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# Teen @ Teen

Two

Teacher's Edition 2

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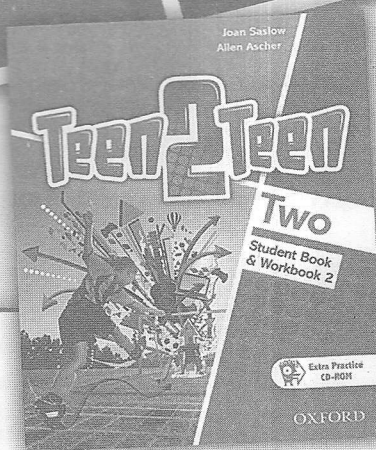


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# Teen2Teen

## 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** 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.



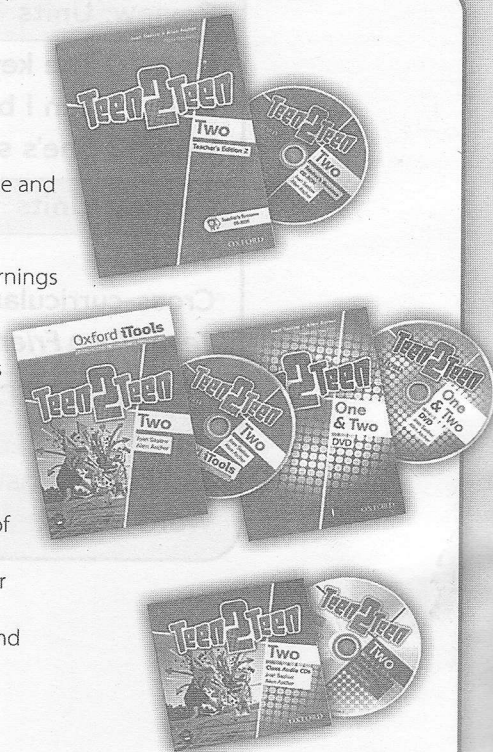
#### Student appeal

- “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 Two* 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**.

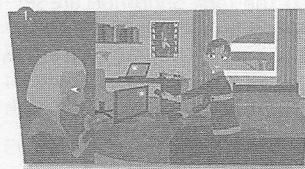
As a warm-up, ask students to study the pictures. Depending on the ability and level of your class, you can ask questions about one or more of the pictures, or ask students to summarize what they see. This helps to build students' expectations and thereby aid their comprehension when they begin to read and 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:

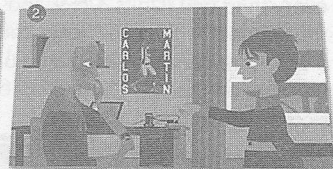
In the second picture, the phone in Emma's hand and the charger on Tyler's desk clarify Emma's need to charge the battery of her phone. The meaning of *borrow* is clear as Tyler indicates that she can take it. In the third picture, the meaning of *unplug* is clarified by the picture of Emma taking the plug out of the outlet.

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. Using the picture and gestures within it helps build the skill of understanding meaning from context, a key reading strategy.

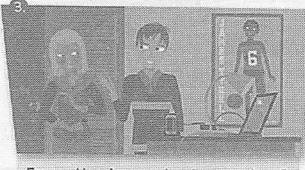
### 1. Read and listen to the conversation.



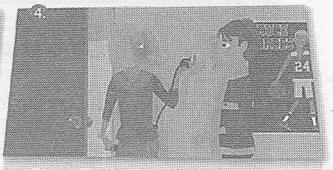
Emma: Hi, Tyler. Sorry to bother you.  
Tyler: Hey, sis! No problem. What's up?



Emma: The battery in my phone is dead. Can I borrow your charger?  
Tyler: Sure. It's on the desk. Next to my laptop.



Emma: Hey. Are you charging your phone?  
Tyler: Yeah, I am, but it's done. You can unplug it.



Emma: Thanks, Tyler.  
Tyler: Hey, you're welcome!

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, these are some ideas. 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.

**Topic Snapshot**

1. Read and listen to the posts.

Sandra: It's great to be back on Teen2Teen Friends! What's everyone doing this year?

Adam: Hey, Sandra. Welcome back! Well, I'm playing on my school soccer team now. My teammates are really cool.

Phil: Hey, that's great! I'm taking dancing lessons! It's lots of fun.

Sandra: Nice! Hey, who's new on Teen2Teen Friends today? Soy bello!

Maya: Hi, everyone! I'm new. My name's Maya, and I'm from Moscow. I'm studying English this year!

Phil: Hi, Maya! Phil Campbell here, from London. I'm new, too. I'm not doing anything special this year. But this month my parents are visiting Frankfurt, in Germany, so I'm staying with my aunt.

Phil: Hello, I'm Eric, from Tokyo. Phil, why aren't YOU visiting Frankfurt?

Phil: I can't go right now. There's school this month.

Adam: Well, welcome to all our new friends!

Post a comment...

2. Complete each statement, according to the Topic Snapshot.

- Sandra
  - is taking dancing lessons.
- Adam
  - is studying English in Moscow.
- Phil
  - is asking everyone about their activities.
- Maya
  - is playing on a soccer team.

3. Why is Phil staying with his aunt? Check one answer.

- Because there's no school now.
- Because his parents aren't in London.
- Because he's visiting family in Germany.
- Because his uncle is in Germany.

## 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:

- 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;
- They help students achieve accurate pronunciation and avoid confusion about English spelling;
- 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:

1. I'm talking on the phone.

2. I'm playing with my dog.

3. I'm helping my dad.

4. I'm babysitting my little brother.

1. talk on the phone

2. play with my dog / cat

3. help my mom / dad

4. babysit my little brother / sister

5. I'm eating breakfast.

6. I'm eating lunch.

7. I'm eating dinner.

And don't forget ...

- do my homework
- listen to music
- play video games
- read
- watch TV

## 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 Ailments**

1. Look at the pictures. Read and listen.

1. They have the flu.

2. He has a cold.

3. She has a fever.

4. He has a headache.

5. She has a backache.

6. He has a stomachache.

7. She feels dizzy.

8. He feels nauseous.

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 in 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 following example, students listen to a series of conversations using the Ailments Vocabulary. They then (in Exercise 3 below) complete statements to demonstrate understanding by choosing the correct word or phrase.

3. **Listening comprehension** Listen to the conversations. Complete the statements about each person's ailments. Circle the correct phrase.

1. She feels nauseous / **has a stomachache**.
2. He feels dizzy / has a headache.
3. She has a stomachache / feels nauseous.
4. She has a headache / backache.
5. He has a cold / the flu.
6. She has the flu / a cold.

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 exercise below (Exercise 4), students demonstrate that they can use the Vocabulary by completing a statement using a new word or phrase. There are specific teaching suggestions for each Vocabulary exercise in the Teaching Notes.

4. Complete the conversations with the ailments from the Vocabulary.

1. A: Can you go bike riding?  
B: Sorry, I can't. I **have a cold**.

2. A: Is Sara OK?  
B: No, I think she **has a headache**.

3. A: How are you?  
B: Awful. I **have a stomachache**.

4. A: What's the matter with Tim?  
B: He **has a cold**.

## 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*.

### About you!



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.

How do you get to school? I \_\_\_\_\_  
How do you get home? I \_\_\_\_\_

## 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 other 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 when to use *some* and *any* to describe indefinite quantities. *Some* and *any* are color highlighted in the examples.

### Grammar *some* and *any*

1. Study the grammar.

Use *some* and *any* to describe indefinite quantities of plural nouns.

Use *some* in affirmative statements.  
There are **some** apples in the fridge.

Use *any* in negative statements.  
There aren't **any** peppers on the table.

Use *any* in questions.  
Are there **any** onions in the omelet? (Yes, there are. / No, there aren't.)

**Language tip** For short answers, you can also say:  
Yes, there are *some*. / No, there aren't *any*.

2. Pronunciation Listen to the grammar examples. Repeat.

**Reminder** a definite quantity: four eggs  
an indefinite quantity: some eggs

Also in this example, *Language tips* warn students of common learner errors with the present continuous.

### Grammar The present continuous: affirmative and negative statements

1. Study the grammar.

Use the present continuous for actions in progress now.  
Use a form of *be* and a present participle.

Affirmative statements	Negative statements
I <b>am doing</b> my homework.	I <b>am not playing</b> video games.
She <b>is visiting</b> her cousin.	He <b>is not staying</b> home.
We <b>are watching</b> TV.	They <b>are not listening</b> to music.

**Language tip** You can use *'re* and *'re not* with subject pronouns.  
*They're watching TV. / They're not watching TV.*  
Don't use *'re* and *'re not* with names or nouns. Use *are* and *aren't*.  
*My friends are playing video games. NOT My-friends're playing video games.*  
*Megan and Ross aren't watching TV. NOT Megan-and-Ross're-not watching TV.*

**Reminder** Contractions with *be* + *not*  
*am not = 'm not*  
*is not = 's not OR isn't*  
*are not = 're not OR aren't*

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 learn a new use of *can*. The *Reminder* contrasts the new use with what they learned previously.

### Grammar *Can* for permission

1. Study the grammar.

Use *Can* and a base form to request permission.  
To give permission, use a short answer with *can*, or use other expressions of affirmation.

**Can** I borrow your charger? (Yes, you can.)  
**Can** we play with your game console? (Sure. No problem.)  
**Can** my brother use your phone? (OK.)

**Language tip** Use *please* to be polite. Place *please* before the base form.  
*Can I please borrow your charger?*

**Reminder** You can also use *Can* to ask about ability.  
*Can you play the piano?*

## 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.

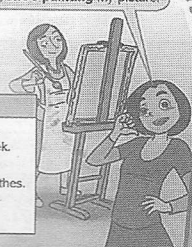
For example, here is the grammar presentation of the present continuous and the simple present tense:

My mom's an artist. **She paints** pictures of people. Right now, **she's painting** my picture!

**Grammar** The present continuous and the simple present tense

1. Study the grammar.

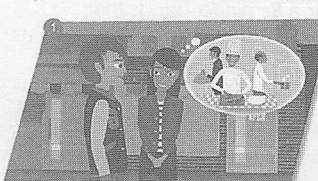
Use the present continuous for:	Use the simple present:
<ul style="list-style-type: none"> <li>• actions in progress He's <b>working</b> at home right now.</li> <li>• actions that continue in the present She's <b>designing</b> women's clothes this year.</li> <li>• temporary situations They're <b>living</b> in Canada this year.</li> </ul>	<ul style="list-style-type: none"> <li>• for habitual actions and routines He <b>works</b> at an office twice a week.</li> <li>• with frequency adverbs She usually <b>designs</b> children's clothes.</li> <li>• for permanent situations They <b>live</b> in Canada.</li> </ul>




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**

1. Read and listen to the conversation.



Neal: What do your parents do?  
Amy: Well, my dad's a chef. He works at an Italian restaurant.



Neal: Really? Which one?  
Amy: Bella Italia. On Tenth Street.  
Neal: No kidding! My parents always go there for my dad's birthday!  
Amy: Cool! Actually, I'm going there now. I'm meeting my mom.

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, they have to read the text and the photo captions to see if all the dishes at a Brazilian restaurant in Washington are actually Brazilian. The reading integrates and expands the food vocabulary students have learned, and uses examples of the unit grammar: the simple present tense. Specific suggestions for pre-reading, reading, and post-reading, as well as answers to all the activities, are made in the *Teaching Notes*.

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

### Reading skills and strategies

One of the *Reading* exercises in each unit can optionally be used to develop a specific reading skill or strategy. 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.

<b>3. Teen2Teen Friends</b> What are you doing this year? page 22	<ul style="list-style-type: none"><li>• The present continuous for actions that continue in the present</li><li>• The present continuous: information questions</li></ul>	<ul style="list-style-type: none"><li>• Extra-curricular activities</li></ul>	<ul style="list-style-type: none"><li>• Greet someone after a long time</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• Profiles to introduce new people</li><li>• Skill/strategy: Compare information</li></ul> <b>Writing page 91</b> <ul style="list-style-type: none"><li>• Using Also to add information</li></ul>
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### 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.

### 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:

#### 1. Read the restaurant review. Are all the dishes Brazilian at the Kilo Kafé?

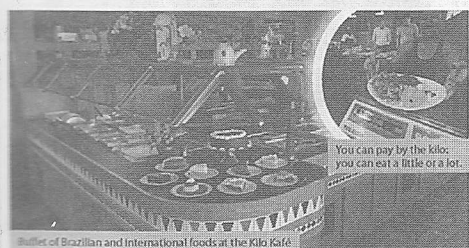
##### Brazil Kilo Kafé

##### Washington Night Life

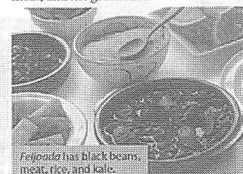
There's a new Brazilian restaurant in the U.S. city of Washington: the Kilo Kafé. People in Washington really like this place! It's a "kilo restaurant." You weigh your plate. Is it a kilo? You pay for what you eat. Is it 500 grams? You pay for 500 grams. This kind of restaurant is new in the United States, but not in Brazil.

The Kilo Kafé has a variety of Brazilian specialties, and lots of American and international dishes, too. One favorite at the restaurant is an authentic *feijoada*, the famous Brazilian dish. At the Kilo Kafé, the *feijoada* has four different kinds of meat, and it has black beans, rice, and much, much more!

The *feijoada* at the Kilo Kafé also comes with *farofa* (manioc flour) and kale. Some people like orange slices with the *feijoada*, too. The colors of the *feijoada* are beautiful: the black beans, the yellow *farofa*, the white rice, the red-and-brown meat, and the green kale.



Buffet of Brazilian and international foods at the Kilo Kafé.



*Feijoada* has black beans, meat, rice, and kale.

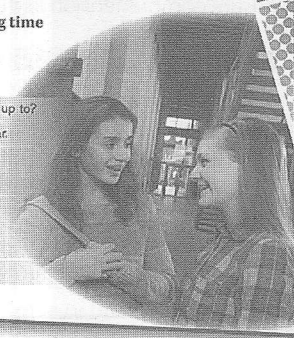
For delicious food and friendly people, come to the Brazil Kilo Kafé. Owners Ana Luisa and Oscar Soares welcome you!

NOTE: The Kilo Kafé only has *feijoada* on Wednesdays and Saturdays and only for lunch.

1. Read and listen to the conversation.

- (128) A: Hey, Paula. Long time no see. What are you up to?  
 B: Well, I'm playing on the soccer team this year.  
 A: Really? That's great!  
 B: What about you?  
 A: Me? I'm taking performing lessons.  
 B: No kidding! Hey! We should get together after school.  
 A: Great idea!

- (130) Positive adjectives  
 That's great!  
 That's nice!  
 That's cool!  
 That's awesome!



Although this conversation is from a unit that presents extra-curricular activities and the present continuous, the conversation's primary purpose is to model the following social language: greet someone you haven't seen in a while; show interest in a friend's activities; exchange reciprocal information; suggest getting together; and express enthusiasm.

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 question, 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 students of this level, who don't have much productive language "in their pockets", you can begin very simply. 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. Having 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** Make a list of some things you are doing this year, this month, and this week. Then use your list and create a NEW conversation.

A: Hey, \_\_\_\_\_ . Long time no see. What are you up to?  
 B: Well, \_\_\_\_\_ .  
 A: Really? That's \_\_\_\_\_ !  
 B: What about you?  
 A: Me? \_\_\_\_\_ .  
 B: No kidding! Hey! We should get together after school.  
 A: \_\_\_\_\_ !

This year  
 I'm studying English.  
 \_\_\_\_\_  
 This month  
 \_\_\_\_\_  
 This week  
 \_\_\_\_\_

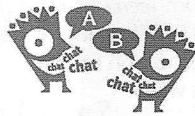
In this example of a *Guided conversation* activity (which is an individual rather than a pair-work activity), each student has a chance to personalize the original conversation, changing certain parts of it – but with changes that only elicit previously learned language. In this case, students write their own information on the notepad, and use a real name for student B. They then use information from their notepad in the blanks of the *Guided conversation*, personalizing it and making it real. Finally, they can

vary the positive adjectives in the conversation, practicing natural appropriate social language.

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 *Make a list of some things you are doing this year, this month, and this week. Then use your list and create a NEW conversation.*

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 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.



**Read your new conversation with your partner.**  
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 images).

**3. Listening comprehension** Listen to the conversations. What are they discussing? Check one or two pictures for each conversation.

1. a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/>	2. a. <input type="checkbox"/> b. <input type="checkbox"/>
3. a. <input type="checkbox"/> b. <input type="checkbox"/>	4. a. <input type="checkbox"/> b. <input type="checkbox"/>
5. a. <input type="checkbox"/> b. <input type="checkbox"/>	6. a. <input type="checkbox"/> b. <input type="checkbox"/>

**4. Listen to the conversations again. Circle T (true) or F (false).**

1. They're buying the ring. <input checked="" type="checkbox"/> T / <input type="checkbox"/> F	4. He's buying the Zac Efron wrist band. <input type="checkbox"/> T / <input type="checkbox"/> F
2. He's buying the earrings. <input type="checkbox"/> T / <input type="checkbox"/> F	5. They're buying a mug with candy. <input type="checkbox"/> T / <input type="checkbox"/> F
3. She loves soccer magazines. <input type="checkbox"/> T / <input type="checkbox"/> F	6. He's buying the earbuds. <input type="checkbox"/> T / <input type="checkbox"/> F

And the following exercise has a productive response:

**3. Listening comprehension** Listen to the conversations. Write the activity and the relationship.

1. She 's playing soccer with her teammates.
2. He \_\_\_\_\_ with his \_\_\_\_\_.
3. She \_\_\_\_\_ her \_\_\_\_\_.
4. He \_\_\_\_\_ to music with his \_\_\_\_\_.

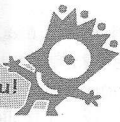
## General teaching suggestions

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 and 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:

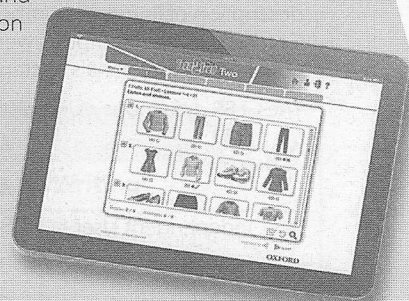
- One reading lesson with five activities
- One *All About You!* lesson with five short writing activities

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.



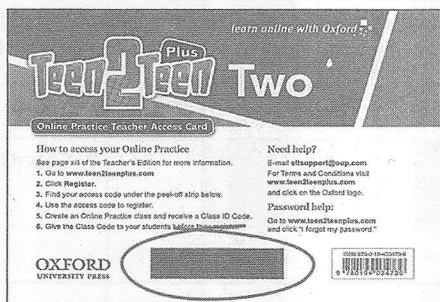
## Are you using Teen2Teen Plus?

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](http://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.



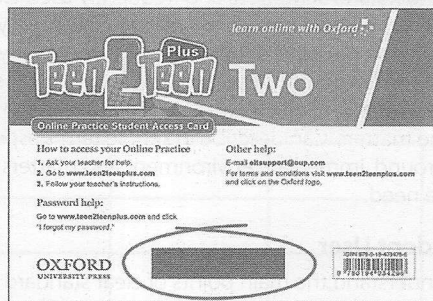
6. Enter your 11-digit code. Click "Enter."
7. Enter your personal information (your first and last names, your e-mail address, and a password). Click "Next."
8. Please select your **Teen2Teen** book. You can add more books later. If you don't know which book to select, **STOP**. Continue when you know 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](http://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 standardise 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><b>1.</b> <b>We're wearing our new uniform!</b> page 10</p>	<ul style="list-style-type: none"> <li>The present continuous: affirmative and negative statements</li> <li>The present participle: spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Family and other relationships</li> </ul>	<ul style="list-style-type: none"> <li>Ask if someone is busy; Offer to call back later</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>A personal blog</li> <li><b>Skill / strategy:</b> Apply critical thinking</li> </ul> <p><b>Writing page 90</b></p> <ul style="list-style-type: none"> <li>Complete sentences</li> </ul>
<p><b>2.</b> <b>Are you doing your homework?</b> page 16</p>	<ul style="list-style-type: none"> <li>The present continuous: <i>yes / no</i> questions and short answers</li> </ul>	<ul style="list-style-type: none"> <li>Activities at home</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what you're doing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Instant messages</li> <li><b>Skill / strategy:</b> Identify main ideas</li> </ul> <p><b>Writing page 90</b></p> <ul style="list-style-type: none"> <li>Connecting two complete sentences with <i>and, but, or so</i></li> </ul>
<p><b>3. Teen 2 Teen friends</b> <b>What are you doing this</b> page 22</p>	<ul style="list-style-type: none"> <li>The present continuous for actions that continue in the present</li> <li>The present continuous: information questions</li> </ul>	<ul style="list-style-type: none"> <li>Extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>Greet someone after a long time</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Profiles to introduce new people</li> <li><b>Skill / strategy:</b> Compare information</li> </ul> <p><b>Writing page 91</b></p> <ul style="list-style-type: none"> <li>Using <i>Also</i> to add information</li> </ul>
<p><b>Review: Units 1–3 pages 28–29</b> All About You    Progress Check</p>		<p><b>Cross-curricular Reading: Sociology page 96</b></p>		<p><b>Teen 2 Teen friends Magazine 1 page 100</b></p>
<p><b>4.</b> <b>Are there any eggs?</b> page 30</p>	<ul style="list-style-type: none"> <li>Plural nouns: spelling rules</li> <li><i>some</i> and <i>any</i></li> </ul>	<ul style="list-style-type: none"> <li>Food: count nouns</li> </ul>	<ul style="list-style-type: none"> <li>Plan a meal with someone</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>A café menu</li> <li><b>Skill / strategy:</b> Scan for information</li> </ul> <p><b>Writing page 91</b></p> <ul style="list-style-type: none"> <li>Using <i>there is</i> and <i>there are</i> with singular and plural nouns</li> </ul>
<p><b>5.</b> <b>We need a box of rice.</b> page 36</p>	<ul style="list-style-type: none"> <li>Count and non-count nouns; <i>How many</i> and <i>How much</i></li> <li>The simple present tense: statements</li> </ul>	<ul style="list-style-type: none"> <li>Drinks and more foods: non-count nouns</li> </ul>	<ul style="list-style-type: none"> <li>Discuss likes and dislikes</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>A restaurant review</li> <li><b>Skill / strategy:</b> Scan for information</li> </ul> <p><b>Writing page 92</b></p> <ul style="list-style-type: none"> <li>Using details to make a description interesting</li> </ul>
<p><b>6. Teen 2 Teen friends</b> <b>Do you eat dinner late?</b> page 42</p>	<ul style="list-style-type: none"> <li>Frequency adverbs; The simple present tense: spelling rules</li> <li>The simple present tense: <i>yes / no</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>Daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Talk about a typical evening at home</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>An online message board</li> <li><b>Skill / strategy:</b> Confirm a text's content</li> </ul> <p><b>Writing page 92</b></p> <ul style="list-style-type: none"> <li>Placement of frequency adverbs in a sentence</li> </ul>
<p><b>Review: Units 4–6 pages 48–49</b> All About You    Progress Check</p>		<p><b>Cross-curricular Reading: Science page 97</b></p>		<p><b>Teen 2 Teen friends Magazine 2 page 101</b></p>

	Grammar	Vocabulary	Social language	Reading and Writing
<b>7.</b> <b>How do you get there?</b> page 50	<ul style="list-style-type: none"> <li>The simple present tense: information questions</li> </ul>	<ul style="list-style-type: none"> <li>Transportation</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Ask about activities and transportation</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Interviews with students</li> <li><b>Skill / strategy:</b> Classify information</li> </ul> <b>Writing page 93</b> <ul style="list-style-type: none"> <li>Placement of time expressions</li> </ul>
<b>8.</b> <b>What do your parents do?</b> page 56	<ul style="list-style-type: none"> <li>The present continuous and the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>Work activities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what you want to be when you grow up</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profiles of famous people</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing page 93</b> <ul style="list-style-type: none"> <li>Time order</li> </ul>
<b>9.</b>  <b>Feel better!</b> page 62	<ul style="list-style-type: none"> <li>The present continuous for the future</li> </ul>	<ul style="list-style-type: none"> <li>Ailments</li> </ul>	<ul style="list-style-type: none"> <li>Express sympathy and offer advice for an ailment</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A blog post</li> <li><b>Skill / strategy:</b> Confirm a text's content</li> </ul> <b>Writing page 94</b> <ul style="list-style-type: none"> <li>Clauses with <i>because</i></li> </ul>

**Review: Units 7–9** pages 68–69  
**All About You** **Progress Check** **Cross-curricular Reading: Environmental Science** page 98  **Magazine 3** page 102

<b>10.</b> <b>The key rings? I love them!</b> page 70	<ul style="list-style-type: none"> <li>Verbs of degree: <i>love, like, don't like, hate</i></li> <li>Object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Personal objects and souvenirs</li> </ul>	<ul style="list-style-type: none"> <li>Express a negative opinion</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A newspaper article</li> <li><b>Skill / strategy:</b> Identify the main idea</li> </ul> <b>Writing page 94</b> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>
<b>11.</b> <b>Can I borrow your charger?</b> page 76	<ul style="list-style-type: none"> <li>Can for permission</li> </ul>	<ul style="list-style-type: none"> <li>Electronic devices</li> <li>Using electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Ask to borrow something</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An advertisement</li> <li><b>Skill / strategy:</b> Identify supporting details</li> </ul> <b>Writing page 95</b> <ul style="list-style-type: none"> <li>Using correct punctuation</li> </ul>
<b>12.</b>  <b>She's smarter than me!</b> page 82	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Comparative adjectives: form</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe people</li> </ul>	<ul style="list-style-type: none"> <li>Compare yourself with others in your family</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A travel blog</li> <li><b>Skill / strategy:</b> Confirm a text's content</li> </ul> <b>Writing page 95</b> <ul style="list-style-type: none"> <li>Using <i>However</i> to introduce a contrast</li> </ul>

**Review: Units 10–12** pages 88–89  
**All About You** **Progress Check** **Cross-curricular Reading: Geography** page 99  **Magazine 4** page 103

**Reference** pages 104–106

**Workbook** pages W1–W37

# Welcome

## Vocabulary review

The family; Clock times; Free-time activities; Clothes

## Grammar review

Verb *be*: statements and subject pronouns; Possessive adjectives and possessive *'s*; Verb *be*: *yes / no* questions and short answers; Verb *be*: information questions; *there is / there are*; Prepositions of time, location, and origin; *this / that / these / those*; *can / can't*; *should / shouldn't*

## Social language

Introducing the Teen2Teen characters

## Values and cross-curricular topics

Foreign language

## Suggestions

The students are now building on their first year of English. The students' own language may be more effective for explaining concepts or instructions, but students will acquire much more language if you use English whenever possible. You can contribute greatly to the development of your students' aural skills by using English, even when they sometimes need to reply in their own language.

Students will now be familiar with standard types of exercises. Focus on the example and read the direction line. Try to avoid translating the instruction unless a student does not understand.

The *Welcome* unit reviews the core vocabulary and grammar areas that the students studied in *Teen2Teen One*. If your students used a different book, find out which sections in the *Welcome* unit are review and which are 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 assigned for homework if time is short.

## Warm-up

If you didn't teach the class last year, 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?* Reply *Hi, (Name)* or *Hello, (Name)*.

If you already know the class, you could ask the students about their vacations. They won't be able to use the simple past tense, but you could ask *What's your favorite summer activity?* and take a show of hands for each of the activities from Exercise 3 on page 4.

If there are any new students, find out (in English if possible) where they are from

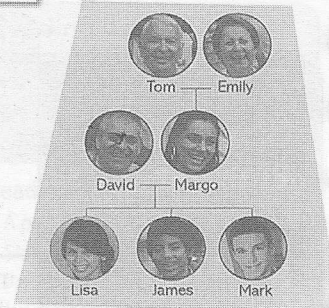
# Welcome to

# Teen2Teen

## Vocabulary Review

### The family

- Look at the family. Circle the correct words.
- Mark is James's (brother) / sister.
- Margo's (mother) / sister is Emily.
- David is Lisa's (father) / brother.
- Tom and Emily are James's (grandparents) / parents.
- James and Mark's mother / (sister) is Lisa.
- Tom is Margo's brother / (father).

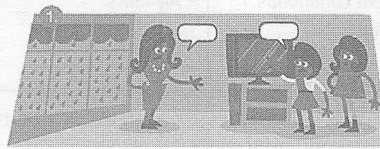


### Clock times

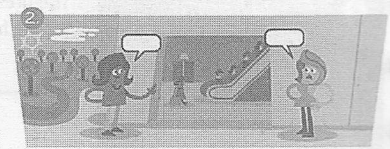
- What's the time? Look at the clocks. Write the time in words.
- It's one twenty-five.
- It's two fifteen.
- It's eleven thirty.
- It's four o'clock.

### Free-time activities

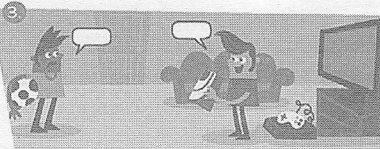
- Complete each conversation. Circle the correct activity or place.



- A: It's rainy. We should (stay home) / go to the beach.  
B: OK. Let's (watch TV) / play volleyball.



- A: Let's go to the park / (mall).  
B: No way! The weather's beautiful. We should (ride our bikes) / play video games.



- A: I'm bored! Let's go to the (park) / movie theater and watch TV / (play soccer).  
B: Actually, let's not. Let's just play soccer / (play video games).



- A: The weather is so nice today. We should play the piano / (go to the beach).  
B: Let's not go to the beach. I can't ride a bike / (swim).

4 four

and introduce them saying *This is (Name). He's / She's from (Curitiba / Angola)*.

## Vocabulary review

### Exercise 1

- Focus on the family tree and make sure everyone understands it.
- Students circle the family words.
- They compare answers in pairs.

### Exercise 2

- Students write the times in words.
- Invite volunteers to write the answers on the board.

### Exercise 3

- Focus on the picture in the example. Ask *Why should they stay home? (Because it's rainy.)*

- Establish that students need to look at the picture and then read both A and B's lines before circling the words.
- Students compare answers in pairs.



## Suggestion

Review possessive adjectives by pointing to yourself and saying *My name is (Name)*. Point to a boy and say *Your name is (Name)*. Then point to another boy and ask the class *What's his name?* Elicit the full statement *His name's (Name)*. Repeat this with a girl to elicit *her*. Ask a boy and a girl to stand up and ask *What are their names?*, again eliciting the full statement. Gesture around the room and ask *Where are we?* Accept any correct answers, but elicit *in our classroom or our school*.

To revise *its* for the following exercise, think of somewhere local with a name that all your students will know, e.g., a restaurant, a park, a beach, hotel. Pretend to think and say *Now, that (Chinese restaurant) (around the corner from our school). What's its name?* Elicit a full statement with *its*.

Before doing Exercise 4, refer back to the examples of the possessive 's on page 5 (*Selma's boyfriend* and *Mary's sister* in Exercise 2).

## Exercise 4

- Focus on the example answers. Establish that the nickname belongs to Patricia, so the possessive 's is used. Then ask *Why is it "Her" hometown?* (*Because Patricia's a girl / a woman*).
- Circulate while the students are writing, helping as necessary.
- Students check answers in pairs.

## 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"). Exercises 5–7 are all suitable for this approach. Exercise 5 has simpler questions, which weaker students could demonstrate.

## Exercise 5

- Write the example question and answer on the board and invite two volunteers to read it out as an open pair (see *Suggestion* above). Erase *No, you're not* and write *Yes*. Invite a volunteer to write the affirmative short answer (*Yes, you are*) and emphasize that contractions aren't used with *Yes*.
- Students complete the questions and answers.
- Invite volunteers to read out the answers as open pairs across the class.

## Possessive adjectives and possessive 's

### 4. Complete the statements with a possessive adjective or the possessive 's.

1. Patricia's \_\_\_\_\_ nickname is Pat. Her hometown is Sydney, Australia.
2. We're in English class, but our teacher is late. It's 9:10 and she isn't here.
3. My mom and dad are from New York, but my mom's \_\_\_\_\_ parents are from Toronto.
4. Mollie, your blouse is too big! Is it your blouse or your mom's \_\_\_\_\_ blouse?
5. London is fantastic. Its tourist attractions are awesome.

### Verb be: yes/no questions and short answers

### 5. Complete the questions and short answers with the correct form of be.

1. A: Are we late? B: No, you're not.
3. A: Am I in your class? B: Yes, you are.
5. A: Is Amy his sister? B: Yes, she is.
2. A: Is he Matt's Dad? B: No, he's not.
4. A: Are they your students? B: No, they're not.
6. A: Are you our new teacher? B: Yes, I am.

### Verb be: information questions

### 6. Read the answers. Complete the questions with question words. Write full forms, not contractions.

1. When is math class? (It's at 2:00.)
2. Which jeans are too expensive? (The white ones.)
3. What is their family name? (It's Caldor.)
4. Who is Ms. Halter? (She's the new math teacher.)
5. How many students are in this class? (There are 36.)
6. Where is the bus stop in this neighborhood? (It's around the corner.)
7. How old is your brother? (He's three.)
8. Where are your parents from? (They're from Portugal.)

### there is / there are

### 7. Complete the conversations with the correct form of there is or there are.

1. A: Is there a movie theater in the neighborhood?  
B: No, there isn't.
2. A: Is there a park near the mall?  
B: Yes, there's a big park right down the street.
3. A: How many good restaurants are there in Sao Paulo?  
B: In Sao Paulo? There are lots and lots!
4. A: When is there a meeting for the new students?  
B: At school? There's a meeting today. It's at 5:00.

## ALTERNATIVE ANSWERS

2. isn't
4. aren't

## Exercise 6

- Read the direction line aloud and elicit a class list of question words, inviting volunteers to write them on the board.
- Students complete the questions.
- Invite volunteers to read out the questions and answers as "open pairs" across the class.

## Exercise 7

- **Option:** Review *there is / there are* and the question *Is there ...? / Are there ...?* with classroom objects on your table.
- Invite two volunteers to read the example question and answer.
- Students complete the conversations.
- Invite volunteers to read out the answers as open pairs across the class.

## ALTERNATIVE ANSWERS

2. there is
4. There is

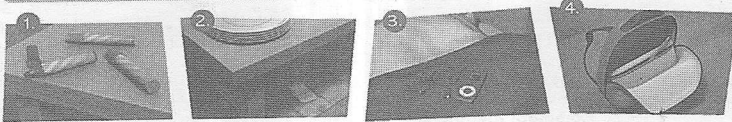
## Prepositions of time, location, and origin

### 8. Complete each statement with the prepositions *in, on, at, or from*.

1. My parents are at work.
2. Sarah's birthday's in April.
3. The movie's on Saturday.
4. The concert's on November 1st.
5. Kyungah is from South Korea, but she's in the U.S. now.
6. I'm at school from 7:30 to 3:00.
7. Where is he? He's in Los Angeles, in the U.S.
8. It's 7:00 p.m. The Smith family is at home.

### 9. Look at the pictures. Complete each statement with the words below and the correct preposition.

markers MP3 player pencil case phone

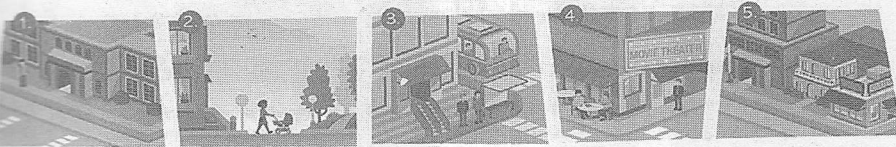


1. The markers are on the table.
2. The phone is under the table in the kitchen.
3. The MP3 player is on the bed.
4. The pencil case is in the backpack.

### 10. Look at the pictures. Complete the statements, using expressions of location and places in the neighborhood.

across the street from around the corner from between in front of in front of

apartment building bus stop house restaurant school



1. Josh is in front of the school.
2. The apartment building is across the street from the park.
3. The bus stop is in front of the mall.
4. The restaurant is around the corner from the movie theater.
5. The house is between the school and the store.

seven

7

## Suggestion

Review the single word prepositions. Write *in, on, at, from, and under* on the board and ask students to make statements with each of them. Demonstrate with some examples to encourage them to use props, e.g., putting classroom objects in different places. You can also help them to vary their statements to include time and location for *in, on, and at*. For example, with *in*, you could prompt by asking *When's your birthday? What month?* or hold up your bag or a pencil case and ask *Where's my phone?*

## Exercise 8

- Read the direction line aloud slowly.
- For clarity in a large class, you may like to ask students to read out just the word they have written as their answer. Then when everyone has checked their answer, say *Now read the statement, please* so that everyone hears the preposition in context.

## Extra support activity (weaker classes)

- Ask students to copy a picture from Exercise 9 with a different object, e.g., with the phone on the table. They write a new statement under each picture.

## Exercise 9

- Review the vocabulary by saying *Find the MP3 player. Which picture?* (3).
- Read the direction line aloud slowly. Confirm that everyone understands by asking for examples of prepositions (*in, on, under*) to talk about where things are.
- Students complete the statements, then check answers in pairs.

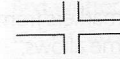
## Extra extension activity (stronger classes)

- Ask students to draw new pictures similar to those in Exercise 9 using different objects. They swap pictures

with a partner and write a statement describing their partner's picture.

## Suggestion:

To review expressions of location, draw a simple crossroads on the board.



Draw a box anywhere on the diagram and say *This is a school*. Invite volunteers to position other things on the diagram: a simple house, a box, a circle, an X, etc., and you can label them. For example: *There's a park across the street from the school. Draw an X. Then label the park.*

Try to review all the expressions and places in the neighborhood from Exercise 10. Erase the diagram before students do Exercise 10 to avoid confusion.

## Exercise 10

- Read the direction line aloud slowly. Point to the two lists of words and ask *Which are the expressions of location?* and elicit one or more examples. Point to the second list and say *These are the places in the neighborhood. Now complete the statements.*
- Circulate while students are working, checking that they are using and copying the words correctly.
- Invite volunteers to read out the entire sentences for everyone to check answers.

## Extra practice activity (all classes)

- As a class, make new sentences using Exercise 8 as a model. Change any names, months, days, and dates, but keep the prepositions the same, e.g., *My parents are at the mall.*  
*Lee's birthday's in July.*

## Exercise 11

- Borrow pencil cases from two different students. Keep one in your hand and put one on your table. Hold up the one in your hand and say *This pencil case is (Helena)'s. That pencil case is (Rui)'s.* Repeat with two pencils, pens, or markers from two different students. If time allows, invite volunteers to borrow one of their items from their classmates and to give up new examples.
- Say *Let's do Exercise 11 now.* Focus on the first picture, then pretend to point to some shoes in a shop window across the classroom from you and act out the example expressively.
- Draw a simple pair of shoes on the board and add a price of \$\$\$\$\$. Make a worried face, point, and start to say this sentence, pausing to elicit the key words from the class if possible:  
*Let's ... not buy those shoes. They're too ... expensive.*
- The meaning of *Let's / Let's not* is hard to demonstrate, so it would be appropriate to check with the class how to express it in their own language to make sure that everyone remembers.
- Use the example to establish that the students need to read the second statement to decide whether they need *Let's* or *Let's not*. They then look at the pictures to see whether to use *this, that, these, or those*.
- Remember that this structure is most commonly used in speech as a spontaneous reaction, so to read it out in a flat voice as a grammar exercise can't help to consolidate the meaning. To check answers, ask pairs of volunteers to come out to the front to pretend to be shopping or in the street. One of them pretends to hold the skirt or point to the movie theater / restaurant and says the statement with *Let's / Let's not*, and the other says the second statement from each item.

## Exercise 12

- To review *can / can't* ask individual students: *Can you sing? speak Spanish? play drums?* Elicit short answers. Then invite students to share other things they can do, e.g. *I can speak English. I can ski.*
- Read the direction line aloud slowly. Now encourage the class that this is an easy task that they can complete very quickly. Say the verbs for *can* and *can't* in the students' own language. Then say *But English is easy! It's "can" in the affirmative and "can't" in the negative. OK? Two minutes! Complete the grammar examples.* (Setting the time limit encourages the students to stay focused on the task.)

## this / that / these / those

11. Look at the pictures. Complete the conversations with *this, that, these, or those*. Use *Let's* or *Let's not*, according to the statements.



1. Let's buy those shoes. They're so cool.



2. Let's not buy this skirt. It's too expensive.



3. Let's not go to this movie. It's not very good.



4. Let's go to that Chinese restaurant. It's awesome!

## can / can't

12. Complete the grammar examples.

Affirmative	Negative
I can ride a bicycle.	I can't ride a horse.
We (1) <u>can</u> dance.	We (2) <u>can't</u> swim.
She can speak Chinese.	She (3) <u>can't</u> speak Korean.

yes / no questions	Short answers
Can you cook?	Yes, I can. No, I (4) <u>can't</u> .
(5) <u>Can</u> he draw well?	Yes, he (6) <u>can</u> . No, he (7) <u>can't</u> .
(8) <u>Can</u> they play the piano?	Yes, they (9) <u>can</u> . No, they (10) <u>can't</u> .

## should / shouldn't

13. Complete the statements and conversations with *should* or *shouldn't*.

- I should buy those pants. They're great for school.
- We shouldn't go to the beach today. It's too cold and windy.
- They should listen carefully to the teacher. They shouldn't talk to their classmates in class.
- His mom's at work, and she can't talk on the phone. He shouldn't call his mom.
- A: Should I stay home? B: No, you shouldn't. The weather's beautiful.
- A: What should I do first? B: You should do your homework!

8 eight

- Students compare answers in pairs, checking for the apostrophe in *can't*.

## Exercise 13

- Think of an expensive make of car that your students will know. Pretend to think and say *Hmmm ... a new (Ferrari). It's 50 dollars. Should I buy it?* Elicit *Yes, you should!* (and possibly also *It's very cheap!*).
- Read the direction line aloud. Explain that students need to read the sentences carefully to decide whether to use *should* or *shouldn't*.
- Students compare answers in pairs.

# Teen2Teen Friends

1.02 Connecting Teens Around the World

09:14 AM

Hi! I'm Julie Duclos.

Phil Campbell here. We should be friends!

Welcome to Teen2Teen Friends! I'm Gan Yu.

Hello! I'm Adam Lucas.

I'm Daniel Campos. How are you?

I'm Maya Ivanova. I'm new!

Nice to meet you! I'm Ana Costa.

I'm Sandra Pacheco. Can you speak English?

I'm Emi Sato. Hi! I'm new, too!

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

nine 9

## Teen2Teen Friends

### Cross-curricular topics

The Internet

Geography

Foreign language

### Aim

Reintroduce the *Teen2Teen* characters and meet new ones, in the context of international communication in English

### Warm-up

For classes who used *Teen2Teen One*:

- With everyone's book closed, ask *Which Teen2Teen Friends can you remember? Where are they from?* Write names and places on the board.
- Afterward, let students scan page 9. Ask *Who's new?* (Phil, Maya, Emi) and *Who isn't here?* (Bruno, Su, Hana).

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

- Open your book to page 9 and ask the class to explain, in their own language, what *Teen2Teen Friends* is (a fictional social networking website). Then point to all the characters and ask *Who's new?*

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 nine characters whom the students will meet in *Teen2Teen*. Explain that the white dots show where they live. Ask students who lives nearest them.
- Point out that these characters have different first languages. 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.

- Focus on the green 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 Student Book (pages 100–103). Each page is a text written by the *Teen2Teen* characters to be read after each of the 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* /'yʊrəp/.

### 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 try and name, or guess, the countries where the characters are from (just the new ones if the class used *Teen2Teen One*). They can use English country names where possible, but their own language, if necessary. They will learn about the new characters in Unit 3 (see page 22).

### ANSWERS

Julie Duclos, Canada

Phil Campbell, the U.K.

Gan Yu, China

Adam Lucas, the U.S.

Daniel Campos, Mexico

Maya Ivanova, Russia

Sandra Pacheco, Colombia

Ana Costa, Brazil

Emi Sato, Japan

# Unit 1

## Grammar

The present continuous: affirmative and negative statements

The present participle: spelling rules

## Vocabulary

Family and other relationships

## Social language

Ask if someone is busy; Offer to call back later

## Values and cross-curricular topics

Personal and family relationships

## Unit contents

For classes new to the series:

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

For classes who used *Teen2Teen One*:

- Discuss the contents of the unit from the bar at the top of the Student Book page. Remind them that they will check their progress in the *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 Snapshots*, 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 taking a phone call while you're busy doing something, then pretend to answer the phone. Let the students imagine that your friend is part of the conversation, e.g.,

*Oh, hi, Selma ... Where am I? I'm at school. But where are you? ... You're at the mall? No, I can't come now! I'm a teacher! I'm teaching right now. See you on Saturday. Bye!*

Ask the class *Where's (Selma)? (at the mall) Why can't I go to the mall right now? (because you're a teacher)*. Ask if anyone has a story about taking a phone call.

# 1

## We're wearing our new uniform!

**Grammar:** The present continuous: affirmative and negative statements • The present participle: spelling rules  
**Vocabulary:** Family and other relationships  
**Social language:** Ask if someone is busy • Offer to call back later

### Topic Snapshot

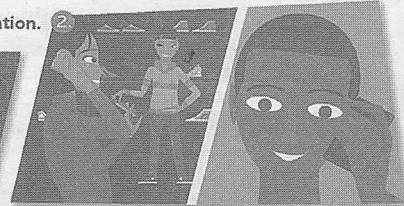
#### 1. Read and listen to the phone conversation.



**Jake:** Hi, Mollie. Where are you?

**Mollie:** Oh, hi, Jake. I'm at the mall with Sara. We're shopping for new gym shoes.

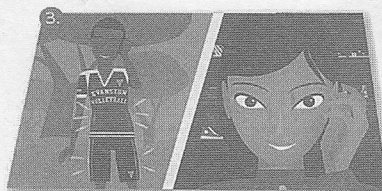
**Sara:** Hey, Mollie! What about these?



**Mollie:** Just a minute, Sara. My teammate Jake's calling.

**Jake:** Who's Sara?

**Mollie:** She's my cousin. My mom's sister is her mother.



**Jake:** Cool. Hey, guess what.

**Mollie:** What?

**Jake:** I'm wearing the new volleyball team uniform! You should come now!



**Mollie:** The new uniforms are in? That's great! Sara's buying a pair of shoes right now. I can be there in about twenty minutes. OK?

**Jake:** Great! See you soon.

#### 2. Match the two parts of each statement, according to the Topic Snapshot.

- |                  |   |
|------------------|---|
| 1. Mollie is ... | a. buying new gym shoes now.              |
| 2. Jake is ...   | b. shopping with her cousin, Sara.        |
| 3. Sara is ...   | c. calling his teammate on the phone.     |
|                  | d. speaking to her teammate on the phone. |
|                  | e. not talking on the phone.              |
|                  | f. wearing the new uniform.               |

10 ten

### Exercise 1 1-03

- Focus on picture 1. Ask *What's this sport? (volleyball)* and *Where are the girls? (at the mall / in a store)*. Then ask them to read and listen to find out why Jake is calling.
- Play the CD or read the conversation aloud while the students follow.
- Establish with the class that Jake is calling with the news that they now have their new volleyball uniforms.

### Usage

The word *in* is often used as an abbreviation of *in stock*, meaning that a store has received their supply of a product and you can now buy it. When Mollie says *The new uniforms are in?*, she's checking that the volleyball uniforms are now available.

### Exercise 2

- Hold up your book, read out the direction line, and trace the blue example line with your finger. Make

sure that everyone understands according to.

- Students compare answers in pairs.

## Grammar The present continuous: affirmative and negative statements

### 1. Study the grammar.

- Use the present continuous for actions in progress now.
- Use a form of *be* and a present participle.

Affirmative statements	Negative statements
I <b>am doing</b> my homework.	I <b>am not playing</b> video games.
She <b>is visiting</b> her cousin.	He <b>is not staying</b> home.
We <b>are watching</b> TV.	They <b>are not listening</b> to music.

They're watching TV right now.

#### Reminder

Contractions with *be* + *not*  
*am not* = *'m not*  
*is not* = *'s not* OR *isn't*  
*are not* = *'re not* OR *aren't*

- Language tip**
- You can use *'re* and *'re not* with subject pronouns.  
*They're watching TV. / They're not watching TV.*
  - Don't use *'re* and *'re not* with names or nouns. Use *are* and *aren't*.  
*My friends are playing video games. NOT My friends're playing video games.*  
*Megan and Ross aren't watching TV. NOT Megan-and-Ross're-not watching TV.*

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each statement with the present continuous. Write an affirmative or negative form of *be*. Use contractions.

- Gail 's wearing the new soccer uniform. It's very nice!
- My brothers aren't playing video games now. They're doing their homework.
- I 'm calling my grandma right now. It's her birthday!
- We 're staying home today. It's too cold and windy outside.
- My mom and dad aren't watching TV in the living room. They're in the kitchen.
- Mr. York is usually our teacher, but Ms. Magid 's teaching our class right now.

### 4. Complete the conversations. Write the present continuous forms of the verbs. Use contractions.

1. Are you at the park?  
No, I'm not. I'm doing (I / do) my homework.

2. Hi, Jo. Where are you?  
I'm at the beach with my friends. We're playing (we / play) volleyball.

3. Is Mom at home?  
Yes, she is. She's cooking (she / cook) right now. You're late!

4. So, how's Paris?  
Awesome! I'm visiting (I / visit) the Eiffel Tower right now!

eleven 11

## Grammar

### Aim

Practice the present continuous: affirmative and negative statements

### Grammar support

Interactive Grammar Presentation

### Note

This lesson introduces the basic structure. Students will study the rules for the formation of the present participle in the next lesson.

### Exercise 1

- Focus on the photo. Ask, in the students' own language, what the people are doing. Accept the correct answer by saying in English, *Yes, they're watching TV right now.*
- Look at the affirmative grammar chart with the class and compare the structure with their own language.
- Focus on the negative chart and stress that these are the negative forms of *be* that the students already know.
- Make sure that everyone understands by inviting volunteers to make new sentences, combining different subject pronouns and forms of *be* with different present participles, e.g.,  
*He is watching TV.*  
*I am not listening to music.*
- Then focus on the contractions in the *Reminder* box. You can write one or two affirmative and negative examples of contractions on the board, e.g.,  
*I'm doing my homework.*

*She's visiting her cousin.*  
*He's not / He isn't listening to music.*  
*They're not / They aren't watching TV.*

- Focus on the *Language tip* to point out to students when they can't use the contracted forms *'re* and *'re not*. Explain that *are* isn't stressed in natural speech, so a statement such as *My friends are watching TV* may sound as if there is a contraction, but it is never written as a contraction.

### Exercise 2 1-04

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

### AUDIOSCRIPT 1-04

I am doing my homework.  
 I am not playing video games.  
 She is visiting her cousin.  
 He is not staying home.  
 We are watching TV.  
 They are not listening to music.

### Exercise 3

- Read the direction line aloud. Ask the students which contraction they must not use and when. Accept the answer in their own language, but confirm by saying *Yes, that's right. Use "are" with names or nouns. Don't use the contracted form "re."*
- Use the example to demonstrate that students need to read both sentences to see whether they need an affirmative or negative verb.
- Remind them to look out for plural names and nouns to make sure that they use the correct form.
- Students can check answers in pairs.

### Exercise 4

- Read the direction line aloud and point to the cue (*I / do*) in parentheses. Explain that students will use the subject (*I*) to write the present continuous form of the verb (*be*).
- You can do number 2 as a class to make sure students understand how to work with the cues.
- Go over the answers as a class. Then students can exchange books to check for the use of the apostrophe.
- Option:** Students ask and answer in pairs to practice speaking and listening.

### Further support

Extra Practice CD-ROM

# Grammar

## Aim

Practice the present participle: spelling rules

### Grammar support

Interactive Grammar Presentation

### Exercise 1

- Before students open their books, write on the board *I'm watching TV*. Circle the *-ing*. Explain that the present participle always ends in *-ing*.
- Have students open their books. Focus on the chart. Demonstrate each rule by copying the first example onto the board as you explain it. Model the participles for the students to repeat.
- Invite volunteers to come out and write the second example for each rule in the chart on the board. For example, under your example of *write > writing*, write the word *dance* and then invite a volunteer to cross out the *e* and add *dancing* next to it. This will help students to understand the changes far more than just listening and reading.
- As you use the terms *vowel* and *consonant*, check that students recognize these words as cognates. Focus on the *Consonants* box first and then ask students to list the vowels in English. Review the alphabet by going around the class each saying a letter.
- Focus on the list of other present participles. Point out that these have no spelling changes.

### Exercise 2

- Read the direction line aloud. Focus on the example. Ask why the present participle of *listen* is *listening* (because the base form ends in a vowel and a consonant).
- Write *practice* on the board. Invite a volunteer to come up to cross out the *-e* and to write *practicing* next to it.
- Say *Look at the rules in your book. Write the present participles.*
- Write the base forms on the board while the students are working.
- Invite volunteers to write the answers on the board next to each base form. Have students check their work.

### Exercise 3

- Write *Singing a song* in the students' own language on the board. Ask *Is this a complete statement? (No)*. Establish that a form of *to be* is missing and emphasize that the full present continuous form requires the verb *be*.
- Read the direction line aloud. Point out that students need to write the correct form of *be* and the present participle. Remind them to apply the spelling rules.

## Grammar The present participle: spelling rules

### 1. Study the grammar.

To form the present participle, add *-ing* to the base form of the verb.

base form	→	present participle
listen	→	listening
call	→	calling

If the base form ends in *-e*, drop the *-e* and add *-ing*.  
write → writing dance → dancing

If the base form ends in one vowel and one consonant, double the consonant and add *-ing*.  
swim → swimming shop → shopping

If the consonant is *w, x, or y*, don't double the consonant. Just add *-ing*.  
draw → drawing play → playing

#### Other present participles

cooking  
going  
reading  
teaching  
wearing

Vowels  
a e i o u

Consonants  
b c d f g h j  
k l m n p q r  
s t v w x y z

### 2. Write the present participle of each base form.

- listen listening
- practice practicing
- dance dancing
- swim swimming
- sing singing
- draw drawing
- ride riding
- play playing
- go going
- cook cooking
- look looking
- stop stopping

### 3. Complete each statement with the present continuous. Use contractions.

- It's cold and windy today, so I'm wearing (I/wear) a warm jacket. I'm not wearing (I/not/wear) shorts.
- My dad isn't at work today. He's staying (he/stay) home, and he's watching (he/watch) TV.
- Look! Carla's dancing (Carla/dance) right now. What a good dancer!
- I'm shopping (I/shop) for clothes at the mall.
- Marty's going (Marty/go) to the park right now. He's riding (He/ride) his bike.

### 4. Listening comprehension Listen to the conversations. Circle the correct verb form.

- He's doing / (not doing) his homework. He's (watching) / not watching TV.
- She's (calling) / not calling her friend. She's playing / (not playing) video games.
- He's (visiting) / not visiting his grandma. She's (swimming) / not swimming at the beach.
- He's wearing / (not wearing) his new T-shirt. His mom's (writing) / not writing an e-mail.

12 twelve

- Students can work in pairs, checking the rules before they write.
- Again invite volunteers to write the completed verb forms on the board for everyone to check answers.

### Exercise 4 1-05

- Read the direction line aloud. Tell students that they will hear the conversations twice. They could use a pencil to circle the first time and then check their answers the second time.
- Play the CD or read the audioscript aloud.
- Students listen again, check, and go over the circles in pen.

AUDIOSCRIPT 1-05 PAGE 105

### Further support

Extra Practice CD-ROM

## Vocabulary Family and other relationships

### 1. Look at the pictures. Read and listen.



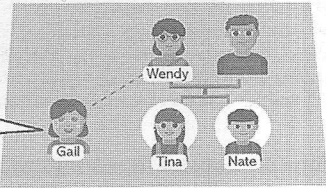
My father's brother is Tim. My mother's brother is Sam. They're my uncles.

1. an uncle

My father's sister is Jane. My mother's sister is Wendy. They're my aunts.

2. an aunt

Tina and Nate are my Aunt Wendy's children. Tina is my Aunt Wendy's daughter. Nate is my Aunt Wendy's son. Tina and Nate are my cousins.



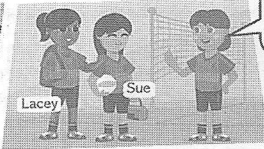
3. a child / two children
4. a son / a daughter
5. a cousin

The kids next door are Seth and Carla. They're my neighbors.



6. a neighbor

Lacey and Sue are on my team. They're my teammates.



7. a teammate

#### And don't forget ...

- a mother / a father (parents)
- a grandmother / a grandfather (grandparents)
- a sister / a brother
- a friend
- a boyfriend / a girlfriend
- a classmate

### 2. Pronunciation Listen and repeat.

### 3. Listening comprehension Listen to the conversations.

#### Write the activity and the relationship.

1. She 's playing soccer with her teammates.
2. He 's watching TV with his neighbor.
3. She 's visiting her aunt and uncle.
4. He 's listening to music with his cousin.

#### Write two statements about people in your family or about other relationships.

Uncle David is my father's brother. Jacob is my cousin.

## Usage

The husband of an aunt is also addressed as *Uncle (Name)*. The wife of an uncle is also addressed as *Aunt (Name)*. The definite article *the* is never used:  
*He's the my uncle Charlie.*  
*It's the aunt Sue's birthday.*

### Exercise 2 1-07

- Play the CD or read the numbered words aloud for students to repeat.
- Focus on these sounds in particular; the same /ʌ/ vowel sound in *uncle*, *son*, and *cousin*  
the short /æ/ sound in *aunt*  
the long /ɔ/ sound in *daughter*, and the silent *gh* in this word and *neighbor*  
the long vowel and diphthong in *teammate* /'ti:meɪt/.
- Check pronunciation by inviting individual students to say the words.

### Exercise 3 1-08

- Hold up your book. Read the direction line aloud slowly and point to the example answers as you say *activity* and *relationship*.
- Tell the students that they will hear the conversations twice and ask them not to write anything the first time.
- Play the first conversation on the CD or read the audioscript aloud while students listen.
- Point out that, in the conversation, they hear Teri say *I'm playing soccer*. In the exercise, the statement starts with *She*, so the answer is in the third person singular: *She's playing soccer*.
- Continue playing the CD or reading aloud while students listen.
- Students listen again. Pause after each conversation for students to write.

#### AUDIOSCRIPT 1-08 PAGE 105

#### ALTERNATIVE ANSWERS

2. is watching
3. is visiting
4. is listening

#### About you!

- Read the direction line aloud. Encourage students to use words from the *And don't forget ...* box.

#### ANSWERS

#### Students' own answers

#### Further support Extra Practice CD-ROM

## Vocabulary

### Aim

Practice words for family and other relationships

### Exercise 1 1-06

- Draw a simple family tree on the board with yourself (and any siblings) at the bottom, your parents and any aunts and uncles at the top, and any cousins at the bottom, on the same level as you. Use the family words that the students already know and preview *aunt*, *uncle*, and *cousin*, only clarifying in the students' own language, if necessary.
- Make sure that students understand that the speech balloons refer to the girl at the bottom of the first two family trees talking about her family.
- Read each speech balloon with the class and check comprehension.
- Play the CD or read the numbered words aloud while students follow.

- Being sensitive to any family issues, choose a boy and ask *Are you your parents' son or daughter? (son)*. Repeat with a girl to elicit *daughter*.
- Ask *Who's on a sports team? Are your teammates in this class?*
- Explain that a *neighbor* might be in the same apartment block or nearby, not necessarily next door. Ask does anyone here have a neighbor in the class.
- Focus on the *And don't forget ...* box, which reviews vocabulary that they already know on the same topic. Ask students if they remember a shorter version of some of the words in the first box to elicit *mom*, *dad*, *grandma*, and *grandpa*.

## Reading

### Aim

Develop reading skills: a personal blog

### Warm-up

Ask the students if their use of the Internet has changed in the last year. For example, have they joined networking sites such as Facebook or started playing online games? Do they access the Internet more from their phone? Ask if anyone writes, or follows, a blog.

### Exercise 1

1.09

- Ask students to read and listen to today's event in Leo's blog.
- Play the CD or read the blog aloud while students follow.

### ANSWER

It's Leo's grandma's (sixtieth) birthday.

### Usage

*See ya!* is commonly used by teens in very informal writing. It represents the spoken pronunciation of *See you*, which is short for *I'll see you later*. Here, *see* doesn't necessarily mean that the people will actually see each other in the future; just that they will communicate again.

### Exercise 2

- Read the direction line aloud and check the meaning of *true* and *false*.
- Students can check answers in pairs.

### Exercise 3

- Read the direction line aloud. Say *Leo's grandmother is playing the piano. That's false*. Invite a volunteer to read the corrected example.
- Students correct the false statements.
- They exchange books to check answers.

### ALTERNATIVE ANSWER

5. Alison's calling ...

### Exercise 4

- Use the example to explain the activity and then do number 2 as a class, writing the answer on the board to focus on the apostrophe.
- Students read the statements and write possessive phrases (and *Leo*).

### Option: Apply critical thinking

Through tasks on the *Reading*, *Cross-curricular*, and *Magazine* pages, *Teen2Teen* offers opportunities for you to introduce your students to a range of skills / strategies. These are listed in the *Learning Objectives* on pages 2–3 of the Student Book and, if you wish to focus on them, you can use the optional procedure given in the teaching notes.

## Reading A personal blog

### 1. Read Leo's blog. What is the event today?

http://www.leosblog.net

Reply Tuesday, 3:00 PM

It's a big day for my family. My grandma is sixty years old today, and it's party time! Mr. Clark, our neighbor, is here. He's playing the piano in the living room and singing "Happy Birthday" to Grandma. My dad's in the living room, but he's not singing. (That's good! Mr. Clark's a good singer, but my dad really shouldn't sing when people are listening!) My uncles, Dave and Peter, are watching the soccer game on TV. Dad's listening to Mr. Clark, but he's watching the game, too. My mom and my aunts are talking in the kitchen. And my cousins are here, but they're playing video games in my brother's room. My big sister, Alison, should be with our cousins, or with Grandma, but she's calling her boyfriend in her room, as usual. Well, I should go now and be with my grandma, too. See ya!

### 2. Read the statements. Circle T (true) or F (false).

1. Leo's grandmother is playing the piano. T / (F)
2. Leo's uncles are playing soccer. T / (F)
3. There are five people in the living room. (T) / F
4. Leo's cousins are playing video games. (T) / F
5. Alison is calling her classmate. T / (F)
6. Leo's neighbor can sing and play the piano. (T) / F

### 3. Correct the false statements in Exercise 2.

- a. 1. Leo's neighbor is playing the piano.
- b. 2. Leo's uncles are watching the soccer game on TV.
- c. 5. Alison is calling her boyfriend.

### 4. Read the information. Who are they?

1. She's with Leo's aunts. She isn't watching TV. Leo's mom
2. She's not in the living room or the kitchen. She's not playing video games. Leo's sister, Alison
3. He's with Grandma. He's listening, but he's watching TV, too. Leo's dad
4. She's with the neighbor. She isn't watching TV or playing the piano. Leo's grandma
5. They're not singing. They're watching TV. Leo's uncles
6. He's not at Leo's house. He's on the phone. Alison's boyfriend

To reinforce the strategy of applying critical thinking, prepare students before they do the activity. Ask *Who is with Leo's aunts?* (*his mother*). Ask *Is she watching TV?* If students aren't sure, ask *Who is watching TV?* (*Leo's uncles*). Then repeat the previous question to elicit *No, she isn't*. Make sure students understand that they have to read and think about the information carefully in order to complete the activity.

### Suggestion

Ideally, parents who allow their children to post online in any form will have explained the associated dangers more explicitly than you may feel is relevant for the language classroom. However, it is important that you support the general message. To avoid more difficult issues, use the example of giving out the date, time, and exact address of a party – a very bad idea because too many people, whom you don't know, may arrive.

Stress to students that they should never put their phone number, address, e-mail

address, or details about their daily routine in a public place on the Internet, and that they should never agree to meet anyone whom they don't know.

1. Read and listen to the conversation.

- A Hello?
- B Hi, Mia. This is Jeff. Are you busy?
- A Hey, Jeff. Actually, I am. I'm playing video games with my cousin right now.
- B Oh, I'm sorry. Can I call you back later?
- A Sure. How about at 3:00? ...
- B OK. Talk to you then.
- A Bye bye.

Ways to express a later time

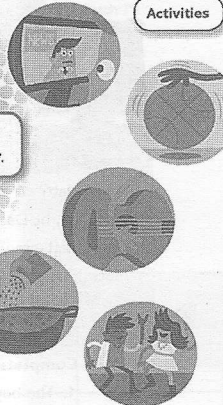
- How about at 3:00?  
in fifteen minutes?  
this afternoon?  
this evening?

2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Change the activity, the relationship, and the time to call back.

- A Hello?
- B Hi, \_\_\_\_\_. This is \_\_\_\_\_. Are you busy?
- A Hey, \_\_\_\_\_. Actually, I am. I'm \_\_\_\_\_ with my \_\_\_\_\_ right now.
- B Oh, I'm sorry. Can I call you back later?
- A Sure. How about \_\_\_\_\_?
- B \_\_\_\_\_ Talk to you then.
- A Bye bye.

Activities



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

## Teen2Teen

### Aim

Practice social language for asking if someone is busy and offering to call back later

### Warm-up

- For classes new to the series: Write *Teen2Teen* on the board. Ask students where they have seen this (the title of the book, on page 9, and at the top of this page). Explain that this page in each unit is an opportunity for students to use English in a social context, speaking *teen* "to" *teen*.
- For classes who used *Teen2Teen One*: Ask the class to explain what they do on these pages (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 students if they enjoyed acting out their conversations.

### Exercise 1 1•10-11

- Talk about the photos, eliciting words or phrases from the class, e.g., *Look at the girl in the white sweater. She's ... (talking on the phone). The girl in the jeans ... (is playing video games). Look at the boy. He's ... (talking) to the girl in the white sweater.*
- Ask the students what they think was happening when the girl's phone rang. Tell them to read and listen to check.
- Play the CD or read the conversation aloud while students follow.
- Confirm that the girl was playing video games with her-cousin.
- Explain that *Sure* is an informal way of saying *Yes*.
- Play the CD or read the *Ways to express a later time* for students to repeat.

### Exercise 2 1•12

- 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. Check for the /t/ sound in *busy* /'bɪzi/ and encourage them to pretend to be on the phone.

### Exercise 3

- Hold up your book and point to Exercise 3. Say *This is your new conversation*. Draw a big X over Exercise 1 and say *You shouldn't copy Exercise 1*.
- Establish that they need two different names for the first three gaps, of which the second name is repeated.
- Invite volunteers to identify the activities in the pictures using *I'm watching TV / playing basketball / playing the guitar / cooking / dancing*.
- Ask a volunteer to summarize for the class in the students' own language in what ways their new conversation will be different (*the names, activities, family / relationship words, and the time to call back*).
- Students then complete the gaps.
- Circulate to help as necessary.

### Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to note the activity, relationship, and time that each pair mentions. Keep a record of who performs and try to 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

# Unit 2

## Grammar

The present continuous: *yes / no* questions and short answers

## Vocabulary

Activities at home

## Social language

Talk about what you're doing

## Values and cross-curricular topics

Daily routines

Household chores

## Unit contents

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 in the *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

### Warm-up

Ask the students if they listen to music when they do their homework. Explain the meaning of *multi-tasking* (doing two things at once), and ask the students to think of other examples (listening to music, downloading from the Internet, or watching TV are probably the most common activities that students do alongside something else, because they are not active tasks). Discuss whether students think they concentrate better with music, and whether it depends on the type of music or the type of homework that they are doing.

### Exercise 1

- Discuss what the students think is happening in the pictures. Ask *Are the two boys classmates, teammates, neighbors, or brothers? Who's this man?* Ask them to read, listen, and check their predictions.
- Play the CD or read the conversation aloud while students follow.
- Check students' predictions by saying *So, the two boys are ... (brothers) and the man is their (father / dad)*.
- Focus on picture 1 and point out that the boys' father says *Hi*. Then focus on picture 3 and ask the students why he says *Hello!* to Matt (*because Matt's listening to music and he can't hear him*).
- Students know the word *late*, so you could ask them to guess the meaning of *It's getting late*.

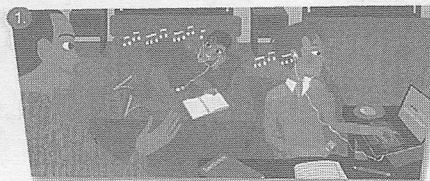
# 2

## Are you doing your homework?

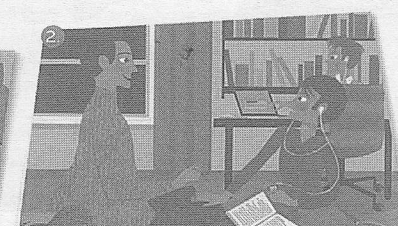
Grammar: The present continuous: *yes / no* questions and short answers  
 Vocabulary: Activities at home  
 Social language: Talk about what you're doing

### Topic Snapshot

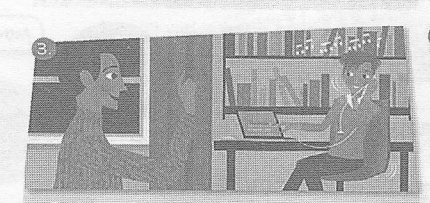
#### 1. Read and listen to the conversation.



Dad: Hi, guys!  
 Brad: Hi, Dad. What's up?  
 Dad: Not much. Are you kids doing your homework? It's getting late.  
 Brad: Really? What time is it?



Dad: Ten o'clock. Hey, guys. It's Sunday. Tomorrow's a school day.  
 Brad: I *am* doing my homework, Dad! Really. I'm just reading a story for English class.



Dad: Matt? ... MATT! Hello!  
 Matt: Oh, hi, Dad. What's up?  
 Dad: Matt, are you listening to music?  
 Matt: I am. And I'm doing my math homework. I'm just downloading this great song, too.



Dad: But you boys can't do homework *and* listen to music at the same time!  
 Brad: Sure we can, Dad. No problem!  
 Matt: Dad, we're multi-tasking!

#### 2. Complete each statement, according to the Topic Snapshot. Circle *a* or *b*.

- The boys are ...  a. at home.  b. at school.
- ... listening to music.  a. Brad is  b. Both boys are
- Brad and Matt ... doing their homework.  a. aren't  b. are
- ... is doing math homework.  a. Matt  b. Brad
- ... is reading a story for English class.  a. Matt  b. Brad

16 sixteen

- Check that students understand the meaning of *tomorrow* by saying *In the conversation, it's Sunday. Tomorrow's a school day. What day is tomorrow? (Monday)*. If students are unsure, practice *today* and *tomorrow* referring to the real day of the week.

### Usage

*Really?* is often used as a question on its own. Depending on the intonation used, it can express a range of emotions in response to what the first speaker said: doubt, surprise, sadness, delight, etc. *Kids* is the most common informal word for *children*. *Just* (in *I'm just reading a story* and *I'm just downloading*) means *only*. It minimizes the action expressed. In other words, you can easily listen to music when the homework is *just* or *only* to read a story.

### Exercise 2

- Read the direction line aloud and then point to the example. Say *The boys are at home. The circle is on a*.
- Focus on number 2 and ask students the meaning of *both* (*Brad and Matt*). Then say *Now read and circle a or b*.
- To practice full statements in the present continuous, ask volunteers to read out the full statements when you check answers.

**Vocabulary Activities at home**

1. Look at the photos. Read and listen.

1. talk on the phone

2. play with my ...

3. help my mom / dad

4. babysit my little brother / sister

5. eat breakfast

6. eat lunch

7. eat dinner

**And don't forget ...**

- do my homework
- listen to music
- play video games
- read
- watch TV

2. Pronunciation Listen and repeat.

3. Listening comprehension Listen to the conversations. Check the activity for each conversation.

	a	b	c	d	e
1.			✓		
2.	✓				
3.		✓			
4.					✓
5.				✓	

**Vocabulary**

**Aim**  
Practice activities at home

**Exercise 1** 1-14

- Establish that the activities in the pictures are all happening right now, like Brad and Matt in the Topic Snapshot on page 16.
- Play the CD or read the speech balloons aloud while students follow.
- Check comprehension of each word or phrase. Make sure students understand that *babysit* means looking after babies and young children while their parents are out for a few hours.
- Say *Look at picture 5. What's the time? (It's eight twenty). In the morning or the evening? (In the morning). She's eating breakfast at eight twenty in the morning. What's "breakfast"? Repeat a similar procedure with pictures 6 and 7. Point out to the class that eat is a verb and*

that *breakfast, lunch, and dinner* are nouns.

- Look at the *And don't forget ...* box and elicit examples for each item, referring back to page 16 for support, if necessary, e.g., *I'm doing my homework. Brad and Matt are listening to music. We're playing video games. I'm reading a story, We're watching TV.*

**Suggestion**

You can check that students understand that the verbs in the phrases under the pictures are in the base form and that they are not a complete sentence. Translate each phrase using a base form in the students' own language to point this out. You can remind the students of other forms they know which they can combine with the base form, e.g., *I can play with my dog. I should babysit my little brother.*

**Exercise 2** 1-15

- Play the CD or read the speech balloons aloud for students to repeat.
- Make sure that students pronounce the contracted 'm in each statement clearly. As it is difficult to hear, omitting it is a common mistake in both speaking and writing.
- Check pronunciation by inviting individuals to say the statements.

**Exercise 3** 1-16

- Read the direction line aloud and draw a check mark on the board.
- Tell the students that they will hear the conversations twice, so they can use a pencil to check the first time.
- Play the CD or read the audioscript aloud while students listen and check the activities in pencil.
- Students listen again. This time they go over the check marks in pen.
- If you feel the class is ready, invite volunteers to give their answers by making full statements about each picture. Demonstrate by doing the example for the class. Say *Number 1 They're eating dinner.* Prompt them with the subject pronoun if they can't remember who is doing the action (2 *They*, 3 *She*, 4 *He*, 5 *She*), ensuring that they then use the contracted form of *be* in their answer.

AUDIOSCRIPT 1-16 PAGE 105

**Extra practice activity (all classes)**

- Write these prompts on the board from the *Chat* conversation on page 15:  
*Are you busy?*  
*Actually, I am. ...*  
*Oh, I'm sorry. Can I call you back later?*  
*Sure. How about ...?*
- Ask a volunteer to choose an activity from Exercise 1. Pretend to call him / her and act out a short phone call.
- Repeat with "open pairs" across the class or with students in "closed pairs".

**Further support**  
**Extra Practice CD-ROM**

# Grammar

## Aim

Practice the present continuous: *yes / no* questions and short answers

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1

- Ask the class to look back at picture 1 on page 16. Ask *What's Dad's question?* (*Are you kids doing your homework?*). Tell students that that they are going to study how to create *Yes / No* questions in the present continuous.
- Write on the board *He is reading*. Check comprehension with the class and ask *Is it a question?* (*No*). Have the students study the grammar chart. Ask *Can you work out how to turn the sentence into a question?* Tell students to raise their hands when they think they know. Wait until most or all hands are raised before inviting a volunteer to explain (*the he and is switch positions*). Invite the student to come up and write the question on the board (*Is he reading?*). Encourage students that noticing patterns is very useful in language learning.
- Look at each question in the chart to confirm that the form of *be* goes in front of the subject pronoun. Use the example of *the cat* to highlight that the same is true when the subject is a noun.
- Focus on the short answers and point out that students just include the form of the verb *be*; the present participle is not used. Write on the board:  
*Is it a book? Yes, it is. / No, it's not. / No, it isn't.*  
*Is she watching TV? Yes, she is. / No, she's not. / No, she isn't.*
- Emphasize that contracted forms can be used in the negative, but focus on the *Language tip* to stress that, as with the verb *be*, the contraction is not used in affirmative short answers.

### Exercise 2 1-17

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that the short answers are each clearly three syllables and that students aren't trying to use contractions in the affirmative.

#### AUDIOSCRIPT 1-17

Are you talking on the phone with Jo?

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

Is he playing video games?

Yes, he is. No, he's not. No, he isn't.

Is she watching TV?

Yes, she is. No, she's not. No, she isn't.

Is the cat playing with the dog?

Yes, it is. No, it's not. No, it isn't.

2

## Grammar The present continuous: *yes / no* questions and short answers

### 1. Study the grammar.

yes / no questions	Short answers
Are you <b>talking</b> on the phone with Jo?	Yes, I am. No, I'm not.
Is he <b>playing</b> video games?	Yes, he is. No, he's not. OR No, he isn't.
Is she <b>watching</b> TV?	Yes, she is. No, she's not. OR No, she isn't.
Is the cat <b>playing</b> with the dog?	Yes, it is. No, it's not. OR No, it isn't.
Are you <b>eating</b> lunch now?	Yes, we are. No, we're not. OR No, we aren't.
Are they <b>downloading</b> a song?	Yes, they are. No, they're not. OR No, they aren't.



**Language tip** • Don't contract affirmative short answers.

Yes, I am. NOT Yes, I'm.

Yes, it is. NOT Yes, it's.

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Listening comprehension Listen to the conversations. Circle the correct answer.

1. Is Evan doing the geography homework? Yes, he is. / (No, he's not.)
2. Is Molly babysitting her little sister? (Yes, she is.) / No, she's not.
3. Is Mike helping his dad? (Yes, he is.) / No, he's not.
4. Are Marcia and Johnny reading? Yes, they are. / (No, they're not.)
5. Is Danny helping his little brother? (Yes, he is.) / No, he's not.

### 4. Write questions and answers, using the present continuous.

1. James / do homework?  
No, he / help his mom.  
Is James doing homework?  
No, he's helping his mom.
2. the girls / play with their cat and dog?  
No, they / eat lunch now.  
Are the girls playing with their cat and dog?  
No, they're eating lunch now.
3. you / talk on the phone?  
Yes, and I / listen to music, too.  
Are you talking on the phone?  
Yes, and I'm listening to music, too.
4. Mom and Dad / watch TV in the living room?  
Actually, Mom / help Adam with his homework, and Dad / shop.  
Are Mom and Dad watching TV in the living room?  
Actually, Mom is helping Adam with his homework, and Dad is shopping.

18 eighteen

Are you eating lunch now?

Yes, we are. No, we're not. No, we aren't.

Are they downloading a song?

Yes, they are. No, they're not. No, they aren't.

### Exercise 3 1-18

- Read the direction line aloud. Tell the students that they will hear the conversations twice. They can use a pencil to circle the first time and then check their answers the second time.
- Play the CD or read the audioscript aloud while students circle in pencil.
- Students listen again and go over the circles in pen.

#### AUDIOSCRIPT 1-18 PAGE 105

### Exercise 4

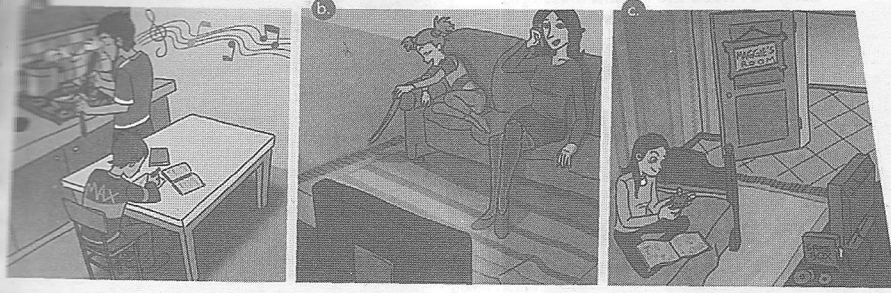
- Read the direction line aloud. Focus on the example to show how to change the prompts to make questions and answers with new information.

### Suggestion

If students ask, explain that a short answer (as in the grammar chart), with a sentence would also be correct: *No, he isn't. He's helping his mom.*

- After class feedback, ask students to exchange books to check for the correct spelling and punctuation.

5. Look at the pictures. Complete each yes/no question and short answer, according to the picture. Use contractions when possible.



- a. In the kitchen**
- A: Is Max helping (help) his dad?  
B: No, he is not.
  - A: Is his dad multi-tasking (multi-task)?  
B: Yes, he is.
  - A: Is the cat eating (eat) at the table?  
B: No, it is not. It is eating under the table.
- b. In the living room**
- A: Is Mom talking (talk) on the phone on the sofa in the living room?  
B: Yes, she is.
  - A: Is she playing (play) with the dog, too?  
B: No, she is not. She is watching (watch) TV.
  - A: And what about the dog? Is it watching (watch) TV, too?  
B: No, it is not. It is playing (play) with the little girl.
- c. In Maggie's bedroom**
- A: Is Maggie babysitting (babysit) her little sister?  
B: No, she is not.
  - A: Is she playing (play) video games and reading (read)?  
B: Yes, she is.



Write a yes/no question in the present continuous for your partner. Then change books and answer the question in your partner's book. Write a short answer.

Your question	Your partner's answer
<u>Is your mother working right now?</u>	<u>Yes, she is.</u>

**Suggestion**

The pictures and conversations in this exercise recycle the names of rooms and furniture, as well as the prepositions of location *at*, *in*, *on*, and *under*. You may wish to ask students to name other things that they can see in the pictures, e.g., *table*, *chair*, *TV*, *sofa*, *bed*.

**Exercise 5**

- Establish that the pictures show different people from the same family in different rooms of their house and that they are all doing different things.
- Ask the questions below to encourage students to look at the pictures to form the short answers. Note that the questions are grouped in order of the three pictures, but with stronger classes you could ask questions at random about any of the situations:  
*Is Max doing his homework? (Yes, he is.)*  
*Is Dad watching TV? (No, he's not.)*  
*Are Max and his dad talking? (No,*

*they aren't.)*  
*Is the little girl doing homework? (No, she's not.)*  
*Is Mom listening to music? (No, she's not.)*  
*Is Maggie multi-tasking? (Yes, she is.)*  
*Is she eating? (No, she's not.)*

- After the oral practice together, read the direction line aloud and focus on the example. Write *No, he's not* on the board and ask a volunteer to come and write the other form of the contraction (*No, he isn't*). Remind the class that both forms are correct.
- Then ask *Can you use a contraction with "Yes"?* (*No, you can't*). Confirm by writing *Yes, he is* on the board.
- Before they begin writing, look at number 3 with the class to point out that sometimes they need to complete an additional sentence with correct information.
- Circulate while the students are writing. Help as necessary and also check

for the use of the apostrophe in the contracted forms.

- To go over the answers, invite volunteers to read out the questions and answers in "open pairs". When you check number 7, write *babysitting* on the board and circle the *tt*. Review the rule from Unit 1 about doubling the consonant if the base form ends in one vowel and one consonant.
- Then ask students to exchange books to check spelling and punctuation.

**ALTERNATIVE ANSWERS**

- B No, she isn't.
- B No, she isn't.
- B No, he isn't.
- B No, she isn't.

**Usage**  
Generically, animals are referred to as *it*, but owners usually refer to their pets as *he* or *she*.

- Option:** Students ask and answer in pairs to practice speaking and listening.

**About you!**

- Choose students whose family and situation you know well and ask, e.g., *(Name), is your father working right now? (Yes, he is. / No, he's not. / No, he isn't.)* *(Name), is your sister eating lunch? (No, she's not. / No, she isn't.)* Then ask the students about their classmates, e.g., *Is (Name) playing volleyball? (No, she's not. / No, she isn't.)*
- Read the direction line aloud. Emphasize that they must write one question using the present continuous that their partner can answer. Students change books and then answer their partners' questions.

**ANSWERS**

**Students' own answers**

**Further support**  
**Extra Practice CD-ROM**

## Reading

### Aim

Develop reading skills: instant messages

### Warm-up

Discuss how students use technology to communicate with their friends outside school. Students will probably assume that the most up-to-date technology and immediate communication is best, so it is useful to expand their world view.

### BACKGROUND INFORMATION

An instant message (or IM) conversation is faster than sending e-mails. It is like being in a chatroom, with messages received in real time, but the conversation only includes the person (or people) whom you invite. Instant messaging began among software developers in the early 1990s before the Internet was popular with the general public. AOL is generally credited as the first company to offer the service to its customers in 1997.

### Exercise 1

- Ask students to read and listen to find out who is Brooke's friend.
- Play the CD or read the instant messages aloud while students follow.
- Check the answer.

### ANSWER

Zack is Brooke's friend.

- **Option:** If time allows, you could ask students to talk about funny videos that they have seen online. To help them use the present continuous, phrase the question *What are people / animals doing in your favorite funny video?*

### Usage

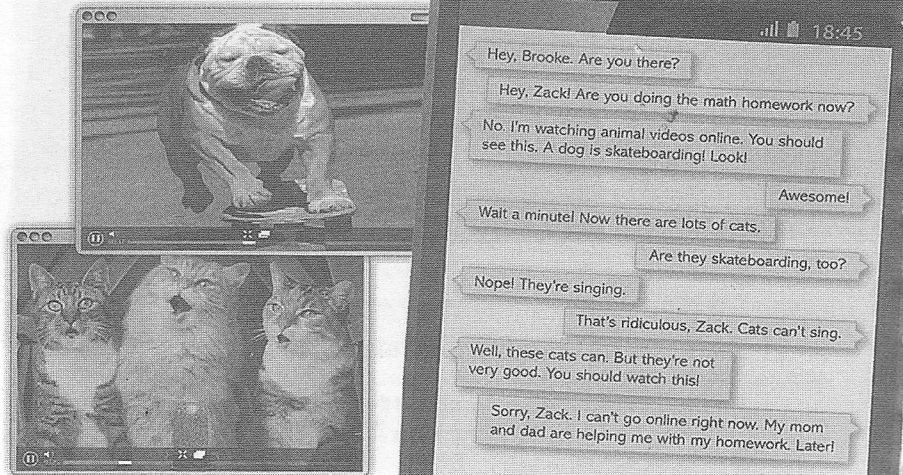
LOL is an acronym that means *laugh(ing) out loud*. It's common in all kinds of e-communication to indicate that someone thinks that something is very funny. Another common way to express this is *HAHAHA* (which can be written with even more syllables).

### Exercise 2

- Read the direction line aloud. To keep a dynamic pace in the classroom, ask students to raise their hands when they have finished. When nearly everyone has finished, you can count backwards from 10–1 in English and say *Stop!*
- Model the names *Zack /zæk/* and *Brooke /brʊk/*. Then invite volunteers to read out the complete statements.
- **Option:** *Identify main ideas*  
To reinforce this reading strategy, make the activities in the second column into questions: *Who is doing homework? Who is helping Brooke? Who is messaging?*

## Reading Instant messages

### 1. Read the instant messages. Who's Brooke's friend?



### 2. Complete each statement, according to the messages.

- |                     |       |                                  |
|---------------------|-------|----------------------------------|
| 1. Zack             | _____ | a. is doing homework.            |
| 2. Brooke           | _____ | b. are helping Brooke.           |
| 3. The cats online  | _____ | c. are sending instant messages. |
| 4. The dog online   | _____ | d. are singing.                  |
| 5. Brooke's parents | _____ | e. is skateboarding.             |
| 6. Brooke and Zack  | _____ | f. isn't doing homework.         |

### 3. Answer each yes/no question with a short answer.

- |  |  |
|--|--|
| 1. Is Zack doing the math homework?<br><u>No, he's not.</u>      | 5. Are the cats good singers?<br><u>No, they're not.</u>       |
| 2. Is Brooke doing the homework?<br><u>Yes, she is.</u>          | 6. Is the dog singing, too?<br><u>No, it's not.</u>            |
| 3. Are the cats skateboarding online?<br><u>No, they're not.</u> | 7. Is Brooke helping her mom and dad?<br><u>No, she's not.</u> |
| 4. Are the cats singing?<br><u>Yes, they are.</u>                | 8. Is Zack playing with his dog?<br><u>No, he's not.</u>       |

*Who is singing? Who is skateboarding?  
Who isn't doing homework?*

### Exercise 3

- Read the direction line aloud. Focus on the example and ask the class to tell you the other form of the negative contraction (*No, he isn't*).
- Circulate while students are writing to check for the correct use of subject pronouns and apostrophes.

### ALTERNATIVE ANSWERS

- |                     |                   |
|---------------------|-------------------|
| 3. No, they aren't. | 7. No, she isn't. |
| 5. No, they aren't. | 8. No, he isn't.  |
| 6. No, it's not.    |                   |

1. Read and listen to the conversation.

- A Hello, Jake? Olivia. Where are you right now?
- B Hey, Olivia. I'm at the mall.
- A Are you shopping?
- B No, actually, I'm not. I'm eating lunch. What about you?
- A I'm at home. I'm babysitting my sister.
- B Sorry, Olivia. I need to go now.
- A OK. Bye!

2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, write activities you do in each place. Then create a NEW conversation, using your activities.

- A Hello, \_\_\_\_\_? \_\_\_\_\_ . Where are you right now?
- B Hey, \_\_\_\_\_. I'm \_\_\_\_\_.
- A Are you \_\_\_\_\_?
- B No, I'm not. I'm \_\_\_\_\_. What about you. Where are you?
- A I'm \_\_\_\_\_. I'm \_\_\_\_\_.
- B Sorry, \_\_\_\_\_. I need to go now.
- A OK. Bye!

at home do my homework
at school
at a restaurant
at a store



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

the notepad. Say *Write activities here*. Elicit a suggestion for each place, e.g., *help Mom and Dad, listen to the teacher, eat lunch, buy clothes.*

- Then read the rest of the direction line, stressing the word *new*.
- Compare with the conversation in Exercise 1 to show that they need two names, one of which is repeated in the second and third gaps.
- Ask the class what they should use after *I'm* in B's first speech balloon. If they answer *At the mall*, shake your head and say *No. Remember, it's a new conversation*. Hold up your book and point to the notepad, saying *Use one of these places*.
- Focus on A's gap with *Are you ...?* and establish that they need an *-ing* form (present participle) in order to ask a question in the present continuous. Refer to the example *do my homework* on the notepad and ask the class to make the question for the conversation (*Are you doing your homework?*).
- Give the students five minutes to write activities on the notepad and then encourage them to work on their new conversations.
- Circulate while they are writing to help in particular with the present continuous forms.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to write down the place and activities that each pair mentions.

Extension

Writing page 90

Further support

- Extra Practice CD-ROM
- Workbook pages W5–W7
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Teen2Teen

Aim

Practice social language for talking about what you're doing

Warm-up

Mime an action, e.g., cooking, and encourage students to ask a question to guess your activity, e.g., *Are you cooking?* (Yes, I am.). The first student to ask the correct question takes your place and mimes an action (first whispering their idea to you so that you can check that the class knows the verb and will be able to form the question). Continue the activity giving several students a chance to mime.

Exercise 1 1-20

- Focus on the photo on the left. Point to the two girls and ask the class to guess. *Are they sisters? Are they at home? What do you think they are doing?* Then focus on the photo of the boy. Ask *Where is he? At home? At school? At the mall?*

*What is he doing?* Ask them to listen, follow, and check their ideas.

- Play the CD or read the conversation aloud while students follow.
- Check students' guesses.

Usage

The question mark after *Jake?* shows that Olivia is checking that it's him. By just saying *Olivia*, she means *It's Olivia here*. This is common among friends.

Exercise 2 1-21

- 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 a few individual students to repeat. Encourage them to speak as if they are talking to a friend on the phone.

Exercise 3

- Read the first line of the direction line aloud. Hold up your book and point to

# Unit 3

## Grammar

The present continuous for actions that continue in the present

Information questions

## Vocabulary

Extra-curricular activities

## Social language

Greet someone after a long time

## Values and cross-curricular topics

Charity; Hobbies and free time; Foreign language

### Unit contents

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 in the *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

### Warm-up

Tell the students to turn back to page 9 to review the characters that they met in the *Welcome* unit. Ask them to look at the map to see which continent and, if possible, which country each character is from. Emphasize that they all use English as a common language when they write on the *Teen2Teen Friends* website.

For classes who are new to the series: Students read about Maya, Phil, and Emi on page 22. Here is some information about the other characters:

Julie's from Montreal, Canada, North America.

Gan's from Beijing, China, Asia.

Adam's from Los Angeles, the U.S., North America.

Daniel's from Mexico City, Mexico, North America.

Sandra's from Cali, Colombia, South America.

Ana's from Brasilia, Brazil, South America.

### Exercise 1 1•22

- Ask the students to scan the posts quickly to see how many of the characters are posting today (6) and who isn't (*Ana, Daniel, and Julie*). Students can check back on page 9 if they need to.
- Remind students that three of the characters (*Maya, Phil, and Emi*) are new on the website this year. Tell them to read, listen, and follow to find out the cities where these characters are from.

# 3

## What are you doing this year?

Grammar: The present continuous for actions that continue in the present • Information questions  
Vocabulary: Extra-curricular activities  
Social language: Greet someone after a long time



### Topic Snapshot

#### 1. Read and listen to the posts.

**Sandra Pacheco**  
Meet new friends  
Question of the day  
My blog  
Favorite places  
Video webchat

My Friends:  
Adam Lucas, Gan Yu, Maya Ivanova, Phil Campbell, Emi Sato, New Friends

15:56

Sandra: It's great to be back on Teen2Teen Friends! What's everyone doing this year?

Adam: Hey, Sandra. Welcome back! Well, I'm playing on my school soccer team now. My teammates are really cool.

Gan: Hey, that's great! I'm taking dancing lessons! It's lots of fun.

Sandra: Nice! Hey, who's new on Teen2Teen Friends today? Say hello!

Maya: Hi, everyone! I'm new. My name's Maya, and I'm from Moscow. I'm studying English this year!

Phil: Hi, Maya! Phil Campbell here, from London. I'm new, too. I'm not doing anything special this year. But this month my parents are visiting Frankfurt, in Germany, so I'm staying with my aunt.

Emi: Hello, I'm Emi, from Tokyo. Phil, why aren't YOU visiting Frankfurt?

Phil: I can't go right now. There's school this month.

Adam: Well, welcome to all our new friends!

Post a comment ...

#### 2. Complete each statement, according to the Topic Snapshot.

- |           |   |
|-----------|---|
| 1. Sandra | a. is taking dancing lessons.                 |
| 2. Adam   | b. is studying English in Moscow.             |
| 3. Gan    | c. is asking everyone about their activities. |
| 4. Maya   | d. is playing on a soccer team.               |

#### 3. Why is Phil staying with his aunt? Check one answer.

- |  |  |
|--|--|
| 1. Because there's no school now. <input type="checkbox"/>                   | 3. Because he's visiting family in Germany. <input type="checkbox"/> |
| 2. Because his parents aren't in London. <input checked="" type="checkbox"/> | 4. Because his uncle is in Germany. <input type="checkbox"/>         |

- Play the CD or read the posts aloud while students follow.
- Ask *What city is Maya from? (Moscow), Phil? (London) and Emi? (Tokyo).*

### Suggestion

You can ask what country these cities are in, but be aware that students probably won't know *Russia* in English yet. They will learn this on page 26.

### Usage

The phrase *this year* can refer to the current calendar year or the school year. Here, the school year is implied.

### Exercise 2

- Read the direction line aloud. Give the class two minutes to do the exercise.
- To check answers, invite volunteers to read out the full statements.

### Exercise 3

- Read the direction line aloud. Explain that they should read all four options and then check one box.
- When the class seems to be ready, ask students to raise their hands if they think the answer is number 1. Repeat with each of the numbers, even if most or all the students raise their hands for number 2.
- Confirm that 2 is the correct answer.

### Extra practice activity (all classes)

- Ask *Are you [playing on a school team] this year? Raise your hand.* Count the hands and write the activity and the number on the board. Repeat with *taking dancing or music lessons*, and finally *studying English*, when everyone should raise their hands.

**Vocabulary** Extra-curricular activities

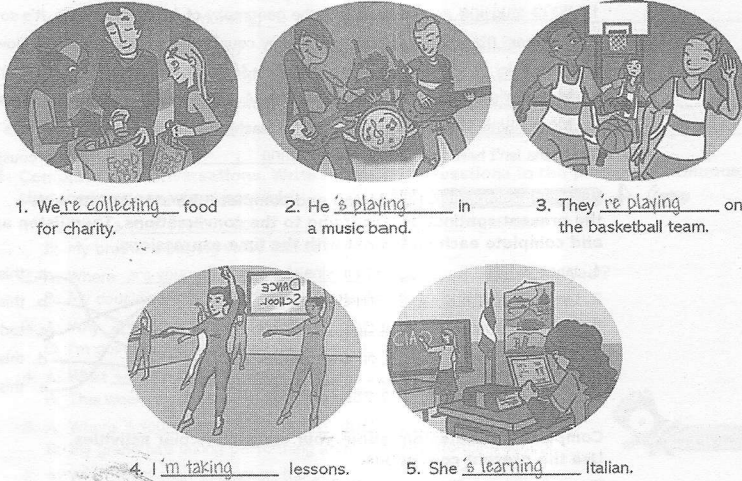
**1. Look at the pictures. Read and listen.**



1. take singing lessons    2. play in the school orchestra    3. play in the school band  
4. play on the soccer team    5. learn a new language    6. collect money for charity

**2. Pronunciation** Listen and repeat.

**3. Look at the pictures. Complete each statement with the verbs from the Vocabulary. Use the present continuous. Use contractions.**



1. We're collecting food for charity.    2. He 's playing in a music band.    3. They 're playing on the basketball team.  
4. I 'm taking lessons.    5. She 's learning Italian.

**Exercise 2** 1-24

- Play the CD or read the phrases aloud for students to repeat.
- Make sure that the students notice the different prepositions: *in* or *on*. Practice the words *orchestra* and *charity* separately, to focus on the two pronunciations of the letters *ch*, pronounced /k/ in *orchestra* and /tʃ/, in *charity*.
- Clap or tap on your table to encourage natural sentence stress on the verbs and the main noun in a noun phrase, e.g., take singing lessons play in the school orchestra play on the soccer team learn a new language collect money for charity.
- Invite individual students to say the phrases.

**Exercise 3**

- Read the direction line aloud. Establish that the students have learned the new phrases with the verb in the base form and that they are now going to change the verbs, as they have done in earlier units, to talk about these activities in the present continuous.
- Write the example on the board and circle *We're*. Then copy number 2 with the gaps onto the board:  
*We're \_\_\_\_\_ in a rock band.*  
Say *Look at Exercise 1. Find an activity similar to "rock band" (play in the school band). Confirm and ask "What's the present continuous form of "play" when the subject is "he"?" (He's playing).*
- If necessary, look back with the class at the spelling rules for forming the present participle on page 12. (For this exercise, students in fact only need the rule about dropping the -e, but it is good practice to encourage them to think about changes that they might need every time they form a verb in the present continuous.)
- Turn back to page 23 and ask students to complete the exercise.
- Write the exercise, with gaps on the board while the students are working and invite volunteers to come and complete the gaps for everyone to check their work.

**Further support**  
Extra Practice CD-ROM

**Vocabulary**

**Aim**

Practice phrases for extra-curricular activities

**Exercise 1** 1-23

- Talk about each picture and phrase, making sure that students understand the meaning. Explain if necessary that an orchestra generally plays in a more formal setting, with most players sitting down. A band often performs while marching or standing up, as shown in the picture, and there aren't usually any string instruments.
- Play the CD or read the phrases aloud while students follow.

**Usage**

Note the correct use of prepositions in these phrases:

*play in an orchestra or band*  
*play on a team*

Without an article, the word *charity* expresses the general meaning of giving to help others in need. Used with an article, *a / the charity* refers to a specific charity. Compare these examples:

*They often give to charity.*  
*She works for a charity that provides food and shelter after a natural disaster.*

# Grammar

## Aim

Practice the present continuous for actions that continue in the present

### Usage

This page extends the practice of the form of the present continuous with a slightly different use, to express actions that continue in the extended present (today, this month, this year). In Unit 9, students will learn the use of the present continuous to refer to the future.

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1

- Focus on the photo and establish that the boy is wearing a specific team uniform. Elicit that he will probably play lots of games during the year.
- Ask if anyone in the class is on a school team this year. If yes, say *That's great! (Name)'s playing on the [basketball] team this year.* Help everyone understand that it is possible to say that a person is playing a sport, even though he or she isn't playing sport right then.
- Then look at the chart to review the use for actions in progress now that students already know, and move on to study further examples of actions that continue in the present.
- Focus on the *Language tip* to point out that the time expression can be at the beginning of a sentence.

### Exercise 2

- Play the CD or read the grammar examples aloud for students to repeat.
- Encourage students to use intonation to sound interested by using a higher "note" on the noun and stressing the noun rather than the verb.



*She's doing her homework this morning.*

- Invite individual students to repeat a statement, making sure that they pronounce the contracted form of *be*.

#### AUDIOSCRIPT 1-25

I'm doing my homework right now.  
I'm playing on the soccer team this year!  
The weather isn't good, so I'm staying home today.  
She's doing her homework this morning.  
We're practicing basketball this afternoon.

### Exercise 3

- Read the direction line aloud. Remind students to check the spelling rules. Establish that *study* ends in two consonants, so just add *-ing*.

## Grammar The present continuous for actions that continue in the present

### 1. Study the grammar.

- Reminder** You can use the present continuous for actions in progress now.  
I'm doing my homework right now.

You can also use the present continuous for actions that continue in the present. You can use time expressions to be specific.

I'm playing on the soccer team **this year!**  
The weather isn't good, so I'm staying home **today.**  
She's doing her homework **this morning.**  
We're practicing basketball **this afternoon.**



#### Language tip

- Time expressions can also be at the beginning of a statement.  
*This year, I'm studying English.*

(125)

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each statement about actions that continue in the present. Use contractions.

- We're studying \_\_\_\_\_ (we / study) the geography of Africa this month. It's so interesting!
- This year, my cousin's taking \_\_\_\_\_ (my cousin / take) singing lessons. Now he can sing!
- This week, we're collecting \_\_\_\_\_ (we / collect) money for our school orchestra.
- My sister's staying \_\_\_\_\_ (my sister / stay) with our grandparents this week. She's so lucky!
- Mr. Mullin's teaching \_\_\_\_\_ (Mr. Mullin / teach) our math class this year. He's a nice teacher.
- Martha isn't here this week. She's visiting \_\_\_\_\_ (she / visit) her cousins in Canada.

(126)

### 4. Listening comprehension Listen and complete the statements with the present continuous, according to the conversations. Then listen again and complete each statement with the time expressions.

- Janet is visiting \_\_\_\_\_ her cousins \_\_\_\_\_ a. this year.
- Lucas is studying \_\_\_\_\_ French \_\_\_\_\_ b. this week.
- Their classmates are collecting \_\_\_\_\_ clothes for charity \_\_\_\_\_ c. today.
- Valerie is playing \_\_\_\_\_ on the volleyball team \_\_\_\_\_ d. this morning.
- Ms. Winnow isn't teaching \_\_\_\_\_ the class \_\_\_\_\_ e. this afternoon.



About you!

#### Complete the statement about your extra-curricular activities. Use the present continuous.

This year, I'm \_\_\_\_\_

- Circulate to check for the correct use of auxiliaries and the apostrophes.
- Students exchange books to check.

### Exercise 4

- Read the direction line aloud slowly, phrase by phrase.
- Play the first conversation on the CD or read the audioscript aloud yourself.
- Point out to students that they don't hear the exact words *Janet is visiting*. They need to listen to the conversation to determine the verb that is needed. Read the sentence *Janet ... afternoon* and remind students that they match the time expressions after the second listening.
- Tell students to use a pencil and then continue playing the other four conversations, pausing for students to think and write the verb forms.
- Check the verb forms with the class.
- Students listen again and draw lines.
- They compare answers in pairs.

#### AUDIOSCRIPT 1-26 PAGE 105

#### About you!

- Encourage students to mention more than one activity if relevant.

#### ANSWER

Students' own answer

#### Further support

Extra Practice CD-ROM

## Grammar The present continuous: information questions

### 1. Study the grammar.

#### Information questions

What <b>are you doing</b> ?	(I'm working.)
What <b>is</b> your class <b>studying</b> this month?	(The geography of the United States.)
Where <b>is</b> Mr. Lake <b>teaching</b> this year?	(At our school.)
Why <b>is</b> David <b>wearing</b> the team uniform?	(Because there's a game today.)
Who <b>is</b> Karen <b>calling</b> ?	(She's calling her friend.)
BUT Who <b>is calling</b> Karen?	(Gary is calling Karen.)

#### Contractions with is

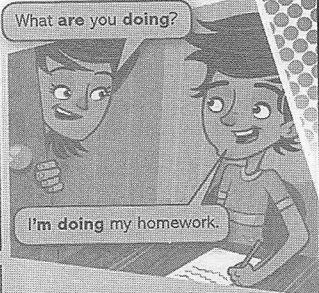
What's = What is    Why's = Why is    Where's = Where is    Who's = Who is



**Language tip** • Don't contract *are*.  
What are you doing? NOT *What're you doing?*

What are you doing?

I'm doing my homework.



### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Write information questions, using the cues. Use question marks. Use full forms, not contractions.

- (what / she / do / this morning) What is she doing this morning?
- (where / he / go / right now) Where is he going right now?
- (why / you / take / performing lessons) Why are you taking performing lessons?
- (what / they / study / this month) What are they studying this month?
- (who / your cousin / babysit) Who is your cousin babysitting?

### 4. Complete the conversations. Write information questions in the present continuous. Use contractions when possible.

- A: What 's your brother doing right now?  
B: My brother's playing video games in his room.
- A: Where are your cousins studying English this year?  
B: My cousins are studying English in Los Angeles.
- A: Why are you going to the beach now?  
B: I'm going to the beach now because it's so sunny!
- A: What 's your class studying this week?  
B: This week my class is studying the geography of Europe.
- A: Where 's your grandma taking performing lessons?  
B: My grandma's taking performing lessons at a performing school.
- A: Why 's that man writing on the board?  
B: That man is writing on the board because he's our teacher!

twenty-five 25

## Grammar

### Aim

Practice the present continuous: information questions

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1

- Focus on the picture and elicit the meaning of the question.
- Then look at the chart with the class and check comprehension of all the question words.
- Option:** If you want to explain the two questions with *Who*, write them on the board and circle *Karen* in each. Ask the class to look at the answers in their books and to translate the two questions into their own language to highlight the meaning.

- Then ask in English *Who is making a phone call?* (*Karen*). *Yes, she's the subject.* For the second, ask *Who is making a phone call?* (*Gary*). *Yes, so here Karen is the object.*

### Usage

In spoken English, responses to all information questions are usually shortened as shown in the chart, rather than in complete sentences, e.g.,

**A** *What are you doing?*

**B** *My homework.*

*Whom* is the object form of *Who*, but it is now considered very formal and is never used in object questions, e.g., *Whom is Karen calling?* However, some people still consider it the most correct form of the object relative pronoun and use it in formal writing:

*The girl whom I saw yesterday ...*

### Exercise 2 1-27

- Play the CD or read the grammar examples aloud for students to repeat.
- Encourage the students to copy the intonation pattern that they hear in the questions, starting high and falling.
- Invite individual students to say the statements, and make sure that they are pronouncing the auxiliary verb.

#### AUDIOSCRIPT 1-27

What are you doing? I'm working.  
What is your class studying this month?  
The geography of the United States.  
Where is Mr. Lake teaching this year?  
At our school.  
Why is David wearing the team uniform?  
Because there's a game today.  
Who is Karen calling? She's calling her friend.  
Who is calling Karen? Gary is calling Karen.

### Exercise 3

- Read the direction line aloud, pointing to the cues to illustrate the meaning.
- Point out the capital letter at the start of the example question and remind students to follow the spelling rules, too.
- Circulate to help as necessary.
- Invite volunteers to write the questions on the board.

### Exercise 4

- Read the direction line aloud. You may like to establish that the verb in the sample answer in A (do) differs from that in the response (play) because the question is very general. In the rest of the exercise, students can use the verb from the answer in their questions. Demonstrate by doing number 2 as a whole class.
- Point out that when the answer uses *I* or *my*, the question uses *you* or *your*.
- Invite volunteers to read out the questions and answers in "open pairs".

### Further support

Extra Practice CD-ROM

# Reading

## Aim

Develop reading skills: *Teen2Teen Friends'* profiles

## Warm-up

Ask the class *Who is taking music or singing lessons this year? Who is taking dancing lessons?* If relevant, ask the students to talk about their lessons. If someone mentions an instrument, you can supply the English word and help the student to say *I'm taking guitar / piano / trumpet (etc.) lessons this year.* Ask about other family members, too.

Then discuss learning a language. Elicit from the whole class *We're learning English this year* and then ask about other family members. Ask if anyone has a sibling studying at university and again help express that in English.

### BACKGROUND INFORMATION

Japan has its own musical tradition and history, but Western classical music was introduced into Japan in the second half of the 19th century and it was first included on the school curriculum from 1872. Early 20th century educational reformers developed a more child-centered approach to the study of music. Jazz was extremely popular in Russia in the 1930s, but after World War II, jazz bands and artists were persecuted under Stalin because of the American origins of jazz. Under Khrushchev, jazz was once again allowed to flourish and the American artist Benny Goodman not only toured Russia, but also recorded an album in Moscow in 1962.

### Exercise 1

- Read the direction line aloud. Ask students to read, listen, and follow to find out where the two girls are from.
- Play the CD or read the profiles aloud while students follow.
- Check the meaning and practice the pronunciation of *musician* /myu'zɪʃn/ with the class.

### ANSWER

Emi's from Tokyo and Maya's from Moscow.

### Exercise 2

- Read the direction line aloud and use the example to establish that they need to find the information in the profiles. Point out that the words they need won't necessarily be word-for-word in the profiles. For example, the profile says *Emi is taking violin lessons at a music school this year*, but number 1 in the exercise doesn't use the phrase *at a music school*.

## Reading Profiles to introduce new people

1. Read about two new people on Teen2Teen Friends. What cities are Emi and Maya from?

Teen2Teen Friends

Meet new friends

<p> Julie Duclos Meet my new friend, Emi Sato!</p> <p>Emi Sato is from Japan, and she's fourteen years old. Her hometown is the great city of Tokyo! Emi is taking violin lessons at a music school this year, and she can play really well. She's playing in her school orchestra for the first time. Her brother, Kenji, is staying with their aunt and uncle in the United States. They're both teachers at San Diego State University now, and he's studying computer science there. Emi and her brother are on Teen2Teen Friends every day, so they can speak by webcam.</p>	<p> Gan Yu Meet my new friend, Maya Ivanova!</p> <p>Maya Ivanova is fourteen, and she's from the fantastic city of Moscow, in Russia. Maya is learning English at her school this year, and she's also taking art lessons after school. She can draw people really well. This week, people are buying her drawings of famous people, and she's collecting money for charity. Maya's father is a musician in a jazz band, and her mother is a dancer. Maya's sister, Olga, is ten, and she's studying English, too. Maya says, "Teen2Teen Friends is great! I can meet people, and I'm making new friends from all over the world."</p>
---	--

### 2. Complete the statements about Emi and Maya and their families.

- Emi is taking violin lessons this year, and Maya is taking art lessons.
- Emi can play the violin really well. Maya can draw people really well.
- Emi's brother is studying computer science, and Maya's sister is studying English.
- Emi's aunt and uncle are teachers. Maya's mother is a dancer, and her father is a musician.
- Maya's father is in a jazz band. Emi is playing in her school orchestra this year.

### 3. Read the statements. Circle T (true), F (false), or NI (no information).

- Kenji Sato is on Teen2Teen Friends every day. T / F / NI
- Olga Ivanova is on Teen2Teen Friends every day. T / F / NI
- Maya's parents can't speak English. T / F / NI
- Emi's aunt and uncle are teaching at San Diego State University now. T / F / NI
- Maya can't draw very well. T / F / NI
- Kenji is staying with his parents in the U.S. T / F / NI

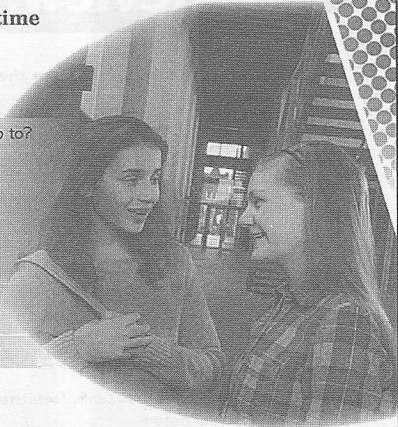
- Do number 2 as a class to make sure that everyone understands how to find and use the information.
- Circulate while students are working to help if necessary.
- Students compare answers in pairs. If they have different answers and aren't sure which is correct, ask them to raise their hands to discuss problems with the rest of the class.
- **Option: Compare information**  
To reinforce this reading strategy, divide the board in two and write *Emi* and *Maya* as column headings. Ask students which of Emi's family members are mentioned in her profile and list them below her name (*brother, aunt, uncle*). Repeat for Maya in her column (*father, mother, sister*). Go over the answers to Exercise 2 by writing the students' answers in note form in the columns on the board. For example, next to Emi write *violin lessons*.

### Exercise 3

- 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.
- They then compare answers in pairs.

129) 1. Read and listen to the conversation.

- A Hey, Paula. Long time no see. What are you up to?
- B Well, I'm playing on the soccer team this year.
- A Really? That's great!
- B What about you?
- A Me? I'm taking performing lessons.
- B No kidding! Hey! We should get together after school.
- A Great idea!



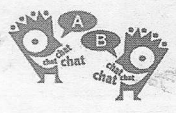
Positive adjectives  
 That's great!  
 That's nice!  
 That's cool!  
 That's awesome!

131) 2. Pronunciation Listen and repeat.

3. Guided conversation Make a list of some things you are doing this year, this month, and this week. Then use your list and create a NEW conversation.

- A Hey, \_\_\_\_\_. Long time no see. What are you up to?
- B Well, \_\_\_\_\_.
- A Really? That's \_\_\_\_\_!
- B What about you?
- A Me? \_\_\_\_\_.
- B No kidding! Hey! We should get together after school.
- A \_\_\_\_\_!

This year
I'm studying English.
This month
This week



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

Focus particularly on the expressions *Long time no see*, *Really?*, and *No kidding!*

Exercise 3

- Read the direction line aloud, emphasizing that their task is to create a new conversation.
- Focus on the notepad and give students five minutes to write some activities. If they need ideas, they can look back through the unit.
- Confirm that everyone has written some ideas. Then look at the gaps in the guided conversation together.
- Establish that they use a name in A's first gap. Refer back to Exercise 1, if necessary, to show that they need both an activity and a time expression (*this year / month / week*) for B's first gap.
- For A's next response, point out the other positive adjectives in the gray circle that the students could use instead of *great*.
- Continue with A's other two gaps (another activity and the enthusiastic response *Great idea!*).
- Students complete the gaps.
- Circulate to check the spelling of the present participles and to ensure that no one is copying Exercise 1.

Chat

- In pairs students read the new conversations they have written.
- **Option:** If practical, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to write down the activities that each pair mentions.

Extension

Writing page 91

Further support

- Extra Practice CD-ROM
- Workbook pages W8–W10
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

## Teen2Teen

Aim

Practice social language for greeting someone after a long time

Warm-up

Remind students that the *Teen2Teen Friends* were asking each other about their activities this school year and explain that the present continuous is commonly used to talk about actions that continue in the present. Ask students to imagine that they are talking to a cousin who lives in another city (or a friend who has left their area) whom they haven't seen for a long time. What would they tell their cousin / friend about this year? Elicit some examples.

Exercise 1 1•29–30

- Focus on the photo. Ask students to read, listen, and follow to find out what activities the girls are doing this year.

- Play the CD or read the conversation aloud while students follow.

Usage

*Long time no see* is a common fixed expression used when people meet up after a long time. The form never varies. *What are you up to?* is used in this context to find out what someone is doing or has been doing lately. *No kidding!* expresses surprise.

- Play the CD or read the *Positive adjectives* for students to repeat.

Exercise 2 1•31

- 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 a few individual students to repeat. Encourage everyone to use expressive intonation, sounding pleased to see their friend and interested in what he / she is doing.

## Review: Units 1–3

### Aim

Review and personalize the language learned in Units 1–3 and evaluate progress towards specific goals.

### Suggestion

Remind the students (or explain if the class didn't use *Teen2Teen One*) that the next two pages are to review the language that they have been learning so far and that, at the end of this *Review* section, they will think about their progress in English. These pages are an opportunity for the students to show what they know, not a test. However, depending on the use and timing of formal tests in your teaching situation, you can point out that these *Review* sections provide valuable preparation.

### Exercise 1

- You can invite two stronger students to read the conversation for the class.
- Then read the direction line aloud, adding *Circle a or b*.
- Students circle a or b.
- Invite volunteers to read the questions and answers in "open pairs".

### Exercise 2

- You can discuss the pictures first as a class. Focus on each picture in turn and try to elicit simple statements using subject pronouns, e.g., *She's cooking*. This is an opportunity for more spontaneous use of language, which will give you a useful indication of how well the students have grasped the present continuous during the last three units.
- Then read the direction line aloud. Remind the students about the spelling rules for forming the past participle (though in this exercise the only spelling change is *babysitting*).
- Circulate while students are writing to encourage and help as necessary. If any students finish early than the rest, ask questions about the pictures.
- Before going over the answers, model the names, particularly the /dʒ/ sounds in *Jeffrey* /'dʒefri/ and *Jenny* /'dʒeni/ and the diphthong in *Brian* /'braɪən/.
- Invite volunteers to read aloud their completed statements. For number 4, ask the student to spell *babysitting*.
- Students can exchange books to check their work.

## Review: Units 1–3

### 1. Read the conversation. Choose the correct answer to each question.

Andy: Hello?

Jason: Hi, Andy. This is Jason. Where are you?

Andy: I'm at the mall. I'm shopping for school clothes. Why?

Jason: Because we're playing soccer in the park. You should come.

Andy: Now? I'm sorry, I can't. I'm not wearing my soccer shoes.

- Where is Andy? (a) At the mall. (b) At the park.
- What is Andy doing? a. He's playing soccer. (b) He's shopping.
- What is Andy shopping for? (a) Clothes. b. Shoes.
- Where is Jason? a. At the mall. (b) At the park.
- Why can't Andy play right now? a. He's at the mall. (b) He's not wearing soccer shoes.

### 2. Look at the pictures. Complete the statements with the present continuous form of the verbs below.

babysit cook do eat help learn listen play with the cat play with the dog talk on the phone



- In the kitchen, Jeffrey's Mom is cooking. Jeffrey is helping her.
- In the living room, Dad is talking on the phone and he is playing with the cat, too.
- Jenny is in her room. She is doing her homework. This year at school, Jenny is learning Chinese.
- Brian is babysitting his little brother, Scott, in the living room. Scott is playing with the dog.
- They are eating dinner. They are listening to music, too.

### 3. Ask and answer the questions about activities. Use the present continuous with contractions when possible.

- A: What /you /do this week?  
B: We /take singing lessons /after school.  
What are you doing this week?  
We're taking singing lessons after school.
- A: What /your sister /study /in Mexico this year?  
B: She /study Spanish and English.  
What's your sister studying in Mexico this year?  
She's studying Spanish and English.
- A: Why /your boyfriend /collect money?  
B: He /collect money for charity.  
Why's your boyfriend collecting money?  
He's collecting money for charity.
- A: Where /your teammates /practice?  
B: Actually, they /not practice /this week.  
Where are your teammates practicing?  
Actually, they're not practicing this week.

28 twenty-eight

### Suggestion

It is often useful in a large class to ask students to exchange books to check answers. However, as this section is leading towards each student's evaluation of their progress, you may prefer to give the students the opportunity to check their own work against a clear model. Write by writing just the verb forms on the board once volunteers have read out the complete statements.

#### ALTERNATIVE ANSWERS

- Mom's cooking ... Jeffrey's helping ...
- Dad's talking ... he's playing ...
- She's doing ... Jenny's learning ...
- Brian's babysitting ... Scott's playing ...
- They're eating ... They're listening ...

### Exercise 3

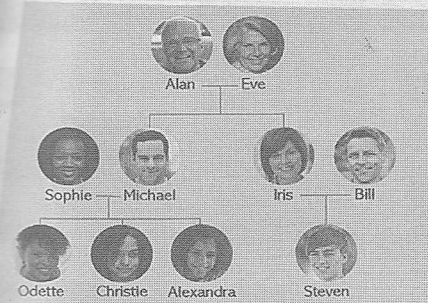
- Read the direction line aloud. Use the cues in the example to focus on the verbs that the students need to change.

- You can do number 2 orally as a class. Then remind students to think about spelling before they complete the exercise in writing.
- Invite volunteers to read the questions and answers as "open pairs". For number 4, ask the students to spell *practicing*.
- Students exchange books to check.

#### ALTERNATIVE ANSWERS

- She is studying ...
- He is collecting ...
- They aren't / are not practicing ...

Look at the family tree of Christie's family. Complete each statement with the name of the family relationship.



1. Odette and Alexandra are Christie's sisters.
2. Odette is Steven's cousin.
3. Michael is Steven's uncle.
4. Steven is Bill's son/child.
5. Alan and Eve are Steven's grandparents.
6. Iris is Christie's aunt.
7. Odette, Christie, and Alexandra are Sophie's daughters/children.
8. Alexandra and Christie are Steven's cousins.
9. Michael is Alan and Eve's son and Iris is their daughter.

- Ask students to raise their hands if they have written *working* for their mom. If you see that not everyone has raised their hand, ask people to share their ideas with the class. If any students used a present participle that needed a spelling change, ask them to spell what they have written.

**ANSWERS**

Students' own answers

**Progress Check**

- Discuss the goals with the class in the students' own language, looking back at the contents of Units 1–3 on pages 10, 16, and 22, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

**Suggestion**

For teachers new to the series:  
As the teacher, you will have more formal ways and opportunities to comment on your students' progress. To foster responsibility, it is best not to correct a student's self-evaluation, however tempted you may be, as students will then find the process pointless. You can, however, circulate while they are doing this activity and ask them, in a friendly way, to demonstrate that they can do everything that they have checked.

**Extension**

Cross-curricular Reading page 96  
Teen2Teen Friends Magazine 1 page 100

**Further support**

Video: Report  
Puzzles  
Review Tests A and B  
Listening Tests A and B

**All About You**

1. Write your own response to each person.



1. What are the names of your favorite cousins, uncles, or aunts?

You \_\_\_\_\_



2. What are you wearing right now?

You \_\_\_\_\_



3. What language are you learning at school this year?

You \_\_\_\_\_

2. Write about what people are doing right now.

My mom is \_\_\_\_\_

My classmates are \_\_\_\_\_

My neighbors are \_\_\_\_\_

You're awesome!



**Progress Check**

Check what you can do.

- Talk about the people in my family
- Talk about what I'm doing
- Discuss my activities at school and at home
- Greet someone after a long time
- Ask if someone is busy
- Use the Unit 1–3 grammar and vocabulary

**Exercise 4**

- Ask questions about the family tree to review family vocabulary. Say, e.g., *Find Christie. What's her mom's name? (Sophie) What's Christie's dad's name? (Michael) Who's Michael's dad? (Alan) Who's Christie's uncle? (Bill)*
- Read the direction line aloud and confirm that students understand the example. Remind them that they can check the spelling of the family words on page 13.
- Write the numbers 1–9 on the board while the students are working and then invite volunteers to write the family words on the board for everyone to check their answers.

opportunity to use English to talk about themselves.

- Students look at the photos, read the speech balloons, and then write an appropriate response. For number 1, some students may prefer not to single out certain cousins, uncles, or aunts as their favorites, or they may only have very few anyway. If you sense this, allow them to cross out the word *favorite* and to change *or* to *and*. They can then simply write all the relevant names as they wish.

**ANSWERS**

Student's own answers

**Exercise 2**

- Look at the three incomplete statements and establish with the students that they may not know for sure what their mom, dad, and friends are doing, but that they can guess.
- Students complete the statements.

**All About You**

**Exercise 1**

- Focus on the heading and remind, or explain that this section is an extended

# Unit 4

## Grammar

Plural nouns: spelling rules

some and any

## Vocabulary

Foods: count nouns

## Social language

Plan a meal with someone

## 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 the students that they will check their progress in the *Review: Units 4–6*.

## Vocabulary

### Aim

Practice foods: count nouns

### Exercise 1 1-32

- Ask the students to look at the food pictures and make sure that they recognize everything before they hear the words. To check, you could ask in the students' own language which of these food items are small (e.g., *a bean, a strawberry*), which fruits are big (*a mango, a banana*), and which foods we always or usually cook (*a bean, an egg, a potato*), and students may also say *an onion* although onions are also used raw in a salad).
- Play the CD or read the words aloud while students follow.
- Ask students why *an* is used with some of the food items (before a vowel sound).
- Point out that the same word is used for the color *orange* as for the fruit.

### Usage

English uses the word *beans* for both the edible dried seed of long pods and the fresh pods themselves. People usually refer to beans by their type. These beans are usually sold dried: *kidney beans* (brown, kidney-shaped), *black beans*, *white beans*, and *fava beans*. Some common long green or yellow beans sold fresh are *green beans*, *string beans*, *snap beans*, or *wax beans* (yellow ones).

### Exercise 2 1-33

- Play the CD or read the words aloud for students to repeat.
- Make sure that students don't try to pronounce the *-ge* of *orange* as an extra syllable and that they stress the first

# 4

## Are there any eggs?

Grammar: Plural nouns: spelling rules • some and any  
Vocabulary: Foods: count nouns  
Social language: Plan a meal with someone

### Vocabulary Foods: count nouns

#### 1. Look at the pictures. Read and listen.



1. an apple



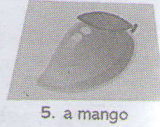
2. an orange



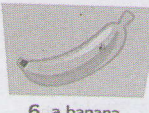
3. an onion



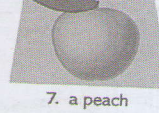
4. an egg



5. a mango



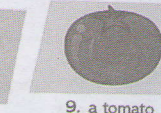
6. a banana



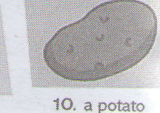
7. a peach



8. a strawberry



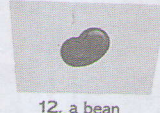
9. a tomato



10. a potato



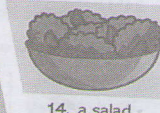
11. a pepper



12. a bean



13. a sandwich



14. a salad

#### 2. Pronunciation Listen and repeat.

#### 3. Listening comprehension Listen to the conversations. Check the food or foods in each conversation.

	a.	b.	c.	d.	e.	f.	g.	h.
1.	✓					✓		
2.					✓			
3.							✓	
4.				✓				
5.			✓					
6.		✓						✓

30 thirty

syllable of *strawberry*. Focus too on the /t/ sound in *orange* and the /n/ sound in *onion*.

- Check pronunciation by inviting individual students to say the words.

### Exercise 3 1-34

- Read the direction line aloud. Tell the students that they will hear the conversations twice, so they could use a pencil to check the first time.
- Play the CD or read the audioscript aloud, pausing after each conversation for students to check the food.
- Students listen again. This time they go over the check marks in pen.
- Students check answers in pairs.

#### AUDIOSCRIPT 1-34 PAGE 105

### Extra practice activity (all classes)

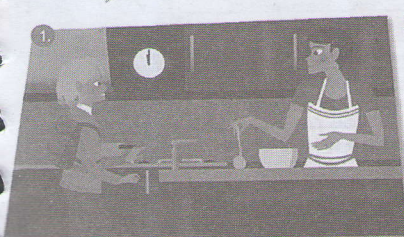
- Play a mime game. Choose one of the food items and mime preparing (e.g., peeling or cutting) or eating it. Ask *What am I eating?* or *What is it?* Students call

out (*It's a / an (orange)*). Some fruit mimes will be very similar, but if students have to guess again, they will practice more vocabulary, so it doesn't matter. The first student to guess takes your place, whispers the word to you, and then mimes for the class to guess.

### Further support Extra Practice CD-ROM

## Topic Snapshot

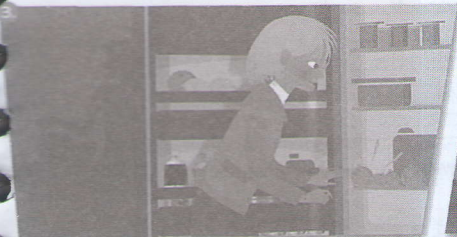
### 1. Read and listen to the conversation.



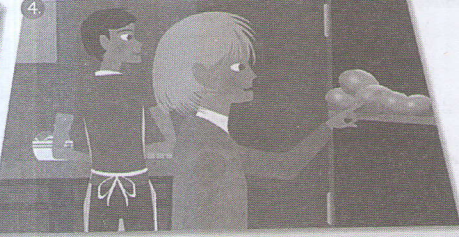
Karen: Hi, Mom. I'm home.  
 Mom: Oh, hi, Karen. You're a little early today.  
 Karen: Yeah. There's a teachers' meeting this afternoon. What's for lunch?



Mom: I'm making a salad and an omelet. Sound good?  
 Karen: Mmm. Can I help?  
 Mom: Sure! Do me a favor, OK?  
 Karen: Yup!



Mom: Check in the fridge. Are there any onions?  
 Karen: Just a minute. ... Yes, there are. Lots.  
 Mom: And what about potatoes?  
 Karen: No, Mom. There aren't any.



Mom: Oh! Wait a minute. Look in the cupboard, OK?  
 Karen: OK. ... Yeah, Mom. We're in luck. There are some potatoes here.  
 Mom: Great. Let's make a potato and onion omelet!

### 2. Complete each statement, according to the information in the Topic Snapshot.

Circle *a* or *b*.

- |  |  |                                   |
|--|--|-----------------------------------|
| 1. Today Karen is home ...             | <input type="radio"/> a. early.        | <input type="radio"/> b. late.    |
| 2. Karen's teachers are ...            | <input type="radio"/> a. in a meeting. | <input type="radio"/> b. at home. |
| 3. Karen's mom is ... lunch.           | <input type="radio"/> a. eating        | <input type="radio"/> b. making   |
| 4. There aren't any ... in the fridge. | <input type="radio"/> a. onions        | <input type="radio"/> b. potatoes |
| 5. There are some ... in the cupboard. | <input type="radio"/> a. potatoes      | <input type="radio"/> b. onions   |

### Usage

*What's for (lunch)?* can be used to ask about any meal.

When nouns are used as modifiers, as in *a potato and onion omelet*, or *a tomato salad*, the noun modifier is always singular. A common error is to make it plural: ~~a tomatoes omelet~~.

*Sound good?* is short for *Do they / Does that sound good?*

The phrase *We're in luck* can be used with any subject pronoun, but is most common with *We* and *You*.

### Exercise 2

- Read the direction line aloud.
- Students circle a or b.
- To go over the answers, invite volunteers to read out the entire statements.

### Extra practice activity (all classes)

- Explain that you are going to go around the class and start spelling the food words from the previous lesson for students to continue. Remind students that some words start with the same letter, so the second or third student will sometimes need to decide which word to spell (e.g., *p-e* could continue *p-e-a* for *peach* or *p-e-p* for *pepper*). Start by saying the first letter of any of the food words from page 30 and call on a student to continue.

### Extra extension activity (stronger classes)

- Write these statements on the board. Ask students to copy and complete them using the present continuous.  
*Karen's mom \_\_\_\_\_ (make) lunch.*  
*She \_\_\_\_\_ (cook) a potato and onion omelet.*  
*Karen \_\_\_\_\_ (help) her mom.*
- Invite volunteers to complete the answers on the board (*'s making*, *'s cooking*, *'s helping*). Make sure that everyone remembered the spelling rule for *making*.

## Topic Snapshot

### Aim

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

### Warm-up

Discuss cooking at home with the class.  
*Who generally cooks at home: mom or dad?*  
*Who regularly helps either of their parents with the cooking? If so, what do you do?*  
 You can discuss with the class that some American Junior High School students study Home Economics, including cooking and the study of food and nutrition.

### Exercise 1 1-35

- Focus on the pictures and ask the students what food they can see. (They can answer in the singular, e.g., *an egg*, *a potato*, *an orange*, *an onion in the fridge*) as they learn the formation of regular plurals in the next lesson.

- Point to the omelet in Karen's thought balloon and explain that she is going to help her mom. Ask the students to read, listen, and follow to find out what they're going to make.
- Play the CD or read the conversation aloud while students follow.
- Check students' ideas and practice the phrase *a potato and onion omelet*. Use the technique called *back-chaining*, modeling first from the end of the phrase for students to repeat with the correct stresses, and building up gradually:  
*omelet*  
*onion omelet*  
*potato and onion omelet*  
*a potato and onion omelet*
- Ask students to translate *cupboard* and practice the pronunciation, pointing out the silent *p* and the vowel sound in the second syllable /'kʌbɔ:d/.

# Grammar

## Aim

Practice plural nouns: spelling rules

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1

- Focus on the photo and say *These are bananas*, making an exaggerated /z/ sound at the end. Point and count a *banana*, *two bananas*, *three bananas*, *four bananas*.
- Establish from this that they are going to learn how to form plurals in today's lesson and ask them to look at the rules.
- Compare the first rule with the students' own language and ask the class for examples of regular plural -s in their language to show them that not all rules in English are difficult.
- With the second rule, stress that the spelling is the focus, but also model the pronunciation. Make sure that students simply add a /z/ sound on the end of *tomatoes*. Ensure too that they pronounce the extra syllable with a clear /ɪz/ sound after the consonant endings -ch (*sandwiches*), -s (*buses*), -sh (*dishes*), or -x (*boxes*).
- Demonstrate the rule for -y by writing *strawberry* on the board and crossing out the y and adding -ies. Model the pronunciation to show the students that there isn't an extra syllable when -y becomes -ies in the plural.

### Note

Students don't know many words ending in -x, but they have seen the word *box* in direction lines. In Unit 5, *box* will be introduced as a container.

### Exercise 2

- Read the direction line aloud and focus on the example in each column of the chart.
- Copy the chart headings onto the board while students are writing.
- Invite volunteers to write the plural forms on the board for everyone to check their work.
- Model the pronunciation of each word and ask students to repeat.

### Exercise 3

- Read the direction line aloud. Focus on the first picture and count aloud *One, two, three bananas and one, two, three, four peppers*. Point to the mangoes and ask *What are these? (Mangoes)*. Ask *How many are there? (Two)*. Confirm by reading aloud the whole example: *three bananas, four peppers, and two mangoes*.
- Before students work on their own, tell them that they can confirm what is in

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## Grammar Plural nouns: spelling rules

### 1. Study the grammar.

Add -s to most nouns.

banana → bananas    bean → beans

Add -es to nouns that end in -ch, -o, -s, -sh, or -x.

tomato → tomatoes    sandwich → sandwiches    box → boxes

If a noun ends in a consonant and -y, change the y to i and add -es.

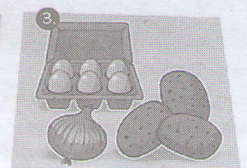
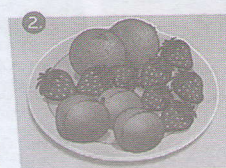
strawberry → strawberries    party → parties

### 2. Complete the chart with the plural forms of the nouns below.

apple    banana    box    country    dress    egg    family    mango    nationality  
onion    orange    party    peach    potato    strawberry

Plural with -s	Plural with -es	Plural with -ies
apples	boxes	countries
bananas	dresses	families
eggs	mangoes	nationalities
onions	peaches	parties
oranges	potatoes	strawberries

### 3. What can you see in each picture? Write the numbers as words.



- three bananas, four peppers, and two mangoes
- two oranges, eight strawberries, and three peaches
- six eggs, one onion, and three potatoes

About you!

What's your opinion? Answer each question with the names of foods.

What's good in an omelet? \_\_\_\_\_

What's good in a salad? \_\_\_\_\_

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thirty-two

each picture with a classmate if they need to.

- Clean the board if necessary so that you can invite volunteers to write the answers on the board.
- To go over the answers, ask volunteers just to write a single phrase with a number and a food item, to involve as many students as possible.

### About you!

- Establish that omelets and salads can be made with different ingredients. Ask students to think about their favorite type of omelet or salad. Encourage them to answer the questions with food words that they already know, but if they are very keen to use different words, you could allow them to use a dictionary, or to ask you for words. If any students do not like omelets or salads encourage them to share the food items from the vocabulary that they do like.

### ANSWERS

Students' own answers

### Further support

Extra Practice CD-ROM

## Grammar *some* and *any*

### 1. Study the grammar.

Use *some* and *any* to describe indefinite quantities of plural nouns.

Use *some* in affirmative statements.  
There are **some** apples in the fridge.

Use *any* in negative statements.  
There aren't **any** peppers on the table.

Use *any* in questions.  
Are there **any** onions in the omelet? (Yes, there are. / No, there aren't.)

There are **some** mangoes.  
There aren't **any** apples.

a definite quantity:  
four eggs

an indefinite quantity:  
some eggs



#### Language tip

- For short answers, you can also say:  
Yes, there are *some*. / No, there aren't *any*.

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the crazy kitchen. Choose *some* or *any* to complete each statement or question.



What a crazy kitchen! There are (1) **some** / **any** notebooks and markers in the fridge. There are also (2) **some** / **any** bananas. There aren't (3) **some** / **any** eggs in the fridge. But what's on the table? There are (4) **some** / **any** phones on the table, and there are (5) **some** / **any** eggs on the phones. There are also (6) **some** / **any** drums in this crazy kitchen, next to the fridge. In the fridge, there are also (7) **some** / **any** books. That's crazy! Are there (8) **some** / **any** peppers in the fridge? No, there aren't (9) **some** / **any** peppers there. But there are (10) **some** / **any** peppers under the chair. That's really crazy!

### 4. Complete the conversations with *some* and *any*.

- A: There aren't any tomatoes for our sandwiches.  
B: Oh, no! That's really too bad. Wait! Let's use some peppers in the sandwiches.  
A: Cool idea!
- A: I'm making a salad. Do me a favor?  
B: Sure!  
A: Please check the cupboard. Are there any onions?
- A: Mmm. What's in this? It's great!  
B: Well, there are some bananas and some strawberries in it.
- A: Hi, Stan. I'm at the store. Are there any oranges in the fridge?  
B: Let me check. ... No, sorry. There aren't any oranges.
- A: I'm making an egg salad sandwich. How many eggs are there in the fridge?  
B: I'm not sure. Just a minute. ... Oh, no! There aren't any eggs.

thirty-three 33

- Encourage students to stress the nouns in the examples and to use the weak pronunciation of *some* /səm/. Make sure, too, that they use the correct vowel sound in *any* /'eni/.
- Check pronunciation by inviting individual students to say the examples.

#### AUDIOSCRIPT 1-36

There are some apples in the fridge.  
There aren't any peppers on the table.  
Are there any onions in the omelet?

### Exercise 3

- Exercise 3 practices *some* and *any* and recycles vocabulary from *Teen2Teen One*.
- Read the direction line aloud and have students look at the picture. Establish that lots of things are in the wrong place.
- Focus on the example and ask why *some* is correct (because it's an affirmative statement with *There are*).
- Students complete the exercise.
- They compare answers in pairs.

### Suggestion

If you go over the answers as a class, bear in mind that *some* will probably be pronounced in its full form in isolation. You can encourage students to pronounce it with a natural weak form in a whole sentence for comparison.

### Exercise 4

- Read the direction line aloud and ask why the example answer is *any* (because it's a negative statement with *There aren't*).
- Students read and complete the conversations.
- To go over the answers, ask volunteers to read aloud complete statements or questions.

#### Further support Extra Practice CD-ROM

## Grammar

### Aim

Practice *some* and *any*

### Grammar support

Interactive Grammar Presentation

### Exercise 1

- Focus on the picture and say *Look, here are some mangoes. How many mangoes are there? (Three). How many apples are there?* Students will probably shrug their shoulders or try to answer in their own language. Confirm by reading aloud, *Yes, that's right. There aren't any apples.* To make sure everyone understands, ask *How many (bananas) are there?*, confirming (or helping students if they try to use the new language) by saying *That's right. There aren't any (bananas).*
- Look at the rules with the class, translating the cognates *indefinite quantities*. To check understanding, write the start of three examples on the

board and ask students which word comes next in each case:

*There are ... (some)*

*There aren't ... (any)*

*Are there ... (any)?*

- Point out the explanation of definite and indefinite quantities and confirm that we use *some* when we are not sure of the number.
- Focus on the *Language tip* to show that *some* and *any* can be used in short answers. Confirm that the short answers as shown in the chart are also perfectly correct.

### Usage

The word *some* generally refers to three or more of an item, though it's not incorrect to use it for two of an item. It is not generally used for a large quantity.

### Exercise 2 1-36

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

# Reading

## Aim

Develop reading skills: a menu of international foods

## Warm-up

Discuss with the class traditional dishes from their country and take a vote on a favorite national dish. Then ask: *What foods do you associate with different countries? (e.g., Italy – pizza and pasta).* Encourage students to use any countries and nationality adjectives that they know in English, together with any food words from this unit, but bear in mind that they may need to use their own language to express themselves.

## Exercise 1

- Ask students to read the menu to decide which of the dishes would be their favorite.
- Use the photo to teach the meaning of *carrots*. Tell the students that *quails' eggs* are very small and ask them to translate into their own language. Assist as needed.

## ANSWER

Students' own answer

## Exercise 2

- Read the direction line aloud. To confirm that the example is correct, ask students to find *sandwiches* on the menu (*Swedish mini tomato and egg sandwiches, egg salad sandwich, grilled vegetarian sandwich*). Make sure that they are reading carefully and that no one suggests the *vinaigrette* where the text says *Great with ... a sandwich*.
- Focus on number 5 and check students remember the meaning of *only*. Ask a volunteer to translate the statement.
- Then have students do the exercise. Tell them to read carefully, to check whether the verb is affirmative or negative, and to circle T or F.
- When you go over the answers, invite volunteers to read the sentence and say *True* or *False*. Check whether everyone agrees. If there are any disagreements, ask students to justify their answers.
- **Option: Scan for information**  
To reinforce this reading strategy, ask students to circle the key words in each item, e.g.,  
1. *sandwiches*, 2. *eggs / sandwiches*, 3. *egg and carrot dishes*, 4. *peaches*, 5. *tomatoes*, 6. *egg / onions*, 7. *banana / omelet*, 8. *beans / salad / egg*  
For each item, ask students to quickly find the words in the menu to determine if the statement is true or false.

4

## Reading A café menu


1. Read the café menu. What's your favorite dish on the menu?

**The Cooking Club's International Lunch**

**When?**  
March 15, from 12:00-2:00

**Where?**  
The Barker School Café

Bring your family and friends!  
**Come, eat, and enjoy!**



**MENU**

Please order all dishes by number!

**International Salad Bar**

1. American-style carrot salad
2. Brazilian tomato "vinaigrette" salad (tomatoes and onions)  
Great with eggs or a sandwich!
3. Cold Italian white bean and tomato salad
4. German potato salad
5. French egg salad (with no onions)
6. Russian egg salad (with onions)
7. Caribbean mango-peach-onion salad

**Sandwich Bar**

8. Swedish mini tomato and egg sandwiches
9. Egg salad sandwich with peppers, Mexican style
10. Grilled vegetarian sandwich (tomatoes, onions, carrots)






**Egg Dishes**

11. Spanish potato omelet
12. Brazilian quail's eggs
13. Peruvian "tacu-tacu" (eggs, onions, yellow peppers, beans, and more!)
14. Turkish "menemem" (eggs, tomatoes, peppers, and more!)

2. Circle T (true) or F (false), according to the menu.

1. There aren't any sandwiches on the menu.     T / (F)
2. There are eggs in some sandwiches.            (T) / F
3. There are two egg dishes with carrots.          T / (F)
4. There aren't any peaches on the menu.          T / (F)
5. There are tomatoes in only three dishes.        T / (F)
6. There aren't any egg dishes with onions.        T / (F)
7. There aren't any banana omelets.                (T) / F
8. There are beans in a salad and in an egg dish.    (T) / F

3. Complete the chart. Write the numbers of the dishes from the menu.

	a. 	b. 	c. 	d. 	e. 
Two dishes that have some ...	4, 11	5, 6, 8, 9, 11, 12, 13, or 14	2, 3, 8, 10, or 14	9, 13, or 14	2, 6, 7, 10, or 13
Two dishes that don't have any ...	1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, or 14	1, 2, 3, 4, 7, or 10	1, 4, 5, 6, 7, 9, 11, 12, or 13	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, or 12	1, 3, 4, 5, 8, 9, 11, 12, or 14

34 thirty-four

## Extra extension activity (stronger classes)

- Show the students how to change the food item in each statement in Exercise 2 to create a new True / False item, e.g.,  
*There aren't any salads on the menu.*
- Students write four new statements: two affirmative and two negative.
- Circulate to check the plural spellings and the use of *some* and *any*.
- They exchange statements with a classmate and circle T or F.

## Exercise 3

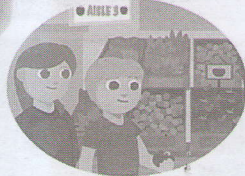
- Read the direction line aloud. Focus on the pictures and elicit the meaning of *Two dishes that have some / that don't have any*. Ask a volunteer to explain why the numbers 4 and 11 are in the box under the potatoes (*the dishes numbered 4 and 11, i.e., German potato salad and Spanish potato omelet, both contain potatoes*).

- Do the next item with the class to make sure that everyone understands.
- Students' answers may vary. Stronger students may find more than two dishes that have / don't have the items.
- Say for each picture *There are some (eggs) in dishes ...* or *There aren't any (eggs) in dishes ...* and invite volunteers to give the numbers for everyone to check.

1. Read and listen to the conversation.



- A Hey, Vickie. Let's make a big tomato and pepper salad for Mom and Dad.
- B Great idea. Are there any tomatoes in the fridge?
- A ... Uh-oh! There aren't any. But there are some peppers.
- B Well, we can buy some tomatoes.
- A OK. Let's go shopping!



2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Choose a dish. Change the people and the places.

Places  
in the kitchen  
in the fridge  
in the cupboard

- A Hey, \_\_\_\_\_. Let's make a big \_\_\_\_\_ for \_\_\_\_\_.
- B Great idea. Are there any \_\_\_\_\_ in the \_\_\_\_\_?
- A ... Uh-oh! There aren't any. But there are some \_\_\_\_\_.
- B Well, we can buy some \_\_\_\_\_.
- A OK. Let's go shopping!

**Ideas for dishes**

- Carrot salad (carrots and onions)
- Two-bean salad (black beans and white beans)
- Potato salad (potatoes and red peppers)
- Potato omelet (eggs and potatoes)
- Tomato omelet (eggs and tomatoes)
- Banana and orange salad (bananas and oranges)



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

spontaneous when they make the suggestions with *Let's*.

Exercise 3

- Read the direction line aloud. Establish that they will be choosing a dish from the list on the right.
- Choose one of the dishes from the list and say, e.g., *Hey, everyone. Let's make a big potato salad for (name another teacher at your school)*. Establish that this is an example of A's first line and then ask the class what you need to make this dish (*potatoes and red peppers*). Show students where to use the two food ingredients in the gapped conversation and where to write a place from the list on the left.
- Remind the students that they are going to create a new conversation, so they aren't going to make a tomato and pepper salad.
- Circulate to make sure that students are completing the gaps appropriately.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to write down the dish that each pair decides to make and the place where they look for one of the ingredients.

Extension

Writing page 91

Further support

- Extra Practice CD-ROM
- Workbook pages W11–W13
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Teen2Teen

Aim

Practice social language for planning a meal with someone

Warm-up

Ask the students to imagine that they are looking in their fridge at home, wondering what to cook. Give them three minutes to write an imaginary list of what they find in the fridge. Say *Open the fridge, look, and write ... now!* Near the end of the time limit, count from 10–1, then say *Stop! Close the fridge!*

Find out who has the shortest list and invite that student to read it out. (This ensures that a weaker student contributes.) Then ask other students to raise their hands and invite them to say one item from their list that hasn't yet been mentioned. (This makes sure that everyone listens.) Continue until you have covered everything on everyone's lists.

Exercise 1 1-37

- Focus on the photo and ask the class whether they think the boy and girl are friends or siblings.
- Play the CD or read the conversation aloud while students follow.
- Confirm afterwards that the boy and girl are brother and sister because they talk about cooking for *Mom and Dad*.

Usage

People say *Uh-oh*, with falling intonation, to mean that something negative has happened, but only if it isn't very serious.

Exercise 2 1-38

- 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 a few individual students to repeat. Encourage everyone to use expressive intonation for *Great idea* and *Uh-oh!* and to sound

# Unit 5

## Grammar

Count and non-count nouns: *How many* and *How much*

The simple present tense: statements

## Vocabulary

Drinks and more foods: non-count nouns

## Social language

Discuss likes and dislikes

## 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 the students that they will check their progress in the *Review: Units 4–6*.

## Vocabulary

### Aim

Practice drinks and more foods: non-count nouns

### Exercise 1 1-39

- Focus on the pictures and make sure that students recognize all the drinks and food items. Explain that *juice* is a generic word and ask students to list fruit from Unit 4 that they like in the form of juice. The word *soda* is also a generic word for any fizzy drink (apart from *energy drinks*). Ask students to give examples of brand names that they drink.
- Play the CD or read the words aloud while students follow.

### Usage

With the exception of *chicken*, many of the words are generic in this first presentation of non-count food items. In appropriate groups, you can teach *beef*, *lamb*, etc., and specific names of pasta, such as *macaroni* or *spaghetti*, that are popular with your students. Bear in mind that the pasta names are also non-count nouns in English and must not be made plural.

### Exercise 2 1-40

- Play the CD or read the words aloud for students to repeat.
- Focus in particular on these sounds:
  - the /u/ sound in *juice*, ignoring the written *i*
  - the short /ɛ/ sound in *bread* (unlike *tea* / *meat* / *peach*)
  - the hard /tʃ/ in *cheese* and *chicken*, contrasting this with the /ʃ/ in *fish*
  - the /aɪ/ diphthong in *rice*.

# 5

## We need a box of rice.

Grammar: Count and non-count nouns; *How many* and *How much* • The simple present tense; statements  
 Vocabulary: Drinks and more foods: non-count nouns  
 Social language: Discuss likes and dislikes

### Vocabulary Drinks and more foods: non-count nouns

#### 1. Look at the pictures. Read and listen.

##### Drinks



1. coffee



2. juice



3. milk



4. soda



5. tea



6. water

##### Foods



7. bread



8. cheese



9. chicken



10. fish



11. meat



12. pasta



13. rice

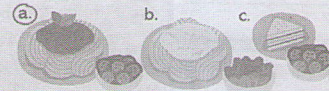
#### 2. Pronunciation Listen and repeat.

#### 3. Listening comprehension Listen to the conversations. Complete each statement.

##### Circle a, b, or c.

##### Conversation 1

1. The boy is eating ...



2. The girl is eating ...

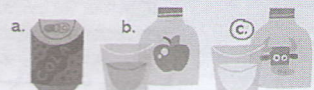


##### Conversation 2

3. There isn't any ...



4. There's some ...



### About you!

Complete the statements about your favorite foods and drinks.

My favorite foods are ..... My favorite drinks are .....

36

thirty-six

- Check pronunciation by inviting individual students to say the words.

### Exercise 3 1-41

- Read the direction line aloud and talk about the pictures, making sure that everyone recognizes the food items. Point out that there are two items to circle for each conversation.
- Tell the students that they will hear the conversations twice and ask them to circle in pencil the first time.
- Play the CD or read the audioscript aloud yourself, pausing after each conversation for students to circle.
- Students listen again and go over the circles in pen.
- They compare answers in pairs.
- Option:** In stronger groups, students can give their answers as whole statements, using the pictures for support, as they have now heard the language twice.

### AUDIOSCRIPT 1-41 PAGE 105

### About you!

- To avoid problems with grammar, ask students to use food and drink items from this page, not from Unit 4, to complete the statements.

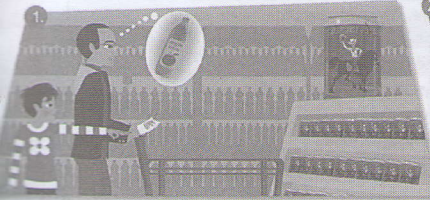
### ANSWERS

#### Students' own answers

#### Further support Extra Practice CD-ROM

Topic Snapshot

1. Read and listen to the conversation.



Dylan: Hey, look! They have Cowboy Cola!  
 Dad: Dylan, soda's bad for you. Let's buy some juice.  
 Dylan: Oh, please, Dad. Please!  
 Dad: Well, OK. But just two cans. One for you and one for your sister.



Dylan: Thanks, Dad. Oh. Here's the juice. Let's get some for breakfast.  
 Dad: OK. What kind?  
 Dylan: I want apple juice. OK, Dad?  
 Dad: All right. But your sister likes orange. Let's get a bottle of apple and a bottle of orange.



Dad: We need some chicken for dinner tonight. Oh! And we don't have any rice at home.  
 Dylan: I can get that. How many boxes should I get?  
 Dad: We only need one.



Dad: Oops! We need bread, too.  
 Dylan: How much?  
 Dad: Get one large loaf, please.  
 Dylan: No problem!

2. Choose the correct answer to each question. Circle a or b.

- Where are Dylan and his dad? a. At home. **b. At a store.**
- What are they buying? **a. Foods and drinks.** b. Drinks.
- What kind of juice are they buying? **a. Apple and orange.** b. Coffee and tea.
- What's for dinner? a. Fish and rice. **b. Chicken and rice.**

3. Circle the foods and drinks that Dylan and his dad are buying.

1. apple juice 3. cheese 5. coffee 7. milk 9. pasta 11. soda  
 2. bread 4. chicken 6. fish 8. orange juice 10. rice 12. tea

Usage

In the phrase *a bottle of apple and a bottle of orange*, the word *juice* is understood from when it was mentioned earlier. It's common to omit words like this when the reference is clear.

Exercise 2

- Read the direction line aloud. Ask students to work on their own, referring back to the conversation as necessary.
- To go over the answers, you could ask volunteers to read the questions and answers in "open pairs" across the class.

Exercise 3

- Read the direction line aloud and then point to the example.
- Get the students to read food items 1-12 and circle the ones that Dylan and his dad are buying.
- Circulate while students are working, making sure that they are checking back with the conversation.
- To go over the answers, invite volunteers to read out the words they circled.

Extra practice activity (all classes)

- Tell the class that you're going to read the conversation, but this time changing some of the words. Ask the students to listen carefully and to raise their hands (or call out if you prefer) when you change a detail in the text. You could make these changes:  
 Let's buy some milk (juice).  
 One for you and one for your brother (sister).  
 Let's get some for lunch (breakfast).  
 But your sister likes mango (orange).  
 We need some meat (chicken) for dinner tonight.  
 And we don't have any pasta (rice) at home.  
 Oops! We need cheese (bread), too.

Topic Snapshot

Aim

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

Warm-up

Ask the students who does the food shopping in their house and whether they help. Ask *When you go shopping with your parents, do you ask for things? Do you ask for new things that you see advertised on TV? Do your parents use a shopping list? Do your parents sometimes buy things that aren't on the list? Why?*

Exercise 1 1-42

- Focus on the pictures and establish that the boy is shopping with his dad. Ask students what Dylan wants to buy in picture 1 (*soda*).
- Ask students to read, listen, and follow to find out everything they buy.
- Play the CD or read the conversation aloud while students follow.
- Students list the items that they buy, using just the food words that they already know (*soda, juice / apple juice and orange juice, chicken, rice, bread*).
- Discuss Dad's line *soda's bad for you*, asking students if they know what the problem is with fizzy drinks (*they usually have a lot of sugar, so they're bad for your teeth*).
- Focus on the question *What kind?* and encourage students to use Dylan's response to work out the meaning.
- If students query the word *loaf*, explain that they will learn this way of talking about bread in the next lesson.

# Grammar

## Aim

Practice count and non-count nouns; *How many* and *How much*

## Grammar support

### Interactive Grammar Presentation

#### Exercise 1 1.43

- Discuss the first part of the chart with the class. Compare with food items in the students' own language that use an article and those which don't. Ask the class to turn back to page 30. Point out that these food items were presented with *a* or *an*. Then compare with page 36.
- Focus on the new question forms *How many* and *How much*, and compare with the students' own language, reminding the class that English nouns have no gender, so there is only one form of *How many* and one form of *How much*.
- Ask students to make new questions for *How many* with any of the food on page 30. Repeat with *How much*, using the food on page 36.
- Play the CD or read the list of containers and quantities on the left aloud, pausing for students to repeat. Explain that non-count foods and drinks come in packaging, such as bottles and boxes, that we can count. Emphasize that *bread* is never countable in English and that in order to specify how much, the words *loaf* (singular) and *loaves* (plural) is used. Explain that this plural is irregular and that *a loaf* is a larger amount of bread that is cut into pieces, not a bread roll.
- Option:** The list of containers here is enough for learners at this level, as these cover the foods and drinks presented in Units 4 and 5. In appropriate groups, you may wish to expand this list as follows:  
*a cup (of coffee, tea), a bag (of potatoes, onions), a carton (of juice, milk), a package (of pasta, coffee).*
- Focus on the last part of the chart and again compare with the students' own language to show that a general question with *How much* can be answered by using containers and quantity words.
- Use the *Language tip* to remind the students of the use of *some* and *any*, and remind them of the rules for forming plurals on page 32.

### Usage

If there is a compound subject with two non-count nouns, the verb is plural, e.g., *Pasta and rice are my favorite foods.* Container and quantity words are used with both count and non-count nouns: *a kilo of rice / a kilo of apples.*

# Grammar Count and non-count nouns; *How many* and *How much*

## I. Study the grammar.

Count nouns name things you can count. They can be singular or plural. Use *a* and *an* with singular count nouns.

**An apple is** nice in a salad. **Beans are** good for you.

Non-count nouns name things you can't count. They can't be plural. Don't use *a* and *an* with non-count nouns.

**Milk is** good in coffee. **Pasta isn't** my favorite food.

Use *How many* with count nouns. Use *How much* with non-count nouns.

**How many sandwiches** are there? (Two.)

**How much meat** is there in the fridge? (A kilo.)

Use containers and quantity words with non-count nouns to answer questions with *How much*.

There are **two bottles of water** on the table.



There's **a loaf of bread** in the cupboard.



### Language tip

- Use *some* and *any* with both plural count nouns and non-count nouns.  
*There are some apples and some cheese on the table.*  
*Are there any onions or any potatoes for dinner?*

## 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Circle the correct singular or plural forms.

1. Is there / Are there any bread here?

3. Are there / Is there any eggs in this salad?

2. Is / Are potatoes OK for breakfast?

4. Is there / Are there any pasta or rice?

### 4. Complete each question and answer with *How much* or *How many* and the correct container and quantity.

1. How many eggs are there? There are four eggs.



2. How much bread is there? There are two loaves.



3. How many peppers are there? There are two peppers.



4. How much pasta should we buy? Let's buy two boxes.



5. How much soda can we drink? We can drink three cans.



6. How much juice is there? There is one bottle.



38 thirty-eight

### Exercise 2 1.44

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that students pronounce the initial *h* in *How*. Point out that *many* and *any* have the same vowel sounds.

### AUDIOSCRIPT 1.44

An apple is nice in a salad.  
Beans are good for you.  
Milk is good in coffee.  
Pasta isn't my favorite food.  
How many sandwiches are there?  
How much meat is there in the fridge?  
There are two bottles of water on the table.  
There's a loaf of bread in the cupboard.

### Exercise 3

- Read the direction line aloud.
- Ask volunteers to read out the whole questions for everyone to check.

### Exercise 4

- Read the direction line aloud and refer students to the list of containers and

quantities. Focus on the example to show that they should use numbers, too.

- Invite volunteers to read out the completed questions and answers in "open pairs".

### Further support Extra Practice CD-ROM

# Grammar The simple present tense: statements

## 1. Study the grammar.



Affirmative			Negative		
I	like	tea.	I	don't	like
You	want	tea.	You	don't	want
We	need	tea.	We	don't	need
They	have	tea.	They	don't	have
He	likes	fish.	He	doesn't	like
She	wants	fish.	She	doesn't	want
	needs	fish.			need
	has	fish.			have

**Contractions**  
 does not → **doesn't**  
 do not → **don't**

**Language tips**

- Verbs with *he, she,* and *it* end with *-s*.  
*She needs cheese.* NOT *She need cheese.*
- Verbs with *I, you, we,* and *they* don't end in *-s*.  
*We like soda and juice.* NOT *We likes soda and juice.*
- For the verb *have,* use *has* with *he, she,* and *it*.  
*He has soda.* NOT *He have soda.*

## 2. Circle the correct verb forms.

- Dad want / **wants** some tea.
- We **need** / needs eggs.
- He **have** / has lots of apples.
- Elaine don't / **doesn't** need any tomatoes for the salad.
- He **like** / likes soda, but I **don't** / doesn't like milk.
- He have / **has** two boxes of pasta in the kitchen.

## 3. Pronunciation Listen to the correct statements from Exercise 2. Repeat.

## 4. Complete each conversation with the simple present tense of the verbs.

- A: Some tea?  
 B: No, thanks. I don't want (not want) tea. Is there any coffee?
- A: Kate likes (like) soda. Here's a can of orange.  
 B: But she doesn't need (not need) any! She has (have) a can on the table.
- A: Dad has (have) nice cheese from the store.  
 B: Great! He can make some cheese sandwiches for lunch.
- A: Is Lisa eating fish?  
 B: No way! Lisa doesn't like (not like) fish. She only likes (like) pasta.

# Grammar

**Aim**  
 Practice the simple present tense: statements

**Grammar support**  
 Interactive Grammar Presentation

**Note**  
 This first presentation of the simple present tense uses four basic verbs *like, want, need,* and *have*. Students will learn the spelling rules for the simple present tense third person singular in Unit 6.

## Exercise 1

- Look at the pictures and ask students to guess the meaning of the four verbs *like, want, need,* and *have*. Explain that this is the simple present tense in English.
- Focus on the chart and ask students what the difference is between the first three forms for *I, you, we,* and *they* and the equivalent forms for *he* and *she*. Write on the board:  
*I like tea. He likes tea.*  
 Circle the *-s* and emphasize that there are only two affirmative forms.
- Involve the class by writing prompts on the board and inviting individual students to complete the sentences using the third person singular, e.g.,  
*You want tea. She ... (wants tea).*
- Explain that the third person singular of *have* is *has*, an irregular form.
- Focus students' attention on the negative forms with the auxiliaries *don't* and *doesn't*. Point out the contractions

and full forms in the green box on the right. You could write the words on the board, pointing out that the apostrophe represents the missing letter *o* in *not*.

- Make sure students notice that there is no *-s* on the verb in the third person singular. It's in the auxiliary *doesn't*.
- Focus on the *Language tips* box to summarize the main points. Ask students to explain in their own language why the three examples after *NOT* are wrong in each case.

## Exercise 2

- Read the direction line aloud. Ask why the example answer is *wants* (because Dad takes a third person singular form, like he).
- Students circle the correct forms.
- Explain that they will check their work in Exercise 3.

## Exercise 3 1-45

- Play the CD or read the correct answers to Exercise 2 aloud for students to check and to repeat.
- Make sure that students pronounce the *-s* ending where appropriate. Exaggerate the long diphthong in *don't* /*dɒnt*/, contrasting with the short vowel sound in *doesn't* /*dʌznt*/, and encourage the class to copy you.

## Exercise 4

- Read the direction line aloud and focus on the example to point out that *not* in parentheses is a prompt for them to use the negative form, but it is not the correct negative form.
- Write on the board:  
*Rui \_\_\_\_\_ (not like) tea.*  
 and ask students what they would write in this case (*doesn't like*).
- Circulate while students are working to monitor how well they have grasped the correct forms.
- Invite volunteers to write just the correct verb forms on the board for everyone to check their work. Make sure that everyone uses the apostrophe in the contracted forms correctly.

**Further support**  
 Extra Practice CD-ROM

## Reading

### Aim

Develop reading skills: a restaurant review

### Warm-up

Ask if anyone has been to a kilo restaurant, where the food is priced according to how much your plate weighs. Encourage the students to talk about their experiences, or alternatively explain that there are kilo restaurants both in Brazil and in different countries around the world. You could review food vocabulary and encourage the class to think about the concept of weighing their plate by asking students which foods are light (e.g., *a salad*) and which foods are heavy (e.g., *potatoes*).

### Exercise 1 1.46

- Ask students to look quickly at the start of the restaurant review to find out where this restaurant is (*in Washington, in the U.S.*). Point out that the review describes it as a Brazilian restaurant. Ask the students to read, listen, and follow to find out whether all the dishes served there are Brazilian.
- Play the CD or read the review aloud while students follow.
- Answer the focus question in the direction line with the class.
- Encourage students to work out the meaning of the cognates *variety*, *specialty*, and *authentic*.
- Model the pronunciation of new words that will be useful for class discussions: *weigh* with its silent *gh*, *specialty* /'speʃlɪti/, and *kale* /keɪl/. An approximate pronunciation of the Brazilian dish *feijoada* is /feɪʒu'ædə/.

### ANSWER

No, they aren't all Brazilian. The restaurant serves lots of American and international dishes, too.

### Usage

Students may ask why *feijoada* and *farofa* are in italics. Explain that italics are generally used for words in a foreign language within an English text. As these food words are Portuguese within an English text, they are in italics.

*Delicious* is a positive adjective that is generally only used for foods and drinks.

### Exercise 2

- Read the direction line aloud, emphasizing that the students should check the information in the review.
- Students check answers in pairs.

## Reading A restaurant review

1. Read the restaurant review. Are all the dishes Brazilian at the Kilo Kafé?

### Brazil Kilo Kafé

Washington Night Life

There's a new Brazilian restaurant in the U.S. city of Washington: the Kilo Kafé. People in Washington really like this place! It's a "kilo restaurant." You weigh your plate. Is it a kilo? You pay for a kilo. Is it 500 grams? You pay for 500 grams. This kind of restaurant is new in the United States, but not in Brazil.

The Kilo Kafé has a variety of Brazilian specialties, and lots of American and international dishes, too. One favorite at the restaurant is an authentic *feijoada*, the famous Brazilian dish. At the Kilo Kafé, the *feijoada* has four different kinds of meat, and it has black beans, rice, and much, much more!

The *feijoada* at the Kilo Kafé also comes with *farofa* (manioc flour) and kale. Some people like orange slices with the *feijoada*, too. The colors of the *feijoada* are beautiful: the black beans, the yellow *farofa*, the white rice, the red-and-brown meat, and the green kale.



Buffet of Brazilian and international foods at the Kilo Kafé



*Feijoada* has black beans, meat, rice, and kale.

For delicious food and friendly people, come to the Brazil Kilo Kafé. Owners Ana Luisa and Oscar Soares welcome you!

NOTE: The Kilo Kafé only has *feijoada* on Wednesday and Saturdays and only for lunch.

### 2. Match the two parts of each statement, according to the restaurant review.

1. *Feijoada* has ...
  2. The Kilo Kafé is in the city of ...
  3. *Feijoada* is a famous dish from ...
  4. The Kilo Kafé has dishes from ...
  5. Kilo restaurants are new in ...
- a. Brazil and other countries.
  - b. Brazil.
  - c. Washington.
  - d. beans, meat, rice, and other things.
  - e. the United States.

### 3. What's in the Kilo Kafé's *feijoada*? Complete the statements with the ingredients below.

bananas beans cheese chicken eggs farofa fish  
kale meat onions oranges potatoes rice

It has beans, farofa, oranges, kale, meat, and rice

It doesn't have bananas, cheese, chicken, eggs, fish, onions, or potatoes

40 forty

### Exercise 3

- Read the direction line aloud and again emphasize that students should complete the exercise about the *feijoada* served at the Kilo Kafé, not according to how they have had the dish at home or in other restaurants.
- Encourage them to cross out each word when they have categorized it, as shown by the two examples.
- Students consider each ingredient, check back with the description of the *feijoada* in the review, and write it on the correct line.
- While students are working, write *It has* and *It doesn't have* on the board.
- Go over the answers by inviting volunteers to write the words in the correct columns for everyone to check.
- **Option:** *Scan for information* To reinforce this strategy, ask students to run their eyes over the review quickly to try to find each word from the list. If they cannot find it in the article,

they should write it on the *It doesn't have* line. If they find the word, they should write it on the *It has* line. For an additional challenge, and to encourage scanning quickly, you could make it a competition. The first student to finish raises his or her hand.

1. Read and listen to the conversation.

- A What are you in the mood for?
- B Me? I want some juice. You too?
- A Actually, no. I don't like juice very much.
- B Well, how about some soda?
- A Sounds good! I like soda a lot. It's delicious.



2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, write foods and drinks you like and ones you don't like. Then use your list and create a NEW conversation.

- A What are you in the mood for?
- B Me? I want some \_\_\_\_\_ You too?
- A Actually, no. I don't like \_\_\_\_\_ very much.
- B Well, how about some \_\_\_\_\_?
- A Sounds good! I like \_\_\_\_\_ a lot. \_\_\_\_\_ delicious!

Foods	
I like meat	I don't like bananas
Drinks	
I like milk	I don't like tea

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

Exercise 2 1-48

- Play the CD or read the conversation aloud line by line for the students to repeat.
- Practice each line first with the whole class, and also the word *delicious* /dɪ'liʃəs/ in isolation, encouraging the students to use expressive intonation.
- Then ask a few individual students to repeat different lines.

Exercise 3

- Read the direction line aloud and review that their task is to create a new conversation.
- Focus on the notepad to explain that they should write non-count nouns from Unit 5, e.g., *meat*, or plural nouns from Unit 4, e.g., *bananas*.
- Write the last gap on the board: \_\_\_\_\_ *delicious!*
- Ask students what words can go in this gap. If they say *It's*, confirm that this is correct with non-count nouns, but add above the line on the board: *I like bananas a lot*. Point again to the gap and ask *Can you write "It's" here?* (*No*). Elicit that they must use *They're* with plural nouns.
- Circulate to check that students use non-count nouns or plural nouns and that they use the correct verb form.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to note the food items that each pair mentions.

Extension

Writing page 92

Further support

- Extra Practice CD-ROM
- Workbook pages W14–W16
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Teen2Teen

Aim

Practice social language for discussing likes and dislikes

Warm-up

Play a chain game. Begin by saying *I like (juice)*. Explain to a stronger student that he / she should repeat what you like, using the *he / she* form, and then add something that he / she likes, with the *I* form. Write on the board:

*The teacher likes (juice) and I like ...*

Ask the stronger student to name a food or drink, using *I like* and any plural countable noun, e.g., *strawberries* or any non-count noun, e.g., *chicken*.

Help the next student to continue by saying e.g., *The teacher likes juice, (Ru) likes (meat), and I like (soda)*.

Continue around the class, allowing the class to help students who can't remember an item. For weaker classes, you

can write the food items people mention on the board.

Exercise 1 1-47

- Focus on the photo and establish that the two boys are choosing a drink.
- Ask the students to read, listen, and find out what the boys decide to have.
- Play the CD or read the conversation aloud while students follow.
- Check their answer (*juice and soda*).
- Ask students how to say *What are you in the mood for?* in their own language.

Usage

The word *grab* in the photo is an informal word meaning *take quickly*, so this is the part of the restaurant where you can buy an item and take it away. *Sound good?* was used as a question in Unit 4. Here, *Sounds good!* is a shortened form of *That sounds good*, often used in speech to mean *Good idea* or *I agree*.

# Unit 6

## Grammar

Frequency adverbs

The simple present tense: spelling rules

The simple present tense: *yes / no* questions

## Vocabulary

Daily routines

## Social language

Talk about a typical evening at home

## Values and cross-curricular topics

Daily routines

Foreign language

## Unit contents

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 in the *Review: Units 4–6*.

## Topic Snapshot

### Aim

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

### Warm-up

Write the three words for meals on the board: *breakfast, lunch, dinner*. Point to a word and ask a student *What time's (lunch) in your house?* Elicit the time in English and then say *And what about weekends?* Repeat with other students, asking about different meals. If anyone eats much earlier or later than others in the class, discuss the reasons why, e.g., because of their parents' jobs. If there is more or less a consensus on mealtimes, agree as a class what is typical in their country and say that in today's lesson they are going to find out when some of the *Teen2Teen Friends* have dinner.

### Exercise 1

1.49

- Ask the students to look quickly at the page to see who is posting today. For each character, ask *Where's (Maya) from?* (*Maya – Russia, Adam – the U.S., Phil – the U.K., Ana – Brazil*).
- Tell them to read and listen to find out what dinner times are mentioned.
- Afterward, elicit full sentences: *Ana eats dinner at nine o'clock. Adam eats dinner at six o'clock.* Invite the students' reactions to these dinner times.

# 6

## Do you eat dinner late?

Grammar: Frequency adverbs • The simple present tense: spelling rules: *yes / no* questions  
Vocabulary: Daily routines  
Social language: Talk about a typical evening at home

### Topic Snapshot

#### 1. Read and listen to the posts.

**Teen2Teen Friends**

16:04

**Maya Ivanova**  
Meet new friends  
Question of the day  
My blog  
Favorite places  
Video webchat

My Friends:  
Phil Campbell Adam Lucas  
Ana Costa ?New Friend

**Times of the day**  
in the morning  
in the afternoon  
in the evening  
**BUT** at night

Maya: I have a question for everyone. Do you exercise?  
Adam: Well, I do. I usually exercise in the morning, before school.  
Phil: Really? I never exercise.  
Ana: Phil, you should! It's good for you.  
Phil: I know. But it's not my thing.  
Ana: Well, it's nice chatting with everyone, but I'm going. It's time for dinner.  
Adam: Wait a minute. What time is it in Brasilia?  
Ana: Nine o'clock in the evening. Why?  
Adam: Dinner at nine? That's so late!  
Maya: Adam, do you eat dinner early at your house?  
Adam: We usually eat at six.  
Ana: Six o'clock? That's way too early for me! See you later!

Post a comment ...

#### 2. Complete the statements about the posts. Write *Phil, Adam, Maya, or Ana*.

- Phil doesn't exercise at all.
- Adam exercises in the morning.
- Phil should exercise.
- Ana usually eats dinner late.
- Adam usually eats dinner early.
- Maya has a question for everyone.

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- Write on the board *Phil, you should!* Ask *What should Phil do?* Elicit *Phil should exercise* and make sure everyone understands the meaning of *exercise*. Ask the students what exercise they do.
- Option:** See if anyone can guess the meaning of *usually* and *never* from the context. (Students will study these adverbs later in this unit.)
- Point out the discussion about times to remind the class that the students are in different countries and time zones, and that they are using English to communicate.
- Focus on the *Times of the day* box to establish that *in the* is used for all times of the day except *night*.

### Usage

Adam's response *Well, I do* is an emphatic use of *I* which replaces the verb asked in the question, in a similar way to the short answer *Yes, I do*. *It's not my thing* means that you're not interested in something. The affirmative form is not used. *way too* (+ adjective) is an informal intensifier. It means *much too*.

### Exercise 2

- Read the direction line aloud.
- Students write the names.
- Students could just give the names as their answers, but if you would like them to read out the whole statement, model the pronunciation of *exercises* /'eksərsaɪz/ with the extra syllable.

Vocabulary Daily routines

1. Look at the pictures. Read and listen.



1. get up



2. brush my teeth



3. get dressed



4. brush my hair / comb my hair



5. go to school



6. hang out with my friends



7. come home



8. relax



9. exercise



10. get undressed



11. take a bath / take a shower



12. go to bed

Prepositions before and after

1. Listen and repeat.

before 9:00

after 9:00

I eat breakfast before 9:00. I brush my teeth after breakfast.

2. Pronunciation Listen and repeat.

3. Listening comprehension Listen to the descriptions of daily routines. Match the time phrases with the pictures of the activities you hear.

before dinner

after dinner

9:30

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Describe your daily routines.

Before breakfast, I \_\_\_\_\_.

After dinner, I \_\_\_\_\_.

Exercise 3 1-53

- Read the direction line aloud and then focus on the pictures. Ask the class to call out the correct phrase from Exercise 1 for each picture.
- Tell the students that they will hear the descriptions twice and ask them to use a pencil the first time.
- Begin playing the CD or reading the audioscript aloud, pausing after *take a shower* to establish why there are two lines drawn from *before dinner*. Continue with the rest of the exercise, pausing at the end of each speaker for students to draw lines.
- Ask the students to listen again. This time they go over the lines in pen.
- Students compare answers in pairs.

AUDIOSCRIPT 1-53 PAGES 105-106

About you!

- Read the direction line aloud and establish that the students are going to write two sentences like the recordings in Exercise 3. Elicit ideas of typical routine activities that the students probably do before breakfast. Repeat for typical activities after dinner.
- Remind students that they can look at Exercise 1 to check their spelling.
- Circulate while they are writing to check spelling and to ensure that the students are choosing logical activities.
- Invite a volunteer to read out their *Before breakfast* list. The rest of the class listens and students raise their hands if they have exactly the same items. Then invite other students to give their ideas until everyone's *before breakfast* routines have been mentioned. Repeat with *After dinner*.

ANSWERS

Students' own answers

Extra practice activity (all classes)

- Write *before*, *at*, and *after* on the board.
- Begin a sentence in the first person with one of the daily routine phrases, e.g., *I get dressed ...* and point to a preposition on the board. Invite a volunteer to complete the sentence in a logical way, either with a suitable time, a mealtime, or (in stronger classes), with another routine, e.g., *I get dressed before I comb my hair.*

Further support  
Extra Practice CD-ROM

Usage

*hang out with my friends* is an informal expression commonly used among teenagers to mean *spend time with*. It implies no specific activity, but teenagers might be watching TV or listening to music while they are *hanging out*. Another way of saying *get up* is *get out of bed*.

Exercise 2 1-52

- Play the CD or read the phrases aloud for students to repeat.
- Make sure that students don't add an extra syllable with the *-ed* ending of *dressed / undressed / (an)drest /*.
- Focus on the /ou/ diphthong in *comb* and *home* and contrast with the short /ʌ/ vowel sound in *come*.
- Check pronunciation by inviting individual students to say the words.

Vocabulary

Aim  
Practice daily routines

Exercise 1 1-50-51

- Focus on the pictures and establish what daily routine is happening in each one. Ask the students to suggest an idiomatic equivalent in their own language of the phrase *hang out with my friends* (see *Usage* below). Contrast this with the verb *relax*, which any age group might use.
- Play the CD or read the phrases aloud while students follow.
- Then focus on the box with the prepositions and again play the CD or read the sentences aloud.

# Grammar

## Aim

Practice frequency adverbs and the simple present tense: spelling rules

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1 1:54

- Focus on the picture and elicit the routine activity (*take a shower*). Say *That's right*, and then read aloud the first example from the chart: *He always takes a shower in the morning*.
- Add *On Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday*, he takes a shower in the morning. He always takes a shower in the morning. Elicit the meaning of *always*.
- Focus on the frequency adverbs on the left and work through the list from *always* to *never*, eliciting translations in the students' own language.
- Play the CD or read the adverbs aloud, pausing for students to repeat. Focus on the vowel and diphthong sounds in *always* /'ɔ:lweɪz/ and *sometimes* /'sʌmtaɪmz/, and on the initial /y/ sound in *usually*.
- Look at the first rule and examples in the chart and point out that the adverb goes before the verb. Then look at the second rule and examples. Write on the board:  
*I always go to school at (7:45).*  
*I am always on time.*  
Circle the frequency adverbs and point out the rule for *be* in the chart.
- Read out the *Language tip* and compare with the students' own language. Give a sentence using a daily routine in the students' own language, and ask the class to translate it into English.
- Remind the students of the forms *likes*, *wants*, and *needs* that they learned in Unit 5. Emphasize that only the *he / she / it* form is different from the rest in the simple present tense.
- Go through the spelling rules, writing examples on the board to demonstrate the changes and pronouncing the new form in each case. Model the extra syllable in *exercises*, *brushes*, and *relaxes* for students to repeat.

### Note

When a verb ends with a /tʃ/, /ʃ/, /s/, or /ks/ sound, the ending *-es* creates an extra syllable.

- With the *-y* to *-ies* rule, ask the students where this same spelling rule is used (plural nouns, e.g., *countries*).
- Remind them that *has* is irregular.

6

## Grammar Frequency adverbs; The simple present tense: spelling rules

### 1. Study the grammar.

#### Frequency adverbs

In affirmative statements in the simple present tense, place a frequency adverb before the verb.

He **always** takes a shower in the morning.

I **usually** brush my teeth after dinner.

We **often** go to the park after school.

She **sometimes** goes to bed at 10:00.

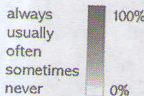
They **never** do their homework on time.

In affirmative statements with *be*, place the frequency adverb after the verb.

I'm **always** on time for school. I'm **never** late.

#### Frequency adverbs

(1:54) Listen and repeat.



#### Language tip

- Don't use *never* with a negative verb.  
*I never go to school late.* NOT *I don't never go to school late.*

#### Simple present tense: spelling rules

For statements with *he*, *she*, and *it*, add *-s* to the base form of most verbs.  
come → comes play → plays exercise → exercises

Add *-es* to a base form that ends in *-ch*, *-o*, *-s*, *-sh*, or *-x*.  
go → goes brush → brushes relax → relaxes

If a base form ends in a consonant and *-y*, change the *y* to *i* and add *-es*.  
study → studies

The verb *have* is irregular.  
have → has

### (1:55) 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Complete each statement with the simple present tense and the frequency adverb.

- I always get up late, but my cousin, Dan, always gets up (get up / always) early.
- I never exercise, but my sister, Stacey, usually exercises (exercises / usually) after dinner.
- My mom is never late for work, but my dad is sometimes (be / sometimes) very late.
- I sometimes relax in my room, but my dad always relaxes (relax / always) in front of the TV.
- I brush my hair in the bathroom, but my sister sometimes brushes (brush / sometimes) her hair in her room.
- I usually take a shower in the morning, but my mom always takes (take / always) a bath.

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### Exercise 2 1:55

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that students pronounce *goes* /gouz/ as only one syllable.

#### AUDIOSCRIPT 1:55

He always takes a shower in the morning.  
I usually brush my teeth after dinner.  
We often go to the park after school.  
She sometimes goes to bed at 10:00.  
They never do their homework on time.  
I'm always on time for school.  
I'm never late.

### Exercise 3

- Read the direction line aloud. Establish that the students have to think about the position of the adverb and the form of the verb. Look through the exercise with the class to confirm that they need the *he / she* form for each verb.
- Circulate while students are writing to check and help if necessary.
- To check answers, start to read each statement and invite volunteers to read out the correct words for each gap, before finishing the statement yourself. Ask everyone to check their word order carefully in number 3.

#### Further support Extra Practice CD-ROM

## Grammar The simple present tense: yes / no questions

### 1. Study the grammar.

- Use **do** or **does** and a base form to ask **yes / no** questions in the simple present tense.

yes / no questions			Short answers					
<b>Do</b>	I you we they	<b>need</b> new gym shoes?	Yes,	you I we they	<b>do.</b>	No,	you I we they	<b>don't.</b>
<b>Does</b>	he she	<b>have</b> lunch at 1:00?	Yes,	he she	<b>does.</b>	No,	he she	<b>doesn't.</b>

### 2. Complete the questions with **Do** or **Does**.

- Do you watch TV in the morning?
- Does Barry wear jeans?
- Do your sisters play volleyball?
- Does your cousin like soccer?
- Do Eva and Sue play video games?
- Does Jim babysit his brother?

### 3. Complete the short answers.

- A: Do you get up early?  
B: Yes, I do.
- A: Do you and your sister play video games?  
B: No, we don't.
- A: Do you take a shower in the morning?  
B: No, I don't.
- A: Do your teammates go to bed early before a game?  
B: Yes, they do.
- A: Does your brother exercise?  
B: Yes, he does.
- A: Does your mom watch TV after dinner?  
B: No, she doesn't.

### 4. Pronunciation Listen to the questions and answers from Exercise 3. Repeat.

### 5. Write **yes / no** questions. Use question marks.

- you / get up late in the morning  
Do you get up late in the morning?
- we / have soccer practice today  
Do we have soccer practice today?
- her father / come home late in the evening  
Does her father come home late in the evening?
- your family / watch TV before dinner  
Does your family watch TV before dinner?
- your classmates / stay at school late  
Do your classmates stay at school late?



## Exercise 2

- Read the direction line aloud and ask *When do we use do? (with I, you, we, and they), When do we use does? (with he, she, it, or a name).*
- To go over the answers, remind the class of the pronunciation by saying each time *Do or Does?* Invite volunteers to give the answers.
- Students exchange books and check.
- Option:** Students studied the form goes on the previous page. You can point out that *go* and *goes* share the same /ou/ sound, but that *Do* and *Does* do not.

## Exercise 3

- Read the direction line aloud and ask the students what words they will need to complete the short answers to match the questions. As they call out each form, write it on the board, highlighting the apostrophes in the negative forms.
- Students complete the exercise, but they check their answers in Exercise 4.

## Exercise 4 1-56

- Play the CD or read the questions and answers from Exercise 3 aloud for students to check and to repeat.
- Encourage students to copy the rising intonation in the questions. Focus on the diphthong in *don't / dount /* and the short /ʌ/ sound in *does* and *doesn't*.

AUDIOSCRIPT 1-56 PAGE 106

## Exercise 5

- Read the direction line aloud. Ask why the example uses *Do* and not *Does* (*because the question is with you*). Ask when they would need *Does* (*with he, she, or it*).
- Focus on number 4 and explain that *family* takes a singular verb, so they should use *Does* for this one.
- Circulate and help as necessary.
- Invite volunteers to write the questions on the board for everyone to check.

## Further support Extra Practice CD-ROM

## Grammar

### Aim

Practice the simple present tense: **yes / no** questions

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1

- Introduce the question forms naturally in class by asking a stronger student about food. Say *I like (chicken)*. (Name), *do you like chicken?* Use intonation to show that it's a question and help the student to say simply *Yes / No*. Turn to another stronger student and, referring to the first student, ask *Does (Name) like chicken?* and help them to answer simply *Yes / No*. Explain that today you are going to study questions in the simple present.
- Read out the top two lines of the chart and then write on the board the examples that you used with the class: *Do you like (chicken)?*

*Does he / she like (chicken)?*

Circle the auxiliary verbs *Do* and *Does*, model the pronunciation, and stress that these words are essential.

- Underline the *s* of *Does* on the board. Remind the class that the *he / she* form in the simple present tense always has an *s*.
- Focus on the short answers, pointing out that in the affirmative, the answer uses the same auxiliary verb as the question. Explain that the negative short answer uses *don't / doesn't*, just as in the negative statements.
- Ask the same two students your questions from the opening presentation. Elicit the correct short answers and write them on the board. Under the short answers, write and cross out *Yes, I like*, to show that the main verb is not used in short answers.

## Reading

### Aim

Develop reading skills: an online message board

### Warm-up

On the board, write *Do you have eggs for breakfast?* Discuss breakfast foods with the class. Help students to answer *Yes, I do* or *No, I don't* and encourage them to describe their breakfast using *I have ...* and any words in English that they know. If they haven't learned the English word that they need, they can still contribute to the discussion in their own language.

### BACKGROUND INFORMATION

Phil describes a typical English breakfast, which is usually offered in hotels in the U.K. At home in the U.K., there often isn't time to prepare this breakfast during the week, but some people eat a cooked breakfast on weekends.

In the U.S., people don't eat beans and tomatoes for breakfast, but they do eat bacon and sausage.

### Exercise 1 1-57

- Ask students to find who's posting (Phil). Say *Where is he from? (the U.K.)*. Ask students to guess what the photo shows (*an English breakfast*).
- Ask students to read and listen to Phil's blog post to find out what time he gets up and what time he goes to bed.
- Play the CD or read the blog post aloud while students follow.
- Ask *What time does he get up?* and *What time does he go to bed?*

### ANSWER

Phil gets up at 7:00 (Monday–Friday) and he goes to bed at 10:00.

### Usage

Phil uses several verbs without repeating *I*: *I take a shower, brush my teeth, and get dressed*. You can point out to students that this is perfectly correct, as long as a subject pronoun is used with the first verb.

The verbs *eat* and *have* are both used to talk about meals and food:

*I eat / have breakfast at 7:30.*

*I often eat / have pasta for dinner.*

To talk about drinks, *have* is more common, but *drink* is also correct:

*I have / drink orange juice for breakfast.*

*such as* introduces an example.

*right after* means *immediately after*.

The phrase *at about 7:30* means *at approximately 7:30*.

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## Reading An online message board

1. Read about Phil Campbell's daily routine. What time does Phil get up and go to bed?

Teen2Teen Friends

**Question of the day** Is exercise part of your daily routine?


**Phil Campbell:**  
Exercise isn't part of my daily routine because I don't really have time. But, here's my typical day at home here in London.

I always get up at 7:00, except on Saturday and Sunday, of course. I take a shower, brush my teeth, and get dressed before 7:30. I usually have breakfast with my family. I always have orange juice with breakfast, but I never drink tea or coffee because I don't like either one! We sometimes eat a typical English breakfast: that's eggs, potatoes, beans, tomatoes, and meat, such as bacon or sausages. But not always.

You know, my cousin Kevin in the U.S. says they have eggs and potatoes in the morning, but they never eat beans or tomatoes for breakfast. What about you guys? What's YOUR typical breakfast?

Right after breakfast, I go to school. Hey, guys, guess what! We're learning about Mexico in geography class this week! Daniel, do you learn about the U.K. in your classes? After school, I babysit my neighbor, Natian. He needs help with his homework. His mom comes home at 7:00, so I usually eat dinner with my family at about 7:30 or 8:00. Then, after dinner, I do my homework, relax in my room, and check my messages on Teen2Teen Friends. At about 10:00, I go to bed. Hey, Ana eats dinner at 9:00! Brazil sounds like more fun than England!

Post a comment ...



A typical English breakfast

### 2. Circle the correct words or phrases, according to the blog post.

- Before breakfast, Phil brushes his teeth / goes to school / does his homework.
- Phil usually eats eggs, potatoes, beans, tomatoes / bread / oranges, and meat for breakfast.
- Phil never drinks tea or coffee / soda or juice / coffee or soda.
- Phil eats breakfast / lunch / dinner after Nathan's mom comes home.
- Phil usually does his homework right after breakfast / school / dinner.

### 3. Cross out the verbs for activities that Phil doesn't talk about in his blog post.

- |  |                            |                   |
|--|----------------------------|-------------------|
| 1. babysit                                 | 6. get up                  | 12. ride his bike |
| 2. brush his hair                          | 7. play video games        | 13. take a shower |
| 3. check his messages on Teen2Teen Friends | 8. eat lunch               | 14. take a bath   |
| 4. get dressed                             | 9. play in the school band | 15. eat dinner    |
| 5. get undressed                           | 10. eat breakfast          | 16. watch TV      |
|  | 11. practice basketball    |                   |

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### Exercise 2

- Read the direction line aloud.
- Students check back with Phil's post to circle the correct words or phrases.
- Invite volunteers to read out the full statement and then repeat the target words or phrase yourself for everyone to check their work.

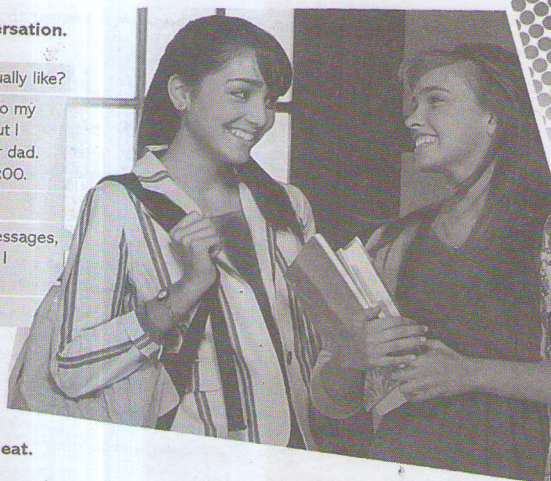
### Exercise 3

- Read the direction line aloud. Focus on number 1 and establish that the verb isn't crossed out because Phil talks about babysitting in his post.
- Then look at number 2 and ask *Does he brush his hair?* Establish as a class that Phil doesn't talk about it in his post, so the verb is crossed out.
- Students cross out the verbs for other activities that aren't mentioned.
- They compare answers in pairs.
- Option:** *Confirm a text's content*  
To reinforce this reading strategy, first ask students to underline each activity

in Phil's post. For example: *get up, take a shower, brush my teeth, get dressed, have breakfast*, etc. Then ask students to confirm which of the activities in the list are not mentioned.

1. Read and listen to the conversation.

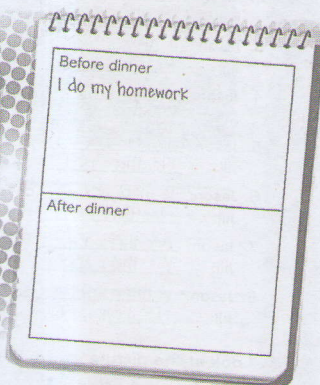
- A What are your evenings usually like?
- B Well, it depends. I usually do my homework before dinner, but I sometimes help my mom or dad. We always have dinner at 8:00.
- A What about after dinner?
- B After dinner? I check my messages, or I play video games. Then I usually go to bed at 10:00.
- A Your evenings are busy!



2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, make a list of your evening routines. Then create a NEW conversation, using your own routines.

- A What are your evenings usually like?
- B Well, it depends. I usually \_\_\_\_\_ before dinner, but I sometimes \_\_\_\_\_ before dinner. We \_\_\_\_\_ have dinner at \_\_\_\_\_.
- A What about after dinner?
- B After dinner? I \_\_\_\_\_, or I \_\_\_\_\_. Then I usually go to bed at \_\_\_\_\_.
- A Your evenings are busy!



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

Teen2Teen

Aim

Practice social language for talking about a typical evening at home

Warm-up

Write *After school* on the board and ask students what activities they do. As they give their ideas, ask *Do you always (watch TV) after school?* Encourage them to use different frequency adverbs to reflect their usual routine. In addition to normal daily routines, you could remind them of other activities that they know, such as *take dancing lessons*, explaining that they can also use these in the simple present tense.

Exercise 1 1:58

- Explain that one of the girls is asking the other about a typical evening after school. Ask the students to read and listen to find out whether her routine is similar to theirs.

- Play the CD or read the conversation aloud while students follow.
- Check that the students recognize the cognate *depends* and ask them to guess the meaning of *busy*.
- Then ask a few volunteers to compare their routine with what the girl says in the conversation.

Exercise 2 1:59

- 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 a few individual students to repeat.
- Encourage everyone to use contrastive stress on *I usually ...*, but *I sometimes ...*
- Model the word *busy* /'bɪzi/ in isolation, encouraging the students to keep the vowel sounds very short. Make sure that the *s* is pronounced /z/.
- Encourage the students to say the last line with expressive intonation, not just as a statement of fact.

Exercise 3

- Read the direction line aloud, pointing to the notepad as you do so. Remind the students that they have to change the conversation from the one they saw in Exercise 1 and establish that they can do this by talking about different activities.
- It's possible that your students have a very similar routine to the one described in Exercise 1. Make sure students understand that you want them to practice different language, so they should invent other activities if necessary so that they don't copy the conversation in Exercise 1.
- Discuss as a class what else students will need to change in addition to the activities (*the times*) and ask them to identify which gaps in the conversation are for times (after the word *at*).
- Ask students to note some different activities on the notepad. When they are ready, ask them to complete the gapped conversation.
- Circulate to make sure that everyone is using different activities.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to note the activities and times that each pair mentions.

Extension

Writing page 92

Further support

- Extra Practice CD-ROM
- Workbook pages W17–W19
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

## Review: Units 4–6

### Aim

Revise and personalize the language learned in Units 4–6 and evaluate progress toward specific goals.

### Exercise 1

- Read the direction line aloud and make sure that everyone understands the example. (*Glen says Let's go shopping, which implies that they can't be at a store at the moment.*)
- Students read and choose the correct answers.
- They compare answers in pairs.
- Afterward, look through the conversation with the class, reminding students of the new language that they have studied in the last three units: *I don't like, any, and some.*
- **Option:** To review language from the unit, you can invite volunteers to read the conversation aloud, reminding them if necessary of the stress in the phrase *What are you in the mood for?* and the pronunciation of *delicious* /dɪ'liʃəs/. In addition, pairs of volunteers could read out the questions and answers in Exercise 1 as "open pairs" across the class.

### Exercise 2

- Focus on the picture and establish that the man is at a store and the woman is at home. The man is asking what they already have so that he knows what to buy. Ask questions orally, using items that aren't practiced in Exercise 2, to review question forms. Elicit short answers, ideally from the whole class or from volunteers:  
*Are there any chairs in the kitchen? (No, there aren't.)*  
*Is there any juice? (Yes, there is.)*  
*Are there any cupboards in the kitchen? (Yes, there are.)*  
*Is there any fish? (No, there isn't.)*
- Write *Is there ...?* and *Are there ...?* on the board and ask a volunteer to explain when to use the two forms, giving examples.
- Read the direction line aloud. Focus on the example question and answer to illustrate what students have to do, and confirm with the class that there are bananas in the picture.
- Circulate while the students are writing. If you notice frequent confusion between count and non-count nouns, ask everyone to stop and listen. Say *Look at page 36. Use "Is there any ...?" with all the foods and drinks on this page.* Then say *Look at page 30. Use "Are there any ...?" with all these foods, but use the plural, apples, bananas, OK?*

## Review: Units 4–6

### 1. Read the conversation. Choose the correct answer to each question.

Glen: What are you in the mood for?

Judy: A western omelet.

Glen: A what?

Judy: A western omelet. It's an omelet with peppers and onions. It's delicious.

Glen: But I don't like onions. Can you make an omelet with peppers and cheese?

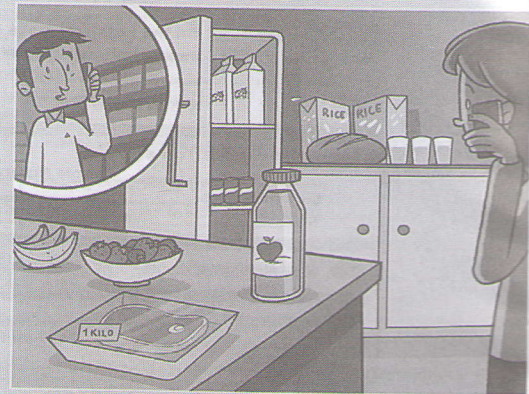
Judy: Sure. I can do that. But there isn't any cheese.

Glen: Let's go shopping. We need some bread, too.

- Where are Glen and Judy?
  - At the store.
  - At home.
- What is Judy in the mood for?
  - An onion and pepper omelet.
  - A pepper and cheese omelet.
- What is a western omelet?
  - An omelet with peppers and cheese.
  - An omelet with peppers and onions.
- What's wrong with a western omelet, according to Glen?
  - He doesn't like onions.
  - There isn't any cheese.
- Do they need any food from the store?
  - Yes. Peppers and onions.
  - Yes. Bread and cheese.

### 2. Look at the picture of the kitchen. Complete Jason's questions with *Are there* or *Is there*, and *any*. Write Jill's answers, according to the picture.

- Jason: Are there any bananas?  
Jill: Yes, there are.
- Jason: Are there any peaches?  
Jill: No, there aren't.
- Jason: Is there any milk?  
Jill: Yes, there is.
- Jason: Is there any bread?  
Jill: Yes, there is.
- Jason: Is there any pasta?  
Jill: No, there isn't.
- Jason: Is there any cheese?  
Jill: No, there isn't.
- Jason: Are there any strawberries?  
Jill: Yes, there are.
- Jason: Is there any coffee?  
Jill: No, there isn't.



### 3. Look at the picture again. What's in the kitchen? Describe the quantities with containers.

- There is one bottle of juice.
- There is one kilo of meat.
- There are three cans of soda.
- There is one loaf of bread.
- There are two boxes of rice.
- There are three glasses of water.

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- Invite pairs of volunteers to read the questions and answers as "open pairs" across the class.
- **Option:** Students ask and answer the questions in "closed pairs".

### Exercise 3

- Say *Look at page 38.* and focus on the list of containers and quantities. Read out the phrases in random order, pausing to elicit the food or drink word to help students remember the phrases, e.g., *a box of ... (pasta), a glass of ... (water), a kilo of ... (onions), etc.*
- Turn back to Exercise 3 on page 48 and read the direction line aloud. Use the example to suggest that students use the full form *There is*, rather than *There's*, and take the opportunity to remind them that *There are* is never contracted anyway.
- Invite volunteers to write the statements on the board for everyone to check their work.

## All About You

### Exercise 1

- Ask students to imagine that the people in the photos are asking them these questions and to write suitable responses. Encourage them to use frequency adverbs in their answers if appropriate. If they can't remember the meaning of question 1, tell students to refer back to page 47, where they practiced *What are your evenings usually like?*

#### ANSWERS

#### Students' own answers

### Exercise 2

- Read the direction line aloud. Establish that the students need to write activities for three of the gaps and a time for one of the gaps. Elicit ideas for the third gap, e.g., *before dinner*, or *at + a time*, but when you check work, allow other logical ideas, such as *in my bedroom*.

#### ANSWERS

#### Students' own answers

### Progress Check

- Discuss the goals with the class in their own language, looking back at the contents of Units 4–6 on pages 30, 36, and 42 and eliciting examples of language for each point.
- Students put a check mark next to the things that they can do in English.
- Circulate while they are doing this activity, encouraging where necessary and asking them to demonstrate that they can do everything that they have checked.

### Extension

Cross-curricular Reading page 97

Teen2Teen Friends Magazine 2 page 101

### Further support

Video: Report

Puzzles

Review Tests A and B

Listening Tests A and B

Mid-Year Tests A and B

### Complete each question with *How many* or *How much*.


- How many* potatoes are in that omelet?
- How many* cans of soda are there in the cupboard?
- How much* cheese is there for my sandwich?
- How much* meat is in the fridge?
- How much* pasta is there for dinner?
- How many* onions are there in the salad?

### Complete the conversations in the simple present tense.

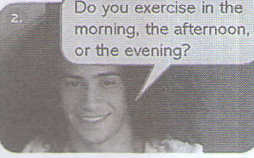
- A: *Do Tom's parents go* \_\_\_\_\_ (Tom's parents / go) shopping every Friday?  
B: No, *they don't* . *They usually go* \_\_\_\_\_ (they / go / usually) shopping on Saturday.
- A: *Do your neighbors exercise* \_\_\_\_\_ (your neighbors / exercise) outside every morning?  
B: No, *they don't* . *They usually exercise* \_\_\_\_\_ (they / exercise / usually) outside on weekends.
- A: *Does your mom make* \_\_\_\_\_ (your mom / make) dinner at your house?  
B: Yes, *she does* . But *my dad sometimes makes* \_\_\_\_\_ (my dad / make / sometimes) dinner, too.
- A: *Do you brush* \_\_\_\_\_ (you / brush) your teeth before breakfast?  
B: Yes, *I do* . I *always brush* \_\_\_\_\_ (I / brush / always) my teeth before breakfast.

## All About You


### 1. Write your own response to each person.

1.  What are your mornings usually like?

You \_\_\_\_\_

2.  Do you exercise in the morning, the afternoon, or the evening?

You \_\_\_\_\_

3.  What do you usually eat for breakfast?

You \_\_\_\_\_

### 2. Write a description of your typical day.

After I get up, I usually \_\_\_\_\_ . After school, I sometimes \_\_\_\_\_ .  
I always do my homework \_\_\_\_\_ . Before I go to bed at night, I usually \_\_\_\_\_ .

### Progress Check

Check what you can do.

Plan a meal with someone

Discuss my likes and dislikes

Describe my typical day

Use the Unit 4–6 grammar and vocabulary



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### Exercise 4

- Draw three bananas on the board. Write *How \_\_\_\_\_ bananas are there?* and ask the class to complete the question (*many*).
- Then draw a wedge of cheese and label it 500g. As before, write *How \_\_\_\_\_ cheese is there?* and ask the class to complete the question (*much*).
- Read the direction line aloud and confirm that the example is correct as *potatoes* is a plural count noun.
- Write on the board:  
*How \_\_\_\_\_ bottles of water are there?*  
Elicit the answer (*many*), circle the *-s* on *bottles* and remind the students that non-count nouns can be packaged in containers that we can count, in which case *How many?* is the correct form. You can write *How much water is there?* for contrast.
- Students complete the questions.
- They check answers in pairs.

### Exercise 5

- Read the direction line aloud and focus on the example. Establish why A's question starts with *Do* (*because it is about Tom's parents, which is the same as they*). Point out that *usually* in B's answer is before the verb and ask why the verb is *go* (*because the answer is for they*).
- Do number 2 orally as a whole class to make sure that everyone understands.
- Students complete the exercise.
- Circulate while they are doing this activity, checking whether they start with *Do* or *Does* in each case.
- Invite volunteers to read out the conversations in "open pairs" across the class.

# Unit 7

## Grammar

The simple present tense: information questions

## Vocabulary

Transportation

Time expressions

## Social language

Ask about activities and transportation

## Values and cross-curricular topics

Tourism and travel

## Unit contents

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 in the *Review: Units 7-9*.

## Vocabulary

### Aim

Practice words for transportation

### Exercise 1

- Focus on the photos and ask if anyone in the class has used all these methods of transportation, or alternatively find out who has used the most.
- Make sure that students understand the difference between *drive* and *go by car*, but explain that people may also use *go by car* even when they are driving. Compare this with the students' own language.
- Play the CD or read the words and phrases aloud while students follow.

### Usage

All trains, whether above ground or below ground, can be referred to as *trains*. Underground trains, especially those that are part of a municipal system, are referred to by a variety of names, depending on location. The most common term is *metro*, but, depending on location, other names are used for underground rapid transit, including *subway*, *underground*, and *the Tube*.

### Exercise 2

- Play the CD or read the words aloud for students to repeat.
- Make sure that students don't pronounce the *l* in *walk* /wɔ:k/. Write the words *drive*, *ride*, and *bike* on the board, circle the *i*, and say /aɪ/. See if the students can think of other examples with a similar sound and spelling pattern (*white*, *nine*, *time*).

# 7

## How do you get there?

Grammar: The simple present tense: information questions  
Vocabulary: Transportation • Time expressions  
Social language: Ask about activities and transportation

### Vocabulary Transportation

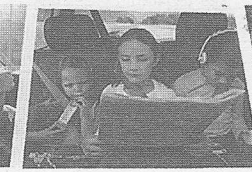
#### 1. Look at the photos. Read and listen.



1. walk



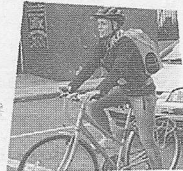
2. drive



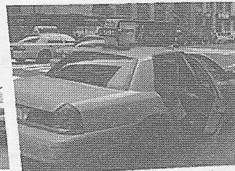
3. go by car



4. take a bus



5. ride a bike



6. take a taxi



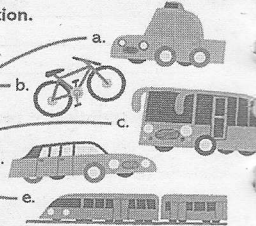
7. take a train

#### 2. Pronunciation Listen and repeat.

#### 3. Listening comprehension Listen to each conversation.

Choose a means of transportation to answer each question.

- How does she get to work?
- How does his dad get home in the evening?
- How should they get to the beach?
- How should they get to the concert?
- How should they get to the park?



About you!

How do you get to school? I \_\_\_\_\_

How do you get home? I \_\_\_\_\_

- Check pronunciation by inviting individual students to say the words.

### Exercise 3

- Read the direction line aloud and then focus on the questions. Establish the meaning of *How* and ask students to read the questions quietly to check that they understand them.
- Tell the students that they will hear the conversations twice and ask them to use a pencil the first time they mark their answers.
- Play the CD or read the audioscript aloud yourself, pausing first to confirm that the example is correct, and then after each conversation for students to draw a line in pencil.
- Ask the students to listen again and to go over the lines in pen.
- Students compare answers in pairs.
- **Option:** As all the answers are nouns, you could ask the students to name each vehicle:

- car (d), 2. train (e), 3. bike (b), 4. taxi (a), 5. bus (c)

### AUDIOSCRIPT 1-62 PAGE 106

### About you!

- Establish that the students have to answer the questions about how they get to school and how they get home after school.
- Make sure that they understand that they can simply put *I* in front of the words and phrases in Exercise 1.

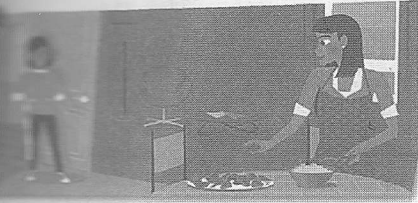
### ANSWERS

Students' own answers

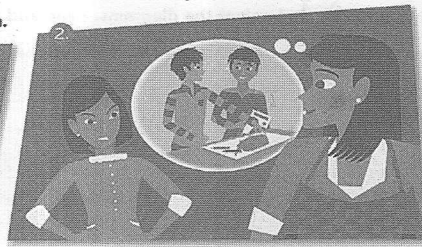
### Further support Extra Practice CD-ROM

## Topic Snapshot

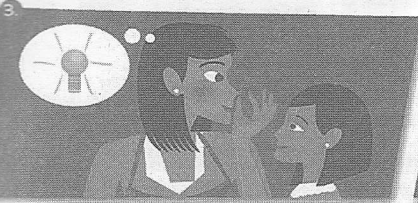
### 1. Read and listen to the conversation.



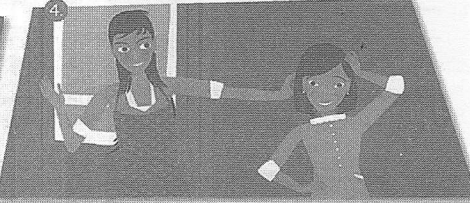
AE: Hey, Mom. Where's Kenny?  
 Mom: He's on his way to Marty's for lunch. Marty's mom is driving the boys there.  
 AE: Again? How often does Kenny have lunch at Marty's? This is the second time this week!  
 Mom: Uh-oh! Are you jealous of your brother?



Ali: Well, it's not fair. I can *never* go to a friend's house for lunch on a school day!  
 Mom: Ali ... Kenny and Marty are working on a geography project for school. It's their homework.  
 Ali: But Mom ...



Mom: Ali, when you have a class project, you can eat at your classmate's house, too.  
 Ali: Really?  
 Mom: I have an idea ...



Mom: Finish your homework after lunch, and you can invite your cousin Claudia here for an early dinner.  
 Ali: Well ...  
 Mom: Come on, Ali! Cheer up and call Claudia. Her dad gets home at 5:30 on Wednesdays. I'm sure he can drive Claudia here.

### 2. Circle T (true), F (false), or NI (no information), according to the Topic Snapshot.

- |   |   |
|---|---|
| 1. Kenny always eats lunch at home on school days.    | T / <input checked="" type="radio"/> F / NI |
| 2. Kenny is doing a project with a friend.            | <input checked="" type="radio"/> T / F / NI |
| 3. The food at Marty's house is delicious.            | T / F / <input checked="" type="radio"/> NI |
| 4. Ali often eats lunch at a friend's on school days. | T / <input checked="" type="radio"/> F / NI |
| 5. Claudia is Ali's cousin.                           | <input checked="" type="radio"/> T / F / NI |
| 6. Claudia's father is Ali's mom's brother.           | T / F / <input checked="" type="radio"/> NI |

fifty-one 51

## Topic Snapshot

### Aim

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

### Warm-up

Write *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday* across the board in a horizontal line. Ask *When do you have school?* Invite a volunteer to come and place a check mark under each relevant day. Write *school* next to the line of check marks. Then ask *When do we have English class?* Invite another volunteer to place check marks under the correct days. Write *English* next to the line of checkmarks. Run your finger along the check marks for *school* and ask *How often do you have school?* *You have school one, two, three, four, five times a week – five times a week.* Point to the check marks for *English* and ask *How often do we have English class?* Elicit the correct

response (*X times a week*) and congratulate the class for following the pattern.

### Exercise 1 1-63

- Focus on the pictures and establish that the girl is asking her mom something about her brother. Ask the students to read and listen to find out what she wants to know.
- Play the CD or read the conversation aloud yourself.
- Confirm with the class that Kenny is having lunch at a friend's house and establish that Ali isn't happy about it because it's the second time that week.
- Ask students to guess the meaning of *Are you jealous* and *It's not fair*. To practice the phrases, first model the pronunciation and ask the whole class to repeat *jealous* /'dʒeləs/ and *fair* /fɛr/. Then divide the class in two: Ali's mom and Ali. Encourage the "mom" side of the class to ask with expressive intonation *Are you jealous?* and the "Ali"

half to respond *It's not fair*. Swap roles to give everyone a turn at both phrases.

### Usage

*Cheer up* /'tʃɪr ʌp/ is an informal expression used to encourage someone to feel happy again. It's only used in a situation which isn't very serious.

### Exercise 2

- Read the direction line aloud and ask the class why the example answer is false (*because Kenny is having lunch at Marty's and it's the second time this week, so he doesn't always eat lunch at home*). Remind the students that a statement is only false if it contradicts information in the conversation. If the information isn't given, they should circle NI.
- Students circle T, F, or NI.
- As they finish, put them into pairs to compare their answers.
- Option:** Check each statement that the students marked F or NI, asking a volunteer to explain the answer.  
 3. NI: We don't know. He's having lunch there because he's doing a school project with Marty, but we don't know if the food is delicious.  
 4. F: Ali says that she can never go to a friend's house.  
 6. NI: Claudia is Ali's cousin, but that means that Claudia's father could be Ali's mom's brother or Ali's dad's brother and the text doesn't say.

### Usage

Statement 4 says *eats lunch at a friend's*, but the word *house* is understood, so it doesn't need to be mentioned. It's common to omit the word in this situation, e.g., *he's / she's playing at a friend's*.

# Vocabulary

## Aim

Practice time expressions

### Exercise 1 1-64

- Focus on the diagrams and, if you did the *Warm-up* on page 51, remind students of the phrase *times a week*.
- Ask the students to look at the phrases in the diagrams and point out that some of them are numbers and days of the week that they already know, but that there are also some new words that are used to talk about how often something is done.
- Play the CD or read the phrases aloud while students follow.
- Refer to the check marks in the diagrams to check the meaning of the new words and phrases.
- Establish that the meaning of *once* is *one time*, but emphasize that *once* is usually used instead. Contrast this with *twice* and *two times* which are both used to mean the same thing.
- Elicit the meaning of *every*.
- Highlight the plural form of *Fridays* and contrast this with the students' own language. Practice by asking *When do we have English class? Accept (X) times a week*, but also elicit *on X-days, X-days, and X-days* (as appropriate in your teaching situation).
- Focus on items 6 and 7 and ask *When do you get up early for school?* Elicit *On weekdays*. Then ask *When can you hang out with your friends?* Elicit *On weekends*.
- Focus on the *Language tip* and, if you did the Unit 6 *Writing* lesson, point out that, like the frequency adverbs *usually, sometimes, and often*, these time expressions can go at the beginning or the end of the sentence.

### Usage

*On weekends, on [Monday],* and the singular forms *On the weekend,* and *on [Monday]* are all used to describe habitual occurrences. Note that the singular forms *On the weekend* and *on [Monday]* can also be used to refer to the future, whereas the plural form *on weekends* and *on [Monday]s* cannot be used with a future meaning. *On weekdays* is always plural and only describes habitual occurrences.

### Exercise 2 1-65

- Play the CD or read the phrases in the diagrams aloud for students to repeat.
- Make sure that they use the correct short vowel in *once /wʌns/* and a diphthong in *twice /twaɪs/*, reminding them of the sound and spelling pattern

## Vocabulary Time expressions

### 1. Look at the diagrams. Read and listen.

1. 

M	T	W	T	F	S	S
✓						

 once a week  
I take singing lessons once a week.

2. 

M	T	W	T	F	S	S
✓			✓			

 twice a week / two times a week  
They have soccer practice twice a week.

3. 

M	T	W	T	F	S	S
✓			✓	✓		

 three times a week  
We have art class three times a week.

4. 

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

 every day / every morning / every afternoon  
I eat a good breakfast every day.

5. 

M	T	W	T	F	S	S
				✓		
				✓		

 on Fridays  
There's always a new movie at the movie theater on Fridays.

6. 

M	T	W	T	F	S	S
✓	✓	✓	✓	✓		

 on weekdays  
We only have school on weekdays.

7. 

M	T	W	T	F	S	S
					✓	✓

 on weekends  
On weekends, I go to the mall with my friends.



**Language tip** • On Fridays, we eat lunch late.  
OR We eat lunch late on Fridays.

### 2. Pronunciation Listen and repeat.

#### 3. Circle the correct time expressions.

- I have art class on Mondays. I have art class ...  
a. once a week. b. twice a week.
- Do you get up early on Saturdays and Sundays? Do you get up early ...  
a. on weekends? b. on weekdays?
- They always eat dinner at 9:00. They eat dinner at 9:00 ...  
a. on weekdays. b. every day.
- The restaurant has an international buffet on Wednesdays and Saturdays. The restaurant has an international buffet ...  
a. twice a week. b. on weekdays.
- I'm a morning person! I get up early on Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, and Sundays. I get up early ...  
a. on weekdays. b. every morning.
- When's lunch? In my family it's usually at 12:30, but on Sunday it's at 2:00. Lunch is at 2:00 ...  
a. twice a week. b. once a week.

52 fifty-two

in *drive, ride, bike* that they observed on page 50.

- Check pronunciation by inviting individual students to say the words.
- Practice the phrases by starting to read aloud the statements in the diagrams in a random order and pausing for the class to complete each one with the correct time expression.

### Exercise 3

- Read the direction line aloud and ask a volunteer to explain why *once* is correct (*because art class is on one day, only Mondays*).
- Students circle the time expressions.
- They compare answers in pairs.

### Usage

The phrase *a morning person* can be used in both the affirmative and the negative to talk about someone who does or doesn't find it easy to get up early, e.g.,  
*I'm not a morning person.*  
*You're not really a morning person.*  
*He's / She's definitely a morning person.*  
The plural form *morning people* is also used, but is less common.

### Further support Extra Practice CD-ROM

# Grammar The simple present tense: information questions

## 1. Study the grammar.

Use a question word and do or does + base form to ask questions in the simple present tense.

- What do they do on Sundays? (They go to the mall.)
- When do your parents get home on weekdays? (At 7:00.)
- How do Lisa and Mike get to school? (They go by car.)
- How often does Dakota take a taxi? (Twice a week.)
- Who does your dad drive to school? (My two friends and me.)
- BUT Who takes the bus to school? (Marco.)



## 2. Pronunciation Listen to the grammar examples. Repeat.

## 3. Write questions in the simple present tense.

- When /Finn / come home in the evening? When does Finn come home in the evening?
- Who /your dad / drive to school? Who does your dad drive to school?
- How /your parents / get to work? How do your parents get to work?
- How often / they / get home late? How often do they get home late?
- What /you / usually do after dinner? What do you usually do after dinner?

## 4. Listening comprehension Listen and then circle a or b.

- How often does Tom have volleyball practice?
  - Once a week.
  - Three times a week.
- When does she go to her grandma's?
  - On weekends.
  - On weekdays.
- How often do they go to school with their mom?
  - Twice a week.
  - On Monday, Wednesday, and Friday.
- When does his sister have piano lessons?
  - Twice a week.
  - Once a week.

## 5. Look at the underlined words in the answers. Then write questions in the simple present tense. Use question marks.

- A: How often do you have geography class?  
B: Geography? We have geography class twice a week.
- A: How does your sister get to volleyball practice?  
B: My sister? My sister gets to volleyball practice by car.
- A: Where do your friends hang out on Saturdays?  
B: Where? My friends hang out at the mall on Saturdays.
- A: How do you get home from school?  
B: Me? I walk home from school.

# Grammar

## Aim

Practice the simple present tense: information questions

## Grammar support

Interactive Grammar Presentation

## Exercise 1

- Focus on the photo and elicit where the friends are and what they are doing, e.g., *at the mall, hanging out, shopping*. Read the first question and answer and establish that this is every Sunday.
- Write the next question on the board: *When do your parents get home on weekdays?* Underline *When*, circle *do*, and point out that *do* and *does* are used in the same way as in *yes / no* questions.
- Consolidate this by looking at each example on the page with the class. For the *Who* questions, see *Usage*.

## Usage

In tenses which use auxiliaries to form questions, *Who* questions have two forms, depending on whether *Who* is the subject (*Who takes the bus to school?*) or the object (*Who does your dad drive to school?*). When *Who* is the object, the question follows the same pattern as other information questions, with the auxiliary before the subject. In *Teen2Teen Two*, students are only asked to produce this form. You could remind the class that they saw both types of *Who* question in Unit 3:

*Who is calling Karen? (Who = subject)*  
*Who is Karen calling? (Who = object)*

You may, however, like to focus briefly on the subject question, pointing out that these are very common in English. Ask students to translate the two *Who* questions into their own language to check the meaning.

## Exercise 2 1.66

- Play the CD or read the grammar examples aloud for students to repeat.
- Encourage students to stress the question word and the main verb, but to use weak forms /də/ and /dəz/ for the auxiliaries.

## AUDIOSCRIPT 1.66

What do they do on Sundays?  
 When do your parents get home on weekdays?  
 How do Lisa and Mike get to school?  
 How often does Dakota take a taxi?  
 Who does your dad drive to school?  
 Who takes the bus to school?

## Exercise 3

- Read the direction line aloud and focus on the example. Elicit what word has been added (*does*). Elicit why (*because the subject is singular*). Ask when they would use *do* (*when the subject is plural*).
- Students write the questions.
- Invite volunteers to read the questions.
- Students exchange books and check each other's work.

## Exercise 4 1.67

- Read the direction line aloud. Tell the students that they will hear the statements twice and ask them to use a pencil to circle the answer the first time.
- Play the CD or read the audioscript aloud, pausing for students to circle.
- Students listen again and go over the circles in pen.
- They compare answers in pairs.

## AUDIOSCRIPT 1.67 PAGE 106

## Exercise 5

- Focus on the example and point out the underlined words. Establish that B is explaining how often his / her class has geography class, so A must have asked a question with *How often*.
- Go through the exercise orally first, establishing the question word.
- After class feedback, students exchange books to check their work, including the use of the question marks at the end of each question.

## Further support

Extra Practice CD-ROM

# Reading

## Aim

Develop reading skills: interviews with students about getting to school

## Warm-up

Ask a student *Do you go to school by car?* (*Yes, I do. / No, I don't.*) Continue asking different students until you have elicited both answers. Repeat with *by bus*, or other transportation given your school's neighborhood, and finish by asking students who haven't yet answered *Do you walk to school?* Find out the most common way of getting to school.

## BACKGROUND INFORMATION

Vietnam is in south-east Asia, bordering with China to the north, and Laos and Cambodia to the west. The east of the country is entirely coastal, on the South China Sea.

Mozambique is in the southern part of Africa, bordering with Tanzania to the north, Malawi and its great Lake Malawi to the north-west, and Zambia, Zimbabwe, South Africa, and Swaziland to the west and south-west. It is also coastal, with the island of Madagascar (just over 450 km away at the shortest point) across the Mozambique Channel.

## Exercise 1

- Ask students to look at the photos and guess the continents the girls are from.
- Then ask them to read and listen to check their guesses and to find out how the girls get to school.
- Play the CD or read the interviews aloud while students follow.
- Ask the focus question in the direction line. Confirm that Vietnam is in Asia and Mozambique is in Africa (see *Background information* for more detail).
- Invite students to express their reactions to the girls' journeys to school.
- Focus on the phrase *too far to walk* and elicit the meaning. Point out that Binh later says that the journey is ten kilometers. Find out if anyone's journey in the class is *too far to walk*.
- Check the meaning of *life jacket*.
- Write these examples on the board:  
*My dad can't take us.*  
*The boat trip takes only five minutes.*  
Ask students to translate them into their own language, looking back at the interviews if necessary to help with context, to show the different meanings of *take*.
- Practice by asking several students *How long does it take you to go to school?* Help them to answer with *It takes*. Establish the shortest time, the longest time, and a rough average.

## Reading Interviews with students

### 1. Read the interviews. How do the girls get to school?

How do teens get to school? The usual means of transportation are the traditional ones: city buses, school buses, trains, or cars. Some walk. Others go by car with their parents. These two girls commute in non-traditional ways.

**HANNAH:** Binh is fourteen years old, and she lives in a small town in Vietnam. Binh, how do you get to school and home every day? Please tell our readers.



**Binh:** Well, it's too far to walk, so we never walk to school. On Monday to Thursday, my dad drives my brother Cam, my friend Dao, and me to school in a small boat. When it's time to go to school, my mom always says, "Wear your life jacket!" But on Fridays, my dad can't take us in the boat because he goes to work early. On that day, we ride our bikes. The boat trip takes only five minutes. But the school is ten kilometers from our home, so when we go by bike it takes almost an hour!

**HANNAH:** Now I'm talking to Micaela from Mozambique, in Africa. Micaela, how do you get to school every day?



by Hannah McIntyre

**Micaela:** How do I get to school every day? I walk. But it's a really long walk. It takes an hour and fifteen minutes – and that's twice a day! I leave early in the morning with my two brothers, Sebastian and Robert, and we sing songs together while we walk. Then we sing songs again on our way home. We get home late, but when we get there, our parents always say, "Welcome home! Dinner is ready. Come to the table." It's really nice.



### 2. Complete each statement, according to the interviews. Circle the correct phrase.

1. Binh usually goes to school (by boat) / by bicycle.
2. Binh's mom and dad / (Binh's brother and her classmate) go in the boat with Binh.
3. The bicycle trip takes five minutes / (almost an hour).
4. The boat trip takes (five minutes) / almost an hour.
5. Binh rides her bike to school (once a week) / four times a week.
6. Micaela drives / (walks) to school.
7. She goes with (her brothers) / her classmates.
8. It takes Micaela forty-five minutes / (an hour and fifteen minutes) to get to school.

### 3. Is it Binh or Micaela? Check the correct box.

1. She sometimes rides a bike to school.
2. She never walks to school.
3. Her dad doesn't go to school with the children.
4. She walks to school.
5. She goes to school with her brother and her friend.
6. She comes home from school with her brothers.

Binh	Micaela
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

## ANSWERS

**Binh goes by boat four days a week and rides her bike once a week. Micaela walks to school every day.**

### Exercise 2

- Read the direction line aloud and ask a volunteer to explain the example answer (*because it says usually and she only rides her bike once a week*).
- Students circle the correct phrases.
- They check answers in pairs.

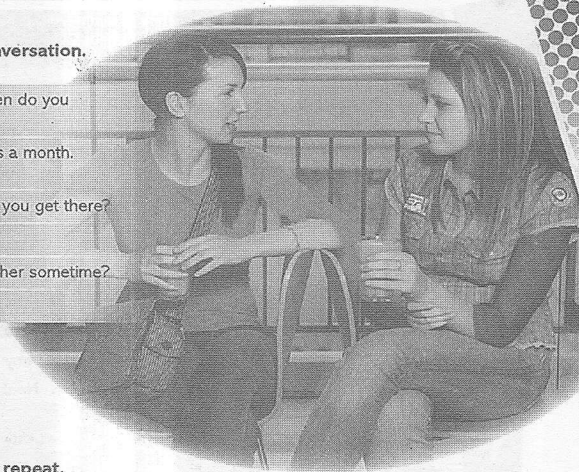
### Exercise 3

- Read the direction line aloud and agree with the class that the example sentence refers to Binh.
- Students read the statements and check the boxes.
- **Option: Classify information** To reinforce this strategy, write *Binh* and *Micaela* on the board as column headings. Before they do Exercise 3, ask students to make sentences about what they have

learned about each girl. As they give their answers, write notes, e.g., under *Binh*, you could write *usually goes by boat*. Then ask them to do Exercise 3, using the notes on the board to help them.

1. Read and listen to the conversation.

- A Hey, Katherine. How often do you go to the movies?
- B About two or three times a month. What about you?
- A Same here. And how do you get there?
- B I take a bus.
- A Do you want to go together sometime?
- B Sure!



2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation, using other activities and transportation. Use the Activities list for ideas, or use a different activity. Say how often you go there.

A Hey, \_\_\_\_\_. How often do you \_\_\_\_\_?

B About \_\_\_\_\_ a \_\_\_\_\_. What about you?

A Same here. And how do you get there?

B I \_\_\_\_\_.

A Do you want to go together sometime?

B Sure!

- Activities
- go to the park
  - go to the beach
  - go to the mall
  - go to school concerts
  - go to soccer practice

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

Students learn to use the grammatical construction *want + infinitive* in *Teen2Teen Four*. In this social language conversation, *Do you want to go together sometime?* is a formulaic invitation. The word *sometime* means *at some time*, and is not the same as *sometimes*.

Exercise 2 1-70

- 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 a few individual students to repeat. Encourage everyone to use expressive intonation when they invite and accept the invitation at the end.

Exercise 3

- Read the direction line aloud slowly, phrase by phrase, and point to the activities list on the right.
- Say *You need to change three things. What do you need to change? Elicit and write on the board: What activity? How often? How do you get there?*
- Remind the students that they can use an activity that isn't in the list, but point out that it can't be an activity that they do at home because they have to talk about how they get there.
- Circulate while they are working to make sure that they are using different ideas from Exercise 1.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to note the activity that each pair mentions, how often they do it, and how they get to the location.

Extension Writing page 93

- Further support**
- Extra Practice CD-ROM
- Workbook pages W20–W22
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Teen2Teen

Aim

Practice social language for asking about activities and transportation

Warm-up

Tell the class how often you go to the movies (you can invent the information, or choose a different activity that students know if you prefer). Use *about* and a time expression, e.g., *I go to the movies about once a month*. Then ask a strong student *How often do you go to the movies?* Elicit the answer, helping them if necessary to say *(once) a year*, or *I never go to the movies*, if relevant. (You may find that your students go to the movies less than you did at their age as there are now other ways in which students can see movies without going to a movie theater.)

Exercise 1 1-69

- Ask the students to read and listen to find out how often the girls in the photo go to the movies.
- Play the CD or read the conversation aloud while students follow.
- Students give their answers. Explain the meaning of *sometime* (see Usage below).

Usage

*Same here* is a set response used instead of repeating the same information about yourself that someone has just given you about themselves. For example:

A could say any of the following:  
*I go to school by car. / I have two brothers. / I don't like soccer.*  
 and B's response could be *Same here*.

# Unit 8

## Grammar

The present continuous and the simple present tense

## Vocabulary

Occupations  
Work activities

## Social language

Discuss what you want to be when you grow up

## Values and cross-curricular topics

Personal ambition

## Unit contents

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 in the *Review: Units 7–9*.

## Topic Snapshot

### Aim

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

### Warm-up

Ask students if they can remember any occupations that they have learnt (they may remember: *actor, athlete, singer, dancer, student, teacher*). Use these words to then play a mime game. Mime the occupations and ask students to guess what job you are doing.

### Exercise 1

2:02

- Focus on picture 1 and read out Neal's first question. Highlight the picture of Amy's dad as a chef. Then ask the class to read and listen to find out whether the girl's mom works.
- Play the CD or read the conversation aloud.
- Establish with the class that Amy's mom does a lot of work in her role as homemaker. Steer the class discussion with sensitivity to individual family situations, but make sure that students think about what needs to happen at home in order for them to have a clean house, fresh food, cooked meals, and clean clothes.
- Use the picture to explain the meaning of *chef*. Compare with the students' own language, but emphasize that *chef* does not mean that Amy's dad is the boss.
- Ask students to suggest a colloquial translation of *Are you kidding?* (*Are you being serious?*).

# 8

## What do your parents do?

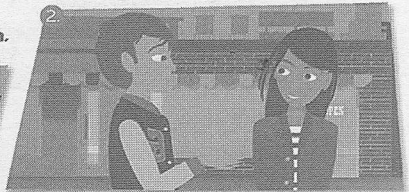
Grammar: The present continuous and the simple present tense  
Vocabulary: Occupations • Work activities  
Social language: Discuss what you want to be when you grow up

### Topic Snapshot

#### 1. Read and listen to the conversation.



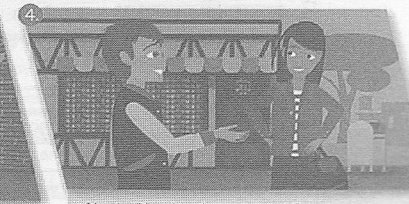
Neal: What do your parents do?  
Amy: Well, my dad's a chef. He works at an Italian restaurant.



Neal: Really? Which one?  
Amy: Bella Italia. On Tenth Street.  
Neal: No kidding! My parents always go there for my dad's birthday!  
Amy: Cool! Actually, I'm going there now. I'm meeting my mom.



Neal: So, do you want to be a chef when you grow up?  
Amy: A chef? No, not really.  
Neal: And what about your mom? What does she do?  
Amy: She's a homemaker.



Neal: Oh, she doesn't work?  
Amy: Are you kidding? She cleans the house, shops for food, and makes all our meals. Isn't that work?  
Neal: Oops. Sorry!

#### 2. Complete the statements, according to the Topic Snapshot. Circle the correct word or phrase.

- Amy's father isn't a homemaker.
- Amy's father works / doesn't work at a restaurant.
- Amy is going isn't going home right now.
- Amy's mother is / isn't a homemaker.
- Neal's parents sometimes / never go to Bella Italia.
- Amy wants doesn't want to be a chef.

56 fifty-six

### Usage

*want to be* is used in this unit in a formulaic question and answer about future plans. As noted on page 55, students will learn to combine *want* with other infinitives in *Teen2Teen Four*. As in Phil's blog on page 46, it's common not to repeat the subject pronoun when we list actions that the same person does (e.g., *She cleans the house, shops for food, and makes ...*).

### Exercise 2

- Read the direction line aloud.
- Students circle the correct words and phrases.
- Invite volunteers to read the complete sentences, to practice both tenses.

## Vocabulary Occupations

### 203) 1. Look at the photos. Read and listen.

What do you want to be when you grow up?



### 204) 2. Pronunciation Listen and repeat.

### 205) 3. Listening comprehension Listen to the conversations. Match the people with their occupations.

- |                             |                        |
|-----------------------------|------------------------|
| 1. Her mother is ...        | a. a fashion designer. |
| 2. His aunt is ...          | b. a doctor.           |
| 3. Her neighbor is ...      | c. a flight attendant. |
| 4. His uncle is ...         | d. an artist.          |
| 5. Her cousin is ...        | e. an architect.       |
| 6. His brother Tommy is ... | f. a mechanic.         |

And don't forget ...

- an actor
- an athlete
- a homemaker
- a singer
- a dancer
- a student
- a teacher
- a chef

(pointing out that -or and -er are both pronounced the same)  
the hard /k/ sound in *mechanic* /mə'kænrɪk/ and *architect* /'ɑrkətɛkt/.

- Make sure too that students don't pronounce the silent letters *i* in *fashion*, *g* in *designer*, and *gh* in *flight*.
- Check pronunciation in a personalized way by asking individual students to say the whole phrase *I want to be ...* followed by one of the new words.

### Exercise 3 205

- Read the direction line aloud. Tell the students that they will hear the conversations twice and ask them to draw matching lines in pencil the first time.
- Play the CD or read the audioscript aloud.
- Ask the students to listen again. This time they go over the lines in pen.
- To go over the answers, invite volunteers to read out the complete statements about the people's occupations.

AUDIOSCRIPT 2-05 PAGE 106

### Extra practice activity (all classes)

- Mime doing an activity associated with one of the occupations and ask the class *What's my occupation?* Encourage them to answer in a full sentence, e.g., *You're (an artist).* The first student to guess correctly (and using the correct article *a* or *an*) takes your place. Having first whispered to you the occupation that he / she is going to mime, the student mimes a new activity.

### Extra extension activity (stronger classes)

- Invite students to make sentences about people in their family, or their neighbors and parents' friends, using the occupations that they now know. (Do this orally, as students write sentences like this on the next page.)

**Further support**  
Extra Practice CD-ROM

### AUDIOSCRIPT 2-03

I want to be a doctor.  
I want to be a mechanic.  
I want to be an architect.  
I want to be a fashion designer.  
I want to be an artist.  
I want to be a flight attendant.  
I want to be a computer programmer.  
I want to be a salesperson.

### Exercise 2 204

- Play the CD or read the audioscript for Exercise 1 again for students to repeat.
- Point out that the words *want to* are said quickly in natural speech, so they sound like *wanna* /'wɒnə/.
- Clap, or tap on your table, on *wanna* and the occupation word in each statement to encourage natural sentence stress.
- Make sure that students use *a* or *an* correctly, and focus in particular on these sounds:  
the weak ending /ət/ in *doctor*, *designer*, *computer*, and *programmer*

## Vocabulary

### Aim

Practice occupations

### Exercise 1 203

- Read aloud the green speech balloon on the page and encourage students to guess the meaning of *when you grow up*. Then focus on the other speech balloons, pausing after *I want to be*, and gesture to the photos. Establish that the photos show a range of different occupations.
- Play the CD or read the audioscript aloud while students follow.
- Focus on the *And don't forget ...* box to remind students of other words for occupations that they should know.
- Ask students why some of the occupations in Exercise 1 and in the *And don't forget ...* box use *an* rather than *a* (because they start with a vowel sound).

# Vocabulary

## Aim

Practice work activities

### Exercise 1 2-06

- Ask students to look at the captions and establish that the word after each number is a verb. Refer to the heading *Work activities* and explain that they are going to learn how to talk about what people do at work.
- Ask students to translate *things* to make sure everyone realizes that these are generic phrases.
- Play the CD or read the phrases aloud while students follow.
- Focus on the *And don't forget ...* box to remind students of other verbs that they know that can be work activities.

### Usage

Both *in* and *at* are used with places where people work.

### Exercise 2 2-07

- Play the CD or read the phrases aloud for students to repeat.
- Focus on the /ə/ sound in *work*. Make sure that students use a weak /ə/ sound at the end of *office* /'ɒfɪs/, and refer back to the noun *designer* to remind them about the silent *g* in *design*. Check too that students remember the correct pronunciation of *people* /'pi:pl/.
- Check pronunciation by inviting individual students to say the phrases.

### Exercise 3

- Read the direction line aloud and agree as a class that the example is correct.
- Students read and circle the correct letter to describe each occupation.
- To go over the answers, invite volunteers to read the complete description, making sure that they pronounce the third person endings correctly. Confirm the answer and then model each phrase yourself, emphasizing the /s/, /z/, or /ɪz/ ending.
- **Option:** You can check comprehension and review simple present tense questions orally by asking *Does a doctor sell things?* (No) *Does a doctor make things?* (No)

### About you!

- Read the direction line aloud. Tell the students that they can choose any family members.
- Some students may want to express an occupation that they haven't learned yet. First, focus on the example in the Student Book to show them that they don't need to use a noun. They can instead explain what the person does

## Vocabulary Work activities

### 1. Look at the pictures. Read and listen.



1. work at a hospital

2. work at a factory

3. work at an office

And don't forget ...

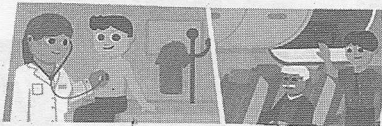
- cook • drive • study
- dance • paint • teach
- draw • sing



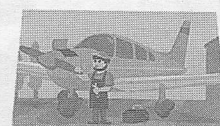
4. make things



5. design things



6. help people



7. fix things



8. sell things

### 2. Pronunciation Listen and repeat.

#### 3. What do they do? Complete the descriptions. Circle a, b, or c.

- |  |   |  |   |
|--|---|--|---|
| 1. A doctor ...                            | <input checked="" type="radio"/> a) helps people. | b. sells things.                                     | c. makes things.                                      |
| 2. An architect ...                        | a. sells clothes.                                 | b. fixes planes.                                     | <input checked="" type="radio"/> c) designs building. |
| 3. A mechanic ...                          | <input checked="" type="radio"/> a) fixes cars.   | b. designs cars.                                     | c. sells cars.  |
| 4. A fashion designer ...                  | a. sells clothes.                                 | <input checked="" type="radio"/> b) designs clothes. | c. fixes clothes.                                     |
| 5. A salesperson ...                       | a. makes things.                                  | b. fixes things.                                     | <input checked="" type="radio"/> c) sells things.     |
| 6. A chef ... at a restaurant.             | a. sells things                                   | <input checked="" type="radio"/> b) makes food       | c. draws pictures                                     |
| 7. A computer programmer ... at an office. | a. cooks  | b. teaches   | <input checked="" type="radio"/> c) works             |

### About you!

#### Write about people in your family.

My father works at a hospital. He helps people.

My Aunt May is a salesperson. She works at Maxwell's Clothing Store.

using the work activities, e.g.,  
*He helps people.*

*She makes things.*

They can also write about where the person works, e.g.,  
*She works at an office.*

*He works at a school.*

- If they still need new words, allow them to look up the words in a bilingual dictionary or ask you.

### ANSWER

#### Students' own answer

#### Extra practice activity (all classes)

- Choose shops, restaurants, or local companies that all your students will recognize. Say, for example, *I work at (name of a local pizza restaurant).* Students could respond at different levels, depending on the level of the class (or individual students): They could call out the occupation, e.g., *You're a chef!* They could make a statement about

your work activity, e.g., *You make pizza!* As a more challenging response, they could ask, e.g., *Do you make pizza?*

### Further support Extra Practice CD-ROM

My mom's an artist. She paints pictures of people. Right now, she's painting my picture!

### Grammar The present continuous and the simple present tense

#### 1. Study the grammar.

Use the present continuous for:	Use the simple present:
<ul style="list-style-type: none"> <li>actions in progress He's <b>working</b> at home right now.</li> <li>actions that continue in the present She's <b>designing</b> women's clothes this year.</li> <li>temporary situations They're <b>living</b> in Canada this year.</li> </ul>	<ul style="list-style-type: none"> <li>for habitual actions and routines He <b>works</b> at an office twice a week.</li> <li>with frequency adverbs She usually <b>designs</b> children's clothes.</li> <li>for permanent situations They <b>live</b> in Canada.</li> </ul>



- Language tips**
- Don't use the present continuous with frequency adverbs *often, sometimes, or never*.  
*He sometimes works at home.* NOT *He's sometimes working at home.*
  - Don't use the present continuous with the verbs *want, have, need, or like*.  
*I want a new computer.* NOT *I'm wanting a new computer.*

#### 2. Circle the correct verb forms. Complete each statement.

- Frida and Tim sometimes get are getting to school by taxi.
- Mr. Brand fixes is fixing my aunt's car this morning.
- They never have are having dinner before 7:00.
- My sister babysits is babysitting our cousin today.
- Greta never designs is designing clothes for children.
- Our neighbors usually work are working late.
- Ms. Howard teaches is teaching our gym class this year.
- We go are going to the beach on Saturdays.

#### 3. Complete the statements with the simple present tense or the present continuous. Use contractions.

- John Aden is a fashion designer. He designs (design) beautiful clothes. This month, he 's designing (design) a new dress for a famous singer.
- Angela Schmidt is a chef. She works (work) at a French restaurant. Right now, she 's making (make) a tomato and potato omelet.
- Maxine Lewis is a salesperson. She sells (sell) products at Good Buys. She 's talking (talk) to a man about a TV right now.
- Nick Potter is a flight attendant. He works (work) every weekday. Right now, he 's helping (help) a passenger.

### Usage

Frequency adverbs (e.g. *usually, sometimes*) are more likely to be used with the simple present tense (and are rarely used with the present continuous) because they describe habits and routines.

Stative verbs (*be, feel, etc.*) and *want, need, like, and have* (for possession) are generally not used in the present continuous.

### Exercise 2

- Read the direction line aloud. Focus on the example and ask the class why the simple present tense is correct (because the statement contains a frequency adverb).
- Students circle the correct forms.
- To go over the answers, invite volunteers to read out the complete sentence. In each case, confirm the answer and then ask the rest of the class why the other form is incorrect. (2, 4, and 7 are actions that continue in the present, so the simple present tense would be wrong; 3, 5, and 6 use frequency adverbs, so the present continuous would be wrong; and 3 and 6, together with 8, also express routines, for which the present continuous would be wrong.)

### Exercise 3

- Read the direction line aloud. Again, focus on the example and ask the class to explain the two verb forms (*the first talks about his occupation, a habitual action, and the second is an action that continues in the present*).
- Remind students about the spelling rules that they have learned and to use contractions in the present continuous.
- Circulate while students are working. If you see a wrong tense being used, refer back to the examples at the top of the page to help explain.
- Invite two volunteers sitting near each other to compare and then each read a statement. Ask the relevant student to spell the present participle and elicit that the present continuous statements are all actions in progress.
- Check that everyone recognized the cognate *passenger* /'pæsəndʒə/, and model the pronunciation if necessary.

### Further support Extra Practice CD-ROM

## Grammar

**Aim**  
Practice the present continuous and the simple present tense

### Grammar support Interactive Grammar Presentation

#### Exercise 1

- Review the present continuous by asking a stronger student who you know has a little brother or sister *What's your brother / sister doing right now?*, encouraging them to guess if necessary, e.g., *He's / She's playing / shopping with Mom.*
- Start writing the statement *I'm writing on the board.* and ask *What am I doing now?* Elicit the answer and finish writing.
- Then contrast the two present tenses by writing on the board:  
*I eat breakfast at (7:30).*

Ask *Am I eating breakfast now?* (No). Elicit that the simple present tense describes a routine that you do regularly, and then write on the board:  
*I teach at (name of school).*  
*I'm teaching (name of class) right now.*

- Explain that the first describes your usual job and that the second describes what you're doing right now. Make sure everyone understands the difference.
- Look at the uses of the different tenses in the chart, comparing with clear examples in the students' own language to emphasize the continuing or routine nature of different activities.
- Elicit additional example statements, referring students to the models in the chart.
- Focus on the *Language tips* to stress when the present continuous isn't used. Clarify that *have* can be used in the present continuous to mean *eating*, e.g., *I'm having lunch right now.*, but never with the meaning of possession.

# Reading

## Aim

Develop reading skills: profiles of famous people

### BACKGROUND INFORMATION

**Joe Odagiri (1976–):** Joe was born in Japan, but studied at Fresno State University in the U.S. He intended to study Film Directing, but enrolled by mistake in a Theater and Arts course. He became internationally famous in his role of Yuusuke Godai, a character believed to have 2,000 abilities.

**Stella McCartney (1971–):** As a young child, Stella travelled the world with her famous parents Paul and Linda when they were in the band Wings. She showed her first fashion collection in 2001. As a lifelong vegetarian, Stella does not use leather or fur in her designs.

### Exercise 1 2-08

- Check whether anyone knows anything about the people in the photos, and then ask them to read and listen to find out what they do.
  - **Option:** If students recognize one or both people, ask them to read and listen to find out two facts that they didn't already know.
  - Play the CD or read the profiles aloud while students follow.
  - Elicit what each famous person does.
  - Write the following on the board:  
We call him by his nickname, \_\_\_\_.  
We call her \_\_\_\_ or \_\_\_\_.
- Ask the class to find where the profiles mention Joe and Stella's nicknames. Then ask for suggestions of someone in class who uses a nickname and complete the phrases on the board with:
- Odajo*  
*Stelly, Stel*
- Check that students remember the meaning of *like* to introduce examples.

### ANSWER

Joe Odagiri is an actor. Stella McCartney is a fashion designer.

### Usage

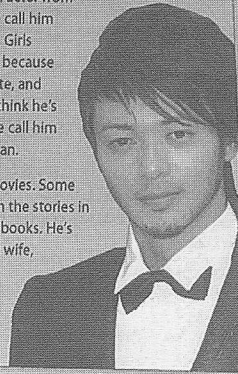
Although *actress* is still used, it is becoming more acceptable to use *actor* for both men and women.

## Reading Profiles of famous people

### 1. Read about two famous people and their occupations. What do they do?

**Joe Odagiri** is an actor from Tsuyama, Japan. People call him by his nickname, *Odajo*. Girls are crazy about Odagiri because they think he's really cute, and they love his hair. Boys think he's really cool. Many people call him the Johnny Depp of Japan.

Odagiri makes lots of movies. Some of his movies come from the stories in Japanese manga comic books. He's also a singer. He and his wife, Yuko, have the same birthday on February 16th. She's an actor too, and they have one son.



**Stella McCartney** is a fashion designer from the U.K. Her friends call her *Stelly* or *Stel* for short. Her father is the famous Paul McCartney from the 1960s music group The Beatles. Celebrity actors like Gwyneth Paltrow and Anne Hathaway and famous singers like Rihanna and Madonna love her designs.

McCartney also designs clothes especially for athletes, including the British Olympic team. And now she's designing clothes for kids, too. McCartney and her husband, Alasthair, have four children.



### 2. Match the two parts of each statement, according to the profiles.

- |                              |   |                                 |
|------------------------------|---|---------------------------------|
| 1. Rihanna                   | → | a. he's cool.                   |
| 2. Alasthair                 | → | b. an actor and Odagiri's wife. |
| 3. Yuko is                   | → | c. clothes.                     |
| 4. Odagiri makes             | → | d. is McCartney's husband.      |
| 5. McCartney has four        | → | e. loves McCartney's designs.   |
| 6. Odagiri has               | → | f. children.                    |
| 7. Boys like Odagiri because | → | g. one son.                     |
| 8. McCartney designs         | → | h. movies and sings.            |

### 3. Complete the statements with the words below.

actor athletes child cute father nicknames

- Many girls like Odagiri because he is cute.
- Odagiri has one child.
- McCartney has two nicknames.
- Anne Hathaway is an actor.
- McCartney designs clothes for children, actors, singers, and athletes.
- McCartney's father is famous.

### Exercise 2

- Read the direction line aloud. Point out to the class that they need to read both parts of the statement carefully for meaning, not just look at names and key words.
- Students draw matching lines.
- They compare answers in pairs.
- **Option:** Find supporting details  
To reinforce this reading strategy, ask students to identify information in the reading that supports their answers. For example, for item 1, the text says *and famous singers like Rihanna and Madonna love her designs*. Here, *her* refers to McCartney, not Rihanna. Point out that they won't always know information before they read, so it's important to practice working with a text.

### Exercise 3

- Read the direction line aloud. Focus on the example and ask the class why *cute* must be the answer. Establish that *actor* and *father* are wrong for the gap because they would need an article (*an actor, a father*), and no article is given in the statement or in the box.
- Ask students to raise their hands when they have finished. Invite volunteers, including those who finished last, to read the complete statements.

1. Read and listen to the conversation.

- A So, what do you want to be when you grow up?
- B I want to be a computer programmer.
- A A computer programmer? That's awesome.
- B What about you? Do you want to be a computer programmer, too?
- A Me? Not really. I want to be a teacher.
- B Wow! That's great. Teachers are cool.

2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Use the pictures of occupations for ideas.

- A So, what do you want to be when you grow up?
- B I want to be \_\_\_\_\_.
- A \_\_\_\_\_? That's awesome.
- B What about you? Do you want to be \_\_\_\_\_, too?
- A Me? Not really. I want to be \_\_\_\_\_.
- B Wow! That's great. \_\_\_\_\_ are cool.

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

Teen2Teen

Aim

Practice social language for discussing what you want to be when you grow up

Warm-up

Ask a strong student *What do you want to be when you grow up?* If possible, elicit a true answer starting with *I want to be*, and help with any vocabulary as necessary, or allow the students to use any occupation that they know. In classes with more fluency, you could extend the discussion to talk about abilities such as *I can design / fix things., I can cook., or I can paint good pictures.*

Suggestion

Remember that this is a speaking lesson, so it's good to allow the students the opportunity to say whatever they can in English. Some students may challenge their classmates' ideas or ambitions, but as long as they do so in English and everyone

is having fun, you can encourage the discussion by asking more questions.

Exercise 1 2:09

- Tell the students that the people in the photo are discussing what they want to be when they grow up. Ask them to read and listen to find out what occupations they talk about.
- Play the CD or read the conversation aloud while students follow.

Exercise 2 2:10

- 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 a few individual students to repeat. Encourage everyone to use expressive intonation with *awesome* and *cool*.

Exercise 3

- Read the direction line aloud and establish that the pictures will help them to create a new conversation.

You can let them use other known occupations.

- Ask *Where can you check the spelling of occupations? What page?* Elicit the answer in English to practice numbers (*page fifty-seven*).
- Focus on B's first gap and ask the students what little word they need first (*a* or *an*). Establish that this is also true of the next three gaps.
- Point to the end of the conversation in Exercise 1 and say in an exaggerated way *Wow! That's great. Teachers are cool.*
- Focus back on B's last gap and elicit that the students need to put A's occupation into the plural.
- Look at each picture in turn and elicit the plural form. Point out that only the second word in compound nouns is made plural, e.g., *flight attendants* and *fashion designers*, and explain that the plural of *salesperson* is *salespeople*. If students use other professions, go over the plural form with them.
- Circulate to check for the correct use of articles and for the correct plural form in the last gap. Point out any spelling errors and refer students back to page 57 to correct their work.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to note the occupations that each pair mentions.

Extension

Writing page 93

Further support

- Extra Practice CD-ROM
- Workbook pages W23–W25
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

# Unit 9

## Grammar

The present continuous for the future

## Vocabulary

Ailments

## Social language

Express sympathy and offer advice for an ailment

## Values and cross-curricular topics

Health

Looking after your physical well-being

Foreign language

## Unit contents

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 in the *Review: Units 7–9*.

## Topic Snapshot

### Aim

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

### Warm-up

Explain that you're going to start a new unit today. Ask the students to watch and guess the topic of the unit. Do as many of these actions as you wish and ask the class to give ideas in their own language.

Hold your head. (headache)

Put one hand on your back. (backache)

Sneeze violently. (a cold)

Sit down with your arms on your table and hold your head with both hands.

(generally ill, the flu)

Put a pencil / pen in your mouth like a thermometer and look sad. (a fever)

Hold your stomach. (stomachache)

Open and close your mouth looking worried. (feel nauseous).

Finally, say *I'm sick* and look ill. Check if anyone in the class is absent due to illness today. If relevant, write *(Name)'s sick today* on the board. Confirm that the topic is ailments.

Finally, say *I'm sick* and look ill. Check if anyone in the class is absent due to illness today. If relevant, write *(Name)'s sick today* on the board. Confirm that the topic is ailments.

### Exercise 1 2-11

- Focus on the photos and establish that instead of writing on *Teen2Teen Friends*, the characters are talking to each other via video webchat.
- Ask if anyone in class ever uses video webchat and if they have ever spoken to anyone in another country. Remind the students that English is not Emi or Ana's first language, so they're using the English that they learned at school with their online friends. You can point out that the *Chat* activity in each unit

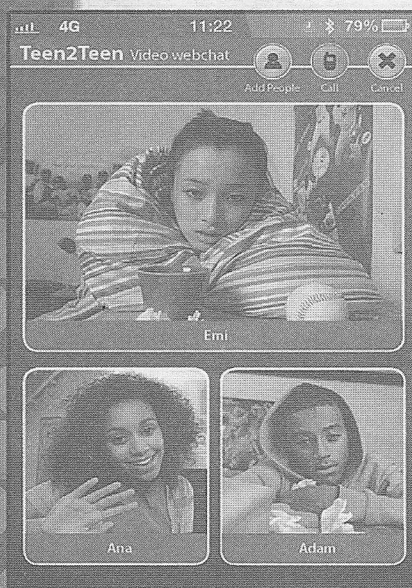
# 9

## Feel better!

Grammar: The present continuous for the future  
Vocabulary: Ailments  
Social language: Express sympathy and offer advice for an ailment

### Topic Snapshot

#### 1. Read and listen to the video webchat.



- Ana: Hey, Emi! I'm looking at my calendar. Your big baseball game is only six days away! Why aren't you practicing with the team?
- Emi: I'm really sick. I'm staying home today.
- Ana: Oh, no! For your first big game as team captain? What's wrong?
- Emi: Look at me. I have the flu!
- Adam: Hey, I'm sick, too. My mom thinks I have the flu. She's taking me to the doctor this afternoon.
- Ana: Sorry you guys are so sick! Have some orange juice – or some hot tea! Or maybe some chicken soup?
- Emi: Thanks for the suggestions, Ana. Mom's making me a special Japanese drink, *shogayu*. It usually helps. But it's hard to eat. I feel too sick.
- Adam: Me, too! And tomorrow's my mom's birthday. My dad's making a special dinner for her!
- Ana: Well, feel better, you two! I'm meeting my friends at the mall in an hour. We can chat again tomorrow, OK?
- Emi: Thanks, Ana! Have fun.

#### 2. Complete each statement, according to the Topic Snapshot. Circle *a* or *b*.

- ... is sick. a. Ana  b. Emi
- She has ... a. the flu.  b. a big game today.
- ... is sick, too. a. The team  b. Adam
- Adam is going to ... a. stay home.  b. the doctor.
- Ana suggests ... a. juice, tea, or soup.  b. a visit to the doctor.
- Tomorrow is ... a. Emi's big game.  b. Adam's mom's birthday.
- Ana is ... at the mall. a. meeting her friends  b. going to the games

62 sixty two

is useful preparation for students to try webchat in English.

- If you did the *Warm-up*, ask students to look at the photos. Ask *Who's sick?* (*Emi and Adam*).
- Ask the students to read and listen to find out what's wrong.
- Play the CD or read the webchat aloud.
- Establish that Emi and Adam are sick, and that Emi is missing baseball practice before her first game.

### Usage

*Feel better!* is an expression used to express sympathy when someone is sick. Here, *better* is a comparative adverb. Students learn it as the irregular adjective form in Unit 12.

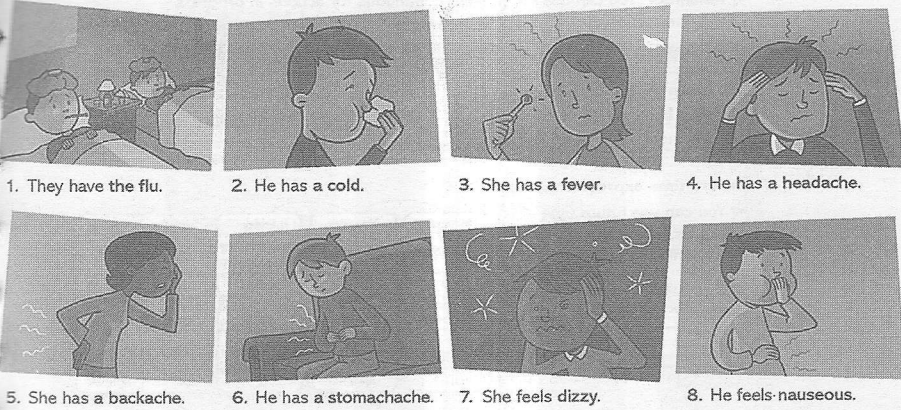
### Exercise 2

- Read the direction line aloud and confirm that the example is correct.

- Look at number 2. Elicit that *She* refers to Emi (following number 1).
- Students circle the correct answers.
- Invite volunteers to read the completed statements.

## Vocabulary Ailments

2.12) 1. Look at the pictures. Read and listen.



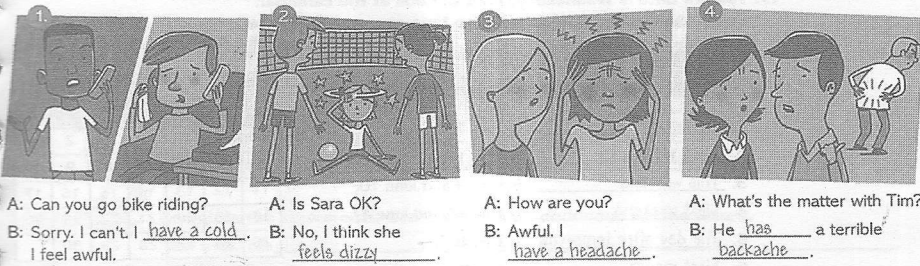
1. They have the flu.
2. He has a cold.
3. She has a fever.
4. He has a headache.
5. She has a backache.
6. He has a stomachache.
7. She feels dizzy.
8. He feels nauseous.

2.13) 2. Pronunciation Listen and repeat.

2.14) 3. Listening comprehension Listen to the conversations. Complete the statements about each person's ailments. Circle the correct phrase.

1. She feels nauseous / has a stomachache.
2. He feels dizzy / has a headache.
3. She has a stomachache / feels nauseous.
4. She has a headache / backache.
5. He has a cold / the flu.
6. She has the flu / a cold.

4. Complete the conversations with the ailments from the Vocabulary.



1. A: Can you go bike riding?  
B: Sorry. I can't. I have a cold.  
I feel awful.
2. A: Is Sara OK?  
B: No, I think she feels dizzy.
3. A: How are you?  
B: Awful. I have a headache.
4. A: What's the matter with Tim?  
B: He has a terrible backache.

- Make sure that students use a long vowel sound in *fever* /'fivə/ and also model the word *nauseous* /'nəʃəs/ in isolation.
- Check pronunciation by inviting individual students to say both the individual target words and the whole statements, stressing the verb and the ailment.

### Exercise 3 2.14

- Read the direction line aloud. Tell the students that they will hear the conversations twice and ask them to circle in pencil the first time.
- Play the CD or read the audioscript yourself, pausing for students to circle in pencil.
- Students listen again and go over the circles in pen.
- To check answers, invite volunteers to read and complete the statements.

AUDIOSCRIPT 2-14 PAGE 106

### Exercise 4

- Read the direction line aloud. Use the example to establish that the students need to look at the pictures to work out the ailment in each case.
- Look back briefly at Exercise 1 to remind them that they need to change the verb to agree with the subject.
- Students read and complete the conversations.
- Invite volunteers to read out the conversations in "open pairs" across the class.
- After each conversation, write (or ask a student to write) the phrase on the board for everyone to check.
- **Option:** Students could work in "closed pairs" to practice reading the conversations. Ask them to read each conversation twice, swapping roles, to make sure that they all practice the new vocabulary.

**Further support**  
Extra Practice CD-ROM

## Vocabulary

### Aim

Practice ailments

### Exercise 1 2.12

- Focus on the pictures and establish what the ailment is in each case.
- Make sure that students understand the difference between feeling *dizzy* (feeling as if everything is turning around you) and feeling *nauseous*. You could mime the two to help students to understand the difference.
- Point out that *cold* looks the same as the weather word that they know – an adjective. Write *a cold* on the board, circle the article *a*, and stress that it is a noun. Then write and cross out this incorrect example on the board: ~~*have cold*~~. Emphasize that the sentence above is not correct in English and contrast this with the students' own language.

- Play the CD or read the statements aloud while students follow.

### Usage

Notice the use of *the* with *flu* (short for *influenza*) and *a* with the other ailments.

### Extra practice activity (all classes)

- Play a mime game to practice using the new vocabulary. Pretend to have one of the ailments (see *Warm-up* page 62 for ideas) and encourage the class to guess using a whole statement, e.g., *You have (the flu / a cold) or You feel (nauseous)*. The first student to guess takes your place and mimes another ailment.

### Exercise 2 2.13

- Play the CD or read the statements aloud for students to repeat.
- Practice *ache* in isolation, with the hard /k/ sound, and then practice *headache* /'hedeɪk/, *backache* /'bækeɪk/, and *stomachache* /'stʌməkeɪk/.

# Grammar

## Aim

Practice the present continuous for the future

### Grammar support Interactive Grammar Presentation

#### Exercise 1

- Tell the students to turn back to page 62 and ask *When is Adam's mom taking him to the doctor? (This afternoon)*. Ask *Is she taking him to the doctor right now? (No, he's at home)*. Say *That's right. His mom's taking him to the doctor this afternoon*.
- Use the *Reminder* to point out other uses of the present continuous that the students know.
- Explain that, as well as the uses that they already know, the present continuous is also used to talk about future plans or arrangements. The future meaning is understood from the context or from a time expression.
- Look at the examples in the top box. Make sure that everyone understands that these conversations refer to the future.
- Then focus on the future time expressions, asking everyone to imagine (if necessary) that it's Wednesday. Point to *today* and use the chart to elicit, in the students' own language, the expressions *tomorrow*, *the day after tomorrow*, and *this weekend*.
- Next explain the expressions *next week*, *next Thursday*, *next weekend*, *next month*, and *next year* referring to the images to help you.
- Write the dates of the current week, month, and year on the board, e.g., 12-18 (month), (year). Point and say *This week is 12-18. This month is [August]. What's next week? What's next month? [September]*. Point to the current year in the date on the board and ask students to tell you what next year will be (or to write it on the board in figures).
- Option:** Ask students to find other examples of future plans on page 62: *My dad's making a special dinner for her.* (This refers to *tomorrow*, mentioned in the previous sentence.)  
*I'm meeting my friends at the mall in an hour.*

## Grammar The present continuous for the future

### 1. Study the grammar.

- Reminder** You can use the present continuous for actions in progress and for actions that continue in the present.

You can also use the present continuous for future plans.

A: Ivan's going to the doctor at 3:00.  
B: Who is he going with?  
A: His mom.

A: Are you taking the bus home today?  
B: No, I'm not. I'm walking.

#### Future time expressions

- You can use future time expressions with the present continuous.

Wednesday TODAY April 9	Thursday tomorrow April 10	Friday the day after tomorrow April 11	Saturday this weekend April 12	Sunday April 13
Monday April 14	Tuesday April 15	Wednesday April 16	Thursday next Thursday April 17	Friday April 18
Saturday next weekend April 19	Sunday April 20	next month		next year

### 2. Pronunciation Listen to the future time expressions. Repeat.

### 3. Today's date is Wednesday, June 6. Look at the calendar. Complete the statements with the time expressions below.

next month    next Wednesday    next weekend  
the day after tomorrow    this weekend    tomorrow

- Tomorrow \_\_\_\_\_ is June 7.
- Next Wednesday \_\_\_\_\_ is June 13.
- This weekend \_\_\_\_\_ is June 9 and June 10.
- Next weekend \_\_\_\_\_ is June 16 and June 17.
- The day after tomorrow \_\_\_\_\_ is June 8.
- Next month \_\_\_\_\_ is July.

June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

#### Usage

Point out that the future meaning is often clear from the context without a time expression if both speakers know that the statement or question isn't referring to an action currently in progress, e.g.,

- A** *Who's driving you to school?*  
**B** *My mom.*

Note that *this (year)* can refer to the continuing present (as seen in Unit 3) or to the future. Compare these ideas:

- I'm playing in the band this year. It's great.*  
= present (We're already playing.)  
*I'm playing in the band this year. The first practice is next week.*  
= future (We're going to start soon.)

#### Exercise 2 2-15

- Play the CD or read the audioscript aloud for students to repeat.
- Focus on the different o sounds in *tomorrow* /tə'morəʊ/, and check the

vowel and *th* sound in *month* /mʌnθ/. Contrast the two pronunciations of *th* in *this* /ðɪs/ and *Thursday* /'θɜ:zdeɪ/.

#### AUDIOSCRIPT 2-15

tomorrow  
the day after tomorrow  
this weekend  
next Thursday  
next weekend  
next week  
next month  
next year

#### Exercise 3

- Read the direction line aloud, sentence by sentence, pointing to the calendar and the list of time expressions.
- Use the example to establish that they need to look at the dates given and work out the correct time expression in relation to June 6.
- Students compare answers in pairs.

4. Today is Monday. It's 10:00 a.m. Look at Adam's plans for this week. Then read the paragraph, circle the correct time expressions, and complete the statements with the present continuous.

Monday 12:45: have lunch with Brandon 3:30: go to the doctor	Thursday 1:00-4:30: study with Brandon at his house
Tuesday 10:00: meet the new international students 3:30-5:30: babysit Nicky (at Nicky's house)	Friday 6:00: go to the movies with Lane and Mike
Wednesday MOM'S BIRTHDAY! 6:00: make Mom's birthday dinner with Dad	Saturday 1:30: hang out with Ben at the mall EAT AT GIANT BURGER!
	Sunday

Today, Adam is sick. (1) This afternoon / This evening, he (2) is going (go) to the doctor. (3) Tomorrow / The day after tomorrow, Adam (4) is meeting (meet) some new students at school. Then he (5) is babysitting (babysit) his neighbor's son, Nicky. (6) Tomorrow / The day after tomorrow, he (7) is making (make) dinner with his dad for his mom's birthday. On Thursday, Adam and Brandon (8) are studying (study) at Brandon's house. (9) This weekend / This week on Friday, Adam (10) is going (go) to the movies with Lane and Mike. And on Saturday, he and Ben (11) are hanging out (hang out) at the mall, and they (12) are eating (eat) at Giant Burger.

5. Complete the questions about your partner's future plans. Use the present continuous. Then answer the questions in your partner's book.

<b>Your questions</b>	<b>Your partner's answers</b>
Are you <u>staying home</u> tomorrow?	<u>Yes, I am.</u>
What <u>are you</u> doing on Sunday?	<u>I'm studying.</u>
Are you _____ tomorrow?	_____
What are you doing on _____?	_____
Where are you _____ this weekend?	_____

Complete the statements. Use the present continuous for the future.

Next week, I'm \_\_\_\_\_  
Next year, I'm \_\_\_\_\_

- Circulate while students are working to help as necessary.
- To go over the answers, call out each number and invite volunteers to give the answers, spelling the present participle where relevant.
- Ask students to exchange books to check each other's work carefully. Tell them to check for the use of the apostrophe if they used the contracted forms and to make sure that no one has used a contraction in 8 or 11.

ALTERNATIVE ANSWERS

4. 's meeting
5. 's babysitting
7. 's making
10. 's going
12. 're eating

Exercise 5

- Read the direction line aloud and look at the examples. Point out the different styles of handwriting to emphasize that they first complete the questions in their own books and then answer the questions in their partners' books.
- Focus on *Are you \_\_\_\_\_ tomorrow?* and elicit several suggestions from the class, making it clear that there are many different possible answers.
- Ask students to complete the questions with their own ideas and to raise their hands when they have finished.
- As students finish, put them into pairs to exchange books and answer the questions in their partners' books.
- Circulate to check their work.

About you!

- Students complete the statements with their plans for next week and next year. They can use their imagination if they wish.

ANSWERS

Students' own answers in the present continuous

Further support  
Extra Practice CD-ROM

Suggestion

If you have been using the direction lines in English actively as suggested, students should be able to follow longer instructions like this as long as you read them a statement at a time, supporting the meaning with gestures, such as pointing or circling. After reading the direction line, you could on this occasion ask a volunteer to explain to the class what they have to do in their own language, and then use the opportunity to congratulate both the volunteer and the rest of the class on how much English they now understand.

Exercise 4

- As with Exercise 3, read the direction line aloud, sentence by sentence, gesturing to Adam's diary and the text below it.
- Ask the class to look at Monday and elicit that Adam's plans have changed. Establish in the students' own language that he was going to have lunch with

Brandon. Then continue in English *Why do you think his plans changed? (He's probably sick. / He has the flu.) Say Yes, so his mom's taking him to the doctor this afternoon.*

- Focus on the two examples given in the paragraph below the diary: *This afternoon* is the correct time expression for the visit to the doctor, and *he is going* is the correct present continuous form of the verb *go*.
- Remind the students to think about the spelling rules for the present continuous and to check whether they need a singular or plural verb.
- You can review that plural contractions aren't used after names (see numbers 8 and 11 in the exercise)
- **Option:** With weaker classes, you could ask the students to circle the time expressions on their own and then work on the verb forms together as a class.

## Reading

### Aim

Develop reading skills: a blog post on *Teen2Teen Friends*

### Warm-up

Tell students to keep their books closed. Establish that you're going to ask questions about the video webchat that they read at the start of the unit. (You can divide the class into two teams if your students enjoy competitions.)

*Which characters are chatting? (Emi, Adam, and Ana)*

*What sport does Emi play? (Baseball)*

*Who is taking Adam to the doctor? (His mom)*

*When is she taking him? (This afternoon)*

*What is Adam's dad doing for his mom's birthday? (He's making dinner.)*

*What's Ana doing at the mall in an hour? (She's meeting her friends.)*

If the teams each get three questions right, use the following "decider". Explain in the students' own language that Ana suggests three things to help you feel better, and then ask in English *What are they? (Orange juice, hot tea, chicken soup)*

### BACKGROUND INFORMATION

Shogayu is made by adding boiling water to grated root ginger and sugar (or by boiling them together). The photo shows a piece of root ginger on the saucer. Ginger is a good source of Vitamin C and potassium.

### Exercise 1

- Ask students to read and follow Emi's post to remember what her problem is.
- Play the CD or read the post aloud while students follow. If you read it yourself, be sure to extend the *o* sound of *so* in line 2. Explain that Emi has written the word *so* with lots of *o*s to show how you would say it excitedly in real life.

### ANSWER

**She has the flu and her big baseball game is next week.**

### Usage

Emi's long spelling of *so* is common in informal writing between teens.

In the sentence *the flu can be serious*, *can* is used with the meaning of possibility. Students don't need to focus on this different meaning of *can*, but if they raise any questions, you could compare with the students' own language to show that *can* has different nuances.


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## Reading A blog post

1. Read Emi's post on *Teen2Teen Friends*. What's her problem?

**Teen2Teen Friends**

**My blog** Tell Teen2Teen Friends about what's happening




**Emi Sato** Hey, everybody! Next week's the big baseball game! And I'm soooooo excited about it! Baseball's very popular here in Japan. At school, girls usually play volleyball or tennis. But me? I love baseball. This year, I'm the captain of our team. Look at me in the photo!

Bad news! I have the flu, and the game is in only six days! All my friends are messaging me and calling me every day. My Teen2Teen Friends say, "Emi, drink orange juice. Emi, have lots of hot tea. Emi, eat chicken soup!" Everybody has a different idea.

When I have a cold or the flu, I usually just stay home and relax in my bed and drink lots and lots of *shogayu*.

*Shogayu* is a traditional hot drink that's good for a cold or the flu. It has ginger, and it really helps! But the flu can be serious, so this afternoon my parents are taking me to the doctor. They want to be sure that I feel better for the big game.



2. Circle T (true), F (false), or NI (no information), according to the blog post.

- Emi is captain of her baseball team.  T / F / NI
- The big game is tomorrow. T /  F / NI
- Emi plays volleyball and tennis, too. T / F /  NI
- The team is taking the train to the game. T / F /  NI
- Emi's team has boys and girls. T / F /  NI
- Emi loves baseball.  T / F / NI
- Emi is going to the doctor.  T / F / NI
- Shogayu* is delicious. T / F /  NI

3. Choose the correct answer to each question. Circle *a* or *b*.

- What sports do Japanese girls usually play?
  - Volleyball and baseball.
  - Volleyball and tennis.
- What sport does Emi really like?
  - Baseball.
  - Soccer.
- When is the big game?
  - This weekend.
  - In six days.
- What's Emi's problem?
  - She's the team captain.
  - She has the flu.
- Who is calling Emi everyday?
  - Her friends.
  - Her parents.
- What do Emi's Teen2Teen Friends tell her?
  - Drink *shogayu*.
  - Drink orange juice and hot tea.
- What does Emi usually do when she's sick?
  - She stays home and drinks *shogayu*.
  - She eats chicken soup.
- What is Emi doing this afternoon?
  - She's going to the doctor.
  - She's going to the big game.

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## Suggestion

Unless you already did this on page 62, ask students to discuss traditional remedies for ailments such as the flu and a cold. Alternatively, you could discuss other ailments, e.g., headache, stomachache, nausea, backache, etc.

## Exercise 2

- Read the direction line aloud and confirm that the example is correct.
- Remind them of the difference between *False* and *No information*.
- Students circle T, F, or NI.
- They compare answers in pairs.
- **Option:** *Confirm a text's content*  
To reinforce this reading strategy, ask students to underline information in the post that supports each answer. For example, for item 1, she says *This year, I'm the captain of our team*. After students have completed the exercise, ask *Which information is not in Emi's post?* (3. Emi doesn't say whether she plays

other sports. 4. There's no travel information. 5. We don't know if it's an all-girls' team. 8. We don't know if *shogayu* is delicious, only that Emi drinks lots, and that it usually helps.)

## Exercise 3

- Read the direction line aloud. Give students a time limit to circle the correct answers. Near the end of the time, count from 10-1 and say *Stop!*
- Students check answers in pairs.

217) 1. Read and listen to the conversation.

- A Hello?
- B Hey, Justin. This is Ryan. How are you?
- A I feel awful. I have the flu.
- B Oh, I'm sorry. I think you should have some juice. Or maybe you should go to the doctor.
- A Actually, I'm going to the doctor tomorrow.
- B That's good. Feel better!
- A Thanks, Ryan. Bye.

218) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Change the ailment, the advice, and the future time expression. Use the pictures for ideas.

- A Hello?
- B Hey, \_\_\_\_\_. This is \_\_\_\_\_. How are you?
- A I feel awful. I \_\_\_\_\_.
- B Oh, I'm sorry. I think you should \_\_\_\_\_. Or maybe you should go to the doctor.
- A Actually, I'm going to the doctor \_\_\_\_\_.
- B That's good. Feel better!
- A Thanks, \_\_\_\_\_. Bye.

**Advice**

You should ...

- have some juice
- have some hot tea
- have some chicken soup
- relax
- stay home
- stay in bed

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

expressive intonation: Justin sounds ill, so the students can really exaggerate this when they say *I feel awful*. For Ryan's lines, they can sound well, but concerned, saying *Feel better* in a kind and supportive way.

**Exercise 3**

- Read the direction line aloud and emphasize the three things that the students need to change in order to create a new conversation.
- Focus on the pictures and on the Advice box to give students ideas. Tell them to look back and find where they can check the spelling of the ailments. Ask *What page?* (63).
- Tell them that they then need to choose suitable advice from the box.
- Establish that they need a time or time expression for A's gap after *doctor* and elicit some suggestions.
- Circulate to check spelling and the advice that students are giving.

**Chat**

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** If practical in your teaching situation, invite volunteers to act out their conversation for the class. Encourage students to listen by asking them to note the ailment, the advice, and the time for seeing the doctor that each pair mentions.

**Extension**

Writing page 94

**Further support**

- Extra Practice CD-ROM
- Workbook pages W26–W28
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

**Teen2Teen**

**Aim**

Practice social language for expressing sympathy and offering advice for an ailment

**Warm-up**

Ask the class to think about the advice you give to someone when they're sick. Elicit suggestions with *should*, e.g., *You should stay home.* *You should go to the doctor.* *You should drink water.*

Find out if anyone in class is unwell and follow up with *Do you have (a cold)?* Then ask the class *What should we say to (Name)?* and help the class to say *Feel better!* (Alternatively, if everyone is well, ask the students what expression is used in English to be supportive to people when they're sick to elicit *Feel better!*)

**Exercise 1** 2-17

- Focus on the photos and establish that the boy on the left is sick.

- Ask the students to read and listen to find out what Justin's problem is and what Ryan suggests.
- Play the CD or read the conversation aloud while students follow.
- Establish that Justin has the flu and Ryan suggests having some juice and going to the doctor.
- Check that students remember the meaning of *maybe* to give an alternative.

**Usage**

*I feel awful* can be used to talk about illness. (It is also used when the speaker realizes that they have done something wrong and they feel bad about it.)

**Exercise 2** 2-18

- 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 a few individual students to repeat. Encourage everyone to act the two roles with very different

## Review: Units 7–9

### Aim

Review and personalize the language learned in Units 7–9 and evaluate progress towards specific goals.

### Exercise 1

- Read the direction line aloud and then give the students some time to read the conversation. When everyone is ready, confirm that the example is correct. Ask students to explain how they know. If they refer to the direction line, ask them to support their answer instead with information from the conversation (Paul says *I'm taking the bus* and then he asks Gloria *Why are you taking the bus?*).
- **Option:** You may want to remind students that, instead of using a question form, people sometimes say something as a statement, but they use intonation and words with intonation at the end to show that it's a question, as in:  
*You usually go to school by car, right?*
- Students circle the other two correct answers.
- To go over the exercise, ask volunteers to read the whole statement, using the correct answer.
- To review grammar, ask students to explain in their own language why statement 1 is in the present continuous (*because it's an action in progress right now*) and why the other two are in the simple present tense (*because they describe routines and they use frequency adverbs, which are never used with the present continuous*).
- Then ask students to look back at the conversation to find an example of the present continuous for the future (*But tomorrow, I'm riding my bike*).
- **Option:** You could invite two strong students to read the conversation as an "open pair" across the class. Students can then practice in "closed pairs". Circulate while they are working as an informal way of evaluating their speaking skills.

### Exercise 2

- Read the direction line aloud and establish that the students need to look at the person who is sick to work out what the problem is.
- Focus on the example and make sure that students have noticed and recognized the box of tissues, indicating that the correct answer is *a cold* and not *a backache*.
- Students circle the correct ailments.
- Invite volunteers to read out each speech balloon, encouraging them to sound concerned or ill, as appropriate.

## Review: Units 7–9

### 1. Read the conversation on a school bus. Then complete each statement.

Gloria: Hey, Paul! You usually go to school by car, right?

Paul: Yes, I do. But today I'm taking the bus. My dad usually drives, but he can't this week.

Gloria: Why not?

Paul: Because he's too busy at work. But what about you? You usually ride your bike. Why are you taking the bus?

Gloria: Because it's so windy, and I have a cold. But tomorrow, I'm riding my bike.

- Gloria and Paul are ... today.      a. riding their bikes      b. going by car      **c. taking the bus**
- Gloria doesn't usually ... to school.      a. go by car      b. ride her bike      **c. take the bus**
- Paul usually ... to school.      **a. goes by car**      b. drives      c. takes the bus

### 2. Look at the pictures. Circle the correct ailments to complete the conversations.

1 Oh, no. What's wrong with Laura?  
She's OK, but she has a cold / has a backache.

2 Hello, doctor. Alex feels dizzy / has the flu.

3 I have a headache / have a backache.  
Oh, I'm sorry, sweetie. You should rest today.

4 I can't eat dinner. I feel nauseous / have a backache.  
You should have some tea.

5 What's wrong?  
I have a cold / feel dizzy.

6 What's wrong?  
I have a bad stomachache / have a bad cold.

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- **Option:** Students practice reading conversations 1 and 3–6 in "closed pairs".

**Doctor:** OK, yes. Alex has the flu.  
He should (stay home / relax / drink water / etc.).

### Usage

*Sweetie* is a term of endearment that some parents use with children (and some couples use between themselves). It is more commonly used for younger children, but is used in a comforting way with teens if they're sick or upset.

### Extra extension activity (stronger classes)

- Use picture 2 to create a conversation between Alex's dad and the doctor on the phone. Elicit suggestions from the class, giving them the underlined words as ideas if necessary, and build up the conversation on the board:  
**Doctor:** Does he have a fever?  
**Dad:** Yes, he does.  
**Doctor:** Does he have a backache?  
**Dad:** Yes, he does.

Complete each statement with the simple present tense or the present continuous.

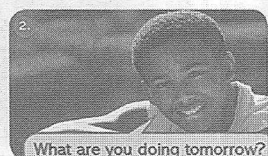
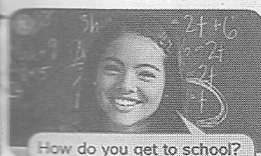
1. My mom is a flight attendant, but she isn't working (not/work) right now.
2. Our teacher teaches (teach) English twice a week.
3. My uncle Len is an artist. He usually sells (sell) his pictures at the mall, but tomorrow he is selling (sell) his pictures at my school.
4. My big brother is a mechanic. He is fixing (fix) our car this afternoon.
5. We are studying (study) Europe in geography class this month.

Write questions in the simple present tense.

1. (What/you/do/in the morning?) What do you do in the morning?
2. (When/Sean/eat lunch?) When does Sean eat lunch?
3. (What time/your little sister/go to bed?) What time does your little sister go to bed?
4. (Why/they/do their homework so late on Tuesdays?) Why do they do their homework so late on Tuesdays?
5. (Who/your mom/drive to school in the morning?) Who does your mom drive to school in the morning?
6. (Where/your parents/shop for food?) Where do your parents shop for food?

## All About You

1. Write your own response to each person.



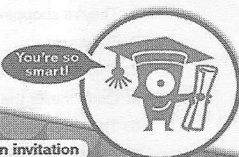
2. Complete each personal statement about your activities.

- When I have a cold, I usually \_\_\_\_\_ . Tonight, I'm \_\_\_\_\_ .  
 On weekdays, I sometimes \_\_\_\_\_ . Next weekend, I'm \_\_\_\_\_ .  
 On weekends, I always \_\_\_\_\_ .

## Progress Check

Check what you can do.

- Discuss what I want to be when I grow up  Make and accept an invitation  
 Express sympathy and offer advice for an ailment  Use the Unit 6–9 grammar and vocabulary



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### Exercise 3

- Make a statement in the simple present tense about your hobbies or routines outside class, using a verb that can also be used in the present continuous, e.g., *I play the piano.*
- Write it on the board and then turn it into a question with *right now*, e.g., *Am I playing the piano right now?* (No, you're not. / No, you aren't.)
- Invite a volunteer to explain in the students' own language when to use the present continuous. Accept any correct answer and then remind the class of any uses that the volunteer didn't mention, to highlight all three uses: actions right now, actions that continue in the present, and future plans.
- Read the direction line aloud. Point out to students that they need to think about the correct tense and spelling.
- **Option:** With weaker classes, turn back to page 44 and look at the spelling

rules for the simple present tense, as they haven't often needed to use verbs ending in *-ch*.

- Students complete the statements.
- Circulate while they are working, asking them why they have chosen the simple present tense or present continuous, and pointing to any spelling errors, encouraging them to self-correct.
- Invite volunteers to write the verb forms on the board for everyone to check their work.

### ALTERNATIVE ANSWERS

3. is selling 4. is fixing 5. are studying

### Exercise 4

- Read the direction line aloud and focus on the example to make sure everyone understands.
- Then write on the board:  
*(What / she / do / in the morning?)*  
 Elicit a question in the third person singular: *What does she do in the morning?*

- Establish that they need to think first about who performs the action and then choose *do* or *does* accordingly, placing it after the question word.
- Circulate while students are working and check their word order.
- Ask the students to exchange books before inviting volunteers to read out the questions. Tell the class to check each other's work very carefully.
- **Option:** Students who finish early can write real or invented answers to the questions in their notebook.

## All About You

### Exercise 1

- Ask students to imagine that they are responding to the people in the photos.
- They write appropriate responses.

### ANSWERS

Students' own answers

### Exercise 2

- Look at the exercise with the class and, unless you prefer to test what students remember, establish when they need the simple present tense and when the present continuous.
- Encourage them to use a wide range of activities and allow them to invent information if they wish.

### ANSWERS

Students' own answers using the simple present tense with frequency adverbs and the present continuous with time expressions.

### Progress Check

- Discuss the goals with the class in their own language, looking back at the contents of Units 7–9 on pages 50, 56, and 62, and eliciting examples of language for each point.
- Students put a check mark next to the things that they can do in English.

### Extension

Cross-curricular Reading page 98

Teen2Teen Friends Magazine 3 page 102

### Further support

Video: Report

Puzzles

Review Tests A and B

Listening Tests A and B



**Grammar Verbs of degree: love, like, don't like, hate**

**1. Study the grammar.**

1. She loves that T-shirt. 😊 !!!

2. She likes that T-shirt. 😊

3. She doesn't like that T-shirt. 😞

4. She hates that T-shirt. 😡 !!!

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

**3. Listening comprehension Listen to the conversations. Circle the correct verb.**

- Victoria likes / doesn't like the shoes.
- Emily loves / doesn't like chicken soup with rice.
- Andrew's dad doesn't like / hates Andrew's music.
- Maggie likes / loves the sweater.
- Clara doesn't like / hates orange juice.

**4. Complete the statements, according to the faces.**

- I 😡 hate that key ring.
- We 😊 love volleyball.
- He 😊 loves video games.
- They 😞 don't like math.
- My dad 😞 doesn't like coffee.
- She 😊 likes those jeans.

**Grammar**

**Aim**

Practice verbs of degree: *love, like, don't like, hate*

**Grammar support**

Interactive Grammar Presentation

**Exercise 1**

- Focus on the T-shirts and model a simple statement with *like*, e.g., *I like T-shirt number 2*. Invite the students to express their reactions in the same way, using *like* and *don't like* (which they studied in Unit 5).
- Then point out that the girl's face in the pictures shows four different expressions. Establish that she's showing a range of opinions. Using the smiley and sad faces for support, ask students to guess the meaning of *love* and *hate*.

- Ask a volunteer to explain the different forms:  
*I love ... She loves*  
*I don't like ... She doesn't like*

**Usage**

It's common in printed messages to use a heart shape as a symbol for the word *love*. You could ask the students to "translate" the top line (or all) of the message on the second T-shirt (*I love me. You should, too.*)

**Exercise 2 2-20**

- Play the CD or read the third person grammar examples aloud (stressing the verbs) for students to repeat.
- Make sure that students pronounce the simple present tense -s ending, encouraging them to differentiate between the /z/ in *loves* and *doesn't*, and the /s/ in *likes* and *hates*.
- Point out that *loves* and *doesn't* have the same short vowel sound /ʌ/.

**AUDIOSCRIPT 2-20**

- She loves that T-shirt.
- She likes that T-shirt.
- She doesn't like that T-shirt.
- She hates that T-shirt.

**Exercise 3 2-21**

- Read the direction line aloud. Use the example to point out that both verb forms are grammatically correct, but that they need to listen to find out which expresses the correct meaning: *Does Victoria like the shoes? Yes or no?*
- Tell the students that they will hear the conversations twice and ask them to use a pencil to circle the first time.
- Play the CD or read the audioscript aloud, pausing after the first item to point out that the exercise uses *likes / doesn't like*, but that they hear Victoria say *I don't like*.
- Continue with the rest of the conversations for students to circle the correct verbs.
- Students listen again and go over the circles in pen.
- Invite volunteers to read the complete statements aloud, helping them with any unfamiliar names as necessary.

**AUDIOSCRIPT 2-21 PAGE 106**

**Exercise 4**

- Read the direction line aloud and establish that the example is correct, according to the unhappy face and the three exclamation points (you can refer students to the grammar presentation for the key to the faces in this exercise).
- You can do number 2 orally as a class to remind everyone about the third person -s ending.
- While students are working, copy the gapped sentences without the faces on the board.
- Invite volunteers to complete the gaps on the board for everyone to check their work carefully.

**Further support**

Extra Practice CD-ROM

# Vocabulary

## Aim

Practice personal objects and souvenirs

### Exercise 1 2-22

- Focus on the pictures and ask students if they ever buy any of these objects.
- Play the CD or read the words aloud while students follow.
- Clarify that a wrist band is different from a *bracelet* (e.g., a metal chain) in that it uses colors, icons, or writing to represent something that you like or support, e.g., a football team or a charity. Invite anyone who has a wrist band to tell the class about it.
- Focus on the *And don't forget ...* box to remind the class of these two items, often bought as souvenirs.

### Usage

The word *candy* is generally uncountable, but is also used as a plural countable noun.

### Exercise 2 2-23

- Play the CD or read the words aloud for students to repeat.
- Focus on these sounds in particular: the short /ʌ/ sound in *earbuds* and *mug* the weak /ə/ sound at the end of *necklace* the diphthongs in *phone case* /'foun keɪs/ Make sure too that students don't try to pronounce the silent *w* in *wrist band* /'rɪst bænd/.
- Check pronunciation by inviting individual students to say the words.

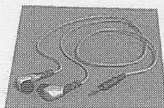
### Exercise 3 2-24

- Explain that they are going to hear six conversations. In each conversation, the people are talking about one or both of the objects.
- Play the CD, or read the audioscript aloud, to the end of the first conversation. Point to the necklace and ask *What's this? (A necklace). Do the girls talk about a necklace? (Yes)* Point out the check mark and then repeat the questions for *ring*. Make sure students understand that the task is to listen for the words. The girls don't buy the necklace, but they talk about it, so that picture also has a check mark.
- Tell them that they will hear the conversations twice and ask them to use a pencil the first time.
- Play or read the rest of the audioscript, pausing after each conversation for students to check the correct pictures.
- Students listen again and go over the check marks in pen.
- They compare answers in pairs.

10

## Vocabulary Personal objects and souvenirs

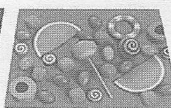
222) 1. Look at the pictures. Read and listen.



1. earbuds



2. a magazine



3. candy



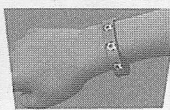
4. earrings



5. a mug



6. a necklace



7. a wrist band



8. a phone case



9. a ring

And don't forget ...

• a key ring • a T-shirt

223) 2. Pronunciation Listen and repeat.

224) 3. Listening comprehension Listen to the conversations. What are they discussing? Check one or two pictures for each conversation.

1. a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/>	2. a. <input type="checkbox"/> b. <input checked="" type="checkbox"/>
3. a. <input checked="" type="checkbox"/> b. <input type="checkbox"/>	4. a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/>
5. a. <input checked="" type="checkbox"/> b. <input type="checkbox"/>	6. a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/>

4. Listen to the conversations again. Circle T (true) or F (false).

- |   |   |
|---|---|
| 1. They're buying the ring. <input checked="" type="radio"/> T / <input type="radio"/> F    | 4. He's buying the Zac Efron wrist band. <input type="radio"/> T / <input checked="" type="radio"/> F |
| 2. He's buying the earrings. <input type="radio"/> T / <input checked="" type="radio"/> F   | 5. They're buying a mug with candy. <input checked="" type="radio"/> T / <input type="radio"/> F      |
| 3. She loves soccer magazines. <input type="radio"/> T / <input checked="" type="radio"/> F | 6. He's buying the earbuds. <input type="radio"/> T / <input checked="" type="radio"/> F              |

About you!

Choose two objects from the Vocabulary. Complete two personal statements about them.

I love my phone case. It has a picture of a cute cat.

I love \_\_\_\_\_

I hate my sister's earrings.

I hate \_\_\_\_\_

72 seventy-two

### AUDIOSCRIPT 2-24 PAGES 106-107

#### Exercise 4

- Read the direction line aloud and explain that this time, they are listening for meaning, not just for key words. Invite them to use a pen to circle if they're sure, or to use a pencil the first time.
- Play the CD or read the audioscript for Exercise 3 aloud, pausing for students to circle.
- Students listen again, if necessary, and go over the circles in pen.
- They check answers in pairs.

#### About you!

- Explain that they have to choose two objects from Exercise 1 to use in their statements, but that they are not writing about the specific items in the pictures. They describe why they love or hate their own (or a sibling / friend's) phone case, earrings, etc.

#### ANSWERS

Students' own answers

#### Further support

Extra Practice CD-ROM

## Grammar Object pronouns

### 1. Study the grammar.

In a sentence, the **subject** performs the action of the verb. The **direct object** receives the action of the verb. The subject and the direct object can be a noun, a name, or a pronoun.

subject	verb	direct object
Kurt	wants	<u>that mug.</u>
Kurt	wants	<u>it.</u>

Subject pronouns	Object pronouns
I	<u>me</u>
you	<u>you</u>
he	<u>him</u>
she	<u>her</u>
it	<u>it</u>
we	<u>us</u>
you	<u>you</u>
they	<u>them</u>

### 2. Pronunciation Listen to the object pronouns. Repeat.

### 3. Underline the subject in each sentence. Circle the direct object.

- The store sells candy.
- She wants the earbuds.
- Peter and Anne like the phone case.
- We don't have Hello Cutie wrist band.

### 4. Circle the correct object pronouns to complete the conversation.

### 5. Rewrite the statements and questions. Change the underlined direct object nouns to object pronouns. Use periods and question marks.

- I like the key rings. I like them.
- Carla is calling her sister. Carla is calling her.
- We're making the salad for lunch. We're making it for lunch.
- The team is wearing the new uniforms this weekend. The team is wearing them this weekend.
- Are you babysitting your little brother on Friday? Are you babysitting him on Friday?
- Our parents are taking my sister and me to Disneyland. Our parents are taking us to Disneyland.

### 6. Pronunciation Listen to the answers from Exercise 5. Repeat.

### Exercise 3

- Read the direction line aloud and refer back to the sentence that you wrote on the board as a further example of what to do.
- Make sure that everyone understands the example in the Student Book and then ask the students to work on their own.
- For each statement ask *What's the subject?* and *What's the object?* Accept answers with or without the articles *the / a* for the direct object and make sure that students identify both names in the compound subject *Peter and Anne* in item 3.

### Exercise 4

- Read the direction line aloud and refer students to the list of pronouns in Exercise 1. Ask why *they* is wrong in the example (*It's a subject pronoun*).
- Students circle the object pronouns and compare answers in pairs.
- Option:** Invite volunteers to read out the conversations in "open pairs".

### Exercise 5

- Read the direction line aloud slowly, a statement at a time. Use the example to check comprehension and, only if necessary, ask a volunteer to explain the exercise in their own language.
- Students rewrite the statements. They check their answers in Exercise 6.

### Exercise 6 2•26

- Play the CD or read the answers to Exercise 5 aloud for students to repeat.
- Students exchange books to check for the correct pronouns and punctuation.

### Further support Extra Practice CD-ROM

## Grammar

### Aim

Practice object pronouns

### Grammar support

#### Interactive Grammar Presentation

### Exercise 1

- Write on the board:  
*I like magazines. I read them on weekends.*
- Circle the word *magazines*, point to the word *them*, and point back again at the circled word *magazines*. Ask the class to work out what the second sentence means, congratulating or helping them as appropriate.
- Underline the word *I* and remind the students that this is called the **subject**. Explain the concept of object by saying *I read magazines. I'm the subject. I read. The magazines are the object. The magazines don't read. I read the magazines.*

- Read the grammar box with the class. Establish that the direct object *that mug* is a noun, and that *it* is a pronoun. Then ask a student *Who's your favorite singer?* and write on the board:  
*(Student's name) likes (singer's name).*  
Point to the singer's name and say *This is a name. It's the direct object. (Student's name) likes him / her.*
- Focus on the list of pronouns and compare with the students' own language. Refer back to the example sentences to show that the pronoun comes after the verb in English, and that it is never joined to any other word with a hyphen as in some other languages.

### Exercise 2 2•25

- Play the CD or read the object pronouns aloud for students to repeat.

#### AUDIOSCRIPT 2•25

me you him her it us you them

## Reading

### Aim

Develop reading skills: an article in a local newspaper

### Warm-up

With sensitivity to any recent events locally, discuss how natural disasters such as earthquakes or floods change people's lives, both temporarily and permanently. Where do they go if their houses are destroyed? What problems are there (e.g., lack of clean water, food supplies, can't reach remote places if the roads are cut off, etc.)? Encourage the students to make a distinction between what is needed for survival (water, food, and shelter from extreme temperatures) and the loss of material possessions.

### BACKGROUND INFORMATION

Floods are the most serious natural disasters in the United States in terms of the loss of life and damage to property. Flash floods account for most deaths, half of which are vehicle-related. After a hurricane, the consequent flooding is responsible for 90% of hurricane fatalities.

### Exercise 1

- Read the direction line aloud. Students will immediately see the problem in the photo, but ask them to read and listen to the article to learn the English word.
- Play the CD or read the article aloud while students follow.
- Check comprehension and model the pronunciation of these key words in isolation for students to repeat so that they can try to use them in the lesson: *flood* /flʌd/, *supplies* /sə'plaɪz/, *donate* /'dəʊneɪt/, *donation* /dəʊ'neɪʃn/, *necessities* /nə'sesətɪz/.

### ANSWER

A (terrible) flood

### Suggestion

Exercise 2 draws out the main idea of the article. After establishing the answer to Exercise 1 and working on useful vocabulary, it is therefore best to move on to Exercise 2 rather than discussing the article any further right now.

### Exercise 2

- Read the direction line aloud.
- Give students three minutes to read the sentences and then put them into pairs to discuss which sentence expresses the main idea.
- Establish the correct answer with the whole class and ask them to explain in their own language what ideas are missing from the other two statements.
- **Option:** *Identify the main idea*  
To reinforce this reading strategy, write

10

## Reading A newspaper article

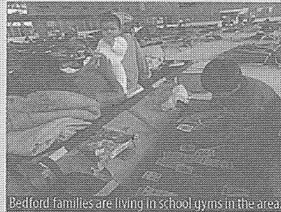
1. Read the article. What is the problem in Bedford?

### MadisonJournal

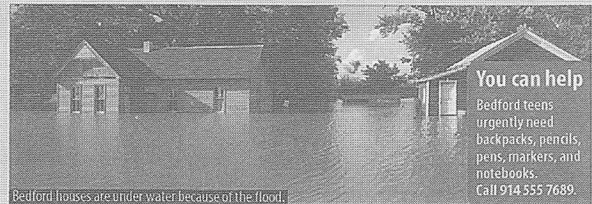
September 15

#### Madison Teens Help Bedford Neighbors

After a terrible flood, Bedford families are living in school gyms and friends' houses. Many families' homes, clothes, furniture, and food are under water. Both adults and teenagers in nearby Madison are collecting and donating necessities to help Bedford families through a terrible time.



Bedford families are living in school gyms in the area.



Bedford houses are under water because of the flood.

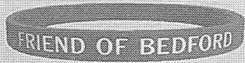
Madison's teenagers are focusing on school-aged victims of the Bedford floods. Fourteen-year-old Sarah Corbin has a message for her classmates: "Next week, school is opening, and Bedford school children need backpacks and school supplies. You can help them. Do you have an extra backpack, or some pencils, pens, markers, or notebooks? Please



Madison teen Sarah Corbin

bring your donations to Madison Middle School any afternoon this week, from 3:30 to 5:00."

Teens who donate backpacks, school supplies, or other things such as magazines, can get a wrist band that says, "Friend of Bedford."



**You can help**  
Bedford teens urgently need backpacks, pencils, pens, markers, and notebooks. Call 914 555 7689.

2. Which of the following sentences expresses the main idea of the article?  
Check one box.

1. Teens who donate backpacks, school supplies, or other things such as magazines, can get a wrist band that says, "Friend of Bedford."
2. Next week, school is opening, and Bedford school children need backpacks and school supplies.
3. Both adults and teenagers in nearby Madison are collecting and donating necessities to help Bedford families through a terrible time.

3. Match the parts of the statements, according to the article.

1. Lots of Bedford houses are  a. can get a wrist band.
2. People from Madison are  b. need school supplies.
3. Furniture, clothing, and food are  c. helping people from Bedford.
4. The school children in Bedford  d. necessities.
5. When a teenager donates school supplies, he or she  e. under water.

74 seventy-four

Who? What? When? on the board. Use these question words to elicit ideas from the class and construct a simple sentence on the board summarizing the article, e.g., *Madison's teenagers are helping Bedford families after a terrible flood.* Then focus on Exercise 2 and ask students which of the sentences best summarizes the article. Explain that sentence 3 and your class sentence on the board express the most important ideas of the story. The other two sentences are details and, although true, are not essential to the story.

### Exercise 3

- Read the direction line aloud.
- Students draw lines and then compare answers in pairs.

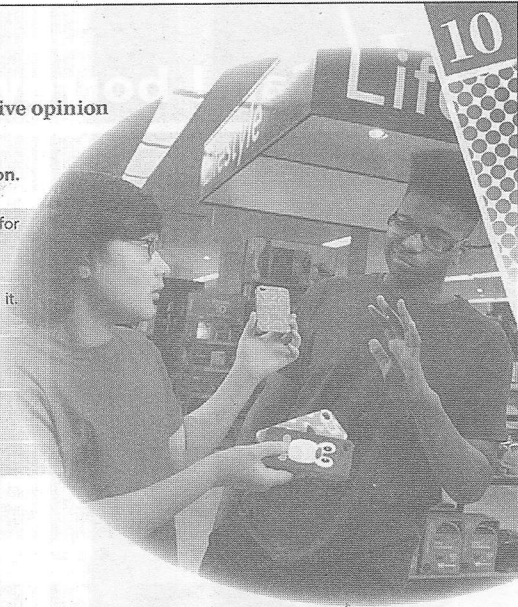
### Suggestion

Encourage the students to see that the Madison teenagers are helping others because it's the right thing to do. The wrist band shows solidarity with the flood

victims, and may encourage others to donate, but receiving something like a free wrist band or pen should never be the motivation for donating to charity.

### Note

For the next lesson, bring in a T-shirt (or other item) that the class won't like.



1. Read and listen to the conversation.

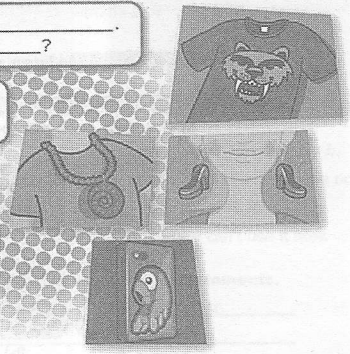
- A Hey, Dan. I'm buying a present for my sister. What do you think of this phone case?
- B Well, no offense, but I don't like it. I think it's ugly.
- A Really? I like it. ... Hey, what about *this* phone case?
- B Wow! It's awesome. I think you should get it.
- A OK!

Ways to express negative opinion  
is ugly.  
It's gross.  
weird.

2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Use the pictures. Express a different negative opinion. Use the correct object pronouns.

- A Hey, \_\_\_\_\_, I'm buying a present for \_\_\_\_\_. What do you think of \_\_\_\_\_?
- B Well, no offense, but I don't like \_\_\_\_\_. I think \_\_\_\_\_.
- A Really? I like \_\_\_\_\_. ... Hey, what about \_\_\_\_\_?
- B Wow! Now \_\_\_\_\_ awesome. I think you should get \_\_\_\_\_.
- A OK!



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

Teen2Teen

**Aim**  
Practice social language for expressing a negative opinion

**Warm-up**  
Hold up a T-shirt (or other item of known vocabulary) that the students won't like – perhaps for a very young child, or an older pop group. Try to elicit negative reactions, asking *What do you think of this T-shirt? Is it terrible? (Name), do you like it? No, (Name) doesn't like it.* Finish by saying that they're going to learn to express negative opinions.

Exercise 1 2:28–29

- Focus on the photo and establish that the boy on the left is asking his friend's opinion of some phone cases.
- Ask the students to read and listen to find out why he's buying a phone case.

- Play the CD or read the conversation aloud while students follow.
- Ask *Why is he buying a phone case? (It's a present for his sister.)*
- Model the *Ways to express a negative opinion* for students to repeat. Use expressive intonation, and contrast the short vowel sound in *ugly* /'ʌgli/ with the longer sounds in *gross* /grouz/ and *weird* /wi:rd/.

Usage

*Ugly*, *gross*, and *weird* are all negative adjectives. *Ugly* is the opposite of *pretty* or *beautiful* and usually only relates to appearance. *Gross* is much stronger than *ugly* and can relate to appearance or other attributes. Generally, *weird* means *strange* and isn't necessarily negative in meaning. *No offense* is a common polite way to preface and soften a negative opinion that differs with that of another person.

Exercise 2 2:30

- 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 a few individual students to repeat.
- Focus on the polite intonation of *No offense* and encourage them to be expressive with the adjectives *ugly* and *awesome*. Make sure too that students pause and sound as if they have a great idea for ... *Hey, what about ...?*

Exercise 3

- Read the direction line aloud.
- Point out that they should change *my sister* to another person.
- For A's third gap, say *What do you think of ...?* and elicit the phrase for each picture (*this T-shirt / necklace / phone case, these earrings*). Check as a class which object pronoun the line *I don't like ...* will need for each item.
- Point out that they can use any of the negative adjectives in B's second gap.
- Circulate to make sure that they are using pronouns correctly.

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 students to listen by asking them to count how many pairs decide to buy each object.

Extension

Writing page 94

Further support

- Extra Practice CD-ROM
- Workbook pages W29–W31
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

# Unit 11

## Grammar

Can for permission

## Vocabulary

Electronic devices

Using electronic devices

## Social language

Ask to borrow something

## Values and cross-curricular topics

Advertisements

Science and technology

## Unit contents

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 in the *Review: Units 10–12*.

## Vocabulary

### Aim

Practice electronic devices

### Exercise 1 2-31

- Ask students to look at the words and pictures to see how many words look the same in English and in their own language.
- Then ask them to listen carefully to see how the words sound in English.
- Play the CD or read the words aloud.
- Focus on the *And don't forget ...* box to point out other electronic devices that the students already know and review the English pronunciation of *MP3 player* /,ɛm ,pi 'θri ,plɛɪər/.

### Usage

The generic words *charger* and *remote* are usually combined with the name of the device, e.g., *my phone charger*, *the TV remote*.

The word *battery* refers to any container in which chemical energy is converted into electricity and used as a source of power. Batteries come in various shapes and have various purposes, from the ones depicted here, to the flat disc-shaped ones used in some cameras, to the large ones in cars.

### Exercise 2 2-32

- Play the CD or read the words aloud for students to repeat.
- Make sure that students pronounce any cognates correctly in English and focus on the diphthongs:  
/aɪ/ in *drive*  
/ou/ in *remote* and *console*  
/aʊ/ in *mouse*.

# 11

## Can I borrow your charger?

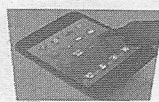
Grammar: Can for permission  
Vocabulary: Electronic devices • Using electronic devices  
Social language: Ask to borrow something

### Vocabulary Electronic devices

#### 1. Look at the pictures. Read and listen.



1. a laptop



2. a tablet



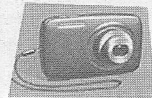
3. a flash drive



4. a remote



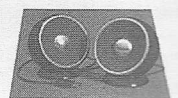
5. a mouse



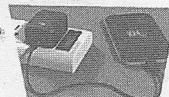
6. a camera



7. a game console



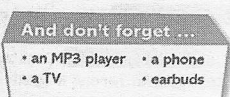
8. speakers



9. a charger





















10. a battery



• an MP3 player • a phone  
• a TV • earbuds

#### 2. Pronunciation Listen and repeat.

#### 3. Listening comprehension Listen to the conversations. Circle the letter of the item each person needs.

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

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- Practice the two syllables of *charger* separately with the class, highlighting the different consonant sounds: /tʃɑːr/ /dʒɑːr/. Encourage students to repeat, gradually getting faster, until they are saying the whole word.
- Check pronunciation by inviting individual students to say the words.

### Exercise 3 2-33

- Read the direction line aloud. Tell the students that they will hear the conversations twice and ask them to use a pencil to circle the first time.
- Play the CD or read the audioscript aloud yourself, pausing after each conversation for students to circle.
- Students listen again and go over the circles in pen.
- They compare answers in pairs.

AUDIOSCRIPT 2-33 PAGE 107

### Extra practice activity (all classes)

- Write the following on the board:
 

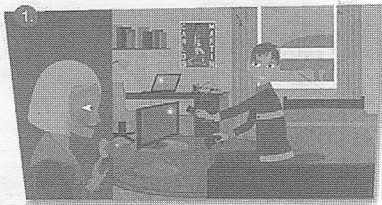
1. Jessie's brother	4. The boy
2. Brett	5. The man
3. Nick's sister	6. The woman
- Explain that these are the people from the conversations in Exercise 3 and ask the class to make sentences using *needs* and the new vocabulary:
  1. Jessie's brother needs the remote.
  2. Brett needs his dad's tablet.
  3. Nick's sister needs her flash drive.
  4. The boy needs his mouse.
  5. The man needs his laptop.
  6. The woman needs a battery.

### Further support

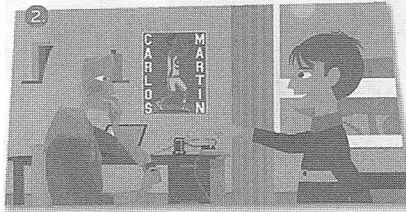
Extra Practice CD-ROM

## Topic Snapshot

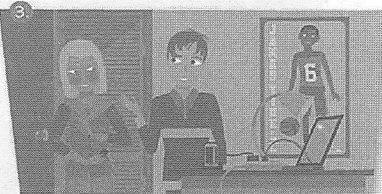
### 1. Read and listen to the conversation.



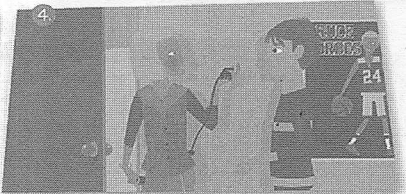
Emma: Hi, Tyler. Sorry to bother you.  
Tyler: Hey, sis! No problem. What's up?



Emma: The battery in my phone is dead.  
Can I borrow your charger?  
Tyler: Sure. It's on the desk. Next to my laptop.



Emma: Hey. Are you charging your phone?  
Tyler: Yeah, I am, but it's done. You can unplug it.



Emma: Thanks, Tyler.  
Tyler: Hey, you're welcome!

### 2. Choose the correct meaning for each statement in the Topic Snapshot. Circle a or b.

- "The battery in my phone is dead." a. I can use my phone now.  (b) I can't use my phone now.
- "Can I borrow your charger?"  (a) Can I use it? b. Can I see it?
- "It's done."  (a) She can use it now. b. She can't use it now.

### 3. Read the statements. Circle T (true) or F (false). Correct the false statements.

- Emma needs Tyler's phone. T /  F Emma needs Tyler's charger.
- Tyler's charger is on the desk.  T / F \_\_\_\_\_
- Tyler is charging his laptop. T /  F Tyler is charging his phone.
- Emma doesn't unplug Tyler's phone. T /  F Emma unplugs Tyler's phone.
- Emma is borrowing Tyler's charger.  T / F \_\_\_\_\_

## Usage

*Sorry to bother you* is a polite way of getting someone's attention when they are busy doing something.

*What's up?* is used here to mean *How can I help?*

These last two expressions are covered in Exercise 2:

In the context of technology, *dead* describes something that has no power or that isn't working.

Students don't need to analyse the passive grammar of *It's done*. They just need to understand the meaning: that something is finished or ready. In this case, Tyler's phone is fully charged and Emma can use his charger.

### Exercise 2

- Read the direction line aloud. Encourage the students to look back at the conversation to work out the meaning of each expression.
- Students circle the correct letter.
- They compare answers in pairs.

### Exercise 3

- Read the direction line aloud. Change the example into a question and elicit answers as follows:  
*Does Emma need Tyler's phone?*  
(No, she doesn't.)  
*What does Emma need?*  
(Emma needs Tyler's charger.)
- Students circle the correct letters and correct the false sentences.

### ALTERNATIVE ANSWER

#### 3. Tyler's charging his phone.

### Extra practice activity (all classes)

- Tell the students to close their books.
- Divide the class into two, calling one half Emma and the other Tyler.
- Explain that you're going to read out sentences at random from the conversation. If it's Emma's line, the Emma-team stand up; if it's Tyler's line, the Tyler-team stand up.
- Each time a team has stood up, gesture for them to sit down, keeping up a brisk pace.

### Extra extension activity (stronger classes)

- Invite two volunteers to read the conversation as an "open pair" across the class. Then put students into "closed pairs" to practice reading it.

## Topic Snapshot

### Aim

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

### Warm-up

Pretend that your pen won't write, pick it up and look at it, pull a frustrated face, and then put it down. Go up to a student with a pen on their desk, gesture to it, and ask *Can I borrow your pen?* The response *Sure* is used in the *Topic Snapshot*, but for now simply encourage the student to give the pen to you saying *Yes* or *Yes, you can*. Ask to borrow other items around the class, finishing with *Can I borrow your book?* Open the student's copy to page 77 and say *Open your books to page 77*.

### Exercise 1 2-34

- Focus on the pictures and establish that, as in your *Warm-up*, the girl wants to borrow something. Ask the students

to read and listen to find out what she needs.

- Play the CD or read the conversation aloud while students follow.
- Confirm that Emma needs Tyler's charger.
- Explain the meaning of the first two phrases in the *Usage* box below, leaving the rest for students to think through in Exercise 2.
- Ask the students to translate *unplug*, using the pictures to help them.

# Vocabulary

## Aim

Practice language for using electronic devices

### Exercise 1 2-35

- First, ask the class to look at the pictures and recall which verbs were used in the conversation in the previous lesson (*unplug* and *charge*).
- Then focus on each picture in turn to check comprehension, miming the actions (or using devices at the front of the class as props if possible) to support the meaning of numbers 3–6.
- Play the CD or read the verbs aloud while students follow.

### Suggestion

Students don't need to know the terms *phrasal verb* or *prepositional verb* at this stage, but as these are features of English that they haven't met before, you may like to point out that *on*, *off*, and *in* are prepositions, which don't change, and that *turn* and *plug* are verbs, which need to be changed. Demonstrate this by using a prop such as the CD player and saying, e.g., *I'm plugging in the CD player*.

### Usage

Some of these verbs are separable, e.g., *turn on your phone / turn your phone on*. However, to avoid confusion at this relatively early stage of learning, these verbs are never shown separated in *Teen2Teen Two* (see Exercise 3).

### Exercise 2 2-36

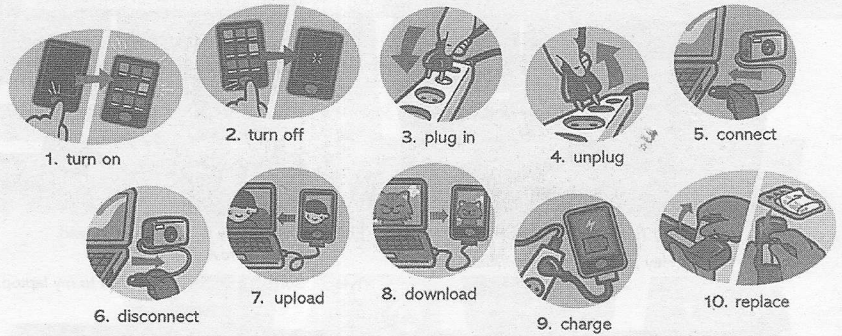
- Play the CD or read the verbs aloud for students to repeat.
- Focus on the long /əɪ/ sound in *turn*. Model this sound in the students' own language and show that the lips are quite rounded at the front. For the /əɪ/ sound in English, the lips are more relaxed. Encourage the class to try making a more English sound.
- Practice the short /ʌ/ sound in *up* and *plug*, and the diphthongs in *-load /loud/* and *replace /ri'pleɪs/*.
- Check pronunciation by inviting individual students to say the words.

### Exercise 3

- Establish with the class that new devices come with instructions and explain that the verbs on this page are often used in these instructions.
- Read the direction line aloud and explain to the students that the sequences of pictures will help them.
- Focus on the example. Read the first sentence aloud and establish that the batteries in the remote had obviously

## Vocabulary Using electronic devices

### 1. Look at the pictures. Read and listen.



### 2. Pronunciation Listen and repeat.

### 3. Look at the pictures. Complete the instructions. Use the Vocabulary.

1. First, replace the batteries in your remote. Then turn on the TV.

2. Plug in your laptop. Charge the battery for two hours. Then unplug your laptop and use it for up to eight hours.

3. Turn off your phone. Plug in the charger. Charge the phone for an hour.

4. First, turn on your camera. Connect your camera to your laptop. Upload your photos. Then disconnect your camera.



What do you usually charge? How often?  
I charge my phone twice a week.

- died. Say *What happens next?* Ask the students to look at the right-hand picture and elicit the verb *turn on* to complete the sentence.
- Students complete the instructions.
- Circulate while they are working and, if you come across any problems, put students into pairs to compare their ideas before they write in their books.
- To go over the answers, invite volunteers to read out the verb they have written followed by the noun phrase, e.g., *Plug in your laptop*, to consolidate common collocations.
- **Option:** Use Exercises 1 and 3 to remind students that the imperative in English, as used in the instructions in Exercise 3, is the same as the base form, as used to label the vocabulary in Exercise 1.

### About you!

- Read the direction line aloud. Elicit some ideas from the class and gauge

- their reaction, to assess if the question is relevant to all or most of them.
- If necessary, you could allow them to use any of the new verbs together with an expression of frequency.

### ANSWER

Students' own answer

### Further support Extra Practice CD-ROM

## Grammar Can for permission

### 1. Study the grammar.

Use *Can* and a base form to request permission. To give permission, use a short answer with *can*, or use other expressions of affirmation.

Can I <b>borrow</b> your charger?	(Yes, you can.)
Can we <b>play</b> with your game console?	(Sure. No problem.)
Can my brother <b>use</b> your phone?	(OK.)



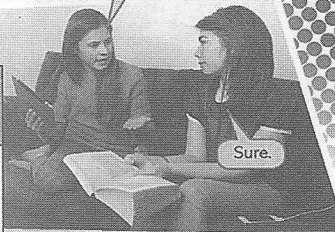
**Language tip** • Use *please* to be polite. Place *please* before the base form.  
Can I please borrow your charger?

#### Reminder

You can also use *Can* to ask about ability.  
Can you play the piano?

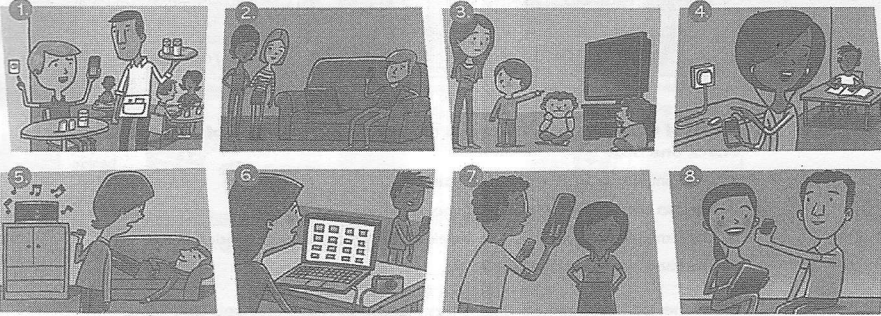
Can I borrow your charger?

Sure.



### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Look at the pictures. Complete each request for permission.



- Can I charge \_\_\_\_\_ (I / charge) my phone here?
- Can we borrow \_\_\_\_\_ (we / borrow) your laptop?
- Can we please turn on \_\_\_\_\_ (we / turn on / please) the TV?
- Can I use \_\_\_\_\_ (I / use) your charger?
- Can I please turn off \_\_\_\_\_ (I / turn off / please) the music?
- Can I please disconnect \_\_\_\_\_ (I / disconnect / please) your camera now?
- Can I replace \_\_\_\_\_ (I / replace) these batteries?
- Can I please upload \_\_\_\_\_ (I / upload / please) your photos to my tablet?

using the words given to write requests for permission. They add *please* only where shown.

- For each number, invite a volunteer to read the request, confirm that it's correct, and then ask the class to repeat, using appropriate intonation.

### Extra practice activity (all classes)

- Ask the students to look back at Exercise 3. Tell them that they are going to work in pairs to create short conversations, deciding how the person would respond in each case to the request that they have now written in their Student Book.
- Before putting them into pairs, refer them back to the affirmative responses in the grammar box in Exercise 1, and write these ideas for negative responses on the board:  
*No, you can't because ...*  
*No, sorry, I'm using it right now.*  
*No, sorry, it's dead.*
- Emphasize that these are only ideas and that they can use other language to give different reasons.
- Depending on your class size and the time available, you could allocate one or two pictures to each pair, or ask everyone to choose a certain number of pictures.
- Once the students are in pairs, circulate to help as necessary. Allow them to discuss ideas in their own language, but encourage them to think about the English that they will be using and to note it down. Check their work informally and suggest corrections.
- When students seem ready, say *No speaking in your own language now! Practice your conversations in English!*
- After five minutes, invite pairs to read out their conversations, asking others to contribute if they had different ideas about the same picture.

### Further support Extra Practice CD-ROM

## Grammar

### Aim

Practice *Can* for permission

### Grammar support Interactive Grammar Presentation

#### Exercise 1

- Ask students to turn back to the conversation on page 77. Say *Look at picture 2. What does Emma ask Tyler? (Can I borrow your charger?)*
- Establish that she's asking for permission and demonstrate again in class by asking to borrow things from different students.
- Then turn back to page 79 and look at the grammar together. Point out that the question form is exactly the same as questions with *can* for ability that they already know, as shown in the *Reminder* box, and that they can use the normal short answers.

- Highlight the other possible responses and remind them that Tyler's response to Emma's request was *Sure*.
- Focus on the *Language tip* to show students how to make a polite request with *please*.

#### Exercise 2 2-37

- Play the CD or read the grammar examples aloud for students to repeat.
- Encourage the students to copy the intonation, sounding friendly and polite.

#### AUDIOSCRIPT 2-37

Can I borrow your charger?  
Can we play with your game console?  
Can my brother use your phone?

#### Exercise 3

- Read the direction line aloud. Discuss with the class what's happening in the first picture and confirm by reading the example.
- Students continue with the rest of the exercise, looking at the pictures, and

# Reading

## Aim

Develop reading skills: an advertisement

## Warm-up

Ask the students to look back at the electronic devices on page 76 and discuss them with the class. Avoid asking individuals if they have certain devices because they could be embarrassed if they don't own something others do. Instead you can ask, e.g., *What's your favorite device on the page?* or *What's the best device?* and *Why?*, helping them to answer with *Because you can (listen to music)*. Once a student makes it clear that he / she owns a particular device, you can ask *What can you do on your (tablet)? Do you play games?*, etc.

## Suggestion

To introduce the idea of advertisements, you could turn to page 80 (while the students still have page 76 open) and read out the heading using an exaggerated voice like an advertisement on TV: *Say hello to ... does it all!* Then invite the students to turn to page 80.

## Exercise 1

- Allow students a minute to react to the advertisement. Then ask them to read and listen to decide whether they want this new device, and why or why not.
- Play the CD or read the advertisement aloud while students follow.
- Invite students to explain why they want the *Fantablet* or not. Encourage them to use English as much as they can, pointing out that they can use phrases from the advertisement.
- If any students don't want the device, their reasons may be difficult to express in English, so it's best to allow them to contribute in their own language to show that their opinions are valid.
- If anyone asks whether the *Fantablet* is real, you could confirm that it's invented. Alternatively you could ask what the students think and whether they think this device would be possible.
- Ask the students to translate *wireless*, pointing out if necessary that the speakers and earbuds in the picture have no cables.
- Make sure students know the meaning of *screen*, *surf*, *click*, *translate*, and *convenient*, highlighting cognates as appropriate.
- Write on the board *keep in touch with* and give an example of someone in another town, e.g., *I keep in touch with my friend Lia in Manaus. We use e-mail and Facebook*. Elicit a colloquial translation of the phrase.

## Reading An advertisement

1. Read the advertisement. Do you want this new device? Why or why not?

**new!**

### The Fantablet

Say hello to the Fantablet - a fantastic tablet that does it all!

Like a phone, the Fantablet is small. You don't need a backpack to carry it. However, like a tablet, the screen is big. But who wants a small phone AND a big tablet? The Fantablet replaces many of the electronic products you have now. Call or text your friends from the park. Listen to your favorite music at the beach with the Fantablet wireless earbuds. And take photos of your friends at school with the Fantablet camera.



Download your favorite magazines from the Fantablet Center and click on Read Me. It reads your magazines to you! Listen in any language you choose. Yes, the Fantablet can translate your article! With the Fantablet wireless speakers, you can play music in your room or in any room at home. Download new movies or your favorite TV shows and watch them with your friends. And when you need to go shopping, don't "go." Stay home and use the Fantablet's shopping center. How convenient is that? And wherever you go, keep in touch with your friends, or meet new ones, at Fantablet Connections!

The Fantablet has a long battery life of up to twelve (yes, that's right ... TWELVE) hours!

2. Which of the following statements expresses the main idea of the advertisement? Check one box.

- The Fantablet is small and easy to carry.
- You can use the Fantablet as a phone or camera.
- The Fantablet replaces many of the electronic products you have right now.
- The Fantablet has a long battery life.

3. Read the true statements about the Fantablet. Then find and underline information from the advertisement that supports each statement.

- It's not very big.
- It has a big screen.
- You can use the Fantablet as a phone to make calls or send messages.
- You can listen to music when you are not at home.
- The Fantablet can read articles to you in Portuguese.
- You can listen to music in the kitchen with the Fantablet.
- You can watch movies and TV with your friends.
- You can shop at home with it.

## ANSWERS

### Students' own opinions of the Fantablet

#### Exercise 2

- Read the direction line aloud. Tell the students to read all four statements carefully before checking one of the boxes.
- Confirm the answer with the class and establish that the other three statements are simply supporting details.

#### Exercise 3

- Read the direction line aloud slowly, line by line. Check comprehension by asking *Are these statements false? (No)* Look at number 1: *"It's not very big"*. How do we know? Invite a volunteer to read out the first sentence.

- Ask the students to underline the relevant information for each statement in pencil and to number the parts that they underline, to make it easy to go over the answers.
- **Option:** *Identify supporting details* To reinforce this reading strategy, point out that each statement restates an idea from the advertisement. Write the first statement on the board. Ask students to identify one sentence (or more) that supports this statement. They then continue doing the same.



2.39) 1. Read and listen to the conversation.

- A Hi, Connor. Can I come in?
- B Sure. What's up?
- A Can I borrow your laptop for a little while?
- B Actually, I'm using it right now. I'm downloading some photos. Can I give it to you a little later?
- A Of course. No problem. Thanks!

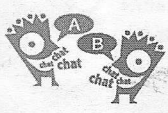
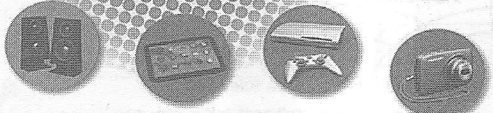
2.40) 2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, write the names of two electronic devices. Imagine you are using the devices right now. Write a statement for each. Then create a NEW conversation, using one of the devices on your notepad.

- Verbs  
listen  
do  
send  
write  
play  
upload  
download  
charge

- A Hi, \_\_\_\_\_. Can I come in?
- B Sure. What's up?
- A Can I borrow your \_\_\_\_\_ for a little while?
- B Actually, I'm using \_\_\_\_\_ right now. I'm \_\_\_\_\_. Can I give \_\_\_\_\_ to you a little later?
- A Of course. No problem. Thanks!

Device	What are you doing?
MP3 player	I'm listening to music.
1	
2	



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

Exercise 2 2.40

- 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 a few individuals to repeat. Encourage everyone to copy the intonation.

Exercise 3

- Read the direction line aloud slowly, a statement at a time, gesturing to the notepad and the pictures, to support the meaning. Emphasize to the students that they won't be asking to borrow a laptop and ask them instead to tell you the word for each picture: *speakers, tablet, game console, camera.*
- Focus on B's longer speech balloon. Elicit that the students need an object pronoun in the first and last gaps (*it* for most pictures; *them* for speakers). Compare with Exercise 1 if necessary.
- Establish that the longer second gap is for a present participle, to form a verb in the present continuous. Point out the list of verbs, but explain that students can also use their own ideas. You could check the present participle spelling rule for verbs ending in -e, or wait to see who remembers it.
- Circulate to help and check.

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 students to listen by asking them what the person asks to borrow, and the reason why he or she can't have it right now.

Extension

Writing page 95

Further support

- Extra Practice CD-ROM
- Workbook pages W32–W34
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Teen2Teen

Aim

Practice social language for asking to borrow something

Warm-up

Tear a piece of paper into six tiny pieces, and write *No* on four of them and *Yes* on the other two. Invite a student to the front of the class. Distribute the words *Yes* and *No* randomly to six other students and ask them to stand up. The student at the front has to ask to borrow different things from any of the six students, who answer affirmatively or negatively depending on the *Yes* or *No* on their paper. Practice responses with the whole class. When the response is negative, the student at the front sits down, and the one who said *No* takes his or her place. Redistribute the words *Yes* and *No* to six different students. The longest possible turn would be, e.g.,  
**A:** (Name), can I borrow your laptop?

**B:** Yes, sure.

**A:** (Name), can I borrow your charger?

**C:** Yes, you can.

**A:** (Name), can I borrow your tablet?

**D:** No, sorry. I'm using it.

Exercise 1 2.39

- Focus on the photo. Ask students to predict what the girl is saying and how the boy responds. Tell them to read and listen to check.
- Play the CD or read the conversation aloud while students follow.
- Check the students' ideas (*she asks to borrow his laptop, but he's using it to download some photos.*)

Usage

*a (little / short) while* means a short period of time. The opposite is always *a long while*, not *a big / large while*.

# Unit 12

## Grammar

Comparative adjectives

Comparative adjectives: form

## Vocabulary

Adjectives to describe people

## Social language

Compare yourself with others in your family

## Values and cross-curricular topics

People's personalities

Foreign language

### Unit contents

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 in the *Review: Units 9–12*.

### Topic Snapshot

#### Aim

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

#### Warm-up

Introduce the concept of comparatives using questions to establish basic facts, gesture, and translation to support the meaning of the comparatives, e.g., (Name), *do you have a brother or sister?* (Yes, I have a brother and a sister.) *How old are they?* (My brother's ... ) *OK, you're (13). Your brother is (9), so he's younger than you, and your sister is (15), so she's older than you. Is your brother shorter (put your hand down low) than you? Is your sister taller (put your hand up high) than you?*, etc.

Explain to the class (or elicit) that in this unit they are going to learn how to make comparisons in English.

#### Exercise 1 2-41

- Ask the students to look at the photos to see who is writing on *Teen2Teen Friends* today. Discuss the teens' nationalities and ask which characters use English as a second (or third) language (Daniel and Maya – and maybe Julie, as Canada is bilingual and her surname is French).
- Find out if any of your students have chatted in English online recently, or looked at any websites in English. Encourage them to do this.
- Ask students to read and listen to find out what the characters are chatting about.

# 12

## She's smarter than me!

Grammar: Comparative adjectives • Comparative adjectives: form  
Vocabulary: Adjectives to describe people  
Social language: Compare yourself with others in your family

### Topic Snapshot

#### 1. Read and listen to the posts.

**Adam Lucas**  
Meet new friends  
Question of the day  
My Blog  
Favorite places  
Video webchat  
My Friends: Daniel Campos, Maya Ivanova, Julie Dudos, New Friend!

Adam: Hi, everyone! I'm visiting my cousins Ty and Will this week. What are you guys doing?  
Daniel: I'm at home, in Mexico City. I'm just hanging out with my family.  
Maya: Hi, guys. I'm babysitting my sister Olga. We're at my grandma's apartment here in Moscow. My parents are in London this week.  
Daniel: So what's your little sister like, Maya?  
Maya: Olga? Well, she's very smart. She's good at all her subjects at school. Actually, she's smarter than me. Much smarter!  
Julie: Hey, everyone! Adam, what are your cousins like?  
Adam: Well, Ty is pretty nice, but he's really messy. There are papers, magazines, and clothes everywhere in his room. But Will is really neat. His room is always nice and clean. And he's very smart, like Olga.  
Julie: And what about you, Adam? Are you neat?  
Adam: Me? Neat? No way. I'm kind of messy, actually.  
Julie: Really? Well, who's messier then? You or your cousin Ty?  
Adam: Oh, Ty's *definitely* much messier than me!

#### 2. Match the two parts of the statements, according to the Topic Snapshot.

- |                   |  |
|-------------------|--|
| 1. Maya           | a. has a neat cousin and a messy cousin. |
| 2. Will's brother | b. is smart.                             |
| 3. Ty             | c. is smart and isn't messy.             |
| 4. Maya's sister  | d. has a little sister.                  |
| 5. Daniel         | e. isn't neat, but is very nice.         |
| 6. Adam           | f. is at home with his family.           |
| 7. Will           | g. is messier than Adam.                 |

82 eighty-two

- Play the CD or read the posts aloud yourself.
- Establish that the characters are talking about what they're doing this week and comparing people.
- Ask the students to work out the meaning of *smart* by reading Maya's description of Olga carefully.
- Do the same for *messy* and *neat*, using Adam's description of his cousins.

#### Usage

It is correct to use an object pronoun after a comparison, e.g., *taller than me*. It is also correct to use a subject pronoun, e.g., *taller than I*, but most people consider this very formal. After a subject pronoun, speakers generally add a form of *be*, e.g., *taller than I am*.

Adam uses *kind of* as an informal modifier to mean the same as *quite*.

#### Exercise 2

- Read the direction line aloud. Point out that many matches are possible, but that they must refer back to the posts.
- Students match the parts of the statements.
- Help any students who seem to be struggling by pointing to relevant parts of the posts.
- Students first compare answers in pairs. You could then invite volunteers to read out the statements as the new words are fairly easy to pronounce.

### Vocabulary Adjectives to describe people

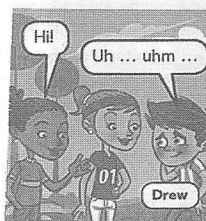
2.42) 1. Look at the pictures. Read and listen.



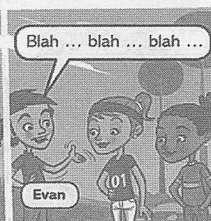
1. Clara's messy.



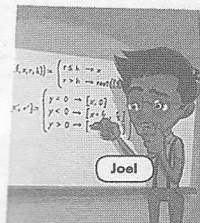
2. Eliza's neat.



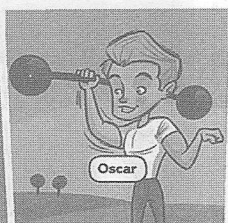
3. Drew's shy.



4. Evan's talkative.



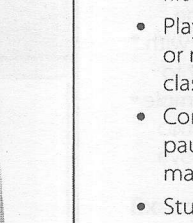
5. Joel's smart.



6. Oscar's strong.



7. Ashlie's funny.



8. Kira's serious.

2.43) 2. Pronunciation Listen and repeat the adjectives.

2.44) 3. Listening comprehension Listen to the conversations. Check the adjective that describes each person.

	smart	talkative	serious	funny	messy	strong	shy
1. Tina is ....							✓
2. Spencer is ....					✓		
3. Lauren's dad is usually ....				✓			
4. Ella is ....						✓	
5. Steve is ....		✓					
6. Olivia is ....	✓						

About you

Write two sentences about you. Use the Vocabulary.

I'm very funny and talkative. I'm not very strong, but I'm smart.

eighty-three

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explain to students that when -y comes at the end of a one-syllable word, it is pronounced /aɪ/, but when it comes at the end of longer words, it is always pronounced /i/.

- Check pronunciation by inviting individual students to say the words.

#### Exercise 3 2.44

- Read the direction line aloud. Tell the students that they will hear the conversations twice and ask them to check the adjectives in pencil the first time.
- Play the first conversation on the CD or read it aloud yourself and agree as a class that the example is correct.
- Continue with the other conversations, pausing for students to write check marks in pencil.
- Students listen again. This time they go over the check marks in pen.
- Give an example by reading the first sentence yourself, including the adjective: *Tina is shy.*
- Invite volunteers to read sentences 2–6 aloud with the correct adjectives in the same way.

AUDIOSCRIPT 2.44 PAGE 107

#### About you!

- Discuss the example with the class. Point out the use of *very* (to mean *really*) and the comma before *but*, encouraging the students to write detailed sentences.
- Circulate while they are writing to check spelling and discuss students' opinions of themselves in a light-hearted way.

#### ANSWERS

Students' own answers

#### Extra practice activity (all classes)

- Ask the class to make sentences about characters from books, films, or TV programs using the new vocabulary.

#### Further support

Extra Practice CD-ROM

## Vocabulary

### Aim

Practice adjectives to describe people

#### Exercise 1 2.42

- Ask the students to look at the pictures and sentences, and to try and remember what Maya said about Olga (*she's smart*) and what Adam said about his cousins (*Ty's messy and Will's neat*). Establish that these and the other new words on the page are all ways of describing people.
- Look at each picture and agree as a class on translation for each adjective. To help consolidate the meaning of the new words, ask which two aren't opposites (*smart* and *strong*).
- Play the CD or read just the bold adjectives aloud while students follow.

### Suggestion

Six of these adjectives are opposites and there is sometimes a tendency to think of them as positive or negative. However, it's important not to suggest that being talkative is better than being shy, or that being funny is better than being serious.

#### Exercise 2 2.43

- Play the CD or read just the bold adjectives aloud for students to repeat.
- Focus on these sounds in particular: the /i/ sound in *neat* (reminding students of other words that they know with this pattern: *eat, team, meat*) the /aɪ/ diphthong in *shy* the /ʌ/ sound in *funny* the vowel sounds in *serious* /'sɪrɪəs/. Make sure too that students don't pronounce the silent / in *talkative* /'tɔkətɪv/.  
 • **Option:** Using the three examples (*messy, shy, funny*) and other known words, such as *twenty* and *my*, you can

# Grammar

## Aim

Practice comparative adjectives

### Grammar support Interactive Grammar Presentation

#### Exercise 1

- Focus on the photos and ask the students to compare the two boys, and then to compare the prices of the two skirts, in both cases using the students' own language.
- Explain the two general rules at the top of the box and compare *than* with the students' own language. Point to each photo and read the two example sentences for each photo (one with *than* and one without).

#### Note

Students study the rules for the formation of the comparative adjectives on the following page. For now, they only need to understand the general structure, and to recognize regular comparatives with *-er* and longer ones that use *more*. You may, however, like to point out that comparative adjectives ending in *-er* don't use an extra word in English, unlike some languages.

#### Exercise 2 2-45

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that the students use weak vowel sounds in the *-er* endings and in *than*.
- You could practice the longest sentence using the technique of back-chaining (see page 31), remembering to keep *than* and *the* short and weak: *the green one*  
*than the green one*  
*more expensive than the green one*  
*is more expensive than the green one*  
*The blue skirt is more expensive than the green one.*

#### AUDIOSCRIPT 2-45

Blake is taller.  
Blake is taller than Logan.  
The blue skirt is more expensive.  
The blue skirt is more expensive than the green one.

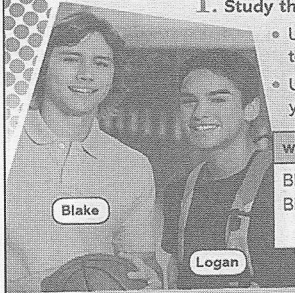
#### Exercise 3

- Read the direction line aloud and establish that the students need to look carefully at the pictures.
- Students check the correct boxes and compare in pairs.
- Option:** For more practice, ask students to make up simple statements using the pictures in Exercise 3, e.g., *The boy is younger. The girl is older.*

## Grammar Comparative adjectives

### 1. Study the grammar.

- Use a comparative adjective with the verb *be* to compare people, places, or things.
- Use *than* after a comparative adjective when you name the second person, place, or thing.



with <i>-er</i>	with <i>more</i>
Blake is <b>taller</b> .	The blue skirt is <b>more expensive</b> .
Blake is taller <b>than</b> Logan.	The blue skirt is more expensive <b>than</b> the green one.



### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Check the correct answers.

1. Which person is younger? a  b

2. Which room is neater? a  b

3. Which apartment building is taller? a  b

4. Which park is more beautiful? a  b

5. Which person is more talkative? a  b

6. Which place is colder? a  b

### 4. Listening comprehension Listen to the conversations. Circle T (true) or F (false).

- Her cousin is smarter.  T /  F
- His brother, Cody, is older.  T /  F
- Her brother is taller.  T /  F
- Her father is more serious than her mother.  T /  F
- He is stronger than his teammate, Bruce.  T /  F

#### Exercise 4 2-46

- Read the direction line aloud. Tell students that they will hear the conversations twice and ask them to use a pencil to circle the first time.
- Play the first conversation on the CD or read it aloud yourself and agree as a class that the example is correct.
- Point out that they don't hear the exact words that they can see on the page, but that they have to interpret the meaning from what they hear. For this reason, give them two minutes to read through the rest of the statements so that they are sure of the meaning before they listen.
- Continue with the other conversations, pausing for students to circle in pencil.
- Students listen again and go over the circles in pen.
- They compare answers in pairs.

#### AUDIOSCRIPT 2-46 PAGE 107

#### Further support Extra Practice CD-ROM

## Grammar Comparative adjectives: form

### 1. Study the grammar.

If an adjective has one syllable and ends in a consonant, add *-er*.  
old → older strong → stronger short → shorter

If an adjective has one syllable and ends in consonant + *-e*, add *-r*.  
late → later nice → nicer

If an adjective has two syllables and ends in *y*, drop *y* and add *-ier*.  
pret·~~ty~~ → prettier mes·~~sy~~ → messier wind·~~y~~ → windier

If an adjective has one syllable and consonant – vowel – consonant, double the consonant and add *-er*.  
hot → hotter big → bigger

If an adjective has two, three, or four syllables, but doesn't end in *y*, use *more* before the adjective.

beau·ti·ful My mom is more beautiful than my aunt.  
ex·pen·sive These pants are more expensive than the other ones.

#### Irregular forms






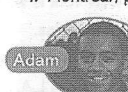
good → better  
bad → worse

### 2. Write the comparative adjective forms.

- |                         |                                      |  |
|-------------------------|--------------------------------------|--|
| 1. small <u>smaller</u> | 5. delicious <u>more delicious</u>   | 9. interesting <u>more interesting</u> |
| 2. cool <u>cooler</u>   | 6. incredible <u>more incredible</u> | 10. cold <u>colder</u>                 |
| 3. bad <u>worse</u>     | 7. friendly <u>friendlier</u>        | 11. big <u>bigger</u>                  |
| 4. cute <u>cuter</u>    | 8. early <u>earlier</u>              | 12. good <u>better</u>                 |

### 3. Pronunciation Listen to the comparative adjectives from Exercise 2. Repeat.

#### 4. Complete the statements and questions, using comparative adjectives and *than*.

 <p>My sister Olga is <u>smarter</u> than me.</p> <p>1. My sister Olga / smart / me</p>	 <p>My cousin Ty is <u>messier</u> than my cousin Will.</p> <p>2. My cousin Ty / messy / my cousin Will</p>
 <p>Maya, is your sister <u>taller</u> than you?</p> <p>3. your sister / tall / you?</p>	 <p>Julie, is Montreal <u>prettier</u> than Vancouver?</p> <p>4. Montreal / pretty / Vancouver?</p>
 <p>Adam, are your cousins <u>older</u> than you?</p> <p>5. your cousins / old / you?</p>	 <p>Maya, is your sister <u>more talkative</u> than you?</p> <p>6. your sister / talkative / you?</p>

eighty-five 85

### Usage

Note that the comparative forms *shyer* and *shier* for the new adjective presented on page 83 are both acceptable, but *shyer* follows the rules in this chart (as it only has one syllable).

### Exercise 2

- Read the direction line aloud. Focus on the example and ask a volunteer to explain in his or her own language why this adjective simply adds *-er* (it ends in a consonant and has one syllable).
- While students are working, copy the adjectives onto the board.
- Invite volunteers to write the comparative forms on the board for everyone to check.

### Exercise 3 2.47

- Play the CD or read the comparative adjectives aloud, including the irregular forms, for students to repeat.
- Make sure that students keep the *-er* ending weak, and model the pronunciation of *beautiful* several times in isolation, asking students to repeat. Also practice the sound in *worse*.

#### AUDIOSCRIPT 2.47

smaller cooler worse cuter  
more delicious more incredible  
friendlier earlier more interesting  
colder bigger better

### Exercise 4

- Read the direction line aloud. Compare the words given in number 1 with Maya's speech balloon. Point out that there is no question mark, so the example is a statement.
- Then look at number 3 and again compare the words given with Julie's speech balloon. Highlight that this is a question and the difference in word order in a question.
- Circulate while students are working to help as necessary.
- Invite volunteers to read their answers aloud and then tell students to exchange books and check.

#### Further support Extra Practice CD-ROM

## Grammar

### Aim

Practice comparative adjectives: form

#### Grammar support

##### Interactive Grammar Presentation

### Exercise 1

- Explain to the class that, while many adjectives simply add *-er*, as they saw on the previous page, e.g., *shorter*, there are spelling rules for forming comparative adjectives.
- Focus on the top part of the box and remind the students of the other adjectives which simply add *-er* that they saw on page 84 (*younger, neater, taller, colder, smarter*).
- Discuss the next rule. Explain that the *-e* is already there, so only *-r* is added.
- For the change from *-y* to *-ier*, write *pretty* on the board, cross out the *-y*, and change the word to *prettier*.

- You could ask if any students remember other rules similar to this, e.g., the formation of plural nouns (*family > families*) and the third person singular in the simple present tense: *study > studies*.
- For the double consonant rule, write *hot* on the board. Say *hot – one syllable*. Point to each letter in turn and say *consonant – vowel – consonant*. Add another *t*, saying *Double the consonant*. Then add *-er*.
- You could ask where else this pattern is used (in present participles, e.g., *sitting*).
- For the last rule, emphasize that two-, three-, and four-syllable adjectives (that don't end in *-y*) use *more*.
- Finally, point out the *Irregular forms* box.

# Reading

## Aim

Develop reading skills: a Teen2Teen travel blog

## Warm-up

Ask *What's Adam's nationality? (He's American). What's his hometown? (Los Angeles)*. Ask the students what other cities they know in the United States and try to elicit New York and Washington, which the students have seen in *Teen2Teen*. Ask in the students' own language what countries border the United States, reminding them if necessary that Daniel and Julie come from these countries (*Mexico and Canada*). Say *Open your books to page 82 and ask What's Adam doing this week? Look quickly at the first statement. (He's visiting his cousins.)* Then tell the class that they are going to read a blog entry about Adam's visit and say *Now look at page 86*.

### BACKGROUND INFORMATION

San Antonio is the most visited city in Texas and is also the seventh largest city in the United States. The vision to create what is now the River Walk dates back to 1929, after flood planning work. The first parade on the San Antonio River took place in 1936. The River Walk now hosts many events throughout the year. There are also permanent shops and restaurants that Adam mentions in his blog.

### Exercise 1 2-48

- First, focus on the map to look at the geography of the U.S. and its neighboring country, Mexico. Point to Los Angeles and remind students that this is Adam's hometown. Explain that the state shaded on the map is Texas, where Adam's cousins live. Elicit that their hometown is San Antonio. You can discuss with the class that many place names in Texas are Spanish because of its proximity to Mexico.
- Ask students to read and listen to find out what Adam likes about San Antonio.
- Play the CD or read the blog entry aloud while students follow.
- Discuss what Adam likes about the city.
- Check that students know the meaning of *a three-hour drive*, *both*, and *bike lane*, asking the students to look back and think about the context if necessary.

### ANSWER

He likes the River Walk, the great stores, the restaurants, and the bike lanes.

## Reading A travel blog

1. Read Adam's blog post. What does he like about San Antonio?




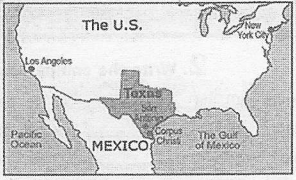
**Favorite places** Tell the kids on Teen2Teen Friends about your favorite places

Adam Lucas  
I'm visiting my cousins in the city of San Antonio, in the U.S. state of Texas.

San Antonio is much smaller than my hometown, Los Angeles. The population of L.A. is 3.8 million, but San Antonio only has 1.3 million people. In the U.S., only New York City is bigger, with 8.2 million people. But my cousins say San Antonio is getting bigger and bigger. And 26 million tourists visit San Antonio every year! Wow!

Both San Antonio and Los Angeles have hot and sunny weather. In my opinion, if you like beaches, Los Angeles is better. There are lots of beaches. For example, the beaches of Venice, a neighborhood of L.A., are world famous. San Antonio has a nice river, but no beaches. It's about a three-hour drive to the beaches in Corpus Christi on the Gulf of Mexico. However, I love the River Walk right here in San Antonio! There are lots of great stores for shopping, and the restaurants are fantastic.

San Antonio and Los Angeles both have lots of traffic, but I think the traffic in Los Angeles is much worse because it's a bigger city. San Antonio has a good bus system, and that helps with the traffic problems. It also has 219 kilometers of bike lanes. Whenever I visit here, my cousins and I ride on the bike lanes every day!

### 2. Answer the questions. Check the correct box.

- |   |   |  |   |
|---|---|--|---|
| 1. What's another name for Los Angeles?         | <input type="checkbox"/> Corpus Christi.            | <input checked="" type="checkbox"/> L.A. | <input type="checkbox"/> The River Walk.            |
| 2. Where is San Antonio?                        | <input checked="" type="checkbox"/> In Texas.       | <input type="checkbox"/> In Los Angeles. | <input type="checkbox"/> In New York.               |
| 3. Where aren't there any beaches?              | <input checked="" type="checkbox"/> In San Antonio. | <input type="checkbox"/> In Los Angeles. | <input type="checkbox"/> In Corpus Christi.         |
| 4. Where is the River Walk?                     | <input type="checkbox"/> In Corpus Christi.         | <input type="checkbox"/> In L.A.         | <input checked="" type="checkbox"/> In San Antonio. |
| 5. How many people visit San Antonio each year? | <input type="checkbox"/> 3.8 million.               | <input type="checkbox"/> 1.3 million.    | <input checked="" type="checkbox"/> 26 million.     |

### 3. According to the travel blog, circle T (true), F (false), or NI (no information).

- |   |   |
|---|---|
| 1. The weather in San Antonio is great.             | <input checked="" type="radio"/> T / F / NI |
| 2. San Antonio doesn't have any trains.             | T / F / <input checked="" type="radio"/> NI |
| 3. The traffic in New York is worse than in L.A.    | T / F / <input checked="" type="radio"/> NI |
| 4. Venice is in Los Angeles.                        | <input checked="" type="radio"/> T / F / NI |
| 5. Corpus Christi is a neighborhood in San Antonio. | T / <input checked="" type="radio"/> F / NI |
| 6. There are bike lanes in L.A.                     | T / F / <input checked="" type="radio"/> NI |

### Usage

Something that is *getting bigger* is growing. Comparatives with *get* are sometimes doubled for emphasis, as in Adam's blog (*getting bigger and bigger*).

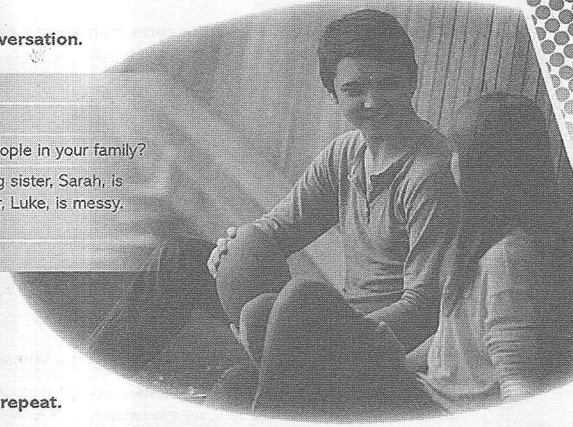
### Exercise 2

- Read the direction line aloud and confirm that the example is correct.
- Students check the box for the correct answer to each question.
- For feedback, invite pairs of volunteers to read the questions and the answers. Help them use the English pronunciation of the place names, as they heard in Exercise 1.

### Exercise 3

- Read the direction line aloud and review the difference between *false* and *no information*.
- Students circle the correct letters.
- They then compare answers in pairs.

- **Option:** *Confirm a text's content*  
To reinforce this strategy, ask students to find information that supports each answer. For example, for number 1, the text says *Both San Antonio and Los Angeles have hot and sunny weather*.
- Afterward, discuss the items where the students have circled NI (2, 3, and 6.) Establish that the blog doesn't refer to trains in either city, traffic in New York, or bike lanes in Los Angeles.



2.49) 1. Read and listen to the conversation.

- A Are you messy or neat?
- B I'm pretty neat.
- A And what about other people in your family?
- B Let me think. Well, my big sister, Sarah, is neat, but my little brother, Luke, is messy. What about you?
- A Me? I'm pretty messy.

2.50) 2. Pronunciation Listen and repeat.

3. Guided conversation Choose two opposite adjectives from the list. On the notepad, write names of people from your family and an adjective for each one. Then create a NEW conversation about people in your family, using the information on your notepad.

- A Are you \_\_\_\_\_ or \_\_\_\_\_?
- B I'm pretty \_\_\_\_\_.
- A And what about other people in your family?
- B Let me think. Well, my \_\_\_\_\_ is \_\_\_\_\_, but my \_\_\_\_\_ is \_\_\_\_\_. What about you?
- A Me? I'm pretty \_\_\_\_\_.

Adjectives  
messy / neat  
talkative / shy  
funny / serious  
tall / short

Person	Adjective
Me!	talkative
Kate (sister)	shy
_____	_____
_____	_____
_____	_____
_____	_____



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

Exercise 3

- Read the direction line aloud slowly, pointing to the notepad and the Adjectives box on the right to support the meaning.
- To check comprehension, hold up your book and run your finger down the Person column. Ask *What names do you write here? You and ... your favorite singer? Your favorite soccer player? (No, family).*
- Tell the class to write as if they are B, and ask them to identify the gap where they need to use an adjective about themselves (B's first gap).
- Refer back to the conversation in Exercise 1 to point out that, although they write names on the notepad, they need to use family words such as *brother, sister, cousin*, etc., in the conversation, to explain who they mean.
- Circulate to make sure that students are completing the gaps appropriately.

Chat

- Encourage and help students to find a partner who has used different family members to keep things varied.
- Students then practice reading the new conversations that they have each written.
- **Option:** Check who hasn't yet acted out for the class and try to allow time for those students to do so. Encourage everyone to listen by asking students to count how many people describe themselves with each of the adjectives, and which family members each pair mentions.

Extension

Writing page 95

Further support

- Extra Practice CD-ROM
- Workbook pages W35–W37
- Grammar Worksheet
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Teen2Teen

Aim

Practice social language for comparing yourself with others in your family

Warm-up

Choose an adjective which you are comfortable to use to talk about yourself and ask the class *Am I (neat)? What do you think?* Tell the class about members of your family using adjectives (but not comparatives). Review the modifier *pretty* by saying, e.g., *I'm pretty (neat), but my brother is messy.* If students are keen to contribute about their own family, allow a few of them to share their ideas, but then explain that everyone will have a chance to do so in today's Chat activity.

Exercise 1 2.49

- Establish with the class that the boy and the girl are chatting. Ask them to think about what they have been learning in this unit and to guess what they are

talking about. Tell them to read and listen to check their ideas.

- Play the CD or read the conversation aloud while students follow.
- Elicit that they are talking about their family members' personalities.
- Remind the students of the meaning of *pretty* when used as a modifier (introduced in *Teen2Teen One*, Unit 11). Ask them also to suggest a translation for *Let me think.*

Exercise 2 2.50

- 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 a few individual students to repeat.
- Encourage them to copy the intonation of the questions in particular, including *Me?* in the last line.

## Review: Units 10–12

Review and personalize the language learned in Units 10–12 and evaluate progress toward specific goals.

### Suggestion

Remind the students of the purpose of the *Review* sections and encourage them to see how much English they have learned over the whole course and in the last three units.

### Exercise 1

- Ask the class *Who has a messy room at home?* Ask students to raise their hands. Ask a student who didn't raise his or her hand: *(Name), is your room neat?*
- Then ask *Who listens to music when they're studying?* Again ask students to raise their hands. Discuss as a class, in the students' own language, whether they think music helps them study, or whether they just enjoy listening to it, encouraging them to answer honestly.
- Read the direction line aloud and give the students time to read the conversation. Go over the example answer with the class and then ask students to complete the exercise. You can check that students know the meaning of *What else* in number 4.
- To go over the answers, invite volunteers to read the questions and the full answers aloud, or read the questions yourself with volunteers giving the answers.

### Exercise 2

- Tell the students to close their books.
- Ask two stronger students *(Name), how old are you?* and then *And when's your birthday?* Ask the class *Who's older: (Name) or (Name)?*
- Write on the board the name of a comedy program and a news program or some other serious current affairs program that your students will know. Point to the serious program and ask *Is (program) funnier than (name of the comedy show)?* Try to elicit *No, it's more serious*, helping if necessary.
- Ask *How do you spell "funnier"?* Can you please help me? Encourage the class to spell out the word letter by letter. Repeat with *more serious*.
- Say *Open your books again to page 88* and clean the board while they are doing this.
- Read the direction line aloud and remind students to think about the spelling rules.
- Ask the students to look carefully at the whole sentence around number 3. Try to elicit that they need to add *than*.

## Review: Units 10–12

### 1. Read the conversation. Choose the correct answer to each question.

Mom: Lucy? Can I come in?  
 Lucy: I'm sorry. Please don't come in right now.  
 Mom: Why? What's wrong?  
 Lucy: My room is too messy.  
 Mom: Why is it so messy?  
 Lucy: I'm so busy. I'm studying.  
 Mom: But you're listening to music, too!  
 Lucy: That's OK, Mom. I can listen and study.  
 Mom: Lucy, that's not right. Please turn off the music.  
 Lucy: OK, Mom. ... Mom? What time is dinner?  
 Mom: In a little while.

- Who is Mom talking to?  
 a. Her sister (b) Her daughter
- What's the problem in Lucy's room?  
 a. The room is neat. (b) The room is messy.
- What's Lucy doing? -  
 a. She's eating dinner. (b) She's studying.
- What else is Lucy doing?  
 (a) She's listening to music. b. She's watching TV.
- What does Lucy's mother think?  
 (a) Lucy should turn off the music.  
 b. Lucy should eat dinner.

### 2. Complete the paragraph about Ted's family, using comparative forms of the adjectives.

What's my family like? Well, I have two sisters, one (1) younger (young) and one (2) older (old). Sara, my big sister, is very funny. She's (3) funnier than (funny) my little sister and me. My little sister, Maddie, is very serious, like me. I'm pretty serious, but Maddie is much (4) more serious than (serious) Sara and me. We're all good-looking, but people say Maddie is (5) more beautiful than (beautiful) Sara. I actually don't think that's true. I think they're both pretty, and one is not (6) prettier than (pretty) the other. Here's a way we're really different: the two girls are messy. They are definitely (7) messier than (messy) me or than their friends. I hate their room! I'm neat - (8) neater than (neat) the others in my family. And what else? Oh! We're all tall and strong, but I'm (9) taller and stronger than (tall and strong) my sisters.

### 3. Complete the conversations. Use object pronouns.

- A: Do you like that magazine?  
 B: Yes, I like it.
- A: Do you like these phone cases?  
 B: No, I don't like them.
- A: Do you hate this wrist band?  
 B: No, I like it.
- A: Do you like Miley Cyrus?  
 B: I love her. She's an awesome singer!
- A: Are you calling your dad?  
 B: No, I'm not calling him. I'm calling my mom.
- A: Are you buying the celebrity key rings?  
 B: Yes, I'm buying them.

### 4. Write new sentences. Change the underlined direct object to an object pronoun.

- I love your earbuds.  
 I love them.
- Call your sister.  
 Call her.
- My aunt is visiting me and my family this week.  
 My aunt is visiting us this week.
- He's wearing the team T-shirt.  
 He's wearing it.
- She's babysitting my cousins.  
 She's babysitting them.
- She's meeting my brother today.  
 She's meeting him today.

88 eighty-eight

- As they start doing the exercise, write the numbers 2–9 on the board and then circulate to check that they are using the correct forms, and remembering to include *than* where necessary.
- Invite volunteers to write the answers on the board for everyone to check.

### Exercise 3

- Read the direction line aloud and check that everyone understands the example.
- You can review the list of object pronouns by making a table on the board, writing the subject pronouns in one column, and inviting volunteers to complete the object pronoun column. You could then erase this while students do the exercise.
- Give students a time limit to complete the conversations with pronouns.
- Invite pairs of volunteers to read out the conversations.

### Exercise 4

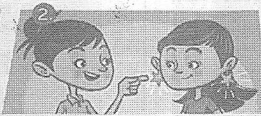
- Read the direction line aloud and check that everyone understands the example.
- Students write new sentences with pronouns.
- They compare answers in pairs.

5. Write requests for permission with *Can*. Use the pictures and the verbs below.

buy insert turn off turn on wear



(I/that magazine)  
Can I buy that magazine?



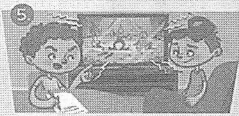
(I/your earrings)  
Can I wear your earrings?



(I/your laptop)  
Can I turn on your laptop?



(I/my flash drive)  
Can I insert my flash drive?



(I/the TV)  
Can I turn off the TV?

All About You

1. Write your own response to each person.



Can I please turn on the TV?

You \_\_\_\_\_



Can I borrow your phone for a little while?

You \_\_\_\_\_



What do you think of these earrings?

You \_\_\_\_\_

2. Complete the personal statements, using adjectives from the list.

funny handsome messy  
neat shy old pretty serious  
smart strong talkative tall

1. I'm not really \_\_\_\_\_, but I'm very \_\_\_\_\_.

2. My friend \_\_\_\_\_ is much \_\_\_\_\_ than me.

3. My \_\_\_\_\_ is much \_\_\_\_\_ than me.

Progress Check

✓ Check what you can do.

Express a negative opinion

Compare myself with another person

Ask to borrow something

Use the Unit 10–12 grammar and vocabulary

Wow! You're great!



ANSWERS

Students' own answers

Exercise 2

- Read the direction line aloud and establish that the students can use any of the adjectives from the list, but that they won't need all of them.
- Focus on the gapped statements. Point to each in turn and say *I'm ...*, *My friend ...*, and *My mom ...*.
- Ask the class to look and say which gaps need comparative adjectives (the one at the end of the second statement and the one in the third statement). Check how they know (because of the word *than*).
- Remind them to think about the spelling rules and about which adjectives use *more*. Refer them to page 85 if they need help. With weaker classes, you can identify which adjectives use *more* (*handsome*, *serious*, and *talkative*).
- Circulate while students are writing to help. If no help is necessary, show interest in what the students are writing and ask further questions about the people they are describing.

ANSWERS

Student's own answers

Progress Check

- Discuss the goals with the class in the students' own language, looking back at the contents of Units 10–12 on pages 70, 76, and 82, and eliciting examples of language for each point.
- Students put a check mark next to the things that they can do in English.

Extension

Cross-curricular Reading page 99

Teen2Teen Friends Magazine 4 page 103

Further support

Video: Report

Puzzles

Review Tests A and B

Listening Tests A and B

End-of-Year Tests A and B

Suggestion

You can play the game suggested for the *Warm-up* on page 81 to review requests before Exercise 5.

Exercise 5

- Read the direction line aloud and focus on the example, pointing out that the verb *buy* is now crossed out.
- Students write the requests, according to the situation in the pictures.
- Invite volunteers to read the requests aloud, encouraging them to use appropriate intonation.
- **Option:** Tell students that they are going to work in pairs. Instruct them to think of a suitable response, affirmative or negative, to each request that they have written, in order to create short conversations. (If time is short, you could ask them to choose two or three from the set.) Make sure that two weaker students aren't working together. Circulate to help as necessary.

When you are ready to hear their work, check how many pairs have written all five, making sure that you invite contributions from those who may have completed fewer. Invite pairs of volunteers to read out one of their conversations until you have heard a conversation for each picture and then invite others who had different ideas to read out their versions.

All About You

Exercise 1

- Ask students to imagine that they are responding to the people in the photos.
- As number 3 isn't a question, you can focus on this one with the class to establish that the students need to write their own opinion of the earrings. Elicit that it would be natural to use an object pronoun because the earrings have already been mentioned.
- Students write appropriate responses.

## Unit 1 Writing

### Aim

Develop writing skills: a thank-you note

### Exercise 1

- Discuss the writing rule with the class. Compare with the students' own language, emphasizing that a sentence in English must have a name, noun, or subject pronoun as the subject.

### Exercise 2

- Establish that some of the sentences are complete and correct, but that others have errors. Explain that none of them are intended to be questions.
- Focus on the words in the box and explain that the numbers represent the different types of errors. Say *Look at sentence b. Is there a capital letter at the beginning? (Yes). Is there a period at the end? (Yes). Is there a subject? (No) So, there isn't a subject. What number should you write in the box? (3) Is there a verb? (Yes) Is there a punctuation mark at the end? (Yes) So, for sentence b, you write 3 in the box.*
- Circulate while students are working to help as necessary.

### Exercise 3

- Read the direction line aloud. Look at the example with the class and say *There isn't a punctuation mark at the end. Chris should put a period here.*
- Do the next one as a whole class. Then say *Correct six more mistakes.*
- Students can check answers in pairs.

### Exercise 4

- Students write a thank-you note like Chris's in Exercise 3.
- You can have students write a rough draft for you to comment on before they write it out neatly.

### ANSWER

Student's own answer

## Unit 2 Writing

### Aim

Develop writing skills: a daily journal entry

### Exercise 1

- Discuss the writing rule with the class and look at the presentation with the three examples. Say the words *addition, contrast, and result* in the students' own language to see if they recognize them.

## Writing

## Unit 1: A thank-you note

### 1. Study the writing rule.

#### Complete sentences

In writing, a complete sentence always begins with a capital letter and ends with one of these punctuation marks: a period (.), a question mark (?), or an exclamation point (!).  
*Kyle is listening to songs on his MP3 player.*

A complete sentence always has a subject and a verb.

**subject**      **verb**  
*Beth is watching TV in her room.*

### 2. Write a check mark (✓) for complete sentences. Write the error number to indicate errors.

#### Errors

- |                                       |               |
|---------------------------------------|---------------|
| 1. no capital letter at the beginning | 3. no subject |
| 2. no punctuation mark at the end     | 4. no verb    |

- |  |                                     |
|--|-------------------------------------|
| a. We are playing video games right now. | <input checked="" type="checkbox"/> |
| b. Are buying clothes at the mall.       | <input type="checkbox"/> 3          |
| c. they are my cousins                   | <input type="checkbox"/> 1, 2       |
| d. My teacher very good.                 | <input type="checkbox"/> 4          |
| e. We're wearing the new uniform today.  | <input checked="" type="checkbox"/> |
| f. She my teammate on the soccer team.   | <input type="checkbox"/> 4          |

## Unit 2: A daily journal entry

### 1. Study the writing rule.

#### Connecting two complete sentences with *and*, *but*, or *so*

Connect two sentences with a comma and *and*, *but*, or *so*.

*And* presents an addition.

*The Smiths are at our house, and they're watching TV.*

*But* presents a contrast.

*We live in Brazil, but we're not Brazilian.*

*So* presents a result.

*San Sebastian has a very nice beach, so lots of people swim there.*

### 2. Read the sentences. Write A (addition), C (contrast), or R (result).

- We have homework, so we can't watch TV. R
- She's at the mall, but she's not buying any clothes. C
- My dad's not home, so I'm helping my mom. R
- It's Monday, and we're playing volleyball. A

### 3. Read Chris's thank-you note. Find and correct seven errors.

from: chris@mail.com  
subject: Thank you!  
date: 4 April  
to: gpas@mail.com

Dear Grandma and Grandpa,  
How are you? Thank you so much for the beautiful shirt! I'm wearing the shirt right now! this is a really nice birthday. Mom is in the kitchen with Aunt Emma, they're cooking. Uncle Larry and Dad in the living room, they're watching a soccer game on TV. My brother Nick and our cousin Jamal are playing video games in my room. they both say hello! Write soon!  
Love,  
Chris

### 4. Imagine it is your birthday. Write a thank-you note to your grandparents or aunt and uncle. Describe what your family is doing. Use Chris's thank-you note for ideas.

## Writing

### 1. Study the writing rule.

#### Connecting two complete sentences with *and*, *but*, or *so*

Connect two sentences with a comma and *and*, *but*, or *so*.

*And* presents an addition.

*The Smiths are at our house, and they're watching TV.*

*But* presents a contrast.

*We live in Brazil, but we're not Brazilian.*

*So* presents a result.

*San Sebastian has a very nice beach, so lots of people swim there.*

### 3. Read Michael's journal entry about his current activities. Notice how he connects complete sentences.

It's 3:00 on Wednesday, and I'm home now. It's early, so I'm not doing my homework. My sister Amy is at band practice, so she's not here. My other sister, Laura, is in the kitchen, and she's helping my dad with dinner. My mom is in the kitchen too, but she's not cooking today. She's playing with the cat.

### 4. Describe your current activities in a daily journal. Use *and*, *but*, and *so* to connect your ideas. Use Michael's journal entry for ideas.

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### Exercise 2

- Read the direction line aloud. You can translate the example sentence to ensure that students see that not being able to watch TV is as a result of having homework, as they may see it as a contrast.
- Students write A, C, or R on the lines.
- Discuss answers as a class.

### Exercise 3

- Ask students to read Michael's text and to count the uses of *and* (2), *but* (1), and *so* (2).

### Suggestion

It would be best if students prepared at least a rough draft of their text for Exercise 4 as homework. However, if they are working in class, encourage them to imagine that they are at home.

### Exercise 4

- Explain to the class that they are going to write a similar journal entry. Ask them first to look back through Unit 2 (pages 16–21) for ideas of different activities at home.
- Encourage them to think of at least two ideas that they can link with each of *and*, *but*, and *so*, making sure that their connections are logical.
- They show a rough draft to you for comment before writing it out neatly.

### ANSWER

Student's own answer

## Unit 3: A school events announcement

### 1. Study the writing rule.

#### Using *Also* to add information

To add a sentence with more information, use *Also* at the beginning of the sentence. Use a comma after *Also*.

*This year I'm taking singing lessons. Also, I'm playing on the soccer team.*

The word *also* can come after *be* or before a main verb, too. Don't use a comma.

*Karen is my aunt. She's also a grandmother. I'm taking singing lessons. I'm also playing on the soccer team.*

### 2. In your notebook, write each sentence two ways, but don't use *and*. Use (a) *Also* and a comma and (b) *Also* with the verb.

- This month, my class is studying geography, and we're learning a French song.
  - This month, my class is studying geography. Also, we're learning a French song.
  - This month, my class is studying geography. We're also learning a French song.
- I'm taking singing lessons, and my sister is taking dancing lessons.

- The weather is very rainy, and it's very windy.
- This year, my brother is studying economics, and he's working at a restaurant.
- My sister is playing in the school orchestra, and she is playing on the volleyball team.

### 3. Underline *also* in the events announcement.

This month is Brazil geography and culture month at our school. All classes are studying the geography of Brazil. They are using the Internet, and they are drawing maps of the states of Brazil. The school orchestra is also very busy this month. They are practicing for a concert of famous Brazilian music. Also, some students are making programs for the concert.

### 4. Write a school events announcement. Use *also*. Use the announcement in Exercise 3 for ideas.

## Unit 4: A description of a room

### 1. Study the writing rule.

#### Using *there is* and *there are* with singular and plural nouns

When there are two nouns, *there is* and *there are* agree with the first noun.

*There is a table and some chairs in the kitchen. There are some chairs and a table in the kitchen.*

#### Reminder

Use *there is* with singular nouns. Use *there are* with plural nouns.

*There is a potato on the table. There are some onions in the cupboard.*

### 2. Complete the sentences with *there is* or *there are*.

- In my living room, there is a nice sofa.
- There is also a chair and a desk.
- On the desk, there are two books and a computer.
- There is a backpack and two pencil cases.
- There is a cat and a dog under the desk.

### 3. Read Angela's description of her bedroom. Underline all forms of *there is* and *there are* in the text.

In my bedroom, there are two beds - my sister Annie's bed and my bed. On Annie's bed, there aren't any books or notebooks, but on my bed, there are lots of things. There's my MP3 player and my books, and there's my cat and my dog. There are also two desks in our room. On my desk, there's my math book and my notebooks. On Annie's desk, there are also lots of things. There's her computer, her books, and her English homework.

### 4. Write a description of a kitchen. (It can be your kitchen or an imaginary kitchen.) Use *there is* and *there are*. Write about foods, furniture, and appliances. Use Angela's description for ideas.

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Writing

Writing

### Exercise 4

- Discuss with the class other ideas for a theme-based month, e.g., history, sport, or music. You could feed in additional vocabulary that the students need.
- Students produce a rough draft for comment and then write it out neatly.

#### ANSWER

Student's own answer

## Unit 4 Writing

### Aim

Develop writing skills: a description of a room

### Exercise 1

- Discuss the writing rule with the class, stressing the agreement with the first noun.
- Focus on the *Reminder* box for the use of *there is* / *there are*, comparing with the students' own language. Also point out the *Language tip* to remind students that the plural contracted form is never used.

### Exercise 2

- Read the direction line aloud and ask the class to explain in their own language when they should use *There are* (when the noun that follows is plural).
- Point out the example and remind students to use the full form throughout the exercise.
- Students complete the sentences.
- To go over the answers, invite volunteers to read out their completed sentences.

### Exercise 3

- Read the direction line aloud and focus on the example. Continue reading the text with the class and underline the negative form *There aren't any*.
- Ask students to underline and count the forms (*eight more*).

### Exercise 4

- Students write a description following the model in Exercise 3.
- They first produce a rough draft for comment and then write it out neatly.

#### ANSWER

Student's own answer

## Unit 3 Writing

### Aim

Develop writing skills: a school events announcement

### Exercise 1

- Discuss the writing rule with the class and compare both the position in the sentence and the use of the comma with the students' own language.
- Option:** Elicit in the students' own language, but using English words where possible, that Aunt Karen has a son or daughter, i.e., your cousin, who is old enough to have a child.

### Exercise 2

- Read the direction line aloud and focus on the example sentences. Point out that *also* goes between the form of the verb *be* and the present participle.
- Circulate while the students are writing to help as necessary.

#### ANSWERS

- I'm taking singing lessons. Also, my sister's taking dancing lessons. I'm taking singing lessons, and my sister's also taking dancing lessons.
- The weather is very rainy. Also, it's very windy. The weather is very rainy. It's also very windy.
- This year, my brother is studying economics. Also, he's working at a restaurant. This year, my brother is studying economics. He's also working at a restaurant.
- My sister is playing in the school orchestra. Also, she's playing on the volleyball team. My sister is playing in the school orchestra. She's also playing on the volleyball team.

### Exercise 3

- Students underline the use of *also*.

## Unit 5 Writing

### Aim

Develop writing skills: a description of a favorite food

### Exercise 1

- Discuss the writing rule with the class and establish that adding details will always make their writing more interesting.

### Exercise 2

- Read the direction line aloud. Then focus on the example and confirm that everyone understands why this is the correct match.
- **Option:** Students may feel that statement a is also a logical link with number 1. If so, help them to see that statement 1 begins with a positive statement, *My favorite*, so continuing with the slightly negative idea of *I want more variety* is not as logical a link as statement c, which gives more details of the favorite sandwich.
- Ask the students to continue matching. Circulate as they do so, asking them how they made each connection.
- Students compare answers in pairs.

### Exercise 3

- Write *What?* and *When?* on the board. Ask students to read Felipe's description to find what's in his favorite dish and when he eats it.
- Help the students with any unfamiliar food words; e.g., *cream*, *capers*.

### Exercise 4

- Students write about a favorite dish, adding details as in Felipe's description. If time allows, ask students to say what dish they have chosen and they could pool ideas in groups writing about the same dish.
- They write a rough draft for comment before writing it out neatly.

### ANSWER

Student's own answer

## Unit 6 Writing

### Aim

Develop writing skills: a typical morning or evening routine

### Exercise 1

- Discuss the writing rule with the class, confirming that they practiced the first two points in their grammar lessons.
- Highlight the new point that three of the adverbs can come at the beginning of a sentence for emphasis.
- Focus on the last rule to emphasize that *never* and *always* never start a sentence.

## Unit 5: A description of a favorite food

### Writing

### 1. Study the writing rule.

#### Using details to make a description interesting

A description is "a picture" in words. Use details to make your description interesting and a good picture. Compare the details in these two sentences:

*I like sandwiches.*

*I like chicken salad sandwiches on white bread with lots of onions.*

Which sentence is a good picture? Which is more interesting?

### 2. Match the sentences to add details.

1. My favorite sandwich is a fish sandwich.
  2. It's 1:30. We're eating lunch.
  3. My dad's cooking breakfast today.
  4. I like omelets with lots of ingredients.
  5. I don't like meat every day.
- a. I want more variety. For example, I like chicken and fish, too.
  - b. My favorite omelets have onions, potatoes, and cheese.
  - c. I like my fish sandwiches with some hot Swiss cheese.
  - d. There's a big tomato salad, lots of rice and black beans, and orange juice.
  - e. He's making eggs with Italian bread and mangoes on the side.

### 3. Read about Felipe's favorite dish. Notice the details.

My favorite dish is ajiao. Ajiao is a famous dish from my country, Colombia. Ajiao is so delicious! It has lots of ingredients: chicken, potatoes, cream, avocado, and capers. I like ajiao on a cold day. In my family we have ajiao for Sunday dinners in all kinds of weather, hot and cold. You should visit my country and eat ajiao.



### 4. Write a description of your favorite dish. Include details about the ingredients. Use Felipe's description for ideas.

## Unit 6: A typical morning or evening routine

### Writing

### 1. Study the writing rule.

#### Placement of frequency adverbs in a sentence

A frequency adverb usually comes before a verb in the simple present tense.

*I sometimes take a shower in the morning.*

However, a frequency adverb usually comes after the verb *be*.

*I am sometimes late for school.*

The frequency adverbs *sometimes*, *often*, and *usually* can also come at the beginning of a sentence for emphasis.

*Usually, I take a shower in the morning.*

*Sometimes, I am late for school.*

*Often, we go to school by car.*

BUT the frequency adverbs *never* and *always* cannot come at the beginning.

NOT *Never I take a shower in the morning.* *Always I take a shower in the morning.*

### 2. In your notebook, correct the errors in these sentences.

1. My neighbors watch TV never in the morning.  
My neighbors <sup>always</sup> never watch TV in the morning.
2. ~~Always~~, I <sup>always</sup> do my homework on time.
3. Jason <sup>always</sup> hangs out ~~always~~ with his friends at the mall.
4. ~~Never~~, <sup>I never</sup> teens go to bed early.

### 3. Read Sophie's morning routine. Underline the frequency adverbs.

This is my typical morning. I usually get up early, at 7:00. I always brush my teeth before breakfast. Sometimes, I take a shower before breakfast. After breakfast, I usually exercise for thirty minutes, but sometimes I don't have time. I never exercise on Saturday or Sunday. School is at 9:00, and I am always on time.

### 4. Write about your daily morning or evening routine. Use Sophie's routine for ideas.

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### Usage

The frequency adverb *sometimes* is often also used at the end of a sentence. However, *usually* is less frequently used in this position.

There is usually a comma after a frequency adverb at the start of a sentence, but sentences without a comma should still be accepted as correct.

### Exercise 4

- Read the direction line aloud. Encourage students to vary where they place frequency adverbs to make their writing more interesting.
- Students prepare a draft for comment before writing it out neatly.

### ANSWER

Student's own answer

### Exercise 2

- Read the direction line aloud and establish that students are looking for errors in word order in the sentences.
- To check answers, invite volunteers to read out the corrected sentences.

### Exercise 3

- Read the direction line aloud. Ask students to underline and count the frequency adverbs (*six more*).

## Unit 7: A typical weekly routine

### 1. Study the writing rule.

#### Placement of time expressions

Use a time expression at the beginning or end of a sentence. When a time expression begins a sentence, use a comma.  
*On Mondays, I take the school bus to school.*  
*I take the school bus to school on Mondays.*

**Writing tip** Don't use a time expression in the middle of a sentence.  
*Three times a week, we go to school by car.*  
**NOT** *We go three-times-a-week to school by car.*

### 2. In your notebook, correct each error in two ways.

1. My friends and I go once a week to the movies.
  - a. Once a week, my friends and I go to the movies.
  - b. My friends and I go to the movies once a week.
2. We have twice a week English class.
3. Susan babysits every afternoon her little sister.
4. They eat every evening dinner with their parents.
5. My dad on Sundays relaxes on the sofa.

### 3. Read Sari's description of her typical weekly routine. Underline the time expressions.

On weekdays, my family gets up early. My mom and dad take a shower and make breakfast. On Mondays, Wednesdays, and Fridays, we eat breakfast together. Then I say goodbye to my dad, and I go to school by car with my mom. On Tuesdays and Thursdays, my mom and dad go to work together in my mom's car, and I take the train. In the afternoon, I go to volleyball practice. At 4:00, I come home with my teammate Katie. We take a taxi because we live in the same apartment building. On weekends, I relax! That's my typical week.

### 4. Write about your typical weekly routine. You can include information about weekdays and weekends. Use Sari's description for ideas.

## Unit 8: A profile of a famous person

### 1. Study the writing rule.

#### Time order

Use *First*, *Then*, and *Finally* to show time order. Use a comma.  
*First, Brazilian artist Vik Muniz draws his ideas on paper.*  
*Then, he paints a picture.*  
*Finally, he takes a photo of the picture and sends it to people on the Internet.*

### 2. Read the profiles of two famous people. Add *First*, *Then*, and *Finally* to show time order.

1. Daniella Issa Helayel, a Brazilian fashion designer, designs clothes for the beach and the office. She also designs clothes for children. First, she draws a picture of a dress. Then, she makes the dress, and she fixes any mistakes. Finally, she sells the design to famous stores.



2. Sun Yang is an athlete from China. He swims in international competitions like the Olympics. Before an event, he practices for about five months. First, he swims nine to eleven kilometers a week for about sixteen weeks. Then, he swims really fast for about six to eight weeks. Finally, two weeks before the event, he only swims two days a week.



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## Unit 7 Writing

### Aim

Develop writing skills: a typical weekly routine

### Exercise 1

- Discuss the writing rule with the class and point out that it is the same as they practiced in Unit 6 with *usually*, *sometimes*, and *often*. Note the convention of using a comma.
- Focus on the *Writing tip* and compare with the students' own language.

### Usage

A comma is usual after a time phrase at the start of a sentence, but it is not wrong to write the sentence without it.

### Exercise 2

- Read the direction line aloud and focus on the example. Invite two volunteers to read the corrected statements.

- Students write the sentences correctly in two ways, as in the example.

### ANSWERS

2. Twice a week, we have English class.  
We have English class twice a week.
3. Every afternoon, Susan babysits her little sister.  
Susan babysits her little sister every afternoon.
4. Every evening, they eat dinner with their parents.  
They eat dinner with their parents every evening.
5. On Sundays, my dad relaxes on the sofa.  
My dad relaxes on the sofa on Sundays.

### Exercise 3

- Read the direction line aloud.
- Students underline the time phrases (*four more*).
- Invite volunteers to read them aloud, checking their pronunciation of the days of the week.

### Exercise 4

- Students write a similar description.
- They produce a rough draft for comment before writing it out neatly.

### ANSWER

Student's own answer

## Unit 8 Writing

### Aim

Develop writing skills: a profile of a famous person

### Suggestion

Some students may need time to research facts for Exercise 3. You could do Exercises 1 and 2 in class and then ask students to produce a rough draft for Exercise 3 as homework. After you have commented on this draft, they can write their neat version in class or at home, as time allows.

### Exercise 1

- Discuss the writing rule with the class. Establish that they already know the meaning of *first*, and make sure that they recognize *finally* as a cognate. Explain that the three words show a logical time order and elicit the meaning of *then*.

### Exercise 2

- Read the direction line aloud.
- Ask students to raise their hands as they finish and put them into pairs to check their answers.

### Exercise 3

- Discuss the direction line, making sure that students realize that they need to write about someone who is still alive because they are using the simple present tense. Point out too that they can invent someone if they prefer.
- Focus on the structure of the texts in Exercise 2 to help students plan their texts. They should begin with some general information and then they need three actions that happen in a particular order, either because it's logical (as with Daniella's dress-making) or because it's a particular routine (as with Sun Yang's training).
- Students prepare a rough draft for comment (see *Suggestion*) before writing it out neatly.

### ANSWER

Student's own answer

## Unit 9 Writing

### Aim

Develop writing skills: a personal note to a friend

### Exercise 1

- Discuss the writing rule with the class. Remind students that they already know how to ask questions with *Why* and to give reasons with *Because*.

### Exercise 2

- Students combine the sentences in their notebooks.
- Students check answers in pairs.

#### ANSWERS

2. Ms. Lane is coming to class late because she has a meeting this morning.  
Because Ms. Lane has a meeting this morning, she is coming to class late.
3. Robert is going to Los Angeles next year because the Teen Games are there. Because the Teen Games are in Los Angeles next year, Robert is going.
4. My brother can't play soccer this afternoon because he is really sick. Because my brother is really sick, he can't play soccer this afternoon.
5. I'm hanging out with my friends because there's no homework today! Because there's no homework today, I'm hanging out with my friends.

### Exercise 3

- Students underline the *because* clause.
- Ask *Why can't you come to my party?* Encourage a volunteer, and then the class, to say *Because I'm really sick with the flu.*

### Exercise 4

- Elicit ideas for different notes and establish that they can give other reasons, i.e., they don't have to say that they're sick.
- Students produce a rough draft for comment and then write it out neatly.

#### ANSWER

Student's own answer

## Unit 10 Writing

### Aim

Develop writing skills: a letter of advice

### Exercise 1

- Discuss the writing rule with the class and compare with the students' own language.
- Explain that time phrases or clauses with *because* can come at the beginning or the end of the sentence. If they come first, they are generally followed by a comma.

## Unit 9: A personal note to a friend

### Writing

### 1. Study the writing rule.

#### Clauses with *because*

Use a clause with *because* to state a reason. You can combine a clause with *because* with a complete sentence.

complete sentence      clause with *because* (states a reason)  
*I can't go to the party*      *because I'm sick.*

The clause can also come at the beginning of a sentence. Use a comma.

clause with *because*      complete sentence  
*Because Carlos has a project for English class, he isn't going to the mall tonight.*

### 2. In your notebook, combine the sentences two ways, using *because* (a) at the end of the sentence and (b) at the beginning.

1. I'm not going to school today. I have a cold.  
a. I'm not going to school today because I have a cold.  
b. Because I have a cold, I'm not going to school today.
2. Ms. Lane is coming to class late. She has a meeting this morning.
3. Robert is going to Los Angeles next year. The Teen Games are there.
4. My brother can't play soccer this afternoon. He is really sick.
5. I'm hanging out with my friends. There's no homework today!

### 3. Read Sherry's personal note to her friend, Teresa. Underline one clause where she states a reason.

Dear Teresa:

I'm so sorry that I can't come to your party tomorrow afternoon because I'm really sick with the flu. In fact, I'm going to the doctor tomorrow. I hope it's a great party. Sorry I can't be there!  
Love, Sherry

### 4. Write a personal note to a friend, giving a reason for something. Use a clause with *because* in your note. Use Sherry's note for ideas.

## Unit 10: A letter of advice

### Writing

### 1. Study the writing rule.

#### Avoiding sentence fragments

A complete sentence expresses a complete idea. Time expressions and clauses with *because* do not express complete ideas. They are sentence fragments.

(Time expression = fragment): *This afternoon after school.*  
(Clause with *because* = fragment): *Because I feel sick.*

To correct a sentence fragment, connect it to a complete sentence.  
*This afternoon after school, I'm playing volleyball with my friends.*  
*Because I feel sick, I'm going to the doctor.*

### 2. In your notebook, connect the time expressions and clauses with *because* to the complete sentences. Use a comma when the time expression or clause with *because* comes first.

1. Because I have a cold. I'm drinking hot tea.  
Because I have a cold, I'm drinking hot tea.  
(OR: I'm drinking hot tea because I have a cold.)
2. Three times a year. I go to the doctor.
3. After school tomorrow. I'm hanging out with my friends.
4. Because I'm too sick. I'm not going to school tomorrow.
5. Every morning when I get up. I drink orange juice.

### 3. Read Eva's advice. Underline two time expressions and two clauses with *because*.

Hey, Toni:

I'm so sorry you have a cold! Here's some advice. After dinner, you should go to bed. Eat lots of good food because your body needs it when you have a cold. Drink lots of water and juice. In the morning when you get up, drink some hot tea. Stay in your room and read or listen to music because quiet activities are good when you are sick. Feel better soon!  
Eva

### 4. Write advice to a friend who is sick. Use Eva's advice as a model. Include time expressions and clauses with *because*.

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### Exercise 2

- Read the direction line aloud. Confirm that both examples are correct.
- Students write complete sentences in their notebooks.
- Ask them to exchange books to check their answers and the use of commas.

#### ANSWERS

2. Three times a year, I go to the doctor's. I go to the doctor's three times a year.
3. After school tomorrow, I'm hanging out with my friends. I'm hanging out with my friends after school tomorrow.
4. Because I'm too sick, I'm not going to school tomorrow. I'm not going to school tomorrow because I'm too sick.
5. Every morning when I get up, I drink orange juice. I drink orange juice every morning when I get up.

### Exercise 3

- Read the direction line aloud.
- Students underline the time phrases and clauses with *because*.
- They compare answers in pairs.

### Exercise 4

- Read the direction line aloud slowly, phrase by phrase.
- Students prepare a rough draft for comment and then write it out neatly.

#### ANSWER

Student's own answer

## Unit 11: A note to ask for a favor

### 1. Study the writing rule.

#### Using correct punctuation

Always end a complete sentence with a period (.), a question mark (?), or an exclamation mark (!). Never end a complete sentence with a comma.

NOT *I'm visiting my aunt this weekend, it's her birthday!*

Instead of a comma, use a period, a question mark, or an exclamation mark. OR Use a comma and *and*, *but*, or *so*, OR use *because*.

✓ *I'm visiting my aunt this weekend. It's her birthday!*

✓ *I'm visiting my aunt this weekend, and it's her birthday!*

✓ *I'm visiting my aunt this weekend because it's her birthday!*

### 2. The sentences are not correct. In your notebook, write them correctly two ways.

- It's rainy today, we're not going to the beach.
  - It's rainy today. We're not going to the beach.
  - It's rainy today, so we're not going to the beach.
- Can I go to the mall, should I stay home?
- We're visiting my cousins this week, there's no school.
- The teacher is sick today, there's no class.
- You can't play video games today, you can watch TV.
- He's not playing basketball today, he's sick.

## Unit 12: A comparison of two people

### 1. Study the writing rule.

#### Using *However* to introduce a contrast

Use *However* to introduce a sentence with contrasting information. Use a comma after *However*.

*My brother and I are both tall. However, he is taller than me.*

#### Reminder

Use *Also* to introduce a sentence with additional information.

*My brother is very tall. Also, he's a great student.*

### 2. In your notebook, use the clues to write sentences with *However*.

- Bertha and Anita are pretty. (Anita / much prettier than)  
*Bertha and Anita are pretty. However, Anita is much prettier than Bertha.*
- The United States is a big country. (Canada / bigger than)
- My father is very funny. (my mother / funnier than)
- Math class is interesting. (geography class / more interesting than)
- My little brother is pretty strong. (I / stronger than)
- Buses are fast. (trains / faster than)

### 3. Read Brett's note to Valerie. Circle the periods, commas, question marks, and exclamation points.

Hi (Valerie)  
Sorry (I'm really late for orchestra practice) Could you do me a favor? Please go to room 234 and get my violin (I need it for practice) (Also) my notebook is there (and I need it for homework) (Could you please find it and bring it to orchestra practice) too?  
Thank ( )  
Brett

### 4. Write a note to a friend and ask for a favor. Punctuate your sentences correctly. Use Brett's note for ideas.

### 3. Read Andrew's description of his brother. Underline two sentences with *However*.

My brother Shawn is tall with brown eyes and short wavy hair. I'm tall, and I have brown eyes, too. However, my hair is longer and straighter. Shawn is pretty messy, and I'm messy, too. Also, we're both funny. However, he's a lot funnier than me.

### 4. Choose a family member or friend. Compare yourself with that person. Describe your looks, personalities, and habits. Use Andrew's description for ideas.

### Exercise 4

- Read the direction line aloud and elicit other ideas of possible favors.
- Students prepare a rough draft for comment before writing it out neatly.

#### ANSWER

Student's own answer

## Unit 12 Writing

### Aim

Develop writing skills: a comparison of two people

### Exercise 1

- Discuss the writing rule with the class and, to check comprehension, agree on a translation of *However*. Emphasize the use of the comma.
- Look at the *Reminder* box and make sure that everyone understands the difference between *contrasting* and *additional*.

### Exercise 2

- Read the direction line aloud and focus on the example. Point out that the first sentence stays the same, but that students need to form the second sentence using *However*.
- Do number 2 orally as a class. Students write the sentences in their notebooks.

#### ANSWERS

The first sentence is as shown in the Student Book, followed by the one starting *However*:

- However, Canada is bigger than the United States.
- However, my mother is funnier than my father.
- However, geography class is more interesting than math class.
- However, I'm stronger than my little brother.
- However, trains are faster than buses.

### Exercise 3

- Students read the description and underline one more sentence with *However*.

### Exercise 4

- Read the direction line aloud. You can give an example about yourself and a member of your family.
- Students prepare a rough draft for comment before writing their description neatly.

#### ANSWER

Student's own answer

## Unit 11 Writing

### Aim

Develop writing skills: a note to ask for a favor

### Exercise 1

- Discuss the writing rule with the class and compare with students' own language.
- Emphasize that a comma is used with *and*, *but*, or *so*, but not with *because*.

### Exercise 2

- Read the direction line aloud. Focus on the example and establish that the comma is wrong because there's no linking word, such as *so*, *and*, or *but*.
- Students rewrite the sentences, splitting them into two or using a connector, as in the examples.
- They compare answers in pairs.

#### ANSWERS

- Can I go to the mall? / Should I stay home? / Can I go to the mall, or should I stay home?
- We're visiting my cousins this week. There's no school. / We're visiting my cousins this week because there's no school.
- The teacher is sick today. There's no class. / The teacher is sick today, so there's no class.
- You can't play video games today. You can watch TV. / You can't play video games today, but you can watch TV. / You can't play video games today, so you can watch TV.
- He's not playing basketball today. He's sick. / He's not playing basketball today because he's sick.

### Exercise 3

- Students read the note, circle the punctuation, and compare in pairs.

# Cross-curricular Reading: Units 1-3

## Cross-curricular topic

Sociology

Community service

### Aim

Use English to learn about community service

### BACKGROUND INFORMATION

Some states in the U.S. have community service requirements (expressed in terms of a number of hours) which students must fulfill in order to graduate High School. Students in other states volunteer because they want to, and it is a valuable addition to a student's résumé when he or she applies to college.

### Exercise 1 2.51

- Focus on the photos. Ask students whether the girl is at home with her pet cat. They will probably see that she isn't, but ask them to read, listen, and follow to check their ideas.
- Play the CD or read the article aloud.
- Ask the class *Where are they helping animals?* and help them to use the new word: *shelter* /'ʃeltər/. *Where in the world are these shelters?* (Rome, Italy and Ottawa, Canada).
- Ask if anyone has visited, or knows of, an animal shelter in your region.
- Make sure that students know the meaning and pronunciation of *cages* /'keɪdʒɪz/. Write the words *clean* and *healthy* on the board and make sure that students know the meaning. Then underline the *ea* and model the pronunciation to show that these letters are pronounced in different ways in English: *clean* /'kli:n/ and *healthy* /'heɪlθi/.
- Option:** Discuss why animal shelters need to exist, highlighting the responsibilities of pet ownership. Make sure students understand that people adopting a pet should commit to caring for it for its whole life, and they should only allow the animal to breed if they will be able to find responsible homes for the babies.

### ANSWERS

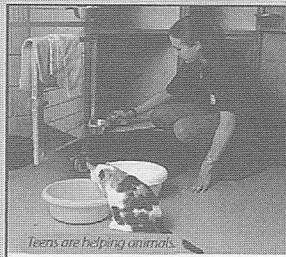
They're helping animals at animal shelters in Italy, Canada, and the U.S.

### Exercise 2

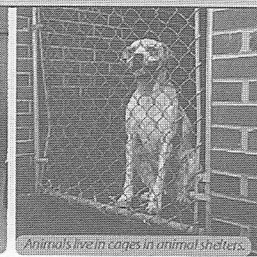
- Read the first line of the direction line aloud. Then focus on the example and read the second line followed by the example as a whole statement: *In cities around ... cleaning cages.*
- Establish that the students' task is to check only those activities which are

## Sociology: Community Service

251) 1. Read the article about teens doing community service. Where are they helping animals?



Teens are helping animals.



Animals live in cages in animal shelters.

There are millions of dogs and cats living in animal shelters around the world. However, some awesome teens are helping these animals. In Italy, at the Happy Dog shelter in

Rome, teens are cleaning the cages and playing with the dogs there, so the dogs are healthy and happy. "Greeting happy dogs each day is great!" says Mia Conti, 12.

In Ottawa, Canada, thirteen-year-old Marie Peltier is collecting money so the animal shelter in her neighborhood can buy food for the animals there. Marie says, "We're collecting money from students in my school, and I'm visiting people in my neighborhood."

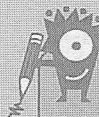
In the U.S., teens at a shelter in the city of Oakland are taking photos of the cats and dogs so they can find homes. They are uploading and e-mailing photos to friends and classmates, and they are taking animals to games and other events. "The animals are really cute!" says thirteen-year-old Johnny Garcia. "Now many of these animals have homes."

2. Check the boxes to complete the statement, according to the article. In cities around the world, teens are ...

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> cleaning cages.           | <input type="checkbox"/> going to meetings.           | <input checked="" type="checkbox"/> playing with the animals. |
| <input type="checkbox"/> cooking food.                        | <input checked="" type="checkbox"/> collecting money. | <input type="checkbox"/> bringing animals home.               |
| <input checked="" type="checkbox"/> taking photos of animals. | <input type="checkbox"/> cleaning the animals.        | <input type="checkbox"/> buying cages.                        |

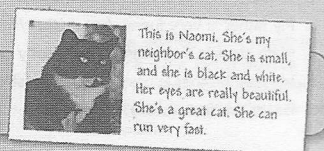
3. Choose the correct answer.

- |  |  |   |
|--|--|---|
| 1. Italian teens are cleaning the animals' cages, so the animals ...<br><input checked="" type="radio"/> a. are healthy.<br><input type="radio"/> b. can play.<br><input type="radio"/> c. find homes. | 3. Marie Peltier is visiting people in her neighborhood so she can ...<br><input checked="" type="radio"/> a. collect money.<br><input type="radio"/> b. ask for dogs or cats.<br><input type="radio"/> c. meet new animals. | 5. According to Johnny Garcia, people are ... because the animals are cute.<br><input checked="" type="radio"/> a. taking the animals home<br><input type="radio"/> b. going to events<br><input type="radio"/> c. buying photos of the animals |
| 2. Mia Conti says greeting the dogs is great because the dogs ...<br><input type="radio"/> a. are in cages.<br><input checked="" type="radio"/> b. are happy.<br><input type="radio"/> c. have homes.  | 4. Marie Peltier is asking people for money so the shelter can ...<br><input checked="" type="radio"/> a. buy food.<br><input type="radio"/> b. collect money.<br><input type="radio"/> c. buy cages.                        |   |



### Project Animal poster display

Make a poster about an animal. Take a photo or draw a picture. Write about the animal. Put the posters on the wall.



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mentioned in the article. For example, the students will probably feel that making a poster would be a good idea, but it isn't mentioned in the article.

- To check answers, invite volunteers to read out only the relevant completed statements or turn the phrases into questions, e.g., *Are they cooking food?* (No) *Are they finding homes for animals?* (Yes), etc.

### Exercise 3

- Read the direction line aloud.
- Students look back at the text and circle a, b, or c.
- They then compare answers in pairs.
- Option:** Find supporting details To reinforce this reading strategy, ask students to identify information in the article that supports their answers, e.g., *so the dogs are healthy and happy* supports number 1. Students could find these details:  
 2. *Greeting happy dogs ...*

3. ... *collecting money ... and I'm visiting people in my neighborhood.*

4. ... *can buy food for the animals there*

5. *Now many of these animals have homes.*

### Project: Animal poster display

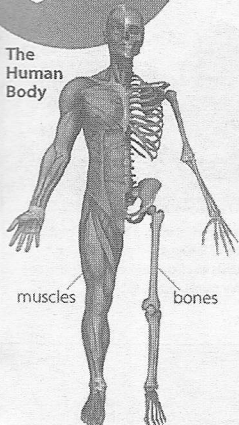
- If you want to display the posters in the classroom, establish the size before students begin their work.
- Students may need time to take or find a photo at home unless they are happy to draw the animal instead.
- Focus on the example to give the class ideas. (See the *Usage* note on page 19 about subject pronouns with animals.)

# Science: Nutrition in Fruits and Vegetables

1. Read the questions and answers about fruits and vegetables. Why are those foods important?

## Nutrition Q and A

The Human Body



- Q:** They say, "You are what you eat." Is that true?  
**A:** Yes and no. No, it doesn't mean that a person who eats a banana is a banana! It means you should eat food that is good for your body. When you eat nutritious, or good, food, your body is strong with good muscles and bones.
- Q:** My parents always say, "Eat your fruits and veggies!" Why are fruits and vegetables so important?  
**A:** Fruits, such as bananas, oranges, apples, and mangoes, and vegetables, such as peppers, onions, beans, and carrots, have lots of nutrients.
- Q:** What are nutrients?  
**A:** Here's a very short answer to a very big question! Basically, nutrients are natural chemicals, or substances, in food that make our bodies strong so we can play sports and do well in school. Vitamins and minerals are two kinds of nutrients. Fruits and vegetables have three very important nutrients: vitamin A, vitamin C, and the mineral, potassium. So listen to your parents: you should eat your fruits and veggies!

Nutrient	Sources
Vitamin A	papayas carrots mangoes
Vitamin C	peppers strawberries tomatoes
Potassium	bananas avocados oranges

2. Choose the correct word to complete each statement.

- A food that is good for your body is ...  
a. strong. (b) nutritious. c. a substance.
- If your body has good ... and bones, it is strong.  
a. food b. vitamins (c) muscles
- Bananas and mangoes are ...  
(a) fruits. b. nutrients. c. vegetables.
- Peppers and onions are ...  
a. chemicals. b. fruits. (c) vegetables.
- ... is a nickname for vegetables.  
a. Potassium (b) Veggies c. Fruits
- ... is a mineral.  
a. Vitamin A b. Vitamin C (c) Potassium
- Vitamins and minerals are ...  
a. foods. (b) nutrients. c. fruits and vegetables.

### Project Nutrition research

Make a list of your three favorite fruits and your three favorite vegetables. Then look on the Internet or in books for their nutrients. Make six charts with drawings or photos and nutrition facts.



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Cross-curricular Reading: Units 4-6

pronunciation in words which are close cognates:

veggies /'vedʒiz/  
 vegetables /'vedʒtəblz/  
 muscles /'mʌslz/  
 bones /bəʊnz/  
 nutrients /'nju:triənts/  
 chemicals /'kæmɪklz/  
 vitamin /'vaɪtəməɪn/  
 mineral /'mɪnərəl/.

- Ask students whether they think they eat enough fruits and vegetables.

### ANSWERS

Fruits and vegetables have nutrients, which make our bodies strong.

### Usage

The word *veggies* is a common abbreviation for *vegetables*. The word *veggie* is also used as an abbreviated form of *vegetarian*.

### Exercise 2

- Read the direction line aloud. Focus on the example to illustrate that one answer of the three is the most logical.
- Ask students to think carefully and to circle the best answer in each case.
- Invite volunteers to give the answer. Then read the statement yourself.
- Option:** *Understand meaning from context*

To reinforce this reading strategy, focus on the example and ask the class to find a sentence in the text that uses the words *strong* and *nutritious*. (*When you eat nutritious ... bones.*) Ask *Is nutritious food good for your body? (Yes, it is.)* Ask students to identify what information supports that conclusion (*your body is strong with good muscles and bones*). Continue in the same way with the other five questions.

## Cross-curricular Reading: Units 4-6

### Cross-curricular topic

Science

Nutrition in fruits and vegetables

### Aim

Use English to learn about nutrition in fruits and vegetables

### BACKGROUND INFORMATION

Nutritionists recommend that we eat five portions of fruit and vegetables every day. This can include frozen fruit and vegetables, but note that however much fruit juice we drink, it only counts as one portion because it doesn't contain the fiber of the whole fruit. Any amount of beans and pulses also only counts as one portion. Potatoes, while providing energy, fiber, and some vitamins, are classed as a starchy food and do not count towards our five daily portions.

### Exercise 1 2-52

- Ask the students to look quickly to find the topic of today's lesson, checking that they recognize the cognate *nutrition*.
- Read the first sentence of the direction line aloud and ask for examples of fruits and vegetables in English that the students know. Then ask the focus question *Why are those foods important?*
- Allow the students to tell you anything they know about the nutritional value of fruit and vegetables in their own language, but then ask them to read, listen, and find out about the topic in English.
- Play the CD or read the text aloud yourself while students follow.
- Check that students understand the meaning of the following key words and model pronunciation for the students to repeat. Emphasize the particular differences between English and the students' own language

### Project: Nutrition research

- Students will need time to research at home.
- For each fruit and vegetable that they choose, they produce a chart with a photo or drawing and key facts about its nutritional value.
- Encourage students to check their science words carefully to make sure that they have used the English spelling.

# Cross-curricular Reading: Units 7-9

## Cross-curricular topic

Environmental science

Recycling plastic

### Aim

Use English to learn about recycling plastic

### BACKGROUND INFORMATION

Juan Muzzi was born in Uruguay and moved to Brazil over 40 years ago. You can find out more about the Muzzi Cycle on their website, <http://www.muzzicycles.com.br/>.

On YouTube there is a video you can watch in English: <https://www.youtube.com/watch?v=VwWuyTOIYE8>

For further statistics about plastics, see: <http://oceancrusaders.org/plastic-crusades/plastic-statistics>

### Exercise 1 2.53

- Focus on the photos and ask students to predict what problem the article talks about.
- Ask them to read and listen to check.
- Play the CD or read the article aloud while students follow.
- Model the pronunciation of the key word *waste* and ask students to repeat.
- Make sure that the students recognize the cognates *United Nations*, *recycle*, *sculpture*, and *responsibility*.
- Check that students understand the meaning of *equals* from the context and explain that this term is also used in math (the = sign is read *equals*).
- Model the singular and plural pronunciation of *piece / pieces / pis*, 'pisɪz/ and make sure students understand the meaning.
- Focus on the verb *reminds* and ask students where they have seen a word similar to this (*Reminder* boxes on some of the grammar pages).
- Read the last sentence aloud and ask students to translate *take care of*.

### ANSWER

The problem is that plastic stays in the environment.

### Exercise 2

- Read the direction line aloud and confirm that the example is correct (b and c are not plastic products).
- Students choose the correct answers, checking back with the article.
- Ask for volunteers to read the questions, or read them yourself and invite volunteers to give the answers.
- **Option:** Confirm key details To reinforce this reading strategy, write this on the board:

# Environmental Science: Recycling plastic

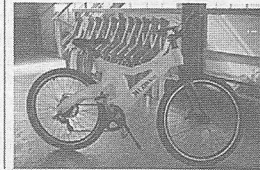
1. Read an article about plastic waste. What is the problem?



Shoppers around the world use about five hundred billion (500,000,000,000) plastic bags every year. That equals one million (1,000,000) bags every minute. And people use billions and billions of plastic bottles, too. Where does that plastic waste go? One hundred percent (100%) of the plastic stays in the environment: in the land, the air, and the water of our planet. According to the United Nations, 10% of all the plastic in the world goes into the oceans. Environmental scientists think there are over 70,000 pieces of plastic in every square kilometer of ocean. The plastic makes animals, fish, and birds in and near the oceans sick. Some die.

What can you do about this environmental problem? There are things you can do now: First, help recycle the plastic from your home. How often do you just throw your soda bottle or plastic bag in the garbage?

Second, you should look for products that people make from plastic waste. In Sao Paulo, Brazil, Juan Muzzi makes inexpensive bicycles from plastic bottles. In one year, Muzzi Cycles recycles more than 15,000,000 plastic bottles! Products that recycle plastic waste are good for the environment.



There are lots of ways to help the environment: by recycling, by volunteering for a project, even with artwork.



This fish sculpture at a beach in Brazil is made of thousands of plastic bottles. It reminds us of our responsibility to take care of our planet, Earth.

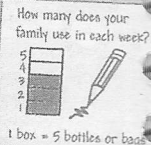
### 2. Answer the questions, according to the article.

- What two plastic products does the article discuss?
  - Bags and bottles.
  - Fish and animals.
  - Water and air.
- How many plastic shopping bags do people use in a year?
  - One million.
  - One billion.
  - Five hundred billion.
- How much of the plastic waste on Earth goes into the oceans?
  - 100%.
  - 10%.
  - 50%.
- How many pieces of plastic are there in every square kilometer of the ocean?
  - Over 70,000.
  - Over 1,000,000.
  - Over 500,000,000,000.
- What makes animals near the ocean sick?
  - Birds and fish.
  - Plastic waste.
  - The environment.
- How can people help?
  - They can recycle the waste.
  - They can throw the waste in the garbage.
  - They can use plastic bottles and bags.
- What does the fish sculpture do?
  - It cleans up plastic waste.
  - It reminds people to take care of the environment.
  - It makes people and animals sick.



### Project Plastic waste research

How many plastic bottles and plastic bags does your family use in a week? If you don't know, ask your mom or dad. Make a poster. With a pencil, shade one box for every 5 bottles or bags. How can you reduce the amount of waste?



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The article discusses two plastic products: \_\_\_\_\_ and \_\_\_\_\_.

- Ask students to complete the statement (*bags ... bottles*) and establish that the words that they have used are the example answer. Work together as a class to make sentences with each of the other answers in the same way:
- People use five hundred billion plastic shopping bags in a year.
  - 10% of the plastic waste on Earth goes into the oceans.
  - There are over 70,000 pieces of plastic in every square kilometer of the ocean.
  - Plastic waste makes animals near the ocean sick.
  - People can recycle the waste.
  - The fish sculpture reminds people to take care of the environment.

### Project: Plastic waste research

- Note that students will need at least a week to report back on their findings.
- Read the direction line slowly, using the diagram for support.

- Give the students a date for the lesson when you want to discuss the project.
- Rather than a focus on who uses the most, you could add up the total usage in the class.
- Discuss recycling and other ways of reducing waste.

254) 1. Read about two important habitats. How are they different?

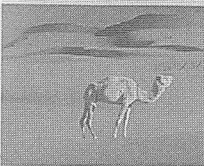
There are many different habitats in the world. Here are two famous ones.

### The Sahara

A desert is a habitat that is usually very hot. It is also dry because there is very little rain. In Arabic, Sahara means "great desert," and the Sahara Desert is very large. It is almost the same size as China or the United States! China and Australia have great deserts, but the Sahara is larger than both of them together! Some scientists say the Sahara is actually getting larger.

The Sahara is in North Africa.

Because it is dry and often windy, the Sahara has lots of sand dunes. In comparison to other habitats, there aren't a lot of plants and animals in the Sahara. Camels live in the Sahara because they don't need a lot of water.



A camel in front of a sand dune.

### The Amazon Rainforest



The Amazon Rainforest is in South America.

This amazing habitat along the Amazon River in South America is very large. The Rainforest is in nine different countries, but about sixty percent is in Brazil. There are more species of plants, insects, fish, birds, and other animals than in any other habitat in the world. Both the Sahara and the Rainforest are hot. However, the Rainforest is very green, and there's a lot of rain. Unfortunately, the Amazon Rainforest is getting smaller. This is not good for the animals and people who live there.



The Amazon is home to many plants, insects, and animals.

2. Check the habitat or habitats for each description.

	The Sahara	The Amazon Rainforest
in Africa	✓	
in South America		✓
very hot	✓	✓
very dry	✓	
very rainy		✓
very large	✓	✓
lots of plants		✓
not a lot of animals	✓	
getting smaller		✓
getting larger	✓	

3. Circle T (true), F (false), or NI (no information).

- In Arabic, Sahara means "very dry." T (F) NI
- The desert in China is larger than the desert in Australia. T / F / (NI)
- The winds in the dry Sahara cause sand dunes. (T) F / NI
- The Amazon Rainforest has more people than the Sahara. T / F / (NI)
- Camels need a lot of water. T (F) NI
- There's more of the Amazon Rainforest in Brazil than in other countries. (T) F / NI

#### Project Habitat research

Make a poster of a famous habitat. Find photos or draw your own pictures. Describe your habitat.

#### Some ideas:

- The Gobi Desert
- The Himalayan Mountains
- The Andes Mountains
- Antarctica's polar ice cap

boxes with your finger. Ask the class for a translation.

- Use the photo to present *sand dune*, remind the students of *sand castle* (in Magazine 2 on page 101) and elicit which word means *sand*.
- Make sure that students recognize the cognates *in comparison*, *camel*, *species*, and *unfortunately*.
- Model the stress and pronunciation of *habitat* with the initial /h/ sound. You may also like to practice *species* /'spi:ʃi:z/ with the class, although they don't need to use the word actively.

#### ANSWERS

The Sahara is a desert – a usually hot and dry habitat. The Amazon Rainforest is very green and there's a lot of rain.

#### Usage

Nouns can also be compared using *more ... than*, e.g., *There are more species of plants ... than in any other habitat in the world.*

#### Exercise 2

- Read the direction line aloud and confirm that the example is correct.
- Students check the correct habitats.
- They compare answers in pairs.
- Option: Classify information**  
To reinforce this reading strategy, write *The Sahara* and *The Amazon Rainforest* as column headings on the board. To go over Exercise 2, ask students to complete the statements with verbs, e.g., *The (Sahara) is in (Africa). It's very (hot) and (dry). There (aren't) a lot of (animals). It's getting (larger).*

#### Exercise 3

- Read the direction line aloud, reminding students of the difference between *false* and *no information*.
- Students circle the correct letters.
- They again compare answers in pairs.

#### Project: Habitat research

- If you want to display the posters in the classroom, establish the size before students begin their work.
- Students will need time to research at home, and also to find or draw photos.
- Encourage them to use language from the texts on this page.

## Cross-curricular Reading: Units 10-12

### Cross-curricular topic

Geography

Habitats

#### Aim

Use English to learn about habitats

#### BACKGROUND INFORMATION

The temperature in the Sahara ranges from freezing to a recorded maximum of 58°C. The Amazon Rainforest has about 275 cm of rain every year and the Amazon River has the largest flow in the world, discharging 119,000 m<sup>3</sup> of water per second into the Atlantic Ocean.

#### Exercise 1 2-54

- Before students open their books, write the word *habitat* on the board. Ask students to explain what it

means in their own language and to give examples.

- Say *Open your books to page 99*. Ask students to read and listen to find out what is different about these habitats. If they say that they already know, challenge them to explain in English and congratulate their efforts, but then ask them to read and listen to see what new terms they can learn in English.
- Play the CD or read the text aloud while students follow. Check their answers.
- Explain that *great* can mean *large* as well as its colloquial meaning of *good*.
- Draw two squares on the board, one nearly as big as the other. Label the smaller one A and the other B, and say *Box A is almost the same size as box B*. Check the meaning of *almost*.
- Then draw a square bigger than the previous two put together, label it C and say *Box C is larger than both boxes A and B together*, drawing round the

# Teen2Teen Friends Magazine 1

## Aim

Extend reading skills through texts written from the perspective of the characters

## Warm-up

Before students open their books, discuss what they know about China. Ask *Where is China? Which continent? (Asia)*. If students say that the people speak Chinese, explain that the official language is called Mandarin and that there are many different dialects, e.g., Cantonese. Some students may remember the 2008 Olympics in Beijing. They may also have heard of the Great Wall of China. Finally, ask students the name of the Chinese boy who writes on *Teen2Teen Friends* (Gan).

## Exercise 1 2-55

- Ask students to read and listen to find the name of Gan's neighborhood.
- Play the CD or read the post aloud while students follow.
- Discuss the meaning of *International Studies* (a combination of world politics and economics, with other options such as the language, history, and culture of one or more specific countries). Remind students of the meaning of *say*, which they saw in a *Magazine* in *Teen2Teen One*, and check that they remember the meaning of *another*. Explain that *nearby* is similar to *near*, but that it is an adverb (like *here*) or an adjective (e.g., a *nearby town*), not a preposition.
- Return to the focus question and elicit the answer.
- Ask if any of the students eat Chinese food. If yes, see if they can guess what *Beijing Duck* is. Explain that an older name for Beijing was *Peking* and write it on the board.

### ANSWER

Haidian

### Usage

In English, educational institutions at all levels can be referred to as *schools*.

### BACKGROUND INFORMATION

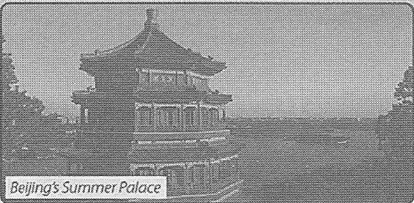
The Summer Palace was the summer residence of the Empress Dowager Cixi. Today it is Beijing's largest park with lakes, gardens, and royal buildings.

13:15 83%

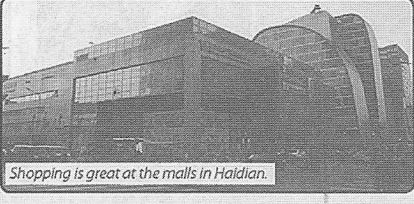
# 1 Teen2Teen Friends Magazine

**My blog** Tell the kids on Teen2Teen Friends about your neighborhood

Gan Yu:  
I'm sitting in my room, and I'm writing about my neighborhood, Haidian, in my hometown, Beijing.



Beijing's Summer Palace




Shopping is great at the malls in Haidian.

The shopping in Haidian is great, and there are some important universities here. One university, Beijing University, is very famous. My neighbors, Jiang and Li, are studying at the university this year. Jiang is taking classes in international studies, and Li is studying art. They say the university is great!

My aunt and uncle live in Haidian, too. My uncle is a high school teacher, and my aunt is teaching teachers at Beijing Normal University, another famous school here. My cousin Ning, their daughter, is learning English like me. It's Ning's birthday today! This afternoon, they are at one of Haidian's amazing restaurants, and they are eating delicious Beijing Duck!

If you come to Beijing, you should visit the famous Summer Palace nearby. It's a really nice old park. And it's very big. My brother, Dong, and his girlfriend are visiting there right now. They are taking lots of photos.



Beijing Duck at one of Haidian's excellent restaurants

### 2. Cross out the things that Gan Yu does NOT write about.

- good stores
- ~~good museums~~
- good food
- ~~nice movie theaters~~
- ~~good schools~~
- ~~good hotels~~
- nice parks
- ~~great music~~

### 3. Choose the correct answers.

- Gan's neighbors, Jiang and Li, are studying at ...  
 a. Beijing University.    b. Beijing Normal University.  
 c. Haidian University.
- Gan's aunt is ...  
 a. a student.     b. a teacher.    c. a grandmother.
- Gan's cousin is studying ...  
 a. a language.    b. international studies.    c. art.
- Gan's brother is ...  
 a. studying English.     b. taking photos at the park.  
 c. eating Beijing Duck.
- Gan's neighbor, Li, is ...  
 a. learning English.    b. visiting a park.     c. studying art.
- Dong's girlfriend is ...  
 a. visiting a park.    b. eating Beijing Duck.    c. studying English.

100    one hundred
For Units 1-3

## Exercise 2

- Read the direction line aloud. Say *Look at Gan's post. Are there good stores in Beijing?* (Yes) If the students aren't sure, ask them to find what he says about shopping to confirm why *good stores* isn't crossed out.
- Focus on the crossed out example *good museums*. To confirm, ask *Is the word "museums" in Gan's text?* (No).
- Establish that they need to look for the other features in the text and cross out the ones that they can't find.
- Ask them to raise their hand when they finish and put students into pairs to compare the answers.
- **Option:** *Confirm a text's content*  
To reinforce this reading strategy, ask students to read each phrase in Exercise 2 and to underline information in the text that supports it, e.g., for *good stores*, the text says *The shopping in Haidian is great*. If they can't find information to

support an item, they cross it out. Use the example to demonstrate.

## Exercise 3

- Read the direction line aloud.
- Students read and circle a, b, or c.
- Invite volunteers to read the whole statement with the correct answer.

## 1. Read and listen to Ana's blog post. Is she in her hometown?

Here's a photo of our favorite beach. Beautiful, right?

### My blog Tell the kids on Teen2Teen Friends about your vacation

**Ana Costa:**  
 Hey, Teen2Teen Friends! I'm on vacation in Rio. My cousins Vitor and Solange live here. My sister Daniela and I are staying in their apartment. Here's our typical day in Rio. It's so much fun!  
 We get up late because there's no school. Yay! My aunt and uncle go to work early, so we make our own breakfast. Well, not exactly. Solange and Daniela are nineteen, so THEY make breakfast (but Vitor and I usually help). We sometimes make sandwiches to take to the beach, but not always.  
 We usually take a shower in the evening when we get home from the beach or sightseeing. So right after breakfast, at about 11:00, we get dressed for the beach and go!  
 It's usually hot here in February: great swimming weather! But we do other things, too. Sometimes we ride bikes on the street across from the beach. We usually see some awesome sand castles. The sand castles of Rio are famous all over the world. Here's my own photo of a sand castle.  
 For lunch, we either eat our own sandwiches or buy some. They sell sandwiches and other food right on the beach. On the street next to the beach, they sell a delicious drink: coconut water! We always drink coconut water in the afternoon. And you don't need a glass. You can drink the water right from the coconut.  
 Rio is famous all over the world and famous in Brazil, too. Teen2Teen Friends: one day you should all visit Brazil. First, you should visit Brasilia, my hometown, but don't forget to visit Rio, too. It's always great!

Awesome sand castles!

Coconuts next to the beach

## 2. Complete each statement with *sometimes*, *usually*, or *always*.

- The cousins always get up late on vacation.
- Ana and Vitor usually help Solange and Daniela with breakfast.
- The cousins sometimes make sandwiches for lunch.
- In Rio, Ana and Daniela usually take a shower in the evening.
- The weather in Rio is usually hot in February.
- The kids sometimes walk and ride their bikes on the street across from the beach.
- They usually see great sand castles.
- They always drink coconut water in the afternoon.

For Units 4-6

one hundred one

101

Sofia makes \_\_\_\_\_ own clothes. (her)  
 Rui has \_\_\_\_\_ own computer. (his)

### ANSWER

No, she isn't in her hometown. She's in Rio.

### Exercise 2

- Read the direction line aloud and focus on the example. Point out that the phrase *The cousins always get up late on vacation* isn't taken exactly from the text, but show them that they can find this information in the text. Ana says *We get up late because there's no school* and she doesn't qualify this in any way, so we can assume that it's every day while she's on vacation.
- Tell the students to read Ana's blog post carefully to find which frequency adverb they need in each statement. Before they start writing, check the meaning of *kids* in number 7, explaining that it's an informal word for *children*. (Students may have heard the word on TV if they watch programs in English.)
- To go over the answers, invite volunteers to read out the complete statement.
- Option: Classify information**  
 To reinforce this reading strategy, write *sometimes*, *usually*, *always*, and *never* as four column headings on the board. As students share their answers, write the number of each item under the correct frequency adverb.

### Extra extension activity (stronger classes)

- Put students into the same pairs as in the *Warm-up* and ask them to write sentences about Ana on vacation. Write these examples on the board to get them started on the task:  
*Ana's on vacation. She gets up late.*

## Teen2Teen Friends Magazine 2

### Aim

Extend reading skills through texts written from the perspective of the characters

### Warm-up

Write the frequency adverbs on the board: *always, usually, sometimes, often, never*.

Ask students to work in pairs (or a group of three) and to write a true sentence starting with *We* with each of the adverbs on the board. Give them some examples to get them started, e.g., *We never eat fish for breakfast. We often do our homework after dinner.*

Tell students to raise their hands when they are ready. As they finish, put them into small groups to compare their sentences and to agree on the most interesting sentence to tell the class.

### Exercise 1 2-56

- Read the direction line aloud. Then play the CD or read the blog post aloud while students follow.
- Elicit the meaning of *on vacation*. If necessary, explain in the students' own language, but also use the context.
- Use the photo to explain the meaning of *sand castle*.
- To focus on the word *own*, write these examples from the text on the board:  
*we make our own breakfast*  
*my own photo of a sand castle*  
*we either eat our own sandwiches or buy some*  
 Ask the students to guess the meaning of *own* and point out that the word is always preceded by a possessive adjective. Practice by writing more examples on the board and asking students to complete them:  
*You should always do \_\_\_\_\_ own homework! (your)*

# Teen2Teen Friends Magazine 3

## Aim

Extend reading skills through texts written from the perspective of the characters

## Warm-up

Before students open their books, remind them that the *Magazine* pages are written by the characters on *Teen2Teen Friends*. Ask *Where is Sandra from?* (Colombia) (If they can't remember, give them these options: Mexico, Colombia, the U.S.) Then ask *What's the capital of Colombia?* (*Bogota*). Find out how much students can remember by asking *Does Sandra live in Bogota?* (*No, she doesn't.*)

If you teach in Colombia, ask *Which character comes from our country?* (*Sandra*) and *What's her hometown?* (*Cali*).

## BACKGROUND INFORMATION

Bogota is in the center of Colombia. Cali, where Sandra lives, is further south and to the west, nearer the North Pacific Ocean. As its name suggests, the *TransMilenio* began in the year 2000 and has grown since then, with more lines added to the network.

## Exercise 1 2.57

- Ask students to look quickly at the photos to predict what Sandra is writing about.
- Then ask them to read and follow to check their ideas.
- Play the CD or read the report aloud while students follow.
- Return to the focus question. Confirm that Sandra is writing about traffic and transportation in Bogota. Then check students' general understanding of the text by discussing traffic in your capital city (or nearest big city) and whether air pollution is a big issue.
- Make sure that students recognize the cognates *funicular* and *spectacular*. Model the pronunciation of these two words in isolation to point out where the stress occurs: *funicular* /fyu'nikyulər/ and *spectacular* /spek'tækyulər/.

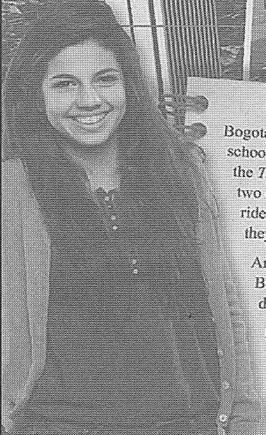
## ANSWER

She's writing about traffic in Bogota (the *TransMilenio* system, using bikes, the funicular, and cable car).

## Exercise 2

- Read the direction line aloud and agree as a class that the example is correct.
- Students choose the correct answers, checking back with Sandra's report as necessary.
- Invite volunteers to read out the complete statements for everyone

# 3 Teen2Teen Friends Magazine



**1. Read Cali resident Sandra Pacheco's report for class. What is she writing about?**

**Traffic in Bogota is terrible! The TransMilenio helps!**

Bogota, our capital city, has lots of traffic. It's difficult to get to work and school by car. But Bogota has a world-famous public transportation system, the *TransMilenio* (or the "transmi"). The *TransMilenio*'s big red buses take two million people to and from work and school every day. The buses don't ride in traffic, so they're very fast. And when people take the *TransMilenio*, they don't use their cars. The *TransMilenio* isn't perfect, but it helps.

Another good means of transportation in Bogota is the bicycle. Some Bogota streets have special bike lanes. Bicycles are good because they don't cause air pollution. Bogota, like lots of cities, has air pollution.

Finally, Bogota has the funicular and cable car to Monserrate, a mountain right in the city. From Monserrate, you can get a spectacular view of this beautiful city! Bogota has some great means of transportation: cars, buses, bikes, funiculars, and cable cars!





**Cable car and the funicular to Monserrate**

**A bike lane in Bogota, next to the street for cars**

**2. Choose the correct answers, according to Sandra's report.**

- Bogota has lots of ...  
 a. car traffic.   b. schools.   c. people.
- The *TransMilenio* uses ...  
 a. cars.   b. trains.    c. buses.
- ... takes lots of people to and from work each day.  
 a. A cable car    b. A transportation system   c. A funicular
- ... don't cause air pollution.  
 a. Cars   b. Taxis    c. Bicycles
- ... is a mountain in Bogota.  
 a. The cable car    b. Monserrate   c. The funicular
- The *TransMilenio*, the bicycle, the funicular, and the cable car are some ... in Bogota.  
 a. problems   b. traffic    c. means of transportation

**3. Match the transportation with each statement.**

- They cause lots of traffic problems.  a.
- They can go on special lanes next to some streets.  b.
- They are the means of transportation of the *TransMilenio*.  c.
- They go to the top of Monserrate.  d.

102   one hundred two
For Units 7-9

to check their work. (You may need to remind the student who answers number 4 of the pronunciation of *bicycle* /'baɪsɪkl/, particularly if you have recently worked on the recycling project on page 98.)

- **Option:** Find supporting details To reinforce this reading strategy, ask students to identify information in Sandra's report that supports their answers. For example, for number 1, Sandra writes *Bogota, our capital city, has lots of traffic. It's difficult to get to work and school by car.* Make sure students give both sentences: the first confirms that Bogota has lots of traffic, but the second confirms that the traffic is car traffic.

## Exercise 3

- Read the direction line aloud and focus on the example.
- Ask students to raise their hands when they have finished.
- As they finish, put students into pairs to check answers.
- **Option:** Ask if students know anyplace with a funicular and cable car (e.g., Pao de Acucar in Rio de Janeiro).

1. Read the posts on Teen2Teen Friends. Which items do you like?

**Our favorite things**

**Adam Lucas:**  
Hey, guys! Let's post photos of our favorite things today. This is our new school key ring. It has a football (the American kind, of course!) because our school has a great football team. The key ring has a picture of our school mascot, Terry the Tiger. Look at him. Is he cool, or what? Terry is very strong, like our football team! Today, I have a fever, and I don't feel very strong. But I look at my key ring and I feel better ... and strong like Terry!



**Daniel Campos:**  
OK, Adam! This is my favorite thing – my Mexico wrist band. I'm actually wearing it right now! When I watch our national soccer team play on TV, I feel really good wearing my wrist band. I love my country! Go Mexico!



**Emi Sato:**  
One of my favorite things is my new phone case. I think it's really cute! All my friends and I love cute designs on everything ... notebooks, rings, T-shirts, necklaces ... you name it. Tomorrow, I'm buying a new mug! I want one with a cool new design!



2. Draw lines to complete the statements.

- |           |                                       |
|-----------|---------------------------------------|
| 1. Daniel | a. is sick today.                     |
| 2. Adam   | b. is Adam's school mascot.           |
| 3. Emi    | c. is wearing a wrist band.           |
| 4. Terry  | d. is Daniel's country.               |
| 5. Mexico | e. helps Adam feel better and strong. |
|           | f. likes cute designs.                |
|           | g. loves his country.                 |
|           | h. isn't Emi's country.               |

3. Choose the correct answers.

- Adam is posting a photo because ...
  - a. it's his favorite thing.
  - b. it's really cute.
  - c. he loves his country.
- Adam loves his key ring because ...
  - a. it's beautiful.
  - b. it has a picture of Terry the Tiger.
  - c. he has a fever.
- When Daniel wears his wrist band, he ...
  - a. feels great.
  - b. goes to Mexico.
  - c. wants to play soccer.
- Emi loves her phone case because ...
  - a. it's new.
  - b. she's buying a new mug.
  - c. she loves cute designs.

ANSWERS

Students' own answers

Usage

The exclamation *Go* followed by a name, e.g., your team, your country, or an individual player's name, is used to encourage and show support. It is most common in sport, but can be used in any situation which is competitive, or where someone needs encouragement. *You name it* is a set expression used after a list of items to mean *And any others that you can think of.*

Exercise 2

- Read the direction line and establish that, as there are five items in the first column and eight on the right, there will be more than one line from some of the items on the left.
- Students draw lines.
- Invite volunteers to read complete sentences.
- Option: Classify information**  
To reinforce this reading strategy, write *Daniel, Adam, Emi, Terry, and Mexico* on the board as column headings. As students give their answers, write the letter of each item under the correct subject.

Exercise 3

- Read the direction line aloud and establish that the example is correct.
- Students circle the correct letters.
- Again invite volunteers to read out complete sentences.

Extra extension activity (stronger classes)

- Ask students to think about one of their possessions that they could describe in a similar way to the posts.
- Advise them to choose one of the posts as a model, but tell them that they can use phrases and ideas from any of the posts to help them.
- Depending on the time available, students could produce a rough draft for comment and then write it up neatly with a picture.

Teen2Teen Friends Magazine 4

Aim

Extend reading skills through texts written from the perspective of the characters

Warm-up

Say *Open your books to page 72* and reactivate the vocabulary from this set by asking students to talk about what they buy and about their favorite things. Write on the board:

Adam Daniel Emi

and ask the class to guess what the favorite object of each of these characters might be. Write the guesses on the board to refer to later. To get them started, give them ideas which aren't the same as the ones on page 103, e.g.,

*Does Adam have a wrist band with "I love L.A." on it?*

*Are Emi's favorite things earrings?*

Exercise 1 2:58

- Ask students to look quickly at the pictures to check if they guessed correctly in the warm-up.
- Tell the students to read and listen to hear about the items in the pictures, and to decide which ones they like.
- Play the CD or read the posts aloud while students follow.
- Ask the class to share their opinions of the key ring, the wrist band, and the phone case, making sure that everyone respects their classmates' opinions even if they don't agree.
- Check that students understand the cognates *mascot* and *design*.
- Focus on the key ring and point out the shape of the American football. Ask students if they have seen American football on TV. If your students are familiar with rugby, you can discuss that the ball is a similar shape to a rugby ball.

# Class Audio CDs – Track List

## CD1

- 1.01 Title
- 1.02 Welcome, p.9, Teen2Teen Friends
- 1.03 Unit 1, p.10, Topic Snapshot, ex.1
- 1.04 Unit 1, p.11, Grammar, ex.2
- 1.05 Unit 1, p.12, Grammar, ex.4
- 1.06 Unit 1, p.13, Vocabulary, ex.1
- 1.07 Unit 1, p.13, Vocabulary, ex.2
- 1.08 Unit 1, p.13, Vocabulary, ex.3
- 1.09 Unit 1, p.14, Reading, ex.1
- 1.10 Unit 1, p.15, Teen2Teen, ex.1
- 1.11 Unit 1, p.15, Teen2Teen, Ways to express a later time
- 1.12 Unit 1, p.15, Teen2Teen, ex.2
- 1.13 Unit 2, p.16, Topic Snapshot, ex.1
- 1.14 Unit 2, p.17, Vocabulary, ex.1
- 1.15 Unit 2, p.17, Vocabulary, ex.2
- 1.16 Unit 2, p.17, Vocabulary, ex.3
- 1.17 Unit 2, p.18, Grammar, ex.2
- 1.18 Unit 2, p.18, Grammar, ex.3
- 1.19 Unit 2, p.20, Reading, ex.1
- 1.20 Unit 2, p.21, Teen2Teen, ex.1
- 1.21 Unit 2, p.21, Teen2Teen, ex.2
- 1.22 Unit 3, p.22, Teen2Teen Friends, Topic Snapshot, ex.1
- 1.23 Unit 3, p.23, Vocabulary, ex.1
- 1.24 Unit 3, p.23, Vocabulary, ex.2
- 1.25 Unit 3, p.24, Grammar, ex.2
- 1.26 Unit 3, p.24, Grammar, ex.4
- 1.27 Unit 3, p.25, Grammar, ex.2
- 1.28 Unit 3, p.26, Reading, ex.1
- 1.29 Unit 3, p.27, Teen2Teen, ex.1
- 1.30 Unit 3, p.27, Teen2Teen, Positive adjectives
- 1.31 Unit 3, p.27, Teen2Teen, ex.2
- 1.32 Unit 4, p.30, Vocabulary, ex.1
- 1.33 Unit 4, p.30, Vocabulary, ex.2
- 1.34 Unit 4, p.30, Vocabulary, ex.3
- 1.35 Unit 4, p.31, Topic Snapshot, ex.1
- 1.36 Unit 4, p.33, Grammar, ex.2
- 1.37 Unit 4, p.35, Teen2Teen, ex.1
- 1.38 Unit 4, p.35, Teen2Teen, ex.2
- 1.39 Unit 5, p.36, Vocabulary, ex.1
- 1.40 Unit 5, p.36, Vocabulary, ex.2
- 1.41 Unit 5, p.36, Vocabulary, ex.3
- 1.42 Unit 5, p.36, Vocabulary, ex.3
- 1.43 Unit 5, p.38, Grammar, Containers and quantities
- 1.44 Unit 5, p.38, Grammar, ex.2
- 1.45 Unit 5, p.39, Grammar, ex.3
- 1.46 Unit 5, p.40, Reading, ex.1
- 1.47 Unit 5, p.41, Teen2Teen, ex.1
- 1.48 Unit 5, p.41, Teen2Teen, ex.2
- 1.49 Unit 6, p.42, Teen2Teen Friends, Topic Snapshot, ex.1
- 1.50 Unit 6, p.43, Vocabulary, ex.1
- 1.51 Unit 6, p.43, Vocabulary, Prepositions *before* and *after*
- 1.52 Unit 6, p.43, Vocabulary, ex.2
- 1.53 Unit 6, p.43, Vocabulary, ex.3

- 1.54 Unit 6, p.44, Grammar, Frequency adverbs
- 1.55 Unit 6, p.44, Grammar, ex.2
- 1.56 Unit 6, p.45, Grammar, ex.4
- 1.57 Unit 6, p.46, Reading, ex.1
- 1.58 Unit 6, p.47, Teen2Teen, ex.1
- 1.59 Unit 6, p.47, Teen2Teen, ex.2
- 1.60 Unit 7, p.50, Vocabulary, ex.1
- 1.61 Unit 7, p.50, Vocabulary, ex.2
- 1.62 Unit 7, p.50, Vocabulary, ex.3
- 1.63 Unit 7, p.51, Topic Snapshot, ex.1
- 1.64 Unit 7, p.52, Vocabulary, ex.1
- 1.65 Unit 7, p.52, Vocabulary, ex.2
- 1.66 Unit 7, p.53, Grammar, ex.2
- 1.67 Unit 7, p.53, Grammar, ex.4
- 1.68 Unit 7, p.54, Reading, ex.1
- 1.69 Unit 7, p.55, Teen2Teen, ex.1
- 1.70 Unit 7, p.55, Teen2Teen, ex.2

## CD2

- 2.01 Title
- 2.02 Unit 8, p.56, Topic Snapshot, ex.1
- 2.03 Unit 8, p.57, Vocabulary, ex.1
- 2.04 Unit 8, p.57, Vocabulary, ex.2
- 2.05 Unit 8, p.57, Vocabulary, ex.3
- 2.06 Unit 8, p.58, Vocabulary, ex.1
- 2.07 Unit 8, p.58, Vocabulary, ex.2
- 2.08 Unit 8, p.60, Reading, ex.1
- 2.09 Unit 8, p.61, Teen2Teen, ex.1
- 2.10 Unit 8, p.61, Teen2Teen, ex.2
- 2.11 Unit 9, p.62, Teen2Teen Friends, Topic Snapshot, ex.1
- 2.12 Unit 9, p.63, Vocabulary, ex.1
- 2.13 Unit 9, p.63, Vocabulary, ex.2
- 2.14 Unit 9, p.63, Vocabulary, ex.3
- 2.15 Unit 9, p.64, Grammar, ex.2
- 2.16 Unit 9, p.66, Reading, ex.1
- 2.17 Unit 9, p.67, Teen2Teen, ex.1
- 2.18 Unit 9, p.67, Teen2Teen, ex.2
- 2.19 Unit 10, p.70, Topic Snapshot, ex.1
- 2.20 Unit 10, p.71, Grammar, ex.2
- 2.21 Unit 10, p.71, Grammar, ex.3
- 2.22 Unit 10, p.72, Vocabulary, ex.1
- 2.23 Unit 10, p.72, Vocabulary, ex.2
- 2.24 Unit 10, p.72, Vocabulary, ex.3
- 2.25 Unit 10, p.73, Grammar, ex.2
- 2.26 Unit 10, p.73, Grammar, ex.6
- 2.27 Unit 10, p.74, Reading, ex.1
- 2.28 Unit 10, p.75, Teen2Teen, ex.1
- 2.29 Unit 10, p.75, Teen2Teen, Ways to express a negative opinion
- 2.30 Unit 10, p.75, Teen2Teen, ex.2
- 2.31 Unit 11, p.76, Vocabulary, ex.1
- 2.32 Unit 11, p.76, Vocabulary, ex.2
- 2.33 Unit 11, p.76, Vocabulary, ex.3
- 2.34 Unit 11, p.77, Topic Snapshot, ex.1
- 2.35 Unit 11, p.78, Vocabulary, ex.1
- 2.36 Unit 11, p.78, Vocabulary, ex.2
- 2.37 Unit 11, p.79, Grammar, ex.2
- 2.38 Unit 11, p.80, Reading, ex.1
- 2.39 Unit 11, p.81, Teen2Teen, ex.1
- 2.40 Unit 11, p.81, Teen2Teen, ex.2
- 2.41 Unit 12, p.82, Teen2Teen Friends, Topic Snapshot, ex.1
- 2.42 Unit 12, p.83, Vocabulary, ex.1
- 2.43 Unit 12, p.83, Vocabulary, ex.2
- 2.44 Unit 12, p.83, Vocabulary, ex.3
- 2.45 Unit 12, p.84, Grammar, ex.2

- 2.46 Unit 12, p.84, Grammar, ex.4
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- 2.48 Unit 12, p.86, Reading, ex.1
- 2.49 Unit 12, p.87, Teen2Teen, ex.1
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- 2.51 Cross-curricular Reading: Units 1–3, p.96, Sociology
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- 2.55 Teen2Teen Friends Magazine 1, p.100, ex.1
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- 2.58 Teen2Teen Friends Magazine 4, p.103, ex.1

# Audioscript

## Page 12, Exercise 4 1-05

- A:** Jim?  
**B:** Yeah, Mom.  
**A:** You're doing your homework, right?  
**B:** No, I'm watching TV.  
**A:** What about your homework?  
**B:** Mom! There is no homework today!
- A:** Cathy!  
**B:** Yeah, Dad. I'm in my room!  
**A:** Cathy, you shouldn't play video games now. We're late.  
**B:** I'm not. I'm calling Leena.  
**A:** Who's Leena?  
**B:** She's my teammate. On the volleyball team.  
**A:** OK. But let's go. We're late!  
**B:** OK, Dad.
- A:** Hello?  
**B:** Hi, Marie. Mike. I'm in Miami!  
**A:** Miami! Wow!  
**B:** Yeah. I'm visiting my grandma. Her house is next to the beach!  
**A:** Nice!  
**B:** She's swimming there now.
- A:** Hey, Mom!  
**B:** What's wrong, Brandon?  
**A:** Where's my school T-shirt?  
**B:** But Brandon, you're wearing your school T-shirt.  
**A:** No! Not this old yellow one. The new red one. It's not in my room.  
**B:** Just a minute. I'm writing an e-mail to your grandmother.  
**A:** OK.

## Page 13, Exercise 3 1-08

- A:** Hello, Greg?  
**B:** Hi, Teri. Where are you?  
**A:** I'm at the park. I'm playing soccer.  
**B:** Are you on a team?  
**A:** I am. My teammates are great.
- A:** Hello?  
**B:** Hi, Craig. This is Frances.  
**A:** Hi, Frances. How are you?  
**B:** Good, thanks. Are you at home?  
**A:** Yeah, I am. I'm watching TV with my neighbor, Lucy. Why?  
**B:** You should come to my house. We're playing video games.  
**A:** OK! See you soon.
- A:** Hello.  
**B:** Hi, Sheila. This is Brandon. Are you at school?  
**A:** No, I'm not. I'm visiting my aunt and uncle. We're at a restaurant.  
**B:** Oh. Sorry. Call me later, OK?  
**A:** OK.
- A:** Hello?  
**B:** Alex. This is Val. How are you?  
**A:** Great, thanks.  
**B:** Hey, where are you right now?  
**A:** I'm at a concert, with my cousin. We're listening to some awesome music right now. Call I call you back later?  
**B:** Wow! Of course. Bye!

## Page 17, Exercise 3 1-16

- A:** Hello?  
**B:** Hi, Barry. It's me, Dave. Are you eating dinner?  
**A:** Yes, we are. And Katy's here, too. She's visiting.  
**B:** That's great. Say Hi. Bye bye!
- A:** Hey, Puffy! Can you do this?  
**B:** Wow! That's great! Puffy's lots of fun!  
**A:** Look! She can do this, too!  
**B:** Great!  
**A:** Puffy, Puffy, look!  
**B:** Uh-oh. Puffy's bored now. But she's so cute!
- A:** Josie, are you talking on the phone?  
**B:** Yeah, Mom. I am.  
**A:** Are you eating breakfast, too?  
**B:** Yup! I'm multi-tasking.
- A:** Sam, are you busy right now?  
**B:** Not really. What's up?  
**A:** I can't move this table.  
**B:** Here you go, Mom. No problem!  
**A:** Thanks so much, Sam!
- A:** Hey, Laura? Are you doing your homework?  
**B:** No, Mom. I'm reading this great book right now.  
**A:** That's nice, but you should do your homework.

## Page 18, Exercise 3 1-18

- A:** Hi, Evan. Are you doing the geography homework now?  
**B:** Actually, no. I'm playing my new video game. Why?  
**A:** Because the homework's due on Monday.
- A:** Hello?  
**B:** Hey, Molly. Alex here. Let's go to the mall!  
**A:** Hi, Alex. Sorry. I'm home with my little sister. My parents are eating lunch at a restaurant. I can't go to the mall now. What about at five?  
**B:** OK, Molly. See you at five.
- A:** Mike ... Mike? Are you helping your dad?  
**B:** Yeah, Mom. Everything's OK now.  
**C:** Everything's OK, Beth! Mike's a great kid.  
**A:** He sure is!
- A:** Hello, Marcia? Are you and Johnny in the kitchen right now?  
**B:** No, actually, we're not. We're in the living room.  
**A:** Are you reading?  
**B:** No, we're not. We're watching TV.
- A:** Hi, Danny. It's me, Joanna.  
**B:** Oh, hi, Joanna. What's up?  
**A:** Not much. Are you watching TV?  
**B:** Actually, no. I'm helping my little brother with his homework.

## Page 24, Exercise 4 1-26

- A:** Where's Janet?  
**B:** Janet? Oh, she's visiting her cousins this afternoon.
- A:** Where's Lucas?  
**B:** He's taking a language class.

- A:** He's learning a new language?  
**B:** Yeah. He's studying French. So he can't be here today.
- A:** Hey, where are Parker and Holly today?  
**B:** Oh, they're collecting clothes for charity this week.  
**A:** They're really busy.  
**B:** That's great!
- A:** Hey, where's Valerie?  
**B:** I don't know. Let's call her.  
**C:** Who's Valerie?  
**B:** Oh, she's our new teammate. She's playing on our volleyball team this year.
- A:** Is Ms. Winnow here?  
**B:** No, she's not teaching the class this morning. She's teaching the class this afternoon.

## Page 30, Exercise 3 1-34

- A:** Mom, are there any apples or peaches in the fridge?  
**B:** Just a minute. Let me check.
- A:** Where's my sandwich, Mom?  
**B:** It's on the table, sweetie.
- A:** Mmm. This is a great orange.  
**B:** Cool. Is there one for me?
- A:** Mom, are there mangoes in the fridge?  
**B:** I think so. Go look.
- A:** What's in your salad?  
**B:** Tomatoes and onions.
- A:** Those strawberries are very expensive!  
**B:** Wow! They are. Look at that price.

## Page 36, Exercise 3 1-41

- A:** Hey, Andy, what are you eating?  
**B:** Some pasta with tomato sauce and a tomato salad.  
**A:** Is it good?  
**B:** Delicious. What about you?  
**A:** I'm eating a sandwich.  
**B:** What kind is it?  
**A:** A fish sandwich with cheese.  
**B:** No tomatoes?  
**A:** No. I don't like tomatoes.
- A:** Is there any soda?  
**B:** Yes, there is.  
**A:** What kind?  
**B:** Just orange soda.  
**A:** Hmm. What about juice?  
**B:** There's mango juice and orange juice.  
**A:** Is there any tomato juice?  
**B:** No, I'm sorry, there isn't. But there is milk.  
**A:** You know what? Milk is good. Please give me a glass of milk.  
**B:** Sure!

## Page 43, Exercise 3 1-53

- We eat dinner at seven o'clock. But before dinner, I exercise and then I take a shower. After dinner, I relax and watch TV. At nine thirty, I go to bed.
- I get up, take a bath, and brush my teeth before eight o'clock. Then, after breakfast, I go to my room, comb my hair, and get dressed for school. I come home at five o'clock and I exercise before dinner.

3. After school, I go to the park and hang out with my friends. At six o'clock, I come home and I eat dinner. Then, after dinner, I relax and watch TV.

**Page 45, Exercise 4** Ⓞ 1-56

1. **A:** Do you get up early?  
**B:** Yes, I do.
2. **A:** Do you and your sister play video games?  
**B:** No, we don't.
3. **A:** Do you take a shower in the morning?  
**B:** No, I don't.
4. **A:** Do your teammates go to bed early before a game?  
**B:** Yes, they do.
5. **A:** Does your brother exercise?  
**B:** Yes, he does.
6. **A:** Does your mom watch TV after dinner?  
**B:** No, she doesn't.

**Page 50, Exercise 3** Ⓞ 1-62

1. **A:** How do you get to work?  
**B:** I usually drive.
2. **A:** How does your dad get home in the evening?  
**B:** He takes the train.
3. **A:** Let's go to the beach, OK?  
**B:** OK. How should we go?  
**A:** We should ride our bikes.
4. **A:** The concert's this afternoon.  
**B:** That's right! Should we walk there?  
**A:** No. Let's take a taxi. With two people it's not too expensive.
5. **A:** Where's Central Park?  
**B:** Central Park? It's in front of the art museum on New York Avenue.  
**A:** Can we walk?  
**B:** Actually, we should take the bus.  
**A:** OK! Let's go!

**Page 53, Exercise 4** Ⓞ 1-67

1. I have volleyball practice on Mondays, Wednesdays, and Fridays.
2. We go to school in my mom's car on Tuesday and Thursday. On the other days, our dad drives.
3. I go by car to my grandma's every Saturday and Sunday.
4. My sister's piano lessons are on Wednesday afternoons after school.

**Page 57, Exercise 3** Ⓞ 2-05

1. **A:** Hey, are they your parents?  
**B:** In that photo? Let me see. Yes, they are.  
**A:** So what does your father do?  
**B:** He's a chef.  
**A:** Really? And what about your mother? What does she do?  
**B:** My mother? My mom's an architect.  
**A:** An architect. Wow! So what do you want to be when you grow up?  
**B:** Actually, I want to be an architect, like my mom.
2. **A:** That's an interesting photo. Who is that?  
**B:** Oh, that's my Aunt Beth.

- A:** Your aunt? Why is she wearing that uniform? Is she a chef?  
**B:** No, no ... she's a doctor.  
**A:** Oh, a doctor!
3. **A:** Who's this guy in the photo?  
**B:** Let me see. Oh, that's my neighbor, Mr. Hansen.  
**A:** And are those his kids?  
**B:** Yes, they are.  
**A:** So what does he do?  
**B:** He's a mechanic.
4. **A:** Nice photo. They're your aunt and uncle, right?  
**B:** That's right.  
**A:** What do they do?  
**B:** Well, my aunt's a salesperson. And my uncle's an artist.  
**A:** An artist! Really! Do you want to be an artist, too?  
**B:** Actually, no. I want to be a mechanic when I grow up.
5. **A:** Who's that girl in the photo?  
**B:** Let me see. Oh, Jenny? She's my cousin.  
**A:** Her dress is beautiful!  
**B:** Actually, she's a fashion designer.  
**A:** Cool. I want to be a fashion designer when I grow up.
6. **A:** Is this a photo of your brother?  
**B:** Yes. That's my brother Tommy.  
**A:** He's a computer programmer, right?  
**B:** A computer programmer? No. My brother Ed is a computer programmer. Tommy's a flight attendant.

**Page 63, Exercise 3** Ⓞ 2-14

1. **A:** Ellie! Are you ready? It's time for school.  
**B:** Dad, I think I should stay home this morning.  
**A:** Oh, no. What's wrong, sweetie?  
**B:** I have a stomachache.  
**A:** Oh, no! Should I call the doctor?  
**B:** No, dad. It's not serious. Just a little stomachache.  
**A:** Are you sure you're OK?  
**B:** Yes, dad. It's not serious.
2. **A:** Ooh. I don't feel well.  
**B:** What's wrong?  
**A:** I feel dizzy.  
**B:** Should I call the doctor?  
**A:** No. It's just this hot weather. I'm OK.
3. **A:** You know, I feel a little nauseous.  
**B:** You feel nauseous? From what?  
**A:** I don't know. Maybe it's this food. I really don't like it.  
**B:** Do you have a stomachache, too?  
**A:** No, no. It's nothing serious. I'm OK.
4. **A:** ABC Company. Good morning.  
**B:** Hello, Maggie? It's Arlene. I'm sorry, but I can't come to work today.  
**A:** Why? What's wrong?  
**B:** I have a backache. It's really bad.  
**A:** I'm so sorry. Maybe you should just relax today. You should stay home.  
**B:** Oh. Is that OK? Thanks so much.
5. **A:** Oh, honey. What's wrong?  
**B:** I feel so sick. I think I have the flu.  
**A:** Do you have a fever, too?  
**B:** I'm not sure.

- A:** Let me check ... You don't feel hot. It's only a cold. Not the flu. You should stay home today. Feel better, sweetie.  
**B:** Thanks, Mom.
6. **A:** Mom, I'm really sick. I think I have a fever.  
**B:** Maybe it's the flu. Do you have a headache, too?  
**A:** Yes. And a backache.  
**B:** Uh-oh. That sounds like the flu. I'm calling the doctor.  
**A:** OK, Mom.

**Page 71, Exercise 3** Ⓞ 2-21

1. **A:** Hey, Victoria. What do you think of these shoes?  
**B:** They're not cool.  
**A:** Why not?  
**B:** Well, they're not awful. But I just don't like brown shoes.
2. **A:** Emily, it's time for lunch.  
**B:** OK, Mom. What are we having?  
**A:** Chicken soup.  
**B:** With rice?  
**A:** Of course!  
**B:** Great! My favorite lunch!
3. **A:** Andrew! Andrew! That music is too loud!  
**B:** Dad! I like it. I think it's great.  
**A:** Well, it's so loud! And you're doing your homework now, right?  
**B:** Right, Dad.  
**A:** You know, Andrew, I really hate that music!
4. **A:** Oh, wow! Maggie, look at this sweater. What do you think?  
**B:** It's OK.  
**A:** Just OK? You don't like it?  
**B:** Well, I don't love it, but I think it's pretty nice.
5. **A:** Hey, Clara, do you want some juice?  
**B:** What kind?  
**A:** Orange juice.  
**B:** Is there any apple juice?  
**A:** Uh ... No, sorry, only orange.  
**B:** Then, no thanks. I don't like orange juice.

**Page 72, Exercise 3** Ⓞ 2-24

1. **A:** Do you like this necklace? We can buy it for Mom.  
**B:** Actually, I don't like it very much. What about the ring?  
**A:** Which one?  
**B:** This one ... with the picture of the fish.  
**A:** It's great! Let's buy the ring.
2. **A:** Do you want those earrings for your birthday?  
**B:** Well ... They're really nice.  
**A:** Great! I'm buying them.  
**B:** Really? Thanks!
3. **A:** Hey, this new soccer magazine is awesome. I love it.  
**B:** Ugh. I hate soccer magazines.  
**A:** Really? Look at the photos. They're fantastic.  
**B:** No offense, Brian, but I just don't like soccer magazines.

4. **A:** Hey, Katie, do you like this Zac Efron wrist band? I need a present for my sister.  
**B:** Ooh! I love it! It's so cool.  
**A:** Hey, wait. What about this mug with the cute dogs? My sister loves dogs.  
**A:** It's nice, too. But your sister loves Zac Efron. Get the wrist band.  
**B:** OK. You're right.
5. **A:** Look! They have a mug with candy. That's two souvenirs for the price of one!  
**B:** You're right! Let's get it. The mug is cool, and the candy looks delicious.  
**A:** OK!
6. **A:** Excuse me. Do you sell earbuds in this store?  
**B:** No, I'm sorry. We don't.  
**A:** Well, what about phone cases?  
**B:** Yes, they're right over here. Come with me.

### Page 76, Exercise 3 2-33

1. **A:** Hey, Mom. Jessie says there's a great show on TV right now. Where's the remote?  
**B:** It's in front of the TV. It's always in front of the TV.  
**A:** Well, it isn't there now.  
**B:** Then I don't know. Ask your sister, OK? She's in her room.
2. **A:** Hey, Dad. Can I borrow your tablet?  
**B:** Sorry, Brett. I'm using it. Do you need it right now?  
**A:** No, I can use it later. Is that OK?  
**B:** Of course. I just need it for about an hour.
3. **A:** Hey, Nick. Where's my flash drive? Do you have it?  
**B:** You mean the red one?  
**A:** Yeah.  
**B:** Nope. It isn't here. Look in the kitchen.  
**A:** The kitchen?  
**B:** Yeah, the kitchen. You always work on your laptop at the kitchen table.  
**A:** Of course! Thanks.
4. **A:** Hey, where's my mouse?  
**B:** Why do you need a mouse? You're using a laptop.  
**A:** But I like to use a mouse with my laptop.  
**B:** Well, maybe it's in your backpack.
5. **A:** Honey, where's my laptop?  
**B:** Your laptop? I think it's in the living room. Next to the TV.  
**A:** Nope. It's isn't in here.  
**B:** How about in our room?  
**A:** Nope. It isn't ... Oh ... Hey, here it is!
6. **A:** Oh, no.  
**B:** What's wrong?  
**A:** My camera needs a new battery.  
**B:** Well, I'm going to the store. I can buy some, OK?  
**A:** Thanks.

### Page 83, Exercise 3 2-44

1. **A:** Who's that?  
**B:** Oh, that's the new student, Tina.  
**A:** She's really cute.  
**B:** She is. And she's very shy.  
**A:** Is she?  
**B:** Yeah. She isn't very talkative.
2. **A:** Is that your brother?  
**B:** Yeah. He's my little brother, Spencer.  
**A:** What's he like?  
**B:** Spencer's a great kid. But he's very messy.  
**A:** Really?  
**B:** Yeah. You know, I'm really neat. But he definitely isn't.
3. **A:** Lauren, is that your dad in that photo?  
**B:** Yes, it is.  
**A:** He's very serious.  
**B:** My dad? No way. He's usually very funny. He just doesn't like cameras.  
**A:** Oh, I see. But it's a great photo.
4. **A:** Is that a photo of your sister?  
**B:** Yes, it is. That's Ella. She's twenty.  
**A:** Ella's pretty.  
**B:** She is. And she's a really good athlete.  
**A:** Oh yeah?  
**B:** Uh-huh. And she lifts weights. She's pretty strong.
5. **A:** Who's that?  
**B:** The boy talking on the phone? That's Steve. He's a new classmate.  
**A:** Really? Why isn't he sitting with the other kids? Is he shy?  
**B:** Steve, shy? No way. He talks a lot! He's probably talking to his girlfriend now.  
**A:** Oh!
6. **A:** Lee, are you doing your math homework?  
**B:** Yeah, Mom. But I think I need help.  
**A:** Well, I'm not good at math. Ask your sister.  
**B:** That's a good idea. Olivia's really smart.

### Page 84, Exercise 4 2-46

1. **A:** What are you doing this weekend?  
**B:** This weekend? I'm visiting my cousin.  
**A:** Oh, that's nice. What's your cousin like?  
**B:** What's she like? Well, she's really smart.  
**A:** So, who's smarter – you or your cousin?  
**B:** She is. Definitely. She's much smarter than me.
2. **A:** Hey, who's that?  
**B:** Oh, that's my brother Cody.  
**A:** Really? Who's older – you or your brother?  
**B:** Well, Cody is thirteen. And I'm fourteen.
3. **A:** Do you have any brothers?  
**B:** Yeah, I have one brother.  
**A:** Who's taller – you or your brother?  
**B:** Oh, I'm much taller.
4. **A:** Who are they?  
**B:** This is my dad, and this is my mom.  
**A:** Nice photo. What are your parents like?

- B:** Well, my dad can be pretty funny sometimes. But he's usually very serious.  
**A:** Really? And what about your mom?  
**B:** She's ALWAYS very funny. She always says, "Don't be so serious!"
5. **A:** Who's this guy in the photo?  
**B:** Oh, that's my teammate, Bruce. We're both on the school basketball team.  
**A:** What's he doing? Lifting weights?  
**B:** Yeah.  
**A:** Wow. He's pretty strong.  
**B:** Yeah. He's much stronger than me.

# Workbook

## Answer Key

### Unit 1

#### Page W2

##### Exercise 2

2. grandmother
3. aunt
4. cousin
5. children
6. uncle
7. teammates
8. daughter

##### Exercise 3

2. She isn't listening to music. She's playing the guitar.
3. They aren't playing volleyball right now. They're riding bikes.
4. They aren't buying clothes at the mall. They're swimming at the beach.
5. They aren't drawing pictures right now. They're doing their homework.

##### Exercise 4

a b c d e f g h i j k l m n o p q r s t u v w  
x y z

#### Page W3

##### Exercise 5

2. I'm buying a dress.
3. We're playing video games.
4. They're watching a soccer game!
5. We're wearing the new soccer uniforms!
6. I'm visiting Rio now!

##### Exercise 6

2. singing
3. practicing
4. drawing
5. swimming
6. watching
7. going
8. wearing
9. riding
10. cooking
11. dancing
12. listening
13. stopping

#### Page W4

##### Exercise 6

2. F 3. T 4. T 5. T

##### Exercise 7

2. b 3. a 4. a 5. b 6. a

##### Exercise 8

7. Bye bye.
2. Hi, Mark. This is Jillian. Are you busy?
4. Oh, I'm sorry. Can I call you back later?
3. Hi, Jillian. Actually, I am. I'm shopping at the mall right now.
6. OK. Talk to you then.
1. Hello?
5. Sure. How about at 5:30?

### Unit 2

#### Page W5

##### Exercise 2

2. I'm helping Dad.
3. But, Mom, we're eating breakfast.
4. I'm just playing with my cat.
5. Are you talking on the phone again?
6. We're eating lunch.

#### Page W6

##### Exercise 3

2. Dad is cooking in the kitchen.
3. Mom is reading at the kitchen table.
4. In the boy's bedroom, the boy is listening to music.
5. In the girl's bedroom, the girl is playing with her cat.
6. In the living room, the girl is playing video games.

##### Exercise 4

2. b 3. c 4. e 5. a

##### Exercise 5

2. Are our grandparents playing video games?
3. Are you eating breakfast?
4. Is my sister downloading a song?
5. Is she helping her children with their homework?
6. Are you babysitting all your cousins?
7. Is Paulo calling his dad right now?
8. Are you talking to Mr. Power?

##### Exercise 6

2. Are you eating lunch in a restaurant?
3. Is Nate helping his little sister with her homework?
4. Is Mom cooking dinner now?
5. Is Jenny's aunt watching TV in the bedroom?

#### Page W7

##### Exercise 7

2. No, he's not.
3. Yes, she is.
4. Yes, she is.
5. No, he's not.
6. Yes, he is.

##### Exercise 8

3. Are you watching TV?
7. Bye!
1. Hello, Diana? Kim. Where are you right now?
5. I'm at the mall. I'm shopping for shoes.
4. No, actually, I'm not. I'm helping my sister with her homework. What about you? Where are you?
6. OK, Kim. I need to go now.
2. Hey, Kim. I'm at home.

##### Exercise 9

2. b 3. a 4. b 5. a 6. b

### Unit 3

#### Page W8

##### Exercise 2

2. Andres is playing on the soccer team at school.
3. Peter and Julia are playing in the school orchestra today.
4. Elly is learning French this year.
5. My classmates are collecting money for charity this week.
6. My friends are playing in the girls' band this year.

##### Exercise 3

2. The volleyball team is practicing
3. The school orchestra is playing
4. Jason is playing
5. Jason is helping
6. Students are wearing

#### Page W9

##### Exercise 4

2. b 3. a 4. b 5. a 6. a

##### Exercise 5

2. Where's Mom going?
3. Why are you collecting money today?
4. What are your parents watching right now?
5. Why are your cousins eating at a restaurant?
6. Where are your classmates taking singing lessons?

#### Page W10

##### Exercise 6

2. She's studying Chinese this year.
2. She's taking piano lessons.

##### Exercise 7

2. a 3. b 4. a 5. a

### Exercise 8

Suggested answers:

1. I'm playing in the school orchestra this year.  
That's fantastic!
2. I'm playing on the basketball team.  
Great idea!
- 2.
3. I'm taking dance lessons this year.  
That's great!
4. I'm taking Spanish lessons.  
Fantastic idea!

## Unit 4

### Page W11

#### Exercise 2

2. mango
3. tomato
4. potato
5. beans
6. pepper
7. egg
8. onion

#### Exercise 3

2. four strawberries
3. three tomatoes
4. five beans
5. two peppers
6. three peaches
7. six potatoes
8. three sandwiches

### Page W12

#### Exercise 4

- 1.
2. any
3. some
- 2.
4. any
5. any
6. any
7. some
8. some
- 3.
9. any
10. some
11. some
12. any
13. any
14. some

### Page W13

#### Exercise 5

2. Yes, there are.
3. No, there aren't.
4. Yes, they can.
5. Yes, they can.

### Exercise 6

2. Awesome! Are there any strawberries?
5. OK. Let's go shopping!
1. Let's make a banana and strawberry shake.
4. Well, we can buy some strawberries.
3. There aren't any. But there are some bananas.

### Exercise 7

2. a 3. b 4. b 5. a 6. b 7. a

## Unit 5

### Page W14

#### Exercise 2

1. bottle
2. bread; loaves
3. cheese; kilo; kilo
4. milk; glass
5. soda; cans
6. pasta; box; box

#### Exercise 3

2. some
3. some; some
4. some; any
5. some; some
6. some
7. any; some
8. some; some

### Page W15

#### Exercise 4

2. How much
3. How many
4. How many
5. How much
6. How much

#### Exercise 5

2. like
3. like
4. need
5. want; have

#### Exercise 6

2. We don't have any milk in the fridge.
3. My parents and I like coffee, but my little sister likes milk.
4. They don't have any orange juice in this store.
5. She doesn't need any soda for the party.
6. My cousin Kent wants a bottle of juice, but I don't have any juice in bottles.
7. We need a kilo of meat for our family's dinner.
8. Thanks, but I don't want any tea today.

## Page W16

### Exercise 7

2. b 3. a 4. b

### Exercise 8

Suggested answers:

1. I want a salad. You too?  
Actually, no. I don't want salad today.
2. Well, how about some fish?  
Great idea. I like fish a lot. It's delicious!
3. I want a can of soda. You too?  
Actually, no. I don't like soda very much.
4. Well, how about some tea?  
Great idea. I like tea a lot. It's great!

### Exercise 9

2. a 3. a 4. a 5. a 6. b

## Unit 6

### Page W17

#### Exercise 2

2. Sara brushes her teeth right after breakfast.
3. On Saturday, we get up late.
4. I comb my hair before school.
5. Kate brushes her hair at school.
6. My mom exercises before dinner.
7. We all relax after dinner.
8. In my family, we go to bed early.

#### Exercise 3

2. take
3. relaxes
4. brushes
5. watch
6. eat

### Page W18

#### Exercise 4

2. I don't
3. we do
4. I don't
5. I do
6. he does
7. he doesn't
8. they do

#### Exercise 5

2. Leila and her classmates usually go to the park after school.
3. My neighbors never eat lunch at home.
4. Our teacher always speaks English in class.
5. My father never comes home late.
6. My sister usually exercises after dinner.

### Exercise 6

2. Eliza sometimes listens to music after dinner.
3. My sister and I usually take a shower before breakfast.
4. My classmates always do their homework on time.
5. The teachers in my school often have meetings in the morning.
6. I am never late to my English class.
7. The clothes in the South Mall are always too expensive.

### Exercise 7

2. Do you have classes
3. Do you play volleyball
4. Do your sisters read
5. Does your brother study English
6. Do you watch TV

### Page W19

#### Exercise 8

- a. comb my hair
- b. get dressed ✓
- c. get undressed
- d. take a shower / take a bath ✓
- e. brush my teeth ✓
- f. go to school ✓
- g. go to bed
- h. do exercise

#### Exercise 9

2. exercise
3. eat dinner
4. watch TV
5. check my e-mail
6. go to bed
7. eat lunch
8. study geography
9. come home
10. play video games
11. do homework

## Unit 7

### Page W20

#### Exercise 2

2. takes a train
3. walk
4. drives
5. taking a taxi
6. riding her bike

#### Exercise 3

2. When
3. How often
4. Who
5. Why
6. Where

### Page W21

#### Exercise 4

2. b
3. b
4. a
5. b

#### Exercise 5

2. How often do you and your classmates go the movies?
3. Who does your dad drive to school?
4. What do your parents do after dinner?
5. When do we have soccer practice?
6. Who goes to school by car every day?

### Page W22

#### Exercise 6

2. T
3. F
4. F
5. T
6. F

#### Exercise 7

2. About once a month. What about you?
1. Hey, Paul. How often do you go to the beach?
4. I go by bus.
3. Same here. And how do you get there?
6. Sure!
5. Do you want to go together sometime?

#### Exercise 8

2. b
3. b
4. a
5. a

## Unit 8

### Page W23

#### Exercise 2

1. salesperson
2. fashion
3. architect
4. programmer
5. attendant
6. chef
7. doctor
8. mechanic

### Page W24

#### Exercise 3

2. ✓ Actor Demi Lovato does lots of community service.
3. X Actor Ryan Guzman often is dancing in his movies.  
Actor Ryan Guzman often dances in his movies.
4. X In this photo, Japanese soccer player Yuto Nagatomo plays soccer. In this photo, Japanese soccer player Yuto Nagatomo is playing soccer.
5. ✓ Look! Actor Dakota Fanning is going to the gym. She exercises every week.
6. X Korean swimming champion Park Taehwan usually swims every day, but in this photo he doesn't swim. Korean swimming champion Park Taehwan usually swims every day, but in this photo he isn't swimming.

### Exercise 4

2. works; isn't working
3. is flying; flies
4. designs; is designing
5. is playing; play
6. cook; is cooking
7. sells; is selling

### Page W25

#### Exercise 5

2. F
3. T
4. T

#### Exercise 5

2. a mechanic; mechanics
3. programmer

#### Exercise 7

2. a
3. a
4. a
5. b
6. a

## Unit 9

### Page W26

#### Exercise 2

2. f
3. e
4. b
5. h
6. a
7. g
8. d

### Page W27

#### Exercise 3

2. Tomorrow
3. this weekend
4. On Sunday
5. Next week
6. Next Wednesday
7. Next Friday
8. Next weekend

#### Exercise 4

2. is / 's driving
3. is / 's practicing
4. is / 's eating
5. are flying
6. is / 's playing
7. is / 's coming
8. is / 's going; are going

### Page W28

#### Exercise 5

2. b
3. b
4. b
5. b

#### Exercise 6

5. Actually, I'm going to the doctor tomorrow.
1. Hello?
2. Hey, Dana. This is Alison. How are you?
3. I feel awful. I have a stomachache.
4. I'm sorry. I think you should have some juice. And maybe you should go to the doctor.
7. Thanks, Alison.
6. That's good. Feel better!

#### Exercise 7

2. a
3. a
4. b
5. a

## Unit 10

### Page W29

#### Exercise 2

- necklace
- wrist band
- magazine
- mug
- ring
- candy
- earrings
- key ring
- phone case

### Page W30

#### Exercise 3

- 1
- a 3. b 4. a
- 2
- a 2. b 3. b 4. b

#### Exercise 4

- He loves the magazine.
- He hates the mug.
- She likes the earbuds.

#### Exercise 5

- Do you want it for your birthday?
- Put it in the mug.
- Can your mom drive us to school tomorrow?
- Please call him right now.
- Should I call you after school?

### Page W31

#### Exercise 6

- F 3. T 4. T 5. F 6. T

#### Exercise 7

- ugly
- great
- gross
- expensive

#### Exercise 8

- a 3. b 4. a 5. b 6. b

## Unit 11

### Page W32

#### Exercise 2

- battery
- speakers
- remote
- camera
- flash drive
- charger
- game console

Secret message: The battery is dead.

### Page W33

#### Exercise 3

- a 3. a 4. b 5. b

#### Exercise 4

- Can we swim here?
- Can I use my phone now?
- Can I turn off the TV?
- Can I plug in my charger now?
- Can I borrow your flash drive?

### Page W34

#### Exercise 5

- borrow
- downloading
- a little later

#### Exercise 6

- Actually, I'm using it right now. I'm downloading a TV program. Can I give it to you a little later?
- Can I borrow your tablet?
- Hey, Sandra. Can I come in?
- No problem, Sandra. Thanks!
- Sure. What's up?

#### Exercise 7

- a 3. a 4. a 5. b

## Unit 12

### Page W35

#### Exercise 2

- shy
- serious
- strong
- smart
- funny
- neat
- talkative

### Page W36

#### Exercise 3

A	N	G	O	O	D	E	R	C	H	A	I	R	T	H	E
T	A	B	L	E	P	H	O	N	E	S	M	A	R	T	
I	N	C	R	E	D	I	B	L	E	R	H	E	L	L	O
A	T	M	S	T	R	O	N	G	M	I	Y	O	K	I	S
G	O	E	L	I	K	E	R	R	A	E	C	H	A	T	E
U	H	S	T	T	E	R	E	E	R	N	E	A	T	E	R
T	O	S	N	E	X	T	A	A	K	D	C	H	I	N	I
H	O	I	E	N	E	C	U	T	E	L	T	L	V	A	O
E	V	E	E	A	R	L	Y	E	P	Y	H	I	E	G	U
L	M	R	U	S	E	W	O	R	S	E	A	L	E	T	S
P	Z	P	Y	C	U	N	N	Y	G	D	N	M	U	C	H

- good
- incredible
- strong
- smart
- friendly
- cute
- funny
- serious
- better
- more incredible
- stronger
- smarter
- friendlier
- cuter
- funnier
- more serious

#### Exercise 4

- more expensive
- more awesome
- more beautiful
- better
- worse
- later
- prettier
- bigger
- smaller
- hotter
- windier

#### Exercise 5

- shorter
- more talkative
- taller
- messier
- neater
- funnier
- more serious
- smarter

### Page W37

#### Exercise 6

- The girl is shorter than the boy.
- The man is older than the woman. The woman is younger than the man.
- Cali, Colombia is hotter than Santiago, Chile today. Santiago is colder than Cali.
- Malcolm is messier than George. George is neater than Malcolm.
- The concert is earlier than the movie. The movie is later than the concert.
- The kitchen is bigger than the bedroom. The bedroom is smaller than the kitchen.

#### Exercise 7

- T 3. F 4. T

#### Exercise 8

- Oh, you aren't older than your sister?
  - Hey, who's that in the photo?
  - Well, she's fifteen.
  - Oh, that's my sister, Katy.
  - Really? Who's older - you or your sister Katy?
- Marissa? She's really smart.
  - Marissa's much smarter than me. Definitely!
  - So, who's smarter, you or Marissa?
  - Thanks. But Marissa's very, very smart.
- What's your little sister like, Josh?
  - You're smart, too, Josh!

# Word List

## A

a little  
a lot  
about  
activity  
actor  
actually  
adult  
advice  
after  
afternoon  
again  
all  
all over  
always  
amazing  
another  
any  
anything  
apartment building  
apple  
architect  
around  
art  
artist  
as usual  
ask  
at  
at all  
athlete  
aunt  
authentic  
awesome  
awful

## B

babysit  
back  
backache  
backpack  
bad  
banana  
band  
bar  
basketball  
bath  
beach  
bean  
beautiful  
because  
because of  
bed  
before  
better

bicycle  
big  
bike  
birthday  
blouse  
boat  
body  
book  
bored  
both  
bottle  
boy  
boyfriend  
bread  
breakfast  
bring  
brother  
brush  
building  
bus  
busy  
buy  
by

## C

call  
can  
candy  
captain  
car  
carrot  
cat  
chair  
chat  
check  
cheer up  
cheese  
chef  
chicken  
child  
children  
choose  
city  
class  
classmate  
clean  
clean up  
close  
clothes  
club  
coffee  
cold  
collect  
color

comb  
come  
come home  
come on!  
come with  
comic book  
community  
community service  
commute  
commuter  
computer  
computer programmer  
computer science  
concert  
cook  
cooking  
cool  
copy  
could  
country  
cousin  
crazy  
cute

## D

dad  
dance  
dancer  
daughter  
day  
day after tomorrow  
definitely  
delicious  
design  
desk  
different  
difficult  
dinner  
disgusting  
dish  
dizzy  
do  
doctor  
document  
dog  
donate  
door  
download  
draw  
drawing  
dress  
drink  
drive  
drums

## E

e-mail  
earbuds  
earrings  
easy  
eat  
egg  
either one  
enjoy  
even  
evening  
event  
every  
everyone  
example  
excited  
excuse me  
exercise  
expensive

## F

factory  
fair  
family  
famous  
fantastic  
fashion designer  
favor  
favorite  
feature  
feel  
fever  
fish  
fix  
flag  
flood  
flour  
flu  
food  
for  
for example  
for short  
foreign  
fridge  
friend  
friendly  
fun  
funny  
furniture

## G

game  
garden  
geography

get  
get to  
get dressed  
get together  
get undressed  
get up  
girl  
girlfriend  
give  
glass  
go  
go shopping  
go to bed  
good  
grandparents  
great  
gross  
grow up  
guess  
guitar  
guy  
gym

**H**  
hair  
handsome  
hang out  
happen  
hard  
hate  
have  
have fun  
headache  
help  
her  
here  
him  
home  
homemaker  
hometown  
homework  
hot  
hour  
house  
how  
how about  
how many  
how much  
how often  
however  
husband

**I**  
idea  
if  
in  
in front of  
in need  
including

incredible  
information  
insert  
instructions  
interesting  
international  
invite

**J**  
jealous  
juice  
just

**K**  
kale  
key ring  
kid  
kilo  
kilometer  
kind of  
kitchen

**L**  
lane  
language  
large  
late  
later  
lemon  
lesson  
let  
Let's  
life jacket  
light  
like  
listen  
litter  
little  
live  
living room  
loaf  
long  
look  
lots  
love  
luck  
lucky  
lunch

**M**  
magazine  
make  
mall  
man  
manager  
mango  
manic  
marker  
math  
maybe

me  
mean  
means  
meat  
mechanic  
medical  
meet  
meeting  
member  
menu  
message  
microwave  
microwave oven

milk  
minute  
mom  
month  
more  
morning  
mother  
much  
mug  
multi-task  
mural  
music  
musician

**N**  
national  
nationality  
nauseous  
nearby  
neat  
necessity  
necklace  
neighbor  
neighborhood  
never  
new  
next  
next door  
next to  
nice  
nickname  
night  
no kidding  
no problem  
non-traditional  
nope  
not  
not much  
notebook  
now  
number

**O**  
o'clock  
of course  
offense

office  
old  
omelet  
on  
on time  
once  
onion  
only  
open  
opinion  
orange  
orchestra  
order  
outside  
own  
owner

**P**  
paint  
pair  
park  
participate  
party  
pasta  
pay for  
peach  
pencil case  
people  
pepper  
perfect  
phone  
phone case  
picture  
pilot  
plan  
plane  
play  
player  
please  
plug in  
p.m.  
population  
poster  
potato  
power cord  
practice  
pretty  
price  
problem  
product  
program  
project

**Q**  
quail  
question

**R**

rainy  
read  
reader  
ready  
really  
really?  
refrigerator  
relationship  
relax  
resident  
restaurant  
rice  
ride  
ridiculous  
right  
right now  
right?  
ring  
river  
room

**S**

salad  
salesperson  
same  
sandwich  
sauce  
say  
scan  
school  
school bus  
screen  
see  
sell  
serious  
shoe  
shop  
shopping  
short  
shorts  
should  
shy  
sick  
silly  
sing  
singer  
singing  
sink  
sister  
skirt  
slice  
small  
smart  
so  
soccer  
soda  
sofa

some  
something  
sometime  
sometimes  
son  
song  
soon  
sorry  
sound  
souvenir  
speak  
special  
specialty  
start  
state  
stay  
still  
stomachache  
stop  
store  
story  
strong  
student  
study  
style  
subject  
suggestion  
sunny  
sure  
surprise  
sweater  
swim  
system

**T**

T-shirt  
table  
tablet  
take (time)  
take (transportation)  
take a bath  
take a shower  
take care of  
talk  
talkative  
tall  
tea  
teach  
teacher  
team  
teammate  
teeth  
tell  
terrific  
text-message  
than  
thank you  
thanks  
that

them  
then  
there  
thing  
think  
time  
to  
today  
together  
tomato  
tomorrow  
tonight  
too  
too bad  
tooth  
total  
tourist  
town  
traditional  
traffic  
train  
transportation  
trip  
turn  
turn off  
turn on  
twice  
typical

**U**

ugly  
uh-oh  
uncle  
under  
under water  
uniform  
university  
unplug  
up  
up to  
upload  
us  
use  
usually

**V**

variety  
vegetarian  
very  
victim  
video  
video game  
visit  
volleyball

**W**

wait  
walk  
want  
wash

watch  
water  
way  
wear  
weather  
webcam  
week  
weekday  
weekend  
weigh  
welcome  
well  
Well!  
what  
what about  
what kind  
where  
which  
while  
white  
why  
wife  
window  
windy  
wireless  
with  
work  
world  
worse  
wow  
wrist band  
write  
wrong

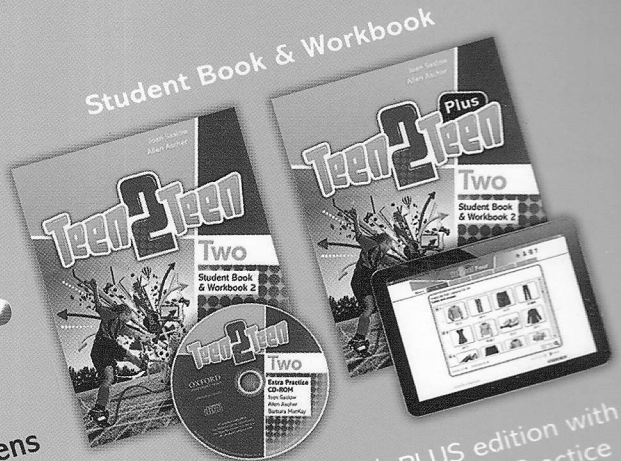
**Y**

yeah  
year  
you  
yup

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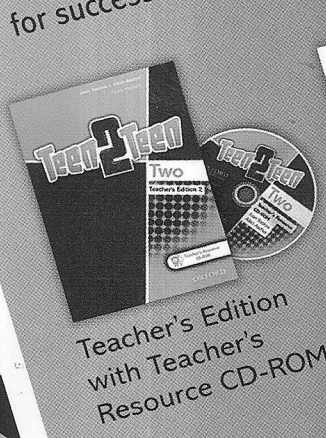
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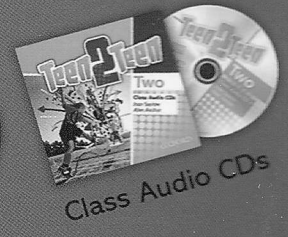
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