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Teen & Teen

Three

Teacher's Edition 3

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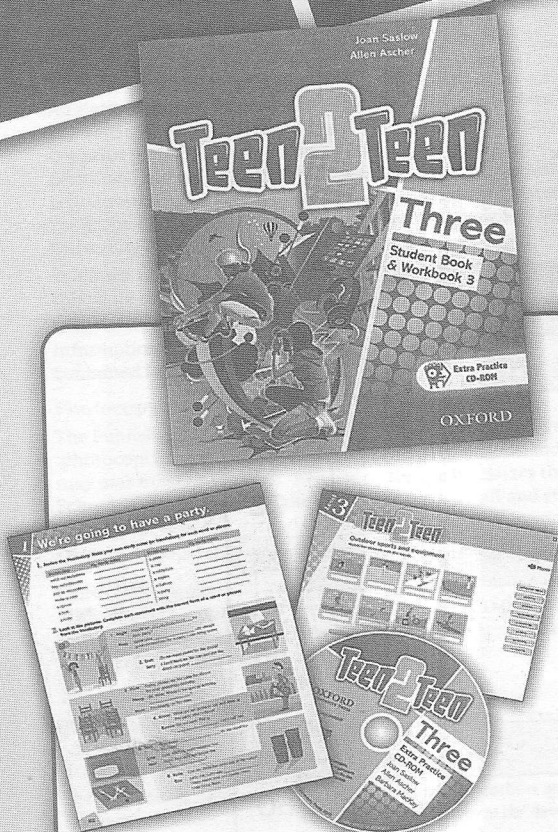
Teen2Teen To the Teacher

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

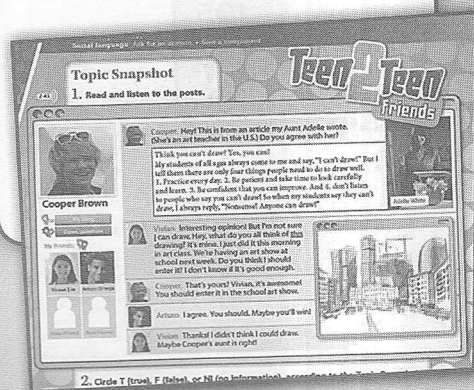
Student support

- 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 Teen2Teen Plus** Users of **Teen2Teen Plus** have access to exclusive Online Practice on an easy-to-use learning management system, with more than 250 activities. See page xiii for more information.



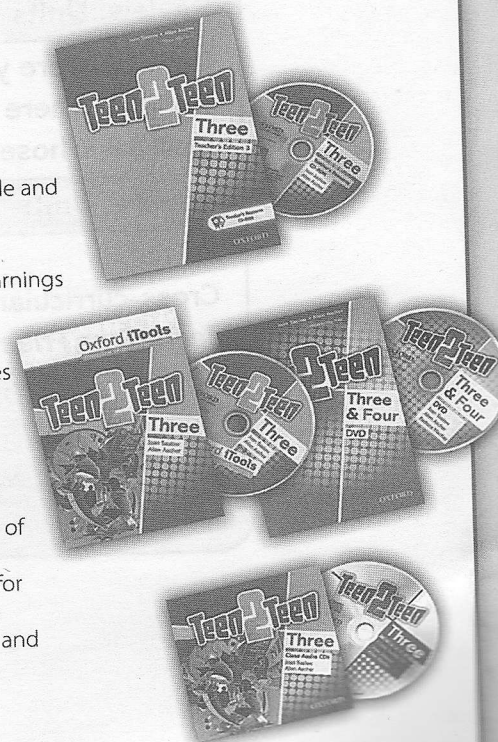
Student appeal

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



Teacher support

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



Approach and methodology

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

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

Topic Snapshot

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

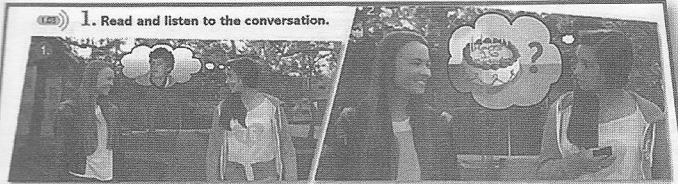
General teaching suggestions

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

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

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

1. Read and listen to the conversation.



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

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

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

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

Hannah: Yes, it is.

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

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

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

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

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

To present with a "listening first" focus

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

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

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

In *Teen2Teen Friends* units

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

Vocabulary

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

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

The vocabulary pictures and audio serve several purposes:

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

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

Vocabulary Adjectives to describe movies, books, and other media

1. Look at the pictures. Read and listen.

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

And don't forget ...

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

General teaching suggestions

Understanding meaning

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

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

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

Vocabulary Action verbs for sports

1. Look at the pictures. Read and listen.

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

2. Pronunciation Listen and repeat.

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

Pronouncing the vocabulary

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

Practicing the vocabulary

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

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

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

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

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

Vocabulary Severe weather and weather-related events

1. Look at the pictures. Read and listen.

2. Pronunciation Listen and repeat.

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

1. There was so much ... during the blizzard that people couldn't walk in the streets.
a. wind and rain b. wind and snow

2. There was ... during the storm last night, so I couldn't sleep.
a. thunder and lightning b. a little rain

3. During the thunderstorm, there was ... for about ten minutes. It broke a window in our car!
a. rain b. hail

4. There was a terrible drought. There was no ... for three months.
a. wind b. rain

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

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

What severe weather events do you know about?
There was a flood in Maryland last year. There was also a hurricane in Spain.

Printable Vocabulary Flashcards

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

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

About you!

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

When I cross the street, I always _____.

When I ride my bike, I always _____.

General teaching suggestions

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

Grammar

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

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

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

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

Grammar The real conditional

1. Study the grammar.

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

Statements

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

if-clause **result clause**

If I go to Australia, I'll visit Cooper.
If the weather isn't good, they won't go kayaking.

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

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

Questions

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

Language tip

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

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

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

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

1. Study the grammar.

Information questions

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

Reminder

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

2. Pronunciation Listen to the grammar examples. Repeat.

General teaching suggestions

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

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

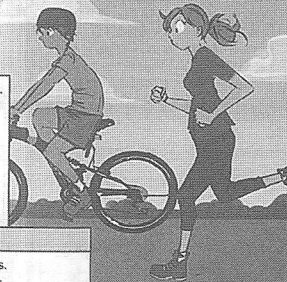
So that students will have a permanent grammar reference in their **Student Book** from which to study and review grammar, the grammar charts follow a deductive approach: a grammar rule is explicitly presented and then followed by clear examples that illustrate the "rule." If you prefer an inductive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

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

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

Grammar The past continuous

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



1. Study the grammar.

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

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

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

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

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

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

Statements

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

yes / no questions

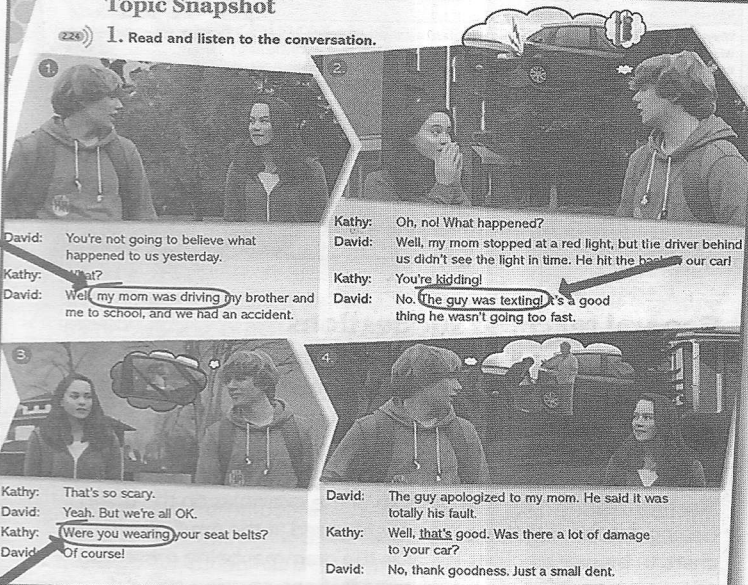
Were they walking home from school at 2:30? Yes, they were. No, they weren't.
Was the car going too fast before the accident? Yes, it was. No, it wasn't.

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

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

Topic Snapshot

226 **1. Read and listen to the conversation.**



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

Kathy: What?

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

Kathy: Oh, no! What happened?

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

Kathy: You're kidding!

David: No. (The guy was texting.) It's a good thing he wasn't going too fast.

Kathy: That's so scary.

David: Yeah. But we're all OK.

Kathy: Were you wearing your seat belts?

David: Of course!

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

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

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

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

Pronunciation

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

Grading of exercises

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

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

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

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

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

Interactive Grammar Presentations

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

Reading

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

Level of language within Reading texts

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

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

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

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

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

9

Reading An informational website

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

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


<ol style="list-style-type: none"> 1. The Bhola Typhoon 2. The Vargas Mudslide 3. The Joplin Tornado 	<ol style="list-style-type: none"> a. It happened in the twenty-first century. b. It damaged thousands of people's homes. c. There weren't any floods. d. It didn't occur in the U.S. e. Rain was the cause. f. The largest number of people died.
---	--

My blog: Weather around the world

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


The Bhola Typhoon

One of the worst storms in the twentieth century was the huge Bhola Typhoon in Bangladesh in November 1970. Very high winds caused water from the sea to flood villages and farms. Houses were completely under water. Approximately 300,000 to 500,000 people died in this awful storm.




The Nova Friburgo Mudslide

Over a period of 24 hours in January 2011, more than 140 millimeters of rain fell on the mountainous state of Rio de Janeiro in Brazil. That was more rain than the area usually gets in the entire month of January. From high in the mountains, flooding from the rain began to carry dirt and rocks toward the cities and towns below. This caused massive mudslides that destroyed cars, homes, and buildings. The mudslides killed more than 800 people in Nova Friburgo, Teresopolis, and Petropolis. It was one of Brazil's worst disasters.



The Joplin Tornado

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



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

Reading skills and strategies

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

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

1. In what country did the typhoon occur?	— g —	a. November
2. Where did the mudslide occur?	—	b. December
3. In what month of the year did the typhoon occur?	—	c. 1.6 kilometers
4. In what city did the tornado occur?	—	d. 158
5. How many people died in the tornado?	—	e. Joplin
6. In what month of the year did the mudslide occur?	—	f. 1999
7. How wide was the tornado?	—	g. Bangladesh
8. In what year did the mudslide occur?	—	h. Venezuela

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

9 Teen2Teen

Did you hear about the storm?

page 82

<ul style="list-style-type: none"> • The simple past tense questions 	<ul style="list-style-type: none"> • Severe weather and weather-related events • How to prepare for severe weather 	<ul style="list-style-type: none"> • Discuss a storm experience
---	--	--

Reading

- An informational website
- Skills / strategies: Classify information; Scan for information
- Writing page 94
- Using viewpoint adverbs

General teaching suggestions

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

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

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

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

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

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

Teen2Teen

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

Teen2Teen Ask for an opinion: Give a compliment

251) 1. Read and listen to the conversation.

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

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

252) 2. Pronunciation Listen and repeat.

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

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

General teaching suggestions

Warm up

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

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

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

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

Pronunciation

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

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

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

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

Guided conversation

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

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

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

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

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

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

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

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

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

Oral pair work

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

Listening comprehension

Suggested methodology

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

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

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

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

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

7. Listen to the conversations again. Write true statements in the real conditional.

- If Todd / finish his homework / go snorkeling
If Todd finishes his homework, he'll go snorkeling.
- If Mom / need the car / they / go kayaking
- If Danny / find / his hiking boots / he / not go hiking.

General teaching suggestions

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

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

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

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

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

General teaching suggestions

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

Other parts of the **Teen2Teen** Student Book

Workbook

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

General teaching suggestions

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

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

Review Units

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

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

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

Writing Lessons

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

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

Cross-curricular Readings

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

Teen2Teen Friends Magazines

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

We wish you success and fun with **Teen2Teen!**

Joan Saslow & Allen Ascher

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

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

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

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

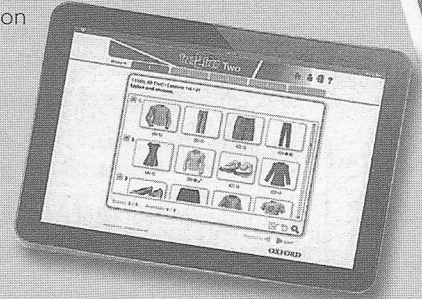
- One reading lesson with five activities
- One *All About You!* lesson with five short writing activities

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

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

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

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



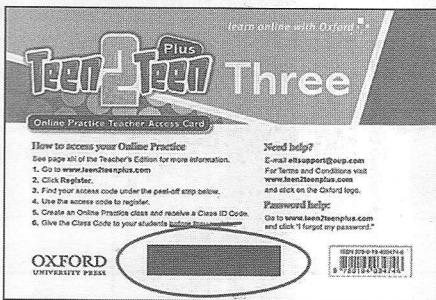
Are you using Teen2Teen Plus?

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

Teacher Registration

Make sure you do this before your students register.

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



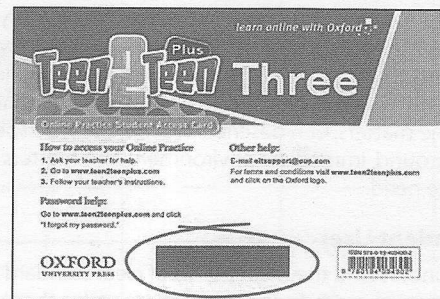
6. Enter your 11-digit code. Click "Enter."
7. Enter your personal information (your first and last names, your e-mail address, and a password). Click "Next."
8. Please select your **Teen2Teen** book. You can add more books later. If you don't know which book to select, **STOP**. Continue when you know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

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

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

Student Registration

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



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

Common European Framework of Reference (CEFR)

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

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

The CEFR definitions of linguistic competence are as follows:

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

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

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

Descriptions of the CEFR levels covered in *Teen2Teen*.

Basic User

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

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

Independent User

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

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

Language Portfolio

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

A Language Biography

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

A Language Passport

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

A Dossier

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

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

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

Student Record Sheet

Name _____

Class / Grade _____

Classwork: Continuous Assessment

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



Learning Objectives

Grammar

Vocabulary

Social language

Reading and Writing

Welcome to **Teen2Teen** page 4

1.

We're going to have a party!

page 10

- *be going to* for the future

- Party activities and supplies

- Offer to help with a party

Reading

- A magazine article
- **Skills / strategies:** Identify the main idea; Classify information; Confirm a text's content

Writing page 90

- Joining independent clauses

2.

How do I get to the gym?

page 16

- *be going to* information questions

- Places at school
- Locations and directions in a building

- Ask for and give directions

Reading

- A school handbook
- **Skills / strategies:** Transfer information visually; Infer information

Writing page 90

- Phrases of location

3. **Teen2Teen Friends**

There are a few pretzels.

page 22

- Quantifiers: *a lot of, many, much, a few, a little*
- Superlative adjectives: usage and form

- Adjectives to describe snacks and other food

- Discuss what to eat

Reading

- A blog post
- **Skills / strategies:** Identify the main idea; Confirm a text's content; Recognize point of view

Writing page 91

- The paragraph

Review: Units 1–3 pages 28–29

All About You

Progress Check

Cross-curricular Reading:

Sociology page 96

Teen2Teen Friends

Magazine 1 page 100

4.

They'll probably win the game!

page 30

- The future with *will*
- *will* for prediction
- Degrees of certainty

- Action verbs for sports

- Leave a message for someone

Reading

- An interview
- **Skills / strategies:** Identify the main idea; Confirm a text's content

Writing page 91

- Future time markers

5.

I'll help you clean up.

page 36

- *will* for requests and offers to help
- Object pronouns after prepositions

- Ways to help at home

- Ask for and agree to do a favor

Reading

- A magazine article
- **Skills / strategies:** Identify the main idea; Confirm a text's content

Writing page 92

- Organizing information in a paragraph

6. **Teen2Teen Friends**

If you visit, you'll have fun!

page 42

- The real conditional

- Outdoor sports and equipment

- Make and accept an invitation

Reading

- A blog post
- **Skills / strategies:** Identify the main idea; Recognize point of view; Understand meaning from context

Writing page 92

- Organizing information to persuade

Review: Units 4–6 pages 48–49

All About You

Progress Check

Cross-curricular Reading:

Earth Science page 97

Teen2Teen Friends

Magazine 2 page 101

	Grammar	Vocabulary	Social language	Reading and Writing
7. Were you at the movies? <i>page 50</i>	<ul style="list-style-type: none"> The past tense of <i>be</i> 	<ul style="list-style-type: none"> Movie genres Adjectives to describe movies, books, and other media 	<ul style="list-style-type: none"> Describe a movie 	Reading <ul style="list-style-type: none"> A magazine article Skills / strategies: Confirm a text's content; Understand meaning from context Writing page 93 <ul style="list-style-type: none"> Planning key details
8. She hurt her shoulder. <i>page 56</i>	<ul style="list-style-type: none"> The simple past tense 	<ul style="list-style-type: none"> Parts of the body Injuries 	<ul style="list-style-type: none"> Discuss an injury Express concern 	Reading <ul style="list-style-type: none"> Biographies of two athletes Skills / strategies: Identify the main idea; Find supporting details Writing page 93 <ul style="list-style-type: none"> Organizing information with past time markers
9. Teen2Teen Friends Did you hear about the storm? <i>page 62</i>	<ul style="list-style-type: none"> The simple past tense: questions 	<ul style="list-style-type: none"> Severe weather and weather-related events How to prepare for severe weather 	<ul style="list-style-type: none"> Discuss a storm experience 	Reading <ul style="list-style-type: none"> An informational website Skills / strategies: Classify information; Scan for information Writing page 94 <ul style="list-style-type: none"> Using viewpoint adverbs
Review: Units 7–9 pages 68–69 All About You Progress Check		Cross-curricular Reading: Life Science page 98		Teen2Teen Friends Magazine 3 page 102
10. Were you wearing your seat belt? <i>page 70</i>	<ul style="list-style-type: none"> The past continuous The past continuous and the simple past tense 	<ul style="list-style-type: none"> Staying safe 	<ul style="list-style-type: none"> Introduce a new topic Express concern 	Reading <ul style="list-style-type: none"> An essay Skills / strategies: Understand meaning from context; Recognize point of view Writing page 94 <ul style="list-style-type: none"> Organizing information with a title and headings
11. Where were you going yesterday? <i>page 76</i>	<ul style="list-style-type: none"> The past continuous: information questions Negative <i>yes / no</i> questions 	<ul style="list-style-type: none"> Expressing musical tastes 	<ul style="list-style-type: none"> Compare musical tastes 	Reading <ul style="list-style-type: none"> A live TV interview Skills / strategies: Identify the main idea; Scan for information Writing page 95 <ul style="list-style-type: none"> Providing specific supporting details
12. Teen2Teen Friends Whose drawing is this? <i>page 82</i>	<ul style="list-style-type: none"> Information questions with <i>Whose</i> Possessive pronouns 	<ul style="list-style-type: none"> Art 	<ul style="list-style-type: none"> Ask for an opinion Give a compliment 	Reading <ul style="list-style-type: none"> Profile of an artist Skills / strategies: Understand meaning from context; Scan for information Writing page 95 <ul style="list-style-type: none"> Comparisons and contrasts
Review: Units 10–12 pages 88–89 All About You Progress Check		Cross-curricular Reading: Media page 99		Teen2Teen Friends Magazine 4 page 103
Reference pages 104–106				
Workbook pages W1–W37				

Welcome

Vocabulary review

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

Grammar review

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

Social language

- Introducing the Teen2Teen characters

Values and cross-curricular topics

- Foreign language

Suggestions

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

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

Warm-up

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

Daily and other activities

Exercise 1

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

Welcome to Teen2Teen

Daily and other activities

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

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

The present continuous and the simple present; Frequency adverbs

2. Complete each conversation in the present continuous.

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

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

brush drive exercise get up hang out take

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

The present continuous and the simple present; Frequency adverbs

Exercise 2

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

Suggestion

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

Exercise 3

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

4. Complete each statement in the simple present tense.

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

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

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

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

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

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

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

5

Exercise 6

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

Exercise 7

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

Exercise 4

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

Exercise 5

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

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

Suggestion

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

Foods and drinks; Count and non-count nouns

Suggestion

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

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

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

There are some apples in the fridge.

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

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

Exercise 8

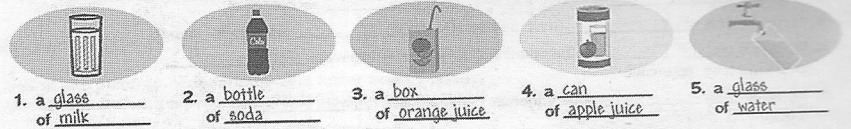
- Ask students to scan the images. Have them name each item. It is OK if students read the labels. Ask *What is your favorite drink?*
- Have students work in pairs to complete the blanks.
- Then go over the answers as a class.
- Option:** On the board write:
A *What would you like to drink?*
B *I'd like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

Exercise 9

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

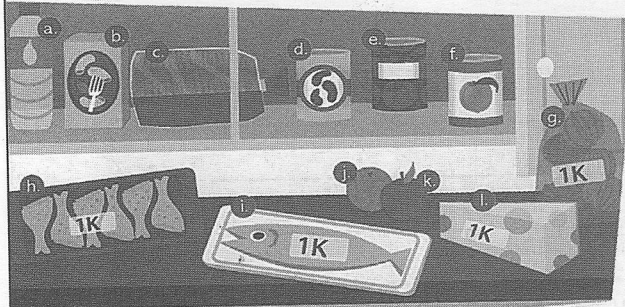
Foods and drinks; Count and non-count nouns

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



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

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



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

10. Circle the correct words.

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

Personal objects and electronic devices

11. Complete the statements. Use the words below.

candy earbuds charger magazine tablet wrist band

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

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

Exercise 10

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

Personal objects and electronic devices

Exercise 11

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

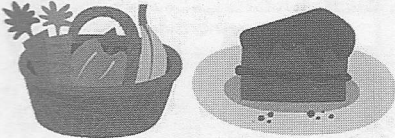
Adjectives to describe people

12. Choose the correct adjective to complete each description.

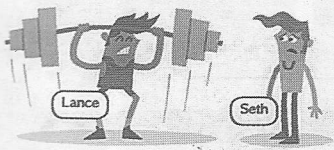
- Marty isn't (shy) / talkative at all. He's very friendly. He talks to everyone.
- Melinda exercises every day. She helps her mom shop for food and carries two huge bags of groceries. She's really (strong) / smart.
- In Lucy's bedroom, her clothes are on the desk. Her laptop is on the floor. Her homework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

Comparative adjectives

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



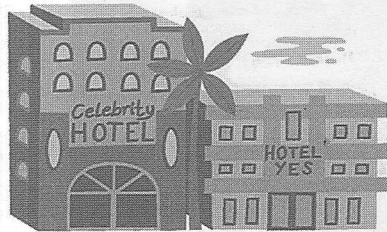
- (fruits and vegetables / good for you / cake)
Fruits and vegetables are better for you than cake.



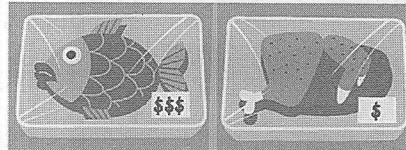
- (Lance / strong / his brother, Seth)
Lance is stronger than his brother, Seth.



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



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



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



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

7

Adjectives to describe people

Suggestion

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

Exercise 12

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

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

Extra extension activity (stronger classes)

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

Comparative adjectives

Suggestion

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

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

Extra practice activity (all classes)

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

Exercise 13

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

Extra practice activity (all classes)

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

Object pronouns

Suggestion

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

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

Exercise 14

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

Can for permission; Ailments

Exercise 15

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

Extra extension activity (stronger classes)

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

Object pronouns

14. Complete each conversation with an object pronoun.

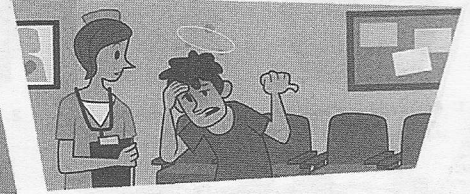
- A: What's that? Is that your phone?
B: Yeah. My aunt's calling me.
- A: I love your dress!
B: Really? I like it, too.
- A: Are you calling your brother?
B: No. I'm not calling him. I'm calling a friend.
- A: How are you and your sister getting to the concert tomorrow?
B: My dad is driving us.
- A: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

Can for permission; Ailments

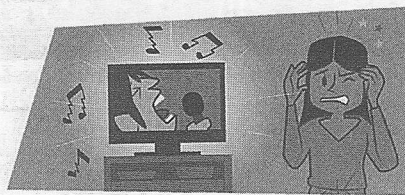
15. Look at the pictures. Choose the ailment. Complete each request for permission with *Can*.



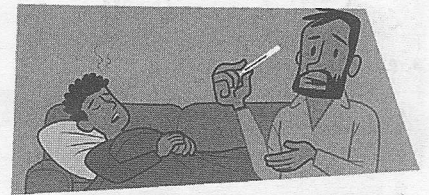
1. I have a cold / a headache.
Can I please have (please / have) some hot tea?



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



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



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

Teen2Teen Friends

1.02 Connecting Teens Around the World!

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



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



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



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



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



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

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

9

Teen2Teen Friends

Cross-curricular topics

The Internet
 Geography
 Foreign language

Aim

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

Warm-up

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

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

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

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

For classes new to the series:

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

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


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

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

Using the map

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

Suggestion

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

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

Meeting the characters 1-02

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

ANSWERS

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

Unit 1

Grammar

be going to for the future

Vocabulary

Party activities and supplies

Social language

Offer to help with a party

Values and cross-curricular topics

Multiculturalism

Unit contents

For classes new to the series:

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

For classes who used *Teen2Teen* before:

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

SCAN: by www.avasshop.ir

Topic Snapshot

Aim

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

For teachers new to the series:

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

Warm-up

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

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

1

We're going to have a party!

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

Topic Snapshot

1. Read and listen to the conversation.

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

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

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

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

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

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

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

Exercise 1 1-03

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

Usage

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

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

Exercise 2

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

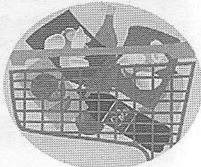
Vocabulary Party activities and supplies

1. Look at the pictures. Read and listen.

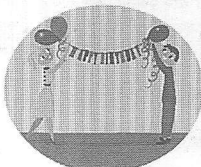
Activities



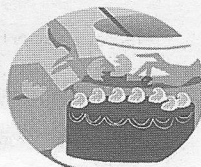
1. send out invitations



2. buy refreshments

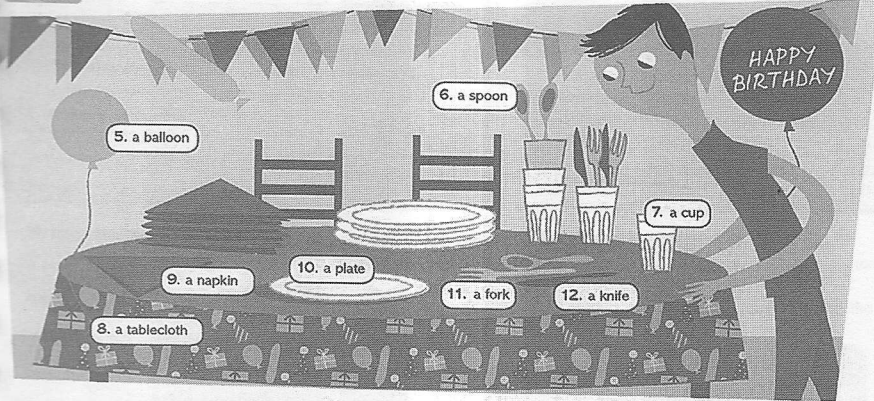


3. put up decorations



4. make a cake

Supplies



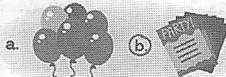
2. Pronunciation Listen and repeat.

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

1. He's going to get some ...



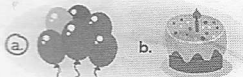
2. The girls are going to send out ...



3. He has ... at home.



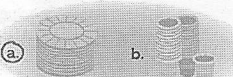
4. They're going to put up decorations and ...



5. They need ...



6. She's going to bring ...



11

Vocabulary

Aim

Practice phrases for party activities and supplies

Further support

Vocabulary Flashcards: Party activities and supplies

Exercise 1 1-04

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

Usage

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

Exercise 2 1-05

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

Exercise 3 1-06

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

AUDIOSCRIPT 1-06 PAGE 105

Extra practice activity (all classes)

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

Extra extension activity (stronger classes)

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

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice *be going to* for the future

Grammar support

Interactive Grammar Presentation

Exercise 1

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

Usage

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

Exercise 2 1-07

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

AUDIOSCRIPT 1-07

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

Grammar *be going to* for the future

1. Study the grammar.

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

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

1-07 2. Pronunciation Listen to the grammar examples. Repeat.

1-08 3. Listening comprehension Listen to the conversations about parties again.

Write a short answer to each question, according to the conversations.

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

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

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

Extra practice activity (all classes)

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

Exercise 3 1-08

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

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

AUDIOSCRIPT 1-08 PAGE 105

ALTERNATIVE ANSWERS

1. No, she's not.
2. No, they're not.
4. No, he's not.
5. No, they're not.

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



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



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



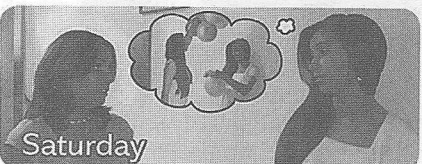
3. Hannah: Hey, Emma. Is your mom going to drive (your mom / drive) you home today?
Emma: No, she isn't. I'm going to take (I / take) the bus! Do you want to take the bus with me?
Hannah: Sure!



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



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



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



Complete each statement with your plans for the week.

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

Exercise 4

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

ALTERNATIVE ANSWERS

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

Extra extension activity (stronger classes)

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

Suggestion

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

Exercise 5

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

About you!

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

ANSWERS

Students' own answers

Extra practice activity (all classes)

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

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A magazine article

Warm-up

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

Suggestion

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

Exercise 1 1-09

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

ANSWER

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

Exercise 2

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

ANSWER

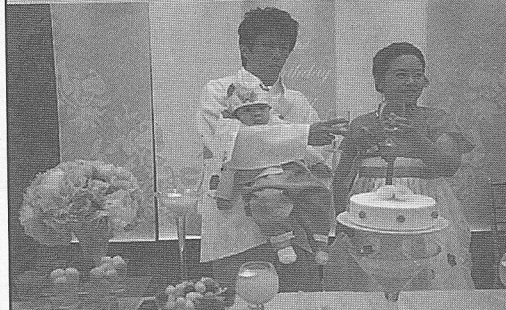
b.

Reading A magazine article

1. Read the article. How are the two birthdays different?
2. *Identify the main idea* After reading the article, circle the statement that expresses its main idea.
 - a. Youngsu and Adriana have the same birthday.
 - b. Youngsu and Adriana are both going to celebrate a special birthday.**
 - c. Youngsu and Adriana are both going to wear special clothes at their parties.

Some birthdays are just special!

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



Seoul, South Korea

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

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



Vitoria, Brazil

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

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

Exercise 3

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

Exercise 4

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

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

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

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

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

What does your family do for birthday celebrations?

Teen2Teen

Offer to help with a party

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

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



2. **Pronunciation** Listen and repeat.

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

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

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

15

About you!

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

ANSWERS

Students' own answers

Teen2Teen

Aim

Practice social language for offering to help with a party

Warm-up

For classes new to the series:

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

For classes who used *Teen2Teen* before:

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

Exercise 1 1-10

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

Exercise 2 1-11

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

Exercise 3

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

Chat

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

Extension

Writing page 90

Further support

Extra Practice CD-ROM

Workbook pages W2-W4

Grammar Worksheet

Vocabulary Worksheet

Reading Worksheet

Unit Tests A and B

Video: Teen Snapshot

Grammar Bank

Unit 2

Grammar

be going to: information questions

Vocabulary

Places at school

Locations and directions in a building

Social language

Ask for and give directions

Values and cross-curricular topics

Food and drink

Unit contents

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

Vocabulary

Aim

Practice phrases for places at school

Further support

Vocabulary Flashcards: Places at school

Usage

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

Exercise 1 1-12

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

Extra practice activity (all classes)

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

2 How do I get to the gym?

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

Vocabulary Places at school

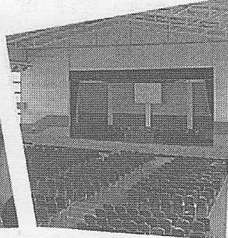
1. Look at the photos. Read and listen.



1. the main office



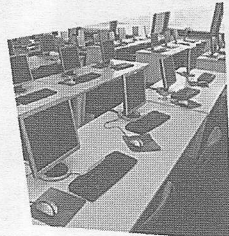
2. the cafeteria



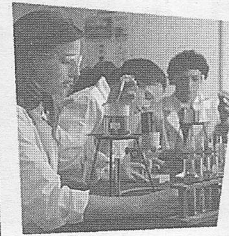
3. the auditorium



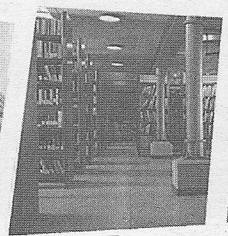
4. the gym



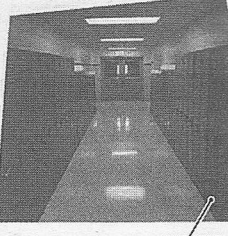
5. the computer lab



6. the science lab



7. the library



8. the hall

9. lockers

2. Pronunciation Listen and repeat.

3. Complete the statements with the Vocabulary.

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

16

Exercise 2 1-13

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

Exercise 3

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

Exercise 1 to help them if they forget a word.

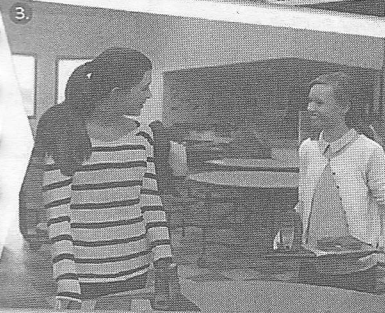
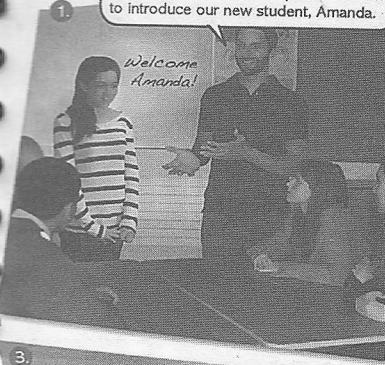
- After students complete the exercise, have them compare answers with a partner. Circulate to help if needed.
- Go over the answers as a class.
- **Option:** Invite students to make up one or two of their own fill-in sentences using the vocabulary words. Then, in pairs, have students complete each other's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

Further support Extra Practice CD-ROM

Topic Snapshot

1. Read and listen to the conversation.

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



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

Valerie: In the auditorium.

Amanda: The auditorium? How do I get there?

2. Complete the statements.

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

2 Later



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

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

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

4



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

Amanda: You mean across from the lockers?

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

Amanda: Great! Thanks.

17

Topic Snapshot

Aim

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

Warm-up

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

Exercise 1 1-14

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

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

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

Extra support activity (weaker classes)

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

Extra practice activity (all classes)

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

Exercise 2

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

Extra extension activity (stronger classes)

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

Grammar

Aim

Practice *be going to*: information questions

Grammar support Interactive Grammar Presentation

Exercise 1

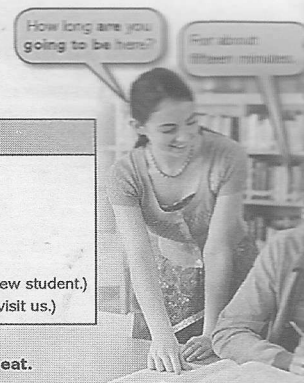
- Focus on the photo. Call on two volunteers to read the speech balloons. Then write the question and answer on the board. Ask *What form is the verb?* (*"be going to" for future*). Write out the full answer *I am going to be here for about fifteen minutes*. Review the inversion of the subject and auxiliary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

Exercise 2 1-15

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

AUDIOSCRIPT 1-15

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



Grammar *be going to*: information questions

1. Study the grammar.

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

2. Pronunciation Listen to the grammar examples. Repeat.

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

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

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

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

Exercise 3

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

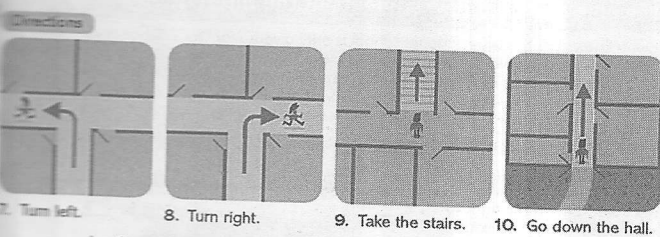
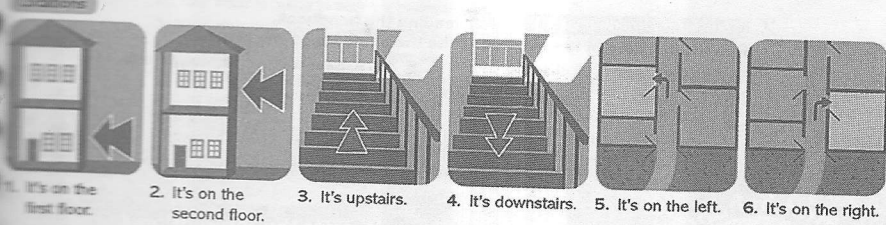
Exercise 4

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

Further support Extra Practice CD-ROM

Vocabulary Locations and directions in a building

1. Look at the pictures. Read and listen.



And don't forget ...
 • It's across from the ...
 • It's next to the ...
 • It's in front of the ...

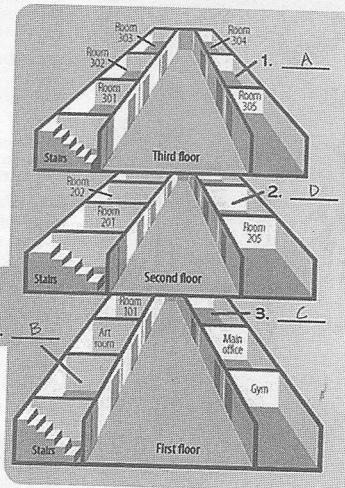
2. **Pronunciation** Listen and repeat.

3. **Listening comprehension** Listen to the conversations. Complete the locations for each conversation.

- Conversation A The science lab is on the ...
 a. first floor. b. second floor. **C** third floor.
- Conversation B The computer lab is ...
a downstairs. b. upstairs. c. on the second floor.
- Conversation C The auditorium is on the ...
 a. first floor. b. second floor. c. third floor.
- Conversation D The library is ...
 a. downstairs. **b** upstairs. c. on the first floor.

4. Look at the diagram. Listen again. Write the letter of the conversation in the correct location.

Write the locations of two places at your school.
 The library is on the second floor. It's next to the cafeteria.



Exercise 2 1-17

- Play the CD or read the sentences aloud for students to repeat.
- Focus on the first two examples. Point out that the stress is on the number of the floor: *first floor*; *second floor*.
- Then write *upstairs* and *downstairs* on the board to indicate that the stress is on the direction.
- Finally, look at numbers 5 and 6 and point out that the stress is on the direction *left* and *right*.

Exercise 3 1-18

- Read the direction line aloud. Tell the students that they will hear the conversations twice.
- Give students time to scan the pictures. Tell them to look back at the locations and directions in Exercise 1 and write down any words they think they may hear in the conversations.
- Play the CD or read the audioscript aloud. Then have them listen again and number the pictures accordingly.
- Bring the class together and go over the answers.
- **Option:** You can bring students' attention to how people respond in Conversations 1, 2, and 4 when someone asks for directions (*Oh, it's easy*; *No problem*; *Oh, that's easy*).

AUDIOSCRIPT 1-18 PAGE 105

Exercise 4 1-18

- Read the direction line aloud. Give students time to scan the options.
- Play the CD again or read the audioscript aloud. Stop after each conversation, so students can choose an answer.
- Then have students listen again.
- Go over the answers as a class.

About you!

- Read the direction line aloud. Refer students to the Vocabulary of places on page 16 for review.
- Give students a few minutes to write their sentences. Then have them share with a partner.
- **Option:** On the board, write *How do I get ...?* Have pairs ask each other directions to the different places in the school.

ANSWERS

Students' own answers

Further support
 Extra Practice CD-ROM

Vocabulary

Aim

Practice phrases for locations and directions in a building

Further support

Vocabulary Flashcards: Locations and directions in a building

Exercise 1 1-16

- Point out the two categories in the vocabulary: *Locations* and *Directions*. Explain that the *locations* explain where something is located, while *directions* are specific instructions someone gives on how to get somewhere.
- Play the CD or read the sentences aloud.
- Check comprehension of each sentence. Make sure students understand that when talking about floors, they can't use regular numbers like *one*, *two*, *three*. They have to say *first*, *second*, *third*, etc.

- For numbers 7-10 point out the command verb form: *turn*, *take*, *go*.
- Finally, bring students' attention to the *And don't forget ...* box and review the phrases. Draw a simple map on the board, labeling a couple of buildings. Elicit sentences with *across from*, *next to*, and *in front of*.

Usage

In the U.S., the floor at ground level is either called the first floor or the ground floor. The next floor up is always called the second floor. In the U.K., the floor at ground level is always called the ground floor, while the next floor up is always called the first floor.

Reading

Aim

Develop reading skills: A school handbook

Note

If possible, bring an example of a handbook.

Warm-up

On the board, write *handbook*. Elicit the meaning. If necessary, explain that a handbook is a folded piece of paper or a small booklet that gives information or advertises something. Brainstorm different types of handbook, e.g., *museum, product, medical*, etc. If students don't suggest *school* in the brainstorm, call on a student to read the head of the lesson.

Exercise 1 1-19

- Read the direction line aloud. Have students study the photo of the unusual school and answer the question.
- Play the CD or read the handbook aloud while students follow.
- Clarify vocabulary as needed. Check students know *huge* means very big.
- Finally, return to the question in the direction line. Ask again if students would like to study at this school.

ANSWER

Students' own answer

Exercise 2

- *Transfer information visually.* Read the strategy. Write the word *transfer* on the board. Ask *What does this word mean? (to move from one place to another).* Explain that sometimes it is necessary to interpret an image or a diagram and transfer this information. To reinforce this strategy, make sure students understand the diagram of the school and the descriptions of the locations of the places at school.
- Read the direction line aloud. Model number 2. Read *the cafeteria*. Hold up the article and point to the list of locations. Say *We need to find "cafeteria" to find out the location.* If students notice that there is no word *cafeteria* on the list, remind them that the handbook had another name for cafeteria ("*the restaurant*"). Point out that this is part of the *transferring* process.
- Ask a volunteer to read the directions to "the restaurant." For stronger classes, you can ask *Why do you think the word "restaurant" is in quotations? (because it is really a cafeteria; students just call it "the restaurant" since the food is so delicious and healthy).*

2

Reading A school handbook

1. Read the school handbook. Would you like to study at this school? Why or why not?
2. **Transfer information visually** After reading the handbook, find these places in the diagram. Write the numbers on the picture.
1. the main office
 2. the cafeteria
 3. the gym
 4. the computer lab
 5. the science lab
 6. the art room
 7. the music room

International School

Welcome to all our new students at the International School

Do you know that the International School is only a year old? Our science and computer labs are new, modern, and easy to use. We also have excellent facilities for art and music. Our cafeteria (we call it "The Restaurant!") is better than the cafeterias in many other schools. It has delicious and healthy food. Our gym is huge so more students can use it. Here are directions to some important places around school.

Can't find it? We can help!

Use the school diagram on the right to remember these important locations.

- 1 THE MAIN OFFICE**
When you enter the school, go down the hall. The main office is the last door on the left, across from the science lab.
- 2 "THE RESTAURANT"**
Take the stairs to the second floor. Turn left. The cafeteria is the second door on the right.
- 3 THE GYM**
Take the stairs to the third floor. Turn left. The gym is down the hall. It's the second door on the right.
- 4 THE COMPUTER LAB**
The computer lab is next to the cafeteria and across from the stairs.
- 5 THE SCIENCE LAB**
The science lab is next to the main office.
- 6 THE ART ROOM**
The art room is across from the gym.
- 7 THE MUSIC ROOM**
The music room is next to the science lab.

You're going to have a lot of fun at your new school! And you're going to learn a lot.

- Have students work in pairs to interpret the directions and locations in the text and transfer the information to complete the exercise. Tell students one partner can read the instructions while the other tries to identify which room on the diagram this is.
- Bring the class together and go over the answers.

Extra practice activity (all classes)

- Pairwork. Tell students they will imagine they are students at the school in Exercise 2. One student is a new student and needs directions how to get to different places. On the board write *How do I get to ...?* Students role-play giving directions.
- Get them to swap roles, so each can give directions and specify location.

Extra extension activity (stronger classes)

- Invite students to create labeled diagrams of their school following the model.
- Then in pairs have them ask each other where different rooms are. Tell students to both give directions and indicate locations.

3. Infer information Match each activity with its location. Write the letters.

- | | | |
|--|------------------|--------------------------------------|
| 1. Your class is going to paint posters. | <u> d </u> | a. It's across from the art room. |
| 2. Your class is going to watch a basketball game. | <u> a </u> | b. It's next to the cafeteria. |
| 3. Your class is going to practice English grammar online. | <u> b </u> | c. It's across from the science lab. |
| 4. Your class is going to learn about air and water. | <u> g </u> | d. It's across from the gym. |
| 5. Your teammates are going to meet for lunch. | <u> e </u> | e. It's next to the computer lab. |
| 6. You are going to go to orchestra practice. | <u> f </u> | f. It's next to the science lab. |
| 7. You are going to speak to the school director. | <u> c </u> | g. It's next to the music room. |



What's your opinion? Answer the question.

How is the International School like your school? How is it different?

Teen2Teen

Ask for and give directions

1. Read and listen to the conversation.

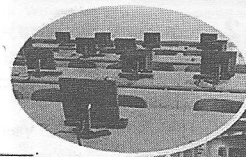
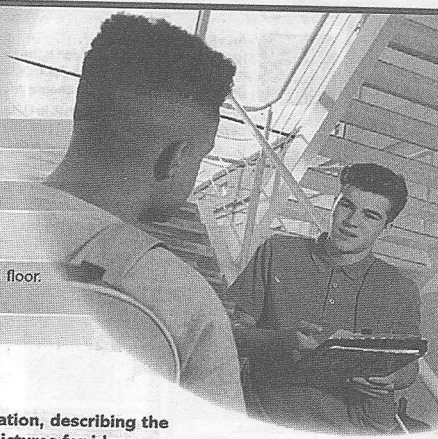
- A** Are you a new student?
B Yes, I am. And I think I'm lost.
A I can help you. I'm Mason.
B Nice to meet you, Mason. I'm Devin. How do I get to the science lab?
A Oh, that's easy. Take the stairs to the second floor. It's on the right. Room 212. You can't miss it.
B Great. Thanks!

2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation, describing the locations of places in your school. Use the pictures for ideas.

- A** Are you a new student?
B Yes, I am. And I think I'm lost.
A I can help you. I'm _____.
B Nice to meet you, _____. I'm _____.
 How do I get to the _____?
A Oh, that's easy. _____.
 You can't miss it.
B Great. Thanks!

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



Exercise 3

- *Infer information.* Explain that to think critically about something is to look at it from different perspectives.
- Read the direction line aloud. Specify that students have to first identify the room where each activity takes place, then find the room on the diagram, and finally match it to its location on the diagram.
- Clarify vocabulary: *to paint posters* means to color with paint on large pieces of thick paper.
- Model number 1. Read the sentence. Ask *In what room do students paint posters? (an art room).* Tell students to find the art room on the diagram. Ask *Which statement from the choices is true about the art room? (d).*
- Have students do the exercise in pairs.
- Go over the answers as a class.

About you!

- Create two columns on the board with the head *International School* and *Our school*. Elicit details about the schools and write them down.
- In pairs, have students continue writing details about each school.
- Bring the class together and discuss similarities and differences. Ask *Which school do you think is better?*

ANSWERS

Students' own answers

Teen2Teen

Aim

Practice social language for asking for and giving directions

Warm-up

Write *I'm lost* on the board. Ask *When do you use this expression? (when you cannot find your way somewhere).* Ask *If someone were lost, what could you ask them? (e.g., Where do you need to go?).*

Exercise 1 1-20

- Focus on the photos. Ask *Where are these students? (in a school hallway)* *Which person is a new student? (the boy in the blue T-shirt)* *Why? (he looks a little nervous).*
- Play the CD or read the conversation aloud while students follow.
- Ask *What do you think the boy means when he says "You can't miss it"? (that it's very easy to find).*

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 individual students to repeat.

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations.
- Establish that students need to include new names for the first three gaps, and supply their own location in the fourth gap and directions how to get there in the last gap. Refer back to Exercise 1.
- Invite volunteers to identify the locations in the pictures (*a cafeteria, a library, a computer lab, an auditorium*).
- 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:** Invite volunteers to act out their conversation for the class.

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**

Unit 3

Grammar

Quantifiers: *a lot of, many, much, a few, a little*

Superlative adjectives: usage and form

Vocabulary

Adjectives to describe snacks and other foods

Social language

Discuss what to eat

Values and cross-curricular topics

Food

Unit contents

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

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 class what they can remember about the teenagers on *Teen2Teen Friends*. If students can't remember, tell them to turn back to page 9 to remind themselves of the characters in the *Welcome* unit. Try to elicit the following:

Ana Maria is from Peru
 Vitor is from Brazil
 Cooper is from Australia
 Charlotte is from Alaska
 Vivian is from Taichung
 Arturo is from the Dominican Republic
 Emphasize that they all use English to write on the *Teen2Teen Friends*' blog.

Exercise 1

- Ask *Does anyone here have a blog?* If yes, ask what kind. If no, ask *Who here reads blogs? What kind?* Write examples of different types of blogs on the board, e.g., *news, travel, personal, educational, hobby*.
- Ask students to look at the photos to see who is writing on *Teen2Teen Friends* today. Review where they are from (*Vitor – Brazil, Ana Maria – Peru*).
- Bring students' attention to the term *Open question* on the blog. Explain that an open question is not answered *yes* or *no*, it can have different opinions.

3

There are a few pretzels.

Grammar: Quantifiers: *a lot of, many, much, a few, a little* • Superlative adjectives: usage and form
 Vocabulary: Adjectives to describe snacks and other foods
 Social language: Discuss what to eat

Topic Snapshot

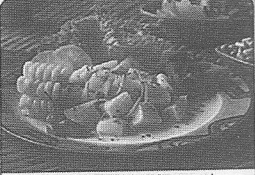
1. Read and listen to the posts.

Teen2Teen Friends


Open question: What's Peruvian food like?

Vitor Mota
 My school band is going to Arequipa, Peru for music camp. We're going to stay with families there for a whole week! I hear Peruvian food is very different from Brazilian food. Can someone tell me about it?


Ana Maria Flores
 Hey, Vitor. I think Peruvian food is the most interesting and delicious food in the world – but maybe that's because I'm Peruvian! There are a lot of special dishes in Peru, so it's hard to choose one to describe, but here are a few. First, our food is pretty regional. In Lima, the capital of Peru, there's great fish because Lima is on the Pacific coast. The most famous fish dish is *ceviche*. In some parts of the country, especially in the north near the city of Chiclayo, there are many dishes with rice and meat. The most popular is with duck. But you're going to Arequipa, and a regional specialty there is a dish with rocoto peppers, but it's very spicy!
 In Peru, a lot of dishes have potatoes. There are more than 3,000 varieties of potato in Peru! You can find lots of recipes online for these famous dishes. This is making me hungry! So bye for now!



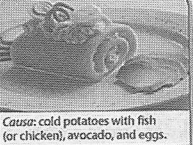
Ceviche: Pacific ocean fish with corn, red onions, sweet or white potatoes, hot red pepper, and a lot of lemon juice.




Rice with duck.



Stuffed rocoto peppers: a spicy hot red pepper with meat and cheese.



Causa: cold potatoes with fish (or chicken), avocado, and eggs.



Potatoes Huancayo style: cold potatoes, eggs, and olives with a spicy yellow pepper and cheese sauce.

2. Circle *a* or *b*, according to the Topic Snapshot.

- Vitor is going to stay with a family in ...
 (a) Arequipa. b. Brazil.
- ... is from Peru.
 (a) Ana Maria. b. Vitor
- Peruvian food has regional ...
 a. fish. (b) dishes.
- ... is on the Pacific coast.
 (a) Lima b. Arequipa
- One great Peruvian ... dish is *ceviche*.
 (a) fish b. rice and meat
- A famous dish from ... is a hot red pepper with meat.
 (a) Arequipa b. Chiclayo
- In Chiclayo, a popular dish is ... with rice.
 a. duck (b) fish
- Chiclayo is a ... in the north of Peru.
 a. dish (b) city

- Focus on the photos. Ask *What is the blog probably about? (Peruvian food) Has anyone eaten any of these foods or other Peruvian food?* Then call on volunteers to share which of the foods looks the most delicious.
- Play the CD or read the posts aloud while the students follow.
- Point out the geographic references in the blog (*Lima ... , in the north near Chiclayo, Arequipa*). Have them match the location with three of the foods in the photos.

Exercise 2

- Read the direction line aloud. Focus on the example. Invite a student to read the sentence. Have students look back at the post and find the section that supports this answer (*sentences 1 and 2 of the first paragraph*).
- Tell students to first try to answer the questions without looking back at the

- blog. Then tell them they can look back for any answers they are not sure about.
- Have students do the exercise and then compare answers in pairs.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- Invite students to imagine they are Vitor and to write a response to Ana Maria's entry. They could thank her for the post and respond to some of the food examples.

Grammar Quantifiers: a lot of, many, much, a few, a little

1. Study the grammar.

a lot of = lots of

Large quantities and amounts

a lot of: Use with all nouns in affirmative and negative statements and in questions.
We have a lot of soda and crackers, but we don't have a lot of chips.
Do we have a lot of coffee and milk?

many: Use with count nouns in affirmative and negative statements and in questions.
There were many brands of coffee, but there weren't many kinds of tea.
Are there many eggs in the fridge?

much: Use with non-count nouns in negative statements and in questions.
We don't have much orange juice for breakfast. Do we have much bread?

Small quantities and amounts

a few: Use with count nouns in affirmative statements and in questions.
There are a few apples in the fridge. Are there a few bananas, too?

a little: Use with non-count nouns in affirmative statements and in questions.
I need a little sugar for my tea. Do you want a little sugar, too?

Language tip

- Don't use *much* in affirmative statements. Use *a lot of*.
There's a lot of milk in the fridge. NOT There's much milk in the fridge.

There are a lot of apples and a little cheese.

2. Pronunciation Listen to the grammar examples. Repeat.

3. Complete the statements with *much* or *many*.

- Some countries have many regional dishes.
- My mom doesn't like much milk in her tea.
- Do you eat much rice?
- We don't eat many potatoes.
- There isn't much coffee in the kitchen.
- In many countries, there isn't much fish, so people eat a lot of meat.

4. Complete the statements with *a few* or *a little*.

- I only need a few eggs for this dish.
- There's only a little soda in the fridge.
- We're buying a few loaves of bread.
- We're eating a little pasta with tomato sauce.
- There are a few mangoes in the fridge.

5. Complete the conversations. Circle the correct quantifiers.

- A: What kind of juice is this? It's delicious.
B: It has two kinds of fruit. There's a few / a little orange juice in it, and there's much / a lot of mango juice.
- A: Is there much / many pasta on the menu?
B: No, but there's much / a lot of meat.
- A: Can I make a sandwich?
B: Sure, but there isn't much / many bread.
A: What about cheese?
B: You're in luck. There's much / a lot of cheese.
- A: How do you make this salad?
B: It's easy. I use a few / a little cold potatoes, eggs, and a few / a little chicken.

Exercise 2 1-23

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Point out that *lot of* is often pronounced /lədə/. The less formal *lots of* is pronounced /lɒtsə/.

AUDIOSCRIPT 1-23

We have a lot of soda and crackers, but we don't have a lot of chips.
Do we have a lot of coffee and milk?
There were many brands of coffee, but there weren't many kinds of tea.
Are there many eggs in the fridge?
We don't have much orange juice for breakfast. Do we have much bread?
There are a few apples in the fridge. Are there a few bananas, too?
I need a little sugar for my tea. Do you want a little sugar, too?

Extra practice activity (all classes)

- Have students go back to the blog on page 22 and underline all quantifiers (*there are a lot of special dishes; here are a few [dishes]; there are many dishes with rice; a lot of dishes have potatoes; lots of recipes*).

Exercise 3

- Read the direction line aloud. Review that we use *many* for count nouns and *much* for non-count nouns.
- Have students complete the sentences.
- If students have problems, focus on the noun before the quantifier and ask *Is it count or non-count?*

Exercise 4

- Read the direction line aloud. Review that we use *a few* for count nouns and *a little* for non-count nouns.
- Have students complete the sentences.
- Go over the answers as a class.

Exercise 5

- Read the direction line aloud. Tell students to take note if they are dealing with a question or a sentence and then make their selection. Remind them to be aware of count and non-count nouns.
- Have students do the exercise.
- Go over the answers as a class.

Further support Extra Practice CD-ROM

Grammar

Aim

Practice quantifiers: *a lot of, many, much, a few, a little*

Grammar support Interactive Grammar Presentation

Suggestion

If students need a review of count and non-count nouns, see page 6.

Usage

Lots of is a variation of *a lot of*. Either is acceptable.

Exercise 1

- Write the sentence in the speech balloon on the board. Underline *a lot of* and *a little*. Point out that these are quantifiers. They indicate how much of something there is.

- Read the first grammar rule. Then ask *Which of these nouns are count? (crackers, chips) Which are non-count? (soda, coffee, milk)*. Confirm that *a lot of* is used with all nouns.
- Focus on *many* and ask *Are brands of coffee countable? (yes) Are kinds of teas countable? (yes)*. Confirm that *many* is used with affirmative and negative statements and questions.
- Look at *much*. Ask *Are bread and juice count or non-count? (non-count)*. Confirm that *much* is used only in negative statements and questions.
- Finally, read the rules and examples for *a few* and *a little*. Then write *books* on the board. Ask *Which quantifier would you use – "a few" or "a little"? (a few) Why? (books are countable)*.
- Read the *Language tip* reminding students not to use *much* in affirmative sentences.

Vocabulary

Aim

Practice adjectives to describe snacks and other foods

Further support

Vocabulary Flashcards: Adjectives to describe snacks and other foods

Exercise 1 1-24

- Before students open their books, write *snacks* on the board. If students don't understand the word, translate. Then ask students to name their favorite snacks and write these on the board. Leave them there to refer to later.
- Tell students to open their books and look at the different categories of snacks. Students may not perceive the difference between the adjectives that describe taste (*sweet, salty, sour, spicy*) and the one that describes texture (*crunchy, juicy*). Use the illustrations to help distinguish them.
- Play the CD or read the phrases aloud while students follow.
- Invite students to look at the snacks they had listed on the board. Categorize these using the new vocabulary. Then invite additional examples of snacks for each category.

Exercise 2 1-25

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

Exercise 3

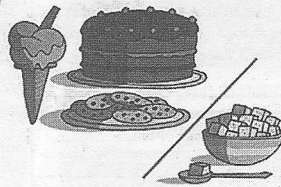
- Tell students to scan the food items in the exercise. Clarify meaning and translate as needed.
- Then read the direction line aloud and have students do the exercise.
- Have students compare answers in pairs. Circulate to help if necessary. Provide additional examples of food to illustrate the correct adjectives.
- Go over the answers as a class.

Exercise 4 1-26

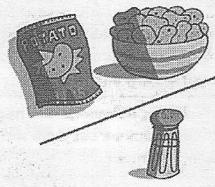
- As a preparation for the *Listening comprehension*, call on volunteers to read the eight statements. Focus on numbers 4 and 6. Ask *What does "too spicy for her" mean? (so spicy that she doesn't like it) What does "too salty for Ron" mean? (so salty that he doesn't like it).*
- Then write the following phrases on the board:
A *I'm in the mood for something [sweet].*
B *What about a little [cake]?*
- Model the exchange with a volunteer. Then ask *What does it mean "to be in the mood for something"? (to want to eat a specific type of food).* Confirm the students understand that

Vocabulary Adjectives to describe snacks and other foods

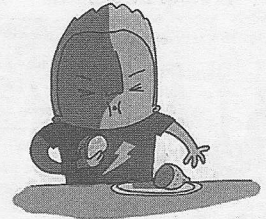
1. Look at the pictures. Read and listen.



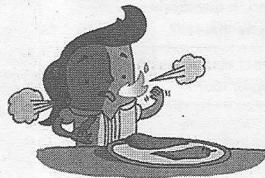
1. Ice cream, cake, and cookies are sweet.



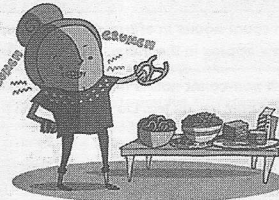
2. Chips are salty.



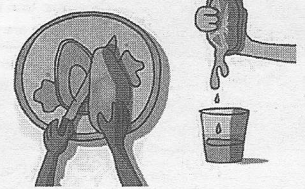
3. Lemons are sour.



4. Hot peppers are spicy.



5. Pretzels, nuts, and crackers are crunchy.



6. Mangoes and oranges are juicy.

2. Pronunciation Listen and repeat.

3. Complete each statement with the correct adjective.

- | | |
|--|---|
| 1. Bananas are <u>sweet</u> / sour. | 5. Good peaches are <u>juicy</u> / spicy. |
| 2. Carrots are <u>crunchy</u> / salty. | 6. Pretzels are usually <u>sweet</u> / <u>salty</u> . |
| 3. Peaches and mangoes are <u>spicy</u> / <u>sweet</u> . | 7. Cookies are <u>salty</u> / <u>sweet</u> . |
| 4. Lemons are always <u>sweet</u> / <u>sour</u> . | 8. Some peppers are <u>salty</u> / <u>spicy</u> and some are not. |

4. Listening comprehension Listen to the conversations. Circle T (true) or F (false).

- | | |
|---|---|
| 1. They're both going to have cake. T / F | 5. He doesn't like peaches. T / F |
| 2. He's going to have chips. T / F | 6. The pretzels are too salty for Ron. T / F |
| 3. Kate would like ice cream. T / F | 7. They don't like the nuts in the salad. T / F |
| 4. The peppers are too spicy for her. T / F | 8. He likes sweet mangoes. T / F |



About you!

Complete the statements about your tastes.

My favorite crunchy snack is _____
 My favorite sweet foods are _____

What about ...? is a way of making a suggestion. Call on volunteers to model the exchange using a different adjective and food example. Explain that students will hear these expressions in the conversations.

- Read the direction line aloud. Tell students that there is one question for each conversation. Explain that they will hear each conversation twice.
- Play the CD or read the audioscript aloud while students listen and circle answers.
- Students listen again and check their answers, correcting as needed.
- Then go over the answers as a class.
- **Option:** Students can listen one more time to the conversations marked with False and make the False statements true. Model number 1: *They're both going to have cookies.*

AUDIOSCRIPT 1-26 PAGE 105

About you!

- Read the direction line aloud and have students complete the statements.
- Have students compare in pairs. Then bring the class together and have students share. See what the most popular snacks are. Is there a clear favorite?

ANSWERS

Students' own answers

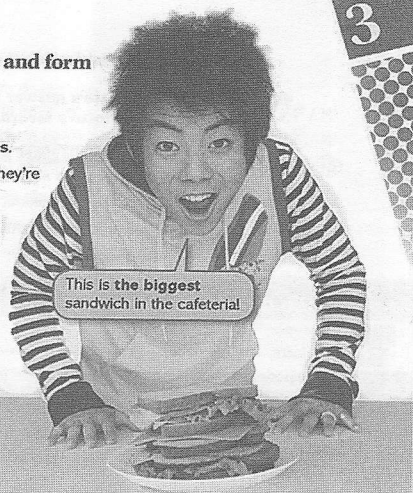
Further support Extra Practice CD-ROM

Grammar Superlative adjectives: usage and form

1. Study the grammar.

- Use *the* + a superlative adjective with the verb *be* to compare three or more people, places, or things.

The chips are the saltiest snack at this party, and they're the most delicious one, too!



Irregular forms

good → the best bad → the worst

Formation

- If an adjective has one syllable and ends in a consonant, add *-est*.
sweet → the sweetest
- If an adjective has one syllable and ends in a consonant + *e*, add *-st*.
nice → the nicest
- If an adjective has two syllables and ends in *-y* drop *-y*, and add *-iest*.
crun-*ch*y → the crunchiest
- If an adjective has one syllable and consonant – vowel – consonant, double the consonant and add *-est*.
hot → the hottest
- If an adjective has two, three, or four syllables, but doesn't end in *-y*, use *the most* before the adjective.
de-li-cious → the most delicious

2. Pronunciation Listen to the grammar examples. Repeat.

3. Write the superlative form of the following adjectives.

- | | | | |
|--------------|---------------------------|--------------|---------------------------|
| 1. big | <u>the biggest</u> | 7. messy | <u>the messiest</u> |
| 2. spicy | <u>the spiciest</u> | 8. funny | <u>the funniest</u> |
| 3. large | <u>the largest</u> | 9. beautiful | <u>the most beautiful</u> |
| 4. salty | <u>the saltiest</u> | 10. neat | <u>the neatest</u> |
| 5. cute | <u>the cutest</u> | 11. late | <u>the latest</u> |
| 6. fantastic | <u>the most fantastic</u> | 12. early | <u>the earliest</u> |

4. Complete the statements and questions, using the superlative form of the adjectives.

- These chips are the crunchiest (crunchy) ones. Let's get them.
- Let's get the best (good) ice cream for Mom's birthday party. She loves ice cream.
- We only use the hottest (hot) peppers when we make this sauce.
- No way! I'm not going to buy that cheese. It's the most expensive (expensive) cheese in the store! Let's get something else.
- In my opinion, the most important (important) things at a birthday party are the presents and the cake.
- I really don't like Happy Cola. I think it's the worst (bad) soda there is.
- The most delicious (delicious) dish from my country is *feijoada*.

25

Exercise 2 1-27

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

AUDIOSCRIPT 1-27

sweet → the sweetest; nice → the nicest; crunchy → the crunchiest; hot → the hottest; delicious → the most delicious; good → the best; bad → the worst

Extra practice activity (all classes)

- Have students go back to the blog on page 22 and underline all superlatives (*the most interesting and delicious; the most famous; the most popular*).

Exercise 3

- Call on students to clap out the syllables in each adjective. Tell students they can write down the number of syllables next to the words.
- Read the direction line aloud.
- Then have students write the superlative forms. Refer them to the chart for help. Tell them to be careful of the adjectives that end in *-y*.
- Go over the answers as a class.
- Option:** Students can use the superlative forms of the adjectives to create sentences about the people in the class, e.g., *I am the messiest writer. Paulina is the funniest student.*

Exercise 4

- Tell students to look at the adjectives in parentheses individually and work out how many syllables they have. Then read the direction line aloud.
- After students complete the exercise have them compare answers in pairs.
- Go over the answers as a class.
- Option:** On the board write:
- _____ are the crunchiest chips.
- _____ is the best ice cream.
- _____ is the worst soda.
In pairs, students discuss their answers for each. Say they can include brands of chips, ice cream, soda.

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice superlative adjectives: usage and form

Grammar support

Interactive Grammar Presentation

Suggestion

If students need a review of the superlative, see page 7 of *Welcome to Teen2Teen*.

Exercise 1

- Before students open their books, write on the board:
The chips are the saltiest snack at this party.
On the side write:
nuts, pretzels, chips
Say *The nuts are salty, the pretzels are salty, the chips are the saltiest.* Explain that this means that they have the most salt of the three items.

- Books open, read the rule and example. Point to the three items on the board and say *The nuts are delicious, the pretzels are delicious, the chips are the most delicious.*
- Focus on the *Formation* chart. Be sure students understand *syllables*.
- Separate the syllables in *sal-ty* and *de-li-cious*. Say each syllable as a "beat" as you clap the separate syllables. You may wish to give students other multi-syllabic words to demonstrate their understanding of syllables.
- Have students work in pairs to clap out syllables in the adjectives in the chart. Circulate to help if necessary.
- Then ask *Why don't we add -est to "delicious"?* (it has three syllables).
- If students are confused about "one syllable and consonant – vowel – consonant", write *hot* on the board. Point out the consonant (*h*), the vowel (*o*), and consonant (*t*). Ask them how many syllables *hot* has (*one*).
- Focus on the *Irregular forms*.

Reading

Aim

Develop reading skills: A blog post

Warm-up

Ask *Who's writing on the Teen2Teen blog? (Charlotte) Where is she from? (Alaska).*

Review that an open question is a question that cannot be answered *yes* or *no*, but can have different opinions.

BACKGROUND INFORMATION *Escargot* (ɛs kaʁ ɡo) is a popular French dish consisting of edible snail in a sauce of melted butter and garlic. It is usually served as an appetizer.

Peanut butter dates as far back as the ancient Incas in South America. In 1890, a doctor in St. Louis invented a peanut paste for patients with bad teeth. It was a healthy protein substitute. In 1895, the process of preparing peanut butter was patented by the Kellogg brothers. By 1914, many companies were making peanut butter, and it gradually became the popular snack food it is today.

Exercise 1

- Read the direction line aloud. Have students look at the images in the blog and predict Charlotte's favorite lunch.
- Play the CD or read the blog aloud while students follow.
- Return to the question in the direction line and elicit the answer (*a peanut butter and jelly sandwich on white bread with a glass of milk*). Ask *Did you predict the correct answer?*

Exercise 2

- *Identify the main idea.* Read the direction line aloud. Review that identifying the main idea helps a reader understand the main message of an article.
- Tell students to think about the three choices and do the exercise individually. Then let them compare their answer with a partner.
- Analyze all the choices as a class: numbers 1. and 3. are a detail about a side topic, but also not the main idea.

ANSWER

2.

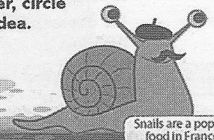
Exercise 3

- *Confirm a text's content.* Review that confirming a text's content allows students to make sure they understand what a text is about.
- Read the direction line aloud. Check students can remember the meaning of the phrase *no information*.
- Students circle T, F, or NI.
- Then invite them to compare answers in pairs. If students have problems,

3

Reading A blog post

1. Read Charlotte's answer to the open question on Teen2Teen Friends. What's Charlotte's favorite lunch?
2. **Identify the main idea** After reading Charlotte's answer, circle the number of the statement that expresses its main idea.
 1. Claire doesn't like peanut butter.
 2. Peanuts and peanut butter are very popular in the U.S.
 3. French bread is the best bread in the world.



Open question: What's the most popular food in your country?



Charlotte:

Some people think we're crazy, but we Americans **love** peanut butter, especially in peanut butter and jelly sandwiches. For me, the totally best lunch is a peanut butter and jelly sandwich on white bread with a glass of milk. Yum!

My cousin Claire is from France. She likes some of our typical dishes, especially hot dogs and hamburgers. But Claire thinks many American foods are terrible. She thinks our worst food is peanut butter and jelly sandwiches. She says, "No offense, but I don't think sweet foods and salty foods go together. And I don't really like American white bread either. Come to France if you want to taste the best bread in the world!"

Well, I **do** go to France sometimes and Claire is right about the bread. French bread is delicious. But a few of the things they eat in France are (to me) a little gross, like snails!

Americans love peanuts, peanut products, and peanut butter. Here's something I found on a website about peanuts in American food:



In the U.S., more than 90% of all families eat peanut butter. More than 40% of American candy bars have peanuts or peanut butter in them. And the average American eats more than 2.5 kilos of peanuts and peanut butter a year.

That's a lot of peanuts and peanut butter!



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encourage them to return to the blog and search for the information.

- Go over the answers as a class.

Exercise 4

- *Recognize point of view.* Focus on the reading strategy. Explain that point of view refers to the writer's opinion on a topic. Point out that Charlotte's piece actually has two points of view: hers and her cousin Claire's. Ask *Do they have the same point of view about peanut butter? (no).*
- Read the direction line aloud. Ask *Whose point of view is the exercise about? (Claire's).* Have students work individually to cross out items that do **not** represent Claire's point of view.
- Go over the answers as a class.
- **Option:** Invite students to respond to Charlotte's point of view as well as Claire's. In pairs, have students discuss which girl they agree with. Then share opinions as a class.

Extra extension activity (stronger classes)

- Invite students to reread Ana Maria Flores's description of Peruvian food on page 22. Ask *What do you think she might think about Charlotte's favorite meal?*
- Have students pretend to be Ana Maria and respond to Charlotte's post.

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

- 1. Charlotte and Claire are from the United States. T / ~~F~~ / NI
- 2. Americans like peanuts and peanut butter. ~~T~~ / F / NI
- 3. Hot dogs and hamburgers are more popular than peanut butter. T / F / ~~NI~~
- 4. Claire doesn't like sweet and salty foods together. ~~T~~ / F / NI
- 5. Charlotte doesn't like any French foods. T / ~~F~~ / NI
- 6. Claire likes snails. T / F / ~~NI~~

4. Recognize point of view Cross out the statements that don't represent Claire's opinions.

- 1. Some American food is good.
- 2. Peanut butter and jelly sandwiches are good.
- 3. French bread is the best bread in the world.
- 4. American white bread is great.

About you!

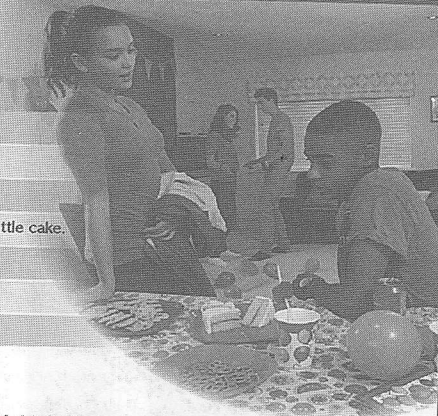
What's your opinion? Complete the statements.

In my opinion, the best dishes in my country are _____
 The worst dishes in my country are _____

Teen2Teen Discuss what to eat

1. Read and listen to the conversation.

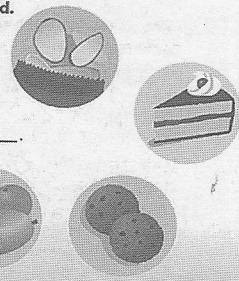
- A Hey, Jeff. Sorry I'm late! I'm starving!
- B Me too. Let's have something to eat.
- A OK! What is there?
- B Well, there are lots of cookies, and there's a little cake.
- A What about pretzels?
- B Oh, yeah. There are a few pretzels.
- A Great. I'm in the mood for something salty!



2. Pronunciation Listen and repeat.

3. Guided conversation Make a list of foods and drinks for a party. Write an adjective from the Vocabulary on page 24 for each food. Then create a NEW conversation at a party, using your notes.

- A Hey, _____. Sorry I'm late! I'm starving!
- B Me too. Let's have something to eat.
- A OK! What is there?
- B Well, there are lots of _____, and there's a little _____.
- A What about _____?
- B Oh, yeah. There are a few _____.
- A Great. I'm in the mood for something _____!



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

About you!

- Read the direction line aloud. Ask *What is a dish?* If students say a piece of kitchenware, confirm that it is, but that a *dish* is also the term used for food cooked in a particular way as a meal.
- Have students complete the blanks.
- Then create two columns on the board: *best dishes* and *worst dishes*. Brainstorm and fill in the columns.
- Invite students to analyze and see if any items are in both columns.
- Finally, take a vote to see if the class has one best dish and one worst dish.

ANSWERS

Students' own answers

Teen2Teen

Aim

Practice social language for discussing what to eat

Warm-up

Write on the board:

I'm starving.

Ask *What does this mean? (I'm very hungry).*

Explain that the expression comes from the word *starve*, which means *suffer because you don't have enough food to eat*. Ask *How can you respond when someone says "I'm starving?"* e.g., *What would you like to eat?* OR *Let's have something to eat.*

Exercise 1 1-29

- Focus on the photo. Ask *Where are these teens? (at a party) What do you think they are talking about? (they're talking about the food at the party).*
- Play the CD or read the conversation aloud while students follow.

- Review the meaning of *I'm in the mood for something [salty]* in the last line (*I feel like eating something salty*).
- **Option:** To review unit grammar, invite students to find three examples of quantifiers in the conversation (*a lot of, a little, a few*).

Exercise 2 1-30

- 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 individual students to repeat.

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations. Tell them to use Exercise 1 as a model.
- Establish that students need to include a new name in the conversation and different foods after the quantifiers. Tell them to pay attention to the quantifiers to decide if the foods should be count, non-count, or either.
- Point out that the adjective for the final blank has to make sense with the foods discussed in the conversation, e.g., in the example, they mention *pretzels* and the speaker is happy because he is in the mood for something *salty*.
- Invite volunteers to identify the foods in the pictures: *ice cream, pretzels, crisps, cake, cookies, fruit*.
- Students then complete the gaps.
- Circulate to help if necessary.

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.

Extension

Writing page 91

Further support

- Extra Practice CD-ROM
- Grammar Worksheets W8-W10
- Grammar Worksheets 1 and 2
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Review: Units 1–3

Aim

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

Suggestion

Point out to students that the next two pages review the language that they have been learning so far. At the end of the *Review* section, they will check off the progress they made in different categories.

Explain that the notes that follow offer tips on how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class.
- Have students choose answers individually. Encourage them to find where in the conversation they found the answers and underline them.
- Go over the answers as a class. If someone has the wrong answer, help them find which part of the conversation contains the correct answer.
- Ask *What does Grace mean when she tells Jared "You can say you need advice for a present for your mom."?* (he can pretend they are going shopping for a present for his mom, but in reality he will bring her to the party).
- **Option:** Invite students to propose different excuses they can think of to bring a friend to the mall to a surprise party, e.g., *invite the friend for a coffee or lunch. Ask Has anyone ever been to a surprise party? If the party was for you, how did someone get you to come to the party? If it was for someone else, how was the person fooled?*

Exercise 2

- Read the direction line aloud. Tell students to pay attention if they are completing blanks with *be going to* in statements or questions. Remind them that in question forms the subject and auxiliary are inverted.
- Give students time to write the verb forms.
- Go over the answers as a class.
- **Option:** Ask students the following questions about the text exchange:
Who is Melissa going to bring to the house? (two classmates, Bart and Carter) What are they going to bring for dinner? (pizza) How are Bart and Carter going to get home? (Bart's dad is going to drive them).

Review: Units 1–3

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

Grace: We're going to have a surprise party for Sylvie after school on Friday.
Jared: Great! Where's it going to be?
Grace: At the Downtown Mall. They have a special party room. Is that cool or what?
Jared: Where is it?
Grace: It's down the hall from Monster Burger. On the second floor.
Jared: OK. What can I bring? I have cookies and chips at home.
Grace: Thanks for offering, but we have everything. Can you bring Sylvie?
You can say you need advice for a present for your mom, OK?
Jared: That's a great idea! I can do that.
Grace: Remember: the party's a surprise. Don't say anything to Sylvie!
Jared: Don't worry!

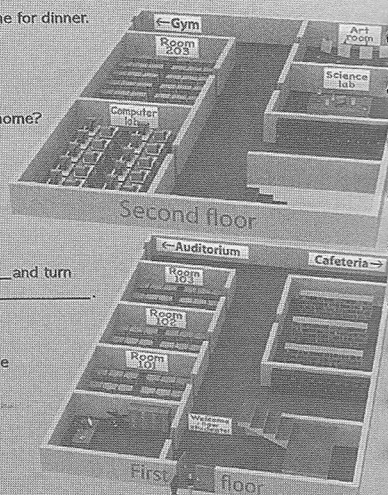
- Who is the party for?
a. Jared
b. Sylvie
- When is the party?
a. It's Sylvie's birthday.
b. After school on Friday.
- Where is it going to be?
a. At Monster Burger.
b. At the Downtown Mall.
- Where's the special party room?
a. Down the hall from Monster Burger.
b. In the hall on the second floor.
- What does Grace ask Jared to do?
a. Bring Sylvie.
b. Bring food.
- What is Jared going to tell Sylvie?
a. "Please help me buy a present for my mom."
b. "There's going to be a party for you."

2. Complete the conversation with the correct form of *be going to*.

A: Hey, Melissa! I am going to bring (bring) two classmates here to work on a project.
B: Who are you going to bring (bring)?
A: Bart and Carter. Their parents aren't going to be (not be) home for dinner. They are going to bring (bring) a pizza for us. Do me a favor?
B: Sure, what?
A: Please tell Mom not to make dinner for me, OK?
B: OK. How are Bart and Carter going to get (get) home?
A: Bart is going to call (call) his dad, and his dad can drive both of them home.

3. Look at the diagram of the school. Complete the conversation with directions and locations.

Nick: Excuse me. Where's the science lab?
Lily: It's on the (1) second floor. Take the (2) stairs and turn (3) right. It's the first door on the (4) right. It's (5) next to the art room.
Nick: Thanks. And where's the library?
Lily: The library? That's on the (6) first floor, down the (7) hall.
Nick: Is it on the left?
Lily: No, it's the first door on the (8) right. It's (9) across from Room 103.



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Exercise 3

- Give students a few minutes to study the diagram.
- Then read the direction line aloud.
- Have students complete the blanks. If they have difficulty, provide some of the location / directions vocabulary on the board for students to refer to, e.g., *first / second floor; upstairs / downstairs; right / left; take the stairs; down the hall; next to; across from*.
- Have students go over the answers in pairs, or circulate and skim students' answers.
- Go over the answers as a class.
- **Option:** Students can practice reading the conversation in pairs to get more practice with directions and locations.

4. Complete the paragraph with the correct quantifiers.

(1) Much / **Many** schools have a cafeteria. In the cafeteria, you can eat (2) **a lot of** / much dishes that are good for you. You can't buy (3) **many** / much snacks like chips or pretzels. In our school, there are (4) **a few** / a little sweet things like ice cream and cookies, but in (5) **a lot of** / much schools they don't sell sweet things at all. Personally, I think (6) **a few** / **a little** cake or ice cream is OK, but not too (7) **much** / many.

5. Complete the statements with superlative forms of the adjectives.

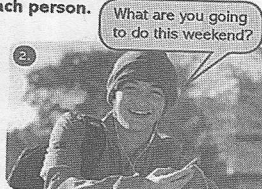
- I love spicy food. Which of these peppers are the spiciest (spicy)?
- The weather here is awful every day. But today's weather is the worst (bad). Today is definitely the coldest (cold) and wettest (wet) day of the year.
- There are lots of good kinds of ice cream, but this one is really good. I think it's the best (good). It's the most delicious (delicious) ice cream you can buy.
- I don't want to buy that cake with all the decorations. It's the most expensive (expensive) one. Which one is the cheapest (cheap)?
- What kind of chips do I like? The saltiest (salty) and the crunchiest (crunchy) ones, of course.

All About You

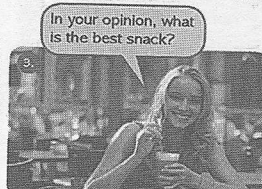
1. Write your own response to each person.



You _____



You _____



You _____

2. Complete the personal statement and two descriptions of locations in your school.

Today after school, I'm _____
 In my school, the library is _____
 My English classroom is _____

Progress Check

✓ Check what you can do.

- Offer to help with a party
- Ask for and give directions in a building
- Describe foods and discuss what to eat
- Use the Unit 1-3 grammar and vocabulary



Exercise 4

- Before students do the exercise, tell them to underline the word following each quantifier option. Tell students to consider if the noun is count or non-count.
- Read the direction line aloud.
- Have students do the exercise. Circulate to help if necessary. Ask, for example, 'Is "school" a count noun? Can you count "schools"? If necessary, review that many and a few take count nouns; much and a little take non-count nouns. A lot of takes both count and non-count nouns.'
- Have students compare answers in pairs.
- Go over the answers as a class.

Exercise 5

- Read the direction line aloud. Have students scan the adjectives in parentheses. Remind students that they have to think about syllable count when deciding how to form the superlative.

- Focus on the spelling of *spiciest* in the example. Remind students to be careful of the different spelling rules (here drop the -y and add -iest), for forming the superlative. Also note that some adjectives are irregular and have completely different forms in the superlative.
- Have students do the exercise.
- Go over the answers as a class.

All About You

Exercise 1

- Focus on the heading. Point out that in this section students will have a chance to write their responses with information from their lives and use English to talk about themselves.
- Give students a few minutes to read the speech balloons and write their answers. If necessary, hint that item 1 is eliciting directions; item 2 is eliciting *be going to* for future; item 3 is eliciting a snack.

ANSWERS

Students' own answers

Exercise 2

- Tell students to look at the unfinished statements. Focus on the last two items and make sure students understand that they are supposed to write where the different rooms are located, not use adjectives to describe the room.
- Have students complete the statements.
- Then bring the class together and call on volunteers to share answers. See if students had different answers for the last two items.

ANSWERS

Students' own answers

Progress Check

- Discuss the goals with the class in their 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.

Further support

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

Extension

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

Unit 4

Grammar

The future with *will*

will for prediction

Degrees of certainty

Vocabulary

Action verbs for sports

Social language

Leave a message for someone

Values and cross-curricular topics

Sports

Human achievements

Unit contents

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

To warm up, focus on the second picture and ask *What sport are they playing?* (basketball) *Is this sport popular in your country? Have you ever played this sport? What sports do you like to play?*

Exercise 1

- Focus on the picture story. Ask *What do you think the two people are talking about?* (the basketball game and other things).
- Play the CD or read the conversation aloud while the students follow.
- Read the second line of the conversation: *Hi, Carrie. Nate*. Explain that this is short for the introduction *Hi, Carrie. This is Nate*. Elicit other ways of introducing oneself on the phone, e.g., *Nate here. This is Nate calling*.
- Have students look at the last section of the conversation. Read it with a volunteer. Ask *Who is leaving a message?* (Carrie) *Who is taking the message?* (Nate) Then ask *Who does Carrie want to speak to?* (Anita) *Is she home?* (no) *When will she be back?* (around 7:00) *What is the message?* (that she will call Anita on Saturday morning).

Extra extension activity (stronger classes)

- Invite students to role-play a conversation between Nate and his sister Anita when she returns home. On

4

They'll probably win the game.

Grammar: The future with *will* • *will* for prediction • Degrees of certainty
Vocabulary: Action verbs for sports
Social language: Leave a message for someone

Topic Snapshot

1. Read and listen to the conversation.



Carrie: Hello?

Nate: Hi, Carrie. Nate. Hey, what are you going to do this weekend?

Carrie: I'm not sure. Maybe I'll go shopping. What about you?

Nate: Me? Not much. I think I'll probably stay home and watch the game.

Carrie: So who do you think will win? The Athletics or the Nationals?

Nate: Well, the Athletics are a much better team. They'll probably win. They always do!

Carrie: Yeah. I think you're right ... Nate, is your sister there?

Nate: Anita? Not right now. But she'll be back at around 7:00.

Carrie: Well, can you give her a message? Tell her I'll call her Saturday morning. OK?

Nate: Sure. No problem.

2. Match the parts of the sentence to complete the statements, according to the Topic Snapshot.

- | | | |
|--------------------|-------|---|
| 1. Nate | _____ | a. will be there after 7:00. |
| 2. Carrie | _____ | b. will probably win the game. |
| 3. Nate and Carrie | _____ | c. think the Athletics will win the game. |
| 4. Nate's sister | _____ | d. will get a phone call from Carrie. |
| 5. The Athletics | _____ | e. will call Nate's sister. |
| 6. Anita | _____ | f. will watch a game on TV. |

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the board write:

Anita Hi Nate, did I have any calls?

Nate Yes, you did ...

- Tell students to continue the conversation based on the information in the *Topic Snapshot*.

Extra practice activity (all classes)

- On the board write:
 - A** Nate, is Anita there?
 - B** Yes, she is. Hold on, I'll get her.
 - A** Thanks! Good talking to you.
 - B** You, too.
- Invite students to read this scenario in pairs.
- Ask *How is this ending different?* (Anita is home and Carrie does not leave a message; Nate gets her.)

Exercise 2

- Write *Nate* and *Carrie* on the board. Have students identify the people in the pictures (*Nate is the male; Carrie is the female*). Ask *Who is Anita?* (*Nate's sister*).
- Read the direction line and the example aloud.
- Have students do the exercise.
- Tell them to compare answers in pairs.
- Bring the class together and check answers.

Grammar The future with *will*

1. Study the grammar.

- Use *will* or *won't* with a base form of a verb for future actions and events.

Affirmative statements	Negative statements
We'll get to the game late.	We won't see the start of the game.
She'll finish her homework tonight.	She won't do it tomorrow.
There'll be a soccer game on Monday.	There won't be a team meeting today.
yes / no questions	Short answers
Will you stay home this weekend?	Yes, I will. No, I won't.
Will your sister go to the movies?	Yes, she will. No, she won't.
Will your friends go shopping?	Yes, they will. No, they won't.
Information questions	
How will you get home from school?	(I'll take the bus.)
Where will she meet her friends?	(At the mall.)
When will the team play ?	(After school.)
Who will he call ?	(He'll call his sister.)

Contractions

will → 'll
will not → won't

Will you be home tonight?

Yes, I will.
Call me!

Reminder

To express future actions and events, you can also use *be going to*.

We're going to get to the game late.



Language tip

- Don't contract *will* in affirmative short answers.
Yes, I will. NOT Yes, I'll.

(1.32) 2. Pronunciation Listen to the grammar examples. Repeat.

(1.33) 3. Listening comprehension Listen to the conversations. Then listen again and choose the correct verb phrase, according to the conversation.

- She 'll go / won't go to volleyball practice.
- He and his cousins will go / won't go to a game.
- Her brother will be / won't be home at 6:00.
- His sister will play / won't play soccer this weekend.

4. Complete the statements and questions with *will* or *won't*. Use contractions when possible.

- We'll do (we / do) our geography homework in the computer lab.
- I'll finish (I / finish) my homework after dinner.
- Will Tina meet (Tina / meet) her boyfriend in the cafeteria?
- There won't be (there / not be) a lot of spicy food at the party.
- Where will your team play (where / your team / play) volleyball today?
- When will Grant call (when / Grant / call) his parents?
- My parents won't go (my parents / not go) to the movies tonight.
- The game won't be (the game / not be) on Tuesday.

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Grammar

Aim

Practice the future with *will*

Grammar support

Interactive Grammar Presentation

Exercise 1

- Ask volunteers to read the speech balloons in the photo. Point out *will* in the question and the short answer.
- Read the first rule in the grammar chart and the examples that follow.
- Bring students' attention to the contractions *'ll* and *won't*. Write additional examples on the board:
It will rain tomorrow.
It will not be sunny.
- Elicit contractions (*It'll / It won't*).
- Review *yes / no* questions. Read the sentences and possible short-answer replies.
- Focus on the *Language tip*.

- Then read *Information questions* and the first question and answer. Ask *How does an information question differ from a "yes" / "no" question? (it elicits specific information, not "yes" / "no").* Point out the words used in information questions in the example questions and then read them.
- Finally, read the *Reminder* note. Specify that *be going to* is more frequent when an action has been previously planned. Point out that the present continuous is also often used for actions that have been planned.

Exercise 2 1-32

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Focus on *How will* and *Who will* and point out that because one word ends with a *w* and the next word starts with a *w*, the two words blend together.

AUDIOSCRIPT 1-32

We'll get to the game late. We won't see the start of the game.
She'll finish her homework tonight. She won't do it tomorrow.
There'll be a soccer game on Monday.
There won't be a team meeting today.
Will you stay home this weekend?
Yes, I will. / No, I won't.
Will your sister go to the movies?
Yes, she will. / No, she won't.
Will your friends go shopping?
Yes, they will. / No, they won't.
How will you get home from school?
Where will she meet her friends?
When will the team play?
Who will he call?

Exercise 3 1-33

- Tell the students that there is one question for each conversation. Explain that after each conversation you will pause the audio and give them a chance to answer the question.
- Play the CD or read the audioscript aloud. Students mark the answers.
- Clarify any sports vocabulary if necessary. *On my way home* means in the process of walking home. Explain that in the last conversation when Trey says *What's up?* this is an informal way of asking "What's new?"; "What message do you want to leave?"
- Then have students listen again and check their answers.

AUDIOSCRIPT 1-33 PAGES 105-106

Exercise 4

- Ask students to look at Exercise 4 and notice that there are both questions and statements. Review that to make a question they will write *will* + subject + base form. Ask them to pay attention in which sentences they can use contractions.
- Ask a volunteer to read the example. Then have them do the exercise.
- Go over the answers as a class.

Further support

Extra Practice CD-ROM

Vocabulary

Aim

Practice actions verbs for sports

Further support

Vocabulary Flashcards: Action verbs for sports

Exercise 1 1-34

- Have students scan the images and identify all the sports (*baseball, soccer, volleyball, basketball*). If necessary, clarify that baseball is a sport in which players hit a ball and run around four bases to get points. Ask *Which of these sports have you played? Which of these sports do you like to watch?*
- Say *Athletes use their hands and feet for these various actions. Wave your hands to demonstrate hands. Then raise one hand to indicate singular hand. Point to two feet to demonstrate feet. Then point to one foot to indicate singular foot.*
- Focus on the action verbs. Ask *For which of these actions do you use your hand(s)? (1, 2, 3, 5, 6, 7) For which of these actions do you use your feet? (4, 7, and 8).* You can demonstrate these actions further either by bringing a ball to class or using a rolled up piece of paper to hit, catch, throw, etc.
- Play the CD or read the phrases aloud while students follow.

Exercise 2 1-35

- Play the CD or read the phrases aloud for students to repeat.
- Then ask *In what other sports can you perform these actions?*

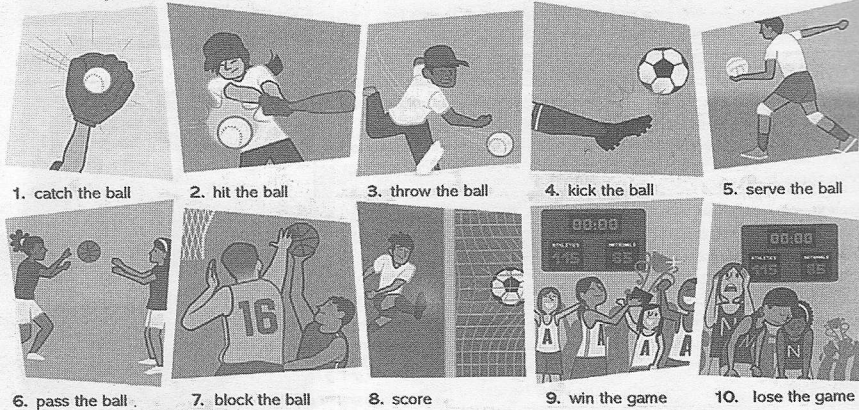
Exercise 3

- Tell students to scan the sports depicted in the illustrations. Focus on numbers 1, 2, and 5, which have not yet been mentioned in the unit. Point out that what is called "football" in the U.S. is not the same game as soccer. American football is a game where a player can carry, throw, or kick a ball. Elicit the rules for tennis and golf (*tennis is a game where 2-4 people use rackets to hit a ball over a low net; golf is a game where players use clubs to hit a small ball into holes in the ground*).
- Read the direction line aloud. Explain that students will look at the actions in each picture and choose the correct action verb. Tell them they can look at Exercise 1 for review.
- Focus on number 1. Tell students to look at the picture. Look at the choices in the answer. Ask *Is the woman catching the ball with her hands? (no) Is the woman kicking the ball with her foot? (no) Is she serving the ball? (yes) What sport is she playing? (tennis) In which other sport do you serve a ball? (volleyball).*

4

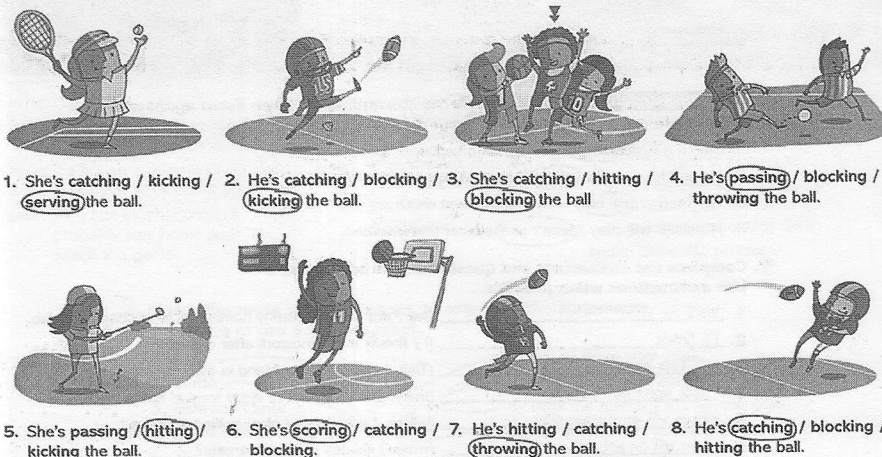
Vocabulary Action verbs for sports

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



1.35 2. Pronunciation Listen and repeat.

3. Look at the pictures. Complete the statements.



32

- After students complete the exercise, have them compare answers in pairs. Tell them to identify which sport is being played in each picture.
- Then bring the class together and elicit other sports where each action can be played, e.g., 2. soccer; 3. basketball; 4. basketball, soccer; 5. baseball, volleyball; 6. soccer, football; 7. baseball, basketball; 8. baseball, basketball.

Extra practice activity (all classes)

- One by one students can mime the various actions and classmates will guess the action by asking, for example, *Are you kicking the ball?* After students guess the action, tell them to guess the sport. If needed, provide a list of sports on the board: *baseball, football, soccer, volleyball, basketball, golf, tennis.*
- Model the first example, e.g., pretend to kick the ball. Ask *What am I doing?* Students can ask *Are you throwing a*

ball? (no) Are you serving a ball? (no) Are you kicking it? (yes) What sport am I playing? Soccer? (yes).

Further support Extra Practice CD-ROM

Grammar *will* for prediction; Degrees of certainty

1. Study the grammar.

We often use *will* to make predictions or guesses about the future.

You can use the adverbs *definitely*, *probably*, and *maybe* to express different degrees of certainty.

Our team will definitely win the game. Their team definitely won't score.	100%	↑	definitely (absolutely certain)
My brother will probably be on the team this year. My sister probably won't play volleyball this year.			probably (pretty certain)
Maybe she'll pass the ball to her teammate. Maybe she won't catch the ball.	0%	↑	maybe (not very certain)

Placement

In affirmative statements, place the adverbs *definitely* and *probably* between *will* and the main verb.

They'll **definitely** win. NOT ~~Definitely~~ they'll win.

They'll **probably** score. NOT ~~Probably~~ they'll score.

Place the adverb *maybe* before the subject.

Maybe they'll win. NOT They'll ~~maybe~~ win.

In negative statements, place the adverbs *definitely* and *probably* before *won't*. Place *maybe* at the beginning of the statement.

They **definitely** won't win. NOT They won't ~~definitely~~ win.

They **probably** won't score. NOT They won't ~~probably~~ score.

Maybe they won't score. NOT They ~~maybe~~ won't score.

Who'll win the game tomorrow?

Our team will **definitely** win. We're really good!

4

Usage

Be going to can also be used with the adverbs *definitely* and *probably* to make predictions. For example, *Our team is definitely going to win*. The adverb goes between the auxiliary *be* and the present participle. However, *be going to* cannot be used with the adverb *maybe*.

Exercise 2 1-36

- Play the CD or read the grammar examples aloud for students to repeat.
- Point out how in each sentence the stress is on the adverb of certainty, for example, *Our team will **definitely** win the game*. Then play or read each item again. Explain also that in less formal English *probably* may be pronounced *prob'ly*.

AUDIOSCRIPT 1-36

Our team will definitely win the game.
Their team definitely won't score.
My brother will probably be on the team this year.
My sister probably won't play volleyball this year.
Maybe she'll pass the ball to her teammate.
Maybe she won't catch the ball.

Exercise 3

- Read the direction line aloud. Tell students to rewrite the statements inserting the adverbs of certainty in the correct position.
- Circulate to help as necessary. Refer students to the second grammar chart if they need review.
- Go over the answers as a class.

About you!

- Read the direction line and tell students to write their predictions.
- Have students share in pairs.
- Bring the class together and ask some pairs to share their answers.

ANSWERS

Students' own answers

Further support Extra Practice CD-ROM

2. Pronunciation Listen to the grammar examples. Repeat.

3. Write predictions, using *maybe*, *definitely*, or *probably*.

- Our team will win the game tomorrow. (probably)
Our team will probably win the game tomorrow.
- They won't play on the school team next year. (definitely)
They definitely won't play on the school team next year.
- The other team will lose the game today. (maybe)
Maybe the other team will lose the game today.
- The Mexican volleyball team will visit Brazil in April. (probably)
The Mexican volleyball team will probably visit Brazil in April.
- My sister won't swim on the school team. (definitely)
My sister definitely won't swim on the school team.

Complete each statement about what you'll do after school today.

Maybe I'll _____
I probably won't _____
I'll definitely _____

33

Grammar

Aim

Practice *will* for prediction; Degrees of certainty

Grammar support

Interactive Grammar Presentation

Exercise 1

- Focus on the chart with the degrees of certainty. Point out how the certainty becomes stronger with each word.
- Focus on the photo on the right. Call on two students to read the speech balloons. Ask *Does she think their team will win? (yes) How certain is she that their team will win? (absolutely certain)*.
- Read the rule in the first chart. Then read the examples putting emphasis on the adverbs.
- Next read the information and examples in the second chart.

- To test student understanding write: *It'll rain tomorrow.* Invite students to add certainty to your prediction by adding *definitely*, *probably*, or *maybe*. Make sure they place the adverbs in the correct position. Tell them they can change the affirmative sentence to negative, e.g., *It definitely won't rain.*
- **Option:** Have students underline all adverbs of certainty in the phone conversation on page 30 (*Maybe I'll go shopping; I'll probably stay home; They'll probably win*). Ask *What is the degree of certainty in each statement? ("maybe": not very certain; "probably": pretty certain)*.

Reading

Aim

Develop reading skills: An interview

Warm-up

Ask a volunteer to read the title of the interview. Clarify vocabulary as needed: *futurologist* (a person who studies and predicts the future). Ask *How do you think sports will be different in the future?* Write student predictions on the board to refer to later.

Exercise 1

- Read the direction line and question aloud.
- Give students time to look at the images. Ask a volunteer to read the captions.
- Play the CD or read the article aloud while students follow.
- Clarify vocabulary as needed: *break the record* (to improve on a previous accomplishment).
- Elicit the answer to the question in the direction line.

ANSWER

Athlete's uniforms will be lighter and stronger.

Extra practice activity (all classes)

- Students can read through the article and underline all uses of *will*.
- Ask *Why is "will" used here? (because Professor Benson is making predictions) Are there any instances of adverbs of certainty in the article? (yes, line 5: We'll probably see ...) Is Professor Benson absolutely certain that this will happen? (no, just pretty certain).*

Exercise 2

- **Confirm a text's content.** Read the direction line aloud. Tell students that by doing the exercise they will confirm they fully understood what the article is about.
- Have students first try to write a check next to each prediction without looking back at the article. Then have them go back to the article to make sure they did everything correctly.
- Go over the answers as a class.
- **Option:** On the board write: *definitely, probably, maybe* Ask *Which of these predictions do you think will definitely / probably / maybe happen? Why? What other predictions can you make about the future of sports?*

4

Reading An interview

1. Read the interview. How will athletes' uniforms be different in the future?
2. **Confirm a text's content** After reading the interview, write a check mark for the predictions Professor Benson makes in the interview. Write an X for those he does not.

1. People will play soccer in the sky.
2. Robots will be safer than they are today.
3. Many athletes will use technology to compete better.
4. More people will compete in high-altitude skydiving.
5. Most athletes will exercise more to play better.
6. There will be kinds of competitions that we don't have today.

The Future of Sports
by Olivia Hartley

Baumgartner broke the record for high-altitude skydiving.

People will pay to watch robots compete.

Athletes will wear an exoform to improve performance.

Olivia Hartley interviews futurologist Professor Paul Benson

Hartley: I'm talking with futurologist Paul Benson. Welcome, Professor Benson. So, will sports competitions be different in the future?

Benson: Definitely. We'll probably see a variety of new sports such as high-altitude skydiving, like Felix Baumgartner's amazing 2012 jump from a balloon more than 36 kilometers above the Earth. In the future, skydives will be from even greater heights. And inventions such as jet packs will allow athletes to fly and play games like soccer in the sky!

Hartley: That's incredible. What else do you predict?

Benson: Well, thanks to advances in medical technology, athletes will be faster and stronger than they are today. Many will, in fact, be bionic. That is, they will be part human and part machine. They'll have a bionic arm or leg that can hit or kick a ball farther, or a bionic eye that can help them see more accurately, which will help them catch a ball more easily.

Hartley: And what will the role of robots be in sports of the future?

Benson: Good question! As a matter of fact, we'll probably watch robot athletes play in competitions that are too dangerous for humans. At the same time, there will be new technology to make most sports safer. Athletes' uniforms will be lighter and stronger, and some will actually improve an athlete's performance. Athletes will wear an exoform – like a pair of "robot pants" – that will help them run, jump, and climb more easily and safely.

34

Extra extension activity (stronger classes)

- On the board write:
high-altitude skydiving
soccer in the sky
bionic athletes
robotic athletes
- In pairs, have students predict the dangers of these possible futuristic sports. Circulate and listen for the correct use of *will* and adverbs of certainty.

Exercise 3

- **Understand meaning from context.** To introduce the reading strategy, explain that it is often possible to figure out what an unknown word means by looking at the words around it. You can also refer to images in an article.
- Focus on the example. Tell students to scan the article for the words *high-altitude*. Ask a volunteer to read the sentence. Ask *What hint does the sentence give about high-altitude?*

(... jump from a balloon more than 36 kilometers above the Earth.).

- Have students work individually to locate the terms in each question. Then instruct them to underline the context clues and answer the questions. Circulate to help as necessary.
- Go over the answers as a class.

3. **Understand meaning from context** Choose the word or phrase with a similar meaning.

1. **High-altitude** means ...
 - a. above the Earth.
 - b. a new kind of sport.
 - c. a kind of balloon.
2. A **jet pack** is something that will help an athlete ...
 - a. fly.
 - b. kick a ball.
 - c. catch a ball.
3. Something that is **bionic** is both human and ...
 - a. dangerous.
 - b. machine.
 - c. strong.
4. **Advances** are ...
 - a. a kind of medicine.
 - b. a kind of technology.
 - c. new changes.
5. A **robot** is something that is ...
 - a. human.
 - b. a machine.
 - c. dangerous.



About you! What's your opinion? Answer the questions.

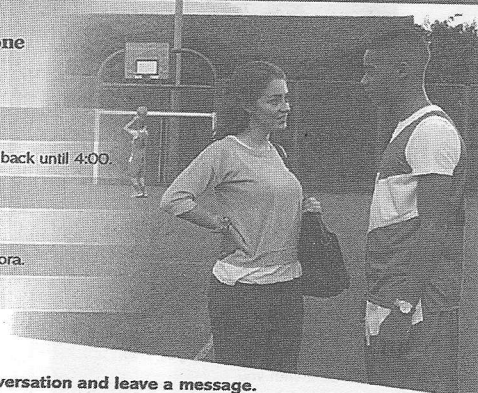
Which advances do you think will be good for athletes? _____
Which will be bad? _____

Teen2Teen

Leave a message for someone

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

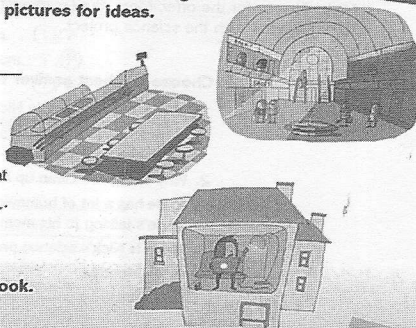
- A Excuse me. I'm looking for Jason.
B I'm sorry. He's not here right now. He probably won't be back until 4:00.
A Oh, OK. Can you give him a message?
B Sure.
A Please tell him I'll be at the gym at 5:00. I'm his friend, Cora.
B OK, Cora. No problem.



2. **Pronunciation** Listen and repeat.

3. **Guided conversation** Create a NEW conversation and leave a message. Change the names, times, and places. Use the pictures for ideas.

- A Excuse me. I'm looking for _____.
B I'm sorry. _____'s not here right now. _____ probably won't be back until _____.
A Oh, OK. Can you give _____ a message?
B Sure.
A Please tell _____ I'll be _____ at _____, I'm _____ friend, _____.
B OK, _____. No problem.



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

About you!

- Ask a volunteer to read the questions. Have students discuss with a partner.
- Bring the class together and create two columns on the board with headings *good* and *bad*. Ask students to share and write their thoughts in the appropriate columns. Then look at the completed chart and see if the class thinks such changes are good overall or not.

ANSWERS

Students' own answers

Teen2Teen

Aim

Practice social language for taking and leaving a message

Warm-up

Ask *When do we usually take and leave messages? (when making a phone call).* Ask students to think of other situations when we might leave a message with someone, e.g., stop by someone's office / house and they're not there; you run into someone who knows your friend, and you give a message to your friend through this person.

Exercise 1 1-38

- Focus on the photo. Ask *Where are these people? (outside on a basketball court) What are they doing? (talking) What kind of message might this girl be leaving with the boy?*

- Play the CD or read the conversation aloud while students follow.
- Ask a volunteer to summarize the message the boy will give Jason (*Your friend Cora was here. She'll be at the gym at 5:00.*)
- Option:** Draw students' attention to the future with *will* forms in the conversation. Then ask *Is there an adverb of certainty? How certain is the boy that Jason will be back by 4:00? (pretty certain).*

Exercise 2 1-39

- 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.
- Review the pronunciation of *probably* as *prob'ly* in less formal English.

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations. Say *You can use Exercise 1 as a model, but you shouldn't copy it.*
- Establish that they need a name in the first gap, the correct pronoun for each gap that refers to him / her, new times in gaps 4 and 8, a new location in gap 7. Gap 10 also requires your name, which is then repeated in gap 11. Refer back to Exercise 1 if necessary.
- Invite volunteers to identify the locations in the pictures (*a park, a mall, a computer lab, a cafeteria, a home*).
- Have students complete the gaps.
- Circulate to help. Make sure students adjust all the pronouns as needed.

Chat

- Ask students to practice reading the new conversations with a partner.
- Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down the message they hear. After each role play ask for details of the new message.

Extension

Writing page 91

Further support

- Extra Practice CD-ROM
- Workbook pages W11–W13
- Grammar Worksheets 1 and 2
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Unit 5

Grammar

will for offers and requests to help

Object pronouns after prepositions

Vocabulary

Ways to help at home

Social language

Ask for and agree to do a favor

Values and cross-curricular topics

Daily routines

Family

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 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 *mess* on the board. Ask *What does this mean? (that things are disorganized or dirty)*. Write *What a mess!* and *This place is a mess* to illustrate how the word is used.

Exercise 1

- Focus on the pictures in the story. Ask *Who is the conversation between? (a mother and son)*. Tell students to look at the first picture. Ask *What phrase could you use to describe this room? (a mess!)*.
- Play the CD or read the conversation aloud while the students follow.
- Point out the stress on *a ton of homework*. Explain that in the line *How can you possibly concentrate ...?*, "possibly" stresses surprise that Nick is able to concentrate.
- Invite students to focus on the second picture. Have two volunteers read the exchange. Then ask *Has anyone had a conversation like this with a parent? Does a mess like that bother you? Are you a messy person?* Call on volunteers to share experiences.
- **Option:** On the board write: *Do you think the mother should bother her son while he is doing homework?* Students can discuss the question in pairs. Bring the class together to hear students' views. Ask *Imagine that instead of doing homework, the boy is playing a video game. Do you think it would be OK for the mother to bother him then?*

5

I'll help you clean up.

Grammar: will for offers and requests to help • Object pronouns after prepositions
Vocabulary: Ways to help at home
Social language: Ask for and agree to do a favor

Topic Snapshot

1. Read and listen to the conversation.



Mom: Nick. This room's a mess!

Nick: I know, Mom. But I have a ton of homework, and this science project is due on Monday. I don't have time to clean up my room right now.



Mom: Nick, how can you possibly concentrate on your schoolwork in this mess?

Nick: Don't worry, Mom. The mess doesn't bother me.



Mom: Come on, Nick. I'll help you clean up. I'll do it with you.

Nick: Thanks for the offer, Mom. But I'm almost finished with the science project.



Mom: Nick ...

Nick: I'll clean up the room after I finish the homework, OK?

Mom: Well ...

Nick: Relax, Mom. Trust me ... It'll be fine.

2. Choose the best answer to each question, according to the Topic Snapshot.

- What's the problem, in Nick's mom's opinion?
 - Nick has too much homework.
 - Nick's room is a mess.
- Why can't Nick clean up his room right now?
 - He has a lot of homework.
 - He's talking to his mom.
- When is Nick's science project due?
 - On Monday.
 - Today.
- Why does Nick's mom think the messy room is a problem?
 - Because it's impossible to work there.
 - Because she should clean up the room.
- When will Nick clean up his room?
 - Before he does his science project.
 - After he finishes his homework.

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Usage

Nick says he has "a ton" of homework. A ton is a unit of weight equaling 1,000 kilograms. *A ton of* is a common metaphor for *a lot of*.

Extra practice activity (all students)

- In pairs, ask students to draw / imagine the next picture to the picture story. Tell them to write the next exchange in the conversation. For example, the mother and son could still be in the room. The mother could be saying *Nick ...* again and the son could be saying *Fine, fine, I'll clean my room right away ...*

Exercise 2

- Read the direction line aloud. Read the example question and answer.
- Have students do the exercise.
- Ask them to compare answers in pairs.
- Go over the answers as a class.

Vocabulary Ways to help at home

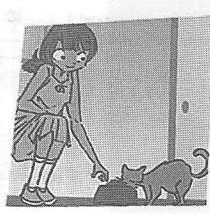
1. Look at the pictures. Read and listen.



1. make my bed



2. clean up my room



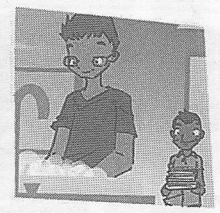
3. feed the cat



4. walk the dog



5. set the table



6. wash the dishes



7. take out the garbage



8. do the laundry

2. Pronunciation Listen and repeat.

3. Listening comprehension Listen to the conversations. Then listen to each conversation again and circle T (true) or F (false).

1. Michael is feeding the dog. T/F
2. Scott's mom is walking the dog. T/F
3. Ella's mom is going to set the table. T/F
4. Brad's sister is going to wash the dishes. T/F
5. Jonathan is going to clean up Sarah's room with her. T/F
6. Dave and his dad are going to take out the garbage. T/F
7. Laura's grandma is doing the laundry for Laura's mom. T/F
8. The kids are making their beds. T/F

4. Correct the false statements in Exercise 3. Listen again if necessary.

- a. 1. Michael is feeding the cat.
- b. 2. Scott is walking the dog.
- c. 3. Ella is going to set the table.
- d. 7. Laura's mom is doing the laundry for Laura's grandma.

How do you help at home? Complete the statement.

In my house, I _____.

1. to be very hungry
2. a typical way to encourage a cat to come to you
3. an expression that emphasizes that you do not agree to do something
4. You are in trouble.
5. Why?

Explain that these will appear in the conversations.

- Read the direction line aloud. Students will first listen to all the conversations with their books closed. Then, with books open, play the audio again and stop after each conversation, giving students an opportunity to decide whether the statement is true or false.
- Finally, permit students another opportunity to listen to the conversations and check their answers.
- Then go over the answers as a class.
- **Option:** Play conversation 3 again to the class. Ask *What do you think the mother means when she says "Please set the table for me"?* (she can mean "to help me," or she can mean "instead of me"). Explain that *for me* doesn't necessarily mean for that person. It's not just the mother who will be sitting at the table – the whole family will.

AUDIOSCRIPT 1-43 PAGE 106

Exercise 4

- Read the direction line aloud. Ask students to identify the false statements (1, 2, 3, 7) in Exercise 3. Read number 1 *Michael is feeding the dog*. Then read the corrected example: *Michael is feeding the cat*.
- Tell students to make the corrections.
- Play the CD again if necessary.
- Then go over the answers as a class.

About you!

- Give students a few minutes to complete the statement.
- Then ask students to share. Decide who does the most jobs.
- Ask *What happens when you don't do your jobs?*

ANSWER

Students' own answer

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice phrases for ways to help at home

Further support

Vocabulary Flashcards: Ways to help at home

Exercise 1 1-41

- Before students open their books, write on the board:
Ways to help at home
Invite students to brainstorm. List and leave on the board. Invite students to share which activity they dislike the most.
- Then ask students to open their books and compare the list on the board with the activities in the book.
- Play the CD or read the phrases aloud while students follow.

Exercise 2 1-42

- Play the CD or read the phrases aloud for students to repeat.
- Point out to students the stress is on the first word in numbers 1–6 and 8. In number 7, which is a two-part verb, the stress is on the second word: *take out the garbage*.
- **Option:** Mime one of the activities before the class and ask students *What am I doing?* The person who guesses has the next turn and mimes a different activity. Continue until all vocabulary has been covered.

Exercise 3 1-43

- Write the following on the board:
 1. to be starving
 2. Here kitty kitty
 3. No way!
 4. You are in hot water.
 5. How come?
 Elicit the meanings and write them in. Remind students that they have seen the expression *to be starving* in Unit 3.

Grammar

Aim

Practice *will* for offers and requests to help

Grammar support

Interactive Grammar Presentation

Exercise 1

- Read the title of the section: *will* for offers and requests to help. Explain that an *offer* to help is when someone says they'll do something to help you. It's different from a *request* for help when you ask someone to help you.
- Focus on the picture. Have a volunteer read the first speech balloon.
- Ask *Is this a request for help or an offer to help?* (a request for help). Write the structure on the board:
will + subject + *please* + base form
- Read the two rules in the grammar chart. Focus on the first example and ask *Is this a request for help or an offer to help?* (an offer to help).
- Then read the second example. Ask *Is this a request for help or an offer to help?* (a request for help). Ask *Where could you put "please" into this request?* (Will you please make ...).
- **Option:** Have students underline all uses of *will* in the conversation on page 36 (*I'll help you; I'll do it with you; I'll clean up; It'll be fine*). Ask *Are some of these requests or offers to help?* (offers).

Suggestion

You may wish to remind students that to express future actions and events they can use *will*, *be going to*, and the present continuous.

- We'll buy a dog on Thursday.
- We're buying a dog on Thursday.
- We're going to buy a dog on Thursday.

It is not correct to use *be going to* or the present continuous to request help or make offers to help.

Usage

In *Teen2Teen*, students have seen two other ways to get another person to help: with an imperative (and *please*) (Unit 7, *Teen2Teen One*) or with *can* (and *please*) (Unit 11, *Teen2Teen Two*) and a base form: *Please set the table. Can you please set the table?*

Exercise 2

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.

5

Grammar *will* for offers and requests to help

1. Study the grammar.

- You can use *will* to make offers to help or request help.
- You can use *please* to make the request more polite.

A: I'll help you clean up your room.
B: Thanks! I really appreciate it.

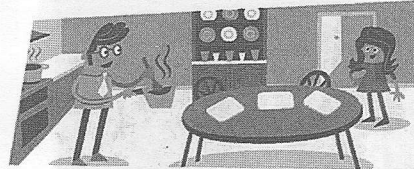
A: Will you make your little sister's bed for her?
B: Yes, I will. No problem.

James, will you please set the table for me?

Sure, Mom. I will.

2. Pronunciation Listen to the grammar examples. Repeat.

3. Read the conversations. Complete each offer, using *will*. Use contractions.



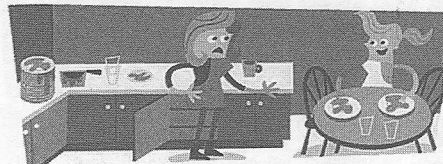
1. Dad: Hey, Beth. Will you please set the table? I know it's your brother's turn, but he's coming home late today.

Beth: Sure, Dad. I'll set (set) it for you.



2. Jeremy: Uh-oh! Mom and Dad aren't going to like this mess. I'll take out (take out) the garbage.

Dean: And I'll clean up (clean up) the room.



3. Mom: Look at the mess in this kitchen! Can someone help me clean up?

Emma: I can't! I'll wash (wash) the dishes!



4. Peter: Wow! You look busy. I'll do (do) the laundry.

Liz: And I'll walk (walk) the dog.

4. Complete the requests with *will*.

1. Will you please take out the garbage (please take out the garbage)? There are a lot of paper plates and stuff from the party.
2. Will you walk the dog (walk the dog)? He needs to go outside.
3. Your room's a big mess. Will you clean up your room (clean up your room) when you get home from school?
4. Will you please help your little sister (please help your little sister) with her English homework? She's at the kitchen table.
5. Will you please feed the cat (please feed the cat), Andy? She's starving!

38

AUDIOSCRIPT 1-44

- A I'll help you clean up your room.
B Thanks! I really appreciate it.
A Will you make your little sister's bed for her? She's late for school.
B Yes, I will. No problem.

Exercise 3

- Read the direction line aloud. Tell students they will be completing offers to help.
- Ask students to complete the exercise.
- Go over the answers as a class.
- **Option:** Ask *Which of the four conversations has a request for help?* (number 1).
- **Option:** Students read the conversations in pairs to practice speaking and listening.

Exercise 4

- Read the direction line aloud and have students complete the requests.
- Ask students to compare answers.

- Then read each request yourself and point out how much nicer a request sounds when *please* is a part of it. Note also that tone affects a request as well. Illustrate a couple of examples, some in a sweet tone with *please*, others in an annoyed tone without *please*. Illustrate that an annoyed tone with *please* can make a request unpleasant.

Further support Extra Practice CD-ROM

Grammar Object pronouns after prepositions

1. Study the grammar.

- Use object pronouns after prepositions.

Dad is going to set the table **for us**.
 Will you please give these cups **to him**?
 Can you walk the dogs **for me**?
 You can go to the park **with them**.
 Please give your clothes **to her**.
 Eric's brother is making his bed **for him**.

Reminder

Object pronouns
 me it
 you us
 him you
 her them

2. Pronunciation Listen to the grammar examples. Repeat.

3. Rewrite each phrase in parentheses with object pronouns and prepositions.



1. My dad is cooking dinner, so I'll take out the garbage for him (for my dad).



2. My mom sometimes gives crackers and cheese to him (to my little brother).



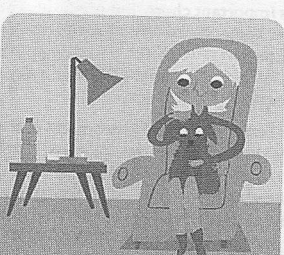
3. Are you going to clean up the art room with them (with your classmates)?



4. Does mom have the e-mail from you (from your sister and you)?



5. We always do the laundry with you (with Dad and you).



6. The dog is a birthday present from her (from my grandma).

AUDIOSCRIPT 1-45

Dad is going to set the table for us.
 Will you please give these cups to him?
 Can you walk the dogs for me?
 You can go to the park with them.
 Please give your clothes to her.
 Eric's brother is making his bed for him.

Exercise 3

- Read the direction line aloud. Focus on the example. Ask *What is the preposition? (for) What is the object of the preposition? (my dad) Which object pronoun can replace "my dad"? (him).*
- Have students complete the exercise. Circulate to help if necessary. Make sure students understand that in numbers 4 and 5 the object pronoun is *you*. In these sentences the *you* is singular object pronoun *you*.
- Students compare answers in pairs.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- Invite students to work in pairs to write a new sentence to accompany each picture. Write examples on the board:
 1. Dad is cooking dinner for us.
 2. Mom is preparing a meal for him.
- Write the prepositions *for, to, with, from* on the board to help students.

Extra practice activity (all classes)

- In pairs, have students make requests for help with *for me*. Write:
A Anne, will you please walk the dog for me? I don't feel well.
- Tell students that the second sentence offers a reason why you are asking for help. Ask the above question to a student and elicit an answer, e.g., *Sure, no problem*. Write it on the board.
- Tell students to work in pairs and take turns to make requests with a reason and answer.

Further support Extra Practice CD-ROM

Grammar

Aim

Practice object pronouns after prepositions

Grammar support

Interactive Grammar Presentation

Exercise 1

- Before students look at the chart ask them to look at the picture again on page 38. Read the first speech balloon and write the line on the board:
James, will you please set the table for me?
 Say "for" is a preposition; "me" is an object pronoun.
- Focus on the *Reminder* box. If students need help, write a list of subject pronouns and object pronouns:
I → me; you → you; he → him; she → her; it → it; we → us; you → you; they → them

- Read the rule in the grammar chart and then the examples. After each one ask *What is the preposition? What is the object pronoun?*
- **Option:** Have students underline an example of the object pronoun with preposition in the conversation on page 36 (*I'll do it with you*).
- **Option:** Write on the board: *for, to, with, from*
- Tell students to write sentences using these prepositions with object pronouns. Refer them to the examples in the chart. Invite volunteers to write some sentences on the board.

Exercise 2 1-45

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.

Reading

Aim

Develop reading skills: A magazine article

Warm-up

Ask students to look at the images in the article. Ask a volunteer to read the captions. Explain that *fetch* means to go get something and bring it back. Ask if anyone has ever heard of a Q Drum. Tell them to look at the photo and analyze why it is so easy to move it along (*it's round, it's made from plastic, it can be pulled by a rope*).

BACKGROUND INFORMATION The idea of the Q Drum originated in response to the needs of rural people in Southern Africa who struggle conveying adequate quantities of potable water from a reliable source. For more information see <http://www.qdrum.co.za/>.

Exercise 1

- Read the direction line aloud. Based on the photos and captions, invite students to predict how family life is hard in some African villages.
- Play the CD or read the magazine article aloud while students follow.
- Clarify vocabulary as needed: Write *chore* on the board. Read it and encourage students to repeat /tʃɔːr/. Explain that a chore is a small job that you do on a regular basis. Point out to students that the *Ways to help at home* on page 37 are examples of chores.
- Finally, return to the question in the direction line. Ask *How is family life hard in some small African villages?*

ANSWER

In some African villages houses don't have water, so children and mothers have to collect water once or twice a day. The water can be far from home, so they have to walk for hours; sometimes the children miss school.

Extra practice activity (all classes)

- Invite students to look at the pictures. On the board write:
What other difficulties do you think people have in some African villages?
What other chores might people have?
- Have students discuss with a partner. Then discuss as a class.

5

Reading A magazine article

1. Read the article. How is family life hard in some small African villages?
2. Identify the main idea. After reading the article, circle the statement that expresses its main idea.
- ① The invention of the Q Drum can make life easier for families in small African villages.
 - ② It is the responsibility of women to fetch water for families in small African villages.
 - ③ When children fetch a lot of water, they sometimes miss school.

The Challenges of Small Village Life

All over the world, families wash, cook, and clean their homes. When people have water in their houses, they can wash with it, cook with it, do the laundry with it, and drink it. They don't even think about it!

However, in many small villages in Africa, far away from the big cities, the houses don't have water. In those villages, it is usually the responsibility of women to fetch water for the family home. Children help their mothers and older sisters with this important chore. But often the water is far from home. It can take many hours and more than one person to fetch the water. And when children are fetching water once or twice a day, they sometimes miss school.

But now there is a new invention that can help save time for them: the Q Drum. The Q Drum can carry 50 liters of water, and it is easy to pull. Instead of two trips to get water, a woman or a child can make only one trip. This makes life easier for the families in these villages. And if children only carry water home once a day or once every two days, they can go to school.

In small villages in Africa, it is the job of women to fetch water for their families.



The Q Drum is easy to pull, even for a child.



40

Exercise 2

- Identify the main idea. Read the direction line aloud. To help students distinguish between details and main ideas, read each of the three items, which are all facts, and ask which fact is the most important to express the main idea of to the article.
- Tell students to think about the three choices and do the exercise individually. Let them compare their answer with a partner.
- Bring the class together and analyze all the choices: option 2 is a detail about who supplies water for families, but it is not the main idea; option 3 is a detail about the consequences of children helping with fetching water.

ANSWER

1.

Exercise 3

- Confirm a text's content. Read the direction line aloud and explain to students that the True / False / No information exercise will help make sure they fully understand the text.
- Have students try to do the exercise first without looking back at the text. Then, to help students build the skill of separating what a text actually says from what it doesn't say, ask students to support their answers with the place in the text that determined their answer: 1. line 7; 3. line 10; 4. line 15; 5. line 17.
- Have students compare answers and supporting documentation.
- Go over the answers as a class.

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

1. Some families don't have water at home. T / F / NI
2. Women don't like to fetch water. T / F / NI
3. Children help the women in the family with the water. T / F / NI
4. Children never go to school. T / F / NI
5. The Q Drum saves time. T / F / NI
6. Many people in Africa have Q Drums. T / F / NI

About you!



Write one or two ways that life in a small African village is different from life in your hometown.

Teen2Teen

Ask for and agree to do a favor

1. Read and listen to the conversation.

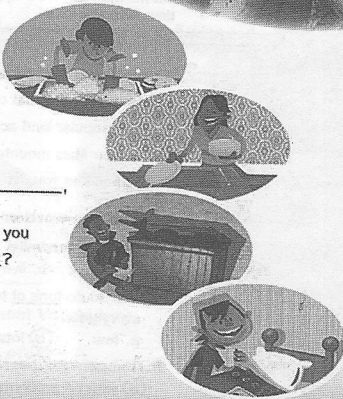
- A Hey, Carly. Will you do me a favor?
 B That depends. What kind of favor?
 A Well, today it's my turn to set the table, but I don't have time. Will you do it for me?
 B Sure, I'll set the table. But will you walk the dog for me tomorrow?
 A OK. It's a deal.



2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Use the pictures. Change the activities.

- A Hey, _____. Will you do me a favor?
 B That depends. What kind of favor?
 A Well, today it's my turn to _____, but I don't have time. Will you do it for me?
 B Sure, I'll _____. But will you _____ for me _____?
 A OK. It's a deal.



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

About you!

- Read the task. Elicit a couple of details about the village in the article and write these on the board in one column (no water; water far from home; many hours to fetch water; missed school to fetch water). Then invite students to share how different life is in their towns, e.g., water readily available; children have to go to school.

Teen2Teen

Aim

Practice social language for asking for and agreeing to do a favor

Warm-up

Write on the board:

Will you do me a favor?

Ask Is this an offer or a request? (a request).

Ask What does it mean "to do someone a favor"? (to do something helpful for someone).

Exercise 1 1-47

- Focus on the photo. Ask *What kind of chores do you think they might have at home?*
- Play the CD or read the conversation aloud while students follow.
- Clarify vocabulary. The expression *that depends* is used when you can't give a definite answer because it will be influenced by something else. When you *take turns* you alternate doing a particular task – *my turn* means this time I am going to do it. *It's a deal* (or just *Deal!*) is a common way to signal enthusiastic acceptance of an offer. The expression is borrowed from its original meaning confirming a business agreement between two competitive parties.
- **Option:** Focus on the first two lines and read them with a volunteer. Explain that if someone asks you for a favor, you can answer *Sure. What do you need?* In this case the sister wants more information before agreeing.

Exercise 2 1-48

- 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.
- Point out the stress in *What kind of favor?* Demonstrate a playful tone when reading this sentence.

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations.
- Invite volunteers to identify the chores in the pictures (*feeding the cat; walking the dog; doing the laundry; washing the dishes; setting the table; taking out the garbage; making my bed*).
- Elicit the first gap – a name. Focus on the last gap – a time reference. In Exercise 1 the time reference is *tomorrow*. Other possible time references are *a day of the week, next week, next month, etc.*
- Establish that students need two chores: one for gaps 2 and 3 and another different one for gap 4. Refer back to Exercise 1 if necessary.
- Have students complete the gaps.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** Invite volunteers to act out their conversation for the class.

Extension

Writing page 92

Further support

- Extra Practice CD-ROM
- Workbook pages W14–W16
- Grammar Worksheets 1 and 2
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Unit 6

Grammar

The real conditional

Vocabulary

Outdoor sports and equipment

Social language

Make and accept an invitation

Values and cross-curricular topics

Sports and outdoor activities

Tourism and travel

The environment

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 4–6*.

Topic Snapshot

Aim

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

Note

If there isn't a map in class, bring a world map, which clearly shows Australia and surrounding bodies of water.

Warm-up

Have students find Australia on a world map. Ask them to find the names of the oceans around Australia: the Indian Ocean to the West, the South Pacific to the East, and the Southern Ocean to the South. There are other named "seas" and bays. You may wish to have students identify them. Ask *Which Teen2Teen character is from Australia? (Cooper) Is Cooper posting today? (Yes, he is) What is the topic of his post? (Which country has the best outdoor activities and sports?).* Invite students to predict what he will say (*Australia!*).

Exercise 1 1-49

- Focus on the photos in the article. Identify any unknown vocabulary in the photos by pointing to the item, e.g., surfing, kangaroo, tent, shark. Ask *What other things come to mind when you think of Australia?*
- Read the first line of Cooper's post. Ask *What does "G'day mates!" mean? (it's an informal phrase that means "Hello, friend." "G'day" is short for "good day").* Then read *I vote for Australia!* Point out that this is Cooper's answer to the *Open question*. It means *I choose Australia*.
- Play the CD or read the blog aloud while the students follow.

6

If you visit, you'll have fun!

Grammar: The real conditional
Vocabulary: Outdoor sports and equipment
Social language: Make and accept an invitation

Topic Snapshot

1. Read and listen to the post.

1-49

Open question: Which country has the best outdoor activities and sports?



Cooper Brown:

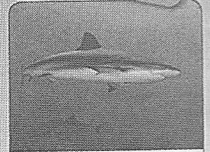
G'day mates! I vote for Australia! And so do tons of tourists who come here every year. Here's one reason why: we're famous for our outdoor activities. I love mountain biking because it's good exercise, and you can go alone or with your family and friends. And the camping in the outback is awesome. If you're lucky, you'll see kangaroos!

Along Australia's coasts, there's spectacular surfing and lots of other popular water sports. Sometimes people hear news stories about sharks near the beaches of Australia. But there's no reason not to go in the water, even though most people think sharks are pretty scary.

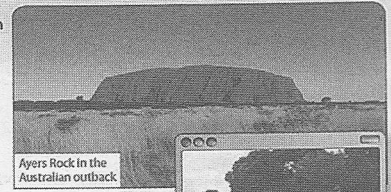
Do you know that sharks almost never attack anyone? Thousands and thousands of people surf and swim here safely. If you come to Australia, you'll see more sharks in the Sea Life Aquarium than at the beach! Lots of people travel to faraway places on vacation. But not me. I stay here. If you visit, you'll have a great time. Australia rocks!



Surfing in Australia



A shark is a scary, but beautiful, fish.



Ayers Rock in the Australian outback



If you're lucky, you'll see a kangaroo near your tent.

2. Complete the statements, according to Cooper's blog post.

- Australia has great outdoor activities.
- Two popular land activities are mountain biking and camping.
- Cooper likes mountain biking because it's good exercise.
- Sometimes you can see kangaroos when you go camping.

3. Choose the word or phrase with a similar meaning.

- I vote for Australia!
a. choose b. live in
- And so do tons of tourists who come here every year.
a. few b. lots of
- Thousands of people surf and swim here safely.
a. with no problems b. with lots of problems
- You'll probably see more sharks in the Sea Life Aquarium than at the beach!
a. an ocean b. a place where you can see things from the ocean
- Australia rocks!
a. has beautiful mountains b. is awesome

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- Clarify vocabulary as needed. *Awesome* means very impressive. *A coast* is the area where land meets the sea – refer to the map to illustrate. *Spectacular* means very impressive. *An aquarium* is a special museum where people go to look at fish. When you say *something rocks* this is an informal way to say you strongly approve of something.
- Ask *What would be your vote?* Write students' answers on the board.

ANSWERS

Students' own answers

Exercise 2

- Read the direction line aloud. Explain that students will find answers to all the items in the exercise in the first paragraph. Tell them to scan the paragraph for specific words to find the answer. Model number 1. Scan the article for the word *outdoor* and you will find the answer *activities*.
- Have students do the exercise.

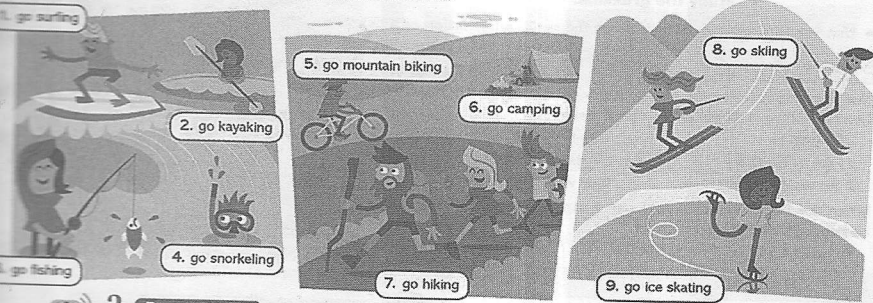
- Then they compare answers in pairs.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud.
- Have students do the exercise. They should be familiar with the words from the vocabulary clarified after the listening.
- Go over the answers as a class.

Vocabulary Outdoor sports and equipment

1. Look at the pictures. Read and listen.

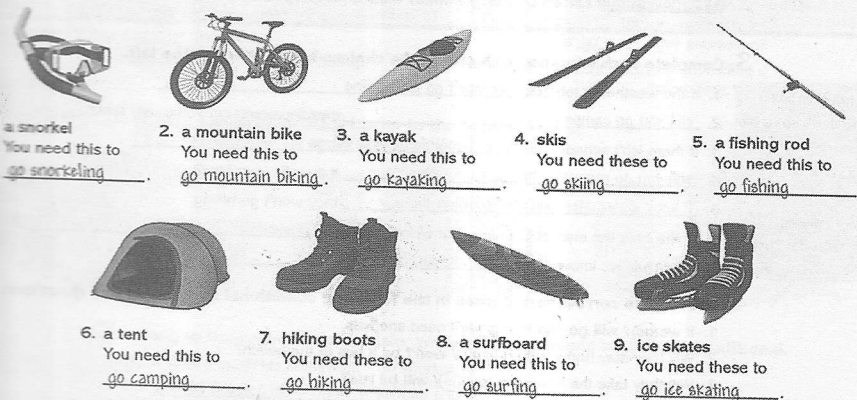


2. Pronunciation Listen and repeat.

3. Write the activities or sports.

- In or on the water, you can go snorkeling, go kayaking, go fishing, go surfing.
- On land, you can go mountain biking, go camping, go hiking, go skiing, go ice skating, go fishing.

4. Look at the pictures of the sports equipment. Complete each statement with an outdoor sport.



- a snorkel
You need this to go snorkeling.
- a mountain bike
You need this to go mountain biking.
- a kayak
You need this to go kayaking.
- skis
You need these to go skiing.
- a fishing rod
You need this to go fishing.
- a tent
You need this to go camping.
- hiking boots
You need these to go hiking.
- a surfboard
You need this to go surfing.
- ice skates
You need these to go ice skating.

5. Pronunciation Listen and repeat the sports equipment Vocabulary.

Choose your favorite outdoor activities. Put them in order from 1 (most favorite) to 4 (least favorite).

camping mountain biking snorkeling surfing other: _____

Vocabulary

Aim

Practice phrases for outdoor sports and equipment

Further support

Vocabulary Flashcards: Outdoor sports and equipment

Exercise 1 1:50

- Point out the three categories of activities: water, land, and snow / ice. Talk about each picture and its phrase. Check that students understand what the sport is. Point out if necessary, that you can go fishing in the water, on a boat, or on land.
- Play the CD or read the phrases aloud while students follow.
- Option:** To practice new vocabulary students can mime the various sports and have classmates guess the action. Students can refer to words in the book if they need help.

Exercise 2 1:51

- Play the CD or read the phrases aloud for students to repeat.
- Point out that *kayak* is pronounced /'kaɪæk/.
- Make sure that the students notice that the stress is always on the first syllable of the activity: *go surfing*; *go kayaking*; *go snorkeling*, etc.
- Take a vote. Ask *Do you do any of these sports?*

Exercise 3

- Read the direction line aloud. Then read *In or on the water* in number 1. Explain that depending on the watersport the prepositions *in* or *on* will be used. Draw a boat on the surface of the water and say *on*. Draw a fish in the water and say *in*.
- In pairs, have students categorize the different activities.
- Go over the answers as a class.

Extra practice activity (all classes)

- Ask *Which sport do you think is the most dangerous? What is dangerous about it?* Compare answers.

Exercise 4

- Tell students to scan the images of sports equipment. Ask *Does anyone have any of this equipment?* If a student volunteers that yes, ask *Oh, do you go [activity]?*
- Read the direction line aloud. Make sure students understand that they will be matching equipment with a sport.
- Have students do the exercise. Tell them to look at the Vocabulary in Exercise 1 to see how to spell the various words.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- You could present the following additional vocabulary and elicit more: for surfing: a wet suit for kayaking: a life vest for snorkeling: a mask for mountain biking: a helmet.

Exercise 5 1:52

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

About you!

- Tell students to read the outdoor activities in the box. Have them fill in an additional activity if none of the ones listed is their favorite.
- Read the direction line aloud. Students order the activities from 1–4 or 1–5.
- Ask *Who added an extra activity? What did you add?*
- Ask each student their most favorite activity and write it on the board. See if there is a most popular activity.

ANSWERS

Students' own answers

Extra practice activity (all classes)

- On the board write:
I'm going _____. I need a _____.
- Write the nine activities on index cards. A student picks an index card and then, depending on the activity on the card, fills in the blanks in the sentences on the board.

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice the real conditional

Grammar support

Interactive Grammar Presentation

Exercise 1

- Before students open their books, write on the board:
If I go to France, I'll bring skis.
Ask Did I go to France? (no) Am I going to France? (maybe) What will happen if I go to France? (you will bring skis).
- Have students open their books and read the first grammar rule under the **Statements** heading. Look back at the example on the board. Ask *What is the condition in this sentence (If I go to France) What is the result? (I'll bring skis).*
- Read the second grammar rule. Underline the simple present in the *if*-clause and circle the future with *will* in the result clause.
- Ask a volunteer to read the sentence in the speech balloon. Have students underline the simple present and circle the future with *will*.
- Continue to point out the tense in each clause in the examples.
- Read the last rule and examples in the grammar box. Refer to the examples in the chart to show that the clauses can be inverted. Stress that a comma is necessary whenever the *if*-clause is at the beginning.
- Look at the **Questions** section. Point out that the form does not change in the *if*-clause; only in the result clause *will* and subject are inverted as they would in a question. Point out the two different question types: *yes / no* and *information*, and read all the examples as students follow.
- Finally, bring students' attention to the **Language tip**.
- **Option:** Have students underline all examples of the real conditional in the blog on page 42 (*If you're lucky, you'll see ...; if you come to Australia, you'll see ...; if you visit, you'll have ...*).

Exercise 2 1-53

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.
- Point out the pause in statements where the *if*-clause is at the beginning. Then model one of the *yes / no* questions and write it on the board. Show rising intonation by drawing an arrow going upward. Next model one of the information questions and write it on the board. Demonstrate falling intonation by drawing an arrow going downward. Have students repeat.

6

Grammar The real conditional

1. Study the grammar.

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

Statements

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

if-clause

If I **go** to Australia,
If the weather **isn't** good,

result clause

I'll **visit** Cooper.
they **won't** go kayaking.

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

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

Questions

Will you **go** mountain biking if you **get** a new bike?

Will they still **be** home if we're late?

What will we **do** if it rains?

Where will she **go** if she **goes** surfing?

How will you **get** home if your mom **doesn't** drive you?

Who will he **call** if we're late?

If I go to Peru, I'll visit Ana Maria in Lima.



Language tip

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

2. Pronunciation Listen to the grammar examples. Repeat.

3. Complete each sentence with one of the choices in the chart on the left.

- will you go mountain biking
- Sandra's friends will go surfing
- who will answer
- if we have a kayak for the trip
- will you go camping
- we won't go ice skating
- if your classmates don't have hiking boots,

1. If the weather is too cold, we won't go ice skating _____.
2. Will you go camping _____ if your parents get you a new tent?
3. If there isn't school tomorrow, Sandra's friends will go _____.
4. Will you go mountain biking _____ if they fix your bike?
5. If your classmates don't have hiking boots, _____ they won't go hiking.
6. If she calls the main office after four o'clock, who will answer _____?
7. When will we know if we have a kayak for the trip _____?

4. Choose the correct verb phrase in the following conditional statements and questions.

1. If we go / will go snorkeling, we'll need snorkels.
2. Will they stay home if there isn't / won't be a bus to the beach?
3. Will they take the bus if the train is / will be late?
4. What will you do if your hiking boots are / will be too small?
5. Janice will go surfing if the weather isn't / won't be too cold.
6. I go I'll go with you if you go mountain biking this weekend.

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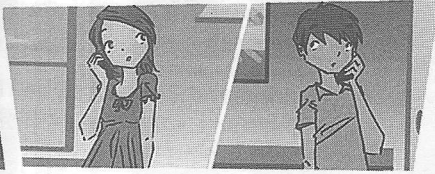
AUDIOSCRIPT 1-53

If I go to Australia, I'll visit Cooper.
If the weather isn't good, they won't go kayaking.
Will you go mountain biking if you get a new bike?
Will they still be home if we're late?
What will we do if it rains?
Where will she go if she goes surfing?
How will you get home if your mom doesn't drive you?
Who will he call if we're late?

Exercise 3

- Look at the list of clauses on the right. Elicit which are the *if*-clause and which are the result clause (*items 4 and 7 are if-clauses*). Then ask *Which result clauses are in the form of a question? (items 1 and 5)*.
- Have students do the exercise.
- Then have them compare answers in pairs.
- Go over the answers as a class.

5. Complete the conversations with the correct form of the verbs.



1. Regina: Hey, Claire. Why do you have your mountain bike? Isn't it going to rain?
 Claire: Well, if it rains (rain), I won't go (not go) mountain biking. I'll go (go) to the movies!

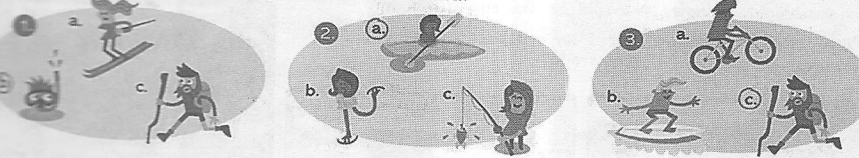
2. Marjorie: They say it's going to be really cold tomorrow.
 Lucas: Well, if it's (be) cold, we won't go (not go) hiking.



3. Stella: What will we do (do) if there aren't (not be) any kayaks for us?
 Anne: If that happens (happen), we'll just go (go) fishing!

4. Sam: Aunt Ella, if you and Uncle Felix go (go) to Australia, will you go (go) snorkeling?
 Aunt Ella: We'll go (go) snorkeling if we have (have) time.

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



7. Listen to the conversations again. Write true statements in the real conditional.

- If Todd / finish his homework / go snorkeling
 If Todd finishes his homework, he'll go snorkeling.
- If Mom / need the car / they / go kayaking
 If Mom doesn't need the car, they'll go kayaking.
- If Danny / find / his hiking boots / he / not go hiking.
 If Danny doesn't find his hiking boots, he won't go hiking.

Exercise 4

- Read the direction line aloud. Focus on the example. Ask *What is the "if"-clause? (If we go) What is the result clause? (we'll need snorkels)*. Review that we use the simple present in the *if*-clause and future with *will* in the result clause.
- Ask students to scan the rest of the sentences. Ask *Which ones are statements? (5 and 6) Which ones are questions? (2, 3, 4). Which ones are "yes" / "no" and which ones are information questions? (2 and 3 are "yes" / "no"; 4 is information)*.
- Give students a few minutes to complete the exercise. Then have them compare answers in pairs.
- Option:** For further practice in class or at home, ask students to rewrite these sentences swapping the clauses. Model the first sentence on the board: *We'll need snorkels if we go snorkeling. Ask Do we need a comma? (no)*.

- Option:** Per the pronunciation in Exercise 2 on page 44, practice differentiating intonation in the *yes / no* and information questions.

Exercise 5

- Tell students this exercise will provide further practice with verb forms in real conditionals. Focus on number 1, and review that the simple present is in the *if*-clause and *will* is in the result clause. Point out the negative here.
- Have students note which of the items with blanks are questions. Remind them to be careful of form. Then tell them to complete the conversations. Circulate to help as necessary.
- Go over the answers as a class.
- Option:** Students can read the conversations in pairs for conversation practice. Circulate and listen for correct intonation in the questions.

Extra extension activity (stronger classes)

- In pairs, students create their own exchange using the real conditional. Tell them to look at the models for ideas. Write another example on the board:
A *What are you doing this weekend?*
B *I don't know. If the weather is nice, I will go hiking.*
- If the task isn't too difficult, have students write several sentences.
- Invite students to role-play their conversations to the class.

Exercise 6 1-54

- Call on volunteers to identify each of the activities in the pictures. Read the direction line aloud.
- Clarify that *dude* is an informal term for *man*. It's a common way young people refer to each other.
- Tell the students that there is one question for each conversation. Explain that after each conversation you will pause the audio and give them a chance to answer the question.
- Play the CD or read the audioscript aloud.
- Then have students listen again and check their answers.

AUDIOSCRIPT 1-54 PAGE 106

Exercise 7 1-54

- Tell the students they will listen to the conversations again and then write true statements about each one, using the cues.
- Play the CD or read the audioscript aloud.
- Then have students listen again and check their answers.
- Option:** Students ask and answer in pairs to practice speaking and listening. Circulate to help as necessary.

Further support
 Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A blog post

Warm-up

Ask *Who's posting on the "Teen2Teen" Friends' blog today? (Charlotte) Where is she from? (Alaska).* Call on a student to read the first sentence. Ask *Do we know if Charlotte read Cooper's post on page 42? (yes, she did) How do we know? (because she says "no offense to Cooper" – which means "I don't mean to offend Cooper" – but she thinks Alaska is a much more exciting place to visit than Australia. That means she has read the piece where he's said all the positive things about Australia).*

BACKGROUND INFORMATION Moose are a species of deer. The largest moose are those in Alaska. They can be over 2.1 m at the shoulder. Their antlers can have a span of 1.8 m and their weight averages 634.5 kg in males and 478 kg in females. Grizzly bears are a North American brown bear. Most adult females weigh 130–200 kg, while adult males weigh around 180–360 kg.

Alaska is home to the largest remaining population of gray wolves in the U.S.

Exercise 1 1-55

- Focus on the images in the blog. Ask volunteers to read the captions. Confirm that students know that *cool* is an informal word used to say you like something. Ask *What outdoor sports do you see in the photos? (dog sled race, snowmobiling).*
- Read the direction line and question aloud. Invite students to predict reasons why Charlotte thinks Alaska is a good place for tourists to visit. Tell students they can look at the pictures or the notes on the board for hints.
- Play the CD or read the blog aloud while students follow.
- Ask *What does "way more" mean? (it's an informal way of saying much more).* Review *awesome (very impressive).* Point to *definitely not cute* in line 8 and review that this quantifier shows a high level of certainty.
- Ask *What does "Alaska rocks" mean? (Alaska is amazing) What did Cooper say rocks at the end of his post on page 42? (Australia).*
- Focus on the last two lines of the article. On the board write: *Come and visit. If you do, you won't be sorry.*
- Point out the conditional form. Invite students to find the conditional sentence Cooper uses at the end of his post on page 42 (*If you visit, you'll have a great time*). Point out that it's clear

6

Reading A blog post

1. Read Charlotte's answer to the Teen2Teen open question. Why does she think Alaska is a good place for tourists to visit?
2. Identify the main idea. After reading Charlotte's post, circle the statement that expresses its main idea.
 1. In Alaska, there are some exciting things to do.
 2. Tourists come to Alaska to see the Iditarod race.
 3. Alaska has a lot of grizzly bears.

Open question: Why do tourists visit your country?

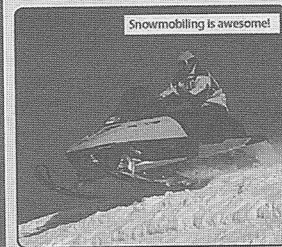
Charlotte:

I'm from the state of Alaska in the U.S., and (no offense to Cooper) I think Alaska is way more exciting than Australia. Between May and September (our warmer months), more than 1.5 million tourists come here. They take boats and airplanes to see our dramatic scenery and our awesome wildlife, like moose and gray wolves. But we have dangerous animals, too. In the Denali National Park, there are grizzly bears. I think they're much scarier than sharks.

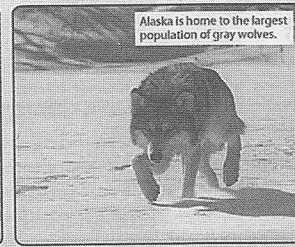
I can tell you: these bears are definitely not cute. And you can't just sit in a kayak or climb a tree to escape from a grizzly bear: they can swim, and they can climb trees!

So what amazing outdoor activities attract tourists to Alaska? Of course, like in Australia, hiking, mountain biking, and kayaking are popular. But people can go snowmobiling here. And lots of people come to see the exciting Iditarod dog sled race. The race is in early March, when the weather is extremely cold and snowy. It's so cold that the dogs wear shoes!

When it's vacation time for me, I just stay in Alaska. Come and visit. If you do, you won't be sorry! Alaska rocks!



Snowmobiling is awesome!



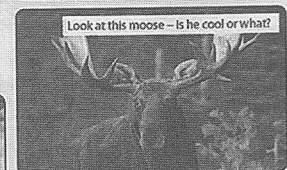
Alaska is home to the largest population of gray wolves.



Look at those big grizzly bear teeth!



Grizzly bears can climb trees.



Look at this moose – is he cool or what?



Dogs pull a sled in the Iditarod race.

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Charlotte is responding to details in Cooper's post.

- Finally, return to the question in the direction line. Ask *Did you predict correctly? Why does Charlotte think Alaska is a great place to visit?*

ANSWER

Because the scenery is dramatic, the wildlife is awesome, and there are a lot of outdoor activities to do.

Usage

- Moose is both the singular and the plural form.

Exercise 2

- Identify the main idea. Read the direction line aloud. Students should know by now that the main idea refers to the main message. Give them time to think about the choices and eliminate which ones are supporting details and which one is the main idea.
- Students compare answers in pairs.
- Then analyze all the choices as a class: option 2 is one thing people can do in Alaska, but the whole article is not about the Iditarod race; similarly option 3 is a detail about one of the animals of Alaska.

3. **Recognize point of view** Cross out the statements that don't represent Charlotte's opinions.
1. Australia is more exciting than Alaska.
 2. Grizzly bears are scarier than sharks.
 3. Grizzly bears are really cute.
 4. Moose are really cute.
 5. The Iditarod is boring.
 6. Both Australia and Alaska have exciting outdoor activities.

4. **Understand meaning from context** Write the word or phrase with a similar meaning.

- a lot animals awesome go up very
1. I think Alaska is way more exciting than Australia. a lot
 2. They come to see our awesome wildlife, like moose. animals
 3. Grizzly bears can swim, and they can climb trees! go up
 4. So what amazing outdoor activities bring tourists to Alaska? awesome
 5. The race is in early March, when the weather is extremely cold and snowy. very



What's your opinion? Complete the statement.

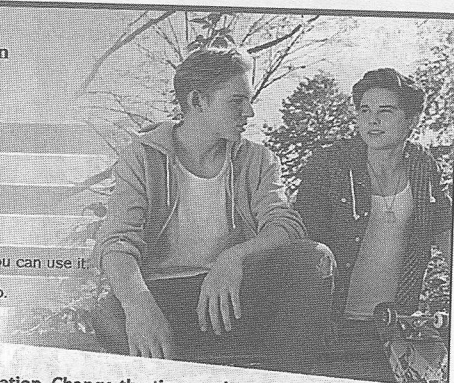
The best places to visit in my country are _____.

Teen2Teen

Make and accept an invitation

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

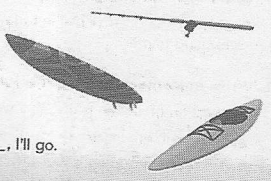
- A Hey, Alex. Are you free this weekend?
 B Yes, I am. Why?
 A Would you like to go mountain biking?
 B I'd love to. But I don't have a mountain bike.
 A That's no problem. We have an extra one. You can use it.
 B Thanks so much! If I can use your bike, I'll go.



2. **Pronunciation Listen and repeat.**

3. **Guided conversation** Create a NEW conversation. Change the time or day. Change the activity and equipment. Use the pictures for ideas.

- A Hey, _____. Are you free _____?
 B Yes, I am. Why?
 A Would you like to _____?
 B I'd love to. But I don't have a _____.
 A That's no problem. We have an extra one. You can use it.
 B Thanks so much! If I can use your _____, I'll go.



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

Exercise 3

- **Recognize point of view.** Review that *point of view* refers to the writer's opinion on a topic. Focus on the first example. Ask *Is this Charlotte's point of view?* (no, she says the opposite in the first sentence of her post).
- Have students look at the rest of the items and cross out the ones that do not represent what she thinks (3, 4, 5). Tell students to find supporting information in the text for the ones that do reflect her point of view (2. line 6; 6. line 12).

Exercise 4

- **Understand meaning from context.** Review that students will be figuring out what an unknown word means by looking at the words around the unknown word.
- Read the direction line aloud. Tell students to study each underlined word and surrounding words carefully.
- Go over answers as a class.

About you!

- Read the gapped line to the class. Tell students to write some answers.
- In pairs, have students discuss their answers. Encourage them to use new vocabulary like *no offense* or *way more exciting*.

ANSWERS

Students' own answers

Teen2Teen

Aim

Practice social language for making and accepting an invitation

Warm-up

Ask a student *Would you like to go skiing?* Elicit an answer (*Yes! Yes, thank you. Sure.*). Explain that this is one way to make and accept an invitation.

Exercise 1 1-56

- Tell students to read and listen. Play the CD or read the conversation aloud.
- Ask *Does the boy accept the invitation?* (*yes; he says he'd love to, but he doesn't have a mountain bike*) *Will he go mountain biking?* (*yes*) *Where will he get a bike?* (*he'll borrow one*).

Exercise 2 1-57

- 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.

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations using Exercise 1 as a model.
- Invite volunteers to identify the equipment in the pictures: *snorkel, surfboard, fishing rod, kayak*. Elicit what activities these are used for: *snorkeling, surfing, fishing, kayaking*.
- Establish that the first gap needs a name and the second gap needs a time. The remaining three gaps require a sport and equipment for that sport. Refer back to Exercise 1 if necessary.
- Ask students to complete the gaps.

Chat

- Students work with a partner to practice reading the new conversations that they have each written.
- **Option:** Invite volunteers to act out their conversation for the class. Encourage everyone to listen by having them write down the outdoor sport and equipment.

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

Review and personalize the language learned in *Units 4–6* and evaluate progress toward specific goals.

Suggestion

Remind students that the next two pages review the language that they have been learning so far. At the end of the *Review* section, they will check off the progress they made in different categories.

Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class.
- Have students do the exercise.
- Go over the answers as a class.
- Ask *Is Josie certain that Veronica won't be home before dinner? (yes) How do you know? (she says "She definitely won't be here before dinner.")* Then ask *What does Josie mean when she says "Almost?" (that she only remembered some of the digits incorrectly).*
- **Option:** Have students suggest other times Veronica may be back. Encourage students to recall frequency adverbs *definitely, probably, maybe* and use these in their answers. Model an example and write it on the board:
She'll probably be back by 9:00. OR Maybe she'll be home by 6:00. But I'm really not sure.
- **Option:** Have pairs practice reading the conversation. Model with a stronger student. Encourage students to work on intonation, e.g., falling intonation for *I'm sorry, she's not ...* OR *That's too bad ...*

Usage

Newspaper captions are almost always written in simple present tense.

Exercise 2

- Invite students to scan the different sports. Call on volunteers to identify them (1. tennis; 2. basketball; 3. baseball; 4. soccer; 5. volleyball; 6. basketball).
- For weaker classes, you may consider providing a bank on the board for students to refer to (*catch, kick, pass, score, serve, win*).
- Ask students to do the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.

Review: Units 4–6

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

Josie: Hello?
Evan: Hi, Josie. This is Evan. Is Veronica there?
Josie: Hi, Evan. No. I'm sorry, she's not.
Evan: Oh, that's too bad. What time will she be back?
Josie: I'm not sure. But she definitely won't be here before dinner.
Evan: Will you give her a message for me?
Josie: Sure. But you can call her on her phone. She's studying at Karen's house. I'll give you her number.
Evan: I think I have it. Is it 646 5009?
Josie: Almost! It's 464 5009.
Evan: Thanks! I'll call her now.

- Who is calling Veronica?
a. Josie. (b) Evan.
- Who isn't there?
(a) Veronica. b. Josie.
- When will Veronica be home?
a. Before dinner. (b) After dinner.
- Will Karen give Veronica a message?
a. No, she won't. (b) Yes, she will.
- What is Veronica doing?
(a) She's studying. b. She's talking on her phone.
- When will Evan talk to Veronica?
(a) In a few minutes. b. After dinner.

2. Look at the pictures. Complete the statements. Use the simple present tense.



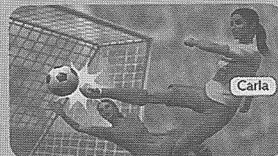
1. Noreen Jenkins serves the ball.



2. James Le Clerc scores a point to win the game.



3. Martina Peres catches the ball to end the game.



4. Carla kicks the ball in today's exciting game.



5. The team wins their third game!



6. Bates passes the ball.

3. Write statements about the future, expressing different degrees of certainty.

- We'll go mountain biking this weekend. (probably) We'll probably go mountain biking this weekend.
- I'll give the message to Ms. Lee. (definitely) I'll definitely give the message to Ms. Lee.
- We won't go skiing if there isn't much snow. (probably) We probably won't go skiing if there isn't much snow.
- Mom will help you with your homework. (maybe) Maybe mom will help you with your homework.

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Exercise 3

- Before students do the exercise, review the adverbs of certainty: *definitely, probably, maybe*.
- Read the direction line aloud.
- Have students do the exercise. Circulate to help if necessary.
- Have students compare answers in pairs. Clarify that *definitely* and *probably* appear between *will* and the base form of the verb. *Maybe* appears at the beginning of a sentence.
- **Option:** Write additional sentences on the board. Call on volunteers to read them with the different frequency adverbs. After each sentence ask *How certain is the person that the action will happen? (very, pretty, not very).*
Write these sentences on the board:
- *We'll go skiing if it snows.*
- *If you help me with my homework, I'll do your chores for you.*
- *I'll buy a hat, if I go to the mall.*

4. Complete the requests with *will*.

1. We're going biking in the park. Will you please tell (please / tell) Mom and Dad?
2. Will you give (give) Ray a message? Tell him I'll be back at 2:00.
3. Will you please clean up (please / clean up) the science lab? It's a mess!

5. Read the conversations. Circle the correct verb forms for the real conditional.

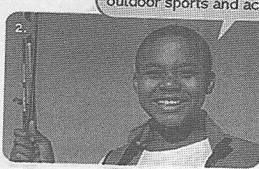
1. A: If I (go) / will go camping on Thursday, I need / (will need) a tent.
B: No problem! We have an extra one.
2. A: If I (don't) / won't find my fishing rod this morning, I don't / (won't) go fishing with you this afternoon.
B: Don't worry. I'll help you find it.
3. A: Do / (Will) you go kayaking with my family if we (drive) / will drive you to the beach?
B: Definitely! Thanks for offering!
4. A: Who is / (will be) at home if we (get) / will get there early tonight?
B: I'm not sure. Maybe Dad will be there. I'll give him a call.

All About You

1. Write your own response to each person.



You _____



You _____



You _____

2. Complete each personal statement with your plans.

- When I get home today, I'll _____
- If the weather is good this weekend, I'll _____
- This afternoon at 5:00, I'll _____

Progress Check

✓ Check what you can do.

- Leave a message for someone
- Make and accept an invitation
- Ask for and agree to do a favor
- Use the Unit 4–6 grammar and vocabulary



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Exercise 4

- Read the direction line and example aloud. Tell students to include *please* only where indicated.
- Have students do the exercise.
- Call on volunteers to read the sentences.
- **Option:** Students can experiment using *please* in sentence 2. Encourage students to play with intonation.

Exercise 5

- Read the direction line aloud. Read the sample dialogue with a stronger student. Ask *What form is used in the "if"-clause? (simple present) the result clause? ("will" + base form).*
- Ask students to do the exercise individually.
- Then have them compare answers in pairs.
- Bring the class together and invite volunteers to read the conversations aloud.

All About You

Exercise 1

- Focus on the heading. Point out that in this section students will have a chance to write their responses with information from their lives and use English to talk about themselves.
- Give students a few minutes to read the speech balloons and write their answers. If necessary, hint that item 1 is eliciting an answer to a request for help, item 2 is eliciting an outdoor sport or activity, and item 3 is eliciting the future with *will*.
- Students can compare answers with a partner. Then bring the class together. Focus on item 3 and compare responses.

ANSWERS

Students' own answers

Exercise 2

- Tell students to look at the unfinished statements. Ask *What is the time marker in each of these unfinished statements? (1. today; 2. this weekend; 3. this afternoon at 5:00).*
- Have students complete the statements.
- Then bring the class together and call on volunteers to share answers. See if students had different answers for the last two items.

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, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

Suggestion

Teachers should remember not to correct students' self-evaluation, tempting as it may be. Instead, 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.

Further support

Video: Report

Puzzles

Review Tests A and B

Listening Tests A and B

Mid-Year Tests A and B

Extension

Cross-curricular Reading page 97

Teen2Teen Friends Magazine 2 page 101

Unit 7

Grammar

The past tense of *be*

Vocabulary

Movie genres

Adjectives to describe movies, books, and other media

Social language

Describe a movie

Values and cross-curricular topics

The arts

Unit contents

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

To warm up ask *Does anyone here go to the movies? Do you like to watch movies on TV? What's the last movie you saw?* Write titles on the board to refer to later.

Usage

[... aren't] *for me*: Saying something *isn't for me* is a common way to softly or politely express a negative opinion. It is not used in the affirmative.

Epic is an adjective to convey great size, value, or intensity. In this case, Brett uses it as a synonym for *awesome*.

When Brett says *They say it's epic*, he means people who have seen the movie are saying this.

Exercise 1 1-58

- Play the CD or read the conversation aloud while the students follow.
- Explain that *Cinelux* is the name of a movie theater. Review that *It's a deal (Deal!)* is a way to signal enthusiastic acceptance of an offer.
- Ask *What does Sam mean when he says "Who's in it?" (What actor is performing in it?)* Point out that John Newson is an actor. Note that although the word *actress* is still used, it is becoming more common to use *actor* for both males and females.
- Option:** Students read the conversation in pairs. Invite some pairs to perform in front of the class

7

Were you at the movies?

Grammar: The past tense of *be*
Vocabulary: Movie genres • Adjectives to describe movies, books, and other media
Social language: Describe a movie

Topic Snapshot

1. Read and listen to the conversation.

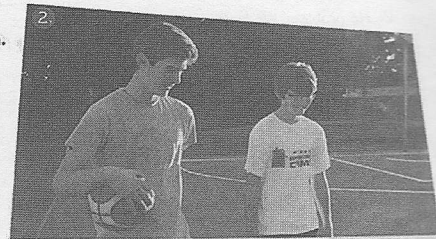


Sam: Hey, Brett! You weren't at the mall yesterday afternoon after school. Where were you?

Brett: It was my girlfriend Diana's birthday, so we were at the movies.

Sam: Really? What was the movie?

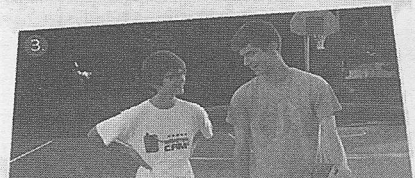
Brett: *Remember Me*. It was at the Cinelux.



Sam: What was it about?

Brett: It was a love story. Diana really likes love stories. Actually, it was pretty good.

Sam: Really? Love stories aren't for me. I think they're a little boring. I only go to action movies.



Brett: By the way, there's a new action movie opening next week. *Colorado Jones*.

Sam: *Colorado Jones*? Cool! Who's in it?

Brett: John Newson!



Sam: No way! I love his movies!

Brett: Well, let's go see it. They say it's epic.

Sam: It's a deal!

2. Circle T (true), F (false), or NI (no information) according to the Topic Snapshot.

- Sam was at the mall after school. T / F / NI
- Sam was at the movies with Brett. T / F / NI
- Remember Me* is a love story. T / F / NI
- Sam doesn't like love stories. T / F / NI
- Colorado Jones* is a love story. T / F / NI
- Sam and Brett are going to see *Colorado Jones*. T / F / NI
- Colorado Jones* is a very scary movie. T / F / NI

Exercise 2

- Read the direction line aloud. Call on a volunteer to read the first item and answer. Point out that the first line of the conversation gives the answer.
- Have students do the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.
- Option:** Look at the movies listed on the board from the warm-up. Ask *Are any of these a love story or an action movie?* Take a vote to see which genre is more popular in class.

Vocabulary Movie genres

1.59) 1. Look at the photos. Read and listen.



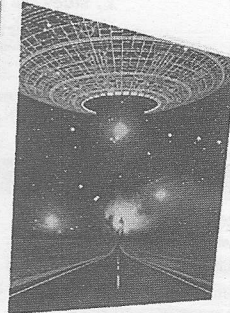
1. an action movie



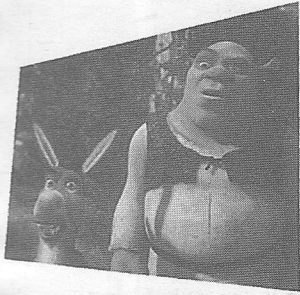
2. a love story



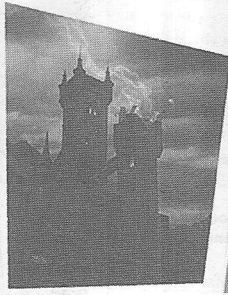
3. a comedy



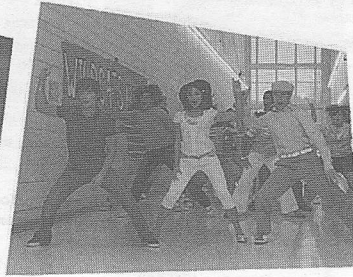
4. a sci-fi movie



5. an animated movie



6. a horror movie



7. a musical

1.60) 2. **Pronunciation** Listen and repeat.

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

1. Movie 1 is an action movie.
2. Movie 2 is an animated movie.
3. Movie 3 is a musical.
4. Movie 4 is a comedy.
5. Movie 5 is a horror movie.

4. Listen to the conversations again. Write a check mark for the movies the people will see.

Fast Car Little Fish Crazy Dancing Silly Billy Grizzly City

51

Exercise 3 1-61

- Read the direction line aloud. Tell students that they will need to write one genre for each conversation. Refer them to the Vocabulary in Exercise 1 for help.
- Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and write.
- Go over vocabulary as needed: *That depends* means that you cannot say *yes* or *no* until you get more information. *Totally* is an informal expression meaning you agree. *Are you kidding?* means "Are you joking?".
- Students listen again and check their answers.
- Go over the answers as a class.

AUDIOSCRIPT 1-61 PAGE 106

Exercise 4 1-61

- Read the direction line aloud. Call on volunteers to read the titles. Ask *What genre is each movie?* If students don't remember, refer them to Exercise 3, which has the movies in the same order.
- Tell students to listen carefully to whether the people decide to see or not to see each movie.
- Play the CD or read the audioscript aloud while students listen and check.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- Ask *Where do the people in each conversation say the movie is on?* (1. movie theater at mall; 2. TV; 3. movie theater at mall; 4. TV; 5. download on computer).

Further support Extra Practice CD-ROM

Vocabulary

Aim

Practice words and phrases for movie genres

Further support

Vocabulary Flashcards: Movie genres

Exercise 1 1-59

- Focus on the title *Movie genres*. Explain that *genre* means *type*. Point out the seven *genres* of movies.
- Have students scan the images. Ask *Which movie types were mentioned in the conversation on page 50? (love story and action movie) Which of these types of movies have you seen recently?* Encourage students to name titles of movies.
- Focus on number 4 and ask *What does "sci-fi" stand for? (science fiction)*.
- Play the CD or read the phrases aloud while students follow.

- Ask *Which genre makes you laugh? (3. a comedy) Which genre is good for children? (5. an animated movie) Which genre has singing and dancing? (7. a musical) Which genre is about romance? (2. a love story) Which genre is about the future? (4. a sci-fi movie) Which genre has a lot of action? (1. an action movie).*

Usage

We sometimes use the word *film* instead of *movie*. It has the same meaning. Also, we sometimes use *film* to describe a movie genre; for example: *an action film, an animated film, a horror film.*

Exercise 2 1-60

- Play the CD or read the phrases aloud for students to repeat.
- Point out that for *sci-fi*, both syllables in the abbreviation have a long *i* sound /aɪ/, even though in the full word *science fiction*, *fiction* is pronounced with a short *i* sound /ɪ/.

Grammar

Aim

Practice the past tense of *be*

Grammar support

Interactive Grammar Presentation

Exercise 1

- Read the first grammar rule. Have students look at the *Affirmative* and *Negative statements* in the chart. Focus on the negative statements with contractions on the right. Then look at the grammar box labeled *Contractions* to review formation of contractions.
- Read the questions and answers in the grammar box. Review that the first three questions are *yes / no* questions – they elicit *yes / no* answers. The rest are information questions – they ask for specific information.
- Point out *this morning*, in the example *Where were you this morning?* Remind students that this time marker can also be used to express the future and the present: *How are you getting to school this morning?* *Where's our teacher this morning?*
- Option:** Have students underline all examples of past *be* in the conversation on page 50 (*You weren't at the mall; It was my girlfriend; so we were; What was the movie?; It was at the Cinelux; What was it about?; It was a love story; Actually, it was pretty good.*)

Past time expressions 1-62

- Focus on the *Past time expressions* box and play the CD or read the expressions aloud. Explain that unlike the time marker *this morning*, which can be used for the past, future, or present, these time expressions are only for the past.
- Test student understanding. Ask *What day was it yesterday?* *What was the date the day before yesterday?* *Were you in school three days ago?* *What was the weather like last month?*

Exercise 2 1-63

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Review with students how in a *yes / no* question intonation rises and in an information question it falls.

AUDIOSCRIPT 1-63

I was at the movies last night.
I wasn't at the party.
We were bored.
We weren't excited.
Were you at the movies last night?
Yes, I was.
No, I wasn't.
Was the movie a comedy?
Yes, it was.

Grammar The past tense of *be*

1. Study the grammar.

- Use *was* and *were* to express the past of *be*. You can use a time expression.

Contractions
was not → wasn't
were not → weren't

Past time expressions
1.62 Listen and repeat the past time expressions. Today is Tuesday, November 3.
Yesterday was Monday, November 2.
The day before yesterday was Sunday, November 1.
Three days ago was Saturday, October 31.
Last month was October.

Affirmative statements	Negative statements
I He <u>was</u> at the movies last night. She	I He <u>wasn't</u> at the party. She
We You <u>were</u> bored. They	We You <u>weren't</u> excited. They
Questions	
Were you at the movies last night?	Yes, I <u>was</u> . No, I <u>wasn't</u> .
Was the movie a comedy?	Yes, it <u>was</u> . No, it <u>wasn't</u> .
Were your parents at home?	Yes, they <u>were</u> . No, they <u>weren't</u> .
Where <u>were</u> you this morning?	(I was at school.)
When <u>was</u> she at the mall?	(On Friday.)
Who <u>were</u> you with?	(My boyfriend and his brother.)
Who <u>was</u> at the party?	(All my classmates.)
How <u>was</u> the party?	(Awesome!)

2. Pronunciation 1-63 Listen to the grammar examples. Repeat.

3. Look at the calendar. Today is December 17. Complete each statement with the correct past time expression.

- December 15 was the day before yesterday.
- One month ago it was November 17.
- Yesterday was December 16.
- Last month was November.
- Three days ago was December 14.



4. Complete the conversations with *was*, *were*, *wasn't*, or *weren't*.

- A: Was Lisa at the party last night?
B: No, she wasn't. But her sisters were there.
A: Who else was there?
B: The kids in the school band were there, too.
- A: I was late for school this morning.
B: Really? Why?
A: There was a lot of traffic.
B: So, were the other kids late, too?
A: Some were. But there was a movie in music class. It was so cool!
B: A movie? What movie was it?
A: It was a musical called *The Singing Teacher*.

No, it wasn't.
Were your parents at home?
Yes, they were.
No, they weren't.
Where were you this morning?
When was she at the mall?
Who were you with?
Who was at the party?
How was the party?

Exercise 3

- Read the direction line aloud. Make sure it is clear that *Today is December 17*. Students should make calculations from this day.
- Tell students to do the exercise.
- Then have them check answers with a partner.
- Go over the answers as a class.
- Option:** Students can use the calendar to ask each other more questions with past time expressions. For example, *What day was December 1? (Sunday).*

Refer students to the chart with time expressions for help.

Exercise 4

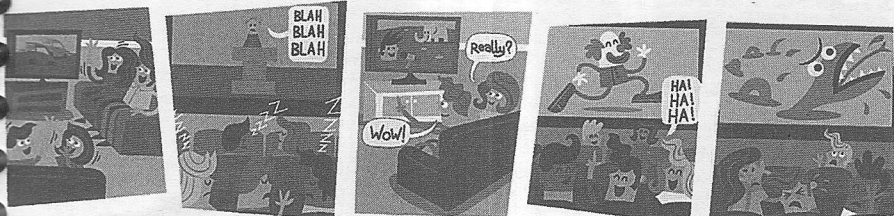
- Read the direction line aloud. Tell students to think about meaning when deciding whether to use the singular or plural, negative or affirmative form.
- Have students do the exercise.
- Go over the answers as a class.
- Option:** Students can practice reading the conversations in pairs.

5. Write questions, using the past tense of *be*.

1. *be / you / on time for the movie?*
Were you on time for the movie?
2. *who / be / in that great sci-fi movie about the future?*
Who was in that great sci-fi movie about the future?
3. *be / there / two action movies on TV last night?*
Were there two action movies on TV last night?
4. *where / be / Sara / last weekend?*
Where was Sara last weekend?
5. *be / your parents / at home yesterday?*
Were your parents at home yesterday?
6. *when / be / you / at the movie theater?*
When were you at the movie theater?
7. *what day / be / the game on TV?*
What day was the game on TV?
8. *how / be / the horror movie about grizzly bears?*
How was the horror movie about grizzly bears?

Vocabulary Adjectives to describe movies, books, and other media

1. Look at the pictures. Read and listen.



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

2. Pronunciation Listen and repeat.

3. Complete each statement with the correct adjective.

1. Nora's parents don't like love stories. They think they are really boring / interesting.
2. Horror movies are just too interesting / scary for me.
3. My little brother likes action movies. He loves exciting / funny stories.
4. That comedy was so scary / funny. But it wasn't ridiculous or silly.
5. There was a boring / an interesting program about animals in zoos on TV last night. I really want to see it again.

And don't forget ...

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



What's your opinion? Write the name of a movie for each adjective.

- The funniest movie: _____
- The scariest movie: _____
- The most interesting movie: _____
- The most boring movie: _____
- The most exciting movie: _____

Usage

In *Teen2Teen* One students learned the adjective *bored*. If necessary, clarify the difference between *bored* and *boring*. Say *bored* describes a person's feelings about something. *Boring* describes a thing – for example, a movie.

Similarly *excited* and *interested* describe how someone feels about something, whereas *exciting* and *interesting* describe a specific thing like a movie, or book, or other media.

Exercise 2 1-65

- Play the CD or read the adjectives aloud for students to repeat.
- Demonstrate how stress can be used to accompany some of these adjectives: for *boring* and *awful* added emphasis can be put on the first syllable for effect. The second syllable can be more stressed in *exciting* and the first in *interesting* to show enthusiasm.

Exercise 3

- Read the direction line aloud. Tell students to think carefully about meaning when choosing an adjective.
- Have students do the exercise.
- Then have students compare answers in pairs. Have them underline hints in the sentences for the answer (1. *they don't like love stories*; 2. *too – has to pair with "scary" as nothing can be "too interesting"*; 3. *likes action movies*; 4. *a comedy is typically funny, not scary*; 5. *want to see it again*).
- Go over the answers as a class.

About you!

- Read the direction line aloud. Bring students' attention to the adjectives and review that this is the superlative form. You use this form when comparing two or more items. Explain that in these sentences students will be naming one of the *funniest*, *scariest*, *most interesting*, *most boring*, *most exciting* movies they have seen. Point out that students can write titles in their own language.
- Tell students to write their movies.
- Have students share in pairs.

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM

Exercise 5

- Read the direction line aloud. Point out that the *yes / no* questions start with the past form of *be*, whereas information questions start with a question word.
- Have students do the exercise.
- Go over the answers as a class.
- **Option:** Ask *Do any of the questions have past time expressions?* (3. *last night*; 4. *last weekend*; 5. *yesterday*)

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice adjectives to describe movies, books, and other media

Further support
Vocabulary Flashcards: Adjectives to describe movies, books, and other media

Exercise 1 1-64

- Before students open their books, write *adjective* on the board. Ask *What is an adjective?* (a word that describes a noun or a pronoun) *What words can you think of to describe a movie?*, e.g., *good, bad*, etc. Write answers on the board to refer to later.
- Ask students to open their books. Have students look at the five adjectives. Ask *Did we list any of these words on the board?*
- Play the CD or read each sentence. If necessary explain that a *documentary* is a film, radio, or television program about a specific nonfiction topic.
- Then read the list of adjectives in the *And don't forget ...* box. Ask *Were any of these words on our list on the board?* Clarify vocabulary as needed: *silly* (not serious); *ridiculous* (very silly or stupid).

Reading

Aim

Develop reading skills: A magazine article

Warm-up

Ask a volunteer to read the title of the lesson. Ask *What do you think movie technology is?* Write student predictions on the board.

Usage

The word *theater* is used for places where movies and plays are shown. The word *movie theater* is often used to specify a building where movies are shown. Speakers use the word *theater* for *movie theater*, unless there could be confusion of what kind of theater is being discussed.

Exercise 1

- Read the direction line aloud. Ask the question. Encourage students to give examples of the special effects they saw in the movie.
- Invite students to look at the images in the article. Ask *Has anyone seen any of these movies? Did any of these movies have special effects?* Call on volunteers to read the captions. Invite students to answer the questions in them.
- Play the CD or read the article aloud while students follow.
- Clarify vocabulary as needed: *spectator* (a person who is watching something); *fantastic reality* (an imaginary reality).

ANSWERS

Students' own answers

Extra extension activity (stronger classes)

- Students can scan the article for as many adjectives as they can find. There are some that were covered in the vocabulary as well as others, e.g., *amazing, exciting, special, real, fantastic, small, larger, scary, beautiful, lovable, advanced, great.*

Exercise 2

- *Confirm a text's content.* Read the direction line aloud. Tell students that by doing the exercise they will confirm they fully understood what the article is about.
- Have students first try to do the exercise without looking back at the article. Then have them go back to the article to check any answers.
- Go over the answers as a class. Focus on the false answer and elicit why the answer is false (*Today there is much more advanced computer technology than in 1997 when "Titanic" was filmed.*).

Reading A magazine article

1. Read the article. What's your favorite movie with "special effects"?
2. Confirm a text's content. After reading the article, circle T (true), F (false), or NI (no information).
1. *Titanic* was the first movie to use special effects. T / F / NI
 2. Moviegoers today like movies with special effects. T / F / NI
 3. Special effects can create very real images. T / F / NI
 4. The special effects in *Titanic* come from the most advanced computer technology today. T / F / NI
 5. *Inception* and *Rio* use more advanced technology than *Titanic*. T / F / NI

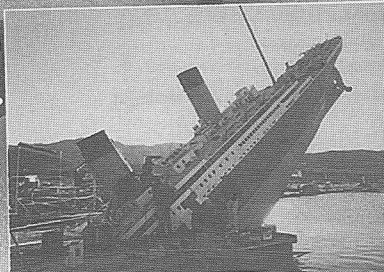
More than a Movie

Every year, as technology advances, movies become more amazing. Moviegoers come to the theater for more than a movie – they expect computer animations and other exciting special effects such as 3D (with special glasses!). When spectators sit in a movie theater, the special effects on the screen can sometimes be so real that it's hard to believe that a computer created them. Today's movies aren't the first, however, to use the latest technology to create a fantastic reality.

In 1997, *Titanic* was a blockbuster movie with exciting special effects. Even today, when we watch *Titanic*, we believe we are seeing the real ship going down in the ocean. If we look at the photograph of the filming of *Titanic* below, we can see that the image of the ship comes from a small model. It's the movie camera that creates the impression of a much larger ship.

Fifteen years after *Titanic*, two movies, *Inception* and *Rio*, use a greatly advanced computer animation technology. Today's directors and producers can create "reality" with only a computer. The action movie *Inception* shows realistic, scary images of a city exploding. And *Rio* creates beautiful, lovable characters through the most advanced animation.

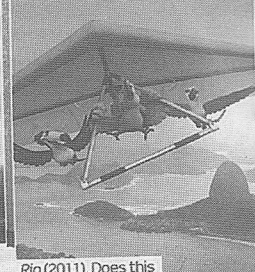
What will the next great advances in computer technology bring to our movie experience in the future?



Titanic (1997). Was the model *Titanic* the same size as the actual ship?



Inception (2010). Buildings explode. Were the buildings real or computer-generated?



Rio (2011). Does this animation look real?

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Exercise 3

- *Understand meaning from context.* Review that students will be figuring out what an unknown word means by looking at the words around the unknown word.
- Read the direction line aloud. Tell students to study each underlined word or phrase and surrounding words carefully and complete the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.

About you!

- Ask a volunteer to read the statement, choose which option they think is true, and give their reasons.
- Have students discuss with a partner.
- Bring the class together and poll who is and who isn't in favor of a lot of special effects. Invite students to explain their reasons.

ANSWERS

Students' own answers

3. Understand meaning from context Choose the word or phrase with a similar meaning.

advances believe a model moviegoers special effects

- Every year filmmaking gets better and more modern. advances
- People who go to the movies like exciting images. moviegoers
- We love movies with computer images that look real. special effects
- We think it's real, but we're not sure. believe
- Sometimes directors use a small object that represents a larger object. a model



What's your opinion? Complete the statement.

Movies with a lot of special effects are better than / not better than other movies because

Exercise 2 1-69

- 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.
- Compare the falling intonation in the *What was it?* and *Who was in it?*, and rising intonation in *Was it scary?*

Exercise 3

- Read the direction line aloud. Give students a few minutes to fill out the notepad. Encourage them to list movies for which they know the actors' names. Suggest they not use animated movies unless they know whose voices are used for the characters. It doesn't matter if they list two or three movies of the same genre. It's important that they list one movie they don't like, so they can practice both positive and negative adjectives in the guided conversation.
- Explain to students that they will now create their own conversations, using Exercise 1 as a model.
- Establish that they need an article, adjective and genre for gap 1. For gap 2 they need a name for a movie theater. For gap 3, they need to repeat the genre mentioned in gap 1. For gap 4 they need the name of a movie and for gap 5 an actor's name. For gap 6 they need an adjective, and finally they need a short answer.
- Have students complete the gaps.

Chat

- Ask students to practice reading the new conversations with a partner.
- Option:** Invite pairs to act out their conversation for the class. Have everyone listen and write down the movie, genre, actors, and opinions they hear. After each role play ask for details of the movie discussed.

Extension

Writing page 93

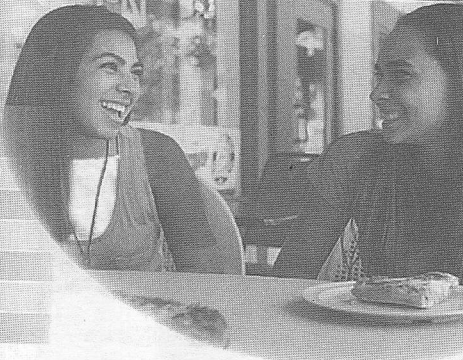
Further support

- 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 Describe a movie

1. Read and listen to the conversation.

- A There was a great horror movie at the City Center last night.
- B Really? I love horror movies. What was it?
- A Shark Attack.
- B Who was in it?
- A Janet Sykes and Steve Cooper.
- B Was it scary?
- A Yes, it was.



2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, describe two movies. Use one of your movies to create a NEW conversation. Use the name of a real movie theater in your hometown.

- A There was _____ at the _____.
- B Really? I love _____s. What was it?
- A _____.
- B Who was in it?
- A _____.
- B Was it _____?
- A _____, it _____.

	movie title	genre	adjectives	actors
1.				
2.				

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

Teen2Teen

Aim

Practice social language for describing a movie

Warm-up

On the board write these genres:

- action movie
- love story
- comedy
- animated movie
- sci-fi movie
- horror movie

Call on volunteers to say adjectives they associate with these movies, e.g., *I think love stories are boring; Sci-fi movies are awesome!*, etc.

Exercise 1 1-67

- Play the CD or read the conversation aloud while students follow.
- Ask *What genre of movie did the girl see? (horror) What was the movie? (Shark Attack) Who was in it? (Janet Sykes and Steve Cooper).*
- Option:** Draw students' attention to the simple past of *be* forms in the conversation (*There was a great horror movie ...; What was it?; Who was in it?; Was it scary?; Yes, it was.*).

If you don't know 1-68

- Bring students' attention to the *If you don't know* box. Explain that if they don't know the name of a movie or who was in it, they can use these lines.
- Play the CD or read the sentences aloud for students to repeat them.

Unit 8

Grammar

The simple past tense

Vocabulary

Parts of the body

Injuries

Social language

Discuss an injury

Express concern

Values and cross-curricular topics

Parts of the body

Accidents and injuries

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 7–9*.

Vocabulary

Aim

Practice phrases for parts of the body and injuries

Further support

Vocabulary Flashcards: Parts of the body; Injuries

Exercise 1 2-02

- Have students scan the images. Explain that 1–11 are parts of the body and 12–15 are injuries. Write the words *body* and *injury* on the board.
- Play the CD or read the words and phrases aloud while students follow.
- Ask *Has anyone ever had any of these injuries? Have you ever injured another part of your body?*

Irregular plural 2-03

- Focus on the *Irregular plural* box and play the CD or read it aloud while students follow. Say *Does your foot hurt?* Point to one foot. Then ask *Do your feet hurt from walking?* Point to both feet.
- Option:** Point to one body part; the student who identifies it, points to another body part for others to guess.

Exercise 2 2-04

- Play the CD or read the phrases aloud for students to repeat.
- Point out that the emphasis in each sentence is on the injury: *He broke his arm; She burned her hand; I cut my finger; She hurt her ankle.*

8

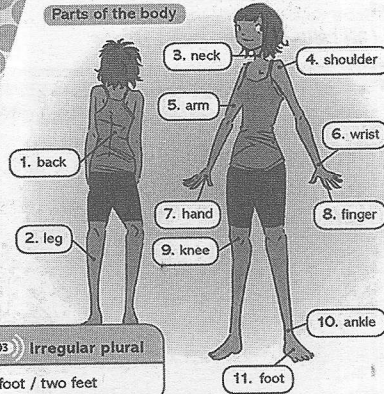
She hurt her shoulder.

Grammar: The simple past tense
Vocabulary: Parts of the body • Injuries
Social language: Discuss an injury • Express concern

Vocabulary Parts of the body; Injuries

2-02) 1. Look at the pictures. Read and listen.

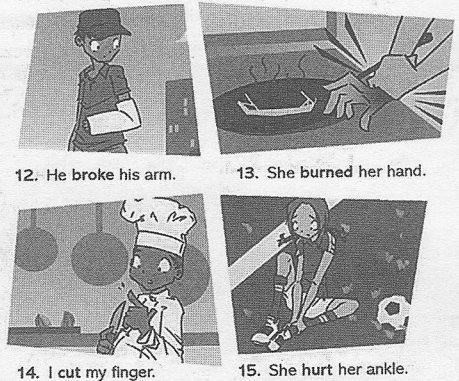
Parts of the body



2-03) Irregular plural

a foot / two feet

Injuries



12. He broke his arm.

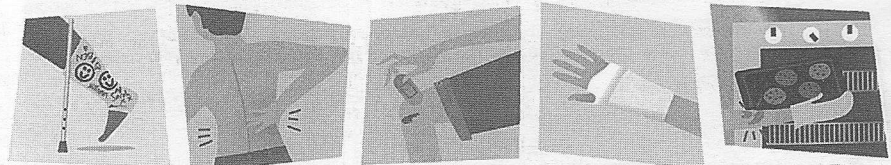
13. She burned her hand.

14. I cut my finger.

15. She hurt her ankle.

2-04) 2. Pronunciation Listen and repeat.

3. Look at the pictures. Choose the correct verb to complete each statement.



1. I burned / broke my leg.

2. I hurt / cut my back.

3. I burned / cut my knee.

4. I cut / broke my wrist.

5. I broke / burned my arm.

2-05) 4. Listening comprehension Listen to the conversations.

Complete each statement with the correct part of the body.

- The man burned his finger.
- Sophie hurt her shoulder.
- The girl cut her hand.
- The woman hurt her back.
- Jake broke his ankle.
- The man cut his foot.

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Exercise 3

- Read the direction line aloud. Explain that students will look at the situation in each picture and choose the correct verb. Tell them they can look at the Vocabulary in Exercise 1 for review.
- Have students complete the exercise.
- Then bring the class together. Ask students *Have you ever ... broken your leg? hurt your back? cut your knee? broken your wrist? burned your arm?*

Exercise 4 2-05

- Read the direction line aloud. Tell students that they will complete each gap with a part of the body.
- Tell students that there is one sentence for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and write answers.

- Clarify vocabulary as needed: *Ouch* (expression made when a person is hurt); *band aid* (another word for bandage); *What's up?* (*What's wrong?* – in response to the mom's moaning); *not really* (a statement between yes and no); *That's too bad* (a typical expression to feel sorry for someone).

AUDIOSCRIPT 2-05 PAGES 106–107

Extra extension activity (stronger classes)

- Have students role-play a scenario like those in Exercise 4. Model with a stronger student. Say *Ouch* to elicit *What's wrong / up?* Say *I hurt my neck*. Continue the conversation.
- Then put students in pairs and encourage them to role-play a couple of scenarios, switching roles.

Further support

Extra Practice CD-ROM

Topic Snapshot

1. Read and listen to the conversation.



Marcus: This is amazing. Check out this article about Shun Fujimoto.

Lisa: Who's that?

Marcus: He's a Japanese gymnast. He broke his knee in the 1976 Olympics, but he still competed.



Lisa: Really? That is amazing.

Marcus: He didn't tell anyone about the injury because he wanted to compete. His last event was the rings, and he scored a 9.7!

Lisa: With an injury like that? No way!

Marcus: Incredible, right? He was in a lot of pain, but because of his 9.7 score, Japan won the gold medal in gymnastics!



Lisa: Can I see that? Hey, here's Cristiane!

Marcus: Cristiane ... She's a soccer player, right?

Lisa: Yeah, she was in the 2012 Olympics, playing for Brazil. She's my hero.



Marcus: Oh yeah, I remember! She hurt her shoulder. Really badly.

Lisa: Right. But she scored a goal and Brazil won! This was her eleventh Olympic goal, a world record!

Marcus: That's amazing!

2. Complete the statements with words and phrases below.

athletes broke competed gymnast hurt injuries knee shoulder soccer player won

- Marcus and Lisa are reading articles about two Olympic athletes.
- The athletes competed in the Olympics with bad injuries.
- Fujimoto is a gymnast, and Cristiane is a soccer player.
- Cristiane hurt her shoulder, and Fujimoto broke his knee.
- Their teams won their events.

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- Point out that the emphasis on is in the second sentence shows that Speaker B strongly agrees with Speaker A. Call on volunteers to role-play the exchange.
- Option:** Invite students to role-play the entire conversation between Marcus and Lisa.

Exercise 2

- Read the direction line and example aloud.
- Have students do the exercise.
- Tell them to compare answers in pairs.
- Go over the answers as a class.

Extra practice activity (all classes)

- Have students work in pairs to summarize the information in the conversation. One student can focus on what Marcus says and the other on what Lisa says (*Marcus thinks gymnast Shun Fujimoto is an amazing athlete. He helped the Japanese team win a gold medal in the 1976 Olympics even though he was competing with a broken knee; Cristiane hurt her shoulder. However, she scored her eleventh Olympic goal during the tournament, which is a world record. She helped Brazil win.*)

Extra extension activity (stronger classes)

- Have students work in pairs to create a True and False quiz about the conversation. Students can refer to details of the conversation or the items in Exercise 2 to make their True and False statements. For example: *Cristiane hurt her back in the Olympics.* (F) *Fujimoto competed in the 1975 Olympics.* (F).
- Have pairs swap quizzes with another pair and do the quiz. Encourage students to correct the false statements, e.g., *Cristiane hurt her shoulder in the Olympics; Fujimoto competed in the 1976 Olympics.*

Topic Snapshot

Aim

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

Warm-up

To warm up, write *Olympics* on the board. Ask *Do you watch the Olympics? Which Olympic sports interest you? Do you know any athletes who have been injured at the Olympics?*

Exercise 1 2-06

- Focus on the picture story. Ask *Which sports are the two people talking about? (gymnastics and soccer) Do you know any gymnasts or soccer players? Which of the two sports do you think causes more injuries?*
- Play the CD or read the conversation aloud while the students follow.
- Clarify vocabulary as needed: *Check out* is an informal way to say *to look at*. An *Olympic event* is the term used for the individual sports played. Explain that a score of 9.7 is out of 10. It's a very strong score. *No way* is an informal expression of disbelief. *World record* means the best anyone has ever achieved in the entire world.
- Ask students *Who is Marcus's hero? (a gymnast / Shun Fujimoto) Where is he from? (Japan) What was his injury? (he broke his knee) Why is he Marcus's hero? (he helped Japan win the gold even though he was injured).* Then ask *Who is Lisa's hero? (a soccer player / Cristiane) Where is this soccer player from? (Brazil) What was her injury? (she hurt her shoulder) Why is she Lisa's hero? (she scored her eleventh goal even though she was injured).*
- Option:** On the board write:
A *This is amazing.*
B *That is amazing.*

Grammar

Aim

Practice the simple past tense

Grammar support

Interactive Grammar Presentation

Exercise 1

- Ask a volunteer to read the speech balloon in the photo. Ask students to underline all the verbs (*hurt, played, scored, broke*). Explain that this is the simple past tense. It describes things that happened at a past time.
- Focus on the *Regular verbs*. Read the examples. Then focus on the *Formation: regular verbs* box. Point out there are two rules forming regular verbs and a variety of exceptions. Read the rules and examples.
- Write additional examples on the board: *looked, used, worried*. Ask *What is the base form of each of these verbs? (look, use, worry)*. Have students notice how the past was formed (+ *-ed*; + *-d*; -y + *-ied*).
- Focus on *Irregular verbs*. Read the forms and have students follow. Have students look at the speech balloon again. Ask *Which of the four verbs are irregular? (hurt, broke)* *What is the base form of these verbs? (hurt, break)*.
- Then focus on the *Language tips* box. Write *I got a prize*. Elicit the negative (*I didn't get a prize*). Write *I didn't see the athlete*. Elicit the affirmative (*I saw the athlete*).
- Option:** Create flashcards for the various irregular verbs and quiz students until they memorize them.

Extra extension activity (stronger classes)

- The following are more detailed rules for forming the simple past tense of regular verbs that may be appropriate for stronger students:
Add *-ed* to the base form: *watch* → *watched*
If a base form ends in *-e* or *-ie*, add *-d*:
like → *liked*, *tie* → *tied*
If a one-syllable base form ends in one vowel + one consonant, double the consonant and add *-ed*: *stop* → *stopped*
If a two-syllable base form ends in one vowel + one consonant: if the stress is on the first syllable, add *-ed*: *listen* → *listened*
But, if the stress is on the second syllable, double the consonant and add *-ed*: *refer* → *referred*
If a base form ends in a consonant and *-y*, change the *-y* to *-i* and add *-ed*: *study* → *studied*

8

Grammar The simple past tense

Cristiane hurt her shoulder, but she played the game, scored a goal, and broke the world record.

1. Study the grammar.

Formation: regular verbs		Regular verbs	
Add <i>-ed</i> to the base form: play → played want → wanted		Affirmative statements	Negative statements
If the base form ends in <i>-e</i> , add <i>-d</i> : like → liked score → scored		I You He / She played . We They	I You He / She didn't play . We They
Exceptions: study → studied stop → stopped shop → shopped chat → chatted		Irregular verbs	
Contraction did not → didn't		Affirmative statements	Negative statements
		Our team won .	We didn't win the medal.
		break → broke buy → bought come → came cut → cut do → did eat → ate feel → felt	get → got give → gave go → went have → had hurt → hurt make → made run → ran say → said see → saw sit → sat speak → spoke take → took win → won
		See page 104 for a complete list.	



Language tips

- Regular and irregular verbs all have the same form in negative statements. They all use *didn't* + base form.
I didn't break my arm NOT *I didn't broke my arm*.
- The past form of *can* is *could*.
I could watch the game online, but I couldn't watch it on TV.

2. Pronunciation Listen to the irregular past tense forms. Repeat.

3. Re-read the Topic Snapshot on page 57. Write all the verbs that express the past.

broke, competed, wanted, was, scored, had, won, was, hurt, scored, won, was

4. Write the simple past tense form of these regular verbs.

	/d/	/t/	/ɪd/
1. listen	<u>listened</u>		
2. play	<u>played</u>		
3. live	<u>lived</u>		
4. dance	<u>danced</u>		
5. wash	<u>washed</u>		
6. watch	<u>watched</u>		
7. want	<u>wanted</u>		
8. need	<u>needed</u>		
9. text	<u>texted</u>		

5. Pronunciation Listen to the three different sounds of the verb endings in Exercise 4. Then listen again and repeat.

Exercise 2 2-07

- Play the CD or read the irregular past tense forms aloud for students to repeat.
- Then play or read each item again.

AUDIOSCRIPT 2-07

break → broke, buy → bought, come → came, cut → cut, do → did, eat → ate, feel → felt, get → got, give → gave, go → went, have → had, hurt → hurt, make → made, run → ran, say → said, see → saw, sit → sat, speak → spoke, take → took, win → won

Exercise 3

- Read the direction line aloud. Give students a few minutes to circle all the verbs.
- Go over the answers as a class.
- Option:** Create two columns on the board titled *regular* and *irregular*. Invite students to sort the circled verbs (*regular: competed, wanted, scored; irregular: broke, was, had, won, hurt*).

Exercise 4

- Read the direction line aloud. Bring students' attention to the phonetic symbols and emphasize that this exercise is related to how the endings sound in the past simple.
- Have students do the exercise.

6. Complete the conversations with verbs in the simple past tense.

1. Was Lucas at the game yesterday?
Yes, he was. And his team won (win)!

2. Where were your sisters last night?
They went (go) to the movies.

3. How was the weather in Fortaleza?
It was fantastic! We stayed (stay) at the beach all day.

4. Was your dad's birthday dinner good?
It was terrific, but my mom burned (burn) her hand.

5. Were you at the Adele concert?
No, I wasn't. I listened (listen) online.

6. Who was at the park this morning?
My classmates. Everyone came (come).

7. Rewrite each statement in the simple past tense.

- I have dinner with my family at 7:00. We don't eat very late.
I had dinner with my family at 7:00. We didn't eat very late.
- My parents say happy birthday to me, and they get me nice presents.
My parents said happy birthday to me, and they got me nice presents.
- I can see that the gymnast has a bad injury.
I could see that the gymnast had a bad injury.
- We do our homework before we go home in the evening.
We did our homework before we went home in the evening.
- I don't go to the doctor when I burn my hand.
I didn't go to the doctor when I burned my hand.

Write two statements in the simple past tense about what you did yesterday.
Yesterday, I watched a great movie on TV with my sister.



- Have students read their exchanges to the class. For each one, ask *What are the past forms? Are they regular / irregular?*

Exercise 7

- Read the direction line aloud. Tell students to underline the verbs in the two sentences in number 1 (*have, don't eat*). Have students look at the new sentence in the simple past tense. Ask *What are the past forms of these verbs? (had, didn't eat)*.
- Instruct students to underline the verbs in each sentence or set of sentences. Tell them to think about the past forms. Remind them to notice if the verb is affirmative or negative and to change to the past appropriately.
- Go over the answers as a class.

Extra practice activity (all classes)

- Write on the board:
We buy coffee at the coffee shop.
My head hurts.
He speaks two languages to his kids.
We shop at Food Mart.
Mike studies Computer Science.
- Call on volunteers to write the past forms on the board.

About you!

- Read the direction line. Say *Yesterday, I cooked a delicious pasta dinner.* Ask *What did you do yesterday?* Call on a few volunteers to share.
- Then tell students to do the exercise.
- Bring the class together and invite volunteers to write their sentences on the board. Make sure students write past forms correctly.
- Have students scan the sentences on the board. Ask *Did anyone do the same thing?*

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM

Exercise 5 2-08

- Play the CD or read the answers aloud. Then have students listen again and repeat.
- Option:** Ask students to close their books. Use the verbs from the list in sentences, e.g., *I danced all night.* Ask *What is the verb? (danced) What is the end pronunciation? (/t/).*

Exercise 6

- Read the direction line aloud. Focus on the example sentence. Read the exchange with a volunteer. Ask *Is "win" a regular or irregular verb? (irregular - you can't just add -ed, -d, or -ied to the base form).*
- Have students scan the verbs and decide if they are regular or irregular. Then have them do the exercise.
- Have students compare answers with a partner. Circulate to help as necessary.
- Go over the answers as a class.

- Option:** Students can practice reading the conversations in pairs. Remind them to use rising intonation for *yes / no* questions and falling intonation for information questions.

Extra extension activity (stronger classes)

- In pairs, students can create their own exchanges following the exercise items in Exercise 6. Tell them they can create *yes / no* or information questions.
- Write an example:
A *When was Marissa's party?*
B *It was last night. We had a great time.*
- Ask *Is this an information question or a "yes" / "no" question? (information) What are the past forms? (was, was, had) Are these regular or irregular forms? (irregular).*
- Have students write their conversations. Circulate to help as necessary.

Reading

Aim

Develop reading skills: Biographies of two athletes

Warm-up

Write *Paralympics* on the board. Ask *Does anyone know what this is?* If necessary, explain that this is an international sports event for athletes that have physical or visual disabilities. It is associated with the Olympics and takes place after the summer and winter Olympics in the same city. It is also known as *Parallel Olympics*.

Exercise 1

- Read the direction line aloud. Say, *Before we read the article, let's look at the title, the images, and the captions.* Ask students to predict how the two athletes' lives are similar.
- Play the CD or read the article aloud while students follow.
- Clarify vocabulary as needed: *no limits (having no boundaries); amputate (to cut off); prosthetic (artificial); efficient (functioning effectively); carbon fiber blades (part of the prosthetic leg used by runners that is designed to have the same function as the forefoot. Carbon fiber is a special lightweight plastic).*
- Ask the question in the direction line again.

ANSWER

They both have physical disabilities; they are both successful athletes and have won medals.

Extra extension activity (stronger classes)

- Invite students to underline all uses of the simple past. Tell them to notice if they are regular or irregular verbs.
- Ask *Is the article mostly in the simple past? (yes) Why? (because it describes the past achievements of two athletes).*
- Invite a volunteer to read the last sentence. Ask *What tense is it in? (simple present) Why? (because these athletes continue to inspire us).*

Exercise 2



- *Identify the main idea.* Read the direction line aloud. Give students time to think about the main message of the text and eliminate which choices are supporting details.
- Students compare answers in pairs.
- Then analyze all the choices as a class: option 2 is true about both athletes, but the whole article is not about Jessica and Alan as child athletes; similarly option 3 is a true detail about Jessica, but not the focus of the article.

8

Reading Biographies of two athletes

1. Read the biographies. In what ways are the athletes' lives similar?
2. **Identify the main idea** After reading the biographies, choose the statement that expresses the main idea.
 - 1) Athletes who compete with physical problems teach us that talent and hard work are important for success.
 2. Jessica and Alan competed in sports when they were children.
 3. Jessica had no fibula bones when she was born.

No Limits

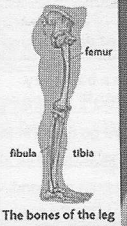



Jessica walks with prosthetic legs, but she swims without them.

Alan wins the 2012 Paralympics Gold Medal in London.

Paralympic swimmer Jessica Long was born in 1992 with no fibula bones in her legs. It is impossible to walk without fibulas, so doctors amputated her legs below her knees when she was eighteen months old. Doctors gave Jessica prosthetic legs, and she learned to walk with them. As a child and a teenager, she participated in many sports, including gymnastics, ice skating, biking, and rock climbing.

When she was very young, Jessica learned to swim in her grandparents' pool. Jessica walks on her prosthetic legs, but she swims without them. In 2004, she joined the U.S. Paralympic Swimming team in Athens, Greece. At only twelve years old, she was the youngest swimmer on the team and won three gold medals!



The bones of the leg

When Alan Oliveira was only 21 days old, he was very sick with a bacterial infection. To save his life, doctors amputated his legs below his knees. Like Jessica, Alan was an athletic child. When he was eight, he wanted to run in races, but his prosthetic legs were made of wood and were not very efficient. When he was fifteen, he received carbon fiber blades. A year later, he ran in the Beijing Paralympics and won a silver medal.

Both athletes continue to compete in races and continue to win medals for their countries. In 2012, Jessica won a gold medal at the London Paralympics, and Alan won the Gold Medal in his 200-meter race! These two athletes teach us that there are no limits when we have talent and determination.

Exercise 3

- *Find supporting details.* Have students try to do the exercise first without looking back at the article. Then, to help students build the skill of finding supporting details, ask them to support their answers with the place in the text that determined their answer. Focus on the example. Tell students to scan the article for the words *was born*. Ask a volunteer to read the sentence. Ask *What hint does the sentence give about a physical problem? (she had no fibula bones).*
- Have students work individually to find and underline the supporting details for each exercise item. Hint to students to scan the article for key terms in the exercise items.
- Go over the answers as a class.

About you!

- Ask a volunteer to read the statement. Create columns labeled *Jessica* and *Alan*. Elicit details about them. Fill in the chart with details about Jessica: *born with no fibula bones; legs amputated when baby; learned to walk on prosthetic legs; participated in many sports – gymnastics, ice skating, biking, rock climbing, swimming; won gold in Athens and London Paralympics.*
- Now fill in the chart with details about Alan: *bacterial infection when three weeks old; legs amputated below the knees; first prosthetic legs made of wood, then got carbon fiber blades; won silver in Beijing Paralympics and gold in London.*
- In pairs, have students discuss the athletes' life stories and decide how to end the statement.

ANSWERS

Students' own answers

3. **Find supporting details** Complete the statements. Then underline information in the biographies that supports each statement.

- Jessica Long was born with a prosthetic leg / a physical problem.
- Alan Oliveira was born with normal legs / no legs.
- After the amputation, doctors gave Jessica prosthetic legs / fibula bones.
- Jessica participated / didn't participate in sports when she was a teenager.
- Alan's first prosthetic legs were made of wood / carbon fiber.
- Carbon fiber blades / Wooden legs are more efficient for races.



What's your opinion? Complete the statement.
The two athletes' lives are interesting to me because _____

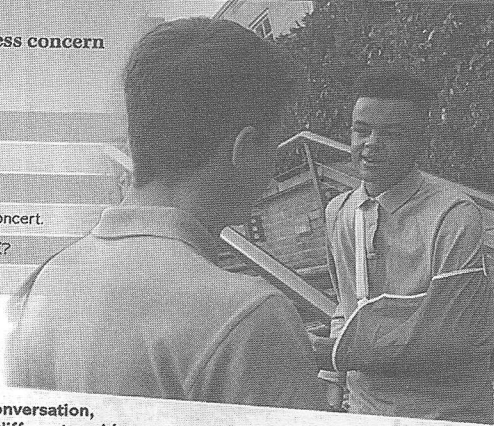
Teen2Teen

Discuss an injury; Express concern

2.10) 1. Read and listen to the conversation.

- A What happened to you?
B I hurt my arm.
A That's terrible. Are you OK?
B I guess so. But I can't play in the concert.
A That's too bad. Get better soon, OK?
B Thanks, Devin.

2.11) Express concern
That's terrible!
That's awful!
That's too bad!
I'm so sorry to hear that!
Oh, no!



2.12) 2. Pronunciation Listen and repeat.

3. **Guided conversation** Create a NEW conversation, using a different injury and stating a different problem. Use the list of injuries and problems for ideas. Express concern in a different way.

- A What happened to you?
B I _____ my _____.
A _____! Are you OK?
B I guess so. But I can't _____.
A That's too bad. Get better soon, OK?
B Thanks, _____.

Injuries
I cut ...
I burned ...
I hurt ...
I broke ...

Problems
I can't ... play in the [game / concert].
go to [band / orchestra] practice.
go to [volleyball / soccer] practice.

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

the problem? (he can't play in the concert). Focus on the Injuries and Problems boxes listed on the side. Elicit problems injuries can cause, e.g., *I broke my foot, so I can't go to soccer practice.*

- Explain to students that they will now create their own conversations, using Exercise 1 as a model.
- Establish that they need an injury for gap 1 and a part of the body for gap 2. For gap 3 they need an expression of concern. Gap 4 requires a problem that the injury causes. The final gap requires a name.
- Have students complete the gaps.
- Circulate to help as necessary. Make sure students adjust all the pronouns as needed.

Chat

- Ask students to practice reading the new conversations with a partner. Remind them to use appropriate intonation to express concern.
- **Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down the injury and problem they hear.

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

Teen2Teen

Aim

Practice social language for discussing an injury and expressing concern

Warm-up

Ask *Have you ever been sick or hurt? What did people say to you? (e.g., Are you OK? Do you need anything?) How did they treat you? (e.g., They were kind; They helped me) How do you speak to someone who is sick or hurt? (e.g., kindly; I offer to help them).*

Exercise 1 2.10

- Focus on the photo. Ask *Where are these people? (in school) What's wrong? (a boy has hurt his arm) What is the other boy doing? (he looks sad / interested).*
- Play the CD or read the conversation aloud while students follow.

- Ask a volunteer to summarize the situation (*one boy hurt his arm and he can't play in the concert*). Ask *What does it mean "he can't play in the concert"? (he plays an instrument and he will not be able to do this).*

Express concern 2.11

- Play the CD or read the phrases aloud for students to repeat them.

Exercise 2 2.12

- 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.
- Focus on the intonation of lines 3 and 5. Demonstrate different intonations to best illustrate how to express concern.

Exercise 3

- Read the direction line aloud. Ask *What is the injury in the conversation in Exercise 1? (the boy hurt his arm) What is*

Unit 9

Grammar

The simple past tense: questions

Vocabulary

Severe weather and weather-related events

How to prepare for severe weather

Social language

Describe a storm experience

Values and cross-curricular topics

Natural disasters and environmental awareness

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 7–9*.

Topic Snapshot

Aim

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

Note

If there isn't a map in class, bring a world map.

Warm up

Ask *Who's writing on the Teen2Teen Friends' blog today?* (Vivian Lin and Arturo Ortega). Have students look at the photos. Call on volunteers to read the captions. Bring out the world map and have volunteers locate Taichung (Taiwan) and Santo Domingo (the Dominican Republic). If you don't have a world map, see if students can remember where Vivian and Arturo are from. Then ask students to refer back to page 9, where they first met Vivian and Arturo.

Exercise 1

- Play the CD or read the posts aloud while the students follow.
- Clarify vocabulary as needed: *electricity was out* (it stopped working); *to be back online* (to have the Internet working again).
- **Option:** Create a list of problems caused by the typhoon in Taichung and the hurricane in the Dominican Republic (*electricity was out; damage to cars and trees; window broke by fallen tree; flooding; schools closed; injuries; death*).

9

Did you hear about the storm?

Grammar: The simple past tense: questions
Vocabulary: Severe weather and weather-related events • How to prepare for severe weather
Social language: Describe a storm experience

Topic Snapshot

2.13

1. Read and listen to the posts.


Teen2Teen Friends

18:46

My blog: Bad weather

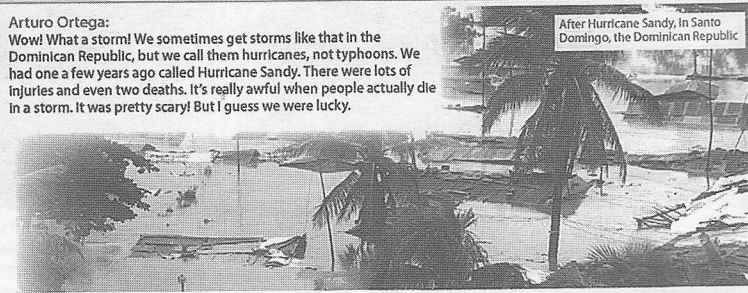
Vivian Lin:
 Hey guys! Did you hear about the storm in my city, Taichung, a few days ago? We had a huge typhoon! Don't worry, we're fine. The electricity was out for a while, but I'm back online now. The wind did some damage to cars and trees, though. Part of a tree fell on our building during the storm and broke a window in my sister's room. And there was a ton of rain and lots of flooding.

After the storm, we went outside, and the water was up to our knees! Luckily, our car was on the second floor of the garage. Because there was no electricity, all the schools were closed for two days. (Yay!) But everything's back to normal now. And actually I'm happy we're back in school again. I was really bored! So, do any of you guys get typhoons where you live?



Flooding in Taichung

Arturo Ortega:
 Wow! What a storm! We sometimes get storms like that in the Dominican Republic, but we call them hurricanes, not typhoons. We had one a few years ago called Hurricane Sandy. There were lots of injuries and even two deaths. It's really awful when people actually die in a storm. It was pretty scary! But I guess we were lucky.



After Hurricane Sandy in Santo Domingo, the Dominican Republic

2. Circle T (true), F (false), or NI (no information) according to the Topic Snapshot.

1. There was some damage to Vivian's building. T / F / NI
2. Vivian didn't go to school for two days. T / F / NI
3. There was some damage to Vivian's school. T / F / NI
4. Vivian's family car was under water during the typhoon. T / F / NI
5. No one died during the typhoon in Taichung. T / F / NI
6. No one died in the Dominican Republic during Hurricane Sandy. T / F / NI
7. There was no electricity during the typhoon in Taichung. T / F / NI

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Usage

In Asia, a hurricane is called a typhoon. Vivian says there was "flooding." *Flooding* refers to the act of water rising. *A flood* is the word for the event.

Arturo in his response says *It was pretty scary...* In this usage, the adverb *pretty* means *very*.

Pretty can also be used informally as an adverb to mean *somewhat*; for example *I'm pretty sure he forgot*.

Pretty can also mean *attractive*.

Extra extension activity (stronger classes)

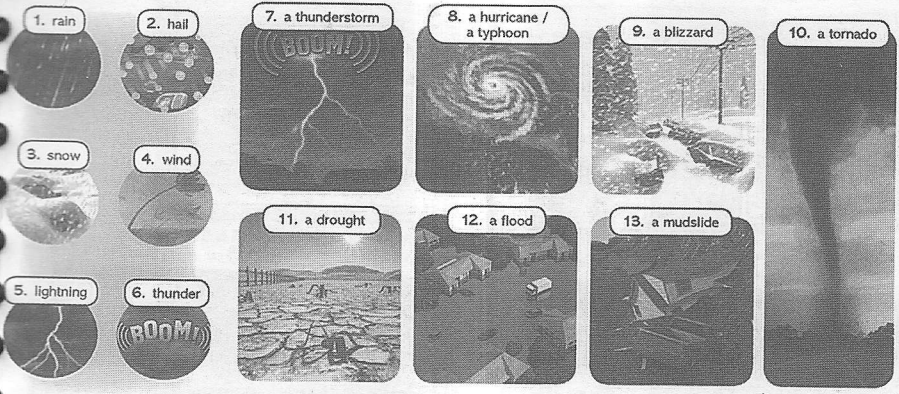
- Invite students to pretend to be one of the other *Teen2Teen* characters and respond to the posts. Instruct them to use Arturo's post as a model. Tell them they can use real-life experience with a storm or make something up.

Exercise 2

- Read the direction line aloud. Encourage students to first try to do the exercise without looking at the posts.
- Have students do the exercise.
- Tell them to compare answers in pairs.
- Bring the class together and elicit corrections to the false statements (4. *Vivian's family car was on the second floor of the garage*; 6. *There were two deaths*).

Vocabulary Severe weather and weather-related events

214) 1. Look at the pictures. Read and listen.



215) 2. Pronunciation Listen and repeat.

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

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

216) 4. Listening comprehension Listen to the conversations. Check the kind of storm or event.

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



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

- Tell students to think about the answers carefully in the remaining items. Refer them to the Vocabulary in Exercise 1 for help.
- Have them compare answers in pairs.
- Then go over the answers as a class.

Exercise 4 2-16

- Have students scan the images and identify the storms and events.
- Tell students that there is one question for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Clarify vocabulary as needed. Write *What a beautiful day it is! What a storm!* Explain that this word order is used for emphasis. *You can say that again* is an expression used when you agree strongly with someone. Write: *very scary; Wow, that's terrible; Wow; Terrible!*
- Say that these are examples of ways to respond to something bad happening.
- Students listen again and check their answers, correcting as needed.
- Bring the class together and go over the answers.

AUDIOSCRIPT 2-16 PAGE 107

Extra extension activity (stronger classes)

- Students can describe a weather event for the class to guess. They shouldn't mention the event, only details.
- Model the first example: *The weather is horrible. It's cold and we have so much snow. It's going to snow again later tonight and all day tomorrow. We have missed three days of school already. (blizzard).*

About you!

- Read the question. Then ask a volunteer to read the sample answer.
- Have students discuss in pairs. Encourage them to name where the severe weather events took place.

ANSWERS

Students' own answers

Further support Extra Practice CD-ROM

Vocabulary

Aim

Practice words for severe weather and weather-related events

Further support

Vocabulary Flashcards: Severe weather and weather-related events

Exercise 1 2-14

- Focus on the title of the section. Elicit the meaning of *severe* (*harsh, dangerous*).
- Focus on the weather-related events. Clarify meaning as needed: *thunder* (*a loud noise heard during a storm*); *hail* (*frozen drops of rain*).
- Focus on the images of severe weather. Ask *Which of these are you NOT familiar with?* Clarify meaning as needed: *thunderstorm* (*a storm with thunder and lightning*); *blizzard* (*a strong snowstorm*); *tornado* (*a strong storm in which air spins quickly and causes damage*); *drought* (*a*

long period of time when it doesn't rain and it's very dry); *mudslide* (*when mud or wet earth moves down a hill*).

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

Exercise 2 2-15

- Play the CD or read the words aloud for students to repeat.
- Focus on the pronunciation of *drought* /draʊt/. Compare the pronunciation to the word *out*. Then focus on *flood* /flʌd/. Say the words and call on volunteers to repeat.

Exercise 3

- Read the direction line aloud. Focus on the example sentence. Ask *What is the weather-related event in number 1? (a blizzard) What is a blizzard? (a strong snowstorm)*. Ask *Does item a. make sense in the sentence? (No. The word "blizzard" in the sentence indicates that snow would have to be one of the answers)*.

Vocabulary

Aim

Practice phrases for how to prepare for severe weather

Further support

Vocabulary Flashcards: How to prepare for severe weather

Exercise 1 2-17

- Have students scan the images. Clarify vocabulary: *take shelter* means to go to a place that will protect you from danger. Define *evacuate*: to remove someone from a dangerous to a safe place. Point out that *evacuate* can take a direct object (*They evacuated the town*), or it can function without one (*The people evacuated*).
- Focus on number 4. Ask *What kinds of supplies might you need to prepare for a severe weather event?*, e.g., *flashlight, batteries, food, water, etc.*
- Play the CD or read the phrases aloud while students follow.

Exercise 2 2-18

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

Exercise 3 2-19

- Read the direction line. Tell students that there is one sentence for each weather report.
- Focus on the example. Point out that for the imperative you use the infinitive form without *to* (*buy, take*). To form the negative you put *Don't* or *Do not* in front of the verb. Elicit the negative for the example sentence (*Don't buy ... / Don't take ...*).
- Clarify vocabulary as needed. Point out that the verb *hit* is used with a *hurricane* to explain that the storm will reach a place. Explain that *evacuee* is a person who is evacuated or removed from a dangerous place.
- Focus on the instruction *Do not, we repeat, do not close your windows*. Point out that the repetition is for emphasis. Explain that if a tornado moves over a house, it creates a vacuum by sucking air out of the structure. If the windows are closed, the house can literally explode from the pressure.

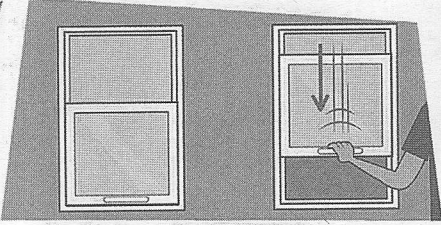
AUDIOSCRIPT 2-19 PAGE 107

Further support


Extra Practice CD-ROM

Vocabulary How to prepare for severe weather

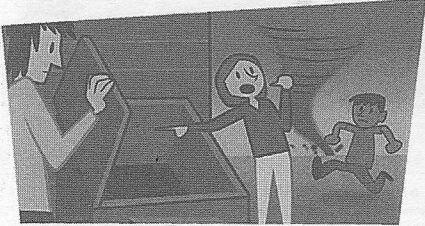
2-17) 1. Look at the pictures. Read and listen.




1. close the windows




2. stay inside




3. take shelter



4. buy supplies



5. evacuate



6. watch the weather report

2-18) 2. **Pronunciation** Listen and repeat.

2-19) 3. **Listening comprehension** Listen to each weather report. Then listen again. After each report, use imperative forms of the Vocabulary to complete the instructions.

1. Buy supplies _____ before, and take shelter _____ during, the storm.
2. Close the windows _____ and stay inside _____ during the storm.
3. Watch the weather report _____ and do not / don't close the windows _____.
4. Evacuate _____ now and take shelter _____ at schools in Nayerton.

Grammar The simple past tense: questions

1. Study the grammar.

yes / no questions	Short answers
the tornado do a lot of damage?	Yes, it did. No, it didn't.
they go outside during the blizzard?	Yes, they did. No, they didn't.
she buy supplies before the storm?	Yes, she did. No, she didn't.
you watch the weather report last night?	Yes, we did. No, we didn't.

Information questions	
Where did they stay during the storm?	(They stayed in the school gym.)
When did they evacuate the city?	(This morning.)
Who did Paul call before the storm?	(He called his mother.)
BUT Who called his mom before the storm?	(Paul did.)
How many people died during the typhoon?	(Three people died.)

2. Pronunciation Listen to the grammar examples. Repeat.

3. Complete each question with the correct verb.

- Did the storm **(do)** / did a lot of damage?
- Did they **(watch)** / watch the news on TV?
- Who did call / **(called)** during the hurricane?
- Did any trees **(fall)** / fell on the car?
- Where did you **(take)** / take shelter during the storm?
- Who did you **(see)** / saw outside during the blizzard?

4. Change each statement into a yes / no question in the simple past tense.

- I listened to the news last night. Did you listen to the news last night?
- She bought supplies after work. Did she buy supplies after work?
- We closed the windows before the storm. Did you close the windows before the storm?
- We watched the weather report after dinner. Did you watch the weather report after dinner?
- They stayed inside during the blizzard. Did they stay inside during the blizzard?

5. Complete the conversations with questions in the simple past tense. Use the cues.

- A: What did they do during the blizzard? (What / do)
B: During the blizzard? They stayed inside.
- A: Where did you go during the flood? (Where / go)
B: During the flood? We went to my aunt's house.
- A: How many people died in the mudslide? (How many / die)
B: In the mudslide? Two people died.
- A: When did the drought begin? (When / begin)
B: The drought? It began in April.
- A: Who closed the windows before the storm? (Who / close)
B: The windows? I closed them.

Exercise 3

- Read the direction line aloud. Focus on the example question. Ask *Is it a "yes" / "no" question or an information question? ("yes" / "no") What form do you need for "yes" / "no"? ("Did" + noun / pronoun + base form).*
- Have students do the exercise.
- Then have them compare answers with a partner.
- Go over the answers as a class.
- Option:** Have students make up answers to each question. Then ask them to practice asking and answering questions with a partner.

Exercise 4

- Read the direction line. Ask a volunteer to read the example question. Ask *How will each "yes" / "no" question begin? (Did ...?).*
- Option:** Invite students to create information questions from the sentences in the exercise: (1. *What did you listen to?*; 2. *What did she buy?*; 3. *When / Why did you close the windows?*; 4. *What did you watch?* OR *When did you watch ...?*; 5. *Where did they stay?*).

Extra practice activity (all classes)

- Ask students to work in pairs. Tell them to imagine they are preparing for a tornado or another severe weather event. Have them ask *yes / no* questions to see if the other person did certain things, e.g., *Did you open the windows? Did you find the cat? Did you find a place to take shelter?*

Exercise 5

- Read the direction line aloud. Read the example question and answer. Point out to students that they should use any relevant information from the answer to complete the question (for example, in number 1, since *they* is used in the answer, it also belongs in the question). The phrase *During the blizzard* hints that the question is about what they did during the blizzard.
- Circulate to help as necessary.
- Then bring the class together and go over the answers.
- Option:** Students can practice asking and answering the question. Encourage correct intonation.

Further support Extra Practice CD-ROM

Grammar

Aim

Practice the simple past tense: questions

Grammar support

Interactive Grammar Presentation

Exercise 1

- Write these sentence on the board:
Did it snow a lot? Yes, it did.
When did the power go out? At noon.
Ask students to identify the information question (*the second one*). Then the *yes / no* question (*the first*).
- Read the questions and answers in the two grammar charts. Bring students' attention to the different question formation for *Who* and *How many*.

Exercise 2 2-20

- Play the CD or read the grammar examples aloud for students to repeat.
- To review, ask *For which question type do we use rising intonation? ("yes" / "no") falling? (information).*

AUDIOSCRIPT 2-20

Did the tornado do a lot of damage? Yes, it did. / No, it didn't.

Did they go outside during the blizzard? Yes, they did. / No, they didn't.

Did she buy supplies before the storm? Yes, she did. / No, she didn't.

Did you watch the weather report last night? Yes, we did. / No, we didn't.

Where did they stay during the storm?

When did they evacuate the city?

Who did Paul call before the storm?

Who called his mom before the storm?

How many people died during the typhoon?

Reading

Aim

Develop reading skills: An informational website

Note

Bring a world map, if there isn't one in class so that students can locate Bangladesh, Venezuela, and the U.S.

Warm-up

Ask *Who's writing on the Teen2Teen blog today? (Vivian Lin) Where is she from? (Taichung).* Give students a few minutes to look at the blog. Ask *Is she writing the post like she was on page 62? (No she's not – she's sharing information she has researched).*

Exercise 1

- Write down the locations of the three severe weather events in the article:
 - Bangladesh
 - Brazil
 - the United States
- Invite students to find these on the map. If students are interested, point out that Joplin is in the center of the country in the U.S. state of Missouri.
- Read the direction line aloud. Write the question on the board. Invite students to predict which storm they think was the worst. Tell students they will return to the focus question *after* reading the article.
- Play the CD or read the article aloud while students follow.
- Clarify that *massive* means *very large*.
- Refer to the focus question on the board. Ask *Did you predict correctly? Do you still think the storm you chose before reading was the worst? Why? / Why not?*

ANSWER

Students' own answers

Exercise 2

- Classify information.** Review that to *classify* means to decide what group or category something belongs to. Point out the classifying categories in the exercise (*The Bhola Typhoon, The Nova Friburgo Mudslide, The Joplin Tornado*).
- Tell students to first try to do the exercise without looking back at the article. Then tell them to look back at the text for any items they couldn't answer. Hint to students that they don't need to re-read the whole text – they just need to look for specific information in the text. For example, in a., students would scan the text for *twenty-first century*, or any date after 2000.
- Have students compare with a partner.
- Go over answers as a class.

9

Reading An informational website

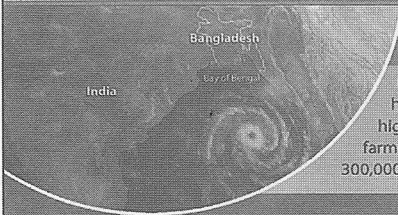
221

- Read the informational website. Which weather-related event, in your opinion, was the worst? Explain your reasons.
- Classify information** After reading the website, match each weather-related event with the facts.

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


My blog: Weather around the world

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




The Bhola Typhoon

One of the worst storms in the twentieth century was the huge Bhola Typhoon in Bangladesh in November 1970. Very high winds caused water from the sea to flood villages and farms. Houses were completely under water. Approximately 300,000 to 500,000 people died in this awful storm.



The Nova Friburgo Mudslide

Over a period of 24 hours in January 2011, more than 140 millimeters of rain fell on the mountainous state of Rio de Janeiro in Brazil. That was more rain than the area usually gets in the entire month of January. From high in the mountains, flooding from the rain began to carry dirt and rocks toward the cities and towns below. This caused massive mudslides that destroyed cars, homes, and buildings. The mudslides killed more than 800 people in Nova Friburgo, Teresopolis, and Petropolis. It was one of Brazil's worst disasters.



The Joplin Tornado

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

Exercise 3

- Scan for information.** To review this reading strategy, explain that it is possible to find information in a text without reading or re-reading the entire text. You just look for specific information in the text.
- Focus on the example. Tell students to scan the article for the word *typhoon*. Ask a volunteer to read the sentence. Ask *Does the sentence provide information where the typhoon took place? (yes, in Bangladesh) Does this give you the answer you need for question 1? (yes).*
- Hint to students that numbers are sometimes spelled out in the article and to pay attention to this when scanning.
- Have students work independently to scan the text for answers. Instruct them to underline in the text where they found answers. Circulate to help as necessary.
- Go over the answers as a class.

About you!

- Ask a volunteer to read the direction line. Have students work in groups. Make the world map available to students to help trigger geographic locations.
- Bring the class together and invite groups to share the storms they discussed.

ANSWERS

Students' own answers

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

- | | | |
|--|----------|-------------------|
| 1. In what country did the typhoon occur? | <u>g</u> | a. November |
| 2. Where did the mudslide occur? | <u>h</u> | b. December |
| 3. In what month of the year did the typhoon occur? | <u>a</u> | c. 1.6 kilometers |
| 4. In what city did the tornado occur? | <u>e</u> | d. 158 |
| 5. How many people died in the tornado? | <u>d</u> | e. Joplin |
| 6. In what month of the year did the mudslide occur? | <u>b</u> | f. 1999 |
| 7. How wide was the tornado? | <u>c</u> | g. Bangladesh |
| 8. In what year did the mudslide occur? | <u>f</u> | h. Venezuela |



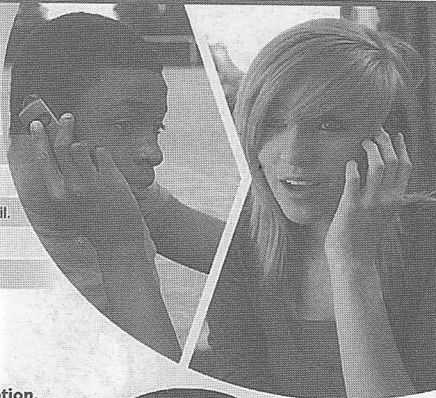
Write the names of some of the worst storms you know. Where did they occur?

Teen2Teen

Describe a storm experience

222) 1. Read and listen to the conversation.

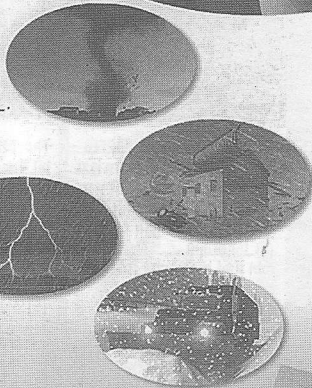
- A You won't believe what happened here yesterday.
 B What happened?
 A We had a huge tornado! There was a ton of wind and hail.
 B Really? Did it do any damage to your house?
 A Nothing serious, but it was really scary.



223) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation. Change the storm and the time of the storm. Change the description of the weather.

- A You won't believe what happened here _____.
 B What happened?
 A We had a huge _____. There was a ton of _____ and _____.
 B Really? Did it do any damage to your house?
 A Nothing serious, but it was really scary.



- Weather
 rain
 wind
 snow
 hail
 lightning
 thunder

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

Exercise 3

- Read the direction line aloud. Remind students that they will now create their own conversations, using Exercise 1 as a model.
- Establish that they need a past time reference for gap 1. For gap 2 they need a severe weather event (for example a storm, a blizzard, a hurricane). Gaps 3 and 4 require details of the severe weather event. Refer them to the list titled *Weather*.
- Invite volunteers to identify the weather events in the pictures (*tornado, hurricane, thunderstorm, blizzard*).
- Have students complete the gaps.
- Circulate to help. Make sure students adjust all the pronouns as needed.

Chat

- Ask students to practice reading the new conversations with a partner. Remind them to use correct intonation and emphasis in the first three lines.
- **Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down the severe weather event and the details of the weather. After each role play students summarize the details of the weather event.

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 describing a storm experience

Warm-up

Ask *Was there ever a big storm in this town? What happened? Was it scary? Does everyone remember this storm?*

Exercise 1 2-22

- Tell students to read and listen. Play the CD or read the conversation aloud while students follow.
- Ask a volunteer to summarize the severe weather event (*there was a huge tornado with a lot of wind and hail*).
- **Option:** Bring students' attention to the past question forms in the conversation. Ask *Which is a "yes" / "no" question? (Did it do any damage to your house?) Which is an information question? (What happened?)*

Extra practice activity (all classes)

- Have students work in pairs to continue the conversation for another set or two of questions. For example:
B *Did you lose power?*
A *Yes, we did, but only for an hour.*

Exercise 2 2-23

- 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.
- Focus on the intonation and emphasis in the following sentences: *You won't believe what happened here yesterday.* and *We had a huge tornado!* and *There was a ton of wind and hail.* Explain that emphasis on these words brings attention to the excitement caused by these events.

Review: Units 7–9

Aim

Review and personalize the language learned in *Units 7–9* and evaluate progress toward specific goals

Suggestion

Remind students that the next two pages review the language that they have been learning so far. At the end of the *Review* section, they will check off the progress they made in different categories.

Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class.
- Have students do the exercise individually. Encourage them to find where in the conversation they found the answers and underline them.
- Go over the answers as a class. If someone has the wrong answer, help them find which part of the conversation contains the correct answer.
- Ask *What does Wendy mean when she says "Mark Unger? Awesome! Then I know it's good.?"* (it means that she likes movies starring Mark Unger – as long as he is in the movie, she is sure to like it). Ask students *Do you have a preferred actor like that?*
- **Option:** Ask students to underline all the questions in the article. Ask *Are they all in the past tense? (the first two are – they ask about past events – "What happened?" and "What movie did you see?") The other two questions are in the present tense as they ask about the present ("Who's in it?" and "Are you OK?").*
- **Option:** Say *Imagine you are in a movie theater watching the movie "The Storm" and there is a real thunderstorm outside. You can hear hail and thunder during the movie. What might that feel like? (e.g., it might feel strange; it could make the film seem more real; it could make the film more scary).*

Review: Units 7–9

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

Greg: You won't believe what happened to me yesterday.

Wendy: What happened?

Greg: Well, we went to a movie, and there was a big thunderstorm. We could hear hail and thunder during the movie!

Wendy: What movie did you see?

Greg: *The Storm*. Can you believe that?

Wendy: Wow! That's weird! But, hey, I heard *The Storm* is a great action movie. Who's in it?

Greg: Mark Unger.

Wendy: Mark Unger? Awesome! Then I know it's good.

Greg: Yeah. But then, after the movie, there was still some hail on the ground. I had a little accident, and I hurt my knee.

Wendy: That's terrible! Are you OK?

Greg: I guess so. But I can't go to soccer practice today.

Wendy: That's too bad. Get better soon, OK?

Greg: Thanks.

1. Who saw the movie?

- (a) Greg. b. Wendy.

2. What kind of movie did Greg see?

- a. A horror movie. (b) An action movie.

3. What was the name of the movie?

- a. Mark Unger. (b) *The Storm*.

4. What happened after the movie?

- (a) Greg hurt his knee. b. There was hail and thunder.

5. Who is Mark Unger?

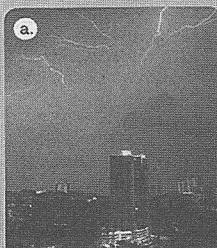
- a. Greg's friend. (b) An actor.

6. What can't Greg do today?

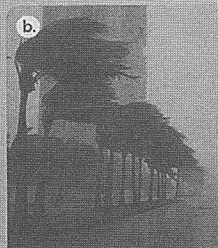
- (a) Play soccer. b. Go to a movie.

2. Look at the photos. Complete the news reports with words below.

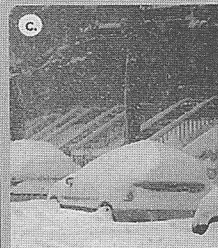
blizzard damage deaths drought hurricane lightning rain snow stay thunderstorm



A major (1) thunderstorm passed through the city last night from about 11:00 p.m. to 3:00 in the morning. There was so much thunder, (2) lightning, and rain that many city residents complained they could not sleep.



The (3) hurricane hit the city yesterday. High winds caused a lot of (4) damage to buildings and houses near the beach. There were some injuries, but luckily there were no (5) deaths.



A huge (6) blizzard hit our area last night. Because of the high winds, weather reporters suggested that people (7) stay inside during the storm. This morning, the (8) snow covered cars all over the city and schools did not open.



More bad news today ... The (9) drought continues after sixty days of high temperatures and no (10) rain.

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Exercise 2

- Invite students to scan the weather-related vocabulary in the box. Ask *Which are examples of severe weather? (blizzard, drought, hurricane) Which are weather-related events? (damage, deaths, lightning, rain, snow).*
- Give students time to look at the photos and complete the gaps.
- Then have them compare answers in pairs.
- Bring the class together and go over the answers.

Extra extension activity (stronger students)


- Invite pairs to use the information from one of the exercise items to create a conversation. Tell them they can begin the exchange with the first two lines in Exercise 1. You can model this example that uses exercise item c. to jump start the conversation:
A *You won't believe what happened!*
B *What happened?*
A *There was a massive blizzard hit our neighborhood.*
B *Oh no. Are you OK?*
A *Well, we stayed inside. So we're fine. I'm not sure about our house.*
- Invite pairs to share their exchanges with the class.

3. Complete the conversations with the simple past tense or the past of be.

1. A: What kind of movie did you see (you / see) last night?
B: We saw (see) a really good love story with Matt Mone and Suzie Swift.
2. A: Why were (be) you so late for band practice yesterday?
B: Me? Because I had (have) a bike accident and I hurt (hurt) my knee.
3. A: Which team won (win) the game last weekend?
B: Which team? The Bobcats, of course! They always win.
4. A: Did you watch (you / watch) that soccer game on TV last night?
B: Yes I did. Unbelievable! One player broke (break) his foot.
5. A: What did your mom make (make) for dinner tonight?
B: My mom? She made (make) a really delicious chicken dish with rice.
6. A: What did you buy (buy) for your sister's birthday?
B: I bought (buy) her a beautiful necklace.

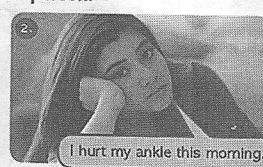
All About You

1. Write your own response to each person.




1. There was a great action movie on TV last night!

You _____



2. I hurt my ankle this morning.

You _____

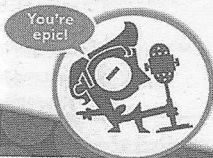


3. You won't believe what happened here yesterday!

You _____

2. Complete each personal statement with your interests and past activities.

My favorite kinds of movies are _____
 After school yesterday, I _____
 The last time we had a storm, there was _____



Progress Check

✓ Check what you can do.

- Describe a movie
- Discuss a storm experience
- Discuss an injury and express concern
- Use the Unit 7–9 grammar and vocabulary

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Exercise 3

- Before students do the exercise, remind them to be aware of question and statement forms, affirmative and negative forms, and regular and irregular verbs.
- Read the direction line aloud.
- Have students do the exercise. Circulate to help if necessary.
- Have students compare answers in pairs.
- Go over answers as a class.
- **Option:** Students can practice reading the exchanges.

All About You

Exercise 1

- Focus on the heading. Point out that this section includes lines that appeared in dialogues in each of the three units. Students will have a chance to write their own answers.
- Give students a few minutes to read the speech balloons and write their responses. Explain that the responses may be in statement or question format. Point out that number 1 is eliciting a question about the movie using the past tense of *be*; number 2 is eliciting expressing concern; number 3 is eliciting an information question with simple past tense (*What happened?*).
- Students can compare answers with a partner.

ANSWERS

Students' own answers

Extra extension activity (stronger students)

- Invite students to choose one of the scenarios (1, 2, or 3) and continue the conversation for a few more exchanges. Model number 1 on the board.
 - A *There was a great action movie on TV last night!*
 - B *What was it called?*
 - A *I don't remember. Anton Samev was in it.*
 - B *Oh, "Ninjas at Midnight."*
- Remind students to create regular and irregular past forms and question forms correctly.

Exercise 2

- Tell students to look at the unfinished statements. If necessary, hint to students that the first item is eliciting movie genres; the second item is eliciting an action in the simple past tense; the third item is eliciting weather-related vocabulary.
- Have students do the exercise.
- Then bring the class together and call on volunteers to share answers.
- **Option:** Choose the first or second exercise item. Poll the class for favorite kinds of movies or for after school activities. Write student responses on the board. Then study the information and make conclusions.

ANSWERS

Students' own answers

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, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

Suggestion

Teachers should remember not to correct students' self-evaluation, tempting as it may be. Instead, 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.

Further support

Video: Report

Puzzles

Review Tests A and B

Listening Tests A and B

Extension

Cross-curricular Reading page 98

Teen2Teen Friends Magazine 3 page 102

Unit 10

Grammar

The past continuous

The past continuous and the simple past tense

Vocabulary

Staying safe

Social language

Introduce a new topic

Express concern

Values and cross-curricular topics

Health and safety

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 10–12*.

Topic Snapshot

Aim

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

Warm-up

To warm up ask a volunteer to read the title of the unit *Were you wearing your seat belt?* Ask *When might someone ask this question? (when talking about an accident)*. Ask *Do you usually wear your seat belt? Is it the law in your country to wear a seat belt?*

Exercise 1

- Focus on the last picture of the picture story. Ask *What do you think the two people are talking about? (a car accident) What happened? (one car hit the other and dented the bumper) What can cause such an accident? (e.g., being distracted / not paying attention; talking on the phone or texting, changing channels on the radio, eating, etc.)*.
- Play the CD or read the conversation aloud while the students follow.
- Read the first line again putting emphasis on *believe*. Point out that this is a typical way to introduce some exciting, interesting, or unusual news to someone.
- Ask students to focus on Kathy's reactions to the various details David shares: *Oh no! What happened?; You're kidding!; That's so scary*. Read them with appropriate intonation showing concern.

10

Were you wearing your seat belt?

Grammar: The past continuous • The past continuous and the simple past tense
Vocabulary: Staying safe
Social language: Introduce a new topic • Express concern

Topic Snapshot

1. Read and listen to the conversation.



David: You're not going to believe what happened to us yesterday.
Kathy: What?
David: Well, my mom was driving my brother and me to school, and we had an accident.



Kathy: Oh, no! What happened?
David: Well, my mom stopped at a red light, but the driver behind us didn't see the light in time. He hit the back of our car!
Kathy: You're kidding!
David: No. The guy was texting! It's a good thing he wasn't going too fast.



Kathy: That's so scary.
David: Yeah. But we're all OK.
Kathy: Were you wearing your seat belts?
David: Of course!



David: The guy apologized to my mom. He said it was totally his fault.
Kathy: Well, that's good. Was there a lot of damage to your car?
David: No, thank goodness. Just a small dent.

2. Circle T (true), F (false), or NI (no information), according to the Topic Snapshot.

- David's mother had an accident on the way to school. T / F / NI
- David and his brother were in the car. T / F / NI
- David and his brother had injuries. T / F / NI
- The people in David's car were wearing their seat belts. T / F / NI
- The other driver was wearing a seat belt. T / F / NI
- There was a lot of damage to the other driver's car. T / F / NI
- The accident was David's mom's fault. T / F / NI

70

- Invite a volunteer to read the last exchange with you. Play the part of Kathy and put stress on *that's*. Explain that this stress indicates that at least that part was positive – the man accepted blame.
- Then ask students to read parts of the conversation or the entire conversation in pairs to practice intonation and showing concern.

Exercise 2

- Read the direction line aloud. Call on a volunteer to read the first item and answer. Explain that *on the way* is another way of saying *while going somewhere – by car, on foot, by train*.
- Have students do the exercise. Tell them to support their answers.
- Students to compare answers in pairs.
- Check answers as a class.

Extra extension activity (stronger classes)

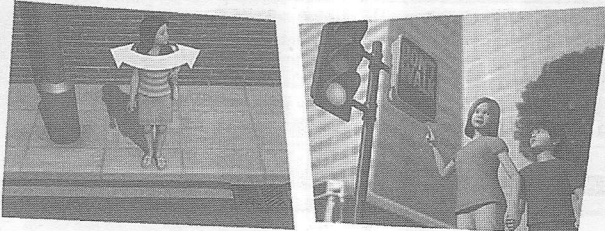
- Invite pairs to role-play the situation in David's thought balloon. One person should role-play David's mom and the other the man. Tell students they can decide the tone and content of the exchange.
- Invite pairs to present their role plays.

Vocabulary Staying safe

225) 1. Look at the pictures. Read and listen.



1. wear a seat belt 2. wear a helmet 3. wear a life vest



4. look both ways 5. follow the rules

226) 2. Pronunciation Listen and repeat.

227) 3. Listening comprehension Listen to the conversations. Choose the answer to each question, based on the Vocabulary.

1. What should they wear? 2. What should they wear? 3. What's she going to get? 4. What is she wearing?



4. Complete each statement with the correct form of a verb phrase from the Vocabulary.

- When you go kayaking, you should always wear a life vest.
- If you have a bike accident and you aren't wearing a helmet, you can have bad injuries.
- When you are going to cross the street, you should look both ways.
- If there's a "Don't Walk" light, it's important to follow the rules. So don't walk. When the light changes, look both ways before you walk.
- It's always necessary to wear a seat belt when you are riding in or driving a car.



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

When I cross the street, I always _____
When I ride my bike, I always _____

Exercise 2 2-26

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

Exercise 3 2-27

- Read the direction line aloud. Invite students to identify the images in the multiple choices (1. a cycle helmet and a life vest; 2. a seat belt and a life vest; 3. a life vest and a riding helmet; 4. a seat belt and a cycle helmet).
- Tell students that there is one question for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and write.
- Students listen again and check their answers.
- Bring the class together and go over the answers.

AUDIOSCRIPT 2-27 PAGE 107

Extra extension activity (stronger classes)

- In pairs, have students create a dialogue about an activity requiring safety equipment or precautions.
- Then have them read the dialogue to the class, and the class will suggest what safety measures need to be taken. For example:
A *Rock climbing seems dangerous.*
B *You have to be careful. But it's fun.*
A *How do you stay safe?*

Exercise 4

- Read the direction line and example sentence aloud. Then instruct students to complete the remaining sentences.
- Bring the class together and go over the answers.

About you!

- Ask a volunteer to read the task.
- Give students a few minutes to complete the sentences.
- Bring the class together and go over the answers.

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice phrases for staying safe

Further support

Vocabulary Flashcards: Staying safe

Exercise 1 2-25

- Have students scan the images. Ask *Which safety tip was mentioned in the conversation on page 70? (wearing a seat belt) Do you follow all these safety tips?*
- Play the CD or read the phrases aloud while students follow.
- Ask *Name different places you could wear a seat belt (car, bus, plane); a helmet (bike, motorcycle, motorbike, scooter; while rock climbing, horseback riding, skiing, snowboarding); a life vest (on various boats: canoes, kayaks, sailboats, whitewater rafts, etc.; while waterskiing, surfing, etc.).*

Usage

Other common names for life vest are *life jacket* and *flotation device* (which is much more formal). They are used interchangeably.

Extra practice activity (all classes)

- On the board create four columns: *car, bike, water, street*
- Elicit other ways to stay safe in the car, on a bike, on water, on the street. Ask students to write these in the correct columns, e.g., *car: a driver should wear sunglasses, avoid distractions such as using a phone; bike: a biker should use hand signals, have a light for night biking, and a bell to alert people; water: never swim alone, never go into water in a storm or bad weather; street: walk on a sidewalk, don't play in the streets, cross only at crosswalks.*

Grammar

Aim

Practice the past continuous

Grammar support

Interactive Grammar Presentation

Exercise 1

- Focus on the cartoon. Invite a student to read the sentence in the balloon. Ask *Is Ken riding his bike right now?* (no) *Is Laura running now?* (no) *Were they riding and running at a specific time in the past?* (yes) *When?* (at 3:00).
- Read the first two grammar rules and example sentences. On the board write: *On Monday morning ... At midnight all day*
- Invite students to complete the sentences in the past continuous, e.g., *On Monday morning I was giving a presentation; At midnight I was watching a horror movie; I was relaxing all day.* Correct the use of *was / were* and the present participle.
- Focus on the third rule and example sentence in the grammar chart. Have students read the sentence in the balloon with the cartoon. Ask *Was Ken riding his bike the same time Laura was running?* (yes).
- Next focus on *Statements* and *yes / no questions* in the grammar chart. Point out that word order for statements is *subject + was / were + present participle*. Read the examples. For *yes / no questions* the subject and *was / were* switch positions. Read the examples.
- To quiz students say *Make each "yes" / "no" question into a statement.* (*They were walking home from school at 2:30; The car was going too fast before the accident.*)

Exercise 2 2-28

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.

AUDIOSCRIPT 2-28

At 8:00, my dad was driving me to school.
I was watching TV all last night.
I was watching TV while I was downloading music.
I was watching TV last night while my sisters were playing video games.
Anna wasn't talking on the phone while her parents were eating dinner.
Were they walking home from school at 2:30?
Was the car going too fast before the accident?

10

Grammar The past continuous

1. Study the grammar.

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

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

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

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

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

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

Statements

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

yes / no questions

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

2. Pronunciation Listen to the grammar examples. Repeat.

3. Complete each statement with the correct form of the verb.

- I ... to the game at 7:00 on Friday.
 - going
 - was going
- My parents ... driving me to the mall while I was talking on my phone.
 - are
 - were
- Thank goodness we ... our seat belts in the car.
 - was wearing
 - were wearing
- ... your friends talking during the movie?
 - Were
 - Did
- Your sister was wearing her helmet while she ... her bike to the beach.
 - was riding
 - rides

4. Complete the conversations with the past continuous.

- Leah: Was your dad wearing (your dad / wear) a life vest while he was kayaking?
Marie: Of course! And he was wearing (he / wear) a helmet, too.
The water was very rough!
- Mom: Were you talking (you / talk) on the phone?
Paul: Me? No. I wasn't talking (I / not talk) on the phone.
I was playing (I / play) with my dog.
- Beth: Were you watching (you / watch) TV at 8:00 last night?
Kevin: Actually, I wasn't watching (I / not watch) TV.
My sister and I were making (My sister and I / make) dinner while we were listening (we / listen) to music.
We were multi-tasking (We / were / multi-task)!

72

Extra practice activity (all classes)

- Have students go back to the conversation on page 70 and underline all statements and questions in the past continuous (*My mom was driving; The guy was texting; he wasn't going too fast; Were you wearing ...?*)

Exercise 3

- Read the direction line aloud. Call on a volunteer to read the example sentence. Write it on the board. Ask *What is the subject? (I)* Review that we form the past continuous with *was* or *were* and the present participle.
- Tell students to do the exercise.
- Then bring the class together to go over the answers.

Exercise 4

- Read the direction line. Focus on item 1. Ask *Is this a statement or a question? (a question)*. Point out the *Was + subject + participle* format.
- Tell students to skim the conversations and see which items are questions and which are statements. Then have them do the exercise.
- Check answers as a class.

Further support

Extra Practice CD-ROM

Grammar The past continuous and the simple past tense

1. Study the grammar.

- Sometimes an action is in progress and then another action interrupts it.
To describe the action in progress, use the past continuous.
To describe the interrupting action, use the simple past tense.
- Use *while* with the past continuous. Use *when* with the simple past tense.
- If the clause with *when* or *while* comes first, use a comma.

- an action in progress happens over a period of time
- an interrupting action occurs once and stops

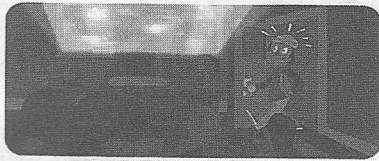
Action in progress: past continuous	Interrupting action: simple past tense
While they <u>were watching</u> TV, (They were watching TV. Then their friends arrived.)	their friends <u>arrived</u> .
She <u>was driving</u> too fast (She was driving too fast. Then she had the accident.)	when she <u>had</u> the accident.

2. Pronunciation Listen to the grammar examples. Repeat.

3. Read the sentences. Underline the action that began first.

1. My sister was wearing her life vest when she got in the kayak.
2. It was raining when Jack went outside.
3. While she was taking a shower, her mom called her.
4. My dad phoned my mom while she was driving home.

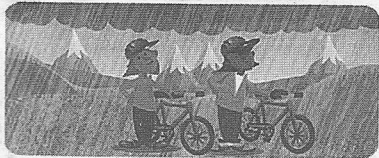
4. Look at the pictures. Choose the past continuous or the simple past tense.



1. When Jason got / was getting to class, his classmates watched / were watching a video.



2. He talked / was talking to his friend when he had / was having an accident.



3. Martha and Nina went / were going mountain biking when the storm began / was beginning.



4. A dog crossed / was crossing the street and the bus stopped / was stopping. Luckily, the children wore / were wearing their seat belts at the time.

Usage

Although it's customary to teach students to use *while* with the simple past tense when a completed action interrupts a continuing action, it is not incorrect to use *when* instead of *while* in such sentences: *When they were watching TV, their friends arrived. When I was studying English, my grandma called.* For students of this level, however, it's worthwhile to keep this as simple as possible. *While* is always correct in this context.

Exercise 2 2-29

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Bring students' attention to the pause after the comma in the first item.

AUDIOSCRIPT 2-29

While they were watching TV, their friends arrived.
She was driving too fast when she had the accident.

Exercise 3

- Read the direction line aloud. Then read the first sentence. Ask *Did she put the life vest on in the kayak? (no, she was already wearing it when she got in).*
- Have students do the exercise.
- Check answers as a class.
- **Option:** Ask *Do any of the sentences have the clause with "when" or "while" at the beginning of the sentence? (yes, sentence 3).* Call on a volunteer to read it, pausing correctly.

Exercise 4

- Read the direction line aloud. Focus on number 1 and ask *Which action happened first? (were watching) Which action was in progress? (were watching); Which is action interrupted? (got).*
- Tell students to pay attention to the order of events as they do the exercise.
- Go over the answers as a class.

Further support Extra Practice CD-ROM

Grammar

Aim

Practice the past continuous and the simple past tense

Grammar support

Interactive Grammar Presentation

Exercise 1

- Read the first grammar rule. On the board write:
While they were working, the tree fell.
- Ask *Which action happened first? (they were working). What interrupted this action? (the tree fell).* Then write:
They were working when the tree fell.
- Ask *Which action happened first? (they were working). What interrupted the action? (the tree fell).* Point out that the sentences mean the same.
- Read the second grammar rule. Ask *Do the sentences on the board use "while" with the past continuous and "when" with the simple past tense? (yes).* Then ask *Does the clause with "when" or "while" ever come first in the sentence? (Yes, the first sentence with "while").* Point out that this sentence has a comma after the dependent clause.
- Focus on the action in progress and the interrupting action in the grammar chart. Read the first example. Ask *Which event happened first? (They were watching TV) second? (the friends arrived).* Read the second example. Ask *Which event happened first? (She was driving too fast) second? (she had the accident).*
- Ask *Which tense do we use for actions in progress? (the past continuous) interrupting actions? (the simple past).*

Reading

Aim

Develop reading skills: An essay

Warm-up

Whose fault was the accident? Write *fault* on the board. Elicit the meaning of *fault* (responsibility for an accident) and *accident* (an unpleasant event that happens unexpectedly and causes damage, injury, or death).

Exercise 1

- Read the direction line aloud. Call on volunteers to answer the question. Leave answers on the board.
- Invite students to look at the images in the article. Ask *What type of vehicles are these? (cars and a bicycle).*
- Play the CD or read the article aloud while students follow.
- Explain that the noun *fault* can be used with the possessive, e.g., *It is your fault* or *You are at fault*. Both mean that you are responsible for a mistake or something bad happening.
- Clarify other vocabulary as needed: *Condition of the road* refers to the physical state of the road – good or bad; *a factor* is something that influences a situation; the expression *in the event of an accident* means if an accident were to happen.
- Once again ask *What can we do to reduce injuries in accidents?*

ANSWER

We should pay attention, follow rules, and use safety equipment.

Extra extension activity (stronger classes)

- Students can scan the article for the past continuous (*first two sentences of second paragraph*).

Exercise 2

- *Understand meaning from context.* Review that students will be figuring out what an unknown word means by looking at the words around the unknown word.
- Read the direction line aloud. Tell students to study words carefully and complete the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.

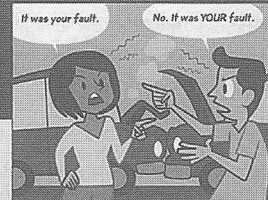
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Reading An essay

- (230) 1. Read the essay. What can we do to reduce injuries in accidents?
2. **Understand meaning from context** After reading the essay, complete each statement with the correct word or phrase.

1. Another way to say wasn't looking is ...
 - a. didn't stop at a stop sign.
 - b. wasn't paying attention.
2. Cars, bicycles, trucks, buses, planes, and boats are ...
 - a. kinds of vehicles.
 - b. kinds of accidents.
3. Texting, talking, and listening to music can be ...
 - a. factors that cause accidents.
 - b. factors that prevent accidents.
4. Another way to say drive a car is ...
 - a. ride in a car
 - b. operate a car
5. When something is not our fault it is ...
 - a. not in our control.
 - b. our responsibility.
6. Seat belts, helmets, life vests, and child safety seats are kinds of ...
 - a. safety problems.
 - b. safety equipment.
7. Another way to say if an accident happens is ...
 - a. in the event of an accident.
 - b. to prevent an accident.

Whose fault was the accident?



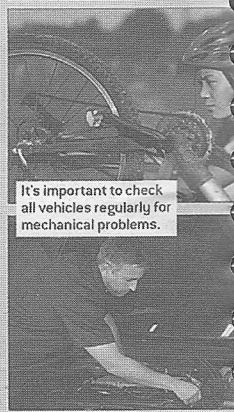
Young children and babies should always use a child safety seat in a car.

Whenever we hear or read about a traffic or bike accident, we want to know what caused it. Was the operator of the vehicle – the driver or the bike rider – at fault? Or was the accident someone else's fault?

Did a person, a dog, or another animal unexpectedly cross the road? Was it the weather or the condition of the road? Or was something else responsible? Often there's more than one factor that causes an accident.

In some accidents, the operator of the vehicle wasn't paying attention, but was texting or talking on the phone. Maybe he or she was driving too fast or not following safety rules, such as stopping at stop signs and traffic lights. In other cases, maybe there was a mechanical reason for the accident. Or perhaps the driver or bike rider suddenly became sick.

What we know, however, is that as long as people operate cars, boats, bikes, or any other machine or vehicle, there will be accidents. So what can we do to prevent injuries to ourselves or to others? First, we should pay attention when we operate a vehicle or ride a bike. Second, we should be sure to use safety equipment, such as seat belts, helmets, life vests, and child safety seats. In the event of an accident, safety equipment can save lives and prevent serious injuries. Finally, we should take good care of our vehicles to prevent dangerous mechanical problems. We can't prevent all accidents or control all factors, but paying attention, following rules, and using safety equipment are things that can help.



It's important to check all vehicles regularly for mechanical problems.

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Exercise 3

- *Recognize point of view.* Review that *point of view* refers to the writer's opinion on a topic. Read the direction line aloud.
- Have students check the items that represent the author's point of view. Tell students to find supporting information in the text for the ones that do reflect the author's point of view.
- Go over answers as a class.

About you!

- Ask a volunteer to read the statement. Have students discuss with a partner. Circulate to help as necessary. If students have difficulty, direct them to the last sentence of the last paragraph, which summarizes the main idea.
- Bring the class together and invite students to share the main idea.
- **Option:** Invite students to share their point of view on the topic – reducing injuries in accidents.

POSSIBLE ANSWERS

- We can't prevent all accidents or control all factors.
- Paying attention, following rules, using safety equipment can help prevent accidents.

3. **Recognize point of view** Which of the following statements express the point of view of the writer of the essay? Write check marks.

1. Operators of vehicles are sometimes the cause of accidents.
2. There can be more than one cause of an accident.
3. It's possible to prevent all injuries in accidents.
4. Seat belts and child safety seats can help prevent injuries.
5. There are actions people can take to prevent some accidents.

What's your opinion? Complete the statement.

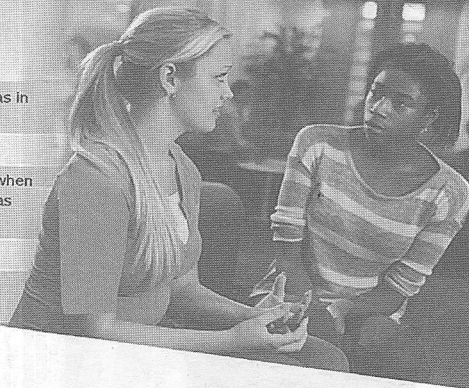
The most important idea in the essay is _____.

Teen2Teen

Introduce a new topic;
Express concern

231) 1. **Read and listen to the conversation.**

- A** You're not going to believe this. Larry was in a car accident!
- B** Oh, no! What happened?
- A** Well, his dad was driving him to school when another car hit them. The other driver was talking on his phone!
- B** Are they OK?
- A** Yes, they are. Luckily, they were wearing their seat belts.



232) 2. **Pronunciation** Listen and repeat.

3. **Guided conversation** Create a NEW conversation. Change the name of the person in the accident. Change the name of the person who was driving and the reason for the accident.

- A** You're not going to believe this. _____ was in a car accident!
- B** Oh, no! What happened?
- A** Well, _____ was driving _____ to _____ when another car hit them.
The other driver _____!
- B** Are they OK?
- A** Yes, they are. Luckily, they were wearing their seat belts.

Reasons for accidents

The other driver was ...
texting.
talking on the phone.
driving too fast.
The other driver wasn't ...
paying attention.
looking.

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

75

- Focus on proper intonation when expressing concern: *Oh no! What happened?; Are they OK?*

Exercise 3

- Read the direction line aloud.
- Invite volunteers to read the *Reasons for accidents* box. Elicit other examples, e.g., *the driver was trying to eat a sandwich; the driver wasn't watching the road; the driver was inputting information into his GPS*, etc.
- Establish that the first gap needs a name and the second gap needs another name for the person who was driving. The third gap needs the pronoun *him* or *her*, depending on the gender of the person used in the first gap. The fourth gap requires the place where they were going. The fifth gap needs a reason for the accident. Refer back to Exercise 1 if necessary.
- Ask students to complete the gaps.
- Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Have everyone listen and write down the person's name and the reason for the accident.

Extension

Writing page 94

Further support

Extra Practice CD-ROM
Workbook pages W29–W31
Grammar Worksheets 1 and 2
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

Teen2Teen

Aim

Practice social language for introducing a new topic and expressing concern

Warm-up

Ask a student to read the section head.

Give an example of introducing a new topic. Write on the board:

Guess what!

Did you hear ...?

You'll never believe ...

Students might remember the last example from the conversation in the *Topic Snapshot*.

Then review ways to express concern. Elicit examples and write these on the board:

Oh, no! What happened?

Are you OK?

You're kidding!

That's so scary ...

Exercise 1 2:31

- Tell students to read and listen. Play the CD or read the conversation aloud while students follow.
- Ask *How does the girl express concern?* (she says "Oh no! What happened?" and "Are they OK?").
- **Option:** Draw students' attention to past continuous and simple past forms (*His dad was driving him to school when another car hit them; the other driver was talking on his phone; Luckily, they were wearing their seat belts.*)

Exercise 2 2:32

- 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.
- Review putting emphasis on *believe* in the first line to introduce some exciting, interesting, or unusual news to someone.

Unit 11

Grammar

The past continuous: information questions

Negative *yes / no* questions

Vocabulary

Expressing musical tastes

Social language

Compare musical tastes

Values and cross-curricular topics

The arts

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 10–12*.

Topic Snapshot

Aim

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

Warm-up

To warm up ask *Do you watch talent shows? For example "America's Got Talent" or "European Idol"? Do you think this is a good way for singers and other talented people to be discovered?*

Exercise 1

2-33

- Play the CD or read the conversation aloud while the students follow.
- Point out the *You did?* in the third line. Explain that this structure is used after a statement to show surprise (matching the tense of the statement). Lana didn't know that Caleb saw her and waved to her. This type of question shows surprise.
- Clarify that the expression *What were they thinking?* is used when someone disagrees about something and wants to know why a person did something.
- Explain that *to be a fan of something* means to like something a lot. *To be crazy about something* means to like it a lot. When you *can't stand* something, you really don't like it. A *fan* is a person who likes a specific sport or music group or activity; it is possible to also be a fan of a famous person.

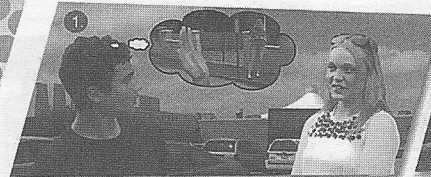
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Where were you going yesterday?

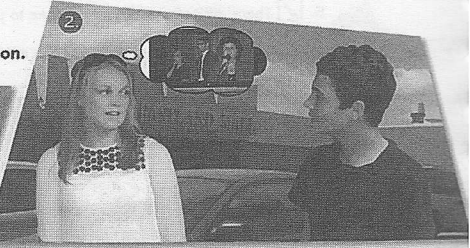
Grammar: The past continuous: information questions • Negative *yes / no* questions
Vocabulary: Expressing musical tastes
Social language: Compare musical tastes

Topic Snapshot

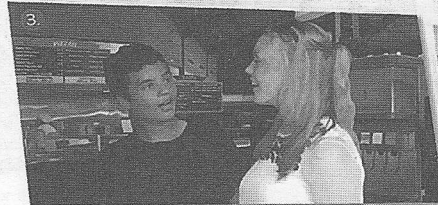
1. Read and listen to the conversation.



Caleb: Hey, Lana. I saw you at the bus stop yesterday. I waved, but you didn't see me.
Lana: You did?
Caleb: Yup. Where were you going?



Lana: Oh, I was on my way to Martina's house for the *Sing Out International* finals. Did you watch it?
Caleb: Oh, no! I forgot all about it. Who was competing last night?
Lana: Well, there were three finalists: the Canadian girl, Lucy McDonald; that cute Mexican guy, Roberto Fernandez; and that older British singer, Sarah Cooper.



Caleb: So who won?
Lana: Sarah. She took first place. The Canadian came in second, and the Mexican guy came in third. Too bad. I'm crazy about Roberto!
Caleb: Well, Sarah's more my style. I'm happy she won!



Lana: In my opinion, Roberto was the best. He was singing really well last night. I don't know why the audience chose Sarah. What were they thinking?
Caleb: Don't you like her?
Lana: Sorry, but I can't stand pop music! I'm more into rock.
Caleb: Really? I'm actually a huge pop music fan.

2. Answer each question with a name or names, according to the Topic Snapshot.

- Who saw someone at the bus stop?
a. Lana.
(b) Caleb.
c. Roberto Fernandez.
- Who was going to Martina's house?
(a) Lana.
b. Caleb.
c. Roberto Fernandez.
- Who was Lana's favorite in the competition?
a. Lucy McDonald.
(b) Roberto Fernandez.
c. Sarah Cooper.
- Which singer came in second?
(a) Lucy McDonald.
b. Roberto Fernandez.
c. Sarah Cooper.
- Who won?
a. Lucy McDonald.
b. Roberto Fernandez.
(c) Sarah Cooper.
- Who took third place?
a. Lucy McDonald.
(b) Roberto Fernandez.
c. Sarah Cooper.

76

Usage

When comparing tastes, it is common to say something is *more my style* or *not my style*.

Pop songs or *pop* (shortened form of *popular*) *music* refers to music that is immensely popular through commercial promotion.

Exercise 2

- Read the direction line aloud. Have students scan the conversation and underline names mentioned in the conversation. Tell them to only underline each name once (Caleb, Lana, Lucy McDonald, Roberto Fernandez, Sarah Cooper). Review that the conversation is between Caleb and Lana. The other three names are of competitors in the singing competition on TV.

- Read the example. Then have students do the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.
- **Option:** Invite students to ask and answer the questions in the exercise. Specify to answer in full sentences. Model with a volunteer:
A *Who saw someone at the bus stop?*
B *Caleb saw someone at the bus stop.*

Vocabulary Expressing musical tastes

234) 1. Look at the pictures. Read and listen.



Expressing musical tastes

I like =	I don't like =
I'm really into ... ⤴	I'm not into ... ♀
I'm a real ... fan. ⤴	I'm not a real ... fan. ♀
I'm crazy about ... ⤴	I can't stand ... ♀♀

235) 2. Pronunciation Listen and repeat.

3. Look at the pictures. Complete each statement with the correct kind of music.



1. My brother and I are crazy about rock music.
 2. I can't stand classical music, but my parents are really into it.
 3. I listen to jazz sometimes, but I'm not really into it.



4. I listen to hip-hop music all the time, but my parents can't stand it.
 5. I think traditional music is cool. This group is my favorite.
 6. My sister and I are really into Latin music. These guys are the best!

236) 4. Listening comprehension Listen to each conversation.

Then listen again and check the true statement in each pair.

- | | |
|--|--|
| 1. She's a real jazz fan. <input type="checkbox"/> | She's not into jazz. <input checked="" type="checkbox"/> |
| 2. He's crazy about hip-hop music. <input checked="" type="checkbox"/> | He can't stand hip-hop music. <input type="checkbox"/> |
| 3. She's really into traditional music. <input type="checkbox"/> | She can't stand traditional music. <input checked="" type="checkbox"/> |
| 4. He's a real classical music fan. <input type="checkbox"/> | He can't stand classical music. <input checked="" type="checkbox"/> |

What kind of music are you into? Is there any music you can't stand?

Exercise 2 2-35

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

Exercise 3

- Read the direction line aloud.
- Read the example.
- Then have students do the exercise.
- Have pairs compare answers.
- Go over the answers as a class.

Exercise 4 2-36

- Read the direction line aloud. Call on volunteers to read each item. Review and clarify meaning as needed.
- Tell students they will check one statement for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and do the exercise.
- Go over vocabulary as needed. When someone says they like most kinds of music it means they like almost all kinds of music. To give something a listen is a less formal way to invite someone to listen to something.
- Students listen again and check their answers.
- Go over the answers as a class.

AUDIOSCRIPT 2-36 PAGE 107

About you!

- Ask a volunteer to read the question. Have students discuss with a partner.
- Bring the class together and call on students to share what music they are into and what music they can't stand. Keep a tally on the board. Then analyze if there is a most or least favorite type of music in the class.

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice phrases for expressing musical tastes

Further support

Vocabulary Flashcards: Expressing musical tastes

Exercise 1 2-34

- Before students open their books ask them to brainstorm different types of music. Write these on the board, e.g., pop, rock, classical, etc.
- Then have students open their books and compare the list on the board with the music listed in Exercise 1.
- Have students scan the images. Ask Which type of music was mentioned on page 76? (rock) What other type of music was mentioned that is not on this list? (pop).

- Bring students' attention to the expressions in the Expressing musical tastes box. Explain that thumbs up means you like something and thumbs down means you don't like something. Ask Which of these expressions did we see in the conversation on page 76? (I'm crazy about ...; I can't stand ...; I'm more into ...; I'm a huge pop music fan.)
- Play the CD or read the phrases aloud while students follow.

Usage

The expression I can't stand [something] means one definitely doesn't like it. Students can also say I'm not crazy about [something] to express not liking something. However, I'm not crazy about is not as definite as I can't stand. In English, Latin music is a broad category that includes any music from Latin America. Latin music is made up of specific musical styles such as samba, salsa, merengue, reggaeton, etc.

Grammar

Aim

Practice the past continuous: information questions

Grammar support

Interactive Grammar Presentation

Exercise 1

- To review, ask *What are information questions? (questions that ask for specific information)*. Bring students' attention to the *Wh-* words in the example questions. Then focus on the order of the past continuous form: *Wh-* word + *was / were* + subject + present participle. Point out that with information questions with *Who*, *Who* functions as the subject of the sentence. There isn't a subject between *was / were* and the participle like in the other information questions.
- Read the *Reminder* box and example sentence. Elicit an answer. Make sure students understand the answer has to be in the simple past. Compare that sentence with the first example sentence in the chart – explain that the past continuous example focuses more on the continuing past action.
- Option:** Write the second and third example sentences in the chart on the board. Have students change them into the simple past. Review how meaning changes when the focus is not on the continuing past action.

Exercise 2 2-37

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Review falling intonation in information questions.

AUDIOSCRIPT 2-37

Where were you going when I saw you?
Why were they watching that TV show?
Who was singing at the concert last night?
What were they playing on the radio a few minutes ago?

Exercise 3

- Read the direction line and example question. Direct students to number 5 and remind them that *Who* functions as the subject of the sentence.
- Have students do the exercise.
- Then have them check answers with a partner.
- Go over the answers as a class.

Grammar The past continuous: information questions

1. Study the grammar.

Information questions

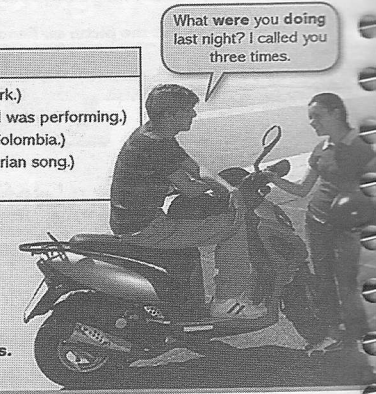
Where were you going when I saw you?	(I was on my way to the park.)
Why were they watching that TV show?	(Because a great jazz band was performing.)
Who was singing at the concert last night?	(Several performers from Colombia.)
What were they playing on the radio a few minutes ago?	(It was a traditional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

Reminder

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

(237)

2. Pronunciation Listen to the grammar examples. Repeat.



3. Complete the information questions in the past continuous.

- Why was Karl downloading (download) jazz to his tablet?
Does he like that kind of music?
- What were you playing (play) on your phone a few minutes ago?
Was it that new song by Adele?
- Where was Lana Del Rey singing (sing) last week?
I can't believe I missed her. I'm crazy about her music!
- When was Jack White talking (talk) about his new songs?
Was he on the radio or on TV?
- Who was dancing (dance) with Juanes at his concert last night?
She was very pretty!

4. Complete the conversations with the past continuous.

- A: What were you watching on TV last night while we were talking on the phone?
B: Last night? I was watching *Brazil's Got Talent*.
- A: Who was competing in the talent show finals this afternoon?
B: My best friend, Todd, and my neighbor, Cara. They were competing for first prize.
- A: Why was Rick downloading all those songs this morning?
B: Why? Rick's an Alejandro Sanz fan. He was downloading his new songs.
- A: Where were Peter and Mark going last Friday night?
B: Peter and Mark? They were going to a Coldplay concert.
- A: Who was Lara listening to a few minutes ago? I loved it!
B: Lara? She was listening to the Brazilian hip-hop singer, Flora Matos.
- A: What was Rihanna wearing at the award ceremony?
B: Rihanna? She was wearing a really cute red dress.

Exercise 4

- Read the direction line aloud. Tell students to look at the responses in B to decide which *Wh-* word they need to use. In number 1 focus on the response *I was watching "Brazil's Got Talent."* Ask *Is "Brazil's Got Talent" a person, a place, a thing, or a reason? (a thing)* Which "*Wh-*" word would work best in the question? (*What*).
- Have students do the exercise individually.
- Go over the answers as a class. If students have problems with the *Wh-* words, ask *Is ___ a person, a place, a thing, or a reason?*
- Option:** Students can practice reading the conversations in pairs.

Extra practice activity (all classes)

- Have students go back to the conversation on page 76 and underline all information questions in the past continuous (*Where were you going? Who was competing last night? What were they thinking?*).

Further support

Extra Practice CD-ROM

Grammar Negative yes / no questions

1. Study the grammar.

Isn't Bruno Mars cool?

Use negative questions in the present, past, or future:

• to confirm that something is true.

- Didn't Justin Timberlake win the Video of the Year award? (Yes, he did.)
 Isn't Ricky Martin in the movie *Les Miserables*? (No, he isn't.)
 Weren't you listening to an Ellie Goulding song a few minutes ago? (No, I wasn't.)
 Aren't you going to go to a Luan Santana concert this weekend? (Yes, I am.)

• to confirm that someone agrees with your opinion.

- Isn't the Brazilian singer Ceu awesome? (Yes, she is.)
 Wasn't the Latin Grammy Award show last night fantastic? (Yes, it was!)
 Weren't my brothers singing really well today? (Yes, they were.)

• to express surprise.

- A: Could you please turn off that music?
 B: Don't you like Taylor Swift?
 A: Actually, no, I can't stand her.



Language tip

Answer negative yes / no questions the same way as affirmative yes / no questions.

- Do you like the singer Taylor Swift? Yes, I do. / No, I don't.
 Don't you like the singer Taylor Swift?



Exercise 2 2-38

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Explain that just like in a regular yes / no question, in a negative yes / no question intonation rises.

AUDIOSCRIPT 2-38

Didn't Justin Timberlake win the Video of the Year award?
 Isn't Ricky Martin in the movie *Les Miserables*?
 Weren't you listening to an Ellie Goulding song a few minutes ago?
 Aren't you going to go to a Luan Santana concert this weekend?
 Isn't the Brazilian singer Ceu awesome?
 Wasn't the Latin Grammy Award show last night fantastic?
 Weren't my brothers singing really well today?
 Don't you like Taylor Swift?

Exercise 3

- Read the direction line aloud. Focus on the example sentence. Ask *What verb is used in the answer? (be) What tense is the answer? (present) What verb and tense must you use in the question? ("be" and present).*
- Have students do the exercise.
- Go over the answers as a class.

Usage

The expression *the greatest* is often used to express praise or approval of people, places, and things.

Exercise 4

- Read the direction line aloud. Tell students to think about meaning when deciding on a yes or no response.
- Go over the answers as a class.

Further support

Extra Practice CD-ROM

2. Pronunciation Listen to the grammar examples. Repeat.

3. Read each negative yes / no question. Choose the correct affirmative or negative short answer.

- A: Isn't Zayn Malik in the band One Direction?
 B: (Yes, he is.) / No, he isn't. There are four other singers, too.
- A: Weren't you and your friends watching the Grammy Awards show on TV last night?
 B: (Yes, we were.) / No, we weren't. It was fun!
- A: Aren't your friends going to a Karmin concert tomorrow?
 B: Yes, they are. / (No, they aren't) They're going next weekend.
- A: Don't you like traditional Latin music?
 B: (Yes, I do.) / No, I don't. But I'm not a mariachi fan.
- A: Didn't the singer Shakira act in TV shows when she was younger?
 B: (Yes, she did.) / No, she didn't. She was in several shows.
- A: Doesn't your mom listen to rock music?
 B: Yes, she does. / (No, she doesn't) She can't stand it.

4. Read each response. Complete the negative yes / no question, using present or past forms.

- A: Aren't you really into hip-hop music?
 B: That's right. I am!
- A: Doesn't One Direction come from the U.S.?
 B: No. Actually the singers are from the U.K. and Ireland.
- A: Weren't the Jonas Brothers performing together a few years ago?
 B: Yes, they were. They don't usually perform together now.
- A: Didn't the British singer Birdy record the song *Skinny Love*?
 B: I think you're right. She did.
- A: Wasn't the singer Philip Phillips on American Idol?
 B: Yes, he was. And he won!
- A: Isn't Jennifer Lopez the greatest?
 B: Are you kidding? She's epic!

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Grammar

Aim

Practice negative yes / no questions

Grammar support

Interactive Grammar Presentation

Exercise 1

- Focus on the grammar rule and establish that it applies to the present, past, and future. Focus on the first use and read the examples. Test out a few more questions on the students: *Didn't you walk to school today? Haven't you lived in this town all your life?* Explain that you think this information is true, but you are confirming with the students.
- Focus on the second use. Read the examples. Test out a few more questions on the students: *Isn't jazz a great music style? Isn't the food at [local restaurant] amazing?* Explain that in these questions you are confirming that someone agrees with your opinion.

- Focus on the third use. Read the conversation with a volunteer (let the student begin). Explain that this use is for a situation when someone does or says something that surprises you, and you respond. Write another example:
 A *Let's not go to a Japanese restaurant.*
 B *Why not? Don't you like sushi?*
- Finally, present the *Language tip* and read the questions and answers.
- **Option:** Have students find one negative yes / no question on page 76 (*Don't you like her?*).

Usage

Negative questions are used in all verb tenses for the same communicative purposes.

While negative questions are used more frequently in speech, there is no prohibition on their use in writing, when appropriate.

Reading

Aim

Develop reading skills: A live TV interview

Warm-up

Ask a volunteer to read the title of the section. Ask *What is an interview?* (*it's a meeting between two or more people, during which one person is asked about his / her life*). Then ask *What is a live interview?* (*an interview that is aired on TV at the same time it is happening*).

Ask students to look at the photo. Have them interpret what is going on (*a live TV interview*).

Exercise 1 2:39

- Read the direction line aloud. Ask a volunteer to read the question. Explain that they will answer it after reading the article.
- Ask students to read and listen to the interview. Play the CD or read the article aloud while students follow.
- Clarify vocabulary as needed: *to chat* means to talk informally. Focus on the line *there's so much great music out there!* Explain that *out there* is an informal way of saying *out in the world*. Another possible way to say this line would be *So much great music exists today or There are so many great musicians today*.
- Return to the question in the direction line. Call on a volunteer to answer it.

ANSWER

His musical tastes are a mix of hip-hop, rock, and jazz. He is also crazy about Latin music as well as African and Asian.

Usage

The word *stuff* is used frequently in informal spoken English to refer to things that one produces or creates, such as music, art, crafts, writing, etc.

Extra extension activity (stronger classes)

- Students can scan the article for three examples of the past continuous: (*What were you thinking when they announced your name?*; *All last year you were performing around the world ...; I was singing*). Ask *Why did the interviewer and Scott Bradley use the past continuous in these examples?* (*to focus on the continuing action*).

Reading A live TV interview

- (2:39)
1. Read the TV interview. How does Scott Bradley describe his musical tastes?
 2. Identify the main idea. After reading the interview, choose the statement that expresses its main idea.
 - a. Scott Bradley performs around the world.
 - b. Scott Bradley talks about his music.
 - c. Scott Bradley was into hip-hop music when he was young.
 - d. Scott Bradley likes Brazilian music.
 - e. Scott Bradley wants to perform with other artists.

Music World
with Ian Smith

This Year's Winner!

Smith: I'm chatting with Scott Bradley, a young singer from the U.S., and winner of this year's *i*Song finals. Congratulations, Scott! What were you thinking when they announced your name?

Bradley: Thank you. I was totally shocked! I couldn't believe it.

Smith: Two years ago, only American audiences knew you. But all last year you were performing around the world in London, Tokyo, Rio, and other great cities. People love your performances everywhere. Where does your musical style come from?

Bradley: Well, when I was younger, I was singing hip-hop music all the time. That was all I was into. But as I got older, I tried rock music. And then later, I decided that jazz was more my style. Today, my music is really a mix of these different styles. I think that's why people from so many different places like my stuff. I mean, there's so much great music out there!

Smith: Scott, aren't you a big fan of Brazilian music? I read somewhere that you're really into the music of singer-songwriter Djavan.

Bradley: I am! I'm crazy about his amazing songs. And I enjoy other Latin American artists, like Argentina's Diego Torres and Colombia's Bomba Estereo. They have completely different styles. But I'm crazy about music from other parts of the world, too, such as Africa and Asia. That's how I learn and grow as an artist.

Smith: Thanks so much for taking the time to chat with us today.

Exercise 2

- Identify the main idea. Read the direction line aloud.
- Read each item. Explain that they are all facts. Tell students to decide which fact expresses the main idea.
- Students do the exercise individually.
- Then they compare answers in pairs.
- Bring the class together. Analyze all the choices: *a.* is a detail about where he performs; *c.* is a detail about his past; *d.* is a detail about his musical tastes; *e.* is a detail about what he wants to do in the future. None is the main idea. Option *b.* best summarizes the main idea and is the best title.

Exercise 3

- Scan for information. Review that students will be looking for specific information without re-reading the entire text.
- Focus on the example. Tell students to scan the article for the word *musical style* (line 10). Have a volunteer read the paragraph that follows. Then ask *Is hip-hop his musical style? (yes) rock? (yes) jazz? (yes)*. So elicit that the answer has to be *d.*
- Have students work individually.
- Go over the answers as a class.

About you!

- Ask a volunteer to read the question. Have students discuss with a partner.
- Bring the class together and have students share answers.

ANSWERS

Students' own answers

3. Scan for information Complete each statement.

- 1. Bradley's musical style is ...
 - a. hip-hop.
 - b. rock.
 - c. jazz.
 - d. a mix.
- 2. When Bradley was ... , he was into hip-hop music.
 - a. singing in the finals
 - b. older
 - c. younger
 - d. in Brazil
- 3. Bradley says he likes ...
 - a. Brazil.
 - b. Djavan's music.
 - c. American audiences.
 - d. Ian Smith's TV show.
- 4. Bradley wants to ... other artists' musical styles.
 - a. change
 - b. learn from
 - c. sing about
 - d. make a video about
- 5. Bradley thinks people like his music because ...
 - a. he likes hip-hop music.
 - b. it's a mix of styles.
 - c. he's crazy about Brazilian music.
 - d. jazz is more their style.



What's your opinion? Answer the question.

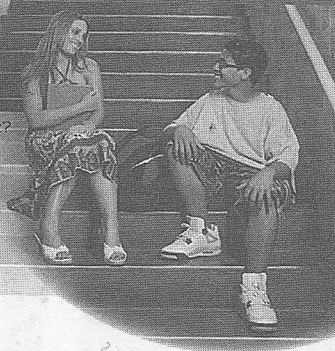
Where do you think your musical tastes come from? _____

Teen2Teen

Compare musical tastes

1. Read and listen to the conversation.

- A Did you see the Michael Bublé concert on TV last night?
- B No. I was watching a movie. How was it?
- A Epic! I'm crazy about his music. You too?
- B Actually, I'm more into Bruno Mars.
- A Don't you like Michael Bublé?
- B He's OK. But Bruno Mars is more my style.



2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad write the names of two performers you like. Write a statement about each, expressing your musical tastes. Then create a NEW conversation, using your notepad.

- A Did you see the _____ concert on TV last night?
- B No. I was _____ . How was it?
- A _____ ! I'm _____ . You too?
- B Actually, I'm more into _____ .
- A Don't you like _____ ?
- B _____ 's OK. But _____ is more my style.

Expressing musical tastes
 I'm crazy about ...
 I'm really into ...
 I'm a real ... fan.

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

Teen2Teen

Aim

Practice social language for comparing musical tastes

Warm-up

Before students open their books, write the following on the board:

- A How was the concert yesterday?
- B Oh, it was amazing!

Ask What other words could you use to replace "amazing" here? Write student responses on the board and leave them there.

Exercise 1 2-40

- Have students open their books.
- Play the CD or read the conversation aloud.
- Ask What did the girl see on TV? (a concert) What positive adjective does she use to describe it? (epic) Do you think the boy would think the concert is epic? (no, he doesn't seem to be a big Michael Bublé fan).
- Option: Draw students' attention to the negative question form in the conversation (Don't you like Michael Bublé?) Is A confirming that something is true? (no) Is A confirming that someone agrees with his opinion? (no) Is A expressing surprise? (yes).

Positive adjectives 2-41

- Play the CD or read the adjectives aloud for students to repeat them.
- Ask Are any of these on our list on the board? Clarify meaning as needed. Remind students that epic means large and impressive.

Exercise 2 2-42

- 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.
- Point out the rising intonation in the negative question.

Exercise 3

- Read the direction line aloud. Bring students' attention to the Expressing musical tastes box on the right.
- Give students a few minutes to fill out the notepad. Encourage them to use different vocabulary for each sentence.
- Explain to students that they will now create their own conversations, using Exercise 1 as a model.
- Establish that they need the name of a singer / band they like for gaps 1, 6, and 7. For gap 2 they need a continuing action in the past. For gap 3 they need a positive adjective. For gap 4 they need vocabulary for expressing likes. For gaps 5 and 8 they need a name of another singer they prefer to the singer / band mentioned in gaps 1, 6 and 7.
- Have students complete the gaps. Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner.
- Option: Invite pairs to act out their conversation for the class. Have everyone listen and write down the name of the singer each person likes. After each role play ask for details of the singer discussed.
- Option: Invite students to role-play the conversation again, each of them choosing a singer they like from their notepad.

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

Unit 12

Grammar

Information questions with *Whose*
Possessive pronouns

Vocabulary

Art

Social language

Ask for an opinion
Give a compliment

Values and cross-curricular topics

Hobbies and free time
Recognizing other people's talent
The arts

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind students that they will check their progress at the end of *Review: Units 10–12*.

Topic Snapshot

Aim

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

Warm-up

Ask a volunteer to read the title of the unit. Write it on the board. Ask *What does this question mean? (to whom does it belong)*. Write *It's mine*. Ask *What does this mean? (it belongs to me)* *It's Maria's*. Ask *What does this mean? (it belongs to Maria)*. Point out that *Whose drawing is this?* can either mean *To whom a drawing belongs, or who created a particular drawing?*

Exercise 1

- Ask students to look at the photos to see who is writing on *Teen2Teen Friends* today. Review where they are from (Cooper – Australia, Vivian – Taichung, Arturo – the Dominican Republic).
- Ask *Has anyone chatted in English online recently or looked at any websites in English?* Encourage students to do this.
- Ask students to read and listen to find out what the characters are chatting about.
- Play the CD or read the conversation aloud while the students follow.

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Whose drawing is this?

Grammar: Information questions with *Whose* • Possessive pronouns
Vocabulary: Art
Social language: Ask for an opinion • Give a compliment

Topic Snapshot

2.43

1. Read and listen to the posts.

Cooper Brown
My blog
Open question
My friends: Vivian Lin, Arturo Ortega
New friend: [blank], [blank]

Cooper: Hey! This is from an article my Aunt Adelle wrote. (She's an art teacher in the U.S.) Do you agree with her?
Think you can't draw? Yes, you can!
My students of all ages always come to me and say, "I can't draw!" But I tell them there are only four things people need to do to draw well.
1. Practice every day. 2. Be patient and take time to look carefully and learn. 3. Be confident that you can improve. And 4. don't listen to people who say you can't draw! So when my students say they can't draw, I always reply, "Nonsense! Anyone can draw!"

Vivian: Interesting opinion! But I'm not sure I can draw. Hey, what do you all think of this drawing? It's mine. I just did it this morning in art class. We're having an art show at school next week. Do you think I should enter it? I don't know if it's good enough.

Cooper: That's yours? Vivian, it's awesome! You should enter it in the school art show.

Arturo: I agree. You should. Maybe you'll win!

Vivian: Thanks! I didn't think I could draw. Maybe Cooper's aunt is right!

Adelle White

2. Circle T (true), F (false), or NI (no information), according to the Topic Snapshot.

1. Vivian wants to hear other people's opinions about her art. T / F / NI
2. Vivian is certain that she can draw. T / F / NI
3. Vivian is thinking about entering the art show. T / F / NI
4. Vivian will definitely enter the art show. T / F / NI
5. Cooper thinks Vivian should definitely enter the art show. T / F / NI

3. Which of these statements do you think represent Adelle White's opinion?

1. If you want to draw, do it every day.
2. If someone else thinks you can't draw, don't try.
3. If you want to draw, use your eyes to learn how.

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Exercise 2

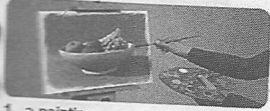
- Read the direction line aloud. Call on a volunteer to read the first item and answer. Ask *How does he ask for an opinion? (he says "Hey, what do you all think of this drawing?") Who gives Vivian an opinion about her art? (Cooper and Arturo) Are their opinions positive? (yes) What do we call a positive opinion? If students don't know, have them look at the contents bar (a compliment).*
- Have students do the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.
- **Option:** Ask *How do you think Aunt Adelle would respond to Vivian's post? Why? (she would probably encourage her to participate in the art show; she believes everyone can do art).*

Exercise 3

- Read the direction line aloud. Give students a few minutes to read the sentences and check the answers. Tell them to mark in the text where they found their answer (1. agrees with Aunt Adelle's rule number 1; 2. she would not agree with; 3. agrees with her rule number 2).
- Students compare answers in pairs.
- Go over the answers as a class.

Vocabulary Art

244) 1. Look at the pictures. Read and listen.



1. a painting



2. a drawing



3. a sculpture



4. a photograph / a photo



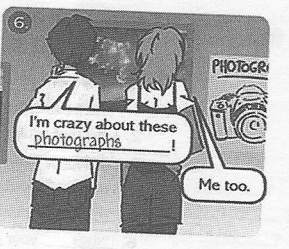
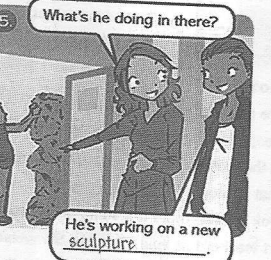
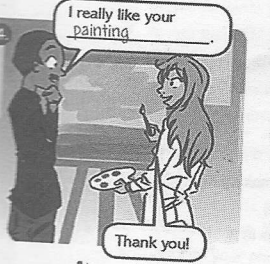
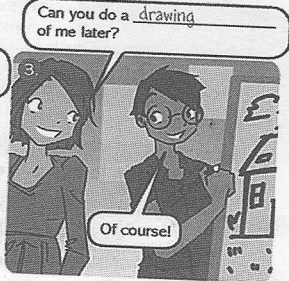
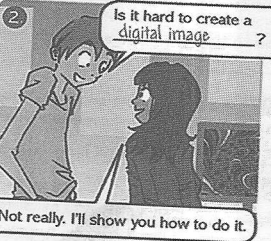
5. a collage



6. a digital image

245) 2. Pronunciation Listen and repeat.

3. Complete the conversations with the Vocabulary.



What kind of art do you like?

I like paintings. I think they're beautiful!

I like _____

I don't like _____

Exercise 3

- Read the direction line aloud. Read the example dialogue with a volunteer. Review that a collage can be made of almost anything: string, newspaper clippings, greeting cards, photos, etc.
- Have students identify the art in each item and complete the sentences.
- Go over the answers as a class.
- **Option:** Ask *Which of these dialogues give a compliment?* (1, 4, and 6). In pairs, have students practice the conversations. Ask *How could you ask for an opinion?*, e.g., *What do you think of this ...? Do you like this ...?*
- **Option:** Students can practice reading the dialogues in pairs.

Extra extension activity (stronger classes)

- Invite students to work in pairs to create new dialogues for numbers 2, 3, and 5. Ask students to have the characters ask for opinions and give compliments on the digital image, drawing, and sculpture.
- Model an example on the board:
 - A *Do you think this digital image looks good?*
 - B *Oh yes, it looks amazing. I really like it.*

About you!

- Ask a volunteer to read the question. Give students a few minutes to complete the sentences.
- Have students discuss with a partner.
- Bring the class together and vote on the favorite pieces.
- **Option:** Ask *Do you like to look at art in a museum, or online, or in books? Do you practice any art? Do you consider yourself an artist?*

ANSWERS

Students' own answers

Further support

Extra Practice CD-ROM

Vocabulary

Aim

Practice vocabulary for art

Further support

Vocabulary Flashcards: Art

Exercise 1 2-44

- Focus on the title Art.
- Have students scan the images. To check student understanding of each piece of art ask *What do you need for ... a painting? (paint) a drawing? (pencil) a sculpture? (stone, wood) a photograph? (camera, printer) a collage? (a variety of items, for example, pictures, photographs, paper, cloth, etc.) a digital image? (a computer, a camera).*
- Play the CD or read the phrases aloud while students follow.
- **Option:** Ask *Which of these art forms have you ever tried creating? Do you consider yourself an artist?*

Extra extension activity (stronger classes)

- Have students describe a piece of art they are creating, and the class will guess what form of art they are working on. Write an example on the board: *I have clay and I am forming it into an animal. I think it will be a horse. What form of art am I creating? (a sculpture).*

Exercise 2 2-45

- Play the CD or read the phrases aloud for students to repeat.
- Point out that the word *collage* comes from the French language. It is pronounced /kə'luʒ/.

Grammar

Aim

Practice information questions with *Whose*

Grammar support

Interactive Grammar Presentation

Exercise 1

- Ask a volunteer to read the question in the speech balloon. Review what *whose* means.
- Read the grammar rule and example questions. Point to different students to read the answers.
- Remind students that the verb *be* needs to agree with the noun or noun phrase with *Whose*. Write on the board:
 1. *Whose drawing* ___ *that*?
 2. *Whose photographs of the beach* ___ *in the hall*?
- Call students' attention to the first example. Circle *drawing*. Ask *Is this singular or plural?* (*singular*). Point to the gap and ask *What form of "be" should I use?* (*is*). Point to the second example. Circle *photographs*. Ask *Is this singular or plural?* (*plural*). Point to the gap and ask *What form of "be" should I use?* (*are*).
- Focus on the possessive nouns. Explain *My dad's, Aiden's, my brother's, my two classmates'* are examples of possessive nouns. These nouns show to whom something belongs. They answer the question *Whose*. Possessive nouns are created with *'s*, and plural possessive nouns, like *classmates*, are created with an *'s*.
- Focus on the *Language tip* and examples. Point out that because possessive nouns are created with *'s* it can be easy to think *Who's* shows possession. But in reality *Who's* is the contraction for *Who is*. Both are pronounced exactly the same: /hʊz/.

Exercise 2

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Point out the /z/ sound in /hʊz/.
- **Option:** Point out also that *'s* has the /z/ sound, not the /s/ sound. Refer to sentences in the chart (*my dad's, Aiden's, my brother's*). However, *'s* has the /s/ sound (*my classmates'*).

AUDIOSCRIPT 2-46

Whose drawing is that?
Whose photographs of the beach are in the hall?
Whose paper sculpture is this?
Whose digital images are on your tablet?

Grammar Information questions with *Whose*

1. Study the grammar.

- Ask about possessions with *Whose* and a noun or noun phrase.

Whose **drawing** is that?
It's my dad's.
Whose **photographs** of the beach are in the hall?
They're Aiden's.
Whose **paper sculpture** is this?
It's my brother's.
Whose **digital images** are on your tablet?
Oh, those are my two classmates'.



Language tip

- Don't confuse *Whose* and *Who's*.
Whose painting is this? NOT *Who's painting is this?*
Whose your art teacher? NOT *Who's your art teacher?*

2. Pronunciation Listen to the grammar examples. Repeat.

3. Listening comprehension Listen to the conversations. Then listen again and complete the information questions with *Whose*.

- Conversation 1**
- Whose painting is _____ it? (It's his friend Katie's.)
 - Whose photograph is _____ it? (It's Jake's.)
- Conversation 2**
- Whose collages are _____ they? (They're her sister's.)
 - Whose drawings are _____ they? (They're Taylor's.)
- Conversation 3**
- Whose digital image is _____ it? (It's his brother's.)
 - Whose sculpture is _____ it? (It's Gordon's.)

4. Write *Whose* or *Who's*.

- These paintings are nice. Whose are they?
- I like that sculpture. Who's the artist?
- Who's making that collage? Is one of your classmates making it?
- I'm crazy about that photograph. Whose is it?
- Whose notebook is this? There are some great drawings in it.
- Who's your art teacher this year? Is it Ms. Samuels?
- There are some markers on the table. Whose are they?
- Who's going with you to the art show?



Exercise 3

- Read the direction line aloud. Tell students they will write two questions for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and write.
- Students listen again and check.
- Go over the answers as a class.
- **Option:** Let students listen to each conversation again. Tell them to listen for compliments. Stop the audio after each compliment and write it on the board (1. *It's fantastic; I like it;* 2. *Wow, those collages are beautiful; I love her work; They're really good;* 3. *What a cool digital image; It's pretty interesting*). Replay the last conversation. Ask *Why does the man respond "Thanks, I think" (because it's not clear that "interesting" is a compliment).*

AUDIOSCRIPT 2-47 PAGE 107

Exercise 4

- Read the direction line aloud. Review that *Whose* means who something belongs to; *Who's* means *Who is*.
- Have students do the exercise.
- Go over the answers as a class.

Further support

Extra Practice CD-ROM

Grammar Possessive pronouns

1. Study the grammar.

- Use a possessive pronoun to replace a possessive adjective and a noun.

Possessive adjectives	Possessive pronouns
My pen is on the table.	Mine is on the table.
Your drawing is nice.	Yours is nice.
Is that his sculpture?	Is that his?
Her painting is awesome.	Hers is awesome.
Those are our photographs.	Those are ours.
Their work is in the hall.	Theirs is in the hall.

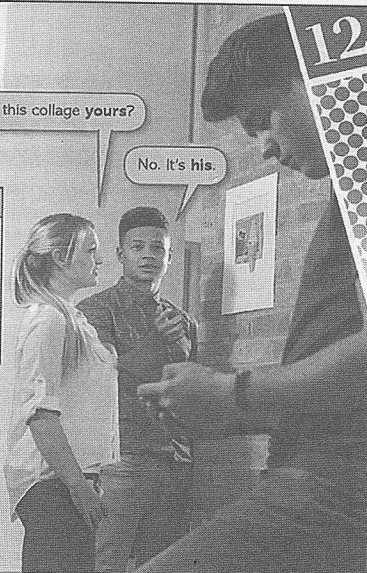


Language tips

- Don't replace a noun with a possessive adjective.
Is this mine? NOT *Is this my?*
- Don't use a possessive pronoun before a noun.
Is this yours? NOT *Is this yours-painting?*

Is this collage yours?

No, it's his.



2. Pronunciation Listen to the grammar examples. Repeat.

3. Choose a possessive pronoun or a possessive adjective.

- A: Whose painting is hanging in the hall next to the main office – your /yours/ or my /mine/?
B: I think it's your / yours painting.
- A: Where should we work on our art project – in Jena's classroom or our /ours/?
B: Let's meet in her /hers/ OK?
- A: Are those their / theirs color pens?
B: No, those are our /ours/.
- A: Are these your brothers' art supplies?
B: No, they aren't. Their /Theirs/ are over there.

4. Replace the noun phrases with possessive pronouns.

- Those pencils are (our pencils) ours.
- This sculpture is (my brother's) his.
- (Your drawings) Yours are on the table.
- Are those your photographs or (your sister's) hers?
- Is this your teacher's work or (your classmates' work) theirs?
- Are these (our magazines) ours?
- Where are (my drawings) mine?

5. Listening comprehension Listen to the conversations. Complete the statements with possessive pronouns.

- The painting isn't his.
- The pencils aren't hers.
- The sculpture is theirs.
- The photographs are hers, and the digital images are his.

Exercise 2 2-48

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.

AUDIOSCRIPT 2-48

Mine is on the table.
Yours is nice.
Is that his?
Hers is awesome.
Those are ours.
Theirs is in the hall.

Exercise 3

- Read the direction line aloud. Review that a possessive adjective must have a noun following it. A possessive pronoun stands on its own and can function as a subject or an object.
- Look at the example question and answer. Point out that pronouns are necessary in the question because there is no noun following the choices. Then focus students' attention on the example answer. Ask *Why is the answer a possessive adjective? (because there is a noun following it).*
- Have students complete the exercise. Circulate to help as necessary.
- Go over the answers as a class.
- Option:** For speaking practice with possessive adjectives and pronouns students can read the conversations to each other.

Exercise 4

- Read the direction line aloud. Look at the example. Make sure it is clear that there is a possessive adjective + noun in the parentheses. Students need to replace these with a possessive pronoun.
- Tell students to do the exercise.
- Go over the answers as a class.

Exercise 5 2-49

- Read the direction line aloud. Tell students there is one statement for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and write.
- Let students listen again and check their answers.
- Students check their answers in pairs.
- Go over the answers as a class.

AUDIOSCRIPT 2-49 PAGE 107

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice possessive pronouns

Grammar support

Interactive Grammar Presentation

Exercise 1

- Read the rule in the grammar chart. Bring students' attention to the possessive adjectives in the chart to review. Give more examples (*This is my phone. These are his papers*).
- Then focus on the possessive pronouns. Compare in the chart how the possessive adjectives need a noun to follow them, whereas the possessive pronouns stand alone.

- Focus on the *Language tips* and examples. Write a few more example errors on the board:
This is theirs house. (their)
Where are hers bags? (her)
Her is nice. (Hers)
Their is in the car. (Theirs)
- Write *Michael's homework*. Ask *What is the possessive adjective for this? (his)*
What is the possessive pronoun? (his). Point out that in this one case the word *his* is the same.
- Option:** Have students find two examples of possessive pronouns in the conversation on page 82 (*It's mine; That's yours?*).

Reading

Aim

Develop reading skills: Profile of an artist

Warm-up

Ask *Whose blog will we be reading?* (Vitor's) *Where is Vitor from?* (Brazil) *What will the blog be about?* (artist Elizabeth Cui)

Exercise 1 2-50

- Read the direction line aloud. Ask a volunteer to read the question. Explain that they will answer it after reading the article.
- Ask students to read and listen to the profile. Play the CD or read the profile aloud while students follow.
- Clarify vocabulary as needed. Explain that *high school* refers to school for children between ages 11 and 14. The verb *doodle* means to draw without thinking what you are drawing. *Watercolors* are special paints that you mix with water. A *sketch* is a drawing done quickly, which doesn't have much detail yet.
- Return to the question in the direction line. Call on a volunteer to answer it.

ANSWER

She writes and paints.

Exercise 2

- *Understand meaning from context.* Review that students will be figuring out what an unknown word means by looking at the words around the unknown word.
- Read the direction line aloud. Tell students to find the word or phrases from the exercise item in the profile and then choose the correct answer.
- Students compare answers in pairs.
- Go over the answers as a class.

Exercise 3

- *Scan for information.* Review that students will be looking for specific information without re-reading the entire text.
- Focus on the example. Tell students to scan the article for the word *teacher* (second paragraph of Elizabeth's post). Ask *Does the paragraph reveal that the teacher thought Elizabeth was a good artist?* (yes).
- Have students do the rest of the exercise individually scanning for information. Point out that sometimes they might have to infer information like in the example of the teacher and the grandfather.
- Go over the answers as a class.

Reading Profile of an artist

- 250) 1. Read the profile of a young artist. How does Elizabeth express what she sees and feels?
2. Understand meaning from context After reading the profile, complete each statement.
- If you become interested in art, you ...
 - want to learn about it.
 - don't want to learn about it.
 - If you doodle, you ...
 - draw little pictures.
 - put your art in art shows.
 - If art is a habit, you ...
 - do it a little.
 - do it a lot.
 - Watercolors are a kind of ...
 - pencil.
 - painting.
 - A sketch is a ...
 - simple pencil drawing.
 - kind of painting.

My blog: Artists



Vitor Mota: Hi everyone! Here's someone I met on Teen2Teen Friends. I think she's an awesome artist!

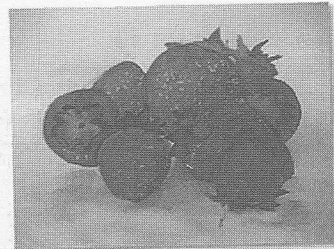
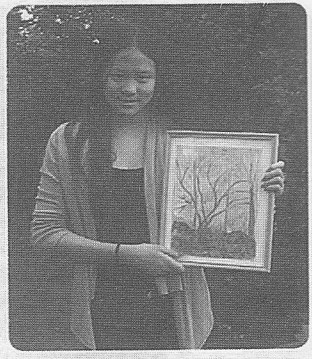


Elizabeth Cui: Hi! My name's Elizabeth, and I'm from Mount Kisco, a small town near New York City, in the United States. I go to school at Fox Lane High School. I first became interested in art when I was about four years old. My parents told me that my grandfather was a writer and a painter in China.

When I was in elementary school, we did all kinds of art projects, and my teacher put some of my drawings, sculptures, and collages in school art shows. I liked to read, so I sometimes drew pictures of the characters I read about in books. I also liked to doodle. I drew little pictures on everything – inside my textbooks, for example. So I guess art just became sort of a habit for me.

When I started high school, I told my mom that I really wanted to study art. So she found me an art teacher. Her name is Renee, and she's actually one of our neighbors. She's originally from France. She paints with watercolors, and we paint pictures of the flowers in her garden together. She taught me to draw a sketch first with a pencil. Then I paint over the sketch.

I also like to write stories. I think it's similar to drawing and painting. In both writing and art, you express what you see and feel. When I write, I paint a picture in words. So now I want to be an artist and a writer, just like my grandfather!



About you!

- Ask a volunteer to read the statement. Invite a student to read the last paragraph of Elizabeth's post to review what she said.
- Give students a few minutes to complete the statement. Then have students discuss with a partner.
- Bring the class together and call on volunteers for their opinions.

ANSWERS

Students' own answers

3. Scan for information Complete each statement with information from the article.

1. When she was young, Elizabeth's (teacher) / grandfather thought she was a good artist.
2. Elizabeth liked to doodle in her own stories / (textbooks)
3. Now Elizabeth studies art with her grandfather / (a neighbor)
4. Elizabeth paints pictures of (flowers) / her teacher now.
5. Elizabeth thinks writing stories is (similar to) / different from art.
6. Elizabeth wants to be a writer and a painter like her neighbor / (grandfather)



What's your opinion? Complete the statement.

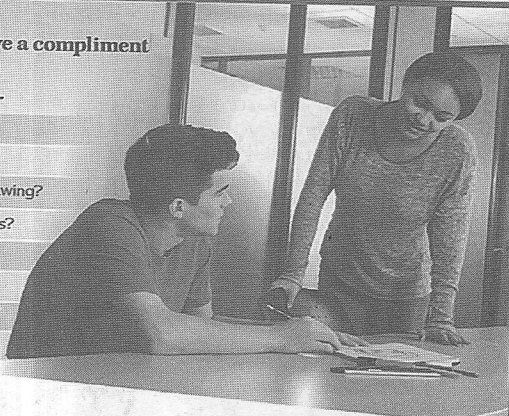
Writing and painting are similar / different because _____

Teen2Teen

Ask for an opinion; Give a compliment

1. Read and listen to the conversation.

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

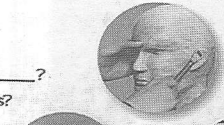
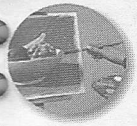


Ways to give a compliment
 You're pretty good!
 You're really talented!
 You're amazing!
 You're fantastic!

2. Pronunciation Listen and repeat.

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

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



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

Teen2Teen

Aim

Practice social language for asking for an opinion and giving a compliment

Warm-up

Review that a compliment is a comment that you like or admire something. Go over some compliments we have seen in the unit so far. Write these on the board:
 It's awesome.

What a beautiful collage!

I really like your painting.

I'm crazy about these photographs!

Exercise 1 2-51

- Tell students to read and listen. Play the CD or read the conversation aloud while students follow.
- Explain that *Can I ask you a question?* is a common way to start a conversation with someone.
- Focus on *Do you mean that?* in the line before last. When you ask if someone means something, you are asking if they are serious.
- **Option:** Ask students to find one example of a possessive pronoun in the conversation ("*yours*" in line 4).

Ways to give a compliment 2-52

- Play the CD or read the sentences aloud for students to repeat them.

Exercise 2 2-53

- 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.
- Compare the uncertain tone of Speaker A who is asking for an opinion and the enthusiastic tone of Speaker B who is giving the compliments.

Exercise 3

- Read the direction line aloud. Review with students that they will now create their own conversations, using Exercise 1 as a model. Call on volunteers to identify the forms of art in the pictures. Write these on the board for student reference (left to right: *painting, drawing, sculpture, photograph, collage, digital image*).
- Review positive adjectives presented in Unit 11 (*epic, awesome, cool, excellent, fantastic, beautiful, amazing*).
- Establish that students need a type of art for gap 1. For gap 2 they need a positive adjective. For gap 3 they need a compliment.
- Have students complete the gaps. Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Have everyone listen and write down the piece of art and the compliment.

Extension

Writing page 95

Further support

- Extra Practice CD-ROM
- Workbook pages W35–W37
- Grammar Worksheets 1 and 2
- Vocabulary Worksheet
- Reading Worksheet
- Unit Tests A and B
- Video: Teen Snapshot
- Grammar Bank

Review: Units 10–12

Aim

Review and personalize the language learned in *Units 10–12* and evaluate progress toward specific goals

Suggestion

Remind students that the next two pages review the language that they have been learning so far. At the end of the *Review* section, they will check off the progress they made in different categories.

Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the phone conversation individually, or ask two stronger students to read it for the class.
- Have students do the exercise. Encourage them to find where in the conversation they found the answers and underline them.
- Go over the answers as a class. If someone has the wrong answer, help them find the correct answer in the conversation.
- Focus on the question *Do you think so?* and the answer *I know so!*. Explain that this is an informal expression. To say *I think so* shows some uncertainty. To *know something* shows more certainty. Ella is certain that Blake is a better singer than Jake Jasper.
- To review social language from the units ask *How does Ella introduce a new topic?* (she says "But what about the competition?") *How does Ella show concern?* (she says "Oh no! Are you OK?") *How does Blake ask for an opinion?* (He says "Do you think so?") *How does Ella give a compliment?* (she says "You sing much better than he does" and she says "You're really talented").

Exercise 2

- Read the direction line and example aloud.
- Have students look at the images and fill in the blanks. For weaker classes, provide a bank on the board to choose from:
wear a helmet; wear a seat belt; wear a life vest; look both ways; follow the rules
- Bring the class together and go over the answers.

Review: Units 10–12

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

- Blake: Hello?
Ella: Hi, Blake. This is Ella. How was the singing competition last night?
Blake: Not great. We had a small car accident on our way back home.
Ella: Oh, no! Are you OK?
Blake: I'm fine. My dad was driving, but it wasn't his fault. The other driver didn't stop at the stop sign. Luckily, we were both wearing seat belts.
Ella: Thank goodness. But what about the competition? Who won?
Blake: You're not going to believe this. Jake Jasper did!
Ella: No way! You sing much better than he does.
Blake: Do you think so?
Ella: I know so! You're really talented. I'm sorry I wasn't there.
Blake: Thanks, Ella.
1. ... sang in the competition.
a. Blake
b. Ella
2. Blake's father had an accident on the way ...
a. to the competition.
b. home.
3. The accident was ... fault.
a. the other driver's
b. Blake's father's
4. Blake and his father were wearing ...
a. seat belts.
b. helmets.
5. The other driver was ...
a. paying attention.
b. not paying attention.
6. ... won the competition.
a. Another singer
b. Blake
7. Ella thinks Blake is a better ... than Jake Jasper.
a. singer
b. driver
8. Ella ... at the competition.
a. was
b. wasn't

2. Look at the pictures. What was each person doing wrong? Complete the statements, using the negative form of the past continuous.



1. She wasn't wearing a helmet. 2. He wasn't wearing a seat belt. 3. They weren't wearing life vests.



4. He wasn't looking both ways. 5. They weren't following the rules.

3. Change each statement to a negative yes / no question.

1. Your brother's into hip-hop music. Isn't your brother into hip-hop music?
2. You were wearing a seat belt. Weren't you wearing a seat belt?
3. Your parents like rock music. Don't your parents like rock music?
4. Your dad drew this picture. Didn't your dad draw this picture?

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Exercise 3

- Read the direction line aloud. Ask a student to read the example and negative yes / no question. Ask *What does the question set out to do?* 1. confirm that something is true, 2. confirm that someone agrees with you, or 3. to show surprise? (confirm that something is true).
- Have students do the exercise.
- Go over the answers as a class. For each item ask *What does the question set out to do?* (2. confirm something is true or show surprise; 3. Surprise; 4. confirm something is true).

Exercise 4

- Before students do the exercise, write the following on the board:
to be crazy about
can't stand
to be a real fan of ...
to really be into something
- Elicit the meanings (*to really like, to really not like; to like; to like*). Elicit the negative of the last two expressions (*to not be a real fan of ...; to not really be into something*).
- Read the direction line aloud.
- Have students do the exercise. Circulate to help as necessary.
- Go over the answers as a class.

4. Read the statements. Choose the correct expressions.

- Beth isn't really into / is really into Indian food. She thinks it's too spicy.
- She 's not really into / s really into Harry Potter. She saw all the movies and is reading the sixth book.
- My friends are crazy about / can't stand Kesha's music. They play her songs all the time.
- Mario isn't a real / 's a real Pelé fan. He thinks Pelé is way too old.
- My parents can't stand / are crazy about hip-hop music. They always tell me to turn it off.

5. Look at the pictures. Complete each conversation. Write the possessive pronouns.

- A: Whose phone is that?
B: I think it's his.
- A: Whose uniforms are these?
B: Those uniforms? They're theirs.
- A: Whose wrist band is that? Isn't it yours?
B: No, it isn't mine. It's hers.
- A: Whose helmets are these?
B: Oh, they're ours. Thanks!

All About You

1. Write your own response to each person.

- My mom had a car accident this morning.
You: _____
- Isn't Demi Lovato awesome?
You: _____
- Can I ask you a question? What do you think of this?
You: _____

2. Complete each personal statement.

- At about 7:00 this morning, I was _____.
- The music I'm really into is _____, I'm not really into _____.
- My favorite kind of art project is ...
 painting. drawing. sculpture. other: _____

Progress Check

Check what you can do.

- Talk about an accident
- Give a compliment
- Discuss my musical tastes
- Use the Unit 10–12 grammar and vocabulary



Exercise 5

- Read the direction line aloud. Elicit possessive pronouns (*mine, yours, his, hers, ours, theirs*).
- Look at the example and see how the answer is clear from the picture.
- Then have students do the exercise.
- Have students compare answers in pairs.
- Go over the answers as a class.

All About You

Exercise 1

- Focus on the heading. Review that in this section students will have a chance to write their responses with information from their lives and use English to talk about themselves.
- Give students a few minutes to read the speech balloons and write their answers. If necessary, hint that item 1 is eliciting expressing concern; item 2 is eliciting confirmation that someone agrees with your opinion; item 3 is eliciting an opinion / compliment.
- Students can compare answers with a partner.
- Then go over the answers as a class. Ask *In which conversation does the speaker use a negative question to confirm if someone agrees with your opinion? (2) In which conversation does someone express concern? (1) In which conversation does the speaker introduce a new topic and ask for an opinion? (3).*

ANSWERS

Students' own answers

Extra extension activity (stronger classes)

- Invite students to choose one of the scenarios (1, 2, or 3) and continue the conversation for a few more exchanges. Model number 3 on the board:
B *What a beautiful painting. Is this yours?*
A *Yes, it is. Do you like it?*
B *It's amazing.*
A *Do you mean it?*
B *Yes, I do. You are really talented.*

Exercise 2

- Tell students to look at the unfinished statements. If necessary, hint to students that the first item is eliciting the past continuous; the second item is eliciting musical tastes; the third item is eliciting different forms of art.
- Have students complete the statements.
- Then bring the class together and call on volunteers to share answers.
- Option:** Choose the second or third exercise item. Poll the class for favorite kinds of music or forms of art. Write student responses on the board. Then study the information and make conclusions.

ANSWERS

Students' own answers

Progress Check

- Discuss the goals with the class in their own language, looking back at the contents of Units 10–12 on pages 70, 76, and 82, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

Suggestion

Teachers should remember not to correct students' self-evaluation, tempting as it may be. Instead, 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.

Further support

- Video: Report
- Puzzles
- Review Tests A and B
- Listening Tests A and B
- End-of-Year Tests A and B

Extension

- Cross-curricular Reading page 99
- Teen2Teen Friends Magazine 4 page 103

Unit 1 Writing

Aim

Develop writing skills: An informal e-mail invitation

Exercise 1

- Discuss the writing rule with the class.
- Write on the board:
There's going to be a party. I'm not going to go.
- Ask *What conjunction could connect these two sentences? (but).* Now write:
It's my birthday. I'm going to make a cake.
- Ask *What conjunctions could work here? (so, and).* Finally, write:
We're going to have live music. We'll hire a DJ.
- Ask *What conjunction do you need? (or).*

Exercise 2

- Read the direction line aloud and have students do the exercise.
- Go over the answers as a class.

ANSWERS

2. They're going to Jessica's party, and they're bringing the refreshments.
3. My parents are going to be at work, so I'm going to put up the decorations.
4. We're going to have sandwiches or we're going to have ice cream.
5. The Red Café is a great place for a party, but it isn't open this weekend.

Exercise 3

- Read the direction line aloud. Give students time to find the conjunctions.
- Go over the answers as a class.

Usage

x and o are commonly used in informal writing to refer to a "kiss" and a "hug," respectively. Many people double the x and o to make them plural.

Exercise 4

- Read the direction line aloud.
- Remind students to write complete sentences and to use conjunctions to connect them.

ANSWER

Students' own answers

Unit 2 Writing

Aim

Develop writing skills: A school brochure for new students

Writing

Unit 1: An informal e-mail invitation

1. Study the writing rule.

Review: Joining independent clauses with *and*, *so*, *but*, and *or*

A complete sentence, or an "independent clause," contains a subject and a verb, or verb phrase, and it expresses a complete thought.

subject **verb phrase**
They have lots of refreshments at home. (independent clause)
They are going to have a party. (independent clause)

Use a comma AND a coordinating conjunction such as *and*, *so*, *but*, or *or* to join two independent clauses. Don't join two independent clauses with only a comma.

They have lots of refreshments at home, and they are going to have a party.

2. In your notebook, join the independent clauses with a comma and the coordinating conjunction.

1. Paul is studying English this year. He isn't studying Chinese. (but)
Paul is studying English this year, but he isn't studying Chinese.
2. They're going to Jessica's party. They're bringing the refreshments. (and)
3. My parents are going to be at work. I'm going to put up the decorations. (so)
4. We're going to have sandwiches. We're going to have ice cream. (or)
5. The Red Café is a great place for a party. It isn't open this weekend. (but)

3. Read Melissa's e-mail invitation to Connie. Notice and circle the conjunctions *and*, *so*, and *but*.

Hey, Connie!

There's going to be a party on Friday at 8:00 at the gym. Please come! Can you bring some paper plates? Allie is going to bring two large pizzas, and Danny and I are going to make a cake because my mom's too busy. Terry's a great artist, so she's going to decorate the cake. I'm going to bring soda, juice, forks, etc., but we need balloons. Can you come, and bring some balloons, too?
Melissa xoxo

4. Imagine you are planning a party. Write an e-mail, inviting a friend and asking for help. Use Melissa's e-mail for ideas.

Writing

1. Study the writing rule.

Phrases of location

Phrases of location can go at the beginning or end of a sentence. When they go at the beginning of a sentence, use a comma.

You can find the main office and the library on the first floor.

Upstairs, there are only classrooms.

Examples

On the [second floor],
Upstairs,
Downstairs,
Down the hall,
On the left,
On the right,
Next to the [gym],
Across from the [main office],
Between the [gym] and the [art room],

2. In your notebook, rewrite each sentence so the phrase of location is at the beginning of the sentence. Use a comma.

1. There is an art room on the right. On the right, there is an art room.
2. There's a new computer lab between the cafeteria and the library.
3. There are bathrooms across from the main office.
4. There is a large classroom next to the music room.
5. There's a huge gym downstairs.
6. You can find the auditorium on the left.

3. Read the school brochure. Circle the phrases of location.

Welcome to our school! Our school building is awesome, and the teachers and staff are really cool. On the first floor, you can find the main office. Ms. Green works there, and she's very nice. Across from the main office, there's a great library. A lot of students study there between classes. Next to the library, you can find the cafeteria. There's a great library across from the main office! Upstairs, on the second floor, there are ten classrooms and a new computer lab. You're going to love it here!

4. Write a brochure for new students at your school. Describe your school, using phrases of location. Use the brochure in Exercise 3 for ideas.

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Exercise 1

- Call on volunteers to read the *Phrases of location*. Review the meanings. Use gestures and illustrate on the board as needed.
- Focus on the commas in the examples.

Exercise 2

- Read the direction line aloud. Tell students to first underline the phrase of location in each sentence. Then have them rewrite each sentence.
- Circulate and check for correct comma placement.

ANSWERS

2. Between the cafeteria and the library, there's ...
3. Across from the main office, there are ...
4. Next to the music room, there is a ...
5. Downstairs, there's a huge gym.
6. On the left, you can find the auditorium.

Exercise 3

- Tell students to read the brochure individually and then circle the phrases of location.
- Students compare answers in pairs.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud. As a class brainstorm the locations in the school and write these on the board.
- Then have students work individually to choose which locations they will write about. Instruct them to use phrases of place to indicate where different places are located.
- Remind students to write complete sentences and to use commas. Circulate to help if necessary.

ANSWER

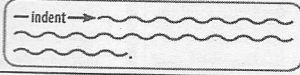
Students' own answers

Unit 3: A descriptive paragraph about food

1. Study the writing rule.

The paragraph

A paragraph is a group of sentences about a topic. All the sentences in the paragraph give information about that topic. Indent the first sentence of a paragraph. When there is more than one paragraph, the indent makes it easy to see where each new paragraph begins.



3. Read Luigi's paragraph about pasta. Cross out two more sentences that are not about the topic of the paragraph.



We eat lots of pasta in my country. ~~There are lots of wonderful fruits here, like apples and oranges.~~ There are so many kinds of pasta here, and it comes in a lot of different forms. Some are long, like spaghetti, and others are short, like macaroni. And there is no limit to the ways you can eat pasta. ~~But the most wonderful thing about pasta is the sauce. We eat lunch at about 2:00 on weekends.~~ My favorite pasta dish is spaghetti with tomato sauce. ~~In my family, we eat dinner together two or three times a week. Sometimes I like pasta with cheese, or even with tomato sauce and cheese.~~ When we go to my grandma's house for Sunday lunch, she always makes pasta with sauce, but sometimes she makes it with meat or fish. That's delicious, too!

4. In your notebook, write a paragraph about the best dish or the most delicious food from your country. Only include details about the topic. Indent your paragraph. Use Luigi's paragraph as a model.

2. Read the topic sentence. Cross out the sentence that isn't about the topic.

- Vegetables are very good for your health.
 - Green vegetables, like broccoli, contain lots of vitamins.
 - When I was younger, I hated carrots.
- It's good for families to eat dinner together.
 - I really like good food.
 - It's always a lot of fun.

Unit 4: Personal predictions for the future

1. Study the writing rule.

Future time markers

Use future time markers to describe actions and events in the future. Future time markers can go at the beginning or end of a sentence. When they go at the beginning of a sentence, use a comma.

Next month, I'll probably play on the basketball team.

After my last day in school, I'll definitely visit my grandparents in Miami.

Next year, my friends will probably be a lot taller.

Maybe my parents will get me a new tablet before my birthday.

2. The following sentences have errors. In your notebook, rewrite the sentences, placing the future time markers correctly.

- I'll next week make plans for my brother's birthday party.
 - Next week, I'll make plans for my brother's birthday party. OR I'll make plans for my brother's birthday party next week.
- Maybe I'll after dinner send an e-mail to my uncle in Germany.
- I'll definitely learn before September some French.
- My teacher will probably next year teach in a different school.

3. Read Max's personal predictions for the future. Circle the future time markers.

Next year things will be different for me at school. In the new school year, English class will definitely be easier than before. Why? After the end of this school year my family and I will visit my aunt and uncle in Miami, and I'll probably have a lot of chances to practice my English there. We'll also have a new English teacher, Ms. White, and I hear she's really nice. I'm not on the soccer team now, but maybe I'll be on the team next year. I'm practicing every day now so I can play really well at our first game. I think school will be fun next year.

4. In your notebook, write your predictions for this weekend, next month, or next year. Use Max's predictions in Exercise 3 for ideas.

Writing

Writing

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details about the topic. Encourage students to write down notes.

- Have students use their notes to write a paragraph. Remind them to only write sentences connected to the topic.
- Ask students to swap papers with a partner and check for indentation and that all sentences connect to the topic.
- Then collect the paragraphs to give individual feedback.

ANSWER

Students' own answers

Unit 4 Writing

Aim

Develop writing skills: Personal predictions for the future

Exercise 1

- Discuss the writing rule with the class. Write the first example on the board. Show how it is possible to put the time marker at the end of the sentence. Erase *next month* and write it at the end of the sentence. Focus on the position of the time marker and correct comma use.

Exercise 2

- Read the direction line aloud. Ask a volunteer to read the first sentence. Ask *Is it correct? (no)*. Then have the volunteer read the two possible corrections.
- Have students do the exercise individually and then compare answers in pairs.
- Go over answers as a class.

ANSWERS

- Maybe I'll send an e-mail to my uncle in Germany after dinner. OR After dinner, maybe I'll send e-mail to my uncle in Germany.
- I'll definitely learn some French before September. OR Before September, I'll definitely learn some French.
- My teacher will probably teach in a different school next year. OR Next year, my teacher will probably teach in a different school.

Exercise 3

- Give students time to read the text and circle the future time markers.
- Go over the answers as a class.

Exercise 4

- Explain that students are going to write their own predictions.
- Tell students to choose a time period and choose time markers they can use.
- Remind students to use adverbs of certainty. Circulate to help as necessary.

ANSWER

Students' own answers

Unit 3 Writing

Aim

Develop writing skills: A descriptive paragraph about food

Note

Bring an example of indented paragraphs and block paragraphs for students to look at in Exercise 1.

Exercise 1

- Discuss the writing rule with the class. Point to the diagram of a paragraph. Explain that indents are especially important when writing text by hand. When typing paragraphs on the computer it is also possible to block indent, which means just skip lines between blocks of text.
- Show students the material you brought in and ask *How do you usually divide your paragraphs?*

Exercise 2

- Read the direction line aloud. Ask a volunteer to read the first statement and the pair of corresponding answers. Ask *Is sentence a about the topic? (Yes) Is sentence b about the topic? (No)*.
- Have students work individually, and then compare their answers in pairs.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud. Review that it is important to keep a paragraph tight and on topic.
- Have students work individually and then compare with a partner which two sentences they crossed out. Then ask *Are all the other sentences about the topic - pasta? (yes)*.

Exercise 4

- Read the direction line aloud. Give students a few minutes to choose a dish or food and then tell them to brainstorm

Unit 5 Writing

Aim

Develop writing skills: A paragraph about helping at home

Exercise 1

- Read the writing rule. Clarify that the topic of each paragraph is about helping at home. Point out that Paragraph 1 is about household chores and it organizes the information by schedule; Paragraph 2 is also about household chores, but it organizes information by person and chores.
- Invite students to read Paragraph 1. Tell them to underline words that indicate schedule. Bring the class together and read again.
- Then invite students to read Paragraph 2. Tell them to underline the different people in the paragraph and circle the chores.
- Point out that each paragraph has the same first sentence; just the information that follows is organized differently.

Exercise 2

- Ask student to scan the chores and make sure they know all the meanings. Then have them fill in the survey about their own family or a family they know or made up. Circulate to help as necessary.
- Invite pairs to compare surveys and what each person does.

Exercise 3

- Tell students to re-read the information in the chart and sample paragraphs. Then tell them to look at their surveys and choose which way they will organize their information. Circulate to help as necessary.
- Let students use the first sentence in the samples as a model if they have difficulty starting their own paragraph.
- Allow students to share paragraphs with a partner. Then collect and give individual feedback.

ANSWER

Students' own answers

Unit 6 Writing

Aim

Develop writing skills: A paragraph about tourist attractions in your country

Exercise 1

- Read the writing rule to the class.
- Explain that organizing words makes it easy to follow ideas or events.

Writing

Unit 5: A paragraph about helping at home

1. Study the writing rule.

Organizing information in a paragraph

Clear writing is organized by topic. The sentences in a paragraph should be about one idea. Here are two different ways to organize a paragraph about the same topic.

1: information organized by schedule

Everyone in our family helps at home. On Mondays, we always follow the same schedule. My dad makes breakfast for the family. My mom puts the dishes in the sink, and we all leave at 7:30. After school, I wash the breakfast dishes, and my sister sets the table for lunch. However, on Tuesdays, our schedule is completely different. We ...

2: information organized by person

Everyone in our family helps at home. My sister and I clean up our rooms. I always set the table because I like that job! My sister walks the dog every morning before school, and she feeds the dog and the cat every day. My mom goes shopping for food once a week, and she does the laundry. My dad always makes dinner. ...

2. Imagine a family (or use your family) where everyone helps in the house. Who does what?

Name:	Relationship:	Chore:
Sandra	sister	walks the dog

Some chores:
shop for food
cook
set the table
wash the dishes
do the laundry
make the beds
feed the dog or cat
walk the dog

3. Use the information from the notepad to write a paragraph about helping at home. Use the two paragraphs in Exercise 1 for ideas.

Writing

Unit 6: A paragraph about tourist attractions in your country

1. Study the writing rule.

Organizing information to persuade

When you want to convince or persuade someone about an idea, organize your writing with reasons and examples. Use the following organizing words to introduce each reason:

First, ... Second, ... Third, ... Fourth, ... Finally, ...

2. Read Rafael's paragraph about tourist attractions in Chile. Circle the organizing words he gives to convince the reader to visit his country. Underline the reasons.

You should visit my country, Chile. Lots of people come here every year. They visit for many reasons. First, Chile has a lot of natural beauty. There are gorgeous mountains, a beautiful long coast, and a magnificent central valley. If you like natural beauty, you'll find it in Chile. Second, if you like sports and outdoor activities, you'll find those here, too. You can go skiing in July, whitewater kayaking in December, and hiking and camping all year round. There's an activity for everyone! Third, the people are friendly and helpful to tourists. If you get lost in one of our big cities, like Santiago or Valparaiso, someone will offer to help you find your way. Finally, if you like good food, you can eat a variety of delicious dishes, both traditional and international. If you come to Chile, you'll have a great time.

3. In your notebook, list at least four reasons to visit your country. Then write a paragraph to persuade someone to visit. Use your notes and Rafael's paragraph for ideas. Use organizing words to introduce your reasons.

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Suggestion

You may wish to show students variations on organizing words and phrases, e.g., two common variations of *First* are *Firstly* and *First of all*. The same is true for *Second*, *Third*, etc. (Note that after the third reason, listing with *of all* begins to sound awkward.) Remind students to use a comma after the organizing words and phrases.

Exercise 2

- Read the direction line. Tell students to first read the paragraph once. Then have them read it again and circle all the organizing words and underline the reasons.
- Ask *How many reasons does he give? (four) Do the organizing words help organize the paragraph?*
- On the board write:
People visit Chile for many reasons.
- Then call on volunteers to summarize each reason (1. *lots of natural beauty*; 2. *sports and outdoor activities*; 3. *people are friendly*; 4. *delicious food*).

Exercise 3

- Refer students to *About you!* on page 47. Tell them to use these notes and brainstorm more ideas.
- Have students number their reasons in order of importance and then write a paragraph using organizing words. Refer them to Exercise 2 for help.
- Invite students to share their paragraphs.

ANSWER

Students' own answers

Unit 7 A movie review

1. Study the writing rule.

Planning key details

A movie review helps persuade someone to see (or not see) a movie. The reviewer uses adjectives and key details to "paint a picture" in words about the movie. Make notes to plan key details by asking and answering questions with *who*, *what*, *when*, and *where*; for example:

What is the title? *Avatar*

What is the genre? *Sci-fi*

Who are the main characters in the movie?

John Sully, Neytiri, Parker Selfridge

Who is the director?

James Cameron

When does the story take place?

In the year 2154

Where does the story take place?

On the planet of Pandora

What is it about?

A bad man wants to eliminate Pandora's people so he can take precious material from the rainforest habitat where they live.

Adjectives: *visually beautiful, too long, ridiculous*



2. Read Vanessa's review of *Avatar*. Underline the adjectives in her review.

I saw James Cameron's classic sci-fi movie, *Avatar*. The main character, Jake Sully, travels to the distant planet Pandora. There he learns that Parker Selfridge, a bad man, wants to eliminate Pandora's Na'vi people, so he can take precious material from the rainforest habitat where they live. Jake can't use his legs because of a bad injury. Jake becomes a Na'vi so he can walk again and help protect his people. Jake falls in love with Neytiri, but soon there is an epic battle for the future of Pandora. This movie is visually beautiful from beginning to end, but it is too long, and the story is a bit ridiculous. If you want to watch a good movie on TV tonight, *Avatar* isn't the one.

3. Choose a movie you like or a movie you don't like. In your notebook, write key details that answer *who*, *what*, *when*, and *where* questions about the movie. Use your notes to write a review. Use Vanessa's review of *Avatar* for ideas.

Unit 8 A short autobiography

1. Study the writing rule.

Organizing information with past time markers


When you describe the past, time markers can help organize your information. If the markers come first, use a comma.


- in 2002
- ten years ago
- before [I went to school]
- before [I was born]
- when [I started school]
- when [I was three years old]
- [a few] years later
- [two] months later
- the same [year, month, day]
- after [I finished primary school]
- all [last year]
- all [his life]

2. Read Renata's autobiography and underline the past time markers.

I was born in Newark, New Jersey in the U.S. in 1998, when I was born, my parents were both teachers, but now my mom is an artist. I have no brothers or sisters. When I was five years old, I started school. My first school was Madison Avenue School. I went there for six years. I finished primary school in 2010. Later, my family moved to the nearby town of South Orange, and I went to South Orange Middle School. After I finished middle school, when I was fifteen years old, I went to Columbia High School.

3. Look at Renata's fact file. Then complete the fact file for yourself.

NAME: Renata Tavares	
Was born in (year): 1998	
Was born in (place): Newark, the U.S.	
Occupations of parents: teachers, mom: artist	
First school (name): Madison Avenue School	
Finished primary school (year): 2010	

NAME:	
Was born in (year):	
Was born in (place):	
Occupations of parents:	
First school (name):	
Finished primary school (year):	

4. Use your fact file to write your own short autobiography. Use Renata's autobiography for ideas. Use past time markers.

- Go over the answers as a class. Ask *Which two sentences give the writer's opinion? (the last two).*

Exercise 3

- Read the direction line aloud. Tell students they can look at their notes on page 55 for an idea what movie to write about.
- Once students choose a movie, tell them to create an outline like the one in Exercise 1. Circulate to help as necessary. Remind students to create a list of adjectives like in a model. Explain that they can be positive or negative or both.
- Have students use their notes to write a review. Remind them that the review should have main details about the movie, as well as their opinion.
- Collect the reviews to give individual feedback.

ANSWER

Students' own answers

Unit 7 Writing

Aim

Develop writing skills: A movie review

Exercise 1

- Focus on the photo. Ask *Has anyone seen "Avatar"?* If a student says *yes*, ask *Did you like it?*
- Explain that *key details* are the most important details. Read the writing rule to the class.
- Call on volunteers to read the questions and answers to help plan the key details for the movie review. Focus on the last line. Ask *Do you think the person liked the movie? (it's hard to say, yes and no).*

Exercise 2

- Read the direction line aloud. Have students read the review and underline the adjectives.
- Students compare with a partner.

ANSWER

Students' own answers

Unit 8 Writing

Aim

Develop writing skills: A short autobiography

Exercise 1

- Write *autobiography* on the board. Ask *What is this? (a written account of your own life).* Circle *auto*. Explain that this prefix means *self*. Ask *What do you think "biography" means? (it's an account of someone written by another person)* *Where have we read a biography? (on page 60).*
- Discuss the writing rule with the class.
- Focus on the list of past time markers. Ask volunteers to read the examples. Ask *What tense do we use after these time markers? (the simple past).*

Exercise 2

- Read the direction line aloud.
- Have students do the exercise.
- Go over the answers as a class.
- **Option:** Have students circle the past forms in the paragraph. Ask *When are past forms used? (to talk about things that happened in the past)* *Are there any other verb forms? (yes, simple present – I have no brothers or sisters; this is information that is still true).*

Exercise 3

- Read the direction line aloud. Go over the fact file as a class. Then have students fill in their own information.
- Have students work individually.

Exercise 4

- Have students compare the fact file in Exercise 3 to the paragraph in Exercise 2. Then tell them to use their notes to write a paragraph. Refer them to the chart with past time markers and remind them to use the past tense when describing something that happened in the past.
- Collect the biographies to give individual feedback.

ANSWER

Students' own answers

Unit 9 Writing

Aim

Develop writing skills: A description of the weather

Exercise 1

- Read the title of the writing rule. Explain that *viewpoint* refers to a particular way of thinking about a problem or a subject.
- Read the writing rule and examples.
- Write *Fortunately* and *Luckily* and review when to use these adverbs (*when talking about good news*). Then write *Sadly* and *Unfortunately* and review when to use these adverbs (*when talking about bad news*). Point out that people can have very different viewpoints of the same event: After a tornado one family may say *Luckily, we had no damage* while another family might say *Sadly, our car was destroyed*.

Exercise 2

- Read the direction line aloud.
- Read the example sentence. Ask *Is a drought good or bad news? (bad)*.
- Have students complete the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud. Explain that students will be scanning the paragraph for viewpoint adverbs.
- Have students complete the exercise before comparing answers in pairs.
- Go over the answers as a class.

Exercise 4

- Have students choose their weather-related event and decide if they will focus on good news, bad news, or both. Then tell them to write their sentences and use correct viewpoint adverbs where necessary.
- Collect the paragraphs to give individual feedback.

ANSWER

Students' own answers

Writing

Unit 9 A description of the weather

1. Study the writing rule.

Using viewpoint adverbs	
Use an adverb at the beginning of a sentence to express a viewpoint. The "viewpoint" adverbs below introduce good or bad news. Use a comma after the adverb.	
Good news	Bad news
<u>Fortunately</u> , there wasn't a lot of lightning.	<u>Unfortunately</u> , there was a lot of flooding.
<u>Luckily</u> , there were no injuries.	<u>Sadly</u> , there were two deaths.

2. Choose the correct adverb to begin each statement.

1. Fortunately, (Unfortunately) the drought will continue for months.
2. Luckily, (Unfortunately) my aunt's house was under water.
3. (Fortunately) / Sadly, there wasn't a lot of damage to most people's houses.
4. Luckily, (Sadly) there were three deaths because of the hurricane.
5. (Fortunately) / Unfortunately, there wasn't any rain when we went to the beach last weekend.
6. (Luckily) / Sadly, there weren't any droughts in our country last year.

3. Read Jonah's description of the weather last weekend. Circle the adverbs that introduce good news or bad news.

Last weekend, my family and I went to the beach. (Fortunately) it was really sunny on Saturday afternoon. However, Saturday night there was a huge thunderstorm. There was lots of thunder and lightning. I couldn't sleep all night! (Unfortunately) it was cloudy and rainy all day on Sunday.

4. Write a description of a past weather-related event such as a storm, a flood, or a drought. Use viewpoint adverbs. Use Jonah's description for ideas.

Writing

Unit 10 An instructional flier

1. Study the writing rule.

Organizing information with a title and headings
A title and headings can provide a "map" for the reader. They announce the content and topics in your writing.

2. Read the Game Instructions flier. How does the writer organize the information? Underline the title and the headings.
3. Imagine your class is taking a class trip like to go hiking, biking, or kayaking. In your notebook, prepare a flier for the students, giving them information about clothing, equipment, and rules for the trip. Use the flier in Exercise 2 for ideas for a title and headings.

Game Instructions

March 15

Before the game

A week before the game, buy some healthy snacks and drinks. Put them in a special place so you will find them on the morning of the game. There won't be any food at the field so plan ahead.

The morning of the game

You will only have your snacks at the field, so it's important to have a good breakfast so you're not hungry during the game. Put on your team uniform at home. There is no place to get dressed at the field. Ask your parents to bring you to the school no later than 8:45. The van will leave at 9:15 sharp. So don't be late!

After the game

After the game, the van will bring you back to school. Tell your parents you will arrive between 4:00 and 4:30.

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Unit 10 Writing

Aim

Develop writing skills: An instructional flier

Exercise 1

- Ask a student to read the title. Explain that a *flier* is a piece of paper that gives information about something. Elicit what an *instructional flier* might do (*give instructions*).
- Read the writing rule to the class. Tell students to turn to page 98 to see an example of a flier. Ask *What is the title? (Game Instructions) What are the headings? (Before the game; The morning of the game; After the game)*.

Exercise 2

- Read the direction line. Give students a few minutes to read the flier and underline the title and headings.
- Go over the answers. Tell students to imagine the flier without the headings.

Ask *Would it be easy to follow? (no, the headings help find information)*.

- Ask a volunteer *Where would you look for instructions after the game? (the last section) Would you have to read the whole article to find it? (no)*.

Exercise 3

- Read the direction line aloud. Tell students to create two to three headings. Give an example: *Rock climbing trip: Instructions*
- Equipment
- Safety tips
- Transportation
- Circulate to help as necessary. Refer students to safety tips on page 71.
- Ask students to exchange papers.
- Then collect the paragraphs to give individual feedback.

ANSWER

Students' own answer

Unit 11 A description of a favorite performer

1. Study the writing rule.

Providing specific supporting details

Use *For example* and *For instance* to support a statement with specific examples. Use a comma after each phrase.

Shakira does a lot of charity work and wins awards. *For example*, in 2011 she received the Person of the Year award at the Latin Grammys for her work with children.

Luan Santana sometimes performs with other singers. *For instance*, in 2010 he performed with the Spanish singer Belinda, and in 2011 he performed with fellow Brazilian singer Ivete Sangalo.

2. In your notebook, rewrite the sentences, using *For example* or *For instance*.

- There are many styles of jazz. There's the cool jazz of British singer Sade, and there's the hot jazz of New Orleans.
- There are many styles of jazz. *For instance*, there's the cool jazz of British singer Sade, and there's the hot jazz of New Orleans.
- Korean pop singer Lee Hyori sings in TV ads for several companies. She promotes health drinks, phones, and clothes.

- I like all kinds of rock music. I like heavy metal, rock, electro punk, and classic rock.
- U.S. singer Esperanza Spaulding's music is a mix of styles. She's into jazz, classical music, American pop music, and Brazilian music.

3. Read Emily's description of U.S. singer, Esperanza Spaulding. Underline the two sentences that provide supporting details.

Esperanza Spaulding's my favorite singer! Her family comes from different places. *For example*, her father is African-American, and her mother's family comes from England and Latin America. She can sing in many languages. *For instance*, she often sings in English, Spanish, and Portuguese. She says she sang in the shower when she was young. Now she's world famous!



4. In your notebook, write a description of a favorite performer. Provide specific supporting details. Use Emily's description for ideas.

Unit 12 A comparison of two pictures

1. Study the writing rule.

Comparisons and contrasts

Use *like* and *similarly* to compare two things that are the same or almost the same.

Like my partner's picture, mine came from a magazine. My partner's picture is a magazine ad for a car. *Similarly*, mine is an ad for clothes.

Use *unlike* and *although* to contrast two things that are different.

Unlike my color photo, Joe's photo is black and white. *Although* my drawing is of people, Joe's has no people in it.

2. In your notebook, rewrite the sentences.

- My partner's drawing is a picture of an animal. My drawing is a picture of an animal. (*like*)
- Like* my partner's drawing, my drawing is a picture of an animal.
- My partner's photograph is a picture of a car. My photograph is a picture of a taxi. (*similarly*)
- My partner's picture came from a magazine. I actually drew my picture. (*although*)
- My partner's painting is beautiful. My painting isn't beautiful. (*unlike*)

3. Read Brian's comparison of two pictures. Circle the words that introduce similarities. Underline the words that introduce differences.



My partner's picture is of the Eiffel Tower in the morning. You can see people sitting in front of it. Similarly, my photo is a picture of a famous place. It shows the Great Wall of China. Like my partner's photograph, mine is a picture in the morning. Unlike his photo, there are no people. In mine, you can see the sun in the mountains. Although both photos have similarities, the places in the photos are very different.

4. Bring in a magazine picture, or your own drawing or painting. Write about its similarities and differences with a partner's picture. Use Brian's comparison for support.

Writing

Writing

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Unit 11 Writing

Aim

Develop writing skills: A description of a favorite performer

Exercise 1

- Read the heading of the writing rule to the class. Review how a piece of writing has main ideas followed by supporting details. Then read the explanation and examples.

Exercise 2

- Read the direction line aloud.
- Have students rewrite the rest of the sentences.
- Go over the answers as a class.

ANSWERS

- Korean pop singer Lee Hyori sings in TV ads for several companies. *For example* / *For instance*, she promotes health drinks ...

- I like all kinds of rock music. *For example* / *For instance*, heavy metal, rock, ...
- U.S. singer Esperanza Spaulding's music is a mix of styles. *For example* / *For instance*, she's into jazz, classical music ...

Exercise 3

- Read the direction line. Give students time to find the supporting details.
- Bring the class together and go over the answers. Ask *What does the first example illustrate?* (that her family comes from many places) *What does the second example illustrate?* (that she can sing in other languages).

Exercise 4

- Read the direction line aloud. Tell students to look at their notes on page 81 for an idea of which performer to write about.

- Tell them to think of two or three things to say about the performer, providing supporting details. Have them look at Exercise 3 for a model.
- Have students share with a partner.
- Then collect the paragraphs to give individual feedback.

ANSWER

Students' own answers

Unit 12 Writing

Aim

Develop writing skills: A comparison of two pictures

Exercise 1

- Read the heading of the writing rule. Ask *What does it mean to compare?* (show how things are similar) *contrast?* (show how things are different).
- Read the explanations and example sentences as students follow.

Exercise 2

- Read the direction line aloud. Focus on the example. Ask *How is the handwritten part different?* (the two sentences are combined). Ask a volunteer to use *Similarly* instead (My partner's drawing is a picture of an animal. Similarly mine is, too.)
- Have students rewrite the sentences.
- Go over answers as a class.

ANSWERS

- My partner's photograph is a picture of a car. Similarly, mine is of a taxi.
- Although my partner's picture came from a magazine, I actually drew mine.
- Unlike my partner's painting, mine isn't beautiful.

Exercise 3

- Read the direction line aloud and have students do the exercise.
- Bring the class together and call on volunteers for the answers.

Exercise 4

- For homework, students should have brought pictures to school.
- Read the direction line aloud. Instruct students to discuss similarities and differences between their pictures. Then have them write a paragraph comparing and contrasting.
- Collect to give individual feedback.

ANSWER

Students' own answers

Cross-curricular Reading: Units 1–3

Cross-curricular topic

Architecture

Aim

Use English to learn about architecture

Exercise 1 2-54

- Focus on the photos. Ask *Where have you seen similar structures?*
- Read the direction line and question aloud. Have students share which buildings they like.
- Play the CD or read the article aloud.
- Check that students understand the meaning of BC and AD ("*BC*" is used after a date to show that it was before the birth of Christ; "*AD*" is used before a date to show that a date is a particular number of years after the birth of Christ).
- Write *support the weight of the roof*. Explain that *support* means to hold up. *Weight* refers to how heavy something is.
- Makes sure that students know that Mesopotamia is an area in western Asia, where the first cities were built in ancient time and where several important civilizations developed.
- **Option:** Invite a stronger student to read the introduction again. Write *construction materials* on the board. Ask *What construction materials did people start using later to build taller buildings?* (e.g., *steel*).

Exercise 2

- Have students scan the buildings on the right. Ask *Has anyone seen any of these buildings or pictures of these buildings before?*
- Read the direction line aloud. Have students do the exercise in pairs. Encourage them to point to specific features and discuss. Circulate to help if necessary.
- Go over the answers as a class.
- **Option:** Ask *Are any of these architectural structures on our school building or other buildings around town?*

Exercise 3

- Read the direction line aloud.
- Have students do the exercise individually. Point out that they won't necessarily be able to find supporting details for each item that is true – they may have to *infer* information.
- Encourage students to first try to answer the questions without looking back at the article in Exercise 1 and the images in Exercise 2. Then have them check any items they were not sure about against the article and photos.
- Have them compare answers in pairs.

Architecture: Columns, Arches, and Domes

254) 1. Read the article about three key structures architects use. Which buildings do you like?

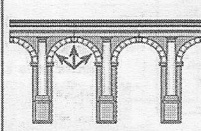
The earliest buildings are stone structures of only one floor. It's difficult to build more than one floor because construction materials such as stone are very heavy. Soon people want taller buildings.

The column



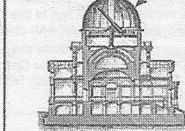
The Egyptians, Persians, and other ancient civilizations use columns as early as 2600 BC. The earliest columns are inside of buildings to support the weight of the roof at the top. Later, the Ancient Greeks and Romans appreciate columns for their beauty, and they create a variety of column designs.

The arch



Arches can support more weight than an individual column. Architects use arches as early as 2000 BC in Mesopotamia, but later we see arches in architecture all over the world, even in new buildings today.

The dome



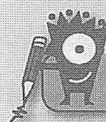
Domes provide structural strength and can be very beautiful. Domes exist in a variety of forms, from hemispheres, to ones that look like onions.

2. Check the architectural feature or features you see in the picture of each building.

	column(s)	arch(es)	dome(s)
1. Parthenon, Greece	✓		
2. Amer Fort, India	✓	✓	
3. Casa Mila, Spain		✓	
4. National Museum, Brazil			✓
5. Inuit igloo, the Arctic			✓
6. St. Basil's Cathedral, Russia		✓	✓
7. City garage, the U.S.	✓		
8. Coliseum, Italy		✓	

3. Circle the numbers of the statements which are true.

- ① Architectural features can be decorative and functional.
2. The Ancient Greeks and Romans use columns only for function, not decoration.
3. Of all the ancient civilizations, only the Ancient Greeks and Romans use columns.
- ④ The Coliseum is a building from Ancient Rome.
- ⑤ Columns, arches, and domes can have a variety of styles.



Project Architecture posters

Work in three groups. Find photos on the internet of examples of columns, arches, and domes from all over the world. Make posters for your classroom.

- Go over the answers as a class.

Project: Architecture posters

- Divide the class into three groups. Have them do their research at computers in class or at home. If they have access to a printer, ask students to print the images. Instruct them not to make the printouts of the images too big, since they will be pasting the numerous images on poster boards. Alternatively, if students don't have access to printers, they can draw sketches of the images.
- Encourage students to decide among themselves who will research which structure so that the group has a balanced representation. Tell students to also look for examples from different countries.
- Once students have all the images, tell them to organize them and create a poster. Remind students to label the styles as well as the names of the structures.

- Each group can present their poster to the class. Have students notice if any groups chose the same buildings.

Earth Science: Habitable and Uninhabitable Environments

Cross-curricular Reading: Units 4-6

1. Read the article. Will people live on another planet in the future? Why or why not?

The world's coldest places
The two coldest places on Earth are Vostok Station in Antarctica and Siberia in the Northern Hemisphere. Temperatures can be -90°C there. Very cold! But people can and do live there.



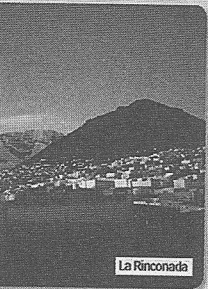
Vostok Station

The world's hottest places
The hottest places are also environments that are difficult to live in. Death Valley, in the U.S., has the hottest temperatures on record, sometimes over 55°C . And Death Valley is one of the driest places on Earth too: there's very little water. Very uncomfortable! However, there too, with modern technology, some people live.



Death Valley

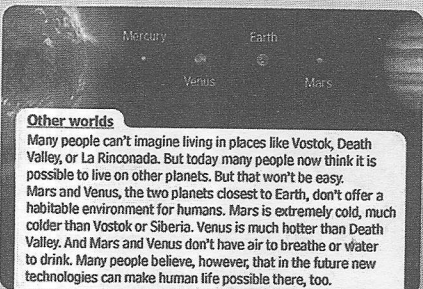
The world's highest cities
The two highest cities in the world are La Rinconada in Peru, and Wenquan, a city in northwest China. Both cities are at an elevation of more than 5,000 meters above sea level. But even though there is little oxygen in those places in comparison with sea level, many people live there. La Rinconada has a population of more than 30,000 people.



La Rinconada

Other worlds

Many people can't imagine living in places like Vostok, Death Valley, or La Rinconada. But today many people now think it is possible to live on other planets. But that won't be easy. Mars and Venus, the two planets closest to Earth, don't offer a habitable environment for humans. Mars is extremely cold, much colder than Vostok or Siberia. Venus is much hotter than Death Valley. And Mars and Venus don't have air to breathe or water to drink. Many people believe, however, that in the future new technologies can make human life possible there, too.



2. Complete each statement, according to the article.

- The coldest places in the world are Vostok Station and Siberia.
- La Rinconada and Wenquan are the two highest cities in the world.
- Death Valley is one of the hottest and driest environments on Earth.
- The planets nearest Earth are Venus and Mars.
- Mars is extremely cold, and Venus is extremely hot.
- Another problem with Mars and Venus is that they don't have air or water.

3. Circle the best title for this article.

- Is Death Valley a habitable environment?
- Can people live in Siberia?
- Can humans live in difficult and uncomfortable environments?
- Will people live on Mars in the future?
- How cold is it in Antarctica?

Project Uninhabitable environments map

In small groups, choose your country or another country. Find the most difficult places to live (the highest, lowest, hottest, and coldest) and draw a simple map. Write the elevations and average temperatures. Share your map with your class.

- Go over the answers as a class.

Exercise 3

- Read the direction line aloud. Hint to students that choosing a title for an article is similar to finding the main idea, a reading strategy they have seen several times. A title usually summarizes in a couple of words what the main focus of the article is.
- In pairs, have students discuss the various options. Then bring the class together. If students incorrectly propose numbers 1, 2, 4, or 5, point out that each of those questions deals with only a detail about the article, not the main idea. The correct answer, 3, talks about difficult and uncomfortable environments.

Project: Uninhabitable environments map

- Read the project instructions aloud. Divide the class into small groups. Make sure not too many groups choose their own country.
- Have groups brainstorm locations in class and then do research at home. Encourage students to decide among themselves who will research what. Tell students to find interesting information about their location, as well as elevations and temperatures.
- In class, have groups draw and label their maps.
- Each group can present their map to the class.

Cross-curricular Reading: Units 4-6

Cross-curricular topic

Earth Science

Aim

Use English to learn about Earth Science

Exercise 1 2:55

- Focus on the photos. Ask *What do you think the article will be about? (living in places where it is difficult to live).*
- Read the direction line and question aloud. Have students predict answers.
- Play the CD or read the article aloud.
- Ask *What does "habitable" mean?* Hint that the definition is in the sentence "people can and do live there." Then ask *What does "uninhabitable" mean? (NOT possible for humans to live). Why are some places uninhabitable? (they are very hot or very cold or have little water or oxygen).*

- Clarify other vocabulary as needed: *on record*: documented or written down somewhere; *at an elevation*: height above sea level; *can't imagine living*: don't believe it's possible to live.
- Return to the question in the direction line. Ask *What is your opinion now after reading the article? Will people live on another planet in the future?*

ANSWERS

Students' own answers

Exercise 2

- Read the direction line aloud. Focus on the example. Ask a volunteer to read it. Then tell students to scan the article for information that supports the answer (*lines 3 and 4 of the article*). Remind students how to scan for information. In number 1, they would scan for the words *coldest places*.
- Do number 2 and elicit what they would scan for (*highest cities*).
- Have students work individually or in pairs to complete the exercise.

Cross-curricular Reading: Units 7-9

Cross-curricular topic

Life Science

Aim

Use English to learn about Life Science

Exercise 1

- Focus on the title and check students understand *skeletal*.
- Invite students to look at the illustrations and diagrams in the article.
- Read the direction line and question. Write it on the board. Elicit answers and write them on the board. Encourage students to give their own answers, not looking at the text just yet.
- Play the CD or read the article aloud.
- Return to the question on the board. Ask *Which of the three sections has answers to this question? (the first section).* Point out that the question *Why do we have bones?* means the same thing as *What is the purpose of our bones?* Call on volunteers to give reasons (*bones give our bodies shape and help us move; they protect internal organs*).
- Explain that internal organs are organs inside the body like the heart, stomach, or lungs. Ask students to look at the last sentence in the first section to answer *What is marrow?* (*the soft inside of a bone*).
- Ask a volunteer to read the second sentence in the second section. Ask *What do you think "hairline" means when you look at the context of the sentence? (a very thin crack).*
- If necessary, explain that *a cast* is a special hard case that a doctor puts on a broken arm or leg.

Exercise 2

- Read the direction line aloud. Focus on the example. Ask a volunteer to read it. Then tell students to scan the article for information that supports the answer (*line 1 of section 1*).
- Remind students how to scan for information. In number 1, they would scan for a number and the word *bones*. Remind students that sometimes numbers are written out and while they may be scanning for a number, they may actually find the written-out word, or the other way around.
- Have students work individually or in pairs to complete the exercise.
- Go over the answers as a class.

Life Science: The Skeletal System

1. Read the questions and answers about the skeletal system. What is the purpose of our bones?

Did you know that smoking cigarettes can make your bones weaker? It's true. So don't smoke!

Q & A Bones

Why do we have bones?



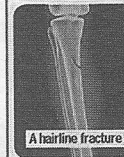
You have more than 200 bones in your body. Most of your bones give your body shape and help you move. Some of your bones protect the internal organs of your body from injury.

Bones are incredibly strong. The outside part of a bone is hard and keeps it from breaking easily. The soft inside of a bone — the marrow — is important for producing blood for the body.



Bone marrow

Why do bones break?



A hairline fracture



A complete fracture

Bones are strong, but they can break in an accident or while playing sports. A break can be anything from a hairline fracture to a complete fracture into two or more pieces. That is why it is important to exercise regularly and eat right to keep your bones strong. Weightlifting is very good for your bones. Calcium from milk, cheese, fruits, and green vegetables is also good.

What should I do if I think I have a broken bone?



A cast for a broken arm

The worst thing to do to a broken bone is to move it. Stay where you are and ask someone to call a doctor. At the hospital, a doctor will take an X-ray to examine the bone. In most cases, the doctor will put a cast on the injury. For the first few days, you will probably need to take some medication for pain. It will probably take about six weeks for the bone to heal. During that time, you shouldn't play any sports or do anything that may break the bone again.

2. Circle the letter to complete each statement.

- There are more than ... bones in your body's skeleton.
 - two hundred
 - twenty
 - two thousand
- ... are good for your bones.
 - Weightlifting and an X-ray
 - Calcium and an X-ray
 - Exercise and calcium
- The inside of a bone is ...
 - hard.
 - soft.
 - strong.
- A hairline fracture and a complete fracture are two ways a bone can ...
 - break.
 - heal.
 - produce blood.
- The best thing to do if you break a bone is ...
 - drink milk.
 - don't move.
 - go home.
- It will take about ... for the bone to heal.
 - six weeks.
 - a few days.
 - six months.

3. Match the words and phrases to the descriptions.

- | | |
|--------------------|--|
| a. cheese | 1. a drink that is good for your bones |
| b. internal organs | 2. something you can take for pain |
| c. weightlifting | 3. the amount of time it takes for a broken bone to heal |
| d. medication | 4. the parts of the body some bones protect |
| e. six weeks | 5. a food that is good for bones |
| f. milk | 6. something that helps a doctor examine a bone |
| g. an X-ray | 7. an exercise that is good for bones |



Project Bone poster

Choose a part of the body, such as a hand, an arm, or a leg. Make a poster of its bones. Use a dictionary or the Internet, so you can label the bones with their names.

Exercise 3

- Read the direction line. Read the first description. Tell students to underline *drink* in the sentence in 1. Ask *Which of the item choices is a drink? (f. milk).*
- Have students underline the word or phrase in each exercise item that will provide a hint for the answer (*2. take for pain; 3. amount of time and heal; 4. parts of the body and protect; 5. a food; 6. helps a doctor; 7. an exercise*).

Project: Bone poster

- Read the project instructions aloud. Divide the class into small groups. Make sure no groups choose the same body part. Alternately, you can choose the number of different body parts as there are groups and write them on pieces of papers to then have groups pull out of a hat.
- Have groups brainstorm bones they can identify and then do more research at home. Encourage students to decide among themselves who will research what. Tell them to find interesting information to share with the class.
- In class, have groups make the posters and label their information.
- Each group can present their information to the class.

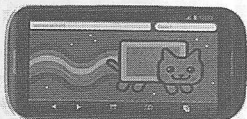
1. Read the article about posting videos on the Internet. What are some reasons a video goes viral?

Going Viral

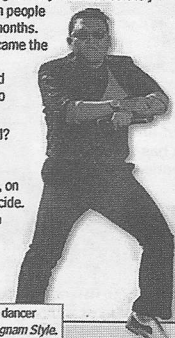
The Internet connects people around the world in ways that weren't possible only a few years ago. Anyone can post a video online today for others to watch and enjoy. If people think it's interesting, they share it with family and friends. In a very short time, that video can become popular worldwide. Just as a virus can spread illness from person to person around the world, we say that a video "goes viral" when this happens.



Many videos of animals or babies go viral because people think they are cute or funny. People post them again and again to share them with friends and family. The Internet is full of videos of cats playing the piano, babies dancing, and dogs singing. Animations are popular, too. In one instance, someone in the U.S. posted a video of an animated flying cat in 2011. Soon after, another person added a Japanese song using the Japanese word for the sound a cat makes (*nya*). The video was called *Nyan Cat*, and in a year and a half, the video had more than 90 million views worldwide.



In July 2012, a Korean performer named PSY posted a music video called *Gangnam Style*. It immediately went viral, and 1.2 billion people viewed it in its first six months. *Gangnam Style* soon became the number one hit song in over thirty countries, and everyone was learning to dance *Gangnam Style*.



Why do videos go viral? No one knows for sure. Kevin Alloca, a YouTube manager, points out that, on the Internet, viewers decide. Today, anyone can post a video for a worldwide audience. And when people share the video, it goes viral.

Korean singer and dancer PSY performs *Gangnam Style*.

2. Scan the article for the following specific information.

- the year the animated cat video was posted. 2011
- the number of people who viewed *Nyan Cat* by 2013. More than 90 million / 90,000,000
- the month PSY's video was posted in 2012. July
- the number of countries in which *Gangnam Style* was number one. thirty / 30
- the number of months before 1.2 billion people viewed PSY's video. six / 6
- the sound of a cat in Japanese. "nya"

3. Choose the correct answers.

- What does *going viral* on the Internet mean?
 - Becoming popular very fast.
 - Spreading illness.
 - Watching videos.
- Which of the following types of videos are NOT mentioned as popular on the Internet?
 - Sports and food.
 - Animations and songs.
 - Animals and babies.
- What kinds of videos do people think are funny or cute?
 - Music videos.
 - Animal and baby videos.
 - Sports videos.
- According to the article, who do people generally share videos with on the Internet?
 - Friends and family.
 - Animals and babies.
 - YouTube managers.
- Why does Alloca think videos go viral on the Internet?
 - Because everyone on the Internet can decide.
 - Because performers on the Internet decide.
 - Because some people on the Internet decide.

Project Video research

Research the Internet for popular videos. Make a poster with pictures. Explain why you think certain videos are popular.

Cross-curricular Reading: Units 10-12

Cross-curricular topic

Media

Aim

Use English to learn about the Internet

Exercise 1 2-57

- Read the direction line and question. Ask *What does it mean that "a video goes viral"?* (it becomes popular in a very short time worldwide via the Internet). Invite students to make predictions why videos go viral. Write these on the board to refer to later.
- Invite students to look at the images in the article. Ask *Has anyone seen these videos?* If yes, ask *What are they of? Why do you think they went viral?*
- Play the CD or read the article aloud.

- Write *animation* and *animated* on the board. Ask the difference between these two words (*one is a noun and the other an adjective*). Explain that an *animation* is the video recording in which pictures are moving. The word *animated* in *animated flying cat* describes that the cat is a cartoon.
- Return to the question in the direction line. Compare to the predictions made on the board.
- Option:** Invite students to share videos they have seen that had gone viral. For each one, ask *Has anyone else seen this video?* Then ask *Has anyone ever posted a video online? What of? Did it become popular?*

ANSWERS

A video goes viral because people think it's interesting or cute; no one knows for sure; viewers decide.

Extra practice activity (all classes)

- Divide the class into groups. Write *What type of online videos do you find interesting?* Tell students to refer back to the article for ideas, e.g., cute babies and animals, etc. and discuss.
- Then bring the class together and have groups share. Students can share videos gone viral in the different categories. Ask who has seen them.

Exercise 2

- Read the direction line aloud. Tell students they will be scanning the article for specific information. Have a student read the example. Ask *What type of information will you be looking for? (a year)*. Then tell students to read the items and circle the information they will be looking for in each item. Point out that numbers are sometimes written out.
- Have students work individually or in pairs to complete the exercise.
- Go over the answers as a class.

Exercise 3

- Read the direction line and example aloud. Encourage students to first try to do the exercise without looking back at the text. Then have them look back to check any answers.
- Students compare answers in pairs.
- Go over the answers as a class.

Project: Video research

- Read the project instructions aloud. Ask *How would you start your research?* (for example, do an Internet search for "viral videos" or "most popular viral videos").
- Divide the class into small groups.
- Have students research videos in class as a group, or at home individually and then come back with examples of videos for the class. If possible, encourage students to print video grabs of the videos.
- In class, have groups make the posters and label their pictures.
- Each group can present their information to the class. Have students respond to which videos of the other groups they have seen.

Teen2Teen Friends Magazine 1

Aim

Extend reading skills through texts chosen by the *Teen2Teen* characters for their blog readers

Warm-up

Before students open their books, write *eating utensils* on the board. Invite students to brainstorm as many as they can think of and write these on the board, e.g., *fork, knife, spoon, chopsticks*. Leave these on the board for reference later.

Exercise 1 2-58

- Books open, read the direction line and question aloud. Have students answer.
- Call on a volunteer to read the message from Vivian. Ask *What will the article be about? (some crazy inventions for eating)*.
- Play the CD or read the post aloud while students follow.
- Clarify vocabulary as needed, e.g. *common (ordinary, used by most people), edible (able to be eaten)*, etc.
- Ask the question at the end of the article. Call on volunteers to share their opinions.

ANSWERS

Students' own answers

Extra extension activity (stronger classes)

- Create four columns on the board. Elicit from students the four main types of utensils discussed in the article (*common eating utensils, hands, edible utensils, crazy utensils*).
- In pairs, have students talk about the details the article provides for each category. Circulate to help as necessary.

Exercise 2

- Read the direction line aloud. Tell students to do the exercise first without looking back at the article. Then tell them they can look back for any items they are not sure about.
- Have students compare answers in pairs.
- Go over the answers as a class.
- Option:** Students can check their own answers by confirming a text's content. To reinforce this strategy, ask students to read each statement in Exercise 2 and to underline information in the text that supports it, e.g., for *lots of kinds of utensils*, a student would underline *chopsticks, knives, forks, spoons, hands, tortillas, flatbreads, injera, spork, trong*. If they can't find information to support an item, then they leave it unchecked.

1

Vivian

Hey, Teen2Teen Friends! Check out this interesting article. It has some crazy new inventions for eating!

1. Read Vivian's post on Teen2Teen Friends. What utensils do you eat with?

People can use their hands to eat.

Injera from Ethiopia

chopsticks

Can you eat with this?

Chopsticks and flatware, such as knives, forks, and spoons, are probably the most common eating utensils around the world. But are they the only ones?

Definitely not! In places such as India, Nepal, and Pakistan, and in some African and Southeast Asian countries, the tradition is to pick up food with your hand, almost always the right hand. But people all over the world eat certain foods with their hands, too. Think of pizza, sandwiches, and tacos! Lots of people even eat sushi with their hands. Many snacks and smaller foods are called "finger foods" because people usually eat them with their hands.

There are some utensils that you can actually eat, usually kinds of bread, such as tortillas from Mexico and a number of Indian flat breads. These "edible utensils" are delicious and practical. One famous one is *injera*, from Ethiopia. *Injera* has three uses: it's a plate, it's a utensil for picking up food, and it's a delicious, pleasantly sour, bread.

Two crazy new inventions are the spork and the trong. They're a bit silly, and not many people use them. What are these two weird things adaptations of? The spork is a fork, a spoon, and a knife, all in one! The trong is an adaptation of our own hands so we can keep our fingers clean!

There's more than one way to eat your food. What's your favorite utensil?

2. Read each statement. Check the ones that are true, according to the article.

- There are lots of kinds of utensils for eating.
- A hand can be an eating utensil.
- Flatware is more common in Asia than chopsticks.
- "Finger foods" are foods you usually eat with your hands.
- Sporks and trongs are very popular around the world.
- Two utensils you can eat are *injera* and tortillas.

3. Answer the questions about the utensils. Use the list of foods for ideas. Add your own ideas.

cheese meat pasta potatoes salad soup sushi

- What can you eat with them? spoonsticks
Students' own answers
Students' own answers
- What can you eat with them? tortillas
Students' own answers
Students' own answers
- What can you eat with them? "chopfork" and "chopknife"
Students' own answers
Students' own answers

100
For Units 1-3

Extra practice activity (all classes)

- Have students work in groups to create a menu for a party. Explain that there can be no physical utensils at the party – guests can only use their hands or edible utensils. Tell students they can refer to the article for ideas, but to also suggest some of their own ideas.

Exercise 3

- Tell students to look at the three images of eating utensils. Ask *Has anyone ever used any of these? If yes, ask What did you eat with them?*
- Read the direction line aloud. Call on a volunteer to read the foods in the box. Clarify meaning as needed.
- In pairs, have students discuss the utensils and complete the exercise. Remind them that they can use foods from the box or think of their own examples.
- Bring the class together and have pairs share answers.

ANSWERS

Students' own answers

1. Read Vitor's post on Teen2Teen Friends. Which is the best pet in the article?

UNUSUAL PETS!

Lots of families around the world have pets in their homes. Some popular and traditional pets include dogs and cats. Most people don't usually think of dangerous animals, such as sharks or grizzly bears, as pets. However, there are some people who like pets that are unusual, maybe a bit dangerous or scary. They think those pets are interesting and that you can learn a lot about animals from unusual pets.

Would you like to have an unusual pet?



Definitely! Awesome pet!

No way! Too scary for me!

Vitor
Hey, Teen2Teen Friends. Check out this article about weird pets.

Jamal Winston, Jamaica
A tarantula? Awesome! I would really like to have a tarantula for a pet! We have lots of spiders in Jamaica, but there aren't any tarantulas. There's a pet store that sells them, but my parents always say no. They say tarantulas are too scary.

Sonia Moran, Venezuela
A scorpion for a pet? Forget about it! That's just crazy in my opinion!

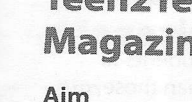


Emily Montayne, the U.S.
A crocodile? We have alligators (a kind of crocodile) in the Okefenokee Park near my home. Alligators are beautiful in a scary way, and some people have alligators for pets, but I definitely don't want one. They're dangerous!

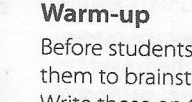
Peter Ahlgren, Sweden
If my parents say I can have a pet, I'll get a snake. Snakes aren't popular pets in Sweden, but I like them a lot. Not all snakes are dangerous. I don't think they're scary at all.



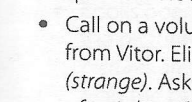
An alligator, a kind of crocodile



A tarantula



A scorpion



A snake



2. Circle the statement that expresses the main idea of the article.
- Many people have cats and dogs as pets.
 - Some people like to have scary pets.
 - Jamal would like to have a pet tarantula.

3. Circle T (true), F (false), or NI (no information), according to the article.
- Dogs are popular pets in lots of countries. T / F / NI
 - Some people like dangerous animals for pets. T / F / NI
 - An alligator is friendlier than a crocodile. T / F / NI
 - People never have alligators for pets. T / F / NI
 - There are lots of tarantulas in Jamaica. T / F / NI
 - Jamal's parents like dogs and cats. T / F / NI
 - Sonia would like to have a pet scorpion. T / F / NI
 - Peter's parents say he can have a pet snake. T / F / NI

For Units 4-6 101

people like to have scary pets? Tell them to look at paragraph 1 for the answer (They think those pets are interesting and that you can learn about animals from unusual pets).

ANSWER

2

Exercise 3

- Read the direction line aloud. Instruct students to first read through the sentences in the exercise and identify for which ones there is no information (3, 6 and 8). Then have them complete the rest of the exercise.
- If students need to refer back to the post, remind them that they don't have to re-read entire paragraphs – they can just scan for information. For example, for number 1, tell students to choose the most important information in the sentences (dogs) and look quickly through the post just for the word dogs.

Extra practice activity (all classes)

- Invite students to write a post responding to one of the four unusual pets. Stronger students can write more, per Jamal's or Emily's posts. Weaker students can use Sonia's post as a model.

Extra extension activity (stronger classes)

- Bring students' attention to Peter's quote, specifically the line *Snakes aren't popular pets in Sweden*. Ask *Do you think snakes are popular pets in other countries?* Focus on the notion that a pet that may be common in one part of the world may be less common elsewhere in the world. Invite students to research pets around the world and bring information to share with the class.

Teen2Teen Friends Magazine 2

Aim

Extend reading skills through texts chosen by the Teen2Teen characters for their blog readers

Warm-up

Before students open their books, ask them to brainstorm different kinds of pets. Write these on the board.

Exercise 1 2-59

- Books open, read the direction line and question aloud.
- Call on a volunteer to read the message from Vitor. Elicit another word for *weird* (strange). Ask *What are some examples of weird pets?*, e.g., *monkey, skunk, tiger, scorpion*.
- Play the CD or read the post aloud while students follow.

- Then ask the question in the direction line again.

ANSWER

Students' own answers

Exercise 2

- Read the direction line aloud. Review that the strategy *identifying the main idea* helps a reader understand the main message of an article and then focus on the supporting details.
- Tell students to think about the three choices and do the exercise individually. Let them compare their answer with a partner.
- Bring the class together and analyze all the choices: number 1 is a true statement, but the focus of the article is not about cats and dogs. Number 3 is true, but just one person's post. It's not the main idea.
- Option:** Ask a student to read the main idea in choice 2. Ask *Why do some*

Teen2Teen Friends Magazine 3

Aim

Extend reading skills through texts chosen by the *Teen2Teen* characters for their blog readers

Warm-up

Before students open their books, discuss what kinds of movies they like. Ask *Do you like action movies? Sci-fi? Fantasy? Do you enjoy special effects in movies?*

Exercise 1 2-60

- Books open, read the direction line and question aloud. Write ideas that the students share and leave them on the board to refer to later.
- Call on a volunteer to read the message from Ana Maria.
- Then play the CD or read the post aloud while students follow.
- Have students look at their predictions on the board. Are *stunt doubles* or *green screens* on the list on the board?
- Ask the question in the direction line again.

ANSWER

Because some things are too dangerous for the actors.

- **Option:** On the board draw two columns, one labeled *stunt double* and the other *green screen*. Point to *stunt double* and ask *What is a benefit of this technique? (an actor doesn't have to do dangerous tricks)*. Write the answer in the correct column and mark it with a (+). Then ask *What is a disadvantage of this technique? (you can't use it for close-ups)*. Write the answer in the correct column and marked it with a (-). Then point to *green screen* and ask *What is a benefit of this technique? (you can use it with close-ups; you can make an actor disappear)*. Write answers in the correct column and mark it with a (+) *What is a disadvantage of this technique? (an actor can't wear green clothes)*. Write the answer in the correct column and mark it with a (-).

Exercise 2

- Read the direction line aloud. Ask students to answer the questions.
- Then invite them to compare answers in pairs. If students have problems, encourage them to return to the post and look for the specific information.
- Go over the answers as a class.

3 Teen2Teen Friends Magazine



Ana Maria

1. Read Ana Maria's post on Teen2Teen Friends. Why do many actors use a stunt double?

How do they make movies look real? Look at this explanation I found!

Stunt Doubles and Green Screens

Movie directors use a number of techniques to make movies look real and to protect actors from danger. One method used since the early days of movies is the stunt double. A stunt double does things in the movie that are too dangerous for an actor, like having a car accident or jumping from a plane. Some actors, like Christian Bale and Angelina Jolie, do many of their own stunts. But most actors prefer to use a double.

Sometimes, though, directors need close-ups of actors, so they can't use stunt doubles. In these cases, they use a green screen. Most people are familiar with green-screen technique from TV weather reports. When a weather reporter gives a forecast with a map, the reporter is actually standing in front of a green screen, and someone adds the map digitally. The reporter sees the map on a TV screen. In a movie, a director films the real actor against a green (or sometimes blue) screen and then, later, adds a moving image behind the actor. It's easy to do this with digital tools on a computer, and the image looks so real we believe it is real.

There is one problem with a green screen, though. If the actor wears anything green, you can't see it! So a green shirt, for example, will disappear. In a scene in one of the *Harry Potter* movies, which used a green screen, the main character wears something green over his face and body so no one can see him!



A dangerous scene from the action movie *Fast and Furious 6*.



Actor Chris Evans (right) with his stunt double.

Chris Evans is Captain America on a green screen.

2. Circle the correct technique to answer each question.

Which technique ...

1. did movie directors use in the early days of movies? stunt double / green screen
2. can make something disappear? stunt double / green screen
3. uses a computer? stunt double / green screen
4. uses a person who looks like the actor? stunt double / green screen
5. works well if there are no close-ups of the actor? stunt double / green screen

3. Choose the correct way to complete each statement.

1. Actor Christian Bale ... to use stunt doubles.
 - a. prefers
 - b. doesn't like
2. Directors ... actors to act in dangerous scenes.
 - a. want
 - b. don't want
3. Actor Angelina Jolie ... in many dangerous scenes in her movies.
 - a. acts
 - b. doesn't act
4. ... often use green screens.
 - a. TV weather reports
 - b. Car accidents
5. If actors ... in front of a green screen, audiences can't see them.
 - a. use stunt doubles
 - b. wear green clothes

Extra extension activity (stronger classes)

- Have students work in groups. Tell them to think of a movie or movies they have seen lately. Ask *Can you think of scenes that may have used a stunt double or a green screen?*

Exercise 3

- Read the direction line aloud and have students do the exercise. They should be able to do it without looking at the text.
- Then have them compare answers with a partner.
- Go over the answers as a class.
- **Option:** On the board write: *Why might some actors not like to use stunt doubles?*
- Have students discuss in pairs. Possible answers: *They like the thrill of dangerous scenes. They want to play themselves in every scene, etc.*

Extra extension activity (stronger classes)

- For homework, invite students to research actors, other than those mentioned in the post, who like to do their own stunts in movies. Tell students to write down some notes about them and the movies in which they performed their own stunts.
- Ask students to talk about the actors and movies they researched. Ask *Has anyone seen these movies? Did the actors perform the stunts well?*

2.61) 1. Read Cooper's post on Teen2Teen Friends. What kinds of pictures did people paint in caves?

When did people start painting pictures? Read this!

Cave Paintings

Long ago, people began painting pictures on the walls of caves. There are more than 350 caves in France and Spain that have paintings in them. Scientists believe the oldest paintings in the world are in a cave in El Castillo, in northern Spain. They were painted more than 40,000 years ago!

What pictures did people paint in caves? Most cave paintings around the world represent the animals that people hunted for food. There are very few paintings of people. The cave paintings on the Whitsunday Islands in Australia have pictures that are more abstract than the ones in France and Spain. The shapes don't look like people or animals. Today, no one knows what those images represent.

There are many cave paintings all over the world, in Africa, Asia, and North and South America. In Santa Cruz, Argentina, there are beautiful cave paintings of hands. Scientists believe that male teenagers made these paintings, using their own hands. And on the other side of the world, in Indonesia, there are hand paintings, too!



France and Spain have some of the oldest cave paintings in the world.



Paintings of hands in Cueva de las Manos in Argentina.

2. Check the feature or features that you can find in a lot of cave paintings. Underline the parts of the magazine that support your answer.

- 1. hands
- 2. fruits
- 3. animals
- 4. people
- 5. young men
- 6. clothes

3. Complete the statements.

1. The oldest cave paintings in the world are in Spain.
2. The oldest cave paintings in the world are more than 40,000 years old.
3. There are more than 350 caves with cave paintings in France and Spain.
4. Most cave paintings have the animals that people hunted for food.
5. There are very few cave paintings of people, but some paintings around the world show people's hands.
6. It's possible that teenagers painted the caves in Santa Cruz, Argentina.

For Units 10-12

103

ANSWER

Most cave paintings around the world represent the animals that people hunted for food.

Exercise 2

- Read the direction line aloud. Tell students to first try to do the exercise without looking back at the article.
- Then tell them to look back at the text for any items they weren't sure about. Hint to students that they don't need to re-read the whole text, they just need to look for specific information. For example, for the first word *hands*, students would scan the text just for *hands*. Make sure they underline where in the text they found the information supporting their answers.
- Students compare answers in pairs.
- Go over the answers as a class.
- **Option:** Invite students to look at the checked items and then identify where geographically the individual features of cave paintings could be found (*hands*: Argentina and Indonesia; *abstract shapes*: Australia; *animals*: around the world).

Exercise 3

- Read the direction line aloud. Tell students they will use a similar scanning technique to the one they used in Exercise 2. Explain *In order to find the missing information, you will scan the text for a word or phrase that will help you locate the answer.*
- Model number 1. Say *"the oldest" is the key phrase to look for.* Then focus students' attention on the word *Spain*. Scan the first paragraph with the class. The word *oldest* appears in line 3. Read the full sentence. Ask *Does this sentence answer where the oldest cave paintings are? (yes, in a cave in El Castillo, in northern Spain).*
- In pairs, have students follow the same procedure to find answers.
- Have pairs share answers.
- Bring the class together and go over the answers.

Teen2Teen Friends Magazine 4

Aim

Extend reading skills through texts chosen by the Teen2Teen characters for their blog readers

Warm-up

Before students open their books, write *painting* on the board. Invite students to brainstorm what they think of when they see this word, e.g., *painting pictures, paintings, famous artists.*

Exercise 1 2-61

- Books open, invite students to look at the pictures. Ask *What do you think these pictures are of?* Call on volunteers to read the captions. Write the locations on the board.
- Call on a volunteer to read the message from Cooper. Have students guess when people started painting pictures.

- Ask the question in the direction line and have students guess what kinds of pictures people painted in caves.
- Play the CD or read the post aloud while students follow.
- Ask the question in the direction line again.
- Focus on the word *abstract*. Write it on the board. Review the strategy *understand meaning from context*. Invite students to figure out what *abstract* means by looking at the words around it (*The images don't look like people or animals. Today, no one knows what the images represent.*) *What can we guess abstract pictures are? (shapes and patterns that do not look like real people or things).*
- Look at the pictures. Ask *Which of these are abstract? (the Whitsunday Islands paintings).*

Class Audio CDs – Track List

CD1

- 1.01 Title
- 1.02 Welcome, page 9, Teen2Teen Friends
- 1.03 Unit 1, page 10, Topic Snapshot, exercise 1
- 1.04 Unit 1, page 11, Vocabulary, exercise 1
- 1.05 Unit 1, page 11, Vocabulary, exercise 2
- 1.06 Unit 1, page 11, Vocabulary, exercise 3
- 1.07 Unit 1, page 12, Grammar, exercise 2
- 1.08 Unit 1, page 12, Grammar, exercise 3
- 1.09 Unit 1, page 14, Reading, exercise 1
- 1.10 Unit 1, page 15, Teen2Teen, exercise 1
- 1.11 Unit 1, page 15, Teen2Teen, exercise 2
- 1.12 Unit 2, page 16, Vocabulary, exercise 1
- 1.13 Unit 2, page 16, Vocabulary, exercise 2
- 1.14 Unit 2, page 17, Topic Snapshot, exercise 1
- 1.15 Unit 2, page 18, Grammar, exercise 2
- 1.16 Unit 2, page 19, Vocabulary, exercise 1
- 1.17 Unit 2, page 19, Vocabulary, exercise 2
- 1.18 Unit 2, page 19, Vocabulary, exercise 3
- 1.19 Unit 2, page 20, Reading, exercise 1
- 1.20 Unit 2, page 21, Teen2Teen, exercise 1
- 1.21 Unit 2, page 21, Teen2Teen, exercise 2
- 1.22 Unit 3, page 22, Teen2Teen Friends, Topic Snapshot, exercise 1
- 1.23 Unit 3, page 23, Grammar, exercise 2
- 1.24 Unit 3, page 24, Vocabulary, exercise 1
- 1.25 Unit 3, page 24, Vocabulary, exercise 2
- 1.26 Unit 3, page 24, Vocabulary, exercise 4
- 1.27 Unit 3, page 25, Grammar, exercise 1
- 1.28 Unit 3, page 26, Reading, exercise 1
- 1.29 Unit 3, page 27, Teen2Teen, exercise 1
- 1.30 Unit 3, page 27, Teen2Teen, exercise 2
- 1.31 Unit 4, page 30, Topic Snapshot, exercise 1
- 1.32 Unit 4, page 31, Grammar, exercise 2
- 1.33 Unit 4, page 31, Grammar, exercise 3
- 1.34 Unit 4, page 32, Vocabulary, exercise 1
- 1.35 Unit 4, page 32, Vocabulary, exercise 2
- 1.36 Unit 4, page 33, Grammar, exercise 2
- 1.37 Unit 4, page 34, Reading, exercise 1
- 1.38 Unit 4, page 35, Teen2Teen, exercise 1
- 1.39 Unit 4, page 35, Teen2Teen, exercise 2
- 1.40 Unit 5, page 36, Topic Snapshot, exercise 1
- 1.41 Unit 5, page 37, Vocabulary, exercise 1
- 1.42 Unit 5, page 37, Vocabulary, exercise 2
- 1.43 Unit 5, page 37, Vocabulary, exercise 3
- 1.44 Unit 5, page 38, Grammar, exercise 2
- 1.45 Unit 5, page 39, Grammar, exercise 2
- 1.46 Unit 5, page 40, Reading, exercise 1
- 1.47 Unit 5, page 41, Teen2Teen, exercise 1
- 1.48 Unit 5, page 41, Teen2Teen, exercise 2
- 1.49 Unit 6, page 42, Teen2Teen Friends, Topic Snapshot, exercise 1
- 1.50 Unit 6, page 43, Vocabulary, exercise 1
- 1.51 Unit 6, page 43, Vocabulary, exercise 2
- 1.52 Unit 6, page 43, Vocabulary, exercise 5
- 1.53 Unit 6, page 44, Grammar, exercise 2
- 1.54 Unit 6, page 45, Grammar, exercise 6
- 1.55 Unit 6, page 46, Reading, exercise 1

- 1.56 Unit 6, page 47, Teen2Teen, exercise 1
- 1.57 Unit 6, page 47, Teen2Teen, exercise 2
- 1.58 Unit 7, page 50, Topic Snapshot, exercise 1
- 1.59 Unit 7, page 51, Vocabulary, exercise 1
- 1.60 Unit 7, page 51, Vocabulary, exercise 2
- 1.61 Unit 7, page 51, Vocabulary, exercise 3
- 1.62 Unit 7, page 52, Grammar, Past time expressions
- 1.63 Unit 7, page 52, Grammar, exercise 2
- 1.64 Unit 7, page 53, Vocabulary, exercise 1
- 1.65 Unit 7, page 53, Vocabulary, exercise 2
- 1.66 Unit 7, page 54, Reading, exercise 1
- 1.67 Unit 7, page 55, Teen2Teen, exercise 1
- 1.68 Unit 7, page 55, Teen2Teen, If you don't know
- 1.69 Unit 7, page 55, Teen2Teen, exercise 2

CD2

- 2.01 Title
- 2.02 Unit 8, page 56, Vocabulary, exercise 1
- 2.03 Unit 8, page 56, Vocabulary, Irregular plural
- 2.04 Unit 8, page 56, Vocabulary, exercise 2
- 2.05 Unit 8, page 56, Vocabulary, exercise 4
- 2.06 Unit 8, page 57, Topic Snapshot, exercise 1
- 2.07 Unit 8, page 58, Grammar, exercise 2
- 2.08 Unit 8, page 58, Grammar, exercise 5
- 2.09 Unit 8, page 60, Reading, exercise 1
- 2.10 Unit 8, page 61, Teen2Teen, exercise 1
- 2.11 Unit 8, page 61, Teen2Teen, Express concern
- 2.12 Unit 8, page 61, Teen2Teen, exercise 2
- 2.13 Unit 9, page 62, Teen2Teen Friends, Topic Snapshot, exercise 1
- 2.14 Unit 9, page 63, Vocabulary, exercise 1
- 2.15 Unit 9, page 63, Vocabulary, exercise 2
- 2.16 Unit 9, page 63, Vocabulary, exercise 4
- 2.17 Unit 9, page 64, Vocabulary, exercise 1
- 2.18 Unit 9, page 64, Vocabulary, exercise 2
- 2.19 Unit 9, page 64, Vocabulary, exercise 3
- 2.20 Unit 9, page 65, Grammar, exercise 2
- 2.21 Unit 9, page 66, Reading, exercise 1
- 2.22 Unit 9, page 67, Teen2Teen, exercise 1
- 2.23 Unit 9, page 67, Teen2Teen, exercise 2
- 2.24 Unit 10, page 70, Topic Snapshot, exercise 1
- 2.25 Unit 10, page 71, Vocabulary, exercise 1
- 2.26 Unit 10, page 71, Vocabulary, exercise 2
- 2.27 Unit 10, page 71, Vocabulary, exercise 3
- 2.28 Unit 10, page 72, Grammar, exercise 2
- 2.29 Unit 10, page 73, Grammar, exercise 2
- 2.30 Unit 10, page 74, Reading, exercise 1
- 2.31 Unit 10, page 75, Teen2Teen, exercise 1
- 2.32 Unit 10, page 75, Teen2Teen, exercise 2
- 2.33 Unit 11, page 76, Topic Snapshot, exercise 1
- 2.34 Unit 11, page 77, Vocabulary, exercise 1
- 2.35 Unit 11, page 77, Vocabulary, exercise 2
- 2.36 Unit 11, page 77, Vocabulary, exercise 4
- 2.37 Unit 11, page 78, Grammar, exercise 2
- 2.38 Unit 11, page 79, Grammar, exercise 2
- 2.39 Unit 11, page 80, Reading, exercise 1
- 2.40 Unit 11, page 81, Teen2Teen, exercise 1
- 2.41 Unit 11, page 81, Teen2Teen, Positive adjectives
- 2.42 Unit 11, page 81, Teen2Teen, exercise 2
- 2.43 Unit 12, page 82, Teen2Teen Friends, Topic Snapshot, exercise 1
- 2.44 Unit 12, page 83, Vocabulary, exercise 1
- 2.45 Unit 12, page 83, Vocabulary, exercise 2
- 2.46 Unit 12, page 84, Grammar, exercise 2
- 2.47 Unit 12, page 84, Grammar, exercise 3
- 2.48 Unit 12, page 85, Grammar, exercise 2
- 2.49 Unit 12, page 85, Grammar, exercise 5
- 2.50 Unit 12, page 86, Reading, exercise 1
- 2.51 Unit 12, page 87, Teen2Teen, exercise 1
- 2.52 Unit 12, page 87, Teen2Teen, Ways to give a compliment
- 2.53 Unit 12, page 87, Teen2Teen, exercise 2
- 2.54 Cross-curricular Reading: Units 1–3, page 96, Architecture, exercise 1
- 2.55 Cross-curricular Reading: Units 4–6, page 97, Earth Science, exercise 1
- 2.56 Cross-curricular Reading: Units 7–9, page 98, Life Science, exercise 1
- 2.57 Cross-curricular Reading: Units 10–12, page 99, Media, exercise 1
- 2.58 Teen2Teen Friends Magazine 1, page 100, exercise 1
- 2.59 Teen2Teen Friends Magazine 2, page 101, exercise 1
- 2.60 Teen2Teen Friends Magazine 3, page 102, exercise 1
- 2.61 Teen2Teen Friends Magazine 4, page 103, exercise 1

Audioscript

Page 11, Exercise 3 1-06

- A:** Hey, Cecilia. When's the party?
B: This afternoon, after school.
A: Do you need anything?
B: We need some refreshments. Can you bring some soda or juice?
A: Sure!
- A:** When's the last day of school?
B: December 20th.
A: Let's have a party!
B: OK! Is there time to tell everyone?
A: I think so. I have the class list with all the addresses. We can make the invitations together.
B: OK!
- A:** How many students are coming to the party?
B: The whole English class. About 30, I think.
A: Wow. We're going to need the big table in the cafeteria.
B: Do we have a big tablecloth?
A: My mom has one. I can bring it.
- A:** Hey, Mark, what decorations do we have for Erin's party?
B: Well, we don't have any! But I have a lot of markers. Let's make some Happy Birthday signs, OK?
C: And I have balloons!
B: That sounds like a plan!
- A:** What do we need for the birthday party, Steve?
B: Just some forks, knives, and spoons. And some paper plates.
A: Are we going to need napkins?
B: No. We've got lots of them.
- A:** What are we having for the party? It's at lunchtime.
B: What about pizza? Everyone loves that!
A: Right! And the pizzeria is right across the street from school. I can get two or three pizzas and bring them to the party.
B: Do we need plates?
A: Actually we do. If we don't use plates, it's too messy. I have some at home.
B: Great!

Page 12, Exercise 3 1-08

- A:** Hey, Cecilia. When's the party?
B: This afternoon, after school.
A: Do you need anything?
B: We need some refreshments. Can you bring some soda or juice?
A: Sure!
- A:** When's the last day of school?
B: December 20th.
A: Let's have a party!
B: OK! Is there time to tell everyone?
A: I think so. I have the class list with all the addresses. We can make the invitations together.
B: OK!
- A:** How many students are coming to the party?

B: The whole English class. About 30, I think.

A: Wow. We're going to need the big table in the cafeteria.

B: Do we have a big tablecloth?

A: My mom has one. I can bring it.

4. A: Hey, Mark, what decorations do we have for Erin's party?

B: Well, we don't have any! But I have a lot of markers. Let's make some Happy Birthday signs, OK?

C: And I have balloons!

B: That sounds like a plan!

5. A: What do we need for the birthday party, Steve?

B: Just some forks, knives, and spoons. And some paper plates.

A: Are we going to need napkins?

B: No. We've got lots of them.

6. A: What are we having for the party? It's at lunchtime.

B: What about pizza? Everyone loves that!

A: Right! And the pizzeria is right across the street from school. I can get two or three pizzas and bring them to the party.

B: Do we need plates?

A: Actually we do. If we don't use plates, it's too messy. I have some at home.

B: Great!

Page 19, Exercise 3 1-18

Conversation A

A: Class, please go to the science lab after lunch today. OK?

B: Excuse me. How long are we going to be in the lab?

A: Just one hour. Then we're going to come back to our room.

C: Sorry. How do I get to the science lab?

B: Oh, it's easy. Take the stairs to the third floor. The science lab is down the hall on the right. It's across from Room 302.

C: Across from 302?

B: Right.

Conversation B

A: Hey, everyone. Listen up. Tomorrow, English class is going to be in the afternoon.

B: Excuse me. What room is the class going to be in?

A: In the computer lab. At 2:30.

C: I'm sorry. How do I get to the computer lab?

B: No problem. Go downstairs to the first floor. The computer lab is the first room on the left.

C: On the left?

B: That's right. Next to the art room.

Conversation C

A: Are you a new student?

B: Yeah, I am. Lena.

A: Scott. Nice to meet you, Lena.

B: You too. Scott, are you on the volleyball team?

A: Yeah, I am.

B: Me too. Where's the team meeting going to be? In the gym?

A: No. In the auditorium. Do you need directions?

B: Yes, please. Is the auditorium on the first floor?

A: Yes, it is. It's on the right, next to the main office.

B: Oh, OK. Thanks.

Conversation D

A: Hi. Are you a new student?

B: Yeah, I am. I'm Marcos.

A: Hi, Marcos. I'm Judy.

B: Nice to meet you! Judy, I'm going to stay after school and study for a while. How do I get to the library?

A: Oh that's easy. It's upstairs. Take the stairs to the second floor. Turn left. It's the second door on the right.

B: Thanks!

Page 24, Exercise 4 1-26

- A:** I'm in the mood for something sweet.
B: Me too. What about a little cake?
A: Sounds good. But I'd like some cookies.
B: OK. Let's both have cookies.
- A:** I love chips with a sandwich. Do you?
B: Not really. I like pretzels.
A: Well, you can have pretzels and I can have chips, OK?
B: OK!
- A:** Hey, Kate. Would you like some ice cream?
B: I don't think so. I think I'd like something salty.
A: What about a little cheese and a few crackers?
B: Definitely.
- A:** I love spicy food.
B: Me too. But this food is too spicy.
A: Really? What is it, the peppers?
B: Yeah, it's the peppers. I really can't eat them.
- A:** They say mangoes and peaches are really good for you.
B: That's good because I love them.
A: Which do you like better?
B: Peaches. They're my favorite.
- A:** Ron, could you please give me the pretzels?
B: Sure, Jenna. Here you go.
A: Thanks! These are so good. So crunchy!
B: They're too salty for me.
- A:** What's so crunchy in this salad?
B: Nuts. Do you like them in your salad?
A: I do!
B: I do, too.
- A:** Ooh. This mango is so sour! Mangoes should be sweet!
B: Well, that mango's green. Here. Here's a better one.
A: Thanks. ... Mmm. You're right. This one's delicious. Very sweet.

Page 31, Exercise 3 1-33

- A:** So what are you are you going to do after school today?
B: Well, there's no volleyball practice today. So I'll just go home.
A: Are you going to walk?
B: Yeah.

- A: I'll walk with you then. I'm on my way home, too.
2. A: Do you have any plans for this weekend?
B: Yeah. My cousins are visiting us right now. So we'll go see a game together, I think.
A: Soccer?
B: No, basketball. There's a game on Saturday.
3. A: Will your brother be home this afternoon?
B: No. He won't get home till about five o'clock.
A: Oh. Maybe I'll call him at six.
B: That's good.
4. A: Hi, Trey. Can you give your sister a message for me?
B: Sure. What's up?
A: Well, I'll be with some friends at the park on Saturday morning. She should come play soccer with us.
B: Oh, she can't. She's really busy on the weekend.

Page 37, Exercise 3 1-43

1. A: Michael! The cat's starving! It's five o'clock.
B: OK, Mom. I'll feed her. Here kitty, kitty. Here's your dinner.
2. A: Mom, where's Scott?
B: He's walking the dog.
A: Where?
B: In the park, I think.
3. A: Ella, it's time for dinner. Can you help me?
B: Sure, Mom. What can I do?
A: Set the table for me, OK?
B: No problem, Mom. I'll do it.
A: Thanks!
4. A: Brad, it's your turn to wash the dishes tonight.
B: No way, Dad. Tonight's Mary's turn.
C: It is not!
A: Well, if you can't agree, maybe you should both wash the dishes together.
B: But that's not fair. Today's Tuesday. Mary does the dishes on Tuesday!
A: Actually, Brad, you're right. Come on, Mary. Tomorrow it'll be Brad's day.
C: OK, Dad.
A: Thank you, Mary.
5. A: Uh-oh, Sarah. You. Are. In. Hot. Water.
B: Why? What's the matter?
A: Look at your room! What's Mom going to say when she gets home?
B: I don't know.
A: Come on, Sarah. I'll help you clean up your room before she gets here. I'll do it with you.
B: OK. Thanks, Jonathan.
A: No problem.
6. A: Gosh, this is so heavy! What is in this bag?
B: I don't know! But it really looks heavy.
A: Dave, could you give me a hand? It's just too heavy for me. ... Uh. Let's put it in front of the house.
B: OK, Dad. No problem!

7. A: Where's Mom?
B: She's at Grandma's apartment.
A: How come?
B: She's helping Grandma. She's doing the laundry for her.
A: When will she be home?
B: After dinner, so I'm making dinner tonight, Laura.
8. A: Marie. Sarah. Where are you? You're going to be late for school!
B: We're coming, Dad. We're just making our beds.
A: Well, hurry up. It's 7:20 already!

Page 45, Exercise 6 1-54

1. A: Hello?
B: Hi, Todd. This is Neal.
A: Hey, what's up, dude?
B: I'm going snorkeling. Want to come?
A: What time are you going?
B: Right after lunch. About 2:30.
A: Well, I'm still working on my science project. But I'll go if I finish.
B: OK. We'll be at the South Street Beach. We'll wait until three. Hope you can come.
A: Thanks, Neal. Me too.
2. A: Hey, Dad! Can we go kayaking tomorrow?
B: Yeah, Dad! Let's go to Belmar Beach. It's not too far ... only an hour's drive.
C: That would be great, but Mom's working tomorrow. And she needs the car.
B: Hey! Let's call Mom and ask her if she can take the bus tomorrow.
C: OK ...
D: Hello, Jules. Is everything OK?
C: Sure. Everything's fine. Honey, the kids and I would like to go to Belmar Beach tomorrow. Can you take the bus to work tomorrow?
D: No problem.
3. A: Oh, no! Where are those boots!?!
B: What's wrong, Danny?
A: I can't believe this. I'm going hiking with some friends, and I can't find my hiking boots.
B: Can't you just use your gym shoes?
A: Not really. It's a pretty long hike, and I need the hiking boots.
B: What will you do if you don't find them?
A: If I don't find them? I won't go hiking.
B: That's too bad. I'll help you look for them, OK? We'll find them.
A: Thanks, Zoe!

Page 51, Exercise 3 1-61

1. A: What should we see this weekend? There are some great movies at the mall.
B: Are there any action movies? That's what I'm in the mood for!
A: Well, there's Fast Car. They say that's great.
B: Let's see that one.
2. A: Do you like animated movies?
B: Not really. Why?
A: There's one on TV tonight. It's called Little Fish.

- B: Little Fish? Come on! That's for little kids!
A: Uh-oh. Maybe you're right. Let's look for something else.
3. A: Let's go to the movies!
B: OK. What's playing at the mall?
A: I'll check online. ... Hey! Here's something. Do you like musicals?
B: That depends. What's it about?
A: It's called Crazy Dancing. It's about a dance team. They win a big dance contest.
B: That sounds great.
A: Totally. I'll get tickets. We can eat after the movie.
4. A: There's a really funny movie on TV tonight.
B: Who's in it?
A: Jack Kane. The movie's called Silly Billy.
B: Oh. I love Jack Kane comedies. What time is it on?
A: 11:30.
B: Are you kidding? I'm in bed at 11:30!
A: Yeah, I guess it's a little late for me, too.
5. A: I'm downloading a movie for tonight. Want to watch it together?
B: What movie is it?
A: Grizzly City
B: Grizzly City? Is that a musical?
A: No. It's a horror movie about these huge grizzly bears that ...
B: No offense, Rachel. But that's not for me.

Page 56, Exercise 4 2-05

1. A: Ouch!
B: What's wrong?
A: I burned my finger.
B: Oh, no!
2. A: Hi, Dad.
B: Hi, Sophie. Hey, are you OK?
A: I hurt my shoulder.
B: Oh, no! How?
A: Playing volleyball.
3. A: Ryan?
B: Yeah?
A: Can you help me?
B: Of course. What do you need?
A: A band aid. I cut my hand.
B: Sure. Just a minute.
A: Thanks.
4. A: Ooh! Oh, no!
B: What's up, Mom?
A: I hurt my back.
B: How?
A: I actually don't know.
B: Do you need help?
A: Not really. I'm OK.
5. A: Hello?
B: Hi, Jake. This is Hanna.
A: Oh hi, Hanna.
B: Jake? Are you OK?
A: Not really. I broke my ankle.
B: When?
A: Saturday. At the soccer game.
B: That's too bad!
6. A: I had an accident.
B: Really? What happened?
A: I cut my foot.

- B:** How?
A: I broke a glass in the kitchen and I didn't have any shoes on.

Page 63, Exercise 4 🎧 2:16

- A:** What a beautiful day it is today!
B: Yeah, so sunny and warm ... much better than yesterday.
A: Much better. There was so much rain!
B: And what about that thunder and lightning? What a storm!
A: Very scary.
- A:** Did you hear about the huge storm in Miami yesterday?
B: No. What happened?
A: It was awful – very high winds and heavy rain all day! There were a lot of injuries.
B: Wow! That's terrible!
- A:** Hello?
B: Hello, Joanne? We saw the pictures on TV! Are you OK?
A: Hi Aunt Meryl! Thanks for calling. We're all fine. Don't worry!
B: Was there any damage to your house?
A: No. We were really lucky. The houses down the street are all under water! Some of our neighbors are sleeping here. Our house is fine.
B: Thank goodness!
- A:** Looks like another really hot day.
B: Definitely. Six weeks and no rain!
A: And it probably won't rain tomorrow either. It's so hot. We really need some rain.
B: You can say that again!
- A:** Whoa! Christie, look at this news story on TV!
B: Wow. Where is that?
A: The Philippines. Look at all the houses under that mud.
B: Terrible. Were there any people in those houses?
A: Probably. They said it happened during the night.
- A:** Hello?
B: Hi, Tony! We heard about the weather there.
A: Oh, hi, Beth. Yeah, it's really cold here.
B: And we heard you got a lot of snow!
A: We sure did. And tons of wind. You can't even see the car. It's totally under the snow.

Page 64, Exercise 3 🎧 2:19

- A:** You're listening to KBIC and this is the four o'clock news. Hurricane Mary is coming and it will hit this city late tomorrow afternoon. Be sure to buy water and batteries before the storm and, during the storm, find a safe place to stay.
- A:** You're listening to KELM, and this is the weather report for this week. Tomorrow, on Tuesday, thunderstorms with severe wind will occur throughout the morning. Be sure to close your windows and stay inside. And if you do go outside, stay

away from trees because there will be lightning. On Wednesday, ...

- A:** This is an emergency weather report from WFGO. Severe thunderstorms will occur in our area this afternoon, with possible tornadoes. Be sure to turn on your TV and watch the weather report for news about these storms. If a tornado is coming to your neighborhood, do not, we repeat, do not close your windows.
- A:** I'm Judy Smith with the latest weather from KPLT. Hurricane Peter will definitely hit the city of Parkville by Tuesday, and government officials suggest that all residents evacuate as soon as possible. They are directing residents to take shelter in the city of Nayerton. Schools will be ready for evacuees later today.

Page 71, Exercise 3 🎧 2:27

- A:** Wow! What an awesome mountain bike!
B: Thanks! It's new. It was a birthday present. Let's go for a ride.
A: Let's go to the beach, OK?
- A:** Hey, Peter. It's a great day. Let's go kayaking.
B: What a terrific idea!
A: I'll get the equipment.
B: Great!
- A:** Can you ride a horse?
B: Yes, I can. What about you?
A: I can too. Let's go. I'll go get my things.
- A:** Is this your first plane ride?
B: Yes, it is! I'm so excited. Hey, do I need to use this thing?
A: Yes, definitely. Put it on.
B: Why?
A: Because the flight attendant says we should wear them! And there is sometimes bad weather. It keeps you safe.

Page 77, Exercise 4 🎧 2:36

- A:** What kind of music are you into?
B: Me? I like most kinds of music.
A: What about jazz? Do you like that?
B: Oh ... jazz? Well, not really. I'm just not into jazz. It's kind of for old people, don't you think?
A: For old people? No way. It's really cool.
- A:** Do you like hip-hop music?
B: Are you kidding? I'm crazy about it.
A: Really? I don't really understand it.
B: Listen to the words! They're really interesting.
A: I don't know. I'm just not into it.
- A:** Hey, I just downloaded some new music. Want to listen?
B: What kind of music is it?
A: It's this pretty traditional mountain music, but it's really awesome. You should give it a listen!
B: Sorry, Dylan. No offense, but I can't stand traditional music. It's so boring!
A: But this group's music isn't boring at all.
- A:** You won't believe what my parents made me do last weekend.
B: What?

- A:** They took me to a classical music concert. A bunch of violins! I can't stand classical music!
A: Really? Who was playing?
B: It was something like the Kronos Quartet? I think that was it.
A: Are you serious? They're awesome! I love that group!
B: For real?

Page 84, Exercise 3 🎧 2:47

- A:** Jake, is this your painting?
B: Mine? No, I didn't do it. It's my friend Katie's painting. Isn't it good?
A: Yeah, it really is. It's fantastic! And what about that photograph over there?
B: Oh, this one? I took this photo last week.
A: I like it.
B: Thanks.
- A:** Wow! Those collages are beautiful! Who made them? You?
B: No way! My sister Julie did. I love her work.
A: Do you do collages, too?
B: Me? No, I don't. But these are my drawings.
A: These are your drawings? For real?
B: Yeah. Do you like them?
A: Are you kidding Taylor? They're really good!
- A:** Hey Gordon, what a cool digital image! Did you do this?
B: Nope. That's my brother's laptop. He's a really good artist.
A: And what's that thing over there?
B: You mean that sculpture? I did that in art class last week.
A: Really? It's pretty interesting, actually.
B: Thanks. I think.

Page 85, Exercise 5 🎧 2:49

- A:** Whose painting is this one?
B: Isn't that Mark's?
A: I'm not sure. Let's ask him. Hey, Mark. Is that your painting over there?
B: My painting? No way.
- A:** Here are your pencils, Fiona.
B: Thanks. ... Hey, wait a minute. These pencils aren't mine.
A: What do you mean? They look just like yours.
B: Yeah, but mine are all different colors.
A: Oh, sorry.
- A:** Wow, who made that sculpture? Look how big it is.
B: Yeah. My brother and I worked on it together.
A: Really? You and your brother made it?
B: Yeah, we did.
A: Wow, it's really nice.
- A:** So who took these great photographs?
B: I did.
A: Really? They're really nice.
B: Thanks. Hey, are those your drawings?
A: No they aren't. Those digital images over there are mine.

- the best
- the most expensive
- the shortest
- the prettiest
- the earliest
- the smartest
- the most beautiful
- the worst

Page W10

Exercise 7

- the youngest; Eleanor
- the fastest; Number 72
- the best; Rosie's cake

Exercise 8

- Yes, they are.
- Yes, there are.
- No, there isn't.
- Yes, there is.
- No, he doesn't.
- Yes, he is.
- No, she's not.

Exercise 9

- b
- b
- a
- a

Unit 4

Page W11

Exercise 2

- pass
- catch
- score
- kick; block
- lose
- throw
- hit
- win

Page W12

Exercise 3

- Yes, she will
- No, he won't
- Yes, he will
- Yes, they will
- Yes, she will

Exercise 4

- Will you eat; I will probably have
- How long will you be; I won't stay
- What time will you finish; I won't finish
- Will you go; I probably won't

Exercise 5

- Maybe my sister will play on the volleyball team next year.
- We'll probably go to a basketball game next week.
- Will you definitely stay home tomorrow?
- Maybe the other school's team will win the game tomorrow.
- We definitely won't go to the beach today.

Page W13

Exercise 6

- b
- b
- a
- a

Exercise 7

- b
- a
- b
- b

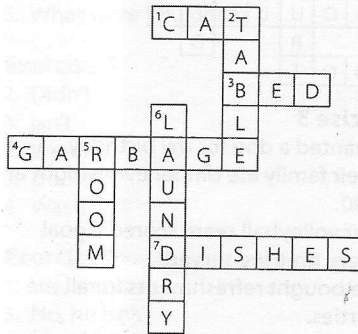
Exercise 8

- Oh, that's too bad. Well, can you give him a message?
- OK, Stella. Should he call you?
- Excuse me. I'm looking for Matt.
- No problem. Please tell him I'll be at home at 4:00. I'm his friend, Stella.
- I'm sorry. He isn't here right now.
- Yes. Thanks!
- OK. But he won't be back until 3:00.

Unit 5

Page W14

Exercise 2



Exercise 3

- 're going to wash the dishes
- 's going to walk the dog
- are going to clean up their room
- 's going to make her bed
- 's going to feed the dog

Page W15

Exercise 4

- Will you make a peanut butter and jelly sandwich for me?
- Will you get some balloons for the party on Friday?
- Will you help me take these books to the library?
- Will you please babysit your little brother this afternoon?

Exercise 5

- I'll set the table.
- I'll walk the dog.
- I'll feed the cat.
- I'll take out the garbage.
- I'll make the bed.

Page W16

Exercise 6

- you – you – your
him – he – his
her – she – her
it – it – its
us – we – our
them – they – their

Exercise 7

- for them
- to him
- for you
- for him
- for her

Exercise 8

- F
- F
- T
- F
- T
- F

Exercise 9

- b
- a
- a
- b

Unit 6

Page W17

Exercise 2

- ice skates; go ice skating
- a kayak; go kayaking
- a surfboard; go surfing
- a fishing rod; go fishing
- a tent; go camping
- a mountain bike; go mountain biking
- skis; go skiing
- hiking boots; go hiking

Exercise 3

- a
- b
- b
- a

Page W18

Exercise 4

- If your dad goes mountain biking, will you go too?
- They won't be home for dinner if the movie ends very late.
- Who will be at the beach if the weather is cold and windy?

Exercise 5

- Where will she go if her parents aren't home?
- If their grandma doesn't drive them, will they take the bus?
- If I finish my homework early, I'll go mountain biking with my friends.

Exercise 6

- ask; won't go
- won't go
- calls; will they be; doesn't fix; 'll have

Page W19

Exercise 7

- a
- a
- b
- b

Exercise 8

- I'd love to. But I don't have a kayak.
- Yes, I am. Why?
- If I can use your sister's kayak, I'll go. Thanks so much!
- Would you like to go kayaking with Maggie and me?
- That's OK. My sister's not going. You can use her kayak.
- Are you free tomorrow after school?

Exercise 9

- b
- b
- b
- b

Unit 7

Page W20

Exercise 2

- sci-fi movie
- action movie
- animation movie
- comedy
- horror movie
- musical

Secret message: Let's go to the movies!

Exercise 3

photo awful movie interest
in comedy effects funny act
 ion weird love images silly sci-fi
 camera boring weekend char
 acter exciting month direct
 or serious theater scary
 animation computer actor rid
iculous musicals great tech
 nology awesome

Page W21

Exercise 4

- 12; Friday
- February; January
- 7; Sunday; 8
- 2014; 2013

Exercise 5

- wasn't; was; was; were
- were; were; was; were
- was; was; were; were

Exercise 6

- Was there a concert
- Where were your parents
- Was your teacher
- Was your brother
- Was there a party

Page W22

Exercise 7

- The Car
- at
- actors
- good
- like

Exercise 8

- a
- b
- a
- a
- a
- b

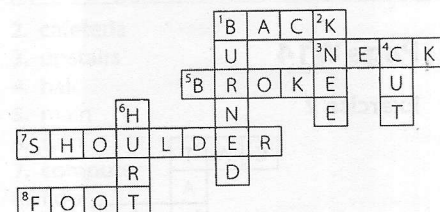
Exercise 9

- The Invitation.
- It was awesome!
- Nancy Newman and Tommy Tinelli.
- Well, I love funny movies! What movie was it?
- Well, was it good?
- Hey, there was a really funny comedy on TV last Sunday.
- What was it about?
- Who was in it?
- It's about a party. That's why the name of the movie is *The Invitation*.

Unit 8

Page W23

Exercise 2



Exercise 3

- I wanted a dog for my birthday.
- Their family ate dinner every night at 8:00.
- Our volleyball team scored a goal every time we served!
- We bought refreshments for all the parties.
- My classmates always sat in the same seats.
- My sisters and brothers took music lessons after school.
- Fred and Mia usually shopped at the Hometown Mall.

Page W24

Exercise 4

- made
- got; went; wanted
- stayed; went
- won; hurt; served
- didn't do

Exercise 5

- won
- scored
- didn't score
- wasn't
- took
- ate
- couldn't
- shopped
- went
- started
- didn't see
- stopped
- hurt

Page W25

Exercise 6

- They didn't want new soccer uniforms.
- My friends didn't chat online after school.
- We didn't like that animated movie.
- Our friends didn't speak French.
- She didn't break her ankle.
- We didn't do our homework before dinner.
- I didn't say the wrong thing!

Exercise 7

- T
- T
- NI
- NI

Exercise 8

- Thanks, Teresa.
- How awful! Get better soon, OK?
- I hurt my wrist.
- I'm so sorry! Are you OK?
- I guess so. But I can't play volleyball this weekend.
- Delia! What happened to you?

Exercise 9

- b
- b
- a

Unit 10

Page W26

Exercise 2

- buy supplies
- thunderstorm
- flood
- take shelter
- drought
- evacuate
- typhoon
- Secret word: tornadoes

Exercise 3

- saw
- heard
- damaged
- closed
- stayed
- took
- bought
- caused
- watched

Exercise 4

- Did they evacuate; did
- Did the lightning hit; didn't
- Did your class learn; did
- Did she go; didn't

Page W27

Exercise 5

- Did; take; Yes, she did
- Did; buy; Yes, he did
- Did; evacuate; Yes, they did
- Did; do; Yes, it did
- Did; watch; No, they didn't

Exercise 6

- Where did; stay
- How many; took
- When did; hit
- Who bought
- Why did; watch

Page W28**Exercise 7**

- a
- a
- c
- b
- b

Exercise 8

- Nothing serious.
- Really? A blizzard?
- You won't believe what happened in New York last weekend.
- What?
- Wow! Did it do any damage?
- There was a huge blizzard!
- Yeah. There was severe wind and a ton of snow.

Exercise 9

- a
- a
- b
- b
- a

Unit 11**Page W29****Exercise 2**

- seat belt
- life vest
- follow

Exercise 3

- He's not looking both ways.
- She's not following the rules.
- He's not wearing a seat belt.
- They're not wearing helmets.

Page W30**Exercise 4**

- b
- a
- b
- a
- b

Exercise 5

- Were your parents driving; we were eating; they were walking
- Were you cooking; I was making; I was cleaning up

Exercise 6

- Was your little brother riding; I saw
- was wearing; was riding; fell
- was taking; got

Page W31**Exercise 7**

- F
- F
- F
- NI
6. T
- T
- T

Exercise 8

3. They were going to a game.
4. A bike hit their car.

Exercise 9

- b
- c
- a
- a

Exercise 10

- a
- a
- b
- a
- a

Unit 11**Page W32****Exercise 2**

- jazz
- rock
- traditional
- classical
- Latin

Exercise 3

- ☹
- ☺
- ☹
- ☺
- ☺
- ☹

Page W33**Exercise 4**

- Who was cooking
- Why were you uploading
- Where was Carla going
- Why was Jake calling
- What were you doing

Exercise 5

- Didn't
- Isn't
- Weren't
- Doesn't
- Wasn't

Exercise 6

- Yes, they are
- No, he isn't
- No, he doesn't
- Yes, he does
- No, I wasn't

Page W34**Exercise 7**

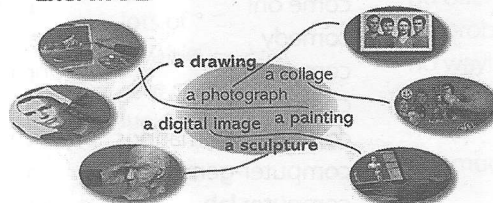
- Jean
- Nina
- Jean
- Nina

Exercise 8

- b
- b
- a

Exercise 9

was it; It was; were; who; you like; my style; about

Unit 12**Page W35****Exercise 2****Exercise 3**

- mine
- his
- ours
- theirs
- yours

Page W36**Exercise 4**

- ours; hers
- His
- mine; yours; yours; My
- Their; theirs
- yours; ours

Exercise 5

- Whose markers are those?
- Whose phone is this?
- Whose shoes are these?
- Whose car is that?
- Whose cat is that?

Exercise 6

- Who's; hers
- Who's; theirs
- Whose; mine
- Who's; ours

Page W37**Exercise 7**

- T
- T
- NI
- F

Exercise 8

- b
- c
- a

Exercise 9

- Of course!
- It's my brother Rick's.
- Cool! I'll tell him.
- I think it's pretty good actually. Is it yours?
- Hey, Tom. Can I ask you a question?
- Sure. What's up?
- Wow! He's awesome!
- What do you think of this drawing?
- Do you mean that?
- Whose is it?
- No, it isn't.

Word List

A

a few
a little
a lot of
a ton of
about
above
accept
accident
accurately
across from
action movie
activity
actual
actually
advance
advanced
after
again
ago
agree
airplane
all over
allow
almost
alone
along
always
amazing
amputate
animated movie
ankle
anyone
anything
anything else?
apologize
arm
around
art
art class
art show
article
artist
as a matter of fact
as long as
ask for
at
at home
at the same time
attack
attract
audience
auditorium

average
avocado
award
awful
awesome

B

back
back to normal
bacterial infection
ball
balloon
band
barbecue
be back
be born
be crazy about
be finished with
be into
be sorry
be sure to
bear
beautiful
because
become
before
begin
beginning
believe
below
best
better
between
bionic
birthday
blizzard
block
blockbuster
boat
body
bone
bored
boring
bother
boyfriend
break
bring
brochure
brother
building
burn
bus stop
but
buy

by the way
bye

C

cake
call
camp
can
can't stand
candy bar
carbon fiber blades
career
carefully
carrot
carry
cat
catch
cause
celebrate
center
century
certain
challenge
character
chat
check out
cheese
chicken
child
children
chips
choose
church
city
classical music
classmate
clean
clean up
clean up my room
climb a tree
close
closed
coast
cold
collage
come
come in second
come on!
comedy
compete
competition
computer animations
computer-generated
computer lab

concentrate
concern
concert
confident
congratulations!
continue
control
cookie
cool
corn
country
cracker
crayon
crazy
create
cross the street
crunchy
cup
curly
cut
cute

D

damage
dangerous
deaths
decide
decorations
definitely
dent
describe
determination
die
digital image
directions
dirt
disaster
discuss
dish
do the laundry
dog
don't worry!
door
down the hall
downstairs
dramatic
draw
drawing
dress
drink
drive
driver
drought
duck

due
during

E

early
Earth
easily
easy
eat
egg
either
electricity
enter
environment
epic
equipment
escape
especially
essay
evacuate
even
even though
event
every two days
every year
everywhere
exciting
exercise
expect
experience
expert
explode
express
extremely
eye

F

facilities
factor
fall
family
famous
fan
far away from
faraway
farther
fast
fault
feed
feel
fetch
fibula
filming
finalist
finally

find
fine
finger
first place
fish
fishing rod
flood
flooding
fly
follow the rules
foot
for
for now
force
foresee
forget
fork
fun
funny
future
futurologist

G
game
garage
get
get home
get to
get up
girlfriend
give
glass
glasses
go camping
go down
go fishing
go hiking
go ice skating
go kayaking
go mountain biking
go shopping
go skiing
go snorkeling
go snowmobiling
go surfing
goal
gold medal
good
good enough
gorgeous
great
grizzly bear
gross
group
grow
guess
guy
gym

gymnast
gymnastics
H
hail
hall
hand
handbook
happen
happy
hard

have a great time
have fun
have got
have time
healthy
hear
hear about
height
helmet
help
here
hero
high
high-altitude
hiking boots
hip-hop music
historic
hit
home
homework
horror movie
hot
hot air balloon
hour
house
however
huge
hungry
hurricane
hurt

I
ice cream
ice skates
if
image
important
impression
improve
in
in fact
in front of
in many ways
in my opinion
in other cases
in the event of
in time
including

informational
injury
instead
interesting
interview
invention
invitations
invite
it's a good thing

J
jelly
jet pack
juice
juicy
jump
just

K
kangaroo
kayak
kick
knee
knife
know

L
land
last month
last night
last week
last weekend
last year
later
learn
leave a message
left
leg
lemon
library
life vest
light
lightning

like
like that
limit
listen
liter
locker
look
look both ways
lose
lost
lots of
lovable
love story
luckily
lucky
lunch

M
machine
magazine
main idea
main office
make
make my bed
mango
many
marker
maybe
mean
meat
mechanical
medal
media
medical technology
meet
meeting
mess
message
miss
mix
mom
month
moose
more
more than
morning
mother
mountain bike
mountain biking
movie
moviegoers
much
mudslide
music
musical
musician
my style

N
napkin
near
neck
need
new
news stories
next to
nice
night
no offense
no problem!
no way!
nonsense
north
not much
nut

O
occur
of
of course
offer
often
OK
olive
on
on my way
on the left
on the right
once
one / ones
only
open
operate
operator
orchestra
other
others
ourselves
out
outdoor activities
outside
over

P
painter
painting
pants
parents
part
participate
party
pass
pasta
patient
pay attention
peanut
peanut butter
people
pepper
performance
perhaps
person
photograph
place
plate
play
play tennis
player
please
pop music
population
possibly
potato
practice

prediction
prepare
pretty
prevent
probably
producer
prosthetic legs
pull
put
put up

Q

quote

R

race
rain
read about
real
realistic
reality
really
really?
reason
receive
recipe
reflect
refreshments
relatives
relax
remember
reply
requests
response
responsibility
restore
rice
rice cakes
ridiculous
right
right now
right?
rings
robot
rock (v)
rock
rock music
role
room
rules
run

S

safe
safety
safety
safety seat
salty
sauce
save lives

save time
say
scary
scenery
schoolwork
science fiction / sci-fi
movie
science lab
score
screen
sculpture
seat belt
see
seem
send out
serious
set the table
severe
severely
shake
shark
ship
shoes
shop
should
shoulder
show
sick
silly
silver medal
similar
singer
sister
sit
size
skis
sky
skydive
sled
snack
snail
snow
snowy
so
soccer
soda
some
someone
sometimes
son
sound
sour
southern
speak
special effects
specialty
spectators
spicy

spoon
stairs
start
starving
stay
stay home
stay inside
still
stop
stop sign
storm
strawberry
strong
stuff
stuffed
style
such as
suddenly
supplies
sure
surf
surfboard
surfing
surprise
sweet
sweet potato
swim

T

table
tablecloth
take
take the stairs
take time
take a message
take out the garbage
take shelter
talent
tall
taste
team
technology
teeth
tell
tent
terrible
text
than
thank goodness
thanks
thanks to
that
that's a deal!
that's right
the [first] floor
the day before
yesterday
then
there

thing
think
this
though
through
throw
thunder
thunderstorm
today
together
tomorrow
tonight
too
too bad!
tornado
totally
tourist destination
toward
town
toy piano
traditional music
traffic light
travel
tree
trip
tropical
trust me
try
twice
typhoon
typical

U

up to
upstairs
use
usually

V

vacation
variety
vehicles
very
village
violence
visit
volleyball
vote

W

walk
walk home
want
warm
wash the dishes
watch
water
water sports
wave
way

wear
weather
weather report
weaving
week
weekend
weird
welcome
well (adv)
well
what a storm!
whenever
which
whole
wildlife
will
win
wind
window
winner
wolf
woman
wood
work on
world
worry
worst
wow!
wrist

Y

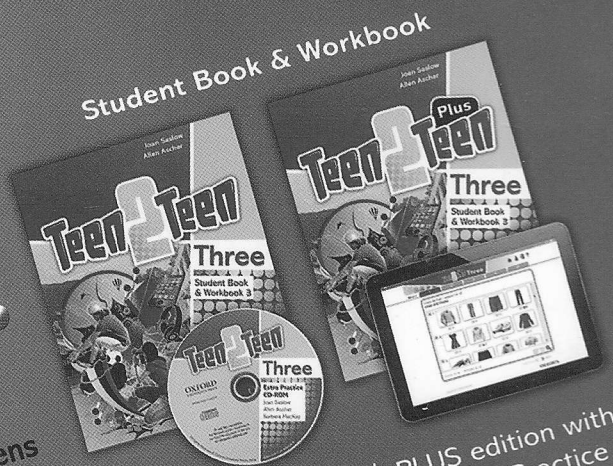
yay!
yeah!
year
yellow
yesterday
young
yup

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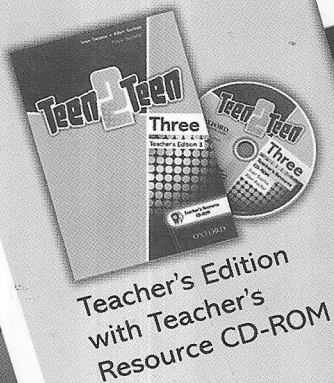
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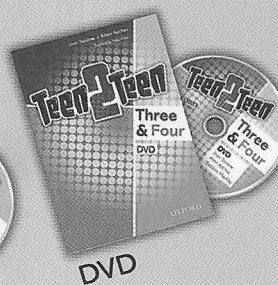
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