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کتابهای معلم - دانش آموز - ورک بوک

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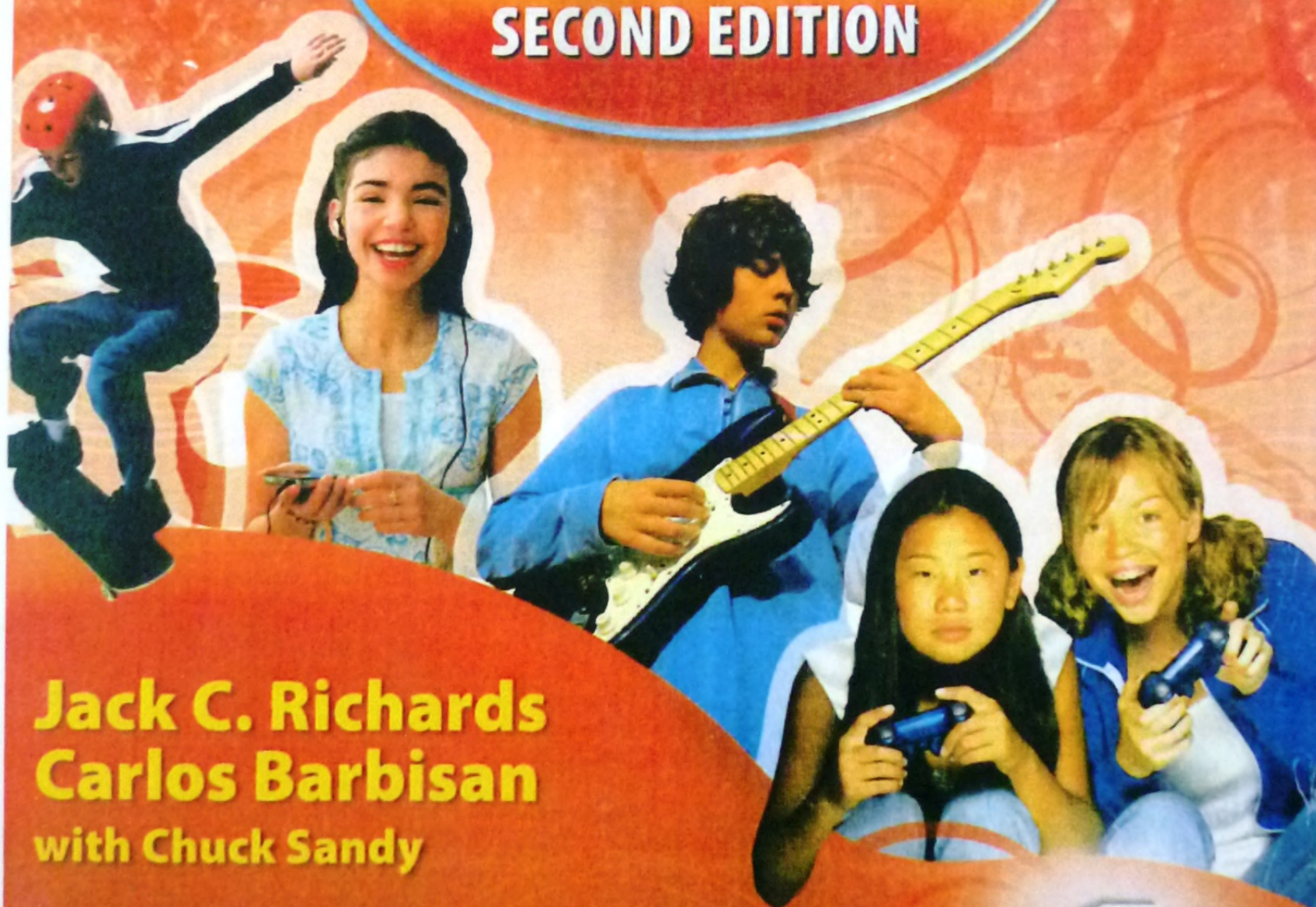
جواب کتابهای (معلم - دانش آموز - ورک بوک)

انواع

CAMBRIDGE

Connect

SECOND EDITION



Jack C. Richards
Carlos Barbisan
with Chuck Sandy

Teacher's Edition

1

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Connect Student's Book 1

Syllabus

Unit 1 Back to School

Lesson	Function	Grammar	Vocabulary
Lesson 1 Classmates	Introducing yourself	<i>What's your name?</i>	Ways to say hello
Lesson 2 Hello.	Greeting someone	<i>How are you?</i>	Greetings
Lesson 3 After school	Introducing others	<i>this is (name)</i>	Ways to say good-bye
Lesson 4 Names	Spelling names	Names	Common American names
Get Connected	Reading • Listening • Writing		
Theme Project	Make a personal information poster.		

Unit 2 Favorite People

Lesson	Function	Grammar	Vocabulary
Lesson 5 Teachers and friends	Talking about teachers and friends	<i>his / her</i> <i>Who's this?</i>	Teachers and classmates
Lesson 6 Favorite stars	Talking about favorite stars	<i>He's / She's ...</i>	Stars and their jobs
Lesson 7 Birthdays	Talking about age	<i>How old ... ?</i> <i>He's not / She's not</i>	Numbers 0–20
Lesson 8 E-pals	Talking about where someone is from	<i>Where ... from?</i> <i>You're / I'm not</i>	Countries
Get Connected	Reading • Listening • Writing		
Theme Project	Make a poster about two people who work at your school.		

Unit 3 Everyday Things

Lesson	Function	Grammar	Vocabulary
Lesson 9 What a mess!	Describing who owns specific things	<i>This is / That's + possessive</i>	Things students own
Lesson 10 Cool things	Talking about interesting things	<i>What's this / that?</i>	Interesting objects
Lesson 11 Favorite things	Talking about favorite things	<i>What are these / those?</i>	Things students collect
Lesson 12 Where is it?	Talking about where things are located	<i>Where's / Where are ... ?</i> <i>It's not / They're not ...</i>	Objects in a bedroom
Get Connected	Reading • Listening • Writing		
Theme Project	Make an advertisement for an electronics store.		

Unit 4 Around Town

Lesson	Function	Grammar	Vocabulary
Lesson 13 At the movies	Asking where someone is	<i>Are you ... ?</i>	Places in town
Lesson 14 Downtown	Describing where something is	<i>Is it ... ?</i>	More places in town Locations
Lesson 15 At the mall	Talking about where people are	<i>Is she / Are they ... ?</i>	Places in the mall
Lesson 16 Any suggestions?	Making suggestions	Suggestions for others Suggestions for you + others	At the beach
Get Connected	Reading • Listening • Writing		
Theme Project	Make a guide for visitors to your city.		

Unit 5 Family and Home

Lesson	Function	Grammar	Vocabulary
Lesson 17 My family	Talking about family members	<i>have / has</i>	Numbers 21–100 Family members
Lesson 18 Family reunion	Describing what someone is like	<i>What's ... like?</i>	Appearance and personality traits
Lesson 19 My new city	Describing new neighborhoods and friends	<i>We're / They're; Our / Their</i>	Adjectives to describe places and people
Lesson 20 At home	Describing a home	<i>It has ...</i>	Areas of a house
Get Connected	Reading • Listening • Writing		
Theme Project	Make a group photo album.		

Unit 6 School

Lesson	Function	Grammar	Vocabulary
Lesson 21 The media center	Talking about what is in a room	<i>There's / There are ... There's no / There are no ...</i>	Things in a media center
Lesson 22 Around school	Asking about school facilities	<i>Is there a / Are there any ...?</i>	School facilities
Lesson 23 School subjects	Describing a class schedule	<i>on / at</i>	School subjects Saying the time
Lesson 24 Spring Day	Talking about time and when events begin	<i>What time ...?</i>	Special events
Get Connected	Reading • Listening • Writing		
Theme Project	Make a poster of a dream school ("cool school").		

Unit 7 Around the World

Lesson	Function	Grammar	Vocabulary
Lesson 25 People and countries	Talking about where people are from	<i>is / isn't; are / aren't</i> in short answers	Countries
Lesson 26 Nationalities	Describing famous people	<i>isn't / aren't</i> in statements	Nationalities
Lesson 27 Holidays	Talking about holidays	<i>When is ...?</i>	Months of the year Holidays
Lesson 28 Important days	Describing favorite months	<i>in / on</i>	Dates and ordinal numbers
Get Connected	Reading • Listening • Writing		
Theme Project	Make an informational booklet about different countries.		

Unit 8 Teen Time

Lesson	Function	Grammar	Vocabulary
Lesson 29 Favorite places	Talking about favorite places	<i>What's it like?</i>	Adjectives to describe places
Lesson 30 Talent show	Describing talents	<i>can / can't</i>	Talents
Lesson 31 School fashion	Talking about school uniforms	<i>What color is / are ...?</i>	Clothing Colors
Lesson 32 Teen tastes	Talking about likes and dislikes	<i>love / like / don't like</i>	Music Food
Get Connected	Reading • Listening • Writing		
Theme Project	Make a pair of bookmarks of healthy foods and activities.		

Connect

SECOND EDITION

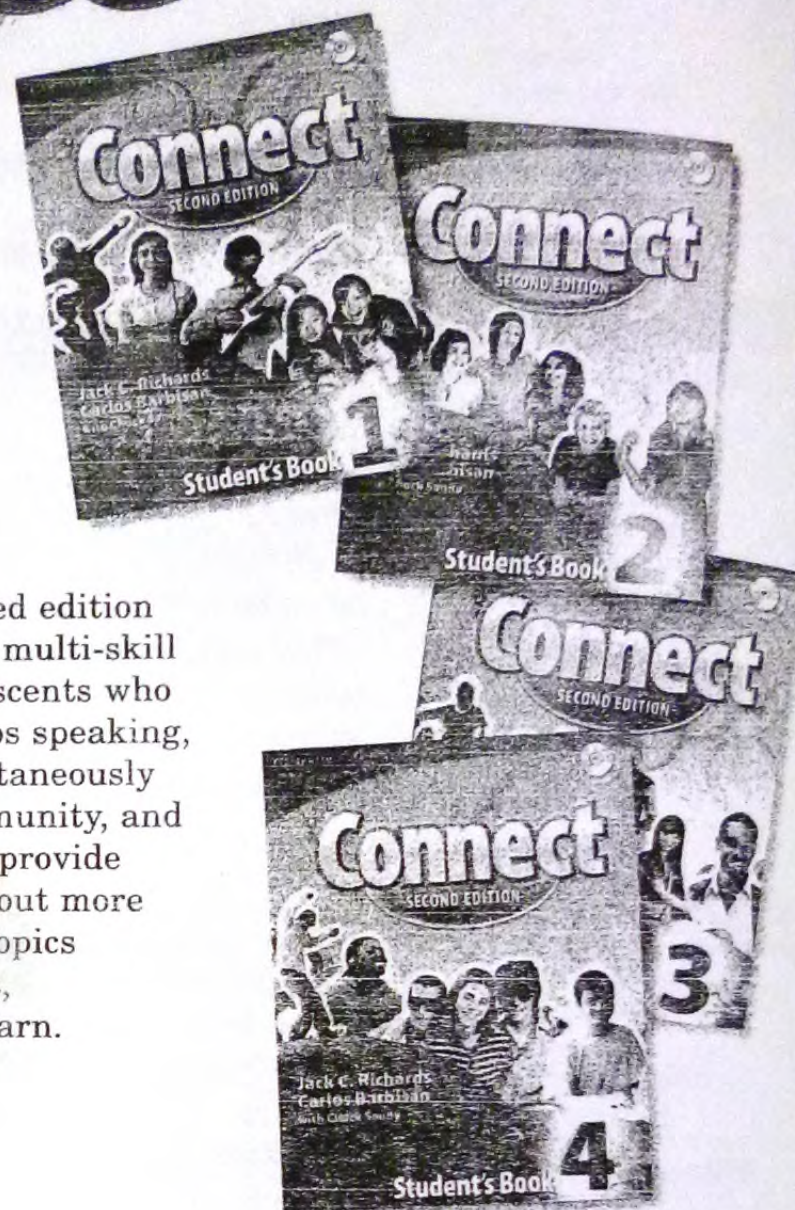
Course description

Connect, Second Edition is an updated and revised edition of the popular *Connect, First Edition*. It is a fun, multi-skill course, written and designed especially for adolescents who are studying English for the first time. It develops speaking, listening, reading, and writing skills while simultaneously connecting students with one another, their community, and the world outside the classroom. Theme Projects provide a local perspective, encouraging students to find out more about the world in which we live. High-interest topics provide a global perspective and present relevant, up-to-date information, motivating students to learn.

Course principles

Connect, Second Edition is based on the notion that generating and maintaining motivation is essential for successful learning. This is incorporated into the series in the following ways:

Motivational strategies	Features
Generate and maintain interest	• Units are built around contemporary, high-interest topics. • Students can relate all tasks to their own interests and experience.
Promote success	• Students are provided with adequate preparation and support for tasks throughout the learning process. • Tests and quizzes assess only language that students know and do not assume that students know more.
Promote fun in learning	• The tasks are varied. • A multitude of games and game-like activities make learning fun.
Provide opportunities for students to speak about themselves	• The personalization activities provide opportunities for students to use target language to speak about themselves.



Components

Each level of *Connect, Second Edition* consists of a Student's Book with Self-study Audio CD, Class Audio CDs, a Workbook, and a Teacher's Edition. Web-based material includes *Connect Arcade* (online activities for students) and the Teacher Support Site.

Student's Book with Self-study Audio CD

Each Student's Book contains eight units divided into two-page lessons. Two lessons of each unit are review lessons. All lesson themes and content are pertinent to adolescent learners. At the back of each Student's Book, there is a Game and a Theme Project section. The Games provide enjoyable practice of the grammar and / or vocabulary of each unit. The Theme Projects foster cooperation and strong relationships within the classroom. Additionally, they help students connect their English to the world outside the classroom.

The Student's Book Self-study Audio CD is intended for student use and includes recordings for specific sections of each lesson. The recordings are in natural, conversational American English. Students can use the CD for practice at home or in a language lab.

Class Audio CDs

The Class Audio CDs are intended for class use. They are in natural, conversational American English.

A unique feature of the audio program is the recordings for the "Listen and check your answers" tasks in many of the Language Focus practice activities. This feature reduces teacher-talking time and encourages greater student autonomy in the process of checking answers. Track numbers appear in the Teacher's Edition and make it easy to locate specific recordings on the CDs.

Workbook

The Workbook is a natural extension of the Student's Book. Each Workbook provides reading and writing reinforcement of the vocabulary and grammar in the Student's Book lesson. No new language is presented in the Workbook. The wide variety of exercise types keeps students motivated, and photographs and illustrations provide context and support for many of the activities. There is one Workbook page for each Student's Book lesson.

A unique feature of the Workbook is the Check Yourself section at the end of each unit. These pages provide students with the opportunity to assess their performance and ascertain where they need further practice. This section prepares students to do the worksheet activities and quizzes that are provided in the Teacher's Edition.

The Workbook activities can be done at home or in class. They can be assigned individually after each lesson is completed or all at once at the end of each unit. The Answer key for the Workbook is provided in the Teacher's Edition.

Teacher's Edition

The comprehensive, interleaved Teacher's Edition provides step-by-step instructions to present, practice, and review the language in each lesson of the Student's Book. The Teacher's Edition offers a wide variety of communicative, interactive classroom activities. It also features suggestions for optional activities and linguistic, methodological, and cultural notes where appropriate. The Answer key to the Student's Book is printed in red on the reproduced Student's Book pages for ease of use.

There is a rich source of support materials in the back of each Teacher's Edition. These materials include audio scripts for all recorded material, photocopiable worksheets for each unit, one quiz per unit, and answer keys for all photocopiable materials as well as for the Workbook. There is also a special Games and Activities section for practicing vocabulary, grammar, listening, pronunciation, and speaking skills.

Teacher Support Site

The Teacher Support Site contains a wealth of downloadable support material, including Extra Grammar worksheets, Extra Reading worksheets, Placement Tests, Unit Tests, Oral Quizzes, and Learning Logs.

All Extra Grammar and Extra Reading worksheets are provided in two forms (Form A and Form B) to offer variety for both teachers and students. They can be assigned to all students or to individual students who need additional practice.

Unit Tests are also provided in Form A and Form B for greater flexibility in giving tests to different classes.

All answer keys are available upon request. Many of the materials are password-protected to prevent student access, and it is easy for teachers to create their own passwords once on the Teacher Support Site. See www.cambridge.org/connect2e/teacher

The following material is found on the Teacher Support Site:

Extra Grammar worksheets

The Extra Grammar worksheets provide students with additional grammar practice and are similar in style to the activities in the Student's Book and Workbook.

Extra Reading worksheets

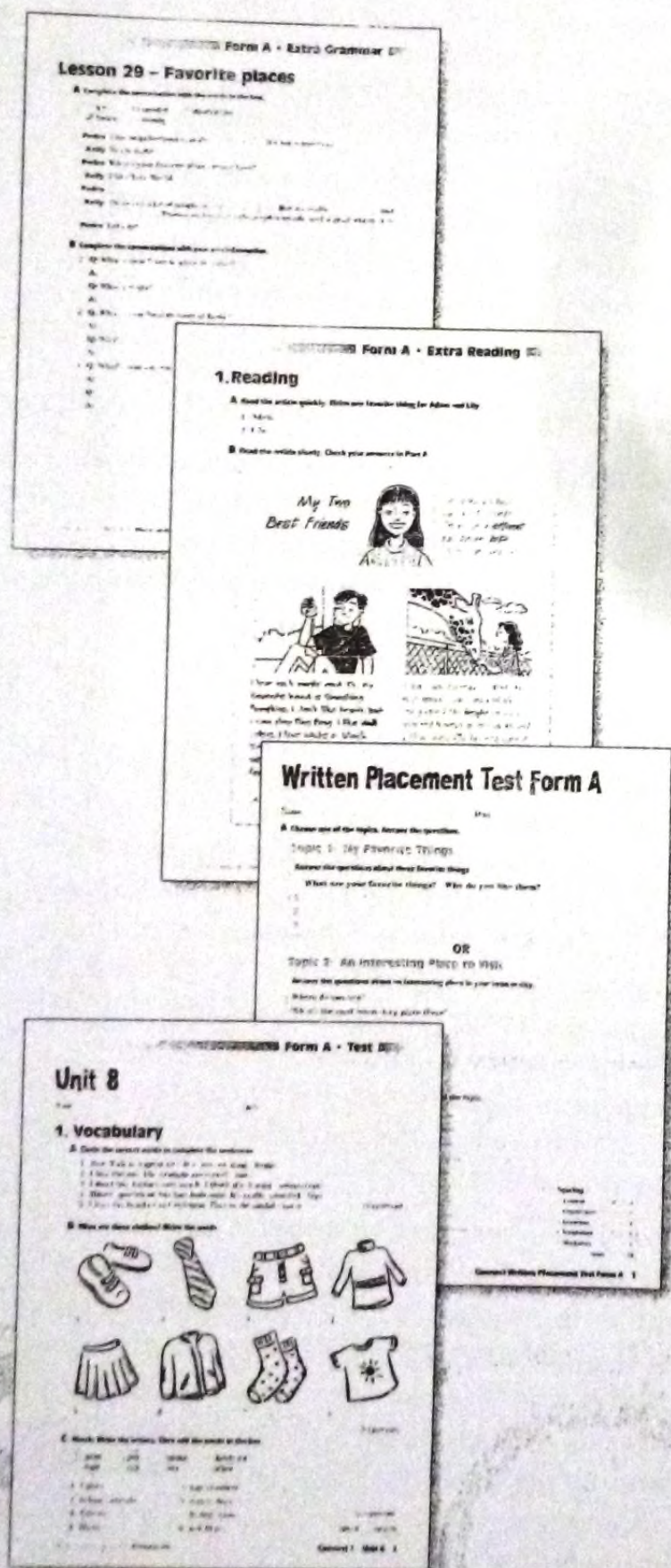
The Extra Reading worksheets provide students with additional reading and writing practice and are similar in style to the Get Connected lessons in the Student's Book. The Extra Reading worksheets can be assigned after the Get Connected lessons.

Placement Tests

The Placement Tests are to be done by students before they begin Connect to help determine the level of Connect best suited to them. They are extremely comprehensive and test all four skills (listening, speaking, reading, and writing). They include Objective Tests with an audio program, Written Tests, an Oral Test, Answer keys, and student answer sheets.

Unit Tests

Each Unit Test is designed to assess students' progress in Vocabulary, Language Focus (grammar), Reading, and Writing. The Unit Tests can be given after each unit.



Oral Quizzes

There is one Oral Quiz for each unit. Each Oral Quiz consists of questions and sample answers that teachers can use, along with a rating guide to evaluate students' speaking ability. The Oral Quizzes can be given after the Unit Test or at the teacher's discretion.

Learning Logs

The Learning Logs provide students with the opportunity to reflect on their progress as they complete each unit of the Student's Book. They can also help teachers determine which students might need extra practice. There is one Learning Log for each unit. They can be assigned after each unit and can be done at home or in class.

Oral Quizzes
Tasks, Sample Answers, and Rating Form

Unit 1: Personal Information

Sample Questions	Sample Answers	Rating	Comments
1. What is your name?	My name is John.	1	
2. How old are you?	I am 12 years old.	1	
3. What is your school?	I go to ABC School.	1	
4. What is your favorite subject?	I like English.	1	
5. What is your favorite sport?	I like soccer.	1	
6. What is your favorite food?	I like pizza.	1	
7. What is your favorite color?	I like blue.	1	
8. What is your favorite animal?	I like dogs.	1	
9. What is your favorite city?	I like New York.	1	
10. What is your favorite country?	I like the USA.	1	

Unit 1 My Learning Log

A. Complete number 1. Draw maps, pictures and write answers for numbers 2-10.

B. Complete number 1. Draw pictures and write answers for numbers 2-10.

C. Complete number 1. Draw pictures and write answers for numbers 2-10.

D. Put these words in the correct box. Write the word under. If you like, draw a picture next to it. If you don't like it, draw a cross next to it.

E. Complete number 1. Draw pictures and write answers for numbers 2-10.

F. Put these words in the correct box. Write the word under. If you like, draw a picture next to it. If you don't like it, draw a cross next to it.

Teacher's Name: _____

Student's Name: _____

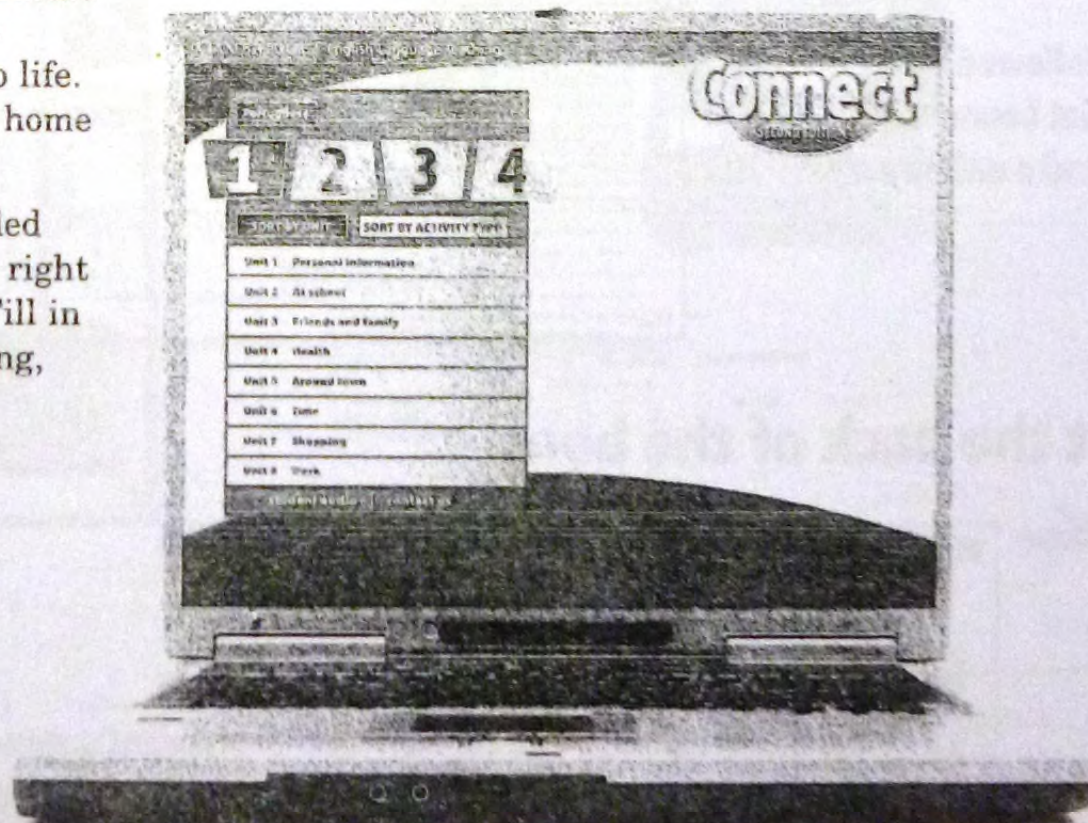
Class: _____

Page: _____

Web-Based Student Arcade Activities

The Arcade is a free student support Web site with a wealth of interactive, self-study activities for each unit of the Student's Book. These activities provide engaging vocabulary, grammar, and pronunciation practice. They feature animation, audio, and illustrations that make English practice come to life. Students can do these activities at home or in a language lab.

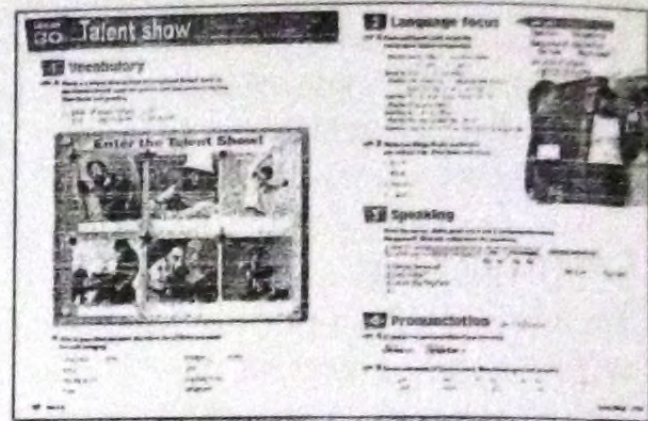
The following task types are included in each level of Arcade: Choose the right word, Crossword, Drag and drop, Fill in the blank, Guess the word, Matching, Multiple choice, Put the sentences in order, What do you hear?, and What do you see?



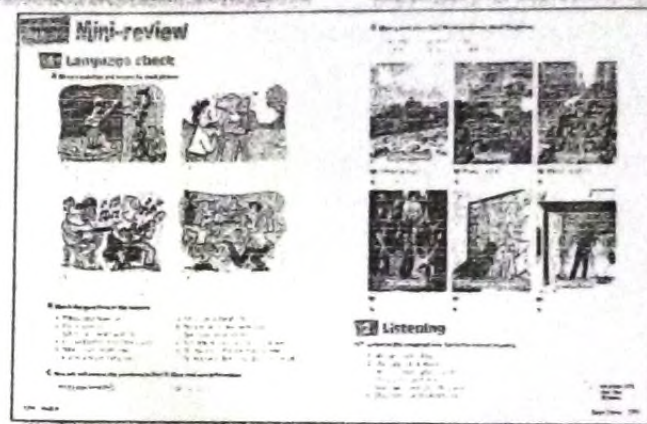
See www.cambridge.org/connectarcade

Student's Book Unit Structure

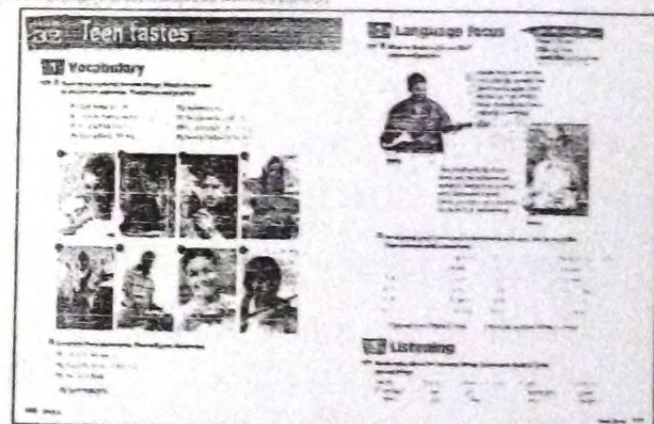
- Two language lessons —



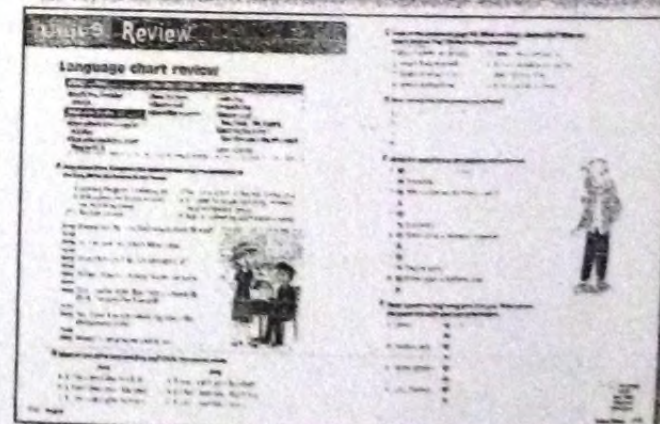
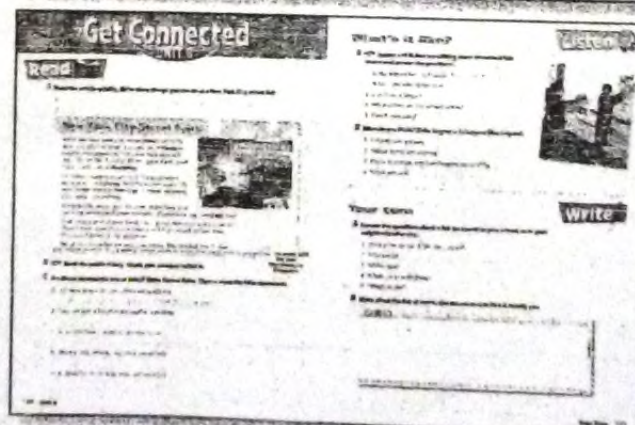
- Followed by a mini-review —



- Two more language lessons —

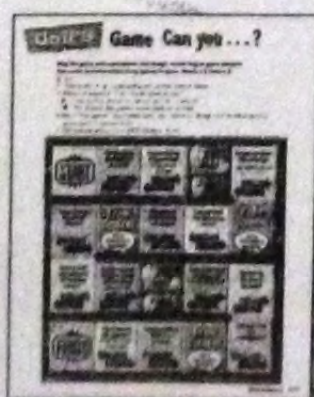


- Followed by Get Connected and a unit review —

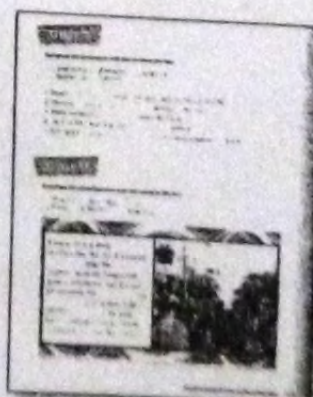


At the back of the book

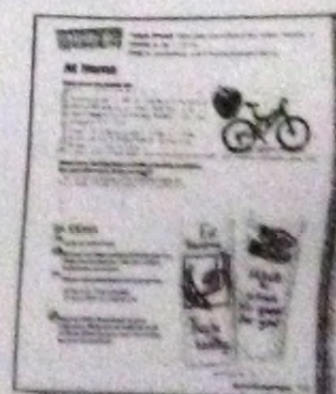
- Game



- Get Connected Vocabulary Practice



- Theme Project



Student's Book Unit Features

Language lessons

UNIT 8 Teen Time

Lesson 29 Favorite places

1 Vocabulary

A These are three students' favorite places. Match the photos to the correct texts. Then listen and practice.





This place is in Singapore. It's exciting. It's not boring. There are animals from around the world here. There are kangaroos from Australia in this place.

This place is in Los Angeles. It's fun, but it's always crowded. There are wax models of famous actors. There's even a model of Harrison Ford as Indiana Jones.

This place is in Mazatlan, Mexico. It's beautiful. It's really exciting, too. It's my favorite place for a vacation.

B Read the words. What places do you think of? Complete the chart and then tell your classmates.

Word	Place
beautiful	interesting
boring	crowded
exciting	fun

2 Language focus

A Tyler and Yoshi talk about their favorite places. Listen and practice.

Tyler: What's your favorite place in Tokyo, Yoshi?

Yoshi: It's Odaiha.

Tyler: What's it like?

Yoshi: It's fun. There are a lot of things there. There are beaches, parks, stores, and museums. Joyopolis Park is also there.

Tyler: What's it like?

Yoshi: It's great. It has a lot of video games.

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

Tyler: I like New York a lot.

Yoshi:

Tyler: It's big and exciting. I like the Empire State Building, too.

Yoshi:

Tyler: It's really beautiful. And there's an observatory on the 102nd floor.

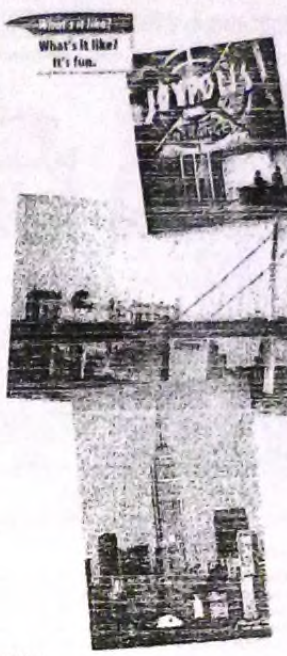
C Ask a classmate about a favorite place in your town or city.

A: What's your favorite place to?

B: It's

A: What's it like?

B: It's



What's it like?
It's fun.

Vocabulary Presents and practices the words students need to talk about the topic of the unit. Part A introduces the new words and illustrates their meanings. Part B provides additional practice of the new words.

Language focus Presents and practices the target grammar. Part A includes either a conversation or a mini-text to help students understand how the new grammar is used. The language chart highlights the form of the new structures. Part B provides controlled practice of the new grammar.

Listening Helps to develop receptive skills such as identifying the purpose of conversations and listening for specific information.

Lesson 30 Talent show

1 Vocabulary

A There is a talent show at Kent International School. Look at the bulletin board. Label the photos with the words in the box. Then listen and practice.

can dance, play Ping-Pong, sing, draw, play the guitar, skateboard



B Who in your class can enter the talent show? Write one name for each category.

Category	Name
dance	
play the guitar	
draw	
sing	
play Ping-Pong	
skateboard	

2 Language focus

A Paulo and Sandra talk about the talent show. Listen and practice.

Paulo: Look! There's a talent show on Sunday. Let's enter.

Sandra: Um... no, thanks.

Paulo: Oh, come on. I can play the guitar. I can't sing. Can you sing?

Sandra: No, I can't. I can't sing at all.

Paulo: Can you dance?

Sandra: Yes, I can. But...

Paulo: So, let's enter the show.

Sandra: You and me? You're kidding! I'm too shy.

B Write two things Paulo and Sandra can and can't do. Then listen and check.

- Paulo
- Paulo
- Sandra
- Sandra

3 Speaking

Read the survey. Write questions 4 and 5. Complete the survey for yourself. Then ask a classmate the questions.

	Yes	No	Yes	No
1. Can you skateboard?	☐	☐	☐	☐
2. Can you draw?	☐	☐	☐	☐
3. Can you play Ping-Pong?	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐

Can you skateboard?
Yes, I can. No, I can't.

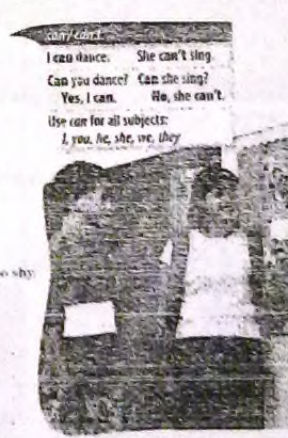
4 Pronunciation can and can't

A Listen to the pronunciation of can and can't.

He can sing. He can't dance.

B Listen and check (✓) can or can't. Then listen again and practice.

1. I can. 2. I can't. 3. I can. 4. I can't. 5. I can. 6. I can't.



Can't dance. She can't sing.
Can you dance? Can she sing?
Yes, I can. No, she can't.
Use can for all subjects:
I, you, he, she, we, they

Speaking Provides an opportunity for students to practice the new grammar in a natural context. Most of the tasks are interactive and allow students to personalize the grammar.

Pronunciation Highlights a pronunciation point that students often find challenging. The exercise allows students to listen to and practice the pronunciation point.

Mini-review

Lessons 29 & 30 Mini-review

1 Language check

A Write a question and answer for each picture.



B Match the questions to the answers.

1. What's your home like?
2. Can you swim?
3. What's your best friend like?
4. Is your English class interesting?
5. What's your country like?
6. Can your teacher play soccer?

- a. She's fun and really friendly.
- b. It's nice. It has four bedrooms.
- c. Yes, I can. It's really fun!
- d. Yes, it is. And my teacher is nice, too.
- e. No, she can't. But she can play tennis.
- f. It's beautiful. But some places are crowded.

C Now ask and answer the questions in Part B. Give your own information.

What's your home like?

It's.....

D What's each place like? Write sentences about the places.

- ☐ beautiful ☐ crowded ☒ fun
☐ boring ☐ exciting ☐ interesting



Q: What's it like?

A: It's fun.



Q: What's it like?

A:



Q: What's it like?

A:



Q:

A:



Q:

A:



Q:

A:

2 Listening

Listen to the conversations. Circle the correct answers.

1. He can / can't sing.
2. She can / can't dance.
3. He can / can't play Ping-Pong.
4. They can / can't draw.
5. She can / can't play the guitar.
6. They can / can't skateboard.

to page 123
for the
Passage

Language check Provides further review and practice of the grammar and vocabulary presented in the first two lessons of each unit.

Listening Offers further listening practice to reinforce grammar and vocabulary presented in the first two lessons of each unit.

Get Connected

Get Connected UNIT 8

Read

A Read the article quickly. Write three things you can do at a New York City street fair.

- 1.
- 2.
- 3.

New York City Street Fairs

What are New York City street fairs like? Well, they're really fun. Some fairs are small block neighborhood parties. But some fairs are really big - 30 city blocks long! There's great food, good music, and a lot of shopping.

So, is the shopping good? Yes! The shopping is awesome - and cheap. And there are some really new things. You can buy hats, T-shirts, sneakers, CDs, toys - everything!

Are you a big music fan? At some street fairs, you can walk around and listen to music. There's rock, rap, and jazz, too! And, there's a lot of good food, too - pizza, hot dogs, and ice cream. There's food from all around the world. You can eat Italian, Thai, Mexican, Chinese food, and more.

So, go to a street fair for an exciting time! It's crowded, but it's fun!



to page 123
for the
Vocabulary
Practice.

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

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

1. All New York City street fairs are really big.
False. Some New York City street fairs are small.
2. You can buy a lot of really cool things there.
3. You can't listen to music at a street fair.
4. There's only American food at street fairs.
5. A street fair is exciting, fun, and crowded.

What's it like?

A Jessica and Ruben are talking about the school fair. Listen and answer the questions.

1. Is the school fair on Friday? No, it's on Saturday.
2. What's the school fair like?
3. Can Jessica juggle?
4. What colors are the school colors?
5. Can Ruben sing?

B What do you think? Write I agree or I disagree (don't agree).

1. School fairs are fun.
2. Talent shows are exciting.
3. Pizza, hot dogs, and hamburgers are healthy.
4. Races are cool.



Your turn

A Answer the questions about a fair (or event) at your school, or in your neighborhood or city.

1. What's the name of the fair / event?
2. When is it?
3. Where is it?
4. What can you do there?
5. What's it like?

B Write about the fair or event. Use the answers in Part A to help you.

Write about the fair or event. Use the answers in Part A to help you.

Write

Read Provides tasks to develop reading skills such as skimming and scanning, and answering comprehension questions. A recorded version of the reading is provided.

Listen Part A helps students to improve receptive skills such as listening for specific information. Part B encourages students to think critically about the theme of the Get Connected lesson.

Write Provides writing tasks that are natural extensions of the readings. Part A helps students organize their ideas for the writing task in Part B.

Unit 8

Review

Language chart review

What's it like?	I love / like / don't like	can / can't
What's New York like?	I love this town.	I can sing.
It's fun.	I like the mall.	He can't sing.
	I don't like my room.	Can you sing?
		Yes, I can. / No, I can't.
What color is Kate's sweater?		Can they play soccer?
It's blue.		Yes, they can. / No, they can't.
What color are Kate's shoes?		can't = cannot
They're black.		

A Amy meets Ivan. Complete the conversation with the sentences in the box. Write the letters in the boxes.

a I can play the guitar. I'm pretty good.

b Well, I love soccer, but there are no soccer fields near here.

c Yes, I can. I'm Ivan.

d No, I can't. I don't like baseball. Can you play?

e It's great! The people are friendly, and there are a lot of beautiful places.

f Yeah, it's interesting. But this town is boring.

Amy Excuse me. Are you Ivan's cousin from Mexico?

Ivan Hi, I'm Amy. So, what's Mexico like?

Amy Wow, that's cool! Do you like the U.S.?

Ivan Really? What is it boring? I love our town.

Amy Yeah, you're right. But there's a baseball field. Can you play baseball?

Ivan Yes, I can. I love baseball! So, what other things can you do?

Ivan Really? I can play the guitar, too.

B What do you think Ivan and Amy say? Circle the correct words.

Ivan

Amy

1 I like / don't like the U.S.

2 I like / don't like this town.

3 I can / can't play baseball.

4 I can / can't play the guitar.

5 I like / don't like the people.

6 I like / don't like the places.

C Look at the picture on page 112. What are Amy's clothes like? What are Ivan's clothes like? Circle the false sentences.

1 Ivan's pants are brown.

2 Amy's T-shirt is red.

3 Ivan's shirt is white.

4 Amy's shirt is blue.

5 Amy's shoes are green.

6 Ivan's sneakers are purple.

7 Amy's hat is blue.

8 Ivan's jacket is black.

D How correct the false sentences in Part C.

1

2

3

4

E Write the questions or the answers about Andrea.

1 Q: What color are Andrea's pants?

A: It's white.

2 Q: What color are Andrea's pants?

A:

3 Q:

A: It's green.

4 Q: What color is Andrea's sweater?

A:

5 Q:

A: They're pink.

6 Q: What color is Andrea's hat?

A:

F Write questions beginning with Can you. Then answer the questions with your own information.

1 (sing) Q: Can you sing?

A:

2 (skateboard) Q:

A:

3 (draw people) Q:

A:

4 (play tennis) Q:

A:

Language chart review

Summarizes and provides further review and practice of the grammar introduced in the unit.

Review tasks

Provides additional practice of the unit grammar and vocabulary.

At the back of the book

Unit 8

Game Can you ...?

Play the game with a classmate. Use things in your bag as game markers. Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

Rules:

- Take turns. Flip a coin and move to the correct space.
- Read the question. Can you do what it says?
- Yes. Follow the green arrow and move ahead.
- No. Follow the purple arrow and move back.
- On a "free space," ask a classmate one question. Keep your marker on that space until your next turn.
- The person who gets to FINISH first, wins.

Game

Practices the grammar and vocabulary of each unit in a fun way.

Unit 8

Get Connected Vocabulary Practice

Complete the sentences with the words in the box.

1 People _____ a lot of cards and candy on Valentine's Day.

2 Thanksgiving is a very _____ holiday in America.

3 There are two large _____ in my hometown.

4 On July 4th, there are many _____ in the U.S.

5 Kids think it is fun to _____ water at each other at the beach.

Complete the advertisement with the words in the box.

1 There are _____ of people at the fair.

2 There are _____ of people at the fair.

3 There are _____ of people at the fair.

Get Connected Vocabulary Practice

Provides additional practice for new words (in bold) in the Get Connected readings.

Unit 8

Theme Project

Theme Project: Make a pair of bookmarks to help you remember. Theme: Healthy and Active. Goal: To help you make more of healthy food and active life.

At Home

Read about the health tips.

It's great to be healthy. So, eat healthy foods and do healthy activities. Put on chips and a sandwich. Eat healthy snacks. Choose healthy ones - eat an apple or a carrot.

Choose healthy activities, too. Ride your bike to school or play basketball on the weekend. Be active - it's good for you!

Write three healthy foods and three healthy activities. Use your dictionary, if necessary.

1

2

3

In Class

Look at all the facts.

Choose one food and one activity you like. Make two bookmarks. Use the sample bookmarks as models.

Present your bookmarks to your group.

Eat bananas. They're healthy. Walk to school. It's good for you!

Display all the bookmarks in your classroom. Walk around and look at all of them. What are your favorite healthy foods and activities?

Theme project

Connects students' English to the world outside the classroom. The At Home section helps students organize their ideas for the In Class activity.

Teaching Tips

A Teaching tips for the classroom

The following are some suggestions for teachers when using *Connect, Second Edition*. Each teaching situation is different and there are many teaching philosophies. For this reason, it may be necessary to modify the suggestions to suit individual needs. For an expanded version of these suggestions, please see the Teacher Support Site at:

www.cambridge.org/connect2e/teacher

Giving, modeling, and checking task instructions

- At the beginning of a course, give oral instructions for each activity as the task will be new to students. After a few units, students can read the instructions on their own. The Student's Book instructions are simple and consistent so students should understand them.
- After students understand the instructions, model the activity or invite volunteers to model it. Students need to understand how to do the activity in order to complete it successfully.
- To be sure they understand, follow up instructions and / or modeling by asking students *Yes / No* questions.
- Once students begin an activity, monitor their progress. Walk around the class and check that students are doing the activity correctly. Offer help and correct students when necessary.

Error correction

- Correction is an integral and crucial part of the learning process. Once students become aware of mistakes they are making, they are able to focus their attention on further study of the language item in question.
- For vocabulary, grammar, and pronunciation activities, it is important to correct mistakes since these types of activities are accuracy focused. It is advisable to correct mistakes as they occur. Speaking activities are fluency focused, so it is better to correct mistakes after students finish the activity, so as not to interrupt "real" communication.

Use of native language

- In a monolingual class, judicious use of the students' native language can be beneficial. Use of the native language can not only convey the meaning of target or incidental vocabulary and grammar but also can help students understand information in listening and reading texts.
- In a monolingual class, it may be beneficial to use the students' native language to check that

students understand the instructions. Do this only when using English would be too difficult or too time consuming.

B Tips for large class management

General tips

- Tell students where to sit so that friends are separated, as friends tend to chat. Change the seating arrangement from time to time to give students a chance to interact and practice with different classmates.
- Establish class rules at the beginning of the course and enforce them in a consistent way. It can be helpful to have students make a list of rules with you at the beginning of the year as students will be more likely to follow them.
- Always try to have more activities than necessary for class. Make use of all the suggested activities in the Teacher's Edition and prepare any extra worksheets for that lesson. This will fill time if and when the lesson runs short.
- Vary the way activities are done to avoid being predictable. Vary between whole class work, individual work, group work, and pair work to allow for a more interesting class.

Tips for pair and group work

- For successful completion of a task, make sure that the majority of students are familiar with the language to be practiced before having them work in pairs or groups.
- Confirm that pairs know exactly what to do in order to complete an activity. Model the activity first before having pairs or groups do it.
- Match pairs and groups according to ability and personality. In many cases, pairing stronger students with weaker ones can be beneficial. Pair or group shy students with more extroverted students, as well as disruptive students with well-behaved ones. This way the burden of class management is shared with students.
- If pair work is not possible for your entire class, you can have a few pairs or small groups do the activity in front of the class. The rest of the class listens and offers help as necessary.

C Tips for multilevel class management

Every class is a multilevel class to some degree. Try to understand what the differences are among students in a class. These can be differences in learning styles and speed, ability to focus, and students' experiences and attitudes toward learning.

- Identify the *who*, *what*, and *why* of a difficult situation so that you can then decide how best to proceed. One way to do this is to observe students when they are working in pairs or groups, and keep a list of names of students who need help.
- Determine why some students are sufficiently challenged and others are over- or under-challenged. Take steps to remedy the situation in the following ways:
 - If a student has not had much exposure to English, it may be necessary to provide extra help or supplementary materials at the student's level.
 - If a student finds the materials too easy, group him or her with other students at a similar level to increase the challenge.
 - For under-challenged students, increase the quantity and / or difficulty of the work given. The photocopiable worksheets are useful for this.
 - Call on the more advanced students in the class to participate first. This will allow the advanced students to be challenged, and at the same time, give the less advanced students a chance to absorb the new material before they have to participate.
- Include many interesting and varied activities in lessons. The more-advanced students will have a good time just joining in and using what they know, and the less-advanced students will be motivated to improve because the activities are interesting and fun. The more varied the class, the more students will be inspired to participate.
- Avoid having rigid expectations for students, as this will only lead to frustration on your part and theirs.
- Remember to encourage the less-advanced students frequently, but do not forget to encourage the more-advanced students. Encouragement is a great motivator.
- Alert parents to any difficulties that students are experiencing and ask for their support in making sure students study and complete homework.

D Tips for establishing and maintaining discipline

Teacher's role

- Communicate your expectations for students' behavior, tell students what consequences they can expect for breaking the rules, and be consistent in carrying them out.

- Plan lessons carefully and always have more material than necessary, in order to keep students engaged at all times. This will increase students' motivation and decrease opportunities for misbehavior.
- Give clear instructions when explaining how to do an activity to ensure that all students understand what they are to do.
- Establish a method to get students to stop what they are doing and focus their attention on you when needed – for example, by turning off the lights or ringing a bell.

Tips for resolving discipline problems

- To stop disruptive talking, you can simply ask the student to stop in a friendly, yet authoritative, way. If this does not work, have the student sit in the back of the room away from his or her friends for a few minutes. If the talking persists, meet with the student after class and try to find out why he or she is not paying attention.
- Students who come late to class disrupt the flow of a lesson. Keep vacant desks near the door so late students can sit there and not interrupt the class. Discourage lateness and absenteeism by establishing a policy at the beginning of the year whereby points are deducted from the student's final grade if he or she is often late or disruptive.
- If students consistently do not do their homework, meet with them one-on-one to find out why. Encourage completion of homework by correcting the assignments in class the next day and giving points for completed homework.
- To deter cheating on tests, place students' desks with enough space between them to make it impossible to look at another student's work without being noticed. If a particular student has been known to cheat in the past, move his or her desk away from other classmates.
- If a student is unwilling to speak English in class, meet with that student to find out why. Low self-esteem and a fear of appearing foolish are two common reasons for not speaking in class.
- Remember not to take any students' misbehavior personally. Deal with problems quietly and individually after class. Be sure to treat all students with dignity, even when reprimanding them.

Classmates

1 Saying hello

A It is the first day of school at Kent International School.
Listen and practice.



B Listen again. Write the names.

- | | |
|------------------|------------------|
| 1. <u>Paulo</u> | 4. <u>Nicole</u> |
| 2. <u>Sandra</u> | 5. <u>Jenny</u> |
| 3. <u>Tyler</u> | 6. <u>Yoshi</u> |

This lesson presents and practices the language for introducing oneself and for asking about people's names.

1 Saying hello

This exercise presents and practices saying hello and introducing yourself.

A CD1, Track 2

- Have students quickly look through their Student's Book. Explain that there are 8 units and that each unit contains 4 lessons. There is a mini-review in the middle of each unit, a "Get Connected" lesson (reading, listening, and writing practice), and a review at the end. Encourage students to ask any questions they may have about *Connect*.
- Explain the title of Unit 1, "Back to School," and the title of Lesson 1, "Classmates."
- Have students study the photo on page 2. Explain that it shows the six main characters in the book. They are arriving at school on the first day of the new school year.
- Play the recording. Students listen and read along.

Audio script

Same as the speech balloons in the Student's Book.

Note: If you think that students will understand the questions in English, ask them exactly as they appear in the Teacher's Edition. If you do not think students will understand, either explain the questions or rephrase them in simpler language.

- Ask: *What are the two different words that the characters use to say hello?* (Hi, Hello.)
- Explain that *My name is (Paulo) = I'm (Paulo)*.
- Have students underline the names of the characters in the speech balloons. Model the names for students to repeat.
- Play the recording again, or model the sentences. Students listen and repeat.

Note: Whenever students listen to the recording, be sure to pause the recording after individual items. This gives students time to repeat or complete the task.

B CD1, Track 3

- Tell students they are going to listen to the recording again. This time they are going to write the names.
- Play the recording. Students listen and write the names on the lines. If students are having trouble, tell them to look at the names in Exercise 1A to help them.

Audio script

See page T-201.

- Check answers with the class. Invite volunteers to read the answers they wrote.
- **Optional** Play "Toss the Ball" to have students say their own names. Bring a small rubber ball to class. Greet the class and introduce yourself, and then throw the ball to one of the students. The student who catches the ball greets the class, introduces himself or herself, and throws the ball to another student. The game continues until all students have introduced themselves to the class.

For large classes, after modeling the game, have students form groups of eight to ten students to play. Circulate, monitoring and helping.

Culture Note

In the U.S. school system, children begin *kindergarten* at the age of four or five, *first grade* at five or six, *second grade* at six or seven, etc. So at the age of 10 or 11, children are in the *fifth* or *sixth grade*. *Elementary school* is from kindergarten through fifth or sixth grade; *middle school* or *junior high school* is for two or three years after elementary school; and *high school* is for four years, ending in *12th grade*.

The school year usually starts in early September and ends in the middle or end of June. It is usually divided into two *semesters* or *terms*, or four *marking periods*.

Unit 1 Back to School

This unit introduces vocabulary and expressions for introducing oneself and greeting others. It also introduces the alphabet.

2 Language focus

This exercise presents and practices *What's your name?* and *Nice to meet you*.

A CD1, Track 4

- Focus students' attention on the photo. Explain that Jenny and Paulo are meeting for the first time.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Who asks a question, Jenny or Paulo? (Jenny.) What is the question? (What's your name?)*
- Have students find the expression *Nice to meet you* in the conversation. Ask them to suggest an equivalent of the expression. Explain *too*.
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

Teaching Tip

If classes are too large for pair work, you can divide the whole class into two groups and have each group say the lines together.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the contractions. Explain that in English, words are often joined when speaking.
- Model the examples, pausing for students to repeat.

B CD1, Track 5

- Have students read the directions and the first example. Tell them that this is a type of exercise they will often see.

Note: Explain the following conventions:

- Each blank stands for one word that is missing from the conversation. (Explain that *What's* and *I'm* each count as one word.) The missing word is one of the two words in parentheses.
- A blank with no words in parentheses means there is only one word that can be used and students have to come up with it.
- A blank means any word that is appropriate can be used.
- Do the second sentence (Sandra's) with the whole class.
- Have students work individually to complete the conversations.
- Have students check their answers in pairs.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class.
- Have students practice the conversations in pairs.
- **Optional** Invite volunteers to act out the conversations for the class.

3 Speaking

This exercise practices introducing yourself.

- Have students read the directions and the sample conversation. Demonstrate the task with a volunteer, who is the Classmate.
- Invite two other volunteers to demonstrate the task for the class.
- Have students practice the conversation in pairs. Choose one of two ways to do this:
 - Students remain seated and talk to classmates sitting in front, behind, and next to them.
 - Students stand up, walk around the class, and talk to three different classmates.

Workbook

Note: Explain that the Workbook provides extra practice of the language studied in the Student's Book. All Workbook exercises can be done either in class or for homework.

- Assign the exercises on Workbook page 2. (Workbook answers begin on page T-190.)

Extra Grammar

Note: The Extra Grammar activities can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher. The activities are intended to be done as homework. The site also has information about how teachers can obtain the answer key.

- Assign the exercises for the Extra Grammar, Lesson 1.

2 Language focus

A Jenny and Paulo meet. Listen and practice.

Jenny Hi. I'm Jenny.

What's your name?

Paulo My name is Paulo.

Jenny Nice to meet you, Paulo.

Paulo Nice to meet you, too.

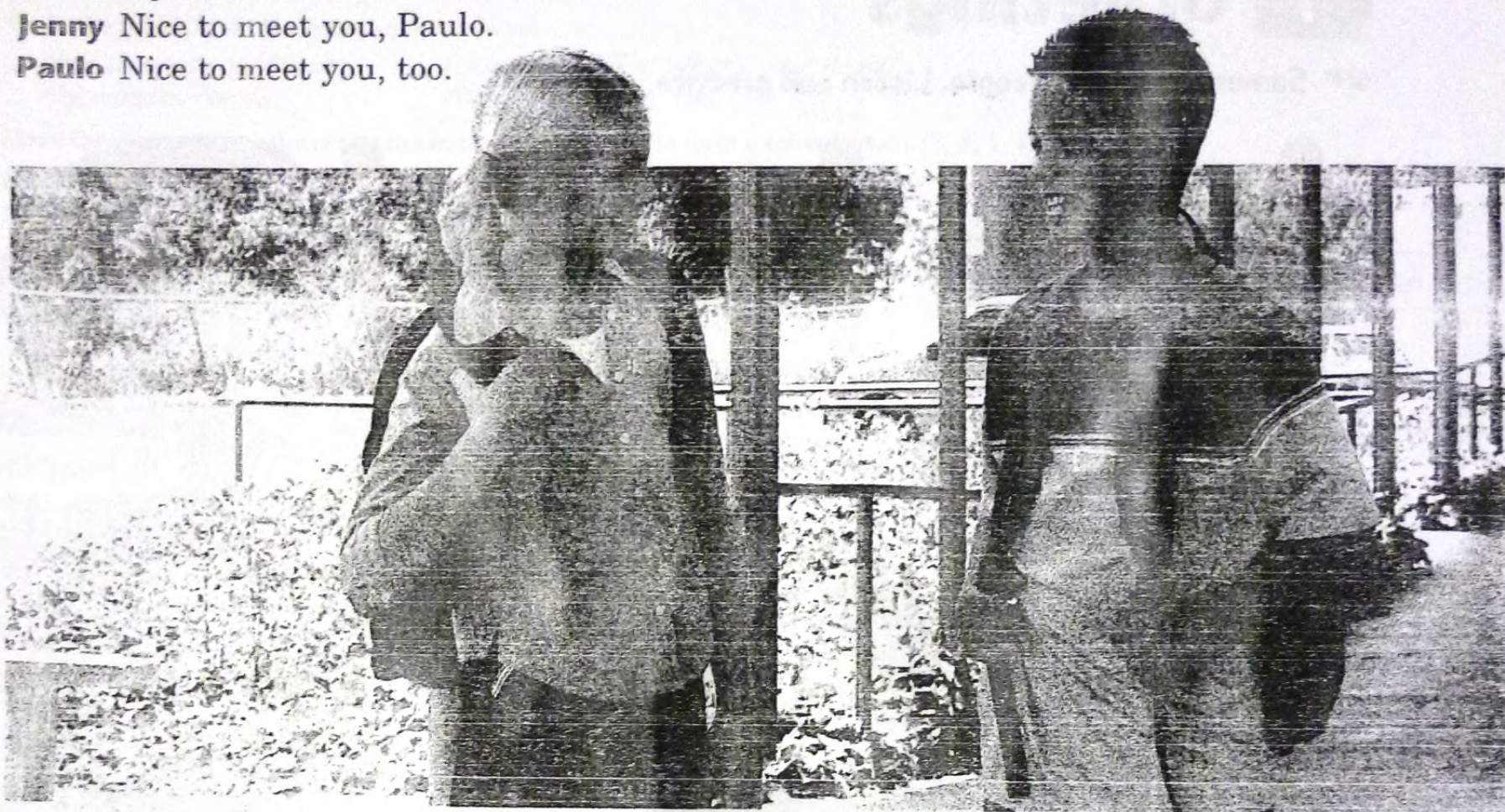
What's your name?

What's your name?

My name is Paulo.

I'm Jenny.

What's = What is I'm = I am



B Complete the conversations. Listen and check.
Then practice.

1. **Jenny** What's your (you / your) name?

Sandra My (My / Your) name is Sandra.

2. **Yoshi** Hello. I'm (I'm / You) Yoshi.

Paulo Nice to meet you (you / your), Yoshi.

3. **Nicole** I'm Nicole. What's (Is / What's) your name?

Tyler My (My / You) name is Tyler.

4. **Sandra** Hi. My name (nice / name) is Sandra.

Yoshi I'm (My / I'm) Yoshi. Nice to meet you.

3 Speaking

Introduce yourself to three classmates.

You Hello. I'm What's your name?

Classmate My name is

You Nice to meet you,

Classmate Nice to meet you, too.

1 Greetings

Samantha greets people. Listen and practice.

1

Good morning, Samantha.

Sorry I'm late, Mr. White.

2

Good afternoon, Mrs. Morgan.

Hello, Samantha.

3

Good evening, Miss Clark.

Hi, Samantha.

Titles

		Single	Married
Females	Miss	☒	☐
	Mrs.	☐	☒
	Ms.	☒	☒
Males	Mr.	☒	☒

2 Listening

Which greetings do you hear? Listen and check (✓) two greetings for each conversation.

	Good morning	Good afternoon	Good evening	Hi	Hello
Conversation 1	☐	☒	☐	☐	☒
Conversation 2	☒	☐	☐	☒	☐
Conversation 3	☐	☒	☐	☒	☐
Conversation 4	☐	☐	☒	☐	☒

This lesson presents and practices greetings and titles and How are you?

Review of Lesson 1

- Write the following on the board in one column:
 - *Nice to meet you, Nicole.* — *Hello. I'm Sandra. What's your name?*
 - *My name is Nicole.* — *Nice to meet you, too.*
- Have the class number the sentences in the correct order to form a conversation. (3, 2, 1, 4.)
- Have students practice the conversation in pairs using their own names.

1 Greetings

This exercise presents and practices greetings and titles.

 CD1, Track 6

- Focus students' attention on the pictures. Explain that they show Samantha at three different times on the same day. It is morning in Picture 1, afternoon in Picture 2, and evening in Picture 3.
- Play the recording. Students listen and read along.

Audio script

Same as the speech balloons in the Student's Book.

- Focus students' attention on Picture 1. Explain *Good morning*.
- Have students find two other greetings beginning with *Good* in Pictures 2 and 3 and underline them. (*Good afternoon*, *Good evening*.)
- **Titles** Explain *titles*, *females*, *males*, *single*, and *married*. Explain that in English there is one title used for males, *Mr.*, but three for females.

Miss indicates the woman is single, and *Mrs.* indicates she is married. *Ms.* is similar to *Mr.* in that it does not show marital status.

Culture Note

In the U.S., many women, both single and married, prefer not to be addressed or referred to by the titles *Miss* (Brown) or *Mrs.* (Brown). If you do not know if a woman is married or single, it is best to use *Ms.*

- Have students read the conversations in the pictures. Ask: *Is Mrs. Morgan single?* (No.) *Is Mr. White single?* (We don't know.)
- Play the recording again, or model the conversations. Students listen and repeat.
- **Optional** Invite volunteers to act out the conversations for the class.

2 Listening

In this exercise, students listen for the greetings used by the speakers.

 CD1, Track 7

- Copy the chart on the board.
- Tell students that they will listen to four conversations and should identify the greetings the speakers use. Explain that two greetings are used in each conversation.

Note: Tell students that in the Listening section of a lesson you will usually play the recording three times: first for them to listen only, a second time for them to do the task, and a third time for them to verify their answers.

- To demonstrate the task, play the recording of the first conversation.

Audio script

See page T-201.

- Ask: *What greetings did you hear?* (*Good afternoon*, *Hello*.) Place check marks in the correct boxes.
- Play the rest of the recording. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students complete the chart.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Have volunteers come to the board to complete the chart.

3 Language focus

This exercise presents and practices *How are you?* and appropriate responses.

A CD1, Track 8

- Focus students' attention on the top photo. Tell students that Ms. Davis is a teacher at Kent International School. She greets Sandra as Sandra arrives.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Is it morning or afternoon?* (It's morning.)
- Write on the board: *How are you today?*
- Ask: *Who uses this question as a greeting?* (Ms. Davis.) *What does Sandra answer?* (Fine, thank you.) *Does she ask Ms. Davis exactly the same question?* (No.)
- Write *How about you?* on the board under *How are you today?* Explain that Sandra uses *How about you?* so she doesn't have to repeat what Ms. Davis said. Have students suggest an equivalent for *How about you?*
- Ask: *How does Ms. Davis respond to Sandra's greeting?* (Great, thanks.)
- Play the recording again, or model the conversation. Students listen and repeat.
- Optional Have students practice in pairs.

B

- **Language Chart** Have students study the examples in the language chart. Explain that the responses are listed in order from most positive (Great) to most negative (Not too good).
- Model the examples, pausing for students to repeat.

C CD1, Track 9

- Have students read the directions and the conversations and look at the bottom photo.

Note: Tell students that the small check boxes in front of each of the words in the box are for them to check off every time they use one of the words.

- Do the first conversation with the class to demonstrate.
- Have students work individually to complete the second conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class.
- Have students practice the conversations in pairs.
- **Optional** Have students draw one of the illustrations from the language chart on a piece of paper. Do the same yourself.
 - Tell students that they will ask a classmate *How are you?* and show their illustration. The classmate will reply according to the illustration – for example, *Great* if the illustration shows somebody smiling broadly.
 - Demonstrate the task, using your own illustration.
 - Have the class carry out the task.

4 Speaking

This exercise practices greetings and *How are you?*

- Focus students' attention on the speech balloons.

Note: Tell students that the speech balloons always show a conversation between two or more people. The balloon on the left is what the first speaker says, and the one on the right is the response.

- Focus students' attention on the blanks. Have students suggest different words that they could use to complete the greeting in the first sentence. (Morning, afternoon, evening.) Do the same with the blank in the second sentence. Have them suggest a response to *How are you?*
- Demonstrate the task with a volunteer.

- Invite two other volunteers to demonstrate the task for the class.
- Have the class carry out the task. Each student must greet three classmates.

Workbook

Assign the exercises on Workbook page 3. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 2.

3 Language focus

A Ms. Davis and Sandra greet each other.
Listen and practice.

Ms. Davis Good morning, Sandra.
How are you today?

Sandra Fine, thank you.
How about you?

Ms. Davis Great, thanks. Are you ready
for the new school year?

Sandra Yes, I am.

B Study the language chart.

How are you?			
How are you?			
Great.	Fine. Good. OK. Not bad.	Not too good.	
			

C Complete the conversations with the words
in the boxes. Listen and check. Then practice.

☒ are ☐ not ☐ too ☐ you

1. **Tyler** Good morning. How are you?

Sandra Not bad, thanks.

How about you?

Tyler Not too good.

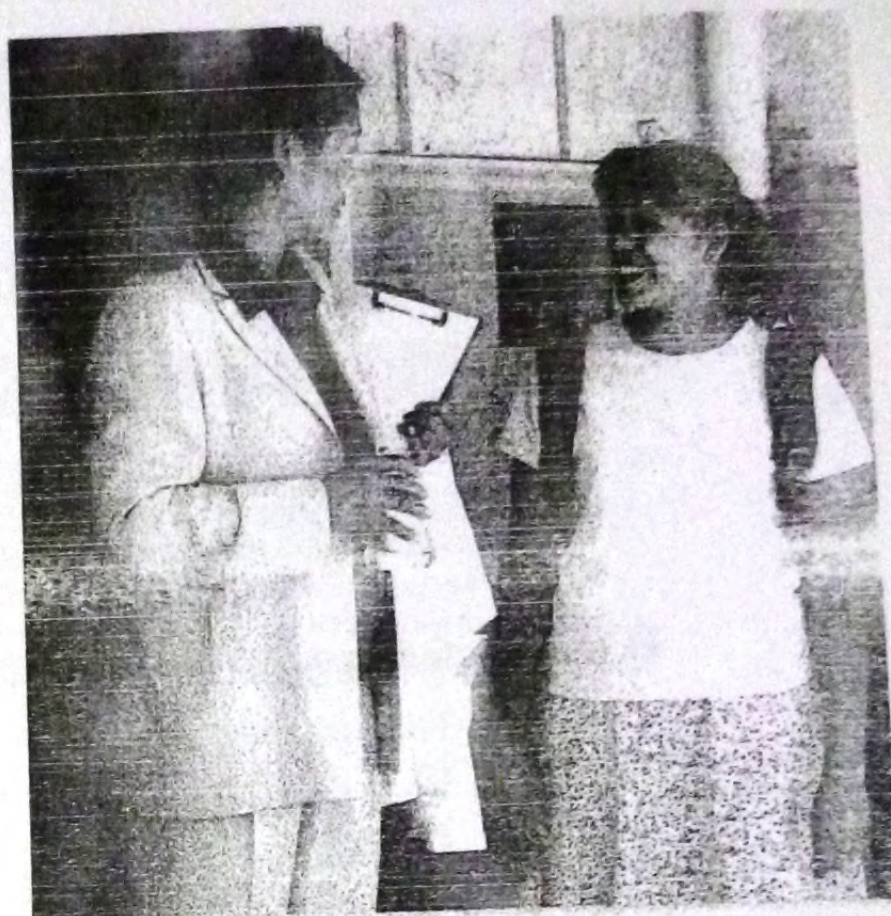
☐ afternoon ☐ good ☐ how ☐ you

2. **Ms. Davis** Good afternoon, Paulo.

How are you today?

Paulo OK. How about you?

Ms. Davis Good, thank you.



4 Speaking

Greet three classmates.

Good..... How are you? How about you?

Mini-review

1 Language check

A Complete the chart with words in the box. Use two words twice.

☐ Miss ☐ Mrs. ☐ Mr. ☐ Ms.

	Single	Married
Females	Miss	Ms.
	Ms.	Mrs.
Males	Mr.	Mr.

B Number the sentences in the correct order.

1. 3 Nice to meet you, Tina.
1 Hi. I'm Marco. What's your name?
2 My name is Tina.
4 Nice to meet you, too.

2. 3 Fine, thanks.
5 Yes, I am.
1 Good morning, Ms. Moss. How are you?
2 OK, thank you. How about you?
4 Are you ready for the new school year?

3. 3 Not bad.
2 OK, thanks. How are you?
5 Yes, I am.
4 Are you ready for class today?
1 Good afternoon, Mr. James. Sorry I'm late. How are you?

4. 3 Nice to meet you, Josh.
5 Are you ready for the new school year?
1 Hello. My name is Jim.
6 Yes, I am.
2 Hi, Jim. I'm Josh.
4 Nice to meet you, too.



This lesson reviews the language presented and practiced in Lessons 1 and 2.

1 Language check

This exercise reviews the structures presented so far in this unit.

Note: Tell students that the third lesson in each unit is always a “mini-review” of the previous two lessons. This lesson provides additional practice that will help them to use English more confidently.

A

- Have students look at the words in the box and the chart. Explain that they will use two words twice.
- Have students work individually to complete the exercise.
- Write the chart on the board while students are working.
- Check answers with the class. Have students complete the chart on the board.

B

- Focus students' attention on the first conversation. Tell them that the conversation is mixed up and that they are going to put the conversation in order.
- Have a student read the sentence with 1 in front of it. Tell the class this is the first sentence of the conversation. Ask: *What is the second sentence?* (My name is Tina.) Tell students to write 2 by that sentence.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class.
- **Optional** Invite volunteers to act out the conversations for the class.

Teaching Tip

Having students check answers in pairs is beneficial in several ways. It encourages students to get to know each other better, to help each other, and to speak English more confidently in front of each other.

C

- Have students study the pictures and the conversations. Explain *First day of school* and *Second day of school*.
- Tell students that they have to fill in the blanks with the sentences in the box above the pictures.
- Have students work individually to complete the conversations.
- Check answers with the class.
- Have students practice the conversations in pairs.

Teaching Tip

Always circulate while students are doing written work. If you notice any errors in the sentences students are writing, write the errors down in a notebook. Collect several errors and then correct them with the students at the end of class or the beginning of the next class. Write them on the board, and try to elicit where the error is and what the correction should be.

2 Listening

In this exercise, students listen to greetings and questions and choose appropriate responses.

A CD1, Track 10

- Tell students that they will listen to six people talking and should choose an appropriate response to what each person says.
- Have students read through items 1 to 6. Explain that each item contains two possible responses.
- Play the recording. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students listen and check the appropriate responses.

B CD1, Track 11

- Play the complete conversations. Students listen and verify their answers.

Audio script

See page T-201.

- Check answers with the class.

Workbook

Assign the exercises on Workbook page 4. (Workbook answers begin on page T-190.)

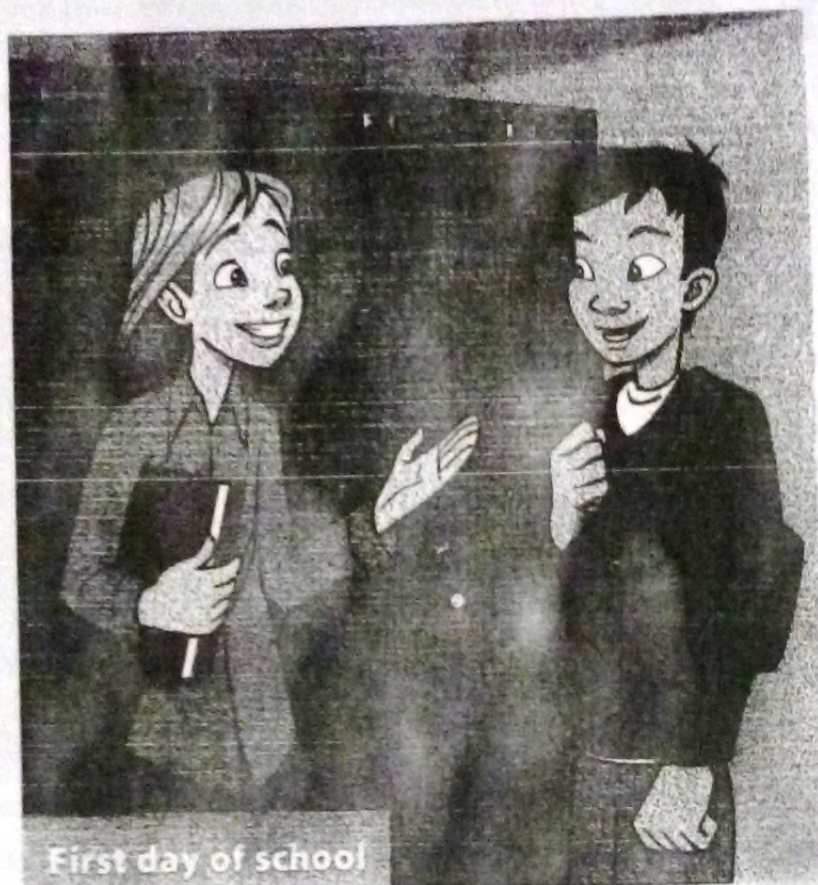
Game

Assign the game on Student's Book page 114.

C Complete the conversations with the sentences in the box.

Then practice.

- ☐ Hi, Wendy. ☐ Nice to meet you, Ethan. ☒ What's your name?
☐ How are you? ☐ Not bad.



First day of school

Wendy Hi. I'm Wendy. What's your name?

Ethan My name is Ethan.

Wendy Nice to meet you, Ethan.



Second day of school

Ethan Hi, Wendy.

Wendy Hello, Ethan. How are you?

Ethan Good, thanks. How about you?

Wendy Not bad.

2 Listening

A What's next? Listen and check (✓) the correct response.

- | | |
|---|--|
| 1. ☐ Great, thanks.
☒ I'm Joseph. | 4. ☐ Not too good.
☒ Nice to meet you. |
| 2. ☐ Thank you.
☒ Good morning. | 5. ☒ Hello, Dan. Sorry I'm late.
☐ How about you? |
| 3. ☒ Fine, thanks.
☐ My name is Jennifer. | 6. ☒ Good evening, Elizabeth.
☐ Nice to meet you, too. |

B Now listen to the complete conversations. Check your answers.

Go to page 114
for the
Game.

After school

1 Language focus

A Nicole joins the basketball team.
Listen and practice.



Tyler Hi, Nicole. How are you?
Nicole Good, thanks.

this is (name)

Mr. Diaz, this is Nicole Martel.
Nicole, this is Mr. Diaz.



Tyler Mr. Diaz, this is Nicole Martel.



Tyler Nicole, this is Mr. Diaz.
Nicole Hi, Mr. Diaz. Nice to meet you.
Mr. Diaz Nice to meet you, too.



Mr. Diaz OK. Are you ready?
Let's go!

B Introduce two classmates to each other.

You, this is
....., this is

Classmate 1 Hi,

Classmate 2 Hi, Nice to meet you.

This lesson presents and practices the language for introducing people to one another and for saying good-bye.

Review of Lesson 2

- Copy the illustrations from page 5, Exercise 3B, on the board.
- Greet several students. Ask: *How are you?* Elicit: *Great, Fine, Good, OK, Not bad, or Not too good.*
- Have students greet the classmates sitting next to them.
- Write different times of day on the board. Have students tell you which greeting they would use at each of these times of day – for example, *Good morning, Good afternoon, or Good evening.*

Culture Note

In the U.S., these greetings are usually used at the following times:

Good morning: before 12:00 p.m.

Good afternoon: from 12:00 p.m. to 5:00 p.m.

Good evening: from 5:00 p.m. to 8:00 p.m. This is a more formal greeting. Children and teenagers don't normally use this greeting.

Good night: after 8:00 p.m. It is used when you won't see the person again until the following day or a day in the future.

- Explain *Are you ready? Let's go!*
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Have students practice the conversation in groups of three.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold (**this is**).
- Model the examples, pausing for students to repeat.

B

- Use the sample conversation to demonstrate the task with two students, who are Classmate 1 and Classmate 2.
- Invite three other volunteers to demonstrate the task for the class.
- Have students work in groups of three to complete the exercise. Tell each group to practice three times so that each student has a chance to do all the parts.
- **Optional** Invite three volunteers to act out the conversation for the class.

Culture Note

In the U.S., when you meet someone for the first time, you can say *Nice to meet you* or *Pleased to meet you*. In an informal situation, you can just say *Hello* or *Hi*. In formal situations with adults, you usually shake hands when you meet. Young people usually do not shake hands with each other.

1 Language focus

This exercise presents and practices **this is (name)**.

CD1, Track 12

Explain the title of the lesson, "After school."

Have students study the photos. Explain that Tyler and Nicole meet after school for basketball practice. Tell students that the man in the photos is Mr. Diaz. He is the school basketball coach.

Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

Ask: *Does Tyler know Mr. Diaz?* (Yes.) *Does Nicole know Mr. Diaz?* (No.)

Explain that this is Nicole's first time at basketball practice. Ask: *What does Tyler say when he introduces Nicole to Mr. Diaz?* (Mr. Diaz, this is Nicole Martel.)

Write the sentence on the board. Then ask: *What does Tyler say when he introduces Mr. Diaz to Nicole?* (Nicole, this is Mr. Diaz.)

C

- Have students read the directions, look at the words in the box, and read the conversations.
- Ask: *What do you have to do?* (Complete the conversations using the words in the box, and circle the conversation that is an introduction.)

- Have students work individually to complete the task.
- Check answers with the class.
- Ask: *Which conversation is an introduction?* (Number 1.)
- **Optional** Have students practice in groups of three.

2 Listening

In this exercise, students listen and identify the purpose of the conversations.

 CD1, Track 13

- Tell students that they will listen to five short conversations and identify which ones are introductions. If a conversation is an introduction, they check the Yes box. If it is not, they check the No box.
- Play Conversation 1 only. Students only listen.

Audio script

See page T-201.

- Ask: *Do Mr. Kwan and Tyler know each other?* (No.) *Is the conversation an introduction?* (Yes.)

- Play the rest of the recording. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students listen and check Yes or No after each conversation.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

3 Saying good-bye

This exercise presents and practices expressions for saying good-bye.

A  CD1, Track 14

- Have students look at the photo. Explain that everybody is going home after basketball practice. They are saying good-bye to each other.
- Play the recording. Students listen and read along.

Audio script

Same as the speech balloons in the Student's Book.

- Ask: *What three expressions have bye in them?* (Bye, Bye-bye, Good-bye.) Explain that these expressions mean the same, but *bye* and *bye-bye* are casual, and *good-bye* is more formal.
- Ask: *What two expressions have the words see you in them?* (See you later. See you tomorrow.) Explain that you use *See you later* when you expect to see the person again but do not know when. Use *See you tomorrow* when you expect to see the person the following day.
- Play the recording again, or model the expressions. Students listen and repeat.

B

- Have students read the directions and the conversations. Tell them they will fill in the blanks with words from Exercise A. Complete the first conversation with the class.
- Have students work individually to complete the exercise.
- Check answers with the class.
- Have students practice the conversations in pairs.
- **Optional** Invite volunteers to act out the conversations for the class.

Workbook

Assign the exercises on Workbook page 5. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 3.

C Complete the conversations with the words in the box.
Which conversation is an introduction? Circle it.

☐ are ☐ good ☐ hello ☒ is ☐ you

1. **Jenny** Hi, Mr. Diaz. This is Paulo Santos.
Mr. Diaz Hello, Paulo.
Paulo Nice to meet you, Mr. Diaz.

2. **Tyler** Hello, Sandra.
Sandra Hi, Tyler. How are you?
Tyler Good, thanks.

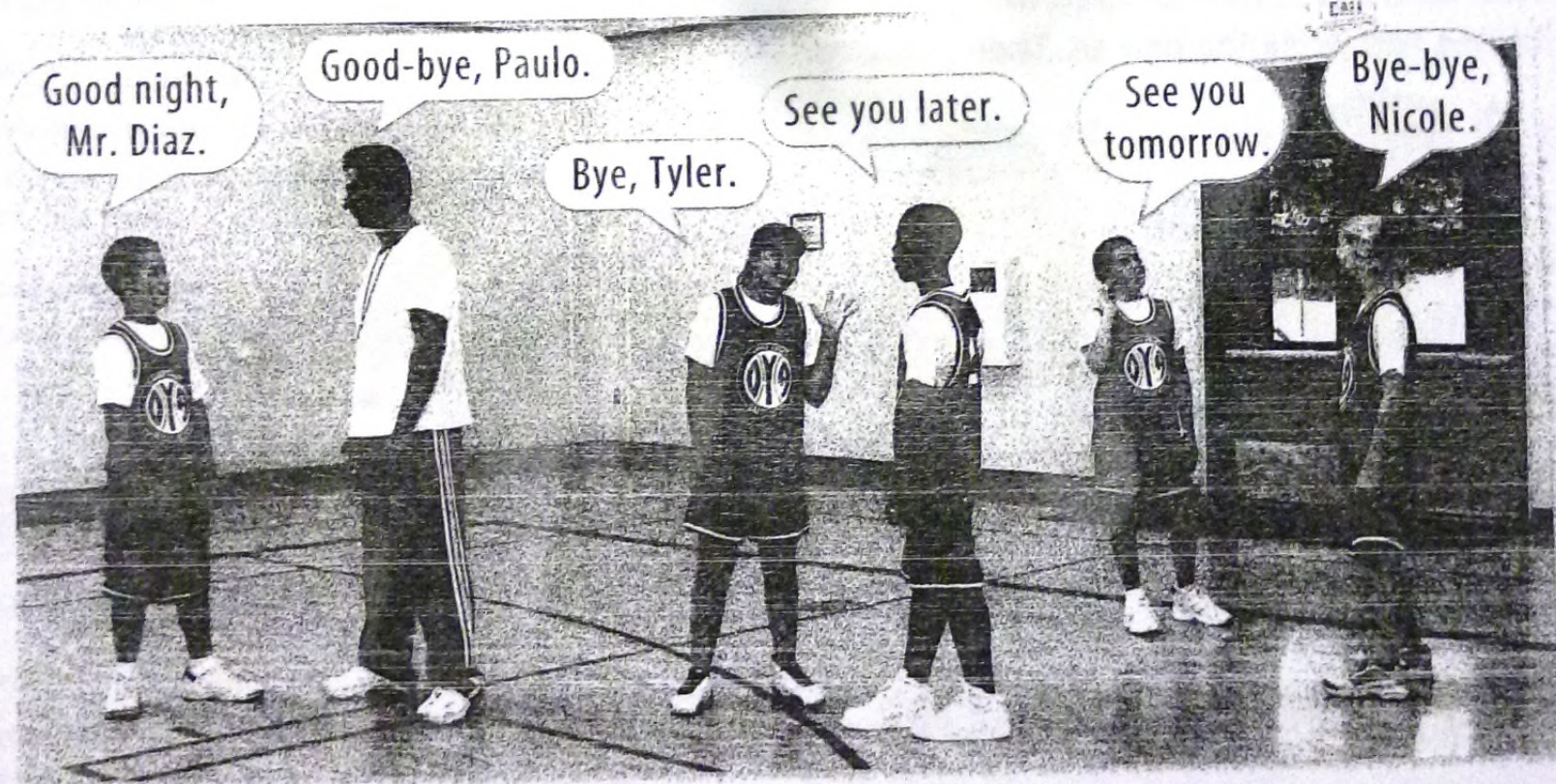
2 Listening

Are these conversations introductions?
Listen and check (✓) Yes or No.

Conversation 1	☒ ☐	Conversation 4	☐ ☒
Conversation 2	☐ ☒	Conversation 5	☒ ☐
Conversation 3	☒ ☐		

3 Saying good-bye

A Listen and practice.



B Complete the conversations. Then practice with a partner.
Use your own information.

1. **A** Good- bye, Sue. **B** See you later, Jack.
2. **A** Good night, Mr. Lee. **B** Bye-bye, Dave.
3. **A** Bye-bye, Kendra. **B** See you tomorrow, Min!

1 Vocabulary

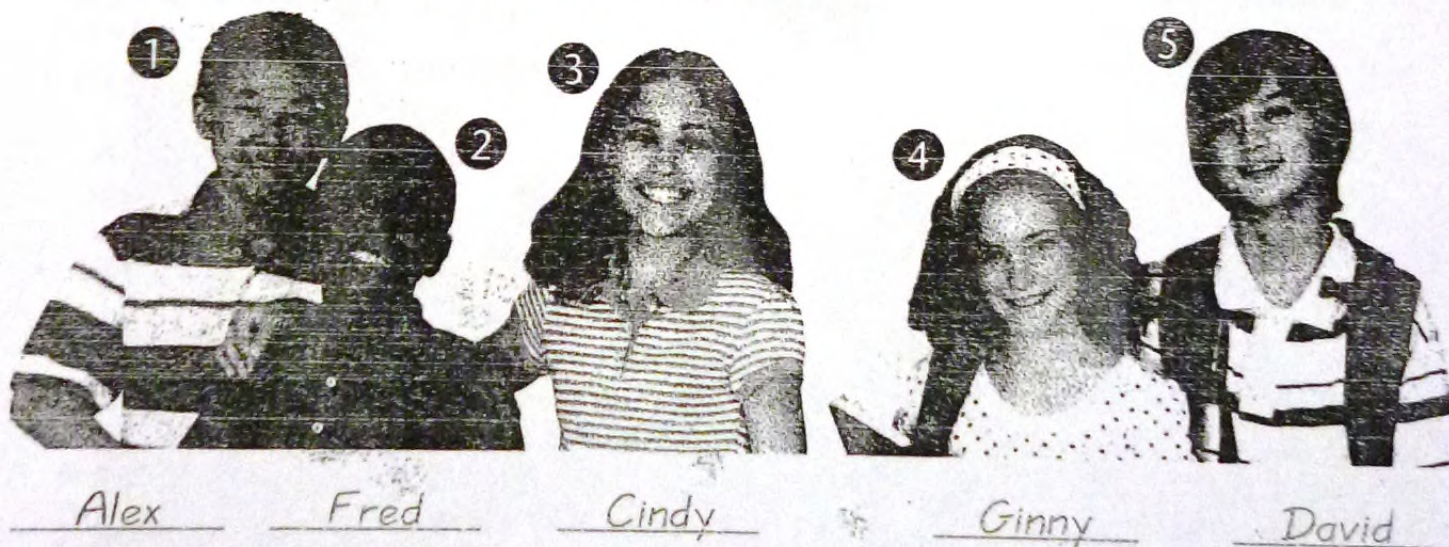
 **A** Listen to these common American names. Then practice.

Girls' names			Boys' names		
Annie	Kaitlyn	Olivia	David	Matthew	Tyler
Elizabeth	Madison	Samantha	Ethan	Michael	William
Emma	Mia	Sophia	Jack	Ryan	Zachary
Hannah			John		

 **B** Listen to the alphabet. Then practice.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

 **C** How do these students spell their names?
 Listen and write the names. Then practice.



2 Pronunciation Syllables

 **A** Study the pronunciation chart. Then listen and practice.

1 syllable	2 syllables	3 syllables
John	An nie	Za cha ry

 **B** Listen to these names. How many syllables do they have?

1. Samantha 3 2. Jack 1 3. Ethan 2 4. Madison 3 5. David 2

This lesson presents and practices common American names, the alphabet, and spelling.

Review of Lesson 3

- Write on the board: *Shakira, this is Ronaldo.*
- Play the "Celebrity Game." Have students write the name of a celebrity they like on a piece of paper. Tell students to hold their pieces of paper so that other students can see the names. In groups of three, students introduce one another – for example, *Shakira, this is Ronaldo. Ronaldo, this is Shakira.* Once they finish, they form new groups of three and practice again.

1 Vocabulary

This exercise presents and practices common American names for boys and girls.

A CD1, Track 15

- Focus students' attention on the chart. Explain that these are some of the most common American names for boys and girls.
- Have students read the names.
- Play the recording. Students listen and read along.

Audio script

Same as the names in the Student's Book.

- Play the recording again, or model the names. Students listen and repeat.

B CD1, Track 16

- Ask students to read the alphabet.
- Play the recording. Students listen and point to the letters they hear.

Audio script

Same as the English alphabet in the Student's Book.

- Play the recording again, or model the alphabet. Students listen and repeat. Give extra practice with any letters that are especially difficult.

C CD1, Track 17

- Focus students' attention on the photos. Tell them that they will listen to the five people spell their names. They should write the names under the photos.
- Play the recording. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students listen and write the names.
- Play the recording once again. Students listen and verify their answers.
- Invite volunteers to come to the board, one at a time, and write the names they heard. Ask the class to confirm whether the names are spelled correctly.
- Play the recording, or spell the names. Students listen and repeat.

2 Pronunciation Syllables

This exercise introduces the concept of syllables.

A CD1, Track 18

- Explain the concept of syllables. Explain that in English, words can be divided into syllables. Focus students' attention on the words in the chart.
- Play the recording. Students listen and repeat.

Audio script

Same as the chart in the Student's Book.

B CD1, Track 19

- Explain that students will listen to the names listed and decide how many syllables each has.
- Play the recording two or three times. Students listen and complete the task.

Audio script

Same as the names in the Student's Book.

- Check answers with the class.

3 Language focus

This exercise presents and practices spelling names and asking how to spell names.

A CD1, Track 20

- Focus students' attention on the pictures. Explain that Adriana is getting a school library card. Have them look at the card and tell you Adriana's complete name. (Adriana Moraes.)
- Write on the board:
Adriana - first name
Moraes - last name
Ask random students to give their first or last names.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: What question does Mr. Moore ask to check the spelling of Adriana? (Is that A-D-R-I-A-N-A?) How does Mr. Moore ask Adriana to spell her last name? (And how do you spell your last name?)
- Explain *Here's your card.*
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on first and last names. Ask students to look through pages 2 to 9 to find some more first and last names.
- Explain *How do you spell . . . ?*
- Model the examples, pausing for students to repeat.
- Ask random students how to spell these words:
hi, day, my, nice.
- Ask students to write five words of their choice in their notebooks.
- Have students work in pairs to ask each other how to spell the words they wrote.

B

- Copy the conversation on the board. Demonstrate the task by completing it with your own information. Use capital letters and hyphens to represent spelling a name – for example, S-A-T-O.
- Have students work individually to complete the conversation in their books.
- Have students practice the conversation in pairs.

4 Speaking

This exercise practices spelling names.

- Explain to students that they will ask classmates their last names and spell their last names.
- Have students look at the conversation cues.
- Demonstrate the task with a volunteer.
- Have students work in pairs to carry out the task. Each student must work with at least five other students.
- **Optional** Invite volunteers to act out the conversation for the class.

Workbook

Assign the exercises on Workbook page 6. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 4.

3 Language focus

A Adriana gets a library card.
Listen and practice.

Mr. Moore What's your name?

Adriana Adriana Moraes.

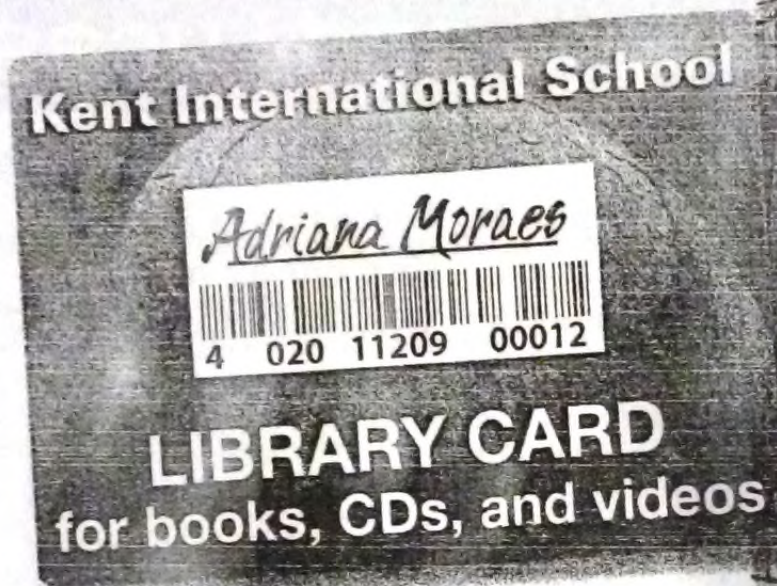
Mr. Moore Is that A-D-R-I-A-N-A?

Adriana Yes, that's right.

Mr. Moore And how do you spell your last name?

Adriana M-O-R-A-E-S.

Mr. Moore OK. Here's your card.



Names

First names Last names

Yoshi Sato

Jenny Wilson

Tyler Foster

How do you spell your last name?

M-O-R-A-E-S.



B Complete the conversation with your own information. Then practice with a classmate. (Answers will vary.)

A What's your name?

B _____

A How do you spell your last name?

B _____

4 Speaking

Learn to spell your classmates' last names.

You Hi! What's your last name?

Classmate

You How do you spell your last name?

Classmate

Get Connected

UNIT 1

Read

A Read the article quickly. Write the last names of the three people in the article.

1. Bleu

2. Tisdale

3. Grabeel

Meet Corbin, Ashley, and Lucas!



Hi, friends! My name is Corbin. My last name is Bleu. I'm Chad in *High School Musical*. I like **candy bars**. Oh, and my nickname is Bleu Man. What's your nickname?

Good afternoon! I'm Ashley Tisdale. My **dog's** name is Blondie. I'm Sharpay in *High School Musical*. I like **sushi**! Nice to meet you. See you later.



Hello. I'm Lucas Grabeel. I'm Ryan in *High School Musical*. My nickname is Mr. "Go Get 'Em." I like **music**. And I'm great today. How about you? How are you today?

Go to page 122 for the Vocabulary Practice.

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

C Circle the correct words to complete the sentences.

- Corbin's last name is (Tisdale / Bleu / Grabeel).
- Corbin's name in *High School Musical* is (Chad / Blondie / Ryan).
- Ashley's dog's name is (Tisdale / Blondie / Ryan).
- Ashley likes (sushi / candy bars / music).
- Lucas's nickname is (Ryan / Mr. "Go Get 'Em" / Bleu Man).
- Lucas's (name / nickname / last name) in *High School Musical* is Ryan.

This lesson practices reading, listening, and writing skills.

Review of Lesson 4

- Write on the board:

Tyler, Morgan, Yoshi, Diaz, Jenny, Sato, Moore, Santos, Paulo, Clark

A: How do you spell _____?

B: _____

- Have students tell you which of the words on the list are first names and which ones are last names – for example, *Jenny is a first name*.
- Have students practice the conversation in pairs, choosing names from the list.

Note: Explain that Tyler, Morgan, and Clark can be first or last names.

Read

This exercise practices reading about last names and nicknames.

Note: Tell students that there is a “Get Connected” lesson in each unit. This lesson provides additional practice in reading, listening, and writing. It uses vocabulary and grammar from previous lessons in the unit, and it presents new vocabulary.

A

- Have students look at the photos. Ask: *Do you know what TV movie these stars are in?* (High School Musical.)

Culture Note

High School Musical is a made-for-TV movie. It was on the Disney Channel in 2006 and became very popular. Many of its stars became famous. The TV movie is a modern adaptation of *Romeo and Juliet*. The sequel, *High School Musical 2*, was on TV in 2007. *High School Musical 3* was a successful movie in 2008.

- Invite a volunteer to read the directions aloud. Tell students *read quickly* means that they should read quickly to find the names of the three people, and they should not try to understand every word.
- Have students work individually to read the article and write the three last names. Do not check answers at this point.

B CD1, Track 21

- Invite a volunteer to read the directions aloud. Tell students *read slowly* means that they should read the text slowly and carefully, and concentrate on getting the meaning of the entire text. Tell students what *nickname* means (an informal name for someone).

- List the new vocabulary words on the board: *like*, *candy bar*, *dog*, *sushi*, *music*. Explain their meaning. (*Like*: to enjoy or want something; *candy bar*: a small, sweet snack, often made with chocolate; *dog*: a furry animal that people have as a pet [make a barking sound to clarify]; *sushi*: a Japanese food made of rice and fish; *music*: sound of singing or musical instruments like piano, violin, and guitar [demonstrate by singing something].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Note: The Get Connected Vocabulary provides extra practice of new vocabulary words (the words in bold) in the Get Connected readings.

- Have students do the exercise on Student's Book page 122 in class or for homework. (Get Connected Vocabulary answers are on page T-122.)

C

- Invite a volunteer to read the directions and the first sentence aloud.
- Have students work individually to circle the correct words to complete the sentences.
- Check answers with the class. Invite two volunteers to read three of their answers aloud.

Listen

In this exercise, students listen for last names and nicknames.

A CD1, Track 22

- Focus students' attention on the photo. Ask: *Do the boy and girl look happy?* (Yes.)
- Tell students that it is the beginning of a new school year and they will listen to two students, Kevin and Megan, introduce themselves to each other.
- Have students read the first statement and the example answer.
- Explain that students should listen to the conversation and write *True* or *False* for each statement. Tell students not to correct the false statements at this stage.
- Play the recording. Students only listen.
- Play the recording again. Students listen and write *True* or *False*.
- Check answers with the class. Invite a volunteer to read aloud one answer each.
- Tell students that they should now correct the false statements. If necessary, play the recording to help them.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite a volunteer to read his or her answers aloud.

Audio script

See page T-202.

B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, and *I disagree* means you think something is not right. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree or disagree.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students complete a chart and write an e-mail message.

A

- Focus students' attention on the chart. Review the words in the first column.
- Copy the chart on the board. Fill it in with your own information, not using complete sentences.
- Have students work individually to complete the chart.

Teaching Tip

Sharing their writing helps students to become more invested in the writing task and gives them a sense of pride in their work. It also helps students learn about their classmates and fosters a sense of community in the classroom.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in the chart in Part A to write their e-mail message to their new e-pal. Explain that e-pals are people you "meet" and write to on the Internet.
- Have students work individually to complete the e-mail message about themselves.
- Invite several volunteers to read their e-mail messages to the class.
- **Optional** Tell students to exchange e-mail messages. Have them pretend they are the other person's e-pal. Invite them to write a response e-mail.

Workbook

Assign the exercises on Workbook page 7. (Workbook answers begin on page T-190.)

What's your name?

Listen

A Kevin and Megan introduce themselves. Listen and write True or False. Then correct the false statements.

1. Megan is a new student. True.
2. Kevin's last name is Bartelsman. True.
3. Megan's first name is Jones. False. Megan's last name is Jones.
4. Megan's nickname is Peg. False. Megan's nickname is Meg.
5. Kevin's nickname is Kev. True.



B What do you think? Write I agree or I disagree (don't agree).

(Answers will vary.)

1. Nicknames are cool. _____
2. I like my name. _____
3. My name is easy to spell. _____
4. My friend's name is easy to spell. _____

Your turn

Write

A Complete the chart. (Answers will vary.)

First name	_____
Last name	_____
Nickname	_____
School	_____
How are you today?	_____
I like ...	_____

B Write about yourself to your new e-pal. Use the chart in Part A to help you. (Answers will vary.)

○ ○ ○

Hello! My name is _____ My last name is _____

Unit 1 Review

Language chart review

Personal information	Introductions
What's your name? My name is Emma. I'm Emma.	Hi. I'm Emma. Andrew, this is Meg. Meg, this is Andrew.
How do you spell your name? E-M-M-A.	
How are you today? Great! Fine, thank you. Not too good.	
What's = What is I'm = I am	

A Complete the conversations with the sentences in the box.

- ☒ Hello, Mr. McDonald. How are you? ☐ Nice to meet you, too.
☐ Steven, this is Monica. ☐ Not bad, thank you.

1. **A** Hello, Mr. McDonald. How are you?
B Good, thanks. How about you, Caroline?
A Not bad, thank you.
2. **A** Steven, this is Monica.
B Hi, Monica. Nice to meet you.
C Nice to meet you, too.

B Match the conversations from Part A to the pictures. Write the numbers.



Unit 1

Review

This lesson reviews the grammar and vocabulary introduced in Unit 1.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 1.

Note: Explain that there is a "Review" lesson at the end of every unit, which reviews the language of the whole unit. Review lessons start with a Language chart review that summarizes the unit grammar. The chart is followed by a series of exercises. Some Review lessons contain two Language chart reviews.

- Books closed. Write on the board:

*Personal information
questions*

Introductions

What's your name?

How do you spell your name?

How are you today?

Hi, I'm Emma.

Andrew, this is Meg.

Meg, this is Andrew.

- Focus students' attention on the sentences and headings on the board. Have students read the sentences and tell you which are personal information questions and which are introductions. Write each sentence in the correct column.
- Books open. Focus students' attention on the Language chart review. Ask the questions on the board and have students respond using the answers in the chart.
- Answer any questions students may have.

Exercises A through D (pages T-14 to T-15)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have a volunteer read aloud the directions and the example.
- Tell students to complete the conversations with the sentences in the box.
- Have students work individually to complete the conversations.
- Check answers with the class.

Exercise B

- Have students read the directions and look at the pictures.
- Have students work individually to match the conversations from Part A to the pictures.
- Check answers with the class.
- Have students practice the conversations in pairs.

Exercise C

- Have students read the directions.
- Focus students' attention on the pictures and the speech balloons.
- Have students work individually to complete the conversations.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read the completed conversations aloud.

Exercise D

- Have a volunteer read the directions aloud.
- Focus students' attention on the first box of words. Ask: *Why is Hello circled?* (Because *Hello* is a greeting. The other three items are ways to say *Good-bye*.)
- Explain that there are two tasks. First, students circle the word in each box that is different. Then, they write the red letter from the circled word in the blank space below the box.
- Focus students' attention on the red letter *e* in *See* to show how to complete the message.
- Have students work individually to complete the exercise.
- Check answers with the class. Have a volunteer say the word he or she circled in each box.
- Invite another volunteer to read aloud the completed message at the bottom of the page.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs. Have them act out the conversations in Exercises A and C.
- Have the same pairs create their own conversations. Tell them they must use at least four words in Exercise D.
- Have the pairs act out their conversations for another pair.
- Invite a few volunteers to act out their conversations for the class.

Theme Project

Note: Explain that the Theme Projects reinforce the unit vocabulary and language structures in a creative way. They also help students connect their English to the world outside the classroom.

- Assign the *At Home* section of the Unit 1 Theme Project on Student's Book page 126.

Workbook

- Assign the Unit 1 Check Yourself on Workbook page 8. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

Note: Explain that these provide extra vocabulary and grammar practice. These worksheets can be done for homework or in class.

- Assign the Unit 1 Extra Practice worksheets starting on page T-139.

Extra Speaking Practice Worksheet

Note: Explain that this provides extra speaking practice. This worksheet can be done for homework or in class.

- Assign the Unit 1 Extra Speaking Practice worksheet on page T-165.

Arcade Activities

Note: Explain that the Arcade provides fun, interactive activities that review and practice vocabulary and grammar.

- Assign the Unit 1 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

Note: Explain that these provide a way for students to assess their progress for the unit. The Learning Log can be done for homework or in class.

- Assign the Unit 1 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 1 Quiz on page T-176.

Test

- Give the Unit 1 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

C Meet Leigh and Lee. Complete the conversations.

1 Hello. What's your name?

International Club Meeting



2 How do you spell your name?

L-E-E. How about you?

L-E-I-G-H.



3 Hi, Mr. Garcia. How are you today?

Great, thanks.



4 Hi, Leigh. Nice to meet you.

Nice to meet you, too, Mr. Garcia.



D Circle the word in each box that is different. Then complete the message with the colored letter from that word.

Hello.

Good morning.

Not bad.

David

Good night.

Good-bye.

Great.

John

Bye.

Good afternoon.

Thank you.

Annie

Good-bye.

Good evening.

Fine.

William

S e e y o u l a t e r !

to page 126
for the
Theme Project.

Teachers and friends

1 Vocabulary

A Listen to Tyler talk about his photo album. Number the pictures. Then listen again and practice.



This is my classmate, Jenny.



This is my best friend, Paulo.



This is my basketball coach, Mr. Diaz.



This is my math teacher, Mr. Stern.



This is my science teacher, Ms. Davis.



This is my computer partner, Sandra.

B Write about three people at your school. (Answers will vary.)

Ms. Davis is my science teacher.

1. _____

2. _____

3. _____

Teachers and friends

This lesson presents and practices vocabulary associated with people at school. It also presents and practices his / her, Who's this?, and This is

1 Vocabulary

This exercise presents and practices vocabulary associated with people at school.

A CD1, Track 23

- Focus students' attention on the page from Tyler's photo album. Have them look at the photos and say the names of the people they know from Unit 1. (Ms. Davis, Paulo, Jenny, Sandra, and Mr. Diaz.) Tell them that the name of the man they do not know is Mr. Stern.
- Play the recording. Students listen and read along.

Audio script

See page T-202.

- Play the recording again. Students listen and number the photos from 1 to 6.
- Check answers with the class.
- Focus students' attention on the words in red. Explain that these words refer to different people at school. Ask students to suggest an equivalent for each of the expressions in their native language.
- Play the recording once again, or model the sentences. Students listen and repeat.

B

- Focus students' attention on the example.
Ask: *Who is this sentence about?* (Ms. Davis.)
Who wrote the sentence? (Tyler or one of his classmates.)
- Elicit two or three other sentences that Tyler could write about people at his school.
- Have students write sentences about three people at their school, using the example as a model.
- Invite volunteers to read one of their sentences to the class.

Favorite People

This unit introduces vocabulary and expressions for identifying people and for talking about their professions, age, and country of origin.

2 Language focus

This exercise presents *his / her* and *Who's this?*

A CD1, Track 24

- Focus students' attention on the photo. Explain that Tyler and his father, Mr. Foster, are talking about the people in Tyler's photo album.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Who are they talking about?* (Tyler's basketball coach, computer partner, and best friend.)
- Ask the questions below. Have students find the correct answers in the conversation.
 - Tyler shows his father a photo of Mr. Diaz. What does he say? (Look, Dad, this is my new basketball coach.)
 - Mr. Foster asks the name of the basketball coach. What does he ask? (What's his name?)
 - Mr. Foster doesn't know Sandra. What does he ask? (Who's this?)
 - What does Tyler reply? (This is my computer partner. Her name is Sandra.)
 - Tyler talks about Paulo's photo. What does he say? (This is Paulo – my best friend.)
 - Why does Tyler sound surprised? (Because his father doesn't recognize Paulo.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the top half of the language chart. Ask: *What information do the questions ask for?* (People's names.) *What is a similar question and answer that you already know?* (What's your name? My name is . . .)
- Ask: *Which word refers to Mr. Diaz – "his" or "her"?* (His.) *Which word refers to Sandra?* (Her.)
- Focus students' attention on the bottom half of the chart. Explain *Who's this?* Explain that the answer can be long (for example, *This is my computer partner.*) or short (for example, *My computer partner.*).
- Model the examples, pausing for students to repeat.
- **Optional** Play a name game. Divide students into groups of eight. Ask each group to sit in a circle. The first student says: *I'm (Mika).* The student sitting next to her says: *I'm (Carl). Her name is (Mika).* The next student says: *My name is (Manuel). His name is (Carl). Her name is (Mika),* and so on.

B CD1, Track 25

- Have students read the conversations and then work individually to complete them.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class.
- Have students practice the conversations in pairs.

3 Pronunciation Contractions with question words

In this exercise, students practice the pronunciation of contractions with *what* and *who*.

A CD1, Track 26

- Have students look at the three examples and tell you which word has been reduced in the contractions. (Is.)
- Play the recording, stopping after each example. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

Note: You may want to point out that while the final sound in *who's* is voiced (pronounced as /z/), the final sound in *what's* is voiceless (pronounced as /s/).

B

- Have students practice the conversations in Exercise 2B in pairs, paying particular attention to the pronunciation of *who's* and *what's*.

Workbook

Assign the exercises on Workbook page 9. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 5.

2 Language focus

A Tyler and his dad look at photos.
Listen and practice.

Tyler Look, Dad, this is my new basketball coach.

Mr. Foster What's his name?

Tyler His name is Mr. Diaz.

Mr. Foster Who's this?

Tyler This is my computer partner.

Her name is Sandra.

Mr. Foster And who's this?

Tyler Dad! This is Paulo – my best friend.

his / her

What's **his** name?

His name is Mr. Diaz.

What's **her** name?

Her name is Sandra.

Who's this?

Who's this?

This is my computer partner.

My computer partner.

Who's = Who is



B Complete the conversations. Listen and check. Then practice.

1. **Mr. Foster** Who's (Who's / What's) this?

Tyler My math teacher.

Mr. Foster What's his (his / her) name?

Tyler His (His / Her) name is Mr. Stern.

2. **Tyler** This is my classmate.

Mr. Foster What's (What's / Who's) her name?

Tyler Her (His / Her) name is Jenny.

3. **Mr. Foster** And who's (who's / what's) this?

Tyler My science teacher. Her (His / Her) name is Ms. Davis.

3 Pronunciation Contractions with question words

A Listen. Notice the contractions **Who's** and **What's**.
Then listen again and practice.

Who's this?

What's her name?

What's his name?

B Now practice the conversations in Exercise 2B.

1 Vocabulary

Look at the photos on Julia's Web site. Label the pictures with the words in the box. Then listen and practice.

- ☐ actor ☒ model ☐ soccer player ☐ TV star
☐ cartoon character ☐ singer ☐ tennis player

The screenshot shows a web browser window with the following content:

- 1** Photo of Gisele Bündchen. Label: **Gisele Bündchen**, *model*.
- 2** Photo of Maria Sharapova. Label: **Maria Sharapova**, *tennis player*.
- 3** Photo of Spider-Man. Label: **Spider-Man**, *cartoon character*.
- 4** Photo of Thierry Henry. Label: **Thierry Henry**, *soccer player*.
- 5** Photo of Alicia Keys. Label: **Alicia Keys**, *singer*.
- 6** Photo of Brad Pitt. Label: **Brad Pitt**, *actor*.
- 7** Photo of Ryan Seacrest. Label: **Ryan Seacrest**, *TV star*.

Lesson 6

Favorite stars

This lesson presents and practices the names of some occupations and He's / She's

Review of Lesson 5

- Write on the board:
A: *Who's this?*
B: *This is my ____ . His / Her name is ____ .*
A: *What's his / her nickname?*
B: *____ . / I don't know.*
- Have students draw a quick picture of a relative. If drawing is too time consuming, students can write the person's name on a piece of paper instead.
- Tell students that they will talk about these people using the conversation on the board. Explain that students should choose either *his* or *her* depending on the gender of the person they are talking about. Explain that if B does not know the nickname of the person, he or she should say *I don't know*. Explain *I don't know*, and have students repeat it after you.
- Demonstrate the task with two volunteers.
- Have students work in pairs to practice the conversation.

1 Vocabulary

This exercise presents and practices the names of several "celebrity" occupations.

CD1, Track 27

- On the right side of the board, write:
actor *soccer player*
cartoon character *tennis player*
model *TV star*
singer
- Ask students to think of celebrities for each occupation. List their names on the left-hand side of the board.
- Give two examples to establish the meaning of the occupation words – for example, *Angelina Jolie is an actor*.

Note: Until quite recently, the word *actor* was used only for men, and the word *actress* was used for women. *Actor* is now the accepted word for both men and women.

- Have students match the celebrities on the left with the occupations on the right by saying, for example, *Justin Timberlake: singer* or *Justin Timberlake is a singer*.

- Explain the title of the lesson, "Favorite stars." Explain that the picture shows photos from Julia's Web site of her favorite stars.
- Have students work individually to label the photos with the correct occupations.
- Play the recording. Students listen and verify their answers.

Audio script

See page T-202.

- Play the recording again, or model the words. Students listen and repeat.
- Write on the board: *Gisele Bündchen is a model*.
- Elicit sentences about the other stars on Julia's Web site, following the example on the board. Write the sentences on the board.

2 Language focus

This exercise presents and practices *He's / She's*

A CD1, Track 28

- Books closed. Tell students that they will listen to three people, Wendy, Julia, and Clare, talk about some of the stars on Julia's Web site. Students should listen for the names of three stars.
- Play the recording. Students listen. Elicit the names. (Gisele Bündchen, Thierry Henry, Brad Pitt.)

Audio script

Same as the conversation in the Student's Book.

- Books open. Play the recording again. Students listen and read along.
- Ask: *What does Julia say about Gisele Bündchen?* (She's my favorite model.) *What does she say about Thierry Henry?* (He's my favorite soccer player.) *What question does Wendy ask about Julia's favorite actor?* (So, who's your favorite actor?) Explain that here *So* is used to indicate a change of topic.
- Play the recording again, or model the conversation. Students listen and repeat.
- Optional Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the first sentence. Ask: *Who is this sentence about?* (Thierry Henry or some other popular soccer player.) *How do you know?* *Which words help you?* (He's, soccer player.)
- Follow the same procedure to introduce *She's*.
- Focus students' attention on the contractions at the bottom of the chart.
- Model the examples, pausing for students to repeat.

B CD1, Track 29

- Focus students' attention on the example.
- Have students work individually to write sentences about the other four stars listed, following the example.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to read one of the sentences they wrote.

3 Listening

In this exercise, students listen for people's favorite stars.

CD1, Track 30

- Tell students that they will listen to four students talking about their favorite stars. Students should choose the correct star.
- Play the recording. Students only listen.

Audio script

See page T-202.

- Play the recording again. Students listen and check the correct stars.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

4 Speaking

This exercise practices talking about favorite stars.

- Copy the chart on the board and complete the *You* column for yourself. Demonstrate the rest of the task with two volunteers.
- Have students work individually to complete the *You* column. Then have them talk to two classmates and complete the chart.

Workbook

Assign the exercises on Workbook page 10. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 6.

2 Language focus

A Wendy, Julia, and Clare talk about their favorite stars. Listen and practice.

Wendy Who's this?

Julia Gisele Bündchen. She's my favorite model.

Clare And who's this?

Julia Thierry Henry. He's my favorite soccer player.

Wendy So, who's your favorite actor?

Julia Brad Pitt. He's right here.

Clare Oh, I'm a Brad Pitt fan, too. I think he's cute.

He's/She's...

He's my favorite soccer player.

She's my favorite model.

He's = He is She's = She is



B Write about these stars from Julia's Web site. Then listen and check.

1. (Gisele Bündchen) *This is Gisele Bündchen. She's a model.*
2. (Spider-Man) *This is Spider-Man. He's a cartoon character.*
3. (Maria Sharapova) *This is Maria Sharapova. She's a tennis player.*
4. (Ryan Seacrest) *This is Ryan Seacrest. He's a TV star.*
5. (Thierry Henry) *This is Thierry Henry. He's a soccer player.*

3 Listening

Listen to students talk about their favorite stars. Check (✓) the correct stars.

- | | | | |
|--|--|---|--|
| 1. ☒ actor | 2. ☐ model | 3. ☐ soccer player | 4. ☒ cartoon character |
| ☐ TV star | ☒ singer | ☒ tennis player | ☐ TV star |

4 Speaking

Complete the chart with your favorite stars.

Then ask two classmates about their favorite stars. (Answers will vary.)

	You	Classmate 1	Classmate 2
Actor			
Singer			
Cartoon character			

Who's your favorite? My favorite is

Mini-review

1 Language check

A Dina introduces Olivia to Ryan. Complete the conversation. Then practice.

Dina Hi, Ryan. How are (is / are) you?

Ryan Great, thanks.

Dina Ryan, this (this / she) is Olivia.

She's (He's / She's) my science partner.

Ryan Nice to meet you (you / she), Olivia.

Olivia Nice to meet you, too. Who's (What's / Who's) your science partner, Ryan?

Ryan Rebecca.

Olivia What's (What's / Who's) her last name?

Ryan Johnson.

Olivia Really? She's my (my / your) best friend!



Olivia Dina Ryan

B Complete the sentences with *He's*, *She's*, *His*, or *Her*.



This is Luiz. He's my computer partner. His favorite class is science.



This is Lin. She's my best friend. Her favorite singer is Miley Cyrus.



Mr. Adams is my favorite teacher. He's great. His first name is Ethan.

This lesson reviews the language presented and practiced in Lessons 5 and 6.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Have students look at the picture and read the conversation.
- Read the sentences below. Ask students to say *Yes* if the sentences are correct and *No* if the sentences are incorrect.
 - *Dina and Ryan are friends.* (Yes.)
 - *Dina has a science partner. Her name is Olivia.* (Yes.)
 - *Olivia and Ryan are friends.* (No.)
 - *Ryan has a science partner. Her name is Rebecca Johnson.* (Yes.)
 - *Rebecca is Olivia's best friend.* (Yes.)
- Have students work individually to complete the conversation.
- Check answers with the class.
- Have students practice the conversation in groups of three.

B

- Focus students' attention on the text below each photo. Explain that one person is talking about all three people shown.
- Have students read the texts.
- Focus students' attention on the directions. Ask: *Which words do you use to fill in the blanks?* (He's, She's, His, Her.)
- Have students work individually to complete the sentences below the photos.
- Check answers with the class.

C

- Focus students' attention on the e-mail. Have students read the directions and the e-mail up to the word *Mia*. Point out that the answer *my* is circled in the fourth sentence.
- Have students work individually to complete the exercise.
- Have students compare their answers in pairs.
- Check answers with the class.

- **Optional** Have students work in pairs to take turns reading the e-mail. Tell students to substitute the names with their friends' names.

Note: Tell students that *Your friend*, is a common informal way to end an e-mail or a letter. Other endings are:

Formal

Sincerely,
Best regards,
Yours truly,

Informal

See you later,
Take care,
Love,

2 Listening

A CD1, Track 31

- Tell students they will listen to three boys and three girls talk about stars and people at school and that they should listen and check the person being talked about by each speaker.
- To demonstrate the task, play the recording of the first speaker.

Audio script

See page T-202.

- Ask: *Which column has a check mark? (A singer.)* Ask: *What did you hear that tells you that this is the answer? (She **sings** in English and Spanish.)*
- Play the rest of the recording. Students only listen.

Audio script

See page T-202.

- Play the recording again. Students listen and place check marks in the correct boxes.

B CD1, Track 32

- Tell students they will hear an extended version of the statements in Part A. This time, the words in the columns will be used.
- Play the recording. Students only listen.

Audio script

See page T-202.

- Play the recording again. Students listen and check their answers from Part A.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 11.
(Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 115.

C Circle the correct words to complete the e-mail.

TO: raul.gm@cct.net
FROM: linda.nl@cct.net
SUBJECT: Hello!

Hi, Raul!

How are you? I'm fine.

This is (my/ you) best friend. (Her/ She) name is Mia.

(He's / She's) really nice. (What's / Who's) your best friend?

(What's / Who's) his or her name?

Mia's favorite actor is Johnny Depp. I think

(he's / his) a good actor. (He's / His) best movie is

Pirates of the Caribbean. (What's / Who's) your favorite star?

Your friend,
Linda



2 Listening

A Who is each person talking about? Listen and check (✓) the correct answers.

	Who	What	Where	When	How	Why
1.						✓
2.			✓			
3.		✓				
4.						✓
5.	✓					
6.				✓		

B Now listen to the complete information. Check your answers.

GO to page 115
for the
Game.

Birthdays

1 Numbers 0-20

A Listen to the numbers. Then practice.

0 zero (oh)

5 five

10 ten

15 fifteen

18 eighteen

1 one

6 six

11 eleven

16 sixteen

19 nineteen

2 two

7 seven

12 twelve

17 seventeen

20 twenty

3 three

8 eight

13 thirteen

4 four

9 nine

14 fourteen

B Listen and write the ages.

www.birthdaypage.ce

TODAY'S BIRTHDAYS	
 Name: <u>Zach Shaw</u> Age: <u>17</u>	 Name: <u>Leo Garcia</u> Age: <u>13</u>
 Name: <u>Hannah Kirby</u> Age: <u>20</u>	 Name: <u>Lizzy Smith</u> Age: <u>3</u>
 Name: <u>Carla Mendez</u> Age: <u>12</u>	 Name: <u>Dan Ito</u> Age: <u>12</u>

C Look at Part B. Write words for the ages.

- Zach is seventeen.
- Hannah is twenty.
- Lizzy is three.
- Carla and Dan are twelve.
- Leo is thirteen.

This lesson presents and practices the numbers 0 to 20, How old . . . ?, and He's not / She's not.

Review of Lesson 6

- Play a guessing game. Tell students you will spell the letters of a celebrity's first or last name in scrambled order and then give them an extra clue. Students should write the letters down, unscramble them, and, with the help of the clue, guess who the celebrity is.
- Give an example to demonstrate. Say: *R-D-B-A. He's my favorite actor. (Brad Pitt.)*
- Give students a few minutes to choose a celebrity and think about a clue.
- Have random students spell the names of the celebrities they chose in scrambled order and give their clues. The class guesses.

1 Numbers 0-20

This exercise presents and practices the numbers 0 to 20.

A CD1, Track 33

- Books closed. Elicit any numbers from 0 to 20 that students know in English.
- Books open. Focus students' attention on the list of numbers. Play the recording. Students listen and read along.

Audio script

Same as the numbers in the Student's Book.

- Explain that 0 (zero) can be pronounced "oh" when saying phone numbers.
- Play the recording again, or model the numbers. Students listen and repeat.

B CD1, Track 34

- Focus students' attention on the Web page. Explain that it is a Web page about six people, but information about five of the people's ages is missing.
- Have students look at Zach's photo. Ask: *How old is he? (17.)*
- Have students work in pairs to guess the ages of the other five people. Tell them not to write anything down.

- Tell students they will listen to a recording with the ages of the people.
- Play the recording. Students only listen.

Audio script

See page T-202.

- Play the recording again. Students listen and write the ages.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

C

- Have students read the directions and the first example.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read and spell the numbers they wrote.
- **Optional** Teach students the word *plus*, as in "two plus two is four." Tell them to make up some simple addition problems where the sum is less than 20. Have students form pairs. They dictate the problems to their partner, who writes them down and gives the answer.

2 Language focus

This exercise presents and practices **How old ... ?** and **He's not / She's not.**

A CD1, Track 35

- Tell students that they will listen to a conversation between Joy and Dan as Joy arrives at his party.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What does Joy say to congratulate Dan on his birthday? (Happy birthday.) How old is Dan? (He's twelve.) How old is Joy? (She's eleven.)*
- Ask: *Joy makes an incorrect guess about Dan's age. What does Dan say to correct her? (No, I'm twelve.)*
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the top half of the language chart. Ask: *What's the question when the person is a girl or a woman? (How old is she?) What's the question when the person is a boy or a man? (How old is he?)*

- Have students study the bottom half of the chart. Ask: *Which word do we use to form negative sentences? (Not.)*
- Model the examples, pausing for students to repeat.

Note: In negative statements with the verb *be*, there are two possible forms: *He's not (thirteen).* OR *He isn't (thirteen).*

B CD1, Track 36

- Tell students that the ages suggested in items 1 to 6 are incorrect. Students should look at their answers to Exercise 1B on page 22 to find the correct ages.
- Have students work individually to write the sentences, following the example.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the answers in the Student's Book.

- Check answers with the class.

3 Listening

In this exercise, students listen for people's ages.

A

- Focus students' attention on the chart. Students write their guesses in the *Your guess* row.

B CD1, Track 37

- Focus students' attention on the speech balloons. Explain *I think*.
- Have students compare their guesses in pairs.
- Tell students that they will now listen and complete the chart with the people's correct ages.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Students listen and fill in the chart.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

4 Speaking

This exercise practices asking someone's age.

- Focus students' attention on the directions and the example conversation. Explain that they will ask four classmates their ages.
- Have students form groups to do the task, or have students circulate around the room and ask four random classmates their ages.

Workbook

Assign the exercises on Workbook page 12. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 7.

2 Language focus

A Joy is at Dan's birthday party.
Listen and practice.

Joy Happy birthday, Dan!
How old are you today? Thirteen?

Dan No, I'm twelve. How old are you?
Thirteen?

Joy No, I'm not thirteen. I'm only eleven.
But my birthday is tomorrow.

Dan Really? Happy birthday!

How old...?

How old are you? How old is she?
I'm twelve. She's three.

He's not/She's not

He's not thirteen. He's twelve.
She's not four. She's only three.

B Look at Exercise 1B on page 22. Answer the questions. Then listen and check.

- How old is Carla? Thirteen? *No, she's not thirteen. She's twelve.*
- How old is Hannah? Twelve? *No, she's not twelve. She's twenty.*
- How old is Leo? Eleven? *No, he's not eleven. He's thirteen.*
- How old is Lizzy? Six? *No, she's not six. She's three.*
- How old is Dan? Ten? *No, he's not ten. He's twelve.*
- How old is Zach? Eighteen? *No, he's not eighteen. He's seventeen.*

3 Listening

A How old are these people today? Write your guesses in the chart.

	Chris	Anna	Andy	Joshua
				
Your guess	<i>eleven</i>	<i>(Answers will vary)</i>	<i>(Answers will vary)</i>	<i>(Answers will vary)</i>
Correct age	<i>twelve</i>	<i>ten</i>	<i>fifteen</i>	<i>seventeen</i>

B Compare answers. Then listen and write the correct ages in the chart.

How old is Chris? I think he's eleven. I think he's thirteen.

4 Speaking

Learn the ages of four of your classmates.

You How old are you,?

Classmate I'm How old are you?

You I'm

1 Vocabulary

A Jenny and Paulo look at pictures of students and their e-pals. Where are they from? Listen and complete the sentences. Then listen again and practice.

1. Paulo is from Brazil.
2. Jenny is from the U.S..
3. Nicole is from Canada.
4. Tyler is from the U.S..
5. Sandra is from Mexico.
6. Yoshi is from Japan.

- His e-pal is from Peru.
- Her e-pal is from Canada.
- Her e-pal is from Colombia.
- His e-pal is from Portugal.
- Her e-pal is from Australia.
- His e-pal is from Venezuela.

B Now draw lines to match the students with their e-pals.



Students



Paulo, Brazil
(age 12)



Sandra, Mexico
(age 12)

E-pals



Mike, Canada
(age 12)



Miguel, Colombia
(age 12)



2 Speaking

Talk about the people on the map.

You Mike is from Canada.

Classmate 1 How old is he?

Classmate 2 He's 12.

This lesson presents and practices names of countries, *Where . . . from?*, and *You're / I'm not*.

Review of Lesson 7

- On the board, write four to six sentences about people in Lesson 7 – for example:
He's twelve. She's twenty.
- Ask students to make questions for the answers on the board without looking back at Lesson 7 – for example, *How old is Dan? How old is Hannah?*
- Now make wrong statements about the ages – for example, *Dan is thirteen*. Students say, *No, he's not thirteen. He's twelve.*

1 Vocabulary

This exercise presents and practices names of countries.

A CD1, Track 38

- Explain that in this lesson, the main illustration runs across pages 24 and 25.
- Focus students' attention on the photo of Paulo and Jenny. Explain that they are looking at their friends and their *e-pals*.
- Ask: *Who are the students in the first row of photos?* (The main characters in the book.) Explain that the people in the second row are the students' *e-pals*. Give students a few minutes to read the captions.
- Ask: *What information do you have for each person?* (Name, country of origin, and age.) *What are the words in red?* (Names of countries.)
- Check that students understand the names of the countries.
- Focus students' attention on items 1 to 6. Tell students they will hear what countries the characters and their *e-pals* are from. Students should complete the sentences with the names of the countries.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Have students complete any sentences they can after the first listening.
- Play the recording again. Students listen and write the rest of the country names.
- Check answers with the class. Ask questions like these:
Is Paulo from Brazil? (Yes.) *Is his e-pal from Brazil, too?* (No.) *Is his e-pal from Peru?* (Yes.)
- Play the recording once again, or model the sentences. Students listen and repeat.

B

- Have students read the sentences in Part A again and draw lines to connect each student with his or her *e-pal*.
- Check answers with the class. Ask: *Who's Paulo's e-pal?* (Maria.)
- **Optional** Write on the board: *Maria is from Peru. Her e-pal is from Brazil. His name is Paulo.*

Have students work individually to write sentences like the ones on the board about two other people and their *e-pals*.

Have two or three volunteers share what they wrote with the class.

Ask the class if any of them have *e-pals* and, if so, where they are from.

2 Speaking

This exercise practices talking about a person's country of origin and age.

- Focus students' attention on the sample conversation. Tell them that they will have conversations about the students and their *e-pals*.
- Demonstrate the task with two volunteers.
- Have students carry out the task in groups of three. Give them time to have at least three conversations.
- Invite a group of three volunteers to have a conversation for the class.

3 Language focus

This exercise presents and practices *Where ... from?* and *You're / I'm not*.

A CD1, Track 39

- Tell students that they will listen to a conversation between Paulo and Jenny.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Write on the board:
 1. Who's _____ ?
 2. Where's _____ ?
 3. Where _____ ?
- Tell students that Paulo asks three information questions, each beginning with one of the question words on the board. Ask: *What are the three questions?* (Who's that? Where's he from? Where are you from?)
- Invite volunteers to come to the board to complete the questions.
- Explain that *Who's this?* is used when the person being talked about is standing very close to the speaker. *Who's that?* is used when the person is not standing close to the speaker.
- Ask: *What are the other two questions about – age or country of origin?* (Country of origin.) *Who is he in question 2 – Paulo or Mike?* (Mike.) *Where's Mike from?* (Canada.) *Who does you refer to in question 3?* (Jenny.) *Where is Jenny from?* (The U.S.)
- Ask the class to tell you what else they learned about Mike from the conversation. (He's twelve.)
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the top half of the language chart. Ask: *What question do you ask if you want to know a boy's or a man's country of origin?* (Where's he from?) *What question do you ask if you want to know a girl's or a woman's country of origin?* (Where's she from?) Draw students' attention to the contracted form *Where's*.

- Have students study the bottom half of the chart. Explain that when he says *You're from Canada, right?* Paulo is checking what he thinks is true – that Jenny is from Canada. Draw students' attention to the contracted form *You're*.
- Ask: *What does Jenny say to correct Paulo's mistake?* (I'm not from Canada.)
- Focus students' attention on the last line in the chart. Explain that *U.S.* is an abbreviation for *United States* and that we always use *the* before it.
- Model the examples, pausing for students to repeat.

B CD1, Track 40

- Tell students that now Paulo and Jenny are talking about Paulo's e-pal. Have them read the conversation.
- Explain *I'm just kidding! I know that.*
- Have students work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class.
- Have students practice the conversation in pairs.
- **Optional** Have students work in pairs. They pretend to be Sandra and Tyler and have a conversation similar to the one in Exercise 3B. They then pretend to be Nicole and Yoshi and have another conversation.

Workbook

Assign the exercises on Workbook page 13. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 8.

3 Language focus

A Paulo and Jenny talk about e-pals.
Listen and practice.

Paulo Hi, Jenny. Who's that?

Jenny That's Mike. He's my e-pal. He's 12.

Paulo Where's he from?

Jenny He's from Canada.

Paulo You're from Canada, too, right?

Jenny Canada? I'm not from Canada.

Paulo Really? Where are you from?

Jenny I'm from the U.S.

Paulo Oh, right. Sorry.

Where... from?

Where are you from?

I'm from the U.S.

Where's he from?

He's from Canada.

Where's = Where is

You're / I'm not

You're from Canada, right?

I'm not from Canada.

I'm from the U.S.

You're = You are

the U.S. = the United States



Jenny, the U.S.
(age 13)



Tyler, the U.S.
(age 12)



Nicole, Canada
(age 12)



Yoshi, Japan
(age 12)



Maria, Peru
(age 13)



Emma, Australia
(age 13)



Claudio, Venezuela
(age 14)



Lina, Portugal
(age 13)

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

Paulo Here's a photo of my e-pal, Maria.

Jenny She's cute! Where's she from?

Paulo She's from Peru.

Jenny Peru? You're from Peru, too, right?

Paulo Jenny, I'm not from Peru. I'm from Brazil.

Jenny I'm just kidding! I know that.

Get Connected

UNIT 2

Read

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

- | | | |
|--|---|--|
| ☐ 1. model | ☒ 3. singer | ☒ 5. cartoon character |
| ☒ 2. TV star | ☒ 4. actor | ☐ 6. a soccer player |

SAM'S FAVORITES



Samantha Carter - "Sam"



This is SpongeBob SquarePants, my favorite cartoon character. He's from Bikini Bottom - in the Pacific Ocean. That's his **pineapple**. SpongeBob is really **funny**!



Here's a photo of Shakira. She's my favorite singer. She's not from Mexico. She's from Colombia. Her nickname is Shaki. I think she's beautiful!



Ellen Page is 21. She isn't from the U.S. She's from Canada. She's my favorite actor. She likes basketball and soccer. Her soccer nickname is "Peeps."



Here's my favorite TV star. His name is Masi Oka, and he's from Japan. He's Hiro on the TV show *Heroes*. I like Masi. He's great and so is *Heroes*.



Meet my best friend, Tim. He's from Australia, not the U.S. He's 13. His favorite class is math and his favorite **sports** are tennis and basketball.

Go to page 122 for the Vocabulary Practice.

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

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

- Shakira is from Mexico. False. She's from Colombia.
- Shakira's nickname is Shaki. True.
- Masi Oka is a cartoon character. False. He's a TV star.
- SpongeBob is funny. True.
- Ellen Page isn't from Canada. False. She isn't from the U.S. / She's from Canada.
- Tim is Sam's favorite TV star. False. He's Sam's best friend.

Unit 2 Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 8

- Books closed. Address several students with sentences containing incorrect information – for example: *You're from (City A). You're fifteen.* Have students correct the information – for example: *I'm not from (City A). I'm from (City B). I'm not fifteen. I'm twelve.*
- **Optional** Write on the board:
 - A: *Where are you from?*
 - B: *I'm from Canada.*
 - A: *Where's your e-pal from?*
 - B: *She's from the U.S.*
 - A: *You're Mike.*
- Books open to pages 24 and 25. Give students a few minutes to review the information about the students and their e-pals in Lesson 8.
- Have students play a guessing game in pairs, using the example conversation on the board. Classmate B pretends to be one of the students or e-pals in Lesson 8. Classmate A asks questions to guess Classmate B's identity.

Read

This exercise practices reading for information about favorite stars.

A

- Have students look at the photos. Ask them to try to identify who is in each photo.
- Invite a volunteer to read the directions and the list of words aloud. Remind students that they should read quickly to find the answers, and that they should not read every word carefully.
- Have students work individually to read the article and check the words they find. Do not check answers at this point.

B CD1, Track 41

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *TV show*, *pineapple*, *funny*, *sports*. Explain their meaning. (*TV show*: a program you watch on television, like *SpongeBob SquarePants* [ask students for other examples]; *pineapple*: a type of fruit [point to the pineapple-shaped house next to *SpongeBob* for an example]; *funny*: something that makes people laugh; *sports*: games like baseball, soccer, and basketball.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.

- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 122 in class or for homework. (Get Connected Vocabulary answers are on page T-122.)

C

- Invite a volunteer to read the directions and first statement aloud.
- Ask: *Is Shakira from Mexico?* (No, she isn't.) Ask: *So is the statement true or false?* (False). Ask: *Where is Shakira from?* (Colombia.)
- Have students read the example corrected statement.
- Have students work individually to write *True* or *False*, and then correct the false statements.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read one corrected statement each.

Listen

In this exercise, students listen for names and countries.

A CD1, Track 42

- Focus students' attention on the photo. Ask: *How many people are there?* (Two.) Say: *They are looking at a photo of Andrew's new science partner on Andrew's cell phone.*
- Tell students that they will listen to two friends, Andrew and Manny, talk about Andrew's new science partner, Isabel.
- Have students read the first statement and the circled answer.
- Explain that students should listen to the conversation and circle the correct words.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Students listen and circle the correct words.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to take turns reading aloud one statement each.

B

- Invite a volunteer to read the directions and the first statement aloud. Ask: *Is this true or false for you?* Elicit a few answers from volunteers.
- Have students work individually to write *True* or *False*, and then correct the false statements.
- Have a few volunteers read their corrected false statements.
- **Optional** Take a class poll. Read each statement and ask for a show of hands. Say: *Raise your hand if you answered true. Now raise your hand if you answered false.* Record the results in a chart on the board.

Write

In this exercise, students complete a chart and write about their favorite people.

A

- Focus students' attention on the chart. Review the words in the top row and the first column.
- Explain that students should complete the chart about some of their favorite people.
- Have students work individually to complete the chart.
- **Optional** Have students compare their answers in small groups.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in the chart in Part A to write their paragraphs.

- Have students work individually to write about their favorite people. Tell them to write three sentences about each person. (*My best friend is _____. He's / She's from _____. I think _____.*)
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in small groups. Invite them to read their paragraphs (except for the e-pal) without saying who the person is. Tell the other students in the groups to guess who they are talking about.

Workbook

Assign the exercises on Workbook page 14.
(Workbook answers begin on page T-190.)

She's so cute!

Listen



A Andrew and Manny talk about Andrew's new science partner. Listen and circle the correct words.

1. Isabel is Andrew's new (classmate / science partner / best friend).
2. Isabel is from (Peru / Portugal / Brazil).
3. Isabel's nickname is (Cute / Manny / Izzy).
4. Andrew's favorite singer is (Jesse McCartney / Isabel / Justin Timberlake).
5. Andrew thinks (SpongeBob / Isabel / Spider-Man) is awesome.

B Are these statements true or false for you? Write True or False.

Then correct the false statements. Use your own information.

(Answers will vary.)

1. Thirteen (13) is a good age. _____
2. Justin Timberlake is a great singer. _____
3. Cartoons are funny. _____
4. SpongeBob is a good cartoon character. _____



Your turn

Write

A Complete the chart. (Answers will vary.)

Who's your ...?	Name	Where's he / she from?	I think he / she is ...
favorite classmate			
favorite teacher			
favorite coach			
favorite e-pal			

B Write about your favorite people. Use the chart in Part A to help you. (Answers will vary.)

My best friend is _____. He's / She's from _____.

I think _____.

Unit 2 Review

Language chart review

The verb be			
Wh- questions	Statements	I'm / He's / She's ...	My / His / Her ...
How old are you?	I'm 16. I'm not 18. You're 15. You're not 14.	I'm a singer. He's a model. She's a teacher.	My name is Carla. His name is Steven. Her name is Ms. Kelly.
Where's he from?	He's from Brazil. He's not from Peru.	He's = He is She's = She is	
Where's she from?	She's from Canada. She's not from the U.S.		
Who's this?	This is my best friend.		
Where's = Where is Who's = Who is	You're = You are		

A Complete the sentences in the comic book with *I'm*, *he's*, *she's*, *my*, *his*, or *her*.

It's the year 2075. People can travel around the world in minutes.
Kate meets her friends at the Global Cafe.

Kate and Her Global Friends



Unit 2

Review

This lesson reviews the grammar and vocabulary introduced in Unit 2.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 2.

- Books closed. Write on the board:

The verb be

Wh- questions

Statements

I'm / He's / She's ...

My / His / Her ...

- Focus students' attention on the headings on the board.
- Invite volunteers to give examples of the structures listed and write them on the board. Be sure to elicit both affirmative and negative statements.
- Books open. Have students study the examples in the Language chart review and tell you whether any of the examples in it are similar to the ones on the board.
- Ask students to give you examples of the following:
 - Question to identify a person. (Who's this?)
 - Question about a girl's or a woman's country of origin. (Where's she from?)
 - Negative statement about a boy's or a man's country of origin. (He's not from Peru.)
 - Affirmative statement about a girl's or a woman's country of origin. (She's from Canada.)
 - Statement about a man's occupation. (He's a model.)
 - Statement about a woman's name. (Her name is Ms. Kelly.)
- Answer any questions students may have.

Exercises A through D (pages T-28 to T-29)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have a volunteer read the directions aloud.
- Focus students' attention on the picture and the speech balloons.
- Have students work individually to complete the conversations.
- Have students check their answers in pairs.
- Check answers with the class.

Exercise B

- Have students read the directions.
- Explain that there are two tasks. First, students should complete the questions with the question words listed. Then, they should match each question to the correct answer.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class.

Exercise C

- Have students read the directions.
- Focus students' attention on the pictures and the information about each comic book character.
- Have students work individually to write sentences using the information listed under each character.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud the sentences they wrote.

Exercise D

- Have a volunteer read the directions aloud.
- Explain that students should use the information in Part C to correct the sentences in Part D.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read the corrected sentences aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in groups of three. Invite them to act out the introductions in Exercise A.
- Have students work individually to make up their own comic book character. Encourage them to make up a creative name for their character. Students write or think of three to five sentences about the character. They can refer to Exercises A–D for ideas. Students illustrate their comic book character and show it to a partner. If you do not have time for students to draw, you can skip this part or have them do it at home. Invite a few volunteers to tell the class about their character.

Theme Project

- Assign the *At Home* section of the Unit 2 Theme Project on Student's Book page 127.

Workbook

- Assign the Unit 2 Check Yourself on Workbook page 15. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 2 Extra Practice worksheets starting on page T-140.

Extra Speaking Practice Worksheet

- Assign the Unit 2 Extra Speaking Practice worksheet on page T-166.

Arcade Activities

- Assign the Unit 2 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 2 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 2 Quiz on page T-177.

Test

- Give the Unit 2 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

B Complete the questions with Who, What, Where, or How.

Then match each question to the correct answer.

- | | |
|--|-----------------------|
| 1. <u>How</u> old is Kate? <u>f</u> | a. She's from Mexico. |
| 2. <u>Where</u> is she from? <u>a</u> | b. Felicia. |
| 3. <u>Who</u> is her best friend? <u>b</u> | c. He's from Peru. |
| 4. <u>How</u> old is Felicia? <u>d</u> | d. She's fourteen. |
| 5. <u>Where</u> is Carlos from? <u>c</u> | e. Global Café. |
| 6. <u>What</u> is the name of the café? <u>e</u> | f. She's thirteen. |

C Read about these comic book characters. Then write about them.



Name: Seth Strong
Age: 15
Country: Canada



Name: Carla Cool
Age: 17
Country: Colombia



Name: Akio Adventure
Age: 12
Country: Japan

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| 1. <u>His name is Seth.</u> | 2. <u>Her name is Carla.</u> | 3. <u>His name is Akio.</u> |
| He's <u>15</u> . | <u>She's 17.</u> | <u>He's 12.</u> |
| He's from <u>Canada</u> . | <u>She's from Colombia.</u> | <u>He's from Japan.</u> |

D Look again at Part C. Correct these sentences.

- | | |
|---------------------------------|--|
| 1. Seth is sixteen. | <u>Seth is not sixteen. He's fifteen.</u> |
| 2. Seth is from the U.S. | <u>Seth is not from the U.S. He's from Canada.</u> |
| 3. Carla's last name is Strong. | <u>Carla's last name is not Strong. Her last name is Cool.</u> |
| 4. Carla is from Venezuela. | <u>Carla is not from Venezuela. She's from Colombia.</u> |
| 5. Akio is from Portugal. | <u>Akio is not from Portugal. He's from Japan.</u> |
| 6. Akio is twenty. | <u>Akio is not twenty. He's twelve.</u> |

GO to page
127
for the
Theme
Project.

What a mess!

1 Vocabulary

A Matt and Tara are home from school. Look at the picture and write the names of the items. Use the words in the box. Then listen and practice.

- | | | | | | |
|--|-------------------------------|---------------------------------|---------------------------------|-----------------------------------|--------------------------------------|
| ☐ address book | ☐ bag | ☐ brush | ☐ eraser | ☐ notebook | ☐ pencil case |
| ☒ backpack | ☐ book | ☐ camera | ☐ hat | ☐ pen | ☐ umbrella |



1. backpack
2. camera
3. pencil case
4. umbrella
5. notebook
6. hat

7. bag
8. eraser
9. brush
10. address book
11. pen
12. book

B Look at Part A. Listen to Tara and Matt. Are their statements true or false? Write T (true) or F (false).

1. Tara T 2. Matt F 3. Tara F 4. Matt T 5. Tara T

Lesson 9

What a mess!

This lesson presents and practices vocabulary for items that students usually carry with them and This is /That's + possessive.

1 Vocabulary

This exercise presents and practices vocabulary for items that students usually carry with them.

A CD1, Track 43

- Write *What a mess!* on the board. Have students look at the picture in this exercise to try to guess what the title means. If necessary, explain it. Ask: *Where are Matt and Tara?* (At home.)
- Focus students' attention on the box and the picture on this page. Tell them that they will write the names of Matt's and Tara's things using the words in the box. They may know some of the words already.
- Have students work individually to write the items they know the names of. Tell them not to write the names of any items they do not know.
- Tell students that they will listen to Matt and Tara and should write the names of missing items.
- Play the recording. Students listen and verify their answers, adding the names of any missing items.

Audio script

See page T-203.

- Check answers with the class. Say the names of the items one at a time in random order. Students respond with either *Matt* or *Tara*, depending on whom each object belongs to.
- Play the recording again, or model the vocabulary words. Students listen and repeat.

Teaching Tip

Students work at different paces.

Some finish work quickly; others need more time to complete their work. Students who complete work quickly may be bored and disturb the students who are working. In order to avoid this problem, prepare in advance sheets of common student errors that those who finish quickly can correct. (For example: *How old you are?* *Who's your last name?* *How is you today?*) Students' errors will change as their level of English progresses. Because of this, prepare various levels of sentences for error correction so that you will always have worksheets that will be at an appropriate level.

B CD1, Track 44

- Tell students that they will listen again to Tara and Matt talking about their things. Explain that some of the sentences they will hear are incorrect. Tara may say she owns something that is Matt's or vice versa. If the sentence is correct, students write *T*. If the sentence is incorrect, students write *F*.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Students listen and complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Unit 3 Everyday Things

This unit introduces vocabulary and expressions for talking about things people commonly use or wear.

2 Language focus

This exercise presents and practices **This is / That's + possessive**.

A CD1, Track 45

- Have students read the directions and look again at the picture in Exercise 1A on page 30. Explain that the woman is Mrs. Price, Tara and Matt's mother. Ask: *Does she look happy?* (No.) Remind them of the title of the lesson (What a mess!).
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Focus students' attention on the beginning of the conversation.
- Ask: *Who does Mrs. Price think all the things on the floor belong to?* (Matt.) *What does Matt say?* (My things? This is Tara's pen, and that's her book.)
- Write on the board:
This is Tara's pen, and that's her book
- Explain that we use *This is* to talk about things that are very close to the speaker or that the speaker is touching. We use *That is* for things that are far from the speaker.
- Explain *Tara's pen*. Explain that in English you can show that something belongs to a person by adding 's to that person's name. This word order may be different from the word order used to show possession in the students' native language(s). To draw attention to this, write on the board:

(name)'s + thing

Tara's pen

Note: If a name ends in the /s/ sound, there are two ways to show possession: with or without the final s.

Chris's hat OR Chris' hat

Mr. Ruiz's pen OR Mr. Ruiz' pen

- Give some more examples of possessive 's. Pick up objects from several students' desks, and write on the board: *(Mario's) eraser, (Maria's) book, etc.* Make sure students understand the difference between possessive 's and 's as the contracted form of is (for example, *it's*).
- Ask students to find another example of possessive 's in the conversation. (Matt's hat.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in groups of three.
- **Language Chart** Have students study the examples in the language chart. Ask: *How do you know the pen belongs to Tara and the hat belongs to Matt?* (Because of the 's after their names.) *Which words show the pen is close to the speaker?* (This is.)
- Model the examples, pausing for students to repeat.

B CD1, Track 46

- Have students work individually to look at the pictures and complete the sentences with *This is* or *That's*.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Invite volunteers to write one sentence on the board. Correct or confirm their answers with the class.

3 Speaking

This exercise practices talking about classmates' things.

- Have students read the directions and the examples in the speech balloons.
- Ask students to put several classroom items (pencils, pens, erasers, etc.) on their desks. Invite volunteers to talk about the things on their classmates' desks, following the examples.

Workbook

Assign the exercises on Workbook page 16. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 9.

2 Language focus

A The living room is a mess.
Listen and practice.

Mrs. Price Matt!

Matt Yes, Mom?

Mrs. Price Look at your things!
What a mess!

Matt My things? This is Tara's pen,
and that's her book.

Tara Yes, but that's Matt's hat, and . . .

This is / That's + possessive

This is Tara's pen.

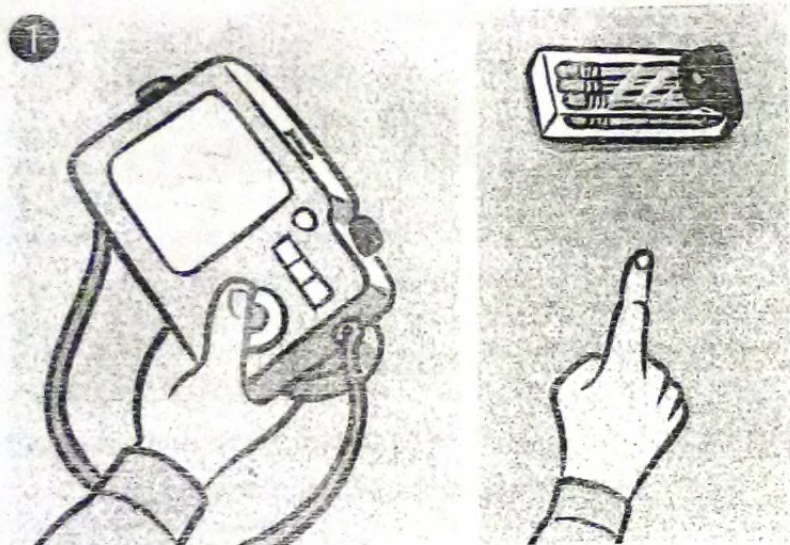


That's Matt's hat.



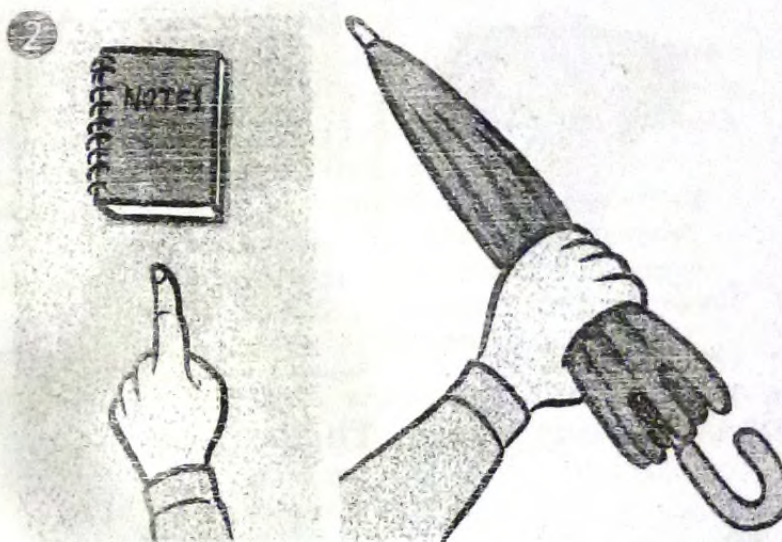
That's = That is

B Complete the sentences with *This is* or *That's*. Then listen and check.



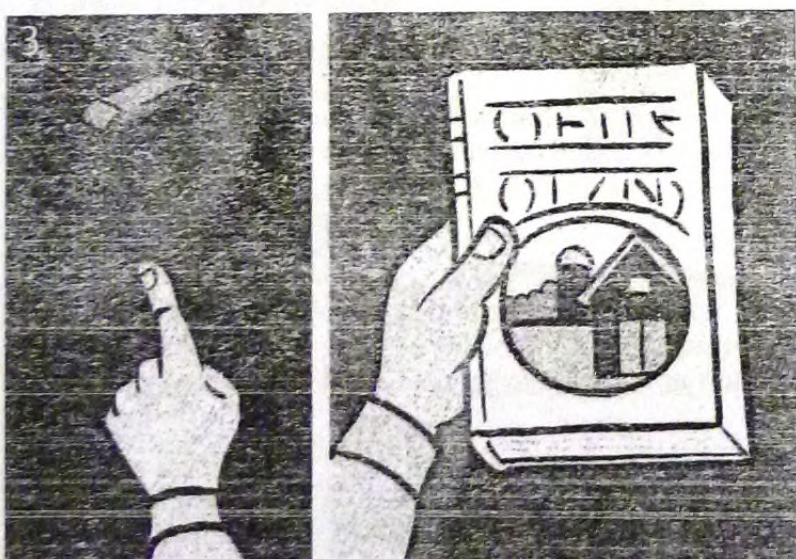
This is Matt's camera.

That's his pencil case.



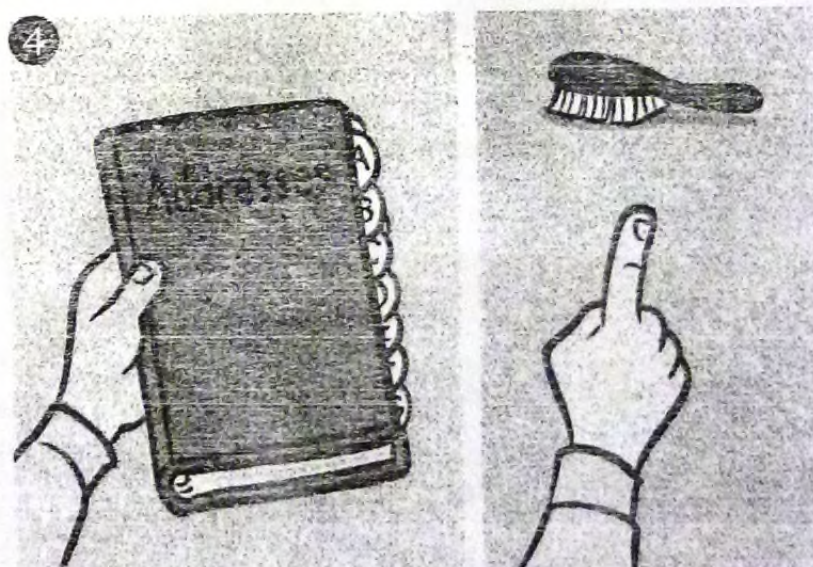
That's Matt's notebook.

This is his umbrella.



That's Tara's eraser.

This is her book.



This is Tara's address book.

That's her brush.

3 Speaking

Talk about your classmates' things.

This is Roberto's pencil case.

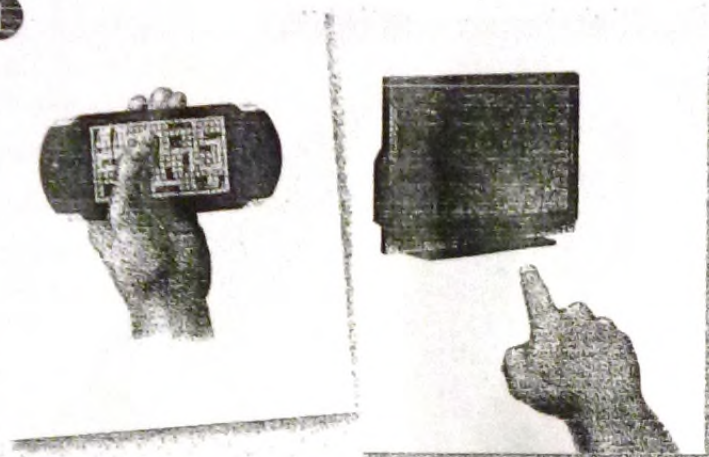
That's Anna's

1 Vocabulary

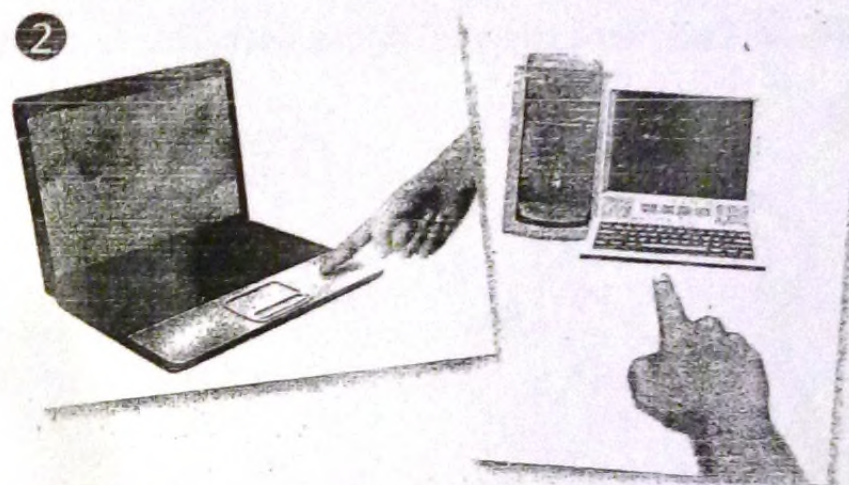
A Complete the sentences with the words in the box.
Then listen and practice.

- | | | | |
|---|---------------------------------------|---|--|
| ☐ an alarm clock | ☐ a cell phone | ☐ an MP3 player | ☐ a TV (television) |
| ☐ a calculator | ☐ a laptop | ☐ a desktop computer | ☒ a video game |

1

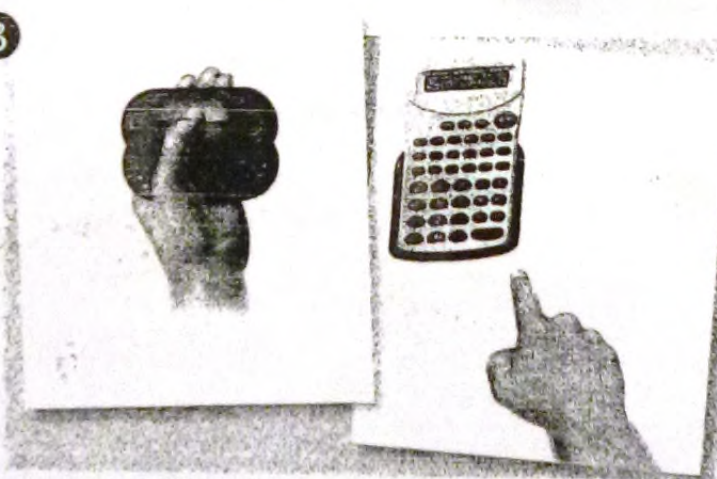


2

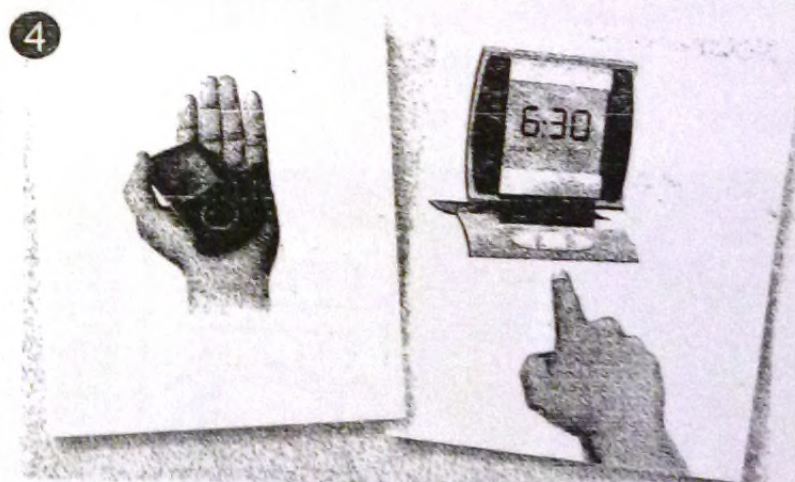


This is a video game. That's a TV. This is a laptop. That's a desktop computer.

3



4



This is a cell phone. That's a calculator. This is an MP3 player. That's an alarm clock.

B Write *a* or *an* before each word.

- | | |
|---------------------------|-----------------------|
| 1. <u>an</u> address book | 5. <u>an</u> eraser |
| 2. <u>a</u> brush | 6. <u>a</u> hat |
| 3. <u>a</u> camera | 7. <u>an</u> umbrella |
| 4. <u>a</u> pencil case | 8. <u>a</u> backpack |

a / an

a + consonant

a TV

a cell phone

an + vowel sound

an alarm clock

an MP3 player

C Listen to the sounds. What do you hear?
Who can answer first?

1. That's an alarm clock.

2. That's a TV.

3. That's a cell phone.

4. That's a laptop.

That's a desktop computer.

5. That's a video game.

Lesson 10 Cool things

This lesson presents and practices more names of items, *a / an*, and *What's this / that?*

Review of Lesson 9

- *This is / That's* is reviewed in Exercise 1A of Lesson 10.
- Review possessive 's. Collect some of the items students learned the names of in Lesson 9. Collect one item each from about ten students, and put them in a bag. Let students see what you collect from each student.
- Invite volunteers to take one of the things out of the bag and identify its owner by saying – for example, *This is (Regina's) pencil case.*

1 Vocabulary

This exercise presents and practices more names of items and *a / an*.

A CD1, Track 47

- Focus students' attention on the title of the lesson, "Cool things." Explain that *cool* may mean *very good*, *very hip*, or *very interesting*. Have students look at the photos and raise their hands if they think the items are cool.
- Focus students' attention on the captions. Ask them why in some cases the caption begins with *This is* and in others with *That's*. (Because some of the items are close and others are farther away.)
- Have students study the words in the box.
- Give them a few minutes to complete the sentences with the words in the box.
- Play the recording. Students listen and verify their answers.

Audio script

See page T-203.

- Check answers with the class. Read aloud the sentences for each of the pairs of items in random order. The class tells you which pair they refer to: 1, 2, 3, or 4.
- On the board, write *an alarm clock* and *an MP3 player* in one column and all the other items in another column. Ask students if they see any differences between the items in the two columns. (*Alarm clock* and *MP3 player* have *an* in front of them, and the others have *a* in front of them.)

- Explain that we use *a* when the following word begins with a consonant and *an* when it begins with a vowel or, more specifically, a vowel sound. Give examples of both kinds of sounds – for example, *a pen* and *an eraser*. Make sure students understand that you are talking about sounds, not spelling. For example, *university* begins with a vowel but not a vowel sound. We use *a* before it. *MP3* starts with a consonant but has a vowel sound. We use *an* before it.
- Play the recording again, or model the items. Students listen and repeat.

B

- Focus students' attention on the list of words. Say the words one at a time, and ask volunteers to tell you whether they begin with a consonant or a vowel sound: *address book* (vowel sound), *brush* (consonant), *camera* (consonant), *pencil case* (consonant), *eraser* (vowel sound), *hat* (consonant), *umbrella* (vowel sound), *backpack* (consonant).
- Have students work individually to complete the phrases with *a* or *an*.
- Check answers with the class.

C CD1, Track 48

- Tell students that they will listen to some sounds and should guess what item is making each sound.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Stop after each item and ask students to identify the item that is making each sound.

2 Language focus

This exercise presents and practices *What's this / that?*

A CD1, Track 49

- Focus students' attention on the photo. Ask: *Who is holding a video game in her hand?* (Jenny.) *Who is holding a calculator?* (Sandra.) *Is it a typical calculator?* (No.)
- Explain the meaning of *weird* (strange or odd).
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What question does Sandra ask Jenny about the item in her hand?* (What's this?)
- Have students find the question Sandra asks about the video game. (What's that?)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Explain that *It's* is a contraction of *It* and *is*.
- Model the examples, pausing for students to repeat.

B CD1, Track 50

- Have students study the words in the box, look at the picture, and read the conversation.
- Have students work individually to complete the conversation with the words in the box.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class.
- Have students practice the conversation in pairs.

3 Listening

In this exercise, students listen for the names of items.

CD1, Track 51

- Tell students that they will listen to a conversation between two boys and should choose which items they talk about.
- Have students read the four pairs of words.
- Play the recording. Students only listen.

Audio script

See page T-204.

- Play the recording again. Students listen and circle the items they hear.
- Play the recording once again. Students listen and verify their answers.

- Check answers with the class.
- **Optional** Ask students to say which words the boys used to express their opinions about the items. (Cool, great, weird.)

Workbook

Assign the exercises on Workbook page 17. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 10.

2 Language focus

A Sandra and Jenny look at interesting things. Listen and practice.

Sandra Hey, Jenny. What's this?
A cell phone?

Jenny No, it's a calculator.

Sandra Hmm. It's weird.
And what's that?

Jenny It's a video game.

Sandra Wow! It's really cool.

What's this / that?

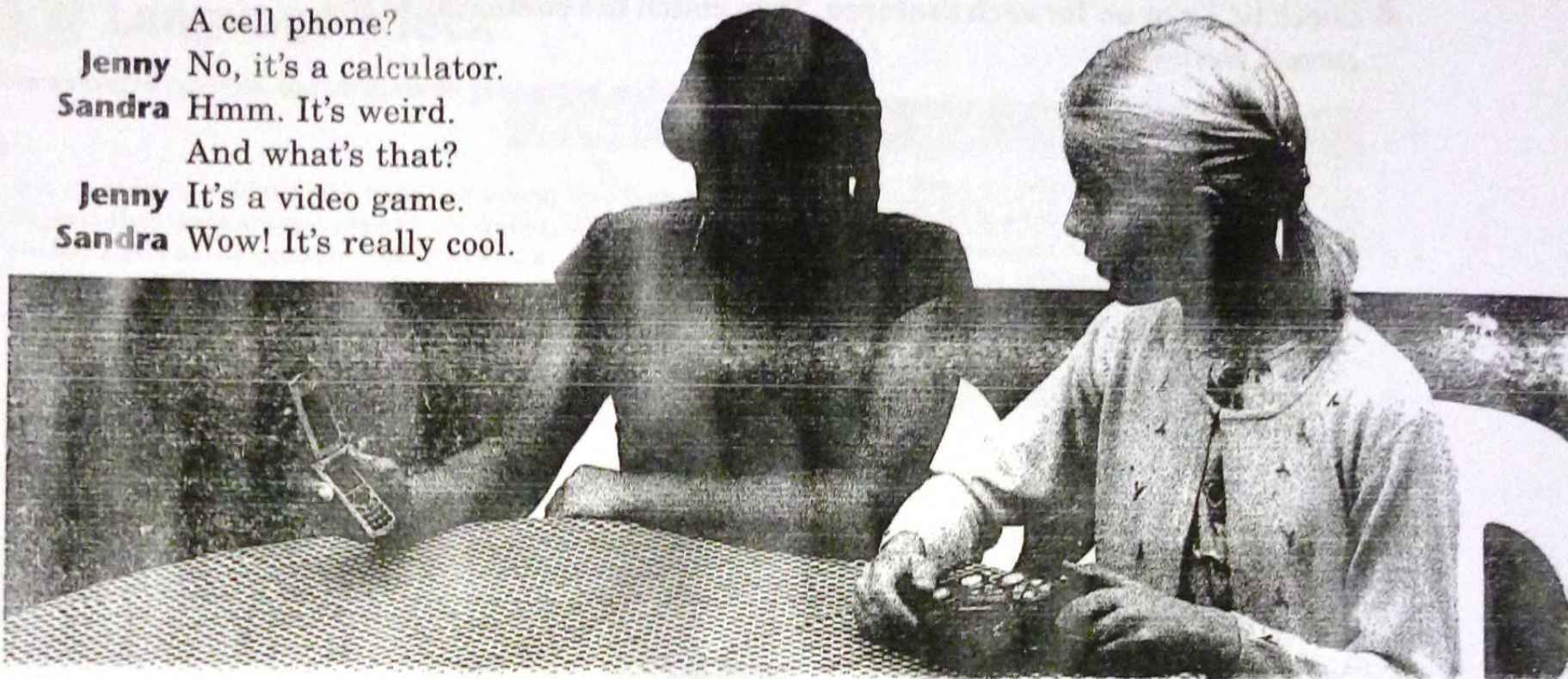
What's this?

It's a calculator.

What's that?

It's a video game.

It's = It is



B Complete the conversation with the words in the box.
Listen and check. Then practice.

☐ a ☐ cool ☐ that's ☐ what's
☐ an ☐ it's ☒ this

Liz What's this?

Ted It's a cell phone.

Liz Wow! It's cool.

Ted Yeah. It's also an MP3 player.

Jill Really? And what's that?

Ted Oh, that's the keypad for the Internet.

Jill Hmm . . . wireless Internet?

Ted Yes. It's a really cool phone.



3 Listening

Listen to the conversations. Circle the correct things.

1. a TV / a laptop

2. a calculator / a cell phone

3. a cell phone / a video game

4. an alarm clock / an MP3 player

1 Language check

A Check (✓) *a* or *an* for each sentence. Then match the sentences to the correct picture.

	<i>a</i>	<i>an</i>	Picture
1. This is _____ eraser.	☐	☒	<u>d</u>
2. It's _____ pen.	☒	☐	<u>b</u>
3. That's _____ TV.	☒	☐	<u>c</u>
4. It's _____ laptop.	☒	☐	<u>a</u>
5. This is _____ MP3 player.	☐	☒	<u>e</u>
6. That's _____ umbrella.	☐	☒	<u>f</u>

a



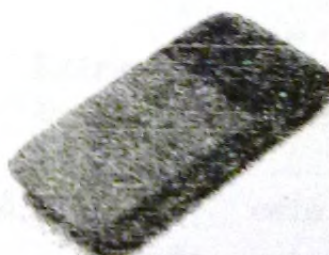
b



c



d



e



f



This lesson reviews the language presented and practiced in Lessons 9 and 10.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Ask students to read the directions and look at the chart. Explain that there are two steps to the activity. Have students look at the example. Ask: *Why is it an eraser, not a eraser?* (Because *eraser* starts with a vowel and has a vowel sound.) Have students look at Picture d. Ask: *What is it?* (An eraser.).
- Have students work individually to complete the exercise.
- Check answers with the class. Have volunteers read the sentences and say the correct letter for the matching picture.

Teaching Tip

When an activity has two parts, it is sometimes helpful to check the first step before students begin the second one. This ensures that students are working with correct answers before beginning the second part of an activity. In Exercise A, you can check the *a/an* part of this activity before students match the sentences to the pictures.

B

- Have students read the directions and the example. Focus students' attention on the pictures.
- Ask them where the classmates are. If necessary, explain that a museum of technology is a place where people can see old or interesting machines, cars, telephones, cameras, etc. Ask students if they have ever visited or would like to visit a place like this.

- Have students work individually to complete the exercise, following the example.
- Check answers with the class.

2 Listening

In this exercise, students listen and identify who owns different items.

CD1, Track 52

- Focus students' attention on the everyday items in the photos. Tell them that they will listen to Suzanne and Joe talking about the items. Students should decide who owns each item.
- Play the recording. Students only listen.

Audio script

See page T-204.

- Play the recording again. Students write *J* if the item belongs to *Joe* and *S* if the item belongs to *Suzanne*.
- Play the recording once again. Students listen and verify their answers.

- Check answers with the class.
- **Optional** Have students work in pairs to act out the conversations between Joe and Suzanne. They can use the photos as reminders. Explain that they do not need to reproduce the conversations word for word.

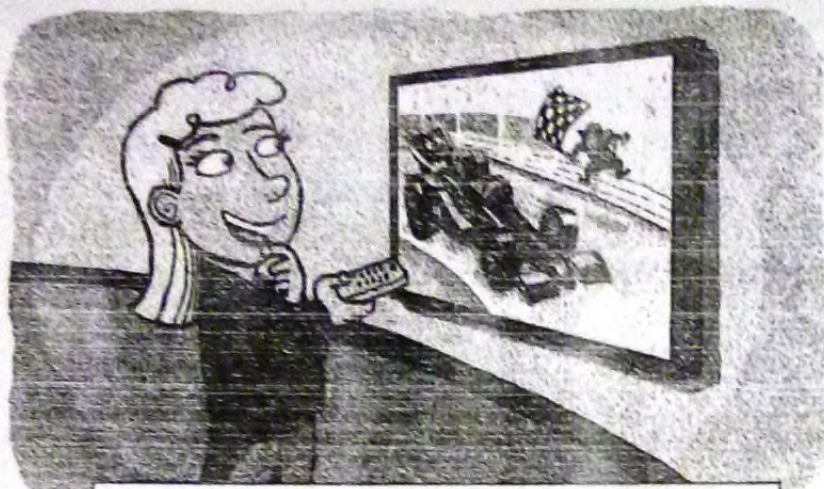
Workbook

Assign the exercises on Workbook page 18. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 116.

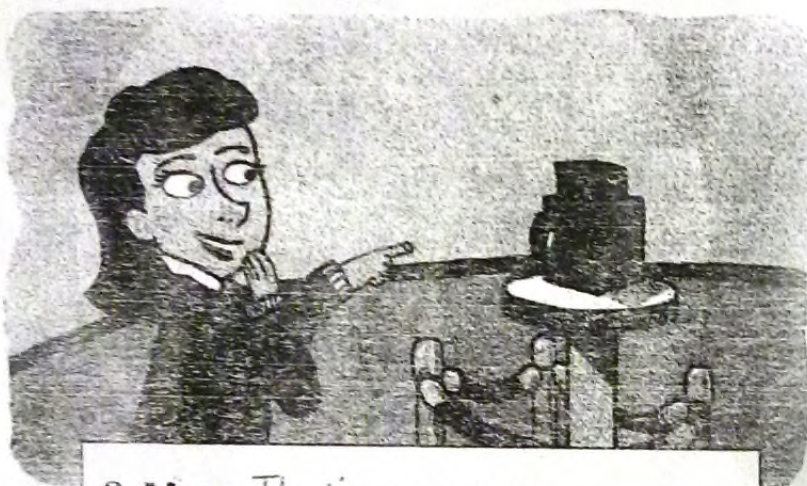
B These classmates are at the Museum of Technology. What do they say?
Write sentences with *This is* or *That's*. (Answers may vary.)



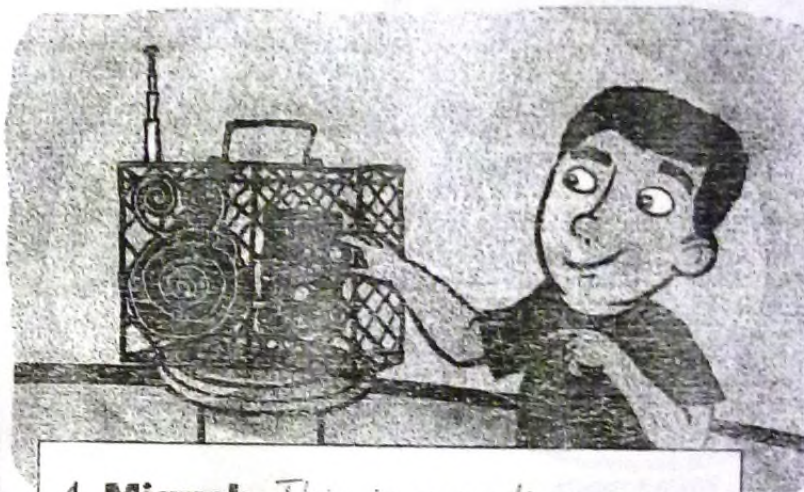
1. Vera: *That's a TV.*



2. Jerry: *That's a phone.*



3. Lisa: *That's a camera.*



4. Miguel: *This is a radio.*

2 Listening

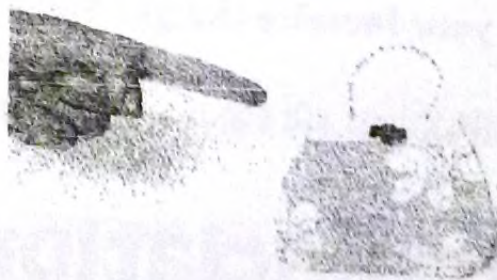
Are these things Joe's or Suzanne's? Listen and write *J* (Joe) or *S* (Suzanne).



1. *J*



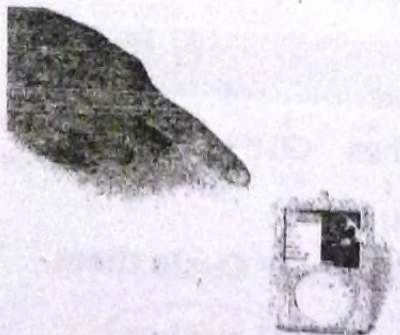
2. *S*



3. *S*



4. *S*



5. *S*



6. *J*

to page 116
for the
Game.

Favorite things

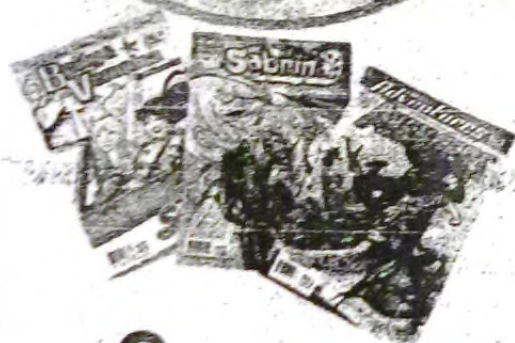
1 Vocabulary

A Label the photos of Nicole's and Yoshi's favorite things with the words in the box. Then listen and practice.

☒ bicycle ☐ comic books ☐ posters ☐ trading cards ☐ T-shirts ☐ watch



1 bicycle



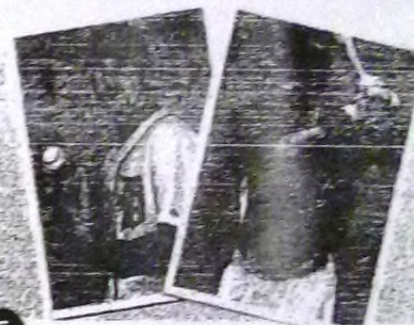
2 comic books



3 posters



4 watch



5 trading cards



6 T-shirts



B What are your favorite things? Tell your classmates.

My favorite things are my, my, and my

2 Pronunciation Plural nouns

A Study the pronunciation chart. Then listen and practice.

No extra syllables

Extra syllable

book → books bag → bags watch → watches case → cases

B Listen. Which plural nouns have extra syllables? Circle them.

1. hats

3. coaches

5. brushes

2. games

4. friends

6. boxes

Favorite things

This lesson presents and practices the names of some things that are popular among students, the plural form, and What are these / those?

Review of Lesson 10

- Write on the board:
A: *What's this / that?*
B: *It's...*
- Then write the names of 10 to 12 items introduced in Lessons 9 and 10, with the letters in scrambled order. For example, for *camera* write *marace*.
- Have volunteers come to the board and ask the class what each of the items is. Volunteers should touch the word on the board (for *What's this?*) or point to it (for *What's that?*).

1 Vocabulary

This exercise presents and practices the names of things that are popular among students. It also introduces the plural.

A CD1, Track 53

- Explain the title of the lesson, "Favorite things."
- Give students several minutes to study the words in the box and the pictures. Explain that the items are Nicole's and Yoshi's favorite things.
- Have students work individually to label the items.
- Play the recording. Students listen and verify their answers.

Audio script

See page T-204.

- Check answers with the class.

- Focus students' attention on the photos. Write 2, 3, 5, and 6 on the board. Ask: *What is different in these photos?* (There is more than one item in these photos.) Ask students what they notice about the endings of the words under these photos. (They end with -s.) Tell students these are called *plurals*.
- Play the recording again, or model the words. Students listen and repeat.

B

- Have volunteers talk about their favorite things, as in the example.

2 Pronunciation Plural nouns

In this exercise, students practice the pronunciation of plural endings.

A CD1, Track 54

- Focus students' attention on the chart. Explain that each of the dots above the words indicates a syllable. Say the words and have students listen.
- Ask: *How many syllables do the words in the first column have in the singular? (One.) The plural? (One.)*
- Do the same for the words in the second column. Elicit the fact that these words have one syllable in the singular and two in the plural.

Note: Add -es to form the plural of nouns that end in *ss*, *ch*, *sh*, and *x*. This ending adds another syllable. The plural -es is pronounced /iz/.

- Play the recording. Students listen.

Audio script

Same as the chart in the Student's Book.

- Play the recording again, or model the words. Students listen and repeat.

B CD1, Track 55

- Tell students they will listen to some plurals. They should circle the words that have two syllables.
- Play the recording. Students listen and circle the words.

Audio script

Same as the items in the Student's Book.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class.

3 Language focus

This exercise presents and practices *What are these / those?*

A CD1, Track 56

- Focus students' attention on the picture and the sign that reads "Charity Drive." Elicit or explain the meaning of *charity*. Explain that the picture shows a charity drive at a school. Invite students to bring in items to give away to charities.
- Explain that the people in the background are Mr. Mori, a teacher, and Paul, a student. The people in the foreground are Ms. Garcia, a teacher, and Monica, a student.
- Tell students they will listen to a conversation between Mr. Mori and Paul.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Does Mr. Mori like Paul's T-shirts?* (Yes.) Ask: *How do you know?* (Because he says they're nice.) Ask: *Does Mr. Mori like Paul's old watches?* (Yes.) Ask: *How do you know?* (Because he says they're cool.)
- Write on the board:
 1. *What's this?*
 2. *What's that?*
 3. *That's my old watch.*
- Tell students that the conversation has sentences similar to those on the board, but in the plural form. Give them a few minutes to read the conversation again to find the sentences.
- Invite volunteers to come to the board to write the plural sentences next to their singular equivalents. (1. What are these? 2. What are those? 3. Those are my old watches.)
- Explain that *these* and *those* are the plural of *this* and *that*, respectively.
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the answers. Explain that you can answer the questions with *These are / Those are* or *They're*. Explain that *They're* is the plural of *It's*.
- Tell students that *These* is used for items that the speaker is touching or is very close to. *Those* is used for items that the speaker is farther away from.
- Write on the board:
 - A. *What are these?*
 - B. *Those are comic books.*
- Elicit why Speaker A uses *these* and Speaker B uses *those*. (Speaker A is holding the comic books or is very close to them. Speaker B is not close to or touching the comic books.)
- Make sure students understand that *What are these?* questions are not always answered with *These are . . .*. Likewise, *What are those?* questions are not always answered with *Those are . . .*. It all depends on the two speakers' distance from the items in question.
- Model the examples in the language chart, pausing for students to repeat.

B CD1, Track 57

- Have students read the directions and the conversation and look at the picture again.
- Ask: *Does Ms. Garcia like Monica's comic books?* (Yes.)
- Go over the example answer with the class. Then have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Ask two volunteers to read the conversation with the answers aloud.
- Have students practice the conversation in pairs.

4 Speaking

This exercise practices asking and answering questions about items.

- Have students read the directions and the examples in the speech balloons.
- Remind students to touch the items on the page if they use *this / these* or point to them if they use *that / those*.
- Demonstrate the task with a volunteer.
- Have students complete the task in pairs.

Workbook

Assign the exercises on Workbook page 19. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 11.

3 Language focus

A There's a charity drive at school. Listen and practice. Then study the language chart.

Mr. Mori Hi, Paul. Tell me about your things. What are these?

Paul They're my favorite T-shirts. They're too small now.

Mr. Mori Oh, they're nice. And what are those?

Paul Those are my old watches.

Mr. Mori They're cool. Thanks, Paul.

What are these / those?

What are these?

These are T-shirts.

They're T-shirts.

What are those?

Those are watches.

They're watches.

They're = They are

B Look at the picture. Complete the conversation with *these*, *those*, or *they're*. Listen and check. Then practice.

Ms. Garcia So, what are those, Monica?

Monica They're my comic books.

Ms. Garcia Hmm. They're very interesting.

Monica These are my trading cards.

Ms. Garcia Oh, they're nice. What's in this box?

Monica They're my old books.

Ms. Garcia Monica, they're your English books!

Monica Yeah. They're from last year.



4 Speaking

Look at the things in the pictures on pages 36 and 37. Ask and answer questions.

What are these?

They're T-shirts.

What's this?

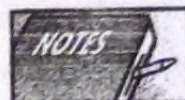
It's a / an

1 Vocabulary

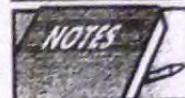
A David is late for school. Where are his things?
Match the two parts of each sentence.
Then listen and practice.

- | | |
|-------------------------------|------------------------|
| 1. David's books are <u>f</u> | a. under the bed. |
| 2. His basketball is <u>e</u> | b. in the wastebasket. |
| 3. His brush is <u>d</u> | c. on the wall. |
| 4. His watch is <u>b</u> | d. on the dresser. |
| 5. His bag is <u>a</u> | e. next to the chair. |
| 6. The photos are <u>c</u> | f. on the desk. |

in



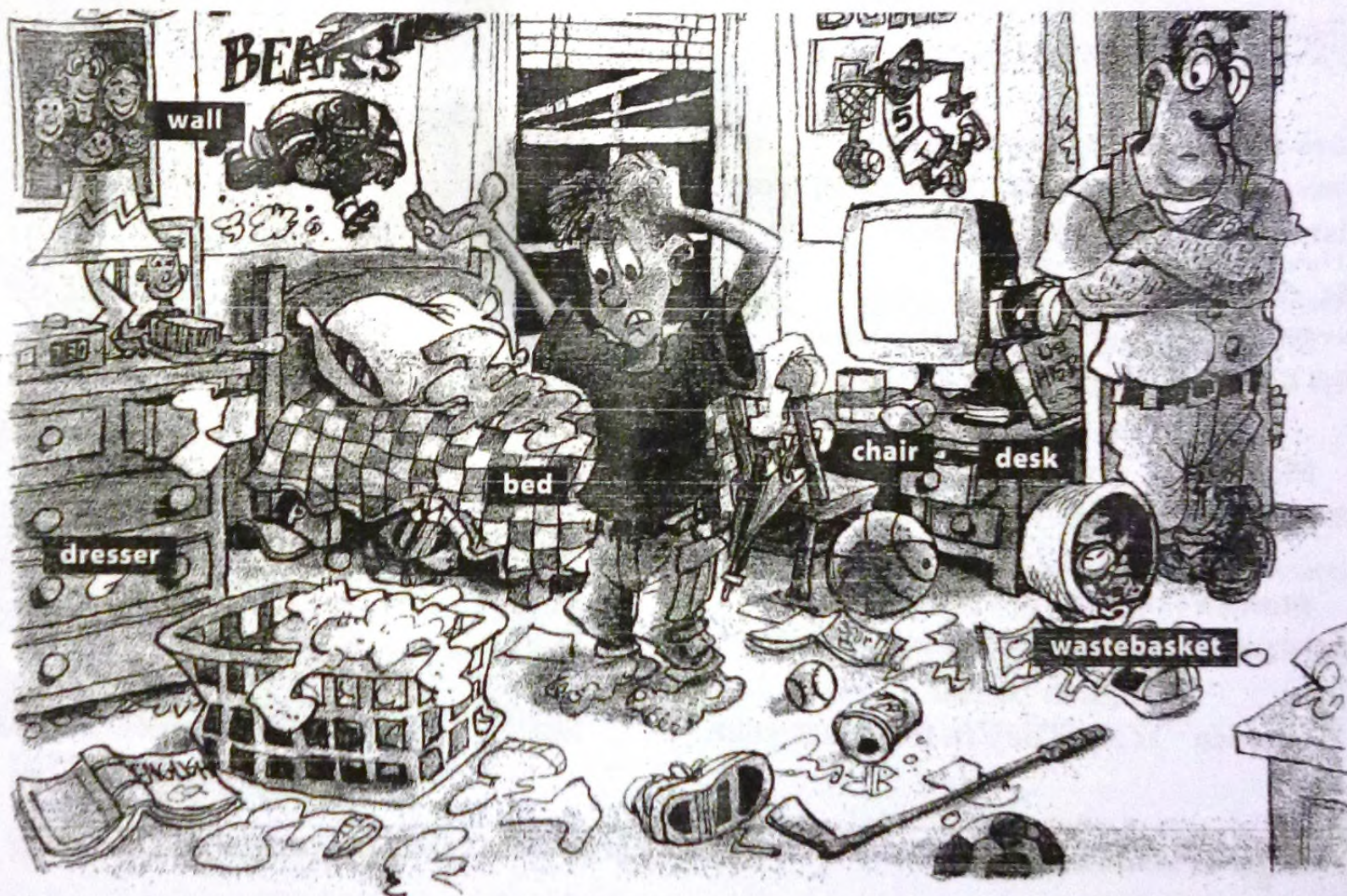
under



next to



on



B Look at David's room. Complete the sentences with *in*, *under*, *next to*, or *on*.

- David's alarm clock is on the dresser.
- His hat is under the bed.
- His wastebasket is next to the desk.
- His posters are on the wall.
- His books are under the camera.
- His pencils are in the bag.

the

the desk

the books

Lesson 12

Where is it?

This lesson presents and practices the names of some household items, prepositions of place (in, under, next to, on), the, Where's / Where are . . . ?, and It's not / They're not

Review of Lesson 11

- Make simple drawings on the board to illustrate *bicycles, comic books, posters, watches, trading cards, and T-shirts*.
- Then write:
A: *What are these / those?*
B: *They're bicycles.*
A: *That's right. / No. They're . . .*
- Have pairs of students come to the board and talk about the items on the board, as in the example. They should either touch the drawings (for *these*) or point to the drawings (for *those*).
- Have students draw other pairs of items in their notebooks and practice similar conversations in pairs.

1 Vocabulary

This exercise presents the names of some household items and prepositions of place (*in, under, next to, on*).

A CD1, Track 58

- Have students study the four prepositions and the illustrations that accompany them. Explain that these words refer to the location of items.
- Focus students' attention on the picture of David's room. Ask them if they remember an expression that they can use to describe a room like this. ("What a mess!")
- Use the picture to present the new vocabulary. Give students a few minutes to study the picture and the labels. Ask: *Which of these items do you not see in our classroom?* (Bed, dresser.) *Which room at home do you find those items in?* (The bedroom.)
- Have students read the directions and the items in both columns.
- Tell students that they have to match each of the sentence beginnings in the left-hand column with an appropriate sentence ending in the right-hand column. They do this by writing the correct letters in the spaces.
- Have students work individually to match the parts of the sentences.
- Have students check their answers in pairs.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
 - Play the recording again, or model the sentences. Students listen and repeat.
- B**
- Have students read the sentences and find the items in the picture.
 - Tell students they have to complete the sentences with the correct prepositions.
 - Focus students' attention on *the* in the box. Explain that we say *the desk* rather than *a desk* because we are referring to the one specific desk in the picture. If possible, give several more contrasting examples to further clarify the difference between *a* and *the*. Explain that *the* is used with singular and plural forms.
 - Have students work individually to complete the sentences.
 - Check answers with the class. Invite volunteers to read aloud one answer each.

2 Language focus

This exercise presents and practices *Where's / Where are ... ?* and *It's not / They're not ...*

 CD1, Track 59

- Focus students' attention on the picture, and tell them that the man is Mr. Evans, David's father.
- Explain that David is late for school. Ask: *Why does David look so upset?* (He can't find what he needs.)
- Have the class read the conversation to find out what David is looking for. (His pencils, his bag, his books, and his watch.)
- Ask: *What question does David ask about his pencils?* (Where are my pencils?) *Are the pencils in David's pencil case?* (No.) *What does David say?* (They're not in my pencil case.) Write the question and the negative statement on the board.
- Ask students which word they would leave out to turn the negative statement into an affirmative one. (Not.) Draw parentheses around the word *not* on the board.
- Follow the same procedure to present *Where's my bag?* and *It's not on the desk.*
- Have students work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to write the questions and answers they completed.
- Play the recording, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the top half of the language chart. Ask: *What question do we use to ask about the location of one item?* (Where's ... ?) *About the location of two or more items?* (Where are ... ?)
- Have students study the bottom half of the chart.
- Check again that students understand how to use *not* to make negative statements. Ask them to turn the affirmative statements into negative ones and vice versa.
- Ask: *What are the full forms of It's and They're not?* (It is, They are not.)
- Model the examples, pausing for students to repeat.

3 Listening

In this exercise, students listen and identify items and their locations.

 CD1, Track 60

- Focus students' attention on the pictures. Tell students that they will listen to people talking about the items in the pictures. Students should listen and number the pictures according to the order in which the speakers talk about the location of the items.
- Play the recording. Students only listen.

Audio script

See page T-204.

- Play the recording again. Students listen and number the pictures.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

4 Speaking

This exercise practices talking about the location of items.

- Have students read the directions, look at the picture on page 38, and read the sample conversations.
- Ask a volunteer to say another sentence about the picture. Invite another student to say *Yes* if the statement is true and *No* if the statement is false. If the student answers *No*, have the student provide the correct information. Repeat with another volunteer if necessary.
- Have students work in pairs to do the task.

Workbook

Assign the exercises on Workbook page 20. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 12.

2 Language focus

Complete the conversation. Listen and check. Then practice.

David Dad! I'm late. Where are my pencils? They're not in my pencil case.

Mr. Evans They're in your bag.

David OK, but where's my bag? It's not on the desk.

Mr. Evans It's under the bed.

David Oh, right. Thanks. Oh! Where are my books? They're not in my bag!

Mr. Evans They're next to your computer.

David And where's my watch?

It's not on the dresser.

Mr. Evans It's in the wastebasket, David!

Where's / Where are ...?

Where's my bag?

It's under the bed.

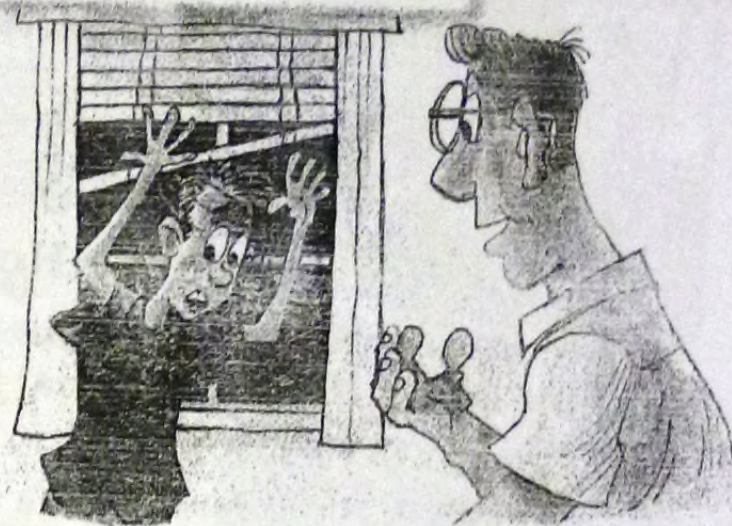
Where are my pencils?

They're in your bag.

It's not / They're not ...

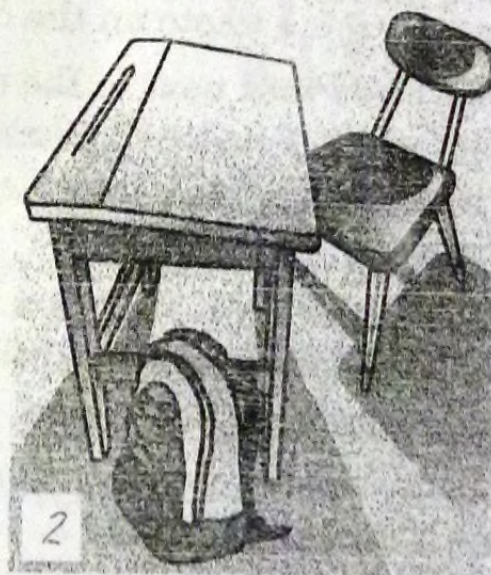
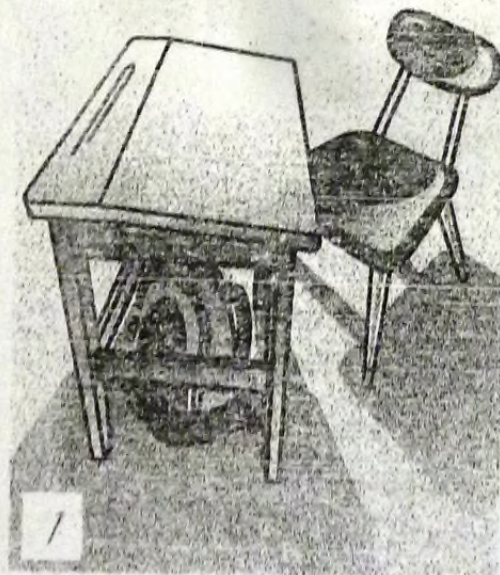
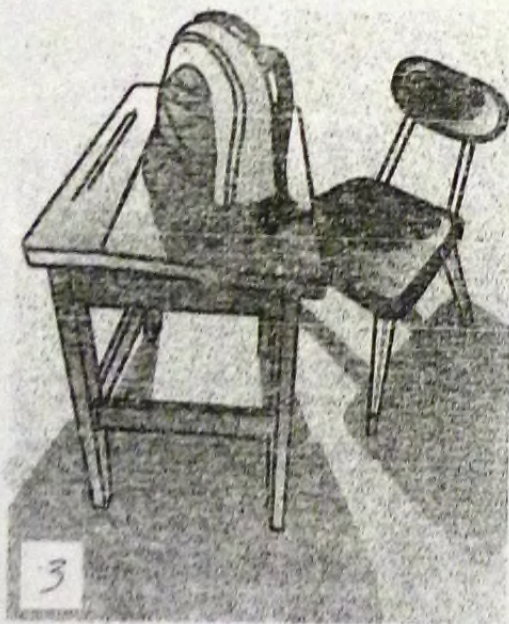
It's not on the desk.

They're not in my pencil case.



3 Listening

Where's the backpack? Listen and number the pictures.



4 Speaking

Look at the picture on page 38. Make true and false statements. Your classmate says Yes or No and corrects the false statements.

You The bag is under the bed.

Classmate Yes.

You The books are next to the desk.

Classmate No. They're not next to the desk. They're on the desk.

Get Connected

UNIT 3

Read

A Read the article quickly. Who's Maxie?

Pete's dog.

A Really Cool Tree House

Meet Pete. He's a really interesting **teenager**. This is his **virtual tree house**. It's really cool.

Look next to the desk. What's that? It's Pete's pet **spider**. Her name is Angelina. She's a very nice spider.

Where's the wastebasket? It's under the desk. Where's the laptop? It's on the desk. And there's a photo on the desk, too.

And who's that next to the chair? That's Coco. She's Pete's **cat**. She's great. And that's Maxie, Pete's dog. He's funny – he **smiles**!

Look at the wall. There's a poster and a clock on the wall. The poster is weird. It's of Pete's favorite band.

Pete's virtual tree house isn't a mess. Is your room a mess?



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

C Answer the questions.

1. Where's the spider? It's / She's next to the desk.
2. Where's the wastebasket? It's under the desk.
3. Where are the laptop and the photo? They're on the desk.
4. Where's Coco? She's next to the chair.
5. Where are the clock and the poster? They're on the wall.

Go to page 123
for the
Vocabulary
Practice.

It's in your bag!

Listen



A Tim and Katie talk about where Tim's MP3 player is. Listen and write **True** or **False**. Then correct the false statements.

1. Tim and Katie are late. True.
2. Tim's MP3 player is in his bag. False. *Tim's MP3 player is not in his bag.*
3. Tim's cell phone is a calculator, too. True.
4. His video game is on the dresser. False. *His video game is under the bed.*
5. A spider is on the bed. False. *A spider is under the bed.*



B What do you think? Write **I agree** or **I disagree** (don't agree).

1. I think cell phones are great. _____
2. I think video games are interesting. _____
3. I think MP3 players are cool. _____
4. I think spiders are weird. _____

Your turn

Write

A Imagine a virtual classroom. Check (✓) the items in the classroom. (Answers will vary)

- | | | | | | |
|--------------------------------|--------------------------------|-----------------------------------|-----------------------------------|---------------------------------|--------------------------------------|
| ☐ bag | ☐ chair | ☐ computer | ☐ eraser | ☐ pen | ☐ TV |
| ☐ books | ☐ clock | ☐ desk | ☐ notebook | ☐ poster | ☐ wastebasket |

B Write about your virtual classroom. Use the words in Part A to help you. (Answers will vary)

This is my virtual classroom. There's a wastebasket next ...

Everyday Things 41

Unit 3 Review

Language chart review

this / that / these / those questions and statements

a / an

This is a camera.

What's this? It's a camera.

That's an address book.

What's that? It's an address book.

That's = That is It's = It is

These are pens.

What are these? They're pens.

Those are comic books.

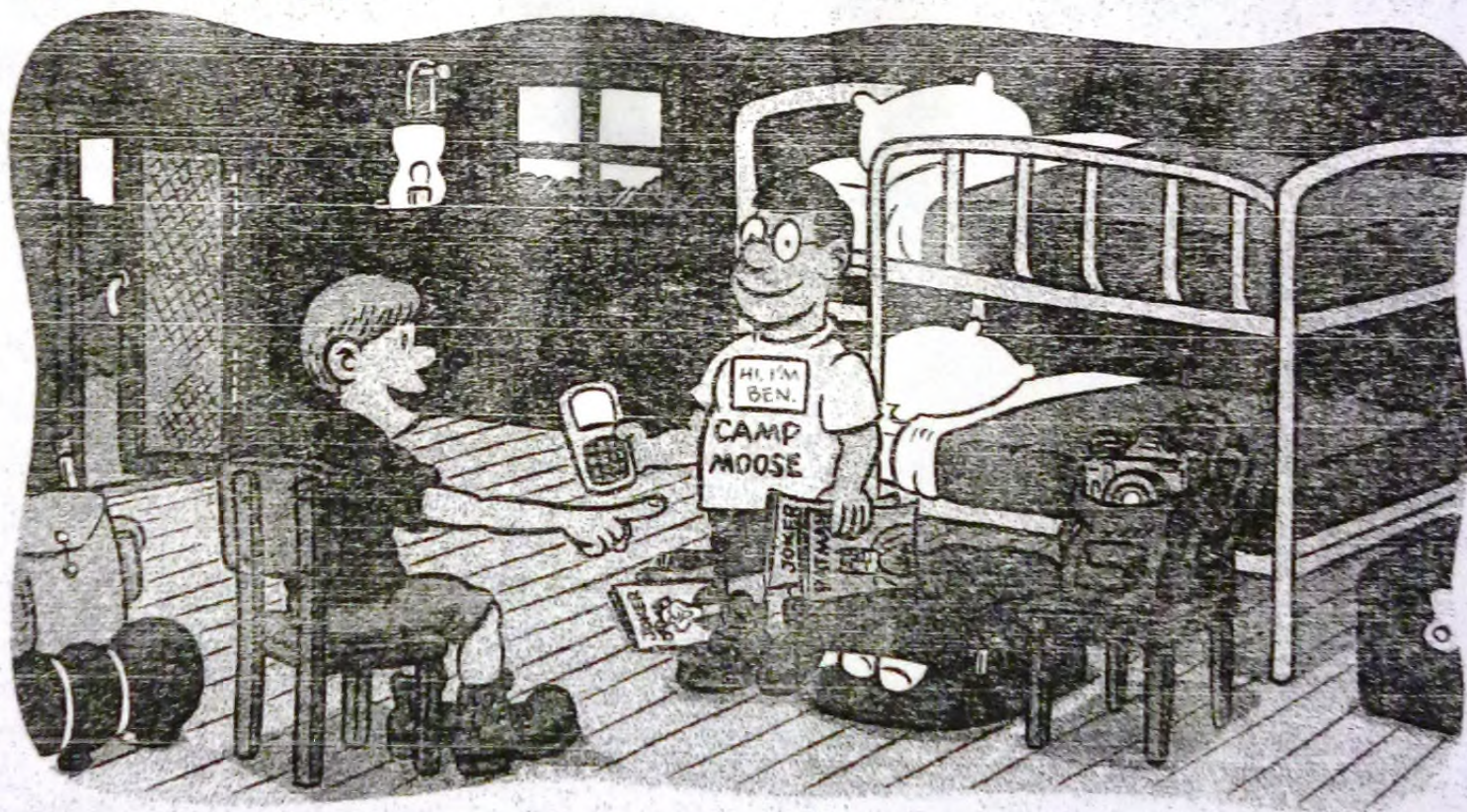
What are those? They're comic books.

They're = They are

Possessive 's

This is Paul's backpack. These are Eva's pencils.

A Ben and Lee are at camp. Look at the picture. Then complete the conversation.



Lee Hey, Ben. What are those (these / those) ?

Ben They're (It's / They're) my favorite comic books.

Lee Who's that (that / those) ?

Ben He's (He's / They're) the Joker.

He's a (a / an) *Batman* character.

Lee Oh, right. He's not Batman's (Batman / Batman's) friend.

And what's (what's / who's) that?

Ben It's an (a / an) MP3 player.

Lee Wow! It's really small. And what's that (this / that) in your backpack?

Ben It's (It's / They're) my new camera.

Unit 3 Review

This lesson reviews the grammar and vocabulary introduced in Unit 3.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 3.

- Have students study the examples in the Language chart review.
- Focus students' attention on the top part of the chart. Ask: *Where are the examples with this and that, in the first or second column?* (In the first column.) *Where are the examples with these and those?* (In the second column.) *What's the difference between the examples in the two columns?* (The first column has examples in the singular. The second column has examples in the plural.) Remind students that *a* and *an* are used with singular nouns.
- Have students study the bottom part of the chart to review the possessive 's.
- Answer any questions students may have.

Exercises A through D (pages T-42 to T-43)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have students read the directions and look at the picture.
- Tell students to complete the conversation with the words in parentheses.
- Have students work individually to complete the conversation.
- Check answers with the class.
- Have students practice the conversation in pairs.

Exercise B

- Have students read the directions and look at the picture.
- Focus students' attention on the letters on the pencil. Ask: *Why is television circled?* (Because it's the first word in the line of words.)
- Explain that there are two tasks. First, students circle the words on the pencil. Then, they write the words in the blanks under the correct column. They should write the correct article, *a* or *an*, before each singular word.
- Have students work individually to circle the other words and write them in the blanks.
- Check answers with the class.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 3.

- Have students study the examples in the chart.
- Remind students to use prepositions to show where things are.
- Answer any questions students may have.

Exercise C

- Have students read the directions and look at the picture.
- Have students work individually to correct the sentences.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud the sentences they wrote.

Exercise D

- Have a volunteer read the directions aloud.
- Explain that students should look at the picture in Part C to write questions and answers about the objects that were not mentioned in Part C.
- Have students work individually to complete the exercise.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have partners act out the conversation in Exercise A.
- Have students make a word game. Each student works individually and thinks of eight words from the unit. Each student writes down the words in one long list without spaces, like the list in Exercise B. Students exchange papers with a partner. They try to find and circle the words in the partner's list. Students give the paper back to the person who made it. That person checks the answers.
- Have students ask and answer questions in Exercise D with a partner.

Theme Project

- Assign the *At Home* section of the Unit 3 Theme Project on Student's Book page 128.

Workbook

- Assign the Unit 3 Check Yourself on Workbook page 22. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 3 Extra Practice worksheets starting on page T-144.

Extra Speaking Practice Worksheet

- Assign the Unit 3 Extra Speaking Practice worksheet on page T-167.

Arcade Activities

- Assign the Unit 3 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 3 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 3 Quiz on page T-178.

Test

- Give the Unit 3 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Unit 3 Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 12

- Write on the board:

A: Where's / Where are ... ?

B: It's ... / They're ...

A: Yes, it is.

No, it's not. It's ... / No, they're not. They're ...

in, under, next to, on

- Play a memory game. Have students look at the picture on page 38 for three minutes and then close their books.
- Students work in pairs and have conversations based on the example on the board and the prepositions in the box. They should try to remember as much as possible about the locations of the items in the picture.

Read

This exercise practices reading for the location of objects.

A

- Have students look at the picture of the tree house. Say: *Name some items you see in the tree house.* (Desk, laptop, photo, poster, dog, wastebasket, clock, chair.)
- Invite a volunteer to read aloud the directions and the question. Remind students that they should read quickly to find the answer, and that they should not read every word carefully.
- Have students work individually to read the article and answer the question. Do not check answers at this point.

Culture Note

Virtual reality is an artificial environment created on a computer with images and sometimes sounds. People can interact with these virtual environments. There are many games online where people can create virtual realities. For example, they can create virtual people, virtual homes, virtual offices, and even virtual cities.

B CD1, Track 61

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *teenager*, *virtual*, *tree house*, *spider*, *cat*, *smile* (v.). Explain their meaning. (Teenager: a person between the ages of 13 and 19; virtual: not real, but made up on a computer; tree house: a small room or house built on the branches of a tree; spider: a small animal with eight legs – they make webs [point to the spider in the picture]; cat: a small, furry animal that people have as a pet [point to the cat in the picture and make a meowing sound to clarify]; smile [v.]: to make a happy face.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the article again.
- Have students check their answer in Part A in pairs. Elicit the answer from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 123 in class or for homework. (Get Connected Vocabulary answers are on page T-123.)

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *Where's the spider?* Elicit the answer. (It's next to the desk.)
- Have students work individually to answer the questions.
- Check answers with the class. Invite a pair of volunteers to ask and answer the questions aloud.

Listen

In this exercise, students listen for information about people's things.

A CD1, Track 62

- Focus students' attention on the photo. Say: *This is Tim's room. Is it messy?* (Yes.)
- Tell students that they will listen to Tim and Katie talk about where Tim's MP3 player is.
- Have students read the first statement and the example answer.
- Explain that students should listen to the conversation and write *True* or *False* for each statement. Tell students not to correct the false statements at this stage.
- Play the recording. Students only listen.

Audio script

See page T-204.

- Play the recording again. Students listen and write *True* or *False*.
- Check answers with the class. Invite a volunteer to read his or her answers.
- Tell students that they should now correct the false statements. If necessary, play the recording to help them.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read their answers aloud.

B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, and *I disagree* means you think something is not right. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree or disagree.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.
- **Optional** Take a class poll. Read each statement and ask for a show of hands. Say: *Raise your hand if you agree. Now raise your hand if you disagree.* Invite each group to record its results in a chart or a graph. Then have two groups work together to share their results.

Write

In this exercise, students choose words in a box and write about a virtual classroom.

A

- Invite a volunteer to read the directions aloud.
- Review the words in the box.
- Have students work individually to check the classroom items in the box. Tell them that they are creating a virtual classroom and that there are no wrong answers.
- **Optional** Have students work in pairs to compare the items they checked.

B

- Invite a volunteer to read the directions aloud. Tell students they will use the words they checked in the chart in Part A to help them.
- Have students work individually to write about their virtual classroom.
- Invite several volunteers to read their paragraphs to the class.

- **Optional** Have students work in groups of three or four. Invite them to read their paragraphs aloud. Have them create a chart and check who used which items from Part A. For example:

	Patrick	Mickey	Lola
bag	✓	✓	
books	✓	✓	✓
chair	✓		✓
clock		✓	✓

Workbook

Assign the exercises on Workbook page 21.
(Workbook answers begin on page T-190.)

- B** The names of seven more things are in the pencil. Circle them. Then write them in the chart. Use *a* or *an* for the singular words.

television watches cameras cellphone umbrella trading cards bicycle address book

Singular

a television *a bicycle*
a cell phone *an address book*

Plural

watches *umbrellas*
cameras *trading cards*

Language chart review

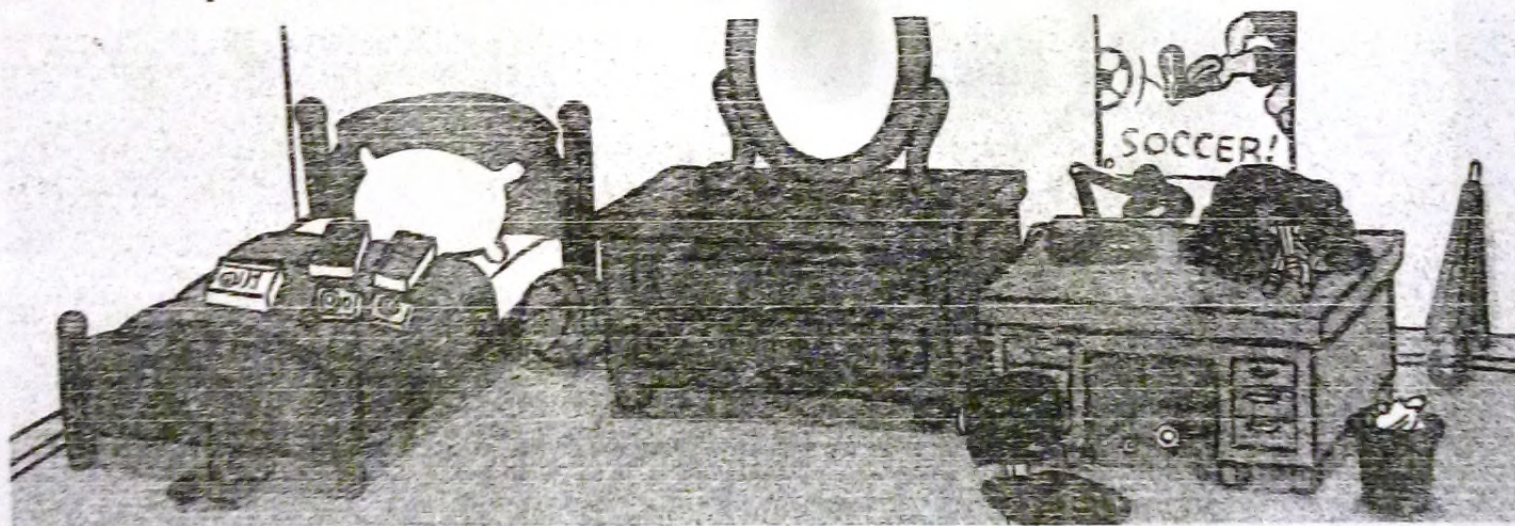
Where's / Where are ... ?

Where's my cell phone? It's not in my bag.
 It's on the desk.
 Where are my books? They're not next to my computer.
 They're under the bed.

Prepositions

in
on
next to
under

- C** Look at the picture. Then correct the sentences.



- The books are on the desk. They're not on the desk. They're on the bed.
- The pencils are next to the backpack. They're not next to the backpack. They're in the backpack.
- The umbrella is next to the dresser. It's not next to the dresser. It's next to the desk.
- The hat is on the bed. It's not on the bed. It's under the bed.

- D** Look again at the picture in Part C. Write questions and answers about the other things. (Answers may vary.)

- Q: Where's the basketball? A: It's next to the dresser.
- Q: Where are the cameras? A: They're on the bed.
- Q: Where's the poster? A: It's on the wall.
- Q: Where's the watch? A: It's under the desk.

Go to page
 128
 for the
 Theme
 Project.

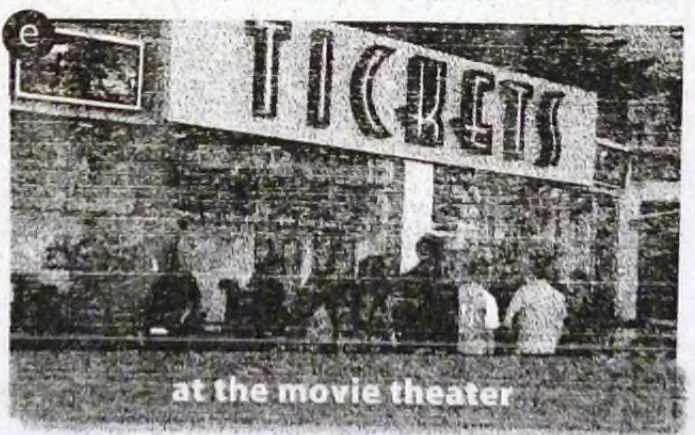
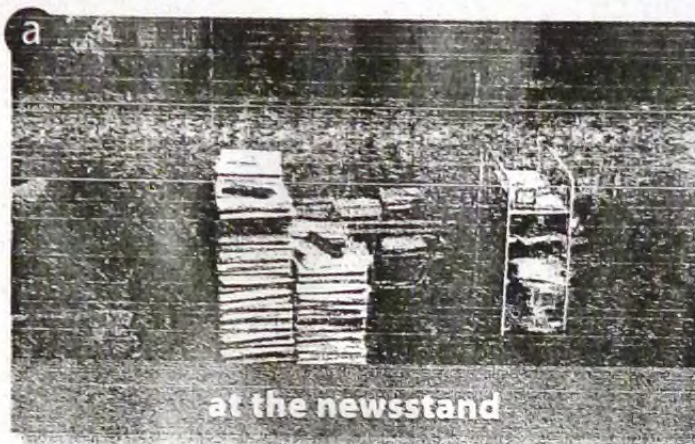
At the movies

1 Vocabulary

A Where are Jenny and her friends? Listen and match the two parts of each sentence.

at
at the newsstand

1. Jenny is e . 3. Sandra is f . 5. Yoshi is c .
2. Tyler is d . 4. Nicole is b . 6. Paulo is a .



B Listen again and check your answers in Part A. Then practice.

2 Listening

Look at the photos in Exercise 1. Where are the people? Listen and number the places.

- | | | |
|------------------------|---------------------|---------------------|
| <u>3</u> Internet café | <u>6</u> newsstand | <u>1</u> restaurant |
| <u>2</u> movie theater | <u>5</u> shoe store | <u>4</u> bus stop |

This lesson presents and practices the names of places around town, at, and Are you . . . ?

1 Vocabulary

This exercise presents and practices the names of places around town.

A CD1, Track 63

- Focus students' attention on the photos and the names of the places. Explain that these are the places where the people in numbers 1 to 6 are.
- Have students read the directions and the beginnings and endings of the sentences.
- Play the recording. Students listen and complete the matching exercise.

Audio script

See page T-204.

B CD1, Track 64

- Have students compare answers in pairs. For example, one student says, *She's at the movie theater.* The other student says who *she* is. (Jenny.)
- Play the recording. Students listen and verify their answers.
- Copy the first sentence on the board. Circle *at* and explain that this preposition refers to where somebody is. Remind students of the other prepositions they have learned: *in*, *under*, *next to*, and *on*.
- Play the recording again, or model the sentences. Students listen and repeat.

Audio script

See page T-204.

2 Listening

In this exercise, students listen for where people are around town.

CD1, Track 65

- Focus students' attention on the names of the places. Explain that they will listen to people in different places and should guess where they are.
- Play the recording. Students only listen.
- Play the recording again. Students listen and number the places in the correct order.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Audio script

See page T-204.

This unit introduces vocabulary and expressions for talking about locations of people and places around town and for making suggestions.

3

Language focus

This exercise presents and practices *Are you ... ?* and the answers.

A CD1, Track 66

- Have students read the directions and look at the photos. Ask: *Where's Jenny?* (She's at the movie theater.) *And where's Tyler?* (He's at the bus stop.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Why is Jenny calling Tyler?* (She wants to know where he is because the movie will start soon.) *What questions does Jenny ask to check where Tyler is?* (Are you still at home? Are you near the movie theater?) Write the questions on the board side by side.
- Explain *still at home* and *near*. Ask: *Is Tyler still at home?* (No.) *Is he near the movie theater?* (Yes.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

Language Chart Have students study the examples in the language chart. Tell students that questions such as the ones in the chart are called *Yes / No* questions. Elicit the reason for this. (Because the answers begin with *Yes* or *No*.)

- Explain that we always use *Yes, I am* in a short, affirmative answer. *Yes, I'm* is incorrect.

- Focus students' attention on the questions on the board. Write *You are still at home*. Above the first question and *You are near the movie theater*. Above the second question. Focus students' attention on the change in word order to make questions.
- Model the statements and questions on the board, pausing for students to repeat.

B CD1, Track 67

- Have students read the conversations.
- Ask: *Who's Jenny calling in number 1?* (Sandra.) *And who's she calling in number 2?* (Paulo.)
- Have students work individually to complete the conversations.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one of the sentences they each completed.
- **Optional** Have students practice in pairs.

4

Speaking

This exercise practices asking questions with *Are you ... ?*

- Focus students' attention on the chart. Explain that the questions are similar to the ones they have just practiced. Focus their attention on the topics in parentheses. Ask students to suggest an equivalent for each of the words.
- Ask the class to suggest one possible way of completing each question. Write it on the board and model it for students to repeat. For the second question, remind students of the meanings of *soccer* and *basketball*. Then write other options on the board that fit with *player* – for example, *volleyball*, *tennis*, *handball*, and *baseball*.
- Have students work individually to complete the questions.
- Check answers with the class.
- Have two volunteers demonstrate the next task.
- Have students work in pairs to interview each other.
- To finish the activity, ask students if they found out anything surprising about their classmate.

Workbook

Assign the exercises on Workbook page 23. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 13.

3 Language focus

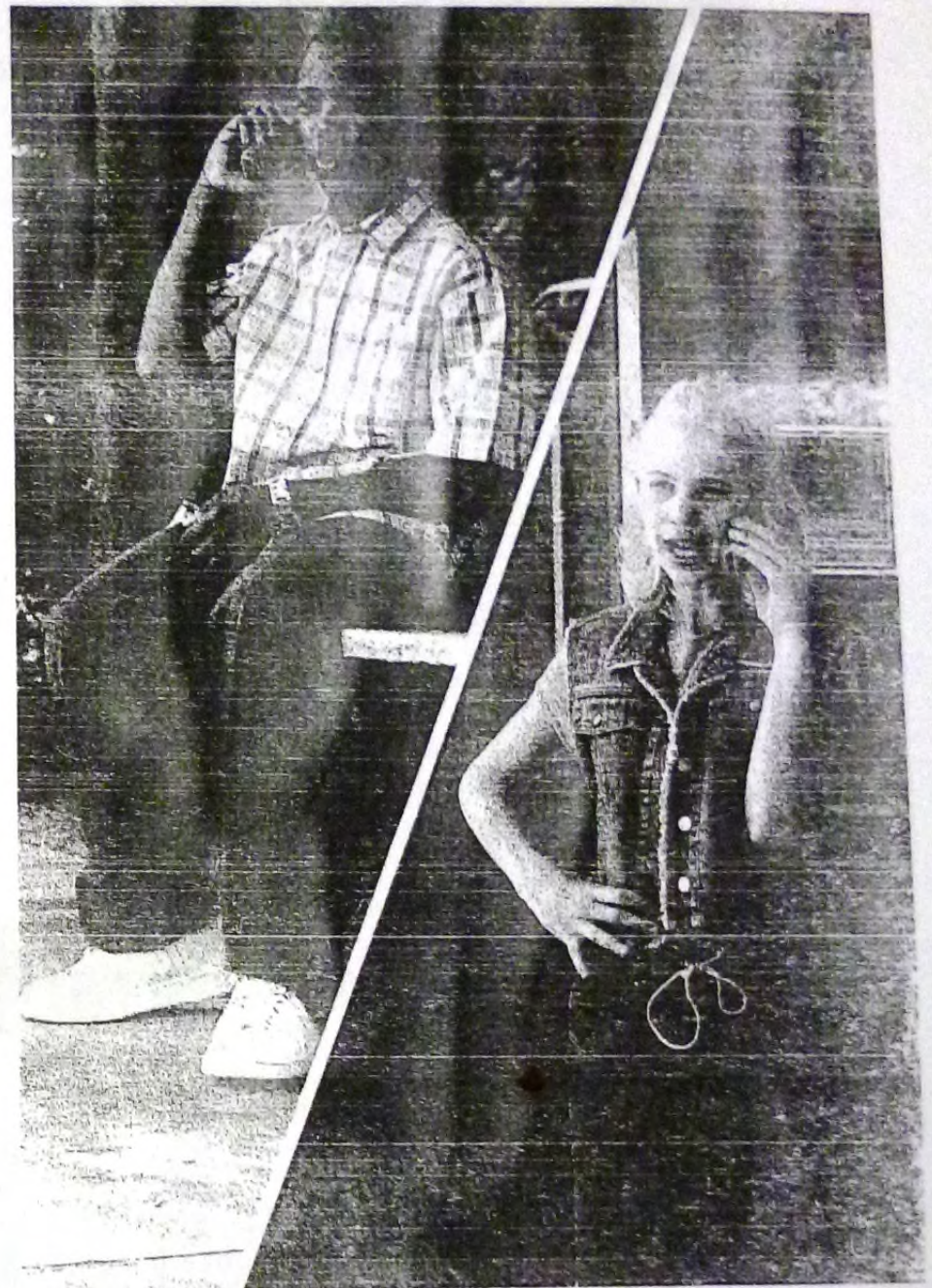
Are you ...?

Are you still at home?

Are you near the movie theater?

Yes, I am.

No, I'm not.



A Jenny is at the movie theater. All of her friends are late! Listen and practice.

Tyler Hello?

Jenny Tyler, this is Jenny. It's really late.

Are you still at home?

Tyler No, I'm not.

Jenny Oh. Are you near the movie theater?

Tyler Yes, I am. I'm at the bus stop.

Jenny Well, please hurry. You're late!

Tyler OK. I'm sorry.

B Complete the conversations. Listen and check. Then practice.

1. Sandra Hello?

Jenny Hi, Sandra. Where are you? Are

you near the movie theater?

Sandra Yes, I am. I'm at the shoe store.

Jenny Are you with Paulo?

Sandra No, I'm not.

Jenny OK. Hurry. It's late!

2. Paulo Hello?

Jenny Hi, Paulo. You're late! Are

you near the movie theater?

Paulo No, I'm not.

I'm still at home.

Jenny Oh, no, Paulo! Hurry!

Paulo I'm kidding. I'm at the newsstand.

4 Speaking

Complete these questions. Then interview a classmate. (Answers will vary.)

Are you ...?

Yes

No

Are you _____ years old? (age)

☐
☐

Are you a _____ player? (sport)

☐
☐

Are you a _____ fan? (favorite star)

☐
☐

Are you from _____? (city or town)

☐
☐

Are you 12 years old?

Yes, I am.

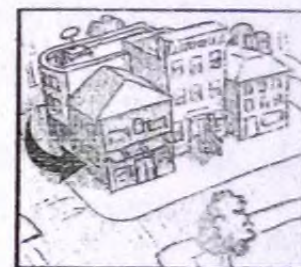
1 Vocabulary

 **A** Look at the map. Complete the sentences.
Then listen and practice.

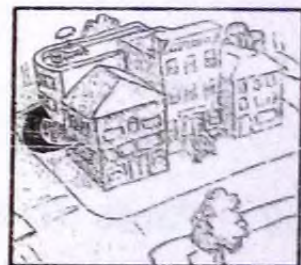
1. The drugstore is on Jefferson Street.
2. The department store is across from the movie theater.
3. The parking lot is behind the movie theater.
4. The bank is between the restaurant and the shoe store.
5. The subway station is in front of the shoe store.
6. The park is across from the school.



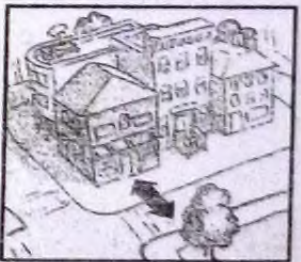
on



in front of



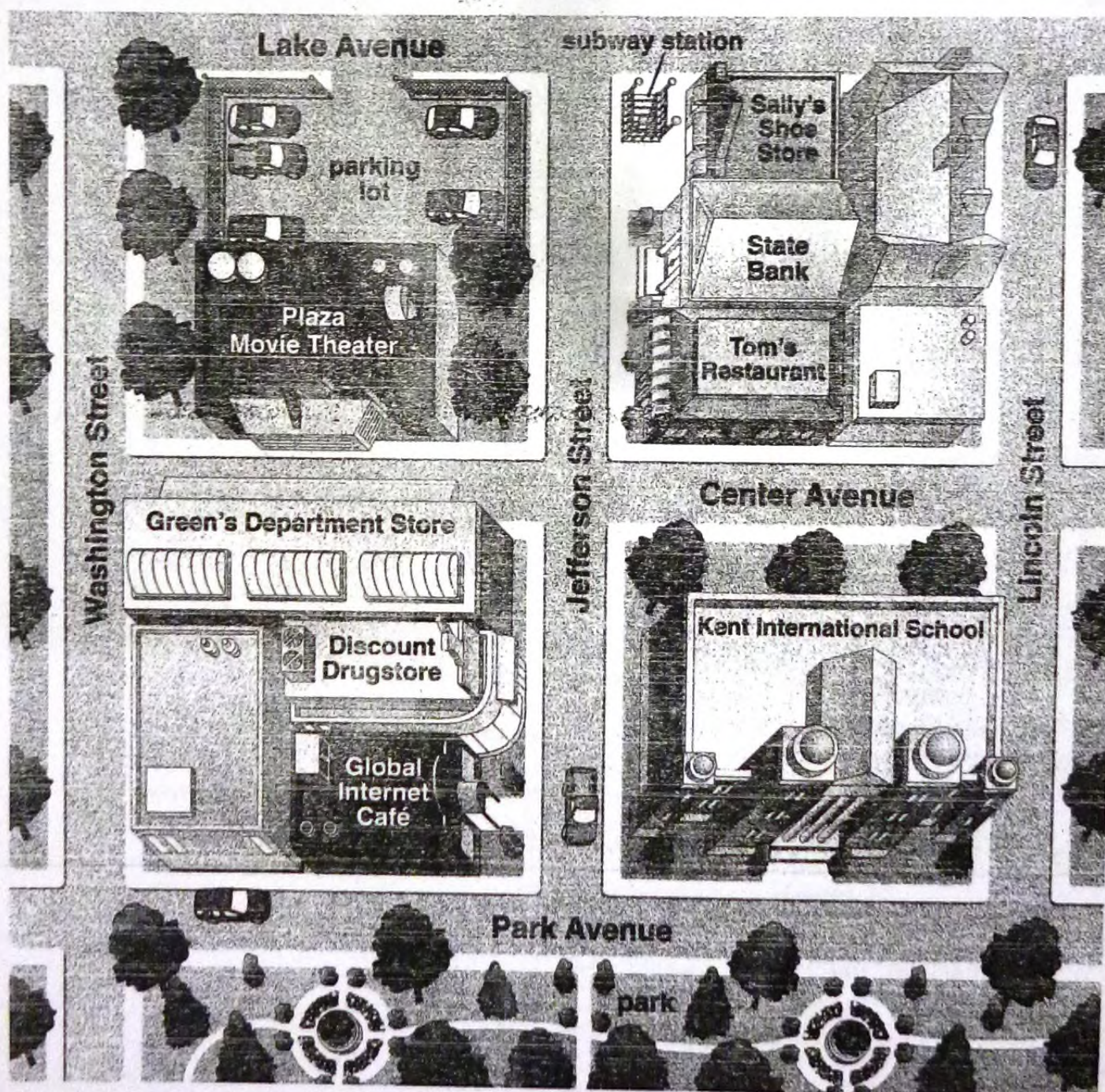
behind



across from



between



B Look at the places on the map. Make true and false statements.
A classmate answers *True* or *False*.

The parking lot is behind the movie theater. True.

This lesson presents and practices the names of more places around town, prepositions of place, and Is it . . . ? for location.

Review of Lesson 13

- Write on the board:
A: Are you at a . . . ?
B: Yes, I am. / No, I'm not.
- Elicit the names of different places around town to complete the question on the board – for example, *movie theater*.
- Play a guessing game. Use gestures and mime to give students clues about where you are. They should ask questions using the example on the board to guess the place. Explain that we use *a*, not *the*, in the question because we are not referring to a specific place – for example, movie theater or shoe store – that both of you know about.

1 Vocabulary

This exercise presents and practices prepositions of place.

A CD1, Track 68

- Focus students' attention on the map. Ask students to suggest an equivalent for *map*.
- Have them read the six new places around town. (Parking lot, subway station, bank, department store, drugstore, park.)
- Model the new words. Students listen and repeat.
- Focus students' attention on the five small pictures. Explain that the captions are prepositions that indicate where places and people are.
- Give students a couple of minutes to study the prepositions and the pictures. Then, have them read sentences 1 to 6.
- Have students work individually to complete the sentences with the correct prepositions.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Say the prepositions one at a time and have students read aloud the complete sentence in which they used each one.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Focus students' attention on the names of streets and avenues on the map. Model them one by one. Students listen and repeat.

Culture Note

In the U.S., there are many names for the roads vehicles travel on. *Highway*, *expressway*, and *freeway* are often used for large, busy roads that go around cities and towns. *Street*, *road*, and *avenue* are usually used in cities and towns. *Lane* is used for very narrow roads.

- Have students read the directions and the example statement and answer in the speech balloons.
- Have students write two statements about the picture as in the example statement, one true and one false.
- Invite volunteers to read their statements. The class decides whether the statements are true or false.
- Have students continue the activity in pairs.

Teaching Tip

Always circulate while students are doing oral work. If you notice any errors in what students are saying, write the errors down in a notebook. Collect several errors and then correct them all together at the end of class or the beginning of the next class. Write them on the board, and try to elicit where the error is and what the correction should be.

2 Language focus

This exercise presents and practices *Is it ... ?*

A CD1, Track 69

- Have students read the directions and study the picture. Ask students to suggest an equivalent for *downtown*.
- Have students read Jackie's first two sentences.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Tell students that you will say the beginnings of sentences and that they should complete each one according to the conversation and the picture.
Sentence beginnings:
 - Jackie and Lizzy are ... (Downtown.)
 - The name of the restaurant they want to go to is ... (Tom's.)
 - The bank is on ... (Jefferson Street.)
 - The restaurant is not across from ... (The Internet café.)
 - The restaurant is next to ... (The bank.)
- Ask: *Are the girls sure where the restaurant is?* (No.)
Lizzy is not sure if the restaurant is across from the Internet café. What does she ask? (Is it across from the Internet café?) Write the question on the board.

- Circle *it* in the question. Ask: *What does it refer to, the restaurant or the bank?* (The restaurant.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the example in the language chart. Explain that we cannot use *it's* in the affirmative answer. We always say *Yes, it is*, not *Yes, it's*. Explain that we can say *No, it isn't*.
- Focus students' attention on the position of the verb in the question and in the answers. The verb comes first in the question and after the noun or pronoun in the answers.
- Model the examples, pausing for students to repeat.

B

- Have students read the directions and the sample question.
- Have them work individually to write four more questions about the map in Exercise 1A on page 46.
- Ask students to work in pairs to ask and answer the questions each wrote, as in the examples in the speech balloons.

3 Pronunciation Yes / No questions

In this exercise, students practice the intonation of *Yes / No* questions.

CD1, Track 70

- Have students read the directions and the sample conversations. Explain *intonation*.
- Explain that the arrows illustrate whether the speaker's voice goes up or down at the end of the question. Give several exaggerated examples of different intonation patterns to clarify the meaning of *intonation*. Explain that in English, *Yes / No* questions have rising intonation.

- Play the recording. Students only listen.

Audio script

Same as the conversations in the Student's Book.

- Play the recording again, or model the conversations, exaggerating the intonation of the questions. Students listen and repeat.

4 Speaking

This exercise practices asking about places and locations.

- Tell students that they are going to play a guessing game. Have them read the directions and the sample conversation.
- Invite volunteers to think of a place in their town or city. The class asks questions to guess the place.
- To finish the activity, ask students which place they found most difficult to guess.

Workbook

Assign the exercises on Workbook page 24.
(Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 14.

2 Language focus

Is it...?

Is it across from the Internet café?

Yes, it is.

No, it's not.



A Jackie and Lizzy are downtown.

Listen and practice.

Jackie I'm hungry! Let's go to Tom's Restaurant.

Lizzy OK. Where is it?

Jackie I think it's on Park Avenue.

Lizzy Oh. Is it across from the Internet café?

Jackie No, it's not. It's next to the bank.

Lizzy But the bank is on Jefferson Street.

Jackie Uh-oh. I'm lost!

Let's look at the map!

B Write questions about the map on page 46.

Then practice with a classmate. (Answers will vary.)

1. Is the parking lot behind the shoe store?

2. _____

3. _____

4. _____

5. _____

Is the parking lot behind the shoe store?

No, it's not. It's behind the movie theater.

3 Pronunciation Yes / No questions

A Listen. Notice the intonation in the questions.

Then listen again and practice.

A Is the school on Park Avenue?

B Yes, it is.

A Is the restaurant in front of the drugstore?

B No, it's not.

4 Speaking

Think of a place in your town or city. Your classmates guess the place.
Use the correct intonation.

Classmate 1 Is it near the school?

You Yes, it is.

Classmate 2 Is it on Miller Avenue?

You No, it's not.

Classmate 3 Is it across from the school?

You Yes, it is.

Classmate 4 Is it the park?

You Yes, it is.

1 Language check

A Carlos and Anna are at a soccer game. Complete the conversations with *I am, I'm not, it is, or it's not*. Then practice.

Carlos Hi. Are you Anna Jones?

Anna Yes, I am.

Carlos I'm in your science class.

Anna Oh, right . . . GO, TIGERS, GO!

Carlos Are you from Canada, Anna?

Anna Uh, no, I'm not.
I'm from the U.S.

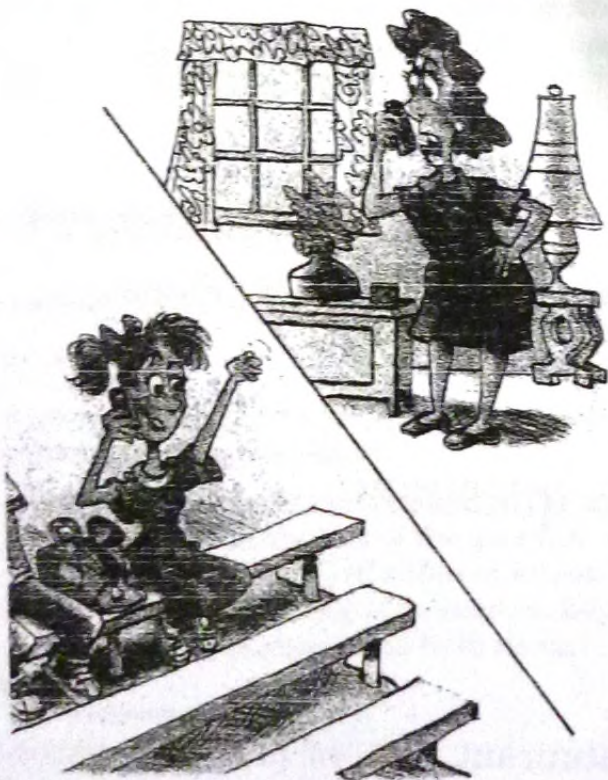
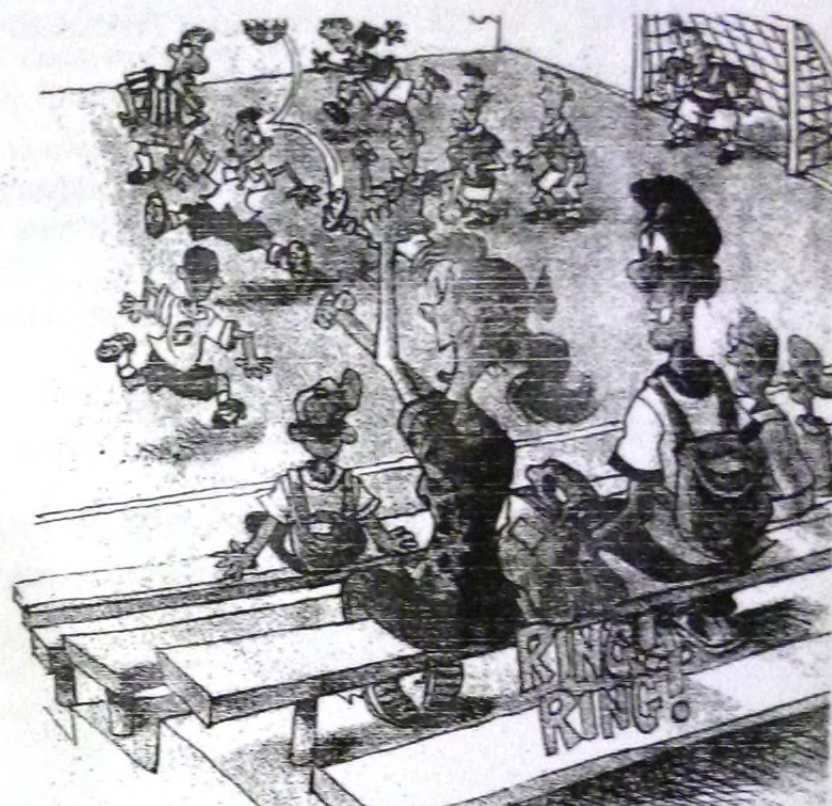
Carlos Are you on a soccer team?

Anna No, I'm not. I'm just
a fan. GO! GO!

(Ring! Ring!)

Carlos Anna, is that your cell phone?

Anna Oh! Yes, it is. Thanks.



Anna Hello?

Mrs. Jones Anna, are you still at school?

Anna Uh, no, I'm not.
A GOAL! YAY, TIGERS!

Mrs. Jones Anna, are you at the
soccer field?

Anna Well, yes, I am.
Is that OK?

Mrs. Jones No, it's not!
It's very late.

Anna But, Mom, . . .

B Complete these questions. Then practice with a classmate.

1. Are you a soccer fan?
2. Are you 12 years old?
3. Is your English class interesting?
4. Are you a good student?
5. Is your school nice?
6. Is your home near the school?

Are you a soccer fan? No, I'm not.

This lesson reviews the language presented and practiced in Lessons 13 and 14.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Have students read the directions, look at the pictures, and then read the two conversations.
- Use the pictures to present *soccer field*. Explain *fan*.
- Say the sentences below. Ask students to say *Yes* if the sentences are correct and *No* if the sentences are incorrect.
 - *In picture 1, Carlos and Anna are at a soccer game.* (Yes.)
 - *In picture 2, they are still at the game.* (Yes.)
 - *In picture 2, Mrs. Jones calls Carlos on his cell phone.* (No.)
 - *Carlos and Anna are in the same English class.* (No.)
 - *Anna is from Mexico.* (No.)
 - *Mrs. Jones is annoyed.* Use facial expression to clarify the meaning of *annoyed*. (Yes.)
- Have students work individually to complete the conversations.
- Check answers with the class.
- Have students practice the conversations in pairs.

B

- Have students read the directions and the questions.
- Ask: *Which questions ask for personal information?* (1, 2, 4.) *Which question asks about the location of students' homes?* (6.) *Which one asks about English class?* (3.) *Which one asks about school?* (5.)
- Have students work individually to complete the questions with *are* or *is*.
- Check answers with the class.
- Have students ask and answer the questions in pairs.

C

- Have students read the directions and look at the map and the e-mail. Have a volunteer read aloud the greeting and the first few sentences in the e-mail without correcting the mistake. Ask: *Which word is incorrect?* (On.) Ask: *How do you know?* (Because it's underlined.) Have the same student read the example sentence with the correct word.

- Have students work individually to complete the exercise.
- Have students check answers in pairs. Tell them to read the e-mail to each other with their answers.
- Check answers with the class. Invite a volunteer to read aloud the e-mail with the correct answers.

2 Listening

In this exercise, students listen for the location of different places.

 CD1, Track 71

- Have students read the directions and look at the map in Exercise 1C. Tell them they are going to hear questions about the location of different places. They should listen and answer the questions using the information on the map.
- Play the first item only. Students only listen.

Audio script

See page T-205.

- Tell students to look at the example answer. Ask: *What's the answer?* (No, it's not.)
- Play the rest of the recording. Students only listen.

Audio script

See page T-205.

- Play the recording again. Students listen and write *No, it's not* or *Yes, it is*.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.
- **Optional** Have students work in pairs to ask each other their own *Yes / No* questions about the map.

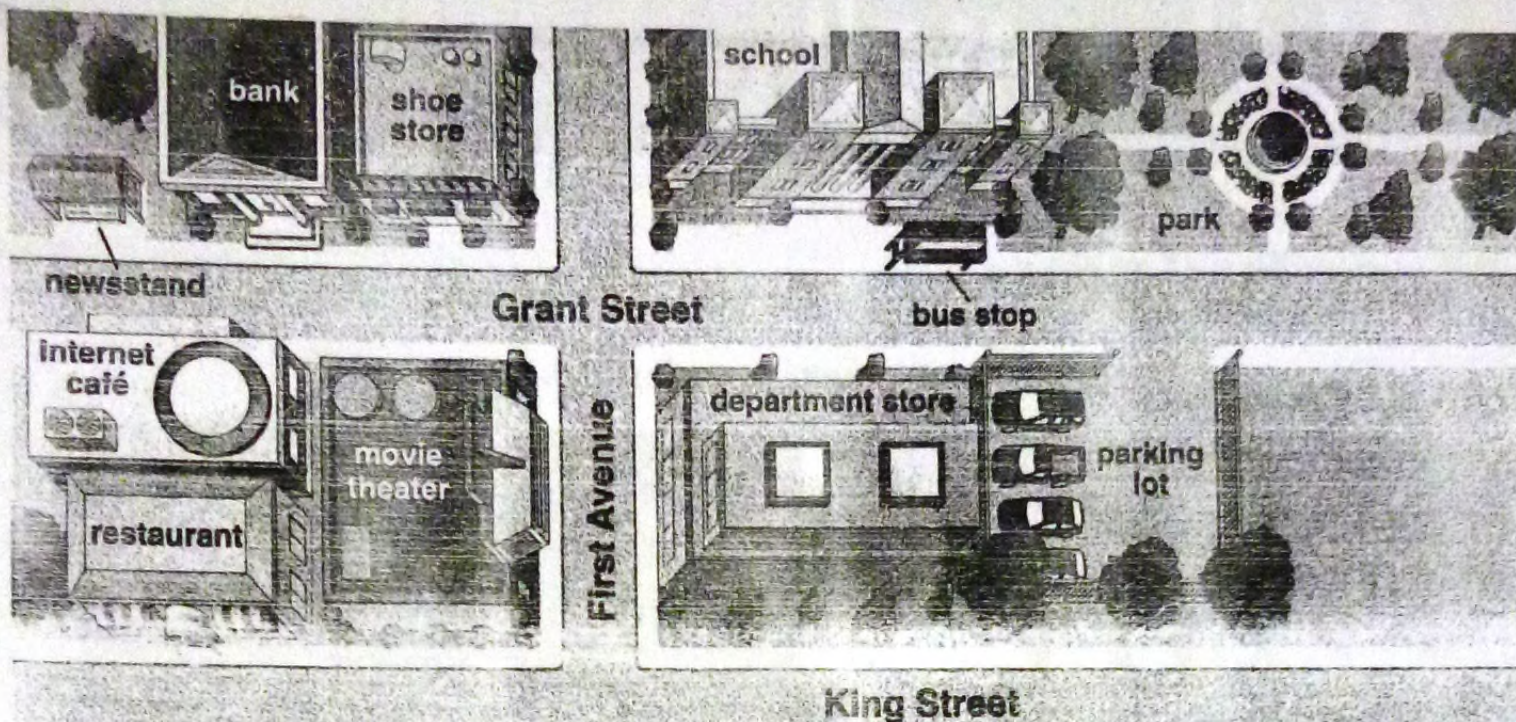
Workbook

Assign the exercises on Workbook page 25. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 117.

C Look at the map. Then correct the mistakes in the e-mail.



TO: donna.bee@cct.net
FROM: carlos.ft@cct.net
SUBJECT: Hi!

Hi, Donna!

How are you? I'm ^{at} ~~on~~ the Internet café. ^{Are} ~~Is~~ you still at home? Meet me ^{at} ~~on~~ the department store in 15 minutes. It's ^{across from} ~~next to~~ the school, and it's ^{next to} ~~in front of~~ the parking lot.

See you soon,
Carlos

2 Listening

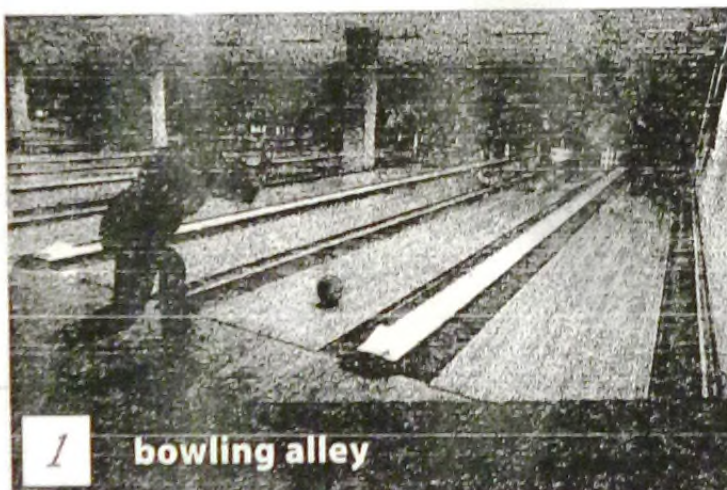
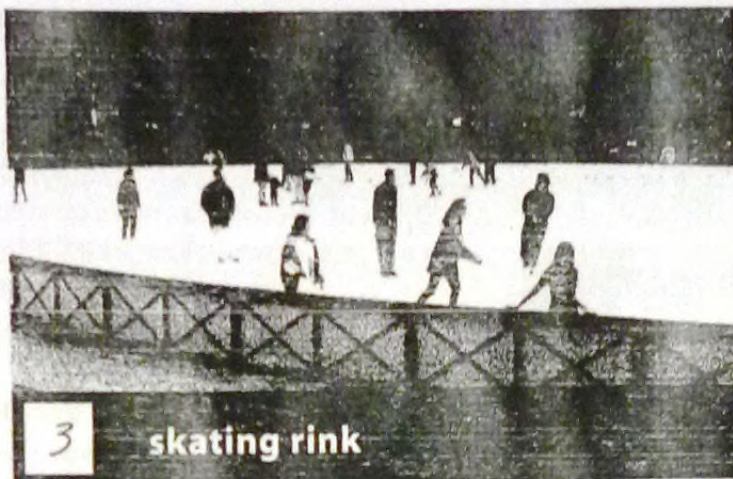
Look at the map in Exercise 1C. Listen and answer the questions.
Write **No, it's not**, or **Yes, it is**.

- | | |
|-------------------------|-------------------------|
| 1. <u>No, it's not.</u> | 4. <u>No, it's not.</u> |
| 2. <u>Yes, it is.</u> | 5. <u>No, it's not.</u> |
| 3. <u>Yes, it is.</u> | 6. <u>No, it's not.</u> |

Go to page 117
for the
Game.

1 Vocabulary

 **A** Listen to the sounds. Write the number next to each place.



 **B** Listen and check. Then practice.

C Write about three of your favorite places. (Answers will vary.)

My favorite music store is Virgo Beat Music.

1. _____
2. _____
3. _____

At the mall

This lesson presents and practices the names of places in a mall and Is she / Are they . . . ?

Review of Lesson 14

- Write on the board:
A: Is it near the school?
B: Yes, it is.
A: Is it Jack's Restaurant?
B: Yes, it is. / No, it's not.
- Play a guessing game with the class. Think of a place in your school neighborhood. Invite volunteers to ask a maximum of three questions, like the examples, to guess which place you are thinking about.
- Have students form pairs and play two more times.

1 Vocabulary

This exercise presents and practices the names of places in a mall.

A CD1, Track 72

- Focus students' attention on the title of the lesson. Give some examples of well-known malls in your area or malls that students are familiar with to clarify the meaning of *mall*. Ask students if they like to hang out at malls.
- Have students look at the photos. Ask them whether the malls they usually go to have the kinds of places shown.

Culture Note

The largest mall in the U.S. is *The Mall of America* in Minnesota. It is one of the most popular locations in the U.S. to visit. It attracts more visitors each year than Disney World, Graceland (Elvis Presley's last home), and the Grand Canyon combined. There are a total of 520 stores in the mall, as well as restaurants, movie theaters, and nightclubs. There is even an amusement park inside! The total area is 4.2 million square feet (about 390,200 square meters). More than 12,000 people work there.

- Tell students that they will hear sound effects of places at a mall. They have to listen and identify each place.
- Play the recording. Students only listen.

Audio script

See page T-205.

- Play the recording again. Students listen and number the photos.

B CD1, Track 73

- Play the recording. Students listen and verify their answers.

Audio script

See page T-205.

- Check answers with the class. Say the names of the places one by one. Ask students to tell you the number of the matching photo.
- Play the recording again, or model the names of the places. Students listen and repeat.

C

- Have students read the directions and the sample sentence.
- Have students work individually to write about their favorite places in a mall.
- Invite volunteers to read aloud one of the sentences they wrote.

2 Language focus

This exercise presents and practices *Is she / Are they ... ?* and the answers.

A CD1, Track 74

- Focus students' attention on the photo. Ask: *Where are Yoshi and Paulo?* (At the mall.)
- Tell students that they will listen to Yoshi and Paulo's conversation and should tell you who else is at the mall. (Tyler, Jenny, Nicole, and Sandra.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Focus students' attention on Yoshi's first sentence. Explain *everybody*.
- Ask students to find a question that means *Is Nicole at the video arcade with Tyler and Jenny?* (Is she there, too?) Explain *there*. Ask: *Is Nicole at the video arcade?* (No.)
- Then ask students to find a word that means *Nicole and Sandra*. (They.)
- Focus students' attention on Yoshi's last sentence. Explain *Oh, no! Let's hurry!*
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Explain that the first question and its answers refer to Nicole. Have students suggest the question and answers for Tyler. (Is he at the video arcade? Yes, he is. / No, he's not.)

Note: Explain that we can also say *No, he isn't* for *No, he's not*.

- Focus students' attention on the second question and its answers. Have students suggest which words they could use to replace *they*. (Nicole and Sandra.)

Note: Explain that we can also say *No, they aren't* for *No, they're not*.

- Focus students' attention on the position of the verb in the questions and answers. The verb comes first in the questions and after the noun or pronoun in the answers.
- Model the examples, pausing for students to repeat.

B CD1, Track 75

- Have students read the directions and then work individually to complete the questions and write the answers.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one of the questions and answers they wrote.

3 Listening

In this exercise, students listen for where people are in the mall.

A CD1, Track 76

- Have students read the directions and study the chart. Explain *two hours later*.
- Tell students that they will listen to find out where Paulo, Jenny, Tyler, and Nicole are.
- Play the recording. Students only listen.

Audio script

See page T-205.

- Play the recording again. Students listen and check the correct boxes.
- Play the recording once again. Students listen and verify their answers.

B

- Have students read the directions and the examples.
- Have students work in pairs to compare their answers in Part A, asking *Is ... at ...* questions.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 26. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 15.

2 Language focus

A Yoshi and Paulo are at the mall with their friends. Listen and practice.

Yoshi Where is everybody?

Paulo Well, Tyler and Jenny are at the video arcade.

Yoshi What about Nicole?
Is she there, too?

Paulo No, she's not. She's with Sandra.

Yoshi Oh. Are they at the skating rink?

Paulo No, they're not . . . They're at the movie theater.

Yoshi Oh, no! Let's hurry!

Is she / Are they . . . ?

Is she at the video arcade?

Yes, she is.

No, she's not.

Are they at the skating rink?

Yes, they are.

No, they're not.



B Read the conversation again. Complete the questions and then answer them. Then listen and check.

- (Yoshi) *Is he* _____ with Nicole?
No, he's not.
- (Jenny) *Is she* _____ at the video arcade? *Yes, she is.*
- (Yoshi and Paulo) *Are they* _____ at the mall? *Yes, they are.*
- (Tyler) *Is he* _____ with Yoshi?
No, he's not.
- (Nicole) *Is she* _____ with Tyler and Jenny? *No, she's not.*
- (Nicole and Sandra) *Are they* _____ at the skating rink? *No, they're not.*

3 Listening

A It's two hours later. Where are Paulo and his friends now? Listen and check (✓) the correct places.

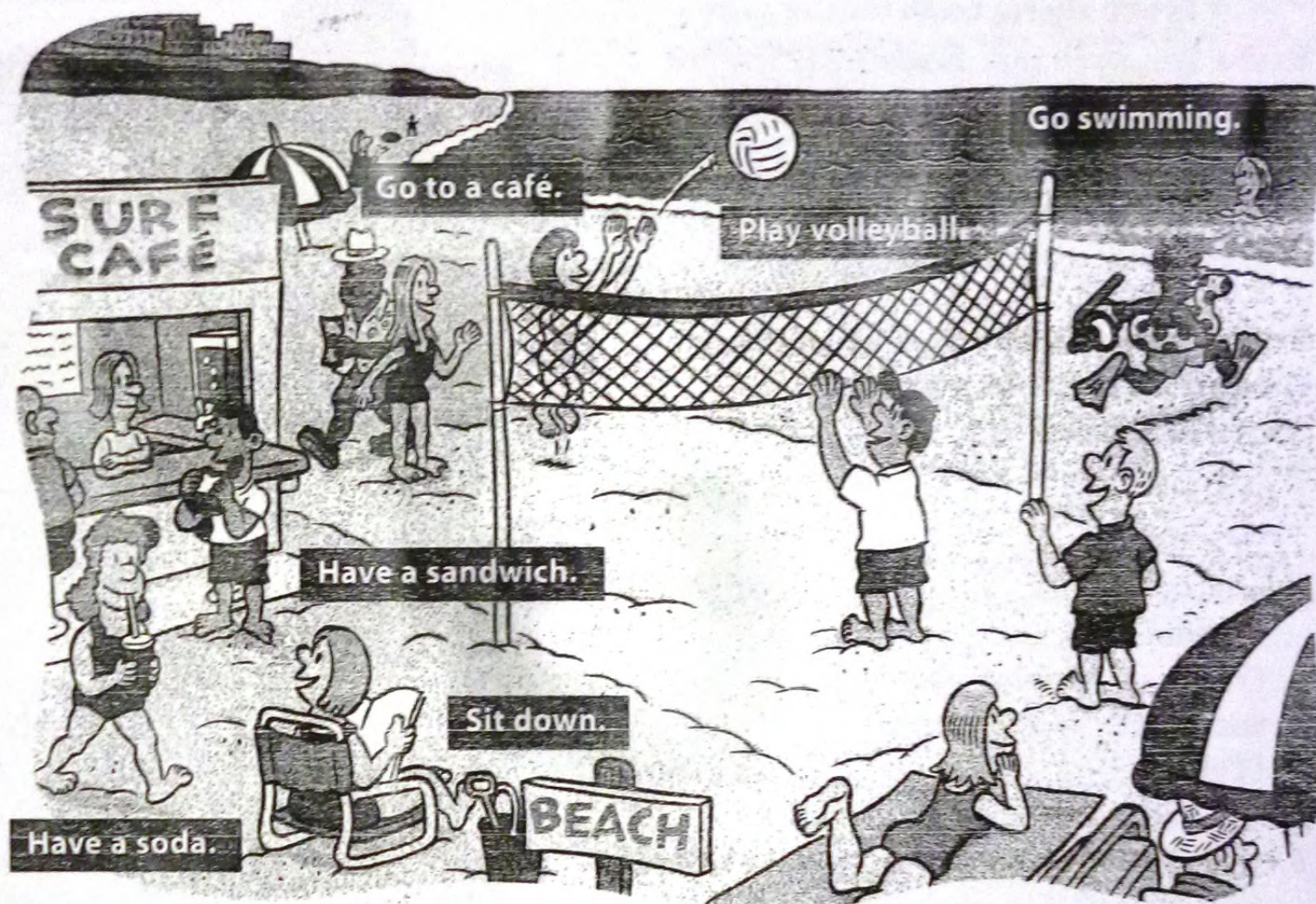
	Candy store	Music store	Bookstore	Video arcade
Paulo	☐	☐	☒	☐
Jenny	☒	☐	☐	☐
Tyler	☐	☐	☐	☒
Nicole	☐	☒	☐	☐

B Compare answers with a classmate.

Is Paulo at the music store? No, he's not. He's at the

1 Vocabulary

A Look at the people at the beach. Listen to the suggestions and practice.



B Now write a suggestion for each person below. Use Part A to help you.
(Answers may vary.)



I'm tired.

Sit down.



I'm thirsty.

Have a soda.



I'm hungry.

Have a
sandwich.



I'm hot.

Go swimming.



I'm bored.

Play
volleyball.

2 Listening

What's the problem with these people? Listen and check (✓) the correct problem.

1. ☐ She's hot.
☒ She's tired.

2. ☐ He's bored.
☒ He's hungry.

3. ☒ They're thirsty.
☐ They're hungry.

4. ☐ She's tired.
☒ She's bored.

Lesson 16

Any suggestions?

This lesson presents and practices vocabulary to describe physical and emotional states of being, common activities, and suggestions with imperatives.

Review of Lesson 15

- Play a guessing game to review *Is she / Are they . . . ?*
- Think of a person or people in the school (other teachers or coaches) or outside the school (such as a celebrity). At the beginning of each round of the game, tell the class whether you are thinking about a man, a woman, two people, or a group (for example, a band). Elicit at least one example of each question type students can use to guess – for example: *Is he a (soccer player)? Is she from (England)? Are they (singers)?* Write these on the board for students to refer to as they play. As you play, have students guess who you are thinking of using the question types on the board.

1 Vocabulary

This exercise presents and practices activities and physical and emotional states of being.

A CD1, Track 77

- Focus students' attention on the picture. Use the picture to introduce *beach* and *They're at the beach*.
- Explain that the sentences refer to activities that people can do at the beach.
- Play the recording. Students listen and read along.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again, or model the sentences. Students listen and repeat.

B

- Focus students' attention on the pictures. Ask them to suggest what physical or emotional state of being each picture illustrates.
- Model the sentences. Students listen and repeat.
- Have students look at the labels in the picture in Part A. Tell them that these are also suggestions to help people with problems they may have. Have students work individually to write a suggestion for each person's problem in Part B.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read one suggestion aloud.

2 Listening

In this exercise, students listen for people's problems.

CD1, Track 78

- Tell students that they will listen to four people and should identify each person's problem.
- Play the recording. Students only listen.

Audio script

See page T-205.

- Have students read the problems in 1 to 4.
- Play the recording again. Students listen and check the correct problems.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

3 Language focus

This exercise presents and practices using imperatives for suggestions and *Let's*.

A CD1, Track 79

- Have students read the conversation and identify Matt and Chris in the picture. (Matt has dark hair and is next to the volleyball net. Chris has blond hair and is pointing to the café.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Is Matt thirsty?* (Yes.) *What's Chris's suggestion?* (Go to a café, and have a soda.) *Where's Matt's money?* (At home.) *Is Chris's money at home, too?* (No, it isn't.) Use mime to clarify the meaning of *money*.
- Explain *What's wrong?* and *I have money for two sodas*.
- Focus students' attention on *Let's go together*. Explain that we use *Let's* to suggest doing something together with the person or people we are talking to. Explain *together*. Explain that in cases where the speaker merely makes a suggestion to the other person or people, we do not use *Let's*.
- Play the recording again, or model the conversation. Students listen and repeat.
- Optional Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Model the examples, pausing for students to repeat.

- Write on the board:

1. *Suggestions for others*
2. *Suggestions for you and others*

Give a variety of suggestions. Alternate between the use of imperatives and *Let's*. For example, say: *Have a sandwich, Sit down, Let's sit down, Go to a café*, etc. After each suggestion, check comprehension by having volunteers raise their hands if the suggestion indicates that the speaker suggests doing something together with the other person or people. If the suggestion does not indicate this, students should not raise their hands.

B CD1, Track 80

- Have students read the directions and study the four conversations.
- Focus attention on conversation number 4. Ask students to find an expression that, in this case, means *I'm bored, too*. (Me, too.) Give one or two other examples to show how this expression is used.
- Have students work individually to complete the conversations.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class.
- Have students practice the conversations in pairs.

4 Speaking

This exercise practices making suggestions.

- Have students read the directions and the words in the speech balloons.
- Demonstrate the task with two volunteers. Have the volunteers start each conversation so you can illustrate that the second sentence can either be a suggestion for others or a suggestion for you and others.
- Explain that students will complete the task as a game. Tell students that they will work in pairs to take turns starting the conversations. Explain that they should note the number of suggestions they make. Stress that they cannot use the same suggestion twice. Set a time limit and have students begin. When time is up, have students count how many suggestions they made. The pair(s) with the most suggestions wins. Have the winner(s) tell the class a few of their problems and suggestions.

Workbook

Assign the exercises on Workbook page 27. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 16.

3 Language focus

Suggestions for others

Have a soda.

Suggestions for you + others

Let's go together.

A Matt and Chris are at the beach.
Listen and practice.

Matt I'm thirsty.

Chris So go to a café, and
have a soda.

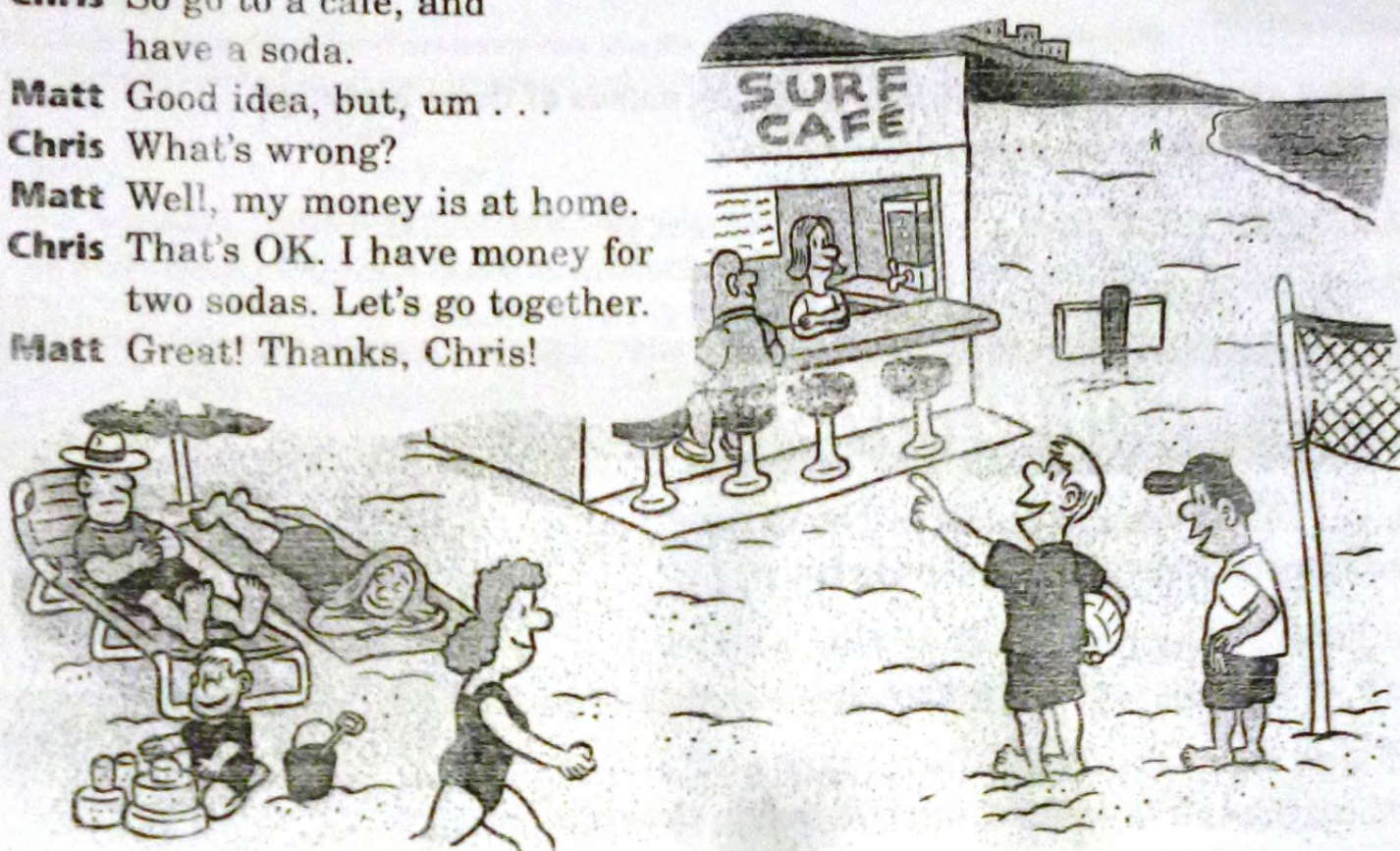
Matt Good idea, but, um...

Chris What's wrong?

Matt Well, my money is at home.

Chris That's OK. I have money for
two sodas. Let's go together.

Matt Great! Thanks, Chris!



B Complete the conversations with *go*, *have*, *sit*, or *play*.
Listen and check. Then practice.

1. **A** Let's play basketball.

B But it's really hot.

A Yeah – you're right.

Let's go to the beach.

B Good idea. Let's go
swimming.

3. **A** Let's have a sandwich.

I'm hungry.

B Well, I'm not really hungry,
but I am thirsty!

A Oh. So have a soda.

B OK. Let's go to a café.

2. **A** I'm tired.

B So sit down.

A OK. But I'm thirsty, too.

B Then go to a café,
and have a soda.

4. **A** I'm really bored.

B Me, too. Let's go
to a video arcade.

A But my money is at home.

B Then let's play tennis
in the park.

A OK.

4 Speaking

Make suggestions. Use your own information or ideas.

I'm

So

I'm

Me, too. Let's

Get Connected

UNIT 4

Read

A Read the Web site information quickly. Write the names of three places at West Edmonton Mall. (Answers will vary.)

1. Mad Existence Paintball

2. World Waterpark

3. Jungle Jim's restaurant

(Other possible answers: Soccer Freak; Sears department store; Comic King; amusement park)

West Edmonton Mall

Welcome to the **biggest** mall in North America! We have interesting things for everybody.

Are you bored? Play **paintball** at Mad Existence Paintball. It's messy and it's weird, but it's very cool.

Are you hot? Go to the World Waterpark and play on the **waterslides**. It's across from the movie theaters.

Are you hungry and thirsty? Go to Jungle Jim's restaurant. It's on Bourbon Street. Sit down in the **jungle** and have a sandwich and a soda.

Look around the stores here, too! Are you a soccer fan? Go to Soccer Freak for your favorite soccer things. It's behind Sears department store. Or go to Comic King and look at comic books for your comic book collection. They have everybody's favorite comic books.

So hurry to Edmonton Mall – we have an **amusement park**, too!



Go to page 123 for the Vocabulary Practice.

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

C Answer the questions.

1. Is the West Edmonton Mall in South America? No, it's not.
2. Is paintball a game? Yes, it is.
3. Are the movie theaters across from the World Waterpark? Yes, they are.
4. Is Jungle Jim's a soccer store? No, it's not.
5. Is Soccer Freak in front of the department stores? No, it's not.
6. Are the comic books in Soccer Freak? No, they're not.

Unit 4

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 16

- Before this class, write six pairs of conversations like the ones below, each on a separate slip of paper. Three should be Type A conversations, and three should be Type B conversations.

Type A

A: I'm hungry.

B: Have a sandwich.

Type B

A: I'm hungry.

B: Me, too. Let's have a sandwich.

Use as much of the vocabulary from Lesson 16 as possible. Put the slips of paper in a bag.

- Remind students of the difference between suggestions for others and suggestions for yourself and others. Play charades. Demonstrate the task with a volunteer. Take a slip of paper from the bag, read the conversation silently, and then use mime and gestures for the class to guess the two sentences in the conversation.
- Invite pairs of volunteers, one at a time, to come to the front, take a slip of paper from the bag, and act out the conversation.

Read

This exercise practices reading for information about the biggest mall in North America.

A

- Have students look at the photos. Ask: *Do you shop at malls? What kinds of stores are in a mall near you?*
- Invite a volunteer to read the directions aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the text and write the names of three places they find. Do not check answers at this point.

Culture Note

The West Edmonton Mall is located in a town named Edmonton in Alberta, Canada. It opened in 1981. It is three times bigger than it was in 1981. It has over 800 stores, and more than 23,000 people work there.

- Have students read the Web site information again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- Ask volunteers to give other answers until all the places have been identified.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the Web site in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 123 in class or for homework. (Get Connected Vocabulary answers are on page T-123.)

B CD1, Track 81

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *biggest, paintball, waterslide, jungle, amusement park*. Explain their meaning. (Biggest [draw three big squares of different sizes on the board and point to the biggest one]; paintball: a team game where team members shoot balls of paint from air guns; waterslide: a long slide that ends in a pool [point to the picture to clarify]; jungle: a tropical forest; amusement park: a place with rides, like roller coasters, and games, like ring toss.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

C

- Invite a volunteer to read the directions and first question aloud.
- Ask: *Is the West Edmonton Mall in South America?* Elicit the answer. (No, it's not.) Tell students to use Yes / No answers for all of the questions.
- Have students work individually to answer the questions.
- Check answers with the class. Invite volunteers to read their answers.
- **Optional** Have students check answers in pairs by asking and answering the questions.

Listen

In this exercise, students listen for the location of people and places.

A CD1, Track 82

- Focus students' attention on the photo. Ask: *How do you think the girls feel? (Bored.)*
- Tell students that they will listen to two friends, Judy and Anna, talk about a plan.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-205.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite a pair of volunteers to read their questions and answers aloud.

B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, and *I disagree* means you think something is not right. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree or disagree.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.
- **Optional** Take a class poll. Read each statement and ask for a show of hands. Say: *Raise your hand if you agree. Now raise your hand if you disagree.* Record the results in a chart on the board.

Write

In this exercise, students complete a chart and write about their favorite places in their neighborhood or mall.

A

- Have students read the directions.
- Focus students' attention on the chart. If necessary, quickly review the prepositions *at, on, in front of, behind, across from, between, in, under, and next to*.
- Have students work individually to complete the chart about their favorite places in their neighborhood or mall.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the places that they wrote in the chart in Part A to write their sentences.
- Have students work individually to write sentences about three or four of their favorite places in their neighborhood or mall.
- Invite several volunteers to read their sentences aloud.
- **Optional** Have students work in groups of three or four. Invite one student to read his or her sentences aloud, omitting the name of the place. The other students try to guess what the place is. Students take turns until everyone has read about at least one place.

Workbook

Assign the exercises on Workbook page 28.
(Workbook answers begin on page T-190.)

I'm so bored!

Listen

A Judy and Anna talk about going to the mall. Listen and answer the questions.

1. Are Anna and Judy at the mall? No, they're not.
2. Is George's restaurant behind the video arcade? No, it's not.
3. Is Paul at the video arcade? Yes, he is.
4. Is the music store between the video arcade and the bookstore? No, it's not.
5. Where's the bank? It's near the bookstore.

B What do you think? Write *I agree* or *I disagree* (don't agree).

(Answers will vary.)

1. I think malls are fun. _____
2. I think video arcades are cool. _____
3. I think bookstores are interesting. _____
4. I think music stores are great. _____



Your turn

Write

A What are your four favorite places in your neighborhood or mall? Where are they?
Complete the chart. (Answers will vary.)

Place	Where is it?
Example: Nick's Video Arcade	across from the school
1.	
2.	
3.	
4.	

B Write sentences about three or four of the places in your neighborhood or mall. Use the chart in Part A to help you. (Answers will vary.)

○ ○ ○

In my neighborhood, my favorite _____ is _____.

_____ . It's _____ . It's really cool.

Unit 4 Review

Language chart review

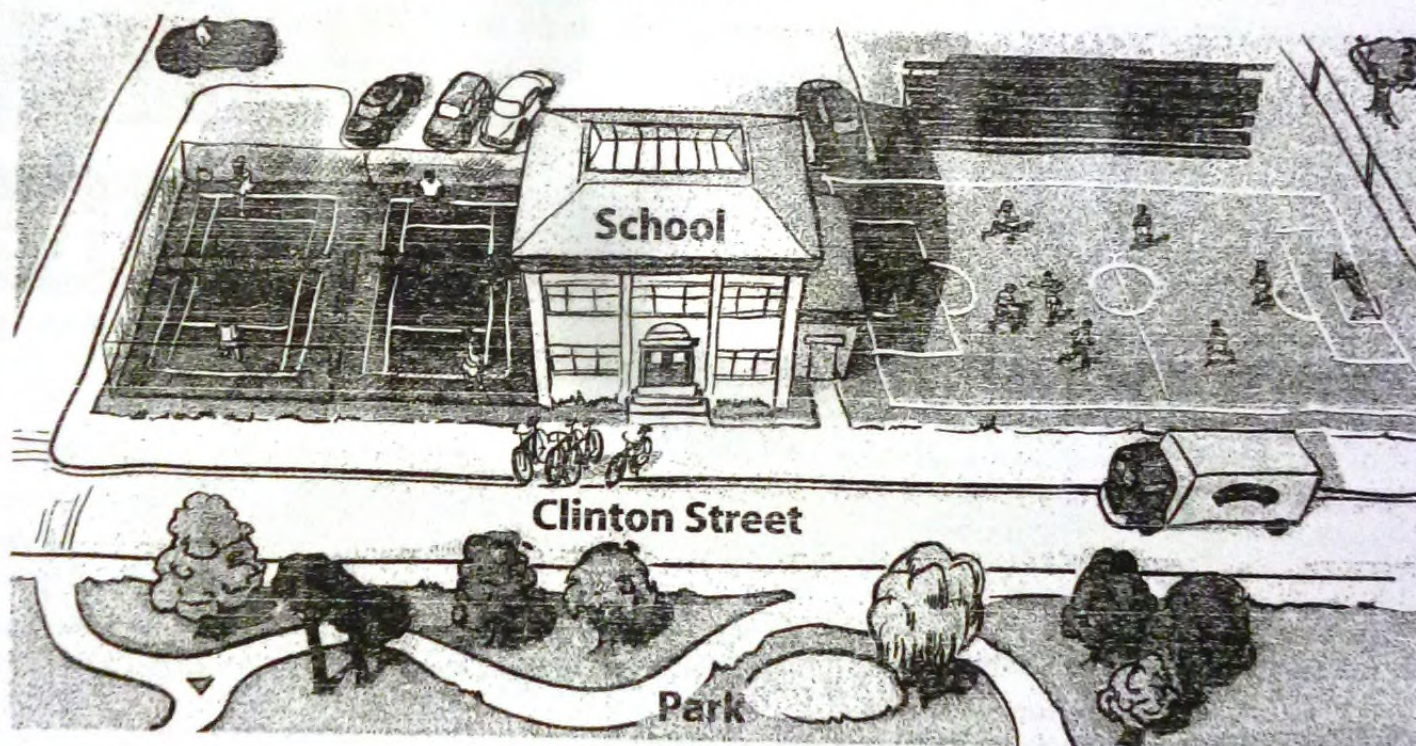
Yes/No questions and short answers with *be*

Are you near the restaurant?	Yes, I am.	No, I'm not.
Is Yoshi at the video arcade?	Yes, he is.	No, he's not.
Is Sandra with Tyler?	Yes, she is.	No, she's not.
Is the café near the movie theater?	Yes, it is.	No, it's not.
Are Jenny and Paulo at the café?	Yes, they are.	No, they're not.

Prepositions

on
in front of
across from
behind
between

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



1. the school / behind the park

Q: Is the school behind the park?

A: No, it's not.

2. the bicycles / behind the school

Q: Are the bicycles behind the school?

A: No, they're not.

3. the soccer field / across from the park

Q: Is the soccer field across from the park?

A: Yes, it is.

4. the parking lot / in front of the school

Q: Is the parking lot in front of the school?

A: No, it's not.

5. the school / between the tennis courts and the soccer field

Q: Is the school between the tennis courts and the soccer field?

A: Yes, it is.

6. the school / on Clinton Street

Q: Is the school on Clinton Street?

A: Yes, it is.

Unit 4 Review

This lesson reviews the grammar and vocabulary introduced in Unit 4.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 4.

- Books closed. Write on the board:

1. *You are near the restaurant.*

_____ ?

2 *Yoshi is at the video arcade.*

_____ ?

3 *Sandra is with Tyler.*

_____ ?

4 *The café is near the movie theater.*

_____ ?

5 *Jenny and Paulo are at the café.*

_____ ?

- Tell students you want to turn the statements on the board into questions. Ask: *What word in sentence 1 will go at the beginning of the question? (Are.)* Circle the word *are*. Ask the same question about sentences 2, 3, 4, and 5, and circle the words that will begin those questions. (Is, is, is, are.)
- Ask random students to come to the board to write the questions.
- Books open. Have students check the questions on the board against the examples in the Language chart review.
- Focus students' attention on the prepositions in the chart. Invite volunteers to make a sentence about places close to their school using one of the prepositions – for example, *Leo's Café is on Sixth Avenue.*
- Answer any questions students may have.

Exercises A through C (pages T-56 to T-57)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have students read the directions and look at the picture.
- Explain that there are two parts to the task. First, students write questions with the correct form of *be* and the words given. Then, they write answers to the questions.
- Have students work individually to write questions using the words given.
- Have students work individually to write answers to the questions.
- Check answers with the class.

Exercise B

- Have students read the directions and look at the pictures.
- Have students work individually to complete the questions and answers.
- Have students check their answers in pairs.
- Check answers with the class.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 4.

- Have students study the examples in the chart.
- Remind students that *let's* + verb is used for suggestions they make for themselves and others. Tell them that *let's* is not used for suggestions made only for others.
- Answer any questions students may have.

Exercise C

- Have students read the directions.
- Focus students' attention on the expressions in the box.
- Have students work individually to write suggestions for the situations using the expressions in the box or their own ideas.
- Check answers with the class. Invite volunteers to read their suggestions aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students ask and answer the questions in Exercises A and B with a partner.
- Have students work in small groups to play charades. One student acts out one of the situations in Exercise C. The other students guess what the situation is and decide on a suggestion to tell the student. The student then acts out the suggestion. Repeat until each student has at least one turn to act out a situation and a suggestion.

Theme Project

- Assign the *At Home* section of the Unit 4 Theme Project on Student's Book page 129.

Workbook

- Assign the Unit 4 Check Yourself on Workbook page 29. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 4 Extra Practice worksheets starting on page T-145.

Extra Speaking Practice Worksheet

- Assign the Unit 4 Extra Speaking Practice worksheet on page T-168.

Arcade Activities

- Assign the Unit 4 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 4 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 4 Quiz on page T-179.

Test

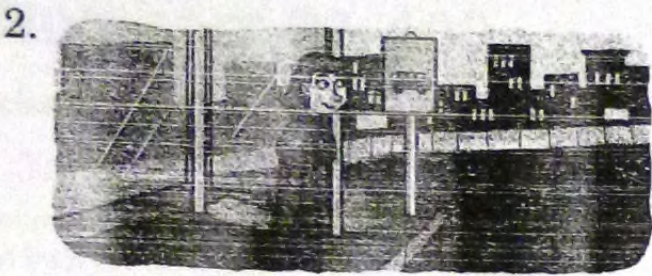
- Give the Unit 4 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

B Look at the pictures. Complete the questions and answers.



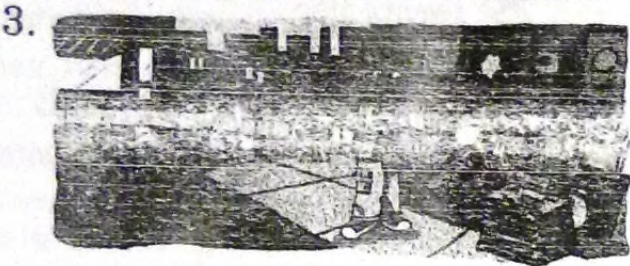
Q: Are they at the restaurant?

A: Yes, they are.



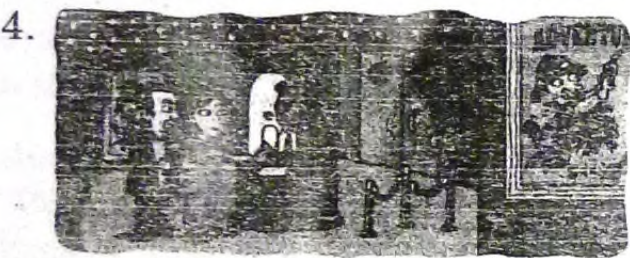
Q: Is she at the movie theater?

A: No, she's not.



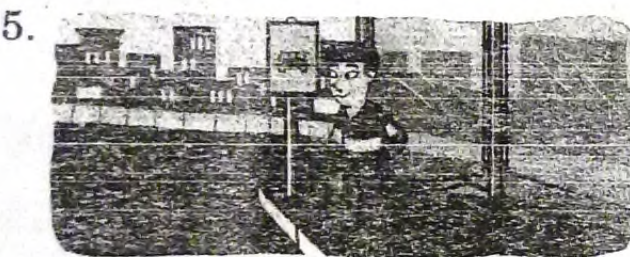
Q: Is he at the newsstand?

A: Yes, he is.



Q: Are they at the café?

A: No, they're not.



Q: Is he at the bus stop?

A: Yes, he is.

Language chart review

Suggestions for others

Play volleyball.

Sit down.

Have a soda.

Suggestions for you + others

Let's go swimming.

Let's have a sandwich.

Let's sit down.

C Write a suggestion for each situation. Use the expressions in the box or your own ideas. (Answers may vary.)

☐ go ☐ go swimming ☒ have a soda ☐ play a video game ☐ sit down

1. You and your friends are thirsty. Let's have a soda.

2. Your brother is tired. Sit down.

3. You and your sister are late for a movie. Let's go.

4. Your friend is hot. Go swimming.

5. You and your friends are bored. Let's play a video game.

Go to page
129
for the
Theme
Project.

My family

1 Numbers 21-100

Listen to the numbers. Then practice.

21 twenty-one

22 twenty-two

23 twenty-three

24 twenty-four

25 twenty-five

26 twenty-six

27 twenty-seven

28 twenty-eight

29 twenty-nine

30
thirty

40
forty

50
fifty

60
sixty

70
seventy

80
eighty

90
ninety

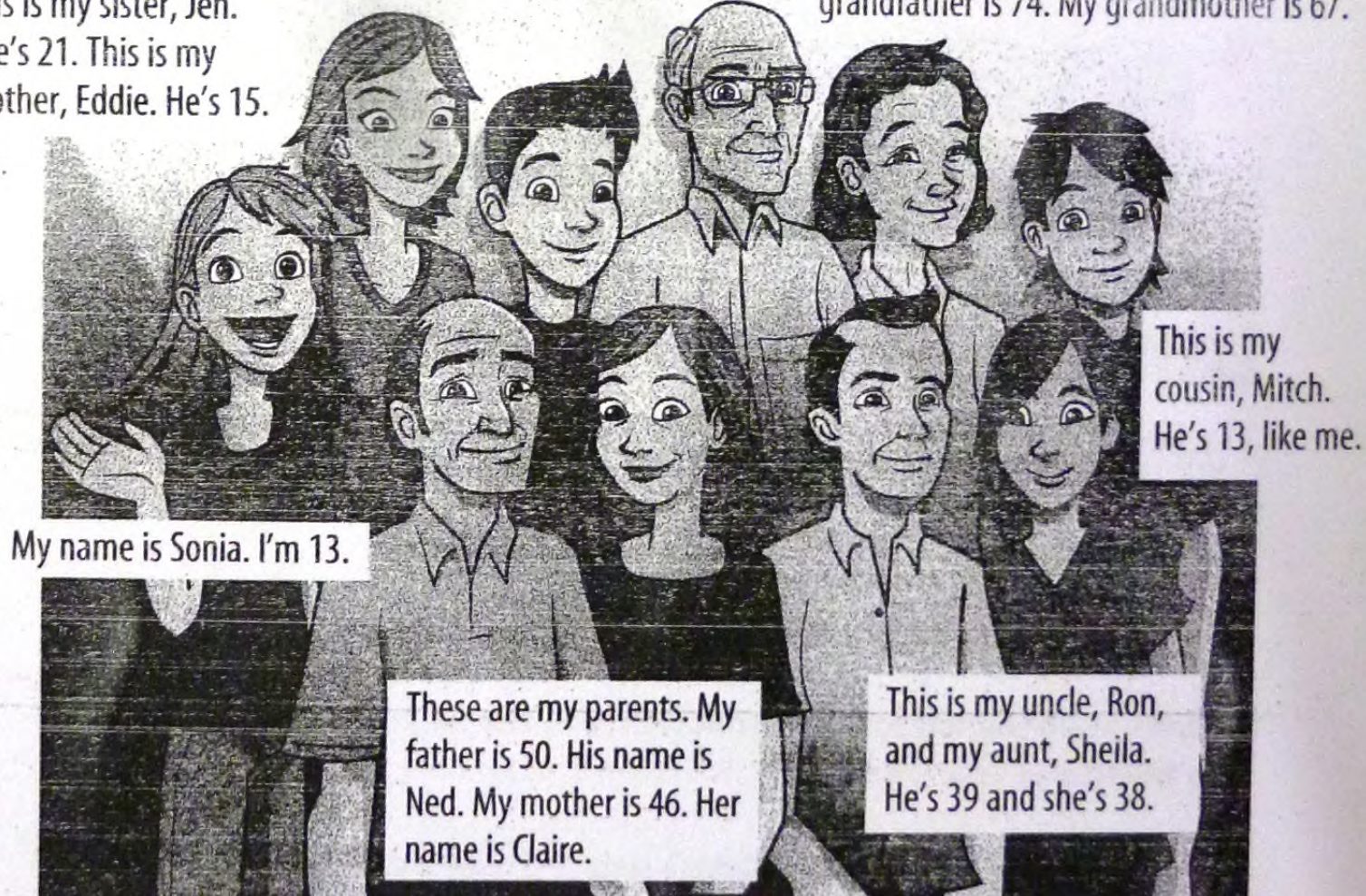
100
one hundred

2 Vocabulary

A Meet Sonia's family. Listen and practice.

This is my sister, Jen.
She's 21. This is my
brother, Eddie. He's 15.

These are my grandparents. My
grandfather is 74. My grandmother is 67.



My name is Sonia. I'm 13.

These are my parents. My
father is 50. His name is
Ned. My mother is 46. Her
name is Claire.

This is my uncle, Ron,
and my aunt, Sheila.
He's 39 and she's 38.

This is my
cousin, Mitch.
He's 13, like me.

B Complete these sentences about Sonia's family.

1. Sonia's mother is 46.

5. Her brother is 15.

2. Her father is 50.

6. Her sister is 21.

3. Her cousin is 13.

7. Her grandparents are 67 and 74.

4. Her aunt is 38.

8. Her uncle is 39.

Lesson 17 My family

This lesson presents and practices the numbers 21 to 100, the words for family members, and have / has.

1 Numbers 21-100

This exercise presents and practices the numbers 21 to 100.

CD2, Track 2

- Books closed. Write the numbers 11 to 20 across the top of the board, leaving space below them. Review the numbers by eliciting their names.
- Books open. Focus students' attention on the numbers.
- Play the recording. Students listen and read along.
- Play the recording again, or model the numbers. Students listen and repeat.

Audio script

Same as the numbers in the Student's Book.

- Tell the class that you want to create a chart on the board, with numbers 21 to 30 under the numbers 11 to 20. Say: *Twenty-five under 15*. As you do so, write 25 under 15 on the board.

- Have students suggest where to place the rest of the numbers between 21 and 30. Write them in the correct places as they do so.
- Say ten more random numbers between 31 and 100, and repeat the procedure.
- Optional Write on the board: *thirteen - thirty*. Say the numbers and ask the class why you underlined the second syllable in 13 and the first one in 30. (They are the stressed syllables.) Explain that 14 / 40, 15 / 50, etc., are stressed in the same way. Dictate the following numbers for students to write in their notebooks: 40, 14, 50, 15, 16, 60, 70, 17, 18, 80, 90, 19. Then write the numbers on the board for students to check their answers.

2 Vocabulary

This exercise presents and practices the words for family members.

A CD2, Track 3

- Focus students' attention on Sonia's family portrait. Point out where Sonia is.
- Write *relatives* on the board and explain it.
- Explain that Sonia is introducing her relatives. Students should listen and tell you whether Sonia talks about all of the relatives in the picture.
- Play the recording. Students listen and read along. Elicit the answer. (Yes.)

Audio script

Same as Sonia's text in the Student's Book.

- Explain that the words in red refer to different family members. Model the words. Students listen and repeat.
- Explain that *cousin* is used for both males and females.
- Write on the board:
A: *Who's Claire?*
B: *She's Sonia's mother.*
A: *How old is she?*
B: *She's 46.*

Have students read the conversation on the board.

- Invite several pairs of volunteers to have a conversation about a different member of Sonia's family, as in the example conversation on the board.
- Have students practice similar conversations in pairs.

B

- Have students read the sentences.
- Ask: *What information is missing in these sentences?* (Words for family members or ages.)
- Have students work individually to complete the sentences. Remind them that all the information they need is in Part A of this exercise.
- Check answers with the class. Invite volunteers to read aloud one of the completed sentences they wrote.
- Optional Present the words *daughter*, *son*, and *children*. Say: *Sonia is Claire's daughter. Eddie is Claire's son. Sonia, Jen, and Eddie are Claire's children.* Write *daughter*, *son*, and *children* on the board, and model them for students to repeat.

Unit 1 Family and Home

This unit introduces vocabulary and expressions for talking about family and the places where people live.

3 Language focus

This exercise presents and practices *have / has*.

A CD2, Track 4

- Books closed. Tell students that they will listen to one of Sonia's relatives and then tell you who it is.
- Play the recording. Students listen. Elicit the answer. (Her cousin, Mitch.)

Audio script

Same as Mitch's text in the Student's Book.

- Books open. Have students read Mitch's text and verify their answer.
- Ask: *Who has a brother and a sister, Sonia or Mitch?* (Sonia.) *Who has three cousins?* (Mitch.) *Does Mitch have brothers and sisters?* (No.) Explain *He's an only child*.

- Write on the board:

Sonia has a brother and a sister.

I have no brothers or sisters.

- Explain that *have* and *has* are verbs we use to talk about possessions and what relatives we have. We use *have* with *I* and *you*, and *has* with *he* and *she*.
- Have students look at the examples on the board and find the word we use to make a negative sentence. (No.) Explain that after *no* we use the plural.
- Focus students' attention on Mitch's text again. Play the recording again, or model the sentences. Students listen and repeat.

Language Chart Have students study the examples in the language chart. Focus students' attention on the plurals. Explain that in English some words have irregular plurals. For example, the plural of *child* is *children*, not *childs*. Tell students that you will tell them when the plural of a new word is irregular.

- Elicit sentences with *have* and *has* based on Sonia's family portrait. Say: *Sonia can say, "I have a brother and a sister." What can Eddie say?* (I have two sisters. / I have no brothers.)

B CD2, Track 5

- Have students read the directions and each of the two texts.
- Check understanding of Ron's text. Ask: *Who's Ron?* (Sonia's uncle.) *Does he have a sister?* (Yes.) *What's her name?* (Claire.) *Is Claire Sonia's sister?* (No. She's Sonia's mother.) Do the same with Sonia's grandmother's text.
- Have students work individually to complete the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the texts in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one of the sentences they each completed.
- Give students a few minutes to study each text again and to try to remember the information in it.
- Have students work in pairs. Each student tries to say one of the texts. They do not need to reproduce it exactly but should include as much original information as possible.

4 Speaking

This exercise practices language for talking about family members.

A

- Focus students' attention on the left-hand side of the chart. Have them complete it with information about themselves.
- Have students read the sentences in the speech balloons in the middle. Elicit a few more examples of sentences they can use to talk about their relatives.
- Have students work in pairs to describe their families. As one student talks, the other student completes the chart on the right-hand side.

B

- Have students read the directions and the example in the speech balloon.
- Invite volunteers to talk about one of their relatives and one of their classmate's relatives, as in the example.

Workbook

Assign the exercises on Workbook page 30. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 17.

3 Language focus

have / has

I **have** three cousins.
I **have** no brothers or sisters.
She **has** a brother and a sister.
He **has** no brothers.

cousin → cousins

child → children



I'm Mitch. I'm Sonia's cousin.
Sonia has a brother and a sister,
so I have three cousins. But I have
no brothers or sisters – I'm an
only child.

B Complete the sentences with *have* or *has*. Then listen and check.



My name is Ron. I'm Sonia's uncle. I *have*
one sister. Her name is Claire. She's Sonia's
mother. She *has* three children –
Jen, Eddie, and Sonia. I *have* one
child, Mitch.



I'm Sonia's grandmother. I *have* two
children – Claire and Ron. Claire
has three children. Ron *has*
one child.

4 Speaking

A Complete the information for yourself. Write numbers.

Then complete the information about a classmate. (Answers will vary)

Relative	You
brother(s)	_____
sister(s)	_____
cousin(s)	_____
aunt(s)	_____
uncle(s)	_____

I have two brothers.

I have no brothers.

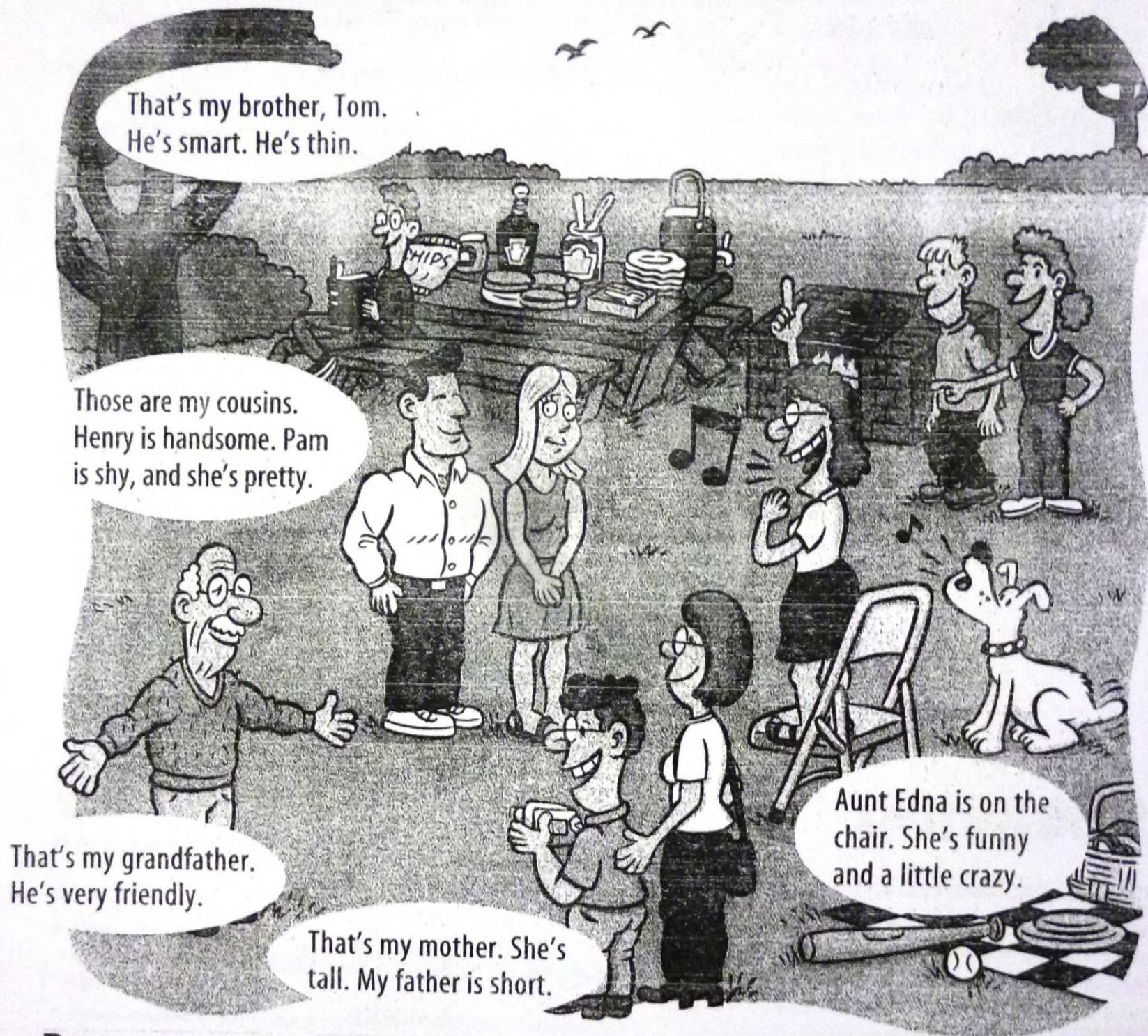
Relative	Classmate
brother(s)	_____
sister(s)	_____
cousin(s)	_____
aunt(s)	_____
uncle(s)	_____

B Tell the class one thing about you and your classmate.

I have two brothers. Maria has no brothers.

1 Vocabulary

A Read about Sally's family. Then listen and practice.



B Read about Sally's family again. What words describe the people? Write the words in the correct columns. (The order of the answers may vary.)

Appearance

handsome

thin

pretty

tall

short

Personality

friendly

smart

shy

funny

crazy

Family reunion

This lesson presents and practices words for describing people and What's ... like?

Review of Lesson 17

- Write clues like the ones below on the board. Students guess who the person is.
She's my father's sister. (Your aunt.)
She's my mother's mother. (Your grandmother.)
- Do an oral fill-in-the-blanks exercise. Say sentences like these: *I _____ three sisters and one brother. My father _____ two cousins.* Ask random students to complete the sentences with *have* or *has*.

1 Vocabulary

This exercise presents and practices words for describing people.

A CD2, Track 6

- Explain that this is a picture of Sally's family reunion. Focus students' attention on Sally. She is the girl talking to a boy, Dan, next to the outdoor grill on the right-hand side of the picture. Tell students that Sally is talking to Dan about her relatives. What she is saying is in the captions.

Culture Note

In the U.S., many families have *family reunions* once every year or once every several years. These reunions are more important now than they were in the past because family members often do not live close enough to visit on a regular basis. A family reunion is a planned event that gives everyone the chance to see one another and to share important events – for example, marriages, the birth of a baby, and graduation from school. A reunion may be a simple event lasting a few hours, such as a party or a picnic. But it may also last several days and be more involved, taking place at a resort or a hotel, with pre-planned activities.

- Have students read the captions silently. Ask: *Who is Sally talking about?* (Her brother, her cousins, her grandfather, her mother, her father, and her aunt.)
- Tell students that the words in red describe the people Sally is talking about. Have them read the captions again and try to guess what the words mean by looking at the picture.
- Check understanding of the new words. Say: *Sally's grandfather is very friendly.* Use exaggerated miming to convey the meaning of *friendly* – for example, smile broadly and pretend to be talking to someone excitedly. Ask students if the mime was clear.

- Make sentences about Sally's relatives and mime the new words: *funny, crazy, shy, thin, tall, and short.* Say the words and have students mime them.
- Focus students' attention on the caption about Sally's cousins. Explain that *handsome* and *pretty* have the same meaning, but we usually use *handsome* for boys and men and *pretty* for girls and women. Then focus their attention on the caption about Tom and explain *smart*.
- Play the recording. Students listen and read along.

Audio script

Same as the captions in the Student's Book.

- Model the sentences that contain new words. Students repeat.
- ### B
- Have students read the directions and study the chart. Explain *appearance* and *personality*.
 - Have students work individually to complete the first column with words that describe appearance and the second column with words that describe personality.
 - Check answers with the class. Copy the chart on the board and invite volunteers to write one of the new words in the correct column.

2 Language focus

This exercise presents and practices *What's ... like?*

A CD2, Track 7

- Have students read the conversation and tell you which of Sally's relatives Dan and Sally talk about. (Her cousin, Pam; her brother, Tom; and her Aunt Edna.)
- Say: *Dan wants to know more about Pam. What does he ask?* (What's she like?)
- Have students find the questions Dan asks about Tom and Aunt Edna and complete them.
- Check answers with the class.
- Have students work individually to complete the blanks in the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to read one of the sentences they completed.

- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Ask students to give a few examples of how they could ask about the other people in the picture on page 60. (What's Tom like? What's Sally's mother like?)
- Model the examples, pausing for students to repeat.

B

- Have students read the directions and study the chart. Explain that they should choose two of their relatives in order to complete the chart.
- Give students a few minutes to work individually to complete the chart.
- Focus students' attention on the example conversation in the speech balloons. In pairs, have students take turns talking about the relatives they chose.

3 Pronunciation Final y

In this exercise, students practice the pronunciation of final *y*.

CD2, Track 8

- Have students read the directions.
- Play the recording. Students listen and circle the word in which the /y/ sound is different. (Shy.) Ask: *What else is different about the word?* (It only has one syllable. The other words have two.)

Audio script

Same as the words in the Student's Book.

- Play the recording again, or model the words. Students listen and repeat.

4 Listening

In this exercise, students listen for what people are like.

A CD2, Track 9

- Have students read the directions and the sentence beginnings and endings.
- Explain that Sally is still talking to Dan about her relatives.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and match the parts of the sentences.
- Play the recording once again. Students listen and verify their answers.

- Check answers with the class. Say each sentence number and invite volunteers to say the letter of the correct ending.

B

- Have students read the directions and the example question and answer.
- Have students work in pairs to ask and answer questions about Sally's relatives, as in the examples in the speech balloons.

Workbook

Assign the exercises on Workbook page 31. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 18.

2 Language focus

What's ... like?

What's Pam like?

She's shy.



Sally That's Pam. She's my cousin.

Dan What's she like?

Sally She's shy and ...

Dan She's very pretty.

Sally Yes, I know, Dan.

Dan What's your brother like ?

Sally Tom? Oh, he's smart.

Dan And your Aunt Edna? What's she like ?

Sally Well, she's really funny and a little crazy, too!

B Complete the chart about two members of your family. Then answer a classmate's questions about those family members. (Answers will vary.)

Family member	Appearance	Personality
<u>sister</u>	<u>tall</u>	<u>shy</u>

Sister.

What's your sister like?

She's tall and shy.

3 Pronunciation Final y

A Listen to the final y in these words. Circle the word that sounds different. Then listen again and practice.

crazy funny pretty shy friendly really

4 Listening

A What else is true about Sally's family? Listen and match the two parts of each sentence.

1. Sally's mother is tall and c

a. funny.

2. Sally's cousin, Henry, is handsome and d

b. a little crazy.

3. Sally's grandfather is friendly and b

c. thin.

4. Sally's father is short and really a

d. smart.

B Now ask and answer questions about Sally's family.

What's Sally's mother like?

She's tall and

1 Language check

A Write the numbers.

1. 31 thirty-one

2. 45 forty-five

3. 100 one hundred

4. 53 fifty-three

5. 78 seventy-eight

6. 24 twenty-four

7. 96 ninety-six

8. 60 sixty

9. 82 eighty-two

10. 27 twenty-seven

11. 33 thirty-three

12. 86 eighty-six

B Correct the sentences about Jordan's family.

www.meetmyfamily.ce

	Name	Age	Who?
	Jordan	12	me!
	Lori	49	mother
	Chris	52	father
	Jill	15	sister
	Jeremiah	24	brother

1. Jordan has ^{one brother} ~~no brothers~~.

2. His father is ⁵² ~~55~~.

3. ^{Chris} ~~Jacob~~ is his father.

4. His brother is ²⁴ ~~42~~.

5. Jill is his ^{sister} ~~aunt~~.

6. His ^{mother} ~~uncle~~ is 49.

This lesson reviews the language presented and practiced in Lessons 17 and 18.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Have students read the directions and the numbers. Ask: *What number is shown for number 1? (31). Ask: How do you spell it? (T-h-i-r-t-y - o-n-e.)*
- Have students work individually to complete the exercise
- **Optional** Have students compare answers in pairs.
- Check answers with the class. Invite volunteers to read and spell their answers.

B

- Invite a volunteer to read the directions aloud. Tell students the information in the chart is correct, but all of the sentences below the chart are incorrect.
- Give students a few minutes to look at the information in the chart.

- Have a volunteer read aloud the example sentence with the wrong information. (Jordon has no brothers.) Have the same volunteer read aloud the sentence with the correct information. (Jordon has one brother.) Ask: *What column is the answer in? (The Who? column.)*
- Have students work individually to complete the exercise
- Check answers with the class. Have volunteers read their answers aloud.
- **Optional** Have students make new incorrect sentences with information in the chart. Then have them exchange sentences in pairs and correct the sentences.

Teaching Tip

Charts are important organizational tools for students. Before using a chart, make sure students understand the headings across the top row and down the left-hand column. In this case, the first column shows pictures instead of text.

C

- Have students read the directions and Nicole's sentences about her family.
- Have students work individually to complete Nicole's sentences with *have* or *has*.
- Check answers with the class. Invite volunteers to read aloud one of the sentences they completed.

D

- Have students read the directions and the example in the speech balloon.
- Demonstrate the task by comparing your family to Nicole's family.
- Invite volunteers to say one or two sentences comparing their family to Nicole's.
- Have students work in pairs to continue practicing.

2 Listening

In this exercise, students listen for family relationships and for what people are like.

A CD2, Track 10

- Focus students' attention on the photos. Explain that the three men are relatives of Nicole's. Tell students they will listen to Nicole talk about them. Students should listen for clues – for example, age and appearance – to match the names and the photos. Explain that the word *pretty* used before another describing word means *quite* or *very*. For example, *He's pretty smart* means *He's quite / very smart*.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and label the photos.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite a volunteer to read the answers aloud.

B

- Focus students' attention on the chart. Ask: *What information does it ask for?* (Name, family member, age, and description.)
- Have students work individually to complete the chart with information about their relatives, as in the example.
- Focus students' attention on the example sentences in the speech balloon. Demonstrate the task by talking about a member of your family.
- Invite volunteers to tell the class about one of their relatives.
- Have students work in pairs to continue practicing.

Workbook

Assign the exercises on Workbook page 32. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 118.

- C** Nicole talks to Yoshi about her family.
Complete the sentences with *have* or *has*.

I have a very big family. I have
four sisters and three brothers. My mother
has three brothers, too. My father
has no brothers, but he has
five sisters. I have 18 cousins. It's great!

- D** Compare your family to Nicole's family.
Tell your classmates.

Nicole has four sisters. I have no sisters.



2 Listening

- A** Now listen to Nicole describe three members of her family. Label the photos.

☐ Robert ☐ Andrew ☐ John



John

Robert

Andrew

- B** Complete the chart with information about three members
of your family. Then tell your classmates. (Answers will vary)

Name	Family member	Age	Description
<u>Peter</u>	<u>cousin</u>	<u>16</u>	<u>tall, thin, very smart</u>

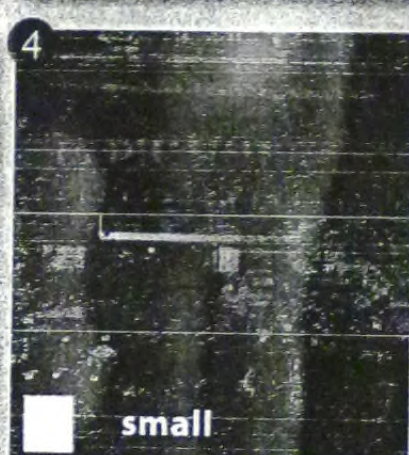
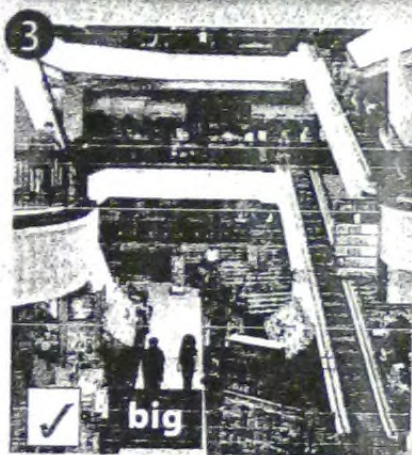
My cousin's name is Peter. He's 16. He's ...

Go to page 118
for the
Game.

1 Vocabulary

A Look at the words in the photos. Listen and practice.

B Tyler's friend Mary lives in San Francisco now. Look at the photos, and complete the sentences about her new neighborhood.



Dear Tyler,
San Francisco is great, but it's really noisy. My neighborhood isn't noisy – it's nice and very quiet. Across the street is a park. Next to my apartment is a big mall with a lot of stores. Behind the mall is a small store with cool things. My school is really nice. It's very old. But inside, the computers, desks, and classrooms are new. I'm really happy in San Francisco. But sometimes I'm sad – I miss my friends a lot!

Write soon!
Mary



C Tell your classmates about your neighborhood.

My neighborhood is quiet.

This lesson presents and practices words for describing places and feelings and We're / They're; Our / Their.

Review of Lesson 18

- Write on the board:
My best friend is Carla. She's 12. She's tall and thin. She's smart, and she's a little shy.
- Have students work individually to write about their best friend, as in the example on the board.
- Ask a volunteer: *Who's your best friend? How old is he / she? What's he / she like?* Write these questions on the board for students to refer to.
- Have students talk about their best friends in pairs.

1 Vocabulary

This exercise presents and practices words for describing places and feelings.

A CD2, Track 11

- Focus students' attention on the photos. Then focus students' attention on the captions under the photos. Explain that the first six describe places and the last two describe feelings. The captions have been arranged in pairs of opposites.
- Give students a few minutes to study the photos and the words in the captions to figure out what each word means.
- Check understanding of the first six words by referring to local places. Say: *(King Street) is a noisy street. Give me the name of another noisy street. Now give me the name of a quiet street.* Do the same to check understanding of *big / small* and *old / new*.
- Focus students' attention on the words for feelings. Ask them to suggest equivalents for *happy / sad*.
- Play the recording. Students listen and repeat.

Audio script

Same as the captions in the Student's Book.

B

- Focus students' attention on the letter. Explain that Mary is a friend of Tyler's. She used to live next door to Tyler but recently moved to San Francisco. This is her first letter to Tyler from her new home.
- Have students read the letter and find out which of the photos relate to it. (All of them.) Explain *neighborhood* and *I miss my friends*.
- Have students work individually to complete the letter.
- Check answers with the class. Invite a volunteer to come to the board to write the words in the correct order. Ask students to confirm or correct the answers.
- Model the sentences that students completed. Students listen and repeat.

C

- Have students read the directions and the example in the speech balloon.
- Give them several minutes to think about places in their neighborhood and what they could say about them.
- Invite volunteers to talk about several places in their neighborhood, as in the example.

2 Language focus

This exercise presents and practices *We're / They're; Our / Their*.

CD2, Track 12

- Write on the board:
 1. We're happy for you.
 2. Our English teacher is her father.
 3. They're from Canada.
 4. Their family is big.
- Focus students' attention on the postcard. Explain that it is the postcard that Tyler sent to Mary in reply to her letter.
- Have students work individually to read the postcard. Ask: *Which of the main characters in the book does Tyler write about?* (Nicole.)
- Focus students' attention on the sentences on the board. Have students find them in the postcard to try to figure out who the words you underlined refer to.
- Ask: *Who is We in sentence 1 – Mary and Tyler or Tyler and his friends?* (Tyler and his friends.) *Whose teacher is it in sentence 2 – Mary and Tyler's teacher or Nicole and Tyler's teacher?* (Nicole and Tyler's teacher.) *In 3, who does They refer to?* (The Martels.) *In 4, whose family is big, the Martels' family or Tyler's?* (The Martels' family.)
- Have students work individually to complete the

postcard.

- Have students compare their answers in pairs.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the postcard in the Student's Book.

- Check answers with the class. Ask: *Which word did you use in the first blank, we're or our?* (We're.) Point to the words on the board as you say them. Do the same for the other blanks.
- Model the sentences that students completed. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Draw attention to the contractions. Ask: *What are the full forms of we're and they're?* (We are, they are.)
- Model the examples, pausing for students to repeat.

Note: Explain that *their* and *they're* have the same pronunciation.

3 Listening

In this exercise, students listen for information about where people live.

A CD2, Track 13

- Have students read the directions and study the chart.
- Tell students that they will listen to Nicole Martel and her father talk about where they live. Students should check the correct words.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and check the words they hear.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to say which words they checked in one of the rows.

B

- Have students work individually to write three sentences comparing where they live to where the Martels live, as in the example.
- Invite volunteers to share with the class two of the sentences they wrote.

Workbook

Assign the exercises on Workbook page 33. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 19.

2 Language focus

 Tyler sends a postcard to Mary. Complete Tyler's postcard with **we're**, **they're**, **our**, or **their**. Listen and check. Then practice.

We're / They're; Our / Their

We're happy for you.

They're from Canada.

Our neighbors are very nice.

Their last name is Martel.

We're = We are They're = They are

Dear Mary,

Thanks for the letter. We miss you, too.
But we're happy for you. San Francisco
is a great city.

The Martels live in your house now.
They're from Canada. Their
family is big. They're all very nice.
Nicole Martel and I are in the same English class.
Our English teacher is her father,
Mr. Martel!

Nicole is also on my basketball team.
Our team is really great this year.
We're number one! Two players are
from Brazil. Their names are Carlos and
Sergio. They're really good.

Write soon. I miss you a lot!
Tyler




Mary Clark
123 Park Lane
San Francisco, CA 94109

3 Listening

 **A** The Martels talk about where they live. Listen and check (✓) the correct words.

- | | | | |
|---------------------|--|---|--|
| 1. the city | ☐ nice | ☒ big | ☒ noisy |
| 2. the neighborhood | ☒ pretty | ☒ quiet | ☐ small |
| 3. the neighbors | ☒ happy | ☐ quiet | ☒ friendly |
| 4. the house | ☐ small | ☒ nice | ☒ new |
| 5. the school | ☒ big | ☐ small | ☒ noisy |

B Now compare where you live to where the Martels live.
Write three sentences. (Answers will vary)

Their city is big. Our city is small.

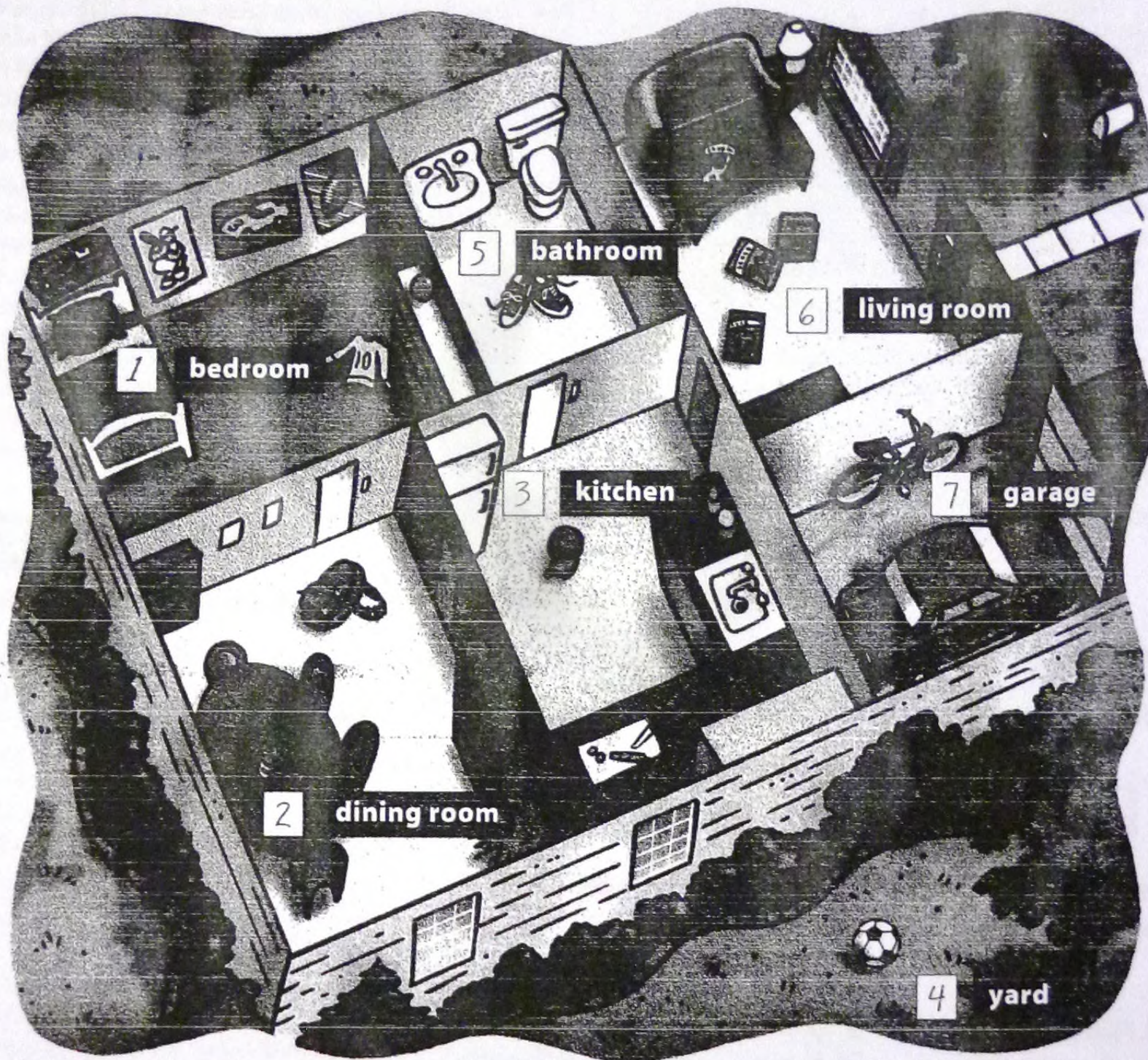
1. _____

2. _____

3. _____

1 Vocabulary

 **A** Which room is Brandon in? Listen and write the numbers.



 **B** Listen and check. Then practice.

C Where are these things? Answer the questions.

1. Where are Brandon's posters? They're in the bedroom.
2. Where is his bicycle? It's in the garage.
3. Where are his comic books? They're in the living room.
4. Where is his backpack? It's in the dining room.
5. Where is his hat? It's in the kitchen.
6. Where are his shoes? They're in the bathroom.

This lesson presents and practices the names of the rooms of a house and It has

Review of Lesson 19

- Review the adjectives. Ask: *What's the opposite of noisy?* (Quiet.) Do the same for *big / small*, *old / new*, and *happy / sad*.
- Review *they're* and *their*. Say the following wrong statements and ask students to correct them:
 - *Mary and her family are in New York now.* (No. *They're* in San Francisco.)
 - *Their neighborhood is noisy.* (No. Their neighborhood is quiet.)
 - *The Martels live near Tyler now. Their family is small.* (No. Their family is big.)
 - *Tyler and Nicole are on the basketball team. Their team is number ten this year.* (No. Their team is number one.)
- Follow the same procedure to review *we're* and *our*. Say sentences like these: *We're in (New York).* *Our city is very (big).*

1 Vocabulary

This exercise presents and practices the names of the rooms of a house.

A CD2, Track 14

- Focus students' attention on the picture. Explain that the labels are the names of the rooms of the house.
- Tell students that they will listen to Brandon doing something in each of the rooms. They should listen and number the rooms Brandon is in.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and number the rooms.

Culture Note

The rooms on this page are common rooms in U.S. homes. Other rooms include:

- family room = a room similar to a living room, but less formal
- basement = an area under the ground, beneath the main rooms of a house
- attic = a room right below the roof of a house, above the main rooms
- guest bedroom = an extra bedroom that is used only when company visits
- office / study / den = a room used to read, study, or work in that usually has a desk and a computer in it
- playroom = a room for young children where they keep their toys and play

B CD2, Track 15

- Play the recording. Students listen and verify their answers.

Audio script

See page T-206.

- Check answers with the class. Say the names of the rooms, one by one, in random order. Ask students to tell you the number of the matching picture.
- Play the recording again, or model the names of the rooms. Students listen and repeat.
- Books closed. Write on the board: *He's in the (bedroom).*
- Play a memory game. You say the room number, and students tell you which room Brandon is in, as in the example on the board.

C

- Books open. Have students read the directions and the questions. Ask: *What does They're refer to in the example answer?* (The posters.)
- Give students a couple of minutes to look at the picture and find the objects mentioned in the questions.
- Have students work individually to answer the questions.
- Check answers with the class. Invite pairs of volunteers to read aloud one of the questions and its answer.

2 Language focus

This exercise presents and practices *It has* . . . to refer to rooms and other parts of a house.

A CD2, Track 16

- Focus students' attention on the photos. Ask: *Which photo shows a place in the city?* (3.) *Which photos show places outside the city?* (1, 2.)
- Have students read the directions. Explain that in the texts three different kids talk about the places in the photos.
- Have students work individually to read the texts and then match the photos to them. Elicit what *It* refers to in each text. (My grandparents' house, our apartment, my friend's house.)
- Play the recording. Students listen and verify their answers.

Audio script

Same as the texts in the Student's Book.

- Check answers with the class.
- Focus students' attention on the first text. Ask them to find a sentence about the bedrooms. (It has three bedrooms.) Write the sentence on the board. Elicit the following sentences in the same way and write them on the board: *It has a big kitchen and a nice living room. It also has a big garage.*
- Underline *big kitchen*, *nice living room*, and *big garage*. Explain that in English you can say *The kitchen is big* or *(My house) has a big kitchen*. Ask them if the adjective + noun word order is used in their language(s).

- Model the sentences on the board. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Ask: *What else can we talk about using has?* (The family.)
- Write on the board: *The yard is small. It has a small yard.* Elicit what *It* refers to. (The house.)
- Tell students that you will say a few sentences describing your house, and they should reword what you say, as in the example on the board. Say a few sentences like these: *The kitchen is big. The living room is nice.*

B

- Have students work individually to write sentences about their home using *It's* and *It has*. Remind them that *It's* is the same as *It is*. Also remind them that the sentences beginning with *It's* describe the house (*It's big. It's small.*) or its location (*It's in the city.*). The sentences beginning with *It has* describe the rooms or characteristics of the house (*It has two bedrooms.*).
- Invite volunteers to describe their home for the class by reading aloud the sentences they wrote.

3 Speaking

This exercise practices describing a dream home.

A

- Have students read the directions. Explain *dream home*. (The ideal home.)
- Have students work individually to check the appropriate ideas to complete the sentences that describe their dream home.

B

- Invite volunteers to describe their dream home to the class, as in the example in the speech balloon. For large classes, divide the students into groups of eight to ten. Within each group, students work in pairs to describe their dream homes and then describe the similarities and differences to the group.

- **Optional** Have students do Part B in pairs. Students describe their dream home to their partners to find out how similar or different they are. They then tell the class about some of the similarities and differences they found. For example, *My dream home is in the country. Juan's dream home is in the city.*

Workbook

Assign the exercises on Workbook page 34. (Workbook answers begin on page T-190.)

Extra Grammar

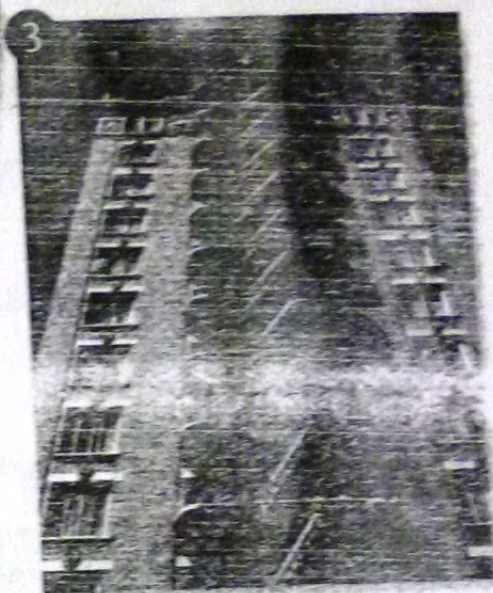
Assign the exercises for the Extra Grammar, Lesson 20.

2 Language focus

It has ...

It has a small yard.
It has three bedrooms.

A Match the homes to the correct texts.
Listen and check. Then practice.



2 This is my grandparents' house. It's in the country. It has three bedrooms. It has a small yard.

3 Our apartment is small, but it's very nice. It has two bedrooms and one bathroom. It has a big kitchen and a nice living room.

1 My friend has a very big house. It has five bedrooms and three bathrooms! It also has a big garage.

B What's your home like? Write sentences with *It's* and *It has*.

(Answers will vary)

3 Speaking

A What's your dream home like? Check (✓) your ideas. *(Answers will vary)*

My dream home is ...

- ☐ a house.
- ☐ an apartment.

It's ...

- ☐ in the city.
- ☐ in the country.

It's ...

- ☐ big.
- ☐ small.

It has ...

- ☐ a living room.
- ☐ a dining room.
- ☐ bathroom(s).
- ☐ bedroom(s).

It has ... too.

- ☐ a yard
- ☐ a garage
- ☐ a kitchen
- ☐ a/an _____

The neighborhood is ...

- ☐ noisy.
- ☐ quiet.
- ☐ nice.

B Now tell your classmates.

My dream home is a house. It's in the country. It's ...

Get Connected

UNIT 5

Read

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

- | | | | |
|---|---|---|--|
| ☒ 1. brothers | ☐ 3. cousins | ☒ 5. parents | ☐ 7. fathers |
| ☒ 2. aunts | ☒ 4. mother | ☒ 6. grandparents | ☒ 8. sisters |

A Very Big Family



The Heppner family is very big. Miriam and DuWayne Heppner have 17 children – 9 boys and 8 girls. The **youngest** is Rachel. She's three. The **oldest** is Jemima. She's 27. Jemima lives in

a **different** city and she has a little girl. Benjamin, the oldest boy, also lives in a different city and has a little girl, too. So, Miriam and DuWayne are parents and grandparents now. Jemima's

and Benjamin's little girls are **lucky** – they have a lot of aunts and uncles.

What about the children still at home? They're not just brothers and sisters, but friends and classmates, too. They go to school together in their house – they're **homeschooled**. Their mother is their teacher. They really like sports. They **run**, play soccer, and play volleyball together. They're a big, happy family.

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

to page 124
for the
Vocabulary
Practice.

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

- The family's last name is DuWayne. False. The family's last name is Heppner.
- The oldest sister is 27. True.
- Rachel lives in a different city. False. Jemima lives in a different city.
- Jemima's and Benjamin's little girls aren't lucky. False. They are lucky.
- The Heppner children's school is their home. True.
- The Heppner family likes sports. True.

This lesson practices reading, listening, and writing skills.

Review of Lesson 20

- Explain that you are going to describe a house twice. It's a weird house. Students have to listen carefully to identify what is weird. Read aloud the description below twice.
It's a house in the country. It's a big house. It has three living rooms, five big dining rooms, and one small bedroom. It has no bathrooms, but it has six nice kitchens.
- Invite volunteers to each describe one of the strange features of the house. (It has three living rooms.)
Note: Although It has no has not been formally presented, students already know I have no . . . and He / She has no
- Have students do the same activity in pairs. One student describes a weird house. The other student identifies the strange features.

Read

This exercise practices reading about people in a family.

A

- Have students look at the photo. Ask: *How many people are in the picture?* (22.)
- Invite a volunteer to read aloud the directions and the list of words. Remind students that they should read quickly to find the words and that they should not read every word carefully.
- Have students work individually to read the article and check the words they find for the people mentioned in the article. Do not check answers at this point.

B CD2, Track 17

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *youngest, oldest, different, lucky, homeschooled, run* (v.). Explain their meaning. (Youngest [draw three faces with ages labeled next to them and point to the youngest]; oldest [draw three faces with ages labeled next to them and point to the oldest]; different: not the same; lucky: having good things happen; homeschooled: learning at home instead of in school; run [v.]: to move quickly [demonstrate by running in place].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Culture Note

Having a big family in the U.S. is unusual. Families were larger in the past. In 1970, about 20 percent of households had five or more people. Today, only about 10 percent of households have five or more people. The average number of people in a family in the 1930s was about four. It was about three in the 1970s, and today is about two and a half.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 124 in class or for homework. (Get Connected Vocabulary answers are on page T-124.)

C

- Invite a volunteer to read the directions and first statement aloud.
- Ask: *Is the family's last name DuWayne?* (No, it's not.) *So what is the family's last name?* (Heppner.)
- Have students read the example corrected statement.
- Have students work individually to write *True* or *False*, and then correct the false statements.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read one corrected statement each.

Listen

In this exercise, students listen for information about families and adjectives that describe people and things.

A CD2, Track 18

- Focus students' attention on the photo. Ask: *How many people are there?* (Two.)
- Tell students that they will listen to two friends, Matt and Dave, talk about their families.
- Have students read the first statement and the circled answer.
- Explain that students should listen to the conversation and circle the correct words.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and circle the correct words.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite five volunteers to come to the board to write one of the words they circled.

B

- Have students read the directions and all the statements.
- Have students work individually to complete the statements with their own information or ideas.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students complete an organizational web and write about themselves.

A

- Focus students' attention on the web. Review the words in the web.
- Copy the web on the board. Complete it for yourself.
- Have students work individually to complete the web.
- **Optional** Have students share their webs in pairs before they write.

Teaching Tip

Webs are important organizational tools for students. The center word or phrase is the main topic. In this case, the topic is *Me*. Information about the topic branches out from the center. These are subtopics. In this case, the subtopics are *My family* and *My house*. Information about subtopics is organized within each subtopic. A web can branch into several subtopics. Before using a web, make sure students understand the topics and subtopics.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in the web in Part A to help them.
- Have students work individually to write their paragraphs about their family and their house.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in pairs to exchange paragraphs. Tell them to help their partners to think of two more sentences to add about their family and / or their house.

Workbook

Assign the exercises on Workbook page 35. (Workbook answers begin on page T-190.)

Twelve cousins!

Listen

A  Matt and Dave talk about their families. Listen and circle the correct words.

1. Dave has a really (friendly / small / (big)) family.
2. Dave has ((twelve) / seven / nine) cousins.
3. Dave is (a grandfather / a father / (an uncle)).
4. Matt has (two cousins and one sister / three aunts or uncles / (a small family)).
5. Matt's house is (noisy / (quiet) / crazy).



B Complete the sentences so they are true for you. (Answers will vary.)

1. I think big families are _____.
2. I think small families are _____.
3. I have _____ brothers and / or sisters. I think _____.
4. I have _____ aunts and / or uncles. I think _____.

Your turn

Write

A Complete the web. (Answers will vary.)

My family I have ... _____ My family ... _____	Me	My house It's ... _____ It has ... _____
---	-----------	---

B Write about your family and your house. Use the web in Part A to help you. (Answers will vary.)

I have _____

Language chart review

has / have statements

I **have** two sisters. I **have** no brothers.
 He **has** a big family.
 She **has** an apartment.
 It **has** one bedroom.

We're / They're; Our / Their

We're from New York.
Our last name is Diaz.
They're from Chicago.
Their last name is Carlton.

We're = We are
They're = They are

What's ... like?

What's she like?
 She's **nice**.

A Complete the conversation.

Farah This is a picture of _____ (we / our) family.

Diego You and Paul _____ (have / has) a big family.

Farah Yeah. We _____ (have / has) a lot of brothers and sisters.

Diego Who's this?

Paul This is _____ (we / our) brother, Kyle.

Diego What's he like?

Paul _____ (He's / His) smart and a little shy.

Farah This is _____ (we / our) aunt, Carmen, and uncle, Larry.

Paul _____ (They're / Their) last name is Parsons.

Farah _____ (They're / Their) really friendly and nice.

Paul _____ (They're / Their) from Texas.

Diego I'm from Arizona.

Farah _____ (We're / Our) from Arizona, too!

**B Read the conversation again. Answer these questions.**

1. What's their brother like?
2. What are their aunt and uncle like?
3. Where is their uncle from?
4. Where are Farah and Paul from?

This lesson reviews the grammar and vocabulary introduced in Unit 5.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 5.

- Books closed. Write on the board:
1. *has / have* statements 2. *We're / They're. Our / Their* 3. *What's ... like?*
- Focus students' attention on the headings on the board. Read aloud examples from the Language chart review in random order and ask volunteers to tell you which heading the examples should go under: 1, 2, or 3.
- Books open. Have students study the Language chart review.
- To practice discriminating between *They're* and *Their*, write 1. *They're* and 2. *Their* on the board. Say several sentences with both *They're* and *Their*. Students listen and tell you if you said number 1 or number 2. For example: *They're my cousins. Their name is Smith.* (1, 2.)
- Answer any questions students may have.

Exercises A through E (pages T-70 to T-71)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have students read the directions and look at the picture.
- Tell students to complete the conversation with the correct word in parentheses.
- Have students work individually to complete the conversation.
- Check answers with the class.
- Have students practice the conversation in pairs.

Exercise B

- Have students read the directions.
- Tell students to read the conversation in Part A again, and then answer the questions about Farah and Paul's family.
- Have students work individually to complete the exercise.
- Have them read the conversation in Part A again and answer the questions.
- Check answers with the class.

Exercise C

- Have a volunteer read the directions aloud.
- Tell students to complete the sentences with the words in the box.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one of the sentences they completed.

Exercise D

- Have a volunteer read the directions aloud.
- Tell students to write sentences about their family using some of the words in the box in Part C.
- Have students work individually to complete the exercise.
- Have students read their sentences in pairs.

Exercise E

- Have a volunteer read the directions aloud.
- Focus students' attention on the maps of the two houses. Ask: *Are the houses the same?* (No, they're different.)
- Have a volunteer read the example sentences aloud. Tell students they will write two sentences about each of the rooms in parentheses. The first sentence should be about the room in Amy's house. The second sentence should be about the same room in Ben's house.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class. Have students work in groups of three. Have them act out the conversation in Exercise A.
- Have students copy the text from Exercise D on a piece of paper. Have them exchange papers and read about each other's families. Alternatively, have students illustrate their text with a drawing of their families. Post them in the classroom for students to read.
- Have students make two maps of two houses with differences like the ones in Exercise E. Have partners exchange maps to try to find the differences.

Theme Project

- Assign the *At Home* section of the Unit 5 Theme Project on Student's Book page 130.

Workbook

- Assign the Unit 5 Check Yourself on Workbook page 36. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 5 Extra Practice worksheets starting on page T-149.

Extra Speaking Practice Worksheet

- Assign the Unit 5 Extra Speaking Practice worksheet on page T-169.

Arcade Activities

- Assign the Unit 5 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 5 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 5 Quiz on page T-180.

Test

- Give the Unit 5 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

C Complete the sentences with the words in the box.

☐ her ☐ his ☒ my ☐ my ☐ our ☐ their ☐ your

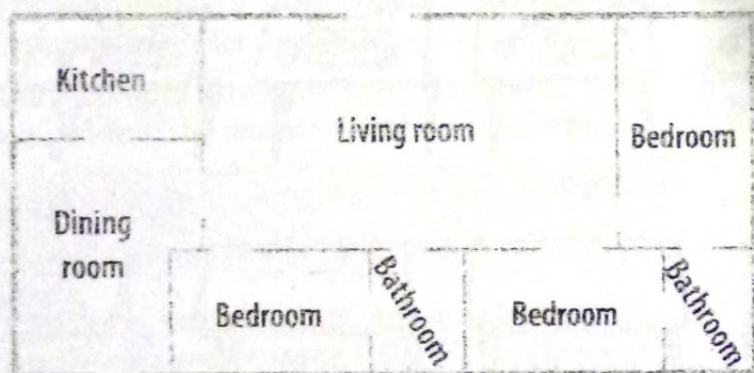
I'm Johnny Martin. This is ^{my} father. ^{My} name is Cal. ^{My} mother's name is Kimberly. I have one sister. ^{My} name is Nicki. I have two brothers, too. ^{My} names are Darren and Leo. ^{My} family is pretty big. What's ^{My} family like?



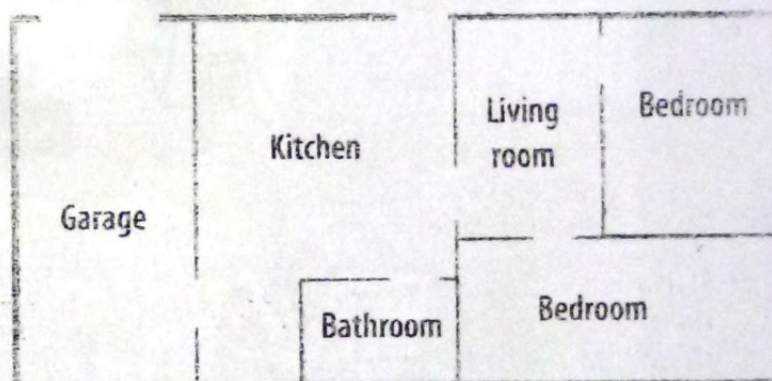
D Write about your family. Use some of the words from Part C.

E What's the difference? Compare Amy's house and Ben's house. Write sentences with *has* and *has no*.

Amy's house



Ben's house



1. (bedroom) Amy's house has three bedrooms.

Ben's house has two bedrooms.

2. (living room) Amy's house has a living room.

Ben's house has a living room.

3. (bathroom) Amy's house has two bathrooms.

Ben's house has one bathroom.

4. (dining room) Amy's house has a dining room.

Ben's house has no dining room.

5. (kitchen) Amy's house has a kitchen.

Ben's house has a kitchen.

6. (garage) Amy's house has no garage.

Ben's house has a garage.

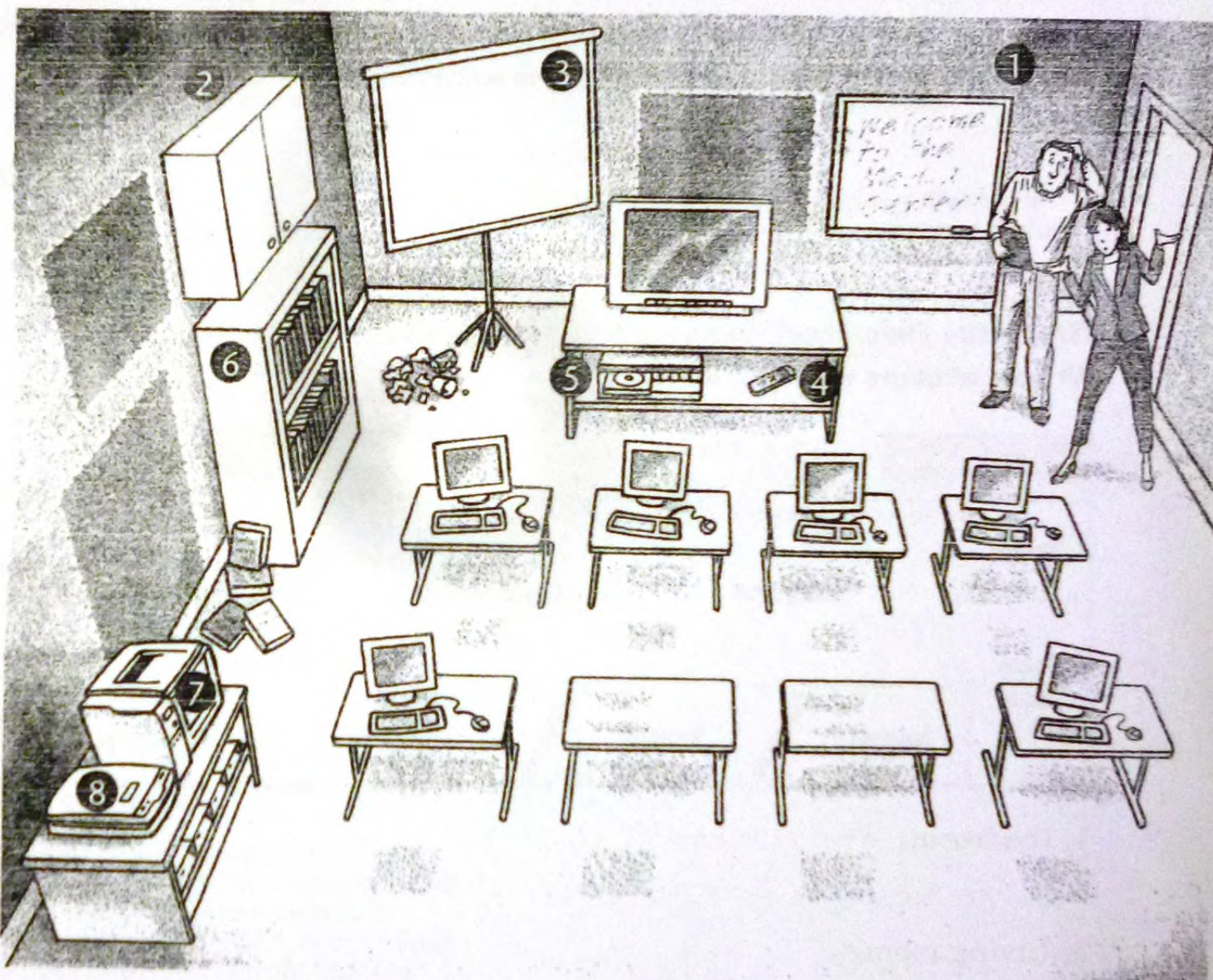
to page
130
for the
Theme
Project.

The media center

1 Vocabulary

A Look at the picture of the new media center and write the names of the items. Use the words in the box. Then listen and practice.

- | | | | |
|---|--|---|----------------------------------|
| ☒ board | ☐ cabinet | ☐ printer | ☐ scanner |
| ☐ bookcase | ☐ CD/DVD player | ☐ remote control | ☐ screen |



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B Ask and answer questions about things in your classroom.

What's that?

It's a board.

What are those?

They're computers.

The media center

This lesson presents and practices the words for equipment in a media center, There's / There are . . . and There's no / There are no

1 Vocabulary

This exercise presents and practices the words for equipment in a media center.

Culture Note

Most schools in the U.S. have a media center. Students go there to do assignments, use the computer, and watch educational programs.

Note: A CD/DVD player is a piece of equipment that plays both CDs and DVDs. There is also equipment that just plays CDs. This is called a CD player. A piece of equipment that just plays DVDs is called a DVD player.

- **Optional** Ask students to study the picture again carefully. Books closed. Have students work in pairs to ask and answer questions about the items in the media center, as in this example:

A: Where's the printer?

B: It's on the table.

B

- Have students read the directions and the examples in the speech balloons.
- Have students work in pairs to ask and answer questions about the items in their classroom, as in the examples.

Culture Note

For students in junior high school and high school in the U.S., school is not just the place where they go to study every day. For most students, school is also the center of their social lives. They are in school from about 8:00 a.m. until about 3:00 p.m. Students either bring their lunch or buy a hot or cold lunch in the school cafeteria. They have to bring all their books in the morning for the classes they will have that day, usually five or six different subjects. They leave their jackets, coats, and books in their lockers when they are not using them. Students have five-minute breaks between classes to change classrooms and go to their lockers.

Audio script

Same as the items in the Student's Book.

- Check answers with the class. Ask questions like this: *What number is the CD/DVD player?* (5.)
- Play the recording again, or model the words. Students listen and repeat.

2 Language focus

This exercise presents and practices *There's / There are ... and There's no / There are no ...*

A CD2, Track 20

- Focus students' attention on the picture. Explain that the people in the picture are Mr. Wilson and Ms. Brooks, two teachers at the school where the media center is. The media center is new. Mr. Wilson is responsible for it, and Ms. Brooks is visiting it for the first time.
- Tell students that they will listen to the conversation between Mr. Wilson and Ms. Brooks. They should tell you if Mr. Wilson is happy with the media center.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Why isn't Mr. Wilson happy?* (There are some things missing in the media center.)
- Focus students' attention on Mr. Wilson's order form. Explain that it shows the equipment Mr. Wilson ordered for the room. Say: *Look at the number of computers on the form. How many did Mr. Wilson order?* (Eight.) *Now look at the conversation. How many computers are in the room?* (Six.) *What's the sentence with this information?* (Well, there are only six computers.) Write on the board: *There are six computers.*
- Do the same to elicit the following sentences: *There's a printer. There's no wastebasket. There are no chairs.* Draw students' attention to the use of *no* in the negative statements. Ask them to give you an example of another sentence type they know using *no*. (I have no brothers or sisters.)
- Explain that we use *There's* and *There are* to say that something exists or does not exist, or to focus attention on it.

- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Draw their attention to the contraction. Ask: *What is the full form of There's?* (There is.)
- Model the examples, pausing for students to repeat.

B CD2, Track 21

- Give students a few minutes to look at Mr. Wilson's order form and the picture on page 72. They should find other discrepancies between what is on the order form and what is actually in the room.
- Have students read the directions and the examples in the chart.
- Demonstrate the task. Ask: *How many CD/DVD players are on the form?* (One.) *And how many are in the room?* (One.) Tell students to write *There's a CD/DVD player* under *There's a printer* in the *What's right?* column.
- Have students work individually to complete the chart. While they are doing this, copy the chart on the board.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the chart in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to add one of the sentences they wrote.

3 Speaking

This exercise practices describing what is in the classroom.

- Have students read the directions and the sample conversation.
- Give students a few minutes to think about some true and false statements about their own classroom. Be prepared to give them the names of classroom objects or items that you have not taught yet.
- Have students work in pairs to do the task.
- Invite a few volunteers to share some of their true and false sentences with the class.

Workbook

Assign the exercises on Workbook page 37. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 21.

2 Language focus

A There is a problem in the media center.
Listen and practice.

Mr. Wilson So, here's the new media center.

Ms. Brooks Wow! It's great.

Mr. Wilson Wait a minute...

There's a problem.

Ms. Brooks What's wrong?

Mr. Wilson Well, there are only six computers.

Ms. Brooks Oh, dear. Well, there's a printer.
Is that right?

Mr. Wilson Yes, that's OK. But there's no
wastebasket, and there are no chairs.

Ms. Brooks Oh, no!

Mr. Wilson

Clarkston Middle School

☐ 2 boards	☐ 1 CD/DVD player	☒ 1 printer
☐ 2 bookcases	☐ 8 chairs	☐ 1 screen
☐ 2 cabinets	☒ 8 computers	☐ 1 scanner
☐ 1 remote control	☐ 8 desks	☐ 1 wastebasket

There's / There are ...

There's a printer.

There are six computers.

There's no / There are no ...

There's no wastebasket.

There are no chairs.

There's = There is



B Look at Mr. Wilson's order form in Exercise 2A. Then look at the picture on page 72.
What's right? What's wrong? Write sentences. Then listen and check.

3 Speaking

Make true or false statements about your classroom. Your classmate says
Yes or No and corrects the false statements.

You There's a board.

Classmate Yes.

You There are 12 chairs.

Classmate No. There are 20 chairs.

1 Vocabulary

 **A** Label the photos of Jenny's school with the words in the brochure.
Then listen and practice.

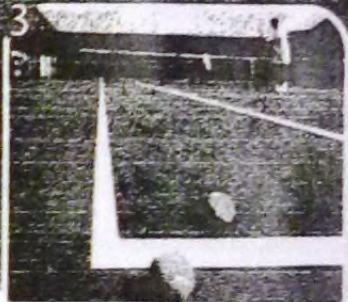
Kent International School Has A Lot!



gym



athletic fields



tennis courts



auditorium

Sports Facilities

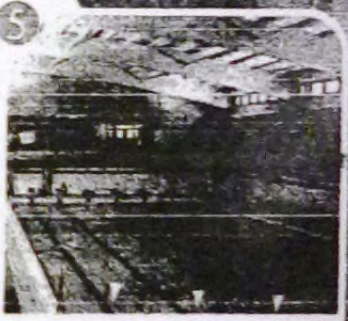
- 2 tennis courts
- 4 athletic fields
- 1 football field
- 1 baseball field
- 2 soccer fields
- gym
- swimming pool

Media Center

- computer lab with 50 computers
- language lab

Other Facilities

- auditorium
- library
- cafeteria



swimming pool



library



language lab



computer lab



cafeteria

B Write about the facilities at your school. Use *There is / There are*.

There is ... (Answers will vary.)

This lesson presents and practices the names for school facilities and Is there a / Are there any . . . ?

Review of Lesson 21

- Write on the board:
A: *There's (a book) on (Robert's) desk.*
B: *Yes. OR No. There are (two books) on (Robert's) desk.*
- Demonstrate the game. Have a volunteer read the conversation on the board and then look at a classmate's desk for a couple of minutes. The volunteer should try to remember as much as possible about what is on, near, or under the desk.
- Tell the volunteer to close his or her eyes. Say sentences like the one in the example. The student says yes if what you say is correct, or *no* if it is incorrect. Whenever a sentence is incorrect, the student has to correct it, as in the example.
- Have students work in pairs to continue playing.

1 Vocabulary

This exercise presents and practices words for school facilities.

A CD2, Track 22

- Focus students' attention on the brochure for Kent International School. Remind them that this is where the main characters in the book attend school.
- Have students look at the small photos and read the text.
- Explain that the words in red are the names of the facilities shown in the small photos.
- Ask: *How many kinds of sports facilities are there?* (Four.) *How many kinds of labs?* (Two.) Explain that *lab* is short for *laboratory*. Ask: *How many other facilities are there?* (Three.)
- Have students work individually to label the facilities they know the names of. Tell them not to label any they do not know.
- Play the recording. Students listen and verify their answers, adding any missing labels.

Audio script

See page T-207.

- Check answers with the class. Say sentences like this: *There's a swimming pool.* Students tell you the number of the photo that illustrates each sentence.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Have students read the directions.
- Have them work individually to write about the facilities available at their school.
- Invite volunteers to read aloud one of the sentences they wrote – for example, *There is a gym.*

Culture Note

In the U.S., as in most countries, students attend either *public* or *private* schools. Public schools are free. Private schools usually have smaller classes and parents pay all or part of the cost of the student's tuition, which can be quite expensive. There is great variation across the country in what percentage of children in a community attend private versus public schools. This often depends on the quality of the public schools.

2 Language focus

This exercise presents and practices *Is there a / Are there any ... ?*

A CD2, Track 23

- Have students read the directions. Then focus students' attention on the photo.
- Tell students they will listen to a conversation between Jenny and Jill and should find two new pieces of information about the school.
- Play the recording. Students listen and read along. Elicit the answer. (There's a tennis team. There's a soccer team.)

Audio script

Same as the conversation in the Student's Book.

- Write on the board: *tennis courts, tennis players, soccer team, game*. Say: *Jill wants to know about these things. What questions does she ask? (Are there any tennis courts? Are there any cute players? Is there a soccer team? Is there a game today?)* Write the questions on the board. Explain *game, today, and any*.
- Explain that *cute* means almost the same as *handsome* and *pretty*, but we can use it for both boys and girls.
- Have students find the answers to each of the questions on the board. Write the answers on the board.
- Play the recording again, or model the conversation. Students listen and repeat.

- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the contractions. Ask: *What are the full forms of isn't and aren't? (Is not, are not.)*
- Model the examples, pausing for students to repeat.

B CD2, Track 24

- Have students read the directions and the conversation.
- Have students work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to read one of the sentences they completed. Explain *here* and *there*. Make sure students understand that the second *there* in the question *Are there any cute boys there?* indicates location (in this case, the cafeteria) and is the opposite of *here*.
- Have students practice the conversation in pairs.

3 Pronunciation *th*

In this exercise, students practice the two pronunciations of *th*.

A CD2, Track 25

- Focus students' attention on the chart. To convey the meaning of *voiced*, say /b/ and touch your throat. Have students repeat and touch their throats and notice the vibration. Do the same with /p/ to convey the meaning of *unvoiced*. (There is no vibration when they touch their throats.)
- Explain that in English, the spelling *th* is voiced in some words and unvoiced in others.
- Play the recording. Students only listen.

Audio script

Same as the chart in the Student's Book.

- Play the recording again. Students listen and repeat. Have them touch their throats as they repeat to make sure they are saying the sounds correctly.

B CD2, Track 26

- Have students read the directions.
- Have students work individually to complete the chart with the words listed in the directions. Tell them to touch their throats as they say the words. They may need to emphasize the /*th*/ sounds to feel the vibrations.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the chart in the Student's Book.

- Check answers with the class. Copy the chart on the board. Invite volunteers to come to the board and write one of the words in the correct column.

Workbook

Assign the exercises on Workbook page 38. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar. Lesson 22.)

2 Language focus

A Jenny's cousin, Jill, asks about Kent International School. Listen and practice.

Jill Jenny, your school is really great.
Are there any tennis courts?

Jenny Yes, there are.

There's a tennis team, too.

Jill So, are there any cute players?

Jenny No, there aren't.

Jill Hmm. Is there a soccer team?

Jenny Yes, there is.

Jill Is there a game today?

Jenny No, there isn't. Sorry.

Is there a / Are there any . . . ?

Is there a soccer team?

Yes, **there is**.

No, **there isn't**.

Are there any tennis courts?

Yes, **there are**.

No, **there aren't**.

isn't = is not aren't = are not

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

Jill Are there any other interesting things at your school?

Jenny Yes, there are. There are some new classrooms and a new media center.

Jill Oh, that's cool. Is there an Internet café there?

Jenny No, there isn't.

Jill Hey, I'm hungry. Are there any cafés near here?

Jenny No, there aren't. But there's a cafeteria.

Jill Are there any cute boys there?

Jenny Yes, there are. Let's go!



3 Pronunciation *th*

A Listen to the two pronunciations of *th*. Then listen again and practice.

Voiced

Unvoiced

there that father three think bathroom

B Write these words in the correct columns: *birthday, brother, mother, thanks, the, they, thing, thirty*. Listen and check. Then practice. (The order of the answers may vary.)

Voiced

Unvoiced

brother

birthday

mother

thanks

the

thing

they

thirty

Mini-review

1 Language check

A Read about the neighborhood around Kent International School.
Then answer the questions.



Enjoy your free time after school!



Bob's Burgers

Hamburgers,
sandwiches, and more!

325 Main Street
555-0982

Kent Shopping Mall



48 stores,
5 movie theaters
25 Park Avenue
555-1618



Central Park

56th-60th Streets

Swimming pool
Soccer and baseball fields

Lee's Restaurant

Great Chinese food!

16 West Avenue
555-6723

City Video Arcade

Your place for
after-school fun!

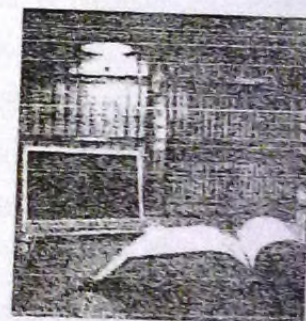
18 South Avenue
555-8722



Maple Bookstore and Internet Café

New and used books

Kent Shopping Mall
555-8655



1. Are there any stores near the school? *Yes, there are.*
2. Are there any athletic fields in the neighborhood? *Yes, there are.*
3. Is there a basketball court in the park? *Yes, there is.*
4. Is there a bookstore at the mall? *Yes, there is.*
5. Are there any restaurants on South Avenue? *Yes, there are.*
6. Is there a video arcade in the neighborhood? *Yes, there is.*

B Write three sentences about your neighborhood. Then tell your classmates.

There's a park.

1.

2.

3.

There's a park. There...

This lesson reviews the language presented and practiced in Lessons 21 and 22.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Focus students' attention on the ads. Explain that they advertise places in the neighborhood around Kent International School.
- Ask questions like these about two or three of the places:
Are there any restaurants? (Yes.) What's the name of one of the restaurants? (Bob's Burgers. / Lee's Restaurant.) What's the address? (325 Main Street. / 16 West Avenue.)
- Have students work individually to answer the questions.
- Check answers with the class. Ask random pairs of students to ask one of the questions and answer it.

B

- Have students read the directions and the example.
- Have them work **individually** to write three sentences about their neighborhood, as in the example.
- Ask students to **share** their sentences with the class. Invite volunteers to read aloud one of the sentences they wrote.

C

- Give students a few minutes to read the directions and look at the picture. Ask: *Where are these things?* (In a classroom or in a media center.)

- Have students work individually to circle the correct words in the sentences.
- Have students compare answers in pairs.
- Check answers with the class. Invite volunteers to read their sentences aloud.

2 Listening

In this exercise, students listen for information about a media center.

 CD 2, Track 27

- Invite a volunteer to read the directions aloud. Tell students they will listen to six short conversations about the facilities and equipment at a school. They should write short *Yes* or *No* answers to the questions and then write the correct information for the *No* answers.
- Play Conversation 1 only. Students only listen.

Audio script

See page T-207.

- Ask: *Are there two scanners in the media center?* (No, there aren't.) Ask: *How many are there?* (One.) Invite a volunteer to read the example question and answer.
- Play the rest of the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Ask pairs to read the questions and answers for each item.

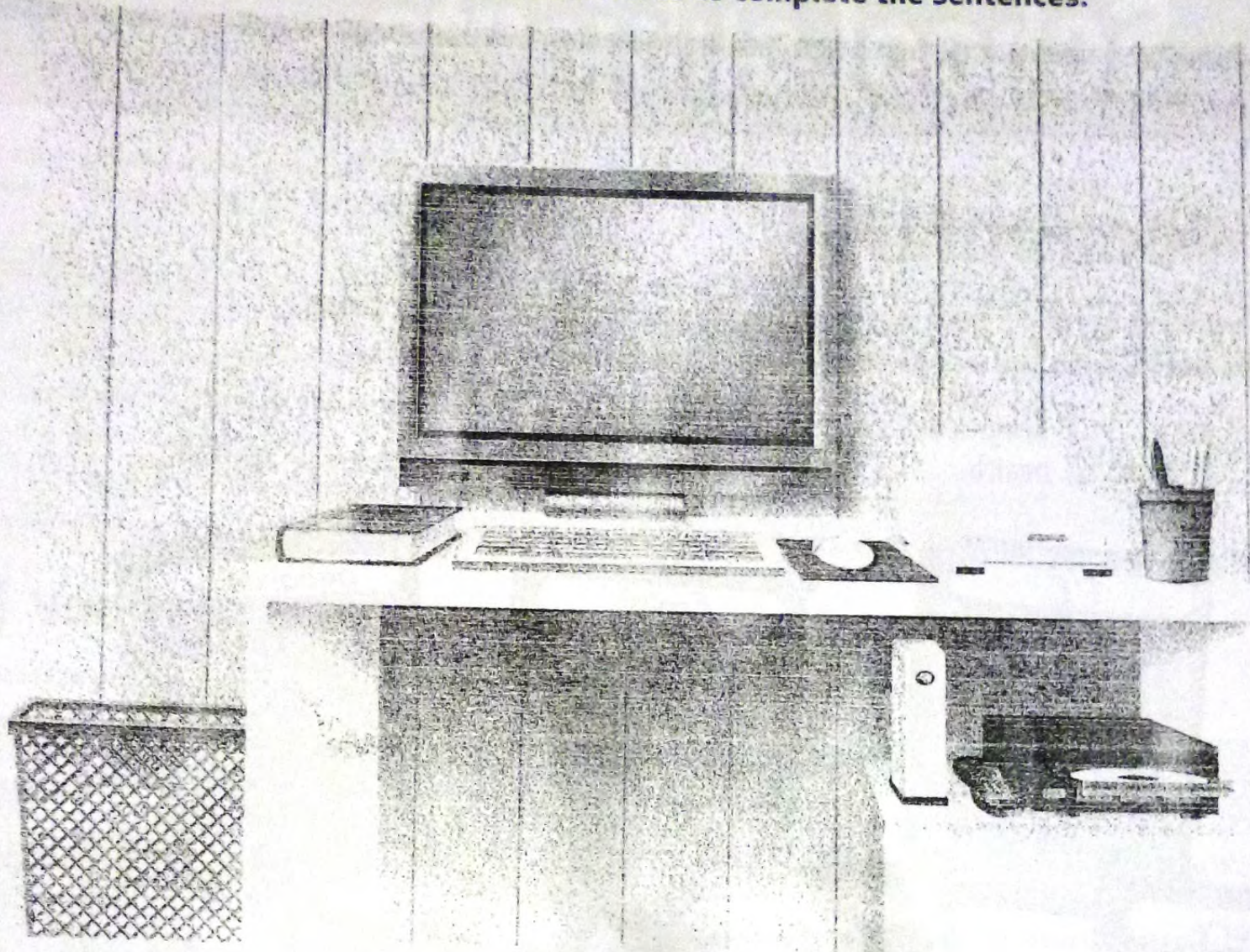
Workbook

Assign the exercises on Workbook page 39.
(Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 119.

C Look at the picture. Circle the correct words to complete the sentences.



1. There's a (cabinet / wastebasket) next to the desk.
2. There's a large (computer / board) on the desk.
3. There's a (scanner / CD/DVD player) under the desk.
4. There's a (remote control / screen) next to the CD/DVD player.
5. There are no (chairs / pencils) near the desk.
6. There's a (bookcase / printer) next to the computer.

2 Listening

People talk about their schools. Listen and answer the questions.
Write the correct information for No answers.

1. Are there two scanners in the media center?
2. Are the answers on the screen?
3. Are there five wastebaskets in the classroom?
4. Is there a football field at Jim's school?
5. Are there three swimming pools at Mia's school?
6. Are there 20 computers in the computer lab?

to page 119
for the
Game.

1 Vocabulary

A These are some of the classes at Kent International School. Label the books with the words in the box. Then listen and practice.

- | | | | | |
|----------------------------------|------------------------------------|----------------------------------|---|----------------------------------|
| ☐ art | ☐ geography | ☐ history | ☐ music | ☐ science |
| ☐ English | ☐ health | ☐ math | ☒ physical education (P.E.) | ☐ Spanish |



B Make a list of your school subjects. Are they easy or difficult for you? Check (✓) Easy or Difficult. Then tell your classmates. (Answers will vary)

My school subjects	Easy	Difficult
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐

I think geography is easy.

My school subjects	Easy	Difficult
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐
_____	☐	☐

I think math is difficult.

School subjects

This lesson presents and practices the words for school subjects, days of the week, saying the time of an event with on for days of the week and at for times, and saying the time.

Review of Lesson 22

- Write on the board:
 - A: Is there an (Internet café)?
 - B: Yes, there is. / No, there isn't.
 - A: Are there any (stores)?
 - B: Yes, there are. / No, there aren't.
- Have students work in pairs to compare the places in their neighborhoods, as in the example.

1 Vocabulary

This exercise presents and practices the words for school subjects.

Culture Note

Students in junior high or high school in the U.S. usually study about five academic subjects each semester. They also have special subjects such as art, P.E., and music. In many schools, students begin studying a foreign language in the sixth grade. Students usually choose either French or Spanish. Most schools also offer many after-school or extracurricular activities and clubs that students can join, such as drama, chess, photography, sports, debating, dance, and the school newspaper.

Audio script

See page T-207.

- Check answers with the class. Ask questions like this: Which book is for Spanish? (9.)
- Play the recording again, or model the words. Students listen and repeat.
- Ask students if there are any school subjects they do not study at their school.

B

- Have students read the directions, look at the chart, and read the examples in the speech balloons. Ask them for an equivalent of *difficult*. Then explain that *easy* is the opposite of *difficult*.
- Have students work individually to complete the list of subjects they study. They should rate them as *easy* or *difficult* by checking the appropriate boxes.
- Have students work in pairs to compare opinions, as in the examples.
- Have the class take a vote on two or three of the subjects. Ask questions like these: Who thinks math is easy? Who thinks science is difficult?

A CD2, Track 28

- Write *School subjects* on the board. Ask students to look at the box. Ask them if they can find the English words for any of the school subjects they study.
- Focus students' attention on the pictures of the books. Explain that each illustration shows one of the school subjects.
- Have students work individually to label the books with the school subjects they know. Tell them not to label any they do not know.
- Play the recording. Students listen and verify their answers, adding any missing labels.

2 Saying the time

This exercise presents and practices days of the week and saying the time.

 CD2, Track 29

- Focus students' attention on the schedule. Ask them what they think *Class Schedule* means and if they have a schedule like this.
- Ask: *Whose class schedule is this?* (Nicole's.) Have students look back at the subjects on page 78. Ask: *Does Nicole study all these subjects?* (Yes.) *Does she have any other activities?* (Yes.) *What are they?* (Language lab, science lab, computer lab, and lunch.)
- Focus students' attention on the days of the week. Play the first part of the recording. Students listen and repeat.

Audio script

Same as the days in the chart in the Student's Book.

- Explain that *Saturday* and *Sunday* are the days of the weekend. Monday through Friday are called *weekdays*. Model the days of the week, pausing for students to repeat.

- Focus students' attention on the times. Explain that they run along the left-hand side of the schedule. Play the second part of the recording. Students listen and repeat.

Audio script

Same as the times in the chart in the Student's Book.

- Draw students' attention to the use of *oh* and *o'clock* in the examples in the box.
- Invite volunteers to say different times. Write them on the board using numbers. Make one or two mistakes and have students correct them.
- **Optional** Have students work in pairs to continue practicing the days and times.

3 Language focus

This exercise presents and practices talking about the time of an event using *on* for days of the week and *at* for times.

A  CD2, Track 30

- Focus students' attention on Nicole's text. Explain that she is talking about her class schedule.
- Play the recording. Students listen and read along.

Audio script

Same as Nicole's text in the Student's Book.

- Ask: *What's the first subject Nicole talks about?* (English.) *Is English easy or difficult for her?* (It's easy.) *Is history easy for her, too?* (No, it's difficult.) *What's Nicole's favorite day?* (Thursday.) *Why?* (She has computer lab.) *What's her opinion of computer lab?* (It's great!) Explain *every day*.
- Play the recording again, or model the sentences. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Point out the use of *have* with school subjects.

- Ask: *What's the word we use before days of the week?* (On.) *And before times?* (At.)
- Model the examples in the box, pausing for students to repeat.

B  CD2, Track 31

- Have students read the directions and the sentence beginnings.
- Have students work individually to look at Nicole's schedule and complete the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one of the sentences they wrote.

4 Speaking

This exercise practices language for talking about favorite classes.

- Have students read the directions and the example in the speech balloon.
- Have students work in small groups and take turns saying sentences.

Workbook

Assign the exercises on Workbook page 40. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 23.

2 Saying the time

Look at the days and times in Nicole's class schedule. Listen and practice.

Saying the time

8:30 = eight thirty

1:05 = one-oh-five

2:00 = two or two o'clock

Class Schedule for Nicole Martel

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	English	English	English	English	English
9:25	math	math	math	computer lab	math
10:20	P.E.	health	P.E.	art	P.E.
11:15	lunch	lunch	lunch	lunch	lunch
12:10	history	geography	history	geography	history
1:05	science	science	science lab	science	science
2:00	Spanish	language lab	Spanish	music	Spanish

3 Language focus

on / at

I have computer lab **on** Thursday.
My computer lab is **at** 9:25.

A Nicole talks about her class schedule. Listen and practice.

This is my school schedule. I have English class every day at 8:30. I think English is easy.

I have history class at 12:10 on Monday, Wednesday, and Friday. History is difficult.

My favorite day is Thursday. I have computer lab at 9:25. It's great!



B Look at Nicole's class schedule in Exercise 2 above. Complete the sentences with the day and time. Then listen and check.

- Nicole's health class is on Tuesday at 10:20
- Nicole has science lab on Wednesday at 1:05
- Her geography class is on Tuesday and Thursday at 12:10
- She has Spanish class on Monday, Wednesday, and Friday at 2:00
- Her language lab is on Tuesday at 2:00

4 Speaking

What are your three favorite classes at school? When are they? Tell your classmates.

I think math is great. I have math class on Tuesday at 1:00. I think...

1 Vocabulary

A Look at the Spring Day poster. Listen and practice.

Kent International School
Spring Day Food, fun, games, and more!

Spelling Contest 9:00 a.m. / nine o'clock
A-U-D-I-T-O-R-I-U-M

Fashion Show 10:15 a.m. / a quarter after ten

Bicycle Race 11:20 a.m. / twenty after eleven

Picnic 12:00 p.m. / noon

Band Concert 1:45 p.m. / a quarter to two

Soccer Game 3:30 p.m. / half past three

B What time are the events? Complete the sentences.

1. The fashion show is at a quarter after ten.
2. The picnic is at noon.
3. The soccer game is at half past three.

This lesson presents and practices words for extracurricular activities, an alternative way of saying the time, and What time . . . ?

Review of Lesson 23

- Draw an empty class schedule on the board. Write the days of the week – Monday to Friday – across the top of the schedule and the times at which each class starts in the first column.
- Write the following sentence outline on the board:
We have (subject) at (time) on (day).
- Tell students that they are going to help you complete their class schedule. Invite volunteers to tell you about one of their classes, using the sentence outline on the board.

1 Vocabulary

This exercise presents and practices words for extracurricular activities and an alternative way of saying the time.

Culture Note

School fairs such as Spring Day are common events in schools across the U.S. A fair is a day of planned activities designed to bring together members of the school community, including students, parents, teachers, and other school employees. The events often include the sale of homemade food, performances by students or invited guests, live music, sports competitions, and displays of student work, such as art projects. The fair may be based on a theme such as science, in which students of all grades display and demonstrate projects and experiments they have completed. Usually both parents and teachers cooperate in the planning of the events. The fairs give students a sense of school identity and pride.

Audio script

See page T-207.

- Ask: *How many ways did each speaker say the time of the activity? (Two.)*

Write on the board:

There's a spelling contest at nine / at nine o'clock.

There's a fashion show at ten fifteen / at a quarter after ten.

- Model both versions of each sentence, pausing for students to repeat.
- Model the rest of the sentences in the same way. Students listen and repeat.

B

- Have students read the directions.
- Have students work individually to complete the sentences, writing the time as presented in Part A.
- Check answers with the class. Invite a volunteer to read the sentences aloud.
- **Optional** Have students write the sentences again in their notebooks, writing the time the way you practiced it in Lesson 23.

A CD2, Track 32

- Write *Spring Day* on the board. Explain that this is the name of a fair at Kent International School. Ask students if there are events like Spring Day at their school.
- Focus students' attention on the pictures and the captions under them. Explain that the pictures show the activities planned for Spring Day. The captions give the names of the activities and the times they will start.
- Ask students to read the captions. Ask questions like this: *What time is the fashion show?* Tell students to answer saying the time the way they practiced it in Lesson 23 – for example, *At ten fifteen.*
- Play the recording. Students listen and read along.

2 Language focus

This exercise presents and practices *What time ... ?*

A CD2, Track 33

- Books closed. Explain that it is early on Spring Day. Yoshi and Paulo are at school. Tell students that they will listen to their conversation and should tell you what time it is.
- Play the recording. Students listen. Elicit the answer. (It's five minutes after nine.)

Audio script

Same as the conversation in the Student's Book.

- Books open. Play the recording again. Students listen and read along.
- Ask students to find the answers to the following questions in the conversation: *What time is the spelling contest?* (It's at nine o'clock.) *What time is it now?* (It's five minutes after nine.) Say: *Paulo says, "I'm already late." What's he late for?* (The spelling contest.)
- Play the recording again, or model the conversation. Students listen and repeat.

- Language Chart** Have students study the examples in the language chart. Draw students' attention to the use of *It's* at the beginning of the answer and the use of *minutes* in *It's five (minutes) after nine*. Explain that *minutes* is in parentheses because it's optional.
- Model the examples, pausing for students to repeat.

B CD2, Track 34

- Have students read the directions and then work individually to write the questions and answers.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Ask random pairs of students to read aloud one of the questions and answers they wrote.

3 Listening

In this exercise, students listen for the correct time.

CD2, Track 35

- Have students read the directions and look at the time on each of the clocks in items 1 to 5.
- Write the following conversation on the board. Ask random pairs of students to talk about the times, following the example:
A: *It's five past ten.*
B: *That's ten-oh-five, right?*
A: *Yes.*
- Tell students that they will listen to the characters at Kent International School on Spring Day and should find out what time it is in each conversation.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and check the correct times.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.
- Optional** The second time you play the recording, pause after each conversation and ask students to take notes on the activities the speakers talk about. Check answers with the class. Then have students work in pairs to reproduce one of the conversations.

Workbook

Assign the exercises on Workbook page 41. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 24.

2 Language focus

A Yoshi and Paulo are at Spring Day.
Listen and practice.

Yoshi Are you excited about Spring Day?

Paulo Yes, I am. I'm in the spelling contest and the soccer game.

Yoshi Uh, what time is the spelling contest?

Paulo It's at nine o'clock.
What time is it now?

Yoshi It's five minutes after nine.

Paulo Oh, no! I'm already late.

What time...?

What time is it now?

It's 9:05. (It's nine-oh-five.)

It's five (minutes) after nine.

What time is the spelling contest?

It's at nine (o'clock).

B It's Spring Day at another International School. Write questions and answers.
Then listen and check.

1. (bicycle race) *What time is the bicycle race?*

(10:15) *It's at a quarter after ten.*

2. (fashion show) *What time is the fashion show?*

(3:30) *It's at half past three.*

3. (band concert) *What time is the band concert?*

(12:20) *It's at twenty after twelve.*

4. (picnic) *What time is the picnic?*

(1:15) *It's at a quarter after one.*

5. (soccer game) *What time is the soccer game?*

(2:45) *It's at a quarter to three.*



3 Listening

What time is it now? Listen and check (✓) the correct time.

1. ☒



2. ☒



3. ☐



4. ☒



5. ☒



☐



☐



☒



☐



☐



Get Connected

UNIT 6

Read

A Read the information quickly. Check (✓) the times you find.

- | | | |
|---|--|--------------------------------|
| ☒ 12:30 | ☐ 3:30 | ☐ 9:15 |
| ☒ 9:00 | ☒ 3:15 | ☐ 12:30 |

Welcome to Kiowa U!

Every summer, kids (ages 7–16) from around the world go to Kiowa U in Denton, Texas. At Kiowa U, there are cool classes in 3D animation, fashion design, cooking – and a lot of other classes, too. Is Kiowa U a school? No, it's a **summer camp**!

What time are classes every day? Well, students have their first class at 9:00 a.m., and they have lunch at 12:30 p.m. They have other classes at 3:15 p.m. – soccer, basketball, **juggling**. At 7:00 p.m., students go to the movies, go bowling, play games, have talent shows . . . It's everybody's favorite time of day.

Are there any classrooms at Kiowa U? Yes, there are, and there are also computer labs, a gym, a swimming pool, and sports fields. Kiowa U has a lot of things. It's great!



to page 124
for the
Vocabulary
Practice.

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

C Answer the questions.

1. Are there cool classes at Kiowa U? Yes, there are.
2. Is Kiowa U a summer camp? Yes, it is.
3. What time is the first class every day? It's at 9:00 a.m.
4. What time is lunch? It's at 12:30 p.m.
5. Are there computer labs and sports fields at Kiowa U? Yes, there are.

This lesson practices reading, listening, and writing skills.

Review of Lesson 24

- Tell students you are going to make a schedule for their ideal Spring Day. Have them suggest the activities for the day. The activities can be similar to the ones they saw in Lesson 24 or new ones – for example, *basketball game*. Students should suggest appropriate times, according to how long they think each activity might take. Write the schedule on the board.
- Also write on the board:
 - A: *What time is the (basketball game)?*
 - B: *It's at (a quarter after ten).*
 - A: *Oh, no! We're late.*
 - B: *What time is it now?*
 - A: *It's (half past ten)!*
- Have students practice the conversation in pairs. They should repeat the conversation several times, each time replacing the phrases in parentheses to talk about a different activity.

Read

This exercise practices reading for times and other information.

A

- Focus student's attention on the photos. Ask: *Where are these kids?* (At a summer camp.)

Culture Note

Summer camps are popular in the U.S. There are *day camps* where kids go during the day. They sleep in their own homes at night. There are also *overnight camps* where kids go for a few days or weeks. They stay overnight. Their parents do not go, but other adults supervise them.

- Invite a volunteer to read the directions and times aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the text and check the times they find. Do not check answers at this point.

B CD2, Track 36

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *summer*, *3D animation*, *fashion design*, *cooking* (n.), *summer camp*, *juggling* (n). Explain their meaning. (Summer: warm season after spring, before fall; 3D animation: kind of cartoon that looks real; fashion design: creating clothing; cooking (n.): preparing food; summer camp: a place where kids go during summer vacation to do fun activities; juggling (n.): tossing and catching more than two balls or other objects at the same time [demonstrate this if you can].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the checked times from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 124 in class or for homework. (Get Connected Vocabulary answers are on page T-124.)

C

- Invite a volunteer to read the directions and example question aloud.
- Ask: *Are there cool classes at Kiowa U?* Elicit the answer. (Yes, there are.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite a pair to read the questions and answers aloud.

Listen

In this exercise, students listen for information about activities and times.

A CD2, Track 37

- Focus students' attention on the photo. Ask: *What are the boy and girl doing?* (They are pointing to something on a piece of paper.)
- Tell students that they will listen to two friends, Elsa and Chris, talk about summer camp.
- Have students read the first statement and the example answer.
- Explain that students should listen to the conversation and write *True* or *False* for each statement. Tell students not to correct the false statements at this stage.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and write *True* or *False*.
- Check answers with the class. Invite a volunteer to read his or her answers aloud.

- Tell students that they should now correct the false statements. If necessary, play the recording to help them.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Read each statement. Have students say if it was true or false. For false answers, elicit the corrected statements.

B

- Have students read the directions and all the statements.
- Have students work individually to complete the statements with their own information or ideas.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write about their dream summer camp.

A

- Invite a volunteer to read the directions and the questions aloud.
- Tell students that they should write their own answers as this exercise is about their dream summer camp.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write about their dream summer camp.

- Have students work individually to write their paragraphs.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students exchange paragraphs. Encourage them to offer their opinions about each other's dream summer camp.

Workbook

Assign the exercises on Workbook page 42. (Workbook answers begin on page T-190.)

What time is the game?

Listen

A Elsa and Chris talk about summer camp. Listen and write True or False. Then correct the false statements.

1. Chris is excited about summer camp. False. Chris isn't excited about summer camp.
2. Chris has science class at 10:00. True.
3. Chris has P.E. at summer camp. False. Chris has P.E. at school.
4. There's a gym at Chris's summer camp. True.
5. The basketball game is at 3:30 on Saturday. False. The basketball game is at 9:30.
6. The picnic is at noon on Saturday. True.



B Complete the statements so they are true for you. (Answers will vary.)

1. I think summer camp is _____.
2. I think math and English classes in the summer are _____.
3. I think basketball is _____.
4. I think picnics with friends are _____.

Your turn

Write

A Think about your dream summer camp. Answer the questions about it. (Answers will vary.)

1. What's the name of your summer camp? _____
2. Where is it? _____
3. What's at the camp? A swimming pool? A sports field? A computer lab? _____
4. What's the schedule every day? _____

B Write about your dream summer camp. Use the answers in Part A to help you. (Answers will vary.)

The name of my summer camp is _____

Unit 6 Review

Language chart review

There's / There are

There's a nice library in my neighborhood.

There's no library in my neighborhood.

There are two athletic fields at my school.

There are no athletic fields at my school.

Is there a / Are there any ... ?

Is there a park in your neighborhood?

Are there any restaurants in your neighborhood?

Yes, there is.

Yes, there are.

No, there isn't.

No, there aren't.

There's = There is isn't = is not aren't = are not

A Complete the e-mails with *there's*, *there are*, *there's no*, and *there are no*.

From: Claudia

Hi, Terri!

Here's a picture of my city – Rio de Janeiro, Brazil. There are many interesting places here. Rio has a lot of beaches. My favorite beach is Copacabana Beach. There's a famous mountain here, too. It's Sugar Loaf. There's a theater downtown. It's the Municipal Theater. There are many concerts at the theater. The National Museum of Fine Arts is famous. It's a great city. I love it!

Come visit me soon!

Claudia



From: Terri

Dear Claudia,

Thanks for your e-mail. Rio is beautiful. My town is very small.

There's no museum here. There are no beaches here.

There's a theater. There are two restaurants and an Internet café. My town is a little boring, but I like it a lot!

Bye!

Terri



B Write questions and answers about Terri's town.

1. (a museum) Q: Is there a museum?

A: No, there isn't.

2. (a café) Q: Is there a café?

A: Yes, there is.

3. (any beaches) Q: Are there any beaches?

A: No, there aren't.

4. (any restaurants) Q: Are there any restaurants?

A: Yes, there are.

Unit 6 Review

This lesson reviews the grammar and vocabulary introduced in Unit 6.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 6.

- Books closed. Write on the board:

<i>There's / There are</i>
<i>Is there a / Are there any ... ?</i>

- Elicit what type of noun follows *There's* (a singular noun) and what type follows *There are* (a plural noun).
- Have students copy the chart and work in pairs to complete it with affirmative and negative examples, as in the Language chart reviews they have seen.
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors in their charts.
- Answer any questions students may have.

Exercises A through D (pages T-84 to T-85)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have a volunteer read the directions aloud.
- Focus students' attention on the photos.
- Have students work individually to complete the e-mails.
- Check answers with the class.

Exercise B

- Have students read the directions.
- Explain that there are two parts to the task. First, students write questions using the words in parentheses. Then, they write answers to the questions. They should look at the completed e-mails in Part A to help them.
- Have students work individually to write questions using the words given.
- Have students work individually to write answers to the questions.
- Check answers with the class.
- Have students practice the questions in pairs.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 6.

- Have students study the examples in the chart.
- Remind students to use *on* with days of the week and *at* with time.
- Answer any questions students may have.

Exercise C

- Have students read the directions.
- Focus students' attention on the example.
- Have students work individually to write questions to go with the answers.
- Have students check their questions in pairs.
- Check questions with the class.

Exercise D

- Have students read the directions and look at the pictures.
- Focus students' attention on the example.
- Tell students that all the information they need for each sentence – the event, the day, and the time – is in the picture.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one completed sentence each.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students write an e-mail about a city like the one in Exercise A. Tell them to pretend they are from a different city. Students exchange e-mails with a partner and write a response. Have a few volunteers share their e-mails with the class. You can ask questions like the ones in Exercise B and invite volunteers to answer them.
- Have pairs practice the conversation in Exercise C.
- Have students create a poster advertising an event, like the ones in Exercise D. Post them around the room for other students to read.

Theme Project

- Assign the *At Home* section of the Unit 6 Theme Project on Student's Book page 131.

Workbook

- Assign the Unit 6 Check Yourself on Workbook page 43. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 6 Extra Practice worksheets starting on page T-150.

Extra Speaking Practice Worksheet

- Assign the Unit 6 Extra Speaking Practice worksheet on page T-170.

Arcade Activities

- Assign the Unit 6 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 6 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 6 Quiz on page T-181.

Test

- Give the Unit 6 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Language chart review

What time ... ?

on / at

What time is it?

It's ten forty-five.

What time is the concert?

It's at six.

I have art **on** Tuesday.

Lunch is **at** 11:15.

There's a soccer game **on** Monday **at** 5:00.

C Write questions to complete the conversation.

Sandra Is there a volleyball game tonight?

Tyler Yes, there is. There's a volleyball game in the gym.

Sandra What time is it? ?

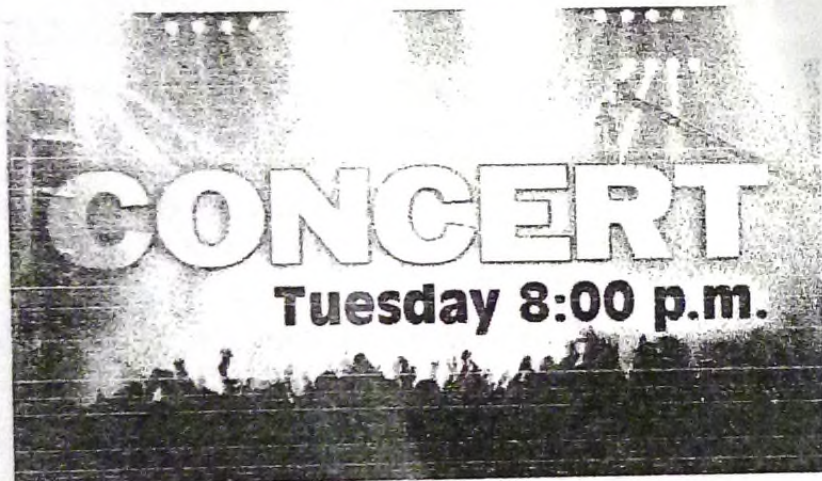
Tyler It's at 10:00.

Sandra What time is it now? ?

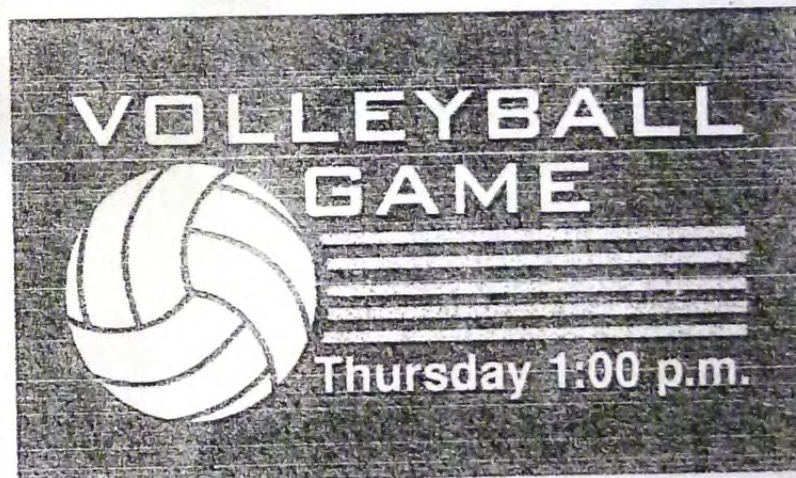
Tyler Hmm . . . It's 9:45, now.

Sandra Let's hurry!

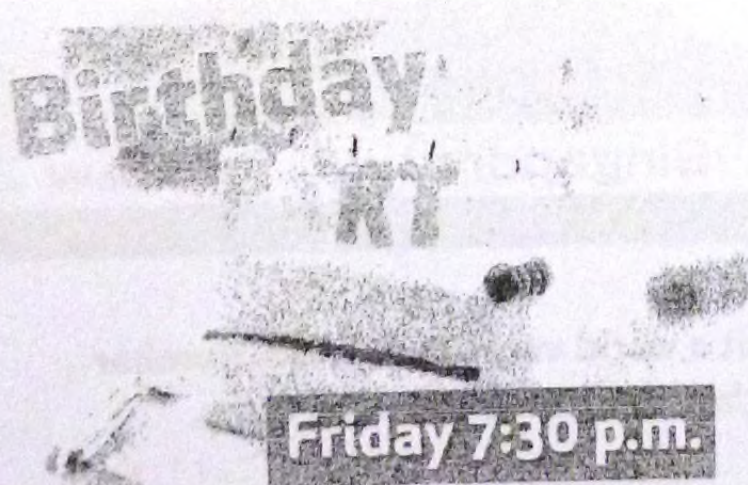
D Look at the posters and write sentences.



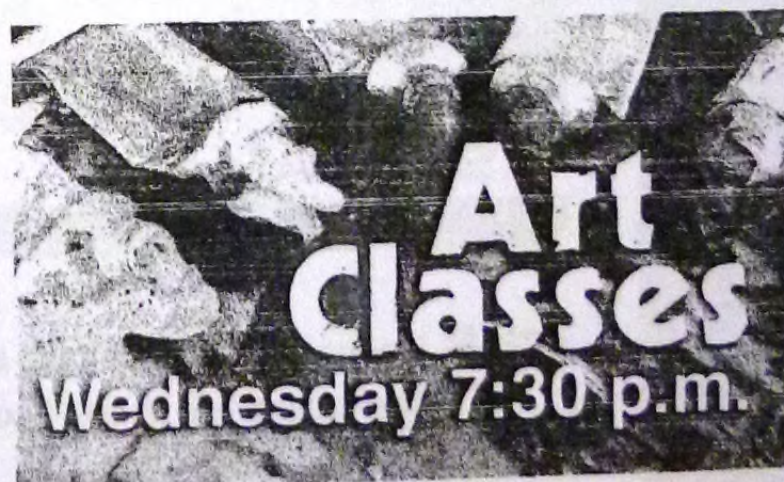
1. There's a concert on Tuesday
at eight o'clock.



2. There's a volleyball game on
Thursday at one o'clock.



3. There's a birthday party
on Friday at seven thirty.



4. There are art classes
on Wednesday at seven thirty.

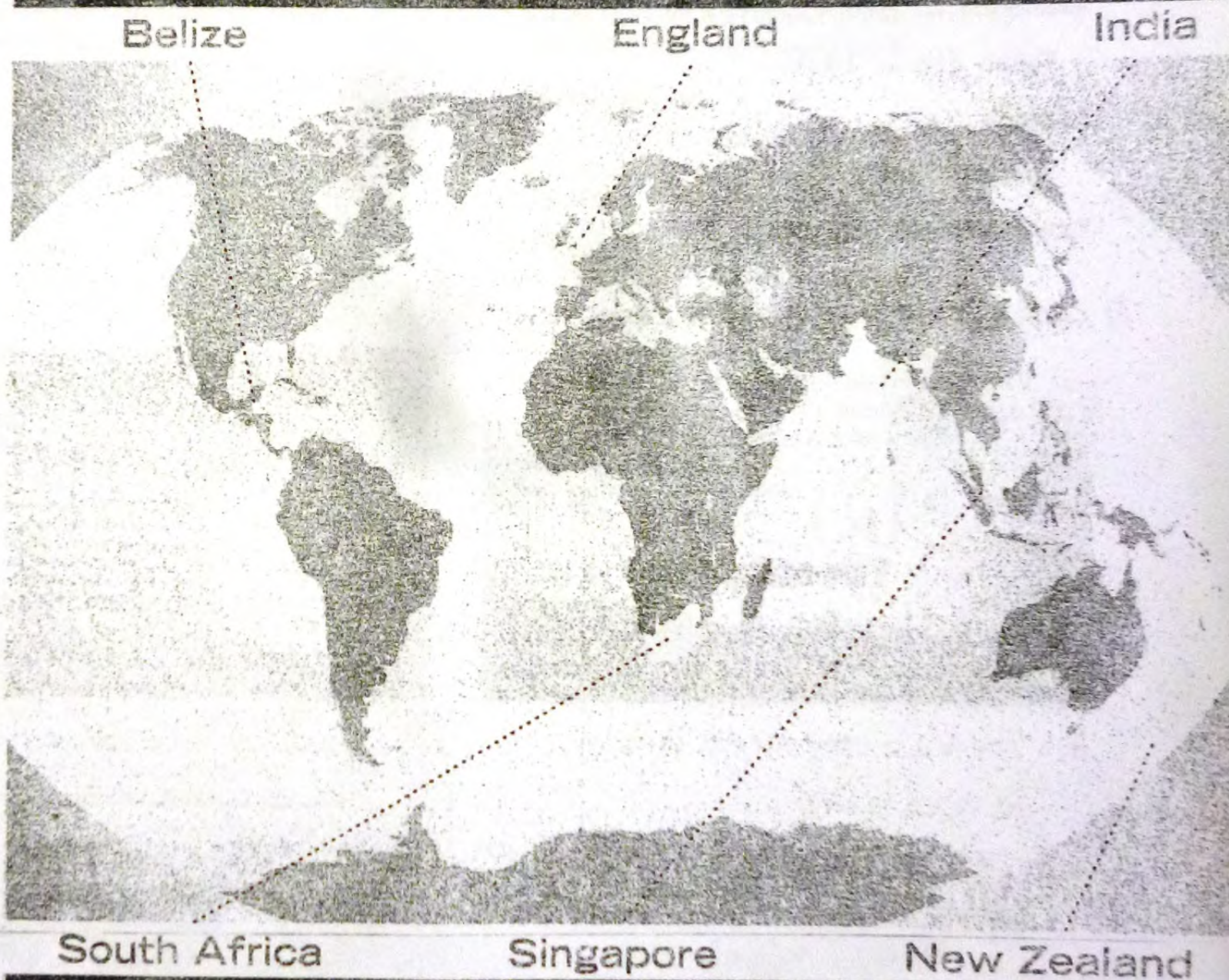
People and countries

1 Vocabulary

A English is an official language in over 50 countries.
Here are some of the countries. Listen and practice.

English Around the World

They speak English in ...



B Hannah's parents talk about a world vacation. Listen. Number the countries in the order that the family will visit them.

- | | | | |
|--|--|--|--|
| <input type="text" value="2"/> Canada | <input type="text" value="5"/> India | <input type="text" value="8"/> Belize | <input type="text" value="4"/> South Africa |
| <input type="text" value="3"/> England | <input type="text" value="6"/> New Zealand | <input type="text" value="7"/> Singapore | <input type="text" value="1"/> the United States |

This lesson presents and practices the names of some countries where English is an official language and is / isn't; are / aren't in short answers.

1 Vocabulary

This exercise presents and practices the names of some countries where English is an official language.

Culture Note

Each year in the U.S., there are between 1 and 2 million adults enrolled in classes to learn to speak English as a Second Language (ESL). There are many more who want to take classes, but waiting lists are long. The states that administer the most programs (and which have the most immigrants) are California, Florida, Illinois, New Jersey, New York, and Texas. There are also many private language schools. Children and teenagers from other countries study English during the day in school. Most public schools have at least one ESL teacher.

A CD2, Track 38

- Have students read the directions and study the map. Ask: *What do the countries listed have in common?* (English is an official language in all of them.) Explain *official*. Ask students to suggest the names of other countries where English is an official language.
- Play the recording, or model the names of the countries. Students listen and repeat.

Audio script

Same as the countries in the Student's Book.

B CD2, Track 39

- Have students read the directions. Explain *world vacation*.
- Explain that Hannah's parents are talking about where to go on vacation.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and number the countries in the order that the family will visit them.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to say the names of the countries in the order in which they numbered them.

This unit introduces vocabulary and expressions for talking about countries, nationalities, and special days.

2 Language focus

This exercise presents and practices *is / isn't; are / aren't* in short answers.

A CD2, Track 40

- Explain that Hannah and her family are back from their world vacation. Hannah is showing Mark some of her vacation photos. Tell students that they will listen to the conversation between Hannah and Mark, and tell them to keep track of how many countries Hannah and Mark mention.
- Play the recording. Students listen and read along. Elicit the answer. (Four countries.)

Audio script

Same as the conversation in the Student's Book.

- Ask the following questions and have students find the answers in the conversation: *Are Tom and Bruce from England?* (No, they aren't.) *Are the pretty girls from Singapore?* (Yes, they are.) *Is Ravi from Singapore?* (No, he isn't.) *Is Usha from India?* (Yes, she is.) Write the answers on the board as students find them.
- Focus students' attention on Hannah's third speech. Explain *I can introduce you*. Ask: *Why does Hannah say this?* (Mark sounds interested in the girls.)
- Play the recording, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the position of *is* and *are* in the questions and in the short answers. Ask: *What are the full forms of isn't and aren't?* (Is not, are not.)
- Model the examples, pausing for students to repeat.
- Explain that negative short answers can also be *he's / she's / they're plus not*. Write on the board: *No, he's not. / No, she's not. / No, they're not.*

B CD2, Track 41

- Have students work individually to read the conversation in Part A again and answer the questions.
- Have students work in pairs to compare their answers.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Have random pairs of students each read one of the questions and its answer.
- **Optional** Ask students to write their answers in a different way for questions 1, 3, and 4. (1. No, they're not. 3. No, she's not. 4. No, they're not.)

3 Speaking

This exercise practices asking where someone is from and giving short answers.

- Invite a volunteer to read the directions aloud. Have two volunteers read the example conversation. Tell students that *he* is an imaginary person. Explain that they are to choose a country an imaginary person is from in this exercise. Tell students they can use *he* or *she* for the exercise.
- Have students work in pairs to complete the task.

Workbook

Assign the exercises on Workbook page 44. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 25.

2 Language focus

A Hannah shows her vacation photos to Mark.
Listen and practice.

Hannah Here I am with
Tom and Bruce.

Mark Are they from England?

Hannah No, they aren't. They're from New Zealand.

Mark Wow! Look at this photo. These girls are
very pretty! Are they from Singapore?

Hannah Yes, they are. They have e-mail!
I can introduce you.

Mark Great! And this boy? Is he from Singapore, too?

Hannah No, he isn't. He's from India. His name is Ravi.
And this is his friend, Usha.

Mark Is she from India, too?

Hannah Yes, she is.

Mark Wow! You have a lot of new friends!

Hannah Yes, and they all speak English!

is / isn't; are / aren't in short answers

Is she from India?

Yes, she is.

Is he from Singapore?

No, he isn't.

Are they from Singapore?

Yes, they are.

Are they from New Zealand?

No, they aren't.

isn't = is not aren't = are not



B Look at Part A. Answer the questions. Then listen and check.

1. Are Tom and Bruce from Canada? No, they aren't.
2. Is Ravi from India? Yes, he is.
3. Is Usha from Singapore? No, she isn't.
4. Are the girls from England? No, they aren't.
5. Are the girls from Singapore? Yes, they are.

3 Speaking

Complete the sentences with names of places. (Answers will vary.)

A classmate guesses the places.

He's from New Zealand.

He's from _____.

She's from _____.

They're from _____.

Classmate Is he from Belize?

You No, he isn't.

Classmate Is he from New Zealand?

You Yes, he is.

1 Vocabulary

-  **A** Take the Internet quiz. Match the photos to the correct texts. Then listen and practice.

www.starsstarsstars.ce



Alessandra Ambrosio



Hiroki Kuroda



Yao Ming



Emma Watson

International Stars Quiz

Who are these stars? Take the quiz and see what you know.

- ☐ 3 He's on an **American** basketball team, but he's from China.
- ☐ 2 He's a famous **Japanese** baseball player. Baseball is popular in Japan.
- ☐ 4 She's a **British** actor. I think she's great!
- ☐ 1 This model is **Brazilian**. She's really pretty.

-  **B** Complete the chart with the words in the box. Then listen and practice.

☒ American ☐ Brazilian ☐ Canadian ☐ Japanese ☐ Peruvian ☐ South Korean
☐ Australian ☐ British ☐ French ☐ Mexican ☐ Puerto Rican ☐ Spanish

Place

1. the United States

2. Japan

3. Brazil

4. Spain

5. England

6. France

Nationality

American

Japanese

Brazilian

Spanish

British

French

Place

7. South Korea

8. Australia

9. Puerto Rico

10. Peru

11. Mexico

12. Canada

Nationality

South Korean

Australian

Puerto Rican

Peruvian

Mexican

Canadian

This lesson presents and practices the words for nationalities and isn't / aren't in statements.

Review of Lesson 25

- Write on the board:
A: A singer. A woman.
B: Is she from Mexico?
A: No, she isn't.
B: Is she from Canada?
A: Yes, she is.
B: Is she Avril Lavigne?
A: Yes, she is.
- Have students play a guessing game. Tell them to think of a male or female singer, model, or actor.
- Have students play the game in pairs, as in the example on the board.

1 Vocabulary

This exercise presents and practices the words for nationalities.

A CD2, Track 42

- Focus students' attention on the Internet quiz. Ask if anyone has ever taken a quiz on the Internet before.
- Invite a volunteer to read the directions. Explain that the sentences on the quiz are about the stars in the photos. Ask students if they have heard of any of the stars.
- Have students read the sentences and match the photos to the correct sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite a volunteer to say the correct numbers for the sentences.
- Focus students' attention on the words in red in the sentences. Ask: *Do these words refer to the languages stars speak or to their nationalities?* (Nationalities.)
- Explain that some of the words can refer to both, as they will learn in Part B.
- Model the words for the nationalities. Students listen and repeat.

B CD2, Track 43

- Have students read the directions and study the words in the box and the chart.
- Have students work **individually** to complete the chart with the words in the box.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the chart in the Student's Book.

- Check answers with the class. Say the nationalities one by one and ask volunteers to say the name of the corresponding place.
- Play the recording again, or model the nationalities. Students listen and repeat.
- Have students look at the list of nationalities again and tell you which words are also the names of languages. (Japanese, Spanish, French, Korean.)
- If students show interest, ask them what languages are spoken in the other places: *Australia*, *England*, and *the United States* (English); *Peru* and *Mexico* (Spanish); *Puerto Rico* (Spanish and English); *Canada* (English and French); *Brazil* (Portuguese).

2 Pronunciation Syllable stress

In this exercise, students practice the correct stress in words for nationalities.

 CD2, Track 44

- Have students read the directions and the examples.
- Play the recording. Students listen and underline the stressed part of each nationality.

Audio script

Same as the words in the Student's Book.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to come to the board, write one of the nationality words, and underline the part of the word that is stressed.
- Play the recording once again, or model the words. Students listen and repeat.

3 Language focus

This exercise presents and practices *isn't* / *aren't* in statements.

 CD2, Track 45

- Invite a volunteer to read the directions. Tell students this is a continuation of the Internet quiz.
- Have students read the first text, look at the picture, and try to answer the question at the end of the paragraph. (Gael Garcia Bernal.)
- Check understanding. Ask questions such as these: *Is Gael Garcia Bernal American?* (No, he isn't.) *What nationality is he?* (He's Mexican.) *Are some of his movies in Spanish?* (Yes, they are.) *Are his movies serious?* (Yes, they are.) Explain *all*.
- Have students work individually to complete the second text and try to answer the question at the end of the paragraph. (Jennifer Lopez.)
- Play the recording. Students listen and verify answers.

Audio script

See page T-208.

- Check answers with the class. Invite volunteers to read aloud one of the sentences they completed.
- **Language Chart:** Have students study the examples in the language chart. Ask: *Which words make the statements negative?* (Isn't, aren't.) *What are the full forms of isn't and aren't?* (Is not, are not.)
- Explain to students that either *He isn't American* OR *He's not American* is correct. Also, either *They aren't all in English* OR *They're not all in English* is correct.

4 Speaking

This exercise practices using *isn't* and *aren't* in statements.

- Invite a volunteer to read the directions aloud. Have two volunteers read the example conversation.
- Have students work in pairs to take turns saying false statements about stars. Encourage them to correct each other's statements, as in the example.

Workbook

Assign the exercises on Workbook page 45. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 26.

2 Pronunciation Syllable stress

Listen. Underline the stressed part of each word. Then listen again and practice.

- | | | |
|-----------------------|-----------------------|---------------------------------|
| 1. Ca <u>na</u> di an | 5. <u>Bri</u> tish | 9. <u>Puer</u> to <u>Ri</u> can |
| 2. <u>Mex</u> i can | 6. Jap a <u>nese</u> | 10. Bra <u>zil</u> ian |
| 3. Ko <u>re</u> an | 7. A <u>mer</u> i can | 11. Aus <u>tral</u> ian |
| 4. Pe <u>ru</u> vi an | 8. <u>Span</u> ish | 12. Co <u>lom</u> bi an |

3 Language focus

Complete the quiz with **isn't** or **aren't**.
Who are these stars? Listen and check.

isn't/aren't in statements

He **isn't** American.

His movies **aren't** all in English.

www.starsstarsstars.ce

International Stars Quiz



Gael García Bernal

This actor is famous in the U.S., but he **isn't** American. He's Mexican. His movies **aren't** all in English. Some of his movies are in Spanish. His movies usually **aren't** funny. They're serious. Who is he?



Jennifer Lopez

This star **isn't** Peruvian. She's American, and her parents are from Puerto Rico. She's a singer and an actor. A lot of her movies **aren't** serious. They're funny. Her fans **aren't** all from the U.S. They're from around the world! Who is she?

4 Speaking

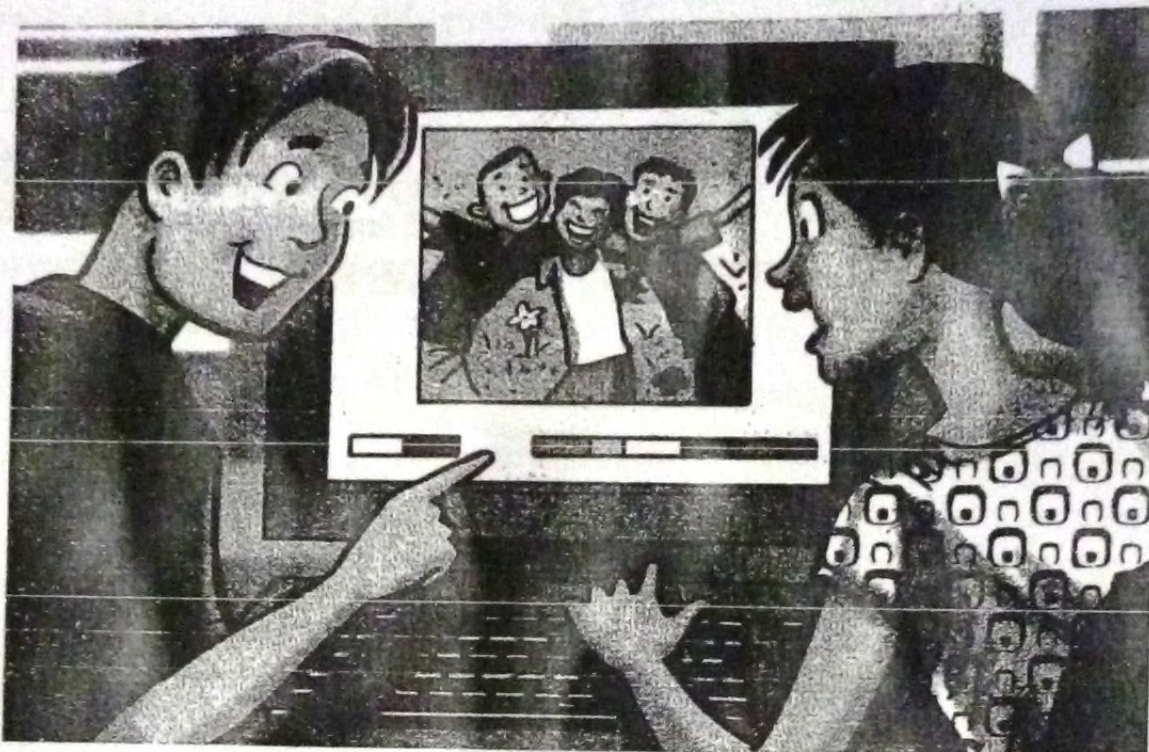
Make false statements about stars to a classmate.
Your classmate corrects them.

You Yao Ming is British.

Classmate He **isn't** British. He's Chinese.

1 Language check

A Number the sentences in the correct order.



- 3 **Jake** No, they aren't. They're from Peru. But their mother – my aunt – isn't Peruvian.
- 1 **Jake** Look at this picture of my cousins.
- 8 **Luisa** Yeah. But my father and I aren't Japanese. We're Canadian.
- 9 **Jake** And I'm Canadian, too!
- 2 **Luisa** Are they from Canada?
- 4 **Luisa** Really? Is she Colombian?
- 7 **Jake** Wow! That's interesting.
- 6 **Luisa** Really? My mother is Japanese.
- 5 **Jake** No, she isn't. She's Japanese.

B Look at Part A. Answer the questions.

1. Are Jake's cousins from Peru?
Yes, they are.
2. Is Jake's aunt Canadian?
No, she isn't.
3. Is Luisa's mother Japanese?
Yes, she is.
4. Are Luisa and her father Japanese?
No, they aren't.
5. Is Jake Canadian?
Yes, he is.

This lesson reviews the language presented and practiced in Lessons 25 and 26.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Invite a volunteer to read the directions and the first sentence of the conversation. Tell students this is a conversation between two friends, Luisa and Jake. Tell them that Jake is telling Luisa about his family.
- Have students work individually to number the sentences in the correct order.
- Check answers with the class. Invite two volunteers to read the conversation, one as Luisa and one as Jake.
- **Optional** Have students work in pairs to act out the conversation.

B

- Have students read **the** directions. Explain that students will need to read the **conversation** in Part A to answer the questions.
- Write questions on **the** board about students' native countries, for example: Is (student's name) from (name of a country)? Students will answer *Yes, he / she is* or *No, he / she isn't*.
- Tell students to use *Yes / No* answers for all of the questions.
- Have a student read **the** first question and the example answer.
- Have students work **individually** to answer the questions in Part B.
- Check answers with **the** class. Invite volunteers to read one question and answer.

C

- Focus students' attention on the e-mail address book. Ask: *What information is listed for each person?* (Full name, city / place, and e-mail address.)
- Give students a few minutes to study the information.
- Focus students' attention on sentences 1 to 7. Explain that the sentences give wrong information about the people. Students have to write new sentences with the correct information, as in the example.
- Have students work individually to write the sentences.
- Check answers with the class. Invite volunteers to read aloud one of the sentences they wrote.

D

- Have students read the directions and the example conversation in the speech balloons.
- Have students work in pairs to check their answers in Part A, as in the example.

2 Listening

In this exercise, students listen for people's nationalities.

CD2, Track 46

- Have students read the directions and study the words.
- Tell students that they will listen to Paulo talk about his e-pals. First, ask: *Does Paulo comment on his e-pals' appearance or personality?*
- Play the recording. Students only listen. Elicit the answer. (Personality.)

Audio script

See page T-208.

- Play the recording again. Students listen and check the correct nationalities.
- Play the recording once again. Students listen and verify their answers.
- Have students work in pairs to compare answers, as in the example in the speech balloons.
- Check answers with the class. Ask questions like this: *What nationality is Lee?* (South Korean.)

Workbook

Assign the exercises on Workbook page 46. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 120.

C Look at Jenny's e-mail address book. Then correct the sentences below.

Full name	City / Place	E-mail addn
Amanda Dart	Sydney, Australia	adat@prest
Mike Maynard	Montreal, Canada	mmaynard@
Emiko Koga	Kyoto, Japan	koga@iscor
Jack Crowe	Melbourne, Australia	jackc@prisr
Juan Rivera	Acapulco, Mexico	jrivera@yak
Peter Stockwell	Vancouver, Canada	Pstock3@ci
Claudia Ferreira	São Paulo, Brazil	claferr@spe

- Emiko is Canadian. *She isn't Canadian. She's Japanese.*
- Melbourne and Sydney are in Japan. *They aren't... in Japan. They're in Australia.*
- Claudia is from Mexico. *She isn't from Mexico. She's from Brazil.*
- Juan and Amanda are from Canada. *They aren't from Canada. Juan is from Mexico and Amanda is from Australia.*
- Peter is American. *He isn't American. He's Canadian.*
- Kyoto is in Brazil. *It isn't in Brazil. It's in Japan.*
- Montreal and Vancouver are in the United States. *They aren't in the United States. They're in Canada.*

D Now check your answers with a classmate.

Is Emiko Canadian? No, she isn't. She's Japanese.

2 Listening

A Paulo talks about his e-pals. Listen and check (✓) their nationalities.

- | | | |
|----------------------|--|---|
| 1. Lee | ☒ South Korean | ☐ Puerto Rican |
| 2. Ashley and Helen | ☒ Australian | ☐ British |
| 3. Alberto | ☐ Peruvian | ☒ Mexican |
| 4. Angela and Hector | ☒ American | ☐ Spanish |



B Compare answers with a classmate.

Lee is That's right.

to page 120
for the
Game.

1 Vocabulary

A Listen and practice the months of the year.

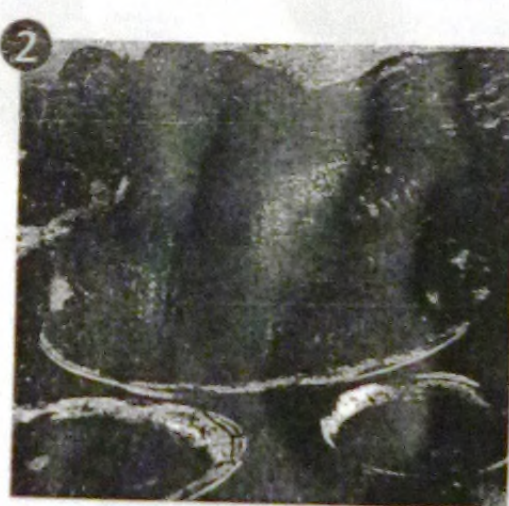
January February March April May June July
August September October November December

B When are these holidays in the U.S.? Complete the sentences with the months below. Then listen and practice.

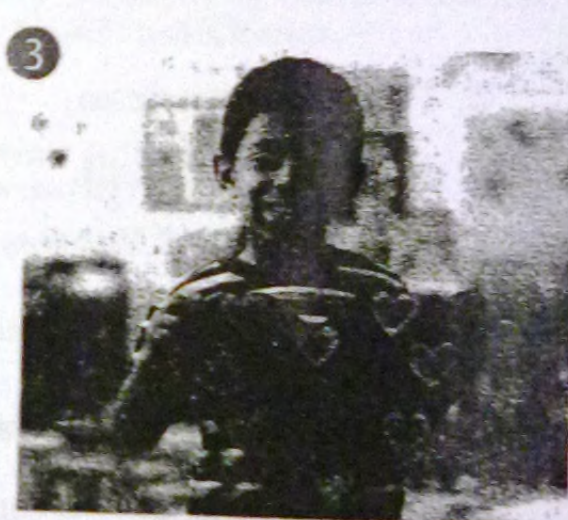
☐ February ☒ May ☐ June ☐ July ☐ November ☐ December



Mother's Day is in May.



Thanksgiving is in November.



Valentine's Day is in February.



Father's Day is in June.



Independence Day is in July.



New Year's Eve is in December.

C Talk about your favorite holiday with a classmate.

You What's your favorite holiday?

Classmate It's It's in What's your favorite holiday?

You It's It's in

This lesson presents and practices the words for the months of the year, the names of some holidays in the U.S., and When is ... ?

Review of Lesson 26

- Talk about the characters in the book, giving wrong information as in these examples:
Nicole is Australian. Sandra is 15. Tyler and Paulo are teachers.
- Invite random volunteers to correct your sentences. For example: *Nicole isn't Australian. She's Canadian.*

1 Vocabulary

This exercise presents and practices the months of the year and the names of some holidays in the U.S.

A CD2, Track 47

- Focus students' attention on the months of the year at the top of the page.
- Play the recording. Students listen and read along.

Audio script

Same as the months in the Student's Book.

- Play the recording again. Have students underline in their books the stressed part of the word for each month. Have them quickly check answers with a partner.
- Play the recording once again. Students listen and repeat.
- Ask students whether any of the months in English are similar to the months in their native languages.
- Say the months in random order. Students then say the next month. For example, say: *April. (May.) December (January.)*

B CD2, Track 48

- Focus students' attention on the photos and the sentences under them. Explain that the photos show some holidays in the U.S. The words in red are the names of those holidays.
- Give students several minutes to study the photos and read the sentences. Briefly explain how each of these holidays is celebrated.
 1. Children give cards and presents to their mother.
 2. Families get together to celebrate the survival of early English settlers in America. These settlers were called *Pilgrims*.
 3. People send cards called *valentines* or give presents to someone they love.
 4. Children give cards and presents to their father.
 5. In the U.S., this day celebrates the independence of the American colonies from Great Britain in 1776.
 6. People get together to welcome in the New Year.

- Ask students which of these holidays are also celebrated in their native country / countries.
- Focus students' attention on the months listed in the box. Explain that these are the months when the holidays are celebrated.
- Have students work individually to complete the sentences with the correct months of the year. Ask them not to complete sentences they are not sure about.
- Play the recording. Students listen and complete any remaining sentences.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one of the sentences they completed.

C

- Invite a volunteer to read the directions aloud. Have two volunteers read the sample conversation.
 - Have students work in pairs to talk about their favorite holidays.
- Note:* Local holidays will probably not have a name in English. In those cases, students can use their native language for the names of the holidays.
- Ask a few pairs to share their conversations with the class.

2 Language focus

This exercise presents and practices *When is ...?*

A CD2, Track 49

- Focus students' attention on the conversation. Explain that Jenny and her e-pal, José, are both online at the same time. They are talking, or *chatting*. Jenny is in the U.S. and José is in Mexico. Tell students that they will listen to the chat and should find out which is Jenny's favorite holiday.
- Play the recording. Students listen and read along. Elicit the answer. (Independence Day.)

Audio script

Same as the text in the Student's Book.

- Explain *Are you online?*
- Ask: *Where's Jenny?* (She's at school.) *Is José at school?* (No, he isn't.) *Why not?* *Is it a holiday in Mexico?* (Yes.) *What holiday is it?* (It's Independence Day.) Tell students that they will find out when Independence Day is in Mexico in Exercise 3A.
- Ask: *Does José know when Independence Day is in the U.S.?* (No.) *What does he ask?* (When is Independence Day in the U.S.?) *What does Jenny answer?* (It's in July.)

- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the use of *in* before the name of the month.
- Model the examples, pausing for students to repeat.

B

- Have students read the directions and the example.
- Tell them to read the information about holidays in the U.S. in Exercise 1B again and then write questions about four of these days, as in the example.
- Have students work in pairs. They should take turns asking and answering the questions they wrote, following the examples in the speech balloons.

3 Listening

In this exercise, students listen for the months in which some holidays are celebrated.

A CD2, Track 50

- Have students read the sentence beginnings in items 1 to 4. Tell students that they will listen to Jenny and a friend talk about the holidays. Students should listen for the month when each holiday is celebrated.
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording again. Students listen and match the holidays with the correct months.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

B

- Have students work in pairs to ask and answer questions about holidays in their country, following the examples in the speech balloons.

Workbook

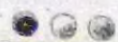
Assign the exercises on Workbook page 47. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 27.

2 Language focus

A Jenny chats with her e-pal, José.
Listen and practice.



Chat with José

José: Jenny, are you online?
Jenny: Yes, I am. How are you, José?
José: I'm great. It's Independence Day in Mexico today. It's a holiday – no school. Yay!
Jenny: Wow, you're lucky. I'm at school right now.
José: When is Independence Day in the U.S.?
Jenny: It's in July. It's my favorite holiday.

When is...?

When is Independence Day?
It's in July.



B Look at Exercise 1B. Write four questions about holidays in the U.S. Then ask and answer the questions. (Answers will vary.)

When is New Year's Eve?

1. _____
2. _____
3. _____
4. _____

When is New Year's Eve?

It's in December.

3 Listening

A When are these holidays? Listen and match the two parts of each sentence.

1. Independence Day in Mexico is in c
2. Thanksgiving Day in Canada is in d
3. Children's Day in Japan is in b
4. Australia Day is in a

- a. January.
- b. May.
- c. September.
- d. October.

B Ask and answer questions about holidays in your country.

When is Carnival in Brazil?

It's in February or March.

1 Vocabulary

A Look at the calendar. Listen and practice the numbers.

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh
8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth	13th thirteenth	14th fourteenth
15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth	21st twenty-first
22nd twenty-second	23rd twenty-third	24th twenty-fourth	25th twenty-fifth	26th twenty-sixth	27th twenty-seventh	28th twenty-eighth
29th twenty-ninth	30th thirtieth	31st thirty-first				

B Say these dates. Then listen and practice.

January 1st
February 22nd
March 13th

April 5th
May 17th
June 11th

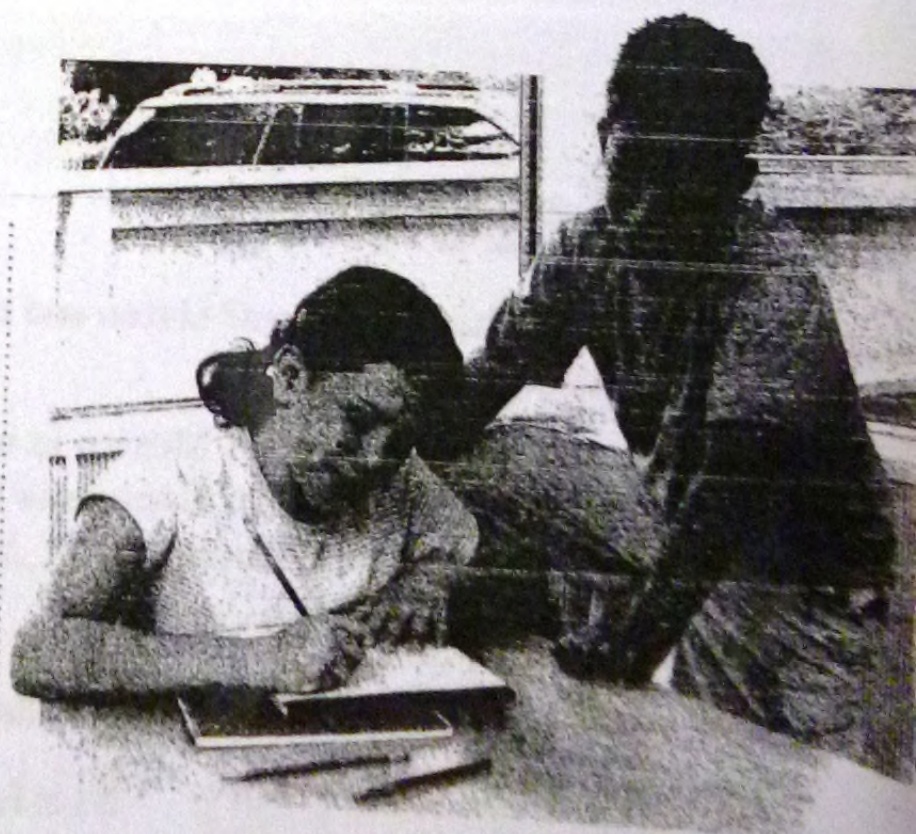
July 3rd
August 12th
September 9th

October 31st
November 18th
December 24th

2 Listening

Paulo and Nicole make a list of birthdays.
Listen and complete the chart.

Name	Birthday
Sandra	September twelfth
Jenny	January fifth
Tyler	February fourteenth
Yoshi	June seventeenth
Nicole	May twentieth
Paulo	May twentieth



Important days

This lesson presents and practices ordinal numbers, dates, and the use of in / on for dates.

Review of Lesson 27

- Write on the board: *Day / in / in / Independence / is / it's / July / the / U.S. / when*
- Invite two volunteers to come to the board. One writes the words in the correct order to form a question, and the other writes the answer. (When is Independence Day in the U.S.? It's in July.)
- Have students work individually to write a similar sequence of jumbled words on a piece of paper that make up a question and an answer about another holiday in the U.S.
- Ask them to exchange papers and write the question and answer.

1 Vocabulary

This exercise presents and practices ordinal numbers.

A CD2, Track 51

- Focus students' attention on the calendar. Have them study the figures and words for the ordinal numbers.
- Check that students know what ordinal numbers are.
- Play the recording. Students listen and read along.

Audio script

Same as the ordinal numbers in the Student's Book.

- Focus students' attention on the numbers *fourth* to *twentieth* and then on *twenty-fourth* to *thirtieth*. Ask: *What do the endings of these words have in common?* (They all end in *-th*.)
- Have students look at the first three ordinal numbers and tell you each ending. (*-st*, *-nd*, *-rd*.) Explain that the first three numbers of each ten-digit sequence are the only ordinal numbers that do not end in *-th*, with the exception of *eleventh*, *twelfth*, and *thirteenth*.
- Play the recording again. Students listen and repeat.

B CD2, Track 52

- Focus students' attention on the dates. Explain that we commonly say dates with the month first and then the ordinal number – for example, *March first*.
- Give students time to study the dates.
- Invite volunteers to say one of the dates.
- Play the recording. Students listen and repeat.

Audio script

Same as the dates in the Student's Book.

2 Listening

In this exercise, students listen for dates.

CD2, Track 53

- Have students read the directions and look at the chart. Explain that Paulo and Nicole are talking about their friends' birthdays.
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording again. Students listen and complete the chart.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to tell you the dates they wrote.

3 Language focus

This exercise presents and practices the use of *in* / *on* for saying dates.

A CD2, Track 54

- Focus students' attention on the photos. Tell students that they will listen to Daryl and Kimberly talk about their favorite months. First, students should listen for the months each one mentions.
- Play the recording. Students listen and read along. Elicit the answer. (Daryl – September, Kimberly – December.)

Audio script

Same as the texts in the Student's Book.

- Ask: *Is Daryl's birthday in September?* (We don't know.) *When is Daryl's friend's birthday?* (It's on September 28th.) *When is Kimberly's birthday?* (It's on December 31st.) *Are there many holidays in December?* (Yes.)
- Ask students to read the texts again. Ask: *Which word is used before the names of months?* (In.) *And before dates?* (On.)
- **Language Chart** Have students study the examples in the language chart.
- Model the examples, pausing for students to repeat.

B CD2, Track 55

- Have students work individually to complete the sentences with *in* or *on*.
- Play the recording. Students listen and verify their answers for sentences 1 to 4.

Audio script

Same as sentences 1 to 4 in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one of the sentences they completed with their own information for numbers 5 and 6.

4 Speaking

This exercise practices talking about birthdays.

- Have students read the directions and the example conversation. Ask a few students when their birthdays are.
- Have students circulate to ask and answer the questions and write the information in the chart.
- **Optional** Have students work in groups of three or four to talk about the information in their charts. Encourage them to use complete sentences. (_____'s birthday is on _____.)

Workbook

Assign the exercises on Workbook page 48. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 28.

3 Language focus

A Daryl and Kimberly are e-pals. They write about their favorite months. Listen and practice.



Daryl
Dallas, U.S.

The first day of school is in September.
And my best friend's birthday is on
September 28th. He has great parties.
I'm always happy in September.

My favorite month is December. The last
day of school is on December 22nd. My
birthday is on December 31st. There are
a lot of holidays in December, too.

in / on

The first day of school
is **in September**.

My best friend's birthday
is **on September 28th**.



Kimberly
Auckland, New Zealand

B Complete the sentences with **in** or **on**. For items 5 and 6, use your own information. Then listen and check.

- There are a lot of holidays November.
- Valentine's Day is February 14th.
- Father's Day is June.
- Independence Day in the U.S. is July 4th.
- My last day of school is
- My best friend's birthday is



4 Speaking

Ask four classmates about their birthdays. Then complete the chart.

You When's your birthday?

Classmate It's on

Get Connected

UNIT 7

Read

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

- ☐ 1. It's everyone's birthday on the first day of the New Year's celebration in Thailand.
- ☒ 2. Children throw water out the window on New Year's Eve in Puerto Rico.
- ☒ 3. The famous New Year's ball goes down in Times Square on New Year's Eve.

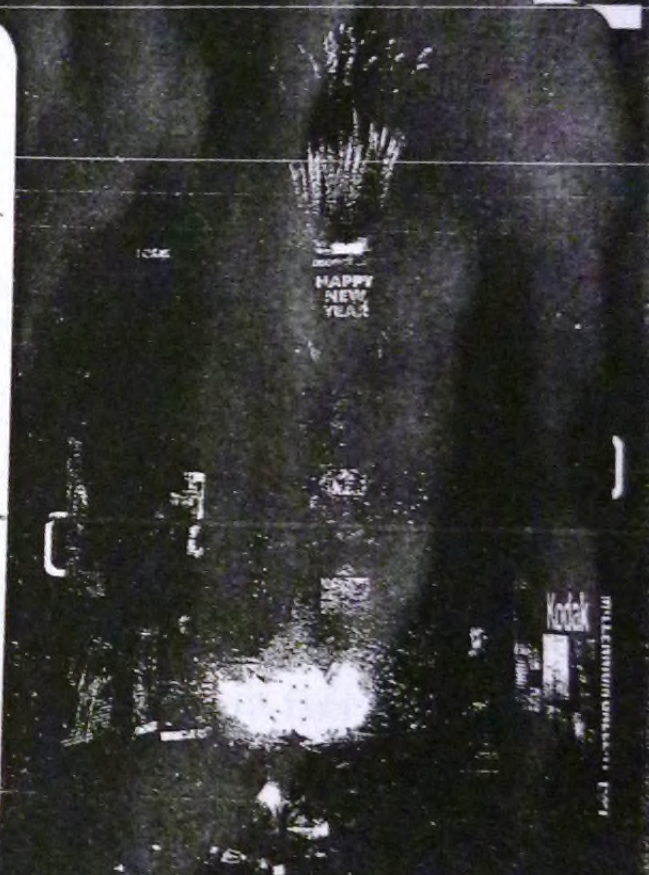
New Year's Fun Around the World

The New Year's holiday is **important** around the world. There are some interesting **celebrations**, but they aren't only on January 1.

In Vietnam, the New Year's celebration is in February and everyone's birthday is on the first day of that celebration! Children **receive** money from their families and good friends. The money is very lucky.

In Thailand, the New Year's celebration is on April 15. Everyone **throws** water on their friends for good luck. Puerto Rican children throw water, too. They throw it out the **window** at 12:00 a.m. on New Year's Eve (December 31). It's really fun – and lucky!

On New Year's Eve, a lot of people in the U.S. watch the famous New Year's ball go down in Times Square in New York City. It's really cool! When is the New Year's holiday in your country?



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

C Answer the questions.

1. When is everyone's birthday in Vietnam? Everyone's birthday is in February.
2. What's lucky for children in Vietnam to receive on New Year's? Money is lucky to receive.
3. When is the New Year's celebration in Thailand? The New Year's celebration is on April 15.
4. In Puerto Rico, when is it lucky to throw water out the window? It's lucky to throw water out the window at 12:00 a.m. on New Year's Eve.
5. Where's the famous New Year's ball in the U.S.? It's in Times Square in New York City.

Go to page 125 for the Vocabulary Practice.

Unit 7

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 28

- Write on the board:

A: My (sister's) birthday is in (March).

B: Is it on (March 1st)?

A: Yes, it is. / No, it isn't.

- Have students work in pairs to play a guessing game, as in the example on the board. Classmate B can make up to five guesses. Have pairs play once and then switch roles and play again. Once they have finished, ask for a show of hands to find out how many guessed the correct date.

Read

This exercise practices reading for information about New Year's around the world.

A

- Have students read the title of the article and look at the photo. Ask: *What holiday is this?* (New Year's Eve / New Year's.) Ask: *Where do you think this is?* (New York City / Times Square.)



The most common month in which to celebrate the New Year is January. Most countries consider the New Year to begin on January 1st. However, some countries celebrate it on other days in January. March and April are the next most common months when countries mark the New Year.

Approximately 750,000 people go to Times Square in New York City on New Year's Eve to watch the ball drop. The ball takes one minute to drop. It weighs over 1,000 pounds (over 450 kilograms), and it is made of crystal. The event is on TV all over the United States and in other countries, too.

- Invite a volunteer to read the directions aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the article and check the true statements. Do not check answers at this point.

B CD2, Track 56

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.

- List the new vocabulary words on the board: *important, celebration, receive, throw, window*. Explain their meaning. (Important: special; celebration: a festivity or party for a special day or event; receive: to get something from someone; throw: to send through the air with your hand [demonstrate this with a ball or crumpled piece of paper]; window: an opening in a wall or door [point to a window in the classroom to clarify].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 125 in class or for homework. (Get Connected Vocabulary answers are on page T-125.)

C

- Invite a volunteer to read the directions and first question aloud.
- Ask: *When is everyone's birthday in Vietnam?* Elicit the answer. (The first day of the New Year's celebration. / In February.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite pairs to read one question and answer aloud.

Listen

In this exercise, students listen for information about holidays.

A CD2, Track 57

- Focus students' attention on the photo. Ask: *Where are these two students?* (They're in front of their lockers.).
- Tell students that they will listen to two friends, Andy and Kim, talk about holidays.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one question and answer each.

B

- Have students read the directions and all the statements.
- Have students work individually to complete the statements with their own information or ideas.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students complete a chart and write about holidays in their country.

A

- Focus students' attention on the chart. Invite volunteers to read the questions aloud. Ask: *What's the opposite of boring?* (Interesting / exciting.)
- Copy the chart on the board. Fill in the first column with your own ideas, using words, not complete sentences.
- Elicit answers from students to the *When is it?* and *What's the holiday like?* questions about the three holidays you wrote about in the chart.
- Have students work individually to complete the chart.
- **Optional** Have students work in pairs to read the information in their charts.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in the chart in Part A to help them write about three holidays.
- Have students work individually to write their paragraphs about three holidays.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students illustrate their paragraphs with a picture. Post the paragraphs around the room. Ask students to find their work and read it aloud.

Workbook

Assign the exercises on Workbook page 49.
(Workbook answers begin on page T-190.)

It's in January or February.

Listen



A Andy and Kim talk about holidays. Listen and answer the questions.

1. Is Ming Chinese?
2. When is Chinese New Year?
3. Is Ming excited?
4. What's Kim's favorite day?
5. What time is the party?



B Complete the sentences so they are true for you.

1. I think New Year's Day is _____ in my country.
2. I think Valentine's Day is _____.
3. Birthday parties are _____.
4. Holidays with families and friends are _____.

Write

A Complete the chart about holidays in your country.

	When is it?	What's the holiday like?
What's an important holiday?		
What's your favorite holiday?		
What's a boring holiday?		

B Write about the three holidays. Use the chart in Part A to help you.



Language chart review

isn't/aren't
in statements

She **isn't** American.
They **aren't** French.

isn't/aren't
in short answers

Is she American?
Yes, **she is**.
No, **she isn't**.
Are they Peruvian?
Yes, **they are**.
No, **they aren't**.

Questions with *when*
in/on

When is Bobby's birthday?
It's **in** June.
It's **on** June 2nd.

A Read the article. Then answer the questions.

Hee-Seop Choi – baseball player
Country: South Korea
Birthday: March 19, 1979
First American team: The Chicago Cubs (2003)

Shakira – singer
Country: Colombia
Birthday: February 2, 1977
First album: *Magia* (1991)

Vinicius de Oliveira – actor
Country: Brazil
Birthday: June 7, 1985
First movie: *Central Station* (1998)

Marion Cotillard – actor
Country: France
Birthday: September 30, 1975
First awards: The Golden Globe and the Academy Award (2008)

Abigail Breslin – actor
Country: United States
Birthday: April 14, 1996
First movie: *Signs* (2002)

1. Is Shakira from Brazil? *No, she isn't.*
2. Is Hee-Seop a soccer player?
3. Are Abigail and Marion actors?
4. Is Vinicius Brazilian?
5. Are Shakira and Marion's birthdays in August?
6. Is Vinicius's birthday in June?

Unit 7

Review

This lesson reviews the grammar and vocabulary introduced in Unit 7.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 7.

- Books closed. Copy the chart on the board but without the headings.
- Focus students' attention on the chart. Have them suggest headings for each of the columns. Write their suggestions on the board.
- Books open. Have students study the Language chart review to see whether the headings they suggested are similar to or different from the ones written on the board.
- Answer any questions students may have.

Exercises A through D (pages T-98 to T-99)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have a volunteer read the directions aloud.
- Have students look at the photos.
- Have students work individually to read the information about the people and answer the questions.
- Check answers with the class.

Exercise B

- Have students read the directions. Focus their attention on the example answers.
- Tell students to look at the article in Part A. They should pick two of the famous people to write about.
- Have students work individually to write about the two people.
- Have students read their sentences in pairs.
- Check answers with the class.

Exercise C

- Have students read the directions.
- Focus students' attention on Pauline's calendar and the example.
- Tell students to read the answers and write the questions that go with them.
- Have students work individually to write the questions.
- Have students check their questions in pairs.
- Check questions with the class. Invite volunteers to read the questions and answers aloud.

Exercise D

- Have a volunteer read the directions aloud.
- Focus students' attention on the example answer. Tell them to look at Pauline's calendar in Part C to help them.
- Have students work individually to correct the sentences with *isn't* or *aren't*.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students ask and answer the questions in Exercises A and C with a partner.
- Invite students to write a few sentences like the ones in Exercise B about two people they know.
- Have students create a weekly calendar like the one in Exercise C using their own events.
- Students write sentences about their events, like the ones in Exercise D.

Theme Project

- Assign the *At Home* section of the Unit 7 Theme Project on Student's Book page 132.

Workbook

- Assign the Unit 7 Check Yourself on Workbook page 50. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 7 Extra Practice worksheets starting on page T-154.

Extra Speaking Practice Worksheet

- Assign the Unit 7 Extra Speaking Practice worksheet on page T-171.

Arcade Activities

- Assign the Unit 7 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 7 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 7 Quiz on page T-182.

Test

- Give the Unit 7 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

B Look at Part A. Write about two people. (Answers will vary.)

Shakira is a singer. She's Colombian.

Her birthday is on February 2nd.

1. _____
2. _____

C Look at Pauline's calendar. Write a question for each answer.

November		November/December	
22 Monday <i>Lydia's birthday</i>	25 Thursday Thanksgiving	29 Monday	2 Thursday
23 Tuesday	26 Friday	30 Tuesday	3 Friday <i>school dance</i>
24 Wednesday	27 Saturday <i>movie night</i>	1 Wednesday <i>Bobby's birthday</i>	4 Saturday
	28 Sunday <i>soccer game</i>		5 Sunday

1. Q: *When is the school dance?* A: It's on December 3rd.
2. Q: *When is Thanksgiving?* A: It's on November 25th.
3. Q: *When is movie night?* A: It's on November 27th.
4. Q: *When is Bobby's birthday?* A: It's on December 1st.

D Look at Pauline's calendar again. Correct the sentences with **isn't** and **aren't**. Spell out the numbers.

1. Lydia's birthday is on November 23rd. *Lydia's birthday isn't on November twenty-third. It's on November twenty-second.*
2. The soccer game and movie night are in December. *The soccer game and movie night aren't in December. They're in November.*
3. Movie night is November 28th. *Movie night isn't November twenty-eighth. It's on November twenty-seventh.*
4. The school dance is on December 1st. *The school dance isn't on December first. It's on December third.*
5. Bobby's birthday is in November. *Bobby's birthday isn't in November. It's in December.*

Go to page
132
for the
Theme
Project.

1 Vocabulary

A These are three students' favorite places. Match the photos to the correct texts. Then listen and practice.



2 This place is in Singapore. It's interesting. It's not boring. There are animals from around the world here. There are kangaroos from Australia in this place.

3 This place is in Los Angeles. It's fun, but it's always crowded. There are wax models of famous actors. There's even a model of Harrison Ford as Indiana Jones.

1 This place is in Mazatlán, Mexico. It's beautiful. It's really exciting, too. It's my favorite place for a vacation.

B Read the words. What places do you think of? Complete the chart and then tell your classmates. *(Answers will vary.)*

Word	Place
beautiful	<u>Ipanema Beach</u>
boring	_____
exciting	_____

Word	Place
interesting	_____
crowded	_____
fun	_____

Ipanema Beach is beautiful.

Favorite places

This lesson presents and practices words for describing places and What's it like?

1 Vocabulary

This exercise presents and practices words for talking about places.

A  CD2, Track 58

- Have students read the directions and then focus their attention on the photos and the labels. Explain *wax museum*. (A place that has wax models of famous people.) Ask students if they like going to places like the ones in the photos.
- Have students work individually to read the three texts. They should match the photos correctly to the texts.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the texts in the Student's Book.

- Check answers with the class. Ask volunteers to tell you which words or phrases in each text helped them do the matching. (Zoo: animals, kangaroos. Beach: Mazatlán, Mexico, vacation. Wax museum: wax models, famous actors.)
- Focus students' attention on the words in red. Explain that these words describe places. Tell students that this kind of word is called an *adjective*. Elicit other adjectives students know. (Quiet, noisy, big, small, nice, old, new, etc.)
- Check understanding of the new adjectives. Give students clues and have them say which word in the text each clue refers to.

Clues:

- Elicit the meaning of *interesting*. Then say: *The opposite of interesting.* (Boring.)
- Say: *Similar to pretty.* (Beautiful.)
- Say: *There are many people.* (Crowded.)
- Say: *Enjoyable.* (Fun.) Explain that while *fun* means "enjoyable," *funny* means "amusing."
- Explain *exciting*.
- Model the words. Students listen and repeat.

Culture Note

Singapore Zoo: Animals at the Singapore Zoo live in environments that simulate their natural environments. There are over 300 different kinds of animals at the zoo, and 16 percent of them are endangered species. Almost 1.5 million visitors come to the zoo each year.

The Hollywood Wax Museum: The Hollywood Wax Museum opened in Los Angeles, California, in 1966. There is also a Hollywood Wax Museum in Branson, Missouri, and one in Gatlinburg, Tennessee.

Mazatlán: Mazatlán is a city in Mexico. Over 300,000 people live there. There are many beaches in Mazatlán that tourists from all over the world visit.

B

- Have students read the directions and study the chart. Give them several minutes to think about places they know that are examples of the adjectives listed.
- Have students work in pairs to find out whether there are any places they both chose. They take turns talking about the places, as in the example in the speech balloon.
- Ask some of the pairs to tell you whether they picked any of the same places. Then, invite volunteers to talk about one of the places they chose.

Teen Time

This unit introduces vocabulary and expressions for talking about places, abilities, clothing, and likes and dislikes.

2 Language focus

This exercise presents and practices *What's it like?*

A CD2, Track 59

- Write on the board:
 1. Odaiba — — a. It's great.
 2. Joypolis Park — — b. There are a lot of things there.
 - c. It's fun.
 - d. It has video games.
- Tell students that they will listen to Tyler and Yoshi talk about the two places on the board. They have to match the sentences to the names of the places.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. (Odaiba: b, c. Joypolis Park: a, d.)
- Say: *Tyler wants to know more about Joypolis Park. What does he ask? (What's it like?) Ask: What other What's . . . like? questions do you know? (What's she like? What's he like?)*
- Play the recording again, or model the conversation. Students listen and repeat.
- Optional Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart.
- Model the examples, pausing for students to repeat.

B CD2, Track 60

- Have students read the directions and the conversation.
- Have them work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Have two volunteers come to the board to write one of the questions each.
- Have students practice the conversation in pairs.

C

- Have students read the directions and the conversation. Give them several minutes to think about their favorite place in the city or town where they live. They should choose the adjective(s) they would use to describe the place.
- Have them talk about the places they chose, following the example conversation.

3 Listening

In this exercise, students listen for what a place is like.

CD2, Track 61

- Have students read the directions and study the chart.
- Ask: *Who is talking? (Tyler, Jenny, Paulo, and Sandra.) What are they talking about? (A museum.)*
- Play the recording. Students only listen.

Audio script

See page T-210.

- Play the recording again. Students listen and check the correct adjectives.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Ask: *What does Paulo think of the museum? (It's interesting and fun.) What does Sandra think of the museum? (It's crowded and boring.)*

- Optional Have students work in groups of three. They choose a place in their city or town and discuss it. Teach any new vocabulary words students need for their discussion.

Workbook

Assign the exercises on Workbook page 51. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 29.

2 Language focus

- A** Tyler and Yoshi talk about their favorite places. Listen and practice.

Tyler What's your favorite place in Tokyo, Yoshi?

Yoshi It's Odaiba.

Tyler What's it like?

Yoshi It's fun. There are a lot of things there. There are beaches, parks, stores, and museums. Joypolis Park is also there.

Tyler What's it like?

Yoshi It's great. It has a lot of video games.

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

Tyler I like New York a lot.

Yoshi What's it like?

Tyler It's big and exciting. I like the Empire State Building, too.

Yoshi What's it like?

Tyler It's really beautiful. And there's an observatory on the 102nd floor.

- C** Ask a classmate about a favorite place in your town or city.

A What's your favorite place in ?

B It's

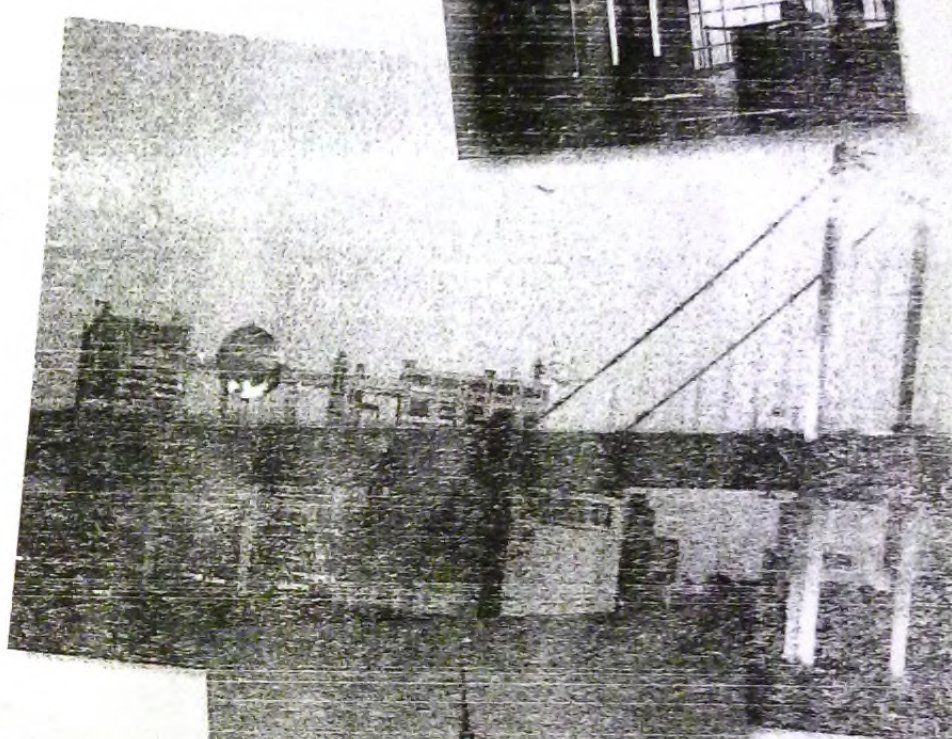
A What's it like?

B It's

What's it like?

What's it like?

It's fun.



3 Listening

- Jenny, Paulo, and Sandra talk to Tyler about a museum. What's it like? Listen and check (✓) the correct words.**

	Beautiful	Interesting	Exciting	Fun	Crowded	Boring
Jenny	☒	☐	☒	☐	☐	☐
Paulo	☐	☒	☐	☒	☐	☐
Sandra	☐	☐	☐	☐	☒	☒

1 Vocabulary

A There is a talent show at Kent International School. Look at the bulletin board. Label the photos with the words in the box. Then listen and practice.

- | | | |
|--------------------------------|--|-------------------------------------|
| ☐ dance | ☒ play Ping-Pong | ☐ sing |
| ☐ draw | ☐ play the guitar | ☐ skateboard |

Enter the Talent Show!

1



play Ping-Pong

2



draw

3



dance

4



play the guitar

5



sing

6



skateboard

B Who in your class can enter the talent show? Write one name for each category. (Answers will vary.)

Category

Name

dance

play the guitar

draw

Category

Name

sing

play Ping-Pong

skateboard

This lesson presents and practices words for special abilities and can / can't.

Review of Lesson 29

- Write the names on the board of several well-known places in your city or town. Next to the list of place names write:
A: What's (Central Park) like?
B: It's beautiful, and it's fun.
- Have students work in pairs to talk about the places you listed on the board, as in the example.

1 Vocabulary

This exercise presents and practices words for special abilities.

A CD2, Track 62

- Focus students' attention on the poster on the bulletin board. Explain *talent show*. (An event at which people demonstrate their ability to do something well, such as sing or play a musical instrument.)
- Give students several minutes to study the photos and the words in the box. Explain that the words refer to the activities shown in the photos.
- Have students work individually to label the photos. Tell them not to label any photos they are not sure about.
- Play the recording. Students listen and label any remaining pictures.

Audio script

Same as the words in the Student's Book.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class. Say the words and have students say the corresponding numbers of the photos.
- Play the recording once again, or model the words. Students listen and repeat.

B

- Have students read the directions and study the chart.
- Have students work individually to complete the chart. They think of a classmate who is good at each of the activities listed in the chart and write the person's name next to the activity.
- Ask students to work in pairs to take turns saying which classmates they chose for each category.
- Ask if any of the pairs chose the same person for any of the categories.

This exercise presents and practices *can* / *can't*.

A CD2, Track 63

- Tell students that they will listen to Paulo and Sandra talk about the talent show.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What can Paulo do?* (Play the guitar.) *What can Sandra do?* (Dance.)
- Explain *enter the show*. Ask: *Does Paulo want to enter the talent show?* (Yes.) *Does Sandra want to enter the talent show?* (No.) *Why not?* (She's too shy.) Explain *You're kidding*.
- Write these sentences on the board:

1. <i>I can play the guitar.</i>	3. <i>I can't sing at all.</i>
2. <i>Can you sing?</i>	4. <i>Can you dance?</i>
- Ask: *Which of these sentences says the person has a special ability?* (1.) *Which ones ask if the person has a special ability?* (2, 4.) *Which one says the person doesn't have a special ability?* (3.) Explain *at all*.
- Play the recording, or model the conversation. Students listen and repeat.
- Optional Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart.
- Explain that *can* and *can't* are used with all subjects. Give examples like these: *I can play the guitar.* *My brother can't play the guitar, but he can sing.* Compare *can* with *be*, which has three forms in the present tense (*am, is, are*).
- Draw students' attention to the word order inversion in the question. Explain that these questions are formed in the same way as other *Yes / No* questions. Write on the board:
She is tall. Is she tall?
She can sing. Can she sing?
- Model the examples, pausing for students to repeat.

B CD2, Track 64

- Have students read the directions and complete the sentences about Paulo's and Sandra's abilities.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to read their answers aloud.

Speaking

This exercise practices talking about abilities.

- Have students read the directions. Explain *survey*.
- Tell students to write two more questions on the survey. They then complete the survey about themselves in the *You* column.
- Have students work in pairs to complete the survey about a classmate.
- Ask the class: *How many of you can skateboard?* Ask students to raise their hands. Continue asking about other abilities.

Pronunciation *can* and *can't*

In this exercise, students practice the pronunciation of *can* and *can't*.

A CD2, Track 65

- Focus students' attention on the example sentences. Tell students that they are going to listen to how *can* and *can't* are pronounced in these sentences.
- Play the recording two or three times. Students listen.

Audio script

Same as the sentences in the Student's Book.

B CD2, Track 66

- Tell students that they will listen to five sentences. They will decide whether the speaker says *can* or *can't* and then check the correct box.
- Play the recording. Students listen and check the correct boxes.

Audio script

See page T-210.

- Play the recording again. Students listen and verify their answers.
- Check answers with the class. Say the numbers 1 to 5. Invite volunteers to say their answers.

Workbook

Assign the exercises on Workbook page 52. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 30.

2 Language focus

A Paulo and Sandra talk about the talent show. Listen and practice.

Paulo Look! There's a talent show on Sunday. Let's enter.

Sandra Um . . . no, thanks.

Paulo Oh, come on. I can play the guitar. I can't sing. Can you sing?

Sandra No, I can't. I can't sing at all.

Paulo Can you dance?

Sandra Yes, I can. But . . .

Paulo So, let's enter the show.

Sandra You and me? You're kidding! I'm too shy.

can / can't

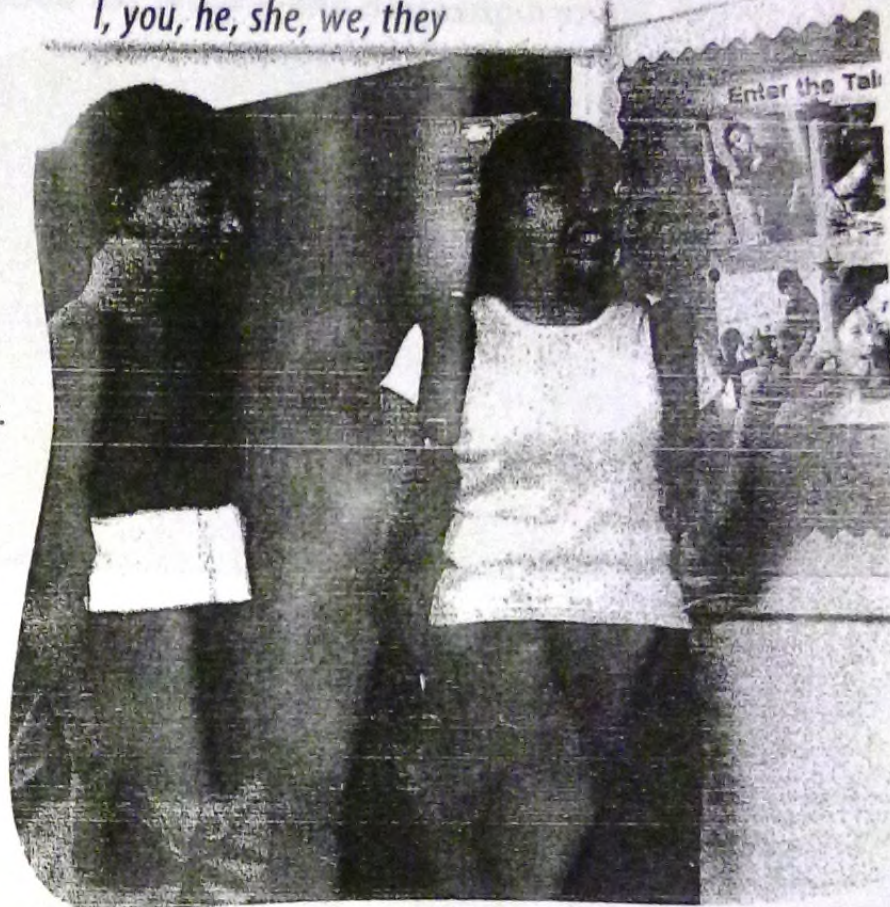
I can dance. She can't sing.

Can you dance? Can she sing?

Yes, I can. No, she can't.

Use *can* for all subjects:

I, you, he, she, we, they



B Write two things Paulo and Sandra can and can't do. Then listen and check.

1. Paulo can play the guitar
2. Paulo can't sing
3. Sandra can dance
4. Sandra can't sing

3 Speaking

Read the survey. Write questions 4 and 5. Complete the survey for yourself. Then ask a classmate the questions. (Answers will vary.)

What can you do?	You		Your classmate	
	Yes	No	Yes	No
1. Can you skateboard?	☐	☐	☐	☐
2. Can you draw?	☐	☐	☐	☐
3. Can you play Ping-Pong?	☐	☐	☐	☐
4. _____	☐	☐	☐	☐
5. _____	☐	☐	☐	☐

Can you skateboard?

Yes, I can.

No, I can't.

4 Pronunciation *can* and *can't*

A Listen to the pronunciation of *can* and *can't*.

He **can** sing.

He **can't** dance.

B Listen and check (✓) *can* or *can't*. Then listen again and practice.

1. ☐ can
☒ can't

2. ☒ can
☐ can't

3. ☐ can
☒ can't

4. ☐ can
☒ can't

5. ☒ can
☐ can't

1 Language check

A Write a question and answer for each picture.



1. Can she sing?

No, she can't.



2. Can he draw?

Yes, he can.



3. Can they play the guitar?

Yes, they can.



4. Can they dance?

No, they can't.

B Match the questions to the answers.

1. What's your home like? b
2. Can you swim? c
3. What's your best friend like? a
4. Is your English class interesting? d
5. What's your country like? f
6. Can your teacher play soccer? e

- a. She's fun and really friendly.
- b. It's nice. It has four bedrooms.
- c. Yes, I can. It's really fun!
- d. Yes, it is. And my teacher is nice, too.
- e. No, she can't. But she can play tennis.
- f. It's beautiful. But some places are crowded.

C Now ask and answer the questions in Part B. Give your own information.

What's your home like?

It's.....

This lesson reviews the language presented and practiced in Lessons 29 and 30.

1 Language check

This exercise reviews the structures presented so far in this unit.

A

- Have students read the directions and the example.
- Have them work individually to write questions and answers for pictures 2 to 4.
- Check answers with the class. Ask pairs of random students to read one of the questions and answers they wrote.

B

- Have students read the directions and the questions and answers.
- Have them work individually to match the questions and answers.
- Have students work in pairs to compare answers. One student reads a question and the other reads the corresponding answer. Tell students to switch roles for each question.
- Check answers with the class.

C

- Have students read the directions and look at the examples in the speech balloons.
- Have them work in pairs to take turns asking and answering the questions in Part B again. This time they should give their own information.

D

- Have students read the directions. Then have them look at the pictures, the names of the places, and the adjectives in the box.
- Answer any questions students may have.

- Have students work individually to complete the exercise.
- Check answers with the class. Invite several pairs to read the questions and answers aloud.

2 Listening

In this exercise, students listen for *can* or *can't*.

CD2, Track 67

- Invite a volunteer to read the directions aloud. Tell students they will listen to six short conversations and will then decide if the speaker is saying *can* or *can't*.
- Play conversation 1 only. Students only listen.

Audio script

See page T-210.

- Ask: *Did you hear can or can't? (Can't.)* Tell students these words can sound very similar in speaking. Encourage them to listen for other context clues to help them. Ask: *What word helped you? (No.)*
- Play the rest of the recording. Students only listen.
- Play the recording again. Students listen and circle the correct answers.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud the sentences with the answers they circled.

Workbook

Assign the exercises on Workbook page 53.
(Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 121.

D What's each place like? Write sentences about the places. (Answers may vary.)

- ☐ beautiful ☐ crowded ☒ fun
☐ boring ☐ exciting ☐ interesting



Ipanema Beach

Q: What's it like?

A: It's fun.



Paris, France

Q: What's it like?

A: It's beautiful.



New York City

Q: What's it like?

A: It's crowded.



Disney World

Q: What's it like?

A: It's exciting.



The Museum of Modern Art

Q: What's it like?

A: It's interesting.



the bus stop

Q: What's it like?

A: It's boring.

2 Listening

Listen to the conversations. Circle the correct answers.

1. He (can / can't) sing.
2. She (can / can't) dance.
3. He (can / can't) play Ping-Pong.
4. They (can / can't) draw.
5. She (can / can't) play the guitar.
6. They (can / can't) skateboard.

Go to page 121
for the
Game.

1 Vocabulary

A These three students want new school uniforms. Listen and write their names under the correct pictures.

☐ Mateo ☐ Min ☐ George



Min



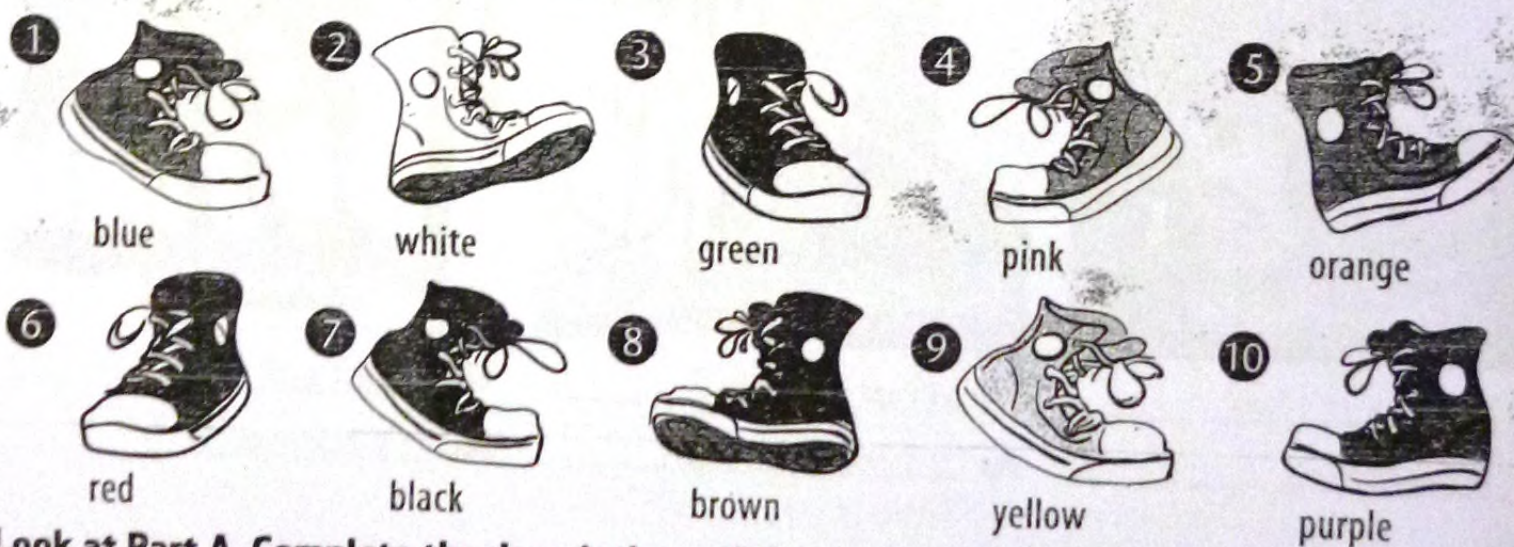
George



Mateo

B Listen and practice.

C Look at the colors. Listen and practice.



D Look at Part A. Complete the descriptions of the school uniforms.

1. Min's school uniform is a pink blouse, a blue skirt, black shoes, and a blue sweater.
2. George's school uniform is a white shirt, a green jacket, a red tie, and brown pants.
3. Mateo's school uniform is a purple T-shirt, orange shorts, yellow socks, and blue sneakers.

adjective + noun

white blouse
black shoes

This lesson presents and practices words for school clothes, colors, and What color is / are . . . ?

Review of Lesson 30

- Have students write on a piece of paper their name and one thing they can do at a school talent show.
- Have students exchange papers with a classmate. Invite volunteers to report on their classmate – for example, *Claudia can sing*.

1 Vocabulary

This exercise presents and practices the words for school clothes and colors.

A CD2, Track 68

- Have students read the directions and look at the pictures and the labels.
- Tell students they will listen to three students talk about their ideal school uniforms. Explain *dream uniform*.
- Play the recording. Students only listen.

Audio script

See page T-210.

- Play the recording again. Students listen and write the names of the students under the correct pictures.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Say the words for the clothes and ask random students to give you the name of the student who wants to wear it.

B CD2, Track 69

- Play the recording, or model the words. Students listen and repeat.

Audio script

See page T-210.

C CD2, Track 70

- Have students read the directions.
- Play the recording, or model the words. Students listen and repeat.

Audio script

Same as the numbers and the colors in the Student's Book.

- Say the numbers 1 to 10, one at a time, in random order. Invite volunteers to tell you the color of the sneaker that the number corresponds to.

D

- Have students read the directions and the sentences.
- Focus students' attention on the examples. Ask: *What words are missing: colors, clothes, or both colors and clothes?* (Colors and clothes.)
- Have students complete the sentences.
- Check answers with the class. Invite volunteers to read one completed sentence.
- Focus students' attention on the *adjective + noun* box. Invite volunteers to read aloud an adjective + noun phrase from the sentences they completed – for example, *a pink blouse*.
- **Optional** Books closed. Play a memory game. You say one of the items of clothing in the uniforms – for example, *the pink blouse*. Students tell you whose dream uniform it belongs to – for example, *It's Min's uniform*.

2 Language focus

This exercise presents and practices **What color is / are ... ?**

A CD2, Track 71

- Have students read the directions and look at the picture. Explain that Charlie has just heard about his school's new uniform. Tell them to listen to find out why Lucas says *Purple? Oh, no!* in his last line.
- Play the recording. Students listen. Elicit the answer. (Lucas thinks the uniform jacket is purple, and he doesn't like that.)

Audio script

Same as the conversation in the Student's Book.

- Ask: *Is the uniform jacket really purple?* (No. It's blue.)
- Say: *Lucas wants to know the color of the shirt, the pants, and the jacket. What questions does he ask?* (What color is the shirt? What color are the pants? What color is the jacket?) Ask: *Why does he use is in the first and third questions and are in the second question?* (Shirt and jacket are singular, but pants is plural.)

- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart.
- Model the examples, pausing for students to repeat.

B

- Have students read the directions and questions and think about their dream uniform.
- Have them work individually to complete the questions and answers.
- Have students work in pairs to talk about their dream uniform, as in the example in the speech balloon.

3 Listening

In this exercise, students listen for school clothes and colors.

CD2, Track 72

- Have students read the directions. Tell them they will listen to conversations and that they should number the pictures in the order in which they hear them.
- Play the recording. Students only listen.

Audio script

See page T-210.

- Play the recording again. Students listen and number the pictures.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 54. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 31.

2 Language focus

A Charlie and Lucas talk about their new school uniform. Listen and practice.

Charlie Oh, wow! There's a new school uniform for next year.

Lucas Really? What's it like?

Charlie It's OK. There's a shirt, a jacket, and pants.

Lucas What color is the shirt?

Charlie It's white.

Lucas That's nice. What color are the pants?

Charlie They're blue.

Lucas And what color is the jacket?

Charlie It's purple.

Lucas Purple? Oh, no!

Charlie Lucas, I'm kidding. The jacket is blue, too.

What color is / are ...?

What color is the shirt?

It's white.

What color are the pants?

They're blue.



B What is your dream uniform like? Complete the questions with *is* or *are*. Then answer the questions. Tell your classmates.

1. What color is the shirt? It's orange.
2. What color are the pants? (Answers will vary.)
3. What color are the socks? (Answers will vary.)
4. What color is the sweater? (Answers will vary.)
5. What color are the shoes? (Answers will vary.)

The shirt is orange. The pants are ...

3 Listening

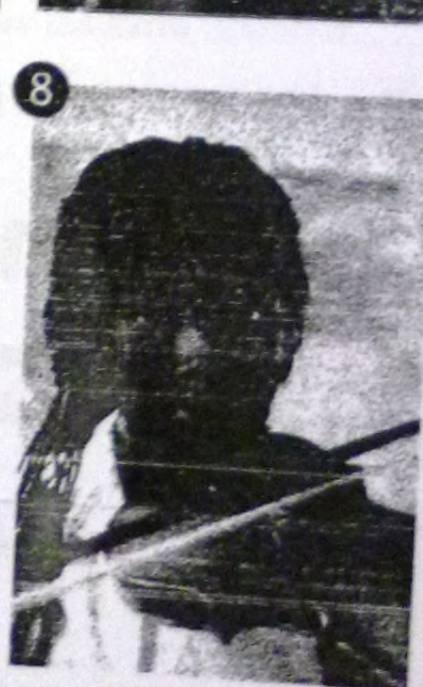
C Four students talk on the radio about school fashion. Listen and number the pictures.



1 Vocabulary

A Read about students' favorite things. Match the photos to the correct sentences. Then listen and practice.

- | | |
|---|---|
| ☐ 6 My favorite music is rap. | ☐ 5 My favorite music is rock. |
| ☐ 2 My favorite school subject is biology. | ☐ 8 My favorite music is classical. |
| ☐ 1 My favorite food is pizza. | ☐ 3 My favorite school subject is Italian. |
| ☐ 4 My favorite food is hot dogs. | ☐ 7 My favorite food is hamburgers. |



B Complete these statements. Then tell your classmates. (Answers will vary.)

My favorite music is _____.

My favorite school subject is _____.

My favorite food is _____.

My favorite music is ...

Lesson 32 Teen tastes

This lesson presents and practices some words for types of music, food, and school subjects, and love / like / don't like.

Review of Lesson 31

- Write on the board:
What color is / are his / her _____ ?
- Play a guessing game with students. You think of one of the students in the class. Students have to guess who you are thinking about by asking questions about the color of the student's clothes, using the example on the board.
- Demonstrate the game with a volunteer. To start, say: *A boy or A girl.*

Note: If the group is large, limit the number of possible students by saying, for example, *A boy in the second row.* If the students wear uniforms, adapt the game by using one of the pages in the Student's Book with pictures of several people – for example, page 11. Students ask questions to guess which person in the picture you are thinking of.

1 Vocabulary

This exercise presents and practices some words for types of music, food, and school subjects.

A CD2, Track 73

- Have students read the directions and the sentences in the box. Ask: *What are the sentences about?* (Favorite types of music, food, and school subjects.)
- Focus students' attention on the photos. Ask: *Which photos are about food?* (1, 4, 7.) *Which ones are about school subjects?* (2, 3.) *Which ones are about music?* (5, 6, 8.)
- Have students work individually to match the photos with the correct sentences. They should write the photo numbers in the boxes to the left of each sentence.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Read aloud the sentences in random order. Invite volunteers to say the photo number.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Have students work individually to complete the sentences with their favorite music, school subject, and food.
- Ask students to work in groups of three to take turns reading the sentences they wrote.
- Ask the groups if they found any favorites in common.

2 Language focus

This exercise presents and practices *love / like / don't like*.

A CD2, Track 74

- Copy the three iconic faces on the board from Exercise 3B on Student's Book page 5. Number the faces from 1 to 3 (from positive to negative).
- Focus students' attention on the photos and texts. Tell them that they will listen to Yoshi and Jenny talk about their likes and dislikes.
- Play the recording. Students listen and read along.

Audio script

Same as the texts in the Student's Book.

- Ask: *Who can play the electric guitar? (Yoshi.) Who thinks the food in the cafeteria is great? (Jenny.) Who thinks classical music is boring? (Yoshi.) Who has a rock band? (Yoshi and his friends.) Who's a big music fan? (Yoshi.) And who's a big school fan? (Jenny.)*
- Focus students' attention on Yoshi's speech again. Write *I love rock music.* under face 1 on the board and *I don't like classical music.* under face 3. Ask students to read the text again and find a sentence to place under face 2. (*I like rap music.*) Write the sentence on the board.
- Have them read Jenny's speech again and tell you what they think Jenny would say about the food in the cafeteria: (1) I love it; (2) I like it; or (3) I don't like it. (1.)
- Model the sentences on the board. Students listen and repeat.

- **Language Chart** Have students study the examples in the language chart.
- Explain that in English the negative is formed in different ways, depending on the verb. Remind students of *isn't*, *aren't*, and *can't*. Explain that with *like* and many other verbs, we use *don't* + verb to form the negative.
- Model the examples, pausing for students to repeat.

Note: This is not a formal presentation of the simple present tense. Introduce the sentences as set phrases, making the explanations clear but brief.

B

- Have students read the directions and work individually to complete the sentences. Ask them to think about adjectives they can use to talk about their likes and dislikes, as in the examples in the speech balloons.
- Have students work in pairs to take turns talking about their likes and dislikes, as in the examples.

3 Listening

In this exercise, students listen for a person's likes and dislikes.

CD2, Track 75

- Have students read the directions and study the words.
- Tell students that they will listen to Nicole talking as she completes a survey about her likes and dislikes. They should listen and tell you whether Nicole talks only about her favorite things or whether she also mentions other things she likes or doesn't like.
- Play the recording. Students only listen. Elicit the answer. (She talks about other things, too.)

Audio script

See page T-211.

- Play the recording again. Students listen and check Nicole's favorite things.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.
- To finish, ask several volunteers to tell you about any favorites they may have in common with Nicole – for example, *I love volleyball, too.*

Workbook

Assign the exercises on Workbook page 55. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 32.

2 Language focus

A What do Yoshi and Jenny like?
Listen and practice.

love / like / don't like

I **love** rock music.

I **like** rap music.

I **don't like** classical music.



Yoshi

I'm a big music fan. I love rock music, and I like rap music. I can play the electric guitar. I don't like classical music. I think it's boring. My friends and I have a rock band. It's really cool.



Jenny

I love school! I really like all of my classes, and I like my teachers and my friends. The food in the cafeteria is great. There are hot dogs and hamburgers. There's one thing I don't like about school – the homework!

B What about you? Complete the statements with *love*, *like*, or *don't like*.
Then compare with a classmate. (Answers will vary.)

- | | |
|-----------------------|-------------------------------------|
| 1. I _____ rap music. | 7. I _____ the first day of school. |
| 2. I _____ math. | 8. I _____ classical music. |
| 3. I _____ soccer. | 9. I _____ hot dogs. |
| 4. I _____ pizza. | 10. I _____ my first name. |
| 5. I _____ English. | 11. I _____ my city / town. |
| 6. I _____ the beach. | 12. I _____ my school. |

I love rap music. I think it's cool.

I don't like rap music. I think it's boring.

3 Listening

Nicole talks about her favorite things. Listen and check (✓) the correct things.

Sport

- ☒ volleyball
☐ tennis

Music

- ☐ rap
☒ rock

School subject

- ☒ art
☐ science

Food

- ☐ hamburgers
☒ pizza

Clothing

- ☐ jacket
☒ sneakers

Get Connected

UNIT 8

Read

A Read the article quickly. Write three things you can do at a New York City street fair.

1. shop / buy things
 2. walk around and listen to music
 3. eat food from all around the world
- (Answers may vary.)

New York City Street Fairs

What are New York City street **fairs** like? Well, they're really fun. Some fairs are small **block** or neighborhood parties. But some fairs are really big – 30 city blocks long! There's great food, good music, and a lot of **shopping**.

So, is the shopping good? Yes! The shopping is awesome – and **cheap**. And there are some really nice things. You can **buy** bags, T-shirts, sneakers, CDs, toys – everything!

Are you a big music fan? At some street fairs, you can walk around and listen to music. There's rock, rap, and **jazz**, too!

And, there's a lot of good food, too – pizza, hot dogs, and ice cream. There's food from all around the world. You can eat Italian, Thai, Mexican, Chinese food, and more.

So, go to a street fair for an exciting time! It's crowded, but it's fun!



Go to page 125
for the
Vocabulary
Practice.

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

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

1. All New York City street fairs are really big.
False. Some New York City street fairs are small.
2. You can buy a lot of really cool things there.
True.
3. You can't listen to music at a street fair.
False. You can listen to music at a street fair.
4. There's only American food at street fairs.
False. There's food from all around the world.
5. A street fair is exciting, fun, and crowded.
True.

This lesson practices reading, listening, and writing skills.

Review of Lesson 32

- Write on the board:
I love ... / I like ... / I don't like ...
- Write three sentences about yourself on the board. For example, *I love chocolate. I like math. I don't like rap music.*
- Have students write three sentences about themselves on a piece of paper with their name written on it.
- Collect the papers. Read random papers but not the name of the writer. Have students guess who wrote them.
- **Optional** Invite the student who guesses correctly to choose the next paper and read it.

Read

This exercise practices reading for information that describes places.

A

- Focus students' attention on the photo. Ask: *What can you see at the street fair?* (People, bags, food.)
- Invite a volunteer to read the directions aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the text and write three things people can do at a street fair in New York City. Do not check answers at this point.

B CD2, Track 76

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *fair, block, shopping* (n.), *cheap, buy* (v.), *jazz*. Explain their meaning. (Fair: an event or festival with shopping, food, and games; block: a length of street; shopping [n.]: buying things; cheap: not expensive; buy [v.]: to get something by giving money; jazz: a style of music with swing rhythm [play some jazz music to demonstrate].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 125 in class or for homework. (Get Connected Vocabulary answers are on page T-125.)

C

- Invite a volunteer to read the directions and first statement aloud.
- Ask: *Are all New York street fairs really big?* (No, they aren't.) *So is the sentence true or false?* (False.)
- Have students read the example corrected statement.
- Have students work individually to write *True* or *False* and then correct the false statements.
- Have students check their answers in pairs.
- Check answers with the class. Have a pair read their corrected false statements aloud.
- **Optional** Check answers to the *True / False* statements before students correct the false answers.

Listen

In this exercise, students listen for specific information about a school fair.

A CD2, Track 77

- Focus students' attention on the photo. Ask: *Where are the students?* (In school.)
- Tell students that they will listen to two students, Jessica and Ruben, talk about the school fair.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-211.

- Play the recording again. Students listen and answer the questions.

- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Read the questions and invite volunteers to answer them.

B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, and *I disagree* means you think something is not right. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree or disagree.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write about a fair (or an event).

A

- Have students read the directions and the questions.

Note: If students cannot think of a fair or an event in their neighborhood or city, they can research one on the Internet. Alternatively, they can make up a fair or an event to write answers about.

- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in Part A to help them write their paragraphs.
- Have students work individually to write about a fair or an event at their school, or in their neighborhood or city.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students read their paragraphs to a partner without saying the name of the fair or event. Students try to guess the fair or event.

Workbook

Assign the exercises on Workbook page 56.
(Workbook answers begin on page T-190.)

What's it like?

Listen



A Jessica and Ruben are talking about the school fair.
Listen and answer the questions.

1. Is the school fair on Friday? No, it's on Saturday.
2. What's the school fair like? It's a lot of fun.
3. Can Jessica juggle? Yes, she can.
4. What colors are the school colors? The school colors are orange and purple.
5. Can Ruben sing? Yes, he can.



B What do you think? Write *I agree* or *I disagree* (don't agree).

1. School fairs are fun. _____
2. Talent shows are exciting. _____
3. Pizza, hot dogs, and hamburgers are healthy. _____
4. Races are cool. _____

Your turn

Write

A Answer the questions about a fair (or event) at your school, or in your neighborhood or city. (Answers will vary.)

1. What's the name of the fair / event? _____
2. When is it? _____
3. Where is it? _____
4. What can you do there? _____
5. What's it like? _____

B Write about the fair or event. Use the answers in Part A to help you. (Answers will vary.)

I really like the _____

Unit 8 Review

Language chart review

What's ... like?	love / like / don't like	can / can't
What's New York like? It's fun.	I love this town. I like the mall. I don't like my room.	I can sing. He can't sing. Can you sing? Yes, I can. / No, I can't. Can they play soccer? Yes, they can. / No, they can't.
What color is / are ...?		can't = cannot
What color is Kate's sweater? It's blue. What color are Kate's shoes? They're black.		

A Amy meets Ivan. Complete the conversation with the sentences in the box. Write the letters in the boxes.

- ☐ a. I can play the guitar. I'm pretty good. ☐ d. No, I can't. I don't like baseball. Can you play?
☐ b. Well, I love soccer, but there are no soccer fields near here. ☐ e. It's great! The people are friendly, and there are a lot of beautiful places.
☒ c. Yes, I am. I'm Ivan. ☐ f. Yeah, it's interesting. But this town is boring.

Amy Excuse me. Are you Jon's cousin from Mexico?
 Ivan **c**
 Amy Hi, I'm Amy. So, what's Mexico like?
 Ivan **e**
 Amy Wow, that's cool! Do you like the U.S.?
 Ivan **f**
 Amy Really? Why is it boring? I love our town.
 Ivan **b**
 Amy Yeah, you're right. But there's a baseball field. Can you play baseball?
 Ivan **d**
 Amy Yes, I can. I love baseball. So, what other things can you do?
 Ivan **a**
 Amy Really? I can play the guitar, too.



B What do you think Ivan and Amy say? Circle the correct words.

Ivan

- I (like) / don't like) the U.S.
- I (like / don't like) this town.
- I (can / can't) play baseball.

Amy

- I (can) / can't) play baseball.
- I (like) / don't like) this town.
- I (like) / don't like) music.

Unit 8 Review

This lesson reviews the grammar and vocabulary introduced in Unit 8.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 8.

- Have students study the Language chart review. Focus their attention on the *What color is / are . . . ?* section. Ask: *Why is It's used in the first answer and They're in the second answer?* (Because *It's* refers to a singular noun – Kate's sweater; *They're* refers to a plural noun – Kate's shoes.)
- Give students a few minutes to think of one more example for each of the sections. For example, *What's your city like?* could go in the *What's . . . like?* section.
- Invite volunteers to share one of their examples with the class.
- Answer any questions students may have.

Exercises A through F (pages T-112 to T-113)

Note: Students can do these exercises for homework or in class. They should do these exercises with minimal teacher input or help. If you choose to do these exercises as homework, briefly review the exercise directions in class. Make sure that students understand what they should do. Check the answers with the class during the next class meeting. If you choose to do the exercises in class, follow the directions below.

Exercise A

- Have a volunteer read the directions aloud and look at the picture.
- Tell students to complete the conversations with the sentences in the box. They should write the letter of the correct sentence in the box in the conversation.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class. Invite two volunteers to read the completed conversation aloud.

Exercise B

- Have students read the directions.
- Tell students to look at the conversation in Part A to help them choose the correct words.
- Have students work individually to circle the correct words.
- Check answers with the class.

Exercise C

- Have students read the directions and the sentences in the box.
- Tell students to look at the picture on page 112 to help them. They should circle only the sentences that are false.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class.

Exercise D

- Have a volunteer read the directions aloud.
- Focus students' attention on the example.
- Tell students they should look back at the false sentences they circled in Part C and they should correct these sentences.
- Have students work individually to complete the exercise.
- Check answers with the class.

Exercise E

- Have a volunteer read the directions and the example.
- Tell students to look carefully at the picture and to write questions or answers to complete the conversation.
- Have students work individually to complete the exercise.
- Have students read their questions and answers in pairs.
- Check answers with the class. Invite pairs to read the completed conversation aloud.

Exercise F

- Have a volunteer read the directions aloud.
- Focus students' attention on the example question.
- Tell students they should write questions with *Can you . . . ?* and the verbs in parentheses. They should answer the questions with true information about themselves.
- Have students work individually to complete the exercise.
- Have students read the questions and answers in pairs.
- Check answers with the class. Invite volunteers to ask classmates the questions.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs. Have them act out the conversation in Exercise A.
- Have pairs practice the questions and answers in Exercises E and F.
- Have students write a few statements about what they are wearing. They can use the chart in Exercise C as an example. Tell them that at least half of the statements must be false. Invite students to exchange papers in pairs and correct the false statements in their partner's paper.

Theme Project

- Assign the *At Home* section of the Unit 8 Theme Project on Student's Book page 133.

Workbook

- Assign the Unit 8 Check Yourself on Workbook page 57. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 8 Extra Practice worksheets starting on page T-155.

Extra Speaking Practice Worksheet

- Assign the Unit 8 Extra Speaking Practice worksheet on page T-172.

Arcade Activities

- Assign the Unit 8 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 8 Learning Log. This can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 8 Quiz on page T-183.

Test

- Give the Unit 8 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

C Look at the picture on page 112. What are Amy's clothes like? What are Ivan's clothes like? Circle the false sentences.

1. Ivan's pants are brown.
2. Amy's T-shirt is red.
3. Ivan's shirt is white.
4. Amy's skirt is blue.
5. Amy's shoes are green.
6. Ivan's sneakers are purple.
7. Amy's hat is blue.
8. Ivan's jacket is black.

D Now correct the false sentences in Part C.

1. Ivan's pants are black.
2. Ivan's shirt is green.
3. Amy's shoes are red.
4. Ivan's sneakers are blue.

E Write the questions or the answers about Andrea.

1. Q: What color is Andrea's blouse?

A: It's white.

2. Q: What color are Andrea's pants?

A: They're brown.

3. Q: What color is Andrea's backpack?

A: It's green.

4. Q: What color is Andrea's sweater?

A: It's orange.

5. Q: What color are Andrea's sneakers?

A: They're pink.

6. Q: What color is Andrea's hat?

A: It's yellow.



F Write questions beginning with *Can you*. Then answer the questions with your own information. (Answers will vary.)

1. (sing) Q: Can you sing?

A: _____

2. (skateboard) Q: _____

A: _____

3. (draw people) Q: _____

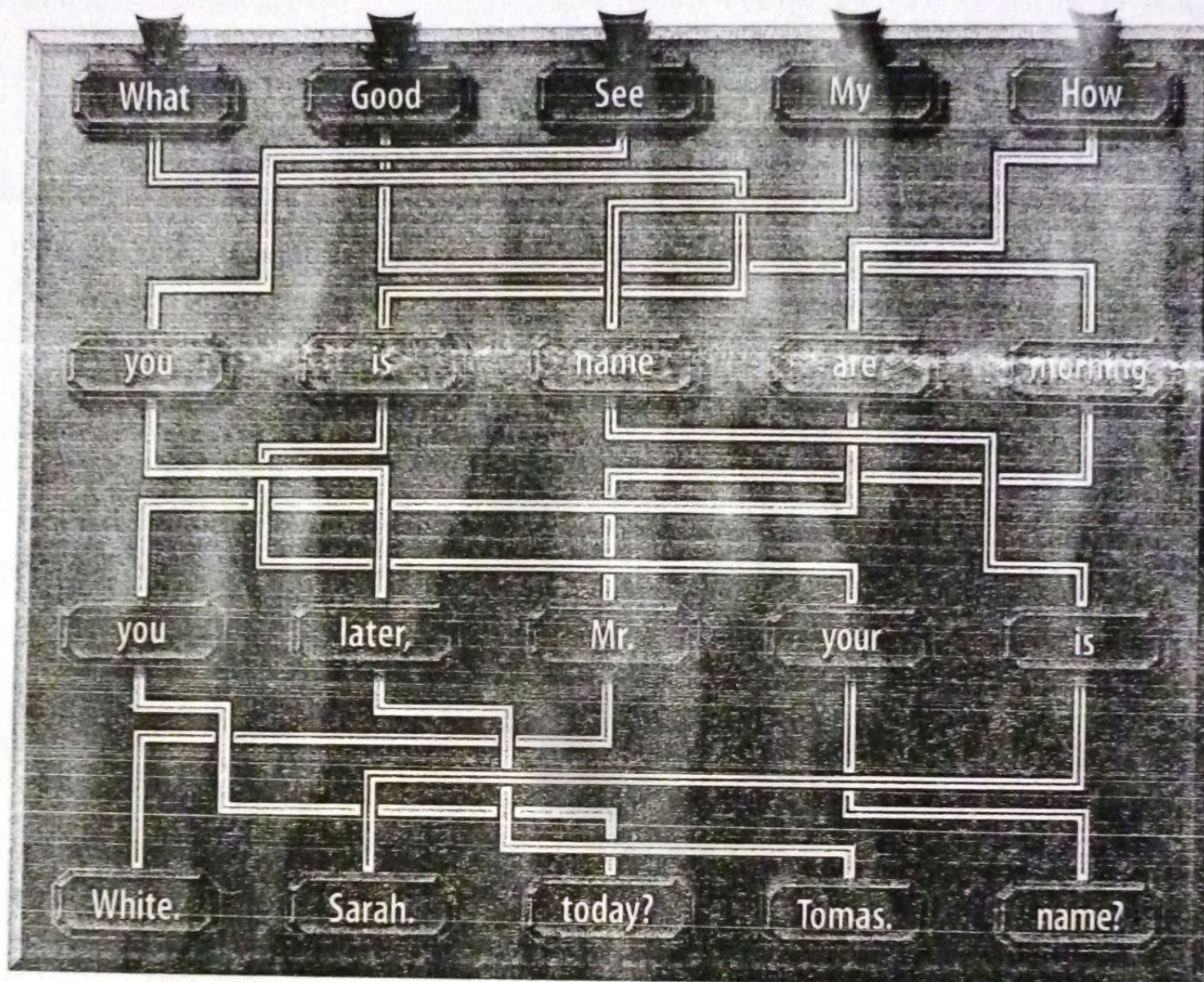
A: _____

4. (play tennis) Q: _____

A: _____

Go to page
133
for the
Theme
Project.

A Connect the words in the maze to make five sentences.



B Complete the conversations with four sentences from Part A.

1. **A** Good morning, Mr. White.
B Hello, Todd.
2. **A** How are you today?
B Fine, thanks.
3. **A** See you later, Tomas.
B Bye-bye.
4. **A** What is your name?
B My name is Sarah.

C Now practice with a classmate. Use your own information.

What's your name?

My name is

This game reviews introductions and greetings.

A

- Explain what a maze is.
- Have students form groups of four or five and look at the maze on the page. Explain how to play the game:
 - Students play individually, competing against the other members of their group. They have to follow the paths and join one word from each of the five rows of the maze to form a sentence. There are five sentences.
- Tell students that you will give a signal for them to start the game, and you will time them. The first student in each group to complete the five sentences should go to the board and write his or her name.
- Give students the signal to start, and time them. As the students come to the board, record their times.

- Stop the game when most students have finished the maze. Check answers with the student who finished first. If all answers are correct, he or she is the winner. If not, do the same with the student who finished second, and so on, until you find the winner.

B

- Have students work individually to complete the conversations using four of the sentences they “formed” in Part A.
- Check answers with the class. Ask pairs of random students to read one of the conversations aloud.

C

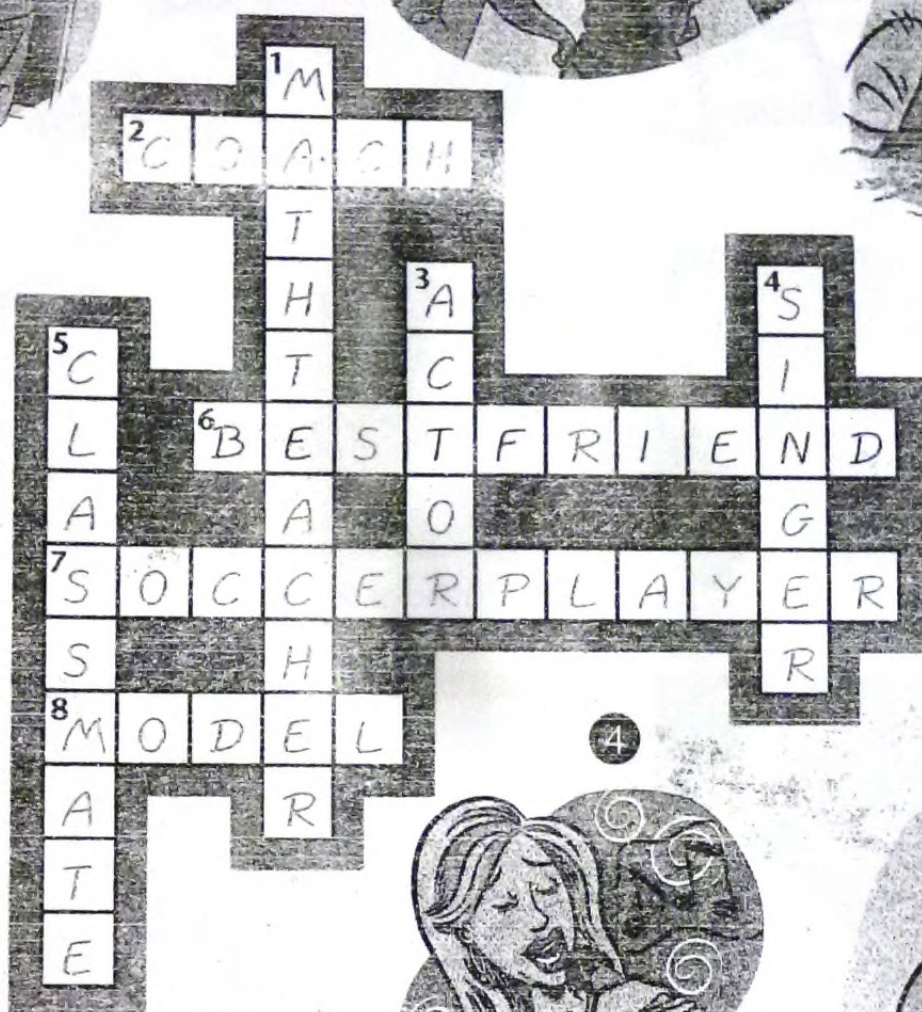
- Have students practice the conversations in Part B in pairs, this time using their own information, as in the examples in the speech balloons.

This game reviews words for referring to celebrities and people in the students' lives.

- Explain "Crossword puzzle."
- Elicit how to do the crossword puzzle:
 - Students read the sentences and look at the pictures. They fill in the words in the puzzle that match the pictures.
- Have a student read 6 across. Ask: *What is the answer?* (Best friend.) Have students locate **BESTFRIEND** in the puzzle. Explain that in crossword puzzles, spaces are not written in between words if answers are more than one word (best friend = bestfriend).
- Have a student read 3 down. Ask: *What is the answer?* (Actor.) Have students locate 3 down in the puzzle. Tell them to write **ACTOR** in the spaces.
- Have students work individually to complete the crossword puzzle.
- To check answers, have students work in groups of three or four to compare answers.
- Ask students if they have any questions. Go over any answers students do not understand.

Game Crossword puzzle

Look at the pictures to complete the crossword.



Across

2. Mr. Armstrong is a great coach.
6. Josh is my best friend.
7. Mike isn't a tennis player. He's a soccer player.
8. Tasha Reed is my favorite model.

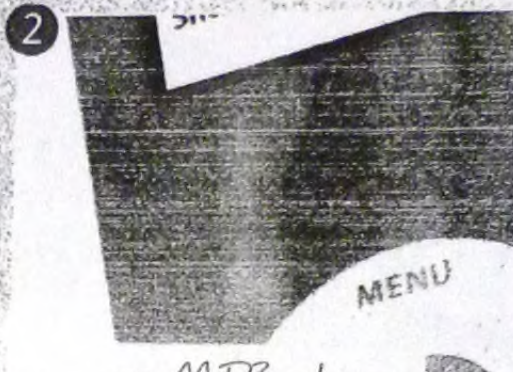
Down

1. Mr. Brooks isn't a science teacher. He's a math teacher.
3. Margie Frick is in good movies. She's my favorite actor.
4. My favorite song is *In the World*. The singer is Daniela Ella.
5. Jackie is my classmate. She's my science partner, too.

A What are these objects? Guess. Label each photo.



a computer



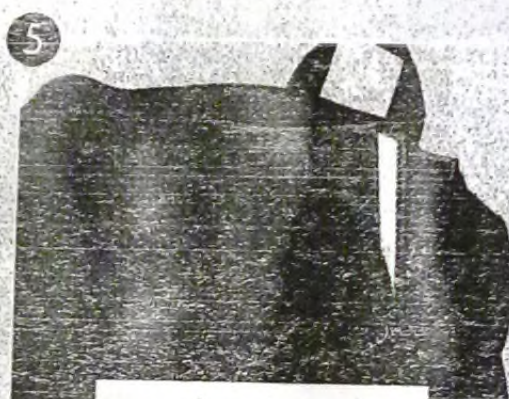
an MP3 player



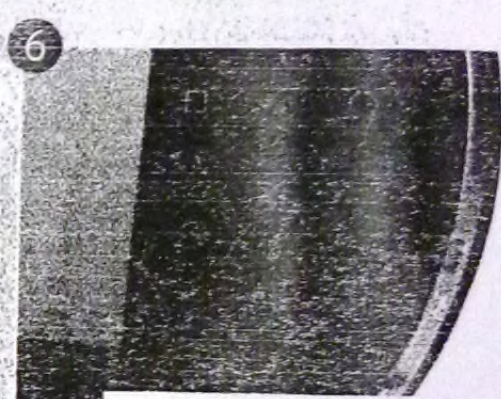
an umbrella



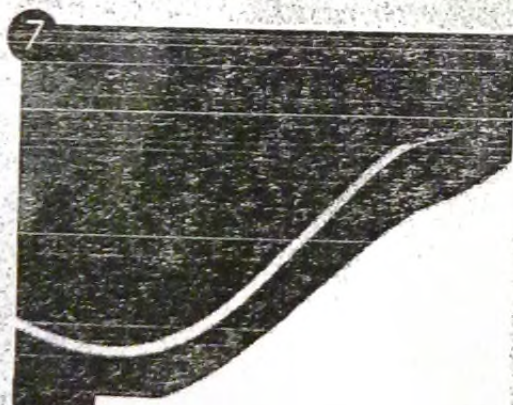
a cell phone



a backpack



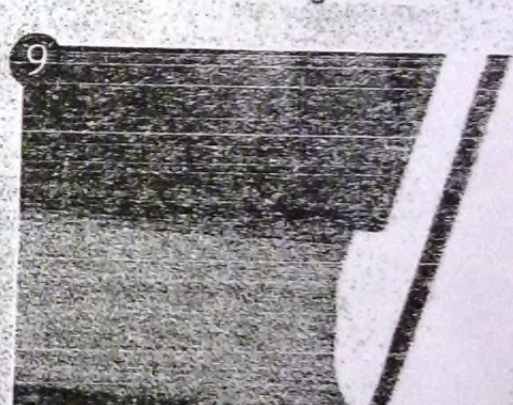
a video game



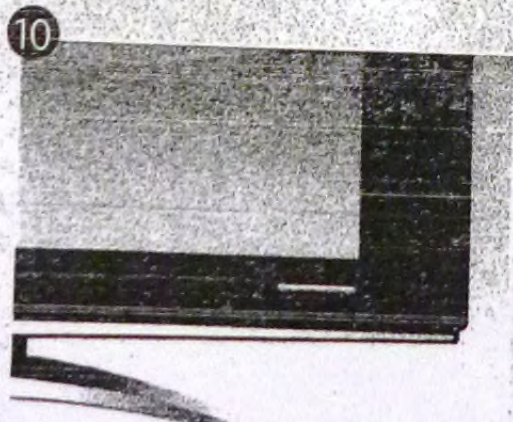
a hat



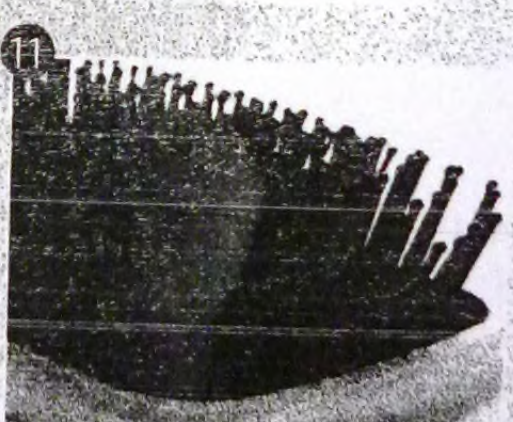
a camera



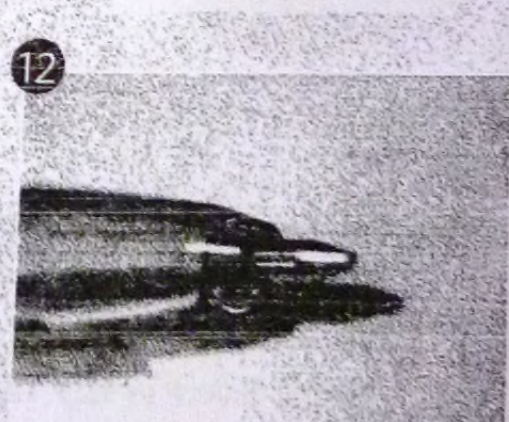
a book



a TV



a brush



a pen

B How many of your answers are correct? Compare with a classmate.

You What's this?

Classmate I think it's a computer.

You I think it's a television.

This game reviews the names of objects and *What's this?*

A

- Focus students' attention on the photos. Explain that they are close-ups of objects or parts of objects.
- Have students work individually to guess the object in each photo and write its name, as in the example.

B

- Have students read the directions and the example. Model the sentences. Students listen and repeat.
- Have students compare their answers in pairs or small groups. If students change their minds about any of the objects, they can re-label them.

- Check answers with the class. Write on the board:

What's number 1?

It's a computer.

- Elicit the rest of the answers from random students.
- Have each pair or group count its number of correct guesses. The winner is the pair(s) or group(s) with the most correct guesses.

Unit 4

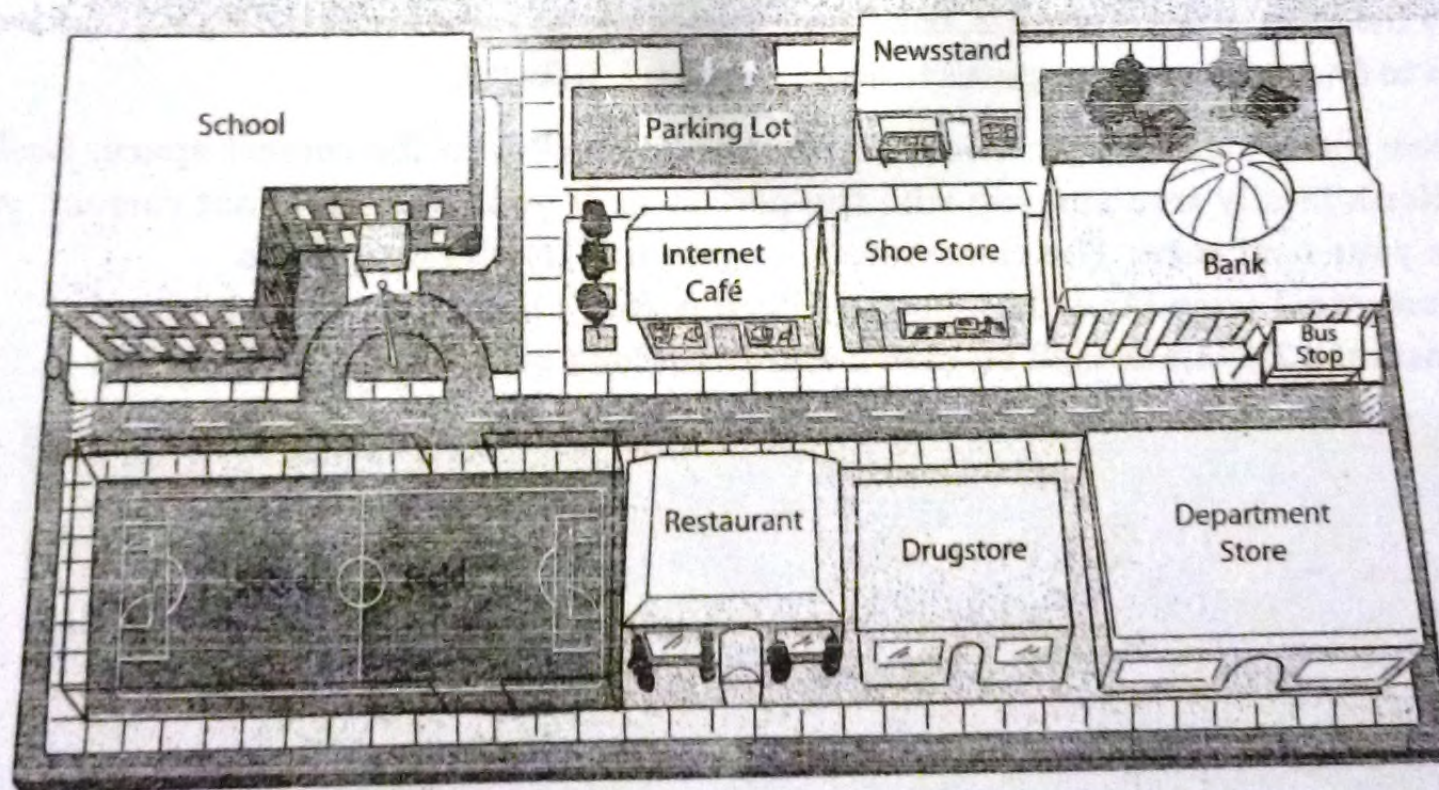
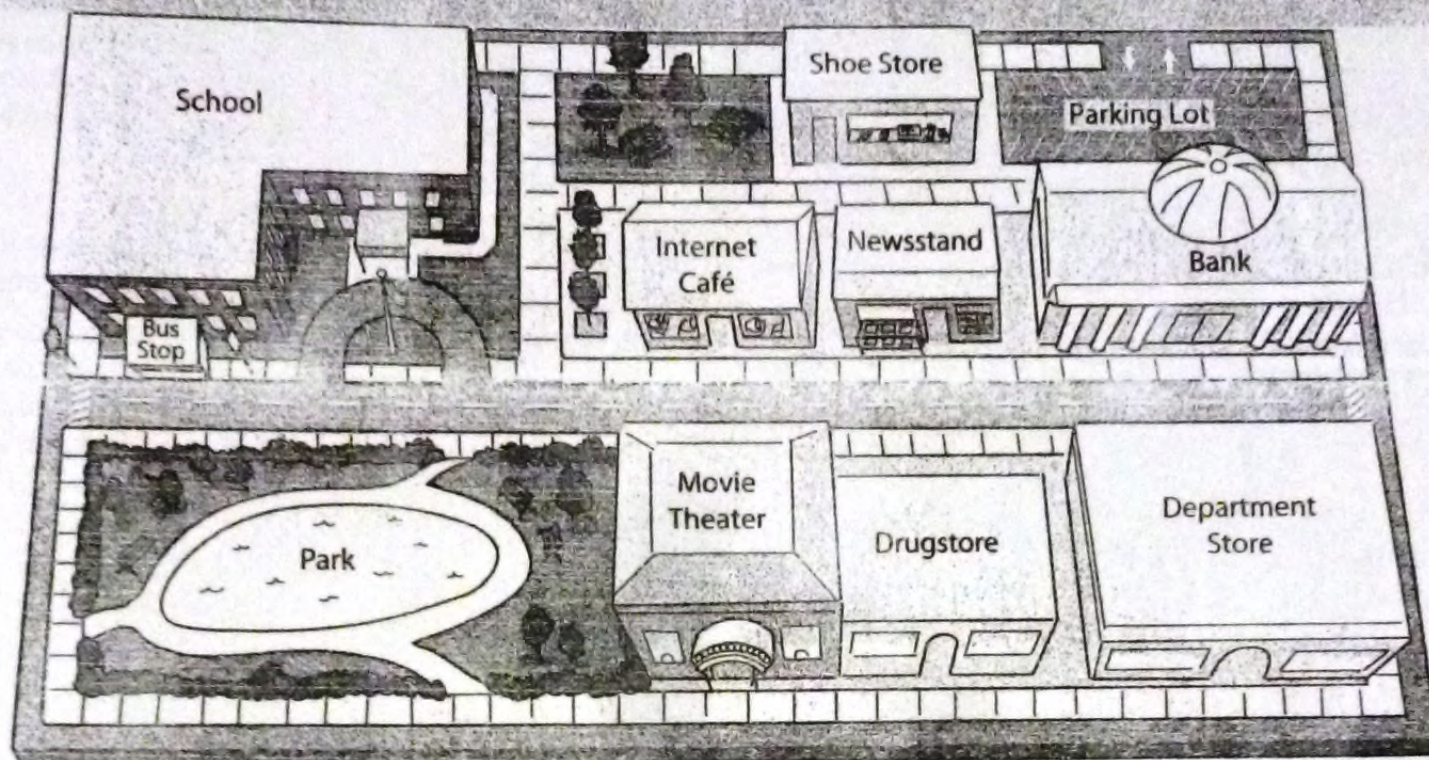
Game Find the differences

This game reviews the names of places around town and prepositions of place.

- Give students a few minutes to compare the pictures to try to identify five differences between them. Ask them not to tell other students the differences they find.
- Have students read the sentences under the heading *Picture 1* and the example sentence under the heading *Picture 2*.
- Have students work individually to write sentences about the four remaining differences between the two pictures.
- Invite volunteers to read aloud one sentence each under *Picture 1* and the corresponding sentence they wrote under *Picture 2*.

Game Find the differences

How is Picture 2 different from Picture 1? Complete the chart.



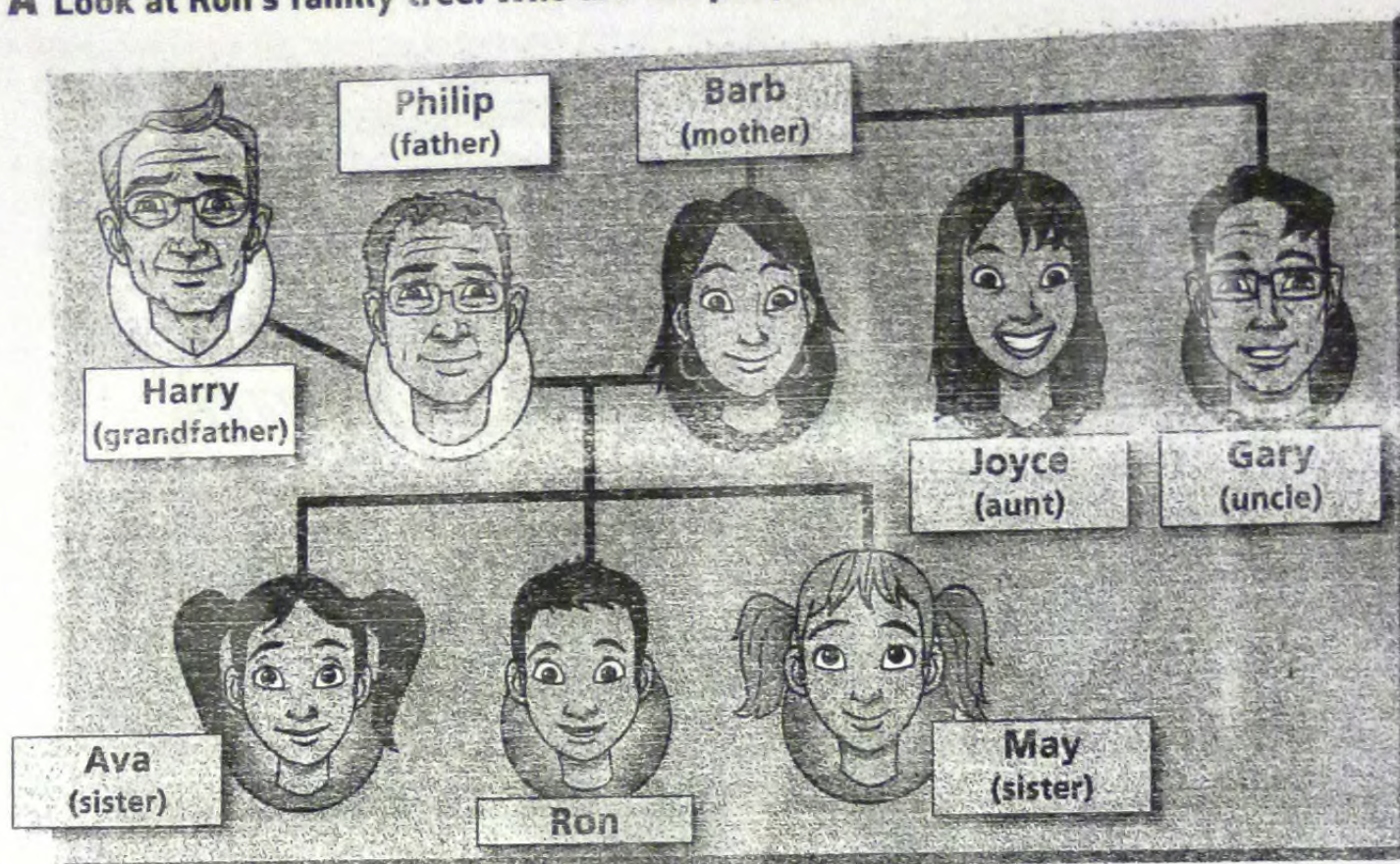
Picture 1

The bus stop is in front of the school.
 The school is across from the park.
 The parking lot is behind the bank.
 The newsstand is in front of the shoe store.
 The drugstore is between the movie theater and the department store.

Picture 2

The bus stop is in front of the bank.
 The school is across from the soccer field.
 The parking lot is behind the Internet café.
 The newsstand is behind the shoe store.
 The drugstore is between the restaurant and the department store.

A Look at Ron's family tree. Who are the people in his family?

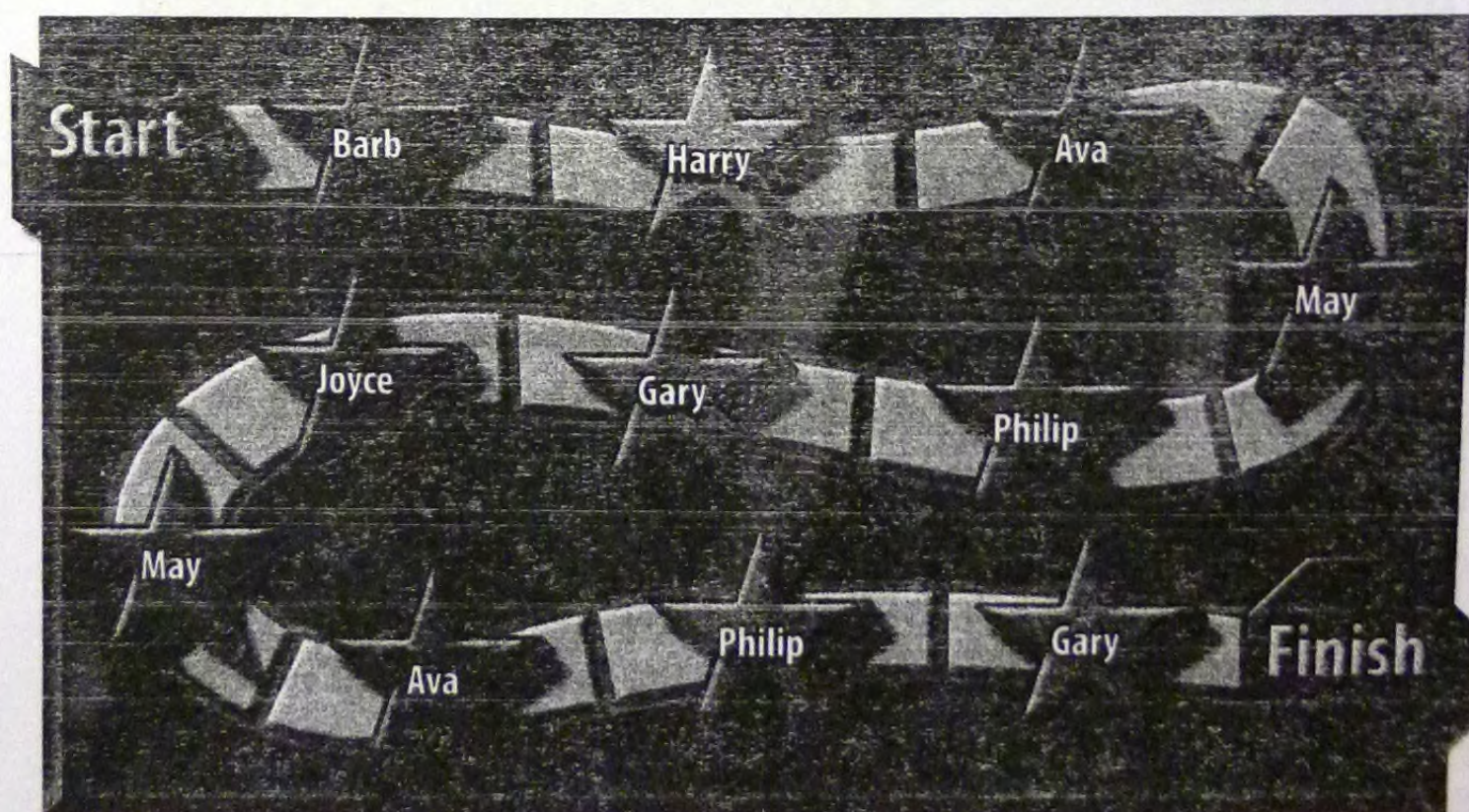


B Play the game with a classmate. Use things in your bag as game markers. Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

- Rules: Take turns. Flip a coin and move your marker to the correct space. Look at Ron's family tree and say who the person is. If your answer is not correct, you lose your next turn. The classmate who gets to FINISH first, wins.

Classmate 1 (coin landed on heads): *Barb is Ron's mother.*

Classmate 2 (coin landed on tails): *Harry is Ron's grandfather.*



This game reviews the words for family members.

A

- Focus students' attention on Ron's family tree. Ask: *What are the names of the female members of his family?* (Barb, Joyce, Ava, May.) *What are the names of the male members of his family?* (Harry, Philip, Gary.)

B

- Give students several minutes to read the directions and study the game board. Explain *coin* and *flip*.
- Take out a coin and show students how to flip it. Call out if it lands on "heads" or "tails." Explain to students that they will move one space if the coin lands on "heads" and two spaces if it lands on "tails."

- Read the examples for Classmate 1 and Classmate 2 with the class. Explain to students that when their marker lands on a space, they are to look at Ron's family tree to say who the person is in relation to Ron.
- Have students take out something from their bags to use as a game marker. They need something small that fits in the game board spaces, such as a paper clip or a scrap of paper. As an alternative, they can initial the space they land on and then erase it when they take their next turn.
- Students play the game in pairs. The classmate who finishes first wins.

Unit 6

Game

Do you remember?

This game reviews *Is there a / Are there any ... ?*

- Have students read the directions and the examples.
- Give them one minute to study the picture carefully.
- Divide the class into two teams, A and B. Write *Team A* and *Team B* on the board.
- Ask Team A a question. If they can answer it correctly, they win a point. Do the same with Team B and alternate until you have asked all of the questions. The team with the most points wins.
- Books closed. Play the game. Use these questions:
 1. *Is there a music store?* (Yes, there is.)
 2. *Are there any computers?* (Yes, there are.)
 3. *Are there any department stores?* (No, there aren't.)

4. *Is there a video arcade?* (No, there isn't.)
 5. *Are there any tennis players?* (No, there aren't.)
 6. *Is there a skating rink?* (No, there isn't.)
 7. *Are there any bicycles?* (Yes, there are.)
 8. *Is there a basketball player?* (Yes, there is.)
 9. *Is there a parking lot?* (No, there isn't.)
 10. *Are there any chairs?* (Yes, there are.)
- **Optional** Have students play the game again in pairs. They take turns asking and answering questions about the picture.

Unit 6

Game Do you remember?

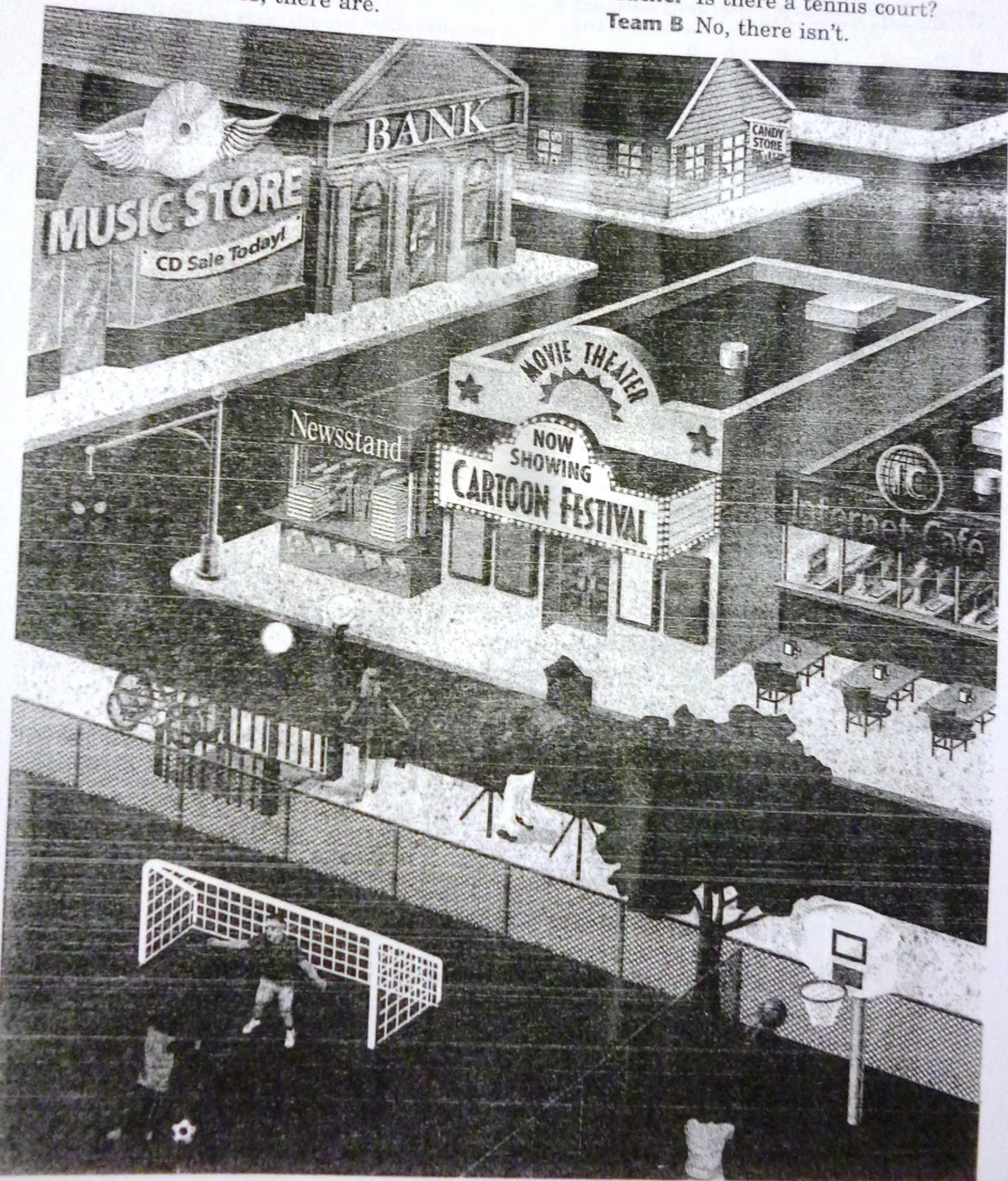
Look at the picture for one minute. Close your book.
Your teacher asks questions. What do you remember?

Teacher Are there any tables?

Team A Yes, there are.

Teacher Is there a tennis court?

Team B No, there isn't.



A Write the missing letters to make country names.

A _ u _ s _ t _ r _ a _ l _ i _ a

B _ r _ a _ z _ i _ l

C _ a _ n _ a _ d _ a

E _ n _ g _ l _ a _ n _ d

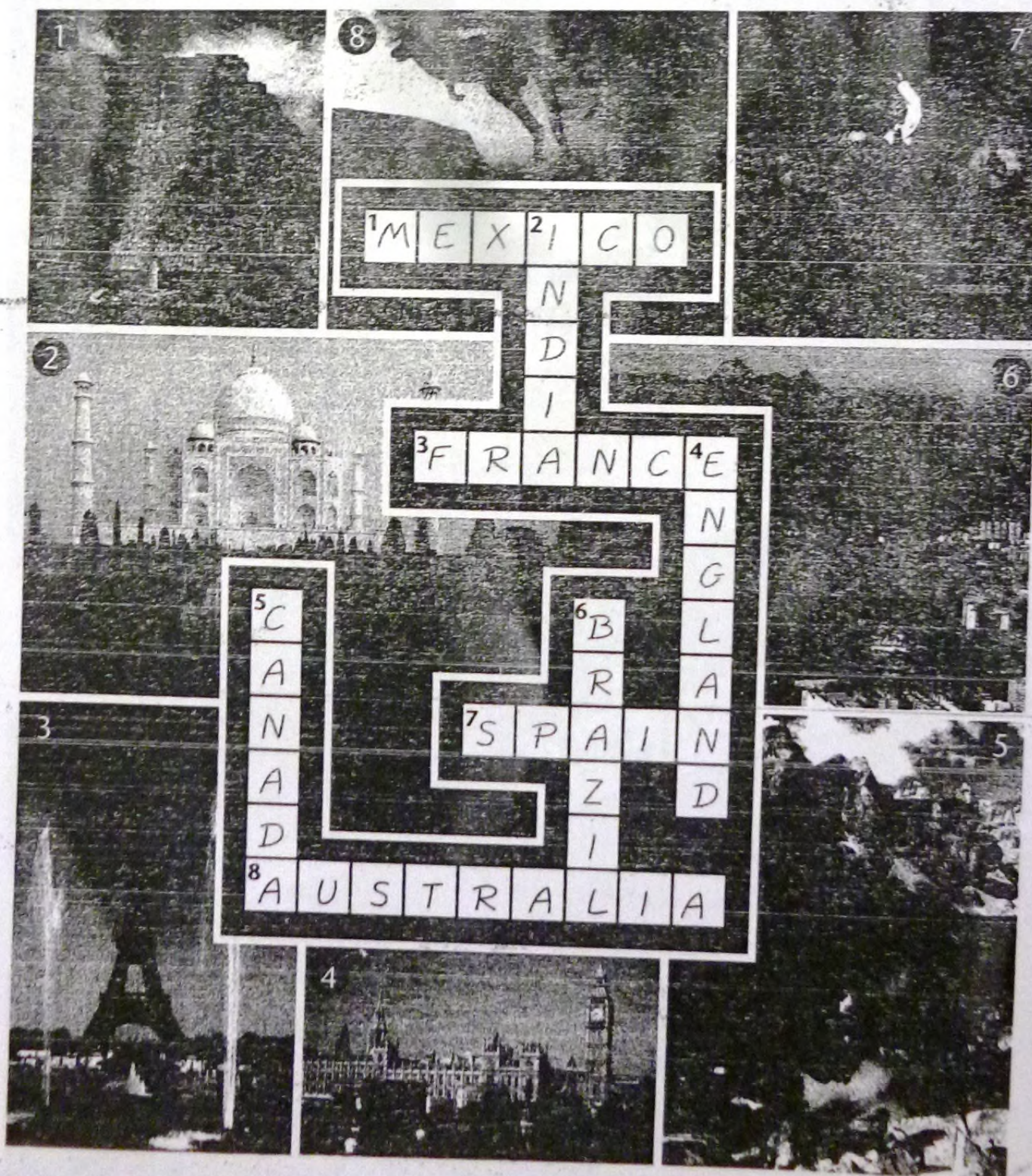
F _ r _ a _ n _ c _ e

I _ n _ d _ i _ a

M _ e _ x _ i _ c _ o

S _ p _ a _ i _ n

B Write the country names from Part A to complete the puzzle.



Game Countries puzzle

This game reviews country names.

A

- Have students work individually to write the missing letters to make the names of countries.

B

- Have students look at the pictures. Invite volunteers to guess the place that each picture shows.
- Invite a volunteer to read the directions aloud. Tell students they will complete the crossword puzzle with the names of the countries in Part A. Have them use the pictures as clues.

- Have students work in pairs or groups to complete the crossword puzzle.
- When a pair or group finishes, ask students to raise their hands. Read their answers silently to check them.
- The pair or group that correctly completes the puzzle first is the winner.

Unit 8

Game Can you . . . ?

This game reviews asking and answering questions with **can**.

- Give students several minutes to read the directions and study the game board. Remind students what they learned about flipping a coin and heads and tails in the Unit 5 Game.
- Give students an example. Say: *I flipped a coin and it landed on heads. What do I do?* (Move ahead 1 space.) Say: *I am on the first space after Start. What is the question?* (Can you name six months of the year?) Say: *Yes, I can.* Name six months. Say: *What do I do now?* (Follow the green arrow and move ahead two spaces.)
- Have students take out something from their bags to use as a game marker. They need something small that fits in the game board spaces, such as a paper clip or a scrap of paper. As an alternative, they can initial the space they land on and then erase it when they take their next turn.
- Students play the game in pairs. The classmate who finishes first wins.

Game Can you ... ?

Play the game with a classmate. Use things in your bag as game markers.
Use a coin to find out how many spaces to move. Heads = 1, Tails = 2.

Rules:

- Take turns. Flip a coin and move to the correct space.
- Read the question. Can you do what it says?
 - ▶ Yes. Follow the green arrow and move ahead.
 - ◀ No. Follow the purple arrow and move back.
- On a "free space," ask a classmate any question. Keep your marker on that space until your next turn.
- The person who gets to FINISH first, wins.

	Can you name six months of the year? 2 SPACES 1 SPACE	Can you answer this question? <i>What time is it now?</i> 3 SPACES GO BACK TO START.	Take Another Turn!	Can you complete this sentence? <i>My birthday is on</i> 1 SPACE 1 SPACE
Can you name five school subjects? 3 SPACES 4 SPACES	Free Space! Ask a classmate a question.	Can you say <i>hello</i> in three languages? 1 SPACE 4 SPACES	Can you name five rooms in a house? 2 SPACES 1 SPACE	Free Space! Ask a classmate a question.
Can you spell your partner's first and last names? 2 SPACES 2 SPACES	Can you say one thing you can do and one thing you can't do? 1 SPACE GO BACK TO START.	Take Another Turn!	Can you complete this sentence? <i>Mother's Day is in</i> 3 SPACES 1 SPACE	Can you say the days of the week? 2 SPACES GO BACK TO START.
	Can you answer this question? <i>What's your best friend like?</i> 1 SPACE GO BACK TO START.	Can you count to 50 in one minute? 2 SPACES 5 SPACES	Free Space! Ask a classmate a question.	Can you name five nationalities? 1 SPACE 3 SPACES

Get Connected Vocabulary Practice

Unit 1

Complete the sentences with the words in the box.

☐ candy bar (n.) ☒ dog (n.) ☐ like (v.) ☐ music (n.) ☐ sushi (n.)



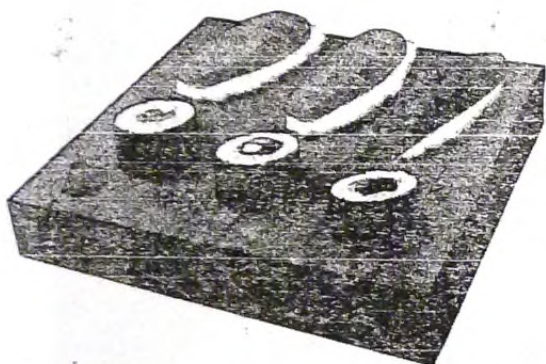
1. This is my
 dog , Max.



2. I like school.



3. That music
 is great.



4. I like sushi.



5. This is a great candy bar.

Unit 2

Complete the sentences with the words in the box.

☐ funny (adj.) ☐ pineapple (n.) ☐ show (n.) ☒ sport (n.)

1. My favorite sport is tennis.
2. That cartoon is so funny.
3. My favorite show is on TV now.
4. This pineapple is from Brazil. It's so good!

Get Connected Vocabulary Practice

Unit 1

This exercise provides practice of the new vocabulary items in the Unit 1 Get Connected reading on Student's Book page 12.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 12. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to complete the remaining sentences with the words in the box.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 2

This exercise provides practice of the new vocabulary items in the Unit 2 Get Connected reading on Student's Book page 26.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 26. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to complete the remaining sentences with the words in the box.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 3

This exercise provides practice of the new vocabulary items in the Unit 3 Get Connected reading on Student's Book page 40.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 40. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to complete the remaining sentences with the words in the box.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 4

This exercise provides practice of the new vocabulary items in the Unit 4 Get Connected reading on Student's Book page 54.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface on the Web site article.
- Have students read the directions, the first sentence, and the example answer.
- Focus students' attention on the underlined words in the sentences. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the Web site article on Student's Book page 54. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to match the remaining sentences to the correct pictures.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the answers aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 3

Complete the sentences with the words in the box.

- ☐ cat (n.) ☐ spider (n.) ☐ tree house (n.)
☐ smiles (v.) ☒ teenager (n.) ☐ virtual (adj.)

- Marc is 13. He's a teenager.
- It's not a dog – it's a cat.
- He has posters, a chair, and books in his tree house.
- My friend's pet is weird. It's a spider.
- Look at this virtual room on my Web site. It's cool.
- She smiles a lot. She's very happy.

Unit 4

Match the sentences to the correct pictures.

- That bookstore is the biggest (adj.) one. c
- Paintball (n.) is really cool. e
- Waterslides (n.) are fun. a
- A jungle (n.) is interesting. b
- Let's go to the amusement park (n.). d



Unit 5

Complete the sentences with the words in the box.

- | | | |
|--|--|---|
| ☐ different (adj.) | ☐ lucky (adj.) | ☐ run (v.) |
| ☐ homeschooled (adj.) | ☐ oldest (adj.) | ☒ youngest (adj.) |

1. My little sister is the youngest child in my family.
2. I don't live with my grandparents. They live in a different city.
3. Let's run in the park together.
4. My friends and family are great! I'm so lucky.
5. His mother is his teacher and his school is at home. He's homeschooled.
6. My oldest cousin is 25. My youngest cousin is 5.

Unit 6

The underlined words belong in other sentences. Write the words where they belong.

1. Summer (n.) with tennis balls is really fun. Juggling
2. That famous model studies summer camp (n.). fashion design
3. There are juggling (n.) classes in the computer lab. 3D animation
4. The 3D animation (n.) classes are in the school kitchen. cooking
5. Fashion design (n.) is really cool. There are volleyball games, contests, art classes, talent shows, picnics, and more! Summer camp
6. In cooking (n.), people go to the beach a lot. summer

Unit 5

This exercise provides practice of the new vocabulary items in the Unit 5 Get Connected reading on Student's Book page 68.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 68. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to complete the remaining sentences with the words in the box.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 6

This exercise provides practice of the new vocabulary items in the Unit 6 Get Connected reading on Student's Book page 82.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions, the first sentence, and the example answer.
- Focus students' attention on the underlined words in the sentences. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 82. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to determine the correct word for each sentence, and write it next to the sentence.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the corrected sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 7

This exercise provides practice of the new vocabulary items in the Unit 7 Get Connected reading on Student's Book page 96.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 96. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to complete the remaining sentences with the words in the box.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 8

This exercise provides practice of the new vocabulary items in the Unit 8 Get Connected reading on Student's Book page 110.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 110. Have them read the sentences in which the vocabulary items appear and try to guess the meanings again.
- Have students work individually to complete the remaining sentences with the words in the box.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 7

Complete the sentences with the words in the box.

- ☐ celebrations (n.) ☒ receive (v.) ☐ windows (n.)
☐ important (adj.) ☐ throw (v.)

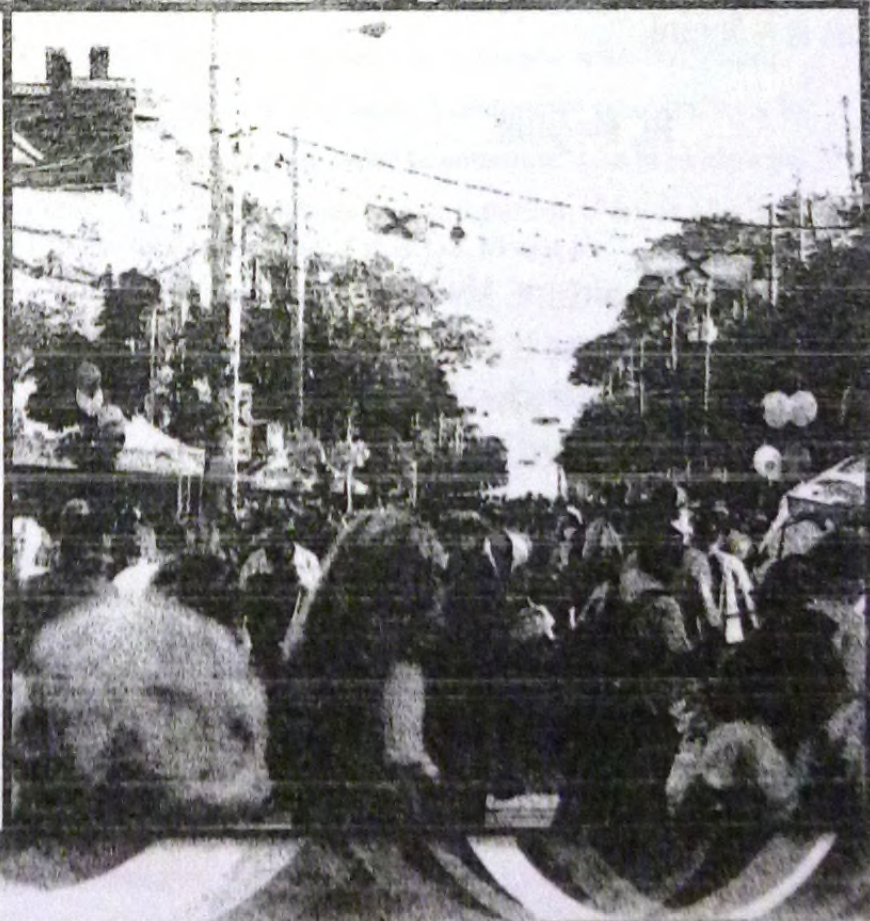
1. People receive a lot of cards and candy on Valentine's Day.
2. Thanksgiving is a very important holiday in America.
3. There are two big windows in my bedroom.
4. On July 4th, there are many celebrations in the U.S.
5. Kids think it is fun to throw water at each other at the beach.

Unit 8

Complete the advertisement with the words in the box.

- ☐ blocks (n.) ☐ cheap (adj.) ☐ jazz (n.)
☐ buy (v.) ☒ Fair (n.) ☐ shopping (v.)

Come to the City Park Fair
 this Saturday, May 5th! It's five city
blocks long! The shopping
 is great – there are T-shirts, CDs,
 posters, and other things. You can
 listen to rock and jazz, too.
Buy your favorite foods –
 they're cheap, but good.
 See you Saturday from 11:00 a.m.
 to 4:00 p.m. for a fun day at the fair!



Theme Project: Make a personal information poster.

Theme: Relationships

Goal: To create stronger relationships in your classroom community

At Home

Read about Andréia.

My first name is Andréia. My last name is Lima. My nickname is Déia. My e-mail address is andreialima@school.net. My favorite subject is science.



Complete the sentence. Use your dictionary, if necessary.

My favorite school subject is (Answers will vary).

Draw a picture or bring a photo of yourself to class.

In Class

 **Make a poster. Ask each other What's your ... ? Write the answers. Use the sample poster as a model.**

 **Choose a group leader. Present your poster to another group.**

This is Megumi.

Hi, Megumi.

Hello. This is my picture. My last name is Ohno. My nickname is Meg. My e-mail address is megumio@school.net. My favorite subject is math.

 **Display the posters in your classroom. Walk around and look at all of them. Who has an interesting nickname?**

Photo				
				
First name	Megumi	Andrew	Maria	Luciano de
Last name	Ohno	Smith	Valdez	Almeida
Nickname	Meg	Andy	Mari	Lú
E-mail address	megumio@school.net	andy.smith@school.net	mari@school.net	lucianolu@school.net
Favorite subject	math	English	social studies	science

Sample poster

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about their classmates and create a closer classroom community.
- Focus students' attention on the sample poster in the book. Say: *Look at the sample poster. You and your group will make a poster like this one about your classmates.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about Andréia and complete the sentence about their favorite school subject. Tell students that they can use their dictionaries to find the meanings of words they do not know. They should then find a photo of themselves to bring to the next class. Tell students that if they cannot find a photo, they can draw a picture of themselves.
- To finish, invite volunteers to tell you the names of some school subjects.

Day of the project

Materials needed

Poster board or large paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make a poster like the sample poster using their personal information.
- Distribute materials. Write on the board:
What's your _____?
- Tell students to create a chart on the paper, like the one on the sample poster.
- Tell students that they will now take turns asking each other *Wh-* questions to complete their chart. Tell them not to write sentences in the chart – just the important information.

- Have each group choose a leader and then join another group. Have the group leader present the information on the group's poster to the other group, using the language in the speech balloons as cues.
- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, ask students to share any new or surprising information they learned about their classmates. For example: *Susan's favorite school subject is P.E.*

Option

Have groups choose a poster they did not make, and introduce the students on the poster to the class. For example: *This is Susan. Her nickname is Sue. Her favorite school subject is P.E.*

Future use of posters

Keep these posters to practice pronouns *his* and *her* in Unit 2 and school subjects in Unit 6.

Culture Note

Many people in the U.S. have nicknames. Often, nicknames are shortened forms of full first names, for example:

- Rick and Dick are short for Richard.
- Tommy and Tom are short for Thomas.
- Liz and Lizzie are short for Elizabeth.
- Meg is short for Megan.

Nicknames can also be based on physical characteristics or personality traits, for example:

- Curly may refer to someone with curly hair.
- Smiley may refer to someone who smiles a lot.
- Chief may refer to someone who is in charge.

It is always best to ask a person if he or she has a nickname and if it is OK to use it.

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about the people who work at their school.
- Focus students' attention on the sample poster in the book. Say: *Look at the sample poster. You and your group will make a poster like this one about two people who work at your school.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about Mr. Alvarez. They should then interview a worker at the school and complete the chart. Explain that they may use their native language when talking with the worker, but that they should complete the chart in English. Remind students that they can use their dictionaries to find English words they might need to complete the chart. Students should try to get a photo of the worker, or they should draw a picture of the worker before class.
- To finish, invite volunteers to tell you the names of some workers at the school.

Day of the project

Materials needed

Poster board or large paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make a poster like the sample poster.
- Distribute materials. Tell students in each group to share the information they collected. Each group then chooses the two most interesting people for the poster and makes the poster.

- Have each group choose a leader and then join another group. Have the group leader present the information on the group's poster to the other group, using the language in the speech balloons as cues.
- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, ask students to share any new or surprising information they learned about any of their school workers.

Option

Have groups choose a poster they did not make, and introduce the school workers on the poster to the class. For example: *Her name is Ms. Carson. She's a computer teacher. She's from the U.S.*

Future use of posters

Keep these posters to practice appearance and personality vocabulary in Unit 5 and *is / isn't; are / aren't* in short answers in Unit 7.

Culture Note

In the U.S., there are no special titles for teachers. Students in elementary school and high school usually use *Mr. / Miss / Mrs. / Ms.* and their teacher's last name – for example, *Ms. Miller* or *Mr. Burke*. Some women prefer *Ms.* to *Miss* or *Mrs.* They will usually tell you their preference at the beginning of the school year. In college, teachers may take a more casual attitude and encourage students to call them by their first name – for example, *Ted* or *Kate*. This is in direct contrast to students in China and Japan, for example, who formally refer to their teachers as *Teacher Li* or *Teacher Takahashi*.

Theme Project: Make a poster about two people who work at your school.
Theme: Citizenship
Goal: To become better acquainted with people in your school community

At Home

Read about Mr. Alvarez.

This is Mr. Alvarez. His first name is Pedro. He's a math teacher at my school. He's from Juarez. His favorite tennis player is Rafael Nadal.



Mr. Alvarez

Before Class

i Talk to a worker at your school. Complete the chart. Use your dictionary, if necessary.

First name	Last name	Hometown	Job	Favorite
(Answers will vary.)				

Draw a picture or bring a photo of the worker to class.

In Class

- i** Look at all the people. Choose the two most interesting people.
- i** Make a poster. Use the sample poster as a model.
- i** Choose a group leader. Present your poster to another group.

This is Mr. Ramirez. His first name is Pablo. He's a soccer coach. He's from Guadalajara. His favorite soccer player is Nery Castillo.

This is Ms. Lopez. Her first name is ...

Name: Pablo Ramirez
 (Mr. Ramirez)
 Job: soccer coach
 Hometown: Guadalajara



Name: Carmen Lopez
 (Ms. Lopez)
 Job: science teacher
 Hometown: Monterrey



Sample poster

- i** Display the posters in your classroom. Walk around and look at all of them. How many people do you know?

Theme Project: Make an advertisement for an electronics store.

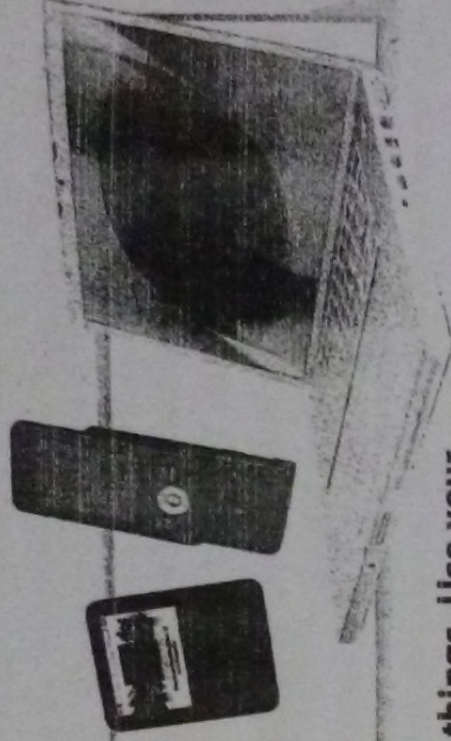
Theme: Consumer awareness

Goal: To become aware of the powerful influence of advertising

At Home

Read about Paulo's favorite electronic things.

Look at my favorite electronic things. This is my laptop. It's new. This is my MP3 player. It's a radio, too. And this is my cell phone. Look! It's a camera, too. It's really cool.



Think of three electronic things. Write the names of the things. Use your dictionary, if necessary. (Answers will vary)

1. _____
2. _____
3. _____

Find advertisements for the three electronic things you wrote. Look in newspapers and magazines. Bring the advertisements to class.

In Class

 Look at all the advertisements. Choose five things. Choose the coolest advertisements for them.

 Choose a name for your electronics store. Make an advertisement. Use the sample advertisement as a model.

 Choose a group leader. Present your advertisement to another group.

This is Steph's Electronics Store. Look at the cool things in the store! This is an MP3 player. That's a . . .

 Display the advertisements in your classroom. Walk around and look at all of them. Vote on the coolest one.



Sample store advertisement

Project preparation

- Have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about the influence of advertising.
- Focus students' attention on the sample advertisement in the book. Say: *Look at the sample advertisement. You and your group will make an advertisement like this one about five electronic things.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about Paulo's favorite electronic things and then write the names of three electronic things. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find advertisements for three electronic items to bring to class. If possible, they should bring an advertisement for one of the electronic items they chose.
- To finish, elicit the names of some electronic items or gadgets in English. Supply any names students do not know.

Day of the project

Materials needed

Poster board or large paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make an advertisement, like the sample store advertisement, using some of the pictures that they brought to class.
- Distribute materials. Have groups look at all the advertisements they brought and choose five to use in their electronics store advertisement. Each group then makes its advertisement in the form of a poster.
- Have each group choose a leader and then join another group. Have the group leader present the group's advertisement to the other group, using the language in the speech balloon as a cue.

- Display the store advertisements in your classroom. Have students walk around and look at all of them.
- To finish, have students vote on the "coolest" store advertisement.

Option

Have students use information from the store advertisements to review *What's this / that?* For example:

A: *What's this?*

B: *It's a calculator.*

Future use of advertisements

Keep these advertisements to practice *love / like / don't like* in Unit 8. Invite students to talk about what electronic products they *love / like / don't like*. For example: *I love cell phones. I don't like alarm clocks.*

Culture Note

Nearly 50 million tons of electronic waste (for example, old cell phones, computers, and CD players) are thrown away every year worldwide. Much of this electronic waste contains toxins that leak into our water supplies and can make us sick. The good news is that many electronics stores now offer recycling programs where customers can drop items like old cell phones and printer cartridges in recycling bins. These items are then disposed of properly so the toxins will not get into our water supplies. Some computer companies will take your old computer when you buy a new one. They then donate the old computers to people who cannot afford new ones.

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them get to know their city or town better.
- Focus students' attention on the sample guide page in the book. Say: *Look at the sample page from a travel guide. You and your group will make a guide page like this one about your city or town.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about John's hometown. They should then complete the chart about places for visitors to know about in their own hometown. Remind students that they can use their dictionaries to find English words they might need to complete the chart. Students should find or bring photos to class of the places they write in their charts. Suggest to students that if they cannot easily find photos, they can look for photos on the Internet or they can draw pictures.
- To finish, invite volunteers to tell you some popular places to visit in your city or town. Ask students what they might see or do at those places.

Day of the project**Materials needed**

Plain firm paper, tape or glue or paste, markers, stapler

- Have students work in small groups. Remind students that they will make one page for a guide to their city or town, like the sample guide page.
- Distribute materials. Have groups look at all the pictures and choose the two best places. Each group then makes a guide page for the two places.

- Have each group choose a leader and then join another group. Have the group leader present the information on the group's guide page to the other group, using the language in the speech balloon as a cue.
- Gather all the guide pages and staple them together. Have students pass around the guide and look at it.
- To finish, ask volunteers to name their favorite place in the guide and say why.

Option

Have students make suggestions for themselves and others using the information from the guide pages. For example: *Let's have a sandwich and a soda at that restaurant!*

Future use of guides

Keep the guides to practice *There is* and *There are* statements in Unit 6.

Culture Note

Chicago is known as "The Windy City" because of the wind that blows through the city streets. Many think of it as the cultural center of the Midwest. The Art Institute of Chicago is world famous, and Chicago also has a wide variety of theatrical and musical performances. Sports teams include the Cubs and White Sox (baseball) and the Bears (football). Famous foods in Chicago include hot dogs with special toppings and a special style of pizza called Chicago-style pizza. True Chicago-style pizza features a buttery crust, loads of cheese, and chunky tomato sauce.

Theme Project: Make a guide for visitors to your city.

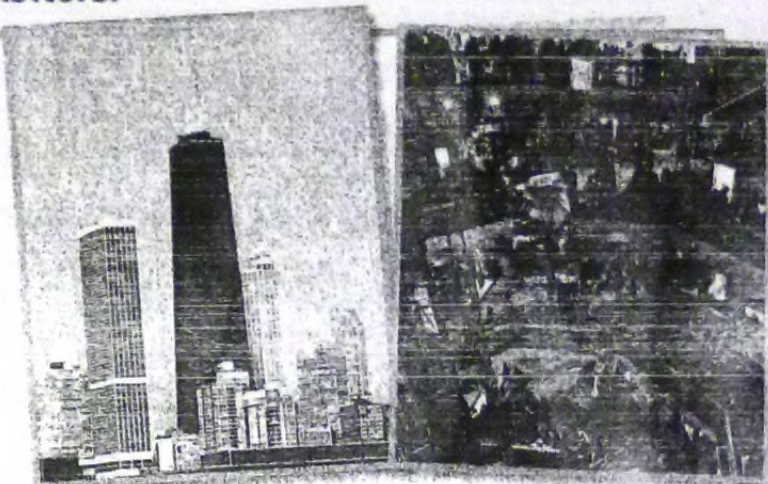
Theme: Citizenship

Goal: To learn more about your city or town; to provide useful information for visitors

At Home

Read about John's hometown and his suggestions for visitors.

Welcome to my city – Chicago! Go to the John Hancock Tower. It's on Michigan Avenue. It's really tall. Go to the top – it's a great view. Water Tower Place is also on Michigan Avenue. It's a big mall. Have a sandwich there and do some shopping. My favorite bookstore is across from Water Tower Place. Read a magazine there and have a soda there. Let's go together sometime!



John Hancock Tower Water Tower Place

What places in your city or town should a visitor know about? Complete the chart. Use your dictionary, if necessary. *(Answers will vary.)*

Place: _____

Place: _____

Location: _____

Location: _____

Suggestion: _____

Suggestion: _____

Draw pictures or bring photos of the places to class.

In Class

 Look at all the places. Choose two places.

 Make a page for a guide on a piece of paper. Use the sample page as a model.

 Choose a group leader. Present your places to another group.

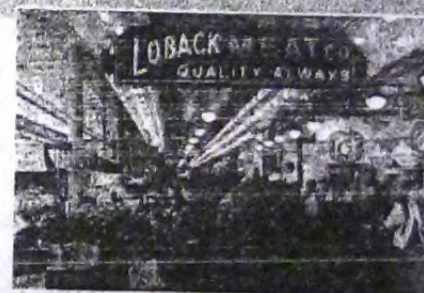
Go to Pike Place Market. It's on Pike Street. Have a sandwich and a soda there.

 Give your group's page to the teacher. The teacher staples together the pages. Pass around the guide. What is your favorite place? Why?

Pike Place Market

Pike Street

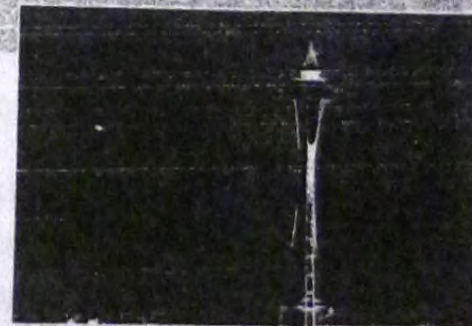
Have a sandwich and a soda!



Space Needle

Seattle Center

Go to the top!



Sample guide page

Theme Project: Make a group photo album.

Themes: Relationships; multiculturalism

Goal: To create stronger relationships in your classroom community

At Home

Read about Tomoko's favorite relative.

My name is Tomoko Fuji. I have a lot of nice relatives. My favorite relative is my uncle. His name is Hiro. He's my mother's brother. He's 46. He's smart and really funny. I think he's handsome, too!



Hiro

Complete the chart about your favorite relative. Use your dictionary, if necessary.

Name	Age	Relationship	What's he / she like?
(Answers will vary.)			

Draw a picture or bring a photo of your favorite relative to class.

In Class

i Make a photo album page of your relative. Use the sample album page as a model.

iii Tell your group about your relative.

This is my cousin, Sofia. She's 21. She's tall and thin. She's really friendly. Sofia is my favorite relative.

iii Make a group photo album. Make a cover for your photo album. Then staple together all of your pages and the cover to make your album.

iii Choose a group leader. Present your photo album to another group.

i Display the photo albums in your classroom. Walk around and look at all of them. Which person do you want to meet? Why?



Sample photo album page

Project preparation

- The class before the project, have students read the *Theme Project*, *Themes*, and *Goal* information. Explain that this project will help them learn more about their classmates' families.
- Focus students' attention on the sample photo album page in the book. Say: *Look at the sample photo album page. You and your group will make a photo album page like this one about each group member's favorite relative.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about Tomoko's favorite relative and complete the chart about their own favorite relative. Remind students that they can use their dictionaries to find the meanings of words they do not know. Students should then find a photo of their favorite relative to bring to class. Tell students that if they cannot find a photo, they can draw a picture.
- To finish, invite volunteers to name as many family relationships as they can, and write them on the board. Ask which family relationships are male and which are female – for example, aunt (female), uncle (male).

Day of the project

Materials needed

Plain or colored paper for each member of each group, tape or glue or paste, markers, stapler

- Explain to students that they will work individually to make a photo album page about their favorite relative, like the sample photo album page.
- Distribute materials. Have students make their individual photo album page.

- Have students form a group and present their photo album pages to their group, using the language in the speech balloon as a cue.
- Have each group make a cover and then staple together all of the pages and the cover to make a group photo album.
- Have each group choose a leader and then join another group. Have the group leader present the group's photo album to the other group, using the language in the speech balloon as a cue.
- Display the photo albums in your classroom. Have students walk around and look at all of them.
- To finish, ask students which people in the photo albums they would like to meet and why.

Option

Have students use information from the photo albums to review possessive 's. For example: *Ken's favorite relative is his grandmother.*

Future use of photo albums

Keep these albums to practice *can* / *can't* in Unit 8. Invite students to tell about their relatives' talents. For example: *This is my Aunt Stephanie. She can play the guitar, but she can't sing.*

Culture Note

In many cultures, people address relatives using only the name of the relationship as a title. Example: *Uncle, can you help me with my homework?* In the U.S., except in the case of grandparents, people seldom use titles alone when addressing a relative. A title is often used before the first name of an aunt or uncle. For example: *Uncle Rick, can you help me with my homework?* However, in some families, no title is used at all. Example: *Rick, can you help me with my homework?* Americans rarely address each other as *Brother*, *Sister*, or *Cousin*. In the case of addressing grandparents directly, *Grandmother* and *Grandfather* are not very common. *Grandma* and *Grandpa* are more frequently used.

Unit 6

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about school facilities and classes.
- Focus students' attention on the sample poster in the book. Say: *Look at the sample poster. You and your group will make a poster like this one about your dream school.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about Kevin's ideas for a "cool school" and complete the chart with their own ideas for a cool school. Tell them to think of fun and unusual classes. Remind students that they can use their dictionaries to find the meanings of words they do not know. Students should then find photos or draw pictures of facilities they choose for their school.
- To finish, invite volunteers to tell you the facilities and classes they like best at their actual school.

Day of the project

Materials needed

Poster board or large paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make a poster like the sample poster.
- Distribute materials. Have students share their ideas from their charts and their photos or pictures in their groups. Have groups choose three subjects for their cool school and the corresponding three facilities and photos or pictures. Each group then makes a poster.

- Have each group choose a leader and then join another group. Have the group leader present the information on the group's poster to the other group, using the language in the speech balloon as a cue.
- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, have students vote on the best cool school.

Option

Have groups design a class schedule for a different group's cool school. Have them complete a chart showing what days and times classes and activities meet. Have them use the class schedule on page 79 as a guide.

Future use of posters

Keep these posters to practice *can* in Unit 8. Have students tell you what students can do in the different schoolrooms and facilities. For example: *Students can have talent shows in the auditorium.*

Culture Note

The age of school attendance for students in the U.S. varies by state. Students are required to go to school at around age five. Compulsory attendance ends at age 16 in 30 states, at age 17 in 9 states, and at age 18 in 11 states plus the District of Columbia (Washington, D.C.). Students who complete 12th grade are usually around 18 when they do so. Homeschooling is legal, but home education must meet the educational requirements of the state and the local school districts.

Theme Project: Make a poster of a dream school ("cool school").

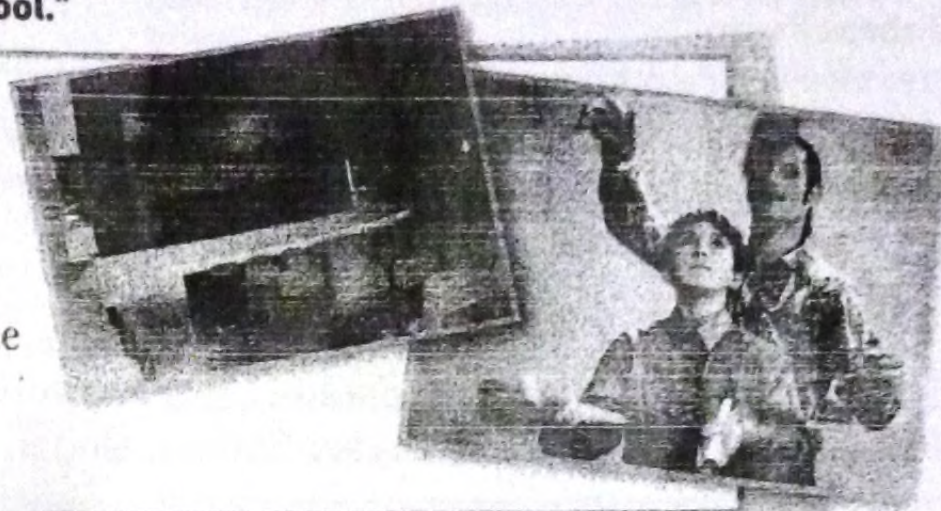
Theme: Citizenship

Goal: To learn to present an idea for an ideal school

At Home

Read about Kevin's ideas for his "cool school."

My cool school is great! There's an auditorium in the school. We have juggling class there. There's a football field in the school. We have marching band there. There's a computer lab in the school. We have Web design class there. I love my school!



Think of your "cool school." What facilities does it have? What classes does it have? Complete the chart. Use your dictionary, if necessary. (Answers will vary.)

- 1.
- 2.
- 3.

Draw pictures or bring photos of the facilities to class.

In Class

 Choose three subjects for classes at your "cool school." Choose a facility to have each subject.

 Make a poster. Use the sample poster as a model.

 Choose a group leader. Present your poster to another group.

This is our "cool school." There is a media center in our school. We have film-making class there . . .

 Display the posters in your classroom. Walk around and look at all of them. Vote on the best "cool school."



Sample poster

Unit 7

Theme Project: Make an informational booklet about different countries.

Theme: Cultural diversity

Goal: To learn about different countries and cultures

At Home

Read about Kenya.

- Kenya is in Africa. There are mountains in Kenya. Mt. Kenya is a very famous mountain. There are lions, elephants, and other wild animals in Kenya.
- Kenyan people speak English and Swahili.
- Jamhuri is Kenyan Independence Day. It is on December 12th. There are parades and fireworks.
- Mercy Myra is a famous Kenyan. She's a singer.



Mount Kenya

Choose a country. Complete the chart. Use your dictionary, if necessary. (Answers will vary.)

Country: _____ Important day: _____

Continent: _____ Famous person: _____

Language: _____ Other: _____

Draw pictures or bring photos of the country you chose to class.

In Class

- i** Make a page for the country you chose. Use the sample page as a model.

- iii** Tell your group about your country.

South Korea is in Asia. Korean people speak Korean . . .

- iii** Make a group booklet. Make a cover for your booklet. Then staple together all of your pages and the cover to make your booklet.

- iii** Choose a group leader. Present your booklet to another group.

- i** Display the booklets in your classroom. Walk around and look at all of them. Vote on the most interesting booklet.



South Korea is in Asia. Korean people speak Korean. Students study Korean - and English, too. Korean New Year is a big holiday. It starts on a different day every year. It is usually in February. BoA is a famous Korean. She is a singer.



Sample informational booklet page

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about different countries and cultures.
- Focus students' attention on the sample informational booklet page in the book. Say: *Look at the sample booklet page. You and your group will make a booklet page like this one about a country.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about Kenya and choose a country to write about. They should then complete the chart. Remind students that they can use their dictionaries to find the meanings of words they do not know. Students should then find photos of the country to bring to the next class. Suggest that if they cannot easily find photos, they can look for photos on the Internet, or they can draw pictures.
- To finish, invite volunteers to tell you the names of all the countries they can think of, and write them on the board. Ask if they know what languages people in the countries speak, and write them on the board.

Day of the project

Materials needed

Plain or colored paper for each member of each group, tape or glue or paste, markers, stapler

- Explain to students that they will work individually to make a booklet page like the sample booklet page, using the information from their charts and the pictures they brought to class.

- Distribute materials. Have students make their individual booklet page.
- Have students form groups and present their booklet pages to their group, using the language in the speech balloon as a cue.
- Have each group make a cover and then staple together all of the pages and the cover to make an informational booklet.
- Have each group choose a leader and then join another group. Have the group leader present the information in the group's booklet to the other group, using the language in the speech balloon as a cue.
- Display the booklets in your classroom. Have students walk around and look at all of them.
- To finish, have students vote on the most interesting booklet.

Option

Make statements about the countries in the booklets. For example: *BoA is a famous singer from here.* (Korea.) Then invite volunteers to guess the country the statement is about. Invite other volunteers to make statements about countries in the booklets and have students guess the countries.

Culture Note

English is the official language for 52 of the world's countries. Some estimates state that there are nearly 341 million native English speakers in the world. Only Mandarin Chinese and Hindi (spoken by 874 million people and 366 million people, respectively) have more native speakers than English. The number of native Spanish speakers is estimated at somewhere between 322 million and 358 million people. If people who speak English as a second language are included with native English speakers, the total number of English speakers is between 500 million and 1 billion people.

Unit 8

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about healthy foods and activities.
- Focus students' attention on the sample bookmarks in the book. Say: *Look at the sample bookmarks. You will make bookmarks like these about healthy foods and activities.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions, and check that they understand what they should do. At home, students should read the text about the health tips and complete the chart. Remind students that they can use their dictionaries to find the meanings of words they do not know.
- To finish, invite volunteers to give you examples of some healthy foods and healthy activities, and write them on the board.

Day of the project

Materials needed

Bookmark-sized cardboard or heavy paper, markers or colored pencils or colored pens

- Have students work in small groups. Have them work together to read their lists of healthy foods and activities.

- Distribute materials. Explain to students that they should each choose one healthy food and one healthy activity they like and work individually to make a pair of bookmarks like the sample bookmarks.
- Have students work in small groups. Students present their bookmarks to their group, using the language in the speech balloon as a cue.
- Display the bookmarks in your classroom. Have students walk around and look at all of them.
- To finish, ask students: *What are your favorite healthy foods?* and *What are your favorite healthy activities?*

Option

Use the bookmarks showing healthy foods to practice *like*. For example: *I like carrots. / Do you like carrots? / Anthony likes carrots.*

Culture Note

In the U.S., students in some schools can choose to have hamburgers, pizza, or hot dogs for lunch. Some students can buy candy, soda, and snacks from vending machines. Parents and teachers feel that the foods at some schools are not healthy for students, so many schools are beginning to offer more healthy choices, and schools are also removing vending machines.

Theme Project: Make a pair of bookmarks of healthy foods and activities.

Theme: Health and fitness

Goal: To become more aware of healthy foods and activities

At Home

Read about the health tips.

It's great to be healthy. So, eat healthy foods and do healthy activities. Potato chips and candy aren't healthy snacks. Choose healthy ones – eat an apple or a carrot.

Choose healthy activities, too. Ride your bike to school or play basketball on the weekend. Be active – it's good for you!



Write three healthy foods and three healthy activities.

Use your dictionary, if necessary. (Answers will vary.)

Healthy foods	Healthy activities
1.	1.
2.	2.
3.	3.

In Class

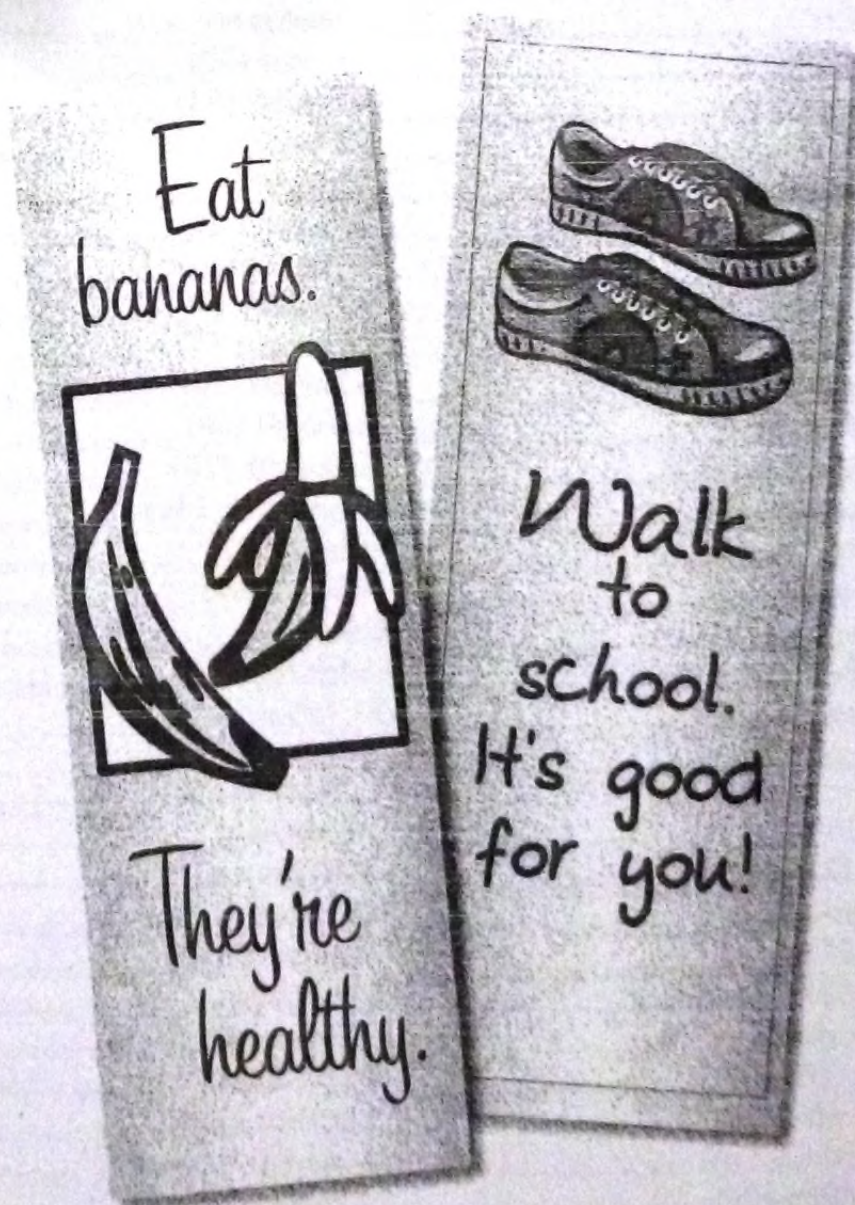
Look at all the lists.

Choose one food and one activity you like. Make two bookmarks. Use the sample bookmarks as models.

Present your bookmarks to your group.

Eat bananas. They're healthy.
Walk to school. It's good for you!

Display all the bookmarks in your classroom. Walk around and look at all of them. What are your favorite healthy foods and activities?



Sample bookmarks

Word List

This list includes the key words and phrases in *Connect Second Edition Student's Book 1*. The numbers next to each word are the page numbers on which the words first appear.

Key Vocabulary

Aa

a (19) _____
 about (5) _____
 across from (46) _____
 actor (18) _____
 address book (30) _____
 after (8) _____
 after [for time] (80) _____
 afternoon (4) _____
 age (22) _____
 alarm clock (32) _____
 all (87) _____
 alphabet [a-z] (10) _____
 already (81) _____
 also (33) _____
 always (95) _____
 am (2) _____
 American (88) _____
 amusement park (54) _____
 an (32) _____
 and (17) _____
 animals (100) _____
 any (52) _____
 apartment (64) _____
 April (92) _____
 are (5) _____
 around (28) _____
 art (78) _____
 at (28) _____
 at all (103) _____
 athletic field (74) _____
 auditorium (74) _____
 August (92) _____
 aunt (58) _____
 Australia (25) _____
 Australia Day (93) _____
 Australian (88) _____
 avenue (46) _____

Bb

back (2) _____
 backpack (30) _____
 bad (5) _____
 bag (30) _____
 band concert (80) _____
 bank (46) _____
 baseball (74) _____
 basketball (16) _____
 bathroom (66) _____
 beach (52) _____

beautiful (84) _____
 bed (38) _____
 bedroom (66) _____
 behind (46) _____
 Belize (86) _____
 best friend (16) _____
 between (46) _____
 bicycle (36) _____
 big (64) _____
 biggest (54) _____
 biology (108) _____
 birthday (22) _____
 black (106) _____
 block (110) _____
 blouse (106) _____
 blue (106) _____
 board (72) _____
 book (30) _____
 bookcase (72) _____
 bookstore (50) _____
 bored (52) _____
 boring (84) _____
 bowling alley (50) _____
 boy (87) _____
 Brazil (24) _____
 Brazilian (88) _____
 British (88) _____
 brother (37) _____
 brown (106) _____
 brush (30) _____
 burger (76) _____
 bus stop (44) _____
 but (31) _____
 buy (110) _____
 bye (9) _____
 bye-bye (9) _____

Cc

cabinet (72) _____
 café (28) _____
 cafeteria (74) _____
 calculator (32) _____
 camera (30) _____
 can (28) _____
 Canada (25) _____
 Canadian (88) _____
 candy bar (12) _____
 candy store (50) _____
 can't (102) _____
 card (11) _____

Carnaval (93) _____
 cartoon character (18) _____
 cat (40) _____
 CD / DVD player (72) _____
 celebration (96) _____
 cell phone (32) _____
 chair (38) _____
 cheap (110) _____
 child (59) _____
 children (59) _____
 Children's Day (93) _____
 Chinese (76) _____
 city (64) _____
 class (20) _____
 classical (music) (108) _____
 classmate (2) _____
 classroom (64) _____
 coach (16) _____
 Colombia (24) _____
 Colombian (89) _____
 color (107) _____
 come (84) _____
 comic book (36) _____
 computer lab (74) _____
 computer partner (16) _____
 cooking (82) _____
 cool (32) _____
 country (67) _____
 cousin (58) _____
 crazy (60) _____
 crowded (100) _____
 cute (19) _____

Dd

Dad (17) _____
 dance [verb] (102) _____
 day (79) _____
 dear (73) _____
 December (92) _____
 department store (46) _____
 desk (38) _____
 desktop computer (32) _____
 different (68) _____
 difficult (78) _____
 dining room (66) _____
 do (11) _____
 dog (12) _____
 don't like (108) _____
 downtown (46) _____
 draw (102) _____

dream (home) (67) _____
dresser (38) _____
drugstore (46) _____

Ee

easy (78) _____
eight (22) _____
eighteen (22) _____
eighteenth (94) _____
eighth (94) _____
eighty (58) _____
electric (guitar) (109) _____
eleven (22) _____
eleventh (94) _____
e-mail (84) _____
England (86) _____
English (65) _____
enter (102) _____
e-pal (24) _____
eraser (30) _____
evening (4) _____
every (79) _____
everybody (51) _____
everyday (30) _____
excited (81) _____
exciting (100) _____

Ff

facility (74) _____
fair (110) _____
family (58) _____
famous (84) _____
fan (19) _____
fashion design (82) _____
fashion show (80) _____
father (58) _____
Father's Day (92) _____
favorite (16) _____
February (92) _____
fifteen (22) _____
fifteenth (94) _____
fifth (94) _____
fifty (58) _____
fine (5) _____
fine arts (84) _____
first (11) _____
five (22) _____
floor (101) _____
food (76) _____
football (74) _____
for (5) _____
forty (58) _____
four (22) _____
fourteen (22) _____
fourteenth (94) _____
fourth (94) _____
France (88) _____
French (88) _____
Friday (79) _____
friend (16) _____
friendly (60) _____
from (24) _____

fun (76) _____
funny (26) _____

Gg

game (80) _____
garage (66) _____
geography (28) _____
girl (87) _____
global (28) _____
go (8) _____
goal (48) _____
good (4) _____
good-bye (9) _____
grandfather (58) _____
grandmother (58) _____
grandparents (58) _____
great (5) _____
green (106) _____
guitar (102) _____
gym (74) _____

Hh

half (past) (80) _____
hamburger (76) _____
handsome (60) _____
happy (64) _____
happy birthday (23) _____
has (59) _____
hat (30) _____
have (59) _____
have (a soda) (52) _____
he (19) _____
health (78) _____
hello (2) _____
her (17) _____
here (11) _____
hey (33) _____
hi (2) _____
him (37) _____
his (17) _____
history (78) _____
holiday (92) _____
home (45) _____
homeschooled (68) _____
homework (109) _____
hot (52) _____
hot dog (108) _____
house (67) _____
how (5) _____
hungry (47) _____
hurry (45) _____

Ii

I (2) _____
idea (53) _____
important (96) _____
in (38) _____
Independence Day (92) _____
India (86) _____
in front of (46) _____
inside (64) _____
interesting (84) _____

international (49) _____
Internet (33) _____
Internet café (44) _____
introduce (87) _____
is (2) _____
it (28) _____
Italian (108) _____

Jj

jacket (106) _____
January (92) _____
Japan (25) _____
Japanese (88) _____
jazz (110) _____
juggling (82) _____
July (92) _____
June (92) _____
jungle (54) _____
just (25) _____

Kk

kangaroo (100) _____
keypad (33) _____
kidding (25) _____
kitchen (66) _____
know (25) _____

Ll

language lab (74) _____
laptop (32) _____
last (11) _____
late (4) _____
later (9) _____
let's (8) _____
letter (65) _____
library (11) _____
like (me) (58) _____
like [verb] (12) _____
like [What's he like?] (61) _____
little (23) _____
little [a little] (61) _____
live [verb] (65) _____
living room (66) _____
look (17) _____
lost (47) _____
lot [a lot] (64) _____
love [verb] (84) _____
lucky (68) _____
lunch (79) _____

Mm

mall (50) _____
many (84) _____
map (47) _____
March (92) _____
math (16) _____
May (92) _____
me (53) _____
media center (72) _____
meet (3) _____
mess [noun] (30) _____

Mexican (88) _____
 Mexico (24) _____
 middle school (73) _____
 minute (28) _____
 Miss (4) _____
 miss [verb] (64) _____
 model (18) _____
 Mom (31) _____
 Monday (79) _____
 money (53) _____
 month (95) _____
 more (72) _____
 morning (4) _____
 mother (58) _____
 Mother's Day (92) _____
 mountain (84) _____
 movie (21) _____
 movie theater (44) _____
 MP3 player (32) _____
 Mr. (4) _____
 Mrs. (4) _____
 Ms. (4) _____
 museum (84) _____
 music (12) _____
 music store (50) _____
 my (2) _____

Nn

name (2) _____
 national (84) _____
 nationality (88) _____
 near (45) _____
 neighbor (65) _____
 neighborhood (64) _____
 new (5) _____
 newsstand (44) _____
 New Year's Eve (92) _____
 New Zealand (86) _____
 next to (38) _____
 next (year) (107) _____
 nice (3) _____
 night (9) _____
 nine (22) _____
 nineteen (22) _____
 nineteenth (94) _____
 ninety (58) _____
 ninth (94) _____
 no (22) _____
 noisy (64) _____
 noon (80) _____
 not (5) _____
 notebook (30) _____
 November (92) _____
 now (37) _____
 number (65) _____

Oo

observatory (101) _____
 o'clock (79) _____
 October (92) _____
 of (25) _____
 OK (5) _____

old [adjective] (64) _____
 old [age] (23) _____
 oldest (68) _____
 on (33) _____
 one (22) _____
 one hundred (58) _____
 online (93) _____
 only (23) _____
 only (child) (59) _____
 orange [color] (106) _____
 other (75) _____
 our (65) _____

Pp

paintball (54) _____
 pants (106) _____
 parents (58) _____
 park (46) _____
 parking lot (46) _____
 partner (16) _____
 party (95) _____
 P.E. (78) _____
 pen (30) _____
 pencil (38) _____
 pencil case (30) _____
 people (16) _____
 Peru (25) _____
 Peruvian (88) _____
 photo (25) _____
 physical education (78) _____
 picnic (80) _____
 picture (70) _____
 pineapple (26) _____
 Ping-Pong (102) _____
 pink (106) _____
 pizza (108) _____
 place (76) _____
 play (52) _____
 please (45) _____
 popular (88) _____
 Portugal (25) _____
 poster (36) _____
 pretty (60) _____
 printer (72) _____
 problem (73) _____
 Puerto Rican (88) _____
 Puerto Rico (88) _____
 purple (106) _____

Qq

quarter (after / to) (80) _____
 quiet (64) _____
 quiz (88) _____

Rr

race (80) _____
 radio (107) _____
 rap (music) (108) _____
 ready (5) _____
 really [adverb] (23) _____
 really [exclamation] (20) _____
 receive (96) _____

red (106) _____
 remote control (72) _____
 restaurant (44) _____
 reunion (60) _____
 right (19) _____
 right [correct] (11) _____
 right now (93) _____
 rock band (109) _____
 rock (music) (108) _____
 run (68) _____

Ss

sad (64) _____
 same (37) _____
 sandwich (52) _____
 Saturday (94) _____
 scanner (72) _____
 schedule (79) _____
 school (2) _____
 science (16) _____
 screen (72) _____
 second (94) _____
 see (9) _____
 September (92) _____
 serious (89) _____
 seven (22) _____
 seventeen (22) _____
 seventeenth (94) _____
 seventh (94) _____
 seventy (58) _____
 she (19) _____
 shirt (106) _____
 shoes (106) _____
 shoe store (44) _____
 shopping (110) _____
 short (60) _____
 shorts (106) _____
 shy (60) _____
 sing (102) _____
 Singapore (86) _____
 singer (18) _____
 sister (23) _____
 sit (down) (52) _____
 six (22) _____
 sixteen (22) _____
 sixteenth (94) _____
 sixth (94) _____
 sixty (58) _____
 skateboard (102) _____
 skating rink (50) _____
 skirt (106) _____
 small (37) _____
 smart (60) _____
 smile (40) _____
 sneakers (106) _____
 so [conjunction] (19) _____
 so [very] (23) _____
 soccer field (48) _____
 soccer player (19) _____
 socks (106) _____
 soda (52) _____
 some (89) _____

sometimes (64) _____
soon (4) _____
sorry (49) _____
South Africa (86) _____
South Korea (88) _____
South Korean (88) _____
Spain (88) _____
Spanish [language] (78) _____
Spanish [nationality] (88) _____
speak (87) _____
spell (11) _____
spelling contest (80) _____
spider (40) _____
sports (26) _____
sports facilities (74) _____
Spring Day (80) _____
star [famous person] (18) _____
still (45) _____
street (46) _____
subject (78) _____
subway station (46) _____
suggestion (52) _____
summer (82) _____
summer camp (82) _____
Sunday (94) _____
sushi (12) _____
sweater (106) _____
swimming (52) _____
swimming pool (74) _____

It

talent show (102) _____
tall (60) _____
taste (108) _____
teacher (16) _____
team (48) _____
teen (100) _____
teenager (40) _____
television (32) _____
tell (37) _____
ten (22) _____
tennis court (74) _____
tennis player (18) _____
tenth (94) _____
thanks (5) _____
Thanksgiving (92) _____
thank you (5) _____
that (11) _____
the (5) _____
their (65) _____
them (57) _____
there (51) _____
these (37) _____
they (37) _____
thin (60) _____
things (30) _____
think (19) _____
third (94) _____
thirsty (52) _____
thirteen (22) _____
thirteenth (94) _____

thirtieth (94) _____
thirty (58) _____
thirty-first (94) _____
this (8) _____
those (37) _____
three (22) _____
3D animation (82) _____
throw water (96) _____
Thursday (79) _____
tie [clothing] (106) _____
time (79) _____
time [saying the time] (79) _____
tired (52) _____
to (2) _____
today (5) _____
together (53) _____
tomorrow (9) _____
too (3) _____
town (44) _____
trading card (36) _____
travel (28) _____
tree house (40) _____
T-shirt (36) _____
Tuesday (79) _____
TV (32) _____
TV show (26) _____
TV star (18) _____
twelfth (94) _____
twelve (22) _____
twentieth (94) _____
twenty (22) _____
twenty-eight (58) _____
twenty-eighth (94) _____
twenty-fifth (94) _____
twenty-first (94) _____
twenty-five (58) _____
twenty-four (58) _____
twenty-fourth (94) _____
twenty-nine (58) _____
twenty-ninth (94) _____
twenty-one (58) _____
twenty-second (94) _____
twenty-seven (58) _____
twenty-seventh (94) _____
twenty-six (58) _____
twenty-sixth (94) _____
twenty-third (94) _____
twenty-three (58) _____
twenty-two (58) _____
two (22) _____

Uu

umbrella (30) _____
uncle (58) _____
under (38) _____
uniform (107) _____
United States [the U.S.] (24) _____
used (76) _____
usually (89) _____

Vv

vacation (100) _____
Valentine's Day (92) _____
Venezuela (25) _____
very (37) _____
video arcade (50) _____
video game (32) _____
virtual (40) _____
visit (84) _____
volleyball (52) _____

Ww

wait (73) _____
wall (38) _____
wastebasket (38) _____
watch [noun] (36) _____
waterslide (54) _____
wax (100) _____
we (65) _____
Wednesday (79) _____
weird (33) _____
well (45) _____
what (3) _____
when (93) _____
where (25) _____
white (106) _____
who (17) _____
window (96) _____
wireless (33) _____
with (45) _____
world (28) _____
wow (33) _____
write (65) _____
wrong (53) _____

Yy

yard (66) _____
yeah (53) _____
year (5) _____
yellow (106) _____
yes (5) _____
you (3) _____
youngest (68) _____
your (3) _____

Zz

zero (22) _____
zoo (100) _____

Introduction to Extra Practice

Included in this section is a photocopiable package. This package contains eight short Extra Practice worksheets, one for each unit in *Connect*. In addition, there are four 3-page Extra Practice review worksheets, each reviewing two units.

The Extra Practice worksheets give students additional practice in word work (spelling, vocabulary, grammar, or pronunciation) and in finding and correcting sentence mistakes.

The Extra Practice review worksheets give students additional opportunities to practice and personalize the new vocabulary, language, reading, and writing skills they learned in the preceding units.

Features of Extra Practice

- The content of the Extra Practice exercises is strictly limited to the language and skills presented and practiced in the lessons in each unit of the Student's Book.
- The focus of each Extra Practice worksheet is on the specific language and skills of the corresponding unit, but does assume knowledge of the previous units' content.
- Exercise types in Extra Practice are similar to those in the lessons.
- The focus of the Extra Practice reviews is on vocabulary, language skills (completing conversations), reading, and writing, using your own information.

Assigning Extra Practice worksheets

- These worksheets can be assigned as homework or done in class.
- Make a copy of the Extra Practice worksheet(s) for each student in your class.
- If you assign these worksheets as homework, be sure to check the answers in the next class.
- If you do these worksheets in class, have students work alone and then check answers in pairs.

List of Extra Practice Exercises

Unit 1	Page T-139	Unit 5	Page T-149
Unit 2	Page T-140	Unit 6	Page T-150
Units 1 & 2	Page T-141	Units 5 & 6	Page T-151
Unit 3	Page T-144	Unit 7	Page T-154
Unit 4	Page T-145	Unit 8	Page T-155
Units 3 & 4	Page T-146	Units 7 & 8	Page T-156
		Answer Key	Page T-159

Unit 1 Back to School

1 Word work

Complete the conversations. Choose the correct words.

1. **Andreas** Hello. My name (name / you) is Andreas.
Judy _____ (Bye / Hi), Andreas. My name is Judy.
2. **Ms. Jones** (What's / How) your name?
Maya Maya Diaz.
Ms. Jones (What's / How) do you spell your (first / last) name?
Maya M-A-Y-A.
3. **Sam** Carla, _____ (this / I'm) is my classmate, Yoshi.
Carla Nice to meet (you / your), Yoshi.
4. **Ben** Hi. _____ (I / I'm) Ben. What's _____ (your / you) name?
Ken Hello, Ben. _____ (I / My) name is Ken.
5. **Ana** Good _____ (afternoon / morning), Renata.
How _____ (is / are) you today?
Renata _____ (Hello / Evening), Ana. I'm good,
thanks. How about _____ (you / I)?
Ana I'm good.



2 What's wrong?

Correct the sentences. There is one mistake in each sentence.

1. **Joe** What your name? What's your name?
Megan My name Megan. _____
2. **Andrew** I Andrew. _____
George How you spell your name? _____
3. **David White** Hello, Mrs. Jane. _____
Jane Hello, White. _____
4. **Tess** How is you today? _____
Cara Fine, thank. _____
5. **Andrea** Pedro, this Ms. Garcia. _____
Pedro Nice meet you, Ms. Garcia. _____

Unit 2 Favorite People

1 Word work

Label the pictures with the words in the box.

- | | |
|---|--|
| ☒ actor | ☐ model |
| ☐ basketball coach | ☐ singer |
| ☐ computer partner | ☐ tennis player |



1. actor



2. _____



3. _____



4. _____



5. _____



6. _____

2 What's wrong?

Correct the underlined sentences. There is one mistake in each sentence.

1. A Who's this?

B This is my friend.

She name is Cristina.

Her name is Cristina.

2. A How old she is?

B She's 20.

3. A Eliza is 12.

B She's 12. She's only 11.

4. A Where she from?

B She's from Mexico.

5. A Who's this?

B Mr. Clark. She's my favorite teacher.

6. A She's my math teacher.

B What's her name?

A His name is Ms. Davis.

Units 1 & 2

1 Vocabulary

A Match the pictures to the words. Write the numbers.



1. actor 2. model 3. singer 4. soccer player

B Write the numbers.

- | | |
|-----------------|-------------------|
| 1. one / _____ | 5. fifteen _____ |
| 2. five _____ | 6. eighteen _____ |
| 3. eight _____ | 7. twenty _____ |
| 4. eleven _____ | |

C Match the pictures to the countries. Write the numbers.



1. Australia 2. Canada 3. Mexico 4. the United States

Unit 5 Family and Home

1 Word work

A Words like *house, apartment, bedroom, pen, and address book* are nouns.

Words like *noisy, quiet, and nice* are adjectives. Write *n* (noun) or *adj* (adjective) next to the words below.

- | | |
|----------------------|---------------------|
| 1. friend <u>n</u> | 6. tall ____ |
| 2. yard ____ | 7. living room ____ |
| 3. friendly ____ | 8. pretty ____ |
| 4. great ____ | 9. smart ____ |
| 5. grandparents ____ | 10. funny ____ |

B Check your answers in a dictionary.

2 What's wrong?

A Read Rosa's letter to an international e-mail club. Underline the mistakes in the message. There are six mistakes in the e-mail.

My name is Rosa, and this is her family.
My father is a teacher, and my mother
is a tennis coach. I have a brother, but
I have not sisters. My brother has 25.
He have two children, Isabella and
Sandra. There house is in the country.
It is three bedrooms and a small yard.

What's your family like?

Write soon,

Rosa



B Write the correct word for each mistake in Part A.

- | | |
|--------------|----------|
| 1. <u>my</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

1 Word work

A Make lists of four words for each of the categories below.
Write one word that does not belong in each list.

Example:

Places in a neighborhood

mall

shoe store

bookstore

computer

Objects in a media center

Facilities in a school

School subjects

Days of the week

B Exchange lists with a classmate. Circle the word that does not belong in each of your classmate's lists.

2 What's wrong?

Underline the mistakes in the sentences. There is one mistake in each sentence. Then correct the sentences.

- Carrie has history class on 8:30.
Carrie has history class at 8:30.
- She has P.E. in Tuesday and Thursday.

- There are a swimming pool at Carrie's school.

- There is language lab at her school.

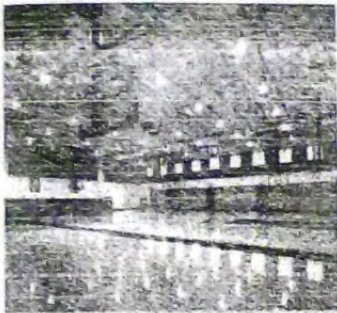
- They're 20 computers in the computer lab.

Units 5 & 6

1 Vocabulary

A Label the pictures with the words in the box.

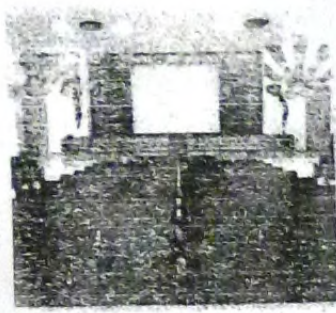
- | | | | |
|-------------------------------------|--|---|---------------------------------------|
| ☐ auditorium | ☐ cabinet | ☒ gym | ☐ printer |
| ☐ bookcase | ☐ CD/DVD player | ☐ language lab | ☐ tennis court |



1. gym



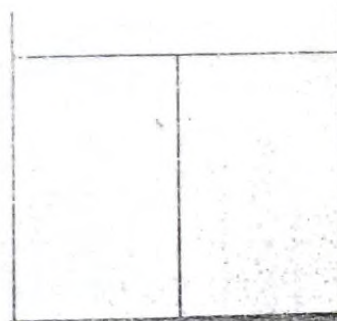
2. _____



3. _____



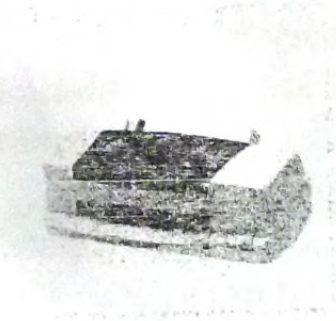
4. _____



5. _____



6. _____



7. _____



8. _____

B Write the numbers in words.

- | | | |
|----------------------|----------|----------|
| 21 | 28 | 30 |
| 1. <u>twenty-one</u> | 2. _____ | 3. _____ |
| 40 | 74 | 80 |
| 4. _____ | 5. _____ | 6. _____ |

C Add two words to each list.

Family members	Personality	Appearance	Rooms
<i>cousin</i>	<i>nice</i>	<i>pretty</i>	<i>bedroom</i>

Unit 7

Around the World

1 Word work

A Underline the part of each word that is stressed.

1. Brish 2. Ju ly 3. Pe ru vi an 4. Ko re a 5. Can a da

B Complete the lists with words that have the same number of syllables and the same syllable stress. Use the words in the box.

- | | | | |
|--|-----------------------------------|---------------------------------|------------------------------------|
| ☐ America | ☐ Brazil | ☐ India | ☐ November |
| ☒ August | ☐ Colombia | ☐ Japan | ☐ September |
| ☐ Australia | ☐ England | ☐ Mexico | ☐ twentieth |

British	July	Peruvian	Korea	Canada
August				

2 What's wrong?

One sentence in each pair is correct. Check (✓) it.

- When is your birthday?
☒ It's on March 15th.
☐ It's in March 15th.
- When is Mother's Day?
☐ It's on May.
☐ It's in May.
- When is Valentine's Day?
☐ It's on February fourteenth.
☐ It's on February fourteen.
- When is the first day of school?
☐ It's on September 2nd.
☐ It's on September 2rd.
- Are New York and Miami in the U.S.
☐ Yes, they are.
☐ Yes, they're.
- Are the Amados Spanish?
☐ No, he isn't.
☐ No, they aren't.
- When is Independence Day in the U.S.
☐ It's on July 4st.
☐ It's on July 4th.
- Is Lesley British?
☐ No, she isn't. She's South Africa.
☐ No, she isn't. She's South African.

1 Word work

A Write *n* (noun), *adj* (adjective), or *v* (verb) next to the words in the box.

- | | | | |
|-------------------------|-----------------|------------|--------------|
| 1. beach <i>n</i> | 7. exciting | 13. jacket | 19. shorts |
| 2. beautiful <i>adj</i> | 8. food | 14. music | 20. sing |
| 3. boring | 9. green | 15. pants | 21. sneakers |
| 4. crowded | 10. hamburger | 16. pizza | 22. socks |
| 5. dance <i>v</i> | 11. hot dog | 17. purple | 23. sweater |
| 6. draw | 12. interesting | 18. shirt | 24. white |

B Check your answers in a dictionary.

2 What's wrong?

Correct the sentences. Add the missing words. Use the words in the box. There is one mistake in each sentence.

☒ a ☐ are ☐ can't ☐ color ☐ food ☐ 's (is) ☐ like ☐ you

1. My uniform is blouse and a skirt.

My uniform is a blouse and a skirt.

2. What color your pants?

3. What your school like?

4. What is the shirt?

5. Can play the guitar?

6. What's your house?

7. I sing at all.

8. My favorite is hamburgers.

Answer Key for Extra Practice

Note: Multiple answers in a single sentence or by a single speaker are separated by a semicolon (;).
Alternative answers are separated by a slash (/).

Unit 1 • Back to School

1 Word work

1. name
Hi
2. What's
How; that
3. this
you
4. I'm; your
My
5. morning; are
Hello; you

2 What's wrong?

1. What's your name?
My name is Megan.
2. I'm Andrew.
How do you spell your name?
3. Hello, Jane.
Hello, Mr. White.
4. How are you today?
Fine, thanks. / Fine, thank you.
5. Pedro, this is Ms. Garcia.
Nice to meet you, Ms. Garcia.

Extra Practice • 1 & 2

1 Vocabulary

- A
2. model
 3. singer
 1. actor
 4. soccer player
- B
1. 1
 2. 5
 3. 8
 4. 11
 5. 15
 6. 18
 7. 20
- C
4. the United States
 3. Mexico
 1. Australia
 2. Canada

2 Language focus

- A
1. Mark I'm not Pete.
 2. Pete What's her name?
Karen She's my best friend.
Pete What's her last name?
 3. Karen His name is Antonio.
Pete Where's he from?
Karen He's from Mexico.
- B
1. Mr. Connor What's your name?
Mr. Connor How do you spell your last name?
 - Mr. Connor How old are you?
 2. Beth How about you?

3 Reading

	Name	Country	Age
Me	Sam	the U.S.	12
Best friend	Roberto	Venezuela	13
Favorite coach	Mr. Taylor	Canada	20
Favorite e-pal	Andrea	Brazil	12

Unit 2 • Favorite People

1 Word work

1. actor
2. singer
3. tennis player
4. model
5. basketball coach
6. computer partner

2 What's wrong?

1. Her name is Cristina.
2. How old is she?
3. She's not 12.
4. Where's she from? / Where is she from?
5. He's my favorite teacher.
6. Her name is Ms. Davis.

4 Writing

Applications will vary. Possible answer:

First name: *Anthony*

Last name: *Cruz*

School: *Crossroads Junior High*

Message to members: *Hi! How are you?*

My name is Anthony Cruz. What's your name?

Bye! Anthony

Unit 3 • Everyday Things

1 Spelling Plurals

- | | |
|--------------|---------------|
| B 1. balls | 7. notebooks |
| 2. boxes | 8. bicycles |
| 3. brushes | 9. singers |
| 4. cards | 10. T-shirts |
| 5. coaches | 11. umbrellas |
| 6. libraries | 12. watches |

2 What's wrong?

1. It's a camera.
2. It's on the desk, next to the calculator.
3. It's an address book.
4. They're pens.
5. It's John's laptop.

Unit 4 • Around Town

1 Word work

1. drugstore; e
2. department store; j
3. skating rink; c
4. music store; n
5. bookstore; a
6. parking lot; f
7. video arcade; g
8. bus stop; h
9. movie theater; o
10. bowling alley; m
11. subway station; l
12. Internet café; i
13. candy store; b
14. shoe store; k
15. newsstand; d

2 What's wrong?

1. Let's go to the mall.
2. The music store is in front of the bank.
3. Is she at the bank? Yes, she is.
4. Is the school across from the park?
5. The parking lot is behind the movie theater.
6. The drugstore is next to the restaurant.

Extra Practice • 3 & 4

1 Vocabulary

- A 1. bag
2. calculator
3. cell phone
- B 3. skating rink
4. video arcade
1. bookstore
2. music store
- C 1. next to 3. in
2. on 4. under

2 Language focus

- A Bob Is Matt there?
Leah No, he's not.
Bob Are Chris and Emily at the beach, too?
Bob Well, let's go to the beach, too.

- B Mrs. Clark What's that?
Mrs. Clark What are these?
Mrs. Clark Where's your bag?

- C 1. Mark It's a hat with an umbrella.
2. Chris It's under the desk.

3 Reading

- B 1. F
2. T
3. T
4. F
5. F

4 Writing

Answers will vary. Possible answer:

My name is Andre Oliveira. I'm 12, and I'm from Brazil. My favorite things are my trading cards. They're really cool!

Unit 5 • Family and Home

Word work

- | | |
|---------------|----------------|
| 1. <i>n</i> | 6. <i>adj</i> |
| 2. <i>n</i> | 7. <i>n</i> |
| 3. <i>adj</i> | 8. <i>adj</i> |
| 4. <i>adj</i> | 9. <i>adj</i> |
| 5. <i>n</i> | 10. <i>adj</i> |

What's wrong?

My name is Rosa, and this is my family.
 I have a brother, but I have no sisters.
 My brother is 25.
 He has two children, Isabella and Sandra.
Their house is in the country.
 It has three bedrooms and a small yard.

- | | |
|-------|----------|
| 1. my | 4. has |
| 2. no | 5. Their |
| 3. is | 6. has |

Unit 6 • At School

Word work

A Answers will vary.

Here are some examples:

Objects in a media center

board	desk
bookcase	printer
cabinet	scanner
CD/DVD player	screen
chair	wastebasket
computer	

Facilities in a school

athletic field	gym
auditorium	language lab
baseball field	library
cafeteria	soccer field
classroom	swimming pool
computer lab	tennis court
football field	

School subjects

art	math
English	music
French	physical education / P.E.
geography	science
health	Spanish
history	

Days of the week

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

B Answers will vary.

2 What's wrong?

- Carrie has history class at 8:30.
- She has P.E. on Tuesday and Thursday.
- There is a swimming pool at Carrie's school.
- There is a language lab at her school.
- There are 20 computers in the computer lab.

Extra Practice • 5 & 6

1 Vocabulary

- A
- gym
 - tennis court
 - auditorium
 - language lab
 - cabinet
 - CD/DVD player
 - printer
 - bookcase

- B
- twenty-one
 - twenty-eight
 - thirty
 - forty
 - seventy-four
 - eighty

C Answers will vary.

Here are some examples:

Family members: cousin, sister, brother, parents, mother, father, grandparents, grandmother, grandfather, aunt, uncle

Personality: nice, funny, friendly, shy, crazy, smart

Appearance: pretty, handsome, short, tall, thin

Rooms: bedroom, living room, dining room, kitchen, bathroom

2 Language focus

A I have no brothers or sisters.
I'm from Florida.
Our house is unusual.
It has two bedrooms and a nice living room.
Their names are Tommy and Igor.
They're very smart.
What's your family like?

B **Jeff** There are two athletic fields.
Martin Is there a swimming pool?
Jeff No, there isn't. But there's a nice gym.
Martin Are there any tennis courts?
Jeff No, there aren't any tennis courts.

C **Jeff** What time is art class?
Eliza It's at nine o'clock.
Jeff It's five after nine.
Eliza But art class is on Wednesday.

3 Reading

- B** 1. F
2. F
3. F
4. T
5. F

4 Writing

Answers will vary. Possible answer:
My dream home is a small house in the country. It has two bedrooms and one bathroom. It has a living room, a dining room, and a big kitchen. It has a big yard. There's no garage. The neighborhood is quiet and pretty.

Unit 7 • Around the World

1 Word work

- A** 1. Bri tish
2. Ju ly
3. Pe ru vi an
4. Ko re a
5. Can a da

B *British*: August, England
July: Brazil, Japan
Peruvian: America, Australia, Colombia
Korea: November, September
Canada: India, Mexico, twentieth

2 What's wrong?

1. It's on March 15th.
2. It's in May.
3. It's on February fourteenth.
4. It's on September 2nd.
5. Yes, they are.
6. No, they aren't.
7. It's on July 4th.
8. No, she isn't. She's South African.

Unit 8 • Teen Time

1 Word work

- | | |
|----------------------|----------------|
| A 1. <i>n</i> | 13. <i>n</i> |
| 2. <i>adj</i> | 14. <i>n</i> |
| 3. <i>adj</i> | 15. <i>n</i> |
| 4. <i>adj</i> | 16. <i>n</i> |
| 5. <i>v</i> | 17. <i>adj</i> |
| 6. <i>v</i> | 18. <i>n</i> |
| 7. <i>adj</i> | 19. <i>n</i> |
| 8. <i>n</i> | 20. <i>v</i> |
| 9. <i>adj</i> | 21. <i>n</i> |
| 10. <i>n</i> | 22. <i>n</i> |
| 11. <i>n</i> | 23. <i>n</i> |
| 12. <i>adj</i> | 24. <i>adj</i> |

2 What's wrong?

1. My uniform is a blouse and a skirt.
2. What color are your pants?
3. What's s your school like? / What is your school like?
4. What color is the shirt?
5. Can you play the guitar?
6. What's your house like?
7. I can't sing at all.
8. My favorite food is hamburgers.

Extra Practice • 7 & 8

1 Vocabulary

A Country

1. Canada
2. Brazil
3. Colombia
4. England
5. France
6. Japan
7. South Korea
8. Mexico
9. Peru
10. Puerto Rico
11. Spain
12. the United States

Nationality

- Canadian
Brazilian
Colombian
English
French
Japanese
South Korean
Mexican
Peruvian
Puerto Rican
Spanish
American

B Words for places: boring, exciting

Activities: dance, sing

Clothes: shirt, tie

Colors: brown, purple

Music: classical, rap

Food: hamburgers, hot dogs

C 1. March

2. eleventh

3. August

4. second

5. June

6. nineteenth

2 Language focus

A 1. Sarah No, she isn't.

Sarah She isn't twenty. / She's not twenty.

Sarah No, they aren't. / No, they're not.

2. Mark When is your birthday, Sarah?

Sarah It's in July.

Sarah It's on July third.

B 1. I love pizza.

2. I don't like biology.

3. I can sing.

C Answers will vary. Possible answers:

1. What's your town or city like?

It's crowded and exciting.

2. Can you speak French?

No, I can't.

3. What color is your favorite T-shirt?

It's yellow.

4. What color are your favorite shoes?

They're blue.

5. Can you play Ping-Pong?

Yes, I can.

3 Reading

- B 1. Mauro
2. Mauro
3. Cecilia
4. Mauro
5. Cecilia

4 Writing

A Students use their own information.

B Answers will vary. Possible answer:

Hello in my language is ¡Hola! My name is Carmen. I'm Colombian. I'm from Cali, Colombia. I speak English and Spanish. My best friend is María. She's really funny. Our birthdays are in June. My favorite food is chicken and rice – arroz con pollo in Spanish! I can dance, and I can sing. My favorite school subject is music.

Introduction to Extra Speaking Practice

Included in this section is a photocopiable package of Extra Speaking Practice. This package contains eight Extra Speaking Practice worksheets, one for each unit in *Connect*. These Extra Speaking Practice worksheets, most of which are interactive conversations, give students an additional opportunity to practice and personalize the new language and skills they learned in each unit.

Features of Extra Speaking Practice

- The content of Extra Speaking Practice is strictly limited to the language and skills presented and practiced in the lessons in each unit of the Student's Book.
- The focus of each Extra Speaking Practice exercise is on the specific language and skills of the corresponding unit, but does assume knowledge of previous units' content.
- Many exercise types in the Extra Speaking Practice, such as completing conversations, asking and answering questions, speaking with classmates, and playing guessing games, are similar to those in the lessons, while others extend the activity types by giving students multiple opportunities to practice interactive role plays.
- The Extra Speaking Practice worksheets provide students with an opportunity to practice the vocabulary and grammar in each unit in a natural context while fostering communication and community in the classroom.

Assigning Extra Speaking Practice worksheets

- These worksheets are intended to be done in class, usually in pairs.
- Make a copy of the Extra Speaking Practice worksheet(s) for each student in your class.
- Have students practice the conversations in pairs or in small groups.
- Walk around and help as needed.
- Check answers with the class.
- Invite volunteers to read their conversations to the class.

List of Extra Speaking Practice Exercises

Unit 1	Page T-165	Unit 5	Page T-169
Unit 2	Page T-166	Unit 6	Page T-170
Unit 3	Page T-167	Unit 7	Page T-171
Unit 4	Page T-168	Unit 8	Page T-172
		Answer Key	Page T-173

Back to School

A Look at the pictures. What are they saying? Work with two classmates to complete the conversation. Choose one expression from each box.



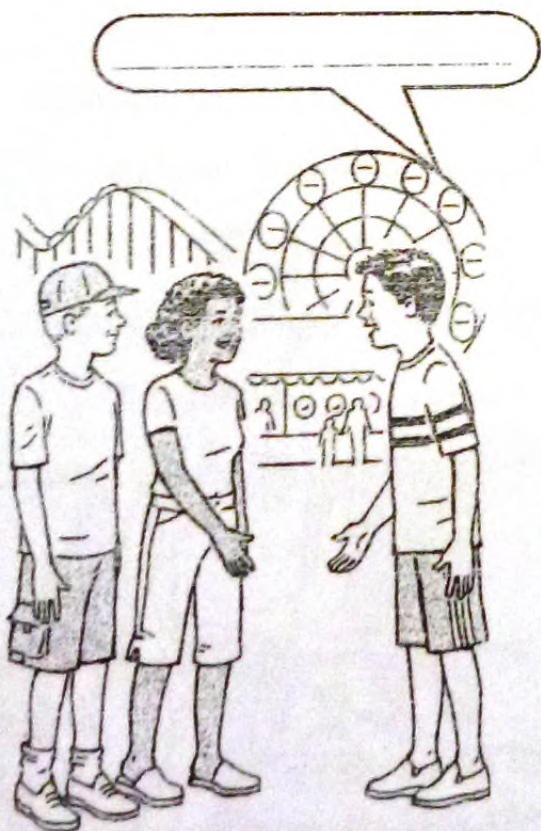
- ☒ Hi! How are you?
- ☐ See you later!



- ☐ Nice to meet you.
- ☐ Not bad.



- ☐ This is Mary.
- ☐ What's your name?



- ☐ Nice to meet you.
- ☐ What's your name?



- ☐ I'm Mary.
- ☐ Nice to meet you, too.



- ☐ Bye-bye.
- ☐ What's your name?

B Role-play the conversation with two classmates. Use your own information.

Unit 2

Favorite People

A Look at the pictures. What are they saying? Work with a classmate to complete the conversation.

- ☐ How old are you?
☐ What's his name?

- ☒ Where are you from?
☐ Where's he from?

- ☐ Who's that?



B Role-play the conversation with your classmate.

Unit 3 Everyday Things

A What are Mr. Lane and Kevin saying? Work with a classmate to complete the conversations.

Part 1

Mr. Lane Kevin! You're late for school.

Where's your school bag?

Kevin My school bag? I don't know. Oh!

It's under the chair.

Mr. Lane And _____?

Kevin They're under the chair, too.

Mr. Lane What's that?

Kevin _____

Mr. Lane What are those?

Kevin _____

Mr. Lane Oh, Kevin, what a mess!



Part 2

Mr. Lane Come on, Kevin. We're late.

Kevin OK.

Mr. Lane _____

Kevin They're posters. They're for my science class.

Mr. Lane And what's this?

Kevin _____ . It's new.

Mr. Lane Wow! It's cool. Come on, Kevin.

Let's go.



B Role-play the conversations with your classmate.

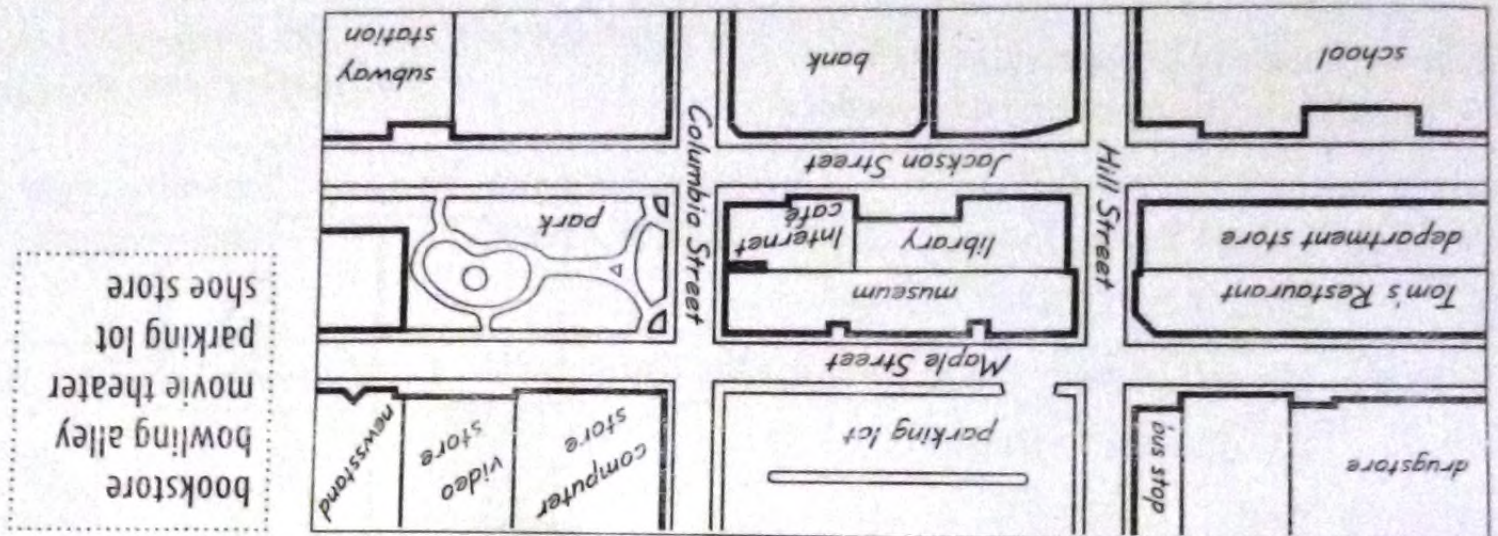
C Look again at the pictures in Part A. Take turns asking and answering questions with your classmate. Use the expressions in the box.

What's this?
Where is it?

What's that?
What are these?

Where are the ... ?
What are those?

Unit 4 Around Town



Classmate 1 Is the shoe store next to the computer store?
Classmate 2 Yes, it is. / No, it isn't.

Classmate 1 Is the movie theater on Maple Street?
Classmate 2 Yes, it is. / No, it isn't.

Work with a classmate. Take turns asking and answering questions about the missing places, and label them. Use *across from*, *behind*, *between*, *in front of*, *next to*, and *on*. Then compare your maps. Are they the same?

Classmate 2

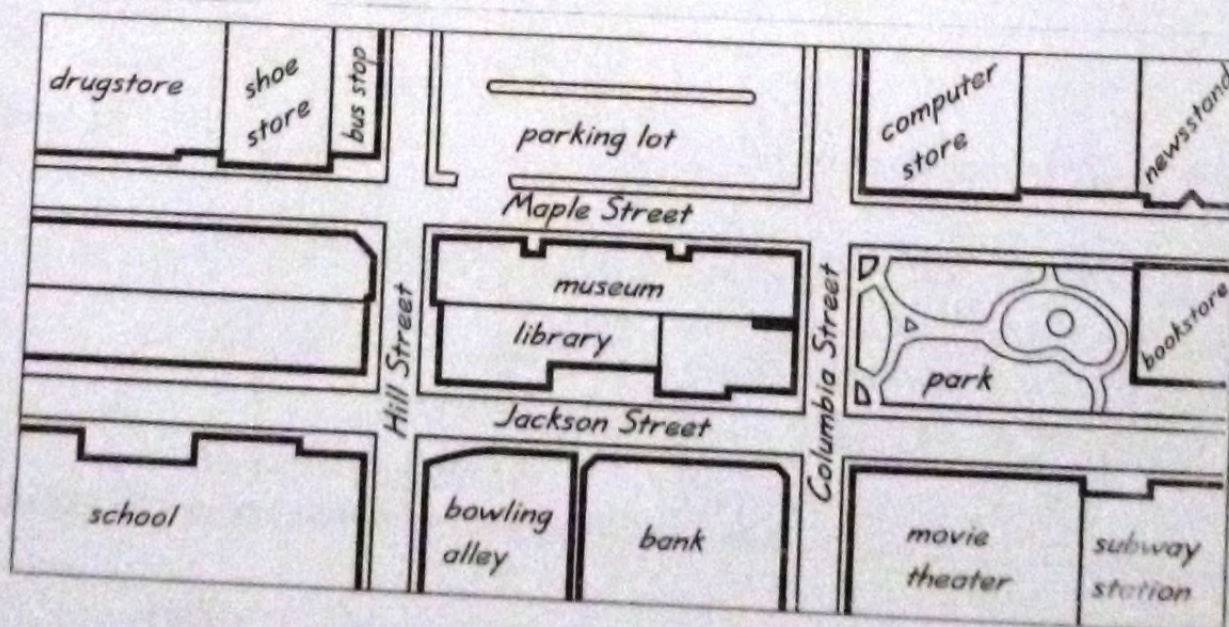
Work with a classmate. Take turns asking and answering questions about the missing places, and label them. Use *across from*, *behind*, *between*, *in front of*, *next to*, and *on*. Then compare your maps. Are they the same?

Classmate 2 Is the department store on Maple Street?

Classmate 1 Yes, it is. / No, it isn't.

Classmate 2 Is the video store next to the library?

Classmate 1 Yes, it is. / No, it isn't.

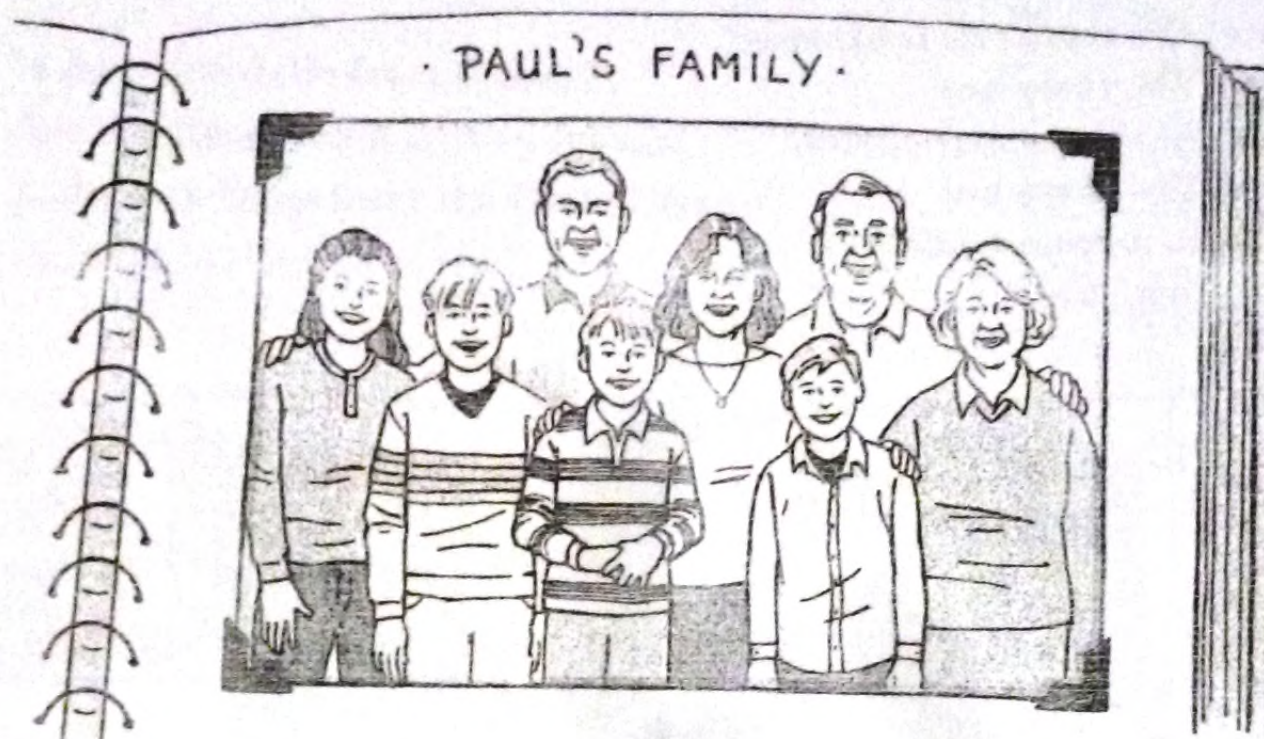


department store
Internet café
subway station
Tom's Restaurant
video store

Unit 5

Family and Home

A Mark and Paul talk about their families. What questions do they ask?
Work with a classmate to complete their conversation.



Mark Is this your family?

Paul Yes. We're a big family. These are my grandparents. And this is my mother, and this is my father. I have two brothers and a sister.

Mark *What's your sister like?*

Paul My sister? She's funny, and she's very smart.

Mark

Paul She's 14.

Mark How about your brothers?

Paul They're 9 and 11.

Mark

Paul They're a little crazy, but they're OK.

Mark

Paul My grandfather is 62, and my grandmother is 61. They're really nice. How about your family?

Mark No, it's not. We're a small family – I have parents and a sister.

B Talk about your family. Role-play a similar conversation with your classmate.
Use your own information.

Unit 6 At School

Play a game. Describe one of the rooms. Your classmate guesses the room.

Classmate Are there two CD/DVD players?

You Yes, there are.

Classmate Are there two bookcases?

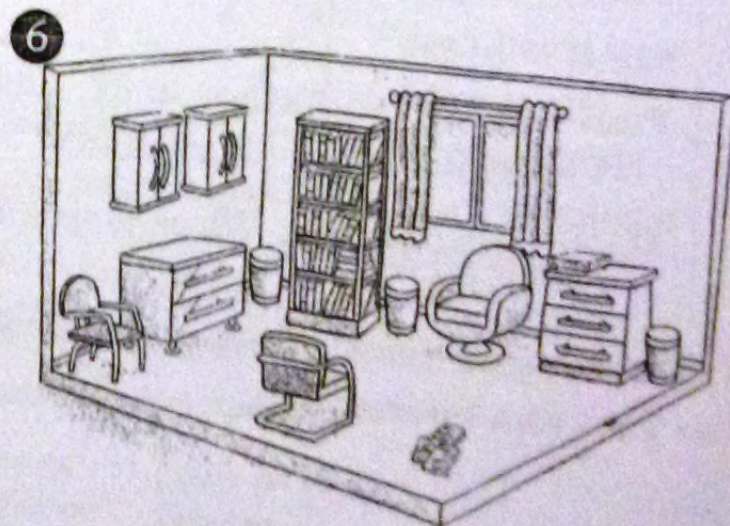
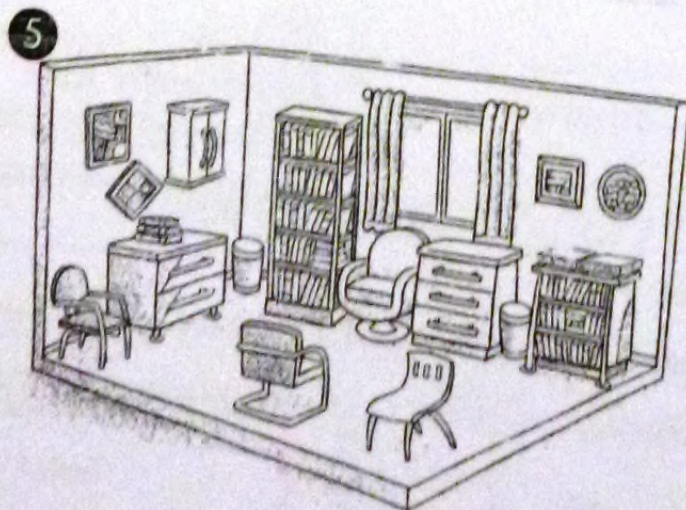
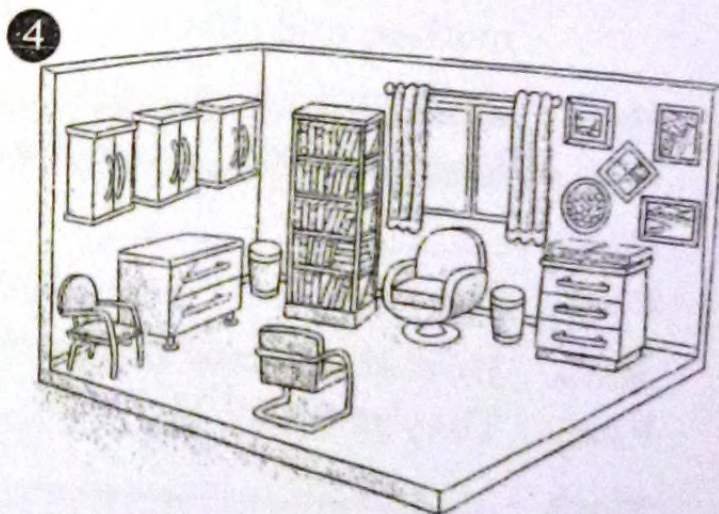
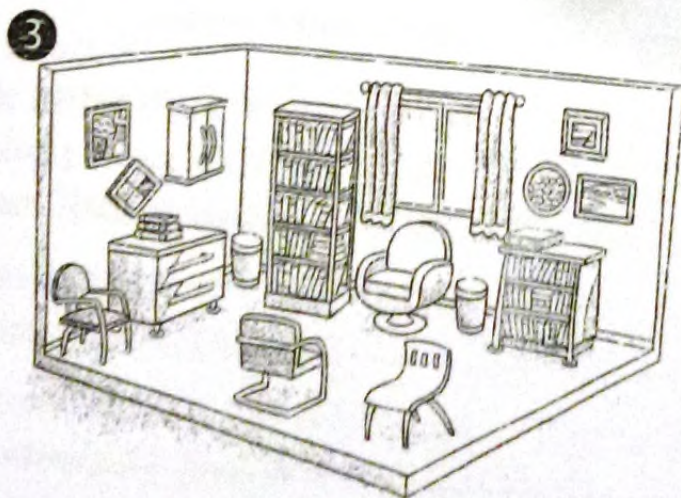
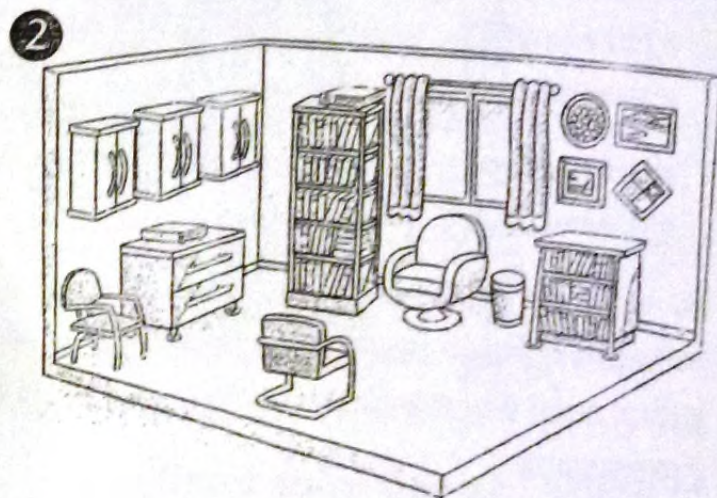
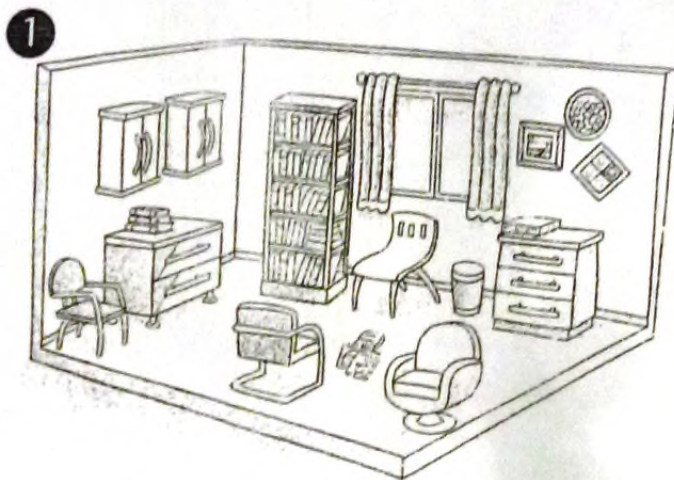
You Yes, there are.

Classmate Are there four chairs?

You Yes, there are.

Classmate Is it room number 5?

You Yes, it is.



Unit 7

Around the World

1 Practice

A Complete the quiz. Write questions 5–7 about stars, movies, and TV shows.

	Yes	No
1. Is Angelina Jolie from France?	☐	☒
2. Are the Simpsons a British family?	☐	☐
3. Is Johnny Depp from the United States?	☐	☐
4. Is <i>Indiana Jones</i> a movie?	☐	☐
5. _____	☐	☐
6. _____	☐	☐
7. _____	☐	☐

B Ask a classmate the questions in Part A.

Is Angelina Jolie from France?

No, she isn't.

2 Practice

Complete the stars calendar with the names in the box. Then check your answers with a classmate.

- | | | |
|--|--|---|
| ☐ Marc Anthony | ☐ Thierry Henry | ☐ Paul McCartney |
| ☐ Gisele Bündchen | ☐ Jet Li | ☒ Shakira |

January	February	March	April
American singer Alicia Keys January 25	Colombian singer <i>Shakira</i> February 2	Spanish actor Javier Bardem March 1	Chinese actor April 26
May	June	July	August
Irish singer Bono May 10	British singer June 18	Brazilian model July 20	French soccer player August 17
September	October	November	December
Puerto Rican singer September 16	American actor Julia Roberts October 28	Indian actor and model Aishwarya Rai November 1	American actor Brad Pitt December 18

When is Shakira's birthday?

It's in February.

Unit 8 Teen Time

1 Practice

A Write five questions to interview a classmate. Use ideas from the box or your own ideas. Then interview your classmate. Write the answers.

Are you ...? Is there / Are there ...? What's your favorite ...? Who's your favorite ...?
 Can you ...? What time ...? When is ...?
 How old ...? What's ... like? Where's / Where are ...?

Questions	Answers
1. <i>When is your birthday?</i>	
2.	
3.	
4.	
5.	

B Share three interesting things you learned about your classmate.

Mario's birthday is today. His favorite food is pizza. He can dance the samba.

2 Practice

A What do you remember? Are these sentences true or false? Check (✓)
 T (true) or F (false).

	T	F
1. Gisele Bündchen is Wendy's favorite model.	☐	☒
2. Sandra is from Peru.	☐	☐
3. West Edmonton Mall is the biggest mall in North America.	☐	☐
4. Kent International School has no sports facilities.	☐	☐
5. Copacabana Beach is in Brazil.	☐	☐
6. People speak English in Singapore.	☐	☐
7. Hiroki Kuroda is an American baseball player.	☐	☐
8. Times Square is in New York City.	☐	☐

B Look at the Student's Book. Check your answers.

1. page 19

3. page 54

5. page 84

7. page 88

2. page 24

4. page 74

6. page 86

8. page 96

Answer Key for Extra Speaking Practice

Note: Alternative answers are separated by a slash (/).

Unit 1 • Back to School

- A** Boy 1 Hi! How are you?
Boy 2 Not bad.
Boy 1 This is Mary.
Boy 2 Nice to meet you.
Mary Nice to meet you, too.
Boy 2 Bye-bye.

B Answers will vary.

Unit 2 • Favorite People

- A** Where are you from?
How old are you?
Who's that?
What's his name?
Where's he from?

B Answers will vary.

Unit 3 • Everyday Things

A Part 1

- Mr. Lane Where's your school bag?
Mr. Lane And where are your books?
Kevin It's a video game.
Kevin They're my trading cards.

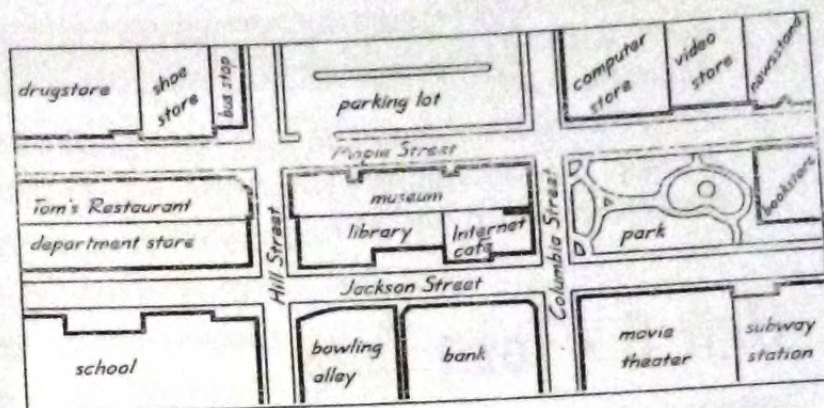
Part 2

- Mr. Lane What are these?
Kevin It's an MP3 player.

B Answers will vary.

C Answers will vary.

Unit 4 • Around Town



Unit 5 • Family and Home

- A** Some answers may vary.
Mark What's your sister like?
Mark How old is (she / your sister)?
Mark How old are (they / your brothers)?
Mark What are (they / your brothers) like?
Mark How old are your grandparents? /
What about your grandparents?
Paul Is (it / your family) big?

B Answers will vary.

Unit 6 • At School

Answers will vary.

Unit 7 • Around the World

1 Practice

A

1. No
2. No
3. Yes
4. Yes

Answers for 5-7 will vary.

2 Practice

February: Shakira

April: Jet Li

June: Paul McCartney

July: Gisele Bündchen

August: Thierry Henry

September: Marc Anthony

Unit 8 • Teen Time

1 Practice

A Questions and answers will vary.

B Answers will vary.

2 Practice

A and B

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T

Introduction to Quizzes

Included in this section is a photocopiable evaluation package. This package contains eight short Quizzes, one for each unit in *Connect*. These Quizzes give students an awareness of their own progress and teachers an awareness of the language points and skills in which their students need further practice.

Features of Quizzes

- The content of the Quizzes is strictly limited to the language and skills presented and practiced in the lessons in each unit of the Student's Book.
- The focus of each Quiz is on the specific language and skills of the corresponding unit, but does assume knowledge of previous units' content.
- Exercise types in the Quizzes are similar to those in the lessons.
- The focus of the Quizzes is both on vocabulary and on language skills.

Giving and scoring Quizzes

- The Quizzes are paper-and-pencil ones. Each unit Quiz is one page. Make a copy of the Quiz for each student in your class.
- Suggested scores are provided for each Quiz. Scores can help students see their own progress and what they need to study. Teachers are encouraged to adapt the use of the Quizzes to their own classroom needs.
- Teachers can also give marks for class participation since this also contributes to student learning.
- Students might retake tests to monitor their progress and build confidence. The goal is for students to do well on the Quizzes, as performance can be both a positive motivator and a confidence builder.

List of Quizzes

Unit 1	Page T-176	Unit 5	Page T-180
Unit 2	Page T-177	Unit 6	Page T-181
Unit 3	Page T-178	Unit 7	Page T-182
Unit 4	Page T-179	Unit 8	Page T-183
		Answer Key	Page T-184

A Match. Write the letters.

1. A first name _____

2. A last name _____

3. A title _____

4. A greeting _____

5. A way to say good-bye _____

a. Mrs.

b. Good morning.

c. Elizabeth

d. Good night.

e. Diaz

25 (5 points each)

B What's next? Check (✓) the correct responses.

1. Steven What's your name?

Emma ☐ I'm Emma.☐ I'm fine.

2. Meg Hi, Emily!

Emily Hi!

Meg ☐ Emily, this is Andrew.☐ Emily, I'm Andrew.

Emily Hello, Andrew.

Andrew Hi!

3. Caroline Nice to meet you.

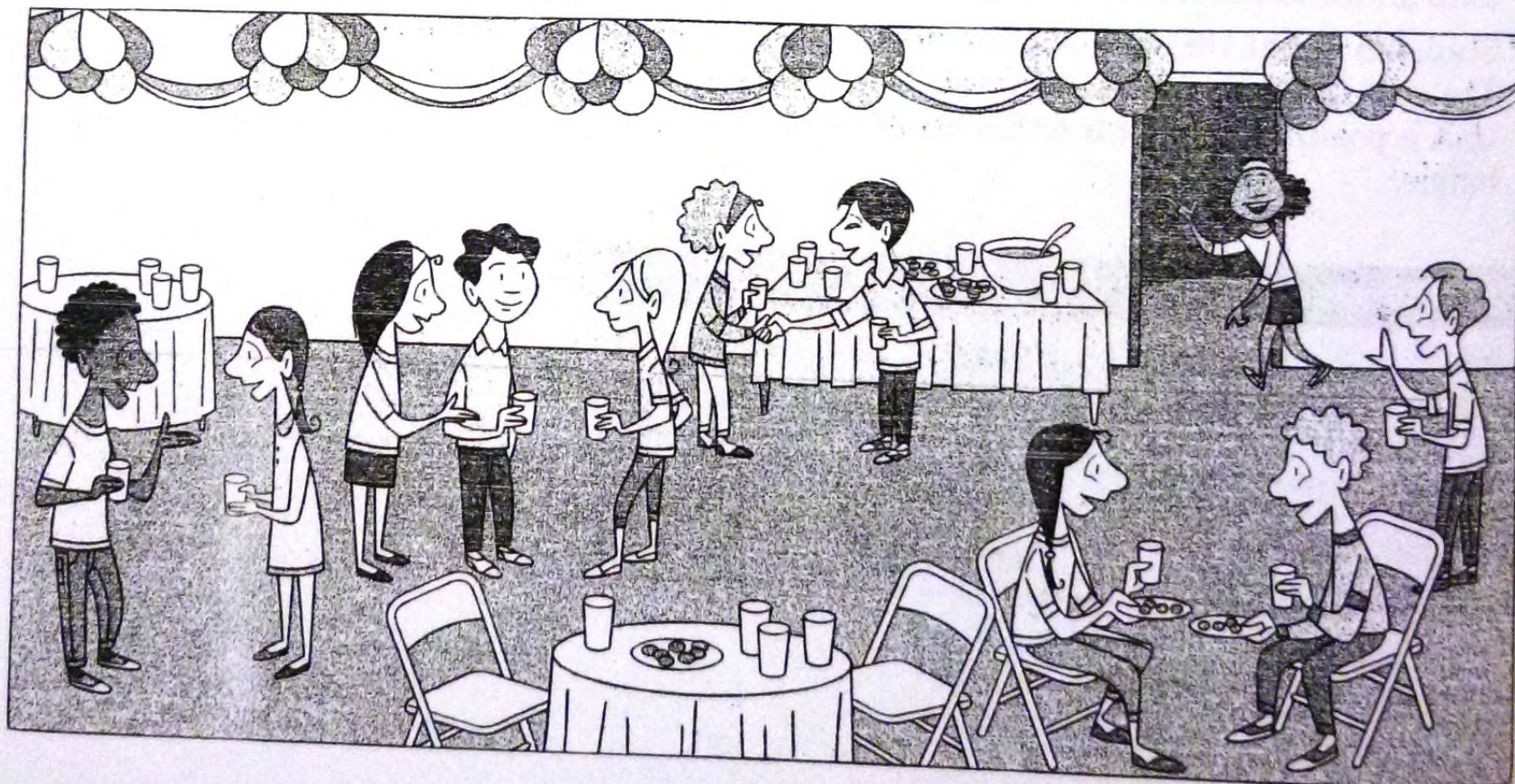
Michael ☐ Thank you!☐ Nice to meet you, too.

4. Elizabeth How are you?

Nicholas Great. How about you?

Elizabeth ☐ See you later.☐ Not bad.

5. Jessica Good-bye!

Greg ☐ Good night!☐ Good evening.

25 (5 points each)

Quiz Total: _____ out of 50

Name: _____

Date: _____

A Complete the list of numbers.

1. one, _____, three, four, _____
 2. _____, eleven, twelve, _____
 3. sixteen, _____, eighteen

10 (2 points each)

B Complete the chart with the words in the box.

- ☐ actor ☐ English teacher ☐ math teacher ☐ singer ☐ tennis player
☐ classmate ☐ friend ☐ model ☐ science partner ☐ student

People at school	Stars

20 (2 points each)

C Complete the questions with *Who*, *What*, *Where*, or *How*. Then match each question to the correct answer. Write the letters.

1. _____ is her best friend? _____ a. She's fifteen.
 2. _____ is Olivia from? _____ b. Olivia.
 3. _____ old is she? _____ c. He's from Peru.
 4. _____ is his name? _____ d. Miguel.
 5. _____ is Miguel from? _____ e. She's from Australia.

20 (2 points each)

Quiz Total: _____ out of 50

A Match each word in Column A to a word in Column B to make the name of an item. Then write the names of the items. Write the letters.

Column A

1. alarm _____
2. cell _____
3. desktop _____
4. video _____
5. address _____
6. pencil _____
7. trading _____

Column B

- a. computer _____
- b. book _____
- c. clock _____
- d. case _____
- e. phone _____
- f. card _____
- g. game _____

14 (2 points each)

B Circle the word that is different in each box.

eraser
hat
pen
pencil

computer
radio
TV
umbrella

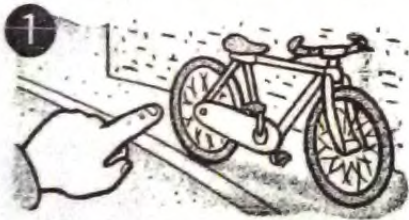
backpack
calculator
cell phone
MP3 player

brush
chair
T-shirt
watch

bed
bicycle
desk
dresser

20 (4 points each)

C Look at the pictures. Then check (✓) the correct sentences.



1. ☐ This is my bicycle.
☐ That's my bicycle.



2. ☐ These are my trading cards.
☐ Those are my trading cards.



3. What's this?
☐ It's my favorite poster.
☐ They're my favorite posters.



4. Where are my books?
☐ It's in your bag.
☐ They're in your bag.

8 (2 points each)

D Check (✓) the correct sentences.

1. ☐ This is a calculator.
☐ This is an calculator.
2. ☐ This is an umbrella.
☐ This is a umbrella.

3. ☐ The bag is in the chair.
☐ The bag is on the chair.
4. ☐ That's a T-shirt.
☐ That's an T-shirt.

8 (2 points each)

Quiz Total: _____ out of 50

Unit 4 Quiz

Name: _____

Date: _____

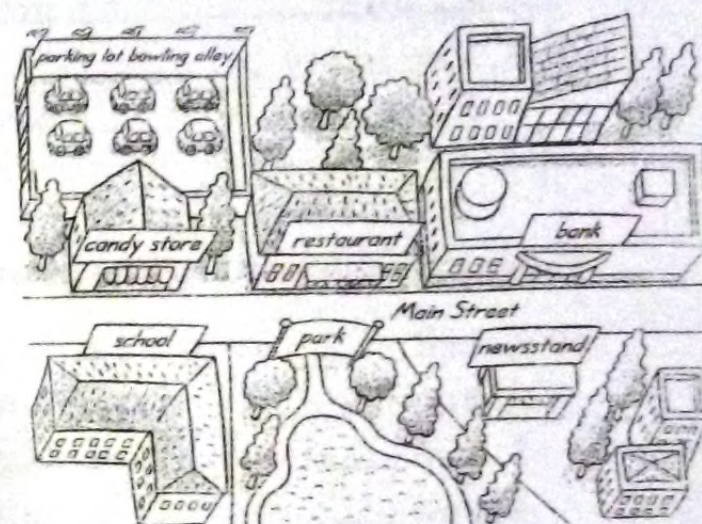
A Match the places to the correct items. Write the letters.

- | | |
|---------------------------|---------------|
| 1. beach _____ | a. shoes |
| 2. restaurant _____ | b. swimming |
| 3. school _____ | c. calculator |
| 4. movie theater _____ | d. sandwich |
| 5. department store _____ | e. video game |
| 6. video arcade _____ | f. star |
| 7. bank _____ | g. money |

14 (2 points each)

B Look at the map. Circle the correct words.

- The candy store is (across from / next to) the school.
- The parking lot is (behind / between) the candy store.
- The restaurant is (between / in front of) the bank and the candy store.
- The park is (next to / behind) the school.
- The candy store is (in front of / behind) the parking lot.
- The park is (on / in front of) Main Street.



12 (2 points each)

C Check (✓) the correct answer.

- | | |
|---|---|
| 1. Are your friends at the mall?
☐ Yes, they are.
☐ Yes, he is. | 4. Are you a soccer fan?
☐ Yes, I'm.
☐ Yes, I am. |
| 2. Is your sister at home?
☐ No, he's not.
☐ No, she's not. | 5. Is the restaurant across from the park?
☐ Yes, they are.
☐ Yes, it is. |
| 3. Is John at the video arcade?
☐ No, he is.
☐ No, he's not. | 6. Is Julia at the beach?
☐ Yes, she's.
☐ Yes, she is. |

12 (2 points each)

D Complete the conversations. Circle the correct words.

- | | |
|---|--|
| 1. A John, are you thirsty?
B Yes, (he is / I am).
A I'm thirsty, too. (Go / Let's go) to the café. | 2. A Are you bored?
B No, (we're not / I'm not).
A Well, I am bored.
B (Go / Let's go) to the park and ride your bicycle. |
|---|--|

12 (3 points each)

Quiz Total: _____ out of 50

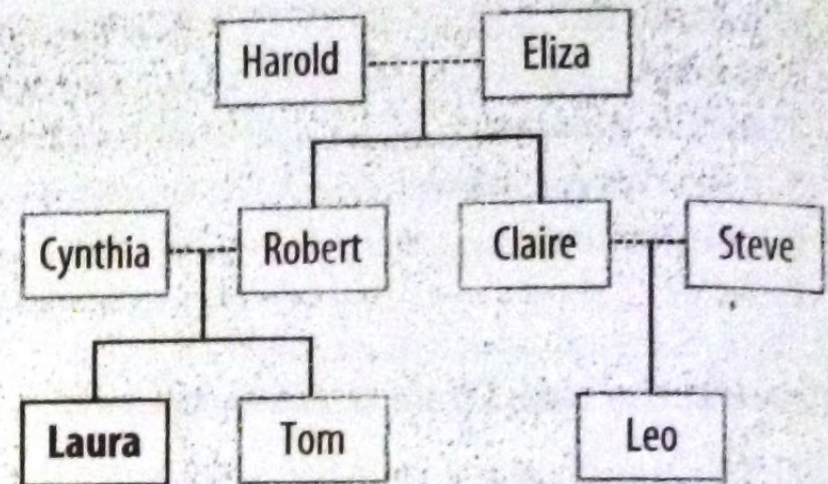
Unit 5 Quiz

Name: _____

Date: _____

A Laura talks about her family. Check (✓) the correct information.

1. Cynthia is my _____.
☐ mother ☐ sister
2. Tom is my _____.
☐ cousin ☐ brother
3. Harold is my _____.
☐ grandfather ☐ father
4. Claire is my _____.
☐ aunt ☐ grandmother
5. Leo is my _____.
☐ cousin ☐ brother



10 (2 points each)

B Match each word to its opposite. Write the letters.

- | | |
|---------------|----------|
| 1. tall ____ | a. happy |
| 2. small ____ | b. new |
| 3. old ____ | c. big |
| 4. sad ____ | d. quiet |
| 5. noisy ____ | e. short |

10 (2 points each)

C Check (✓) the names of rooms in a house.

- | | |
|---|--|
| 1. ☐ living room | 5. ☐ kitchen |
| 2. ☐ classroom | 6. ☐ restaurant |
| 3. ☐ dining room | 7. ☐ bathroom |
| 4. ☐ yard | 8. ☐ bedroom |

10 (2 points each)

D Read Julio's description of his family and neighbors.
 Circle the correct words.

My name is Julio Pinto. I (have / has) a big family. (We're / Our) from Mexico. (We're / Our) neighbors are very nice. (They're / Their) from Japan. (They're / Their) last name is Takahashi.

20 (4 points each)

Quiz Total: _____ out of 50

Unit 6 Quiz

Name: _____

Date: _____

A Complete the chart with the words in the box.

- | | | | | |
|----------------------------------|------------------------------------|----------------------------------|---------------------------------|----------------------------------|
| ☐ concert | ☐ geography | ☐ history | ☐ P.E. | ☐ race |
| ☐ game | ☐ health | ☐ math | ☐ picnic | ☐ science |

Subjects	Fun events

20 (2 points each)

B Write the times in two ways.

Example: 9:15 nine fifteen a quarter after nine

- 10:05 _____
- 7:30 _____
- 8:45 _____
- 11:00 _____
- 5:50 _____

10 (1 point each)

C Look at the watch with the time. Complete the conversation with the words in the box. You can use the words more than one time.

- | | |
|--------------------------------|-------------------------------|
| ☐ after | ☐ past |
| ☐ at | ☐ time |
| ☐ it's | ☐ to |
| ☐ on | ☐ what |



- A** I have basketball practice _____ half _____ two _____ Wednesday. _____ is it now?
- B** _____ twenty _____ two.
- A** Oh, it's late. My practice is in ten minutes.
- B** I'm late, too. I have band practice _____ twenty-five _____ three. That's in fifteen minutes. Oh, wait. My practice is _____ Thursday, not Wednesday.

20 (2 points each)

Quiz Total: _____ out of 50

A Match the U.S. holidays to the correct months. Write the letters.

- | | |
|-------------------------|-------------|
| 1. Father's Day ____ | a. January |
| 2. Mother's Day ____ | b. February |
| 3. New Year's Day ____ | c. May |
| 4. Thanksgiving ____ | d. November |
| 5. Valentine's Day ____ | e. June |

10 (2 points each)

B Write the numbers.

- | | |
|---------------------|------------------------|
| 1. nineteenth _____ | 5. thirty-first _____ |
| 2. ninth _____ | 6. thirteenth _____ |
| 3. twelfth _____ | 7. twenty-second _____ |
| 4. third _____ | 8. twentieth _____ |

16 (2 points each)

C Read about the e-pals. Then match the questions to the correct answers. Write the letters.

Pedro Lopez, 12
Guadalajara, Mexico



Sue Carter, 12
Miami, the U.S.



Helen Dorado, 14
Bogotá, Colombia



Jack Kent, 13
Gisborne, New Zealand

- | | |
|--------------------------------|---------------------|
| 1. Is Helen Colombian? ____ | a. Yes, he is. |
| 2. Is Sue from New York? ____ | b. No, they aren't. |
| 3. Are Helen and Jack 12? ____ | c. No, she isn't. |
| 4. Are Pedro and Sue 12? ____ | d. Yes, they are. |
| 5. Is Jack from England? ____ | e. No, he isn't. |
| 6. Is Pedro Mexican? ____ | f. Yes, she is. |

18 (3 points each)

D Complete the conversation. Circle the correct words.

- Elena** (What / When) is Independence Day in Mexico?
Pedro It's (on / in) September.
Elena How about your birthday?
Pedro It's (on / in) March 15th.

6 (2 points each)

Quiz Total: _____ out of 50

Unit 8 Quiz

Name: _____

Date: _____

A Circle the correct words.

1.



hamburger
hot dog
pizza

2.



dance
play the guitar
sing

3.



pants
shoes
socks

4.



draw
play Ping-Pong
skateboard

5.



jacket
tie
T-shirt

10 (2 points each)

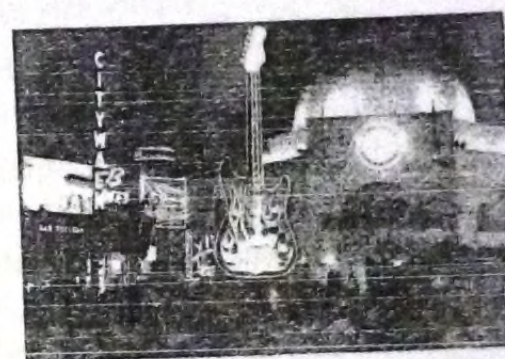
B Complete the conversation with the words in the box.

☐ boring ☐ fun ☐ it's ☐ like ☐ what's

A I really _____ Los Angeles. _____ exciting. It's not _____. There's so much to do! My favorite place is Universal CityWalk.

B _____ it like?

A It's _____. There are stores, restaurants, and movie theaters!



10 (2 points each)

C Match the questions to the answers. Write the letters.

1. What color are your new shoes? ____
2. What are malls like? ____
3. What are your new sneakers like? ____
4. What's the art museum like? ____
5. What color is your new jacket? ____

- a. They're big and crowded.
- b. They're black.
- c. It's red.
- d. They're cool.
- e. It's boring and quiet.

10 (2 points each)

D Complete the conversation with can, can't, like, or don't like.

A Let's go to the city center. It has a new pool. _____ you swim?

B No, I _____. But I really _____ sports, and I _____ play a lot of other sports.

A Well, there's a tennis court at the center. _____ you play tennis?

B Yes, I _____. I _____ tennis a lot.

A There's also a basketball court. _____ you play basketball?

B Yes, I _____. But I _____ basketball very much.

I love tennis. Let's play tennis.

20 (2 points each)

Quiz Total: _____ out of 50

Answer Key for Quizzes

Note: Multiple answers in a single sentence are separated by a semicolon (;).

Quiz • Unit 1

- A**
1. c
 2. e
 3. a
 4. b
 5. d
- B**
1. I'm Emma.
 2. Emily, this is Andrew.
 3. Nice to meet you, too.
 4. Not bad.
 5. Good night!

Quiz • Unit 2

- A**
1. one, two, three, four, five
 2. ten, eleven, twelve, thirteen
 3. sixteen, seventeen, eighteen
- B** People at school: classmate, English teacher, friend, math teacher, science partner, student
Stars: actor, model, singer, tennis player
- C**
1. Who; b
 2. Where; e
 3. How; a
 4. What; d
 5. Where; c

Quiz • Unit 3

- A**
1. c; alarm clock
 2. e; cell phone
 3. a; desktop computer
 4. g; video game
 5. b; address book
 6. d; pencil case
 7. f; trading card
- B** hat; umbrella; backpack; chair; bicycle
- C**
1. That's my bicycle.
 2. These are my trading cards.
 3. It's my favorite poster.
 4. They're in your bag.
- D**
1. This is a calculator.
 2. This is an umbrella.
 3. The bag is on the chair.
 4. That's a T-shirt.

Quiz • Unit 4

- A**
1. b
 2. d
 3. c
 4. f
 5. a
 6. e
 7. g
- B**
1. across from
 2. behind
 3. between
 4. next to
 5. in front of
 6. on
- C**
- | | |
|-------------------|-----------------|
| 1. Yes, they are. | 4. Yes, I am. |
| 2. No, she's not. | 5. Yes, it is. |
| 3. No, he's not. | 6. Yes, she is. |
- D**
1. **B** Yes, I am.
A Let's go to the café.
 2. **B** No, I'm not.
B Go to the park and ride your bicycle.

Quiz • Unit 5

- A**
1. mother
 2. brother
 3. grandfather
 4. aunt
 5. cousin
- B**
1. e
 2. c
 3. b
 4. a
 5. d
- C**
1. living room
 3. dining room
 5. kitchen
 7. bathroom
 8. bedroom
- D** My name is Julio Pinto. I have a big family.
We're from Mexico. Our neighbors
are very nice. They're from Japan. Their last
name is Takahashi.

Quiz • Unit 6

- A** Subjects: geography, health, history, math, P.E., science
Fun events: concert, game, picnic, race
- B**
- | | |
|---------------------|-------------------|
| 1. ten-oh-five | five after ten |
| 2. seven thirty | half past seven |
| 3. eight forty-five | a quarter to nine |
| 4. eleven | eleven o'clock |
| 5. five fifty | ten to six |
- C** **A** I have basketball practice at half past two on Wednesday. What time is it now?
- B** It's twenty after two.
- A** Oh, it's late. My practice is in ten minutes.
- B** I'm late, too. I have band practice at twenty-five to three. That's in fifteen minutes. Oh, wait. My practice is on Thursday, not Wednesday.

Quiz • Unit 8

- A**
1. hamburger
 2. play the guitar
 3. socks
 4. skateboard
 5. jacket
- B** **A** I really like Los Angeles. It's exciting. It's not boring. There's so much to do! My favorite place is Universal CityWalk.
- B** What's it like?
- A** It's fun. There are stores, restaurants, and movie theaters.
- C**
1. b
 2. a
 3. d
 4. e
 5. c
- D** **A** Let's go to the city center. It has a new pool. Can you swim?
- B** No, I can't. But I really like sports, and I can play a lot of other sports.
- A** Well, there's a tennis court at the center. Can you play tennis?
- B** Yes, I can. I like tennis a lot.
- A** There's also a basketball court. Can you play basketball?
- B** Yes, I can. But I don't like basketball very much. I love tennis. Let's play tennis.

Quiz • Unit 7

- A**
1. e
 2. c
 3. a
 4. d
 5. b
- B**
- | | |
|---------|---------|
| 1. 19th | 5. 31st |
| 2. 9th | 6. 13th |
| 3. 12th | 7. 22nd |
| 4. 3rd | 8. 20th |
- C**
1. f
 2. c
 3. b
 4. d
 5. e
 6. a
- D** **Elena** When is Independence Day in Mexico?
- Pedro** It's in September.
- Pedro** It's on March 15th.

Vocabulary Games & Activities

1 Word bingo

This game reviews sets of related words.

- Choose the vocabulary words to be reviewed. The words should be related in some way – for example, use all the nouns or adjectives from a particular lesson, or nouns in the same category.
- Show students how to prepare a bingo grid on a piece of paper. There should be nine spaces on it with one shaded space in the middle as in this example:

poster	phone	clock
box		notebook
bed	dresser	umbrella

- Write the review words on the board. Tell students to write these words anywhere in their grids, one word per square. There should be no repetitions, and the middle square should be left empty.

- Call out a word. Students circle that word on their grids. On the board, write a check next to the words you call out so as not to repeat them.
- Continue in the same way with the other words on the board.
- The first student to circle all items in a row in any direction shouts "Bingo!"
- Ask that student to read the circled items aloud. Check your list. If all the items are correct, the student wins.

Note: More than one student may shout "Bingo!" at the same time. In that case, have one of them read the circled items aloud. Check your list. If all the items are correct, have the other students check to see that their circled words are the same. If they are, all students who circled the correct words win.

- **Optional** Play bingo using a larger grid.

2 Number or letter bingo

Students fill in their bingo cards with numbers or letters. Follow the same procedure as for "Word bingo."

3 Treasure hunt

This activity reviews sets of related words.

- Prepare a list of the words you want to review – for example: *skirt, shoes, pants, sneakers, T-shirt, sweater*, etc. Write the list of words on the board. The longer the list, the more fun the activity.
- Divide the class into groups and have each group choose a secretary. Tell them that they will now have a "treasure hunt" around the classroom. They have two to three minutes to locate all of the items listed on the board. When they locate each item, the secretary

writes down where it is – for example, in the bookcase – or the name of the student who is wearing it. After two to three minutes, say "Stop." Each group points to the items it found and says what they are. The group that found the most items wins.

- The game can be made more difficult by combining vocabulary sets – for example, colors and clothing items: *green sneakers, blue T-shirt*, etc.

4 Say the next one, say the one before.

This activity reviews word sets such as letters, numbers, days of the week, and months of the year.

- Tell students what words will be reviewed – for example, numbers from 25 to 45.
- Invite a volunteer to start by saying the first number: 25. The student sitting to the right of the volunteer says the next number, 26, and so on, going around the class.

When students get to 45, they have to count backward from 45. Gradually increase the speed of the game. Students who make a mistake are out.

- Change word sets frequently to keep the game fresh and fun.

References: Activities 1, 2, and 3 are adapted from Optional Activities in *New Interchange Intro*, Teacher's Edition.

Grammar Games & Activities

1 Words that don't belong

This activity reviews questions and statements.

Before class

- Write down and number the questions or statements to be reviewed.
- Choose one word from each question or statement and add it to another question or statement. Each question or statement will now have a word that does not belong to it. For example:

Questions

1. What *they* is Kate's sweater? (*color*)
2. *Math* is Independence Day? (*When*)
3. Are *color* from Singapore? (*they*)
4. Do you like *when*? (*math*)

Statements

1. Mary's *like* is blue. (*hat*)
2. Peter *birthday* sing. (*can't*)

3. My *can't* is on September 28th. (*birthday*)
4. I *hat* the mall. (*like*)

In class

- Write the statements or questions on the board.
- Have students work in pairs. They circle the word that does not belong in each sentence. Then they rewrite the sentences, relocating the circled words.
- Tell students to raise their hands when they are done. On the board, write the names of the first five pairs in the order they finish.
- When most of the students are finished, ask the first pair to come to the board to correct the sentences. If all the sentences are correct, that pair wins. If not, have the next pair come up, and so on, until there is a winner.

2 Who am I?

This activity reviews Yes / No questions and short affirmative and negative answers and statements.

- Tell the class that you are a famous person. (Think of someone all the students will know.) Students must ask you Yes / No questions to guess your identity. Replies can include statements correcting the wrong information. For example:

Student 1: Are you a model?

Teacher: No, I'm not. I'm a singer.

Student 2: Are you British?

Teacher: No, I'm not. I'm American.

- Demonstrate the activity with a volunteer. Then have students do the activity with a classmate.

Option Play "Who is she / he?" Tell the class that you are thinking of a famous person. Students ask questions such as *Is she / he a singer?* to identify the person.

3 What's the question?

This activity reviews *Wh-* questions.

- On the board, write sample answers to the *Wh-* questions to be practiced. For example: *Mario is 20. Sheila is from Venezuela. Bob is handsome.* Elicit the corresponding questions. (How old is Mario? Where's Sheila from? What's Bob like?)
- Give each student one slip of paper and ask students to write the answer to a *Wh-* question on their slips.
- Collect all the slips and put them in a pile face-down on your desk.

- Divide the class into two teams. Team A starts: One student picks up a slip and reads the statement. A student from Team B asks a question that would elicit that answer. If the question is correct, Team B scores a point. If not, Team A scores a point.
- The team with the most points at the end of the game wins. Alternatively, the first team to reach 15 points can win.

References: Activity 3 has been adapted from Optional Activities in *New Interchange Intro*, Teacher's Edition.

Listening Games & Activities

1 Stand together

You can do this activity for any listening task in the Student's Book that includes question-and-answer sequences.

Before class

- Read the audio script for the listening exercise.
- Copy the questions and answers that are in the audio script on separate slips of paper. Make enough slips of paper for most students to have one.

In class

- Distribute the slips of paper among students. Tell them not to show their slips of paper to one another. Students with slips will be the "volunteers." Those without slips will be the "judges."

- Ask one of the volunteers with a question on the slip of paper to read it aloud.
- The volunteer who has the answer should read it aloud. The judges decide whether the slips match. If they do not, another volunteer answers.
- Repeat this procedure until all questions and answers have been matched.
- Play the recording. The judges decide whether all the pairs were matched correctly. If not, the volunteers try again.

2 Listening lines

Before class

- Select six to eight key words from the audio script of the listening exercise you will do.

In class

- Copy the words you selected in random order on the board.
- Divide the class into groups of six. Each member of each group copies one of the words from the board on a piece of paper, each member writing a different word.

- Have the groups stand in different places in the classroom.
- Explain to students that they will listen to the conversation(s) and should listen for the order in which the words occur.
- Play the recording. Students in each group listen and line up in the order in which they hear the words.
- Play the recording again. Students listen and verify their answers.
- Go around the groups and check.

3 Who? Where? What?

You can do this activity for any listening that is a conversation between two or more people.

Before class

- Write the following on the board or on a piece of paper. If you use paper, make enough copies for your students.

Speakers: _____

Location: _____

Main idea: _____

Number of questions you hear: _____

Number of statements you hear: _____

In class

- Explain the information on the board or on the pieces of paper. Tell students they will listen and fill in the information. Tell them they may not be able to complete all of the information.
- Play the recording. Students complete the information.
- Discuss answers as a class.

Speaking / Pronunciation Games & Activities

1 English words in your language

Note: This game works best in a classroom where the native language of the majority of students is the same.

- On the board, draw a chart like the one below and include some English words that are also used in the students' own language. For example, if their native language is Portuguese, the chart could be as follows:

Word	Same	Different
taxi		
hamburger		
site		
CD		
football		
shopping center		

- Have students copy the chart in their notebooks.
- Invite a volunteer to come to the board. The volunteer says the first word as it is pronounced in his or her native language. You say it in English. The rest of the class listens and checks the *Same* or *Different* column depending on whether the word sounds the same or not in both languages.
- Say the words in English, one at a time. Students listen and repeat.

2 Odd one out: sounds

- Prepare a number of odd-one-out lists in which one word in each list has a different sound from the others. The sound that is different can be a vowel or a consonant. For example:
 - ten
 - hat
 - pen
- Read each odd-one-out list aloud twice. After the second reading, ask students to give you the number of the word that has a different sound. (2.)

- Have students look through the units of the Student's Book you have already done and prepare similar sets of odd-one-out lists.
- Have students work in pairs or small groups. They take turns reading their lists of words. Their classmates listen and identify the odd-one-out word.

3 Sentence stress

- On the board, write several pairs of sentences where the stress can be placed on different words in the same sentence to change the meaning. For example:
 - That's Mary.
 - That's Mary.
 - My brother is 20.
 - My brother is 20.
- Explain that the underlined words have the greatest stress in the sentence because they carry the meaning the speaker wants to convey.
- Say the pairs of sentences in random order, exaggerating the stress, and have students give you the sentence numbers.

- Discuss the difference in meaning between the sentences in each pair. For example, sentence 1 means that the specific girl that they are looking at or pointing to is Mary. Sentence 2 means that the name of the girl they are looking at or pointing to is Mary. Sentence 3 emphasizes that the person who is 20 is the brother. Sentence 4 emphasizes that the age of the brother is 20.