sentences.
- Go over the answers as a class.
- **Option:** Refer students to the list of frequency adverbs on the board. In pairs, they can discuss how often they do different things.

Suggestion

If students need to review question forms, write this sentence on the board:
Nina lives in Manhattan.
Invite a student to change this into a question: *Does Nina live in Manhattan?* OR *Where does Nina live?* Focus on the structure of each type of question. The first question type elicits a yes / no answer, whereas the second question type elicits specific information.

Foods and drinks; Count and non-count nouns

Suggestion

Students may need a review of count and non-count nouns. Count nouns refer to things we can easily count. They can be singular (a house, a friend) or plural (people, cookies). Non-count nouns are things that are not easy to count, like abstract ideas, liquids, or feelings (sand, music, love). Non-count nouns are always singular. Non-count items are often counted in containers as outlined in the first exercise.

If students need a review of *How much* and *How many*, tell them to use "How many" with count nouns and "How much" with non-count nouns.

Students may need a review of *some* and *any*. Tell them to use *some* and *any* to describe indefinite quantities of plural nouns. We use *some* with affirmative statements:

There are some apples in the fridge.

We use *any* with negative statements:
There aren't any apples in the kitchen.

We use *any* with questions:
Are there any apples?

Exercise 8

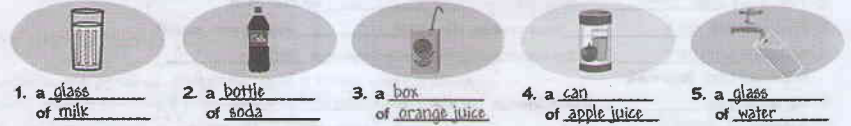
- Ask students to scan the images. Have them name each item. It is OK if students read the labels. Ask *What is your favorite drink?*
- Have students work in pairs to complete the blanks.
- Then go over the answers as a class.
- Option:** On the board write:
A *What would you like to drink?*
B *I'd like _____.*
Model the exchange with a volunteer. Then have students practice in pairs. Make sure they mention containers with drinks, like in the exercise.

Exercise 9

- Ask students to scan the food items. Explain as needed. For vocabulary review, create six unlabeled columns on the board and separate the foods into categories. Elicit *Which foods are vegetables?* (*beans, onions*) *Which are fruit?* (*peaches, apples, oranges, tomatoes*). Then ask *Which other foods can be grouped together?* (*pasta / bread*). Put *water* and *cheese* into their own categories. Elicit additional foods that could go into those categories.
- Bring students' attention to the container and measurement words before some of the foods. Clarify that *kilo* is short for *kilogram*. Explain that for non-count nouns you can provide measurement or container words in order to be able to count them. For example: *a bottle of water, a box of pasta*.

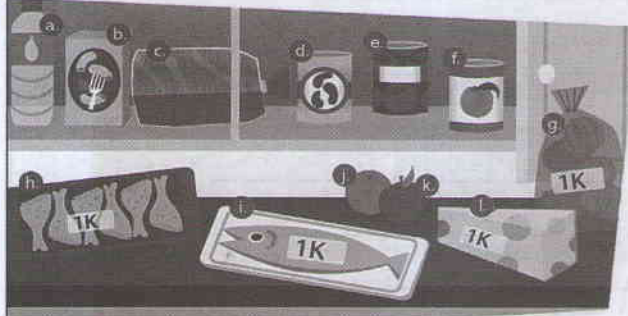
Foods and drinks; Count and non-count nouns

8. Look at the pictures. Write the container and the drink.



- a glass of milk
- a bottle of soda
- a box of orange juice
- a can of apple juice
- a glass of water

9. Look at the picture. Write the letters of the foods and drinks.



- a can of beans d
- a bottle of water a
- a kilo of fish i
- a box of pasta b
- a can of peaches f
- a loaf of bread c
- a can of tomatoes e
- a kilo of chicken h
- a kilo of onions g
- an apple k
- an orange j
- a kilo of cheese l

10. Circle the correct words.

- Pasta (is) are delicious with tomato sauce.
- Are there some / (any) potatoes in the cupboard?
- Is / (Are) there two cans of soda on the table?
- How many / (much) cheese is in this dish?
- There's (some) / any milk in the fridge.
- How (many) / much onions do you need?
- Is there some / (any) bread on the table?
- There (isn't) / aren't any Colombian coffee at the store.

Personal objects and electronic devices

11. Complete the statements. Use the words below.

candy earbuds charger magazine tablet wrist band

- I have my MP3 player, but where are my earbuds _____?
- I'm reading a cool soccer magazine _____.
- Candy _____ isn't good for your teeth.
- I don't need a laptop. I have a new tablet _____.
- When my phone's battery is dead, I use a charger _____.
- Look at what I'm wearing – a wrist band _____ with the Canadian flag on it!

Also it is possible to use measurement words with countable nouns if we want to say how much they weigh or what type of container they are in. For example: *a can of peaches, a kilo of onions, a loaf of bread*. Focus on *an apple* and *an orange* in the list, which don't have measurement or container words. Ask *What containers / measurement words could you use for apples? oranges? (a box, a bag, etc.)*.

Exercise 10

- Before students start, remind them of the use of *some* and *any* (see Suggestion).
- Have students do the exercise.
- Go over the answers as a class.

Personal objects and electronic devices

Exercise 11

- Ask students to scan the items in the box. Clarify meaning as needed.
- Students complete the statements.
- Then students compare their answers in pairs.
- Go over the answers as a class.

Adjectives to describe people

12. Choose the correct adjective to complete each description.

- Marty isn't shy / talkative at all. He's very friendly. He talks to everyone.
- Melinda exercises every day. She helps her mom shop for food and carries two huge bags of groceries. She's really strong / smart.
- In Lucy's bedroom, her clothes are on the desk. Her laptop is on the floor. Her homework is on the bed and under the bed! She isn't very neat / messy.
- Charlie is a lot of fun at parties. Sometimes he does some crazy things, and everyone has a good time. When they're with Charlie, they feel good. Charlie isn't a very funny / serious person.
- Kyle is very nice, but he doesn't like to be with other people. He doesn't talk a lot. He isn't very shy / talkative.
- Janice is very smart / strong. She's really good at math and science. Her classmates always ask her for help with their homework.

Comparative adjectives

13. Look at the pictures. Write statements. Use the correct comparative forms.



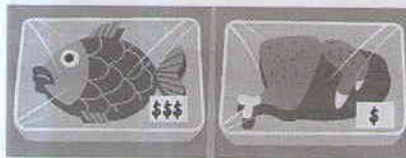
- (fruits and vegetables / good for you / cake)
Fruits and vegetables are better for you than cake.



- (the hotel on the left / tall / the one on the right)
The hotel on the left is taller than the one on the right.



- (Lance / strong / his brother, Seth)
Lance is stronger than his brother, Seth.



- (that fish / expensive / the chicken)
That fish is more expensive than the chicken.



- (Miami / usually / hot / Boston)
Miami is usually hotter than Boston.



- (my little sister, Gail, / talkative / me)
My little sister, Gail, is more talkative than me.

Comparative adjectives

Suggestion

To review the comparative, compare two items in class. For example: *The Student Book is heavier than the Workbook.* If needed, review form:

- If an adjective has one syllable and ends in a consonant: add *-er*
- If an adjective has one syllable and ends in a consonant + *e*: add *-r*.
- If an adjective has two syllables and ends in *-y*: drop *-y* and add *-ier*.
- If an adjective has one syllable and has consonant-vowel-consonant: double the consonant and add *-er*.
- If an adjective has two or more syllables, but doesn't end in *-y*: use *more* before the adjective.

Extra practice activity (all classes)

- Write the following list of adjectives on the board and have students work in pairs to review creating comparative forms:
big, old, kind, nice, pretty, silly, hot, interesting

Exercise 13

- Read the direction line aloud. Tell students to circle the adjective in each exercise item.
- Tell students to write the statements. Circulate to help if necessary. Then have students compare with a partner.
- Bring the class together and go over any problems. Go over formation rules outlined in the Suggestion above if students had any difficulties with form.

Extra practice activity (all classes)

- Make a statement comparing two students and write it on the board, e.g., *Mike is stronger than Lisa.*
- Have students work with a partner to write comparative sentences about each other.
- Then bring the class together and ask students to share.

Adjectives to describe people

Suggestion

If students need a review of adjectives, ask *What is an adjective? (it is a word that describes a noun or pronoun).* Elicit examples of adjectives from students and write these on the board, e.g., *nice, red, hot.*

Exercise 12

- Invite students to brainstorm adjectives that describe people. Encourage students to look around the class and think up adjectives that describe their classmates, e.g., *tall, pretty, funny, smart.*
- Read the direction line aloud. Call on a volunteer to read the example. Ask *How do we know Marty isn't shy? (He is friendly. He talks to everyone.)*
- Have students do the exercise individually. Then have them compare answers in pairs.

- Option:** Invite students to work in pairs to underline other adjectives that describe people in the exercise. Circulate to assist if necessary. If students underline other parts of speech, review that an adjective has to describe a noun.

Extra extension activity (stronger classes)

- Have students write a few sentences describing a classmate. They shouldn't include the person's name. Tell students to use at least three adjectives. Model an example: *This person is very pretty. She is smart and funny.* Ask *Who am I describing?*
- Then invite volunteers to read their sentences and have the class guess who is being described.

Object pronouns

Suggestion

If students need a review of object pronouns, first make a vertical list of subject pronouns on the board: *I, You, He, She, It, We, You, They*. Explain that these pronouns are in the subject position at the beginning of a sentence. Write an example on the board: *She lives in France.*

Elicit the object pronouns. Start by writing *me* next to *I* and *you* next to *you*. Invite volunteers to fill in the rest (*him, her, it, us, you, them*). Explain that object pronouns are in the object position in a sentence. Write an example on the board: *Marco loves me.*

Exercise 14

- Read the direction line aloud.
- Have students complete the exercise.
- Have students compare answers in pairs.
- Then bring the class together and ask: For number 2, what does "it" replace? (your dress) For number 3, what does "him" replace? (your brother) For number 4, what does "us" replace? (you and your sister) For number 5, what does "them" replace? (those key rings) For number 6, what does "her" replace? (Lady Gaga).
- **Option:** Students can practice reading the conversations in pairs.

Can for permission; Ailments

Exercise 15

- Review the use of *can* to ask permission. Ask *Can I please borrow your phone?* *Can I open a window?*
- Read the direction line aloud. Have students scan ailments in the exercise choices to confirm they understand what an ailment is.
- Focus on the first picture. Then read the example. Students should be clear that they are doing two separate things: identifying the ailment and then asking permission to do something.
- After students do the exercise, bring the class together and go over the answers. Point out how Number 1 and Number 4 include *please* in a request for permission.

Extra extension activity (stronger classes)

- Have students create additional requests with *Can* to accompany each picture. Model an example for number 1:
Can I please have some cold medicine?
Can I call you tomorrow?
- Have students work in pairs to ask and then answer questions *Yes, you can.* OR *No, you can't.*

Object pronouns

14. Complete each conversation with an object pronoun.

- A: What's that? Is that your phone?
B: Yeah. My aunt's calling me.
- A: I love your dress!
B: Really? I like it, too.
- A: Are you calling your brother?
B: No. I'm not calling him. I'm calling a friend.
- A: How are you and your sister getting to the concert tomorrow?
B: My dad is driving us.
- A: Do you like those key rings?
B: Are you kidding? I love them!
- A: Hey, there's a Lady Gaga concert next week.
B: For real? I love her!

Can for permission; Ailments

15. Look at the pictures. Choose the ailment. Complete each request for permission with *Can*.



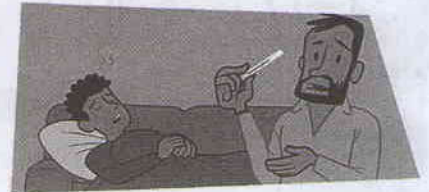
1. I have a cold / a headache.
Can I please have (please / have) some hot tea?



2. I feel dizzy / have the flu.
Can I sit (sit) over there?



3. I have a backache / a headache.
Can I turn off (turn off) the TV?



4. Kari has a cold / a fever. I should call a doctor.
Can I please use (please / use) your phone?

Teen2Teen Friends

1.03 Connecting Teens Around the World!

Hi! Welcome to Teen2Teen Friends! I'm Charlotte Cook, and I'm from Anchorage, Alaska, in the United States. Alaska's fantastic! You should visit sometime!



I'm Vivian Lin, from the city of Taichung. I'm on Teen2Teen Friends every day. It's great! Let's have a video webchat together!



What's up? I'm Arturo Ortega. I'm from beautiful Santo Domingo, in the Dominican Republic. When are you coming to my country? Hey, we should chat by e-mail, OK?



Cooper Brown here, from Sydney, Australia. Do you know anything about Australia? It's really big. Hey, let's chat together on Teen2Teen Friends soon!



My name is Ana Maria Flores. I'm from Lima, the capital of Peru. In my country, we have some amazing tourist attractions. You should come to Peru!



Hey, nice to meet you! My name's Vitor Mota, and I'm from Salvador in Brazil. We call Salvador the "capital of happiness" because the people are friendly, the music is beautiful, and the food is delicious! Listen, I sometimes post on Teen2Teen Friends, so check it out!



Meet the Teen2Teen Friends in Units 3, 6, 9, and 12, and in the Teen2Teen Friends Magazine.


9

Focus on the purple bar at the bottom. Establish that the students will meet the characters regularly in the book. Explain that the *Teen2Teen Friends Magazine* is at the back of the book (pages 100–103). Each page is a text chosen by a *Teen2Teen* character to be read after each three units.

Using the map

- Ask students to look at the map. Refer to the different colors of the dots and ask students which continents they can name in English (they learned *North America*, *South America*, *Europe*, and *Asia* on page 96 of *Teen2Teen One*).
- Help them with pronunciation, particularly the /θ/ sound in *North* and *South*, the diphthong in *Asia* /'eɪʒə/, and the initial sound and stress on the first syllable of *Europe* /'yurɒp/.

Suggestion

Whenever you see the CD symbol , you can either play the CD or read the audioscript aloud from the Student Book page or from the audioscript section on pages 105–107 of this book. The teaching notes always give a page reference for the audioscript.

Where possible, it is best to use the CD so that the students get used to hearing different people speaking English and different accents.

Meeting the characters 1.02

- Ask the class to look, listen, and follow the speech balloons across and down.
- Play the CD or read the speech balloons aloud while students follow.
- Ask students to name, or guess, the countries where the characters are from. They should use English country names where possible. They will learn more about the characters from Unit 3 (see page 22).

ANSWERS

Charlotte Cook, the U.S.
Vivian Lin, Taichung
Arturo Ortega, the Dominican Republic
Cooper Brown, Australia
Ana Maria Flores, Peru
Vitor Mota, Brazil

Teen2Teen Friends

Cross-curricular topics

The Internet
 Geography
 Foreign language

Aim

Introduce and meet the new *Teen2Teen* characters in the context of international communication in English

Warm-up

For classes who used *Teen2Teen Two*:
 With everyone's book closed, ask *Which Teen2Teen Friends can you remember? Where are they from?*

Tell students they will be meeting new characters in this level.

If you're new to the series, but your students used *Teen2Teen Two* last year:

Open your book to page 9 and ask the class to explain in English what *Teen2Teen Friends* is. Then indicate all the new characters.

For classes new to the series:

Look at page 9 and explain that *Teen2Teen Friends* is a social networking site, like Facebook, where teenagers from around the world can chat online and make new friends.

Explain that the photos show six characters, whom the students will meet in *Teen2Teen*. Explain that the white dots show where they live and ask students who lives nearest them.

Point out that these characters have different first languages, but use the speech balloons to show that they are all using English to communicate with each other. Stress the value of learning languages, in particular English, to be able to communicate with people all around the world.

Unit 1

Grammar

be going to for the future

Vocabulary

Party activities and supplies

Social language

Offer to help with a party

Values and cross-curricular topics

Multiculturalism

Unit contents

For classes new to the series:

- Explain that each unit in the Student Book begins with a list of contents in a bar at the top of the page. Focus on the list of contents with the students, discuss briefly in the students' own language what each item means, and explain that they will check their progress in a *Review* after every three units.

For classes who used *Teen2Teen* before:

- Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 1-3*.

Topic Snapshot

Aim

Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

For teachers new to the series:

- Although examples of the unit grammar, vocabulary, or social language are included in the *Topic Snapshot*, the idea is to focus on comprehension, not presentation. New language is then studied later in the unit.

Warm-up

To establish the context of a party, write *party* on the board and ask *What words do you think of when you see this word?* Write these on the board. If students answer in their own language, write the word and the English translation.



Ask *Has anyone been to a party recently? Where was it? What was the occasion? What did you eat there?*

1 We're going to have a party!

Grammar: *be going to* for the future
Vocabulary: Party activities and supplies
Social language: Offer to help with a party



Topic Snapshot

1. Read and listen to the conversation.

Hannah: Hey, Emma! We're going to have a surprise party for my cousin Peter on Saturday night at about 8:00. Can you come?
Emma: Your cousin Peter? The cute tall guy with the curly hair?

Hannah: That's right. Saturday's his sixteenth birthday.
Emma: I can **definitely** come! Is it going to be at your house?
Hannah: Yes, it is.
Emma: Great. What can I do to help? Are you going to have a cake?

Hannah: Mm-hmm. My mom and I are going to make one on Friday.
Emma: Well, I can get some paper plates and stuff.
Hannah: OK, thanks!
Emma: Great! I can bring them to your house on Saturday afternoon. What about balloons?

Hannah: We've got some balloons. Thanks for offering, Emma.
Emma: You're welcome! See you on Saturday.
Hannah: Great. And don't forget: it's a surprise. Don't tell Peter, OK?

2. Choose the person. Write the letter or letters.

- This person is going to be sixteen on Saturday. b
- This person is going to have a party at her house. c
- This person is going to bring paper plates for the party. a
- These people are going to make a cake for the party. c d
- These people know there's going to be a party. a c d
- This person doesn't know there's going to be a party. b

a. Emma
b. Peter
c. Hannah
d. Hannah's mom

Exercise 1 1-03

- Focus on the picture story. Ask *What do you think the two girls are talking about? (a party) Who do you think the party is for? (the guy in the picture) What kind of food will there be at the party? (cake).*
- Focus on the last picture. Ask *Why does the girl have her finger over her mouth? (something is a secret).* Then ask students to read and listen to find out what is a secret.
- Play the CD or read the conversation aloud while the students follow.
- Establish that Hannah is planning a surprise birthday party for Peter.

Usage

Have got is very common for possession in spoken American English. If students ask about it, explain that it has the same meaning as *have*.

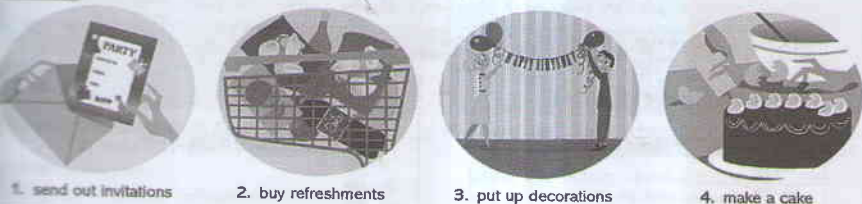
And stuff is extremely common in spoken English to mean *and other similar things*.

Exercise 2

- Read the direction line aloud. Read the example sentence and answer. Point out that some of the items have more than one answer.
- Students do the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.
- **Option:** As a challenge ask students to look at number 1. Model: *Peter is going to be sixteen on Saturday.* Invite students to make sentences using the different people's names.

Vocabulary Party activities and supplies

1. Look at the pictures. Read and listen.



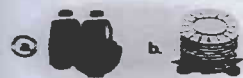
1. send out invitations 2. buy refreshments 3. put up decorations 4. make a cake



2. Pronunciation Listen and repeat.

3. Listening comprehension Listen to the conversations. Complete each statement. Circle a or b.

1. They're going to get some ...



2. The girls are going to send out ...



3. He has ... at home.



4. They're going to put up decorations and ...



5. They need ...



6. She's going to bring ...



11

Vocabulary

Aim

Practice phrases for party activities and supplies

Further support

Vocabulary Flashcards: Party activities and supplies

Exercise 1 1-04

- Point out the two categories: *Activities* (things you do) and *Supplies* (objects you need). Talk about each picture and its phrase. Check that students understand the meaning. Focus on the examples of refreshments in number 2. Explain that refreshments are small amounts of food or drink for guests at a party or other event. Elicit additional examples of refreshments, e.g., *cookies*, *small sandwiches*, etc.
- Play the CD or read the phrases aloud while students follow.

Usage

R.S.V.P. stands for the French words *Répondez s'il vous plaît*, meaning please respond, indicating whether you will attend.

Exercise 2 1-05

- Play the CD or read the phrases aloud for students to repeat.
- Make sure that the students notice the stress pattern in the two-part verbs *send out* and *put up*. The second word is stressed (*send out*; *put up*).

Exercise 3 1-06

- Write the following words on the board: *December*, *class list*, *markers*, "Happy Birthday" sign, *knives*, *pizzeria*. Elicit the meanings by asking *What is / are ... December?* (the last month of the year) *class list?* (the names of all the students in a class) *markers?* (large pens with thick points) a "Happy Birthday" sign? (a big piece of paper with the words "Happy Birthday" on it) *knives?* (more than one knife – this is the form you use for plural) *pizzeria?* (a restaurant that serves pizza). Translate into the students' own language as needed. Explain that these words will appear in the conversations students will be listening to.
- Ask students to look at the picture choices in the exercise. Ask some volunteers to identify the items.
- Read the direction line aloud. Tell students that there is one question for each conversation. Explain that they will hear each conversation twice, so they could first use a pencil to mark each answer.
- Play the CD or read the audioscript aloud while students listen and circle the activities or supplies in pencil.
- Students listen again and check their answers, correcting as needed.
- Go over the answers as a class.

AUDIOSCRIPT 1-06 PAGE 105

Extra practice activity (all classes)

- Tell students to close their books. Make two columns on the board titled *Activities* and *Supplies*. Invite volunteers to come up to the board and write down all the words they can remember. Help with spelling.
- Then students open their books and see what other words they can add to the list.
- Option:** Students can do the above activity in pairs and then share with the class.

Extra extension activity (stronger classes)

- In pairs, ask students to create short conversations about party preparation. Refer them to the *Activities and Supplies Vocabulary* in Exercise 1. Tell students they can use the conversations they heard in Exercise 3 for ideas.
- Invite volunteers to share their conversations with the class.

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice *be going to* for the future

Grammar support Interactive Grammar Presentation

Exercise 1

- Before students open their books, write on the board:
I'm going to have a party.
Ask *Does this sentence talk about the present, past, or future? (future).*
- Circle *'m going to* and underline *have*. Explain that we use *be going to* + base form of verb to talk about planned future events.
- Invite a volunteer to change the statement on the board into a question and write it on the board:
Are you going to have a party?
Supply possible *yes* and *no* answers (*Yes, I am; No, I'm not*). Ask various students the question and get them to answer *Yes, I am* or *No, I'm not*.
- Books open, focus students' attention on the form *am / is / are going to* + base form of verb. Then compare with negative. In pairs, students ask and answer the *yes / no* questions in the chart. Review the alternate negative contraction forms.

Usage

be going to (like the present continuous for the future) often expresses future actions and events that have been previously planned. If questions arise about the difference between present continuous and *be going to*, the present continuous can only be used for planned future actions. It's correct to say, "It's going to rain tomorrow," but it's not correct to say, "It's raining tomorrow" because rain cannot be planned.

Exercise 2 1-07

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Ask students to identify if it is an affirmative or negative sentence or a question (*Item 1 is an affirmative sentence; item 2 is a negative sentence; items 3-6 are questions*).

AUDIOSCRIPT 1-07

I'm going to make a cake.
I'm not going to make a cake.
Is Emma going to bring paper plates?
Are your parents going to buy the decorations?
Is the party going to be a surprise?
Are you going to get the refreshments after school?

Grammar *be going to* for the future

1. Study the grammar.

- Use *am / is / are going to* + a base form to express future actions, plans, or events.

Affirmative statements	Negative statements
I'm going to make a cake.	I'm not going to make a cake.
You're going to make a cake.	You're not going to make a cake.
He's going to make a cake.	He's not going to make a cake.
She's going to make a cake.	She's not going to make a cake.
We're going to make a cake.	We're not going to make a cake.
You're going to make a cake.	You're not going to make a cake.
They're going to make a cake.	They're not going to make a cake.
yes / no questions	Short answers
Are your parents going to buy the decorations?	Yes, they are. No, they're not. OR No, they aren't.
Is Emma going to bring paper plates?	Yes, she is. No, she's not. OR No, she isn't.
Is the party going to be a surprise?	Yes, it is. No, it's not. OR No, it isn't.
Are you going to get the refreshments after school?	Yes, we are. No, we're not. OR No, we aren't.

2. Pronunciation Listen to the grammar examples. Repeat.

3. Listening comprehension Listen to the conversations about parties again. Write a short answer to each question, according to the conversations.

- Is Cecilia going to bring the refreshments? No, she isn't.
- Are the girls' parents going to make the invitations? No, they aren't.
- Is he going to bring a tablecloth from home? Yes, he is.
- Is Mark going to bring balloons to the party? No, he isn't.
- Are they going to need napkins? No, they aren't.
- Is she going to bring paper plates for the pizza? Yes, she is.

4. Complete each statement about Emma's plans with an affirmative or negative form of *be going to*. Use contractions when possible.

- Emma 's going to go (go) to orchestra practice on Monday.
And then she 's going to call (call) her friends to invite them to Peter's party.
- She 's going to babysit (babysit) her little brother on Tuesday.
- On Wednesday, Emma 's going to take (take) the bus with Hannah because her mom can't drive her to school that day.
- There isn't going to be (be) school on Thursday.
- Peter's party 's going to be (be) at 8:00 on Saturday.
Emma 's going to get (get) there early to help.
- On Sunday, she 's going to work (work) on her science project.
- Emma isn't going to have (not / have) lunch at her aunt's house on Saturday.

Extra practice activity (all classes)

- Have students go back to the conversation on page 10 and underline all uses of *be going to* for future (*We're going to have ...; Is it going to be ...?; Are you going to have ...?; My mom and I are going to make ...*).

Exercise 3 1-08

- Read the direction line aloud. Tell the students that there is one question for each conversation. Explain that after each conversation you will pause the audio and give them a chance to answer the question.
- Play the CD or read the audioscript aloud.
- Then have students listen again and check their answers. Remind students that there are two possible correct forms for *No* answers (*pronoun + isn't*, or *pronoun + 's not*).
- Go over the answers as a class.

- Option:** Students ask and answer in pairs to practice speaking and listening. Circulate to help as necessary.

AUDIOSCRIPT 1-08 PAGE 105

ALTERNATIVE ANSWERS

- No, she's not.
- No, they're not.
- No, he's not.
- No, they're not.

5. Complete Emma's conversations with the correct form of *be going to*.

Monday

Dani: Are you going to go _____ (you / go) to orchestra practice this afternoon?
Emma: Yes, I am.
Dani: Me too! Let's go together.

Tuesday

Zach: We're going to hang out _____ (we / hang out) at the park this afternoon. Can you come with us?
Emma: No, I'm sorry, I can't. I'm going to babysit _____ (I / babysit) my little brother.
Zach: Too bad!

Wednesday

Hannah: Hey, Emma. Is your mom going to drive _____ (your mom / drive) you home today?
Emma: No, she isn't. I'm going to take _____ (I / take) the bus! Do you want to take the bus with me?
Hannah: Sure!

Thursday

Sandy: Are you going to have _____ (you / have) lunch with Evan and me?
Emma: Yup. Then after lunch _____ (my dad / meet) me at the party store.
Sandy: Are you going to get _____ (you / get) the decorations?

Friday

Mom: So, Emma, what's the plan for after school today?
Emma: Today? I'm going to buy _____ (I / buy) some paper plates and stuff for Peter's party.

Saturday

Mom: Emma, are you going to do _____ (you / do) your science project this weekend?
Emma: Yes, Mom. I'm going to do _____ (I / do) the project after lunch tomorrow.
Mom: Well, what about today?
Emma: But, tonight's the party. I'm going to decorate _____ (I / decorate) Hannah's living room with her.

Complete each statement with your plans for the week.

Tomorrow, I'm going to _____
The day after tomorrow, _____

13

Exercise 4

- Read the direction line aloud. Make sure students understand that they need to use the correct affirmative or negative form and the correct base form to complete each statement.
- Remind students that when using negative contractions, more than one answer may be possible.
- Students complete each statement.
- Go over the answers as a class.

ALTERNATIVE ANSWERS

4. There's not going to be school ...
7. Emma's not going to have ...

Extra extension activity (stronger classes)

- Invite students to create their own weekly calendar. Circulate to help as necessary.
- Ask students to work in pairs to share their plans, e.g., *I am going to relax on Sunday*. Challenge students to ask and answer questions about their plans, e.g., *Are you going to watch TV?*

Suggestion

Exercises in a question and answer format provide useful opportunities for speaking practice and evaluation when you go over the answers, even if the written work is done for homework. Working with the whole class in pairs ("closed pairs") maximizes the time for each student to practice speaking. However, if you are concerned about the possible noise level, invite two students in different parts of the class to ask and answer ("open pairs").

Exercise 5

- Tell students they are going to use different forms of *be going to* to complete the conversations.
- Ask students to complete the exercise individually. Remind them to think about meaning when deciding whether to write a statement or a question. Circulate to help as necessary.
- Have students compare answers.
- Go over the answers as a class.
- **Option:** In pairs, have students practice reading the conversations. Circulate and assist with pronunciation as needed. Then invite volunteers to read the individual conversations. Write down pronunciation errors you hear and then give general feedback to the entire class about issues you heard.

About you!

- Students complete the blanks with their own plans. Encourage them to mention more than one activity if relevant. Then invite them to share with a partner.
- Invite students to tell the class their plans.

ANSWERS

Students' own answers

Extra practice activity (all classes)

- Ask students if someone is going to have a birthday soon. Ask *Are you going to have a party? Is there going to be a cake?*, etc.
- Encourage students to say as much as they can, using the unit vocabulary.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A magazine article

Warm-up

Ask a volunteer to read the first three sentences of the article. Ask individual students *When is your birthday?* Students can say the dates in their own language. See if anyone has the same birthday.

Suggestion

When reading an article, it is helpful to apply different reading strategies. Bring students' attention to the purple labels in Exercises 2, 3, and 4. *Identify the main idea* helps understand the main message of an article and then focus on the supporting details. *Classify* gives tools for comparing information in categories. *Confirm a text's content* allows students to make sure they fully understand what a text is about.

Exercise 1 1-09

- Read the direction line aloud.
- Play the CD or read the article aloud while students follow.
- Ask *How old is each person going to be? (the boy is going to be one and the girl is going to be fifteen).*
- Ask the question in the direction line.

ANSWER

Youngsu is going to wear traditional clothes and have rice cakes. All Youngsu's presents are on a table and everyone watches him choose them. People are going to dance at Adriana's party and they are all going to watch a video about Adriana's life. She will wear a formal dress.

Exercise 2

- *Identify the main idea.* Read the direction line aloud. To make sure students understand the strategy write on the board:
What is the main message of this text?
Do not elicit answers. Tell students to think about the choices and do the exercise. Let them compare their answer with a partner.
- Bring the class together and analyze all the choices: option a. is a true statement, but not the focus of the article. Option c. is a detail about each of the celebrants' parties, but also not the main idea.

ANSWER

b.

Reading A magazine article

1. Read the article. How are the two birthdays different?

2. Identify the main idea. After reading the article, circle the statement that expresses its main idea.

- a. Youngsu and Adriana have the same birthday.
- b. Youngsu and Adriana are both going to celebrate a special birthday.
- c. Youngsu and Adriana are both going to wear special clothes at their parties.

Some birthdays are just special!

It's August 3. All over the world, today is someone's birthday. Here are two special traditional birthday parties in South Korea and Brazil.



Seoul, South Korea

Oh Mija and Si Yongjo are very happy because today is their son Youngsu's first birthday. The family is going to have a big party for Youngsu at a restaurant this afternoon. There are going to be lots of people there. Youngsu is going to wear a traditional Korean *hanbok*. There are going to be beautiful traditional rice cakes and lots of other delicious foods.

In Youngsu's family there's a tradition about presents. Youngsu's parents put presents on a table. Then they watch Youngsu to see which present he chooses first. If he chooses rice cakes, it means he's going to have a long life. If he chooses a pencil, paper, or a book, it means he's going to be a scholar.



Vitoria, Brazil

Adriana is very excited because today is her fifteenth birthday party, her *festa de quinze anos*. In Brazil and other countries, the fifteenth birthday is a special occasion. There are going to be lots of people at her party tonight, and there are going to be beautiful decorations.

Adriana's family and friends and her boyfriend, Cristiano, are all going to be at the restaurant. They're going to dance three times. Adriana can dance with her relatives and her boyfriend. There's going to be delicious food and a beautiful cake, also with decorations. Everyone is going to watch a video about Adriana's life. It's traditional for girls to wear a formal dress at this special party, and Adriana's dress is beautiful!

Exercise 3

- *Classify.* If necessary, define *classify* (to decide what group or category something belongs to). Point out the classifying categories in this text (*Youngsu's party* and *Adriana's party*).
- Tell students to first try to do the exercise without looking back at the article. Then tell them to look back at the text for any items they couldn't answer. Hint to students that they don't need to reread the whole text, they just need to look for specific information in the text. For example, in number 1, students would scan the text for the phrase *lots of people*.
- Students compare answers in pairs.
- Go over the answers as a class.

Exercise 4

- *Confirm a text's content.* Point out that a True / False exercise is a good way to confirm a text's content since it makes you think in detail about what you have read.
- Read the direction line aloud. Check understanding of the phrase *no information* and make sure that the students understand that they should choose this option, not F, if the text doesn't mention the information.
- Students circle T, F, or NI.
- Then invite them to compare answers in pairs.
- Go over the answers as a class.

3. Classify Write **Y** for Youngsu's party, **A** for Adriana's party, or **Y and A** for both parties.

1. Lots of people are going to come. Y and A 4. There's going to be delicious food. Y and A
 2. It's going to be at a restaurant. Y and A 5. They're going to wear special clothes. Y and A
 3. The people are going to dance. A 6. There's going to be a video. A

4. Confirm a text's content Circle **T** (true), **F** (false), or **NI** (no information).

1. Youngsu's party is going to be at home. **T** (E) / NI 4. Adriana is going to dance at her party. **T** / F / NI
 2. Youngsu is going to wear a hanbok. **T** / F / NI 5. Cristiano is going to make a video. **T** / F / NI
 3. Youngsu is going to choose a present. **T** / F / NI 6. Adriana's parents like Cristiano. **T** / F / NI

What does your family do for birthday celebrations?

Teen2Teen

Offer to help with a party

1. Read and listen to the conversation.

- A: We're going to have a party at my house on Saturday. Can you come?
 B: Sure! Can I help?
 A: Well, my mom's going to make the food. And I'm going to buy soda.
 B: Do you need plates or napkins?
 A: No, but we need cups for the soda.
 B: I can bring those. Anything else?
 A: Not really, but thanks for offering!

2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Change the date, the location, and the party supplies.

- A: We're going to have a party at _____ on _____. Can you come?
 B: Sure! Can I help?
 A: Well, _____ going to _____
 and I'm going to _____
 B: Do you need _____?
 A: No, but we need _____
 B: I can bring _____. Anything else?
 A: Not really, but thanks for offering!

Read your new conversation with your partner. Then read the conversation in your partner's book.

Exercise 2 1-11

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Explain that *going to* for future can be pronounced as *going to* /gəʊɪŋtə/ or as *gonna* /gɒnə/. *Gonna* is common in everyday conversation.

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations. Say *You can use Exercise 1 as a model, but you shouldn't copy it.*
- Establish that they need a place in A's first gap and a day of the week for the party in the second gap. Refer back to Exercise 1 if necessary.
- Continue with A's other two gaps (a name or family member and an activity). The last three gaps need supplies.
- Invite volunteers to identify the supplies in the pictures: *refreshments, plates, a tablecloth, napkins, balloons, plastic cutlery, and glasses.*
- Students then complete the gaps.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- Option:** Invite volunteers to act out their conversation for the class. Encourage everyone to listen by having them write down the time and place for the party as well as the party activities and supplies mentioned. Keep a record of who performs and give everyone a turn during the year.

Extension

Writing page 90

Further support

- Extra Practice CD-ROM
- Workbook pages W2-W4
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

About you!

- Invite students to scan the items in Exercise 3. Ask *Does anyone do similar things for birthday celebrations?* In pairs, students can discuss further details about birthdays.
- Bring the class together and have pairs share interesting birthday traditions.

ANSWERS

Students' own answers

Teen2Teen

Aim

Practice social language for offering to help with a party

Warm-up

For classes new to the series:
 Write *Teen2Teen* on the board. Explain that this section in each unit is an opportunity for students to use English in a social context, speaking *teen* "to" *teen*.

For classes who used *Teen2Teen* before:

Ask the class to explain what they do in these sections (they hear a conversation, repeat it, and then prepare their own version using different words). If you didn't teach the class last year, ask them if they enjoyed acting out their conversations.

Exercise 1 1-10

- Focus on the photo. Ask *Where are the teenagers? (in a café) What are they doing? (sitting and talking) What do you think they are talking about? (probably about planning a party).*
- Play the CD or read the conversation aloud while students follow.
- Option:** To review the grammar, ask students to find three examples of future with *be going to*.

Unit 2

Grammar

be going to: information questions

Vocabulary

Places at school

Locations and directions in a building

Social language

Ask for and give directions

Values and cross-curricular topics

Food and drink

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 1–3*.

Vocabulary

Aim

Practice phrases for places at school

Further support

Vocabulary Flashcards: Places at school

Usage

Students may not be familiar with the expression *to get somewhere* (arrive at a place). Before looking at the Vocabulary, focus their attention on the title of the unit *How do I get to the gym?* Make sure students understand that this type of question elicits directions. The use of *get* is not about *getting* something, but about getting oneself somewhere or arriving somewhere.

Exercise 1 1-12

- Before students open their books, write *places at school* on the board. Ask *What room are we in now? (classroom)*. Write the word on the board.
- Invite students to scan the photos. Then talk about each photo and its phrase. Check that students understand the meaning. Translate into the students' own language as needed. Point out that the word *lab* in numbers 5 and 6 is an abbreviation for the word *laboratory*. A *computer lab* is a room with computers on which students study or learn about computers. A *science lab* is a place where a scientist does experiments.
- Play the CD or read the phrases aloud while students follow.

Extra practice activity (all classes)

- Have students check all the places in Exercise 1 that can be found in their school.

2

How do I get to the gym?

Grammar: *be going to*: information questions
Vocabulary: Places at school • Locations and directions in a building
Social language: Ask for and give directions

Vocabulary Places at school

1. Look at the photos. Read and listen.



1. the main office



2. the cafeteria



3. the auditorium



4. the gym



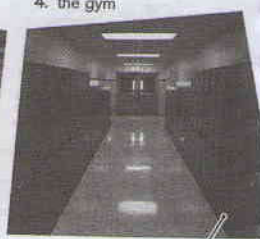
5. the computer lab



6. the science lab



7. the library



8. the hall

9. lockers

2. Pronunciation Listen and repeat.

3. Complete the statements with the Vocabulary.

1. Olivia's class is doing research on the Internet in the computer lab.
2. Martha is eating lunch in the cafeteria.
3. Every morning when I get to school, I put my jacket in my locker.
4. All the lockers in my school are in the hall near the main office.
5. Paul needs a book for a project. He's in the library.
6. Katie is playing basketball in the gym.
7. Ms. Pearson, the school director, is speaking to all the students in the auditorium.
8. Jorge is doing a science project in the science lab.
9. New students should visit the main office before class.

16

Exercise 2 1-13

- Play the CD or read the phrases aloud for students to repeat.
- Focus on numbers 2 and 3: *cafeteria* and *auditorium*. Ask *How many syllables are there in each of these words? (five)*. Clap out the syllables to demonstrate what you mean. Then read the word and point out that the stress is on the third syllable: *cafeteria, auditorium*.
- Then focus on numbers 1, 5, and 6. Point out that in number 1, the stress is on the second word *main office*, whereas in numbers 5 and 6 the stress is on the first words: *computer lab* and *science lab*.
- Finally, focus on number 7. Explain that the stress is on the first syllable: *library*.

Exercise 3

- Read the direction line aloud. Tell students they will complete the blanks with the correct places in a school. Encourage them to use the images in

Exercise 1 to help them if they forget a word.

- After students complete the exercise, have them compare answers with a partner. Circulate to help if needed.
- Go over the answers as a class.
- **Option:** Invite students to make up one or two of their own fill-in sentences using the vocabulary words. Then, in pairs, have students complete each other's sentences.

Further support Extra Practice CD-ROM

Topic Snapshot

1. Read and listen to the conversation.

Can I have your attention please? I'd like to introduce our new student, Amanda.



Valerie: Hi, Amanda. I'm Valerie. You're going to love our class. Mr. Walder is a great teacher!

Amanda: Nice to meet you, Valerie. Mr. Walder seems very nice.

Valerie: Hey, there's going to be a band concert tomorrow afternoon at 4:00. You should come.



Valerie: Oh, that's easy. It's next to the main office. Near the library.

Amanda: You mean across from the lockers?

Valerie: That's right. Let's go together, OK?

Amanda: Great! Thanks.



Amanda: That sounds great. Where's it going to be?

Valerie: In the auditorium.

Amanda: The auditorium? How do I get there?

2. Complete the statements.

1. There's a new student in the class.
2. There's going to be a concert tomorrow afternoon at 4:00.
3. A band is going to play in the auditorium.
4. Valerie and Amanda are going to go to the concert together.
5. The library is across from the auditorium.
6. The auditorium is next to the main office.

17

Topic Snapshot

Aim

Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

Warm-up

Ask *Has anyone ever joined a class after it has started? Were the students nice? Was the teacher kind?* If no one has, elicit how a new student might feel, e.g., *nervous, scared, excited*. Accept answers in the students' own language and translate into English.

Exercise 1 1-14

- Focus on the first picture. Ask a volunteer to read the speech balloon. Explain that the expression *Can I have your attention please?* can be used in various situations to get a group of people to quiet down and listen to you.

- Invite students to analyze Amanda's face in the picture and guess how she is feeling (*excited / nervous*).
- Discuss what students think is happening in the remaining pictures. Ask *What do you think the two girls are talking about? Do you think Amanda is having a good first day of school?*
- Play the CD or read the conversation aloud while the students follow.
- Focus on the line "How do I get there?" Ask *Where have you seen this expression before? (the title of the unit)*. Review that the question *How do I get there?* elicits directions. Ask *What directions does Valerie give Amanda? (She says "It's next to the main office. Near the lockers.")*.
- **Option:** Invite students to look at the Vocabulary section on page 16. Have them check off the vocabulary items that appear in the conversation (*auditorium, main office, lockers, library*). Then have students look at pictures 2 to

4. Ask *What is the name of this place in a school? (a cafeteria)*.

Extra support activity (weaker classes)

- In pairs, ask students to practice reading the introduction in the speech balloon. Tell them they can replace Amanda's name with their partner's name.
- Encourage students to speak in a strong loud voice.

Extra practice activity (all classes)

- Ask students *What does Valerie do to make Amanda feel welcome? (talks to Amanda, invites her to a concert, tells her where the auditorium is)*.
- In pairs, invite students to think of other things students can do to make a new student welcome. Then bring the class together and share.

Exercise 2

- Read the direction line aloud. Tell students they will use a word from the conversation to complete each sentence.
- Read the example. Call on a volunteer to find where in the conversation the word *student* appears (*in the speech balloon*).
- Have students complete the blanks, referring to the text to find the words.
- Go over the answers as a class.
- **Option:** Write *main office* and *lockers* on the board. Tell students to write sentences about these words, using the information in the conversation (*the auditorium is next to the main office; the lockers are near the auditorium*).

Extra extension activity (stronger classes)

- In pairs, have students study pictures 2 to 4. Tell them they are going to imagine their own conversations for the two girls.
- Give students time to discuss ideas.
- Bring the class together and have pairs role-play their conversations.

Grammar

Aim

Practice *be going to*: information questions

Grammar support

Interactive Grammar Presentation

Exercise 1

- Focus on the photo. Call on two volunteers to read the speech balloons. Then write the question and answer on the board. Ask *What form is the verb? ("be going to" for future)*. Write out the full answer *I am going to be here for about fifteen minutes*. Review the inversion of the subject and auxiliary for question form.
- Explain that the example is an information question. An information question asks for specific information and uses special words like *Who, What, Where, When, How long*, etc.
- Read the sentences in the chart. For the short answers, invite students to provide full answers to the questions, e.g., for the first example *She is going to go to the library after school*.
- Write these examples on the board:
Who are we going to meet this afternoon?
We're going to meet the school director.
Who is going to speak to us? The school director is going to speak to us.
Circle the school director in both answers and ask *Which is the subject of the sentence? (the second one) Which is the object? (the first one)*. Then ask students to look at the two questions. Ask *Which "Who" is the subject of the question? (the second one) Which is the object? (the first one)*. Then ask *What is the subject of the first question? (We)*.
- Option:** Have students go back to the conversation on page 17 and underline one example of an information question with *be going to* (*Where's it going to be?*).

Exercise 2 1-15

- Play the CD or read the grammar examples aloud for students to repeat.

AUDIOSCRIPT 1-15

When is she going to go to the library?
How long is your brother going to study in Canada?
What are you going to put in your locker?
Where are your friends going to do their homework?
How long are they going to stay in the science lab?
Who are we going to meet this afternoon?
Who is going to visit us?

2

Grammar *be going to*: information questions

1. Study the grammar.

Information questions

When is she going to go to the library?	(After school.)
How long is your brother going to study in Canada?	(For two years.)
What are you going to put in your locker?	(My team jacket.)
Where are your friends going to do their homework?	(In the cafeteria.)
How long are they going to stay in the science lab?	(For about an hour.)
Who are we going to meet this afternoon?	(We're going to meet a new student.)
BUT Who is going to visit us?	(Your cousin is going to visit us.)

How long are you going to be here?

For about fifteen minutes.

2. Pronunciation Listen to the grammar examples. Repeat.

3. Unscramble the information questions with *be going to*.

- are / going to / you / When / have lunch?
When are you going to have lunch?
- your brother / do / What / going to / is / after soccer practice?
What is your brother going to do after soccer practice?
- you / are / study / going to / How long / for the test?
How long are you going to study for the test?
- is / in the cafeteria? / going to / Who / meet us
Who is going to meet us in the cafeteria?
- they / Why / going to / are / stay / late at school?
Why are they going to stay late at school?
- home today? / is / your mom / going to / Who / drive
Who is your mom going to drive home today?

4. Complete the information questions with *be going to*.

- A: When are they going to go _____ to the science lab?
B: They're going to go to the science lab tomorrow.
- A: How long are you going to play _____ video games?
B: I'm going to play for about an hour.
- A: Who is going to babysit _____ your sister this afternoon?
B: Our neighbor, Olivia. She's going to babysit her.
- A: What is James going to do _____ in Boston next week?
B: James? He's going to visit his cousins.
- A: Where is the school director going to speak _____ today?
B: The school director is going to speak in the auditorium.
- A: Why is she going to go _____ home early?
B: She's going to go home early because she has the flu.
- A: Who are you going to meet _____ this afternoon?
B: This afternoon? I'm going to meet my teammates.

Exercise 3

- Read the direction line aloud and write the example on the board. Circle *When* and remind students that each question has to start with an information word. Point these out in the chart. Then underline *are you going* and review that the subject and auxiliary have to switch places in the question.
- Have students do the exercise and then go over the answers as a class.
- Option:** Invite students to make up an answer for each question. Refer them to the chart if they need help.

Exercise 4

- Ask a student to read the B portion of the example. Ask *What is the subject of the sentence? (they)*. Explain that the subject in the answer will indicate what subject to use in the question.
- Elicit the subject in the B portion of number 2 (I). Explain that since the answer is I, the question will include the pronoun *you*.
- Remind students to be careful with the two different uses of *who* in the questions – as subjects and objects.
- Go over the answers as a class.

Further support

Extra Practice CD-ROM